

Parents' and Carers' Survey December 2025 – Results Report



Dear TGMS Stakeholders,

I have now concluded the analysis and evaluation of December's Parent Survey, and I would like to begin by thanking all families who took the time to share their views. As in previous years, the quality and thoughtfulness of the feedback reflect a parent body that is both engaged and invested in the life of the school.

As we begin 2026, the overall picture that emerges is an extremely positive and affirming one. The survey highlights sustained strengths in the areas that matter most: pupils' happiness, safety, behaviour, enrichment opportunities and trust in the school. These findings should give us genuine confidence that TGMS continues to provide a calm, caring and purposeful environment in which pupils can thrive.

Headlines

Happiness, safety, pupil progress, enrichment and trust remain exceptionally strong ($\geq 97\%$ in all core areas).

Reporting to parents remains a strength (93%), slightly increasing after last year's significant improvement.

SEND confidence remains high (84%), with a more realistic and honest distribution of responses.

Bullying and the handling of concerns remain strong, while benefitting from continued clarity, communication and visibility.

At the same time, I value this survey not simply as a pat-on-the-back exercise, but as an important tool for reflection. Engaged parents who feel listened to, respected and informed are vital partners in supporting children's education. For that reason, I place significant weight on parent feedback and see it as a foundation of our development work.

This report does not shy away from challenge. Alongside the overwhelmingly positive feedback, parents have raised constructive suggestions and, in a very small number of cases, more specific concerns. In keeping with our commitment to transparency (our value of **Share**), these have been acknowledged and addressed openly within the report.

Having now analysed three years of comparable data, it is clear that such consistently positive feedback is only possible because of the collective effort of staff, governors and pupils. It reflects a team that holds high expectations, cares deeply about children, and remains committed to continuous improvement. I am immensely proud of Team TGMS and grateful for the professionalism, care and dedication shown every day.

I would encourage all stakeholders to engage with the full analysis section, which explores both the strengths highlighted by parents and the implications for our ongoing School Development Plan. The feedback aligns closely with priorities already in place, reinforcing the importance of consistency, communication and time in embedding meaningful change.

Thank you again to our parents and carers for your continued trust, support and partnership. A collective well done to everyone involved, and I wish you all a positive and successful 2026!

Sam Isaacs

TGMS Headteacher

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(i) Questionnaire (71 responses)							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Strongly Agree and Agree Combined
1	My child is happy at this school.	68%	29%	3%	0	0	97%
	2024 Comparison	69%	27%	1%	0	1%	98%
	2023 Comparison	64%	35%	1%	0	0	99%
2	My child feels safe at this school.	73%	27%	0	0	0	100%
	2024 Comparison	75%	24%	0	0	1%	99%
	2023 Comparison	71%	28%	0	0	1%	99%
3	The school lets me know how my child is doing.	30%	61%	5%	0	4%	91%
	2024 Comparison	36%	52%	3%	0	9%	88%
	2023 Comparison	39%	50%	7%	0	4%	89%
4	The school's Reporting To Parents Strategy (Welcome Meetings; parents' evening; end-of-term scorecards; end-of-year reports) is effective.	37%	56%	4%	1%	2%	93%
	2024 Comparison	53%	38%	5%	0	4%	91%
	2023 Comparison	31%	44%	14%	4%	7%	75%
5	The school has high expectations for my child.	49%	42%	2%	1%	6%	91%
	2024 Comparison	47%	40%	1%	0	12%	87%
	2023 Comparison	46%	50%	0	0	4%	96%
6	My child does well at this school.	56%	41%	1%	0	2%	97%
	2024 Comparison	53%	39%	0	0	8%	92%
	2023 Comparison	44%	53%	0	0	3%	97%
7	The school makes me aware of what my child will learn during the year.	30%	59%	2%	0	9%	89%
	2024 Comparison	34%	58%	0	0	8%	92%
	2023 Comparison	33%	63%	1%	0	3%	96%
8	There's a good range of subjects available to my child at this school.	51%	44%	1%	0	4%	95%
	2024 Comparison	49%	47%	0	0	4%	96%
	2023 Comparison	42%	58%	0	0	0	100%
9	My child can take part in clubs and activities at this school.	66%	32%	0	0	2%	98%
	2024 Comparison	56%	42%	1%	0	1%	98%
	2023 Comparison	55%	43%	1%	0	1%	98%

