

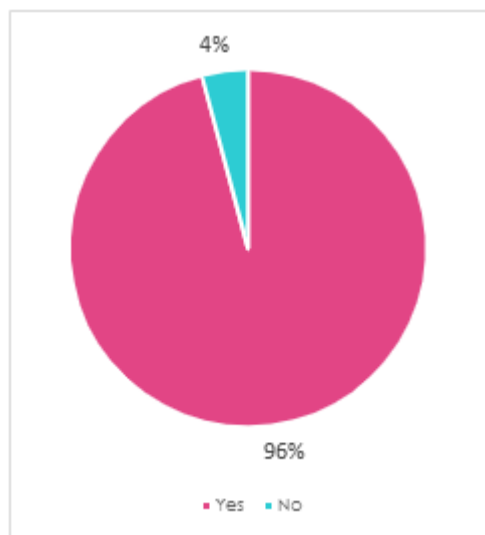
St Andrews C of E Academy



Pupil Questionnaire Feedback

Spring 2026

I am proud to attend my school



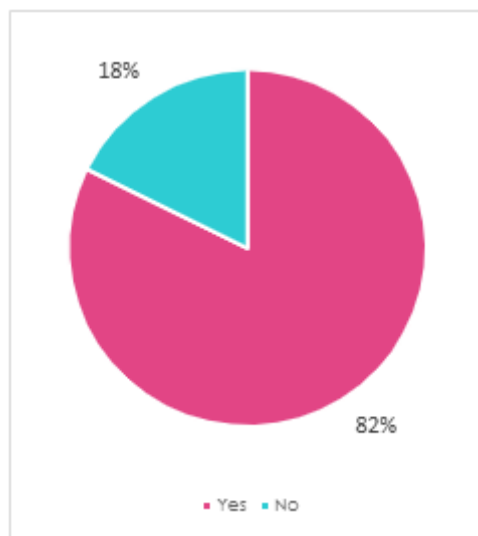
Pupil responses indicate a very strong sense of pride in the school.

The overwhelming majority of pupils reported that they are proud to attend the school, with many examples demonstrating enjoyment of learning, participation in sporting events, school trips, leadership opportunities and positive relationships.

Overall, pupils demonstrate a strong sense of belonging and identify positively with their school community.

"Our school values help me feel part of our school family"

I feel listened to and have a voice in my class and my school community



Most pupils reported that they feel listened to by adults and that their views are valued.

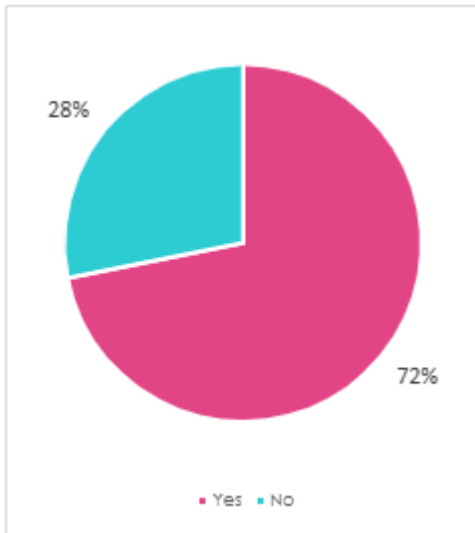
Responses suggest that pupils appreciate opportunities to share their ideas with teachers and classmates.

A notable minority indicated that they do not always feel listened to, suggesting there may be opportunities to further strengthen pupil voice.

"My teacher always explains how to do things that I find hard."



Do the school values help you to understand how to live together as a school family?

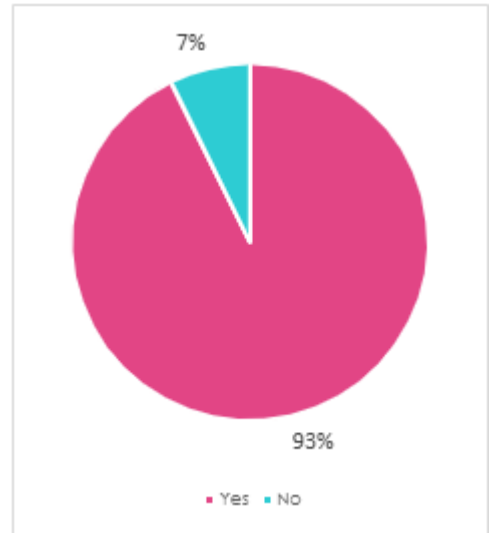


Pupils generally have a strong understanding of the school values and their role in shaping behaviour and relationships.

Children frequently referred to kindness, respect, resilience, safety, friendship and helping others, demonstrating that the values are well embedded across the school community

“We all follow them and they make our school a really good place, help us to be loving and building friendships.”

Does your teacher help you when you find things hard?

