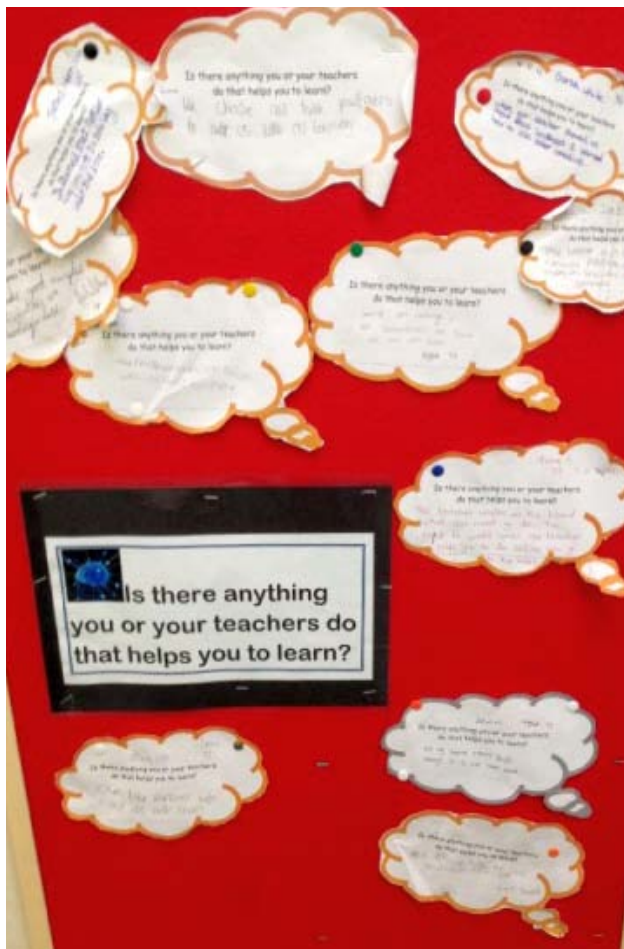




**St. Stephens  
RC Primary School  
Newcastle  
upon Tyne  
England  
Great-Britain**



St Stephen's RC Primary School is located in an area of high deprivation. The number of pupils with Special Educational Needs is well above the national average, as is the number of pupils who claim free school meals. As well as the social and economic deprivation there is also a deprivation of aspiration among pupils and parents; something which the school is working hard to address. In order to do this we have devised a number of curriculum projects which have won regional and national acclaim.

Because of the small, but significant, growth of 'right wing minority groups' in the local area another pressing issue which the school is keen to address is the threat of racist attitudes developing among young people.

We have a growing Indian community in school and we are working hard to ensure that they feel secure and valued in our school.

To expand pupils' understanding of the world in which they live, and combat negative or prejudicial views forming, we have formed extensive links with schools around the world but mainly in places where we can learn more about conflict resolution. Therefore we have links with schools in Rwanda and Northern Ireland.



## St. Stephens RC Primary School - Newcastle upon Tyne

### Report

1. Decide, which with tool you will do the query. You can use a national one or you can use GOOGLE words.
2. Put all the questions in this above mentioned system, which you would ask the pupils, parents and teaches.
3. Do the query with a sample of at least 1 class under real conditions and discuss the results.
4. Now is to do the work for our project: Describe this process, special answer the following questions:
  - Q1 Which query system did you use? Give a short explanation how you used it as an example for other schools.
  - Q2 Which questions did you use for the query? Give a complete list of the questions you used.
  - Q3 How did you discussed and disseminated the results among the persons you have asked in the query?
  - Q4 Did you find some conclusions and target agreements? Tell it by way of example.



### St Stephen's Pupil Questionnaire

Fill in the questionnaire about our school. Tell us what you think. Honesty is the best policy! This will help us to improve our school, making it a better place of learning for all.

#### \* Required

P1.1 We can easily approach the headteacher/assistant headteachers of our school.

