Parent Experience Report

2026

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September 2026

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Introduction

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Introduction

Parents' relationships with their child's school have changed a great deal over the last six years. The Covid-19 pandemic was the biggest disruption to learning in decades, and attendance has not fully recovered: persistent absence remains well above pre-pandemic levels. Requests for children to be assessed for additional needs have risen sharply, and schools have seen a rise in parental complaints.

Schools and parents are also working out how to manage children's use of technology, while wider social and global events have added to many families' anxiety.

In February 2026, the government published its Schools White Paper, Every Child Achieving and Thriving. It commits to developing minimum expectations for how schools engage with parents, including timely communication and high-quality transition from primary to secondary. Bridget Phillipson, Secretary of State for Education at the time, described real engagement as a partnership between schools and parents built on shared responsibility.

The start of a new academic year is a good moment for leaders to take stock of how well their schools work with parents, and what to prioritise next.

This report draws on feedback from over 80,000 parents across England, collected during the 2025/26 academic year. It is the largest current picture of parents' experience of school. It is designed to help school and trust leaders act with confidence, by building on what works, tackling the barriers parents describe and making changes that support pupils' wellbeing and learning.

Because the findings sit alongside Edurio's national benchmarks and year-on-year data, leaders can track progress over time and compare their school or trust with the national picture.

What You'll Find in This Report

This report brings together insights from our annual Parent Experience dataset. It begins with a look across the wider experience, showing the most significant changes, positive and negative, since last year, before focusing on the following key topic areas:

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

Each topic is broken down by school phase, school free school meal band and ethnicity, so leaders can see where experience differs across their parent community. These topics are explored to give a high-level overview of some of the most important factors contributing to the parent-school relationship.

Leading through Listening

Strengthening Schools Through Stakeholder Voice

Schools and trusts are continuously seeking input from their stakeholders, evident in the range of survey platforms and forums now used across the sector. But capturing voice isn't enough on its own for stakeholders to feel its impact. Without the systems and culture to back it up, the act of listening falls flat. Done properly, listening isn't just about making people feel good: it gives organisations a strategic advantage, closing the gap between how leaders see their organisation and how everyone else experiences it, and helping them direct effort where it matters most.

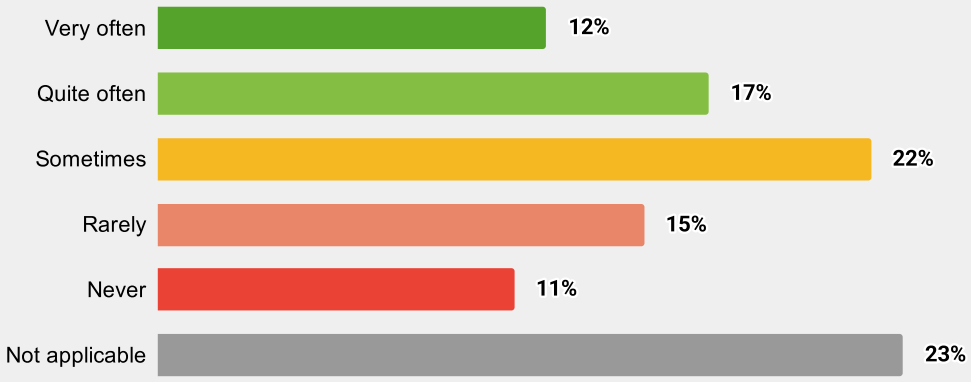
As this report will show, parents are feeling increasingly satisfied with how schools engage them, and more respected than before. This is a sign of the real work school leaders and staff put into building communities of care and belonging that parents can trust with their children. But a consistent gap runs through the data between primary and secondary phases: parents feel a growing distance from the school once their child moves into secondary education. Children need less day-to-day care as they mature, but the community around them still needs to stay strong to support that growth. Listening to parents and working with them as partners is key to closing that gap.

Listening is one of the most practical tools leaders have for building those ties and supporting their communities. Treating listening as a driver of organisational improvement means deliberately practising its four elements - voice, understanding, action, communication - and building the mindsets that make them work: openness, empathy, responsiveness, inclusiveness and psychological safety. Together, these build belonging for individuals and resilience for the organisation.

The Edurio Listening Framework, published with the Confederation of School Trusts earlier in 2026, gives leaders a foundation for a more relational approach to leadership – one that balances the transactional demands of running a school or trust with the human connection needed to lead it well.

The clearest way to check whether listening is working is to ask parents directly: how often do you see your feedback to the school having an impact? This question is strong because it measures outcome, not activity: whether people can trace a line from what they said to something that changed, not just whether a survey went out. 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. 29% of parent respondents see that their feedback to the school has impact very or quite often. The fact that almost a quarter of parents surveyed feel this question doesn't apply to them warrants attention.

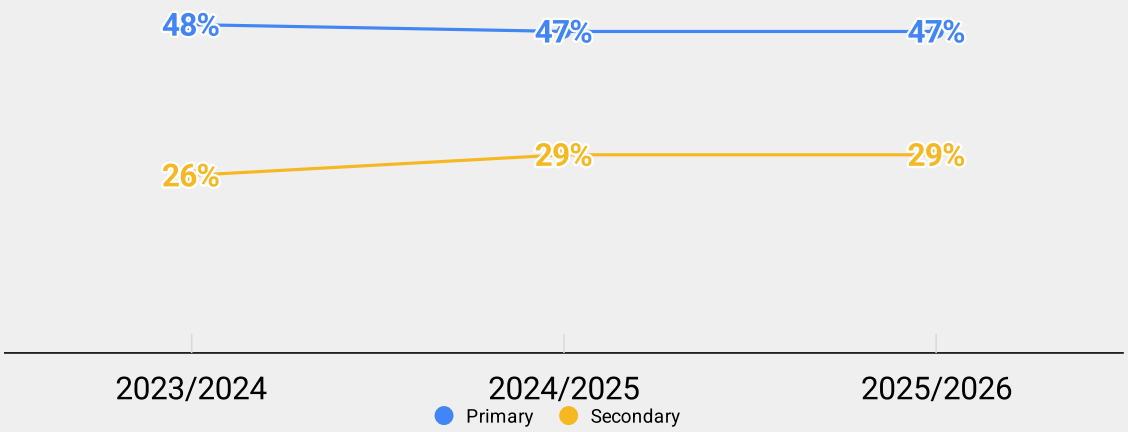
How often do you see that your feedback to the school has impact?



% of parent respondents (2025/2026)

When looking at the data by phase, there is still a visible gap between the primary and secondary parent experience with how often parents see that their feedback to the school has an impact. Although this gap has slightly closed, 47% of parents with a child in primary feel they see their feedback to the school has an impact very often or quite often, while only 29% of parents with a child in secondary feel the same. Pupils show a similar drop in happiness and belonging at the same transition, suggesting the shift affects the whole family's relationship with the school, not just the child's. A child can spend up to 18 years in the same community, from Nurseries to sixth form – how well a school listens across that stretch shapes whether a family feels rooted in that place or just passing through it.

How often do you see that your feedback to the school has impact?
By Phase (Over Time)



Staff, pupils and parents rarely feel listened to in the same way or to the same degree, so as you read the data that follows, the useful question to hold onto is “how am I listening to each of these groups, and where could I listen better”?

We hope you find the insights in the coming pages valuable, and we would love to discuss them in more detail. Contact hello@edurio.com for more information.

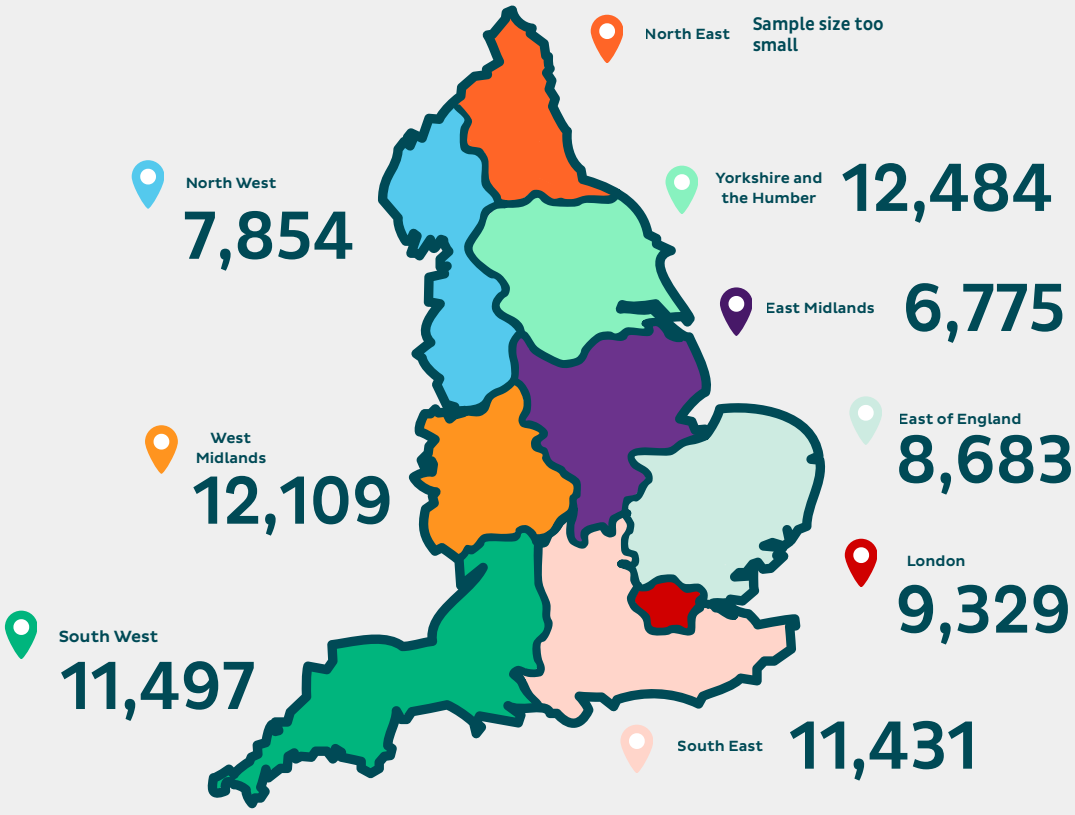
2025/26 Survey Sample

Trusts: 146

Schools: 702

Parents: 80,648

Primary	27,506
Secondary	46,909
All-through	2,541
16 Plus	438



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

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

Executive Summary



The overall experience is mixed, not uniformly improving

Parent experience in 2025/26 shows a more balanced picture than last year. Three of the six tracked measures moved up (engagement, respect and safety), two held flat (communication and behaviour), and one continued to decline (clarity of the trust's role). The largest year-on-year gain and the largest decline are both two percentage points, unlike last year, when the biggest gain of three percentage points comfortably outpaced the biggest drop of one percentage point.



Engagement, respect and safety are moving up, but trust in the trust is not

Satisfaction with schools' efforts to engage parents rose to 63% (up from 61% last year). Parents feeling respected by their child's school rose to 73% (up from 71%). Confidence that teachers can keep children safe also rose slightly, to 77% (up from 76%). Satisfaction with communication held flat at 59% for a third year running. Clarity of the trust's role fell for a second year, down to 41% (from 43% last year and 44% the year before).



Primary parents remain more positive than secondary, with one exception

Secondary parents are less positive than primary parents on almost every measure, with gaps ranging from nine percentage points on clarity of the trust's role to 22 percentage points on ease of contacting the school. Ease of attending parent events is the exception: 57% of secondary parents find it easy, compared with 54% of primary parents, the only measure in this section where secondary parents are more positive.



Parents at schools with the fewest pupils eligible for free school meals are the most positive

Parents at schools with the lowest proportion of pupils eligible for free school meals (0 to 10%) report the strongest experience on seven of the nine measures, with gaps against the lowest-scoring band ranging from 10 percentage points on communication and behaviour to 14 on ease of contacting the school and safety. The gap is widest on likelihood to recommend, where 61% of parents at low FSM schools score their school 9 or 10, compared with 40% in the medium band.



In their own words, parents praise whole-school communication and ask for news about their own child

Asked what they most value about how their school works with them, and what it could do further, communication stood out in response to both questions. What parents praise is largely whole-school, the weekly email and the newsletter, while what they ask for is news about their own child, and relatively few describe the relationship as genuinely two-way. Parent evenings recur as both strength and opportunity, with parents grateful for them and asking for a second one each year, or considering longer slots and a return to meeting in person. They also value approachable, caring staff, and want emails and calls answered more reliably.

