



**HIWJ SCHOOLS
FEDERATION Tamworth**

**SCHOOL SELF
EVALUATION**

**THE PUPIL
VOICE (all years)**

**ANNUAL SURVEY
COMPARISON
REPORT**

June 2018

Supporting Change Limited
providing analysis and evaluation services to help you make a difference

BACKGROUND

- This is the second time that the federation 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 two schools have undertaken a separate surveys, which are reported separately. A direct comparison with these reports is possible. This is the purpose of this report.
- All pupils were given the opportunity to participate. **462 (440)** responses were received. The respondents were anonymous although they were asked to specify their gender but this was not always done. (*Figures in brackets refer to 2017*)
- The pupils completed the questionnaires in June 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.

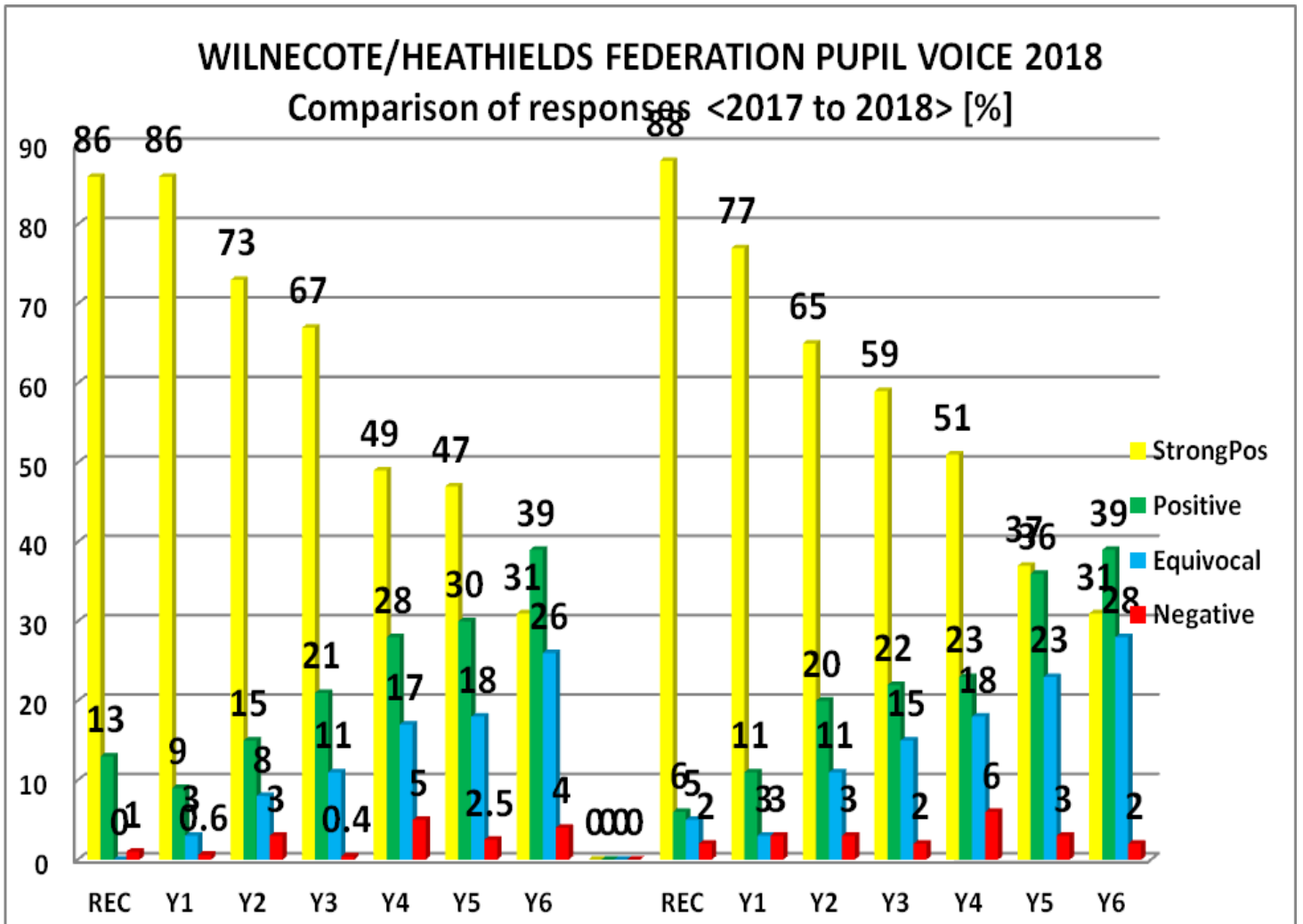
RELATIONSHIP TO SCHOOL SELF EVALUATION

- 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

RESPONSE COMPARISONS



Infant School: Rec to Y2

Junior School: Y3 to Y6

Comments:

- Patterns are very similar. This suggests that not that much has changed but it does appear that changes between being equivocal and being positive are evident and small movement around negativity. This suggests to evaluators that improvement is underway but is yet to be judged as consistent or embedded. For the leadership this indicates that more work is needed.
