

## Pupil Voice Day Feedback

Wednesday 22<sup>nd</sup> March 2017

Every year school holds a pupil voice day. This is a day when we ask pupils for their ideas and opinions about a given topic. The questions we asked pupils this year were based around the idea of our school community and what makes it special. Pupils were asked to consider what it means to be a citizen of our school community and the shared values that we have. Work included thinking about, and describing, the qualities that our pupils possess and how these qualities impact on their life in school and in the wider community.

Pupils were also given the opportunity to discuss the recently established house system. They were asked to consider how this is working and if they had any suggestions to develop team spirit within the different houses.

Each class was also asked to complete a focused task linked to their learning within the curriculum.

These included:

- Producing a piece of artwork on the theme of our school community
- Writing a recipe for a model Cheetwood citizen
- Writing a job description/character profile for a member of our school community
- Making a handbook on our school for a new member of our community to use
- Using computing skills make a leaflet about our school community
- Writing and performing a poem or rap based on the theme 'We are Cheetwood'.
- Making an advert promoting the Cheetwood brand and brand values

This year the main findings were recorded as qualitative data based on the discussions in class and through the outcomes of set tasks in each year group. Work planned this year has cross curricular links to PSHE, Art, Computing and Literacy.

Each class shared their ideas to a member of the senior leadership team and representatives from pupils in Y3 – Y6 presented their responses and views back to two of the school's governors.

**Outlined below are the main questions pupils were asked and a selection of their responses.**

**What words would you use to describe our school?**

diverse	happy	exciting place	colourful
a nice place to be	lots of things to do	helpful	beautiful
we do lots of learning	kind	safe	fair

**How would you describe the pupils in our school? Think about their personal qualities and what they do to show they are good ambassadors for our school.**

confident	respectful	friendly	good ambassadors
kind	well behaved	intelligent	never give up
work as a team	hard working	like a family	follow the rules
help others	responsible	generous	good manners
sensible	positive	smart	happy

**What words would you use to describe the teachers and other members of staff in our school community?**

friendly	diverse	caring	look after our safety
kind	clever	polite	strict
positive	good listeners	funny	bossy
fair	wonderful	help us to learn	awesome
treat everyone with respect	we are like a family	good role models	teachers are like our mums

**If you were describing an imaginary pupil that best embodies the Cheetwood spirit what word or phrases would you use?**

show respect to others	always do their homework
always be friendly and kind to others	would be amazing and get lots of certificates
be good role models and follow the golden rules	enthusiastic and have high expectations
want to learn and always try their best – never give up	to be accepting of the diverse community - welcoming
be polite and have good manners	striving –are resilient and keep going
look after each other and play with everyone	honest and trustworthy
are intelligent and smart	have a passion for learning
they are happy and healthy	have ambitions and follow their dreams

**If you had to choose the three most important personal qualities what would they be?**

All classes prioritised similar qualities. These were:

respectful	kind	hardworking	resilient
smart	helpful	friendly	honest

**What do we mean by community?**

- A diverse group of people all living together in a local area
- People living near each other help each other out
- A group or 'team' of people that are around you that you see everyday, talk to and help
- A group that share something in common
- Some communities are global such as religious communities, charities, football clubs, Brownies and scouts

**Who are the members of our school community?**

teachers and teaching assistants	breakfast and lunchtime staff	caretakers and cleaners	governors
head and deputy	visitors and coaches	Parents and families	learning mentors
police and fire brigade	office staff	specialist teachers	school nurse

**What do you think are the shared values of our school community?**

- Positivity
- Encouraging children to unlock their full potential and try their best at all times
- To be 'eco-friendly' and look after the environment
- Being diverse
- Equality and anti-bullying
- Show respect to each other and treat others how you would like to be treated
- Courage and resilience
- Generosity
- Keeping healthy and healthy lifestyles
- Having high expectations of ourselves and being ambitious
- Taking care and supporting each other
- Friendships and relationships with each other
- Honesty and trust
- Safety
- Making good progress across the curriculum
- Welcoming atmosphere
- Structure and routine (punctuality and attendance)

### **What do we mean by citizenship?**

- A citizen is member of a community
- Citizenship is thinking about how your views and opinions effect that area
- Citizenship is being a good citizen of the community: being trustworthy, honest, respectful, working together, helping out your community/ neighbours
- In the community this may be: helping an elderly person carry bags, looking after the local environment, talking to neighbour, neighbourhood watch etc