The National Picture

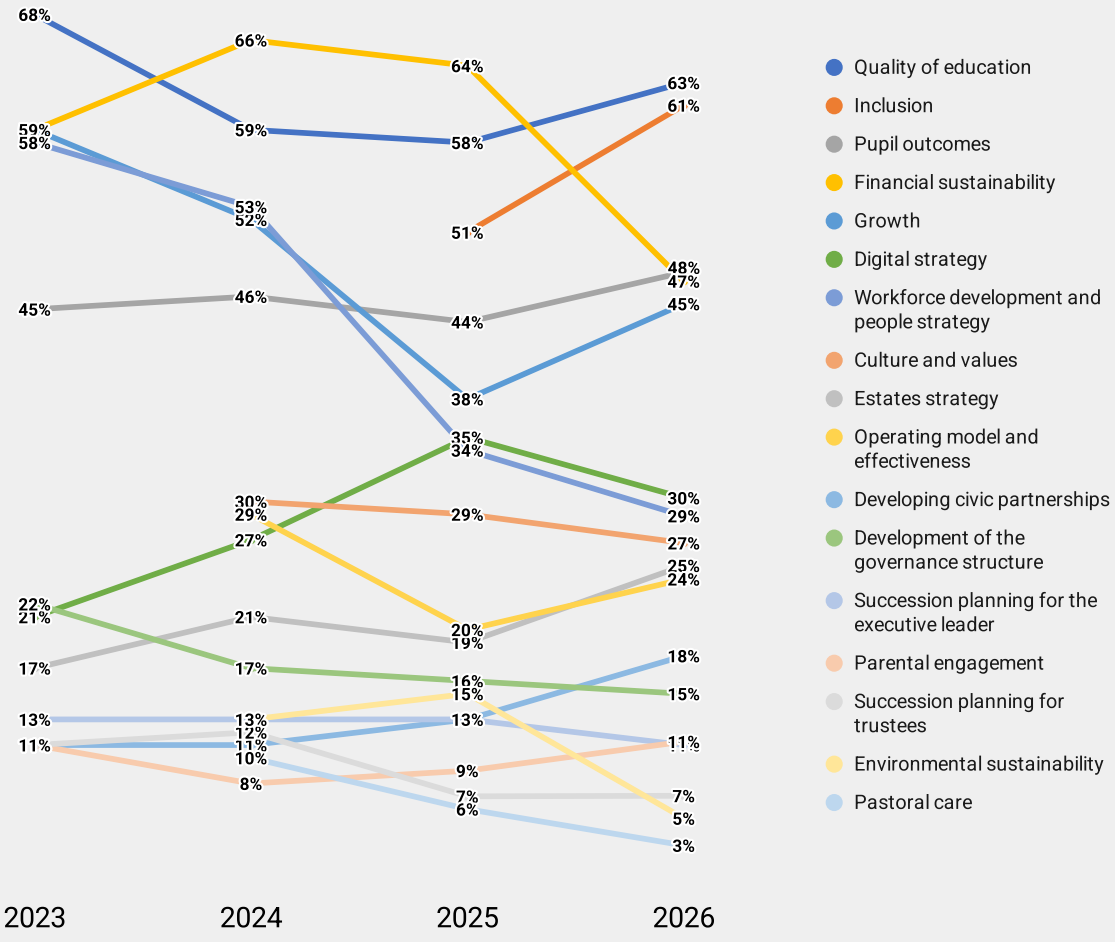
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National Overview

Turbulence in the sector hasn't let up since last year's report. Schools and trusts are now absorbing the government's Every Child Achieving and Thriving white paper and its SEND and inclusion reforms, on top of the funding and workforce pressures already carried over from previous years. Edurio has tracked sentiment across the sector throughout. Most of this report focuses on parent experience, but it's important to see that in the wider context, so we're releasing it alongside similar summaries for staff and pupils, and alongside the National School Trust report produced with CST, to give a complete picture of the sector as trusts head into the next academic year.

Using the annual CEO survey as a starting point to set our parent focus in context, we begin with the priority most directly relevant to this report. Parental engagement has barely moved in four years: 11% of CEOs named it a top-five priority in 2023, dipping to 8% in 2024 and 9% in 2025, before returning to 11% this year, one of the lowest-ranked priorities of the 17 tracked. Elsewhere in the survey, now in its fifth year, priorities have shifted far more sharply. Quality of education is back on top at 63%, recovering after two years of decline from 68% in 2023 to a low of 58% in 2025. Inclusion, tracked only since 2025, has risen from 51% to 61% in a single year to become the second most common priority nationally, alongside the SEND reforms already reshaping how schools support children with additional needs. Financial sustainability tells the opposite story: having peaked at 66% in 2024, it fell 17 percentage points in a single year, from 64% to 47%, the largest drop of any priority, pushing it out of the top three for the first time in four years. That doesn't mean parental engagement is being ignored. Parents in this year's survey report rising satisfaction with schools' efforts to engage them, up to 63% from 61% last year, even as trust leaders' own strategic focus sits elsewhere.

What are the top five strategic priorities for your trust in the next academic year?



360° View of School Experience

Parents, staff and pupils shape each other's experience of school. When staff are stretched or pupils are unhappy, it can show up in what parents tell us. This section sets out the headlines from this year's staff and pupil reports, as context for the parent findings that follow.

The Staff Experience

This year's **staff report** shows staff resignation risk holding flat for a second year, with no role's risk of resigning moving in the wrong direction. That stability matters for pupils, since it means fewer changes to the teachers and leaders they see day to day. Day-to-day experience is more mixed, though: staff report feeling more overworked and more stressed than last year, even as their overall physical and mental wellbeing improved. Feeling undervalued remains the top reason staff give for considering resignation, particularly among administrative staff and other support roles, a reminder that every role in a school shapes the experience pupils have.

Key findings:

- Resignation risk held flat at 41% for the second year running, after falling from 43% two years ago, and no role's risk moved in the wrong direction this year.
- Staff report feeling more overworked (down two percentage points to 53% saying they rarely or never feel this way) and more stressed (down one percentage point to 54%) than last year, even as overall physical and mental wellbeing improved by three percentage points, the largest single movement of any driver this year.
- Support from colleagues is by far the biggest reason staff give for staying, cited by 68%, and 73% of staff feel fully or largely part of a team with their colleagues, relevant as the Department for Education's 2026 white paper makes pupil belonging a priority too.
- Feeling undervalued remains the single biggest reason staff give for considering resignation, cited by 44%, particularly among administrative staff and other support roles.

The Pupil Experience

This year's pupil report shows small but meaningful improvements in how pupils experience school. Secondary pupils report the biggest gains, feeling happier, safer and clearer about what their teachers expect of them than they did last year, and wellbeing continues to rise too. Post-16 pupils in particular say they're enjoying their lessons more. Alongside this progress, two issues stand out: primary pupils' happiness still falls the older they get, and inclusion remains a concern, with very few secondary pupils saying they often see themselves reflected in what they're taught.

Key findings

- Overall pupil experience has improved: of the 11 measures we track across primary and secondary school, 7 improved this year, 2 declined and 2 stayed the same.
- Happiness and wellbeing show different patterns depending on age. 78% of primary pupils say they're happy at school, but this falls the further through primary school they are. In secondary school, happiness has risen to 51%, up from 42% three years ago, and wellbeing has improved to 46%, up from 37% over the same period.
- Engagement with learning varies hugely by age. 64% of primary pupils find their lessons interesting, compared with just 28% in secondary school. In post-16 education, interest rises sharply again, with 62% of Year 12 pupils and 57% of Year 13 pupils saying they often find their lessons interesting.
- Safety has improved. 71% of primary pupils feel safe in school, up slightly from 69%, and secondary safety has risen more clearly, to 68% from 61% three years ago. As in previous years, boys report feeling safer than girls, and pupils with another gender identity report feeling considerably less safe than either group.
- Teaching and inclusion are moving in different directions this year. 87% of primary pupils say their teachers explain clearly what they need to work on, unchanged from previous years. In secondary school this has improved to 55%, up from 48% last year, reversing a previous decline. Inclusion remains an area of challenge: only 16% of secondary pupils say they often learn about people like themselves in class, down from 19% three years ago.

In their own words, pupils highlight the friends they've made and the teachers and staff who support them as the best things about school. They also point to what they'd like to see change: to be listened to and treated more fairly by staff, clearer and more proportionate rules, better and cheaper food, more comfortable uniform policies and a little more time at breaktime and lunch.

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.

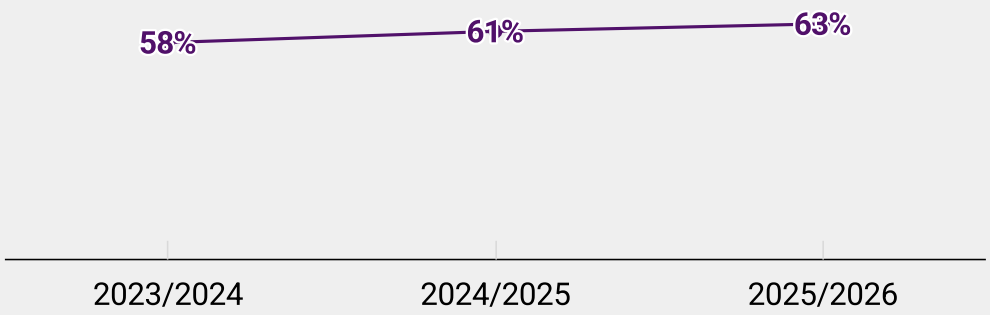
Area of Parental Experience	Question
Engagement	In general, how satisfied are you with the school's efforts to engage you as a parent?
Communication	In general, how satisfied are you with the school's communication with you?
Ease of Contacting School	How easy is it to contact the school if you need to?
Respect from School	In general, how respected by the school do you feel?
Ease of Attending Parent Events	How easy 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 0 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 is focused on satisfaction with the school's efforts to engage parents. 63% said they were very or quite satisfied with the school's efforts to engage them as parents, while 15% said they were not very or not at all satisfied. The largest single response was quite satisfied at 34%.

In General, how satisfied are you with the schools efforts to engage you as a parent?

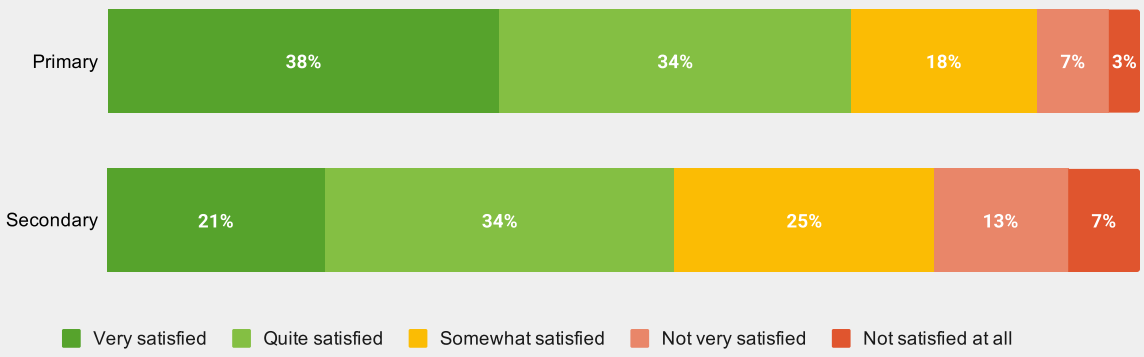


By Phase

Comparing by phase, 72% of parents of primary pupils said they were very or quite satisfied with the school's efforts to engage them as parents, while 10% said they were not very or not at all satisfied. The largest single response was very satisfied at 38%.

55% of parents of secondary pupils said they were very or quite satisfied with the school's efforts to engage them as a parent, while 20% said they were not very or not at all satisfied. The largest single response was quite satisfied at 34%.

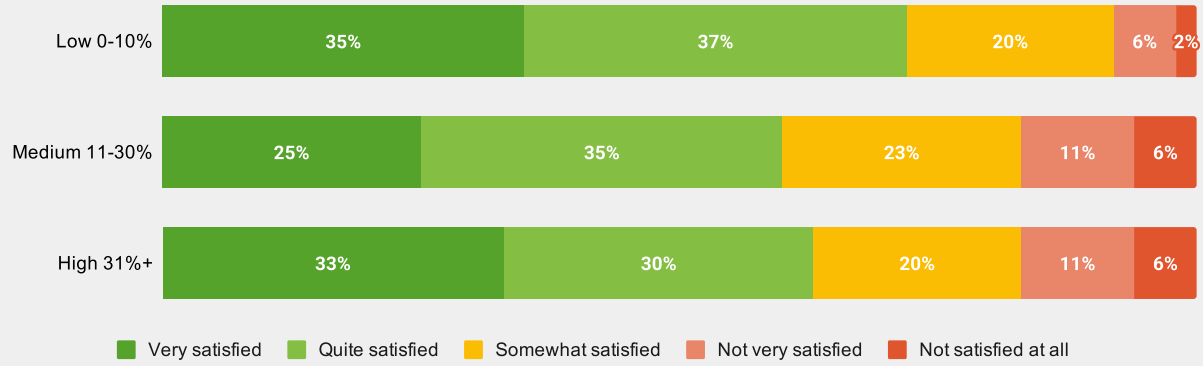
In General, how satisfied are you with the schools efforts to engage you as a parent?
By Phase



By School FSM Band

Comparing by school FSM band, 72% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said they were very or quite satisfied with the school's efforts to engage them, while 8% said they were not very or not at all satisfied, with quite satisfied the largest single response at 37%. Parents at schools in the medium FSM band (11 to 30%) reported the lowest satisfaction, at 60% very or quite satisfied and 17% not very or not at all satisfied, with quite satisfied again the largest single response at 35%. Parents at schools in the high FSM band (31% and above) sat in between, at 63% very or quite satisfied and 17% not very or not at all satisfied, with very satisfied the largest single response at 33%.

