

## Parent Survey – Feedback from Governors January 2026

Dear Families,

Thank you so much for taking the time to fill in and return the parent/carers questionnaire regarding your child/children's experience of Corbridge CofE First School. We especially appreciate you taking the time to tell us how we are doing. Parent questionnaires are an important part of the way in which our school evaluates what we are doing well and where we can improve.

We are really pleased to report that the overwhelming majority of parents/carers are really happy with their child's experience of school. This is so brilliant to read as governors, and we are really grateful to our staff and wider school community for their continuing support. What was remarkable this year, was the number of parents/carers who used the questionnaire as an opportunity to say thank you to CFS staff for their support, dedication and friendliness this year and governors would also like to take this opportunity to echo this thanks.

We've enclosed the numerical data (apologies: it makes for cheerful but dry reading!) but have also summarised below the qualitative responses from the feedback box at the end of the questionnaire. The responses have also identified some areas in which we can do better and, in addition, we've received some helpful suggestions as to how to improve in specific areas. All of the praise, advice and suggestions will be taken on board, carefully considered and acted upon.

Thank you.

Summary:

- 85 responses were returned.
- 97.6% of respondents strongly agreed or agreed that their child understands the school's expectations for behaviour.
- 96.5% of respondents strongly agreed or agreed that the school promotes positive behaviour in a fair and consistent way.
- Of the respondents who had experienced a behaviour concern, 94.6% strongly agreed or agreed that this had been responded to appropriately.
- 96.5% of the respondents feel that the school models and encourages the core values of truth, respect, kindness, thankfulness and forgiveness.
- 97.7% of the respondents strongly agreed or agreed that their child feels safe in school.
- Of the respondents who had experienced bullying or unkind behaviour, 91% strongly agreed or agreed that the school dealt with this effectively.
- 97.7% of the respondents strongly agreed or agreed that the school supports their child's emotional wellbeing.
- 95.3% of the respondents strongly agreed or agreed that the school communicates clearly and regularly with parents.
- 98.8% of the respondents strongly agreed or agreed that they know who to contact with questions or concerns about their child.
- 97.6% of the respondents strongly agreed or agreed that the school listens to parents' views and responds in a timely manner.

- 97.6% of the respondents strongly agreed or agreed that the school fosters positive relationships between staff, parents and pupils.
- 100% of the respondents strongly agreed or agreed that the staff treat children with respect and empathy.
- 16.5% of the respondents were unsure whether the school uses relational/restorative approaches effectively to resolve difficulties. Of the remaining respondents, 95.8% strongly agreed or agreed that the school did.
- 81.2% of the respondents said that the school's Christian ethos contributes positively to relationships and behaviour with 14.1% unsure.
- 98.9% of the respondents strongly agreed or agreed that their child feels valued and included at school.
- 96.5% of the respondents strongly agreed or agreed that the school celebrates each child's uniqueness and strength.
- 97.6% of the respondents strongly agreed or agreed that the school creates a welcoming and inclusive environment for families of all backgrounds.
- 98.9% of the respondents strongly agreed or agreed that their child feels part of the school community and knows they 'belong'.
- 88.2% of the respondents strongly agreed or agreed that their child has access to a range of extra-curricular clubs and opportunities.
- 27.1% of the respondents had children in school with SEND. Of these families, 100% strongly agreed or agreed that the school gives their child the support they need to succeed.

**Information shared from the Federated Governing Body of Broomhaugh and Corbridge First Schools.**

**Compiled by Elisabeth Charman and Gayle Baty.**

**On the following page please find some responses from Mrs. Hart, Mrs. Sanderson and Miss. Storey.**

## Parent Survey – Responses collected Autumn 2025

### What we are doing well:

- Fantastic positive leadership.
- We value how parental concerns are addressed in an expedient and professional manner. Thank you for creating a space where parent and pupil views matter and are incorporated into practice, where possible.
- My child is very happy at school.
- I have selected agree for some parts but I don't know if it's inclusive to all backgrounds or every child's uniqueness as can't speak for them and don't know their situation but it certainly feels like the school would support inclusively as it is an excellent school.
- I feel we have been fully supported in helping our daughter, her behaviour has been challenging and she needs some additional support and understanding due to her sensitivity and being able to discuss this with a teacher who has knowledge around the matter. Then being offered the help we need to ensure our daughter is stable in school and not struggling has been a real blessing to us.
- My child loves attending Corbridge First School and loves all of her teachers. I am very happy with the school as a parent and feel they teach their pupils to be kind and caring.
- My child knows the name of the majority of pupils in the whole school which makes it feel like a nurturing family type environment. My child looks forward to celebration worship and special person and it makes her feel valued as a pupil.
- Mrs Hart is a fantastic head teacher. She takes the time to make every pupil feel special.
- My child is in choir and sometimes gets nervous to stand up and sing in front of lots of people. Mrs Hart is always there to support her and give her a cuddle and always tells her how fantastic she has done even when she hasn't been able to sing for the whole performance.
- I feel lucky to have my child in Corbridge First School and am extremely thankful for everything Miss Baxter has done to improve my child's confidence over the past two years.
- Just wanted to say it's evident the school makes a real effort to ensure all pupils feel welcome/included which is really wonderful (e.g. Rainbow Day).

