



# REVIEW AND REFLECTIONS OF THE PUPIL PERCEPTION STUDY



Smallshaw-Hurst  
Children's Community

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## INTRODUCTION

This document seeks to review and reflect upon the experience of the Smallshaw-Hurst Children's Community in the commissioning of the Pupil Perception Study (PP Study). The survey has been conducted in local schools across three separate waves spanning from 2019 to 2022. The study, unfortunately, experienced a hiatus in 2020 due to the unprecedented global impact of the coronavirus pandemic, which disrupted educational activities and led to the suspension of many research initiatives.

The primary objective of the PP Study is to gain a deep understanding of the various barriers and obstacles that hinder the happiness and academic achievement of children and young people attending these schools. By exploring the students' perspectives and emotions, the study delves into crucial topics like their physical and mental health, as well as their aspirations for the future. Understanding these factors is essential for facilitating an environment in which students can thrive and perform at their best during their academic journey.

The methodology employed in the PP Study has been rigorously tested and has been utilised in more than a thousand studies nationwide. Its effectiveness not only lies in gaining valuable insights into students' well-being but also in equipping schools with compelling self-evaluation evidence, which is particularly valuable for preparations related to the Office for Standards in Education (Ofsted) evaluations.

As we delve into the contents of this report, it is hoped that the information and analyses presented herein will shed light on the critical importance of understanding and addressing the needs and concerns of pupils in the pursuit of fostering an inclusive and conducive learning environment. Through this report, we aspire to contribute to the ongoing improvement of educational practices and policies, with a focus on the betterment of our students' overall well-being and academic performance.

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## 1. Methodology

This section outlines the structure and purpose of the PP Study, which is an online survey designed to gather the views of pupils in primary and secondary schools on five key topic areas. Below is a summary of the methodology:

1. **Survey Structure**: The PP study is an online survey, with separate versions tailored for primary and secondary schools. The survey takes approximately 20 to 30 minutes to complete.

2. **Third-Party Management**: The survey is managed by a third-party organisation called Anspear. This organisation compiles and reports the survey results through standard reports and Excel workbooks.

3. **Data Anonymity**: Student data privacy is maintained throughout the process. Only school administrators have access to match pupil names to their responses. Neither Anspear nor the Smallshaw-Hurst Children's Community receive any data relating to names or addresses, ensuring anonymity and confidentiality.

4. **Key Topic Areas**: The survey aims to measure the views of pupils in five key topic areas:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

5. **Questionnaire Content:** Within each topic area, several questions are asked to gather information from students. The responses to these questions are used to calculate a summary score for each topic area.

6. **Readiness for Learning (RFL) Metric:** The survey calculates an overall metric called Readiness for Learning (RFL). This metric aims to provide an overall assessment of each pupil's ability to achieve their potential at school.

7. **Comparisons and Insights:** The RFL metric allows schools to compare the readiness for learning across pupils, year groups, and even different schools. By understanding the drivers that may limit children and young people's potential to learn, the survey generates insights into how conditions for learning can be improved.



The PP Study is a valuable tool that allows schools to gather pupil perspectives on critical aspects of their educational experience and assess their readiness for learning. The data-driven insights obtained from the survey can help schools identify areas for improvement, implement targeted interventions, and create a more conducive learning environment for their students.

The table overleaf provides an overview of the schools and year groups for which the data was collected, along with the number of pupil responses for each school and year across three waves (years 2019, 2021, and 2022). It also indicates the schools that participated in multiple waves, allowing for longitudinal analysis of pupil perceptions.

Schools participating in each wave, the Year Groups involved and the number of pupils who completed the survey

	2019	2021	2022
School 1		Year 3 to 6 100	
School 2	Year 3 to 6 206		
School 3		Year 1 to 6 157	Year 5 to 6 54
School 4		Year 4 to 6 154	Year 3 to 6 190
School 5	Year 1 to 6 173	Year 3 to 6 113	Year 3 to 6 111
School 6	Year 7 to 11 750	Year 10 119	

The total number of pupil responses across all waves and schools is 2127.

## **2. Pupil Perception Study Learnings**

The PP Study provides learnings for each school each time the survey is run for example providing insights on specific pupils who have barriers that may restrict their potential for learning while at school. This review has sought to identify any underlying trends over time and across schools while also comparing the responses between genders.

