

**Education Perceptions Monitor
Pupil Survey No.1 To January 2009
For
Forefield Junior School
Crosby, Liverpool**

Prepared and Presented

By

Kirkland Rowell Marketing

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Introduction

This report details the findings of the first 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 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 pupils of the school. Questionnaires were distributed to all pupils.

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 "true" or "false" 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

339 completed questionnaires were returned representing a response rate of 89.2%. 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, academic subjects receiving a score of 80% or above should be considered a success; with 75% being a realistic target of attainment for non-academic criteria. These scores are based on averages gathered from over 40 "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; either because expectation is higher than average, or 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 very 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 Geography, Science and Writing & Spelling.

The highest proportion of pupils who said they were not making good progress was for Music, PE and History.

With regard to Non-Academic areas, pupils are most happy with the delivery of Library facilities, Suitable class sizes and School discipline.

The pupils are least happy with the delivery of Use of exams and testing, Control of bullying and Social health education.

The pupils' top priority for improvement is School facilities.

The girls gave significantly higher scores for Music, PE, Art, Happiness of child, Social health education, School security and School meals.

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 40 similar British schools, and are also included in the appendix of this report.

Scores which have not yet been surveyed in at least 20 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 good, and above the gold line are exceptional.

Academic Criteria

Academic subjects	Weighted % making good progress	Weighted % not making good progress
Geography	97.4	2.6
Science	90.1	9.9
Writing & Spelling	88.5	11.5
Design Technology	87.4	12.6
Mathematics	87.3	12.7
RE	86.2	13.8
Reading	85.7	14.3
Art	85.6	14.4
* French	85.1	14.9
ICT	84.9	15.1
History	84.1	15.9
PE	81.9	18.1
Music	81.1	18.9

* - only reliable to within 10%

Selected Performance Criteria

Criteria	Weighted % who	Weighted % who
	said statement was true	said statement was false
Library facilities	103.1	-3.1
* Suitable class sizes	101.3	-1.3
School discipline	101.0	-1.0
School facilities	95.9	4.1
Computer access	93.5	6.5
Community spirit	91.2	8.8
Out of school activities	90.8	9.2
Teaching quality	90.3	9.7
Developing confidence	89.8	10.2
Happiness of child	89.6	10.4
School security	87.6	12.4
Levels of homework	87.3	12.7
Developing moral values	87.0	13.0
Range of subjects taught	86.8	13.2
Developing potential	86.6	13.4
Caring teachers	86.1	13.9
School communication	85.3	14.7
Social health education	84.8	15.2
Control of bullying	84.7	15.3
Use of exams and testing	84.2	15.8

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 said statement was true	Weighted % who said statement was false
Encouraging and listening to pupils' views	107.1	-7.1
* Encouraging local community activity	97.3	2.7
* <u>Availability of resources</u>	94.7	5.3
Ensuring pupils do their best & make progress	83.8	16.2
* School's image in the local community	83.5	16.5
* <u>School uniform</u>	75.8	24.2
Celebrating and rewarding achievement	68.6	31.4
** School meals	56.0	44.0
** Ensuring new pupils settle well	55.1	44.9

* - 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

There were no significant differences detected.

Pupils

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

Parents

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

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

Parents

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

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
Encouraging and listening to pupils' views	1st
Encouraging local community activity	2nd
Availability of resources	3rd
Ensuring pupils do their best & make progress	4th
School's image in the local community	5th
School uniform	6th
Celebrating and rewarding achievement	7th
School meals	8th
Ensuring new pupils settle well	9th

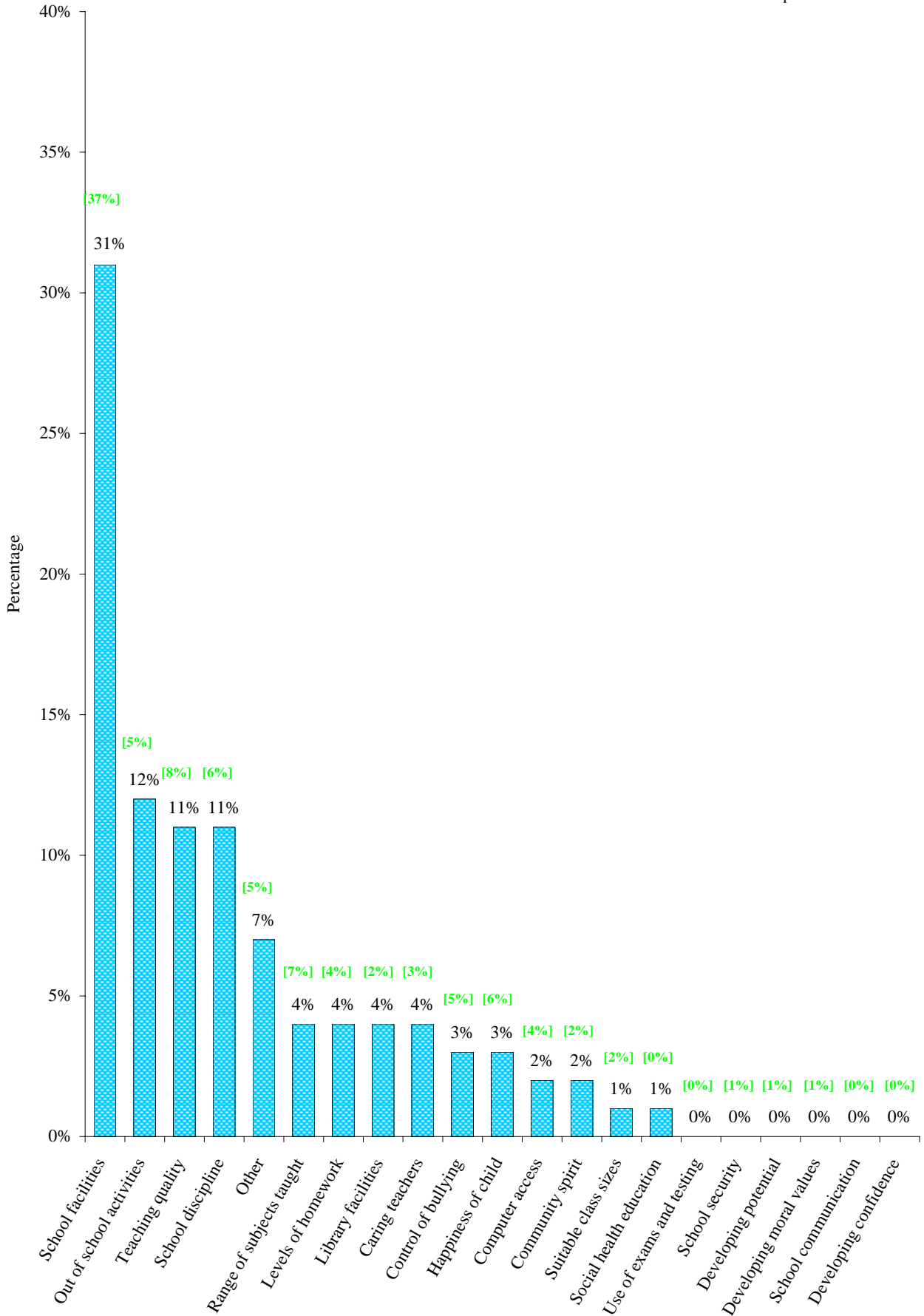
Parents

Additional criteria	Ranking
School's image in the local community	1st
Ensuring pupils do their best & make progress	2nd
Availability of resources	3rd
School meals	4th
Encouraging local community activity	5th
Celebrating and rewarding achievement	6th
Ensuring new pupils settle well	7th
Encouraging and listening to pupils' views	8th
School uniform	9th

Graph to Show Relative Pupil Priorities for Improvement.

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

Sample = 204



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

97.4% Geography
90.1% Science
88.5% Writing & Spelling
87.4% Design Technology
87.3% Mathematics

Relative Weaknesses - academic

81.1% Music
81.9% PE
84.1% History
84.9% ICT
85.1% French

Relative Strengths - selected performance criteria

103.1% Library facilities
101.3% Suitable class sizes
101.0% School discipline
95.9% School facilities
93.5% Computer access

Relative Weaknesses - selected performance criteria

84.2% Use of exams and testing
84.7% Control of bullying
84.8% Social health education
85.3% School communication
86.1% Caring teachers

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 - Exercise	96.1%
Healthy lifestyle - Diet	93.9%
Out of school activities	90.8%
Social health education	84.8%
Physical Education	81.9%

2. Staying Safe:

School security/safety	87.6%
Caring/approachable attitude of teachers	86.1%
Control and prevention of bullying	84.7%

3. Enjoying and Achieving:

School discipline/good behaviour	101.0%
Encouraging local community activity	97.3%
Community spirit	91.2%
Out of school activities	90.8%
Developing self confidence/esteem	89.8%
Happiness of child	89.6%
Developing strong moral values in pupils	87.0%
Developing potential	86.6%
Social health education	84.8%
Celebrating and rewarding achievement	68.6%

Every Child Matters (continued..)

4. Making a Positive Contribution:

School discipline/good behaviour	101.0%
Encouraging local community activity	97.3%
Community spirit	91.2%
Out of school activities	90.8%
Developing moral values	87.0%
Social health education	84.8%

5. Economic Well-being:

Community spirit	91.2%
Writing & Spelling	88.5%
Mathematics	87.3%
Developing a pupil's potential	86.6%
Reading	85.7%
ICT	84.9%
Social health education	84.8%
Use of exams and testing	84.2%

SEF Summary - based on SEF as of September 2008

Important - the following grades only reflect the views gathered from the pupil 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:

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

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 pupils.

2d.

After completing subsequent Kirkland Rowell surveys, you will have data available which will show significant changes in pupil 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

PE
Mathematics
ICT
Reading
Writing & Spelling

Other Criteria

Healthy lifestyle - Diet
Healthy lifestyle - Exercise

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

Healthy lifestyle - Exercise	96.1%
Healthy lifestyle - Diet	93.9%
Out of school activities	90.8%
Social health education	84.8%
Physical Education	81.9%

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

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

School security/safety	87.6%
Caring/approachable attitude of teachers	86.1%
Control and prevention of bullying	84.7%

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

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

School discipline/good behaviour	101.0%
Encouraging local community activity	97.3%
Community spirit	91.2%
Developing confidence	89.8%
Happiness of pupil	89.6%
Developing strong moral values	87.0%
Social health education	84.8%
Celebrating and rewarding achievement	68.6%

Your average pupil grade for this section = 1.5 = Outstanding = **SEF Grade 1**

4d. How good is the behaviour of learners?

