



**Education Perceptions Monitor  
Parent Survey No.1 To January 2009  
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	6
Happy Versus Unhappy Parents	9
Additional Questions	11
Graphical Results of Selected Analysis	13
Parents Comments	22
Strengths and Weaknesses	24
Every Child Matters	25
Information for Self-Evaluation Form	27
Graphical Results	39
Academic Subjects	43
Core Parent Priorities	46
Additional Selected Criteria	50
Cross Tabular Graphical Analysis of Results	53
Appendix	62

## **Introduction**

This report details the findings of the first 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 January 2009.

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**

242 completed questionnaires were returned representing a response rate of 63.7%. The survey produced an excellent 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 75% or over should be considered a success for academic subjects, with 70% 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.

As parent expectations vary from one school to the next it may be easier or harder to achieve these rather arbitrary benchmarks. In some schools, the parents might be less likely to award a more generous score of 5; either because expectation is higher than average, or 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 exceptionally high overall performance score (90%), while among the parents whose children were not in their first year at the school 37% said the school had improved over the last year while only 1% 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 41% 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 happy with most of its activities.

With regard to Academic subjects, parents are most happy with the delivery of Design Technology, Geography and Mathematics.

The parents are least happy with the delivery of Physical Education, English and Music.

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

The parents are least happy with the delivery of Suitable class sizes, Happiness of child and Caring teachers.

The parents' top priority for improvement is Suitable class sizes.

The parents of girls gave significantly higher scores for Control of bullying, School facilities and Out of school activities.

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 280 similar, British 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.

Scores 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 \* .

## **Academic Criteria**

<b>Academic subjects</b>	<b>Weighted Score %</b>
Design Technology	86.2
Geography	85.0
Mathematics	82.5
Science	82.4
History	81.6
ICT	81.5
Art	80.7
Religious Education	80.7
Music	79.4
English	78.5
Physical Education	76.9

## Core Parent Priorities

<b>Criteria</b>	<b>Weighted Score %</b>
Library facilities	88.4
Out of school activities	86.8
School facilities	83.9
School communication	83.4
Developing moral values	83.2
School security	82.8
Range of subjects taught	82.5
Levels of homework	82.4
School discipline	82.4
Computer access	82.4
Developing potential	81.2
Developing confidence	80.8
Use of exams and testing	80.2
Teaching quality	80.0
Social health education	79.0
Community spirit	78.2
Control of bullying	76.8
Caring teachers	76.7
Happiness of child	76.1
Suitable class sizes	71.9
<b>"Overall" Rating</b>	<b>90.0</b>

## 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>% rating "good" or "very good"</b>
Design Technology	1.1%	86.9%
Geography	1.7%	82.2%
English	1.9%	91.8%
Religious Education	2.5%	73.0%
Science	2.6%	87.1%
Mathematics	2.6%	89.7%
History	2.8%	82.6%
ICT	3.6%	83.5%
Music	4.4%	69.8%
Art	4.8%	80.5%
Physical Education	6.1%	73.7%

## Happy Versus Unhappy Parents

### Core Parent Priorities

<b>Criteria</b>	<b>% rating "poor" or "very poor"</b>	<b>% rating "good" or "very good"</b>
Teaching quality	1.1%	92.4%
School security	1.2%	92.8%
Range of subjects taught	1.8%	89.6%
Library facilities	1.9%	91.6%
Computer access	1.9%	89.0%
Use of exams and testing	2.3%	79.4%
Developing potential	2.4%	80.5%
Developing moral values	2.4%	86.8%
School discipline	2.8%	92.4%
School facilities	3.0%	91.8%
Social health education	3.3%	72.3%
Out of school activities	3.3%	82.8%
Caring teachers	3.5%	87.9%
School communication	3.6%	84.7%
Developing confidence	4.4%	86.6%
Happiness of child	4.6%	85.1%
Community spirit	5.0%	80.3%
Levels of homework	6.2%	77.1%
Control of bullying	8.6%	67.0%
Suitable class sizes	9.8%	58.4%
"Overall" Score	<b>0.4%</b>	95.5%

## 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	%	%
	Score %	Unhappy	Happy
School's image in the local community	85.8	<b>1.8</b>	90.6
Ensuring pupils do best and make good progress	85.1	<b>1.7</b>	89.6
* Textbook availability	85.1	<b>3.1</b>	92.6
* Personal planners	83.9	<b>3.7</b>	89.6
School meals	83.4	7.5	74.3
Parents evening	82.6	<b>1.2</b>	86.7
Encouraging local community activity	82.0	7.3	69.5
<u>Celebrating and rewarding achievement</u>	<u>81.4</u>	<b>3.5</b>	92.4
Making sure that the new pupils settle in well	79.3	<b>2.6</b>	91.3
* <u>Encouraging and listening to pupil views</u>	<u>78.6</u>	6.7	78.9
<u>School uniform</u>	<u>65.5</u>	<b>13.8</b>	68.8

\* - 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

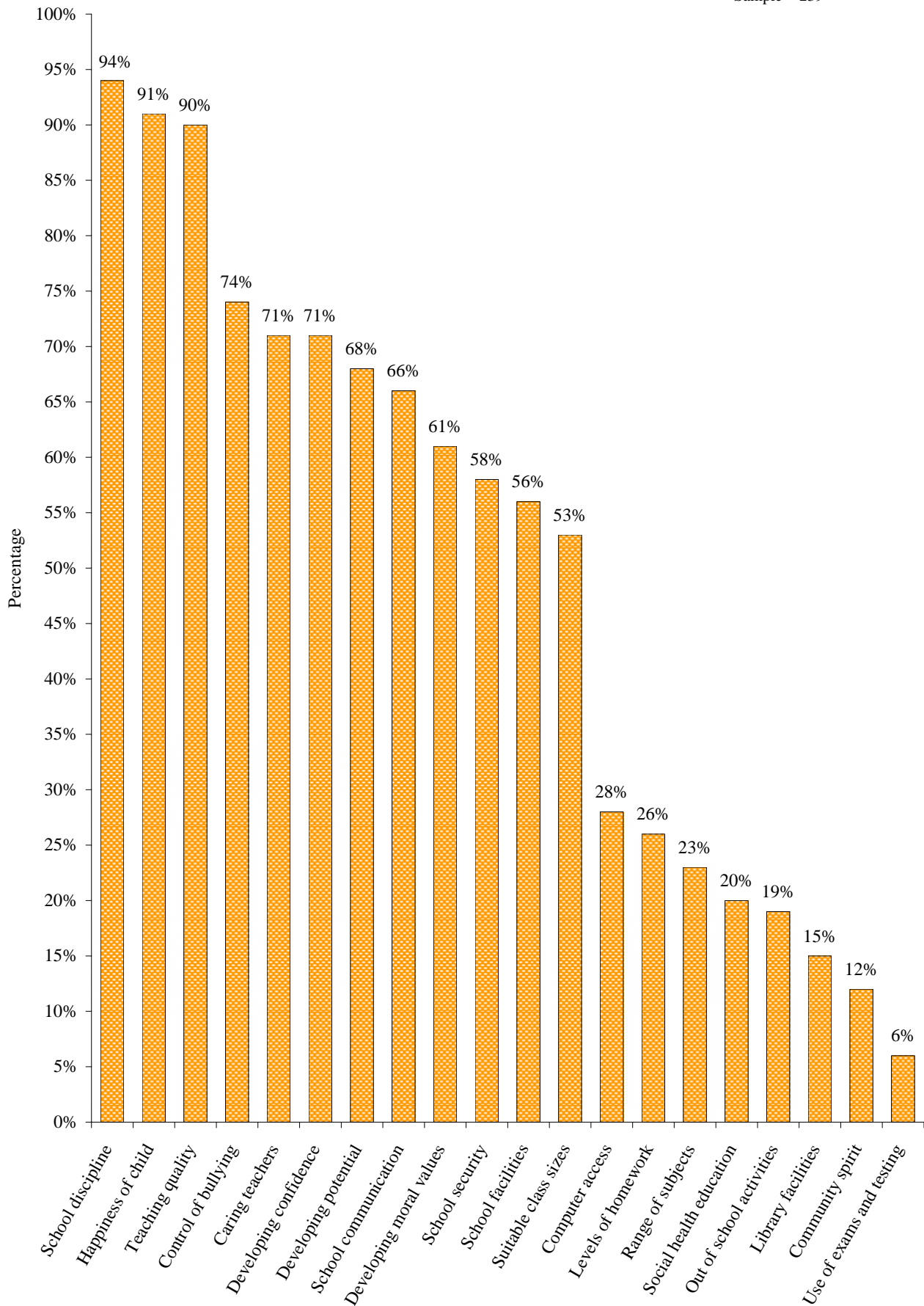
	<b>Importance Score (%)</b>	<b>Ranking</b>
School discipline	94.1%	(9th)
Happiness of child	90.9%	<b>(19th)</b>
Teaching quality	89.8%	(14th)
Control of bullying	74.4%	<b>(17th)</b>
Caring teachers	71.4%	<b>(18th)</b>
Developing confidence	71.1%	(12th)
Developing potential	68.0%	(11th)
School communication	65.6%	(4th)
Developing moral values	61.2%	(5th)
School security	57.9%	(6th)
School facilities	55.5%	(3rd)
Suitable class sizes	52.6%	(20th)
Computer access	27.7%	(10th)
Levels of homework	25.8%	(8th)
Range of subjects	23.2%	(7th)
Social health education	19.6%	(15th)
Out of school activities	18.9%	(2nd)
Library facilities	14.6%	(1st)
Community spirit	11.8%	(16th)
Use of exams and testing	6.1%	(13th)

**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.

Sample = 239



**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 potential
8th	School communication
9th	Developing moral values
10th	School security
11th	School facilities
12th	Suitable class sizes
13th	Computer access
14th	Levels of homework
15th	Range of subjects
16th	Social health education
17th	Out of school activities
18th	Library facilities
19th	Community spirit
20th	Use of exams and testing

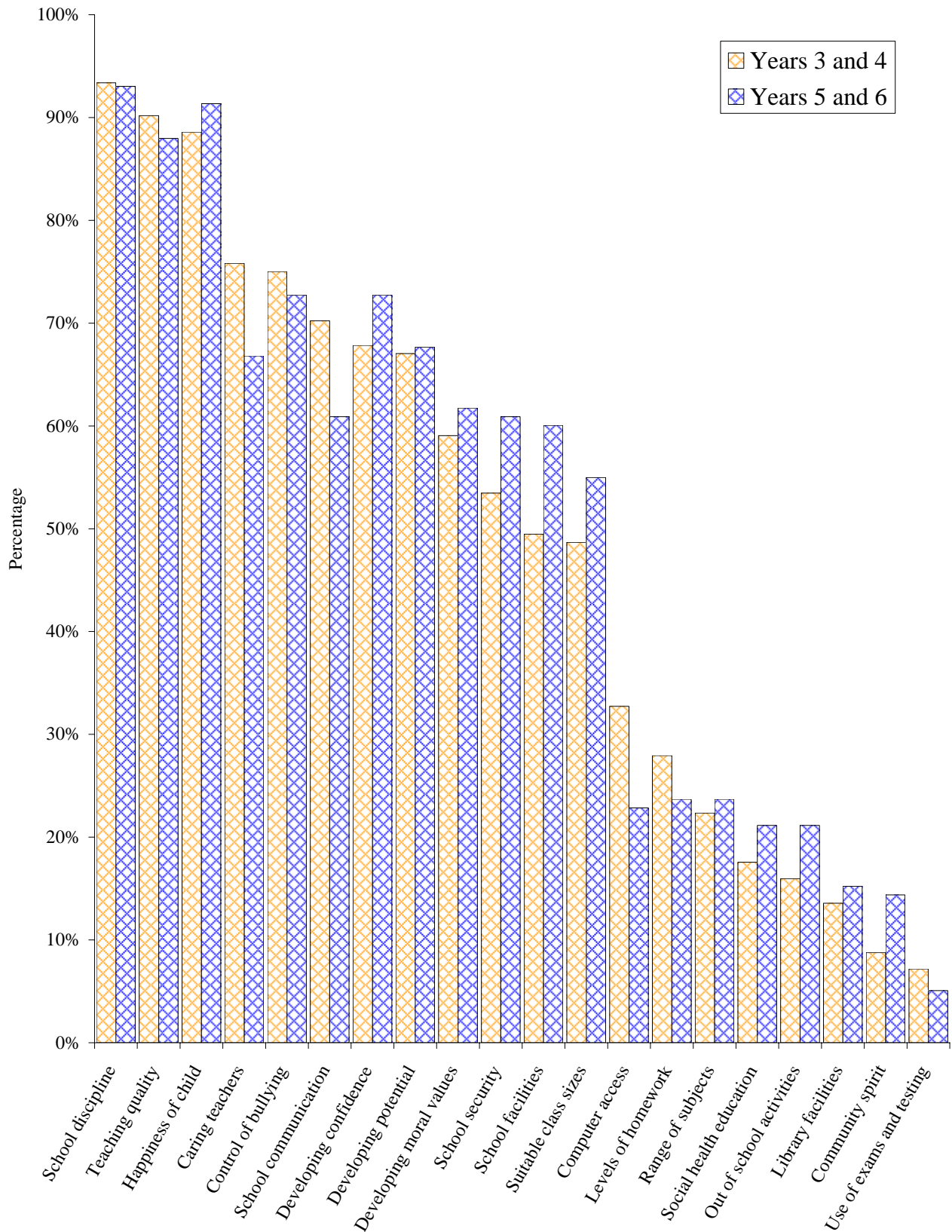
**Average of Similar Schools**

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

There were no significant differences between the two age groups.



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

There were no significant differences between the two age groups.

### Priorities of Years 3 and 4 Parents

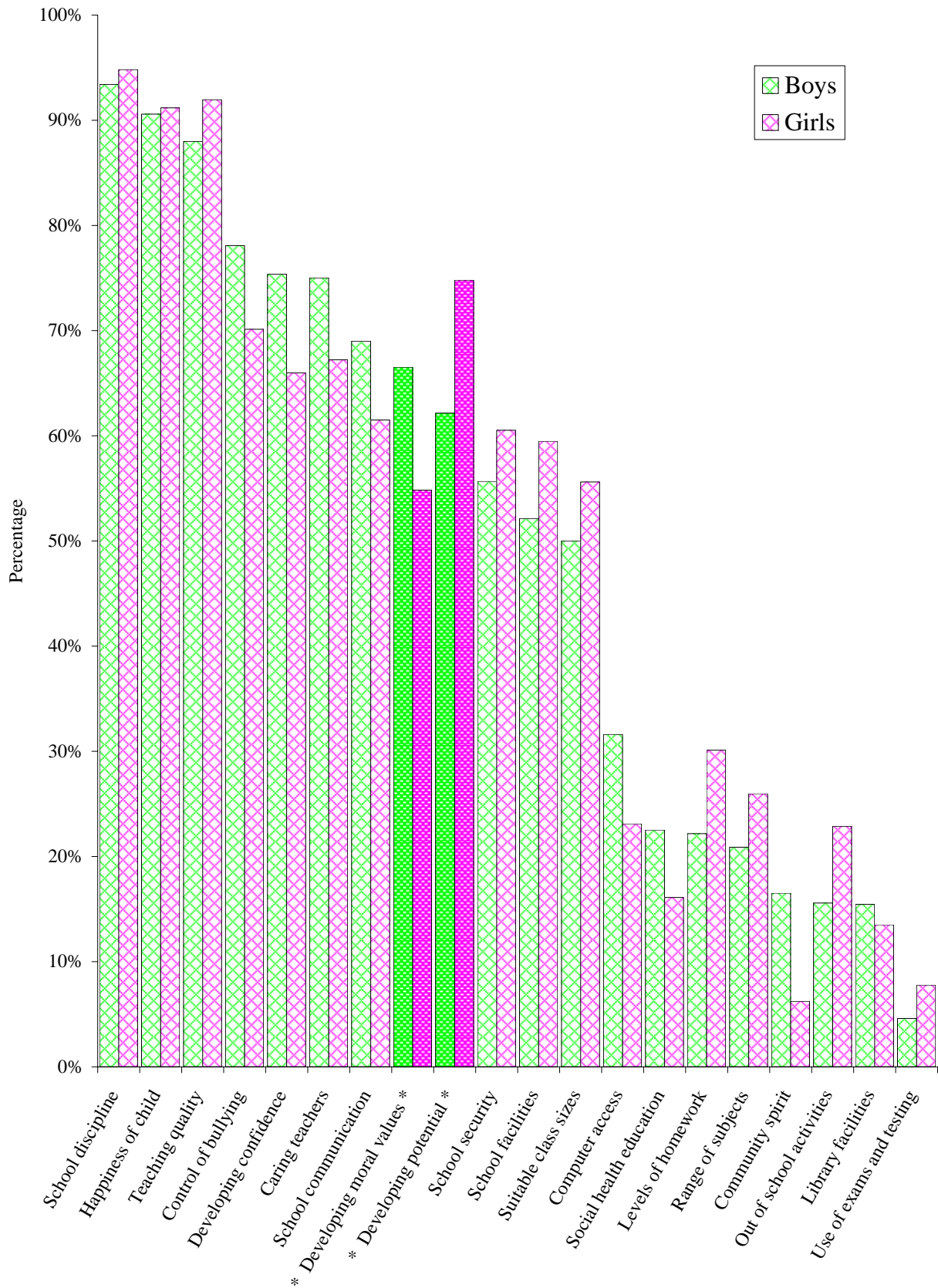
Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Happiness of child	3rd
Caring teachers	4th
Control of bullying	5th
School communication	6th
Developing confidence	7th
Developing potential	8th
Developing moral values	9th
School security	10th
School facilities	11th
Suitable class sizes	12th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

### Priorities of Years 5 and 6 Parents

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

Significant differences have been highlighted.

