



# **Parent/Carer Survey Results Summary**

**Summer 2025**

Dear Parents and Carers,

The June 2025 Parent and Carer Survey was an opportunity for you to share your thoughts and feedback on Caldecote Primary School. Each questionnaire received has been read and analysed, with key themes identified in the results below.

Of all of the statements, those with the highest percentage at **strongly agree and agree** were:

**“My child feels safe at this school”.**

**“The school makes me aware of what my child will learn during the year”.**

**“My child does well at this school”.**

**“There is a good range of subjects available to my child at this school”.**

**“My child is supported to live the values of the school”.**

My sincere thanks are offered to the 27 Parents and Carers who took the time to complete the questionnaire.

The Senior Leadership Team and Governing Body will reflect on your views and use them to inform our strategic direction. We are not complacent and are keen to improve to ensure that Caldecote Primary School offers the very best education for your children.

Best wishes





**Mrs Strange**

**Head teacher**

|    |  | Strongly agree<br>or agree | Neutral or<br>N/A | Disagree or<br>strongly<br>disagree |
|----|--|----------------------------|-------------------|-------------------------------------|
| 1  | My child is happy at school.   | 81.4%                      | 0%                | 18.5%                               |
| 2  | My child feels safe at this school.  | 85.1%                      | 0%                | 14.8%                               |
| 3  | The school makes sure that its children are well behaved.  | 70.4%                      | 7.4%              | 22.2%                               |
| 4  | If my child has been bullied, the school dealt with the bullying quickly and effectively.                          | 74.0%                      |                   |                                     |
| 5  | The school makes me aware of what my child will learn during the year.   | 85.2%                      | 0%                | 14.8%                               |
| 6  | If I have raised concerns with the school, they have been dealt with properly.                                     | 74.1%                      |                   | 13%                                 |
| 7  | My child has SEND, and the school gives them the support they need to succeed.                                     | 50% of cohort<br>(11.1%)   | 77.8%             | 50% of cohort<br>(11.1%)            |
| 8  | The school has high expectations for my child.   | 81.5%                      | 3.7%              | 14.8%                               |
| 9  | My child does well at this school.   | 88.9%                      | 0%                | 11.1%                               |
| 10 | The school lets me know how my child is doing.   | 66.7%                      | 0%                | 33.3%                               |
| 11 | There is a good range of subjects available to my child at this school.  | 92.6%                      | 0%                | 7.4%                                |
| 12 | My child can take part in clubs and activities at this school.   | 55.6%                      | 7.4%              | 37.0%                               |
| 13 | The school supports my child's wider personal development.   | 66.6%                      | 22.2%             | 11.1%                               |
| 14 | The school reflects the vision: Happy Healthy, High-achieving well.  | 74.1%                      | 0%                | 25.9%                               |
| 15 | My child is supported to live the values of the school: Respect, Readiness, Hardworking, Resilience, and Kindness. | 88.9%                      | 0%                | 11.1%                               |

|    |  | Yes | No  |
|----|--|-----|-----|
| 16 | Would you recommend Caldecote Primary School to another parent/carer?    | 87% | 13% |
| 17 | Do you believe that the school is well-led and managed?                  | 77% | 23% |
| 18 | Do you feel well informed about school events, policies and initiatives? | 81% | 19% |

Key

|           |   |
|-----------|---|
| 85 - 100% |  |
| 70 - 84%  |  |
| 50 - 69%  |  |
| 0 - 49%   |  |

## What makes Caldecote Primary School special?

### In summary:

#### Happy children

- My child comes out of school smiling every day.
- My child is very happy at school.

#### Sense of community

- The school is the main place of interaction for a significant part of the village community.
- Heart of the community
- It's a small school and so enables pupils to have relationships across all year groups, as well as enable the school to know all families.
- Small school
- Small, close-knit school but wonderfully diverse too.
- Feels like a community which the whole family is part of.

#### School ethos and staff

- Supportive and positive.
- It feels caring.
- Its teachers.
- The staff are dedicated to improving the children's learning and their wellbeing.  
High expectations, staff work very hard and involve themselves in wider aspects of school life.
- There feels like a good balance in focus between academic learning, non-academic activities and the children's wellbeing.
- I think (most of the time) good behaviour is maintained without it feeling overly strict and I hope that balance will continue.

#### Parental involvement and communication

- I like the amount of involvement I have as a parent and the welcome I'm given.
- Involving parents in events such as sports day is really good.
- The communication is good.
- The leadership is changing and improving and Mrs Strange has been open with her intentions. The fact this survey is out clearly shows this. Thank you.
- More surveys like this for parent voice!

## Is there anything that you think we should change, develop or improve?

Please see below your thoughts on how we could change, develop or improve and Mrs Strange's response in *italics* underneath. When around a similar theme, comments have been grouped together.

