



**HIWJ SCHOOLS
FEDERATION Tamworth**

**SCHOOL SELF
EVALUATION**

**THE PUPIL
VOICE (all years)**

**ANNUAL SURVEY
COMPARISON
REPORT**

June 2019

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

BACKGROUND

- This is the third 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 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. **445 (462)** 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 2018*)
- The pupils completed the questionnaires in May 2019
- All years are included in this report.

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 the younger 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.

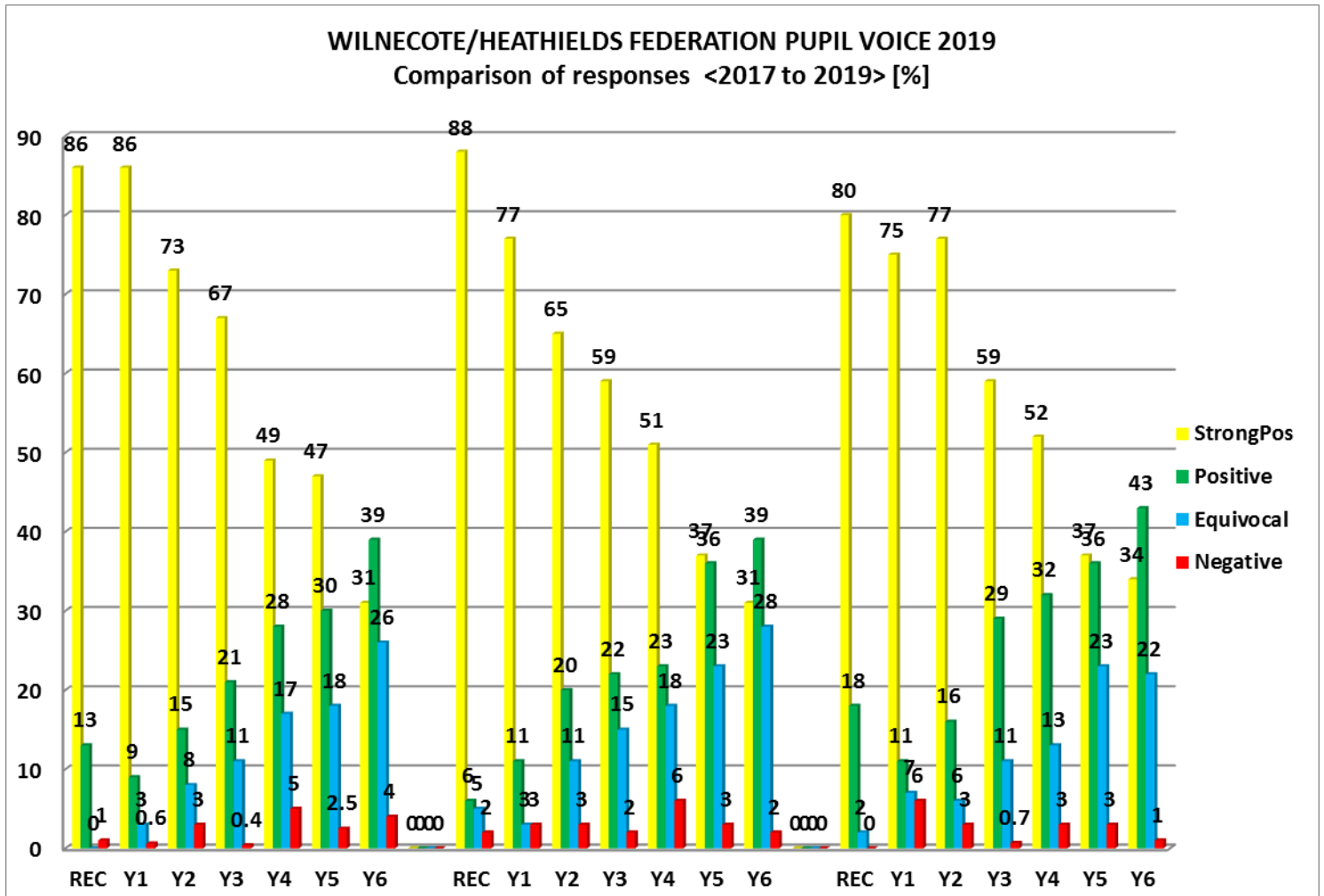
RELATIONSHIP TO SCHOOL SELF EVALUATION

- 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 inspite of the lower return rates in the infants school and the increase in the size of the rolls of the schools.
- This might suggest that not that much has changed but this would be a misleading assumption.
- Firstly, this pattern, confirms that through experience, alongside developing maturation, the pupils are becoming more discerning and considered. The school is giving them opportunity to make judgements and form conclusions.
- Over time, equivocation is shrinking in favour of a more positive view. Similarly, negativity is much reduced.

