



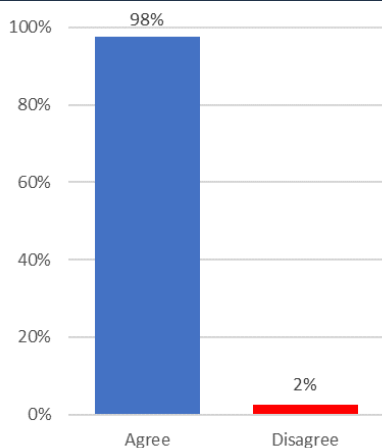
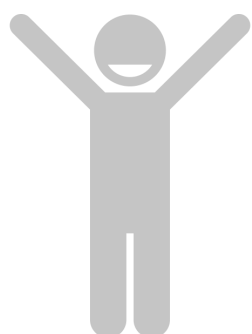
ST LUKE'S C.E. PRIMARY SCHOOL

END OF YEAR PARENT SURVEY

JULY 2026

Parents were invited to share their views through a survey available at the end of the academic year using a Google Form. This was shared through a link in the newsletter and email correspondence. 103 responses were received.

My child has enjoyed coming to school this year



Which class is your child in?

Nursery
8

Reception
16

Year 1
24

Year 2
10

Year 3
9

Year 4
11

Year 5
14

Year 6
11

St Luke's keeps my child safe

Agree - 100%

Disagree - 0%



100%

My child has progressed well this year



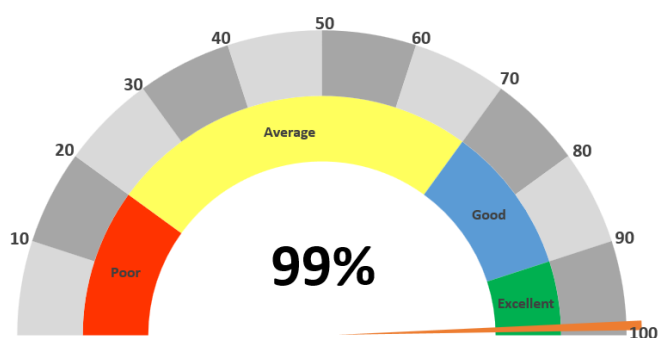
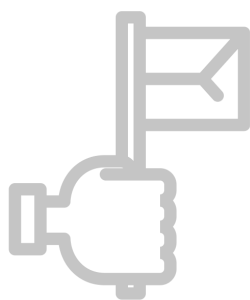
99%

Agree - 99%
Disagree - 1%



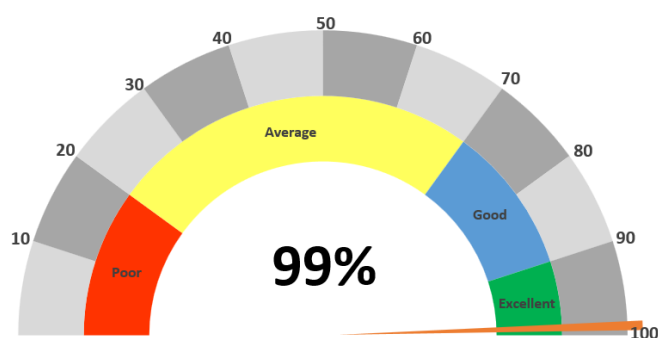
My child has been become more independent this year

Agree - 99%
Disagree - 1%



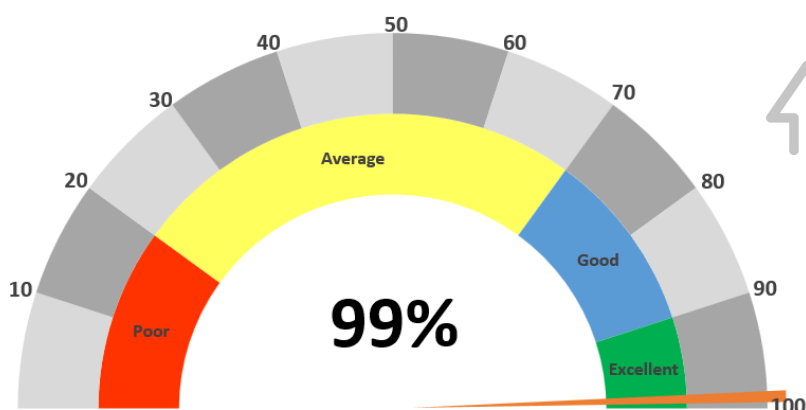
My child has developed new skills and knowledge this year