### Wider curriculum offer

- Wider ranges of activities especially out of school experiences.
- More after school clubs, lunchtime clubs. More trips and outings out of school.
- More structured time at care clubs may be have a specific time for reading or Maths activities.
- Improving variety of extra curriculum clubs (chess, dance, art).
- School should offer a range of after school extracurricular clubs and activities, to support a more rounded learning experience.
- More after school sports would be great.
- Whilst the curriculum-based activities that the school put on for the children are usually enjoyable and informative, there appears to be little ambition to enrich the school environment with extra-curricular activities to broaden their learning journey.
- More after school clubs and activities that are not restricted to the after school club (I.e. not activity based) or a Friday all sports.
- School appears quite rigid in its opportunities for say performance arts and similar - take shows, appear to be rigid roles for each year group regardless of potential of the young person.
- More after school clubs like multi sports.
- The school would really benefit from offering a wider range of extra-curricular activities. Opportunities for children to explore interests beyond the core curriculum are limited, and a more diverse enrichment programme could make a huge difference to their confidence and enjoyment of school.

*Mrs Strange: Our wider curriculum offer, including our 11 x 11 character education, is in place, however I recognise that sharing more information around children's engagement in this would be beneficial. We will seek to make the wonderful events that we do more visible to parents through our newsletter, website, prospectus and parent invites for attendance at events (online and in-person).*

*We acknowledge that the community would like more extra-curricular activities. This will be a priority this academic year. In September 2025, we have introduced sports coaching sessions at lunchtime with Mr Segrave and his team; this is in addition to our usual lunchtime games schedule. This is to increase active play time and provide children the opportunity to develop skills more widely than our PE lessons. Chess club and Maths puzzle club are a wonderful addition to our lunchtimes and we are grateful of the support of parent volunteers to run this. If you feel you could offer an enriching activity during lunchtime, please contact with Mrs Church in the school office. We would be delighted to facilitate this.*

### Home learning offer

- Would like home learning topics at end of half term/term before to give more time to do them, borrow books from the library (they take time to arrive!), maybe do day trips etc.
- Regular homework rather than home learning activities. Home learning is great but not always the best option for consolidating some basic learning such as phonics literacy spelling etc
- We would like the homework policy to be reviewed. We think that for KS2 children having more structure around home learning would be of benefit - having to submit one piece of home learning a week on their topic, alongside Mathematics seems reasonable. As full time working parents we find it hard to find the time to prepare a plan for our children of what they should do and finding the resources necessary to do it effectively. We feel we often end up doing similar tasks (craft related ones, rather than written work - for example) as these are the ones our children prefer to do.
- School should provide optional homework in core subjects, particularly maths, so parents can support children to consolidate the learning they have been working on in the classroom each week.
- More detail about what the class are working on that week, and/or optional homework would help parents embed the school curriculum at home.

*Mrs Strange: Thank you for your feedback in this area. Home learning will form a key aspect to review and develop within our Parent working group. We seek to work collaboratively with parents to enhance children's learning outside of school and cement key skills through regular practice at home. Please join our parent working group*

*meeting on this to help shape our offer. For more details, please see the working group schedule published in this week's newsletter. If you are unable to attend, please email your thoughts into the school office for the attention of Mrs Strange.*

### **High expectations**

- Children should be given individual “stretch goals” in every subject, to support children at all abilities, rather than being children being forgotten about and neglected if they have already met end-of-year expectations (avoiding a “race to mediocrity”).
- It would be good if more able children had opportunities to investigate interesting aspects of a subject to keep motivating them (I've definitely heard good examples of this being done at Caldecote - I'm not sure whether more is being done that I don't hear about, and if so, that's great).
- It often feels like the school lacks clear direction and ambition.
- I want school to set high expectations from children who are ready to do that. It sometimes feels like mediocrity is celebrated. Children should get challenging homework (could be made optional) if every child is not ready to do it.
- There appears to be a lack of ambition when it comes to helping each child reach their full potential. Learning plans are not tailored to the individual child in a way that would build on their strengths and support their development in the areas they are weakest in.
- Apart from 2 10 min meeting. No results are shared with parents. I don't know how much did my child score in a test. The only feedback I get is the child is on track that sometimes doesn't help me support my child at home.
- If a child is struggling with a subject to inform us as soon as it apparent, not wait until parents evening. We want to help them too.
- It would be nice to see some statistics or some kind of comparison to other schools in the region.

*Mrs Strange: We highly value parents as partners in their child's learning, and believe in high expectations for all children. From September 2025, our assessment strategy will facilitate a rigorous process to ensure assessment of learning is used effectively to set aspirational targets and track progress. Your children are currently completing a number of baseline assessments to establish gaps in their knowledge and clear next steps in learning. These will be discussed with parents and carers at our autumn term consultations – this is the earliest point following analysis. As a team, we will review how teacher assessments and test results are shared in a timely manner.*