\*

1	2	3	4	5	
totally disagree <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	totally agree

P1.2 The headteacher/ assistant headteachers has a specific time to speak with pupils. \*

1	2	3	4	5	
totally disagree <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	totally agree

P1.3 The headteacher /assistant headteachers deals with important issues. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.4 The headteacher/assistant headteachers take an interest in the wellbeing of pupils. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.5 Our school often has project days. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.6 Sometimes other teachers come to visit a lesson. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.7 At our school teachers and pupils treat one another in a friendly way. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.8 Special achievements of a pupil are sometimes rewarded in front of all the other pupils (e.g. at an assembly). \*

1 2 3 4 5

Totally disagree      Totally agree

P1.9 The teachers at our school promote good and respectful behaviour amongst pupils in the school grounds. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.10 I like our school building and our school environment very much. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.10 Our school sets a high value on tidiness and cleanliness. \*

1 2 3 4 5

Totally disagree      Totaly agree

P1.11 Older pupils get involved with younger pupils, for example as buddies or classroom support. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.12 The school council of our school is very active. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.13 Our school sometimes invites in experts that inform us about their work. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.14 Our school has an attractive and informative web page. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.15 We are often encouraged to make suggestions how to improve our school. \*

1 2 3 4 5

Totally disagree      Totally agree

P1.16 We sometimes fill out questionnaires so that our teachers know our opinion about our school and the lessons. \*

1 2 3 4 5

Totally disagree      Totally agree

P2 Questions about the lessons. Think of the lessons of the last four weeks.

P2.1 The teacher responds to ideas and suggestions of pupils. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.2 The teacher treats pupils fairly. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.3 The pupils treat each other with respect and in a friendly way. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.4 When starting a new topic the teacher asked us first what we already knew about it. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.5 The tasks during the lesson are usually too easy \*

1 2 3 4 5

Totally disagree      Totally agree

P2.6 The tasks during the lesson are usually too difficult. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.7 The teacher praises single pupils for their progress. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.9 The lessons are so interesting that I enjoy concentrating on the subject. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.10 Before we learn something new the teacher makes sure that we have understood what we have learnt. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.11 The learning objectives are clear so that I always know what to do. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.12 The teacher makes it clear to us what we should have learned by the end of the lesson. \*

1 2 3 4 5

Totally disagree      Totally agree



P2.13 The teacher sets the pupils different tasks according to their level of ability. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.14 We have the possibility to work independently and in groups during the lesson. \*

1 2 3 4 5

Totally disagree      Totally agree

P2.15 The lessons prepared me well for the tests. \*

1 2 3 4 5

Totally disagree      Totally agree

Übermitteln

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The Pupil questionnaire was created on Google Docs through my email account on the North Tyneside Learning Platform.

A Google Docs questionnaire is very easy to create. Use the template and add questions. Use a scale

From 1-5. 1 should be totally disagree to 5 totally agree. Do not give the pupils a chance to choose 'I don't know'.

The screenshot shows the North Tyneside Learning Platform interface. At the top, there is a navigation bar with 'Home | North Tyneside Learning Platform'. Below this is a sign-in section with fields for 'Username' and 'Password', and a 'Sign in' button. A banner below the sign-in section reads 'Make it your own' and 'Get your jobs done quicker by personalising your homepage.' To the right of the banner are several widgets: a 'GoogleCalendar - This Week' widget showing a calendar for the week of 23rd Feb, a 'Write a Blog Post' widget with a 'Choose which blog you want to write for' dropdown and a 'Start Writing' button, and a 'School News Pending Approval' widget showing a post from 'Front Churchhill Community College'. Below these widgets are two sections: 'Integration with Google' with an email icon and text about integrated email accounts, and 'Connect with parents' with a mobile phone icon and text about allowing parents to log in. At the bottom of the page, there is a 'Close support' button and the text 'Online marking'.

The questionnaire link was uploaded to the home page via a hyperlink. The questionnaire was done by one class and submitted. The results were transferred to an excel spread sheet automatically.



The results

The results were analysed by the senior management team in the school. This questionnaire will then be carried out by other classes and the results collated and analysed.

The Google docs also gives you the results in an Excel Spread sheet.

