

THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"

Parent Survey 2026

**Data provides a comparison to 2025 (where possible)
and a breakdown of responses by year group**



Introduction

The following pages show how data has changed since 2025. Where no change from 2025 is shown this is because the question was not asked in last year's survey. This year's survey has been updated to reflect changes in the questions used in the standard Ofsted Parent View survey which were introduced in late 2025 with the revised Ofsted framework that has been effective this academic year. These changes saw some questions retained from previous surveys, some questions removed, and some new questions introduced.

This year we have provided an analysis of data broken down by year group. The Parent View Survey asks each respondent to select which year groups their children are in, so each survey response can relate to the views of parents with children in multiple year groups. In 2026, nearly a third of survey responses were from parents with children in more than one year group. Therefore, when analysing survey responses by year group, caution should be taken as the sentiments expressed in the survey may reflect views or experiences relating to one child, but these would also be added to the results from the other child's year group. For example, if parents with two children had one child with SEND in Year A and a child without SEND in Year B, their answer for the SEND-related question would appear in the results for both Year A and Year B in this analysis.

The count of responses used to produce each year group's results below is as follows (numbers in brackets relate to the SEND question only):

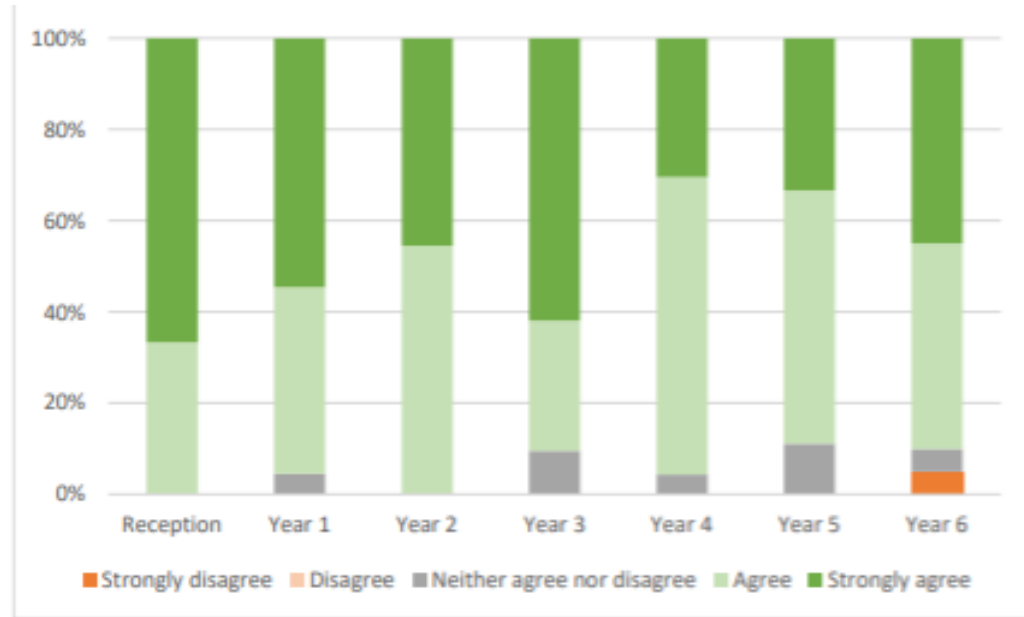
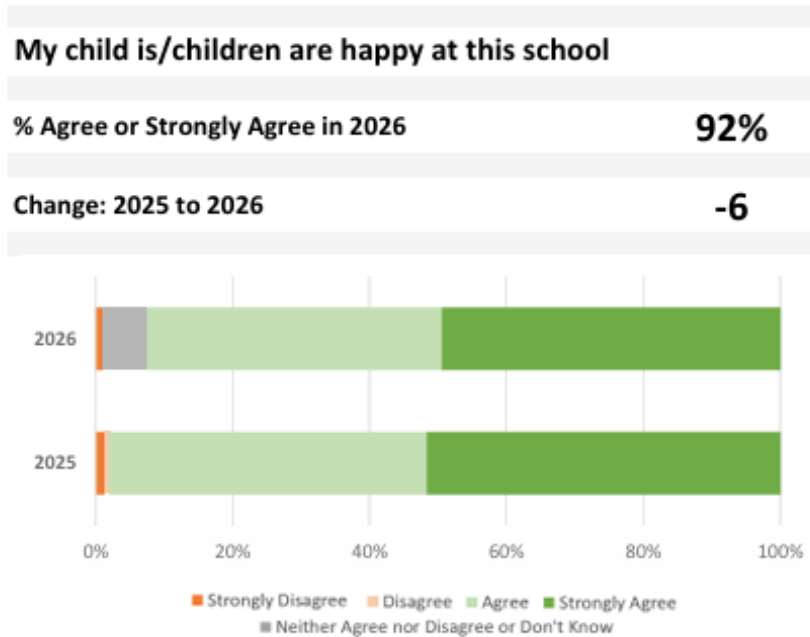
YR: 6(2); Y1: 22(6); Y2: 11(2); Y3: 21(4); Y4: 24(10); Y5: 18(5); Y6: 20(5)

Please be aware of the following when reading this report...

Statistical analysis of changes (where results can be compared between years)

