

Views of the Child

Pupil views are listened to on a daily basis. Progress is discussed with the child as part of the process of marking and feedback of their work; pupils are regularly asked to respond to marking comments in order to develop and ascertain their level of understanding, to offer support or to extend their learning. Children's views are also gathered and shared at review meetings. In addition, we provide opportunities for children to take part in class and school councils and we have an active worship committee; each of these is available to all children regardless of their needs or abilities.

Where a child has individual adult support relationships between support staff and the child are very important and so their views are shared regularly on an informal basis. They are formally listened to as part of annual EHC plan reviews and Looked After Children/Personal Educational Plan (LAC/PEP) reviews. Where appropriate pupils are invited to meetings to share their views and opinions. Pupil views are also gathered as part of a referral for an Education, Health and Care assessment and referrals to other specialist services.

Children's views form an integral part of our monitoring processes. We regularly host a 'Best you can be' tea party where an individual from each class (Key Stages 1 & 2) is chosen to share their books and to talk about their learning with the Head teacher and a member of SLT. Feedback from the tea party is then given to staff as appropriate. All children have the opportunity to attend the tea party regardless of ability or individual needs. Pupil interviews take place throughout each year that consult all children on their views on a range of topics linked to the school priorities for development. Children in Years 2, 4 & 6 take part in a health-related behaviour questionnaire each year; the results of which are collated and analysed by the local authority. School then receives a report that identifies areas that need to be addressed by further gathering children's views.

'Pupils enjoy coming to this school. The majority of parents agree and pupils' views about the school are positive. Pupils' attitude to learning is good and the school places an important emphasis on this. Supporting all learners, but particularly the disadvantaged pupils, to have a range of experiences is important to leaders. Teaching engages pupils and staff expectations of what pupils can achieve is high.'

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