

Parent/Carer Survey Results and Analysis

Summer 2025



It was pleasing to see that we had such a good response for returning surveys with 95 in total. This means that each child equates to approximately 1%. In addition to the raw numbers, there were numerous comments, positive and developmental, which parents/carers wanted to share. It is essential that we are transparent with this and, consequently, we have published a comprehensive response.

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	Neutral/Positive
1	My child is happy at Harlow Green.	74%	24%		2%		98%
2	My child feels safe at Harlow Green.	75%	23%		2%		98%
3	My child makes good progress at Harlow Green.	74%	21%		5%		95%
4	My child is well looked after at Harlow Green.	78%	19%		3%		97%
5	My child is well taught at Harlow Green.	77%	21%		2%		98%
6	My child receives appropriate homework for their age at Harlow Green.	54%	38%		8%		92%
7	The school supports children to be well-behaved at Harlow Green.	57%	36%	1%	5%	1%	94%
8	The school deals effectively with bullying.	39%	26%	28%	6%		94%
9	The school is well led and managed.	67%	29%	2%	1%		99%
10	The school responds well to any concerns I raise.	61%	26%	4%	6%	2%	92%
11	I receive valuable information about my child's progress.	54%	38%	1%	7%		93%
12	The school communicates effectively with parents/carers.	58%	36%		6%		94%
13	I would recommend Harlow Green to another parent.	72%	22%	3%	3%		97%

Data Analysis

- The results of the survey have been greatly positive with over 90% positive/neutral responses in all areas.
- The results are particularly high for the key aspects of children being happy, safe, and well looked after, in school. As children are able to explain, the staff's first purpose is keeping children safe and so knowing that parents/carers generally feel confident about their children's welfare in school is the most important aspect to the staff team.
- There is a strong feeling that children are making good progress, and that good teaching supports this.
- There is a very small number of parents/carers who have expressed a less favourable experience in various aspects. Regardless of the small number, this is disappointing as we aim for our systems, procedures, and interactions to be supportive of all as each child matters to us significantly.
- Although still at 92%, the area with the lowest percentage which is of more concern is in relation to **10. The school responds well to any concerns I raise.**
- There is a high level of confidence in leadership and management. Hopefully, this means that where things are not quite right, families believe that leaders will work towards what is best for our children.

Comment Analysis

There were 27 comments which we have categorised as:

Positive	Suggestion for development	Negative regarding personal experience
19	4	4

Areas of Strength

- Those who have made comments about the strengths of the school have taken significant time to provide specific details about why the school is working for them and their children. This has been amazing to read and to share with the staff and governors who dedicate themselves to supporting all our children and families.
- There is clear recognition of how dedicated staff are, especially where children have had challenges to overcome.
- Parents/carers have identified how much their children have progressed and thrived so that they are happy individuals who are then able to achieve.

The volume and length of positive comments means it is difficult to share all of these with our wider community. This is a brilliant position to be in. However, all comments will be made accessible to staff and governors, so that they can be appreciated and reflected upon, as well as kept on record to share with others such as our link inspector.

A Few Positive Quotes:

My son has had an amazing first year in reception. He was worried at first about starting school but he has been happy here since his first day. The teachers are fantastic and I think it's great how involved the head teacher is with events and the children's days at school. I would definitely recommend Harlow Green to anyone looking for a great school for their child!

I have nothing but positive comments regarding HGPS. And have no concerns at present. I am hoping my little boy will get a place in reception in Sept 2026 to start the HGPS journey again as my daughter will start year 6 in Sept this year.

Excellent communication. This school not only supports its pupils but the parents of this school too. My child has struggled with different aspects in school over the years and received the best care and support. It is sad that my child is now moving onto secondary school and will no longer go to Harlow Green Primary School but staff have prepared the children ready for their next steps. I will always continue to recommend Harlow Green and support them in any way I can.

This school has a wonderful community feel. Pupils thrive here and are well supported. Thank you for making our child's primary school experience a positive one.

Great school, always recommend to others. My child is happy in school, they are developing really well with their education and wider sport and social interactions.

