

**Education Perceptions Monitor
Parent Survey No.4 To December 2011
For
The Crypt School
Gloucester**

Prepared and Presented

By

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Introduction

This report details the findings of the fourth Education Perceptions Monitor for The Crypt School.

The report measures the levels of satisfaction among the pupils' parents for a range of criteria, which have been previously identified as being important to the parents of school pupils, as well as for the core subjects, taught at the school.

The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to December 2011.

The report also measures performance with regard to overall satisfaction and improvement.

The results have been analysed to produce graphical presentations of each criterion and subject for both performance and importance. Criteria have also been analysed against year group and gender of pupil; criteria that produce a significant result for this test are included in the report in graphical form.

Methodology

The sample surveyed was taken from the parents of the pupils of the school. Questionnaires were distributed to all pupils' parents.

Questionnaires were sealed with a letter of explanation requesting help, and a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked parents to give a score of between 1 and 5 for each subject offered by the school as well as for a list of identified parent priorities. Parents were then asked to choose the 10 most important criteria from the list of 20 identified priorities. The parents also estimated the time their child spent on homework, identified subjects in which they felt their child was being "pushed" too hard or not hard enough and commented on the overall performance of the school, as well as making specific suggestions regarding possible improvements.

Results

294 completed questionnaires were returned representing a response rate of 37.4%. The survey produced a good overall response from the parents, gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that statistically reliable data could be drawn for all but four minority academic criteria.

For the sake of assessment in most schools, questions receiving a score of 70% or over should be considered a success for academic subjects, with 65% being a realistic target of attainment for non-academic criteria. These scores are based on average figures gathered from similar schools.

Scores of 10% or more higher than these target scores are exceptional, with scores of at least 5% less than these targets indicating room for improvement.

In some schools, the parents might be less likely to award a more generous score of 5, because one problematic issue within the school (such as bullying or discipline) is colouring the parents' perceptions of the other issues surveyed, and hence lowering scores across the board. Where this is the case, the boundary at which results are emboldened, to indicate areas of concern, may be lowered by 5%. This was not the case for this school.

The parents gave an excellent overall performance score (88%), while among the parents whose children were not in their first year at the school 41% said the school had improved over the last year while no one thought that the school's performance was worse. Of the parents of new pupils, only 2% felt that the school had not lived up to their expectations while 37% said the school was better than they had expected it to be.

Executive Summary

The survey results reveal that the school has reason to be very happy with most of its activities; particularly the number of criteria showing an improvement in scores.

With regard to Academic subjects, parents are most happy with the delivery of PSHEE, Citizenship and Religious Studies. (See page 8)

The parents are least happy with the delivery of English Literature, English Language and Business Studies. (See page 8)

With regard to Non-Academic areas, parents are most happy with the delivery of School communication, Careers advice and Caring teachers. (See page 9)

The parents are least happy with the delivery of School facilities, Computer access and Community spirit. (See page 9)

The parents' top priority for improvement is School facilities. (See page 19)

Since The Previous Survey (see pages 8, 9 and 11)

The following academic areas received significantly **higher** scores than the previous survey: **Religious Studies, Design Technology, Geography and Drama.**

There were **11 non-academic** areas which received significantly **higher** scores than the previous survey.

Over More than 2 Surveys (see pages 64 to 72)

There were **10 academic areas** which showed a significant **increase** in scores over more than 2 surveys.

There were **24 non-academic** areas which show a significant **increase** in scores over more than 2 surveys.

The survey has achieved a good benchmark of performance against which future academic years might be compared.

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 100 similar, Selective schools, and are also included in the appendix of this report.

All of the scores given have been tested to be reliable to within less than 5%, at the 95% confidence level, except for those subjects marked *, which due to the sample achieved, are only reliable to within 10%. Remember, ideally, scores should be above the red line; scores above the green line are good, and above the gold line are exceptional.

Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what pupils "usually" say. These unweighted scores are marked * .

The previous survey was completed in the school year ending in 2010. Results quoted from the previous survey may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Academic Criteria

Academic subjects	Weighted Score %	Previous Survey	% Change
PSHEE	87.9	87.7	+0.2
Citizenship	86.9	83.0	+3.9
Religious Studies	85.8	78.0	+7.8
* Statistics	85.6	87.5	-1.9
Music	82.3	76.4	+5.9
Mathematics	81.8	82.1	-0.2
Chemistry	81.4	78.4	+3.0
German	80.5	76.8	+3.8
Science	80.4	77.3	+3.1
French	80.0	78.3	+1.8
Physics	79.2	72.3	+6.8
Design Technology	78.3	71.6	+6.7
Physical Education	77.9	78.4	-0.5
Art	77.7	72.6	+5.1
Geography	77.4	68.1	+9.3
* Sports Studies	77.2	82.5	-5.3
History	76.9	74.1	+2.8
Games	76.9	76.2	+0.7
Biology	76.9	79.2	-2.4
Drama	76.2	69.4	+6.8
English	74.6	74.8	-0.2
ICT	74.2	72.0	+2.1
* Business Studies	73.0	70.3	+2.7
English Language	72.7	69.6	+3.2
English Literature	72.3	70.8	+1.5
Government and Politics	low response		
Media	"		
Philosophy and Ethics	"		
Psychology	"		

Only highlighted changes should be considered significant.

* - not weighted by average of similar schools

* - only reliable to within 10%

Core Parent Priorities

Criteria	Weighted Score %	Previous Survey	% Change
School communication	84.2	78.8	+5.4
Careers advice	83.0	80.8	+2.1
Caring teachers	81.0	78.8	+2.2
Developing moral values	80.5	77.4	+3.1
Social health education	79.5	76.0	+3.5
Teaching quality	79.4	76.6	+2.8
Choice of subjects	78.6	73.3	+5.4
Availability of resources	78.0	68.8	+9.2
Developing potential	77.8	78.2	-0.4
School discipline	77.7	72.0	+5.7
Exam results	77.5	72.3	+5.2
Levels of homework	77.4	74.1	+3.3
Developing confidence	77.0	75.5	+1.5
Happiness of child	76.2	76.5	-0.3
Control of bullying	75.4	67.4	+8.0
Truancy control	75.1	70.5	+4.7
School security	74.5	68.8	+5.6
Community spirit	74.5	73.1	+1.4
Computer access	74.4	69.0	+5.5
School facilities	73.2	68.9	+4.3
"Overall" Rating	87.5	84.1	+3.5

Only highlighted changes should be considered significant.

Happy Versus Unhappy Parents

Judging performance based solely on the mean score allows for error. It is possible that the views might be polarised so that positive and negative scores cancel each other out. It is therefore useful a method of analysis which identifies the % of parents who are unhappy with the School's perform for the criteria surveyed. The list identifies the % of parents giving a rating of "poor" or "very poor" each criterion. For balance, the % rating "good" or "very good" has also been given. These results include respondents who failed to answer this question, or who ticked "I don't know".

Academic Subjects

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
German	0.0%	2.7%	-2.7	88.6%
Science	0.0%	1.8%	-1.8	93.9%
Statistics	0.0%			98.6%
Geography	0.6%	11.9%	-11.3	87.7%
French	0.9%	2.6%	-1.8	88.1%
PSHEE	1.1%	1.2%	-0.1	79.9%
Religious Studies	1.2%	2.6%	-1.4	84.6%
Design Technology	1.7%	5.6%	-3.9	83.4%
History	1.8%	0.9%	+0.9	87.0%
Citizenship	1.8%	1.3%	+0.5	82.0%
English Language	2.0%	6.3%	-4.3	80.0%
Music	2.1%	4.4%	-2.3	81.5%
Mathematics	2.3%	3.8%	-1.5	89.4%
Games	2.4%	2.1%	+0.3	81.3%
Art	2.5%	3.1%	-0.6	81.2%
Drama	2.8%	4.5%	-1.7	80.8%
Sports Studies	3.0%			90.3%
English	3.3%	3.3%	+0.0	84.9%
Physical Education	3.5%	1.6%	+2.0	84.2%
Chemistry	3.6%	7.9%	-4.3	87.9%
Biology	3.7%	5.4%	-1.7	84.9%
English Literature	4.5%	10.6%	-6.1	82.2%
Physics	4.7%	11.8%	-7.1	82.4%
Business Studies	5.6%	6.3%	-0.7	66.3%
ICT	7.8%	8.2%	-0.4	68.3%

Happy Versus Unhappy Parents

Core Parent Priorities

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
Teaching quality	0.4%	1.3%	-0.9	90.8%
Exam results	0.9%	1.0%	-0.1	96.7%
Availability of resources	1.5%	5.7%	-4.2	84.9%
Social health education	2.0%	1.9%	+0.1	80.7%
School discipline	2.0%	2.6%	-0.6	87.0%
Caring teachers	2.4%	3.4%	-1.0	86.5%
Choice of subjects	2.5%	2.1%	+0.3	87.8%
School facilities	2.8%	5.4%	-2.5	72.3%
Computer access	2.9%	5.0%	-2.1	82.1%
Developing moral values	3.0%	1.3%	+1.6	79.6%
Happiness of child	3.1%	2.1%	+1.1	82.2%
Truancy control	3.3%	3.3%	-0.1	89.8%
Developing potential	3.5%	3.1%	+0.4	83.1%
School communication	3.5%	7.4%	-3.9	83.5%
School security	4.2%	6.7%	-2.5	77.3%
Developing confidence	4.7%	2.6%	+2.1	80.3%
Control of bullying	5.6%	8.3%	-2.7	77.1%
Community spirit	5.7%	6.4%	-0.7	69.8%
Levels of homework	6.3%	9.2%	-2.9	70.9%
Careers advice	9.8%	4.3%	+5.4	65.3%
"Overall" Score	0.3%	0.4%	-0.1	97.6%

Additional Criteria

Additional criteria were chosen from a menu, and investigated with regard to parent satisfaction and the following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 30 schools, the Appendix shows the average of similar schools.

In the table below, the "unhappy" parents are those who gave a score of 1 or 2, i.e. poor or very poor. The "happy" parents are those who gave a score of 4 or 5, i.e. good or very good.

Issue	Weighted Previous			% Previous			% Happy
	Score %	Survey	Change	Unhappy	Survey	Change	
Quality of school management	84.0	76.7	+7.3	0.4	2.1	-1.8	90.6
Encouraging and listening to parent views	83.3	79.9	+3.4	3.7	5.8	-2.0	71.7
Treating all pupils fairly and equally	81.9	75.6	+6.3	4.9	7.5	-2.6	82.1
Tailoring workload to child's needs and ability	81.8	78.0	+3.8	1.5	3.8	-2.3	79.9
Ensuring pupils do best and make good progress	81.5	78.7	+2.8	0.3			85.9
Regular marking of work	81.0	72.2	+8.8	6.8	11.1	-4.3	75.0
Explaining to parents how to help their child	79.5	74.6	+4.9	9.2	10.4	-1.2	69.4
Celebrating and rewarding achievement	77.5	75.9	+1.6	1.8	3.7	-1.9	87.2
Attitude of non-teaching support staff	77.4	72.3	+5.1	2.4	2.6	-0.2	86.9
Encouraging and listening to pupil views	77.3	71.3	+5.9	5.7	8.9	-3.1	73.8
Encouraging local community activity	77.2	77.2	-0.1	10.3	9.3	+1.0	58.0
Promoting racial harmony	76.5	70.7	+5.7	2.8	4.0	-1.2	84.3
School uniform	76.0	70.3	+5.7	2.9	4.5	-1.6	85.8
Extra curricular activities	73.2	73.4	-0.2	7.6	6.1	+1.5	65.1

Importance Ratings

Ideally those criteria which are most important to parents will be the criteria to which parents award the highest scores.

In the following table, the first column shows the percentage of parents who chose each of the criteria as one of their ten choices of what they felt was most important to them. The second column shows how well the school performs for the criteria, ie. 1st = what the school does best, 20th = what the school does least well.

Tip - Remember, green is good, red is bad

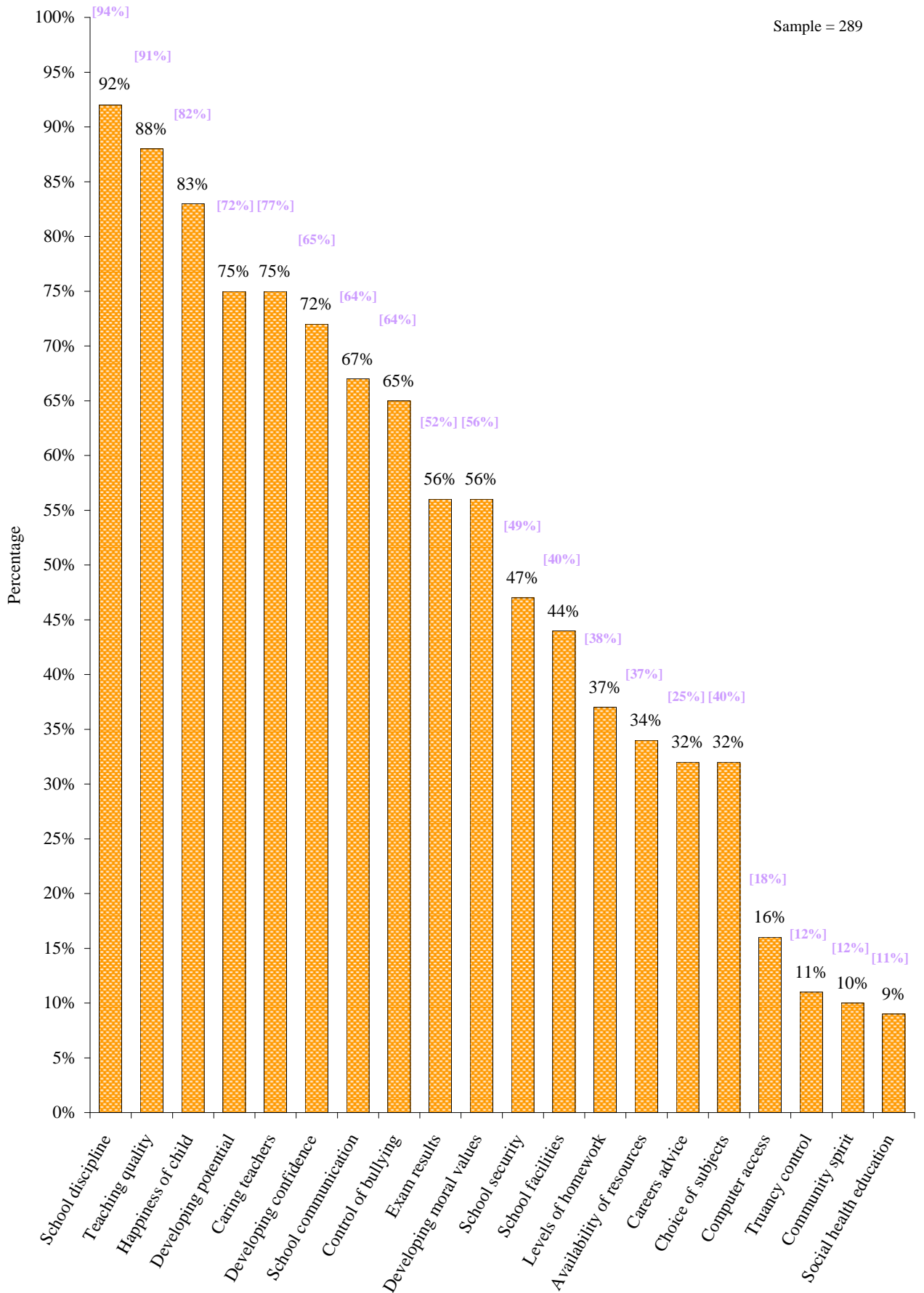
	Importance Score (%)	Ranking
School discipline	92.4%	(10th)
Teaching quality	87.8%	(6th)
Happiness of child	82.7%	(14th)
Developing potential	75.1%	(9th)
Caring teachers	75.0%	(3rd)
Developing confidence	71.6%	(13th)
School communication	66.9%	(1st)
Control of bullying	64.8%	(15th)
Exam results	56.4%	(11th)
Developing moral values	55.8%	(4th)
School security	46.7%	(17th)
School facilities	44.4%	(20th)
Levels of homework	37.0%	(12th)
Availability of resources	33.8%	(8th)
Careers advice	32.2%	(2nd)
Choice of subjects	31.6%	(7th)
Computer access	16.0%	(19th)
Truancy control	10.8%	(16th)
Community spirit	10.0%	(18th)
Social health education	8.8%	(5th)

Graphical and Tabular Analysis
of
Selected Results

Graph to Show Comparative Importance Scores for Each of the Core Parent Priorities.

The parents were asked to choose 10 priorities from a list of 20 criteria. The graph shows the % of parents who selected each criteria as one of their 10 choices.

This school's last survey figures are given in [brackets].



Charts to Compare What is Important to the School's Parents with what is Important to Parents from Similar Schools.

There were no significant differences detected.

This School

1st	School discipline
2nd	Teaching quality
3rd	Happiness of child
4th	Developing potential
5th	Caring teachers
6th	Developing confidence
7th	School communication
8th	Control of bullying
9th	Exam results
10th	Developing moral values
11th	School security
12th	School facilities
13th	Levels of homework
14th	Availability of resources
15th	Careers advice
16th	Choice of subjects
17th	Computer access
18th	Truancy control
19th	Community spirit
20th	Social health education

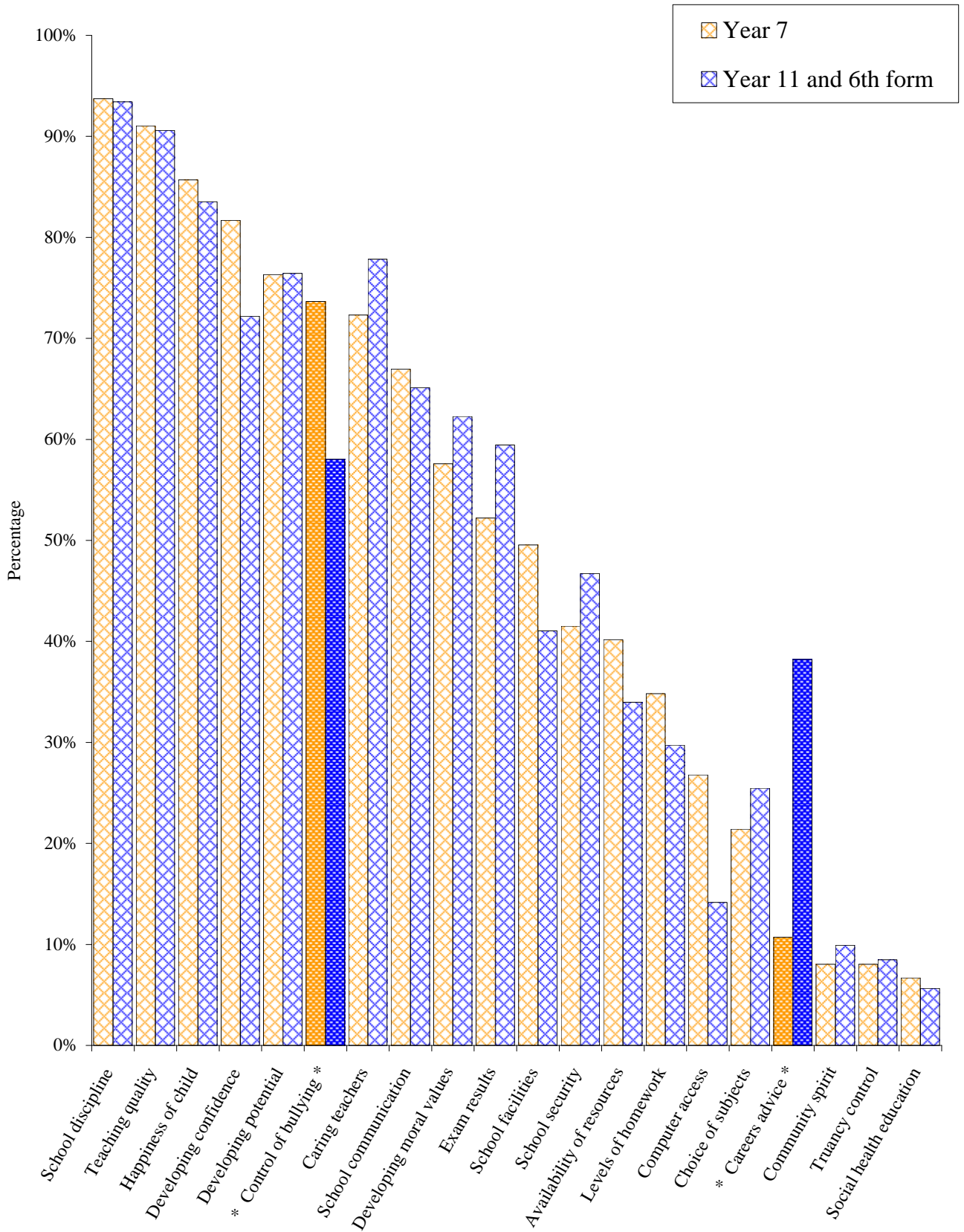
Average of Similar Schools

1st	Teaching quality
2nd	School discipline
3rd	Happiness of child
4th	Developing potential
5th	Caring teachers
6th	Developing confidence
7th	Control of bullying
8th	Exam results
9th	School communication
10th	Developing moral values
11th	School facilities
12th	School security
13th	Availability of resources
14th	Choice of subjects
15th	Careers advice
16th	Levels of homework
17th	Community spirit
18th	Computer access
19th	Social health education
20th	Truancy control

Graph to Show how Parents **Priorities** Change as the Children Get Older.

The parents were asked to choose 10 priorities from a list of 20 criteria. The graph shows the % of parents who selected each criteria as one of their 10 choices.

Differences in ranking of 4 or more positions have been highlighted.



Charts to Show how Parent **Priorities Change as the Children Get Older.**

Position differences of 4 or more have been highlighted.

Priorities of Year 7 Parents

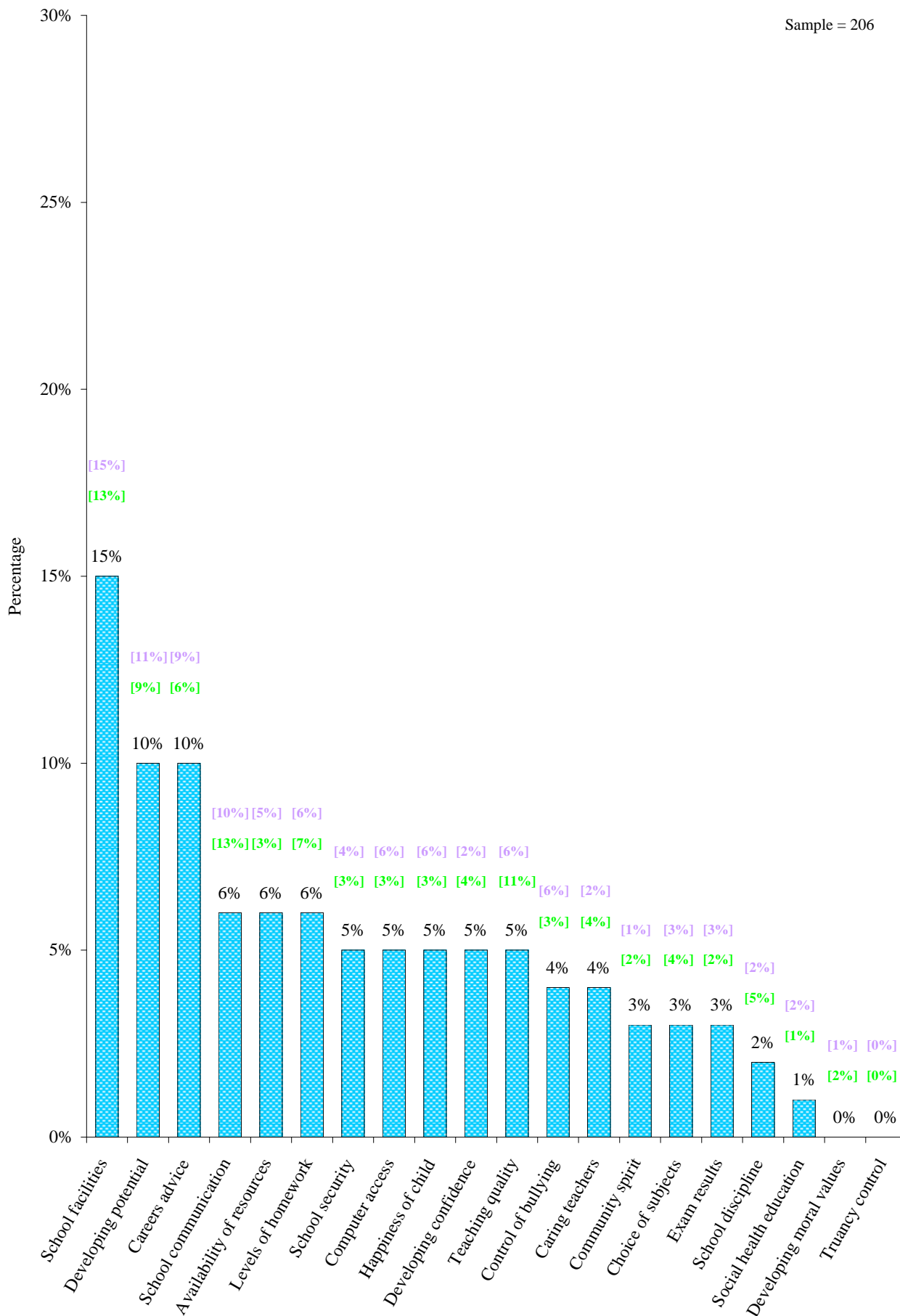
Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Happiness of child	3rd
Developing confidence	4th
Developing potential	5th
Control of bullying	6th
Caring teachers	7th
School communication	8th
Developing moral values	9th
Exam results	10th
School facilities	11th
School security	12th
Availability of resources	13th
Levels of homework	14th
Computer access	15th
Choice of subjects	16th
Careers advice	17th
Community spirit	18th
Truancy control	18th
Social health education	20th

Priorities of Year 11 and 6th form Parents

Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Happiness of child	3rd
Caring teachers	4th
Developing potential	5th
Developing confidence	6th
School communication	7th
Developing moral values	8th
Exam results	9th
Control of bullying	10th
School security	11th
School facilities	12th
Careers advice	13th
Availability of resources	14th
Levels of homework	15th
Choice of subjects	16th
Computer access	17th
Community spirit	18th
Truancy control	19th
Social health education	20th

Graph to Show Relative Parent Priorities for Improvement.

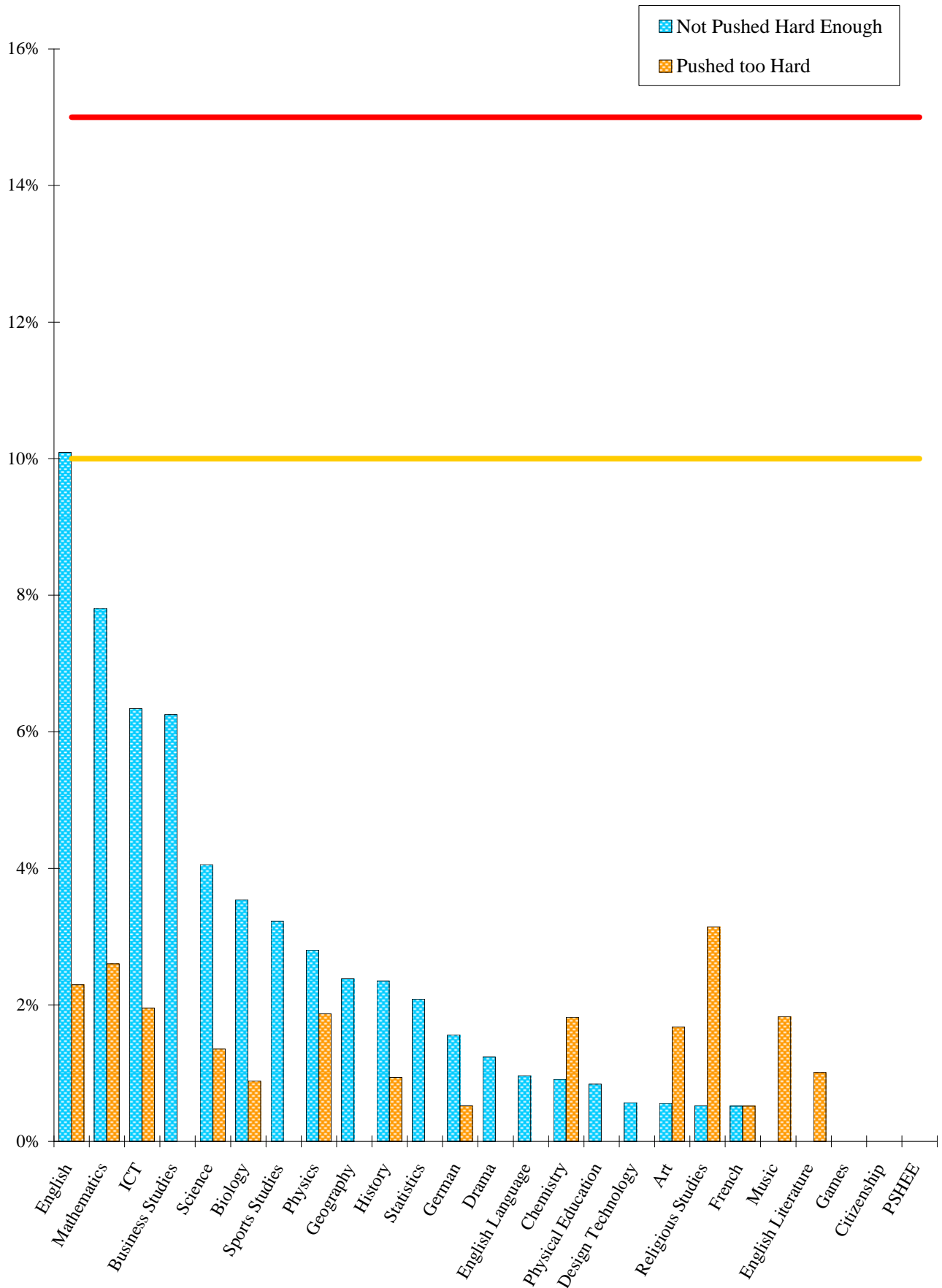
Average figures from similar schools are given in [brackets] , this school's last survey figures in [brackets].



Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough

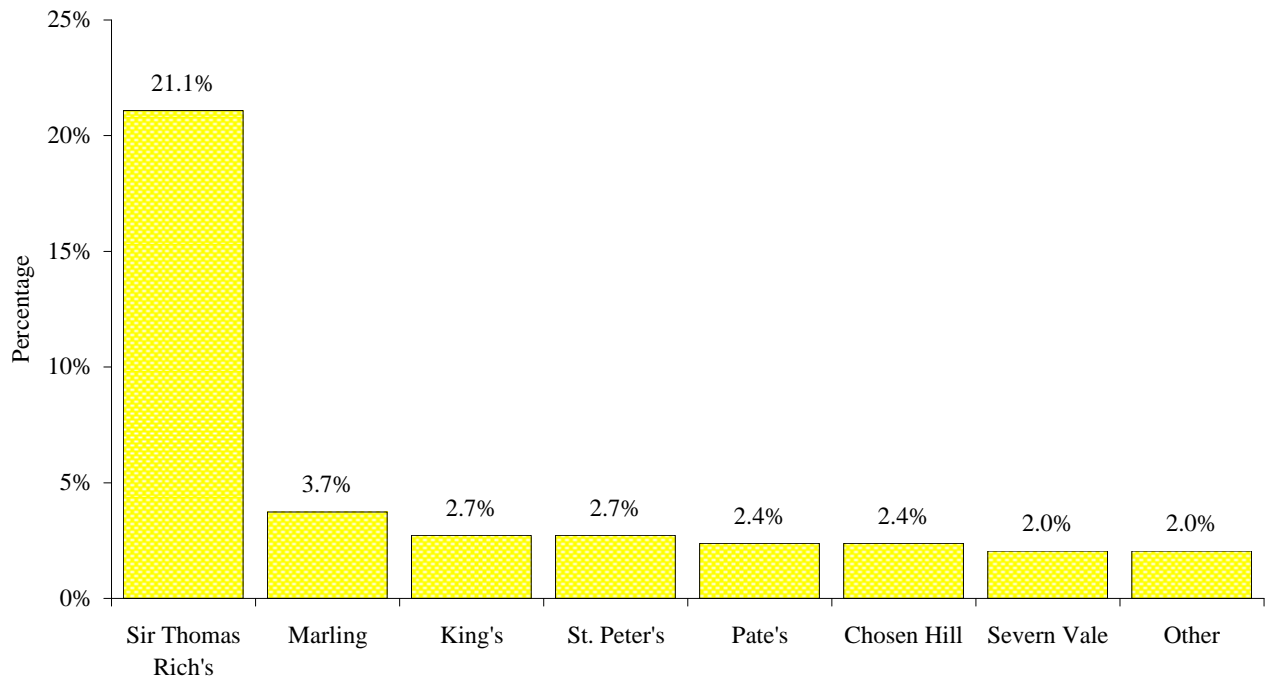
Scores should not exceed the red line

(English and Mathematics most commonly cross the red line for "Not Pushed Hard Enough")

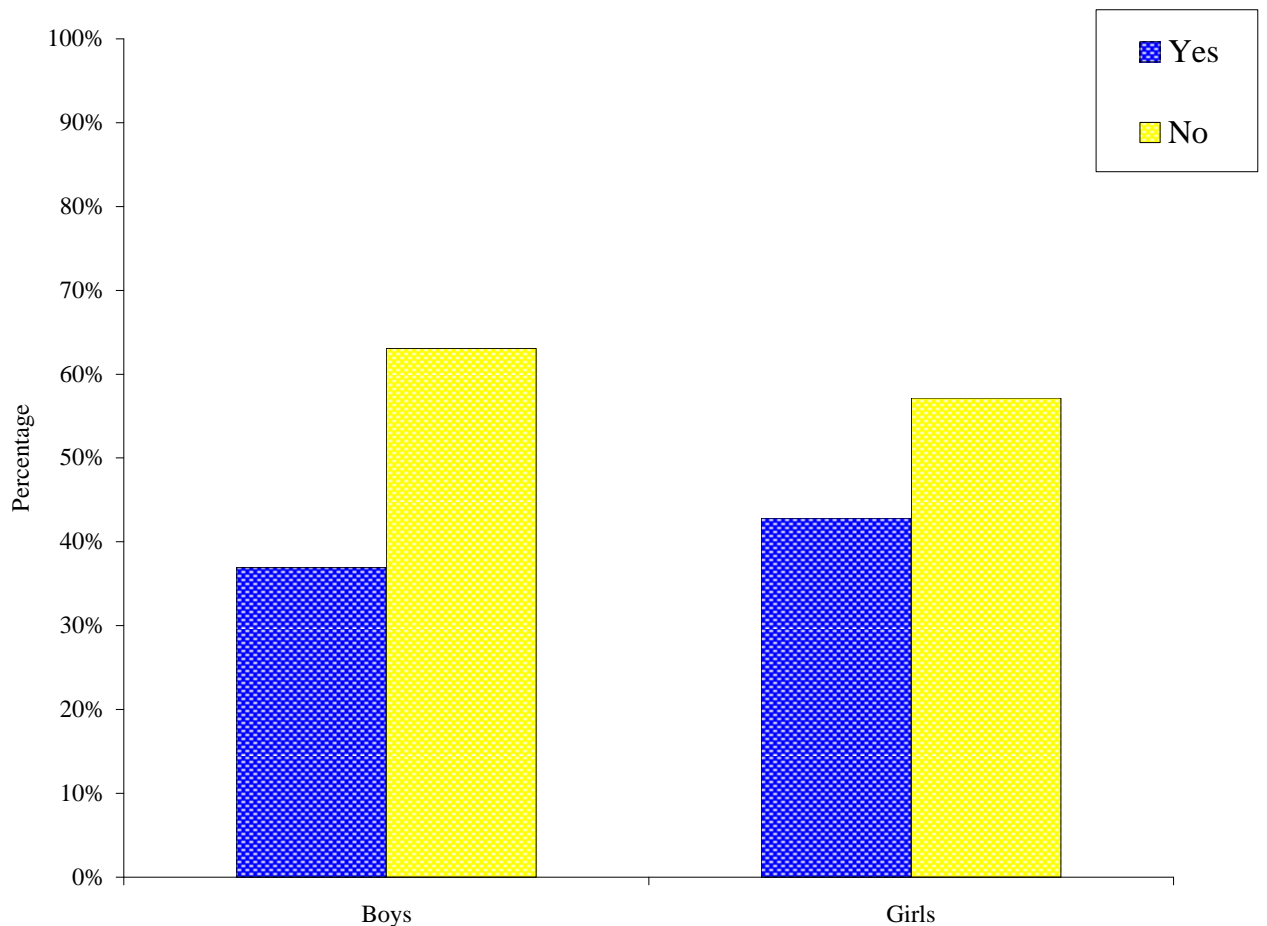


Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"

Some parents chose more than one option

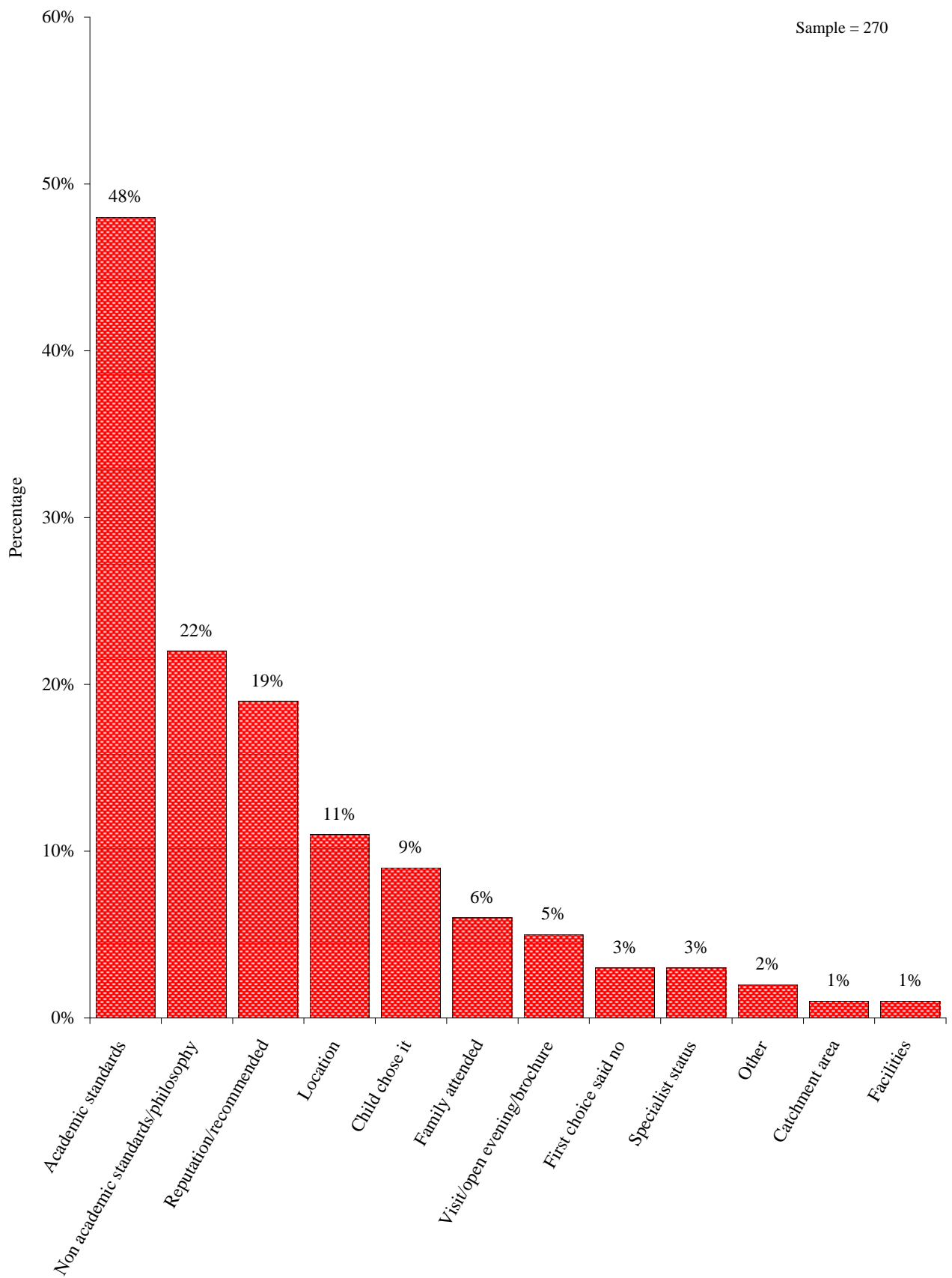


Graph to Show the Breakdown of Whether Another School was Considered, by Gender



Graph to Show Why Parents Chose to Send their Child to the School

Some parents chose more than one option



Parents' Comments

The specific comments of parents, which occurred on more than one occasion, were as follows.

Many of the parent comments were very positive and many of the negative comments were qualified in light of the parents' overall satisfaction with the school.

The parents were enthusiastic in the number of comments that they made and the comments were diverse in their nature.

Many of the parents who commented said how happy and confident their children had been since starting at The Crypt School.

Thirty two parents commented that they were happy with the overall performance of the school. Five parents were pleased with their child's progress. Two parents considered the school to have a very caring ethos. However, two parents expressed concerns regarding the poor security with the school. One parent felt that their child had settled in well. One parent considered the school to be well managed. A further parent would recommend the school to others.

Nineteen parents were pleased with the overall standard of education provided, with some referring to staff as excellent and caring. Six parents were pleased with the amount of learning support their child received. However, one parent felt that more could be done to encourage their child to reach their full potential. One parent commented that their child's work did not always seem to be marked. A further parent suggested that more could be done to improve the provision of careers advice.

Whilst eight parents believed that communication between the school and parents needed to improve, three parents were pleased with the way in which the school handled their concerns. One parent would welcome information on topics covered in class and guidance on how they could help to support their child's learning. One parent commented that their calls were not returned after messages have been left. A further parent suggested that more communication via email would be beneficial.

The allocation of homework was considered by four parents to be excessive and by two parents to be inconsistent. One parent expressed disapproval with regard to the allocation of homework during exam time. A further parent felt that there needed to be less focus on use of the computer to complete homework.

The following comments were received but in lower numbers than those on the previous page.

Two parents felt that the schools uniform policy needed to be more strictly enforced. Two parents requested the provision of more healthy food options. Two parents suggested a larger canteen would be beneficial. A further parent felt that the lunchtime provision needed to improve.

Whilst two parents commented that punishments were often given for minor reasons, one parent felt that the school needed to take a stronger approach to discipline. A further parent commented on the disruptive behaviour of some students and the seeming lack of control in class.

Two parents requested a wider range of extra curricular activities be made available.

One parent expressed concerns with regard to the alleged incidence of bullying at the school.

One parent felt that parent evenings were held too late in the academic year. A further parent requested the provision of more frequent parent evenings.

Strengths and Weaknesses

The following areas are those in which the school had the highest and lowest perceived standards of performance (based on mean percentage scores). The relative importance score and its position are given in brackets. Remember, **gold** is outstanding; **green** - good; **black** - satisfactory, and **red** - inadequate

Relative Strengths - academic

87.9%	PSHEE
86.9%	Citizenship
85.8%	Religious Studies
85.6%	Statistics
82.3%	Music

Relative Weaknesses - academic

72.3%	English Literature
72.7%	English Language
73.0%	Business Studies
74.2%	ICT
74.6%	English

Relative Strengths - selected performance criteria

84.2%	School communication
83.0%	Careers advice
81.0%	Caring teachers
80.5%	Developing moral values
79.5%	Social health education

Importance

(66.9%)	7th
(32.2%)	15th
(75.0%)	5th
(55.8%)	10th
(8.8%)	20th

Relative Weaknesses - selected performance criteria

73.2%	School facilities
74.4%	Computer access
74.5%	Community spirit
74.5%	School security
75.1%	Truancy control

Importance

(44.4%)	12th
(16.0%)	17th
(10.0%)	19th
(46.7%)	11th
(10.8%)	18th

Note: even the relative weaknesses achieved good scores

Every Child Matters

The headings below are the 5 "Every Child Matters" outcomes. For each of the outcomes, we have given the weighted parental scores for any relevant criteria included on your questionnaire. Remember, **gold** is outstanding; **green** - good; **black** - satisfactory, and **red** - inadequate, in terms of parental perceptions.

<u>1. Being Healthy:</u>	Healthy lifestyle - Exercise	82.1%
	Social health education	79.5%
	Physical Education	77.9%
	Out of school activities/clubs	73.2%
	Healthy lifestyle - Diet	65.4%
<u>2. Staying Safe:</u>	Treating all pupils fairly and equally	81.9%
	Caring/approachable attitude of teachers	81.0%
	Promoting racial harmony	76.5%
	Control and prevention of bullying	75.4%
	School security/safety	74.5%
<u>3. Enjoying and Achieving:</u>	Developing strong moral values in pupils	80.5%
	Social health education	79.5%
	Developing potential	77.8%
	School discipline/good behaviour	77.7%
	Celebrating and rewarding achievement	77.5%
	Encouraging local community activity	77.2%
	Developing self confidence/esteem	77.0%
	Happiness of child	76.2%
	Community spirit	74.5%
	Out of school activities/clubs	73.2%

Every Child Matters (continued..)

4. Making a Positive Contribution:

PSHEE	87.9%
Citizenship	86.9%
Treating all pupils fairly and equally	81.9%
Developing moral values	80.5%
Social health education	79.5%
School discipline/good behaviour	77.7%
Encouraging local community activity	77.2%
Community spirit	74.5%

5. Economic Well-being:

PSHEE	87.9%
Citizenship	86.9%
Careers advice and guidance	83.0%
Mathematics	81.8%
Social health education	79.5%
Developing a pupil's potential	77.8%
Exam results	77.5%
English	74.6%
Community spirit	74.5%
ICT	74.2%
Business Studies	73.0%
English Language	72.7%

ASCL Self-evaluation Summary

The October 2011 Ofsted evaluation schedule asserts the increased importance of a school's own self evaluation data as the starting point of the inspection process.

The following evidence summary is presented to allow schools to summarise their inspection self evaluation evidence under the four main judgments: Achievement, Teaching, Behaviour & Safety and Leadership. Also, the school's promotion of Spiritual, Moral, Social and Cultural Development (SMSC) is included, along with Overall Effectiveness.

The evidence is presented here under the format of the School Self-evaluation: Guidance for Schools document, created and promoted by ASCL. This format summarises your school's survey evidence into ASCL's writing frame structure. The evidence given here is only that achieved from this survey; it is vital that your evidence summary for Ofsted also considers any other evidence that you have gathered, either from other surveys or from internal measurement and observation.

The Judgement areas, plus an overall summary, are broken down into sub-criteria. Scores of 1 to 4 represent ratings of Outstanding, Good, Satisfactory and Inadequate as used by ASCL. Where any area is found to be Inadequate then this rating will be given for the section as a whole. Criteria where evidence was just indicative rather than reliable are once again given in pink.

Remember, for grading comparisons with our colour coded system:

Gold	= Outstanding	= Grade 1
Green	= Good	= Grade 2
Black	= Satisfactory	= Grade 3
Red	= Inadequate	= Grade 4

It is now also possible to have split grades. If your grade is close to the boundary above, this is indicated with a + (plus). If your grade is close to the boundary below, this is indicated with a - (minus).

Achievement Section

Pupils' Progress

Ensuring pupils do best and make good progress	81.5%	Outstanding
Average of Academic Subject Ratings		Good
Developing Potential	77.8%	Outstanding
Exam results	77.5%	Outstanding
Developing Confidence	77.0%	Outstanding

Strengths

Ensuring pupils do best and make good progress

Weaknesses

Average of Academic Subject Ratings

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Pupils' Learning

Tailoring workload to child's needs and ability	81.8%	Outstanding
Ensuring pupils do best and make good progress	81.5%	Outstanding
Teaching quality	79.4%	Outstanding
Average of Academic Subject Ratings		Good
Developing Potential	77.8%	Outstanding
Exam results	77.5%	Outstanding

Strengths

Tailoring workload to child's needs and ability

Ensuring pupils do best and make good progress

Weaknesses

Average of Academic Subject Ratings

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Skills - literacy and numeracy across the curriculum

Mathematics	81.8%	Outstanding
Choice of subjects	78.6%	Outstanding
Developing Potential	77.8%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding
Developing Confidence	77.0%	Outstanding
English	74.6%	Good
English Language	72.7%	Good

Strengths

Mathematics
Choice of subjects

Weaknesses

English Language
English

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Attainment and closing gaps

Ratio of parents saying school improving versus declining		Outstanding
Average of Academic Subject Ratings		Good
Exam results	77.5%	Outstanding

There are too few criteria in this sub-section to list the strengths and weaknesses

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Summary Grade - Achievement Section

Your average parental grade for "Achievement" = 1.2 = Outstanding = **Grade 1**

To Reach the Next Grade

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Teaching Section

Teaching Overall

Average of Academic Subject Ratings

Good

Strengths

PSHEE

Citizenship

Religious Studies

Weaknesses

English Literature

English Language

Business Studies

Your average parental grade for this section = 1.6 = Good = **Grade 2 (+)**

Pupils' Progress and Learning

Tailoring workload to child's needs and ability

81.8%

Outstanding

Ensuring pupils do best and make good progress

81.5%

Outstanding

Average of Academic Subject Ratings

Good

Developing Potential

77.8%

Outstanding

Exam results

77.5%

Outstanding

Strengths

Tailoring workload to child's needs and ability

Weaknesses

Average of Academic Subject Ratings

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Pupils' Attitudes to Learning

Ensuring pupils do best and make good progress	81.5%	Outstanding
Developing Potential	77.8%	Outstanding
Celebrating and rewarding achievement	77.5%	Outstanding
Developing Confidence	77.0%	Outstanding

Strengths

Ensuring pupils do best and make good progress

Weaknesses

There are no weaknesses in this sub-section

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Teachers' Planning and Expertise

Tailoring workload to child's needs and ability	81.8%	Outstanding
Teaching quality	79.4%	Outstanding
Average of Academic Subject Ratings		Good
Exam results	77.5%	Outstanding

Strengths

Tailoring workload to child's needs and ability

Weaknesses

Average of Academic Subject Ratings

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1**

Teachers' Expectations

Tailoring workload to child's needs and ability	81.8%	Outstanding
Ensuring pupils do best and make good progress	81.5%	Outstanding
Developing Potential	77.8%	Outstanding
Levels of homework	77.4%	Outstanding

Strengths

Tailoring workload to child's needs and ability

Weaknesses

There are no weaknesses in this sub-section

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Interventions and support

Your own assessment is required here.

Teaching of RWCM

Mathematics	81.8%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding
Developing Confidence	77.0%	Outstanding
English	74.6%	Good
English Language	72.7%	Good

Strengths

Mathematics

Weaknesses

English Language

Your average parental grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Assessment

Treating all pupils fairly and equally	81.9%	Outstanding
Tailoring workload to child's needs and ability	81.8%	Outstanding
Ensuring pupils do best and make good progress	81.5%	Outstanding
Teaching quality	79.4%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding

Strengths

Treating all pupils fairly and equally

Weaknesses

There are no weaknesses in this sub-section

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Marking, Feedback and Homework

School communication	84.2%	Outstanding
Tailoring workload to child's needs and ability	81.8%	Outstanding
Ensuring pupils do best and make good progress	81.5%	Outstanding
Regular marking of work	81.0%	Outstanding
Respondents saying "Right" for Homework Amount		Outstanding
Explaining to parents how to help their child	79.5%	Outstanding
Celebrating and rewarding achievement	77.5%	Outstanding
Levels of homework	77.4%	Outstanding

Strengths

School communication

Tailoring workload to child's needs and ability

Ensuring pupils do best and make good progress

Weaknesses

There are no weaknesses in this sub-section

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Summary Grade - Teaching Section

Your average parental grade for "Teaching" = 1.2 = Outstanding = **Grade 1**

To Reach the Next Grade

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Behaviour and Safety Section

Parents', Staff and Pupils' views of Behaviour and Safety

School communication	84.2%	Outstanding
Encouraging and listening to parent views	83.3%	Outstanding
Treating all pupils fairly and equally	81.9%	Outstanding
Developing moral values	80.5%	Outstanding
School discipline	77.7%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
School security	74.5%	Good

Strengths

School communication
Encouraging and listening to parent views
Treating all pupils fairly and equally

Weaknesses

School security

Your average parental grade for this section = 1.1 = Outstanding = **Grade 1**

Pupils' Behaviour

Treating all pupils fairly and equally	81.9%	Outstanding
Developing moral values	80.5%	Outstanding
School discipline	77.7%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
Community spirit	74.5%	Good

Strengths

Treating all pupils fairly and equally
Developing moral values

Weaknesses

Community spirit

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Pupils' Attitudes

Developing potential	77.8%	Outstanding
School discipline	77.7%	Outstanding
Developing confidence	77.0%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
Community spirit	74.5%	Good

Strengths

- Developing potential**
- School discipline**

Weaknesses

- Community spirit**

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Safety and Mutual Support

PSHEE	87.9%	Outstanding
Citizenship	86.9%	Outstanding
School communication	84.2%	Outstanding
Treating all pupils fairly and equally	81.9%	Outstanding
Caring teachers	81.0%	Outstanding
Social health education	79.5%	Outstanding
Attitude of non-teaching support staff	77.4%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding
Developing confidence	77.0%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
School security	74.5%	Good
Community spirit	74.5%	Good

Strengths

PSHEE
Citizenship
School communication

Weaknesses

Community spirit
School security

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

School Systems

School communication	84.2%	Outstanding
Quality of school management	84.0%	Outstanding
Treating all pupils fairly and equally	81.9%	Outstanding
Control of bullying	75.4%	Outstanding
Truancy control	75.1%	Outstanding
School security	74.5%	Good

Strengths

School communication
Quality of school management

Weaknesses

School security

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Bullying

Caring teachers	81.0%	Outstanding
Developing moral values	80.5%	Outstanding
Attitude of non-teaching support staff	77.4%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
School security	74.5%	Good
Community spirit	74.5%	Good

Strengths

Caring teachers
Developing moral values
Attitude of non-teaching support staff

Weaknesses

Community spirit
School security

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1**

Attendance and Punctuality

Truancy control

75.1% Outstanding

There are too few criteria in this sub-section to list the strengths and weaknesses

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Summary Grade - Behaviour and Safety Section

Your average parental grade for "Behaviour and Safety" = 1.1 = Outstanding = **Grade 1**

To Reach the Next Grade

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Leadership Section

Impact on outcomes; improvement

Among the parents whose children were not in their first year at the school 41% said the school had improved over the last year while no one thought that the school's performance was worse.

Ratio of parents saying school improving versus declining **Outstanding**

Criteria improving since previous, or earlier surveys **Outstanding**

Significant improvements versus significant declines **Outstanding**

The following academic areas received significantly **higher** scores than the previous survey: **Religious Studies, Design Technology, Geography** and **Drama**.

There were **11 non-academic** areas which received significantly **higher** scores than the previous survey.

Over More than 2 Surveys

There were **10 academic areas** which showed a significant **increase** in scores over more than 2 surveys.

There were **24 non-academic** areas which show a significant **increase** in scores over more than 2 surveys.

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Impact on teaching and learning

Ensuring pupils do best and make good progress	81.5%	Outstanding
Regular marking of work	81.0%	Outstanding
Caring teachers	81.0%	Outstanding
Teaching quality	79.4%	Outstanding
Availability of resources	78.0%	Outstanding
Developing potential	77.8%	Outstanding
Exam results	77.5%	Outstanding
Attitude of non-teaching support staff	77.4%	Outstanding
Levels of homework	77.4%	Outstanding
Truancy control	75.1%	Outstanding
Computer access	74.4%	Good
School facilities	73.2%	Good
Extra curricular activities	73.2%	Good

Strengths

Ensuring pupils do best and make good progress
Regular marking of work
Caring teachers

Weaknesses

Extra curricular activities
School facilities
Computer access

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Curriculum

PSHEE	87.9%	Outstanding
Citizenship	86.9%	Outstanding
Careers advice	83.0%	Outstanding
Tailoring workload to child's needs and ability	81.8%	Outstanding
Ensuring pupils do best and make good progress	81.5%	Outstanding
Social health education	79.5%	Outstanding
Teaching quality	79.4%	Outstanding
Choice of subjects	78.6%	Outstanding
Developing potential	77.8%	Outstanding
Exam results	77.5%	Outstanding

Strengths

PSHEE
Citizenship
Careers advice

Weaknesses

There are no weaknesses in this sub-section

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Self evaluation

Range of self-evaluation programme	Good
Commitment to self-evaluation programme	Outstanding
Rigour of surveys - ability to identify weakness and improvement	Good

Your average parental grade for this section = 1.7 = Good = **Grade 2 (+)**

Expectations Ambition

Your own assessment is required here.

Engagement with Parents and Carers

School communication	84.2%	Outstanding
Encouraging and listening to parent views	83.3%	Outstanding
Caring teachers	81.0%	Outstanding
Explaining to parents how to help their child	79.5%	Outstanding
Attitude of non-teaching support staff	77.4%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding

Strengths

School communication
Encouraging and listening to parent views

Weaknesses

There are no weaknesses in this sub-section

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Safeguarding

PSHEE	87.9%	Outstanding
Citizenship	86.9%	Outstanding
Quality of school management	84.0%	Outstanding
Treating all pupils fairly and equally	81.9%	Outstanding
Caring teachers	81.0%	Outstanding
Developing moral values	80.5%	Outstanding
Social health education	79.5%	Outstanding
School discipline	77.7%	Outstanding
Attitude of non-teaching support staff	77.4%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
Truancy control	75.1%	Outstanding
School security	74.5%	Good
Community spirit	74.5%	Good

Strengths

PSHEE
Citizenship
Quality of school management

Weaknesses

Community spirit
School security

Your average parental grade for this section = 1.1 = Outstanding = **Grade 1**

Summary Grade - Leadership Section

Your average parental grade for "Leadership" = 1.2 = Outstanding = **Grade 1**

To Reach the Next Grade

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Spiritual, Moral, Social and Cultural Development

Introduction

The school's promotion of students' spiritual, moral, social and cultural development is an element of the new framework, but there is no separate judgement and no specific criteria for evaluation. It is included here (as in the ASCL guidance) as an extra tool to help schools to evaluate the quality and impact of their SMSC work.

Personal insight and spiritual development

Religious Studies	85.8%	Outstanding
Developing moral values	80.5%	Outstanding
Developing potential	77.8%	Outstanding

There are too few criteria in this sub-section to list the strengths and weaknesses

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

Moral understanding and relationships

PSHEE	87.9%	Outstanding
Citizenship	86.9%	Outstanding
Developing moral values	80.5%	Outstanding
Social health education	79.5%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
Community spirit	74.5%	Good

Strengths

PSHEE
Citizenship

Weaknesses

Community spirit

Your average parental grade for this section = 1.1 = Outstanding = **Grade 1**

Social Development and Skills

PSHEE	87.9%	Outstanding
Citizenship	86.9%	Outstanding
Careers advice	83.0%	Outstanding
Social health education	79.5%	Outstanding
Encouraging and listening to pupil views	77.3%	Outstanding
Encouraging local community activity	77.2%	Outstanding
Developing confidence	77.0%	Outstanding
Community spirit	74.5%	Good

Strengths

PSHEE
Citizenship
Careers advice

Weaknesses

Community spirit

Your average parental grade for this section = 1.1 = Outstanding = **Grade 1**

Understanding and respect for different cultures

PSHEE	87.9%	Outstanding
Citizenship	86.9%	Outstanding
Religious Studies	85.8%	Outstanding
Social health education	79.5%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Control of bullying	75.4%	Outstanding
Community spirit	74.5%	Good

Strengths

PSHEE
Citizenship

Weaknesses

Community spirit

Your average parental grade for this section = 1.1 = Outstanding = **Grade 1**

The school's promotion of SMSC and community cohesion

Careers advice	83.0%	Outstanding
Caring teachers	81.0%	Outstanding
Developing moral values	80.5%	Outstanding
Attitude of non-teaching support staff	77.4%	Outstanding
Encouraging local community activity	77.2%	Outstanding
Promoting racial harmony	76.5%	Outstanding
Community spirit	74.5%	Good
Extra curricular activities	73.2%	Good

Strengths

Careers advice
Caring teachers
Developing moral values

Weaknesses

Extra curricular activities
Community spirit

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1**

Summary Grade - SMSC Section

Your average parental grade for "SMSC" = 1.1 = Outstanding = **Grade 1**

To Reach the Next Grade

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Overall Effectiveness

Summary

Achievement	1.2	Outstanding	Grade 1
Teaching	1.2	Outstanding	Grade 1
Behaviour and Safety	1.1	Outstanding	Grade 1
Leadership	1.2	Outstanding	Grade 1

Summary Grade - Overall Effectiveness

Your average parental grade for "Overall effectiveness" = 1.2 = Outstanding = **Grade 1**

You may also wish to take into account your grade for SMSC and Community Cohesion, given below, as part of your "Overall Effectiveness"

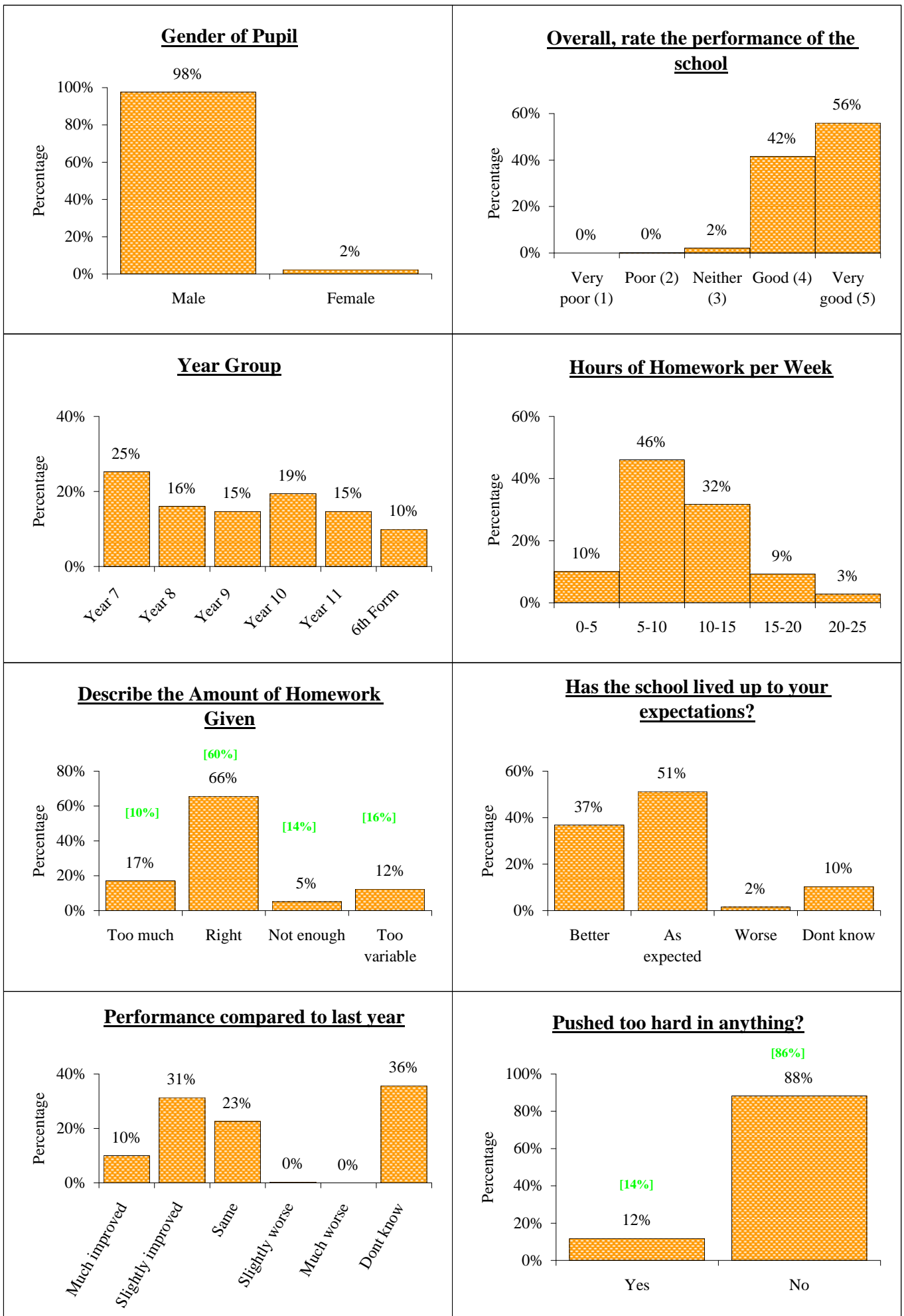
Spiritual, Moral, Social and Cultural Development	1.1	Outstanding	Grade 1
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To Reach the Next Grade

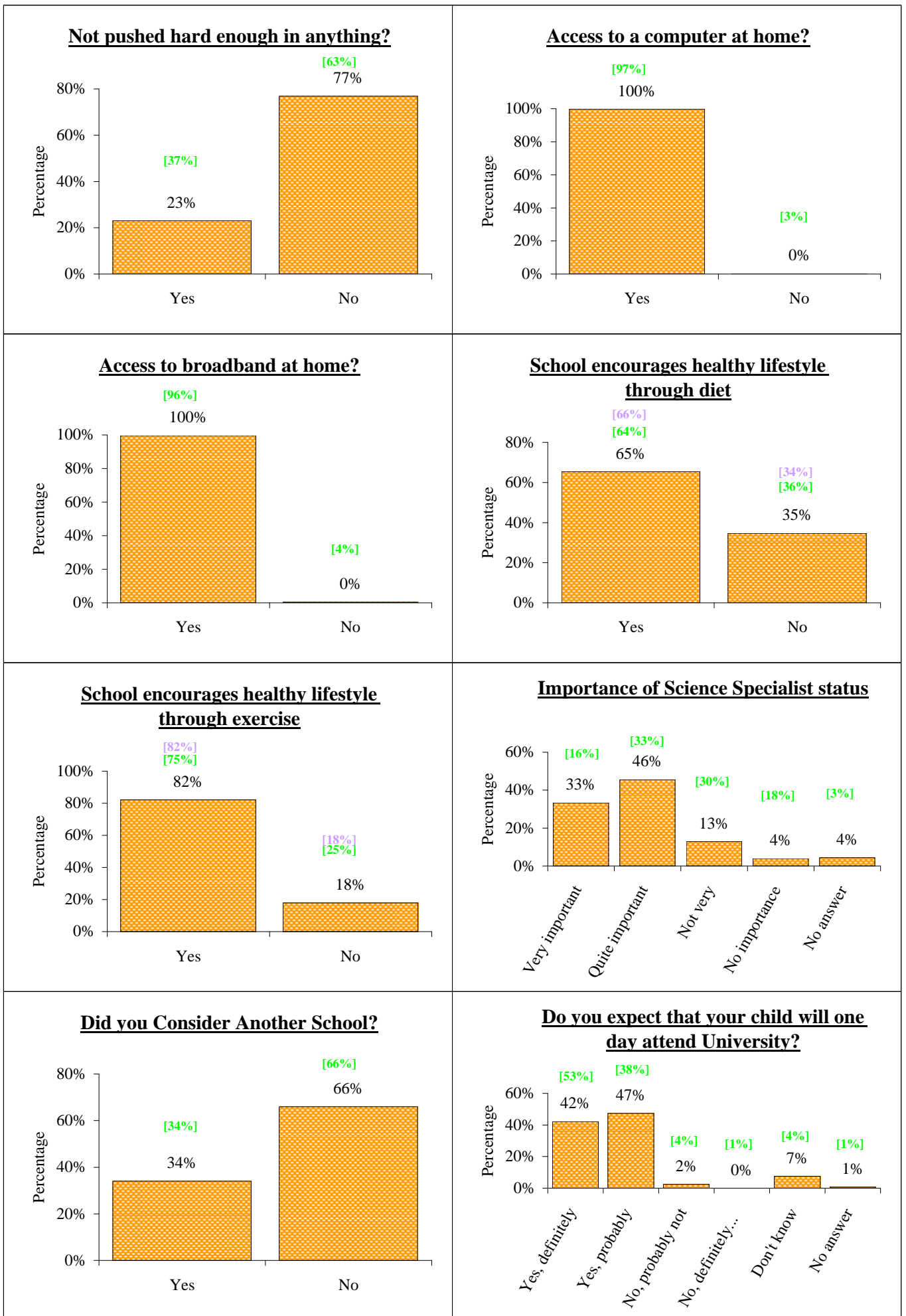
In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Graphical Analysis of Results for all Questions and Criteria

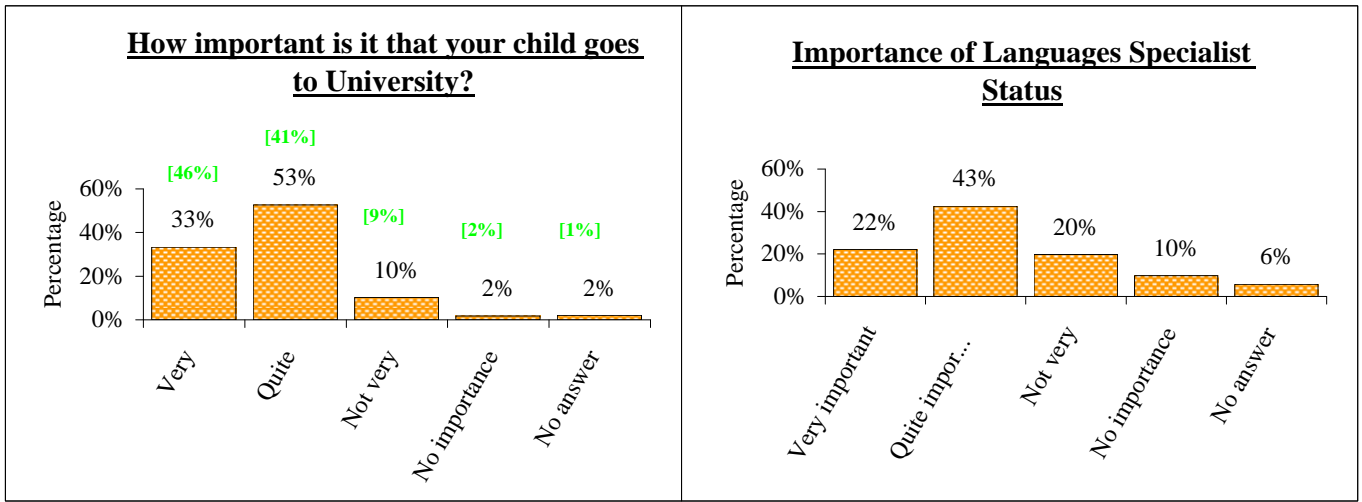
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Average figures from similar schools are given in [brackets].