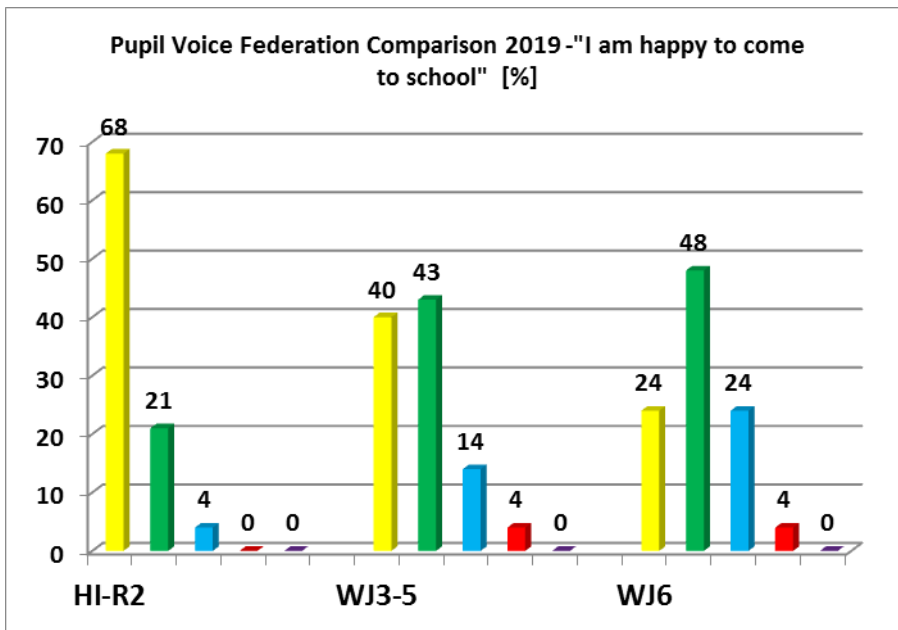
- This suggests to evaluators that improvement is continuing but is yet to be confidently consistent or robust in most circumstances. It reminds leaders that the work to achieve the best ethos for institutions is constant and unyielding.
- What is encouraging this year is that strong positivity continues to grow in the junior school. There are some issues of concern in the infant school. The matter of behaviour and contentment to attend school are prevalent in both institutions and need to be examined, explored and challenged appropriately.
- 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.
- Most pupils understand and respond to the core business of the schools which is learning but for some the distractions of wider life still intrude on that learning.
- Leaders need to understand that they continue to make a strong impact but they still face the challenge of embedding 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 reports.

Identification key:

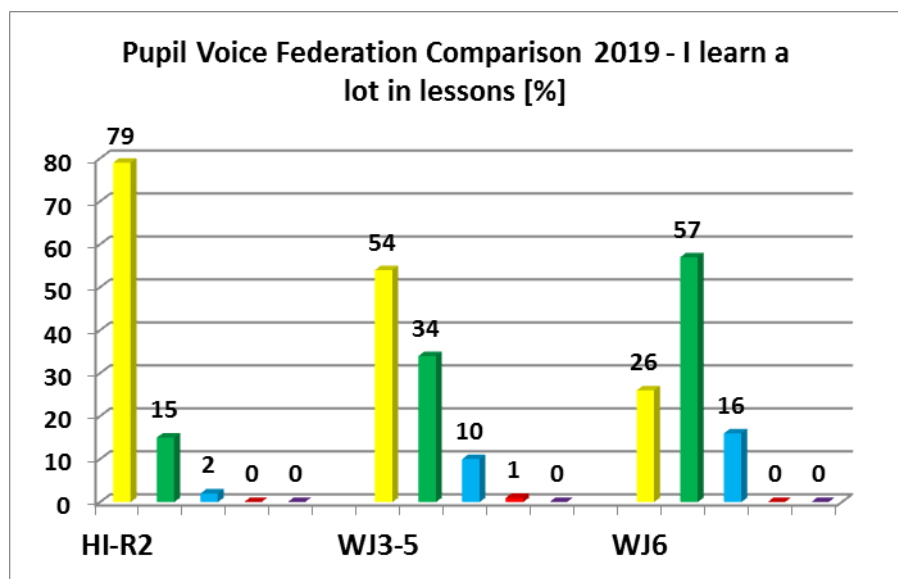
All the time	Mostly	Sometimes	Never	No Com
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• *The potential for disengagement in both schools is obvious and indicates that further work is necessary in order to embed the values and habits that are the foundation for high quality learning.*

• *It is a focus of improvement and the impact of the learning on the self awareness and esteem. They need to learn to love school. The issue is understood by leaders.*