- What is encouraging this year is that strong positivity has grown in Y3 and Y4. This indicates that the legacy afforded by the infant school is benefitting the junior school.

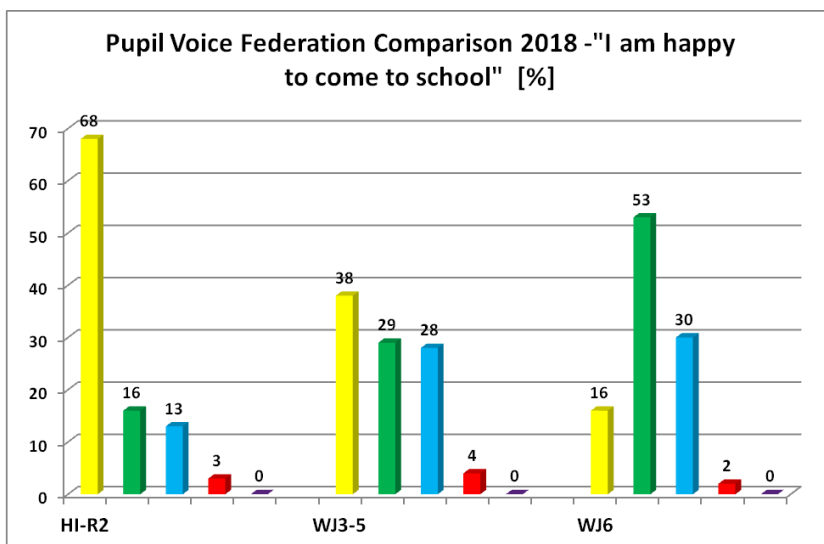
- There are still many children with mixed feelings about being in school. They are disturbed by whatever is characterizing behaviour and can only be wholly positive about being content to come to school sometimes. This needs further exploration.
- Most pupils understand and response to the core business of the school which is learning but for many the distractions of wider life still intrude on that learning. This best exemplified when they know what to do to improve if told by an adult but are less sure in the independent arena of self assessment and correction.
- Leaders need to understand that they have made a strong impact but they still have to embed it in order to survive the vulnerabilities of the school's demographic.

QUESTION RESPONSE COMPARISONS

- These graphics allow comparison to be made between Heathfields Infants ; Wilnecote Junior Y3 –5 and Wilnecote Junior Y6.
- Comments are made. More extensive commentary exists in the individual repots.