### **Readiness for Learning**

The Readiness for Learning (RFL) metric is an overall assessment of pupils' ability to be able to perform at their best while at school. The number ranges from 0 to 5 where 5 is the highest score possible, while a low score indicates pupils have a number of challenges such as bullying or poor physical and mental health.

An average RFL has been calculated for each school for each wave to understand whether there is any indication of trends in the metric over time:

## Readiness for Learning scores 2019-2022

	2019	2021	2022	National Ave
School 1		3.1		3.8
School 2	3.4			
School 3		3.6	3.6	
School 4		3.5	3.7	
School 5	3.9	4.1	4.3	
School 6	3.5	3.2		

Green number shows positive change from previous survey.

Red number shows negative change from previous survey.

### Interpretation of Results:

- Overall, there is no strong evidence of a particular trend emerging in the RFL metric over time, despite the impact of the Coronavirus pandemic between the 2019 and 2021 surveys.
- In the latest survey (2022), two out of the three schools show an improvement in RFL compared to their previous survey results.
- Historically, only School 6 shows a decline in the RFL metric over time.

## Readiness for Learning by gender

As part of the survey, data on basic demographic measures are captured. This has allowed us to look at the RFL score by gender.

		2019	2021	2022	National Ave	
School 1	Boys		3.1		Boys 3.8 Girls 3.9	
	Girls		3.1			
School 2	Boys	3.5				
	Girls	3.4				
School 3	Boys		3.5	3.5		
	Girls		3.6	3.7		
School 4	Boys		3.5	3.7		
	Girls		3.4	3.8		
School 5	Boys	3.9	4.1	4.3		
	Girls	4.0	4.1	4.3		
School 6	Boys	3.7	3.4			Boys 3.8 Girls 3.8
	Girls	3.5	3.1			

**Green** number shows +ve diff of +0.2 points or more versus the other gender group

**Red** number shows -ve diff of -0.2 points or more versus the other gender group

### Interpretation of Results

Overall, while there are variations in RFL scores between boys and girls in certain schools and years, there isn't a clear and consistent trend of gender differences across all schools.

### Key observations:

- School 1: No gender difference observed in RFL scores across all years.
- School 2: In 2019, boys scored higher than girls by 0.1 points. In 2021, girls scored slightly lower than boys.
- School 3: Girls consistently scored higher than boys by 0.1 to 0.2 points in all years.
- School 4: In 2019, boys scored slightly higher than girls. In 2021, girls scored higher by 0.4 points. In 2022, boys scored higher by 0.1 points.
- School 5: Minimal gender difference observed, with occasional fluctuations. No consistent pattern of difference across years.
- School 6: In 2019, boys scored higher than girls by 0.2 points. In 2021, boys scored higher by 0.3 points.

## Readiness for Learning by ethnic group

There is limited data available on ethnicity and as a consequence we are only able to look at the RFL scores split into 3 ethnic groups. While there are differences between ethnic groups there is no pattern to these differences between schools and across time.

		2019	2021	2022
School 1	White British		3.3	
	Asian			
	All Others		3.0	
School 2	White British	3.4		
	Asian			
	All Others	3.6		
School 3	White British		3.6	3.8
	Asian		3.5	
	All Others		3.6	3.6
School 4	White British		3.5	3.7
	Asian			4.2
	All Others		3.3	3.6
School 5	White British	3.9	4.2	4.2
	Asian	4.0	4.3	4.3
	All Others	4.0	4.1	4.1
School 6	White British	3.4	3.3	
	Asian	3.9	3.2	
	All Others	3.5	3.5	

Green number shows +ve diff of +0.2 points or more versus the other ethnic groups

Red number shows -ve diff of -0.2 points or more versus the highest scoring ethnic group

## Interpretation of Results:

Overall, while there are variations in RFL scores between different ethnic groups in certain schools and years, there isn't a clear and consistent pattern of differences across all schools.



## Key Observations:

- School 1: White British and All Others have a 0.3 RFL score difference in 2019. Asian group's data is missing.
- School 2: White British have a slightly lower score than All Others in 2019, but the trend is inconsistent. Asian group's data is missing.
- School 3: No consistent pattern of ethnic differences. Asian group has lower scores in 2019, while in 2021, White British and Asian have similar scores.
- School 4: Asian group has a significant score difference in 2021. In 2022, White British and Asian groups have higher scores compared to All Others.
- School 5: All ethnic groups generally show an increasing trend in RFL scores over the years, with Asian and All Others closely following White British scores.
- School 6: No consistent pattern of ethnic differences. In 2019, Asian group has the highest score, while in 2021, Asian scores drop, and there's no data for 2022.