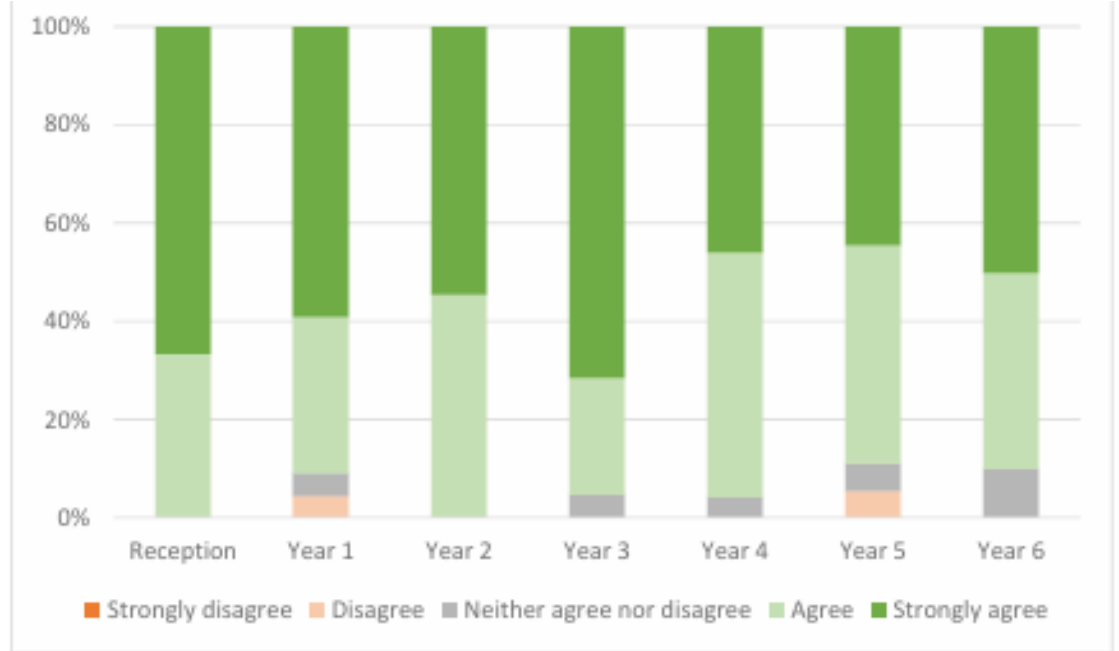
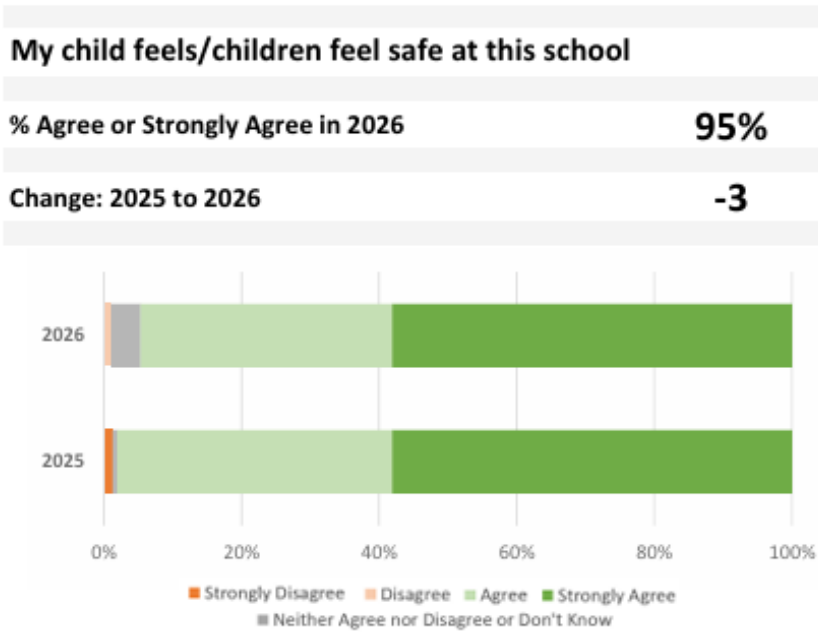
- As the Parent View is a survey of many but not all parents and carers, it is possible that some of the changes between years that are shown are down to the survey approach rather than real changes in views (i.e. if you survey the same group of people twice, but a different set of people within that group respond to the second survey compared to the people who responded to the first survey, you will likely get a different result in each survey, even though the views of the overall group have not changed).
- Changes that are marked with an asterix (*) are very likely to be real changes, based on statistical analysis of the survey results. Where changes are not marked with an asterix it is not possible to say for sure whether these are real changes or not. This applies in particular to questions with fewer respondents, e.g. around SEND, where the lower number of responses makes it harder to tell whether changes are real using statistical analysis.

My child is happy at The Downley School



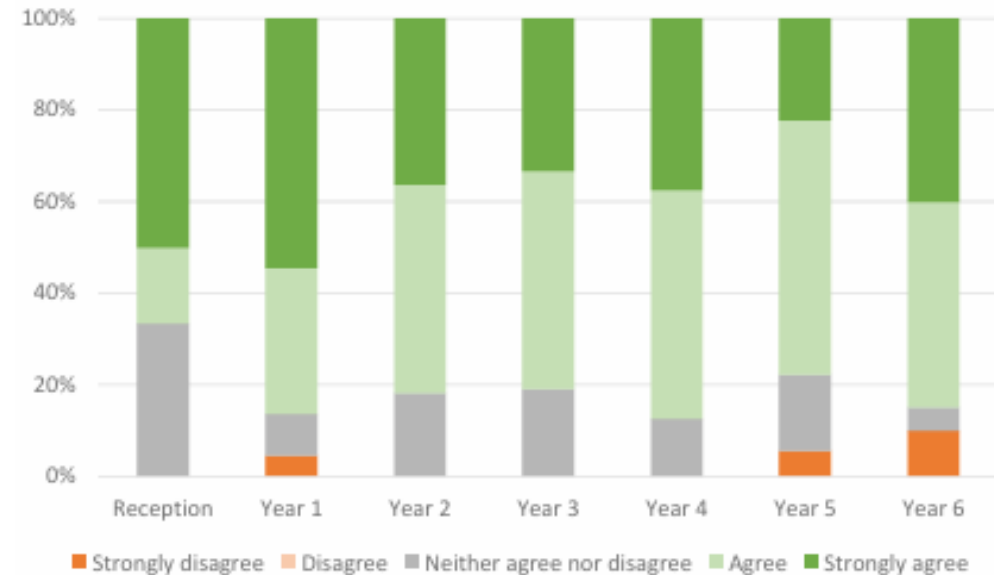
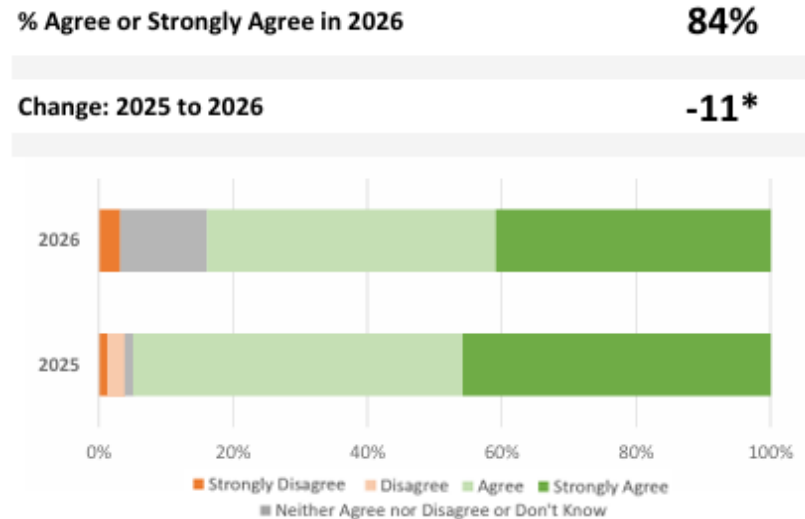
- Thank you for the lovely comments that some of you added to the survey. It is good to see that even if there are some things you feel that we could be doing better very few of you feel that your child is unhappy
- Children commented on how improvements to play time provision have helped increase their enjoyment of school.
- Increased trips/events in some year groups have also provided excitement and something extra for children to look forward to.
- Pupil survey response scored 4.29 out of 5 for this question.

