



Pupil View Response Summer 2026

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.

- ★ 97% agree say they feel safe when they are at school
- ★ 98% agree say they enjoy learning at 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%	40%	15%	3%	0%
My teachers give me work that challenges me	19%	46%	28%	6%	1%
Questions	All the time	Most of the time	Some of the time	Almost never	Never
I enjoy school	19%	58%	19%	4%	0%
I enjoy learning at this school	38%	49%	11%	2%	0%
Questions	Strongly agree	Agree	Neither agree of disagree	Disagree	Strongly Disagree
Teachers listen to what I have to say in lessons	45%	43%	11%	1%	0%
There is an adult at school I can talk to if something is worrying me	65%	23%	10%	2%	0%
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	3%	51%	38%	6%	2%

The behaviour of other pupils around school is good	10%	65%	21%	4%	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	63%	24%	10%	2%	1%
Questions	All the time	Most of the time	Some of the time	Almost never	Never
I feel safe when I am at school	66%	24%	7%	2% *	1% *
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)	50%	37%	11%	2%	0%
My school encourages me to look after my emotional and mental health	50%	40%	9%	0%	1%
My school encourages me to be independent and to take on responsibilities	53%	35%	12%	0%	0%
Questions	Very frequently	Frequently	Sometimes	Not very often	Never
I take part in school activities outside of lessons, like clubs, sports, music and art	35%	31%	22%	9%	3%
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	75%	20%	3%	0%	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)	9%	85%	4%	2%	
Questions	Yes	Maybe	No		
I would recommend this school to a friend moving to the area	80%	18%	2%		

➤ *N/A *Friends and a tiny bit of bullying

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

Strengths — What's Working Well

- High overall satisfaction and school pride: 98% of pupils say they enjoy learning at school; 98% would recommend it to a friend. That reflects a strong sense of belonging.
- Feeling safe and supported: 97% say they feel safe at school; a high proportion (65% strongly agree / 23% agree) feel there is an adult they can talk to if something worries them.
- Positive relationships and listening culture: 45% strongly agree and 43% 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 (87%), emotional/mental health (90%), independence/responsibility (88%), and respect for others from different backgrounds (95%).
- Participation beyond lessons: Many pupils take part in clubs, sports, music and art (66% “very frequently” or “frequently”).
- Calm around school / good peer behaviour overall: Over half say behaviour “in lessons” is good “all the time” or “most of the time” and 75% say the behaviour around school is good all/most of the time. Bullying is not seen as a serious issue by over half (63% say “it doesn't happen”).

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

Comparison to 2025 Pupil View Response

- Pupils feel safer than ever, with 97% reporting that they feel safe at school, up from 95% last year.
- Enjoyment of learning has increased significantly, with 98% of pupils saying they enjoy learning at school, compared with 79% last year.
- The school continues to be highly recommended by pupils, with 98% saying they would recommend St Wilfrid's to a friend moving into the area for the second consecutive year.
- Teaching continues to improve, with more pupils saying teachers help them do their best in every or most lessons (82%, up from 77%).
- Challenge in lessons has improved considerably, with 65% of pupils saying they are challenged in every or most lessons, compared with 52% last year.
- Pupils increasingly feel that their voices are heard, with 88% agreeing that teachers listen to them, up from 86%, and the proportion strongly agreeing rising from 36% to 45%.
- Behaviour in lessons has improved markedly, with 54% of pupils rating behaviour as good all or most of the time, compared with 43% last year.
- Behaviour around school has also strengthened, with three-quarters of pupils reporting good behaviour all or most of the time, an increase from 61% to 75%.
- More pupils report that bullying is not a problem, rising from 45% to 63%, demonstrating the positive impact of the school's anti-bullying work.
- Wellbeing remains a key strength, with improvements in pupils recognising the school's support for their physical health (85% to 87%), emotional wellbeing (87% to 90%) and independence (87% to 88%).
- Participation in clubs, sports and enrichment activities has continued to grow, with 66% of pupils taking part very frequently or frequently, up from 63% last year.
- Respect and inclusion remain a real strength, with 95% of pupils agreeing that the school promotes respect for people from different backgrounds, an increase from 92%.
- The school is providing clearer guidance for pupils' future transitions, with 85% saying they received the right amount of helpful information, up from 83%, while the proportion receiving no information halved.

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 for all learners.	Although this improved considerably from 2025 (52% to 65% saying work is challenging in every or most lessons), over a third of pupils still feel sufficiently challenged only <i>some of the time or less</i>. • Continue to embed the challenge LO in every lesson, ensuring that every session has the element of challenge for pupils to stretch and push themselves towards. • Increase opportunities for reasoning, problem-solving and deeper thinking. • Continue to monitor challenge through lesson observations, book scrutiny and pupil voice. • Continue to ensure that our SEND and disadvantaged pupils are given the correct support and scaffolding to reach their full potential in lessons.
Behaviour in lessons	Behaviour around school is viewed very positively (75% all/most of the time),

	but behaviour during lessons remains less positive, with 54% rating it positively and 46% saying behaviour is only good some of the time or less. • Reinforce the behaviour policy in all lessons by all members of staff. Ensure expectations and low-level disruption is consistently picked up on. • Develop pupils' self-regulation and learning behaviours. • Celebrate positive behaviour in the classroom and reinforce classroom routines. • Use pupil leadership and peer role models to promote positive learning behaviours.
Increase enjoyment and engagement for every pupil	Whilst 98% enjoy learning, 77% report enjoying school all or most of the time, leaving around one in five pupils whose enjoyment could be improved. • Continue reviewing curriculum engagement through pupil voice. • Build in more practical, collaborative and enrichment opportunities. • Ensure high-quality learning experiences across all curriculum areas. • Monitor engagement of specific groups (SEND, disadvantaged, reluctant learners).NM to do.
Strengthen emotional wellbeing and trusted adult support.	This is already a strength (88% know there is an adult they can talk to), but around 12% remain unsure or do not always feel supported. • Identify the pupils in the 12% group and discuss with them who could potentially be a trusted adult for them within school. • Continue well-being check ins and pastoral support provided. • Continue to monitor the pupil voice of more vulnerable pupils with more regular check ins.