

KS2 Pupil Voice Report – February 2026

About School Life

KS2 pupils describe their school as *welcoming, friendly and full of opportunities to grow*. Many said it “feels like a family” because everyone knows each other and older pupils naturally look after younger ones. Children repeatedly referenced the school motto “**Growing Together**”, explaining that they grow academically, socially, emotionally and spiritually.

Pupils spoke proudly about the **GROWTH values** and could confidently name and explain them:

- Gratitude – “being thankful for what we have”
- Resilience – “never giving up, even when it’s hard”
- Outreach – “helping others inside and outside school”
- Wonder – “asking questions and being curious”
- Trust – “being honest and reliable”
- Harmony – “working together, even if we are different”

They shared how these values shape their behaviour, their friendships, their learning and even their play.

The school environment is another highlight. Pupils love the large grounds, adventure playground, gym equipment, and trim trail, with several mentioning how lucky they feel to have so much space. Forest Fridays and Biscuit Fridays were universally celebrated and Enrichment Days/ Weeks were often described as “the best days ever!”

Children also praised the many visitors who come into school - especially reading volunteers, theatre groups, sports coaches and experts linked to their topics.

Curriculum and Learning

KS2 pupils confidently explain their learning and how it builds over time. They understand that lessons connect to previous knowledge so that “our brains can grow step by step.” They gave examples from history, science, art, geography and maths, highlighting how teachers make learning engaging through practical activities, partner talk, experiments, outdoor sessions and creative tasks.

They value opportunities to challenge themselves, linking this to Resilience in the GROWTH values. When something is tricky - especially in writing or multi-step maths - pupils say teachers and friends encourage them to keep going.

Many pupils also commented positively on enrichment weeks, trips, museums, and themed learning such as science week or arts projects. They feel these experiences “help learning come alive.”

Assessment, Feedback and Progress

Children clearly understand how teachers help them improve. They described:

- Success criteria
- Comments in books
- Highlighted strengths
- “Even better if...” guidance
- Verbal feedback
- Editing and reflection time

They were able to give specific examples of work they improved after feedback, showing strong pupil ownership of progress. Many described the pride they feel when they can see their work getting better.

Behaviour and Attitudes

KS2 pupils feel behaviour across school is positive and fair. They say expectations are “clear, consistent and linked to the values,” and that both teachers and pupils model respect. They understand that good behaviour helps everyone learn.

They believe that when someone makes a poor choice, adults deal with it calmly and fairly, giving children a chance to improve. They appreciate restorative approaches and recognise the importance of kindness, honesty and taking responsibility.

Feeling Safe and Safeguarding

Every KS2 pupil said they feel safe in school. They could clearly explain why, mentioning:

- Trusted adults they can talk to
- Knowing who wears lanyards
- The new secure fencing
- Fire drills and lockdown practices
- Being taught about safety in Collective Worship and PSHE
- Supervised play areas

Older pupils showed particularly strong understanding of safeguarding, describing exactly what they would do if worried and how adults respond. Many gave examples of times adults helped them or others feel safe.

Collective Worship and Spiritual Life

Children spoke confidently about collective worship, saying they enjoy singing, reflecting, praying and taking turns to lead parts of the worship. They liked being involved in choosing readings, prayers or themes. Walking to church for special services is something many pupils look forward to, and they appreciate the peaceful moments worship gives them in busy school weeks.

Online Safety

KS2 pupils understand online safety well. They explained:

- Not sharing personal information
- Using safe passwords
- Reporting, blocking and screenshotting
- Speaking to a trusted adult
- Being respectful online
- Only using age-appropriate websites and apps

They said they feel confident about reporting concerns because “adults always take it seriously.”

Wellbeing and Pastoral Support

Pupils speak highly of the supportive adults in school. They know they can talk to teachers, teaching assistants or lunchtime staff if they feel sad or worried. They mentioned the Rainbow Room, worry boxes, calm spaces, and PSHE lessons that help them understand and express feelings.

Several pupils recalled specific times when staff helped them resolve friendship issues, deal with problems or celebrate successes. They said that feeling listened to helps them feel valued and safe.

Pupil Voice and Leadership

KS2 pupils feel genuinely involved in school life. They mentioned:

- School Council
- House Captains

- Playground leaders
- Librarians
- Worship leaders
- Reading buddies
- Class responsibilities

They appreciate that their ideas are taken seriously - referencing successful school council suggestions like playground improvements and input into the new library plans (“we cannot wait for it!”).

