

**Education Perceptions Monitor
Parent Survey No.1 To November 2012
For
St Peter's School
Bournemouth, Hampshire**

Prepared and Presented

By

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Introduction

This report details the findings of the first Education Perceptions Monitor for St Peter's 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 November 2012.

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

887 completed questionnaires were returned representing a response rate of 55.6%. The survey produced a very good overall response from the parents, gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that data could be drawn for all criteria.

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

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

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

The parents gave a very good overall performance score (77%), while among the parents whose children were not in their first year at the school 19% said the school had improved over the last year while only 10% thought that the school's performance was worse. Of the parents of new pupils, only 7% felt that the school had not lived up to their expectations while 19% 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 Textiles, Religious Studies and Resistant Materials. (See page 7)

The parents are least happy with the delivery of ICT, Biology and Music. (See page 7)

With regard to Non-Academic areas, parents are most happy with the delivery of Developing moral values, Community spirit and Levels of homework. (See page 8)

The parents are least happy with the delivery of Computer access, Careers advice and Exam results. (See page 8)

The parents' top priority for improvement is Teaching quality. (See page 20)

The parents of boys gave a significantly higher score for Physics. (See page 71)

The parents of girls gave significantly higher scores for Art and Spanish. (See page 71)

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 150 similar, English schools, and are also included in the appendix of this report.

All of the scores given have been tested to be reliable to within less than 5%, at the 95% confidence level, except for those subjects marked *, which due to the sample achieved, are only reliable to within 10%, or when a result is highlighted in pink to indicate that the score can only be considered as indicative. Remember, ideally, scores should be above the red line; scores above the green line are good, and above the gold line are exceptional.

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

Academic Criteria

Academic subjects	Weighted Score %
Textiles	85.1
Religious Studies	82.1
Resistant Materials	80.1
Electronic Products	80.1
* Psychology	78.7
Dance	78.5
Graphic Products	76.8
History	76.7
Geography	76.5
Physical Education	75.8
Drama	75.8
Spanish	74.8
Mathematics	74.7
French	73.6
Design Technology	72.6
Art	71.2
Food Technology	71.1
English	71.0
Business Studies	70.5
Core Science	70.4
Physics	69.2
Citizenship	67.8
Chemistry	67.1
Music	66.5
Biology	66.0
ICT	65.4

* - only reliable to within 10%

Subject scores in **Pink** should only be considered indicative.

Core Parent Priorities

Criteria	Weighted Score %
Developing moral values	76.1
Community spirit	74.1
Levels of homework	73.7
School discipline	72.8
Control of bullying	72.4
Truancy control	72.4
School security	72.4
Caring teachers	72.0
Happiness of child	70.8
School facilities	70.4
Social health education	69.7
Developing potential	69.6
School communication	69.5
Developing confidence	69.3
Choice of subjects	69.1
Teaching quality	68.8
Availability of resources	68.5
Exam results	68.2
Careers advice	66.8
Computer access	62.7
"Overall" Rating	76.7

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

Criteria	% rating "poor" or "very poor"	% rating "good" or "very good"
Textiles	0.0%	88.0%
Resistant Materials	3.4%	88.7%
History	3.7%	85.3%
Drama	3.9%	81.0%
Physical Education	3.9%	80.4%
Geography	4.1%	81.2%
Core Science	4.5%	74.5%
Spanish	4.8%	72.7%
Religious Studies	4.8%	77.8%
Food Technology	4.9%	73.6%
French	4.9%	71.6%
Mathematics	5.0%	78.9%
Design Technology	5.0%	75.7%
Art	5.4%	73.7%
Psychology	7.0%	83.4%
English	7.7%	74.8%
Biology	8.1%	61.2%
ICT	9.3%	55.8%
Chemistry	9.5%	62.8%
Citizenship	9.8%	45.9%
Physics	10.3%	65.7%
Music	11.4%	54.1%
Business Studies	15.4%	61.9%

Happy Versus Unhappy Parents

Core Parent Priorities

Criteria	% rating "poor" or "very poor"	% rating "good" or "very good"
Truancy control	2.4%	86.4%
School discipline	3.7%	73.3%
School security	4.3%	79.7%
Choice of subjects	4.5%	75.2%
School facilities	5.3%	71.1%
Teaching quality	5.9%	67.7%
Caring teachers	6.1%	75.4%
Social health education	6.3%	61.9%
Happiness of child	6.3%	77.4%
Developing moral values	6.6%	72.1%
Exam results	6.6%	66.5%
Availability of resources	7.7%	65.7%
Community spirit	8.9%	65.1%
Developing confidence	9.3%	67.8%
Developing potential	9.4%	63.6%
Computer access	9.9%	64.3%
School communication	11.7%	62.5%
Levels of homework	12.8%	61.7%
Control of bullying	12.9%	66.7%
Careers advice	19.9%	46.9%
"Overall" Score	3.2%	84.0%

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
Treating all pupils fairly and equally	73.7	8.9	66.7
Attitude of non-teaching support staff	72.3	4.0	79.6
Extra curricular activities	71.4	8.1	69.2
Handling complaints	71.0	11.0	62.4
Looking after pupils well	70.4	4.2	78.0
Church links and support	70.3	7.2	68.9
Written reports	70.1	6.4	70.9
Explaining to parents how to help their child	69.4	14.3	57.3
Encouraging and listening to parent views	69.3	12.0	57.8
Tailoring workload to child's needs and ability	69.3	10.4	60.3
Quality of school management	69.2	5.5	70.6
Ensuring pupils do best and make good progress	68.9	9.4	66.3
Encouraging and listening to pupil views	68.8	13.1	55.8
Parents evening	68.1	11.8	62.1
Suitable class sizes	67.1	6.6	61.1
Teaching for special needs	67.1	13.2	67.3
Celebrating and rewarding achievement	66.5	7.0	73.5
Encouraging local community activity	65.6	22.6	44.2

Importance Ratings

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

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

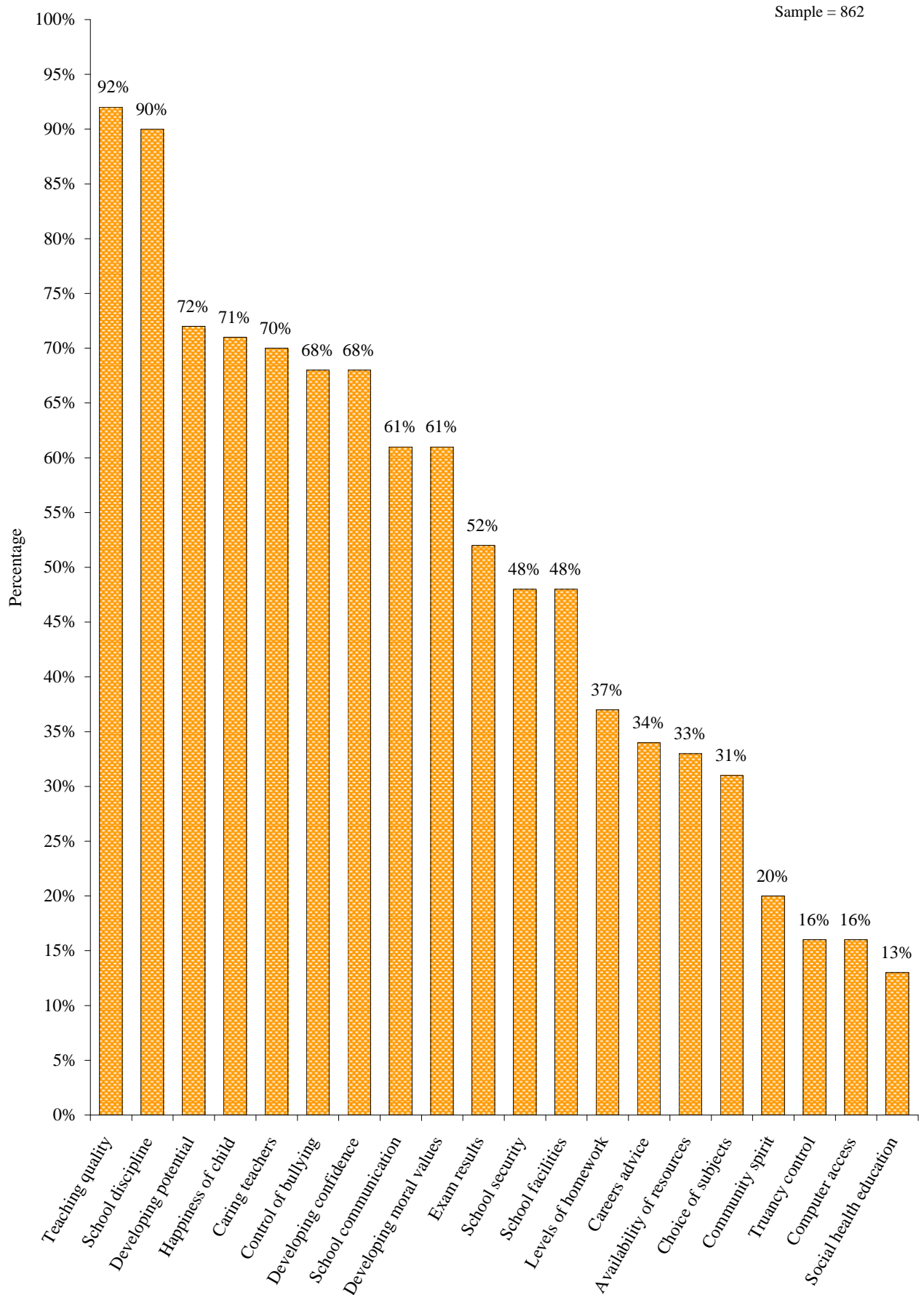
Tip - Remember, green is good, red is bad

	Importance Score (%)	Ranking
Teaching quality	91.7%	(16th)
School discipline	89.7%	(4th)
Developing potential	71.7%	(12th)
Happiness of child	71.4%	(9th)
Caring teachers	69.9%	(8th)
Control of bullying	68.1%	(5th)
Developing confidence	67.9%	(14th)
School communication	60.9%	(13th)
Developing moral values	60.8%	(1st)
Exam results	52.4%	(18th)
School security	48.5%	(7th)
School facilities	47.7%	(10th)
Levels of homework	36.6%	(3rd)
Careers advice	33.9%	(19th)
Availability of resources	32.6%	(17th)
Choice of subjects	30.8%	(15th)
Community spirit	19.8%	(2nd)
Truancy control	16.3%	(6th)
Computer access	16.1%	(20th)
Social health education	13.2%	(11th)

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.



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

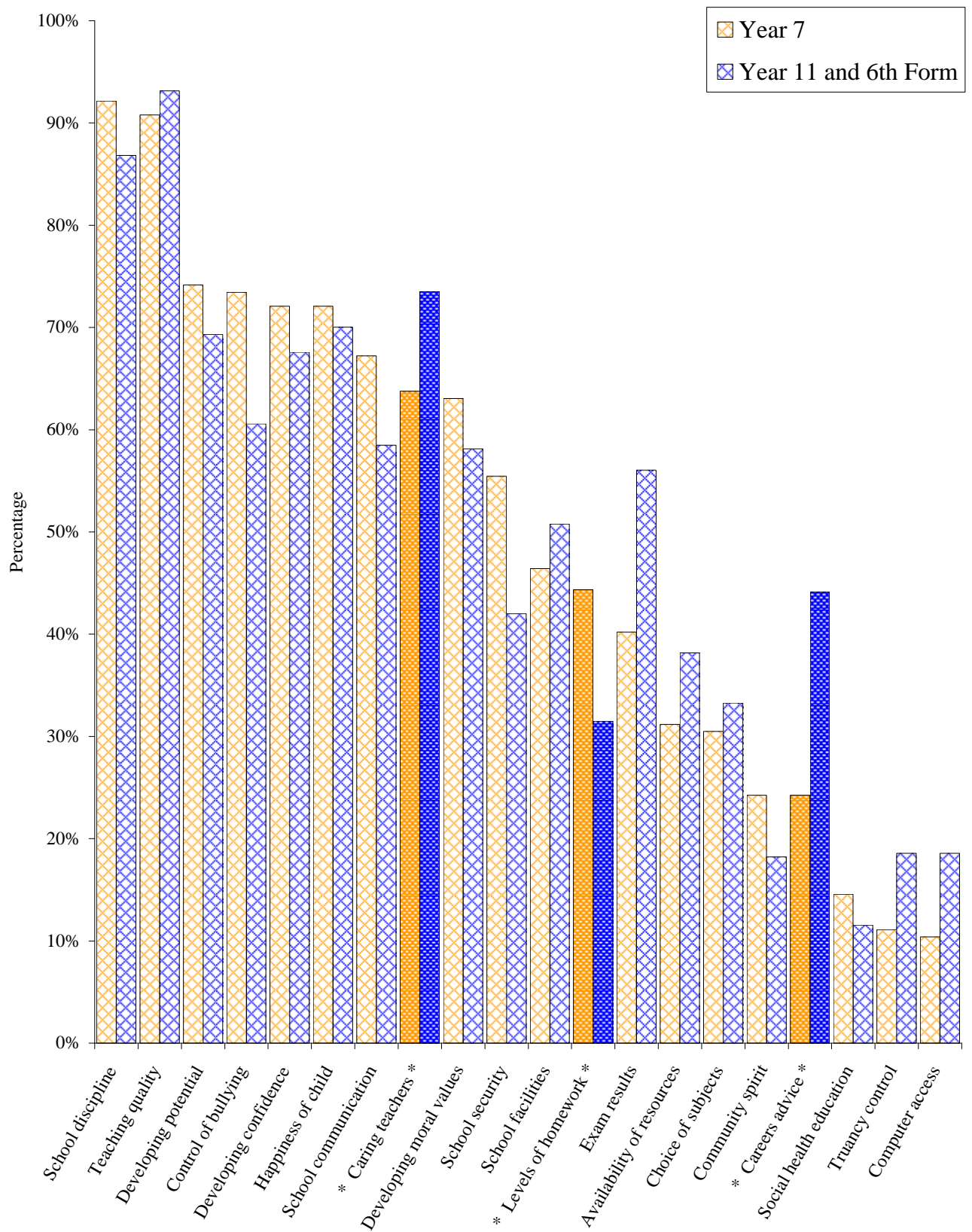
Average of Similar Schools

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

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

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

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



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

Position differences of 4 or more have been highlighted.

Priorities of Year 7 Parents

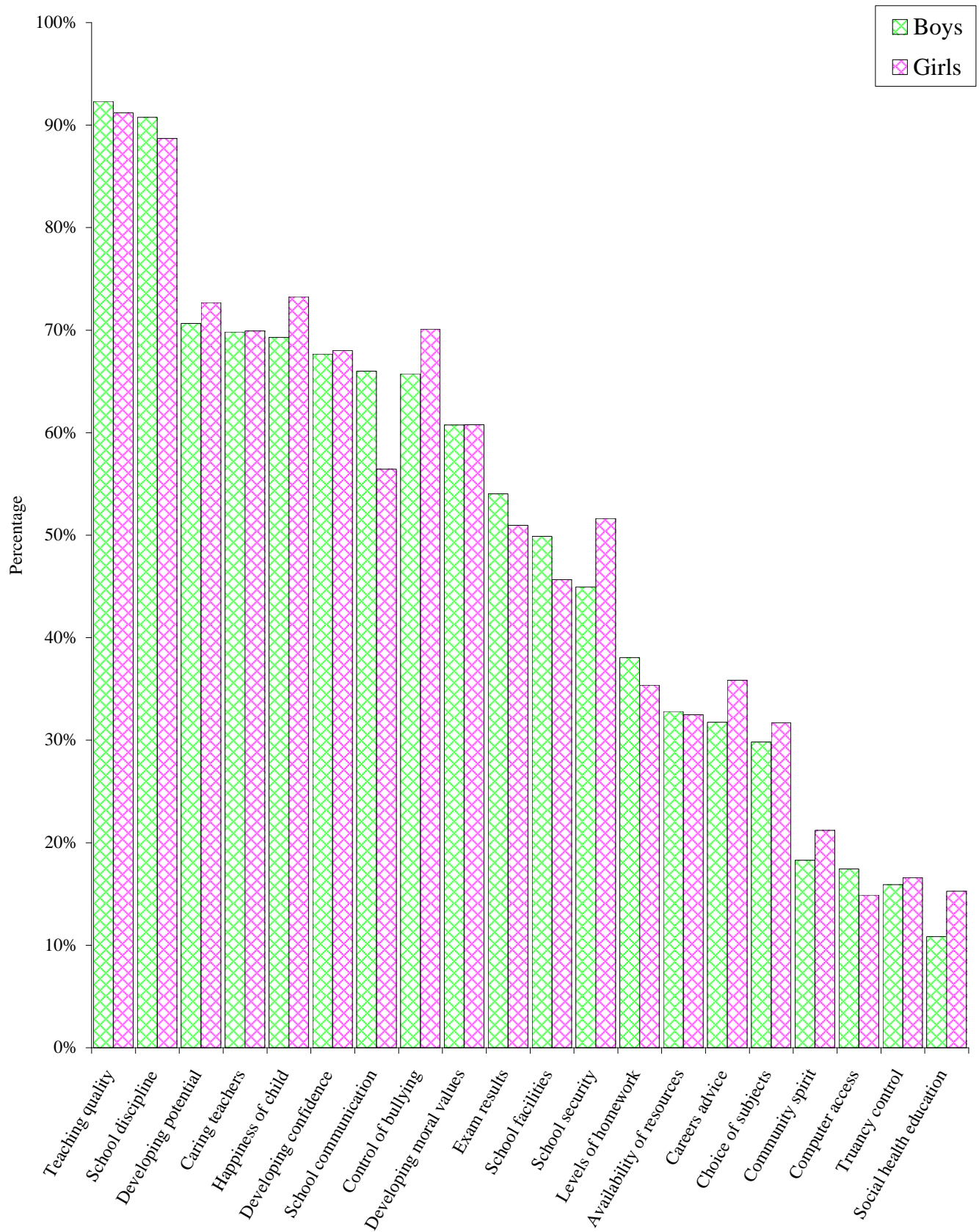
Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Developing potential	3rd
Control of bullying	4th
Developing confidence	5th
Happiness of child	5th
School communication	7th
Caring teachers	8th
Developing moral values	9th
School security	10th
School facilities	11th
Levels of homework	12th
Exam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

Priorities of Year 11 and 6th form Parents

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

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

There were no significant differences between the boys' and girls' parents.



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

There were no significant differences between the boys' and girls' parents

Priorities of Boys' Parents

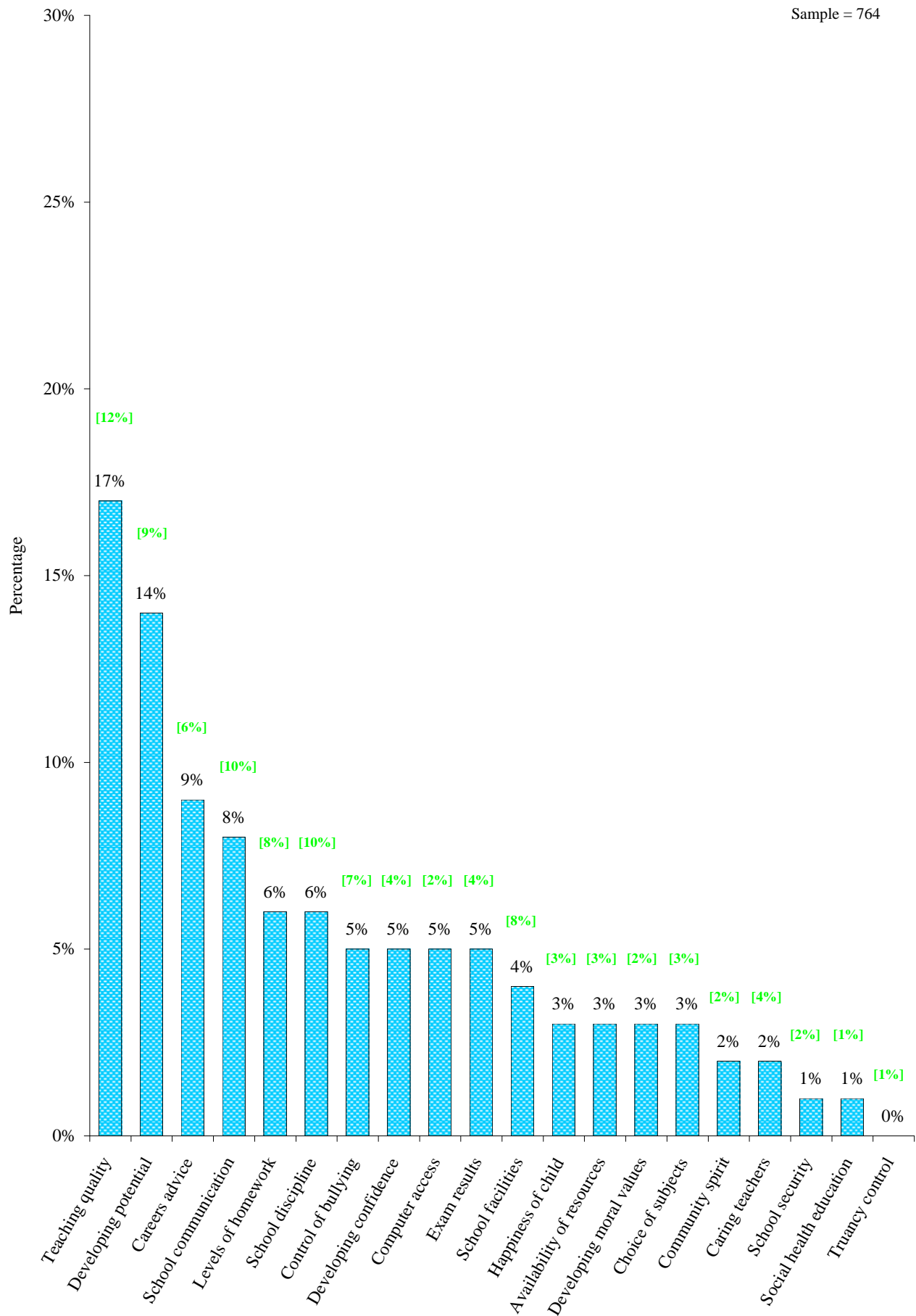
Choose 10	Ranking
Teaching quality	1st
School discipline	2nd
Developing potential	3rd
Caring teachers	4th
Happiness of child	5th
Developing confidence	6th
School communication	7th
Control of bullying	8th
Developing moral values	9th
Exam results	10th
School facilities	11th
School security	12th
Levels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

Priorities of Girls' Parents

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

Graph to Show Relative Parent Priorities for Improvement.

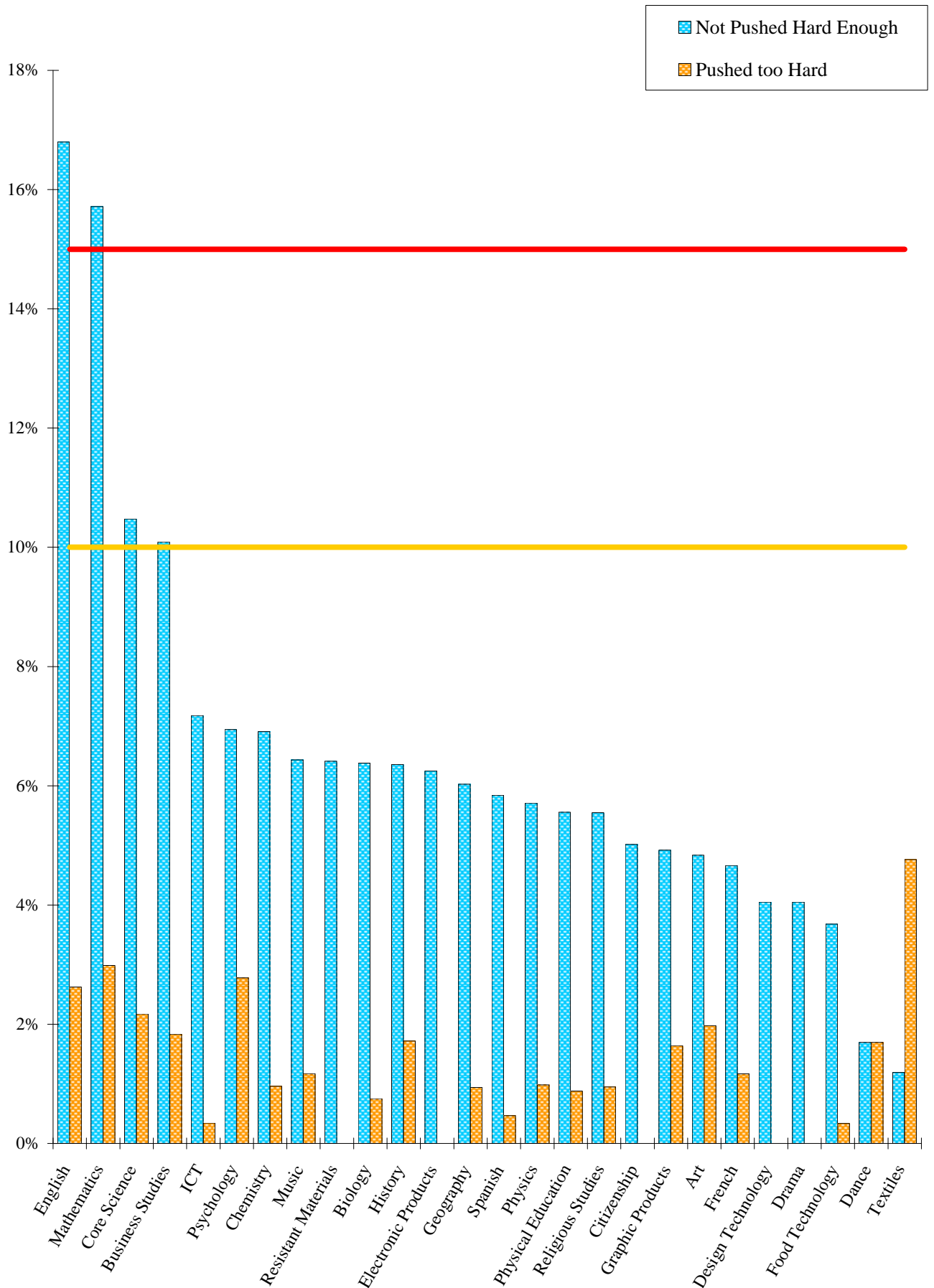
Average figures from similar schools are given in [brackets].



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

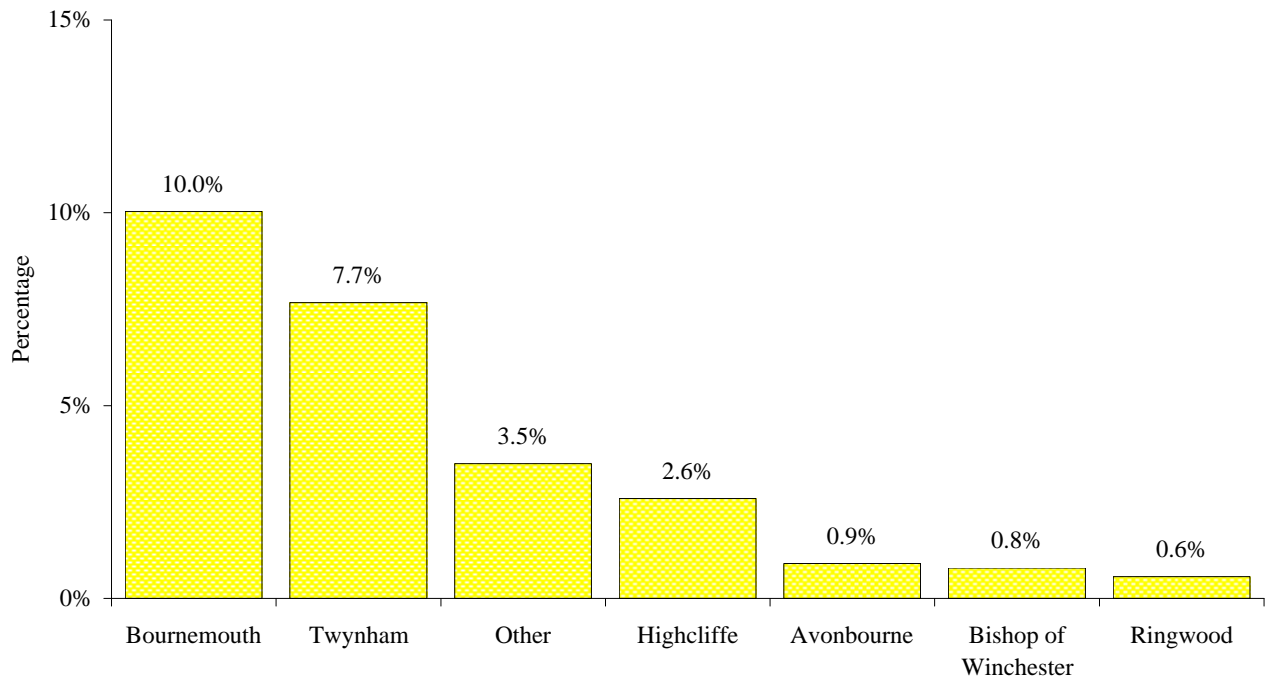
Scores should not exceed the red line

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

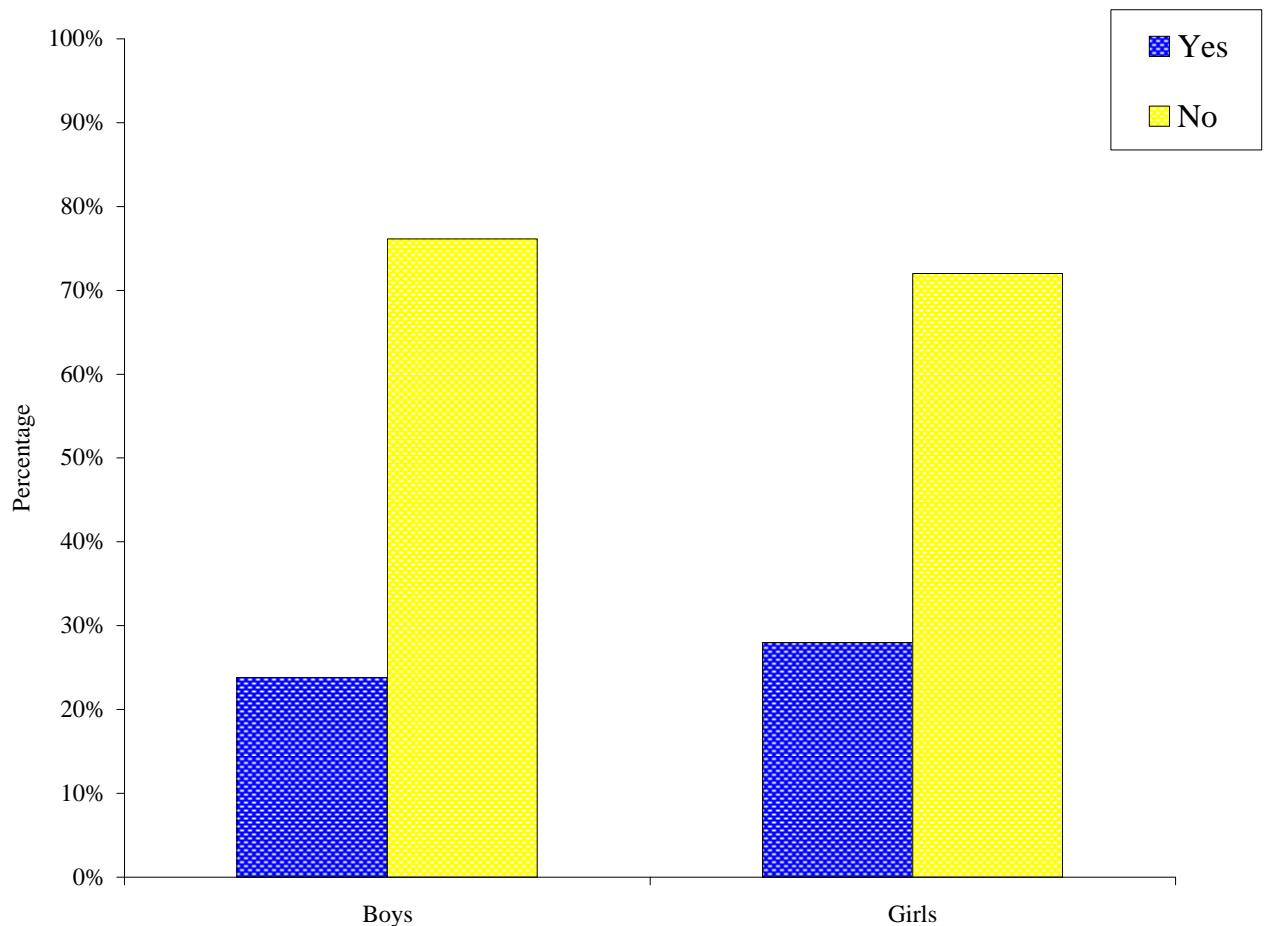


Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"

