

Pupil Questionnaire

2015-16





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1. Executive Summary

1.1. *Context*

- 506 children completed a 40 question electronic questionnaire. The process was led by teachers.
- All children understood that they should complete the questionnaire as accurately as they could – disagreeing and strongly disagreeing as they saw fit.
- Each class took 30-50 minutes to complete the questionnaire.
- Children responded according to category – strongly agree; agree; disagree; strongly disagree or not sure.
- **NOTE:** Children answering ‘not sure’ in response to any question have not been included in the statistical analysis – analysis including ‘Not Sure’ is available on request overall it is 6% of the sample – it varies by question



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though.

As children are our most important customers we need to listen to them carefully. By asking over 500 hundred children forty questions we generate in excess 20000 answers. To ignore these views would certainly lead to a poorer experience for children and would, by degree, reduce achievement over time. Instead all leaders and governors must consider the overall messages from the responses and those for which individuals have specific responsibilities or governor oversight. Each must use their professional judgement to determine how best to improve their school experience and set their strategies and projects accordingly. From an extensive analysis of this data it is clear that overwhelmingly children have been very thoughtful and considered in their responses to the questions. As such, we must be very thoughtful and considered in the next steps we take to improve their school experience and achievement. By triangulating this information with other sources to help move things forwards with the finite resources available, a plan for improvement and tangible action can be shaped.



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1.2. *Ofsted guide to proportions*

The following table provides a description of numerical proportions when expressed in words.

Proportion	Description
97–100%	Vast/overwhelming majority or almost all
80–96%	Very large majority, most
65–79%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

1.3. *Question Development*

All questions can be read below for the 2016 Questionnaire Overview. Five questions were removed and replaced and five adjusted. One additional core area has been added – SMSC (newsround focus). Section **Error! Reference source not found.** includes questions deleted from the previous annual questionnaire and those adjusted. There are 19 questions that have been grouped together to infer children’s general positivity and happiness within the Chesswood Junior School community – these are highlighted from column 1 within the table below.



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1.4. 2016 Questions

Positivity	Question	Summary	Category	Q Number
Yes	My teacher's marking really helps me know how well I have done and how to improve	Marking Helps	Assessment	1
	I regularly get time to read through marking in my book and get the chance to improve it; respond to it or make corrections.	Marking Response	Assessment	2
Yes	My teacher often marks my work with me in the lesson writing comments to help me	Adult Support	Assessment	3
	I often use success criteria to help guide me to success	SC Focus	Assessment	4
Yes	Nearly all children in my class behave well in lessons	Lesson Behaviour	Behaviour management	5
Yes	When a child misbehaves they are treated fairly by an adult	Fair Treatment	Behaviour management	6
Yes	Discriminatory comments and actions will not be tolerated at Chesswood e.g. racism	Anti Discrimination	Behaviour management	7
Yes	There is a strong Anti Bullying culture at Chesswood Middle School	Bullying	Behaviour management	8
Yes	Most children listen carefully to the midday supervisors and do as they are told	Listen to MDS	Behaviour management	9
Yes	My teacher deals quickly with any behaviour that disrupts learning	Teacher and behaviour	Behaviour management	10
	I have been taught how to stay safe online.	Safe Online	Computing	11
	I can control a programme that achieves a goal using an algorithm	Code	Computing	12
	I know the dangers of using the internet and know what to do if I access inappropriate content.	Internet Danger	Computing	13
Yes	I enjoy learning at Chesswood Junior School	Enjoy Learning	ECM - Enjoying school	14
Yes	I think Chesswood Junior is a great school!	Great School	ECM - Enjoying school	15



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Yes	If I feel unsafe at school I know what to do	Safe Action	ECM - Feeling Safe	16
Yes	I feel safe at play and lunch time	Play Safety	ECM - Feeling Safe	17
Yes	Children are friendly to me on the playground	Friendly Play	ECM - Feeling Safe	18
Yes	I feel safe on the way to and from school	Safe to & from	ECM - Feeling Safe	19
Yes	I feel safe when I am at school	School Safe	ECM - Feeling Safe	20
Yes	I get praise when I have done well at school	Frequent Praise	ECM - Enjoying school	21
	Watching Newsround daily has given me a much greater understanding of the world	Newsround	SMSC	22
	My teacher often expects members of a group to take on specific roles e.g. time keeper	Pupil Leadership	Effective Pedagogy	23
	I can easily find a book in the school libraries that I enjoy reading.	Library	English	24
	I often get the opportunity to draft and improve my writing so I can publish my best work.	Improving Writing	English	25
	I regularly use dictionaries or thesauri to find and select words to improve my writing	Dictionaries	English	26
	The Accelerated Reader word count (millionaire challenge) has motivated me to read more	Millionaire	English	27
	I know which ACRO skills I am best at and which ones I could improve	ACRO	Effective Pedagogy	28
Yes	Most lessons give me the right amount of challenge to really make me think and learn	Right Challenge	High Expectations	29
Yes	I often need to work quickly in lessons and produce a lot in the time given	Be productive	High Expectations	30
Yes	My teachers expect me to work hard and do my best	High Expectations	High Expectations	31
	I regularly read at home at least 4 times a week	Regular Reading	English	32
	Homework has helped me learn my times-tables and spellings	HWK tables spellings	Homework	33
	I have a really good understanding of different ways to solve maths problems and puzzles.	Maths Problems	Maths	34



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	My knowledge of times tables has really improved this year.	Time Tables	Maths	35
Yes	I enjoy nearly all maths lessons.	Enjoy maths	Maths	36
	I know which methods I use for my written calculations in maths	Maths methods	Maths	37
	I get to explore, hands-on/minds on activities, in most science lessons	Practical science	Science	38
	Teacher marking of my science work helps me know what I have done well and what I need to improve	Science Marking	Science	39
Yes	I enjoy nearly all science lessons	Science enjoyment	Science	40



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1.5. Child Positivity

1.5.1. Context

Whilst the questionnaire is focussed on gaining children’s views in relation to specific aspects of school life and learning they experience; a further view can be taken of the average response of each child, significant group and therefore the whole school community to specific questions. There are 21 questions that have been grouped together to infer children’s general positivity and happiness within the Chesswood Junior School community – these are highlighted from column 1 within the table above.

