



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

**Prepared and Presented**

**By**

**Kirkland Rowell Marketing**

## Contents

	Page
Introduction	2
Methodology	3
Results	4
Executive Summary	5
Results Tables	7
Additional Questions	10
Graphical Results of Selected Analysis	11
Strengths and Weaknesses	16
Every Child Matters	17
Information for Self-Evaluation Form	19
Bar Charts For All Criteria	39
Time Series for All Criteria	47
Cross Tabular Graphical Analysis of Results	54
All Academic and Non-Academic Criteria shown by Year Group	57
Appendix	70

## **Introduction**

This report details the findings of the third Pupil Education Perceptions Monitor for Forefield Junior School.

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

The report provides results tables that identify the perceived strengths and weaknesses of the school in the year to February 2011.

The results have been analysed to produce graphical presentations of each criterion and subject for performance. 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 pupils of the school. Questionnaires were distributed to all pupils in Year 3 or above.

Questionnaires were sealed with a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked pupils to give an assessment of whether or not they thought they were making good progress in each subject offered by the school as well as indicating either "Yes" or "No" to a statement relating to each criterion on a list of identified parent priorities.

Each statement offered a positive hypothesis for each criterion, the ideal result would therefore have been achieved if 100% of pupils thought that the statement was true.

Pupils were then asked to choose their single top priority for improvement in the school.

Pupils were also asked to make specific suggestions regarding possible improvements.

## **Results**

333 completed questionnaires were returned representing a response rate of 94.9%. The survey produced an excellent overall response from the pupils, 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, criteria receiving a score of 80% or above should be considered a success. These scores are based on averages gathered from over 160 "similar" schools across the country. Scores of 10% or more above these targets are exceptional; while scores of 5% or more lower should suggest room for improvement.

In some schools the pupils may be less likely to say that a positive statement is true, because one problematic issue within the school (such as bullying or discipline) is colouring the pupils' 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.

## **Executive Summary**

The survey results reveal that the school has reason to be happy with most of its activities.

With regard to Academic criteria, the highest proportion of pupils who said they were making good progress was for Science, Geography and French. (See page 8)

The highest proportion of pupils who said they were not making good progress was for Music, RE and PE. (See page 8)

With regard to Non-Academic areas, pupils awarded the highest scores for the delivery of School discipline, Library facilities and Suitable class sizes. (See page 9)

The pupils awarded the lowest scores for the delivery of Levels of homework, Developing confidence and Control of bullying. (See page 9)

The pupils' top priority for improvement is School facilities. (See page 15)

The girls gave significantly higher scores for Music, French, Levels of homework, School security, Encouraging local community activity and Parents evening. (See page 55 and page 56)

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

The following academic area received a significantly **higher** score than the previous survey: **Art**.

The following non-academic area received a significantly **higher** score than the previous survey: **Encouraging and listening to pupils' views**.

**Over Three Surveys** (see pages 47 to 53)

The following non-academic areas show a significant **increase** in scores over three surveys: **Ensuring new pupils settle well** and **School's image in the local community**.

The following non-academic area shows a significant **decrease** in score over three surveys: **Encouraging local community activity**.

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 were converted to percentages is given in the Appendix. As there is a measurable bias in the way that pupils 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 160 similar British schools, and are also included in the appendix of this report.

Scores which have not yet been surveyed in at least 25 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 \* .

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 exceptional.

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 % making good progress</b>	<b>Previous Survey</b>	<b>% Change</b>	<b>Weighted % not making good progress</b>
Science	92.5	96.3	-3.9	7.5
Geography	91.7	92.7	-1.0	8.3
French	88.9	94.8	-6.0	11.1
History	88.5	85.4	+3.1	11.5
Art	88.4	77.9	<b>+10.4</b>	11.6
Design Technology	87.9	83.1	+4.8	12.1
Reading	86.9	86.0	+0.9	13.1
Writing and Spelling	85.8	83.7	+2.1	14.2
ICT	85.5	85.2	+0.2	14.5
Mathematics	85.0	87.6	-2.5	15.0
PE	83.1	85.7	-2.6	16.9
RE	81.7	89.4	-7.7	18.3
Music	79.8	81.8	-2.0	20.2

Only highlighted changes should be considered significant.

## Selected Performance Criteria

Criteria	Weighted % who	Previous	% Change	Weighted % who
	said statement			said statement
	was true	Survey		was false
School discipline	102.5	97.9	+4.5	-2.5
Library facilities	99.8	102.7	-2.9	0.2
* Suitable class sizes	98.6	94.4	+4.3	1.4
Computer access	98.3	97.4	+0.9	1.7
Out of school activities	93.3	91.4	+1.8	6.7
School facilities	92.4	90.4	+2.0	7.6
Use of exams and testing	91.7	87.4	+4.3	8.3
Community spirit	88.4	88.2	+0.1	11.6
Teaching quality	87.7	87.1	+0.6	12.3
Range of subjects taught	87.5	87.6	-0.1	12.5
School security	86.6	86.3	+0.3	13.4
Developing moral values	86.2	84.9	+1.4	13.8
Developing potential	85.9	87.5	-1.7	14.1
Happiness of child	85.9	85.0	+0.9	14.1
Social health education	85.5	80.1	+5.3	14.5
School communication	85.4	87.5	-2.1	14.6
Caring teachers	85.3	83.9	+1.4	14.7
Control of bullying	85.0	81.9	+3.1	15.0
Developing confidence	84.8	85.2	-0.4	15.2
Levels of homework	82.3	87.7	-5.4	17.7

Only highlighted changes should be considered significant.

\* - only reliable to within 10%

## Additional Questions

Additional subject areas were investigated with regard to pupil happiness and the following results were achieved with regard to those pupils who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 20 schools, the Appendix shows the Similar Schools Average figures.

Issue	Weighted % who			Weighted % who
	said statement was true	Previous Survey	% Change	
School meals	98.2	98.6	-0.4	1.8
Treating pupils fairly and equally	94.8			5.2
Encouraging and listening to pupils' views	93.6	83.1	+10.5	6.4
<u>Regular marking of child's work</u>	90.8			9.2
Quality of school management	89.3			10.7
Ensuring new pupils settle well	89.0	88.9	+0.1	11.0
School's image in the local community	87.6	86.0	+1.6	12.4
Encouraging and listening to parents views	86.4			13.6
Ensuring pupils do their best & make progress	85.2	83.2	+1.9	14.8
Parents evening	85.0			15.0
Celebrating and rewarding achievement	84.0	84.3	-0.3	16.0
<u>Encouraging local community activity</u>	81.7	87.2	-5.6	18.3
* <u>Personal planners</u>	78.7	74.3	+4.4	21.3
** Availability of resources	61.5	60.3	+1.2	38.5

\* - not weighted by the Similar Schools average figure

\*\* - only reliable to within 10%

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

**Charts to Compare and Contrast where the Pupils said they were making good progress, with a ranking of parent satisfaction for each subject**

Position differences of 6 or more have been highlighted.

**Pupils**

Subject	Ranking
Science	1st
Geography	2nd
French	3rd
<b>History</b>	<b>4th</b>
Art	5th
Design Technology	6th
ICT	7th
Mathematics	8th
PE	9th
RE	10th
Music	11th

**Parents**

Subject	Ranking
French	1st
Design Technology	2nd
Geography	3rd
Mathematics	4th
Science	5th
Music	6th
Art	7th
ICT	8th
PE	9th
<b>History</b>	<b>10th</b>
RE	11th

## Charts to Compare and Contrast how the Pupils and Parents thought the school was performing

Position differences of 6 or more have been highlighted.

### Pupils

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

### Parents

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

## Charts to Compare and Contrast how the Pupils and Parents thought the school was performing

Position differences of 6 or more have been highlighted.

### Pupils

Additional criteria	Ranking
<b>School meals</b>	<b>1st</b>
<b>Treating pupils fairly and equally</b>	<b>2nd</b>
Encouraging and listening to pupils' views	3rd
Regular marking of child's work	4th
Quality of school management	5th
<b>Ensuring new pupils settle well</b>	<b>6th</b>
School's image in the local community	7th
Encouraging and listening to parents views	8th
Ensuring pupils do their best & make progress	9th
<b>Parents evening</b>	<b>10th</b>
Celebrating and rewarding achievement	11th
Encouraging local community activity	12th
Personal planners	13th
<b>Availability of resources</b>	<b>14th</b>

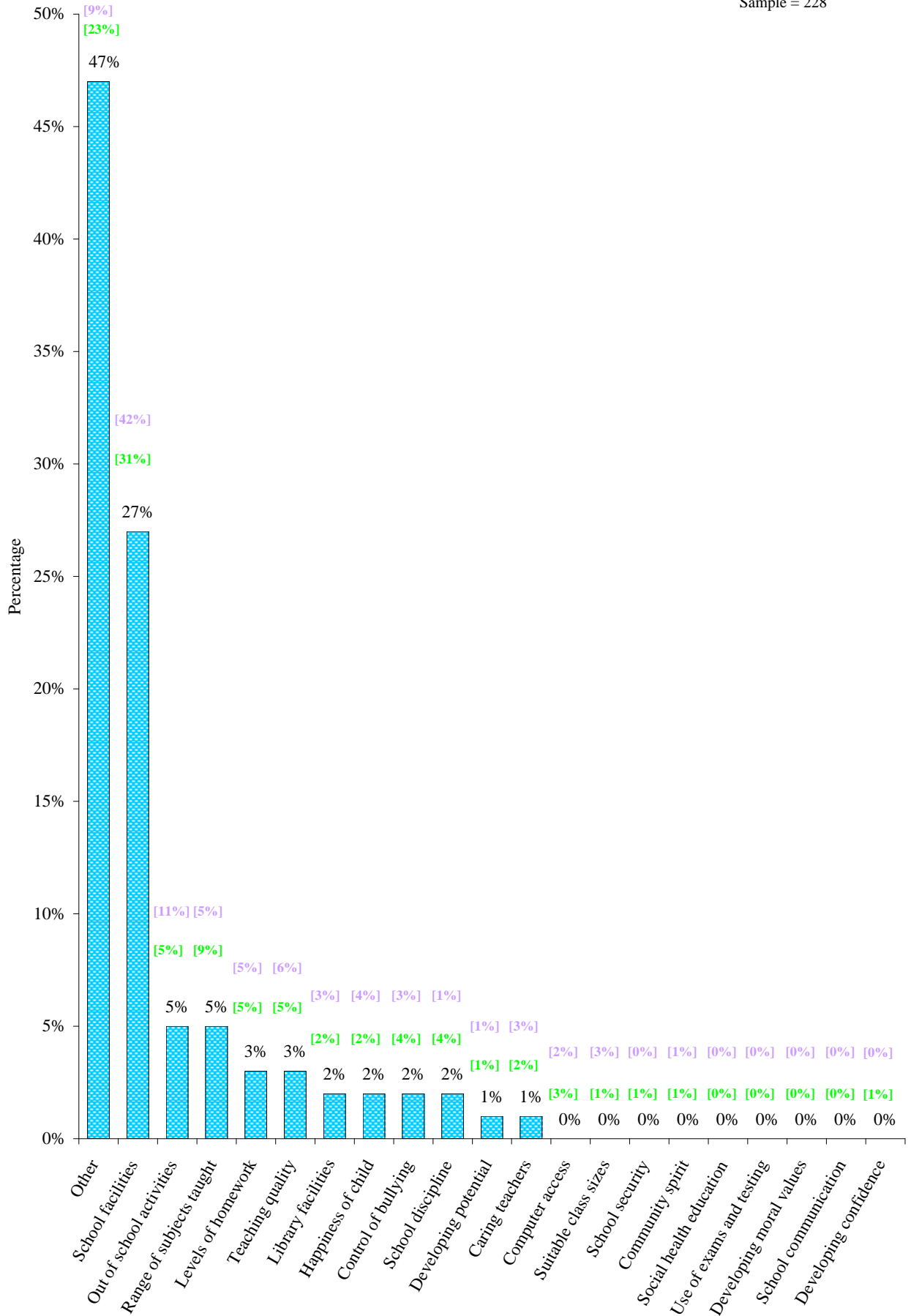
### Parents

Additional criteria	Ranking
Regular marking of child's work	1st
<b>Availability of resources</b>	<b>2nd</b>
Encouraging and listening to parents views	3rd
<b>Parents evening</b>	<b>4th</b>
School's image in the local community	5th
Ensuring pupils do their best & make progress	6th
Encouraging local community activity	7th
Encouraging and listening to pupils' views	8th
Personal planners	9th
Quality of school management	10th
<b>School meals</b>	<b>11th</b>
Celebrating and rewarding achievement	12th
<b>Treating pupils fairly and equally</b>	<b>13th</b>
<b>Ensuring new pupils settle well</b>	<b>14th</b>

# Graph to Show Relative Pupil Priorities for Improvement.

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

Sample = 228



## **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).

(Remember: green is very good, red is bad and gold is exceptional.)

### **Relative Strengths - academic**

**92.5%** Science  
**91.7%** Geography  
**88.9%** French  
**88.5%** History  
**88.4%** Art

### **Relative Weaknesses - academic**

**79.8%** Music  
**81.7%** RE  
**83.1%** PE  
**85.0%** Mathematics  
**85.5%** ICT

### **Relative Strengths - selected performance criteria**

**102.5%** School discipline  
**99.8%** Library facilities  
**98.6%** Suitable class sizes  
**98.3%** Computer access  
**93.3%** Out of school activities

### **Relative Weaknesses - selected performance criteria**

**82.3%** Levels of homework  
**84.8%** Developing confidence  
**85.0%** Control of bullying  
**85.3%** Caring teachers  
**85.4%** School communication

## Every Child Matters

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

### 1. Being Healthy:

Healthy lifestyle - Diet	96.6%
Healthy lifestyle - Exercise	96.4%
Out of school activities	93.3%
Social health education	85.5%
Physical Education	83.1%

### 2. Staying Safe:

Treating all pupils fairly and equally	94.8%
School security/safety	86.6%
Caring/approachable attitude of teachers	85.3%
Control and prevention of bullying	85.0%

### 3. Enjoying and Achieving:

School discipline/good behaviour	102.5%
Out of school activities	93.3%
Community spirit	88.4%
Developing strong moral values in pupils	86.2%
Developing potential	85.9%
Happiness of child	85.9%
Social health education	85.5%
Developing self confidence/esteem	84.8%
Celebrating and rewarding achievement	84.0%
Encouraging local community activity	81.7%

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

**4. Making a Positive Contribution:**

<b>School discipline/good behaviour</b>	<b>102.5%</b>
<b>Treating all pupils fairly and equally</b>	<b>94.8%</b>
<b>Out of school activities</b>	<b>93.3%</b>
<b>Community spirit</b>	<b>88.4%</b>
<b>Developing moral values</b>	<b>86.2%</b>
<b>Social health education</b>	<b>85.5%</b>
<b>Encouraging local community activity</b>	<b>81.7%</b>

**5. Economic Well-being:**

<b>Use of exams and testing</b>	<b>91.7%</b>
<b>Community spirit</b>	<b>88.4%</b>
<b>Reading</b>	<b>86.9%</b>
<b>Developing a pupil's potential</b>	<b>85.9%</b>
<b>Writing and Spelling</b>	<b>85.8%</b>
<b>Social health education</b>	<b>85.5%</b>
<b>ICT</b>	<b>85.5%</b>
<b>Mathematics</b>	<b>85.0%</b>

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

The following pages mirror the structure of the current SEF, giving a pupil 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 pupil survey; when completing your SEF, you must also draw upon other stakeholder views (such as parents 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 - <b>Your assessment required</b>				

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

<b>Use of exams and testing</b>	<b>91.7%</b>
<b>Teaching Quality</b>	<b>87.7%</b>
<b>Average academic subject rating</b>	<b>86.6%</b>
<b>Developing Potential</b>	<b>85.9%</b>
<b>Ensuring pupils do their best and make progress</b>	<b>85.2%</b>

Your average pupil grade for this section = 1.8 = Good = **SEF Grade 2**

	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**

Teaching Quality	87.7%
Developing Potential	85.9%
Happiness of Child	85.9%
Ensuring pupils do their best and make progress	85.2%
Celebrating and rewarding achievement	84.0%

Your average pupil grade for this section = 2.0 = Good = **SEF Grade 2**

	1	2	3	4
Grade: Pupils' achievement and the extent to which they enjoy their learning		X		

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

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

School discipline	102.5%
Treating pupils fairly and equally	94.8%
Encouraging and listening to pupils' views	93.6%
School security	86.6%
Social health education	85.5%
Caring Teachers	85.3%
Control of bullying	85.0%

Your average pupil grade for this section = 1.6 = Good = **SEF Grade 2**

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

**For this category the school is close to the grade 1 boundary.**

**A2.6 Pupils' behaviour**

School discipline	102.5%
School security	86.6%
Control of bullying	85.0%

Your average pupil grade for this section = 1.7 = Good = **SEF Grade 2**

	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**

School meals	98.2%
Healthy lifestyle - Diet	96.6%
Healthy lifestyle - Exercise	96.4%
Out of school activities	93.3%
Social health education	85.5%
PE	83.1%

Your average pupil grade for this section = 1.7 = Good = **SEF Grade 2**

	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**

Survey response rate	94.9%
Encouraging and listening to pupils' views	93.6%
Out of school activities	93.3%
Community spirit	88.4%
School's image in the local community	87.6%
Developing moral values	86.2%
Encouraging local community activity	81.7%

Your average pupil grade for this section = 1.6 = Good = **SEF Grade 2**

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

**For this category the school is close to the grade 1 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	93.3%
Use of exams and testing	91.7%
Community spirit	88.4%
Reading	86.9%
Developing potential	85.9%
Writing and Spelling	85.8%
Social health education	85.5%
ICT	85.5%
Mathematics	85.0%
Developing confidence	84.8%

Your average pupil grade for this section = 1.8 = Good = **SEF Grade 2**

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

**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>93.3%</b>
<b>Community spirit</b>	<b>88.4%</b>
<b>Developing moral values</b>	<b>86.2%</b>
<b>Social health education</b>	<b>85.5%</b>
<b>Developing confidence</b>	<b>84.8%</b>
<b>RE</b>	<b>81.7%</b>

Your average pupil grade for this section = 1.8 = Good = **SEF Grade 2**

	1	2	3	4
Grade: The extent of pupils' spiritual, moral, social and 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	99.8%
Suitable class sizes	98.6%
Computer access	98.3%
Treating pupils fairly and equally	94.8%
Use of exams and testing	91.7%
Teaching quality	87.7%
Average academic subject rating	86.6%
Developing potential	85.9%
Happiness of child	85.9%
Ensuring pupils do their best and make progress	85.2%
Availability of resources	61.5%

Your average pupil grade for this section = 1.7 = Good = **SEF Grade 2**

	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**

Use of exams and testing	91.7%
Regular marking of child's work	90.8%
Ensuring pupils do their best and make progress	85.2%
Personal planners	78.7%

Your average pupil grade for this section = 1.8 = Good = **SEF Grade 2**

	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 - Diet	96.6%
Healthy lifestyle - Exercise	96.4%
Teaching quality	87.7%
Average academic subject rating	86.6%
Developing potential	85.9%
Happiness of child	85.9%
Social health education	85.5%
Encouraging local community activity	81.7%

Your average pupil grade for this section = 2.0 = Good = **SEF Grade 2**

	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 - Diet	96.6%
Healthy lifestyle - Exercise	96.4%
Encouraging and listening to pupils' views	93.6%
Encouraging and listening to parents views	86.4%
Happiness of child	85.9%
Social health education	85.5%
Caring teachers	85.3%

Your average pupil grade for this section = 1.9 = Good = **SEF Grade 2**

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

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

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

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

Treating pupils fairly and equally	94.8%
Encouraging and listening to pupils' views	93.6%
Quality of school management	89.3%
Encouraging and listening to parents views	86.4%
Developing potential	85.9%
Caring teachers	85.3%
Ensuring pupils do their best and make progress	85.2%
Celebrating and rewarding achievement	84.0%

Your average pupil grade for this section = 1.8 = Good = **SEF Grade 2**

	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**

Use of exams and testing	91.7%
Quality of school management	89.3%
Teaching quality	87.7%
Average academic subject rating	86.6%
Developing potential	85.9%
Ensuring pupils do their best and make progress	85.2%
Availability of resources	61.5%

Your average pupil grade for this section = 2.1 = Good = **SEF Grade 2**

	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 and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met.				