Agree - 99%
Disagree - 1%

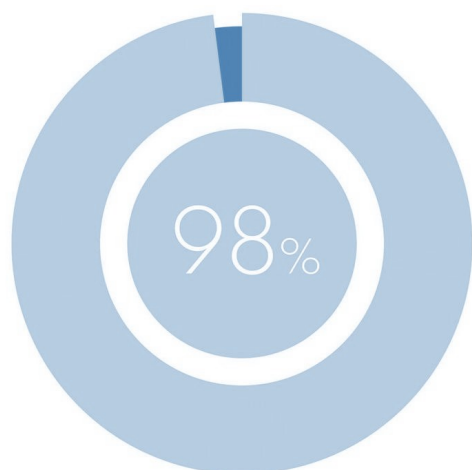


My child has been well motivated this year

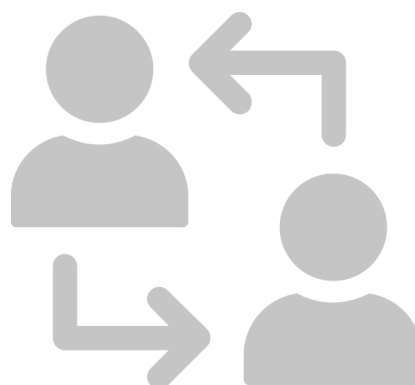
Agree - 99%
Disagree - 1%



I am pleased with the home/school relationship



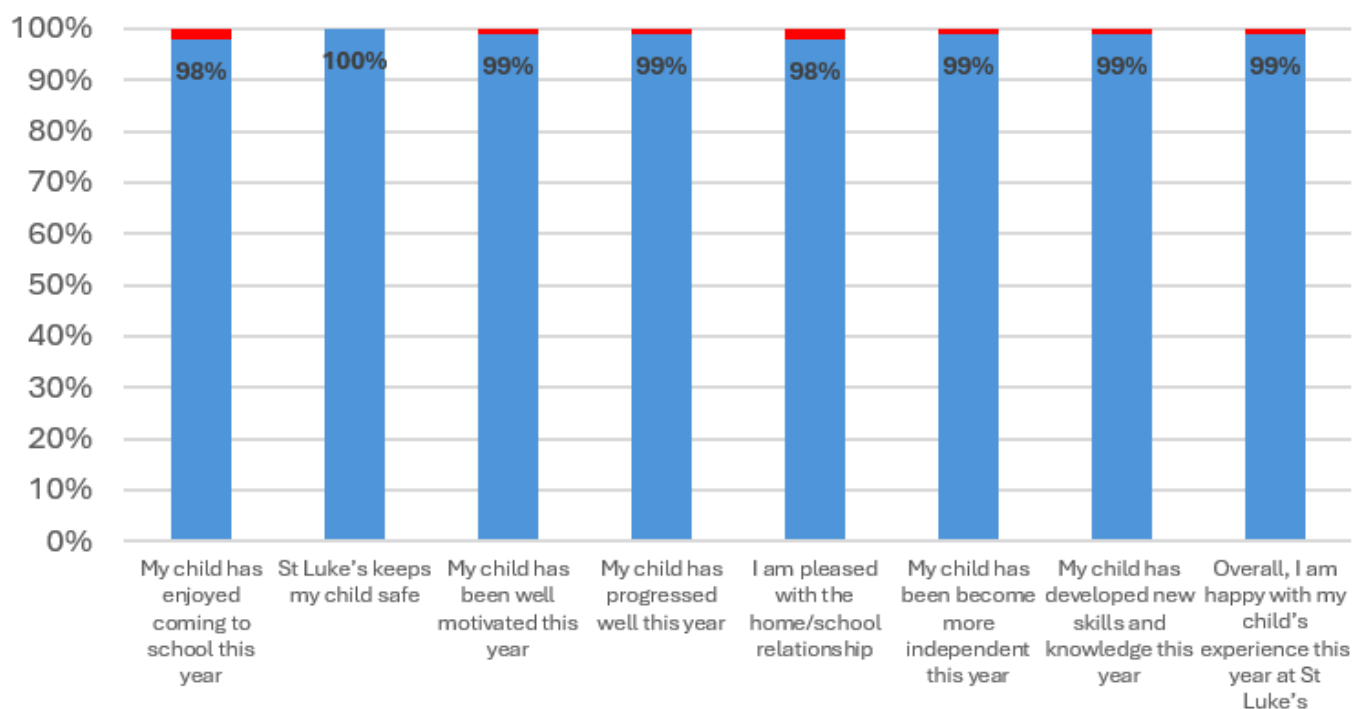
Agree - 98%
Disagree - 2%



Overall, I am happy with my child's experience this year at St Luke's



99%



This year we have been pleased with:

The sport - Mrs Allan is a real asset to the school, it is great to have such a champion of girls' sport.

