



Urmston Grammar School

24th March 2026

RE: Urmston Grammar – Parent & Carer Survey Outcomes

Dear Parents & Carers,

Back in the Spring Term this year I wrote to you to provide the opportunity to support our school improvement journey by completing our Parent & Carer Questionnaire. I am now writing to you to give an overview of the feedback received and an update of our next steps.

Firstly, many thanks to all those who contributed to our survey. There were over 500 responses from across Year 7 to Year 13, so I can be confident that the feedback received is a broad and representative sample from across our parent and carer community.

It has been wonderful to receive some overwhelmingly positive feedback across many areas of school. A selection of responses are as follows:

- When asked about recommending Urmston Grammar School to other Parents & Carers, 93% gave a positive response compared to a national benchmark of 71%. Many of the negative responses commented that this wasn't due to Urmston Grammar, but because a grammar school environment isn't necessarily the best fit for all young people.
- 95% of responses indicated their child feels safe at school, with a further 4% giving a neutral response.
- 84% of responses feel there is mutual trust and respect between Urmston Grammar and Parents & Carers compared to a national benchmark of 64%.
- When asked about the value of Parent & Carer Evenings, Information Evenings and other open events, 88% gave a positive response compared to a national benchmark of 73%.

Pleasingly, responses across all areas of the survey compare very favourably against national benchmarks. This gives a strong indication that the education provided, and the way Urmston Grammar works with students, parents and carers is of a high standard. That said, there are always areas for development and refinements that can be made.

Below this letter you will find a more detailed overview of the key themes from your feedback, and the actions this will lead to in the future. Please be aware that if you provided very specific feedback, because responses were anonymous, it is not possible to address these directly. Individual queries are always welcome and can be sent to office@urmstongrammar.org.uk. These will be distributed to the relevant member of staff to respond.

Many thanks for your ongoing support.

Kind regards,

Mr T Kennedy-Fowler
Headteacher



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Edurio Parent & Carer Feedback

Theme 1 – School Communications

Responses were very favourable regarding school communications. Generally, parents and carers feel regular email communications are useful and informative. This helps ensure updates regarding policies, school events and student progress are timely. Also, parents and carers feel that response times are largely good when they contact the school.

Some responses indicated there can be too many school emails at times and it can feel like information overload. Additionally, some responses highlighted that when students sit mock exams, the timeframe before results are made available seems unduly long.

Actions:

- Refinements will be made to our school communications strategy, with clearer email subject lines to help parents and carers decide which emails to read as a priority.
- Updates at the start of each academic year will include an overview of who the key contacts are for each year group, and the dates of school events for the year ahead so these are known well in advance.
- The school calendar has been reviewed to ensure that after mock exams, teachers have sufficient time to mark assessments, and students still receive their results in a more timely manner.

Theme 2 – Supporting Learning at Home

A recurring theme was requesting stronger guidance on how to support learning at home. Over recent years we have made efforts to up-skill parents and carers in supporting their child's learning. In Years 8 and 11 we hold specific events where the science of learning is explained, and specific revision strategies are promoted. Information regarding the curriculum in each subject is also made available on our website and shared with each tracking report. There is however scope to further strengthen the provision in this area.

Actions:

- As a school we want to support parents and carers in supporting their child's studies (we want to help you to help them!). As well as continuing the initiatives in use at present, we intend to incorporate more 'Learning to Learn' strategies into existing parent and carer events such as Information Evenings at the start of each key stage, and in Y9 Options Evening.
- Additional resources and further guidance will be added to our school website over the coming year so there is a clear 'go to' area to gain the information and guidance needed.
- There were some requests for further opportunities for 'Parents & Carer Evenings' and additional progress reports during the year. Whilst the rationale for these is understandable, our current way of working meets all statutory requirements and balances the additional staff workload that such events and reporting generates.



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Theme 3 – Pastoral Care and Individual Support

It is well documented in educational research that positive and trusting relationships between teachers and students play a significant factor in securing strong progress and attainment in our young people. There have been many glowing comments about how the teachers at Urmston Grammar support students, but some feedback indicates there can be inconsistencies.

Actions:

- To support all staff in forming positive and supportive working relationships with students, this academic year Urmston Grammar School has taken part in the 'Belong Programme'. The core aim of this project is to ensure a *relational approach* is taken during interactions between teachers and students. This means that, even when staff need to manage behaviour or challenge students on their actions, they still do so with high levels of warmth and understanding. This project has led onto a new Relational Behaviour Policy which will be implemented across school from September 2026.
- Urmston Grammar is also currently completing a 'Neurodiversity in Schools' project. Teachers have been supported in identifying a range of emerging needs that fall under the umbrella of neurodiversity, as well as a variety of strategies to help support individual students.

I am optimistic that these two projects will help our school progress even further in our ambition to provide the best support for every student and to consistently meet each individual's needs.

Theme 4 – Online Systems & Apps

Feedback indicates that many parents and carers frequently use the range of online systems and apps which we use for communication. We are also currently considering introduction of a new system for reporting student absences and making absence requests without the need for paper forms. However, your feedback also shows that some parents and carers feel that the number of systems in use (school emails, SatchelOne, SIMs Parent App, ParentPay etc) can at times be confusing.

Actions:

- In the next academic year, a review of the full range of online systems and apps in use at Urmston Grammar will be conducted. This will identify whether there are opportunities to streamline ways of working onto fewer platforms. This is not necessarily a commitment to make changes at this stage, but will help ensure that the systems in use are optimised to meet school needs, and also ensure value for money.

In summary, the feedback from our parents and carers, in combination with results from the student and staff surveys, will be used to inform the strategic direction of Urmston Grammar School over the coming year or so. Overall, responses indicate that there is a high rate of satisfaction with the education provided for our students. The intent moving forward is to ensure that refinements and marginal gains are continually implemented to maximise the personal development, academic progress, and educational experience for every single student.