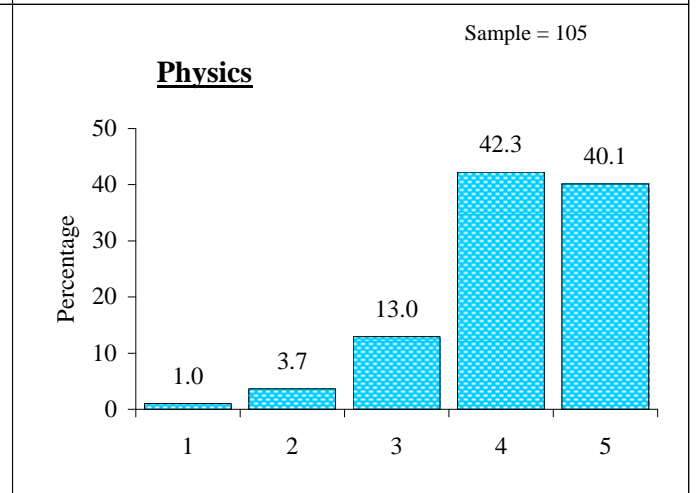
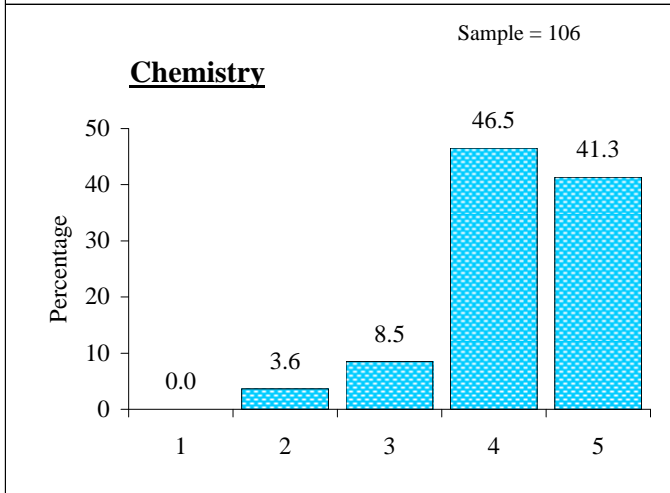
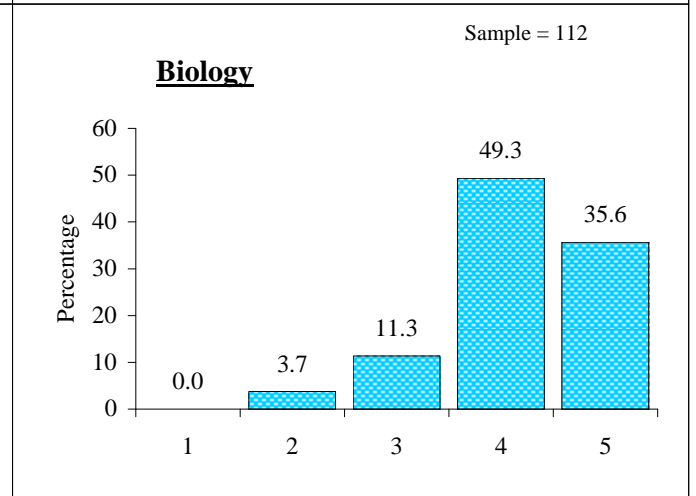
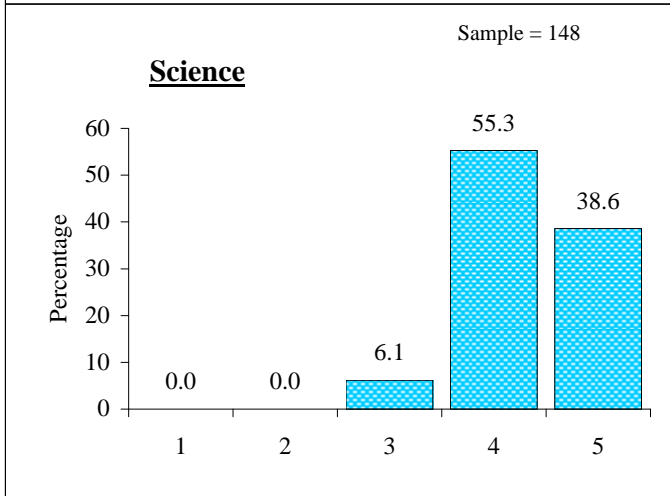
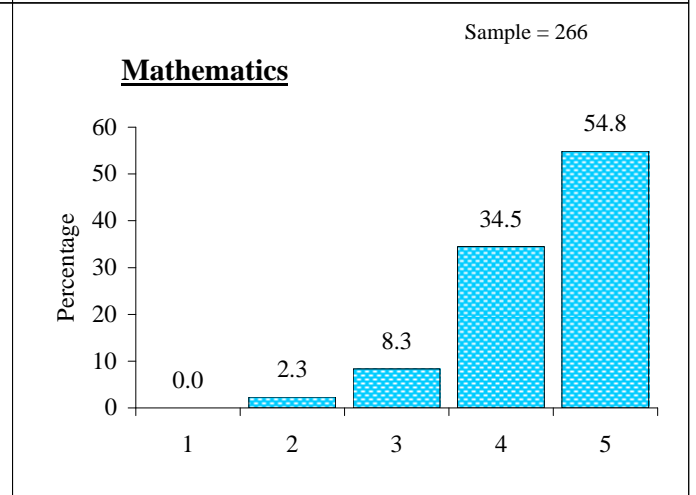
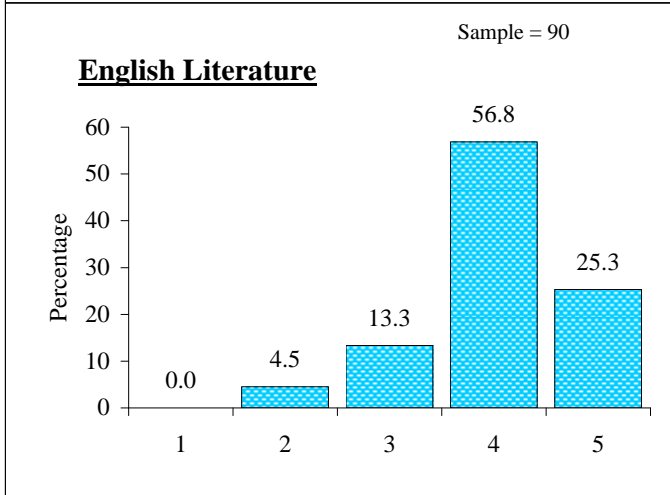
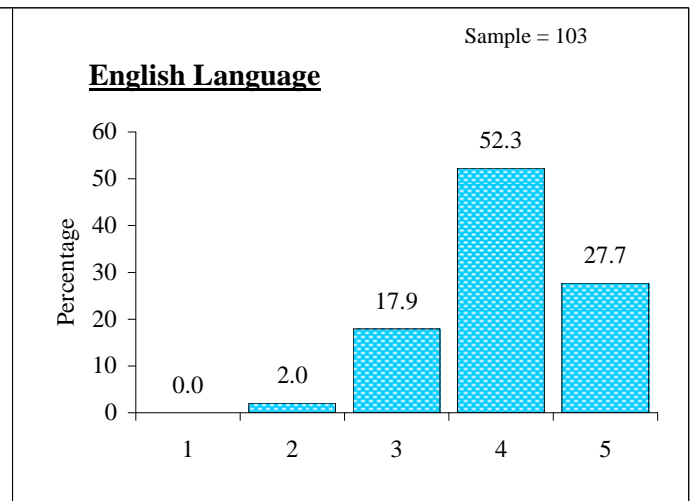
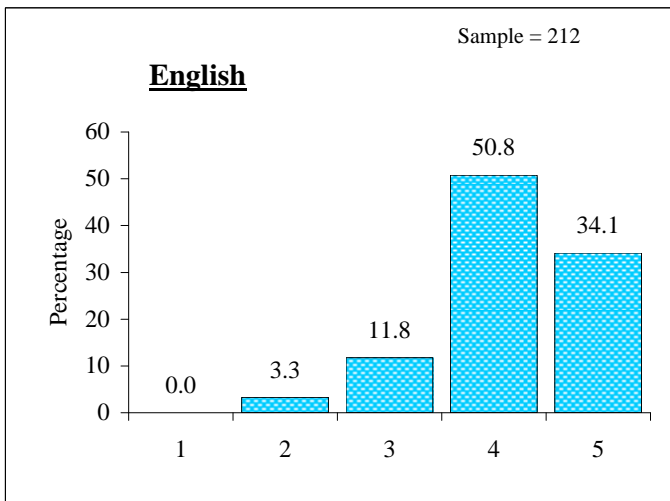
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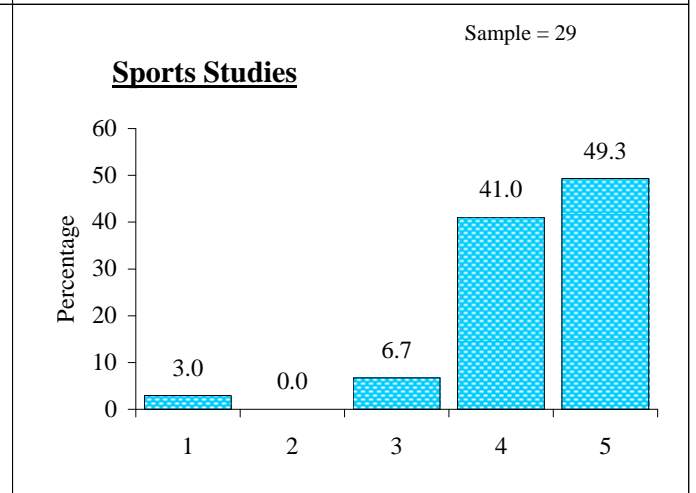
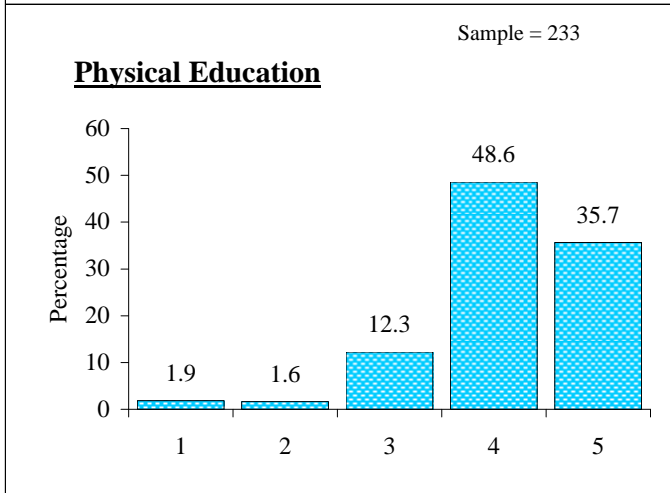
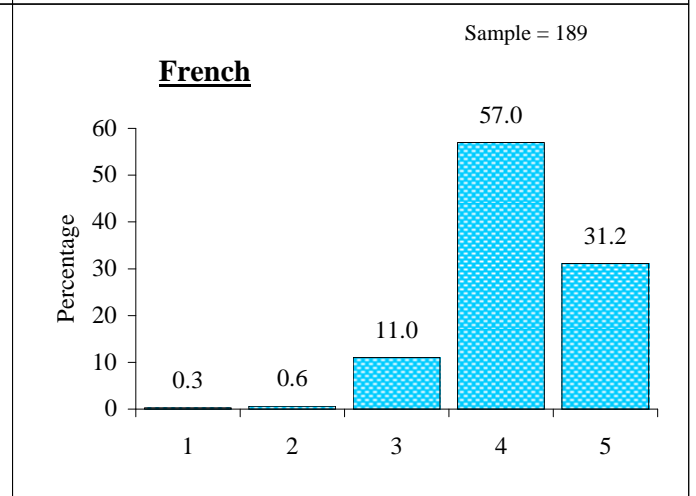
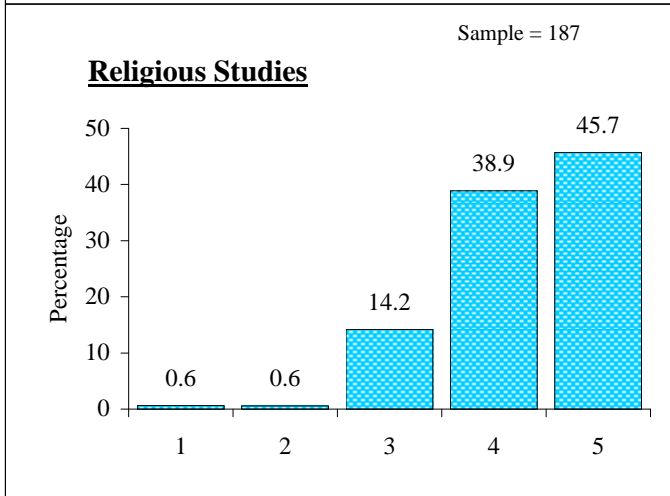
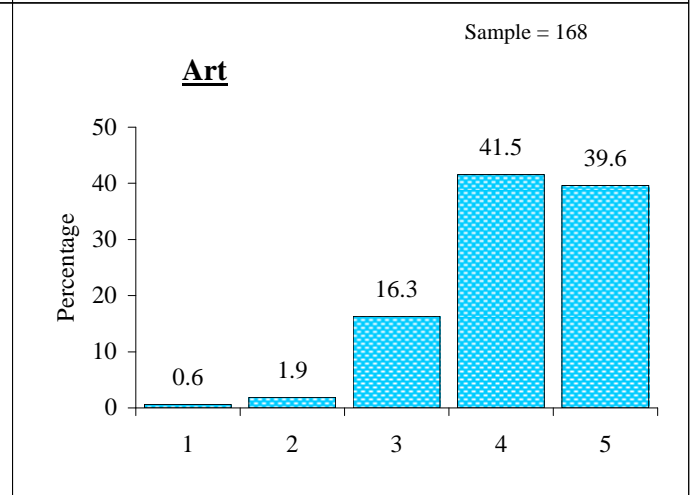
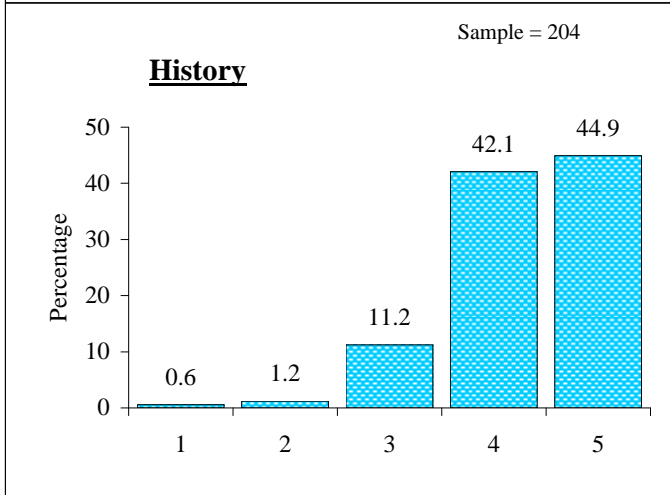
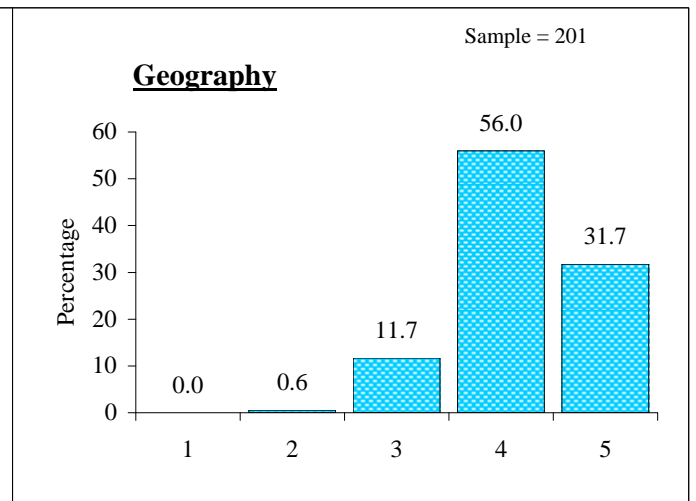
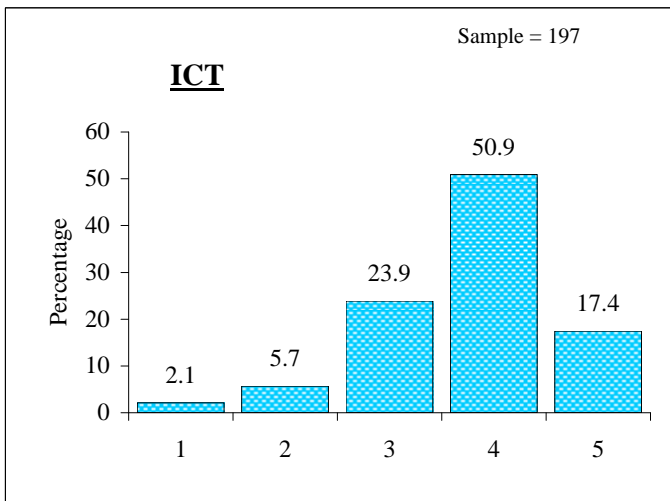


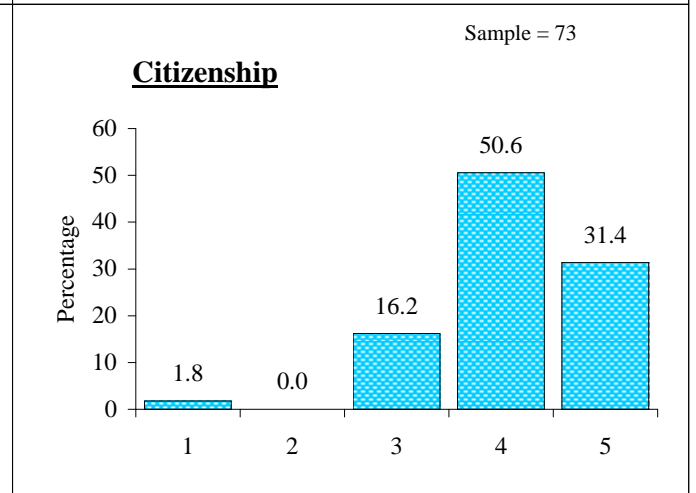
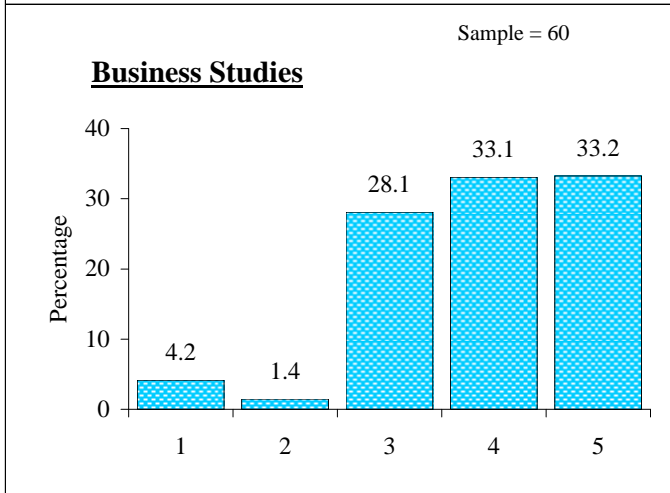
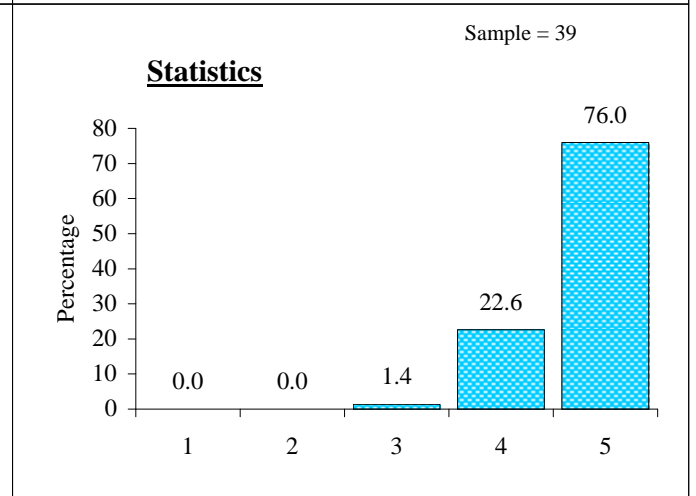
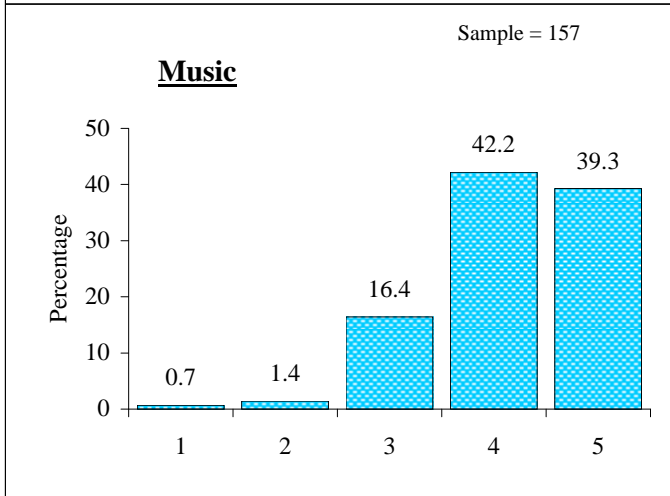
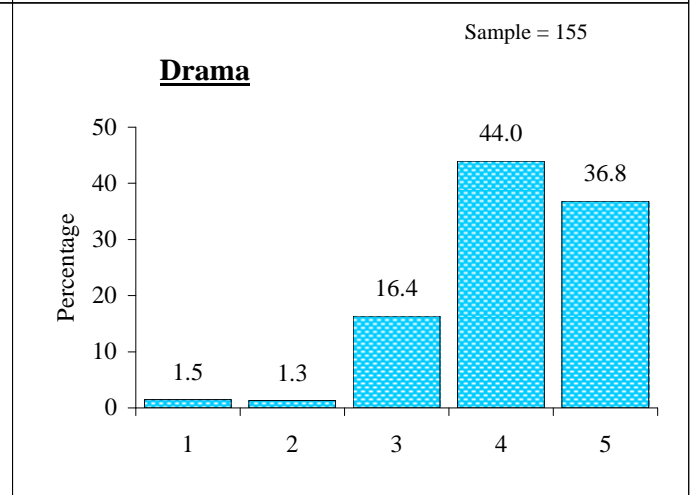
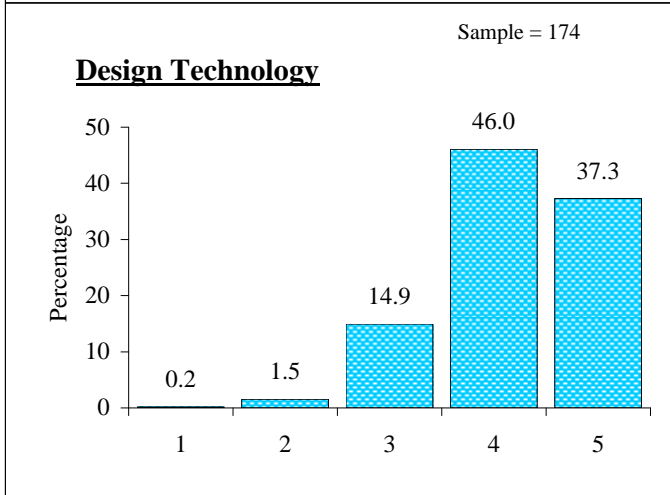
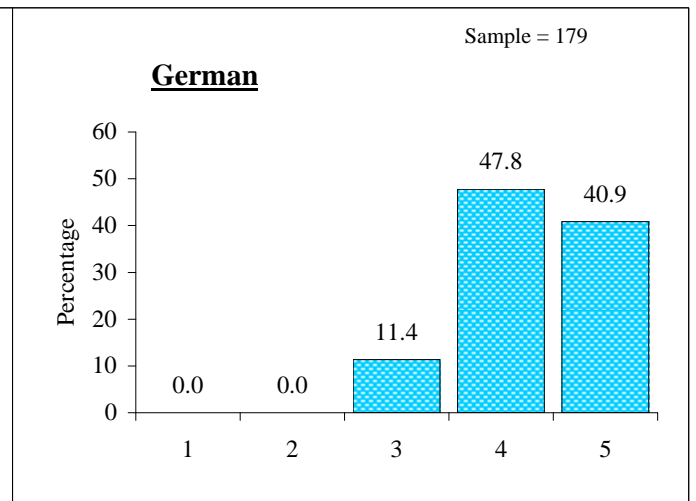
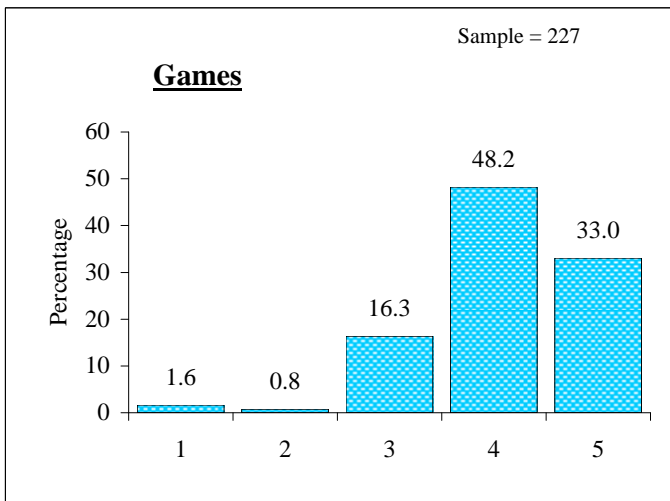
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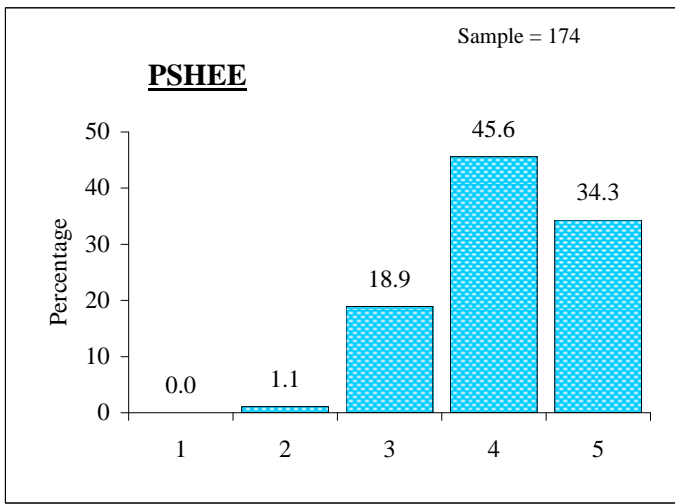
Bar Chart Results

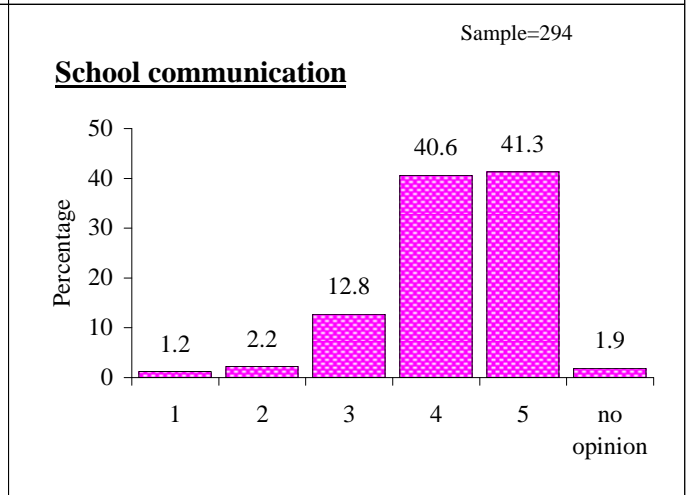
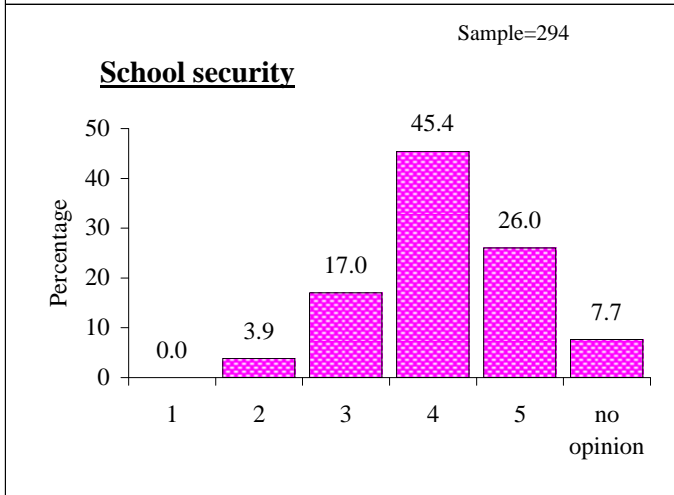
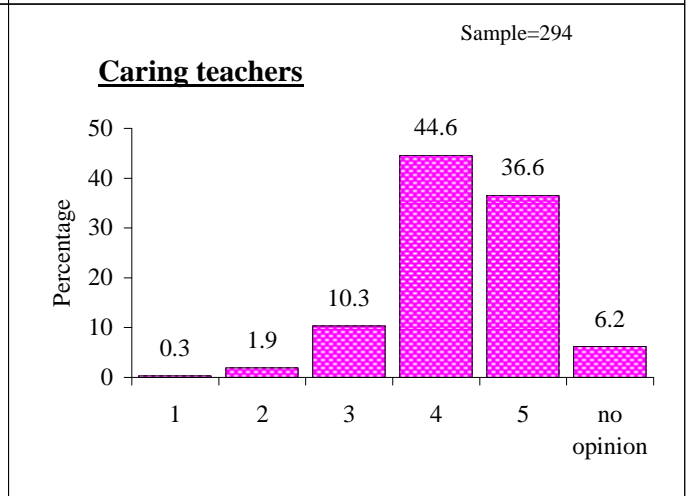
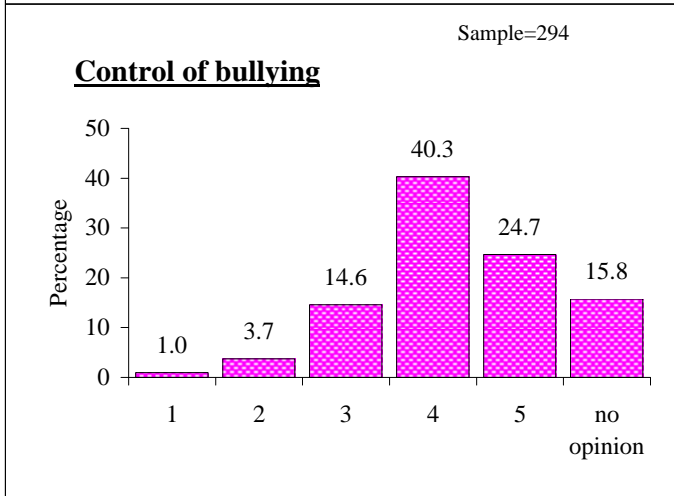
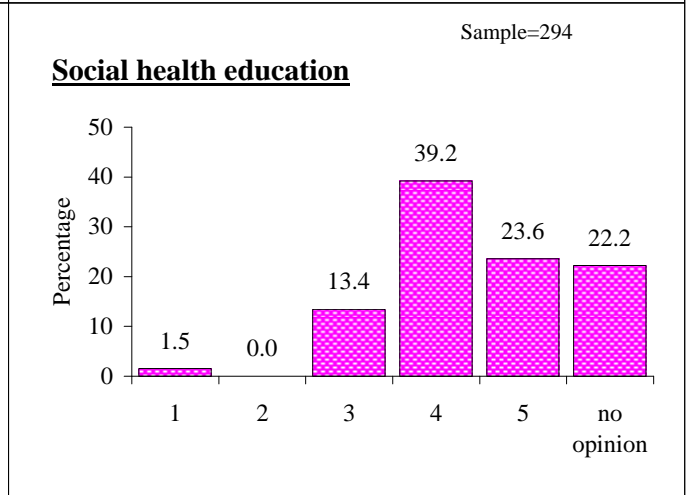
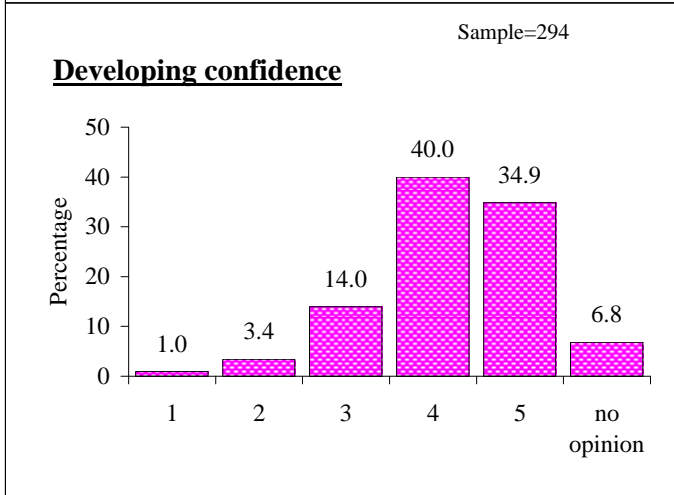
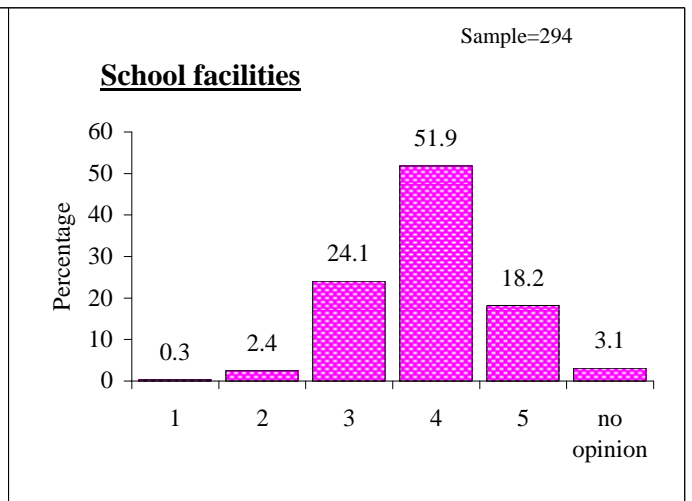
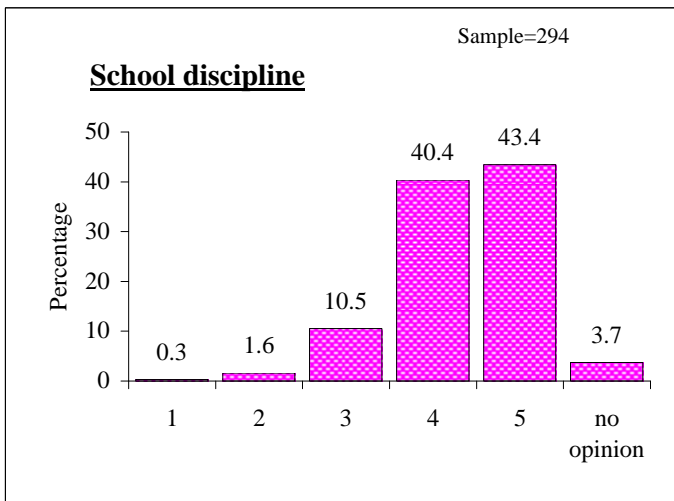
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good". The following graphs have been adjusted to be representative of year group size and gender.