10	The school supports my child's wider personal development.	55%	41%	3%	0	1%	96%
	2024 Comparison	50%	39%	1%	0	10%	89%
	2023 Comparison	44%	50%	3%	0	3%	96%
11	My child has Special Educational Needs and/or Disabilities (SEND), and the school gives them the support they need to succeed*.	36%	48%	0	4%	12%	84%
		*of the 36% of participants who did not select 'my child does not have SEND'.					
	2024 Comparison	48%	32%	4%	0	16%	80%
		*of the 30% of participants who did not select 'my child does not have SEND'.					
	2023 Comparison	50%	50%	0	0	0	100%
		*of the 28% of participants who did not select 'my child does not have SEND'.					
12	This school makes sure the pupils are well-behaved.	45%	52%	2%	1%	0	97%
	2024 Comparison	50%	44%	0	0	6%	96%
	2023 Comparison	44%	56%	0	0	0	100%
13	This school deals effectively with bullying**.	42%	48%	6%	0	4%	90%
		**of the 46% of participants who did not select 'I have not had any experience or knowledge of this'.					
	2024 Comparison	39%	49%	2%	0	10%	88%
		**of the 50% of participants who did not select 'I have not had any experience or knowledge of this'.					
	2023 Comparison	33%	57%	2%	0	8%	90%
		**of the 63% of participants who did not select 'I have not had any experience or knowledge of this'.					
14	When I have raised concerns with the school, they have been dealt with properly***.	61%	35%	4%	0	0	96%
		***of the 65% of participants who did not select 'I haven't raised any concerns'.					
	2024 Comparison	50%	37%	3%	0	10%	87%
		***of the 78% of participants who did not select 'I haven't raised any concerns'.					
	2023 Comparison	51%	41%	2%	0	6%	92%
		***of the 77% of participants who did not select 'I haven't raised any concerns'.					
15	I would recommend this school to another parent	Yes: 97%			No: 0		Don't know: 3%
	2024 Comparison	Yes: 97%			No: 0		Don't know: 3%
	2023 Comparison	Yes: 97%			No: 0		Don't know: 3%

(ii) In your opinion, what are the best things about TGMS?

A selection from many comments (comments are reproduced strictly as written in the survey):

- Staff friendliness and respect, and how that cascades down to the children. A great variety of extra curricular subjects and clubs too.
- The teaching staff are very dedicated and do their very best with the resources they have.
- The presence and attentiveness of the leadership team.
- The teachers are always welcoming, office is doing a great job.
- Sports day, the Italian Cafe in yr 5, the productions & the art shows, the school trips and the extra fun days at school - scooter day, VR DAY, the historical dress up days and world book day
- The school is well organised with different events and activities alongside the children's normal lessons. Teachers are approachable and seem to enjoy working there which translates to good teaching and the overall positive atmosphere. The school team appear driven and aspire for the children to be happy and succeed at school.
- It's a fun, respectful setting and a place where all pupils can shine 🌟
- Strong leadership team, teachers who care, support for my child when they need it. They care about the whole child, not just how they perform academically
- Happiness of the pupils and staff
- How involved the children are outside of the classroom, through clubs or school initiatives, it's a great way to encourage independence and broader learning. My daughter has loved doing the musician of the month.
- The visibility of the teaching staff before and after school. The enthusiasm of the headteacher. The range of lunchtime clubs.
- A fantastic and approachable headteacher. the outdoor classroom is lovely
- Great head teacher and staffing team. Enrichment opportunities. Lunchtime clubs. Good community feel.
- Mrs Wood and the incredible way she delivers the performances and prepares the children. She is amazing!
- As a parent I feel respected and involved by the school because they are very open and honest.
- Caring staff. Available leadership team.
- Supportive and enthusiastic teachers or really know and care for the kids.
- Teachers clearly care about the children both academically and personally
- Warm, inclusive culture.
- Lovely school run very well all staff accessible if needed
- The ethos of shaping the child for the future, holistic approach to learning, not just academics
- It is blindingly clear that TGMS adds value to EVERY aspect of my daughter's development, from academics to social. The staff seem incredibly well-led and getting better. Thank you TGMS - I couldn't ask for more.
- Whilst providing a nurturing environment the school encourages my children to be more independent. This helps them to learn to deal with different situations all whilst having the comfort of knowing there is teacher support and guidance if needed.
- Local community involvement and caring attitude and strong development strategies with easy to understand policies and processes
- A wonderful, nurturing school that all 3 of my children have been through. We've always been extremely happy with the quality of teaching and wonderful experiences that the children are offered. (History dress up days, trips, Year 6 end of year treats etc..)
- The teachers, the environment and the way children are taught good values.
- Great nurturing environment that gets the best out of the kids
- The support to our SEND child as they settle in Y3 has been so thorough and tailored to their individual needs. The school has been in touch regularly and staff really and truly consider the world from our child's perspective, trying to understand what is fair to expect and how they can support our child while they're at school.
- The culture is truly exceptional. Mr Isaacs and his team run a terrifically tight ship; they have high expectations of the children, but they set the bar in such a way that the pupils take real pride and enjoyment in reaching- and exceeding- it. The staff hit the right balance between nurturing the children and pushing them to reach their full potential. Kindness, respect, and decency are genuinely woven into the fabric of the school- they're not just words on a wall. My daughter bounces into school every day. She loves her teachers and TGMS has given her a thirst for learning that'll stand her in terrific stead for the rest of her life. She has a varied group of friends and I love how the whole year group seem to root for each other. It's a truly special place.

