

Parents and Carers Survey March 2026

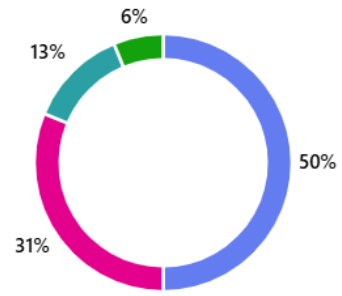
Results, Actions & Comments

The school's parent & carer survey was undertaken in March 2024. 16 responses were received: with 28 families having children at the school, this equates to a response from 57% of families.

Overall satisfaction
Extremely Positive

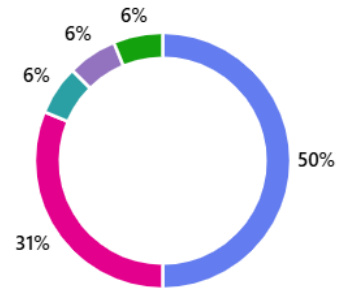
1. My child is happy at school.

● Strongly agree	8
● Agree	5
● Neutral	2
● Disagree	0
● Strongly disagree	1



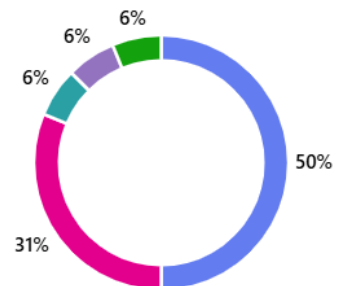
2. My child feels safe at school.

● Strongly agree	8
● Agree	5
● Neutral	1
● Disagree	1
● Strongly disagree	1



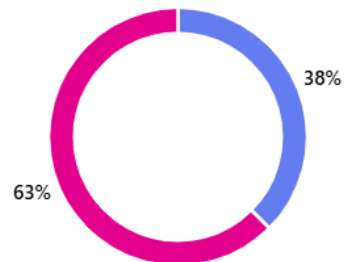
3. The school promotes positive behaviour amongst the pupils.

● Strongly agree	8
● Agree	5
● Neutral	1
● Disagree	1
● Strongly disagree	1



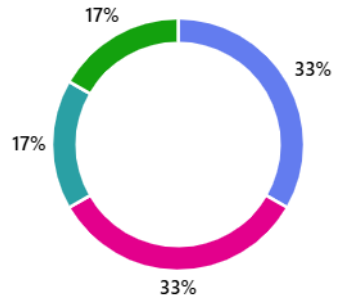
4. Has your child been bullied at school? *If yes proceed to question 5. If no proceed to question 6.*

● Yes	6
● No	10



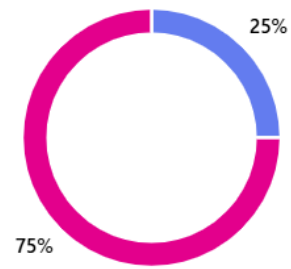
5. When the bullying took place, the school dealt with it quickly and effectively.

● Strongly agree	2
● Agree	2
● Neither agree or disagree	1
● Disagree	0
● Strongly disagree	1



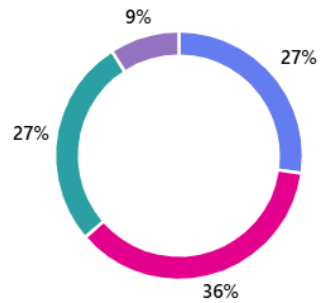
6. Does your child have Special Education Needs and/or Disabilities? *If yes proceed to question 7. If no proceed to question 8.*

● Yes	4
● No	12



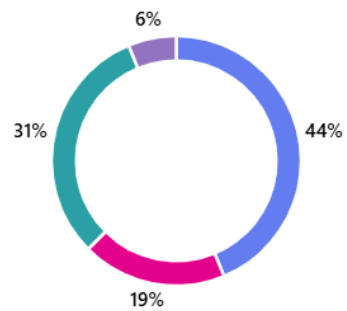
7. The school gives them the support they need to succeed.

● Strongly agree	3
● Agree	4
● Neutral	3
● Disagree	1
● Strongly disagree	0



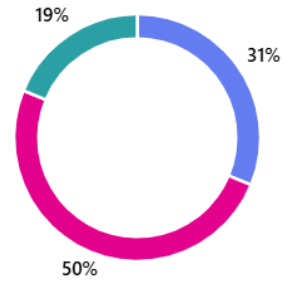
8. The school communicates well with me about the things I need to know.