The thresholds to measure positivity are set as follows:

Child response	Point Score	Average	Relative Positivity	Explanation
Not Sure	0			NOT INCLUDED IN ANY ANALYSIS – Children are told this before they take the questionnaire
Strongly Agree	1	= > 1	Extremely Positive	Strongly agreeing to almost all questions whilst agreeing with a small number. An average 1 would mean ‘strong agreement’ with every question. The highest individual response this year is 1.1 – 9 children. An increase of 5 from 2014
Agree	2	= > 1.6	Positive	Typically answers will be a broad mixture of strong agreement and agreement. There may also be a small amount of disagreement. Agreement with every question will return an average of 2.
		= > 2.2	Neutral	Typically there will be a mixture of agreement and disagreement.
Disagree	3	= > 2.8	Negative	With an average of 2.8 or greater children will typically disagreeing or strongly disagreeing in most responses.
Strongly Disagree	4	= > 3.4	Extremely Negative	Typically to achieve an average of 3.4 children would respond with ‘strong disagreement’ to most questions. The lowest outcome this year is 3.2 one child therefore no child is extremely negative about their school experience (this is a slight improvement on the 3.4 from 2015, albeit with a wider selection of questions) .

Answers of ‘Not Sure’ are not included in the calculation of the average – children are told this when they take the questionnaire. Therefore the average positivity is calculated by adding all answers not including ‘not sure’ and dividing by the number of responses not including ‘Not sure’.



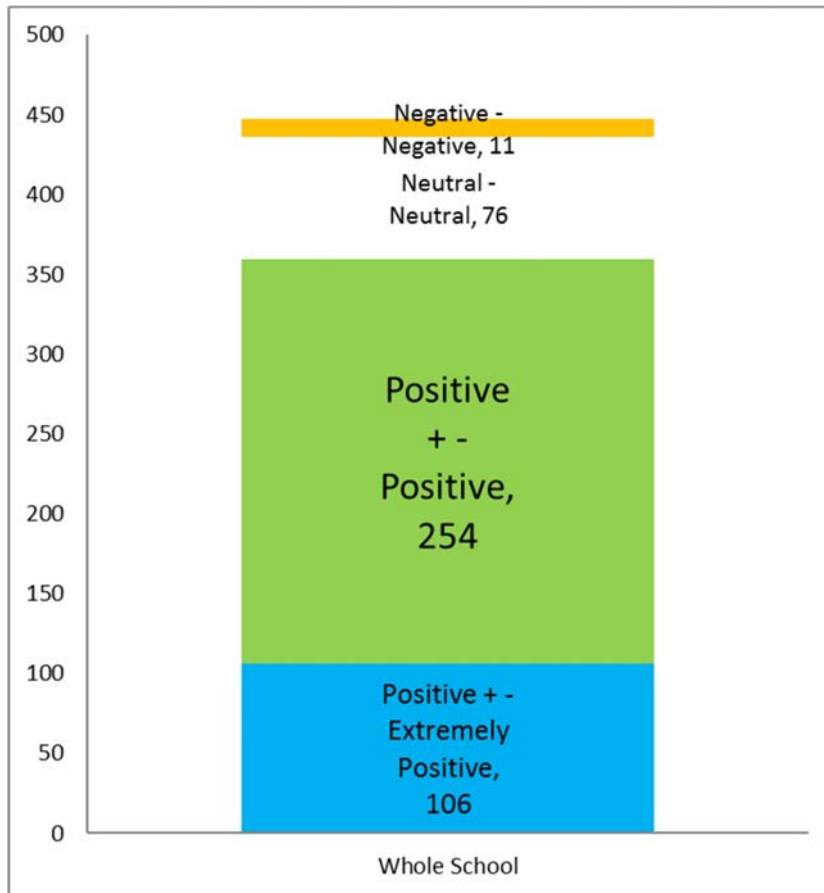
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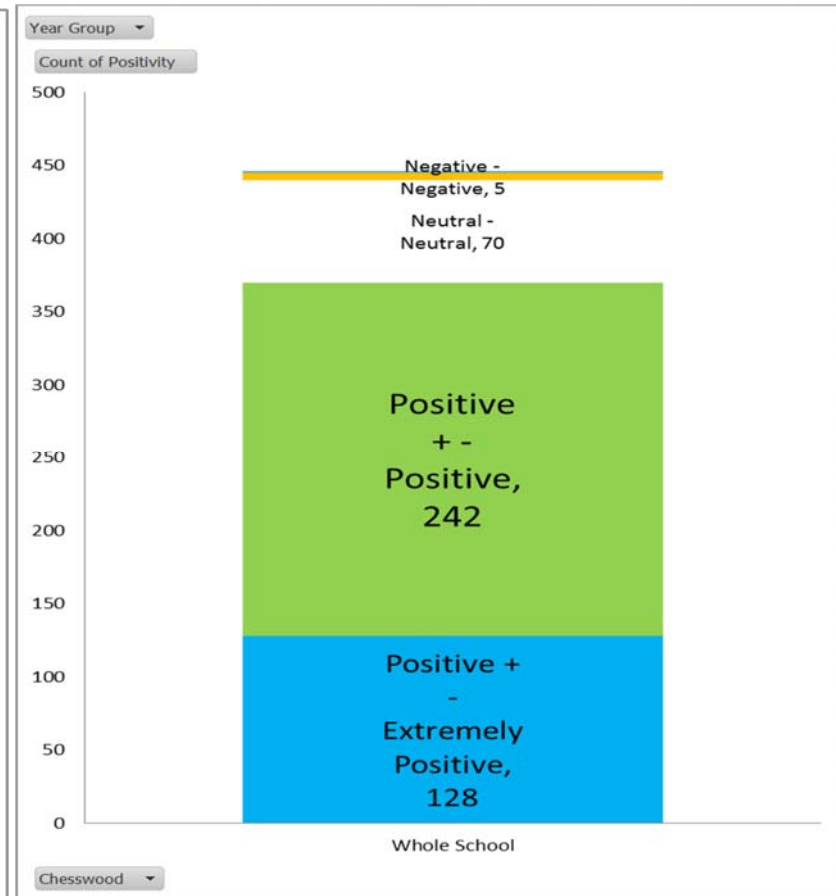
1.6. Positivity Outcomes

The chart below demonstrates the number of children agreeing positively with the questions within the survey.

