

Annual Parents' Questionnaire 2025 – 26

Author: Adrian Nash

Date of Questionnaire: November 2025

The following comments have been grouped and paraphrased from the November 2025 questionnaire. They reflect the key themes raised by parents/carers.

You've Told Us | We Are Doing

1) Communication

You've Told Us:

- Communication is generally strong and valued by parents.
- However, information is spread across multiple platforms (email, website, Dojo, Arbor, bulletins), making it difficult to keep up.
- Bulletins are becoming too long; parents would prefer more concise updates.
- Some communications (e.g. incidents) can feel unclear or cause unnecessary concern.
- The school calendar and key information can be hard to locate.

We Are Doing:

- We are continuing to prioritise clear and effective communication while simplifying systems.
- We have reviewed how platforms are used, with the aim of reducing duplication and ensuring key information is easy to locate (especially calendars and events).
- Bulletins have been reviewed to make them more concise and user-friendly.
- We have refined how sensitive information is communicated so it is clear, proportionate, and reassures parents.
- Ongoing work with website organisation will ensure key information is accessible in one consistent place.
- The calendar is now accessible in several places on the school website.

2) Class Structures & Transitions

You've Told Us:

- Many parents feel single year group classes and mixed classes have both worked well.
- Some children found transitions challenging, particularly when separated from close friends or placed with older pupils.
- Limited interaction between year groups in mixed classes was noted.

We Are Doing:

- We will continue to review class structures to ensure they best support both academic and social development.
- Transition arrangements will be strengthened, including consideration of friendships and additional support where needed.

- Staff will continue to develop strategies to encourage purposeful interaction across year groups in mixed classes.

3) Teaching, Challenge & Stretch

You've Told Us:

- The school is nurturing and supportive, with strong emphasis on wellbeing.
- However, some parents feel that more able pupils are not always sufficiently challenged and can 'coast'.
- Concerns were raised about reading scheme levels being too easy and a lack of stretch across the curriculum.

We Are Doing:

- We will continue to prioritise high quality teaching that adapts to meet all learners' needs.
- Staff will further develop approaches to challenge, ensuring that pupils who grasp concepts quickly are extended meaningfully within lessons.
- We have reviewed reading provision to balance phonics progression with maintaining engagement and challenge for confident readers.

4) Phonics Grouping / Streaming

You've Told Us:

- Some parents value smaller, ability-based phonics groups.
- Others raised concerns about early streaming, including its impact on confidence, inclusion, and equality.

We Are Doing:

- We will continue to use assessment-informed grouping to support learning progression.
- We have reviewed the timing and structure of grouping to ensure it supports all pupils' confidence, wellbeing, and progress.
- We will ensure flexibility in grouping so children can move between groups as appropriate.

5) Homework

You've Told Us:

- There are mixed views on homework.
- Some parents value it, particularly reading and online resources.
- Others feel there is too much (especially in Reception and KS1), with concerns about pressure and relevance.
- Concerns were raised about homework not always being acknowledged or meaningful.
- Some parents would like more guidance for supporting maths at home.

We Are Doing:

- We will review homework expectations, particularly in EYFS and KS1, to ensure they are age-appropriate and manageable.
- Reading will remain the priority for home learning.

- We will ensure homework is purposeful and that children receive acknowledgment or feedback where appropriate.
- Additional guidance will be provided for parents on supporting maths at home.

6) SEND Provision & Inclusion

You've Told Us:

- Parents recognise the wide range of needs in school.
- Concerns were raised about capacity, including access to the SENCo and support for pupils with complex needs.
- Some parents feel that balancing needs impacts progress for other pupils.

We Are Doing:

- We are continuing to strengthen SEND provision and leadership capacity.
- Systems for communication with parents regarding SEND have been reviewed to ensure timely access and clarity.
- We will continue staff training to meet a diverse range of needs effectively while maintaining high expectations for all pupils.

7) Behaviour, Inclusion & Pupil Support

You've Told Us:

- Some concerns about disruptive behaviour affecting learning.
- A perception from some that attention is focused more on pupils with additional needs.

We Are Doing:

- We will continue to embed consistent behaviour systems that support all children.
- We will ensure classrooms remain purposeful environments where all pupils can learn effectively.
- Staff will continue to balance individual support with whole-class learning priorities.

8) Enrichment, Sport & Extra Opportunities

You've Told Us:

- Increased extracurricular activities and sports participation are valued.
- Some concerns that opportunities (e.g. football matches, performances) are not always accessible to all pupils.
- Requests for continuation of activities such as EDI and clubs.

We Are Doing:

- We will continue to expand enrichment opportunities, including sports competitions and clubs.
- We will review how opportunities are allocated to ensure fairness and inclusivity.
- Successful initiatives (e.g. EDI, gymnastics, music) will continue to be supported and developed.

9) School Experience (EYFS & Wellbeing)

You've Told Us:

- Strong praise for EYFS staff and support with settling in.
- Some concerns about pressure in Reception (e.g. homework expectations).

We Are Doing:

- We will maintain a strong focus on settling, wellbeing, and early development in EYFS.
- Expectations around home learning in Reception have been reviewed to ensure they align with best practice.

10) School Meals & Health**You've Told Us:**

- Concerns that school meals do not always reflect healthy eating messages.
- Specific concern regarding children attending swimming in cold weather without adequate drying/clothing.

We Are Doing:

- We will continue to work with providers to promote balanced and healthy meal options.
- Procedures for swimming will be reviewed to ensure they prioritise children's health, safety and comfort, particularly in colder weather.

11) Finance & Contributions**You've Told Us:**

- Concerns about frequent requests for money and perceived lack of transparency around spending (e.g. events, donations).

We Are Doing:

- We are mindful of financial pressures on families and will review how and when we request contributions.
- We will continue to aim to communicate more clearly the purpose and impact of any requested contributions.

12) Reporting to Parents**You've Told Us:**

- Positive feedback on personalised knowledge of children by teachers.
- Concerns that written reports can feel vague or too focused on English and maths.

We Are Doing:

- We will review report formats to ensure they provide clear, useful and balanced information.
- We will continue to prioritise high-quality communication through parents' evenings and ongoing dialogue – whilst balancing teacher workload.

13) Overall Feedback**You've Told Us:**

- The school is caring, nurturing and has a strong community feel.

- Many parents expressed appreciation for staff dedication and commitment.

We Are Doing:

- We will continue to reflect, adapt and improve to provide the best possible experience for all children.

Thank you for your continued support and kind feedback.

The Annual Questionnaire is a key part of our ongoing commitment to school improvement. We greatly value all feedback and encourage parents to continue sharing their views with us throughout the year.