Parent Survey Results Summary – May 2026

1. Overview of Respondents

The survey captured responses across all year groups (53 total responses), with the largest representation coming from Year 4 (26.4%) and Reception (24.5%).

- **Reception:** 24.5% (13 responses)
- **Year 1:** 17% (9 responses)
- **Year 2:** 15.1% (8 responses)
- **Year 3:** 17% (9 responses)
- **Year 4:** 26.4% (14 responses)
- **Year 5:** 9.4% (5 responses)
- **Year 6:** 11.3% (6 responses)

2. Key Quantitative Findings

The quantitative data shows an exceptionally high level of satisfaction across all core areas of school life, with nearly unanimous agreement on safety, happiness, and leadership.

- **Child happiness and well-being:** 98.1% of parents agree or strongly agree that their child is happy at the school (73.6% Strongly Agree, 24.5% Agree).
- **Safety and care:** 98.1% feel their child is safe at school (81.1% Strongly Agree, 17% Agree). Furthermore, 98.1% agree that their child has an adult to talk to in school when needed.
- Leadership and management: 100% of respondents believe the school is led and managed well (71.7% Strongly Agree, 28.3% Agree).
- **Inclusivity and individual needs:** 100% agree that the school is inclusive, and 98.1% feel that the school meets their child's particular needs.
- Behaviour and bullying: 96.2% agree that school staff deal with behaviour issues well. In instances where bullying was relevant, parents felt the school dealt with it quickly and effectively.
- **Teaching, learning, and homework:** 100% agree that the school has high expectations for their child and 98.1% feel their child does well at the school. Additionally, 100% of parents feel that homework is set at an appropriate level and that the school makes them aware of what their child is learning.
- **Communication and approachability:** 100% feel staff are approachable and willing to listen. For the parents who have raised concerns, 100% felt they were dealt with appropriately.

3. Key Qualitative Themes

Areas of Strength (What parents value most)

- **The "Small School" family feel:** A resounding theme in the qualitative comments is appreciation for the school's size and community feel. Parents frequently noted that it feels like a "little family," where all staff members know each child individually.
- **Caring and dedicated staff:** Parents expressed deep gratitude toward the staff, describing them as caring, approachable, and invested in the children's development. Particular praise was given to individual staff members, including Mr. Cockcroft for personally greeting children by name at the gate, Miss Porter in the office for going "above and beyond" for well-being, and Miss Myatt, Mrs. Clarke, and Mrs. Leith for their exceptional care.
- **Calm and nurturing environment**: The environment is praised for being calm and nurturing, which allows children to thrive, build confidence, and overcome anxieties about coming to school.
- **SEN and inclusive support**: Parents of children with Special Educational Needs (SEN) highlighted that the school is highly supportive and treats children as individuals, ensuring they receive the same quality of care as non-SEN pupils.
- **Balanced homework expectations:** Parents explicitly praised the homework policy, noting that the amount set is reasonable and achievable without putting unnecessary pressure on the children.

Areas for Development & Parental Feedback
While overall feedback was overwhelmingly positive, parents raised a small number of operational points for the school's consideration:

- **Office communication timeframes:** A parent noted that emails sent to the school office are sometimes not dealt with in a good timeframe or are left without a reply.
- **Coordination of digital communications:** There was feedback regarding ClassDojo notifications. A parent pointed out that receiving multiple notifications (e.g., 7 updates) on the same day can be overwhelming and requested that event notifications be spread out across the week.
- **Behaviour support transparency:** One comment suggested that while the school is quick to communicate when a child's behaviour inside school goes wrong, they do not always communicate what internal support or strategies the school is putting in place, which can make the parent feel isolated in resolving the issue.
- **Site maintenance:** A parent requested that more pride be taken in maintaining the surrounding walkways, specifically ensuring that paths leading up to the school are kept clear of dog fouling.

4. Summary Conclusion for Governors
The May 2026 survey demonstrates that Heap Bridge Village Primary School continues to maintain an exceptionally strong relationship with its community. The 100% parental approval ratings across key areas—such as leadership, high expectations, inclusivity, and staff approachability—reflect outstanding performance and confidence in the school's direction. The few constructive points raised regarding administrative communication timelines and ClassDojo management offer clear, low-cost opportunities for operational refinement.