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

<b>Encouraging and listening to parents views</b>	<b>86.4%</b>
<b>School communication</b>	<b>85.4%</b>
<b>Parents evening</b>	<b>85.0%</b>

Your average pupil grade for this section = 2.0 = Good = **SEF Grade 2**

	1	2	3	4
Grade: The effectiveness of the school's engagement with parents and carers		<b>X</b>		

**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**

Treating pupils fairly and equally	94.8%
Encouraging and listening to pupils' views	93.6%
Community spirit	88.4%
Encouraging and listening to parents views	86.4%
Developing moral values	86.2%
School communication	85.4%

Your average pupil grade for this section = 1.7 = Good = **SEF Grade 2**

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

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

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

School discipline	102.5%
Encouraging and listening to pupils' views	93.6%
School security	86.6%
Encouraging and listening to parents views	86.4%
Developing moral values	86.2%
Happiness of child	85.9%
Social health education	85.5%
School communication	85.4%
Caring teachers	85.3%
Control of bullying	85.0%

Your average pupil grade for this section = 1.8 = Good = **SEF Grade 2**

	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**

Community spirit	88.4%
School's image in the local community	87.6%
Developing moral values	86.2%
Encouraging local community activity	81.7%

Your average pupil grade for this section = 2.0 = Good = **SEF Grade 2**

	1	2	3	4
Grade: The effectiveness with which the 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>Library facilities</b>	<b>99.8%</b>
<b>Suitable class sizes</b>	<b>98.6%</b>
<b>Computer access</b>	<b>98.3%</b>
<b>Out of school activities</b>	<b>93.3%</b>
<b>School facilities</b>	<b>92.4%</b>
<b>Availability of resources</b>	<b>61.5%</b>

Your average pupil grade for this section = 1.5 = 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 school is close to the grade 2 boundary.**

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

No EYFS pupils 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)	Good	2
The extent to which pupils feel safe	(A2.5)	Good	2
Pupils behaviour	(A2.6)	Good	2
The extent to which pupils adopt healthy lifestyles	(A2.7)	Good	2
How well pupils contribute to the school and the wider community	(A2.8)	Good	2
How well pupils develop workplace and other skills	(A2.10)	Good	2
Pupils' spiritual, moral, social and cultural development	(A2.11)	Good	2

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		X		

**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</u> <u>Grade</u>	<u>SEF</u> <u>Grade</u>
Commitment to self-evaluation programme	<b>Outstanding</b>	<b>1</b>
Rigour of surveys - ability to identify weakness and improvement	<b>Outstanding</b>	<b>1</b>

Your average pupil grade for this section = 1.0 = 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> Grade	<u>SEF</u> Grade
<u>Relevant Judgements</u>		
A8:1 Outcomes for individuals and groups of pupils	Good	2
A3 The quality of provision		
A3:1 The quality of teaching	Good	2
A3:2 The use of assessment to support learning	Good	2
A3:3 The extent the curriculum meets pupils' needs and progress	Good	2
A3:4 The effectiveness of care, guidance and support.	Good	2
A8:2 The school's capacity for sustained improvement	Outstanding	1
A4:6 School promotes equal opportunity/tackles discrimination.	Good	2
A4.7 The effectiveness of safeguarding procedures.	Good	2

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?		X		

#### **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 pupil priorities for improvement**

Other  
School facilities  
Out of school activities  
Range of subjects taught  
Levels of homework

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

Music  
RE  
PE  
Mathematics  
ICT

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

Levels of homework  
Developing confidence  
Control of bullying  
Caring teachers  
School communication

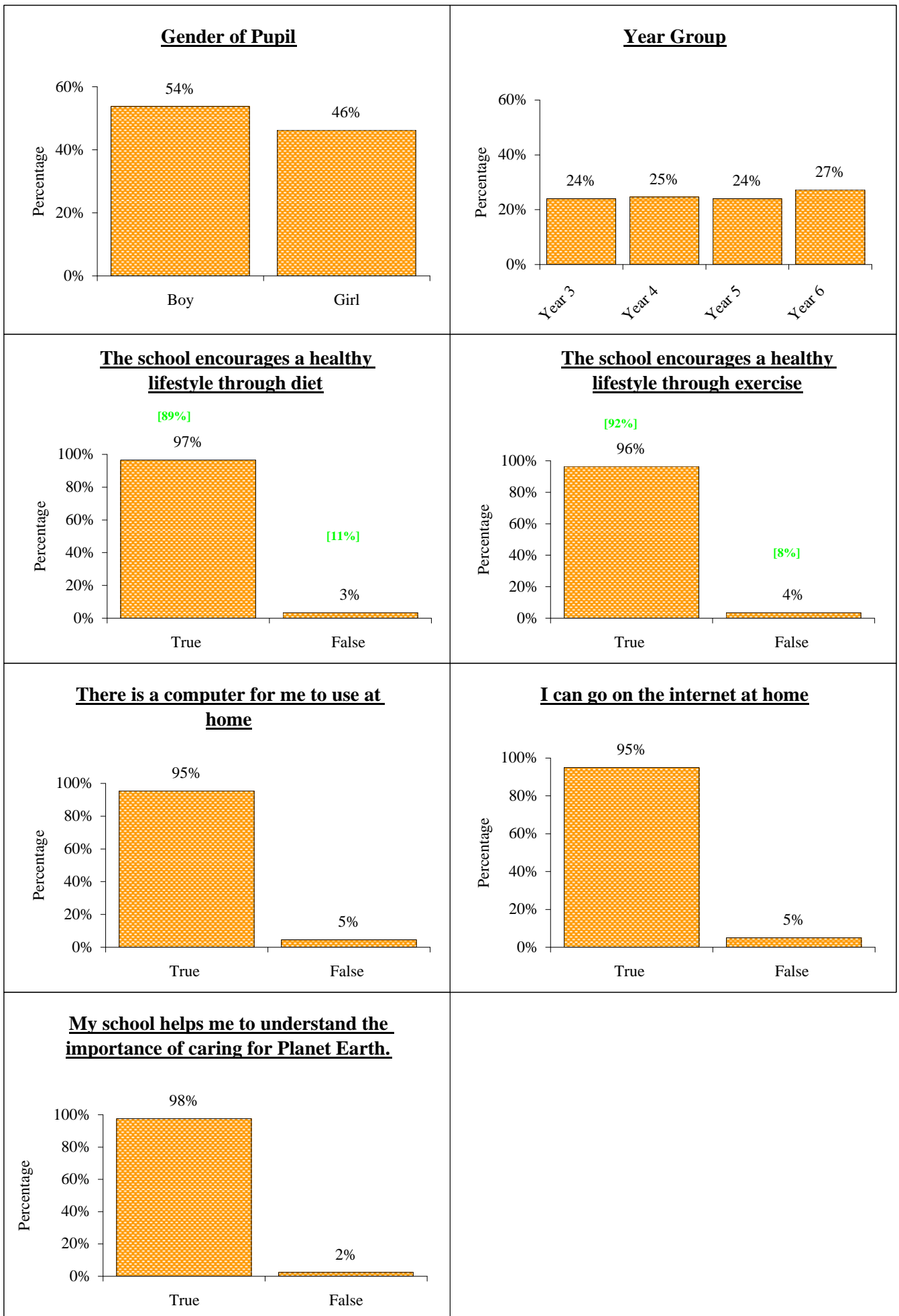
##### **Criteria receiving scores below the red line**

Availability of resources

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

Encouraging local community activity

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

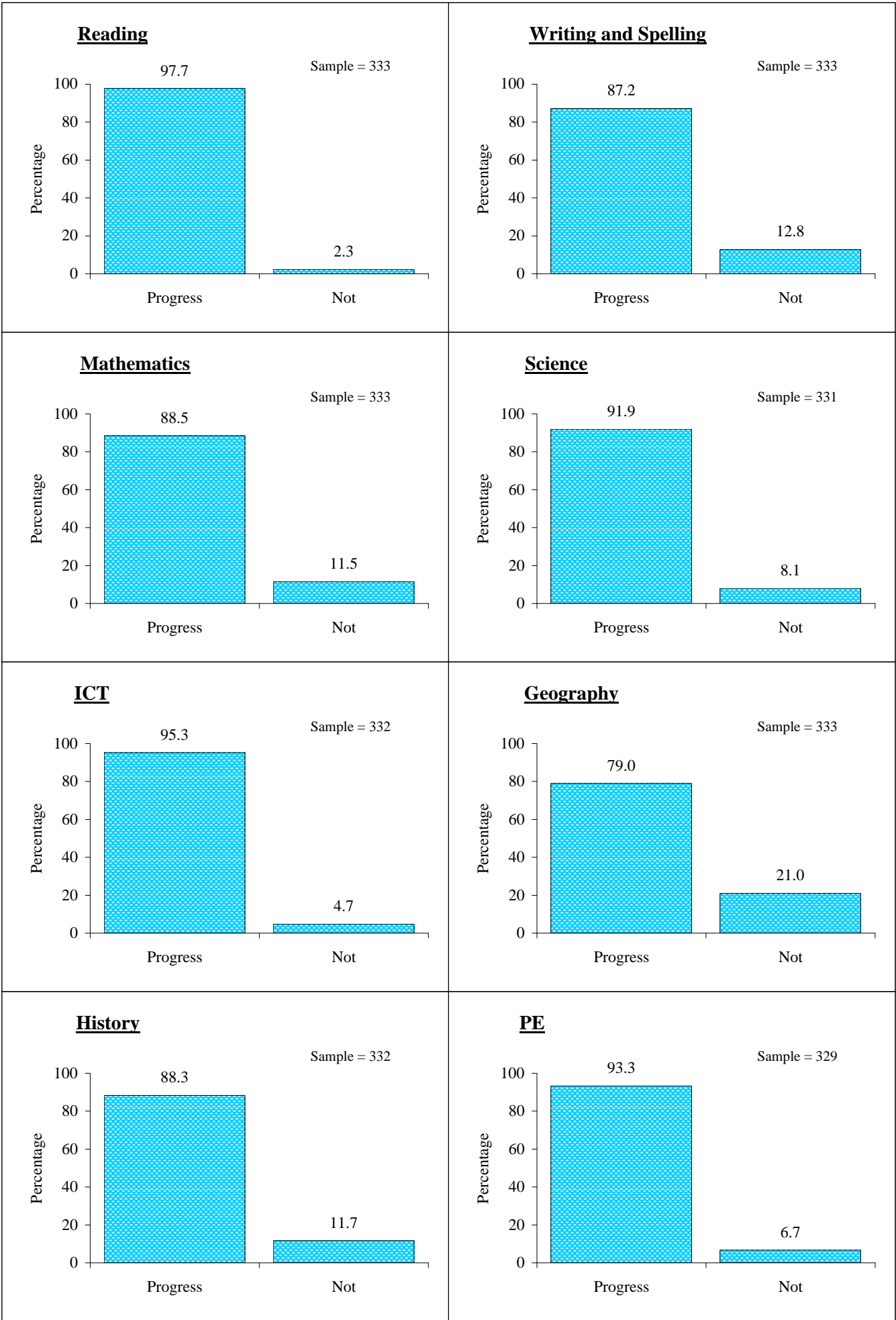


Average figures from similar schools are given in [brackets].

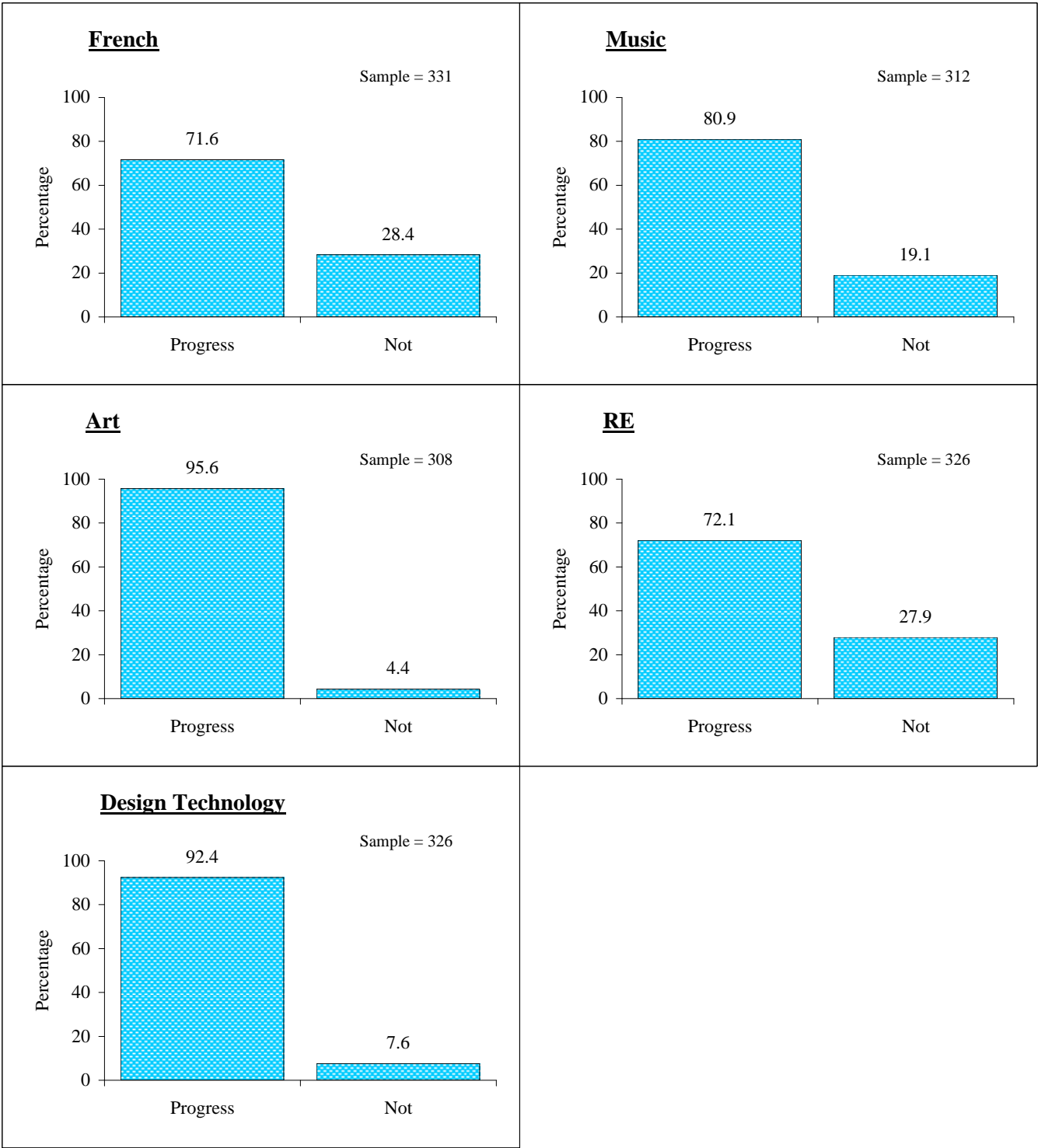
### **Bar Chart Results**

The following Bar Charts show the percentage of pupils answering each question either positively or negatively.

The following graphs have been adjusted to be representative of year group size and gender.

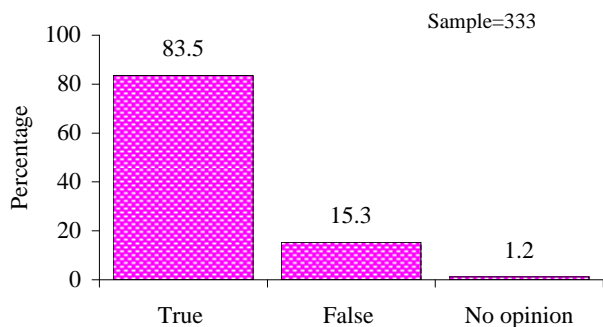


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

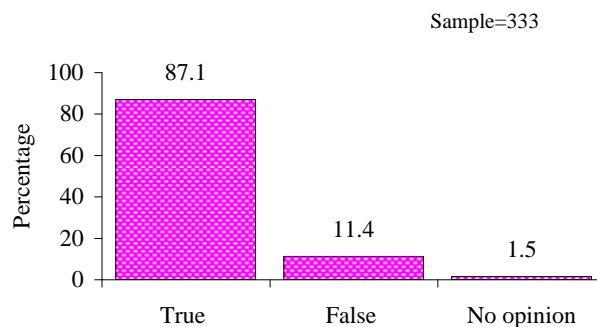


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

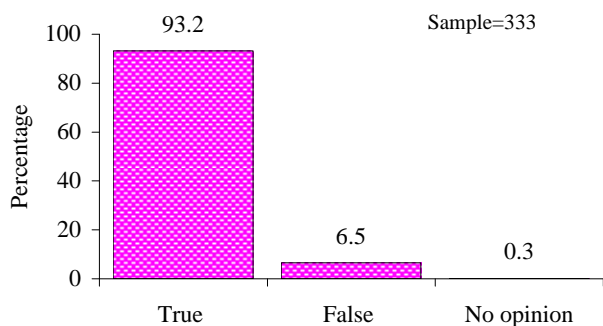
**School discipline: "The children in my class are well behaved."**



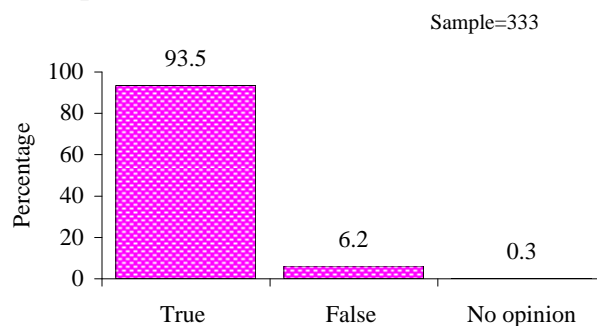
**Community spirit: "The children in my class care about each other."**



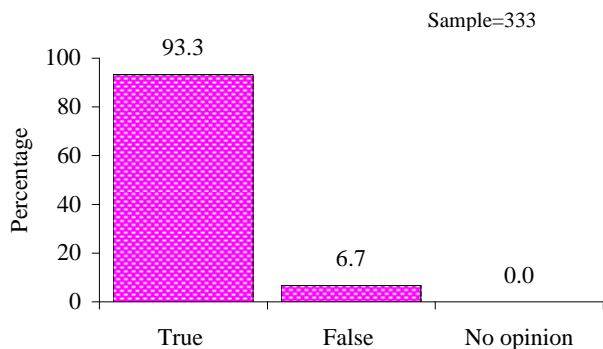
**School security: "I feel safe when I am at school."**



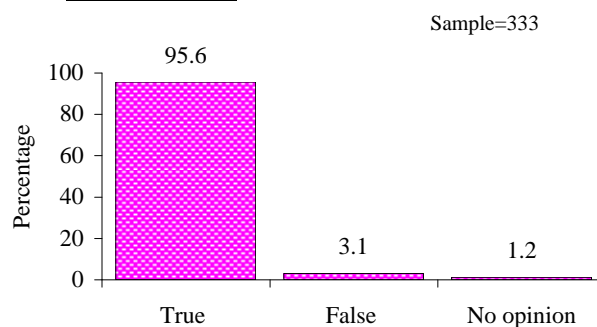
**Social health education: "I am taught how to be healthy and deal with problems."**



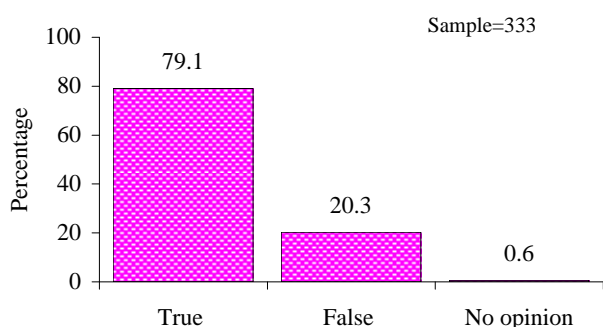
**Control of bullying: "My teacher makes sure that children are not bullied."**



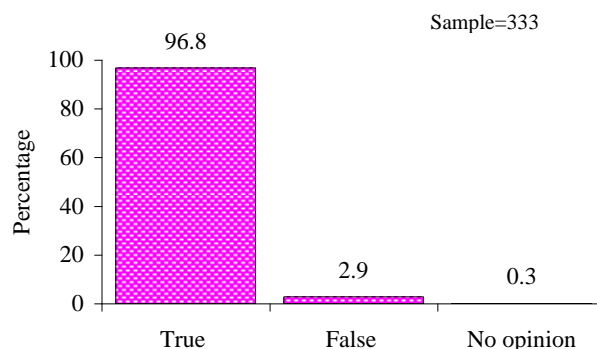
**Developing moral values: "At school I am taught the right and wrong way to treat others."**



**Levels of homework: "I get the right amount of homework."**



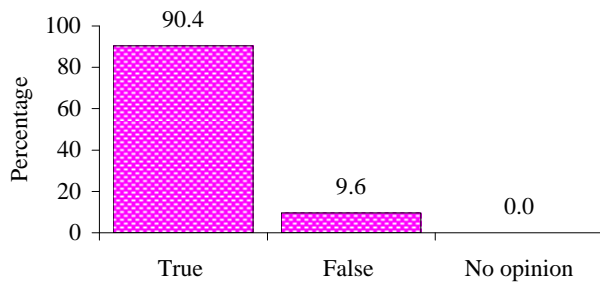
**Developing potential: "My teacher makes sure that I always do my best."**



The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

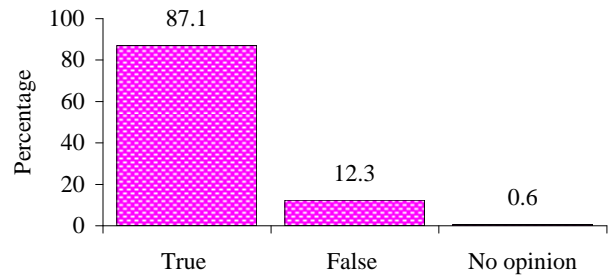
**Use of exams and testing: "I am often given tests to see how well I am learning."**