### Priorities of Boys' Parents

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

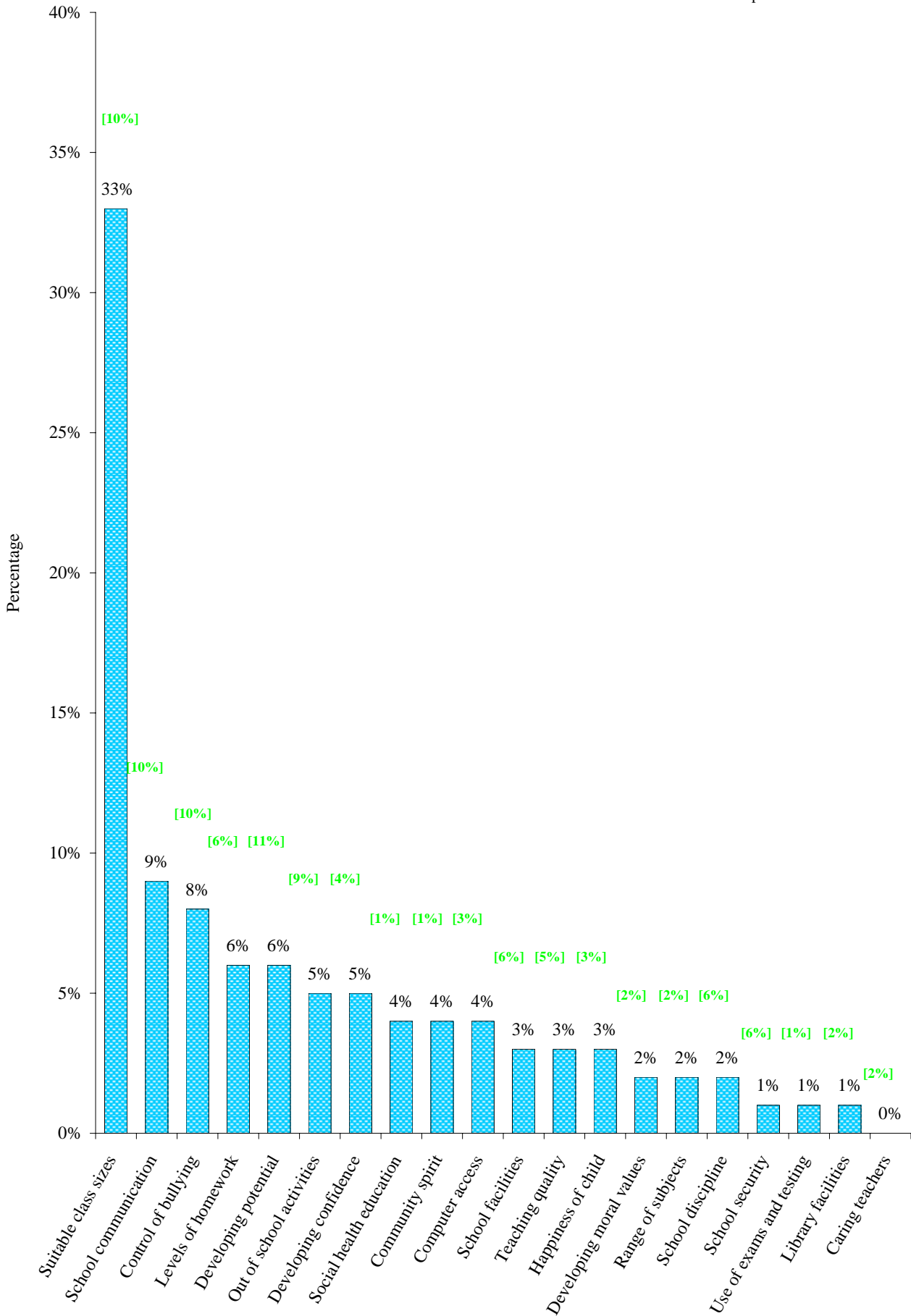
### Priorities of Girls' Parents

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

**Graph to Show Relative Parent Priorities for Improvement.**

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

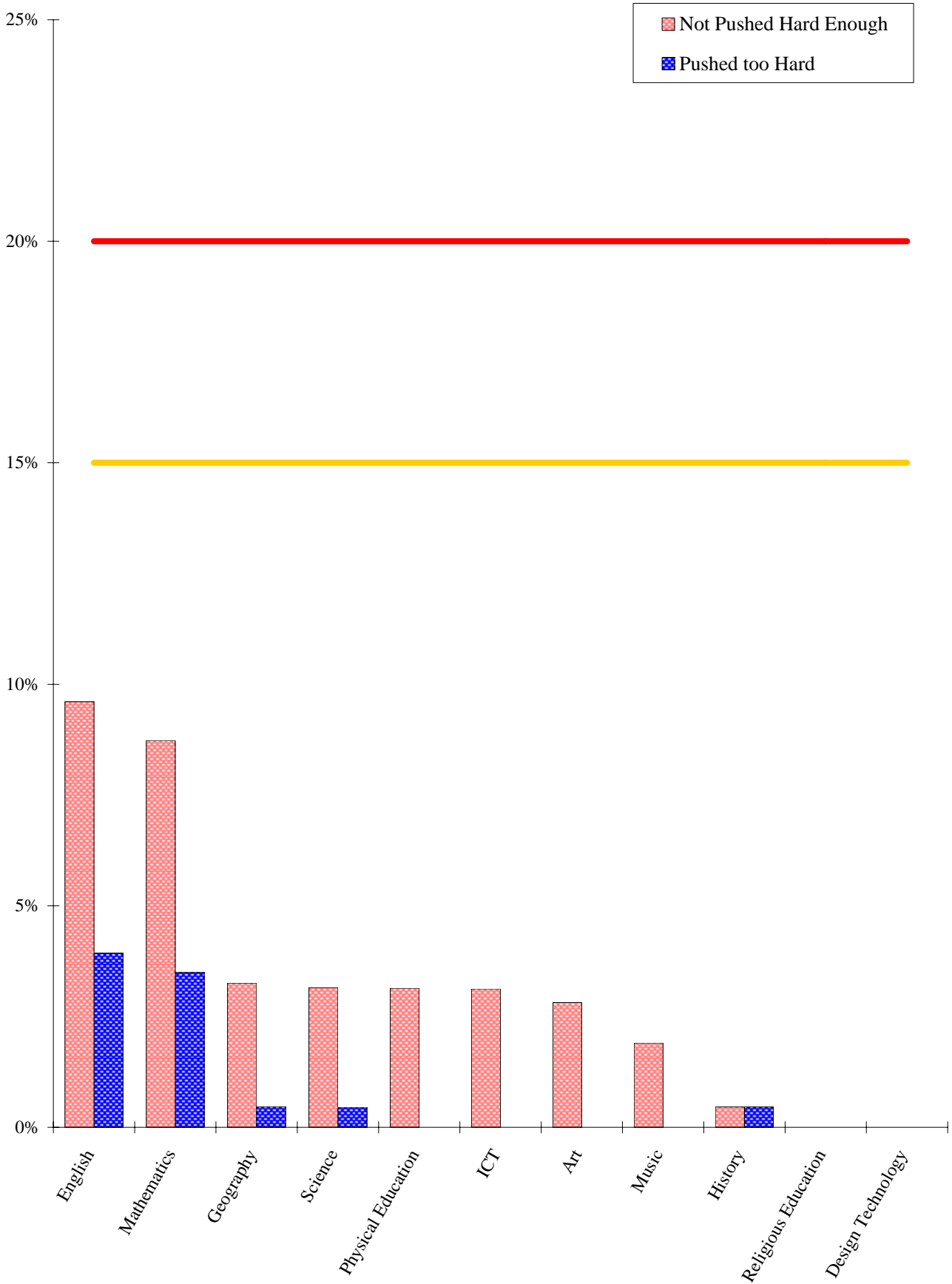
Sample = 164



**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")



## **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.

One hundred and fourteen questionnaires were returned with additional written comment in Section Eighteen. Comments made in Section Seventeen are not included in this analysis.

Forty-nine parents commented that Forefield was an excellent school and they were extremely satisfied with the performance of the school in general.

Thirty-seven parents commented that standards of teaching were very good overall, and that the teaching staff were caring and approachable.

Twenty-four parents commented in Section Eighteen that boys should be allowed to wear long trousers in the winter. Eleven further parents felt that the existing dress code should be retained.

Eight parents felt that the provision of Physical Education and sport in general could be improved.

Seven parents felt that pupils should be allowed to take water bottles in to class with them.

Five parents suggested that the language teaching started in infant school should continue in to junior school.

Four parents commented that they had found the standard of communication between school and home to be excellent.

Three parents were concerned regarding incidents of bullying alleged to have taken place at the school.

Three parents felt that school holidays and Inset days should be synchronised with the infant school.

Three parents offered their congratulations to the school on its recent excellent OFSTED report.

One parent felt that extra curricular provision was excellent.

One parent felt that Learning Support provision was excellent.

## 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

- 86.2% Design Technology
- 85.0% Geography
- 82.5% Mathematics
- 82.4% Science
- 81.6% History

### Relative Weaknesses - academic

- 76.9% Physical Education
- 78.5% English
- 79.4% Music
- 80.7% Religious Education
- 80.7% Art

### Relative Strengths - selected performance criteria

### Importance

88.4% Library facilities	(14.6%)	18th
86.8% Out of school activities	(18.9%)	17th
83.9% School facilities	(55.5%)	11th
83.4% School communication	(65.6%)	8th
83.2% Developing moral values	(61.2%)	9th

### Relative Weaknesses - selected performance criteria

### Importance

71.9% Suitable class sizes	(52.6%)	12th
76.1% Happiness of child	(90.9%)	2nd
76.7% Caring teachers	(71.4%)	5th
76.8% Control of bullying	(74.4%)	4th
78.2% Community spirit	(11.8%)	19th

## 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>	Healthy lifestyle - Diet	90.4%
	Healthy lifestyle - Exercise	89.7%
	Out of school activities	86.8%
	Social health education	79.0%
	Physical Education	76.9%
<b><u>2. Staying Safe:</u></b>	School security/safety	82.8%
	Control and prevention of bullying	76.8%
	Caring/approachable attitude of teachers	76.7%
<b><u>3. Enjoying and Achieving:</u></b>	Out of school activities	86.8%
	Developing strong moral values in pupils	83.2%
	School discipline/good behaviour	82.4%
	Encouraging local community activity	82.0%
	Celebrating and rewarding achievement	81.4%
	Developing potential	81.2%
	Developing self confidence/esteem	80.8%
	Social health education	79.0%
	Community spirit	78.2%
	Happiness of child	76.1%

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

<b><u>4. Making a Positive Contribution:</u></b>	<b>Out of school activities</b>	<b>86.8%</b>
	<b>Developing moral values</b>	<b>83.2%</b>
	<b>School discipline/good behaviour</b>	<b>82.4%</b>
	<b>Encouraging local community activity</b>	<b>82.0%</b>
	<b>Social health education</b>	<b>79.0%</b>
	<b>Community spirit</b>	<b>78.2%</b>

<b><u>5. Economic Well-being:</u></b>	<b>Mathematics</b>	<b>82.5%</b>
	<b>ICT</b>	<b>81.5%</b>
	<b>Developing a pupil's potential</b>	<b>81.2%</b>
	<b>Use of exams and testing</b>	<b>80.2%</b>
	<b>Social health education</b>	<b>79.0%</b>
	<b>English</b>	<b>78.5%</b>
	<b>Community spirit</b>	<b>78.2%</b>

## **SEF Summary - based on SEF as of September 2008**

**Important - the following grades only reflect the views gathered from the parent survey; when completing your SEF, you must also to draw upon other stakeholder views and the full range of internal data/evidence.**

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

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

### **SEF Part A**

#### **Section 1 Characteristics of your School**

This section is largely factual, and should be completed using your internal management data.

#### **Section 2. Views of Learners, Parents/Carers and other Stakeholders**

##### **2a. and 2b.**

To complete sections 2a and 2b we suggest that you may consider including the information given in the Methodology and Summary pages of your Kirkland Rowell reports.

##### **2c.**

Note here the methods that you have used to give feedback of your survey results to parents.

##### **2d.**

After completing subsequent Kirkland Rowell surveys, you will have data available which will show significant changes in parental opinions for inclusion here.

#### **Section 3. Achievement and Standards**

This section should be completed based on your factual test and examination results.

## **Section 4. Personal Development and Well-being**

The following criteria were considered relevant in producing SEF guidance for Section 4.

### **Core Parent Areas**

Happiness of pupil  
Developing potential  
Developing moral values  
Control and prevention of bullying  
Social health education  
Community spirit  
School security/safety  
Developing confidence  
Caring/approachable attitude of teachers  
School discipline/good behaviour  
Exam results  
Out of school activities

### **Additional Areas**

Encouraging local community activity  
School's image in the local community  
Celebrating and rewarding achievement

### **Academic Areas**

Physical Education  
English  
Mathematics  
ICT

### **Other Criteria**

Healthy lifestyle - Diet  
Healthy lifestyle - Exercise

### **4a. To what extent do learners adopt healthy lifestyles?**

<b>Healthy lifestyle - Diet</b>	<b>90.4%</b>
<b>Healthy lifestyle - Exercise</b>	<b>89.7%</b>
<b>Out of school activities</b>	<b>86.8%</b>
<b>Social health education</b>	<b>79.0%</b>
<b>Physical Education</b>	<b>76.9%</b>

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

### **4b. To what extent do learners feel safe and adopt safe practices?**

<b>School security/safety</b>	<b>82.8%</b>
<b>Control and prevention of bullying</b>	<b>76.8%</b>
<b>Caring/approachable attitude of teachers</b>	<b>76.7%</b>

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

**4c. How much do learners enjoy their education?:**

Developing strong moral values	83.2%
School discipline/good behaviour	82.4%
Encouraging local community activity	82.0%
Celebrating and rewarding achievement	81.4%
Developing confidence	80.8%
Social health education	79.0%
Community spirit	78.2%
Happiness of pupil	76.1%

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

**4d. How good is the behaviour of learners?**

School discipline/good behaviour	82.4%
----------------------------------	-------

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

**4e. How well do learners make a positive contribution to the community?**

Out of school activities	86.8%
School's image in the local community	85.8%
Developing moral values	83.2%
Encouraging local community activity	82.0%
Social health education	79.0%
Community spirit	78.2%

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

**4f. How well do learners prepare for their future economic well-being?:**

Mathematics	82.5%
ICT	81.5%
Developing potential	81.2%
Developing confidence	80.8%
Use of exams and tesing	80.2%
Social health education	79.0%
English	78.5%
Community spirit	78.2%

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

**4g. How good are learners' personal development and well-being in the EYFS?**

The survey did not include any EYFS pupils

**4h. On the basis of your evaluation, what are your key priorities for development?:**

From those criteria which are relevant to 'Learners' Personal Development and Well-Being' the following are the parents' top ranking priorities for improvement.

	<u>% of parents</u>
Control of bullying	8%
Developing potential	6%
Out of school activities	5%

**4 Grade. Overall suggested grading:**

		Grading
Learners' personal development and well-being	Whole school	<b>Outstanding</b> (1.4)
	EYFS	not surveyed

## Section 5. Quality of Provision

The following criteria were considered relevant in producing SEF guidance for Section 5.

### Core Parent Areas

Range of subjects  
Community spirit  
Quality of teaching  
Developing potential  
School discipline/good behaviour  
School security/safety  
Social health education  
Communication between school and parents  
Use of exams and testing  
Caring/approachable attitude of teachers  
Levels of homework  
Out of school activities  
Library facilities  
Suitable class sizes

### Additional Areas

Encouraging local community activity  
Ensuring pupils do their best and make good progress  
Personal planners  
Celebrating and rewarding achievement

### Other Criteria

Healthy lifestyle - Diet  
Healthy lifestyle - Exercise

## 5a. How good is the quality of teaching and learning?

<b>Library facilities</b>	<b>88.4%</b>
<b>Ensuring pupils do their best and make good progress</b>	<b>85.1%</b>
<b>Personal planners</b>	<b>83.9%</b>
<b>Range of subjects taught</b>	<b>82.5%</b>
<b>Levels of homework</b>	<b>82.4%</b>
<b>School discipline/good behaviour</b>	<b>82.4%</b>
<b>Developing potential</b>	<b>81.2%</b>
<b>Use of exams and testing</b>	<b>80.2%</b>
<b>Quality of teaching</b>	<b>80.0%</b>
<b>Suitable class sizes</b>	<b>71.9%</b>

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

**5b. How well do the curriculum and other activities meet the range of needs and interests of learners?**

Healthy lifestyle - Diet	90.4%
Healthy lifestyle - Exercise	89.7%
Out of school activities	86.8%
School security	82.8%
Range of subjects taught	82.5%
Encouraging local community activity	82.0%
Developing potential	81.2%
Social health education	79.0%
Community spirit	78.2%

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

**5c. How well are learners cared for, guided and supported?:**

Communication between school and parents	83.4%
Celebrating and rewarding achievement	81.4%
Developing potential	81.2%
Social health education	79.0%
Caring/approachable teachers	76.7%

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

**5d. What is the quality of provision in the EYFS?**

This section is not relevant to this school.

