

**Education Perceptions Monitor  
Parent Survey No.3 To February 2011  
For  
Forefield Junior School  
Crosby, Liverpool**

**Prepared and Presented**

**By**

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## **Introduction**

This report details the findings of the third Education Perceptions Monitor for Forefield Junior 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 February 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**

155 completed questionnaires were returned representing a response rate of 44.3%. The survey produced a good overall response from the parents, who 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 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 70% also 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 (91%), while among the parents whose children were not in their first year at the school 35% 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 1% felt that the school had not lived up to their expectations while 52% 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.

With regard to Academic subjects, parents are most happy with the delivery of French, Design Technology and Geography. (See page 8)

The parents are least happy with the delivery of Religious Education, History and Physical Education. (See page 8)

With regard to Non-Academic areas, parents are most happy with the delivery of School communication, Out of school activities and Library facilities. (See page 9)

The parents are least happy with the delivery of Happiness of child, Caring teachers and Suitable class sizes. (See page 9)

The parents' top priority for improvement is Suitable class sizes. (See page 21)

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

There were no significant differences in satisfaction scores, at the 95% confidence level, since the previous survey.

**Over Three Surveys** (see pages 60 to 67)

There were 10 non-academic areas which show a significant increase in scores over three 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 80 similar, English 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

<b>Academic subjects</b>	<b>Weighted Score %</b>	<b>Previous Survey</b>	<b>% Change</b>
French	<b>89.6</b>		
Design Technology	<b>88.2</b>	88.0	+0.3
Geography	<b>86.7</b>	87.0	-0.3
Mathematics	<b>85.8</b>	85.0	+0.8
Science	<b>84.7</b>	85.2	-0.5
English	<b>84.6</b>	83.2	+1.5
Music	<b>83.6</b>	84.7	-1.1
Art	<b>83.5</b>	84.3	-0.8
ICT	<b>83.5</b>	86.0	-2.5
Physical Education	<b>82.4</b>	82.7	-0.3
History	<b>82.1</b>	83.3	-1.2
Religious Education	<b>82.0</b>	81.3	+0.7

Only highlighted changes should be considered significant.

## Core Parent Priorities

<b>Criteria</b>	<b>Weighted Score %</b>	<b>Previous Survey</b>	<b>% Change</b>
School communication	93.1	88.9	+4.2
Out of school activities	91.5	88.5	+3.1
Library facilities	91.1	91.6	-0.4
Developing potential	88.9	83.7	+5.2
School facilities	87.8	86.9	+0.9
Social health education	87.4	85.6	+1.8
Range of subjects taught	87.4	85.2	+2.1
Levels of homework	87.3	87.8	-0.5
Computer access	86.9	86.1	+0.8
Use of exams and testing	85.5	84.8	+0.7
Developing moral values	85.4	84.4	+1.0
School security	85.4	84.2	+1.2
School discipline	84.7	83.3	+1.4
Control of bullying	83.9	80.5	+3.4
Community spirit	83.5	79.9	+3.7
Developing confidence	83.5	84.4	-0.9
Teaching quality	83.5	81.7	+1.8
Suitable class sizes	81.6	79.4	+2.3
Caring teachers	81.3	79.3	+2.0
Happiness of child	78.6	78.1	+0.5
"Overall" Rating	<b>91.1</b>	91.0	+0.1

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

## Academic Subjects

<b>Criteria</b>	<b>% rating "poor" or "very poor"</b>	<b>Previous Survey</b>	<b>Change</b>	<b>% rating "good" or "very good"</b>
English	1.4%	4.1%	-2.8	93.2%
Science	1.4%	1.4%	-0.0	92.5%
ICT	1.4%	1.4%	-0.0	87.9%
Geography	1.5%	1.6%	-0.2	89.1%
Design Technology	1.5%	1.4%	+0.1	88.9%
Religious Education	1.6%	1.3%	+0.3	82.9%
Mathematics	2.7%	1.5%	+1.2	91.3%
Art	2.8%	3.3%	-0.5	84.7%
Physical Education	2.9%	1.6%	+1.3	86.5%
History	4.3%	0.0%	+4.3	88.7%
Music	4.4%	6.4%	-2.0	77.6%
French	4.5%			76.8%

## Happy Versus Unhappy Parents

### Core Parent Priorities

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
Social health education	0.0%	1.1%	-1.1	87.2%
School facilities	0.0%	0.9%	-0.9	95.6%
Range of subjects taught	0.0%	0.8%	-0.8	94.7%
Computer access	0.0%	0.0%	0	90.3%
Teaching quality	0.8%	0.8%	+0.0	95.7%
Out of school activities	0.8%	3.3%	-2.5	92.9%
School security	0.9%	0.9%	-0.0	94.7%
School discipline	0.9%	0.0%	+0.9	95.6%
Library facilities	0.9%	0.8%	+0.1	94.1%
Levels of homework	0.9%	2.4%	-1.5	84.0%
Community spirit	0.9%	1.9%	-0.9	88.5%
School communication	1.7%	1.7%	-0.0	93.2%
Caring teachers	1.7%	3.3%	-1.6	92.6%
Developing moral values	1.8%	0.8%	+1.0	92.5%
Happiness of child	2.6%	2.5%	+0.1	92.0%
Developing potential	2.7%	1.7%	+1.0	90.9%
Suitable class sizes	3.6%	7.0%	-3.4	75.0%
Use of exams and testing	3.8%	0.0%	+3.8	85.6%
Control of bullying	4.7%	7.7%	-3.0	77.4%
Developing confidence	5.2%	1.6%	+3.6	89.7%
"Overall" Score	<b>1.3%</b>	0.0%	+1.3	96.7%

## 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		%
	Score %	Survey	Change	Unhappy	Survey	Change	Happy
* Regular marking of work	<b>90.5</b>			<b>0.0</b>			96.6
* Textbook availability	<b>89.8</b>	87.7	+2.1	<b>0.0</b>	0.9	-0.9	96.2
Encouraging and listening to parent views	<b>89.7</b>			<b>1.8</b>			90.7
Parents evening	<b>89.2</b>	86.5	+2.7	<b>0.8</b>	0.0	+0.8	96.6
School's image in the local community	<b>89.0</b>	88.3	+0.7	<b>0.9</b>	1.7	-0.8	94.4
Ensuring pupils do best & make good progress	<b>88.9</b>	84.3	+4.6	<b>0.8</b>			95.6
Encouraging local community activity	<b>88.8</b>	85.9	+2.9	<b>1.0</b>	3.1	-2.1	82.4
Encouraging and listening to pupil views	<b>88.2</b>	81.5	+6.7	<b>2.8</b>	3.8	-0.9	89.4
* Personal planners	<b>87.9</b>	88.2	-0.3	<b>0.0</b>	0.0	0	91.6
Quality of school management	<b>87.9</b>			<b>0.0</b>			93.5
School meals	<b>87.5</b>	92.9	-5.4	5.4	5.1	+0.4	73.1
Celebrating and rewarding achievement	<b>85.6</b>	84.6	+1.0	<b>0.0</b>	1.6	-1.6	96.6
Treating all pupils fairly and equally	<b>85.2</b>			<b>3.3</b>			89.9
Making sure that the new pupils settle in well	<b>81.6</b>	82.3	-0.6	<b>0.0</b>	1.9	-1.9	91.4

\* - not weighted by average of similar schools

## 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

	<b>Importance Score (%)</b>	<b>Ranking</b>
School discipline	92.8%	(13th)
Happiness of child	88.6%	<b>(20th)</b>
Teaching quality	87.2%	<b>(17th)</b>
Control of bullying	79.7%	(14th)
Caring teachers	71.9%	<b>(19th)</b>
Developing confidence	70.5%	(16th)
Developing moral values	64.3%	(11th)
Developing potential	63.0%	(4th)
School security	61.9%	(12th)
School communication	57.3%	(1st)
School facilities	50.3%	(5th)
Range of subjects	47.4%	(7th)
Suitable class sizes	45.7%	(18th)
Levels of homework	27.0%	(8th)
Computer access	24.0%	(9th)
Out of school activities	18.4%	(2nd)
Community spirit	17.0%	(15th)
Use of exams and testing	12.1%	(10th)
Social health education	10.6%	(6th)
Library facilities	10.3%	(3rd)

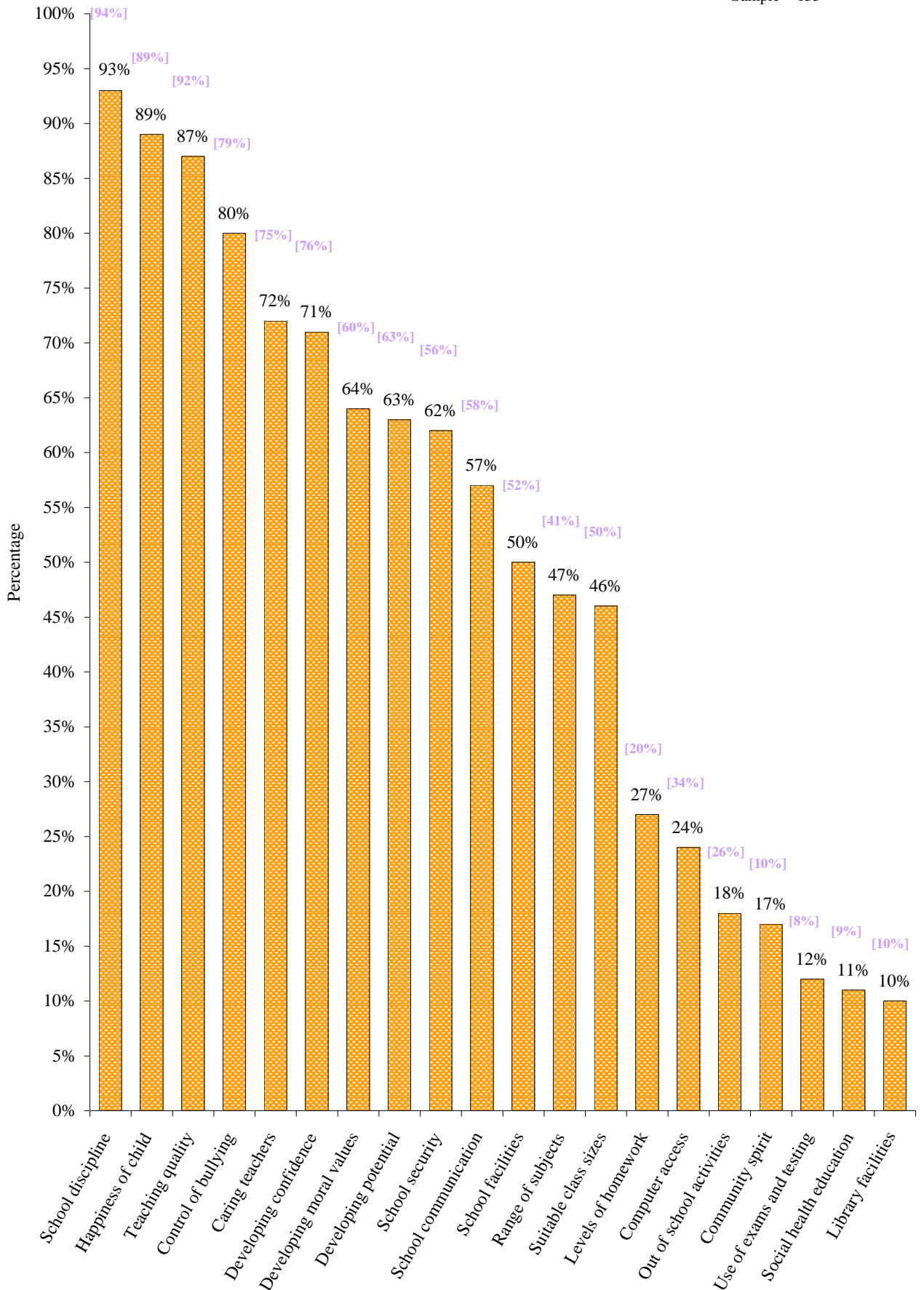
**Graphical and Tabular Analysis**  
**of**  
**Selected Results**

**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].

Sample = 155



**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	Happiness of child
3rd	Teaching quality
4th	Control of bullying
5th	Caring teachers
6th	Developing confidence
7th	Developing moral values
8th	Developing potential
9th	School security
10th	School communication
11th	School facilities
12th	Range of subjects
13th	Suitable class sizes
14th	Levels of homework
15th	Computer access
16th	Out of school activities
17th	Community spirit
18th	Use of exams and testing
19th	Social health education
20th	Library facilities

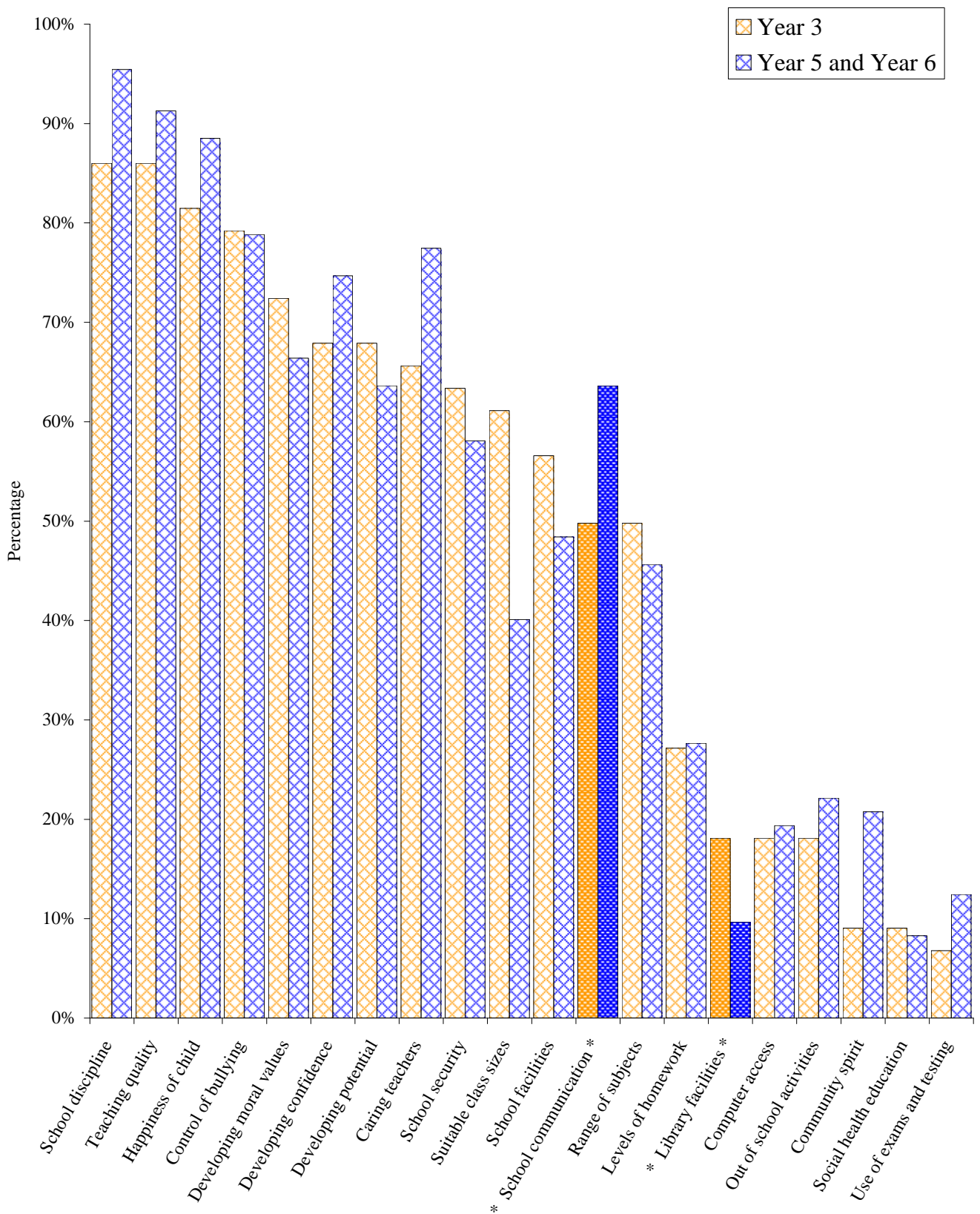
**Average of Similar Schools**

1st	School discipline
2nd	Teaching quality
3rd	Happiness of child
4th	Control of bullying
5th	Caring teachers
6th	Developing confidence
7th	School security
8th	Developing potential
9th	School communication
10th	Developing moral values
11th	Suitable class sizes
12th	School facilities
13th	Levels of homework
14th	Range of subjects
15th	Computer access
16th	Out of school activities
17th	Community spirit
18th	Use of exams and testing
19th	Social health education
20th	Library facilities

## 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 3 Parents**

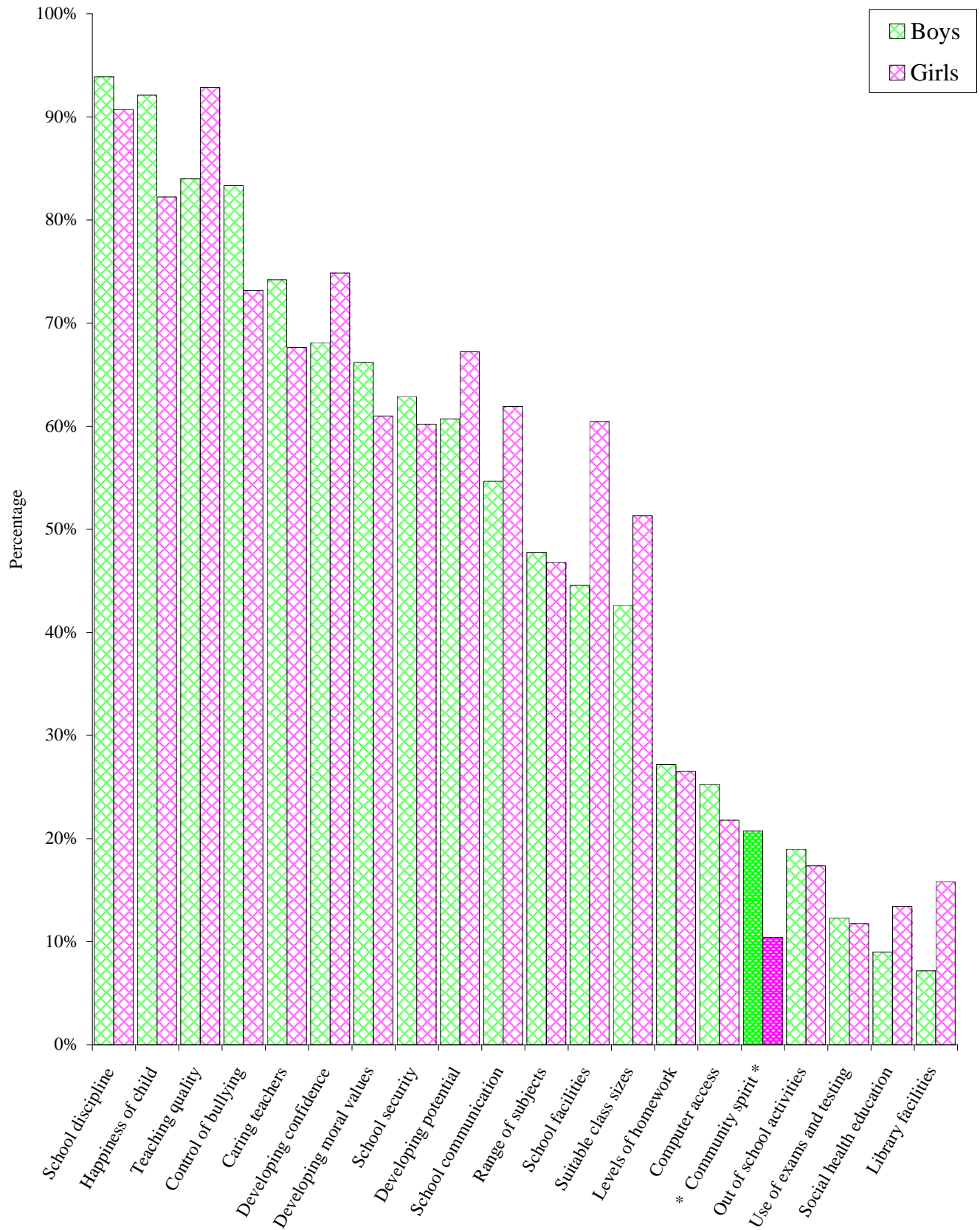
Choose 10	Ranking
School discipline	1st
Teaching quality	1st
Happiness of child	3rd
Control of bullying	4th
Developing moral values	5th
Developing confidence	6th
Developing potential	6th
Caring teachers	8th
School security	9th
Suitable class sizes	10th
School facilities	11th
Range of subjects	12th
<b>School communication</b>	<b>12th</b>
Levels of homework	14th
Computer access	15th
<b>Library facilities</b>	<b>15th</b>
Out of school activities	15th
Community spirit	18th
Social health education	18th
Use of exams and testing	20th

**Priorities of Year 5 and Year 6 Parents**

Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Happiness of child	3rd
Control of bullying	4th
Caring teachers	5th
Developing confidence	6th
Developing moral values	7th
Developing potential	8th
<b>School communication</b>	<b>8th</b>
School security	10th
School facilities	11th
Range of subjects	12th
Suitable class sizes	13th
Levels of homework	14th
Out of school activities	15th
Community spirit	16th
Computer access	17th
Use of exams and testing	18th
<b>Library facilities</b>	<b>19th</b>
Social health education	20th

## Graph to Show how Parents' **Priorities** Change by Gender of Child.

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



**Charts to Show how Parent **Priorities** Change by Gender of Child.**

Position differences of 4 or more have been highlighted.

**Priorities of Boys' Parents**

Choose 10	Ranking
School discipline	1st
Happiness of child	2nd
Teaching quality	3rd
Control of bullying	4th
Caring teachers	5th
Developing confidence	6th
Developing moral values	7th
School security	8th
Developing potential	9th
School communication	10th
Range of subjects	11th
School facilities	12th
Suitable class sizes	13th
Levels of homework	14th
Computer access	15th
<b>Community spirit</b>	<b>16th</b>
Out of school activities	17th
Use of exams and testing	18th
Social health education	19th
Library facilities	20th

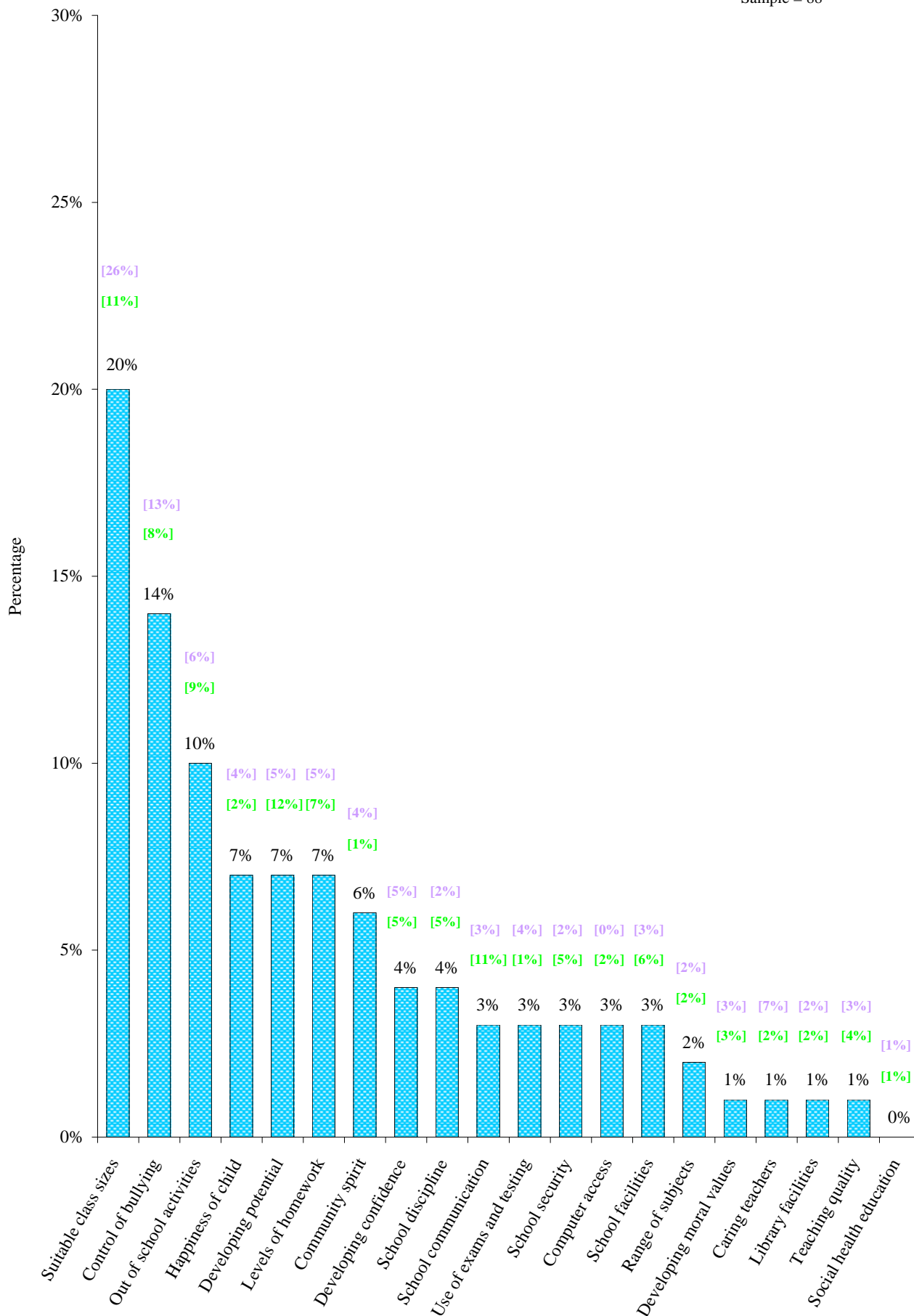
**Priorities of Girls' Parents**

Choose 10	Ranking
Teaching quality	1st
School discipline	2nd
Happiness of child	3rd
Developing confidence	4th
Control of bullying	5th
Caring teachers	6th
Developing potential	7th
School communication	8th
Developing moral values	9th
School facilities	10th
School security	11th
Suitable class sizes	12th
Range of subjects	13th
Levels of homework	14th
Computer access	15th
Out of school activities	16th
Library facilities	17th
Social health education	18th
Use of exams and testing	19th
<b>Community spirit</b>	<b>20th</b>

