



**WILNECOTE
JUNIOR SCHOOL
YEAR 6**

SCHOOL SELF EVALUATION

Y6 REFLECTION ON THEIR SCHOOL EXPERIENCE

**REPORT
JUNE 2018**

Supporting Change Ltd

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BACKGROUND

The school has specifically targeted the perceptions of Y6 children as they come to the end their time at Wilnecote Junior School.

69 (57) pupils, [36 (30) boys; 33 (27) girls;] responded to three questionnaires. Their responses were anonymous although they were asked to specify their gender. The pupils completed the questionnaires in May 2018.

This is the first time this survey has been used in this school. It will act as a benchmark for future surveys.

THE QUESTIONNAIRES

Three elements:

1. Reflecting on **learning** – is based on the Ofsted model (January 2012) and then offers opportunity for responses to more open ended issues.
2. Reflecting upon **participation** and the pupil voice – is based on work undertaken in Wales and offers responses to statements and provides insights into engagement and community
3. Reflecting an **overall** viewpoint – is based on Ofsted elements and work undertaken in the past in Hertfordshire and many other areas.

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.

“All the time” will be read as a reliable, positive responses. 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, “Sometimes” will confirm equivocation and “Mostly” will introduce an element of uncertainty into an otherwise positive response and is best referred to as tending towards equivocation within the context of a first survey. “Never”, will be regarded as a strong negative comment.

These children have the least exposure to the current leadership regime and have most experience of what has gone before.

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 be particularly important to look for discrepancies or anomalies with parental perceptions – after all these few children possess the continuity of daily experience covering many years.

(figures in brackets 2017)

RELATIONSHIP TO SCHOOL SELF EVALUATION

This information contributes to the school’s self evaluation framework

THE RESULTS

QSET 1

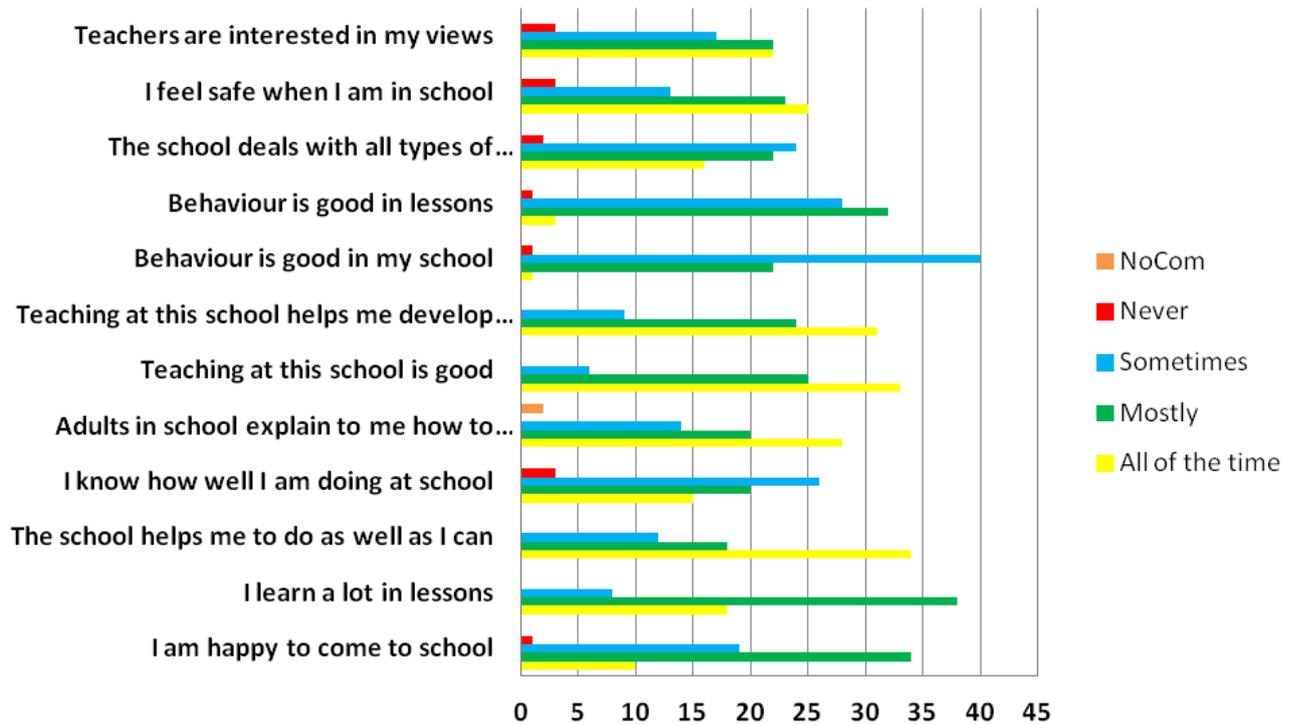
WHAT HAS SCHOOL BEEN LIKE FOR YOU?

