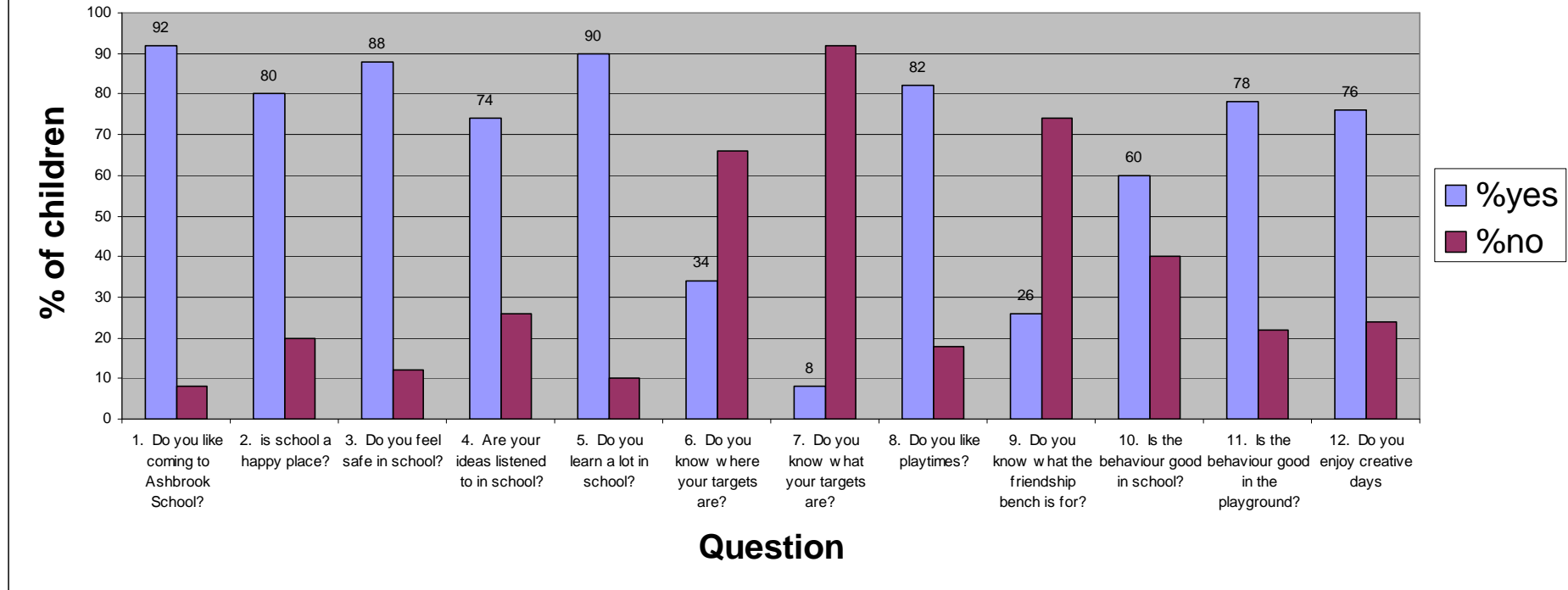


Questions completed by each child	Foundation				Year 1				Year 2				whole school			
	yes	no	%yes	%no	yes	no	%yes	%no	yes	no	%yes	%no	yes	no	%yes	%no
1. Do you like coming to Ashbrook School?	46	4	92	8	56	2	97	3	56	1	98	2	158	7	96	4
2. is school a happy place?	40	10	80	20	51	7	88	12	51	6	89	11	142	23	86	14
3. Do you feel safe in school?	44	6	88	12	50	8	86	14	48	9	84	16	142	23	86	14
4. Are your ideas listened to in school?	37	13	74	26	53	5	91	9	49	8	86	14	139	26	84	16
5. Do you learn a lot in school?	45	5	90	10	54	4	93	7	55	7	96	4	149	16	90	10
6. Do you know <b>where</b> your targets are?	17	33	34	66	46	12	79	21	46	11	81	19	98	67	59	41
7. Do you know <b>what</b> your targets are?	4	46	8	92	43	15	74	26	42	15	74	26	89	76	54	46
8. Do you like playtimes?	41	9	82	18	57	1	98	2	55	2	96	4	153	12	93	7
9. Do you know what the friendship bench is for?	13	37	26	74	49	9	84	16	52	5	91	9	114	51	69	31
10. Is the behaviour good in school?	30	10	60	40	52	6	90	10	49	6	86	14	143	22	87	13
11. Is the behaviour good in the playground?	39	11	78	22	52	6	90	10	43	14	75	25	134	31	81	19
12. Do you enjoy creative days	38	12	76	24	50	8	86	14	54	3	95	5	142	23	86	14
13. Do you enjoy Funtime Fridays	N/A				56	2	97	3	57	0	100	0		2	99	1
14. Do you take part in any after school activities at school?	N/A				39	19	67	33	21	36	37	63		55	67	33