## 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].

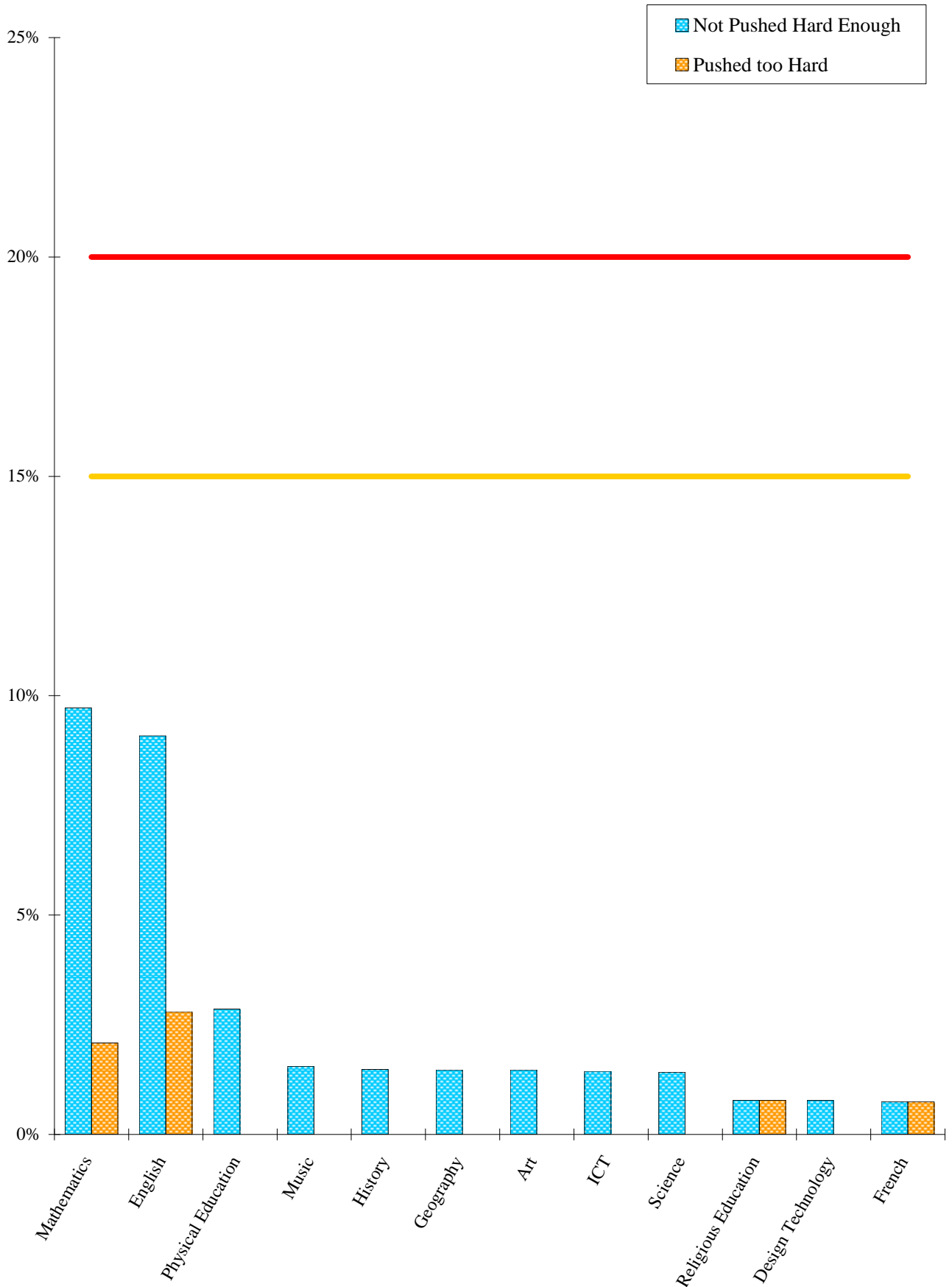
Sample = 88



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

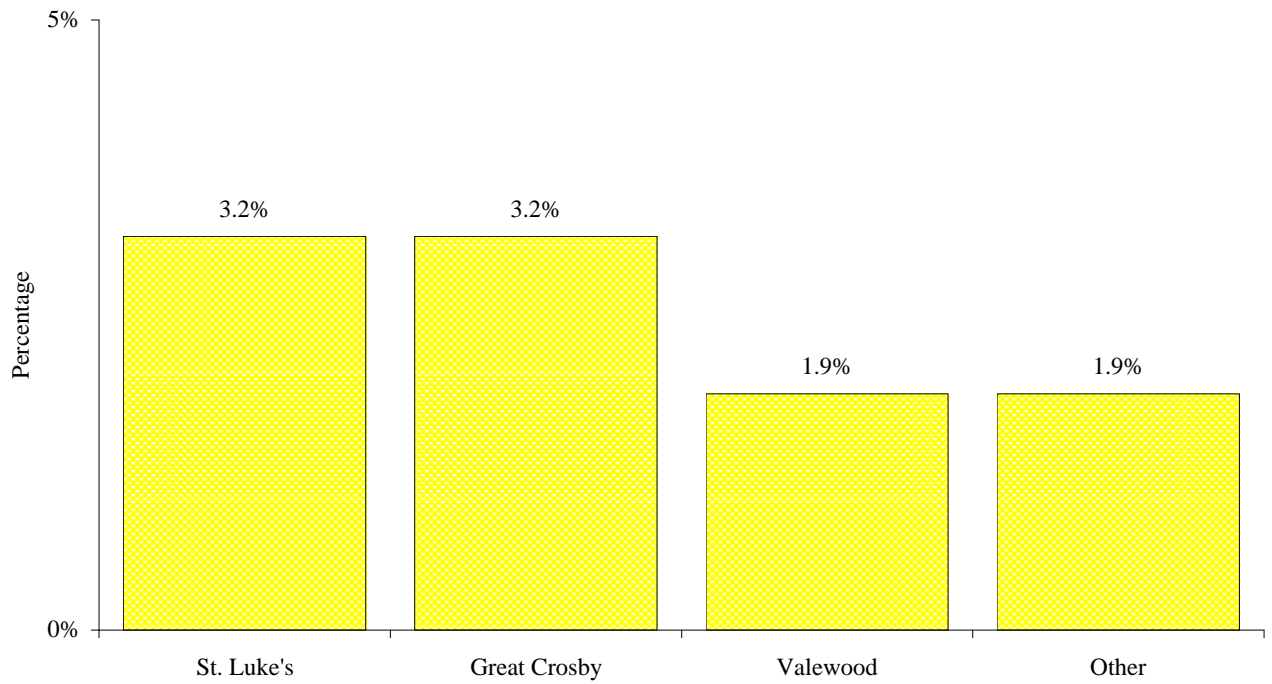
Scores should not exceed the red line

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

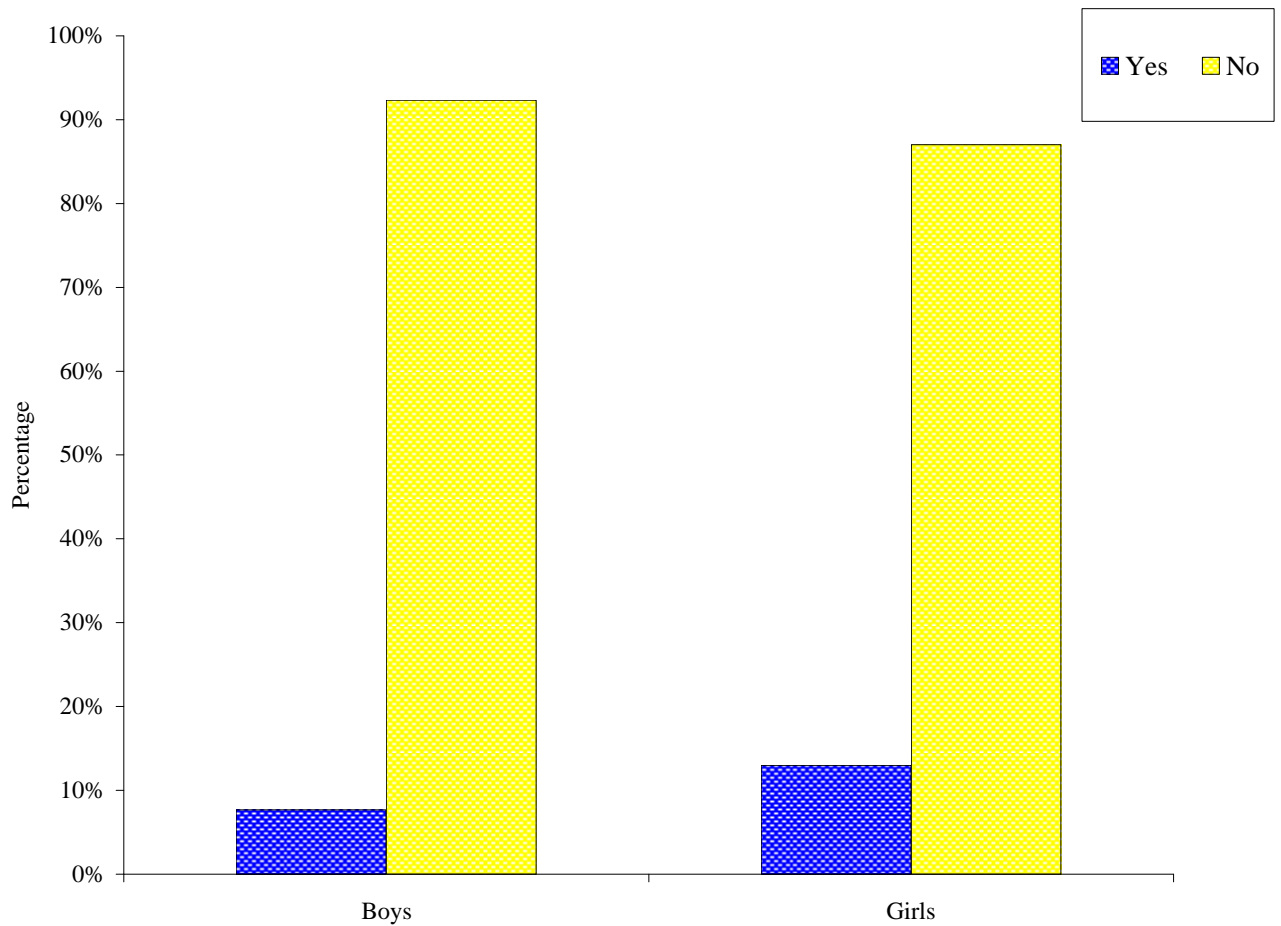


**Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"**

Some parents chose more than one option

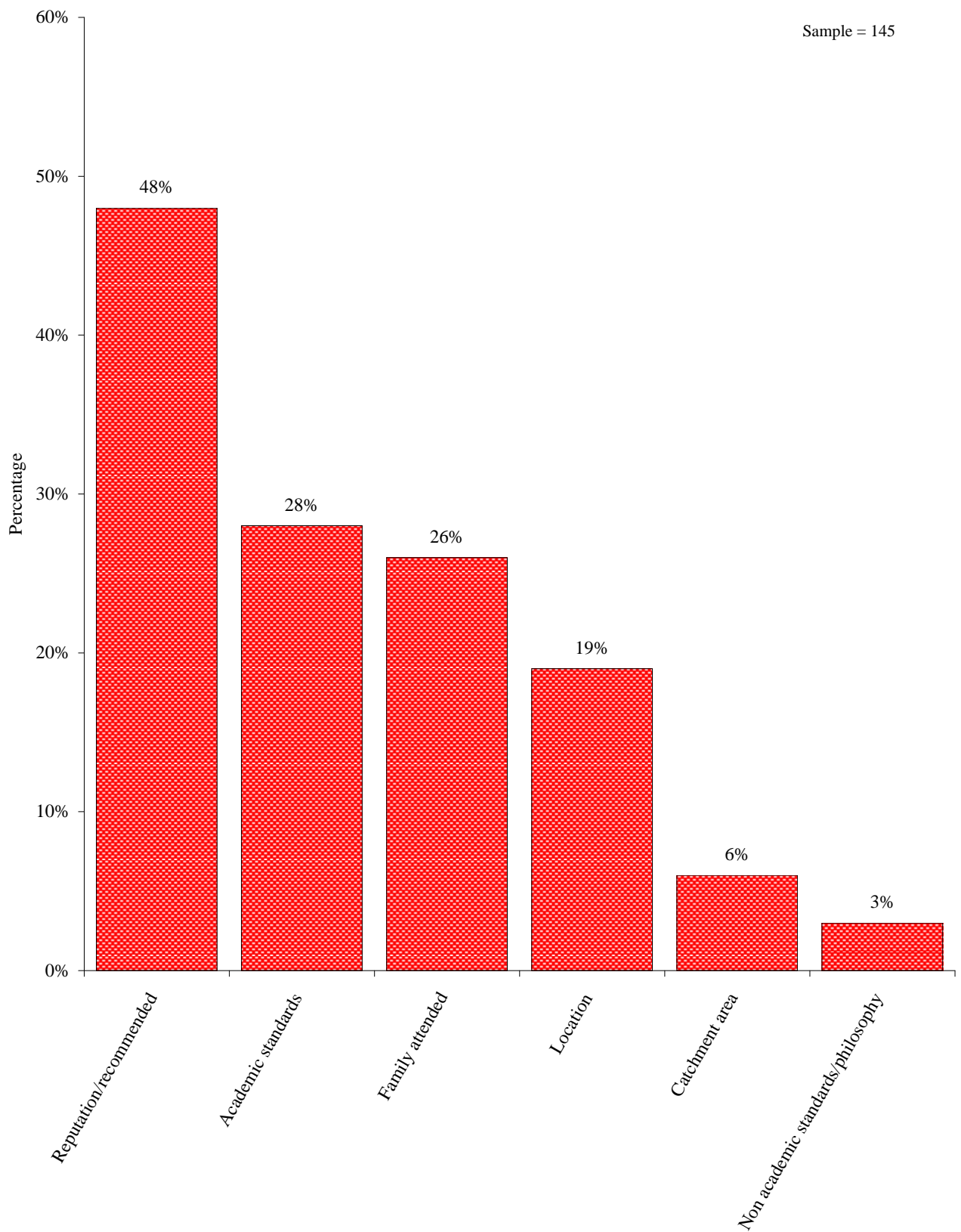


**Graph to Show the Breakdown of Whether Another School was Considered, by Gender**



## 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 Forefield Junior School.

Thirty eight parents commented that they were happy with the overall performance of the school. Fifteen parents considered the school to be well managed. Eleven parents were pleased with their child's progress. Four parents would recommend the school to others. One parent felt that their child had settled in well. One parent believed the school had a friendly and warm atmosphere. However, a further parent suggested overall improvements to the school's facilities could be beneficial.

Twenty one parents referred to staff as helpful, caring and approachable. Seventeen parents praised the overall standard of education provided. Five parents were pleased with the amount of learning support their child received. However, two parents expressed concerns with regard to large class sizes. Two parents suggested a wider range of musical instruments would be beneficial to pupils. A further two parents expressed concerns with regard to the attitude of some members of the teaching staff towards pupils. One parent felt that more could be done to encourage their child to reach their full potential.

Three parents were pleased with the way in which the school handled their concerns. However, two parents would welcome information on topics covered in class and guidance on how they could help to support their child's learning. One parent believed that communication between the school and parents needed to improve.

Three parents were pleased with the current levels of discipline within the school.

The allocation of homework was considered by two parents to be insufficient. One parent expressed disapproval with regard to the allocation on homework during school holidays. However, a further parent was pleased with the current levels of homework.

Two parents were pleased with the provision of extra curricular activities. One parent requested more after school games to be available.

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

The questionnaire was welcomed by some as a means to express their views.

One parent commented that water to be allowed in classrooms would be beneficial to their child.

It was felt by one parent that the lunchtime provision needed to improve. One parent would welcome the availability of a wider choice of vegetarian items. A further parent requested improved lunch menu choices, which they felt at present, were limited.

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

## 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

<b>89.6%</b>	<b>French</b>
<b>88.2%</b>	<b>Design Technology</b>
<b>86.7%</b>	<b>Geography</b>
<b>85.8%</b>	<b>Mathematics</b>
<b>84.7%</b>	<b>Science</b>

### Relative Weaknesses - academic

<b>82.0%</b>	<b>Religious Education</b>
<b>82.1%</b>	<b>History</b>
<b>82.4%</b>	<b>Physical Education</b>
<b>83.5%</b>	<b>ICT</b>
<b>83.5%</b>	<b>Art</b>

### Relative Strengths - selected performance criteria

	<u>Importance</u>	
<b>93.1%</b>	<b>School communication</b>	(57.3%) 10th
<b>91.5%</b>	<b>Out of school activities</b>	(18.4%) 16th
<b>91.1%</b>	<b>Library facilities</b>	(10.3%) 20th
<b>88.9%</b>	<b>Developing potential</b>	(63.0%) 8th
<b>87.8%</b>	<b>School facilities</b>	(50.3%) 11th

### Relative Weaknesses - selected performance criteria

	<u>Importance</u>	
<b>78.6%</b>	<b>Happiness of child</b>	(88.6%) <b>2nd</b>
<b>81.3%</b>	<b>Caring teachers</b>	(71.9%) <b>5th</b>
<b>81.6%</b>	<b>Suitable class sizes</b>	(45.7%) 13th
<b>83.5%</b>	<b>Teaching quality</b>	(87.2%) <b>3rd</b>
<b>83.5%</b>	<b>Developing confidence</b>	(70.5%) 6th

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.

<b><u>1. Being Healthy:</u></b>	<b>Healthy lifestyle - Exercise</b>	<b>94.0%</b>
	<b>Healthy lifestyle - Diet</b>	<b>92.0%</b>
	<b>Out of school activities</b>	<b>91.5%</b>
	<b>Social health education</b>	<b>87.4%</b>
	<b>Physical Education</b>	<b>82.4%</b>
<b><u>2. Staying Safe:</u></b>	<b>School security/safety</b>	<b>85.4%</b>
	<b>Treating all pupils fairly and equally</b>	<b>85.2%</b>
	<b>Control and prevention of bullying</b>	<b>83.9%</b>
	<b>Caring/approachable attitude of teachers</b>	<b>81.3%</b>
<b><u>3. Enjoying and Achieving:</u></b>	<b>Out of school activities</b>	<b>91.5%</b>
	<b>Developing potential</b>	<b>88.9%</b>
	<b>Encouraging local community activity</b>	<b>88.8%</b>
	<b>Social health education</b>	<b>87.4%</b>
	<b>Celebrating and rewarding achievement</b>	<b>85.6%</b>
	<b>Developing strong moral values in pupils</b>	<b>85.4%</b>
	<b>School discipline/good behaviour</b>	<b>84.7%</b>
	<b>Community spirit</b>	<b>83.5%</b>
	<b>Developing self confidence/esteem</b>	<b>83.5%</b>
	<b>Happiness of child</b>	<b>78.6%</b>

**Every Child Matters (continued..)**

<b><u>4. Making a Positive Contribution:</u></b>	<b>Out of school activities</b>	<b>91.5%</b>
	<b>Encouraging local community activity</b>	<b>88.8%</b>
	<b>Social health education</b>	<b>87.4%</b>
	<b>Developing moral values</b>	<b>85.4%</b>
	<b>Treating all pupils fairly and equally</b>	<b>85.2%</b>
	<b>School discipline/good behaviour</b>	<b>84.7%</b>
	<b>Community spirit</b>	<b>83.5%</b>
<b><u>5. Economic Well-being:</u></b>	<b>Developing a pupil's potential</b>	<b>88.9%</b>
	<b>Social health education</b>	<b>87.4%</b>
	<b>Mathematics</b>	<b>85.8%</b>
	<b>Use of exams and testing</b>	<b>85.5%</b>
	<b>English</b>	<b>84.6%</b>
	<b>Community spirit</b>	<b>83.5%</b>
	<b>ICT</b>	<b>83.5%</b>

## **SEF Summary - based on SEF as of July 2009**

The following pages mirror the structure of the current SEF, giving a parental satisfaction grade for each sub-section of Section A:-Self-evaluation, from A2 to A8.

These suggested grades have been reached by referring closely to the grade descriptors and guidance for inspectors. Surveyed criteria which have relevance to each grade descriptor have been included in the grade for each sub-section.

Suggested grades have been produced for each sub-section (A2 to A8) by awarding a grade to each of the relevant criteria and then calculating the average (mean) grade. Where Ofsted stipulate rules for grading overall sections, we list, and apply, the same rules.

Important - the following grades only reflect the views gathered from the parent survey; when completing your SEF, you must also draw upon other stakeholder views (such as pupils and staff) and the full range of internal data/evidence as described by the grade descriptors and guidance for inspectors in The Evaluation Schedule.

**Remember, for SEF grading comparisons with our colour coded system:**

<b>Gold</b>	<b>= Outstanding</b>	<b>= Grade 1</b>
<b>Green</b>	<b>= Good</b>	<b>= Grade 2</b>
<b>Black</b>	<b>= Satisfactory</b>	<b>= Grade 3</b>
<b>Red</b>	<b>= Inadequate</b>	<b>= Grade 4</b>

## Section A. Self-Evaluation

### Sub-section A1: School's context

#### A1.1 The context in which the school works

A1.1 The school's context and, particularly, any significant changes in its circumstances since the last inspection.

Your assessment alone required.

### Sub-section A2: Outcomes: how well are pupils doing, taking account of any variation?

#### A2.1 Pupils' attainment

	1	2	3	4
Grade: Pupils' attainment - Your assessment required				

#### A2.2 The quality of pupils' learning and their progress

Developing Potential	88.9%
Ensuring pupils do best and make good progress	88.9%
Use of exams and testing	85.5%
Average academic subject rating	84.7%
Teaching Quality	83.5%

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

	1	2	3	4
Grade: The quality of pupils' learning and their progress	<b>X</b>			

**For this category, the grade is not close to a grade boundary.**

**A2.3 The quality of learning for pupils with special educational needs and/or disabilities and their progress**

We have no measured criteria relevant to this category

	1	2	3	4
Grade: The quality of learning for special educational needs and/or disabilities and their progress. - <b>Your assessment required</b>				

**A2.4 Pupils' achievement and the extent to which they enjoy their learning**

<b>Developing Potential</b>	<b>88.9%</b>
<b>Ensuring pupils do best and make good progress</b>	<b>88.9%</b>
<b>Celebrating and rewarding achievement</b>	<b>85.6%</b>
<b>Teaching Quality</b>	<b>83.5%</b>
<b>Happiness of Child</b>	<b>78.6%</b>

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

	1	2	3	4
Grade: Pupils' achievement and the extent to which they enjoy learning	<b>X</b>			

**For this category, the score is not close to a grade boundary.**

### A2.5 The extent to which the pupils feel safe

Encouraging and listening to pupil views	88.2%
Social health education	87.4%
School security	85.4%
Treating all pupils fairly and equally	85.2%
School discipline	84.7%
Control of bullying	83.9%
Caring Teachers	81.3%

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

	1	2	3	4
Grade: The extent to which pupils feel safe.	X			

**For this category, the score is not close to a grade boundary.**

### A2.6 Pupils' behaviour

School security	85.4%
School discipline	84.7%
Control of bullying	83.9%

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

	1	2	3	4
Grade: Pupils' behaviour.	X			

**For this category, the score is not close to a grade boundary.**

### A2.7 The extent to which pupils adopt healthy lifestyles

Healthy lifestyle - Exercise	94.0%
Healthy lifestyle - Diet	92.0%
Out of school activities	91.5%
School meals	87.5%
Social health education	87.4%
Physical Education	82.4%

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

	1	2	3	4
Grade: The extent to which pupils adopt healthy lifestyles.	X			

**For this category, the grade is not close to a grade boundary.**

### A2.8 The extent to which pupils contribute to the school and wider community

Out of school activities	91.5%
School's image in the local community	89.0%
Encouraging local community activity	88.8%
Encouraging and listening to pupil views	88.2%
Developing moral values	85.4%
Community spirit	83.5%

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

	1	2	3	4
Grade: The extent to which pupils contribute to school and community.	X			

**For this category, the grade is not close to a grade boundary.**

### A2.9 Pupils' attendance

We have no measured criteria relevant to this category

	1	2	3	4
Grade: Pupils' attendance - <b>Your assessment required</b>				

### A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

Out of school activities	91.5%
Developing potential	88.9%
Social health education	87.4%
Mathematics	85.8%
Use of exams and testing	85.5%
English	84.6%
Community spirit	83.5%
ICT	83.5%
Developing confidence	83.5%

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

	1	2	3	4
Grade: The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	<b>X</b>			

**For this category, the grade is not close to a grade boundary.**

**A2.11 The extent of pupils' spiritual, moral, social and cultural development**

<b>Out of school activities</b>	<b>91.5%</b>
<b>Social health education</b>	<b>87.4%</b>
<b>Developing moral values</b>	<b>85.4%</b>
<b>Community spirit</b>	<b>83.5%</b>
<b>Developing confidence</b>	<b>83.5%</b>
<b>Religious Education</b>	<b>82.0%</b>

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

	1	2	3	4
Grade: The extent of pupils' spiritual, moral, social, cultural development	<b>X</b>			

**For this category, the grade is not close to a grade boundary.**

**Sub-section A3: How effective is the provision?**

**A3.1 The quality of teaching**

Library facilities	91.1%
Textbook availability	89.8%
Developing potential	88.9%
Ensuring pupils do best and make good progress	88.9%
Computer access	86.9%
Use of exams and testing	85.5%
Treating all pupils fairly and equally	85.2%
Average academic subject rating	84.7%
Teaching quality	83.5%
Suitable class sizes	81.6%
Happiness of child	78.6%

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

	1	2	3	4
Grade: The quality of teaching	X			

**For this category, the grade is not close to a grade boundary.**

**A3.2 The use of assessment to support learning**

Regular marking of work	90.5%
Ensuring pupils do best and make good progress	88.9%
Personal planners	87.9%
Use of exams and testing	85.5%

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

	1	2	3	4
Grade: The use of assessment to support learning	X			

**For this category, the score is not close to a grade boundary.**

**A3.3 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships**

Healthy lifestyle - Exercise	94.0%
Healthy lifestyle - Diet	92.0%
Developing potential	88.9%
Encouraging local community activity	88.8%
Social health education	87.4%
Average academic subject rating	84.7%
Teaching quality	83.5%
Happiness of child	78.6%

Your average parental grade for this section = 1.4 = Outstanding = **SEF Grade 1**

	1	2	3	4
Grade: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	X			

**For this category, the grade is not close to a grade boundary.**

**A3.4 The effectiveness of care, guidance and support**

Healthy lifestyle - Exercise	94.0%
Healthy lifestyle - Diet	92.0%
Encouraging and listening to parent views	89.7%
Encouraging and listening to pupil views	88.2%
Social health education	87.4%
Caring teachers	81.3%
Happiness of child	78.6%

Your average parental grade for this section = 1.4 = Outstanding = **SEF Grade 1**

	1	2	3	4
Grade: The effectiveness of care, guidance and support.	X			

**For this category the school is close to the grade 2 boundary.**

**Sub-section A4: How effective are leadership and management?**

**A4.1 The effectiveness of leadership and management in embedding ambition and driving improvement**

Encouraging and listening to parent views	89.7%
Developing potential	88.9%
Ensuring pupils do best and make good progress	88.9%
Encouraging and listening to pupil views	88.2%
Quality of school management	87.9%
Celebrating and rewarding achievement	85.6%
Treating all pupils fairly and equally	85.2%
Caring teachers	81.3%

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

	1	2	3	4
Grade: The effectiveness of leadership and management in embedding ambition and driving improvement	X			

**For this category, the grade is not close to a grade boundary.**

**A4.2 The leadership and management of teaching and learning**

Textbook availability	89.8%
Developing potential	88.9%
Ensuring pupils do best and make good progress	88.9%
Quality of school management	87.9%
Use of exams and testing	85.5%
Average academic subject rating	84.7%
Teaching quality	83.5%

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

	1	2	3	4
Grade: The leadership and management of teaching and learning	X			

**For this category, the grade is not close to a grade boundary.**

**A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met**

For the following category your assessment is required.

You should refer to the outline guidance and grade descriptors as for other categories.

You may wish to make reference to the extent of your programme of stakeholder surveys

	1	2	3	4
Grade: The effectiveness of the governing body in challenging, supporting school so that weaknesses are tackled, and statutory responsibilities met.				

**A4.4 The effectiveness of the school's engagement with parents and carers**

School communication	93.1%
Encouraging and listening to parent views	89.7%
Parents evening	89.2%
Survey response rate	44.3%

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

	1	2	3	4
Grade: The effectiveness of school's engagement with parents and carers	X			

**For this category, the grade is not close to a grade boundary.**

**A4.5 The effectiveness of partnership in promoting learning and well-being**

For the following category your assessment is required.

You should refer to the outline guidance and grade descriptors as for other categories.

You may wish to make reference to the extent of your programme of stakeholder surveys.

	1	2	3	4
Grade: The effectiveness of partnership in promoting learning and well-being				

**A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination**

<b>School communication</b>	<b>93.1%</b>
<b>Encouraging and listening to parent views</b>	<b>89.7%</b>
<b>Encouraging and listening to pupil views</b>	<b>88.2%</b>
<b>Developing moral values</b>	<b>85.4%</b>
<b>Treating all pupils fairly and equally</b>	<b>85.2%</b>
<b>Community spirit</b>	<b>83.5%</b>

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

	1	2	3	4
Grade: The effectiveness with which the school promotes equal opportunity and tackles discrimination.	<b>X</b>			

**For this category, the grade is not close to a grade boundary.**

**A4.7 The effectiveness of safeguarding procedures**

School communication	93.1%
Encouraging and listening to parent views	89.7%
Encouraging and listening to pupil views	88.2%
Social health education	87.4%
Developing moral values	85.4%
School security	85.4%
School discipline	84.7%
Control of bullying	83.9%
Caring teachers	81.3%
Happiness of child	78.6%

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

	1	2	3	4
Grade: The effectiveness of safeguarding procedures	X			

**For this category, the score is not close to a grade boundary.**

**A4.8 The effectiveness with which the school promotes community cohesion**

School's image in the local community	89.0%
Encouraging local community activity	88.8%
Developing moral values	85.4%
Community spirit	83.5%

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

	1	2	3	4
Grade: The effectiveness with which school promotes community cohesion	X			

**For this category, the score is not close to a grade boundary.**

**A4.9 The effectiveness with which the school deploys resources to achieve value for money**

<b>Out of school activities</b>	<b>91.5%</b>
<b>Library facilities</b>	<b>91.1%</b>
<b>Textbook availability</b>	<b>89.8%</b>
<b>School facilities</b>	<b>87.8%</b>
<b>Computer access</b>	<b>86.9%</b>
<b>Suitable class sizes</b>	<b>81.6%</b>

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

	1	2	3	4
Grade: The effectiveness with which the school deploys resources to achieve value for money	X			

**For this category, the grade is not close to a grade boundary.**

**Sub-section A5: How effective is the Early Years Foundation Stage?**

No EYFS parents were surveyed, so your assessment is required if you have an EYFS.

**Sub-section A6: How effective is the Sixth Form?**

This section is not relevant to this school.

**Sub-section A7: How effective is the Boarding Provision?**

If you offer boarding facilities, your grade is required here.

**Sub-section A8: Summative Judgements**

**A8.1 Outcomes for individuals and groups of pupils**

	<u>Ofsted</u> <u>Grade</u>	<u>SEF</u> <u>Grade</u>
How well pupils achieve and enjoy their learning	(A2.4) <b>Outstanding</b>	<b>1</b>
The extent to which pupils feel safe	(A2.5) <b>Outstanding</b>	<b>1</b>
Pupils behaviour	(A2.6) <b>Outstanding</b>	<b>1</b>
The extent to which pupils adopt healthy lifestyles	(A2.7) <b>Outstanding</b>	<b>1</b>
How well pupils contribute to the school and wider community	(A2.8) <b>Outstanding</b>	<b>1</b>
How well pupils develop workplace and other skills	(A2.10) <b>Outstanding</b>	<b>1</b>
Pupils' spiritual, moral, social and cultural development	(A2.11) <b>Outstanding</b>	<b>1</b>

Using the above grades, the following grade descriptors should be applied.

Outstanding (1)	Achievement and at least one other judgement are outstanding, and all other outcomes are at least good. or Achievement is good, and at least 4 of the remaining judgements, including behaviour are outstanding: no judgement is less than good.
Good (2)	Achievement, behaviour, the extent to which pupils feel safe, and at least one other judgement are good, with none inadequate. Some may be outstanding.
Satisfactory (3)	All judgements are at least satisfactory, and some may be good or better
Inadequate (4)	One or more of the judgments is inadequate

	1	2	3	4
Grade: Outcomes for individuals and groups of pupils	<b>X</b>			

**A8.2 The school's capacity for sustained improvement**

Based on the guidance to inspectors we suggest that you may like to offer the following evidence as relevant to this section.