1. HOW DO YOU FEEL ABOUT YOUR LEARNING? [2018]

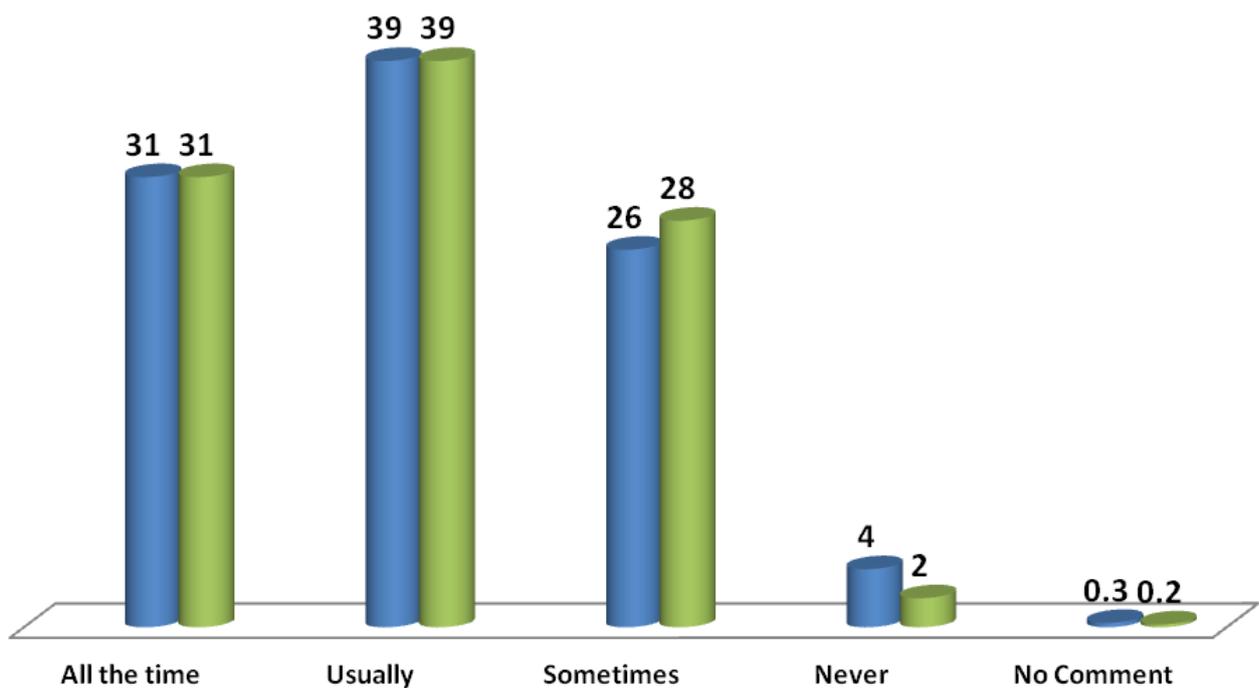
Tick the box that is closest to how you honestly feel about each question when you look back over all your time in this school.

	ALL OF THE TIME 	MOSTLY 	SOMETIMES 	NEVER 
Indicates improvement				
I am happy to come to school	10 (5)	34 (26)	19 (24)	1 (2)
I learn a lot in lessons	18 (14)	38 (37)	8 (6)	0 (0)
The school helps me to do as well as I can	34 (27)	18 (21)	12 (7)	0 (2)
I know how well I am doing at school	15 (12)	19 (23)	26 (18)	3 (4)
Adults in school explain to me how to improve my work	28 (19)	21 (21)	14 (15)	0 (1)
Teaching at this school is good	33 (25)	25 (26)	6 (3)	0 (2)
Teaching at this school helps me develop skills in communication, reading, writing and mathematics	31 (28)	24 (23)	9 (6)	0 (0)
Behaviour is good in my school	1 (6)	22 (18)	40 (29)	1 (4)
Behaviour is good in lessons	3 (8)	32 (24)	28 (23)	1 (2)
The school deals with all types of bullying very well	16 (26)	22 (10)	24 (17)	2 (4)
I feel safe when I am in school	25 (28)	23 (15)	13 (12)	3 (2)
Teachers are interested in my views	22 (14)	22 (21)	17 (17)	3 (5)

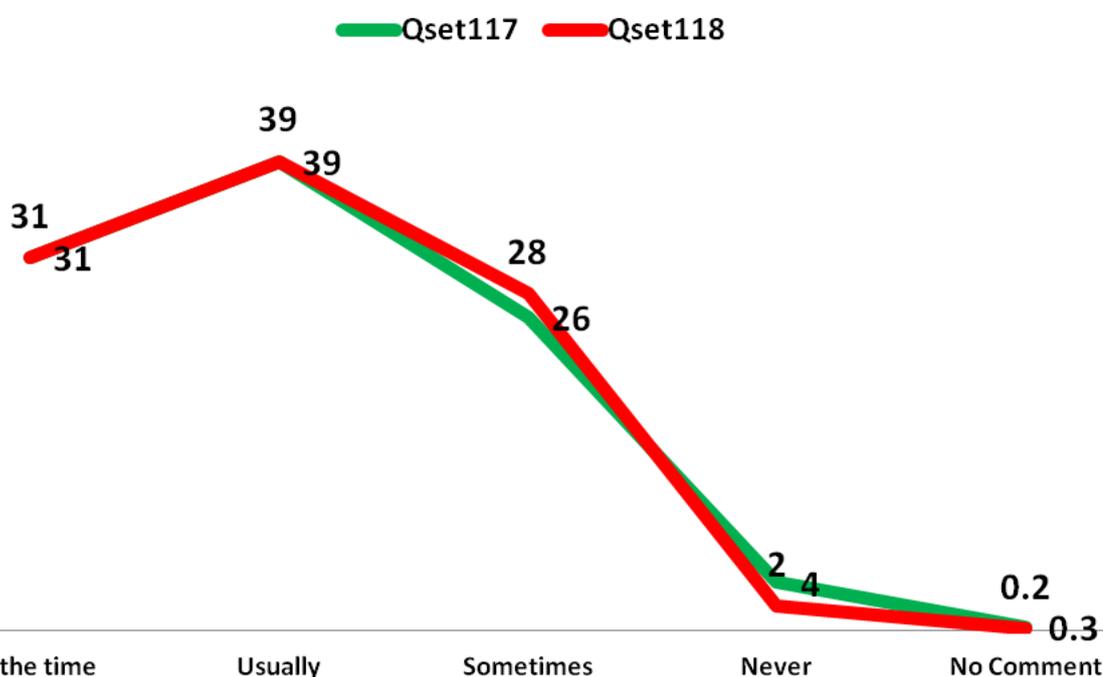
WJ - Y6 Qset1 - Learning 2018 (actual numbers)



WJ Qset1 Learning Y6 Response Comparisons 2017 to 2018



WJY6 2018 Question Set 1 compared to 2017 Question Set 1 [%]



Commentary:

The pupils are being asked about their learning in terms of their current perception of experiences over their time in the school.

