

Wrightington Mossy Lea Primary School

Pupil Attitude Questionnaire/Parental Questionnaire Case Study; January 2008

Wrightington Mossy Lea Primary School is a very small, rural school in West Lancashire. We currently have 45 children on roll. The children are taught in mixed age groups. There are currently 27 children in FS/KS1 and 18 children in KS2. The KS2 children are further split into two classes (Y3/4 and Y5/6) for Literacy, Numeracy, Key Skills and ICT. There are only 9 children in each class.

Mossy Lea is a very successful, forward and outward thinking school with a commitment to high standards and high expectations. We have 22% of pupils on the SEN register. We have a very thorough system of self evaluation which includes going to great lengths to ensure that we gather the views of stakeholders. We provide a website with email access and a virtual Learning Environment to encourage immediate communication. We also ensure there is a member of staff available morning and night to talk to parents. We consult children, both in the School Council and in class and record their views. We actively seek views more formally on a regular basis, for example seeking parental views after the Reception Induction Process. We also use the Lancashire Parental Questionnaire which is analysed thoroughly. A valuable process for collecting pupil's views is the Lancashire "Listening to Pupils", Pupil Attitude Questionnaire (PAQ) used annually with pupils in Year 4 and Year 6.

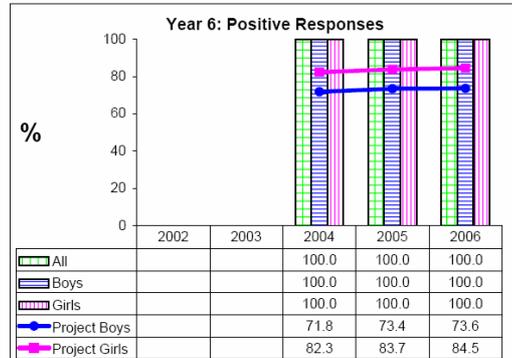
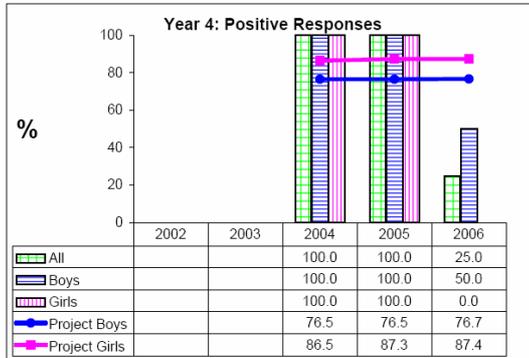
As a small school we find the PAQ a very useful tool to benchmark our progress against other schools. We use the questionnaire every year and use the information given as part of our self evaluation process. These methods inform our strategic planning and the findings are reflected in our SEF and our Performance Management targets. The pupil attitude questionnaire is administered in small groups to the children in Year Four and Year Six. In 2006 many of our answers were in the upper 5% of the county. We did notice, however that our children had identified themselves as not being good at writing.

43	Working hard to improve my work	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
44	Learning new things in class	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
45	Feeling that I can change things in school	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
46	Teachers helping me to understand my work	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
47	Missing lessons due to truancy	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
48	Being proud of my school work	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
49	Behaviour of others in class	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
50	Teachers encouraging me to do well	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
51	Teachers telling me how to make my work better	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
52	Being good at writing	Lower 5%		Lower 5%		Lower 5%	Lower 5%
53	Smoking cigarettes	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
54	Eating fruit and vegetables	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
55	Food - choosing the healthy option	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
56	Sporting activities and physical exercise	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
57	Racial Abuse	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
58	School helping with hobbies and interest	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
59	Enjoying problem solving	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%
60	Subjects other than literacy and numeracy being exciting	Upper 5%	Upper 5%	Upper 5%		Upper 5%	Upper 5%

Our parental questionnaire did not identify any parental concerns about writing. We examined the data further to reveal that the concerns were from children in Year Four. The Year Six children were all confident that they were good at writing. Year Four was a particularly small cohort but both girls and one of the two boys felt that they were not good at writing. In this cohort, three of the four children were on the SEN register. Looking historically at the data we were sure that this was not a year on year pattern and could see that we had previously had 100% positive responses from Year Four and Year Six.