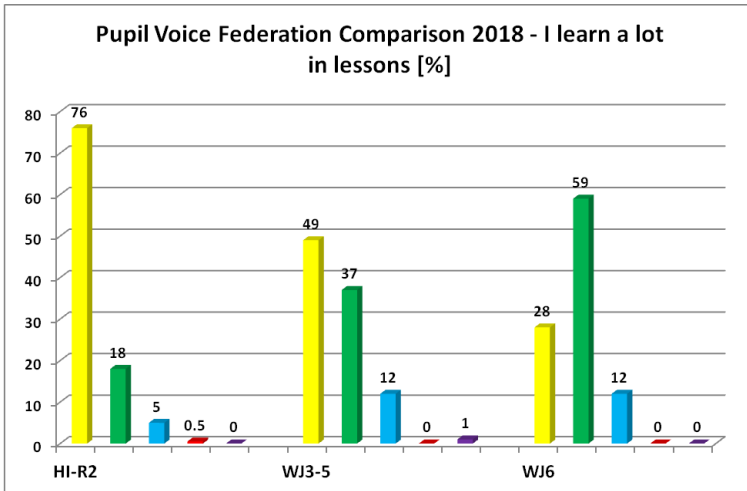
Identification key:

All the time	Mostly	Sometimes	Never	No Com
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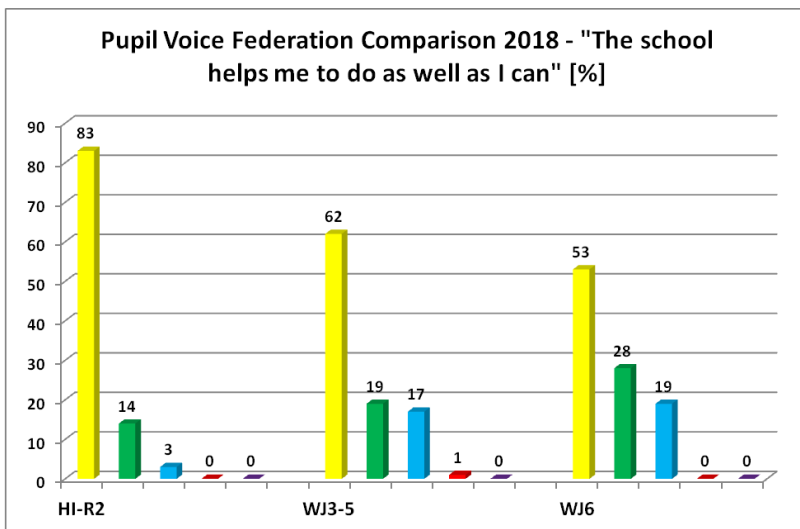


• *The decline of positivity is clear and should be taken very seriously by both schools because decline is also visible in particular years in both schools..*

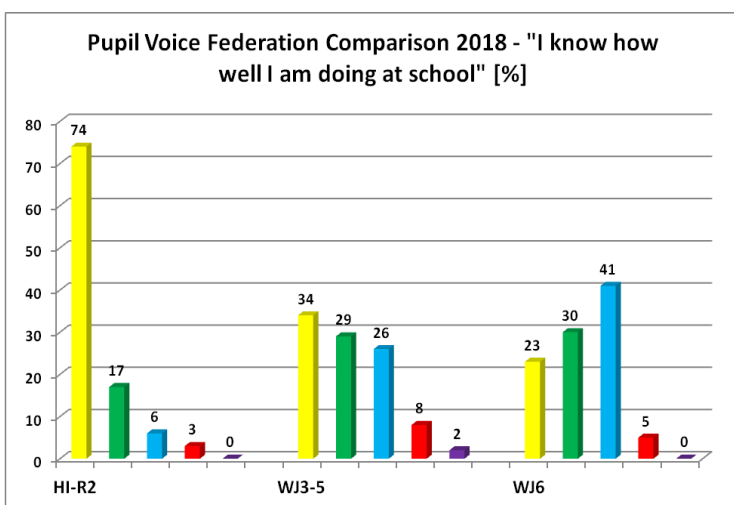
• *The potential for disengagement in both schools is obvious and indicates that further work is necessary in order to embed the values and habits that are the foundation for high quality learning. It has to be a focus of improvement and the impact of the learning on the self awareness and esteem. They need to learn to love school.*



- *Children continue to know what lessons are for and that they gain from them.*
- *This is a powerful feeling in the infant school but it softens in the junior school but there has been some improvement in Y6.*
- *The junior school is beginning to capture potential in all years and the task is to be consistent and embed the value.*