(iii) In what ways would you like to see the school develop over the next three years? (Most representative selection of answers)

As in previous years, a significant proportion of parents indicated that they are pleased with the current direction of the school and feel that effective development is already underway. Alongside this, several clear and recurring themes emerged, which are outlined below.

Common Theme 1: No Changes/Confidence in Current Direction

A notable number of parents commented that they would not seek significant changes and expressed confidence in the school's trajectory. Typical comments reflected satisfaction with both the academic and pastoral direction of TGMS, and a desire for the school to "continue doing what it is doing well".

This feedback aligns closely with the strong quantitative outcomes in the questionnaire data, particularly around happiness, safety, enrichment and trust.

Common Theme 2: School Lunch Provision and Food Options

As in previous years, the most frequently recurring practical request related to school lunch provision, particularly the introduction of hot meal options. Parents cited a range of reasons, including:

- Nutritional balance, particularly during winter months, e.g.: *"I would love to see hot meals introduced, particularly in the winter months – I think it would really benefit the children nutritionally."*
- Practical challenges for working families, e.g.: *"With most families now working, providing a hot lunch option would make a big difference day to day."*
- Comparisons with other local schools

Several comments acknowledged the logistical challenges involved, but expressed a wish for this to remain under consideration over the medium term. This has been a recurring and understandable request, especially since schools with a Key Stage 1 have free school meals for all pupils. We cannot logistically deliver this in terms of a canteen space or staffing, and we have yet to be convinced of a meal service that achieves our wishes for affordability, sustainability and nutritional quality. However, we hope in the future that universal free school meals will be extended to KS2, and junior schools like ours will be given the support to make the changes.

Common Theme 3: Clubs, Sports and Competitive Opportunities

Many parents expressed strong appreciation for the breadth of enrichment already available, while also suggesting further development in this area over time. The most common suggestions included:

- A wider range of sporting clubs and teams, e.g.: *"The range of clubs is already great, but I'd love to see even more sporting opportunities and teams as the school grows."*
- Increased opportunities for inter-school or competitive events, e.g.: *"More chances to take part in competitions with other schools would be fantastic, especially for sport."*
- Expansion of teacher-led clubs where possible, e.g.: *"Teacher-led clubs have such a positive impact – where possible, it would be lovely to see more of these continue."*

It is clear that enrichment remains highly valued by families and is seen as a defining strength of TGMS, with parents keen to see this continue to grow where feasible.

Common Theme 4: Academic Communication and Reporting

While overall confidence in reporting to parents remains high, a number of parents expressed interest in further refinement of academic communication, particularly around:

- Greater clarity or regularity of updates for some families, e.g.: *"Overall communication is strong, but sometimes a little more clarity about progress would really help us support learning at home." And, "More regular, smaller updates throughout the year would be helpful alongside parents' evenings."*
- Additional guidance on how parents can support learning at home.
- Clearer explanation of assessment information where it is shared, e.g.: *"I'd appreciate clearer explanations around assessments so we can better understand how our child is doing." And, "Also it would be good to see raw scores for exams on end of term reports."*

These comments tended to be constructive in nature and reflect a desire for partnership, rather than dissatisfaction.