Some parents chose more than one option

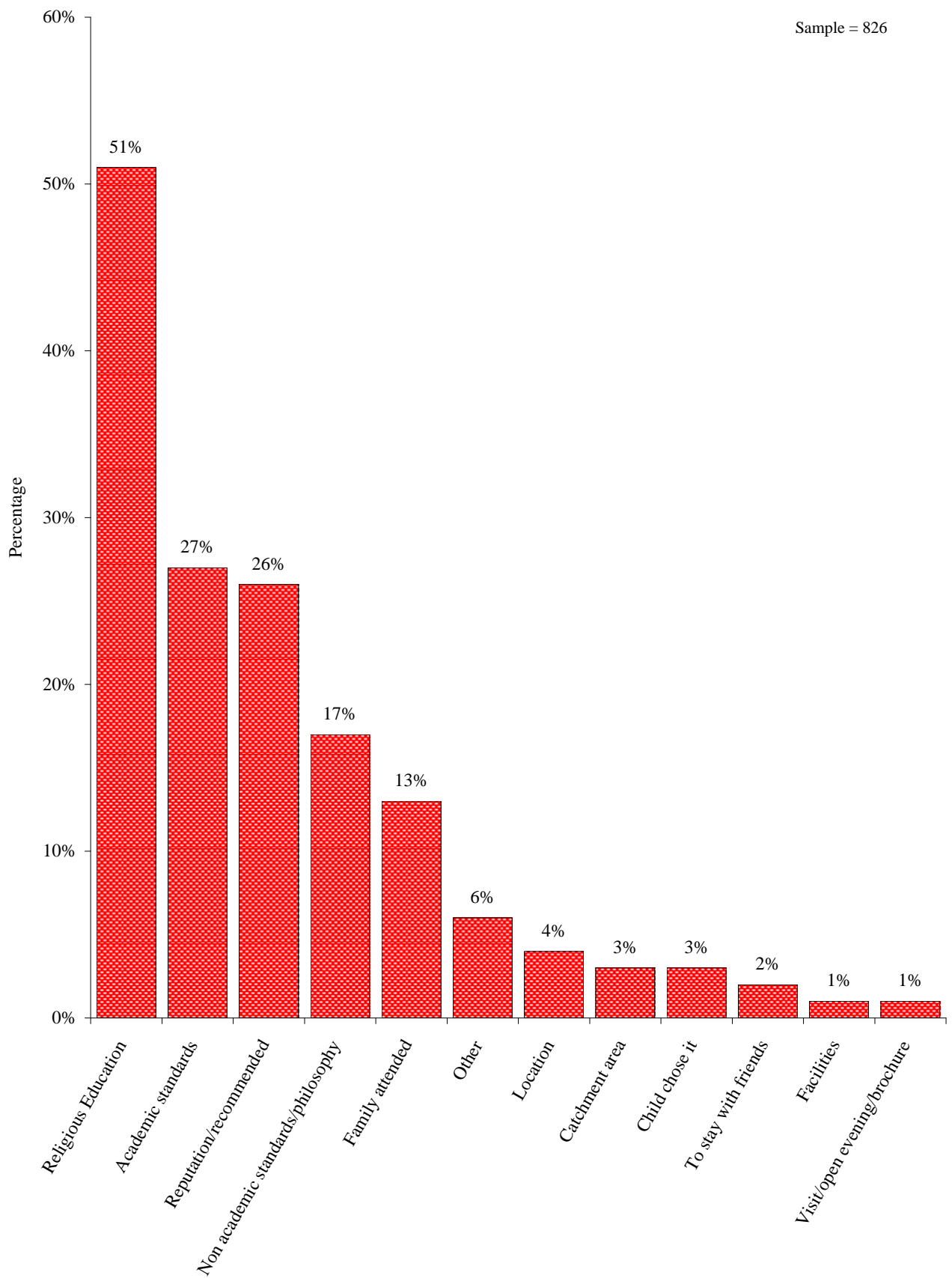


Graph to Show the Breakdown of Whether Another School was Considered, by Gender



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

Some parents chose more than one option



Parents' Comments

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

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

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

Many of the parents who commented said how happy and confident their children had been since starting at St Peter's School.

Eighty six parents commented that they were happy with the overall performance of the school. Sixteen parents were pleased with their child's progress. Fourteen parents felt that their child had settled in well. Twelve parents suggested overall improvements to the school and its facilities would be beneficial, with six parents commenting on the ICT facilities. Six parents believed that their child had grown in confidence. Four parents considered the school to have a caring and friendly environment. Two parents would recommend the school to others.

Twenty five parents felt that more could be done to encourage their child to reach their full potential. Twenty one parents were pleased with the overall standard of education provided. Nineteen parents referred to staff as approachable, supportive and enthusiastic. Thirteen parents expressed concern regarding the quality of teaching in some subjects. Eleven parents felt that additional learning support was required in weaker areas. However, ten parents were pleased with the amount of learning support their child received. Nine parents believed the quality of teaching varied. Seven parents suggested that more could be done to improve the provision of careers advice. Five parents expressed concerns with regard to the lack of continuity caused when a subject was taught by more than one teacher. Three parents commented that their child's work did not always seem to be marked. Three parents made comments with regards to the lesson cover during a teacher's absence. Two parents expressed concern over the alleged decline in standards of the science department.

The allocation of homework was considered by twenty one parents to be insufficient and by seven parents to be inconsistent. Six parents believed the amount of homework their child received to be excessive.

Eight parents expressed concerns with regard to the alleged incidence of bullying at the school.

Twenty parents believed that communication between the school and parents needed to improve. Seven parents felt that the school website was in need of improvement. Five parents were happy with the ePortal system. Four parents suggested that more communication with staff via email would be beneficial. Four parents were pleased with the way in which the school handled their concerns. Three parents requested more regular feedback on their child's progress. Two parents commented that their calls were not returned after messages have been left. Two parents would welcome information on topics covered in class and guidance on how they could help to support their child's learning.

Parent evenings were considered by twelve parents to be in need of improved organisation. Five parents felt that parent evenings were held too late in the academic year. Two parents requested the provision of more frequent parent evenings.

Eight parents felt that more could be done to improve school toilet facilities. Two parents expressed concerns with regards to students smoking in school toilets.

Eight parents believed that the school's uniform policy needed to be more strictly enforced. Two parents considered the P.E. kit to be too expensive.

Four parents commented on the disruptive behaviour of some students and the seeming lack of control in class. Two parents felt that the school needed to take a stronger approach to discipline.

Four parents expressed concerns with regards to bad behaviour on the school bus.

Three parents requested the provision of more healthy food options.

Two parents requested a wider range of extra curricular activities be made available. Two parents would welcome information on the range of extra curricular activities available. Two parents were pleased with 'Family Fun Night'.

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** - requires improvement, and **red** - inadequate

Relative Strengths - academic

	85.1%	Textiles
	82.1%	Religious Studies
	80.1%	Resistant Materials
*	80.1%	Electronic Products
	78.7%	Psychology

Relative Weaknesses - academic

	65.4%	ICT
	66.0%	Biology
	66.5%	Music
	67.1%	Chemistry
	67.8%	Citizenship

Relative Strengths - selected performance criteria

		<u>Importance</u>	
	76.1%	Developing moral values	(60.8%) 9th
	74.1%	Community spirit	(19.8%) 17th
	73.7%	Levels of homework	(36.6%) 13th
	72.8%	School discipline	(89.7%) 2nd
	72.4%	Control of bullying	(68.1%) 6th

Relative Weaknesses - selected performance criteria

		<u>Importance</u>	
	62.7%	Computer access	(16.1%) 19th
	66.8%	Careers advice	(33.9%) 14th
	68.2%	Exam results	(52.4%) 10th
	68.5%	Availability of resources	(32.6%) 15th
	68.8%	Teaching quality	(91.7%) 1st

Criteria scores marked with a **Pink *** should only be considered indicative.

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, for grading comparisons with our colour coded system:

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

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

<u>1. Being Healthy:</u>	Healthy lifestyle - Exercise	78.2%
	Physical Education	75.8%
	Out of school activities/clubs	71.4%
	Social health education	69.7%
	Healthy lifestyle - Diet	59.0%

Your average parental grade for this section = 2.2 = Good = **Grade 2**

<u>2. Staying Safe:</u>	Treating all pupils fairly and equally	73.7%
	Control and prevention of bullying	72.4%
	School security/safety	72.4%
	Caring/approachable attitude of teachers	72.0%

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

<u>3. Enjoying and Achieving:</u>	Developing strong moral values in pupils	76.1%
	Community spirit	74.1%
	School discipline/good behaviour	72.8%
	Out of school activities/clubs	71.4%
	Happiness of child	70.8%
	Social health education	69.7%
	Developing potential	69.6%
	Developing self confidence/esteem	69.3%
	Celebrating and rewarding achievement	66.5%
	Encouraging local community activity	65.6%

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

Every Child Matters (continued..)

<u>4. Making a Positive Contribution:</u>	Developing moral values	76.1%
	Community spirit	74.1%
	Treating all pupils fairly and equally	73.7%
	School discipline/good behaviour	72.8%
	Social health education	69.7%
	Citizenship	67.8%
	Encouraging local community activity	65.6%

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

<u>5. Economic Well-being:</u>	Mathematics	74.7%
	Community spirit	74.1%
	English	71.0%
	Business Studies	70.5%
	Social health education	69.7%
	Developing a pupil's potential	69.6%
	Exam results	68.2%
	Citizenship	67.8%
	Careers advice and guidance	66.8%
	ICT	65.4%

Your average parental grade for this section = 2.2 = Good = **Grade 2**

Summary Grade - Every Child Matters

Your average parental grade for "Every Child Matters" = 2.1 = Good = **Grade 2**

Parent View Summary

Below are the 12 "Parent View" questions. For each of the questions, we have given the weighted parental scores for any relevant criteria included on your questionnaire.

Remember, **gold** is outstanding; **green** - good; **black** - requires improvement, and **red** - inadequate, in terms of parental perceptions.

	<u>Score</u>	<u>Sample Size</u>
<u>1. My child is happy at this school:</u>		
Happiness of child	70.8%	847
<u>2. My child feels safe at this school:</u>		
Control of bullying	72.4%	775
School security	72.4%	775
<u>3. My child makes good progress at this school:</u>		
Developing potential	69.6%	805
Ensuring pupils do best and make good progress	68.9%	805
<u>4. My child is well looked after at this school:</u>		
School security	72.4%	775
Attitude of non-teaching support staff	72.3%	471
Caring teachers	72.0%	775
Looking after pupils well	70.4%	789
<u>5. My child is taught well at this school:</u>		
Developing potential	69.6%	775
Tailoring workload to child's needs and ability	69.3%	725
Ensuring pupils do best and make good progress	68.9%	805
Teaching quality	68.8%	775
Exam results	68.2%	775
Teaching for special needs	67.1%	223

Parent View Summary (continued..)

	<u>Score</u>	<u>Sample Size</u>
<u>6. My child receives appropriate homework for their age:</u>		
Respondants saying "Right" for Homework Amount	Requires Improvement	453
Levels of homework	73.7%	845
Tailoring workload to childs needs and ability	69.3%	725
<u>7. This school ensures the pupils are well behaved:</u>		
School discipline	72.8%	830
<u>8. This school deals effectively with bullying:</u>		
Control of bullying	72.4%	692
<u>9. This school is well led and managed:</u>		
Quality of school management	69.2%	572
<u>10. This school responds well to any concern I raise:</u>		
Caring teachers	72.0%	775
Handling complaints	71.0%	528
Encouraging and listening to parent views	69.3%	672
<u>11. I receive valuable information from the school about my child's progress:</u>		
Parents evening	68.1%	831
Explaining to parents how to help their child	69.4%	743
Written reports	70.1%	738
<u>12. I would recommend this school to another parent:</u>		
Recommend this school	93.0%	810

ASCL Self-evaluation Summary

The September 2012 Ofsted evaluation schedule asserts the increased importance of a school's own self evaluation data as the starting point of the inspection process.

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

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

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

Remember, for grading comparisons with our colour coded system:

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

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

Achievement

Pupils' Learning and Progress Overall

Average of Academic Subject Ratings		Good
Developing Potential	69.6%	Good
Developing Confidence	69.3%	Good
Tailoring workload to child's needs and ability	69.3%	Good
Ensuring pupils do best and make good progress	68.9%	Good
Exam results	68.2%	Good
Suitable class sizes	67.1%	Good
Teaching for special needs	67.1%	Good

Strengths

Average of Academic Subject Ratings
Developing Potential
Developing Confidence

Weaknesses

Teaching for special needs
Suitable class sizes
Exam results

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

Groups Progress

Your assessment is required here.

Subject / Key Stage Progress

Your assessment is required here.

Skills - Reading, Writing, Communications and Mathematics across the curriculum

Mathematics	74.7%	Good
English	71.0%	Good
Developing Potential	69.6%	Good
Developing Confidence	69.3%	Good
Choice of subjects	69.1%	Good
Encouraging and listening to pupil views	68.8%	Good
Teaching for special needs	67.1%	Good

Strengths

Mathematics

English

Weaknesses

Teaching for special needs

Encouraging and listening to pupil views

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

Attainment and closing gaps

Mathematics	74.7%	Good
English	71.0%	Good
Exam results	68.2%	Good

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

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

Summary Grade - Achievement Section

Your average parental grade for "Achievement" = 2.0 = Good = **Grade 2**

To Reach the Next Grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sub-sections:

Pupils' Learning and Progress Overall

Skills - Reading, Writing, Communications and Mathematics across the curriculum

Attainment and Closing Gaps

Quality of Teaching at the School

Teaching Overall

Average of Academic Subject Ratings **Good**

Strengths

Textiles

Religious Studies

Resistant Materials

Weaknesses

ICT

Biology

Music

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

Pupils' Progress and Learning

Average of Academic Subject Ratings **Good**

Developing Potential **69.6%** **Good**

Developing Confidence **69.3%** **Good**

Tailoring workload to child's needs and ability **69.3%** **Good**

Ensuring pupils do best and make good progress **68.9%** **Good**

Exam results **68.2%** **Good**

Suitable class sizes **67.1%** **Good**

Teaching for special needs **67.1%** **Good**

Strengths

Average of Academic Subject Ratings

Developing Potential

Developing Confidence

Weaknesses

Teaching for special needs

Suitable class sizes

Exam results

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

Climate for Learning

Treating all pupils fairly and equally	73.7%	Good
Developing Potential	69.6%	Good
Developing Confidence	69.3%	Good
Teaching quality	68.8%	Good
Encouraging and listening to pupil views	68.8%	Good
Celebrating and rewarding achievement	66.5%	Good

Strengths

Treating all pupils fairly and equally

Developing Potential

Weaknesses

Celebrating and rewarding achievement

Encouraging and listening to pupil views

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

Teachers' Expectations

Levels of homework	73.7%	Good
Developing Potential	69.6%	Good
Tailoring workload to child's needs and ability	69.3%	Good
Ensuring pupils do best and make good progress	68.9%	Good

Strengths

Levels of homework

Weaknesses

Ensuring pupils do best and make good progress

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

Teachers' Planning and Strategies

Levels of homework	73.7%	Good
Developing potential	69.6%	Good
Developing confidence	69.3%	Good
Tailoring workload to child's needs and ability	69.3%	Good
Ensuring pupils do best and make good progress	68.9%	Good
Teaching for special needs	67.1%	Good
Celebrating and rewarding achievement	66.5%	Good

Strengths

Levels of homework
Developing potential

Weaknesses

Celebrating and rewarding achievement
Teaching for special needs

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

Interventions and support

Your own assessment is required here.

Teaching of RWCM

Mathematics	74.7%	Good
English	71.0%	Good
Developing Confidence	69.3%	Good
Encouraging and listening to pupil views	68.8%	Good

Strengths

Mathematics

Weaknesses

Encouraging and listening to pupil views

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

Assessment

Treating all pupils fairly and equally	73.7%	Good
Tailoring workload to child's needs and ability	69.3%	Good
Ensuring pupils do best and make good progress	68.9%	Good
Teaching quality	68.8%	Good
Encouraging and listening to pupil views	68.8%	Good
Teaching for special needs	67.1%	Good

Strengths

Treating all pupils fairly and equally
Tailoring workload to child's needs and ability

Weaknesses

Teaching for special needs
Encouraging and listening to pupil views

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

Marking, Feedback and Homework

Levels of homework	73.7%	Good
Written reports	70.1%	Good
School communication	69.5%	Good
Explaining to parents how to help their child	69.4%	Good
Tailoring workload to child's needs and ability	69.3%	Good
Ensuring pupils do best and make good progress	68.9%	Good
Parents evening	68.1%	Good
Celebrating and rewarding achievement	66.5%	Good
Respondants saying "Right" for Homework Amount		Requires Improvement

Strengths

Levels of homework
Written reports
School communication

Weaknesses

Satisfaction rating of homework levels
Celebrating and rewarding achievement
Parents evening

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

Summary Grade - Teaching Section

Your average parental grade for "Teaching" = 2.0 = Good = **Grade 2**

To Reach the Next Grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sub-sections:

Teaching Overall
Pupils' Progress and Learning
Climate for Learning
Teachers' Expectations
Teachers' Planning and Strategies
Teaching of RWCM
Assessment
Marking, Feedback and Homework

Behaviour and Safety of Pupils at the School

Climate for Learning

Treating all pupils fairly and equally	73.7%	Good
Developing Potential	69.6%	Good
Developing Confidence	69.3%	Good
Teaching quality	68.8%	Good
Encouraging and listening to pupil views	68.8%	Good
Celebrating and rewarding achievement	66.5%	Good

Strengths

Treating all pupils fairly and equally
Developing Potential

Weaknesses

Celebrating and rewarding achievement
Encouraging and listening to pupil views

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

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

Developing moral values	76.1%	Outstanding
Treating all pupils fairly and equally	73.7%	Good
School discipline	72.8%	Good
Control of bullying	72.4%	Good
School security	72.4%	Good
Looking after pupils well	70.4%	Good
School communication	69.5%	Good
Encouraging and listening to parent views	69.3%	Good
Encouraging and listening to pupil views	68.8%	Good

Strengths

Developing moral values
Treating all pupils fairly and equally
School discipline

Weaknesses

Encouraging and listening to pupil views
Encouraging and listening to parent views
School communication

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

Pupils' Behaviour

Developing moral values	76.1%	Outstanding
Community spirit	74.1%	Good
Treating all pupils fairly and equally	73.7%	Good
School discipline	72.8%	Good
Control of bullying	72.4%	Good

Strengths

Developing moral values

Weaknesses

Control of bullying

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

Safety and Mutual Support

Community spirit	74.1%	Good
Treating all pupils fairly and equally	73.7%	Good
Control of bullying	72.4%	Good
School security	72.4%	Good
Attitude of non-teaching support staff	72.3%	Good
Caring teachers	72.0%	Good
Looking after pupils well	70.4%	Good
Social health education	69.7%	Good
School communication	69.5%	Good
Developing confidence	69.3%	Good
Encouraging and listening to pupil views	68.8%	Good
Citizenship	67.8%	Requires Improvement

Strengths

Community spirit
Treating all pupils fairly and equally
Control of bullying

Weaknesses

Citizenship
Encouraging and listening to pupil views
Developing confidence

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

School Systems for Behavior Management

Treating all pupils fairly and equally	73.7%	Good
Control of bullying	72.4%	Good
Truancy control	72.4%	Good
School security	72.4%	Good
Looking after pupils well	70.4%	Good
School communication	69.5%	Good
Quality of school management	69.2%	Good

Strengths

Treating all pupils fairly and equally
Control of bullying

Weaknesses

Quality of school management
School communication

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

Bullying

Developing moral values	76.1%	Outstanding
Community spirit	74.1%	Good
Control of bullying	72.4%	Good
School security	72.4%	Good
Attitude of non-teaching support staff	72.3%	Good
Caring teachers	72.0%	Good
Looking after pupils well	70.4%	Good
Encouraging and listening to pupil views	68.8%	Good

Strengths

Developing moral values
Community spirit
Control of bullying

Weaknesses

Encouraging and listening to pupil views
Looking after pupils well
Caring teachers

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

Attendance

Truancy control

72.4%

Good

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

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

Summary Grade - Behaviour and Safety Section

Your average parental grade for "Behaviour and Safety" = 1.9 = Good = **Grade 2**

To Reach the Next Grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sub-sections:

Climate for learning

Parents', staff and pupils' views of behaviour and safety

Pupils' behaviour

Safety and mutual support

School systems for behaviour management

Bullying

Attendance

Quality of Leadership and Management of the School

Impact on outcomes; improvement

Among the parents whose children were not in their first year at the school 19% said the school had improved over the last year while only 10% thought that the school's performance was worse.

Ratio of parents saying school improving versus declining. Good

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

Impact on teaching and learning

Levels of homework	73.7%	Good
Truancy control	72.4%	Good
Attitude of non-teaching support staff	72.3%	Good
Caring teachers	72.0%	Good
Extra curricular activities	71.4%	Good
Looking after pupils well	70.4%	Good
School facilities	70.4%	Good
Developing potential	69.6%	Good
Ensuring pupils do best and make good progress	68.9%	Good
Teaching quality	68.8%	Good
Availability of resources	68.5%	Good
Exam results	68.2%	Good
Suitable class sizes	67.1%	Good
Teaching for special needs	67.1%	Good
Computer access	62.7%	Requires Improvement

Strengths

Levels of homework
Truancy control
Attitude of non-teaching support staff

Weaknesses

Computer access
Teaching for special needs
Suitable class sizes

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

Performance Management and Professional Development

For these categories, please see your Kirkland Rowell Staff Survey, where available.

Curriculum

Mathematics	74.7%	Good
English	71.0%	Good
Social health education	69.7%	Good
Developing potential	69.6%	Good
Tailoring workload to child's needs and ability	69.3%	Good
Choice of subjects	69.1%	Good
Ensuring pupils do best and make good progress	68.9%	Good
Teaching quality	68.8%	Good
Exam results	68.2%	Good
Citizenship	67.8%	Requires Improvement
Teaching for special needs	67.1%	Good
Careers advice	66.8%	Good

Strengths

Mathematics
English
Social health education

Weaknesses

Citizenship
Careers advice
Teaching for special needs

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

Literacy

English	71.0%	Good
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There are too few criteria in this sub-section to list the strengths and weaknesses

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

Self evaluation

Range of self-evaluation programme

Rigour of surveys - ability to identify weakness and improvement

Outstanding

Good

Your average parental grade for this section = 1.5 = Outstanding = **Grade 1 (-)**

Expectations Ambition

Your own assessment is required here.

Engagement with Parents and Carers

Attitude of non-teaching support staff	72.3%	Good
Caring teachers	72.0%	Good
Written reports	70.1%	Good
School communication	69.5%	Good
Explaining to parents how to help their child	69.4%	Good
Encouraging and listening to parent views	69.3%	Good
Encouraging and listening to pupil views	68.8%	Good
Parents evening	68.1%	Good
Citizenship	67.8%	Requires Improvement

Strengths

Attitude of non-teaching support staff

Caring teachers

Written reports

Weaknesses

Citizenship

Parents evening

Encouraging and listening to pupil views

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

Governance

Range of self-evaluation programme		Outstanding
Rigour of surveys - ability to identify weakness and improvement		Good
Ratio of parents saying school improving versus declining.		Good
School communication	69.5%	Good
Encouraging and listening to parent views	69.3%	Good
Quality of school management	69.2%	Good
Encouraging and listening to pupil views	68.8%	Good
Availability of resources	68.5%	Good

Strengths

- Range of self-evaluation programme**
- Rigour of surveys - ability to identify weakness and improvement**
- Ratio of parents saying school improving versus declining.**

Weaknesses

- Availability of resources**
- Encouraging and listening to pupil views**
- Quality of school management**

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

Safeguarding

Developing moral values	76.1%	Outstanding
Community spirit	74.1%	Good
Treating all pupils fairly and equally	73.7%	Good
School discipline	72.8%	Good
Control of bullying	72.4%	Good
Truancy control	72.4%	Good
School security	72.4%	Good
Attitude of non-teaching support staff	72.3%	Good
Caring teachers	72.0%	Good
Looking after pupils well	70.4%	Good
Social health education	69.7%	Good
Quality of school management	69.2%	Good
Citizenship	67.8%	Requires Improvement

Strengths

- Developing moral values**
- Community spirit**
- Treating all pupils fairly and equally**

Weaknesses

- Citizenship**
- Quality of school management**
- Social health education**

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

Summary Grade - Leadership

Your average parental grade for "Leadership" = 2.0 = Good = **Grade 2**

To Reach the Next Grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sub-sections:

- Impact on outcomes; improvement**
- Impact on teaching and learning**
- Curriculum**
- Literacy**
- Engagement with parents and carers**
- Governance**
- Safeguarding**

The Schools Promotion of Spiritual, Moral, Social and Cultural Development

Introduction

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

Personal insight and spiritual development

Religious Studies	82.1%	Outstanding
Developing moral values	76.1%	Outstanding
Drama	75.8%	Good
Art	71.2%	Good
English	71.0%	Good
Church links and support	70.3%	Good
Developing potential	69.6%	Good
Music	66.5%	Requires Improvement

Strengths

Religious Studies
Developing moral values
Drama

Weaknesses

Music
Developing potential
Church links and support

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

Moral understanding and relationships

Developing moral values	76.1%	Outstanding
Community spirit	74.1%	Good
Control of bullying	72.4%	Good
Social health education	69.7%	Good
Citizenship	67.8%	Requires Improvement

Strengths

Developing moral values

Weaknesses

Citizenship

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

Social Development and Skills

Community spirit	74.1%	Good
Social health education	69.7%	Good
Developing confidence	69.3%	Good
Choice of subjects	69.1%	Good
Teaching quality	68.8%	Good
Encouraging and listening to pupil views	68.8%	Good
Citizenship	67.8%	Requires Improvement
Careers advice	66.8%	Good
Encouraging local community activity	65.6%	Good

Strengths

Community spirit

Social health education

Developing confidence

Weaknesses

Citizenship

Encouraging local community activity

Careers advice

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

Understanding and respect for different cultures

Religious Studies	82.1%	Outstanding
Community spirit	74.1%	Good
Control of bullying	72.4%	Good
Social health education	69.7%	Good
Citizenship	67.8%	Requires Improvement

Strengths

Religious Studies

Weaknesses

Citizenship

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

The school's promotion of SMSC and community cohesion

Developing moral values	76.1%	Outstanding
Community spirit	74.1%	Good
Attitude of non-teaching support staff	72.3%	Good
Caring teachers	72.0%	Good
Extra curricular activities	71.4%	Good
Church links and support	70.3%	Good
Careers advice	66.8%	Good
Encouraging local community activity	65.6%	Good

Strengths

Developing moral values

Community spirit

Attitude of non-teaching support staff

Weaknesses

Encouraging local community activity

Careers advice

Church links and support

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

Summary Grade - SMSC Section

Your average parental grade for "SMSC" = 2.0 = Good = **Grade 2**

To Reach the Next Grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sub-sections:

Personal insight and spiritual development

Moral understanding and relationships

Social development and skills

Understanding and respect for different cultures

The schools promotion of SMSC and community cohesion

Overall Effectiveness

Summary

Achievement	2	Good	Grade 2
Teaching	2	Good	Grade 2
Behaviour and Safety	1.9	Good	Grade 2
Leadership	2	Good	Grade 2

Summary Grade - Overall Effectiveness

Your average parental grade for "Overall effectiveness" = 2.0 = Good = **Grade 2**

As part of your "Overall Effectiveness", you may also wish to take into account your grade for SMSC (see pg 53), as well as our assesment of how the parents rated the school for the 5 Every Child Matters Outcomes, (see pg 28). These scores are shown again here.