### **How would you demonstrate that you are a good citizen in our school community? What do you need to do to show you are a good ambassador for our school?**

- Helping friends in school in their work – not giving answers but talking things through
- Being a good friend to each other
- Helping younger children – buddies
- Looking after the local environment – planting, picking up rubbish etc.
- Thinking about other people, seeing the importance of others needs and being selfless
- Respect each other and accept individual differences
- Have a good attitude and good manners
- Being good role models- doing jobs in school that we can be trusted in e.g. peer mediators, buddies, sports crew, putting benches out, selling raffle tickets etc..
- Collecting for charity – realising that there are people in the world that have bigger needs than us
- Respect the school property – don't throw litter on the floor and take care of all resources
- Looking after everyone in school that needs help
- Being helpful to staff and respecting elders
- Showing equality and setting up activities for everyone including those that have individual needs such as those with disabilities
- Wearing your school uniform
- Welcoming new pupils to our school

- Represent the school at sports meetings and on trips
- Having peace and no conflict with each other

**How do you think the values you learn as a member of our school community might help you in the wider community and as you grow up.**

- Apply values such as resilience to keep trying even with things that you find difficult this may help you to succeed in your chosen career
- Help you to become a better person because you value helping others and therefore will be more interested in the lives of others
- Seeing and respecting good role models will help you to become a good role model in your later life
- Respecting diversity and being part of a mixed community will help us to work in diverse and mixed groups (with people we don't know) in the future with confidence
- Holding high expectations for ourselves as children will make sure we develop good attitudes whilst we are young and therefore we will take that into adulthood helping us to be more ambitious
- Having a good education means that we could go to college or university
- To be successful in job interviews and to take your work seriously
- Help us become more mature
- Respecting school rules will help us have respect for the law
- Developing a positive attitude as a child will help us become more positive as an adult
- As a member of our primary school we learn to be patient, kind and tolerant to others these qualities will help us in our working lives and home lives as adults

**Now thinking about our school house system:**

**What is working well with the school house system?**

- Having older children as house captains offers roles of responsibility to trustworthy children. This helps those children become more responsible and mature
- House points motivate children to work as a team
- Helps children focus on work because they want the rewards
- Children are competitive (in a healthy competition) this motivates them to succeed
- It encourages sportsmanship so if you lose you don't blame anyone
- Gives children in the school an opportunity to mix and communicate with children of different ages (being part of a team)
- House points offer rewards which make school more enjoyable as we are working towards getting something ( a treat)

**Have you got any ideas for how to improve the house system?**

- Change house captains every half term to give more children the chance to have a responsibly
- Each house to have their own coloured badge
- The runner up should get a prize as well

- If one house keeps winning it demotivates others from getting house points as they think 'what is the point ... will win anyway' – maybe if they have already won, that house should be gracious and let the runner up have the main prize
- Children in houses should be mixed up and re-housed every term
- Every Friday meet with your team to build a team relationship /talk about point/ strategize on how to get points- house assembly?
- Be recognised for our individual achievement- so the person in each house that gets the most house points should get a prize or choose the house's prize.
- Every house should have had one treat by the end of the year
- House points should be more frequently given out – also the way that they are recorded and collected should be clearer

### **How could we encourage the pupils in each house to improve the way that they work together as a team?**

- House captain to go round to each class to encourage each house member to get more points
- Put up motivational posters made by house members
- Tell your house members how to get more points
- Ask for another 1.....and say please
- Each house to set goals for each term
- Positive house meetings
- In house tournaments and competitions
- Peer pressure – in a nice way
- Older pupils encourage younger ones

### **Comments/Suggestions**

- Pupils have a good understanding of all the different individuals and groups of people that make up our school community
- The shared values came through strongly during class discussions as pupils used very similar language and identified similar qualities
- Pupils understood what it means to be a good citizen and could give examples of the behaviour expected of a good citizen
- Older pupils were also able to reflect on how the values that they learn in school can help them in later life and in the wider community
- Values that the pupils hold are very closely linked to British Values
- Pupils can see the value of the school house system and understand how it is currently working
- Pupils have ideas to develop the house system to increase team spirit and inter-house competition

### **Next Steps**

- Consultation with parents and carers on a similar theme – then publish on website
- Focus group work with house captains to put together review of first year and ideas to develop the house system next year

