



**HEATHFIELDS INFANT
SCHOOL, Tamworth**

**SCHOOL SELF
EVALUATION**

THE PUPIL VOICE

ANNUAL SURVEY

[YR – Y2] REPORT

June 2018

BACKGROUND

- This is the second time that the school has surveyed its pupils and reported in this form.
- The survey uses the Ofsted model questionnaire (2012). The data generated by this questionnaire will act as a bench mark for the future.
- Children in the Junior School have undertaken a separate survey, which is reported separately. A direct comparison with these reports is possible. There will be some reference to this within this report
- All pupils were given the opportunity to participate. **180 (192)** responses were received from a possible 210.. The respondents were anonymous although they were asked to specify their gender but this was not always done.
- The pupils completed the questionnaires in May 2018. *Figures in brackets refer to 2017*

THE QUESTIONNAIRE

- Is primarily a reflection on learning and those key issues related to life in school for all pupils. It is based on the Ofsted model (January 2012). It goes on to offer the opportunity for more open-ended issues to be addressed.
- Pupils were supported in their task by the staff helping them to read the questions and responses if necessary which is often the case with these age groups.

RELIABILITY

- Those analysing the results believe the range of answers, and the tone in the more open-ended questions, indicate that the responses are genuine and honest.
- The purpose of the responses is to reveal trends and highlight issues, if there are any, and to this end the responses are judged to be reliable.

THE REPORT

- This report will give the statistical details and offer a commentary on what appears to be revealed. It will also report almost verbatim, the responses to open ended questions.
- The school will reflect on its findings in the light of their greater knowledge of the institution and come to their own conclusions.
- It will report trends and comparisons over a three year period when data is available..

RELATIONSHIP TO SCHOOL SELF EVALUATION

- This information can contribute to the school's self evaluation framework

WHAT IS ATTITUDINAL DISPOSITION?

- Essentially the attitudes and frame of mind that pupils bring to their learning.
- Schools are measured through data in terms of their performance. Attitudes determine how children face the challenge of learning and attitudinal disposition reflects how schools manage those attitudes to support the learning

