

# PARENT SURVEY

Spring 2026



## SUMMARY HEADLINES

- The survey was completed online using a Google Form.
- There were 70 responses (see chart right).
  - EYFS - 12
  - KS1 - 24
  - LKS2 – 14
  - UKS2 - 20
- 97.1% responses said that they would recommend St Luke's to another parent.
- National comparison is positive with all results higher than the national average.
- Several questions achieved a 98.6% positive response including:
  - Child happiness at school;
  - Effective management of pupil behaviour;
  - Support for pupils with SEND;
  - Availability of a good range of subjects.



The vast majority of parent responses were positive, with only three questions receiving less than 95% positive feedback. These questions related to the school's expectations for children, how parental concerns are addressed, and how parents are kept informed about their child's progress. Looking at the comments for these questions, two clear themes emerge: parents feel strongly about the school's decision to change the home-learning policy, and about having only two parent-teacher interviews each academic year. Despite the lower results in these three questions, the scores remained higher than the national average scores in the same questions.

Eight 'strongly disagree' responses were recorded in the survey, from five different respondents. These related to five questions - dealing with bullying (2), dealing with concerns (1), providing support for SEND children (1), letting parents know how children are doing (3) and supporting wider personal development (1).

Three questions maintained the same score as last year, showing consistency in areas where parents already feel confident in the school's performance. In addition, three further questions showed an improvement compared to last year, reflecting positive developments in how the school engages with families. Notably, there was a 3% increase in positive responses regarding the school's handling of bullying, with parents recognising that issues are dealt with quickly and effectively. Parents also reported feeling better informed about what their children will be learning throughout the year, and appreciated the school's continued commitment to offering a broad and varied curriculum. These improvements highlight the school's ongoing focus on communication, safeguarding, and providing a well-rounded education for all pupils.

Eight questions saw a decrease in positive responses compared to last year's survey. The most notable drop was in the question relating to the school having high expectations for children, which fell by 5.7%. This suggests that, while overall feedback remains strong, there are a small number of areas where parents feel there is room for the school to reflect and consider how it communicates and maintains expectations for all pupils.

In summary, the survey shows that parents continue to feel positively about the school, while also highlighting a few key areas where improvements can be made.

## SURVEY RESPONSES

Questions	Frequencies					Percentages				
	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know / NA	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know / NA
Q1 - My child is happy at St Luke's	49	19	1	0	1	70.0%	27.1%	1.4%	0.0%	1.4%
Q2 - My child feels safe at St Luke's	54	14	2	0	0	77.1%	20.0%	2.9%	0.0%	0.0%
Q3 - St Luke's makes sure its pupils are well behaved	46	19	1	0	4	65.7%	27.1%	1.4%	0.0%	5.7%
Q4 - My child has been bullied and St Luke's dealt with the bullying quickly and effectively	5	2	0	2	61	7.1%	2.9%	0.0%	2.9%	87.1%
Q5 - St Luke's makes me aware of what my child will learn during the year	29	36	3	0	2	41.4%	51.4%	4.3%	0.0%	2.9%
Q6 - When I have raised concerns with the school they have been dealt with properly	20	16	3	1	30	28.6%	22.9%	4.3%	1.4%	42.9%
Q7 - My child has SEND, and the school gives them the support they need to succeed	3	6	0	1	60	4.3%	8.6%	0.0%	1.4%	85.7%
Q8 - St Luke's has high expectations for my child	27	32	5	0	6	38.6%	45.7%	7.1%	0.0%	8.6%
Q9 - My child does well at this school	30	35	2	0	3	42.9%	50.0%	2.9%	0.0%	4.3%
Q10 - St Luke's lets me know how my child is doing	24	41	1	3	1	34.3%	58.6%	1.4%	4.3%	1.4%
Q11 - There is a good range of subjects available to my child at St Luke's	34	31	1	0	4	48.6%	44.3%	1.4%	0.0%	5.7%
Q12 - My child can take part in clubs and activities at St Luke's	38	29	2	0	1	54.3%	41.4%	2.9%	0.0%	1.4%
Q13 - St Luke's supports my child's wider personal development	33	27	1	1	8	47.1%	38.6%	1.4%	1.4%	11.4%
Q14 - I would recommend St Luke's to another parent	68			2		97.1%			2.9%	

