

Parent Experience Report

2025

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Parent Experience Report

2025

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Introduction

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Introduction

The last five years have been marked by turbulence and uncertainty across England and beyond, and parents' relationships with their child's school have been forced to evolve accordingly. The Covid-19 pandemic created the biggest upheaval in learning in decades, with parents suddenly leading their own classrooms at home. There has been a rapid rise in applications for children to be assessed for additional needs and support. Furthermore, schools have faced a surge in parental complaints, while growing concerns around technology usage have left schools and parents trying to carve a new path, and wider societal and global issues have added to a sense of anxiety for many.

Secretary of State for Education, Bridget Phillipson, this month confirmed that the "schools white paper will set out plans to establish for the first time clear expectations of schools for parental engagement. So that families can be clear what they should expect from schools, and that schools can be clear on what they can expect from parents too". The start of the academic year provides the perfect opportunity to take stock of the current environment around parental engagement, and shape a learning environment where every child, and the wider school community, can thrive.

Drawing on feedback from over 70,000 parents across England collected during the 2024/25 academic year, this report provides the largest, up-to-date view of parental experience available today. By combining rigorous analysis with practical application, we seek to empower school and trust leaders to take action with confidence: celebrating strengths, addressing barriers, and creating meaningful change that supports both pupil wellbeing and learning.

Our findings are grounded in Edurio's significant national benchmarks and longitudinal dataset, enabling leaders to track progress over time and situate their school or trust within a far broader national context.

What You'll Find in This Report

This report brings together insights from our annual Parent Experience dataset. We begin with a look across the wider experience, highlighting the most significant changes – positive and negative – since last year. We follow this with a focus on key topic areas:

- Engagement
- Communication
- Respect from school
- Safety
- Ease of contacting the school
- Ease of attending parents' events
- Clarity of the role of the trust

These topics are explored to give a high-level overview of some of the most important factors contributing to the parent-school relationship.

2024/25 Survey Sample



Trusts:
70

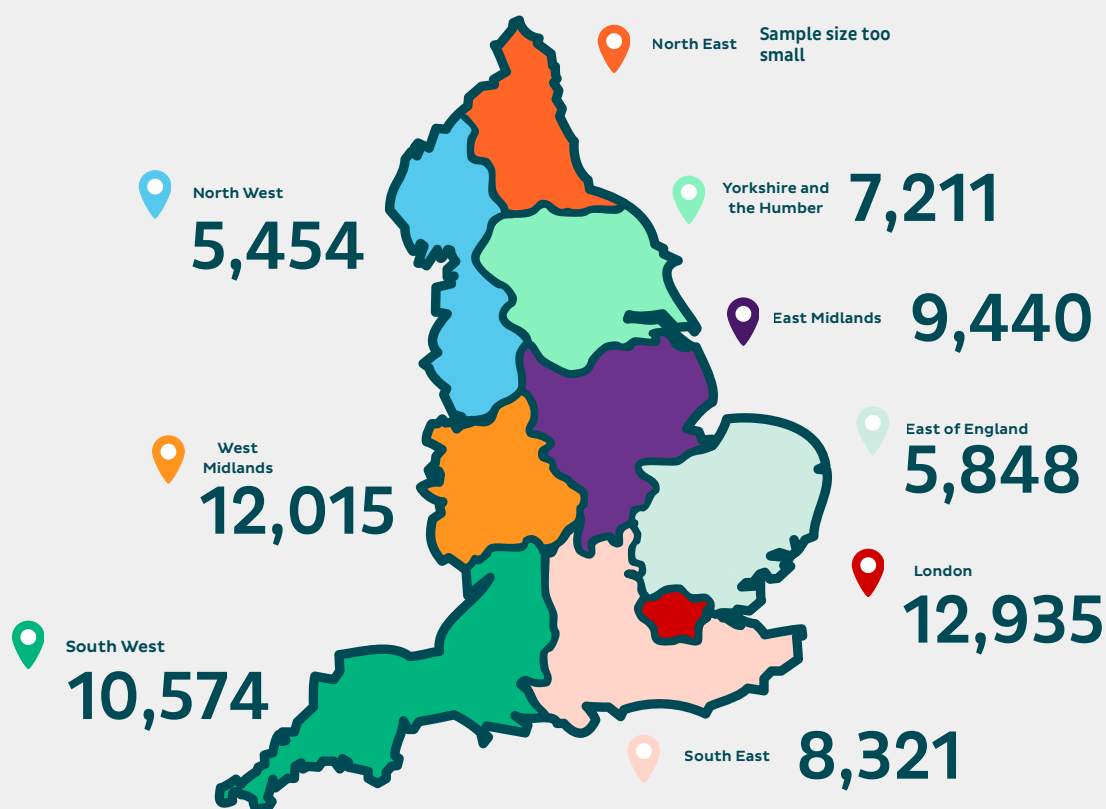


Schools:
585



Parents:
72,480

Primary	22,780
Secondary	42,929
All-through	3,579
16 Plus	1,142



We are committed to representing the voice of staff across all of England. To help us boost our regional data, please get in touch: Contact@edurio.com



For more detailed breakdowns about our data sample please see the appendix.

Executive Summary



The overall experience is improving slightly

Parent experience shows a mixed but generally positive picture in 2024/25. The majority of parents are satisfied with key elements of the experience. The greatest decrease in positive responses is just one percentage point, compared with improvements of three percentage points in other areas.



Engagement and communication with the school have improved over the last 3 years, though the relationship with the trust is unclear

Satisfaction with schools' efforts to engage parents rose to 61% (up from 58% last year). Satisfaction with communication has improved by 4% since 2022/23, though results were flat this year. 71% of parents feel respected by their child's school (up from 69% last year). Confidence in the role of the trust declined for a second year: only 43% of parents find the trust's role clear (down from 44% last year, 46% the year before).



Primary parents tend to be more positive, though the gap is narrowing

Secondary parents are less positive than primary parents in most of the core areas of the parent-school relationship. However, parents of children at secondary school grew more positive last year, and at a steeper rate than their primary school counterparts, leading to a smaller gap than in previous years.

Ease of attending school events shows no difference between primary and secondary school parents: 58% of parents in both phases report that it is easy to attend.



In their own words, progress reporting and meetings with the school are high on parents' priorities

Asked to share what they most value about the relationship with the school, and where they think the school could go further, progress reporting and events like parents evenings stood out in response to both questions: that parents are grateful for these and keen for them to improve suggests they are key areas of focus for parents in English schools. They also value the relationships they have with approachable, caring and supporting staff, and would appreciate more opportunities for their children to get involved in extracurricular activities.

