

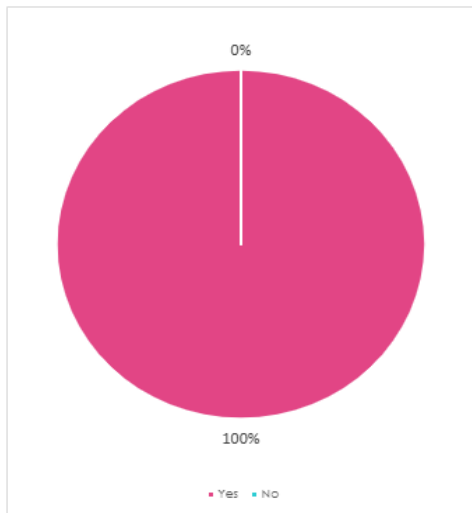
Ilsham C of E Academy



Pupil Questionnaire Feedback

Spring 2026

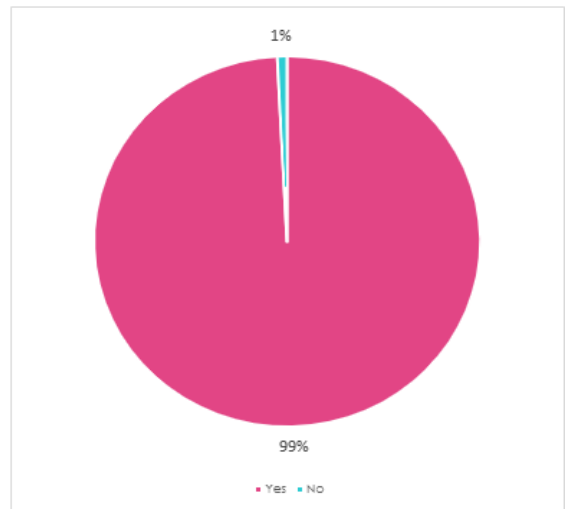
I am proud to attend my school



All pupils reported that they are proud to attend our school, with 100% responding positively. This reflects a strong sense of belonging and a positive school culture in which children feel valued, happy, and connected to their community. This is important, as feeling proud of their school is closely linked to pupils' confidence, engagement in learning, and overall well-being.

'We show the best version of ourselves and be the best that we can be.'

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

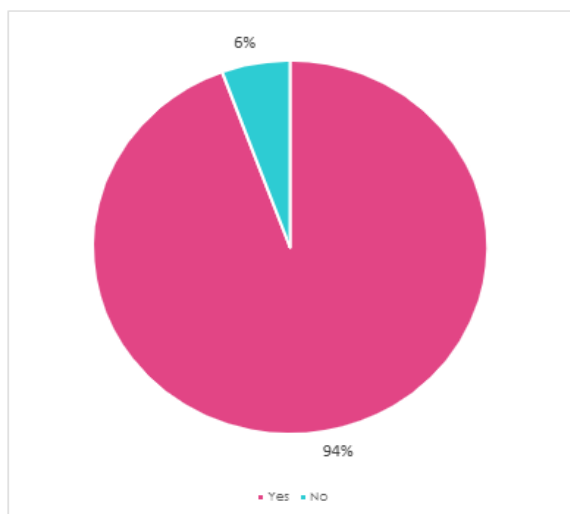


Almost all pupils (99%) feel that they are listened to and have a voice in our school community, representing a further improvement from 97% last year. This demonstrates the positive impact of pupil leadership opportunities such as the school council, peer mediators, and the ethos group, which play a key role in gathering and representing pupils' views. This has extended beyond the school gate—for example, contributing to the development of the green space next to the school with the Wellswood Community Partnership.

'I like that we have the chance to help people.'



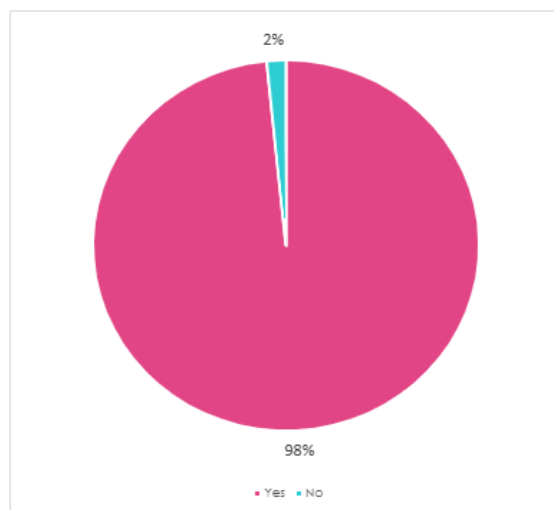
Do the school values help you to understand how to live together as a school family?