	<u>Ofsted Grade</u>	<u>SEF Grade</u>
Overall parental satisfaction score	<b>Outstanding</b>	<b>1</b>
Commitment to self-evaluation programme	<b>Outstanding</b>	<b>1</b>
Rigour of surveys - ability to identify weakness and improvement	<b>Good</b>	<b>2</b>
Ratio of parents saying school improving versus declining.	<b>Outstanding</b>	<b>1</b>

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

	1	2	3	4
Grade: The school's capacity for sustained improvement	<b>X</b>			

**For this category, the grade is not close to a grade boundary.**

**A8.3 Overall effectiveness: how good is the school?**

This section is about the school's overall effectiveness. It takes account of Outcomes for individuals and groups of pupils, the quality of provision and the school's capacity for sustained improvement.

	<u>Ofsted</u> <u>Grade</u>	<u>SEF</u> <u>Grade</u>
<u>Relevant Judgements</u>		
A8:1 Outcomes for individuals and groups of pupils	<b>Outstanding</b>	<b>1</b>
A3 The quality of provision		
A3:1 The quality of teaching	<b>Outstanding</b>	<b>1</b>
A3:2 The use of assessment to support learning	<b>Outstanding</b>	<b>1</b>
A3:3 The extent the curriculum meets pupils' needs and progress	<b>Outstanding</b>	<b>1</b>
A3:4 The effectiveness of care, guidance and support.	<b>Outstanding</b>	<b>1</b>
A8:2 The school's capacity for sustained improvement	<b>Outstanding</b>	<b>1</b>
A4:6 School promotes equal opportunity/tackles discrimination.	<b>Outstanding</b>	<b>1</b>
A4.7 The effectiveness of safeguarding procedures.	<b>Outstanding</b>	<b>1</b>

Using the above grades, the following grade descriptors should be applied.

Outstanding (1)	Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are at least good with either or both judged to be outstanding. The majority of judgements in the quality of provision are outstanding.
Good (2)	Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are both good or, school's capacity for sustained improvement is satisfactory. The majority of judgements in the quality of provision are good.
Satisfactory (3)	Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are at least satisfactory, as are all aspects of provision. The effectiveness with which the school promotes equal opportunity and tackles discrimination and the effectiveness of safeguarding procedures are at least satisfactory.
Inadequate (4)	Overall effectiveness is inadequate if any of the following are inadequate: Outcomes for individuals and groups of pupils The school's capacity for sustained improvement The effectiveness with which school promotes equal opportunities and tackles discrimination The effectiveness of safeguarding procedures Key aspects of provision

	1	2	3	4
Grade: Overall effectiveness: how good is the school?	<b>X</b>			

#### **A8.4 Important actions for the school**

Briefly list the most important actions the school needs to take to sustain outstanding overall effectiveness or to make significant improvement.

You may wish to consider offering the following evidence.

##### **Top 5 parental priorities for improvement**

Suitable class sizes  
Control of bullying  
Out of school activities  
Happiness of child  
Developing potential

##### **Top 5 parental relative weaknesses - academic**

Religious Education  
History  
Physical Education  
ICT  
Art

Note: even the relative weaknesses achieved good scores

##### **Top 5 parental relative weaknesses - non-academic**

Happiness of child  
Caring teachers  
Suitable class sizes  
Teaching quality  
Developing confidence

Note: even the relative weaknesses achieved good scores

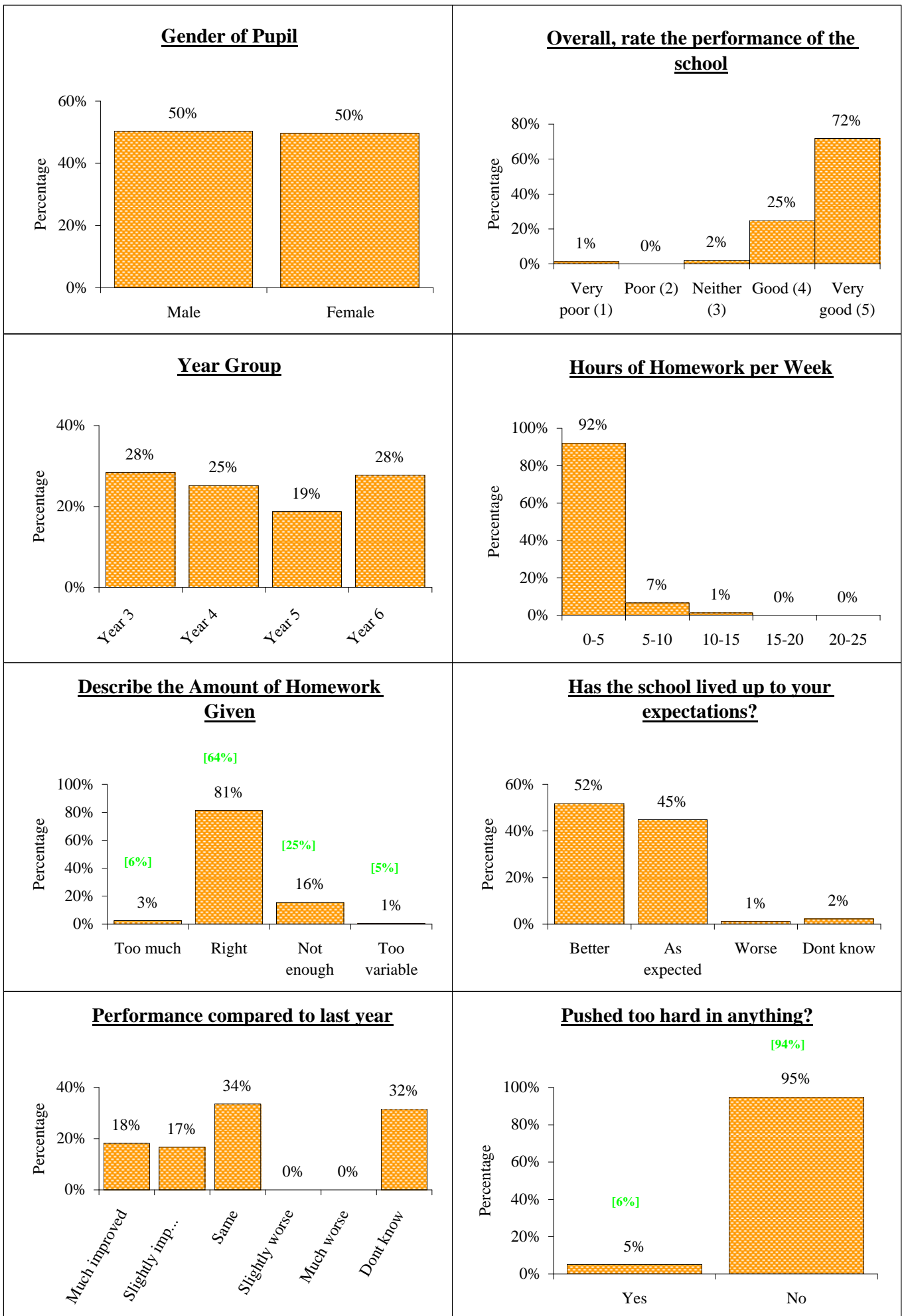
##### **Criteria receiving scores below the red line**

We would normally also recommend including in this section any areas with results below the red line however, in this school there were none to report.

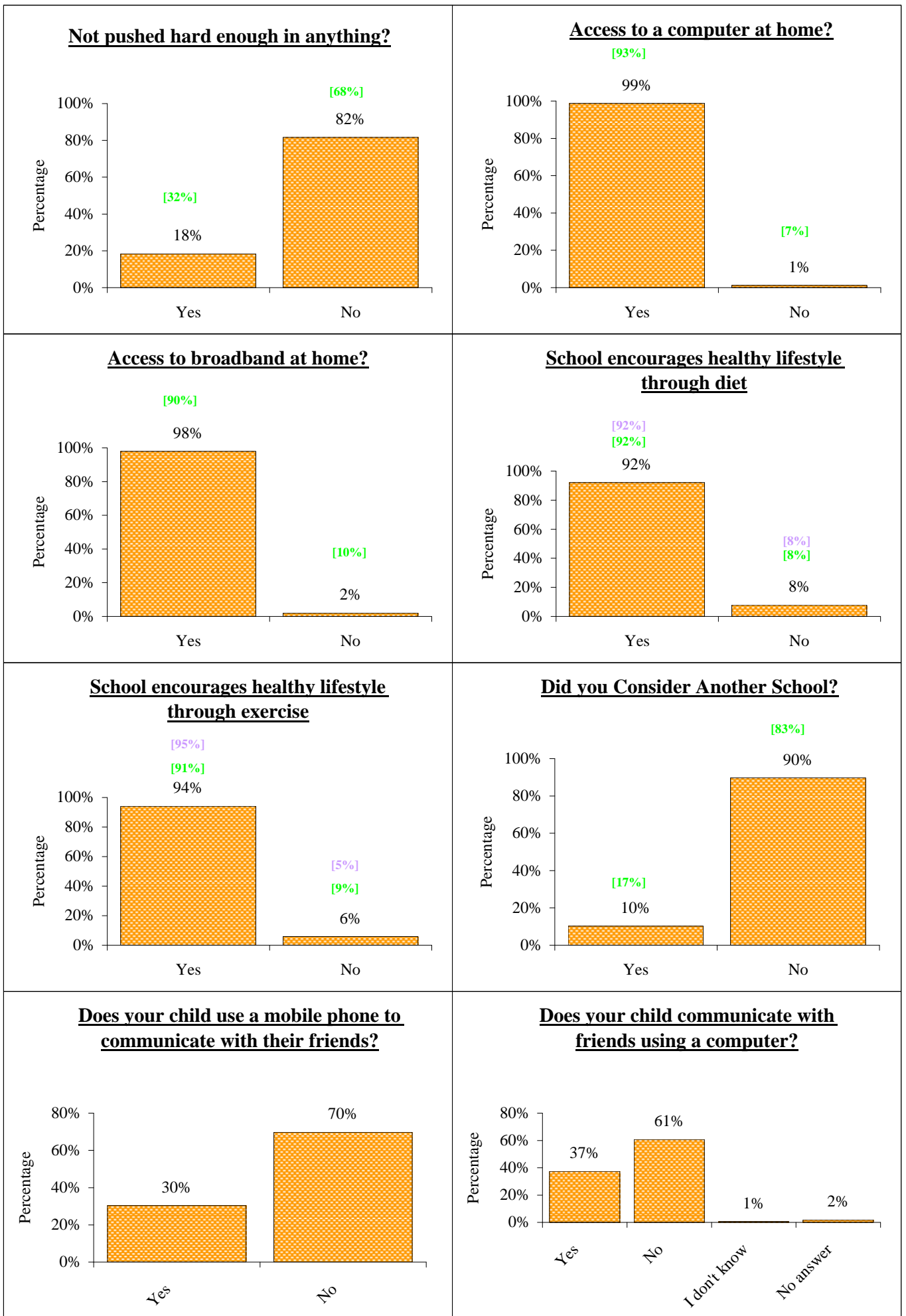
##### **Criteria showing a significant decline in score over 2 or more surveys**

We would normally recommend including in this section any areas with results declining over 2 surveys, however, in this school there were none to report.

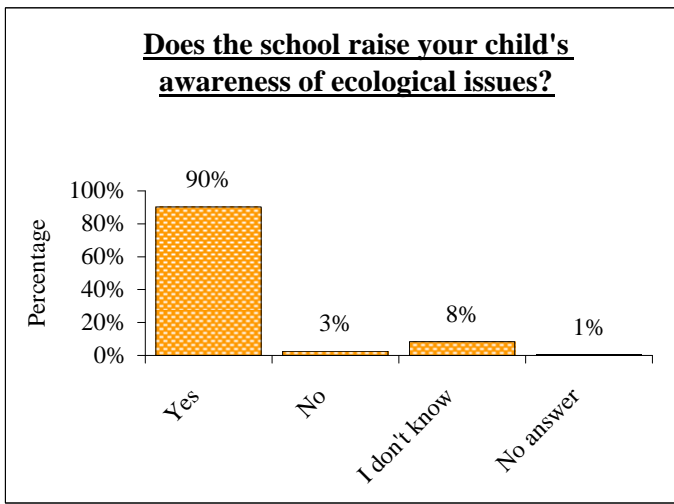
## **Graphical Analysis of Results for all Questions and Criteria**



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



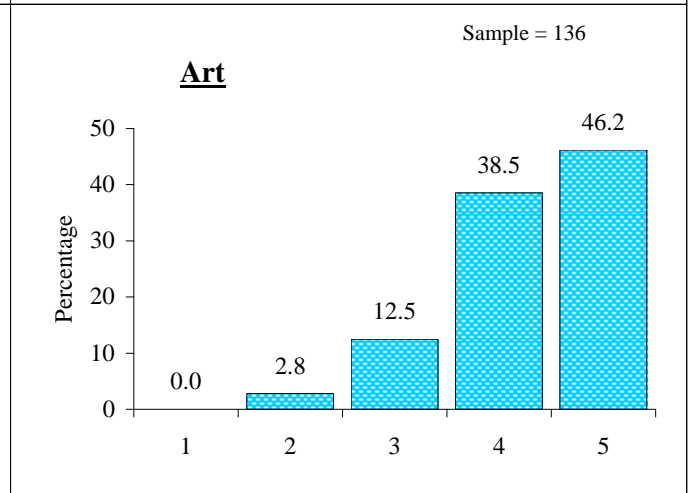
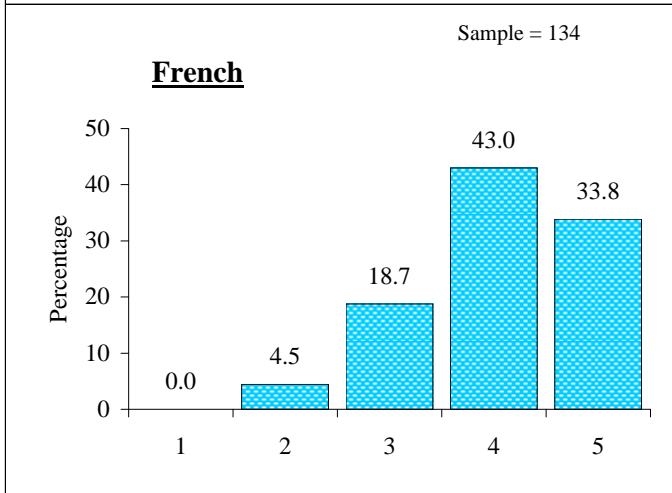
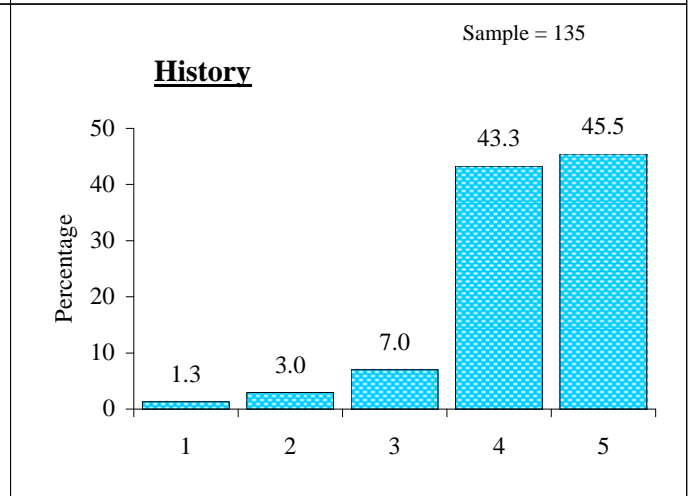
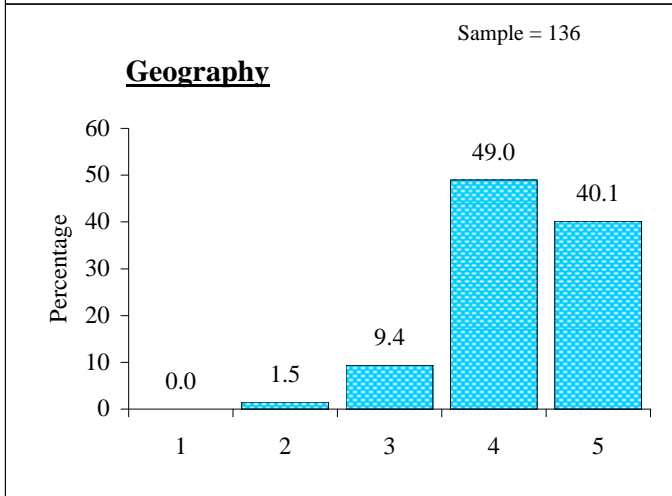
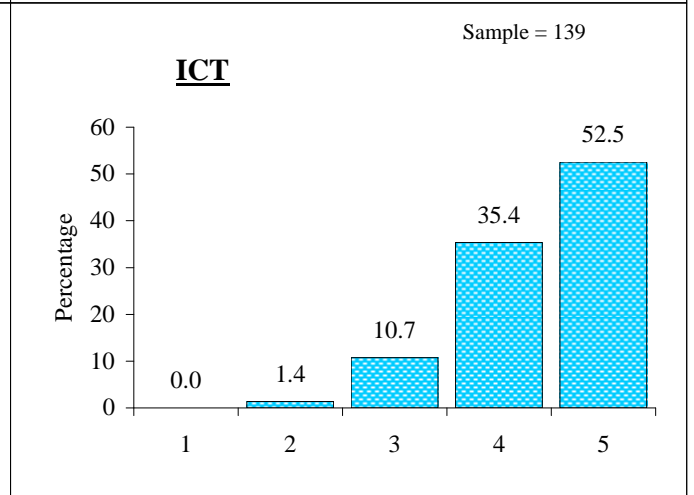
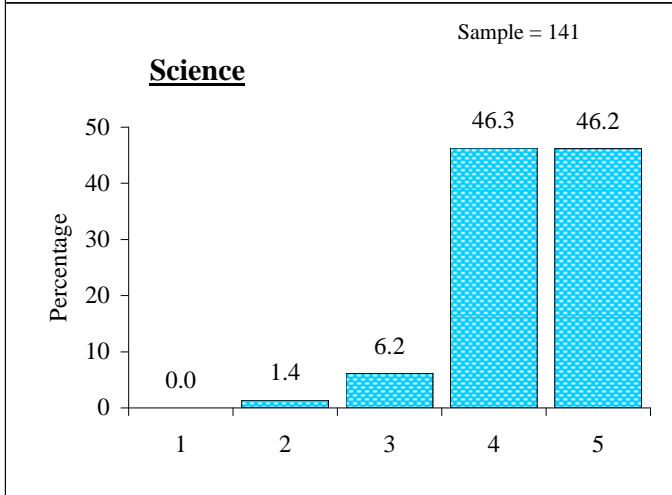
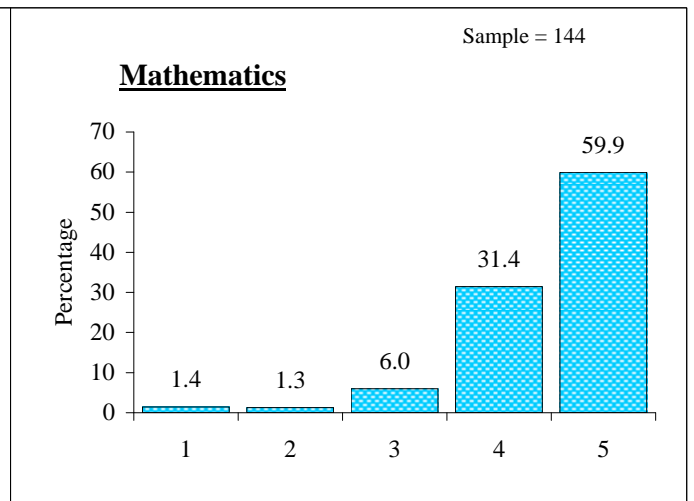
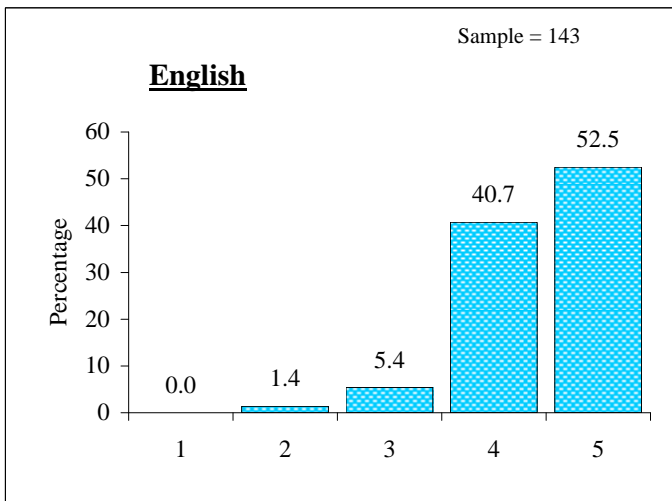
Average figures from similar schools are given in [brackets] , this school's last survey figures in [brackets].

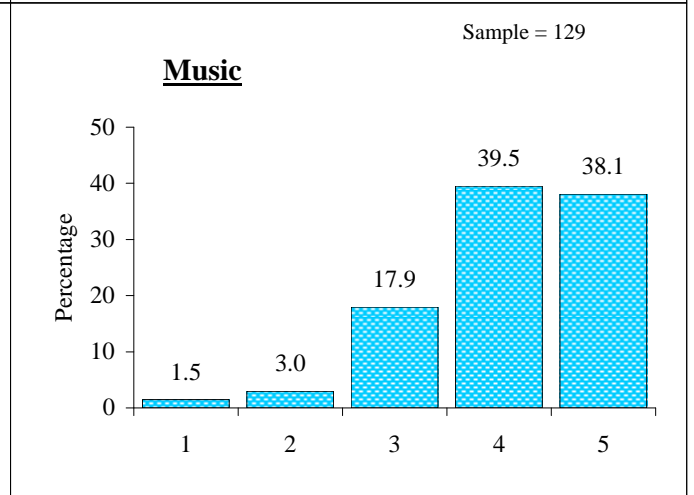
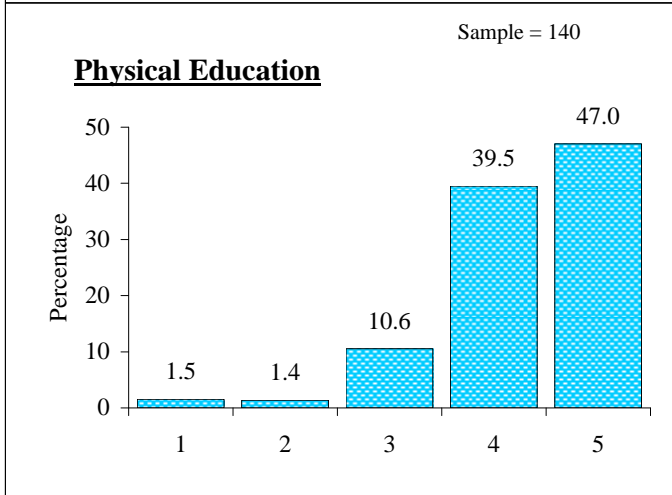
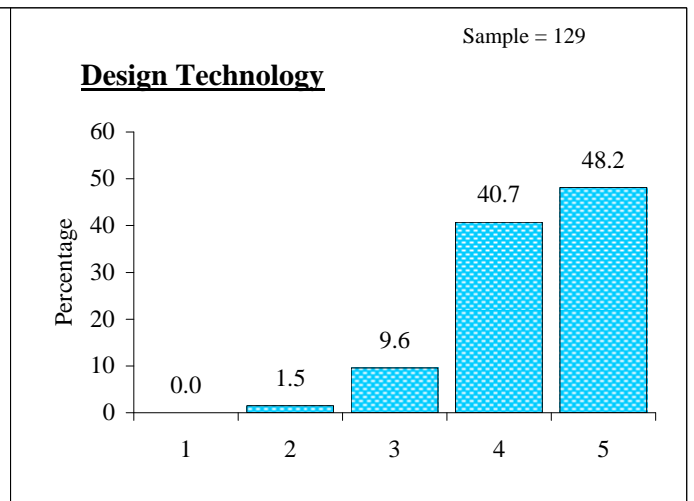
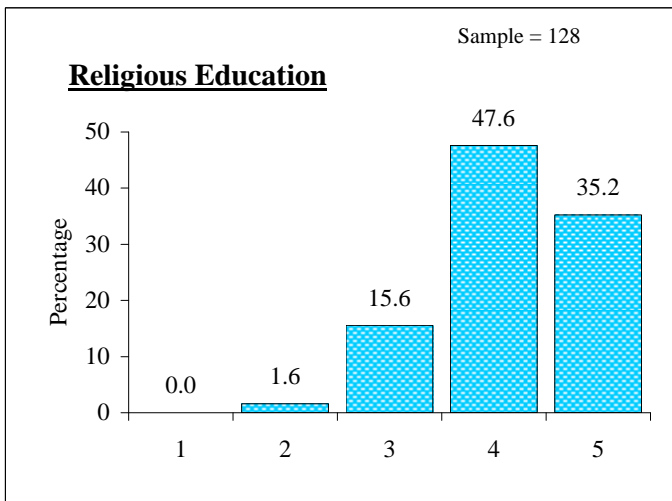


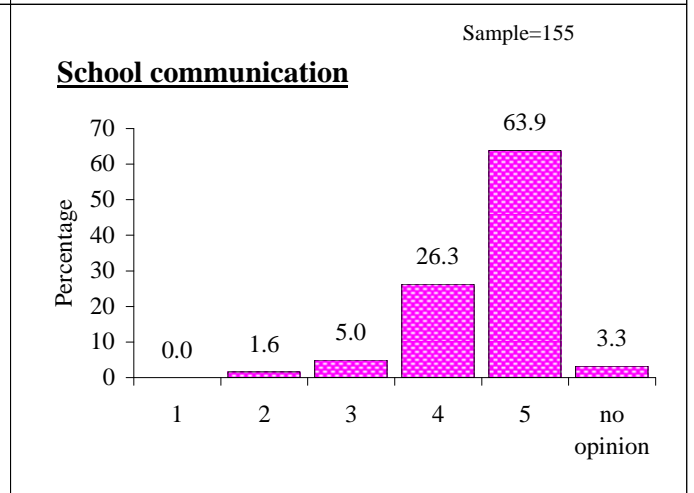
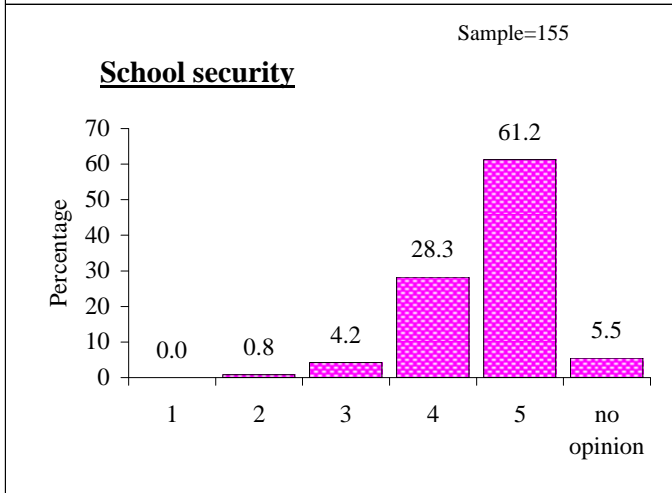
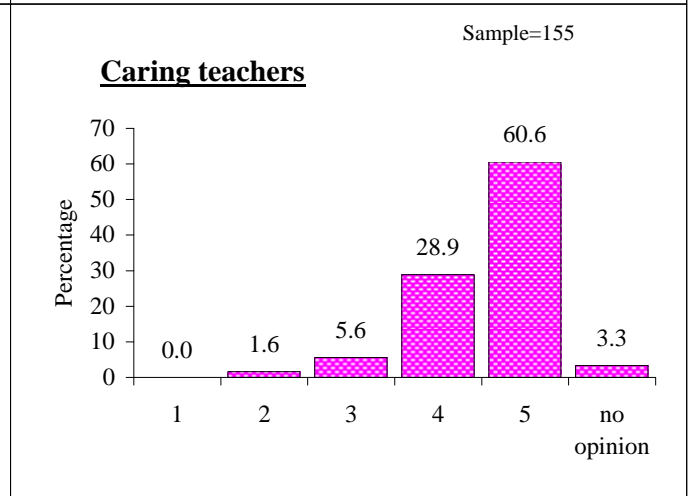
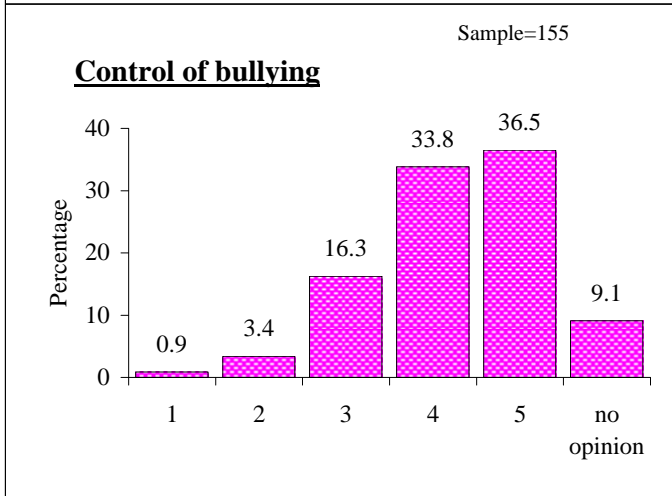
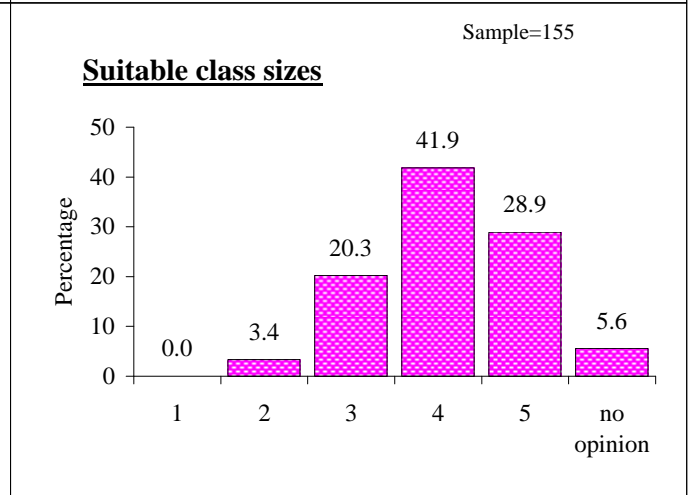
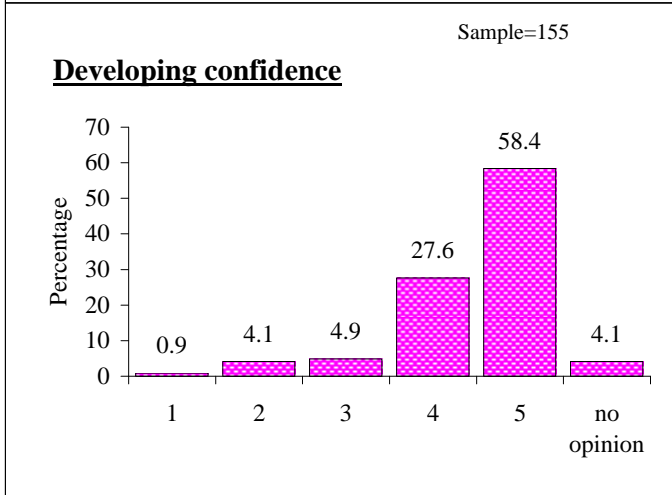
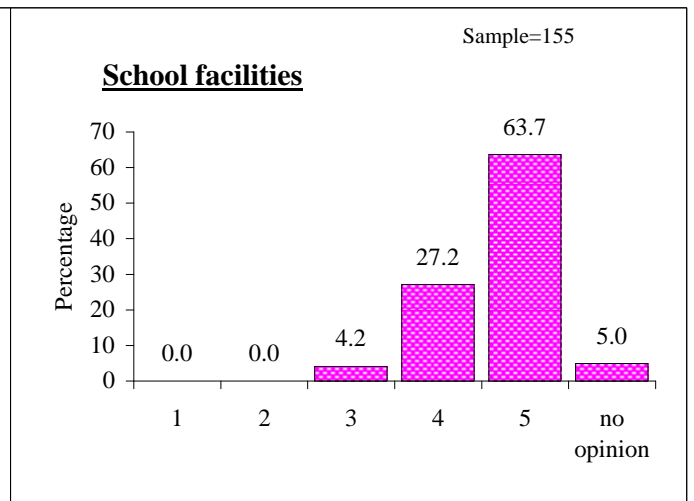
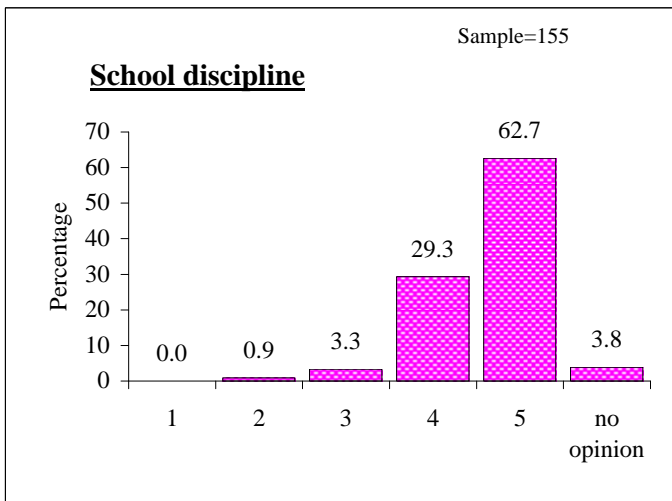
Average figures from similar schools are given in **[brackets]**.