The National Picture

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360° View of School Experience

Edurio has tracked the sentiment of the sector across multiple years. Most of this report focuses on the views of parents, but it is important to consider the wider view. Parents, school staff and system leaders all play a vital role in creating an environment where all pupils are able to thrive, and by thinking at a whole-school level we are able to better understand the dependencies between one group and another. As such, we are releasing this report alongside similar summaries for staff and pupils, and alongside the [National School Trust report](#) in collaboration with the Confederation of School Trusts (CST), to give a complete overview of the situation in the sector as we embark on the next academic year. This introductory section of the Parent Experience Report 2025 is intended to paint the broader picture.

The Staff Experience

This year's [staff report](#) shows that teachers and school leaders are beginning to feel more positive about their work, with a decrease in the proportion considering leaving compared to previous years. Particularly relevant here are the improvements in pupil behaviour and respect, reduced risk of resignation, and staff regaining excitement for their roles. This stability is vital, as it ensures pupils benefit from consistent teaching and leadership. However, some staff – particularly administrative teams and teaching assistants – still feel undervalued, reminding us that supporting all school roles is essential to sustain positive pupil outcomes.

Key findings:

- Overall staff experience has improved slightly: of 13 topics measured, six improved and only three worsened.
- Staff report better pupil behaviour (+4%) and higher levels of respect from pupils (+3%), with 71% now saying they feel respected. There is cause to celebrate the role pupils themselves play as a driver of positive staff sentiment.
- Staff retention has shown the first signs of recovery since the pandemic: the percentage considering resignation dropped from 43% to 41%. Improvements are particularly strong among teachers and middle leaders, traditionally the most at risk. Top reasons for staff considering resigning relate more to their workload and organisational culture than to purely pupil-related matters.

The Pupil Experience

This year's [pupil report](#) shows small but meaningful improvements in pupils' experience of school, with stronger feelings about relationships and culture compared to last year. Particularly encouraging are the gains in secondary pupils' happiness and wellbeing, and in post-16 engagement with lessons. These positive shifts highlight the role of supportive school environments in shaping how pupils feel about learning. However, some issues remain: primary pupils' happiness declines as they progress through year groups, clarity of instruction in secondary schools has worsened since last year, and inclusion remains a concern, with very few pupils recognising themselves in the curriculum.

Key findings

- Overall pupil experience has improved slightly: of 12 elements measured for secondary pupils, seven improved, three declined, and none shifted by more than 4%. Among primary pupils, two of four measures improved compared to last year.
- Happiness and wellbeing show mixed patterns. While 79% of primary pupils report being happy, this decreases from Year 3 to Year 6. In secondary schools, happiness has risen for the first time since 2021, and wellbeing has improved by 6% over two years.
- Engagement with learning differs greatly by age. Two-thirds of primary pupils find their lessons interesting, compared to just one in four in secondary schools. In post-16 education, positivity rises again, with three in five pupils in Years 12 and 13 saying they often find lessons interesting.
- Safety remains steady. 69% of primary pupils feel safe in school, unchanged from last year, while secondary safety ratings show a slight improvement. Boys tend to report higher safety levels than girls.
- Clarity and inclusion present challenges. While 87% of primary pupils say teachers explain clearly what they need to work on, fewer than half of secondary pupils agree, continuing a three-year decline. Only 16% of secondary pupils say they often learn about people like themselves in class, down from 20% last year.

In their own words, pupils emphasise the positive role of supportive teachers, enjoyable lessons, and extracurricular opportunities. They also highlight areas for change: less rigid rules, better food, more practical and collaborative learning, greater sensitivity to individual needs, and richer experiences such as trips and real-world learning.

Parental Experience in 2024/25

The Edurio Parent Experience Survey is organised into topics (modules), designed to highlight areas of strength or opportunities for improvement. This year, results are more positive in three out of nine areas, and less positive in another three however, the scale of negative change is negligible. Compared with the staff and pupil experiences, this represents a more mixed picture: for both staff and pupils, results were more positive in more areas.

Topic	Change since 2023/24
Mutual Trust and Respect	Improvements in all questions
Informing Parents	Improvements in most questions
Communication Methods	Improvements in most questions
Parental Confidence	Limited change
School Accessibility	Limited Change
General	Limited Change
Relationship with the Trust	Limited Change
Pupil Needs	Mixed results
Parents' Events	Mixed results

Biggest Changes

No one question has changed more than 3%, and it's important to note that the positive changes are larger than the negative changes. Overall, the parent experience is showing a similar trend to pupils and staff: a moderate improvement in the overall experience.

Positive Changes

Across the survey there have been improvements across a range of topics, with the common theme between the largest positive improvements being that they are centered around communication or engagement with the school. Parents feel more informed about specific topics, are more likely to report feeling like their feedback has impact, and that they are being engaged with by their child's school.

+ 3%

How informed do you feel with regard to your child's punctuality?

80% in 2023/24 | 83% in 2024/25

+ 3%

In general, how satisfied are you with the school's efforts to engage you as a parent?

58% in 2023/24 | 61% in 2024/25

+ 2%

How often do you see that your feedback to the school has impact?

26% in 2023/24 | 28% in 2024/25

+ 2%

In general, how respected by the school do you feel?

67% in 2023/24 | 69% in 2024/25

Negative Changes

Sentiment towards school accessibility worsened marginally in 2024/2025 compared to the previous year. While no negative changes were greater than 1%, the proportion of positive responses to these questions decreased compared to the previous year.

- 1%

How easy or difficult is it to discuss your child's progress or other issues with the school if needed?

75% in 2023/24 | 74% in 2024/25

-1%

How easy or difficult is it for you to attend school events? Please comment to tell us why.

58% in 2023/24 | 57% in 2024/25

- 1%

How clear to you is the role of the trust in this school?

44% in 2023/24 | 43% in 2024/25

-1%

How does the school's approach to marking and assessment fit your child's needs?

65% in 2023/24 | 64% in 2024/25

The Core Parent Experience

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The Core Parent Experience

To understand parents' perspectives, we need a cohesive view of what shapes their experience with the school. As such, the following section of the report focuses on three key themes:

- Engagement and Communication: how informed, listened to, and supported parents feel.
- Trust and relationships: how respected and valued parents feel by the school their child attends.
- Involvement and agency: how far parents feel they can contribute to their child's education and are involved in school life.

The questions included in this analysis were chosen because they:

- Capture the emotional and practical dimensions of being a parent in a school community
- Are relevant across different types of schools and local contexts
- Show strong links with overall satisfaction and likelihood to recommend the school

By focusing on these specific questions, we aim to give school and trust leaders a clear, actionable picture of how parents are feeling and where improvements can make the biggest difference.

Area of Parental Experience	Question
Engagement	In general, how satisfied are you with the school's efforts to engage you as a parent?
Communication	In general, how satisfied are you with the school's communication with you?
Ease of Contacting School	How easy or difficult is it to contact the school if you need to?
Respect from School	In general, how respected by the school do you feel?
Ease of Attending Parents Events	How easy or difficult is it for you to attend school events?
Clarity of the Role of the Trust	How clear to you is the role of the Trust in this school?
Safety at School	How confident are you that your child's teachers are able to keep your child safe?
Behaviour at School	How does the school's approach to behaviour fit your child's needs?
Likelihood to Recommend	On a scale from 1 to 10, how likely are you to recommend this school to other parents?

