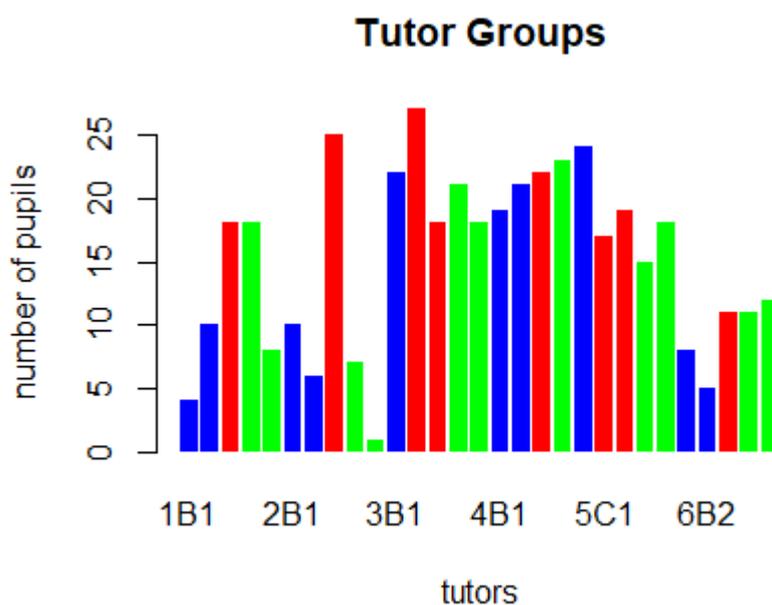# Whole School Survey

December 2017

conducted by the Senior Team

Participants

The survey had 438 responses.

The average number of responses per year was 73. The year with the highest responses was S3, with 106, and the year with the lowest number of responses was S6, with 47.

The average number of responses per house was 134. Cockburn, however, is over-represented with 175 responses. Malleny and Bavelaw trail with 134 and 129 responses respectively.

Tutor Groups

As such, we consider the survey to be a fair assessment of the school as a whole. Although there are discrepancies numbers of participants, no year is vastly under-represented, neither is a house.

If we were to undertake such a survey again, we could make improvements to the way we conducted it. These boil down to:

- a reminder to tutor teachers on the morning we were to conduct the survey.

- allowing extra time in case of technical or other difficulty.

- trying to enlist the same people each week outside of the Senior Team to try and gain survey consistency across year groups.

Personal Support

The majority of people know their tutor teacher well.

Just over half said they know their tutor teacher reasonably well. Otherwise, the other possible answers were split rather evenly, with not at all trailing.

Do you know your tutor teacher?

No, not really
Yes, definitely
No, not at all
Yes, reasonably well

Do you know your tutor teacher? (S1)

No, not really
Yes, definitely
No, not at all
Yes, reasonably well

Do you know your tutor teacher? (S2)

No, not really
Yes, definitely
No, not at all
Yes, reasonably well

Do you know your tutor teacher? (S3)

Yes, definitely
No, not really
No, not at all
Yes, reasonably well

Do you know your tutor teacher? (S4)

No, not really
Yes, definitely
No, not at all
Yes, reasonably well

Do you know your tutor teacher? (S5)

No, not really
Yes, definitely
No, not at all
Yes, reasonably well

Do you know your tutor teacher? (S6)

No, not really
Yes, definitely
No, not at all
Yes, reasonably well

The majority of people think the programme does not benefit them.

Very few chose the higher responses on the scale, with the majority settling for the lowest option. Some year groups chose not to select any of the higher options.
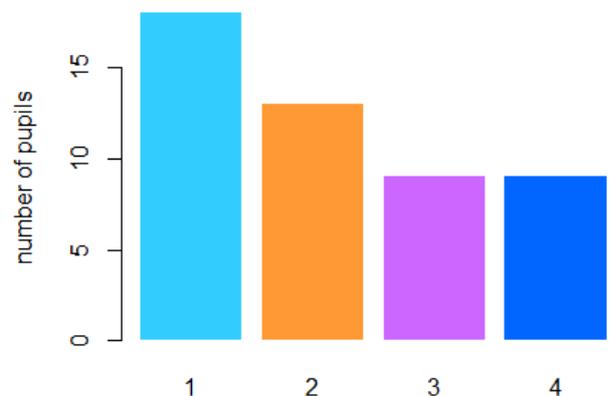
(not really *to* definitely)

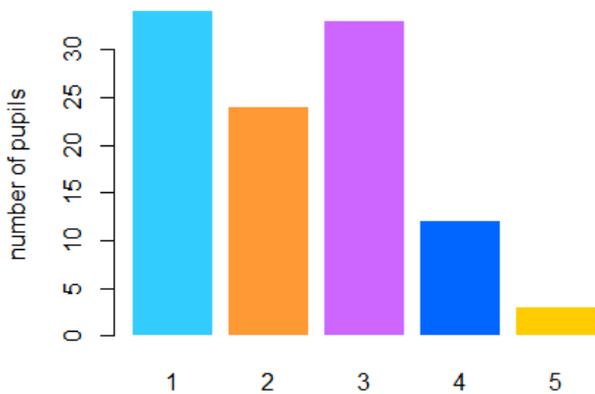**Does the Personal Support programme benefit you?**
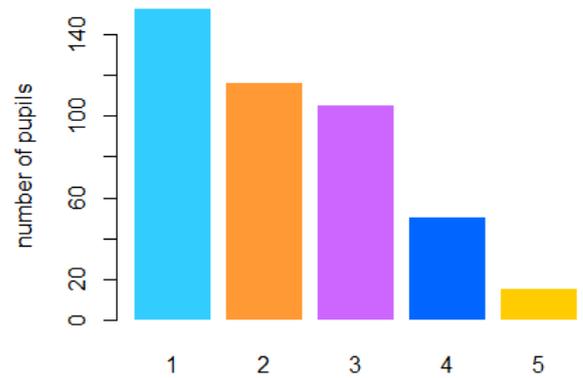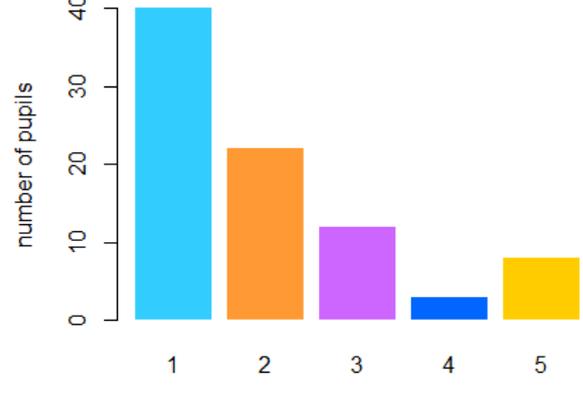