In General, how satisfied are you with the schools efforts to engage you as a parent?
By school FSM band

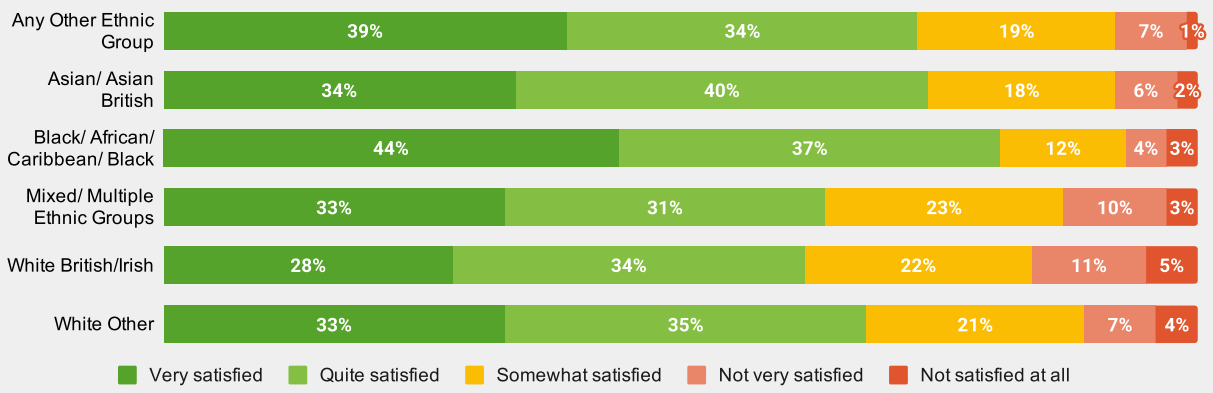


By Ethnicity

Comparing by ethnicity, satisfaction is highest among Black, African, Caribbean or Black British parents (81% very or quite satisfied) and lowest among White British or Irish parents (62%), a gap of 19 percentage points. Asian or Asian British parents (74%) and parents from any other ethnic group (73%) both sit close behind the highest group, while Mixed or Multiple Ethnic Groups (64%) and White Other (68%) are closer to White British or Irish parents.

Dissatisfaction follows a similar pattern: just 7% of Black, African, Caribbean or Black British parents said they were not very or not at all satisfied, compared with 16% of White British or Irish parents. Very satisfied was the largest single response for three groups, Black, African, Caribbean or Black British parents (44%), parents from any other ethnic group (39%) and Mixed or Multiple Ethnic Groups (33%), while quite satisfied was largest for the remaining three: Asian or Asian British parents (40%), White Other parents (35%) and White British or Irish parents (34%).

In General, how satisfied are you with the schools efforts to engage you as a parent?
By Ethnicity

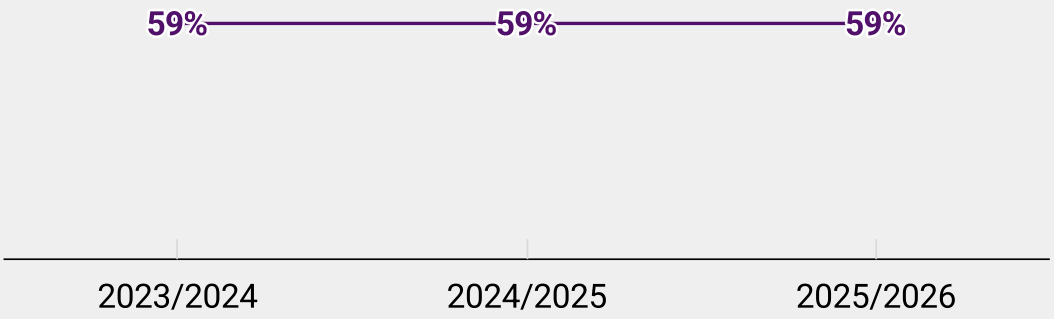


Communication

Trends Over Time

In 2025/2026, 59% of parents said they were satisfied with the school's communication with them, while 18% said they were not satisfied. The largest single response was quite satisfied at 33%. This remained consistent with the previous two years.

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

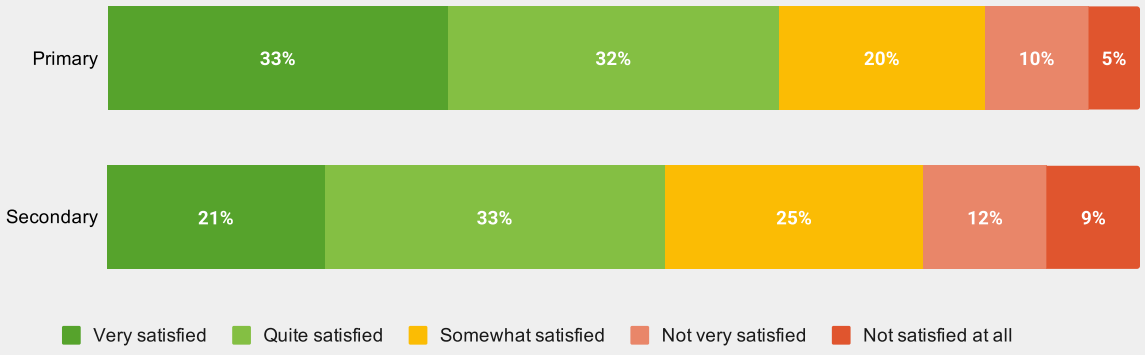


By Phase

Comparing by phase, 65% of parents of primary pupils said they were satisfied with the school's communication with them, while 15% said they were not satisfied. The largest single response for this group was very satisfied at 33%.

54% of parents of secondary pupils said they were very or quite satisfied with the school's communication with them, while 21% said they were not very or not at all satisfied. The largest single response was quite satisfied at 33%.

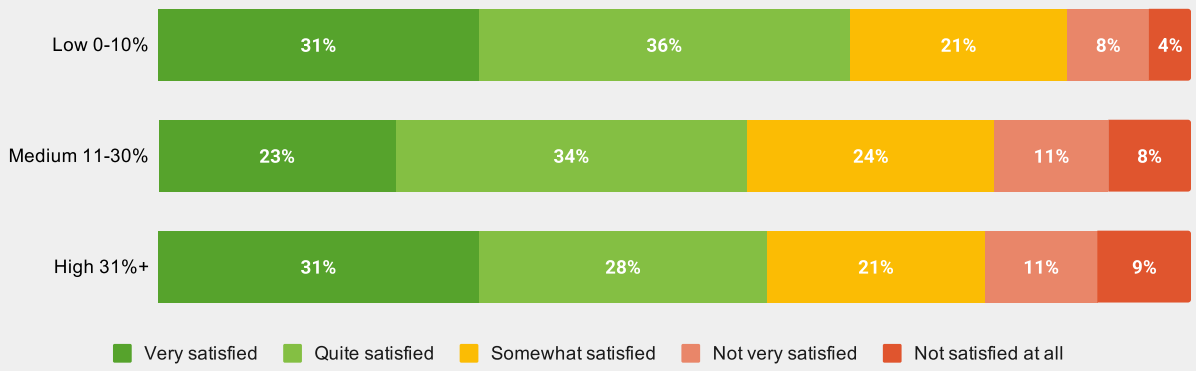
In General, how satisfied are you with the school's communication with you?
By Phase



By School FSM Band

Comparing by school FSM band, 67% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said they were very or quite satisfied with the school's communication with them, while 12% said they were not very or not at all satisfied, with quite satisfied the largest single response at 36%. Parents at schools in the medium FSM band (11 to 30%) reported the lowest satisfaction, at 57% very or quite satisfied and 19% not very or not at all satisfied, with quite satisfied again the largest single response at 34%. Parents at schools in the high FSM band (31% and above) reported 59% very or quite satisfied but the highest dissatisfaction at 20% not very or not at all satisfied, with very satisfied the largest single response at 31%.

In General, how satisfied are you with the school's communication with you?
By school FSM band

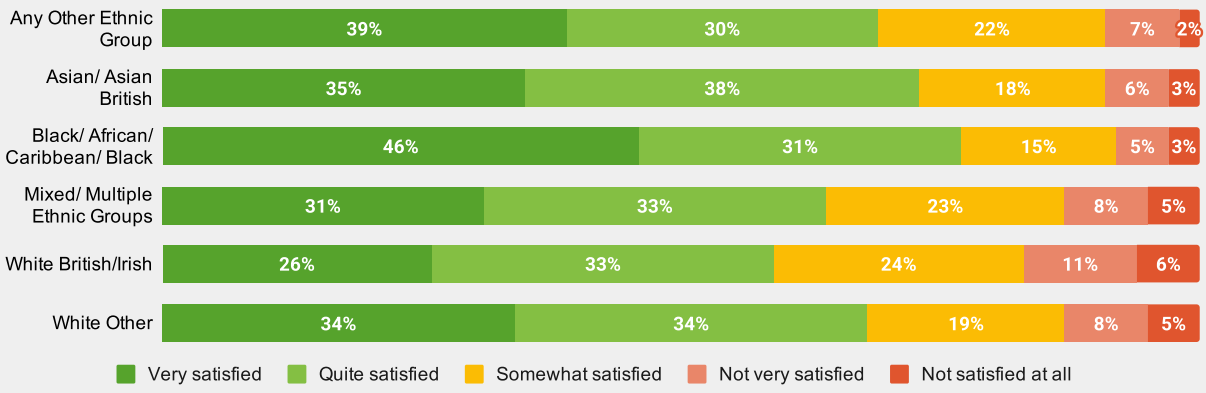


By Ethnicity

Comparing by ethnicity, satisfaction with school communication is highest among Black, African, Caribbean or Black British parents (77% very or quite satisfied) and lowest among White British or Irish parents (59%), a gap of 18 percentage points. Asian or Asian British parents (73%) and parents from any other ethnic group (69%) both sit close behind the highest group, while White Other (68%) and Mixed or Multiple Ethnic Groups (64%) sit nearer the middle.

Dissatisfaction follows a similar pattern: just 8% of Black, African, Caribbean or Black British parents said they were not very or not at all satisfied, compared with 17% of White British or Irish parents. Very satisfied was the largest single response for two groups, Black, African, Caribbean or Black British parents (46%) and parents from any other ethnic group (39%). Quite satisfied was the largest response for three: Asian or Asian British parents (38%), Mixed or Multiple Ethnic Groups (33%) and White British or Irish parents (33%). White Other parents were evenly split between the two, both at 34%.

In General, how satisfied are you with the school's communication with you?
By Ethnicity

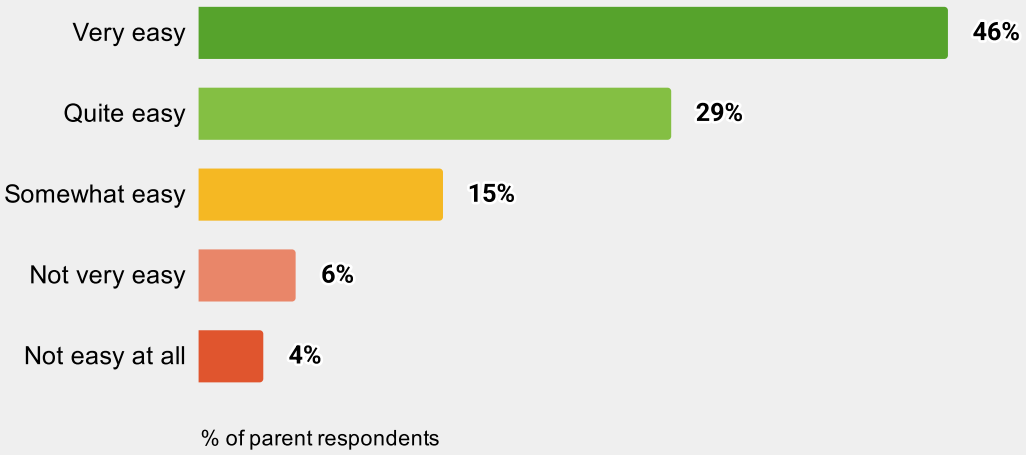


Ease of Contacting the School

Parental Experience 2025/2026

An update to this question means we can only look at this based on this year's responses in isolation. 75% of parents said it is very or quite easy to contact the school if they need to, while 15% said it is somewhat easy. The largest single response was very easy at 46%.

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

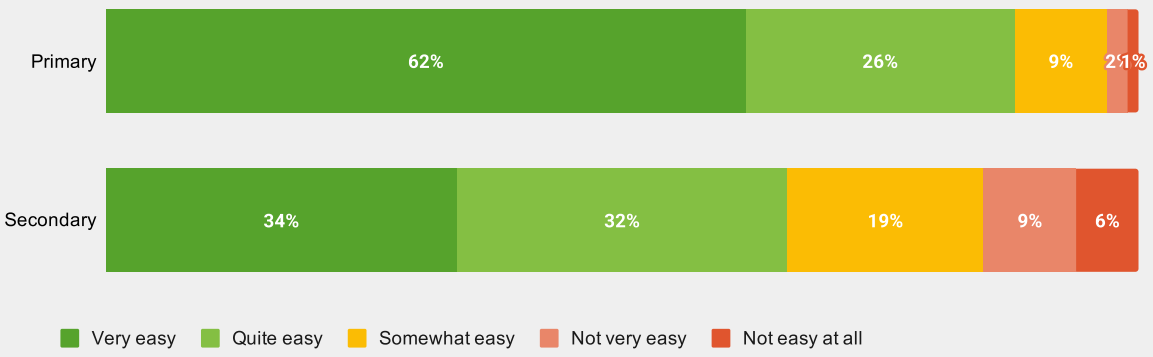


By Phase

By phase, 88% of parents of primary pupils said it was very or quite easy to contact the school if they needed to, while 9% said it was somewhat easy. The largest single response was very easy at 62%.

66% of parents of secondary pupils said it was very or quite easy to contact the school if they needed to, while 19% said it was somewhat easy. The largest single response was very easy at 34%.

