

Pupil questionnaire 2021

There were 101 responses, 60 from EYFS and 41 from KS1 (mainly Year 1).

Questions where fewer than 80% agreed have been highlighted, with brief analysis.

Question:		No, I do not agree.	I am not sure.	Yes, I agree.
1.	I enjoy coming to school. <i>A few children said they did not enjoy saying goodbye (ie. Coming IN rather than being here)</i>	6%	6%	87%
2.	I feel safe at school.		7%	93%
3.	The behaviour of children at my school is good. <i>A few children gave a specific example of one child doing something wrong.</i>	12%	25%	63%
4.	I know what to do if I have a problem.	7%	9%	84%
5.	I get the help I need with my work. <i>One of the children who said no has a care plan and gets a great deal of support.</i>	7%	7%	86%
6.	My school listens to my views. <i>Some children didn't understand that this included discussions through school council. One child said the school is a building so it can't listen!</i>	3%	21%	76%
7.	I am making good progress in my learning.	1%	3%	96%
8.	My teacher lets me know what to do to improve my work.	1%	18%	81%
9.	I know my next step targets. <i>The children do not have generic "next steps" targets, but are given next steps to improve a piece of work, so the problem here may be the terminology used.</i>	15%	32%	53%
10	Lessons are fun and exciting.	3%	16%	81%
11	I learn about staying healthy at school.	2%		98%
12	What I learn in my lessons is really useful.	4%	26%	70%
13	Are you able to use equipment when you are working?	3%	9%	88%

14	Do you help others when they are stuck?	2%	1%	97%
15	If you find your work too easy, do you know what to do? <i>Most children said get a challenge or tell the teacher. Mainly EYFS who said they were not sure.</i>	3%	23%	75%
16	Do you get challenges and need to ask for help sometimes? <i>This question was a bit confusing to some of the children – perhaps needed to be split.</i>	9%	18%	73%
17	I like doing my homework. <i>The children in EYFS were very positive about homework. We will investigate whether it is ANY homework that is an issue or the type being set.</i>	24%	15%	61%
18	My teacher asks me what I would like to learn about. <i>Views are taken at the start of the year and term. The questionnaire was delivered at the end of the year.</i>	9%	25%	66%
19	My school helps me to understand and respect people from other backgrounds/culture. <i>Almost all the children in KS1 said yes, but some children in EYFS did not understand the question.</i>	6%	11%	83%
20	I have made some good friends.		3%	97%
21	Play times are fun.	1%	2%	97%
22	I know our School Core Values & Code of Practise. <i>It was mainly the children in EYFS who were not sure. Restarting whole school assemblies will help this.</i>	9%	20%	71%

Whole school issues or questions

Some responses are actually about the wording of the questions, but the following whole school issues require further investigation or explanation:

- Behaviour – we celebrate good behaviour and remind children of the expectations regularly
- Next steps targets – the question needs to be reworded, since we do not have Next Steps Targets as such. We also need to revisit the marking code with the children more often so that they understand fully that the circled dot is a next step.
- Homework – we will investigate whether it is ANY homework or the type of homework that is the issue.
- Raising the profile of what the children said they wanted to learn – the ideas given at the start of the year could be displayed in the classroom.

Slightly different priorities emerged for EYFS and KS1 (see below):

EYFS

10/60 said **behaviour** was NOT good. As mentioned above, several said this was because of a particular child, rather than looking at all the ones who did behave well.

21/60 said they didn't know **next step targets** or were not sure. We don't give general next steps **targets** but ensure they understand the marking code.

16/60 were not sure if **what they learned in lessons was really useful** or said it wasn't.

22/60 were not sure what to do if **work was too easy**. However, we didn't ask how often this happened – perhaps they didn't think it was!

Only 38/60 were sure that the teacher asked them **what they wanted to learn about**. This usually happens at the beginning of the school year and at the start of a topic, which is a long time ago when you are only 5!

14/60 weren't sure or disagreed that the school helped them understand **different cultures**. This might be due to the lack of assemblies, because we do celebrate different cultures and religions in many different ways.

25/60 were not sure of the **Core Values or Code of Conduct** or didn't know them at all. Again, assemblies will help remedy this.

KS1

Only 2/41 said **behaviour** was NOT good, although 19/41 said they weren't sure if it was good, showing an understanding that occasional bad behaviour/ one child in the class does not necessarily mean that we should say behaviour is bad.

16/41 were not sure if the school **listened to their views** or said it didn't. As mentioned above, the role of the school council in presenting the pupil views to the Head should be emphasised.

Only 15/41 said they knew their **next steps** targets. As mentioned above, we do not have general targets, but the children should be aware of how to improve a particular piece of work.

13/41 were not sure if lessons were **fun and exciting**. Most of these were in one class and may have resulted from the reduced opportunities resulting from Covid.

13/41 weren't sure on the question about **challenges and help**.

19/41 did not like **homework** and a further 13/41 were not sure, meaning only 9/41 actually liked it. This was the biggest negative response in the whole questionnaire and requires further investigation. Possibly the fact that so much of the year had been home learning made a difference. *A homework questionnaire to parents will follow next year.*

12/41 were unsure if the teacher asked what they **wanted to learn**. As mentioned above, this questionnaire was given at the end of the year, a long time since the children were asked.