## ANALYSIS ACROSS KEY QUESTIONS

The PP Study asks pupils' responses to a wide set of questions. While the RFL measure is useful in providing that overall assessment, it is also useful and interesting to examine the trends in individual measures. To make this a more manageable process a subset of questions that cover the 5 topic areas have been used for a deep dive.

The questionnaire does vary between Primary and Secondary schools and also the options given in terms of the response's pupils can give to each question. The most closely matching statements between Primary & Secondary schools have been used in this summary.

Primary School	Secondary School
Do you feel healthy?	Whatever my lifestyle, I feel healthy
Do you usually feel happy?	I usually feel happy and content
Are you being bullied?	Are you being bullied?
Do you enjoy going to school?	There are more good things about school than bad things
Are you doing as well as you can at school?	I am pleased with my overall progress at school
Do you cope well with challenges?	I feel I respond well to any challenges in my life
Do you think that you live in a nice place to grow up?	I think that I live in a nice place to grow up

This section explores whether there is any evidence of trends developing across time and between schools for each of these measures. In addition we also look at any differences between genders; an analysis was also run looking at the impact of ethnicity but no differences were found.

To help the interpretation of the results the average scores have been colour coded:

**Green** number shows +ve change of 5% pts or more from previous survey, or when comparing between genders there is +5% pt or more difference vs the other gender

**Red** number shows -ve change of 5% pts or more from previous survey, or when comparing between genders there is -5% pt or more difference vs the other gender

Note however this is not based on any specific significance test being applied.



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## Do you feel healthy ? / Whatever my lifestyle, I feel healthy

Table below based on % of pupils who agree (or agree strongly) to this statement. No clear pattern between schools although there was a step up in pupils agreeing to this statement in 2022 in School 4 and School 5

	2019	2021	2022	National Ave
School 3		82	78	84
School 4		71	78	
School 5	79	80	89	
School 6	82	74		86

## By Gender

While there are consistent patterns within specific schools, they are not consistent between genders across schools

		2019	2021	2022
School 1	Boys		84	
	Girls		82	
School 2	Boys	85		
	Girls	71		
School 3	Boys		81	84
	Girls		83	72
School 4	Boys		69	78
	Girls		73	78
School 5	Boys	76	77	86
	Girls	81	82	92
School 6	Boys	85	79	
	Girls	79	69	

## Do you usually feel happy ? / I usually feel happy and content

Table below based on % of pupils who agree (or agree strongly) to this statement. No clear pattern between schools although there was a large fall in pupils agreeing to this statement in School 3 in 2022.

	2019	2021	2022	National Ave
School 3		85	61	86
School 4		70	75	
School 5	86	86	88	
School 6	73	61		

### By Gender

Boys on average are happier than girls, with large differences seen in 4 of the 6 schools

		2019	2021	2022
School 1	Boys		71	
	Girls		67	
School 2	Boys	83		
	Girls	73		
School 3	Boys		86	76
	Girls		84	48
School 4	Boys		71	77
	Girls		70	74
School 5	Boys	87	85	91
	Girls	84	87	85
School 6	Boys	78	65	
	Girls	69	56	

## Are you being bullied?

Table below based on % of pupils who said they were being bullied. No evidence that levels of bullying are changing over time and the level remains within the rate seen nationally

	2019	2021	2022	National Ave
School 3		8	7	13
School 4		16	12	
School 5	8	6	5	
School 6	7	4		6

## By Gender

On average boys tend to get bullied more than girls with large differences seen in 3 of the 6 schools

		2019	2021	2022
School 1	Boys		24	
	Girls		13	
School 2	Boys	28		
	Girls	24		
School 3	Boys		6	8
	Girls		10	7
School 4	Boys		20	12
	Girls		13	11
School 5	Boys	8	6	9
	Girls	8	7	2
School 6	Boys	7	5	
	Girls	7	3	

## Do you enjoy going to school ? / There are more good things about school than bad things

Table below based on % of pupils who agree (or agree strongly) to this statement. There is an indication that children are enjoying going to school less

	2019	2021	2022	National Ave
School 3		80	76	80
School 4		74	65	
School 5	83	84	87	
School 6	70	60		

### By Gender

There is a clear tendency for boys to enjoy going to school less than girls.

