



ANALYSIS OF PUPIL QUESTIONNAIRE AT BARNSTON PRIMARY SCHOOL

Autumn 2017

Mrs S J Pearson carried out the analysis. Last time we had an electronic version of the pupil questionnaire, this time it was hand written, providing variety in how the pupils can express themselves.

Q1 – Do you enjoy school?

100% in F2 95% in KS1 93% KS2

Those who enjoyed school talked about the lessons being interesting and fun, enjoying friends around them and the variety of activities in school that they access.

In KS1 (Y1/2) the reasons for not enjoying school were that they were tired and the work was too hard.

In KS2 (Y3-6) 1 child thought school was boring, the others thought it was too hard and they missed their parents or they got too much homework which made them tired – others thought there was too much time in the classroom and time with friends was limited.

How do we address this?

The teachers talked to the children about the work load – encouraged them that they were doing well and that they didn't need to worry but to just do their very best. Those who were missing their parents – the teacher is alerted to this and will continue to support and encourage the children – getting them to use their mindfulness activities to build resilience when separating from their parents in the morning.

Q2 – Do you feel safe in school?

100% in F2 100% in KS1 100% KS2

In KS1 (Y1/2) the reasons for feeling safe were that there were always people around to support you and look after you.

In KS2 (Y3-6) the children expressed the fact that there are a lot of adults to protect them and that the building is safe and that people are kind.

How do we address this?

We gained a Health and Safety award in the summer and we continue to promote anti-bullying, tolerance and acceptance, kindness and consideration amongst all the pupils with the staff providing good visual role models in all the above for the pupils to follow.

Q3 – Who would you go to if you were feeling sad?

100% in F2 100% in KS1 100% KS2

The pupils all named teaching/non teaching staff and friends they would trust to tell as well as parents and friends outside of school.

How do we address this?

We have a constant diet in every year group of PSHE sessions and assemblies that encourage the children to have the courage to speak out if they are sad in any way. We have strategies – pastoral meetings and groups, some formal, some informal to encourage those who are not happy. We liaise closely with parents if their child expresses or shows signs of being down or upset. The children are told that they can tell older mentors, captains/vice captains, buddies, teachers/TAs or they can use the rainbow box in the entrance to put their worries in a sealed envelope.

Q4 – Do you know how well you are doing in your work?

100% in F2

100% in KS1

100% KS2

In F2/KS1 (Y1/2) the reasons given were praise from the teacher, thumbs up, what the teacher says to you and stars, wishes and stickers.

In KS2 (Y3-6) the children talked more about their personal targets and conversations with the teachers who feed back to them what they are doing well and what they still need to do to improve – stars and wishes. They also mentioned the teacher's marking and feedback to them which they were given time to read.

How do we address this?

The teachers talk to the children about their work as often as possible and give them constant praise and targets to move them forward at their own individual level. Next step targets are provided when a target is achieved and pupils have new targets explained to them so that they feel that they are achievable. The targets are challenging to each pupils' personal needs.

Q5 – Do you take part in after school activities?

4% in F2

64% in KS1

72% KS2

The pupils all named a variety of clubs that they are involved in – they only named before and after school clubs and did not mention lunch time clubs.

How do we address this?

We are looking to increase the F2 clubs at lunchtime and after school and Full of Beans will be running a F2 and KS1 dance club after Christmas as a response to this. We are also looking into changing the structure of afternoon playtime so that all pupils get focused exercise for at least 10 minutes every day in order to keep them fit, healthy and to build stamina. A difficulty in winter with increasing the clubs is the hall availability with only having one hall for 300 pupils – we are trying to run new clubs in classrooms e.g. German club for KS1 and KS2 and a choir at lunchtimes.

Q6 – Which lessons do you enjoy in school?

100% in F2 enjoy all lessons

100% in KS1 enjoy lessons

100% in KS2 enjoy lessons

In F2/KS1 (Y1/2) the lessons that they found enjoyable were Maths, English, phonics, RE, PE, Art, Science.

In KS2 (Y3-6) the children like English, Maths, Science, ICT, PE, Art and Music as well as making reference to the topics being fun and enjoyable. They made reference to the teachers making their learning enjoyable and fun.

How do we address this?

We are constantly refining and improving the curriculum through teacher planning and assessment and put yearly improvements in the School Development/Improvement Plan. The pupils, staff, senior leadership team and governors contribute to this – parent contribution comes through the Parent Council who works together with the school to improve outcomes for all children. If you have any good suggestions, please join, or get in touch with the Parent Council or e-mail the school office directly.

Q7 – Do you understand British Values?

0% in F2

50% in KS1

73% KS2

In F2/KS1 (Y1/2) the children find British values hard to grasp – F2 haven't had enough opportunity yet to understand it and those who knew about it in KS1 talked about government, all being equal and respecting others.

In KS2 (Y3-6) the children talked about democracy, liberty and the rule of law – they also made reference to Monarchy and the importance of respect and tolerance. Some said that they didn't understand it very much and were very honest, particularly in Y3/4.

How do we address this?

Assemblies have in the past focused on diversity, anti-bullying and anti-racism with a mixture of the 5 major religions. The school has purchased First News which sends out a British value every week to discuss either in assembly or in PSHE sessions. In addition, staff have received CPD on how to incorporate British values throughout the curriculum even more – we do this but haven't pointed the values out to the pupils as often as we could do in relation to topic work, RE sessions or asking the class their opinions on topic questions and voting on these etc. First News newspaper reports will be e-mailed out to parents in batches so that parents have a reading resource to use with their children who can generate British values conversations.