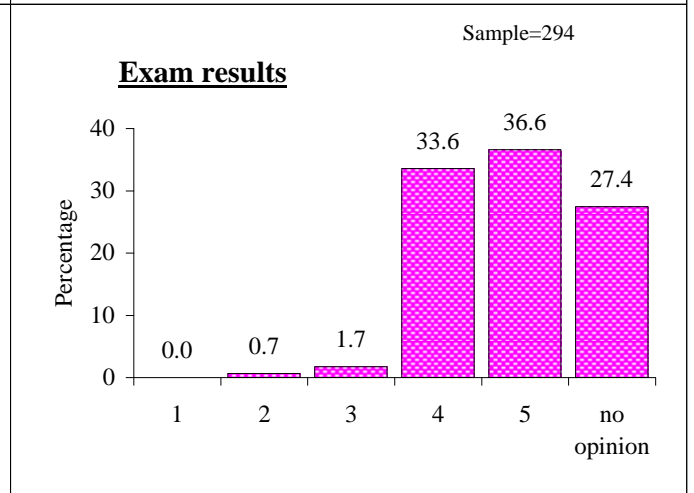
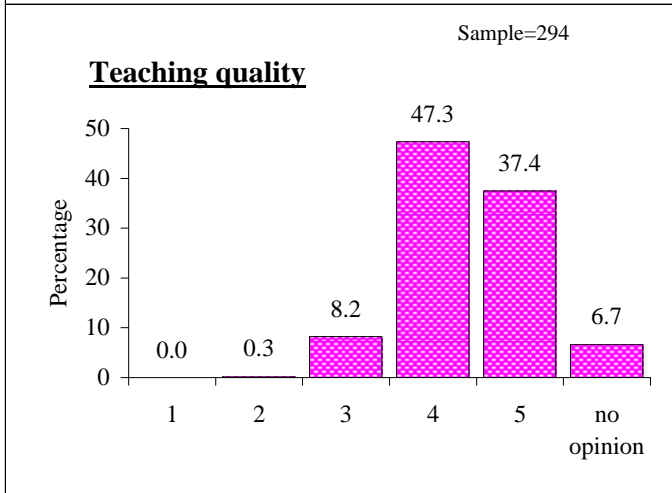
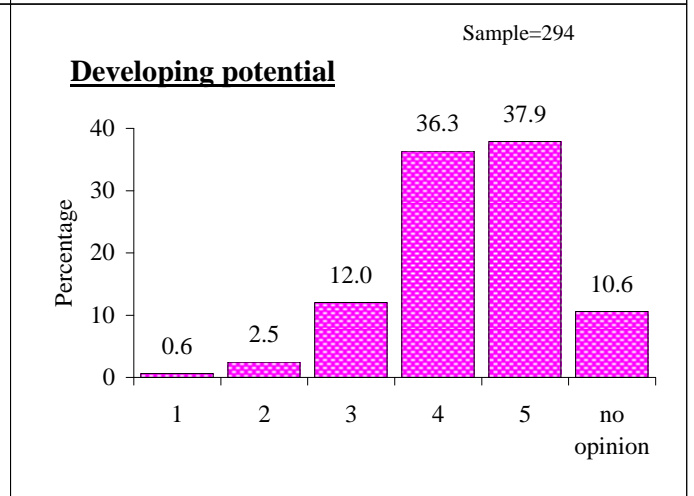
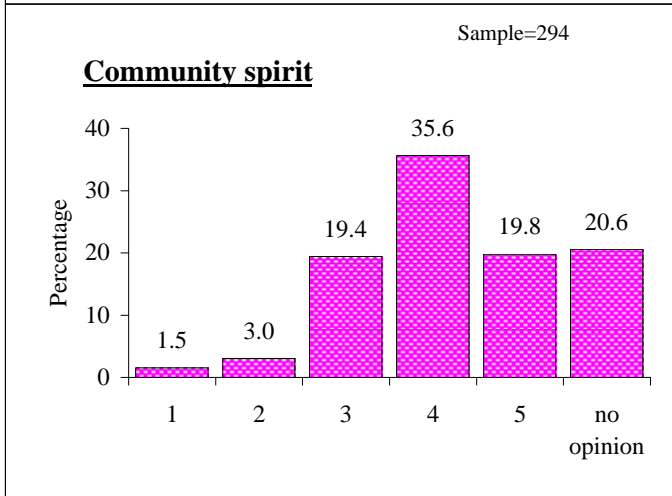
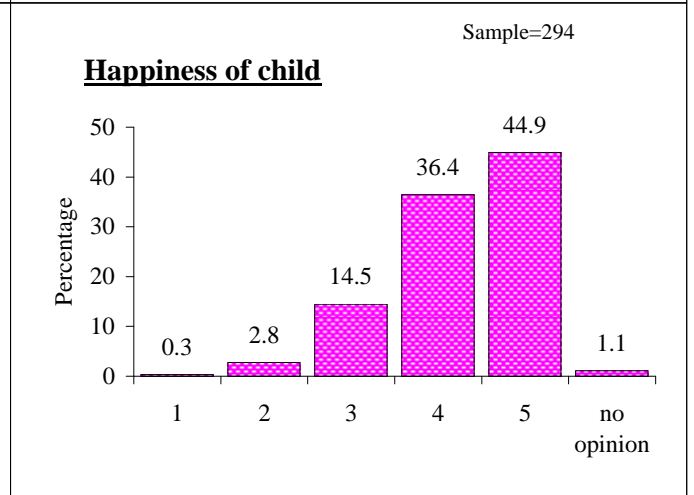
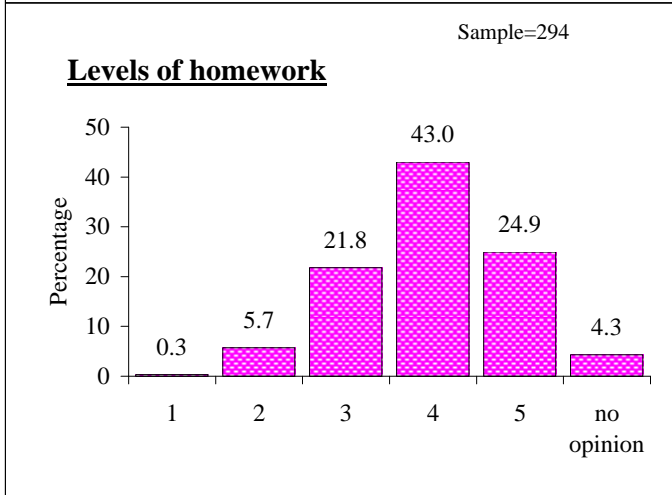
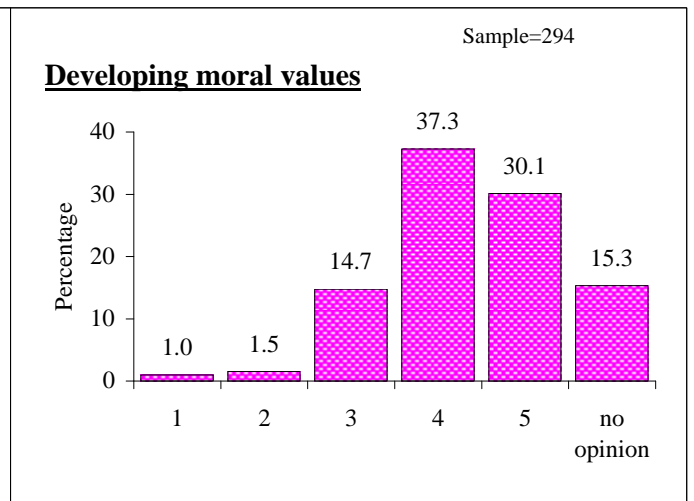
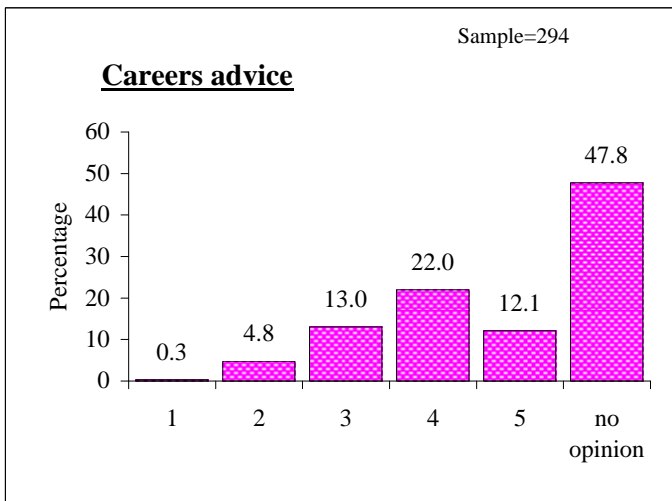


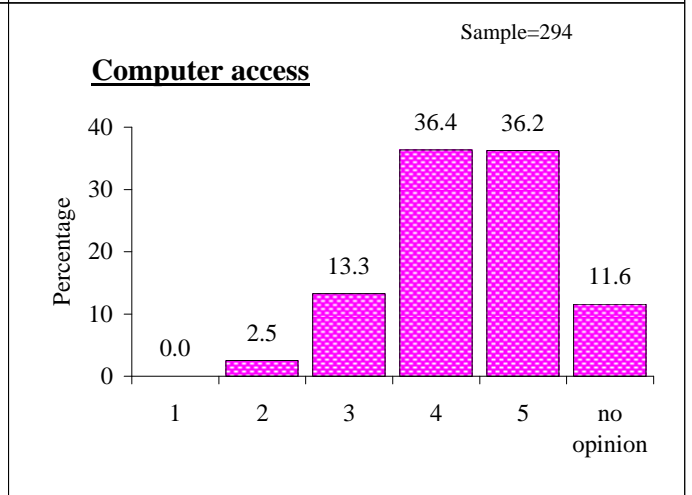
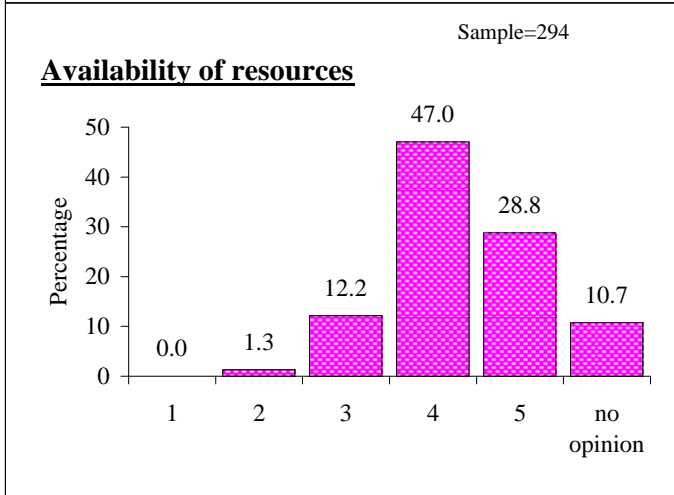
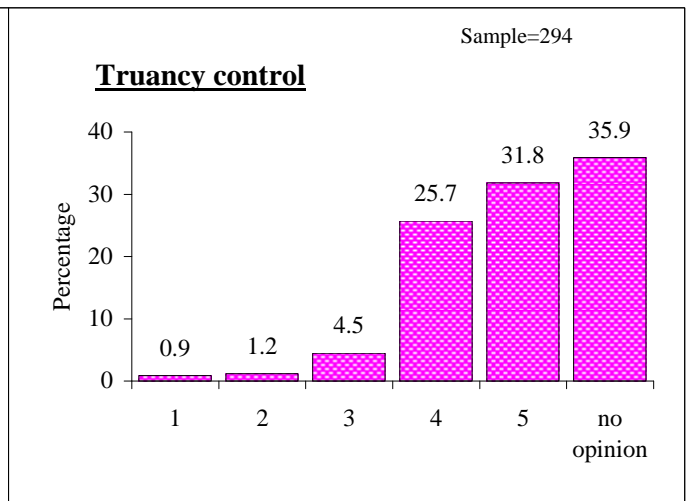
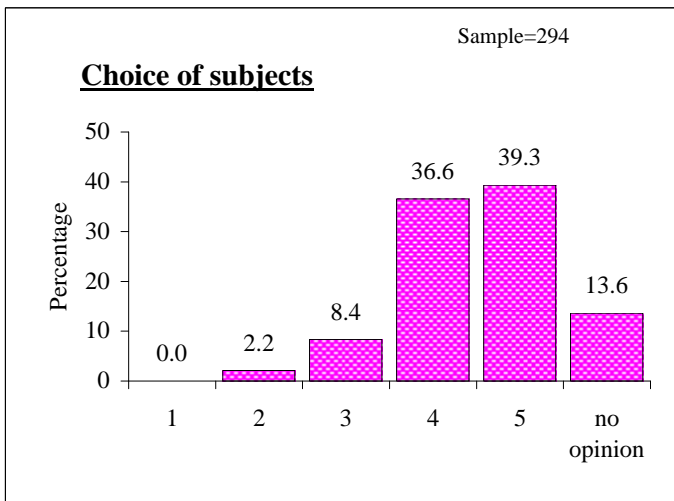


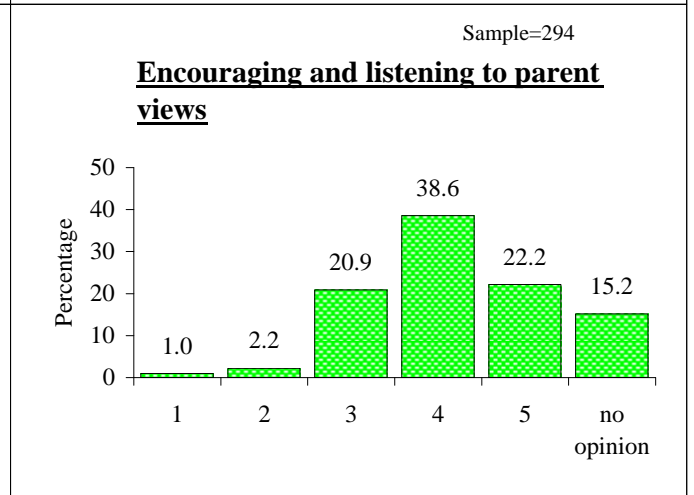
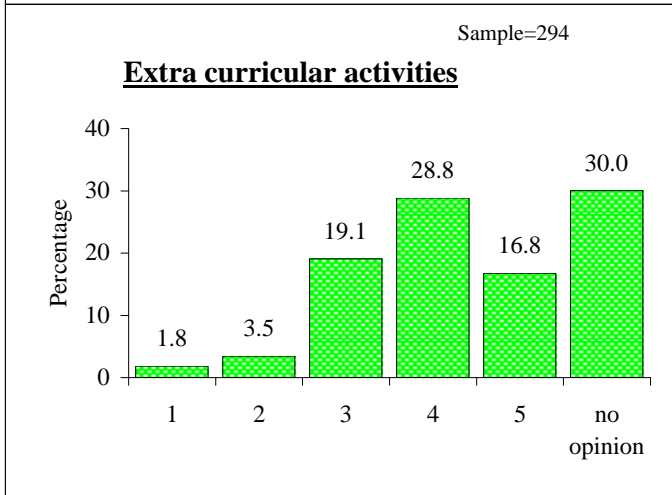
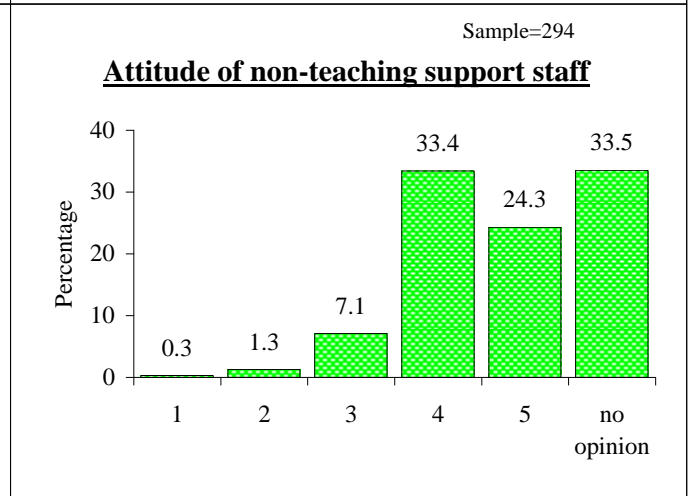
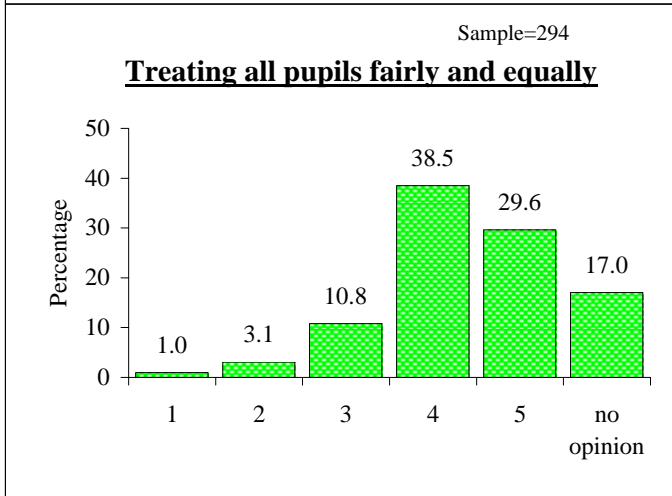
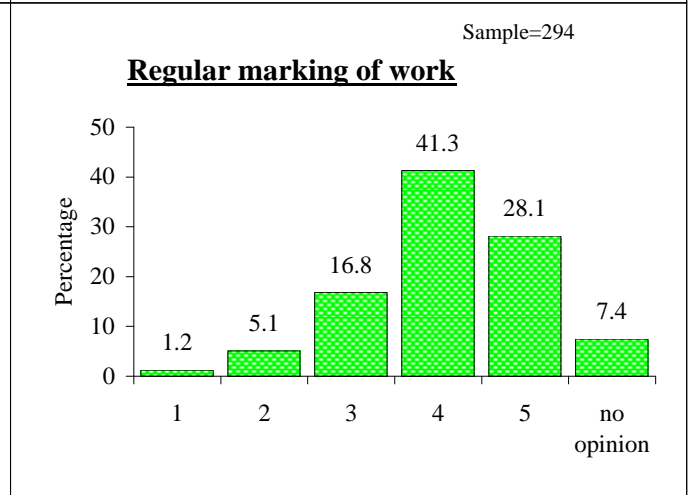
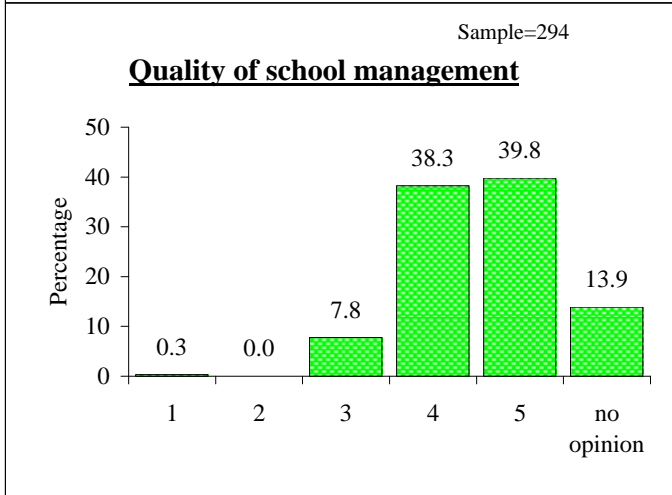
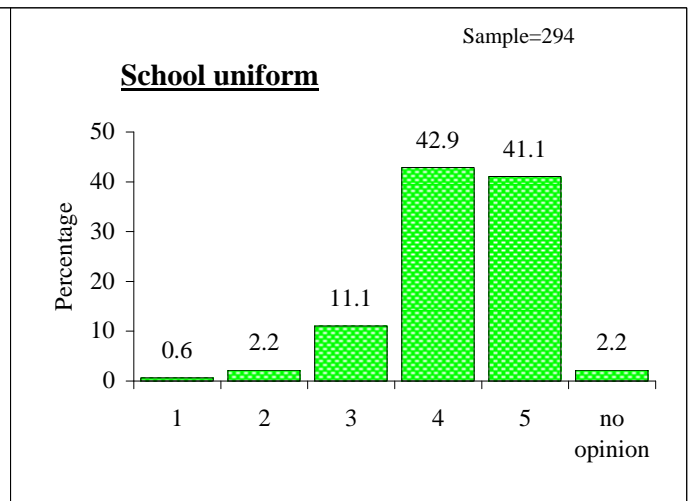
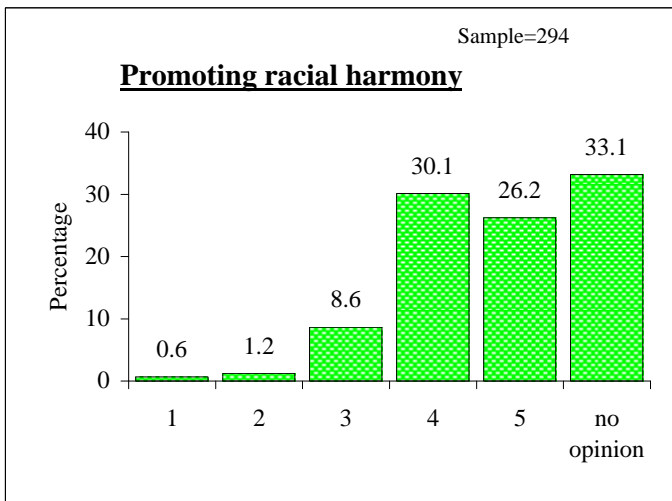


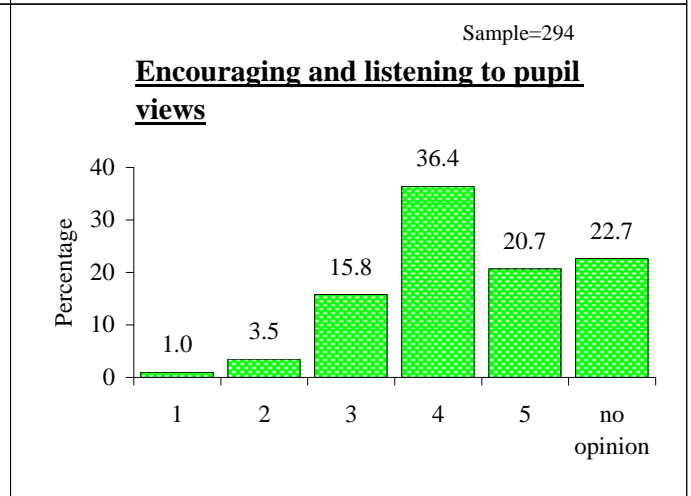
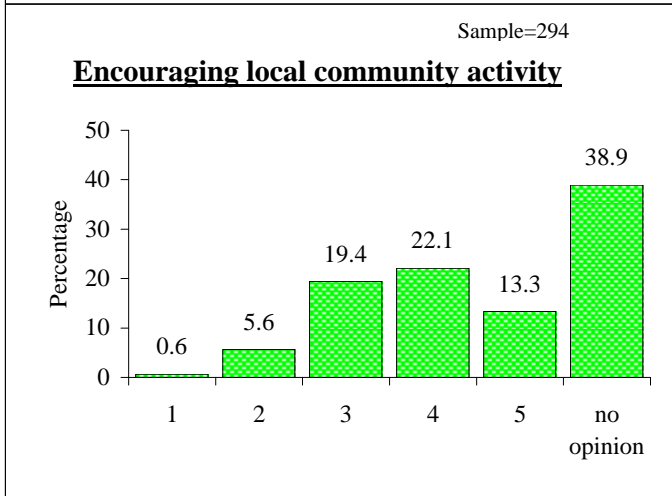
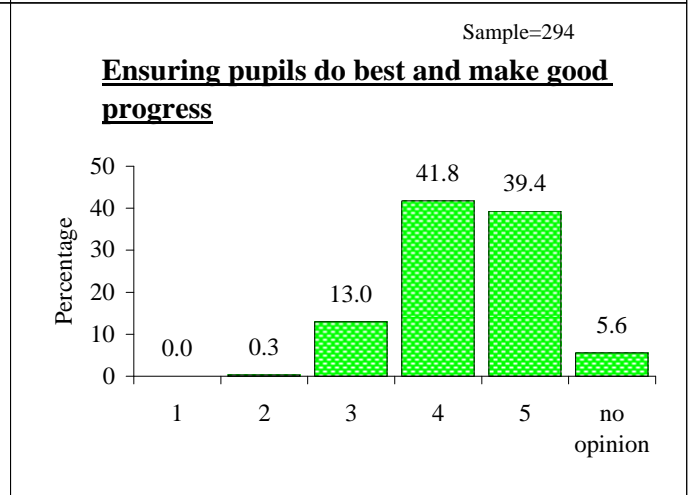
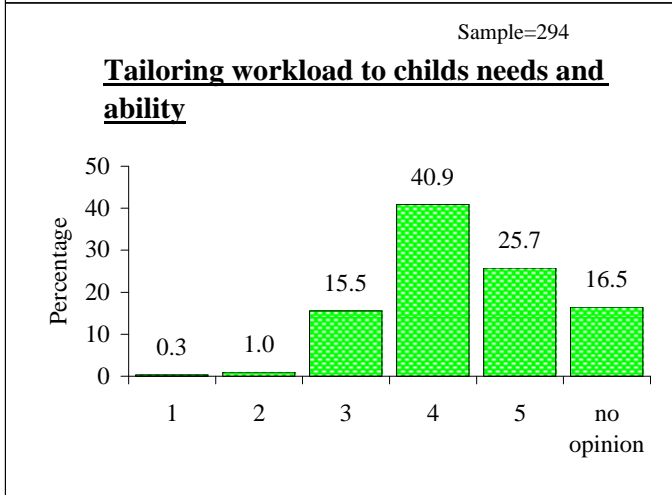
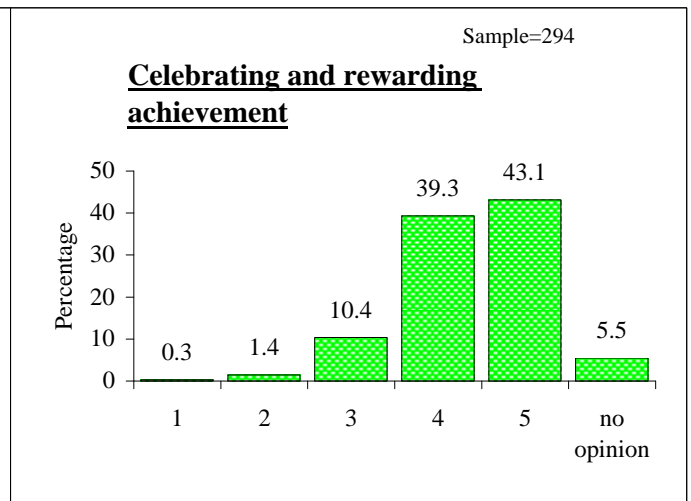
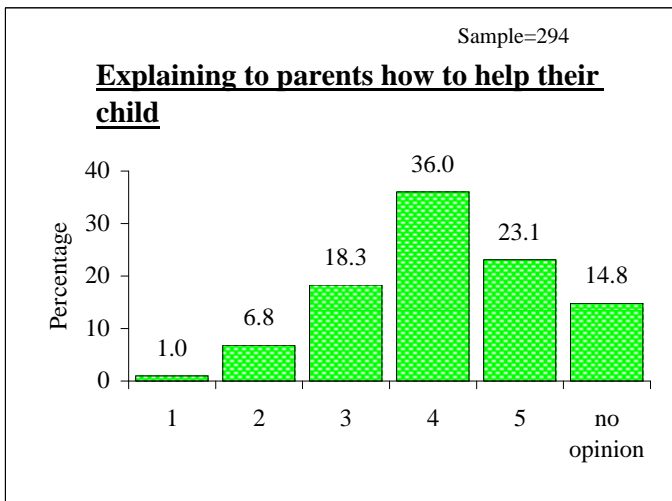