• *The nature of the curriculum will impact as will levels of success.*

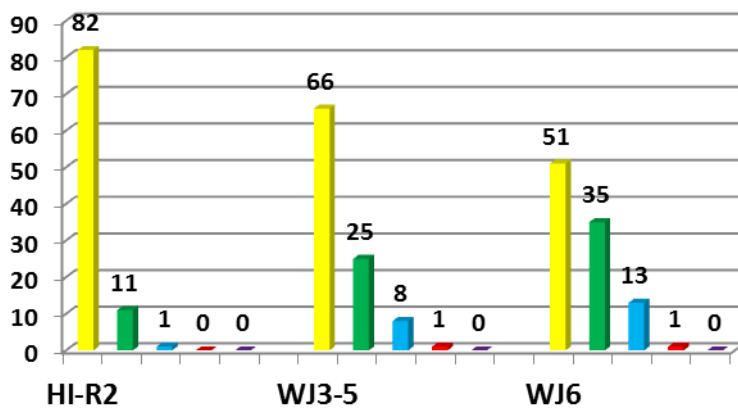


• *Children continue to know what lessons are for and that they gain from them.*

• *This is a strong feeling in the infant school and the junior school is increasing in its strength. There has been some improvement in Y6.*

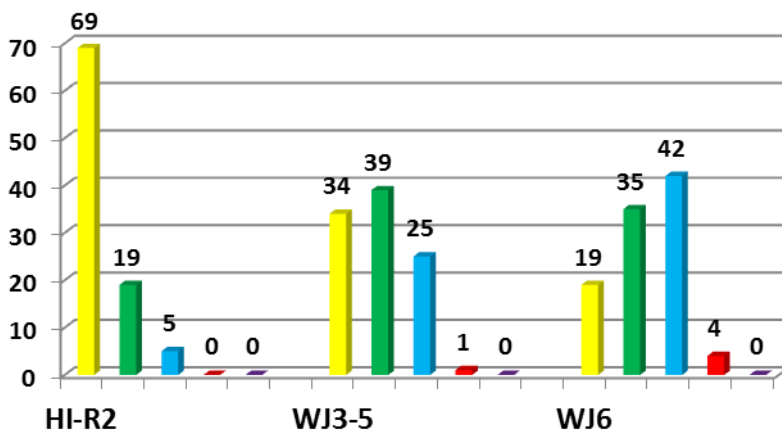
• *The federation is beginning to capture opportunities in all years. This is supported by improving teaching and the support that teachers and parents receive.*

Pupil Voice Federation Comparison 2019 - "The school helps me to do as well as I can" [%]



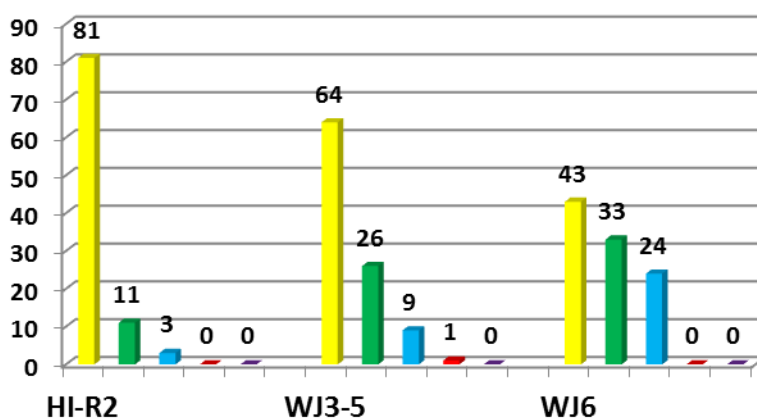
- As before, pupils understand the purpose of the school.
- The process of improvement has begun and it is now about consistency and embedding the values and processes.
- Improvement in Y6 continues.

Pupil Voice Federation Comparison 2019 - "I know how well I am doing at school" [%]

