Barley Lane School
Ready, Respectful, Safe.

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Pupil Relationships and Wellbeing Survey
Autumn 2026
Summative Report

Summary

The autumn survey indicates that pupils feel highly supported by adults in their lives, particularly by family members and school staff. Responses suggest that the school's nurturing ethos is having a significant positive impact on pupils' sense of belonging, confidence and wellbeing. Peer relationships remain positive overall, although this area shows greater variability than relationships with adults and may warrant ongoing attention – with a significant number of new pupils and new classes and relationships such variability is not uncommon for autumn term. Wellbeing measures are generally strong, with most pupils reporting feeling useful, optimistic and capable of making decisions.

Relationships with Adults in School

Pupils reported very strong relationships with adults in school across all measures.

Key strengths include:

83.1% reported that there is an adult who can help them with their learning when they are stuck.
80.3% reported that there is an adult who really cares about them.
78.9% reported that adults tell them when they have done a good job.
76.1% reported that there is an adult who can help if they are worried or have a problem.
75.0% reported that adults believe they will be successful.

Although most responses were positive, the areas with the largest proportion of lower-scoring responses related to sharing worries and accessing emotional support. While still strong overall, these findings suggest continuing work around trusted adults and emotional literacy would be beneficial.

Pupil Voice

Pupil comments reflected appreciation for staff support and relationships:

"The staff are great at their jobs and they do a lot of hard work."

"I love how they give me fist bumps, make me lunch, make lessons fun, ask about my weekend."

"Having a break when I need it."

"When we are no longer able to change a situation, we are challenged to change ourselves."
Viktor Frankl

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These comments suggest that pupils value both emotional support and the small daily interactions that help them feel known, safe and cared for.

Relationships with Adults at Home
Responses regarding home relationships were exceptionally positive and represented the strongest section of the survey.

Highlights include:

97.2% said there is an adult at home who really cares about them.
94.2% said there is an adult who wants them to do their best.
88.9% said there is an adult who believes they will be successful.
85.1% said there is an adult who listens to them.
84.8% said there is an adult who can help when they have worries or problems.

These findings suggest that the vast majority of pupils perceive strong family support networks and experience encouragement, care and advocacy at home.

Peer Relationships and Belonging
Peer relationships remain positive overall but represent the area with the greatest variation in responses.

Strong findings include:

74.6% felt other pupils would explain the rules of a game if they did not understand.
70.3% felt they would be picked as a partner.
69.2% felt peers would help them if they were hurt.
65.7% felt they would be chosen for a team.
65.2% felt peers would share things with them.

Areas for development include:

Only 57.6% felt peers would help if others were being mean to them.
52.9% felt they would be missed if absent from school.
Just 62.7% felt other pupils would tell them they were good at things.

These findings suggest that while pupils generally experience positive peer interactions, there is scope to strengthen friendship skills, inclusion, peer advocacy and a sense of belonging across the school community. This remains a key monitoring point as previously noted, peer relationships

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shows a pattern of variability due to new classes and insecure peer relationships during autumn term.

Wellbeing, sense of agency and self (KS3 and KS4 only)
The wellbeing section presents a broadly positive picture.

Positive indicators include:

75.6% felt able to make up their own mind about things.
72.5% felt close to people they care about.
62.8% felt useful.
62.8% felt relaxed.
58.0% reported thinking clearly.

The lowest-scoring measures were:

Feeling optimistic about the future (53.5% positive).
Thinking clearly (56.8% positive).
Dealing with problems well (58.1% positive).

Whilst these outcomes remain broadly favourable, they indicate potential areas for wider wellbeing support. Continuing work around emotional regulation, resilience, mental health awareness and problem-solving skills may help strengthen these measures further.

Overall Conclusions

The Autumn 2026 survey demonstrates that pupils experience strong and meaningful relationships with adults both at school and at home. The school's nurturing culture is clearly recognised and valued by pupils, who report high levels of care, encouragement and support.

Key strengths include:

Strong adult-pupil relationships.
Extremely positive perceptions of support at home.
High levels of confidence in adults providing help with learning.
Positive feelings of belonging and connectedness.

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Recommended next steps:

- Continue promoting trusted adult relationships for all pupils.
- Strengthen peer support, friendship and inclusion initiatives.
- Develop further opportunities for pupils to discuss worries and seek help confidently.
- Continue wellbeing and resilience work through PSHRE, Mental health awareness, Explicit skills teaching, Therapeutic interventions and Pastoral support.
- Monitor pupil optimism and coping strategies through future wellbeing surveys.

Overall, the findings present a highly positive picture of pupil wellbeing and relationships, with particularly strong evidence that pupils feel cared for, valued and supported by the adults around them.

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