Does the Personal Support programme benefit you? (S1)
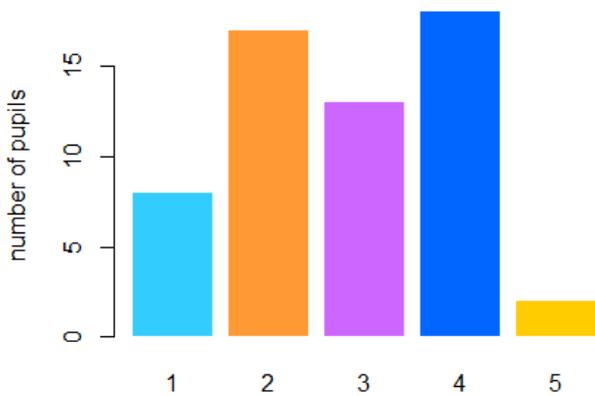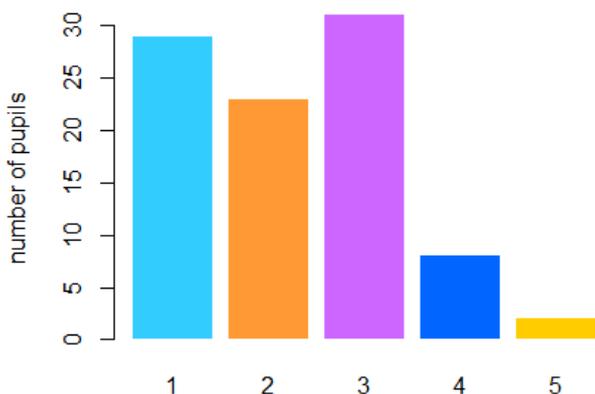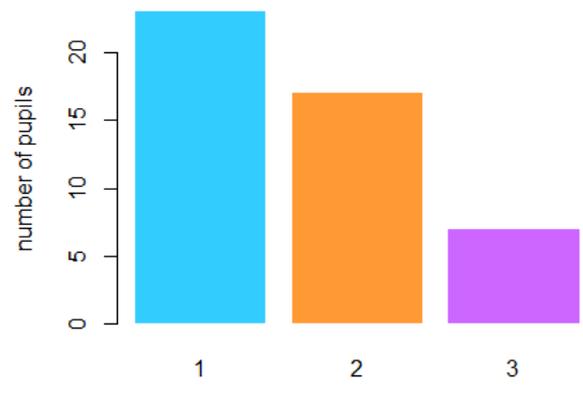

**Does the Personal Support programme benefit you? (S2)**

Does the Personal Support programme benefit you? (S3)

Does the Personal Support programme benefit you? (S4)

Does the Personal Support programme benefit you? (S5)

Does the Personal Support programme benefit you? (S6)

The majority of people have not had a Learning Conversation since summer.

Of the two options, every year selected more in the negative than the positive.

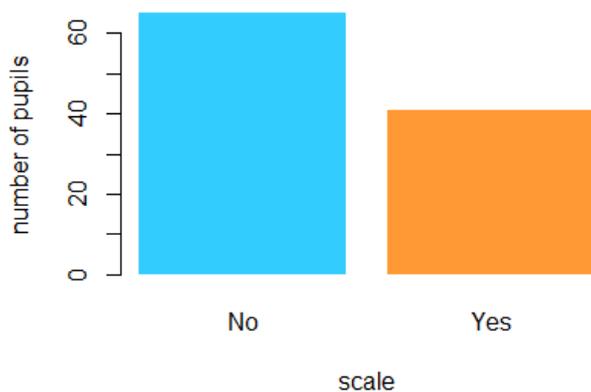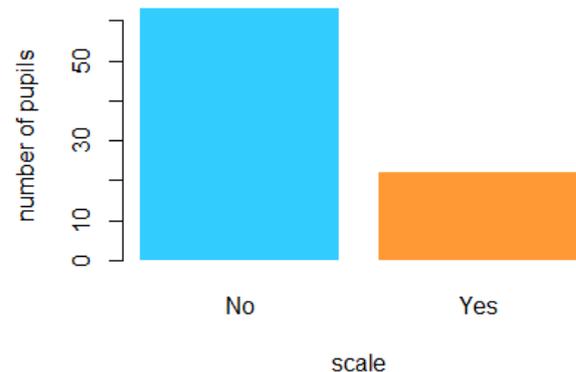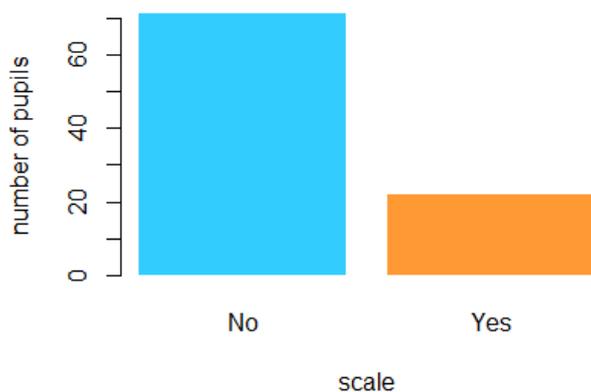### Have you had a Learning Conversation since summer?
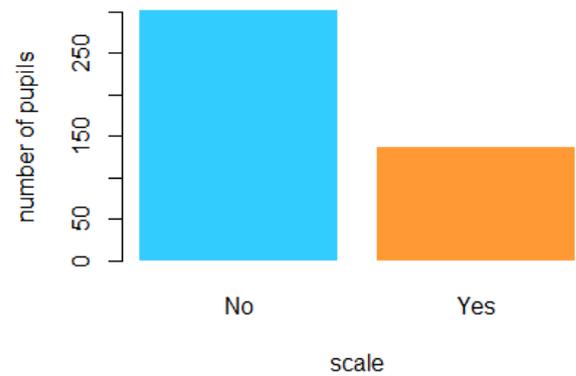
Have you had a Learning Conversation since summer? (S1)
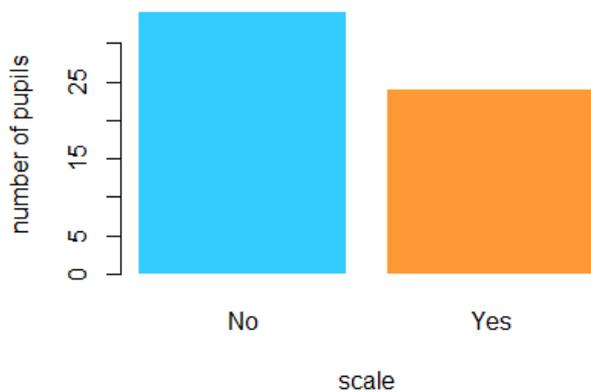
### Have you had a Learning Conversation since summer? (S2)
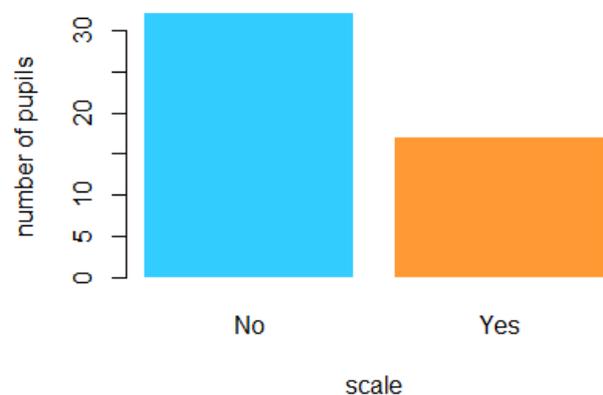
Have you had a Learning Conversation since summer? (S3)