■ Don't know / NA

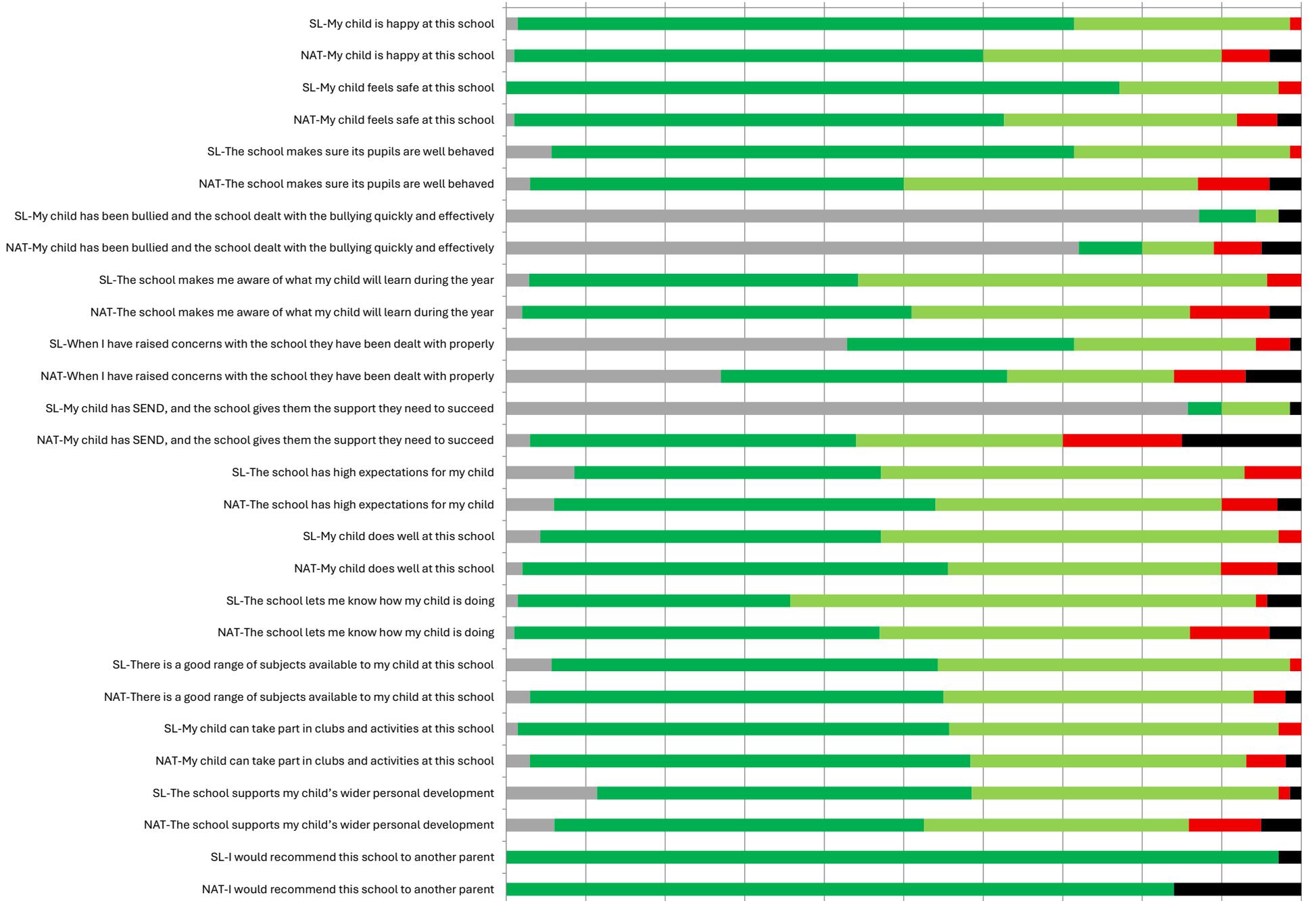
■ Strongly agree

■ Agree

■ Disagree

■ Strongly disagree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



## POSITIVE RESPONSES - ST LUKE'S VS NATIONAL DATA VS HISTORICAL DATA

Questions	Positive Responses 2026 (St Luke's Data)	Positive Responses 2026 (National Data)	Difference	Positive Responses 2025 (St Luke's Data)	Difference
Q1 - My child is happy at St Luke's	98.6%	90.0%	+8.6%	98.6%	±0.0%
Q2 - My child feels safe at St Luke's	97.1%	91.0%	+6.1%	100.0%	-2.9%
Q3 - St Luke's makes sure its pupils are well behaved	98.6%	87.0%	+11.6%	100.0%	-1.4%
Q4 - My child has been bullied and St Luke's dealt with the bullying quickly and effectively	97.1%	89.0%	+8.1%	94.2%	+2.9%
Q5 - St Luke's makes me aware of what my child will learn during the year	95.7%	86.0%	+9.7%	92.8%	+3.0%
Q6 - When I have raised concerns with the school they have been dealt with properly	94.3%	84.0%	+10.3%	97.1%	-2.8%
Q7 - My child has SEND, and the school gives them the support they need to succeed	98.6%	70.0%	+28.6%	100.0%	-1.4%
Q8 - St Luke's has high expectations for my child	92.9%	90.0%	+2.9%	98.6%	-5.7%
Q9 - My child does well at this school	97.1%	89.0%	+8.1%	100.0%	-2.9%
Q10 - St Luke's lets me know how my child is doing	94.3%	86.0%	+8.3%	95.7%	-1.4%
Q11 - There is a good range of subjects available to my child at St Luke's	98.6%	94.0%	+4.6%	95.7%	+2.9%
Q12 - My child can take part in clubs and activities at St Luke's	97.1%	94.0%	+3.1%	97.1%	±0.0%
Q13 - St Luke's supports my child's wider personal development	97.1%	85.0%	+12.1%	97.1%	±0.0%
Q14 - I would recommend St Luke's to another parent	97.1%	84.0%	+13.1%	100.0%	-2.9%

## RESPONSES TO SPECIFIC FEEDBACK

*Based on the "What could we improve?" section of the parent survey, several key themes emerged. Below are specific suggestions extracted from the feedback, followed by a school perspective.*

### 1. Lack of Parent Consultation on Home-Learning Policy and Reinstatement of Formal Weekly Homework

**Suggestion:** Multiple parents expressed frustration that the home-learning (homework) policy was changed without what they perceived as "proper consultation" or "notice." They feel that such a significant decision should have been collaborative and that parents were excluded from the process. Parents also requested that the school return to a formal homework policy to help children build routines and prepare for the transition to secondary school.