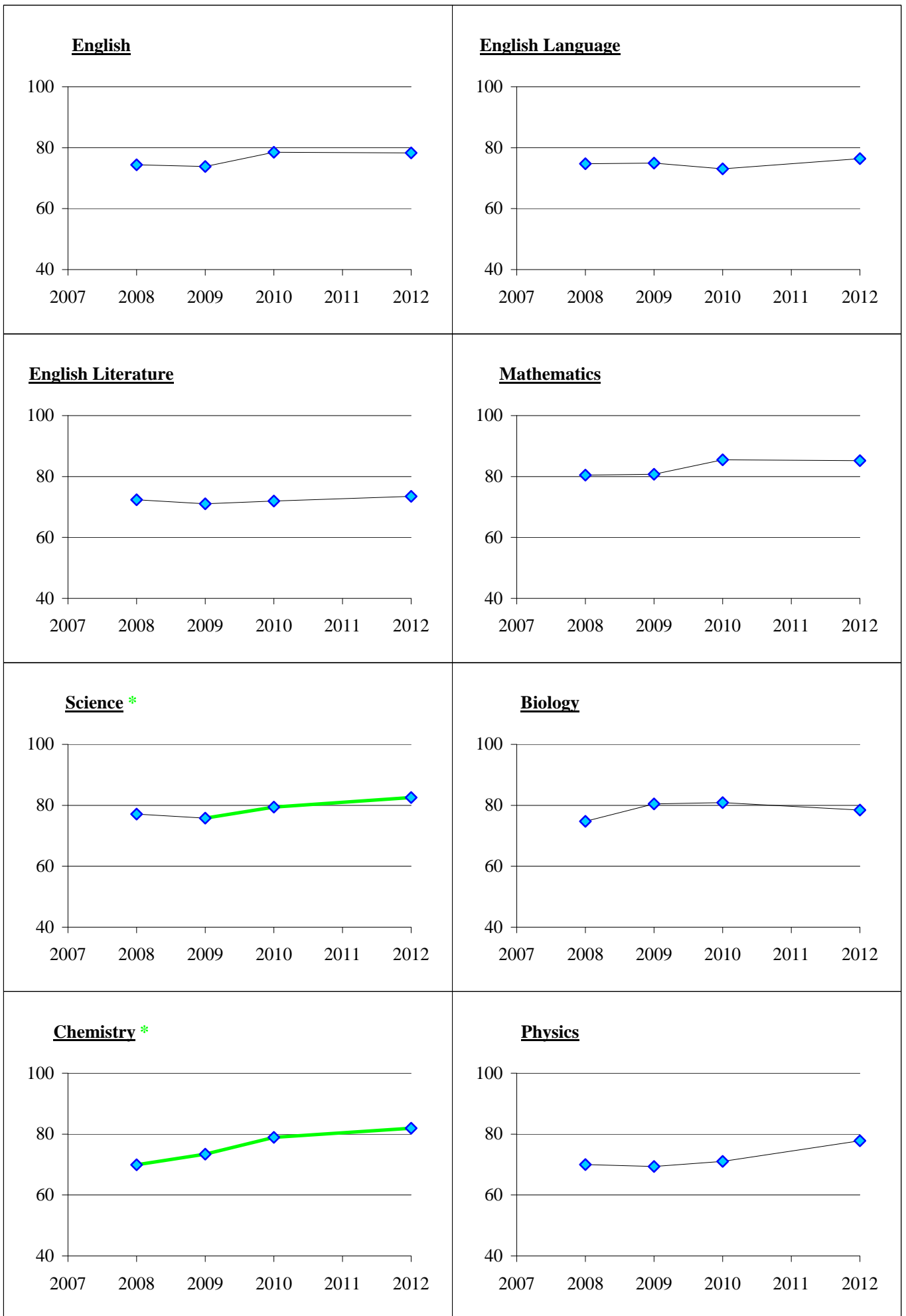


Time Series for All Criteria

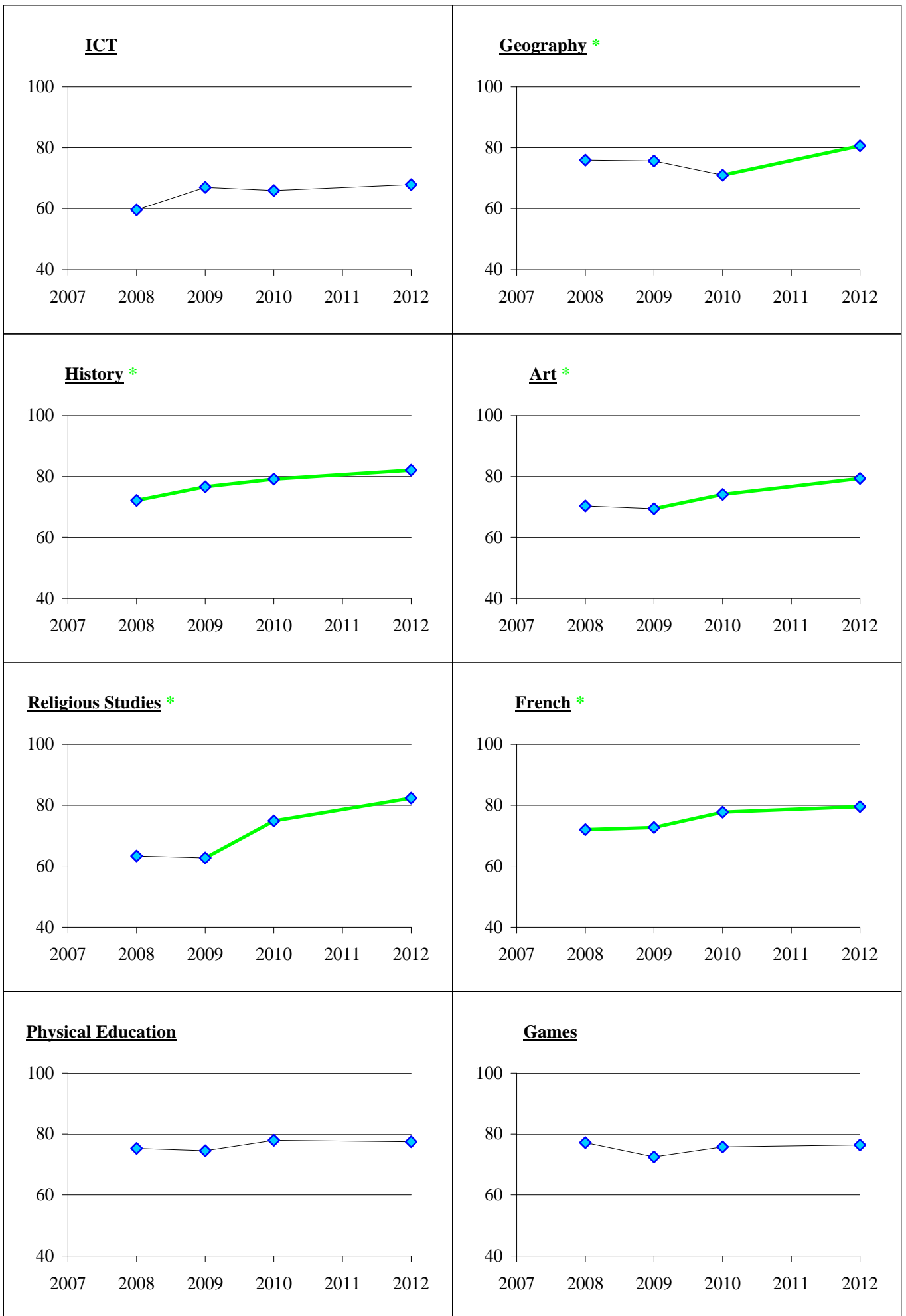
Graphs showing score trends for surveyed criteria over time

Please note: Time Series results are unweighted by the average of similar schools.

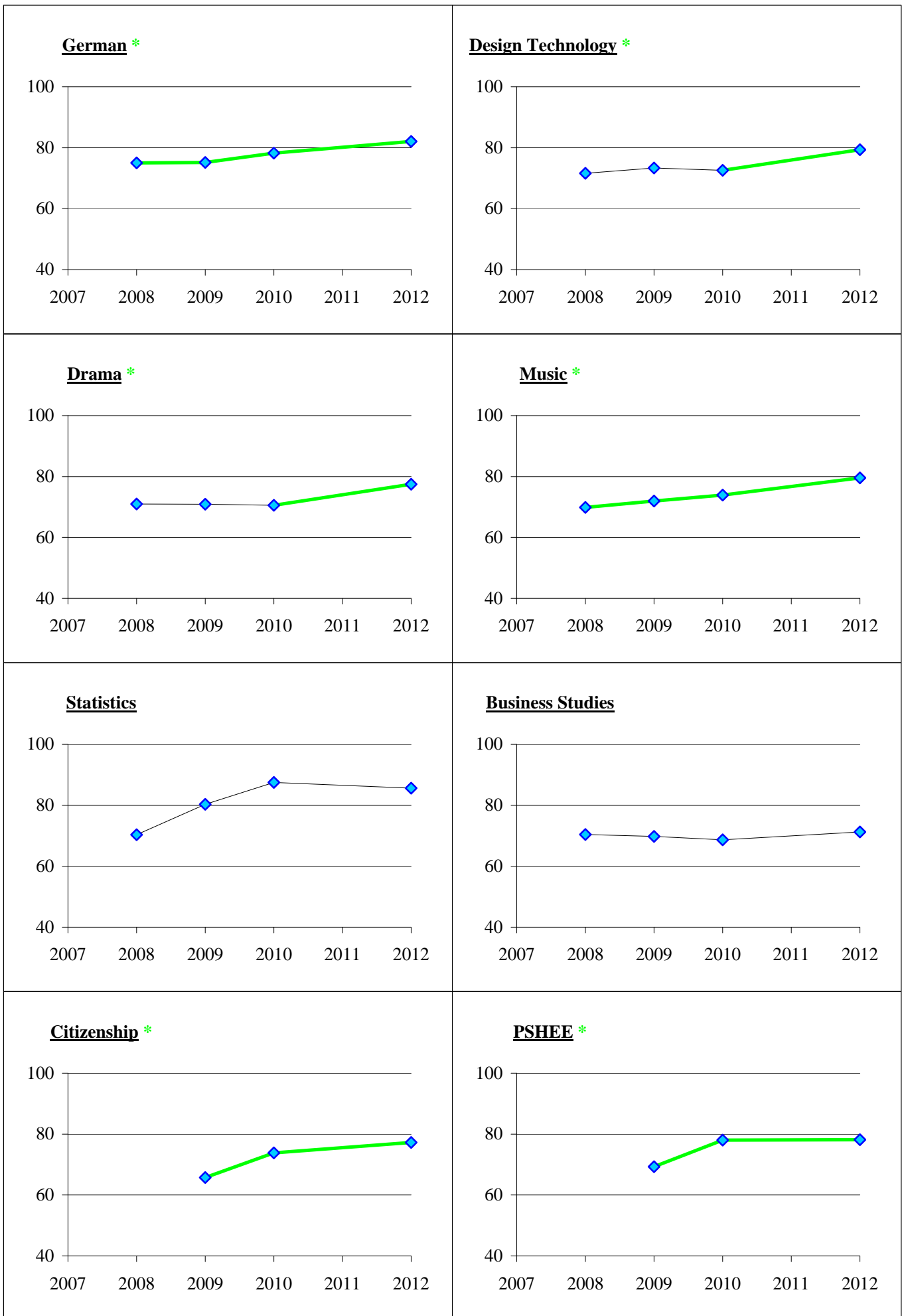
In the following graphs, the changing scores are tested to see if there has been a significant improvement or decline, over 2 or more surveys, to this year. Statistically significant increases in scores over time are shown in **green**. Statistically significant decreases in scores over time are shown in **red**.



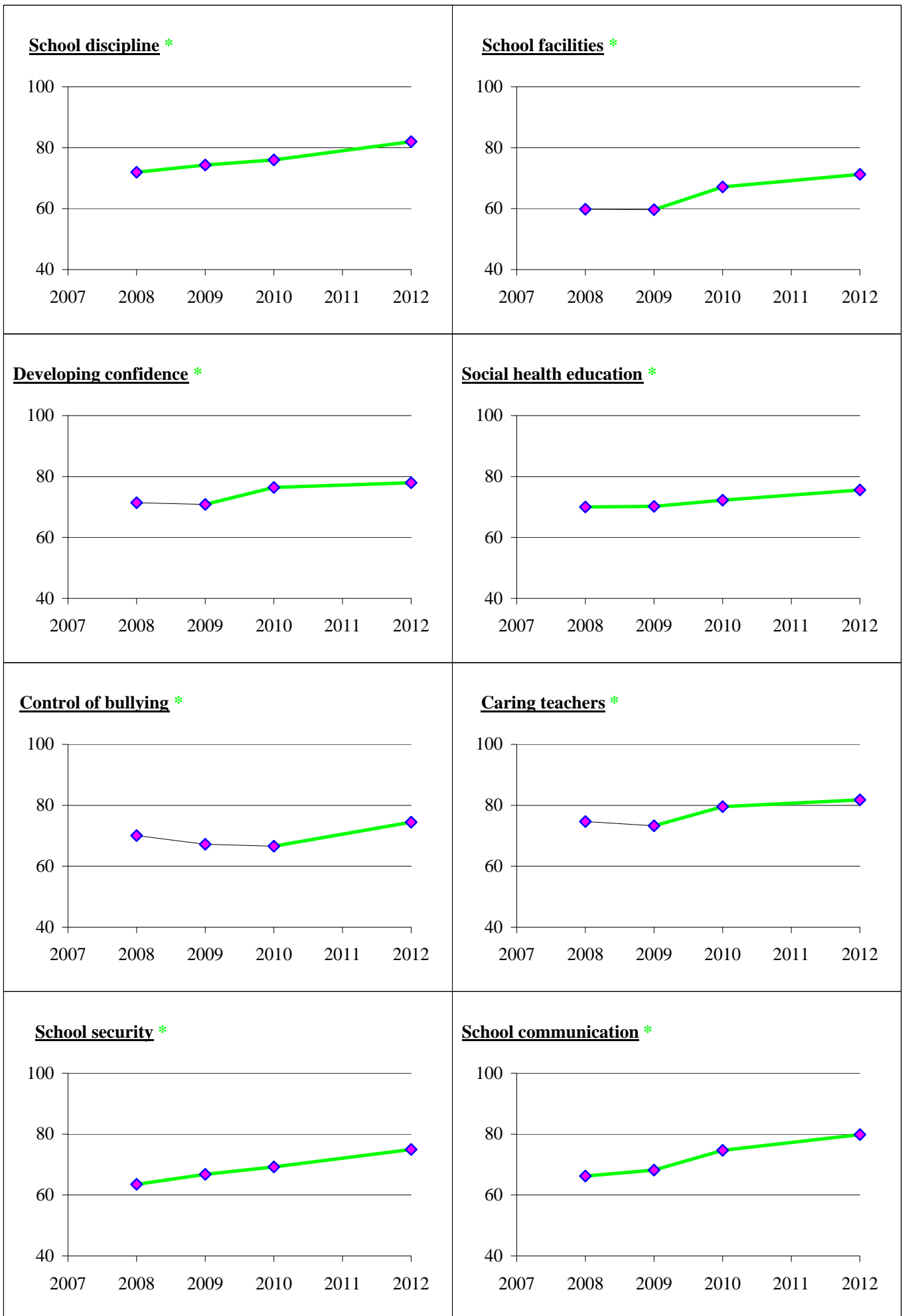
Year names refer to the end of the academic year



Year names refer to the end of the academic year

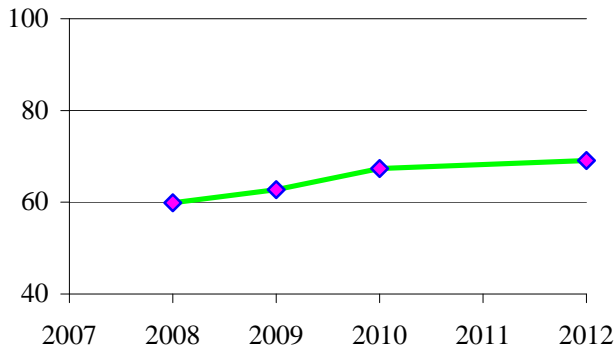


Year names refer to the end of the academic year



Year names refer to the end of the academic year

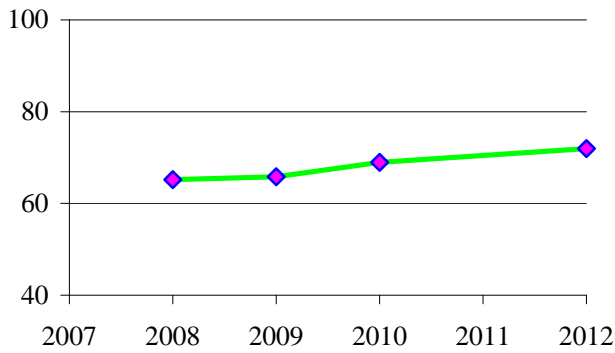
Careers advice *



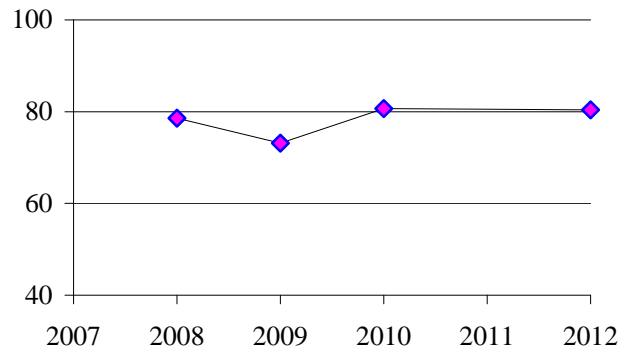
Developing moral values *



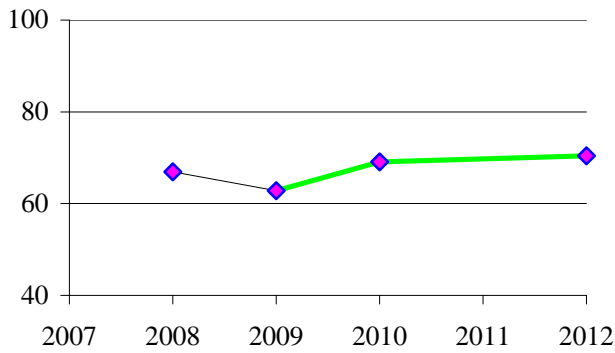
Levels of homework *



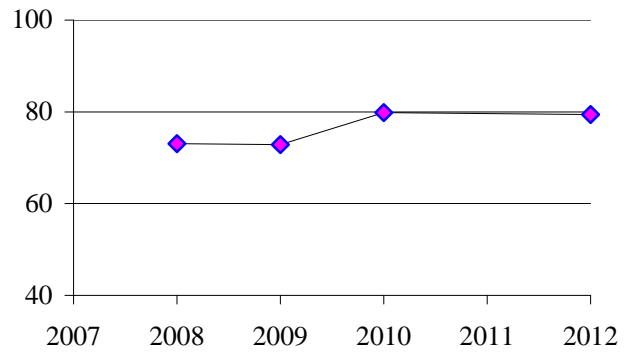
Happiness of child



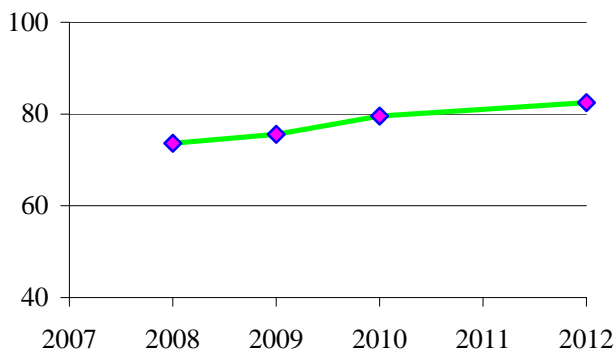
Community spirit *



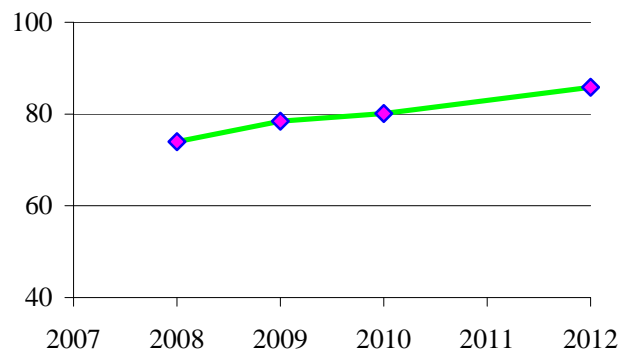
Developing potential



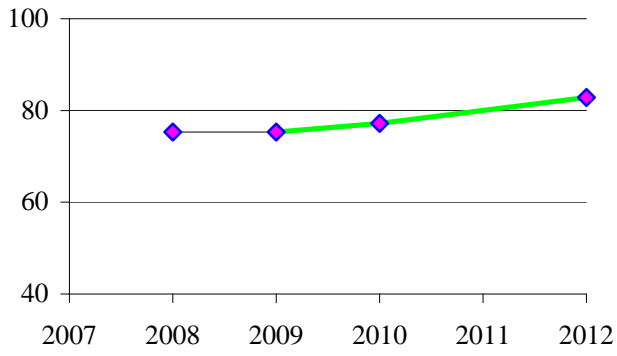
Teaching quality *



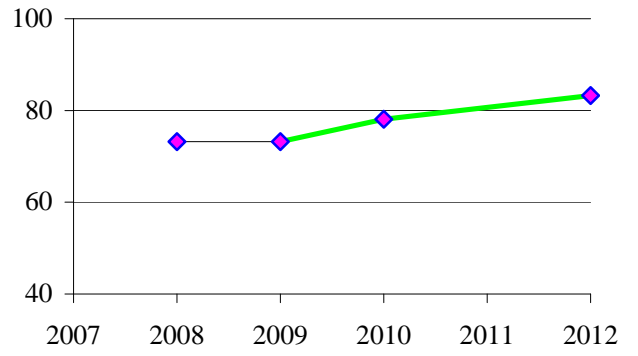
Exam results *



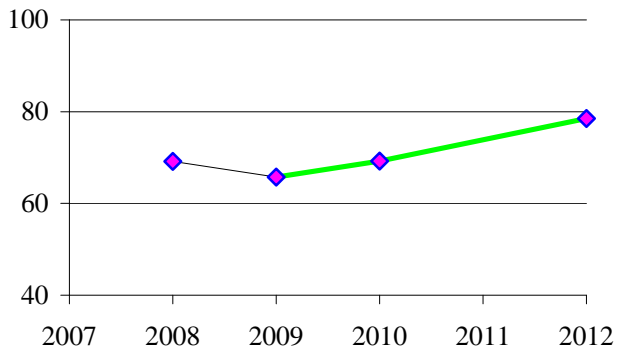
Choice of subjects *



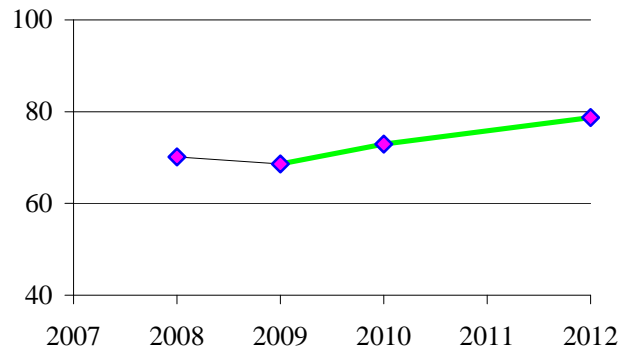
Truancy control *

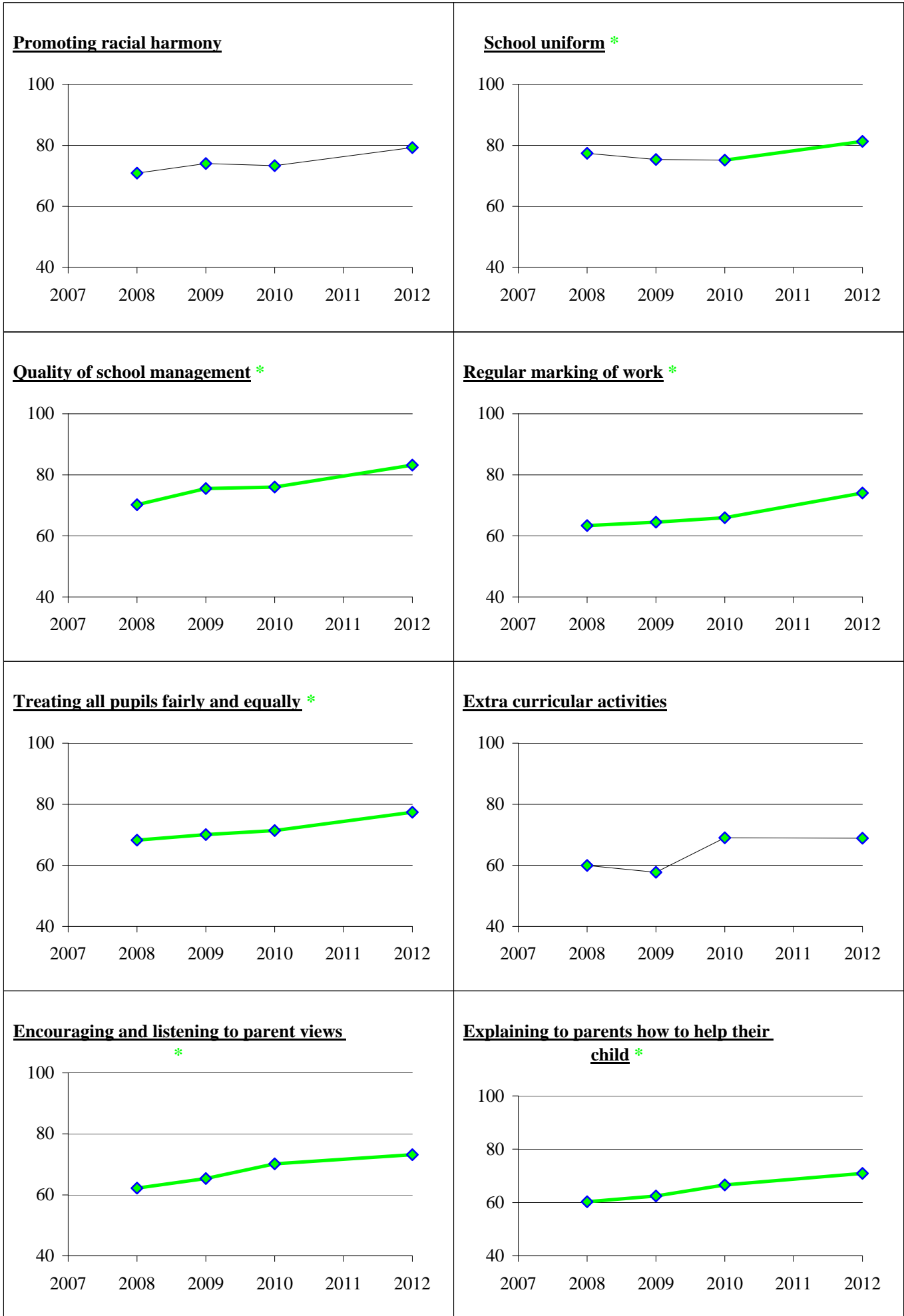


Availability of resources *



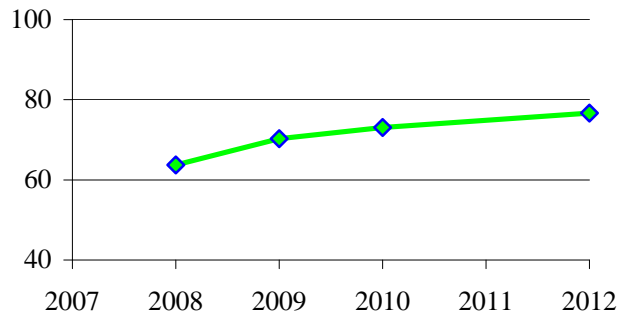
Computer access *



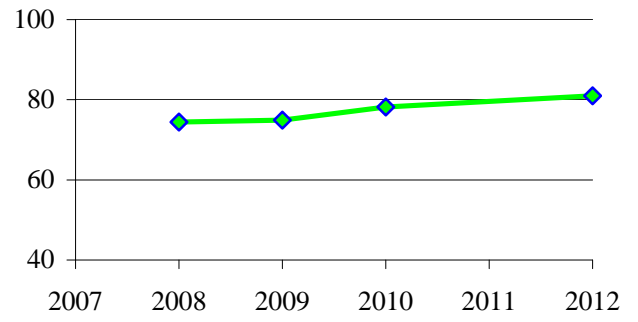


Year names refer to the end of the academic year

Tailoring workload to child's needs and ability *



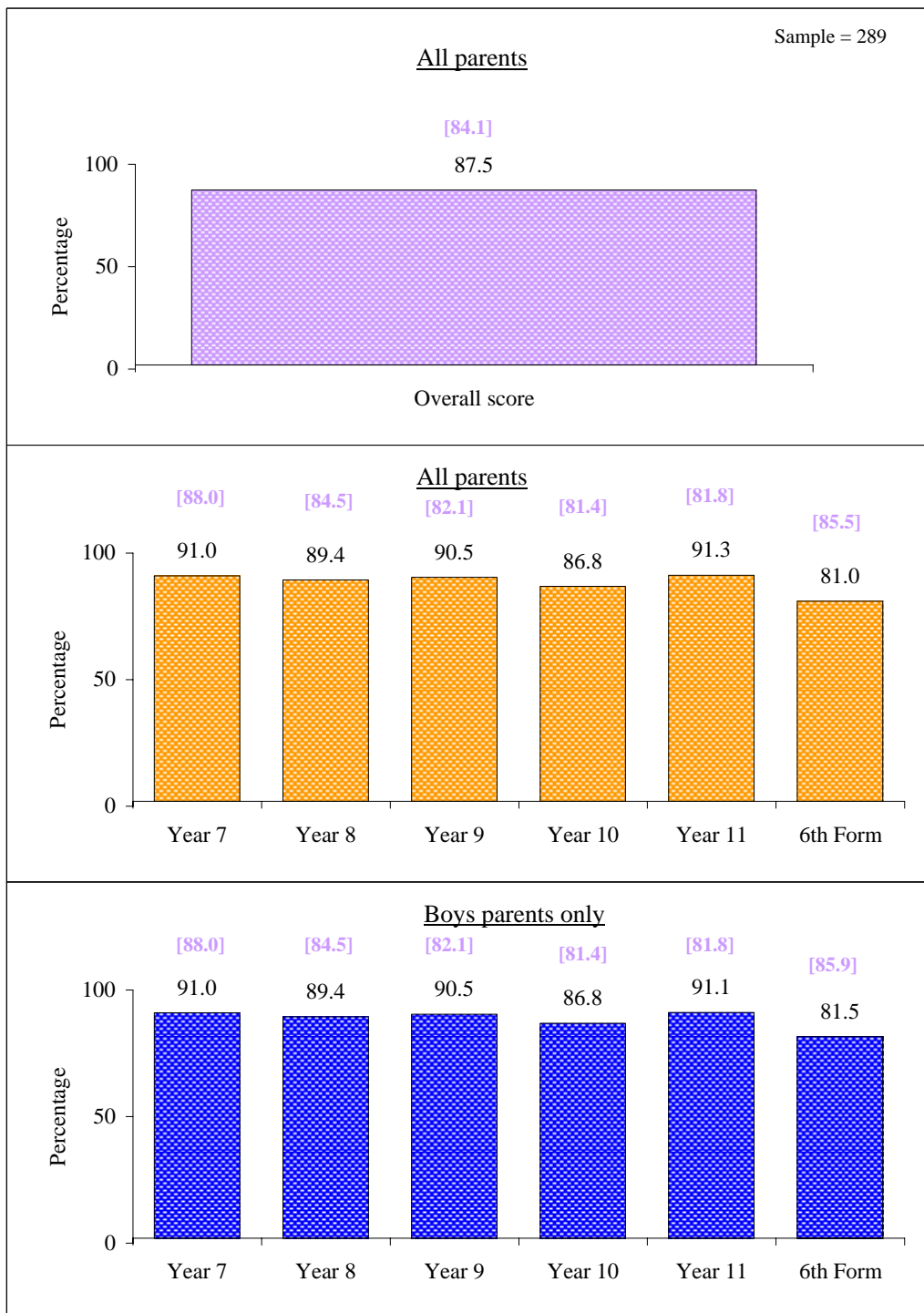
Ensuring pupils do best and make good progress *



Cross Tabular Graphical Analysis of Results

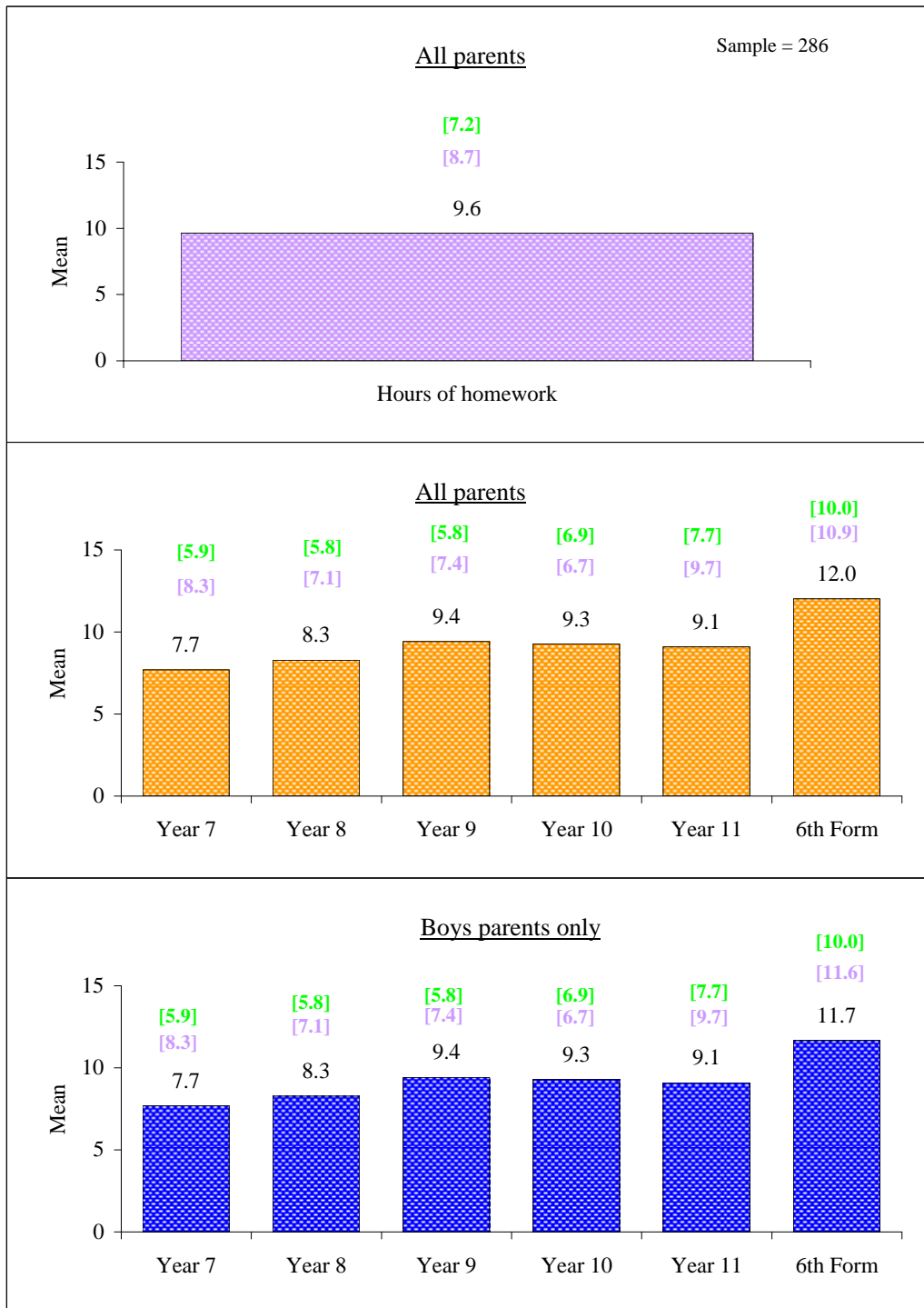
**Graphs to Show the Overall Performance Scores Given by Parents,
Broken Down by Year Group and Gender of Pupil.**