School discipline/good behaviour	101.0%
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Your average pupil grade for this section = 1.0 = Outstanding = **SEF Grade 1**

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

Encouraging local community activity	97.3%
Community spirit	91.2%
Out of school activities	90.8%
Developing moral values	87.0%
Social health education	84.8%
School's image in the local community	83.5%

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

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

Community spirit	91.2%
Developing confidence	89.8%
Writing & Spelling	88.5%
Mathematics	87.3%
Developing potential	86.6%
Reading	85.7%
ICT	84.9%
Social health education	84.8%
Use of exams and tesing	84.2%

Your average pupil grade for this section = 1.7 = 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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
Out of school activities	12%
School discipline/good behaviour	11%
Caring teachers	4%

You may also wish to include in this section of your SEF, the following criterion which achieved a score below the red line on the results pages.

Celebrating and rewarding achievement

4 Grade. Overall suggested grading:

		Grading
Learners' personal development and well-being	Whole school	Outstanding (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
Celebrating and rewarding achievement

Other Criteria

Healthy lifestyle - Diet
Healthy lifestyle - Exercise

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

Library facilities	103.1%
Suitable class sizes	101.3%
School discipline/good behaviour	101.0%
Quality of teaching	90.3%
Levels of homework	87.3%
Range of subjects taught	86.8%
Developing potential	86.6%
Use of exams and testing	84.2%
Ensuring pupils do their best and make good progress	83.8%

Your average pupil 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?

Encouraging local community activity	97.3%
Healthy lifestyle - Exercise	96.1%
Healthy lifestyle - Diet	93.9%
Community spirit	91.2%
Out of school activities	90.8%
School security	87.6%
Range of subjects taught	86.8%
Developing potential	86.6%
Social health education	84.8%

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

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

Developing potential	86.6%
Caring/approachable teachers	86.1%
Communication between school and parents	85.3%
Social health education	84.8%
Celebrating and rewarding achievement	68.6%

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

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

Not Surveyed

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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
Out of school activities	12%
Teaching quality	11%
School discipline/good behaviour	11%

You may also wish to include in this section of your SEF, the following criterion which achieved a score below the red line on the results pages.

Celebrating and rewarding achievement

5 Grade. Overall suggested grading:

	Grading
Quality of teaching and learning	Outstanding (1.2)
Quality of curriculum and other activities	Outstanding (1.1)
Quality of care, guidance and support for learners	Good (1.8)

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?

Library facilities	103.1%
School facilities	95.9%
Availability of resources	94.7%
Computer access	93.5%
Quality of teaching	90.3%
Developing potential	86.6%
Caring/approachable teachers	86.1%

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

6b. How effectively do you promote community cohesion?

Encouraging local community activity	97.3%
Community spirit	91.2%
Developing moral values	87.0%
School's image in the local community	83.5%

Your average pupil 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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
School facilities	31%
Teaching quality	11%
Library facilities	4%

6 Grade. Overall suggested grading:

		Grading
Effectiveness of leadership and management	Whole school	Outstanding (1.1)
	EYFS	not surveyed

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?

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

With regard to strengths and weaknesses, please refer to the results given in full on the Strengths & Weaknesses summary on page 15 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 pupil's top priorities for improvement.

	<u>% of pupils</u>
School facilities	31%
Out of school activities	12%
Teaching quality	11%
School discipline	11%
Other	7%

The following criteria achieved scores below the red line, and therefore, should be considered for further improvement.

- Celebrating and rewarding achievement**
- School meals**
- Ensuring new pupils settle well**

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

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

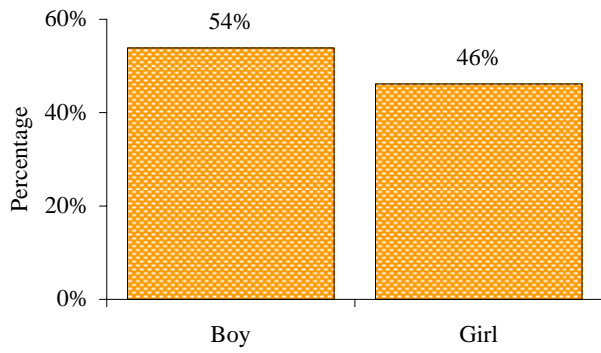
7 Grade

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

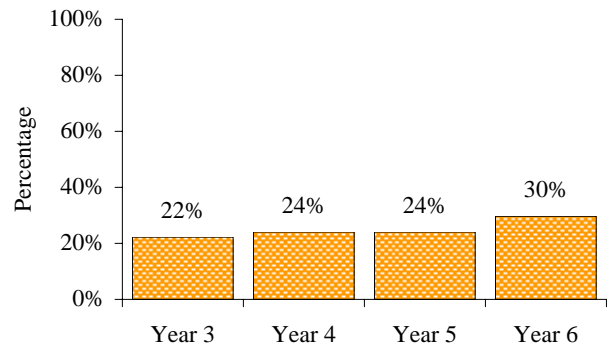
a/ the average grade achieved for the SEF categories.

Graphical Analysis of Results for all Questions and Criteria

Gender of Pupil

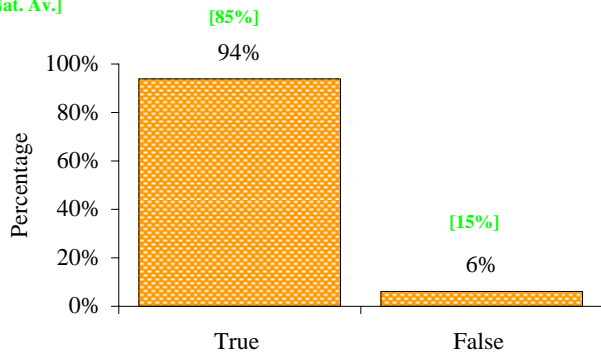


Year Group



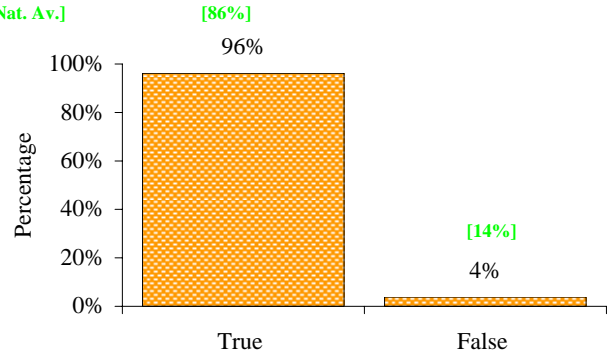
The school encourages a healthy lifestyle through diet

[Nat. Av.]

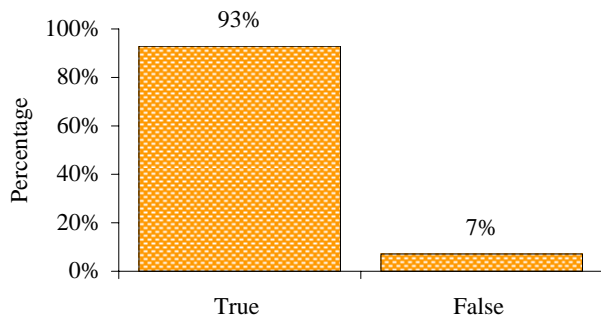


The school encourages a healthy lifestyle through exercise

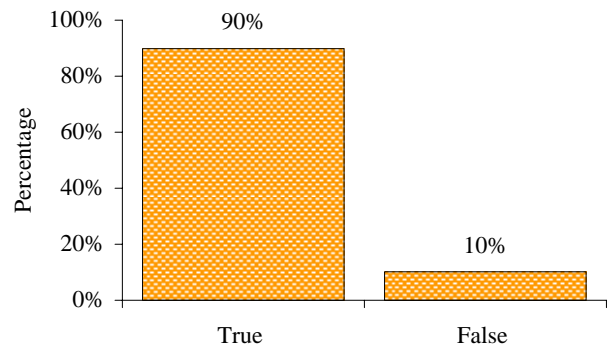
[Nat. Av.]