Have you had a Learning Conversation since summer? (S4)

Have you had a Learning Conversation since summer? (S5)

Have you had a Learning Conversation since summer? (S6)
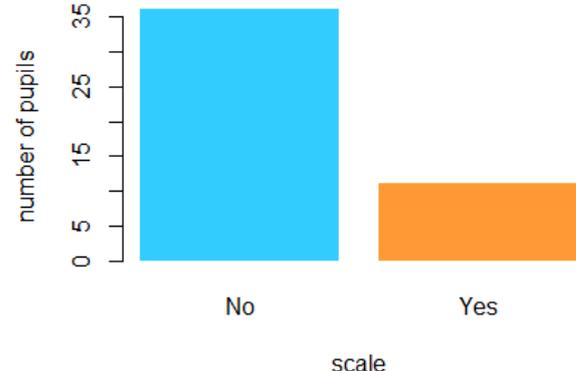
The majority of people did not find the conversation helpful.

Most chose the 0 option (for not having a conversation), however the remainder of the scores were low, with very few opting for the maximum rating.
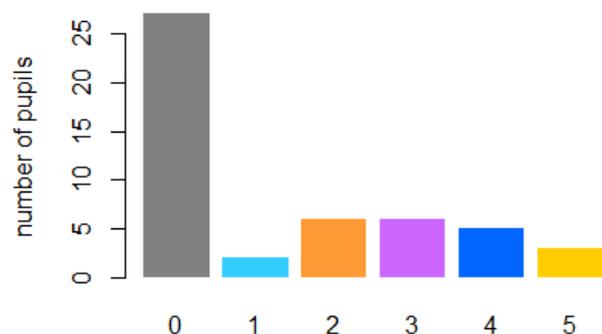
(not that helpful *to* very helpful)
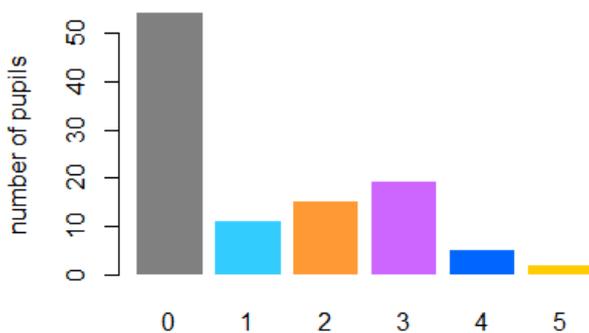

How helpful was the Learning Conversation?
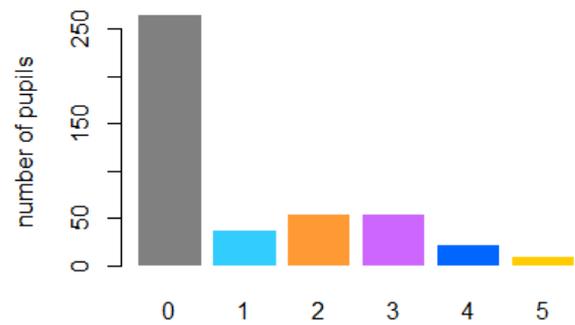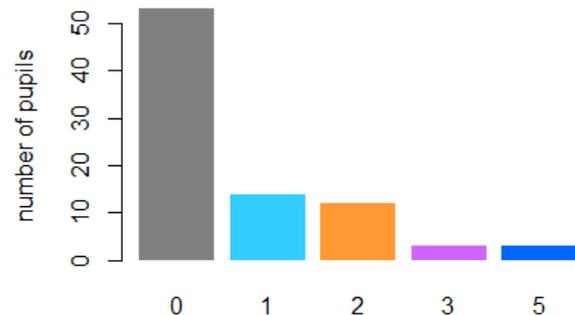

How helpful was the Learning Conversation? (S1)
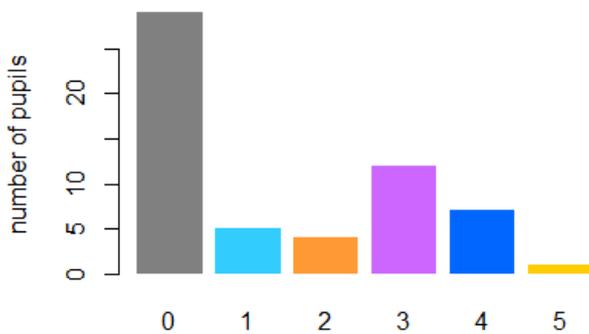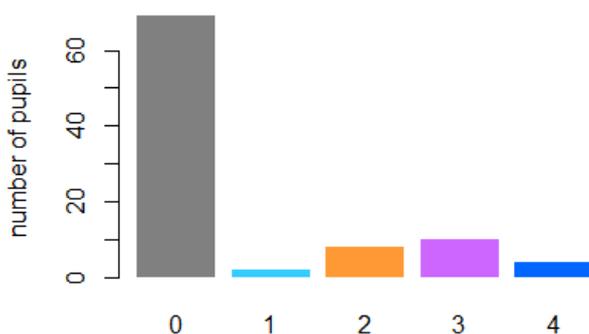