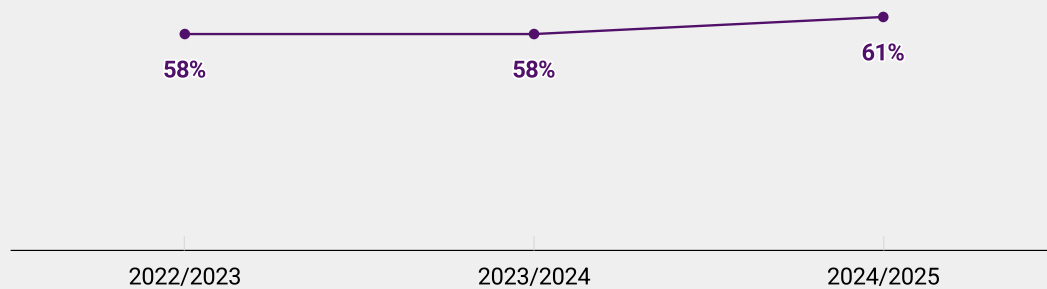
Engagement

Trends Over Time

The key question from the Edurio Parent Experience survey - focused on satisfaction with the school's efforts to engage - is one of two questions with the biggest change since last year. The percentage of parents completely or quite satisfied has increased by 3%, from 58% in 2023/2024 to 61% in 2024/2025.

In general, how satisfied are you with the school's efforts to engage you as a parent?

Over time

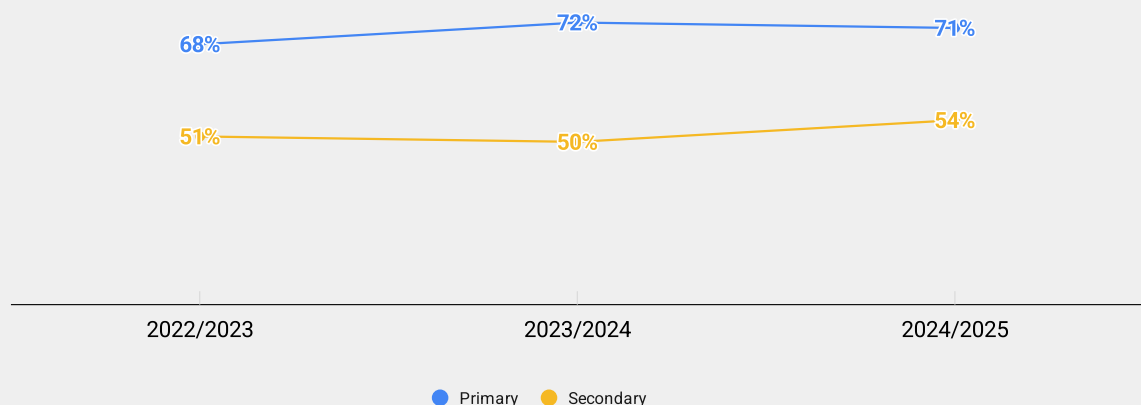


By Phase

Comparing by phase, the largest increase in positivity comes from parents of pupils in secondary school, with an increase of four percentage points compared to 2023/2024. Parents of primary school pupils are still materially more likely to feel satisfied with their child's school efforts to engage them as a parent than parents of secondary school pupils, however the gap has narrowed slightly this year.

In general, how satisfied are you with the school's efforts to engage you as a parent?

By Phase (Over Time)



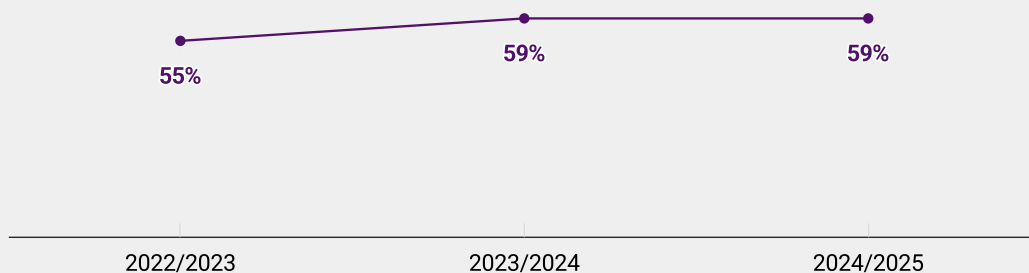
Communication

Trends Over Time

Communication is a large part of the parental experience, and three in five parents (59%) are satisfied with this area. Since 2022/2023 there has been an increase in how satisfied they are with their child's school's communication with them (four percentage points), however this improvement happened in the previous academic year.

In general, how satisfied are you with the school's communication with you?

Over time

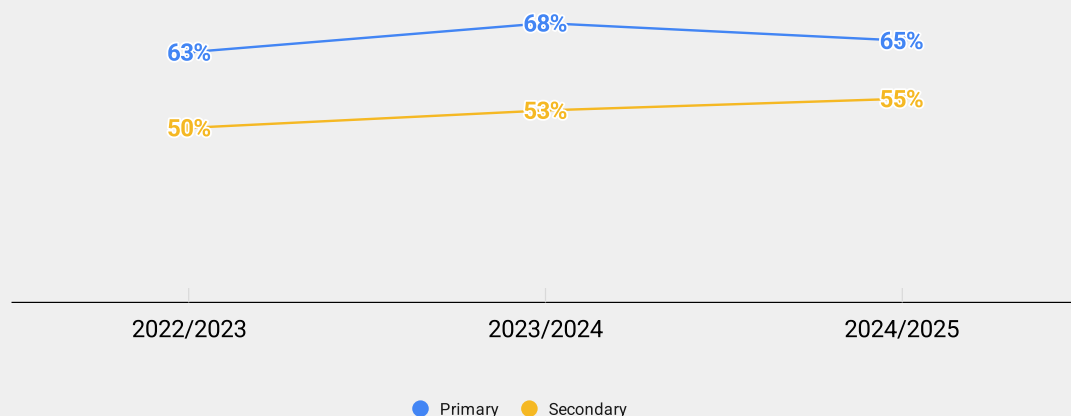


By Phase

Parents of pupils in secondary schools are slightly more satisfied with the school's communication with them compared to last year, an increase of two percentage points. In contrast, primary parents were less so (a decrease of 3 percentage points). As a result, the gap between primary and secondary pupils has narrowed.

In general, how satisfied are you with the school's communication with you?