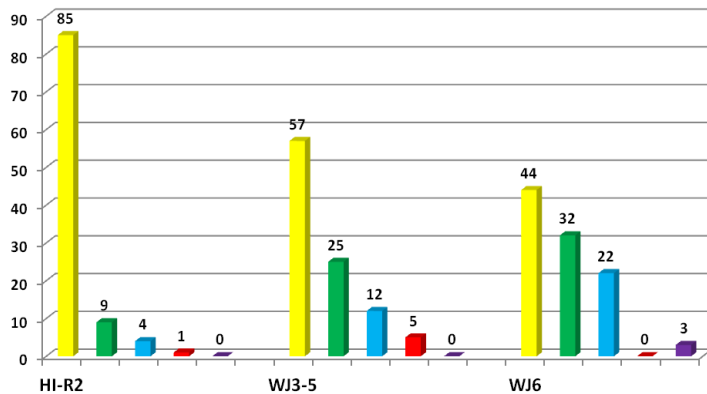


- *Once again pupils understand the purpose of the school .*
- *Numbers are very similar to last year but the tone of comments indicate that the process of improvement has begun and it is now about consistency and embedding the values and processes.*
- *Improvement in Y6 is notable.*



- *There is some small improvement here especially at Y6 indicating that change is underway.*
- *The impact of this element, that indicates a strand of independent learning, needs strengthening and embedding so that the pupils consistently judge their own performance and take control of it.*

Pupil Voice Federation Comparison 2018 - "Adults in school explain to me how to improve my work" [%]

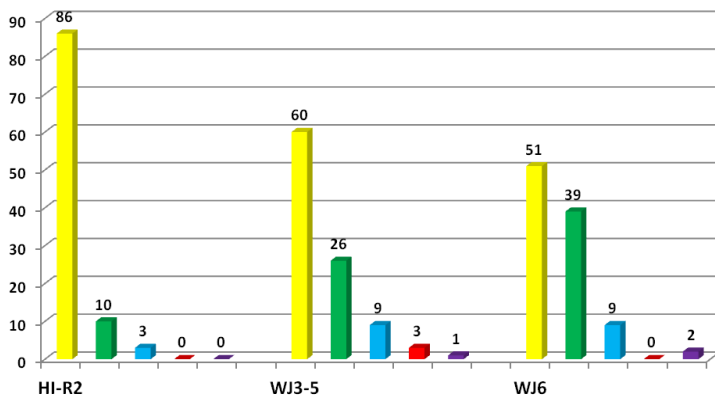


- *Teachers, and other adults, clearly help children improve and this is reflected in strengthening results in strong positivity and improvement that is notable in Y6.*

- *There is improvement across the school indicating improvement in teacher practice.*

- *The challenge now is to maintain and consolidate this and more into pupil self assessment.*

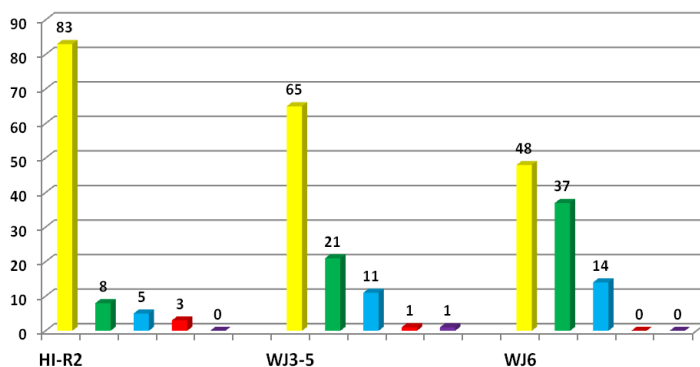
Pupil Voice Federation Comparison 2018 - "Teaching at this school is good" [%]



- *Pupils are loyal to their teachers across the federation and hold them in high regard but this year's scores indicate a growth of confidence indicating improvement in classroom practice.*