My child feels safe at The Downley School



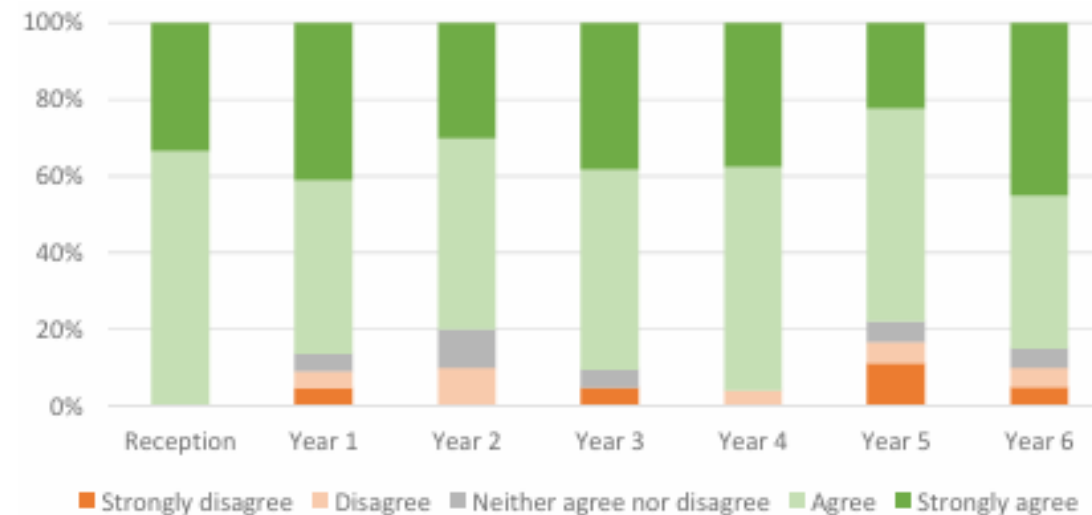
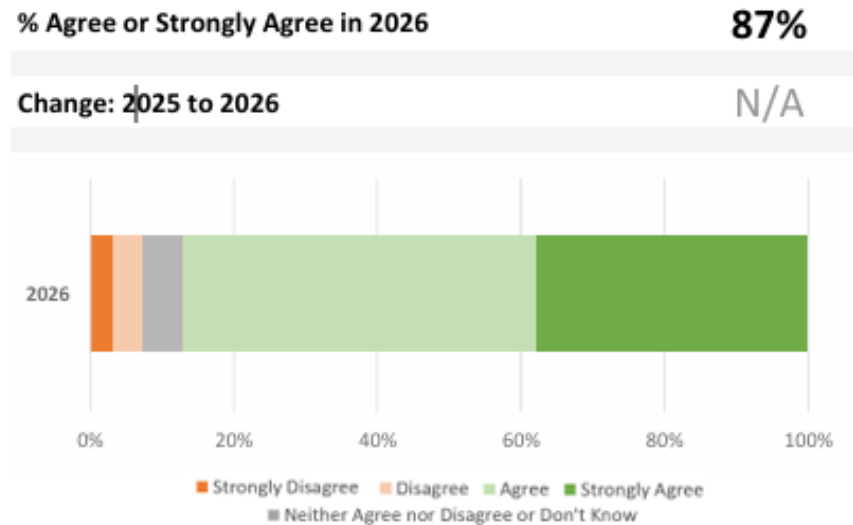
- We asked the children a similar question and spoke with all those that expressed that they didn't feel safe. These discussions centred around fears of adults from outside behaving in criminal/violent ways, as depicted in computer games rather than anything from inside the school.
- Trips and events cause concern for some children too as they are going off site and these activities are different from their normal routine. The fire alarm and lock down drills also make children feel unsafe, despite being designed with the opposite intention.
- Over the holidays we will refurbish our outdoor toilets - we know that some children are unhappy using these.