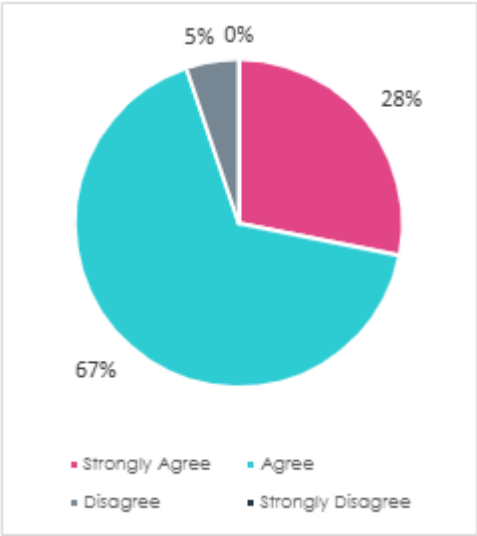


Most pupils reported that teachers provide effective support when learning becomes challenging. Pupils frequently highlighted clear explanations, reassurance and practical help from staff.

“The teachers and my friends really help me through the day.”

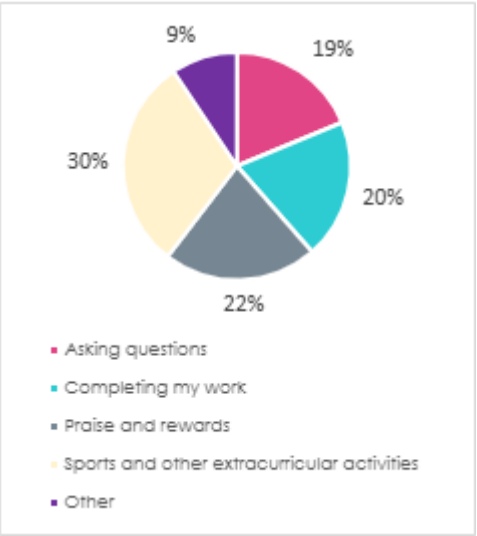


My teacher(s) knows me and understands how I learn



Responses were generally positive, with 95% of pupils agreeing that teachers understand them as learners. This reflects strong relationships and personalised support.

What motivates you to learn more?



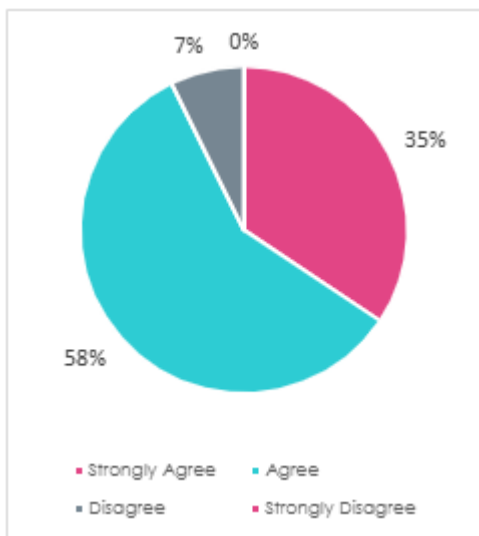
The strongest motivational factors identified were sports and extracurricular activities, praise and rewards, completing work successfully and personal achievement.

“The teachers and my friends really help me through the day.”

“I think the thing that motivates me to learn is other people or teachers that encourage me to learn.”

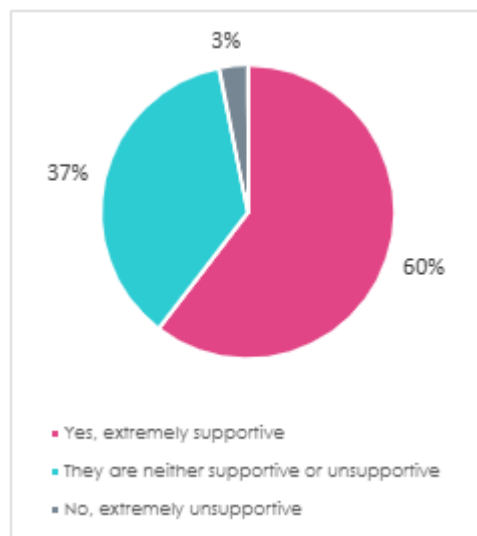


I have opportunities to learn about lots of different subjects



Responses were largely positive, with most pupils agreeing that they have access to a broad and varied curriculum. Some pupils would welcome additional opportunities in sport, art and outdoor learning.

Do you have supportive classmates?



