

## **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.



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

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



#### a) During lessons



**b) During break**



 very good     good     okay     not okay     bad     very bad

**c) At lunch time**



 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)**



 very good     good     okay     not okay     bad     very bad

**f) On school trips and visits**

  
very good

  
good

  
okay

  
not okay

  
bad

  
very bad

Can you say a bit more?



What helps at different times?

What makes things more difficult?

2) How do you feel about different kinds of lesson?

a) When the whole class is working together



  
very good

  
good

  
okay

  
not okay

  
bad

  
very bad

**b) Working by yourself**



very good      good      okay      not okay      bad      very bad

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



very good      good      okay      not okay      bad      very bad

**d) Sports, games, dance, gym**



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?**

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**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?

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If you answered YES to this question then please answer the next 2 questions.  
If you answered NO then skip the next 2 questions.

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12. Would you say that your health or medical condition has gone on for a year or more?

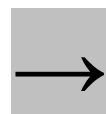
- Yes
- No

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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**

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**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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