WOODSIDE ACADEMY

Parent/Carer Survey November 2025
54 responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The school welcomes parents/ carers and they feel listened to and valued?	81%	17%		2%	
My child is happy at this school?	76%	22%		2%	
My child feels safe at this school?	72%	26%	2%		
The school supports the pupils to improve their behaviour if required?	67%	26%	2%		6%
If bullying occurs, the school deals with it effectively?	48%	19%			33%
The school meets the needs of any special educational needs or disabilities your child has?	74%	24%	2%		
Do you feel your child is making good progress at school?	63%	35%		2%	
Do you think the teaching at this school meets your child's needs?	76%	22%	2%		
Do you feel the school is well led and managed?	76%	24%			
The school communicates with you about your child's learning and school updates?	70%	28%	2%		
There are enough opportunities for your child to participate in clubs, trips, or extracurricular activities?	48%	33%	17%	2%	
You would recommend this school to other parents?	85%	13%	2%		
My child has experienced a positive and successful start to school, this academic year.	74%	22%	4%		
Woodside prepare children's transitions well when children move up to their new year group in September.	61%	35%	4%		
In July 2025, my child was given all the information and support they needed to move up into their new class this September.	63%	30%	7%		
Woodside listens to the children's views.	63%	37%			

	Yes	No	Unsure
Do you think that Woodside welcomes and celebrates cultural diversity?	93%		7%

Strengths

- Caring and supporting children's neurodiversity needs.
- Communication.
- Community and belief in yourself.
- Diversity.
- Duty of care.
- Everyone is a team; the staff all work well together and really celebrate our children.
- Excellent teaching staff who treat every child as an individual.
- Good leadership.
- Helping all children with all their needs.

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- I am quite happy with the way our child has improved within a short period of time, your expertise of teaching has put our minds at ease. Thank you for being an important part in our child's development.
- I am very impressed by Woodside Academy's dedicated staff and the supportive, inclusive environment they provide for students.
- Individualistic approach to the students learning and wellbeing.
- My son is happy coming to school every day and it shows the teachers are doing a great job. All the staff are gentle with the students and parents.
- Open communication with parents.
- Safe and lovely environment with great facilities for children to learn and grow.
- Strong leadership and openness, you can talk to any member of staff easily and without judgement or criticism.
- Support and education aimed at autistic children.
- The communication with parents is outstanding. It's clear that the entire team, including the teachers and staff, are well-trained professionals. They all deserve the highest respect.
- The great empathy and support for children and parents.
- The way the teachers know all of the children even if they do not teach them. And the way the children's teachers know and understand all of their children's needs.
- They have a well designed curriculum, high academic standards and inclusive practices.
- The school staff always welcome every child using their first name! When you walk in you feel included and part of their community. I am so happy that my child gets to attend to this school.
- They tailor the approach unique to each child individually based on what will work best for them.
- We absolutely adore the school and are so happy with the progress our child has made. He is happy and excited to attend school each day.
- Woodside Academy has a very supportive and understanding staff team who know the children well. They provide a structured and nurturing environment, good communication with parents, and focus strongly on each child's individual needs and progress.
- Woodside Academy provides highly individualised learning plans, ensuring that each student can progress at their own pace and build on their strengths.
- Woodside is a good school, and they listen to parent's concerns.

Woodside would be even better if… *with responses in italics and streamlined into themes*

- Better transition work at end of year to prepare for new school year. *Preparation for transitions for the children are always carefully considered and where possible we will arrange class visits (although often classrooms and class teams are changed during the summer holiday). New class visits can also be anxiety-provoking and do not suit all children. All new teachers participate in an in-depth handover with previous teachers. All children and young people receive a transition visual/booklet for them to refer to during the summer holidays. In addition, for this academic year we introduced the 'Meet the Class Team' videos on Google Classroom. We hope you found these videos informative and useful to see the classroom environment in which your child spends their day.*
- Children need to be more exposed to the wider community in terms of trips out especially in later key stages in preparation for adulthood or college. ***AND***
  More day trips out of school would be great. My child has not been on any school trips for a long time which is a shame. *Since the academic year 2023-2024 there has been a significant increase in the number of local community trips across the school. This continued last academic year with 427 trips and visits. We are aiming to keep momentum going this year. We are legally bound to risk assess every trip and community visit and sometimes the risks outweigh the benefits particularly as we do not have the luxury of having any additional staffing resources who could support more regular trips and outings.*

- Clubs after school for extra physical activity. *Currently we are only able to offer multi sports for Key Stage 2 as an after-school club for the Autumn term 2025. Extra-curricular activities are available to children every lunchtime. Lunchtime clubs include science, choir, multi sports. Within the curriculum there is a range of enrichment opportunities; Dance and Movement (Shine), Music Lessons led by Bexley Music staff, Fencing, Boxing.*
- From my point of view, the school could continue to focus on helping children manage emotional regulation and sensory needs, especially during transitions. More regular communication about strategies used in school would also help us continue the same support at home. *The school curriculum is built around the personal development of each individual.* Management of self, emotional awareness are inbuilt through wellbeing plans, zones of regulation and dynamic responses to specific presentations. In addition, the school offers parent workshops/coffee mornings led by school and therapists. If you are concerned or would like more information regarding your child, please speak to their class teacher.
- Further development of practical life skills and vocational training could support students' independence and future employability. *We start Preparing for Adulthood as soon as each child starts at Woodside. This is more formally recognised from Year 9 onwards through the annual review process, which informs individual goals and aims. The qualification options for our 14 – 18 phase this year have been expanded so that learners from Year 10 onwards can gain accreditation in Personal and Social Skills, Skills for Independent Living, Creative, Media & Performance Arts and Construction. In addition, a percentage of the weekly timetable is given to preparing for adulthood activities in the 14-18 phase.*
- Homework may need more emphasis. *As a school we are reluctant to set a blanket expectation for homework since many autistic children are averse to completing schoolwork at home. Therefore, we have a flexible approach to homework given that many children and young people like to keep schoolwork for school and home as just home. We are also mindful of the social and cognitive demands that the school day can place on children. However, if you are keen for your child to continue with their learning at home, then please contact your child's teacher.*
- Longer parent evenings and more time to look at children's work and photos. **AND**
  Pupil progress day sessions should be slightly longer as a lot to cover in 30 minutes and to complete a survey too. *Our 30-minute progress review appointments are longer than the typical 10-minute sessions in most schools. Families also have three progress review meetings per year, plus an annual review meeting and end of year report. If time is short, surveys can be completed later via the QR code.*
- More training for staff with iPad communication. *Speech and Language Therapist support staff in the classroom for any child who uses an iPad.*
- Toilet training. *In December 2025, Woodside ran a toilet training session for parents whose children wear pads. 5 parents attended this session. Further sessions will be planned for the next academic term. Woodside and occupational therapists work in partnership with parents for toilet training, when each child is ready to begin this training. It is important to note that embarking on toilet training requires a commitment from home to work closely with the school for this to be successful.*

Some of the feedback we've received this year relates to very specific issues concerning individual pupils or parents. Unfortunately, as responses are anonymous, we're unable to address these matters directly. If you would like to discuss these concerns in more detail, please contact us via the school office at office@woodside.lseat.org.uk