The Downley School makes sure it's pupils are well behaved



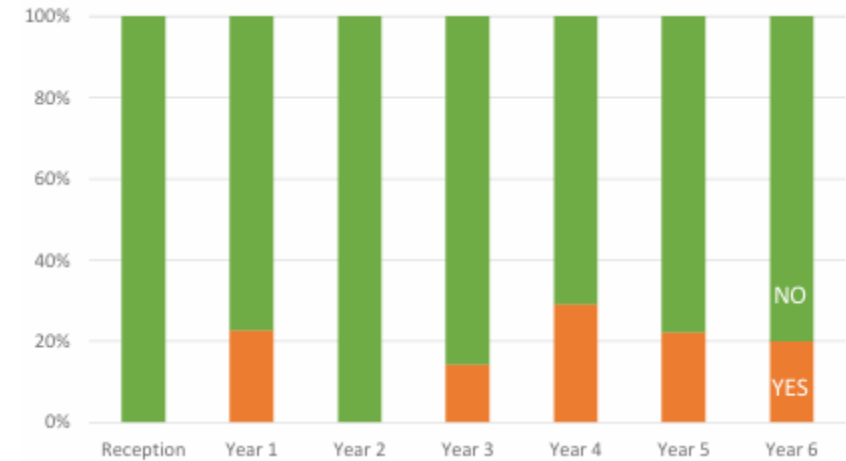
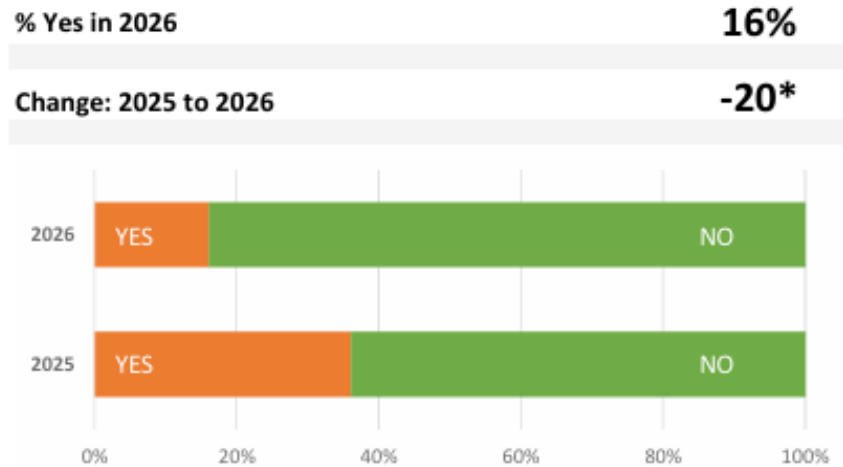
- Staff were surprised to see a less favourable response than last year. We have attributed it to the way we communicate low level behaviour with parents which perhaps has made it feel like there is increased behaviour incidents. Our behaviour strategy is understood by children and staff and there is now much greater consistency in its application and alerting of level 3 and 4 behaviour.
- We recognise that when children join TDS from other schools or overseas, they need to learn the high standard that is expected of them. Next year, the school council will be developing an induction programme for new children to support them and their family in settling into TDS community.
- To reassure those that were uncertain regarding how well behaved our children are, TDS regularly receives comments from guests, visitors and members of the public regarding the high standard of behaviour. Many parents that have supported on trips and volunteered in the school made comments that suggest pupils are polite, respectful and behave well around the school. Staff are seen as promoting high standards and reinforcing expected behaviours consistently. Relationships between pupils and staff are often described as strong and supportive, contributing to a calm and orderly environment. When behavioural issues arise, staff are usually perceived as addressing them promptly and appropriately.

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



- We have worked hard to improve parental awareness of the learning to be covered so are pleased with the positive outcomes. Each half term we send home knowledge organisers which provide an overview of the learning outcomes. The website has been updated with our curriculum plans. Dojo messages are sent home every week and a celebration of learning is posted with an insight into the week ahead.
- There is also 'Meet the teacher' meeting in September to provide an overview for the year ahead. In response to parental feedback, in September 2026 we will be delivering this virtually via TEAMS to enable those unable to get to school to attend virtually.
- Open classrooms run every term (on different days as requested to support those that have work commitments)
- Alongside the routine parents evening in Autumn and Spring term we have additional meetings for children with SEN every term
- Comments from the survey suggested that many parents value the range of information shared by the school and feel kept informed about key events, activities and important updates. Parents often appreciate being able to contact staff and receiving responses when concerns or questions are raised. Overall, parents' welcome communication about pupils' achievements, learning and wider school activities. In contrast there were a few who expressed that they would like information to be shared earlier, particularly regarding events, changes to arrangements and deadlines. A minority of respondents feel information can occasionally be unclear or spread across multiple platforms, making it harder to keep track of key messages, this is particularly pertinent to those with more than one child.
- We shall continue to review our communication in response to parental feedback as we appreciate that this is complex.

Has your child been bullied at TDS

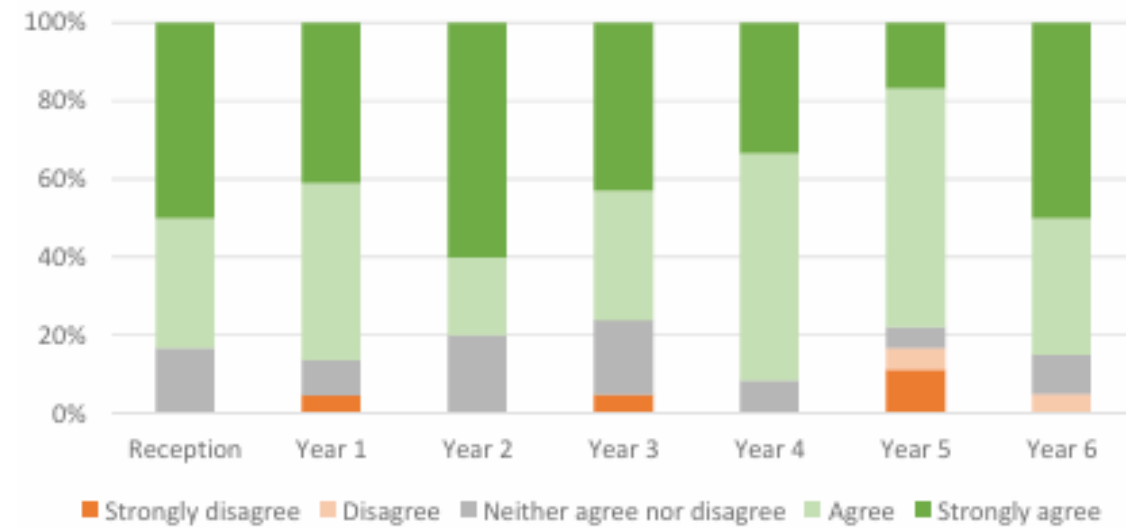
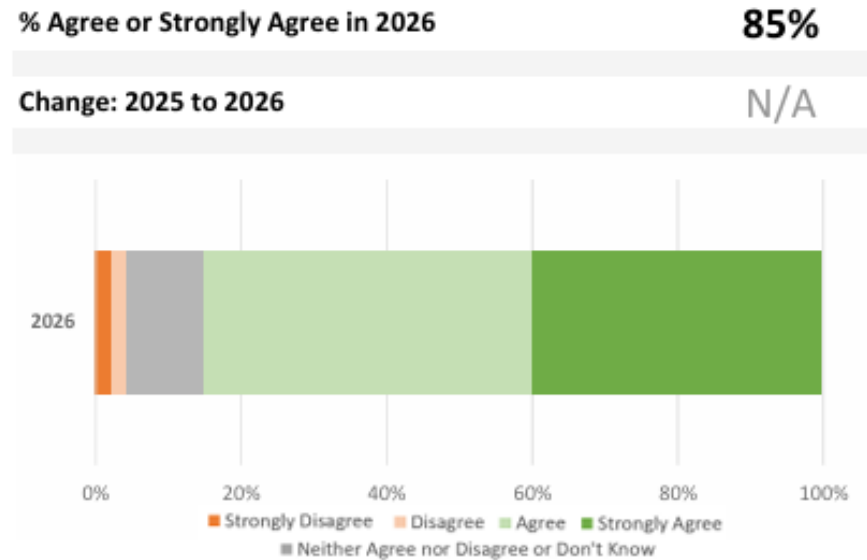


