

**Education Perceptions Monitor
Pupil 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 Pupil Education Perceptions Monitor for St Peter's School.

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

The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to 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.

As requested an additional question was added to the questionnaire to facilitate an analysis of pupil responses by the question "Are you a sixth form pupil?". This analysis is included to show any evidence of differing pupil perceptions between the 2 groups.

Methodology

The sample surveyed was taken from pupils of the school. Questionnaires were distributed to all pupils.

Questionnaires were sealed with a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked pupils to give an assessment of whether or not they thought they were making good progress in each subject offered by the school as well as indicating either "true" or "false" to a statement relating to each criterion on a list of identified parent priorities.

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

Pupils were then asked to identify their top 10 priorities from the list of 20 and to choose their single top priority for improvement in the school.

Pupils also answered either "true" or "false" to a number of questions which were designed to assess the degree to which the pupils' home environment was conducive to good progress at school.

The pupils also estimated the time that they thought they spent doing homework, as well as making specific suggestions regarding possible improvements.

Results

1149 completed questionnaires were returned representing a response rate of 72.1%. The survey produced an excellent overall response from the pupils, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that data could be drawn for all criteria.

For the sake of assessment, in most schools, academic subjects receiving a score of 80% or above should be considered a success; with 70% being a realistic target of attainment for non-academic criteria. These scores are based on averages gathered from over 130 "similar" schools across the country. Scores of 10% or more above these targets are exceptional; while scores of 5% or more lower should suggest room for improvement.

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

The pupils gave a very good overall performance score (73%), while among the pupils who had been attending the school for over a year, 36% said the school had improved over the last year while only 21% thought that the school's performance was worse.

Executive Summary

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

With regard to Academic criteria, the highest proportion of pupils who said they were making good progress was for Dance, French and Spanish. (See page 7)

The highest proportion of pupils who said they were not making good progress was for ICT, Music and Chemistry. (See page 7)

With regard to Non-Academic areas, pupils awarded the highest scores for the delivery of Community spirit, Availability of resources and School facilities. (See page 8)

The pupils awarded the lowest scores for the delivery of Computer access, Careers advice and Developing potential. (See page 8)

The pupils' top priority for improvement is Teaching quality. (See page 23)

The boys gave significantly higher scores for Physics, Exam results, Careers advice, Developing confidence, Choice of subjects, Parents check my homework and There are books at home to help me. (See page 76 and page 77)

The girls gave significantly higher scores for Art, English, and French. (See page 76)

The survey has achieved a good benchmark of performance against which future academic years might be compared.

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores were converted to percentages is given in the Appendix. As there is a measurable bias in the way that pupils score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 130 similar English schools, and are also included in the appendix of this report.

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

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.

Academic Criteria

Academic subjects	Weighted % making good progress	Weighted % not making good progress
Dance	100.4	-0.4
French	94.2	5.8
Spanish	93.4	6.6
Religious Studies	92.4	7.6
* Textiles	92.1	7.9
* Resistant Materials	90.8	9.2
Geography	90.2	9.8
Graphic Products	89.4	10.6
Physical Education	88.9	11.1
Drama	87.9	12.1
History	87.5	12.5
Mathematics	86.7	13.3
* Psychology	86.7	13.3
Core Science	86.5	13.5
Electronic Products	86.0	14.0
* Business Studies	84.0	16.0
Food Technology	82.8	17.2
Biology	82.0	18.0
English	81.5	18.5
Art	80.1	19.9
Physics	79.4	20.6
Citizenship	78.9	21.1
Design Technology	78.8	21.2
Chemistry	78.0	22.0
Music	77.0	23.0
ICT	76.1	23.9

* - only reliable to within 10%

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

Selected Performance Criteria

Criteria	Weighted % who	Weighted % who
	said statement was true	said statement was false
Community spirit	93.8	6.2
Availability of resources	88.8	11.2
School facilities	87.9	12.1
Developing confidence	83.7	16.3
School discipline	82.8	17.2
Control of bullying	81.1	18.9
Teaching quality	80.0	20.0
Social health education	79.3	20.7
School security	79.0	21.0
Happiness of child	78.4	21.6
Choice of subjects	78.2	21.8
Developing moral values	77.6	22.4
School communication	77.3	22.7
Caring teachers	77.2	22.8
Levels of homework	75.3	24.7
Exam results	72.8	27.2
Truancy control	71.8	28.2
Developing potential	71.4	28.6
Careers advice	61.9	38.1
Computer access	57.4	42.6
"Overall" Rating Score	72.7	

Additional Questions

Additional subject areas were investigated with regard to pupil happiness and the following results were achieved with regard to those pupils who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 30 schools, the Appendix shows the Similar Schools Average figures.

Issue	Weighted % who said statement was true	Weighted % who said statement was false
* Looking after pupils well	87.7	12.3
Extra curricular activities	79.9	20.1
Handling complaints	78.0	22.0
Quality of school management	77.6	22.4
Attitude of non-teaching support staff	76.4	23.6
Treating pupils fairly and equally	75.9	24.1
Parents evening	75.2	24.8
Encouraging and listening to parents views	74.9	25.1
Encouraging local community activity	73.5	26.5
Suitable class sizes	73.3	26.7
Encouraging and listening to pupils' views	72.9	27.1
Written reports	72.2	27.8
Explaining to parents how to help their child	72.1	27.9
Workload tailored to child	71.9	28.1
Teaching for special needs	71.9	28.1
* The school helps me develop spiritually	71.9	28.1
Ensuring pupils do best and make progress	71.8	28.2
Celebrating and rewarding achievement	70.9	29.1

* - not weighted by the Similar Schools average figure

Importance Ratings

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

In the following table, the first column shows the percentage of pupils 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 pupils say the school performs, ie. 1st = what the school does best, 20th = what the school does least well.

Tip - Remember, green is good, red is bad

	Importance Score (%)	Performance Ranking
Happiness of child	78.9%	(10th)
Control of bullying	73.8%	(6th)
Teaching quality	69.5%	(7th)
School security	68.1%	(9th)
School facilities	64.6%	(3rd)
Exam results	62.6%	(16th)
School discipline	61.9%	(5th)
Caring teachers	56.2%	(14th)
Careers advice	54.8%	(19th)
Developing potential	54.5%	(18th)
Developing confidence	53.5%	(4th)
Choice of subjects	49.8%	(11th)
Levels of homework	45.0%	(15th)
Availability of resources	44.0%	(2nd)
Developing moral values	36.3%	(12th)
School communication	29.7%	(13th)
Computer access	28.8%	(20th)
Social health education	28.7%	(8th)
Truancy control	21.2%	(17th)
Community spirit	18.1%	(1st)

Graphical and Tabular Analysis
of
Selected Results

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

Position differences of 6 or more have been highlighted.

Pupils

Subject	Ranking
Dance	1st
French	2nd
Spanish	3rd
Religious Studies	4th
Textiles	5th
Resistant Materials	6th
Geography	7th
Graphic Products	8th
Physical Education	9th
Drama	10th
History	11th
Mathematics	12th
Psychology	13th
Core Science	14th
Electronic Products	15th
Business Studies	16th
Food Technology	17th
Biology	18th
English	19th
Art	20th
Physics	21th
Citizenship	22th
Design Technology	23th
Chemistry	24th
Music	25th
ICT	26th

Parents

Subject	Ranking
Textiles	1st
Religious Studies	2nd
Resistant Materials	3rd
Electronic Products	4th
Psychology	5th
Dance	6th
Graphic Products	7th
History	8th
Geography	9th
Physical Education	10th
Drama	11th
Spanish	12th
Mathematics	13th
French	14th
Design Technology	15th
Art	16th
Food Technology	17th
English	18th
Business Studies	19th
Core Science	20th
Physics	21th
Chemistry	22th
Music	23th
Biology	24th
Citizenship	25th
ICT	26th

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

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

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

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

Position differences of 6 or more have been highlighted.

Pupils

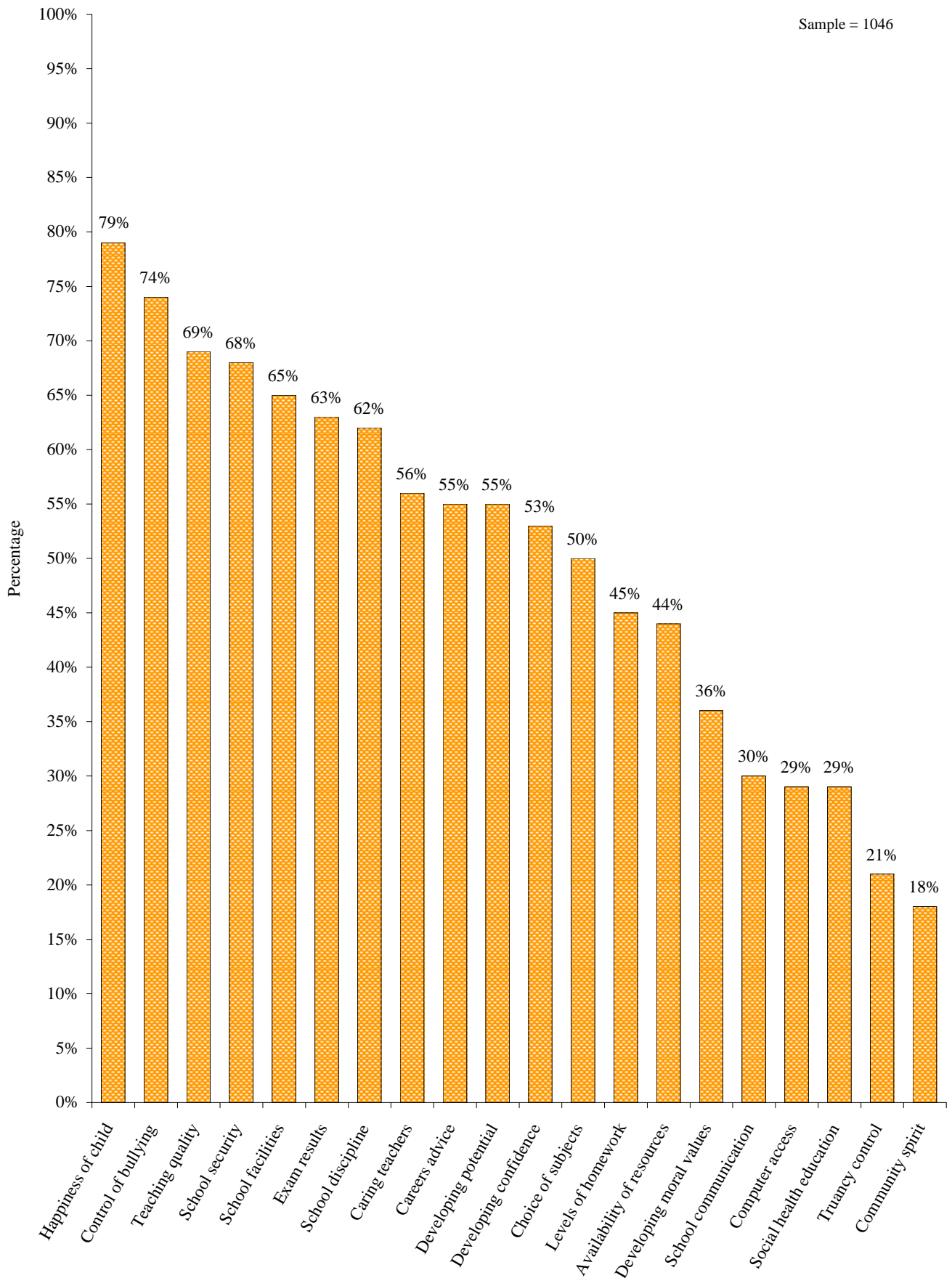
Additional criteria	Ranking
Looking after pupils well	1st
Extra curricular activities	2nd
Handling complaints	3rd
Quality of school management	4th
Attitude of non-teaching support staff	5th
Treating pupils fairly and equally	6th
Parents evening	7th
Encouraging and listening to parents views	8th
Encouraging local community activity	9th
Suitable class sizes	10th
Encouraging and listening to pupils' views	11th
Written reports	12th
Explaining to parents how to help their child	13th
Workload tailored to child	14th
Teaching for special needs	15th
Ensuring pupils do best and make progress	16th
Celebrating and rewarding achievement	17th

Parents

Additional criteria	Ranking
Treating pupils fairly and equally	1st
Attitude of non-teaching support staff	2nd
Extra curricular activities	3rd
Handling complaints	4th
Looking after pupils well	5th
Written reports	6th
Explaining to parents how to help their child	7th
Encouraging and listening to parents views	8th
Workload tailored to child	9th
Quality of school management	10th
Ensuring pupils do best and make progress	11th
Encouraging and listening to pupils' views	12th
Parents evening	13th
Suitable class sizes	14th
Teaching for special needs	15th
Celebrating and rewarding achievement	16th
Encouraging local community activity	17th

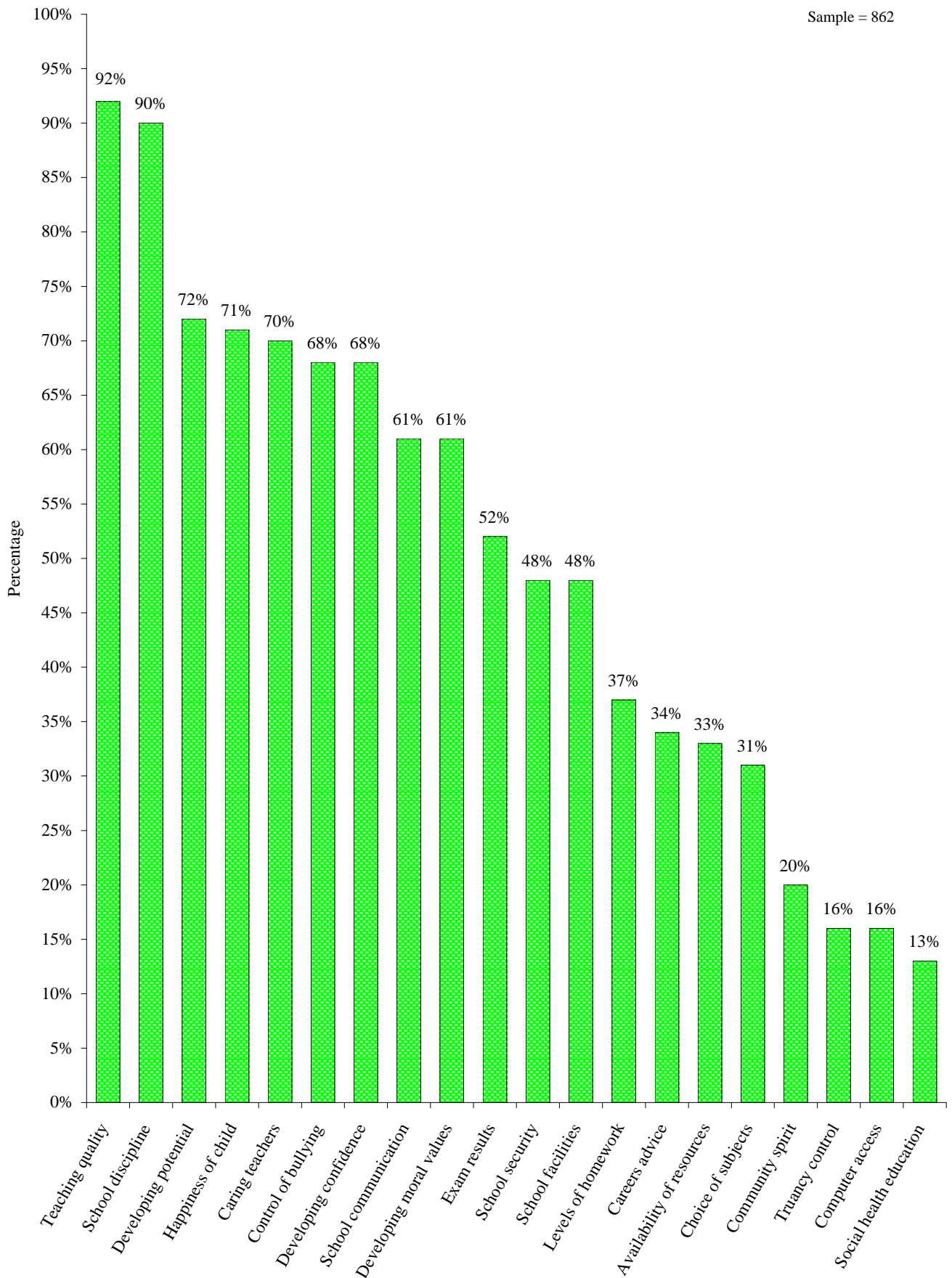
Graph to Show Pupil Comparative Importance Scores for Each of the Identified Priorities.

The pupils were asked to choose 10 priorities from a list of 20 criteria.



Graph to Show Parent Comparative Importance Scores for Each of the Identified 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.



The parent results quoted, are from the survey completed in the 2012/13 academic year.

Charts to Compare and Contrast Pupils' and Parents' Importance

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

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

Charts to Compare What is **Important to the School's Pupils with what is Important to Pupils from Similar Schools.**

Position differences of 4 or more have been highlighted.

This School

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

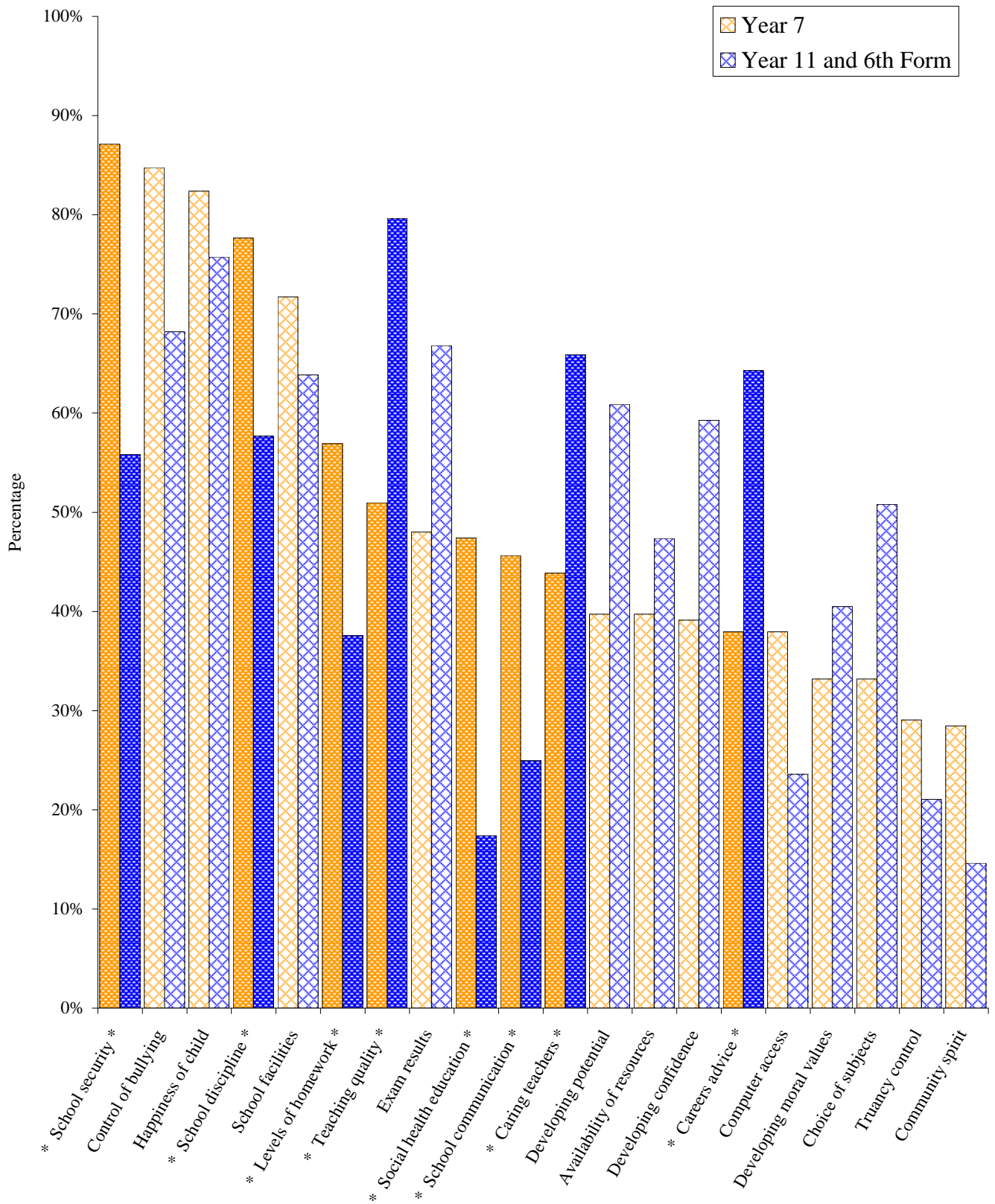
Average of Similar Schools

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

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

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

Differences in ranking of 6 or more positions have been highlighted.



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

Position differences of 6 or more have been highlighted.

Priorities of Year 7 pupils

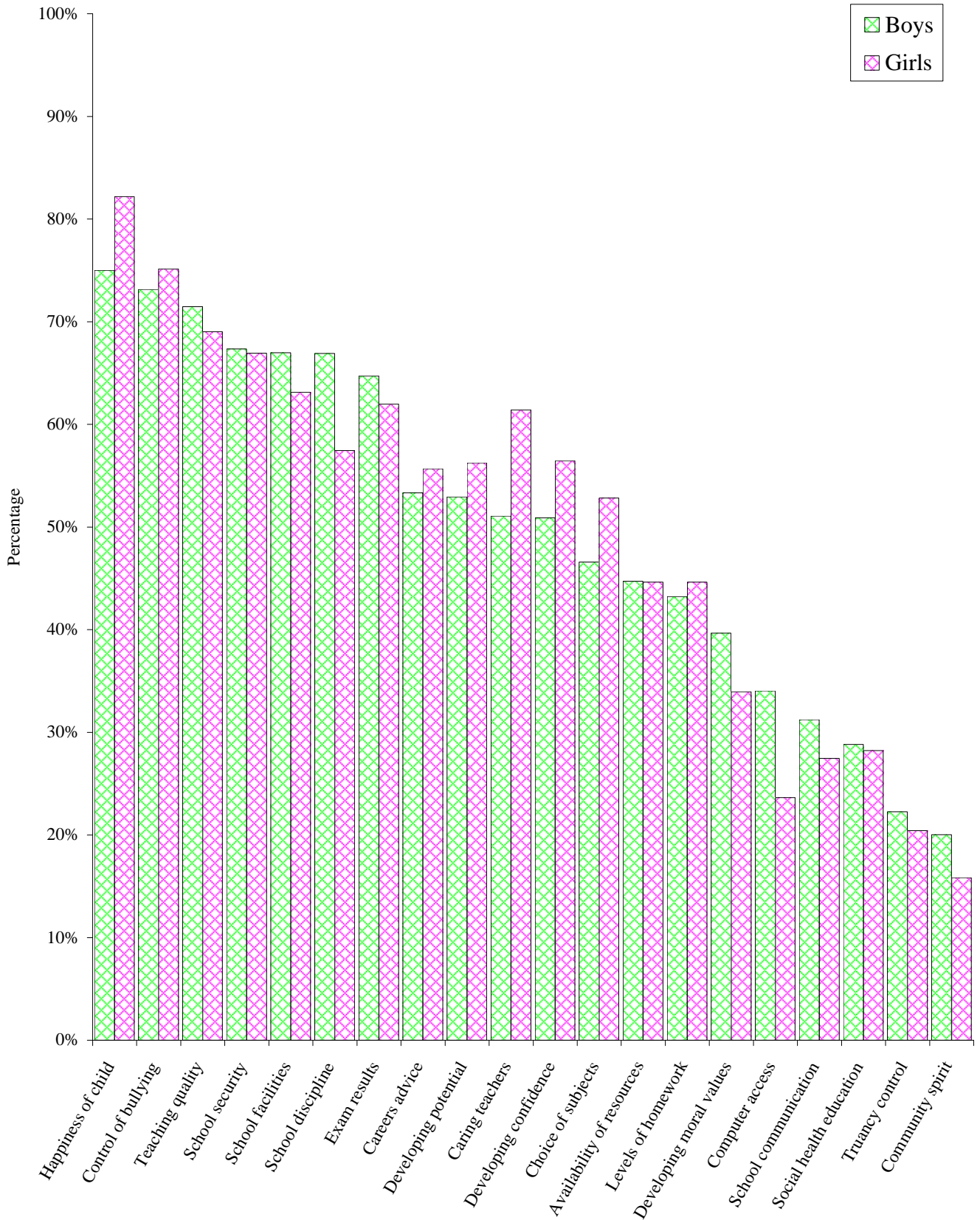
Choose 10	Ranking
School security	1st
Control of bullying	2nd
Happiness of child	3rd
School discipline	4th
School facilities	5th
Levels of homework	6th
Teaching quality	7th
Exam results	8th
Social health education	9th
School communication	10th
Caring teachers	11th
Availability of resources	12th
Developing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

Priorities of Year 11 and 6th Form pupils

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

Graph to Show how Pupils' Priorities Differ by Gender.