2014 Outcomes



2015 Outcomes

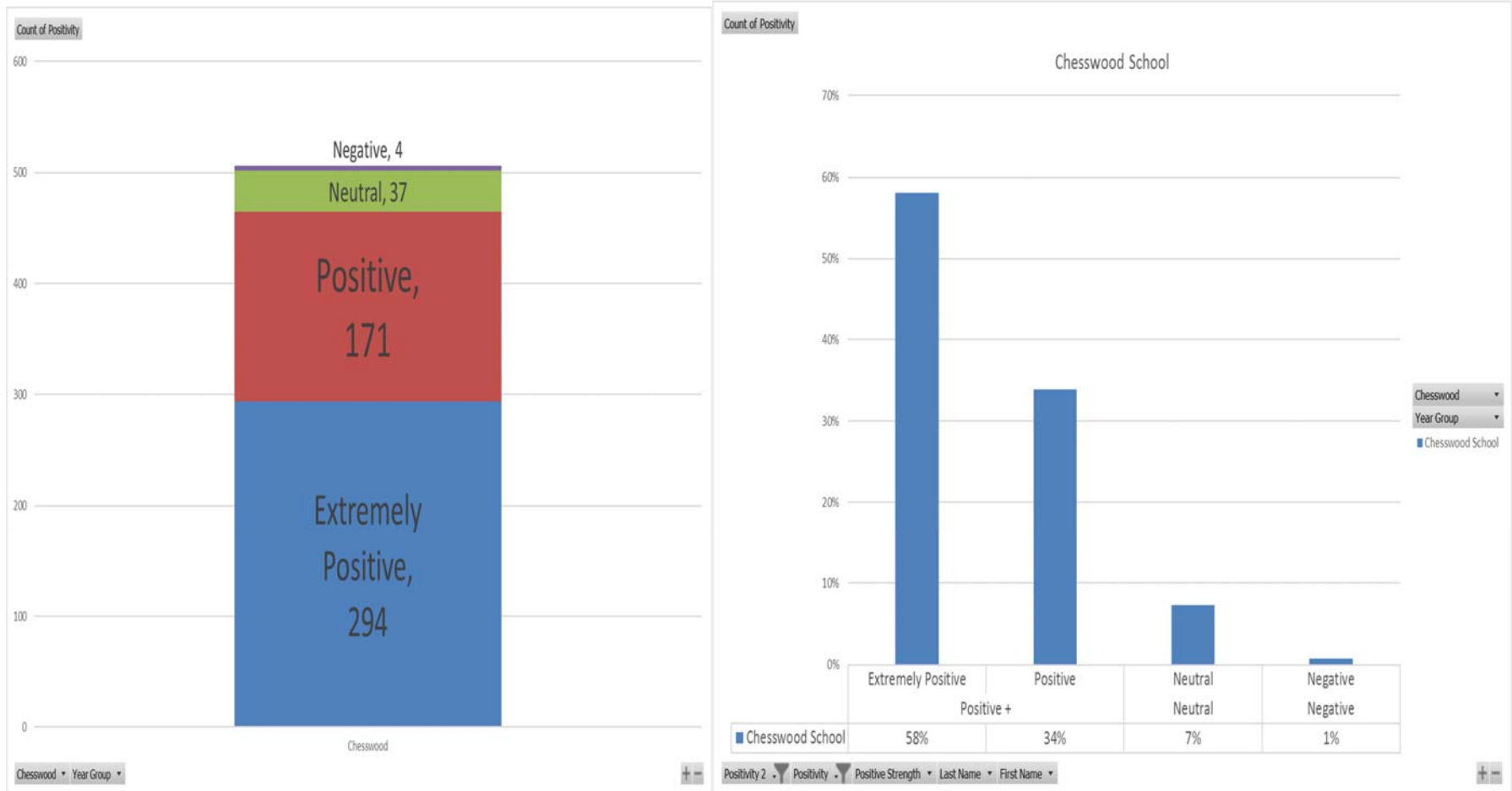




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2016 Outcomes





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- **Note:** In previous years positivity was based on all questions. However, many questions did not support inference of positivity, rather whether a particular process was in place 'I know which methods I use for my written calculations in maths'. For the first time, this year, questions have been selected that directly infer positivity e.g. I get praise when I have done well at school. This is likely to impact on positivity, increasing the proportion noted as positive. In addition, the introduction of Y3 and loss of Y7 is likely to add a further significant influence on positivity.
- Children's responses strongly indicate they are overwhelmingly positive about their school experience – the very large majority respond positively.
- The strength of their positivity is improving notably overtime (almost three times that of previous years) and particularly in this academic year seemingly well beyond the potential influence of factors above.
- No child is extremely negative about their school experience and a very small proportion (2%) are negative.

Sub group outcomes

- Gender – No notable differences
- Year Groups – Positivity reduces as children get older
- Classes – almost all classes secure 90%+ positivity, although the strength of agreement varies significantly. Once class has dramatically less positivity. The most positive classes in the school are 3SW, 4LS and 5NB with in excess of 80% strong agreement.
- Pupil Premium – Broadly similar outcomes were recorded, with slightly lower extreme positivity (@6%)
- Ethnic Groups – Broadly similar outcomes were recorded, with slightly higher extreme positivity (@6%)



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- SEN - Broadly similar outcomes were recorded, with slightly lower extreme positivity (@6%)

Next Steps

- To continue such strong improvement leaders, governors and the school community should focus on the experience of:
 - Any child still on roll with a mean positivity score less than 2.8 – i.e. mostly negative response.
 - Children in class that demonstrate significantly more negativity than those of others within a year group – academic staff are in a good position to influence children's experiences – if they are conscious of this information.