Sample=333



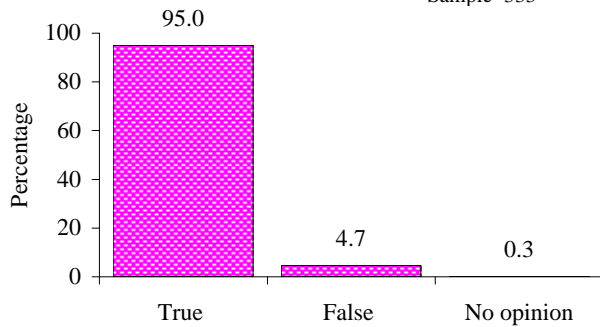
**Developing confidence: "My school helps me to be proud of who I am."**

Sample=333



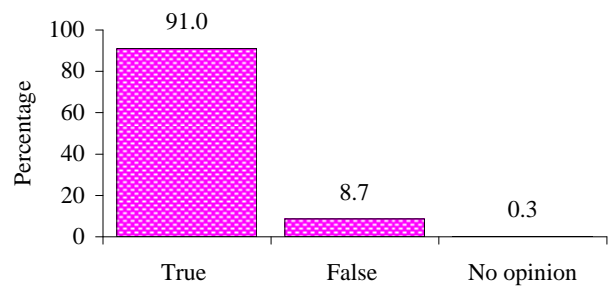
**School facilities: "My school buildings are clean with good equipment."**

Sample=333



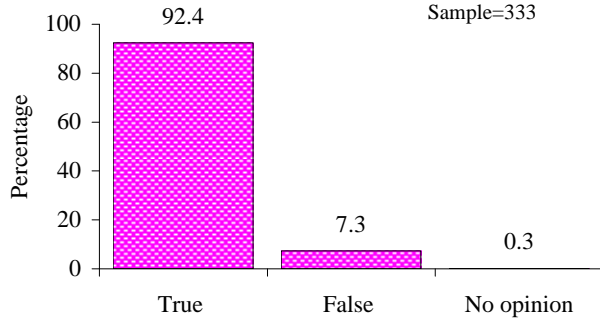
**Out of school activities: "There are lots of activities or clubs outside lesson time."**

Sample=333



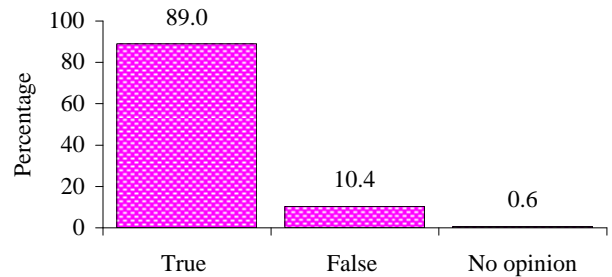
**Caring teachers: "I could talk to my teacher if I had a problem."**

Sample=333



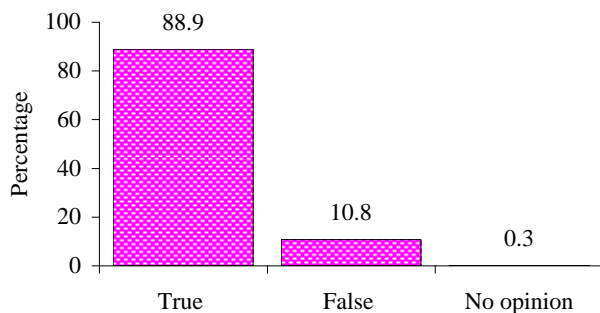
**School communication: "My parents are told what is happening at the school."**

Sample=333



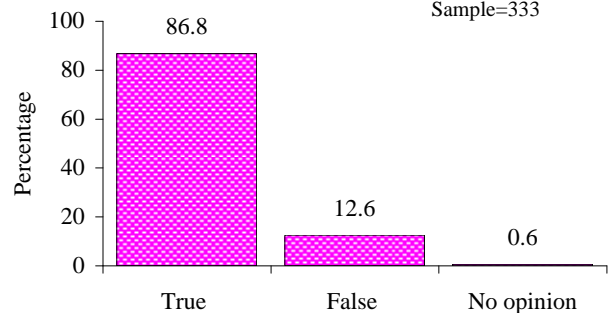
**Library facilities: "At school there are lots of good books to choose from."**

Sample=333



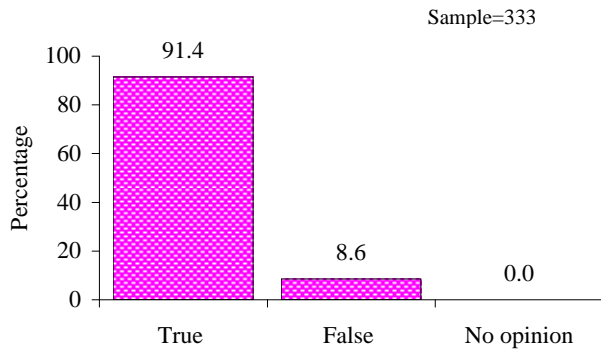
**Happiness of child: "I am usually happy when I am at school."**

Sample=333

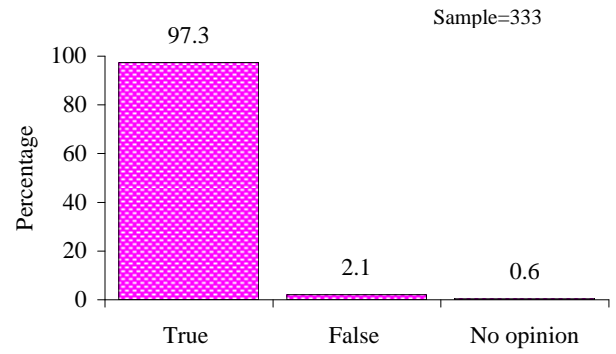


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

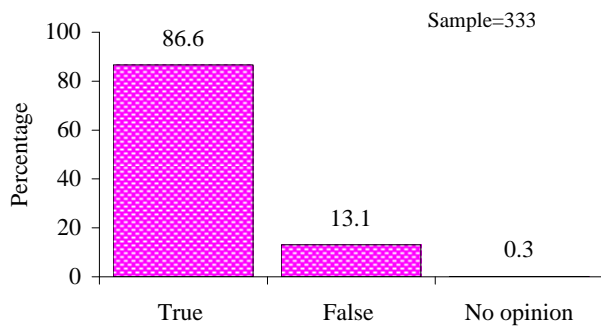
**Teaching quality: "My teacher usually make lessons fun and interesting."**



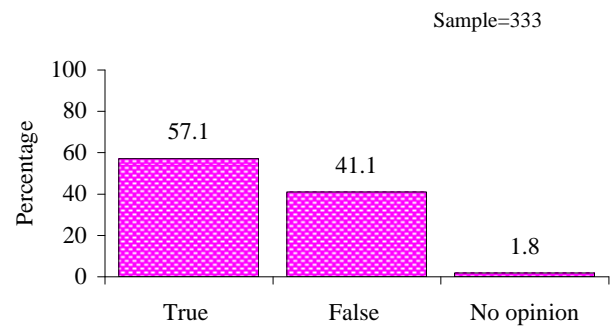
**Range of subjects taught: "At school I have lots of different subjects."**



**Computer access: "At school I often use computers."**

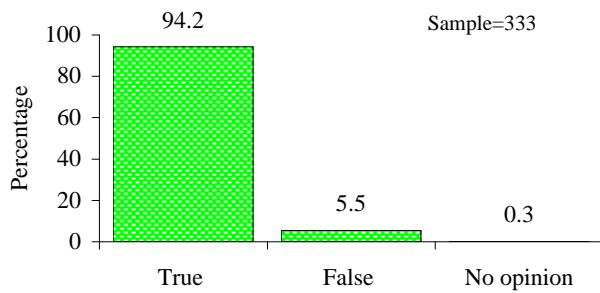


**Suitable class sizes: "My teacher has enough time to talk to every pupil about their work."**



The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

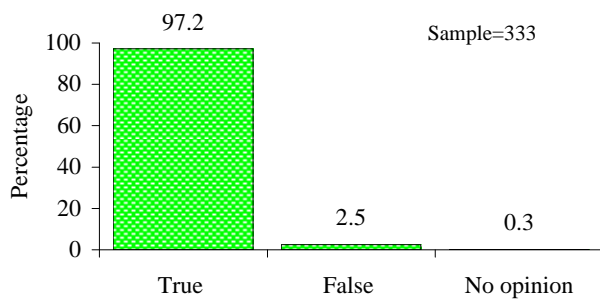
**Parents evening: "Parents' evenings tell parents what they need to know about my work."**



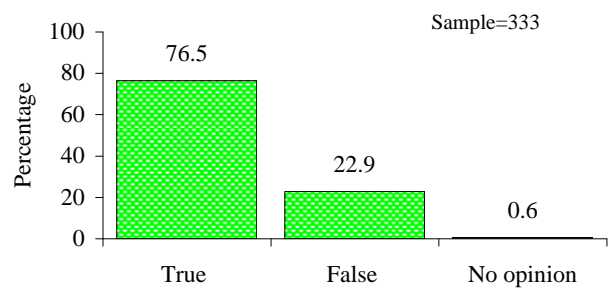
**Personal planners: "My personal planner helps me plan my work."**



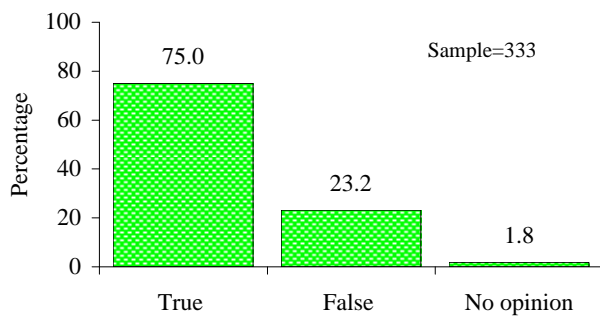
**Quality of school management: "The people in charge of running the school do a good job."**



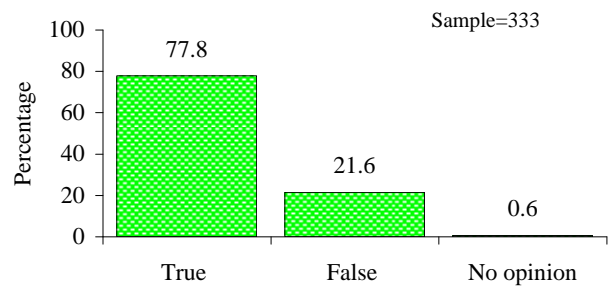
**Regular marking of child's work: "My work is marked quickly by my teacher."**



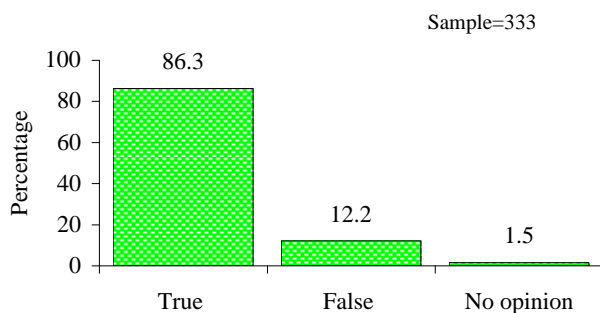
**School meals: "I am happy with the food that I can get at school."**



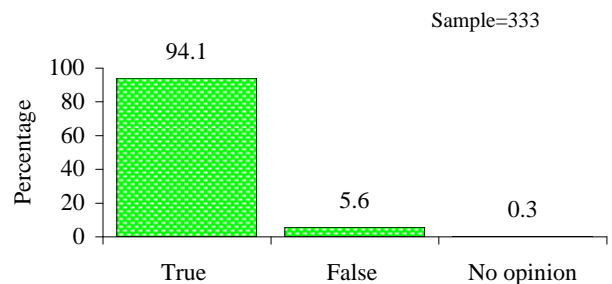
**Treating pupils fairly and equally: "All pupils are treated the same at the school."**



**Encouraging and listening to parents views: "Parents can get involved in what goes on at my school."**

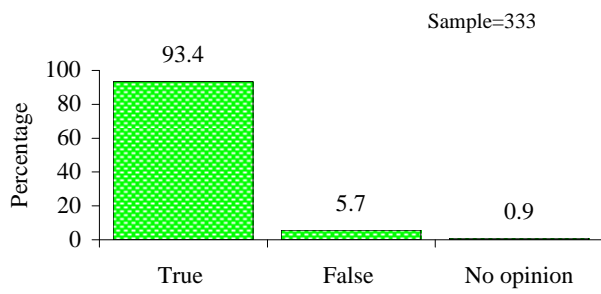


**Celebrating and rewarding achievement: "Teachers tell me when I have done well and when they are happy with my work."**

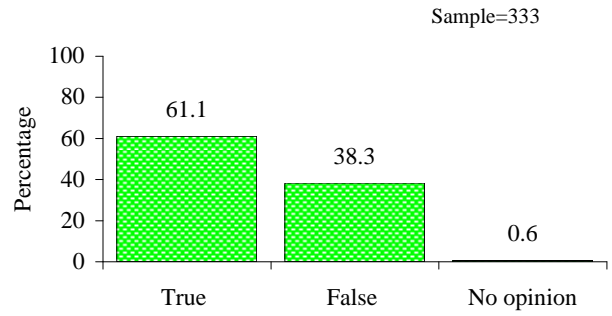


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

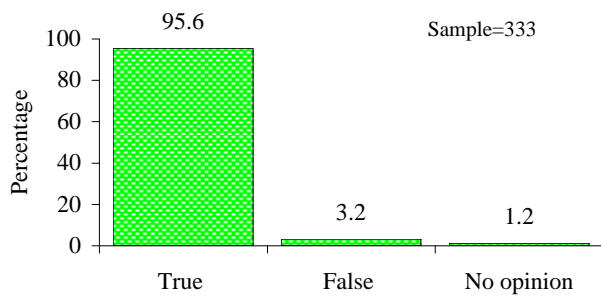
**Ensuring pupils do their best and make progress: "I am helped to do my best and make good progress."**



**Availability of resources: "At school there is usually enough of everything so that I don't need to share."**



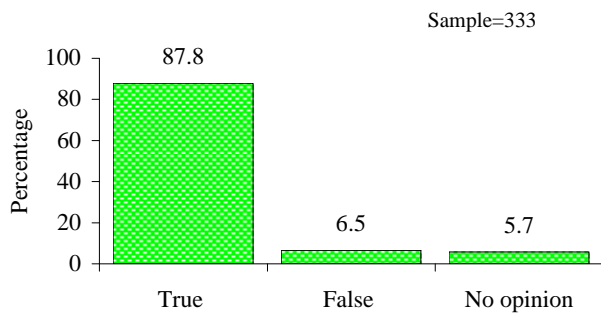
**Ensuring new pupils settle well: "My school helps new pupils to settle in well."**



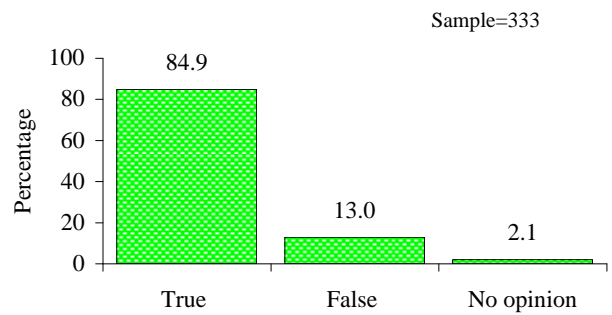
**Encouraging local community activity: "My school helps me to do things in my local community."**



**School's image in the local community: "People who live close to the school think it is a good school."**



**Encouraging and listening to pupils' views: "My teachers want to know what I think about the school."**



The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

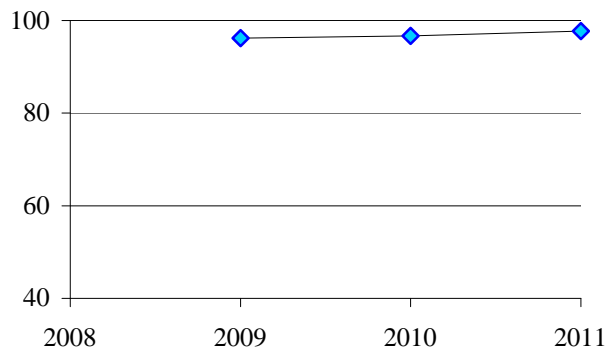
## **Time Series for All Criteria**

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

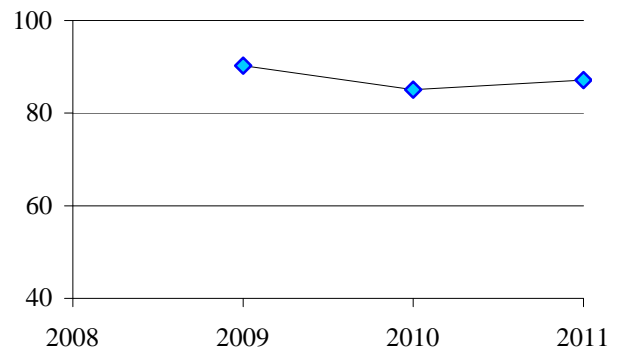
Please note: Time Series results are unweighted by the average of similar schools.

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**.