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



Charts to Show how Pupil **Priorities** Differ by Gender.

There were no significant differences between the two age groups.

Priorities of Boys

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

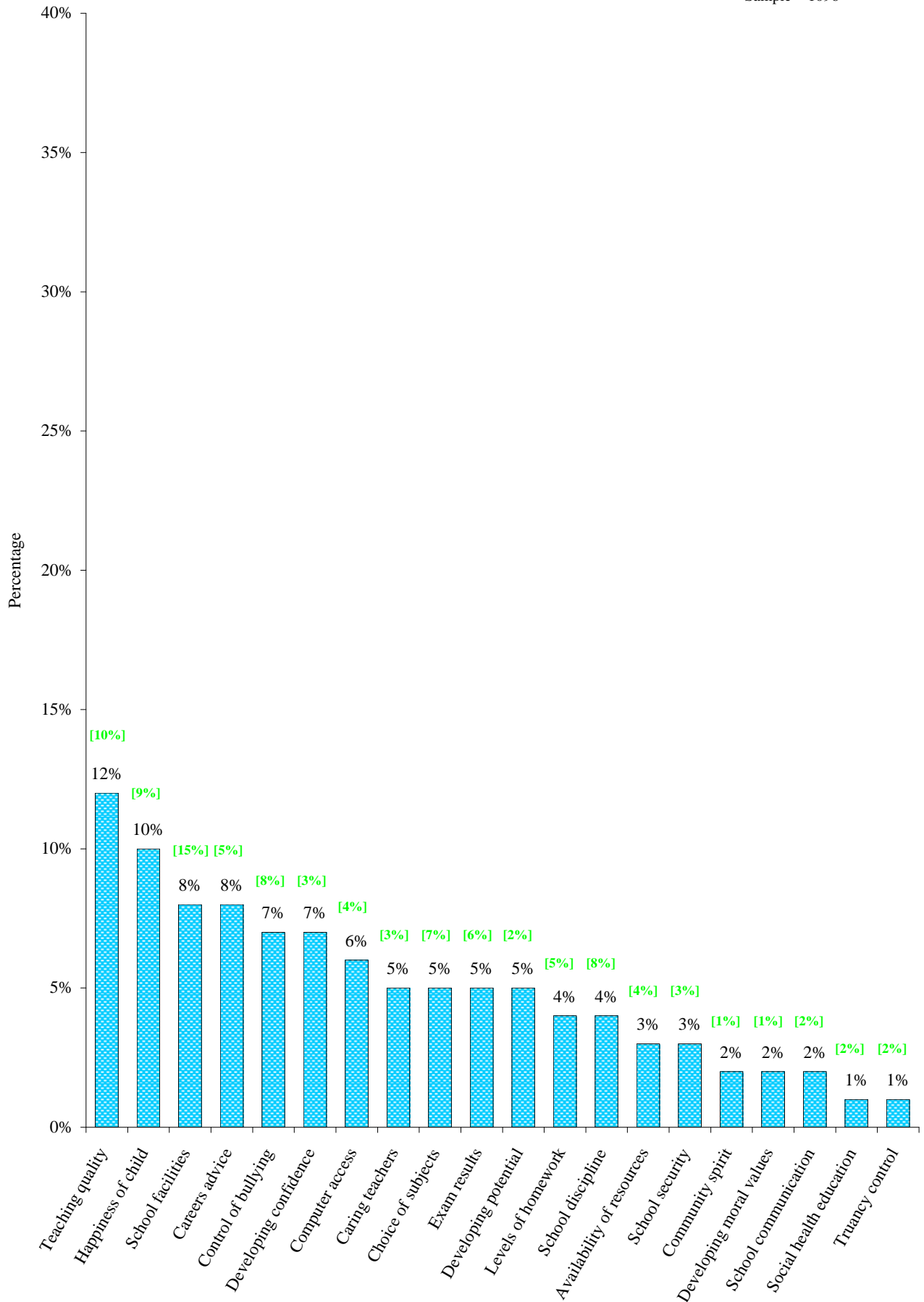
Priorities of Girls

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

Graph to Show Relative Pupil Priorities for Improvement.

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

Sample = 1096



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

Relative Strengths - academic

- 100.4% Dance
- 94.2% French
- 93.4% Spanish
- 92.4% Religious Studies
- 92.1% Textiles

Relative Weaknesses - academic

- 76.1% ICT
- 77.0% Music
- 78.0% Chemistry
- 78.8% Design Technology
- 78.9% Citizenship

Relative Strengths - selected performance criteria

Importance

- | | | | |
|-------|---------------------------|---------|------|
| 93.8% | Community spirit | (18.1%) | 20th |
| 88.8% | Availability of resources | (44.0%) | 14th |
| 87.9% | School facilities | (64.6%) | 5th |
| 83.7% | Developing confidence | (53.5%) | 11th |
| 82.8% | School discipline | (61.9%) | 7th |

Relative Weaknesses - selected performance criteria

Importance

- | | | | |
|-------|----------------------|---------|------|
| 57.4% | Computer access | (28.8%) | 17th |
| 61.9% | Careers advice | (54.8%) | 9th |
| 71.4% | Developing potential | (54.5%) | 10th |
| 71.8% | Truancy control | (21.2%) | 19th |
| 72.8% | Exam results | (62.6%) | 6th |

Every Child Matters

The headings below are the 5 "Every Child Matters" outcomes. For each of the outcomes, we have given the weighted pupil scores for any relevant criteria included on your questionnaire.

Remember, 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>	Physical Education	88.9%
	Healthy lifestyle - Exercise	80.2%
	Out of school activities/clubs	79.9%
	Social health education	79.3%
	Healthy lifestyle - Diet	54.8%

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

<u>2. Staying Safe:</u>	Control and prevention of bullying	81.1%
	School security/safety	79.0%
	Caring/approachable attitude of teachers	77.2%
	Treating all pupils fairly and equally	75.9%

Your average pupil grade for this section = 1.8 = Good = **Grade 2 (+)**

<u>3. Enjoying and Achieving:</u>	Community spirit	93.8%
	Developing self confidence/esteem	83.7%
	School discipline/good behaviour	82.8%
	Out of school activities/clubs	79.9%
	Social health education	79.3%
	Happiness of child	78.4%
	Developing strong moral values in pupils	77.6%
	Encouraging local community activity	73.5%
	Developing potential	71.4%
	Celebrating and rewarding achievement	70.9%

Your average pupil grade for this section = 1.7 = Good = **Grade 2 (+)**

Every Child Matters (continued..)

<u>4. Making a Positive Contribution:</u>	Community spirit	93.8%
	School discipline/good behaviour	82.8%
	Social health education	79.3%
	Citizenship	78.9%
	Developing moral values	77.6%
	Treating all pupils fairly and equally	75.9%
	Encouraging local community activity	73.5%

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

<u>5. Economic Well-being:</u>	Community spirit	93.8%
	Mathematics	86.7%
	Business Studies	84.0%
	English	81.5%
	Social health education	79.3%
	Citizenship	78.9%
	ICT	76.1%
	Exam results	72.8%
	Developing a pupil's potential	71.4%
	Careers advice and guidance	61.9%

Your average pupil grade for this section = 2.3 = Good = **Grade 2 (-)**

Summary Grade - Every Child Matters

Your average pupil grade for "Every Child Matters" = 1.9 = Good = **Grade 2**

Parent View : Pupil Summary

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

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

	<u>Score</u>	<u>Sample Size</u>
<u>1. My child is happy at this school:</u>		
Happiness of child	78.4%	1129
<u>2. My child feels safe at this school:</u>		
Control of bullying	81.1%	1092
School security	79.0%	1092
<u>3. My child makes good progress at this school:</u>		
Ensuring pupils do best and make progress	71.8%	1138
Developing potential	71.4%	1138
<u>4. My child is well looked after at this school:</u>		
Looking after pupils well	87.7%	1125
School security	79.0%	1134
Caring teachers	77.2%	1134
Attitude of non-teaching support staff	76.4%	1139
<u>5. My child is taught well at this school:</u>		
Teaching quality	80.0%	1134
Exam results	72.8%	1134
Workload tailored to child	71.9%	1122
Teaching for special needs	71.9%	1042
Ensuring pupils do best and make progress	71.8%	1138
Developing potential	71.4%	1134

Parent View : Pupil 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	Good	617
Levels of homework	75.3%	1141
Workload tailored to child	71.9%	1122
<u>7. This school ensures the pupils are well behaved:</u>		
School discipline	82.8%	1135
<u>8. This school deals effectively with bullying:</u>		
Control of bullying	81.1%	1092
<u>9. This school is well led and managed:</u>		
Quality of school management	77.6%	1126
<u>10. This school responds well to any concern I raise:</u>		
Handling complaints	78.0%	1114
Caring teachers	77.2%	1134
Encouraging and listening to parents views	74.9%	1094
<u>11. I receive valuable information from the school about my child's progress:</u>		
Parents evening	75.2%	1132
Explaining to parents how to help their child	72.1%	1121
Written reports	72.2%	1102
<u>12. I would recommend this school to another parent:</u>		
Recommend this school	85.1%	1098

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 Confidence	83.7%	Outstanding
Suitable class sizes	73.3%	Good
Exam results	72.8%	Good
Workload tailored to child	71.9%	Good
Teaching for special needs	71.9%	Good
Ensuring pupils do best and make progress	71.8%	Good
Developing Potential	71.4%	Good

Strengths

Developing Confidence
Average of Academic Subject Ratings
Suitable class sizes

Weaknesses

Developing Potential
Ensuring pupils do best and make progress
Teaching for special needs

Your average pupil grade for this section = 1.9 = 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	86.7%	Good
Developing Confidence	83.7%	Outstanding
English	81.5%	Good
Choice of subjects	78.2%	Good
Encouraging and listening to pupils' views	72.9%	Good
Teaching for special needs	71.9%	Good
Developing Potential	71.4%	Good

Strengths

Developing Confidence

Mathematics

Weaknesses

Developing Potential

Teaching for special needs

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

Attainment and closing gaps

Mathematics	86.7%	Good
English	81.5%	Good
Exam results	72.8%	Good

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

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

Summary Grade - Achievement Section

Your average pupil grade for "Achievement" = 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:

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

Dance

French

Spanish

Weaknesses

ICT

Music

Chemistry

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

Pupils' Progress and Learning

Average of Academic Subject Ratings

Good

Developing Confidence

83.7%

Outstanding

Suitable class sizes

73.3%

Good

Workload tailored to child

71.9%

Good

Teaching for special needs

71.9%

Good

Ensuring pupils do best and make progress

71.8%

Good

Developing Potential

71.4%

Good

Strengths

Developing Confidence

Average of Academic Subject Ratings

Weaknesses

Developing Potential

Ensuring pupils do best and make progress

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

Climate for Learning

Developing Confidence	83.7%	Outstanding
Teaching quality	80.0%	Outstanding
Treating pupils fairly and equally	75.9%	Good
Encouraging and listening to pupils' views	72.9%	Good
Developing Potential	71.4%	Good
Celebrating and rewarding achievement	70.9%	Good

Strengths

Developing Confidence
Teaching quality

Weaknesses

Celebrating and rewarding achievement
Developing Potential

Your average pupil grade for this section = 1.7 = Good = **Grade 2 (+)**

Teachers' Expectations

Levels of homework	75.3%	Good
Workload tailored to child	71.9%	Good
Ensuring pupils do best and make progress	71.8%	Good
Developing Potential	71.4%	Good

Strengths

Levels of homework

Weaknesses

Developing Potential

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

Teachers' Planning and Strategies

Developing confidence	83.7%	Outstanding
Levels of homework	75.3%	Good
Workload tailored to child	71.9%	Good
Teaching for special needs	71.9%	Good
Ensuring pupils do best and make progress	71.8%	Good
Developing potential	71.4%	Good
Celebrating and rewarding achievement	70.9%	Good

Strengths

Developing confidence
Levels of homework

Weaknesses

Celebrating and rewarding achievement
Developing potential

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

Interventions and support

Your own assessment is required here.

Teaching of RWCM

Mathematics	86.7%	Good
Developing Confidence	83.7%	Outstanding
English	81.5%	Good
Encouraging and listening to pupils' views	72.9%	Good

Strengths

Developing Confidence

Weaknesses

Encouraging and listening to pupils' views

Your average pupil grade for this section = 1.8 = Good = **Grade 2 (+)**

Assessment

Teaching quality	80.0%	Outstanding
Treating pupils fairly and equally	75.9%	Good
Encouraging and listening to pupils' views	72.9%	Good
Workload tailored to child	71.9%	Good
Teaching for special needs	71.9%	Good
Ensuring pupils do best and make progress	71.8%	Good

Strengths

Teaching quality
Treating pupils fairly and equally

Weaknesses

Ensuring pupils do best and make progress
Teaching for special needs

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

Marking, Feedback and Homework

School communication	77.3%	Good
Levels of homework	75.3%	Good
Parents evening	75.2%	Good
Written reports	72.2%	Good
Explaining to parents how to help their child	72.1%	Good
Workload tailored to child	71.9%	Good
Ensuring pupils do best and make progress	71.8%	Good
Celebrating and rewarding achievement	70.9%	Good
Respondants saying "Right" for Homework Amount		Requires Improvement

Strengths

School communication
Levels of homework
Parents evening

Weaknesses

Satisfaction rating of homework levels
Celebrating and rewarding achievement
Ensuring pupils do best and make progress

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

Summary Grade - Teaching Section

Your average pupil grade for "Teaching" = 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:

Teaching Overall

Pupils' Progress and Learning

Climate for Learning

Teachers' Planning and Expertise

Teachers' Planning and Strategies

Teaching of RWCM

Assessment

Marking, Feedback and Homework

Behaviour and Safety of Pupils at the School

Climate for Learning

Developing Confidence	83.7%	Outstanding
Teaching quality	80.0%	Outstanding
Treating pupils fairly and equally	75.9%	Good
Encouraging and listening to pupils' views	72.9%	Good
Developing Potential	71.4%	Good
Celebrating and rewarding achievement	70.9%	Good

Strengths

Developing Confidence
Teaching quality

Weaknesses

Celebrating and rewarding achievement
Developing Potential

Your average pupil grade for this section = 1.7 = Good = **Grade 2 (+)**

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

Looking after pupils well	87.7%	Outstanding
School discipline	82.8%	Outstanding
Control of bullying	81.1%	Outstanding
School security	79.0%	Good
Developing moral values	77.6%	Good
School communication	77.3%	Good
Treating pupils fairly and equally	75.9%	Good
Encouraging and listening to parents views	74.9%	Good
Encouraging and listening to pupils' views	72.9%	Good

Strengths

Looking after pupils well
School discipline
Control of bullying

Weaknesses

Encouraging and listening to pupils' views
Encouraging and listening to parents views
Treating pupils fairly and equally

Your average pupil grade for this section = 1.7 = Good = **Grade 2 (+)**

Pupils' Behaviour

Community spirit	93.8%	Outstanding
School discipline	82.8%	Outstanding
Control of bullying	81.1%	Outstanding
Developing moral values	77.6%	Good
Treating pupils fairly and equally	75.9%	Good

Strengths

Community spirit

Weaknesses

Treating pupils fairly and equally

Your average pupil grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Safety and Mutual Support

Community spirit	93.8%	Outstanding
Looking after pupils well	87.7%	Outstanding
Developing confidence	83.7%	Outstanding
Control of bullying	81.1%	Outstanding
Social health education	79.3%	Good
School security	79.0%	Good
Citizenship	78.9%	Requires Improvement
School communication	77.3%	Good
Caring teachers	77.2%	Good
Attitude of non-teaching support staff	76.4%	Good
Treating pupils fairly and equally	75.9%	Good
Encouraging and listening to pupils' views	72.9%	Good

Strengths

Community spirit

Looking after pupils well

Developing confidence

Weaknesses

Citizenship

Encouraging and listening to pupils' views

Treating pupils fairly and equally

Your average pupil grade for this section = 1.8 = Good = **Grade 2 (+)**

School Systems for Behavior Management

Looking after pupils well	87.7%	Outstanding
Control of bullying	81.1%	Outstanding
School security	79.0%	Good
Quality of school management	77.6%	Good
School communication	77.3%	Good
Treating pupils fairly and equally	75.9%	Good
Truancy control	71.8%	Good

Strengths

Looking after pupils well
Control of bullying

Weaknesses

Truancy control
Treating pupils fairly and equally

Your average pupil grade for this section = 1.7 = Good = **Grade 2 (+)**

Bullying

Community spirit	93.8%	Outstanding
Looking after pupils well	87.7%	Outstanding
Control of bullying	81.1%	Outstanding
School security	79.0%	Good
Developing moral values	77.6%	Good
Caring teachers	77.2%	Good
Attitude of non-teaching support staff	76.4%	Good
Encouraging and listening to pupils' views	72.9%	Good

Strengths

Community spirit
Looking after pupils well
Control of bullying

Weaknesses

Encouraging and listening to pupils' views
Attitude of non-teaching support staff
Caring teachers

Your average pupil grade for this section = 1.6 = Good = **Grade 2 (+)**

Attendance

Truancy control

71.8%

Good

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

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

Summary Grade - Behaviour and Safety Section

Your average pupil grade for "Behaviour and Safety" = 1.7 = 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

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 35% said the school had improved over the last year while only 21% thought that the school's performance was worse.

Ratio of parents saying school improving versus declining. Good

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

Impact on teaching and learning

Availability of resources	88.8%	Outstanding
School facilities	87.9%	Outstanding
Looking after pupils well	87.7%	Outstanding
Teaching quality	80.0%	Outstanding
Extra curricular activities	79.9%	Good
Caring teachers	77.2%	Good
Attitude of non-teaching support staff	76.4%	Good
Levels of homework	75.3%	Good
Suitable class sizes	73.3%	Good
Exam results	72.8%	Good
Teaching for special needs	71.9%	Good
Truancy control	71.8%	Good
Ensuring pupils do best and make progress	71.8%	Good
Developing potential	71.4%	Good
Computer access	57.4%	Inadequate

Strengths

Availability of resources
School facilities
Looking after pupils well

Weaknesses

Computer access
Developing potential
Ensuring pupils do best and make progress

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

Performance Management and Professional Development

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

Curriculum

Mathematics	86.7%	Good
English	81.5%	Good
Teaching quality	80.0%	Outstanding
Social health education	79.3%	Good
Citizenship	78.9%	Requires Improvement
Choice of subjects	78.2%	Good
Exam results	72.8%	Good
Workload tailored to child	71.9%	Good
Teaching for special needs	71.9%	Good
Ensuring pupils do best and make progress	71.8%	Good
Developing potential	71.4%	Good
Careers advice	61.9%	Inadequate

Strengths

Teaching quality
Mathematics
English

Weaknesses

Careers advice
Citizenship
Developing potential

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

Literacy

English	81.5%	Good
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There are too few criteria in this sub-section to list the strengths and weaknesses

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

Self evaluation

Range of self-evaluation programme

Outstanding

Rigour of surveys - ability to identify weakness and improvement

Outstanding

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

Expectations Ambition

Your own assessment is required here.

Engagement with Parents and Carers

Citizenship	78.9%	Requires Improvement
School communication	77.3%	Good
Caring teachers	77.2%	Good
Attitude of non-teaching support staff	76.4%	Good
Parents evening	75.2%	Good
Encouraging and listening to parents views	74.9%	Good
Encouraging and listening to pupils' views	72.9%	Good
Written reports	72.2%	Good
Explaining to parents how to help their child	72.1%	Good

Strengths

School communication

Caring teachers

Attitude of non-teaching support staff

Weaknesses

Citizenship

Explaining to parents how to help their child

Written reports

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

Governance

Availability of resources	88.8%	Outstanding
Range of self-evaluation programme		Outstanding
Rigour of surveys - ability to identify weakness and improvement		Outstanding
Quality of school management	77.6%	Good
School communication	77.3%	Good
Encouraging and listening to parents views	74.9%	Good
Encouraging and listening to pupils' views	72.9%	Good
Ratio of parents saying school improving versus declining.		Good

Strengths

- Availability of resources
- Range of self-evaluation programme
- Rigour of surveys - ability to identify weakness and improvement

Weaknesses

- Ratio of parents saying school improving versus declining.
- Encouraging and listening to pupils' views
- Encouraging and listening to parents views

Your average parental grade for this section = 1.6 = Good = **Grade 2 (+)**

Safeguarding

Community spirit	93.8%	Outstanding
Looking after pupils well	87.7%	Outstanding
School discipline	82.8%	Outstanding
Control of bullying	81.1%	Outstanding
Social health education	79.3%	Good
School security	79.0%	Good
Citizenship	78.9%	Requires Improvement
Developing moral values	77.6%	Good
Quality of school management	77.6%	Good
Caring teachers	77.2%	Good
Attitude of non-teaching support staff	76.4%	Good
Treating pupils fairly and equally	75.9%	Good
Truancy control	71.8%	Good

Strengths

Community spirit
Looking after pupils well
School discipline

Weaknesses

Citizenship
Truancy control
Treating pupils fairly and equally

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

Summary Grade - Leadership

Your average pupil grade for "Leadership" = 1.8 = 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	92.4%	Outstanding
Drama	87.9%	Good
English	81.5%	Good
Art	80.1%	Good
Developing moral values	77.6%	Good
Music	77.0%	Requires Improvement
Developing potential	71.4%	Good

Strengths

Religious Studies

Drama

Weaknesses

Music

Developing potential

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

Moral understanding and relationships

Community spirit	93.8%	Outstanding
Control of bullying	81.1%	Outstanding
Social health education	79.3%	Good
Citizenship	78.9%	Requires Improvement
Developing moral values	77.6%	Good

Strengths

Community spirit

Weaknesses

Citizenship

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

Social Development and Skills

Community spirit	93.8%	Outstanding
Developing confidence	83.7%	Outstanding
Teaching quality	80.0%	Outstanding
Social health education	79.3%	Good
Citizenship	78.9%	Requires Improvement
Choice of subjects	78.2%	Good
Encouraging local community activity	73.5%	Good
Encouraging and listening to pupils' views	72.9%	Good
Careers advice	61.9%	Inadequate

Strengths

Community spirit

Developing confidence

Teaching quality

Weaknesses

Careers advice

Citizenship

Encouraging and listening to pupils' views

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

Understanding and respect for different cultures

Community spirit	93.8%	Outstanding
Religious Studies	92.4%	Outstanding
Control of bullying	81.1%	Outstanding
Social health education	79.3%	Good
Citizenship	78.9%	Requires Improvement

Strengths

Community spirit

Weaknesses

Citizenship

Your average pupil grade for this section = 1.6 = Good = **Grade 2 (+)**

The school's promotion of SMSC and community cohesion

Community spirit	93.8%	Outstanding
Extra curricular activities	79.9%	Good
Developing moral values	77.6%	Good
Caring teachers	77.2%	Good
Attitude of non-teaching support staff	76.4%	Good
Encouraging local community activity	73.5%	Good
Careers advice	61.9%	Inadequate

Strengths

Community spirit

Extra curricular activities

Weaknesses

Careers advice

Encouraging local community activity

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

Summary Grade - SMSC Section

Your average pupil grade for "SMSC" = 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:

- 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	1.9	Good	Grade 2
Teaching	1.9	Good	Grade 2
Behaviour and Safety	1.7	Good	Grade 2 (+)
Leadership	1.8	Good	Grade 2

Summary Grade - Overall Effectiveness

Your average pupil grade for "Overall effectiveness" = 1.8 = Good = **Grade 2**

As part of your "Overall Effectiveness", you may also wish to take into account your grade for SMSC (see pg 51), as well as our assesment of how the pupils rated the school for the 5 Every Child Matters Outcomes, (see pg 26). These scores are shown again here.