I have been so impressed with the teaching and additional support that my son received and the level of understanding that staff have of his needs/learning style. He enjoys school and continues to thrive. Thanks so much for the effort staff go to it is appreciated.

Would like to thank all the staff for making my child feel happy, safe, and feel there is so much effort put in in the classroom and for all the extracurricular activities. This is a fantastic school where it is clear the staff want what is best for the children. Thankyou

This is a wonderful community school where children are happy, supported and have opportunities to flourish. My child has made incredible progress since starting nursery in January. The staff (both teaching and office staff) cannot do more to make the children feel safe and happy which subsequently allows the children to learn.

This school has been truly incredible for both of my sons - one of whom has now moved on to secondary school. I can't thank the staff enough for their dedication, hard work, and genuine care for the children. The extracurricular sports have been a particular highlight for my younger son, who is still at the school and absolutely loves attending each day. He speaks so positively about his experience, and we feel exactly the same. We've recommended the school to many families and will continue to do so. It's been wonderful to see the school go from strength to strength- it certainly doesn't go unnoticed. Thank you for everything!

Both my children have thrived at Harlow Green. My son is in his final year, he has had the best experience and education in primary school thanks to all of the staff at Harlow Green. Outdoor learning has also supported my son to learn important life skills. Mr Allen, year 6 teacher, has been a very supportive teacher in all aspects. Due to the work Mr Allen and the rest of the school team, my son excelled in his SATs. Communication could not be better, particularly at busy times such as year 6 where there have been and are many important dates and events to attend. I would recommend Harlow Green to any parent.

Summary of Main Areas/Comments for Development

A comment was made about how online communication with families could be made simpler by having one platform as there are a number of them (e.g. Tapestry, Class Dojo, School Ping, Website).

Although this was only one comment, it is definitely something we are aware of and appreciate. There are currently different mechanisms for communication in order to meet different needs.

The website is something we must have to meet various statutory regulations; however, as well as providing documents and information, the website also acts as a 'shop window' to promote all the amazing things that we do at Harlow Green, to the wider school community and beyond. Parents/carers can visit the site to see what is going on around school and sometimes we will send a link to a particular post (e.g. HG News report) as we feel it will be relevant for all.

School Ping is currently the app the office uses as a one-way system for providing important communication to families. This communication involves consistent messaging from senior leadership, and information about from the office regarding regular school systems (e.g. dinners, visits, events, clubs). This app also allows us to see what has been sent out, who has received the message and who has read it. It also allows for functions such as surveys and responses, which can be collated effectively and efficiently. Although teachers could send messages to parents/carers via this app, and attach documents/pictures, it does not allow for parents/carers to message teachers which is valuable for both parties.

Tapestry (Nursery/Reception) or Class Dojo (Year 1-6) allow a two-way communication between teachers and parents/carers. Via these apps, staff are able to send reminders, promote the work of the class and that of individuals, as well as receive comments and queries from parents/carers which they can respond to quickly.

Clearly, having one system for communication – used by both teachers and the office – would be ideal but a single platform will not necessarily meet all the requirements of a school community. We have recently moved to a new School Management Information System (MIS) called Arbor, which has the potential to be this one point of communication, as well as replacing Parent Pay. However, we are still assessing how effective this would be. Any transition to such a portal is complicated and, if we were to do this, we would need to manage it carefully. We are exploring this option currently and will inform families of our intentions next academic year.

There were two specific comments about how the school is not meeting the needs of these two children. One of the comments also states that school focuses more on children without additional needs.

Regardless of how these comments relate to only two families, due to the nature of them referring to our potentially most vulnerable children, they are extremely important. Although we cannot change the perception of a parent/carer about how they see their own experience, we would disagree with what has been articulated.

Harlow Green is a highly inclusive school with dedicated staff who work hard to meet the needs of an increasingly wide range of children. Individual needs are personal and complex, requiring significant time planning strategically and then implementing this operationally. Like most schools, we have children with diverse needs and these are growing rapidly. There are a number of children in school whose needs are very high, and in the past these children would have been placed in specialist provision but are now expected to be supported in mainstream schools. We have invested heavily in our resources and personnel, to ensure the children with the most needs are provided with the support they require; this has been done way beyond the funding that we are actually provided with. As a result of having morally dedicated, well-trained staff, we are providing high quality education for all children with significant needs. This provision is both within the curriculum – in some cases having to create a bespoke curriculum as the children are unable to access the standard offer – and in our wider curriculum. An example of this wider offer is where specific sports events/competitions have been accessed by our children with additional needs so that they are able to experience the same positive outcomes as everyone else which they have done with high levels of success.