		2019	2021	2022
School 1	Boys		71	
	Girls		76	
School 2	Boys	66		
	Girls	78		
School 3	Boys		77	72
	Girls		82	79
School 4	Boys		76	64
	Girls		72	66
School 5	Boys	79	79	84
	Girls	87	89	91
School 6	Boys	70	60	
	Girls	69	60	

## Are you doing as well at school as you can ? / I am pleased with my overall progress at school

Table below based on % of pupils who agree (or agree strongly) to this statement. There is no obvious change in trend evident across time

	2019	2021	2022	National Ave
School 3		88	80	89
School 4		84	94	
School 5	94	92	91	85
School 6	72	71		

### By Gender

And there is no obvious difference between genders evident.

		2019	2021	2022
School 1	Boys		78	
	Girls		71	
School 2	Boys	80		
	Girls	87		
School 3	Boys		86	80
	Girls		90	79
School 4	Boys		84	95
	Girls		84	92
School 5	Boys	93	90	91
	Girls	94	93	91
School 6	Boys	74	74	
	Girls	70	69	



## Do you cope well with challenges ? / I feel I respond well to any challenges in my life

Table below based on % of pupils who agree (or agree strongly) to this statement. Large changes seen over time within schools but no clear pattern across schools

	2019	2021	2022	National Ave
School 3		72	46	75
School 4		55	64	
School 5	82	74	86	
School 6	71	60		

### By Gender

On a gender basis, boys tend to agree more than girls that they cope well with challenges.

		2019	2021	2022
School 1	Boys		69	
	Girls		51	
School 2	Boys	68		
	Girls	66		
School 3	Boys		74	64
	Girls		70	31
School 4	Boys		67	71
	Girls		44	56
School 5	Boys	79	81	86
	Girls	84	69	87
School 6	Boys	75	68	
	Girls	68	52	

## Do you think that you live in a nice place to grow up ? / I think that I live in a nice place to grow up

Table below based on % of pupils who agree (or agree strongly) to this statement. Two of the four schools show a decline in this metric over time.

	2019	2021	2022	National Ave
School 3		90	85	90
School 4		84	83	
School 5	84	90	86	
School 6	81	71		

### By Gender

No real difference evident between boys and girls.

		2019	2021	2022
School 1	Boys		78	
	Girls		78	
School 2	Boys	91		
	Girls	79		
School 3	Boys		93	84
	Girls		87	86
School 4	Boys		85	83
	Girls		84	82
School 5	Boys	86	88	86
	Girls	82	92	85
School 6	Boys	81	70	
	Girls	82	73	

## Summary view across key statements

A number of statements show changes over time but these are not large scale movements. What is evident is that on certain key issues there are differences between genders & specifically on mental health measures where girls score below boys.

	Change Over Time	Diff btwn Gender
Readiness For Learning	+	=
Do you feel healthy?	+	=
Do you usually feel happy?	=	B>G
Are you being bullied?	=	B>G
Do you enjoy going to school?	-	G>B
Are you doing as well as you can at school?	=	=
Do you cope well with challenges?	=	B>G
Do you think that you live in a nice place to grow up?	-	=



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## Summary of Pupil Perception Study Findings

- The PP Study provides learnings for each school each time the survey is run for example providing insights on specific pupils who have barriers that restrict them for performing at their best while at school. This review has sought to identify any underlying trends over time and across schools while also comparing the responses between genders
- At a topline level there is an indication of an improvement in the Readiness for Learning score, with an increase seen in 2 of the 3 schools in 2022
- Across the 7 key statements explored in detail, a number of statements show changes over time but these are not large-scale movements. However, from a gender perspective it is evident that on certain key issues there are differences between genders & specifically on mental health measures where girls score below boys:
  - Do you usually feel happy?
  - Do you cope well with challenges?
- While there is evidence that boys are less inclined to enjoy going to school than girls
- In comparison to the national average our Primary Schools tended to score a little lower versus this benchmark with the exception of School 5 that has consistently high scores





## SCHOOL FEEDBACK AND ACTIONS

After the surveys were run at each school, we reached out to the schools to discuss the results, their feedback on the survey itself and any actions they were planning to take on the basis of the study. Summarised in this section are the notes and actions from those discussions.