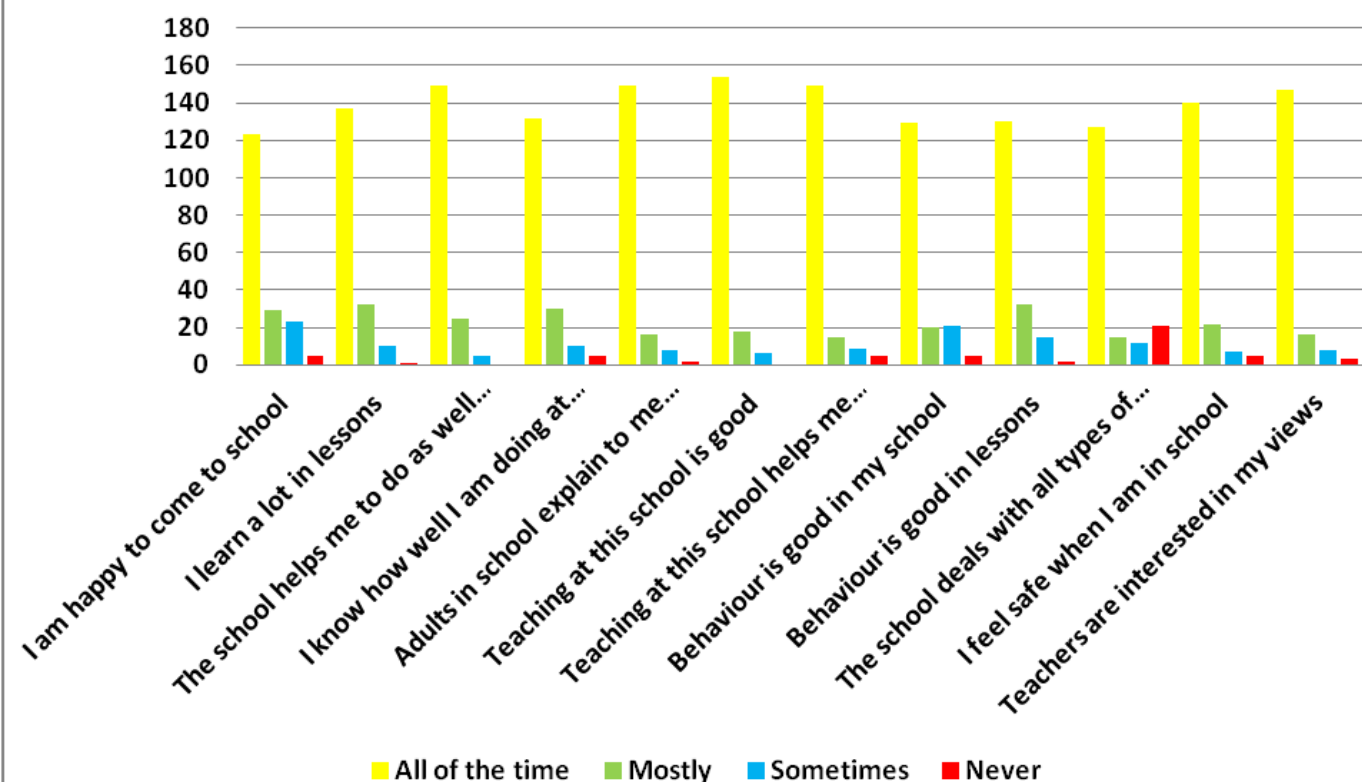
Part One

YR – Y2 RESPONSES – AN OVERVIEW

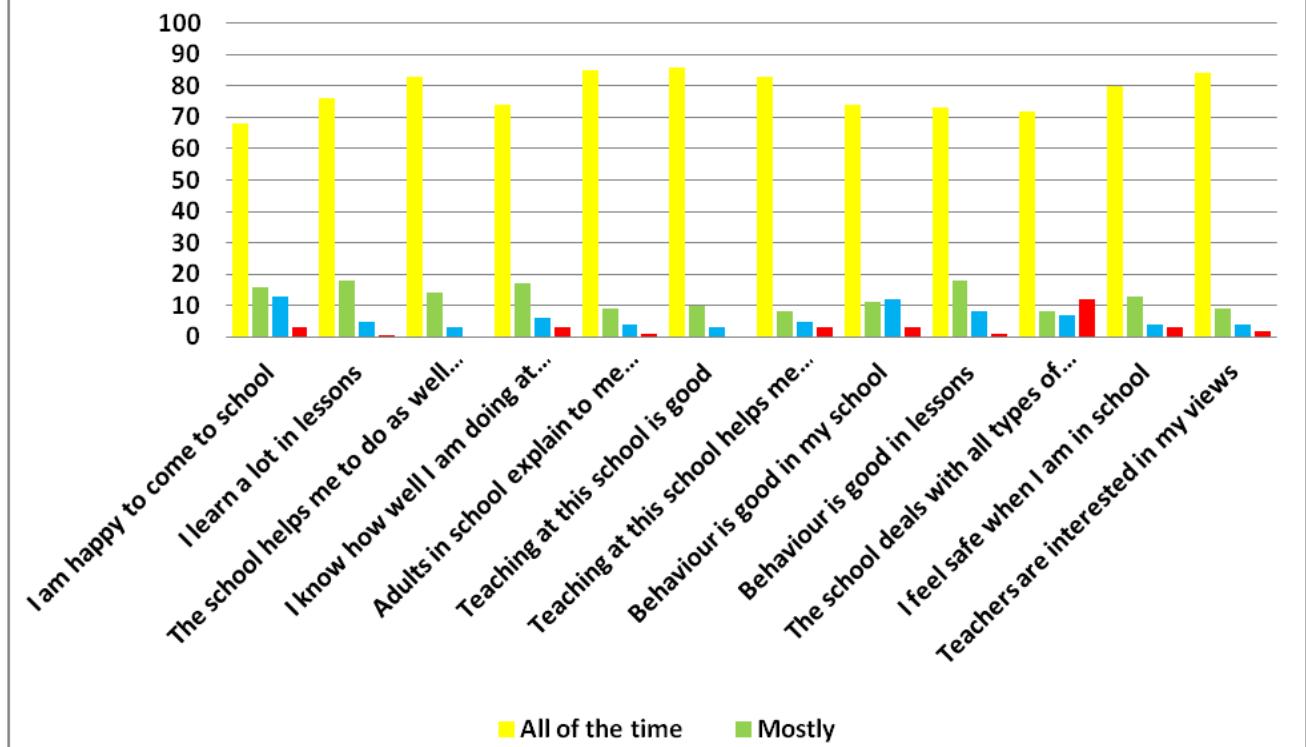
Responses by actual numbers 2018 – YR to Y2

	All of the time	Mostly	Sometimes	Never
I am happy to come to school	123	29	23	5
I learn a lot in lessons	137	32	10	1
The school helps me to do as well as I can	149	25	5	0
I know how well I am doing at school	132	30	10	5
Adults in school explain to me how to improve my work	149	16	8	2
Teaching at this school is good	154	18	6	0
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	149	15	9	5
Behaviour is good in my school	129	20	21	5
Behaviour is good in lessons	130	32	15	2
The school deals with all types of bullying very well	127	15	12	21
I feel safe when I am in school	140	22	7	5
Teachers are interested in my views	147	16	8	3

HI 2018 YR - Y2 responses in actual numbers



HI YR to Y2 Pupil Responses 2018 as percent



N.B.

“All the time” will be read to be a reliable, positive response. Pupils tend to want to be loyal to their school, and there is no provision to hide an opinion within the structure of the questionnaire.