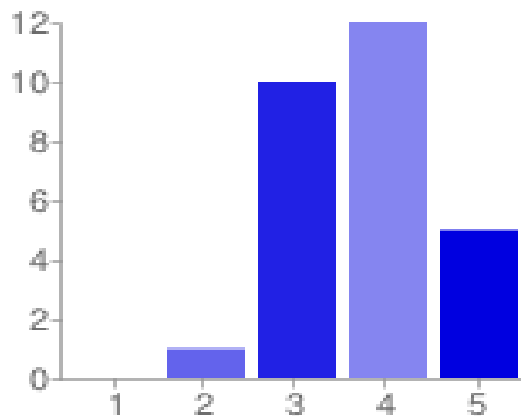
Timestamp	P1.1 We can easily approach the headteacher/assistant headteachers a specific time to of our school.	P1.2 The headteacher/assistant headteachers has a specific time to speak with pupils.	P1.3 The headteacher/assistant headteachers deals with important issues.	P1.4 The headteacher/assistant headteachers take an interest in the wellbeing of pupils.	P1.5 Our school often has project days.	P1.6 Sometimes other teachers come to visit a lesson.	P1.7 At our school teachers and pupils treat one another in a friendly way.	P1.8 Special achievements of a pupil are rewarded in front of all the other pupils (e.g. at an assembly).	P1.9 The teachers at our school promote good and respectful behaviour amongst pupils in the school grounds.	P1.10 I like our school building and our school environment very much.
7/17/2012 13:39:23	4	4	4	4	4	4	4	4	4	4
7/17/2012 14:08:23	4	2	5	4	4	4	4	5	4	3
7/17/2012 14:09:19	5	4	4	5	2	5	4	5	4	5
7/17/2012 14:09:27	4	2	5	4	3	4	5	5	4	5
7/17/2012 14:12:05	5	5	5	5	5	4	5	5	5	4
7/17/2012 14:12:20	5	5	5	3	5	5	5	5	5	5
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7/17/2012 14:13:34	5	4	5	4	5	5	4	5	4	5
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7/19/2012 13:43:38	4	4	4	5	3	3	4	2	5	3
7/19/2012 13:43:40	2	3	4	5	5	5	3	5	4	3
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7/19/2012 13:44:28	3	5	5	3	3	3	4	5	4	5
7/19/2012 13:46:35	3	3	5	5	4	5	2	5	1	5
7/19/2012 13:50:51	3	3	3	4	4	2	3	4	3	4
7/19/2012 13:54:00	4	3	4	2	5	3	2	5	2	4
Average	3.740740741	3.444444444	4.296296296	4.074074074	3.925925926	3.888888889	3.740740741	4.592592593	3.740740741	3.851851852

This is valid for all questions:

1 = totally disagree - 2 - 3 - 4 - 5 = totally agree

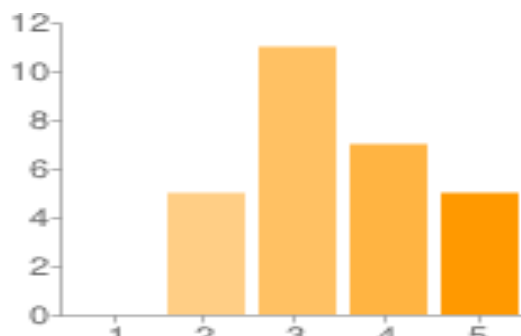
P1.1 We can easily approach the headteacher/assistant headteachers of our school.

This result was positive. Pupils felt they could approach the senior management of the school but staff felt that more should feel agree or totally agree that they could approach the senior staff and therefore there could be a specific time set aside to speak to staff during the day or week.



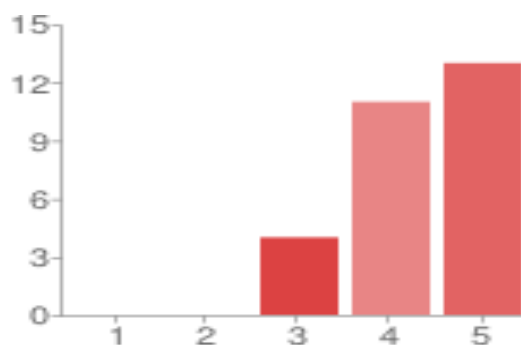
P1.2 The headteacher/ assistant headteachers has a specific time to speak with pupils.

One idea is to have a box in each class for pupils to write questions or request a time to speak to teachers. The assistant headteacher who is non-class based could also have a specific consulting time for pupils with issues.



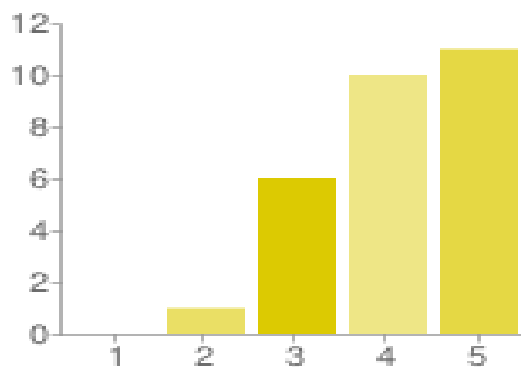
P1.3 The headteacher /assistant headteachers deals with important issues.

Pupils felt that senior staff dealt with important issues. The school is working hard to make sure parental engagement is strong and we are doing a big project on Anti-bullying in November.