The regular change of seating to foster more relationships with other pupils, accommodating attention requirements with fidgets and a chair band to help with concentration.

How much my child has learned over the year.

We really appreciate the emotional support offered to our child this term.

The production and support for the SATS tests.

How engaging my child has found DT lessons.

The variety of PE and sports club activities.

The extra tailored support that my child received and the school's willingness to accommodate my child's special needs.

How supported my child was during sats to get the best out of him. He has really loved the responsibility of sports leadership and the range of sporting competitions.

My child has learned to read and made friends.

Everything. My child has had the best year at nursery. He's loved making new friends and knows that he always has the adults' support. He has said 'he belongs in Nursery'.

The topics are fantastic, the learning opportunities connected to them are varied and so much fun.

His whole progress in general.

My child has developed his confidence across all aspects of Learning. He has built a solid foundation of the core subjects and things are beginning to click into place.

The care shown to my child who has medical conditions.

We have been really pleased with the learning environment, the support and care for our children.

How well the teaching staff know our child, both in terms of learning and social development; also the challenge and stretch they provide to support further progress.

The hard work staff to make a job share as seamless as possible for children and parents - not an easy feat but they have made it work incredibly well.

The increase in confidence and support my child has received.

All the staff have been very kind and considerate of the many difficult circumstances. I am sincerely grateful.

My child's maths and English have improved from greater focus. Also the number of extracurricular activities he has been involved with has been a real positive.

Enriching class outings (Brooklands, Rose Theatre, Wisely Gardens), DT workshops, science labs etc. the variety keeps my child so wonderfully excited to bounce into school every day. We especially appreciate the notably higher number of extracurricular clubs vs Reception year. My child is very proud, rightly, of his great school.

My child's progress with reading and the support provided by teachers.

How happy my child is to go to school.

Breadth of learning across topics and how these have been delivered in inspirational and engaging ways. Also my child's development in reading and writing independently and confidently.

How much more confident my child has become and how much his self-esteem has grown with it. The opportunities the year sixes have had to strengthen their learning with trips and extra curricular activities. Interventions that have been put into place to allow my child to showcase his abilities and support his learning.

School communication especially when trying to make some reasonable adjustments.

The reception team have been amazing and helped my child settle into school better than we ever imagined they would.

My son started St. Luke's from this year. All the teachers and members of staff have been extremely kind and have supported him throughout his journey this year. Even though my son was anxious to go to school at the start he settled in well afterwards and was always willing and showing positive attitude going to school every day.

The environment the staff provide for the overall development of every child in the school is commendable and as a parent I am very grateful for that.

My child has been very happy coming to school. He has been excited about the topics taught this year and has enjoyed all the brilliant school trips. We are pleased with how he has progressed overall throughout the year and appreciate the positive and helpful feedback. Thank you for everything this year.

I really appreciate the reminders from the office if I've forgotten something (including checking if we wanted tickets to the production before releasing them)! Thank you!

How great her teachers have helped her with some challenging times.

I was pleased to see how much his confidence, independence, and social skills have grown this year. He has enjoyed school, made friends, and shown enthusiasm for learning.

My son has thoroughly enjoyed this year. We are thrilled with the confidence he has gained, which we believe is largely thanks to not just the academic opportunities he has had but also the diverse extra-curricular activities he has taken part in, ranging from football tournaments and choir performances to Maypole dancing and trips to the theatre & museums as well as a five-day residential.

The activities in nursery and children development.

My child's relationship with his teacher.

Progress on reading has been fantastic and we're excited for what this can unlock learning-wise.

The school play and trips.

The high standard of teaching and level of academic challenge. It's definitely pushed my child to work harder and motivated me to support her learning at home. I'm very happy with her progression this year :)

Phonics and improved reading fluidity.