Spiritual, Moral, Social and Cultural Development	2	Good	Grade 2
Your average parental grade for "Every Child Matters"	2.1	Good	Grade 2

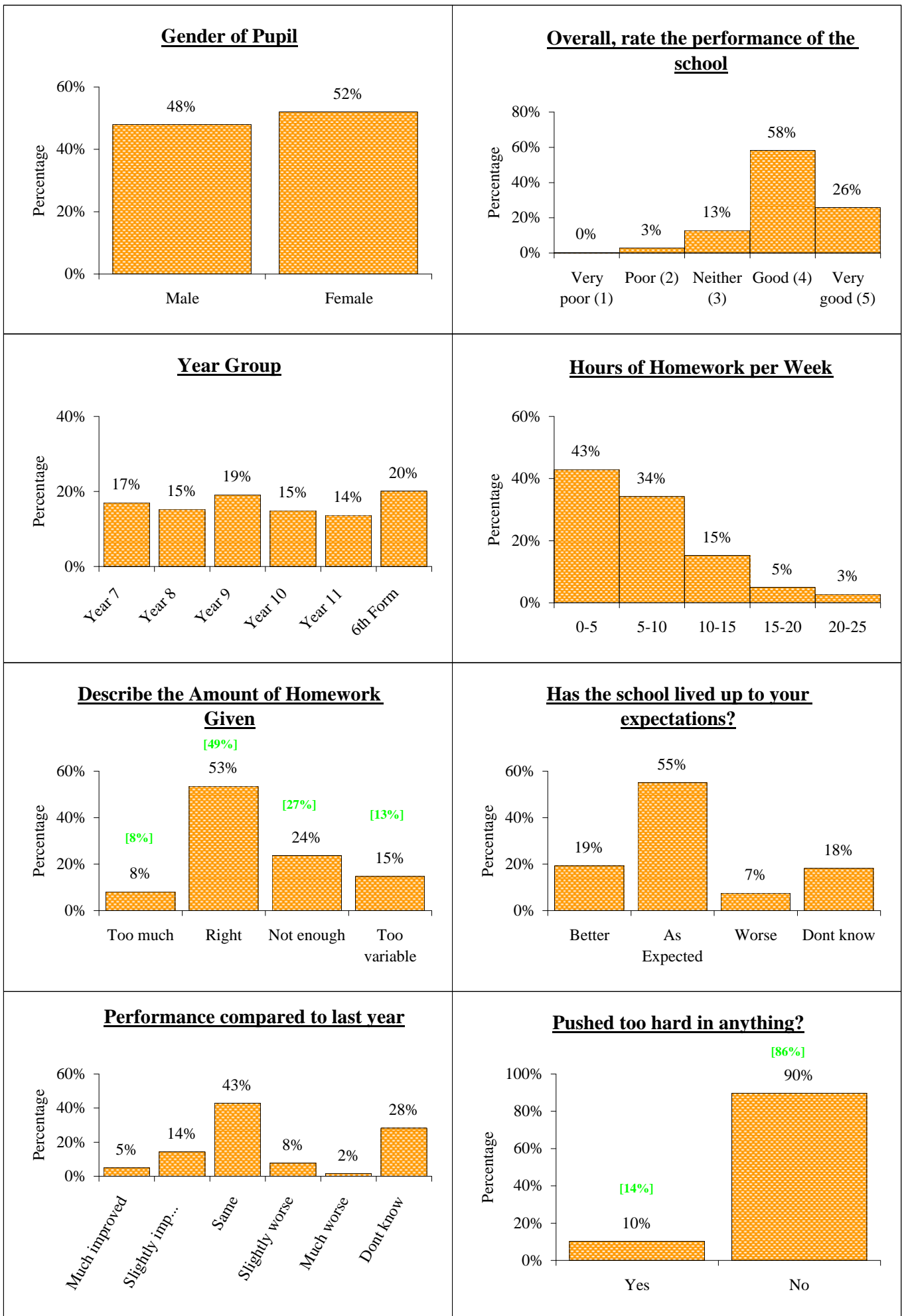
To Reach the Next Grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sub-sections:

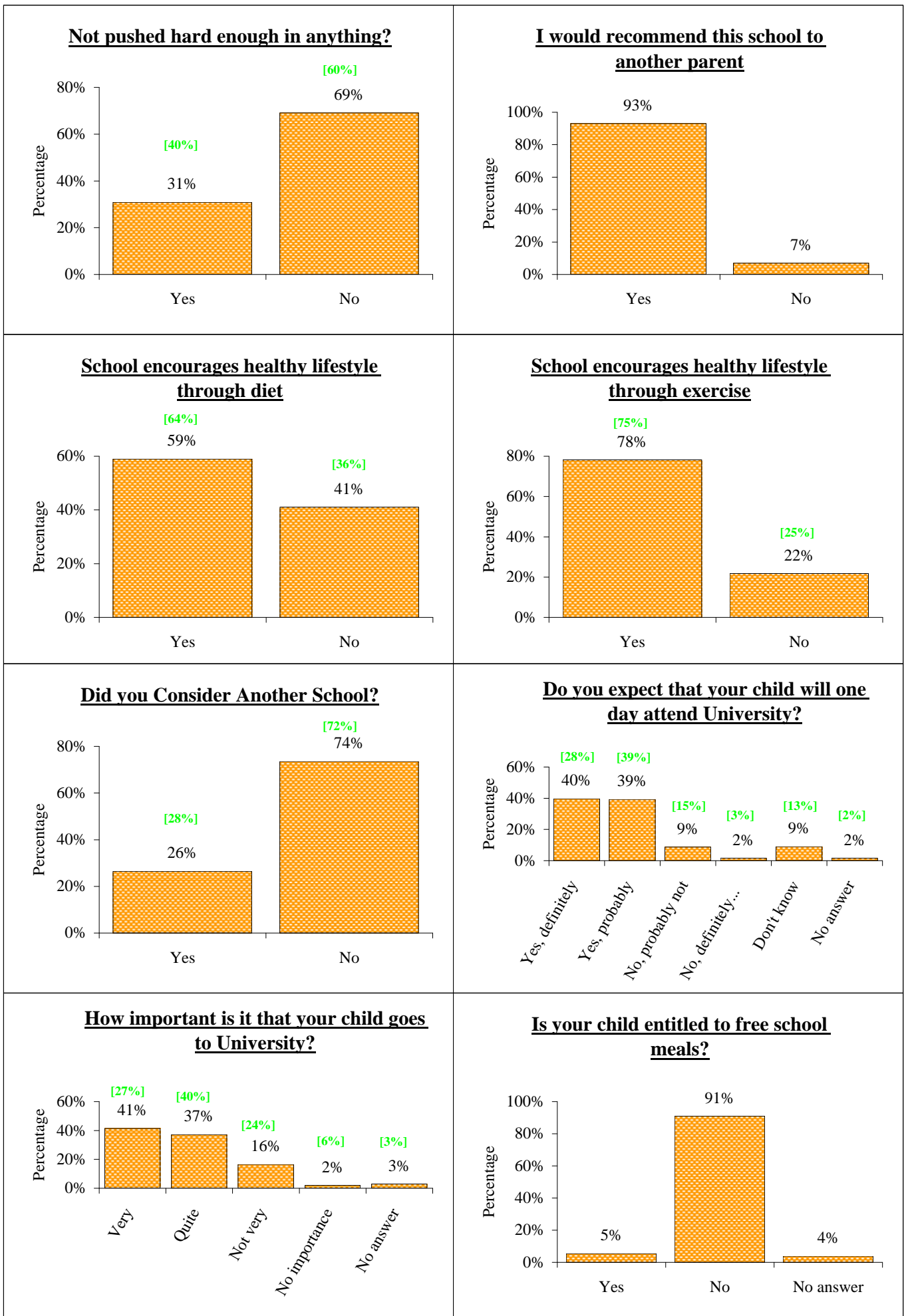
- Achievement**
- Teaching**
- Behaviour and Safety**
- Leadership**

Graphical Analysis of Results for all Questions and Criteria

Where a National Average figure is quoted, this is an average from similar schools.

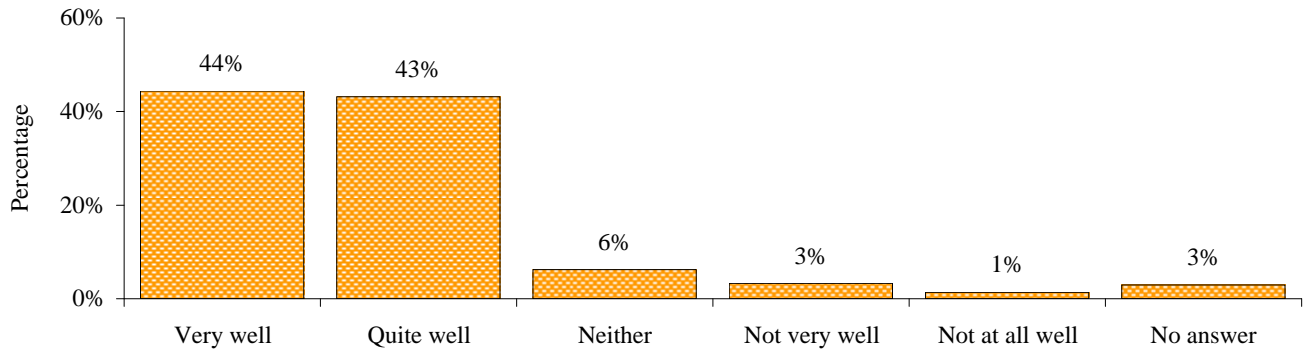


Average figures from similar schools are given in [brackets].

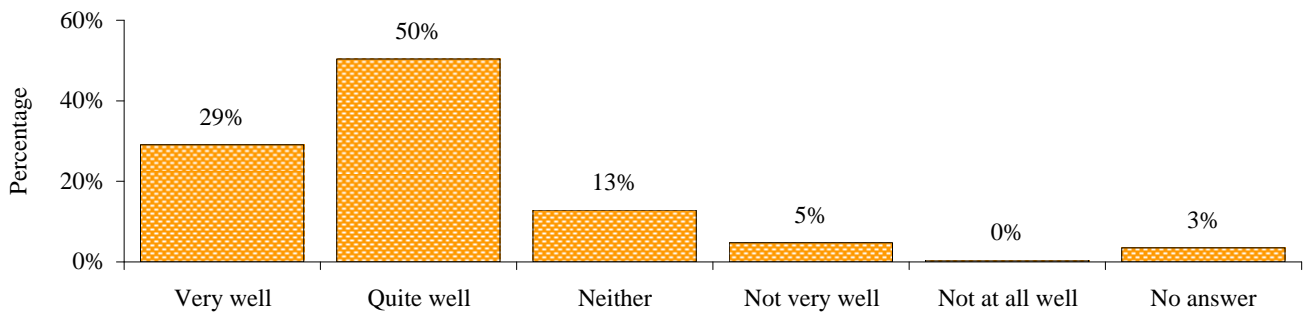


Average figures from similar schools are given in [brackets].

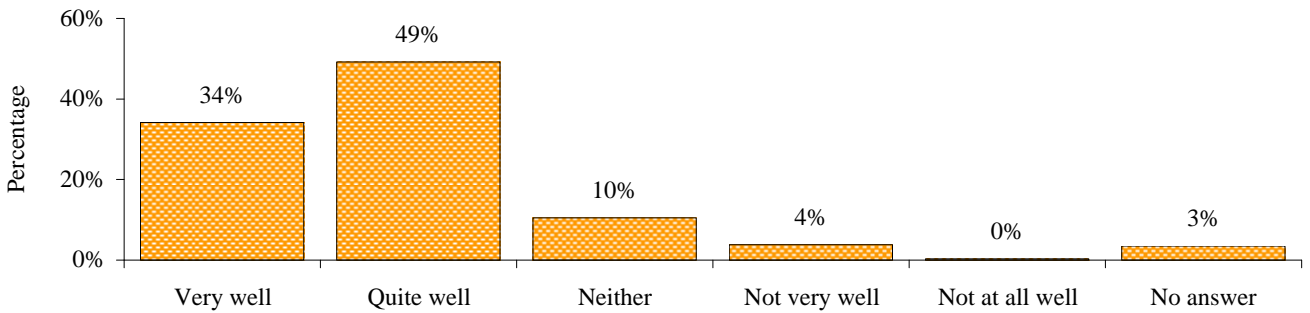
How well do you think that the school reflects its Catholic identity?



How well do you think that the school encourages the spiritual development of students?

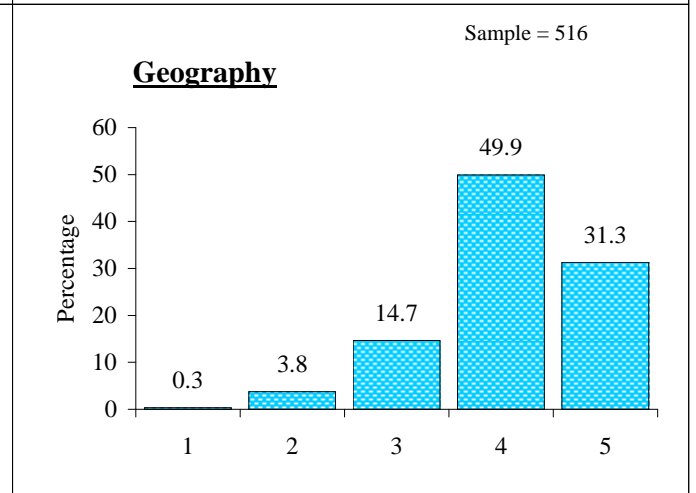
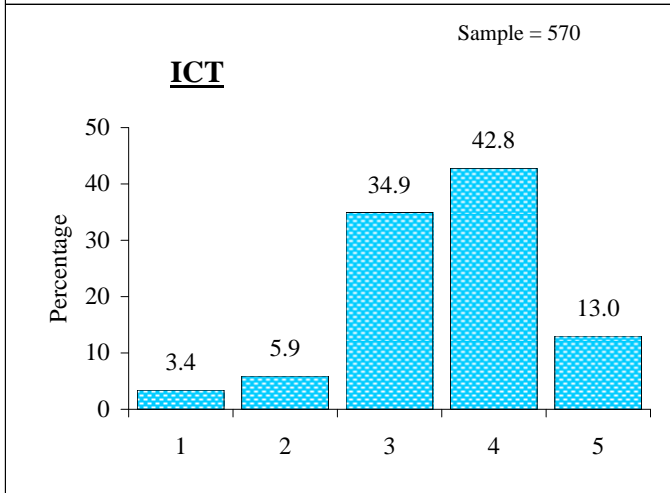
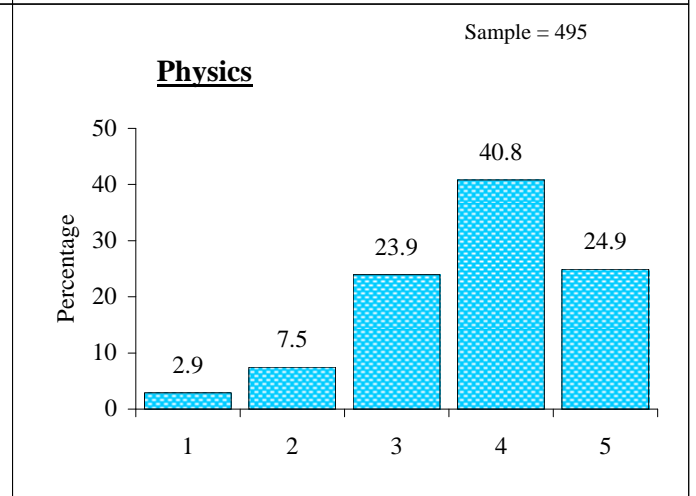
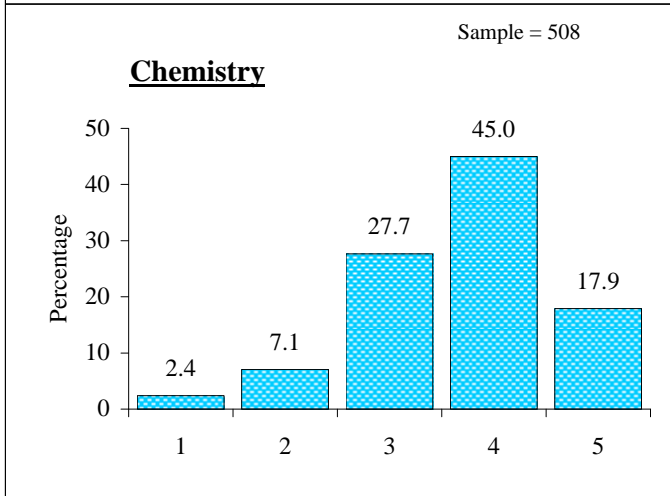
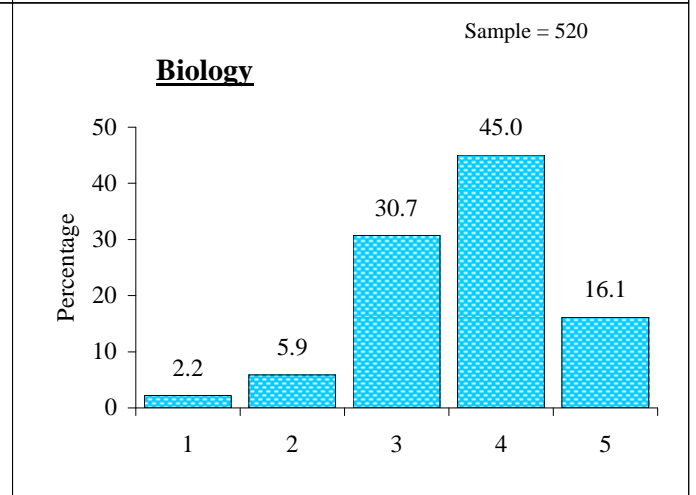
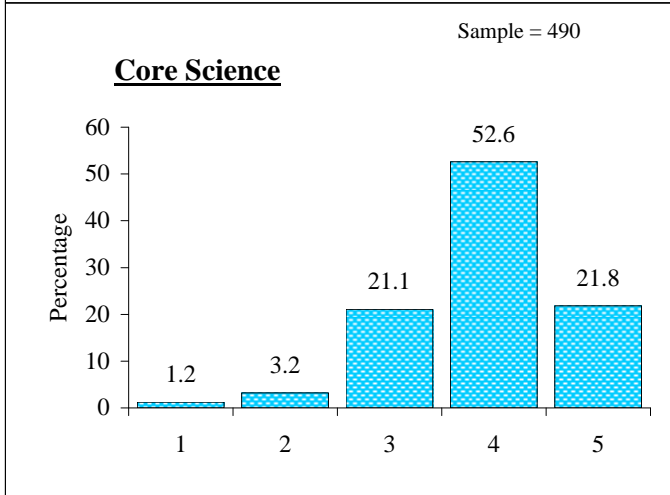
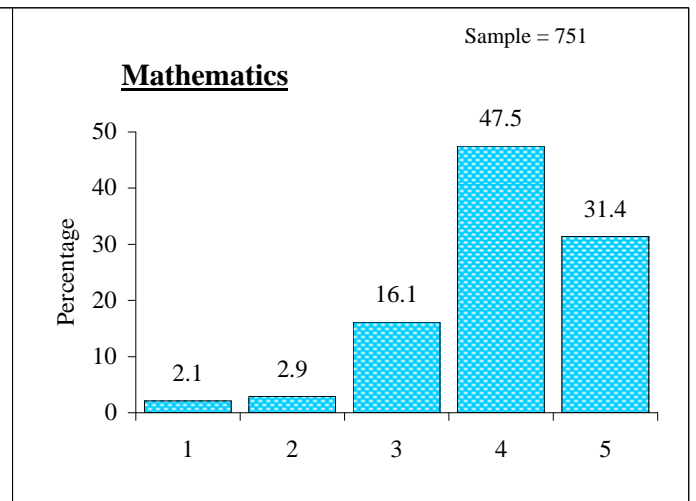
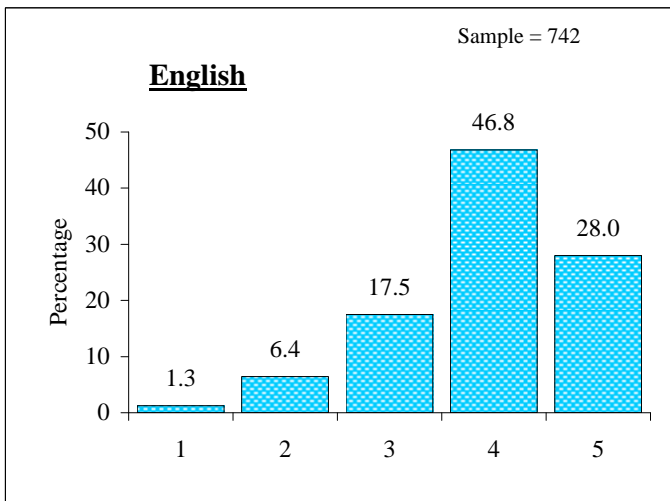


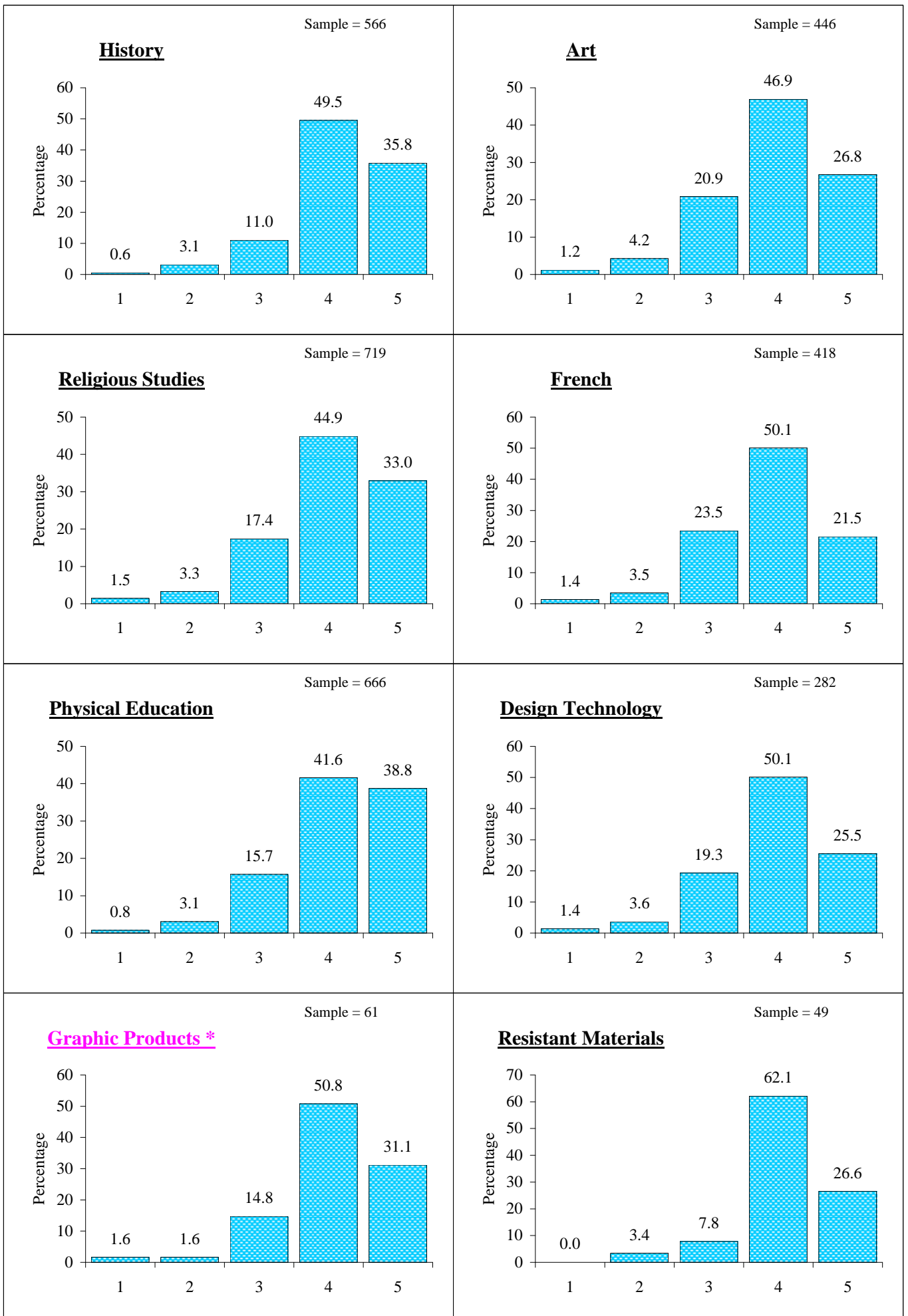
How well do you think that the school provides opportunities for prayer and reflection?



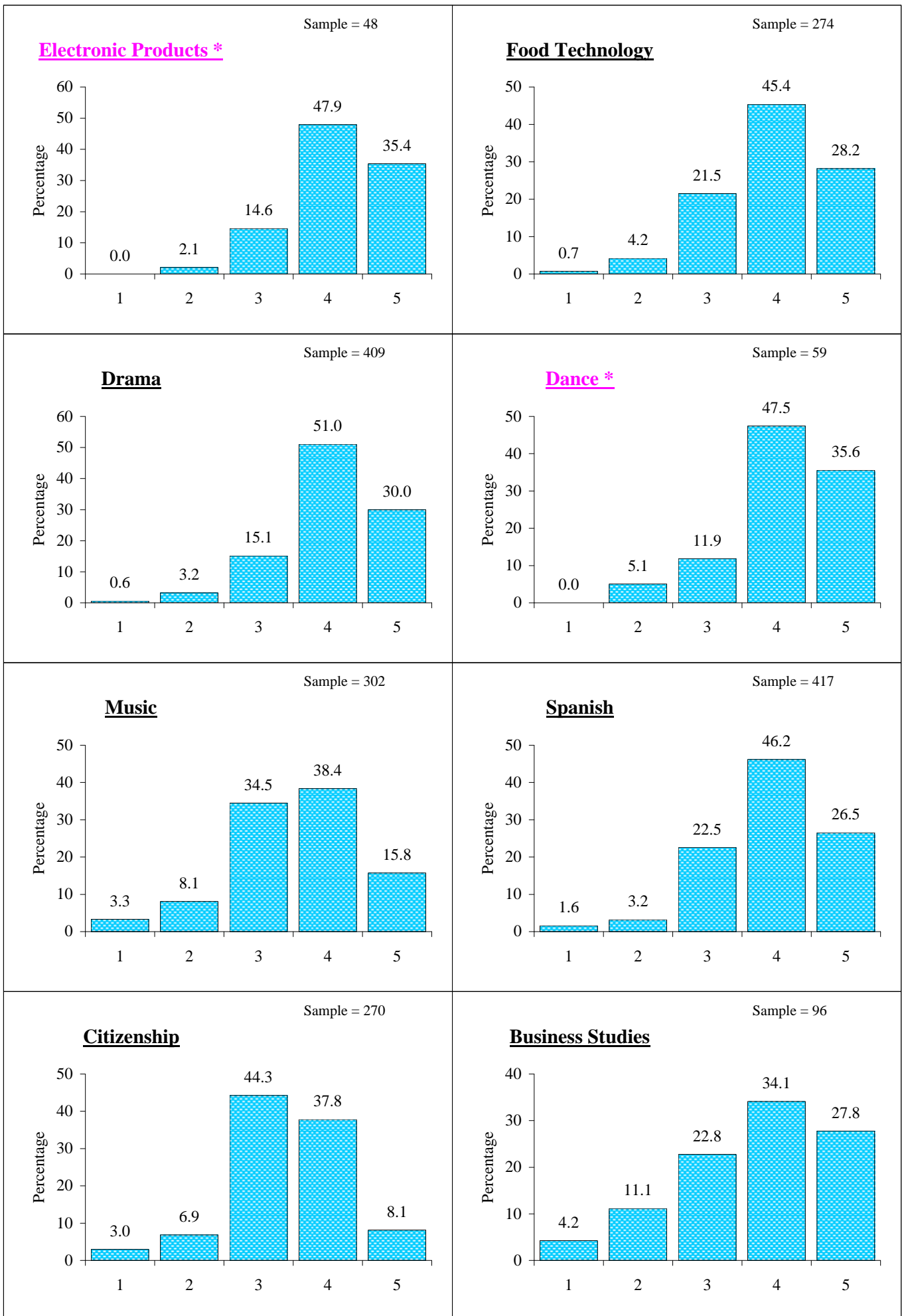
Bar Chart Results

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

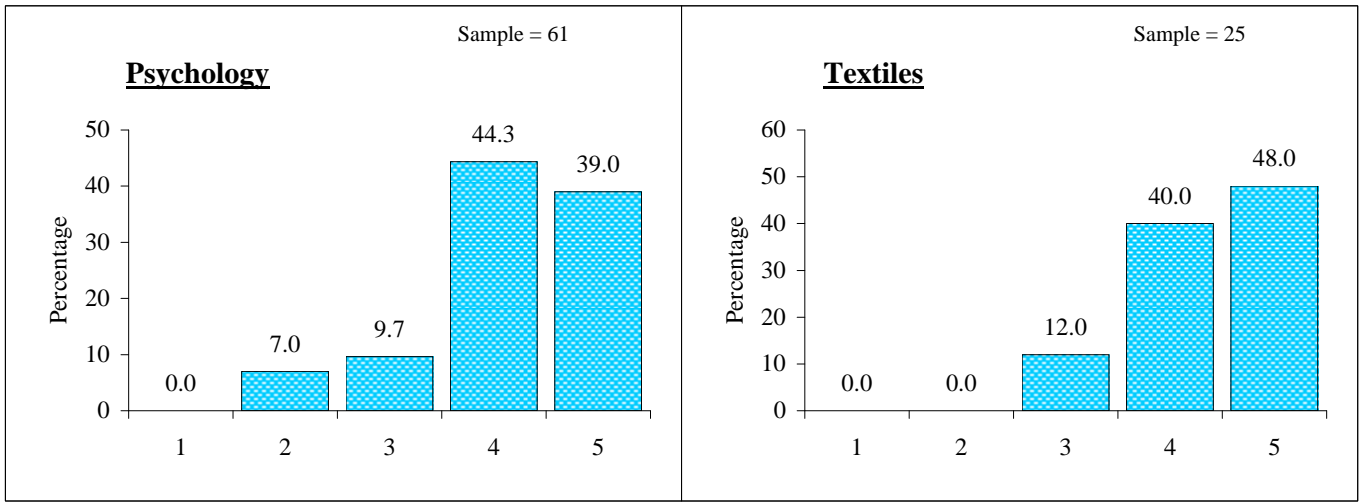


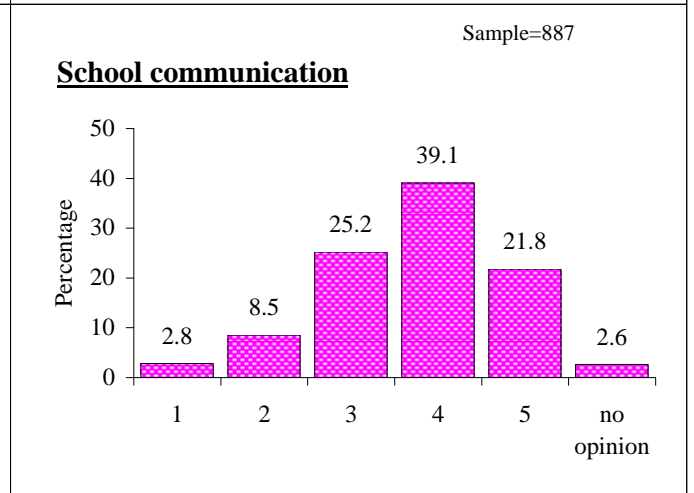
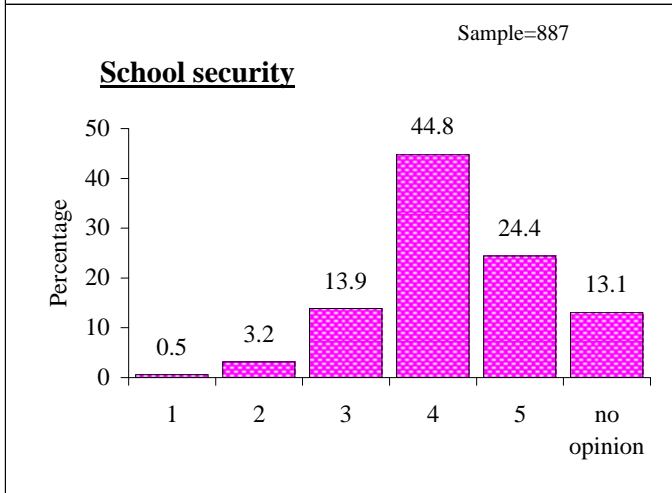
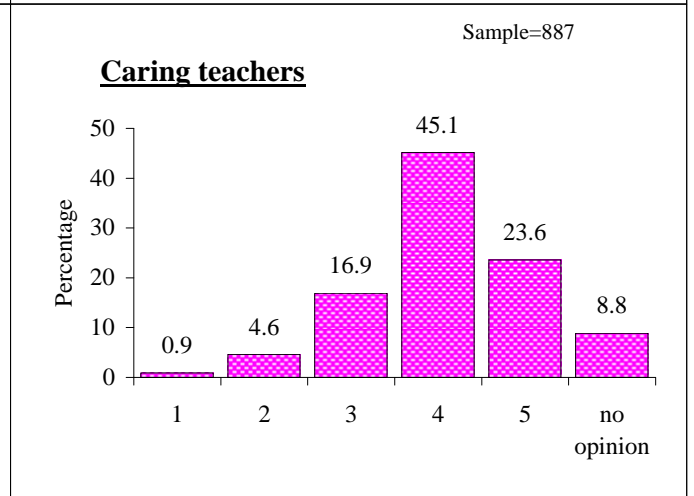
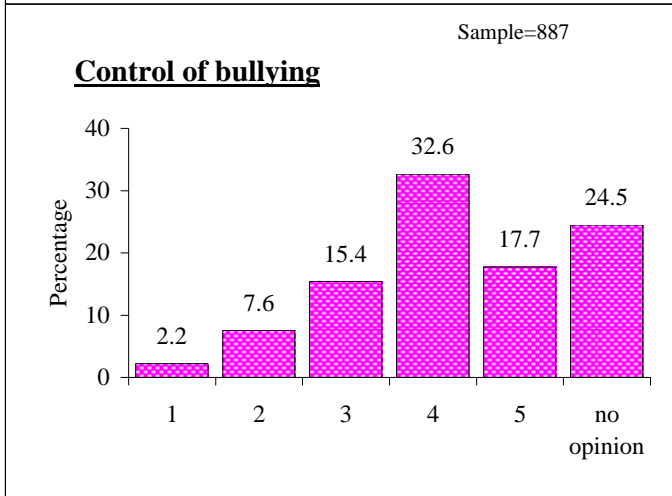
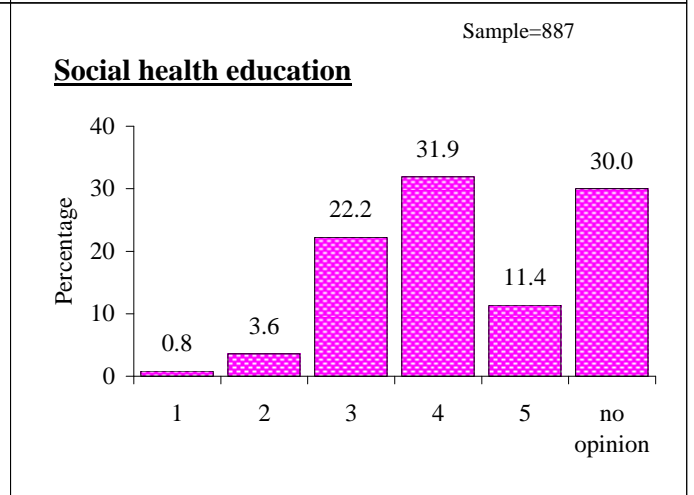
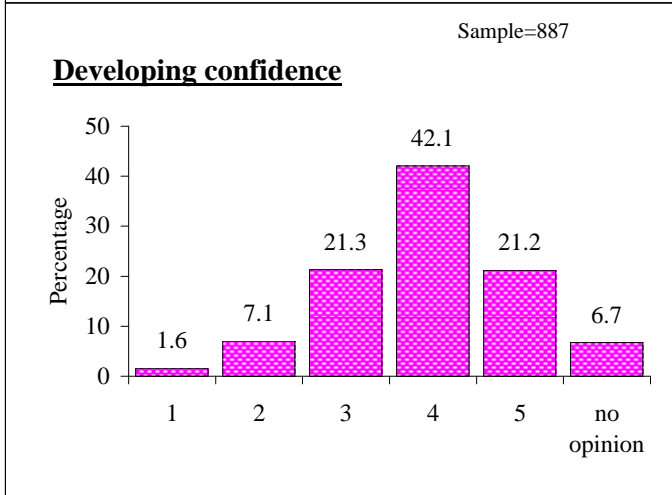
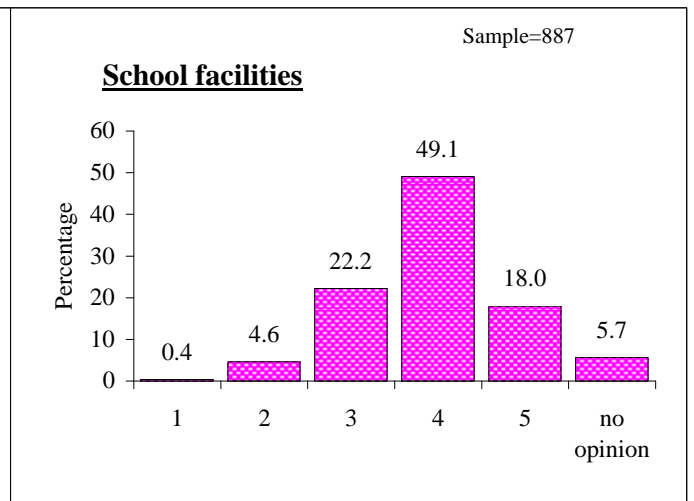
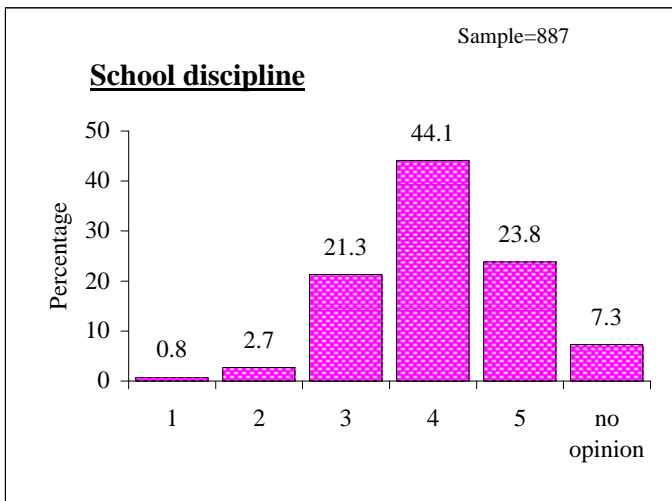