This school's last survey figures are given in [brackets]

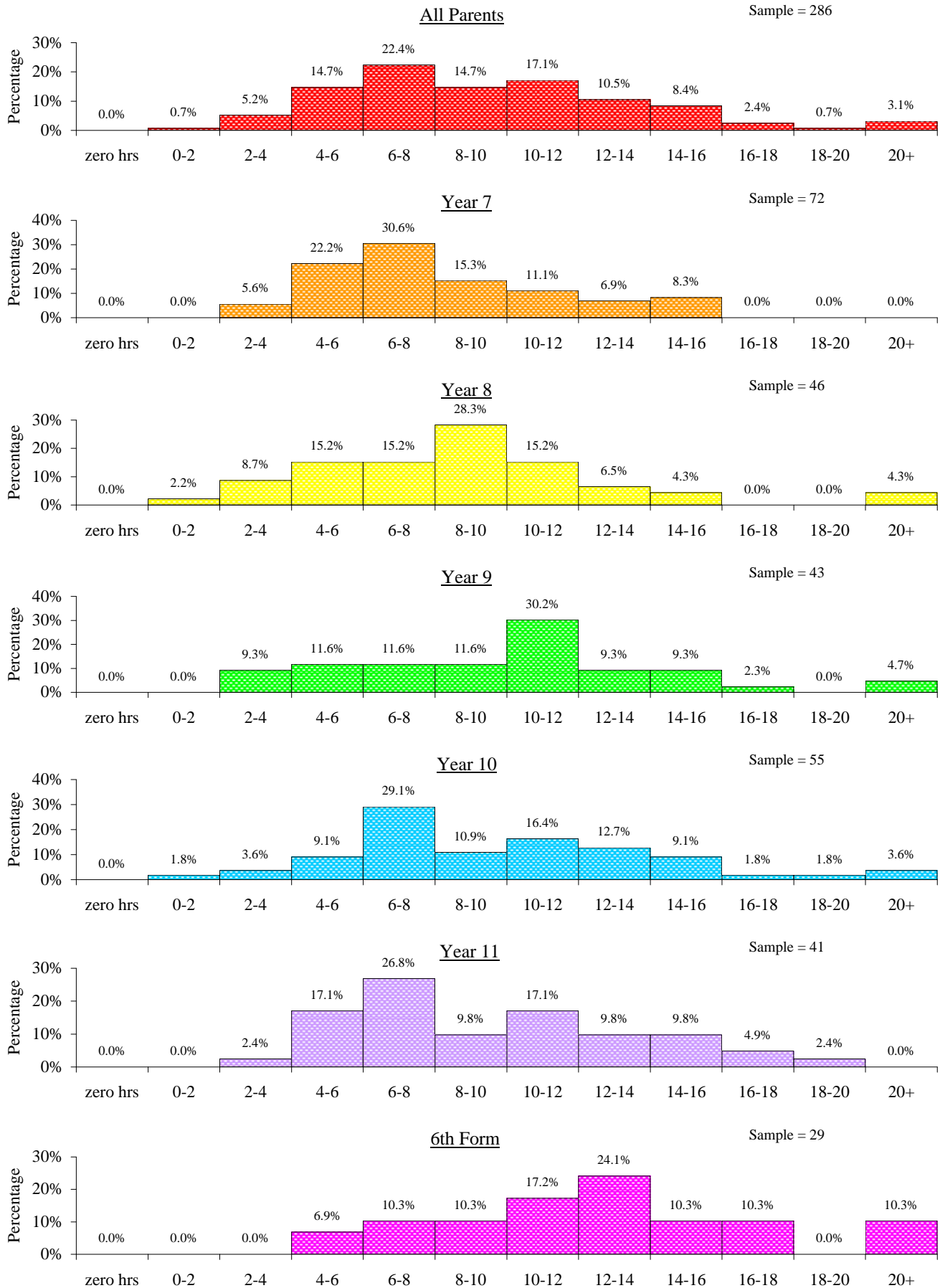


Graphs to show the Mean Number of Hours that Pupils Spend on Homework, Broken Down by Year Group and Gender of Pupil.

Average figures from similar schools are given in [brackets], this school's last survey figures in [brackets]

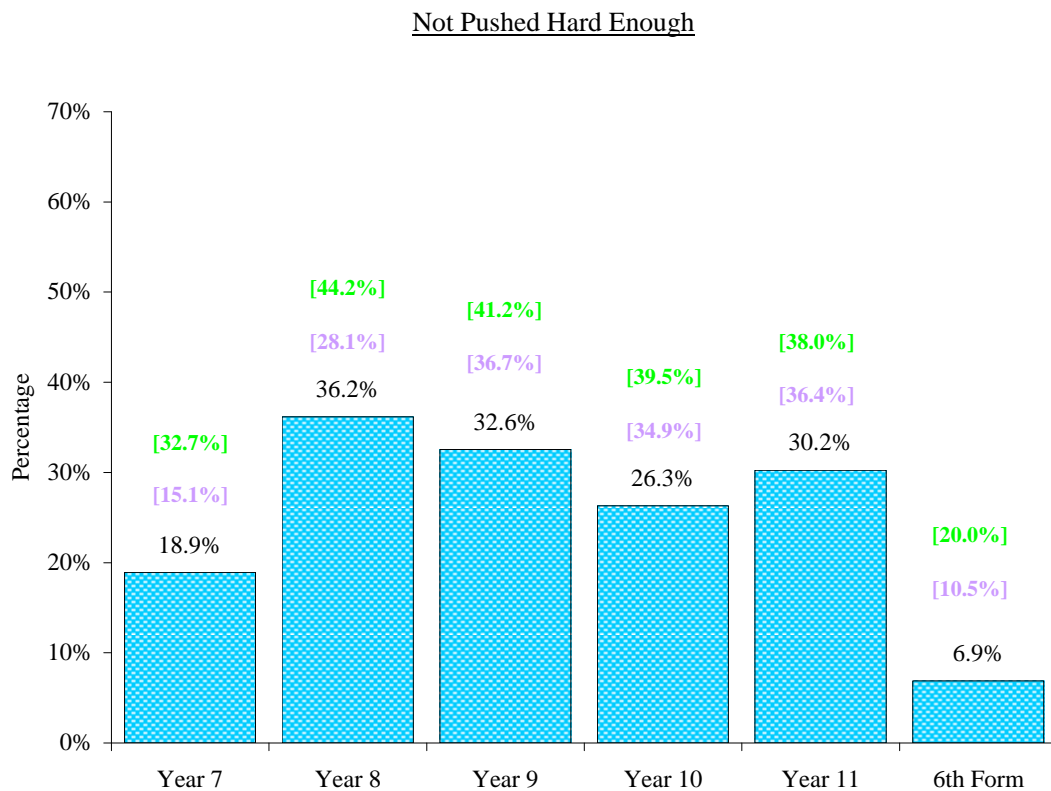
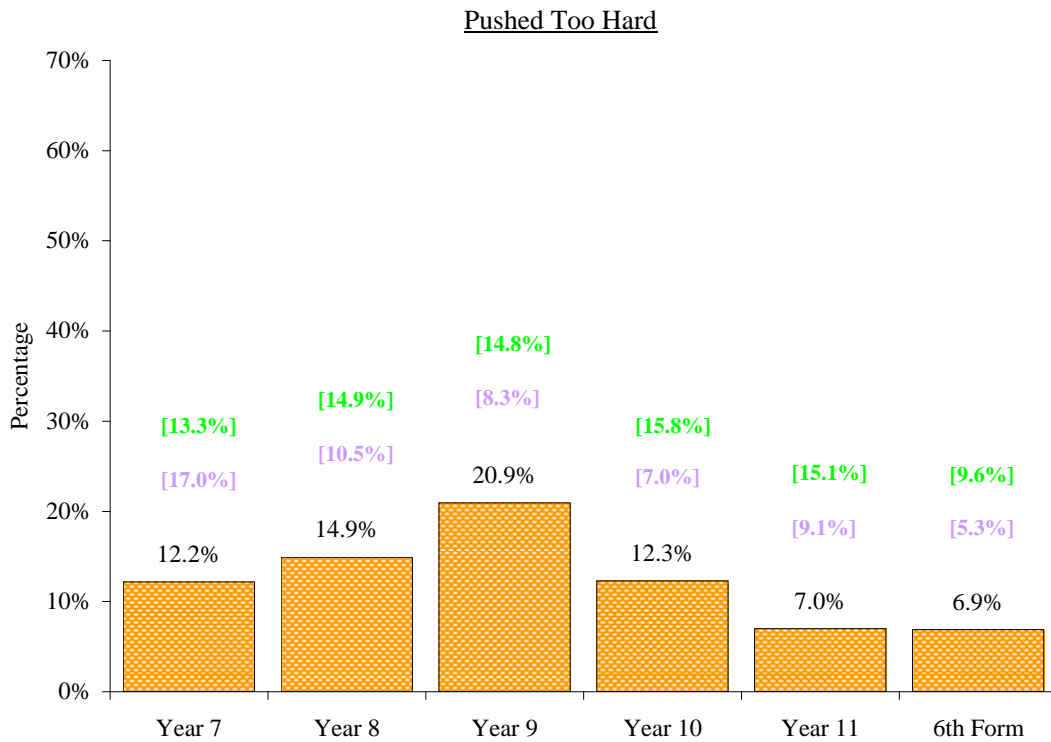


Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group



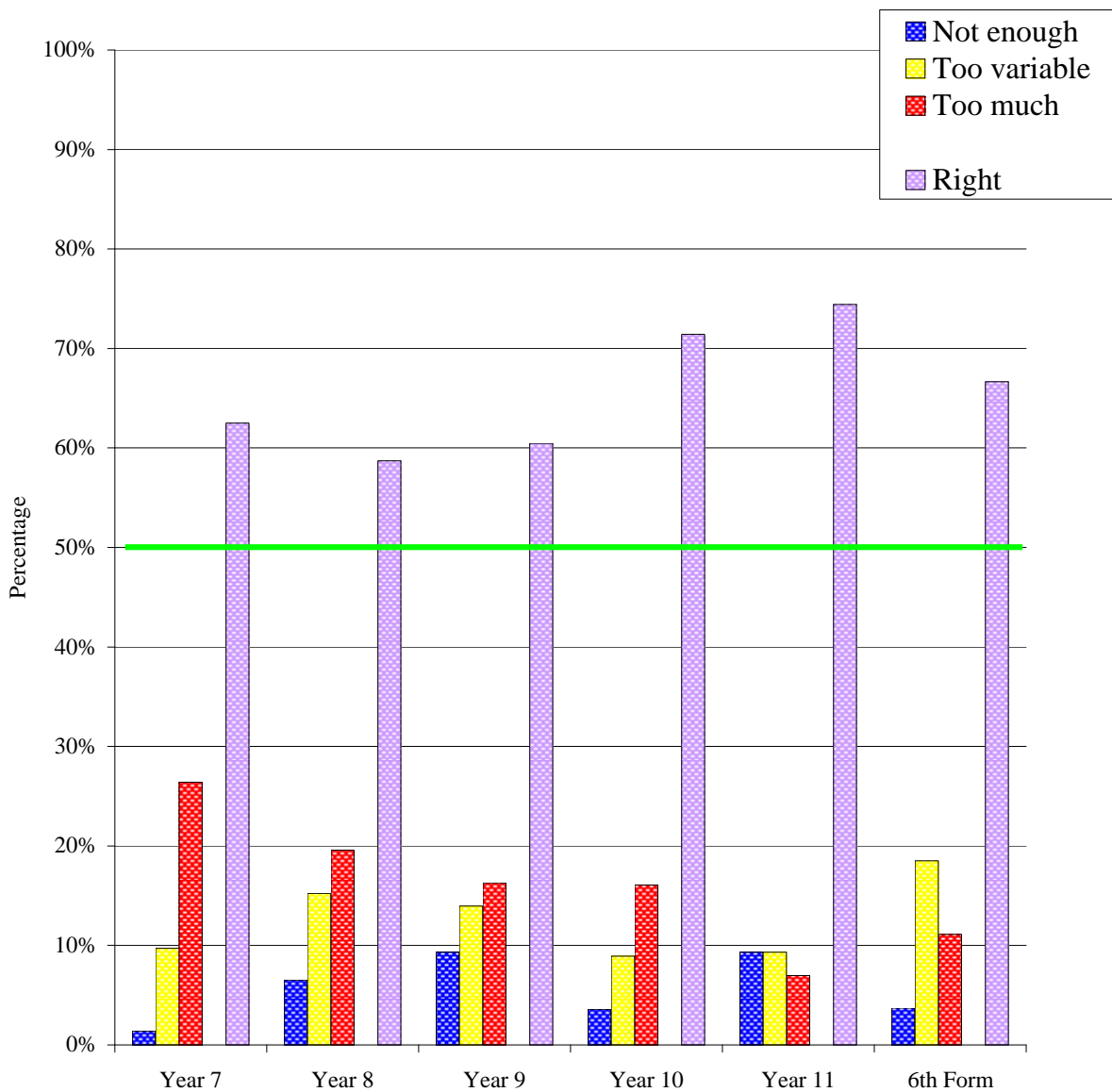
Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in [brackets], this school's last survey figures in [brackets]



Graph to Show Parents' Perception of the Amount of Homework Given, Broken Down by Year Group

For this question, schools typically achieve more than 50% of parents who choose "Right".
This level was achieved for all year groups.



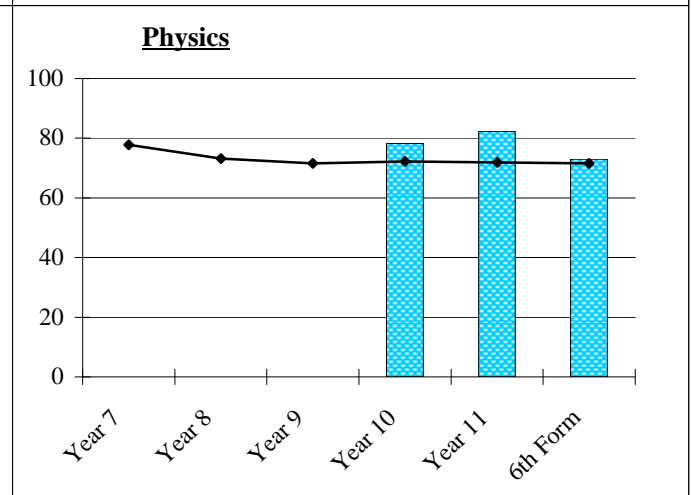
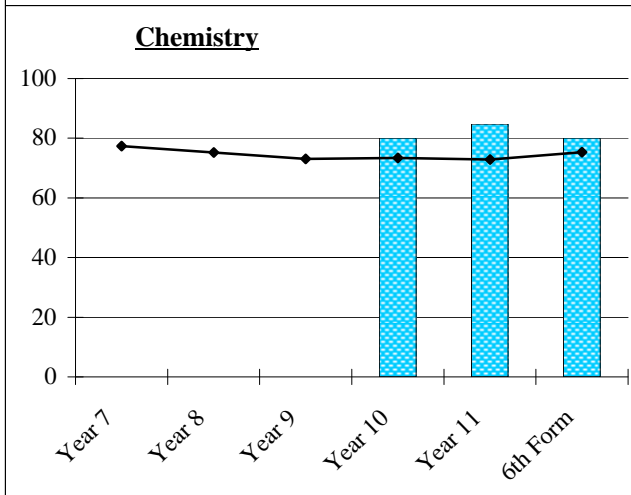
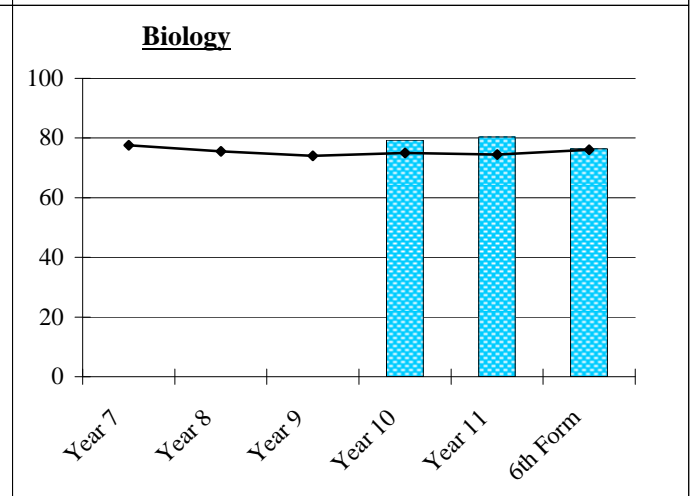
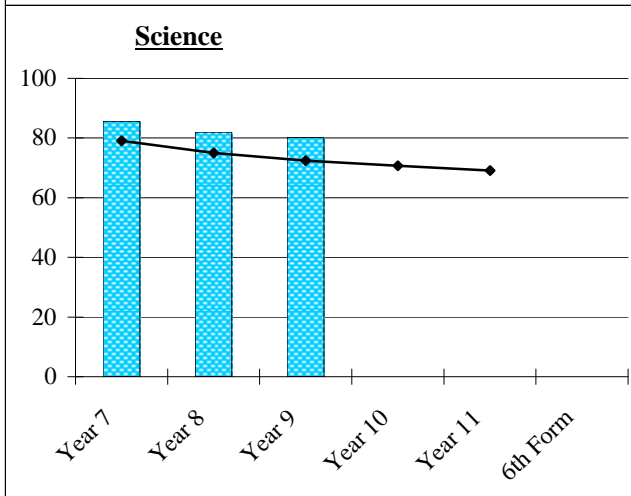
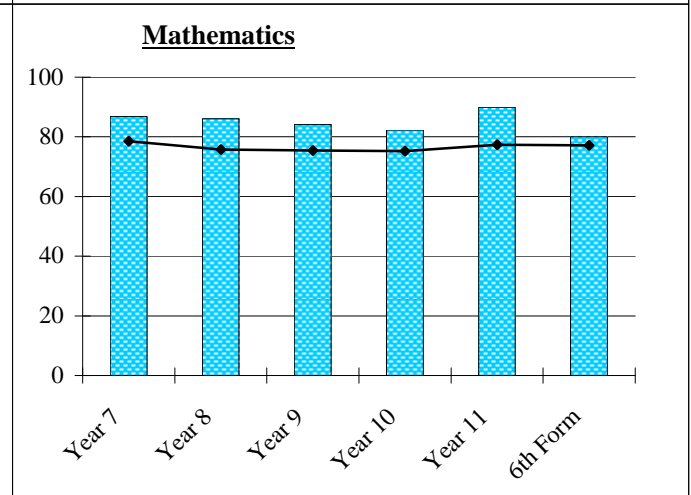
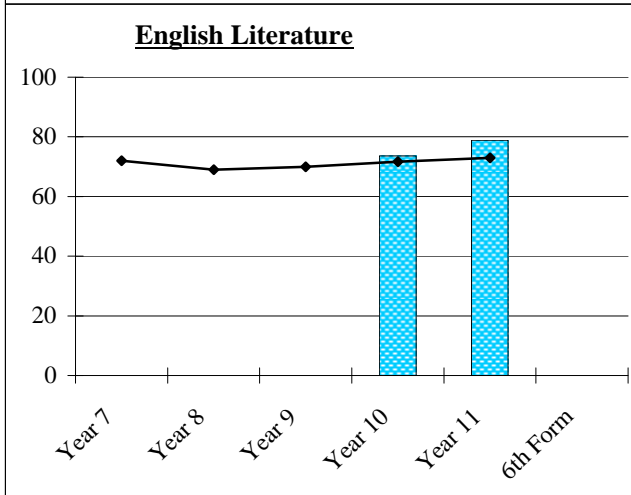
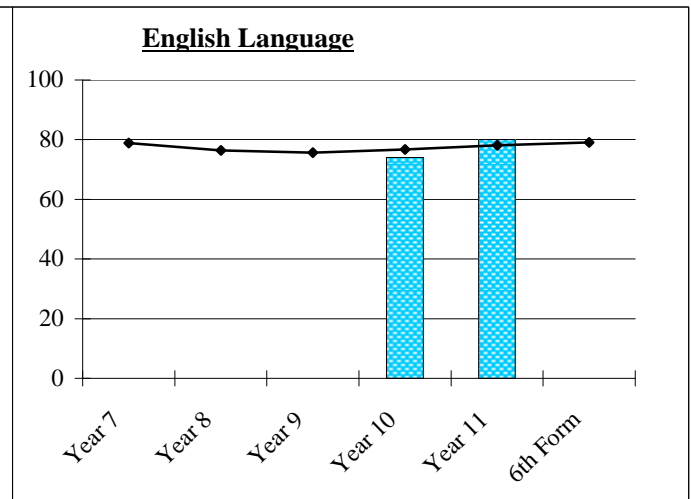
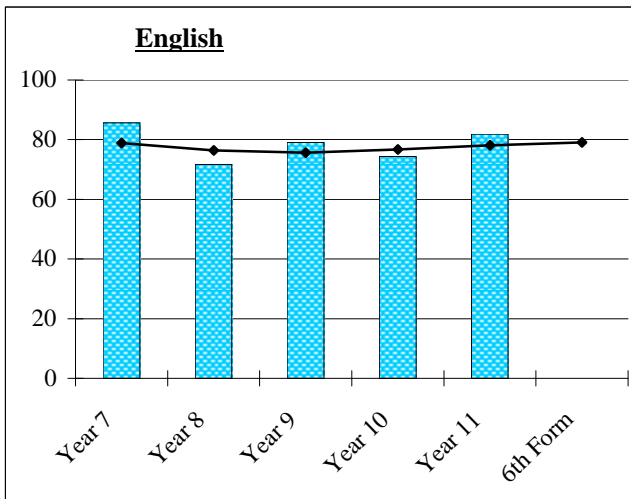
All Academic and Non-Academic Criteria shown by Year Group

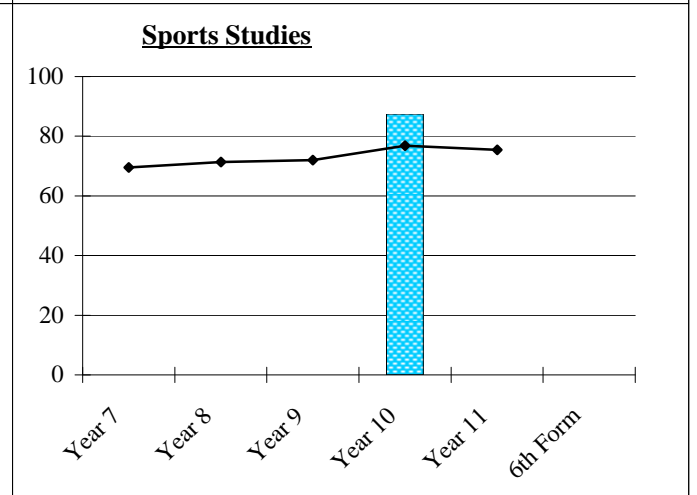
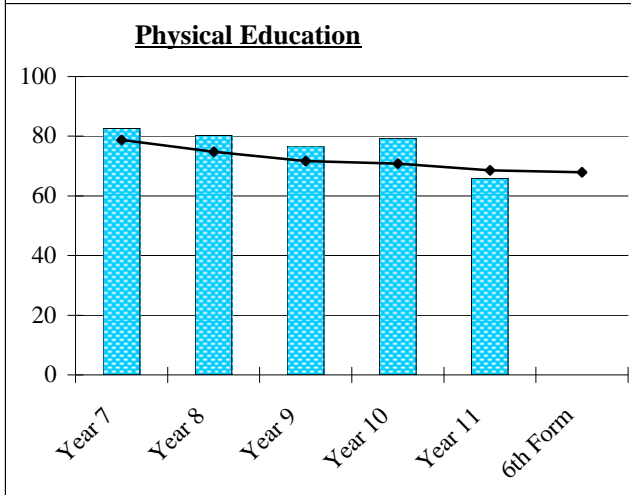
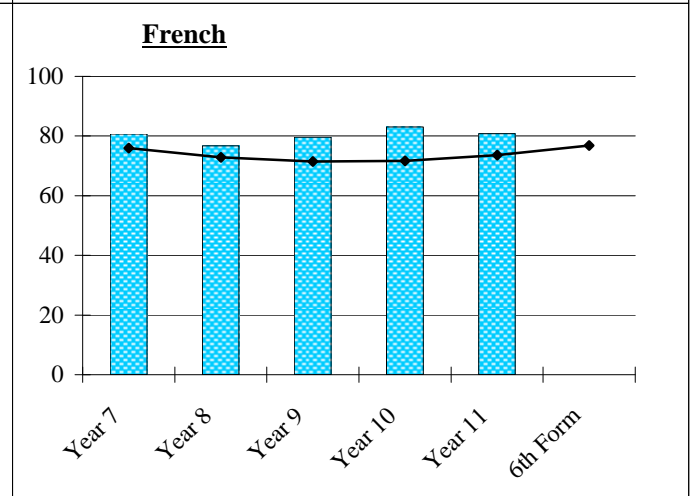
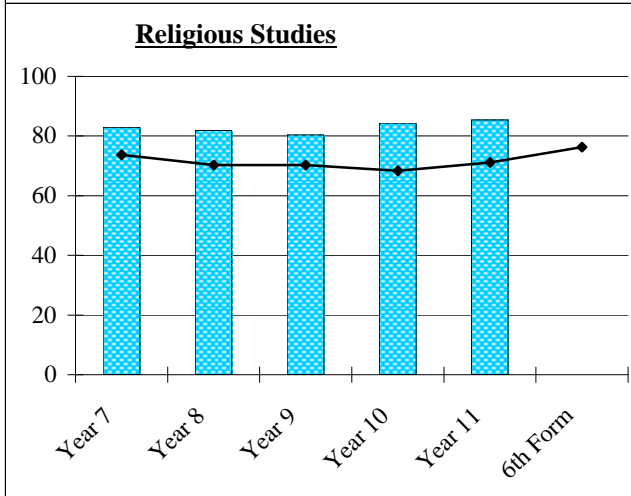
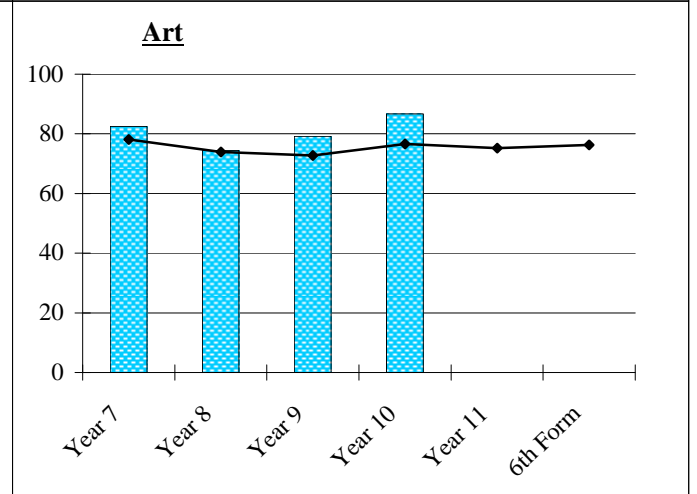
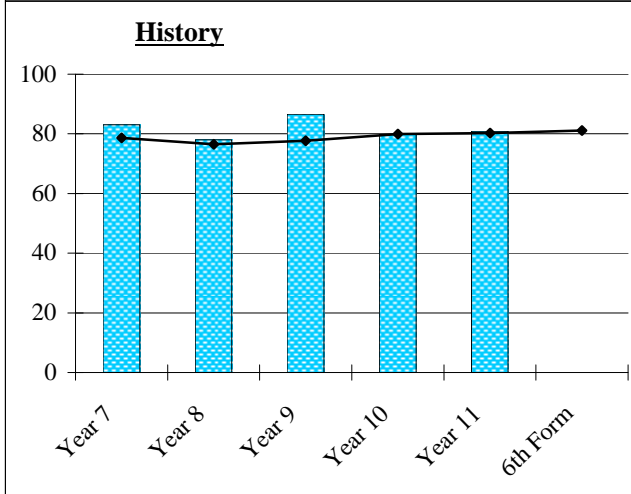
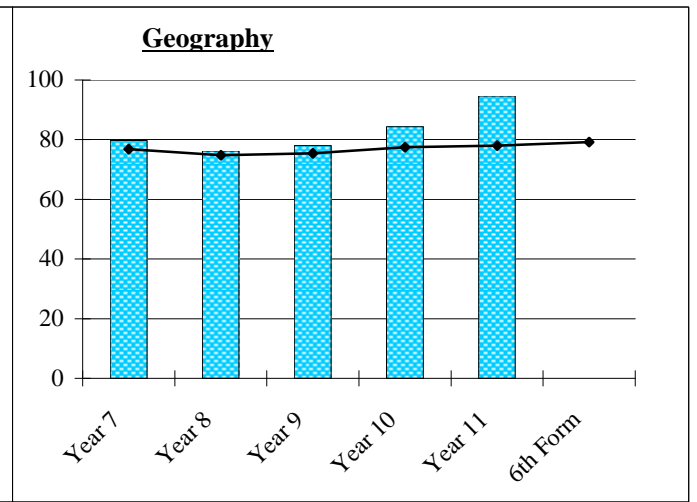
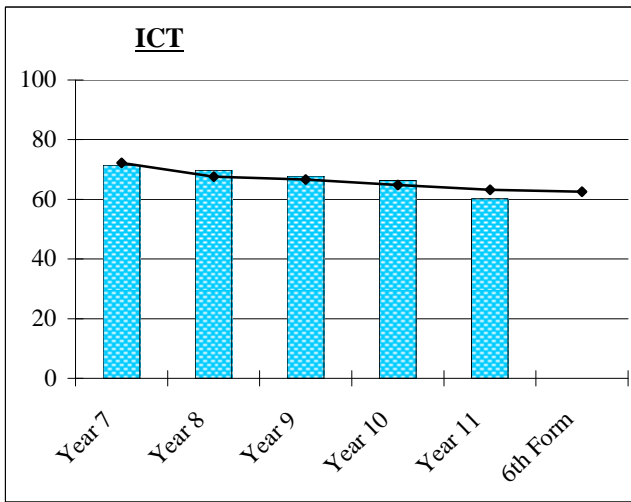
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