There is a computer for me to use at home



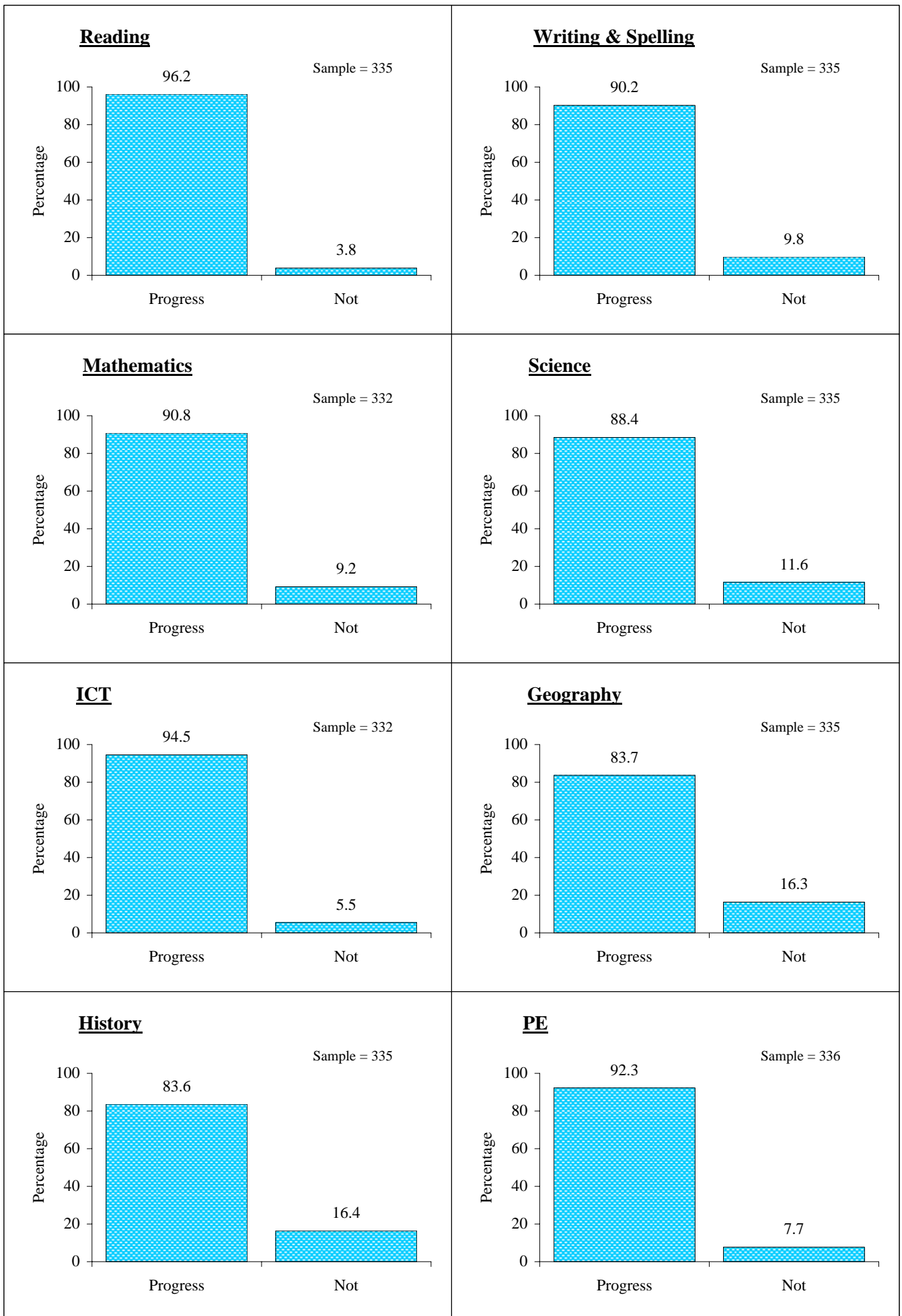
I can go on the internet at home



Bar Chart Results

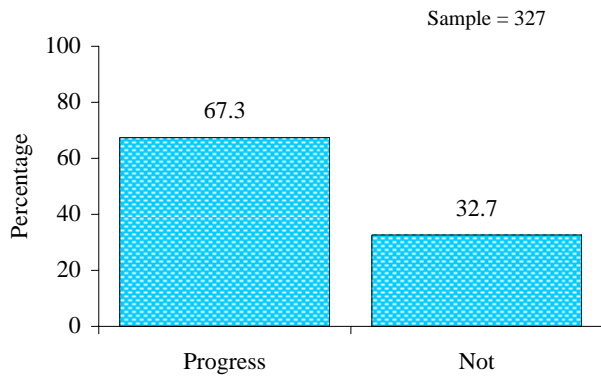
Academic Subjects

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

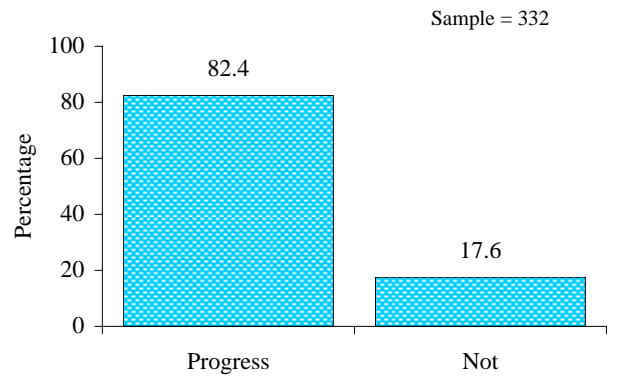


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

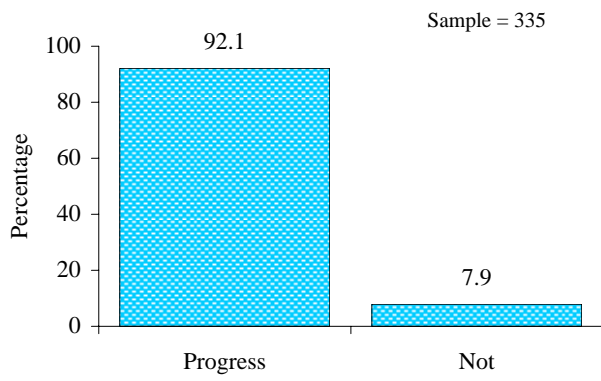
French



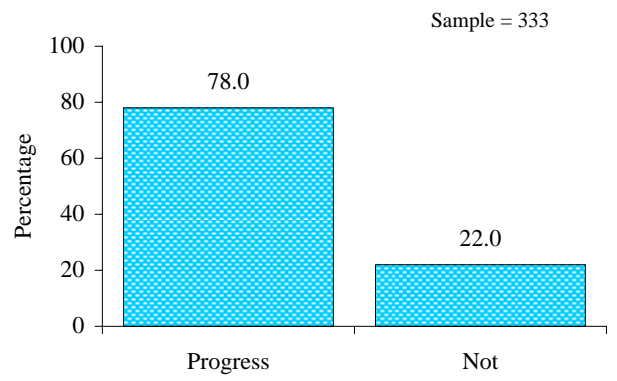
Music



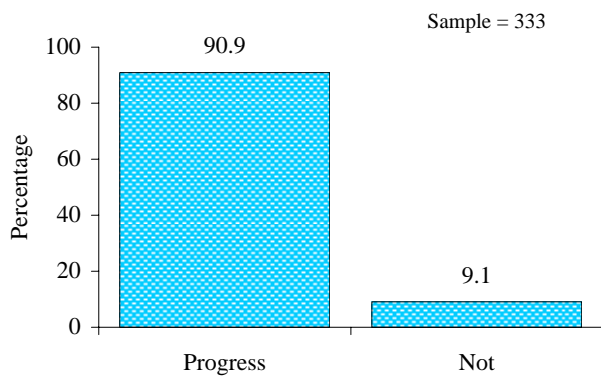
Art



RE



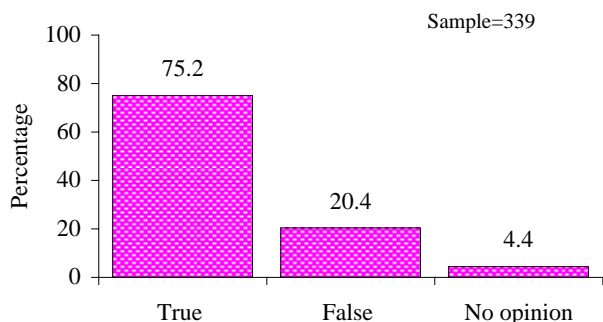
Design Technology



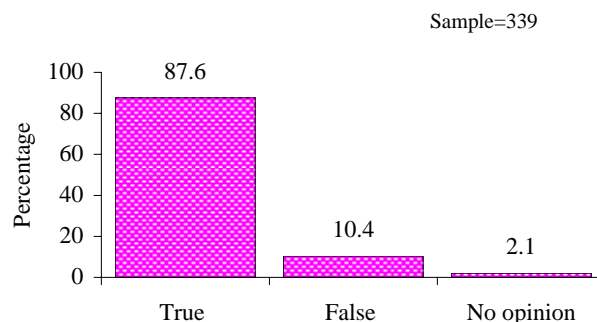
Non-Academic
Selected Parent Priorities

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

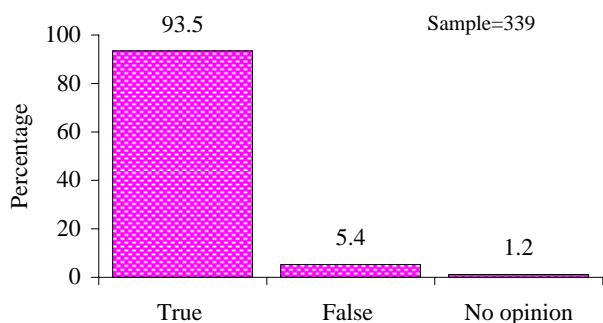
School discipline: "The children in my class are well behaved."



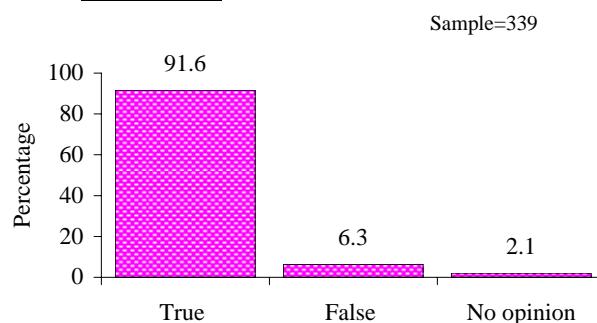
Community spirit: "The children in my class care about each other."



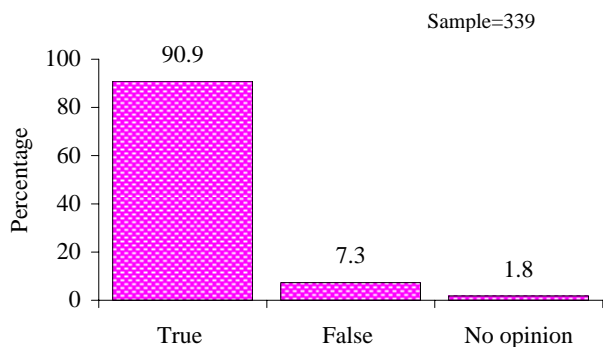
School security: "I feel safe when I am at school."



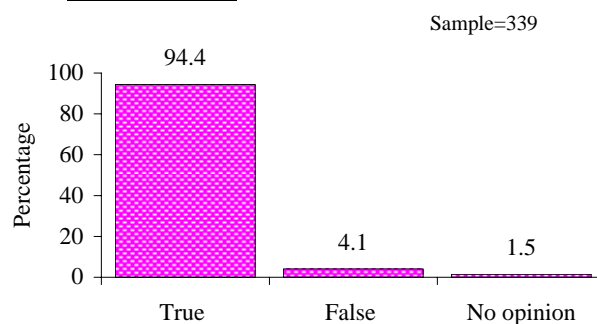
Social health education: "I am taught how to be healthy and deal with problems."