How helpful was the Learning Conversation? (S2)
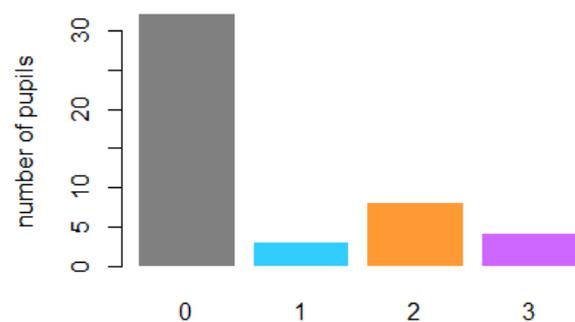

How helpful was the Learning Conversation? (S3)

How helpful was the Learning Conversation? (S4)

How helpful was the Learning Conversation? (S5)

scale
zero entered if no conversation

How helpful was the Learning Conversation? (S6)

scale
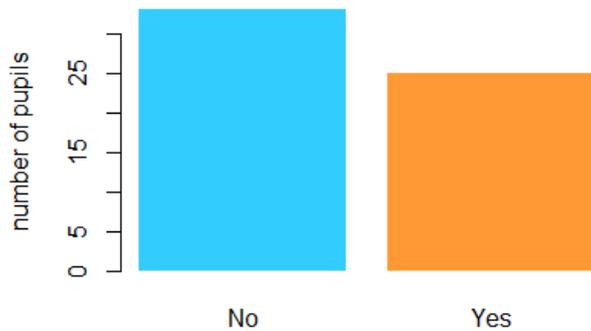zero entered if no conversation

The majority of people would like a change to the programme.

Of the years, only the S1s opted for no change to the programme. The remainder of the years voted overwhelmingly for change.
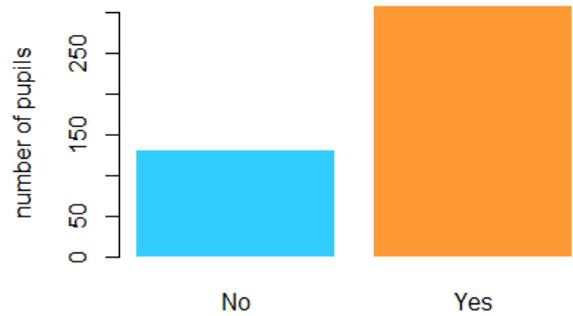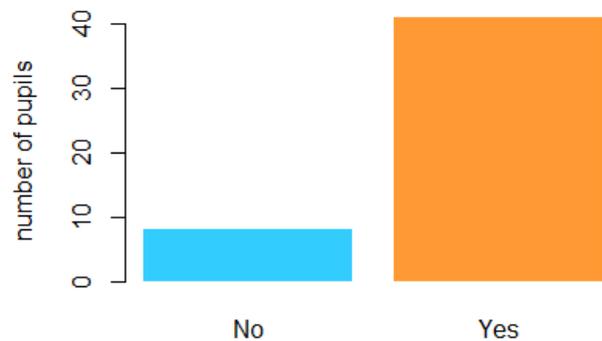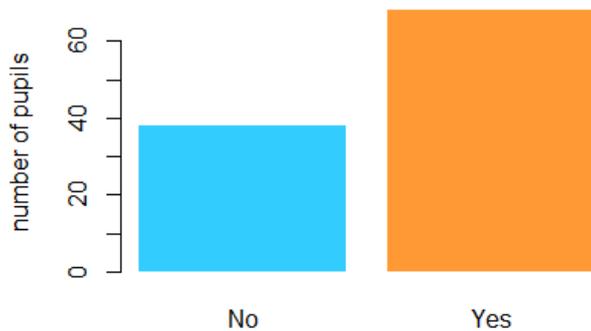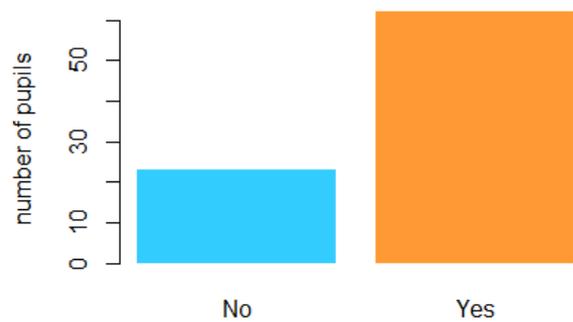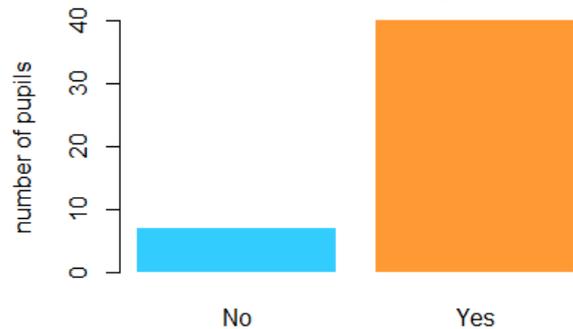
Learning Styles