Spiritual, Moral, Social and Cultural Development	1.9	Good	Grade 2
Your average pupil grade for "Every Child Matters"	1.9	Good	Grade 2

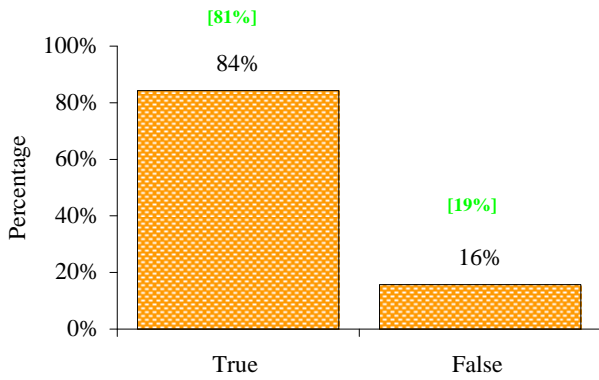
To Reach the Next Grade

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:

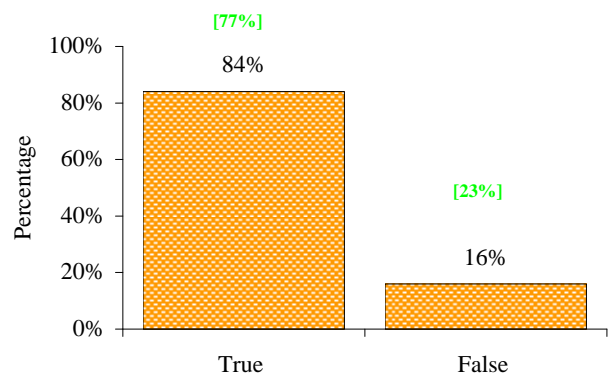
Achievement
Teaching
Behaviour and Safety
Leadership

Graphical Analysis of Results for all Questions and Criteria

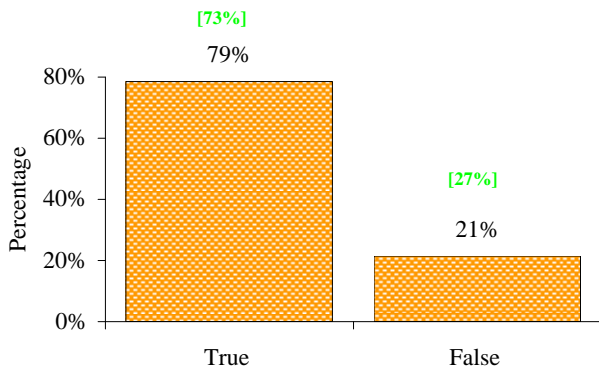
I have not been bullied recently



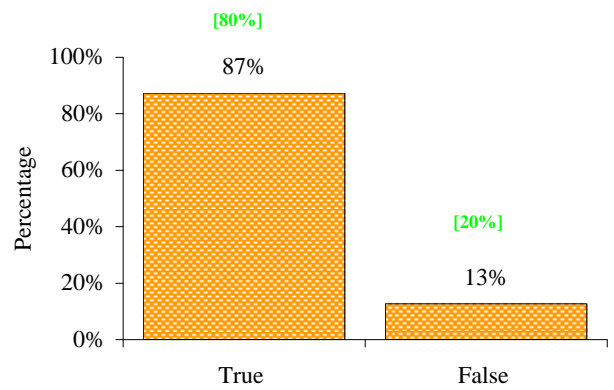
I have not been treated unfairly by staff



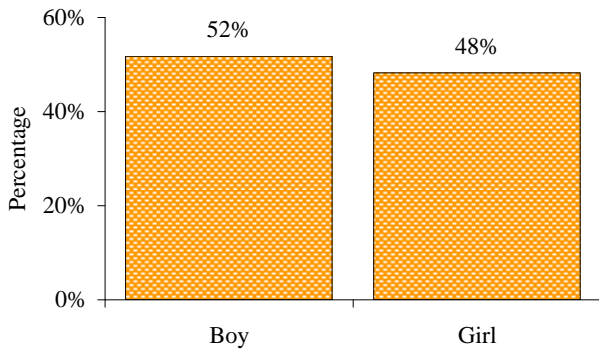
Given choice, I would still attend my lessons



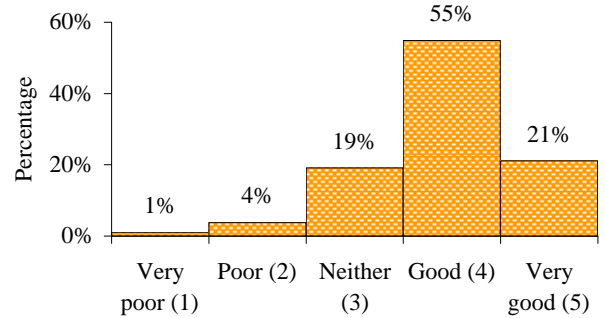
I would like to attend University



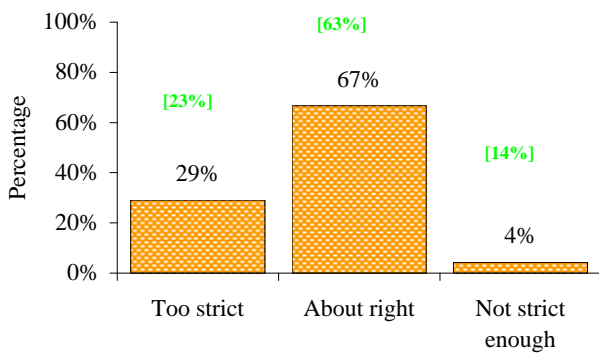
Gender of Pupil



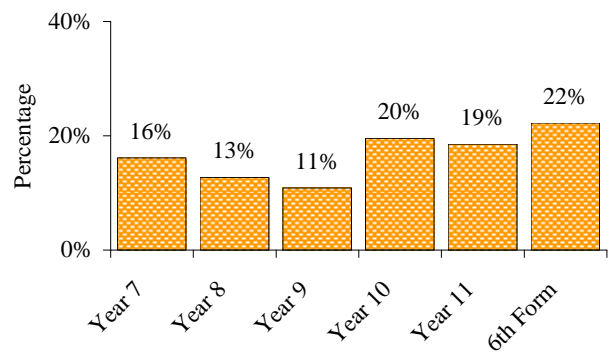
Overall, rate the performance of the school



What do you think of school discipline?

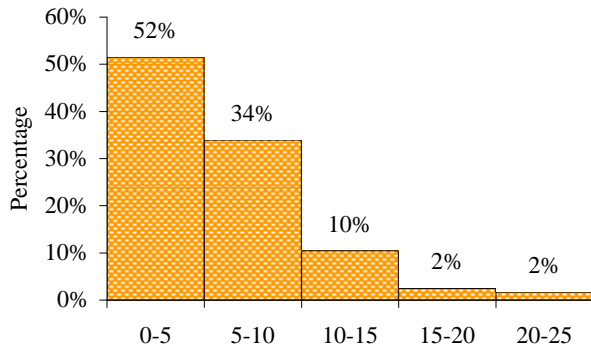


Year Group

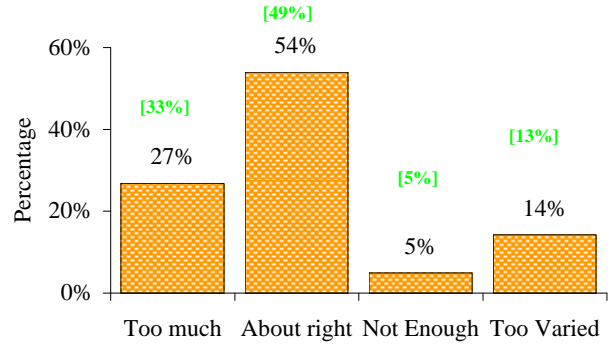


Average figures from similar schools are given in [brackets].

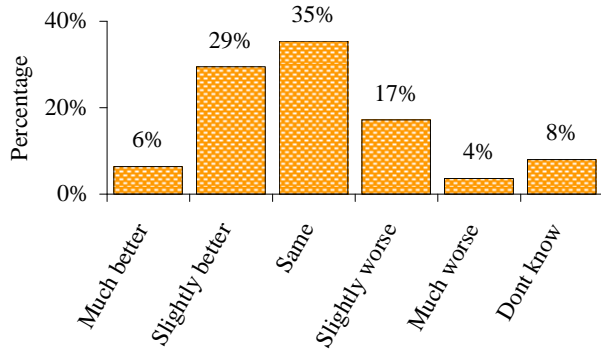
Hours of Homework per Week



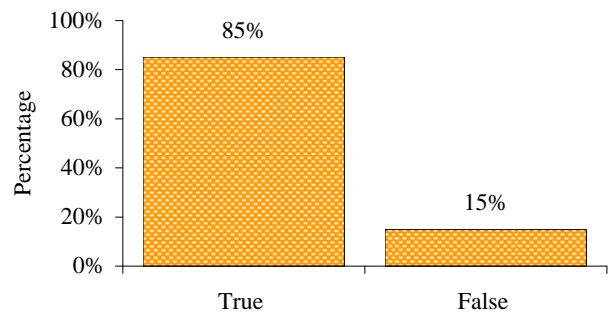
Describe the Amount of Homework Given



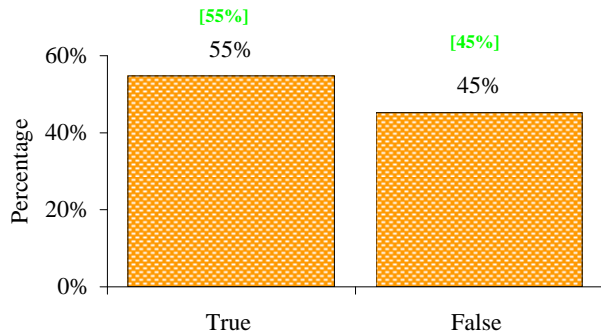
Performance compared to last year



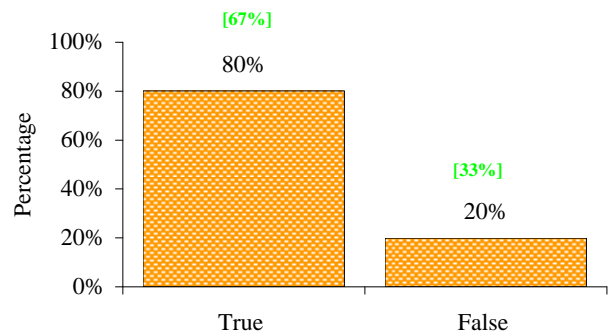
I would recommend this school to another pupil



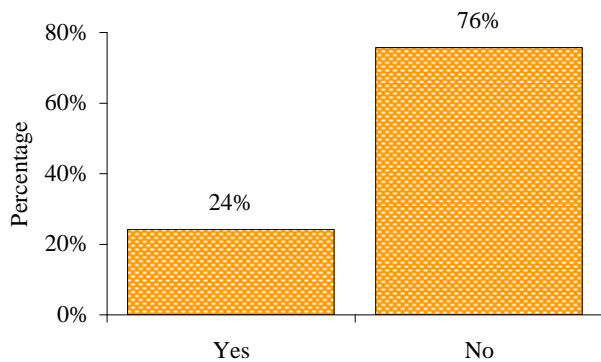
The school encourages a healthy lifestyle through diet



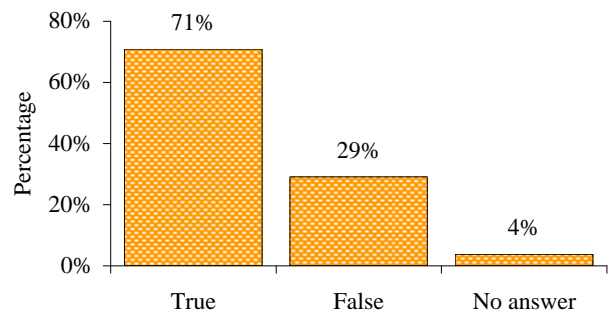
The school encourages a healthy lifestyle through exercise



Are you a sixth form pupil?

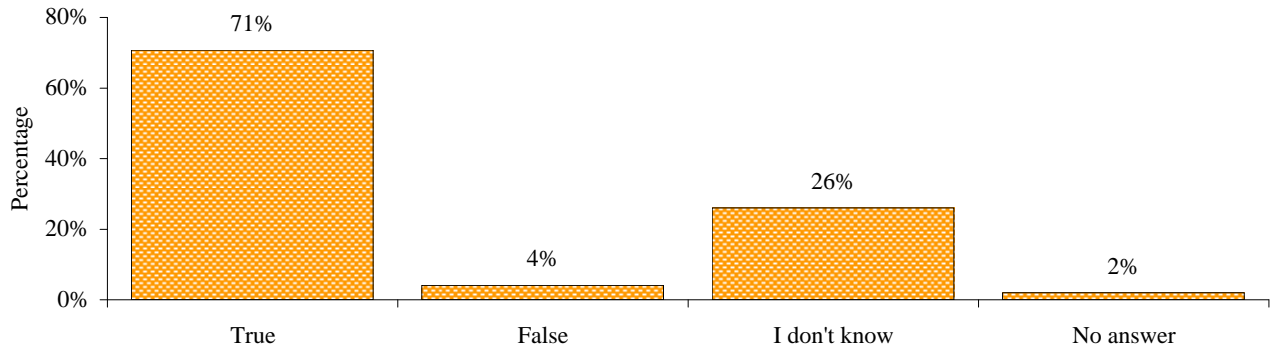


I have opportunities for prayer and reflection every day?



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

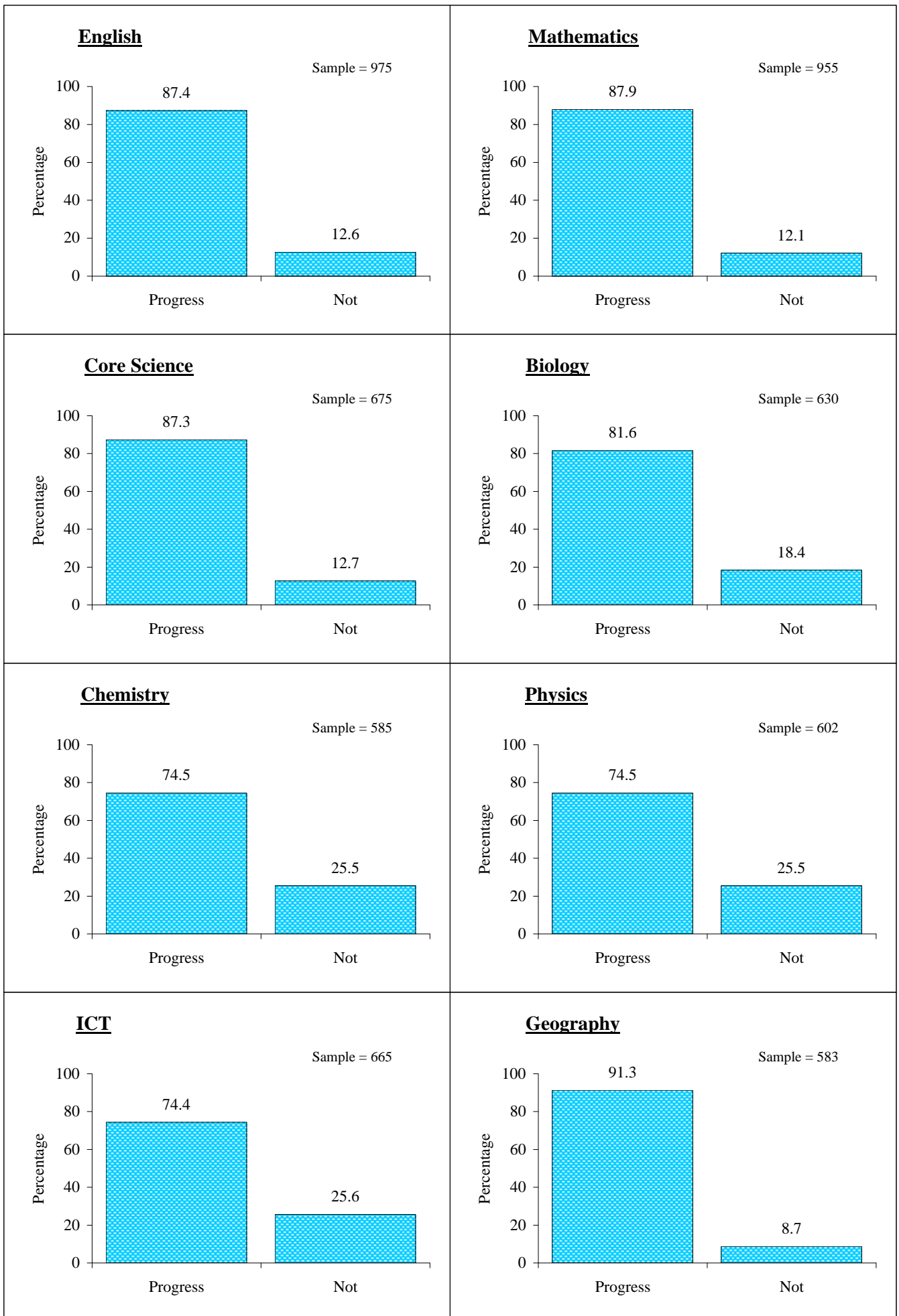
This school reflects its Catholic identity.



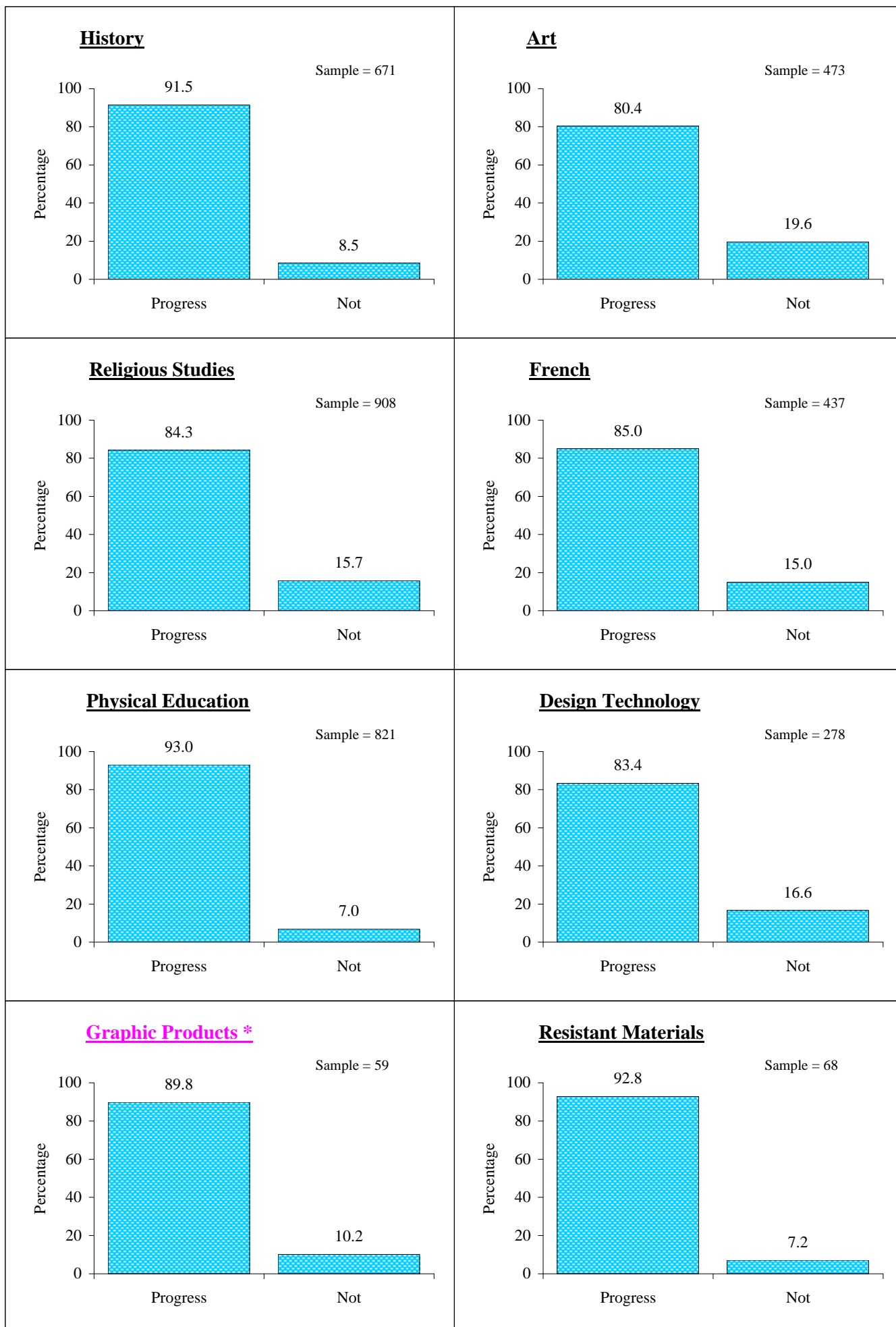
Bar Chart Results

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

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

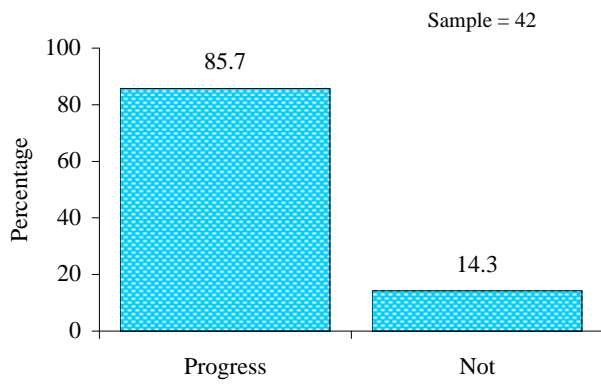


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

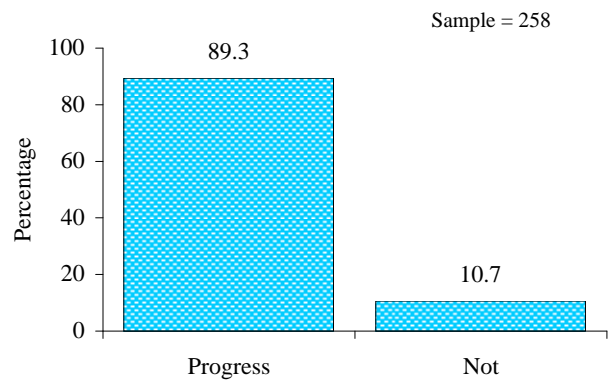


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say. Subjects marked in **Pink** should only be considered indicative.

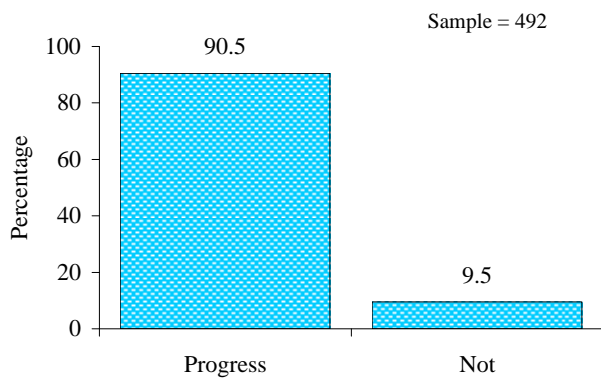
Electronic Products *



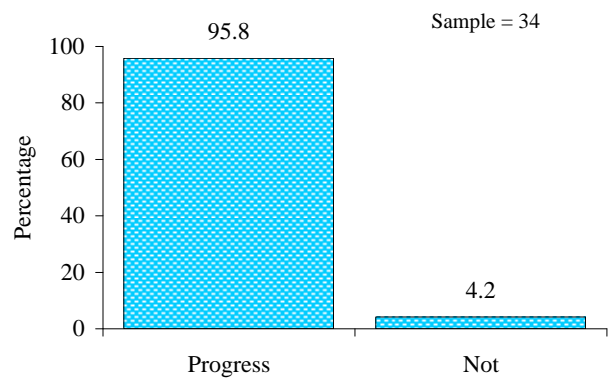
Food Technology



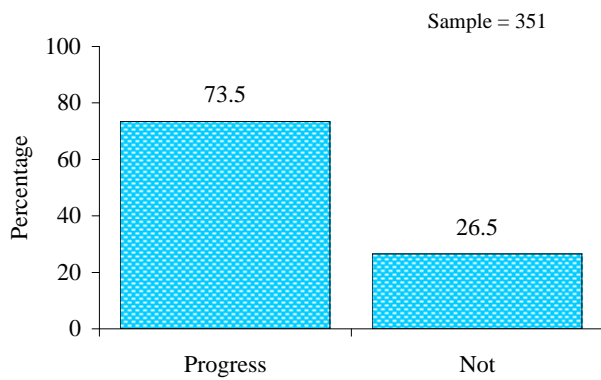
Drama



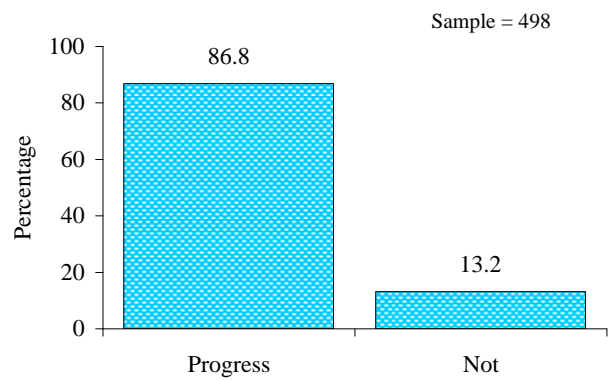
Dance



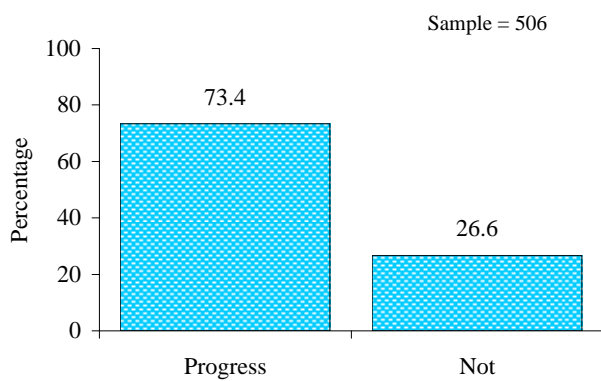
Music



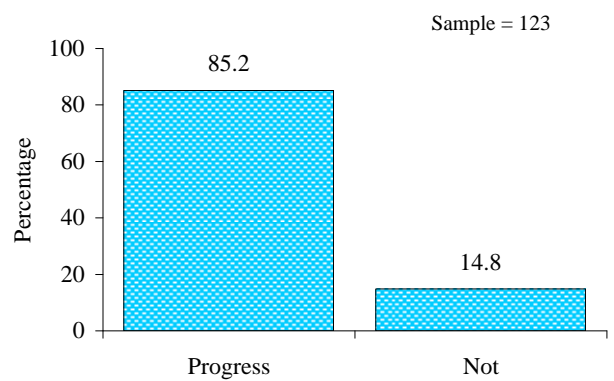
Spanish



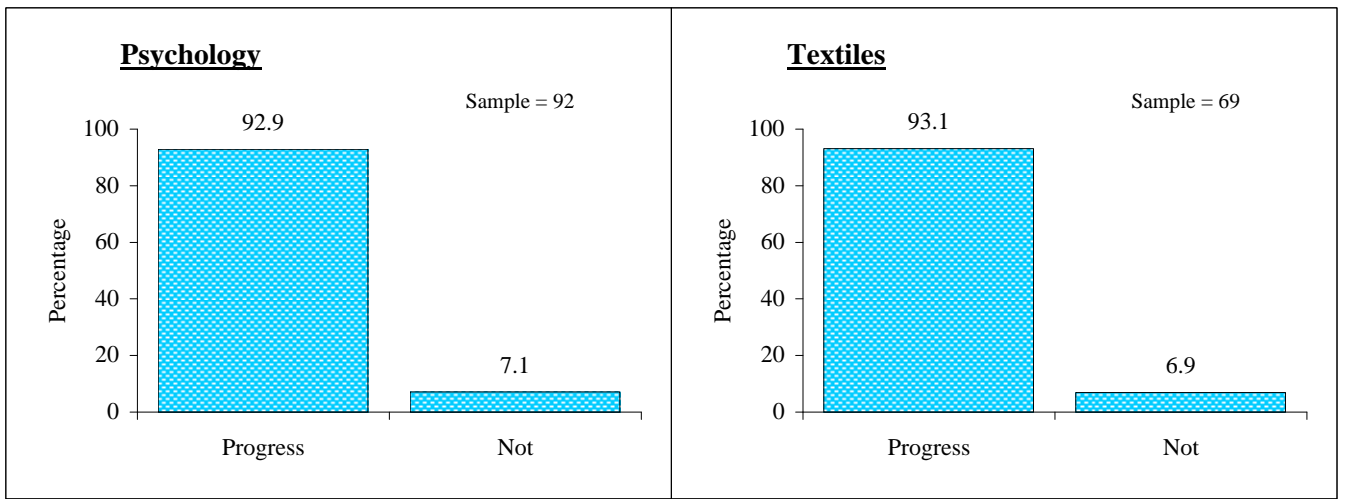
Citizenship



Business Studies

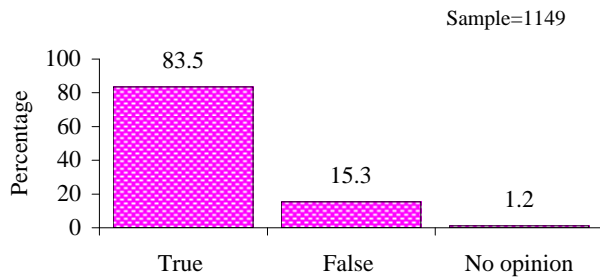


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say. Subjects marked in **Pink** should only be considered indicative.