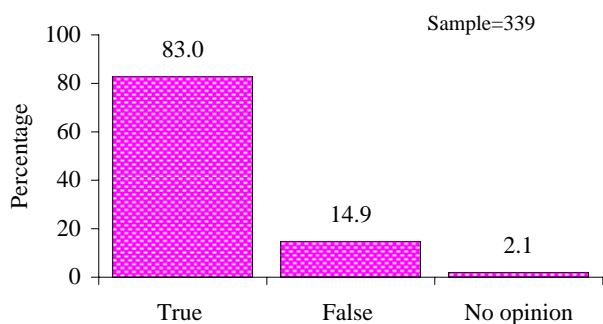
Control of bullying: "My teacher makes sure that children are not bullied."



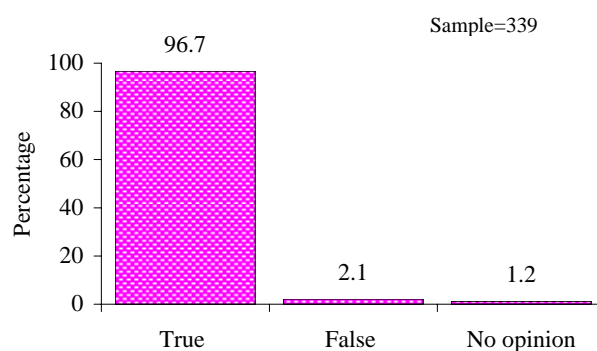
Developing moral values: "At school I am taught the right and wrong way to treat others."



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



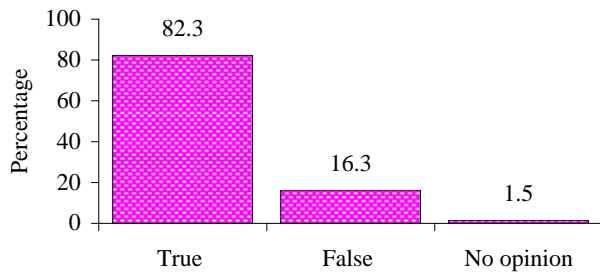
Developing potential: "My teacher makes sure that I always do my best."



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

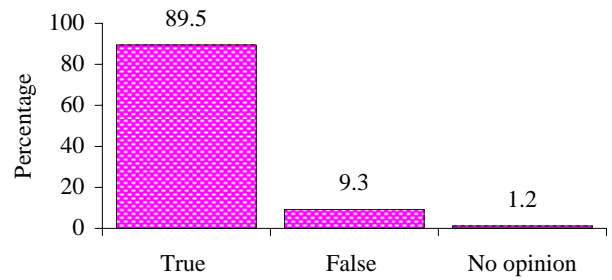
Use of exams and testing: "I am often given tests to see how well I am learning."

Sample=339



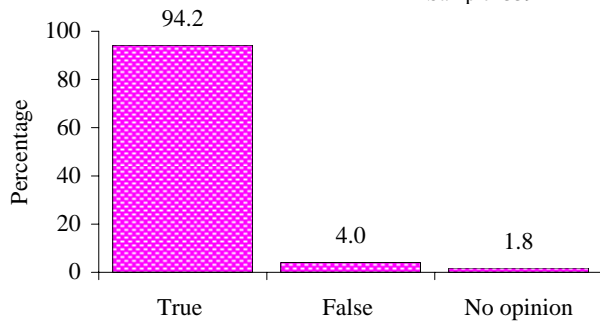
Developing confidence: "My school helps me to be proud of who I am."

Sample=339



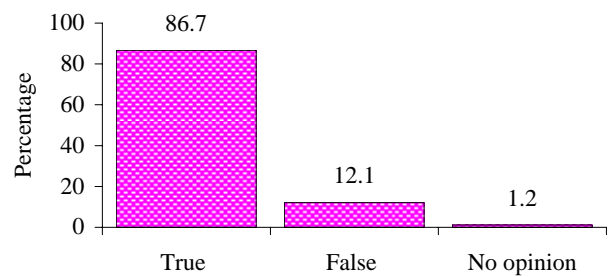
School facilities: "My school buildings are clean with good equipment."

Sample=339



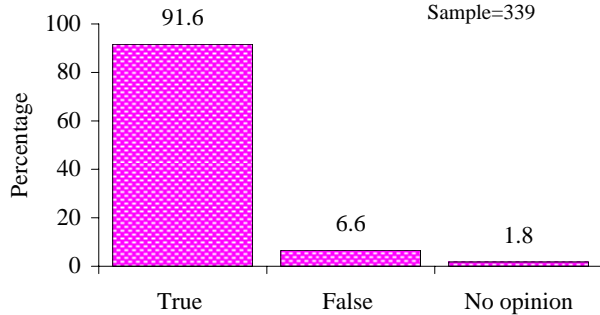
Out of school activities: "There are lots of activities or clubs outside lesson time."

Sample=339



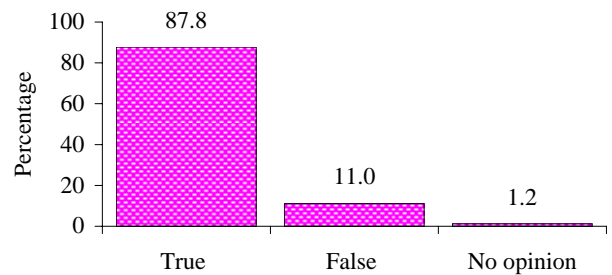
Caring teachers: "I could talk to my teacher if I had a problem."

Sample=339



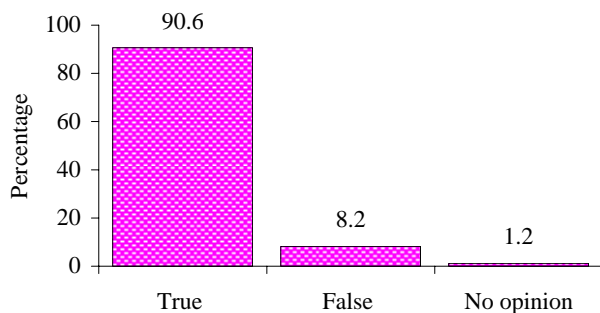
School communication: "My parents are told what is happening at the school."

Sample=339



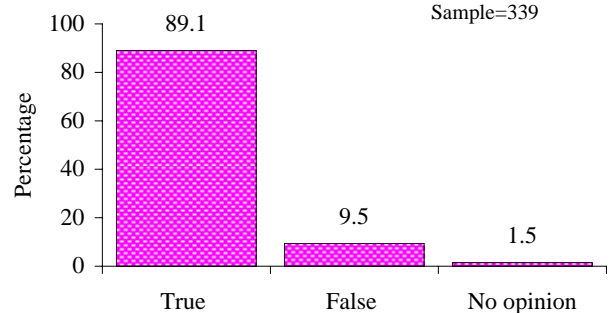
Library facilities: "At school there are lots of good books to choose from."

Sample=339



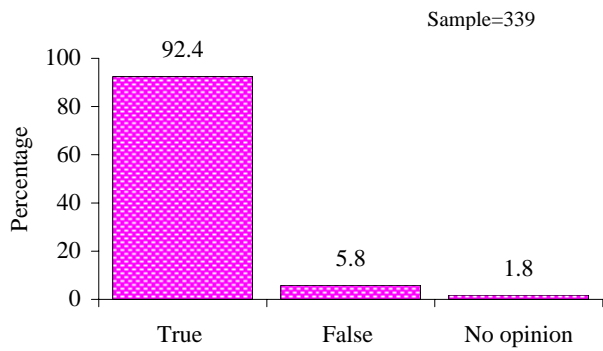
Happiness of child: "I am usually happy when I am at school."

Sample=339

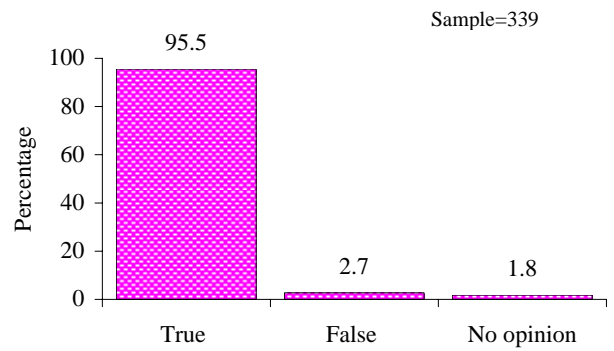


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

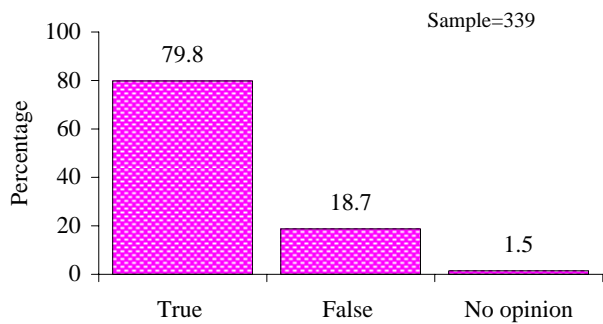
Teaching quality: "My teacher usually make lessons fun and interesting."



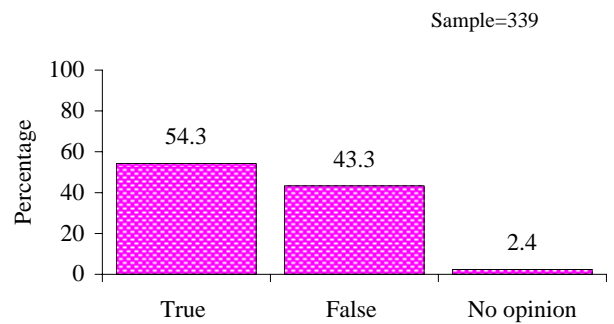
Range of subjects taught: "At school I have lots of different subjects."