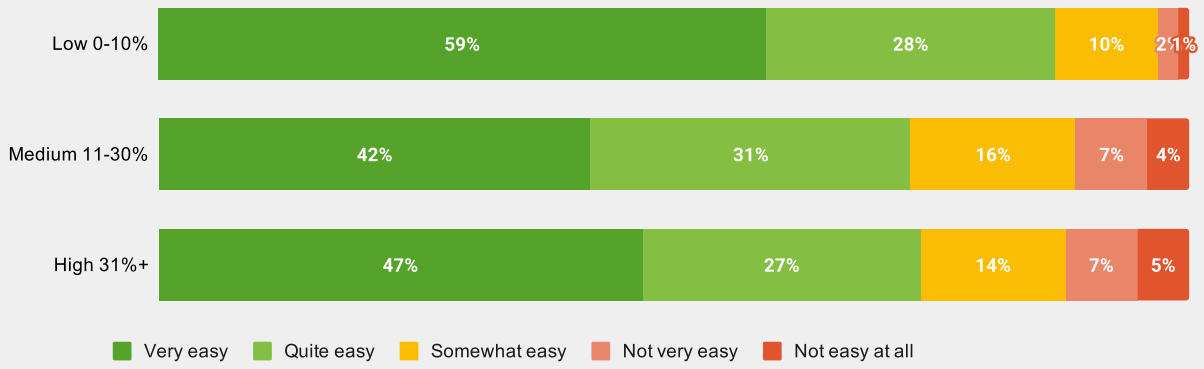
How easy is it to contact the school if you need to?
By Phase



By School FSM Band

Comparing by school FSM band, 87% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said it was very or quite easy to contact the school if they needed to, while 3% said it was not very or not at all easy, with very easy the largest single response at 59%. Parents at schools in the medium FSM band (11 to 30%) reported the lowest ease of contact, at 73% very or quite easy and 11% not very or not at all easy, with very easy again the largest single response at 42%. Parents at schools in the high FSM band (31% and above) were at a similar level, at 74% very or quite easy but the highest difficulty at 12% not very or not at all easy, with very easy the largest single response at 47%.

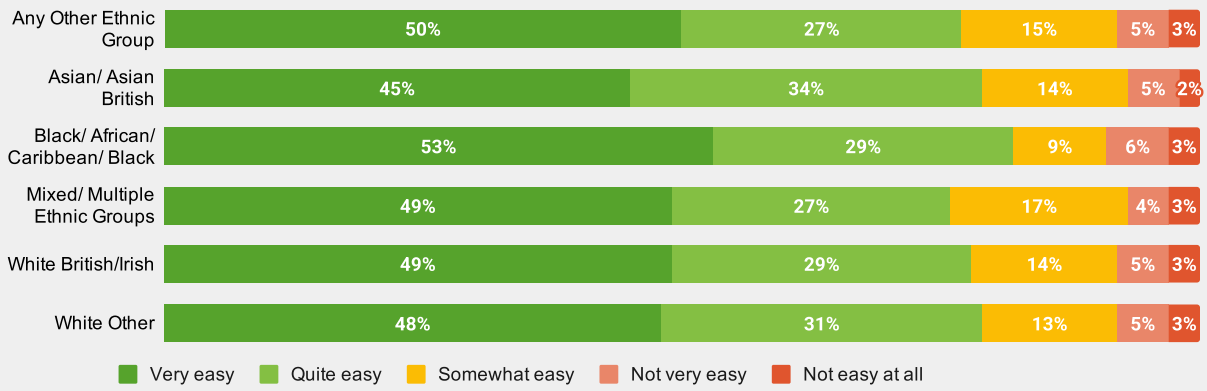
How easy is it to contact the school if you need to?
By school FSM band



By Ethnicity

Comparing by ethnicity, how easy parents find it to contact the school is far more consistent across groups than satisfaction with communication or engagement. The proportion saying very or quite easy ranges from 76% among Mixed or Multiple Ethnic Groups to 82% among Black, African, Caribbean or Black British parents, a gap of six percentage points. Very easy was the largest single response for every group, from 45% among Asian or Asian British parents to 53% among Black, African, Caribbean or Black British parents. Parents saying it is not very easy or not easy at all stayed in single figures across every group, from 7% among Asian or Asian British parents and Mixed or Multiple Ethnic Groups to 9% among Black, African, Caribbean or Black British parents.

How easy is it to contact the school if you need to?
By Ethnicity

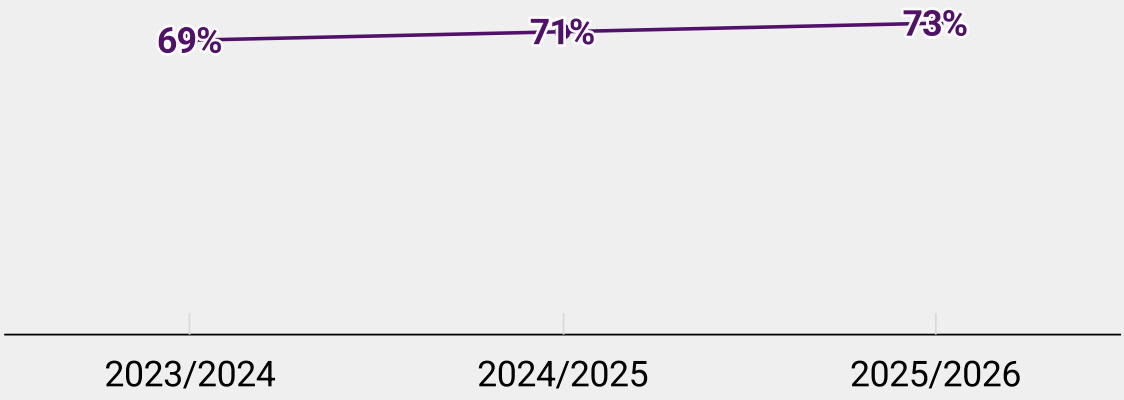


Feelings of Respect

Trends Over Time

Mutual respect between parents and the school is an important aspect of community relationships. 73% of parents said they felt very or quite respected by the school, while 10% said they felt not very respected or not respected at all. The largest single response was Very respected at 39%.

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

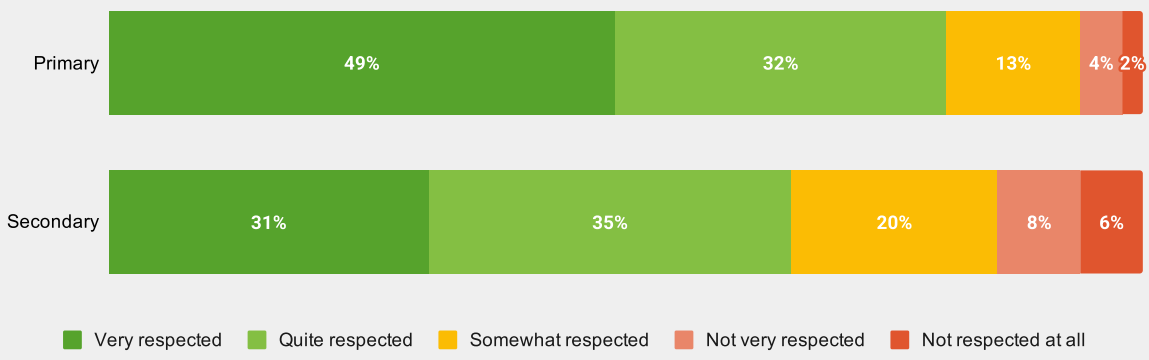


By Phase

Parents of primary pupils generally are more likely to report feeling respected by their child's school compared to parents of secondary pupils. 81% of parents of primary pupils said they felt very or quite respected by the school, while 13% said they felt somewhat respected. The largest single response was very respected at 49%.

66% of parents of secondary pupils said they felt very or quite respected by the school, while 14% said they felt not very respected or not respected at all. The largest single response was quite respected at 35%.

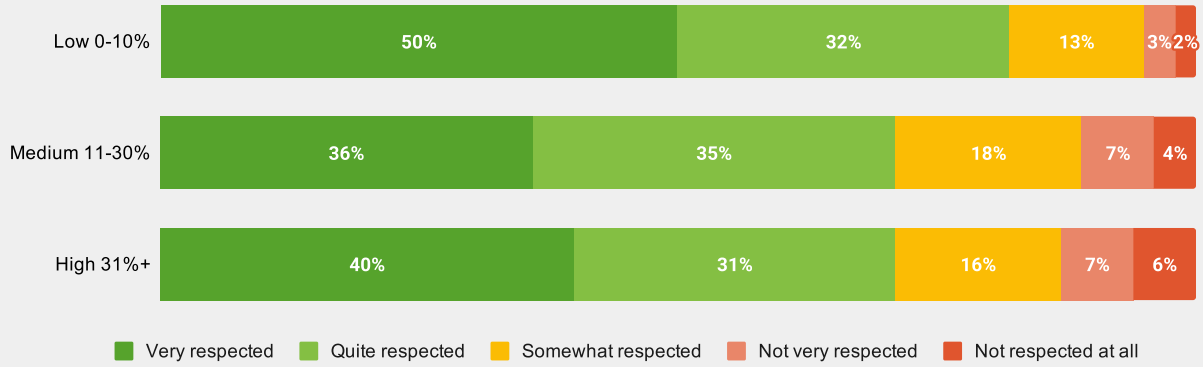
In general, how respected by the school do you feel?
By Phase



By School FSM Band

Comparing by school FSM band, 82% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said they felt very or quite respected by the school, while 5% said they felt not very or not at all respected, with very respected the largest single response at 50%. Parents at schools in the medium FSM band (11 to 30%) reported lower levels of feeling respected, at 71% very or quite respected and 11% not very or not at all respected, with very respected again the largest single response at 36%. Parents at schools in the high FSM band (31% and above) matched the medium band at 71% very or quite respected but reported the highest share not feeling respected at 13%, with very respected the largest single response at 40%.

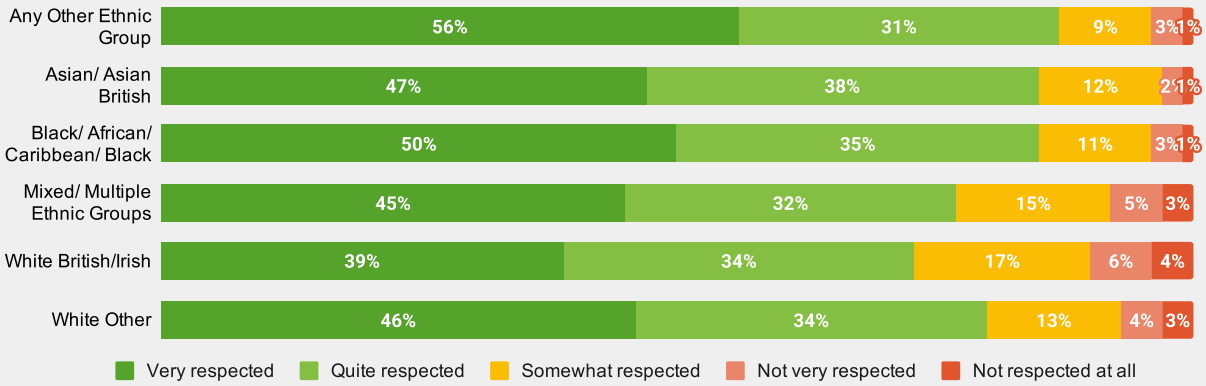
In general, how respected by the school do you feel?
By school FSM band



By Ethnicity

Comparing by ethnicity, feeling respected by the school is highest among parents from any other ethnic group (87% very or quite respected) and lowest among White British or Irish parents (73%), a gap of 14 percentage points. Asian or Asian British and Black, African, Caribbean or Black British parents sit close behind the highest group, both at 85%, while White Other (80%) and Mixed or Multiple Ethnic Groups (77%) sit in between. Very respected was the largest single response for every group, from 39% among White British or Irish parents to 56% among parents from any other ethnic group. Parents saying they feel not very or not at all respected stayed low across every group, from 3% among Asian or Asian British parents to 10% among White British or Irish parents.

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

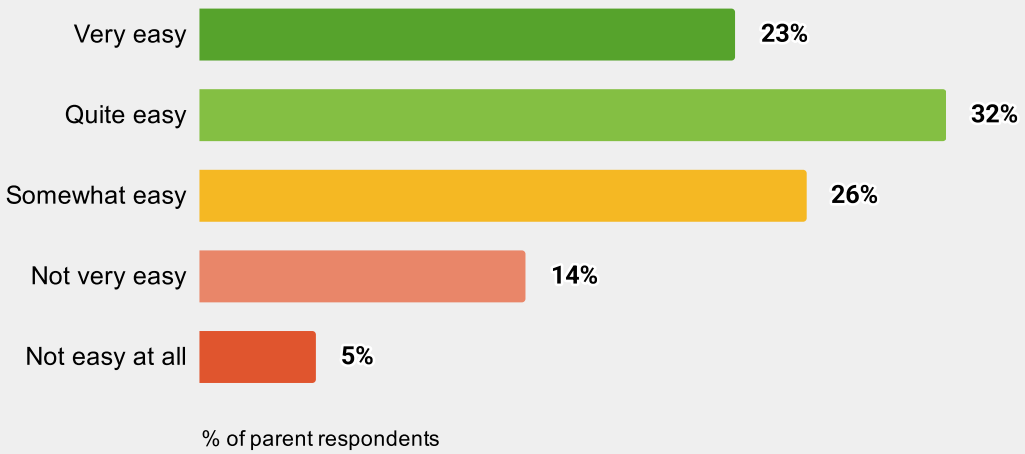


Ease of Attending Parent Events

Parental Experience 2025/2026

An update to this question means we can only look at this based on this year's responses in isolation. 55% of parents said it was very easy or quite easy to attend school events, while 19% said it was not very easy or not easy at all. The largest single response was quite easy at 32%.

How easy is it for you to attend school events?