We are pleased to see that there is a significant reduction in those feeling that their child has been bullied. Where bullying has been reported the majority of parents felt that the school managed the issue effectively. Our behaviour strategy enables us to address issues in a scaled approach. The school does not condone bullying and we endeavour to work with those that feel like they are being bullied to stop it swiftly. We continue to raise awareness of bullying with children and our PSHE curriculum promotes healthy relationships at school and gives children the tools to resolve conflicts. Where issues arise, they are dealt with in line with our policy and strategies implemented to encourage a change in behaviour.

The bullying comments from the survey suggest that most reported incidents are viewed as being addressed appropriately, and several parents explicitly praised the school's response. Staff often act quickly when concerns are raised and parents generally recognise staff efforts to investigate incidents. It was also reported that many pupils appear comfortable seeking support from adults in school.

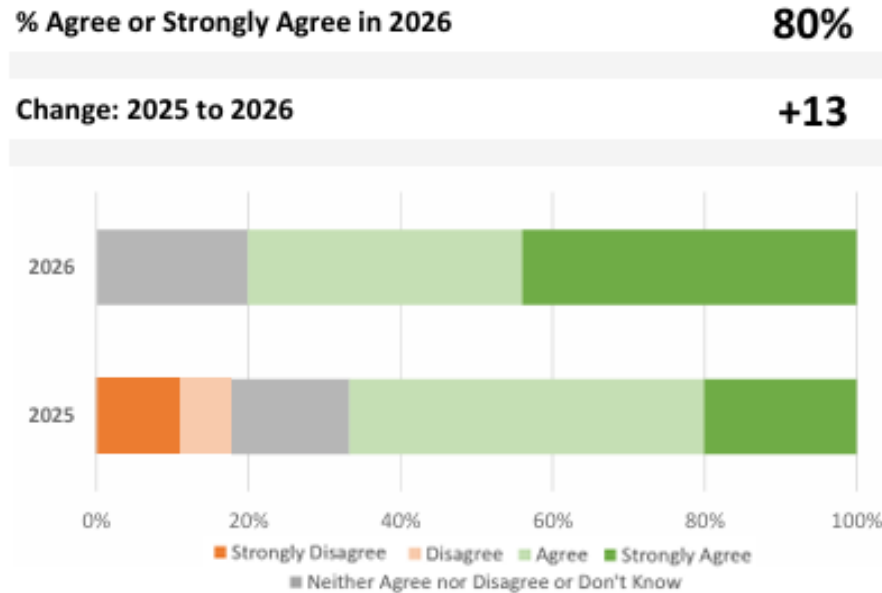
Some parents suggested that clearer communication about outcomes of investigations is required. Next year we will continue to focus on friendship issues, exclusion and low-level bullying behaviours.