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



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

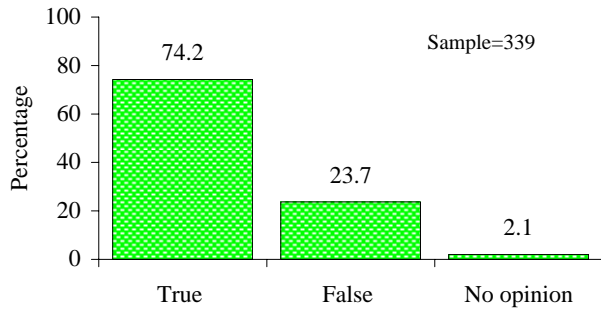


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

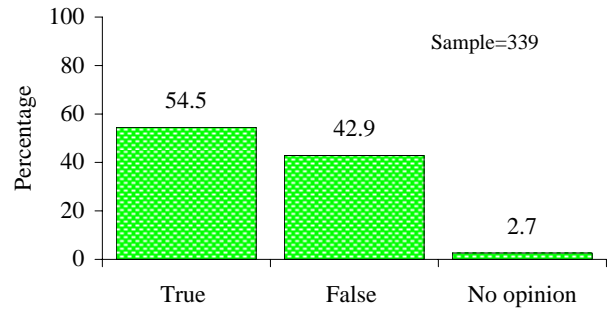
Additional Selected Criteria

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

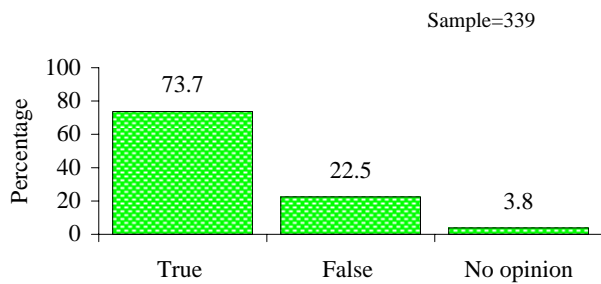
School uniform: "I like wearing my school uniform."



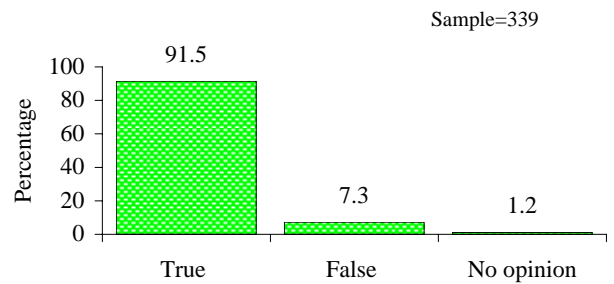
School meals: "I am happy with the food that I can get at school."



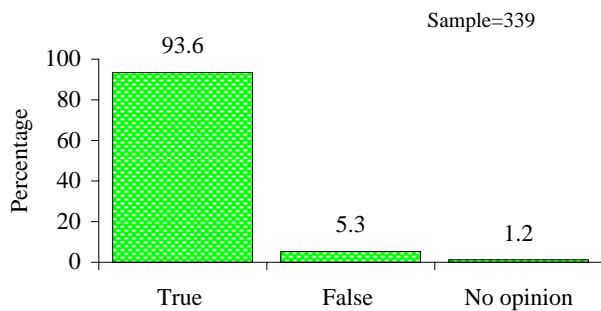
Celebrating and rewarding achievement: "Teachers tell me when I have done well and when they are happy with my work."



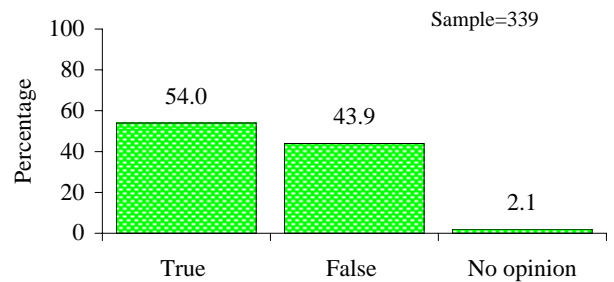
Ensuring pupils do their best and make progress: "I am helped to do my best and make good progress."



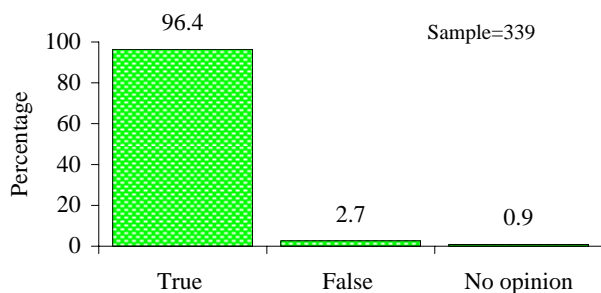
Availability of resources: "At school there is usually enough of everything so that I don't need to share."



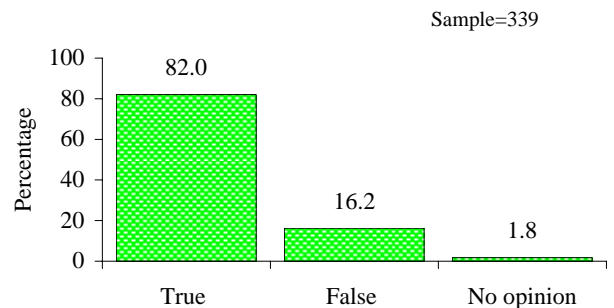
Ensuring new pupils settle well: "My school helps new pupils to settle in well."



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

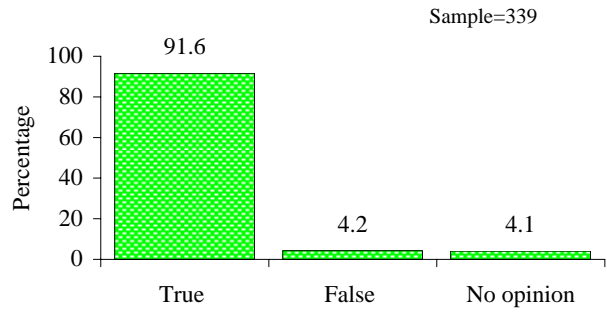


School's image in the local community: "People who live close to the school think it is a good school."