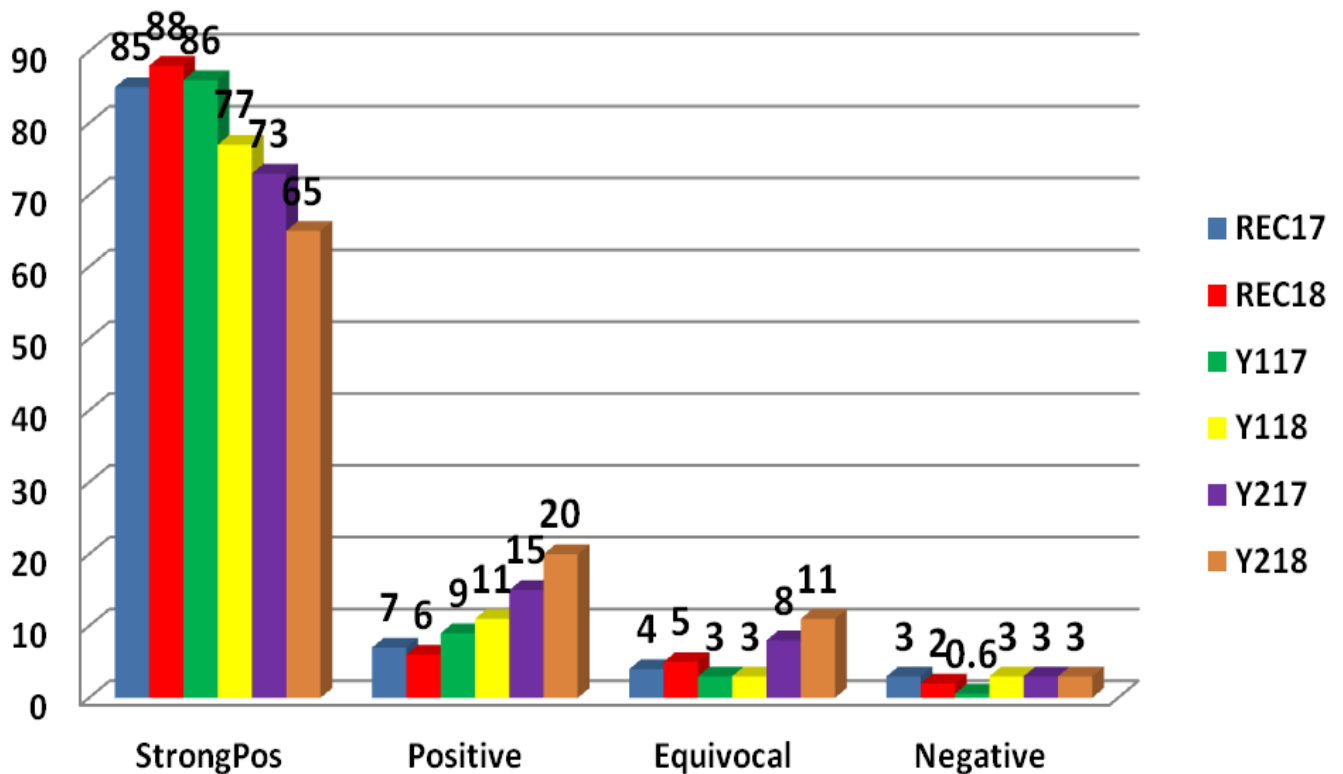
“Mostly” will introduce an element of uncertainty but remains an otherwise positive response.

“Sometimes” confirms equivocation. “Never” is regarded as a strong, negative comment.

Commentary:

- It is clear that the large majority of pupil’s value being part of Heathfields Infant School. Out of **2160 (1863)** possible responses, only **2.5% (2%)** of responses were firmly negative and about **90%** were positive or mainly positive about their experiences. **6% (5%)** were equivocal.
- These responses are encouraging. They are very similar to last year on a slightly bigger sample. This school has been regarded as the stronger of the two in the federation and these demonstrations of attitudinal disposition suggest that that position is both maintained and consolidated.
- The children clearly value very positively their experiences in the school and most see learning as the reason for coming to school.

HEATHFIELDS 2017 to 18 YR - Y2 Comparison of responses by Year [%]



Lessons:

- The school can very confidently conclude that pupils believe that they learn a lot in lessons.
- Similarly the pupils believe that their learning is well supported by adults who advise on improvement and that many know how well they are doing in the school.
- Pupils regard teaching in the school as very good and that they do learn new skills.
- The reinforcing and maintenance of this ethos of the school in the next few years will be the main driver in improving not only this school but also the federation.
- Scores ought to be at 80%+ strongly positive in all year groups and at a combined total of 90%+ positive in all year groups to conclude that the ethos of learning is strongly embedded. Until those levels are reached the vulnerability to decline or turbulence remains as a very real threat.

