

Greenway Pupil Questionnaire 2013/14

Executive Summary

Introduction

As for previous years, the annual Pupil Survey was conducted online. Parents/carers with children in Nursery, Reception and/or Year 1 were asked to support their child/ren by helping them to complete the survey at home. Children in Years 2, 3 and 4 were given time in lessons to complete the survey. Overall there were 247 responses, which equates to 76% of the school's pupils. This is significantly higher than last year (56%) and is accounted for in part by a slightly larger Year 4 cohort, but also by much higher returns (both in response numbers and as a percentage of the year group) for Nursery, Reception and Year 1.

Where relevant, ratings in this (pupil) survey are mentioned in the parent/carer report. Generally, however, this analysis is stand alone and should be viewed as quite separate from the parent/carer survey findings.

Overall Rating

As with the parent/carer survey, there is a great deal to celebrate in this year's pupil survey findings, and again as for the parent/carer survey a very large majority gave positive responses (either 'Yes' or 'Sometimes') to all 18 statements. In fact, *almost all* of the children (97% or more) were positive about fourteen of the eighteen statements.

Particular highlights are:

- All (100%) of pupils said their teachers cared for and supported them
- Almost all (99.6%) said that they were expected to work hard in lessons
- The vast majority (99.2% in each case) said that
 - their teachers showed them how to make their work better
 - they learnt things that were important to them and
 - they felt it was important to follow school rules.

[The best thing about my school is...] "that there are some really nice teachers, it makes me happy when I go to school" Year 4 pupil

Questionnaire Structure and Response

As for the Parent/Carer Questionnaire, Greenway's Pupil Questionnaire was overhauled this year, to reduce the number of questions, to align it (to some extent) with the revised parent/carer survey and to simplify the responses. In particular, response options were reduced from 'Yes, Mostly, Sometimes and No' to just 'Yes, Sometimes and No'; this year they were also matched to smile, no smile and frown face icons which the children recognise from termly self-esteem questionnaires. Again the content was agreed by the Curriculum and Learning Committee on 22.01.2014.

The questionnaire was produced online in Survey Monkey and a link was provided in a cover letter sent to parents/carers. Parents/carers were given just over 3 weeks to complete the survey themselves and those with children in Nursery, Reception and Year 1 were asked to support their

FULL PUPIL SUVERY FINDINGS

children to also complete the Pupil Survey at home. Teachers supported children in Years 2, 3 and 4 who were all given time in lessons to complete a copy of the survey.

A total of 262 pupils registered to complete the questionnaire. With the figures adjusted to account for those who did not complete at least half of the questions before abandoning their attempt, the final total is 247 pupils, representing 76% of the school population. Understandably the returns were highest in Years 2-4 where surveys were completed in school. However, they were also much higher than in previous years for Nursery – Year 1. For example, this year 52% of the Year 1 pupils complete a return, whereas only 28% completed returns in 2012/13.

Overall, the total response rate in 2013/14 is significantly higher than last year (56% in 2012/13).

The pupil analysis also compares the responses for boys and girls and so the number of responses for each is shown on the table below. This shows that overall they are very evenly split, and that the same applies for most of the Year groups, with the exception of Nursery and Reception where significantly more of one gender responded.

2013/14 Questionnaire Responses by Year and Gender

Year	No. of Pupils in Year	Final Responses (Count)	Responses by Gender (Count)		Final Responses (%age of Year Group)
			BOYS	GIRLS	
Nursery	29	11	7	4	38%
Reception	30	14	5	11	47%
Yr 1	88	46	23	28	52%
Yr 2	59	59	34	30	100%
Yr 3	60	57	31	26	95%
Yr 4	58	60	29	34	100%
TOTALS	324	247	129	133	76%

Guide to Analysis Classifications

The table below shows the description of numerical proportions when expressed in words that is used throughout this analysis. This is well recognised survey classification and is also used and respected by OFSTED.

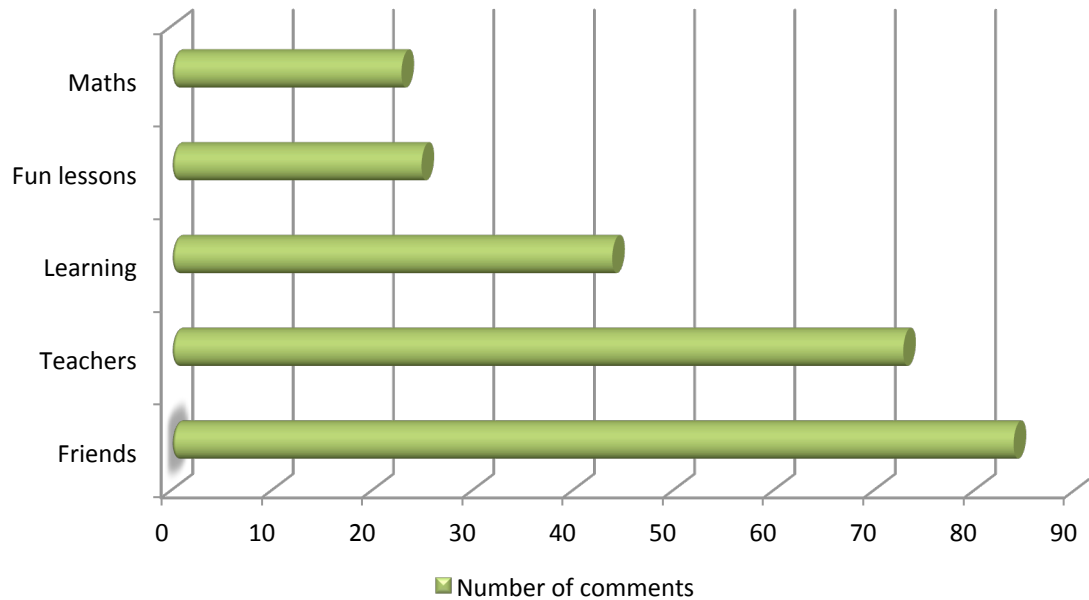
Proportion	Description
97-100%	Vast/Overwhelming majority or Almost all
80 – 96%	Very large majority or Most
65 – 79%	Large majority
51 – 64%	Majority
35 – 49%	Minority
20 – 34%	Small minority
4 – 19%	Very small minority or Few
0 – 3%	Almost none, a Tiny minority or Very few

Summary Table of Responses

Statement	 YES	 SOMETIMES	Overall ✓ or X	 NO
1. I like my school	77.0% (191)	21.4% (53)	98.4% ✓	1.6% (4)
2. My teachers enjoy teaching me	82.3% (204)	15.7% (39)	98.0% ✓	2.0% (5)
3. My teachers care and support me	91.9% (228)	8.1% (20)	100% ✓	0% (0)
4. I feel confident to ask questions in class	52.4% (130)	43.5% (108)	96.0% ✓	4.0% (10)
5. My teachers give me praise when I try my best	77.0% (191)	19.8% (49)	96.8% ✓	3.2% (8)
6. My teachers know me well	88.7% (220)	9.7% (24)	98.4% ✓	1.6% (4)
7. I enjoy learning	68.4% (169)	30.4% (75)	98.8% ✓	1.2% (3)
8. I like doing group work with my classmates	73.3% (181)	24.3% (60)	97.6% ✓	2.4% (6)
9. I am expected to work hard in lessons	86.2% (213)	13.4% (33)	99.6% ✓	0.4% (1)
10. My teachers show me how to make my work better	83.0% (205)	16.2% (40)	99.2% ✓	0.8% (2)
11. My classmates think I have good ideas	46.6% (115)	48.6% (120)	95.1% ✓	4.9% (12)
12. The things I learn at school are important to me	76.5% (189)	22.7% (56)	99.2% ✓	0.8% (2)
13. School shows me how to be healthy	76.7% (188)	17.6% (43)	94.3% ✓	5.7% (14)
14. I have friends I can be with at playtime and lunchtime	78.0% (191)	21.2% (52)	99.2% ✓	0.8% (2)
15. If I have a problem, I have an adult at school who I can talk to	79.2% (194)	18.0% (44)	97.1% ✓	2.9% (7)
16. I am very proud when my work is rewarded, celebrated or displayed at school	89.4% (219)	8.2% (20)	97.6% ✓	2.4% (6)
17. I think it is important to follow school rules	94.3% (231)	4.9% (12)	99.2% ✓	0.8% (2)
18. Children help each other at my school	73.1% (179)	26.1% (64)	99.2% ✓	0.8% (2)