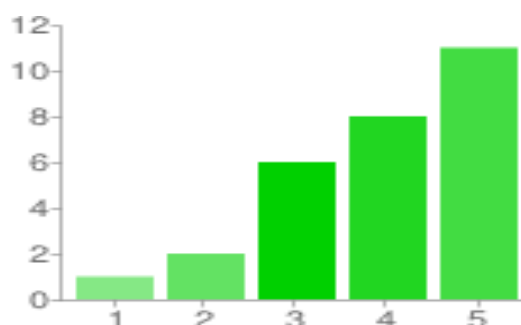
P1.4 The headteacher/assistant headteachers take an interest in the wellbeing of pupils.

The majority of pupils felt that the wellbeing of pupils is addressed. We had the school nurse doing drop in sessions for pupils to talk about issues, but this is no longer available because of cuts. Teachers need to be available for pupils and pupils need to feel that they can approach teachers or TAs with issues. This is a positive result.



P1.5 Our school often has project days.

Pupils gave a mixed view about project days, although most agreed. We do a careers week each year and engage in literacy based activities like 'World Book Day'/Breakfast with a book. However, other project days are planned for the future e. g. a French day where activities will involve eating French food, French lessons and customs. Other ideas for the future are Health Days/weeks, anti-bullying week.



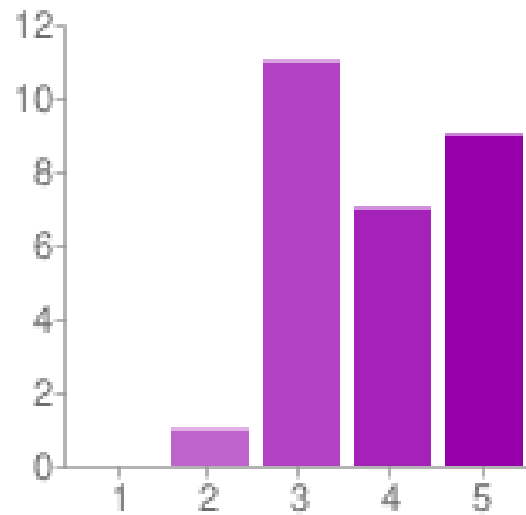


P1.6 Sometimes other teachers come to visit lessons

Other teachers visiting lessons is something we are addressing in our Continuous Professional Development. Each teacher is now partnered with another teacher and we call these POOL partners. Peer Observation of Learning.

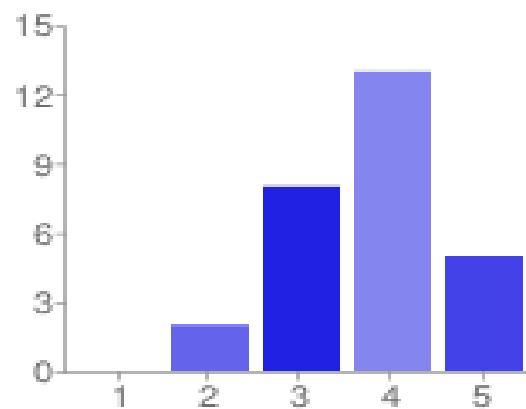
Teachers visit the other teacher’s classroom and observe the learning with a particular focus to the lesson. This is a non-threatening way of sharing good practice.

Future action also is to develop the Professional Development INSET sessions with staff around lesson structure, using the Outstanding Teaching Programme ideas to improve the teaching and learning in lessons.



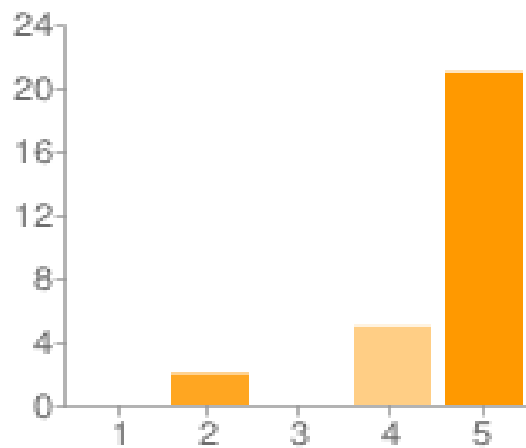
1.7 At our school teachers and pupils treat one another in a friendly way.

Interesting to see the response 37% either aren’t sure or disagree’. This is something that needs to be addressed to make sure that all pupils feel happy and safe in school. The PSHE SEAL work will be a focus this year. Hopefully the Anti-bullying work and the promotion of a more Christian ethos through assemblies and classroom work should address this.