**School Comment:** The school does not make major policy shifts in isolation; we consult with the parent body twice a year specifically to gather feedback on school life and academic direction. The data collected from parents during the previous academic year was instrumental in this decision, as a clear majority of feedback highlighted that the existing homework model was a source of significant family stress and was not consistently supporting children's progress. Far from being a "sudden" change, the shift in the home-learning policy was the result of several years of careful consideration by the Leadership Group. This involved reviewing current educational research, evaluating the internal impact of homework on children's wellbeing, and looking at the effectiveness of our teaching hours.

While the school highly values parental input, the final decision on pedagogical strategies rests with the school leadership and teaching professionals. Our role is to act on the most robust evidence available to ensure the best outcomes for all students, even when those decisions deviate from traditional expectations. The policy was introduced with the intention of streamlining focus toward high-impact classroom learning. While we acknowledge that any change requires an adjustment period, the decision was informed directly by the parent community's own previous feedback regarding the burden of the "home-school battle" over assignments.

It is also important to clarify that we have not removed homework entirely; rather, we have refocused our expectations on the most impactful areas: daily reading, times table practice and through occasional project-based learning. Longer-term projects require children to:

- Manage their time over several weeks rather than a single night.
- Develop research and problem-solving skills independently.
- Take ownership of how they present their work, whether through a model, presentation, or journal.

This mirrors the independent study skills required at Key Stage 3 more closely than repetitive nightly worksheets.

By concentrating on these "essential bits," we ensure children master the fundamental skills required for secondary school success without the negative impact on their evening and weekend wellbeing.

### 2. Providing Weekly Individual Progress Updates/Slips

**Suggestion:** Some parents suggested receiving weekly or frequent written "slips" or updates in reading bags regarding their child's specific academic or pastoral progress.