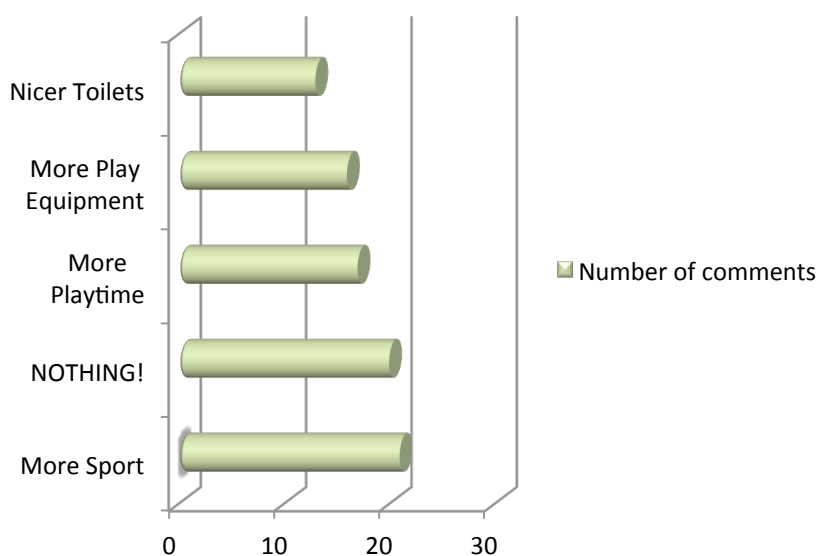
19. The best thing about my school is...

A total of 214 pupils left unprompted comments in response to this statement. Here are the top 5 themes:



20. The one thing I would do to make my school even better is...

A total of 239 pupils left unprompted comments in response to this statement. Here are the top 5 themes:



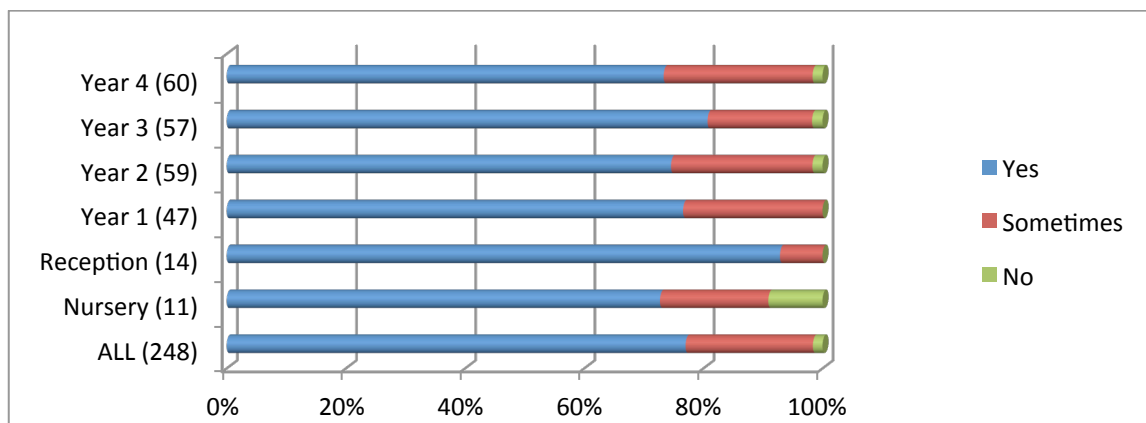
FULL PUPIL SUVERY FINDINGS

1. I like my school

Statement	Yes	Sometimes	✓ or X	No
I like my school	77.0% (191)	21.4% (53)	98.4% ✓	1.6% (4)

Overall the vast majority (98.4%) of children who responded said that they liked their school.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



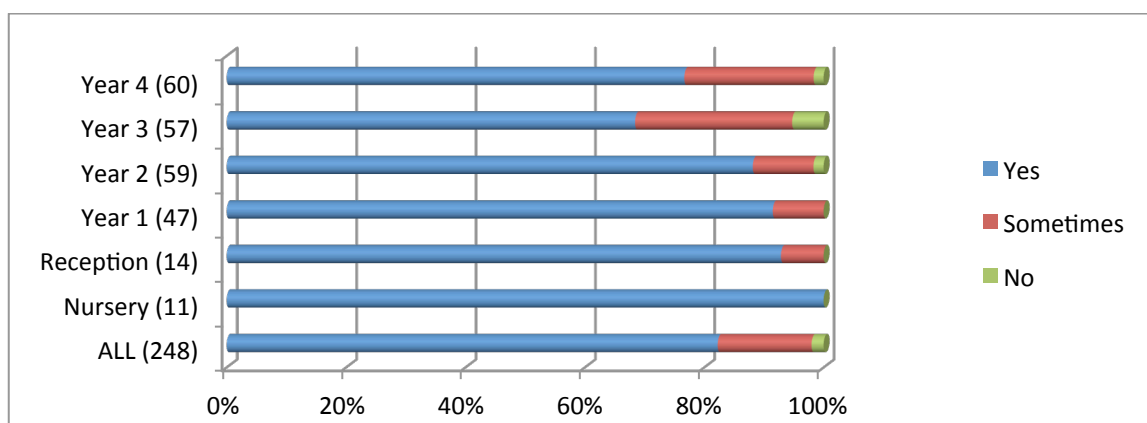
Overall, three of the four 'No' responses were from boys, while girls were more likely to respond 'Yes' (84.3%) than boys (69.4%). The chart above shows that Reception class had the highest 'Yes' response (92.9%) while Nursery was least highest (though still a large majority at 72.7%).

2. My teachers enjoy teaching me

Statement	Yes	Sometimes	✓ or X	No
My teachers enjoy teaching me	82.3% (204)	15.7% (39)	98.0% ✓	2.0% (5)

Almost all (98%) children think that their teachers enjoy teaching them at least some of the time and a very large majority (82.3%) gave the highest positive rating ('Yes') to this statement.

Below is the data for this year, by Year group and overall. Numbers of respondents are shown in brackets.



