



Pupil View Response Autumn 25

To help us understand how our pupils feel about school, we recently carried out a questionnaire across all year groups. For children in Foundation Stage, Year 1, and Year 2, we gathered responses as a whole class to make it easier for them to share their thoughts. Pupils in Years 3, 4, 5, and 6 completed the questionnaire individually, giving us a more personal view of their experiences.

These results give us valuable feedback on what's working well and where we can make things even better for our pupils.

- ★ 95% agree say they feel safe when they are at school
- ★ 100% agree say they enjoy school
- ★ 98% would recommend the school to a friend moving into the area

Questions	In every lesson	In most lessons	In some lessons	In very few lessons	In none of my lessons
Teachers help me to do my best	42%	35%	17%	6%	0%
My teachers give me work that challenges me	7%	45%	37%	6%	5%
Questions	All the time	Most of the time	Some of the time	Almost never	Never
I enjoy school	21%	52%	28%	0%	0%
I enjoy learning at this school	33%	46%	15%	4%	2%
Questions	Strongly agree	Agree	Neither agree of disagree	Disagree	Strongly Disagree
Teachers listen to what I have to say in lessons	36%	50%	11%	2%	1%
There is an adult at school I can talk to if something is worrying me	69%	24%	4%	3%	1%
Questions	All the time	Most of the time	Some of the time	Almost never	Never
The behaviour of other pupils in my lessons is good	5%	38%	48%	9%	1%

The behaviour of other pupils around school is good	9%	52%	36%	3%	0%
Questions	It doesn't happen	It happens and teachers are really good at resolving it	It happens and teachers are good at resolving it	It happens and teachers are not good at resolving it	It happens and teachers do nothing about it
Is bullying a problem at your school	45%	42%	13%	1%	0%
Questions	All the time	Most of the time	Some of the time	Almost never	Never
I feel safe when I am at school	58%	31%	6%	3% *	2% *
Questions	Strongly agree	Agree	Neither agree of disagree	Disagree	Strongly Disagree
My school encourages me to look after my physical health (for example healthy eating and fitness)	42%	43%	13%	2%	0%
My school encourages me to look after my emotional and mental health	50%	37%	11%	0%	2%
My school encourages me to be independent and to take on responsibilities	47%	40%	11%	0%	2%
Questions	Very frequently	Frequently	Sometimes	Not very often	Never
I take part in school activities outside of lessons, like clubs, sports, music and art	33%	30%	24%	9%	4%
Questions	Strongly agree	Agree	Neither agree of disagree	Disagree	Strongly Disagree
My school encourages me to respect people from other backgrounds and to treat everyone equally	74%	18%	6%	1%	2%

Questions	Yes, but it was too much information and was not helpful	Yes, I received the right amount of information that was helpful	Yes, but there wasn't enough information that was helpful *	No, I haven't received any information	
My school provides me with information about my next steps (For example: moving year group or school, choosing qualifications for the future, going to university or other education and training options like apprenticeships, or finding a job)	4%	83%	8%	4%	
Questions	Yes	Maybe	No		
I would recommend this school to a friend moving to the area	74%	24%	2%		

- *Because I feel like someone is watching me all the time.
- Because my parents aren't here.

Pupil Voice: Learning and Growing Together; Life in All Its Fullness

Strengths — What's Working Well

- High overall satisfaction and school pride: 100% of pupils say they enjoy school; 98% would recommend it to a friend. That reflects a strong sense of belonging.
- Feeling safe and supported: 95% say they feel safe at school; a high proportion (69% strongly agree / 24% agree) feel there is an adult they can talk to if something worries them.
- Positive relationships and listening culture: 36% strongly agree and 50% agree that “teachers listen to what I have to say,” which suggests pupils feel heard.
- Encouragement of wider wellbeing and values: Majority feel the school encourages physical health (≈ 85%), emotional/mental health (≈ 87%), independence/responsibility (≈ 87%), and respect for others from different backgrounds (≈ 92%).
- Participation beyond lessons: Many pupils take part in clubs, sports, music and art (≈ 63% “very frequently” or “frequently”).
- Calm around school / good peer behaviour overall: Over half say behaviour “in lessons” or “around school” is good “all the time” or “most of the time.” Bullying is not seen as a serious issue by nearly half (45% say “it doesn't happen”).