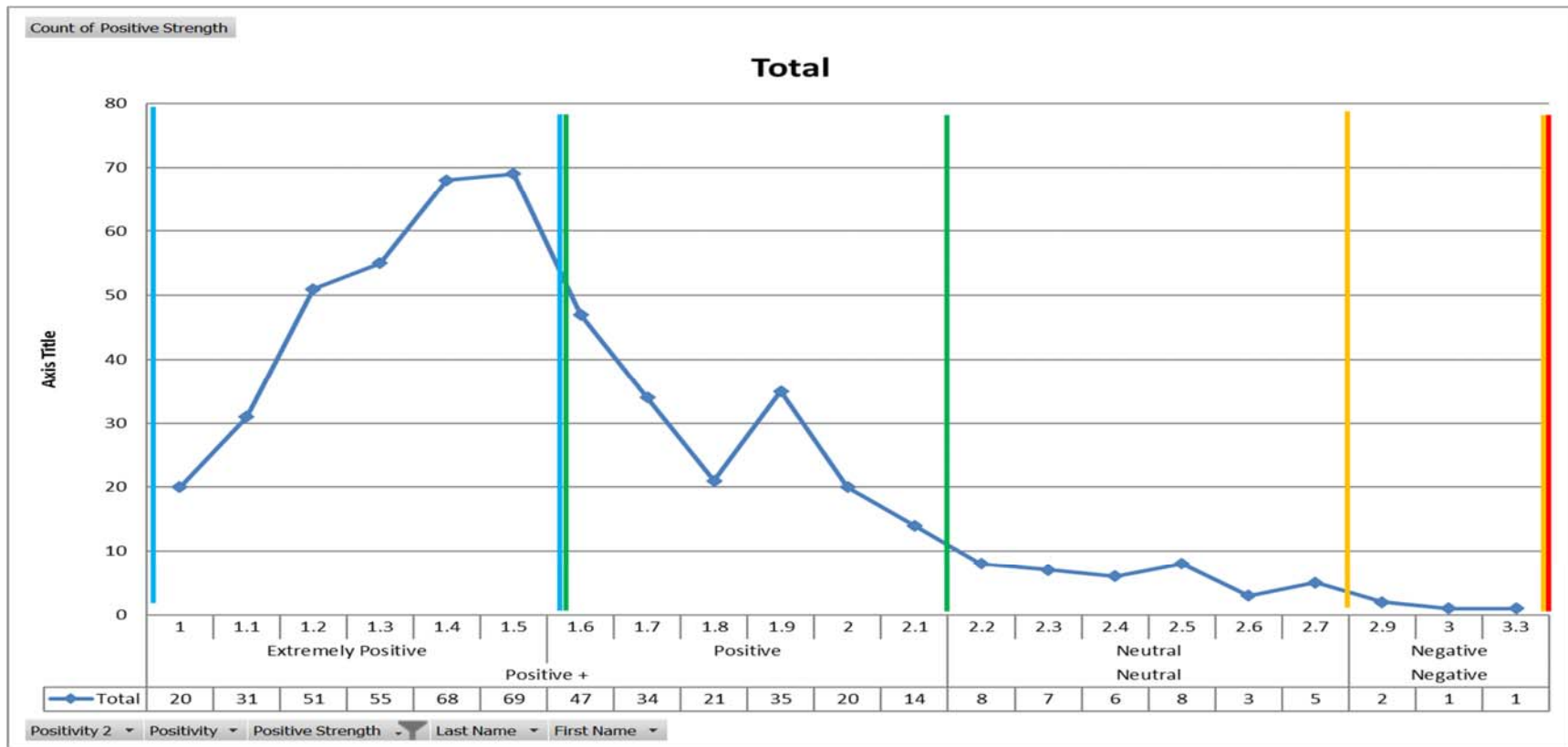


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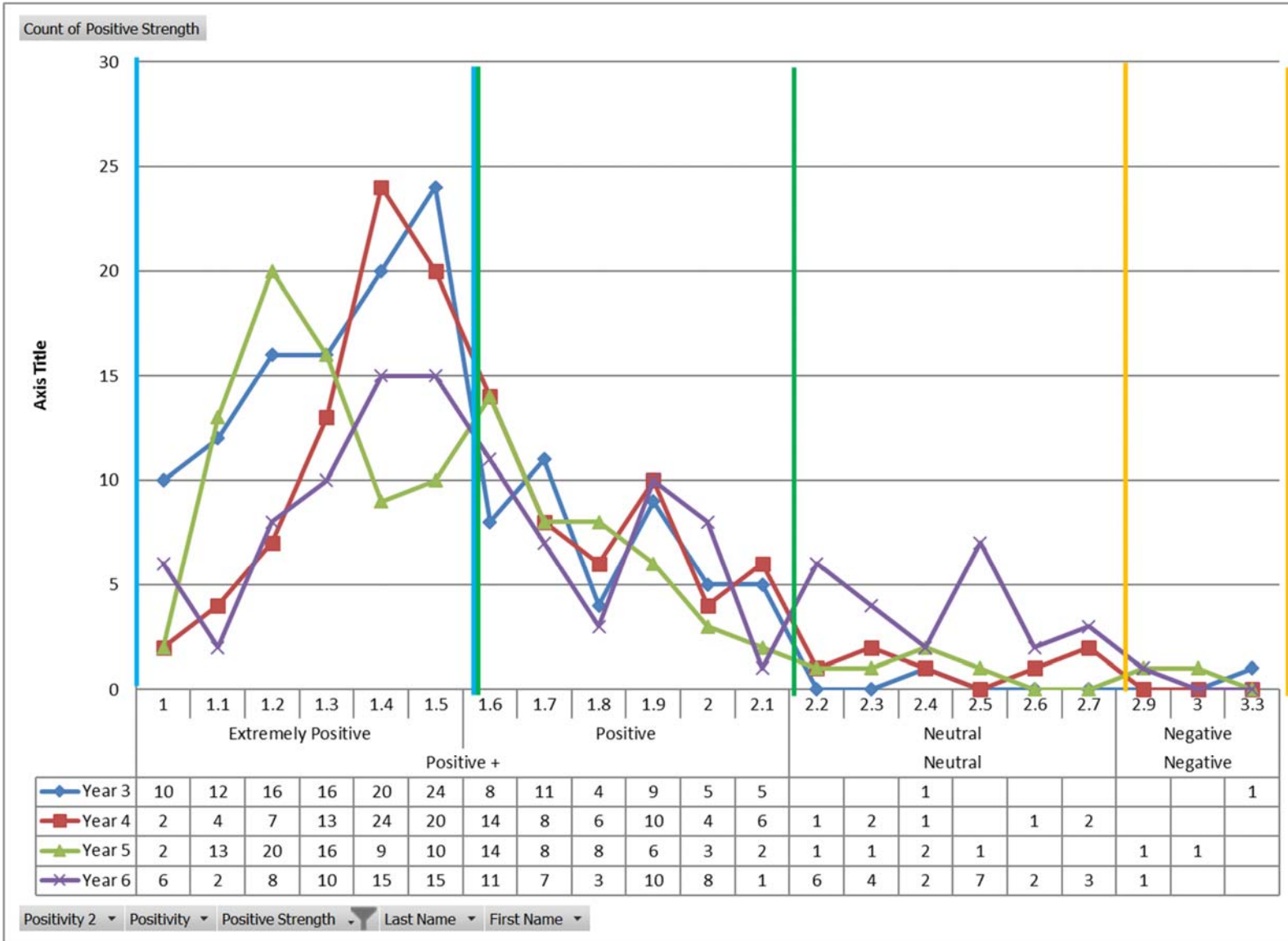
1.7. Chart Whole School Positivity

The line charts below demonstrate the extent to which the 'Bell Curve' is skewed positively or negatively. In each chart the overwhelming trend suggests the highest group density centred around 1.4 and 1.5 – this indicates high levels of extreme positivity. This indicates most children are 'extremely positive' a notable difference and improvement from 2015. All year groups record the highest proportion of children as extremely positive.





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1.8. Question Overview

1.8.1. Grading Overview

Below are the thresholds to guide decision making and evaluation. Professional judgement is also used to determine which grade should be determined therefore some 'near misses' may be given a grading in the next category up or down e.g. exceptionally positive feedback rather than positive. Percentages for some bands have been adjusted since 2012 to align with higher expectations.