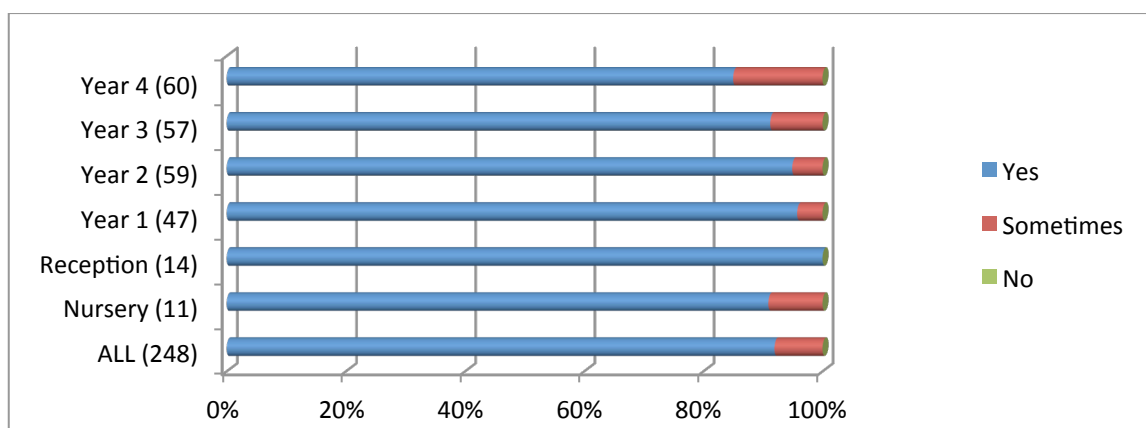
Overall, three of the five 'No' responses were from boys, with two from girls. Also boys were slightly less likely to give a 'Yes' response (at 78.5%) than girls (at 85.8%). The chart above shows that all (100%) of the eleven Nursery respondents provided a 'Yes' response to this statement, while the least highest 'Yes' response (at 68.4% and therefore still a large majority) was in Year 3. The highest 'No' response (three of the five overall) was also in Year 3 (where two boys and one girl gave that response).

3. My teachers care and support me

Statement	Yes	Sometimes	✓ or X	No
My teachers care and support me	91.9% (228)	8.1% (20)	100% ✓	0% (0)

All (100%) of respondents said that their teachers care and support them. Furthermore, this statement elicited one of the highest 'Yes' responses with 91.8% of pupils selecting it. Understandably, this was the highest overall rated statement in the survey.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Girls were slightly more likely (at 95.3%) to respond positively to this statement than boys (at 88.4%). The chart above also shows that respondents in Reception provided the highest 'Yes' responses (at 100%) while Year 4 pupils provided the least highest 'Yes' response (though still a very large majority at 85%).

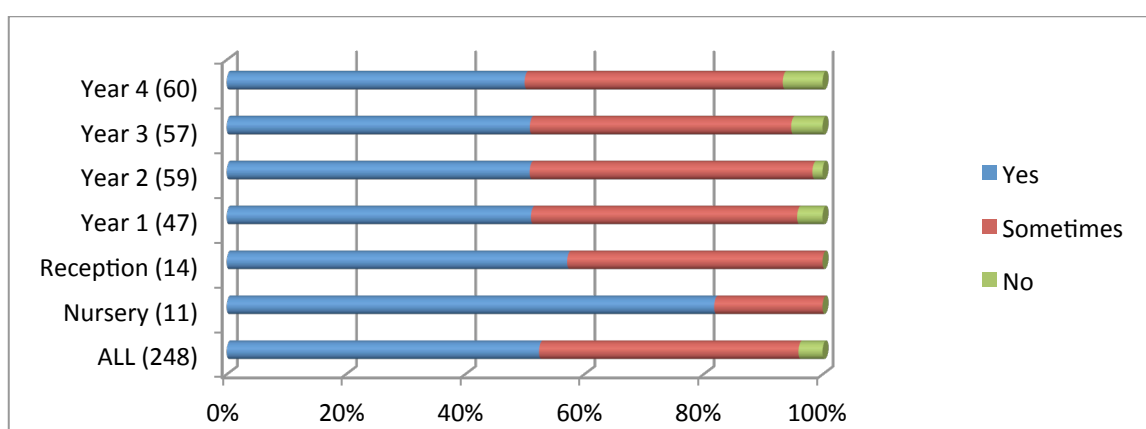
It is notable that when responding to the statement 'The best thing about my school is...' seventy three children said 'teachers'. Some (x21) of these comments were not specific, but a similar number (x20) mentioned how well teachers supported them with learning, while the remainder (x32) all focussed on how kind, caring and understanding their teachers were.

4. I feel confident to ask questions in class

Statement	Yes	Sometimes	✓ or X	No
I feel confident to ask questions in class	52.4% (130)	43.5% (108)	96.0% ✓	4.0% (10)

Most of the children (96% overall) say that they feel confident to ask questions in class and overall there is a relatively even split between those who gave the highest positive response, 'Yes', (52.4%) and those who gave the second positive response, 'Sometimes', (43.5%). The few 'No' responses (x10 or 4%) were fairly evenly spread among children Years 1-4.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Although there was an even split of five boys and five girls who responded 'No' to this statement, boys were more likely to provide the most positive response, 'Yes' (at 57.9%) than girls (47.2%). The chart above shows that the highest 'Yes' response was from the eleven respondents in Nursery (at 81.8%), while the 'Yes' response was exactly 50% for Year 4 and almost that for Years 1, 2 and 3.

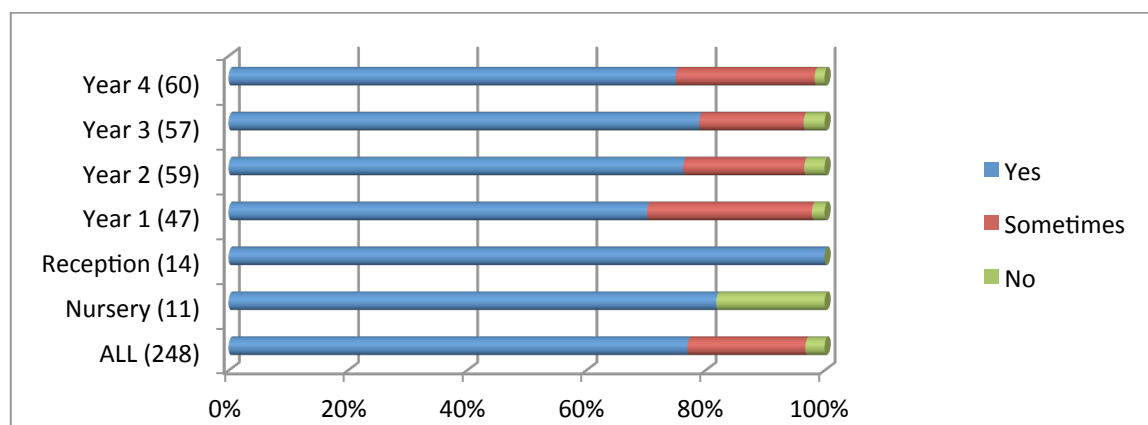
5. My teachers give me praise when I try my best

Statement	Yes	Sometimes	✓ or X	No
My teachers give me praise when I try my best	77.0% (191)	19.8% (49)	96.8% ✓	3.2% (8)

A very large majority of pupils (96.8%) say that their teachers give them praise when they try their best, with a large majority (77%) selecting the highest positive, 'Yes' response.