By Phase (Over Time)



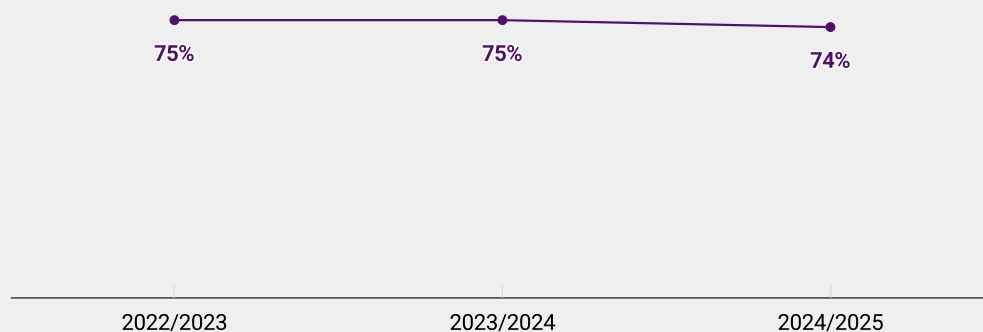
Ease of Contacting the School

Trends Over Time

Around three-quarters of parents find it very or quite easy to contact their child's school if they need to, and this has not changed significantly in the last three years, down just one percentage point in 2024/25 compared to the previous two academic years.

How easy or difficult is it to contact the school if you need to?

Over time

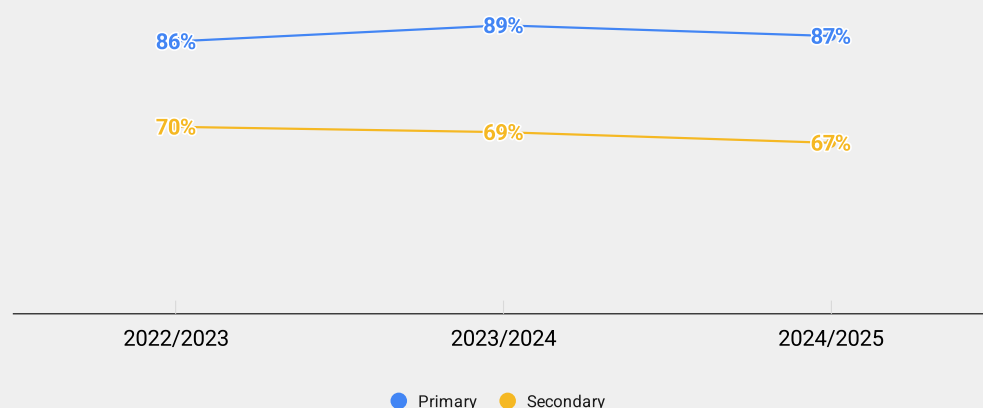


By Phase

Parents of secondary school pupils are less likely to report finding it very or quite easy to contact their school if they need to, compared to parents of primary school pupils. In both of the main phases of schooling, the proportion responding positively to this question dropped by two percentage points since the previous academic year.

How easy or difficult is it to contact the school if you need to?

By Phase (Over Time)



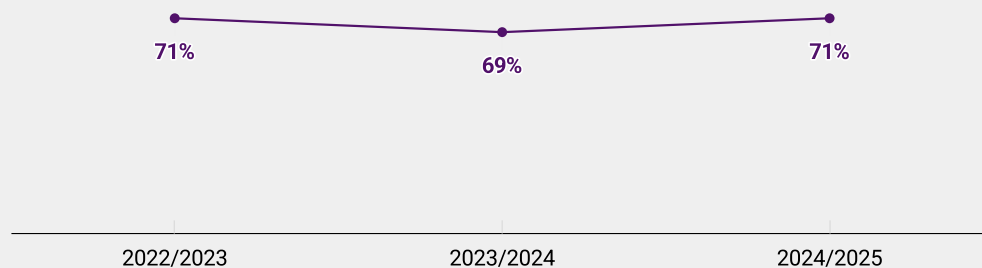
Feelings of Respect

Trends Over Time

Mutual respect between parents and the school is an important aspect of community relationships. Over the last three years, it's stayed relatively consistent, with 71% of parents reporting feeling very or quite respected by their child's school. There has been an increase of two percentage points compared to 2023/2024 (69%)

In general, how respected by the school do you feel?

Over time

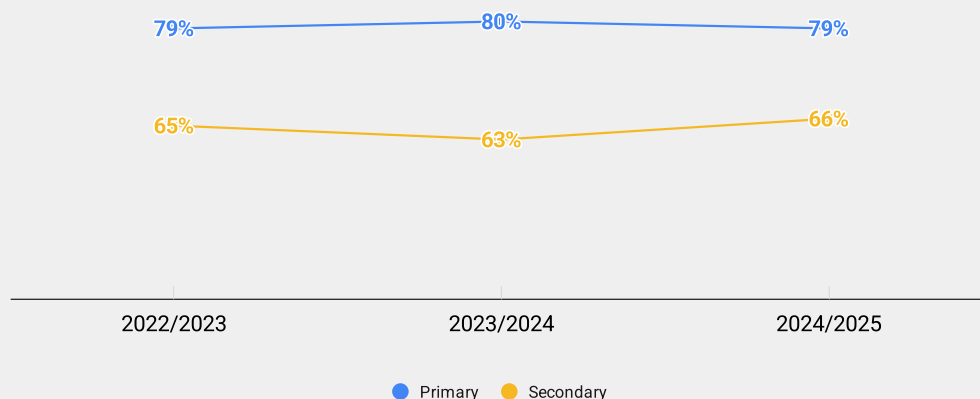


By Phase

Parents of primary pupils generally are more likely to report feeling respected by their child's school compared to parents of secondary pupils (79% for primary and 66% for secondary). The biggest improvement compared to 2023/2024 was seen in the parents of secondary pupils, with an improvement of three percentage points since the previous year.

In general, how respected by the school do you feel?

By Phase (Over Time)



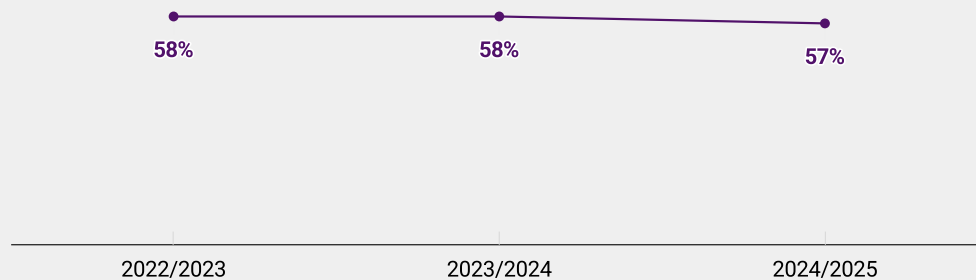
Ease of Attending Parent Events

Trends Over Time

Only 57% reported finding it very or quite easy to attend school events, things such as school fetes, parents' evenings, school productions, etc. This has remained fairly consistent over the last three years: 58% in years 2022/23 and 2023/24.

How easy or difficult is it for you to attend school events?