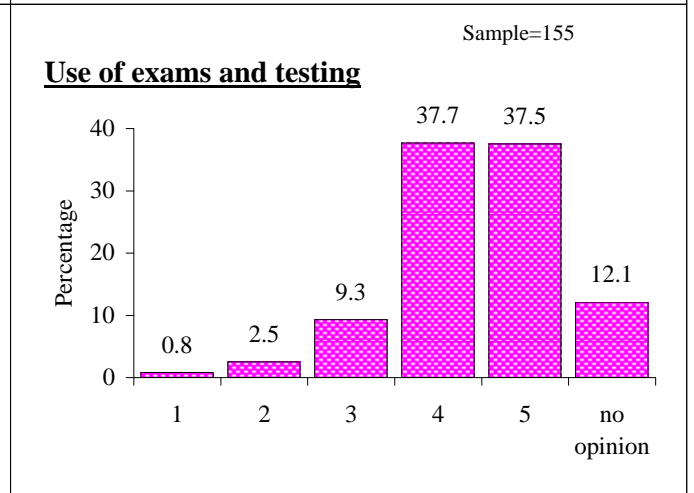
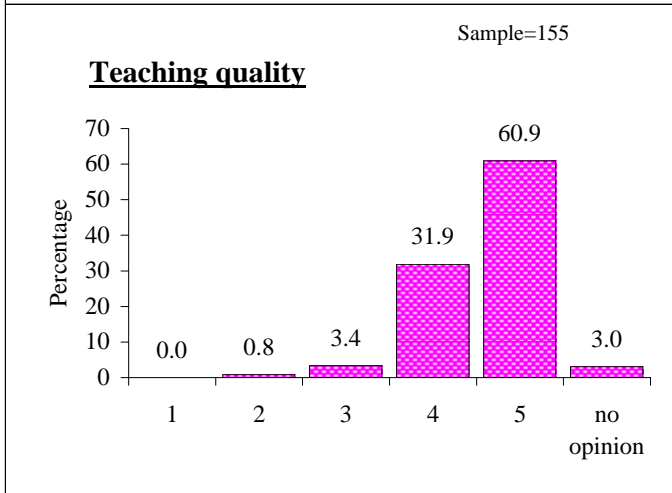
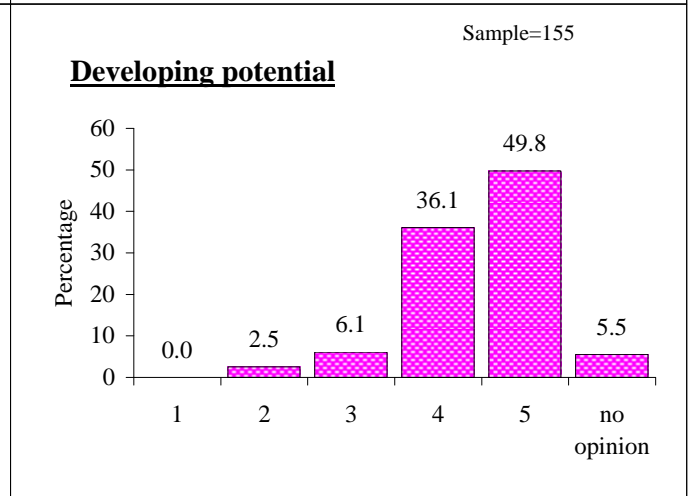
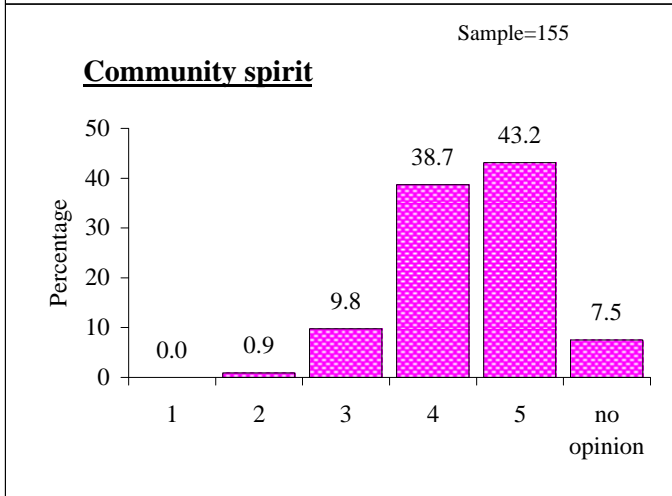
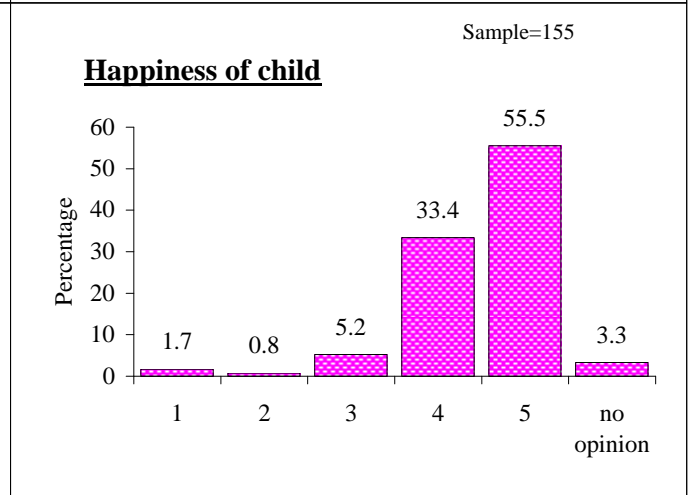
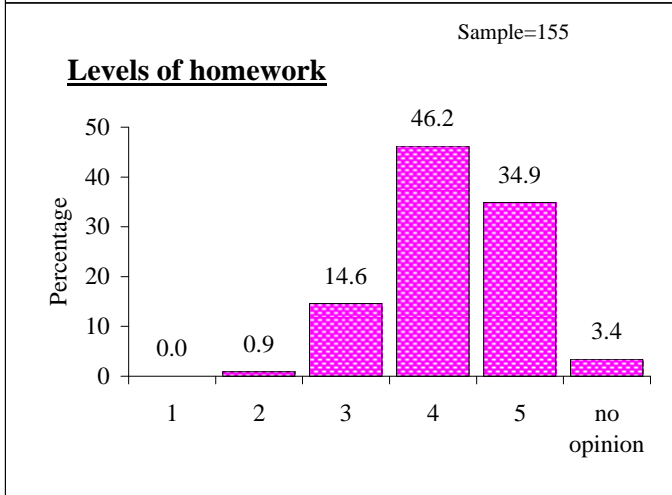
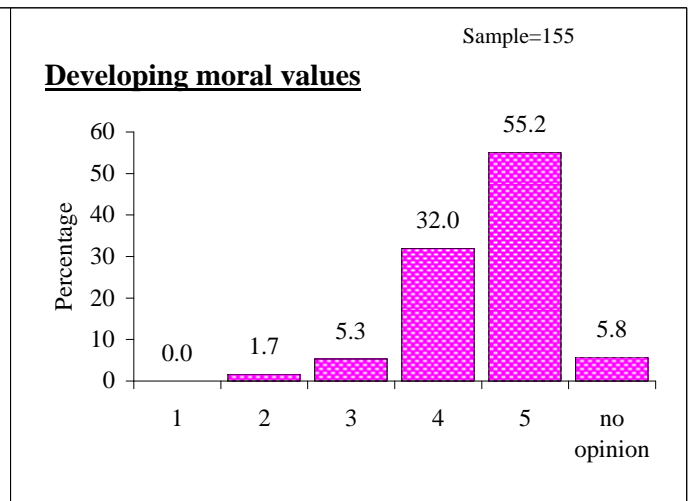
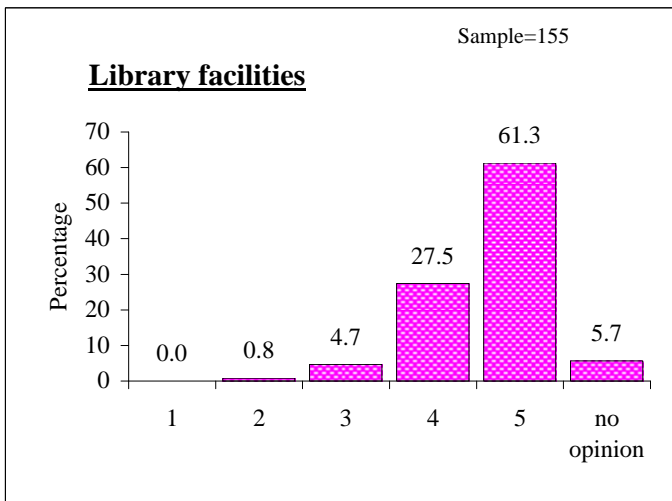
### **Bar Chart Results**

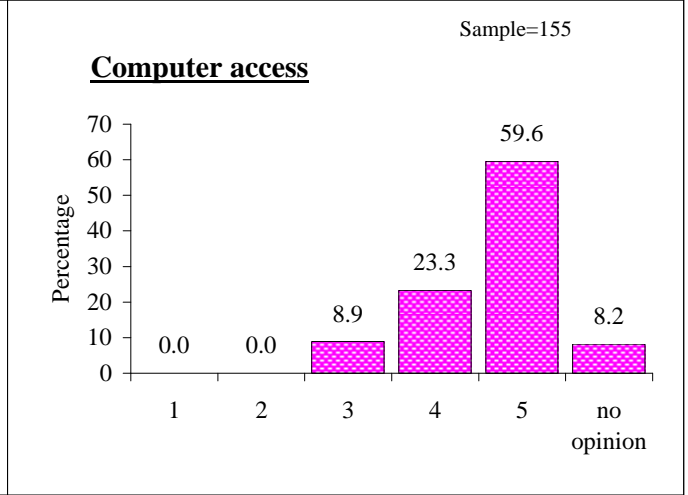
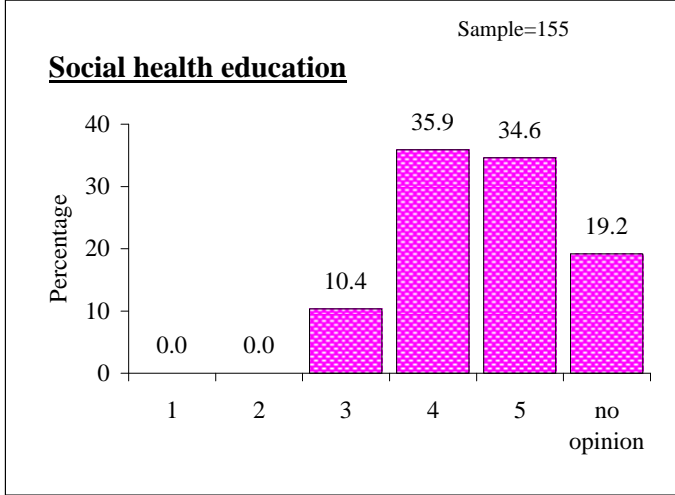
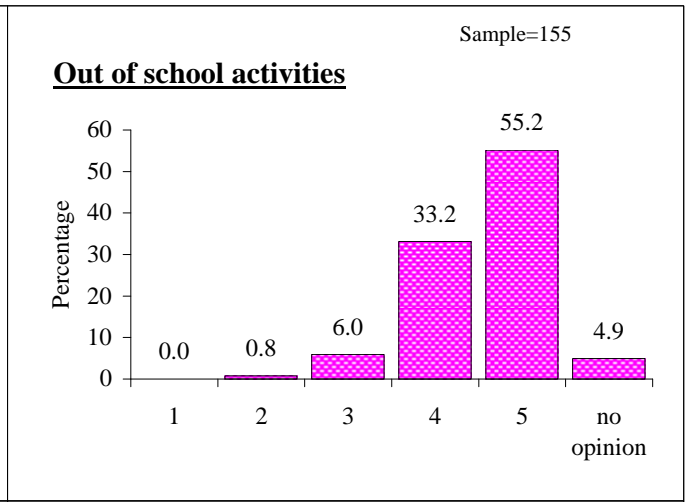
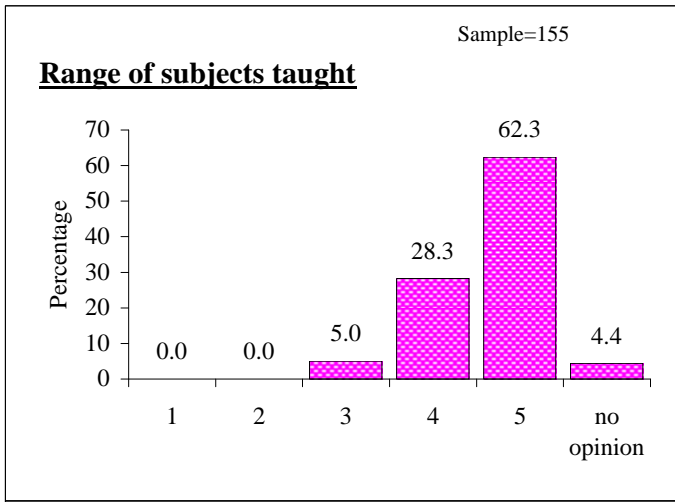
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good". The following graphs have been adjusted to be representative of year group size and gender.

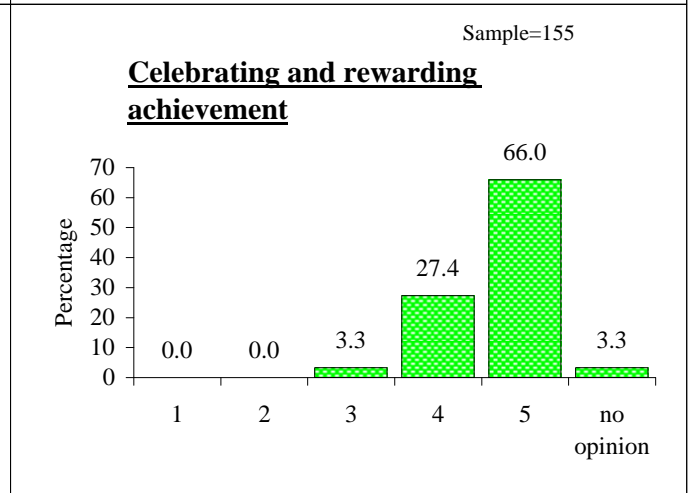
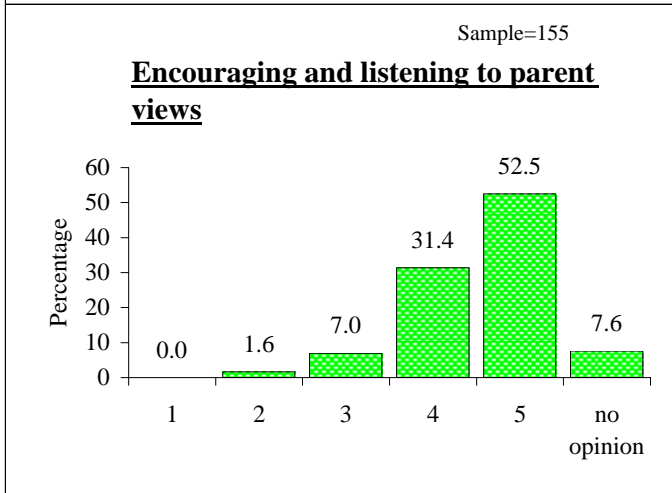
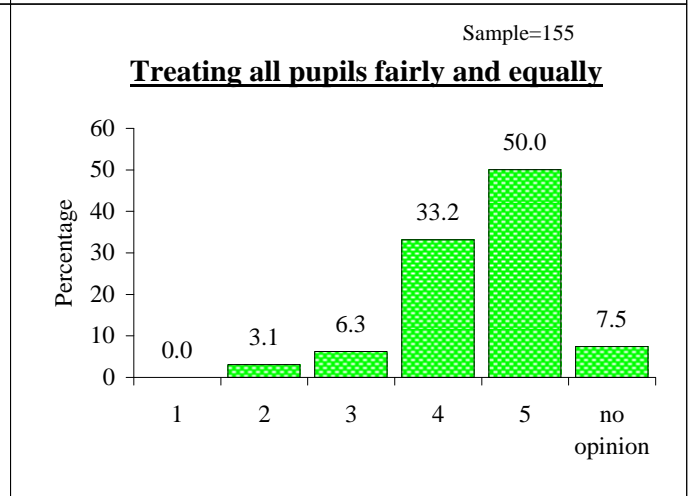
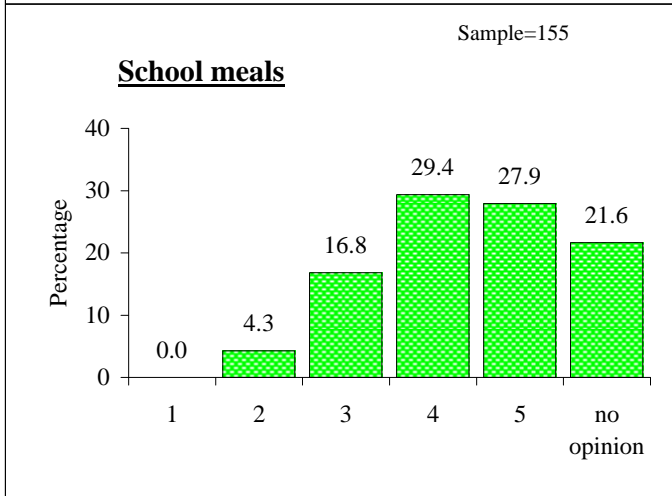
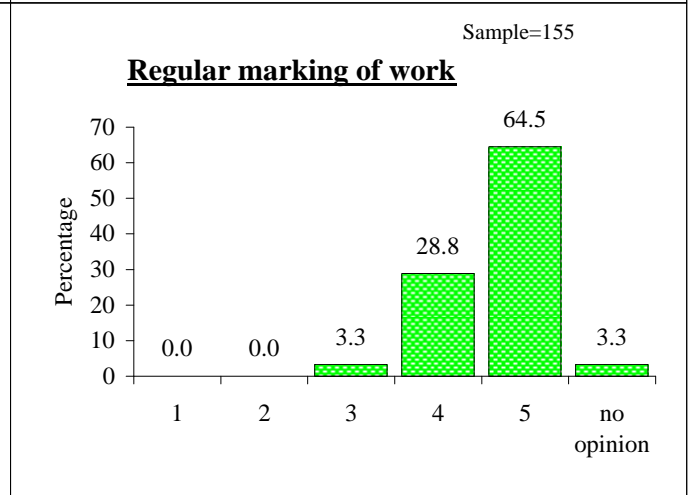
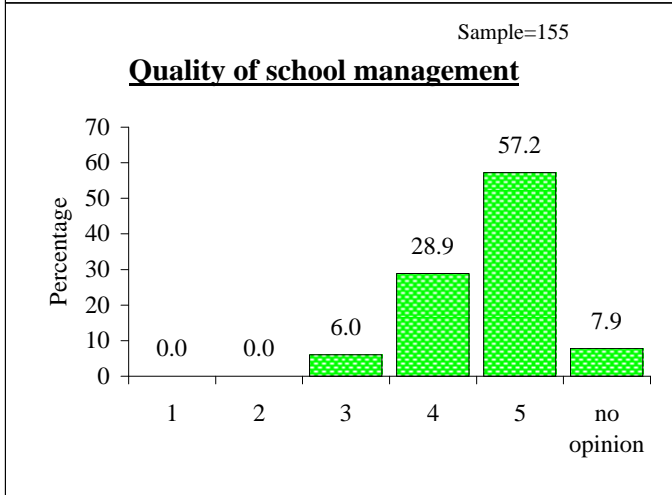
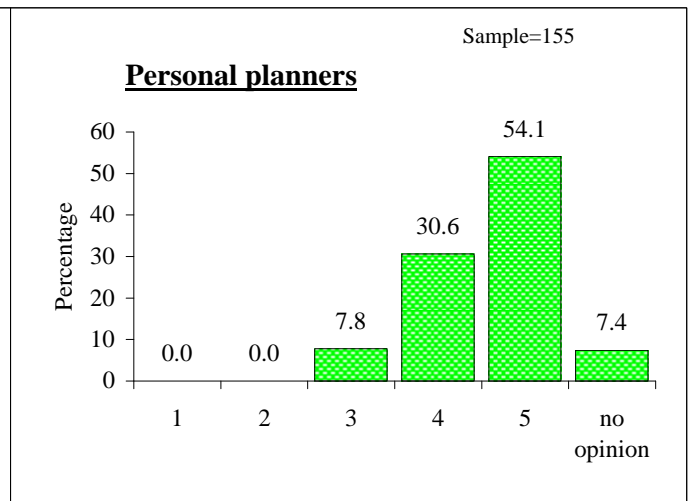
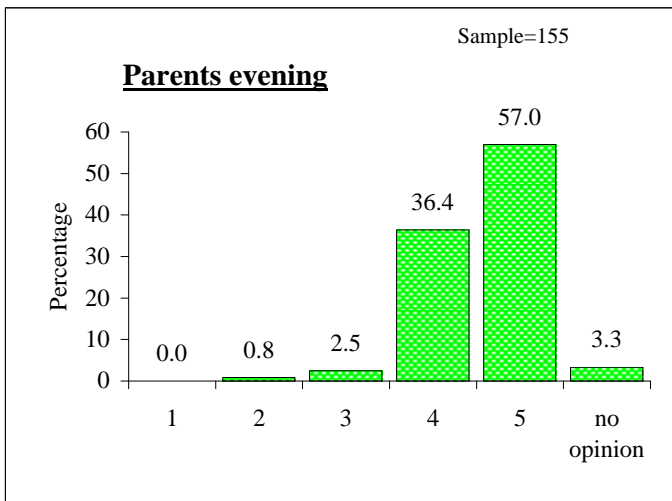


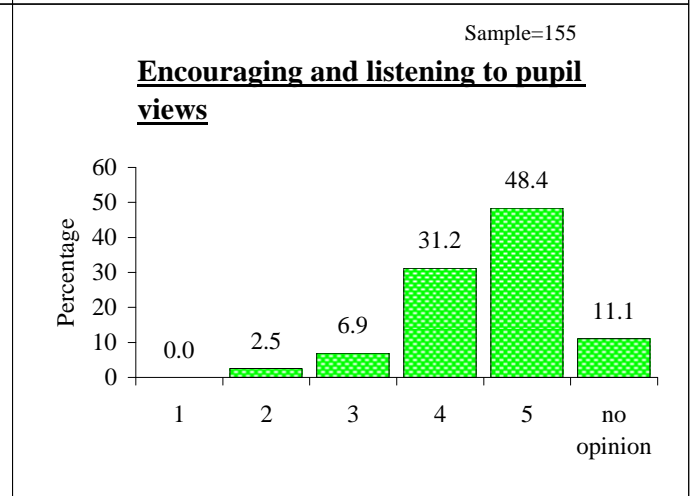
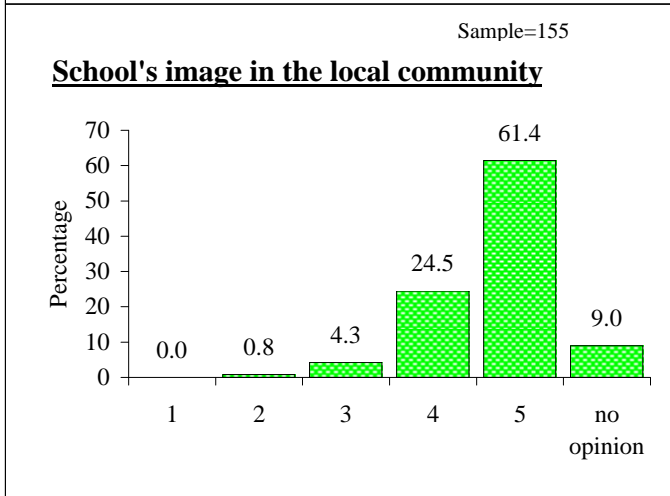
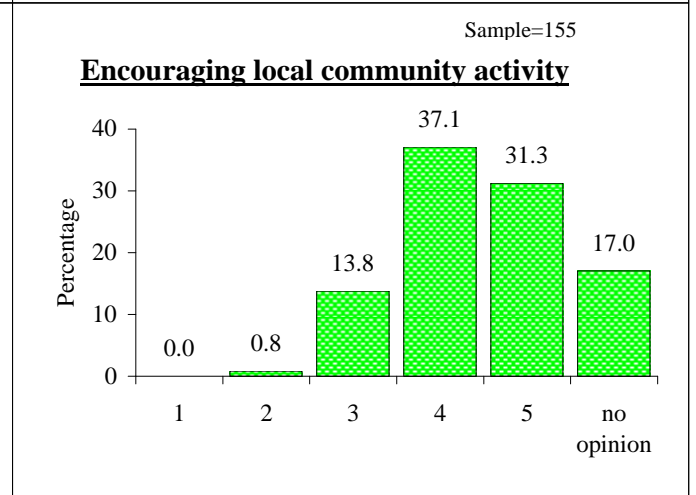
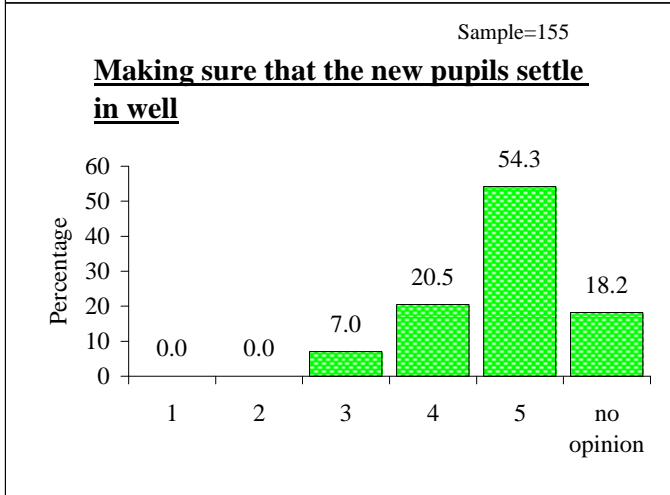
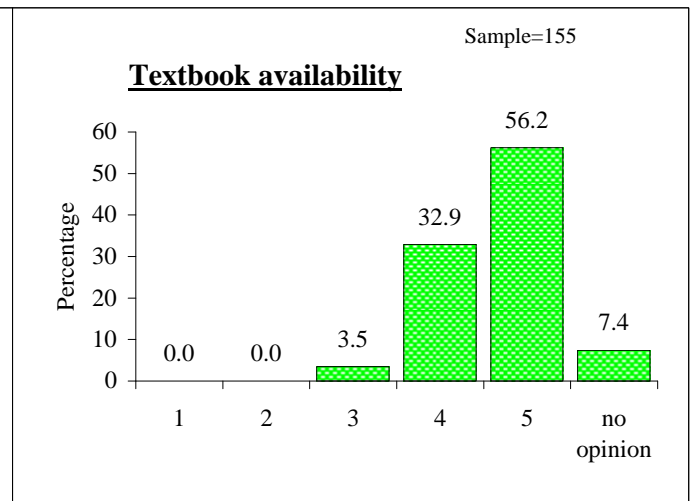
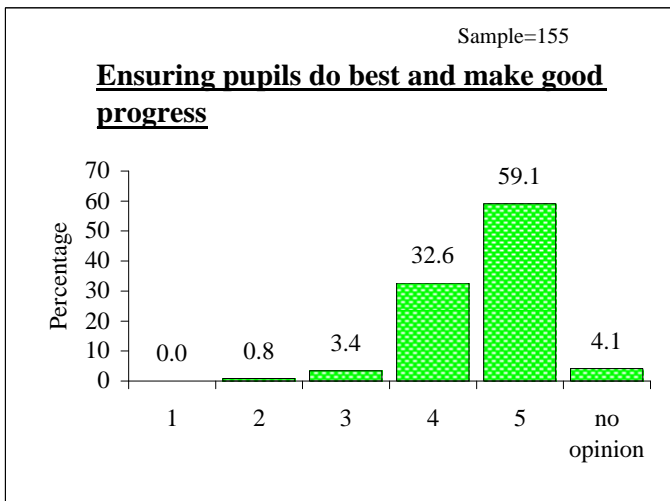