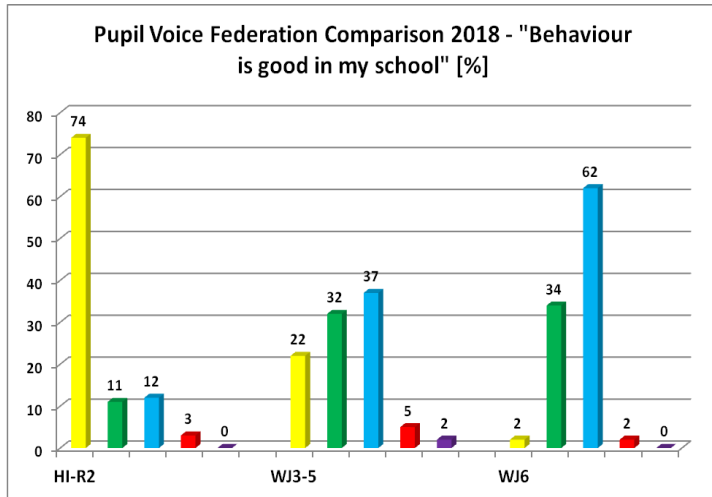
- *Y6 has significantly improved and if this continues with next year's cohort perhaps the school's data will improve. Data will be the test of this as will other monitoring.*

Pupil Voice Federation Comparison 2018 - "Teaching at this school helps me develop skills in communication, reading, writing and mathematics" [%]

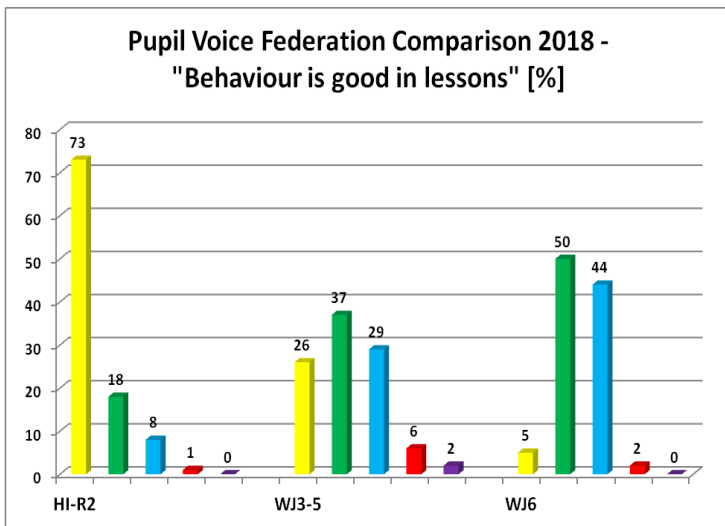


- *The results here are very similar to last year.*

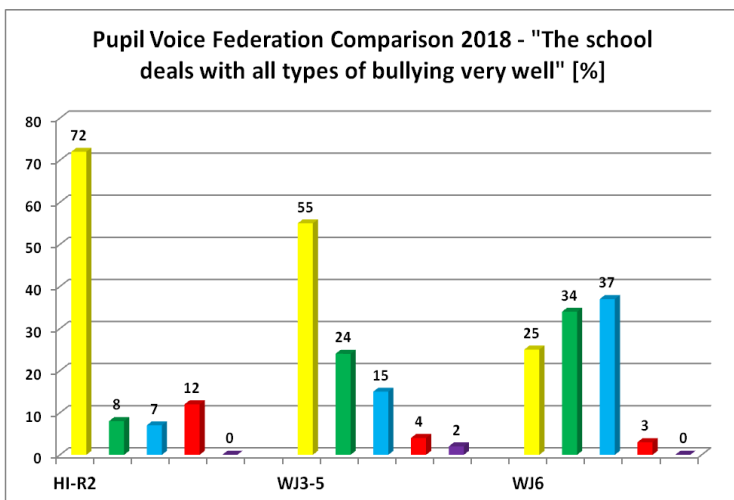
- *Pupils know what school is for – they understand purpose but do not apply it strongly enough to themselves and its implications in terms of the choices they make, efforts they apply and commitments they make. This is the heart of embedding processes and making them habitual. It takes time and constant attention.*