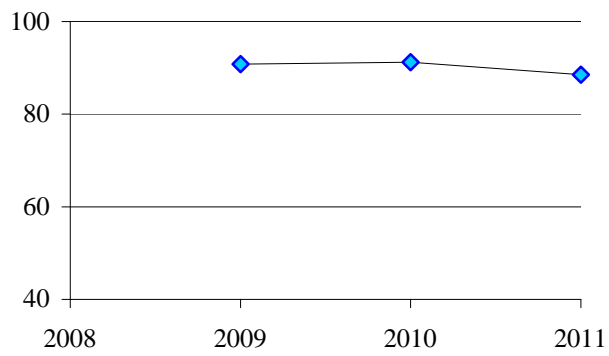
**Reading**



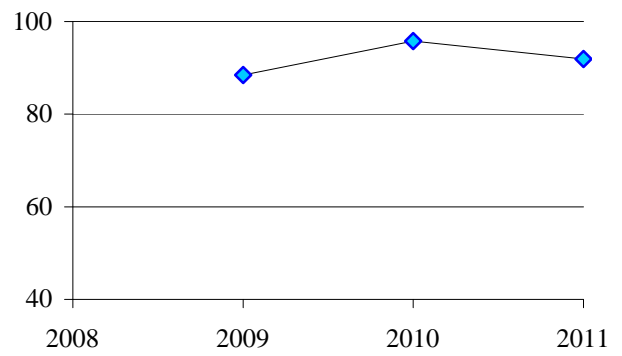
**Writing and Spelling**



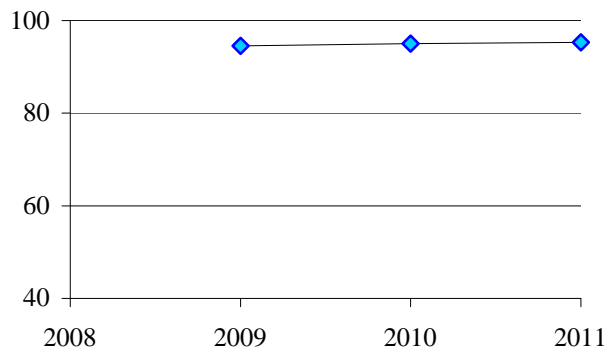
**Mathematics**



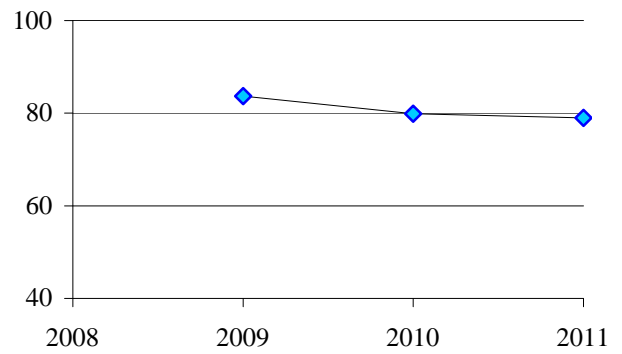
**Science**



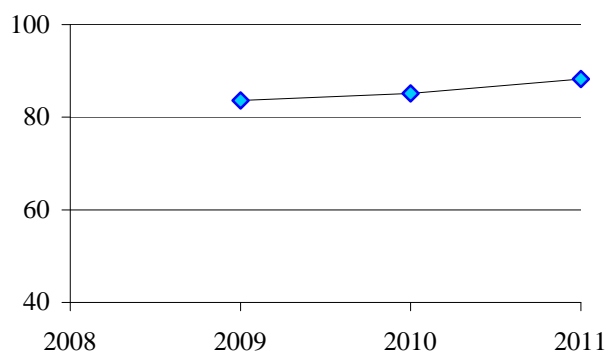
**ICT**



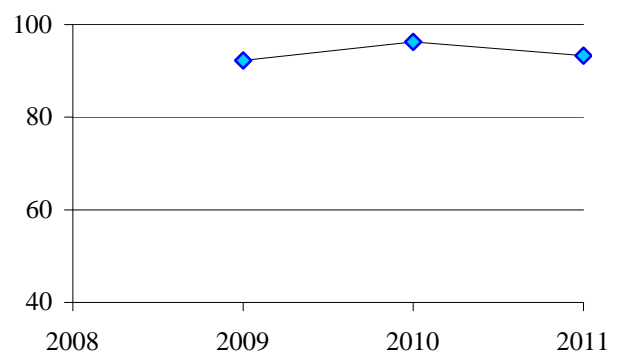
**Geography**



**History**

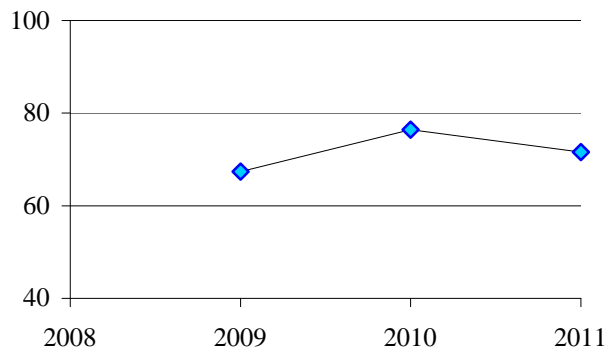


**PE**

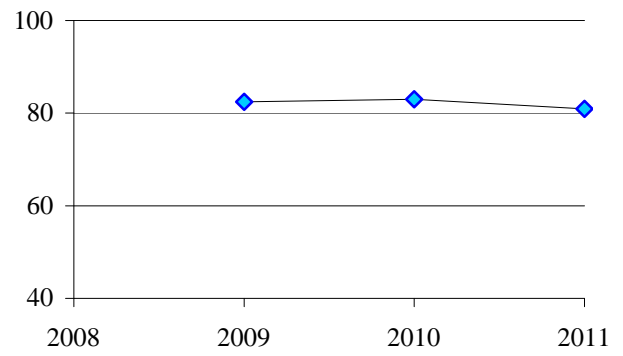


Year names refer to the end of the academic year

**French**



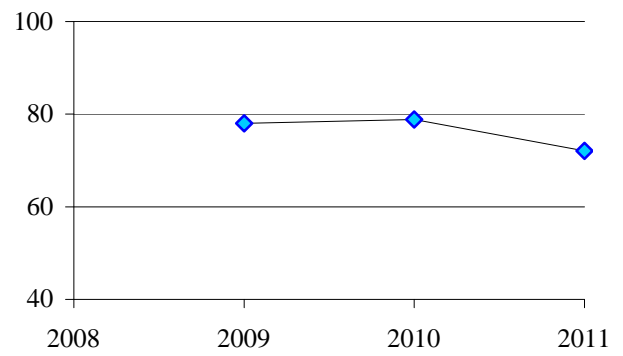
**Music**



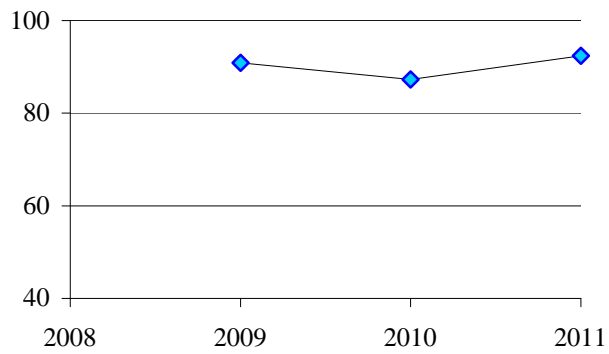
**Art \***



**RE**

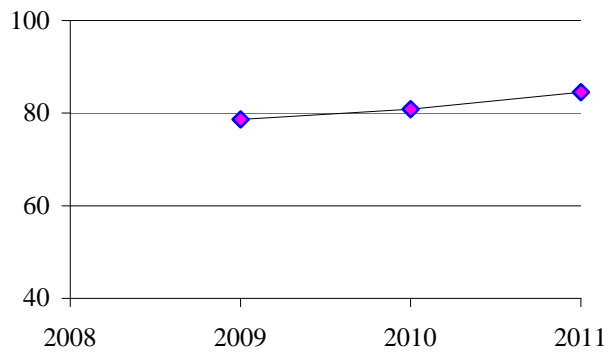


**Design Technology**

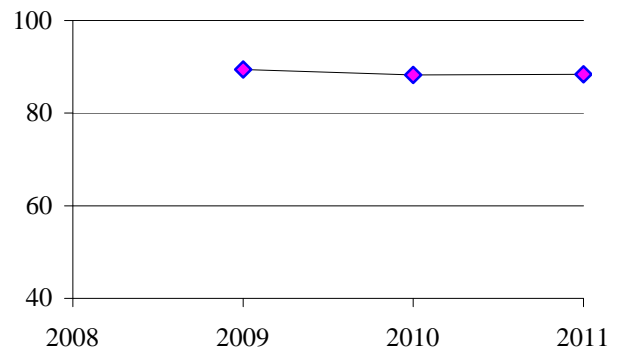


Year names refer to the end of the academic year

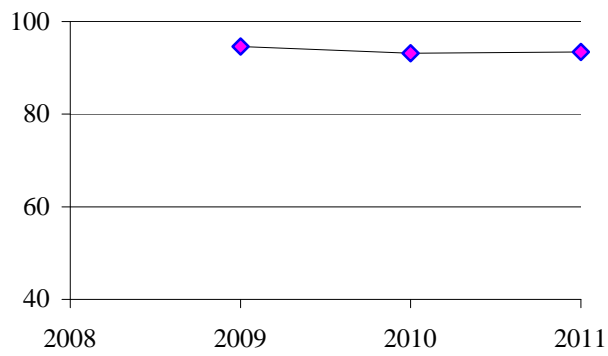
**School discipline**



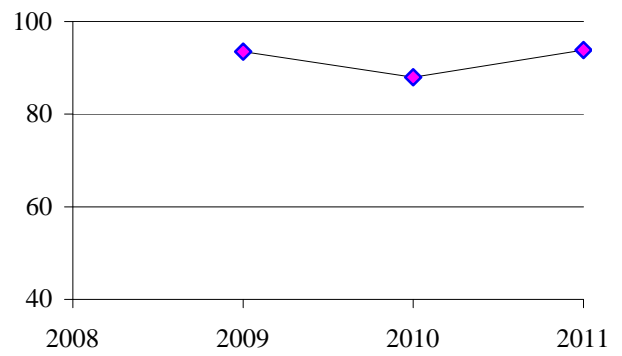
**Community spirit**



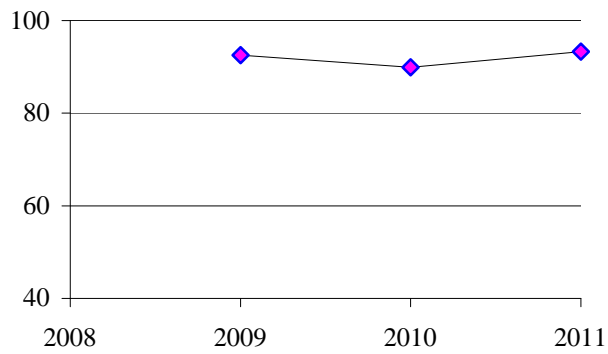
**School security**



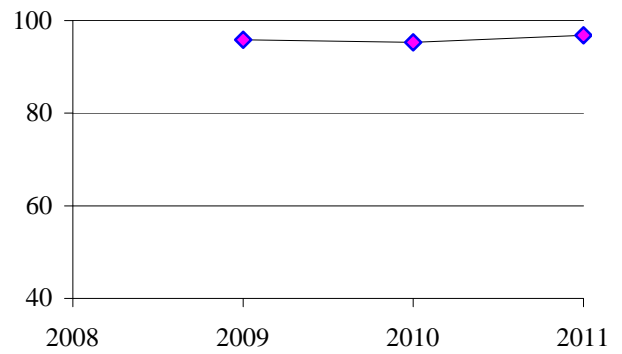
**Social health education**



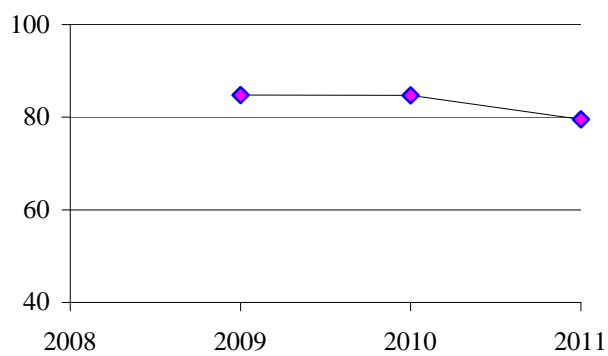
**Control of bullying**



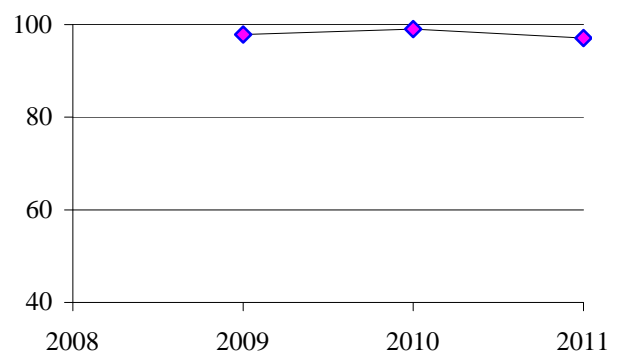
**Developing moral values**



**Levels of homework**

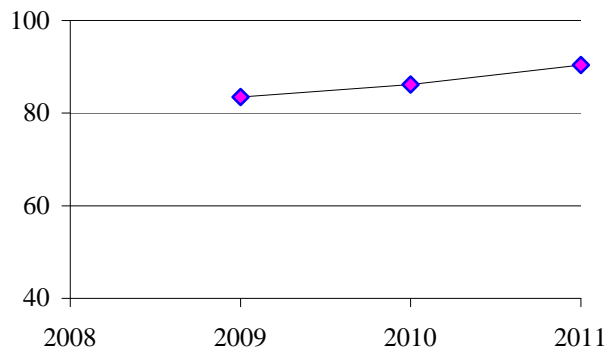


**Developing potential**

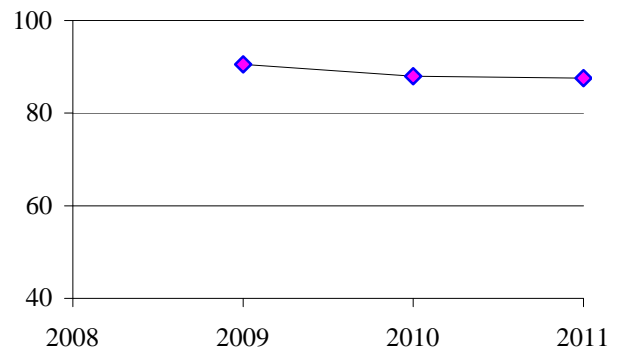


Year names refer to the end of the academic year

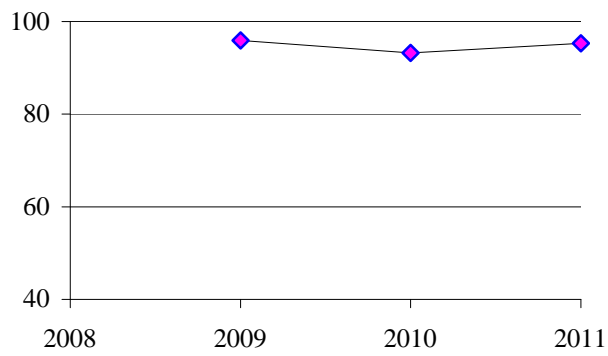
**Use of exams and testing**



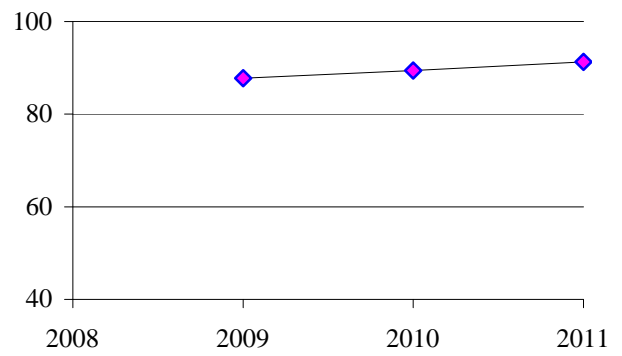
**Developing confidence**



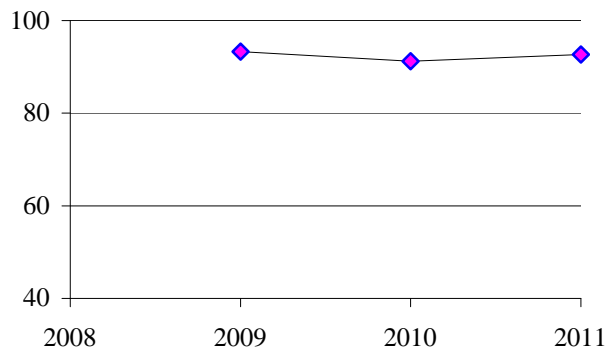
**School facilities**



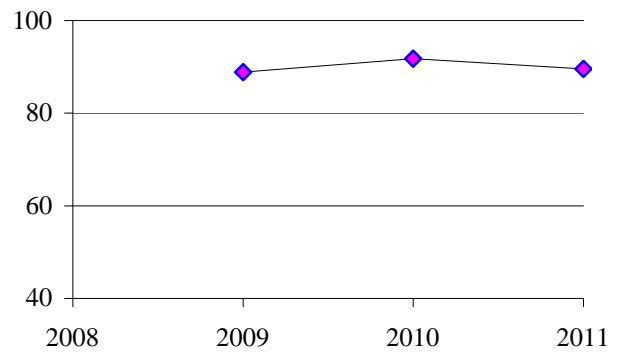
**Out of school activities**



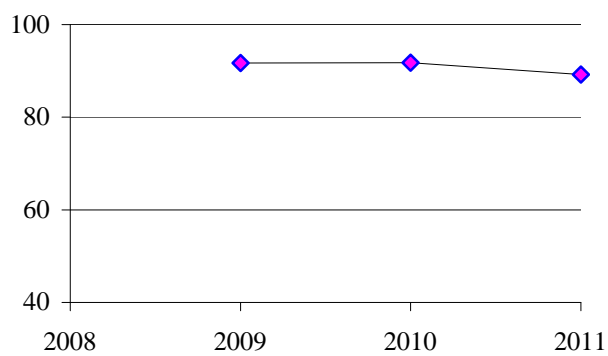
**Caring teachers**



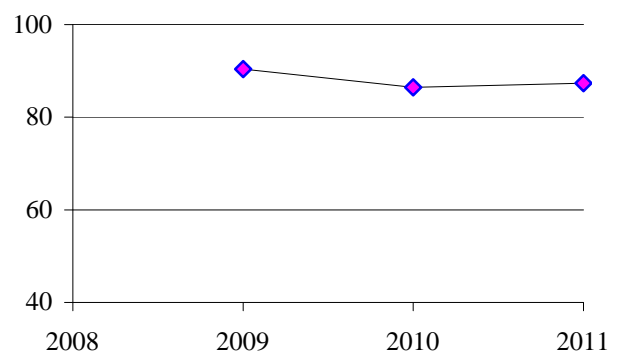
**School communication**



**Library facilities**

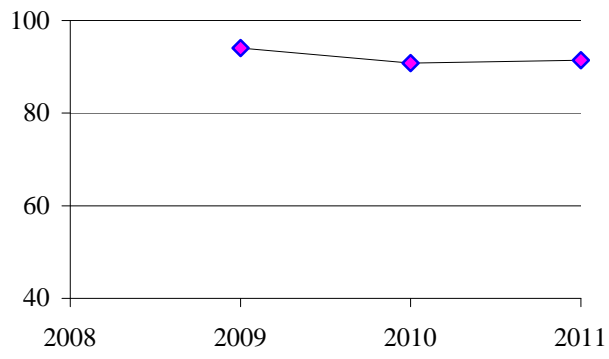


**Happiness of child**

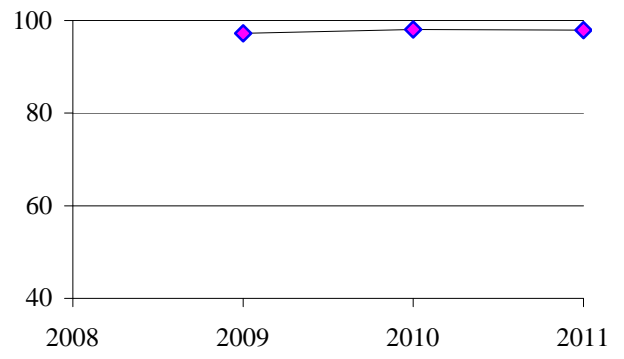


Year names refer to the end of the academic year

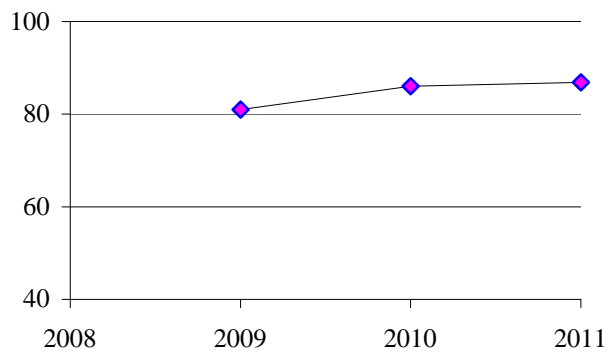
**Teaching quality**



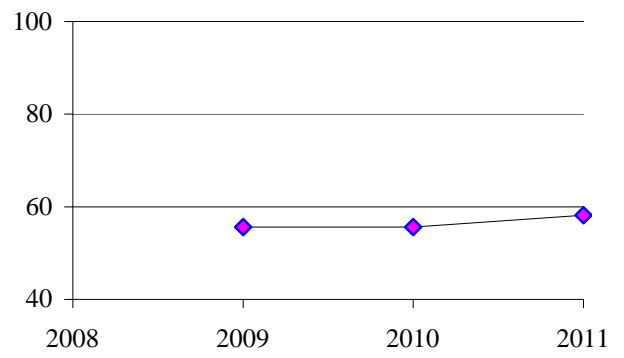
**Range of subjects taught**



**Computer access**

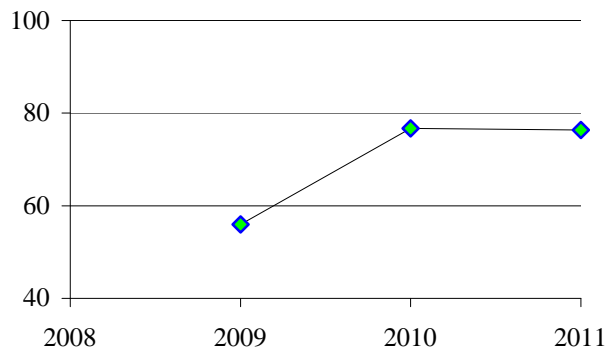


**Suitable class sizes**

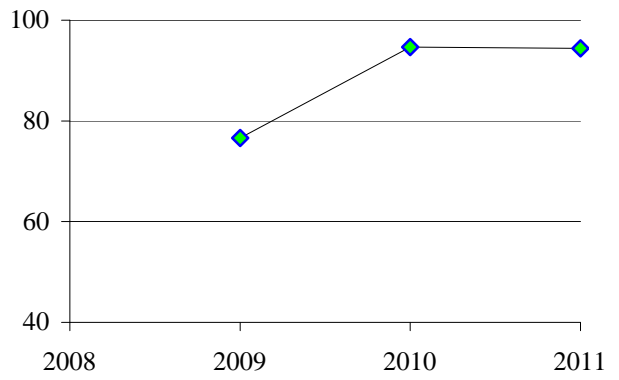


Year names refer to the end of the academic year

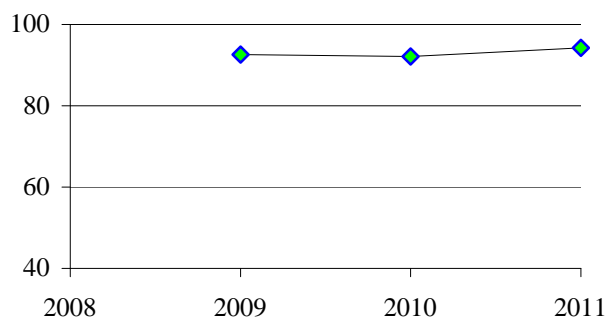
**School meals**



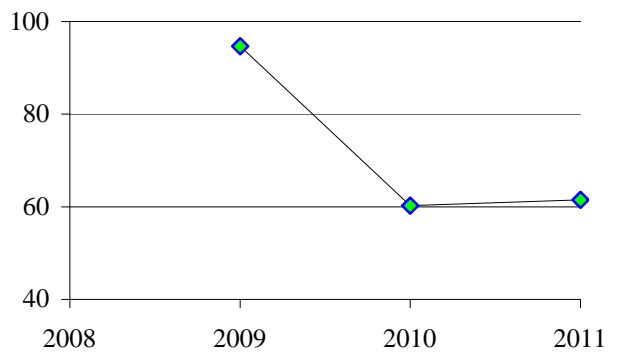
**Celebrating and rewarding achievement**