P1.8 Special achievements of a pupil are sometimes rewarded in front of all the other pupils (e.g. at an assembly).

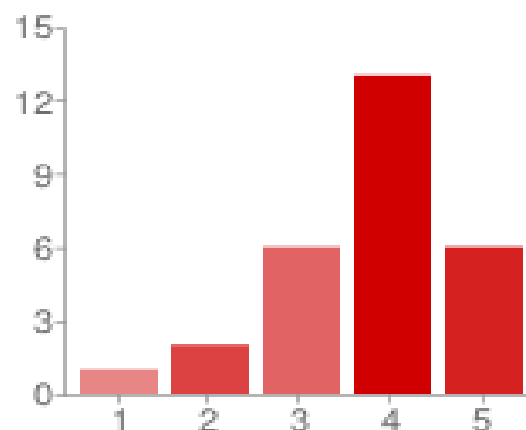
As expected a high percentage of pupils agreed that achievements are celebrated. This is a particular strength at St Stephen’s. Each week an awards/celebration assembly takes place to highlight the good work done throughout that week with Star of the Week certificates given to 2 pupils in each class and special person awards. The assembly is facilitated by a senior member of staff. The parents of the children receiving the award are invited and the pupils really enjoy this.



P1.9 The teachers at our school promote good and respectful behaviour amongst pupils in the school grounds.

67% agreed or strongly agreed that the teachers promote good and respectful behaviour amongst pupils in the school grounds. This is a positive result.

Maybe there are some children who do not like playtimes who disagree and the new Playground Buddy system may help address this for those few.



P1.10 I like our school building and our school environment very much.

School building and environment is bright, and full of displays highlighting what happens at St Stephens and celebrating achievement. The outdoor space for the older children is going to be developed this year with the help of the school council.

P1.10a Our school sets a high value of tidiness and cleanliness.

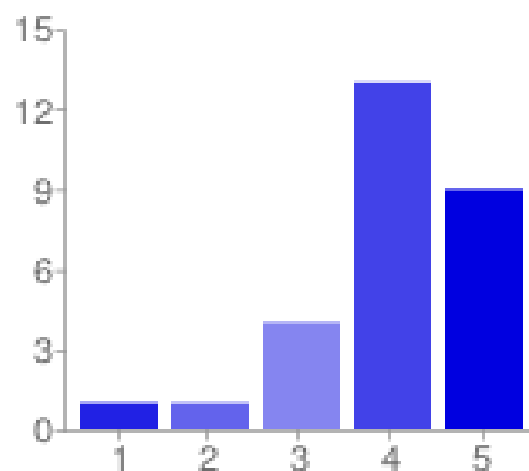
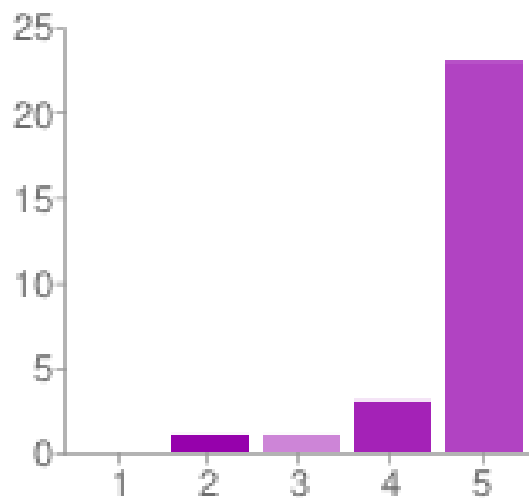
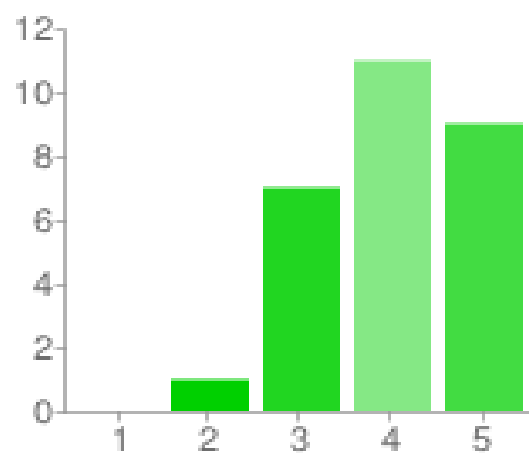
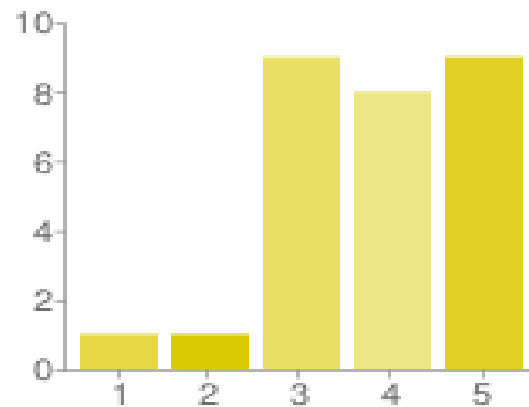
Some children do not agree that the school sets a high value of tidiness and cleanliness although most do agree. This question was asked in the recent Local Democracy Day that the School Council attended in the authority. One boy's answer (from our school) disagreed because he explained that if it is always clean and tidy then how much work is getting done? How creative are we being? Sometimes we have to make a mess, that's what school should be like. This really pleased me, not only because this boy has a statement of special educational needs, and could express this, but also that it's great that some pupils see school as a place to be expressive, creative and messy!