Behaviour:

- Strong positivity is relatively high in this section but clearly below trend compared to other responses.
- Behaviour both in and out of class rooms has more variable scores across the range of responses.
- The children tend to be very harsh in their judgments about behaviour. That said behaviour appears to be a dominant topic and focus. It might be that the school needs to dissipate that

focus and help children understand the difference between good and bad behaviour. This may help to create an even more powerful learning environment. We cannot assume pupils understand the nuances between the acceptable and unacceptable; the different, the odd and the unwitting. These are significant issues in life learning and often assume skills especially when behaviour management relies on a response/reaction process and model delivered through mechanistic card-colour indicators. The Federation needs to consider this in an holistic fashion.

- Bullying policy continues to have the large majority pupils giving it positive approval and where disapproval or no comment is noticeably larger it is because pupils reveal that they have no experience of understanding of the matter.
- The vast majority of pupils are strongly positive in saying the school makes them feel safe.

Personal well being:

- Teachers' interest in pupil views is on trend in these responses. The school should always be aware and monitor that all teachers have the same high level of hope and aspiration as the school expects. To do this they need to know the children as whole beings.
- Contentment in attending school is of some concern although not critical. Strong positivity needs to be much higher and similarly combined positivity. This issue illustrates well the vulnerability described earlier. Clearly these children can be thwarted in journeying towards being independent learners and the school needs to consider what it can do to strengthen pupils enthusiasm and resolve.

Overall:

- These positive responses indicate what these pupils, who almost entirely transfer to the junior school, are capable of. It shows the nature of the raw material the federation is working with.
- There is no doubt that consistency of experience and response is still important to drive improvement.
- Ambition and expectation will remain key elements and it will be important to strengthen response especially in Y2 rather than accept the notable softening of what remain good attitudes from YR to Y2.
- The results indicate that improvement is more than possible.

Part Two

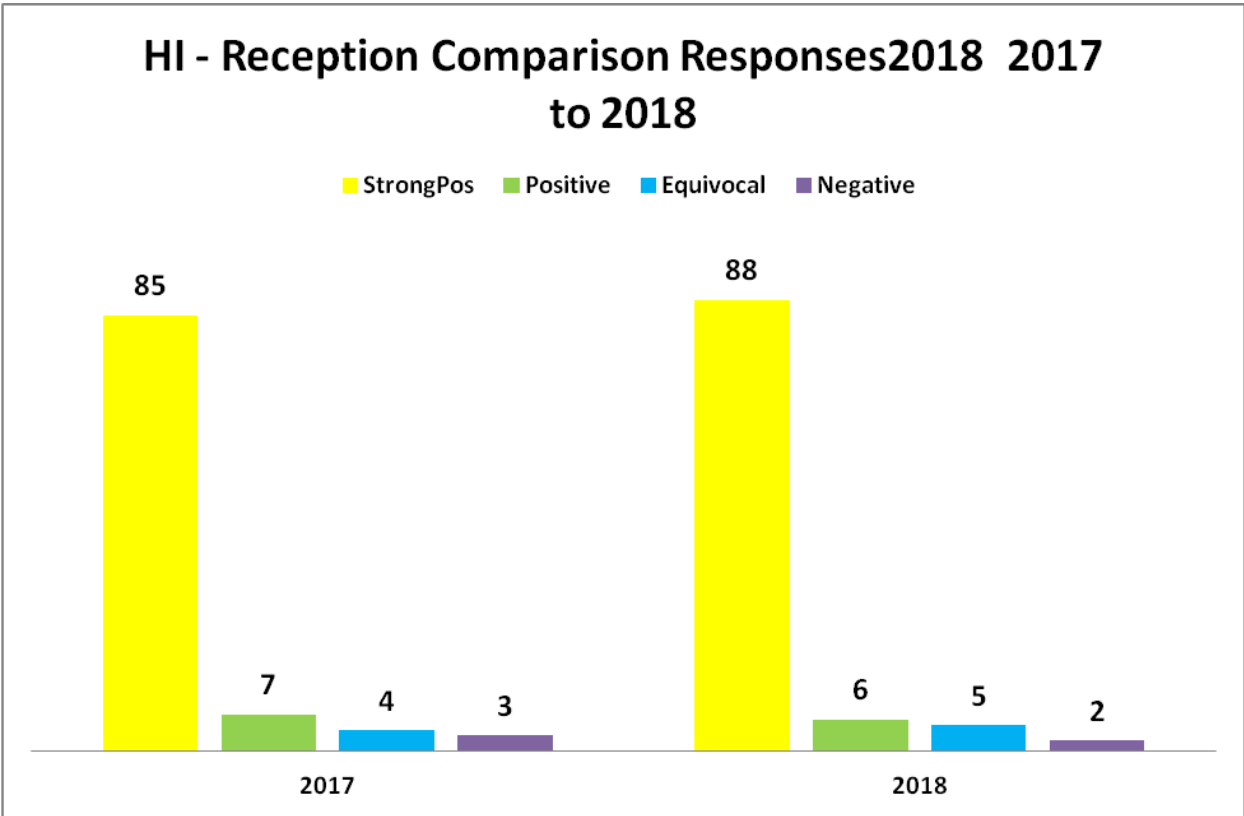
1. INDIVIDUAL YEAR GROUP RESPONSES YR (actual scores)