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

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

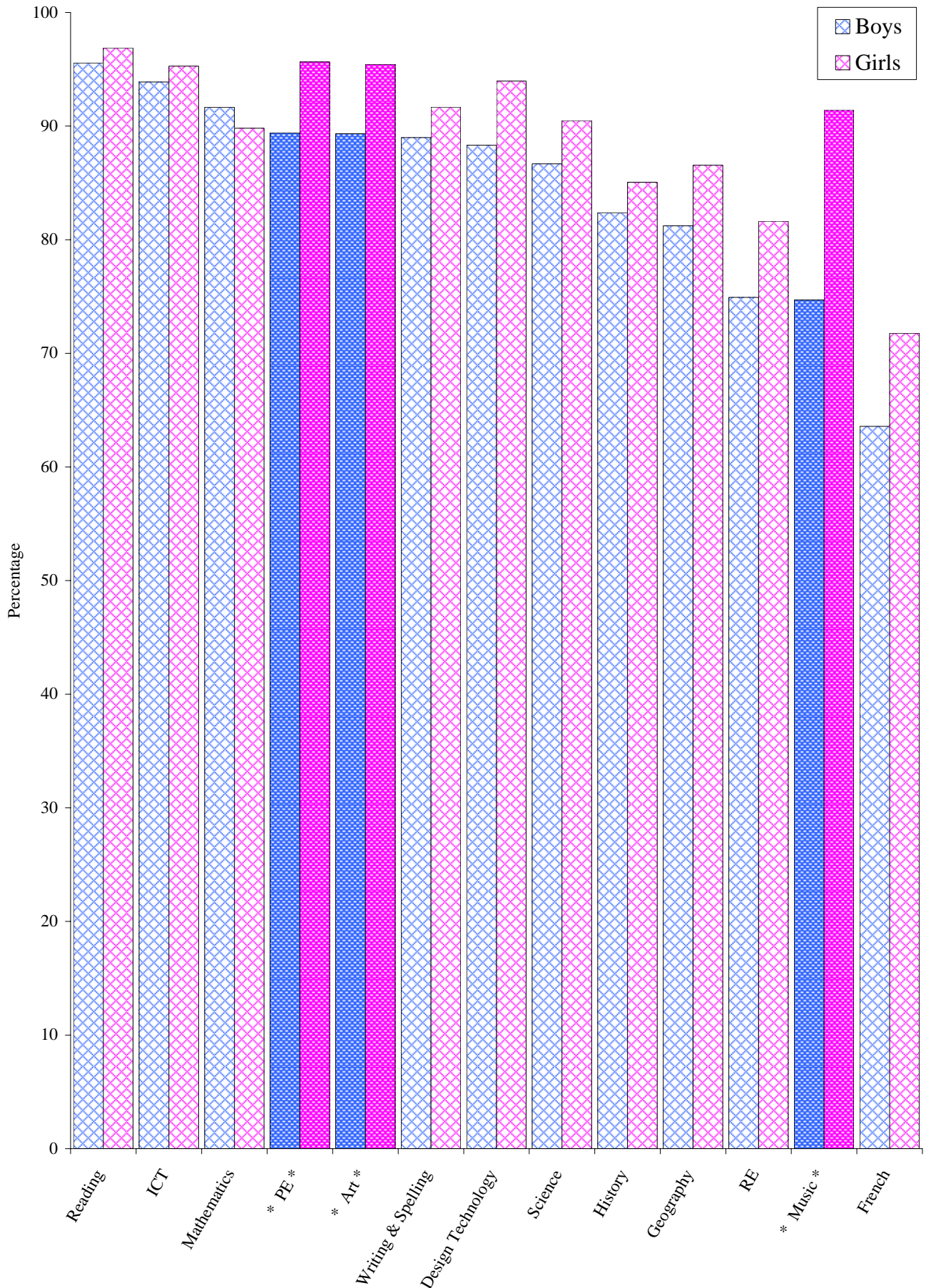


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

Cross Tabular Graphical Analysis of Results

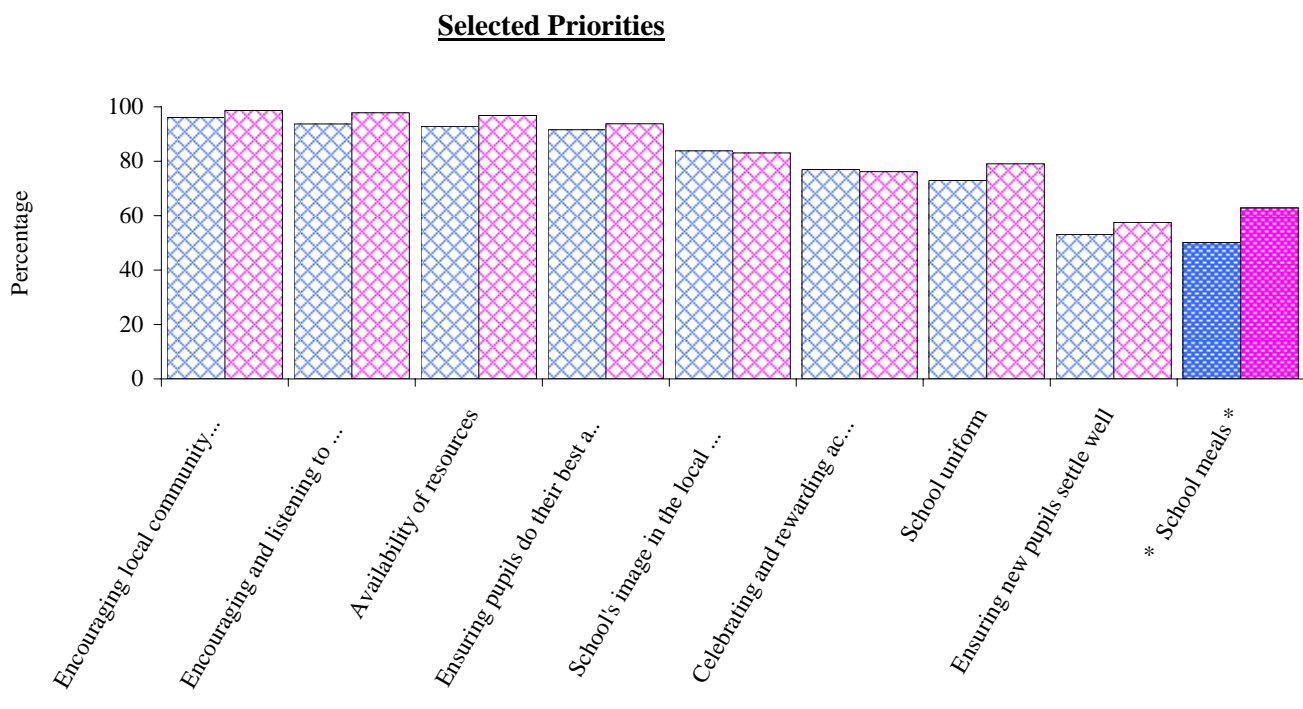
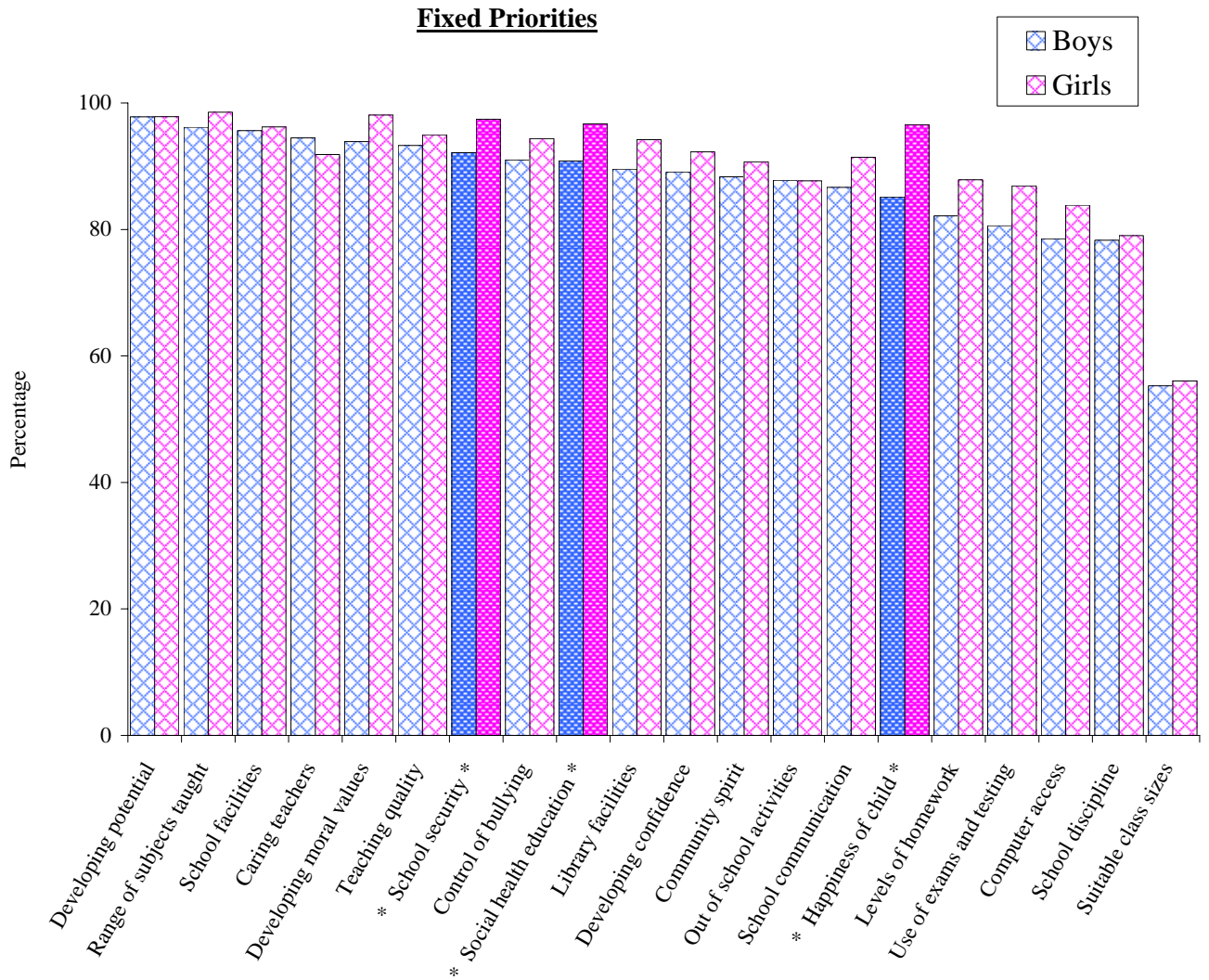
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

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 *



Analysis Showing Significant Results for Criteria Surveyed by Year Group

Cross-tabular graphical analysis was carried out for each subject and selected performance criteria against the responses for year group. The following graphs are those where a significant difference was identified for the year group analysis.

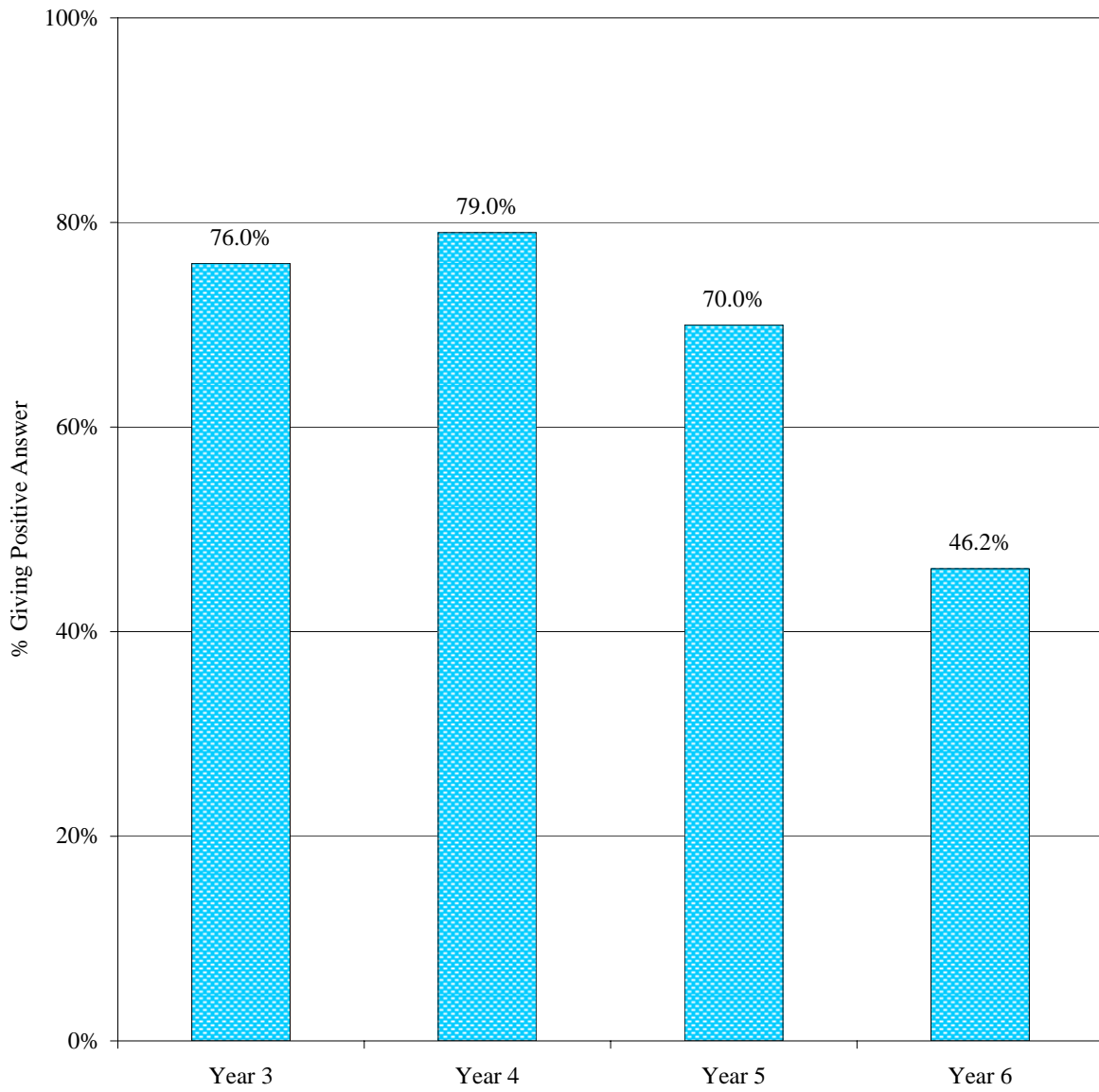
Throughout this report we have set the standard, that results quoted should be reliable at the 95% confidence level.