We are confident that the special educational needs provision we are implementing is highly effective, whilst we are constantly focused on being even better. We have had, and continue to have, parents/carers moving their children to our school because of our support for additional needs. These families have become aware of what we provided and are clear that it has been greater than what they have previously experienced in other schools. We also have council professionals coming into school to monitor and support, who are clear about the quality of our practice and have made specific comments about how our staff are working with children in a way that they themselves have been unable to.

Where there are children with additional needs, especially those with Education and Health Care Plans (EHCPs), we will continue to have regular meetings where we are clear about the level of support that the children are receiving and how we are meeting their needs to the best of our ability, within a mainstream school. If, as a parent/carer, you believe that school is not meeting your child's additional needs, this must be raised with Mrs Softley (SENDCo/Assistant Head Teacher), in order that this can be discussed alongside the wider professionals who work with the child.

There were two comments about homework. One comment stated that there was no English homework, whilst one comment suggested there could be less homework, overall, and that the opportunity to have project homework over basic skills could be considered. Also, the question regarding homework was a lower outcome on the survey.

The issue of homework comes up each time we survey families. It simply appears we cannot meet everybody's requirements, which is understandable.

In relation to the comment about not receiving English homework, we assume this is a misunderstanding of what constitutes English activity. Weekly/fortnightly, children are provided with the following:

- A home reader / phonics book – to read daily
- Phonics Videos (Reception and Y1)
- Reading Plus (Y4-6) – to be accessed 3x per week
- Spellings – to be practised daily

Like most schools, we have considered homework regularly over many years. During Covid, we did assign more project-based activities, which was possible for families when there was more time being spent together. However, we are aware that this type of activity can exclude many children for various reasons (e.g. resources, time from adults). Therefore, we have decided to focus on the practice and rehearsal of basic skills.

In this instance, the basic requirements for academic learning in a primary school should be:

- Regular reading
- Spellings
- Number facts / basic maths knowledge

To practice the basic skills enough for these to be embedded into long-term memory, work outside of lessons must be done. We have chosen the type of activity knowing that this can be done in short bursts across the week, supplementing what we do in school. Of course, we know this still requires regular commitment from parents/carers who will have a multitude of other aspects to consider within family life.

We are unable to change the requirement from the DfE and Government that the aim should be for all children to reach national expectations by learning and remembering the basic knowledge in maths and English. Learning in school time is generally not enough to meet these expectations, with the whole curriculum to cover. For children to achieve their potential, they need to have high attendance and spend time practising their basic skills so that they know them automatically which then allows them to apply in more complex situations, progressively.

Additionally, when moving to secondary school, the expectation is high with homework, particularly as children move towards their GCSEs. It is important for a primary school to enable children to develop the good habits that will see them manage homework successfully as soon as they move to Year 7.

One comment referred to their child not being identified for additional needs in line with the parent's concerns.

The increase in potential additional needs for children has grown hugely over the last few years. More than ever, we have parents/carers raising concerns about their children in relation to whether they have specific conditions. The process for diagnosis is one that takes a considerable time but is not controlled by school, as it is a medical process. However, there are times when families are telling us about their children's specific behaviours which we do not see in school. Although we can appreciate the challenges a family may have with this, when a child presents differently across a full day, the ability to relate this to a medical condition is limited.

Although we will not always agree with parents/carers about whether a child has a condition, what can't be questioned is what the parent/carer sees for themselves. The complication comes with the reasons for how a child is acting and, therefore, what could be done to support the child.

Over the next few years, alongside the increasing research, we are aiming to work with families to identify what could be impacting upon a child (e.g. diet, sleep, use of IT, previous trauma) and how we can look to make a difference by working together, before we consider stating that a child has a biological condition.