This statement is very similar to the question 'Do teachers give you praise and positive feedback when they see that you have tried hard', which first appeared in the pupil survey last year. The response options were different in 2012/13, but broadly, the positive response (made up of 'Always', 'Mostly' and 'Sometimes') last year was 98.8%.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



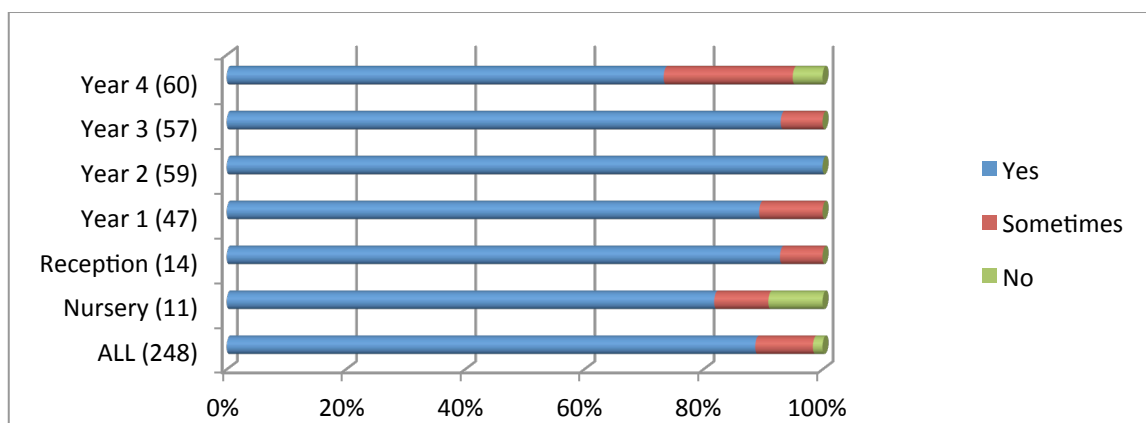
Overall, 83.5% of girls say that their teachers give them praise when they try their best, compared with 70.2% of boys. However, seven of the eight 'No' responses were boys; the only girl was a child in Nursery. The chart above shows that the highest 'Yes' response came from the fourteen respondents in Reception, where 100% selected that response. The least highest 'Yes' rating (but still selected by a large majority (70.2%) of the class) was in Year 1.

6. My teachers know me well

Statement	Yes	Sometimes	✓ or X	No
My teachers know me well	88.7% (220)	9.7% (24)	98.4% ✓	1.6% (4)

The vast majority of pupils (98.4%) believe that their teacher knows them well.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



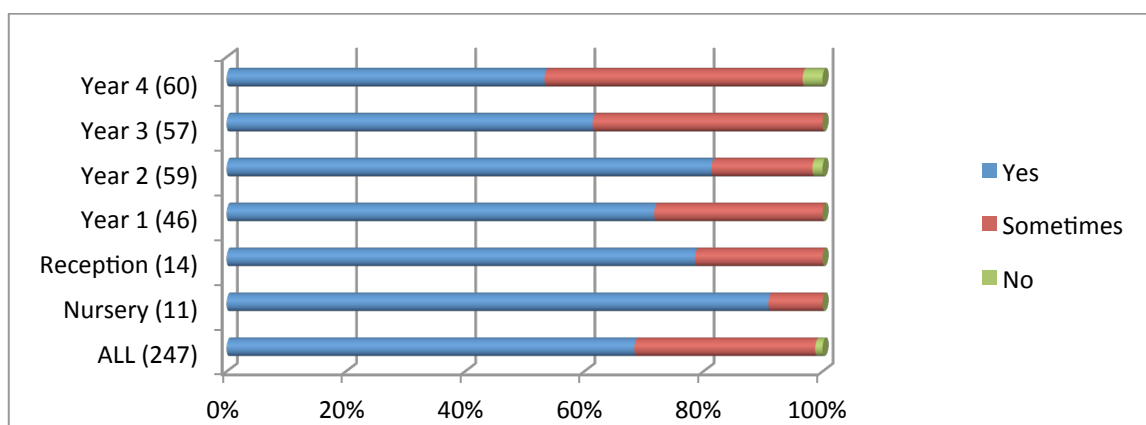
There is a very even split in the response options selected for this statement by girls and boys, with 89% of girls saying 'Yes' and 88.4% of boys giving the same response. Similarly, the 'No' responses are split evenly, selected by two boys and two girls. The chart above shows that the highest 'Yes' response (100%) comes from Year 2 pupils, while the least highest (but still selected by a large majority of the children) was (73.3%) in Year 4. Three of the four 'No' responses came from pupils in Year 4, with the other 'No' response coming from a girl in Nursery.

7. I enjoy learning

Statement	Yes	Sometimes	✓ or X	No
I enjoy learning	68.4% (169)	30.4% (75)	98.8% ✓	1.2% (3)

The vast majority of pupils (98.8%) say that they enjoy learning.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Although two girls gave a 'No' response to this statement, compared with only one boy, girls were more likely to respond 'Yes' than boys (73.8% compared with 62.8%).

Overall, the highest positive 'Yes' response (90.9%) came from the eleven Nursery respondents, while Year 4 pupils gave the least highest 'Yes' responses (though it was still selected by the majority (53.3%)).

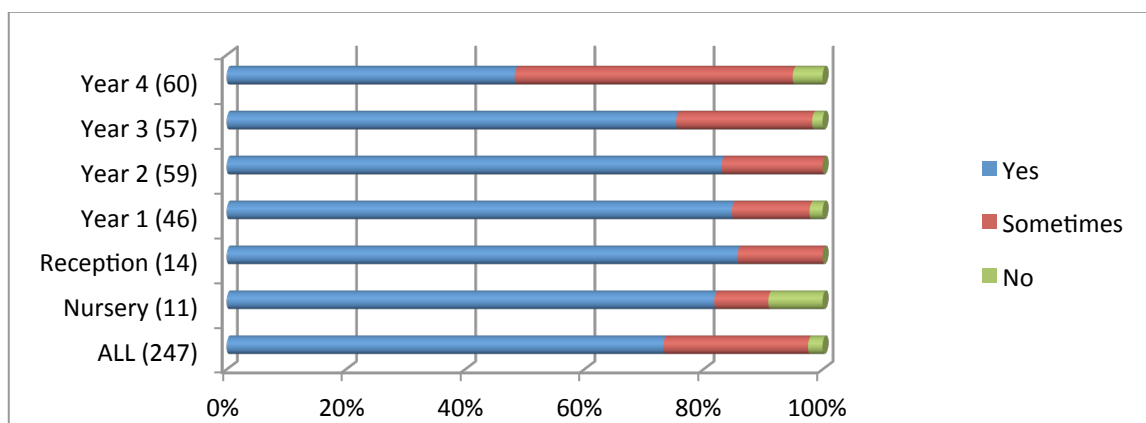
It is notable that 'Learning' (and particularly 'learning new things') was mentioned forty four times in comments that the children gave in response to the statement "The best thing about my school is..." This was the third highest frequency of all themes commented upon.

8. I like doing group work with my classmates

Statement	Yes	Sometimes	✓ or X	No
I like doing group work with my classmates	73.3% (181)	24.3% (60)	97.6% ✓	2.4% (6)

Almost all pupils (97.6%) say that they like doing group work with classmates at least sometimes. Very few (just 6 pupils or 2.4%) say that this is not the case.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall, 'Yes' responses to this statement were very evenly split between boys (72.7%) and girls (73.8%), while four of the six 'No' responses were from boys. As the chart above shows, the fourteen respondents in Reception gave the highest 'Yes' response (85.7%), which was only marginally higher than Year 1 (84.8%) and Year 2 (83.1%). The least highest 'Yes' response came from pupils in Year 4 (where this response was from the minority of all those responding) at 48.3%.