2017

YR2017	All of the time	Mostly	Sometimes	Never	NoCom
I am happy to come to school	55	7	4	2	0
I learn a lot in lesson	59	6	3	0	0
The school helps me to do as well as I can	60	4	2	1	1
I know how well I am doing at school	56	5	3	3	1
Adults in school explain to me how to improve my work	58	5	2	1	2
Teaching at this school is good	61	4	3	0	0
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	60	5	1	1	1
Behaviour is good in my school	54	2	10	2	0
Behaviour is good in lessons	59	4	2	1	2
The school deals with all types of bullying very well	49	2	0	10	7
I feel safe when I am in school	63	3	1	1	0
Teachers are interested in my views	58	9	0	1	0

2018

YR 2018	All of the time	Mostly	Sometimes	Never	NoCom
I am happy to come to school	47	8	8	0	0
I learn a lot in lessons	50	6	6	1	0
The school helps me to do as well as I can	55	6	2	0	0
I know how well I am doing at school	55	5	2	1	0
Adults in school explain to me how to improve my work	57	2	4	0	0
Teaching at this school is good	59	2	2	0	0
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	58	1	4	0	0
Behaviour is good in my school	60	2	1	0	0
Behaviour is good in lessons	62	1	0	0	0
The school deals with all types of bullying very well	41	7	4	11	0
I feel safe when I am in school	58	3	2	0	0
Teachers are interested in my views	61	1	1	0	0



Commentary:

- Results are very similar to last year. Strongly positive has not only consolidated but also grown slightly. Negativity is very slightly less
- A very similar number regard their time in school positively a little equivocation remains.
- This is a powerful results for the school and creates a bench mark to measure the performances and responses of Y1 and Y2.
- The heavy negative response related to bullying is explained in the pupils having no real experience of the subject. Behaviour is not worthy of any particular comment at this stage.
- The matter to concern the school should be the issue of contentment to come to school and so leaders need to dig down into this aspect. If this is not done it might undermine the attitudinal dispositions of the future.

Overall Responses to Specific Questions

	Boys & Girls
What I like most about my school	<ul style="list-style-type: none"> • Learning new things continues to dominate (x20) and include: <ul style="list-style-type: none"> ○ Maths and number (x13) ○ Literacy and writing (x12) ○ Phonics (x2) • Teachers (x7) • Friends (x18) • Playing (x6) • Dinners and lunchtimes (x5) • Everything (x2) • Grown ups • Golden time (x2) • Head Teacher awards and star of the day • Being able to choose (x17) • Balance bike • Toys (x2) • Being happy • Painting (x2) • Clubs (x2) • Role play
What I would like to change about my school	<ul style="list-style-type: none"> • 4 felt nothing could be improved • “More” of the following was demanded:- <ul style="list-style-type: none"> ○ More lessons and learning (x2) ○ More writing (x2) ○ More play (x3) ○ More football ○ More PE (x2) ○ More fun (x2) ○ More stories ○ More phonics ○ More choosing (x7) ○ Another climbing frame • And on the negative side:- <ul style="list-style-type: none"> ○ Less lessons ○ Better toys ○ Different snacks ○ Start later ○ Go home earlier ○ “my mum coming with me” • Bizarrely:- <ul style="list-style-type: none"> ○ More fruit ○ A super classroom where we can be brave ○ “Make animals all day” ○ A bouncy castle • And offering practical advice:- <ul style="list-style-type: none"> ○ Slippers ○ No uniform

	<ul style="list-style-type: none"> ○ Princess dressing up clothes (x2) ○ Go swimming ○ Nobody being mean to each other (x2) ○ A football pitch ○ A slide (x2)
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Commentary:

- The huge range of responses does suggest that the pupils are experiencing a very rich and varied diet and their vociferousness suggests strong engagement as well as genuineness.
- The responses here are overwhelmingly strongly positive **86% (85%)**.
- The level of clear equivocation is a mere **5% (4%)** and there is **2% (3%)** negativity.
- These continue to be very encouraging responses.
- The quality illustrated by this group indicate a strong foundation to be built on. If the remaining two year groups in the school needs to examine fall off from these levels and explain it.