Pupils describe leadership roles as helping them grow in confidence, responsibility and teamwork.

Courageous Advocacy

KS2 pupils are very proud of the school’s courageous advocacy work. They loved:

- Supporting the Food Bank
- Environmental projects
- Walk-to-school initiatives
- Writing to Parliament
- Whole-school service projects

They understand these projects help them live out Outreach, Gratitude and Harmony, making a difference beyond school.

British Values

While not emphasised as heavily as the GROWTH values, pupils could talk about:

- Democracy (voting for School Council, House Captains)
- Rule of Law (school rules, fairness)
- Respect and tolerance (treating others kindly)
- Individual liberty (making choices in learning)

They understood how these link to being part of a community.

Best Things About the School

Most frequent responses were:

- Teachers
- Friends
- The values
- Big outdoor spaces
- Forest Fridays
- Biscuit Fridays
- Collective worship
- Projects and trips
- Feeling safe
- Leadership opportunities
- “Growing Together”

What Would You Improve?

The overwhelming answer: “**A new library!**” followed by:

- More outdoor learning
- More clubs
- More equipment

Pupils were excited and proud that the library is coming soon and that their ideas have contributed to its design.

What Should Ofsted Know?

KS2 pupils want Ofsted to know:

- “This school helps you grow - not just in learning but as a person.”
- “We are proud of our GROWTH values.”
- “Teachers care about us.”
- “We feel safe.”
- “We get chances to help others.”
- “We love coming to school.”

KS2 Pupil Answers / Quotes

About School

- “Our school is friendly, caring and fun.”
- “We all know each other and look after each other - we’re growing together.”
- “The teachers really help us learn.”
- “The GROWTH values help us know how to behave and live.”

Learning

- “Lessons build on what we learned before, so our brains grow step by step.”
- “Forest Fridays make learning exciting.”
- “We get challenges that help us show resilience.”

Feedback

- “Teachers give feedback that tells us what we did well and how to improve.”
- “Editing time helps us get better.”

Behaviour

- “Behaviour is good because everyone knows the expectations.”
- “Teachers are fair.”

Feeling Safe

- “I feel safe because adults look after us.”
- “We practise safety drills so we know what to do.”
- “I can talk to lots of adults if I am worried.”

Collective Worship

- “Collective worship helps us reflect, pray and think about the values.”
- “We like leading it.”

Online Safety

- “We don’t share personal information.”
- “If something is wrong online, we tell an adult straight away.”

Roles and Responsibility

- “Being a House Captain helps me be responsible.”
- “We help younger children.”
- “We like having jobs that show trust.”

Courageous Advocacy

- “We helped the Food Bank.”
- “We wrote to Parliament.”
- “It feels good to help others.”

Best Things

- “The teachers, the playground, Forest Fridays, and Biscuit Fridays.”
- “Growing together and using our GROWTH values.”

KSI Pupil Voice Report – February 2026

About School Life

KSI pupils describe their school as *happy, friendly and fun*. They say children and adults are kind, helpful and make them feel welcome every day. Many said they like coming to school because “the teachers smile at us” and because they have lots of friends to play with.

Children speak very proudly about **Growing Together**, saying that everyone helps each other to learn and to be kind. Even at this age, they can talk about the **GROWTH values** and recognise them in daily life - for example:

- Gratitude when thanking others
- Resilience when they keep trying in lessons
- Outreach when helping others
- Wonder when they explore outside
- Trust when they talk to adults
- Harmony when they play kindly with friends

They said the school feels like “a safe, calm place where we all belong.”

The school environment is a huge highlight. KSI pupils love the big playground, gym equipment, trim trail, mud kitchen and the space they have to explore. Forest Fridays were mentioned by nearly every child, with pupils describing them as “the best day ever!” They also adore Biscuit Fridays and say it makes Fridays extra special.

Children talked enthusiastically about visitors who come into school - especially people who come to help them read - and they love the fun events and enrichment weeks that make learning exciting.

Learning and Curriculum

KSI pupils enjoy their lessons and can explain what they are learning in simple terms. They spoke about learning through stories, practical tasks, outdoor activities and creative lessons. They said teachers help them understand new things by showing them examples, using equipment like cubes and counters, and giving them chances to talk to their partners.

They said they feel proud when they learn something new and enjoy subjects like maths, art, PE, Forest School, phonics and science. They appreciate that teachers “help us until we get it” and that friends help each other too.

Assessment, Feedback and Progress

Children in KSI understand how they know they’ve done well. They said things like:

- “My teacher tells me what I did well.”
- “I look for a smiley face or a sticker.”
- “My teacher helps me fix things if it’s tricky.”