The majority of people prefer to learn kinaesthetically.
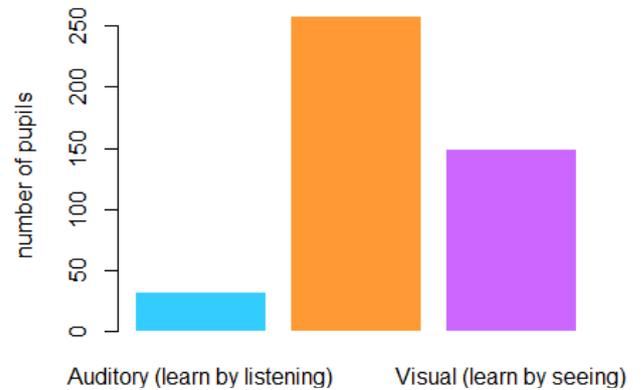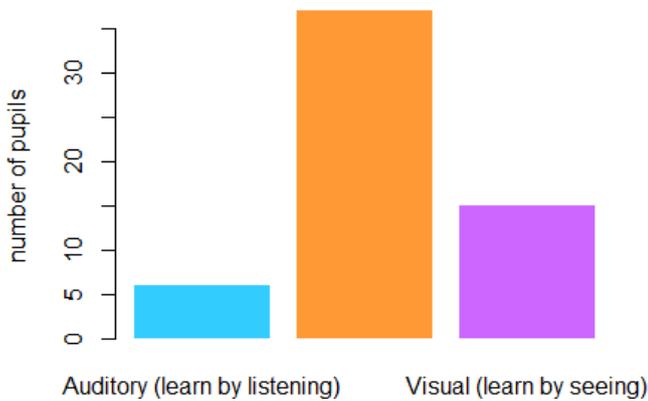
Although learning by doing was most popular, learning visually grew over the years.
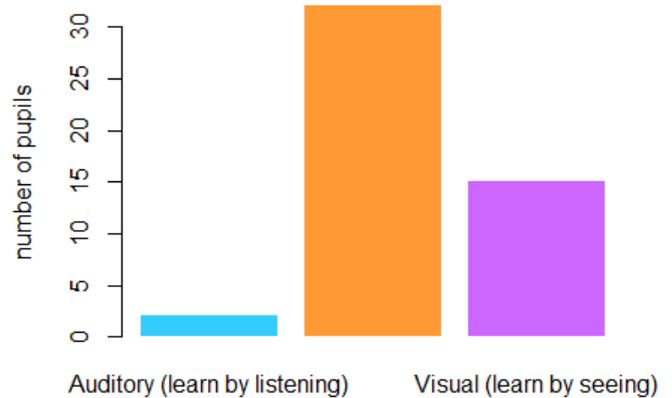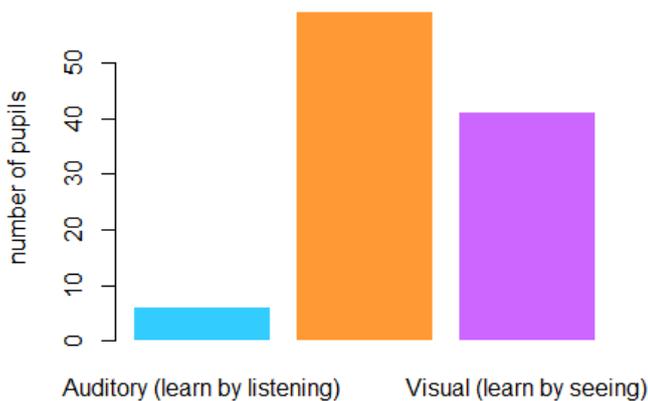

How do you prefer to learn?
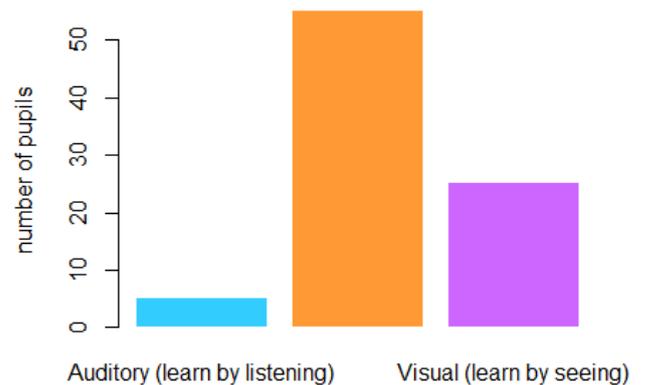

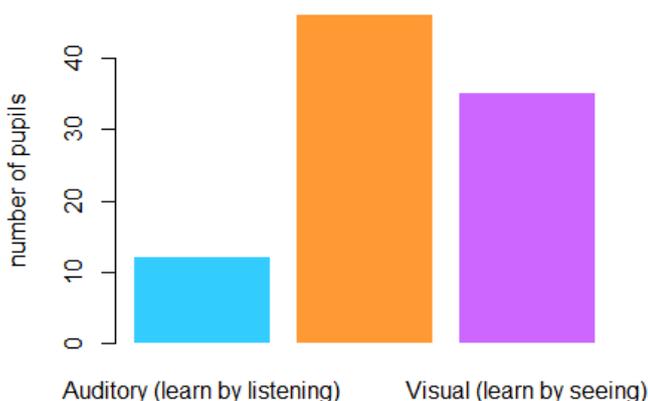How do you prefer to learn? (S1)

How do you prefer to learn? (S2)

How do you prefer to learn? (S3)

How do you prefer to learn? (S4)

How do you prefer to learn? (S5)

How do you prefer to learn? (S6)
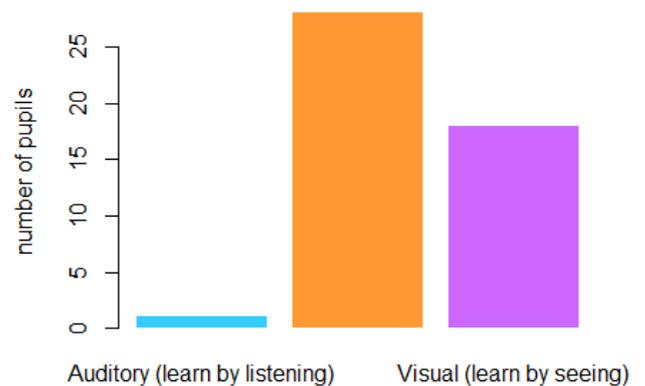
The majority of people learn by listening in school.

Very few learnt kinaesthetically, the preferred learning style of most. Visually appears to be the crossover learning style between the two questions.

How do you learn in school?
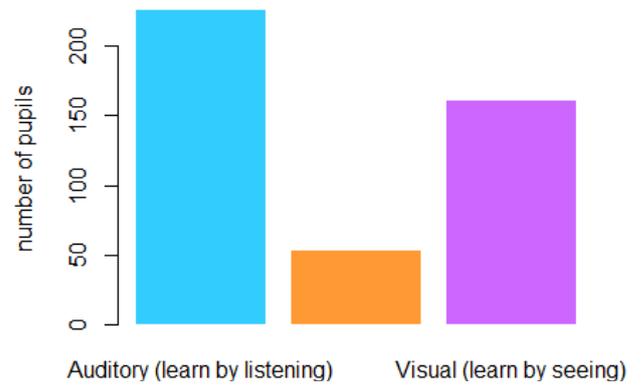
How do you learn in school? (S1)
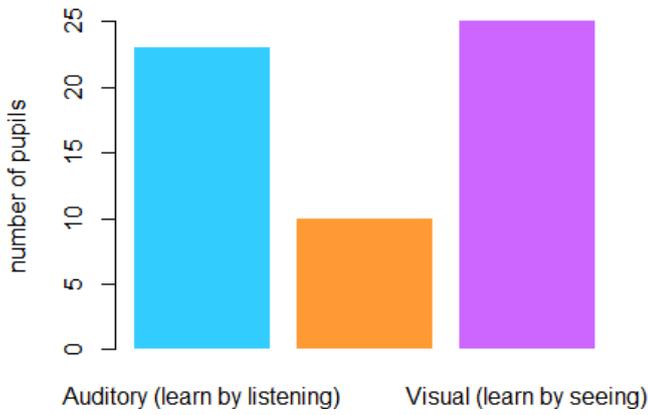
How do you learn in school? (S2)

