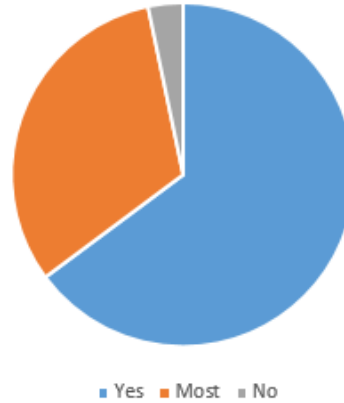


Pupil Survey (October 2020)

- 91 randomly selected pupils from Year R – Year 6 were surveyed. There were a similar number of children surveyed in each year group.
- This represents 17% of the school population.
- 50.5 of responses were from girls, 49.5 were from boys. 51.1% of the school population are girls.

Are you happy at school?

Response	%-age
Yes	64.8%
Most of the time	31.9%
Yes + Most	96.7%
No	3.3%



- Where children responded 'No', the main reasons were: The way they are treated by other children and not enjoying particular lessons.
- Where children responded 'Most of the time', the main reasons were: Falling out / arguments with friends or others, missing family, 'being bored' and not enjoying particular lessons.
- Where specific issues were highlighted, teachers have been asked to follow up directly with the children concerned.

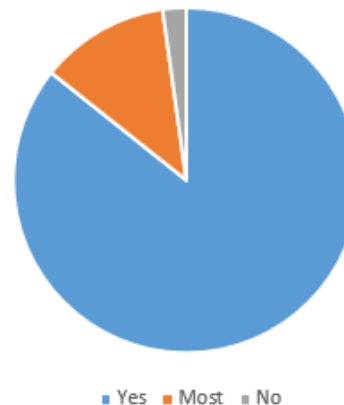
Is behaviour good in your class?

Response	%-age
Yes	39.6%
Most of the time	56.0%
Yes + Most	95.6%
No	4.4%



Do adults deal with any poor behaviour in your classroom?

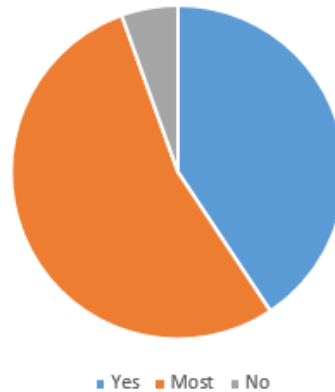
Response	%-age
Yes	85.7%
Most of the time	12.1%
Yes + Most	97.8%
No	2.2%



- The responses from the survey are in-line with analysis of the behaviour logs, which show overall behaviour is good. However, it is clear low-level disruption along with the more challenging behaviour of a few children does have an effect.
- 86% of children say the adults in their classroom deal with poor behaviour, while a further 12% say they do some most of the time. This would suggest that overall, the children are happy with the way behaviour is managed. However, there is room for improvement.

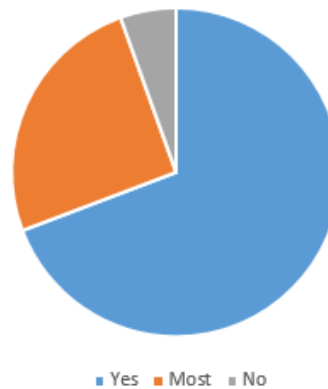
Is behaviour good on the playground during break / lunch?

Response	%-age
Yes	40.7%
Most of the time	53.8%
Yes + Most	94.5%
No	5.5%



Do adults on duty deal with any behaviour problems?