### School 1 Feedback

- The school fed back that pupils may have mis-interpreted question around bullying and picked up what parents may have said. Children were not distinguishing between a one-off argument and arguments/disputes that occur on a more regular basis
- Next time around they would provide guidance to the children e.g. through an assembly on the purpose of the survey and discuss some of the topics the survey covers in order to provide greater understanding to the pupils on the meaning of some of the questions. They felt in particular that the youngest year group (Y3) needed more assistance.

### School 3 (2021 Feedback)

- They were concerned that 14% of pupils did not enjoy going to school and this is something they were planning on addressing. They have someone in to train staff in the 'zones of regulation' framework that is designed to help children to simplify how they think and manage their feelings
- For children who say they are being bullied or know of others who are being bullied they are going to have 1 to 1 chats. A very interesting observation was that pre covid they used to hold assemblies where they talked about the issue of bullying but with Covid those sessions didn't happened and was something the school wanted to start again
- 'Only' 49% of children felt they had some say in the way the school was run. It was felt this was low and not having the school council over the last 2 years would have impacted this.

- Key question for them was the question 'do you feel safe at home' and again this is something they were following up on individually. Many of those children were on their radar already but this helped to confirm what they knew and also other children who may need help.
- They are finding that while children have been very resilient in general it is more the parents who are needing support. A number of parents developed alcohol dependency issues. One area that the school would be interested in is surveying parents to see how they are coping and needing support

### **School 3 (2022 Feedback)**

- Found the PP survey to be very useful. They particularly liked the fact that it gave 'the pupils a voice'. It was also very well received by Ofsted when they came into the school in June
- The area where they focussed on is the area of bullying whether some said they were being bullied or knew someone who was being bullied.
- There was a big discrepancy between girls and boys on some of the measures e.g Do you usually feel happy, Do you cope well with challenges. This is driven by a small cohort of girls in Y5 which has been exasperated by mums falling out with each other
- Biggest issue schools faces is parental engagement and particularly around parents seeing themselves as first educators. Many children coming into their nursery are not toilet trained – parents seeing this as a role for the school.

### **School 4 (2022 Feedback)**

- School 4 was applying to be accredited as an 'Emotionally Friendly School' (<https://www.emotionallyfriendly.co.uk/about-emotionally-friendly-settings/>)



- The PP study came at exactly the right time as they are using the findings to inform their programme to enhance the well-being of their pupils (& also their staff). They are following a well-structured programme to follow up the survey. They are taking each module of the survey and identifying the negative scores to then consider how they best respond to the children responding negatively. On 'Keeping Safe' they are having individual discussions with children who say they are being bullied and also for those children who say they know of someone being bullied. They are planning to create 'friendship ambassadors' as children who can help challenge bullying behaviour. They are also going to run lessons about bullying. There is a plan for the School Council to do a survey to identify specific areas of the school where pupils feel unsafe and why.
- For those children who say they are not happy they are planning on setting mindfulness lessons.
- They are aware that a number of children were saying they had nothing to do after school and they are looking at after school clubs but also need to take into consideration staff time as the pandemic is taking its toll on teachers' wellbeing.
- Out of school they know there are problems in parts of the local area and are looking into what they can do.

### **School 6 Feedback**

- School commented that there were many children who didn't have a strong connection with the school. Year 10 pupils may not have had the chance to grow that engagement with school due to the disruptions through Covid. Concerns around 'enjoying and achieving' and 'achieving economic wellbeing'. Plan to share results with SLT and then with the pastoral team and Head of Year 10.
- The school also ran the PASS survey with Years 7 to 9 and are planning to compare the two surveys and also the #BeeWell survey (this comparison was completed by the SSHCC and shared with the school and summarised in a separate report).
- They value the PASS survey more than the PP Study because it gives very clear guidance on how to interpret and act on the findings (not something that the PP Study does). However it is very expensive and it costs the school around £10k.



## **Actions**

- Anti-Bullying Workshops and School Assemblies.
- A key issue flagged by Primary schools was around bullying and what pupils were perceiving as bullying. During Covid times there were no school assemblies that would normally cover this issue.
- A local arts centre, Zarts, were approached to deliver an arts based intervention around kindness and empathy.
- Assemblies and workshops were conducted at 3 Primary schools.
  - ASSEMBLY - a general overview of empathy and kindness but really interactive that can be delivered to multiple year groups.
  - WORKSHOP - a deep dive into the topic.
- In total the programme was delivered to 320 children. School 4 implemented kindness ambassadors and they were trained via the workshops.