It is likely that more recent experience will predominate with balance and integrity coming from particular and powerful memories of earlier experiences. The pupils are of an age when they have the capacity to reflect and balance the elements in their decision making to a greater or lesser extent. The number questioned and responding is a normal size of a primary school class.

- **31% (31%)** of responses were reliably **positive**. **39% (39%)** showed **some** equivocation and **24% (26%)** were **definitely** equivocal. **2% (4%)** were **negative**. There was little difference between boys or girls nor between classes.
- When actual numbers are considered for individual questions(see above) improvement can be clearly identified (marked yellow).
- An examination of the open ended comments helps to account for these responses.
- There is a far better attitude at work in this cohort compared to last year's Y6. The attitudinal disposition is stronger and more positive. Pupils are gaining more and have a better regard for the institution. This does not mean that is shared by all and the criticisms can remain stinging but on a lesser scale

Lessons:

- Over three quarters of respondents are at least positive about learning in lessons and 90% believe that teaching is good and more than half the pupils strongly believe that the school is helping them to do as well as they can.

- Two thirds of pupils say they are being advised as to how to improve and the remainder are less sure . This is much better than last year.
- More than three quarters of respondents have little doubt that the school is helping them develop specific skills.

The leadership of the school should be encouraged by the improvements reflected here and see this as evidence of the impact of their interventions undertaken during the year.

Data should be able to confirm, or otherwise, the impression created by the attitudes expressed.

Behaviour and safety:

- Behaviour around the school continues to command low levels of positive agreement with the majority of pupils expressing doubts at a variety of levels.
- The school’s approval rating regarding its approach to bullying is higher at 59% (46%). Rates regarding feeling safe in the school are slightly higher.
- Open ended comments should be read carefully to fully understand this.

Personal wellbeing:

- This year, almost 70% of respondents believe that teacher’s are truly interested in their views. This is a reversal of last year’s experience.
- Happiness in attending school at its most positive level is slightly higher than last year but still low, however almost 70% of respondents have a positive attitude which is much stronger this year. There are a small number of pupils who have a very negative attitude.

The school may discover further insights by considering these pupil comments.

Responses to specific questions:

There were no discernible gender differences

What I most like about my school	<ol style="list-style-type: none"> 1. “I learn so much” 2. “Teachers make learning fun” 3. “Teachers are thoughtful and listen to us” 4. “I like the staff who are kind” 5. “I like the teachers because they are friendly” 6. “If something happens outside school teachers will calm you down” 7. “We celebrate achievement and success” 8. “The unique way of teaching” 9. I like – Art (x2); Science (x2) ; PE and sports (x4); Maths (x3) 10. Teachers help me 11. They treat bad behaviour very well 12. Lunch times and seeing my friends (x5) 13. Friends and nice classmates (x9) 14. School equipment is good (x2) 15. Bringing my bike to school 16. The fun we have and fun activities (x4) 17. Outdoor activities and trips (x2) 18. “I like the people, they are friendly” 19. “We have freedom because we work hard.”
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What I would like to change about my school	<ol style="list-style-type: none"> 1. "Do something about bad behaviour at break times" (x2) 2. Regular Art lessons (x4) 3. More activities at lunch times 4. "SATs are too stressful" (x3) 5. More outdoor activities 6. More rewards for good behaviour 7. More trips and residential (x3) 8. Reduce class size 9. "More balls because they get lost" 10. Better school dinners and longer time to eat them (x6) 11. Longer breaks and playtimes (x5) 12. Go home earlier 13. "Everything" 14. Padlocks for lockers (x2) 15. A school pet 16. Goal nets 17. Bigger classrooms 18. It is great – nothing to change (x2) 19. Better communications with parents 20. The time table 21. "A pump track for mountain bikes"
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The best lesson and why	<ol style="list-style-type: none"> 1. Outside day (x5) 2. Den building (x14) and team work 3. "Dig for Victory" (5) 4. Art (x6) 5. Music 6. Maths (x8) – its fun 7. Music 8. Science (x3) – can't get it wrong 9. Making circuits 10. Dissecting a pig's heart (x2) 11. PE (x4) – fun and good exercise, "I love cricket" 12. English (x4) – role play and story writing. 13. "No lessons are good" 14. "All of them that are learning and fun" 15. "Projects are fun" 16. Learning about the war
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The best time in school and why	<ol style="list-style-type: none"> 1. Residential experiences (x19) 2. Outdoor Day and lessons outside (x4) 3. "Talking to my teacher about something that had nothing to do with school" 4. "When a teacher recognised my type of bike" 5. Homework clubs (x2) 6. "Y3 – there were no tests" 7. "I like most things" 8. "Joining the school" 9. Toy Day 10. "Lunch times because you get fresh air" 11. "Art – I like doing things" 12. "Getting to Y6" 13. "Having challenges"
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	<p>14. "Y6 because I am learning more complex things"</p> <p>15. "The lessons help me improve"</p> <p>16. "A medal for being happy"</p> <p>17. "The rewards we get"</p>
<p>Favourite teacher and what makes him/her special</p>	<p>The following characteristics were identified:</p> <ol style="list-style-type: none"> 1. Best at teaching (x3) 2. Funny, humorous and makes me laugh (x16) 3. Strict (x2) 4. Explains things and helps me to learn (x2) 5. Understands me and there for me (x8) 6. Kindness (x3) 7. Cares and supports pupils (x6) 8. Quirky and weird (x3) 9. "Took an interest in me and what I did in my life" 10. "Knows what is best for me" 11. "Always there for me" 12. "Fun and helps me when I struggle" 13. "Amazing personality" 14. Sporty 15. "Gave me food" 16. Listens (x2) 17. "Helps me with my trouble" (x3) 18. "Fun and helps me when I struggle" 19. "Loves all children"

Commentary:

- These responses give further insight to the responses to the questionnaire and confirm the evaluator's view that the talent of these learners is undeniable. They have enjoyed learning; they know the kind of learning they prefer and the teacher characteristics that work for them. The comments suggest that the pupils have experience of the very positive and responses elsewhere indicate that this is leading to greater positivity. This is improvement and leaders should be pleased and work even harder to maintain and consolidate this.
- The pupils know how they learned best. The school needs to use what they have had to say and test they daily practice by it. The same is true of the qualities they look for in teachers. This could offer leaders a training checklist.
- The comments include many references to learning as well as socialization and this is an important development for the school.
- This attitudinal maturity is stronger and deeper than last year and has improved. The challenge is to develop it and consolidate it.