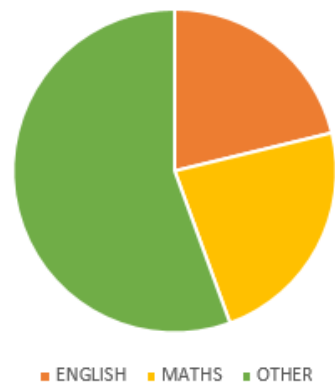
Response	%-age
Yes	69.2%
Most of the time	25.3%
Yes + Most	94.5%
No	5.5%



- The proportion of children who say behaviour outside is good - or is most of the time - is similar to that for behaviour in class.
- However, the percentage who said 'yes' to the question 'do adults on duty deal with any behaviour problems' is lower than for the classroom (69.2% compared to 85.7%). A further 25.3% of children said adults dealt with behaviour 'most of the time'. This is an area we need to work on.

What is your favourite lesson?

Response	%-age
English#	21.2%
Maths	23.2%
Other*	55.6%



#Includes reading, writing and phonics.

*Within 'Other', popular subjects were Art, Computing, PE and Science.

What is your least favourite lesson?

Response	%-age
English	35.4%
Maths	14.1%
Other	17.2%
None	33.3%



■ ENGLISH ■ MATHS ■ OTHER ■ NONE

#Includes reading, writing and phonics.

- Around a fifth of children said their favourite lesson is 'English' (guided reading, phonics, writing), while another fifth said Mathematics.
- The remaining children said other subjects with several mentions for Art, Computing, Science and PE.
- A third of children said they did not have a least favourite lesson. Just over a third said 'English' with the least popular element within the subject being writing. Only 14.1% said their least favourite lesson was Maths.
- Within 'other', the most mentioned lesson was PE.

Do you think you get enough help / support from the adults in school?

Response	%-age
Yes	76.9%
Most of the time	20.9%
Yes + Most	97.8%
No	2.2%



■ Yes ■ Most ■ No

- 76.9% of children said they were given enough help / support by adults, which is positive. A further 20.9% said 'most of the time'.
- Where children said 'no' or 'most of the time', the main reasons given were around having more resources available (e.g. writing frames, models, concrete resources etc) and being able to call upon adult support earlier.
- There was a correlation between children who said 'most of the time' or 'no' for this question and those who put English and Maths for their least favourite lessons. They were also more likely to say they were not confident or were 'not good at' these subjects.
- There may be a link between this result and recent DDIs which identified 'support, enable and challenge' as being an area for development.

What helps / stops you learning?

What helps you learn?	What stops you learning?
<ul style="list-style-type: none"> • Low noise level • Having strategies • Having concrete resources (e.g. Numicon, beads, number squares, phonics posters, working walls, number line) • Clear explanations / instructions 	<ul style="list-style-type: none"> • Too much noise / others talking • Other children being silly • Distractions • When I don't listen / concentrate • Too much sitting and listening

<ul style="list-style-type: none"> • Models of the board • Talking partners • Practice • Retrieval practice • Teachers / Teaching Assistants • Practical activities • Being able to have a 'fidget break' • Planning • Praise, encouragement 	<ul style="list-style-type: none"> • When it's difficult, but there isn't enough help • When I'm not encouraged by adults
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- The most regularly cited things stopping children to learn could be described as 'low level disruption', particularly noise levels and some children being distracting.
- There are a much broader range of things that help the children. The most often mentioned things include low noise levels, working with partners, access to models and resources, clear explanations, practice and adults.

What things have you done this year that have made you feel proud / pleased?

<ul style="list-style-type: none"> • Improving my handwriting • Playing with people if they are alone • Helping others • Making new friends • IPC work • Improving / achieving in mathematics • Improving my spelling • Being given an Achievement Award • Improving / achieving in reading (e.g. moving to a new card) • Improving / achieving in writing • Getting through lockdown • Building my earthquake proof structure in IPC • Learning all my times tables / getting a times tables badge • The work I've done (e.g. in Art) • Learning a new skill • Being more confident • Improving my behaviour
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What else would you like us to know?

- Most children left this question blank. Of those who did respond, the vast majority told us something positive, e.g. they liked school, their peers were kind and / or they liked their teachers. However, a minority gave a negative response, sometimes naming a specific person or event or something they were concerned about. These have been followed up individually by their teacher.

Grant Strudley
Headteacher