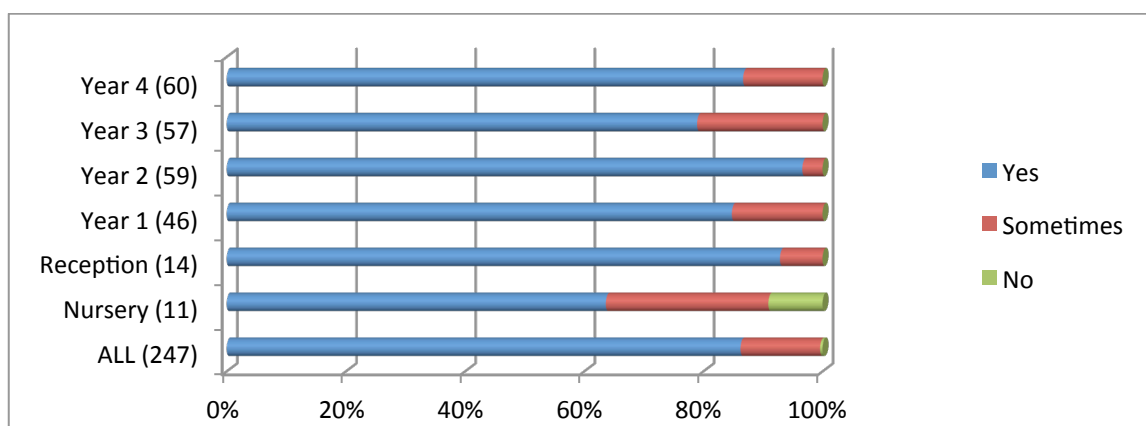
9. I am expected to work hard in lessons

Statement	Yes	Sometimes	✓ or X	No
21. I am expected to work hard in lessons	86.2% (213)	13.4% (33)	99.6% ✓	0.4% (1)

Providing the second highest overall positive response, almost all pupils (99.6%) say that they are expected to work hard in lessons.

This statement is almost the same as the question 'Do you have to work hard in lessons?' which has appeared in the pupil survey since 2009/10. In previous surveys, the response options were slightly different, but the comparable positive rating (i.e. combining 'Yes', 'Mostly' and 'Sometimes') for 2012/13 was 97.6% (compared with 99.6% this year). Since 2009/10 this statement has typically received a very high positive rating (96.2% being the least highest in 2009/10) but this year is the highest to-date.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Girls are slightly more likely to say 'Yes' they have to work hard in lessons than boys (88.9% compared with 83.5%). The only 'No' response was from a child in Nursery.

The highest 'Yes' response to this statement came from Year 2 (at 96.6%), while the least highest 'Yes' response (though still recorded by the majority) was 63.6% in Nursery.

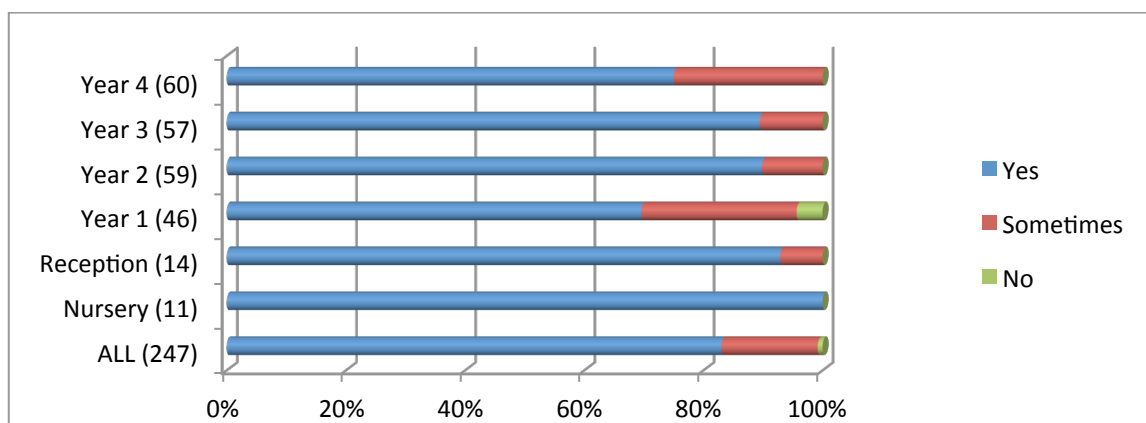
10. My teacher shows me how to make by work better

Statement	Yes	Sometimes	✓ or X	No
My teachers show me how to make my work better	83.0% (205)	16.2% (40)	99.2% ✓	0.8% (2)

Almost all (99.2%) of pupils say that the teacher shows them how to make their work better.

This statement is almost the same as the question 'Do teachers show you how to make your work better?' which has appeared in the pupil survey since 2009/10. In previous surveys, the response options were slightly different, but the comparable positive rating (i.e. combining 'Yes', 'Mostly' and 'Sometimes') for 2012/13 was 98.4% (compared with 99.2% this year). Since 2009/10, this statement has typically received a very high positive rating (96.9% being the least highest in 2009/10) but again this year's survey has the highest overall positive response recorded to-date.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall, girls (at 86.7%) are slightly more likely to provide a 'Yes' response than boys (at 80.2%). Both 'No' responses were from children in Year 1; one boy and one girl. The highest 'Yes' response to this statement came from the eleven respondents (100%) in Nursery, while the least highest 'Yes' response (though still selected by a large majority) was from pupils in Year 1 (69.6%).

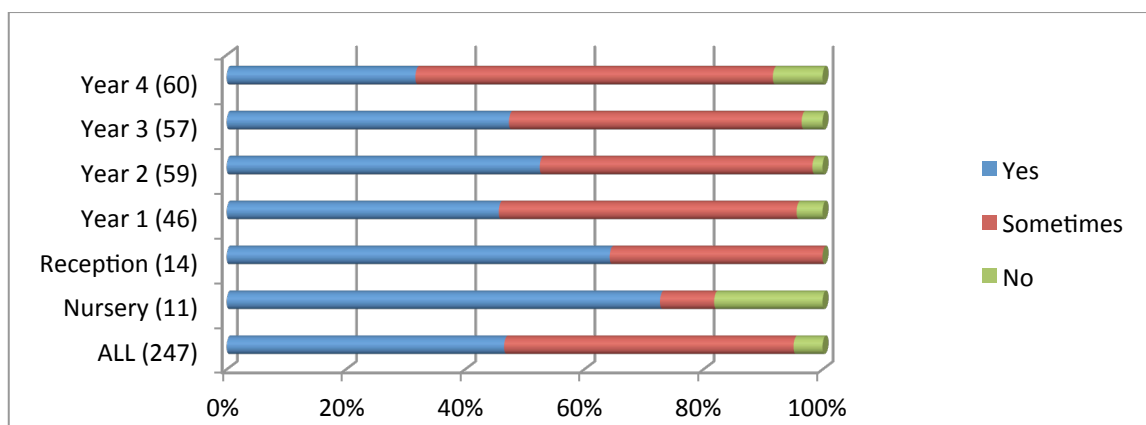
11. My classmates think I have good ideas

Statement	Yes	Sometimes	✓ or X	No
My classmates think I have good ideas	46.6% (115)	48.6% (120)	95.1% ✓	4.9% (12)

Most pupils (95.1%) agree that their classmates think they have good ideas. While this remains yet another overwhelmingly positive response, it is the second least highest rating in the survey and drew the lowest 'Yes' response, with a minority (46.6%) selecting it. Those selecting 'No' were still only a very small minority (12 pupils or 4.9%).