Qset 2

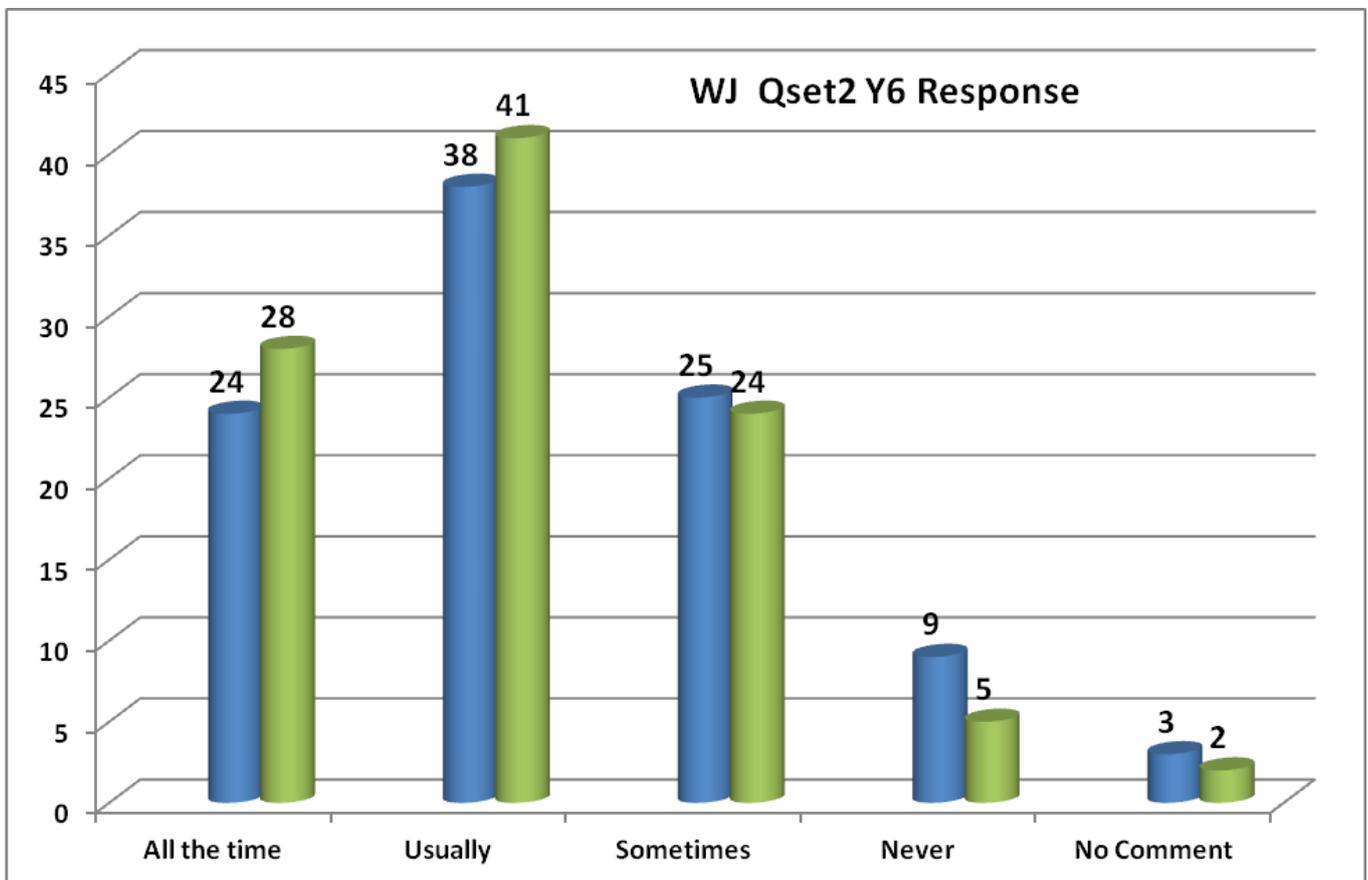
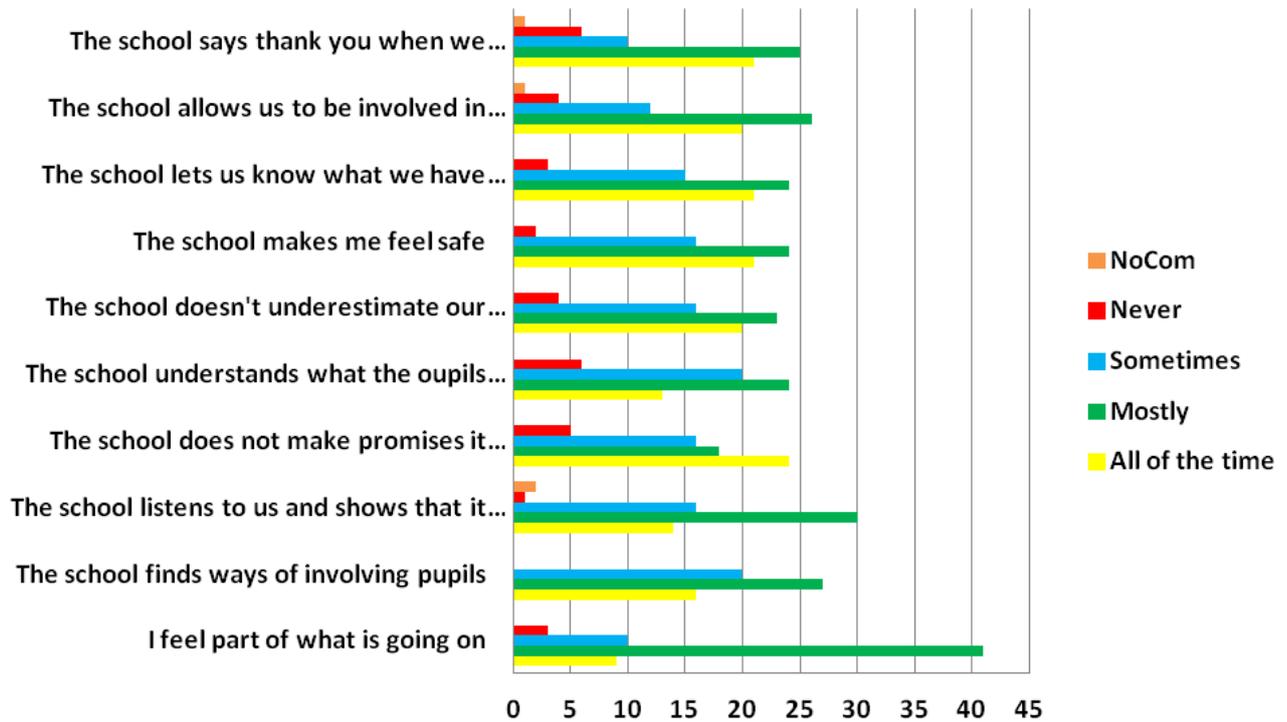
WHAT HAS SCHOOL BEEN LIKE FOR YOU?