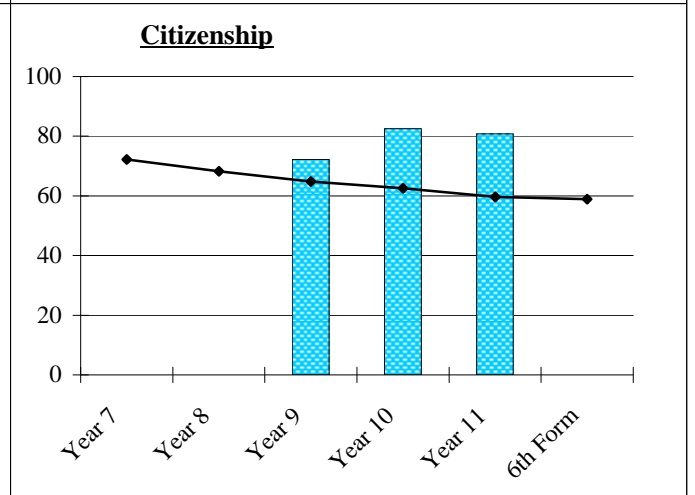
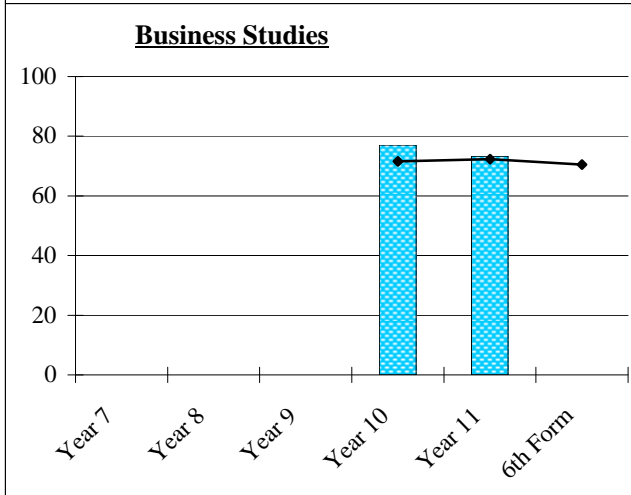
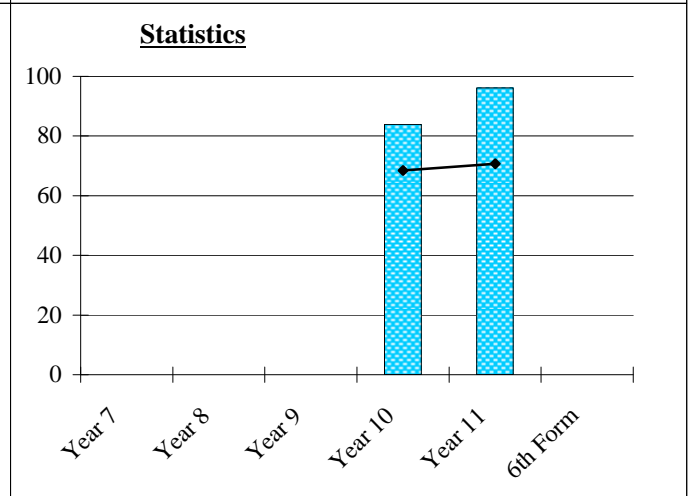
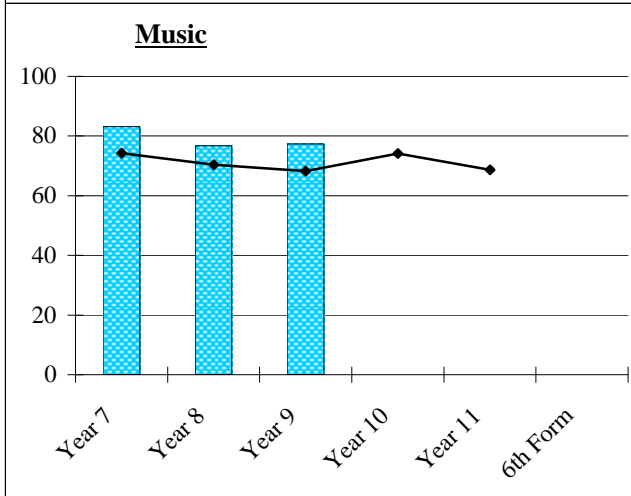
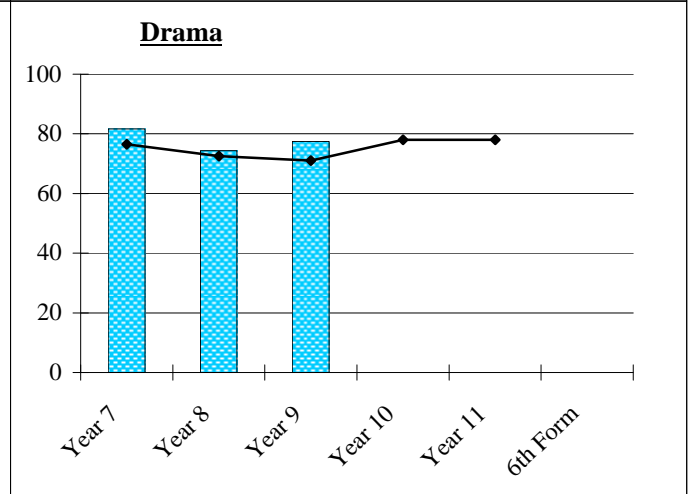
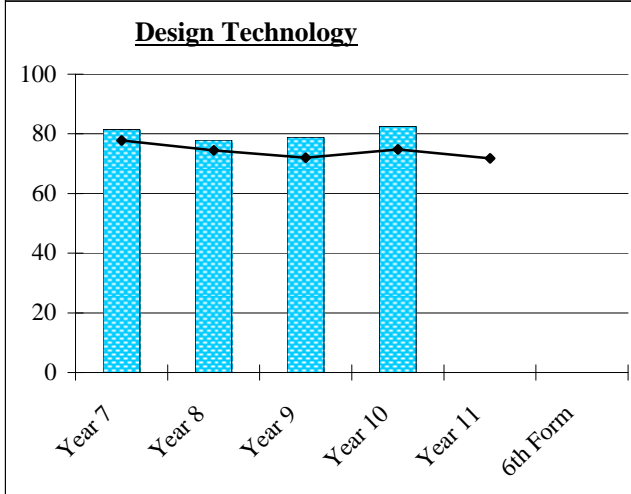
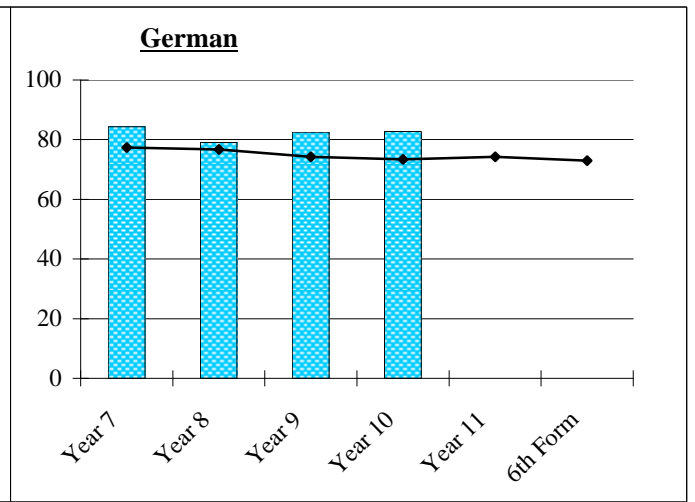
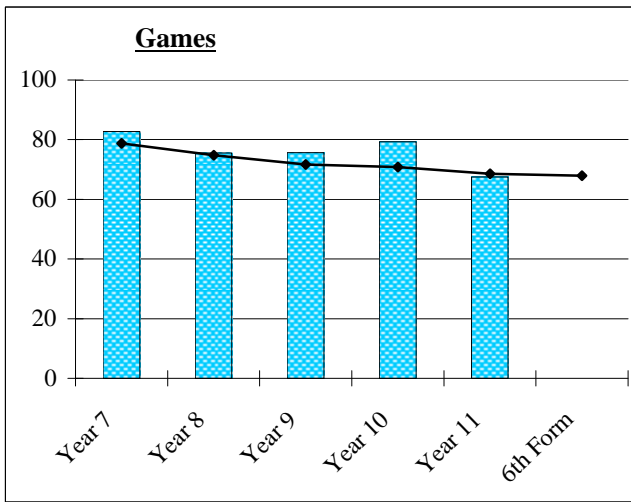
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

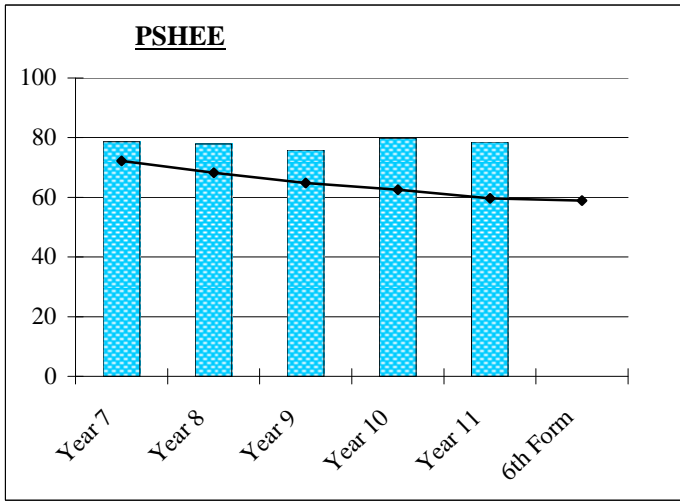
Year groups where there were less than 12 respondents for a criterion are not shown.

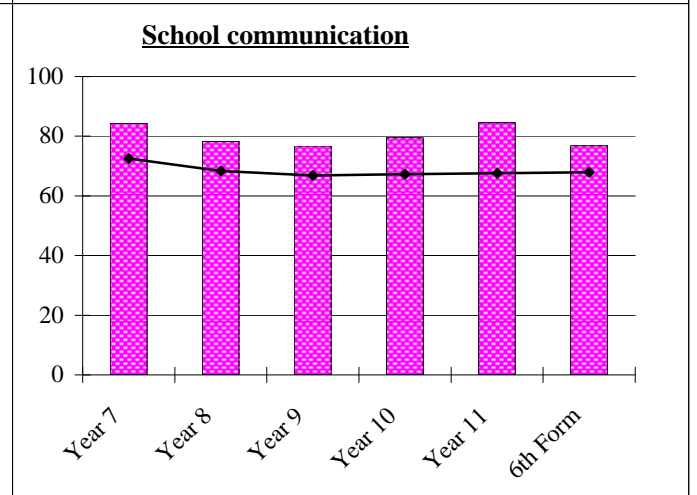
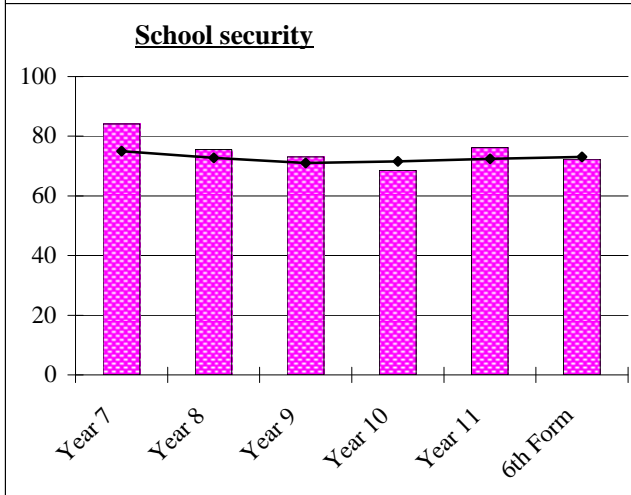
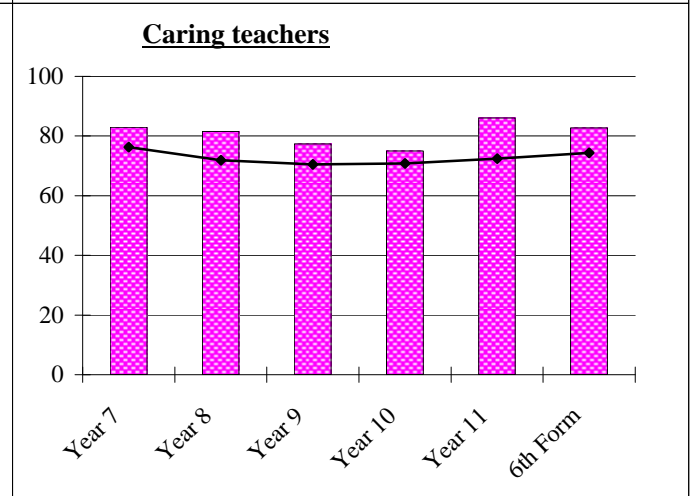
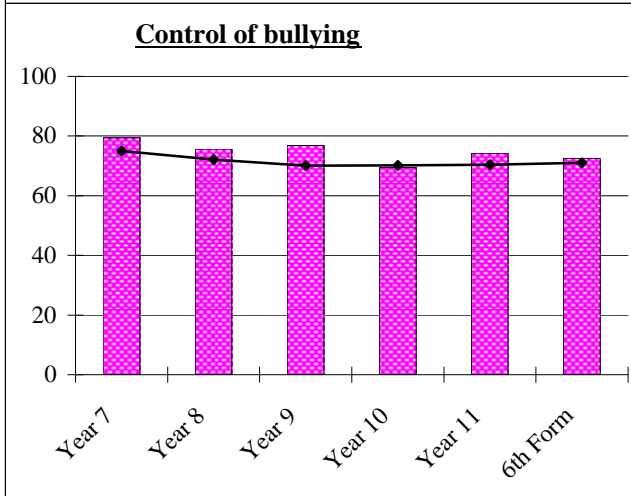
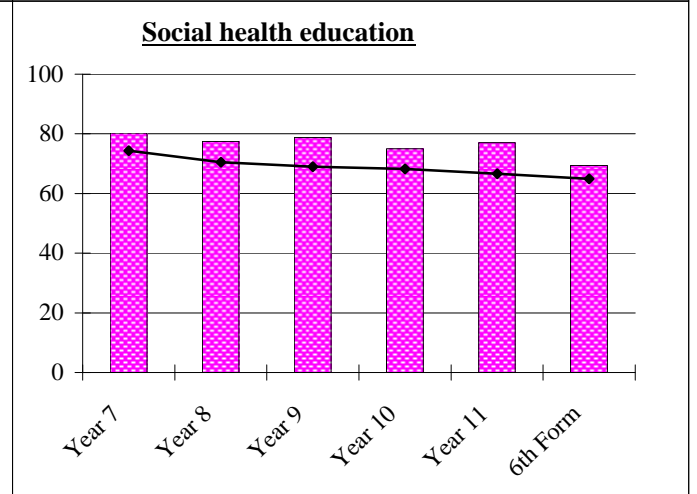
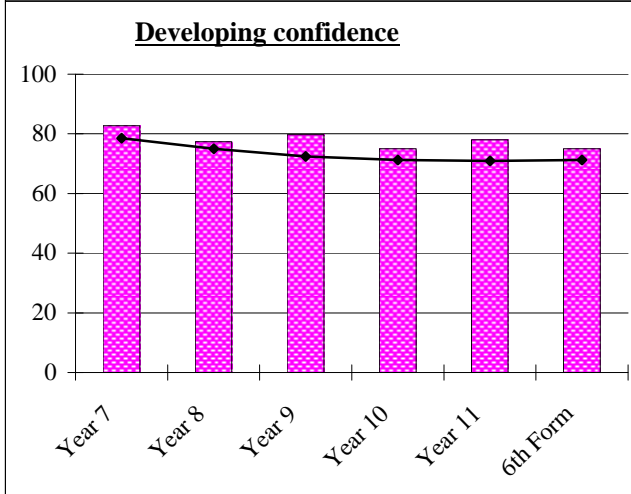
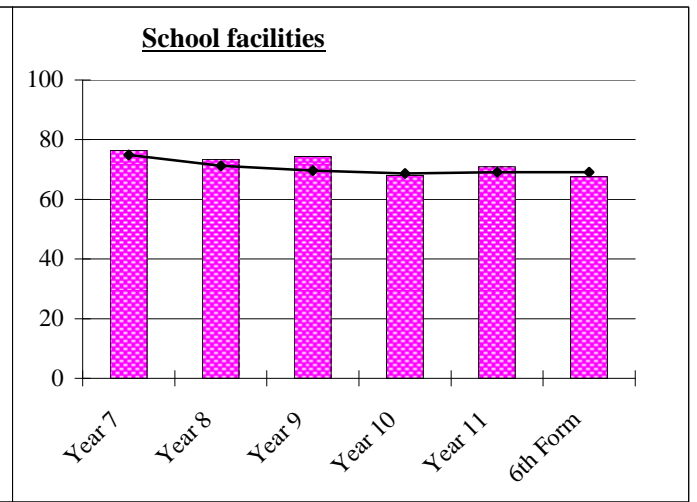
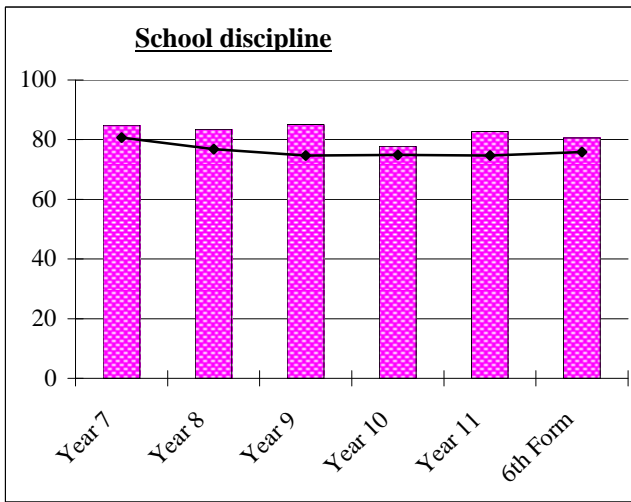
Please note: these year group scores are unweighted.

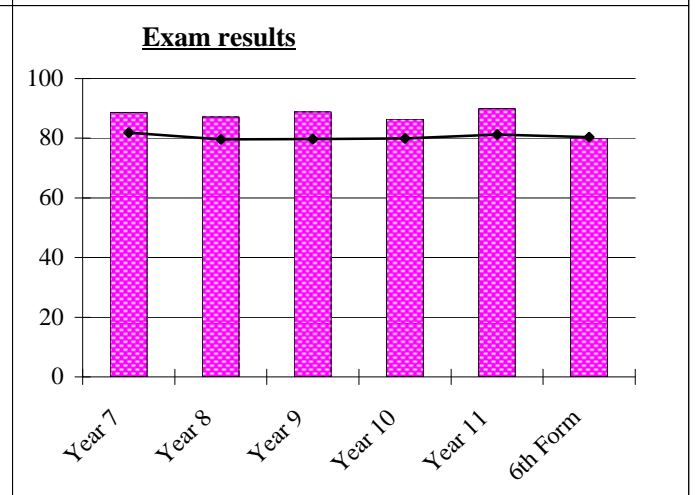
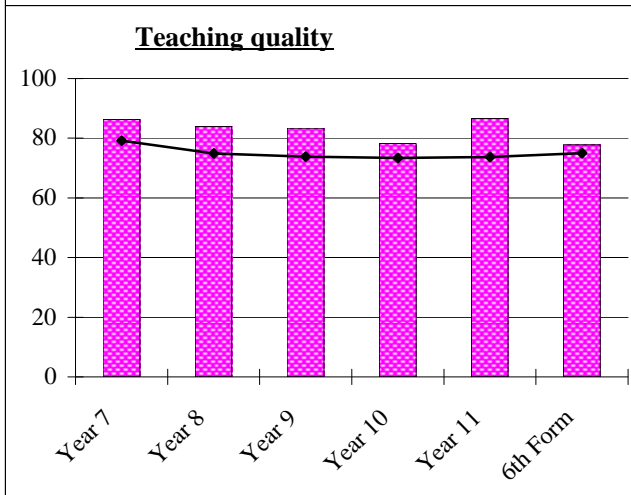
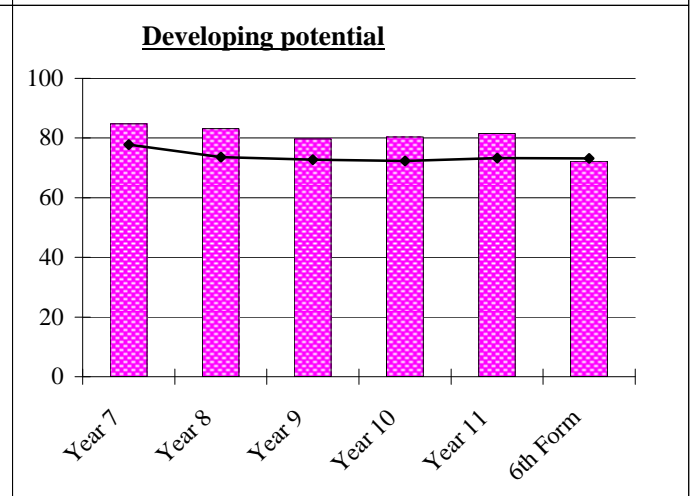
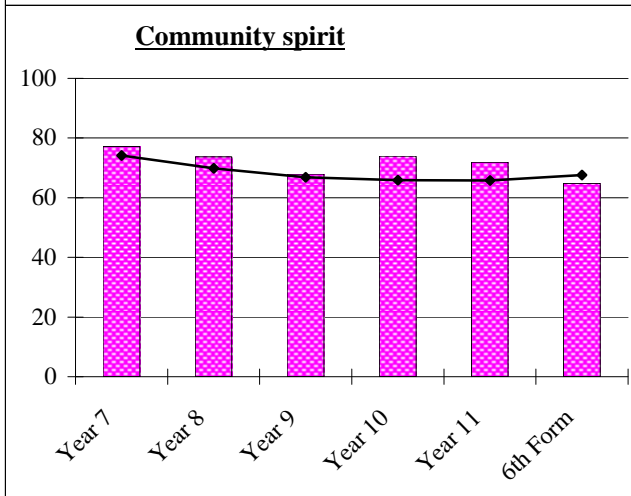
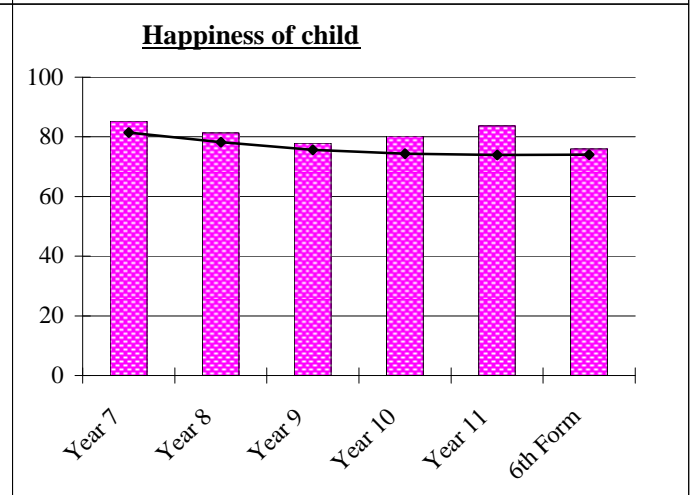
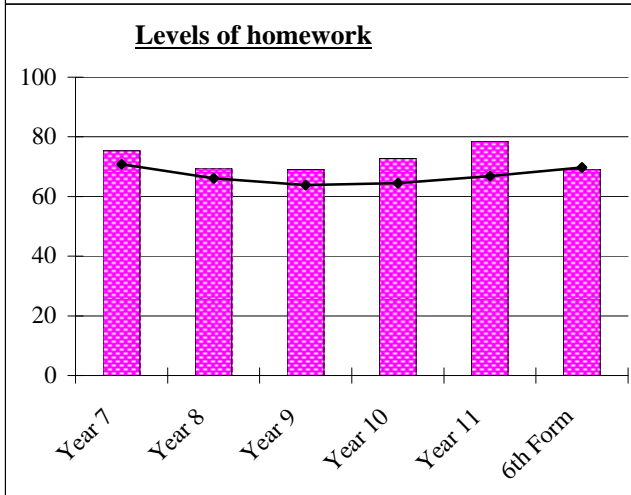
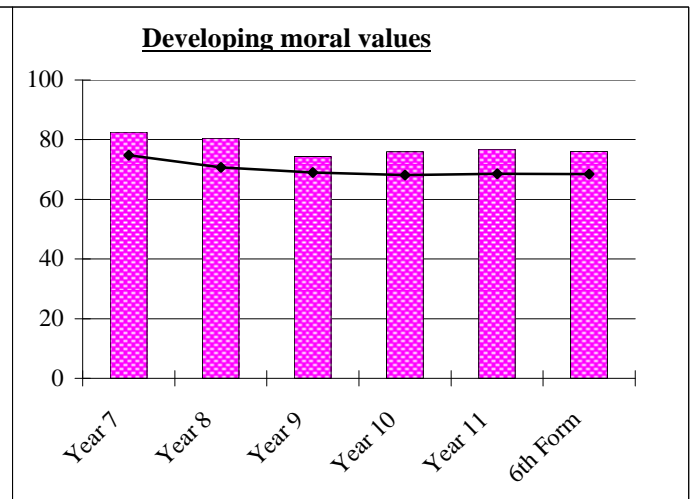
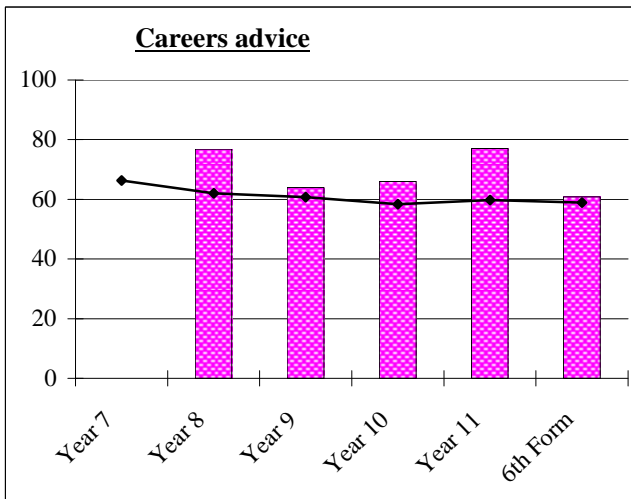


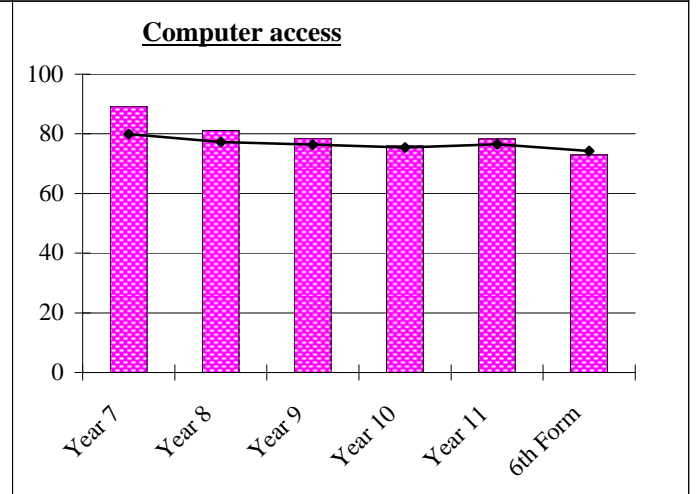
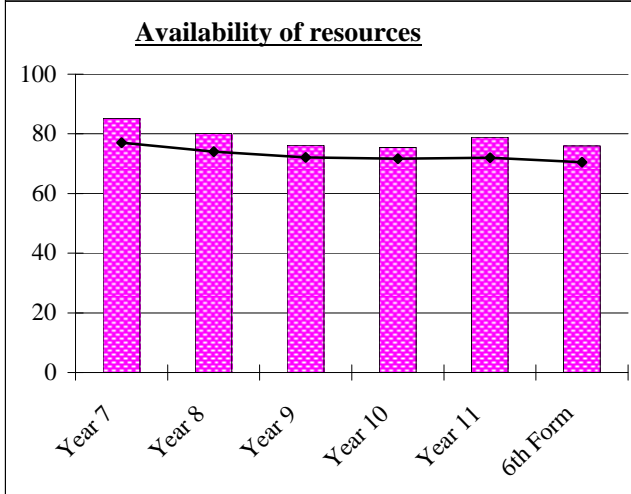
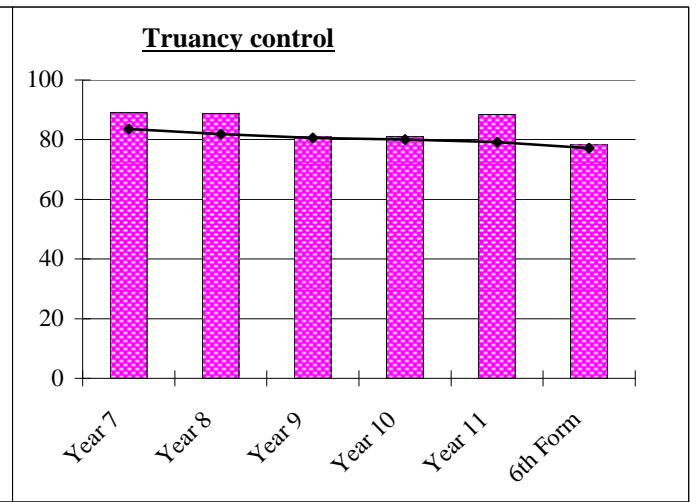
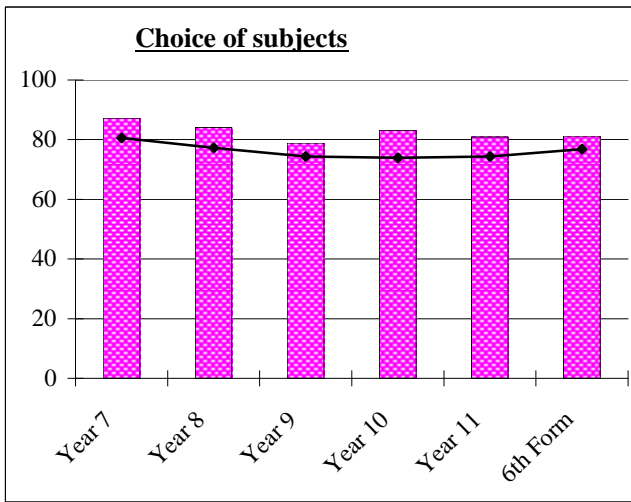


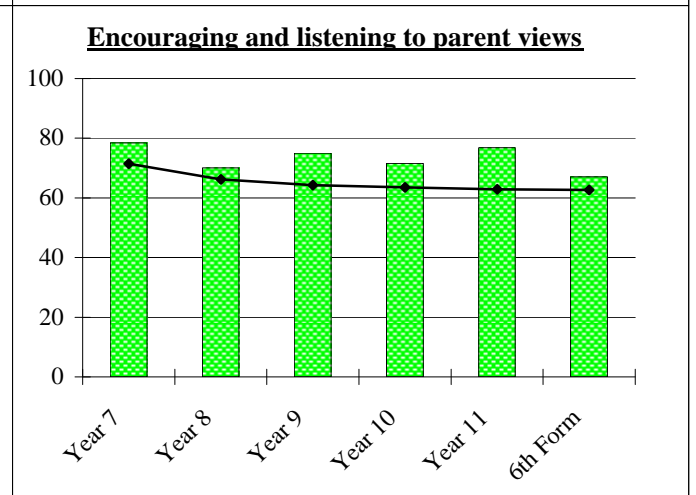
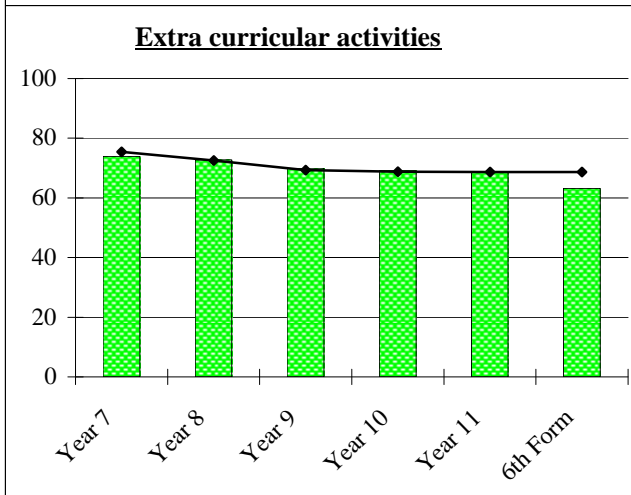
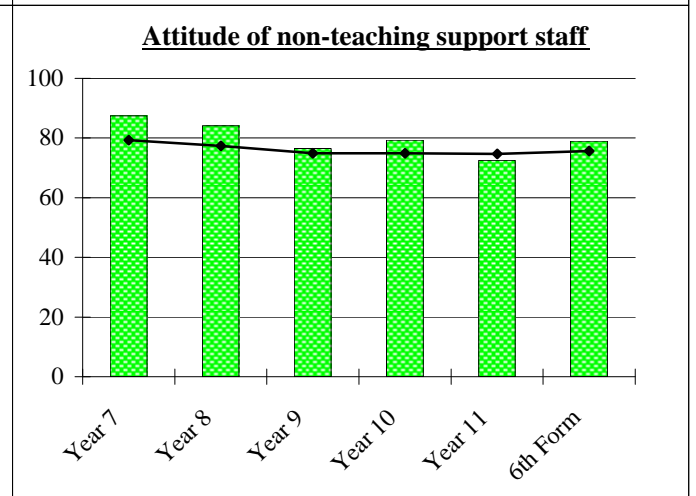
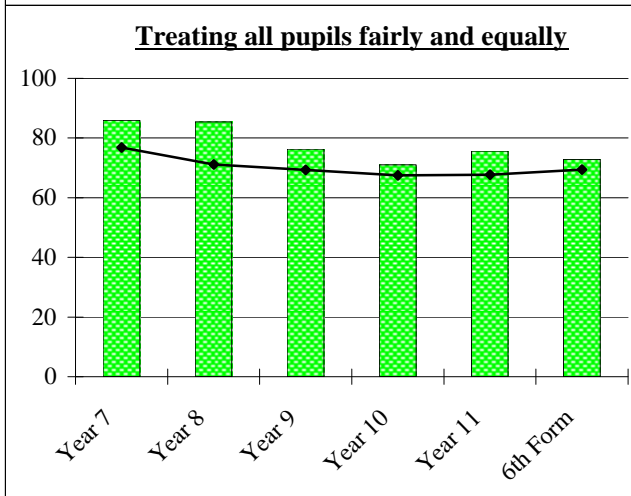
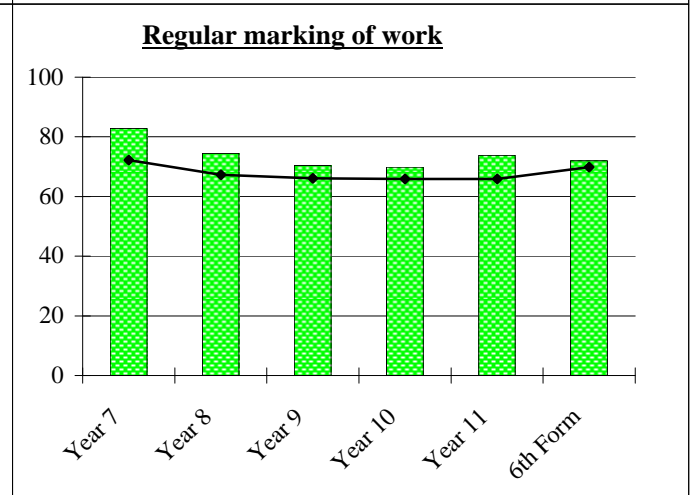
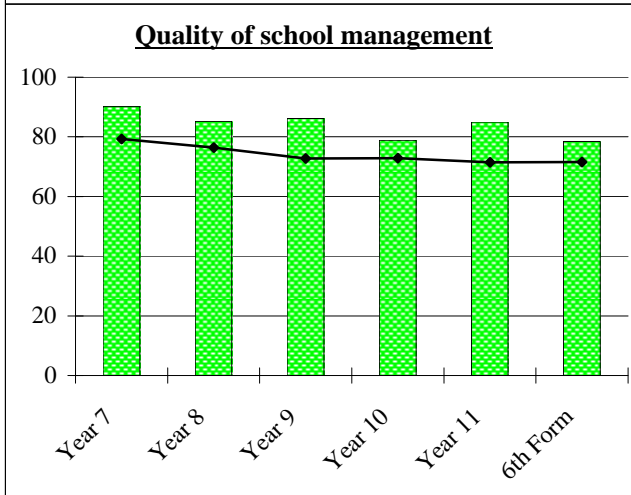
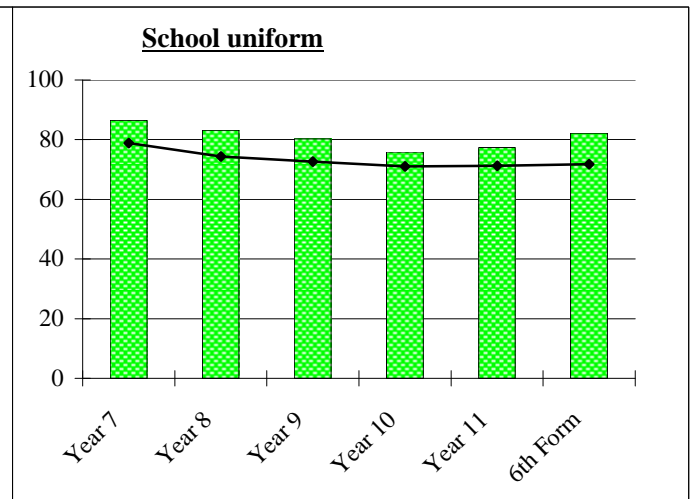
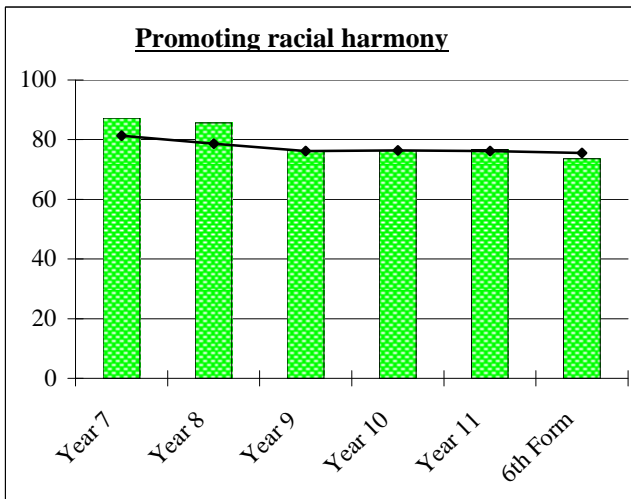