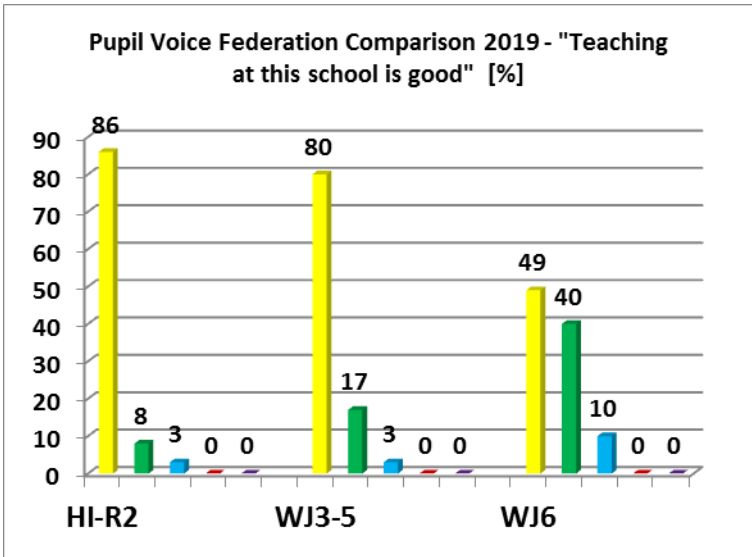


- This element indicates a strand of independent learning. This will be crucial in the development of learners and it is good to see that two thirds of the junior school are now confident about this. The evidence from Y6 exposes the deficit that existed in previous years but still represents an improvement for Y6.

Pupil Voice Federation Comparison 2019 - "Adults in school explain to me how to improve my work" [%]

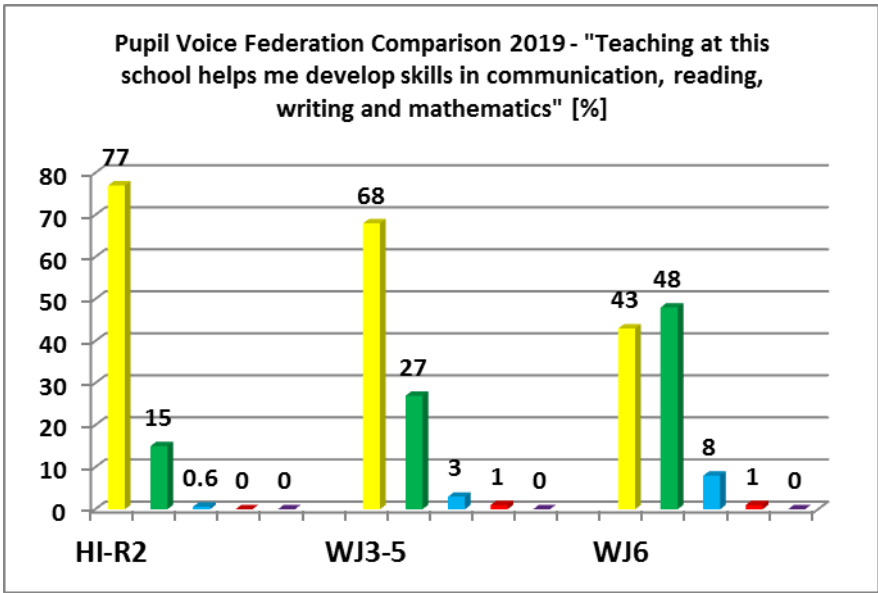


- Teachers, and other adults, clearly help children improve and this is reflected in strengthening results in strong positivity and improvement that is notable in all areas.
- There is improvement across the school indicating improvement in teacher practice.
- Now practice is stronger other elements can be addressed.



- Teachers and their teaching is held in high regard across the federation. This perception is strengthened by this years' surveys.

- Data will confirm or challenge this. It should be remembered that performance observed through testing reveals a variety of issues. For the federation it will be best to seek an holistic appreciation of the needs and capacity of the pupils and address them accordingly.

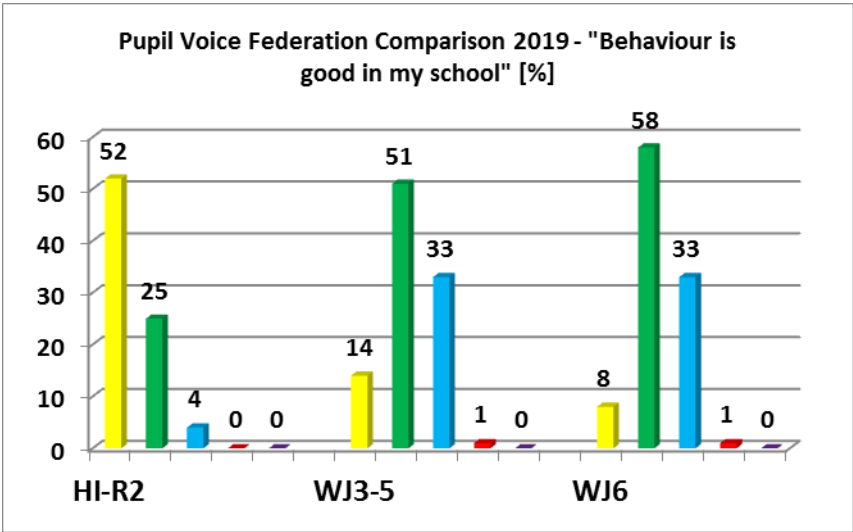


- The results here are similar to last year.

- Pupils know what school is for – they understand purpose and are beginning to strongly apply it to themselves.