2. DO YOU FEEL YOU HAVE MADE A DIFFERENCE TO WHAT WE DO? [2018]

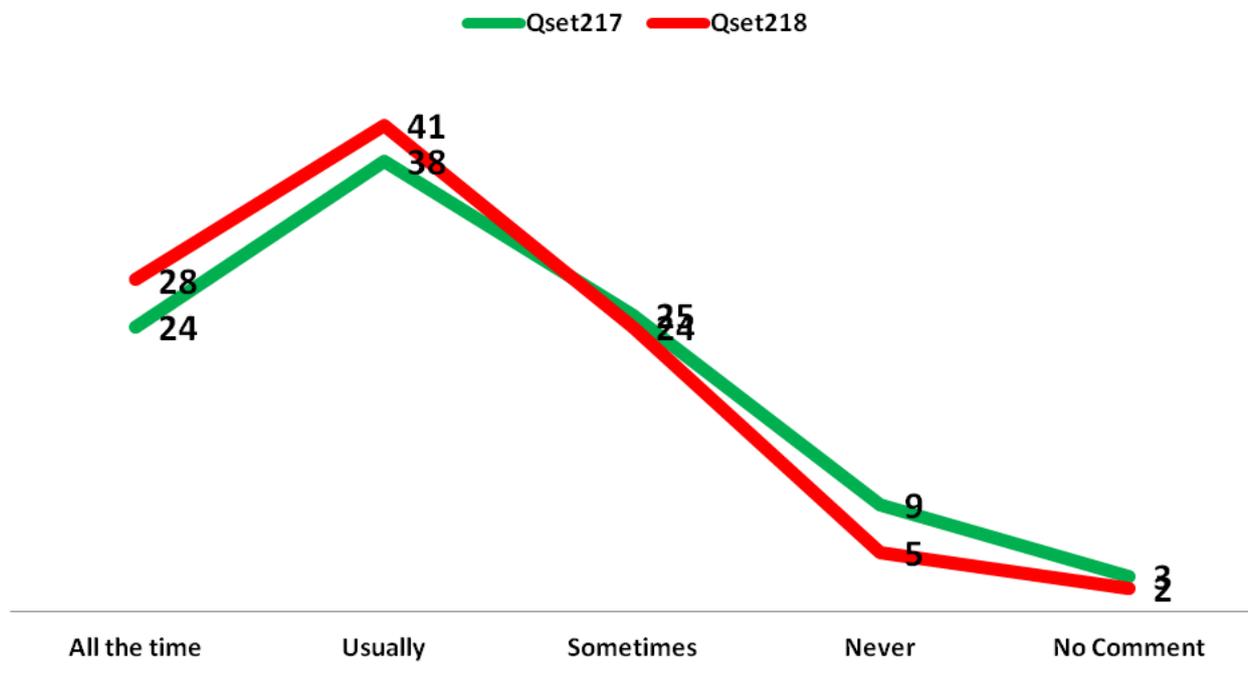
Tick the box that is closest to how you honestly feel about each statement.

	ALL OF THE TIME 	USUALLY 	SOMETIMES 	NEVER 
Indicates improvement				
I feel part of what is going on	9 (9)	41 (30)	10 (14)	3 (2)
The school finds fun ways of involving pupils	16 (14)	27 (20)	20 (17)	0 (4)
The school listens to us and shows that it is interested in our ideas	14 (15)	30 (19)	16 (16)	1 (5)
The school doesn't make promises it cannot keep	24 (10)	18 (19)	16 (16)	5 (9)
The school understands what pupils would like to see happen	13 (8)	24 (27)	20 (17)	6 (4)
The school doesn't underestimate our ability to have a view and be involved in decision making	20 (17)	23 (19)	16 (16)	4 (3)
The school makes me feel safe	21 (21)	24 (20)	16 (8)	2 (6)
The school lets us know what we have changed or influenced	21 (18)	24 (20)	15 (10)	3 (7)
The school allows us to be involved in ways that suit our different personalities	20 (14)	26 (17)	12 (13)	4 (8)
The school says thank you when we contribute ideas or opinions	21 (13)	25 (24)	10 (14)	6 (4)

WJY6 - Qset 2 Participation Y6 2018 [actual]



WJY6 2018 Question Set 2 comparison to 2017 [%]



Commentary:

- The pupils are being asked about their **participation** in the life of the school. **79%** of responses were **positive** with **16%** demonstrating **real doubt**. **5%** declaring **negativity**.
- These results are better than last year.