When the school makes decisions, it has the children's best interests at heart



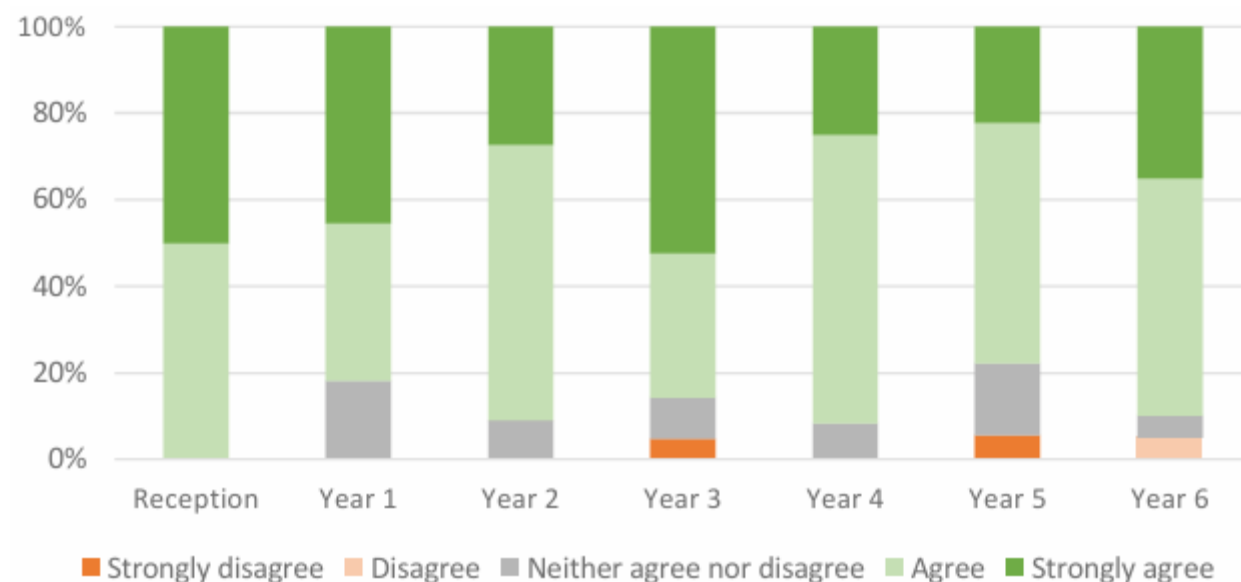
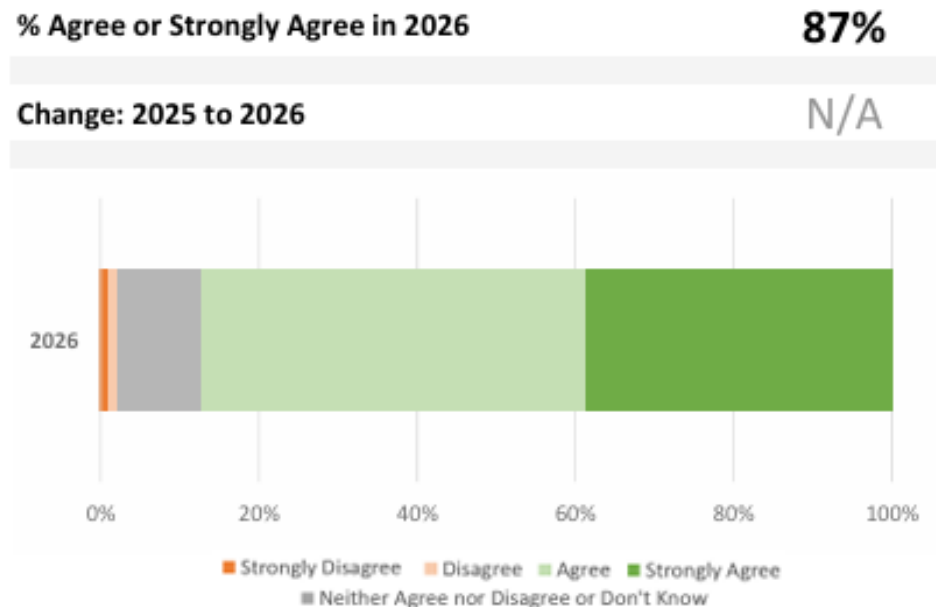
- We listen to concerns raised and address them in line with our policy. Whilst we are open to suggestions and listen to concerns this does not always mean that we can provide individuals with their desired outcome. We aim to resolve issues in a manner that is acceptable for all those involved.
- SLT continue to always be available on the gate in the morning and afternoon.
- Emails are usually responded to within 48 hours.
- We will continue to always put the children at the centre of our decision making when faced with challenging choices to make.
- Comments made by parents reflected that the school places pupils' wellbeing, happiness and development at the centre of decision-making. Comments frequently highlighted staff commitment to knowing pupils as individuals and providing appropriate support when needed and often recognise the school's efforts to keep children safe, supported and included in school life.

My child has SEND and the school gives them the support they need to succeed



- Mrs Grisedale has supported staff in writing PLPs and ensuring these are shared and reviewed with parents. We have reviewed our processes for identifying children with specific learning difficulties and strategies we can use to meet their needs.
- Inclusive teaching practices has been an area that we have worked hard to develop. Teachers adopt the principle of what is good for one is good for many and so adaptations are commonplace in the classroom enabling greater access to the lessons for those children requiring support.
- Parents of children with SEND are generally very positive about the support their children receive and view the school's SEND provision as a significant strength. Parents frequently praised the SENCO and teaching of SEND as a strength with individualised support, inclusive practice, effective communication and partnership with families. The few concerns raised focused mainly on ensuring consistency of support, improving communication about progress, and continuing to strengthen emotional support and early identification where needed.

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



- This was a new question for 2026 and so there is no comparative data.
- As stated on the previous page, inclusive teaching practices has been an area that we have worked hard to develop. The principle of ‘what is good for one is good for many’ has been adopted across the school making adaptations part of our standard practice in the classroom.
- This year we centralised interventions to maximise the support that we can offer to those in need of academic ‘catch-up’ or emotional support.
- We make good use of assembly time to ensure that ‘keep-up’ interventions can be targeted to those children that require consolidation.
- Our results on the next page are proof that in most statutory assessment we are doing better than schools nationally.

End of Year data outcomes

EYFS

% of children achieving a Good Level of Development – 72% (2026 National 72%)

Phonics Screening Check

Year 1 – 91% (2026 National 82%)

Year 2 – 93%

Y4 Multiplication check

Average score - 20.5/25 (2025 National - 20/25)

% of children achieving 21 and above – 64%

% of children who achieved full (25) marks – 40%
(2025 National - 37%)

Y6 SATs

EXS (Expected Standard) GDS (Greater Depth Standard)
20256 National benchmark data in brackets

Reading - EXS 80% (75%) GDS 47% (31%)

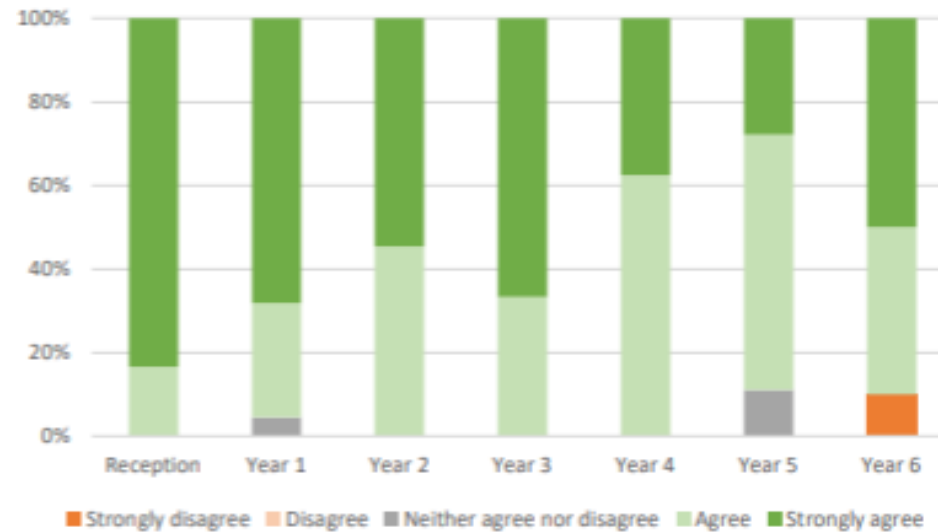
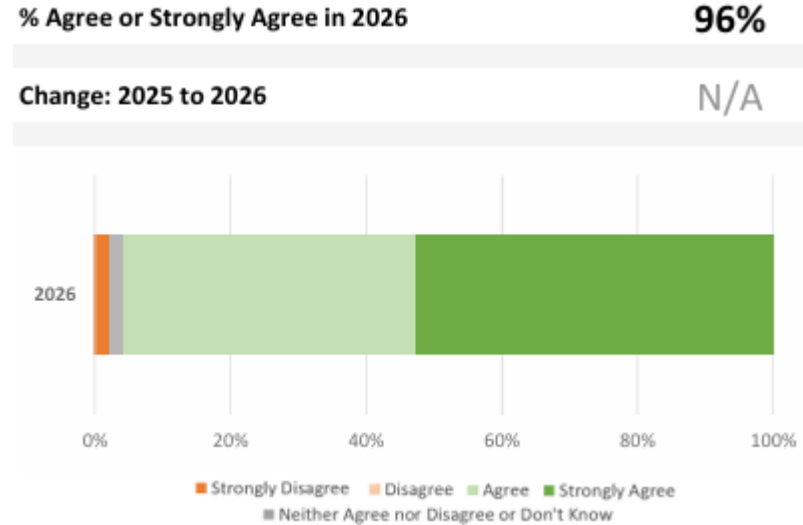
Writing - EXS 75% (73%) GDS 20% (13%)

