



Hanbury First School – Parent Carer Survey Snapshot

Responses: 62 (Non SEN parents - 40, SEN parents – 16, Unsure parents -6)

Benchmark: Compared with borough-wide average (1,157 responses).

How to read this report

In this survey, parents and carers rated their experiences on a scale of 1 to 7:

- **1 = the most positive response**
- **7 = the most negative response**

This means that lower average scores are better, showing a more positive experience. Higher scores indicate less positive experiences.

For each question, the average score for this school is shown alongside the borough-wide average, so you can see how the school compares. The results are also broken down by whether the parent carer's child has SEND, does not have SEND, or whether the parent carer was unsure.

Key results (average scores)

Scoring note: 1 = most positive, 7 = most negative.

Question	Hanbury	Borough Average
Q2 Welcoming	1.24	1.46
Q3 Parent Inclusion	1.81	2.25
Q4 Child Inclusion	1.79	2.04
Q5 Communication	1.56	2.19
Q6 Knowing Support	2.09	2.82
Q7 Extra Curricular	1.55	2.35
Q9 Views Valued	1.56	2.13
Q10 Worry/Anxiety	2.11	2.65
Q11 Concerns Resolved	1.52	2.10

Q8 Frequency of communication

Frequency	Hanbury			Borough		
	Non-SEN parents (40)	SEN parents (16)	Unsure parents (6)	Non SEN parents	SEN parents	Unsure parents
Weekly	47.5%	37.5%	66.7%	35%	30%	42%
Daily	15%	31.2%	16.7%	35%	31%	31%
Monthly	17.5%	12.5%	0%	16%	24%	40%
Termly	20%	18.8%	16.7%	11%	12%	9%
Never	0%	0%	0%	2%	4%	4%

Overall pattern of communication in Hanbury:

- Communication is more evenly spread for **SEN parents** – a mix of **weekly** and

daily contact.

- **Most Non-SEN parents** hear **weekly**, but there's still a sizeable group with only termly or monthly updates.
- Most **Unsure parents** receive consistent **weekly updates**.

Headlines for Hanbury

Strengths

Hanbury performed **better than the borough average across every measure**. Standout

strengths include:

- **Welcoming** – Parents find the school very approachable.
- **Parent Inclusion** – Parents feel more included in decisions than the borough average.
- **Child Inclusion** – Children's voices and needs are seen as included. •
- Communication** – Stronger and more positive than borough.
- **Knowing Support** – Parents more aware of support than borough peers. • **Extra**
- Curricular** – Opportunities are valued highly.
- **Views Valued** – Parents feel listened to.
- **Worry/Anxiety** – Lower levels of parental worry compared with borough. •
- Concerns Resolved** – Issues are seen as being followed up effectively.

Areas for improvement

No specific area scored worse than the borough average.

The only relative challenge is that SEN parents scored some areas less positively than Non-SEN (e.g. Worry/Anxiety – 3.06 vs 1.75). This suggests a need to focus on SEN families to ensure their experiences match the overall positive picture.

What this means

Hanbury shows **consistently strong results across all areas**, outperforming borough averages. Parents value the welcoming environment, feel included, and believe their concerns are resolved. Communication is stronger than borough, and extracurricular opportunities are highly rated.

The only area to monitor is **ensuring SEN families experience the same positive communication, inclusion, and reduction in worry/anxiety** as Non-SEN families.

Summary of Parent Voices – Hanbury First School

Warm, Welcoming and Nurturing Environment

Parents consistently describe Hanbury as a home-from-home, where children feel happy, settled, and cared for.

"We are very lucky to be a part of Hanbury First School. It has a true home from home feel."

"My daughter absolutely loves going every day. She has had amazing teachers who always listen to any worries and act upon them."

"My child only started last week but the school have been amazing so far."

Positive Communication and Responsiveness

Many parents value the school's proactive communication, particularly when staff identify needs early and take action.

"School were proactive and approachable when I raised concerns around my child's speech... communication has been great so far."

"Once SENCO got involved, communication and support became easier... we now have confidence to tackle challenges head on."

However, a few parents note that day-to-day communication could be improved, with more detailed feedback and longer opportunities for discussion.

"Feel the day-to-day communication could be developed and improved. Ten minutes at parents evening is not long enough to discuss all aspects."

Support for SEND and Early Identification

Parents of children with or suspected of having SEND describe good overall support and improvements since SENCO involvement.

"It is much easier and a better level of support received since the deputy head (also SENCO) has been involved."

Some parents highlight that external delays (GP and diagnostic pathways) limit progress rather than the school itself.

"Where we lack is in terms of GP/diagnostic/pathways assessments and waiting lists... outside of the school's control."

Staff Commitment and Care

Parents feel staff are dedicated, approachable, and genuinely care about pupils' wellbeing.

"Staff are supportive and approachable."

Development Needs and Systemic Challenges

A few parents recognise that the school's capacity is limited by system pressures or

the need for additional teacher training and oversight.

"Schools need support to equip teachers with the knowledge and guidance required for the varying degrees of SEND in mainstream schools today."

"I personally feel that the school are held back due to procedures from other institutions outside their control."

Overall Summary

Parents describe Hanbury First School as a warm, caring, and proactive community, where staff are approachable, responsive, and supportive of children's needs.

Families particularly value the school's welcoming ethos and early identification of needs.

Areas to strengthen include:

- More consistent day-to-day communication and deeper conversations at parents' evenings.
- Continued investment in staff training and support for SEND practice.
- Advocacy for external services, recognising that diagnostic delays are outside the school's control but still impact families.