

KS2 Pupil Voice Report

Chadlington Primary School

Method: Online Questionnaire (Google Classroom)

Date: 5 December 2025

1. Overview and Methodology

Pupil voice was gathered from **Key Stage 2 pupils (Years 3–6)** using an online questionnaire completed individually during class time. The questionnaire was completed by all KS2 pupils (n = 49). The findings are representative of the whole pupil population, ensuring the voices of those with SEND are fully captured.

The survey explored pupils' views on learning, teaching, wellbeing, safety, and wider school life. A combination of closed questions (Always / Sometimes / Never) and open-ended responses allowed pupils to express their views honestly and independently.

2. Enjoyment of School and Attitudes to Learning

Responses indicate that **the vast majority of KS2 pupils enjoy school and feel positive about their learning.**

- Most pupils report that they **enjoy learning at school** either *always* or *sometimes*.
- Pupils frequently describe school as “fun”, “really good”, and a place where they enjoy being with friends and learning new things.
- There is clear evidence of **curriculum engagement**, particularly in:
 - Art
 - PE and sport
 - Maths
 - Writing and reading
 - Science and DT
 - School trips and clubs

Open-ended responses show pupils value both academic learning and enrichment opportunities, suggesting a **broad and balanced curriculum** is being experienced positively by pupils.

3. Challenge and Quality of Teaching

Pupils' responses suggest that teaching is generally clear and supportive:

- A strong majority of pupils state that **teachers' explanations are clear and easy to understand.**

- Most pupils feel **encouraged to speak in class** and believe their teachers are interested in what they have to say.
- Many pupils report feeling **proud of their work**, indicating positive feedback and a culture that values effort and achievement.

In relation to challenge:

- Most pupils report that work is **interesting and appropriately challenging**.
- A smaller proportion feel work is *sometimes* too easy, suggesting teachers generally pitch learning well, though this may be an area for continued refinement, particularly for higher-attaining pupils.

4. Confidence, Mistakes and Learning Culture

Responses around worry and mistakes provide helpful insight:

- Many pupils report that they **sometimes worry about getting things wrong**, which is developmentally typical.
- Importantly, this is balanced by:
 - High levels of pride in work
 - Willingness to participate
 - Strong adult support

This suggests a learning culture where pupils care about doing well and are motivated, though continued work on **normalising mistakes as part of learning** may further strengthen confidence.

5. Relationships, Pupil Voice and Classroom Climate

The survey shows **very positive relationships within classrooms**:

- Most pupils report a **friendly classroom atmosphere**.
- Pupils overwhelmingly feel they can **share ideas and opinions**.
- Teachers are seen as **interested, supportive, and approachable**.

A small minority selected “sometimes” in response to feeling heard or sharing ideas, which may reflect:

- Individual confidence levels
- Whole-class dynamics rather than systemic issues

This aligns with KS1 findings and indicates strong relational practice across the school.

6. Wellbeing, Safety and Trusted Adults

Responses in this area are particularly strong:

- Almost all pupils report that they **feel safe at school**.
- Most pupils state they **feel happy at school**.
- The majority confirm there is **an adult they can talk to if something is worrying them**.

Several open responses reference specific adults, friendships, and a sense of belonging, demonstrating that pupils feel known and supported.

7. Enrichment, Play and Wider School Life

Pupils clearly value opportunities beyond core lessons:

- Clubs, school trips, PE, playtime, and creative subjects are frequently mentioned as highlights.
- Many pupils state that **nothing needs improving**, or that they like school “as it is”.

Where suggestions for improvement were made, common themes included:

- More playground equipment or space
- More art, science, DT, or sport
- Longer playtimes or more golden time
- Quiet or calm spaces for regulation

These suggestions were generally **constructive and thoughtful**, showing pupils feel confident sharing ideas.

8. Key Strengths Identified (KS2)

- High levels of **happiness and enjoyment**
- Strong **teacher–pupil relationships**
- Clear explanations and encouragement to participate
- Pupils feel **safe, supported, and listened to**
- Broad curriculum with valued enrichment opportunities
- Positive behaviour and social climate

9. Areas for Development (KS2)

These are **developmental rather than concerning** and demonstrate honest pupil voice:

- Continue to ensure **consistent challenge** for all learners
- Further embed messages around **mistakes as part of learning**

- Explore pupil suggestions regarding:
 - Playground provision
 - Creative and practical subjects
 - Calm or reflective spaces