Common Theme 5: SEND Support and Inclusion

Several parents offered thoughtful feedback relating to SEND provision and communication, including requests for:

- Continued clarity around processes and expectations, e.g.: *“We really appreciate the care shown, and continued dialogue around SEND provision is important to us.”*
- Ongoing dialogue with families as support evolves, e.g.: *“The support is strong, but clear and ongoing communication makes a huge difference for families.”*
- Further guidance on how parents can best support children at home, e.g.: *“Understanding what support looks like over time and how parents can help at home is really valuable.”*

As in previous surveys, this feedback highlights the importance of sustained communication alongside the school’s existing support structures.

Additional Constructive Feedback:

A smaller number of individual comments raised ideas relating to:

- Homework consistency (including feedback/rewards) and workload
- Rewards and behaviour systems (Yellow Card system not universally understood – some parents see it as being too punitive).
- Environmental sustainability
- Forest School understanding
- Practical matters such as parking and site use
- Some new parents highlighted a need for clearer and more consistent communication, particularly around where key information is shared (e.g. Google Classroom, Arbor, emails or the website), and suggested that a more explicit, joined-up approach, especially during Year 3 induction, would better support families as pupils develop independence and navigate a new school environment.

While these did not form leading themes, they provide helpful insight and will be considered as part of ongoing reflection and improvement planning. For example, the communication point will be an appropriate and important challenge for our Office and Premises Team, who are mostly still inexperienced in their TGMS roles, to work on.

Specific Concerns Raised Through the Survey:

A very small number of comments raised more serious or highly specific concerns, which we feel it is important to acknowledge transparently rather than overlook.

By their nature, these comments are difficult to respond to meaningfully through an anonymous survey. Where concerns relate to individual incidents, children, or decisions, the school’s position remains that they are best addressed through direct communication, allowing us to investigate fully, work with families, and resolve matters appropriately.

However, in the spirit of openness, the most notable themes are outlined below.

Bullying Concerns

One respondent expressed concern that a bullying issue had not been addressed as quickly as they would have expected:

“I feel that where my daughter has experienced bullying at the school it has now been dealt with suitably, however I feel it had to go on for too long before this was the case.”

We take any suggestion that a child may not have felt protected or supported extremely seriously. As reflected elsewhere in this report, the clear majority of parents who have had experience of bullying concerns agree that the school deals with these effectively. Nevertheless, this feedback matters.

Anonymous feedback limits our ability to do this well, and we would never want a child or family to feel that concerns are not being heard or acted upon. Please do reach out if you have concerns, as the survey data indicates clear positive affirmation of how bullying is dealt with at TGMS.

Class Organisation and Cohort Decisions

One comment related to a decision around class organisation: the mixing of pupils from Y3 into Y4:

“Please don’t mix the children again, without giving them warning or an option of at least one friend to be with.”

Decisions about class organisation, both keeping classes as they are or mixing them, are made carefully, drawing on professional judgement, pupil well-being, academic balance and staffing considerations. As each class in a cohort has plenty of mixing opportunities within the normal timetable, it is rare where we take the decision for a full class re-jig, but it can happen. We recognise that such decisions can feel significant for families and that communication and explanation are crucial, and although we explained and justified our approach, we appreciate that some families did not agree.

However, feedback such as the following demonstrates another perspective: *“At the time the Year3 class mix up made me feel worried and unsure if it could have been handled better by the school. But in hindsight it was clearly needed as my daughter says the class is so much better and I appreciate how the school managed it.”*

Classroom Disruption and Behaviour

One comment raised concern about the impact of a small number of pupils whose behaviour was felt to disrupt learning for others:

“For the vast majority the school is full of very conscientious, happy and well behaved children, I do not feel this is the case for every pupil. There are a small number of very disruptive children who have a knock on effect for the other pupils.”

It is important to acknowledge this perspective openly. Like all schools, TGMS supports a small number of pupils who face significant additional needs or challenges, including those relating to behaviour, regulation or emotional well-being. These pupils are entitled to support, care and inclusion, and we take this responsibility extremely seriously.

At the same time, the school is absolutely clear that we prioritise calm, purposeful and productive classroom environments for all pupils. High expectations for behaviour apply to everyone, and disruption to learning is not accepted as inevitable or ignored.

Where pupils require adapted approaches to behaviour management, consequences are often:

- Applied privately or discreetly
- Individualised to meet need
- Not always visible or fully understood by other pupils or families

This does not mean expectations are lower, but that they are applied fairly, proportionately and in line with our safeguarding and inclusion principles. We are grateful that, as reflected across the survey, TGMS parents demonstrate an empathetic and inclusive understanding of this balance.