We place emphasis on embedding our vision and values in daily school life, which was also recognised in our recent SIAMS inspection, highlighting the strength of pupils' understanding and how they actively live out these principles. We are continuing to build on this further through our weekly 'Flourishing Worship', which provides regular opportunities for reflection and discussion to deepen pupils' understanding and support all children in developing an even stronger sense of how to live well together as a community.

'When you're older or out of school, the values help me to do the right thing.'

Does your teacher help you when you find things hard?

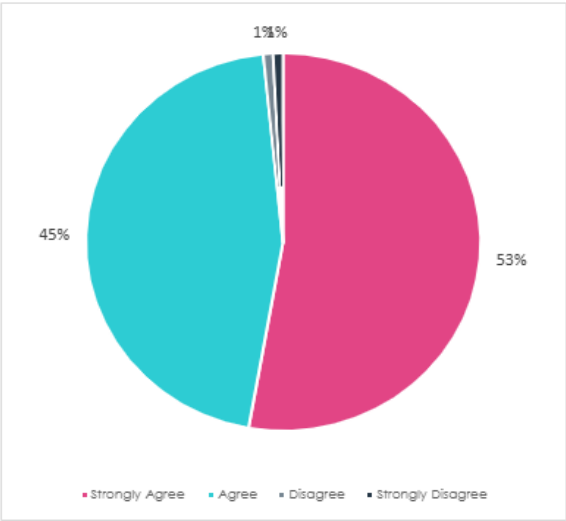


Almost all pupils (98%) feel that their teacher helps them when they find things difficult, showing a continued improvement from 96% last year. This reflects our strong commitment to high-quality teaching, where staff carefully support pupils through effective scaffolding while also encouraging them to develop independence and resilience as learners. We are continuing to build on this further through the thoughtful use of technology in the classroom, which provides additional ways to support understanding and challenge.

'My teacher helps to make things easier for me by listening to me.'



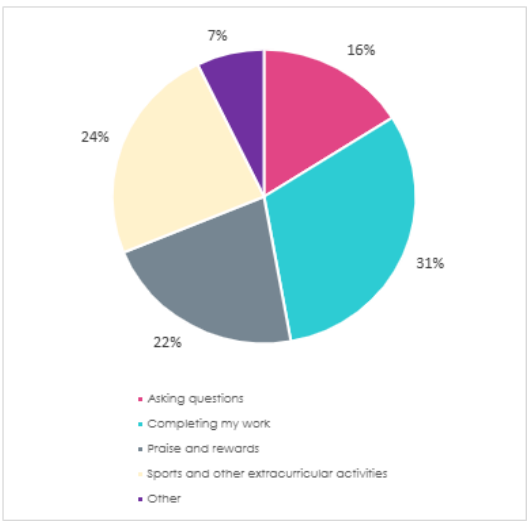
My teacher(s) knows me and understands how I learn



Almost all pupils (98%) feel that their teacher knows them well and understands how they learn, representing an improvement from 96% last year. This reflects the strong emphasis we place on building positive relationships, which are a key priority both in classrooms and across the leadership of the school. Staff take time to understand each child as an individual, enabling them to provide tailored support and challenge. We remain ambitious in this area and continue to strive towards 100%.

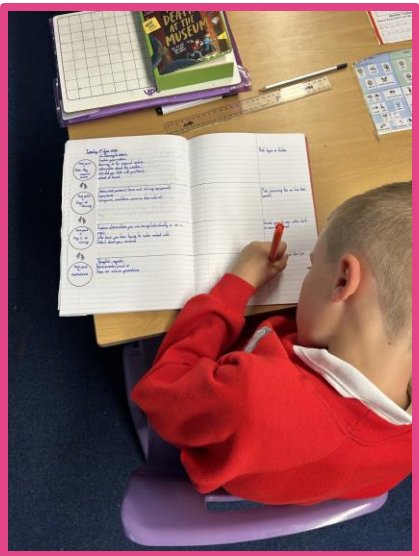
‘The resources my teacher gives me, help me to learn and understand my work.’

What motivates you to learn more?