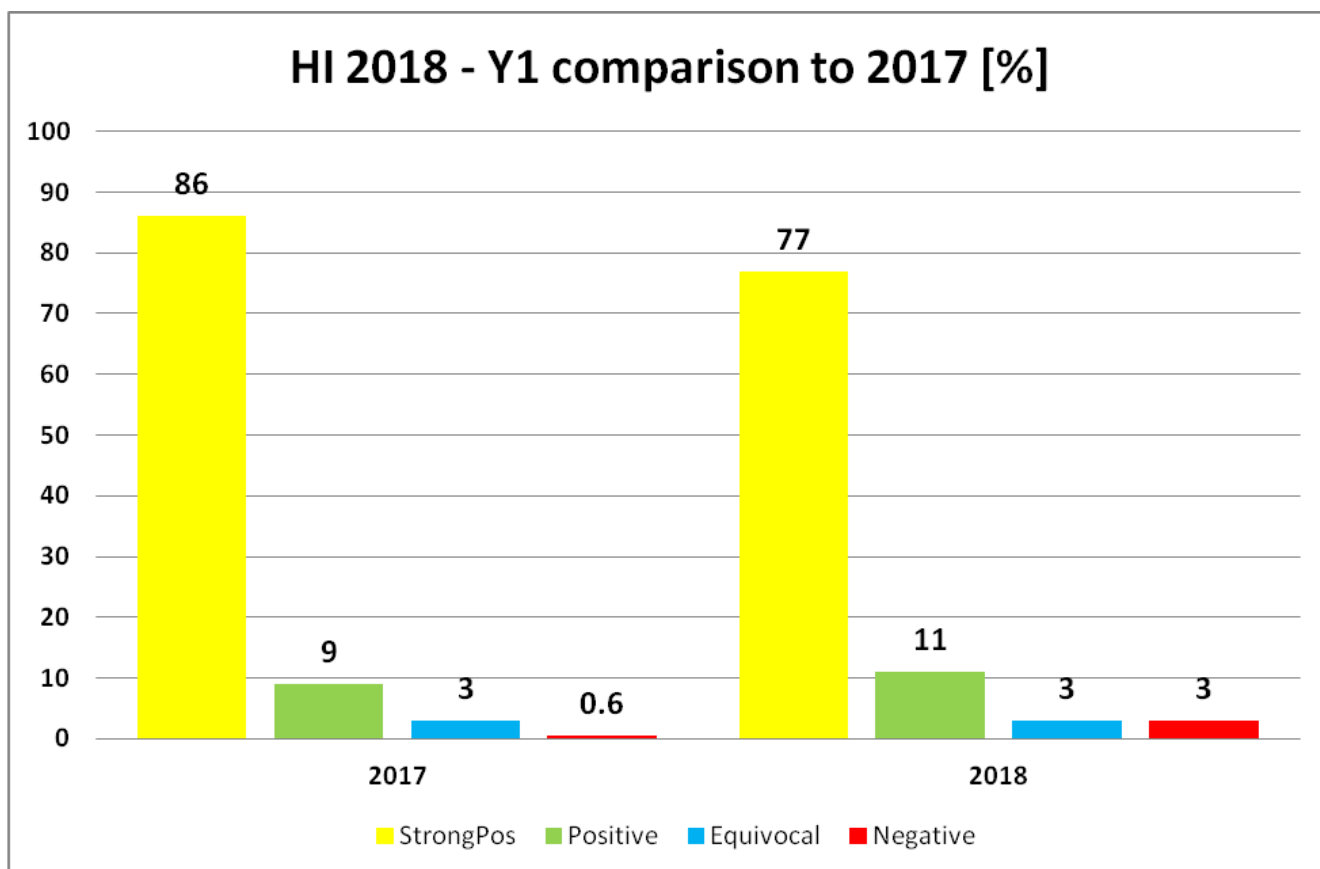
2. INDIVIDUAL YEAR GROUP RESPONSES Y1 (actual scores)

2017

Y1 2017	All of the time	Mostly	Sometimes	Never	NoCom
I am happy to come to school	45	9	0	1	0
I learn a lot in lessons	45	8	2	0	0
The school helps me to do as well as I can	47	5	3	0	0
I know how well I am doing at school	49	5	1	0	0
Adults in school explain to me how to improve my work	47	4	2	0	2
Teaching at this school is good	47	5	1	0	2
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	49	4	2	0	0
Behaviour is good in my school	48	5	1	1	0
Behaviour is good in lessons	46	5	3	1	0
The school deals with all types of bullying very well	48	2	3	0	2
I feel safe when I am in school	49	2	2	1	1
Teachers are interested in my views	48	4	1	0	2

2018

Y1 2018	All of the time	Mostly	Sometimes	Never	NoCom
I am happy to come to school	40	9	6	3	0
I learn a lot in lessons	47	10	1	0	0
The school helps me to do as well as I can	49	8	0	0	1
I know how well I am doing at school	44	9	1	1	3
Adults in school explain to me how to improve my work	50	6	0	0	2
Teaching at this school is good	48	7	1	0	2
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	46	6	0	4	2
Behaviour is good in my school	42	9	3	1	3
Behaviour is good in lessons	44	4	3	1	6
The school deals with all types of bullying very well	44	2	3	4	5
I feel safe when I am in school	43	6	1	2	6
Teachers are interested in my views	43	4	2	3	6



Commentary:

- There is evidence of softening of attitudes in this year group.
- There is a significant drop of strongly positive responses **77%** (86%) and an increase in negativity **3%** (0.6%).
- Contentment in coming to school has weakened and this is also the case for questions related to behaviour.
- These results indicate that whilst all appears well the responses are still vulnerable and the conclusion needs to be that what the school is striving for is yet to be fully embedded.