- This is the heart of embedding processes. It takes time and constant attention. The process needs constant attention.

- The improvement continues.

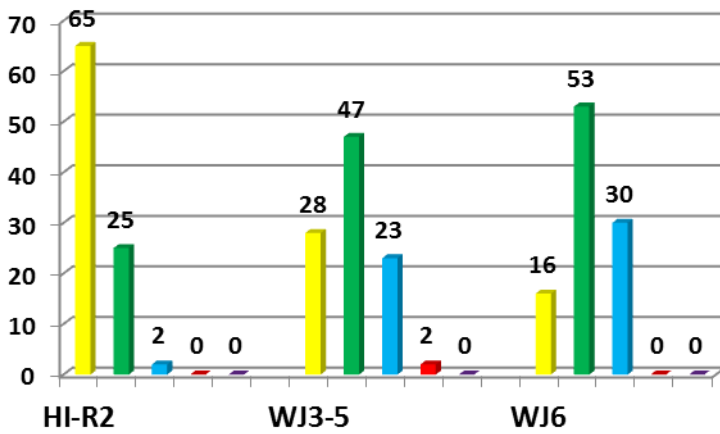


- Pupil's remain critical of behaviour in their school and are reluctant to give this idea strong support.

- The development of discernment as the pupil matures transforms the naivete of the early years to the skepticism of the junior school and re-emphasises the need to help pupils understand what good and bad behaviour is.

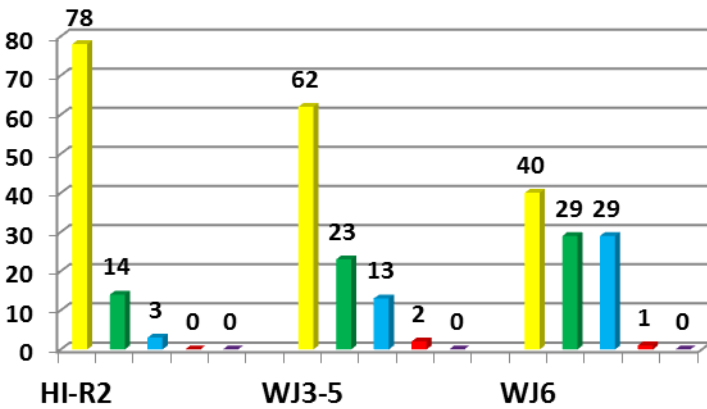
- This should be a focus for improvement for leaders of the federation.

Pupil Voice Federation Comparison 2019 - "Behaviour is good in lessons" [%]



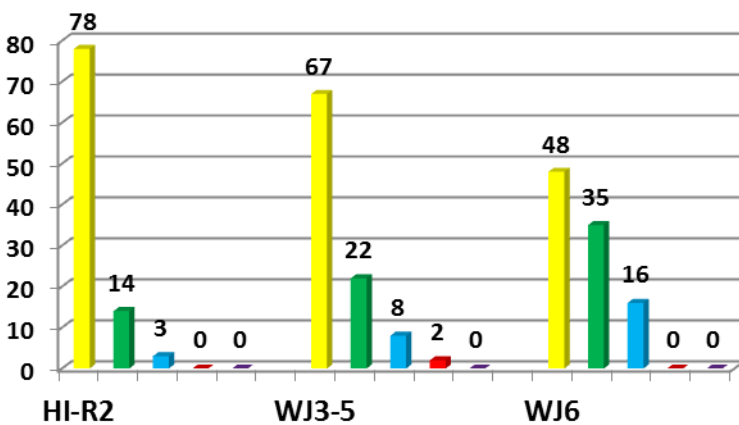
- *Improvement has begun but fundamental issues around understanding, and interpreting behaviour, remain. It is not enough to rely on control mechanisms alone to conquer this issue.*
- *The actual daily experiences may be improving but pupils must be helped to improve and manage their perceptions.*

Pupil Voice Federation Comparison 2019 - "The school deals with all types of bullying very well" [%]