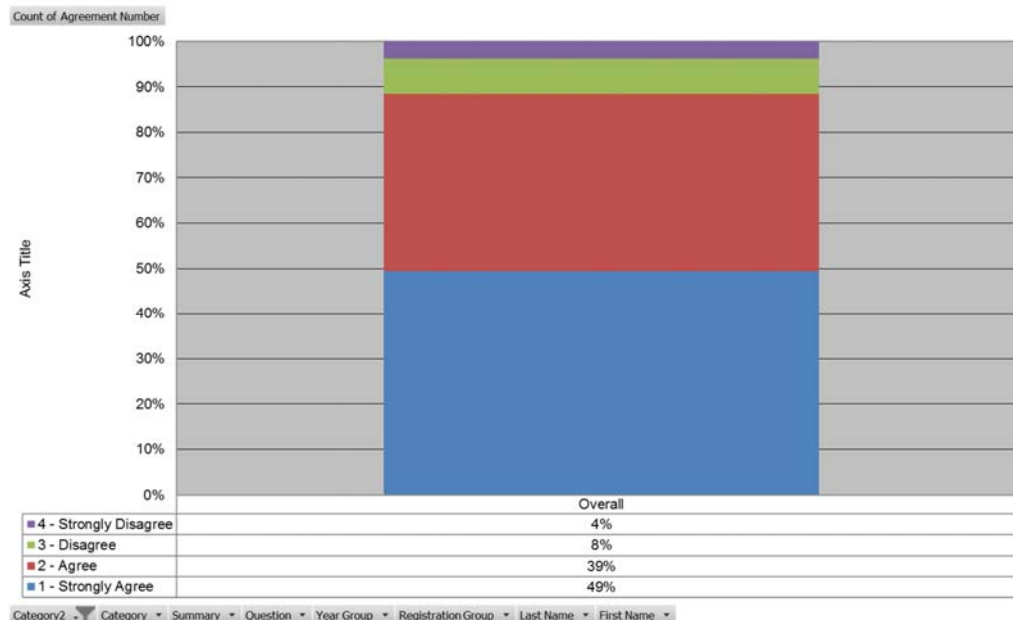
exceptionally positive feedback: 90% agreement and =>40% strong agreement

positive feedback: 80% agreement and =>30% Strong Agreement (increased from 75% in 2012)

Areas of Satisfactory feedback 70% agreement and =>20% Strong Agreement (increased from 65% in 2012)

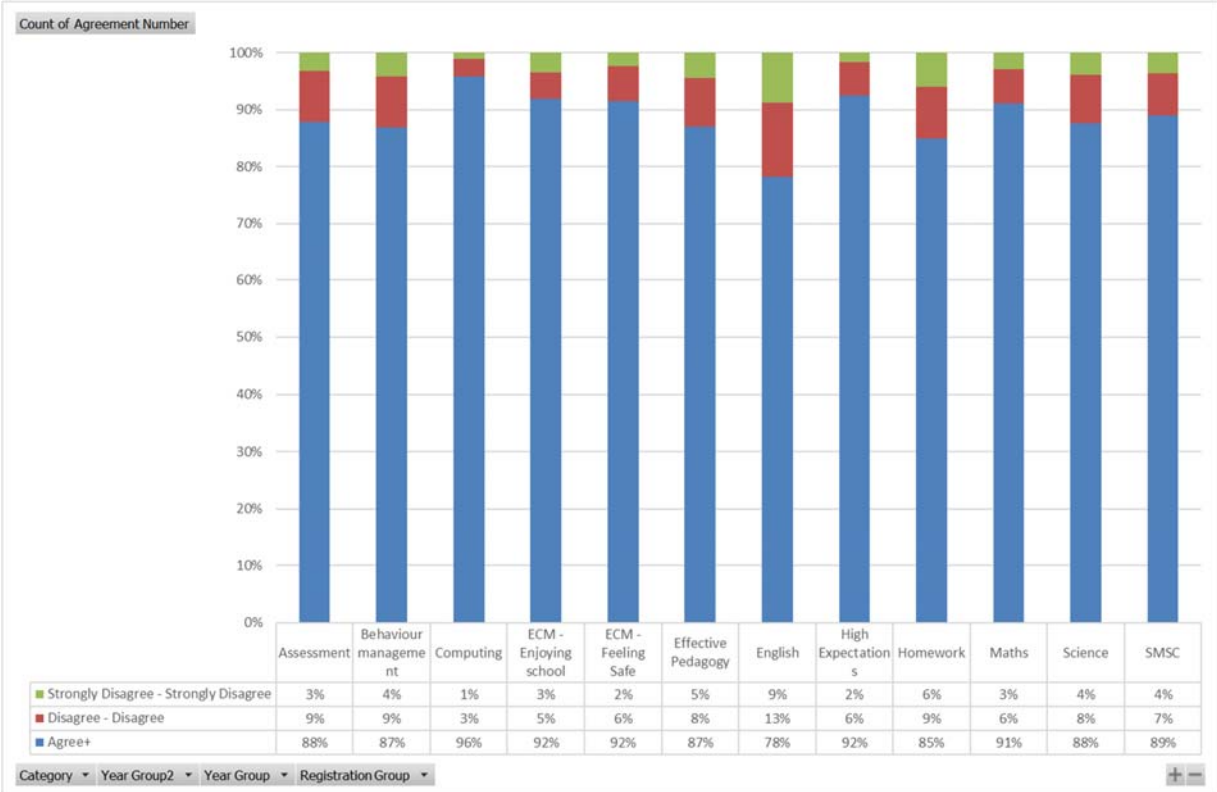
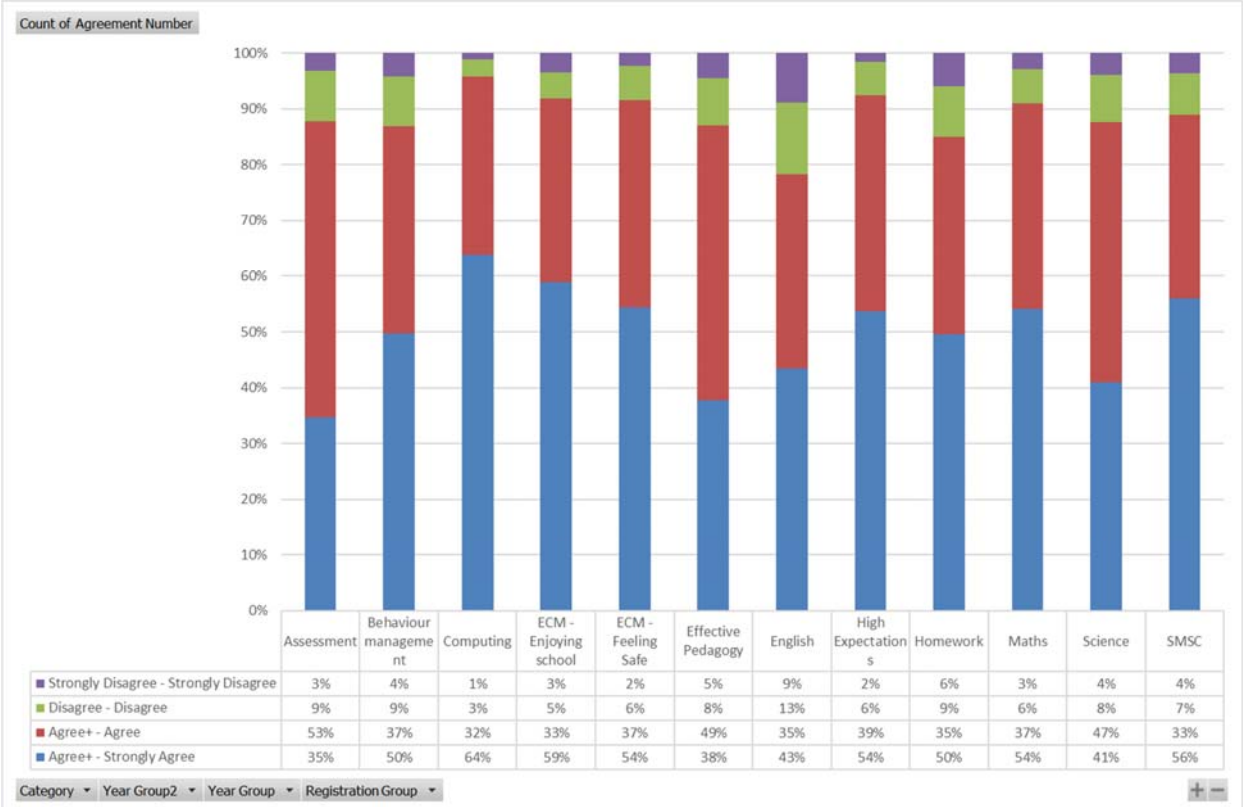
Inadequate <70% agreement and <20% Strong Agreement (increased from 65% in 2012)