Overall Responses to specific questions

	Boys & Girls
What I like most about my school	<ul style="list-style-type: none">• Learning activities predominate including:-<ul style="list-style-type: none">○ Just learning (x5)○ Maths (x8)○ Reading (x6)○ Writing (x5)○ Phonics (x3)○ English (x3)○ Being creative and making things (x5)○ Music○ Books○ Dinosaur topics• Everything (x5)• Teachers (x2)• Friends (x2)• Playing and football (x5)• Fun things• Lunchtimes• Relax kids• Lunchtimes and breaks (x5)• After school club• Hometime
What I would like to change about my school	<p>Little detail or explanation was given</p> <ul style="list-style-type: none">• Longer breaks and lunchtimes (x50)• Nothing (x3)• Phonics and drafting (x9)• More: PE ; Maths (x2); Creative; guided reading (x2)• “No more bullies”• “I miss my mum”• No uniform• Rainy playtimes• A fire exit

Commentary:

- Last year, Y1 gave very few responses. There are more this year but are hard to comprehend.
- This is a transition year and perhaps direction and purpose is yet to be fully appreciated.
- This is of concern because a failure to embed consistently so that values and vision become habit.
- The school needs to be examining reasons why this year group is displaying what might be seen as a failure to thrive.

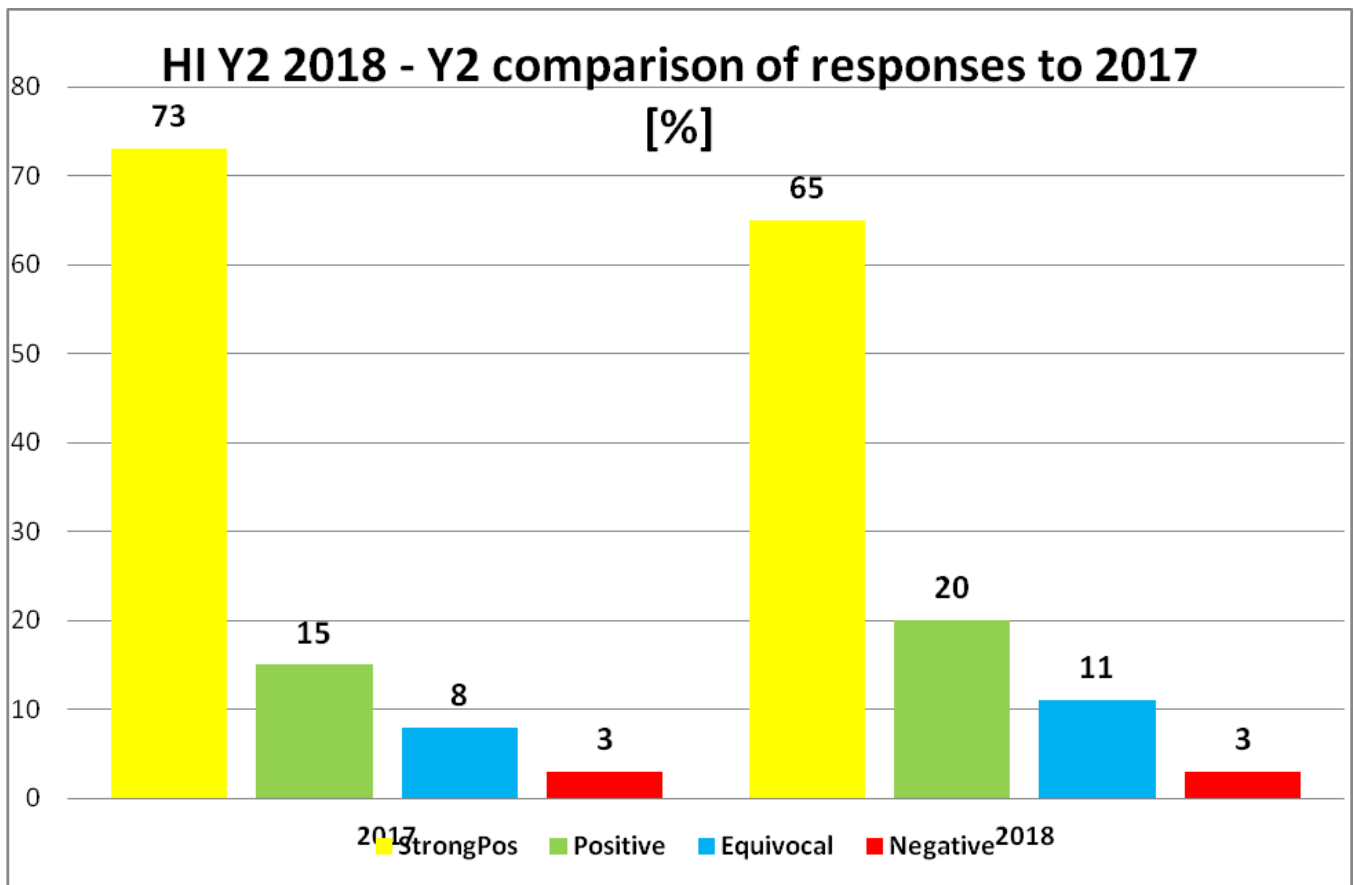
3. INDIVIDUAL YEAR GROUP RESPONSES (in actual numbers) Y2