Q8 – What would you do if you saw someone being bullied?

100% in F2

100% in KS1

100% KS2 all stated they would act by telling someone or telling the bully to stop then telling someone.

In F2/KS1 (Y1/2) the pupils all said that they would tell the person to stop and get an older buddy or a teacher to help.

In KS2 (Y3-6) the children talked more about giving the person being bullied support as well as telling the teacher or another adult. Not a single pupil said that they wouldn't feel confident in telling an adult in school what was going on.

How do we address this?

We have a whole school policy of preventing bullying in the first place by making kindness and consideration of others one of our major target areas in our SUCCESS posters – the 2 C's that you see all over the school in house posters. These are referred to regularly by the teachers and the children are praised and rewarded for acts of kindness.

Fabulous Friday is a different type of achievement assembly – this refers to the SUCCESS posters and children chose which area they are working on that week eg S is for sympathetic, so a child may demonstrate to the rest of the school how they showed sympathy to various others that week or they may chose E – Ever respectful and demonstrate how they have shown this in and out of school that week. We get some wonderful sharing moments using lots of different mediums e.g. posters, talks, power points, photographs, videos, practical/visual concrete examples or some even bring the relative in who they have shown respect to.

We also have various anti-bullying/diversity presentations/performances throughout the year and focus in on Black History month every other year. The children sign the Wirral schools anti-bullying charter every 3 years and the Power of One Anti-bullying workshops get all the children to sign the Power of One poster showing that we are all united and against bullying at all levels.

However, bullying does happen in every school therefore when it is reported to us we deal with it very quickly and effectively. The school uses the restorative justice model, which allows the person being bullied to express their hurt/feelings to those upsetting them through verbal, written or pictorial diagrams. All this is done with the support of the child's parents. Restorative justice gets the bully to start to see things from the other child's point of view and they are given the challenge to support the upset child with a group of others, which is monitored by staff. They pledge how they will help the upset child that week and understand that the adults will be asking them and the child who is upset if it happened. This process helps the bully and the bullied to recover from the incidents as it provides the bully with empathy and they become helper rather than the person causing upset.

Q9 – What would you do if you heard a racist or homophobic comment?

100% in F2 didn't understand either

100% in KS1

100% KS2

In F2/KS1 (Y1/2) the children said that they would always tell a teacher.

In KS2 (Y3-6) around a third of the pupils said that they would actually tell the person that it was wrong/rude/disrespectful and some said that they would try to sort it out – 100% said they would then tell an adult and there was a lot of reference to it being very wrong and it shouldn't be allowed to happen. One child said that if they heard it they would cry as it would upset them that someone could be so uncaring.

How do we address this?

There are class discussions around racism and homophobic attitudes and teachers take every opportunity to reinforce the schools values around diversity in lessons where appropriate. The Y5/6 pupils run their own display clubs where they create pictorial representations of how we should treat everyone with kindness, consideration, tolerance and respect. They also initiate their own pupil to pupil questionnaires in KS2, talking to others about homophobia and racism in response to any lack of understanding. In addition, the children prepare assemblies on human rights and equality and diversity. Teachers also prepare class assemblies/discussions and Miss Nichols as PSHE lead puts together a calendar of events for all staff to follow and incorporate in their classrooms – she monitors staff to make sure that the children are receiving a wealth of experiences. The school is working on the International Schools Award and Equality Awards.

All racist/homophobic incidents are recorded on a school central log and parents are made aware of actions that have been taken as a result of these.

Q10 – Do you enjoy reading?

89% in F2

86% in KS1

89% KS2

In F2/KS1 (Y1/2) the reasons given were it is fun and exciting – those who didn't like it found it hard.

In KS2 (Y3-6) the children talked more about their personal reading preferences – they enjoyed/loved reading but the reading materials weren't always enjoyable and some were boring. Others said that they would like more time in the day to be able to read.

How do we address this?

We do try to revamp the reading materials whenever we can and the PA has helped a great deal in the last 3 years in austerity. The SLT and governors and Parent Council have talked about dedicated funding for reading books and this is something that we are trying to stabilize as a school. Mrs Pearson has taken on other roles and some of the money earned from this will be dedicated every year to reading materials for the children. The school has just purchased a reading comprehension scheme from Y1-Y6 to enable parents to partake in quality comprehension activity with their child, as the answers are provided and explanations provided before the text passage for discussion.

The PA have raised £18 000 for an outdoor library and books have been renewed from the scholastics money raised. Mrs Kimpton is currently gaining a Business Manager qualification and as her final task she is furnishing the library and organising this. The library will mean that children will be able to read all lunchtime if they wish to. We are also launching raffle tickets for children who read 4 times or more at home – a class raffle will be drawn and the pupil pulled out will get a Friday afternoon treat.

In addition, Mr Dixon organises reading challenges throughout the school calendar – please get involved with these as your child will benefit.

We have a bank of wonderful parents/guardians/grandparents who offer their time to read with the children. Please let us know if you are willing to do this.

If you have any ideas/suggestions on how we can improve things further for the benefit of all our children, then please contact the school office or a member of the Parent Council.

Mrs Pearson
Head teacher