My child's continued increased confidence in academic and social settings.

The relationship that the teachers have built with my child, her phonics development, her emotional support, opportunities, trips.

Even as nursery attendee we have been made to feel a fully included part of the whole school. Also very pleased that St Luke's accepts students from the term after they turn 3 rather than the September after they turn three which has given her almost a full extra year.

Her progress in Reading! Started the year on the supported table and now above expected standard in several reading categories

It's a wonderful school, and my son loves it there. The staff and teachers provide a warm community feeling. The addition of ROAR camps has been brilliant!

Despite initial reservations, my child successfully settled into the school and grew significantly in confidence. His active participation in a wide range of activities over the remainder of the year greatly enhanced his personality and skills. We are very grateful for the dedication of all the staff as well as the mutual care & exemplary support the children show to one another.

We would like to make the following suggestions:

Parent Comment	School Comment
It is recommended that the sports day be held in September or early October. Mid October (rainy season) and June, July (too hot) are not recommended.	Several parents commented on the timing of our Sports Days following the numerous postponements we have experienced this year and in previous years. Unfortunately, there is no perfect time of year to hold outdoor sporting events. In recent years, we have been particularly unlucky, with either extreme heat or persistent wet weather affecting our planned dates. The Leadership Team has discussed this issue on several occasions and feels that now is the right time to make a change. From next academic year, our Key Stage 2 Sports Day will be held at Kingsmeadow in September, when the weather is often more settled and the venue is better suited to our older pupils. Our Nursery, Reception and Key Stage 1 Sports Days will continue to take place during the summer term, as these events are shorter in duration and are held on the school site, making them easier to adapt should the weather become particularly warm. We hope this change will reduce the likelihood of postponements while continuing to provide children with a positive sporting experience. As with all aspects of school life, we will keep these arrangements under review and make further changes if they prove necessary.
Ways to cool the children in the hot weather so learning isn't disrupted.	We recognise the challenges posed by increasingly hot weather. During periods of extreme heat we adapt our timetable, provide additional water breaks, use shaded outdoor areas where possible, limit strenuous activity, and encourage appropriate clothing. We continue to explore longer-term solutions within the constraints of our buildings and budget.
Perhaps the first parent / teacher meetings could take place a little later in the year to give staff longer to get to know each child and their strengths / weaknesses.	Thank you for this thoughtful suggestion. Our autumn parent consultations are designed to establish a positive partnership with families, share how children have settled into their new class and identify any early concerns. Interestingly, we often receive feedback from other parents asking for these meetings to take place even earlier in the term. We recognise that there is a balance to strike between giving teachers time to get to know each child and providing parents with timely opportunities to discuss their child's start to the year. We will continue to review both the timing and format of these meetings to ensure they are as meaningful and beneficial as possible.
Could Key Stage 1 and Key Stage 2 have the same finish time of 3:10?	We appreciate that different finishing times can be challenging for some families. The current arrangements help to manage congestion and ensure a safe collection process. We will keep this under review alongside any future operational changes.
I believe communication could have been better. I understand there is a lot for teachers to do but even a short note every other week / month in the reading book would be useful.	We appreciate this feedback and recognise the importance of keeping parents informed about their child's progress. However, it would not be practical to ask teachers to write regular personalised updates for every child in a class of 30, as this would place an unreasonable additional burden on staff. We believe teachers' time is best spent planning high-quality learning and providing feedback directly to children. Parents are always welcome to contact the school if they wish to discuss their child's progress, and we remain committed to maintaining open and effective communication through parents' evenings, reports and direct conversations where needed.
Language outside of Latin as part of the core curriculum. More access to musical instruments.	Thank you for your thoughtful comments. Our curriculum follows the National Curriculum, which requires primary schools to teach only one modern or ancient foreign language at Key Stage 2. We have chosen Latin because it supports vocabulary development, strengthens understanding of English grammar and provides strong foundations for learning other languages in the future. Unfortunately, there is insufficient curriculum time to teach additional languages as part of the core school day. However, we do offer a range of extra-curricular language clubs, which include Spanish, French and Mandarin, giving children opportunities to broaden their language learning beyond the curriculum. We also appreciate your suggestion regarding greater access to musical instruments. This is already identified as a priority within our School Development Plan, and we are committed to investing in additional instruments over the coming year to provide more opportunities for children to learn, perform and develop their musical skills.
Review phone policy for Year 6 in line with local secondary schools.	Thank you for your suggestion. Our mobile phone policy has been developed with the safeguarding and well-being of our pupils in mind. Only Year 6 pupils are permitted to bring a mobile phone to school, and phones are not kept with children during the school day. Instead, they are handed in on arrival, stored securely throughout the day and returned at the end of the school day. This arrangement enables Year 6 pupils who walk to and from school independently to carry a phone so that parents can contact them or track their journey, while ensuring that phones are not accessible during the school day. We believe this strikes an appropriate balance between developing independence and maintaining a safe, distraction-free learning environment for primary-aged children. As with all of our policies, we will continue to review our arrangements in line with national guidance and the needs of our school community.
My only suggestion at present would be that I wish parents were allowed to meet the teacher in the morning when necessary on request. Sometimes I wanted to share some information to the teacher myself about my child but parents are restricted to meet their class teacher.	The time before school is extremely important for teachers as they prepare classrooms, organise resources and ensure everything is ready to welcome children safely into school. Many members of staff are also leading clubs and other activities before the school day begins. From 8.30am – and, for many staff, even before this time – they are fully engaged in preparing for the day, supervising pupils and welcoming children into school. As a result, they are simply not able to meet individually with parents at the classroom door. If parents need to share important information, we encourage them to telephone or email the school office. Urgent messages are passed to teachers promptly before or during the school day, and where a longer discussion is needed, an appointment can be arranged at a mutually convenient time. These arrangements help us maintain a safe, calm and positive start to the day while ensuring that important information is communicated effectively.