### What we could do better:

- We consider that there is an increasing focus on SEN and potentially over diagnosis of SEN is occurring.  
All children, regardless of SEN status, are given what they individually need in order to be the best they can be as part of ordinarily available provision. This support can vary from tools to regulate emotionally, bespoke learning, pre- and post- learning tasks and adaptations in class. When a child is unable to access their learning and make progress despite having all of these adaptations in place, we look at other support and options. However, this does not mean a diagnosis, which is an incredibly long and challenging process and carried out by outside professionals (usually the NHS or other accredited medical professionals) rather than by school. We will always meet each and every child's needs on an individual basis so that everyone can thrive.

- On occasion when feedback is given to school or school decisions are challenged, the response to this possibly lacks professionalism.

We truly apologise if any of our interactions have lacked professionalism. We have a shared goal: to make school the best place for the children and support them as best we can. We always aim to speak the truth kindly and professionally. We are disappointed to hear we have fallen short of this and will always act on feedback.

- The exterior of the school/grounds needs significant investment. The perimeter fence is completely broken, is propped up, patched up and wobbles. It needs to be completely replaced. This possibly presents not only a health and safety concern but also a safeguarding one.

We share your concern and plans are underway to complete a full replacement as we believe it has exceeded the point of reasonable repair, despite Mr. Gardner's best efforts.

The Resources Committee of the Governing Body work alongside SLT to prioritise work and repairs. Over the last year, the priority has been the removal of any remaining suspected asbestos in ceilings, a brand new fire alarm system and a full WiFi upgrade to support the 20 new Chromebooks. We will now turn our attention to fencing, the development of the Forest School and allotment site and an exciting new development in the EYFS/Year 1 quad - details to follow. We have also submitted capital funding bids for a new roof and boiler.

The grounds do look untidy and we are working to keep on top of this. If anyone has time to lend a hand, please do get in touch!

- My child can find it difficult with strong minded students and those who have behaviour issues which can at times impact her time in school.

We understand that working alongside strong-minded students or those experiencing behavioural challenges can sometimes be unsettling for some children. Please be assured that we closely monitor classroom dynamics and put strategies in place to support all students. Our staff work proactively to promote positive behaviour, manage any difficulties that arise and ensure that learning time remains purposeful and supportive for everyone. We are also mindful of the individual needs of children who may find these situations challenging and aim to provide reassurance and guidance where needed, in line with our relational policy. Please do come and speak to us in person if you would like a more personalised answer about the support in place - we are happy to help.

- Appreciating that there are a lot of messages the school needs to send out, but occasionally they can feel quite last minute (I will say though most of the time it works really well, we get a reminder a couple of weeks before something is happening and then again, the day before - so it's only occasionally).

Thank you for saying it works well most of the time! We make a big effort to get all dates in the calendar and on the newsletter a term in advance, especially for events parents may need to take time off work to attend, which we hope helps families with planning. Mrs. Steele and Miss. Ruddick are brilliant with their reminders! When

things do change at the last minute it is often due to unexpected or sudden changes, such as staff absence. We are sorry for this and will continue to try and communicate with you in a timely manner.

- Where injuries/bumps are caused by other children this isn't communicated during pick up, only that the child has hurt themselves when someone else has actually caused it. If this information is being withheld from the parent whose child has been hurt, I'd hope a more open conversation is held with the child who caused the injuries's parents as this doesn't feel transparent in approach. It's important for a parent to know another child has hurt their child so they can advise their child how to handle it moving forward - this is a very different type of conversation with a child than if they'd fallen and hurt themselves.

When a physical incident has occurred, either by accident or otherwise, parents of all children are spoken to. This may be at pick-up or privately over the phone. However, we are not able to share details of these conversations when they concern children other than your own.

- The nursery tapestry is still not working , I haven't seen any pictures or any updates since September.

Mrs. Rutherford will be contacting all parents this week where accounts aren't working as she is resolving the problem. Please speak to her if there are any further issues!

Once again, we thank you. We have an open door policy at school and are always available to answer questions and provide clarification – big and small! By working together, we can ensure we are always the best we can be here at Corbridge CE First School.