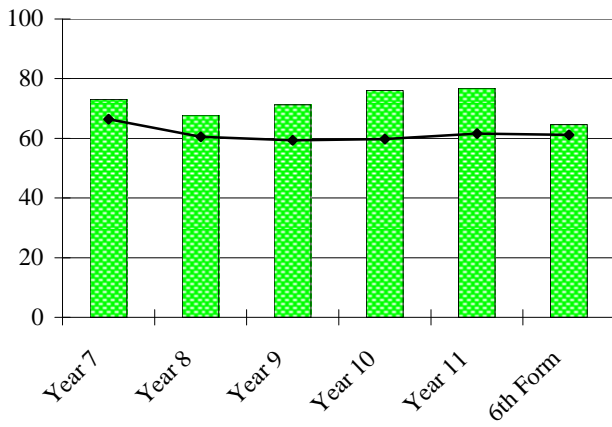




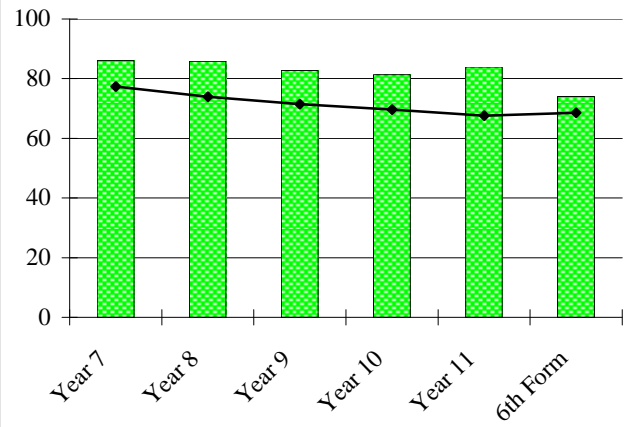




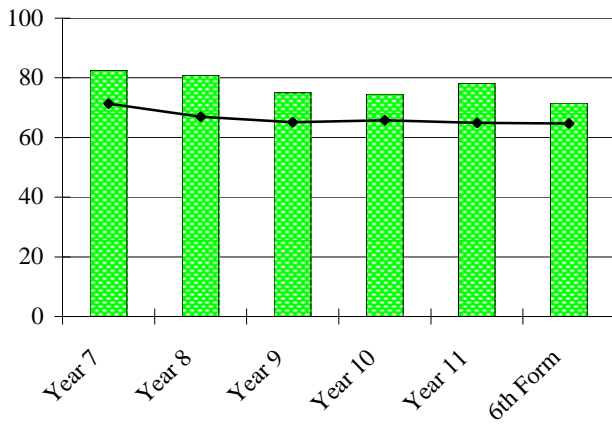
Explaining to parents how to help their child



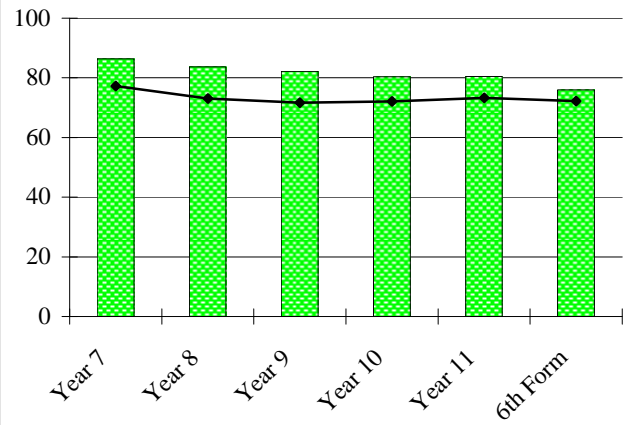
Celebrating and rewarding achievement



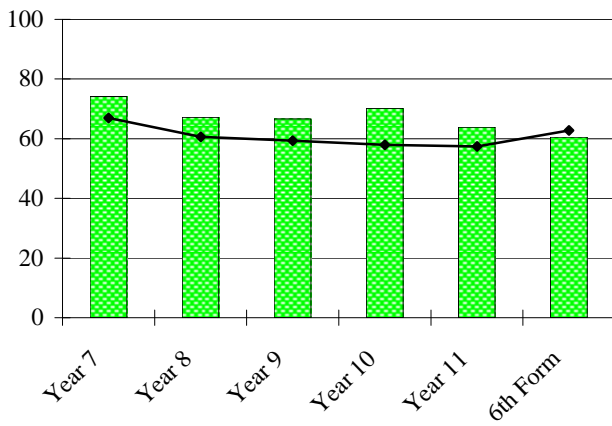
Tailoring workload to child's needs and ability



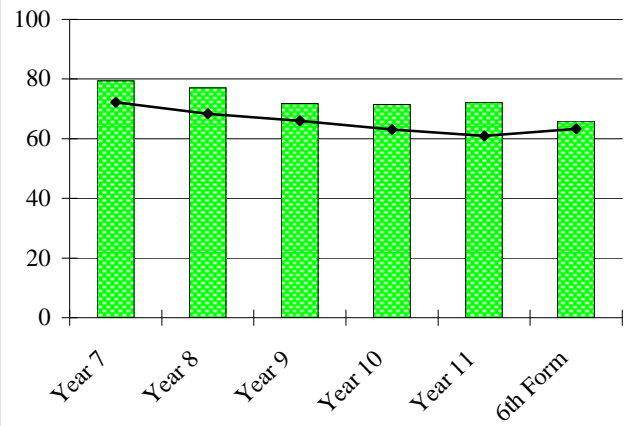
Ensuring pupils do best and make good progress



Encouraging local community activity



Encouraging and listening to pupil views



Analysis to Investigate Unexpected or Unusual Year Group Results.

Earlier Kirkland Rowell reports were only able to tell you if a difference between 2 year groups was statistically significant. Now, using the patterns which we have extracted from analysing the year group results of similar schools, we are able to go one step further and tell you when differences are unexpected and meaningful.

As you can see from the previous section of the report; when broken down by year group, the averages of similar schools change as pupils get older. Some scores improve as pupils get older while others decline or show a dip, or a spike, in a particular year group. There are many reasons why these differences occur; for example because a subject is usually dropped in Year 9 or because some issues become more or less important as pupils progress through the school.

By applying these national patterns to the scores that your school achieved, we can make a prediction of the contributions that we would have expected from each year group, towards your whole school scores. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools. Doing this enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

On the following pages we have plotted your actual score for each year group against the score that we would have expected each year group to contribute towards the whole school score that you received.

Where there is a large difference between the actual score and the predicted score, we know that we have identified a year group where parents are either more satisfied or less satisfied than we would have expected, compared to the rest of the school.

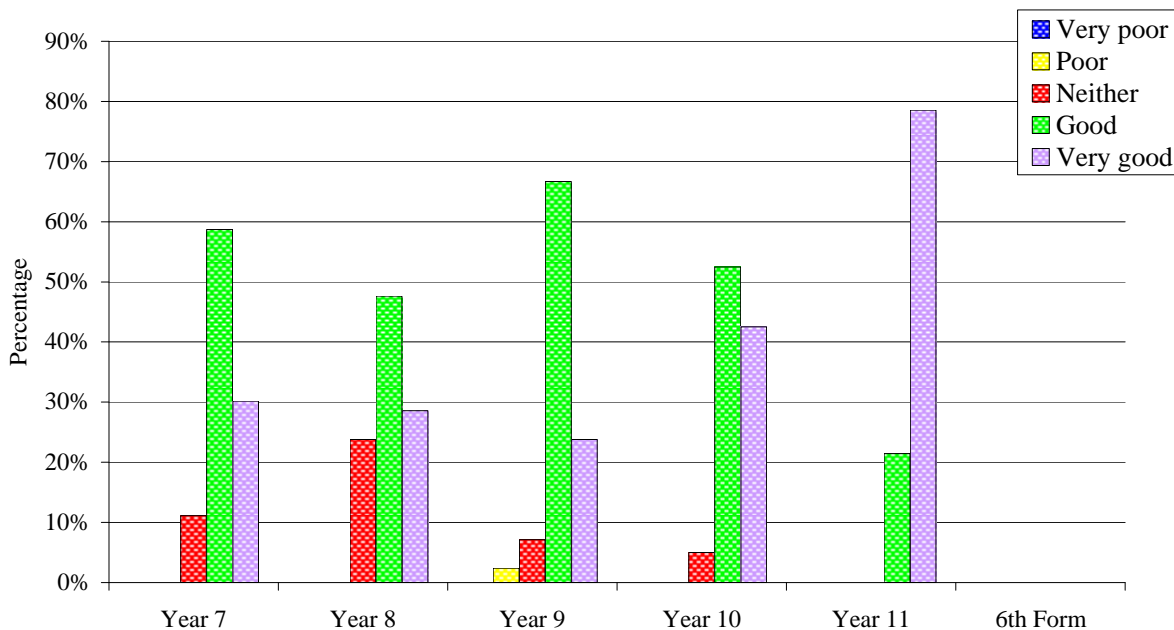
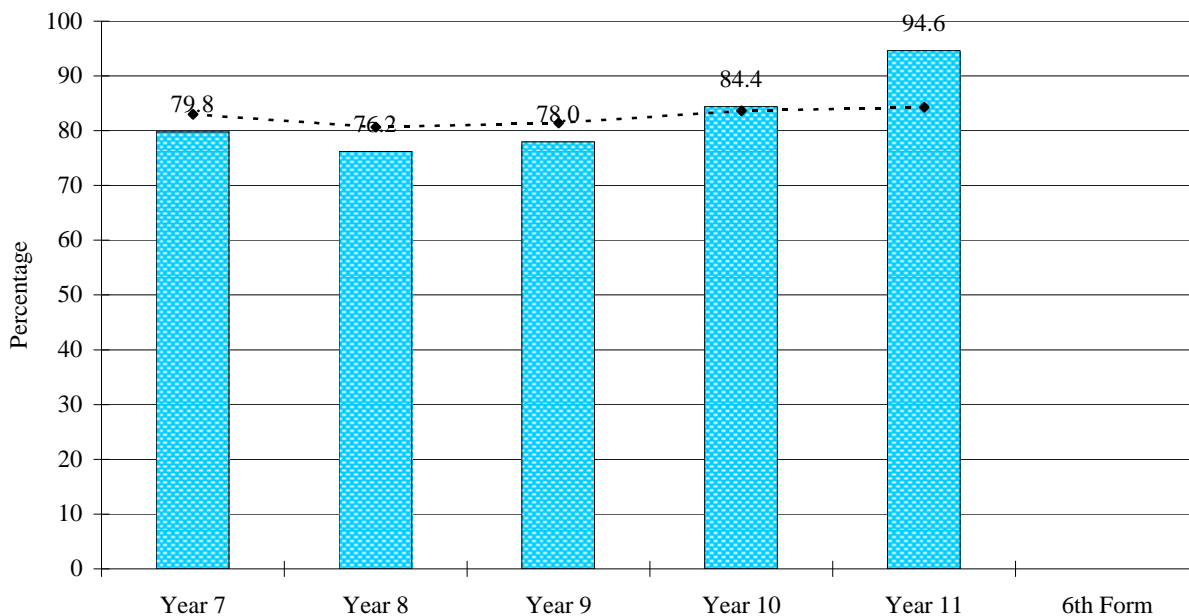
All actual scores were compared against the predicted scores, for each year group.

We have included in the following pages those criteria which show the largest differences between the scores achieved and the predicted scores i.e. those criteria where the parents were more or less happy than expected.

The Graphs Below for Geography Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Geography was higher than expected in Year 11.

The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



Appendix

Performance

The following method is used to produce the given percentage score for each of the criteria surveyed.

The scores are calculated to ensure that the final given results are as representative of the school as possible, and have been adjusted to reflect the following factors regardless of fluctuations in response rate.

- 1) The number of pupils in each year group.
- 2) The proportion of pupils studying a subject in each year group.
- 3) The ratio of boys to girls in the school.

The following assumptions are made:

- 1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.
- 2) The ratio of boys to girls does not fluctuate across the year groups of the school.
- 3) For Non-academic areas, it is assumed that boy's and girl's parents are equally likely to have an opinion. This assumption does not apply to academic subjects, where some (e.g.. Dance) may be taught to differing proportions of boys:girls. Where this is the case, an adjustment is made based on the ratio of respondents.

Calculating the performance score

The following example is for the subject of Religious Studies.

Where Religious Studies is only taught in years 9, 10, and 11 in a mixed gender school with years 7 to 11.

In order for a year group to be included in the final score for Religious Studies, 2 questions need to be satisfied:

- 1) Are there a minimum number of respondents giving a score for Religious Studies in that year? For small surveys (less than 300 total returned questionnaires) the minimum is 8. For larger surveys, the minimum is $8+2\%$ total number questionnaires exceeding 300. (i.e.. If 500 returned, $\text{min}=8+2\%(500-300) = 12$)
- 2) Is the number responding in any year greater than 5% of total respondents giving a score for Religious Studies?

If "yes" to both, then label that year Y, if "no" label that year N.

In this school therefore Year 7 = N, Year 8 = N, Year 9 = Y, Year 10 = Y, Year 11 = Y.

Years which = N should not contribute to the final score.

Calculate that proportion of the final score which should be contributed by each year where the year = Y.

First calculate the proportion of each years contribution which should come from boys' parents.

$$P9_{\text{boys}}(\text{RS}) = \frac{\text{Number of boys in year 9}}{\text{Number of boys in years =Y}} \times \frac{\text{Number of year 9 boys respondents to Religious Studies}}{\text{Total number of year 9 boys respondents}}$$

Repeat this process for other years where year =Y (i.e. years 10 and 11 in this case) to achieve P10_{boys}, and P11_{boys} (Religious Studies).

We now calculate the final proportions contributed by each year group.

$$\text{Final proportion } F9_{\text{boys}}(\text{RS}) = \frac{P9_{\text{boys}}(\text{Religious Studies})}{(P9_{\text{boys}}(\text{RS}) + P10_{\text{boys}}(\text{RS}) + P11_{\text{boys}}(\text{RS}))} \times \text{Mean score for year 9 Religious Studies, boys}$$

Repeat this process for F10_{boys} (RS) and F11_{boys} (RS).

To achieve the final boys score $F_{\text{boys}}(\text{RS}) = F9_{\text{boys}}(\text{RS}) + F10_{\text{boys}}(\text{RS}) + F11_{\text{boys}}(\text{RS})$.

We then repeat the process above for girls to achieve F_{girls} (Religious Studies).

In order to combine the boys score with the girls score for each academic subject, it is now necessary to weight them in proportion to the number of boys and girls returns, to take into account the possibility that the subject has significantly higher numbers of one gender studying that subject (e.g.. Dance say).

$$\text{Girls Weighting (GW)} = \frac{\% \text{ of girls in school}}{\text{Total number of girl responses in whole survey}}$$

$$\text{Girls Fair Voice (GFV)} = \text{GW} \times \text{Number of girl responses for Religious Studies}$$

$$\text{Girls Proportion of final score (GPfs)} = \frac{\text{GFV}}{\text{GFV} + \text{BFV}}$$

Similarly,

$$\text{Boys Proportion of final score (BPfs)} = \frac{\text{BFV}}{\text{GFV} + \text{BFV}}$$

Now, final Academic scores can be calculated as:

$$\begin{aligned} \text{Final (Religious Studies) Score} &= \text{GPfs} \times \text{Fgirls (RS)} + \text{BPfs} \times \text{Fboys (RS)} \\ & \text{(unless GPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fboys (RS))} \\ & \text{(or BPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fgirls (RS))} \end{aligned}$$

In order to combine the boys score with the girls score for non-academic subjects, the above gender weighting is not necessary as boy's and girls parents are considered equally likely to have an opinion (e.g.. School discipline). Thus, final scores are calculated as:

$$\begin{aligned} \text{Final (school discipline) score} &= \\ & (\text{Fboys (sch discipline)} \times \text{ratio of boys in school}) + (\text{Fgirls (sch discipline)} \times \text{ratio of girls in school}) \end{aligned}$$

The Final Scores can now be converted into percentages, as given in the report, in the following way.

$$\text{Final Religious Studies Score (which lies between 1 and 5)} \times 20 = \text{(a figure lying between 20 and 100)}$$

$$\text{Then subtract 20} = \text{(a figure lying between 0 and 80)}$$

$$\text{Then multiply by 1.25} = \text{(a figure lying between 0 and 100 i.e. a percentage score)}$$

This final score for Religious Studies is then weighted based upon the average bias which has been measured in relation to Religious Studies. This weighting is applied so that the scores for each academic subject in the school might be compared with one another on a level playing field, having adjusted each subject in line with its measured parent bias.

Religious Studies usually scores more poorly than most other subjects and hence receives a positive weighting factor.

In this case the final school score for Religious Studies is multiplied by 1.06 (say)

This process produces the final weighted score for Religious Studies which is given in the report as shown on the first results page (Academic Criteria)

Measuring Reliability

We require that any final result given is within 5% of the true value 19 times out of twenty.

We require that any criteria has at least 25 responses so that we can be confident that the mean value which the sample produces will follow the rules of a normal distribution. If we have less than 25 responses the result is labelled as "low response".

5% = 0.2 on our scale of 1 - 5

We then require that 2 X the standard error of the mean has a value of less than 0.2

In other words the standard error of the mean must have a value of less than 0.1

If this is the case then the result fulfils our criteria and we know the result is within 5% of the true value at the 95% confidence level. If the standard error of the mean lies between 0.1 and 0.2 then we have the 95% confidence level to within 10%. If the standard error of the mean is greater than 0.2 then the result is labelled as "low response".

We calculate the standard error of the mean as follows:

$$\text{Standard Error Of The Mean (S.E.M.)} = \frac{\mathbf{S}}{\text{The square root of } \mathbf{n}}$$

where \mathbf{S} is the standard deviation and \mathbf{n} is the sample size

The standard deviation is calculated as a function of Microsoft Excel.

Significant Differences

We require that differences between two given results (e.g.. When comparing this year's scores with last year's scores) are highlighted to indicate a significant difference if the given difference is greater than 5% on our scale and is greater than might be expected as a result of sample variations at the 95% confidence level.

Changes are therefore highlighted as significant if they fulfil the following condition.

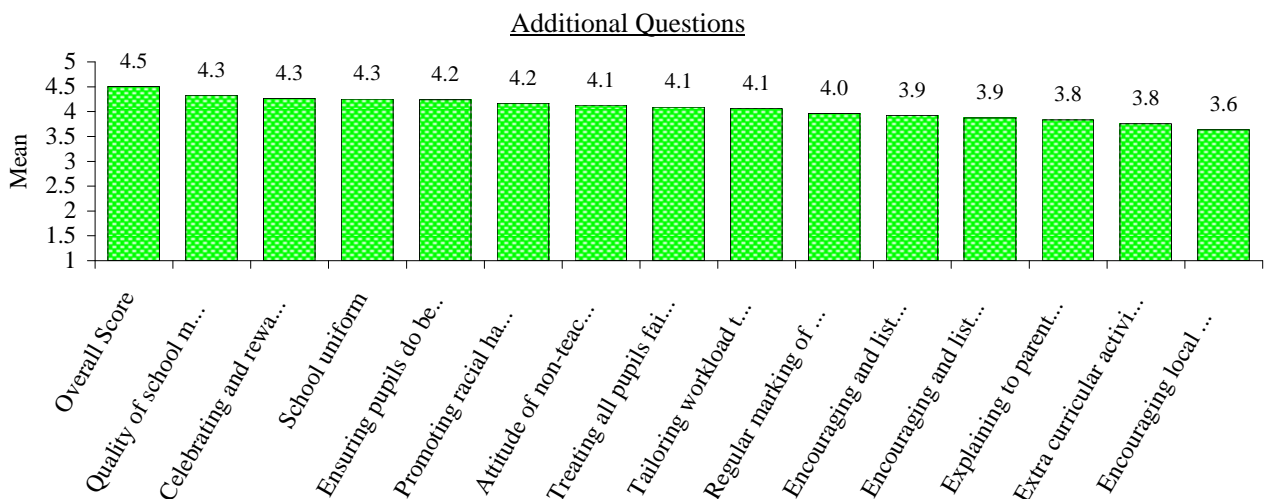
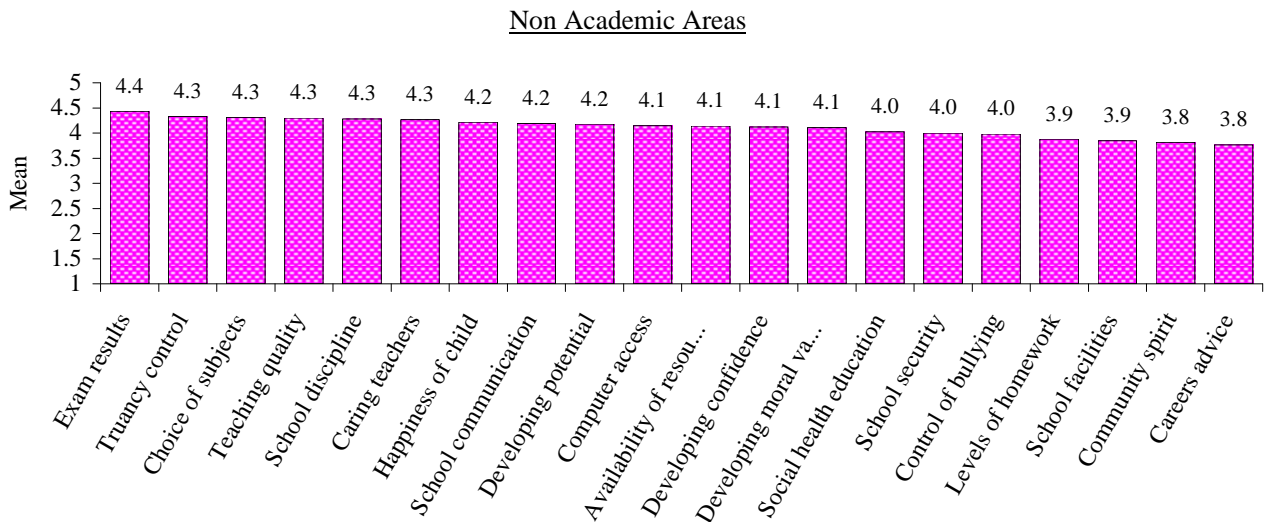
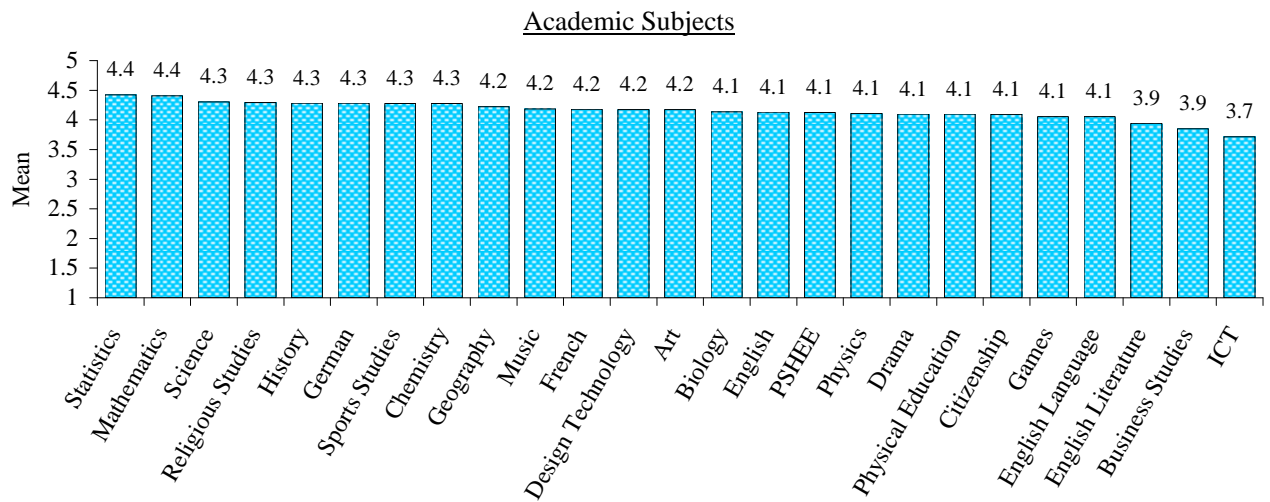
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

Where we look for significant differences between the scores for individual year groups (e.g.. As shown in the cross-tabular analysis for individual subjects), the sample may often be less than 30. It is therefore necessary to use a T test to establish if the difference between the 2 years is significant at the 95% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 95% confidence level, we consider changes/differences of this magnitude to be of no practical use in management terms and therefore only highlight those figures greater than 5%.

Graphs to Show Raw, Adjusted Satisfaction Score Achieved for Each of the Criteria Surveyed. (These are the results before the weightings are applied.)

The mean scores below are converted into weighted performance scores in the results pages.



Similar School Averages to December 2011 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
23181	106	74.9%	72.6%	76.6%	Art
16916	90	74.9%	74.6%	74.7%	Biology
2823	43	71.6%	72.6%	71.0%	Business Studies
17052	92	73.8%	75.2%	72.6%	Chemistry
15845	78	65.2%	64.9%	65.1%	Citizenship
15818	84	74.4%	73.6%	75.1%	Design Technology
12936	77	74.6%	73.0%	75.3%	Drama
31436	108	77.0%	76.1%	77.9%	English
8333	48	72.9%		73.0%	Food Technology
23961	107	72.9%	71.3%	74.2%	French
26384	108	76.4%	76.2%	76.5%	Geography
13370	88	74.7%	74.3%	74.9%	German
26224	106	78.3%	77.9%	78.5%	History
24496	103	67.2%	67.2%	67.6%	IT
30523	104	76.4%	77.2%	75.9%	Mathematics
20984	106	70.9%	70.1%	71.6%	Music
29029	107	72.9%	74.7%	71.3%	Physical Education
16689	92	72.1%	74.3%	70.4%	Physics
26582	102	70.4%	68.0%	72.2%	Religious Studies
15230	80	75.4%	76.0%	74.6%	Science
9221	67	73.5%	73.0%	74.2%	Spanish

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
1536	15	78.5%	78.1%	75.9%	Classics
2772	22	72.6%	69.7%	72.7%	Dance
2732	24	71.1%	71.1%	71.4%	Graphic Media
3541	26	76.2%	75.4%	76.2%	Latin
3783	28	72.1%	71.2%	72.4%	Resistant Materials
3674	24	72.2%	64.9%	73.4%	Textiles

Similar School Averages to December 2011 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
19069	108	60.0%	59.8%	60.2%	Careers advice
33900	108	72.8%	73.4%	72.4%	Caring teachers
32002	108	75.9%	75.9%	75.6%	Choice of subjects
30411	108	68.1%	66.7%	69.4%	Community spirit
32577	108	76.2%	75.1%	77.3%	Computer access
28655	108	71.2%	71.0%	71.5%	Control of bullying
34265	108	73.0%	73.4%	72.8%	Developing confidence
30882	108	69.6%	69.5%	69.5%	Developing moral values
33014	108	73.6%	72.5%	74.3%	Developing potential
8749	35	63.3%	65.5%	63.5%	Encouraging and listening to parent views
10154	35	71.6%	72.1%	73.5%	Ensuring pupils do their best and make good progress
28698	108	79.9%	78.8%	80.9%	Exam results
9210	34	67.8%	70.3%	70.3%	Extra curricular activities
34896	108	76.0%	76.3%	76.0%	Happiness of child
33659	107	8.5	7.2	9.6	Hours of Homework
34602	108	67.0%	65.8%	68.1%	Levels of homework
34384	107	81.5%	81.3%	81.9%	Overall
34846	108	68.3%	67.6%	69.1%	School communication
34453	108	76.1%	75.7%	76.5%	School discipline
34501	108	70.1%	70.8%	70.0%	School facilities
32154	108	72.5%	71.3%	73.6%	School security
27916	108	68.5%	67.9%	69.2%	Social health education
33884	108	74.9%	75.4%	74.5%	Teaching quality
32553	108	72.5%	72.0%	73.1%	Textbook availability
26467	108	79.8%	79.1%	80.4%	Truancy control

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
4214	16	68.0%	70.9%	71.4%	Celebrating and rewarding achievement
3908	18	58.2%	59.8%	61.7%	Encouraging local community activity
7544	29	59.9%	61.0%	60.6%	Explaining to parents how to help their child
1738	13	62.2%	66.6%	64.8%	Handling complaints
2808	13	75.9%	77.6%	79.9%	Making sure that the new pupils settle in well
3715	13	66.7%	66.5%	67.1%	Parents evening
5018	18	75.6%	75.8%	76.4%	Promoting racial harmony
7980	30	71.4%	73.3%	71.8%	Quality of school management
3491	12	65.1%	68.9%	67.9%	Regular marking of work
3032	12	60.0%	62.9%	61.3%	School meals
5662	22	65.7%	66.7%	66.9%	Tailoring workload to child's needs and ability
7738	27	68.3%	70.7%	68.6%	Treating all pupils fairly and equally
5311	17	71.4%	72.9%	74.3%	Written reports

Similar School Results for Parents Choosing each of the Ranking Priorities - by Gender

Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
31931	19864	28174	Teaching quality	92.9%	92.6%	92.2%
29694	18837	25476	School discipline	85.7%	87.4%	82.9%
28742	17612	25614	Happiness of child	82.9%	81.2%	82.4%
26591	16885	22927	Developing potential	77.6%	79.9%	75.7%
25340	15620	22481	Caring teachers	74.0%	73.1%	74.4%
24877	15667	21755	Developing confidence	72.8%	73.0%	71.8%
20802	13517	17517	Control of bullying	58.5%	59.2%	55.4%
19479	12174	17247	Exam results	57.6%	57.5%	57.0%
19531	12721	16482	School communication	56.3%	58.3%	54.0%
17974	11796	15057	Developing moral values	52.1%	54.6%	48.9%
16678	10336	14766	School facilities	48.5%	48.3%	48.3%
14153	7864	13847	School security	39.3%	34.7%	41.8%
12800	7605	11891	Availability of resources	37.2%	35.1%	39.5%
12435	7105	11587	Choice of subjects	37.1%	35.2%	39.2%
10670	6188	9728	Careers advice	34.5%	32.7%	35.9%
11741	7084	10843	Levels of homework	32.5%	30.5%	33.8%
6584	4051	5851	Community spirit	19.5%	20.4%	20.3%
6150	3845	5455	Computer access	18.2%	17.8%	18.2%
3984	2192	3862	Social health education	11.8%	11.3%	11.9%
3733	2306	3307	Truancy control	11.0%	11.5%	10.8%

Parent priorities ranked in descending order of importance.

All Parents

Teaching quality
 School discipline
 Happiness of child
 Developing potential
 Caring teachers
 Developing confidence
 Control of bullying
 Exam results
 School communication
 Developing moral values
 School facilities
 School security
 Availability of resources
 Choice of subjects
 Careers advice
 Levels of homework
 Community spirit
 Computer access
 Social health education
 Truancy control

Boys' parents

Teaching quality
 School discipline
 Happiness of child
 Developing potential
 Caring teachers
 Developing confidence
 Control of bullying
 School communication
 Exam results
 Developing moral values
 School facilities
 Choice of subjects
 Availability of resources
 School security
 Careers advice
 Levels of homework
 Community spirit
 Computer access
 Truancy control
 Social health education

Girls' parents

Teaching quality
 School discipline
 Happiness of child
 Developing potential
 Caring teachers
 Developing confidence
 Exam results
 Control of bullying
 School communication
 Developing moral values
 School facilities
 School security
 Availability of resources
 Choice of subjects
 Careers advice
 Levels of homework
 Community spirit
 Computer access
 Social health education
 Truancy control

Total boys surveyed = 14692

Total girls surveyed = 20204

Total sample= 34896

From 108 Schools