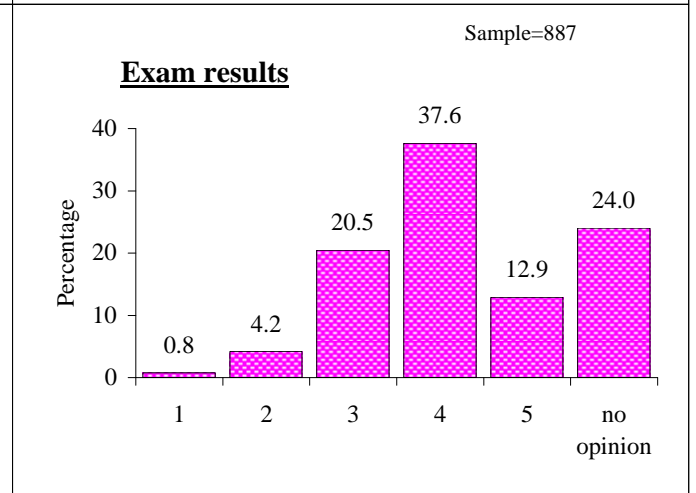
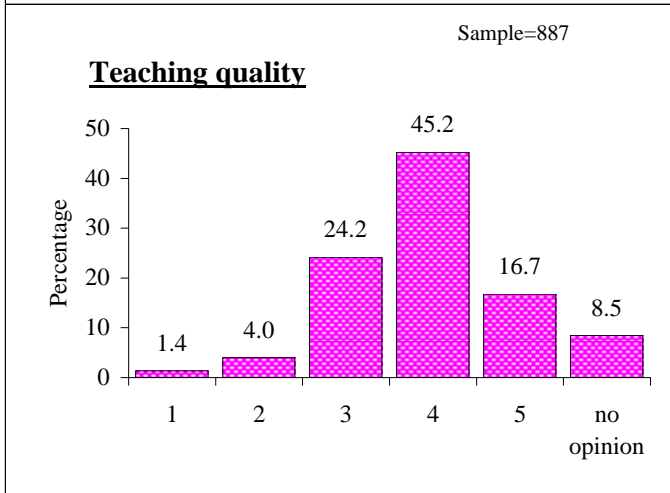
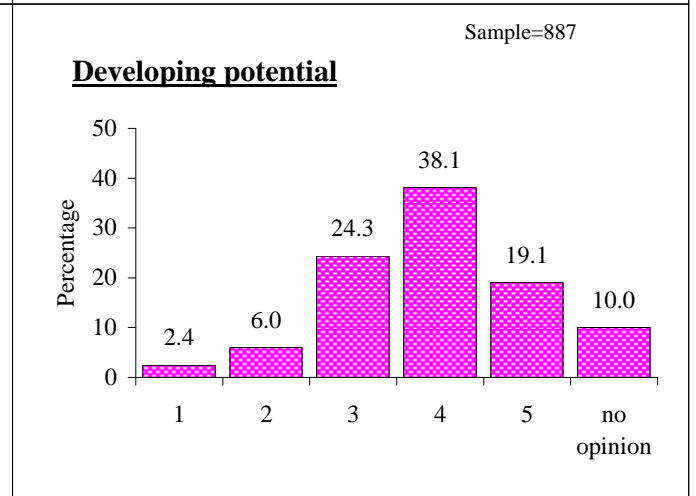
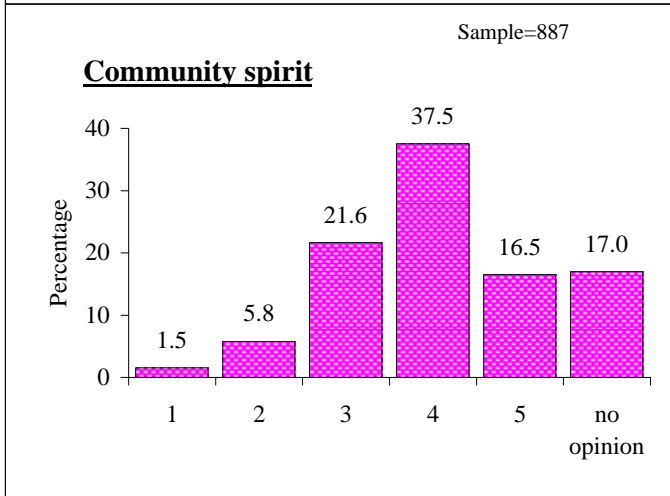
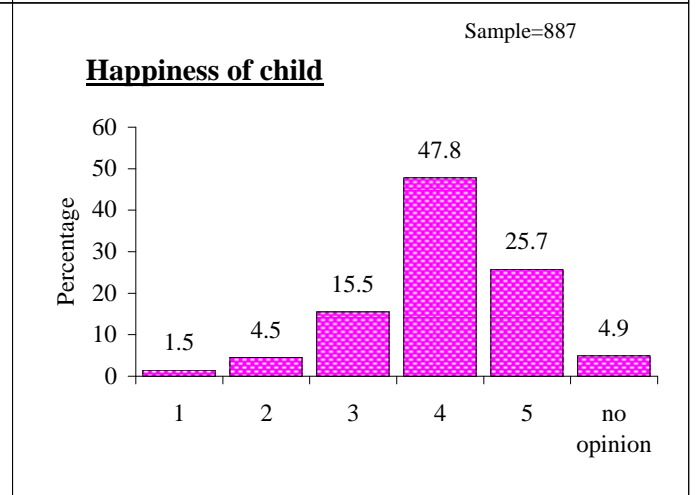
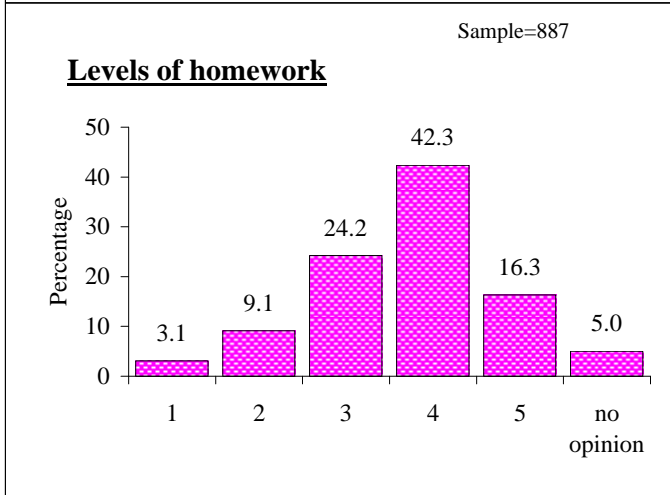
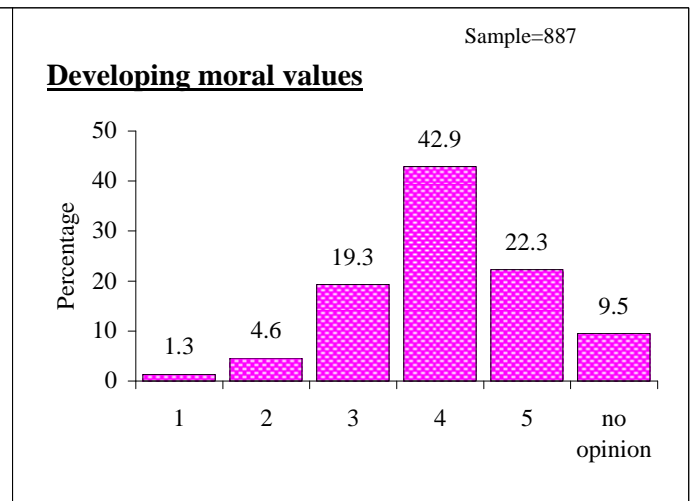
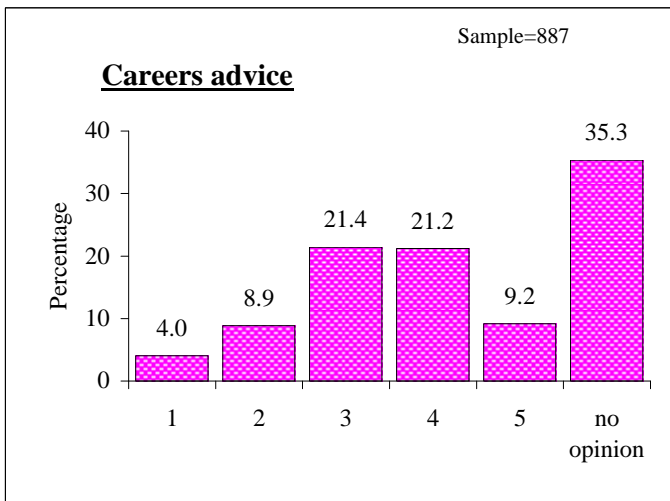
Subjects marked in **Pink** should only be considered indicative.

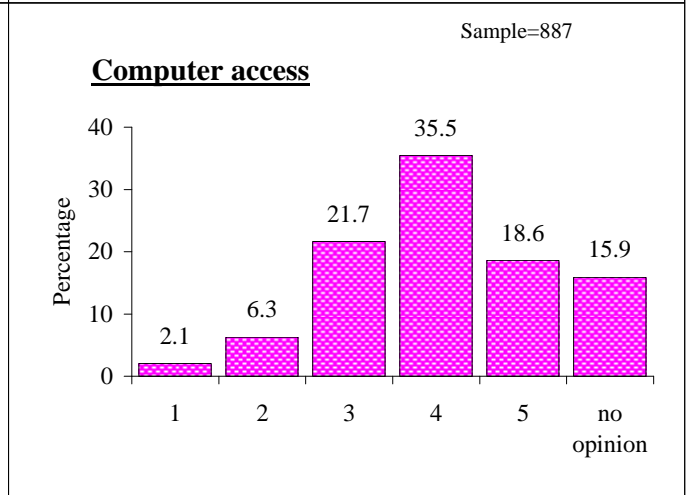
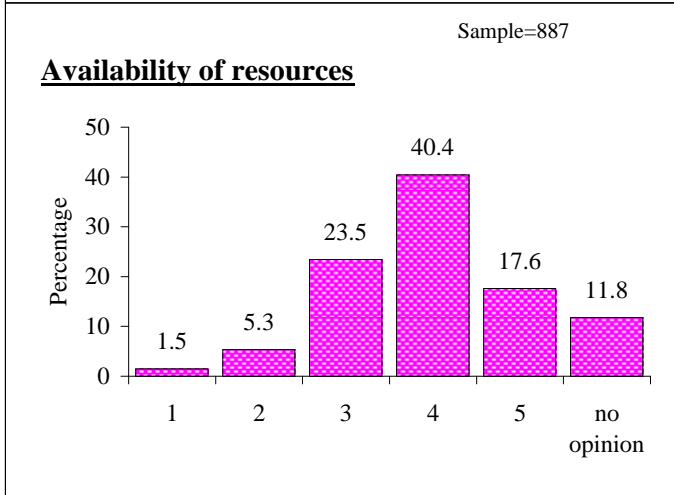
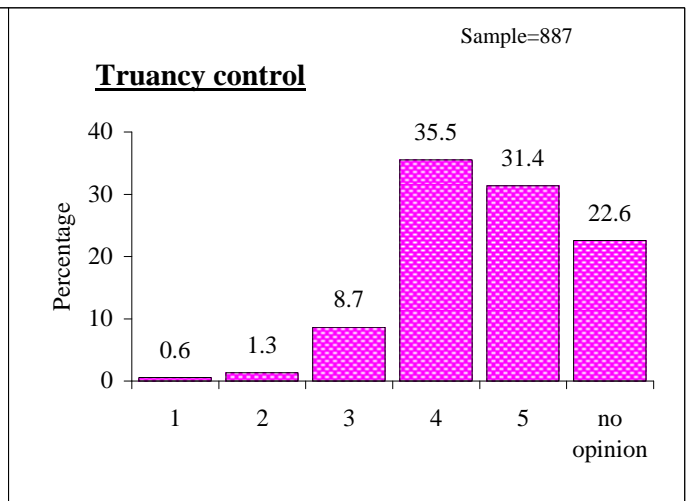
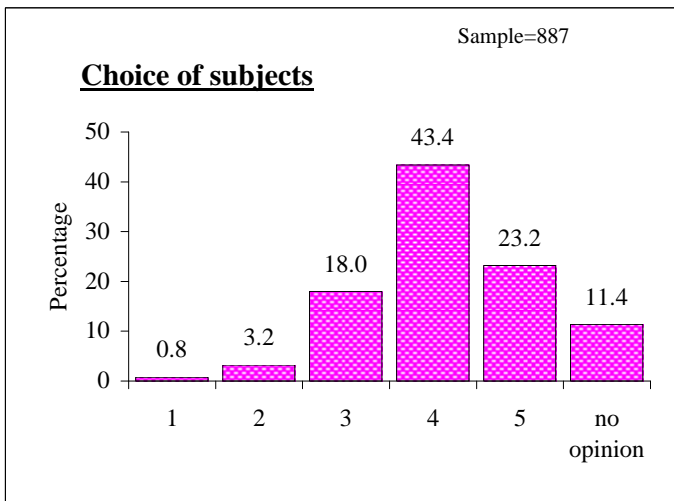


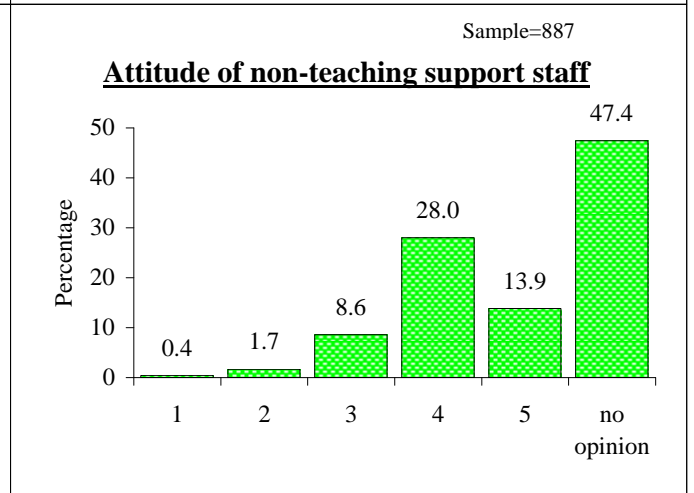
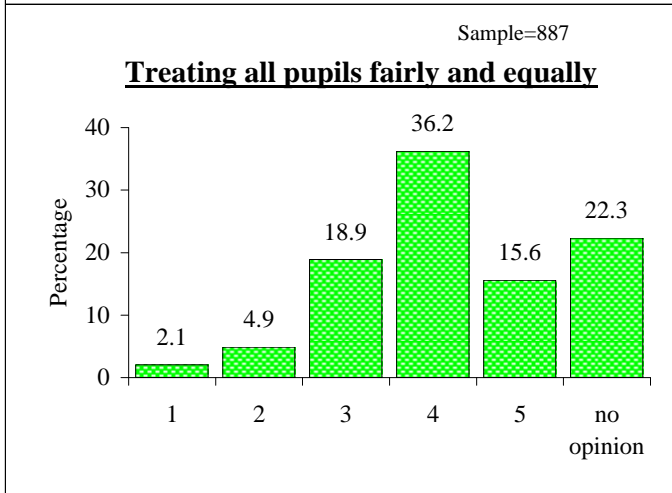
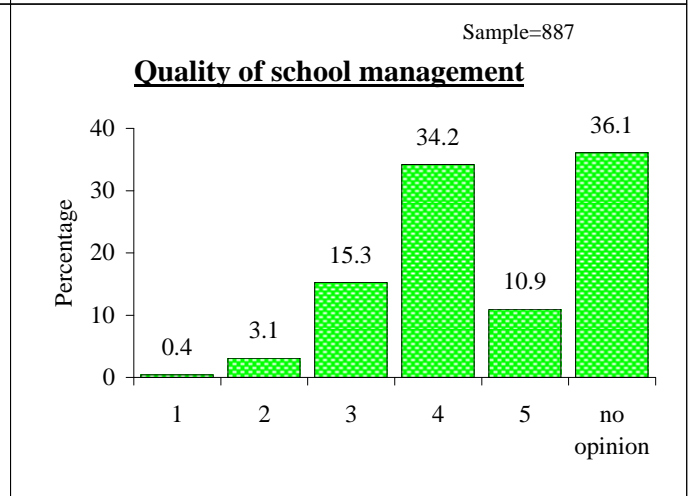
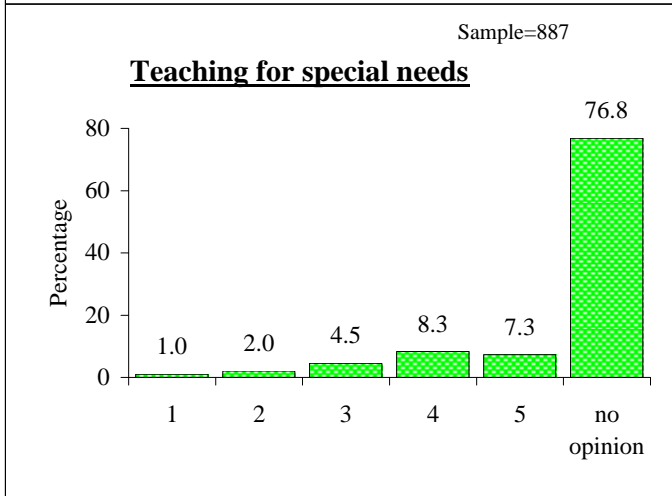
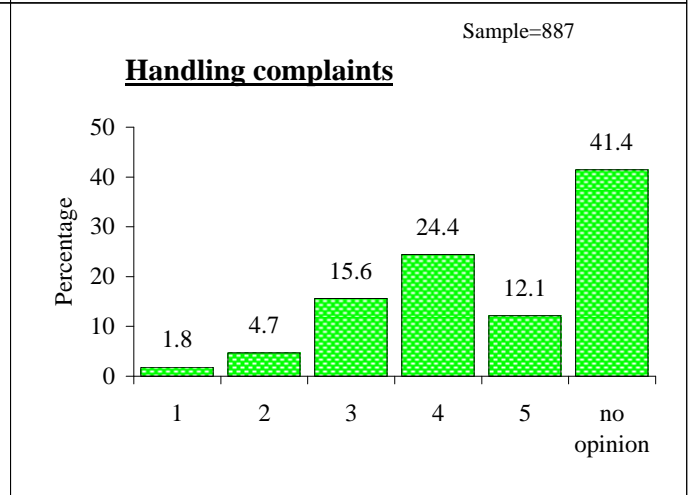
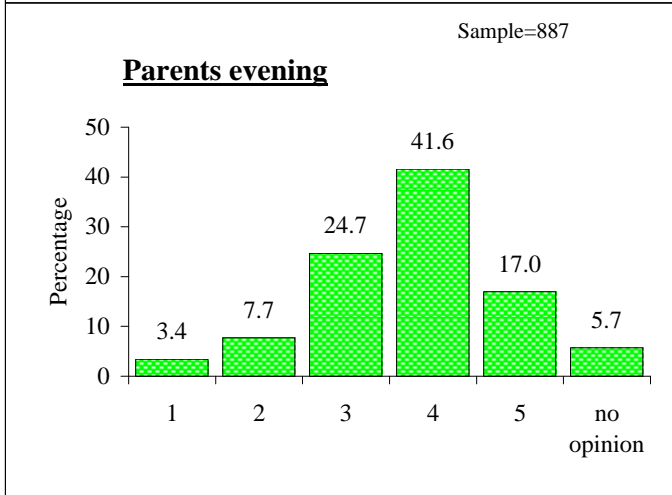
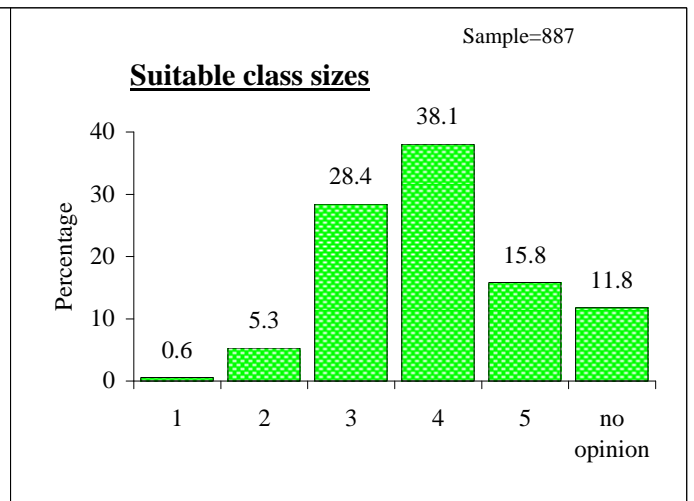
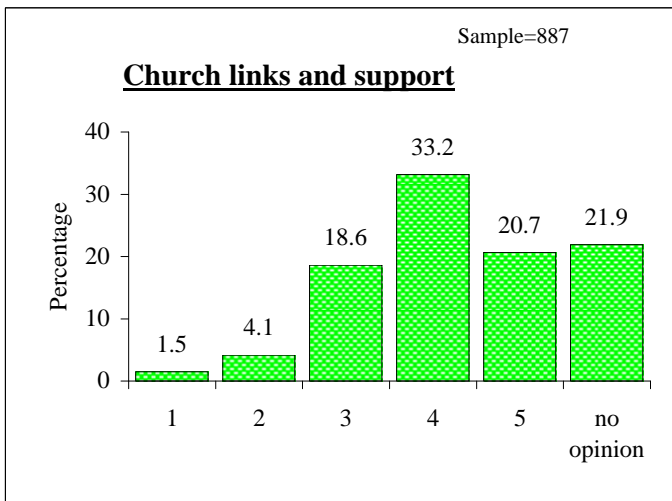
Subjects marked in **Pink** should only be considered indicative.

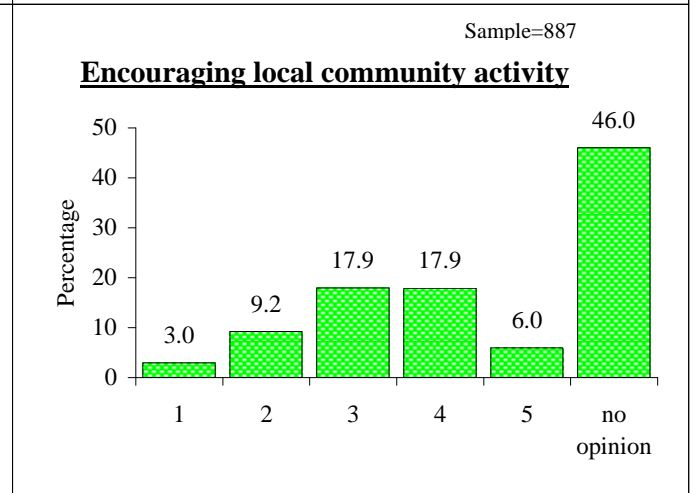
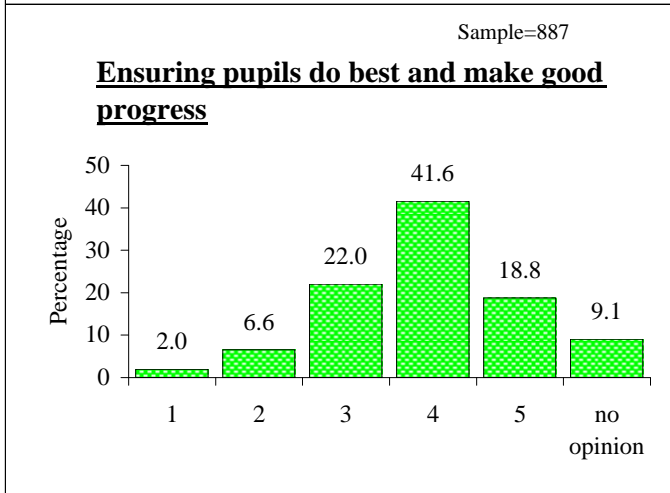
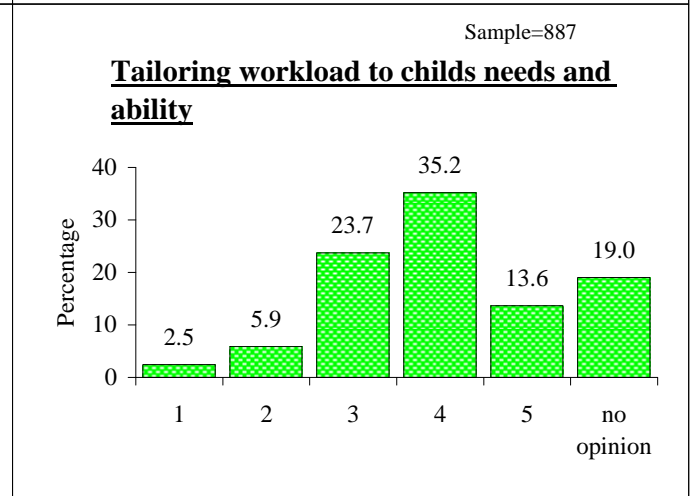
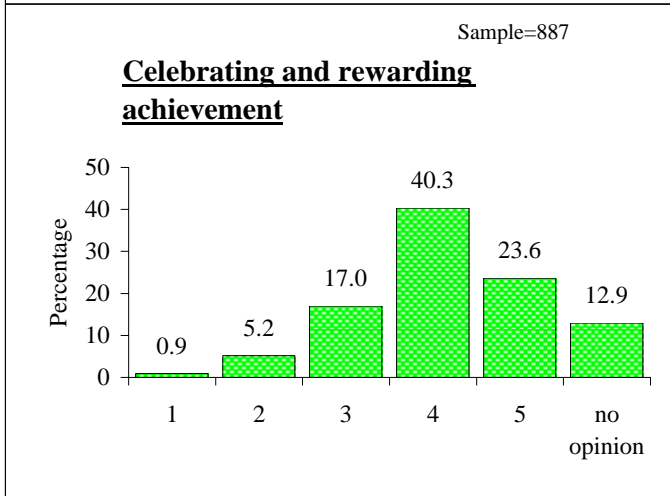
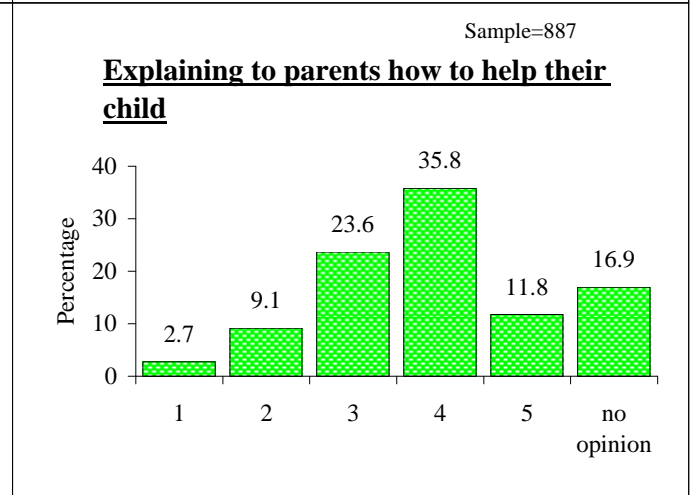
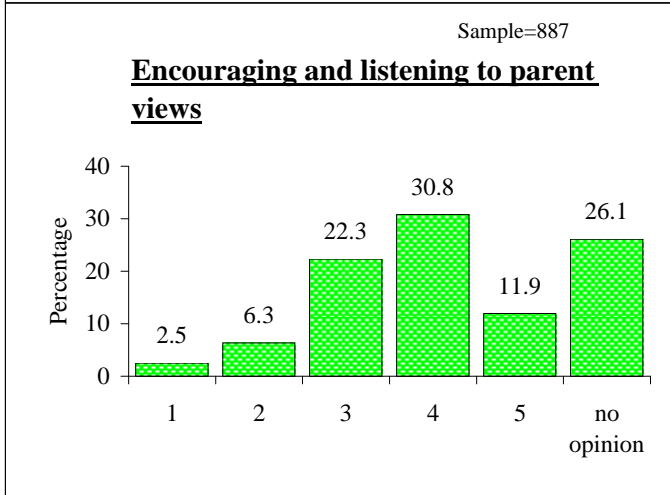
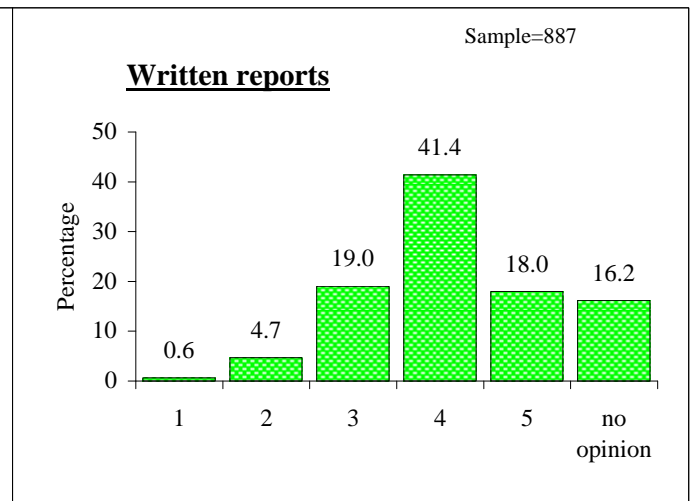
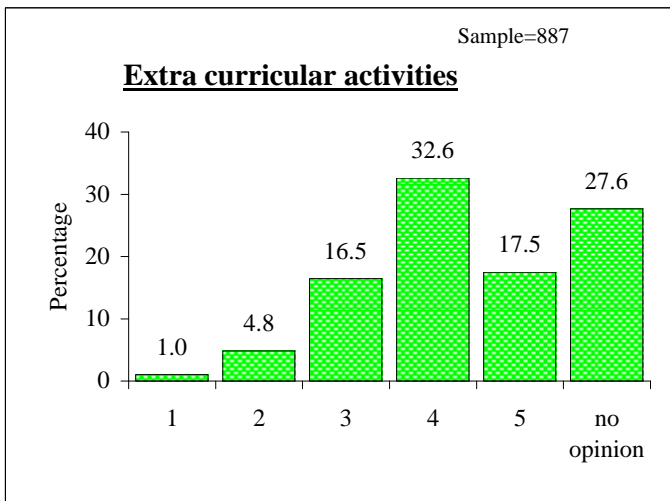