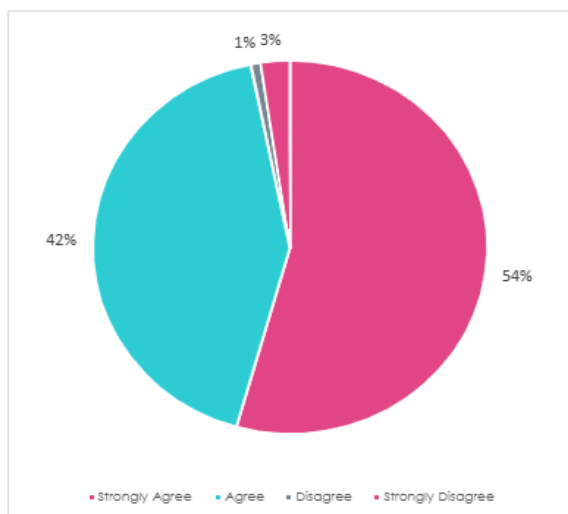


When asked what motivates them to learn more, the most common response (30%) was completing their work. This is a positive indicator of intrinsic motivation, as pupils are finding satisfaction and a sense of achievement in their own progress and effort. This aligns with our teaching approach, which places a strong emphasis on purposeful learning, clear success criteria, and opportunities for pupils to reflect on and take pride in their work.

‘I want to get good scores and grades for primary school and secondary school.’

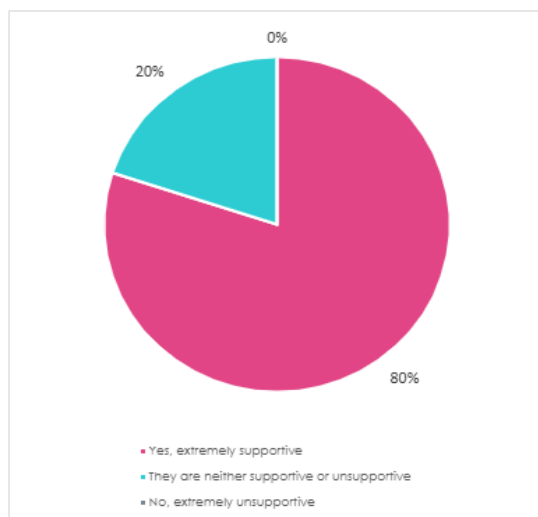


I have opportunities to learn about lots of different subjects



The vast majority of pupils (96%) feel that they have opportunities to learn about a wide range of subjects. This reflects our commitment to providing a broad and balanced curriculum, carefully aligned with the National Curriculum, which supports strong pupil outcomes. We regularly carry out pupil conferencing to understand what children are most interested in and passionate about, and we use this feedback to refine and adapt our curriculum offer. This is important, as providing a rich and responsive curriculum helps to maintain engagement, nurture curiosity, and ensure that learning is meaningful and relevant for all pupils.

Do you have supportive classmates?



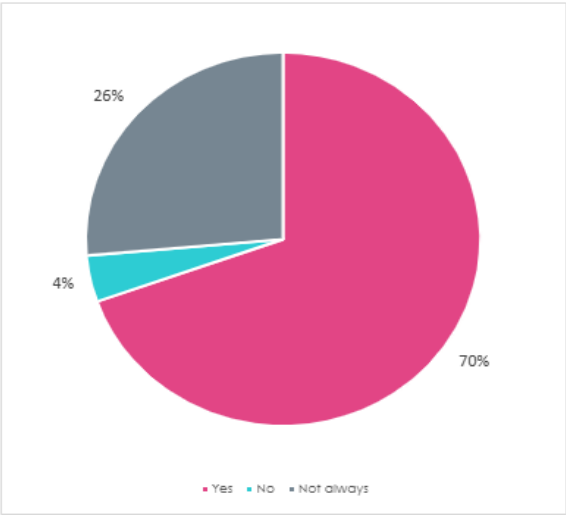
Most pupils (80%) feel that they have supportive classmates, while 20% indicated a more neutral experience. While this remains a positive picture overall, we are committed to ensuring that all children feel supported by their peers. We promote this through initiatives such as peer mediators during unstructured times, alongside a strong focus on group and collaborative learning within the classroom, where pupils are encouraged to work together respectfully and support one another.

'I would like to learn more of each subject.'

'Having time to talk about the work with my partner helps me.'