P1.11 Older pupils get involved with younger pupils, for example as buddies or classroom support.

No surprise that this gained a high percentage of agreed responses. We have a very good buddy system in school, where reception children are buddies with year 6 pupils. This is very successful as children in year 6 enjoy the responsibility and reception children quickly settle into school and feel safer and more secure having an older child to guide them. Other buddy systems occur when some children need some support at playtimes from older responsible children. There also have plans to have Year 5 playground buddies trained shortly.

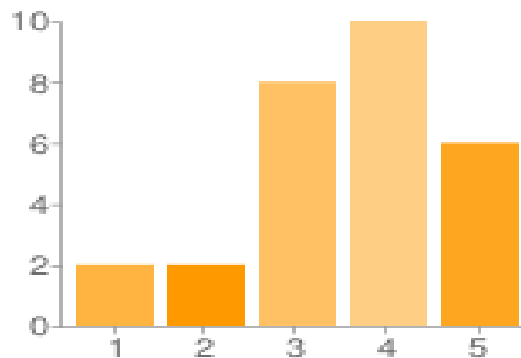
P1.12 The school council of our school is very active.

The school council is active but this needs to be further developed this year. Meetings need to be regular. We have three members of staff from across the school, now overseeing the school council; Mrs Barker (Assistant head), Mr Williams (Y5), Mrs Rodden (Nursery teacher) They will be involved in more curriculum and learning issues as well as other projects in school to improve teaching, learning and relationships.



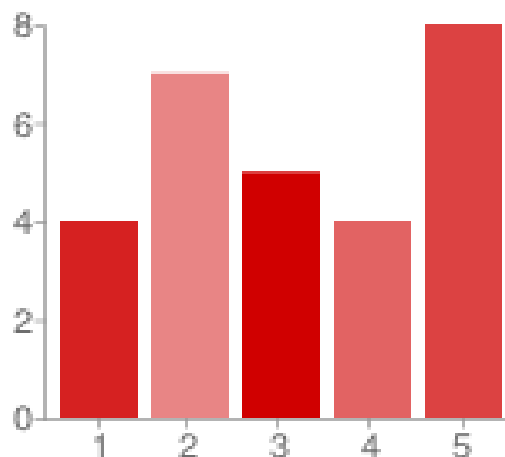
P1.13 Our school sometimes invites in experts that inform us about their work.

Careers Week addresses this and we have links with a business partnership. We also have Expo Chef every year. Although the percentage who agreed with this statement wasn't particularly high, as would be expected. We will ask the pupils about this. Would they like more visits to or from experts?



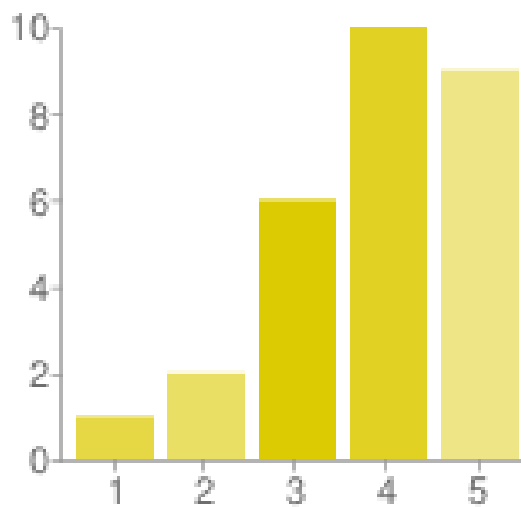
P1.14 Our school has an attractive and informative web page.