**5e. On the basis of your evaluation, what are your key priorities for development?:**

From those criteria which are relevant to 'Quality of Provision', the following are the parents' top ranking priorities for improvement.

	<b><u>% of parents</u></b>
<b>Suitable class sizes</b>	<b>33%</b>
<b>School communication</b>	<b>9%</b>
<b>Levels of homework</b>	<b>6%</b>
<b>Developing potential</b>	<b>6%</b>

**5 Grade. Overall suggested grading:**

	Grading
Quality of teaching and learning	<b>Outstanding</b> (1.2)
Quality of curriculum and other activities	<b>Outstanding</b> (1.2)
Quality of care, guidance and support for learners	<b>Outstanding</b> (1.4)

Figures in brackets show the mean grading score for those criteria relevant to each heading.

Scale: Outstanding (1); Good (2); Satisfactory (3); Inadequate (4).

## **Section 6. Leadership and Management**

The following criteria were considered relevant in producing SEF guidance for Section 6.

### **Core Parent Areas**

Standard of school facilities  
Quality of teaching  
Access to computer/IT facilities  
Library facilities  
Developing moral values  
Developing potential  
Caring/approachable attitude of teachers  
Community spirit

### **Additional Areas**

Encouraging local community activity  
School's image in the local community  
Textbook availability

### **6a. What is the overall effectiveness of leadership and management?**

<b>Library facilities</b>	<b>88.4%</b>
<b>Availability of resources</b>	<b>85.1%</b>
<b>School facilities</b>	<b>83.9%</b>
<b>Computer access</b>	<b>82.4%</b>
<b>Developing potential</b>	<b>81.2%</b>
<b>Quality of teaching</b>	<b>80.0%</b>
<b>Caring/approachable teachers</b>	<b>76.7%</b>

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

### **6b. How effectively do you promote community cohesion?**

<b>School's image in the local community</b>	<b>85.8%</b>
<b>Developing moral values</b>	<b>83.2%</b>
<b>Encouraging local community activity</b>	<b>82.0%</b>
<b>Community spirit</b>	<b>78.2%</b>

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

**6c. What is the effectiveness of leadership and management in the EYFS?:**

This section is not relevant to this school.

**6d. On the basis of your evaluation, what are your key priorities for development?:**

From those criteria which are relevant to 'Leadership and Management', the following are the parents' top ranking priorities for improvement.

	<u><b>% of parents</b></u>
<b>Developing potential</b>	<b>6%</b>
<b>Community spirit</b>	<b>4%</b>
<b>Computer access</b>	<b>4%</b>

**6 Grade. Overall suggested grading:**

		Grading
Effectiveness of leadership and management	Whole school	<b>Outstanding</b> (1.3)
	EYFS	n/a

## **Section 7. Overall Effectiveness**

### **7a. What is the effectiveness of any steps taken to promote improvement?**

We have no information from previous surveys.

### **7b. How effective and inclusive is the provision overall?**

Parents' "Overall" satisfaction survey rating: **90.0% = Outstanding**

Average rating from SEF categories results = 1.3 = Outstanding = **SEF Grade 1**

You may also wish to quote the percentage of parents who were happy and unhappy overall:

Percentage selecting poor or very poor	0.4%
Percentage selecting good or very good	95.5%

With regard to strengths and weaknesses, please refer to the results given in full on the Strengths & Weaknesses summary on page 24 of this report.

### **7c. How well does the school work in partnerships with others to promote learners' well-being?**

This section should be completed based on your knowledge of the school and other organisations.

**7d. Where relevant, how effective is the EYFS?**

This section is not relevant to this school.

**7e. What are your main priorities to further improve the overall effectiveness?**

The following five criteria are the parent's top priorities for improvement.

	<b><u>% of parents</u></b>
<b>Suitable class sizes</b>	<b>33%</b>
<b>School communication</b>	<b>9%</b>
<b>Control of bullying</b>	<b>8%</b>
<b>Levels of homework</b>	<b>6%</b>
<b>Developing potential</b>	<b>6%</b>

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.

**7f. What is the capacity to make further improvement?**

This section should be completed based on your knowledge of the school.

## 7 Grade

	Grading
Overall effectiveness *	a/ <b>Outstanding</b> (1.0) b/ <b>Outstanding</b> (1.3)
Capacity to make further improvements	Your assessment required
Improvement since last inspection	Your assessment required
Quality and Standards in EYFS *	n/a not surveyed

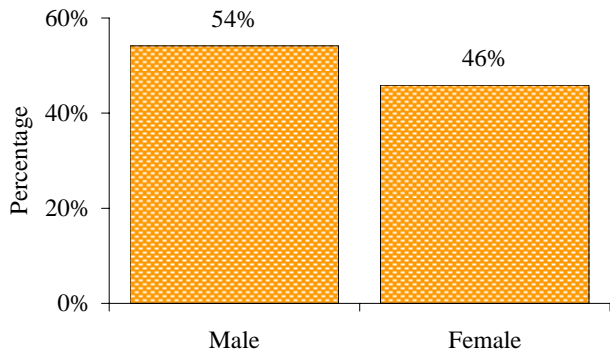
\* Two suggested Overall scores are given:

a/ the overall parental satisfaction rating given for the school.

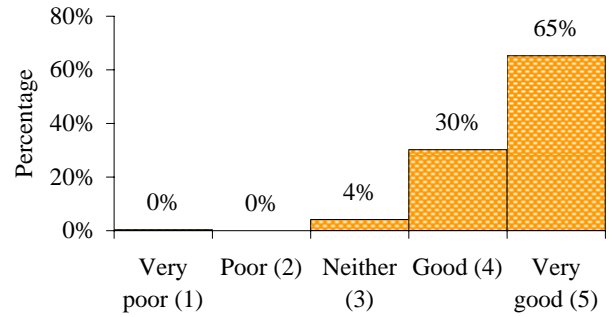
b/ the average grade achieved for the SEF categories.

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

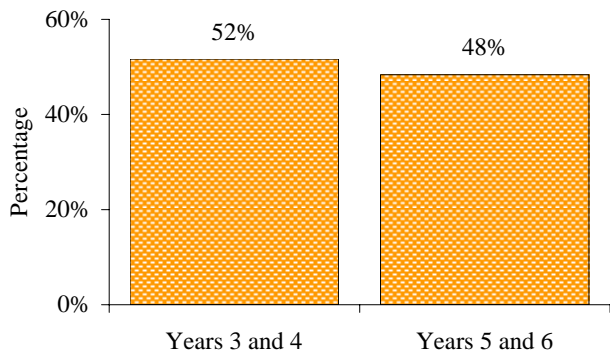
**Gender of Pupil**



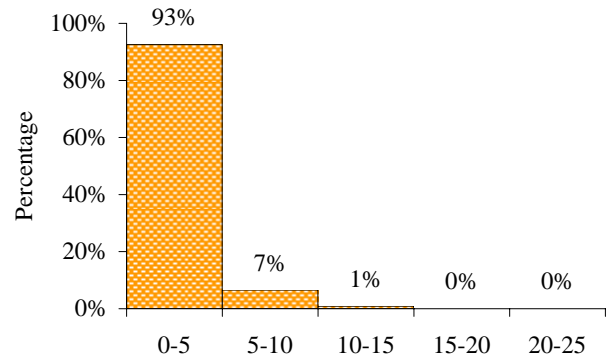
**Overall, rate the performance of the school**



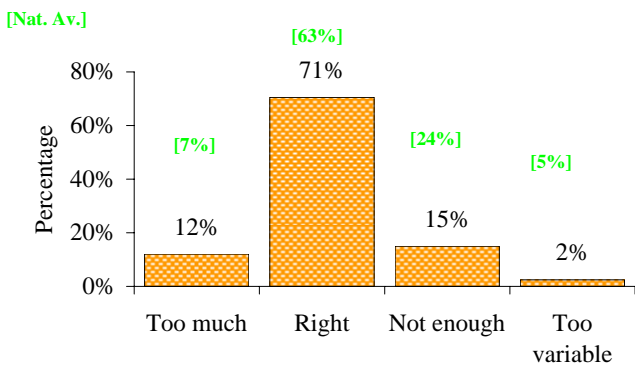
**Year Group**



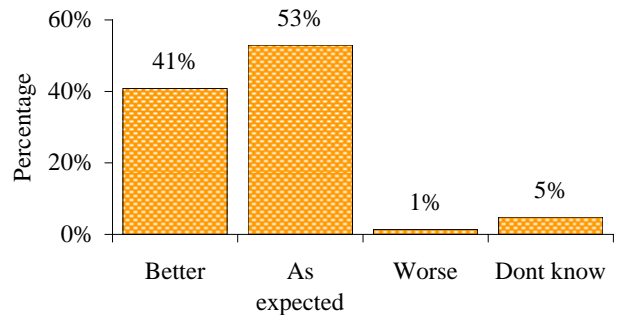
**Hours of Homework per Week**



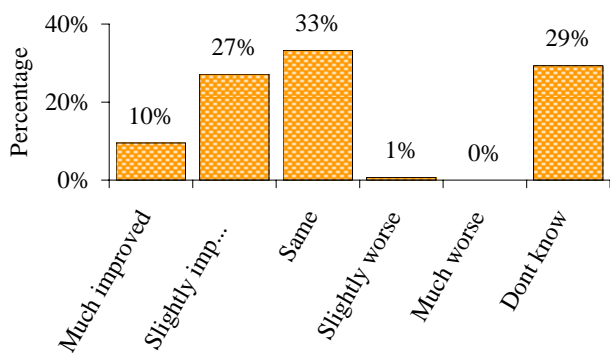
**Describe the Amount of Homework Given**



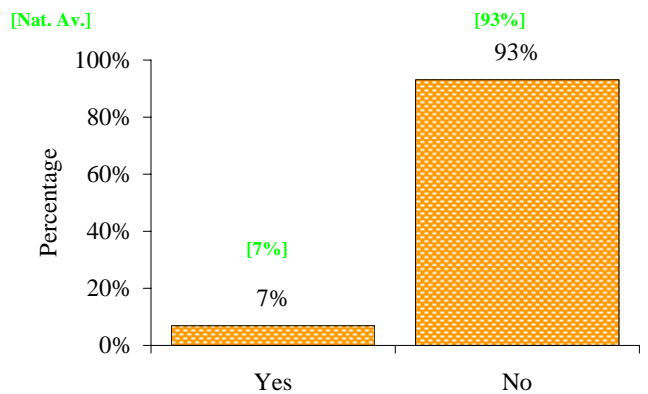
**Has the school lived up to your expectations?**



**Performance compared to last year**

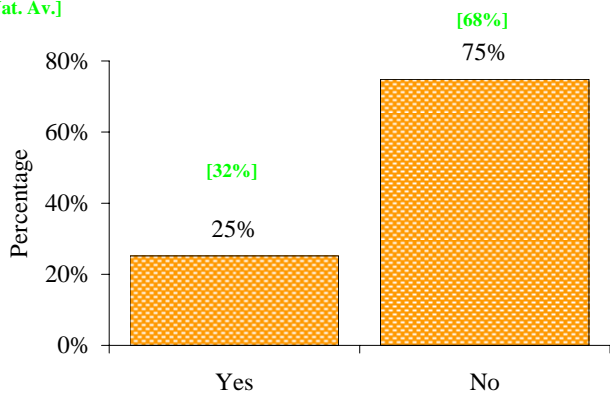


**Pushed too hard in anything?**



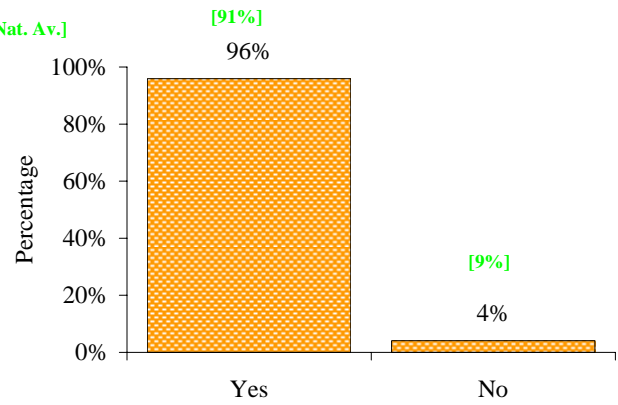
**Not pushed hard enough in anything?**

[Nat. Av.]



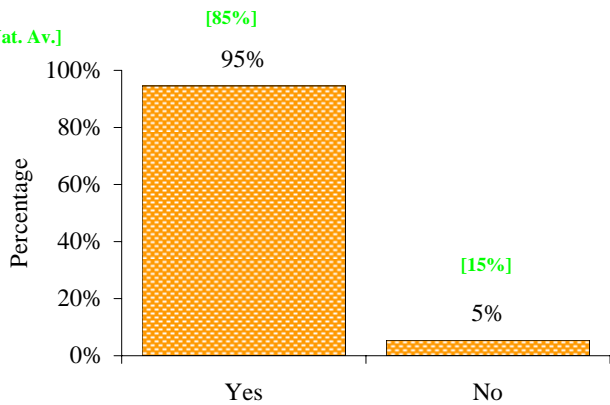
**Access to a computer at home?**

[Nat. Av.]



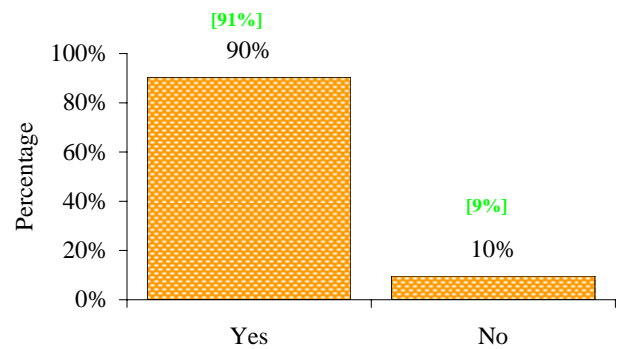
**Are you on the Internet at home?**

[Nat. Av.]



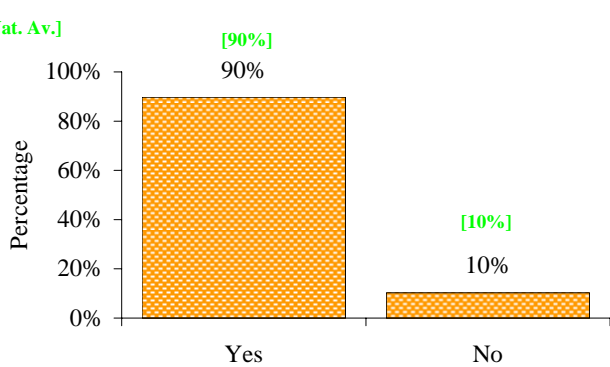
**School encourages healthy lifestyle through diet**

[Nat. Av.]

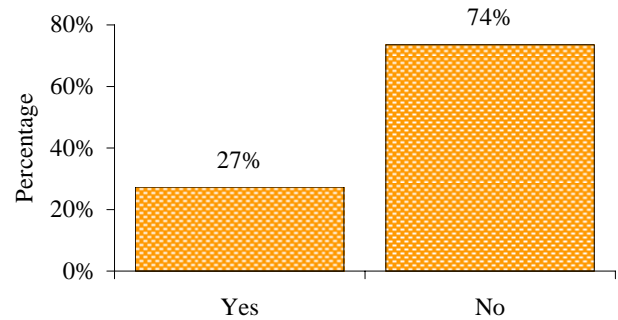


**School encourages healthy lifestyle through exercise**

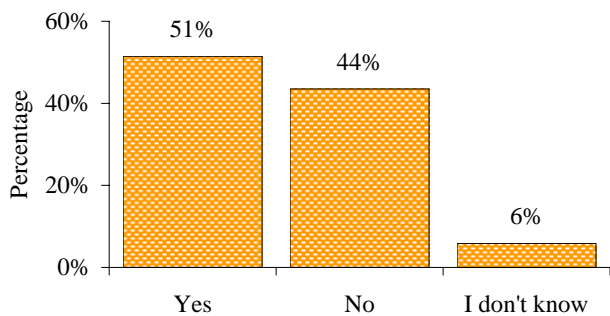
[Nat. Av.]