● Strongly agree	7
● Agree	3
● Neutral	5
● Disagree	1
● Strongly disagree	0



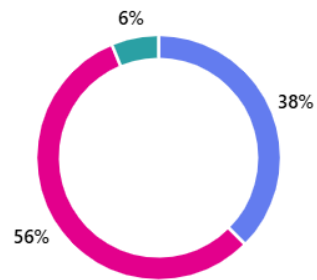
9. When I have raised concerns with the school they have been dealt with properly.

● Strongly agree	5
● Agree	8
● Neutral	3
● Disagree	0
● Strongly disagree	0



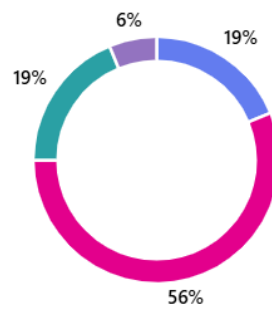
10. When the school makes decisions, it has the child's best interests at heart.

● Strongly agree	6
● Agree	9
● Neutral	1
● Disagree	0
● Strongly disagree	0



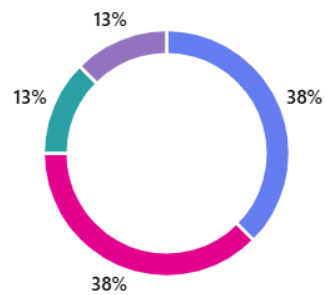
11. The school gives my child the right support to enable them to learn well.

● Strongly agree	3
● Agree	9
● Neutral	3
● Disagree	1
● Strongly disagree	0



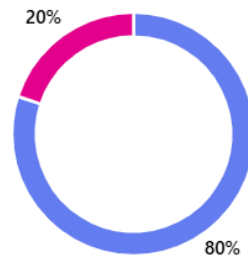
12. The school is well lead and managed.

● Strongly agree	6
● Agree	6
● Neutral	2
● Disagree	2
● Strongly disagree	0



13. Would you recommend this school to another parent?

● Yes 12
● No 3



14. What does the school do well?

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Responses

Latest Responses

"The number of extra curricular trips and activities for the older children is im... "
"As well as the normal curriculum they provide plenty of extra curricular activi..."
"Everything"
...

6 respondents (46%) answered school for this question.



Full comments:

Small pupil numbers enables differentiated learning that supports individual growth. Enriched co-curricular enables strong focus on health and wellbeing.

Pupil / teacher relationships seem strong Learning outside the classroom Children spending time and interacting with peers. Good end of day feedback from teachers where needed.

We have now lots more opportunities for the students - Manchester, rock climbing etc My child is happy. The new head has breathed fresh life into the school.

My son is always happy at school and is well cared for and loves learning there. The school always puts the kids first and provides opportunities to learn new skills. Whenever we have needed to talk to them about his care, they are always helpful and caring.

Gets involved in extracurricular activities such as sports events etc.

The school trips have been really good that have been happening recently and upcoming. I think this is what the school has needed to be fair and what would be nice is maybe for the residential to happen earlier on in the school years rather than in year 5 and 6 just because I know of a lot of other schools do this in year 2 or 3 and just feel

that it would be another nice thing for them to do. I like how parents are invited in to join in with either assembly, plays, to see their child's work. Feedback can be good but can be possibly improved for example any accidents that my child has had I've been told by them rather than a teacher. The after-school club sessions are good and my child enjoys these.

Provides a wide range of learning opportunities, both in and out of school.

Strong teaching.

Sense of community and supporting each other both in the academic side of school but also on the social skills.

Lots of activities inside the classrooms to appeal to all children and get them involved, interesting topics, lots of support to be creative and learn in their own ways, good range of school trips/activities, friendly staff.

Everything!

As well as the normal curriculum they provide plenty of extra-curricular activities throughout the year which are inclusive.

The number of extra-curricular trips and activities for the older children is impressive. The varied curriculum is also impressive. The work Miss Booth and Mrs Pinkerton put in to making brilliant activities that a children centred is so good! The atmosphere at the recent Come and See Our Learning felt really nice - calm and positive. Staff and children seemed happy. I was really impressed.

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Responses

Latest Responses

"The change to having two classes means that Laurie has remained in a class ... "

"This is perhaps out of the school's influence, but ensuring the swift assessm... "

"Not for now"

...

8 respondents (62%) answered school for this question.