This was an expected result as the website is currently being created by an outside agency, staff will develop and add to it in the future. The website will inform both pupils and parents about school events, the curriculum, policies and homework. The Learning Platform is sometimes an under-used resource.



P1.15 We are often encouraged to make suggestions as to improve our school.

School council is used to listen to pupil voice about suggestions about school. Class councils need to be developed so that all pupils have a voice.

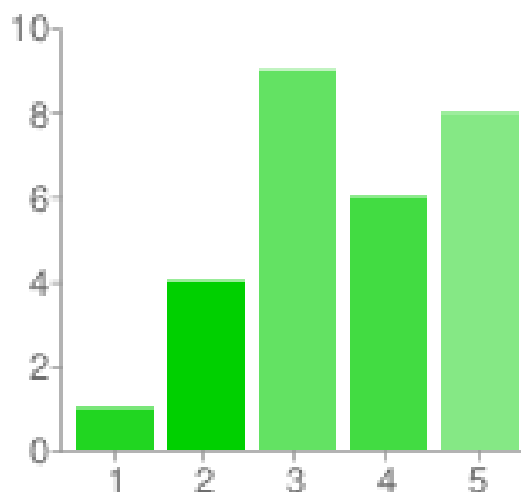


P1.16 We sometimes fill out questionnaires so that out teachers know our opinion about our school and the lessons.

We have not used questionnaires before in general. When Ofsted visit they have a questionnaire that they send out to parents.

Questionnaires for pupils like this one could be used more to gain pupil voice and opinion so that improvements can be made. This is an excellent tool for senior management, governors and teachers to analyse.

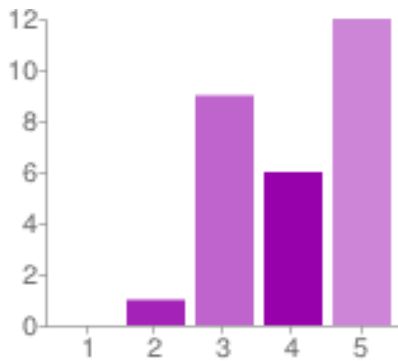
Teacher questionnaire and parent questionnaire could also be used regularly to find out opinions and make improvements. The questionnaires are very informative.



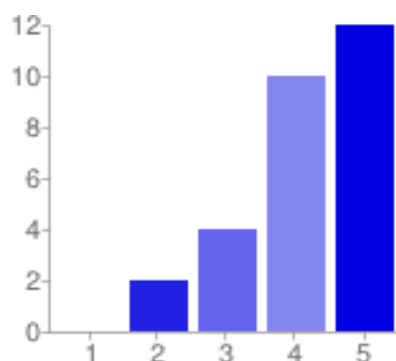
## P2 Questions about the lessons

This is valid for all questions: 1 = totally disagree - 2 - 3 - 4 - 5 = totally agree

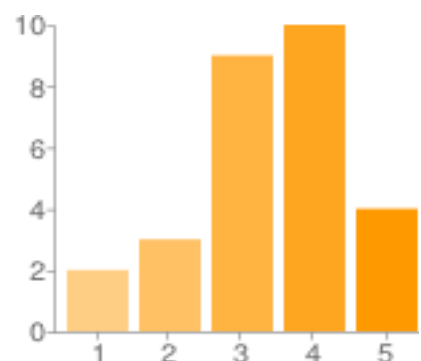
P2.1 The teacher responds to ideas and suggestions of pupils.



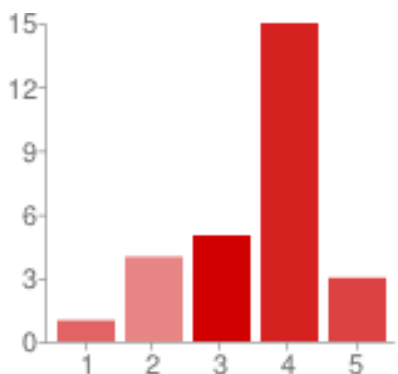
P2.2 The teacher treats pupils fairly.



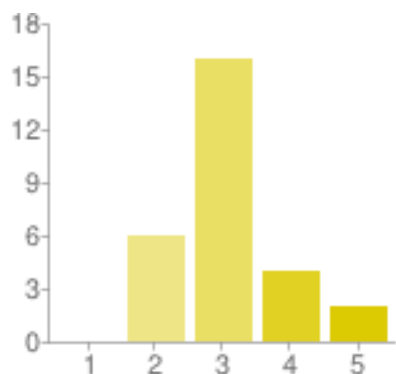
P2.3 The pupils treat each other with respect and in a friendly way.