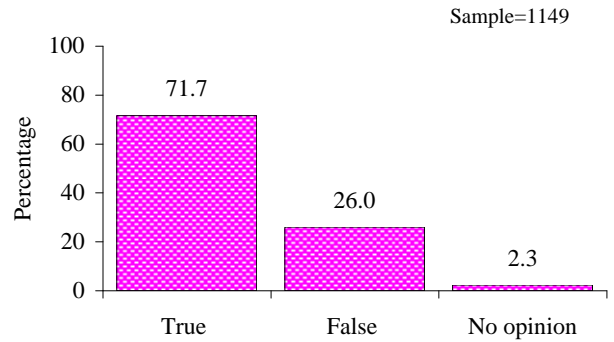


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

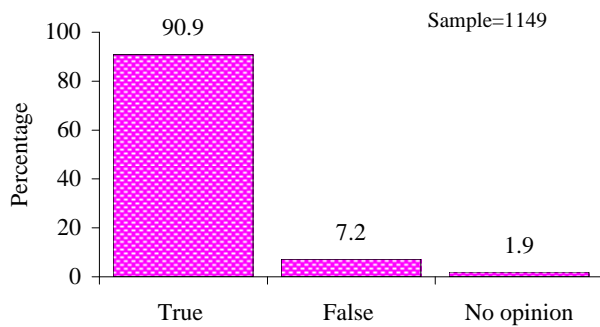
School discipline/behaviour: "There is usually a good level of discipline/behaviour in the classroom during lessons."



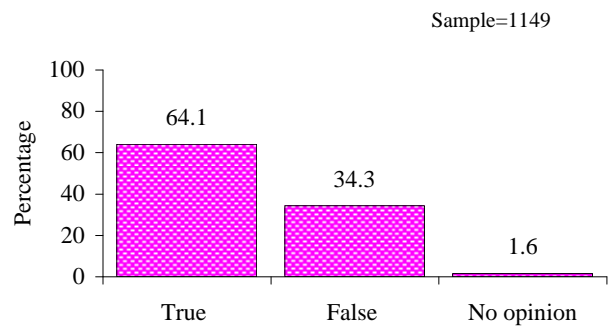
Community spirit: "Pupils care about one another."



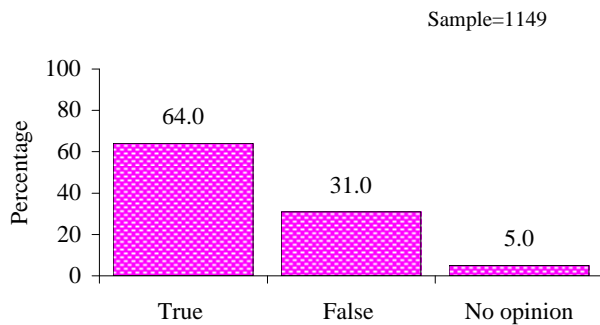
School security: "I usually feel safe when I am at school."



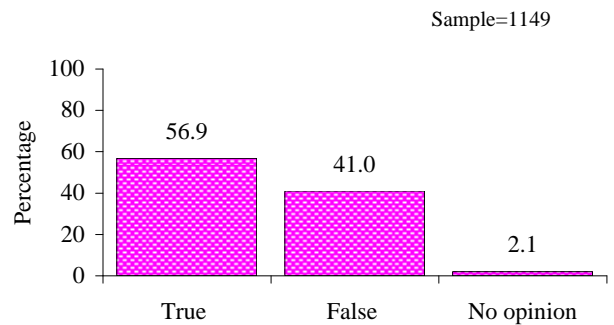
Social health education: "I am taught how to stay healthy and to deal with problems."



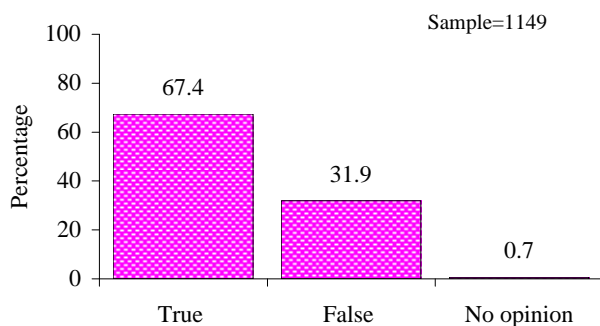
Control of bullying: "If I reported bullying to a teacher it would be stopped."



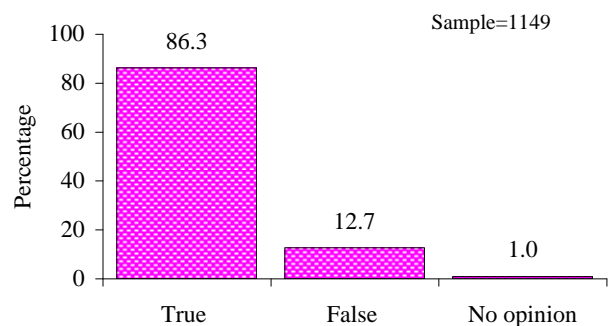
Careers advice: "I get all the help and advice that I need about my future career options."



Levels of homework: "Amount of homework is regular and fair."



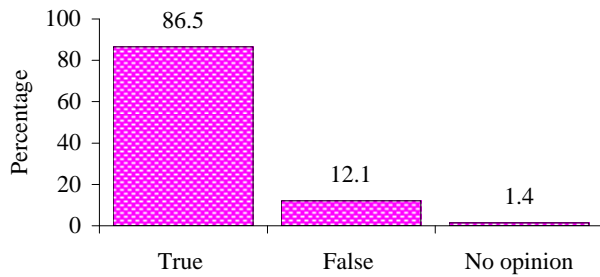
Developing potential: "Teachers encourage me to do my best."



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

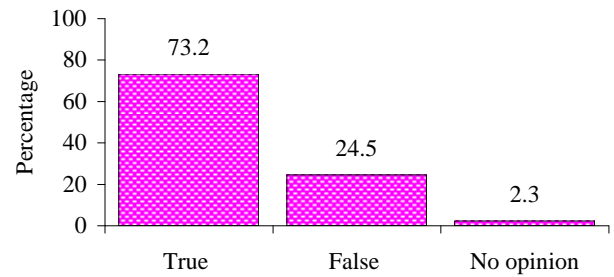
Exam results: "I have a good chance of achieving the exam results I would like."

Sample=1149



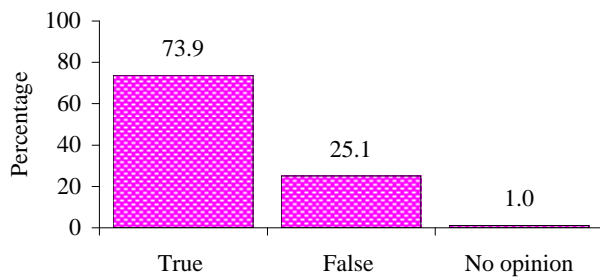
Developing confidence: "School helps me to be proud of who I am."

Sample=1149



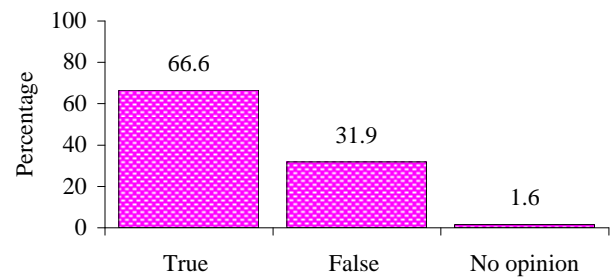
Resource availability: "There are usually enough resources e.g. textbooks for everyone."

Sample=1149



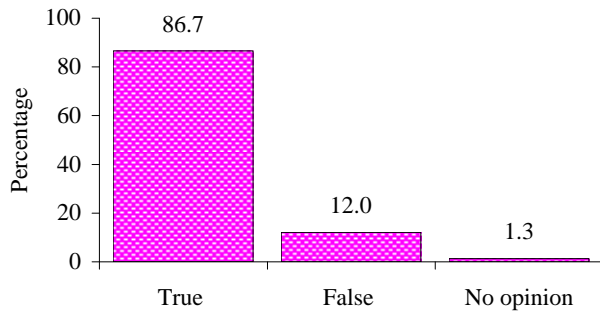
School facilities: "The buildings and equipment are mostly clean and modern."

Sample=1149



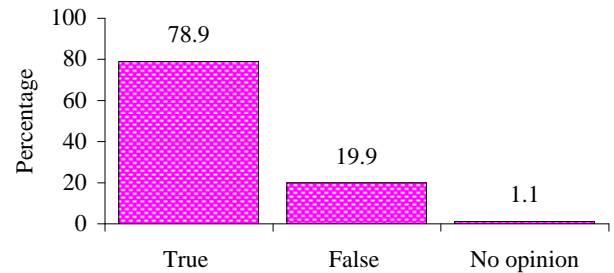
Caring teachers: "Most teachers would listen carefully if I had a problem."

Sample=1149



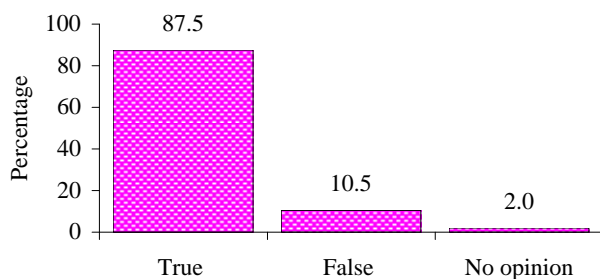
School communication: "My parents are kept up to date with my progress and with what is going on at school."

Sample=1149



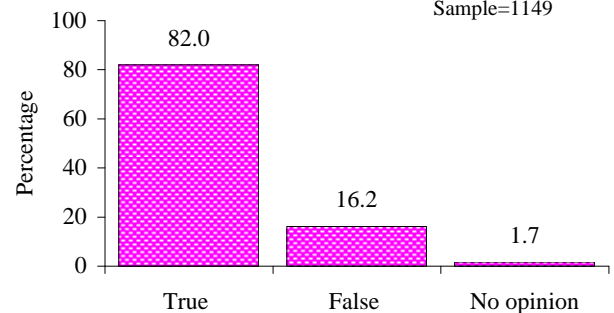
Developing moral values: "School teaches the difference between right and wrong."

Sample=1149



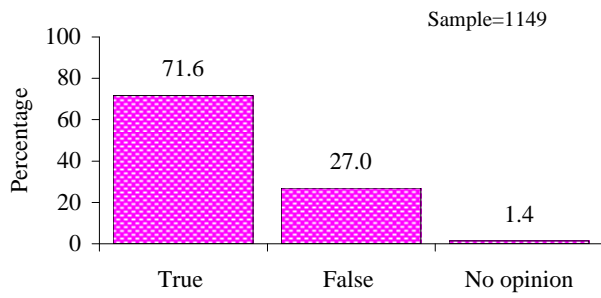
Happiness of child: "I am usually happy at school."

Sample=1149

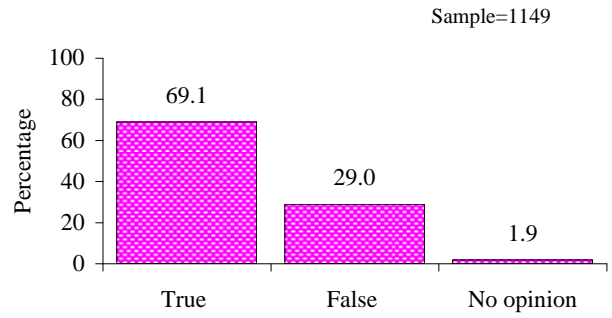


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

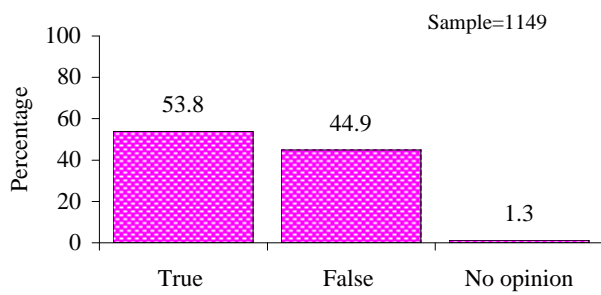
Choice of subjects: "The school offers all of the subjects that I would like to be taught."



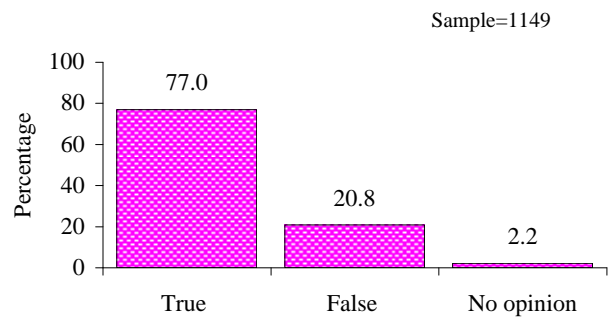
Teaching quality: "I enjoy being taught by most of my teachers because they make the lessons interesting."



Computer access: "There are enough computers in the school and we use them regularly."

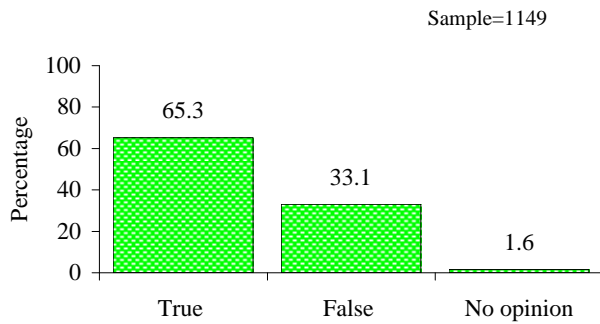


Truancy control: "If I was to deliberately miss lessons then I would probably be caught and punished."

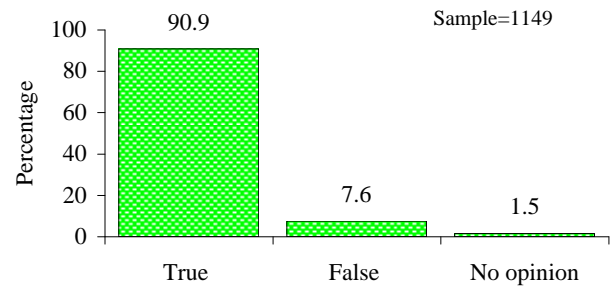


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

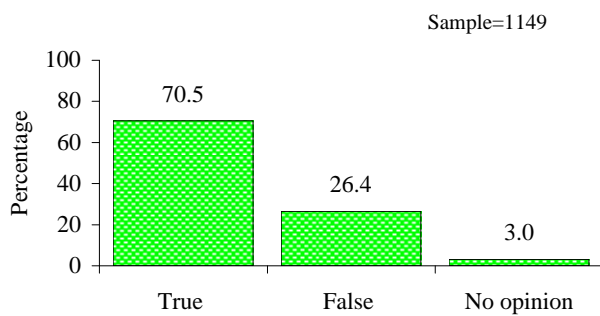
Suitable class sizes: "There are not too many pupils in my lessons."



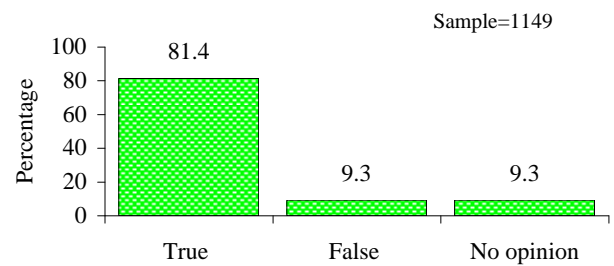
Parents evening: "Parents evenings keep my parents up to date on how I am doing."



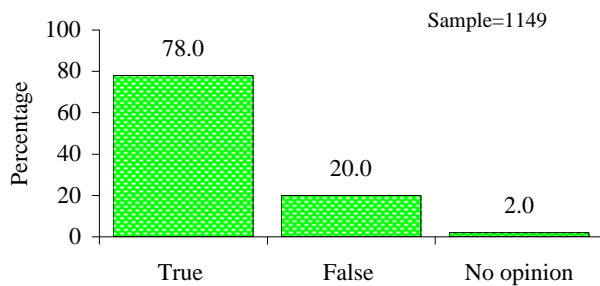
Handling complaints: "If my parents had to complain to the school, action would be taken to put things right."



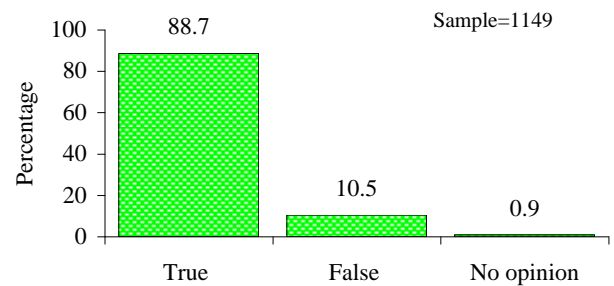
Teaching for special needs: "Pupils with special teaching needs receive all the extra help and support they require."



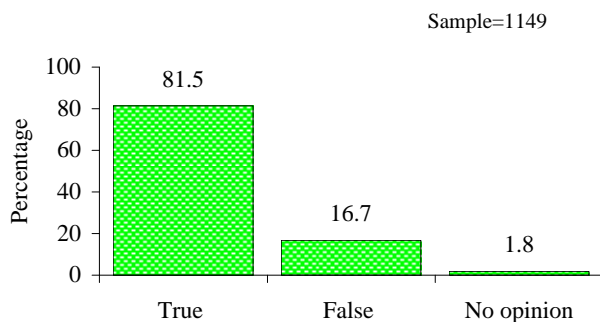
Quality of school management: "The people in charge of running the school do a good job."



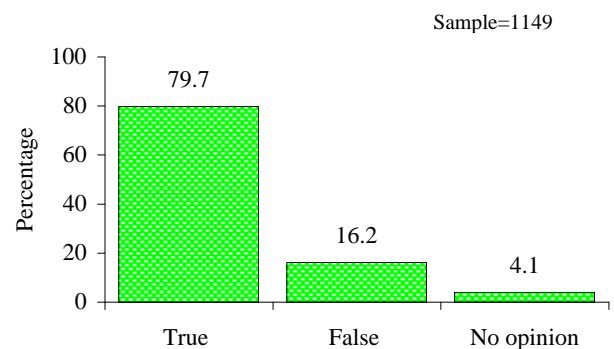
Attitude of non academic staff: "The non-teaching staff are usually helpful and friendly."



Extra curricular activities: "There are plenty of extra-curricular clubs and activities."



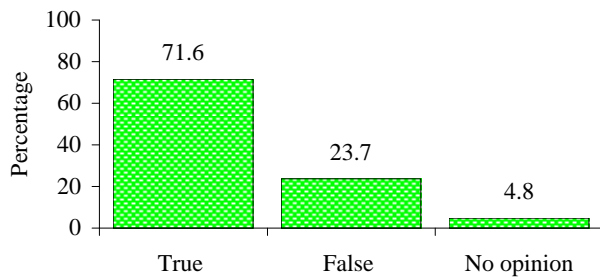
Written reports: "My school reports are usually accurate and fair."



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

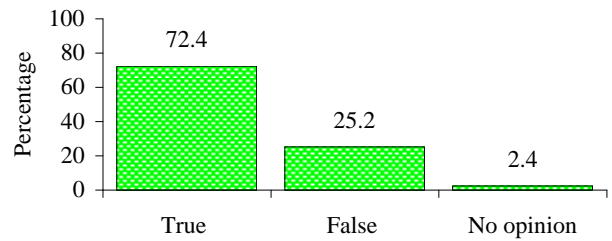
Encouraging and listening to parents views: "Parents who want to, can get involved in what goes on at the school."

Sample=1149



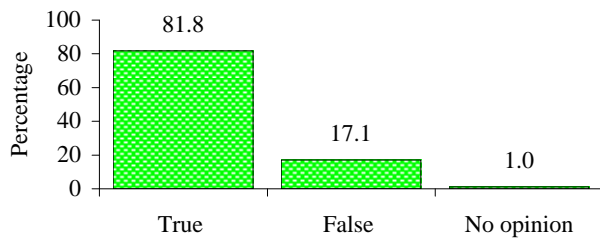
Explaining to parents how to help their child: "My parents are told what I am being taught and what is expected of me."

Sample=1149



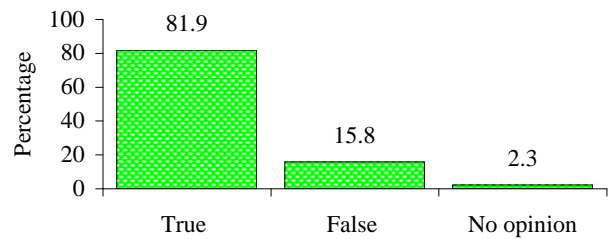
Celebrating and rewarding achievement: "My teachers tell me when they are happy and when I have done well."

Sample=1149



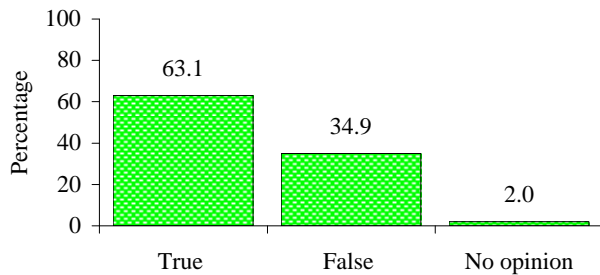
Workload tailored to child: "I am given the right amount of school work for someone with my ability."