Parent **school** behaviour
loves the school children

Full comments

Parent - teacher evening/sessions are rushed and sometimes the teacher has lacked data to demonstrate student growth.

Sometimes there seems to be a lack of thought as to how much is going on in one week. Sometimes it can be weeks or months with nothing extra or different. The children get hit with multiple things over a short time period. Especially bad at Christmas time when I regularly was told 'all the children aren't themselves / finding it hard / tired etc' - surely there is a better balance of having fun festive activities with not overwhelming them when they are already tired with it being the end of term and probably other 'different' things going on over the Christmas period at home.

Please can you reassure us that the extremely poor behaviour from two students during a recent sports trip has been dealt with. Can you reassure us that these students will not exhibit this behaviour again esp on school trips and on the residential. *** has recently been called names - This language by students perhaps needs to be addressed. Assemblies? Please can UCC be spoken about in a more positive manner regarding transition days. There needs to be a positive relationship between Lowther and all secondary schools in the area. There seems to be a bias towards QEGS and Appleby. UCC educates the majority of young people in this local area and is a good school. If you have issues with transition speak directly to the transition team at UCC to give them a chance to explain how/why they do transition in a particular way. Please do not publicly tell parents that there are not enough transition days from UCC. As working parents, we are often excluded from meetings- please can this be addressed.

I have no concerns as I feel listened too and heard and supported and my son is happy and healthy and loves the school.

More variety in the school's lunches also more kid friendly meals (fish seems to be a big one that kids don't like).

Yes, feedback about any accidents, forms to say what has happened, treatment given etc. Also, maybe at the breaktimes in the cloakroom could possibly be monitored as my child has come back on a couple of occasions saying things have happened and has become upset a few times about this; has been blamed for things they haven't done and it was others that were blaming him. May be another variety of school meal choices for example fish fingers, fish pie, cottage pie.

Ensure the behaviour of a minority has minimal impact on the learning of those who want to learn.

Behaviour policy, sticking to what the policies are and not giving in to certain parents. Promoting good behaviour more

As all schools (both primary and secondary) could do more time spent on skills that are useful in life eg learning to cook a few healthy meals, regular movement and age appropriate financial knowledge. It may be that a lot has changed since my years at school but I do think these were missing from academic school. I'd love to see the school have a meat free lunch once a week for all and teaching related to this too. Related to this is Meat free Mondays and The Food Foundation's campaign to Eat More Beans with the aim to get all to eat more beans, pulses and legumes.

Communication with parents on certain things - sometimes not enough information has been given about events happening at the school and staff have to be prompted to let us know the details, or information has been given quite last minute. An example would be last term for harvest festival we had no idea we needed to bring a food donation in as we've never done harvest festival before, and a text was sent round to parents the evening before the festival which isn't really enough notice for people.

Not for now

This is perhaps out of the school's influence, but ensuring the swift assessment of pupils that are initially identified as potentially in need of additional support due to learning conditions or neurodiversity is critical. Particularly in order to mitigate the impact on the other pupils as well as staff members.

The change to having two classes means that **** has remained in a class with younger children and he seems to have missed the chance to join the older children on school strips and activities – they are very capable physically and academically and needs to be stretched. I'd like more opportunities based on their age and ability, not just class structuring. I've heard about a number of recent occasions where some children have been suspended or received red cards (and the use of very bad language) due to behaviour issues. I am concerned about the impact of these behaviour issues on the other children. Given it is a very small school with a relatively large proportion of staff - I'd be keen to receive information about what has been done and what will be done to stop the negative impact. One of the reasons we sent the kids Lowther was because of the outdoor spaces and forest school - I'd like to see more of this

being utilised especially now the weather should improve - it is so beneficial for everyone. We'd be happy to help with this on Fridays.

School Comments and Actions

Parent Communication & Engagement

Feedback:

- Information sometimes last minute or unclear
- Parents feel excluded from meetings (especially working parents)
- Lack of clarity around:
 - Events (e.g. Harvest Festival)
 - Accidents/incidents
 - Behaviour issues and follow-up

Comments -

1. We understand how important it is for families to have plenty of notice about what is happening in school. Our school newsletter is emailed to all families every fortnight, which includes details about timings, transports, clothing to be worn, lunches etc and the newsletter also includes details of upcoming events at least half a term in advance, and often a full term ahead. The newsletter is also always available on our school website for easy reference.

In addition to this, all key dates are uploaded to the school website calendar, so families can check information at any time. We also endeavour to send reminder emails or text messages prior to each event to help everyone stay informed.