Question No: 52 Being good at writing

Yr	School				Authority			Project			Yr	School				Authority			Project		
	No.	Pos	% Rank	Neg	No.	Pos	Neg	No.	Pos	Neg		No.	Pos	% Rank	Neg	No.	Pos	Neg	No.	Pos	Neg
4 All	4	25.0	100	75.0	9841	82.1	17.9	13533	82.0	18.0	4 High	0	0		2042	88.8	11.2	2804	89.2	10.8	
4 Boys	2	50.0	92	50.0	5056	77.2	22.8	6841	76.7	23.3	4 Med	2	50.0	97	50.0	5286	81.3	18.7	7373	81.2	18.8
4 Girls	2	0.0	100	100.0	4762	87.3	12.7	6656	87.4	12.6	4 Low	1	0.0	100	100.0	1951	77.9	22.1	2650	77.2	22.8
6 All	10	100.0	1	0.0	9918	79.1	20.9	13823	79.0	21.0	6 High	3	100.0	1	0.0	1706	91.1	8.9	2417	90.6	9.4
6 Boys	3	100.0	1	0.0	4981	73.7	26.3	6938	73.6	26.4	6 Med	6	100.0	1	0.0	5500	78.6	21.4	7700	78.4	21.6
6 Girls	7	100.0	1	0.0	4936	84.6	15.4	6883	84.5	15.5	6 Low	1	100.0	1	0.0	1792	70.1	29.9	2527	69.9	30.1



We examined our data and found that in KS1 our writing APS was just above national average at 16.0 in 2006. In KS2 70% of children had obtained L4 or above with 20% at L5.

We transferred this information into our SEF and our School Development Plan. The Governors approved them and discussed writing in a meeting.

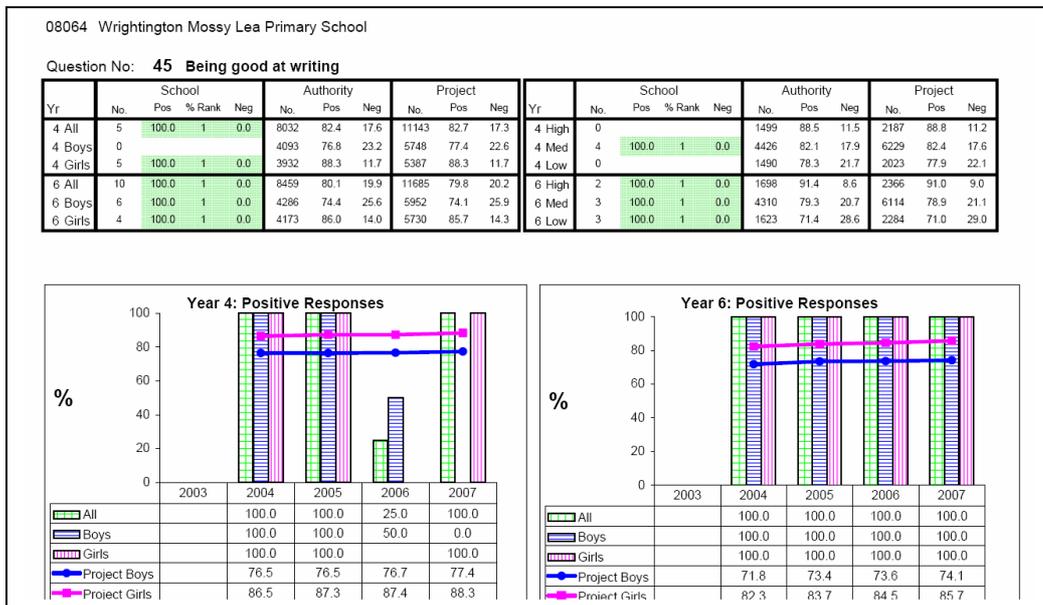
We felt that the introduction of curriculum targets would support the work we were doing in school and would enable our KS1 and KS2 children to feel in

