



תלמוד תורה פרדס Pardes House Primary School

בס"ד

Founding Principal:
Rabbi E Halpern זצ"ל
Menahel:
Rabbi G Abeless שליט"א
Headteacher:
Mr J Sager MA B.Ed NPQH

Whole School Pupil Survey

March 2015

Purpose and summary of results



Est. 1954

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Purpose

The purpose of the pupil survey is to gather information from all pupils in the school on what they think about various different aspects of Pardes House Primary School; learning, life, relationships and perceptions of leadership. This information and its data is analysed first by key stages and then by whole school.

The questions in the survey explore pupils feelings, brings out difficulties and rates their school experience. The survey also helps analyse pupil attitudes towards teaching and learning. Some of the questions can be found in a similar form in the bi-annual Parents Survey.

Summary of outcomes

- **Whole school**

Looking at the data for the whole school, it is immediately clear that the results are very positive and show that the majority of children are very happy with the learning environment and opportunities we provide. The statistical data and the pupils comments for areas to improve will be reviewed, some of which will be discussed with the School Council who will help us decide how to take action on these suggestions.

It was reassuring to see that the pupils are generally happy in their school and with their school. Of the 14 questions asked of pupils, 10 of those questions had the top approval rate from over 50% of the respondees. Combined with the option to choose whether they constantly feel this way about the question asked or most of the time, the approval was significantly high, with almost every question achieving at least 75% approval and several whole school answers jumping into the 80%+ range.

The top 5 responses from pupils related to:

1. The leadership of the Menahel and Headteacher (86%)
2. Children being friendly to each other (85%)
3. Feeling safe in school (85%)
4. Playtime being fun (85%)
5. Enjoying sport in school (83%)



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With the importance we place on keeping children safe in school, whether that is with regard to premises, relationships etc, it was reassuring to see that the majority of boys feel safe and that they have generally good relationships with each other. It was also nice to see the regard the boys have for the school's two senior leaders. Despite the constraints of our timetable, we do give the boys specialist PE lessons and sports clubs where possible and from the uptake, we know how much they enjoy sport and this too is reflected in the data as seen above.

Questions relating to teaching and learning found themselves in the late 70%+ range as did those questions relating to social care for the pupils and behaviour.

Over 50% of pupils said that they had never been bullied or had never had a mean comment made to them but those that have had this was relatively high and something that we continue to work on bringing down.

The general analysis of the data should serve as a source of satisfaction to the school leadership and staff but there are still negatives to consider and for which we shall endeavour to move forwards on and try to understand why pupils may feel this way about certain things. One example of this came as a surprise and was that 'only' 62% of pupils say they find their lessons interesting. This came as a surprise as we know from parents and pupils just how positive the impact has been of our new creative topic-based curriculum, with fantastic class-based activities, workshops and outings.

- ***From Key Stage 1 to Key Stage 2***

There were some discernible differences in the outcomes of the survey between Key Stage 1 and Key Stage 2 but there were also a number of high-scoring areas where the difference was only 2% or less.

Pupils in both key stages had similar high regard for:

1. The leadership of the Menahel and Headteacher;
2. Feeling safe in school;
3. Children being friendly to each other;
4. Enjoying sport;
5. Fun playtimes;
6. General behavior.



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Areas where there were clear differences between the key stages included:

1. Fairness of teachers towards pupils - a very high regard for this in Key Stage 1 (91%) but only 74% in Key Stage 2.
2. Children in Key Stage 1 also indicated that they felt much happier at school (85%) than pupils in Key Stage 2 (74%).
3. Children in Key Stage 1 also rated much higher (88%) their happiness at learning new things than in Key Stage 2 (68%). Has cynicism for learning already got into children of primary school age in Key Stage 2?
4. The same view applied to how ready the pupils thought their teachers were to help them if they got stuck. There was a 20% difference in this between the key stages.

In general, although responses are positive overall across both key stages, responses were more positive in Key Stage 1 than Key Stage 2.

Issues with the Pupil Survey

We are one school. However, what the survey did not do, particularly with regards to enjoyment of lessons, learning new things and general happiness was to distinguish between Kodesh and Chol. With a different style of learning and longer day in Key Stage 2, this may have had an impact on the less wholly positive responses in Key Stage 2.

What can be done: a follow-up subject-only survey early next term. That may make things a little clearer.

Joel Sager

Headteacher
PHPS