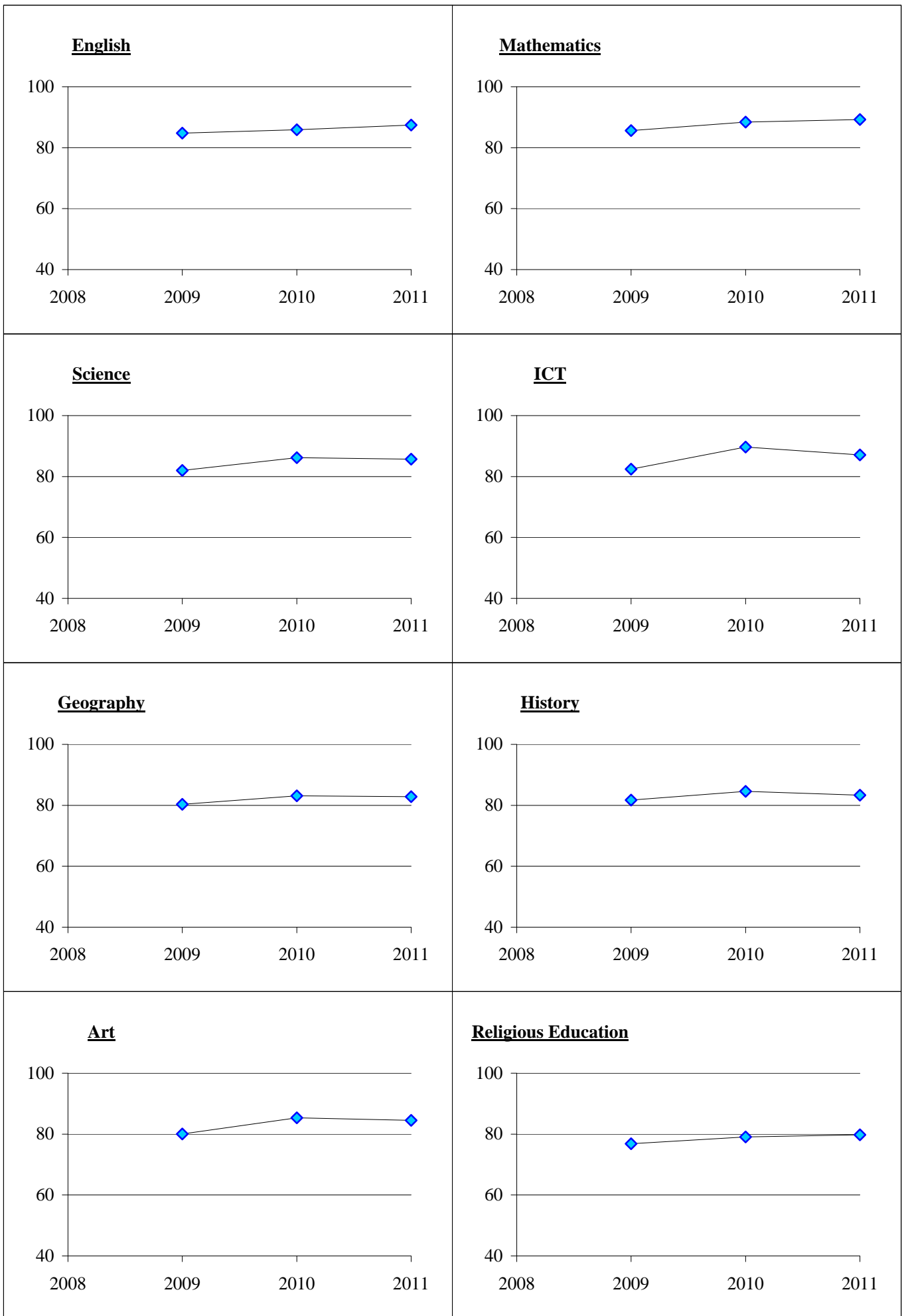


## **Time Series for All Criteria**

### **Graphs showing score trends for surveyed criteria over time**

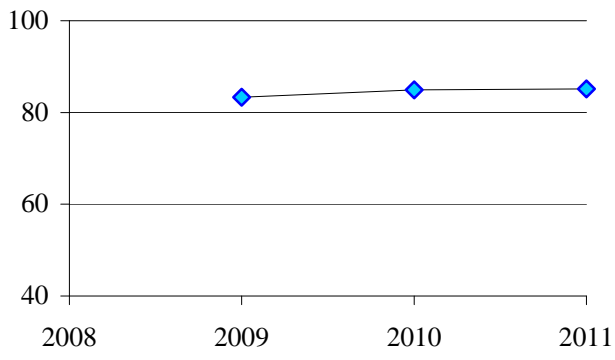
Please note: Time Series results are unweighted by the average of similar schools.

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**.

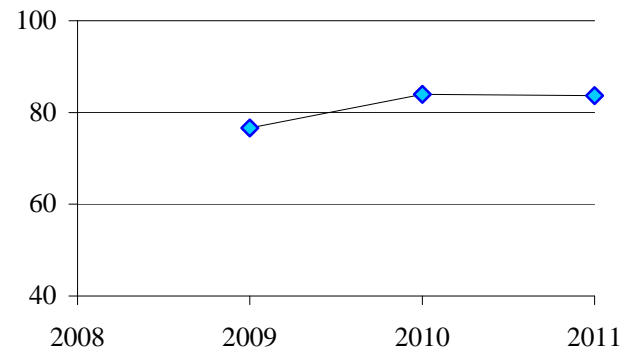


Year names refer to the end of the academic year

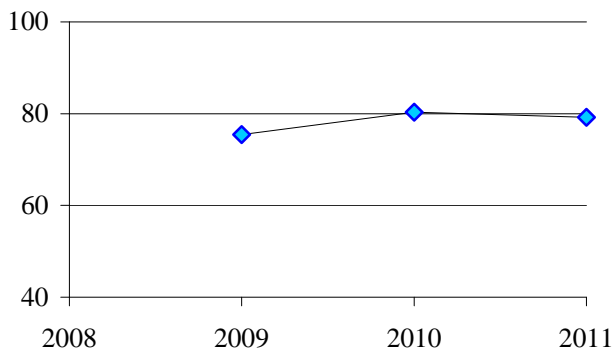
**Design Technology**



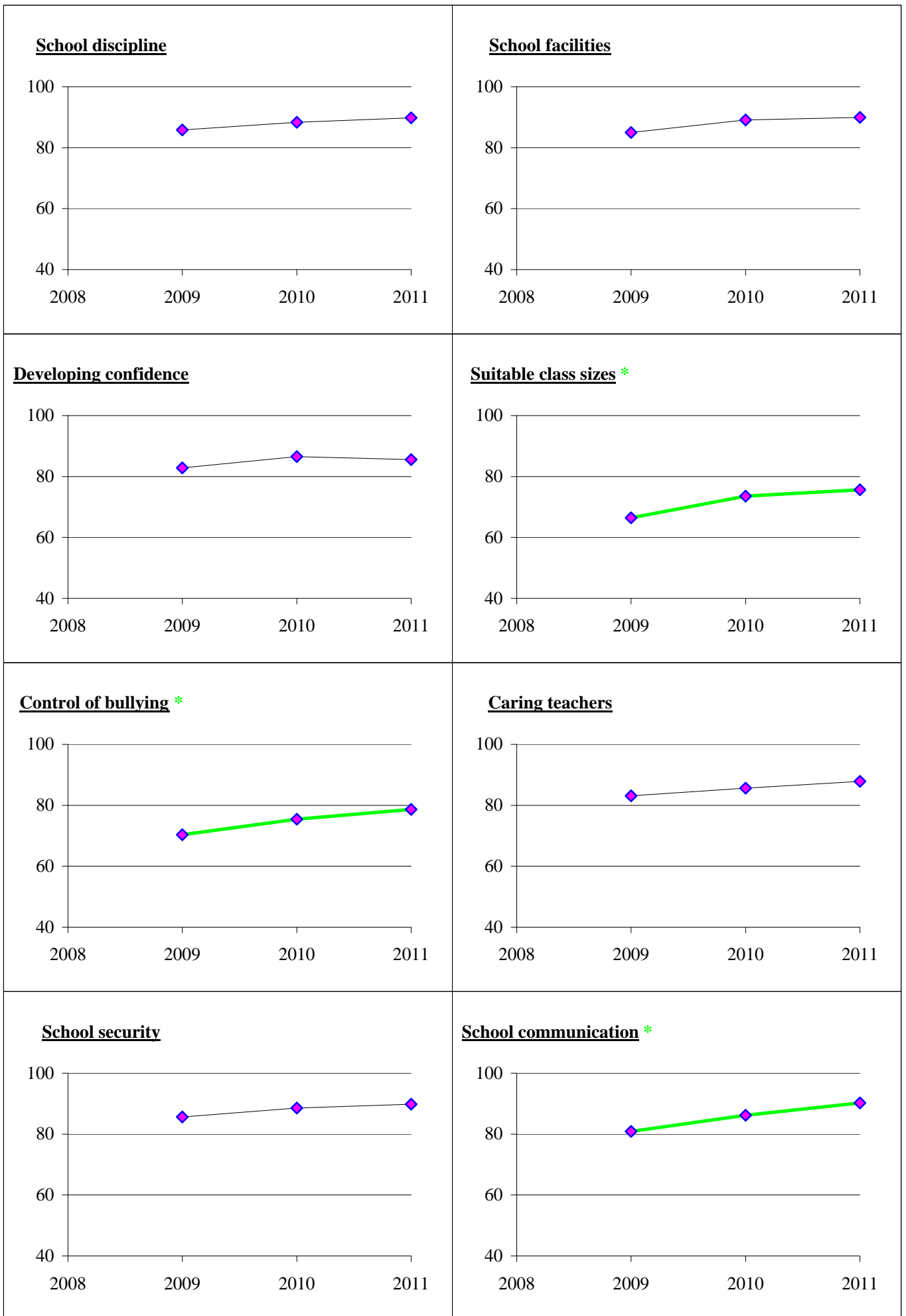
**Physical Education**



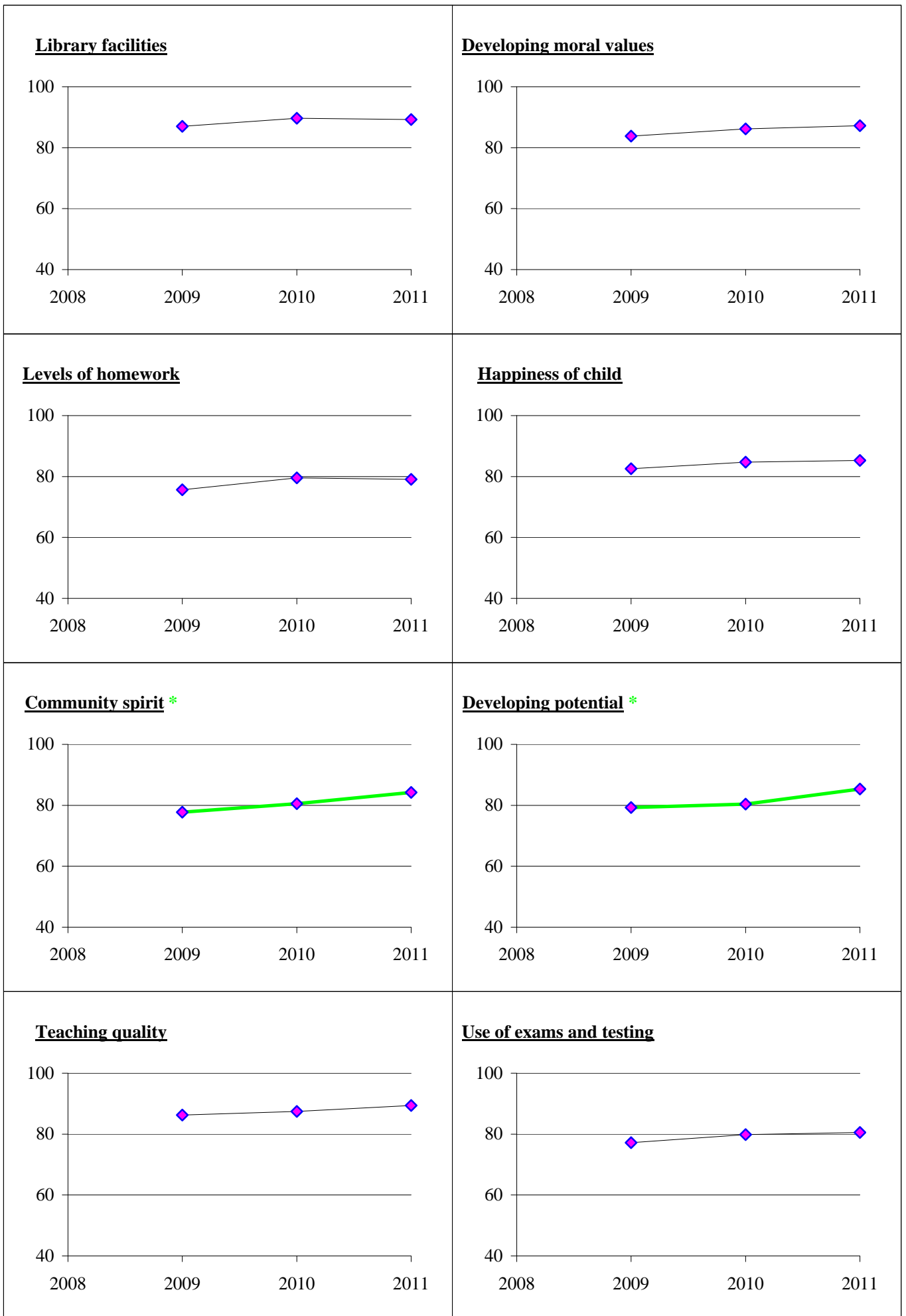
**Music**



Year names refer to the end of the academic year

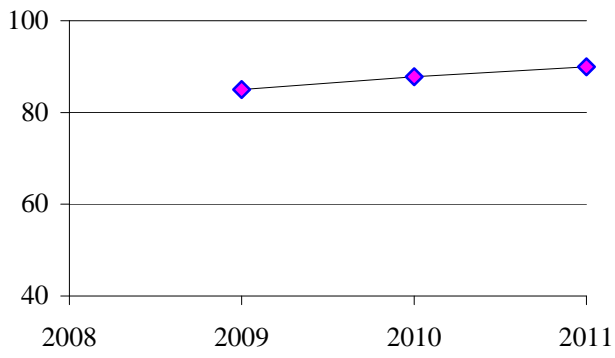


Year names refer to the end of the academic year

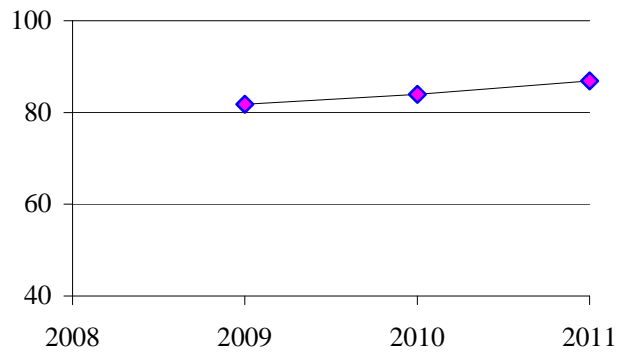


Year names refer to the end of the academic year

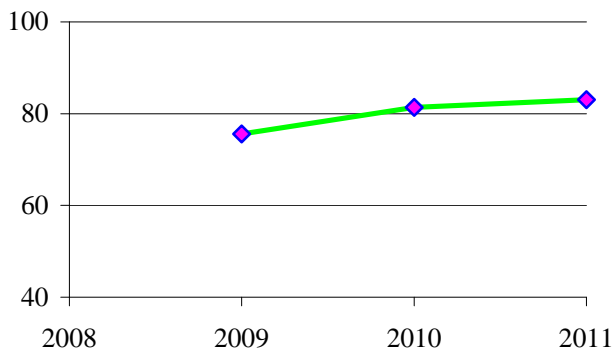
**Range of subjects taught**



**Out of school activities**



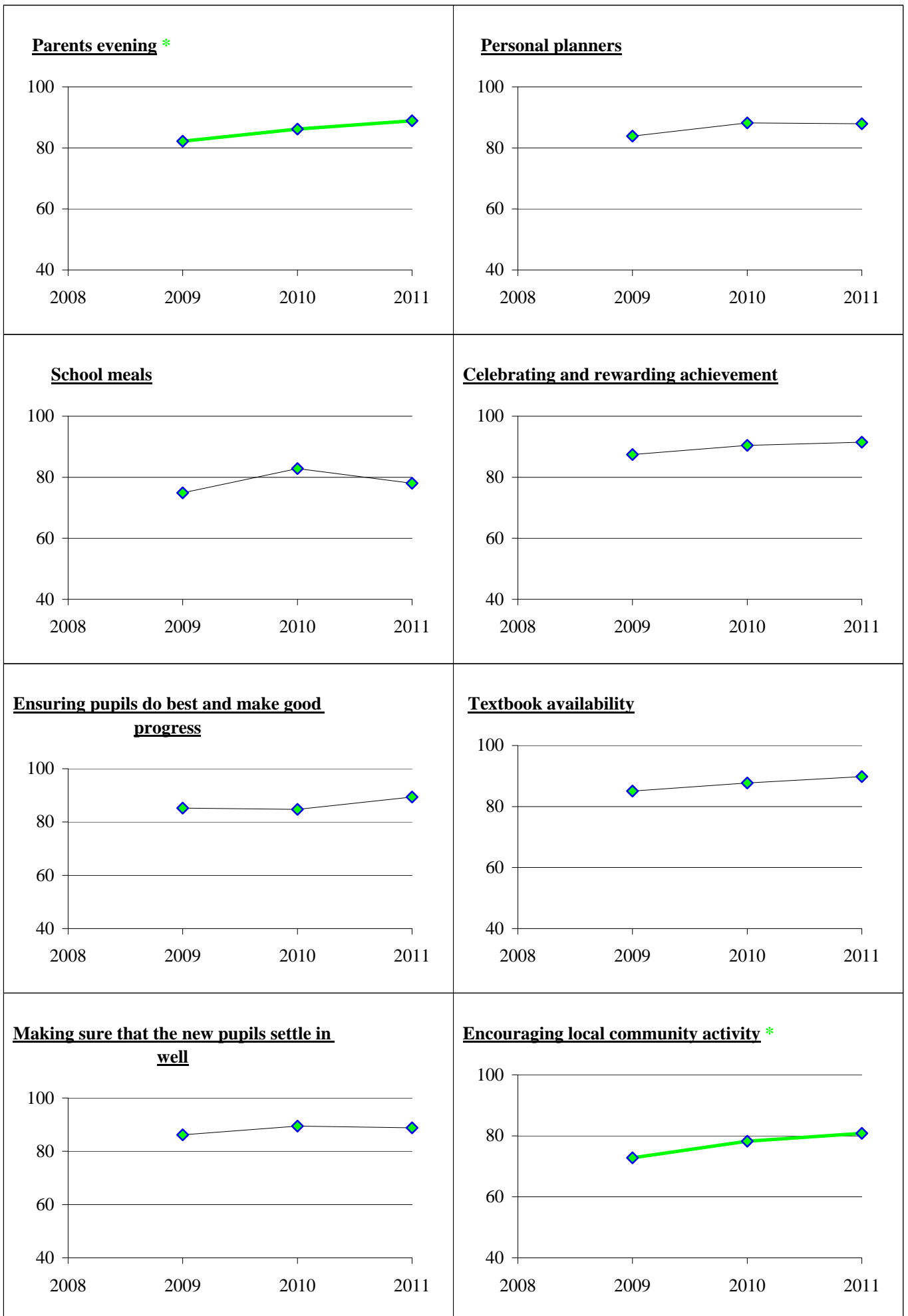
**Social health education \***



**Computer access \***

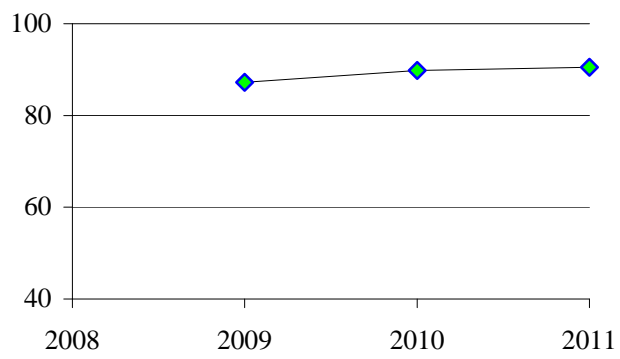


Year names refer to the end of the academic year



Year names refer to the end of the academic year

**School's image in the local community**



**Encouraging and listening to pupil views \***

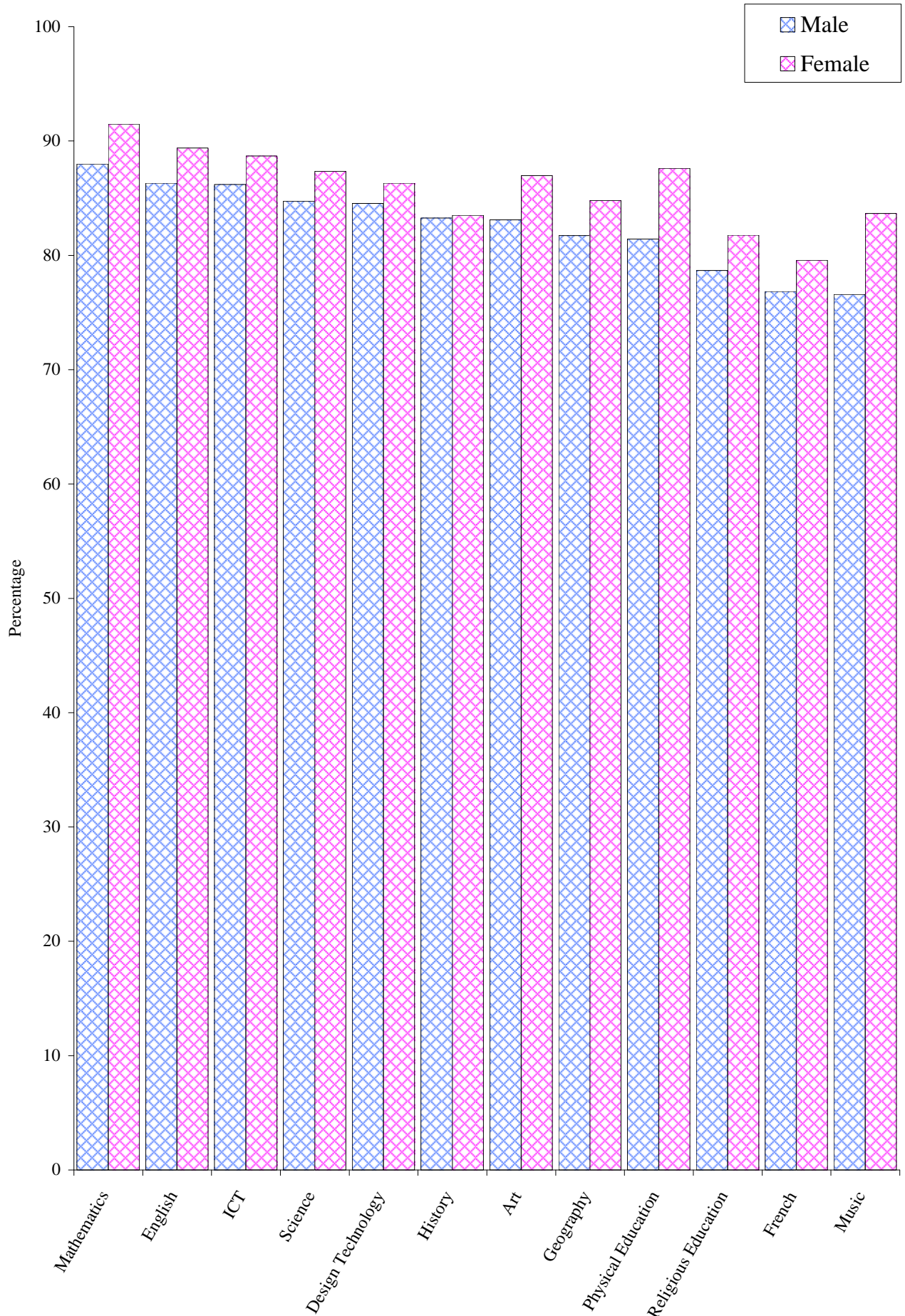


Year names refer to the end of the academic year

## **Cross Tabular Graphical Analysis of Results**

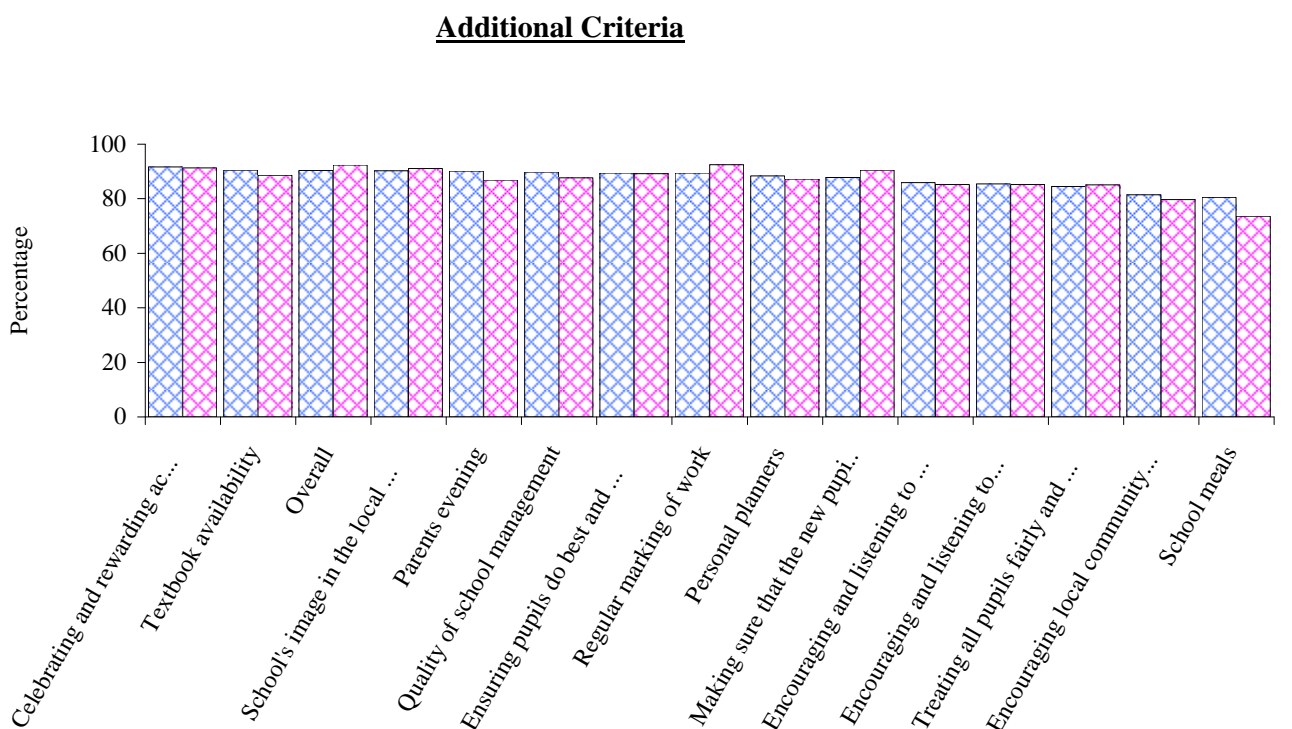
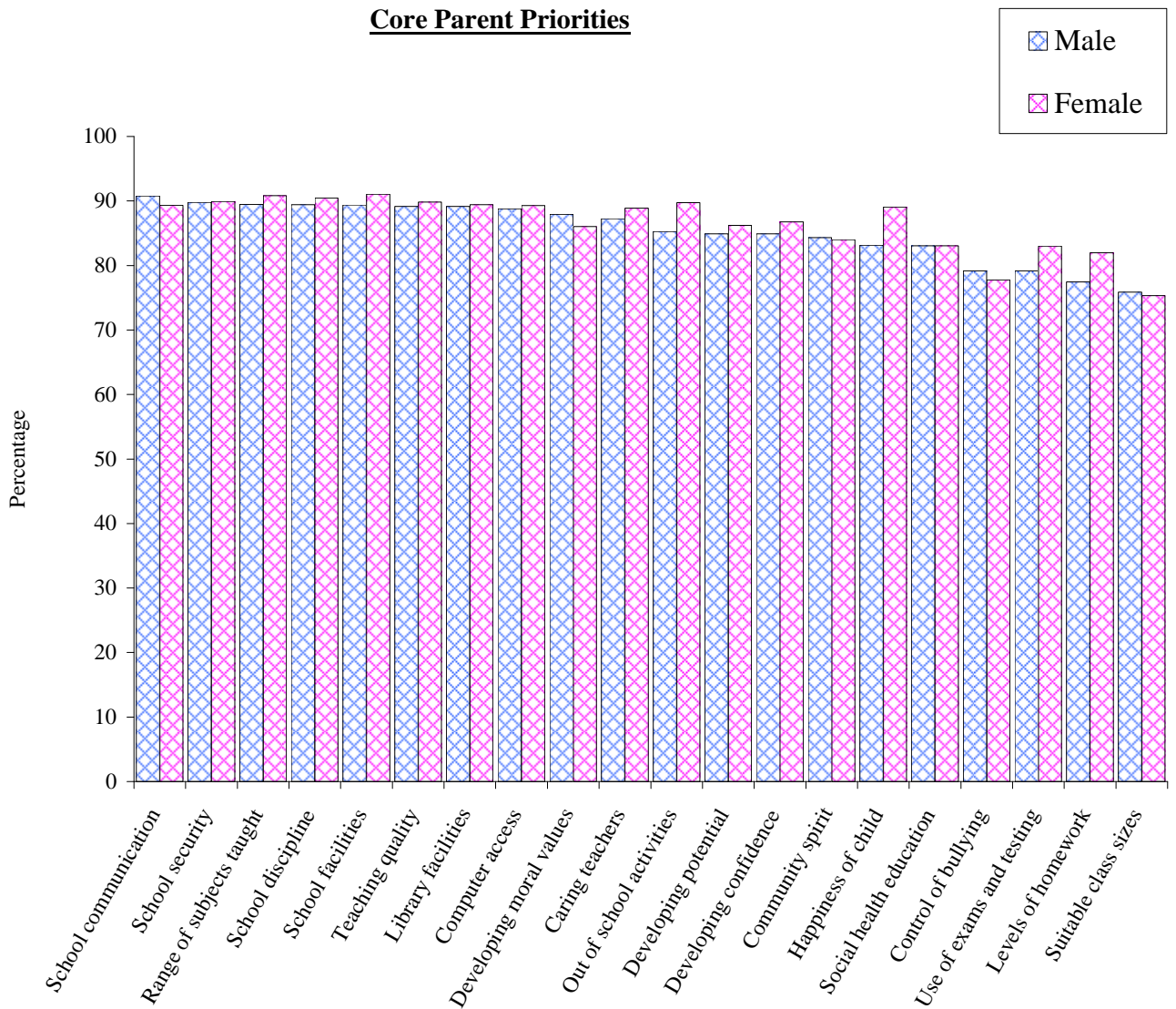
**Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil**

