

# KS1 Pupil Voice Report

Chadlington Primary School

Method: Governor-led focus groups

Date of Governor Visit: 4 December 2025

## 1. Purpose and Methodology

Pupil voice was gathered from **Key Stage 1 pupils (Years 1 and 2)** through **small focus group discussions** led by governors. By offering a verbal, age-appropriate format, we ensured the process was fully inclusive, allowing all pupils, including those with SEND, to share their views in a way that felt supportive and comfortable for them.

Six focus groups were conducted, comprising **3–4 pupils per group**, ensuring that all pupils (n = 20) had opportunities to contribute. Governors used a consistent set of questions exploring pupils' feelings about school, learning, relationships, and support.

## 2. Happiness and Attitudes to School

Across all KS1 focus groups, pupils expressed **very high levels of happiness about coming to school**. Responses were overwhelmingly positive, with pupils describing school as enjoyable, fun, and welcoming.

Common reasons for happiness included:

- Seeing friends
- Enjoying learning, particularly maths and creative activities
- Playtime and PE
- Trips and special events

Pupils spoke confidently and warmly about school, with comments such as:

- *"I love coming to school."*
- *"We get to learn lots of stuff and have fun."*
- *"School has been a big success for me."*

A small number of pupils acknowledged that some children feel nervous or miss parents, particularly when first starting school, which was shared calmly and reflectively and indicates emotional awareness rather than current concern.

## 3. Worries and Emotional Security

The majority of pupils reported that they **do not worry about coming to school**. Where worries were mentioned, these were generally linked to:

- Early experiences when first starting school
- Family circumstances (e.g. worrying if someone at home is unwell)
- Minor logistical concerns (such as being late)

These responses suggest that pupils feel **emotionally secure in school**, with worries largely external to the school environment.

## 4. Learning Experiences and Curriculum

Pupils demonstrated strong engagement with learning and were able to articulate clearly what they enjoy and what they find challenging.

### Enjoyed aspects of learning included:

- Maths (particularly number work and problem-solving)
- Art, drawing, and craft activities
- PE and sport, especially football
- Science and making things
- Forest School and outdoor learning
- Cooking activities
- Educational visits and trips

Pupils showed **pride in their learning**, especially in maths, and were able to describe strategies they use, such as grouping numbers or using their fingers to solve problems.

## 5. Challenge and Support

When asked about what they find hard:

- Many pupils stated that they find **nothing particularly difficult**
- Some identified maths, writing, or remembering previous learning as challenging

Importantly, pupils consistently stated that **help is readily available**:

- Almost all pupils said they would **ask their teacher for help**
- Some also mentioned asking parents or friends
- One pupil shared that they sometimes feel shy asking for help, which highlights an opportunity to further support confidence and independence

Overall, pupils demonstrated confidence that adults will help them succeed.

## 6. Relationships, Behaviour and Kindness

KS1 pupils described relationships in school as **largely kind and positive**.

- Most pupils said that other children are kind “most of the time”
- Pupils acknowledged that occasional unkind behaviour or pushing happens but framed this maturely, noting that:
  - *“Everyone can be unkind sometimes but everyone makes mistakes.”*

This reflects an early understanding of behaviour expectations, empathy, and restorative approaches.

## 7. Pupil Voice and Feeling Heard

Pupils generally felt that teachers are interested in what they say:

- Many shared examples of teachers listening to their ideas, interests, and jokes
- A small number noted that they are not always chosen to speak when they put their hand up, though this was balanced with recognition that everyone usually gets a turn

This suggests that pupils feel listened to overall, with minor, age-appropriate perceptions around classroom dynamics.

## 8. Aspirations and Curiosity

When asked what they would like to learn more about, pupils shared a wide range of interests:

- Animals (including reptiles, polar bears, penguins, dinosaurs, tortoises)  
Science and making models
- Arts and crafts
- Gardening and outdoor learning
- Their local community

These responses indicate **strong curiosity, engagement, and enthusiasm for learning**.

## 9. KS1 Key Strengths

- Very high levels of happiness and positive attitudes to school
- Strong relationships with teachers and peers

- Pupils feel safe, supported, and cared for
- Broad, engaging curriculum with valued enrichment
- Pupils are confident to ask for help
- Early understanding of kindness and empathy

## **10. KS1 Areas for Development**

These are **developmental and age-appropriate**:

- Continue to support quieter pupils to ask for help confidently
- Maintain focus on consistent inclusion of pupil voice in class discussions
- Continue reinforcing positive behaviour at playtimes