Participation:

- Only **14% (16%)** of pupils are absolutely sure that they are part of what is going on but **65%** do feel positivity. A similar proportion apply when considering the school's willingness to listen.
- The real sense of being part of the school and being able to influence the decision making is felt by an increasing number of pupils. Clearly, through this survey, the school places value on the pupil voice, thanks pupils for their contribution and there is a real growth in the number of pupils who value, or see themselves, as part of, the process that create the school community.
- If this pattern is repeated throughout the school then the school has a developing stronger pupil voice and this, linked to engagement to all the elements of learning, is strengthening the school community.

Communication:

- **21% (14%)** of pupils strongly acknowledge that their voice is heard – this is improved but still low. Nearly half of these pupils have doubts and almost a third of them have grave doubt with a further **7%** expressing a negative attitudinal disposition.

The school may discover further insights by considering these pupil comments.

What has been the best change in your school?	<ol style="list-style-type: none">1. "Good Teachers"2. My new teacher –"understands me"; "helps me and I am getting way better." (x2)3. Better staff and good teachers (x2)4. New Head Teachers (x4) – making things better5. Class changes – "didn't like it to begin with but it has made a real improvement"6. New class names7. Alexa in the hall (x2) – makes it more interesting8. Music in the hall (x2) – makes it feel happier9. Residential and trips (x2)10. Assembly in the afternoon11. Our classroom environment12. Getting rid of class 1913. Special activities and fun days (x2)14. Whole school allowed on trim trail15. Better gym equipment (x7) – we can have more fun16. The "addition of" project17. After school clubs - "they help different abilities"18. New playground equipment (x5)19. "Nothing has changed"20. New playground arrangements (x6)
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Commentary:

- Comments were made by more than two thirds of respondents.
- Teaching and learning and other aspects of the school's core business are cited by many pupils.
- Individual staff are referred to
- Matters related to ethos are fulsomely present
- Cynicism is expressed by one pupil only.
- It is clear that they appreciate things that have been done for them

- These comments allow the reader to see how the improvements build up to support attitudinal change.

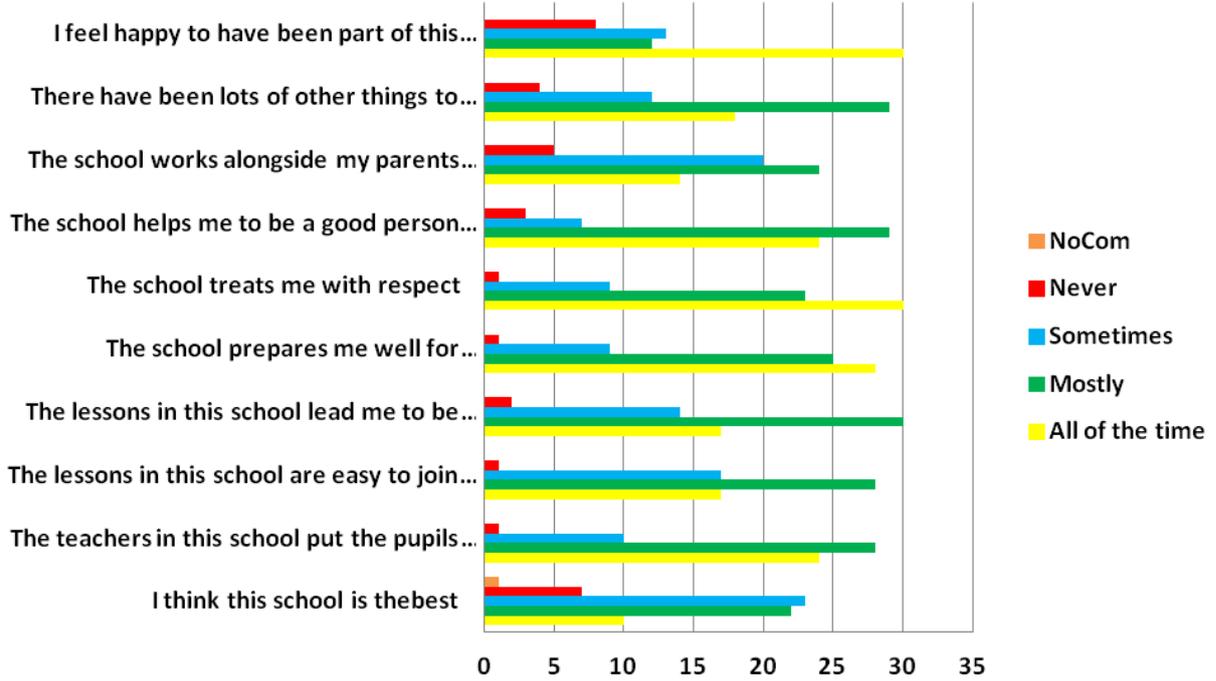
WHAT HAS SCHOOL BEEN LIKE FOR YOU?