Criteria where scores showed significant differences are highlighted in bold colour, and \* subject \*



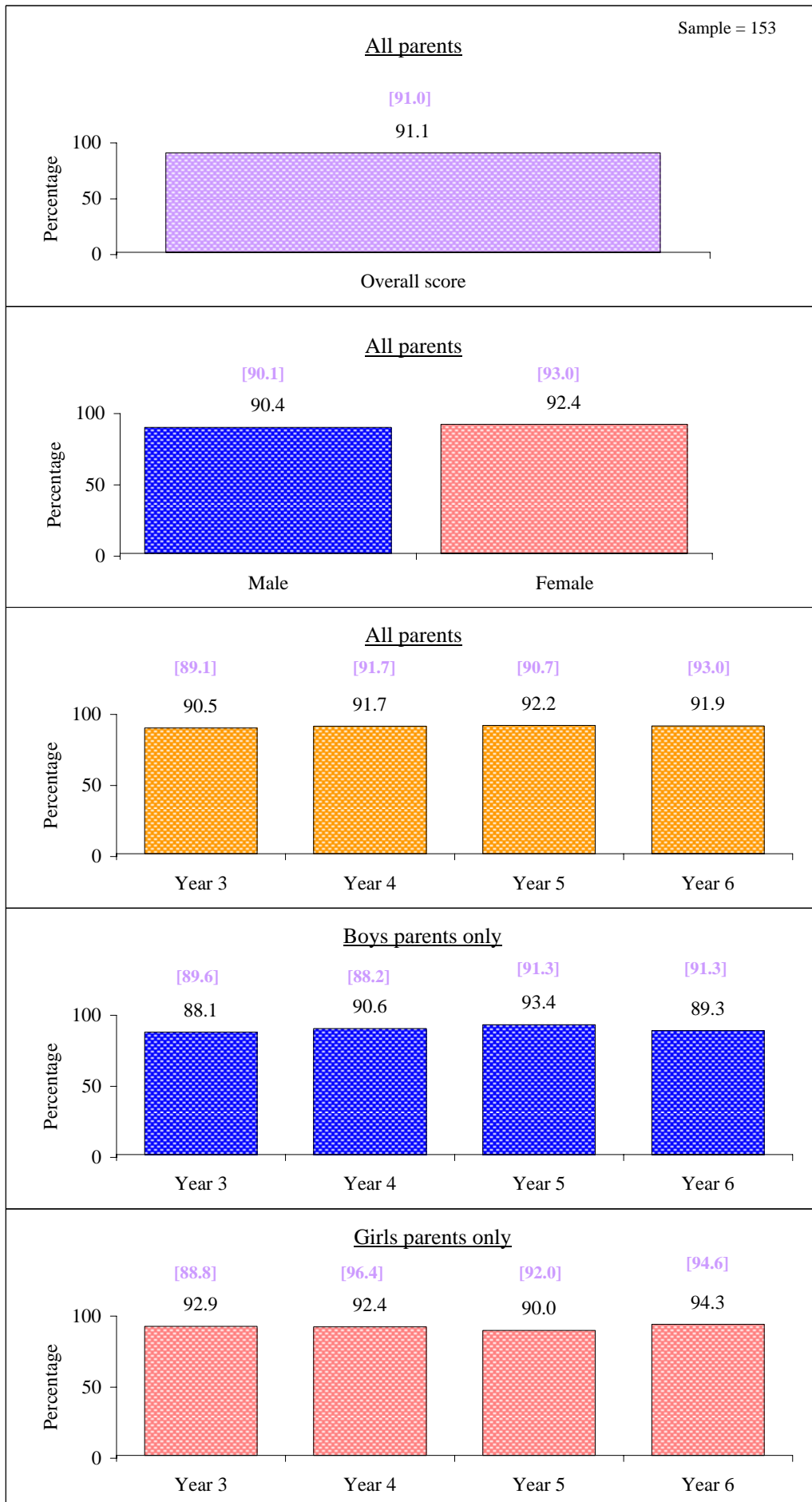
**Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil**

Criteria where scores showed significant differences are highlighted in bold colour, and \* subject \*



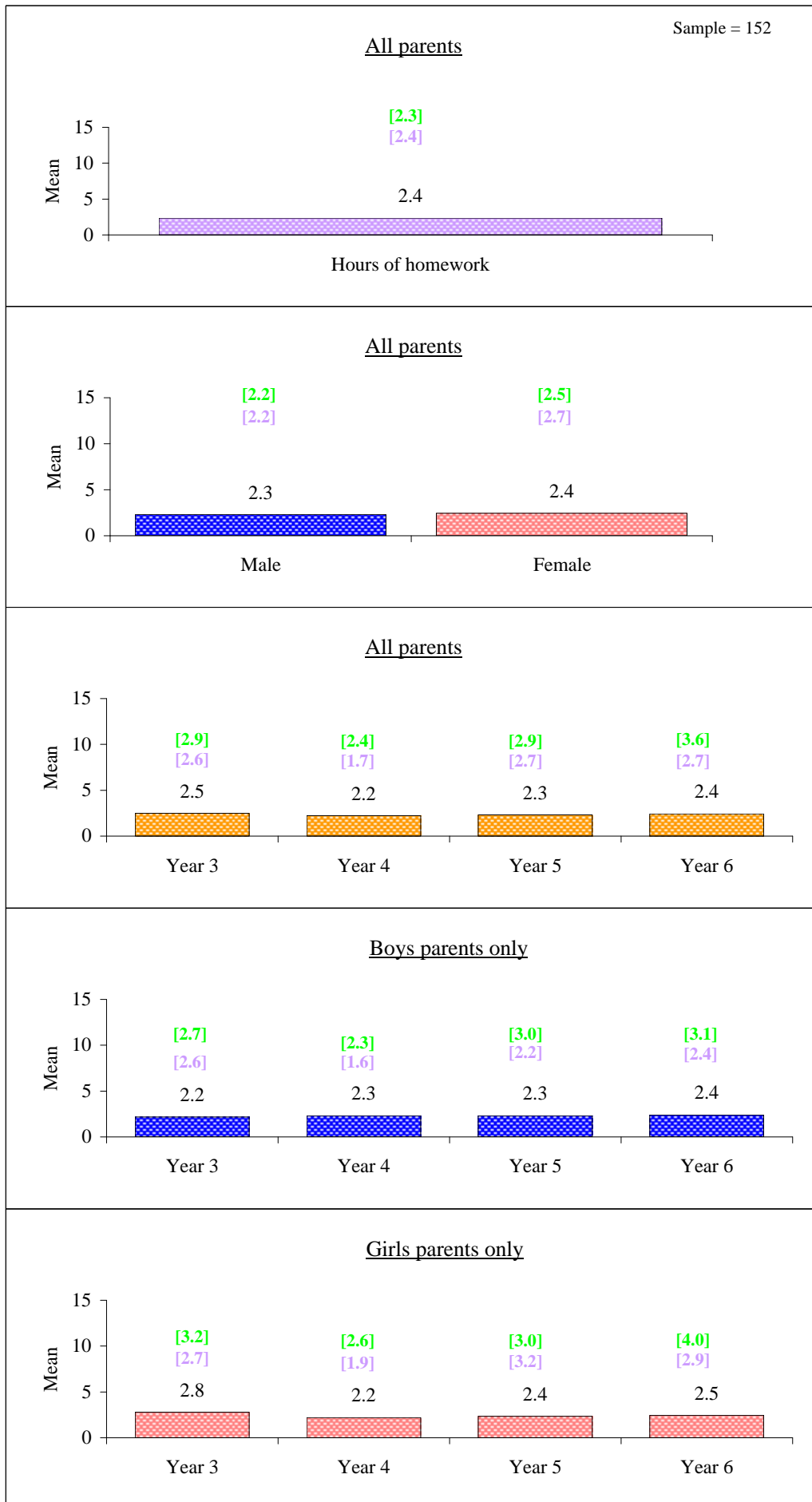
**Graphs to Show the Overall Performance Scores Given by Parents,  
Broken Down by Year Group and Gender of Pupil.**

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

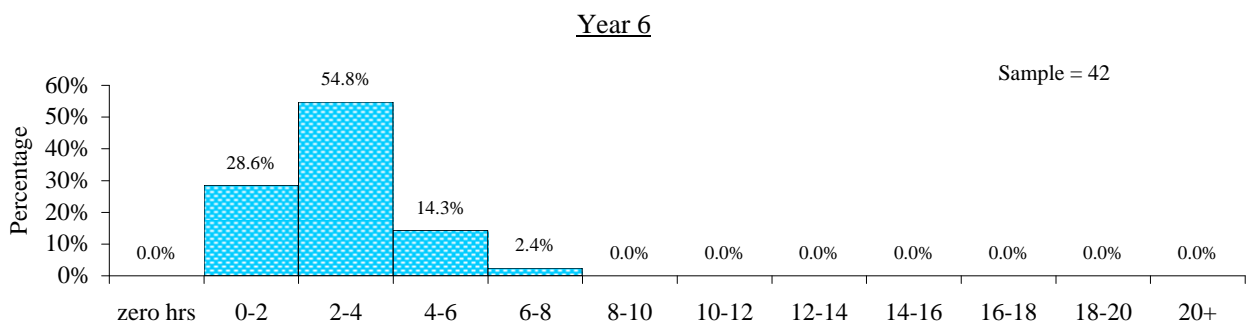
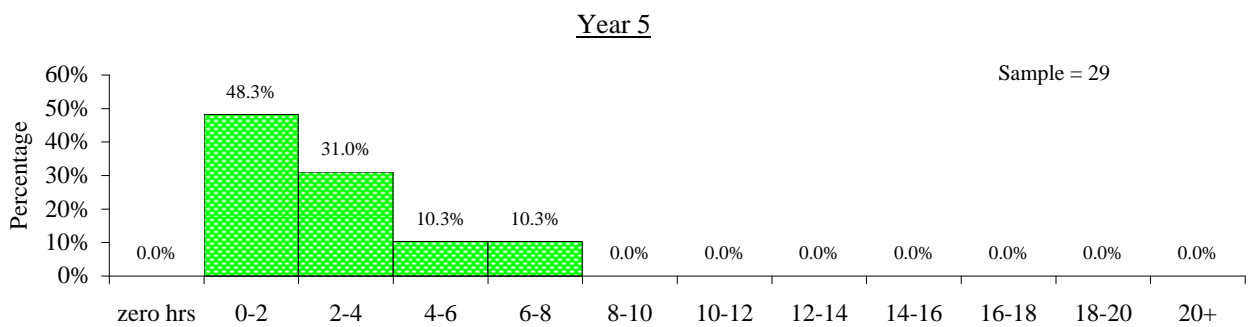
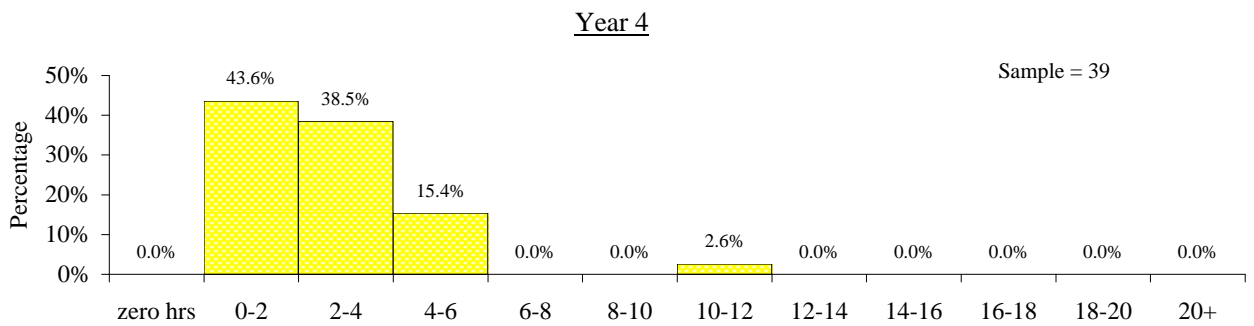
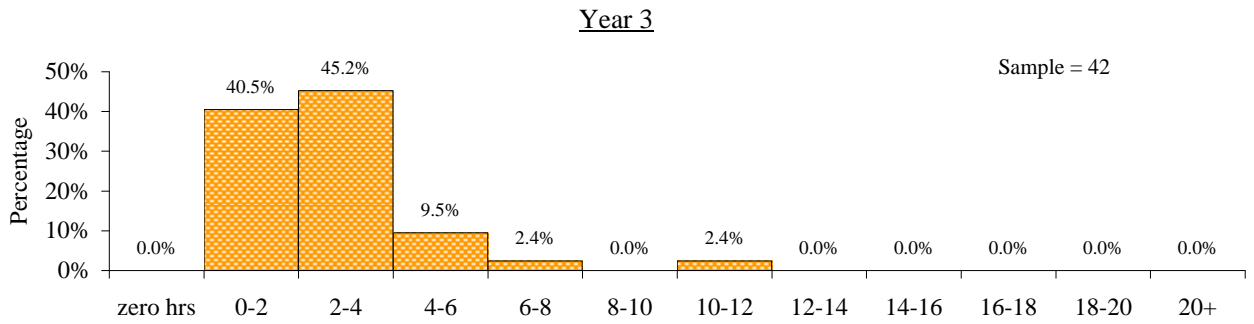
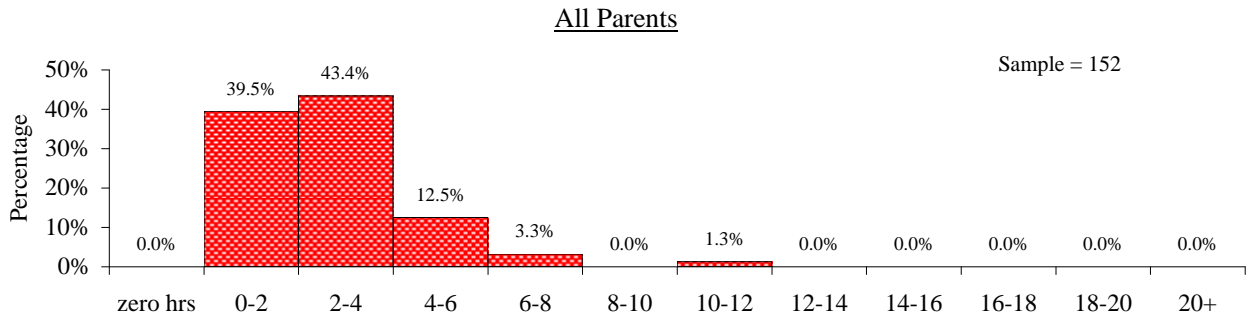


**Graphs to show the Mean Number of Hours that Pupils Spend on Homework, Broken Down by Year Group and Gender of Pupil.**

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

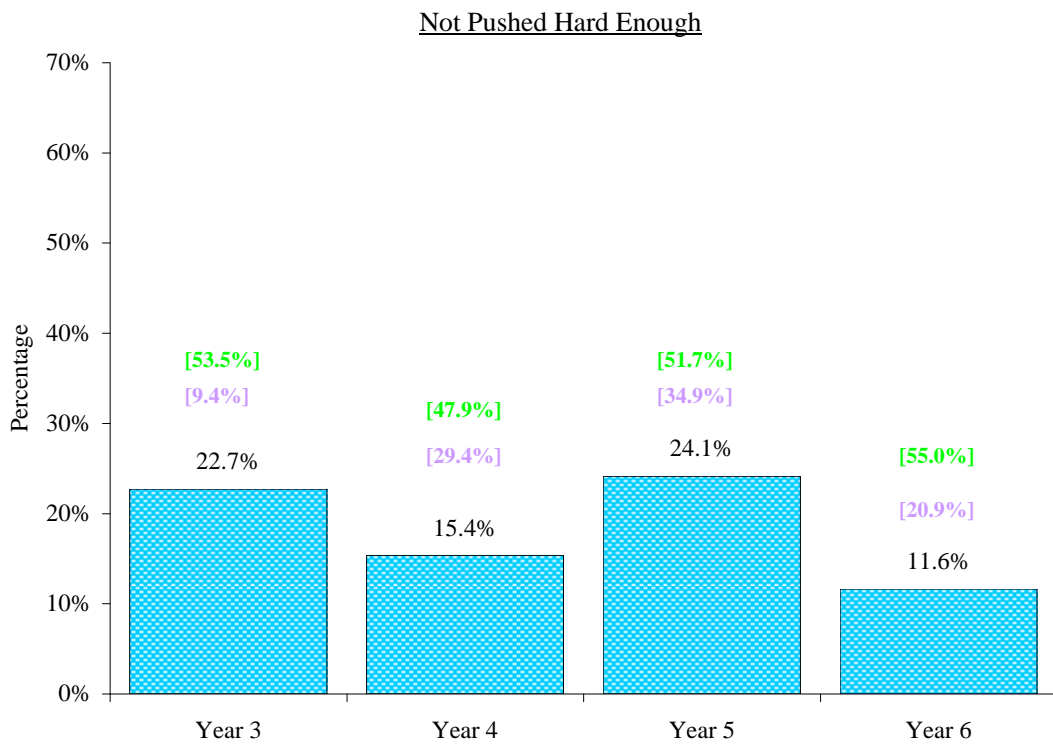
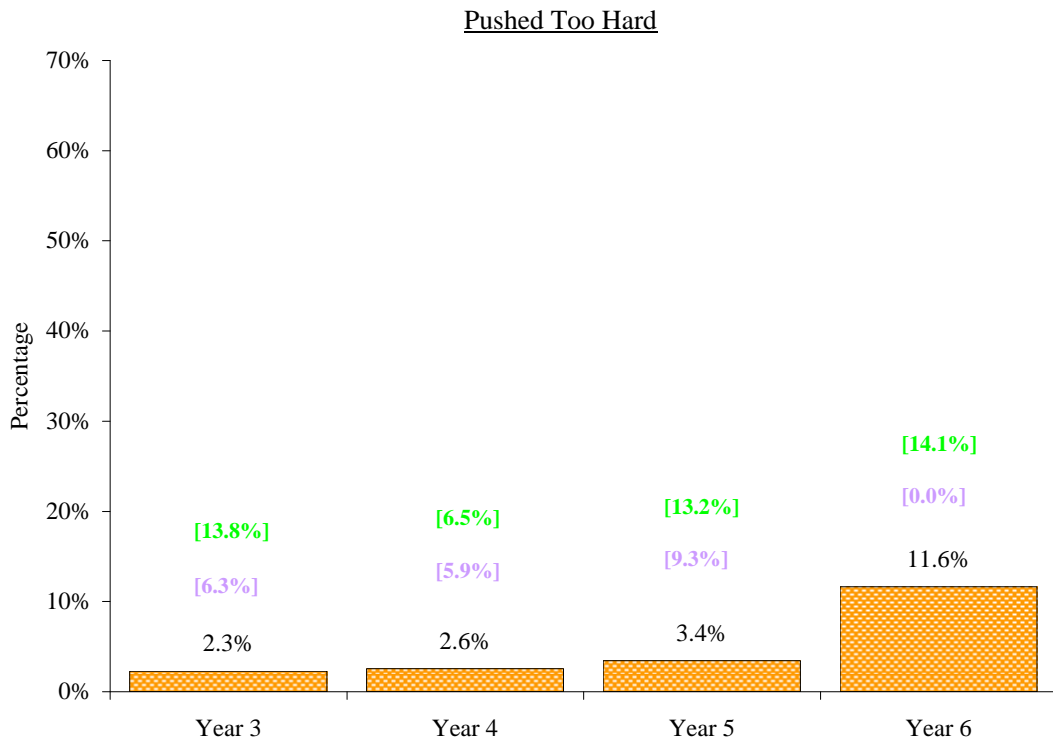


# Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group



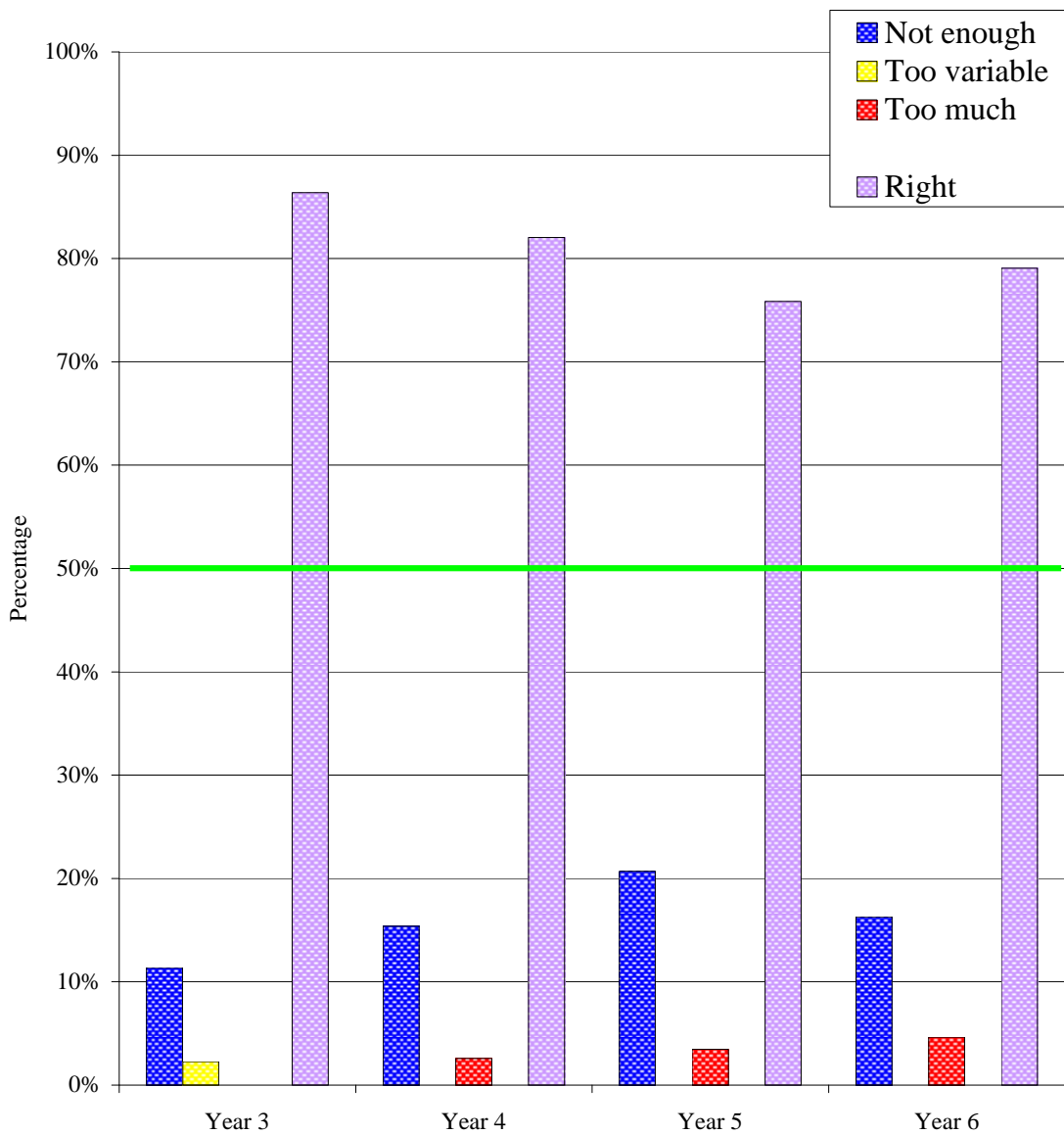
**Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group**

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.