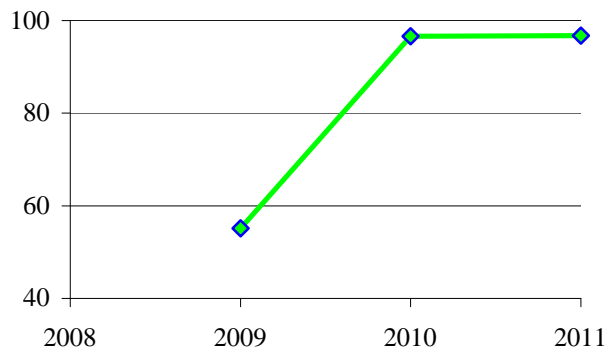
**Ensuring pupils do their best and make progress**



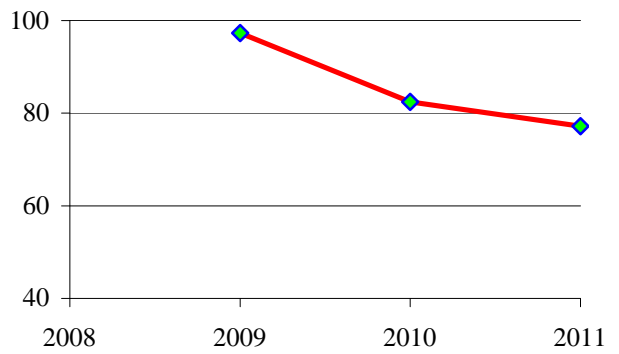
**Availability of resources**



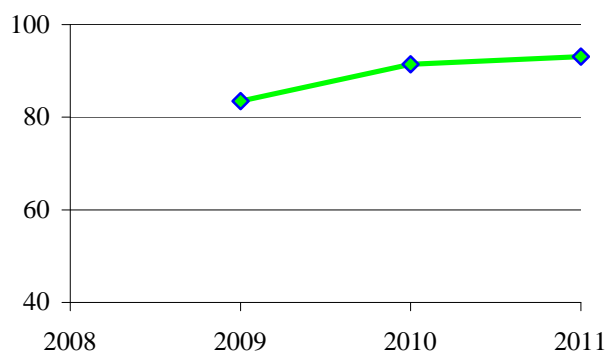
**Ensuring new pupils settle well \***



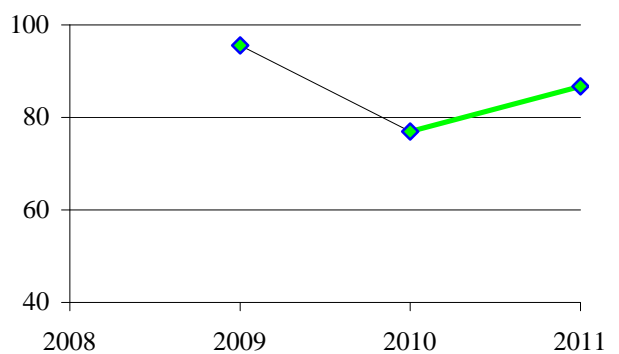
**Encouraging local community activity \***



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



**Encouraging and listening to pupils' views \***

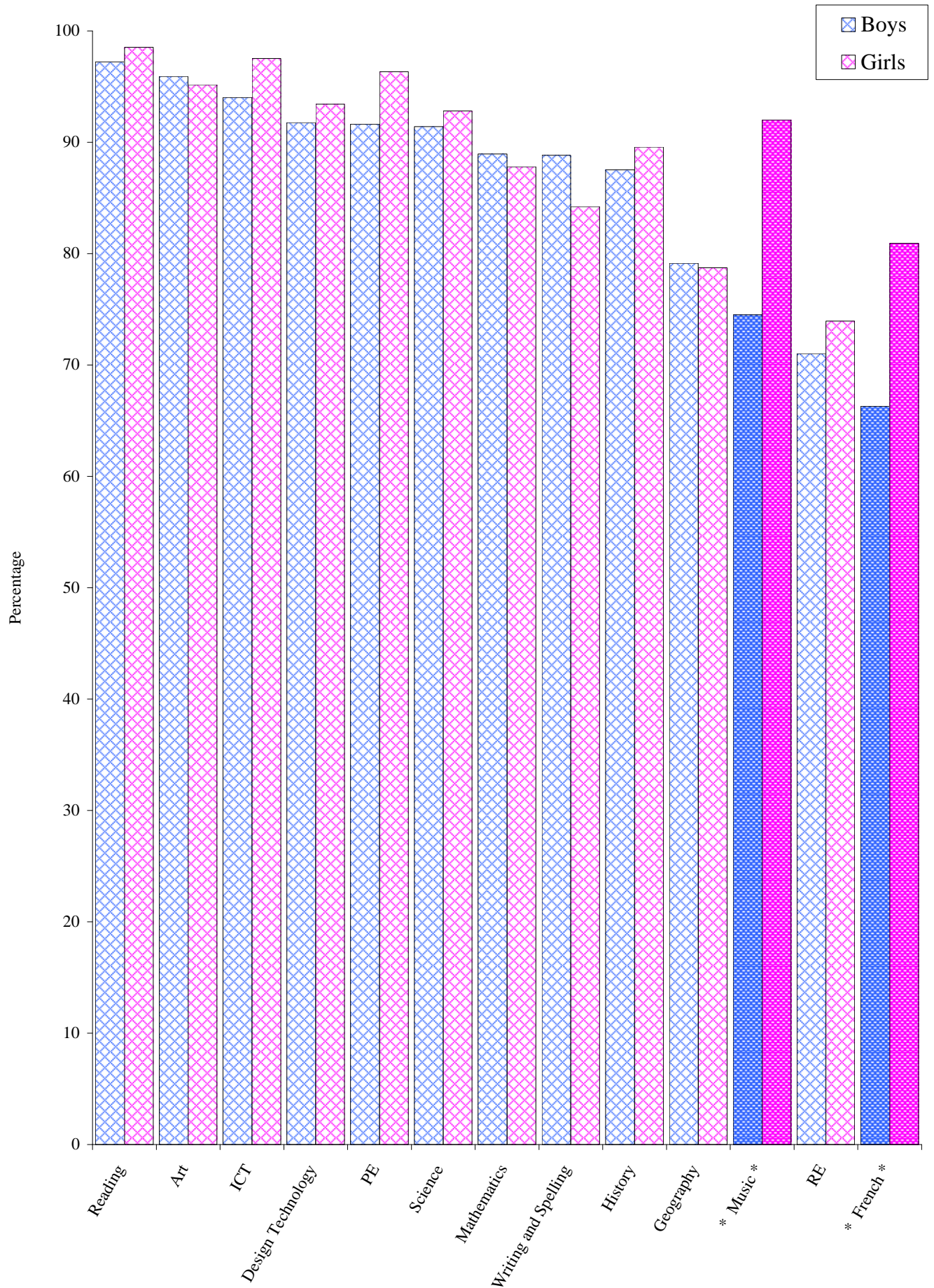


Year names refer to the end of the academic year

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

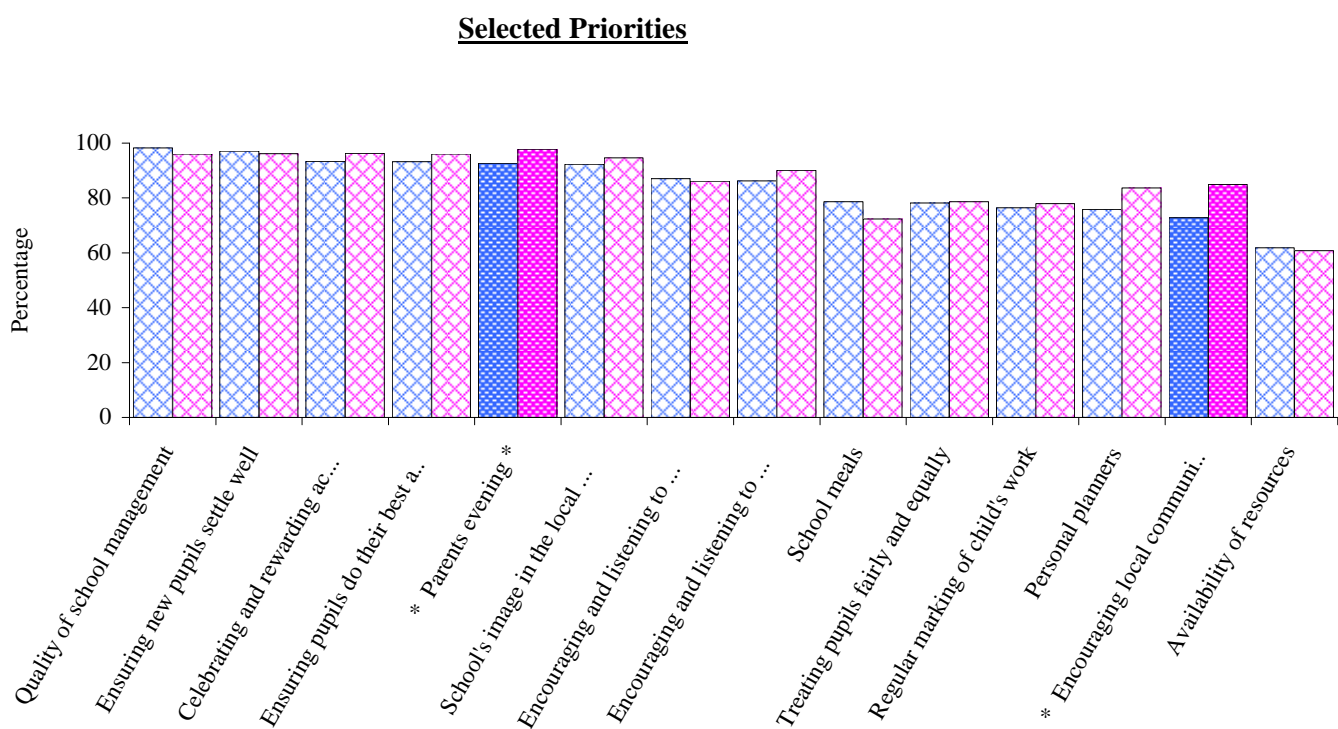
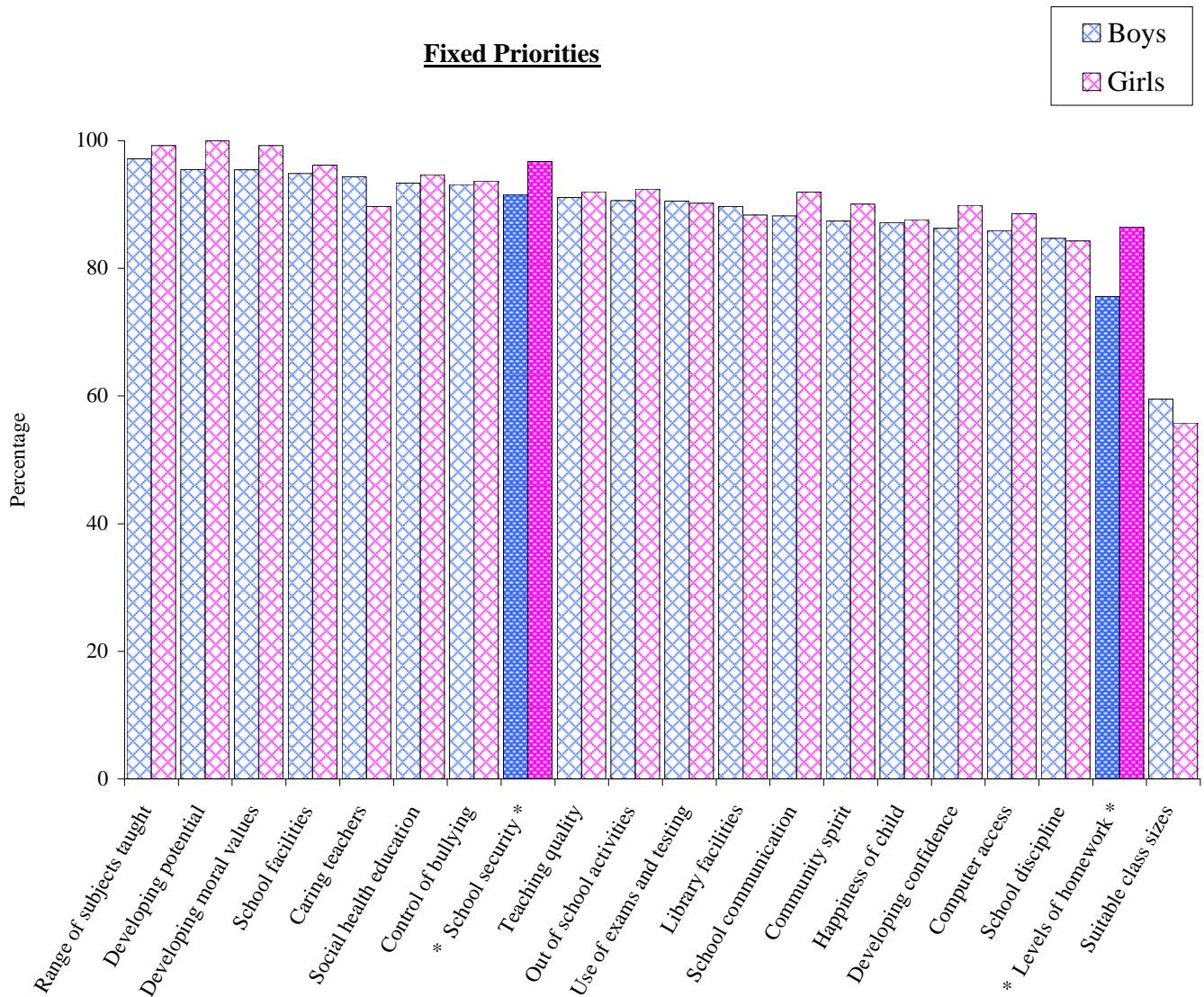
**Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil**

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 \*



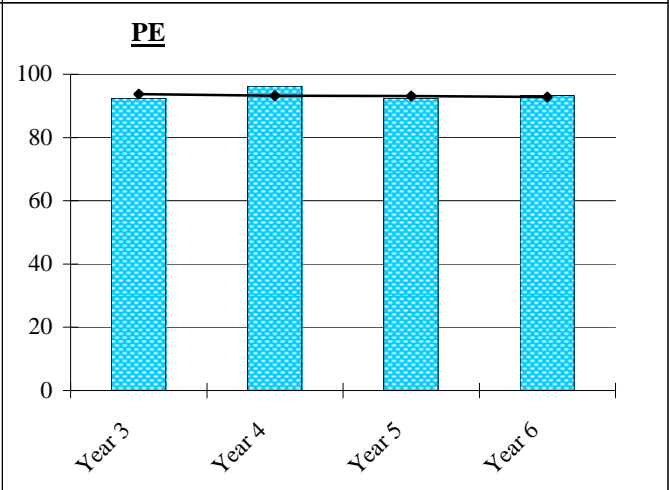
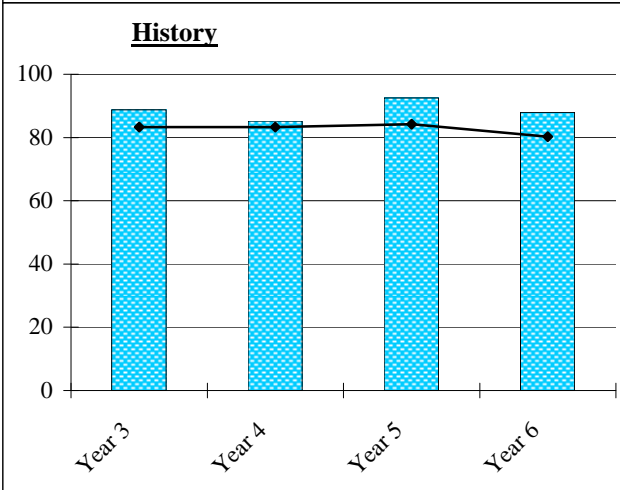
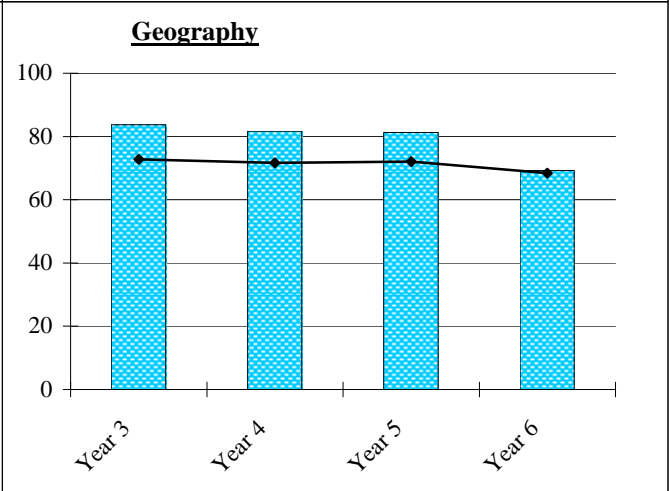
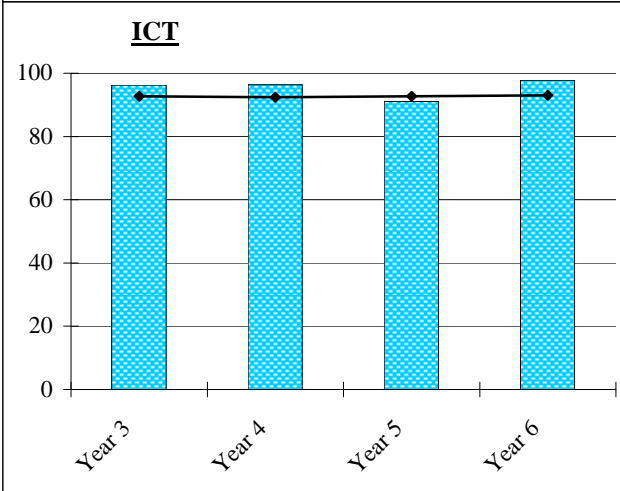
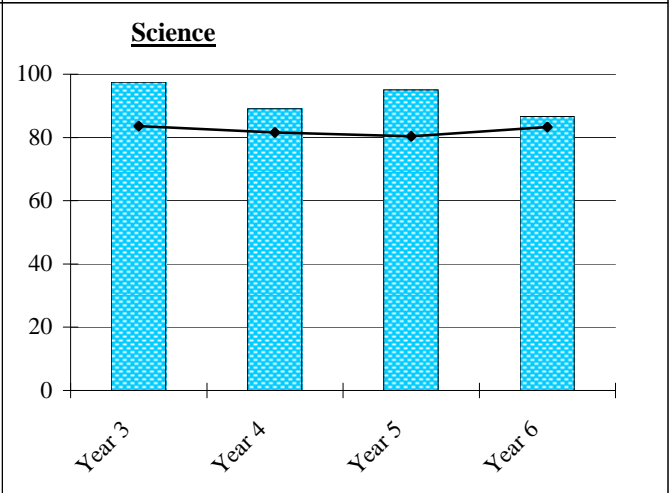
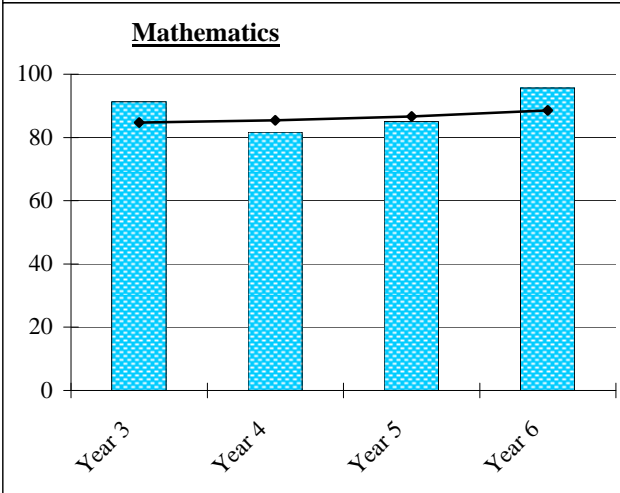
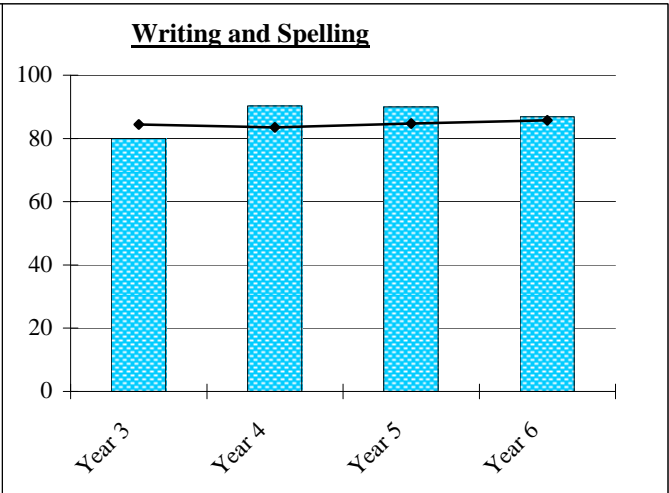
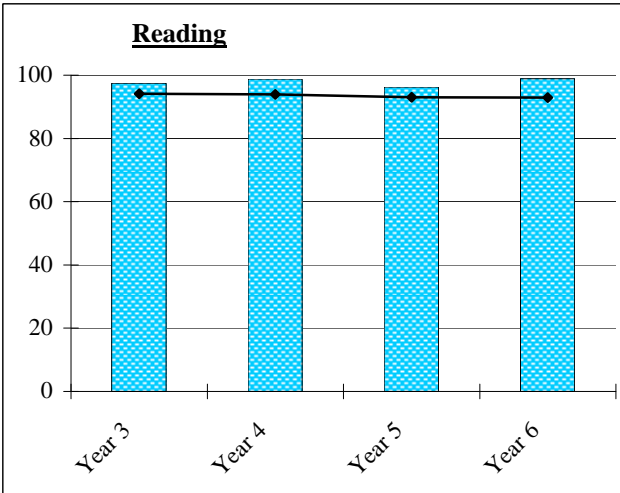
### **All Academic and Non-Academic Criteria shown by Year Group**