Please note: the difference between one year group and another has been tested to the 99% confidence level using a t- test; however, the scores for the individual year groups will often be taken from a sample too small to produce results that are reliable to within less than 5%, and should therefore only be taken as indicative of the true value.

Please note that where the word "significant" is used, it means that the difference identified is statistically significant, i.e. that it is meaningful and reliable, and not that the difference is necessarily large. Indeed a "significant" difference may be quite small in numerical value.

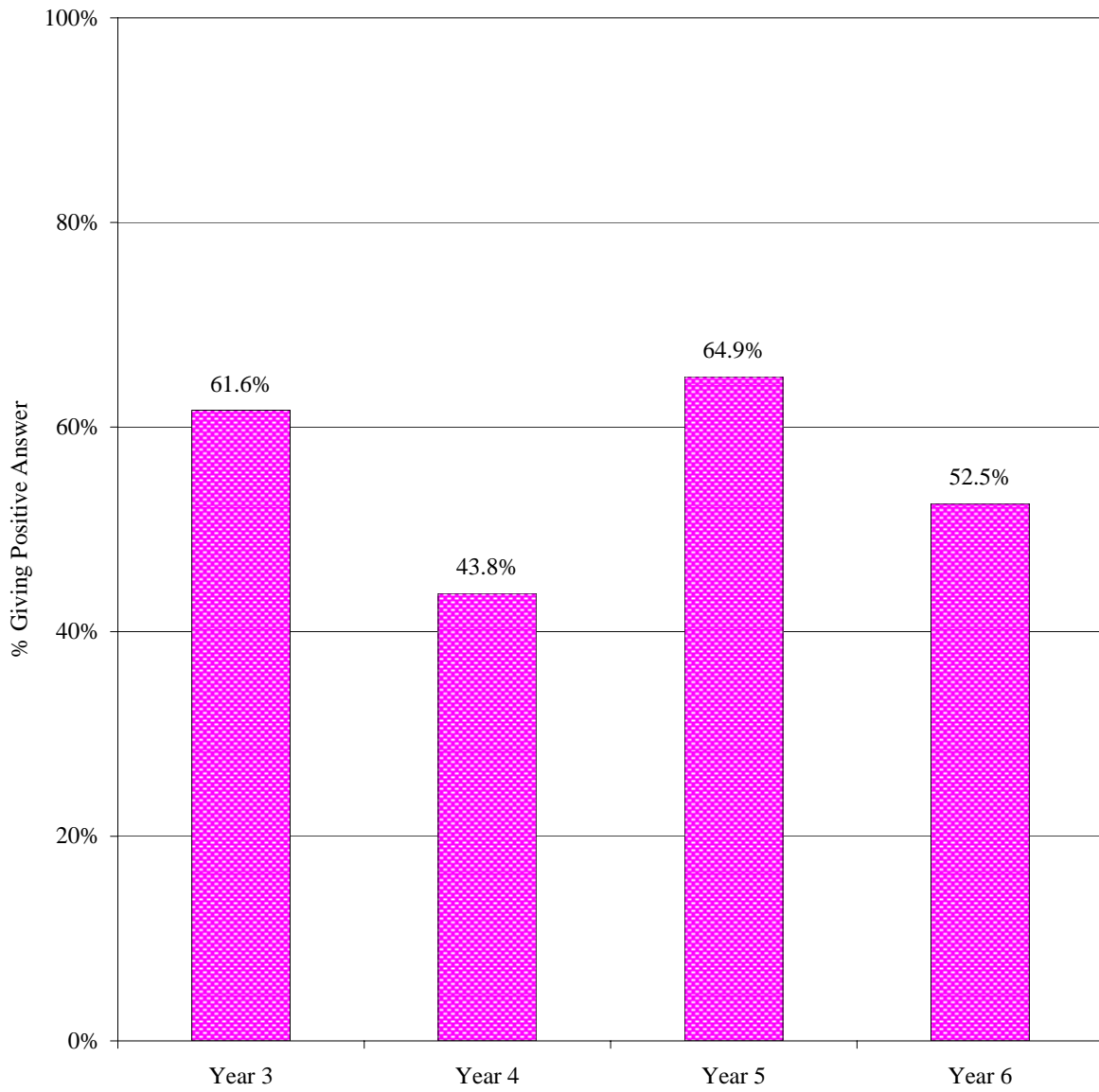
**The Graph Below for French Shows Significant Differences
Between the Pupils in Year 6 and Year 4**

Scores fall sharply in Year 6.



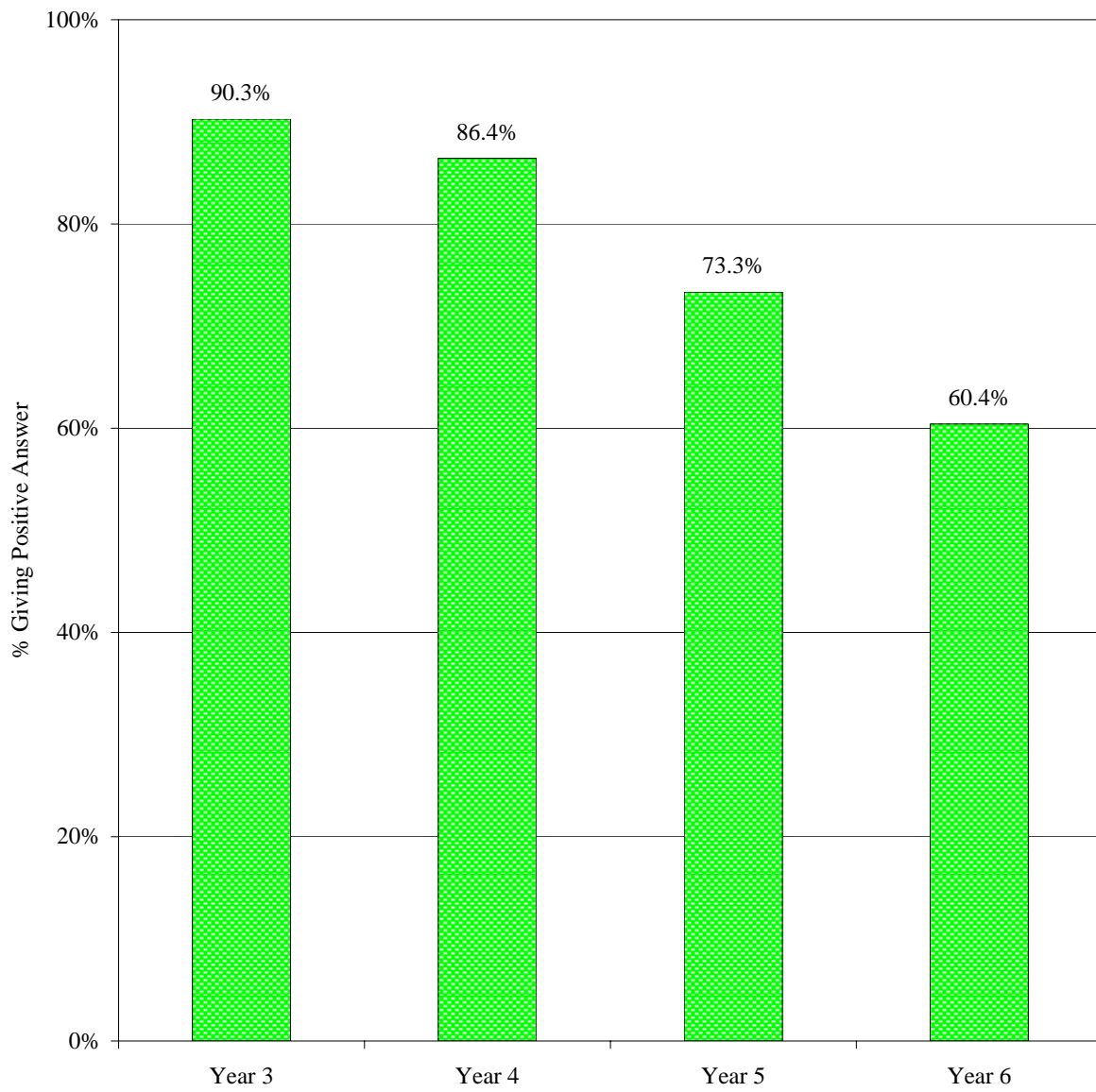
The Graph Below for Suitable class sizes Shows Significant Differences Between the Pupils in Year 4 and Year 5

Scores dip in Year 4.



The Graph Below for Celebrating and rewarding achievement Shows Significant Differences Between the Pupils in Year 6 and Year 3

Scores decline as pupils get older.



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.

$$P9\text{boys(R Stds.)} = \frac{\text{Number of boys in year 9}}{\text{Number of boys in years =Y}} \times \frac{\text{Number of year 9 boys respondents to Religious Studies}}{\text{Total number of year 9 boys respondents}}$$

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

$$F9\text{boys(Religious Studies)} = \frac{P9\text{boys(Religious Studies)} \times \text{Mean score for year 9 Religious Studies, boys}}{(P9\text{boys (Religious Studies)} + P10\text{boys (Religious Studies)} + P11\text{boys (Religious Studies)})}$$

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

To achieve the final boys score $F\text{boys (Religious Studies)} = F9\text{boys (Religious Studies)} + F10\text{boys (Religious Studies)} + F11\text{boys (Religious Studies)}$.

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.