(iv) Have you any further comments about the school - anything else that you'd like to add?

- Very happy that my little girl is here and the way she walk in so happy each morning speaks volumes
- We love TGMS!! Thank you for everything you do for the pupils and parents!
- We know it's not a curriculum thing for the school but we are in an 11+ area where there is high competition and lots of children coming into county to try and access schools that our children then have less chance of getting into. It is an awful thing but it is where we are and can't change it so the school needs to get behind it.
- My child is flourishing here, she is rewarded for working hard, she is acknowledged in her areas of academic excellence and creativity - we are really very happy with the school.
- It is concerning that emails from the school office frequently contain spelling and grammar mistakes.
- The ad hoc morning playground activities like musical aerobics and worm-saving are wonderful and would make a lovely regular slot!
- On a less positive note some of the parking by parents at drop-off and collection beggars belief
- Sometimes more feedback about green cards/homework would be useful. For example, a brief category for what a green card is for (eg homework, class work, behaviour, reading etc) would help parents understand what they are for in a little more detail.
- Brilliant school to the absolute credit of staff
- Really pleased with all this school has to offer, highly recommend.
- The personal development TGMS supports above the normal teaching is incredible. Thank you!

v) Section 2: Optional Feedback Towards School Initiatives

Artificial Intelligence: Parent Awareness & Pupil Use

We are developing a whole-school approach to Artificial Intelligence that supports safe, conscious, age-appropriate use. To help us shape our education and guidance for pupils, please indicate: To your knowledge, has your child used AI tools (e.g., chatbots, text, image or video generators, homework helpers)?

- Two-thirds of parents (64%) report either no AI use or no awareness of AI use by their child.
- Just over one third (36%) indicate some level of AI use, the vast majority of which is occasional rather than regular.
- Only a very small minority of parents (4%) believe their child uses AI tools regularly.

This feedback suggests that, while AI use among pupils is not yet widespread or routine, it is clearly present for a significant minority and is an area where proactive education, shared understanding, and clear guidance are timely and appropriate.

We will consider this data to inform how rapidly we need to address AI education in our computing curriculum. For the time being, we are focusing our efforts on training for staff and governors.

Habits & Attention: TLAC Implementation

This year, we are continuing to strengthen pupils' learning habits through our "Habits & Attention" focus, aligned with the Fab 5 TLAC techniques. Have you noticed any changes in your child's focus, confidence, or engagement during learning since September?

- Positive change noticed: 34% (15 responses)
- No/not yet noticeable change: 55% (24 responses)
- Neutral/uncertain: 11% (5 responses)

In summary, the feedback suggests that this is a promising and worthwhile focus, with early signs of impact for many pupils, while reinforcing the importance of time, consistency and clear communication as the approach continues to embed.

One parent raised a thoughtful concern about the language used in an assembly linked to this work:

"I did have one concern about an assembly the children had around 'healthy stress'. I really do not think we should be using terminology like this. Stress is not something children should be feeling and a better term would have been healthy pressure or healthy expectation. I am hopefully that this isn't something that is going to continue to be mentioned and if so parents should be informed and have information shared with us on these kinds of topics."

We understand why this terminology prompted concern and agree that language matters, particularly when discussing children's well-being. Our intention has been to help pupils understand that feelings of challenge or nervousness are not inherently negative, but something they can recognise, manage and use constructively with adult support.

Our ongoing internal evaluation, alongside feedback from visiting headteachers, suggests that pupils have responded positively to this approach. Encouragingly, many are now able to articulate that these feelings are influenced by their own actions and habits, and can support focus and performance rather than hinder it.

As this work continues, we will ensure that our language remains carefully framed and that parents are better supported to understand the thinking behind it, so that school and home can work together to build confident, resilient, *autonomous* learners.

Sustainability and "Go Greener, Tylers Green"

As we continue our work with the School Council and the FOTGMS on our next two-year sustainability priority, how supportive would you be of the school expanding its environmental initiatives (e.g., pupil-led eco projects, reducing waste, greener travel, investing in green energy supply, improving the Environmental Area)?"

The feedback shows very strong parental support for the school expanding its environmental work.