They can explain that practising helps them improve, and they recognise small steps of progress such as spelling a new word, reading more fluently, or completing a maths challenge.

Behaviour and Attitudes

KSI pupils know exactly what good behaviour looks like: listening, being kind, taking turns, putting up hands, and helping tidy the classroom. They say good behaviour helps everyone learn and play happily.

They understand that rules help them feel safe and calm. If someone forgets a rule, children say teachers help them “make it right again” — showing the school’s positive, restorative approach. They feel adults are fair and consistent.

Feeling Safe and Safeguarding

All pupils said they feel safe in school. They explained this is because:

- There are always grown-ups around.
- They know who to talk to if they feel sad or worried.
- They see staff and visitors wearing lanyards.
- The new fence keeps them safe.
- They practise fire drills and lockdown drills, which help them “know what to do.”

Children can confidently name trusted adults they would talk to. They also recall learning about safety in PSHE and Collective Worship, such as being kind, using safe hands, and staying safe online.

Collective Worship and Spiritual Life

KSI pupils enjoy collective worship because they like singing, praying and hearing stories. They particularly enjoy when children help lead worship or share their ideas. Walking to church is described as “special” and pupils like being part of whole-school events.

Online Safety

Even at a young age, KSI pupils can explain:

- “Don’t click on things you don’t know.”
- “Don’t talk to strangers online.”
- “Tell a grown-up straight away if something feels wrong.”

They understand that adults will help them if anything online worries them.

Wellbeing and Support

KSI pupils feel cared for and supported. They say adults help them when they feel sad, worried or tired. They talked about quiet areas, time to talk, and teachers helping them calm down or find solutions. Friends are also a big part of their wellbeing — children feel confident that someone will play with them and help them.

Pupil Voice and Leadership

Children know that their ideas matter. They talked about giving ideas in circle time, School Council, class discussions and choosing activities. They could give examples of adults listening to their suggestions, such as playground ideas or choosing stories.

Roles and responsibilities are important to them. KSI pupils spoke proudly about being:

- Register helpers
- Line leaders
- Cloakroom monitors
- Book helpers
- Tidy-up team
- Playground buddies

They feel these jobs help them be responsible and show the values of Trust and Harmony.

Courageous Advocacy

KSI pupils love helping others. They talked enthusiastically about collecting for the Food Bank, taking part in charity projects, and joining whole-school campaigns. They know these activities link to Outreach and “helping people who need it.”

Best Things About the School

Most common answers included:

- Friends
- Teachers
- The playground and equipment
- Forest Fridays
- Biscuit Fridays
- Learning and playing
- Worship
- The big outdoor spaces
- Feeling safe
- Having visitors and special events

What Would You Improve?

KSI pupils said they are excited about the new library and would love more books, story areas and reading spaces. Some said they would like even more outdoor learning or more equipment - but overall, they were very happy with their school.

What Ofsted Should Know

KSI pupils want Ofsted to know:

- “Our teachers care about us.”
- “We feel safe.”
- “We learn lots.”
- “We are growing together.”
- “We love Forest Fridays and Biscuit Fridays!”
- “We help others.”

KSI Pupil Answers / Quotes

About School

- “My school is fun and kind.”
- “People help you if you’re stuck.”
- “We are growing together.”

GROWTH Values

- “Gratitude means saying thank you.”
- “Resilience means keep trying.”
- “Outreach is helping people.”
- “Wonder is when we explore things.”
- “Trust means telling the truth.”
- “Harmony is being kind and playing nicely.”

Learning

- “We’re learning about animals and where they live.”
- “I like maths because I get to use cubes.”
- “Forest Fridays help us learn outside.”

Feedback

- “I know my work is good when my teacher tells me.”
- “If it’s tricky, I practise and get better.”

Behaviour

- “Good behaviour is listening and sitting nicely.”
- “If someone forgets the rules, the teacher helps them fix it.”

Feeling Safe

- “I feel safe because there are grown-ups everywhere.”
- “We do fire drills so we know what to do.”
- “I can talk to my teacher if I’m sad.”

Collective Worship

- “I like singing and praying.”
- “Sometimes children help lead it.”

Online Safety

- “Don’t click on things you don’t know.”
- “If something scary comes up, tell a grown-up.”

Roles & Responsibility

- “I’m a line leader.”
- “We help tidy up.”
- “We help younger children.”

Advocacy

- “We helped the Food Bank.”
- “We help people who need things.”