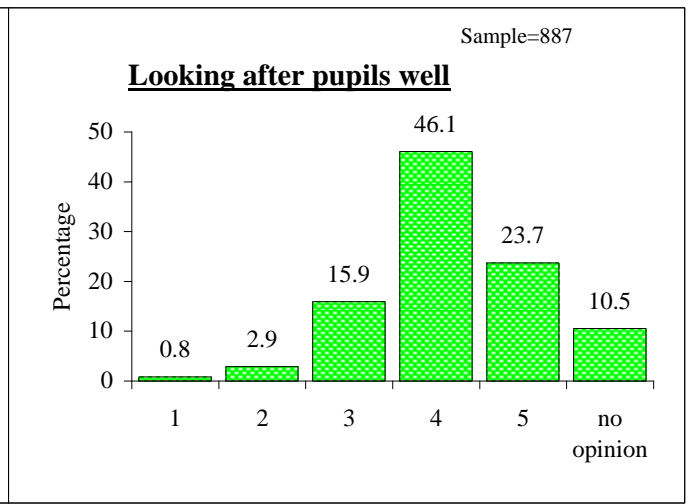
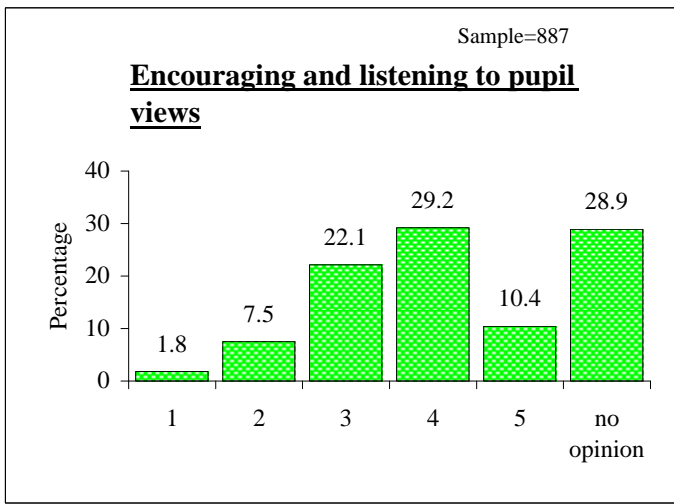








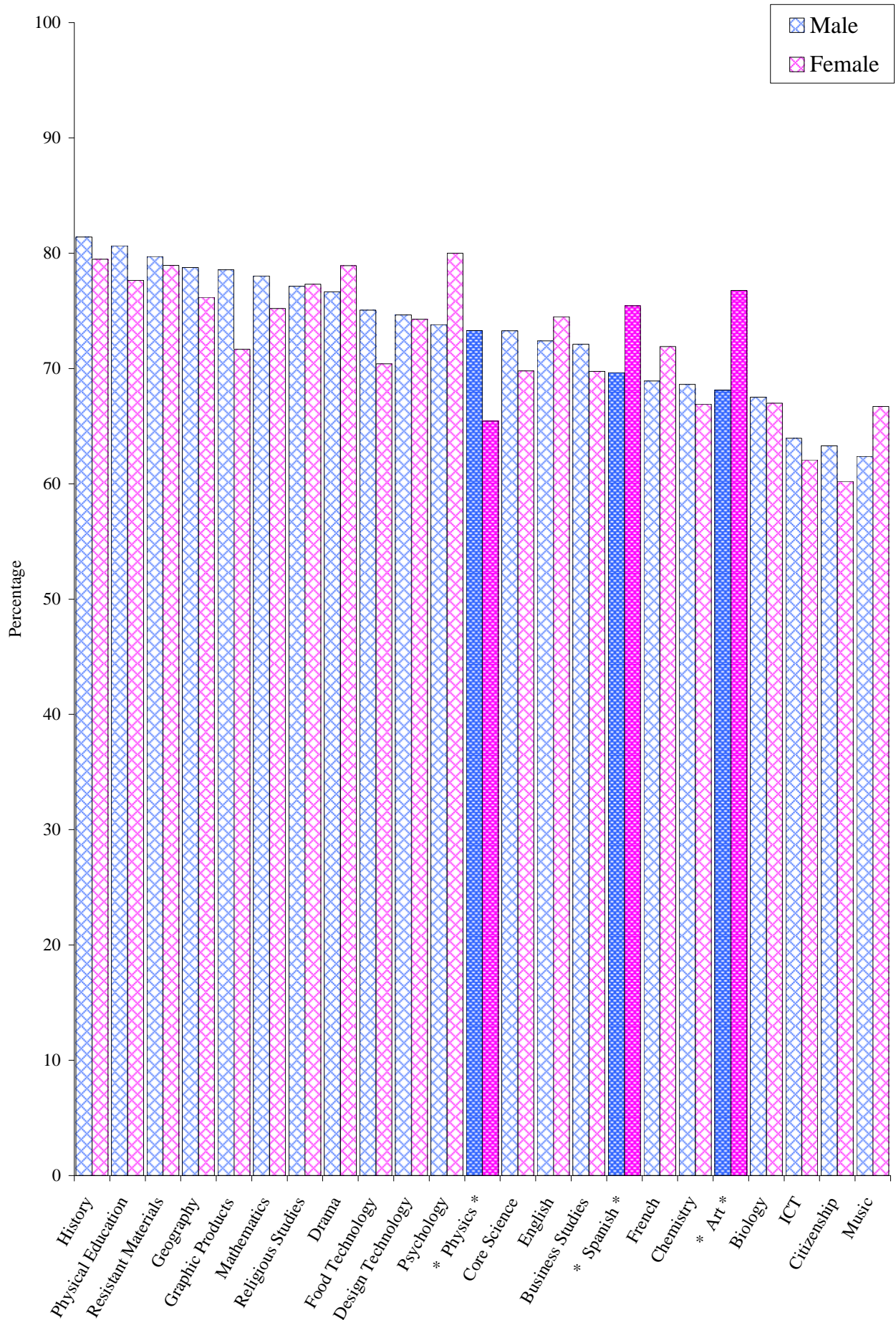




Cross Tabular Graphical Analysis of Results

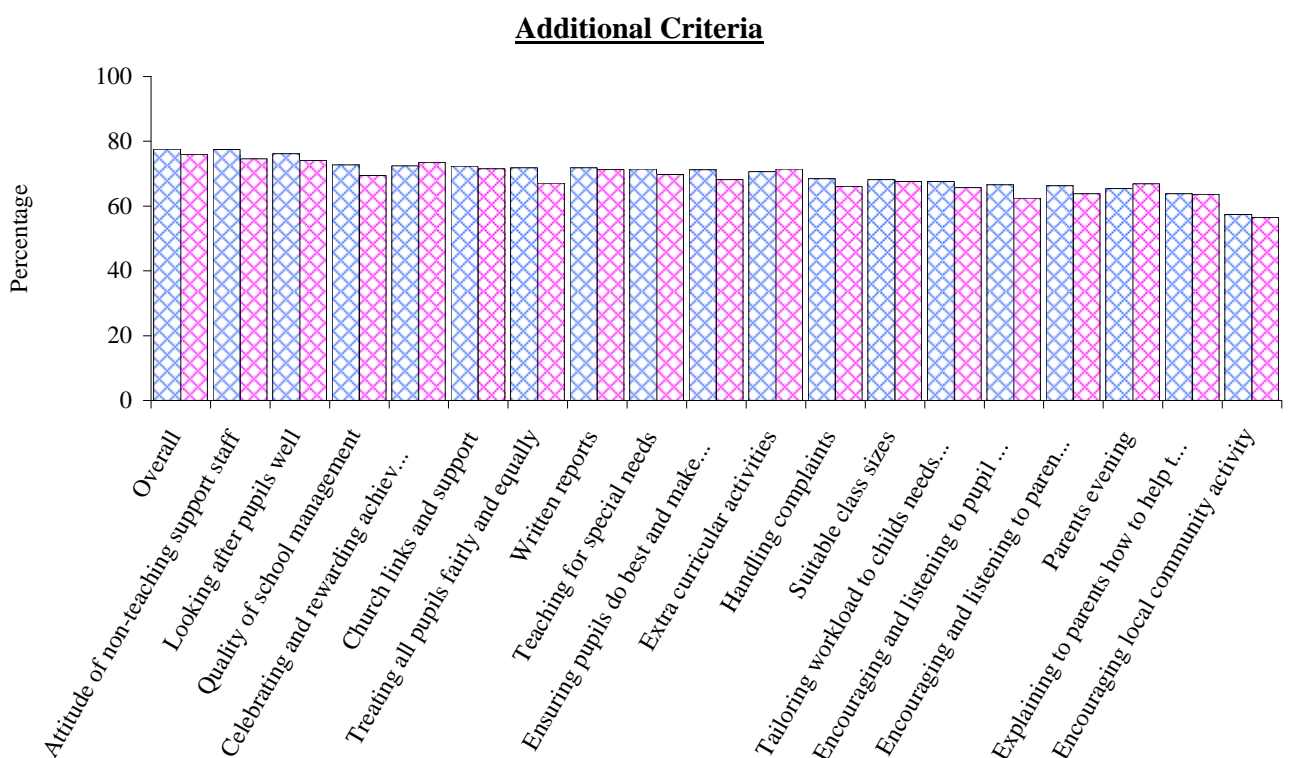
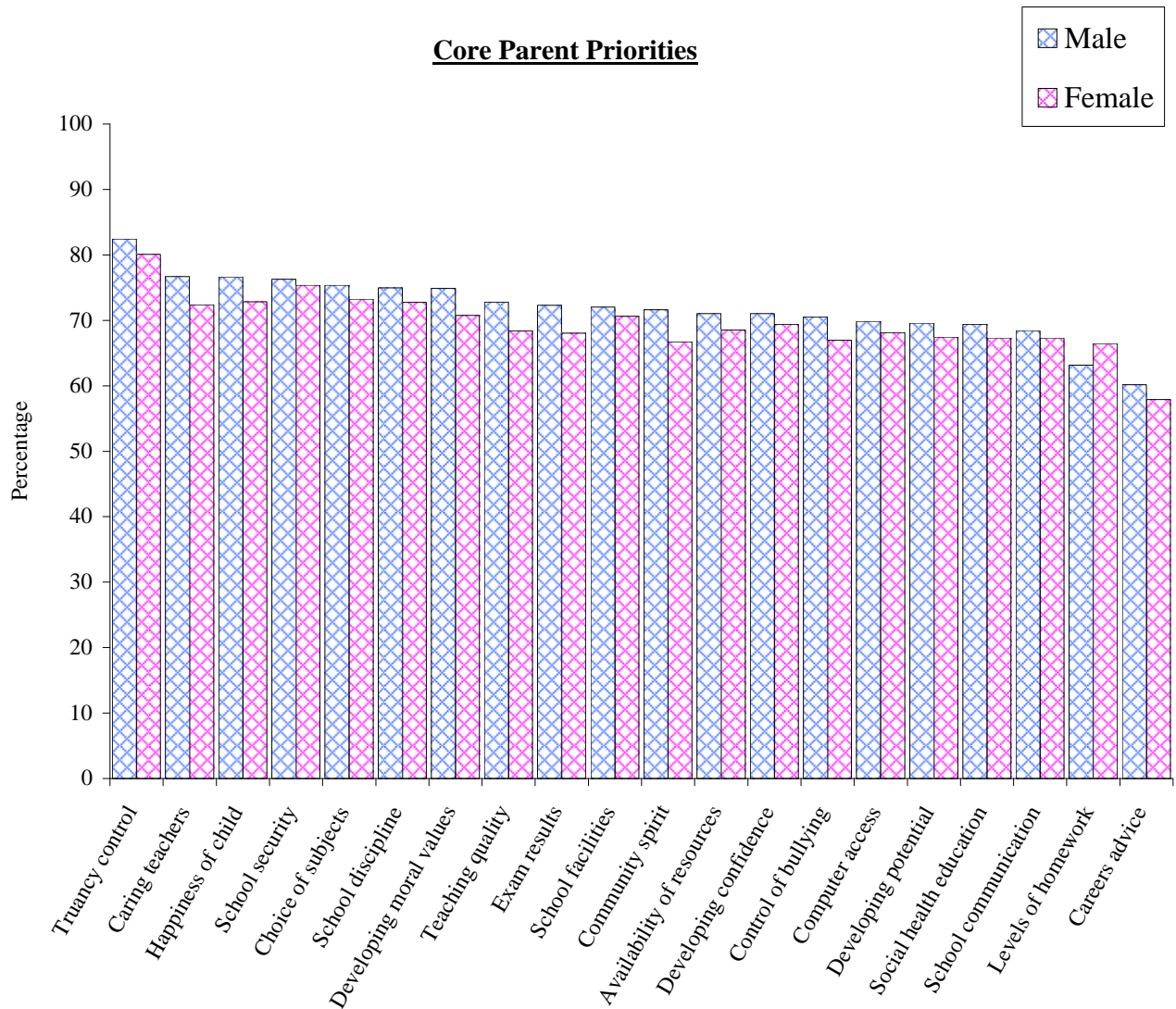
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

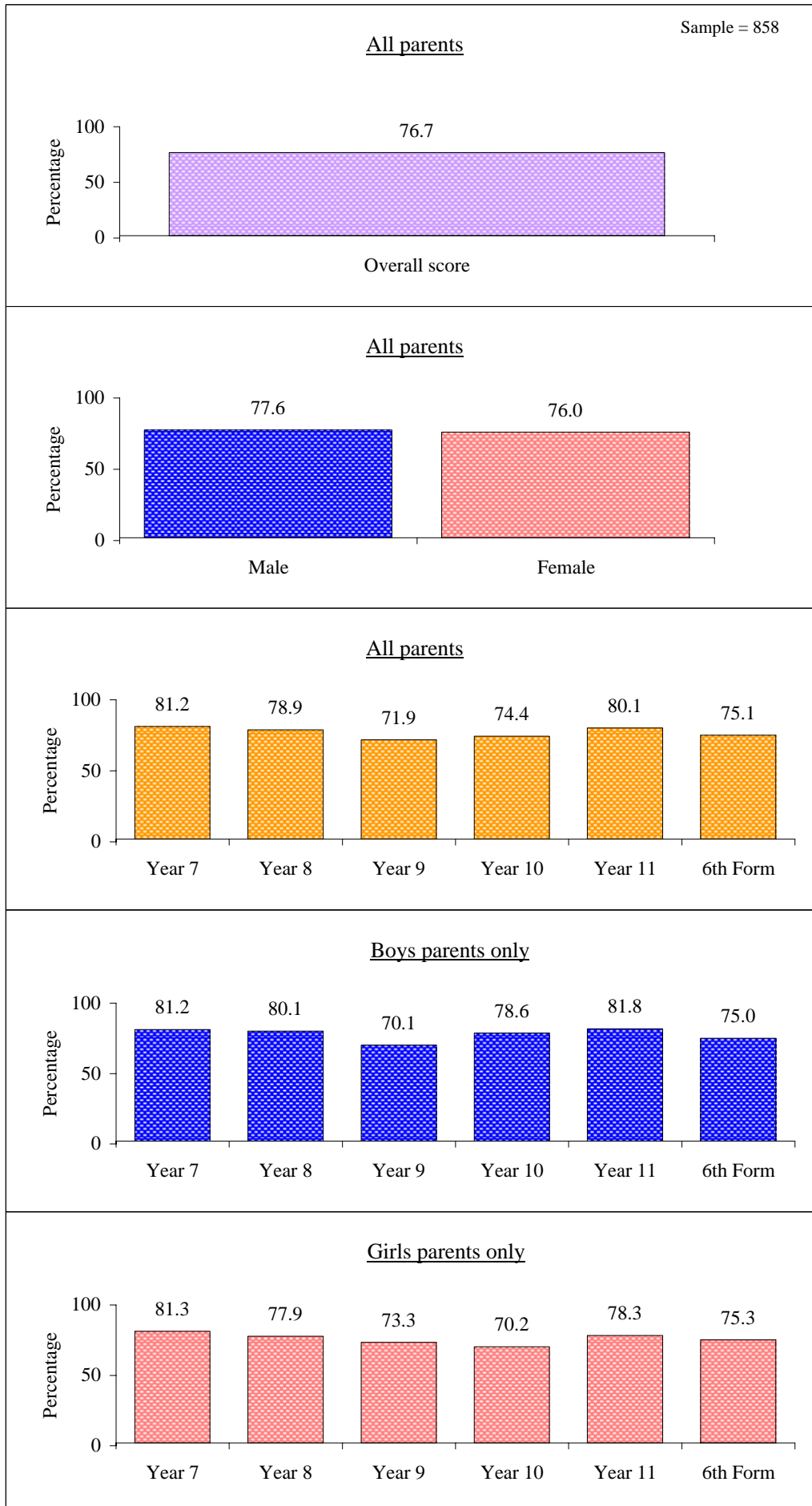


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

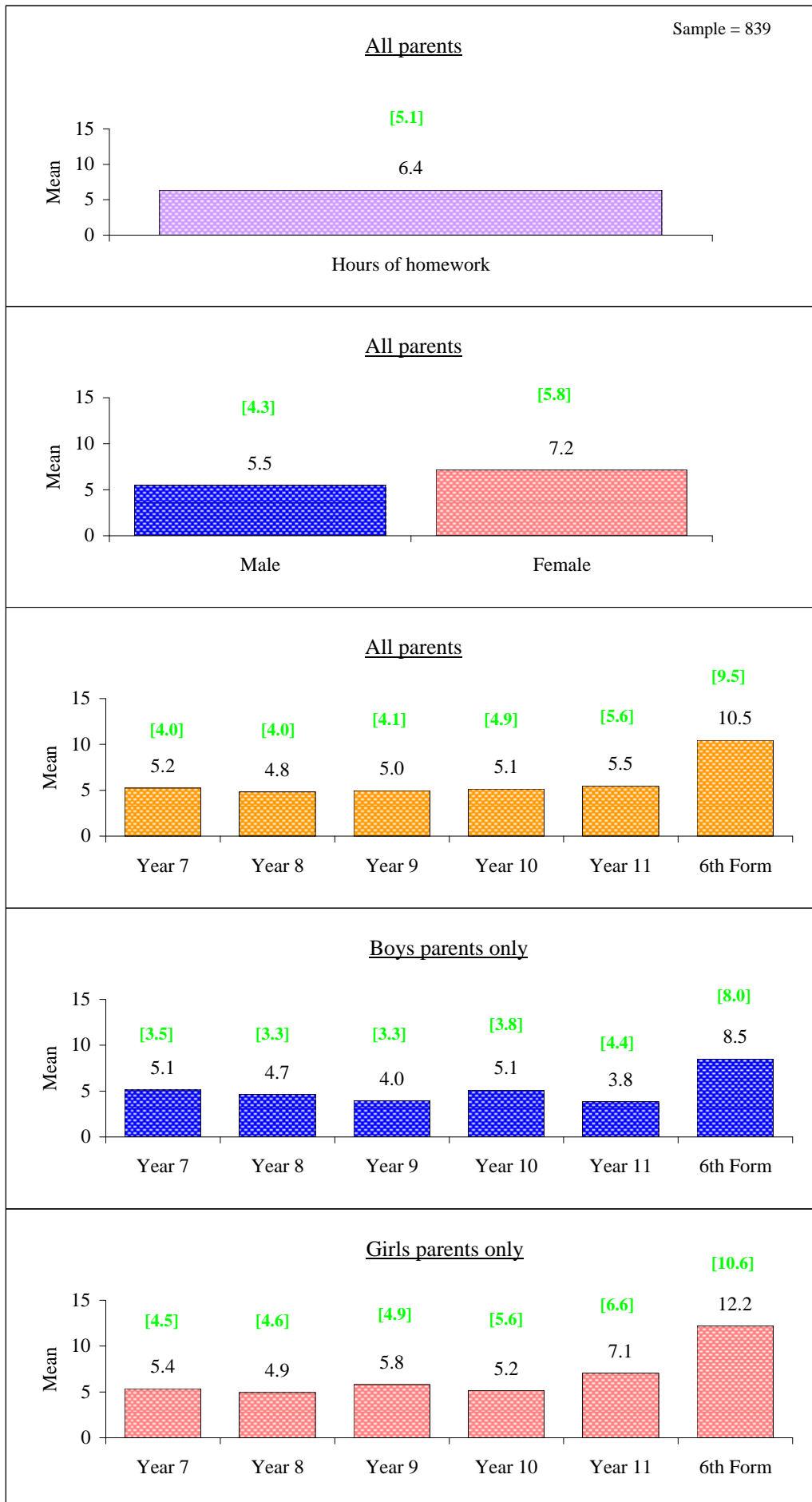


**Graphs to Show the Overall Performance Scores Given by Parents,
Broken Down by Year Group and Gender of Pupil.**

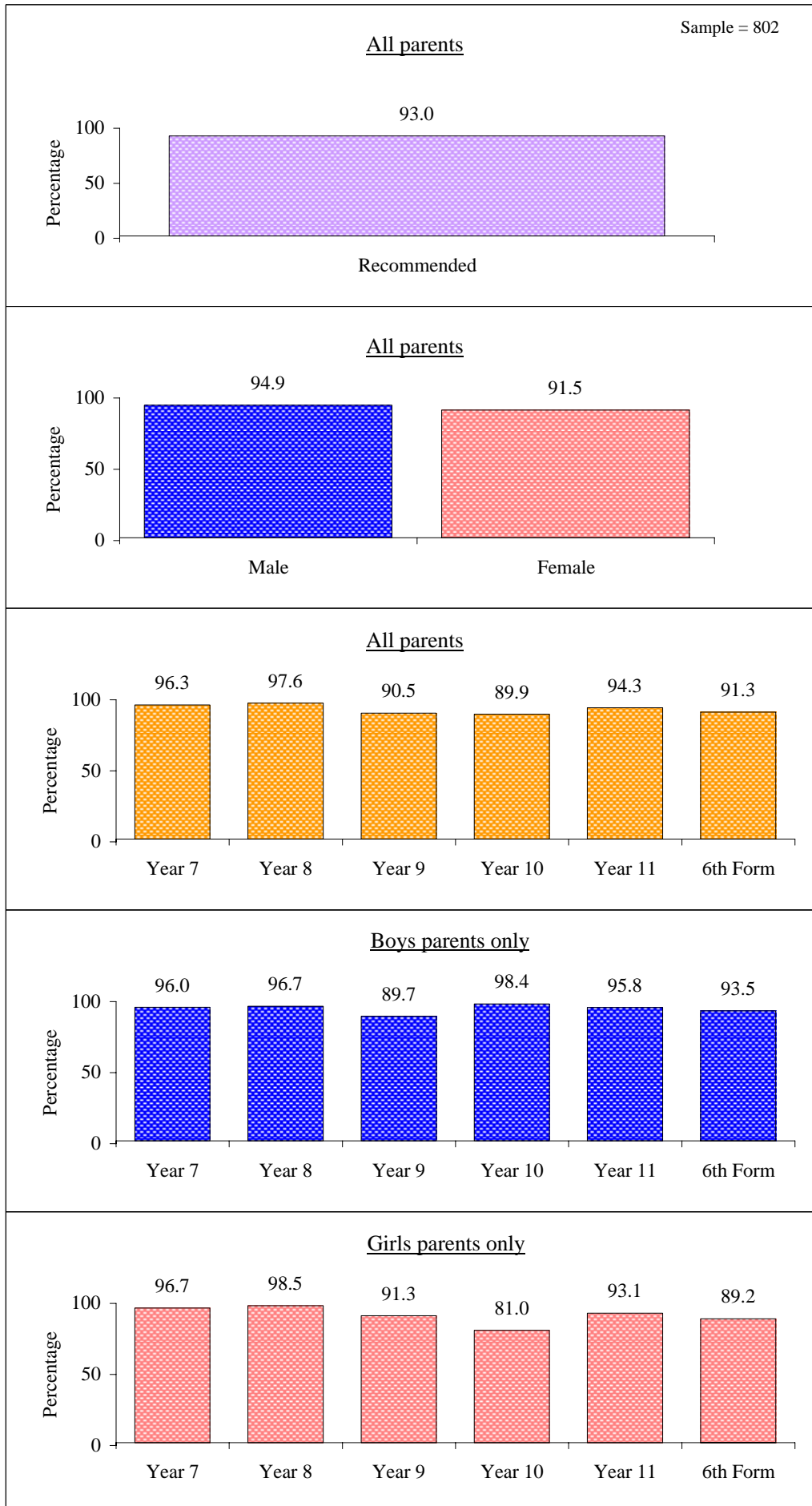


Graphs to show the Mean Number of Hours that Pupils Spend on Homework, Broken Down by Year Group and Gender of Pupil.

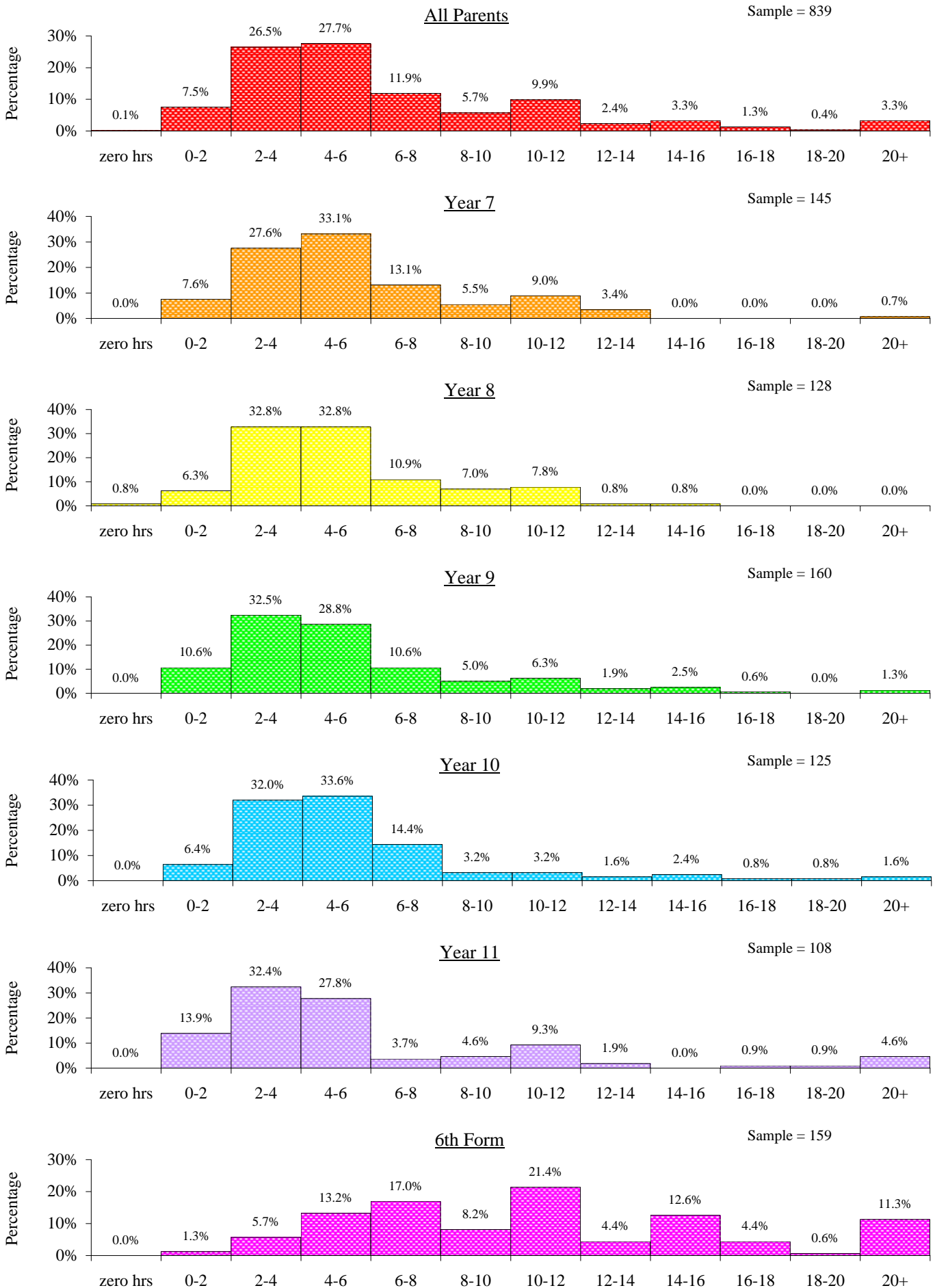
Average figures from similar schools are given in [brackets]



Graphs to Show Breakdown of Whether Parents would Recommend the School, Broken Down by Year Group and Gender of Pupil.

