

### Trustee Pupil Voice – 6/3/24

#### Present: Terry Smith (Trustee), sample of children from The Voice of Milford

TS spoke to four Year 5 & 6 pupils for thirty minutes on a range of different topics of their experiences and feelings about being a pupil at Milford.

The children were a credit to the school, giving carefully considered, appropriate responses to all issues discussed. They showed a high level of pride at being a member of the Milford community.

<u>Theme</u>	<u>Question</u>	<u>Responses</u>
<b>School environment</b>	<p><b>What is your favourite thing to do at school? Why?</b></p> <p><b>Is there anything you don't like doing at school?</b></p>	<p>P.E. was a particular favourite of the children – an opportunity to be outside, as was Gardening. English and Maths were enjoyable too, although writing not so much.</p> <p>The children were able to talk about their targets for improvement in reading, writing and Maths. When asked about their work in other foundation subjects, they were able to articulate clearly what they need to do to improve their work and were able to give examples (eg : in science and history) of how their learning has built on prior learning in previous year groups.</p> <p>All of the children displayed a high level of pride in the school and enjoyed coming here.</p> <p>Three of the children said they would appreciate more opportunities to have particular responsibilities within school. They value Sports Leaders and some jobs they had in school already but would like more opportunities to develop responsibilities.</p>
<b>Teaching and learning</b>	<p><b>What is your favourite subject?</b></p> <p><b>What do you do if you find something tricky?</b></p>	<p>As stated, P.E. and 'outside' opportunities were popular – three of the children specifically mentioned and valued opportunities to work outside of the classroom.</p> <p>If they find something difficult, they are comfortable asking for clarification or help and appreciated the support of teachers and TAs in supporting their learning.</p>

	<b>Does your school work challenge you?</b>	The Year 6 children said that a lot of their SATs revision was challenging, but felt comfortable being stretched.
<b>Behaviour</b>	<b>Do other children behave well?</b>  <b>What happens if children are not behaving well?</b>  <b>What rewards do you get for good behaviour?</b>	<p>Excellent responses – behaviour is ‘good’ throughout the school, supported by rewards for individuals and classes, in particular class Dojos. They were aware of the rewards and valued the challenge.</p> <p>When asked what was the best thing about being at Milford, one child said the inclusivity – every child in the school is encouraged to be ‘the best of the best’, regardless of their abilities.</p> <p>Trips are also valued – opportunities to develop their learning in different settings.</p>
<b>Safeguarding</b>	<b>How safe do you feel at school on a scale of 1-10?</b>  <b>Who keeps you safe in school?</b>  <b>Is bullying a problem in this school?</b>	<p>Scores given were 9.5, 10, 8 and 9. With all children saying they felt very safe at school.</p> <p>They value opportunities to talk to staff should they need to and valued positions like ‘Sports Leaders’.</p> <p>They know that staff ‘have their backs’ and look after them and know who to go to if they had a problem.</p> <p>Trips are strongly valued, especially residential, but also ‘day trips’.</p> <p>Bullying is not a problem in school at all and, on the rare occasions when it may happen, it is dealt with quickly and fairly.</p>
<b>The school day</b>	<b>What do you like to do at playtime?</b>	The children enjoy playtimes and dinnertimes, especially the opportunity to sit with their friends at dinnertime.

	<p><b>What do you like/dislikes about assemblies?</b></p> <p><b>What are you favourite trips?</b></p>	<p>School dinners got a mixed reception – two of the four children I spoke to had packed lunches. When asked why, one child said the food wasn't like the food he gets at home so didn't have school dinners 'for cultural reasons.'</p> <p>Portion sizes were also an issue, especially for those who were last into the dining room.</p>
<p><b>General comments about school</b></p> <p><b>I then asked a variety of questions from the 'Possible PD Questions' sheet from the SIA.</b></p>	<p><b>Friendships</b></p> <p><b>What would you do if you were shown something by a friend that you didn't want to see?</b></p> <p><b>Democracy &amp; British Values</b></p> <p><b>Staying safe</b></p>	<p>Friends – all children said that they developed good, solid friendships and appreciated loyal, kind and supportive friends, although they all said that they had 'fall outs' on a regular basis but resolutions were supported by the staff.</p> <p>The children said this had been covered in PSHE and Computing topics and class discussions and felt comfortable in dealing with the issue were it to arise.</p> <p>School was valued and recognised as an attempt to keep school safe and fun to be in. The children feel proud and respectful in school.</p> <p>The children understood was meant by 'democracy' and recognised that they had some opportunities in school to be involved in decision making and voting.</p> <p>The children were able to name the 'protected characteristics (race, belief, sexuality, gender) and had discussed these issues in PSHE and 'DART' (?) All of the children felt that there was no discrimination on these grounds at Milford.</p> <p>They had discussed the importance of understanding other cultures and religions in class discussions but said they would like to know more about the cultural and religious backgrounds of all of the children in school. They didn't think that other children would necessarily be aware of their own cultural identities.</p> <p>They had also discussed staying safe in assemblies and class and were able to discuss knife crime, drugs and cyber-bullying.</p>

	<p><b>Attendance</b></p>	<p>They understood the importance of healthy eating and keeping fit and valued the school's emphasis on PE and physical and mental health.</p> <p>The children understood the need to come to school every day and knew what happens if they were absent from school. They did not think absence was a particular issue across the school. They could clearly tell me what would happen if they were absent from school (eg : phonecalls on first day, discussions with parents, etc.)</p>
<p>In general, the children were a delight to talk to. They showed a high level of pride in being part of the Milford community and were an absolute credit to the school. They were open to discussions about the school and were able to recognise its strengths and suggest possible ways of making it 'even better.'</p> <p>I was impressed with their openness and honesty in discussing school life. It was particularly pleasing that they had such a clear understanding of discrimination, cultural issues and protected characteristics and were keen to ensure that Milford continues to be a positive and safe place to be.</p>		

**Terry Smith**

**Trustee**

**The Milford Academy.**