3. YOUR OVERALL POINT OF VIEW [2018]

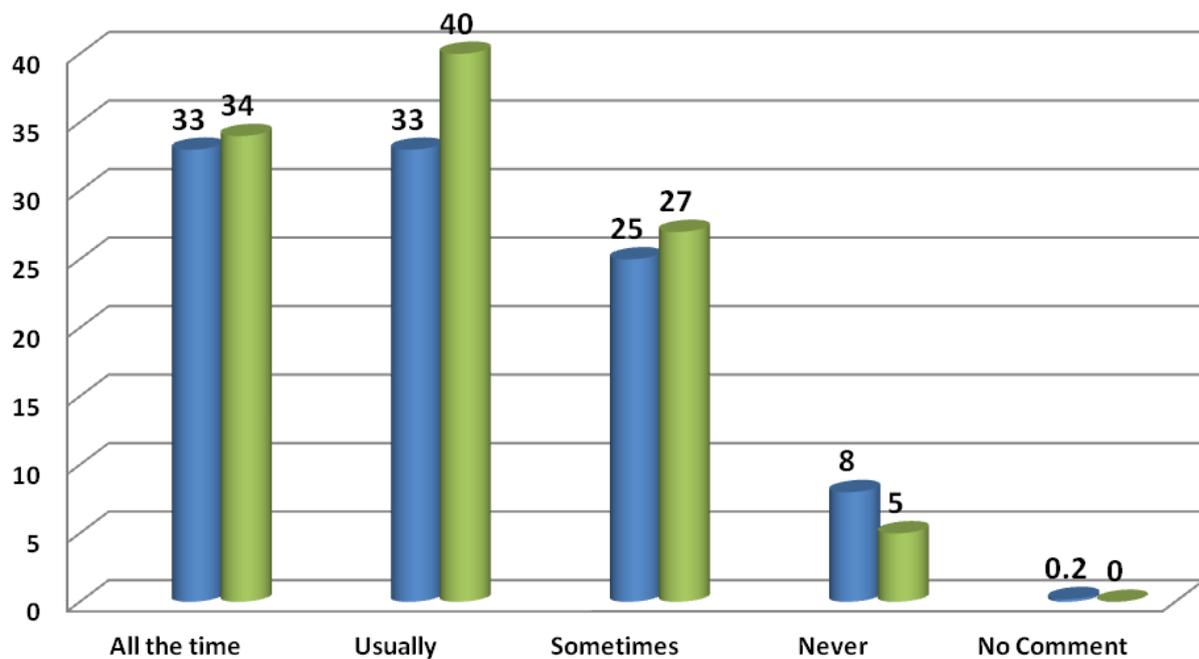
Tick the box that is closest to how you honestly feel about each statement.

	ALL OF THE TIME 	USUALLY 	SOMETIMES 	NEVER 
Indicates improvement				
I think this school is the best	10 (3)	22 (23)	24 (20)	7 (11)
The teachers in this school put the pupils first	24 (19)	28 (19)	10 (18)	1 (1)
The lessons in this school are easy to join in with	17 (10)	28 (21)	18 (23)	1 (3)
The lessons in this school lead me to be interested and learn new things	17 (17)	29 (23)	14 (15)	2 (2)
The school prepares me well for secondary school	29 (27)	25 (16)	9 (10)	1 (3)
The school treats me with respect	30 (27)	23 (14)	9 (14)	1 (2)
The school helps me to be a good person and a better citizen	24 (21)	29 (24)	7 (9)	3 (3)
The school works alongside my parents in helping me to grow up and develop well	14 (13)	24 (18)	20 (17)	5 (9)
There have been lots of other things to get involved with in the school other than just lessons	30 (22)	29 (20)	12 (12)	4 (3)
I feel happy to have been part of this school and I will probably miss it when I leave	30 (32)	12 (11)	13 (7)	8 (7)

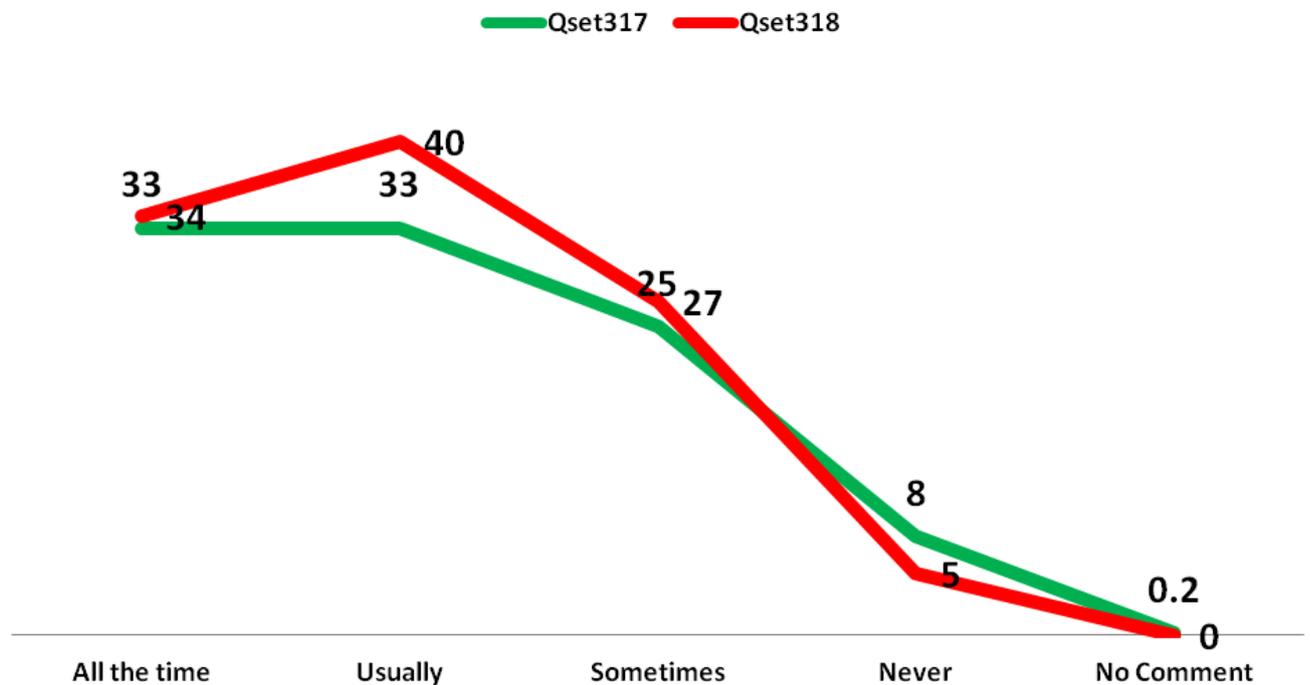
WJY6 Qset3 Overall Y6 2018 [actual]



WJ Qset3 OVERALL Y6 Response Comparisons 2017 to 2018 [%]