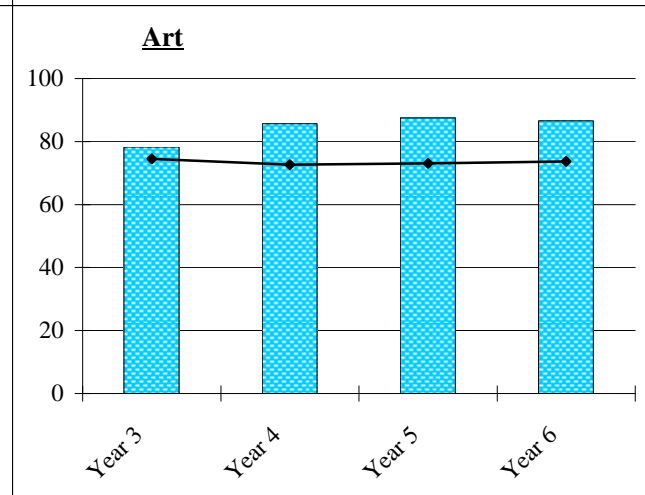
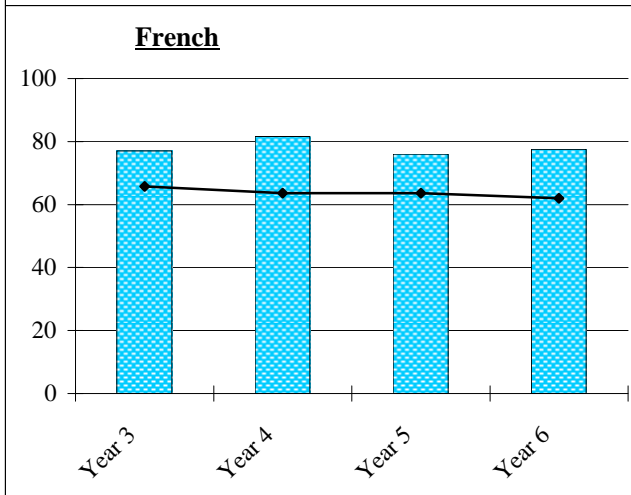
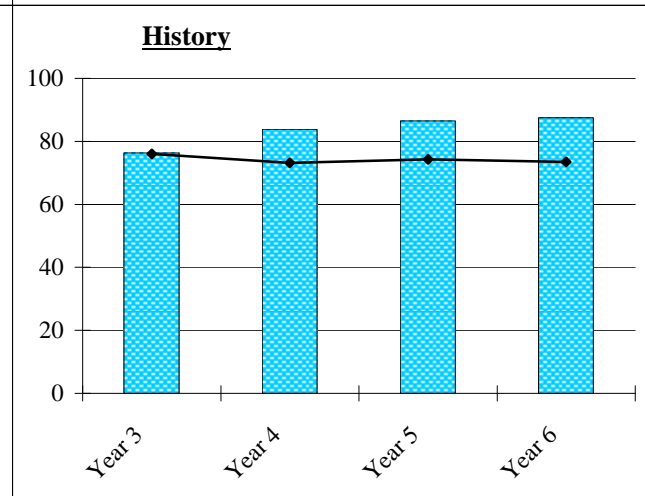
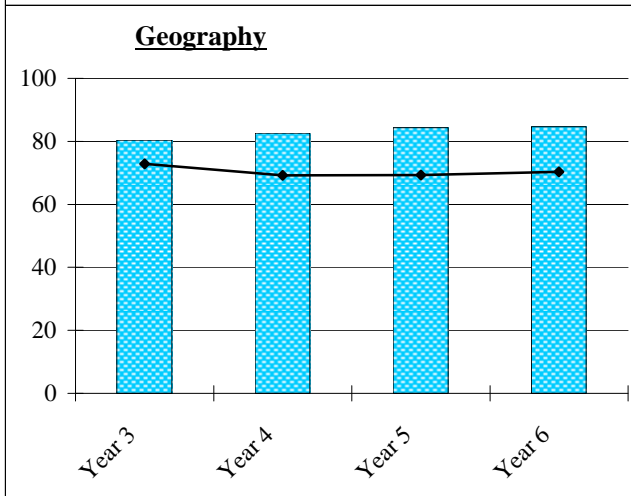
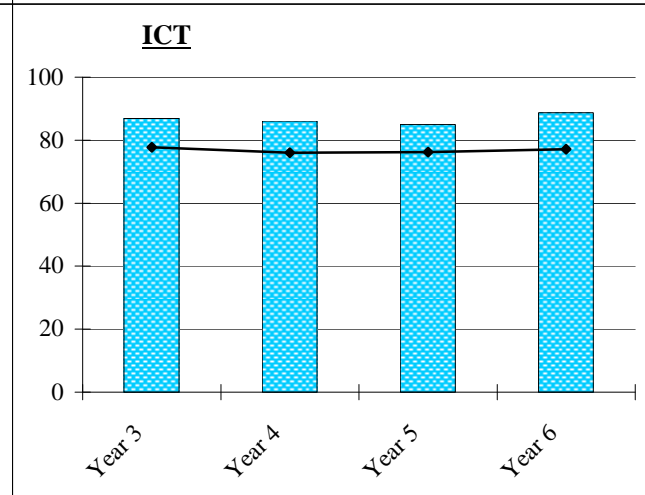
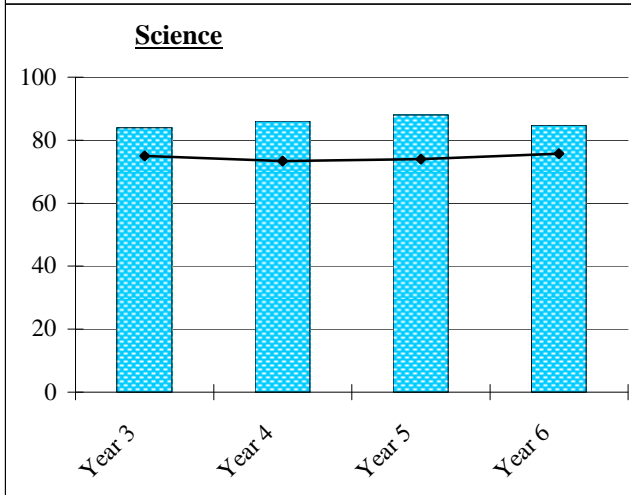
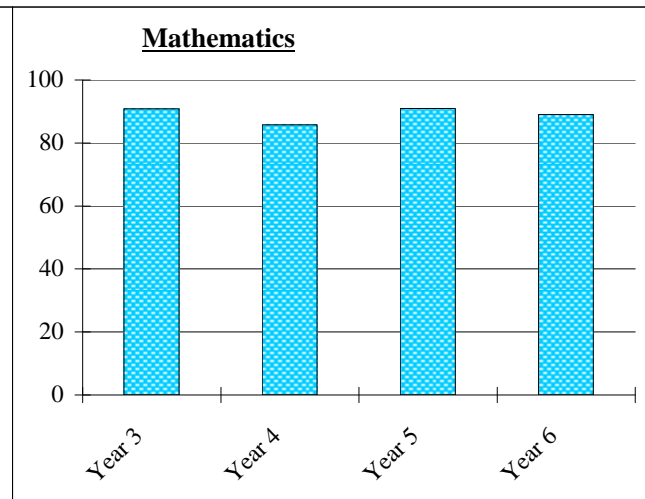
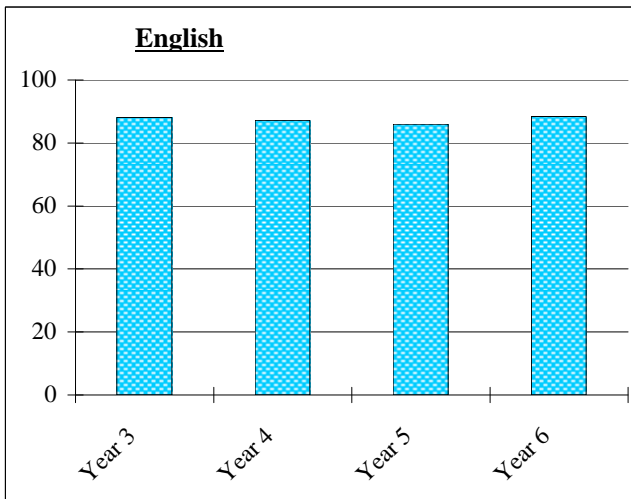
### **All Academic and Non-Academic Criteria shown by Year Group**

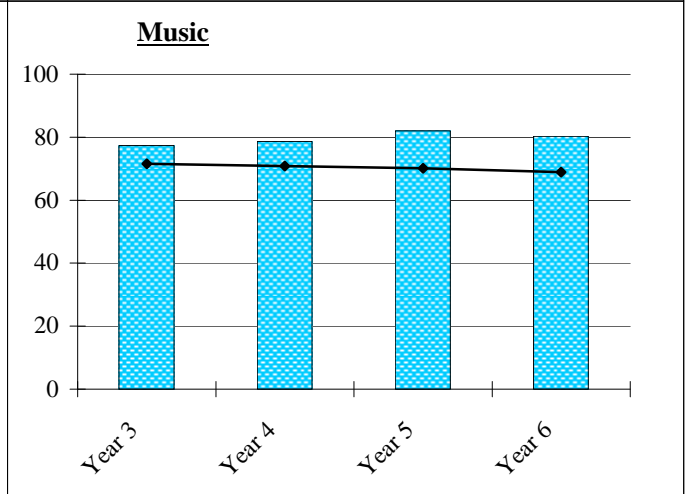
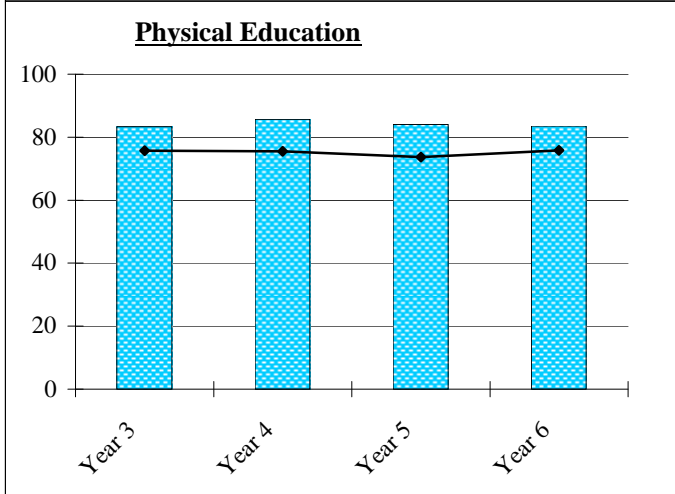
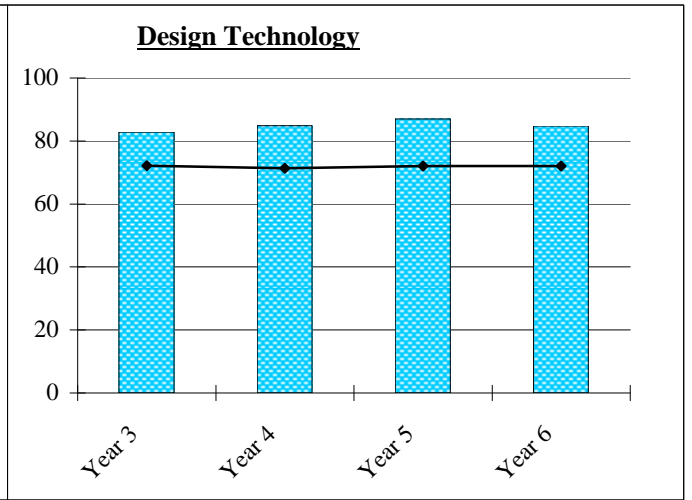
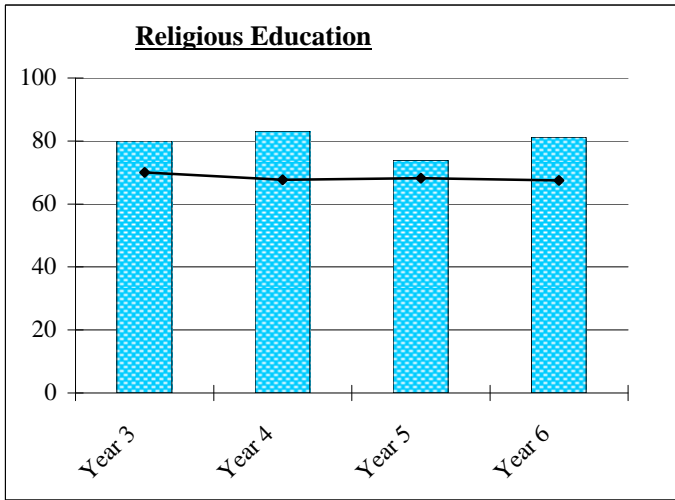
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

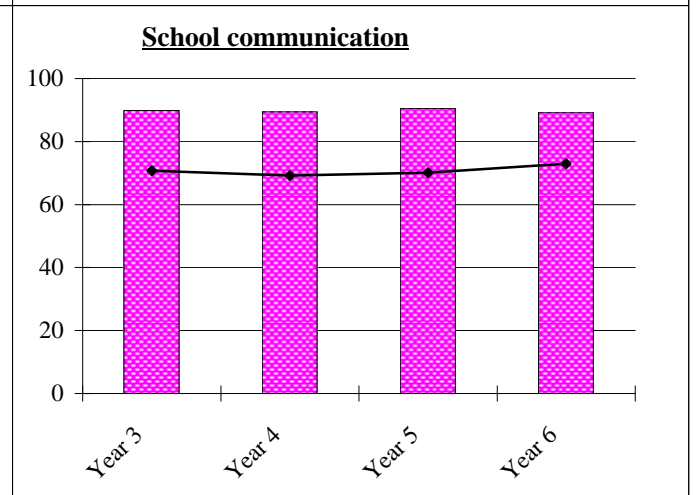
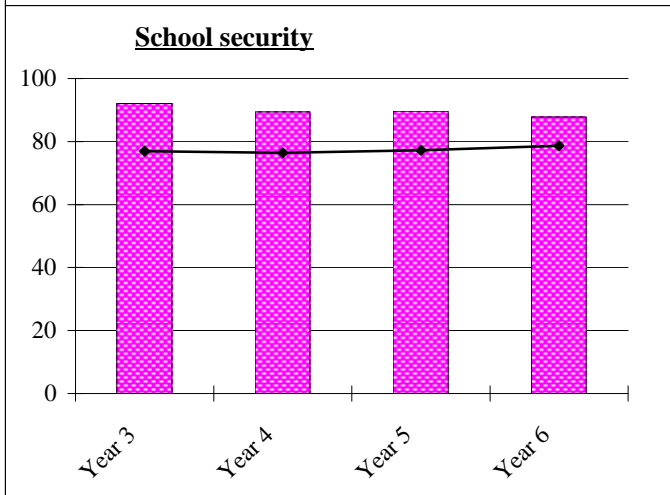
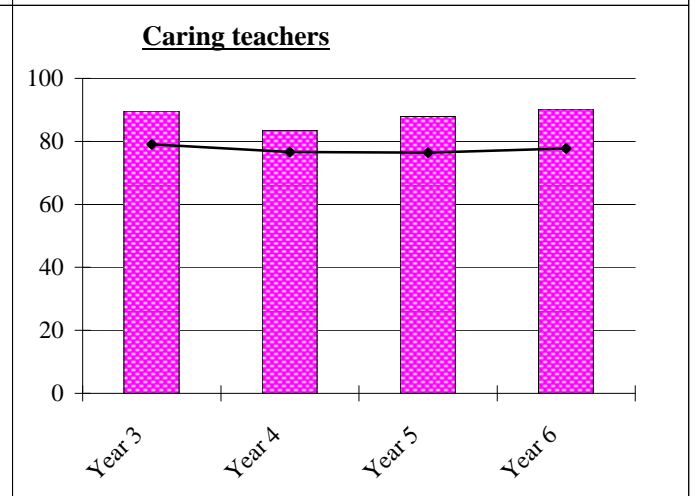
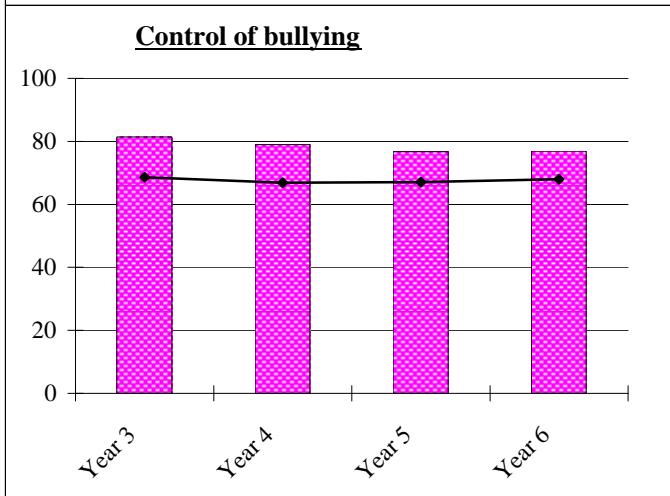
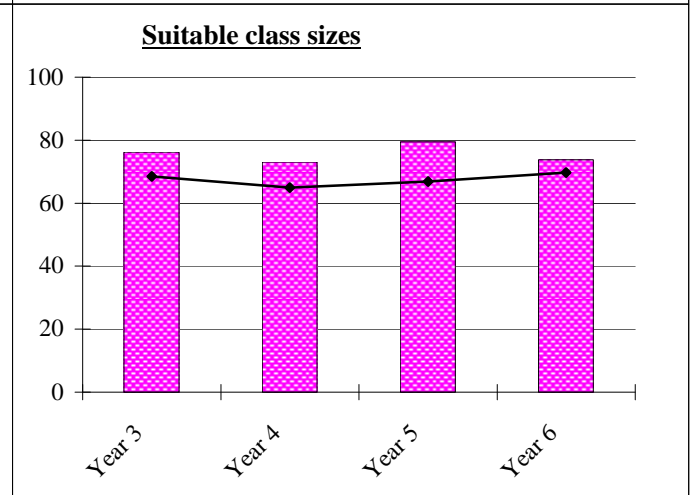
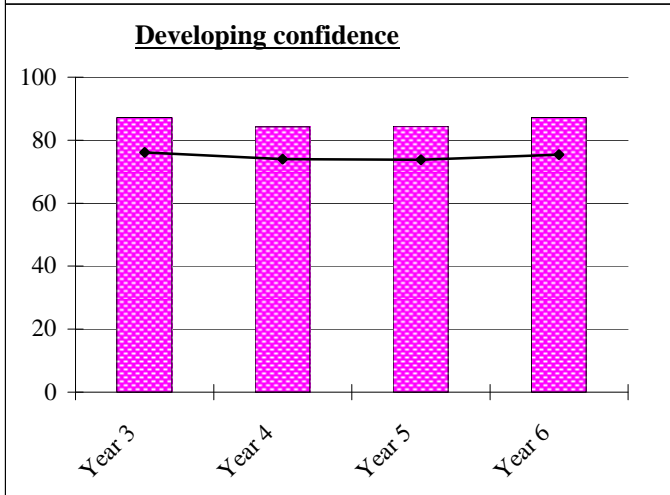
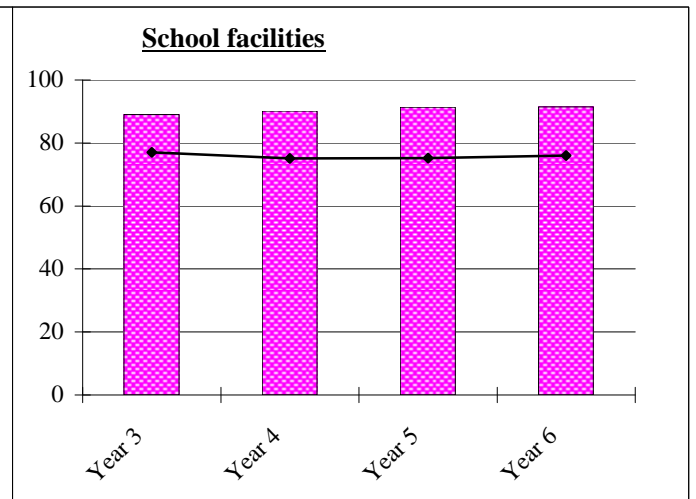
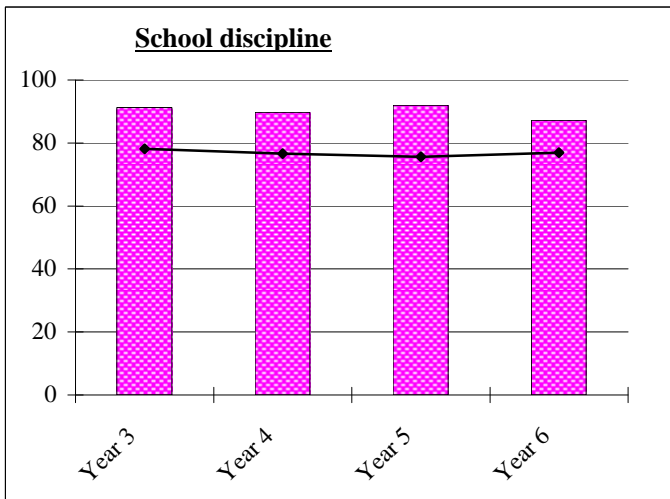
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

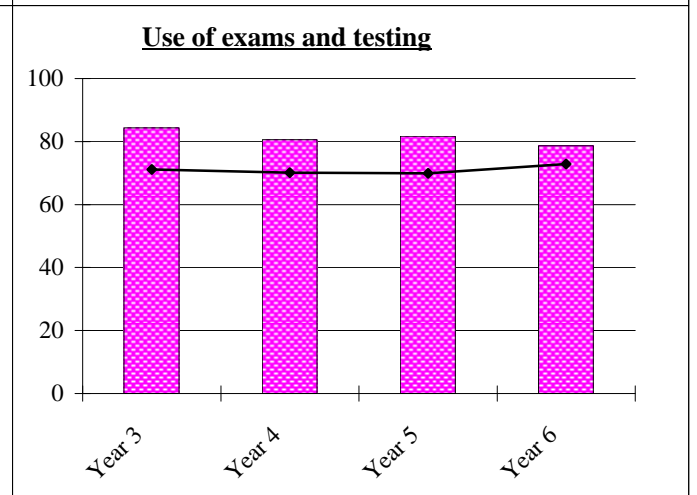
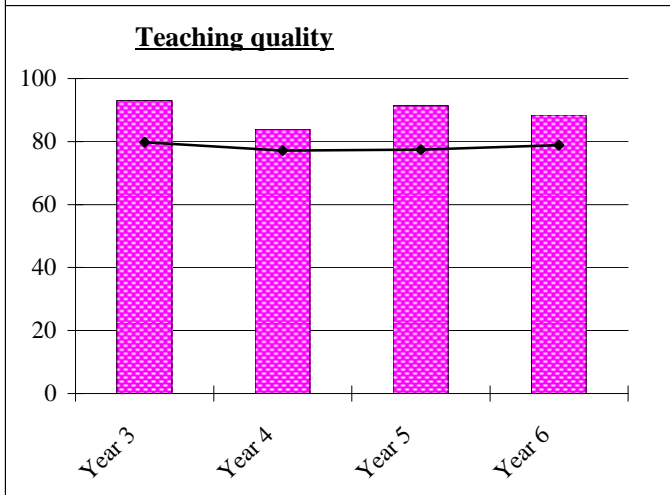
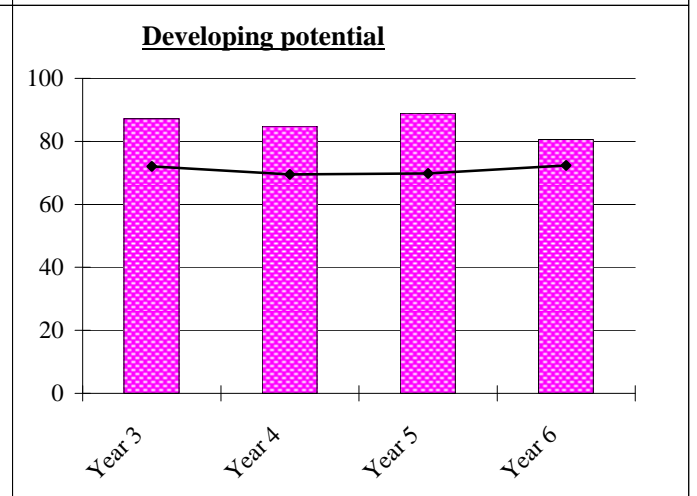
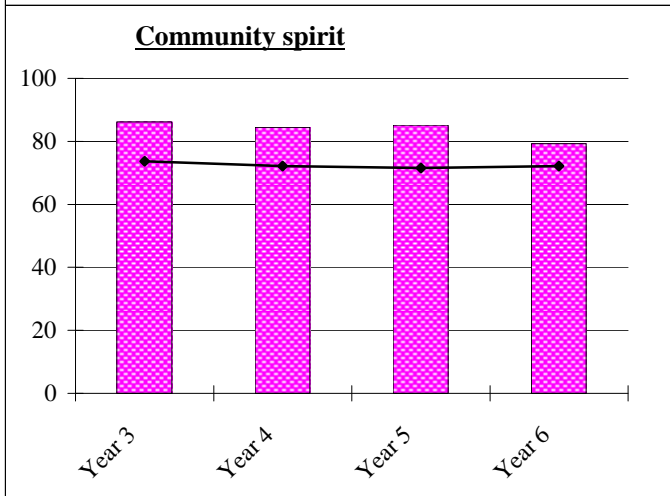
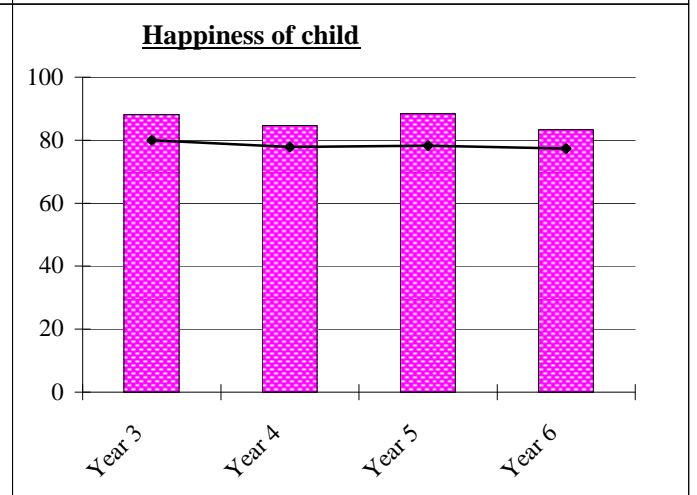
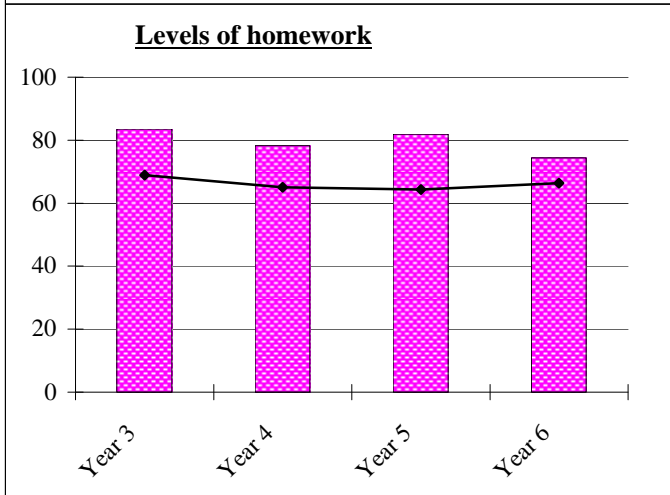
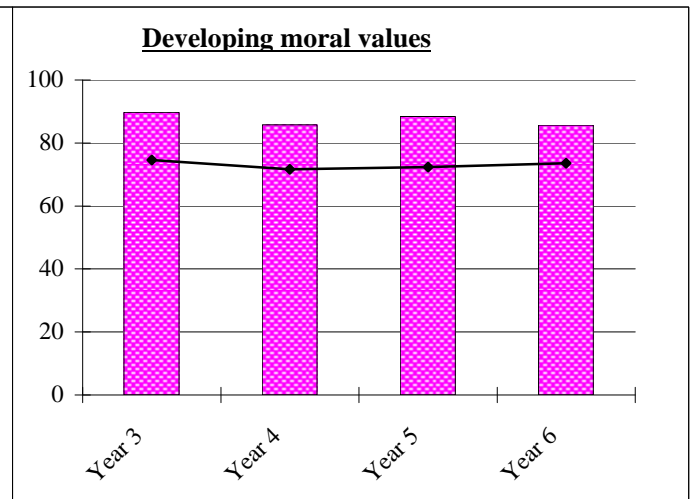
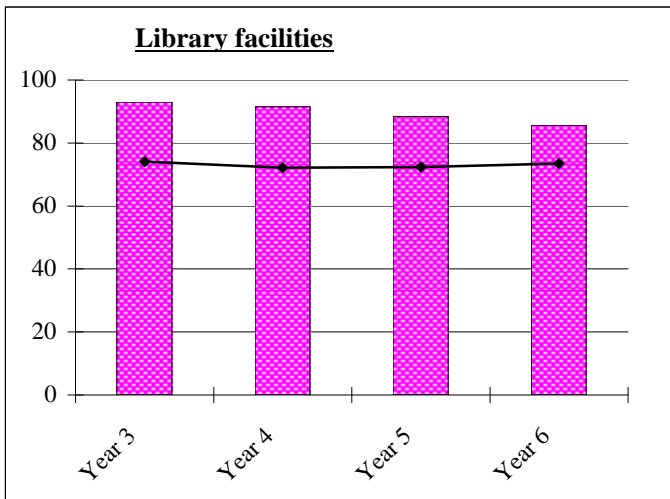
Year groups where there were less than 12 respondents for a criterion are not shown.