**Do you currently have any children in our infant school?**



**Would you like to see changes to our school uniform?**

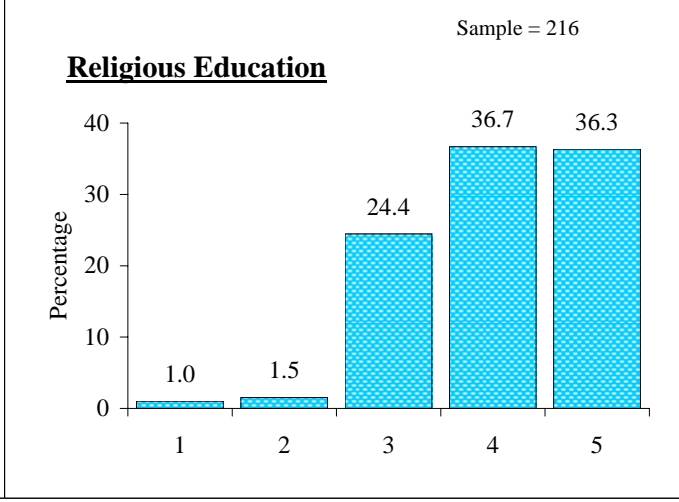
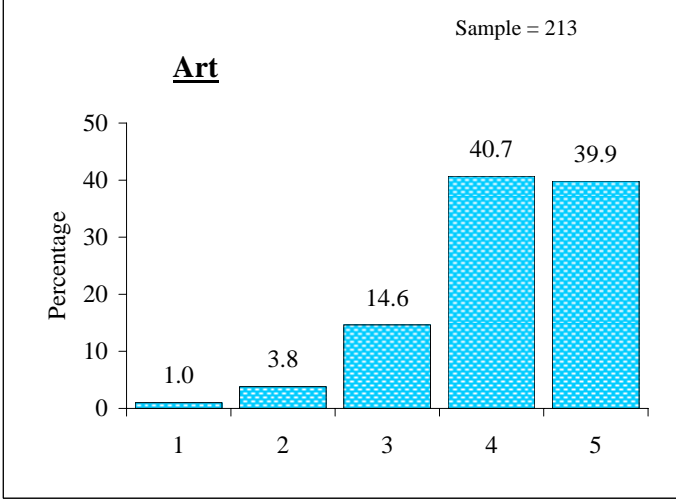
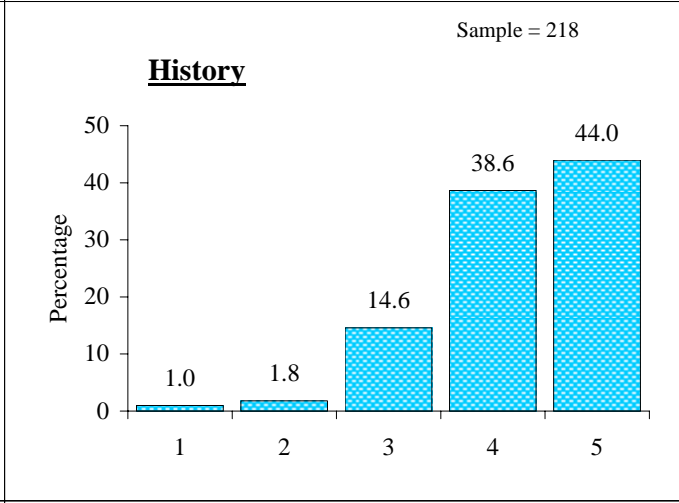
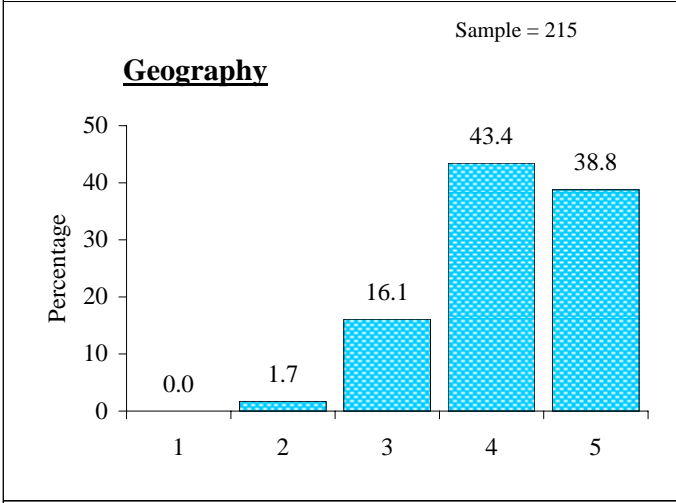
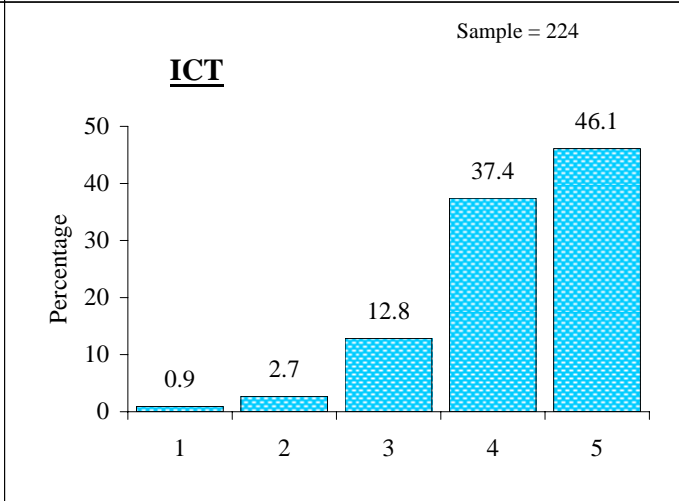
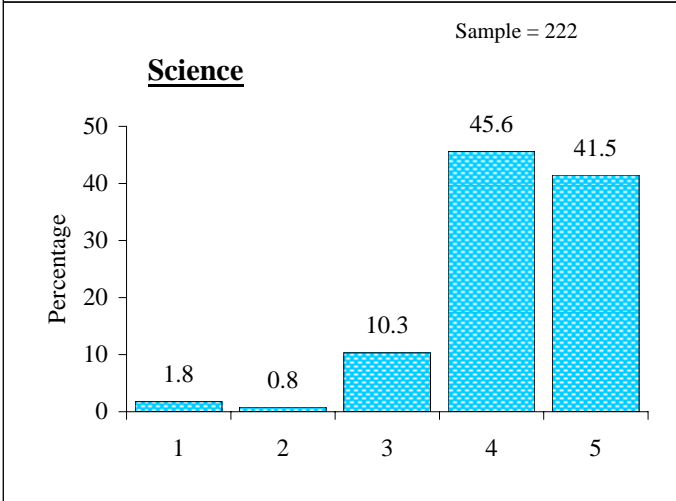
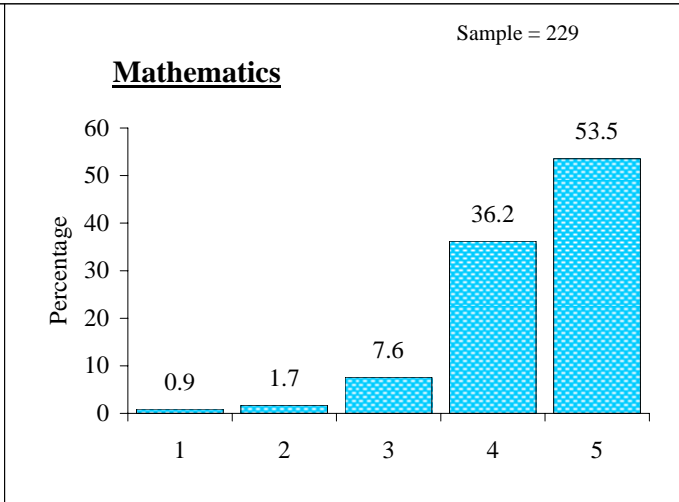
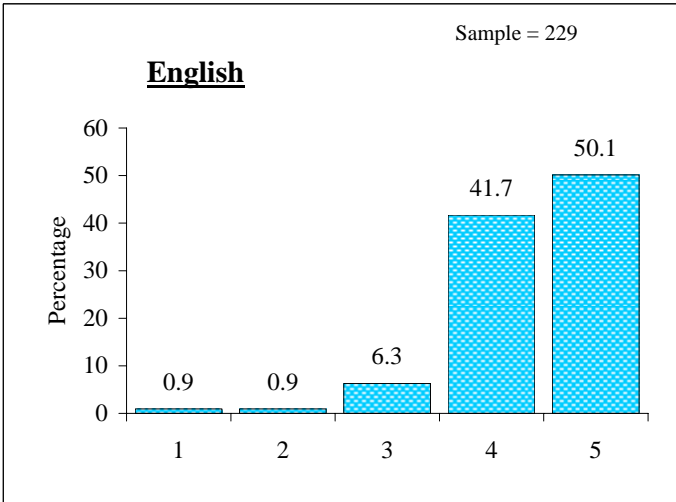


## **Bar Chart Results**

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".

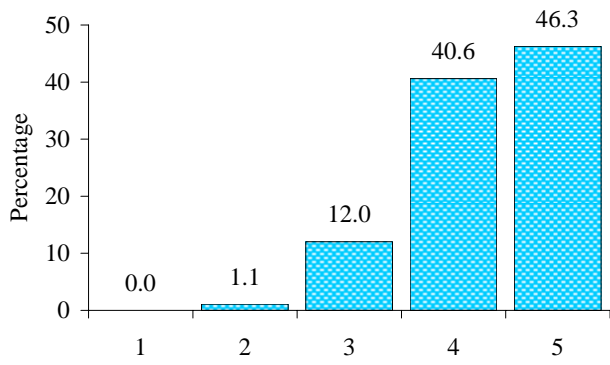
## **Academic Subjects**

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



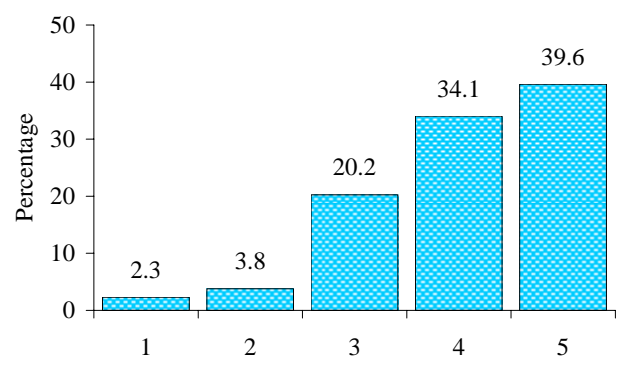
Sample = 203

### Design Technology



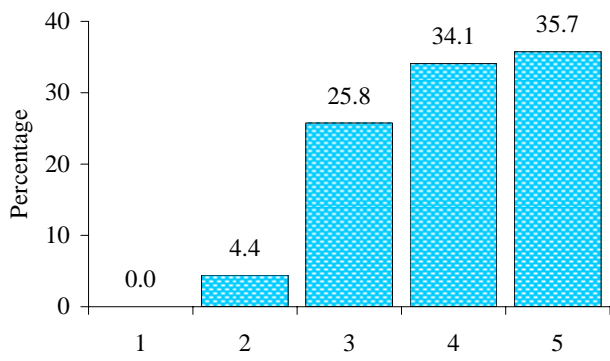
Sample = 223

### Physical Education



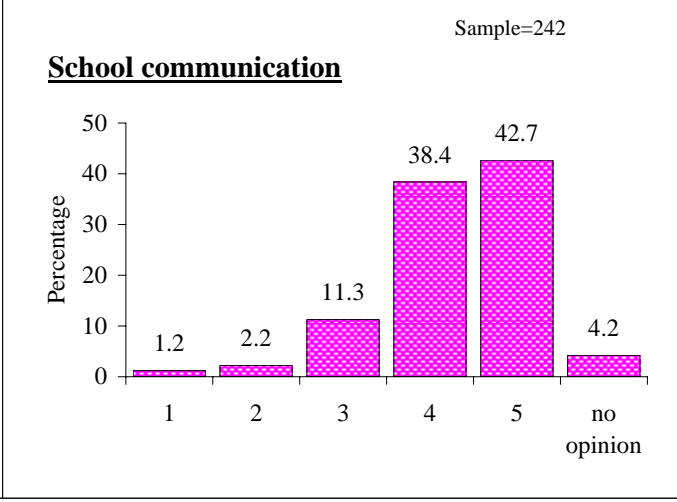
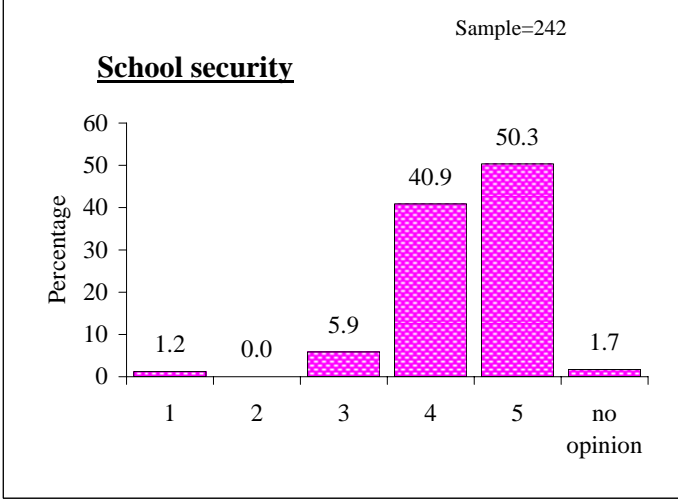
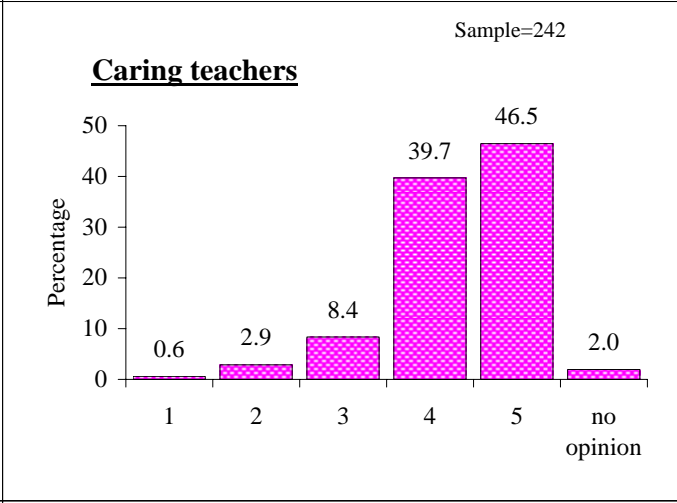
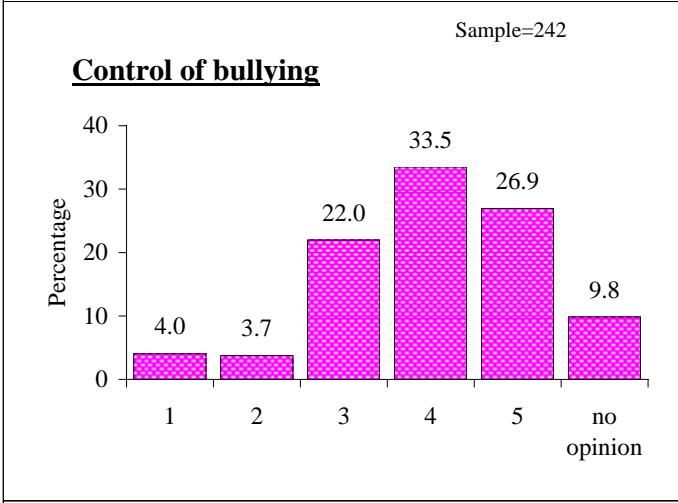
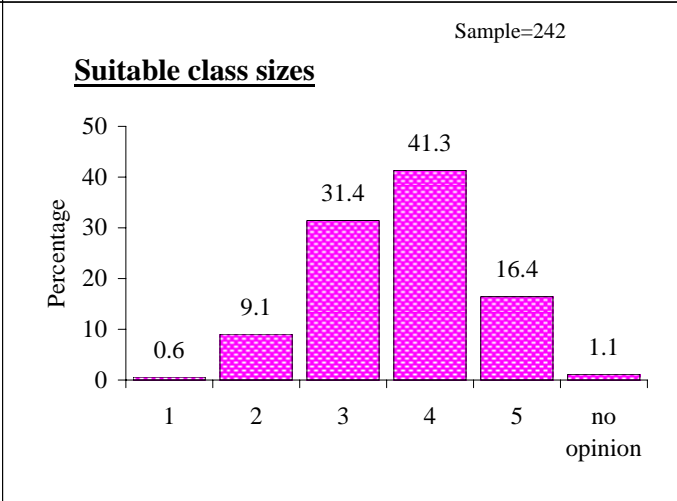
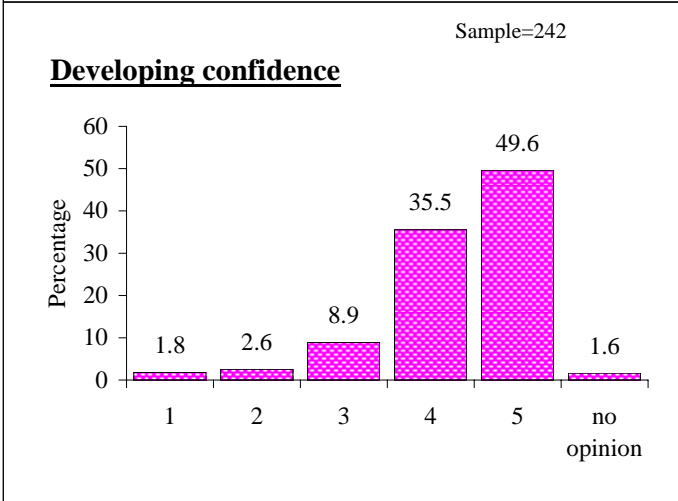
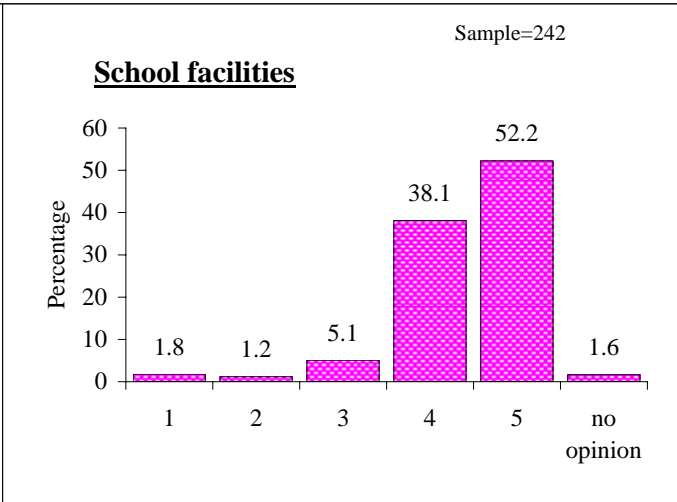
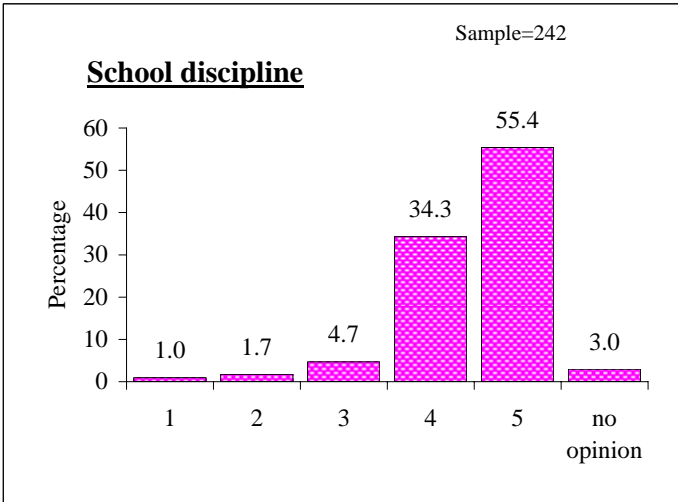
Sample = 210