Maths - EXS 80% (75%) GDS 37% (27%)

SPAG - EXS 85% (74%) GDS 46% (30%)

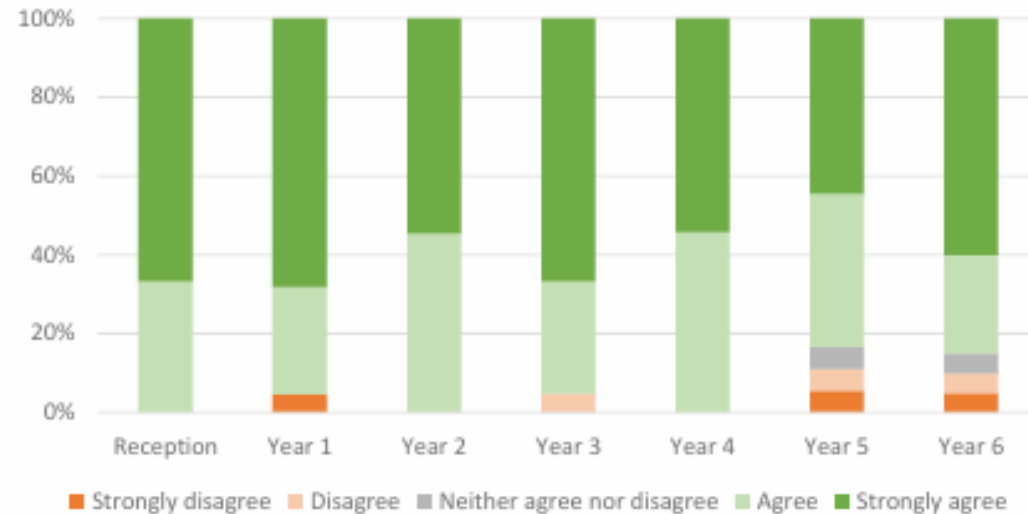
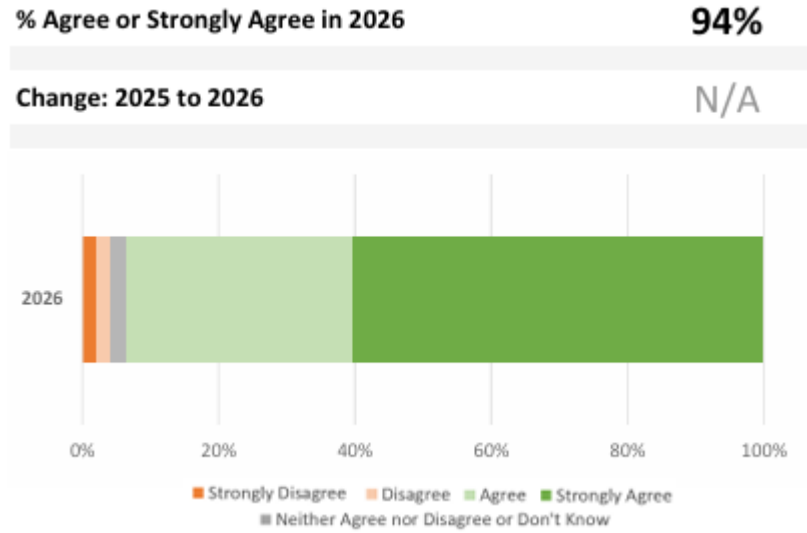
Combined RWM - EXS 68% (63%) GDS 18% (9%)