There was a comment regarding the potential for the annual pupil reports to make clearer comment about attainment and whether the child is working at age-related expectations.

After having a period of time when pupil reports were quite standard across schools, we are now in a period where reports between schools are hugely varied. As writing reports take a significant time outside of a teacher's working hours, many schools have minimised their reports so that there is simply numerical coding of areas (e.g. attainment, attendance, behaviour and attitude etc.). Although this inevitably saves teachers time, it does not provide families with the nuanced information they deserve in order to provide a holistic view of the child over that year.

The Department for Education states that information in reports for children in primary schools must include:

- General progress
- Brief particulars of achievements, highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at the school
- Attendance record
- The results of any national curriculum assessments taken by the pupil

Our reports include all of these aspects but with a focus on creating a quality accurate view of each child's experience over the year which has been the context for their achievements. We want the report to be an item that families will want to keep and reflect on in years to come because it describes the child and their experience for this moment in time.

In relation to stating whether a child is working at age-related expectations within each year group, there are issues with this even though it may appear to be a straightforward judgement. Unlike the national assessment points, expectations across the year groups are not so clear cut. Children can be classed as working within their curriculum expectations, but some at a secure level and other less so. This attainment can be different for a child born in August compared to a child born in September, just because of their age, especially in Early Years and Key Stage 1. Additionally, stating that a child is not working at age-related expectations, year-after-year on a report, can be both disheartening and potentially, educationally limiting. There are often children who will not be quite attaining but who are making strong progress which will keep them on track to achieve the national expectation by the end of Year 6 because of their strong behaviour and attitudes, how they have been supported by school and home, and how all of this has developed their confidence and self-esteem.

Within our pupil reports we share specific comments to make clear where a child is achieving well independently, and where a child requires a greater level of support. This information should also be part of parent/carer meeting discussions in the autumn and spring terms.

With all that being stated, it is important that we provide the information that families require and so we will look at the wording of pupil attainment and achievement within the comments section ready for next academic year.

Behaviour of children was not a specific comment but was identified on the survey by a small number of parents as an area of concern (Questions 7 and 8).

Behaviour and attitudes of children is a key aspect of our school ethos. We work extremely hard to create high expectations and to implement a range of processes and procedures which support approximately 400 individuals to behave in an appropriate way every day so that the complexity of teaching and learning can be implemented successfully.

Behaviour in school, for the vast majority of children, is good to outstanding. As Head Teacher, I know this because I am constantly around school and see the staff and children in action. I have also shown many professionals and parents/carers around the building, within the normal school day, during which I have seen focused, well-mannered children, who are working hard and enjoying positive interactions with adults and their peers.

Outside of school, our children represent Harlow Green superbly. We have had nothing but exemplary comments from those working in the places we have visited and members of the public. Often, our children have been shocked and embarrassed when seeing the behaviour of other schools they have come into contact with, including a private school this year.

We must accept that some children, for many reasons, find managing their behaviour more difficult than others. Some of this can be low level whilst for others with higher needs this can be more significant. We understand that children will make mistakes and that this is part of growing up. Where low level wrong choices have been made, the children involved always respond well to the school systems, especially through the strong relationships that have been established from staff. Where children's behaviour is more complicated, whilst high expectations are necessary, these children need greater understanding from everybody. Some of these children will have significant work happening around them from school and other agencies so that progress can be made. These are children who deserve to have a feeling that they belong, just as much as everybody else.

At Harlow Green, it is our responsibility to work alongside families in order that we can teach children how to develop the knowledge and skills needed to develop personally, just as we would for a subject like maths or English. We know that some children will make the wrong choices at times – such as at breaktimes or at lunch – and, consequently, school systems are implemented to pre-empt and react to this. Children are only in school for a short period and so we know that there are some children who do not follow the school's rules of Ready, Respectful and Safe, when they are at home, in the community or online. Where this may be the case, we still become involved to do all we can to support these children and the situation.

Are we able to ensure all children behave well all of the time? The answer is inevitably no. However, where the query is whether '*the school supports children to be well-behaved at Harlow Green*', then we feel that is what happens, every day. Due to the work of the whole staff team, the school functions extremely well and children are able to access their learning whilst not being disturbed by others.