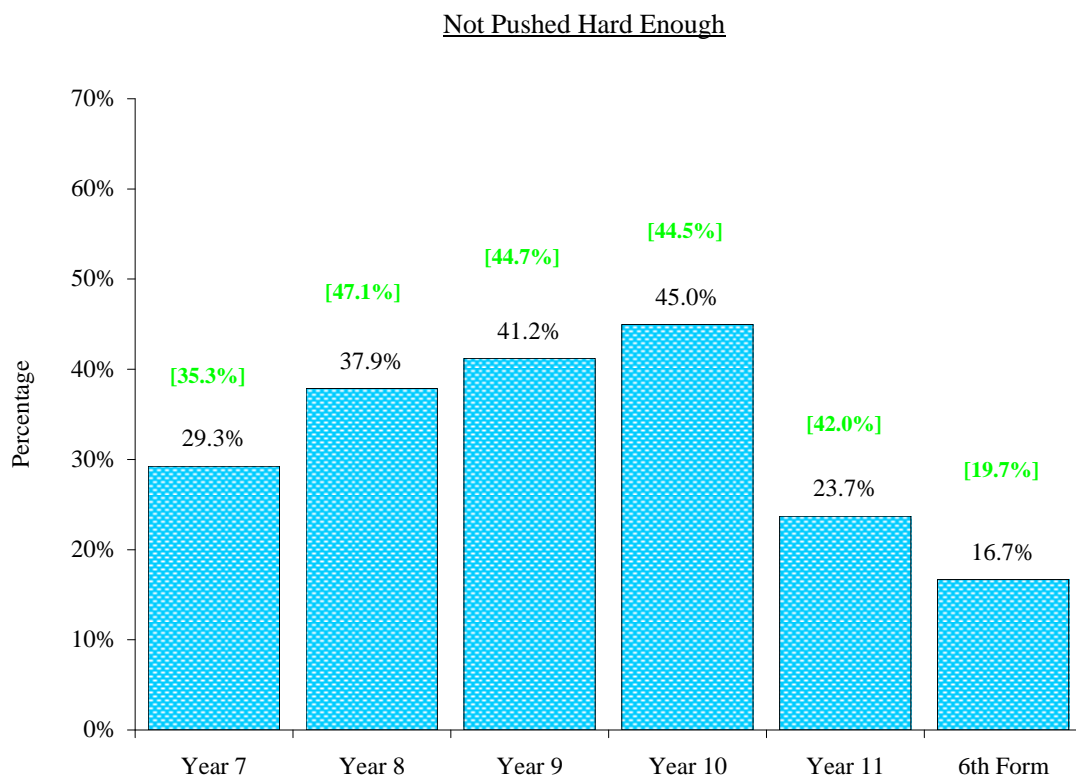
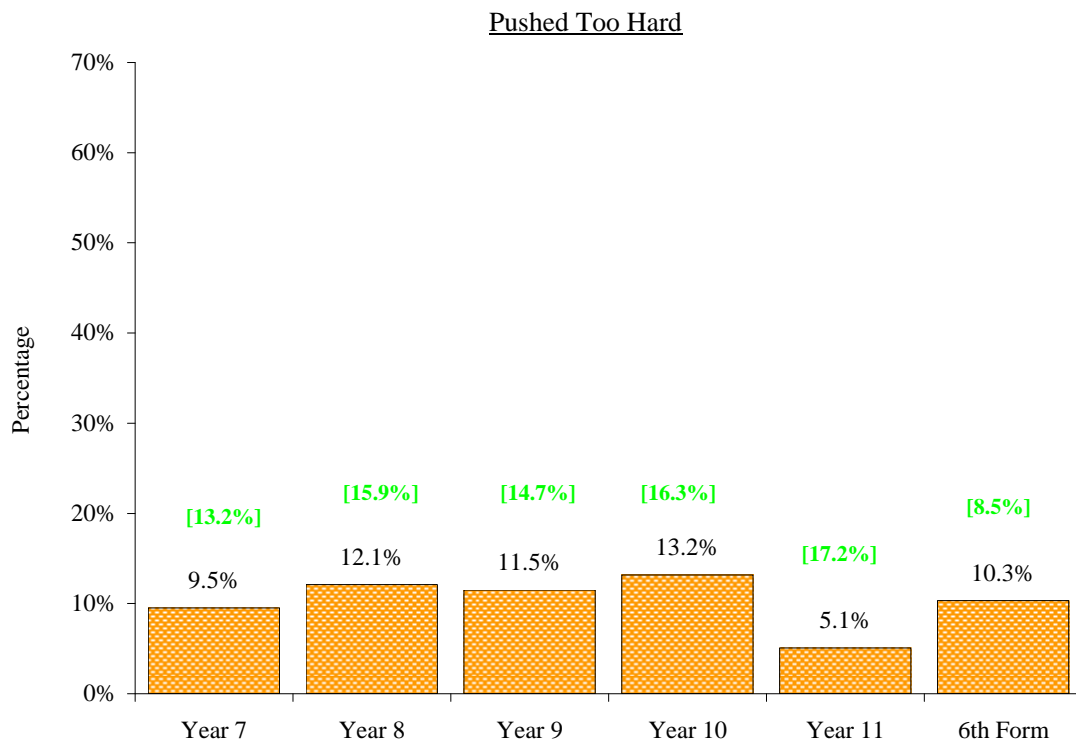


Graphs to Show the Range of Time spent on Homework, Broken Down by Year Gr



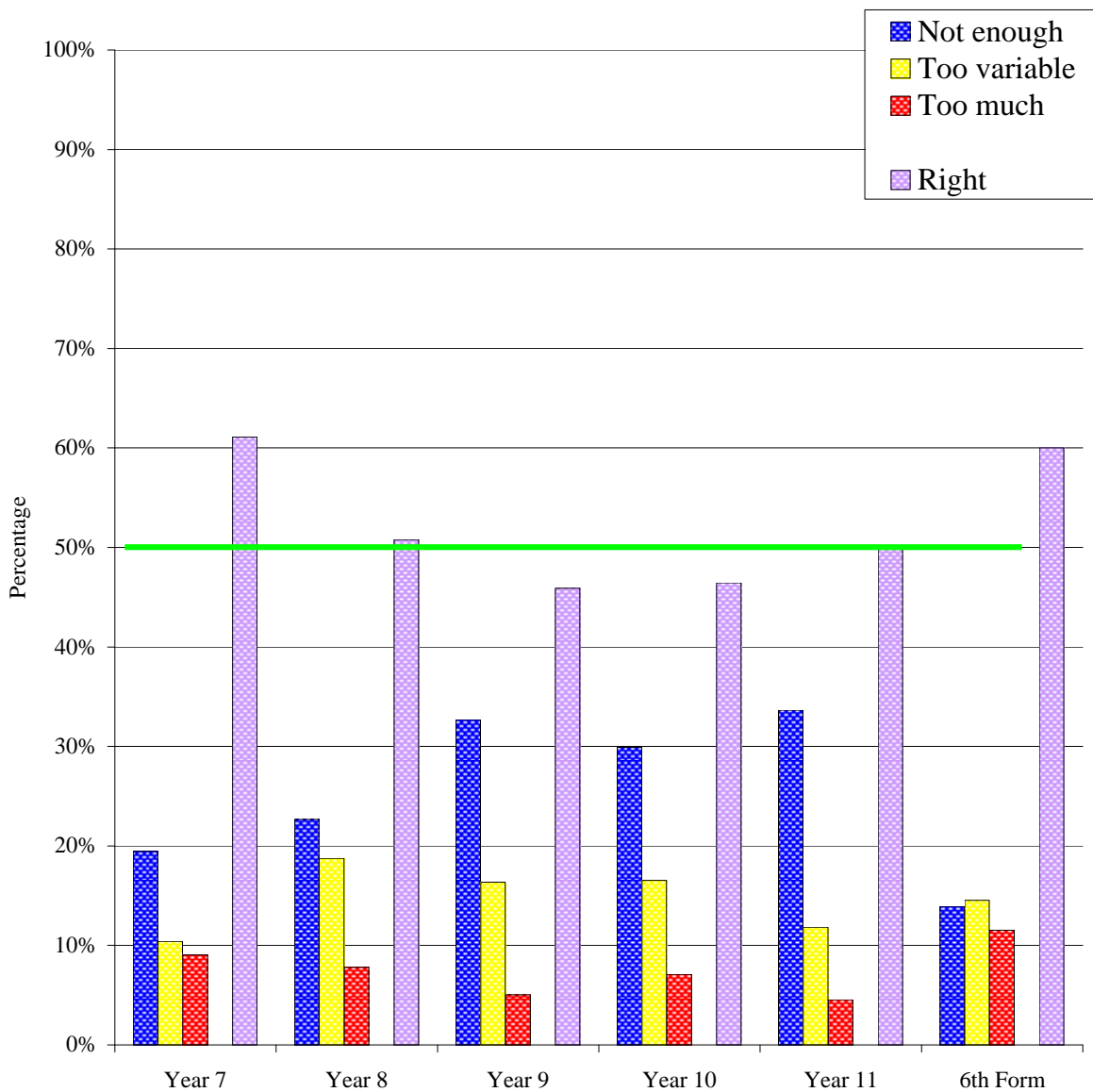
Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in [brackets]



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 not achieved for Year 9 and Year 10.



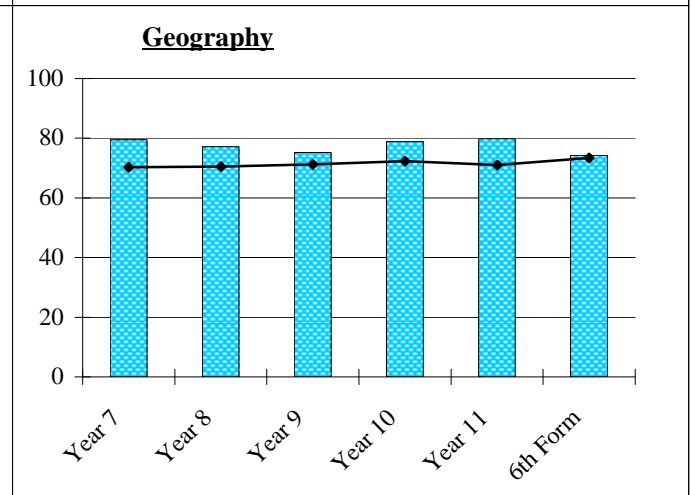
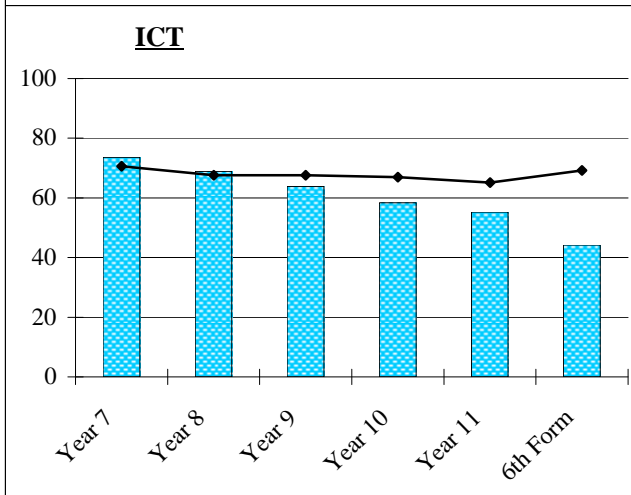
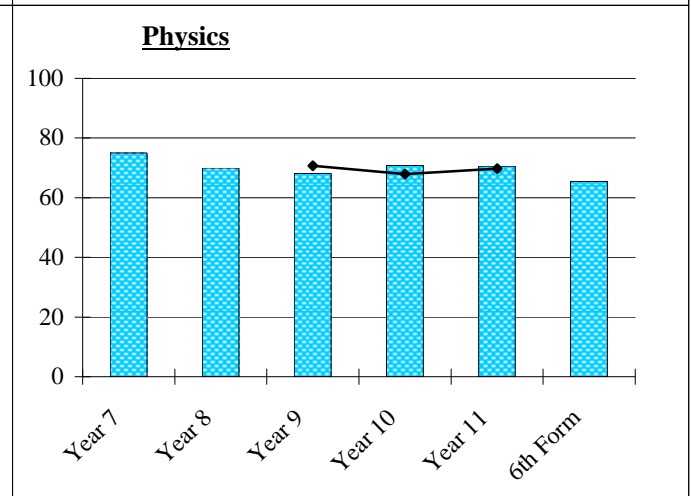
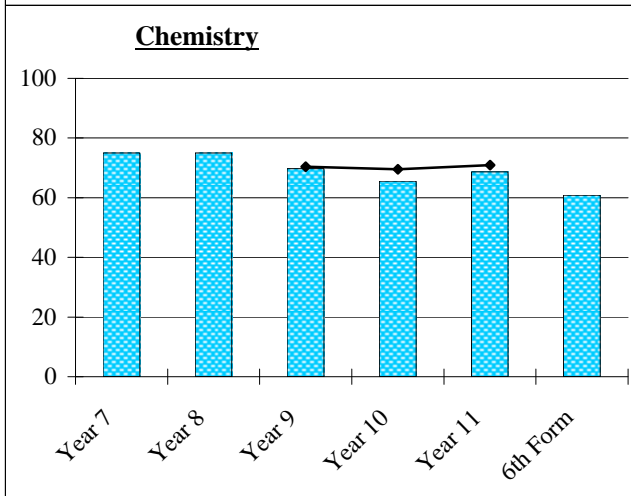
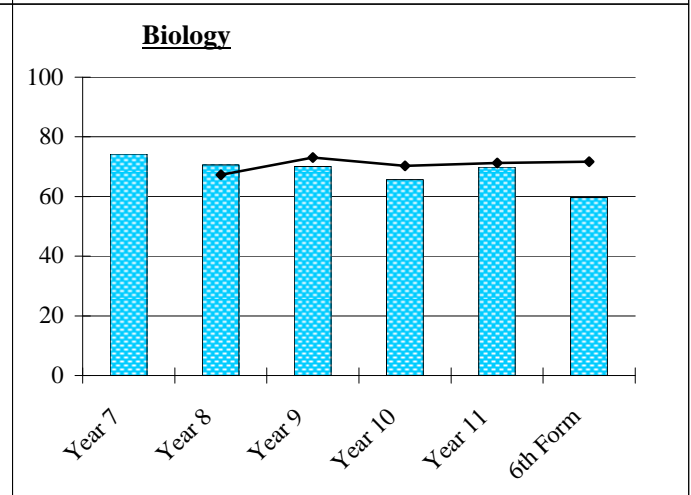
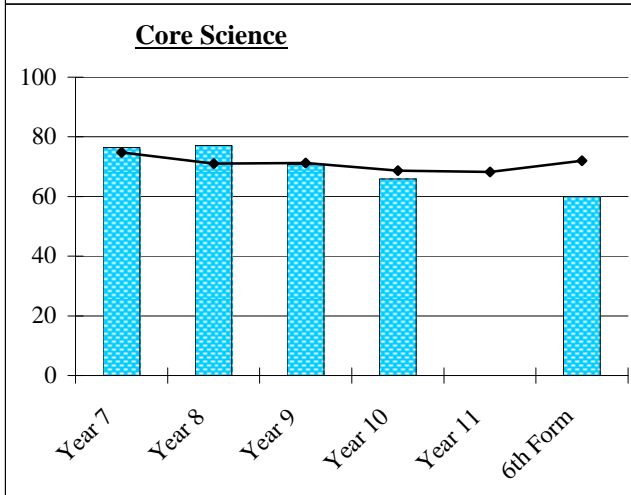
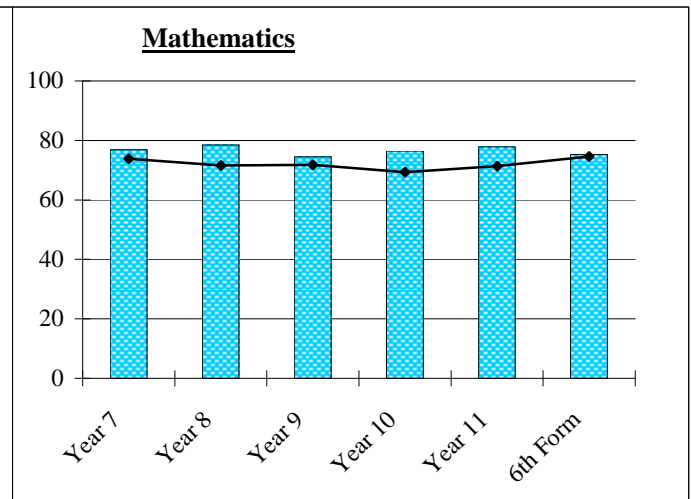
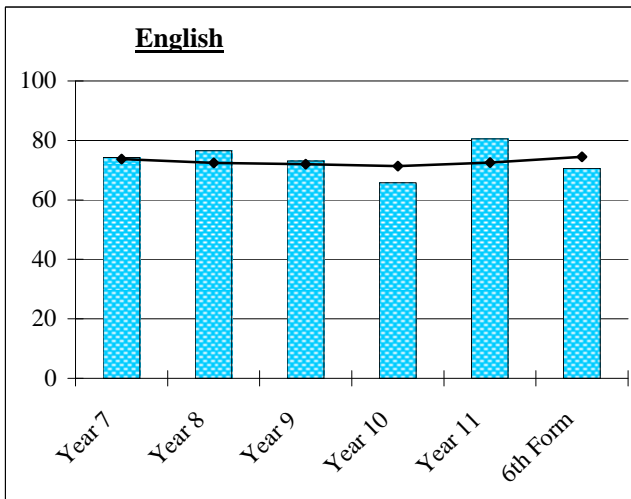
All Academic and Non-Academic Criteria shown by Year Group

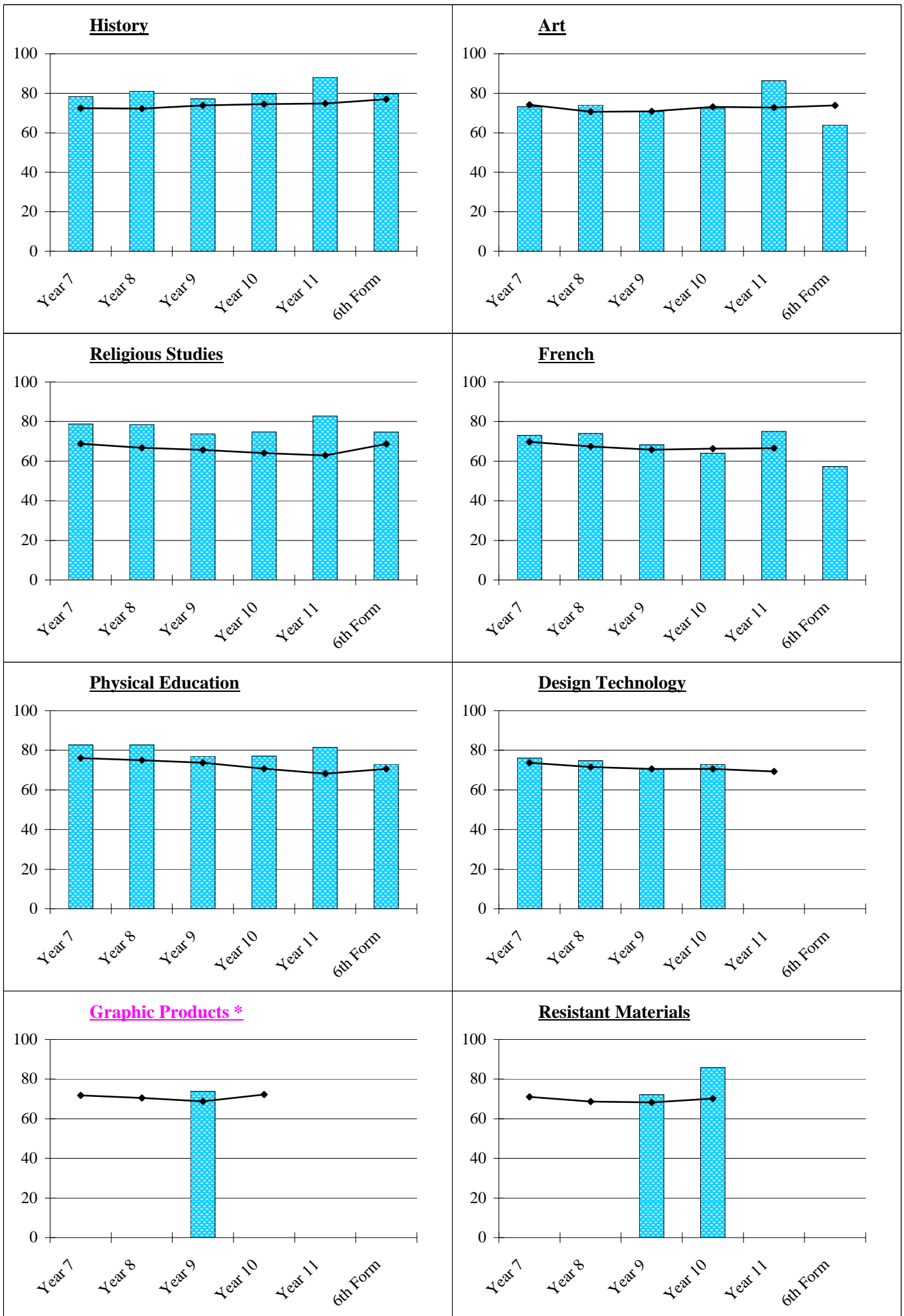
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

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

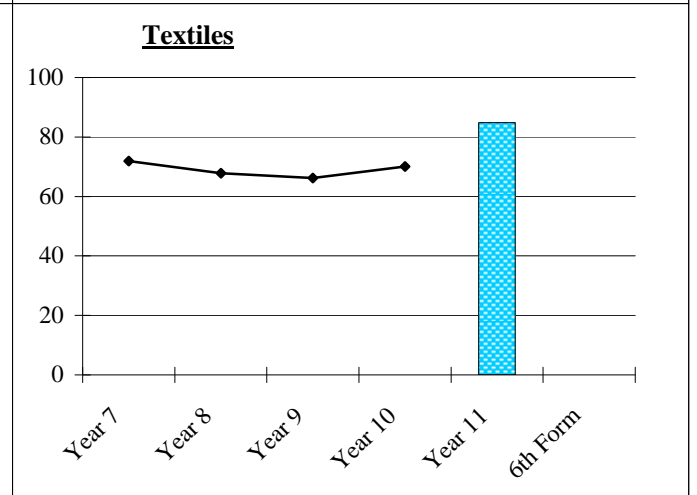
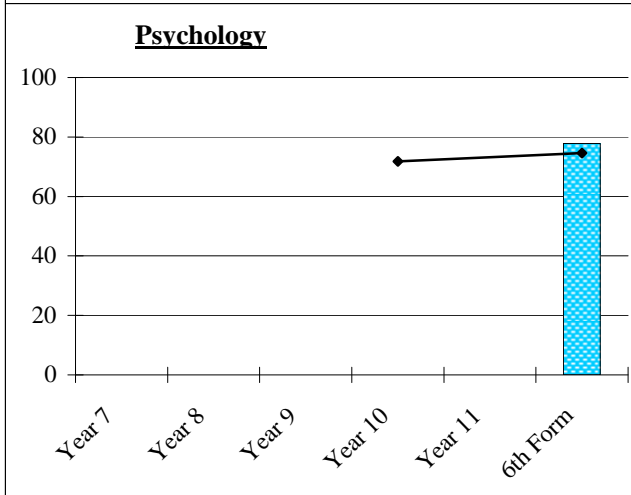
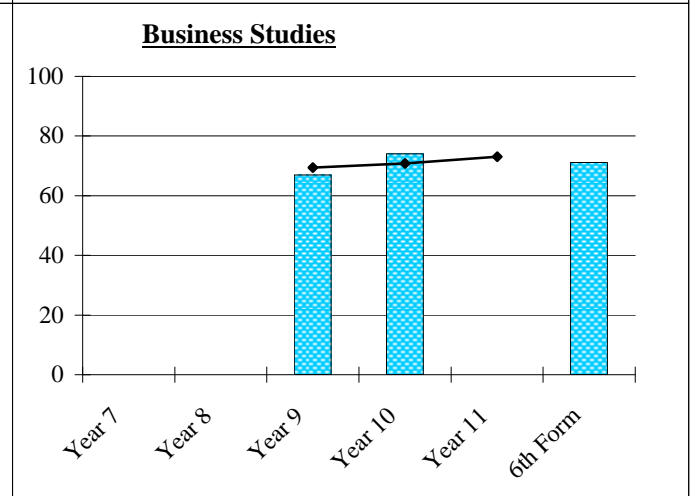
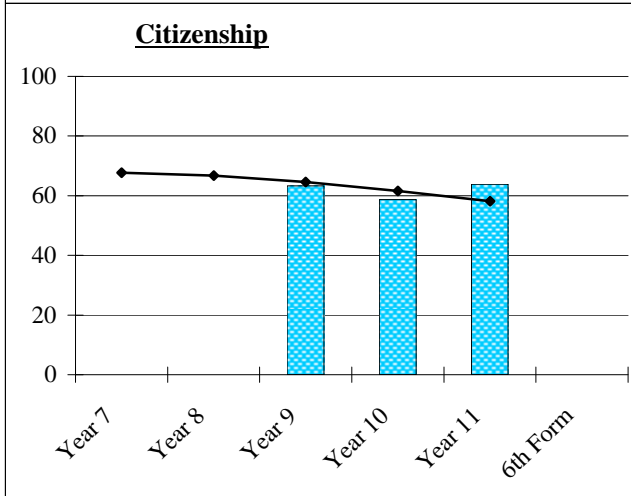
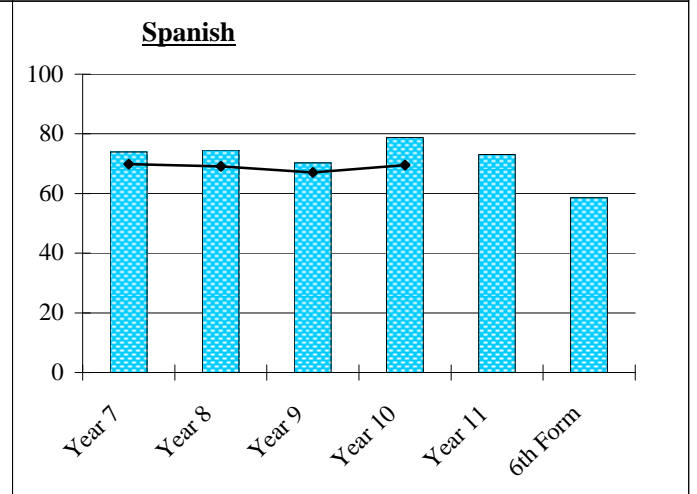
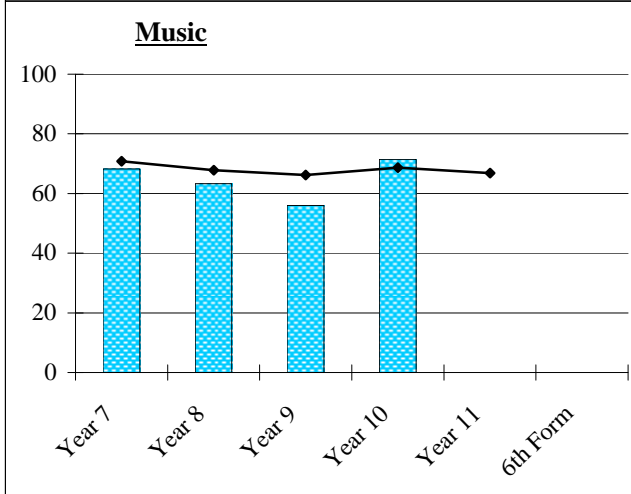
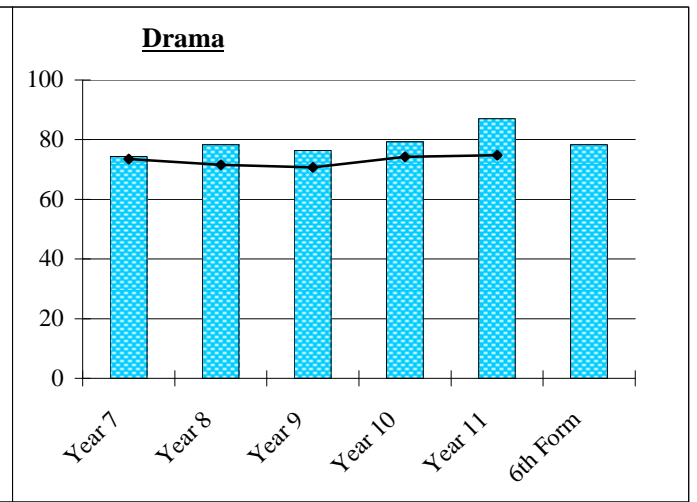
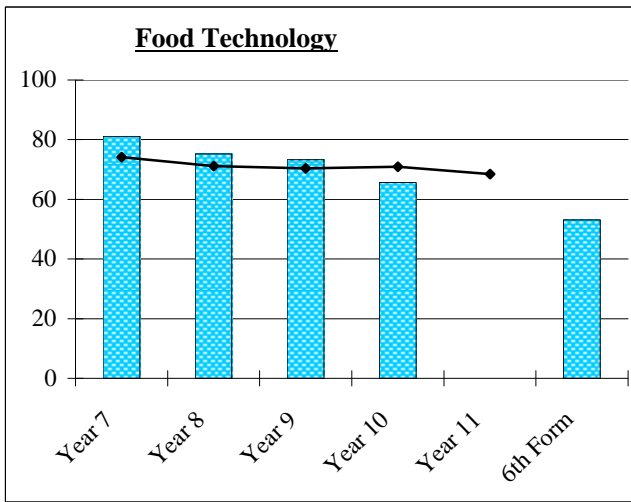
Year groups where there were less than 20 respondents for a criterion are not shown.

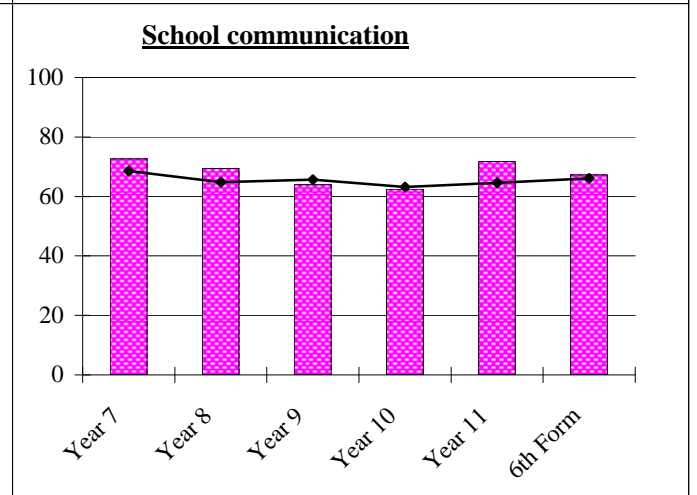
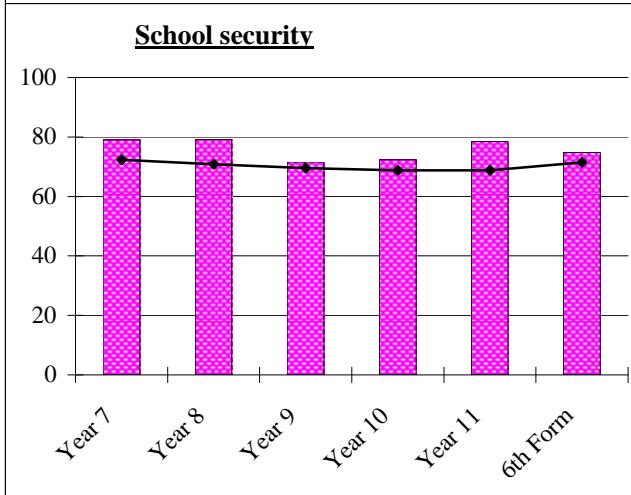
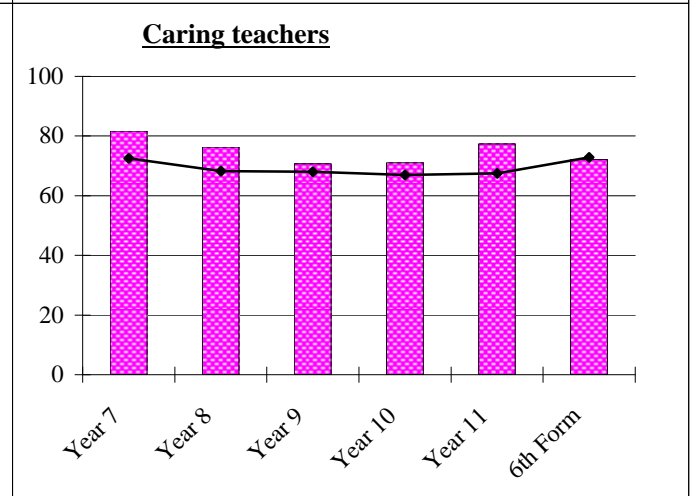
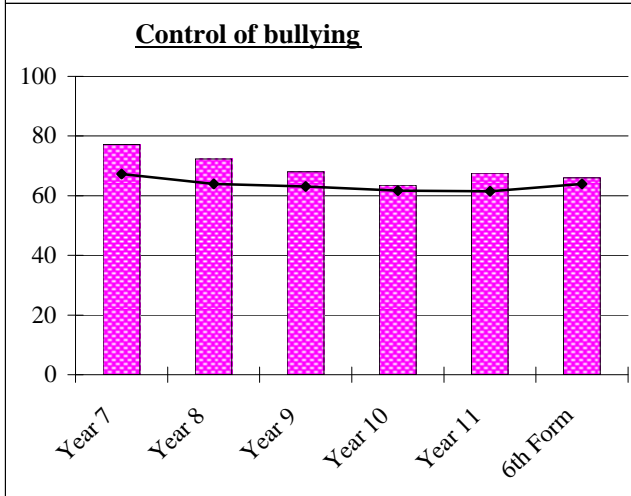
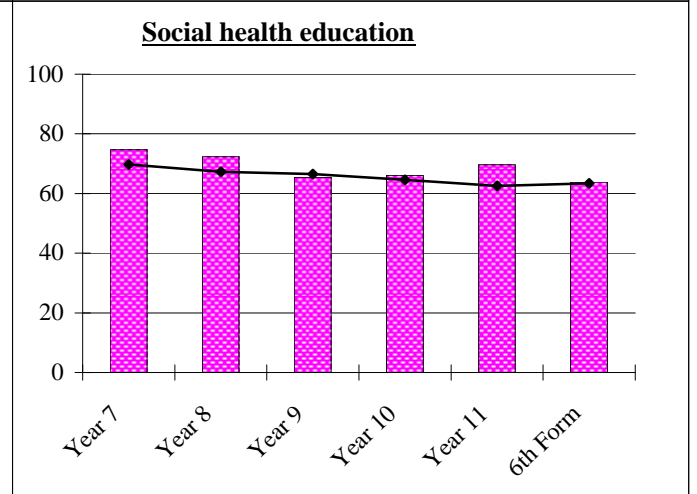
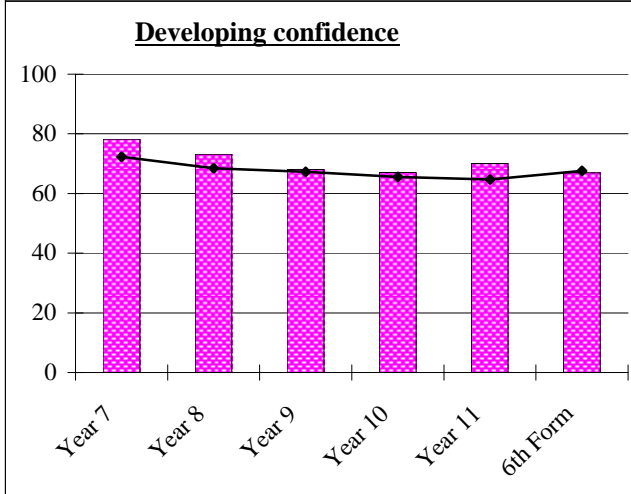
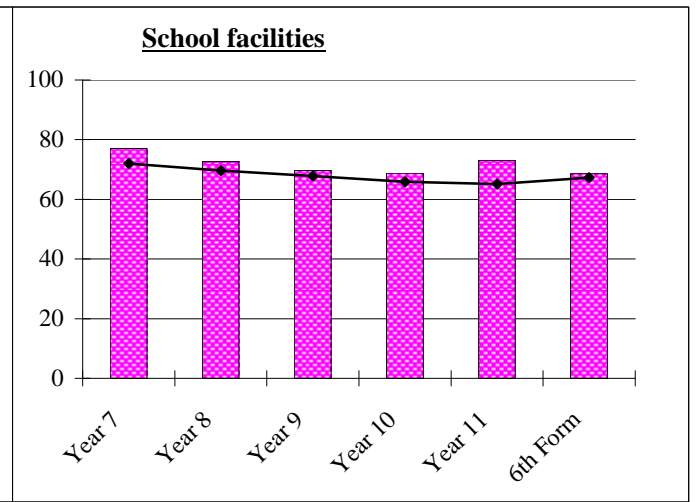
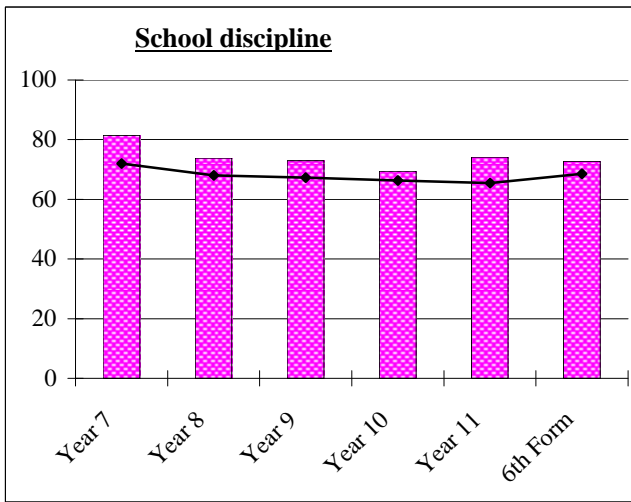
Please note: these year group scores are unweighted.