Sample=1149



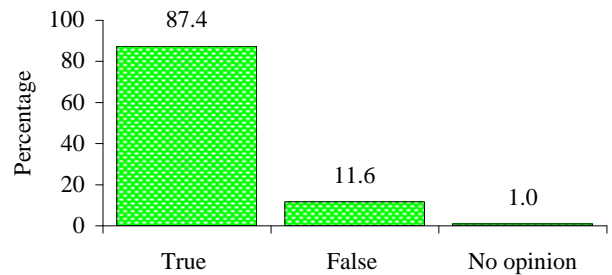
Treating pupils fairly and equally: "My school treats all pupils fairly and equally."

Sample=1149



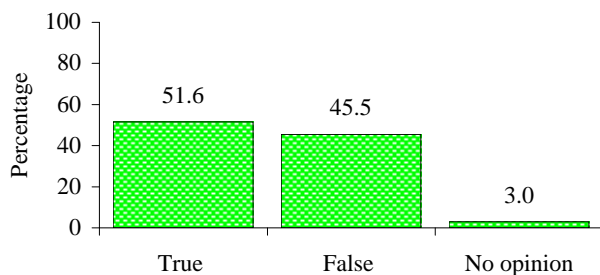
Ensuring pupils do their best and make progress: "My teachers encourage me to do my best and make progress."

Sample=1149



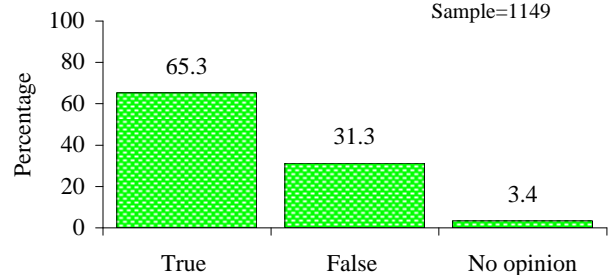
Encouraging local community activity: "School encourages my participation in the local community"

Sample=1149



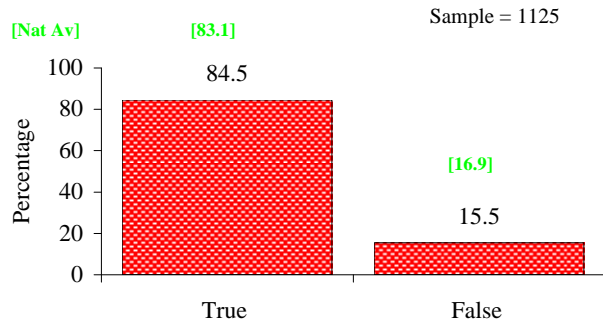
Encouraging and listening to pupils' views: "My school listens to the views of pupils"

Sample=1149

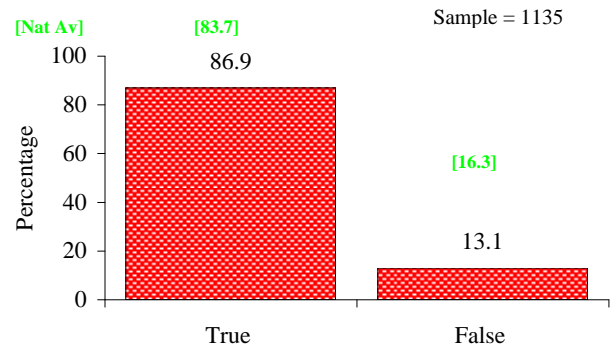


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

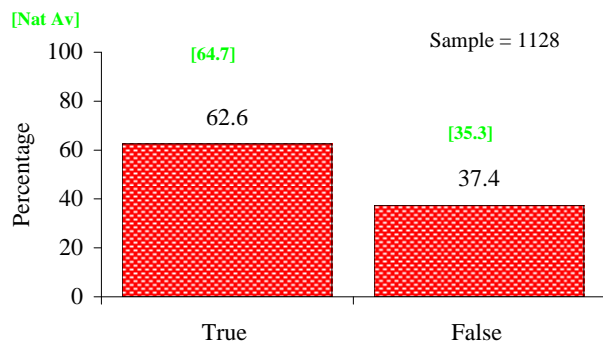
Parents want to know what I do: "My parents want to know what I am learning."



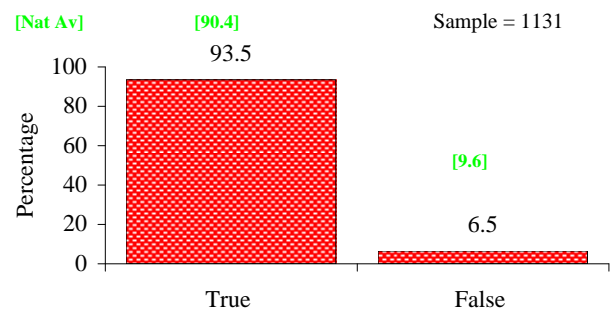
I have a homework area at home: "At home I can work in peace and quiet."



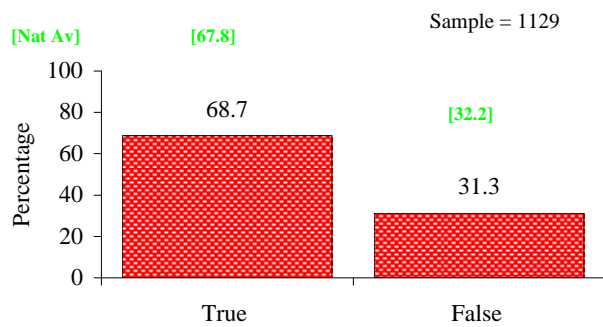
My parents look at my work: "My parents often look at my work."



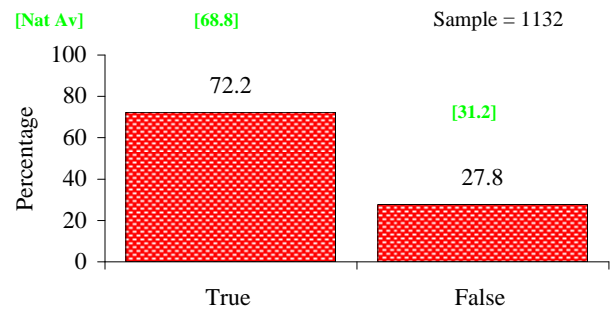
My parents help with homework: "My parents would try to help me with homework if I asked."



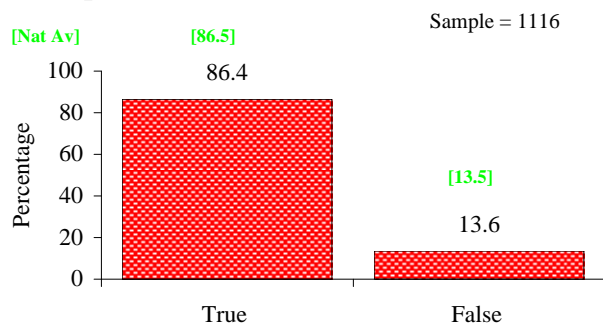
Parents check my homework: "My parents check that I have done my homework."



There are books at home to help me: "I have books at home to help me with my school work."



Parents would talk to school about my problems: "If I had a problem, my parents would visit school."



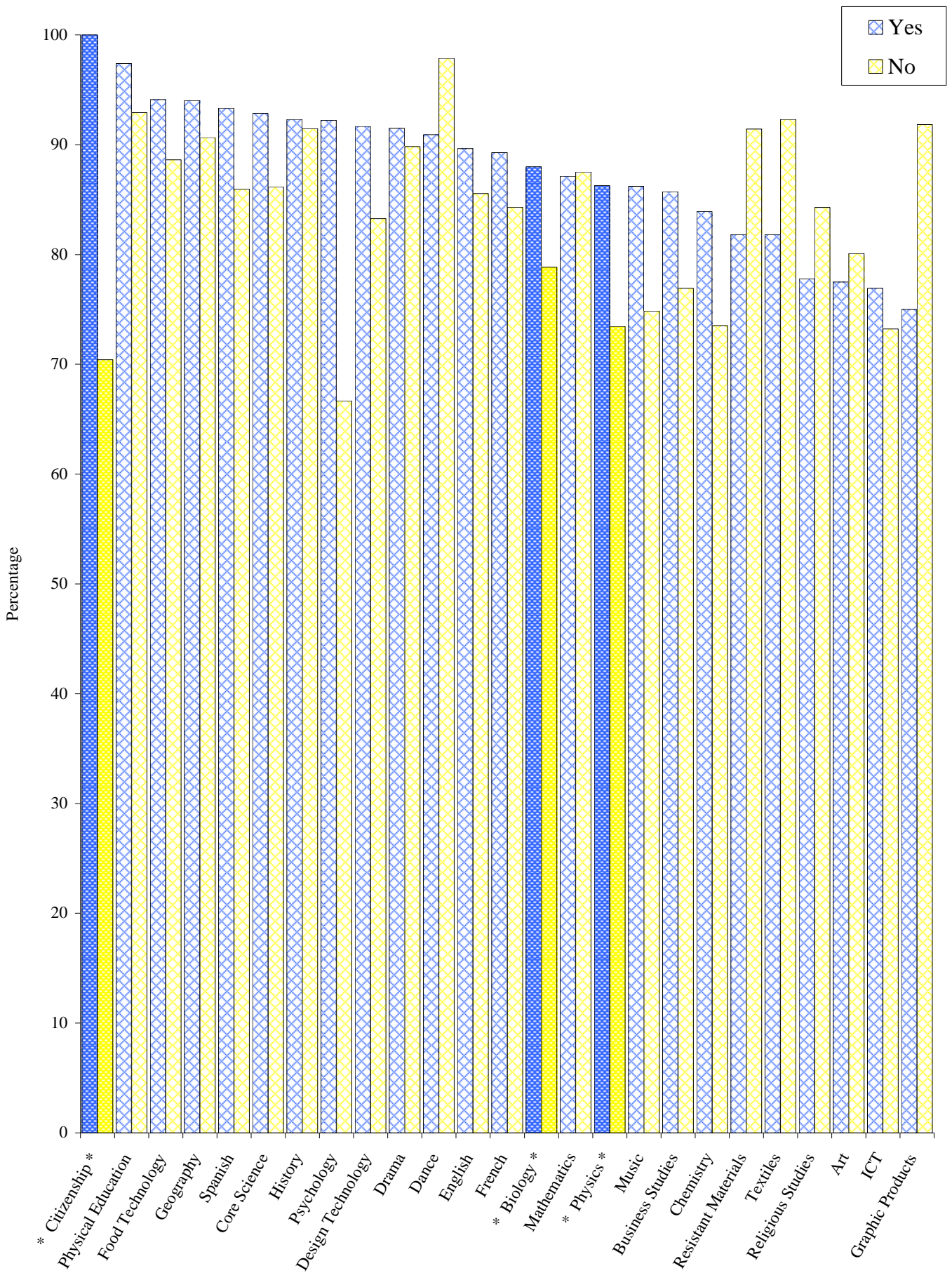
Extra Analysis

The following section of analysis was requested by the school to investigate whether there were differences in pupil perceptions with reference to the question

Are you a sixth form pupil?

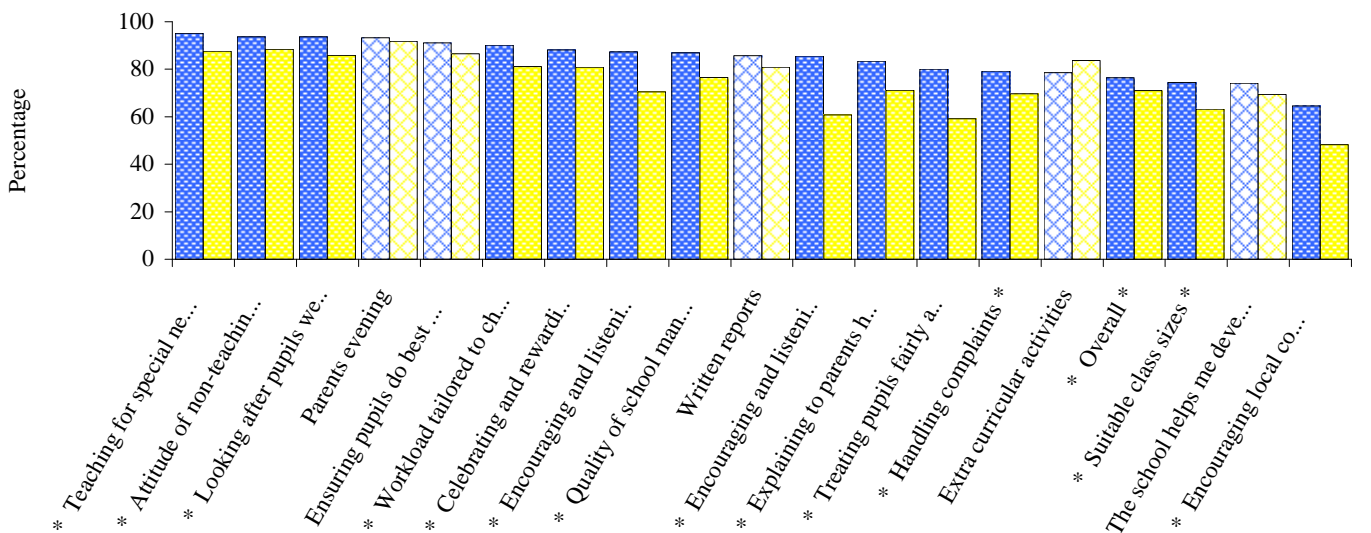
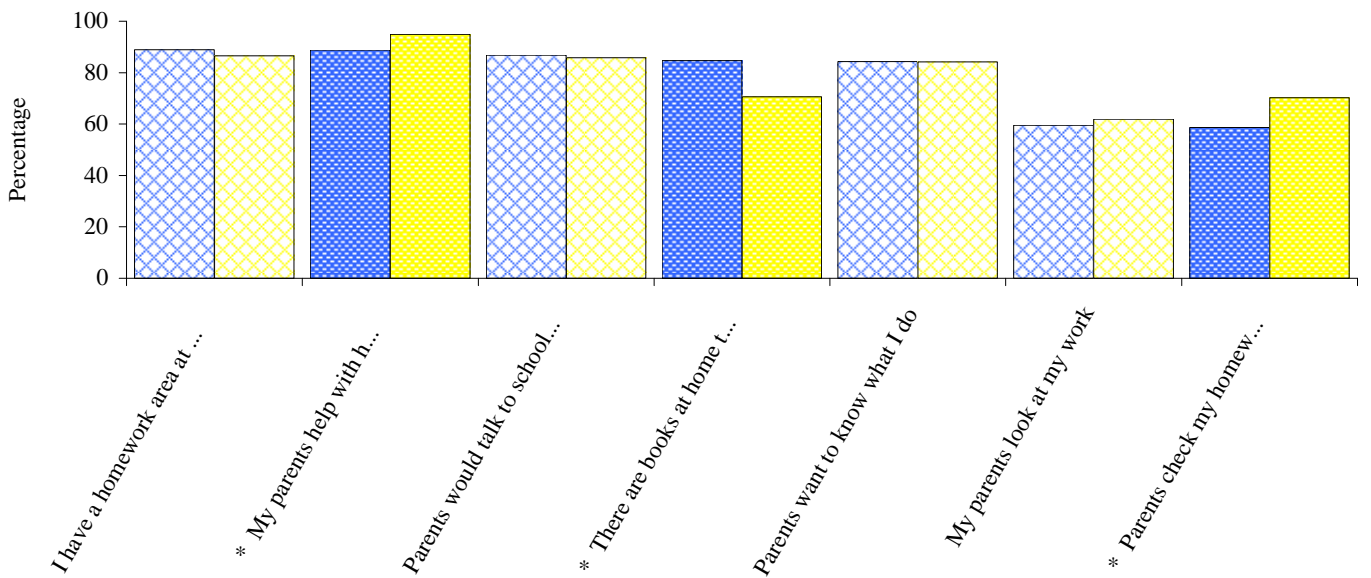
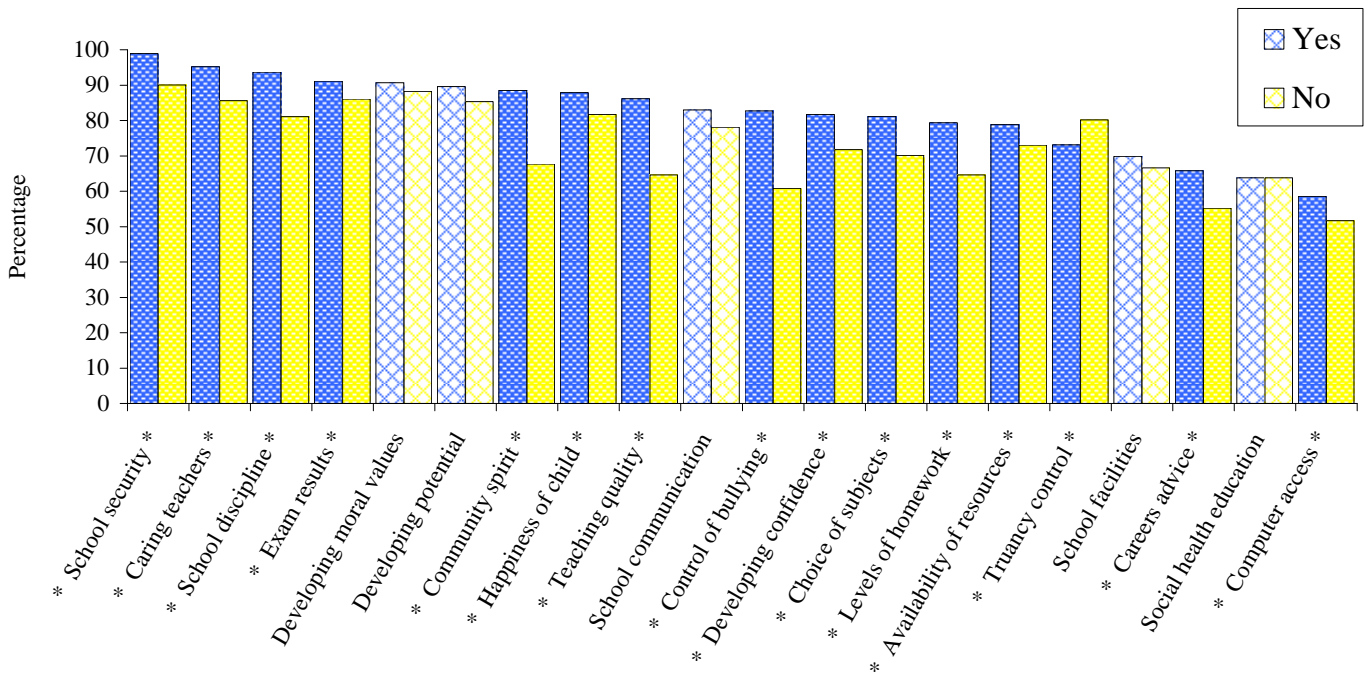
Graph to Show the Mean Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by the question "Are you a sixth form pupil?"

Significant differences are highlighted in bold colour, and * subject *



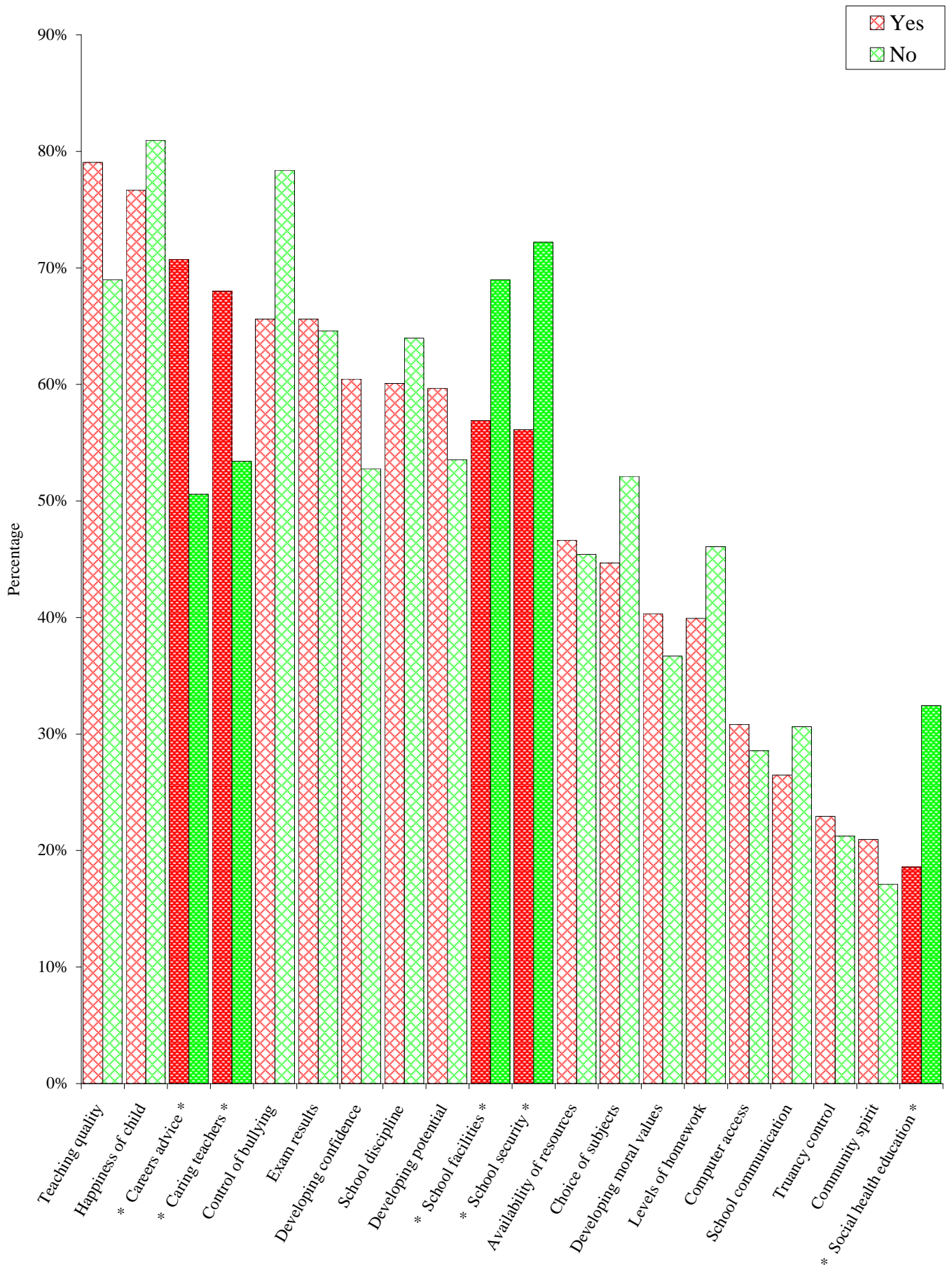
Graph to Show the Mean Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by the question "Are you a sixth form pupil?"

Significant differences are highlighted in bold colour, and * subject *



Graph to Show Changing Pupil Priorities Broken Down by the question "Are you a sixth form pupil?"

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



Charts to Show How Comparative Importance Ratings Change

Broken Down by the question "Are you a sixth form pupil?"

Position differences of 4 or more have been highlighted.

Are you a sixth form pupil? - Yes

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

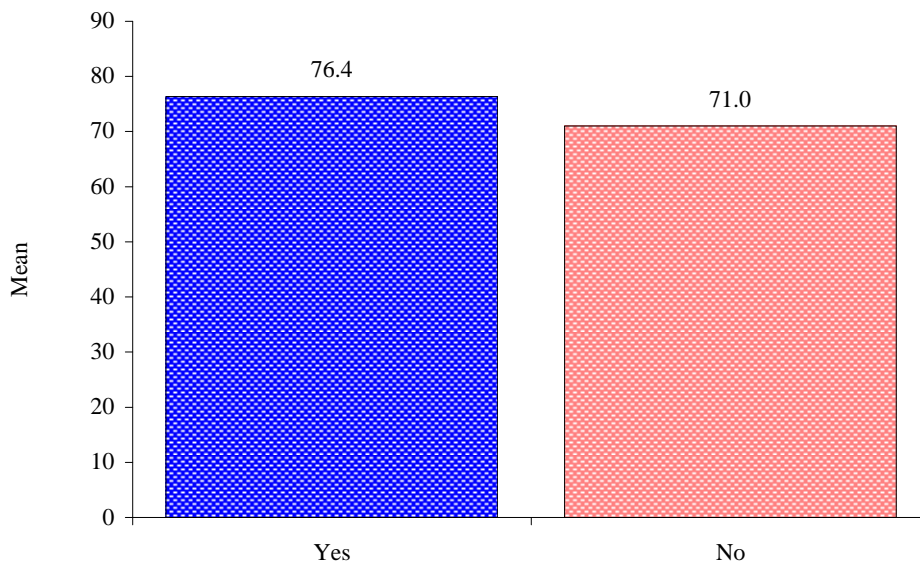
Are you a sixth form pupil? - No

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

Graph to Show the Breakdown of "Overall Score" and "Homework Hours" by the question "Are you a sixth form pupil?"