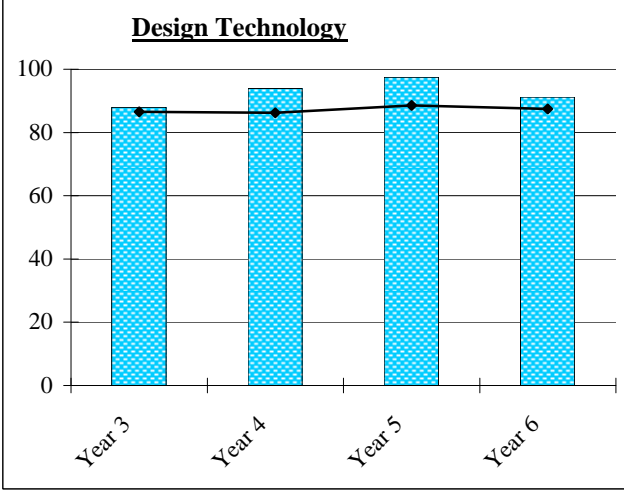
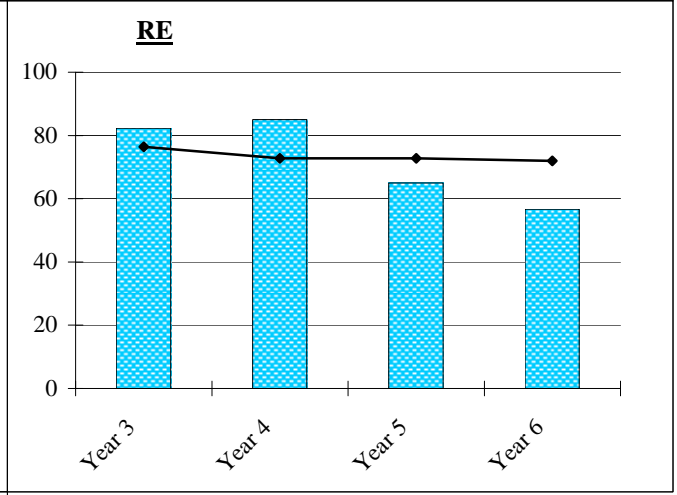
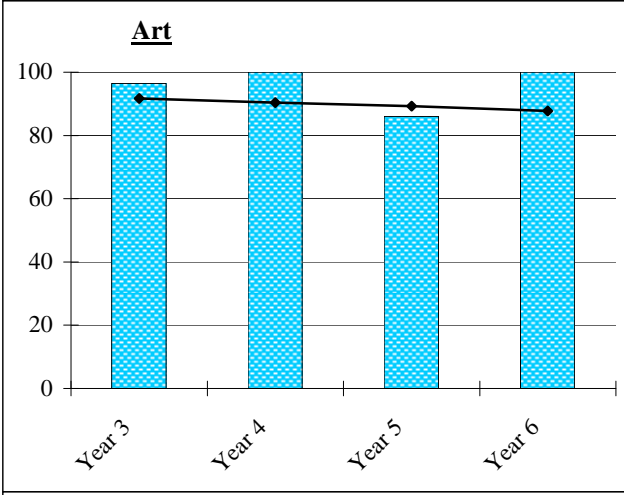
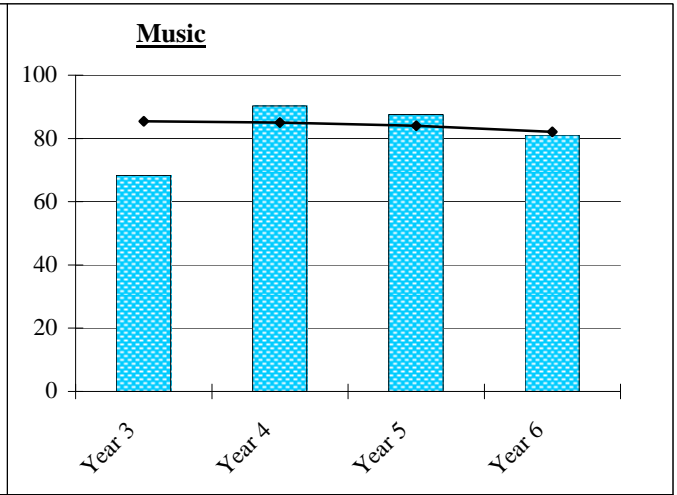
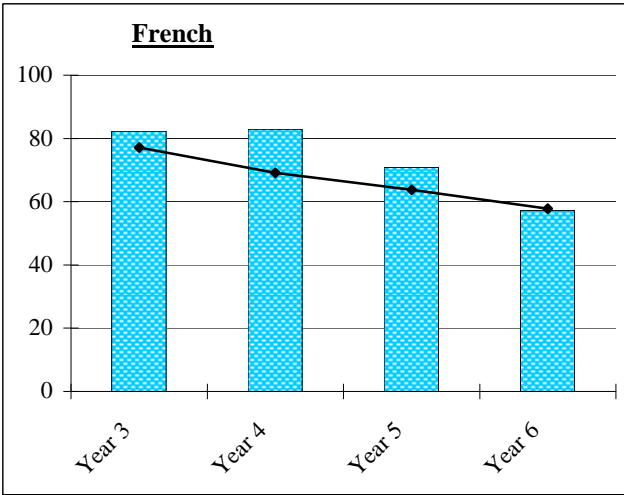
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

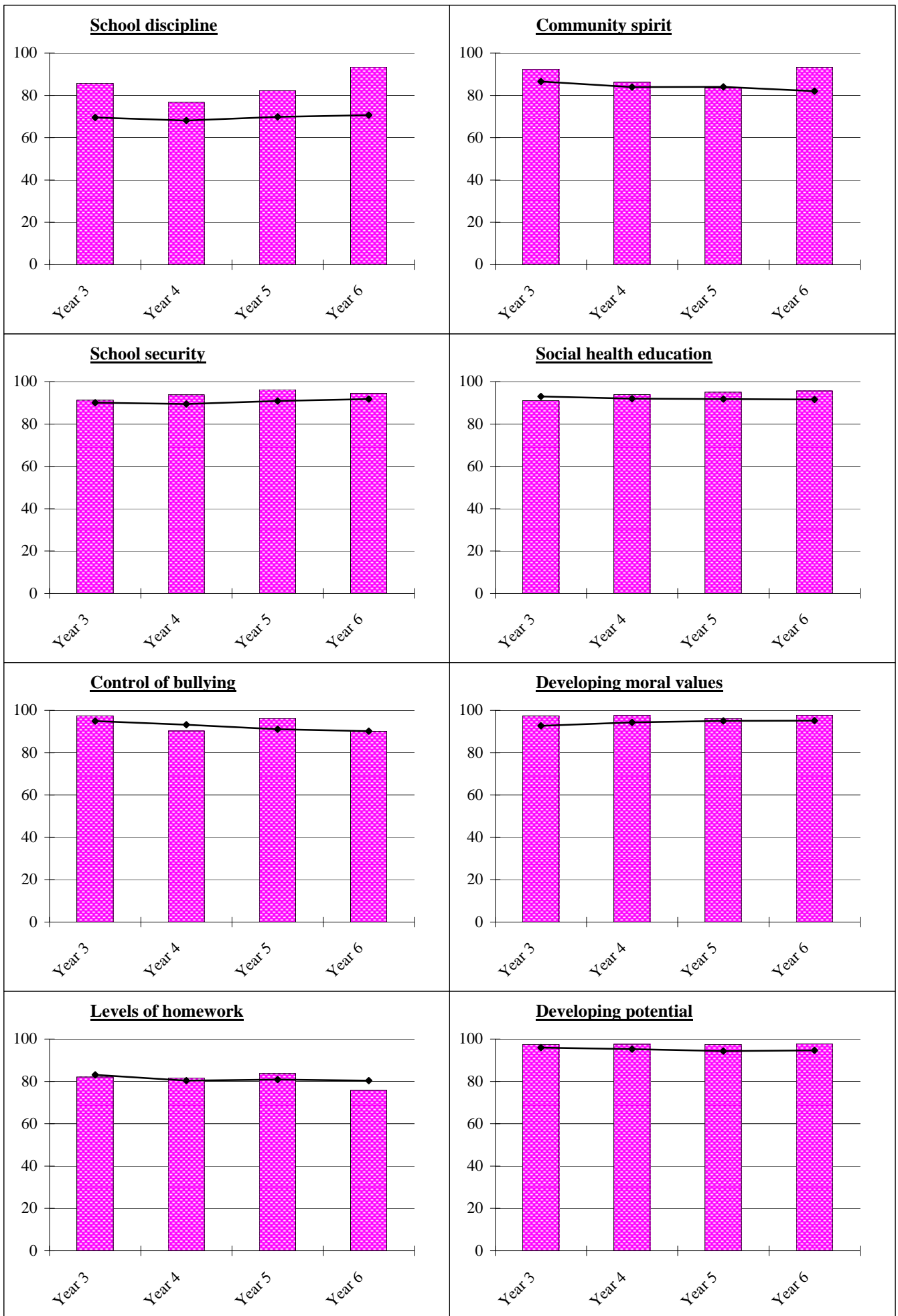
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

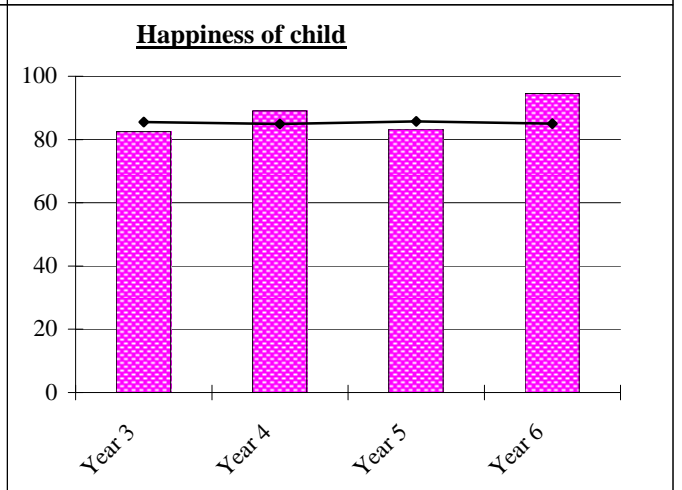
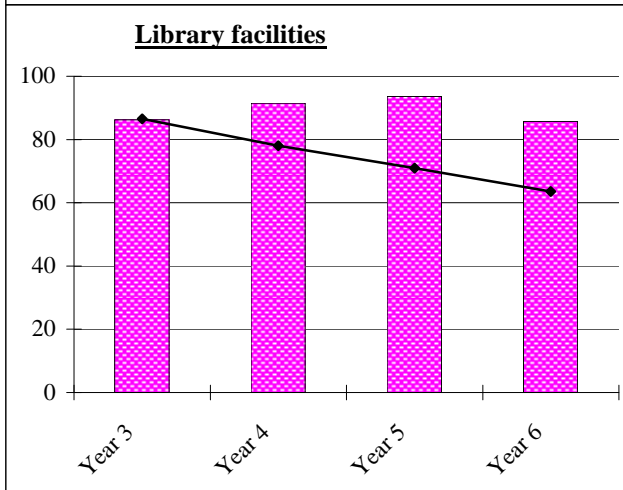
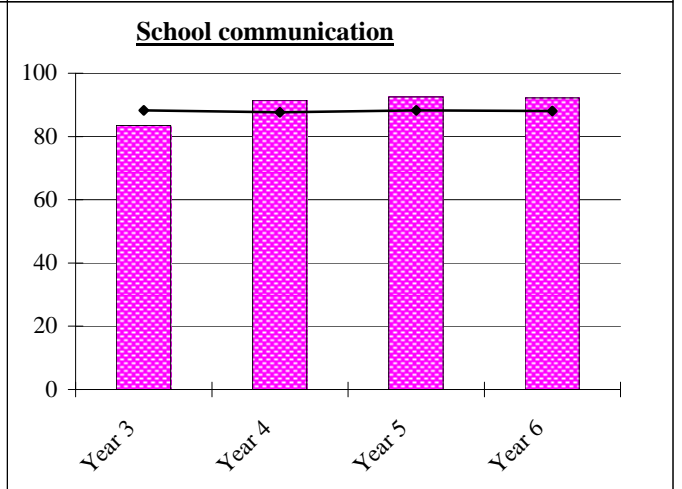
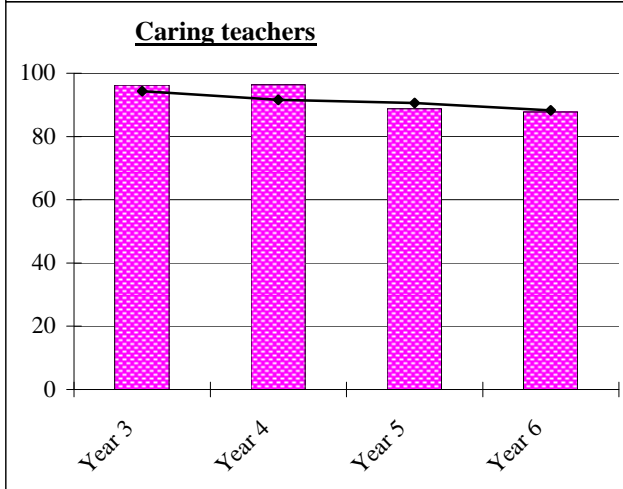
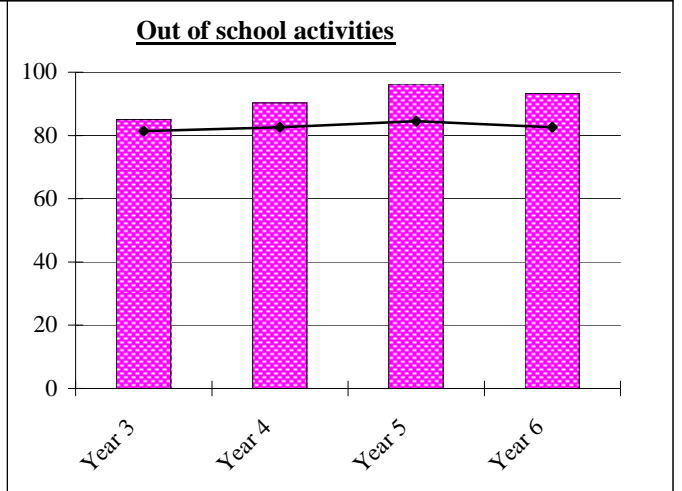
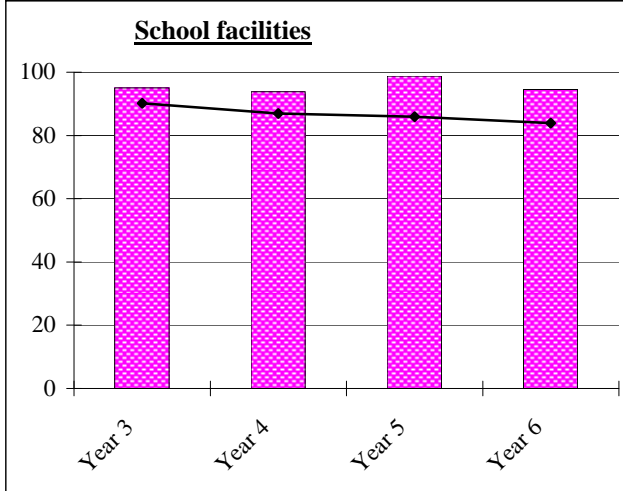
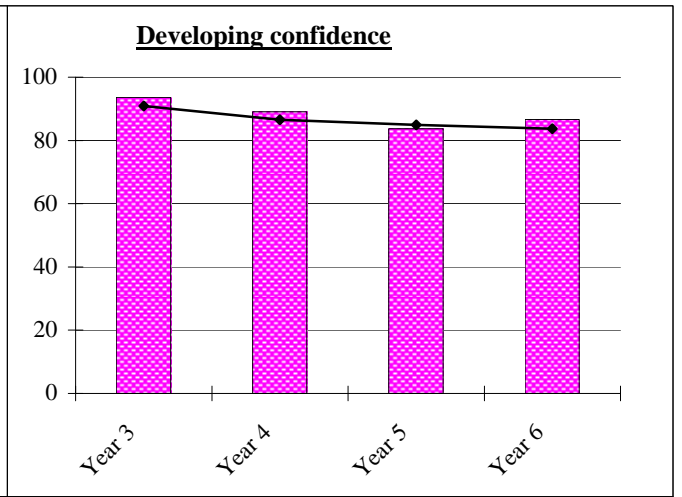
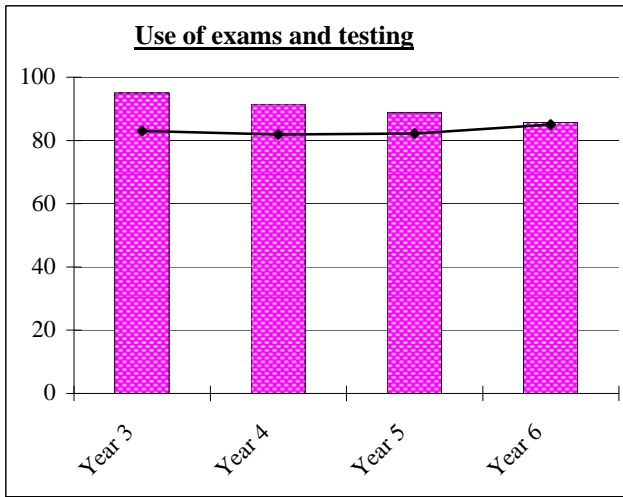
Year groups where there were less than 9 respondents for a criterion are not shown.

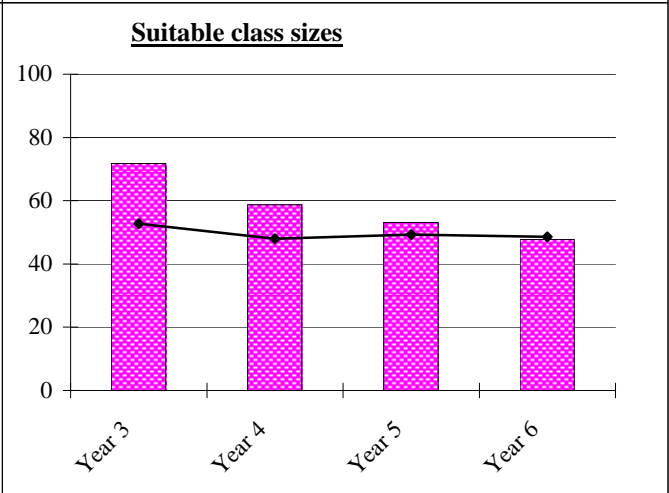
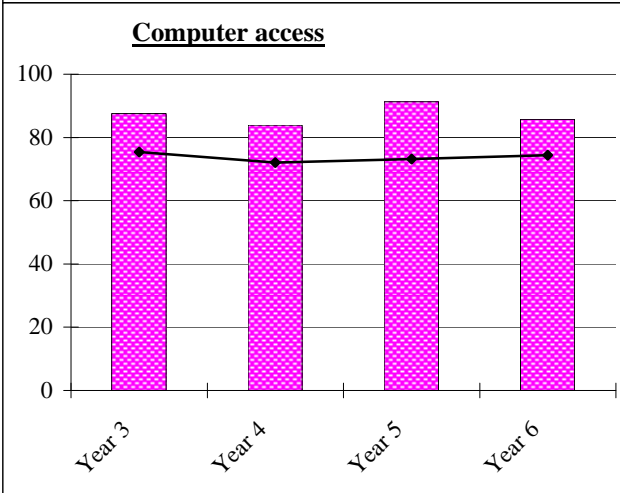
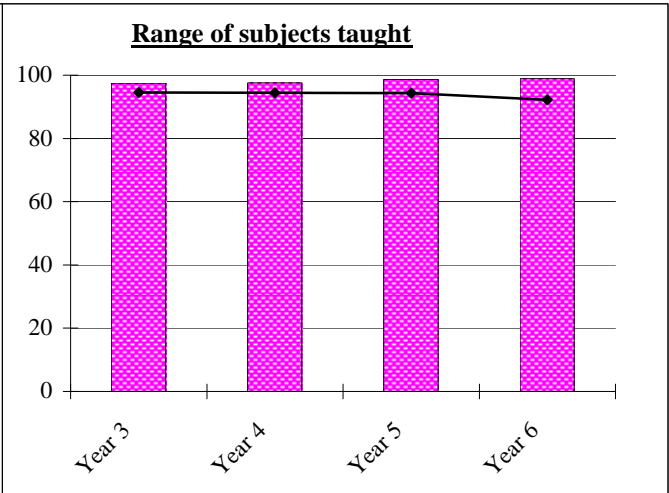
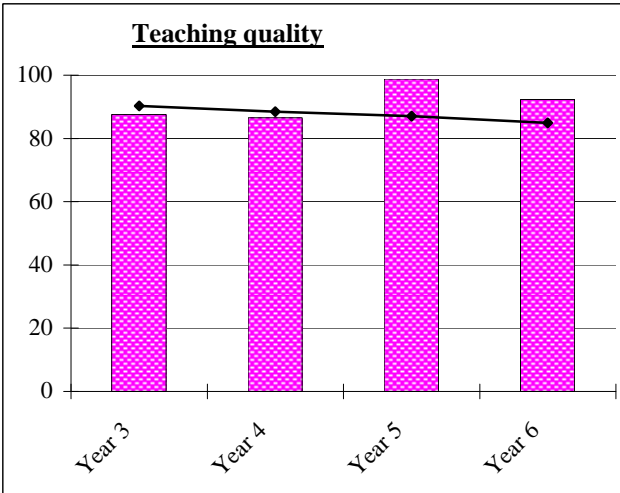
Please note: these year group scores are unweighted.