### **Communication and feedback**

- Overwhelming the number of emails and short deadlines. *Mrs Strange: We will monitor the number of emails sent out to all parents – content suitable for all will be shared via the parent newsletter.*
- If we don't want our children on social media this does not always mean we want to exclude them from school newsletters, photos. Some parents just don't want their children's photos exposed on Twitter and Instagram. *Mrs Strange: This policy will be reviewed; as a school we no longer use Twitter as a platform for sharing information about the school.*
- Communication with parents is poor, to the point where it feels like interactions between parents and teachers are avoided or even discouraged. The policy of only allowing interactions with parents by requesting a formal meeting via a nameless mailbox leaves parents undervalued as partners in their children's education and teachers miss the vital opportunity to gain regular, informal insights about the children's lives outside school.
- Teachers should be more approachable and available, to foster a collaborative approach with parents, which would allow children to be supported at school and at home in a more balanced way.
- More communication directly with teachers would be helpful. A teacher or TA may share an issue in 30 seconds at the school gate that doesn't give time to fully understand the situation or respond.
- A better system for information sharing between parent and teacher as messages often get misinterpreted or missed altogether with the current 'person on duty' in the playground.
- School regularly fails to provide the basics - a safe environment and approachable staff.

*Mrs Strange: I understand how important it is for teachers and support staff to be visible and approachable. We are lucky to have a wonderful team who care deeply about our Caldecote children. From September 2025, parents are encouraged to take their children to the classroom door where their teacher will greet them. This will allow face-to-face contact with the class teacher, however the priority in the morning is ensuring the children arrive safely and*

*settle quickly. Both staff and parents are encouraged to email or call regarding any issues so that they can be discussed fully. Please request a phone call with the class teacher via the adult on high-vis duty. To develop greater consistency, Mrs Strange (Head teacher) and/or Mrs Miles (Pastoral lead) will be on the playground to welcome our Caldecote families each day and take messages.*

### **Behaviour**

- Behaviour across the school needs to be addressed more consistently and effectively. Disruptive behaviour in classrooms, bullying, and other unacceptable behaviours are not effectively dealt with, which impacts the learning environment for all children and the enjoyment of school for many.
- Consistency in managing behaviour and addressing continued issues needs improvement. The inconsistent application of CCs and monitoring of behaviour between staff is a problem.
- Class behavioural issues need to be more quickly resolved (“nipped in the bud”) so that it doesn’t encourage wider disruptive behaviour from other children in the class who perhaps wouldn’t be naturally misbehaving.

*Mrs Strange: Behaviour in school is generally very good – I see polite and happy children enjoying their learning and demonstrating our values through their behaviour each day. Where behaviour falls below our expectations, we seek to develop a more robust system of support to address any issues and support children to modify behaviour. We have arranged for the current tracking and monitoring system to be improved this year to help identify patterns in behaviour incidents. This will help us to tailor our support for individuals and year groups.*

### **Curriculum offer**

- Access for every pupil every term to Mr Seagrave PE. My sons have missed out a lot on this in the last two years, I assume due to budgets. I think key stage two should all be prioritised for this spend.
- Flexibility around attending celebration assembly would be appreciated.
- Only thing I don’t agree with is children learning sex education lessons at young ages there is no reason for young children to know about these things they could be learning something better ie baking lessons more art classes.
- Look at Accelerated Reader Program. It isn't fostering a love of reading. It causes stress. They don't want to read a book that appealed because it's not on the system. They read the easiest books just to get points etc.

*Mrs Strange: Thank you for the feedback. We seek to provide further information around the rationale behind our curriculum decisions so that parents have a good understanding of the offer and systems in place to support this. This will be delivered through ‘subject spotlight’ information in our weekly parent newsletters.*

### **Inclusion**

- Greater TA support needed in class to give those that need it more support in small groups or 1:1.
- SEND support and staff attitude, approach and communication with both parents and children regarding this. Seems to have been a historical fear of being flexible in support of those who need it. Use of inclusive language and rules could be better.
- Inclusive approaches are improving but need to continue. Previous issues were excused or made to feel unimportant - the inclusion we have managed has come from the persistence of our child and our talking to other families for support.
- SEND - we have tried to engage for support for initial assessment but were told it was unnecessary as child was stubborn. Tried again and class teacher said they'd monitor. There's been no feedback despite child being reported to us as having been disruptive. What monitoring is happening and what is being found? - who knows. We will need engage other agencies as we know our child is displaying behaviours that are some form of SEND.

*Mrs Strange: The development of our approach to inclusion is a key strategic priority for the school this year. Inclusion is a passion of mine and will underpin the culture, systems and processes within school. These will be developed in line with best practice. Our inclusion team are committed and passionate about supporting individual children and I am proud of the care and compassion they give towards our Caldecote children. We are also aware of the national SEND crisis and will always take time to support our families who are finding the statutory processes challenging to navigate and the wait times unmanageable. We are in constant liaison with our colleagues at Cambridgeshire County Council to remain informed in regard to developments in individual cases and wait times for services etc.*

### **Culture**

- My child and their friends also report obvious favouritism applied in classes by teachers in engaging pupils, the same pupils, for question answering or able to showcase their work/represent the school. One of their friends acknowledged that they were such a 'favourite' and commented it was great as they get to drink, go to toilet, etc. when others aren't. Silly example but shows the growing frustration of some of the pupils in the lack of consistency.

*Mrs Strange: I am unaware of any such behaviour by teachers and I would be grateful for this parent to make contact to discuss this with me personally.*