2017

Y2	All of the time	Mostly	Sometimes	Never	NoCom
I am happy to come to school	51	10	6	2	0
I learn a lot in lessons	54	11	3	1	0
The school helps me to do as well as I can	56	7	5	0	1
I know how well I am doing at school	45	12	6	6	0
Adults in school explain to me how to improve my work	45	10	10	2	2
Teaching at this school is good	57	11	1	0	0
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	58	8	3	0	0
Behaviour is good in my school	33	23	10	3	0
Behaviour is good in lessons	42	8	12	2	5
The school deals with all types of bullying very well	55	5	4	5	0
I feel safe when I am in school	52	10	6	1	0
Teachers are interested in my views	55	7	0	7	0

2018

Y2 2018	All of the time	Mostly	Sometimes	Never	NoCom
I am happy to come to school	36	12	9	2	0
I learn a lot in lessons	40	16	3	0	0
The school helps me to do as well as I can	45	11	3	0	0
I know how well I am doing at school	33	16	7	3	0
Adults in school explain to me how to improve my work	42	8	4	2	3
Teaching at this school is good	47	9	3	0	0
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	45	8	5	1	0
Behaviour is good in my school	27	9	17	4	2
Behaviour is good in lessons	24	21	12	1	1
The school deals with all types of bullying very well	42	6	5	6	0
I feel safe when I am in school	39	13	4	3	0
Teachers are interested in my views	43	11	5	0	0



Commentary:

- Again a significant softening of the strongly positive and a growth in equivocation. This is of concern because it represents a drop **23%** strongly positive attitudes from YR to Y2.
- A point of significant note is that of contentment to attend school which is significantly less this year. Similarly behaviour issues have become of greater concern.
- The school needs to examine these areas carefully and develop appropriate responses.

Overall Responses to Specific Questions

	Boys & Girls
What I like most about my school	<ul style="list-style-type: none"> • Relationship with teachers are still important but less so than last year (x8) • Learning things (x5) • Satisfaction of certain learning experiences including:- <ul style="list-style-type: none"> ○ Maths and number (x14) ○ Literacy and writing (x7) ○ Creativity (x3) • Playtimes and playing (x16) • Friends (x4) • Lunchtimes (x2) • Dinner ladies • Kind people • Fun things (x2) • The people • Football pitch (x2) • “We have a working mum”
What I would like to change about my school	<ul style="list-style-type: none"> • Requests for more of the much appreciated including: • More topics • More trim trail • More playing with toys • More maths • More golden time • More playground (x4) • More equipment • Practical matters for change included:- <ul style="list-style-type: none"> ○ Longer school day ○ Wear pyjamas (x4) ○ Eat sweets anytime ○ More flowers • Real issues and enigmas: <ul style="list-style-type: none"> ○ Assemblies ○ Handwriting ○ Garden ○ “my mum being here” ○ A school pet ○ A slide ○ Bigger • Nothing (x4)

Commentary:

- The attitudinal disposition revealed by these responses is noticeably less strong than the other two years.
- Strong positivity is recorded **at 65% (73%)** Negativity at **3%** is no higher than elsewhere but equivocation is slightly higher.
- Evaluators suggest as children mature they develop the capacity to see nuances and slight differences in responses and to this end the results are of no major concern in themselves but there trajectory is.
- The open ended questions reveal a changing pattern of experiences. The tone is becoming more trivial compared to previously.
- It is important for the school to address this.

CONCLUSIONS and RECOMMENDATIONS

- Overall the responses are positive and the experiences are a good preparation for transition to junior school. But it could be stronger.
- The drift during their time in the Infant school is likely to be about engagement. This should challenge the leadership of both the school and the federation. Attitudinal disposition is not having a strong enough impact on supporting engagement . The evident drift at the strongest end weakens the transition and what the Junior school has experienced previously.
- Consequently, the following is recommended:
 1. Leadership should concentrate on embedding good, transferable habits by making expectations clear to pupils and staff.
 2. The successful qualities of the school needs to be maintained , built upon and then increased.
 3. Staff are helped and encouraged to take an holistic view of their pupils and their pupils' progress.
 4. The school needs to consider how it can help pupils to understand what good behaviour and bad behaviour means rather than simply rely on rules and behaviour management mechanisms.

End

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June 2018