Over time

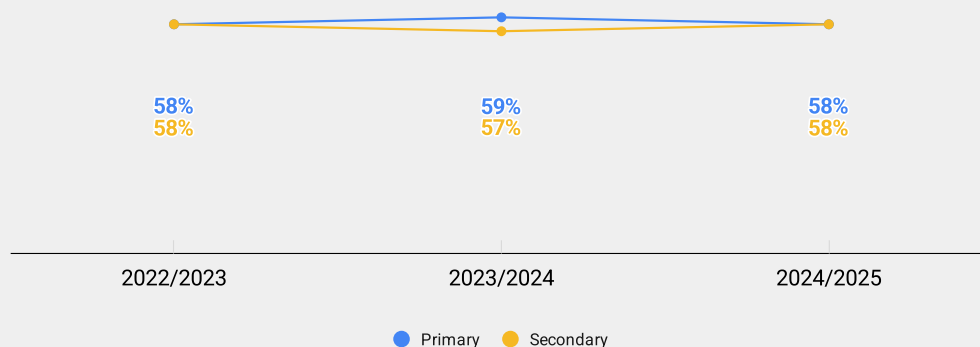


By Phase

By phase, there is very limited difference for this question. This is noteworthy as, for most questions in the parent survey, parents of primary pupils are more positive about their experience compared to parents of secondary pupils, while school events present an equal challenge regardless of phase.

How easy or difficult is it for you to attend school events?

By Phase (Over Time)



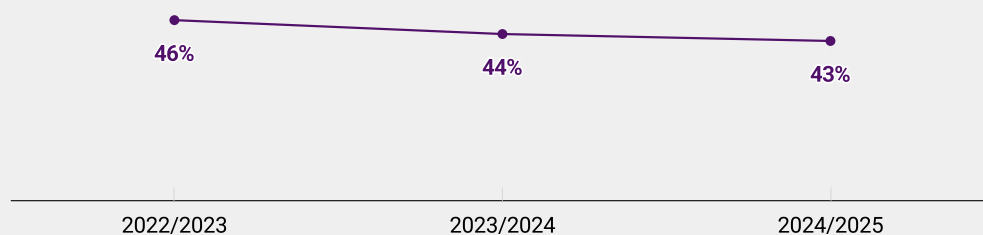
Clarity of the Role of the Trust

Trends Over Time

There has been a gradual decrease in the percentage of parents who think the role of the trust in their child's school is very or quite clear. It has decreased by three percentage points since 2022/2023, with only 43% of parents in 2024/2025 reporting that they think the role of the trust in their child's school is very or quite clear.

How clear to you is the role of the Trust in this school?

Over time

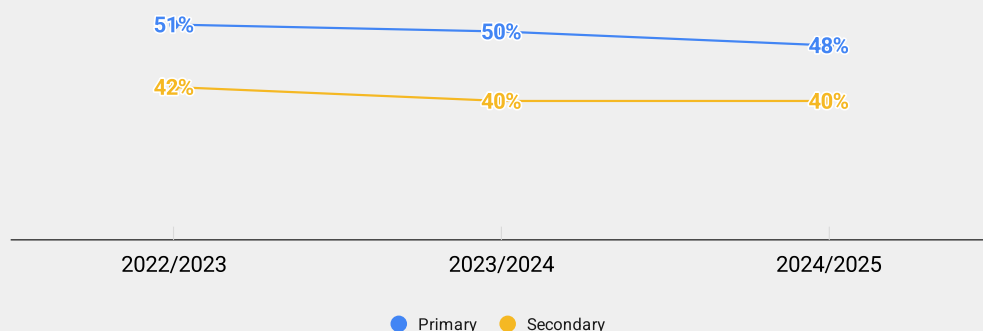


By Phase

Parents of pupils in primary school were more likely to report finding the role of the trust in their child's school very or quite clear: 48% compared to 40% of parents of pupils in secondary school. This has decreased slightly for both groups of parents over the last three years.

How clear to you is the role of the Trust in this school?

By Phase (Over Time)



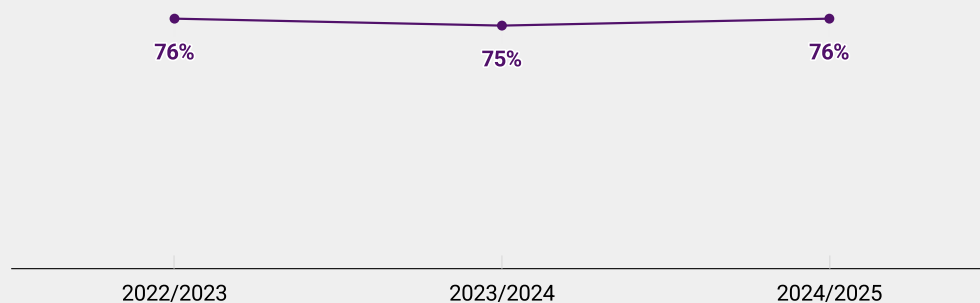
Safety at School

Trends Over Time

Three quarters of parents surveyed in 2024/25 reported that they feel either very or quite confident that their child's teachers are able to keep their child safe. This has remained fairly consistent over the last three years, dipping marginally in 2023/24.

How confident are you that your child's teachers are able to keep your child safe?

Over time

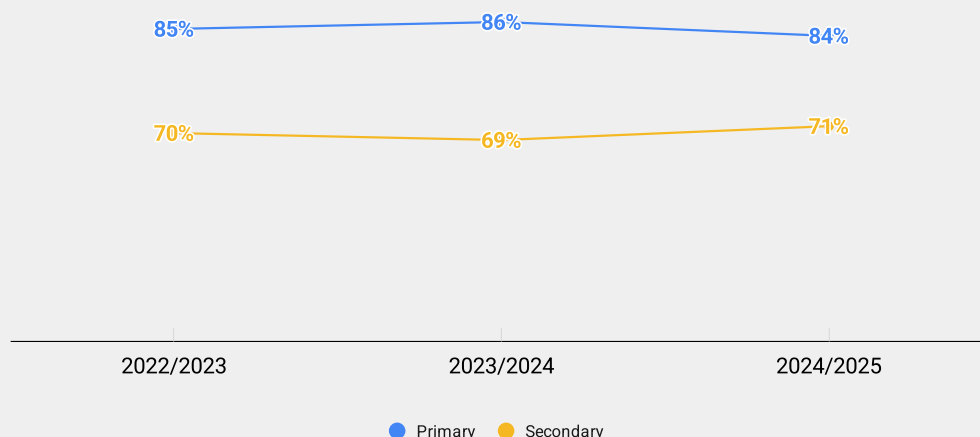


By Phase

Parents of pupils in primary school were more likely to report being very or quite confident that their child's teachers are able to keep their child safe (84%), compared to parents of pupils in secondary school (71%). We see the gap between the two sets of parents closing, with parents of primary pupils experiencing a slight decline over the last three years, and parents of secondary pupils showing a slight improvement over the same period.

How confident are you that your child's teachers are able to keep your child safe?