Children's perception across all twelve areas and forty questions indicate a good and level of agreement (88% an increase of 5% since 2015) with a very large majority agreeing with positive statements focussed on academic and pastoral aspects of their school experience. *Please Note: In some years, some questions are expected to return a negative response as they are asked when leaders sense there is an issue and wish to explore it further e.g. I complete accelerated reader quizzes when when I finish accelerated reader books – there are no questions of this type in 2016.*





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1.9. Area Overview Summer 2016¹

For 2012, 13, 14 & 15 outcomes refer to appendices - **Error! Reference source not found.**

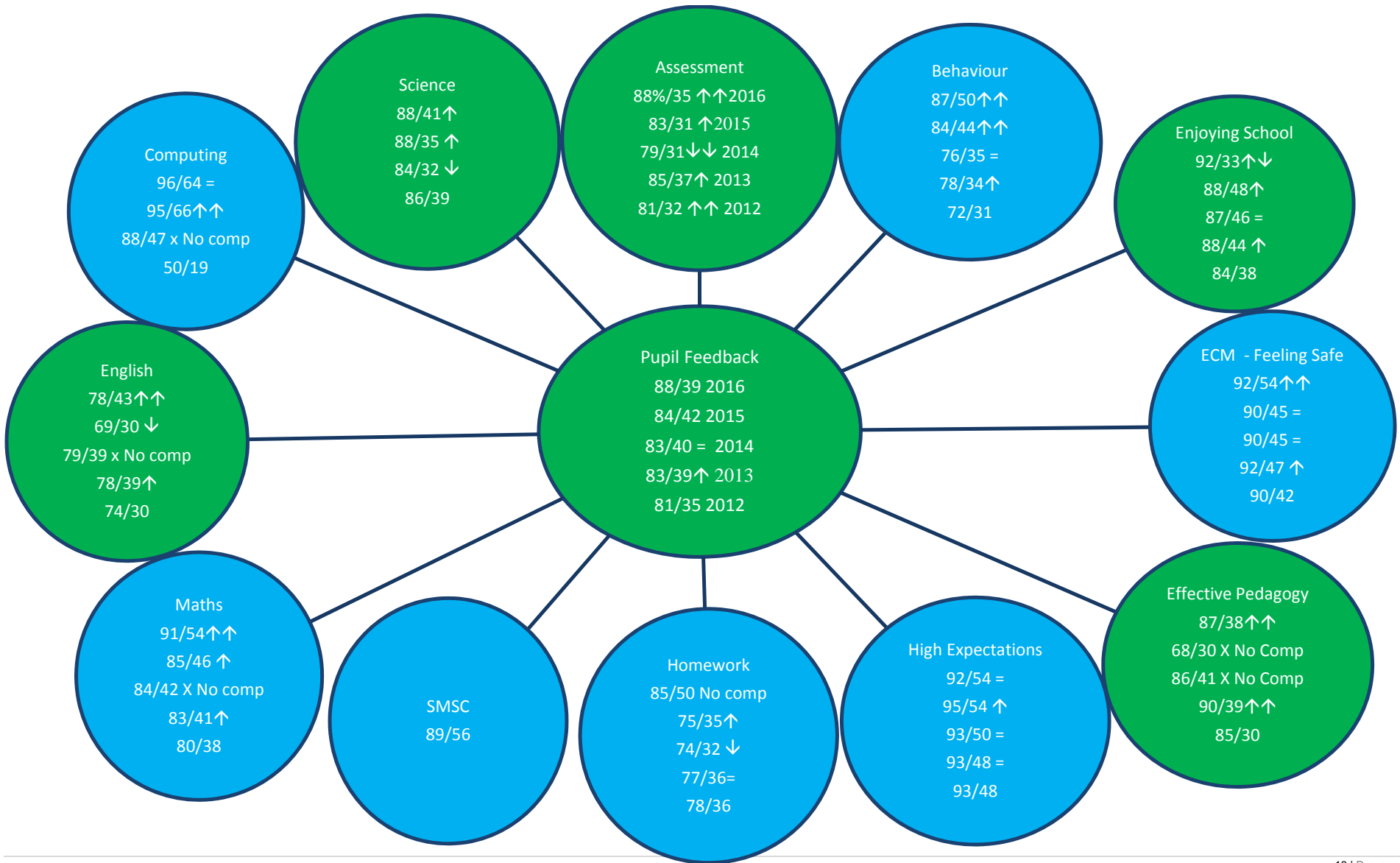
1.9.1. 2016

There twelve areas seven indicate outstanding agreement and five indicate a good level of agreement. Overall this is the most agreement of any questionnaire outcomes undertaken in previous years. Percentage outcomes have been included from previous years for comparison.