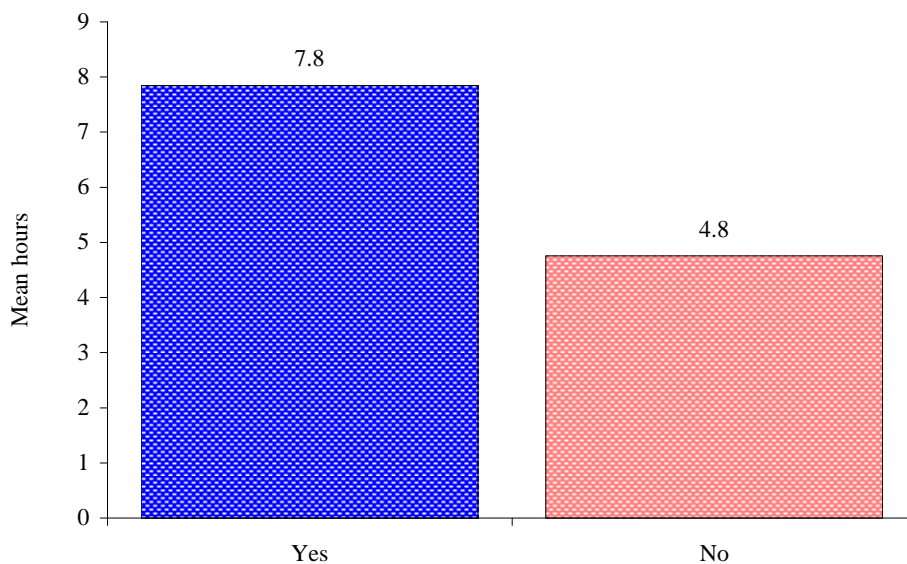
Overall Score

The Overall scores show a significant difference between the two groups



Hours of Homework

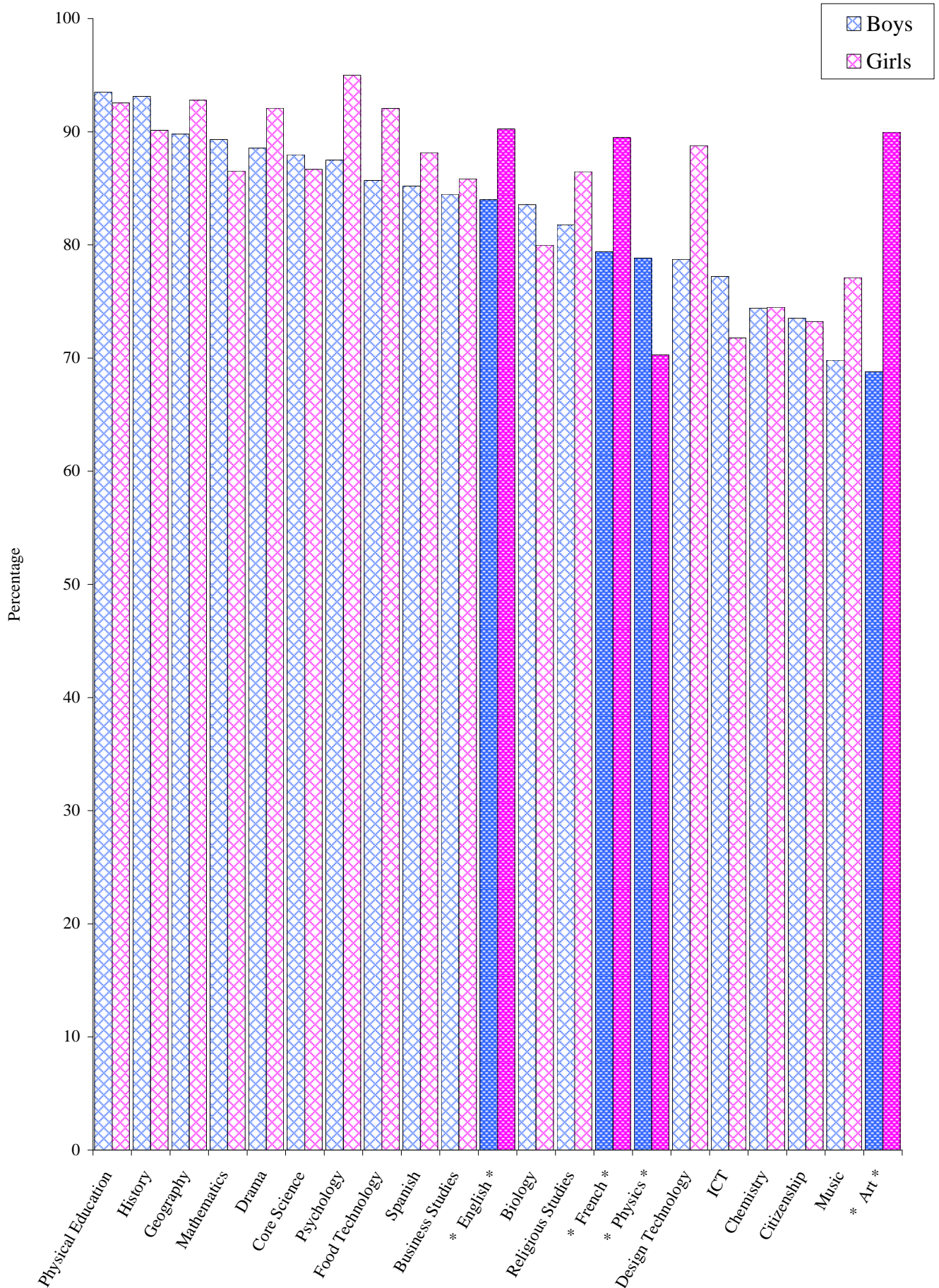
The Homework Hours worked show a significant difference between the two groups



Cross Tabular Graphical Analysis of Results

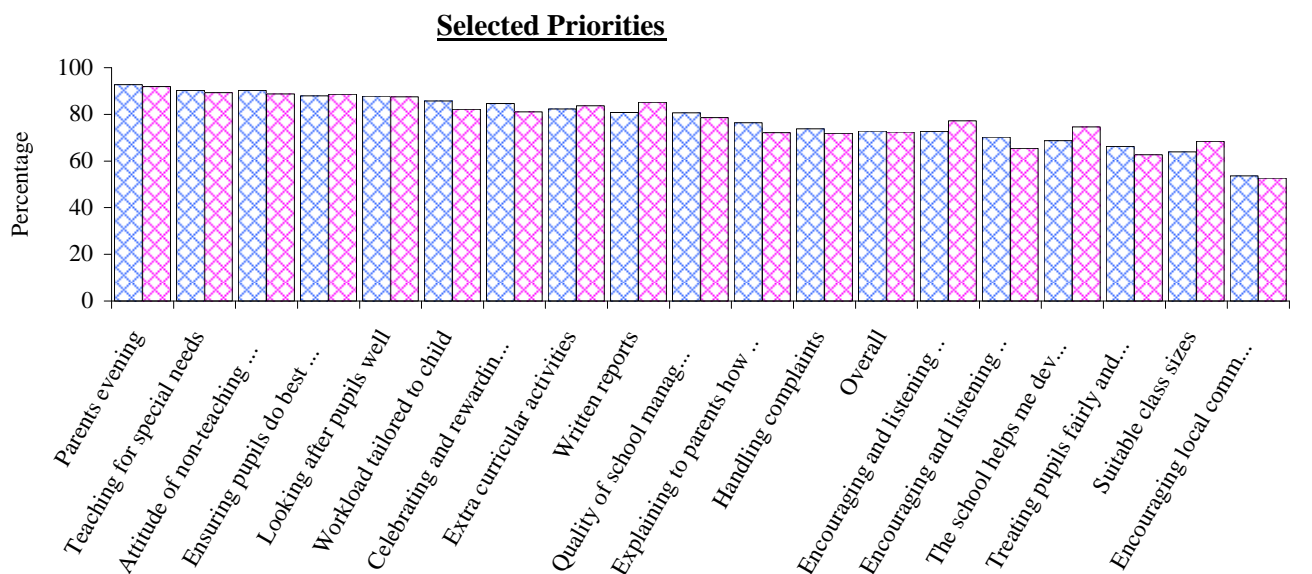
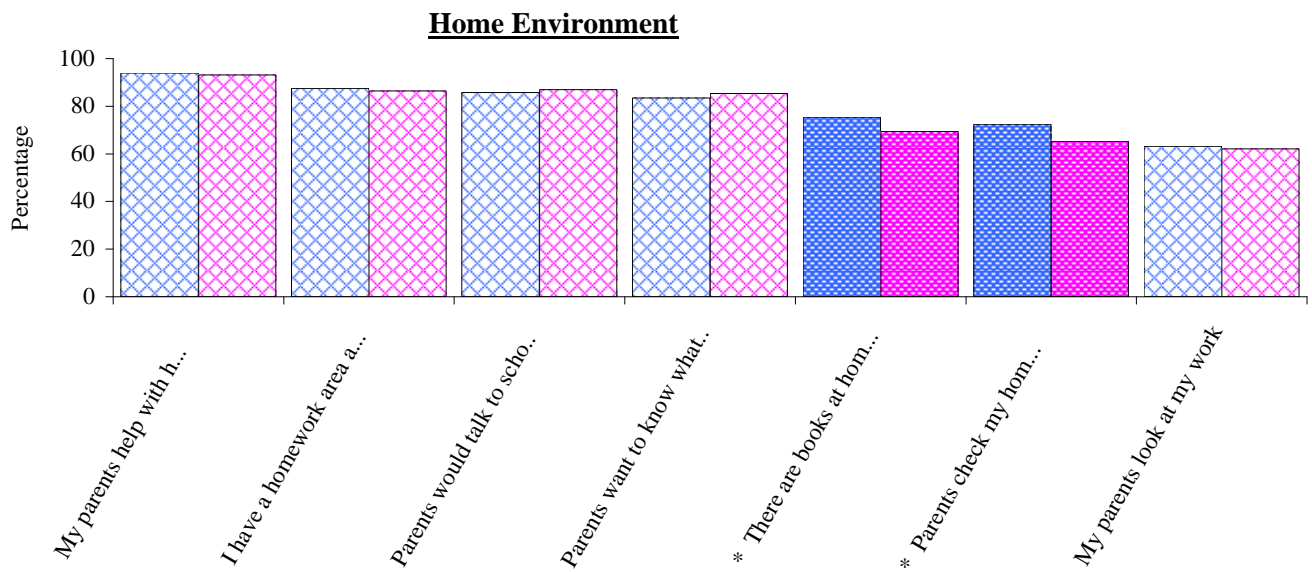
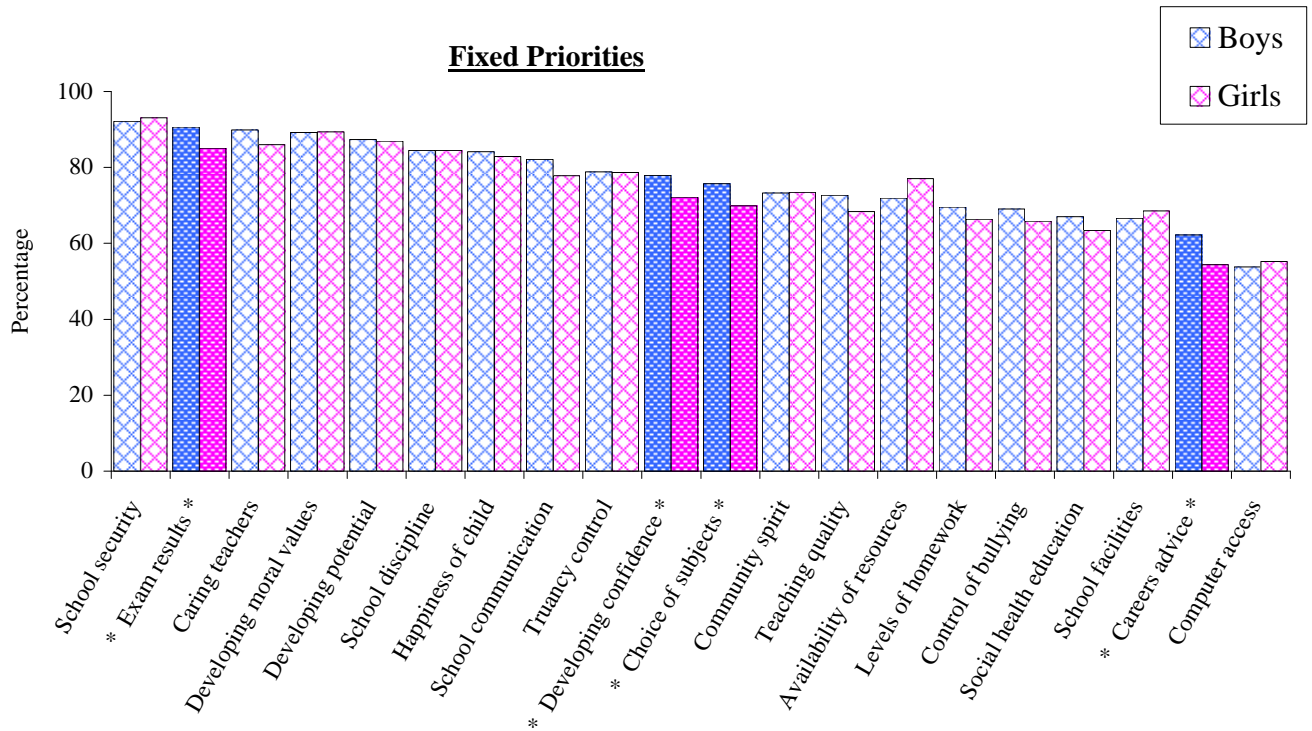
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

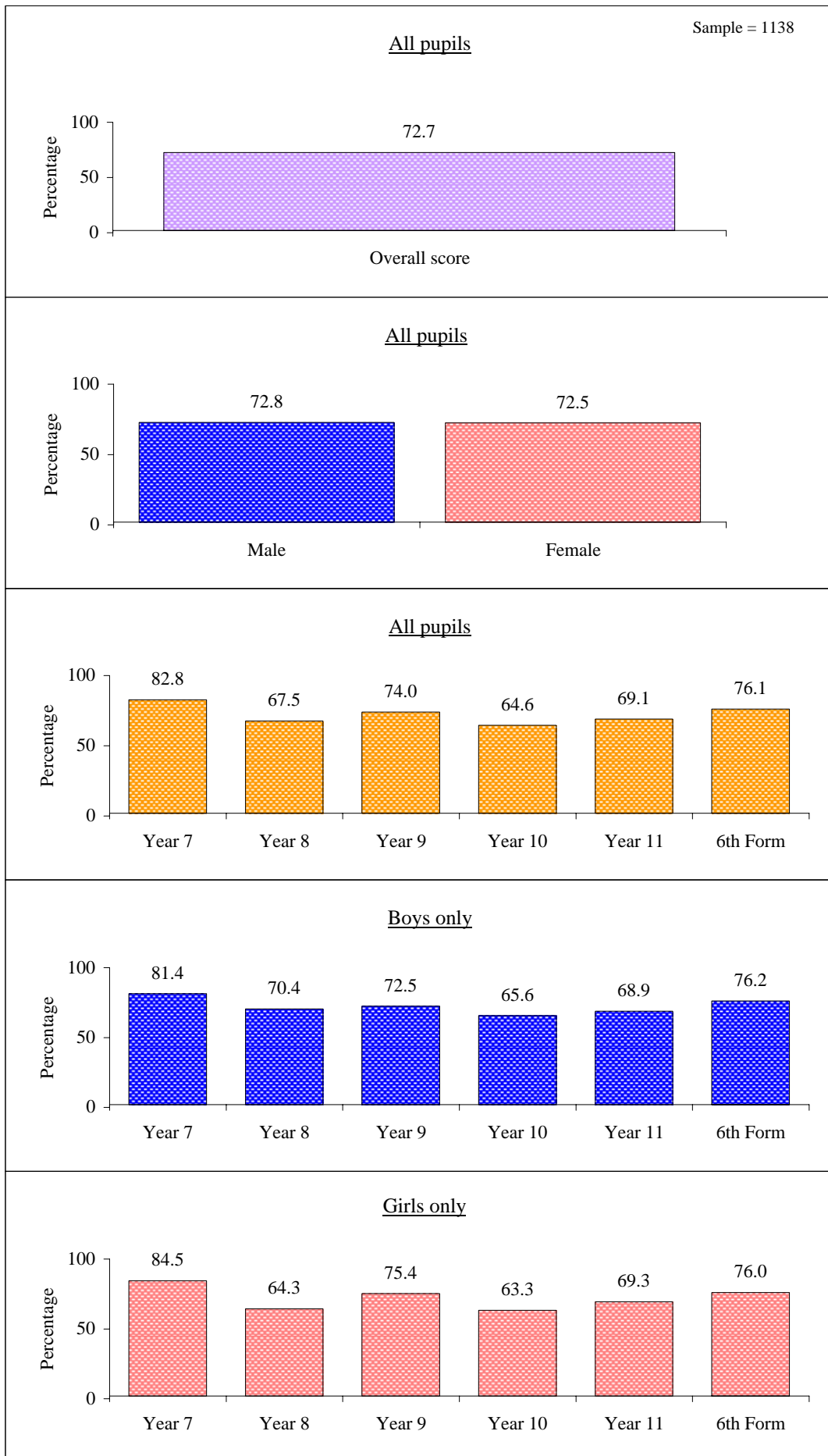


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

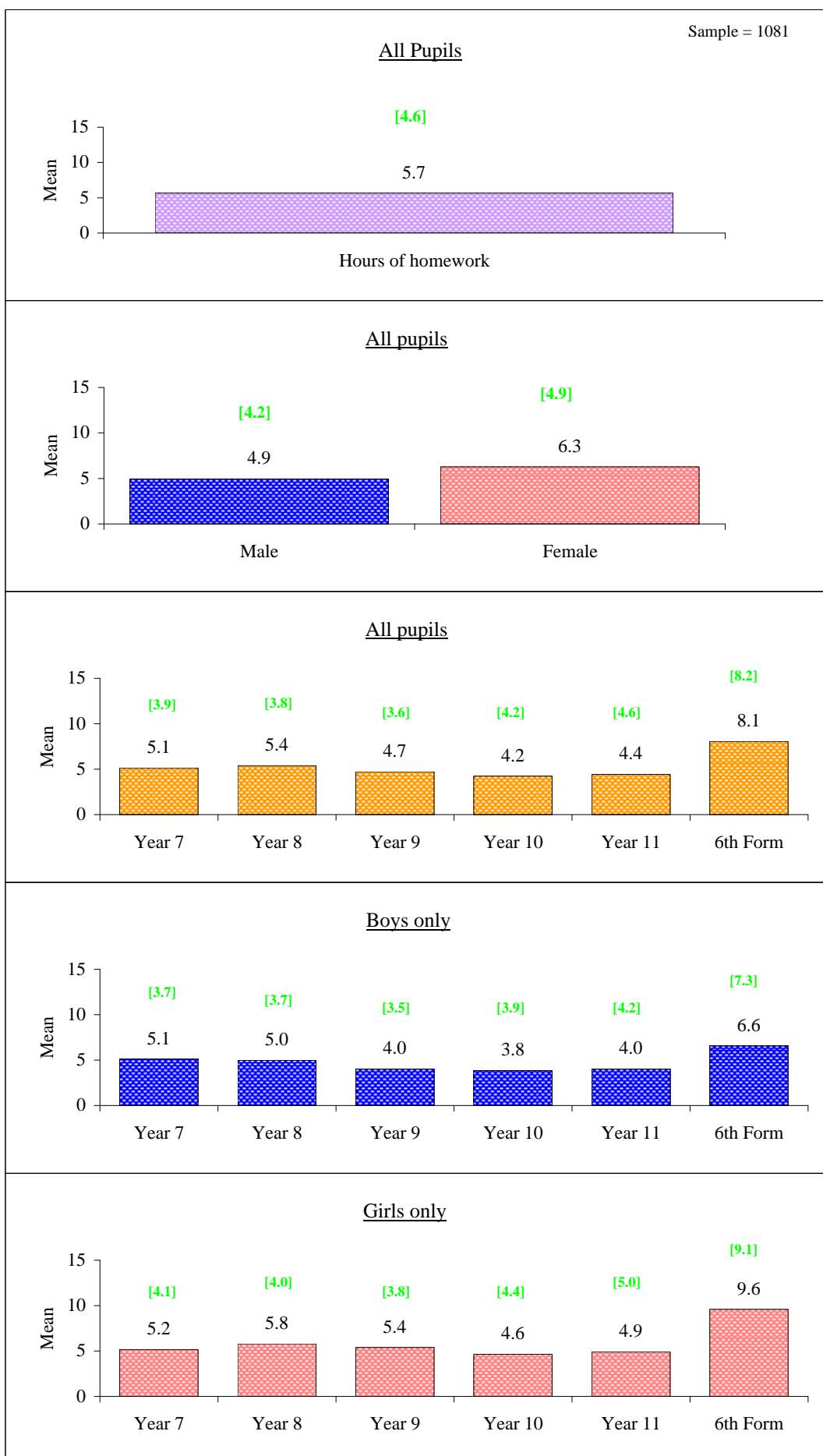


**Graphs to Show the Overall Performance Scores Given by Pupils,
Broken Down by Year Group and Gender of Pupil.**

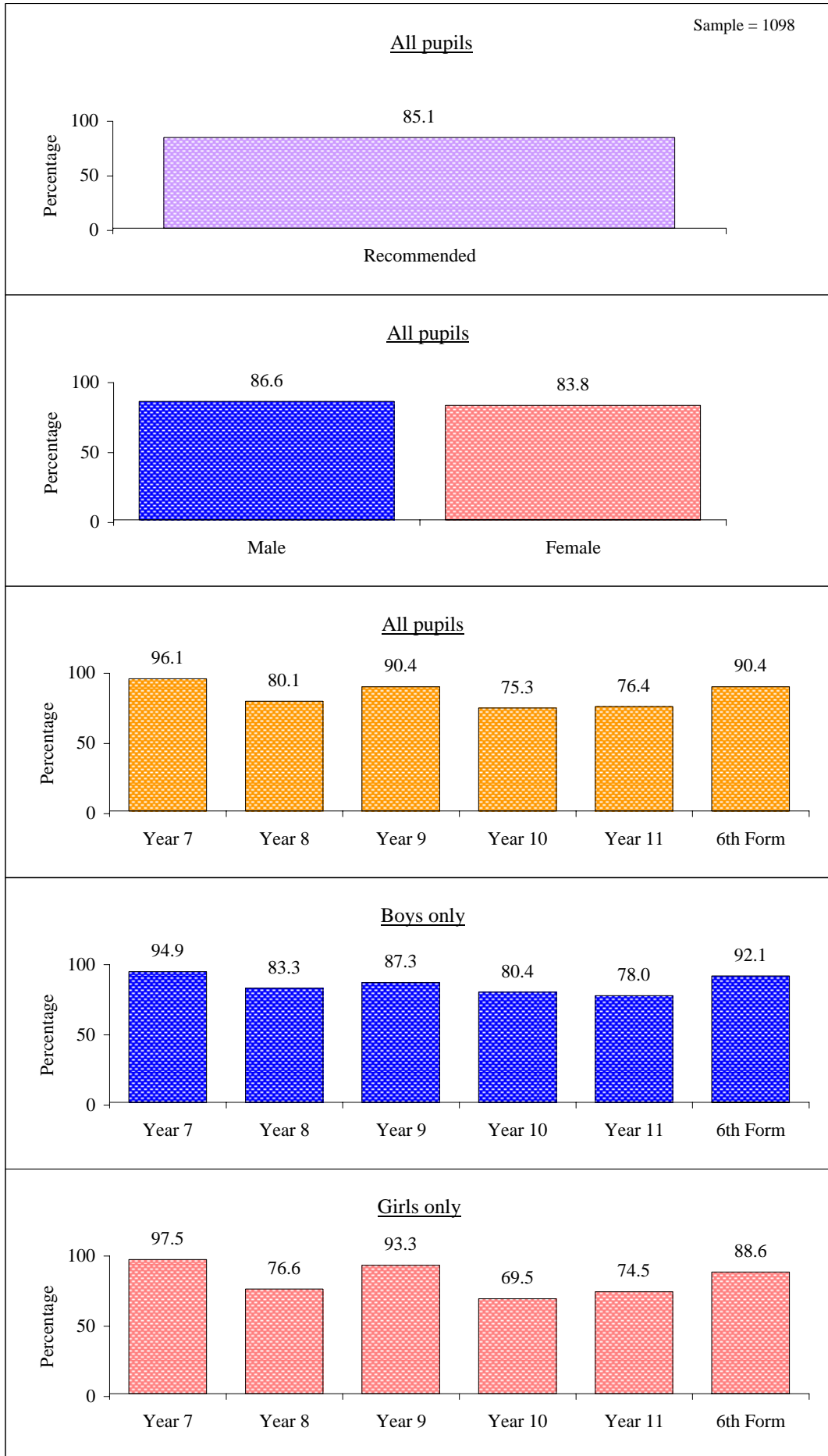


Graphs to show the Mean Number of Hours that Pupils Actually Spend on Homework, Broken Down by Year Group and Gender of Pupil.