By Phase (Over Time)



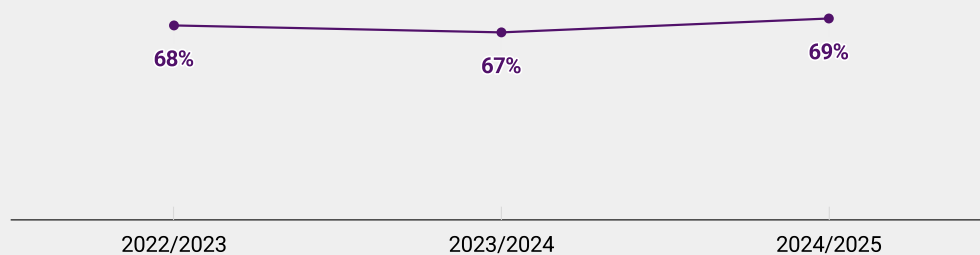
Behaviour at School

Trends Over Time

Over two thirds of parents reported that the school's approach to behaviour fits their child's needs very or quite well. There have been minor fluctuations in this over the past three years, with a slight improvement in the percentage of parents who felt their child's school's approach to behavior fits their child's needs, rising from 67% in 2023/2024, to 69% in 2024/2025.

How does the school's approach to behaviour fit your child's needs?

Over time

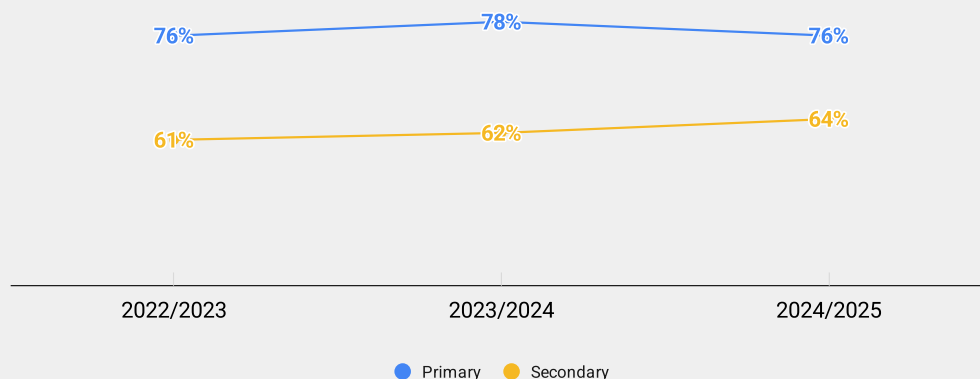


By Phase

Parents of pupils in primary school were more likely to report that their child's approach to behaviour fits their child's needs very or quite well (76%) compared to parents of pupils in secondary school (64%). The gap between the two sets of parents is closing slightly, with parents of primary pupils relatively consistent in their views over the last three years, and parents of secondary pupils showing an improvement over the same period.

How does the school's approach to behaviour fit your child's needs?

By Phase (Over Time)



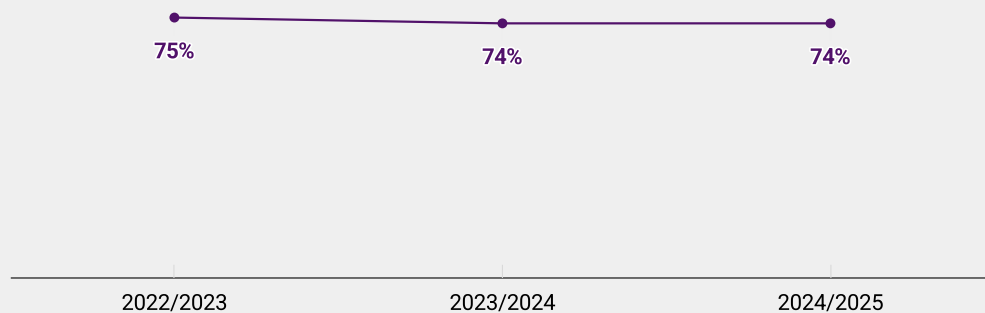
Likelihood to Recommend

Trends Over Time

74% of parents surveyed in 2024/25 reported that they would be likely to recommend their child's school to other parents. This is relatively consistent with the previous two years, with 74% of parents in 2024/25 and 75% of parents in 2023/24 reporting the same.

On a scale from 1 to 10, how likely are you to recommend this school to other parents?

Over time

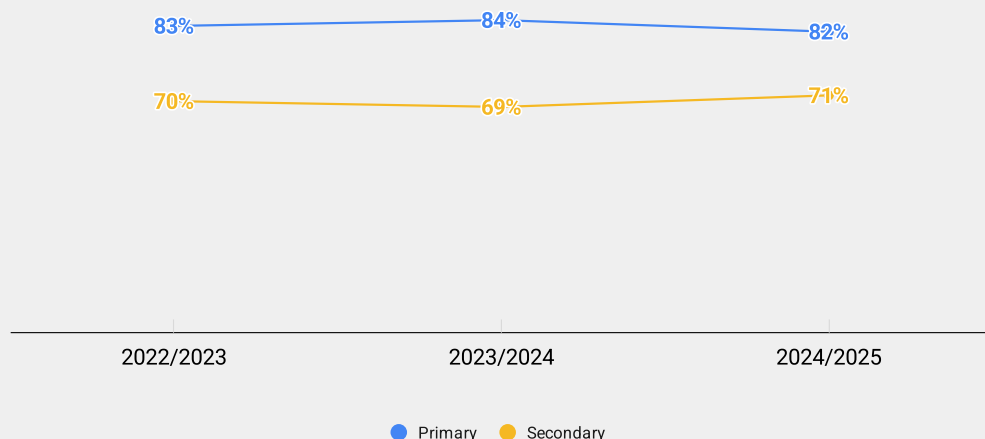


By Phase

Parents of pupils in primary school were more likely to recommend their child's school to other parents (82%) compared to parents of pupils in secondary school (71%). For both phases, this has been relatively consistent over the past three years, although there is a slight decrease in the proportion for primary and a slight increase in the proportion for secondary (two percentage points in both cases).

On a scale from 1 to 10, how likely are you to recommend this school to other parents?

By Phase (Over Time)



What Parents Think About Their Child's School

Analysis of open answer question responses

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What do you value most in the way your child's school currently works with parents?

The 28,000 written responses to this question highlight the following themes most frequently.

Theme	Examples
Quality and Frequency of Communication	"I like the weekly newsletters that update you with events that are coming in the future and the text message reminders too." "I am very impressed with the generic communication sent to parents. There has been a real effort to make Year 7 students and the parents feel welcomed into the community, sharing of information and allowing us to meet the tutor."
Meetings & Events for Parents (Parents' Evenings, Workshops)	"As a mum to a child with SEND, I appreciate the availability of the year management team or the SENDCo for meetings when I am concerned about my child." "The parent engagement meetings are useful, inclusive for parents and vital in communicating."
Approachable, Supportive & Friendly Staff	"They are always very welcoming as a body of staff." "Staff are approachable and friendly, and seem to genuinely care about the kids."
Progress Reports & Attainment Data	"There are also the reports home and the ongoing assessments which help to understand our child's progress." "Effort score is really beneficial, it's great to see this as it's all you can really ask of them, if their effort is good, grades should follow to an extent."
Feedback Around Behaviour	"Calls home to call out good behaviour and effort mean the most." "They let me know when her behaviour and listening has been challenging."