This was another new question for 2014 and was added to help review the extent to which PSHE and SEAL programmes, which have included work on reciprocity, have impacted, and to help direct future work on promoting kind and caring behaviour and maintaining high self-esteem for every child.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



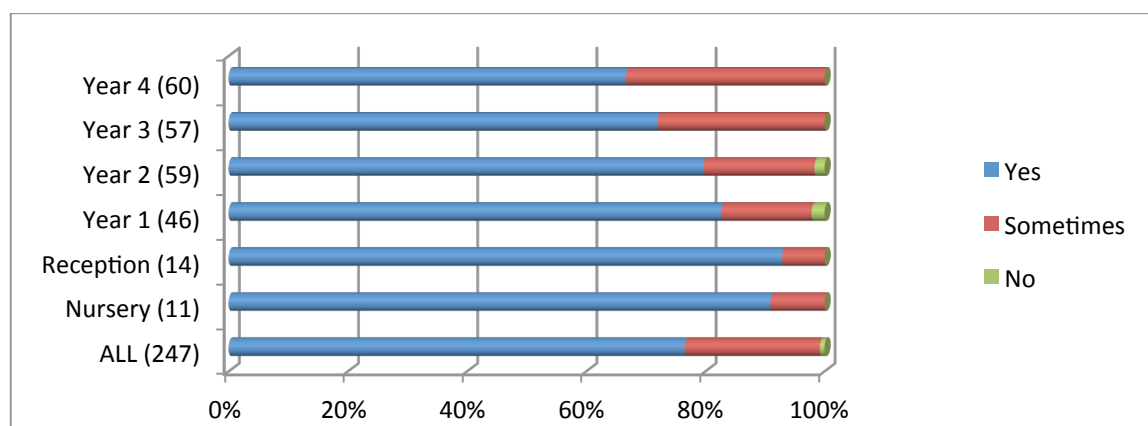
Overall, there was a very even split of 'Yes' responses from boys (46.3%) and girls (46.8%). Similarly, six boys and six girls gave a 'No' response. The chart above shows that the highest 'No' response (x2 or 18.2%) came from the eleven respondents in Nursery, but that this cohort were also most likely to provide a 'Yes' response (at 72.7%). All (100%) of the fourteen Reception respondents answered 'Yes' or 'Sometimes', while the least highest 'Yes' response (which came from a minority of these respondents) was from pupils in Year 4 (at 31.7%).

12. The things I learn at school are important to me

Statement	Yes	Sometimes	✓ or X	No
The things I learn at school are important to me	76.5% (189)	22.7% (56)	99.2% ✓	0.8% (2)

Almost all (99.2%) of pupils think that the things they learn at school are important to them. Only two of the 126 children who responded to this statement (0.8%) disagreed.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



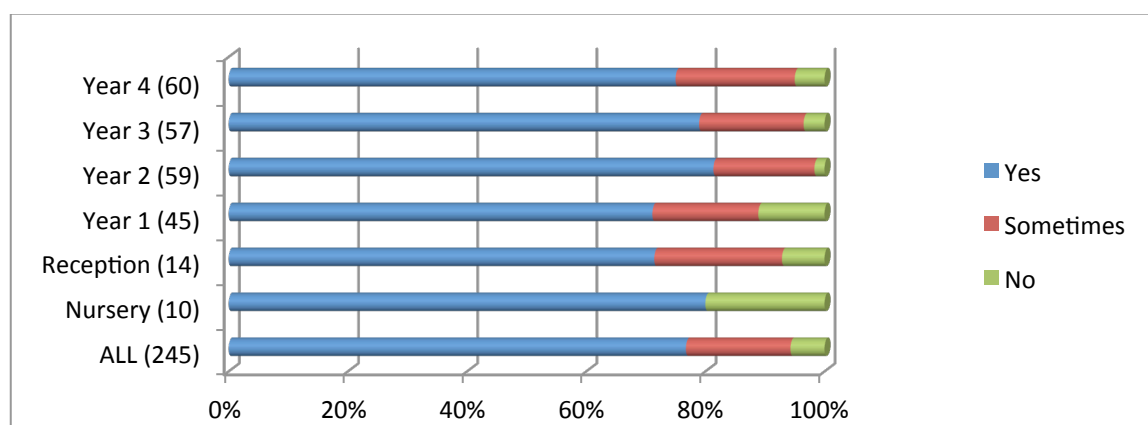
Overall, girls (81%) are more likely to give a 'Yes' response to this statement than boys (71%), though the only two 'No' responses both came from girls (one in Year 1 and one in Year 2). The chart above shows that the fourteen respondents in Reception class were most likely (92.9%) to give a 'Yes' response while those in Year 4 were least likely (66.7%) to do so. However, all pupils (100%) in Year 4, as well as those in Year 3 and respondents in Reception and Nursery, gave an overall positive rating (of 'Yes' or 'Sometimes').

13. School shows me how to be healthy

Statement	Yes	Sometimes	✓ or X	No
School shows me how to be healthy	76.7% (188)	17.6% (43)	94.3% ✓	5.7% (14)

Overall a very large majority of children (94.2%) believe that school shows them how to be healthy. While this remains overwhelming positive, it is the least highest rating in the survey and also draws the highest 'No' response, albeit from a very small minority of fourteen (5.7%) pupils.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall, girls (83.2%) are more likely to give a 'Yes' response to this statement than boys (70%). Girls are also least likely (x3 or 2.4%) to say 'No', whereas for boys (while still only a small minority) 'No' was more common (x11 or 9.2%). The chart above shows a relatively even split of 'Yes' responses through the Year groups with a slight peak (at 81.4%) for Year 2. 'No' responses were also fairly evenly spread through the Year groups.

Only one pupil directly addressed this theme and said that school helped him/her to be healthy. However, the highest theme (mentioned by 21 children) when responding to the statement: 'The one thing I would do to make my school even better is...' was 'more sport'. Given the focus that sport has had in school since New Year 2014, and particularly the emphasis in assemblies on the health and happiness benefits of doing sport, it is reasonable to suggest that this may have influenced responses. One child also left a health related comment about school dinners, suggesting that they could be improved with the addition of a salad bar.

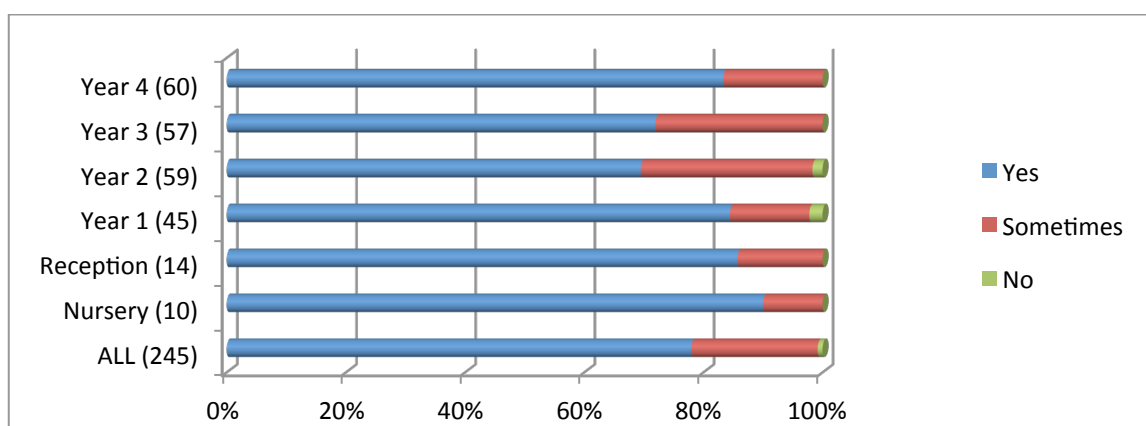
14. I have friends I can be with at playtime and lunchtime

Statement	Yes	Sometimes	✓ or X	No
I have friends I can be with at playtime and lunchtime	78.0% (191)	21.2% (52)	99.2% ✓	0.8% (2)

Overall, almost all pupils (99.2%) say that they do have friends they can be with at playtime and lunchtime.