Staff are friendly and approachable



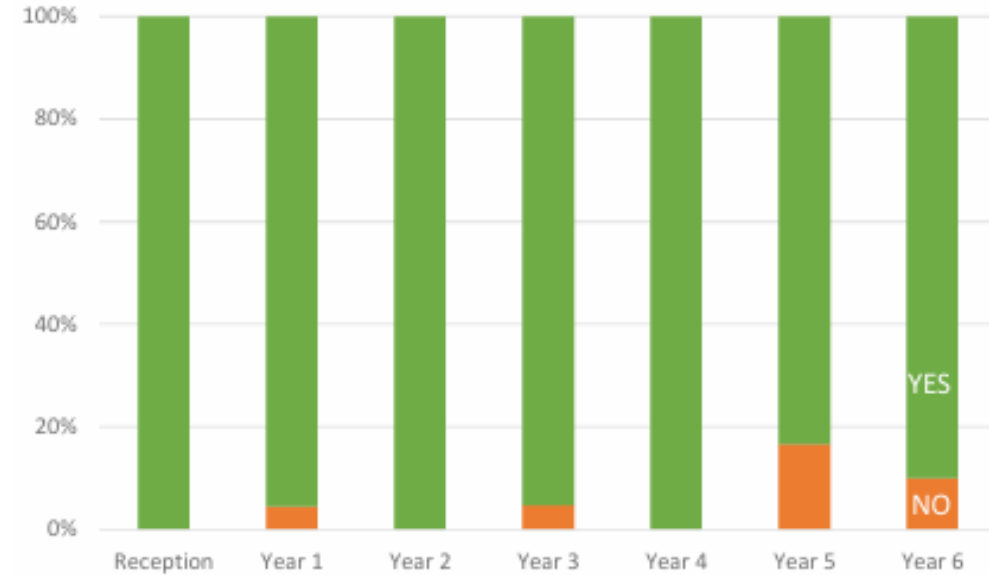
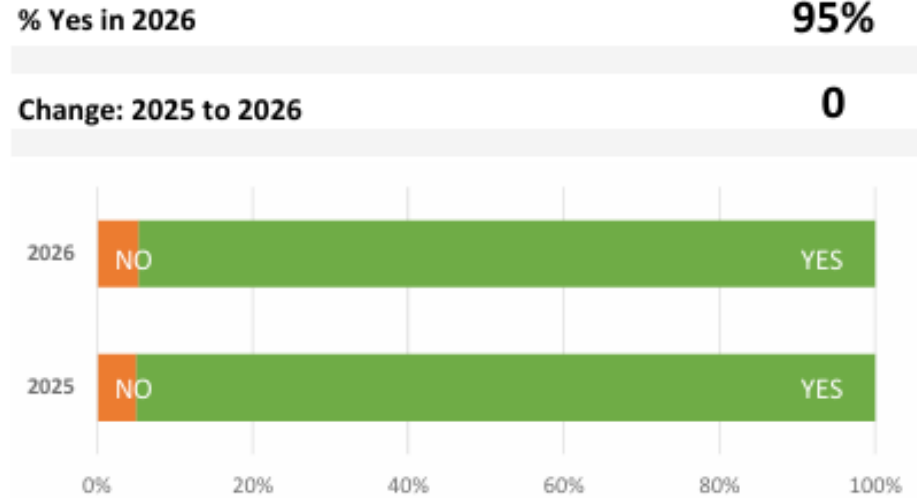
- We are pleased to see that 96% agreed with this statement. We really do try and offer an open door policy and we like to think that we listen to the views of parents.
- Senior leaders are always present on the gate at the start and end of the day. Where possible we can try and answer a quick query but sometimes a lengthier conversation is required and these need to be booked for a mutually convenient time with the relevant staff member.
- Dojo is a useful tool for communication between home and school. As children become more independent in Y5/6 and contact between home and school lessens this method of communication becomes increasingly important.
- Survey responses indicate that parents overwhelmingly view staff as friendly, approachable, caring and committed to children. The strongest themes were:
 - Positive relationships between staff and families.
 - Accessible and visible leadership.
 - A welcoming school culture.
 - Staff who know children well and support them effectively.

The school is well managed and led



- Again we are pleased to see a high percentage agreeing with this statement.
- Despite our best efforts we will not always get it right for every parent. Those parents with more than one child will know how hard it is to please all their children all the time and so we cannot possibly get it right for all 359 of ours at the same time.
- Decisions we make are child-centred and focused. This was recognised by many parents in their comments. Leadership and management are viewed as one of the school's strongest areas. Parents believe The Downley School is well led and managed. The strongest theme is confidence in the Headteacher and leadership team, who are widely credited with driving substantial improvements while maintaining a child-centred, inclusive and approachable culture. Comments were made regarding the significant improvement journey of the school while maintaining the focus on children's wellbeing and achievement. Parents recognise that leaders' at all levels are willing to listen and respond to feedback.

I would recommend The Downley School to another parent



- Thanks to those of you that have been supportive of us through our school improvement journey. We are still not where we want to be for you and your child but we continue to get closer and we are working hard to get there.
- Through the comments it is clear that parents recommend The Downley School because it is seen as a friendly, caring and inclusive school with strong leadership, approachable staff, effective support for children, particularly those with SEND, and a culture where children are happy, safe and able to thrive. The most powerful theme throughout the responses is the confidence parents have in the leadership team and the positive difference they believe this has made to the school.
- We have dedicated staff who are committed to improving outcomes for your child and the school. Staff retention is providing stability and in a challenging climate this is a good indicator that TDS is a good school to be in.

- We shall continue to respond to your feedback and work hard to make further improvements to TDS.
- The team appreciate your support and patience whilst we try our very best to get our school the best it can be for all our children, as stated in our vision:

***Learning, Growing and
Succeeding Together***

Together, we strive to challenge ourselves and each other, creating a community where everyone is empowered to succeed and achieve their full potential.



A few of the many comments that we received:

"Ms Dandridge and her wider team have done an amazing job at turning the school around. I'm proud to say my children go to The Downley School."
— Parent of children in Years 2 and 3

"I have really liked how the school promotes inclusivity and how children are always encouraged to be themselves in every way."
— Parent of children in Years 4 and 6

"Teachers treat the children with so much kindness, love and respect and give them a safe space."
— Parent of a Year 6 pupil

"The quality of staff care is second to none."
— Parent of children in Years 3 and 5

"The school is very friendly and my child is happy there."
— Parent of a child in Year 5

"I feel the culture at the school is excellent, there is a real sense of belonging and community. Where no one goes unnoticed and every child has a chance to thrive."
— Parent of a child in Year 1

"I believe the children are at the heart of the decisions made."
— Parent of children in EYFS, Year 2 and Year 4

"The Headteacher Ms Dandridge is such an asset to the school who has transformed it in such a positive way. She listens to feedback from parents and the children really look up to her."
— Parent of a child in Year 4

"Whenever I have raised a concern, worry or suggestion they have been receptive, honest and reflective. At the heart of everything, it is always for the children."
— Parent of children in Years 2 and 3

"Staff are very kind and approachable."
— Parent of a child in Year 4

"I would now strongly recommend TDS to other parents. Since the new Head Teacher joined the school, there have been noticeable improvements in communication, leadership, and support for pupils."
— Parent of children in Years 1 and 4

"I like the ethos and culture at the school. I believe the children are at the heart of the decisions made."
— Parent of children in EYFS, Year 2 and Year 4

"My daughter loves coming to school."
— Parent of a child in Year 3

"The school has improved greatly over the past few years."
— Parent of children in Years 1 and 5