

Somersfield Academy Community Survey 2026 Insights

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Executive Summary - Overall Sentiment

From 139 survey responses, the school is able to analyse and build on an overall sentiment among parents. The Somersfield community demonstrates high emotional investment and goodwill toward the school. Parents consistently praise the sense of community, inclusivity, and care for the whole child, while simultaneously expressing concern about inconsistency, communication gaps, and uneven academic rigor as the school grows.

The dominant narrative is not resistance to change, but a strong call for clarity, consistency, and follow-through, so the lived experience matches the school's values. The strategic imperative is that growth without alignment risks diluting Somersfield's core value proposition. Families want the school to consolidate, standardise, and strengthen before expanding further.

Key Strengths to Protect

- Strong community and family feel
- Teachers knowing students personally
- Inclusive, respectful culture
- Montessori foundations and inquiry-based learning
- Emotional safety and wellbeing supports

Primary Risk Areas

- Inconsistent communication across divisions and platforms
- Uneven teaching quality and academic expectations between classes
- Weak transition preparation (especially UP → MYP, MYP → DP)
- Erosion of trust when concerns are raised but not clearly resolved
- Growing concern about screens, phones, and social media use

Top 5 Recurring Suggestions

- Simplify and align communication (fewer platforms, clearer timelines)
- Standardise curriculum expectations across classes
- Strengthen transition support between divisions
- Clarify digital wellness & screen policies
- Improve consistency in handling behaviour, bullying, and concerns

Strategic Priority Mapping

Strategic Theme	What Parents Are Saying	Recommended Action	Success Indicators
Communication	Too many platforms, uneven messaging	Establish single source of truth + division comms norms	Fewer parent complaints; clearer event readiness
Academic Consistency	Depends too much on teacher/class	Define non-negotiable benchmarks by year	Reduced variance in outcomes
Transitions	UP→MYP and MYP→DP feel abrupt	Structured transition framework + parent guides	Higher confidence scores
Teaching Quality	Some teachers misaligned	Stronger induction, mentoring, evaluation	Improved trust and retention
Wellbeing & Discipline	Inconsistent follow-through	Clear protocols + documentation norms	Increased confidence in processes
Digital Wellness	Screen use feels unchecked	Clear school-wide digital philosophy	Reduced parent concern

Division-by-Division Insights

Division	Key Strengths	Key Concerns	Key Opportunity
Children's House (CH)	Nurturing, warm, developmentally appropriate environment; strong Montessori foundations; excellent teacher-parent relationships	Class size strain; limited academic visibility for parents; anxiety about transition to Lower Primary	Protect CH as a flagship experience while improving clarity on learning progression beyond CH
Lower Primary (LP)	Strong sense of community; kindness and belonging; social-emotional learning highly valued	Drop-off in communication from CH; curriculum inconsistency between classes; mixed discipline and bullying experiences	Re-establish LP as a bridge, not a break , between Montessori foundations and academic expectations
Upper Primary (UP)	Growing independence and confidence; strong individual teachers; counsellor support	Significant variation between classes; uneven academic challenge; screen use and incentive concerns	Introduce clear academic standards, differentiation models, and digital boundaries
Middle Years Programme (MYP)	Student voice and independence; ManageBac valued when used consistently; broad co-curricular opportunities	Academic rigor questioned (especially maths and science); weak preparation for workload and study skills; lower parent engagement	Make MYP feel intentionally preparatory , not just transitional
Diploma Programme (DP)	Caring teachers; strong humanities and CAS experiences; individual student support	Steep MYP → DP transition; inconsistent ManageBac use; anxiety, workload, and maths/science gaps	Strengthen academic scaffolding, transparency, and early preparation beginning in MYP 4-5

Parent Tenure Analysis (Years at School × Feedback Themes)

To better understand *how perspective changes over time*, survey responses were analysed by **parent tenure at Somersfield** and cross-referenced with recurring feedback themes (communication, academics, transitions, wellbeing, digital use, and staffing).

Parent Tenure	Primary Focus	What This Tells Us	Leadership Takeaway
≤ 1 Year (New to Somersfield)	<ul style="list-style-type: none"> • Understanding systems and expectations • Teacher quality and immediate classroom experience 	<ul style="list-style-type: none"> • New families are still forming trust • Feedback is practical and short-term 	Early clarity, strong orientation, and human connection matter most in the first year.
2–3 Years (Early Commitment Phase)	<ul style="list-style-type: none"> • Academic consistency • Communication overload or gaps • Emerging transition anxiety 	<ul style="list-style-type: none"> • Families begin comparing experiences across years and teachers • Expectations rise quickly 	This is the highest-risk cohort for dissatisfaction if inconsistencies are not addressed.
4–6 Years (Deeply Engaged Core)	<ul style="list-style-type: none"> • Academic rigor and standards • Teacher quality and staffing stability • Consistency between classrooms 	<ul style="list-style-type: none"> • Families know what Somersfield can be • Frustration emerges when delivery varies 	This group becomes your most vocal advocates—or critics—depending on follow-through.
7–10 Years (Veteran Families)	<ul style="list-style-type: none"> • Transitions (UP → MYP → DP) • Long-term academic outcomes • Culture vs. systems alignment 	<ul style="list-style-type: none"> • Trust exists, but patience is conditional • Families think strategically about outcomes 	Veteran parents want evidence of intentional design, not just good intentions.
10+ Years (Legacy Families)	<ul style="list-style-type: none"> • Sustainability of culture • Teacher retention and leadership decisions • Institutional memory and trust 	<ul style="list-style-type: none"> • Feedback is values-driven and systemic • Disillusionment can occur if trust erodes 	This cohort is critical for reputation, stability, and long-term continuity.

Strategic Implications Summary

Tenure Stage	What Families Need Most
≤ 1 year	Orientation, clarity, warmth
2–3 years	Consistency and communication
4–6 years	Academic rigor and fairness
7–10 years	Strong transitions and outcomes
10+ years	Trust, transparency, and stewardship

Key Insight: Concerns shift from orientation → consistency → sustainability as families spend more time at the school.

Final Synthesis

Somersfield's community feedback becomes more strategic, more comparative, and more values-driven the longer families remain at the school. Addressing concerns early prevents dissatisfaction later. Retention is built in Years 2–6; reputation is shaped in Years 7+.

Leadership alignment, consistent systems, and transparent communication are the strongest levers for sustaining trust across all tenure groups.

Recommended next step: Use this tenure lens to tailor communications, transition supports, and parent engagement strategies by cohort, rather than using a one-size-fits-all approach. Somersfield is seen as a school with a strong soul. Parents are asking leadership to now provide clear systems, consistent standards, and transparent communication to ensure the culture they love is sustainable as the school grows.



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