



Parent Survey Feedback



The survey was sent out in July 2025 by Creating Tomorrow via schools. We have had 89 responses.

| Questions | Percentage Strongly Agree or Agree |
|--|-------------------------------------|
| The school has high expectations for my child | 91% |
| My child is happy at this school | 95% |
| My child feels safe at this school | 92% |
| The school teaches my child the importance of treating others with kindness, courtesy, empathy and respect. | 99% |
| The school deals effectively and quickly with any incidents of bullying or discrimination. | 95% |
| The school makes me aware of what my child will learn during the year. | 92% |
| When I have raised concerns with the school they have been dealt with properly. | 72% & 26% not raised any concerns |
| The school gives my child the support they need to succeed. | 99% |
| My child does well at this school. | 99% |
| The school lets me know how my child is doing. | 96% |
| The school makes sure that the learning opportunities available to my child are ambitious. | 93% |
| My child knows who to speak to if they have a concern and feels listened to. | 99% |
| The school offers opportunities for parents/carers to access the support you need | 98% |
| My child can take part in extra-curricular clubs and activities at this school. | 95% |
| The school supports my child's wider personal development (preparation for adulthood including independence, health, futures destinations, community and friendships). | 100% |
| I would recommend this school to another parent or carer. | 98% |
| Did you know that the school is part of the Creating Tomorrow Trust? | Yes -63% |
| My child benefits from the school being part of Creating Tomorrow Trust | Yes – 37% Don't know – 52% No 1% |
| What are the school's greatest strengths? | See below |
| What could the school improve? | See below |



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| What are the three most important issues we should address in the next year? |
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| See below |
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Strengths

- Positive relationships
- Individualised approach
- The school go above & beyond
- Students are thriving
- Communication: Class Dojo & time taken to deal with issues and concerns
- Parents feel supported
- Adaptive approach
- Empathy and compassion
- Opportunities to observe student's talents
- Welcoming students and parents

Improve:

- Communication – receiving notifications that are not relevant on class dojo
- Smaller class sizes
- Doorbell for After School Club
- Following policies: bikes, scooters on site
- Face-to-face parents evening
- Incident reports – receiving in a timely manner
- Uncertainty of what children are doing – clarity of qualifications
- Speech and Language Therapy as a provision
- Uncertainty of curriculum each term
- Desire for 'what's coming up?' calendar
- More physical activity in older years
- Parking



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- The language used by some students across the site

Issues to Focus on:

- Sharing our practice with other settings as doing so much so well
- AAC devices: parent training, ensuring that all staff are trained
- Signpost key dates throughout the year
- Anti-bullying work
- Trips: more varied, too many trips at one time
- Consistency of uniform
- Online safety
- After School Club extending to be available for other days
- Culture around swearing
- Transition – moving from key stages, moving buildings, moving into post-16.

Other Comments

- Check communication of qualifications in Post-16. Parent voice as to what would realistically be offered.

Next Steps:

- Install doorbell for After School Club
- Offer face-to-face parents' evenings
- Consistency of policies
- Class Dojo – what's happening each week as a template
- Qualification scope – clear on what is on offer for each outcome – hold curriculum evenings
- Class/curriculum newsletters
- Council coming in to review parking
- Student bulletin to be shared with parents via Dojo so they're getting the same messages as students
- Review transition looking at wider feedback received



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- Review trip schedule, especially in Post-16 to ensure that trips are meaningful
- Class Dojo parent workshops
- Subject specialists to potentially post on class pages rather than the whole school feed
- Class Dojo QA
- Student and parent policies – policy summaries

Positive quotes from the survey

- All the staff work as a team and are always warm and welcoming setting a wonderful positive atmosphere for the students to learn.
- Treating the pupils as human beings. I have two other children in mainstream schools and the difference between how they're not only taught but treated is absolutely phenomenal! Teachers actually communicate with parents. The few concerns I've had about my child have been spoken about with his teacher and when I heard "I'll adapt my teaching to help him" I was blown away. No other school that I know of would dream of changing anything to help a pupil. In other schools' children are made to bend to the teacher's way of thinking. Isebrook is a fantastic school. Don't change anything
- As a parent, the running of the school would be high priority for me, I believe the school is ran very well, there is always someone to talk to with a query I might have, members of staff always look happy and are ready to greet the students every morning with a smile, the school as a whole is supportive and approachable
- Having amazing teachers with nature and love and support towards children the way they handle situations is amazing and the love they show the children. It's so lovely to see I am so happy. My child is at the school if I ever were to leave. I would love to take School and the teachers with us as I think everyone is amazing
- Getting to know him as individuals, they know his strengths, celebrate them and constructively work together with him in areas he needs to develop. He has always felt safe and liked at Isebrook. Able to be himself and be celebrated for who he is.
- Isebrook's greatest strengths lie in its personalised approach to supporting each student, particularly those with complex needs. The staff take their time to understand individual learning and behaviour profiles, which help build trust and emotional safety. Their commitment to student wellbeing, strong communication with parents, and focus on developing independence and life skills all stand out. The Sixth Form team is especially good at preparing young people for adulthood in a way that feels achievable and respectful of each student's pace.
- The staff who are extremely caring, understand the needs of each student and help each student to reach their potential; the experiences, opportunities and curriculum offer available to the students and the whole ethos of the school.
- My child is happy and content and that is all I wish for. Any issues I have had have been quickly resolved and moving forward I hope the school continue to provide the support they have already given, and my child continues to be happy in their setting.
- I cannot express my gratitude for the care and support Ruben has had at Isebrook and from the very first day he walked in there.
- I want to express my gratitude to all the staff who have supported Jeevan over the past 7 months. It's not always easy to find a setting where young people with complex needs are truly seen, heard, and understood. Knowing that he is in an environment where his emotional wellbeing and individuality are respected brings me peace of mind. I hope



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the school continues to build on its strengths while working closely with families during these crucial transition years. Your role in shaping not just students' learning, but their confidence and sense of self, is deeply valued by me.

- Overall, we are very happy with the school. The staff are kind, supportive, and seem genuinely engaged with the children. Our son feels safe and comes home happy every day – we truly appreciate your work!