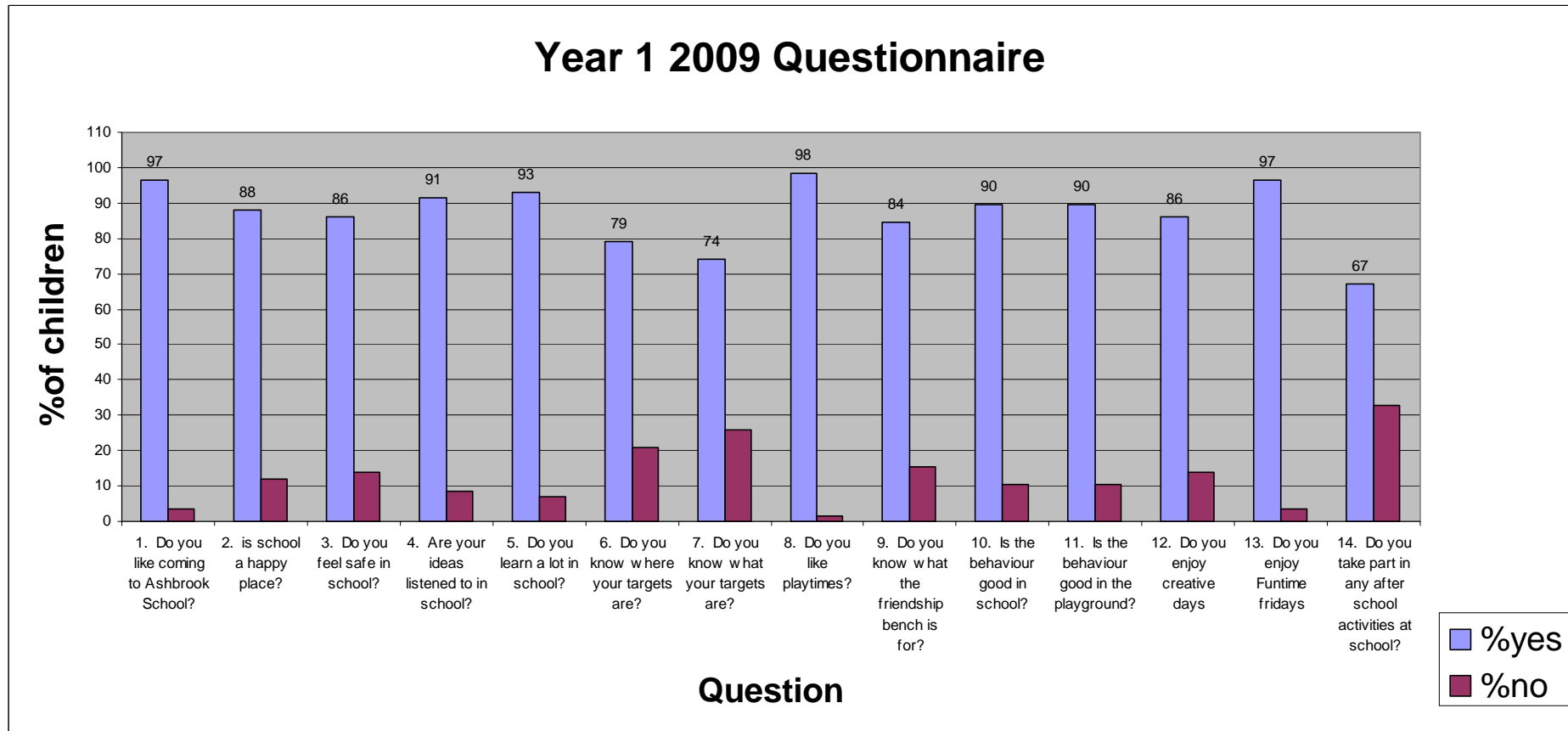
## Early Years 2009 Questionnaire



In Early Years, children like coming to school, they see it as a happy and safe place where their ideas are listened to and they learn a lot. However, the majority of children were unclear where their targets were or what their targets were. This