¹ For information: Percentages 81/32 = 81% agree + strongly agree 32% strongly agree. Percentages at the top relate to 2016, 2015, 2014, 2013 2012



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1.10. Areas of High Strength – Question Overview

This section highlights outstanding positive response on specific questions. Many actions and developments that have been implemented in recent years can be seen to be conscious in children’s minds and have had positive impact on them For example all questions below received exceptionally positive responses in areas that previously have undergone significant transformation:

Area	Question	Direction	Outcomes	Commentary
Assessment	teacher marking really helps them know how well they have done and how to improve	Downwards (strength of agreement) Outstanding	2016 94/37↑↓ (2015 93/47 ↑↑) (2014 = 90/44) (2013 91/47↑) (2012 89/42) (2011 90/52)	Consistently strong pattern over time, although the strength of agreement has waned in this academic year.
Behaviour management	Discriminatory comments and actions will not be tolerated at Chesswood e.g. racism	Downwards (strength of agreement) Outstanding	2016 97/80↓ (2015 98/86)	Following an increase in discriminatory incidents in 2015 – racism and homophobia a range of actions were undertaken – the impact has been outstanding with a sustained and significant reduction in reported incidents.
Behaviour Management	There is a strong Anti Bullying culture at Chesswood Middle School	Consistent & Sustained Outstanding	2016 92/58 = (2015 92/59) 2015 92/59↑↑ Highest Recorded (2014 ↑↑85/47) (2013 ↓↓79/42) (2012 87/43)	Sustained outstanding impact and recognition from all actions undertaken by leaders and staff to address bullying in all forms wherever it arises.



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Behaviour management	My teacher deals quickly with behaviour that disrupts learning	Significant Improvement – highest ever Outstanding	2016 96/64↑↑ (2015 92/55↑) (2014 = 90/53) (2013 92/52)	Consistently strong and improving pattern over time – adjustments to behaviour management have had impact – sand timers and teacher organised detentions.
Behaviour Management	They are fairly treated by adults	Significant improvement Highest Ever Outstanding	2016 87/49↑↑ (2015 82/35↑) (2014 ↓ 78/31) (2013 ↑83/33) (2012↓↓ 77/28) (2011 85/38)	Adjustments in behaviour processes throughout the school in 2015-16 are likely to be positive contributory factors.
Pedagogy	The ACRO skills have helped me to know my strengths and weaknesses	Sharply upwards Highest Recorded Outstanding	2016 89/40↑↑ (2015 57/25)	2016 significant action undertaken to weave ACRO into daily classroom practice and promote within school.
Enjoying School	Chesswood is a great school	Significant Improvement – highest ever Outstanding	2016 91/69↑↑ (2015 89/58 =) (2014 = 88/59) (2013 ↑↑90/55) (2012 ↓↓ 82/46) (2011 88/60)	There is an incredible strength of feeling by children that Chesswood is a great school.



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Enjoying School	I enjoy learning at Chesswood	Significant Improvement – highest ever Outstanding	2016 93/62↑↑ (2015 91/49↑) (2014 = 89/44) (2013 ↑92/42) (2012 ↓↓ 88/37) (2011 93/48)	Consistently strong feeling indicating strong impact of a wide range of factors – staff, curriculum, pastoral aspects.
Enjoying School	I often get praise when I have done well at school	Sharply upwards Highest recorded Outstanding	2016 92/46↑↑ (2015 83/37↑) (2014 = 84/33) (2013 = 82/34) (2012 ↓ 82/31) (2011 87/30)	2016 Further improvements expected in 2016-17 with new staff a key focus on positive reinforcement, positive classrooms and exemplary primary practice.
ECM Feeling Safe	I feel safe when I am at school	Significant Improvement – highest ever Outstanding	2016 95/62↑↑ 2015 92/52 ↓ (2014 = 91/57) (2013↑↑ 94/58) (2012 92/51)	Consistently strong pattern over time – strength of agreement is exceptionally high.
ECM Feeling Safe	I feel Safe at play and lunch time	Significant Improvement – joint highest with 2013 Outstanding	2016 93/59↑↑ (2015 92/49 =) (2014↓ 91/52) (2013 94/58 ↑↑) (2012 = 92/50) (2011 89/49)	Variable pattern but overwhelmingly strong – good and increasing supervision levels have supported consistency in this area – all TAs expected to support playtimes.
ECM Feeling Safe	If I feel unsafe at school I know what to do	Further increase in strength of	2016 94/57↑↓ 2015 97/49 ↑↑ 2014 = 96/40	Consistently strong pattern over time indicating good systems and practice in place



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		agreement – some reduction overall outstanding	(2013 ↑↑96/44) (2012 94/36)	for promoting feelings of safety.
ECM Feeling Safe	They are safe on the way to and from school	Significant improvement Highest Ever Outstanding	2016 94/63↑↑ (2015 87/49 ↓↓) 2014 ↑ 95/56 (2013 = 91/52) (2012 92/50)	2016 Changes in age group and greater parental supervision are likely to be key factors.
High Expectations	My teachers expect me to work hard and do my best	Slightly downwards Outstanding	2016 97/75↓ 2015 99/78↑ 2014 = 98/74 (2013 = 99/72) (2012 ↑↑99/70) (2011 96/61)	overwhelmingly strong positive response.
High Expectations	I often need to work quickly in lessons and produce a lot in the time given	Downwards Outstanding	2016 90/44↓ 2015 94/48 ↑↑ 2014 = 94/40 (2013 = 91/40) (2012 ↓ 92/39) (2011 95/46)	Consistently strong pattern over time
High Expectations	Most lessons give me the right amount of challenge to really make me think and learn	Outstanding	2016 89/41↑↓ (2015 93/35) (2014 = 86/36) (2013 = 88/32) (2012 = 88/33) (2011 83/31)	Sustained strong impact of learning and teaching within school