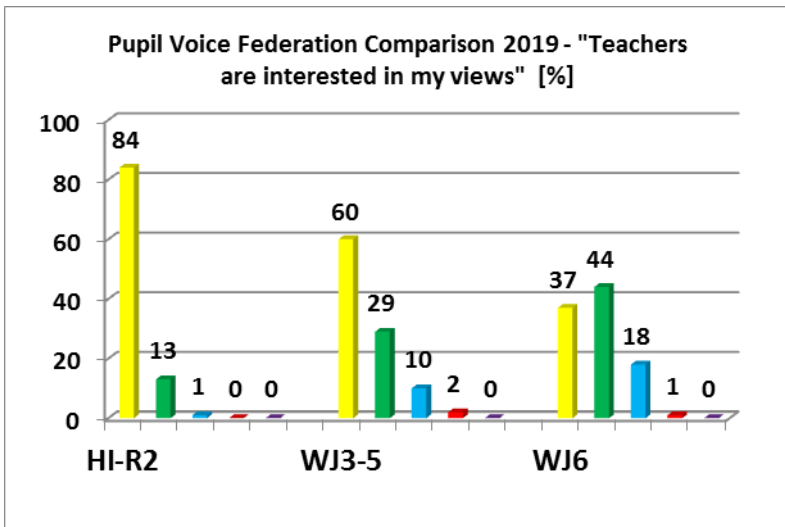


- *Scores are very similar to last year with some improvement in movements between more positive attitudes is evident.*
- *There has been considerable improvement in Y6.*
- *Maintenance and consolidation is key here.*

Pupil Voice Federation Comparison 2019 - "I feel safe when I am in school" [%]



- *These scores reflect last year and indicate improvement and consolidation especially in the junior school.*
- *Clearly, confidence is building is underway.*



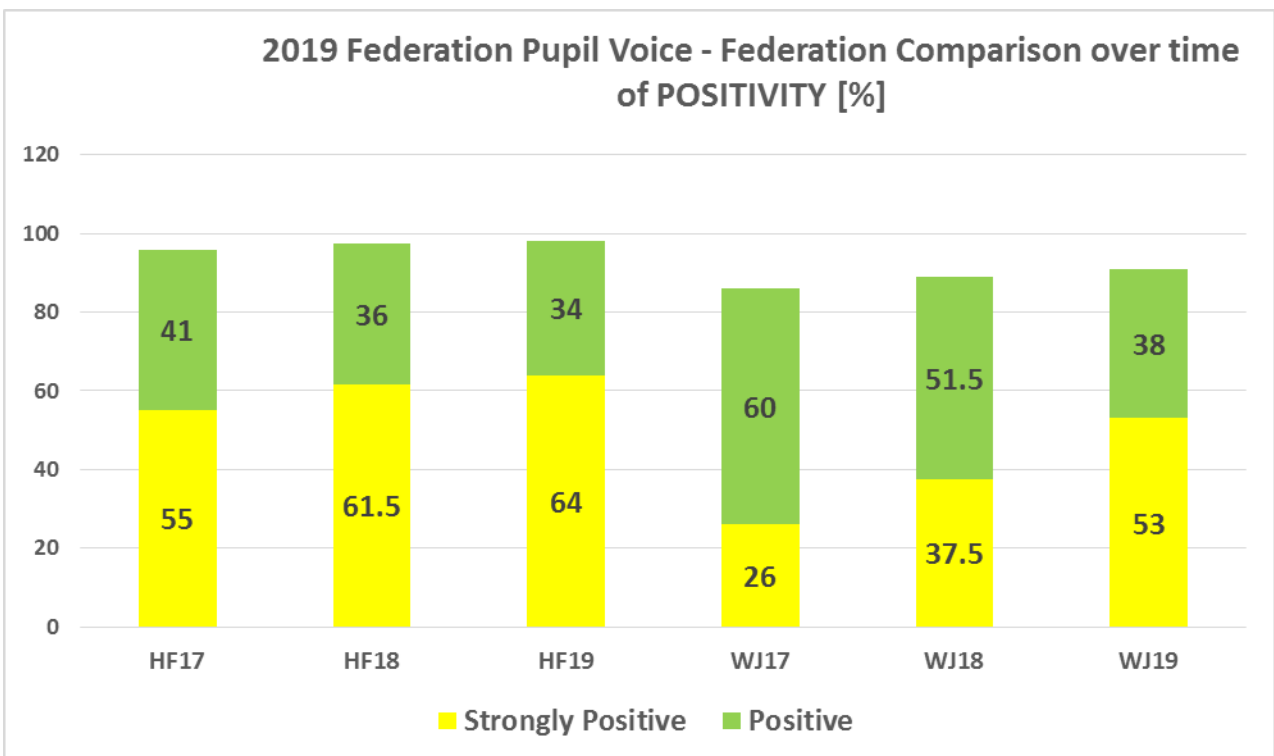
- *The scores are very similar to last year but real improvement is apparent in Y6. This can be read as consolidation*

- *We know 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 expected to continue.*