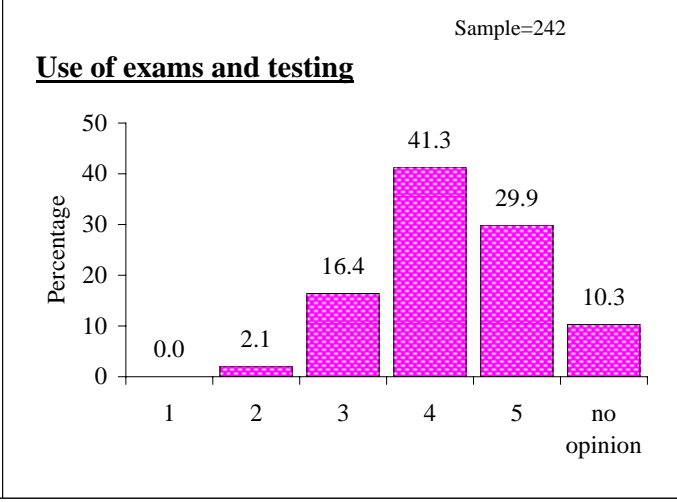
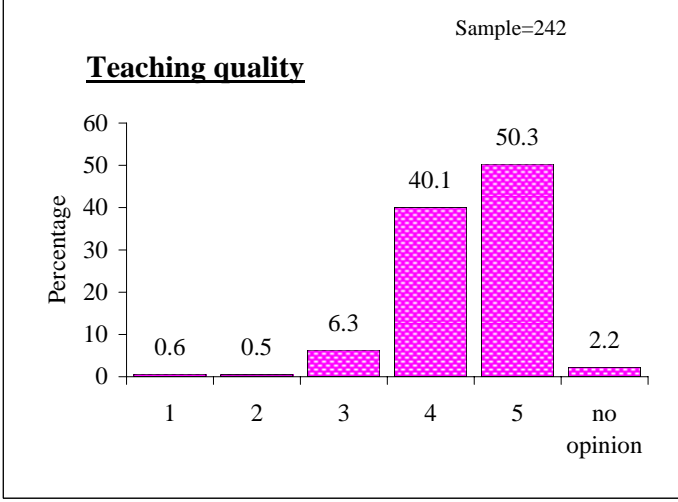
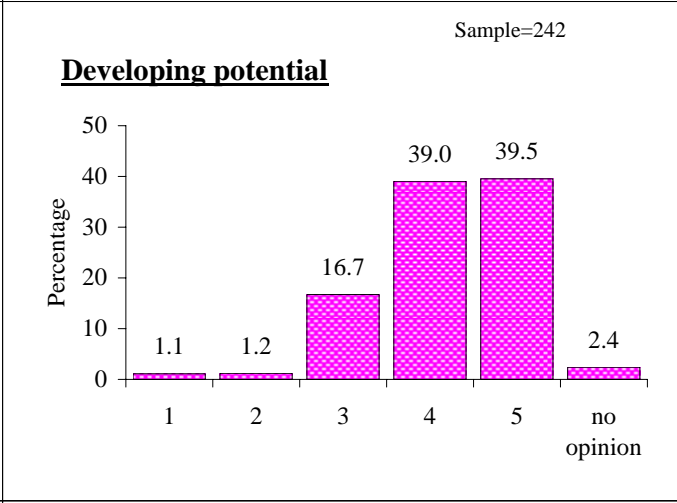
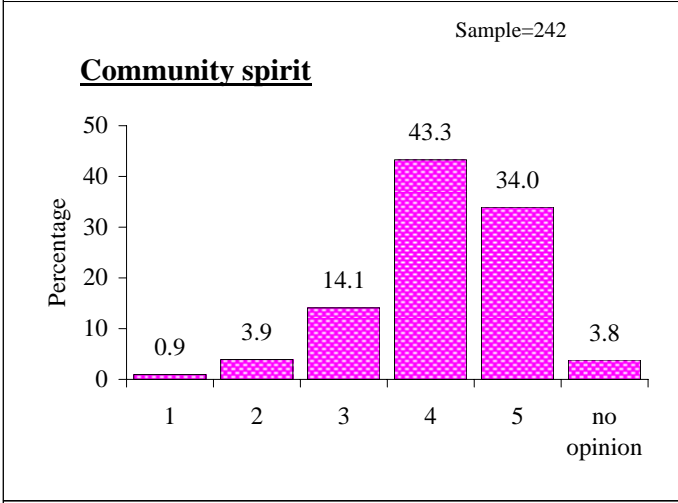
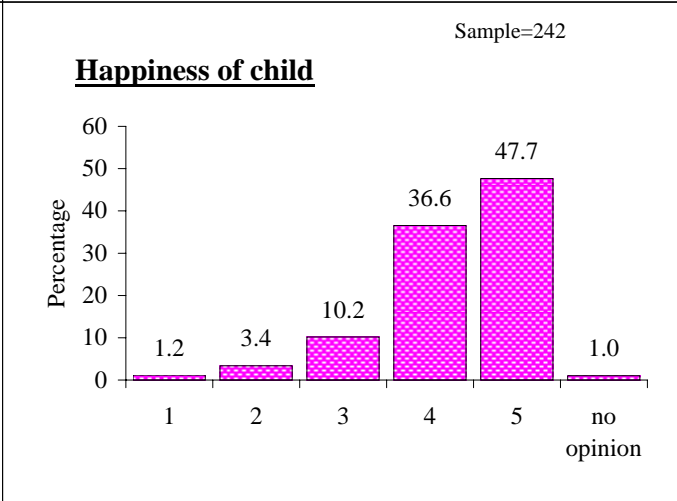
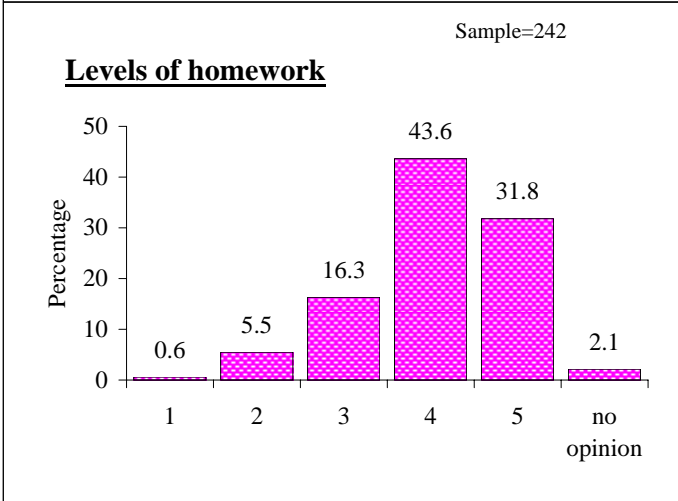
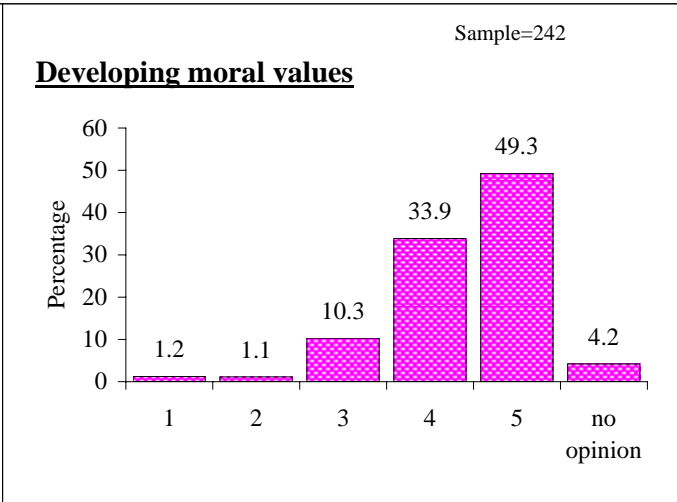
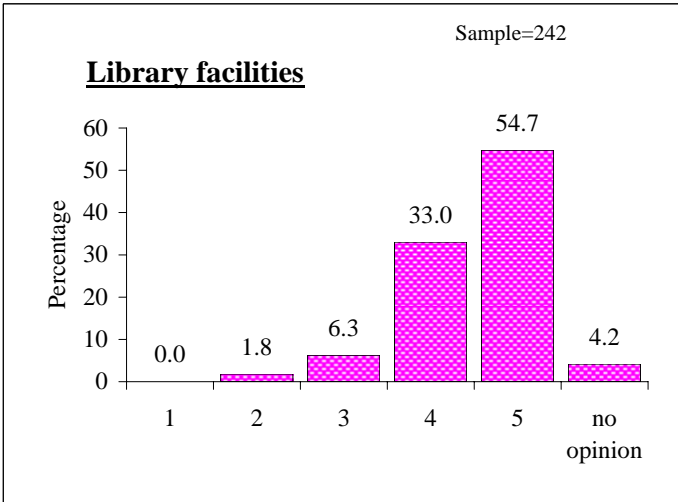
### Music



### **Core Parent Priorities**

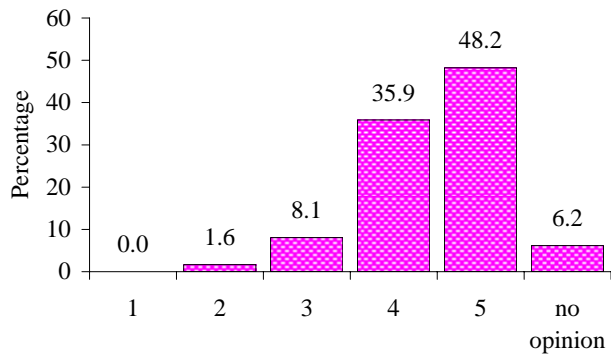
The following graphs have been adjusted to be representative of year group size and gender.