Best Things

- “Forest Fridays!”
- “Biscuit Fridays!”
- “The playground.”
- “My friends and teacher.”

EYFS Pupil Voice Report – February 2026

About School Life

EYFS children describe their school as *happy, fun and friendly*. They talk about how kind their teachers are and how people help them when they feel sad or stuck. They say they enjoy coming to school because they get to learn, play with friends and try new things every day.

Even our youngest pupils talk about Growing Together. They explain that everyone grows “in our brains, in our kindness and in our hearts.” Children also begin to recognise the GROWTH values, especially Kindness, Helping, Trying Hard (their early-years understanding of Gratitude, Outreach and Resilience), and they notice these values in the way adults and friends treat each other.

The environment is a huge strength for EYFS pupils. They love the big outdoor area, the mud kitchen, the trim trail, and all the space they have to run, climb, explore and play. Forest Fridays are described with real excitement — children love going outside, exploring nature and working together. Biscuit Fridays are also a very popular highlight! Children enjoy visitors to school, especially those who help them with reading or bring interesting things to show. They often mention how much they like special days, themed weeks and fun activities.

Learning and Curriculum

EYFS pupils talk proudly about their learning. They describe learning through stories, songs, counting games, exploring outside, using play equipment, and making things. They know that teachers help them learn by showing them, modelling skills, working with small groups, and giving them fun activities to try.

They enjoy phonics, building with blocks, painting, role play, number games, Forest School, and dance/PE sessions. Children often say things like “I can do this now!” showing their growing confidence and independence.

Teachers help pupils feel proud of their progress, whether it’s writing their name, recognising numbers, building bigger towers, or learning new vocabulary.

Feedback and Progress

At this age, feedback is simple and immediate. Children said:

- “My teacher says ‘well done.’”
- “They show me how to do it.”
- “They help me if it’s tricky.”

They understand that practice helps them get better, and they can give examples of things they have learned with adult help such as forming letters, counting higher, or sharing calmly with friends.

Behaviour and Attitudes

EYFS pupils know what good behaviour looks like: listening to the teacher, being kind, sharing toys and taking turns. They say that following rules helps everyone stay safe and have fun.

If someone makes a mistake, children say teachers help them “make a good choice next time.” This shows that positive behaviour management is well embedded even at this early stage.

Feeling Safe and Safeguarding

Every EYFS pupil said they feel safe at school. Their explanations included:

- “Teachers look after us.”
- “There are grown-ups everywhere.”
- “The gates keep us safe.”

- “We practise fire drills.”
- “We stay with our class.”

They can confidently name adults they would talk to if they are hurt, sad or worried. They know grown-ups help them and that it is always okay to ask for help.

Collective Worship and Spiritual Life

EYFS children enjoy collective worship because they like singing, listening to stories, and sitting quietly to think or pray. They enjoy walking to church and being part of the whole school. They understand simple ideas about thanking others and being kind, which links naturally to Gratitude, Trust and Harmony from the GROWTH values.

Online Safety

Their understanding is age-appropriate. EYFS pupils said they should:

- “Ask a grown-up before using something.”
- “Tell a grown-up if something pops up.”
- “Only use our school iPads with the teacher.”

They know adults help keep them safe online.

Wellbeing and Emotional Support

Children feel well supported. They talked about:

- Telling a teacher if they feel sad
- Using calm places
- Having cuddly toys or comfort corners to help them regulate
- Friends looking after them

Staff are described as warm, caring and ready to help. Children say school makes them feel “happy” and “loved.”

Pupil Voice and Independence

EYFS pupils enjoy choosing activities and making decisions about their learning. They see this as a normal part of school life. They like giving ideas in group times, choosing stories, and helping with classroom jobs such as tidying up or handing out resources.

They understand that helping and sharing shows they are “good friends.”

Courageous Advocacy

Even our youngest pupils take part in the school’s courageous advocacy work. They know they help to turn off lights and joined in with whole-school projects. They recognise that helping others is part of being a kind school.

Best Things About the School

Common responses included:

- Playing with friends
- Teachers
- Forest Fridays
- Biscuit Fridays
- The big playground and mud kitchen
- Learning new things
- Singing and stories
- Feeling safe

What Would You Improve?

EYFS children said they would like:

- More toys
- More outdoor play
- More storybooks
- The new library (which they are excited about)

What Ofsted Should Know

EYFS pupils want Ofsted to know:

- “Our teachers care about us.”
- “We love playing and learning.”
- “We feel safe.”
- “Outside is fun!”