compares to 76% of Early Years children knowing where their targets were last year. 86% of the children who knew where their targets were also knew what their targets were.

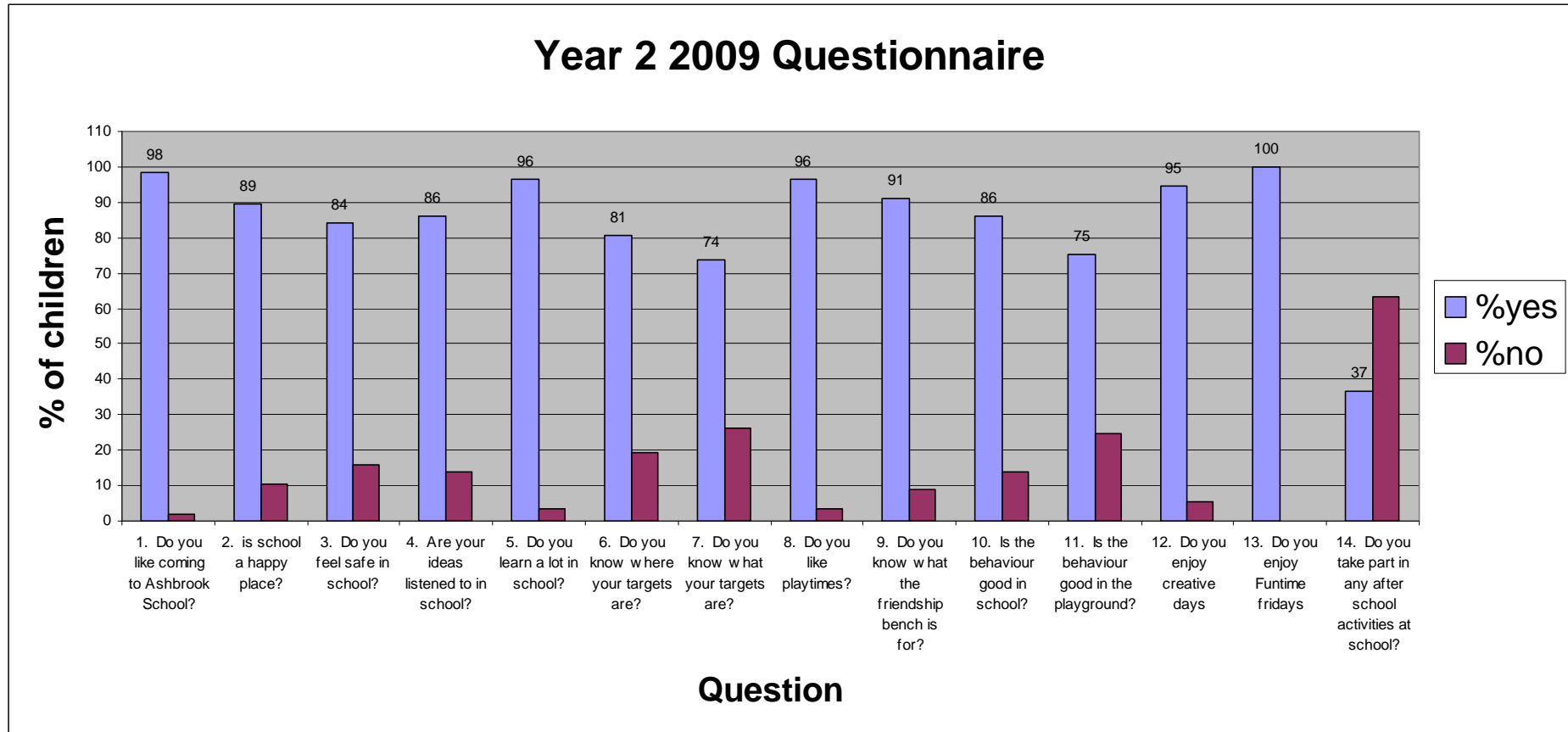
Playtimes are enjoyed by the children, but they are not sure of the intended purpose of the 'Friendship' bench.