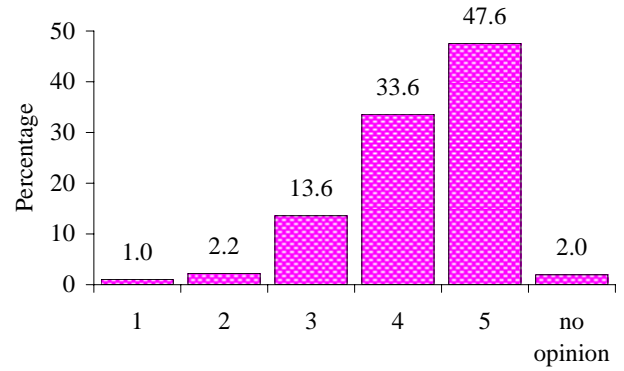
Sample=242

### Range of subjects taught



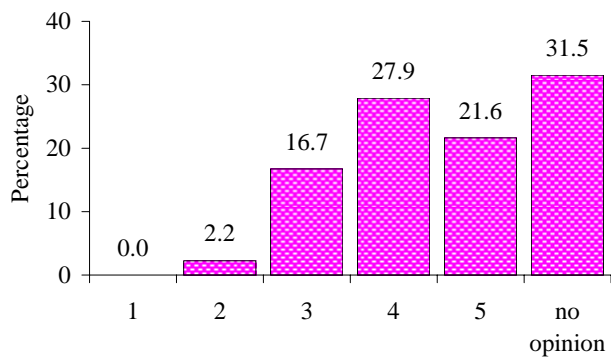
Sample=242

### Out of school activities



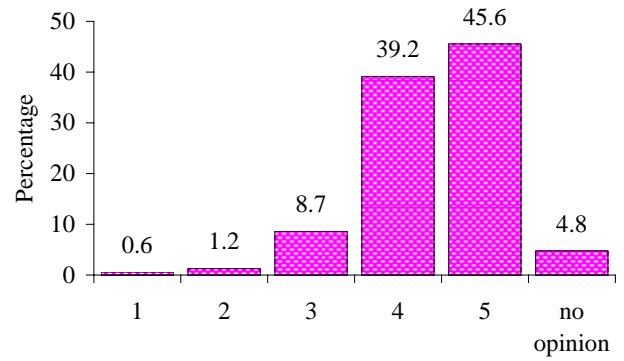
Sample=242

### Social health education



Sample=242

### Computer access

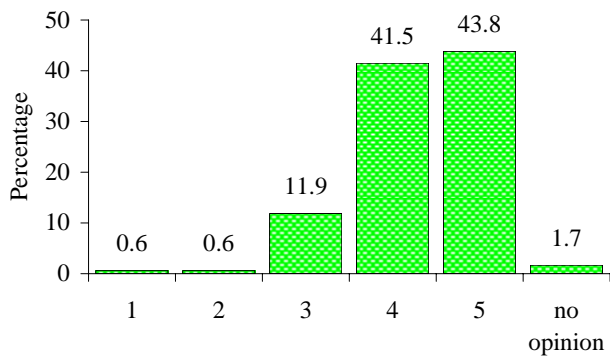


### **Additional Selected Criteria**

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

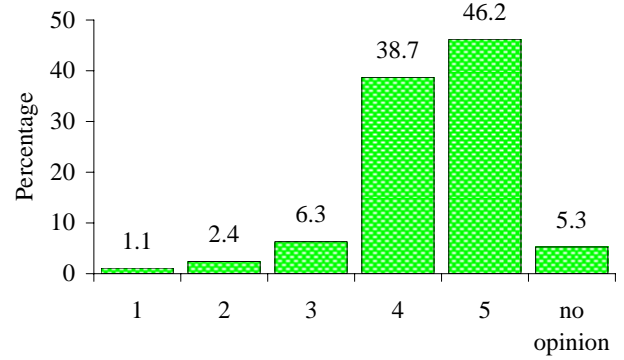
Sample=242

**Parents evening**



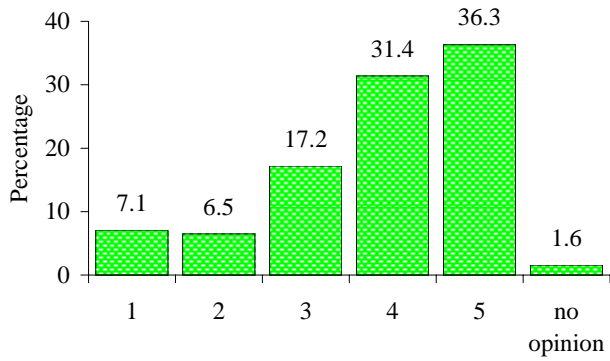
Sample=242

**Personal planners**



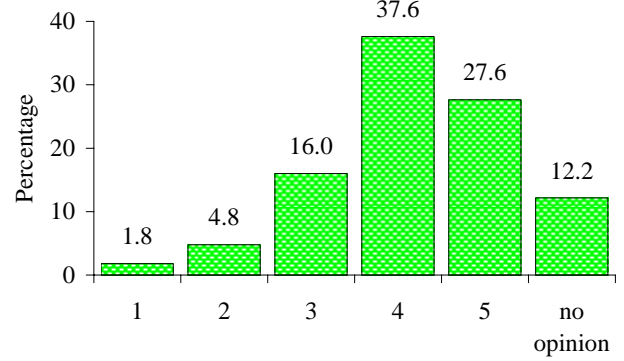
Sample=242

**School uniform**



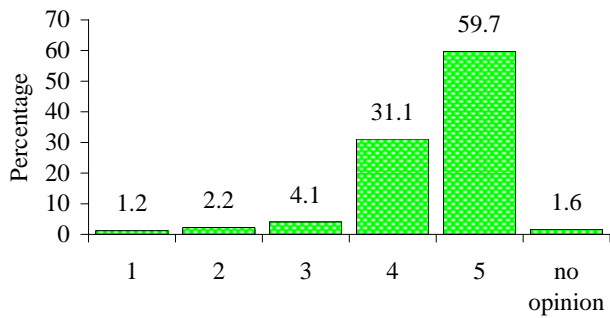
Sample=242

**School meals**



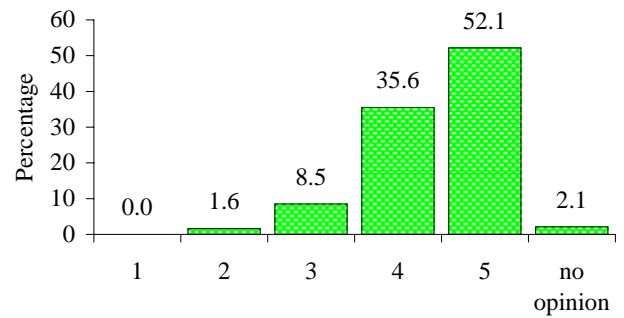
Sample=242

**Celebrating and rewarding achievement**



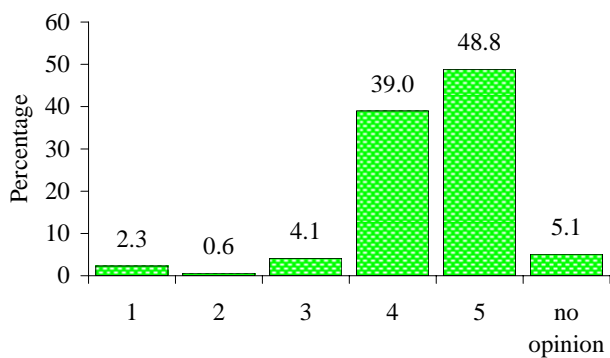
Sample=242

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



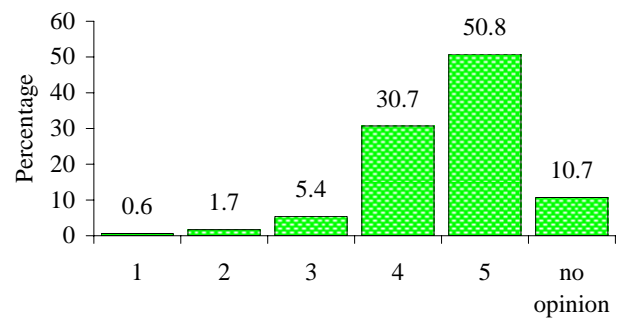
Sample=242

**Textbook availability**



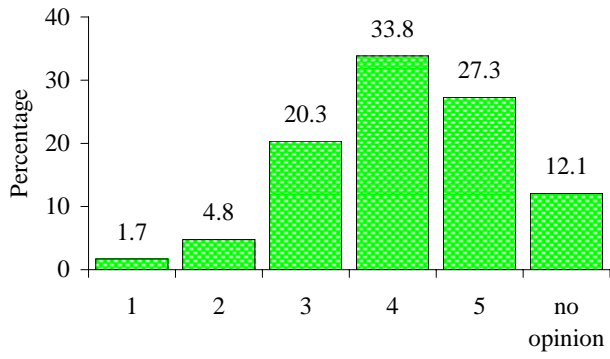
Sample=242

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



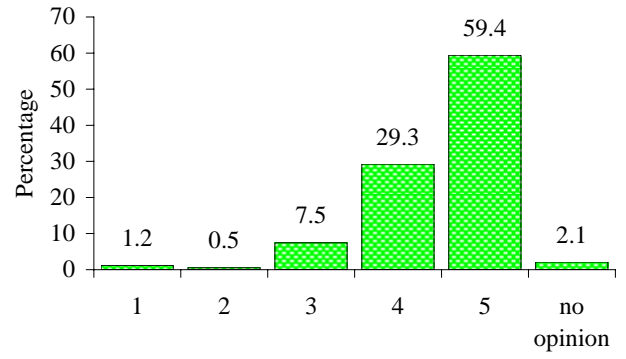
Sample=242

**Encouraging local community activity**



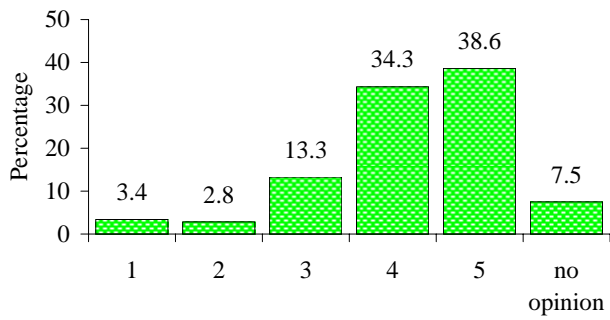
Sample=242

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



Sample=242

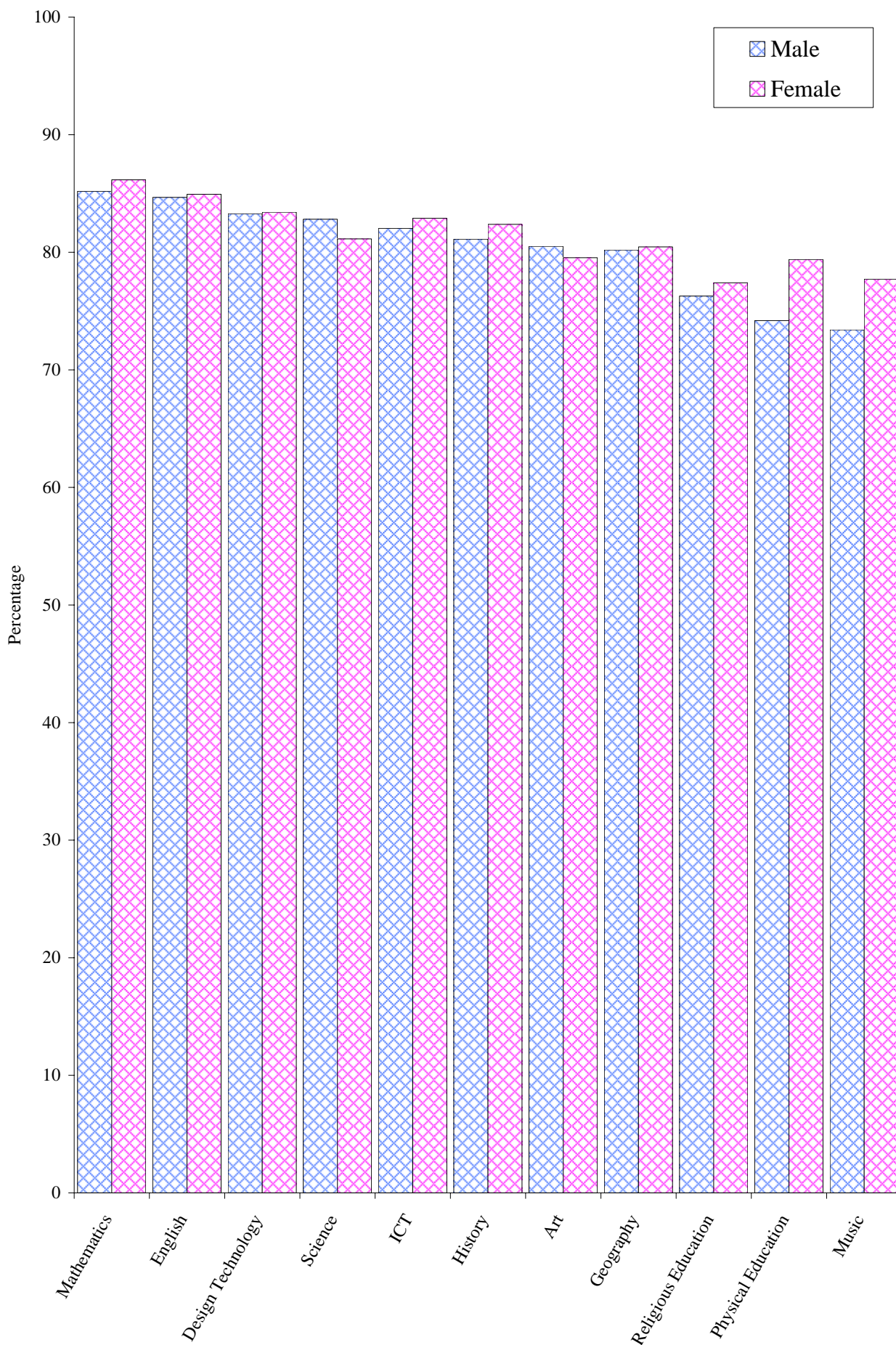
**Encouraging and listening to pupil views**



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

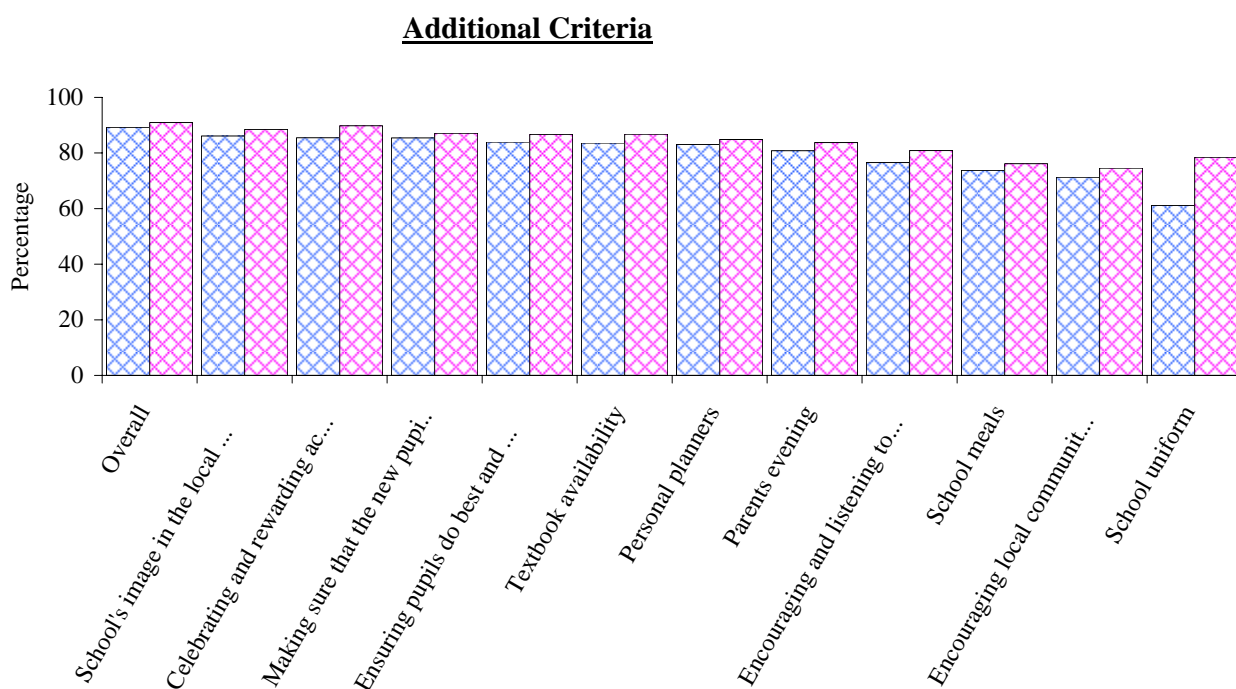
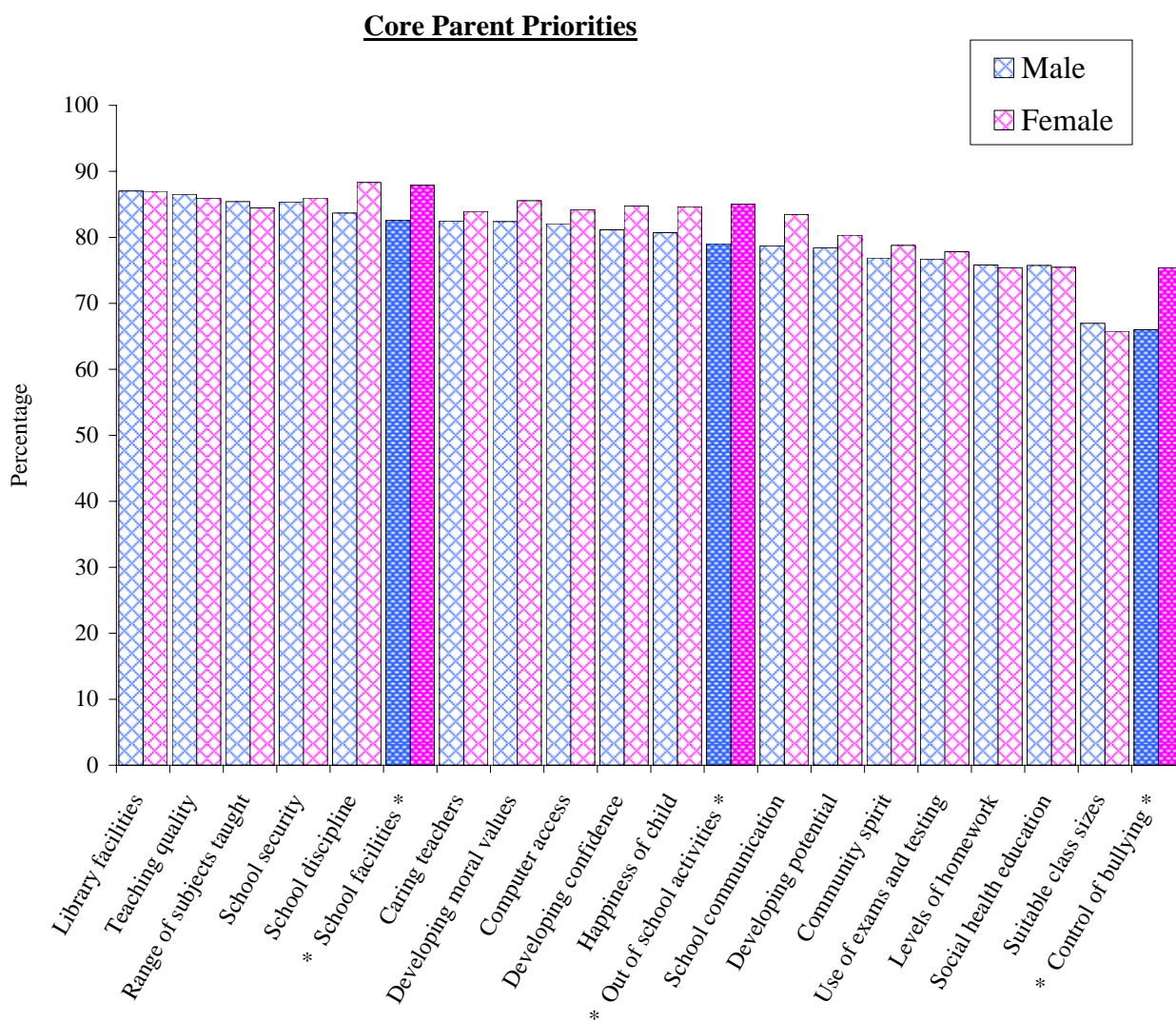
**Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil**