This statement is new in 2014. Although similar questions were included in previous pupil surveys, the questions about the playground focussed on how friendly, and how well behaved, other pupils were. The data is not particularly comparable.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall there is a very even split between the ratio of boys and girls who responded 'Yes' to this statement (78.3% and 77.6% respectively). The two children who selected 'No' were both boys; one in Year 1 and one in Year 2. The chart above shows that the highest 'Yes' response came from amongst the ten respondents in Nursery (90%).

It is notable that 'Friends' was mentioned eighty nine times in comments that the children gave in response to the statement "The best thing about my school is..." This was the highest frequency of all themes commented upon. Given the importance of 'friendships' to the children, it is particularly pleasing to see that so many across all Year groups provided a 'Yes' response and that the rest (with the exception of just two children) said 'Sometimes'.

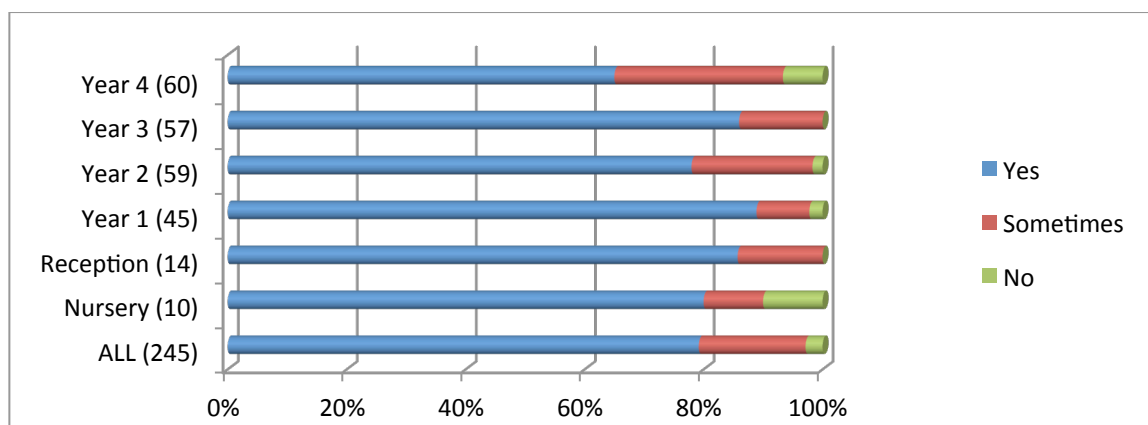
15. If I have a problem, I have an adult at school who I can talk to

Statement	Yes	Sometimes	✓ or X	No
If I have a problem, I have an adult at school who I can talk to	79.2% (194)	18.0% (44)	97.1% ✓	2.9% (7)

The overwhelming majority (97.1%) of pupils say that they do have an adult that they could speak to at school, if they have a problem.

This statement is almost the same as the question 'Is there an adult in the school who you would go to if you were worried?' which has appeared in the pupil survey since 2009/10. In previous surveys, the response options were slightly different, but the comparable positive rating (i.e. combining 'Yes', 'Mostly' and 'Sometimes') for 2012/13 was 97.9% (compared with 97.1% this year). Since 2009/10 this statement has typically received a very high positive rating (97.9% in 2012/13 being highest and 88.9% in 2009/10 the least highest).

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall, girls (82.4%) are slightly more likely than boys (75.8%) to provide a 'Yes' response to this statement. Girls are also less likely (x2 or 1.6%) than boys (x5 or 4.2%) to respond with a 'No'. The highest 'Yes' response was received in Year 1 (88.9%), with all pupils (100%) in both Year 3 and Reception either saying 'Yes' or 'Sometimes'. Only one child in Nursery, Year 1 and Year 2 said 'No', but four children (6.7%) in Year 4 said that they did not have an adult at school to speak to about a problem. Of the four, three were boys. Across the whole survey, all four had a slightly higher frequency of negative responses than was average. Only one boy gave any comment that might be relevant; when responding to the statement 'The one thing I would do to make my school even better is...' he said *"change the way they handle other people."*

The very positive response to this statement is reassuring and will undoubtedly have contributed to the response from parents/carers who almost all (99%) said that their child feels safe at school.

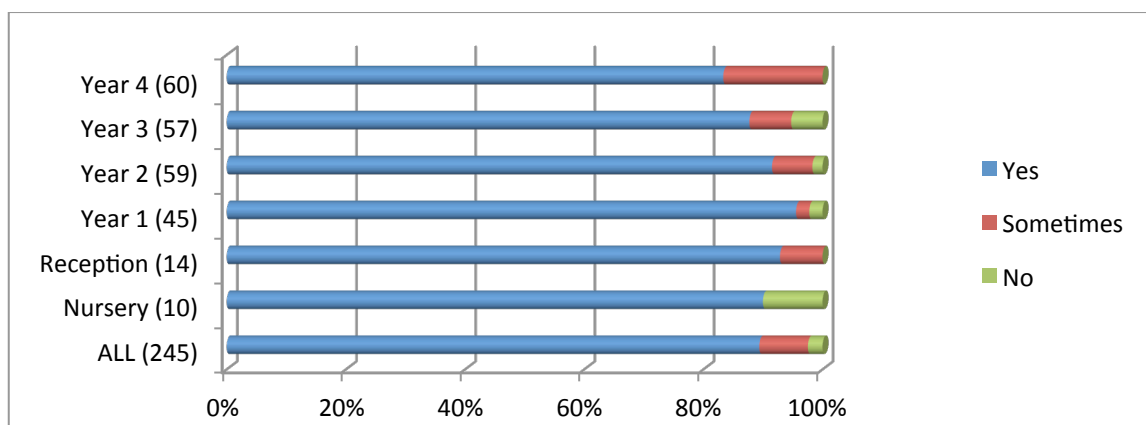
16. I am very proud when my work is rewarded, celebrated or displayed at school

Statement	Yes	Sometimes	✓ or X	No
I am very proud when my work is rewarded, celebrated or displayed at school	89.4% (219)	8.2% (20)	97.6% ✓	2.4% (6)

Overall, a very large majority (97.2%) of pupils say that they are very proud when their work is rewarded, celebrated or displayed at school, with most (89.4%) giving a 'Yes' response.

This statement is new for 2014. Previous pupil surveys did ask about the effort that children were prepared to apply in order to achieve rewards, but that is not particularly comparable with this statement about how recognition makes them feel. It is, though, similar to a new statement in the parent/carers survey which says 'Greenway makes my child feel good about their own achievements'. In the 2014 survey, that statement received a positive response (95.4%) from a large majority of parents/carers.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall, girls (92.8%) are slightly more likely than boys (85.8%) to provide a 'Yes' response to this statement. Five of the six 'No' responses came from boys; two in Year 3 and one in each of Years 2, 1 and Nursery. All (100%) of the fourteen children in Reception gave a positive response ('Yes' or 'Sometimes') and they were just pipped to the highest 'Yes' response rate by respondents in Year 1 (95.6%). The least highest 'Yes' response (but still achieving a very large majority) was in Year 4 (83.3%), however, as for Reception, all (100%) of pupils in this Year group provided a positive response.