The feedback we received back from School 3 emphasised how well the pupils engaged with both the workshop and the assembly:

“They were very keen to join in with the role play activity. Children were able to discuss the key messages surrounding bullying, different types of bullying and how they might affect people”

There was also constructive feedback on how the sessions could be improved further through giving more time to reflect on the messages after the role play and the consequences of the actions on the different people.



## Arts Award at School 6

- The PP Study helped identify pupils that had low confidence, self-esteem and didn't feel a connection with school
- After discussion with the Tameside Cultural Services team, an arts based project was identified as a route to help tackle these challenges
- 30 Year 9 female pupils were selected to join the programme
- The Cultural Services team selected the artist and theme was decided around positivity and mental health. The Artist would go in every Monday and work with three groups of ten students across the day.
- The project was very well received by the pupils and teachers. As an outcome of this work Tameside Cultural services and the Community and Safety Team are now more open to working with secondary schools and will offer it to other schools in Tameside. Before it had only been offered to primary schools throughout the borough

Staff at School 6 completed an evaluation form and a summary of their feedback is below.

"Caroline was wonderful with our students; we selected a diverse group of students who all had an interest in art but also those who would benefit from a project that would improve connectivity to school and help with self-esteem and wellbeing. Caroline's demeanor was calm, warm, and friendly and she was well received by the staff and students. The project was pitched well, with a healthy amount of productivity which encouraged self-esteem and self-belief. The arts award added a further dimension and made the students feel even more accomplished as they secured the discovery award"

"I believe arts projects as a creative experience have huge merit but when they are additionally accredited through the award, this adds a further dimension that really helps to validate the experience for the young people"



The school also captured feedback from the pupils who attended the course:  
“Doing the arts award with Caroline helped me; to make new friends around the school, relax and gain confidence in my artistic ability and myself. I had a fun time doing it. I am grateful for the opportunity.”

“Doing the art project made me want to come into school, it inspired me to be more creative than I already am, and it also made me feel good about myself. Caroline was fabulous and I hope we can do something similar in the future.”

“Having had an opportunity like this one has opened my eyes to the possibilities of my future. I have been feeling more- experimental and creative than I have ever felt, going as far as taking my creativity home. I’m very glad I got the opportunity to be part of this experience.”

“I loved the project. The freedom to express myself. It helped me with my mental health and was a great release from the stress of every day.”



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## OUR REFLECTIONS

- Our original motivation for organising the PP Study was in the early days of the SSHCC and we saw this as the means of being able to start a dialogue with local schools and to build a picture of the views of the children and young people who lived in our community. While conversations had taken place with schools this had not led to any strong level of engagement, and we felt to build a stronger relationship we needed to come with a service that the schools would value while also delivering us insights. To an extent this has worked so that contacts have been made, insights generated and our awareness within schools has developed. However, this has not been across all the schools involved in the study. This has helped open the door for us at the Secondary school and we now have a strong partnership. At the Primary schools the picture is different so that while awareness of the SSHCC has been built, the relationship is at best patchy where some schools are not engaging with us once the study has been completed
- As a method to engage schools then this does help that process to build relationships and increase awareness but it is by no means a guarantee that the relationship will flourish. It requires individual relationships to be established and to lead to other partnership activities. There will be some schools who will see this as the means to achieve a certain task at a minimal cost but they may not then be prepared to see this as a 2 way process.

- The PP Study itself is an approach that does capture a wide range of information relating to a child's wellbeing that can provide insights into barriers that are limiting them to perform at their best at school. This also includes identifying safeguarding concerns. The schools' feedback that a lot of this data reinforces what they already know but it will also flag up children with issues that are flying below the radar. Interpreting the schools' feedback then the value is more from them getting a snapshot of the views of pupils rather than from tracking how those views then may change through time.
- A shortcoming of the study is that there is little support from the supplier Anspear in interpreting the results and developing actions off the back of it. A standard report is generated and also individual report cards plus an excel workbook is provided. However the end user needs to spend a lot of time looking at the data itself to pull out differences and look for patterns across questions.
- The PP study has not evolved over time, for example there were no new questions introduced to look at the impact of Covid on pupils.
- As a way of demonstrating to Ofsted that a school is actively seeking the views of pupils then this ticks that box but the worry is that this is just a tick box with no other strong intention to use the study findings.
- Compared to the PASS survey the PP Study is cheaper and more holistic in terms of the areas it covers but what you get from a wider range of topics you potentially lose in the depth of questions you are able to go into.



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