Pupil Questionnaire

Description
The questionnaire provides a bank of questions that schools can use to explore the barriers and supports for pupils in school. It uses both open and closed questions using symbolic faces for pupils to rate their experiences as well as more conventional response options. It explores children’s feelings about different times and places within the school, different types of organisation for learning. It asks about children’s experience of difficulties as well as what child find supports them. It also asks them if they have any difficulty, health or medical condition or disability and if it has gone on for a long time. In this respect it asks similar questions to the parent questionnaire.

Presentation
The Facilitator
Although this is an activity that pupils can complete on their own it still has to be introduced by explaining why pupils are being asked these questions, who will have access to the information and how the school will use the information to bring about change. It is also important to reinforce the notion that everybody finds some things in life difficult.

The Format
The questionnaire was designed to be used online and this allows the easy use of photographs and colourful symbols that make any questionnaire more attractive. There is some research to suggest that pupils engage more with an online format and it adds to a feeling of anonymity. In contrast a black and white photocopy may be approached as a lesson sheet and completed as compliance but without personal thought or reflection.

The Content
Schools may want to customize the questionnaire. They may wish to simplify the response format for some pupils, possibly giving three options instead of five. They may wish to slightly shorten it. It is useful to remember that easier questions should appear first on the questionnaire and that pupils may write less in the open questions towards the end of the questionnaire.

Anonymity
The advantage of a questionnaire is that the pupils’ responses are not mediated by the presence of an adult. We have made the questionnaire anonymous with the option for pupils to write their name, especially if they wish to have a follow up conversation with an adult. However if schools wish to use the information to support the learning of individuals in particular need of help, they will want to weigh up whether they want to promise pupils anonymity or confidentiality. The latter has important implications for the way the data is collated and stored and who has access to this.

Collating the Answers
While questionnaires have the advantage of being easy to administer it can be time consuming to collate the answers. There are advantages therefore to making it available online where pupil responses can be collected in a data base. A database can be used to look at differences between groups in terms of what they find difficult and what is supportive. This is important as the aggregated data can inadvertently marginalise the needs of particular groups and make whole school responses inappropriate.
What works for you? - Barriers and supports at school

This is an opportunity for you to show how you feel about your experiences in school.

The school needs to know about this so that the right help and support can be provided.

What you tell us will be confidential; no one will know it was your questionnaire.

The questions that follow are for you to answer on your own. It is very important that you give honest answers. You can miss out any questions you don’t want to answer.

The questions below are about how you feel about different things.

There are some faces showing different types of feelings.

Very good  good  okay  not okay  bad  very bad

Please choose the one that comes closest to showing how you feel about the following things by marking it with a X

1. How do you generally feel at different times and in different places?

a) During lessons

Very good  good  okay  not okay  bad  very bad
b) During break

![Image of children during break]

very good  good  okay  not okay  bad  very bad


c) At lunch time

![Image of children at lunch]

very good  good  okay  not okay  bad  very bad

d) Outside, moving between buildings

very good  good  okay  not okay  bad  very bad

e) During special events (like school concerts, charity days)

![Image of children during special event]

very good  good  okay  not okay  bad  very bad
f) On school trips and visits

Can you say a bit more?

What helps at different times?

What makes things more difficult?

2) How do feel about different kinds of lesson?

a) When the whole class is working together
b) Working by yourself

![Image of a student working]

very good  good  okay  not okay  bad  very bad

What works for you?- Barriers and Supports at School

c) Practical classes (like art, food tech., lab sessions and so on)

![Image of students in a lab]

very good  good  okay  not okay  bad  very bad

d) Sports, games, dance, gym

![Image of students playing soccer]

very good  good  okay  not okay  bad  very bad

e) Tests, assessments, exams

very good  good  okay  not okay  bad  very bad
f) Homework

Can you say a bit more?

What helps at different times?

What makes things more difficult?

The next few questions are about any difficulties you might have.

Check the answer that fits best with the way you feel.

3. Do you find it difficult to join in with school activities?

- Yes, all the time
- Yes, most of the time
- Yes, some of the time
- Very occasionally
- No, not really
- Never
4. Do you find it difficult to learn in class?

- Yes, all the time
- Yes, most of the time
- Yes, some of the time
- Very occasionally
- No, not really
- Never

5. Do you find it difficult to get on with your classmates?

- Yes, all the time
- Yes, most of the time
- Yes, some of the time
- Very occasionally
- No, not really
- Never

6. Do you find it difficult to get on with your teachers and/or other people who work in the school?

- Yes, all the time
- Yes, most of the time
- Yes, some of the time
- Very occasionally
- No, not really
- Never

7. And what about life outside school? Do you find it difficult to do the things you want to do?

- Yes, all the time
- Yes, most of the time
- Yes, some of the time
- Very occasionally
- No, not really
- Never
8. What about missing school? Do you have to take time off school?

- Yes, frequently
- Yes, occasionally
- Not very often
- Never

9. Can you say some more about the things that you find difficult?

10. Can you say something about the things that you find easy or you are good at?

(This might be something like anxiety or depression, arthritis, asthma, autism, cancer, diabetes, epilepsy, hearing or visual impairment, chronic fatigue syndrome (ME), mental health difficulty, mobility problems, learning difficulty, or physical difficulties?)

- Yes
- No

Can you say some more about this?
If you answered YES to this question then please answer the next 2 questions. If you answered NO then skip the next 2 questions.

12. Would you say that your health or medical condition has gone on for a year or more?
   - Yes
   - No

13. Does it come and go, or is it the same most days?
   - It comes and goes
   - About the same from day to day
   - It flares up under certain circumstances

Can you say some more about this?
14. When you need support, where are the best places to find it?

- Your classmates
- Your teachers
- Other people in school
- Your family
- Other people outside school

15. If you had special powers what is the one thing you would like to change about your school?

Filling in this questionnaire might have raised some issues which you need to think about some more.

Please indicate if you would like to talk to someone in confidence

- in school
- at home
- somewhere else

Please contact…………………………………… who will support you in confidence in doing this.

But if you are happy to give your name, then you could write that instead

........................................................................................................

Thanks for taking the time to complete this questionnaire.

Your responses will be used to help people think about how to improve different aspects of school life.

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