WJY6 2018 Question Set 3 comparison to 2017 [%]



Commentary:

- The pupils, having answered two focused questionnaires are now being asked to give an overall perception which is essentially about the quality of their experience based on questions that address how fit for purpose the school is in their eyes. **34% (33%)** of responses were strongly positive and three quarters of respondents displayed positivity which is an improvement on last year. **5% (8%)** were negative.
- There is resentment and frustration for a very few pupils arising from historical discontinuity, there is overwhelming evidence of improvement and a strengthening positive attitudinal disposition. The steps may appear to be small but the direction is absolutely correct and it might be predicted that by this time Y4 are Y6 the improvement will have been maintained and consolidated.
- It was shocking that only **5%** of the pupils can muster absolute pride in their school last year but this year the figure has tripled. More than half the school have a strong positive sense about their school. Only **11%** have strong negative feelings about their school.
- The issues that last year raised are lessening and becoming much more positive. Over 70% show positivity about the ease with which lessons can be joined in. Interest in learning has improved into a response rate in excess of 70%. Working alongside parents is greater, as is the view of other things the school lets you get involved with.

- There may be some disaffected learners in this group or may be some with particular needs but this cohort is by no means lost to learning. It would appear that natural inquisitiveness and finding the point of interest and engagement has been more apparent this year and pupils are realising that teachers do care and the critical mass of disenchantment or disaffection is shrinking.

The school may discover further insights by considering these pupil comments. About 40 pupils contributed.

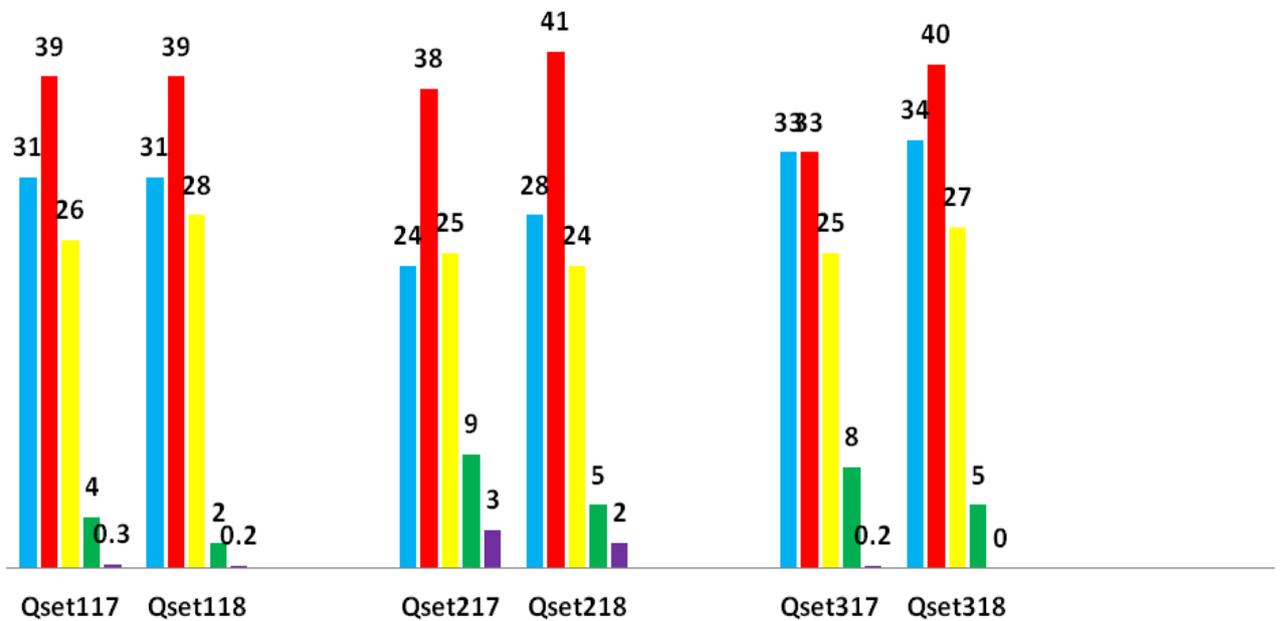
When was your favourite time in school and why?	<ol style="list-style-type: none"> 1. Residentials – Larches Wood in particular (x15) – “we learned in different ways” ; “my friends supported me when I missed my mum” ; “it was fun outside the classroom and it was easier to learn” 2. “When I got a new teacher and things got a lot better” (x2) 3. SATs - “I want to do well” (x2) 4. “The day after SATs” (x2) 5. Class 19 6. Years 5 & 6 7. “When I make new friends” (x5) 8. “Being able to socialise with friends” (x2) 9. Playing sports 10. “I hate this school” 11. Home time (x2) 12. “When we did electronics” 13. Den building outside 14. “With a new teacher who is fun” 15. “With the best teacher ever” 16. “with the same teacher I had for two years” 17. “Being part of the school”
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Commentary:

- This graph below, alongside the information about pupil’s overall views above, clearly identifies the impact that interventions are having in addressing the needs of these pupils. Strongly positive attitudes continue, at best, to be held by a third of the pupils. Totally negative attitudes have shrunk and are held by, at most, 8% of the pupils. Almost 60% of the pupils waiver with uncertainties to a greater or lesser extent. However, there is clear growth in the volume of pupils whose equivocation is lessening thus suggesting that improvement is well underway.
- Comments made are focused on the learning process and are no longer dominated by matters related to socialisation.

WJY6 - Comparison of Question Set response 2017 to 2018 [%]

■ All the time
 ■ Usually
 ■ Sometimes
 ■ Never
 ■ No Comment



RECOMMENDATIONS

- Evidence of improvement should be shared in order to encourage and challenge for further improvement.
- Any interpretation of causes and effects should be tested by the data available and local knowledge.
- It should continue to be the schools intention to increase strongly positive attitudes to at least 55% by 2019 and reduce equivocation represented by “sometimes” designation to no more than 15% by the same date seeing the highest negative score is 5%.

END

June 2018