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SMSC	Watching Newsround daily has given me a much greater understanding of the world	Outstanding	2016 89/56	Introduced in 2015-16 daily news round and weekly quiz to improve children's understanding of current affairs and to support the concept – real, relevant and engaging.
Maths	I have a really good understanding of different ways to solve maths problems and puzzles.	Sustained Outstanding	2016 91/44= (2015 ↑ 92/43) (2014 91/39)	Although children are overwhelmingly confident in their responses it has not led to improved maths outcomes, therefore confidence at this time may be unfounded while maths outcomes remain inadequate.
Maths	I Enjoy maths	Upwards Good Best Yet!	2016 83/50↑ (2015 84/47 ↑↑) (2014 76/40 ↓) (2013↑↑ 83/44) (2012 ↓↓72/36) (2011 79/43)	There has been a sustained focus on developing maths to support and impact on opinion in this area.
Maths	My knowledge of times tables has really improved this year.	Significant Improvement – highest ever Outstanding	2016 93/58↑↑ (2015 80/47↓) (2014 84/47)	Substantial progress following a sustained focus within school and through homework.
Maths	I know which methods I use for my written calculations in	First Year	2016 96/63	During the year a significant programme to ensure children and parents are aware of the



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	maths	Outstanding		core maths method they should be using – this outcome demonstrates significant impact.
English	I often get the opportunity to draft and improve my writing so I can publish my best work.	Significant Improvement – highest ever Outstanding	2016 96/63 ↑↑ (2015 ↑ 95/54) (2014 New 95/50) (2011 70/22)	This practice is now embedded in school the writing process.
Science	I get to explore, hands-on/minds on activities, in most science lessons	Broadly Similar Outstanding	2016 89/39 ↓ 2015 ↑↑ 92/40 (2014 ↓↓ 86/34) (2013 92/44)	Sustained impact from changes to science curriculum
Science	Teacher marking of my science work helps me know what I have done well and what I need to improve	Significant Improvement – highest ever Good	2016 89/38 ↑↑ 2015 92/27	Broadly in line (slightly lower) than general marking question. This indicates science marking is increasingly in line with that undertaken in English and maths.
Science	I enjoy nearly all science lessons	Significant Improvement – highest ever	2016 85/45 ↑↑ (2015 81/37)	Significant and improving impact from changes to science curriculum



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		Good		
Computing	In ICT lessons, I have been taught how to stay safe online.	Broadly similar – outstanding	2016 97/69 = 2015 98/70 2014 93/51	Consistently high – subject to sustained focus with children and parents
Computing	I know the dangers of using the internet and know what to do if I access inappropriate content.	Broadly similar – highest ever outstanding	2016 97/73= (2015 97/71↑↑) (2014 94/63)	Consistently high – subject to sustained focus with children and parents
Computing	I can control a programme that achieves a goal using an algorithm	Mixed progress – reduced strength of agreement Outstanding	2016 93/49↑↓ 2015 87/55	Reduction in strength of agreement may result from changes in school age group Y7 – Y3



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1.11. *Areas of moderate strength*

There are seven areas of moderate strength detailed below:

Assessment	I regularly get time to read through marking and get the chance to improve it, respond or make corrections	Upwards Good	2016 88/32 ↑↑ (2015 82/31 ↑↑) (2014 ↓↓ 75/21) (2013 = 81/31) (2012 83/32) (2011 74/29)	2016 A further focus on ensuring children respond to marking has been undertaken and has had notable impact.
Assessment	My teacher often marks my work with me in the lesson writing comments to help me	Slightly upwards Good	2016 85/33↑ (2015 82/31)	Further strength of agreement and overall agreement will be a target in 2016-17
Assessment	I often use success criteria to help guide me to success	Significant improvement Highest Ever Good	2016 85/37↑↑ 2015 75/20 = (2014↓↓ 77/18) (2013 80/29 =) (2012 ↑↑81/25) (2011 74/29)	2016 improvement following significant focus – planning and teaching (Y5 and IT particularly good practice). Further gains expected in 2016-7
English	The Accelerated Reader word count (millionaire challenge) has motivated	First Year Good	2016 80/52	A significantly greater focus has been afforded to 'millionaire reader' certificates, display, termly reports.



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	me to read more			
English	I regularly read at home at least 4 times a week	First Year Good	2016 84/52	Insufficient threshold and still low at that 16% not reading on the majority of days at home.
Homework	Homework has helped me learn my times-tables and spellings	First Year Good	2016 85/50	Significantly improved focus and supporting guidance has been secured in 2015-16. The overall agreement is not as high as one might expect given the robust structure in place. However, the strength of agreement is very high.
Pedagogy	My teacher often expects members of a group to take on specific roles e.g. time keeper	Upwards Good	2016 85/36 ↑ (2015 80/35) (2014 86/41)	2016 Further promotion of this organisation is required ensuring children have clarity of role within group work.



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1.12. Areas of low strength

There are six questions where perception is less strong including:

NOTE: The data cannot simply determine good and bad practice – it can only serve professional thinking and help along with a wide variety of other information set a strategic and operational direction.

Area	Question	Direction	Outcomes	Commentary
Behaviour Management	Midday supervisors are listened to and respected	Significant Improvements Highest recorded Requires improvement	2016 75/23 ↑↑ (2015 59/12 ↑) (2014 ↓ 51/9) (2013 ↑ 57/11) (2012 ↓↓ 52/7) (2011 72/17)	2016 significant changes to midday supervisors, supervisor leadership and playground organisation including equipment.
Behaviour management	Nearly all children in my class behave well in lessons	Upwards trend – Note 2012!! Requires Improvement	2016 72/21 ↓ 2015 78/18 ↑ 2014 ↑ 72/15 (2013 ↑↑69/12) (2012 49/7)	Very significant improvements over time but it is not yet good enough. We have many complex children who present behaviour challenges in class. Low level behaviour management priority – re-emphasise responsibilities, processes and structures with all staff groups.
ECM Feeling Safe	Children are friendly to them on the playground	Broadly In Line – improved strength	2016 79/29 ↑ (2015 80/23 =) (2014 = 81/21)	2016 further concentration through assemblies, highlighting with staff and



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		of agreement Requires Improvement	(2013 ↑82/23) (2012 = 77/19) (2011 78/21)	sustained restorative approach.
English	I regularly use dictionaries or thesauri to find and select words to improve my writing	Upwards Highest recorded Requires Improvement	2016 78/28↑ 2015 73/24 2014 76/24	2016 despite improvement' outcomes are insufficient 2015 Disappointing given the introduction of new high quality dictionaries and thesauri. JH and English team direct teachers to include use of dictionaries in typical life of the classroom.
English	I can easily find a book in the school library that I would enjoy reading	Broadly similar Inadequate	2016 52/21 = (2015 51/21 ↓↓) (2014 ↑↑63/38) (2013 = 58/26) (2012 54/28)	2015 and 2016 URGENT – extremely disappointing and unexpected given book investment. Identify why and address.

End of Executive Summary