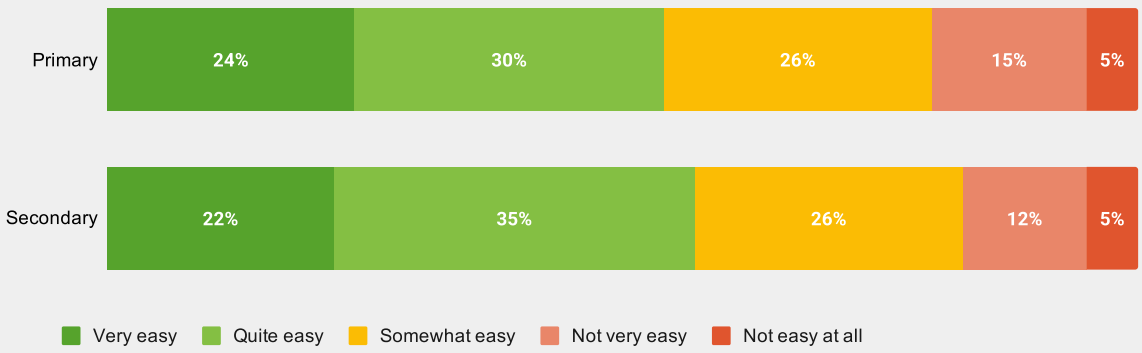


By Phase

By phase, 54% of parents of primary pupils said it was very or quite easy to attend school events, while 20% said it was not very easy or not easy at all. The largest single response was quite easy at 30%.

57% of parents of secondary pupils said it is easy to attend school events, while 17% said it is not easy. The largest single response was quite easy at 35%.

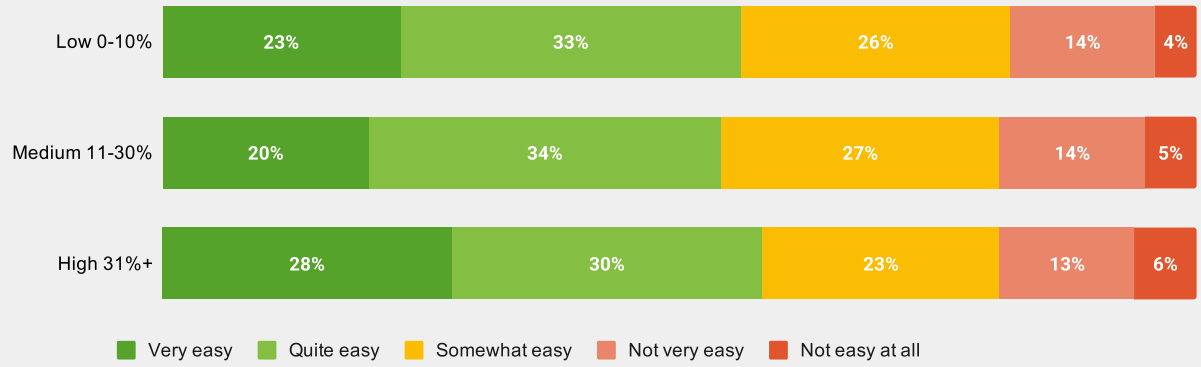
How easy is it for you to attend school events?
By Phase



By School FSM Band

Comparing by school FSM band, 56% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said it was very or quite easy to attend school events, while 18% said it was not very or not at all easy, with quite easy the largest single response at 33%. Parents at schools in the medium FSM band (11 to 30%) reported slightly lower ease, at 54% very or quite easy and 19% not very or not at all easy, with quite easy again the largest single response at 34%. Parents at schools in the high FSM band (31% and above) reported the highest ease, at 58% very or quite easy and 19% not very or not at all easy, with quite easy the largest single response at 30%.

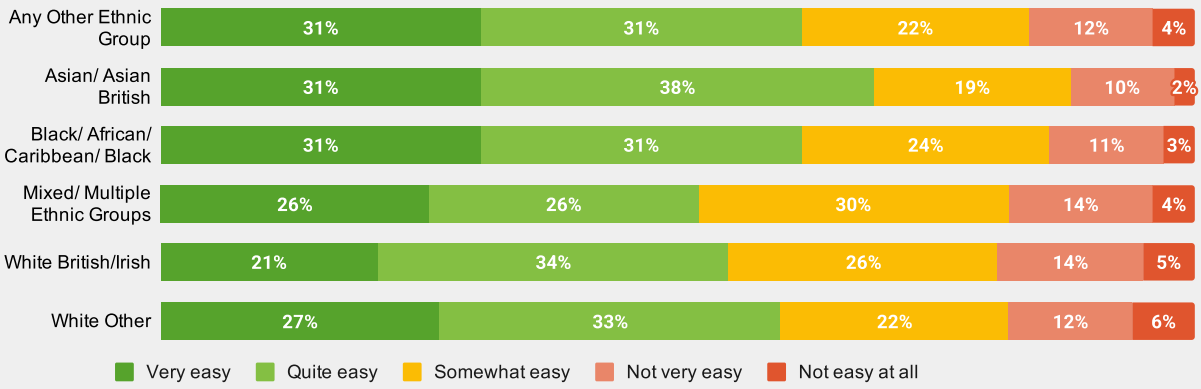
How easy is it for you to attend school events?
By school FSM band



By Ethnicity

Comparing by ethnicity, finding it easy to attend school events ranges from 52% among Mixed or Multiple Ethnic Groups to 69% among Asian or Asian British parents, a gap of 17 percentage points. Any Other Ethnic Group and Black, African, Caribbean or Black British parents sit in the middle, both at 62%, while White Other (60%) and White British or Irish (55%) are closer to the lowest group. For three groups, very easy and quite easy were tied as the largest single response: Any Other Ethnic Group and Black, African, Caribbean or Black British parents both at 31%, and Mixed or Multiple Ethnic Groups at 26%. Quite easy was largest for the remaining three groups: Asian or Asian British parents (38%), White British or Irish parents (34%) and White Other parents (33%). Parents finding it not very or not at all easy ranged from 12% among Asian or Asian British parents to 18% among Mixed or Multiple Ethnic Groups and White Other parents.

How easy is it for you to attend school events?
By Ethnicity

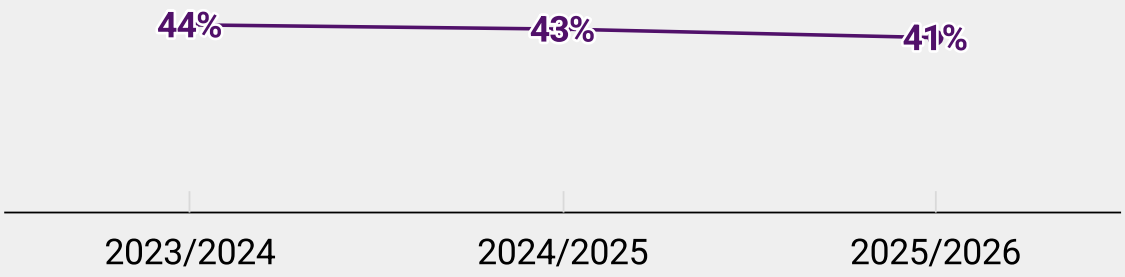


Clarity of the Role of the Trust

Trends Over Time

There is a general decline in the clarity of the role of the trust in the school. This year 41% of parents said the role of the trust in this school was very clear or quite clear, while 32% said it was not very clear or not clear at all. The largest single response was somewhat clear at 27%.

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

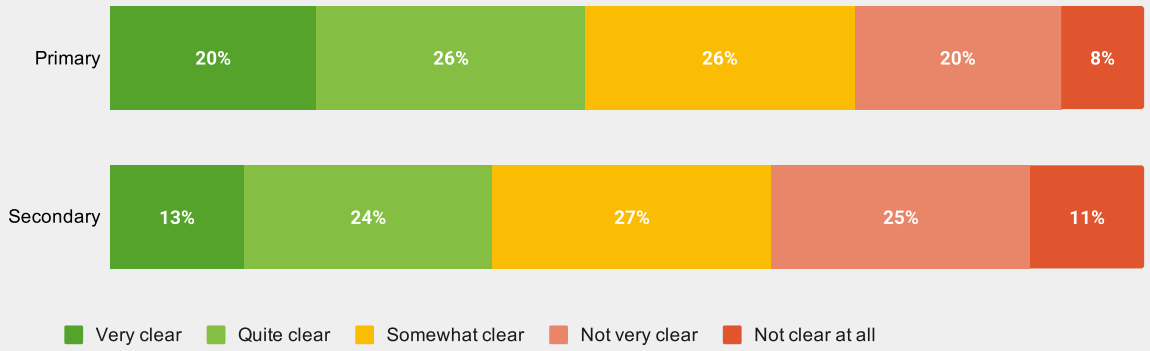


By Phase

Comparing by phase, 46% of parents of primary pupils said the role of the trust in this school was very clear or quite clear, while 28% said it was not very clear or not clear at all. The largest single responses for this group were quite clear and somewhat clear at 26%.

37% of parents of secondary pupils said the role of the trust in this school was very clear or quite clear, while 36% said it was not very clear or not clear at all. The largest single response was somewhat clear at 27%.

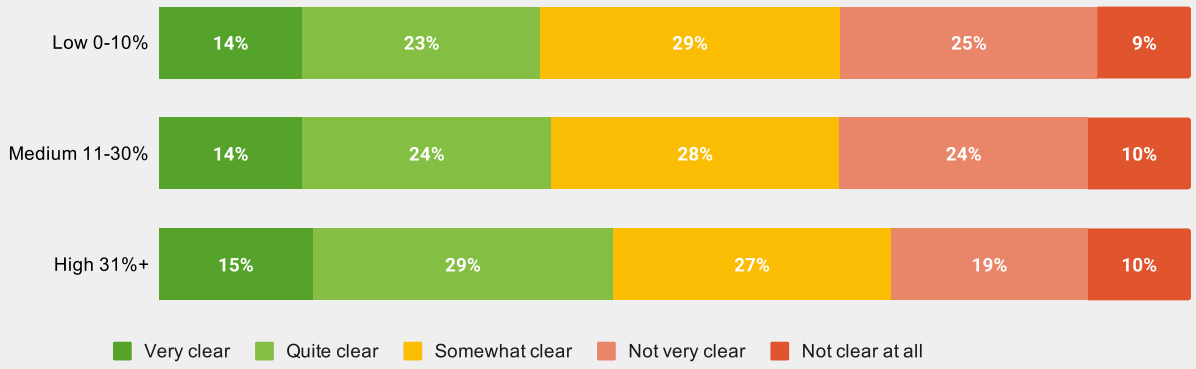
How clear to you is the role of the Trust in this school?
By Phase



By School FSM Band

Comparing by school FSM band, 37% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said the role of the trust in their school was very or quite clear to them, while 34% said it was not very or not at all clear, with somewhat clear the largest single response at 29%. Parents at schools in the medium FSM band (11 to 30%) reported a similar picture, at 38% very or quite clear and 34% not very or not at all clear, with somewhat clear again the largest single response at 28%. Parents at schools in the high FSM band (31% and above) reported the greatest clarity, at 44% very or quite clear and 29% not very or not at all clear, with quite clear the largest single response at 29%.

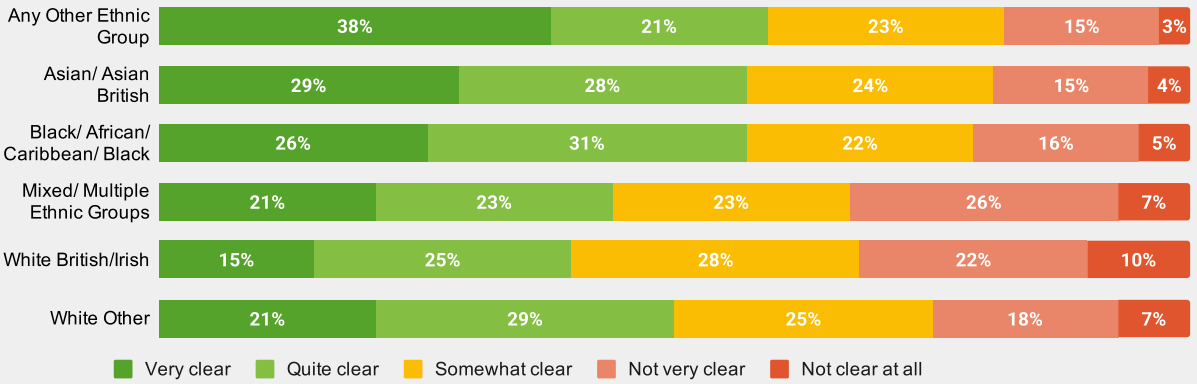
How clear to you is the role of the Trust in this school?
By school FSM band



By Ethnicity

Comparing by ethnicity, the trust's role is clearest to parents from any other ethnic group (59% very or quite clear) and least clear to White British or Irish parents (40%), a gap of 19 percentage points. Asian or Asian British and Black, African, Caribbean or Black British parents sit close behind the highest group, both at 57%, while White Other (50%) and Mixed or Multiple Ethnic Groups (44%) trail further. Very clear was the largest single response for Any Other Ethnic Group (38%) and Asian or Asian British parents (29%), and quite clear was the largest for Black, African, Caribbean or Black British (31%) and White Other parents (29%). For Mixed or Multiple Ethnic Groups parents, not very clear was the largest single response, at 26%, the only group where a negative response came out on top, while White British or Irish parents were the only group where somewhat clear was the outright largest response, at 28%. Parents finding the trust's role not very or not at all clear were highest among Mixed or Multiple Ethnic Groups (33%) and White British or Irish parents (32%), compared with 18% among parents from any other ethnic group.