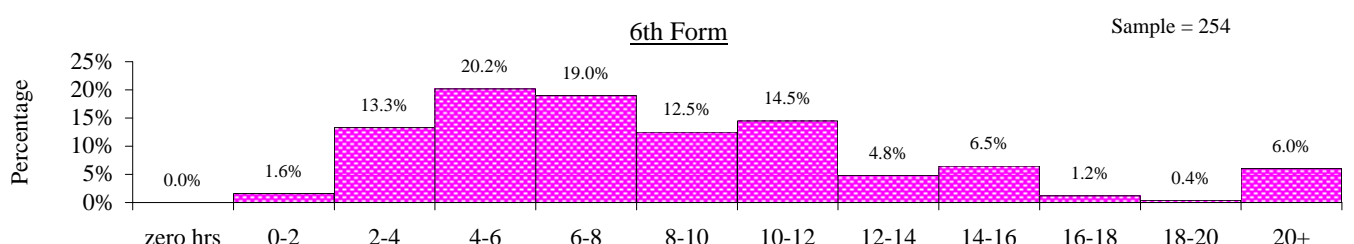
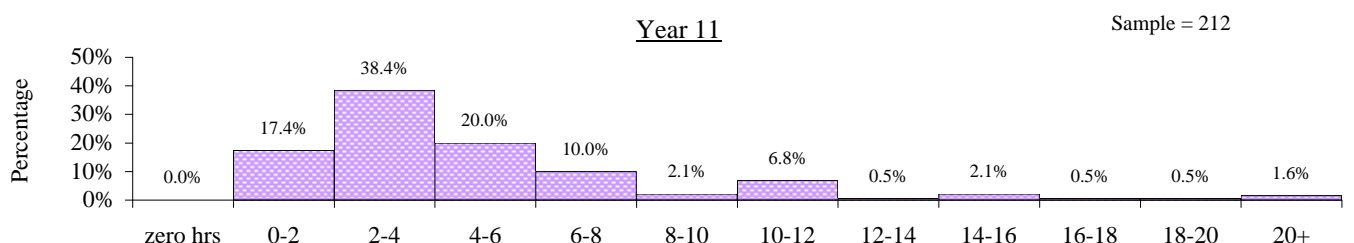
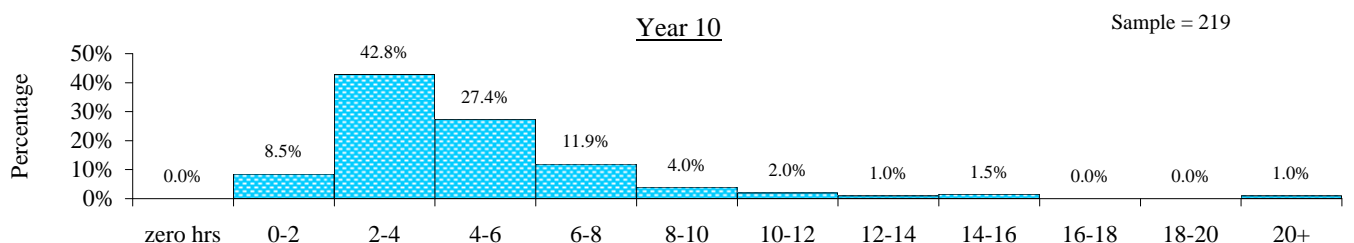
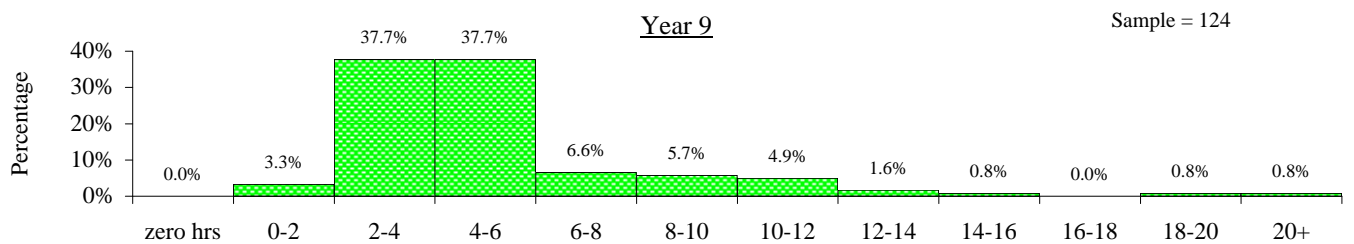
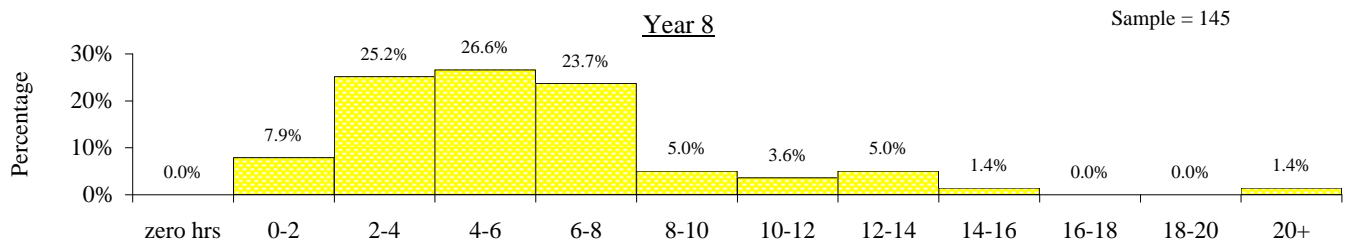
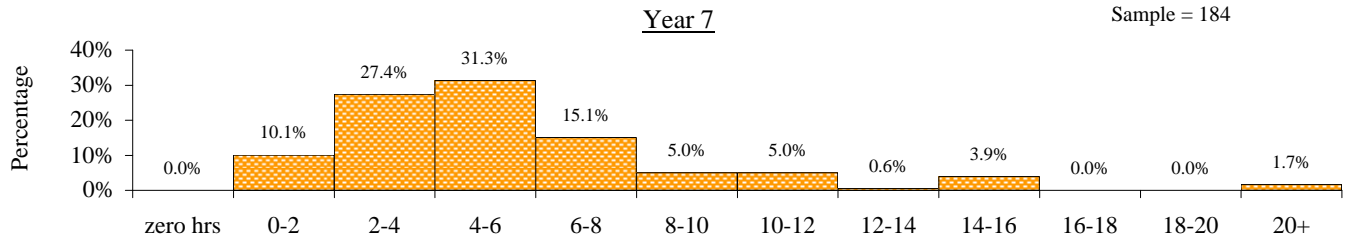
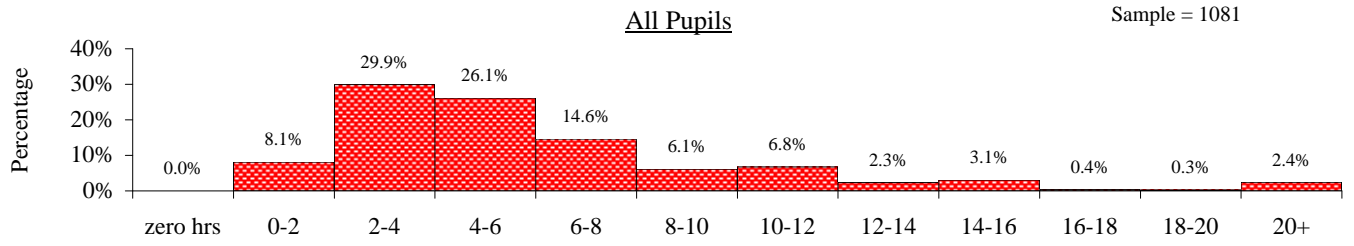
Similar School average figures are given in [brackets]



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

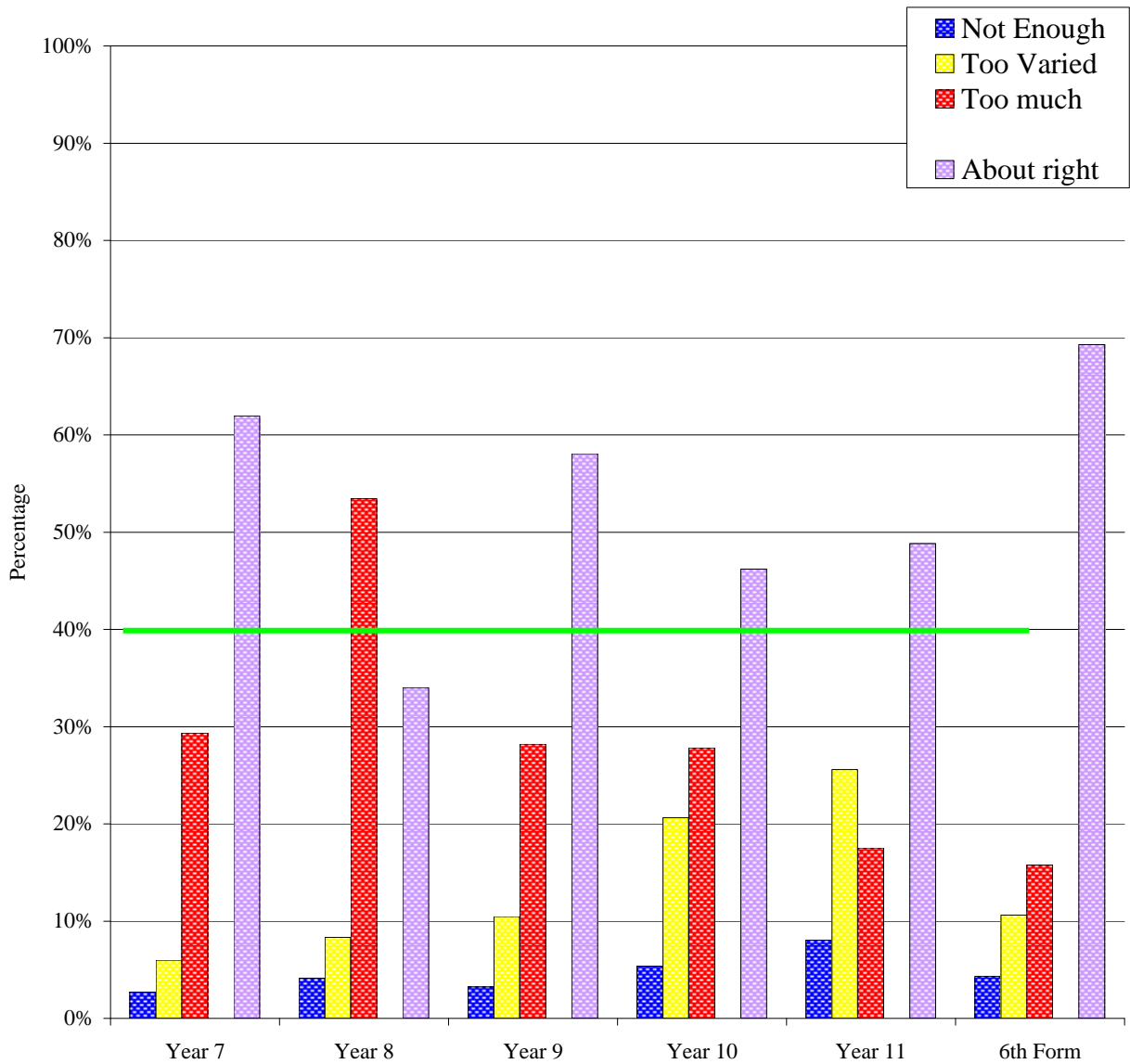


Graphs to show the Range of Time Spent on Homework, Broken Down by Year Group



Graph to Show Pupils' Perception of the Amount of Homework Given, Broken Down by Year Group

For this question, schools typically achieve more than 40% of pupils who choose "Right".
This level was not achieved for Year 8.



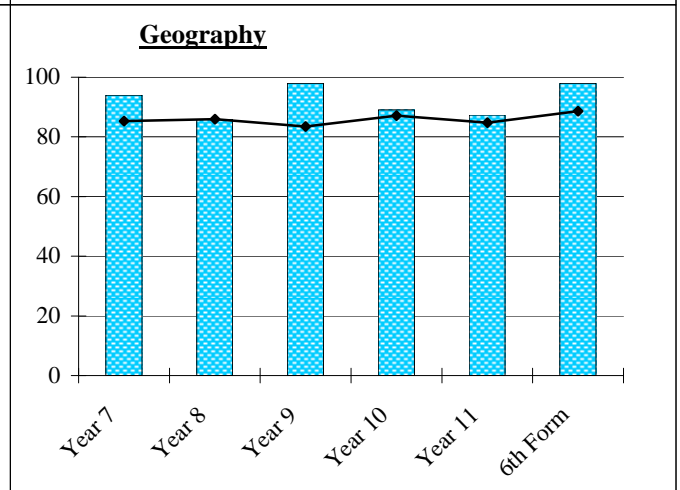
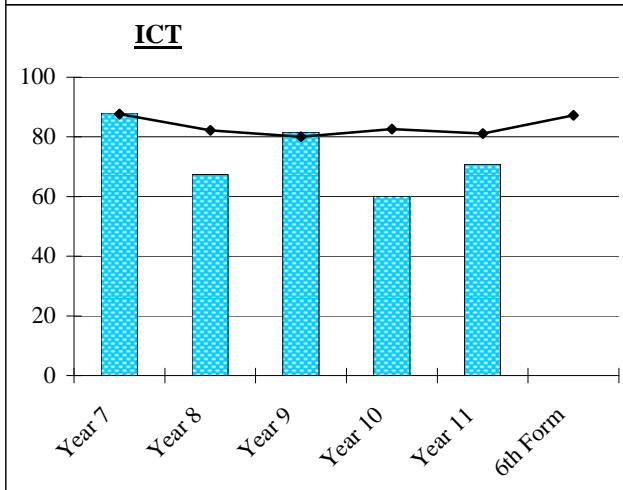
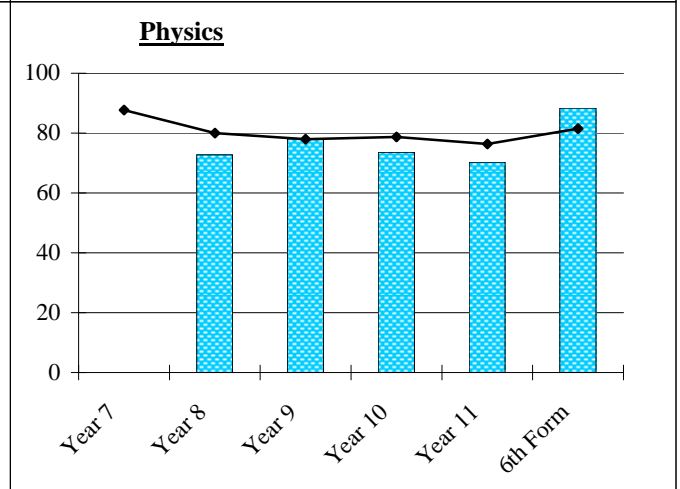
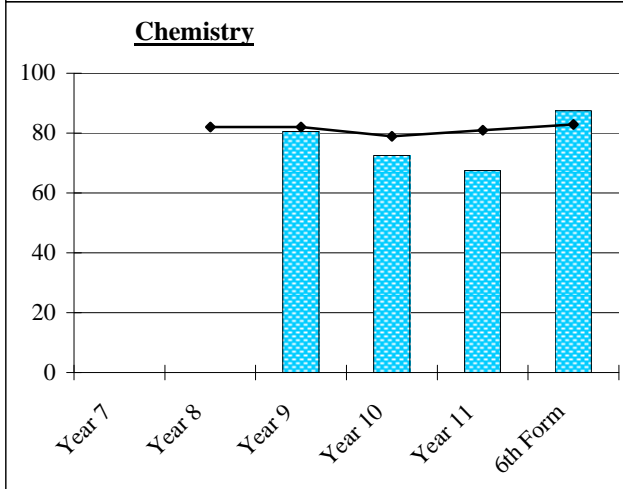
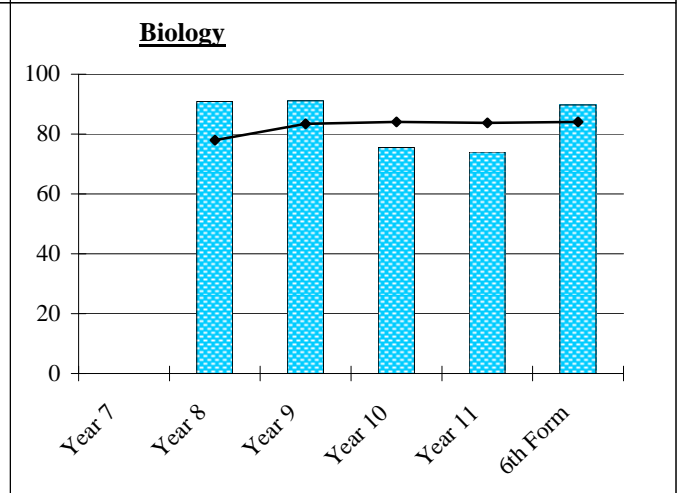
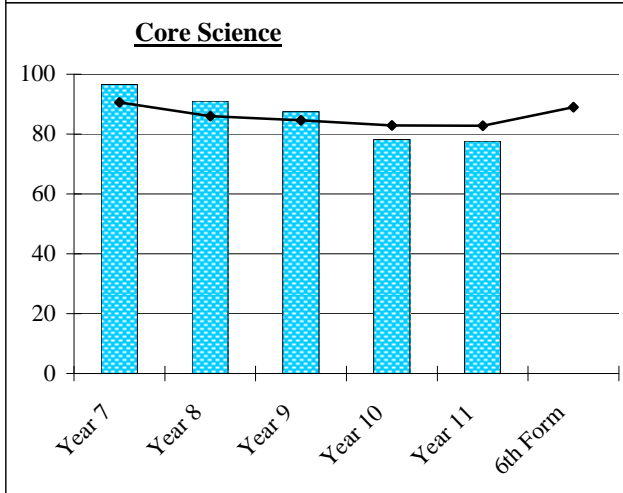
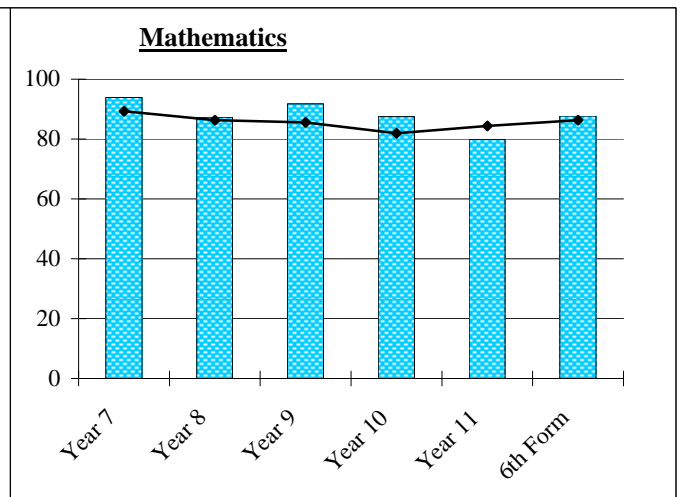
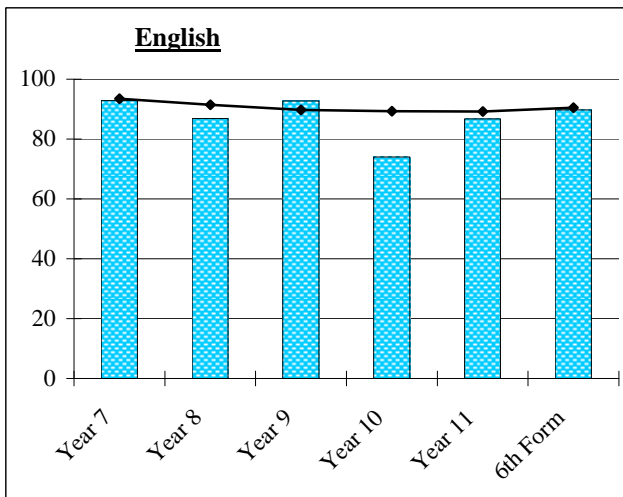
All Academic and Non-Academic Criteria shown by Year Group

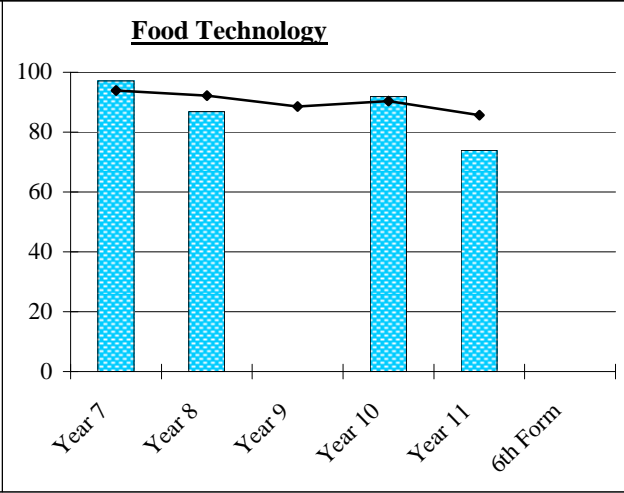
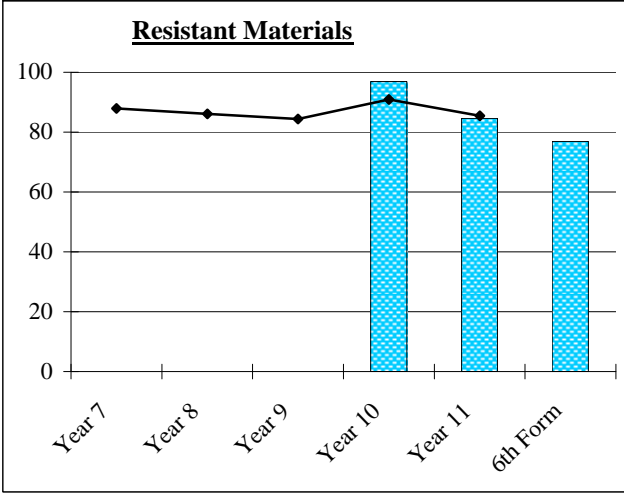
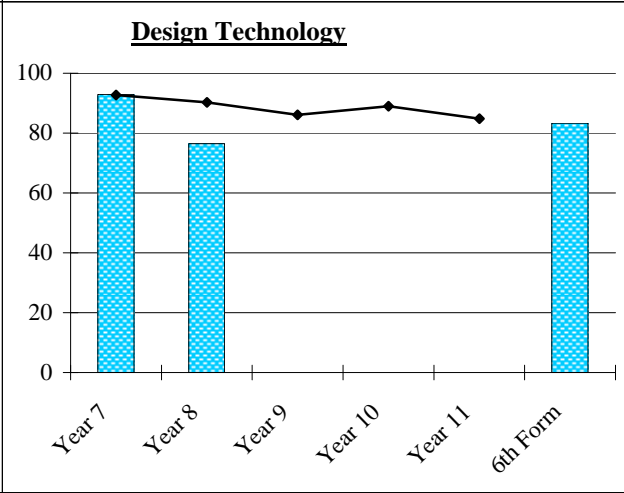
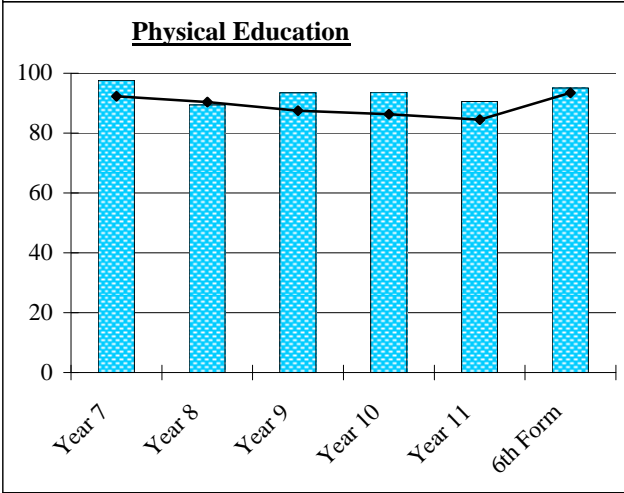
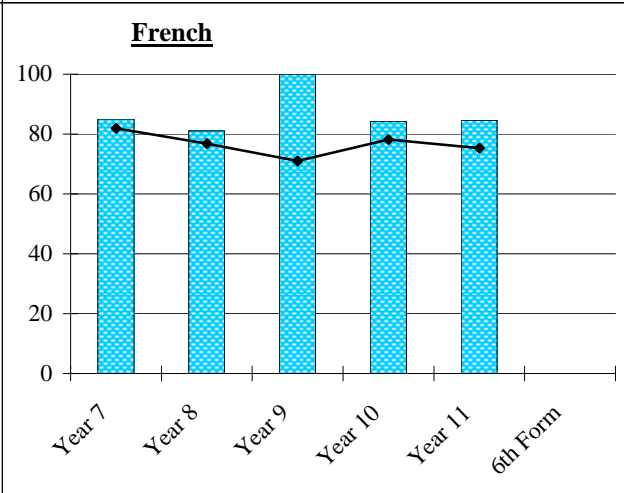
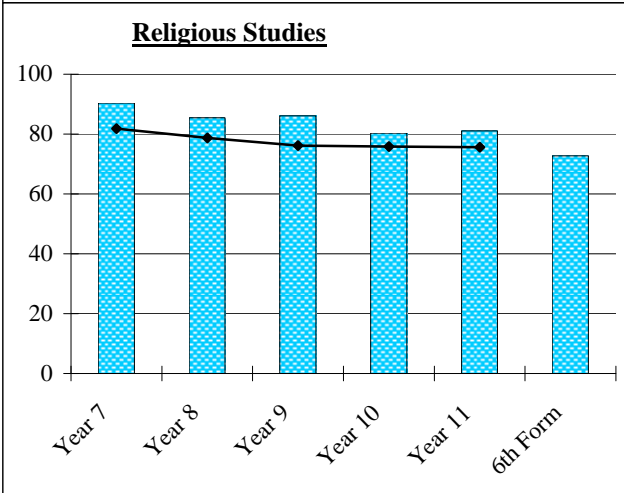
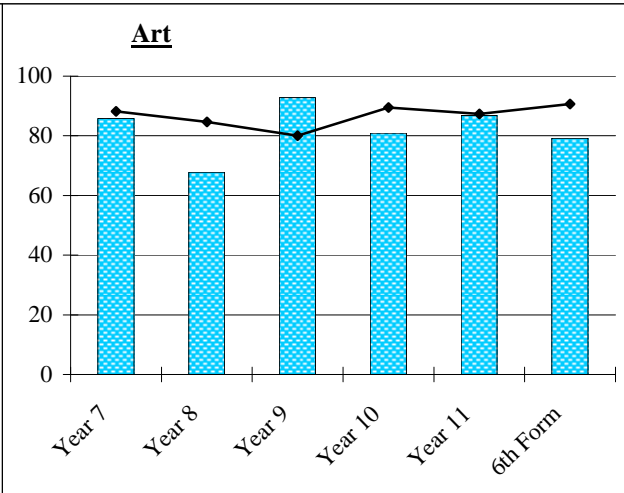
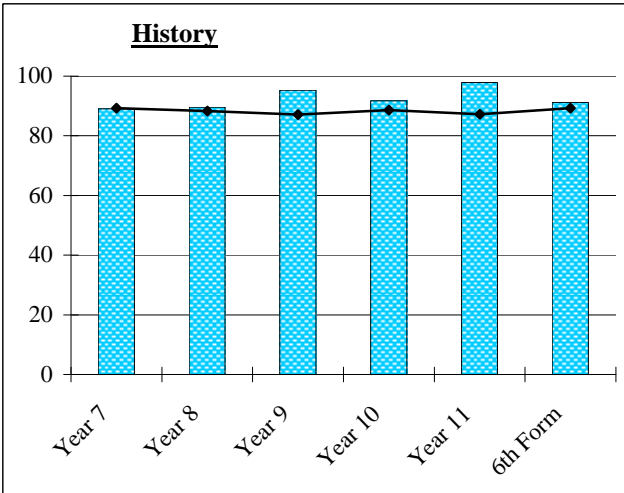
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