We would like to make the following suggestions:

Parent Comment	School Comment
Having Drama and Football on the same day reinforce a gender bias and likely for girls to do football. Any chance of offering Drama on Tuesdays?	Thank you for highlighting this. We aim to provide clubs that are accessible to all pupils regardless of gender. Timetabling is influenced by staff availability and external providers, but we will consider this when planning future club schedules.
Parents' evening third term as well as report.	Our current arrangements exceed statutory requirements, with two formal parents' consultation evenings each year, a detailed annual written report and opportunities for parents to speak with teachers throughout the year should the need arise. Our consultation appointments are ten minutes in length and we have found this provides sufficient time for the vast majority of discussions. Where further time is required, additional appointments can always be arranged, where appropriate. When considering any changes to our reporting arrangements, we also have a responsibility to balance the needs of pupils and parents with staff workload and wellbeing. Requiring teachers to produce a detailed annual report in addition to holding a third formal parents' evening would place a significant additional demand on staff. We believe our current approach provides high-quality information for parents while supporting teachers to focus their time on planning, teaching and providing effective feedback to pupils. We therefore feel that our current arrangements offer the right balance and will remain in place.
We were surprised at the decision to stop homework – independent working at home is a good habit to establish and the decision felt a bit sudden and not well-explained.	We recognise that opinions on homework vary and appreciate that not all parents agreed with the change. The decision to revise our homework approach was not made quickly or lightly. It was discussed by the Leadership Team over several years, informed by educational research, feedback from parents and careful consideration of the purpose and impact of homework in primary education. Following this review, the school decided to focus on the areas where research shows the greatest benefit: regular reading, spelling practice and opportunities for optional home learning. We believe this approach promotes a love of learning while supporting children's wellbeing and family time. We also took care to communicate the reasons for the change. The rationale was shared with parents through letters, explained in our updated Home Learning Policy and revisited following feedback received in our mid-year parent survey. While we appreciate that some parents would prefer a more traditional homework model, we remain confident that our current approach is in the best interests of our pupils and will continue to keep it under review.
It does sometimes feel that we make suggestions but that the school never considers any viable or has a response that results or justifies no change. I would defer to the school on many matters but it would be great if they would consider the parent's points with possibly some more might be practical and of real value.	We genuinely value feedback from parents and use it to inform our decision-making. While it is not always possible to implement every suggestion, all feedback is considered carefully alongside educational evidence, safeguarding requirements, financial implications and the needs of the whole school community. We will continue to explain the reasons behind our decisions wherever possible and share examples of where parent feedback has influenced school improvements.

Comment Key Words:

achievement
progress
opportunities
development
learning
happy
reading
dedicated
sports
growth
safe
belonging
support
trips
engaging
inspirational
nurturing
friendly
caring
inclusive
confidence
community
fantastic
kindness