How do you learn in school? (S3)

How do you learn in school? (S4)

How do you learn in school? (S5)
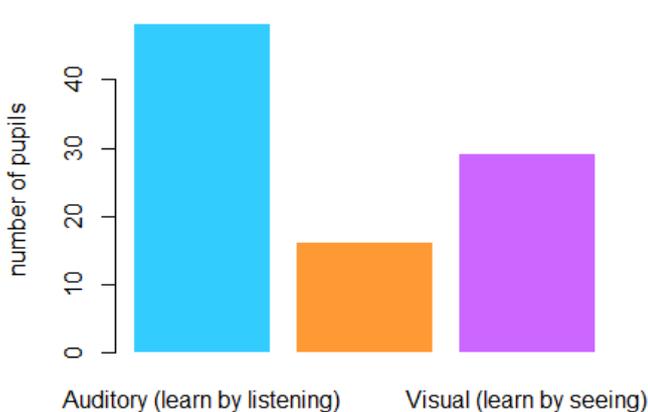
How do you learn in school? (S6)
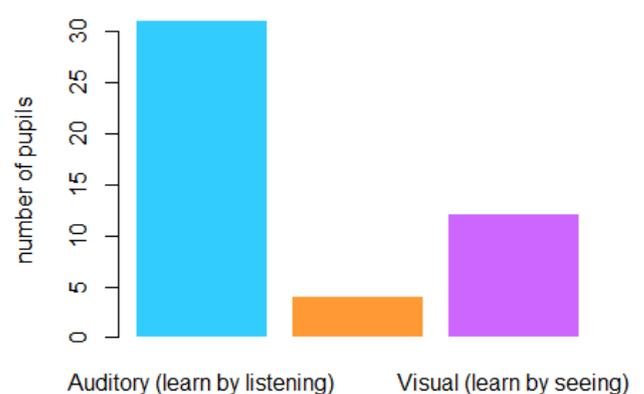
The majority of people like to learn using their preferred learning style.

The results show a resounding "yes". In fact, no one in S2 selected "no" as an option.

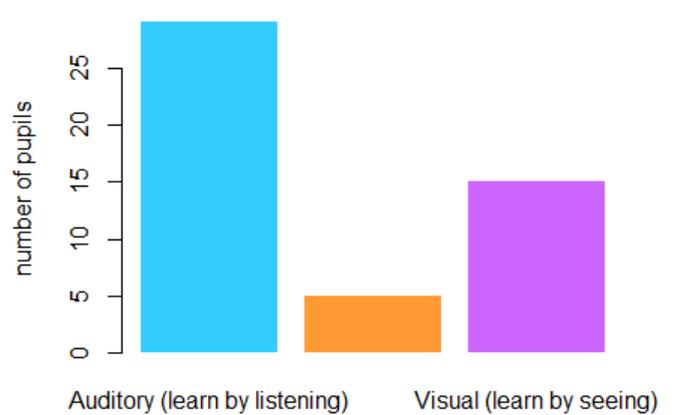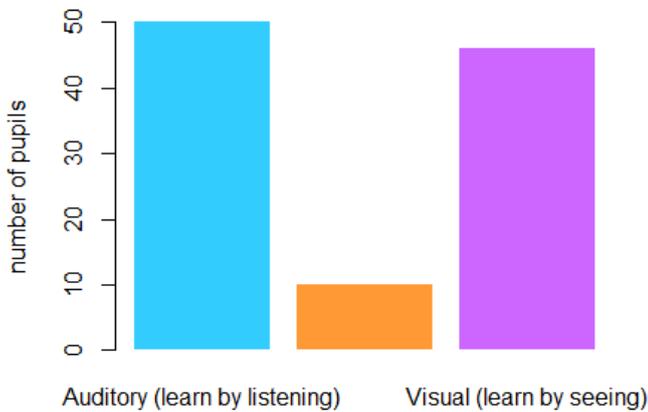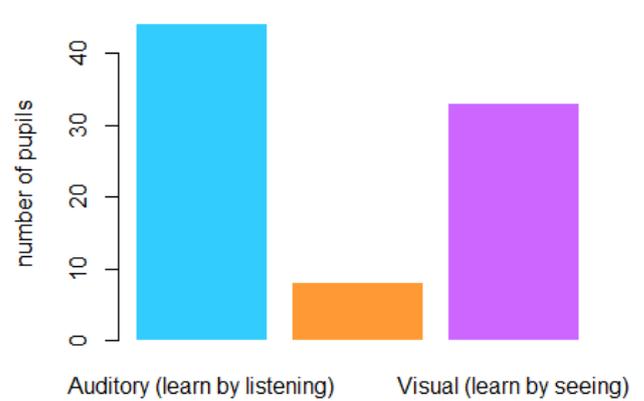Do you feel more engaged when you use your preferred learning style?
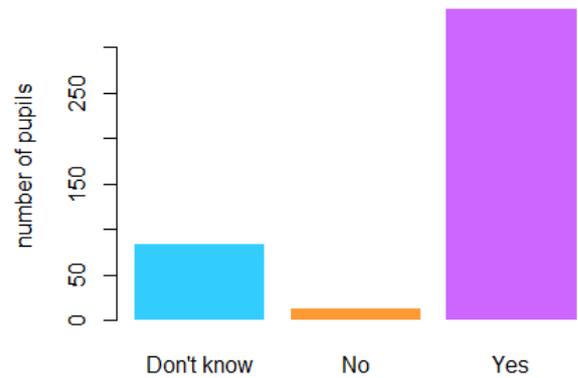
Do you feel more engaged when you use your preferred learning style? (S1)
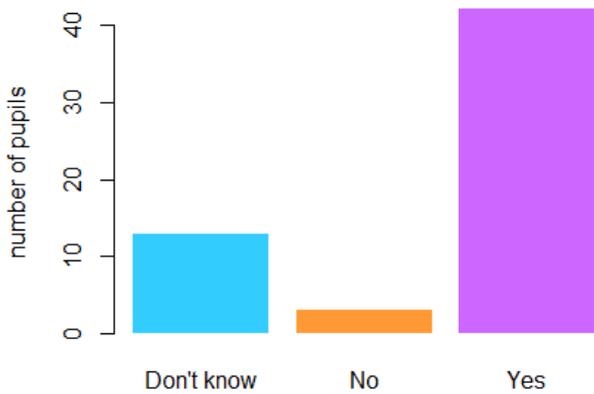
Do you feel more engaged when you use your preferred learning style? (S2)
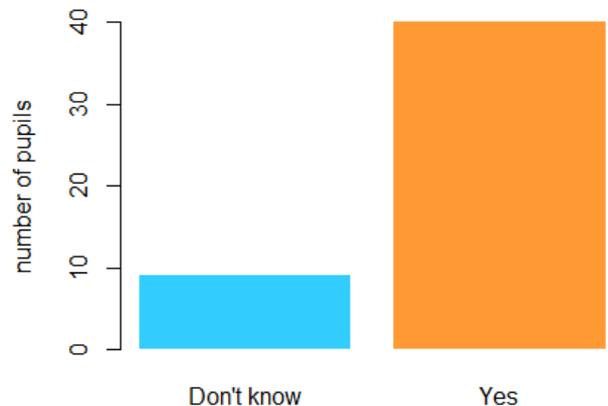
Do you feel more engaged when you use your preferred learning style? (S3)
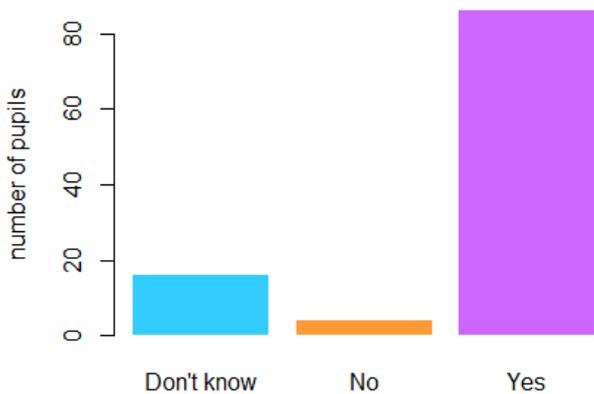
Do you feel more engaged when you use your preferred learning style? (S4)
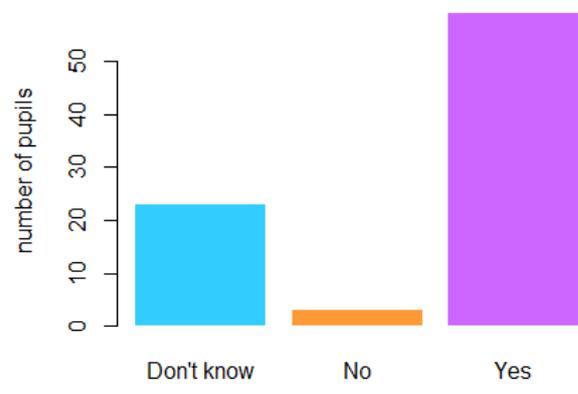
Do you feel more engaged when you use your preferred learning style? (S5)
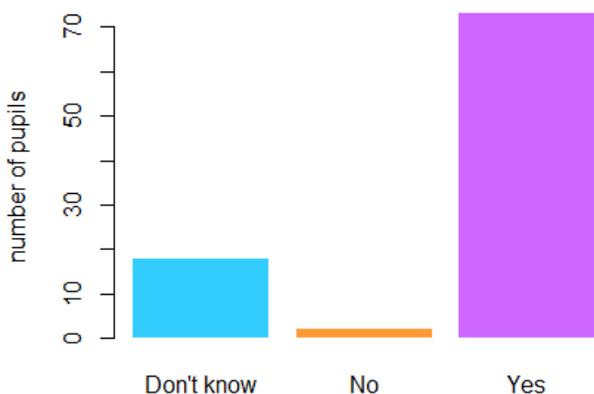
Do you feel more engaged when you use your preferred learning style? (S6)
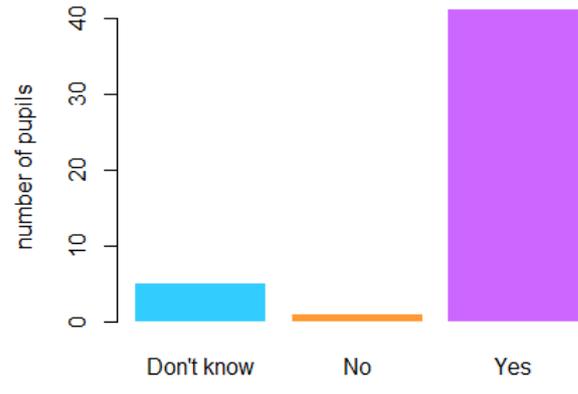
The majority of people like detailed marking.