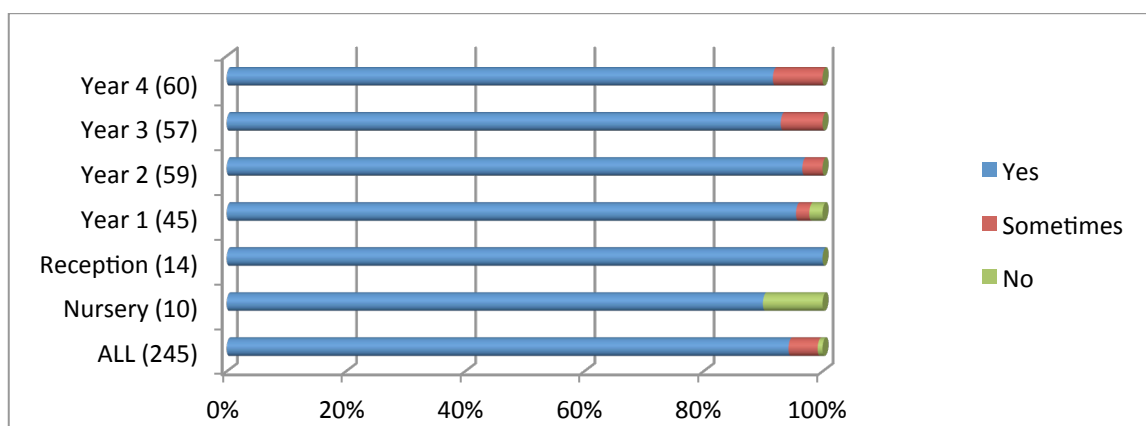
Although none of the children left comments about this, the data shows that recognition is very important to them.

17. I think it is important to follow school rules

Statement	Yes	Sometimes	✓ or X	No
I think it is important to follow school rules	94.3% (231)	4.9% (12)	99.2% ✓	0.8% (2)

Almost all (99.2%) pupils believe that it is important to follow school rules. This statement also drew the highest overall 'Yes' response (94.3%).

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall, girls (95.2%) are very slightly more likely than boys (93.3%) to give a 'Yes' response to this statement. One boy and one girl provided 'No' responses. All (100%) of the fourteen respondents in Reception said 'Yes' it was important to follow school rules, while the least highest 'Yes' response (and still drawing a very large majority) were respondents in Nursery.

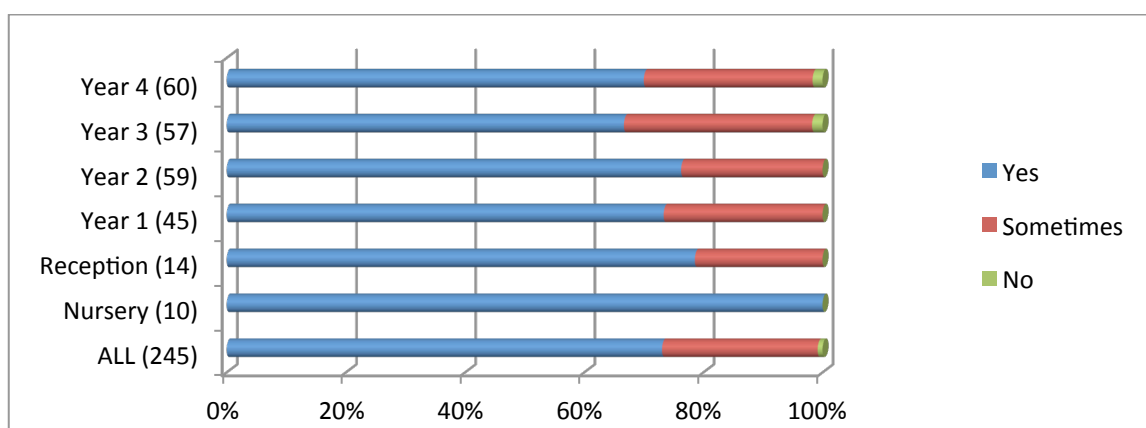
18. Children help each other at my school

Statement	Yes	Sometimes	✓ or X	No
Children help each other at my school	73.1% (179)	26.1% (64)	99.2% ✓	0.8% (2)

Almost all (99.2%) of pupils believe that children help one another at Greenway.

This was a new statement for 2014 and was added to help, along with other statements, to review the extent to which PSHE and SEAL programmes have had impact. Findings will be used to help direct future work on maintaining high standards of behaviour and high levels of self-esteem for every child.

Below is the 2013/14 data by Year group and overall. Numbers of respondents are shown in brackets.



Overall, girls (77.6%) were more likely than boys (68.3%) to give a 'Yes' response, though the split between them for those giving a 'No' response was even at one boy (in Year 3) and one girl (in Year 4). The chart above shows that all (100%) of the ten respondents in Nursery gave a 'Yes' response. Elsewhere the ratio of 'Yes' responses was very high; even the least highest (Year 3) was a large majority, at 66.7%.

19. The best thing about my school is...

A total of 214 children left unprompted comments in response to this statement. Many covered more than one theme. The following themes were specifically mentioned:

More than 50 times -

- **Friends** – while some children named friends they liked to play with, many others said the range or number of friends they had was best about Greenway. Measured separately, some children also mentioned the ‘friendly behaviour’ of lots of children as being particularly positive.
- **Teachers** – most teachers and a good number of TAs were specifically named. Other children just said ‘my teachers’ were the best thing about Greenway, though the highest biggest comment type in this theme was for ‘kind, caring and/or understanding’ teaching staff. Some children also said that the best thing about their school was how supportive their teachers were in helping them to learn.

More than 20 times -

- **Learning** – particularly ‘learning new things’, was the third highest theme of children’s comments.
- **Fun lessons** – ‘fun classes’ and ‘lessons which make me feel happy’ also featured frequently in the childrens comments.
- **Maths** – ‘maths’, ‘number work’ and ‘working with money’ were all mentioned by children in comments about what they liked best.
- **Friendly Pupil Behaviour** – was another frequent theme of childrens comments.

20. The one thing that I would do to make my school even better is...

A total of 239 children left unprompted comments in response to this statement. The minority of these covered more than one theme, with most covering single issues only. The following themes were specifically mentioned:

More than 20 times –

- **Sport** – ‘more sport generally (x13)’ and particularly ‘more football (x8)’ was the most frequent request in response to this statement.

More than 10 times -

- **Nothing!** – ‘nothing’ was specifically noted by twenty children, most of them had added lots of exclamation marks or had typed it in capital letters!
- **Playtime** - ‘more playtime’ (specifically outdoor play) was requested by seventeen children. One child also asked for assembly time to be moved because he/she said that assembly often ran over and into playtime too often.
- **Play Equipment** – a frequent theme of comments was for more or new play equipment for the playgrounds. Measured separately, three children also asked specifically for football goal posts and five children asked for markings on the playground to denote football and other pitch areas.
- **Nicer Toilets** – although many of these comments came from older Year groups, almost all specifically mentioned that they would like to see nicer, cleaner and less smelly Key Stage 1 toilets.
- **Maths** - twelve children asked to be allowed to do more maths in school lesson time.