**School Comment:** Providing individual written updates on a weekly or bi-weekly basis is not feasible within our current staffing structure. With classes of up to 30 pupils, a teacher would spend several hours a week writing these notes rather than teaching. We rely on our scheduled Parents' Evenings and the end-of-year reports to provide formal feedback, as these are the designated times funded within the school calendar for reporting.

### 3. The Total Removal of Screens from Classrooms

**Suggestion:** A request was made to "remove screens completely" to reduce children's digital exposure.

**School Comment:** Digital literacy is a mandatory part of the National Curriculum and an essential life skill in the 21st century. Technology is used at the school as a tool to enhance and diversify learning. Removing screens would leave pupils technologically illiterate and ill-prepared for the transition to secondary school and the wider world. Additionally, interactive whiteboards and digital resources are integral to modern teaching methods, allowing us to access a wider range of visual and interactive media that cannot be replicated with traditional textbooks alone.

#### 4. Communication of Progress and Performance

**Suggestion:** Several parents feel that reporting on progress is not frequent enough or that assessment results lack context (e.g., they want to know if their child is "above" or "below" expected progress more clearly).

**School Comment:** Constant data reporting can create a "high-stakes" environment for young children, leading to anxiety and a focus on grades rather than a love of learning. The school's current reporting cycle is designed to provide a meaningful, holistic picture of a child's development at key intervals, avoiding the pitfalls of "data-labeling" children too early in their education. In addition, constant, "real-time" reporting on individual performance is unsustainable for teaching staff and can lead to "data fatigue" for parents. Providing frequent, detailed updates on every child would significantly increase teacher workload, detracting from lesson planning and high-quality classroom instruction. The school prioritises meaningful, cumulative feedback at Parents' Evenings and End-of-Year reports to provide a holistic view of progress rather than reactive snapshots that may fluctuate weekly.

#### 5. Introduction of Specialist Language Classes (e.g., German/Spanish) in the Afternoons

**Suggestion:** Parents suggested expanding the curriculum to include a wider variety of specialist-led subjects like German or Spanish during the school day.

**School Comment:** At the primary level, schools focus on one foreign language to ensure depth of learning. We have strategically chosen Latin as our foreign language, as its impact on children's understanding of English grammar, vocabulary, and logical thinking is immense. While we cannot add further languages to the statutory school day, we do facilitate a variety of additional languages (such as French, Spanish and Mandarin) through our lunchtime and after-school club provision for those who wish to pursue them.

#### 6. Immediate Increase in After School Club (ASC) Capacity

**Suggestion:** Parents requested more spaces at the After School Club to accommodate high demand.

**School Comment:** We are unable to increase the number of spaces in the After School Club due to strict legal staffing ratios and the physical capacity of our premises. To ensure the safety of the children, we must adhere to specific regulations and maintain a required number of qualified staff members, which we cannot currently expand without significant capital investment or higher fees for parents.

#### 7. Reducing Class Sizes to Enable More Individualised Instruction

**Suggestion:** A suggestion was made to reduce class sizes so that teachers do not have to "teach to the lowest denominator" and can provide more challenge for high-achieving pupils.

**School Comment:** Reducing class sizes is outside of the school's direct control. Our pupil intake is determined by the Local Authority, and our funding is tied directly to these pupil numbers. To reduce class sizes, we would require additional classrooms and additional teachers (both of which we do not have the budget for). We must challenge the perception that large classes result in "teaching to the lowest denominator." This is a misconception of how modern "Quality First Teaching" works. Our internal data and national assessment results are among the highest in the borough. This success is achieved through Adaptive Teaching. Unlike older models of "differentiation" (which often involved giving different tasks to different groups), adaptive teaching means the teacher maintains high expectations for all pupils. The teacher continually assesses the class in real-time and "adapts" the support provided—such as through targeted questioning, different levels of scaffolding, or providing "low floor, high ceiling" tasks that allow high-achievers to explore concepts in much greater depth. This ensures every child is stretched and inspired regardless of the class size.

#### 8. Teacher Communication at the Start of Term

**Suggestion:** Some parents felt they did not receive enough communication from the new teaching team in the first few weeks of the school year and felt they "didn't know" the teachers.