School Improvement Plan 2006/7: Designing Opportunities for Learning						
Overall Target: To ensure planning provides the best opportunities for learning.						
Actions (including staff training needs)	Personnel / Role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Progress
9. Geography: To use Mossy Bear as a way of developing knowledge of destinations.	HO	May 06	£30	School Budget	9. Children take Mossy on holiday and share experiences.	
10. DT: To further teacher and learner knowledge of control technology.	JL	Feb 07	£150	Standards fund	10. Learning using control technology planned. Courses attended.	
11. Music: To further children's knowledge of composers	AM	Jan 06	Nil	-	11. Music used at lunchtime, assemblies, lesson time and discussed.	
12. Numeracy: To plan for activities for improving skills in properties of number.	AM	April 06	Nil	-	12. Lessons planned using curricular targets.	
13. Numeracy: To plan for activities for improving knowledge of shape, space and measure.	AM	April 06	Nil	-	13. Lessons planned using curricular targets.	
14. Literacy: To increase children's confidence in writing.	SD & JL	May 06	Nil	-	14. Learning planned to develop skills using curricular targets.	
15. Science: To use Nuffield strategies of starting from children's ideas.	BL	July 06	Nil	-	15. Nuffield scheme explored and implemented into planning.	
16. Science: To use draft boxes to understand about the use of variables.	BL	April 06	Nil	-	16. Draft boxes initially used in SAT's revision classes. Ideas implemented earlier in the science curriculum.	
		Total costs				

control of their learning and so raise confidence. We also put in extra support for the children on the SEN register and involved our Educational Physiologist to provide strategies for one child with specific difficulties in Literacy.

We had a change of staffing in KS2 and with an emphasis on using less part time teachers to enable more continuity and greater links between subject areas. As a staff we used the AFL self-evaluation grid and set targets for embedding AFL into our teaching.

There has been a definite increase in children's confidence and our 2007 PAQ showed us a more positive picture. Children are still taking home curricular targets related to writing and parents have indicated in their Parental Questionnaire that children are aware of what they need to do to improve.





KS2 Writing Targets
January 2008

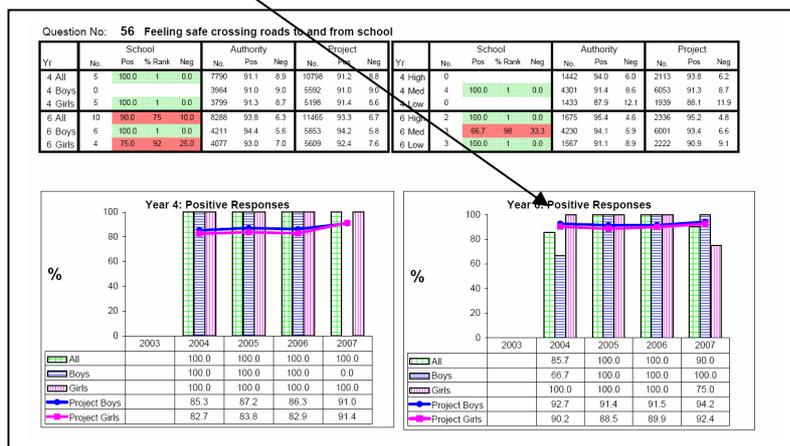


In our 2007 PAQ we also noticed that our children had identified feeling safe crossing roads to and from school. This was of great interest to us because our parents had also identified this in our School Travel Plan survey and our Parental Questionnaires. The school is situated on a busy main road running from a motorway roundabout. Our families park in a local restaurant car park and walk to school. We have a 30mph speed camera situated outside of the school but the road is very busy.

25	Working hard	35	Upper 5%						
26	What adults in school think of my work	36	Upper 5%						
27	Bullying on the way to or from school	37	Upper 5%						
28	Trying harder if I get things wrong †	38	Upper 5%						
29	Teachers listening to what I say	39	Upper 5%						
30	Remembering to do my homework	40		Upper 5%		Upper 5%		Upper 5%	Upper 5%
31	Worrying about getting things wrong †	41	Upper 5%						
32	Bullying others	42	Upper 5%						
33	Teachers encourage me to think for myself †	43	Upper 5%						
34	Trying hard to improve my work	44	Upper 5%						
35	Learning new things in class	45		Upper 5%				Upper 5%	Upper 5%
36	Feeling that my opinions can help to make changes in school †	46	Upper 5%						
37	Teachers helping me how I am getting on with my work	47	Upper 5%						
38	Being proud of my schoolwork	48	Upper 5%						
39	The way others behave in class	49	Upper 5%						
40	Teachers encourage me to work hard and do my best †	50	Upper 5%						
41	Teachers telling me how I am getting on with my work	51	Upper 5%						
42	Enjoy taking part in after-school activities	52	Upper 5%						
43	I think my school is	53	Upper 5%						
44	My school helps me to understand and care about other people	54	Upper 5%						
45	Being good at writing	55	Upper 5%						
46	Eating fruit and vegetables	56				Upper 5%	Upper 5%	Upper 5%	Upper 5%
47	Choosing healthy food option	57				Upper 5%	Upper 5%	Upper 5%	Upper 5%
48	Enjoy sporting activities and physical exercise	58	Upper 5%						
49	Racist behaviour in school	59	Upper 5%						
50	School helping me develop interests	60	Upper 5%						
51	Solving problems	61	Upper 5%						
52	Learning in school is exciting	62	Upper 5%						
53	Playing truant †	63	Upper 5%						
54	The displays in my classroom help me learn	64	Upper 5%						
55	Feeling safe in and around school (e.g. in the playground) †	65	Upper 5%						
56	Feeling safe crossing roads to and from school	66		Upper 5%		Upper 5%	Upper 5%	Lower 5%	Upper 5%
57	Smoking cigarettes	67	Upper 5%						
58	My school encourages me to think about the dangers of drinking alcohol and using drugs	68	Upper 5%						
59	In school I am trusted to do things on my own	69	Upper 5%						
60	Working towards my targets	70	Upper 5%						