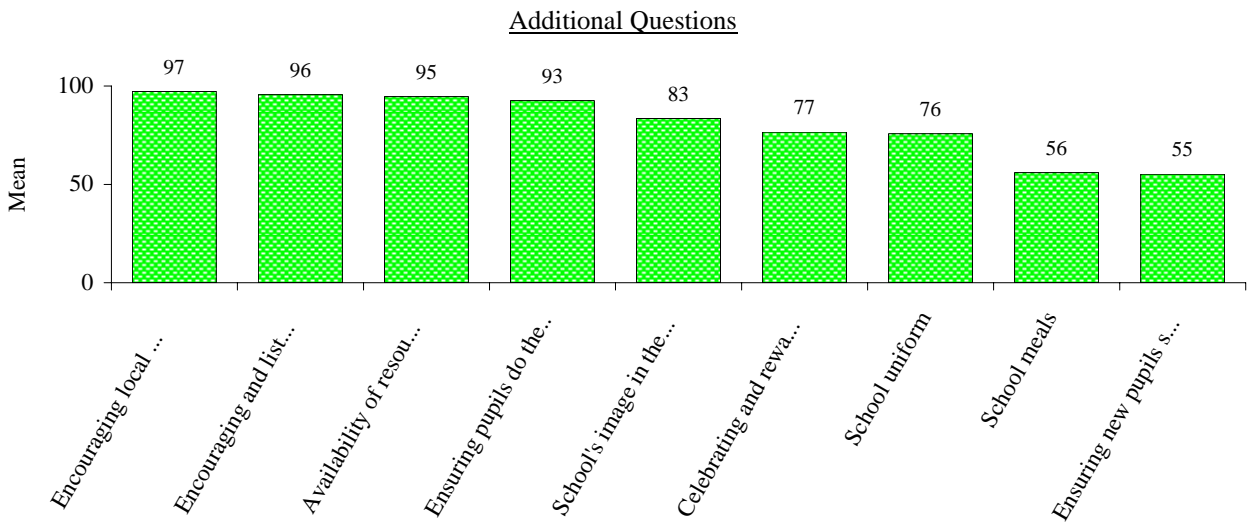
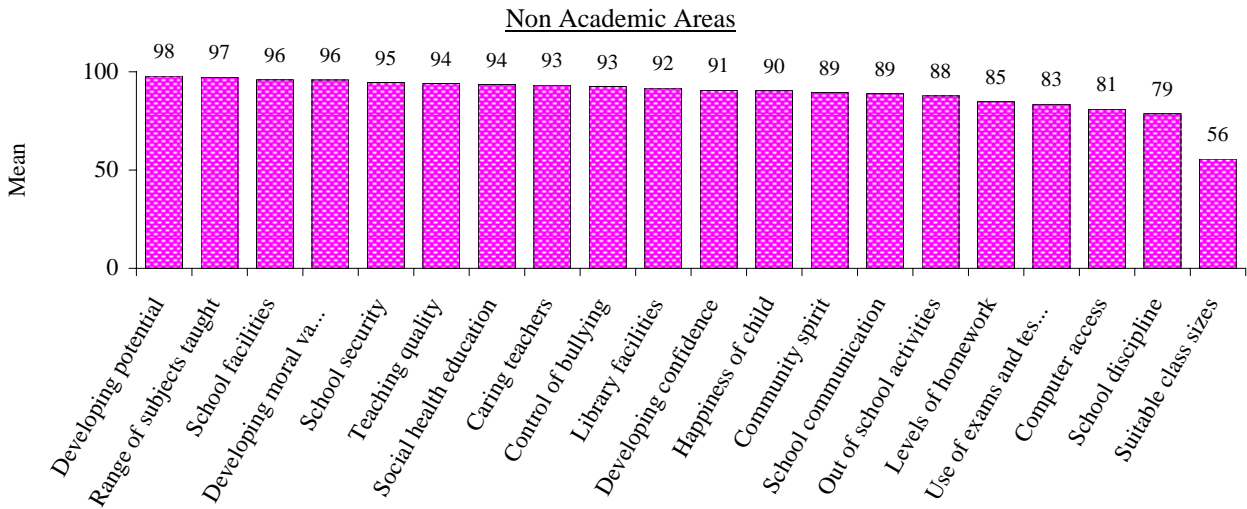
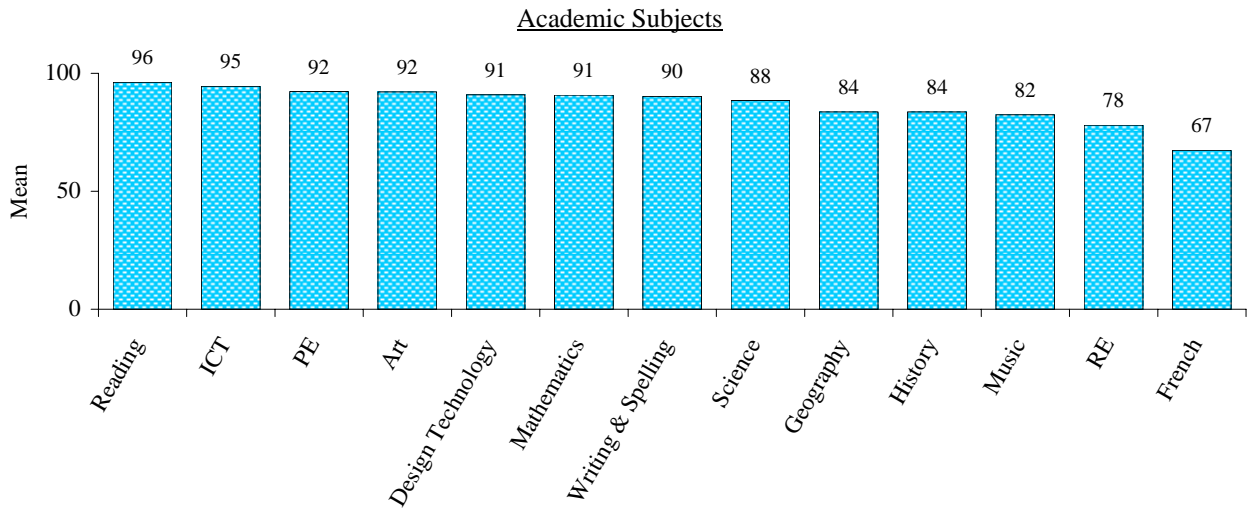
If greater than 5% of our scale, and greater than 2 X SEP of first result + 2 X SEP of second result.

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, Unadjusted Percentage Giving a Positive Answer to 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 pupil 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>
9284	42	89.2%	4536	84.4%	4812	93.8%	Art
7851	37	86.2%	3847	83.0%	4075	89.5%	Design Technology
4566	21	75.9%			2443	82.4%	Drama
8829	40	93.0%	4284	91.3%	4598	94.6%	English - reading
8228	38	84.5%	3968	82.2%	4311	86.9%	English - writing
5539	27	65.6%	2674	60.2%	2942	70.4%	French
8361	39	71.2%	4059	69.8%	4346	72.4%	Geography
8518	39	82.4%	4151	81.0%	4413	83.2%	History
9156	42	92.2%	4462	92.0%	4753	92.4%	IT
8922	41	86.2%	4351	89.3%	4610	83.2%	Mathematics
9245	42	84.3%	4482	77.9%	4804	90.3%	Music
8929	41	93.4%	4347	94.2%	4626	92.7%	Physical Education
8699	39	75.0%	4264	72.0%	4492	77.8%	Religious Studies
9156	42	81.3%	4448	81.6%	4751	80.9%	Science

REMAINING SUBJECTS SURVEYED

<u>No. of pupil 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>
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CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil 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>
9303	42	89.8%	4550	90.6%	4816	89.0%	Caring teachers
4923	23	92.5%	2413	92.2%	2618	92.9%	Celebrating and rewarding achievement
9232	41	92.9%	4526	91.6%	4779	94.1%	Choice of subjects
9025	42	81.3%	4423	80.8%	4666	81.8%	Community spirit
9194	42	71.8%	4503	71.2%	4764	72.3%	Computer access
9236	42	90.6%	4496	90.3%	4786	91.1%	Control of bullying
9282	42	83.6%	4545	82.0%	4800	85.1%	Developing confidence
9262	42	91.3%	4514	90.0%	4797	92.7%	Developing moral values
9340	42	93.6%	4567	92.6%	4840	94.7%	Developing potential
5702	26	82.6%	2747	79.8%	3051	85.0%	Encouraging and listening to parents views
4966	22	74.0%	2522	72.5%	2429	75.6%	Encouraging and listening to pupils' views
8184	36	91.6%	4037	90.2%	4241	92.8%	Ensuring pupils do their best and make good progress
9179	41	82.2%	4503	81.3%	4746	83.1%	Exam results
5129	24	85.6%	2470	84.1%	2758	86.8%	Explaining to parents how to help their child
8817	40	80.1%	4285	79.2%	4590	81.0%	Extra curricular activities
9177	42	83.6%	4484	80.9%	4742	86.9%	Happiness of child
9262	42	80.5%	4501	79.2%	4812	82.0%	Levels of homework
8814	40	73.7%	4284	71.8%	4581	75.6%	Library facilities
5114	21	83.2%	2515	81.5%	2566	85.0%	Promoting racial harmony
6006	25	88.0%	2995	85.8%	2980	90.4%	Quality of school management
9243	42	86.3%	4533	84.6%	4781	88.1%	School communication
8967	42	64.5%	4394	64.3%	4632	64.8%	School discipline
9257	42	82.9%	4528	80.3%	4797	85.3%	School facilities
9208	42	89.4%	4478	88.7%	4774	90.7%	School security
9248	42	91.4%	4522	90.1%	4786	92.6%	Social health education
8721	40	45.5%	4266	45.5%	4528	45.5%	Suitable class sizes
5537	24	85.7%	2748	84.0%	2766	87.3%	Tailoring workload to child's needs and ability
4835	21	88.2%	2358	86.8%	2457	89.6%	Teaching for special needs
9245	42	86.3%	4517	85.3%	4776	88.3%	Teaching quality
6088	27	67.3%	2954	65.4%	3224	68.9%	Treating all pupils fairly and equally

REMAINING CRITERIA SURVEYED

<u>No. of pupil 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>
2677	14	77.9%	1358	75.8%	1304	80.3%	Access to staff
3012	14	79.1%	1512	77.5%	1495	80.8%	Encouraging local community activity
4528	18	88.6%	2225	86.8%	2411	90.1%	Ensuring new pupils settle well
2385	12	93.6%	1178	93.3%	1172	94.1%	Parents evening
3094	15	61.7%	1473	59.6%	1739	63.7%	School meals
1809	11	85.2%	899	82.5%	889	87.9%	School's image in the local community
2630	14	90.0%	1330	87.9%	1289	92.3%	Written reports

Total boys surveyed = 4444
 Total girls surveyed = 4709
 Total sample = 9153
 From 42 Schools