60% of the Early Years children thought that behaviour was good in school and slightly more (78%) thought behaviour was good on the playground.



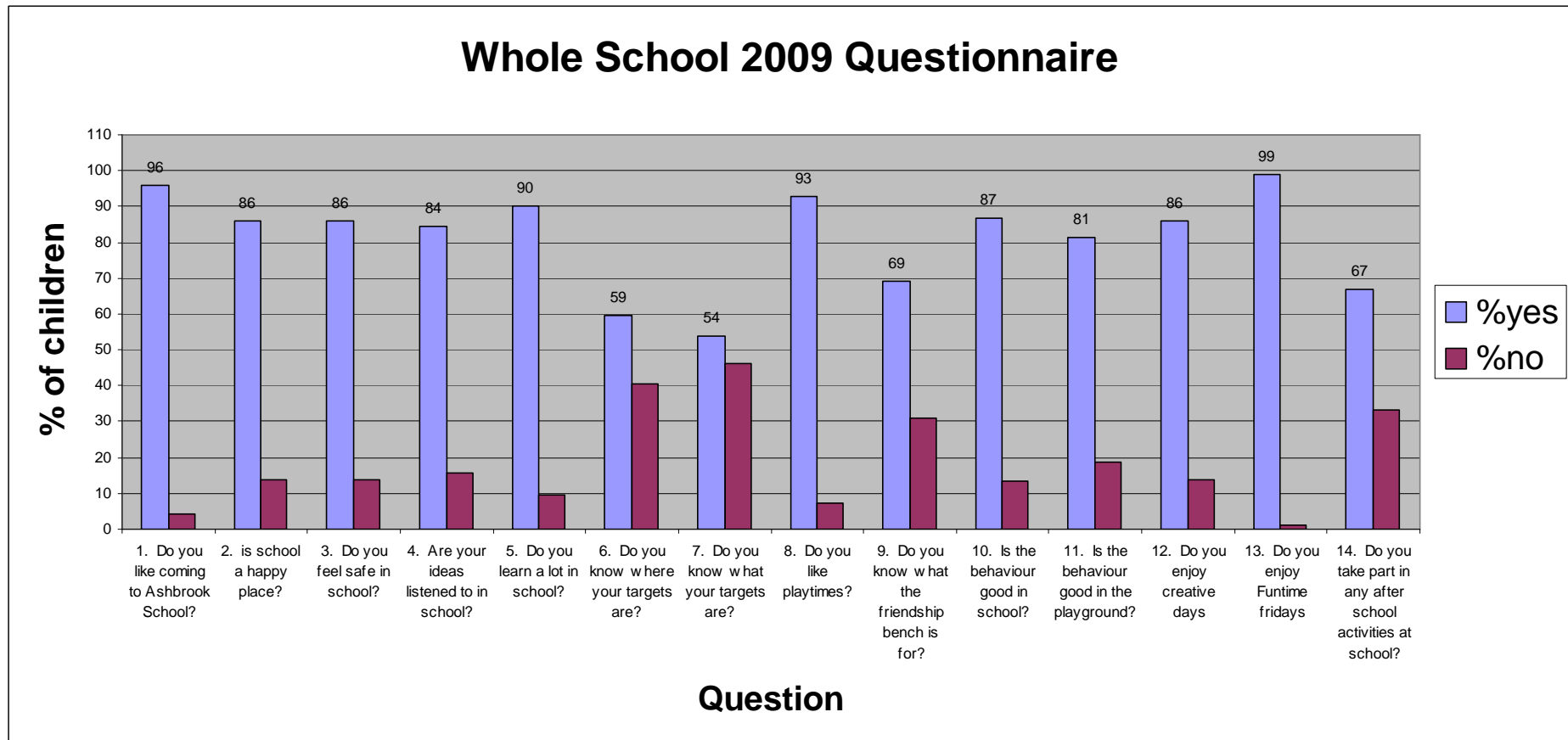
Children in Year 1 like coming to school and feel that school is a happy place where they feel safe and their ideas are listened to. The majority of children know where their targets are and three quarters of children know what their targets are.