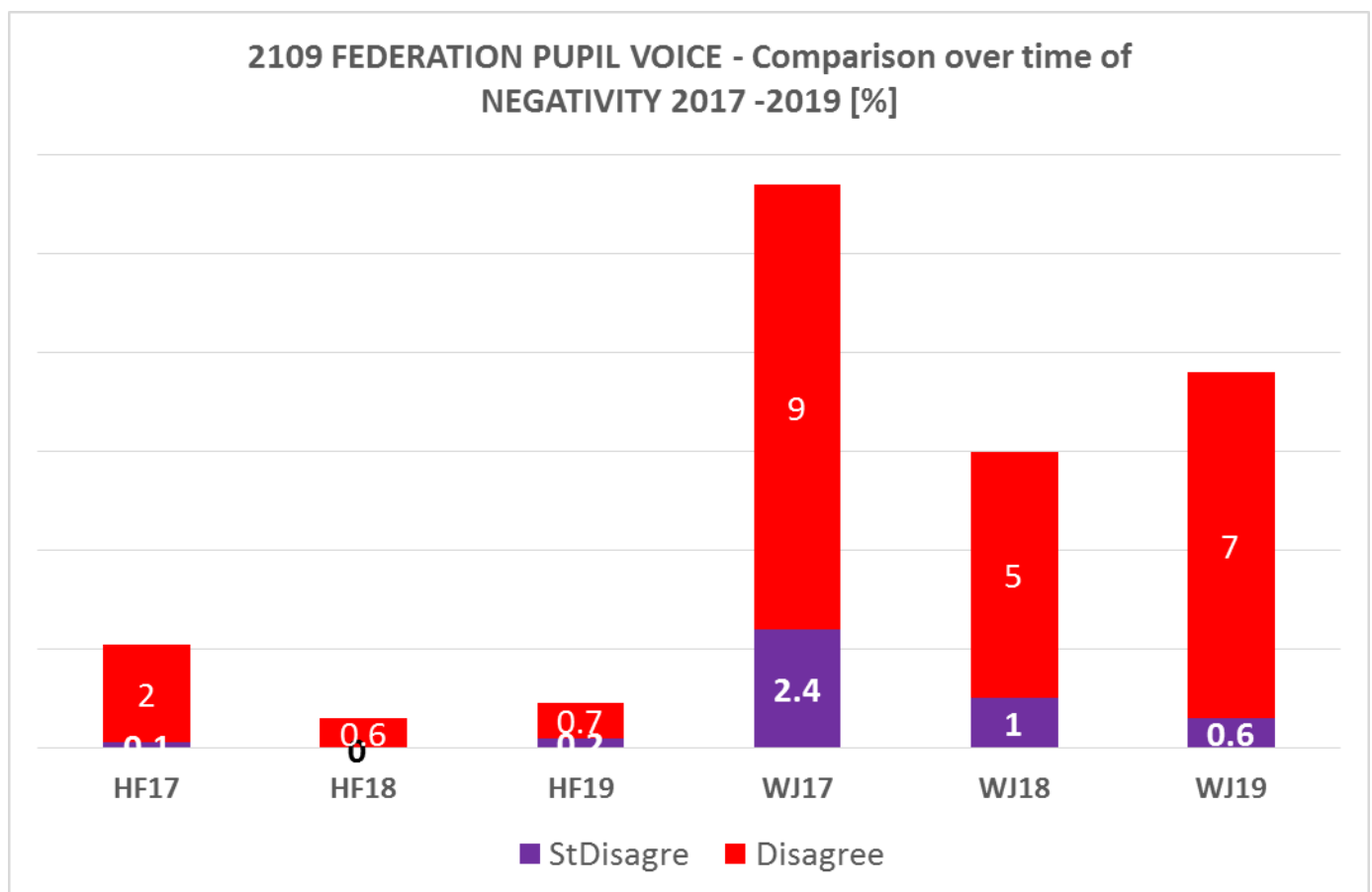
SECTOR COMPARISON OF FEDERATION SCORES OVERTIME