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On closer examination of the survey we realised that it was some of our children in Year Six who had identified this as an area of concern. Looking historically through our PAQ results we realised that this had been an area of concern for children in 2004 also.



The information found in this survey has been fed into our SEF and our School Development Plan. The Governors have approved the School Development Plan and discussed the issues at a meeting.

<p>Wrightington, Mossy Lea Primary School Mission Statement At Mossy Lea, we create a happy, caring and secure environment, where we value our children and encourage each individual to strive for the highest standards of achievement. We ensure that our young people go into the world as independent, responsible citizens with a love for learning.</p>				<p>School Improvement Plan 2006/7: Every Child Matters: Safety Overall Target: To ensure children feel safe and adopt safe practices in school.</p>			
<p>Current Situation/Critical Analysis The children are very quick to say to visitors that there is "no bullying here". OFSTED Jan 07 confirmed this. We aim to ensure this continues by fully adopting SEAL and developing practice. We have had concerns through the School Travel Plan and the PAQ about a lack of confidence when crossing the road.</p>		<p>Supporting Evidence Incident book, observations, School travel plan OFSTED 07</p>		<p>Required Changes The "small school" setting has supported children well with their socialisation but children would benefit from the opportunity to analyse their relationships and feelings. Children would benefit from cycle proficiency and road safety training.</p>			
<p>Actions (including staff training needs)</p>		<p>Personnel / Role</p>	<p>Time Scale</p>	<p>Costs £</p>	<p>Funding Source</p>	<p>Success Criteria/Intended Outcomes</p>	<p>Progress</p>
<p>1. To offer cycle proficiency training</p>		<p>AM</p>	<p>Sept 07</p>	<p>NIL</p>		<p>1. Cycle training carried out</p>	
<p>2. To offer road safety training</p>		<p>AM</p>	<p>July 07</p>	<p>NIL</p>		<p>2. Road safety training completed</p>	
<p>3. To develop practice in SEAL</p>		<p>AM</p>	<p>Jan 08</p>	<p>NIL</p>		<p>3. SEAL fully implemented</p>	
		<p>Total costs:</p>					
<p>Procedures for Monitoring Actions</p>				<p>Procedures for monitoring Impact</p>			
<p>AM to report to Curriculum and Buildings Committee Nov 07 review Feb 08</p>				<p>Whole staff to monitor impact → AM → GB</p>			
<p>Intended Impact (see overall target)</p>							
<p>To analyse and improve children's relationships to prevent bullying and enable children to analyse their relationships. To ensure safety of children by providing road safety training and cycle proficiency.</p>							

We set up a school action group including the Headteacher, PTFA and the School Council. We contacted the local council regarding physical changes to the route to school and the possibility of traffic patrol. We also contacted the Road Safety Team for advice.

The road safety team recommended the Right Start Child Pedestrian Training Programme which has now begun in school. The school council are also running a series of training sessions for the other children in the school. They put together a PowerPoint presentation and used this to show the children how to cross the road safely. We also carried out Lancashire's Cycle Proficiency Training for our older children to increase their confidence when cycling.

As a school we feel that these measures have had a positive impact on children's attitude to Road Safety. We were interested to discover that the Road Safety initiatives we have carried out had previously been done in 2004 which may explain why children have not identified it as an area for concern on the PAQ for the past two years. Our Self-Evaluation cycle will target Road Safety as an area for further review later in the year.



Child Pedestrian sessions with
KS1