

The Round House Primary Academy

Part of The Diamond Learning Partnership Trust
Established in the Queen's Jubilee year 2012

School Drive, St Neots, Cambridgeshire, PE19 6AW
Tel: 01480 479890 email: office@roundhouse.cambs.sch.uk

CEO: Mr Jonathan Lewis
Headteacher: Mrs Holly Bates BEd NPQH

21st April 2026

Response to Parent Survey Feedback 2026

Dear Parents & Carers

Thank you to everyone who took the time to complete our recent parent survey. We are grateful for both the positive feedback and the other comments raised. Your views are important in helping us reflect on our practice and identify where we can improve. We were delighted that the feedback was overwhelmingly positive and that families feel their children are happy, safe and learning well at our school.

For those who provided an email address, I will respond directly. Unfortunately, not all responses included contact details, and a few comments raised concerns that we would like to explore further. If you would like to discuss any issues with me or a member of the Senior Leadership Team, please do not hesitate to contact the school.

What We Are Proud Of

We were pleased and encouraged by the many positive comments about:

- The commitment and care shown by class teachers and support staff

"The Roundhouse is a very special school with strong leadership and dedicated, caring teachers and support staff. There is a genuine sense of community, and the effort made to organise events for children and families is clear and greatly appreciated. The school feels nurturing and inclusive, and it is obvious that the wellbeing of the children is at the heart of everything they do. We genuinely love the school and the positive environment it creates for pupils and families alike."

- The nurturing ethos and sense of community at The Round House

"Our children are very different in character and nature. Their individual needs are met in thoughtful and appropriate ways. They are meeting all of their learning objectives, with additional stretch and challenge where appropriate. We value that learning is a strong focus, while staff also place great importance on the children's emotional well-being."

- Strong SEND provision and the dedication of the SENCo and team

"Roundhouse has a wonderful SEND division. I am so grateful we are at Roundhouse."

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- Children settling well, enjoying school and making good progress

"My child started in Reception in September 2025 and I've been very happy with their experience of Round House so far. They have settled well, are making good progress with their learning, and enjoy school life."

- Enrichment opportunities and events

"We feel that this school is outstanding and consistently goes above and beyond to meet our children's needs. The enrichment opportunities are excellent and our children are always talking enthusiastically about the exciting things they are learning. During their time at the school, they have grown in both confidence and independence."

- Staff presence and approachability at drop-off and pick-up

"We also really appreciate that staff are present on the gates in the mornings and afternoons and are always approachable."

We sincerely thank families for recognising the hard work of our staff. This feedback has been shared with the whole team.

We have analysed all comments and themes. Below we have responded to the main areas raised and outline the actions we are taking.

Communication with Parents

What parents told us

- Some communication arrives too late or in bursts
- Important information is difficult to access across platforms
- Parents would like clearer insight into what children are learning and how to support them at home
- Attendance communications can feel impersonal or stressful

Actions

- Year groups will provide termly curriculum newsletters outlining learning focus and suggested home support. Class Dojo and class webpages will be updated at least weekly by all teachers. Senior leaders will monitor this.
- We will review how we use email, Dojo and attachments, ensuring key information is *clearly summarised in messages*.
- Concerns regarding attendance communication will be shared with Trust leaders to ensure it remains supportive, especially for families experiencing anxiety or EBSA.
- Open afternoons and parent workshops (e.g. reading, maths, writing) will be expanded over the year; we will hold these each half term.

Behaviour, Safety, Bullying and Classroom Disruption

What parents told us

- Concerns about bullying incidents not being resolved quickly enough
- Inconsistent behaviour management
- Anxiety caused by violent behaviour, classroom evacuations and repeated disruption

- A desire for clearer consequences and stronger visibility of action

Actions

- We review our whole-school behaviour and anti-bullying procedures, annually. Teachers are aware that serious incidents should always be reported to parents.
 - Senior leaders are monitoring behaviour incidents to ensure consistency and follow-up.
 - Where behaviour presents safety concerns, swift action and escalation is to be taken, including external support where appropriate.
 - We will ensure children affected by incidents feel listened to and supported.
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Teaching Support Staff, Training and Leadership Oversight

What parents told us

- Concerns about the tone, empathy and consistency of some staff
- Lack of accountability and follow-up when concerns are raised
- Worries about higher-attaining pupils not being stretched

Actions

- Targeted training and professional development is in place for all staff.
 - A clear, structured system is in place for all staff to manage performance.
 - Provision for higher-attaining pupils is part of all teacher's weekly planning to ensure appropriate challenge and progression. Regular observations monitor this.
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SEND Support and Inclusion

What parents told us

- Concerns around communication, SEND plan reviews and children "falling through the gaps"

Actions

- SEND review processes and communication timelines will be reviewed.
 - We acknowledge capacity pressures and will continue working with external agencies and the trust to improve systems and support.
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Curriculum, Assessment and Learning at Home

What parents told us

- Parents would like clearer feedback from assessments
- Requests to view assessment papers to better understand learning gaps
- Reading and homework not always sufficiently matched to need

Actions

- Assessment feedback will be clarified and strengthened.

- Sending home test papers is not possible. We will explore ways of sharing clearer insight into assessment outcomes at parent meetings.
 - In Reception and KS1, children have books that match their phonic phase. They should be able to read these fluently and they may appear 'too easy'. This is the correct level book. In KS2, all children read AR books for 10 minutes in school. Home reading encourages reading books of their choice for pleasure. There is no expectation that children in KS2 read their AR book at home.
 - Paper copies of homework are available. Please speak to class teachers for these.
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Sports, Enrichment and Equality of Opportunity

What parents told us

- A desire for more inclusive sporting opportunities and teams from a younger age
- Concerns that the same pupils are repeatedly selected for events

Actions

- We will explore expanding sporting opportunities, including additional teams and events across the Trust.
 - Selection processes and monitoring of these are in place to balance competitiveness with inclusivity and confidence-building. All children, from Y2 – Y6, take part in at least one Trust sporting event each year.
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Food, Healthy Eating and Birthday Treats

What parents told us

- Concerns about the nutritional balance and value of school lunches
- Similar concerns about Magpies and after-school food
- Strong feelings about birthday sweets conflicting with healthy eating messages

Actions

- Lunch menu feedback to be shared with Diamond Diners.
 - Explore possibility of sharing Magpie menus weekly.
 - We will reflect on a clearer school-wide approach to birthday treats to ensure consistency, fairness and alignment with healthy eating principles. I will also consult with other schools in the Trust.
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Site Safety, Parking and Practical Matters

What parents told us

- Safety concerns about parking, lighting, gates and access routes
- Issues raised previously which have not been resolved

Actions

- Car park lighting will be reviewed as a priority.
- Gate access has already been addressed, with both gates now being open in the carpark.
- We will continue to work authorities to address access and parking safety. I contacted the council in December with regards to the parking issues and the possibility of fines being issued. I have had no response. I will make contact again.
- Parents to be reminded of parking expectations to ensure community safety.

We are proud of our school and deeply committed to its continual improvement.

Thank you for your honesty, your partnership and your continued support. We look forward to working together to ensure every child feels safe, supported, challenged and happy at The Round House.

Kind regards,

A handwritten signature in black ink, appearing to read 'Holly Bates', with a stylized flourish at the end.

Mrs Holly Bates
Headteacher
On behalf of The Round House Primary Academy (part of TDLPT)