POSITIVITY



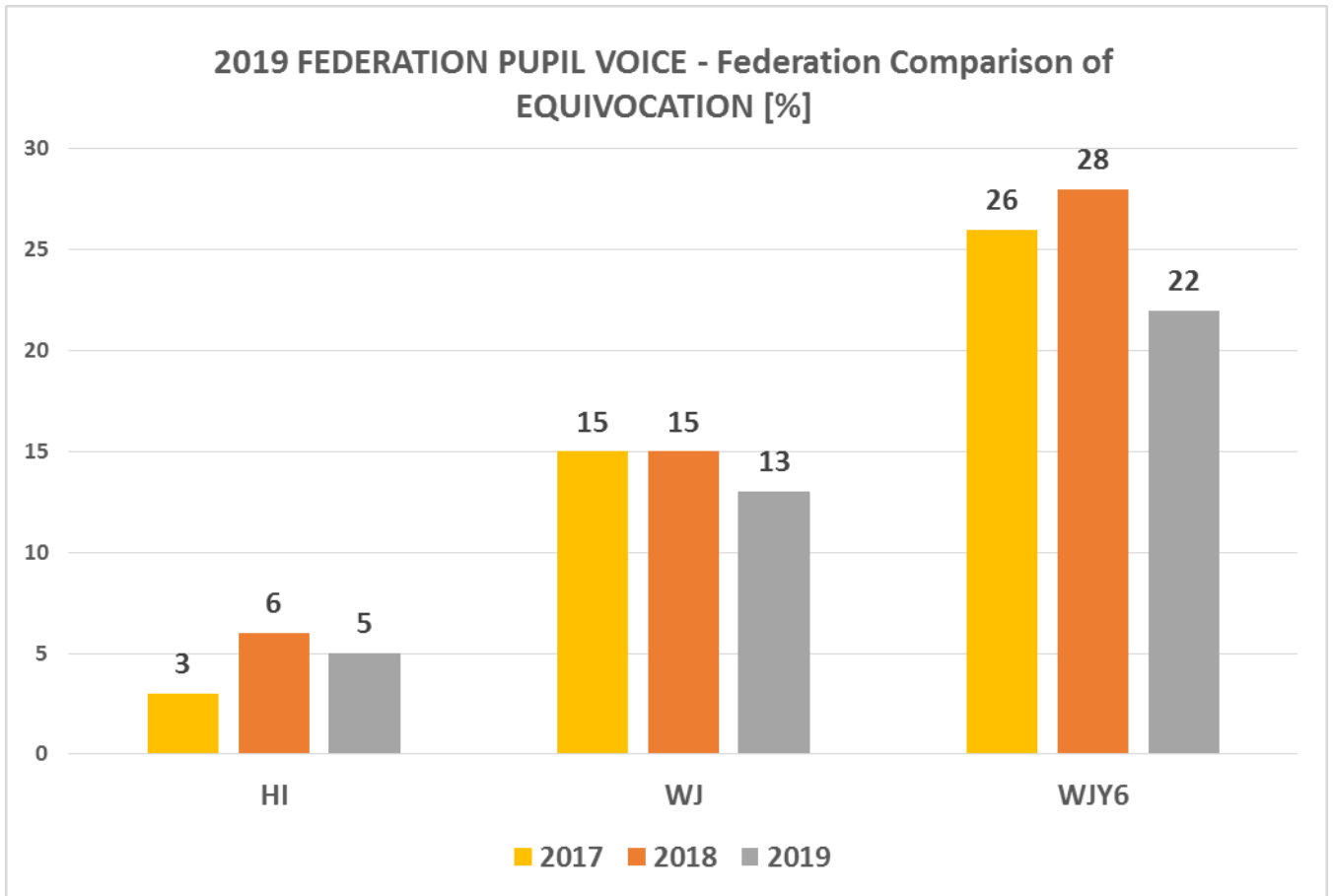
- Improvement over time is self- evident in this data. This is progress.
- The greatest improvement in strong positivity is clearly in the junior school where it has just about doubled over time by 27points.
- The infant school has seen growth of strong positivity by 9 points over the same period.
- The infant school started from a higher base line and still has the edge on the junior school.
- Standard positivity has shrunken in both schools indicating the growing confidence has seen their judgements firming up for many pupils.
- The shrinkage in standard positivity is less than the current scoring in the sector suggesting than there has been movement into positivity from either equivocation or negativity.

NEGATIVITY



- Negativity has shrunk in both institutions over time.
- Negativity was never high in the infant school and a figure of around 1% is more than acceptable.
- The junior school saw a maximum figure of around 11.5% at its worst but the last two years has seen that improve down to an average of 6.75%. this is still higher than an ideal of between 3 and 5 percent but does represent improvement and progress.
- Those that respond with negativity are usually the most hostile or vexatious of individuals who present real and abiding challenges but nevertheless, the federation must attempt to meet their needs.

EQUIVOCATION



- Equivocation is the ebb and flow of the tide of attitudinal disposition.
- Equivocation has been squeezed overtime as you would expect.
- Y6 is where the greatest change has been seen and one can conclude that the equivocation has narrowed and become less of a hiding place for those who do not want to be disloyal or awkward.

CONCLUSIONS and RECOMMENDATIONS

- Each separate report contains clear conclusions and recommendations which should be considered.
- This comparative report demonstrates the differences between institutions. Differences are shrinking, and improvement is underway, as well impact being demonstrated.
- The challenge for leaders is to undertake interventions and expectations that embed and consolidate the improvements that begin.
- There are some persistent issues that need to be explored and examined further

Therefore:

1. We reiterate care and consideration should be given to recommendations made in separate reports
2. We continue to suggest that targets should be considered to lift the profile of attitudinal disposition amongst staff

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June 2019