Copies of the school diary dates will be available in the school entrance.

2. We want to reassure all families that no parent or carer is ever excluded from meetings. When arranging meeting times, we work hard to balance the varied commitments of our parents with the commitments of school staff, many of whom also have responsibilities with their own families. While it is not always possible to identify one time that suits everyone, we are committed to ensuring all families have opportunities to engage.

We have an open-door policy. If the scheduled time of a meeting is not convenient, we are always happy to discuss alternatives. We can offer meetings at different times, arrange online meetings, or hold discussions via telephone — whatever works best for your family's circumstances.

3. We want to reassure all parents and carers that we always endeavour to inform you when your child has had an accident during the school day.

If a child sustains a bumped head injury, we ensure parents and carers are notified. Children are issued with a *bumped head note* and a sticker to wear, so that staff and adults at home are aware and can monitor them throughout the day.

All first aid in school is administered by a qualified first aider, following our approved first aid procedures. Every incident is carefully recorded on our school management

information system, ensuring we maintain accurate records and can monitor any patterns or concerns.

Actions:

- Continue with half-termly events calendar shared well in advance on newsletter
- Hard copies of diary dates available from school
- Offer flexible meeting options:
 - Online meetings
 - Recorded briefings
- Accident/incident reporting forms
- Continue with fortnightly parent newsletter, text and email reminders

Workload & School Calendar Balance

Feedback:

- Activities are unevenly distributed (quiet periods followed by overload)
- Christmas term described as overwhelming and tiring for pupils

Comments –

We would like to reassure parents and carers that events are considered and planned carefully across the whole year. Wherever possible, we try to give plenty of notice and spread activities out in a balanced way.

However, the final dates for many events are often determined by the availability of external providers, which can limit the number of options we have. From time to time, we are also offered last-minute opportunities—such as workshops, visits or performances—that we feel would be valuable for the children. When these arise, we try to make the most of them, even if the notice period is shorter than usual.

With events such as Christmas activities, we also work hard to strike the right balance. While we want to make the festive period enjoyable and memorable, we are mindful that a very long build-up can leave children feeling overly excited or unsettled. For this reason, we aim to plan celebrations within a manageable timeframe that keeps the season special without overwhelming the children.

Actions:

- Continue to map out a whole-school events calendar to balance workload
- Spread events more evenly across the term
- Build in low-demand / recovery weeks, especially near holidays

Parents' Evenings & Academic Communication

Feedback:

- Meetings feel rushed
- Teachers sometimes lack clear data on pupil progress

Comments –

We want to reassure families that we value these meetings highly and see them as an important opportunity to share how your child is progressing, as well as to listen to your insights as parents and carers. We will continue to review the amount of time allocated for meetings to ensure they feel purposeful and not hurried. We are also

reflecting on the structure of meetings so that teachers can make the very best use of the allotted time.

In relation to clear progress data, all pupils' learning is regularly assessed, and teachers maintain detailed records to support both day-to-day teaching and longer-term planning. However, we recognise that data can sometimes be more complex to present within the short time frame of a meeting. We are working to ensure that information shared with families is as clear, meaningful, and up-to-date as possible, so you have a confident understanding of your child's progress.

Actions:

- Extend appointment times slightly or offer follow-up slots
- Ensure teachers are equipped with:
 - Progress tracking
 - Examples of work
- Offer optional longer appointments for complex cases

Behaviour & Safety

Feedback:

- Concerns about:
 - Bullying/name-calling
 - Poor behaviour on trips
 - Impact of a minority on learning
- Perception that behaviour policy is not consistently applied

Comments - Recently, there have been instances of behaviour that do not reflect our school values. To ensure fairness and clarity for all children, we are continuing to apply a consistent behaviour system across the school.

As part of this approach:

- A yellow card results in 5 minutes being taken from break time.
- A red card results in 30 minutes being taken from lunchtime.

In some cases, where behaviour has been a concern over time, additional consequences have included pupils not representing the school at sporting events, attending a class trip. These decisions are always made carefully and in the best interests of the child and the wider school community.

We would like to remind parents that we are only able to discuss behaviour in relation to your own child. We cannot comment on other pupils, but we will always work with you to support your child's individual needs and development.

It is also important to recognise that many children consistently follow our school pledges and expectations. We are very proud of these pupils, and their positive behaviour is acknowledged and rewarded through our "Pledge Champions Moments." These include for example:

- Visits to the park
- "Squash and biscuits" in the staffroom
- Extra playtime

These rewards are an important way of celebrating those who model the behaviour we expect every day.