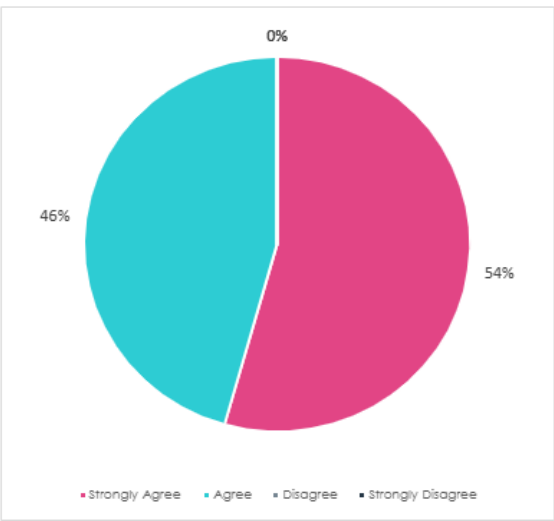
Do you think that the school provides you with enough sports/musical opportunities?



Responses to whether pupils feel they are offered enough sporting and musical opportunities typically reflect a natural desire for even more choice and variety. We recognise that children are often keen to experience a wide range of activities, and we view this positively as it demonstrates enthusiasm and engagement. As a school, we are continually reviewing and broadening our offer, working closely with pupils through the school council to understand their interests and priorities. This collaborative approach has already led to the introduction of several new clubs this year.

‘I wish we could go on even more residentials.’

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



All pupils (100%) feel that there are clear and fair expectations within their class, which is an excellent outcome. This reflects the strong emphasis we place on consistency and clarity in our behaviour approach, ensuring that all children understand what is expected of them and feel that systems are applied fairly. This is particularly encouraging as we are now in the second year of implementing our refreshed behaviour approach, demonstrating that it is having a positive and embedded impact across the school.

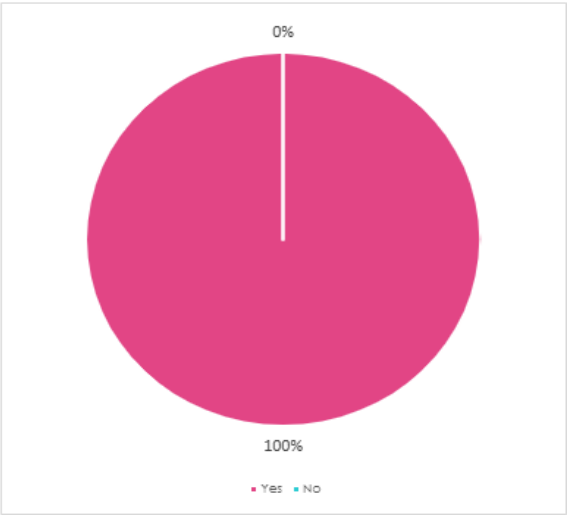
‘Everyone works quietly – it helps me.’



Once again, we have some clear, invaluable feedback from our pupils and actions to take moving forwards. We have 93% completion rate.

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

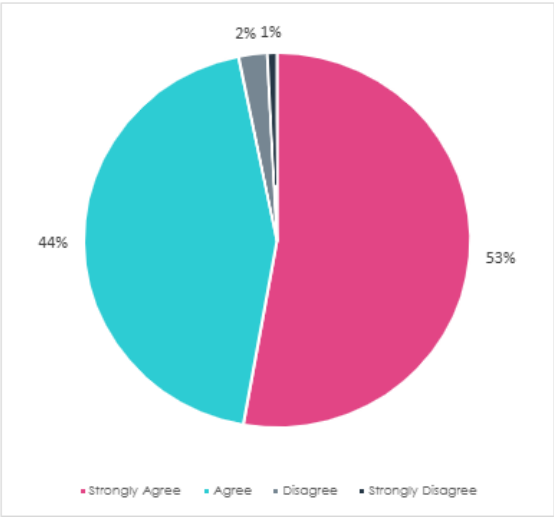
I know how to keep myself safe online



All pupils (100%) report that they know how to keep themselves safe online, representing an improvement from 98% last year. This is a very positive outcome and reflects the strong emphasis we place on online safety through both our curriculum and regular whole-school safeguarding assemblies. These assemblies, held each half term, enable us to respond swiftly to any emerging trends and reinforce key messages. This is important, as ensuring pupils understand how to stay safe online is essential in helping them navigate the digital world confidently and responsibly.

‘I know how to make good choices and how to be kind.’

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



The vast majority of pupils (97%) feel that if they were worried and told someone at school, they would receive help. This is a strong outcome and reflects the supportive and caring environment we strive to provide. However, we are clear that we want 100% of pupils to feel confident that they would be listened to and supported. We continue to prioritise this through our strong safeguarding culture, trusted adults, and regular opportunities for pupils to share concerns.

‘It makes a difference when I know I have people to help.’