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

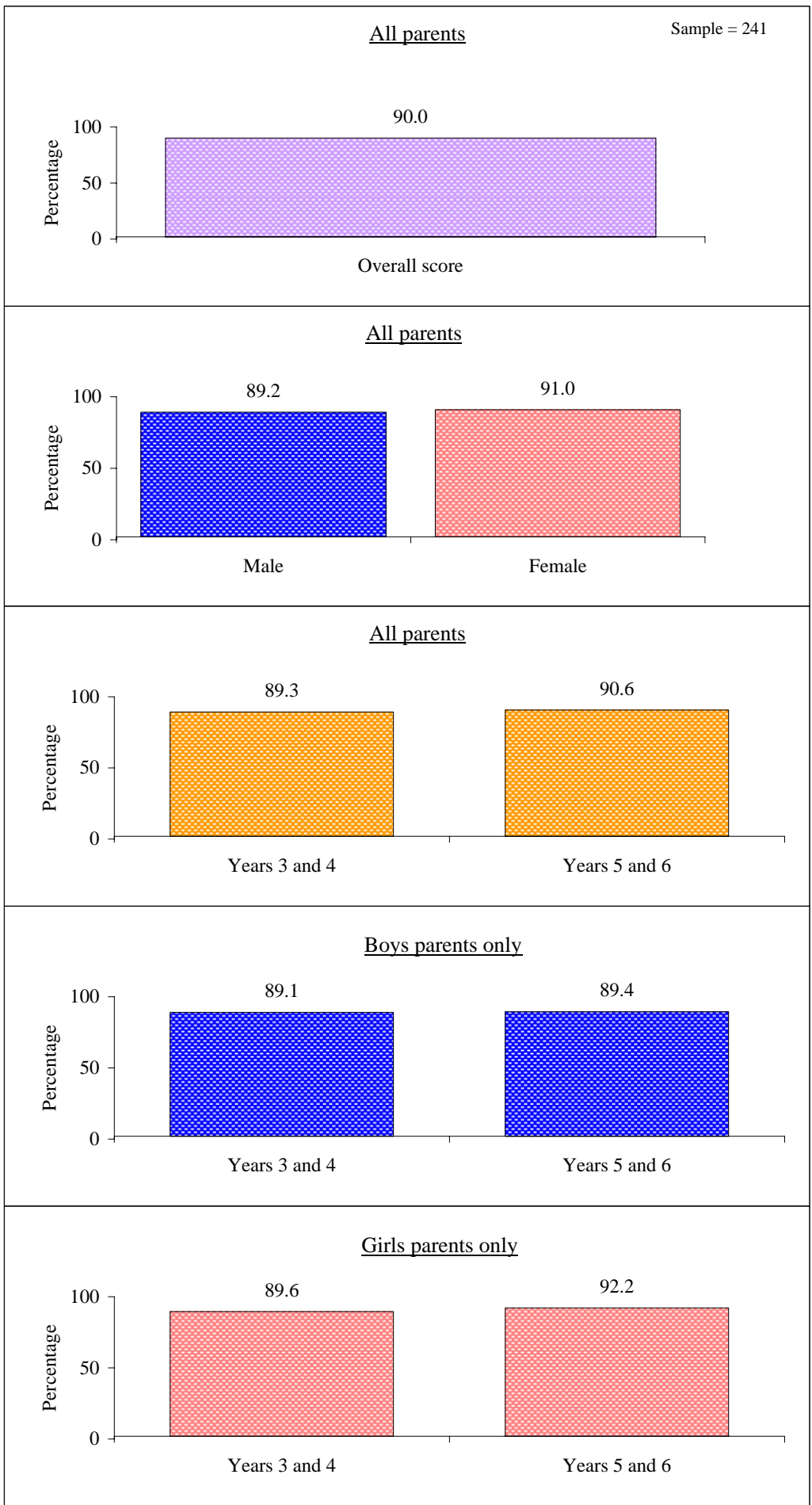


## Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

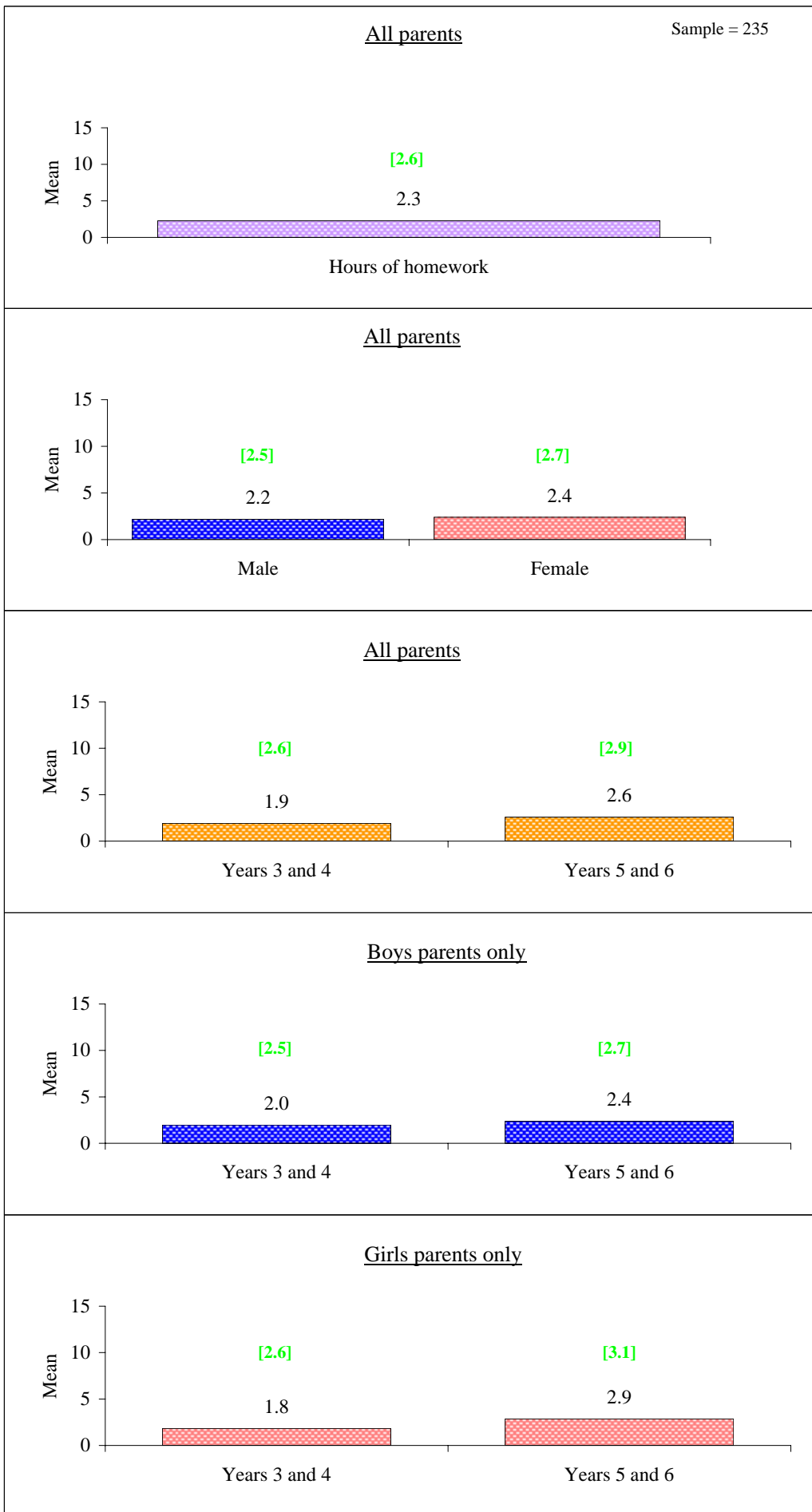


**Graphs to Show the Overall Performance Scores Given by Parents,  
Broken Down by Year Group and Gender of Pupil.**

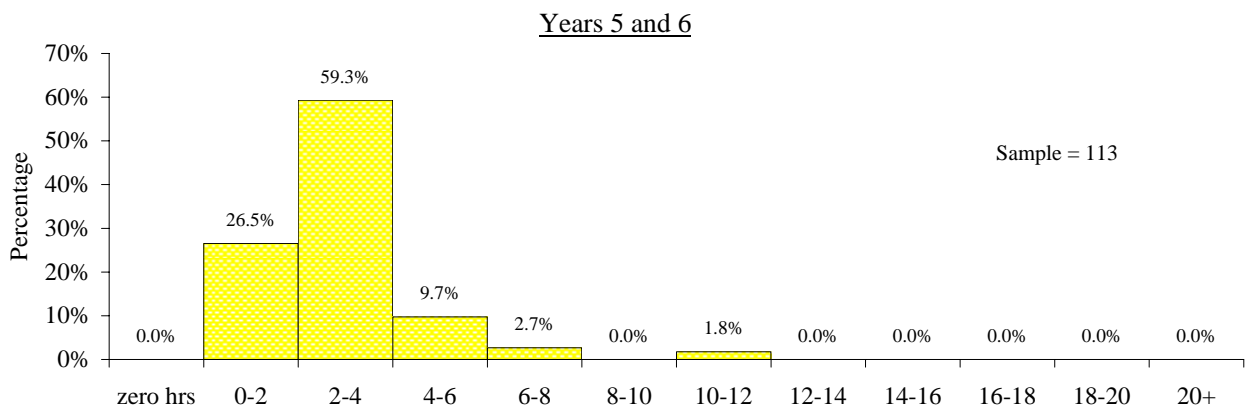
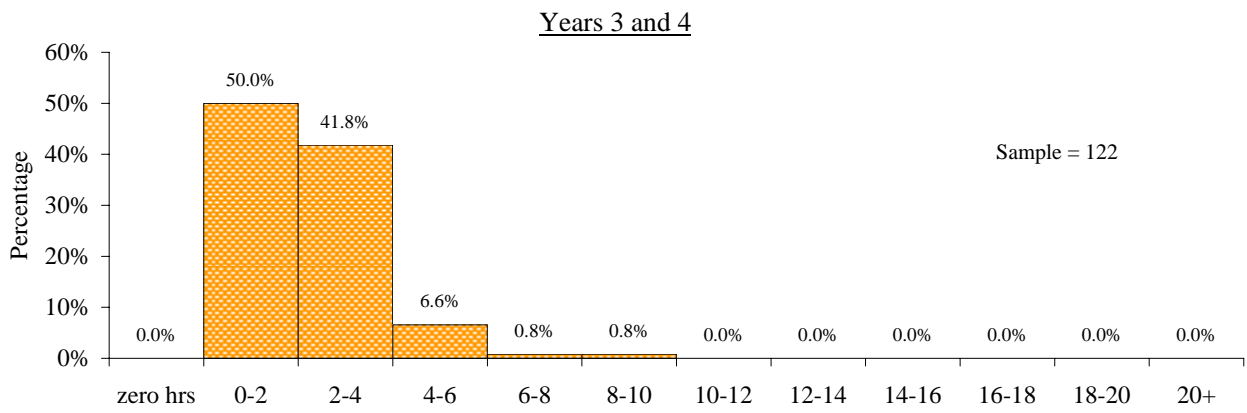
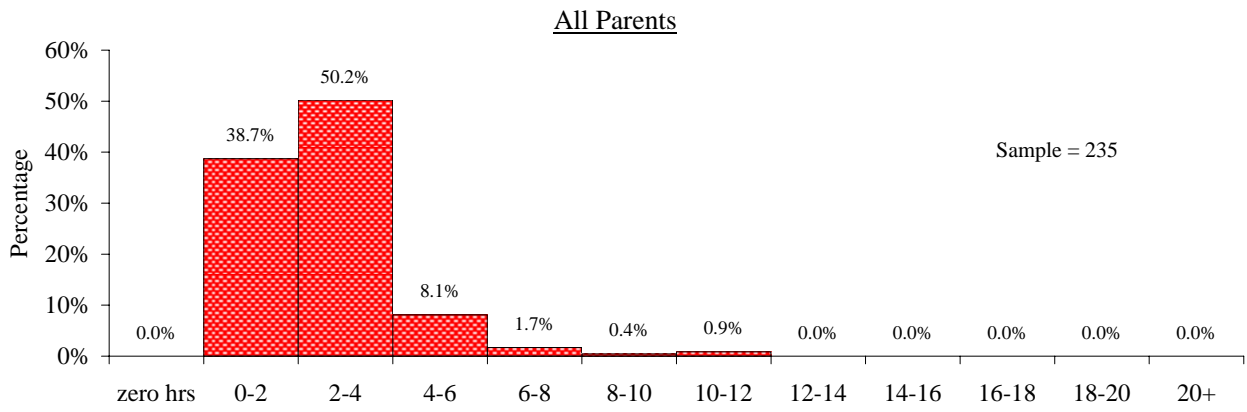


**Graphs to show the Mean Number of Hours that Pupils Spend on Homework,  
Broken Down by Year Group and Gender of Pupil.**

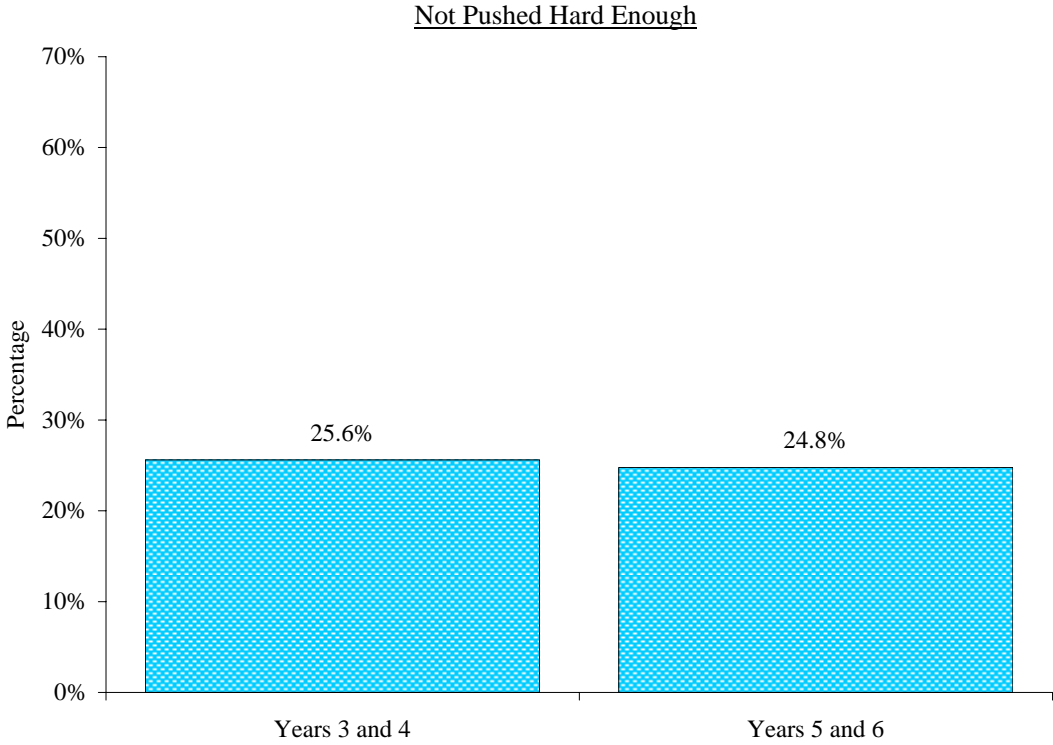
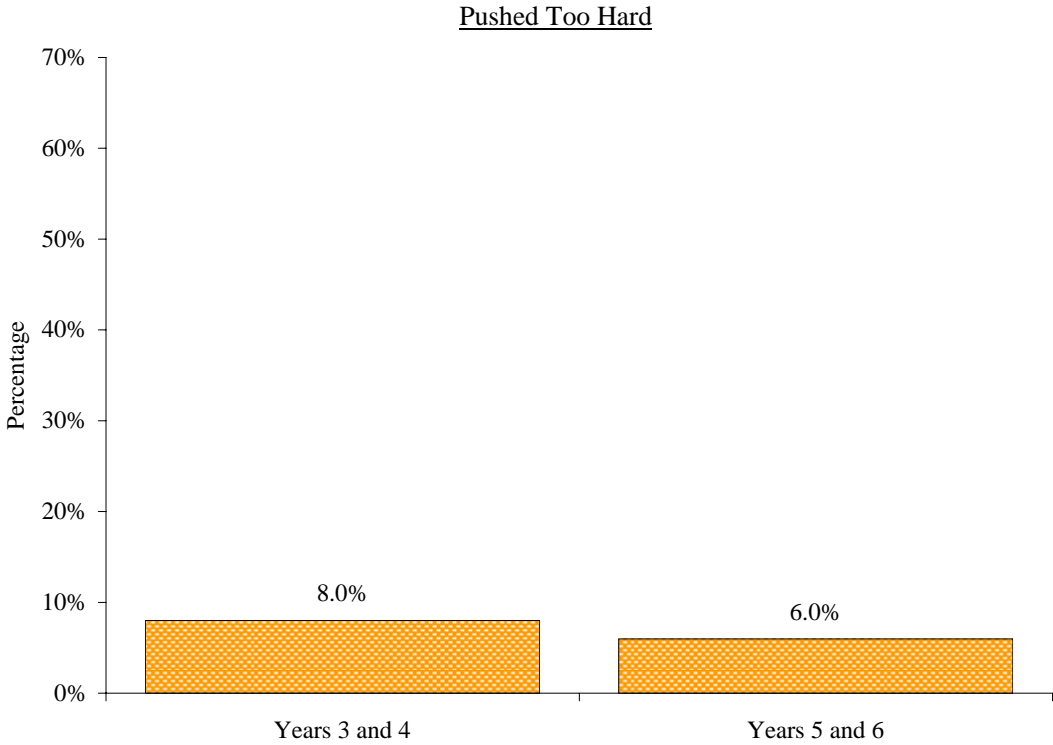
Average figures from similar schools are given in [brackets]



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

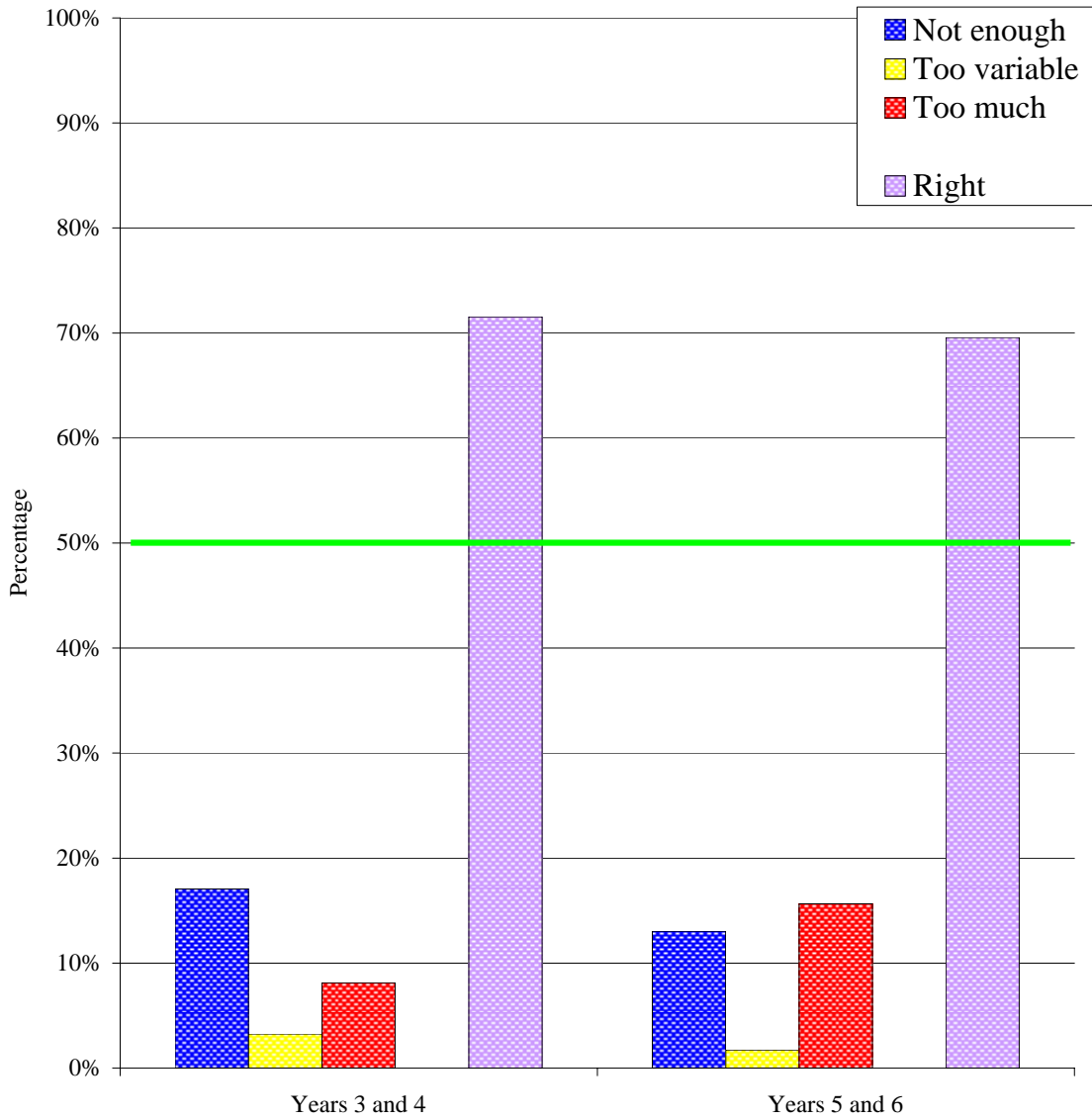


**Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group**



**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.



### **Analysis Showing Significant Results for Criteria Surveyed by Year Group**

Cross-tabular graphical analysis was carried out for each subject and criterion by year group. There were no significant differences identified by this test for this school because the parents gave good scores for all criteria across the school.