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

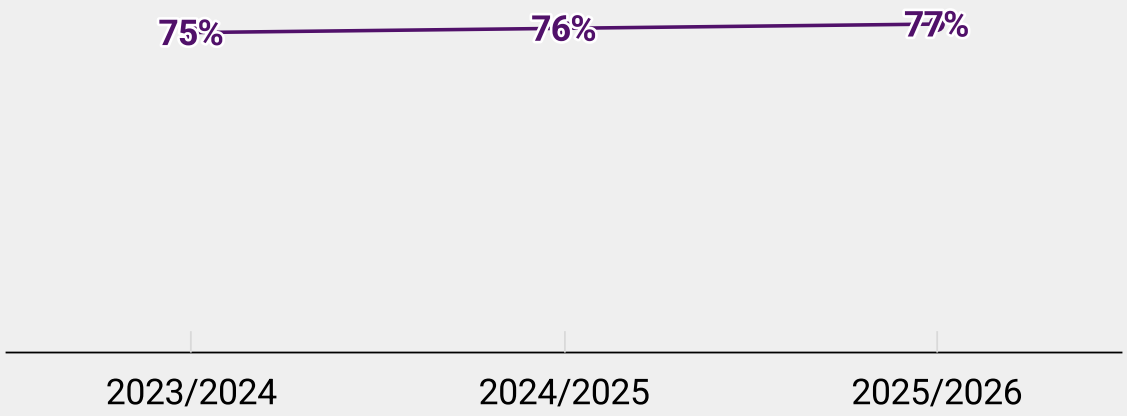


Safety at School

Trends Over Time

Safeguarding plays a large role in how pupils experience school, and also their overall safety. This matters to parents. 77% of parents said they were very or quite confident that their child's teachers are able to keep their child safe, while 8% said they were not very or not at all confident. The largest single response was very confident at 43%.

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

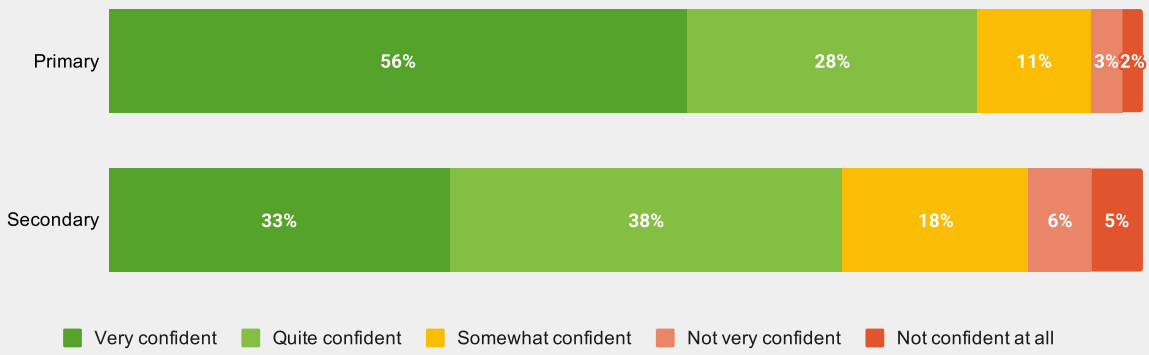


By Phase

84% of parents of primary pupils said they were very or quite confident that their child's teachers are able to keep their child safe, while 5% said they were not very or not at all confident. The largest single response was very confident at 56%.

When looking at secondary experience, 71% of parents of secondary pupils said they were very or quite confident that their child's teachers are able to keep their child safe, while 11% said they were not very or not at all confident. The largest single response was quite confident at 38%.

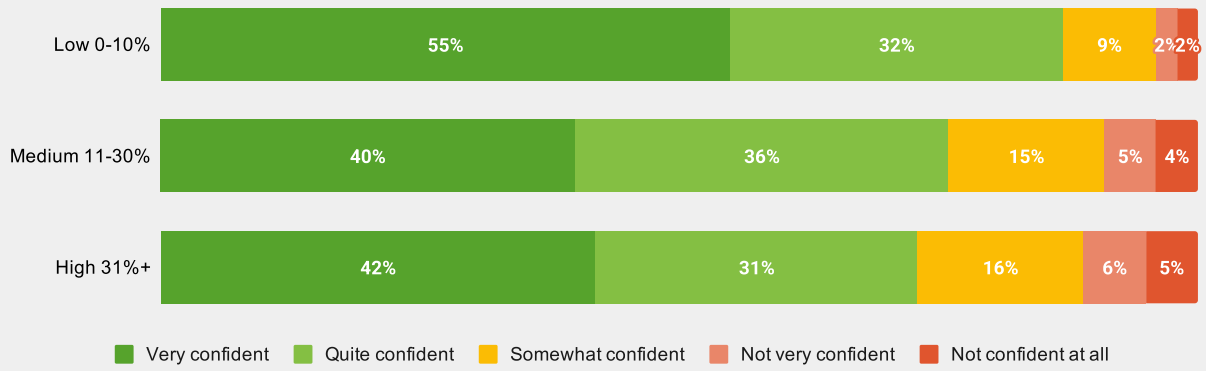
How confident are you that your child's teachers are able to keep your child safe?
By Phase



By School FSM Band

Comparing by school FSM band, 87% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said they were very or quite confident that their child's teachers are able to keep their child safe, while 4% said they were not very or not at all confident, with very confident the largest single response at 55%. Parents at schools in the medium FSM band (11 to 30%) reported lower confidence, at 76% very or quite confident and 9% not very or not at all confident, with very confident again the largest single response at 40%. Parents at schools in the high FSM band (31% and above) reported the lowest confidence, at 73% very or quite confident and 11% not very or not at all confident, with very confident the largest single response at 42%.

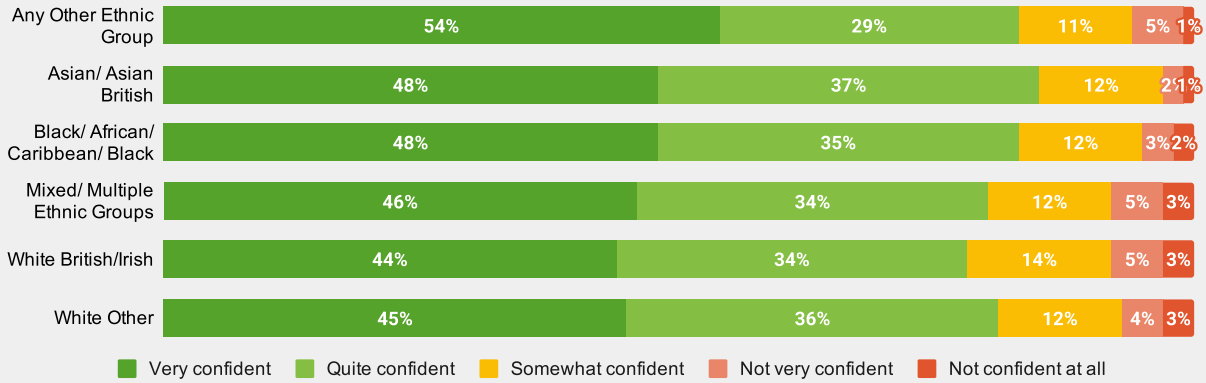
How confident are you that your child's teachers are able to keep your child safe?
By school FSM band



By Ethnicity

Comparing by ethnicity, confidence that teachers can keep children safe is far more consistent than most other measures in this report: the proportion saying very or quite confident ranges from 78% among White British or Irish parents to 85% among Asian or Asian British parents, a gap of just seven percentage points. Any Other Ethnic Group and Black, African, Caribbean or Black British parents sit close behind the highest group, both at 83%, while White Other (81%) and Mixed or Multiple Ethnic Groups (80%) are not far off either. Very confident was the largest single response for every group, from 44% among White British or Irish parents to 54% among parents from any other ethnic group. Parents feeling not very or not at all confident stayed in single figures across every group, from 3% among Asian or Asian British parents to 8% among Mixed or Multiple Ethnic Groups and White British or Irish parents.

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

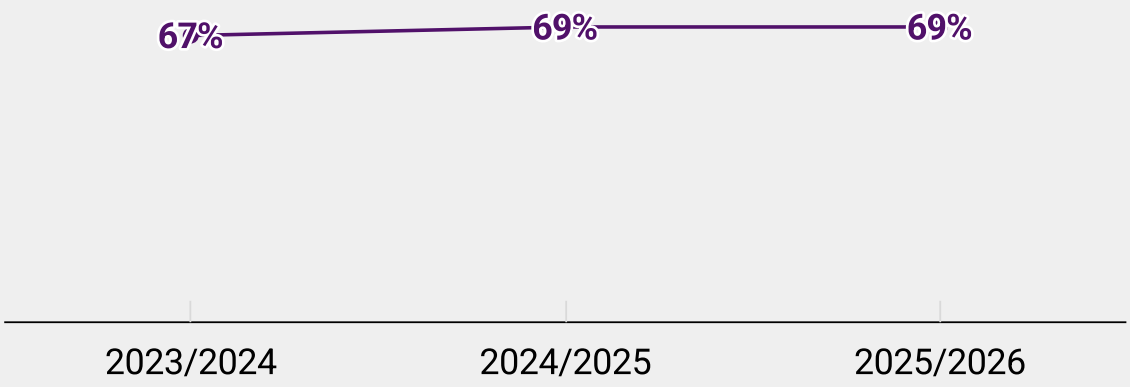


Behaviour at School

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 for the third year running. 69% of parents said the school's approach to behaviour fits their child's needs very well or quite well, while 14% said it does not fit their child's needs very well or at all. The largest single response was Very well at 36%.

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

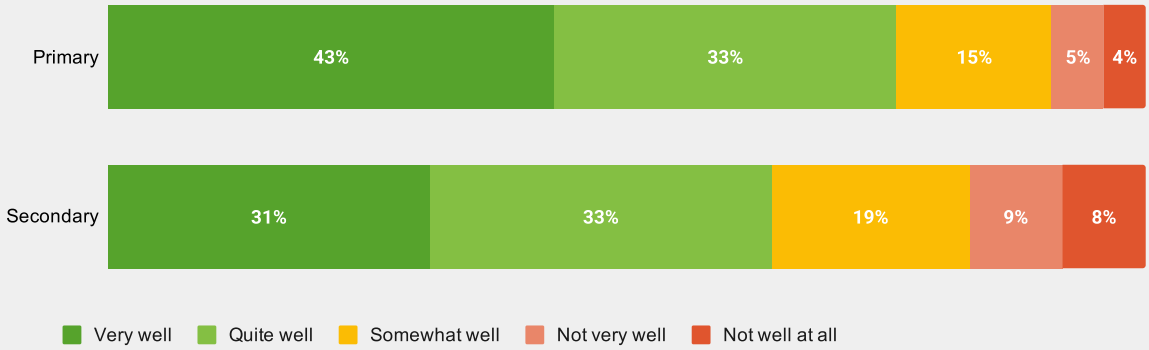


By Phase

76% of parents of primary pupils said the school's approach to behaviour fits their child's needs very well or quite well, while 15% said it fits somewhat well. The largest single response was Very well at 43%.

64% of parents of secondary pupils said the school's approach to behaviour fits their child's needs very well or quite well, while 17% said it does not fit their child's needs very well or not at all. The largest single response was quite well at 33%.

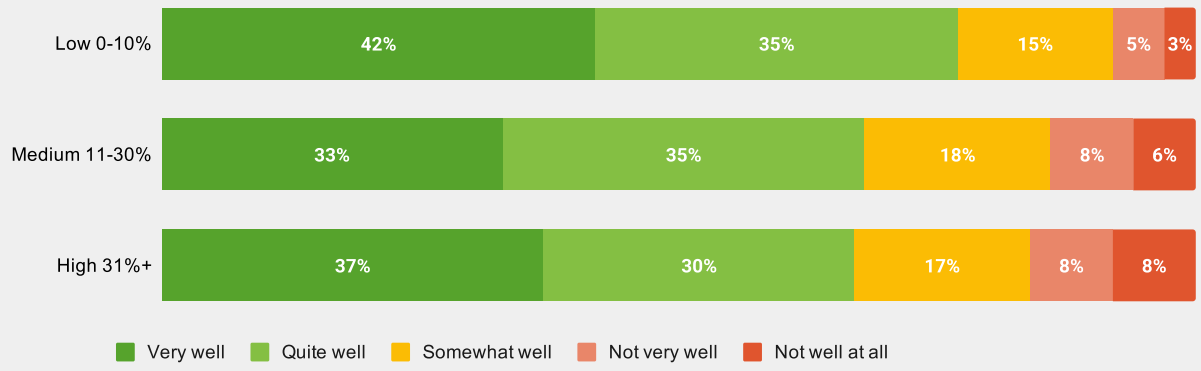
How well does the school's approach to behaviour fit your child's needs?
By Phase



By School FSM Band

Comparing by school FSM band, 77% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) said the school's approach to behaviour fits their child's needs very or quite well, while 8% said it fits not very well or not well at all, with very well the largest single response at 42%. Parents at schools in the medium FSM band (11 to 30%) reported a weaker fit, at 68% very or quite well and 14% not very well or not well at all, with quite well the largest single response at 35%. Parents at schools in the high FSM band (31% and above) reported the weakest fit, at 67% very or quite well and 16% not very well or not well at all, with very well the largest single response at 37%.