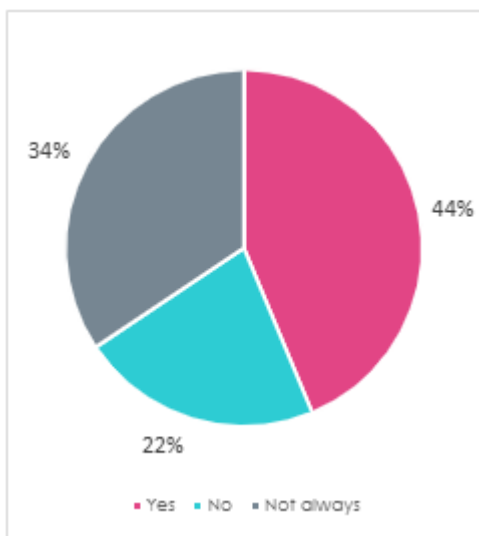
Most pupils described their classmates as supportive and helpful. Many comments referenced friendship, teamwork and helping each other with learning.

“Spanish lessons. Now I know 3 languages!”

“Our talk partner next to us helps us and we help them when they need it.”



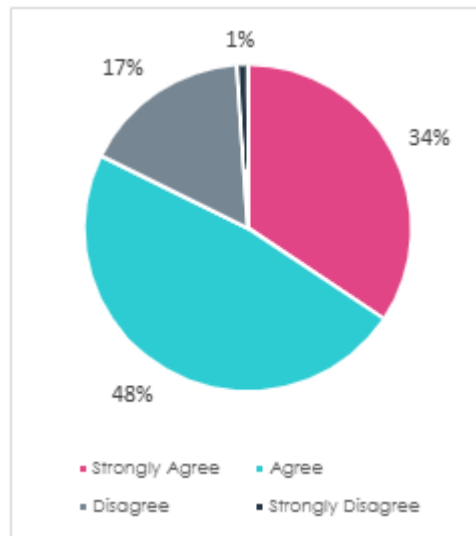
Do you think that the school provides you with enough sports/musical opportunities?



Responses were mixed. Many pupils requested additional sporting events, clubs, swimming opportunities, gymnastics and enrichment activities, suggesting a desire for even more expanded provision.

“Even more outdoor learning.”

In my class there are clear expectations and it's fair



Most pupils reported that behaviour expectations are clear and well understood across the school.

While feedback was overwhelmingly positive, a small number of pupils identified opportunities to further strengthen consistency around classroom behaviour, noise levels and perceptions of fairness.

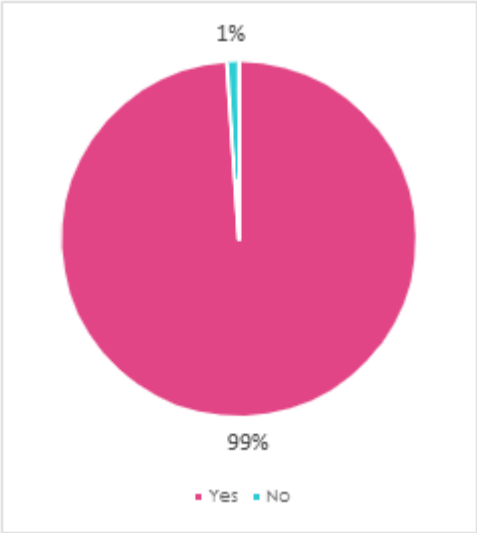
“I can complete my work and feel really proud of myself.”



The survey presents a highly positive picture of pupil experiences. Key strengths include relationships with staff, safeguarding, promotion of values and curriculum breadth. What can we do better? Pupils recognise that some of their peers may need additional support at times. A small number noted that they can find instances of dysregulation behaviour worrying, providing an opportunity for the school to further strengthen pupils' understanding of neurodiversity, inclusion and emotional wellbeing. 90% of pupils completed the survey

Our pupils want to be part of a bigger family and value the work that has been done so far to achieve this.

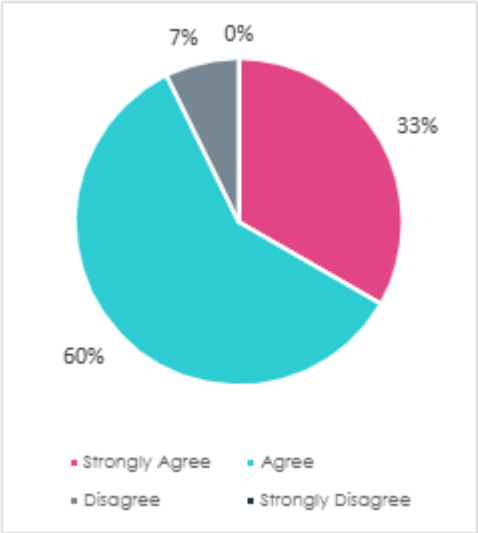
I know how to keep myself safe online



Responses show that pupils have a strong awareness of online safety and understand how to keep themselves safe when using technology.

“we keep each other safe. We make things together as a team”

If I told someone at school, I was worried about something they would help me



The overwhelming majority of pupils agreed that they would receive help from school staff if they were worried about something, reflecting a strong safeguarding culture.

“Yes, I can come to teachers and staff for help and can come if something is wrong out of school”