What could the school do to further support your engagement?

The 27,000 written responses to this question highlight the following themes most frequently.

Theme	Examples
General Communication & Responsiveness	“Keep information in one place. The apps are good but not all the information is available on them e.g. available clubs, homework.” “More proactive communication, sharing outcome of assessments and opportunities to meet/ engage teachers.”
Progress Reporting (Grades, Reports, Results)	“Pupil progress report or further parents evening half-termly.” “Provide narrative progress reports for my child.” “I would prefer to get more frequent progress reports about my child's academic performance.”
Extracurricular, Clubs & Events	“To inform me about events, clubs, and what's going on at school.” “Plan more after school engagement.” “Have booster groups either before school or after school to support children who find literacy or numeracy difficult.”
Meetings & Access to Staff	“More parent evenings.” “Make events or meetings accessible to parents who work i.e virtual events minimising time off taken.” “Consider working parents, so have later sessions for meetings, etc.”
Homework Clarity & Visibility	“Keep informed of homework set.” “More awareness around class work and homework setting.” “More info on homework, hard to know what homework they have sometimes.”

It is noteworthy that communication, along with progress reports and meetings with the school, appear as responses to both questions: parents value these areas but also see room for improvement. This could highlight that no single approach to these common issues currently meets the needs of all pupils in schools in the UK. It could also highlight that some schools are doing this well, and some schools aren't doing it so well. The best way to determine how you can support parents and enhance their happiness and engagement is to ask them. Regularly seeking feedback from your parents can help uncover some of these pain points or things that are working well in your school. Only then are you able to make changes and measure the effect of the change you make.

Conclusion

Reflections by Dr Kathy Weston

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Conclusion



Dr Kathy Weston
Founder of Tooled Up
Education

The 2025 Parent Experience Report provides an important snapshot of how the home-school partnership has evolved since the pandemic years and the progress and challenges in the relationship that remain.

Research has consistently shown that when home and school are aligned, when parents are engaged and not merely involved in children's lives and learning, children have an optimal opportunity to thrive. The findings demonstrate modest but meaningful improvements in parental engagement, but there are aspects of the relationship that could work more effectively. It is positive that 71% of parents now feel 'respected' by their child's school, and satisfaction with home-school communication has improved modestly since 2022/23. These shifts, though incremental, suggest that schools are taking steps to build trust and partnership with families.

The differences between primary and secondary (school) parents remain significant, but the gap is closing. Secondary parents' experiences improved more sharply this year, narrowing the divide. For example, while 79% of primary parents feel respected compared to 66% of secondary parents, the latter group has seen the greatest year-on-year improvement. This disparity between parents' experiences at these two school stages is unsurprising given the nature of secondary settings. Whilst it is understandably difficult for secondary staff to nurture a close relationship with parents due to the volume of students that they might be teaching, effective modes of communication with parents can keep parents feeling informed and included.

With just 57% of parents stating it is easy to attend school events such as parents' evenings or productions, more needs to be done to audit parents' preferences at point of entry to the school. Would online parent evenings work better for some, for example? Are there ways of delivering quick, regular feedback to parents rather than hosting entire evenings for all year groups? Are schools giving parents enough notice of school events so they can be easily accommodated within busy family schedules?

The open-text responses provide important context. Tellingly, many of the same areas, such as communication, reporting, and events, are praised as strengths while also being flagged for improvement, suggesting that delivery is inconsistent across schools.

The findings underscore the need for schools to continue listening closely to their parent communities. No single approach will meet the needs of all families, but proactive feedback, consistent communication, and flexible engagement strategies can help schools adapt to local contexts and foster genuine partnerships with families.

The big question is: **how can schools and school leaders/ trusts and trust leaders use the data from this report to inform their parental engagement strategy?**

A great starting point is auditing how your own parent community feel about their relationship with the school. Start with some basic questions which might invite qualitative feedback. Do your parents feel like they 'matter'; do they feel heard, valued and seen? (Mercurio, 2025). This will touch upon the approachability of staff, the extent to which existing comms help or hinder a busy parent as well as the extent to which they feel their child 'matters' in your community. Making efforts to get to know families (particularly at the point of transition) can truly set the tone for a rich partnership. Never be afraid to turn over stones. Parents tend to value having their voices heard but can feel despondent and demoralised if 'nothing happens' following something like an internal survey. Reassure your parent community that their views and experiences matter deeply to you and that you will take those views seriously when considering school plans. Parents enjoy a "you said", "we did" feedback and your responsiveness can help cultivate trust and confidence.

If parents report not feeling heard, valued or seen, be bold: Be honest about key themes that have emerged from the data. You might choose to extract one quotation from the parent data and use it to open up dialogue and generate further insights. This demonstrates a commitment to change and gives you an opportunity to co-create ideas directly with parents. Run a webinar for 30 minutes where you share the findings and talk about tangible actions the school will take to make improvements. Run a poll at the end to explore how parents feel about those fresh ideas. Audit the 'live' experience of parents at various school events, asking parents quick questions on exit about how they found the event and exploring what would have made it even better for them.

Parents often have plenty to say about the ways schools disseminate information to them in general. When auditing communication methods, be brave enough to ditch what doesn't work and simplify where you can. Feedback to parents about children's behaviour or progress should be effective and timely. Delivering feedback to parents about a child's progress in learning should contain small, evidence-based tips for families. Examples of this might include creating digital school reports containing some small actions for parents (perhaps via hyperlinks provided where development points are mentioned). If a child isn't confident in maths, for example, what tips can parents follow to nurture an interest in numbers? How could parental praise be used to build confidence through everyday numeracy practice? What ideas can you give parents to help learning feel more fun at home? Remember that the feedback given to parents about their children will be communicated to children themselves. Ask yourself, will this feedback help or hinder that relationship? Is this parent going to be reassured as well as empowered by the feedback that we give? Will they be able to communicate what a teacher has said to their child in a way that feels motivating or deflating?

If we can build a strong partnership with parents and communicate with them in a way that builds parental self-efficacy and positions them as true partners in children's lives and learning, children have a much better chance of thriving.

So, the question is: are you paying lip-service to parents or are you engaging them in a meaningful partnership where their knowledge and love for their child can coincide positively with professional efforts to bring the best out of every pupil?

About Tooled Up



Tooled Up is the only research-led digital platform serving schools worldwide, providing evidence-based resources for parents, educators, and pupils. Powered by a dedicated research team and supported by a global network of academics and clinicians, we curate world-leading content that bridges cutting-edge research with practical application in schools and homes.