- Clear support expressed – approximately 75% of respondents (e.g. "very supportive", "extremely supportive", "definitely", "in full support")
- Conditional support – approximately 25% of respondents

- These comments typically supported the direction of travel while raising practical considerations, such as balance with core priorities, cost or workload implications, and the importance of education alongside initiatives.

Overall, the feedback demonstrates strong parental support for expanding our sustainability work, alongside an appreciation for careful, proportionate implementation that remains grounded in pupils' learning and well-being.

Behaviour for Learning & Consistency

We have been working with staff to sharpen the consistency of our Behaviour Policy and further develop pupils' behaviour-for-learning habits. Have you noticed any difference in your child's ability to regulate, take responsibility, or manage their workload expectations this year?

- Positive change noticed: 34% (15 responses)
- No/not yet noticeable change: 55% (24 responses)
- Neutral/uncertain: 11% (5 responses)

In summary, the feedback indicates that this is an appropriate and worthwhile focus, with early signs of positive impact for some pupils and a clear reminder that behaviour habits develop gradually through consistent practice.

Personal Development & Character Education

TGMS places a strong emphasis on personal development, from leadership roles to enrichment events, well-being mentoring, and assemblies. Have you noticed any developments in your child's confidence, independence, or wider character this year?

- Positive developments noticed – 36% (18 responses)
- No / not yet noticeable change – 36% (18 responses)
- Neutral or mixed responses – 28% (14 responses)

Overall, the feedback reflects the complex and evolving nature of personal development, with encouraging signs of impact for many pupils and a clear understanding that confidence and character grow over time. Parents who reported positive developments most often referred to increased confidence and willingness to speak up; greater independence and maturity; improved sense of responsibility; and positive attitudes linked to leadership roles, enrichment and assemblies.

The Senior Leadership Team continues to enact and embed the Governing Board's [Vision and Strategy](#) for TGMS. How effectively is the school enacting this vision in its work?

The majority of comments expressed positive or broadly supportive views of the school's leadership and strategic direction. Supportive comments commonly referred to:

- Confidence in the direction of travel
- Perceptions of strong leadership
- A sense that the school's values are visible in day-to-day practice
- Trust in the Senior Leadership Team to act in pupils' best interests

In summary, the feedback indicates confidence in the school's leadership and direction, alongside a helpful reminder of the importance of keeping parents informed and engaged as strategic priorities continue to take shape.

vi. Analysis

Headlines:

Overall, the Parent Survey presents a highly positive and affirming picture of TGMS, with strong levels of satisfaction sustained across core areas of happiness, safety, behaviour, enrichment and trust. These outcomes reflect the collective efforts of staff, governors, pupils and families, and provide reassurance that the school's strategic direction continues to be both effective and well understood.

The constructive feedback is helpful and mostly aligned with the school's ongoing improvement objectives, and we value parents taking the time to share their views honestly and in the spirit of supporting TGMS's development.

- Parents continue to express extremely high confidence in their children's day-to-day experience at TGMS, including happiness (97%), safety (100%), behaviour (97%), opportunities (98%) and personal development (96%).
- 97% of parents would recommend TGMS to another family.
- Feedback consistently highlights staff care, leadership visibility, enrichment opportunities and community ethos.
- 93% agree the Reporting to Parents Strategy is effective, representing a sustained improvement over the past two years.
- Confidence in SEND support remains strong at 84%, and parents' written feedback reflects both appreciation and honesty.
- Importantly, the quantitative data and wider written feedback strongly affirm parents' confidence in how concerns are ultimately handled.
- Across Section v), parents demonstrate strong support for the school's current priorities:
 - Habits & Attention (TLAC), Behaviour for Learning, and Personal Development show early signs of positive impact, with many parents recognising that these initiatives take time to embed and may not always be immediately visible at home.
 - Sustainability work is strongly supported, with parents valuing a balanced, purposeful approach.
 - Artificial Intelligence feedback indicates that, while pupil use is not yet widespread, this is an emerging area where proactive education and shared understanding are timely.
- The survey also includes a small number of more challenging or specific comments, which have been addressed openly within this report. These relate to issues such as bullying timelines, class organisation decisions, quality and consistency of communication and classroom disruption.
- The constructive feedback aligns closely with the school's current priorities and reinforces the importance of consistency, communication and time in embedding meaningful change.
- Staff and governors should take confidence from these findings, while remaining reflective and responsive as we continue to develop TGMS in the best interests of all pupils.