## **Appendix**

## **Performance**

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

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

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

The following assumptions are made:

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

## Calculating the performance score

The following example is for the subject of Religious Studies.

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

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

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

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

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

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

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

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

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

Repeat this process for other years where year =Y (i.e. years 10 and 11 in this case) to achieve P10<sub>boys</sub>, and P11<sub>boys</sub> (Religious Studies).

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

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

Repeat this process for F10<sub>boys</sub> (RS) and F11<sub>boys</sub> (RS).

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

We then repeat the process above for girls to achieve F<sub>girls</sub> (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:

$$\text{Final (Religious Studies) Score} = \text{GPfs} \times \text{Fgirls (RS)} + \text{BPfs} \times \text{Fboys (RS)}$$

(unless GPfs = 0, in which case, Final Religious Studies Score = Fboys (RS) )  
 ( or BPfs = 0, in which case, Final Religious Studies Score = Fgirls (RS) )

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:

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

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.

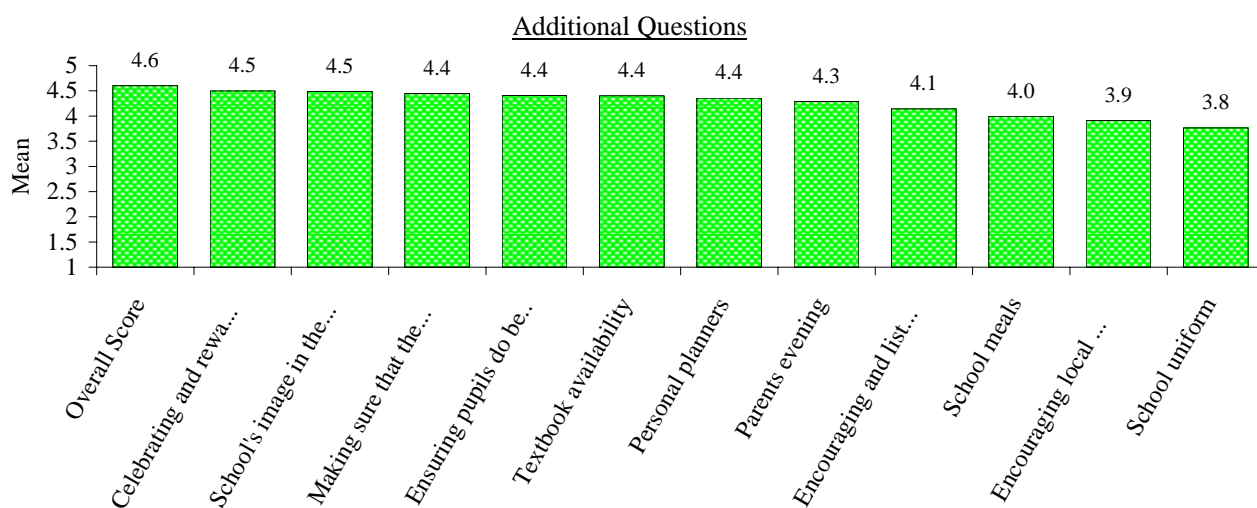
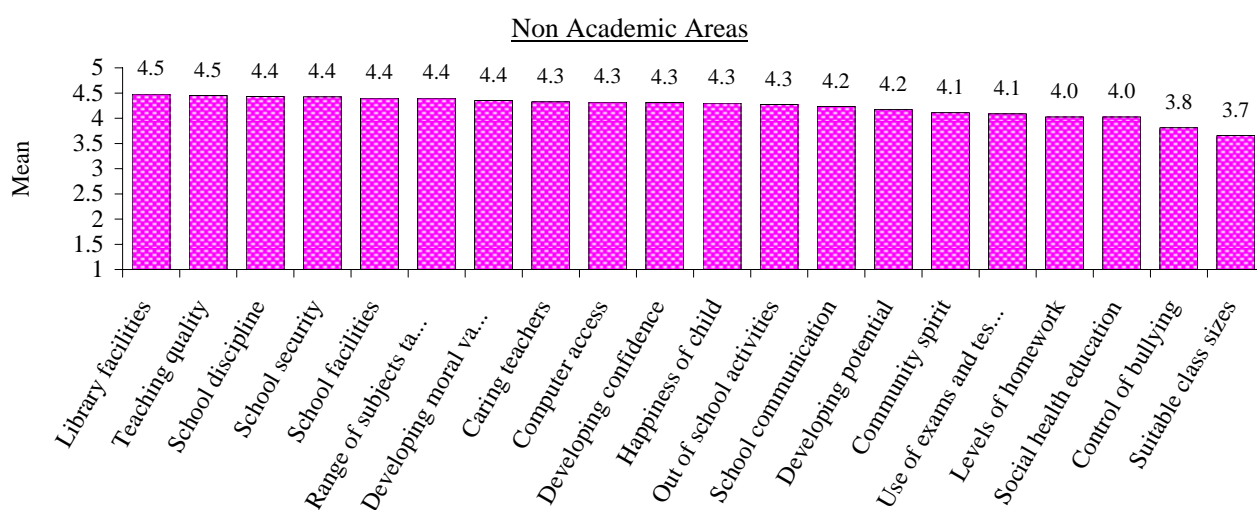
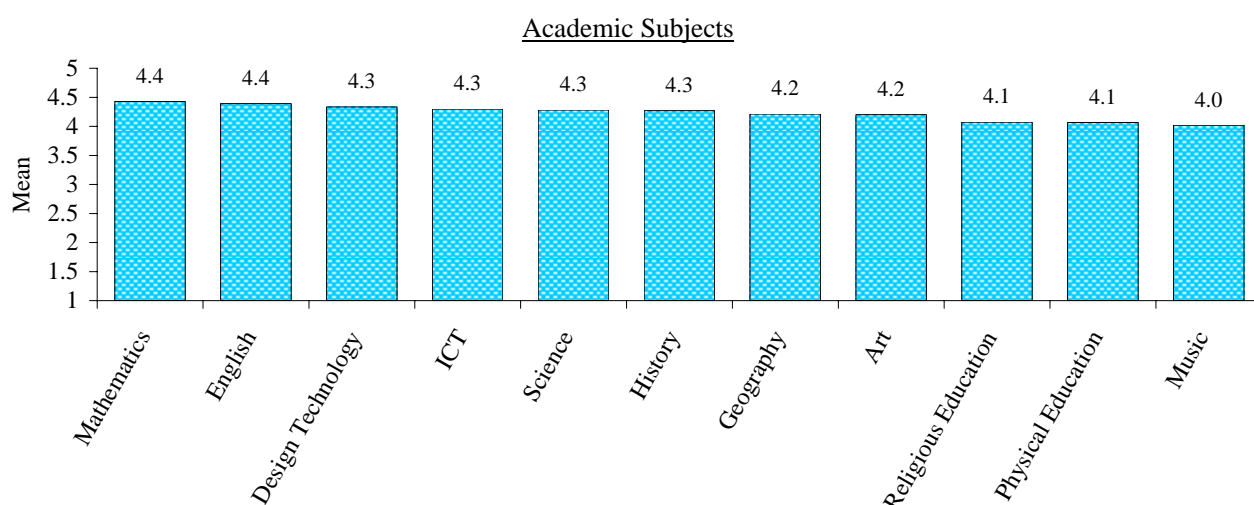
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

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, Unadjusted Performance Score Achieved for Each of the Criteria Surveyed.

The mean scores below are converted into weighted performance scores.



Similar School Averages to January 2009 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
29891	257	72.8%	13059	71.3%	15585	74.4%	Art
2106	44	80.9%					Communication language &
2051	43	79.6%					Creative development
21402	221	71.0%	8837	70.5%	10184	71.8%	Design Technology
9553	107	68.8%	3753	66.9%	5186	70.9%	Drama
4571	35	79.3%			3539	80.2%	English
31253	234	77.4%	14528	76.0%	15694	78.8%	English - reading
28290	217	77.4%	13228	76.5%	13600	78.6%	English - speaking and listen
30149	225	73.6%	14037	71.2%	14846	76.0%	English - writing
3072	39	65.3%					Food Technology
11193	116	65.8%	4431	65.1%	6231	67.3%	French
25355	245	69.4%	10813	69.4%	12827	70.0%	Geography
26583	245	73.5%	11725	73.5%	13349	74.3%	History
29966	262	74.3%	13402	74.1%	15407	74.7%	IT
1945	42	76.5%					Knowledge & understanding
14551	121	76.2%	5966	76.8%	7754	76.4%	Mathematics
20730	168	72.8%	9742	74.3%	10008	71.5%	Mathematics - understanding
20704	169	72.3%	9621	73.6%	10247	71.2%	Mathematics - using and appl
27826	255	69.8%	11930	68.4%	14599	71.7%	Music
5027	74	76.1%	1584	73.8%	1517	72.9%	Personal & Social Education
32588	263	73.2%	14792	73.1%	17058	73.0%	Physical Education
27609	253	69.9%	11898	69.8%	14037	70.8%	Religious Studies
29527	259	73.1%	13185	73.1%	15070	73.3%	Science

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
1295	16	69.3%	449	67.3%	764	69.2%	Citizenship
853	11	67.7%	253	71.3%	480	69.1%	Spanish

Similar School Averages to January 2009 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
9812	70	75.6%	4729	75.4%	4849	75.7%	Access to staff
41023	281	79.7%	19334	79.3%	21875	80.1%	Caring teachers
19127	138	79.0%	8983	78.7%	9697	79.1%	Celebrating and rewarding achievement
35221	278	75.8%	16149	75.6%	18607	76.4%	Choice of subjects
6025	46	77.5%	2756	78.0%	3029	77.4%	Church links and support
37272	281	73.1%	17247	72.8%	19850	73.8%	Community spirit
35505	279	74.2%	16414	73.9%	18932	74.2%	Computer access
34318	276	67.3%	16097	67.0%	17761	67.5%	Control of bullying
40549	282	75.3%	19041	74.6%	21689	76.0%	Developing confidence
37604	278	74.2%	17599	73.8%	20078	74.7%	Developing moral values
35938	259	71.8%	16791	71.3%	19301	72.4%	Developing potential
30434	221	70.5%	14561	70.3%	15673	70.6%	Encouraging and listening to parent views
6342	57	65.2%	3201	65.4%	3840	66.1%	Encouraging local community activity
27835	189	73.7%	13367	72.9%	14065	74.3%	Ensuring pupils do their best and make good progress
5380	44	73.0%	2245	72.0%	3220	73.8%	Exam results
30688	214	69.8%	14378	69.5%	16219	70.0%	Explaining to parents how to help their child
25799	195	69.3%	12012	68.6%	13306	70.1%	Extra curricular activities
15022	141	69.5%	6798	69.5%	7447	69.8%	Handling complaints
41439	283	79.8%	19504	79.1%	22075	80.5%	Happiness of child
39560	288	2.6	19000	2.5	21419	2.7	Hours of Homework
39513	280	67.5%	18587	66.9%	21042	68.5%	Levels of homework
34370	275	72.4%	15696	72.1%	17951	73.1%	Library facilities
9570	77	80.0%	5146	79.9%	4949	80.4%	Making sure that the new pupils settle in well
24446	165	78.5%	11947	78.1%	14225	79.9%	Overall
18701	134	73.2%	9071	73.1%	9651	73.1%	Parents evening
14596	121	75.3%	6413	75.1%	7676	75.8%	Promoting racial harmony
23429	180	74.0%	11023	74.1%	11885	74.2%	Quality of school management
41386	283	71.3%	19432	71.2%	22041	71.8%	School communication
40359	280	76.6%	19049	76.2%	21514	77.2%	School discipline
40909	282	74.5%	19284	74.0%	21787	75.1%	School facilities
9055	76	66.0%	4311	67.0%	4774	65.8%	School meals
40841	283	76.1%	19207	75.8%	21721	76.3%	School security
7079	50	77.6%	3307	77.8%	4084	78.0%	School uniform
5331	46	74.8%	2778	74.6%	3340	76.1%	School's image in the local community
29660	264	70.4%	13298	70.0%	15226	71.4%	Social health education
40160	281	68.0%	19077	66.9%	21588	68.4%	Suitable class sizes
18796	142	70.8%	8685	70.4%	9826	71.1%	Tailoring workload to child's needs and ability
8437	109	72.9%	3016	72.7%	3219	74.0%	Teaching for special needs
40336	282	79.3%	18921	79.0%	21508	79.7%	Teaching quality
23408	169	72.1%	11239	71.7%	11700	72.6%	Treating all pupils fairly and equally
5704	44	78.5%	2573	78.4%	2714	78.6%	Truancy control
30320	272	70.8%	13326	70.5%	15480	71.4%	Use of exams and testing
12139	90	76.2%	6103	75.8%	6333	76.5%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
2738	25	75.1%	1170	75.8%	1351	74.5%	Attitude of non academic staff
3913	29	70.6%	2715	70.2%	2914	71.9%	Encouraging and listening to pupil views
1575	13	71.4%	702	70.6%	766	71.9%	Involving parents in their child's education
2351	20	82.5%	1054	82.9%	1181	83.0%	Punctuality policy
3371	26	75.3%	1353	72.8%	2249	77.2%	Regular marking of work
1755	14	75.2%	644	71.5%	1387	76.8%	Textbook availability
1904	14	78.0%	1268	77.7%	1447	77.7%	Transfer from junior school
1298	15	59.6%	502	54.6%	882	65.7%	Transport to and from school
1379	11	63.1%	658	62.4%	574	62.9%	Unexpected costs/expenses

## 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>
34917	16935	18426	Teaching quality	86.9%	86.4%	87.6%
34570	16800	18211	Happiness of child	86.6%	86.4%	86.8%
34254	16724	17716	School discipline	85.1%	85.8%	84.4%
30953	15063	15938	Control of bullying	77.6%	78.3%	76.9%
29053	14137	15358	Caring teachers	72.4%	72.0%	72.6%
27906	13671	14809	Developing confidence	69.4%	69.4%	69.7%
27629	13522	14683	Developing potential	68.9%	69.0%	68.9%
27082	12764	14206	School security	67.8%	67.0%	68.4%
25921	12774	13288	School communication	65.4%	66.2%	64.4%
22698	11139	11857	Developing moral values	56.3%	56.5%	56.2%
21598	10505	11447	Suitable class sizes	53.6%	53.2%	54.0%
20289	9695	10786	School facilities	50.5%	49.7%	51.1%
12123	5772	6237	Levels of homework	29.5%	29.2%	29.8%
9782	4651	5050	Computer access	24.0%	24.1%	23.9%
9609	4553	5200	Range of subjects taught	23.8%	23.2%	24.4%
8791	4259	4549	Community spirit	21.5%	21.8%	21.1%
7798	3820	3940	Out of school activities and clubs	19.8%	20.1%	19.2%
6273	2898	3364	Use of testing and exams	15.1%	14.7%	15.3%
4841	2221	2557	Social education	12.1%	11.6%	12.1%
4343	1942	2285	Library facilities	10.2%	9.7%	10.3%

Parent priorities ranked in descending order of importance.

### All Parents

Teaching quality  
Happiness of child  
School discipline  
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  
Community spirit  
Out of school activities and clubs  
Use of testing and exams  
Social education  
Library facilities

### Boys' parents

Happiness of child  
Teaching quality  
School discipline  
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  
Community spirit  
Out of school activities and clubs  
Use of testing and exams  
Social education  
Library facilities

### Girls' parents

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

Total boys surveyed = 19438

Total girls surveyed = 22001

Total sample= 41439

From 288 Schools