

Pupil Survey (June 2021)

- 88 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 (NB. 1 child = 1.14%).
- 52% of responses were from girls, 48% were from boys. 50.4% of the school population are girls.

Are you happy at school?

	Jun 21	Oct 20
Response	%-age	%-age
Yes	70.8%	64.8%
Most of the time	26.9%	31.9%
Yes + Most	97.7%	96.7%
No	2.3%	3.3%

- 70.8% said they were happy in school, with a further 26.9% saying ‘most of the time’. The proportion saying ‘yes’ has increased by 6% since October.
- These figures are in-line with recent a parent survey which suggested 96.6% of children typically felt happy and safe at school.
- 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. This is similar to the October 2020 survey.
- Where specific issues were highlighted, teachers have been asked to follow up directly with the children concerned.

Is behaviour good in your class?

	Jun 21	Oct 20
Response	%-age	%-age
Yes	45.5%	39.6%
Most of the time	50.0%	56.0%
Yes + Most	95.5%	95.6%
No	4.4%	4.4%

Do adults deal with any poor behaviour in your classroom?

	Jun 21	Oct 20
Response	%-age	%-age
Yes	80.7%	85.7%
Most of the time	17.0%	12.1%
Yes + Most	97.7%	97.8%
No	2.3%	2.2%

- The proportion of children who say behaviour in their class is good at least ‘most of the time’ is the same as it was in October 2020. However, the percentage saying ‘yes’ is 5.9% higher.
- These figures are in-line with (a) the recent parents’ survey in which 88.7% agreed that the school makes sure its pupils are well behaved and (b) an analysis of the behaviour logs, which show overall behaviour is good.

- There was a 5.0% drop in the percentage who said 'yes' to the question: 'Do adults deal with any poor behaviour?' However, the overall proportion who said at least 'most of the time' is the same as in October 2020. This would suggest that overall, the children are happy with the way behaviour is managed. However, there continues to be room for improvement.
- It is clear low-level disruption along with the more challenging behaviour of a few children does have an effect. It is noted children in classes where there is known challenging behaviour are more likely to say 'no' or 'most of the time' when asked if behaviour is good. However, they are just as likely to say it is well managed by adults as elsewhere in the school.

Is behaviour good on the playground during break / lunch?

	Jun 21	Oct 20
Response	%-age	%-age
Yes	40.9%	40.7%
Most of the time	53.4%	53.8%
Yes + Most	94.3%	94.5%
No	5.7%	5.5%

Do adults on duty deal with any behaviour problems?

	Jun 21	Oct 20
Response	%-age	%-age
Yes	79.2%	69.2%
Most of the time	18.2%	25.3%
Yes + Most	97.7%	94.5%
No	2.3%	5.5%

- The proportion of children who say behaviour outside is good - or is most of the time - is broadly similar to that for behaviour in class. It is also broadly the same as October 2020.
- The percentage who said 'yes' to the question 'do adults on duty deal with any behaviour problems' is now broadly the same as for the classroom and is a 10% improvement on October 2020.
- One of the factors in this may be the way Teaching Assistants are assigned to supervise the year group they usually work with. Staff and children will now know each other much better than they did in October. Consequently, the children may now feel better understood by the staff on duty and trust the adults to resolve issues.

What is your favourite lesson?

	Jun 21	Oct 20
Response	%-age	%-age
English#	23.6%	21.2%
Maths	25.2%	23.2%
Other*	51.2%	55.6%

#Includes reading, writing and phonics.

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

What is your least favourite lesson?

	Jun 21	Oct 20
Response	%-age	%-age
English#	35.5%	35.4%
Maths	16.9%	14.1%
Other*	20.5%	17.2%
None	27.1%	33.3%

#Includes reading, writing and phonics.

- Around a quarter of children said their favourite lesson is 'English' (guided reading, phonics and writing), while another quarter said Mathematics.
- The remaining children said other subjects with several mentions for Art, Computing, Science and PE.
- Around a quarter 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 16.9% 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?

	Jun 21	Oct 20
Response	%-age	%-age
Yes	80.5%	76.9%
Most of the time	18.4%	20.9%
Yes + Most	98.9%	97.8%
No	1.1%	2.2%

- 80.5% of children said they were given enough help / support by adults, which is positive. A further 18.4% said 'most of the time'. This is a small increase compared to October 2020.
- Where children said 'no' or 'most of the time', as with October 2020, 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 less of 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 compared to October 2020.

What helps / stops you learning?

What helps you learn?	What stops you learning?
<ul style="list-style-type: none"> • Low noise level • Calming music • Having strategies • Having concrete resources (e.g. Numicon, beads, number squares, phonics posters, working walls, number line) • Knowledge organisers • Clear explanations / instructions • Models / Examples • Visual representations • Talking / Learning partners • Practice 	<ul style="list-style-type: none"> • Too much noise / others talking • Sitting by myself / sitting in rows • Other children being silly • Distractions • When I don't listen / concentrate • When it's difficult, but there isn't enough help

<ul style="list-style-type: none"> • Pre-teaching / re-teaching • Retrieval practice • Teachers / Teaching Assistants • Being able to have a 'fidget break' (some children mentioned the daily mile also) • Sharing ideas 	
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- As in October 2020, 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 learn and these are very similar to those identified in October 2020. 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?

<p>There were many answers to this question and the vast majority had something to feel proud / pleased about. The answers broadly fell into these categories:</p> <ul style="list-style-type: none"> • Improving my handwriting • Playing with people if they are alone • Helping others • Making new friends • IPC / non-core subjects, in particular Science, Roman work, PE, making a pyramid, designing a dinosaur, building a catapult, • Improving my spelling • Being given an Achievement Award • Improving / achieving in reading (e.g. moving to a new card) • Improving / achieving in writing • Improving / achieving in mathematics • 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

What else would you like us to know?

- The vast majority of comments were positive, e.g. the children liked school, their peers were kind and / or they liked their teachers and support staff.
- A small 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.
- Several of the responses were comments, suggestions or questions. These included:
 - Looking forward to being able to show their work to parents, e.g. inviting parents into school for Exit Points;
 - Wanting more opportunities for being outside, e.g. more forest school sessions or more PE;
 - One child asked why lunchtimes were 50 minutes rather than an hour now, but several others said they liked the way lunchtime was working;
 - Some children would like more equipment out on the playground and / or additional adventure equipment;

Grant Strudley
Headteacher