The overwhelming majority prefer detailed marking, just over a quarter like simple marking, and very few chose the other options.

How do you like your work marked?

Detailed marking from your teacher
No marking
Peer-marking
Self-marking
Simple marking from your teacher

How do you like your work marked? (S1)

Detailed marking from your teacher
Peer-marking
Self-marking
Simple marking from your teacher

How do you like your work marked? (S2)

Detailed marking from your teacher
Peer-marking
Self-marking
Simple marking from your teacher

How do you like your work marked? (S3)

Detailed marking from your teacher
No marking
Peer-marking
Self-marking
Simple marking from your teacher

How do you like your work marked? (S4)

Detailed marking from your teacher
No marking
Peer-marking
Self-marking
Simple marking from your teacher

How do you like your work marked? (S5)

Detailed marking from your teacher
Simple marking from your teach
Self-marking
Peer-marking
No marking

How do you like your work marked? (S6)

Detailed marking from your teacher
Simple marking from your teach
Self-marking

Classroom Engagement

Most people were ambivalent about teachers welcoming them to lessons.
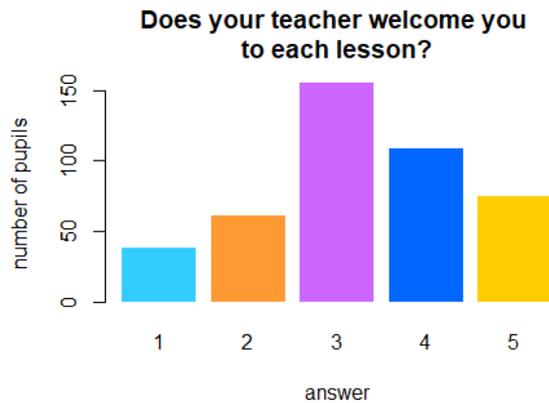
(very rarely *to* always)