- *Pupil's remain critical of behaviour in their school..*
- *Separate reports suggest action not least in:-*
- *Helping pupils understand what good and bad behaviour is.*
- *This should be a focus of improvement for leaders of the federation.*

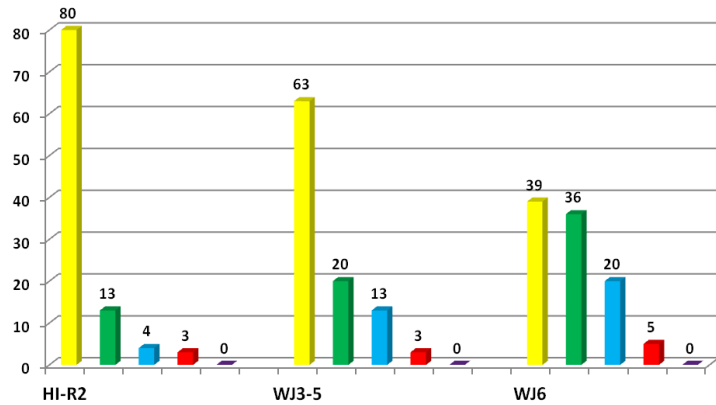


- *There is evidence of some improvement here in movements between strong positivity and positivity. That said, pupils are still disturbed by this element.*
- *The actual daily experiences may be improving but pupils must be helped to improve their perceptions.*



- *Scores are very similar to last year with some improvement in movements between more positive attitudes is evident.*
- *There has been considerable improvement in Y6.*
- *Maintenance and consolidation is key here.*

Pupil Voice Federation Comparison 2018 - "I feel safe when I am in school" [%]

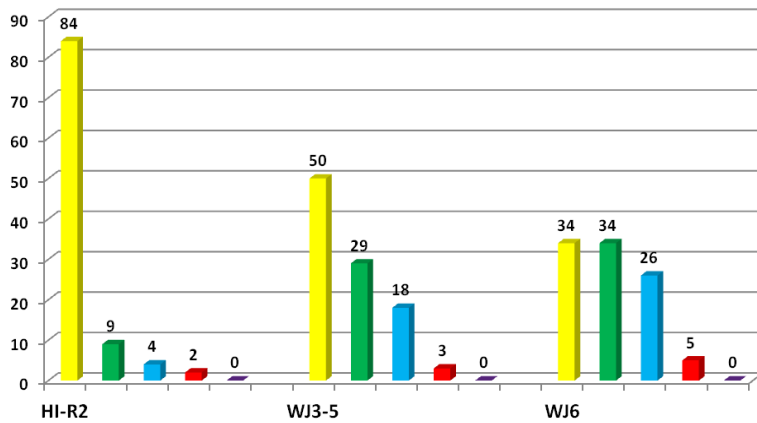


- *These scores reflect last year and indicate some improvement in Y3 to 5.*

- *We must not lose a sense of proportion because the scores are still high.*

- *This is an area where confidence takes time.*

Pupil Voice Federation Comparison 2018 - "Teachers are interested in my views" [%]



- *The scores are very similar to last year but real improvement is apparent in Y6.*

- *This does suggest that teachers are held in high regard and the nature of the relationships and the daily experiences are getting better as classroom practice improves.*

- *Further improvement is necessary.*

CONCLUSIONS and RECOMMENDATIONS

- Each report contains clear conclusions and recommendations.
- This comparison makes it clear that differences between the institutions are shrinking and improvement is underway and impact is being demonstrated.
- The challenge for leaders is to undertake interventions and expectations that embed and consolidate the improvements that begin.

Therefore:

1. Care and consideration should be given to recommendations made in separate reports
2. Targets should be considered to lift the profile of attitudinal disposition amongst staff
3. Leaders need to consider how to ensure that compliance to expectations and non-negotiables can be promoted in ways that enable staff take appropriate ownership

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June 2018