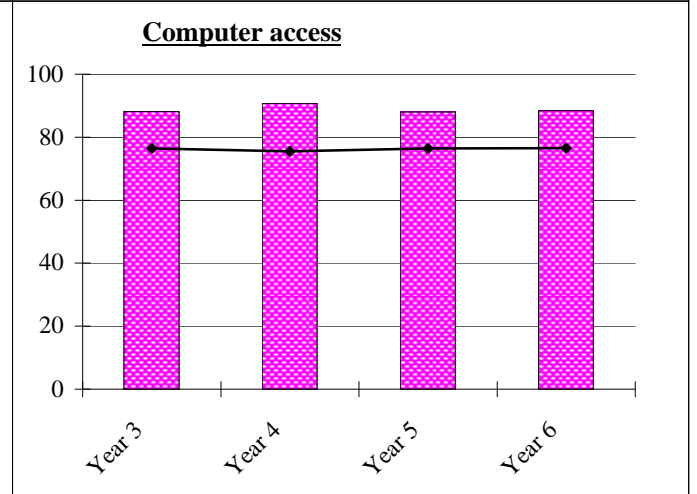
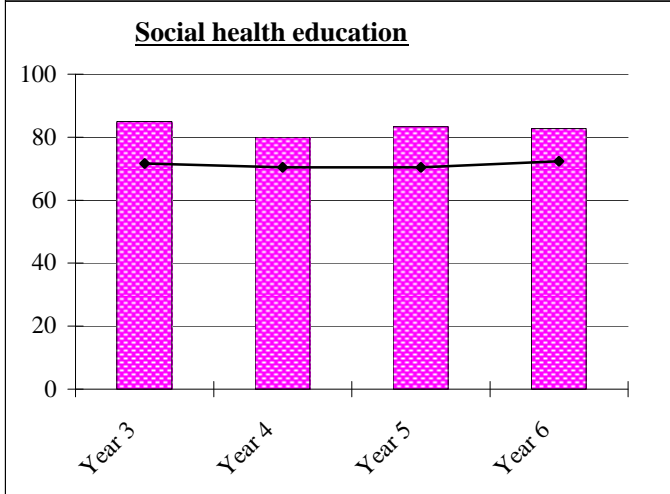
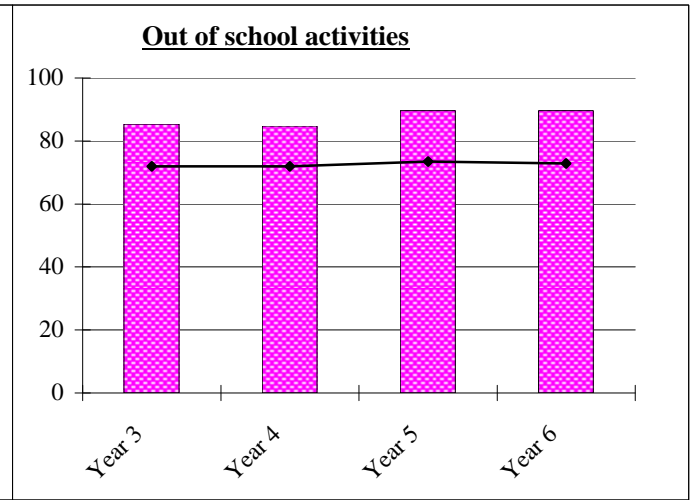
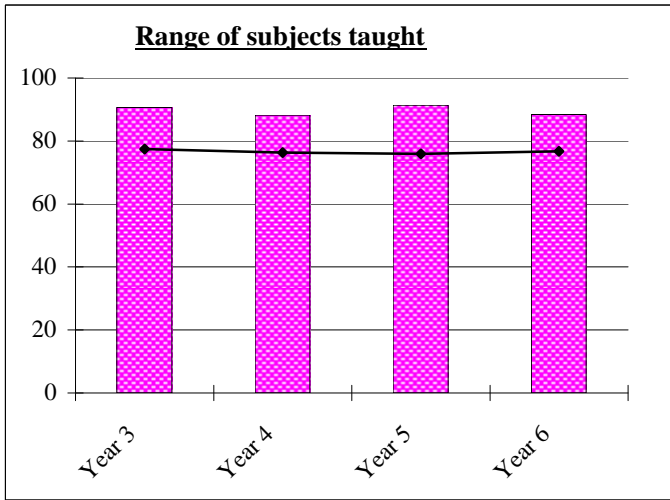
Please note: these year group scores are unweighted.

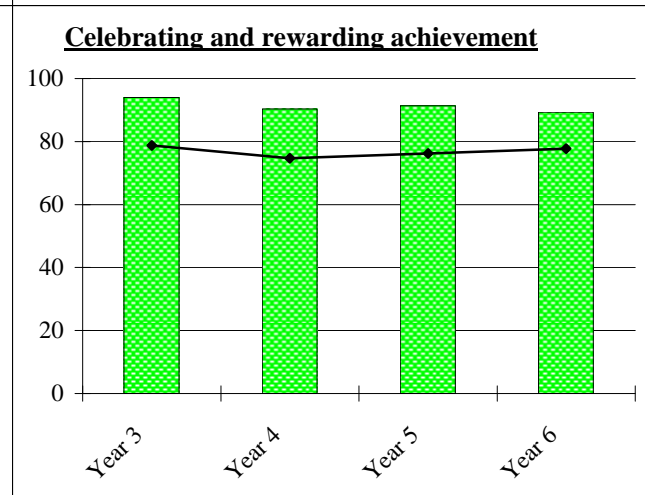
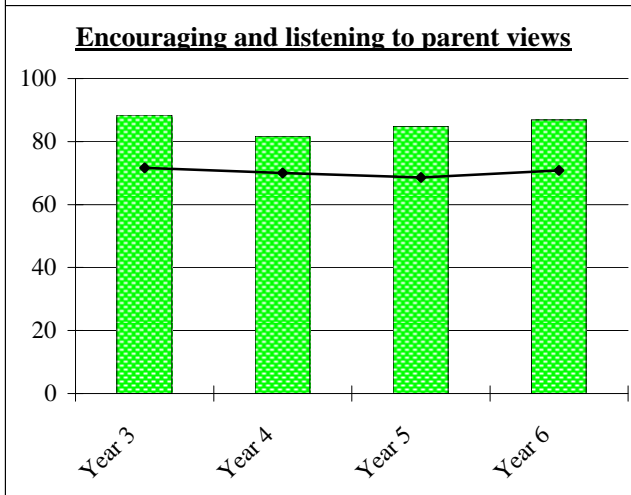
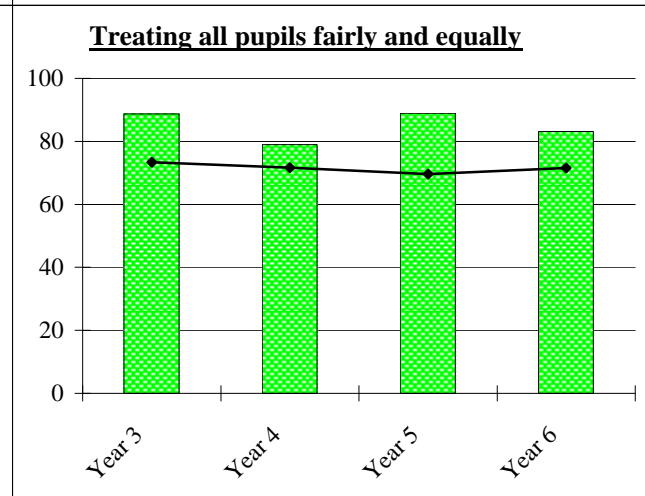
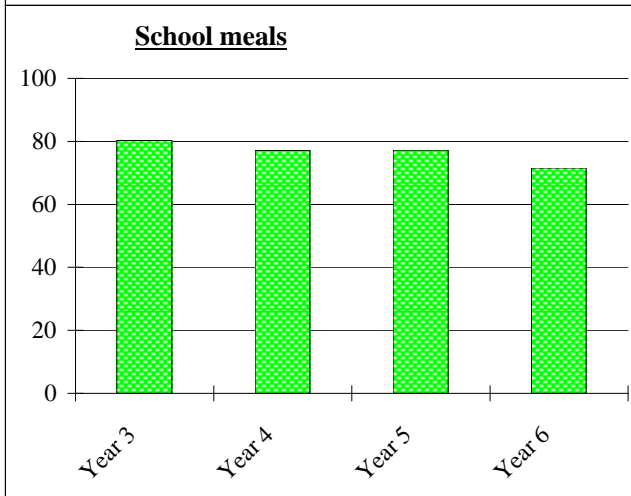
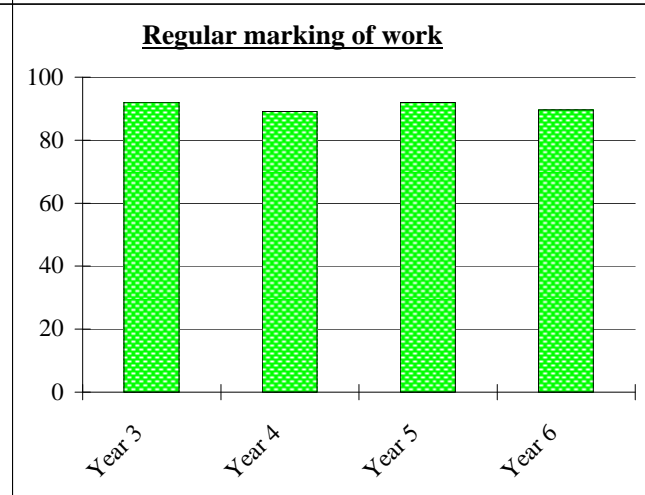
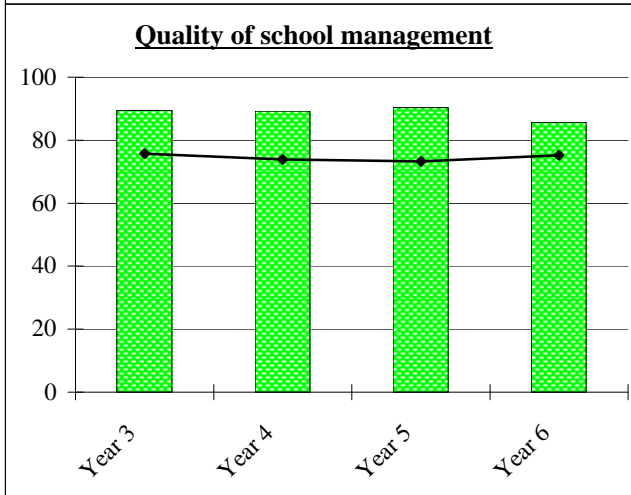
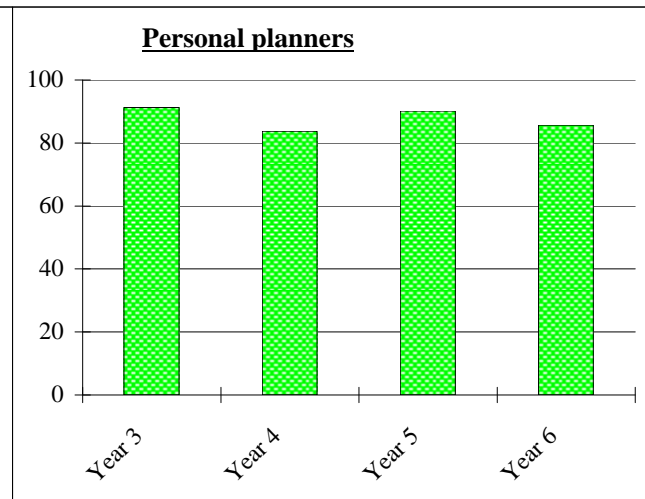
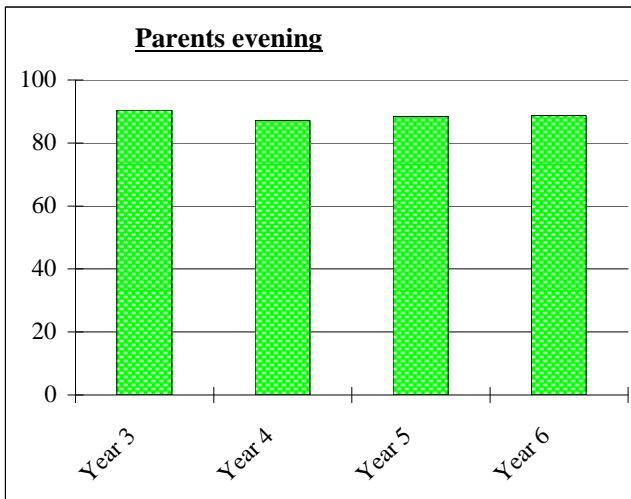




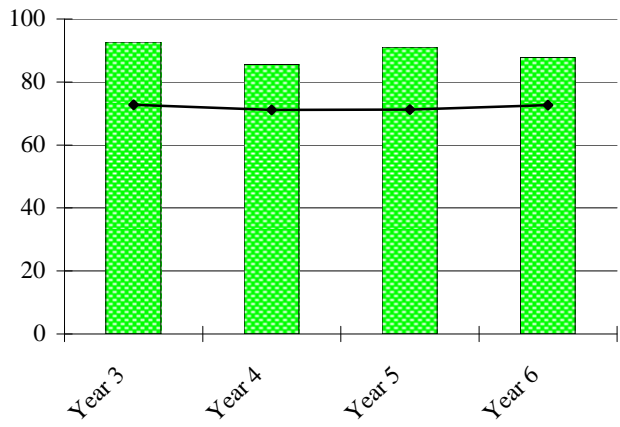




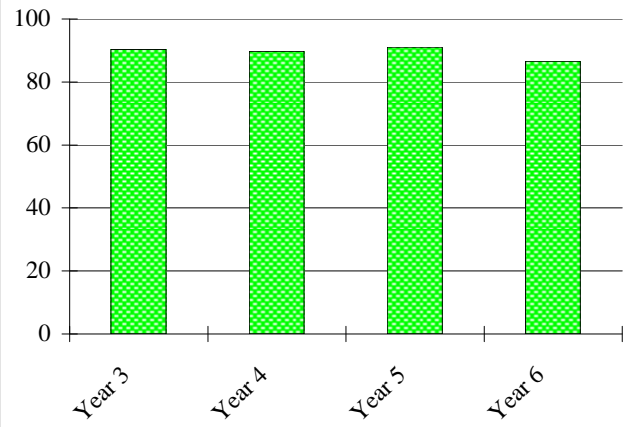




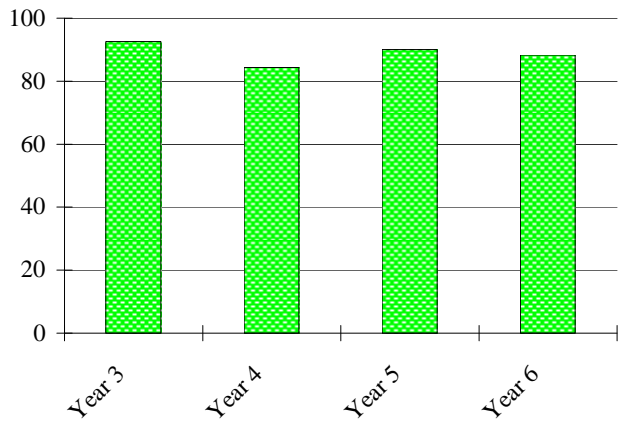
**Ensuring pupils do best and make good progress**



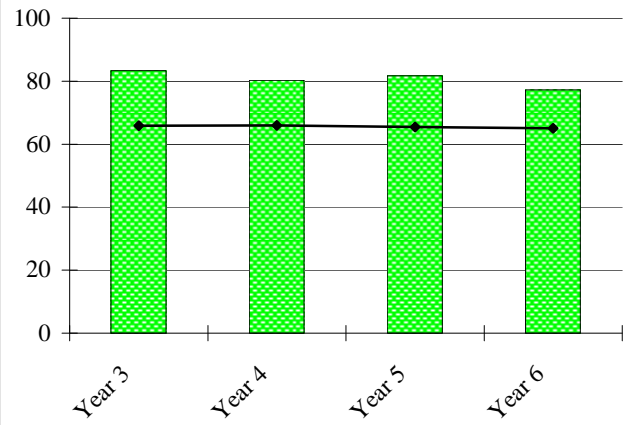
**Textbook availability**



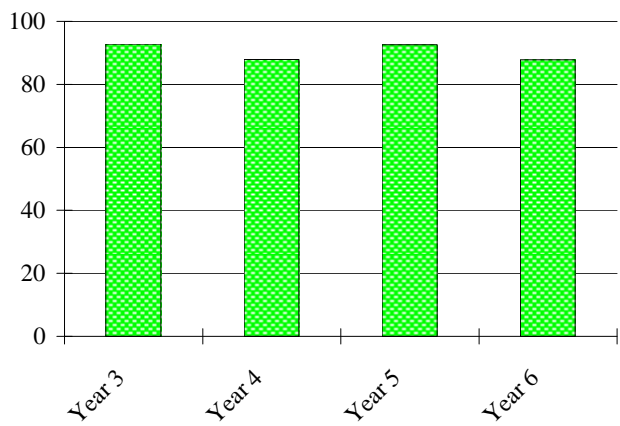
**Making sure that the new pupils settle in well**



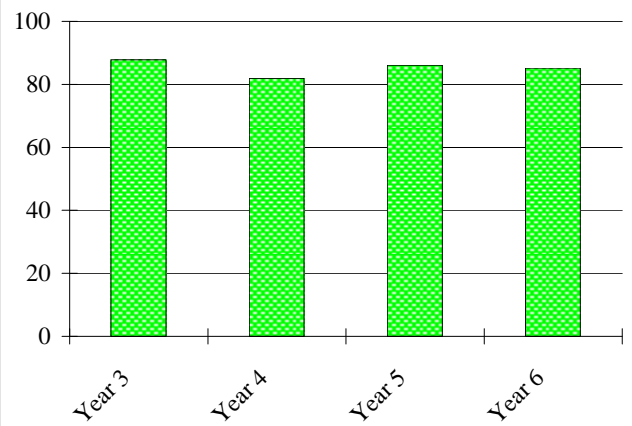
**Encouraging local community activity**



**School's image in the local community**



**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 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.

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.

This analysis was carried out for this school, however, no unusual differences were identified i.e. all year group scores are within reasonable boundaries of what we expected to see, based on the overall scores achieved.

## **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 P10boys, and P11boys (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 F10boys (RS) and F11boys (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 Fgirls (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:

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

where  $S$  is the standard deviation and  $n$  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.

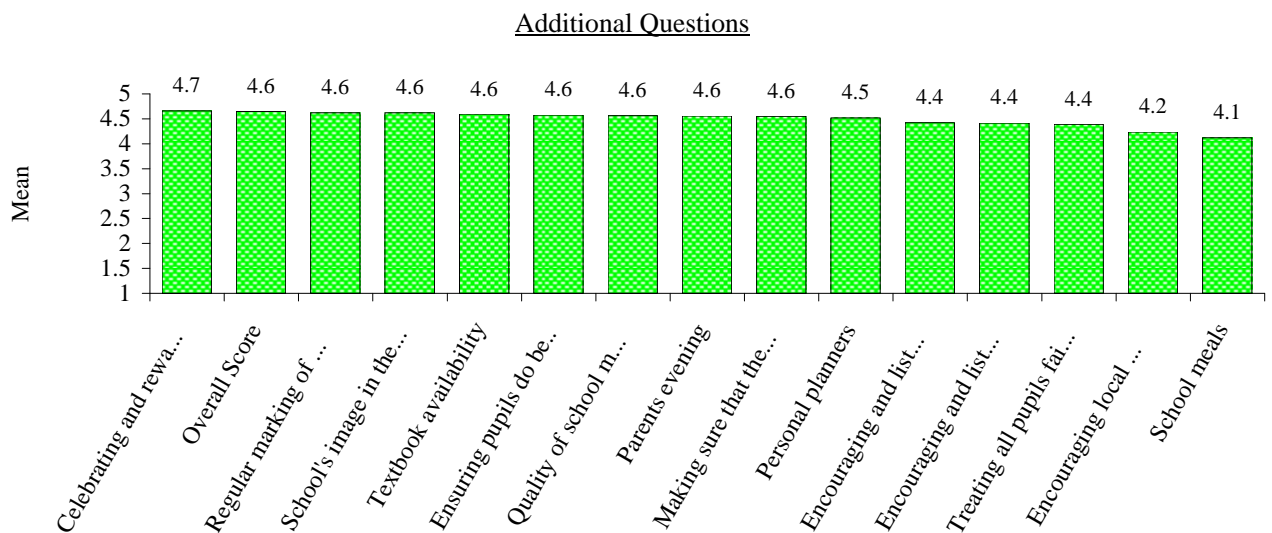
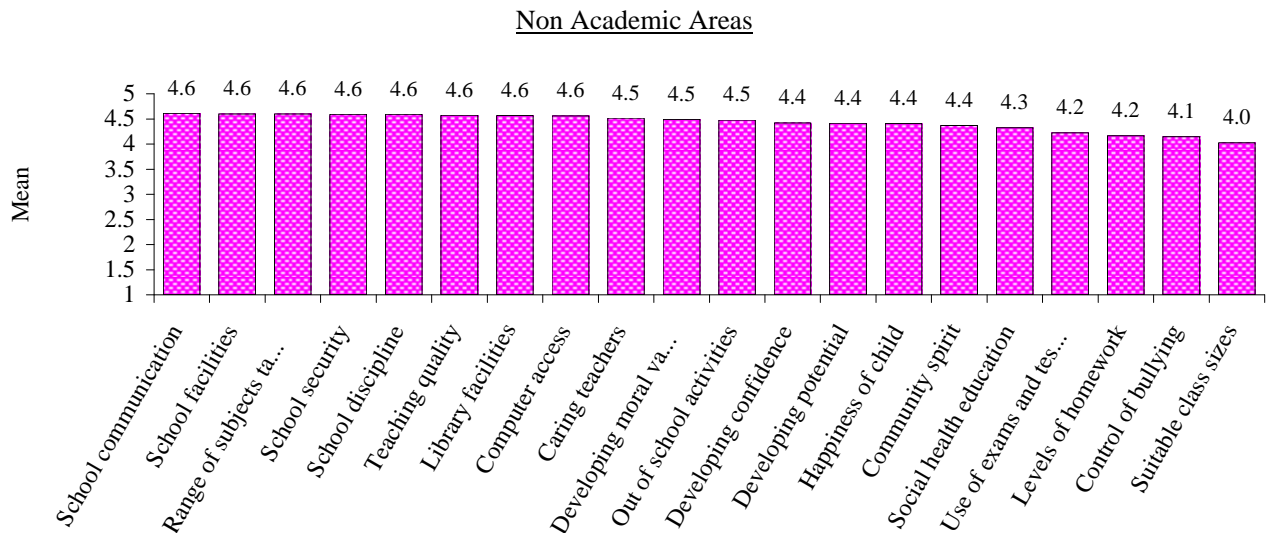
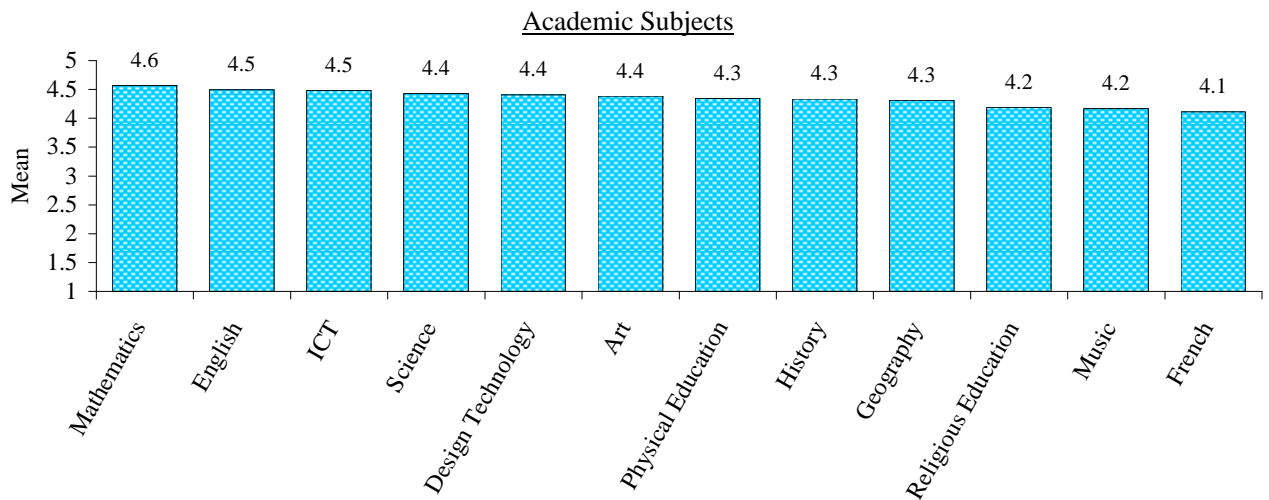
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

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 February 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>
7014	75	73.5%	70.9%	75.0%	Art
4898	64	70.1%	71.4%	72.1%	Design Technology
2978	41	68.3%		70.9%	Drama
7491	70	78.2%	76.3%	79.3%	English - reading
6994	65	78.6%	77.1%	79.7%	English - speaking and listening
7221	67	75.1%	72.5%	77.0%	English - writing
3109	40	63.1%			French
5513	67	69.4%	68.9%	70.5%	Geography
5894	67	73.8%	73.7%	75.0%	History
7351	77	75.8%	74.9%	76.5%	IT
6116	57	73.5%	74.4%	72.0%	Mathematics - understanding
6194	58	73.2%	74.1%	71.5%	Mathematics - using and applying
6125	72	68.9%	67.3%	70.9%	Music
7518	76	73.7%	72.6%	73.5%	Physical Education
6543	72	70.7%	69.9%	72.0%	Religious Studies
7090	76	73.5%	72.2%	73.8%	Science

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>
1955	26	72.4%	72.4%	71.8%	Citizenship
1149	25	82.1%	84.4%	82.1%	Communication language & literacy
1155	25	82.5%	79.0%	85.1%	Creative development
1523	24	65.6%	65.8%	68.9%	Food Technology
1111	25	78.8%	80.0%	78.5%	Knowledge & understanding of the world
2574	30	75.6%	78.5%	75.7%	Mathematics
1008	20	78.0%	76.2%	73.6%	Personal & Social Education

Similar School Averages to February 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>
10324	79	80.6%	79.1%	80.6%	Caring teachers
8933	77	76.8%	75.7%	77.2%	Choice of subjects
9396	78	75.2%	74.4%	75.5%	Community spirit
9066	77	76.4%	76.0%	76.0%	Computer access
8767	77	69.9%	68.8%	70.1%	Control of bullying
10174	78	76.4%	75.3%	76.7%	Developing confidence
9586	78	76.2%	75.3%	76.5%	Developing moral values
4132	31	71.6%		71.7%	Developing potential
4708	41	71.2%	70.9%	70.9%	Encouraging and listening to parent views
4410	35	75.0%	74.1%	75.3%	Ensuring pupils do their best and make good progress
4122	35	71.5%	70.5%	71.0%	Explaining to parents how to help their child
8937	77	70.8%	70.1%	71.4%	Extra curricular activities
10408	79	80.9%	79.2%	81.9%	Happiness of child
9343	76	2.4	2.2	2.5	Hours of Homework
9823	78	67.5%	66.0%	68.4%	Levels of homework
8602	77	73.0%	72.6%	74.0%	Library facilities
10441	81	81.5%	81.0%	82.2%	Overall
3058	31	75.6%	75.1%	75.8%	Quality of school management
10410	79	72.3%	71.2%	72.5%	School communication
10185	78	79.1%	78.2%	79.5%	School discipline
10270	79	76.5%	75.4%	76.5%	School facilities
10253	78	78.5%	77.7%	79.0%	School security
7024	75	70.9%	69.9%	71.4%	Social health education
10213	78	69.1%	67.6%	68.1%	Suitable class sizes
10080	78	79.9%	78.6%	80.4%	Teaching quality
3492	31	74.2%	73.6%	75.1%	Treating all pupils fairly and equally
7154	76	70.2%	69.2%	70.3%	Use of exams and testing

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>
2762	20	78.2%	78.4%	80.0%	Celebrating and rewarding achievement
1395	15	68.3%	68.4%	67.7%	Encouraging local community activity
1860	21	66.3%	67.9%	68.5%	Handling complaints
1563	12	79.5%	80.9%	82.1%	Making sure that the new pupils settle in well
2209	16	74.7%	74.1%	74.8%	Parents evening
2398	25	76.2%	77.0%	76.8%	Promoting racial harmony
2864	27	69.7%	69.1%	70.9%	Tailoring workload to child's needs and ability
994	16	75.2%	75.6%	75.6%	Teaching for special needs

## 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>
9673	4686	4848	School discipline	89.9%	91.5%	89.6%
9488	4597	4773	Teaching quality	88.0%	88.9%	88.4%
9181	4472	4590	Happiness of child	85.5%	87.3%	86.4%
8318	4064	4131	Control of bullying	76.5%	78.4%	76.9%
7836	3777	3982	Caring teachers	73.3%	73.1%	74.3%
7553	3695	3792	Developing confidence	70.1%	71.1%	70.4%
7352	3504	3742	School security	69.2%	69.4%	69.8%
7464	3681	3713	Developing potential	68.6%	70.6%	68.6%
7177	3551	3528	School communication	67.3%	69.3%	67.3%
6107	2992	3025	Developing moral values	56.1%	57.6%	55.7%
5654	2725	2863	Suitable class sizes	54.0%	54.7%	55.3%
5482	2579	2800	School facilities	50.8%	50.3%	53.0%
2954	1373	1545	Levels of homework	27.4%	25.7%	30.0%
2745	1313	1393	Range of subjects taught	25.4%	24.2%	26.5%
2559	1238	1270	Computer access	23.9%	24.5%	23.1%
2130	1040	1045	Out of school activities and clubs	20.5%	20.7%	20.3%
2131	1047	1041	Community spirit	19.7%	19.9%	19.4%
1332	609	726	Use of testing and exams	12.5%	11.3%	13.3%
1165	565	571	Social education	11.2%	11.1%	12.6%
1038	481	524	Library facilities	10.0%	9.2%	10.0%

Parent priorities ranked in descending order of importance.

### All Parents

School discipline  
Teaching quality  
Happiness of child  
Control of bullying  
Caring teachers  
Developing confidence  
School security  
Developing potential  
School communication  
Developing moral values  
Suitable class sizes  
School facilities  
Levels of homework  
Range of subjects taught  
Computer access  
Out of school activities and clubs  
Community spirit  
Use of testing and exams  
Social education  
Library facilities

### Boys' parents

School discipline  
Teaching quality  
Happiness of child  
Control of bullying  
Caring teachers  
Developing confidence  
Developing potential  
School security  
School communication  
Developing moral values  
Suitable class sizes  
School facilities  
Levels of homework  
Computer access  
Range of subjects taught  
Out of school activities and clubs  
Community spirit  
Use of testing and exams  
Social education  
Library facilities

### Girls' parents

School discipline  
Teaching quality  
Happiness of child  
Control of bullying  
Caring teachers  
Developing confidence  
School security  
Developing potential  
School communication  
Developing moral values  
Suitable class sizes  
School facilities  
Levels of homework  
Range of subjects taught  
Computer access  
Out of school activities and clubs  
Community spirit  
Use of testing and exams  
Social education  
Library facilities

Total boys surveyed = 5129

Total girls surveyed = 5312

Total sample= 10441

From 81 Schools