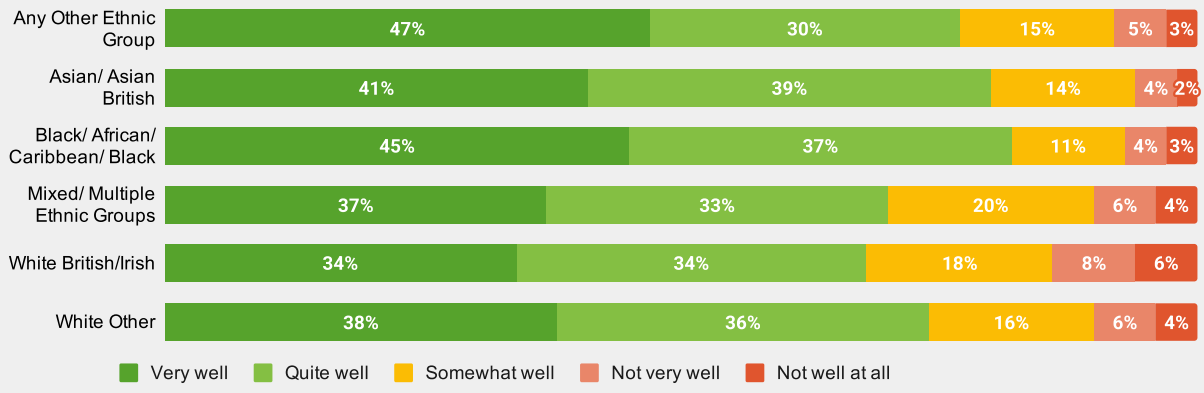
How well does the school's approach to behaviour fit your child's needs?
By school FSM band



By Ethnicity

Comparing by ethnicity, how well the school's approach to behaviour fits a child's needs ranges from 68% among White British or Irish parents to 82% among Black, African, Caribbean or Black British parents, a gap of 14 percentage points. Asian or Asian British (80%) and Any Other Ethnic Group (77%) sit close behind the highest group, while White Other (74%) and Mixed or Multiple Ethnic Groups (70%) are nearer the lowest. Very well was the largest single response for five of the six groups, from 37% among Mixed or Multiple Ethnic Groups to 47% among parents from any other ethnic group. White British or Irish parents were the exception, tied evenly between very well and quite well at 34% each. Parents saying not very or not at all well were lowest among Asian or Asian British parents (6%) and highest among White British or Irish parents (14%), continuing the pattern from earlier pages where this group reports the weakest experience of the six.

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

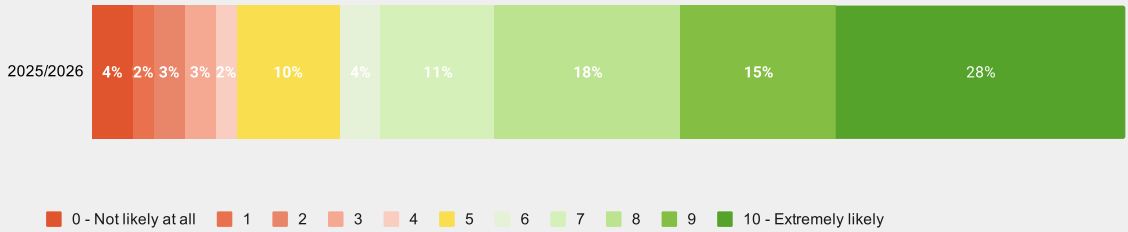


Likelihood to Recommend

Parental Experience 2025/2026

Because this question has changed, this year's results can't be compared with previous years. Nationally, the likelihood to recommend the school (Net Promoter Score) is +15, with 43% of parents rating their likelihood 9 or 10 (promoters) against 28% rating it 0 to 6 (detractors). A score of 7 or higher was given by 72% of parents, and 28% rated their school 10 out of 10, extremely likely to recommend.

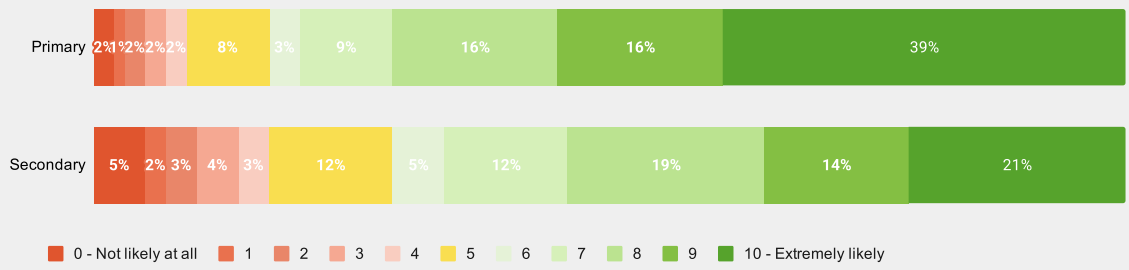
On a scale from 0 to 10, how likely are you to recommend this school to other parents?
Parent Experience 2025/2026



By Phase

Parents of primary pupils are considerably more likely to recommend their school than parents of secondary pupils. Net Promoter Score is +35 among primary parents, made up of 55% promoters (scoring 9 or 10) against 20% detractors (scoring 0 to 6), compared with just +1 among secondary parents, where 35% promoters are nearly matched by 34% detractors. The maximum score of 10, extremely likely to recommend, was given by 39% of primary parents, compared with 21% of secondary parents.

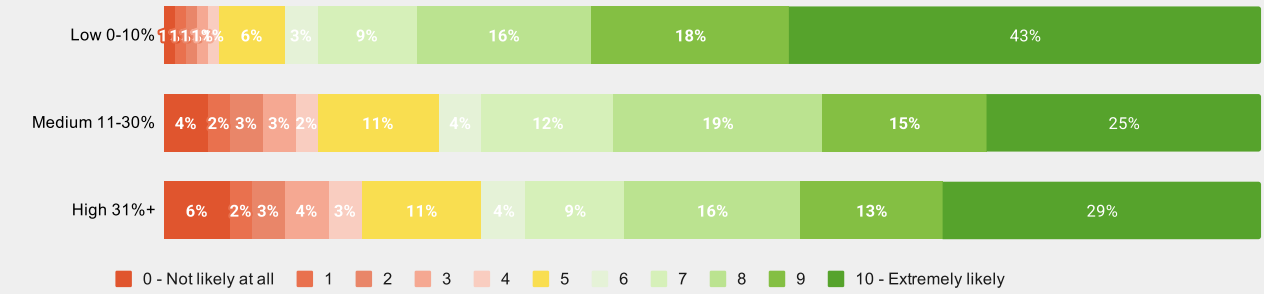
On a scale from 0 to 10, how likely are you to recommend this school to other parents?
By Phase



By School FSM Band

Comparing by school FSM band, 61% of parents at schools with a low proportion of pupils eligible for free school meals (0 to 10%) gave a score of 9 or 10 when asked how likely they were to recommend the school to other parents, while 14% gave a score of 0 to 6, with 10 the largest single response at 43%. Parents at schools in the medium FSM band (11 to 30%) were much less likely to recommend their school, at 40% scoring 9 or 10 and 29% scoring 0 to 6, with 10 again the largest single response at 25%. Parents at schools in the high FSM band (31% and above) reported a similar picture, at 42% scoring 9 or 10 but the highest share scoring 0 to 6 at 33%, with 10 the largest single response at 29%.

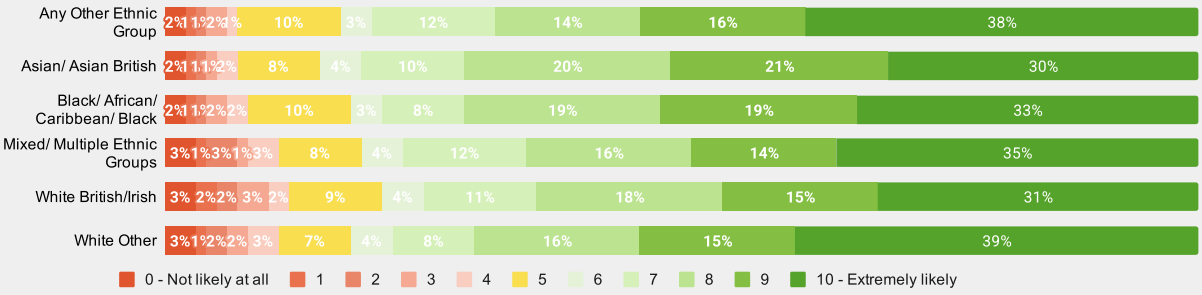
On a scale from 0 to 10, how likely are you to recommend this school to other parents?
By school FSM band



By Ethnicity

Comparing by ethnicity, likelihood to recommend the school (Net Promoter Score) ranges from +21 among White British or Irish parents to +34 among parents from any other ethnic group, a gap of 13 points. Asian or Asian British and White Other parents follow closely, both at +32, ahead of Black, African, Caribbean or Black British parents at +31 and Mixed or Multiple Ethnic Groups parents at +26. White British or Irish parents recorded the lowest score of the six groups, continuing the pattern seen on earlier pages where this group reports the weakest experience.

On a scale from 0 to 10, how likely are you to recommend this school to other parents?
By Ethnicity



Summary of Findings

Across the six measures tracked over multiple years, the core parent experience is mostly moving in the right direction. Satisfaction with engagement has risen from 58% to 63% over two years, feelings of respect from 69% to 73%, confidence that teachers can keep children safe from 75% to 77%, and over two-thirds of parents said the school's approach to behaviour fits their child's needs well for the third year running (67%, 69%, 69%). Satisfaction with communication has held flat at 59% across the same period. Clarity of the trust's role is the one measure moving the wrong way, down from 44% to 41%, with 32% of parents saying it is not very or not clear at all.

Three questions were updated this year and can only be reported in isolation: 75% of parents find it easy to contact the school, 55% find it easy to attend parent events, and 72% scored their likelihood to recommend their child's school 7 or higher out of 10.

Key findings

White British or Irish parents report the weakest experience of the six ethnicity groups on seven of the nine measures in this section, with gaps against the highest-scoring group ranging from seven percentage points on safety to 19 percentage points on both engagement and clarity of the trust's role. The two exceptions are ease of contacting the school and ease of attending parent events, where Mixed or Multiple Ethnic Groups parents report the weakest experience instead.

Parents at schools with the lowest proportion of pupils eligible for free school meals (0 to 10%) report the strongest experience on seven of the nine measures, with gaps against the lowest-scoring band ranging from 10 percentage points on communication and behaviour to 14 on ease of contacting the school and safety. The gap is widest on likelihood to recommend, where 61% of parents at low FSM schools score their school 9 or 10, compared with 40% in the medium band. The two exceptions are ease of attending parent events and clarity of the trust's role, where parents at schools in the high FSM band (31% and above) are the most positive, at 58% and 44%.

Ease of attending parent events (55% positive, 19% negative) and clarity of the trust's role (41% positive, 32% negative) are the two weakest measures in this section, and have the two highest negative response rates of any measure covered here.

Safety and ease of contacting the school are the strongest measures, at 77% and 75%. Safety also shows one of the smallest ethnicity gaps in this section, at seven percentage points, second only to ease of contacting the school (six points).

What Parents Think About Their Child's School

Analysis of open answer question responses

edurio

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

The 28,245 written responses to this question highlight the following themes most frequently.

Theme	Examples
Communication, named as the value in itself **22.1%** **6,134 responses**	The most common single answer in the parent dataset is the word itself. 2,413 parents, 8.7%, name communication in an answer of four words or fewer, and 781 of those write nothing but "Communication". Most of the rest describe the kind of communication they want, usually open and consistent, and fewer ask simply for more of it. • “Communication” • “Transparent, consistent and two way communication.” • “Communication – plenty of it (which I know some parents do not like; I do!)” • “Communication is the key. School takes up a lot of your child’s life. It is good when School involves parents/carers.”
Being kept informed without having to ask **17.1%** **4,764 responses**	The second-largest theme is being kept informed. Parents value knowing what is going on without having to chase the school for it, and they often mention being informed alongside being told about problems early. • “The school keeps us informed” • “I’m informed of any problems/issues. Have always felt listened to and staff are very approachable and friendly” • “Informed about issues or problems in a timely manner, being able to contact specific teachers by email and receive replies” • “I value the open, consistent communication the most. It makes a big difference knowing what’s going on in my child’s learning and development without having to chase for information.”
Staff warmth, kindness and care **12.0%** **3,347 responses**	The largest theme that has nothing to do with process is about people. One in eight parents (12%) answers a question about how the school works with them by describing what staff are like. A further 3.0% credit a named member of staff, and 1.3% say the experience depends on which member of staff you get. That smaller group is a warning sign for trust leaders: when a good experience rests on individuals, it may not survive staff turnover. • “Easy to talk to about my son. Extremely patient and caring” • “Teachers are approachable and will always listen to any issues” • “It is such a welcoming and warm environment for the kids to learn. My daughter skips to school every day.” • “They keep us informed, are easy to get in contact with, act quickly and decisively when needed, and the quality of all staff is amazing.”

Email as the channel that works

8.6%

2,399 responses

Email is named far more often than any platform. For comparison, the most-mentioned app appears in 1.3% of responses, and around 40% of app mentions never name the product at all. What parents praise is not the channel but what arrives through it, and how fast a reply comes back.

- “Emails sent out keeping parents up to date”
- “Teachers are committed, email response time is very fast.”
- “Any emails from class teachers regarding progress or issues are very valued. Flagging up concerns is appreciated and acknowledging achievements equally so.”
- “I have felt the communication received is always relevant, helpful and if we email and get in touch, somebody gets back to us very quickly”

Events and being invited into school

8.1%

2,264 responses

Parents value being invited into school, and they value the offer even when they don't take it up. School events, classroom visits, volunteering and coffee mornings all come up. A related 2.1% single out informal daily contact at the gate or classroom door, which costs a school almost nothing to offer.