Year 1 children like playtime, understand the function of the friendship bench and think the behaviour is good in school and on the playground. Year 1 children enjoy creative days and "Funtime Fridays". Two thirds of Year 1 children participate in after school activities in the school.



Children in Year 2 like coming to school and feel that school is a happy place where they feel safe and their ideas are listened to. The majority of children know where their targets are and three quarters of children know what their targets are.

Year 2 children like playtime, understand the function of the friendship bench. The majority of Year 2 children think behaviour in the school is good, however, 75% of year 2 children think behaviour on the playground is good. Year 2 children enjoy creative days and "Funtime Fridays". Just over one third of Year 2 children participate in after school activities in the school.



The results indicate that the majority of children like coming to school, school is a happy place, children feel safe in school, their ideas are listened to and they think they learn a lot in school.

59% of the whole school knew where their targets were - this compares to 85% last year. 54% of children knew what their targets were compared to 75% last year. However, as noted earlier, this drop is mainly due to the Early Years lack of knowledge which is not reflected in the rest of school where in Years 1 and 2, 80% of children know where their targets are and 75% of children know what their targets are.

- Children were asked "what would make playtime better?"

Early Years responses were: play nicely (some children hit others - they say it's a game), being kind, getting toys out and skipping ropes.

Year 1 responses were: everyone being good, new playground markings, a swing and monkey bars, more bark on the bear garden, a climbing frame, playing on the field.

Year 2 responses were: more play equipment, chalk on the floor, slide, trim trail to be used more, bring your own toys, use lunchtime toys at break time.

The need for large, physical play equipment will be addressed when the new physical activity area outside Early Years is opened.

- Children were asked "What are the behaviour rules? The rewards/consequences and the order of events in the classroom, on the playground and at lunchtime?"

Early Years responses focused mainly on *how* to behave - such as no kicking, pushing or hitting, say sorry, keep quiet, tidy-up, additional responses for playtime were the teacher on duty lets her class go on the bear garden and at lunchtime to eat quietly, don't shout and put your hand up when you want a dinner lady.

Year 1 children in one class said they were told off and then sat by the drying rack or go to Early Years with the babies, sit by the paper cutter, go to Mrs Newman, miss some choosing time, stand up and put your hands on your head. On the playground the teacher holds your hand and you can't play and you sit on the bench. At lunchtime you sit at a different table in the hall, you are last in the line or stay with the dinner lady, you sit on the bench.

Year 2 children in one class said they had a warning, they sit outside, miss playtime, in the other Year 2 class, children said they were told off, they were reminded, they were reminded again, they had a warning, they went to another class, then went to Mrs Newman. At playtime the children said they were told to play nicely, they had a warning, they hold a teachers' hand, they sit out or they were sent in. At lunchtime children said they had a warning, they hold a dinner lady's hand, they go to Mrs Newman, they sit on a bench, they are given a red band, they have time out.

It is very clear from the above responses that each year group and each class within each year group give a different response to the consequences of bad behaviour both in the classroom, at playtime and at lunchtime. There does not appear to be a consistent approach by all staff across the school.