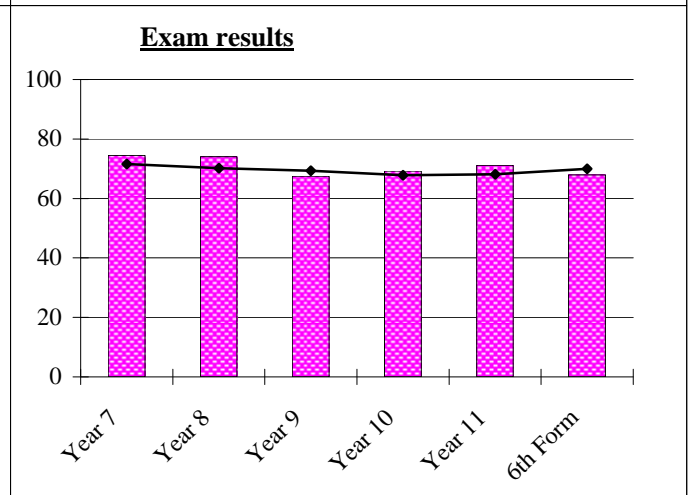
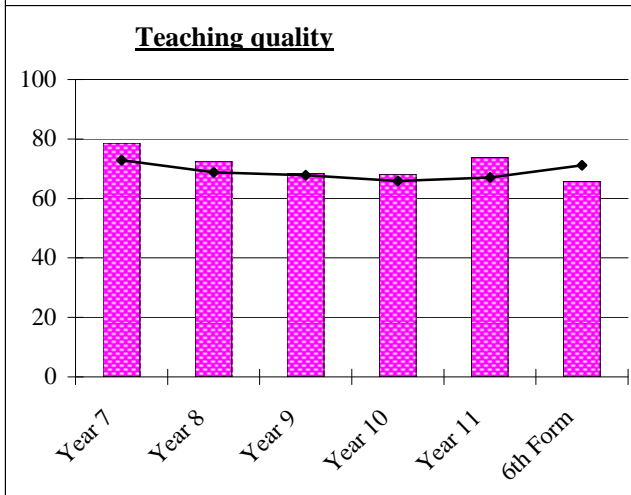
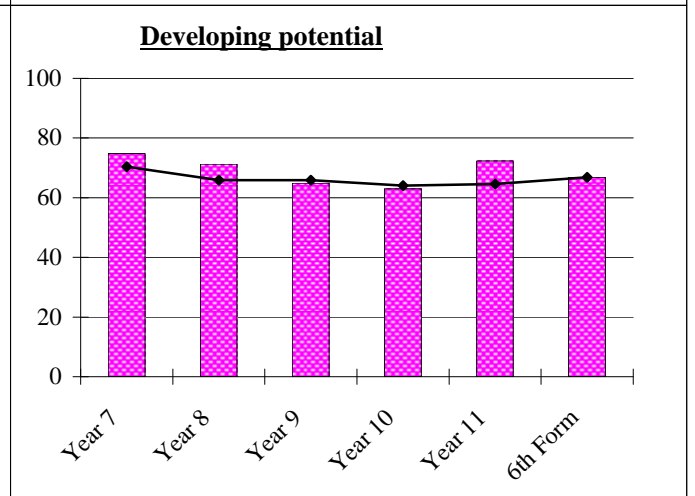
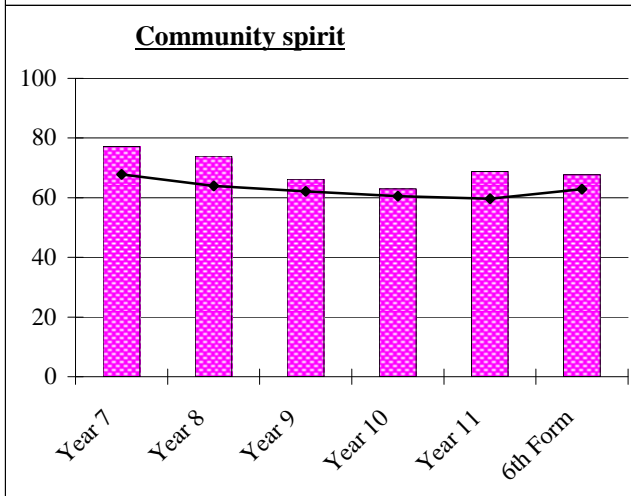
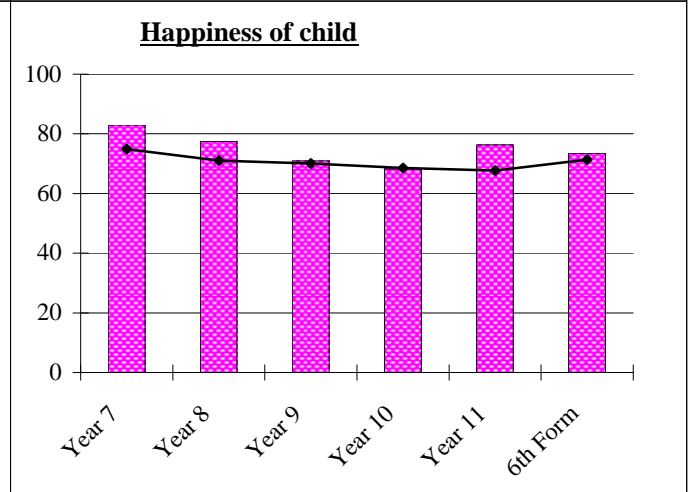
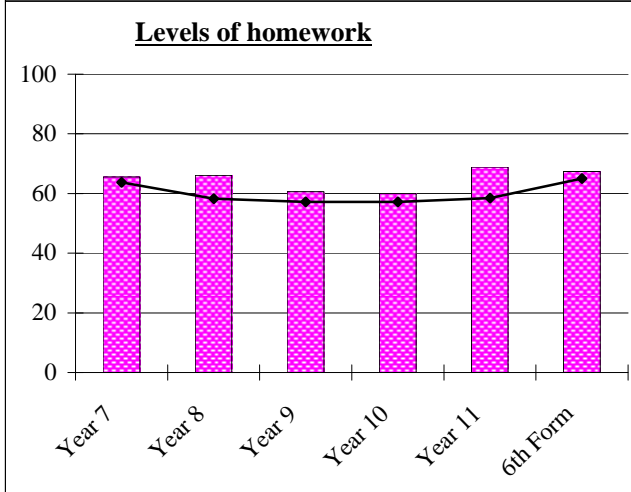
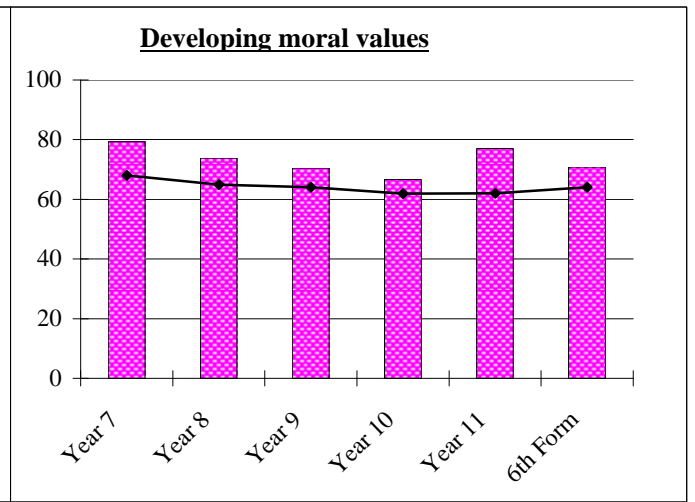
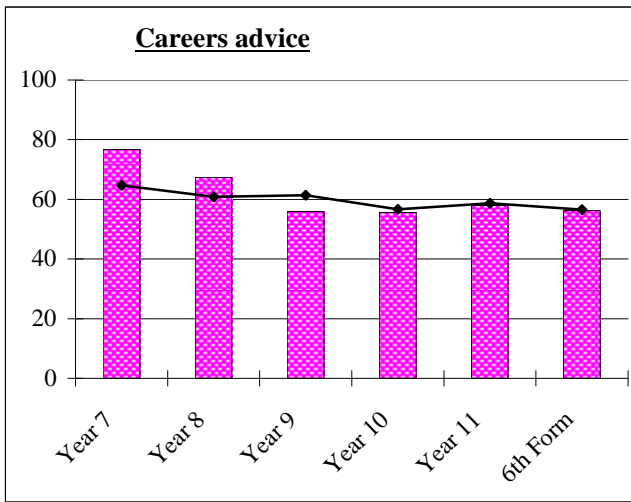


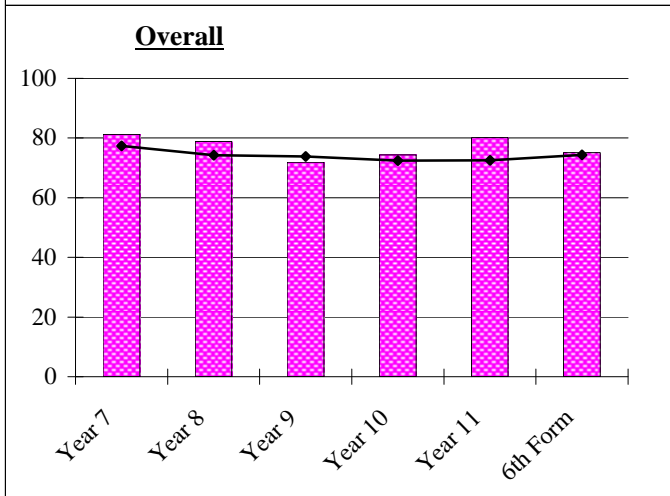
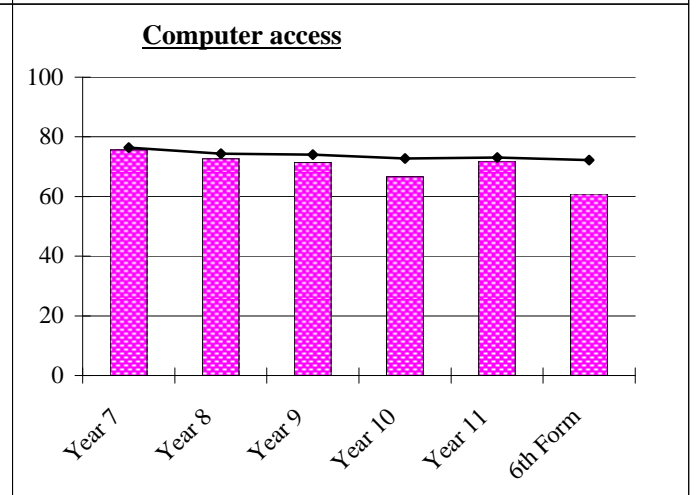
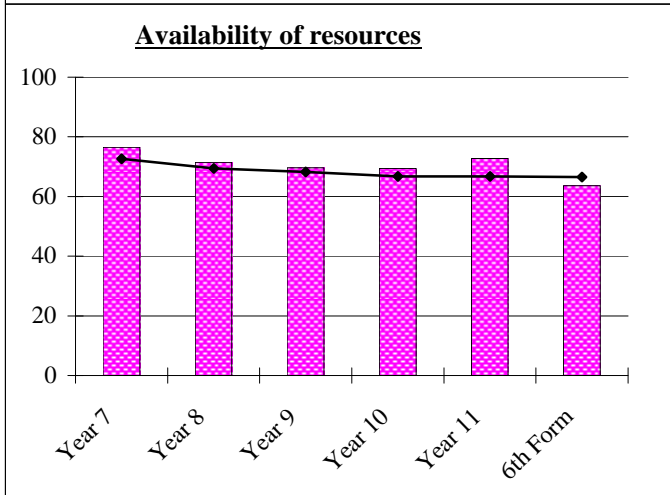
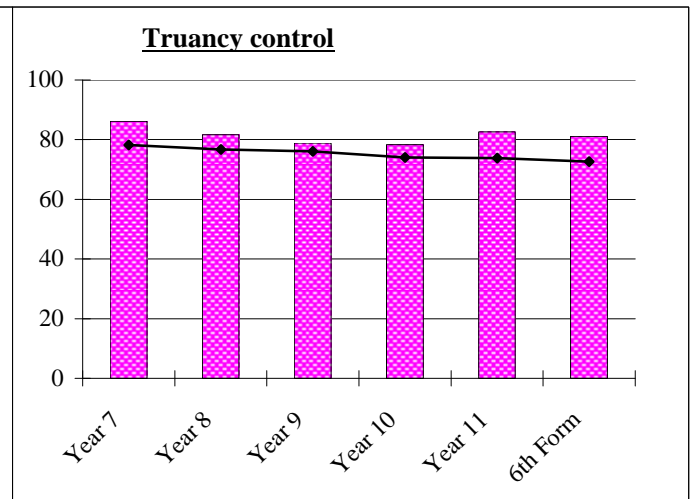
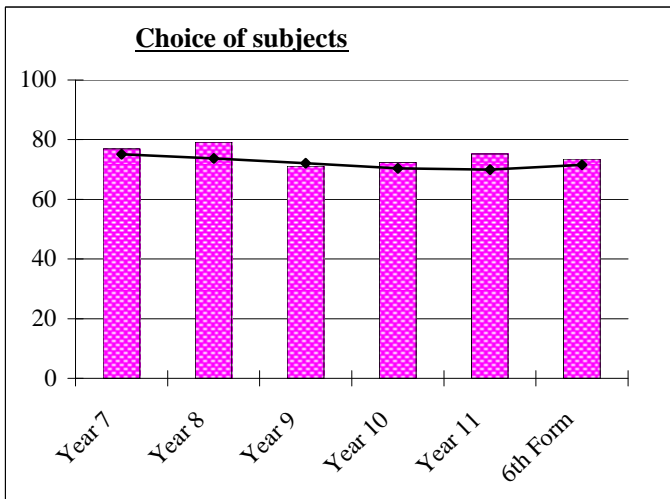


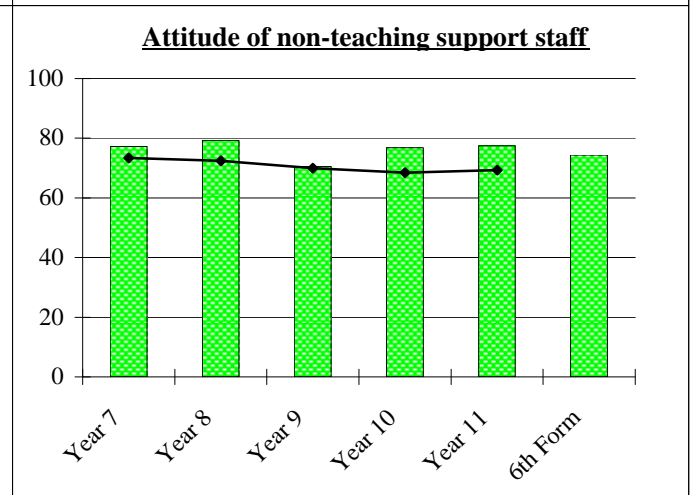
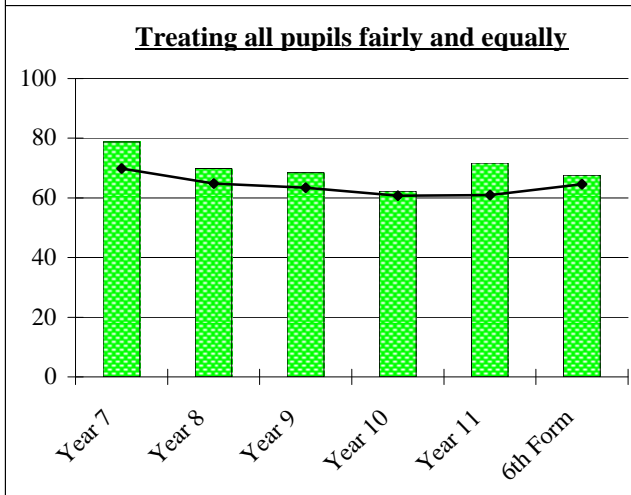
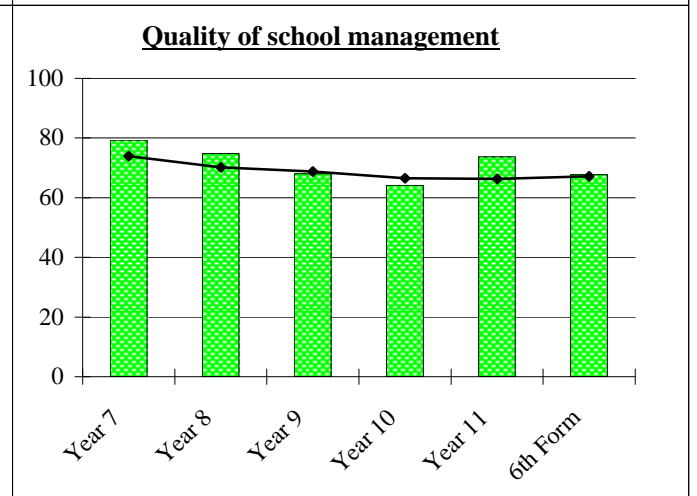
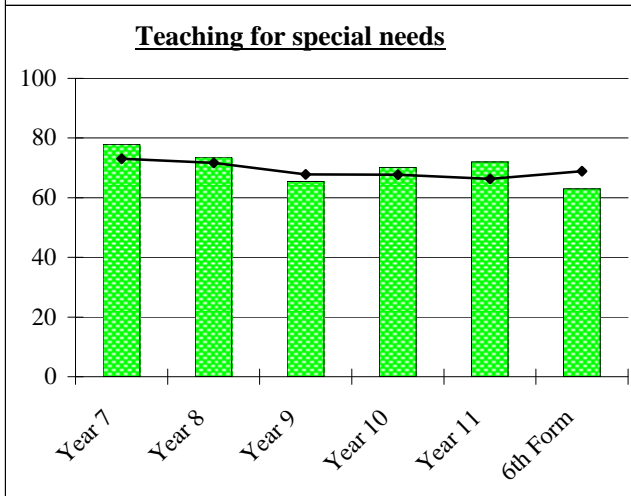
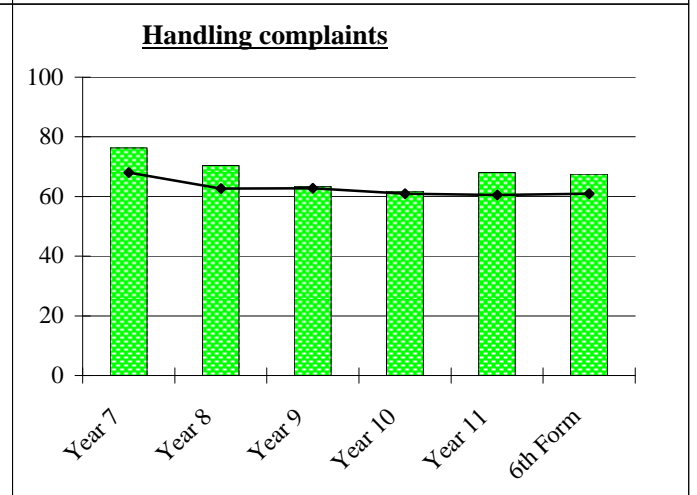
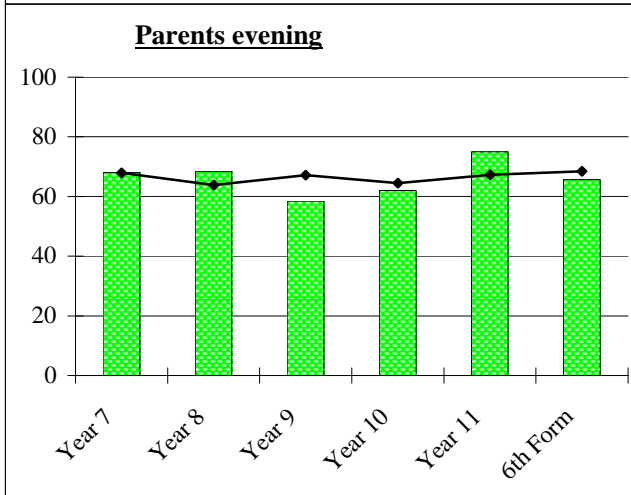
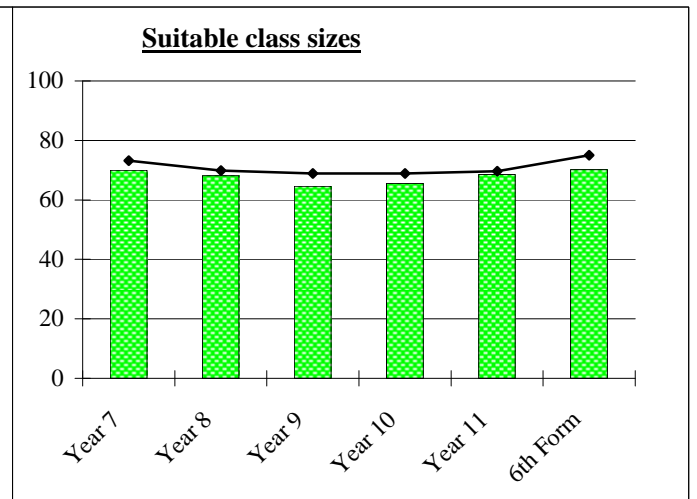
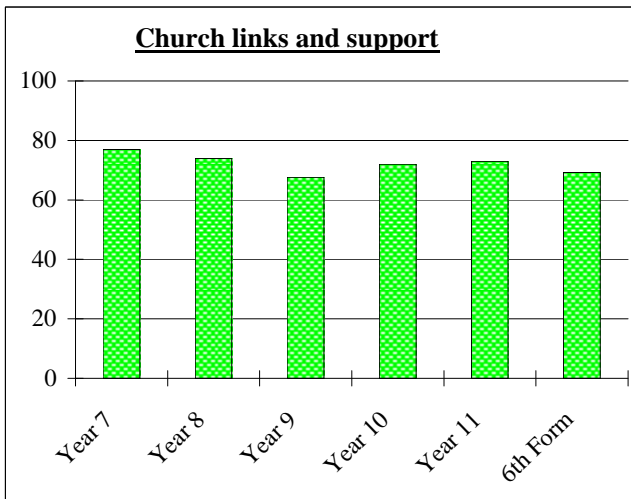
Subjects marked in **Pink** should only be considered indicative.

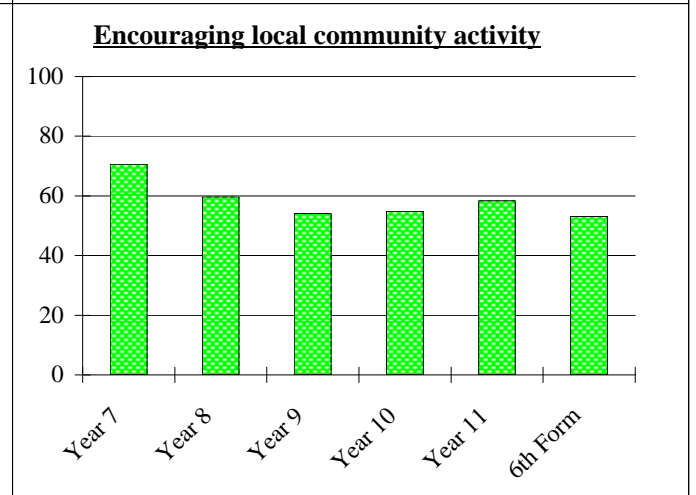
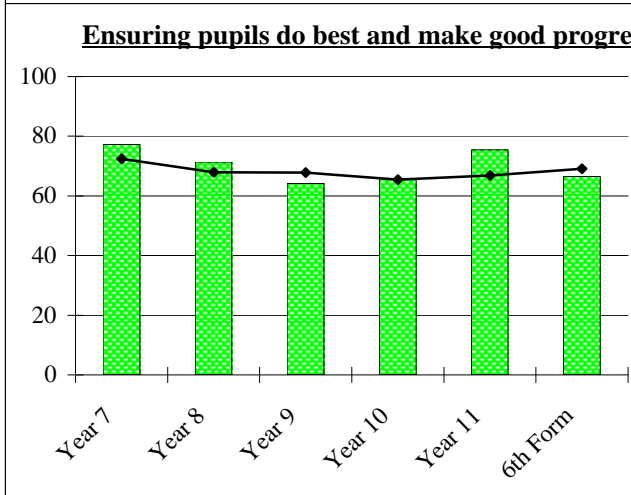
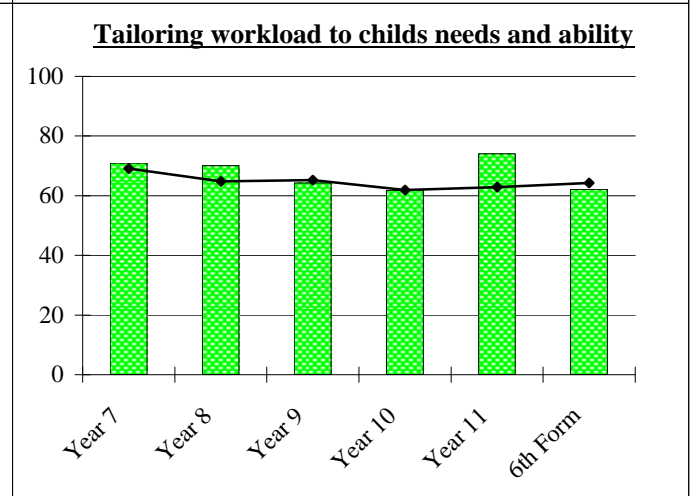
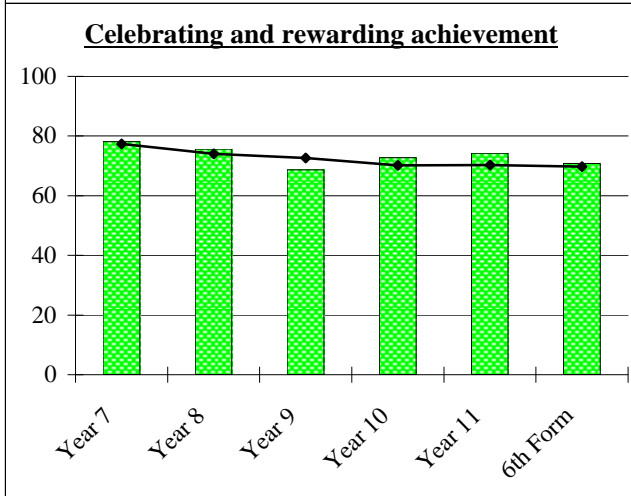
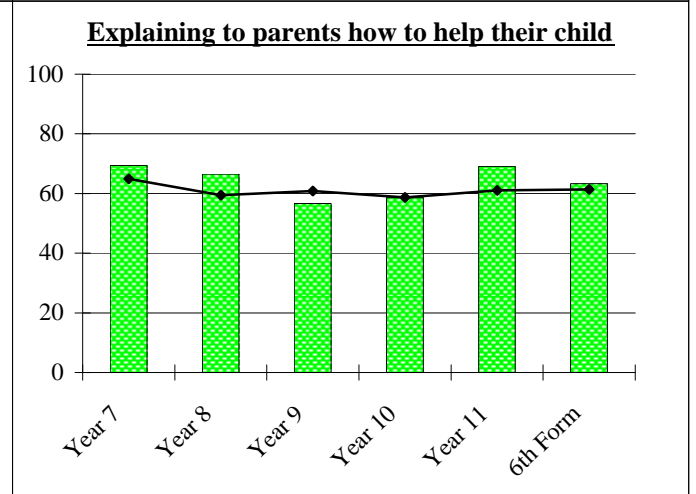
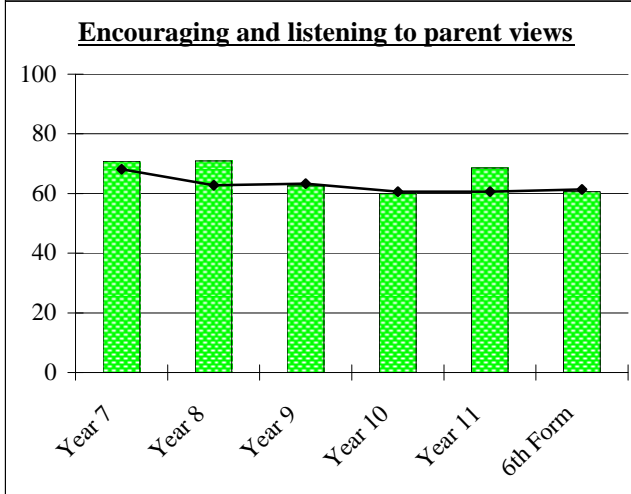
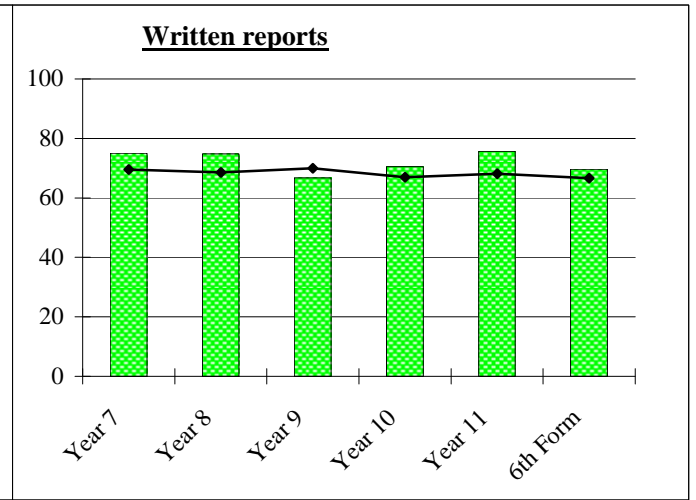
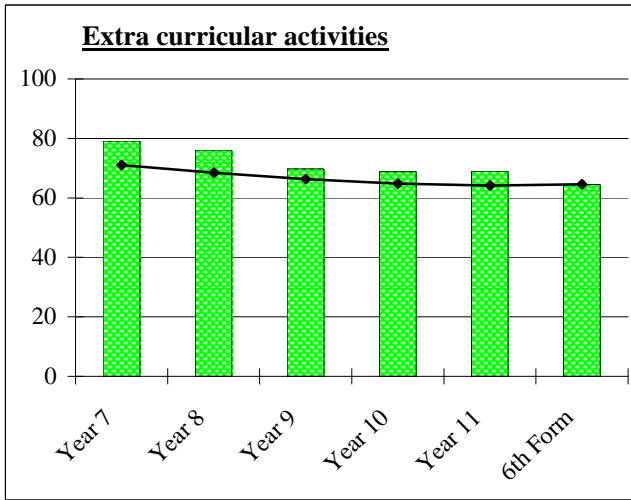


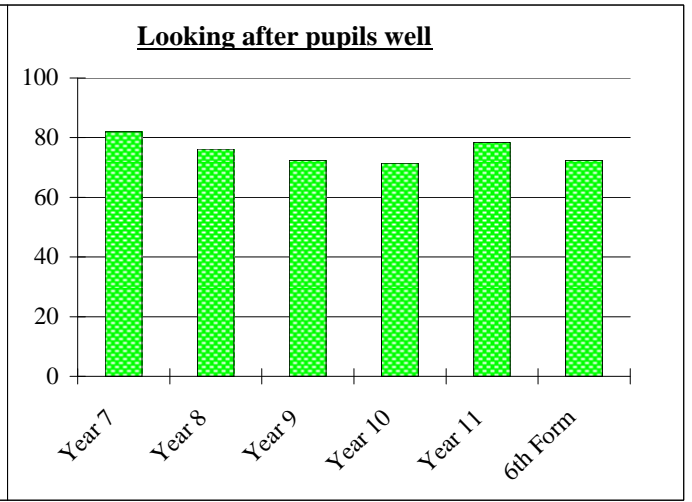
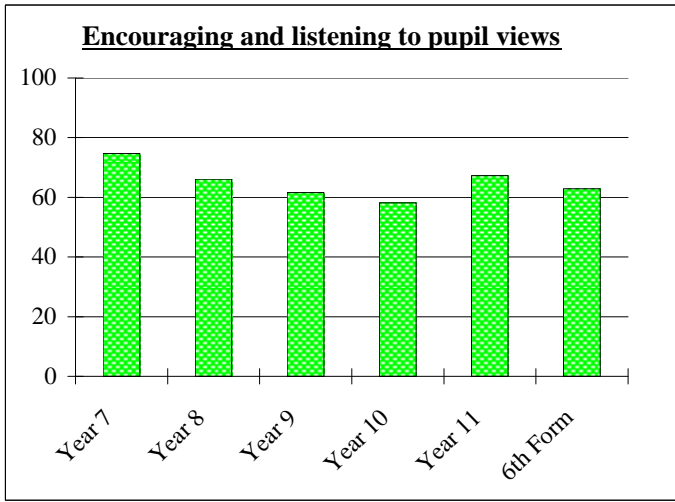












Analysis to Investigate Unexpected or Unusual Year Group Results.