St. Wilfrid's CE Primary School has implemented a comprehensive range of initiatives, demonstrating a commitment to providing a high-quality education and nurturing personal development among its pupils.

Curriculum and Teaching

- The school offers a broad, balanced, sequenced curriculum from early years through Key Stage 2.
- In early years (Reception), there is a strong focus on engagement, parental involvement, and building a firm foundation in reading, writing, maths and other development areas.
- English and Mathematics are carefully structured: in maths using a “teaching in thirds” approach with emphasis on fluency, reasoning, problem-solving, and mental maths (e.g. number bonds, times tables).
- Writing is taught via a sequence: we begin with immersion and grammar we model and share writing, followed by independent writes then editing and consolidation - supports building of “sticky knowledge”.
- For foundation subjects and science, planning builds on prior knowledge, introduces and revisits vocabulary, and aims to embed key knowledge and skills over time.
- The curriculum is ambitious and effective; staff provide appropriate and engaging learning experiences and regularly check what pupils know and remember.
- There is also support for pupils with additional needs (e.g. SEND), meaning they can access the full curriculum and benefit from tailored teaching.

Personal Development

- The school emphasises social, moral, spiritual and cultural development, supported by daily collective worship, assemblies, opportunities for reflection, celebration of successes and reward systems.
- Pupils are given opportunities beyond academics: sports, arts, music, trips, visits, and other enrichment activities.
- The school aims to nurture values such as respect, kindness, resilience, and community — reflecting its Christian ethos (“Learning and Growing Together; Striving for Life In All its Fullness”).
- According to the 2025 inspection, personal development is outstanding.

Behaviour and Attendance

- The school has clear behaviour expectations, framed around its values. This includes mutual respect, considerate behaviour, honesty, responsibility, and academic effort.
- There is a strong stance against bullying, derogatory language and behaviour and the school states it will challenge such behaviour.
- Attendance is clearly monitored and data is published per class year: e.g. the website shows recent attendance percentages for each year group.

Leadership and Governance

- The school - as a Church of England school - embeds its Christian vision into the design and organisation of the curriculum and school-life; inspectors noted that this vision supports a calm, purposeful environment and a strong sense of community.
- The governing body and senior leaders regularly review equality, safeguarding, pupil-voice, attendance, behaviour, and inclusion to ensure the wellbeing and welfare-needs of all pupils are met.

Recommendations / Actions (Based on Pupil Voice)

Area	Action
Increase challenge and stretch in lessons	We have reviewed and refined our planning processes to ensure that learning activities are closely matched to the intended learning objectives. Differentiation is now more consistently embedded across subjects, and clear “challenge” tasks are

	provided to extend and deepen the thinking of our more able pupils. This ensures that all pupils are appropriately stretched and that our disadvantaged and SEND pupils are well supported in their learning.
Enhance consistency of engagement and enjoyment	To enhance consistency of engagement and enjoyment, we are reviewing each curriculum area, carrying out lesson observations and book looks and using pupil voice. This helps us identify strengths, address areas for development and ensure that pupils remain motivated and engaged across all subjects.
Behaviour and peer interactions	Reinforce the behaviour policy in consistent ways across all settings (lessons, playground, transition times). Introduce more structured peer-led initiatives (class ambassadors, buddying, peer mediators) to support positive school culture.
Support and inclusion for pupils who feel under-supported or anxious	We provide regular opportunities for pupils to be heard through weekly pupil voice wellbeing sessions and pastoral check-ins. We ensure that children who express feelings of being watched or anxious are given a safe, calm space to talk about their worries, helping us to respond swiftly and appropriately to their needs.