We appreciate your continued support in reinforcing these expectations at home. By working together, we can ensure a positive, respectful, and supportive environment for all children.

Actions:

- Reaffirm and communicate the behaviour policy clearly to parents and carers
- Ensure consistent application across all staff
- Increase visibility of consequences and follow-up (within confidentiality limits)
- Introduce:
 - Regular assemblies on respectful language
 - Reinforcement of positive behaviour systems
- Review supervision in key areas (e.g. cloakrooms)
- Provide reassurance around:
 - Trip behaviour management
 - Residential safety measures

School Meals

Feedback:

- Limited variety
- Some meals not child-friendly/popular

Comments –

Our meals are designed to align with the EYFS nutritional standards, as we believe these provide an excellent foundation for all children's health and wellbeing. To support this, we have introduced brown bread and brown rice, and we use reduced-salt and reduced-sugar options wherever possible. Each term, our menus are reviewed and discussed with the children, giving them the opportunity to share ideas and explore new meals they may like to try.

Actions:

- Review menu with pupil voice input
- Introduce:
 - More familiar options (e.g. fish fingers, cottage pie)
 - Greater variety
- Consider themed days:
 - "Try something new"
 - "Meat-free day" (linked to education on healthy eating)

Curriculum & Life Skills

Feedback:

- Desire for more practical life skills, including:
 - Cooking
 - Financial education
 - Healthy lifestyles

Comment –

We recognise a strong desire from our school community for children to develop more practical life skills, particularly in the areas of cooking, financial education and healthy lifestyles. In response, we are committed to further integrating these life skills into our curriculum and wider enrichment offer. This includes exploring opportunities for regular cooking sessions and dedicated health and wellbeing workshops. Our aim is to equip children with essential skills and knowledge that will support them both in school and throughout their lives.

Actions:

- Integrate life skills into curriculum or enrichment
- Consider:
 - Cooking sessions
 - Basic budgeting activities
 - Health & wellbeing workshops

Outdoor Learning / Forest School

Feedback:

- Strong demand for more use of outdoor spaces
- Parents value this highly

Comments –

We greatly appreciate the strong feedback from families highlighting how much our outdoor spaces are valued and the desire for even more learning opportunities outside the classroom. Forest School represents only one part of our wider vision for learning beyond the classroom. Our aim is to ensure that outdoor learning is embedded across the curriculum and accessible to all children throughout the year.

Actions:

- Increase outdoor learning sessions
- Schedule regular outdoor time (especially in warmer months)
- Explore parent volunteer support

Stretch & Inclusion

Feedback:

- Need for:
 - Faster SEND assessment pathways
 - Better stretch for more able pupils
- Concerns about class structure limiting opportunities

Comments –

We are pleased to share that our new SENDCo, Hayley Fassam, has now taken up her role in school. Hayley is currently reviewing all aspects of our SEND provision to ensure we continue to meet the needs of every child effectively. As part of this process, she will be contacting parents and carers shortly to discuss individual needs, next steps, and how we can continue working together to support each child's development.

We would also like to highlight the ongoing benefits of our mixed-age class structure. Mixed-age classes allow children to learn from one another, build confidence, and develop strong social and communication skills. Younger children benefit from older role models, while older pupils consolidate their understanding by supporting others. This approach promotes independence, resilience, and a strong sense of community within the classroom.

Actions:

- Provide clearer communication about:
 - SEND processes and timelines
- Ensure:
 - Differentiation and challenge within mixed classes
- Offer:
 - Cross-class or age-based opportunities (trips, activities)

Transition to Secondary School

Feedback:

- Concern about perceived bias toward certain schools
- Request for more balanced, positive messaging

Comments –

We would like to reassure families that there is no bias in the way we communicate about local secondary schools. Our intention is always to provide fair, accurate and helpful information so that every family feels supported in making the choice that is right for their child.

Some viewpoints have been shared regarding how other local secondary schools approach transition, and discussion has taken place about the benefits their particular systems may offer certain groups of children. These comments were intended to reflect differences in transition models - not to promote one school over another.

We remain fully committed to presenting all secondary schools in an equal, balanced and positive manner, and to ensuring that all children receive a smooth and confident transition, regardless of the school they choose.

Actions:

- Ensure neutral, inclusive communication about all local secondary schools
- Strengthen relationships with:
 - All feeder secondary schools (including UCC)
- Review how transition information is presented to parents