Most people received the bulletin three days or more each week.
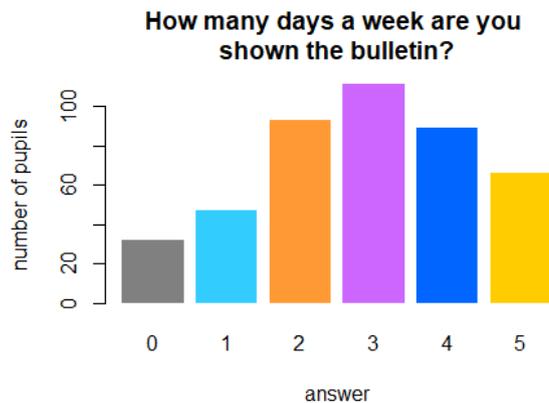
Most people chose lower options when asked if they were spoken to directly by teachers.
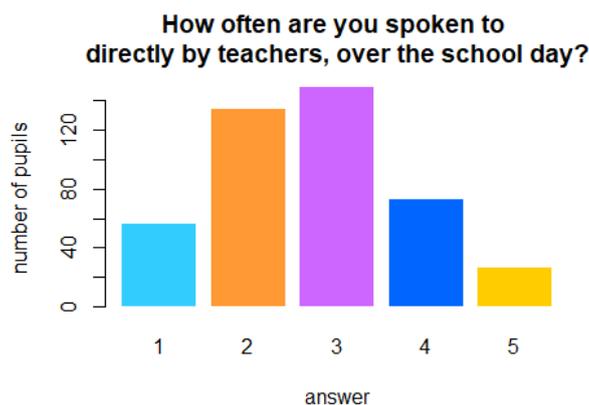
(not at all *to* always)

Very few felt that class teachers knew them well personally.

Do you feel class teachers know you personally?
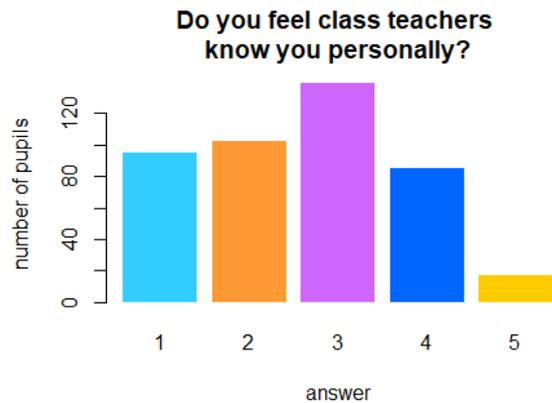
(not at all *to* very well)

Most found class teachers approachable when they had issues with class work.

How approachable are class teachers when you have issues with classwork?
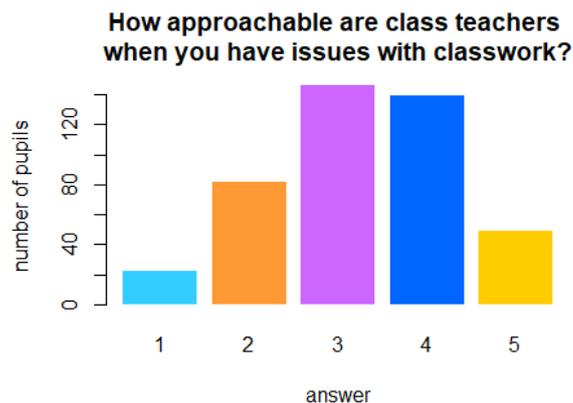
(not approachable *to* very approachable)

Most people had no preference when it came to teachers walking around the classroom.

Do you like it when teachers walk around the classroom when you are working?
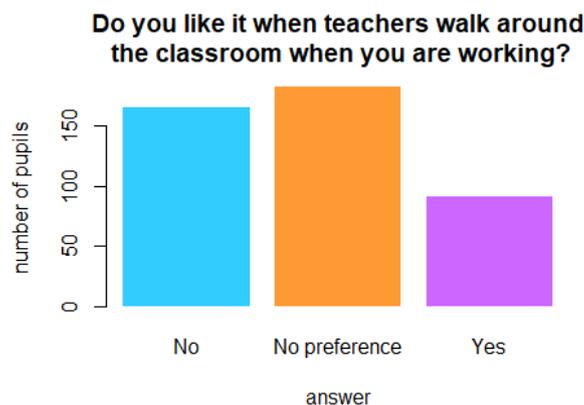
The majority felt the pace of their lessons was "just right".

The pace of lessons is...

The overwhelming majority were able to ask questions in class, via hands up.

Can you ask questions in class?

There were mixed responses when it came to how often people were able to lead their own learning.

How often do you get the opportunity to lead your own learning?
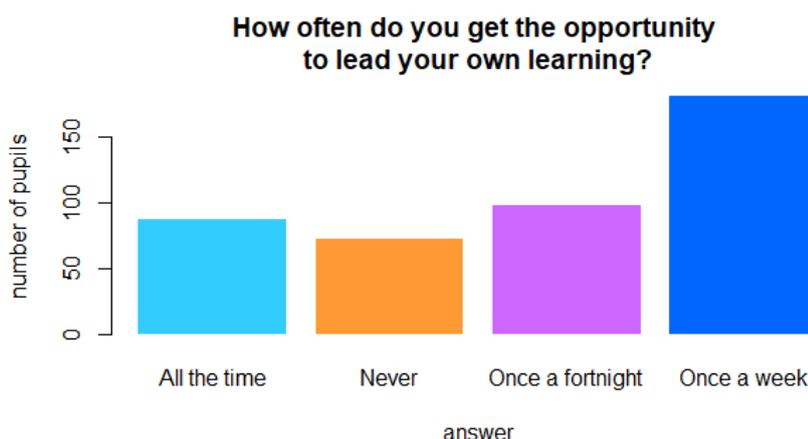
Additional Comments

At the end, there was an additional comments box. We've included the constructive comments below. *Related comments have been paraphrased.*

"change PSP to something else or make it better"

"more benches"

"vending machines"

"lockers"

(for both the school and PE)

"more regular updates on what's generally going on around the school which aren't urgent enough to be in the bulletin"

"get rid of hall passes"

"add more things that involve keeping the school clean"

"all teachers should have a resource website like [sic] mr wards school maths website"

"that all teachers should be approachable"

"places to put your stuff so [sic] u don't need to carry it around with you"

"school hoodies"

"school WiFi"

"put prefects over by the rugby club to stop people from smoking"

"be more seen and interactive"

"try and speak to the younger pupils and listen to our thoughts"

"stop everyone skipping the [sic] que at break and lunch"

"to help the school [stop] bullying"

(unsure as to who this was directed at)

"if we are upset the teachers need to comfort us, and let us go to the bathroom and print room", mention of provision within blue slip system

"information concerning reasons for demerit/detention"

"sort the lines for lunch so they don't so they don't take so long"

"teaching through out the school is very inconsistent"