**School Comment:** The start of the academic year is the most critical time for teachers to focus entirely on building relationships with their pupils and establishing classroom boundaries. Prioritising parent communication during this "settling-in" period would distract teachers from their primary duty: ensuring the children feel safe, known, and ready to learn in their new environment.

## 9. "Water Intake" Monitoring

**Suggestion:** A suggestion was made that the school should "ensure regular water intake breaks" to avoid health issues like dehydration.

**School Comment:** Children have unrestricted access to their water bottles throughout the day. Explicitly scheduling "water breaks" interrupts the flow of teaching and prevents children from learning "self-regulation"—the ability to recognise and respond to their own bodily needs independently, which is a key developmental milestone.

## 10. Wearing PE Kit All Day

**Suggestion:** The decision to let children wear PE kits all day on sports days was described as "poorly communicated," especially after parents had already purchased full uniforms.

**School Comment:** Wearing PE kits all day maximises the time available for physical activity and reduces the significant amount of learning time lost to changing, especially for younger children. It also drastically reduces the volume of "lost property." This policy is a practical, efficiency-based decision that benefits the children's physical education.

We are very sorry for the timing of this announcement. The end of the academic year is an incredibly busy period, and unfortunately, in the rush of preparations, we simply forgot to send out this specific update before some parents had completed their back-to-school shopping. We understand the frustration this caused and will strive to ensure such significant changes are flagged much earlier in the future.

## 11. The "Finland" Model Comparison

**Suggestion:** One parent suggested that the school should be "groundbreaking" and model itself after the "Finland" approach—moving away from traditional "sitting and learning" and instead focusing on learning through play, accommodations, and total inclusion for all age groups.

**School Comment:** As a UK school, we are legally mandated to deliver the National Curriculum. While Finland's model is often praised for its lack of formal testing and focus on play, the UK system requires specific measurable outcomes at the end of Key Stage 2. Adopting a Finnish-style "no-formal-instruction" model would leave our pupils unprepared for the rigorous SATs assessments and the academic demands of the British secondary school system. While "learning through play" is the foundation of our Early Years (Nursery and Reception) pedagogy, cognitive science shows that as children age, they require more "explicit instruction" to master complex subjects like literacy and numeracy. Relying solely on play for older children can lead to significant gaps in knowledge and foundational skills.

Interestingly, while Finland was long considered the gold standard, their performance in international PISA rankings has actually declined in recent years. Meanwhile, the UK's focus on structured phonics and mastery-based mathematics has seen our national literacy and numeracy levels rise. We prioritise evidence-based methods that are proven to work within our specific cultural and educational context. The Finnish model is supported by a vastly different socio-economic structure and a unique national funding model. Suggesting a school "become Finland" overlooks the reality that we must operate within the UK's specific regulatory and financial framework, which prioritises a balance between pupil wellbeing and rigorous academic achievement.

## 12. Unrestricted Morning Access to Teachers

**Suggestion:** Several parents suggested that they should be able to have "quick chats" or informal meetings with class teachers at the classroom door or in the playground during morning drop-off to relay information or check in on their child.

**School Comment:** The safety and "settling in" of our pupils during the first ten minutes of the day is our absolute priority. When a teacher is engaged in a conversation at the door, their "active supervision" of the classroom is compromised. This time is vital for teachers to welcome children, settle anxieties, and begin the first learning activity of the day immediately. We operate an "Open Door" philosophy, but this must be balanced with professional boundaries. For any message that isn't an immediate safeguarding concern or a change to collection arrangements, we ask parents to use the school office email. By moving these conversations to scheduled appointments or email, we ensure that parental concerns are documented and addressed with the level of confidentiality and focus they deserve. This ensures that the teacher can give your query their full attention at a time when they are not responsible for the immediate safety of 30 children.

# What are our greatest strengths?

## Overall Summary

Parents describe St Luke's as a small, nurturing and inclusive community where children are known as individuals, feel safe and valued, experience high expectations, and benefit from strong teaching, excellent communication and a rich range of opportunities beyond the classroom.