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

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

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

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

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

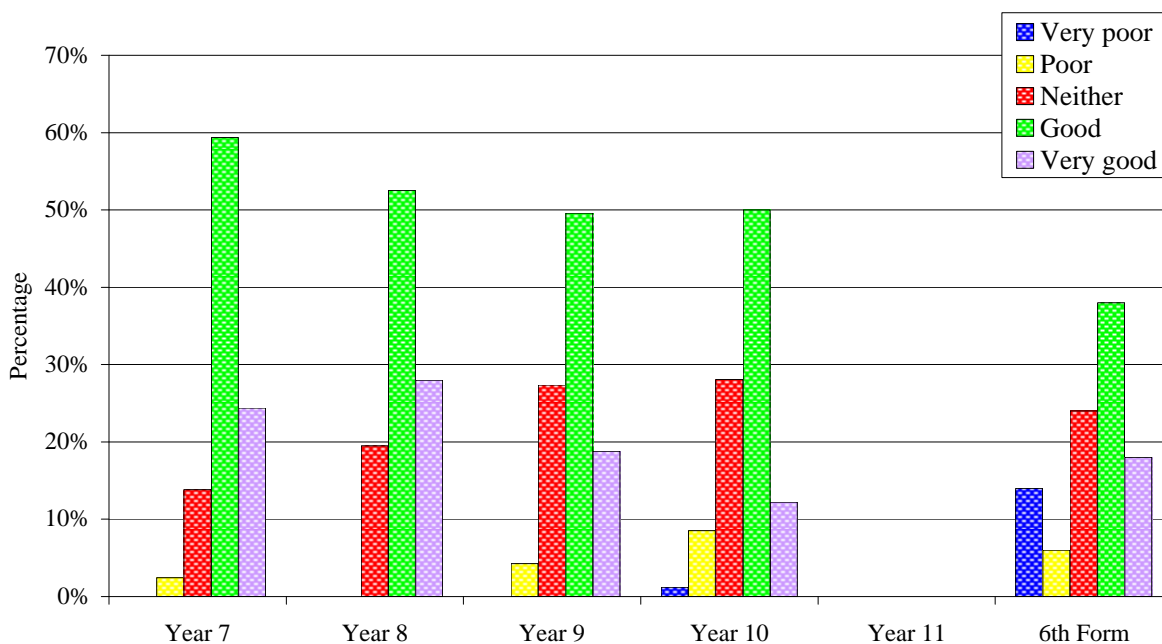
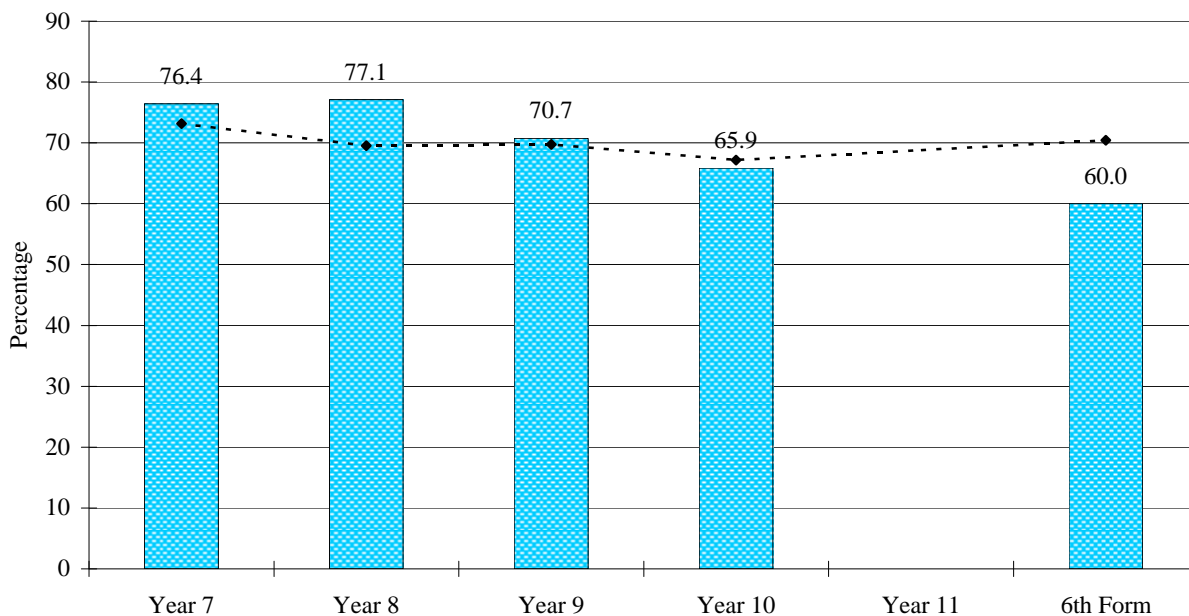
All actual scores were compared against the predicted scores, for each year group.

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

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

The contribution towards the score for Core Science was lower than expected in the 6th Form.

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

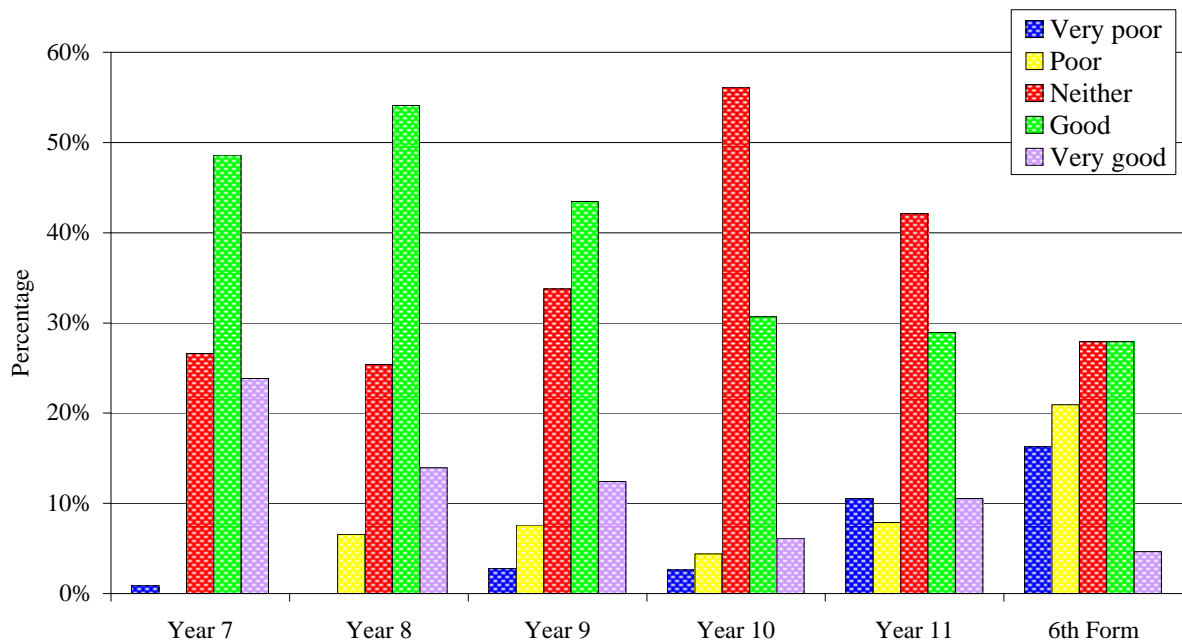
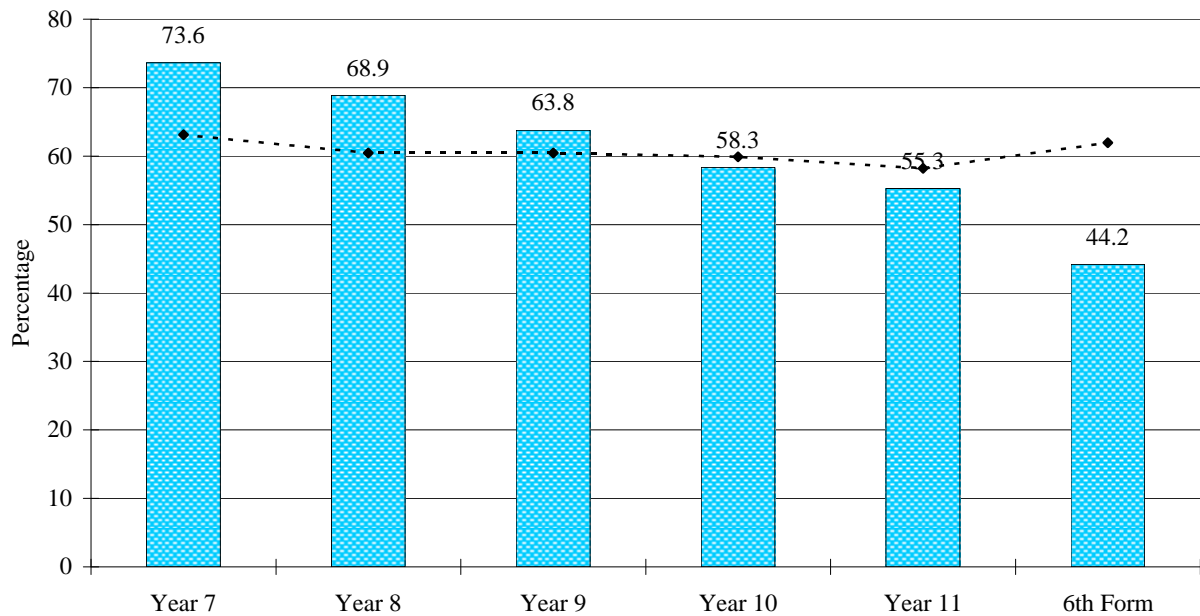


The Graphs Below for ICT Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for ICT was higher than expected in Year 7.

The contribution towards the score for ICT was lower than expected in the 6th Form.

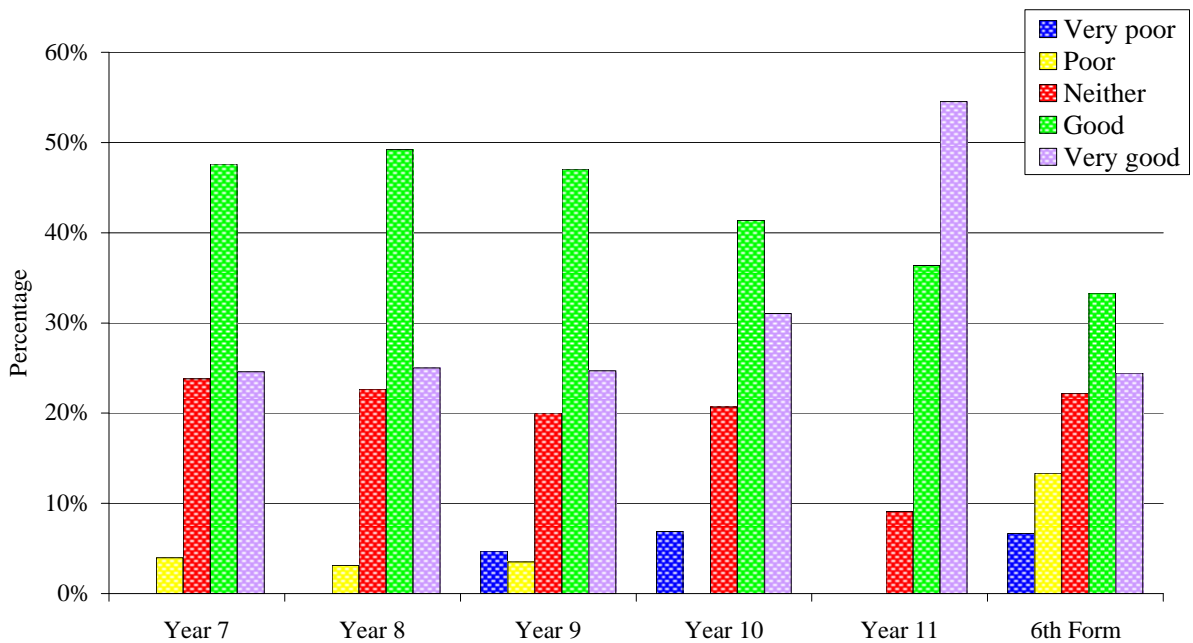
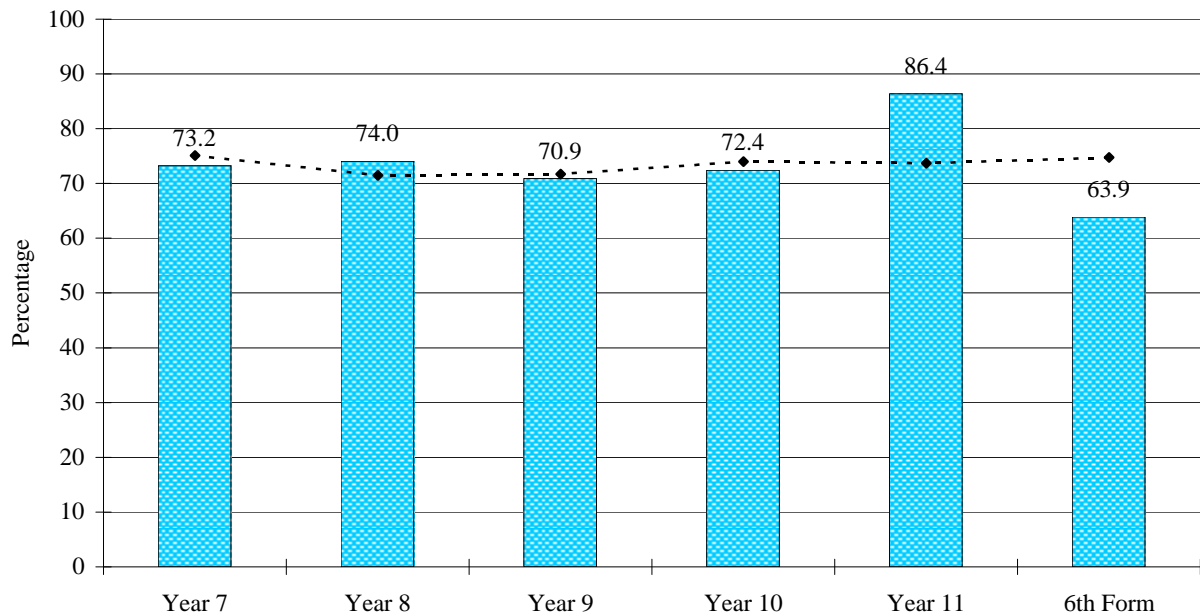
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for Art was higher than expected in Year 11.
 The contribution towards the score for Art was lower than expected in the 6th Form.

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



Appendix

Performance

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

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

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

The following assumptions are made:

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

Calculating the performance score

The following example is for the subject of Religious Studies.

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

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

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

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

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

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

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

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

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

Repeat this process for other years where year =Y (i.e. years 10 and 11 in this case) to achieve P10boys, and P11boys (Religious Studies).

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

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

Repeat this process for F10boys (RS) and F11boys (RS).

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

We then repeat the process above for girls to achieve Fgirls (Religious Studies).

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

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

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

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

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

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

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

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

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

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

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

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

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

Measuring Reliability

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

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

5% = 0.2 on our scale of 1 - 5

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

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

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

We calculate the standard error of the mean as follows:

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

where S is the standard deviation and n is the sample size

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

Significant Differences

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

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

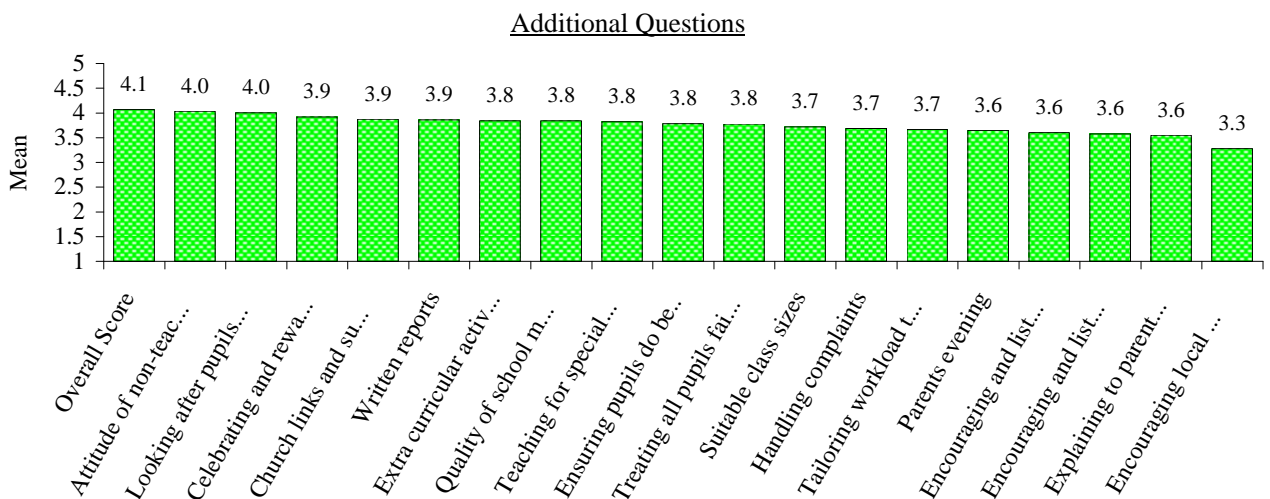
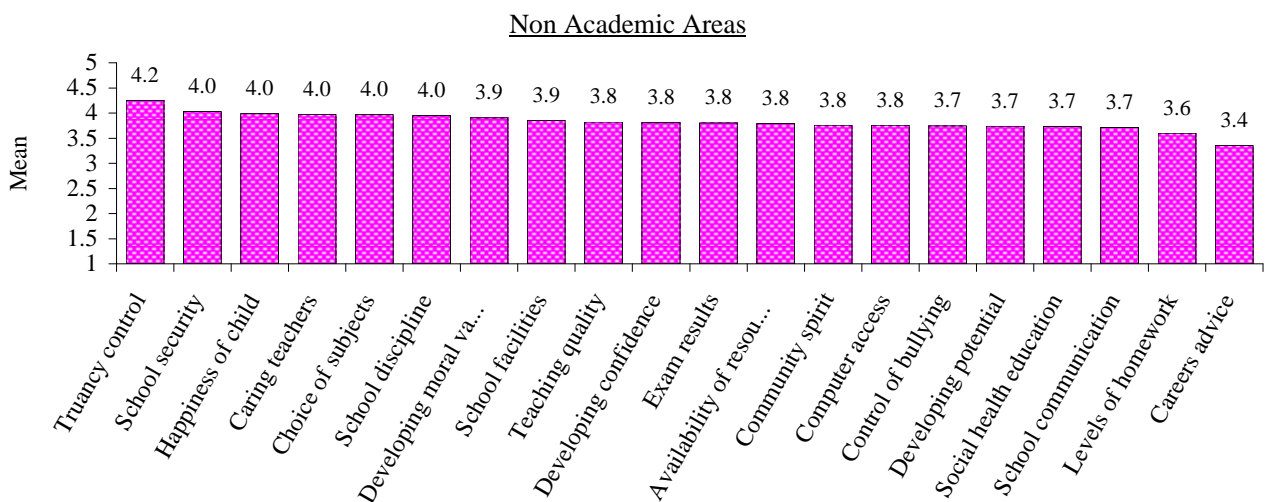
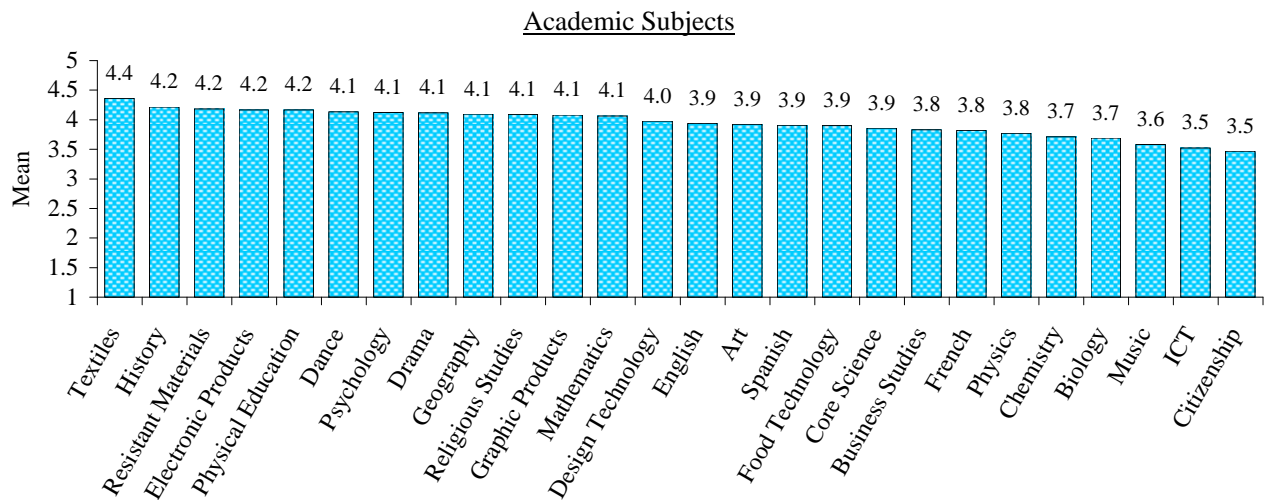
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

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

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

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

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



Similar School Averages to November 2012 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
23726	140	71.8%	68.6%	74.4%	Art
5801	61	71.3%	71.9%	71.3%	Biology
3318	53	70.4%	72.0%	69.7%	Business Studies
5374	57	70.6%	71.8%	69.4%	Chemistry
13488	94	63.6%	64.2%	63.5%	Citizenship
4029	37	69.9%		73.7%	Dance
13578	107	71.8%	71.0%	71.9%	Design Technology
17029	120	71.9%	70.9%	73.5%	Drama
32649	150	72.4%	71.0%	73.7%	English
12653	101	71.4%	70.0%	72.8%	Food Technology
20347	131	67.0%	65.3%	68.7%	French
25123	141	70.8%	70.6%	71.2%	Geography
5273	51	69.1%	68.7%	69.7%	German
2990	36	70.2%	70.1%	70.5%	Graphic Media
25700	144	73.3%	73.0%	73.9%	History
27310	137	67.5%	67.6%	67.1%	IT
32805	149	71.7%	72.5%	70.7%	Mathematics
21288	140	68.0%	67.2%	68.8%	Music
29210	146	73.1%	74.9%	71.3%	Physical Education
5062	53	70.1%	72.5%	67.5%	Physics
24070	130	65.8%	64.4%	67.1%	Religious Studies
4185	47	69.5%	68.9%	68.5%	Resistant Materials
25411	136	71.0%	72.0%	70.6%	Science
6976	64	68.1%	67.8%	69.8%	Spanish
3977	38	69.1%		70.8%	Textiles

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
981	14	68.8%	68.6%	68.6%	Electronics
997	16	70.5%	69.4%	70.0%	Media Studies

Similar School Averages to November 2012 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
20913	149	59.2%	59.4%	58.8%	Careers advice
34257	151	69.4%	70.1%	68.5%	Caring teachers
8872	39	73.7%	72.7%	73.0%	Celebrating and rewarding achievement
31125	150	72.1%	72.1%	72.2%	Choice of subjects
30105	150	62.5%	62.7%	62.5%	Community spirit
32897	150	73.8%	74.5%	73.1%	Computer access
30797	150	63.6%	64.8%	62.5%	Control of bullying
34465	152	68.0%	68.6%	67.1%	Developing confidence
30897	150	64.1%	64.7%	63.7%	Developing moral values
33043	151	66.0%	65.5%	66.5%	Developing potential
12515	63	63.0%	63.6%	62.3%	Encouraging and listening to parent views
6603	42	58.3%	58.3%	57.4%	Encouraging local community activity
14461	67	67.8%	67.5%	68.6%	Ensuring pupils do their best and make good progress
24930	149	68.9%	68.5%	69.3%	Exam results
10567	55	61.7%	61.7%	60.7%	Explaining to parents how to help their child
11717	64	66.8%	66.4%	66.8%	Extra curricular activities
6008	35	63.5%	64.0%	60.9%	Handling complaints
35379	151	70.7%	70.7%	70.6%	Happiness of child
33565	146	5.0	4.3	5.8	Hours of Homework
34963	150	59.1%	56.4%	61.7%	Levels of homework
35977	152	74.0%	73.9%	73.8%	Overall
7078	42	71.5%	71.0%	70.5%	Promoting racial harmony
9301	53	68.9%	68.9%	67.9%	Quality of school management
35392	151	65.5%	65.5%	65.5%	School communication
34916	152	68.0%	68.5%	67.3%	School discipline
34885	151	68.0%	68.9%	67.0%	School facilities
32994	152	70.3%	70.0%	70.2%	School security
27560	150	65.8%	66.3%	65.2%	Social health education
10619	54	64.5%	64.6%	64.8%	Tailoring workload to child's needs and ability
4137	47	70.5%	68.2%	70.0%	Teaching for special needs
33864	151	68.8%	69.3%	68.1%	Teaching quality
31675	150	68.3%	68.6%	67.9%	Textbook availability
11821	60	63.2%	64.8%	63.0%	Treating all pupils fairly and equally
29423	150	75.3%	76.0%	74.5%	Truancy control

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
2002	12	65.6%	66.8%	67.0%	Access to staff
2361	15	72.5%	71.3%	70.3%	Attitude of non academic staff
4481	26	62.9%	63.6%	61.6%	Encouraging and listening to pupil views
3250	16	71.5%	71.5%	71.6%	Looking after pupils well
4535	19	74.7%	75.9%	75.0%	Making sure that the new pupils settle in well
4022	20	66.3%	65.4%	67.5%	Parents evening
6013	28	60.3%	60.4%	60.1%	Regular marking of work
2661	15	59.9%	62.5%	60.2%	School meals
2811	13	72.6%	73.2%	71.9%	School uniform
4601	21	63.6%	64.4%	64.9%	School's image in the local community
3236	22	76.9%	77.3%	77.0%	Transfer from junior school
5285	25	69.0%	68.8%	68.5%	Written reports

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

Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
32562	15119	19064	School discipline	88.6%	89.9%	88.0%
31709	14627	18674	Teaching quality	86.7%	87.9%	86.5%
29329	13474	17454	Happiness of child	79.8%	80.0%	80.2%
27535	12722	16349	Control of bullying	73.7%	74.6%	73.1%
24302	11302	14285	Caring teachers	66.7%	67.9%	66.7%
24059	11406	13870	Developing potential	65.6%	67.7%	64.1%
22512	10886	12776	School communication	61.7%	64.5%	59.4%
22054	10457	12707	Developing confidence	59.8%	61.6%	58.7%
19680	8705	12143	School security	52.9%	51.1%	55.0%
18675	8637	11007	School facilities	51.3%	51.2%	51.7%
17714	7853	10727	Exam results	48.2%	46.3%	50.3%
17428	8212	10010	Developing moral values	47.8%	48.9%	46.7%
12465	5528	7574	Choice of subjects	35.3%	34.9%	35.7%
12747	5876	7493	Levels of homework	34.4%	34.8%	34.0%
12281	5341	7500	Availability of resources	34.1%	32.6%	36.3%
11166	5071	6649	Careers advice	32.3%	32.3%	32.8%
9483	4189	5853	Truancy control	24.8%	24.3%	24.9%
8321	4007	4777	Computer access	23.5%	24.7%	22.8%
6134	2833	3603	Community spirit	16.9%	16.7%	16.8%
5702	2511	3458	Social health education	15.4%	14.4%	16.3%

Parent priorities ranked in descending order of importance.

All Parents

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

Boys' parents

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

Girls' parents

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

Total boys surveyed = 15825

Total girls surveyed = 20152

Total sample= 35977

From 152 Schools