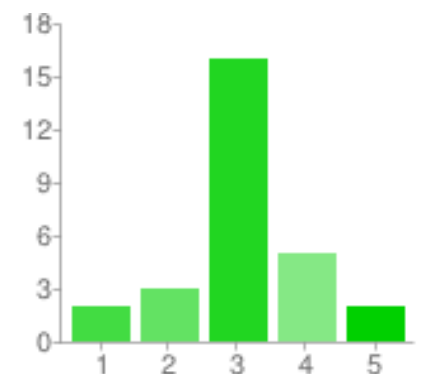
P2.4 When starting a new topic the teacher asked us first what we already knew about it.



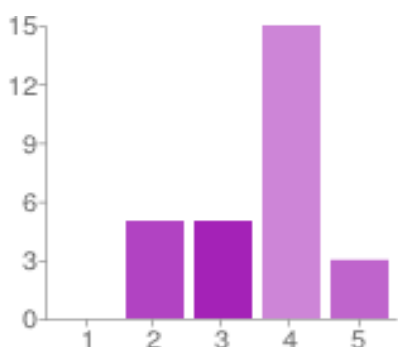
P2.5 The tasks during the lesson are usually too easy.



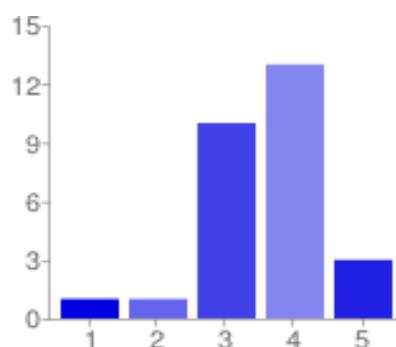
P2.6 The tasks during the lesson are usually too difficult.



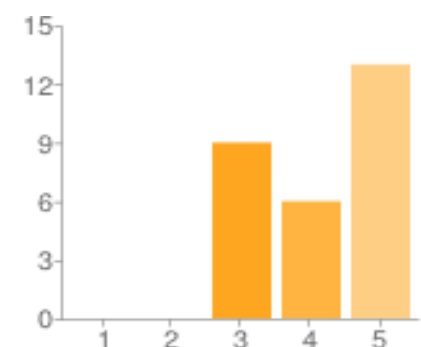
P2.7 The teacher praises single pupils for their progress.



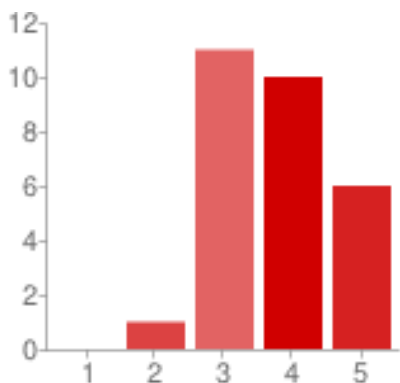
P2.9 The lessons are so interesting that I enjoy concentrating on the subject.



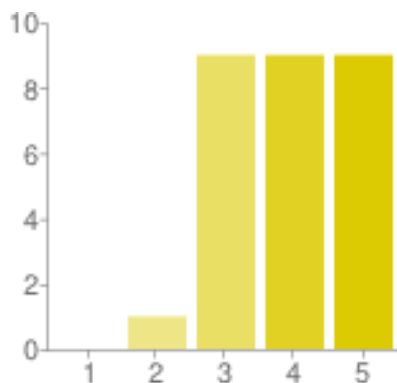
P2.10 Before we learn something new the teacher makes sure that we have understood what we have learnt.



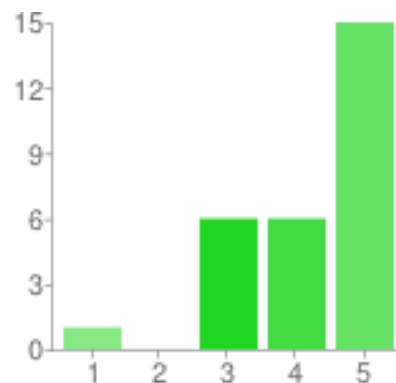
P2.11 The learning objectives are clear so that I always know what to do.



P2.12 The teacher makes it clear to us what we should have learned by the end of the lesson.



P2.13 The teacher sets the pupils different tasks according to their level of ability.



P2.14 We have the opportunity to work independently and in groups during the lesson.