Trusted by over 150 schools across eight countries, Tooled Up offers bespoke, time-saving resources for busy educators and tailored insights to inform whole-school strategies. Our evidence-based platform includes staff CPD and parenting support, covering any aspect of a child's life that inhibits their ability to thrive, or promotes their potential to flourish.

More than just a platform, Tooled Up is an expert team on hand to help schools navigate any parenting or educational matter. We empower schools to strengthen parent partnerships, enhance staff development, and equip young people with the skills they need to thrive.

www.tooledupeducation.com

Listening Organisations

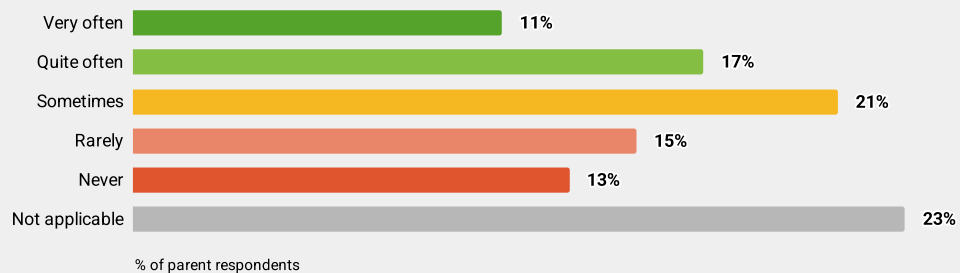
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Listening Organisations

Strengthening Schools Through Stakeholder Voice

In today's education landscape, leadership is less about having all the solutions and more about creating the conditions for others to thrive. The strongest leadership is relational—built on trust, openness, and the willingness to hear and act on what others say. Yet, too often, listening remains passive – occasional surveys, symbolic forums, or surface-level responses. Edurio data shows us that we have a way to go, even among schools that are running surveys to capture the experiences of their parent community – the fact that a quarter of parents surveyed feel this question doesn't apply to them warrants attention.

How often do you see that your feedback to the school has impact?



To truly flourish, organisations must move beyond transactional feedback and embrace embedded listening. Embedded listening transforms the way schools operate, a cultural shift where listening becomes the work itself. Leaders, staff, pupils, and parents co-create solutions, share responsibility, and build trust through continuous dialogue, resulting in stronger relationships, better decisions, and long-term resilience.

Why Embedded Listening Matters

Research highlights the benefits:

- For staff: Feeling heard increases motivation, retention, and engagement.
- For pupils: Valued voices nurture empathy, resilience, and confidence.
- For parents: Transparent communication fosters belonging and stronger connections with schools.

At the organisational level, embedded listening drives adaptability, reputation, and improved educational outcomes.

The Framework for Listening Success

The Edurio Listening Framework guides schools through four essential practices:

1. Voice – Creating diverse, regular opportunities for feedback, ensuring every voice is recognised.
2. Understanding – Looking beyond surface data to uncover meaningful patterns and emotions.
3. Action-taking – Turning feedback into visible, co-created change that builds trust.
4. Communication – Closing the loop with transparent updates on what has, and has not, changed.

But listening is not just about practices, it's about culture. When listening becomes the work itself, how you listen can supercharge the impact. Compassion, openness, responsiveness, empathy, psychological safety, and a commitment to equity and inclusion define how schools listen. These daily behaviours determine whether listening feels tokenistic or transformational.

Moving Beyond Basic Listening

Many organisations stop at basic listening: occasional surveys, patchy actions, and inconsistent communication. The framework shows the journey to embedded listening, where dialogue is continuous, leaders model openness, and stakeholders co-own solutions. Here, listening becomes a defining feature of the organisation's identity.

A Call to Lead with Listening

In an era of polarisation, disruption, and rapid change, schools and trusts can act as anchors of fairness, cooperation, and resilience. By embedding listening, leaders not only strengthen outcomes but also model the values our communities need most.

Because when every voice matters, the whole school community thrives.

To learn more about how Edurio can help your school or trust embed listening and strengthen stakeholder engagement, visit our homepage at home.edurio.com or contact us at contact@edurio.com.

Scan the QR code to discover how to use stakeholder feedback strategically and become a truly listening organisation.



Appendix

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Apendix

By Year

Question	2023/ 2024	2024/ 2025
How informed do you feel with regard to your child's punctuality?	40,561	44,247
In general, how satisfied are you with the school's efforts to engage you as a parent?	36,322	40,029
How often do you see that your feedback to the school has impact?	27,052	30,591
In general, how respected by the school do you feel?	28,659	31,689
How easy or difficult is it to discuss your child's progress or other issues with the school if needed?	35,804	41,086
How easy or difficult is it for you to attend school events?	36,609	39,923
How clear to you is the role of the Trust in this school?	26,360	29,635
How does the school's approach to marking and assessment fit your child's needs?	32,869	34,106

By Year and Phase

Question	Data	2022/ 2023	2023/ 2024	2024/ 2025
In general, how satisfied are you with the school's efforts to engage you?	Overall	21,199	36,322	40,029
	Primary	7,562	10,696	13,322
	Secondary	12,048	23,543	24,353
In general, how satisfied are you with the school's efforts to communicate with you?	Overall	24,756	54,114	52,121
	Primary	9,081	15,736	17,487
	Secondary	13,780	32,805	32,540
How easy or difficult is it to contact the school if you need to?	Overall	26,653	40,445	45,425
	Primary	9,121	12,415	14,311
	Secondary	15,551	26,055	27,853
In general, how respected by the school do you feel?	Overall	20,791	28,659	31,689
	Primary	7,656	9,370	10,799
	Secondary	11,686	17,671	18,971
How easy or difficult is it for you to attend school events?	Overall	15,958	36,609	39,923
	Primary	5,994	11,570	13,020
	Secondary	8,854	23,801	24,509

By Year and Phase

Question	Data	2022/ 2023	2023/ 2024	2024/ 2025
How clear to you is the role of the Trust in this school?	Overall	11,465	26,360	29,635
	Primary	4,642	8,943	9,556
	Secondary	6,112	16,454	18,107
How confident are you that your child's teachers are able to keep your child safe?	Overall	21,660	34,257	41,863
	Primary	7,855	10,912	14,367
	Secondary	12,199	22,385	25,653
How does the school's approach to behaviour fit your child's needs?	Overall	18,881	36,193	39,301
	Primary	6,852	11,866	13,282
	Secondary	10,838	24,187	25,243
On a scale from 1 to 10, how likely are you to recommend this school to other parents?	Overall	33,035	47,677	53,055
	Primary	9,966	13,898	16,156
	Secondary	18,076	28,825	32,029

Open Answer Questions

Question	2022/2023
What do you value most in the way your child's school currently works with parents?	28,515
What could the school do to further support your engagement?	26,848



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