EYFS Pupil Answers / Quotes

About School

- “My school is fun.”
- “I like my teacher.”
- “I play with my friends.”

GROWTH Values (Early Understanding)

- “Thank you is Gratitude.”
- “Wonder is when we explore.”
- “Trust is telling the truth.”
- “Harmony is being kind.”

Learning

- “I can write my name now.”
- “I like counting games.”
- “We learn outside.”
- “I like painting and building.”

Feedback

- “My teacher says well done.”
- “They help me if I’m stuck.”

Behaviour

- “Good behaviour is sharing.”
- “We take turns.”
- “We listen.”

Feeling Safe

- “The teachers keep us safe.”
- “We do fire drills.”
- “I can talk to my teacher.”

Worship

- “I like singing.”
- “We listen to stories.”
- “We say thank you.”

Online Safety

- “I tell a grown-up if something happens.”
- “I only use the iPad with my teacher.”

Roles & Helping

- “I help tidy up.”
- “I give things out.”
- “I help my friends.”

Courageous Advocacy

- “We gave food to help people.”

Best Things

- “Forest Fridays!”
- “Biscuit Fridays!”
- “My friends.”
- “The playground.”

WHOLE-SCHOOL PUPIL VOICE REPORT (OFSTED BRIEFING VERSION)

Introduction

This whole-school pupil voice report brings together feedback from EYFS, KS1 and KS2. Across all ages, children speak with warmth, pride and clarity about their school. The themes are consistent at every stage, showing a strong, embedded culture of Growing Together and living out the GROWTH values:

Gratitude, Resilience, Outreach, Wonder, Trust and Harmony.

Children of all ages describe a happy, safe school where they feel cared for, challenged, listened to and supported to flourish.

1. School Culture and Ethos

Belonging and Relationships

Across the whole school, pupils describe a strong sense of community. They frequently call the school “friendly”, “kind”, “caring”, and “like a family.” EYFS highlight warm relationships with adults; KS1 emphasise kindness and helpfulness; KS2 articulate a sense of belonging, mutual respect and pride in the school.

All pupils recognise the motto **Growing Together**, and older pupils explain how it shapes behaviour, learning and relationships. The **GROWTH values** are well-understood across the school, with even the youngest children demonstrating early versions through everyday actions.

Environment and Opportunities

All phases praised the environment, particularly:

- The large outdoor spaces
- Gym equipment, trim trail, adventure playground
- The mud kitchen (EYFS/KS1)
- Forest Fridays (universally celebrated)
- Biscuit Fridays (another whole-school favourite)

Children recognise they are fortunate to have such spacious grounds and rich opportunities for outdoor learning and play.

Enrichment

Children across the school talk enthusiastically about:

- Enrichment weeks
- Visitors and specialists
- Reading volunteers
- Trips
- Whole-school celebrations
- Clubs and sports events

These experiences strongly enhance engagement, confidence and breadth of learning.

2. Curriculum and Learning

Enjoyment and Engagement

Across all phases, children enjoy learning. EYFS describe hands-on exploration; KS1 talk about learning through practical tasks; KS2 explain how topics build on previous knowledge. Children understand *why* they are learning, in age-appropriate ways.

Challenge and Progress

Older children can articulate clear examples of challenge, perseverance and improvement. They link this to

Resilience, showing personal awareness of learning processes. They value feedback, editing and next steps. Younger pupils demonstrate emerging understanding of progress (“I can do this now!”), and know adults help them improve.

Quality of Teaching

Across phases, children recognise that teachers:

- Help them understand new ideas
- Make learning fun and active
- Support them when things feel tricky
- Encourage them to keep trying
- Celebrate their successes

This reflects strong relationships and effective pedagogy.

3. Behaviour and Attitudes

Behaviour Expectations

All children know behaviour expectations and link them to the school values. EYFS talk about “sharing and listening”; KS1 about “being kind and trying hard”; KS2 about responsibility, fairness and making positive choices.

Behaviour is consistently perceived as:

- Calm
- Fair
- Supportive
- Focused on learning

Restorative Approach

Children in all phases understand that when mistakes happen, adults help them “fix it” or “make a better choice next time.” This demonstrates a positive, nurturing behaviour culture.

4. Safety and Safeguarding

Feeling Safe

All pupils — EYFS to KS2 — say they feel safe in school.