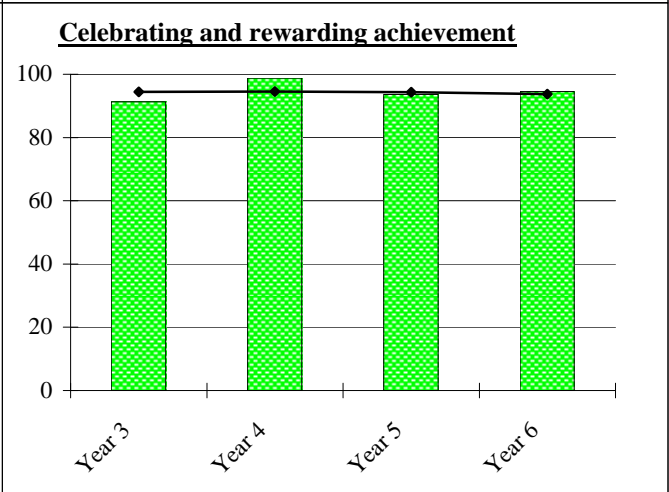
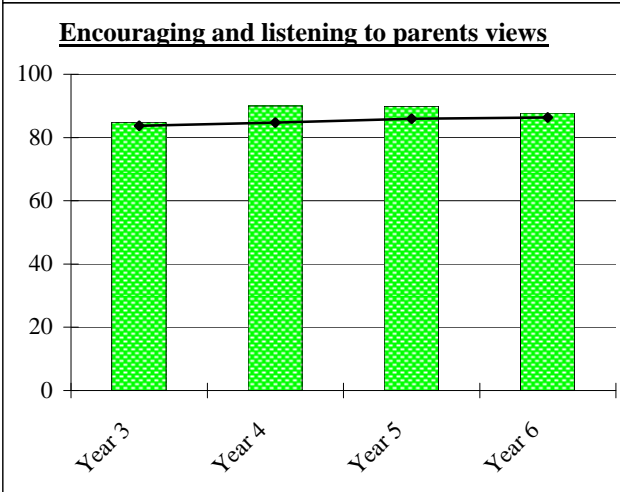
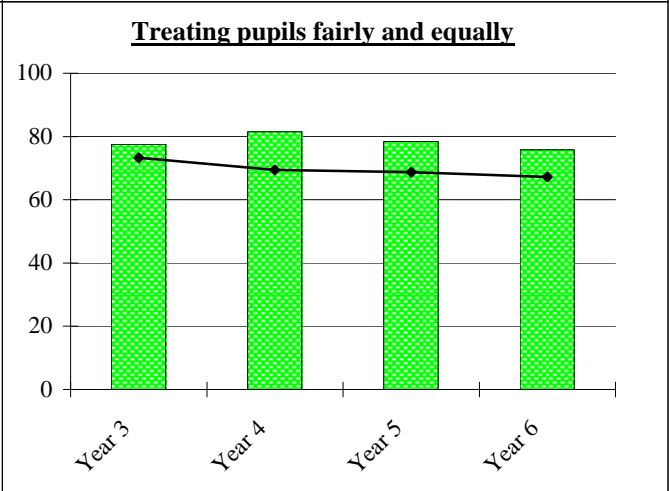
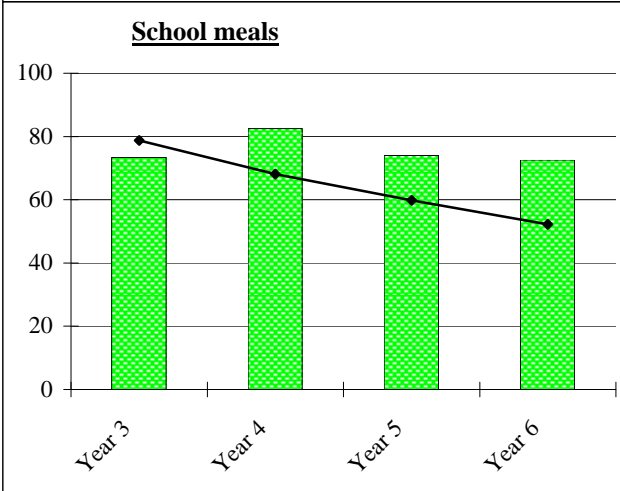
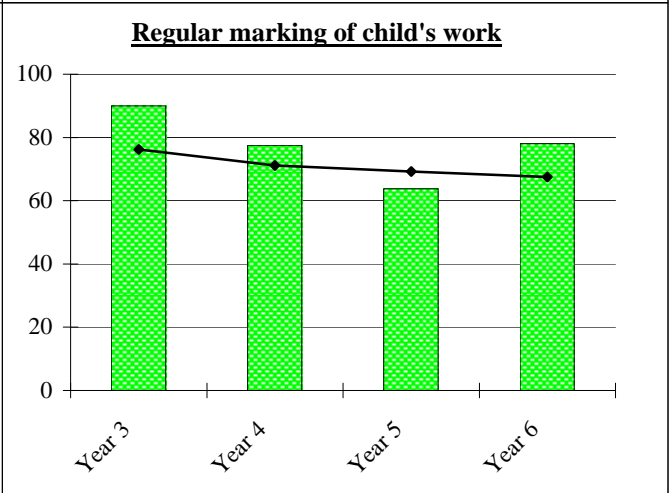
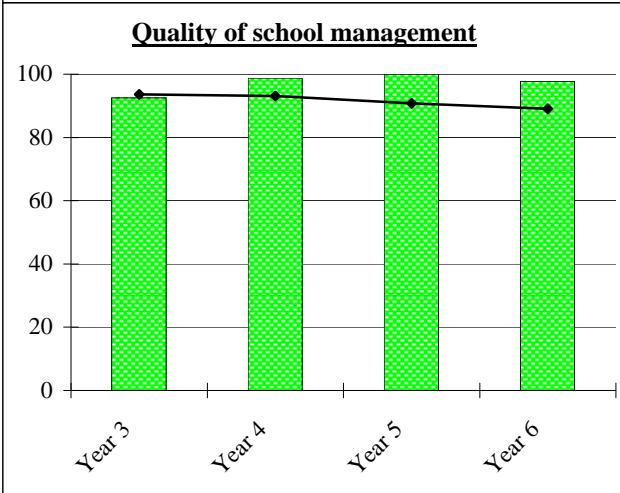
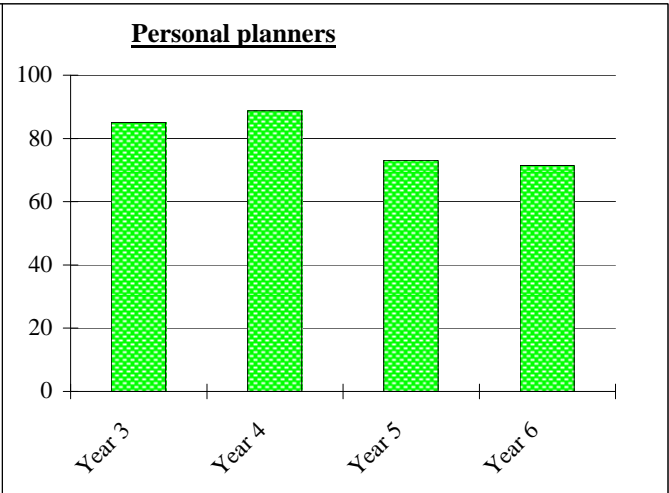
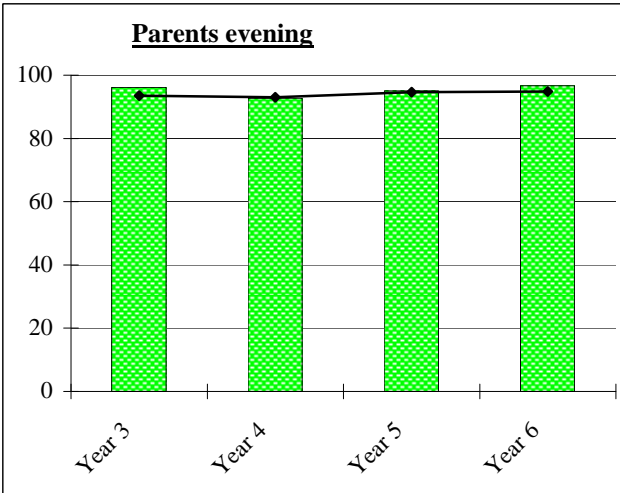




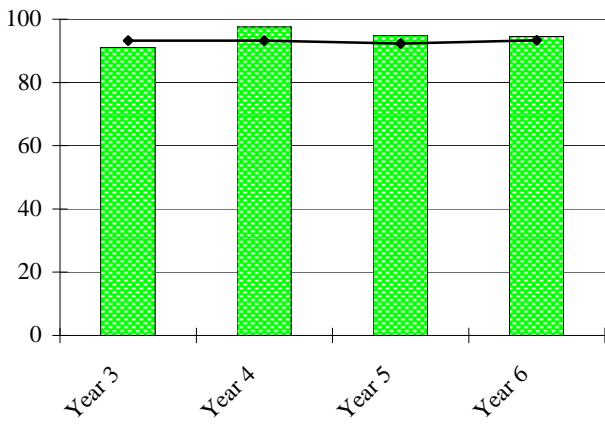




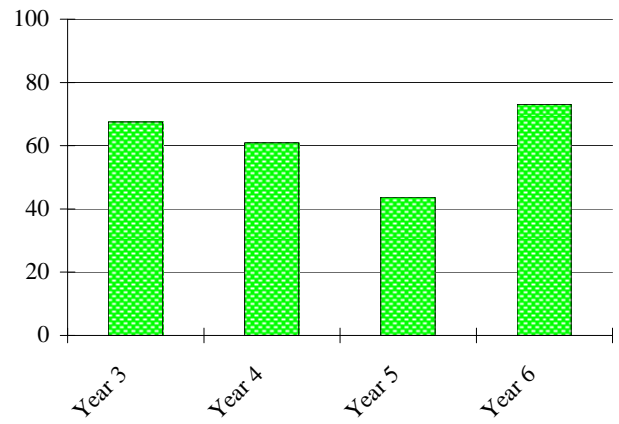




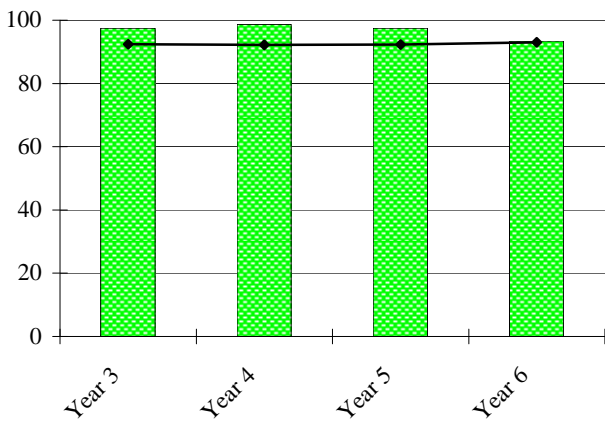
**Ensuring pupils do their best and make progress**



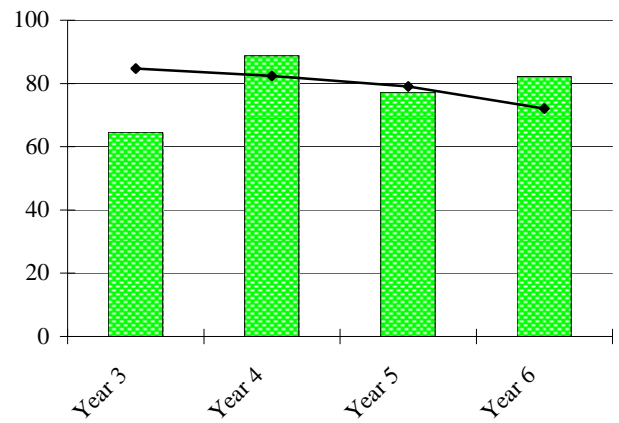
**Availability of resources**



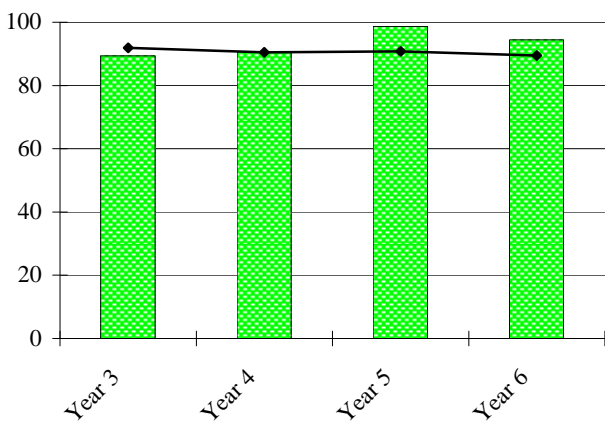
**Ensuring new pupils settle well**



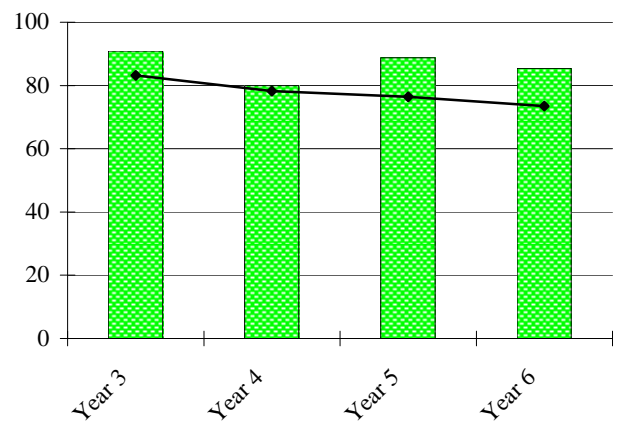
**Encouraging local community activity**



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



**Encouraging and listening to pupils' 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 pupils from one year group against those from another.

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

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

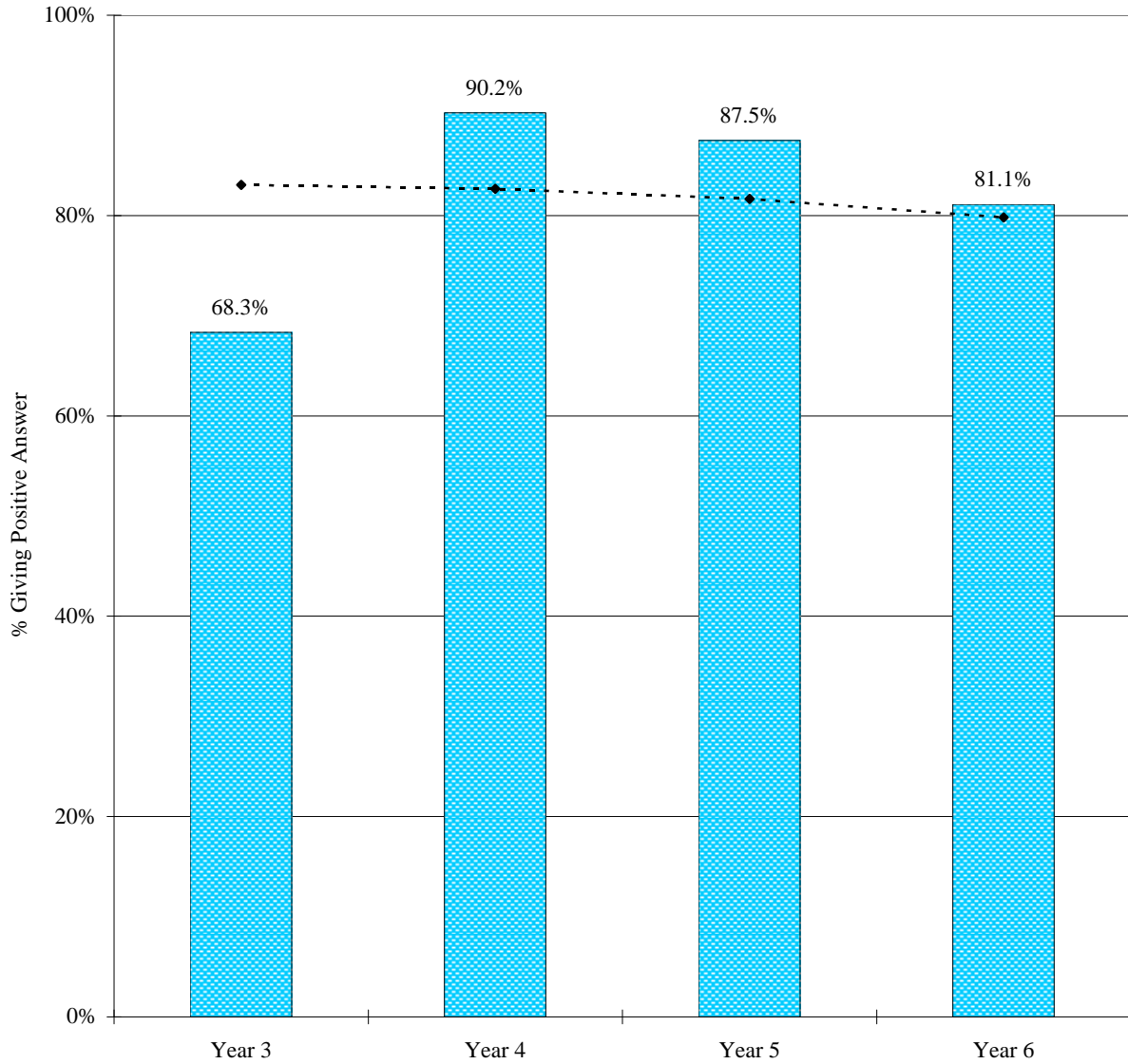
All actual scores were compared against the predicted scores, for each year group.

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

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

The contribution towards the score for Music was lower than expected in Year 3.

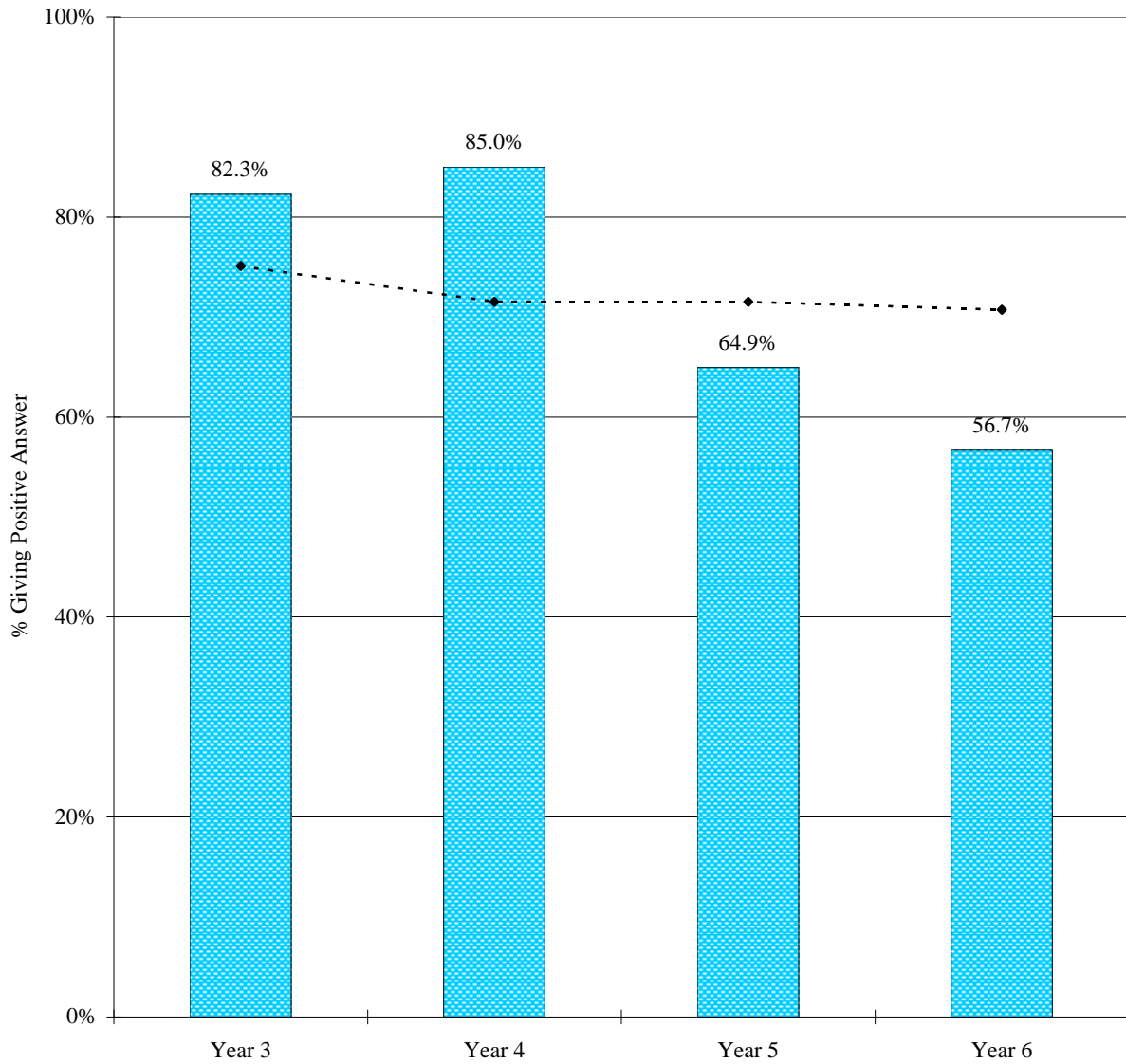
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for RE was higher than expected in Year 4.  
The contribution towards the score for RE was lower than expected in Year 6.