- “Sense of community, getting parents involved in school events”
- “It is good that parents have opportunities to get involved in school life with things such as reading, swimming, trips, PFA.”
- “Whilst I don’t use them, offering parent courses and coffee mornings is an amazing thing to do.”
- “I enjoy the fact that we are invited in to the classrooms, to singing assemblies. It is vital that the school is not a fortress and we feel welcome and engaged in our children’s learning environment.”

What could the school do to further support your engagement?

The 26,412 written responses to this question highlight the following themes most frequently. 34.9% of parents want more of something the school already does. Only 10.9% ask for something new to start, and just 2.1% want something stopped or reduced. 12.4% want something fixed. 13.7% say nothing is needed, and a further 5.9% give no answer. The instruction to leaders is therefore about dosage and reliability, not redesign.

Theme	Examples
"Better communication", with no mechanism named **13.5%** **3,572 responses**	Communication is also the largest theme in what parents would change, and the hardest to act on. The most common answers are just "Better communication" (96 parents), "Communication" (68) and "More communication" (57). A further 5.4% (1,434 responses) ask to be "more involved" or "more engaged" without saying how. Together, close to one in five parents want something to change without saying what. Most are asking for a change in the school's everyday habits, which is harder to deliver than a specific request. • "More and better communication and communication methods." • "Improve communication and the quality of the information given" • "I don't know how to be involved or what I can do as a parent to support the school and be more involved, how to volunteer or if that is needed."
More frequent, more specific news about my own child **10.9%** **2,879 responses**	Feedback on their own child is the clearest request for action in the parent data. Parents want something short and regular about their child between formal reporting points, and many suggest a termly or half-termly note from the tutor or class teacher. • "Give us more feedback on our child. Not the school as a whole" • "I have no idea how my child is doing academically and emotionally in school."
Parent evenings: more of them, longer, and in person **9.7%** **2,569 responses**	Parents who raise parent evenings make three specific requests. The most common, in 490 responses, is for more than one a year, usually two or one each term. Another 424 want meetings face to face rather than online. A smaller group of 158 say the appointments are too short, and almost always mean the five- or ten-minute slot. Of all the themes, this is the easiest for a school to act on. • "Increase in parents evenings. One per academic year doesn't feel enough." • "I sometimes find the 5 minute academic review time slots too short. Possibly have the option to have slightly longer slots for certain subjects." • "Face to face parent evenings would be much better than time-limited on line meetings. Tough for teachers, I know, but I would feel a lot more confident about obtaining the information I want in this sort of forum."

Invite us into school

5.4%

1,425 responses

Parents who ask for more chances to come into school often say what stops them. The most common barrier is short notice: 438 responses ask for more warning, usually so parents can book time off work. Another 301 name working hours as the obstacle. The simplest fix for many schools is to set dates earlier and add a second time slot to the events they already run.

- “Invite us along. Have events that parents can attend.”
- “Create more opportunities for connections which are not during working hours”
- “Communicate about events either more notice especially for working parents as short notice is hard to navigate around”

Reply to emails and answer the phone

5.3%

1,402 responses

Unanswered emails and calls are one of the most concrete complaints in the parent data, and parents often write it as an instruction. In all, 616 responses mention replying to emails, returning calls or answering the phone. More than 60 parents give "Reply to emails", or something close to it, as their whole answer. What they ask for is modest: a reply within a set time, such as 24 hours.

- “Reply to emails.”
- “Actually reply to an email within a decent time frame of 24 hours.”
- “Call or email back with a response rather than the parent having to chase up”

What the two questions tell us together

Both questions produce the same first word. Parents use "communication" to describe what they value and what they want more of, and in both cases many stop at the word itself. Just under a quarter name it as something they value. In the improvement question, 13.5% name it as the thing to fix and a further 5.4% ask to be more involved without saying how. The word is vague, but the answers around it are consistent. Parents want to know what is going on with their own child without having to go looking for it.

Where the two questions differ is scope. What parents praise is mostly whole-school communication sent to everyone: the newsletter, the weekly email, the app and the events calendar. What they ask for is narrower and more personal. The clearest request in the improvement question, from 10.9% of parents, is for more frequent and more specific news about their own child.

The same split shows up within the appreciation question. Parents praise the school's general communication in one breath and say they have no idea how their child is doing in the next. Only 4.3% describe anything like a two-way partnership. Most describe a well-run communications operation. That is an achievement, but a narrower one than the satisfaction scores suggest.

Parents are asking for less than leaders might expect. Across the improvement question, 34.9% want more of something the school already does, 10.9% want something new to start and 2.1% want something stopped. A further 13.7% say nothing more is needed.

The requests that come up again and again are modest and cheap: an email reply within a set time, two parents' evenings a year instead of one, appointments longer than five minutes, event dates published early enough to book time off and a couple of lines each term from someone who teaches their child. One parent put it plainly, asking for an email each term "even if it is just two lines".

For most families, what matters is how often and how reliably those routines happen. Schools already run the right ones, and parents want them to run predictably. A term with no news and an unanswered email can outweigh much of what the school does well. For trusts, the next step is narrow: pick the two or three routines parents already rely on, decide what good looks like for each, and hold schools to that standard before adding anything new.

Conclusion

Reflections by Tom Harbour

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Conclusion



Tom Harbour

Founder and CEO, Learning with Parents

I was pleased to see how much there is to celebrate in Edurio's Parent Experience Report 2026. This year's survey of more than 80,000 parents in England shows that satisfaction with how schools engage families, and how respected parents and carers feel by their child's school, have both risen year on year. Parents' confidence that teachers can keep their children safe has grown to 77%.

When parents describe what they value, they mention the weekly email, the newsletter and staff who are kind and easy to talk to. Satisfaction with communication has held at 59% for three years, though, and the clearest thing parents ask for is news about their own child. Only 4.3% describe anything like a two-way partnership, and some say plainly they don't know how to help. Children benefit most when parents know what their child is learning and how to support it at home. That doesn't need a big ask of families; small, regular habits, built with the school, add up.

Parents' experience also varies a great deal between families. Primary parents are more positive on almost every measure, and likelihood to recommend falls from +35 among primary parents to +1 at secondary. Experience also varies with school context: 61% of parents at schools where 10% or fewer pupils are eligible for free school meals score their school 9 or 10 for likelihood to recommend, compared with around two in five at schools where a higher proportion of pupils are eligible, suggesting that schools serving more disadvantaged communities have further to go in how they work with parents.

The Government's Every Child Achieving and Thriving white paper commits to minimum expectations on parental engagement, which gives school and trust leaders a timely reason to act. They can make the biggest difference in three places. Firstly, agree what good engagement with learning looks like across a school or trust, so every school is ready to meet those expectations. Secondly, start early, as primary is where parents are most engaged and where home learning habits form; build them there and they are more likely to be sustained at secondary. Lastly, make one routine consistent in every school: a regular, predictable message that tells a parent what their child is learning and one way to support it at home.

Only 29% of parents often see their feedback making a difference. Ask parents what would help, as well as what they value, and show them what changed as a result. This doesn't mean starting from scratch. Parents are asking for something simple, to understand how their child is doing and how they can help. Schools and trusts that get that right won't just have more satisfied parents; they'll have children who are better supported at home, across the school year.

Thoughts from the Sector



Frank Young
Chief Executive of Parentkind

The strongest message in this report is that parents are not asking schools to reinvent the wheel. They want the basics of a good relationship with their child's school to work well because they know this helps their children.

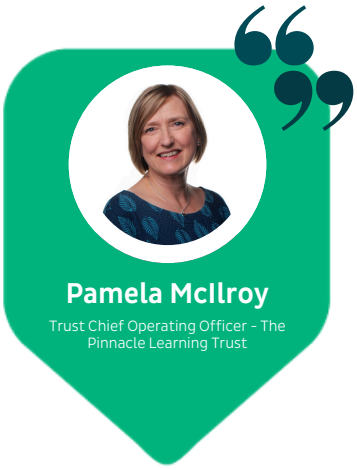
That comes through very clearly in the findings. More than a third of parents want more of something their school already does, while only around one in ten are asking for something completely new.

Parents want clear communication, useful information about their own child, enough time to talk to teachers and confidence that when they contact the school, someone will respond.

This matters because our own National Parent Survey shows that too many parents are becoming less involved in education. Parents feeling involved in their child's education has fallen by a fifth in three years.

There is some encouraging news here. Edurio finds that satisfaction with schools' efforts to engage parents has risen to 63%, while the proportion feeling respected has also increased.

That is exactly why we developed our Parent Friendly Schools accreditation, to help schools do better and build excellent relationships with parents. It is not just common sense to think that parents make a big difference to how well children do at school, there is really good academic evidence to back this up. This evidence shows that when parents are involved in their child's education, children can make an average of four months' extra progress per school year. That is the equivalent of around 75 extra days in the classroom.



Pamela McIlroy
Trust Chief Operating Officer - The Pinnacle Learning Trust

One of the key benefits of using the Edurio survey is the ability to benchmark each category and question against a national picture. When analysing our results, we compare our positive response rates against our previous year's performance, together with the national benchmarks.

This extensive national dataset (broken down into trust, primary, secondary and trust central teams) provides an evidence base for our analysis, enabling us to identify priority areas for the coming year and to celebrate key successes.

Appendix

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Appendix

By Year and Phase

Question	Data	2023/ 2024	2024/ 2025	2025/ 2026
In general, how satisfied are you with the school's efforts to engage you?	Overall	36,322	39,726	40,029
	Primary	10,696	13,322	15,043
	Secondary	23,543	24,353	21,581
In general, how satisfied are you with the school's communication with you?	Overall	54,114	55,121	49,471
	Primary	15,736	17,487	17,989
	Secondary	32,805	32,540	27,714
How easy is it to contact the school if you need to?	Overall			37,684
	Primary			13,179
	Secondary			20,645
In general, how respected by the school do you feel?	Overall	28,659	31,689	30,953
	Primary	9,370	10,799	12,368
	Secondary	17,671	18,971	16,136
How easy is it for you to attend school events?	Overall			26,401
	Primary			10,637
	Secondary			13,619

By Year and Phase

Question	Data	2023/ 2024	2024/ 2025	2025/ 2026
How clear to you is the role of the Trust in this school?	Overall	26,360	29,635	28,509
	Primary	8,943	9,556	10,762
	Secondary	16,454	18,107	15,212
How confident are you that your child's teachers are able to keep your child safe?	Overall	34,257	41,863	42,251
	Primary	10,912	14,367	16,034
	Secondary	21,995	25,653	23,436
How well does the school's approach to behaviour fit your child's needs?	Overall	36,193	39,301	39,915
	Primary	11,866	13,282	14,609
	Secondary	24,187	25,243	22,032
On a scale from 0 to 10, how likely are you to recommend this school to other parents?	Overall			33,761
	Primary			11,829
	Secondary			19,815

By Ethnicity

Question	Any Other Ethnic Group	Asian/ Asian British	Black/ African/ Caribbean / Black British	Mixed/ Multiple Ethnic Groups	White British /Irish	White Other
In general, how satisfied are you with the school's efforts to engage you?	315	2238	791	369	9931	1577
In general, how satisfied are you with the school's communication with you?	246	1856	611	335	8756	1369
How easy is it to contact the school if you need to?	243	1864	674	322	7874	1261
In general, how respected by the school do you feel?	232	1709	550	296	7882	1229
How easy is it for you to attend school events? Please comment to tell us why.	194	1459	501	256	6036	978
How clear to you is the role of the Trust in this school?	151	1145	370	190	4540	757
How confident are you that your child's teachers are able to keep your child safe?	266	1971	675	328	8924	1398
How well does the school's approach to behaviour fit your child's needs?	233	1684	548	298	8186	1268
On a scale from 0 to 10, how likely are you to recommend this school to other parents?	222	1847	483	274	7690	1161

By School FSM Band

Question	Low 0-10%	Medium 11-30%	High 31%+
In general, how satisfied are you with the school's efforts to engage you?	4683	23282	10291
In general, how satisfied are you with the school's efforts to communicate with you?	5377	30703	11619
How easy is it to contact the school if you need to?	3742	20340	12016
In general, how respected by the school do you feel?	3474	18827	7455
How easy is it for you to attend school events?	3381	14675	7182
How clear to you is the role of the Trust in this school?	3348	16302	7844
How confident are you that your child's teachers are able to keep your child safe?	4524	25245	11232
How well does the school's approach to behaviour fit your child's needs?	4250	24177	9404
On a scale from 0 to 10, how likely are you to recommend this school to other parents?	3339	19325	9874

Open Answer Questions

Question	2025/2026
What do you value most in the way your child's school currently works with parents?	28,245
What could the school do to further support your engagement?	26,412

About Edurio

200+ trusts, 2,500+ schools,
one of the largest school feedback datasets in England

Edurio helps trust and school leaders see what's really going on: through staff, pupil and parent feedback, benchmarked nationally so you know where you stand, not just what you've measured.



Michael Cowland, CEO
The Diocese of Coventry Multi Academy Trust

“In terms of the financial value of Edurio, I think it's a no-brainer.

If one survey's data gives you enough information to change something, which enables even just one staff member to stay, Edurio's service pays for itself.”

Alongside our Surveys platform, Edurio Evaluate supports trusts with self-evaluation, giving leaders a clearer, evidence-backed view to support governance and assurance conversations.

As a leader in education research, Edurio's national datasets shape key discussions in education policy. Explore our latest insights, including our National Experience Reports for staff, pupils and parents here: **Edurio Resources**.

To learn more about how Edurio can support your trust or school, visit our homepage **home.edurio.com** or contact us at **hello@edurio.com**.

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