Reasons include:

- Kind, trusted adults
- Visible supervision
- New secure fencing
- Clear routines
- Knowing about lanyards for staff/visitors
- Practising fire drills and lockdown drills
- PSHE and collective worship themes around safety and kindness

KS2 pupils show particularly strong safeguarding awareness, confidently describing what they would do if worried.

Online Safety

Children across all phases demonstrate age-appropriate understanding of online safety. They know:

- Not to click on unknown links
- Not to share personal information
- To tell an adult immediately if something worries them
- Adults will help

5. Wellbeing and Support

Children in all phases say teachers care about them. They talk about:

- Time to talk
- Safe spaces
- Friends helping friends
- Adults who listen
- Support with feelings
- The Rainbow Room (EK2 mention most strongly)

Children feel nurtured, respected and valued.

6. Collective Worship and Spiritual Life

All children enjoy worship and talk confidently about:

- Singing
- Praying
- Reflecting quietly
- Listening to stories
- Children helping to lead
- Walking to church for services

Worship contributes positively to the school's ethos, supporting the GROWTH values and fostering community.

7. Pupil Voice, Roles and Responsibilities

Voice and Agency

All children know their views matter. They talk about:

- School Council
- Class discussions
- Suggestion ideas
- Being listened to
- Having their ideas acted upon (e.g. new equipment, plans for the library)

Leadership

Across phases, pupils are proud of their roles:

- House Captains
- Librarians
- Playground leaders
- Buddies
- Register helpers
- Line leaders
- Tidy-up teams
- Worship leaders

KS2 show strong awareness of responsibility; KSI and EYFS show developing independence.

8. Courageous Advocacy

This is a clear whole-school strength. All ages reference:

- Food Bank support
- Charity projects
- Travel plan work
- Supporting the environment
- Writing to Parliament (KS2)
- Helping others "who need things"

Children understand that they make a difference beyond school, living out Outreach, Gratitude and Harmony.

9. What Children Value Most

Repeated across the school:

- Teachers
- Friends
- Feeling safe
- The values

- Learning
- Outdoor spaces and equipment
- Forest Fridays
- Biscuit Fridays
- Collective worship
- Trips, events and visitors
- Roles and responsibilities
- “Growing Together”
- “We are proud of our school!”

10. What Children Would Improve

The overwhelming, whole-school response: **“A new library!”**

Children at every stage expressed huge excitement that it is *on the way*.

Additional suggestions included:

- More outdoor learning
- More equipment
- More books
- More clubs

All suggestions were positive and developmental.

Summary for Inspectors

Children across EYFS, KS1 and KS2 consistently describe:

- A warm, inclusive, values-driven school
- High levels of safety, trust and wellbeing
- Enjoyment of learning
- Strong relationships with staff
- Engagement with enrichment
- Leadership opportunities
- A culture of growing together
- A clear understanding of the GROWTH values
- Pride in courageous advocacy projects

The consistency across ages is a powerful indicator of the school’s embedded ethos.

WHOLE-SCHOOL PUPIL VOICE REPORT 2026

(SHORT WEBSITE VERSION)

Our Children's Views About Our School

At our school, pupils across EYFS, KS1 and KS2 speak proudly about their experiences. They describe a happy, friendly and safe place where everyone is **Growing Together**.

What We Love About Our School

- "Our teachers are kind and help us learn."
- "We have lots of friends."
- "We feel safe."
- "We have amazing outdoor spaces."
- "Forest Fridays are the best!"
- "We love Biscuit Fridays!"
- "We enjoy worship and walking to church."
- "Visitors and reading volunteers make learning exciting."
- "We are proud of our GROWTH values."

Our Values

Children talk confidently about the GROWTH values:

Gratitude, Resilience, Outreach, Wonder, Trust and Harmony.

Even the youngest pupils can explain what they mean.

Learning and Growing

Children enjoy their lessons and love learning through exploration, creativity and challenge. Older pupils explain clearly how feedback helps them improve.

Feeling Safe

Children of all ages say they feel safe because:

- Adults look after them
- The school is secure
- They practise fire and lockdown drills
- They know who to talk to

Helping Others

Children love taking part in our courageous advocacy projects, including supporting the Food Bank, environmental projects and charity events.

Leadership and Responsibility

Pupils enjoy being House Captains, librarians, buddies, helpers and playground leaders. They know their ideas make a difference.

What We Would Like Next

Across the school, the biggest excitement is... **Our new library!**

Pupils cannot wait for more books, spaces to read and story areas to enjoy.

Our Children Say:

- "We are growing together."
- "School is fun and safe."

- “Everyone is kind.”
- “We are proud of our school.”