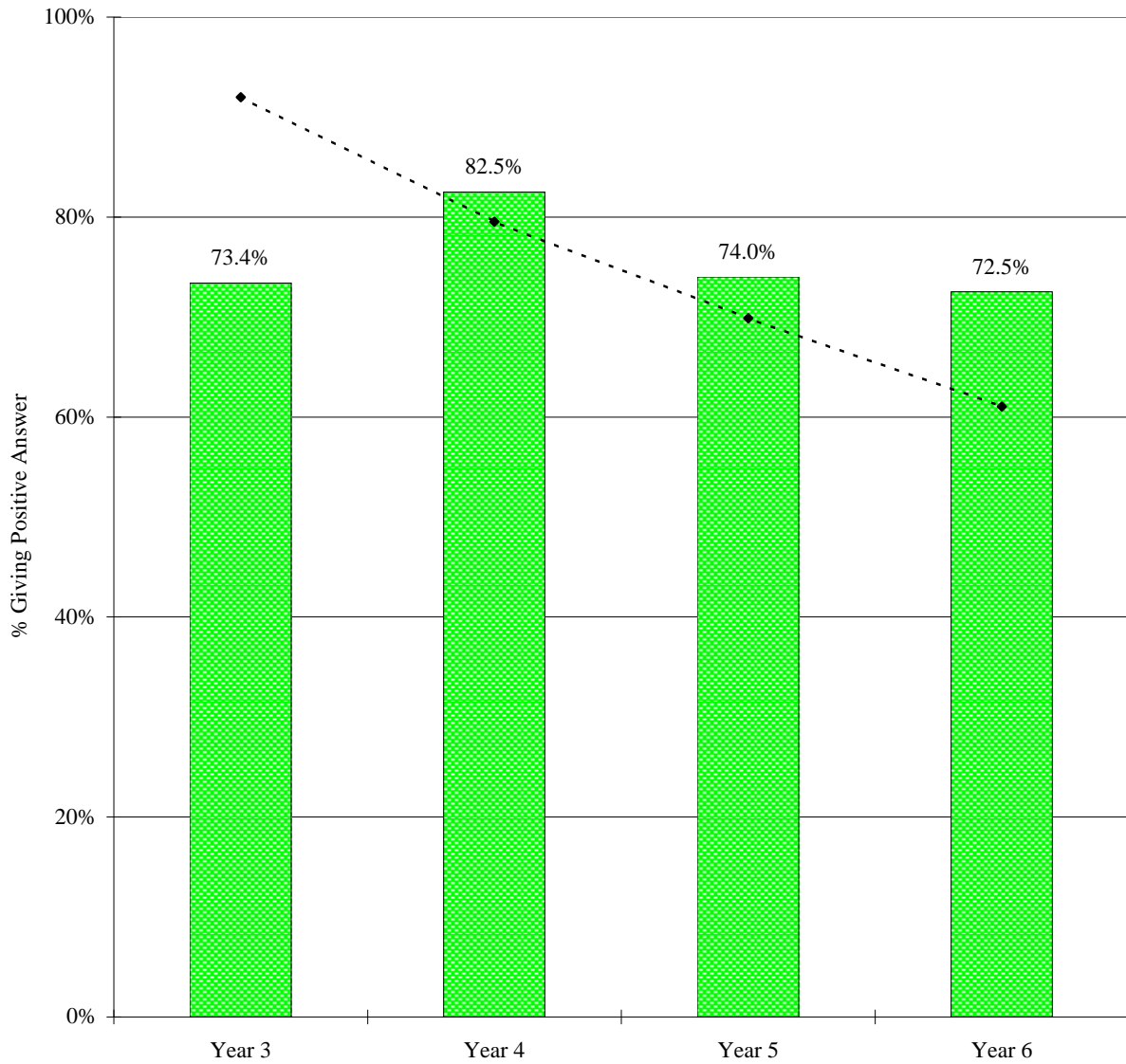
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



**The Graphs Below for School meals Show That The Contribution from Individual Year Groups, was Unusual.**

The contribution towards the score for School meals was lower than expected in Year 3.

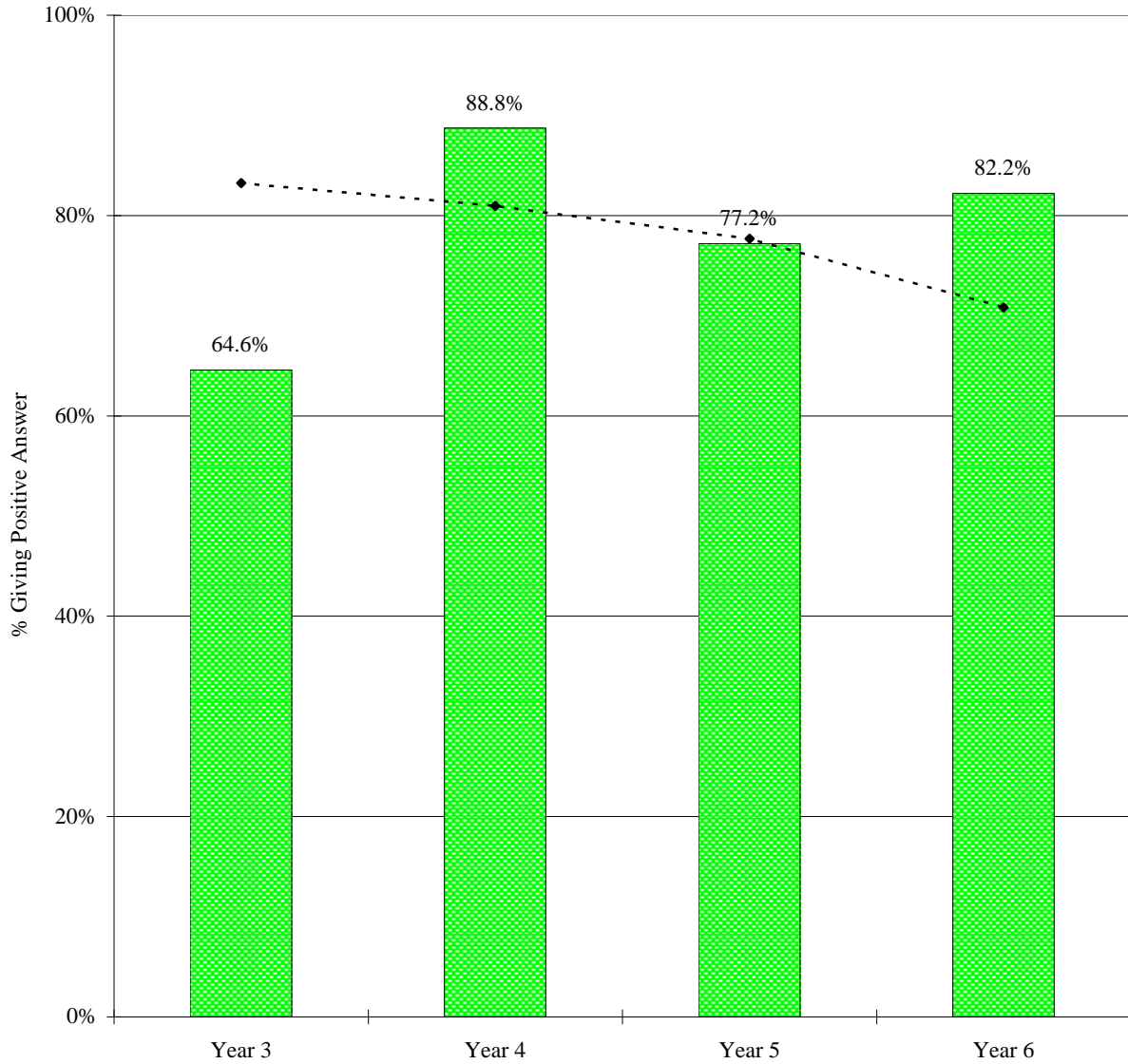
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



**The Graphs Below for Encouraging local community activity Show That The Contribution from Individual Year Groups, was Unusual.**

The contribution towards the score for Encouraging local community activity was lower than expected in Year 3.

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



## **Appendix**

## **Performance**

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

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

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

The following assumptions are made:

- 1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.
- 2) The ratio of boys to girls does not fluctuate across the year groups of the school.
- 3) For Non-academic areas, it is assumed that boys and girls 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" 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.

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

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.

Final proportion

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

Repeat this process for F10boys (Religious Studies) and F11boys (Religious Studies).

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

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:

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

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:

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

This final score for Religious Studies is then weighted based upon the similar school 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 1.08

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 score 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% = 0.05 on this scale of 0 - 1

We then require that 2 X the standard error of the proportion has a value of less than 0.05

In other words the standard error of the proportion must have a value of less than 0.025

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 proportion lies between 0.025 and 0.05 then we have the 95% confidence level to within 10%. If the standard error of the proportion is greater than 0.05 then the result is labelled as "low response".

We calculate the standard error of the proportion as follows:

$$\text{Standard Error Of The Proportion (S.E.P.)} = \sqrt{\frac{\text{mean} (1-\text{mean})}{n}}$$

## **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.

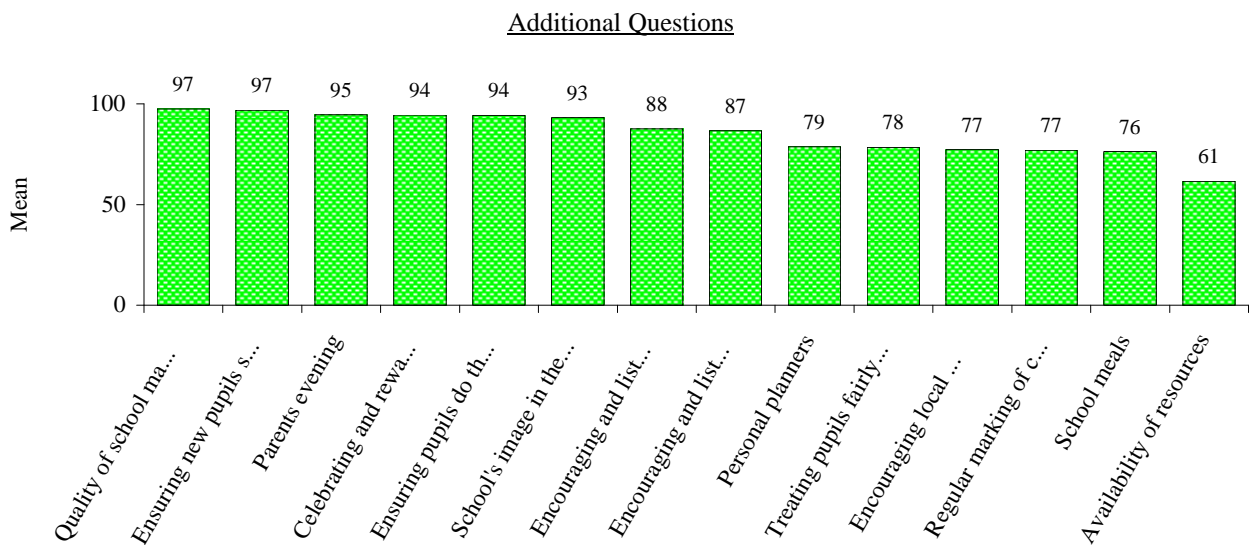
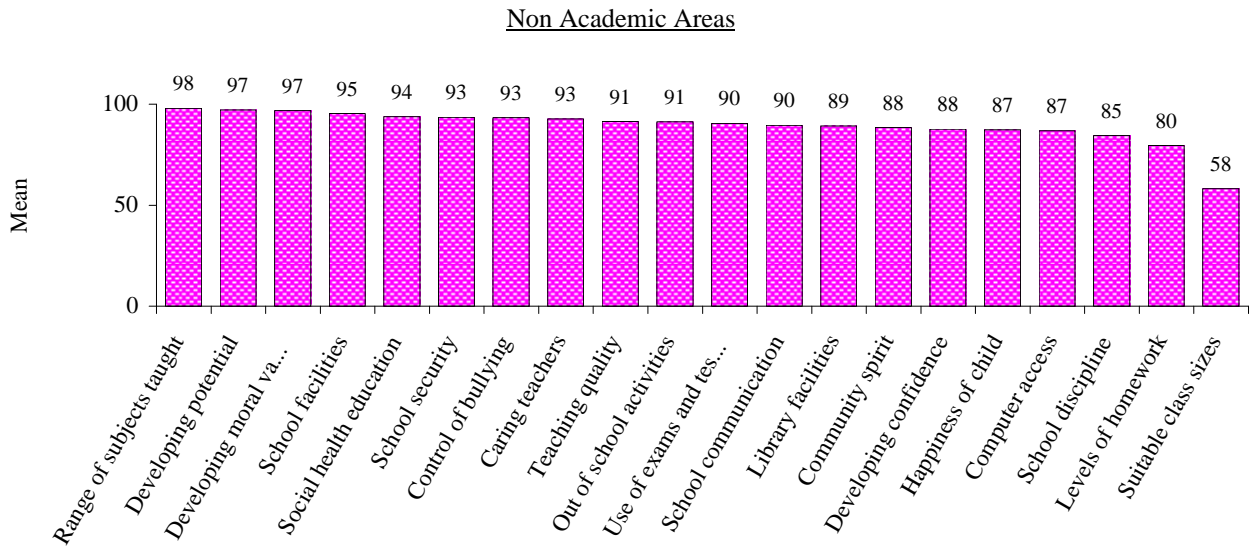
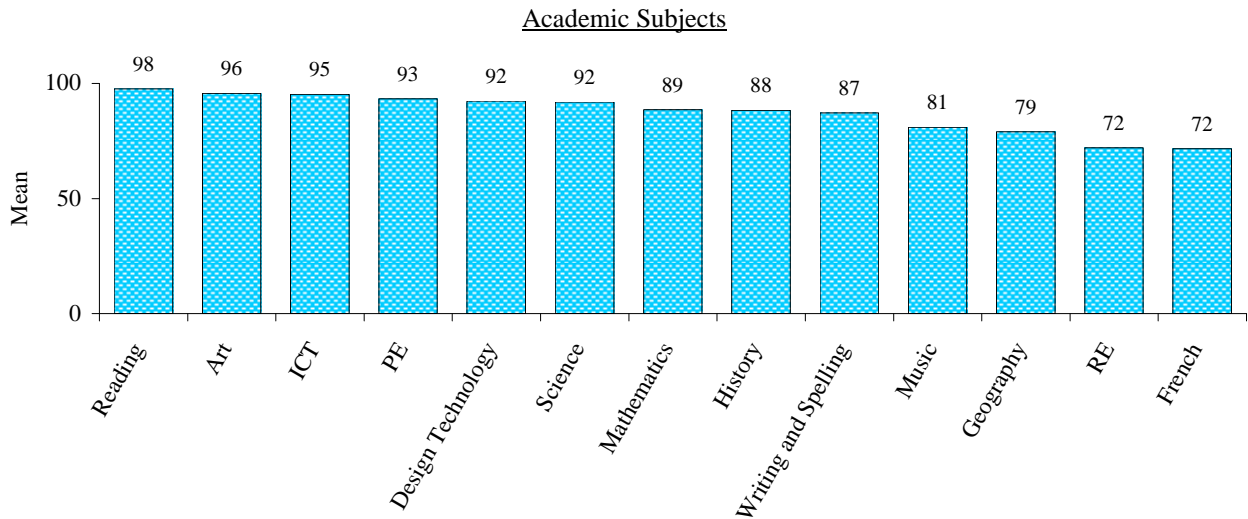
If greater than 5% of our scale, and greater than 2 X SEP of first result + 2 X SEP of second result.

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 99% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 99% 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 Showing the Raw, Adjusted Percentage Giving a Positive Answer to 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 pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
30748	166	90.0%	86.0%	94.0%	Art
22183	124	84.3%	81.9%	86.2%	Citizenship
28631	158	87.4%	85.1%	89.4%	Design Technology
14730	86	78.5%	71.8%	84.5%	Drama
30487	162	93.5%	92.2%	94.9%	English - reading
30166	161	84.5%	81.5%	87.5%	English - writing
4395	30	77.8%	74.8%	79.0%	Food Technology
21543	119	67.0%	62.0%	71.9%	French
28733	159	71.6%	70.6%	72.2%	Geography
29139	160	82.9%	81.5%	84.1%	History
31125	167	92.7%	91.9%	93.4%	IT
29264	159	86.6%	89.1%	83.9%	Mathematics
30119	163	84.4%	78.4%	90.1%	Music
31163	167	93.4%	94.2%	92.6%	Physical Education
30467	164	73.4%	70.3%	76.4%	Religious Studies
30587	166	82.7%	82.4%	82.6%	Science

REMAINING SUBJECTS SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
1903	12	84.5%	83.2%	85.7%	English
3248	15	90.4%	87.6%	93.2%	English - speaking and listening
2282	14	67.9%	61.0%	74.0%	Spanish

CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
5689	35	79.8%	77.5%	81.8%	Access to staff
12620	69	90.8%	89.4%	91.9%	Attitude of non academic staff
31400	168	91.2%	91.8%	90.6%	Caring teachers
22932	123	94.3%	94.1%	94.4%	Celebrating and rewarding achievement
31188	167	93.9%	93.2%	94.6%	Choice of subjects
5101	29	95.3%	93.5%	97.1%	Church links and support
30784	168	83.9%	83.0%	84.9%	Community spirit
31139	168	74.2%	73.0%	75.2%	Computer access
31326	168	92.1%	91.6%	92.8%	Control of bullying
31327	168	86.7%	85.2%	87.9%	Developing confidence
31308	168	94.2%	93.1%	95.2%	Developing moral values
31469	168	94.9%	94.2%	95.7%	Developing potential
22989	125	85.1%	83.5%	86.6%	Encouraging and listening to parents views
22482	120	77.8%	76.4%	79.0%	Encouraging and listening to pupils' views
18197	95	79.3%	78.6%	80.0%	Encouraging local community activity
11302	54	91.3%	90.3%	92.1%	Ensuring new pupils settle well
27166	146	92.9%	92.1%	93.6%	Ensuring pupils do their best and make good progress
31122	167	82.7%	81.7%	84.1%	Exam results
22141	116	85.3%	84.3%	86.1%	Explaining to parents how to help their child
31314	168	82.1%	81.3%	82.9%	Extra curricular activities
13714	73	85.5%	83.2%	87.2%	Handling complaints
31084	168	85.4%	82.3%	88.4%	Happiness of child
31326	168	81.1%	80.4%	81.7%	Levels of homework
31367	168	75.0%	73.6%	76.2%	Library facilities
8176	42	93.3%	92.5%	94.5%	Parents evening
20860	108	84.2%	82.9%	85.6%	Promoting racial harmony
22062	116	91.6%	90.0%	93.2%	Quality of school management
14647	76	71.2%	71.3%	71.2%	Regular marking of work
31256	168	88.0%	86.6%	89.2%	School communication
30506	168	69.3%	69.4%	69.1%	School discipline
31224	168	86.6%	84.5%	88.3%	School facilities
9762	52	65.3%	64.3%	65.5%	School meals
31238	168	90.6%	89.2%	91.9%	School security
5249	28	48.0%	44.0%	52.8%	School uniform
8275	43	89.2%	87.4%	92.7%	School's image in the local community
31282	168	92.1%	91.4%	92.7%	Social health education
31133	168	49.5%	49.6%	49.3%	Suitable class sizes
22336	121	87.4%	86.6%	88.9%	Tailoring workload to child's needs and ability
21024	113	88.9%	87.7%	90.9%	Teaching for special needs
31174	168	87.5%	85.7%	89.1%	Teaching quality
24671	129	69.3%	68.2%	71.1%	Treating all pupils fairly and equally
7411	41	91.1%	89.7%	93.7%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
2590	15	59.1%	58.0%	59.7%	Availability of resources
3878	19	79.2%	80.2%	75.8%	Truancy control

Total boys surveyed = 15033

Total girls surveyed = 15807

Total sample= 30840

From 168 Schools