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### A nurturing and caring environment

- *"A wonderfully friendly, supportive and caring environment."*
- *"A safe community where she can thrive."*
- *"Small, caring and nurturing environment which gives my child the support they need."*
- *"Children feel valued and well supported."*
- *"You treat all children with love, care and equality."*
- *"Pastoral care and sense of community are excellent."*
- *"My child feels happy and safe."*
- *"A peaceful and clean environment."*

### Enrichment and wider opportunities

- *"Sporting opportunities go from strength to strength."*
- *"Outstanding range of co-curricular clubs."*
- *"Excellent access to sports, trips and enrichment."*
- *"Opportunities to speak up, grow in confidence and perform."*
- *"Great opportunities for social development through clubs, trips and activities."*
- *"Wide range of activities and clubs to suit all individuals."*

### Communication and leadership

- *"Communication is transparent and sufficient."*
- *"Prompt follow through on parent queries."*
- *"Strong office management and communication."*
- *"The welcome at the school gate sets a good tone for the day."*
- *"Good behaviour, prompt at responding, great communication."*

### Strong sense of community

- *"Strong community ethos."*
- *"Children integrate across year groups and older pupils look after younger ones."*
- *"Small school so children don't get lost in a sea of kids."*
- *"Teachers and pupils are part of a small community with strong relationships."*
- *"Community feeling."*
- *"Friendships across year groups."*
- *"Treating everyone as equals."*

### High standards and quality of education

- *"High expectations of behaviour and results."*
- *"A well-executed curriculum."*
- *"High quality teaching which is nurturing and inspiring."*
- *"Strong consistency in supporting great values."*
- *"Good, honest feedback at parent-teacher conferences."*
- *"Children are very well behaved."*
- *"Well-rounded children who enjoy learning."*

### Knowing every child as an individual

- *"Teachers understand his needs and where he excels."*
- *"Caring about the child as an individual."*
- *"Teachers are very close to all students and give good support."*
- *"The size means it can really focus on each child."*
- *"SEN support is very good."*
- *"Kind, consistent behaviour support that leads to real improvement."*

# What could we improve?

## Overall Summary

Parents are broadly very satisfied with the school's ethos and provision. The most consistent areas for development relate to increasing individual feedback about pupil progress (academic and pastoral), reviewing the homework approach – particularly in upper KS2 – improving clarity around assessments and policy changes, and ensuring visible stretch for higher-attaining pupils.

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### Individual feedback and visibility of progress

- *"More frequent and in-depth feedback on my child's progress."*
- *"Visibility on how the kids are doing – only a couple of checkpoints a year."*
- *"Reporting of progress could be clearer and better contextualised."*
- *"We would appreciate insight into areas where our child may be falling behind."*
- *"Communication about strengths and areas to focus on at home."*
- *"A little written update or comment slip per term would help."*
- *"More professional insight on academic and pastoral development."*
- *"Better communication about incidents affecting my child."*

### Challenge and stretch

- *"More emphasis on supporting children who need extra help."*
- *"My child would like more challenge questions."*
- *"Children of normal or good ability not encouraged to explore further."*
- *"Concern about teaching to the lowest denominator."*

### Playtimes, clubs and structure

- *"More structure at playtime."*
- *"Balance between clubs and lunch time."*
- *"More mixing across age groups."*
- *"More extra-curricular options (e.g. German, nursery clubs)."*
- *"More spaces at after-school club."*

### Homework policy

- *"Wish the children got homework."*
- *"Resume the provision of homework."*
- *"No homework in Year 6 makes the move to secondary harder."*
- *"The no homework policy needs reviewing for Years 5 and 6."*
- *"Homework helped us know what was being taught."*

### Communication clarity and consistency

- *"We would love more communication from the teaching team."*
- *"Changes in policy could be signposted before implementation."*
- *"Better communication about what children are learning each half term."*
- *"More insight days for parents."*
- *"Parents' evening felt rushed and unstructured."*
- *"Greater clarity on assessment schedules."*
- *"Communication between parents and teachers could improve."*

### Curriculum and enrichment suggestions

- *"Remove screens completely."*
- *"More learning-based afternoon activities (e.g. languages)."*
- *"Wider range of extra-curricular."*

### Transition support

- *"More information about transition between year groups."*
- *"Explaining the step up between Reception and Year 1."*
- *"Support ahead of secondary transition."*