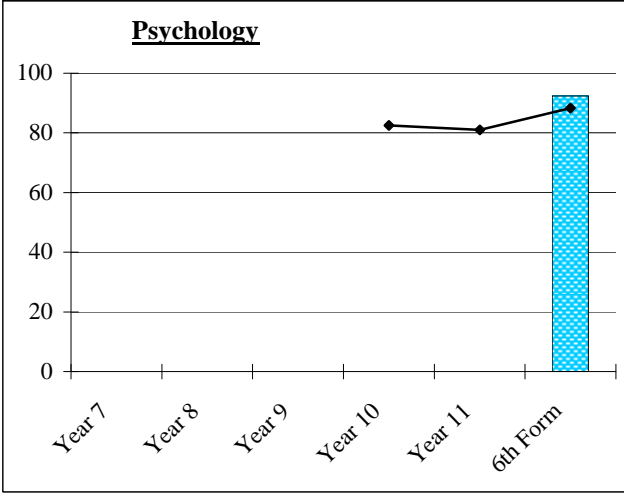
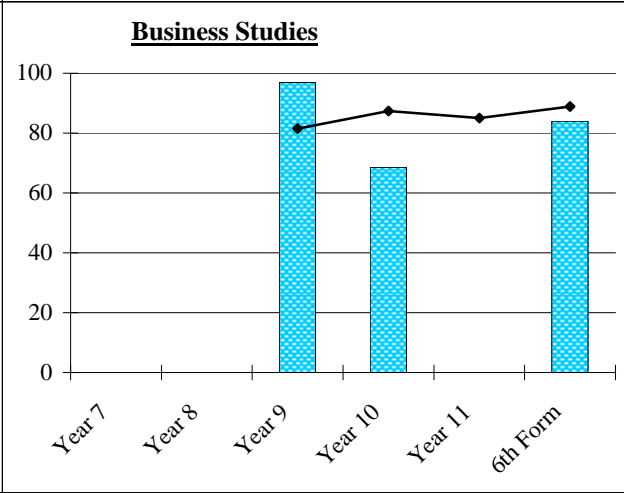
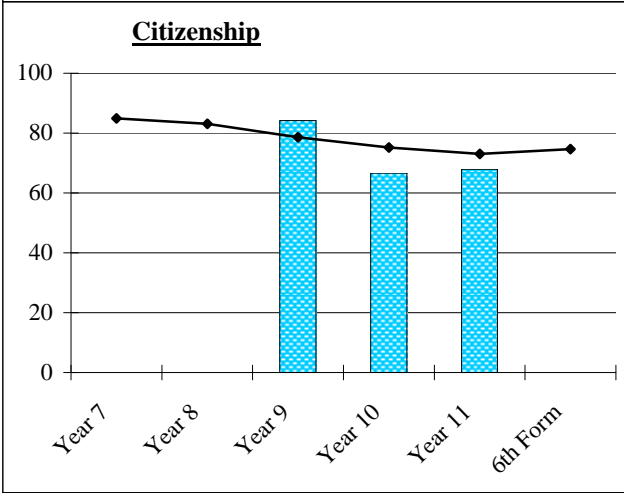
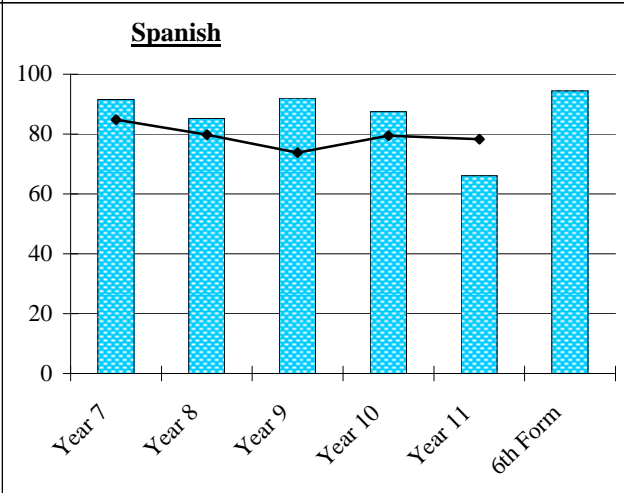
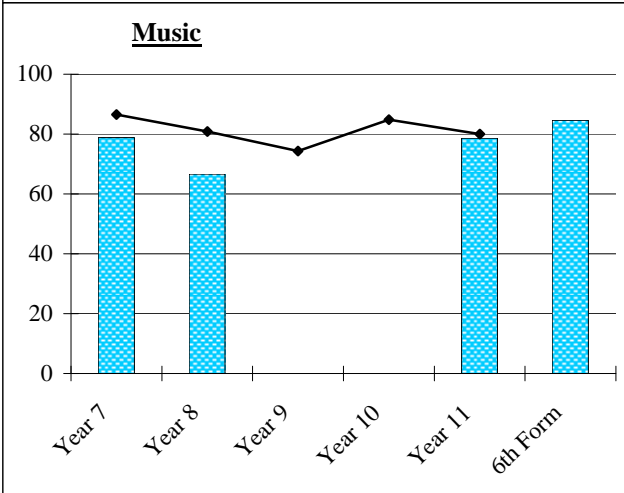
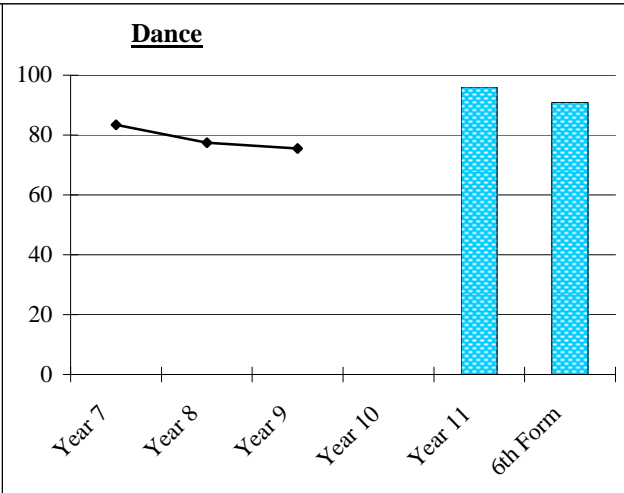
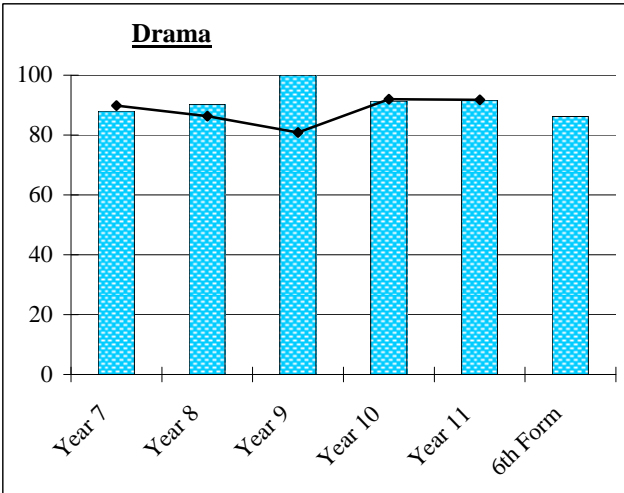
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

Year groups where there were less than 22 respondents for a criterion are not shown.

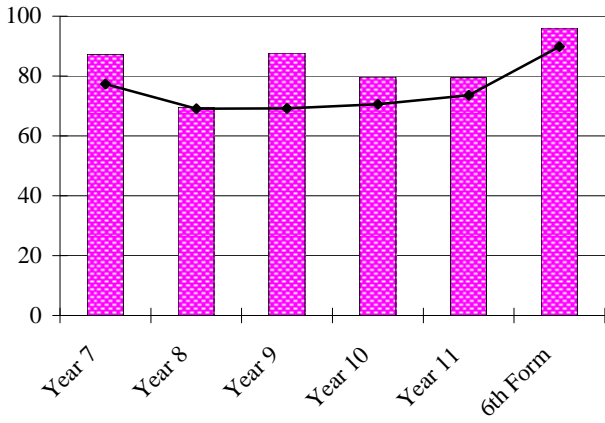
Please note: these year group scores are unweighted.



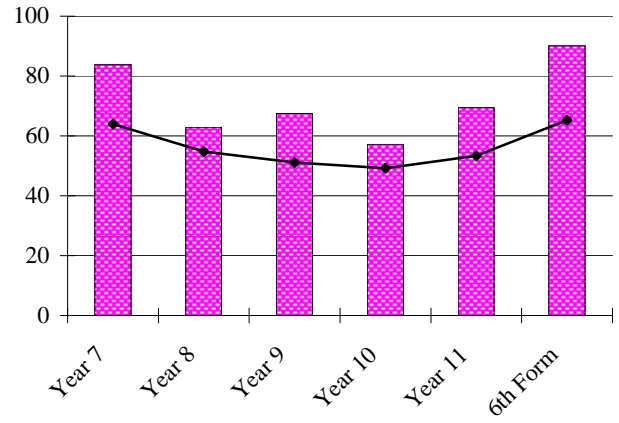




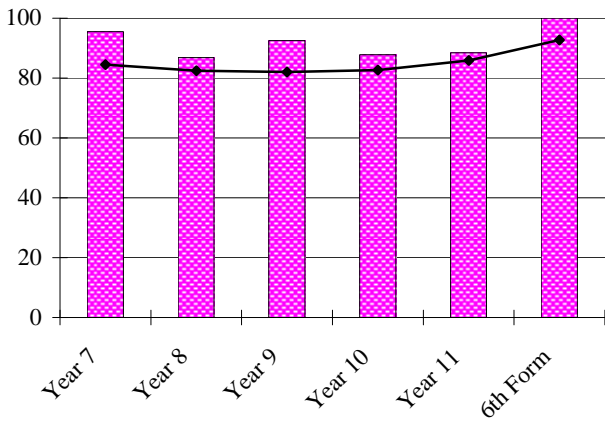
School discipline



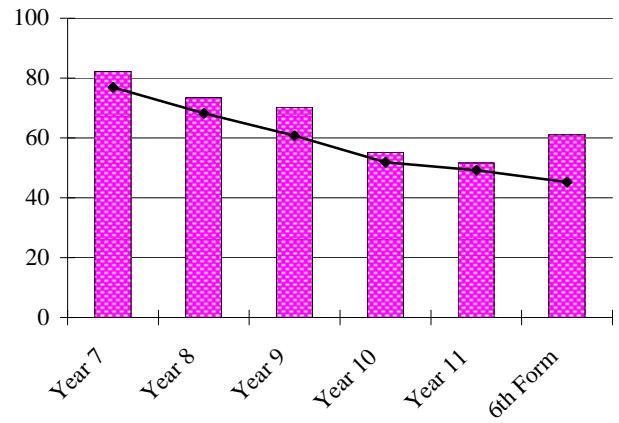
Community spirit



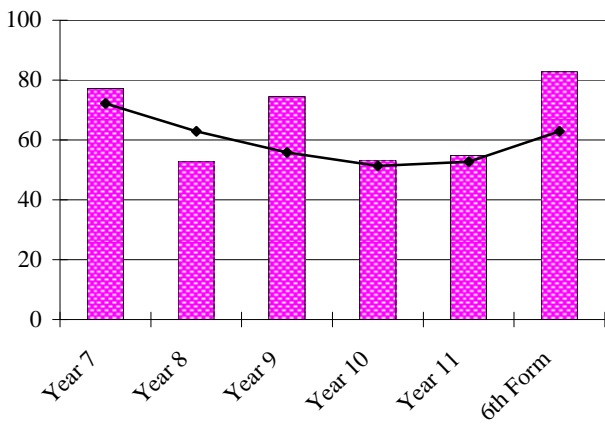
School security



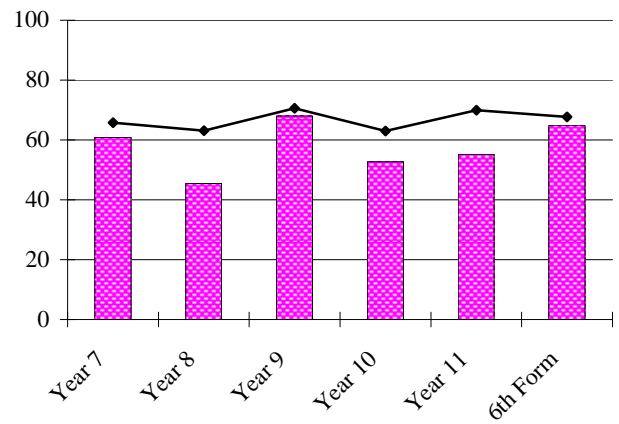
Social health education



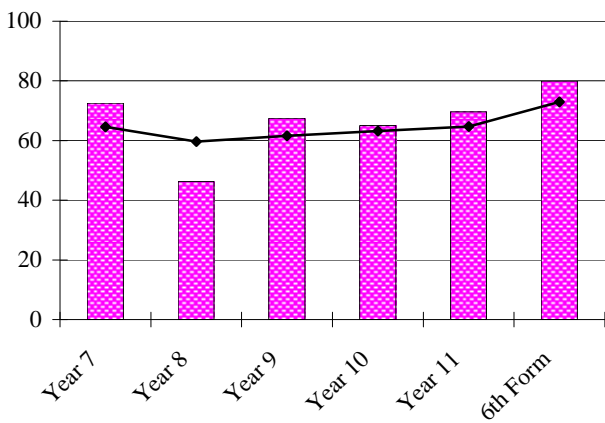
Control of bullying



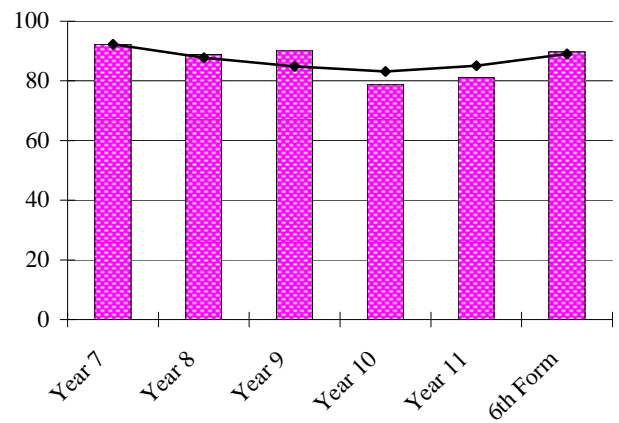
Careers advice

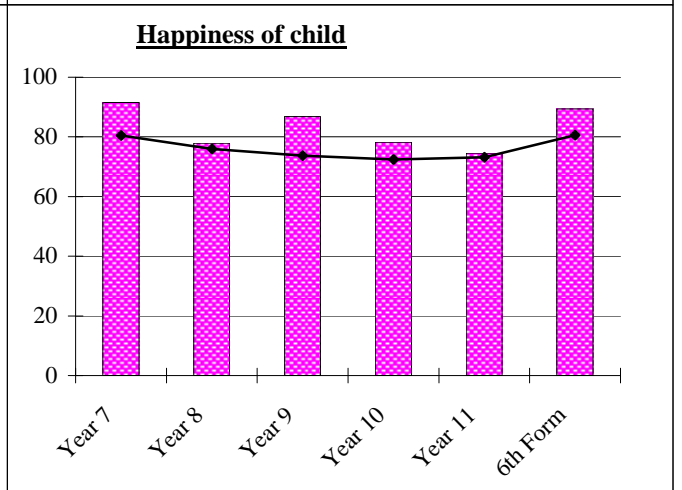
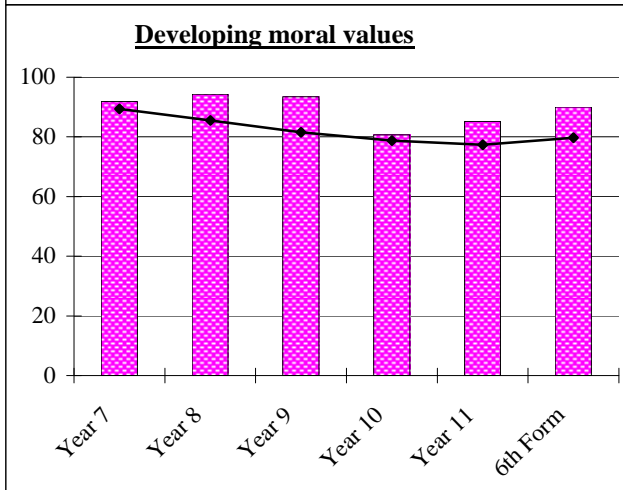
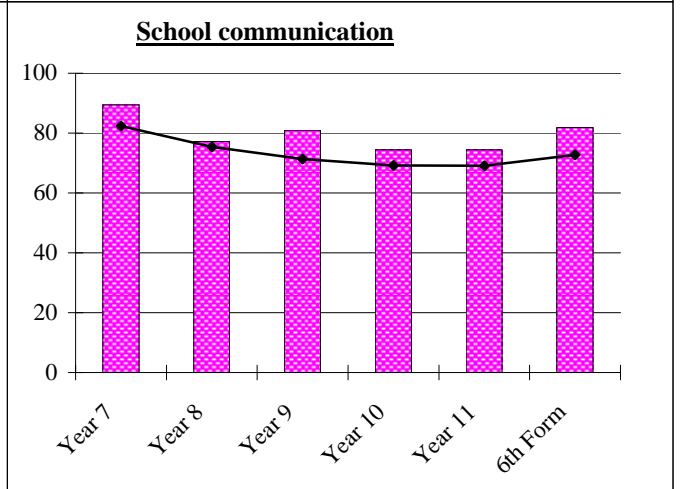
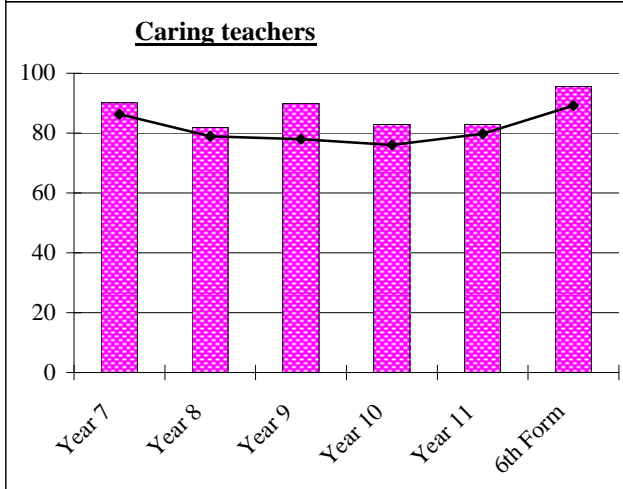
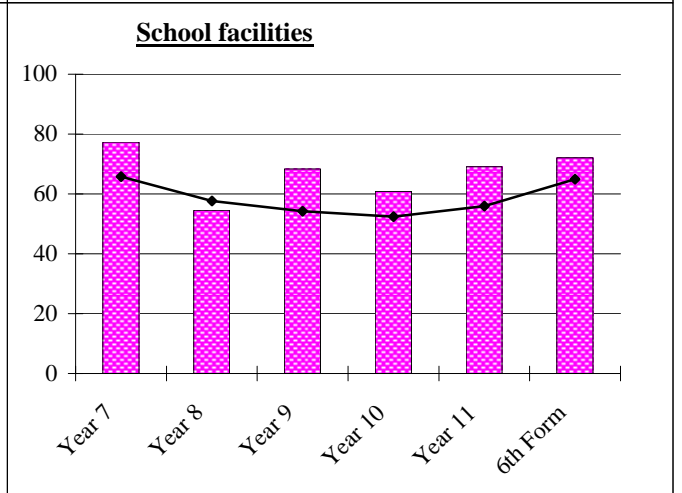
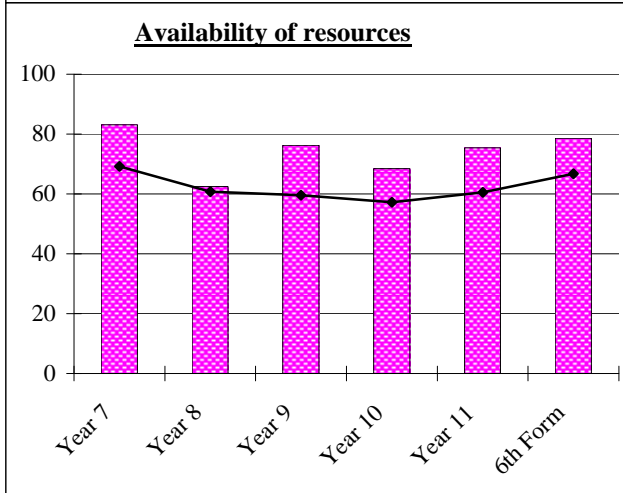
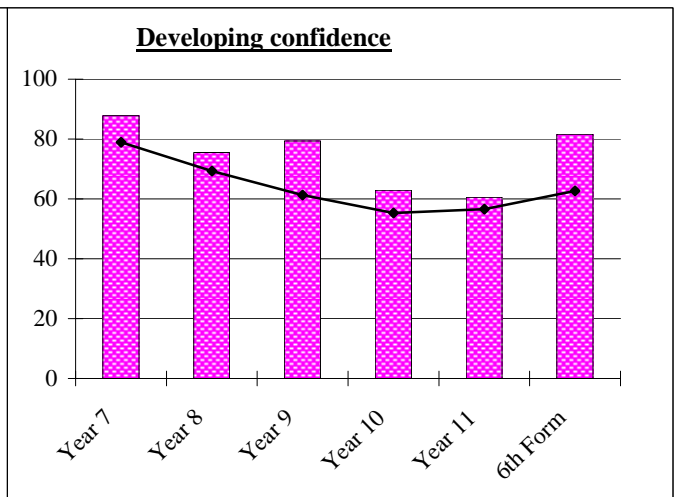
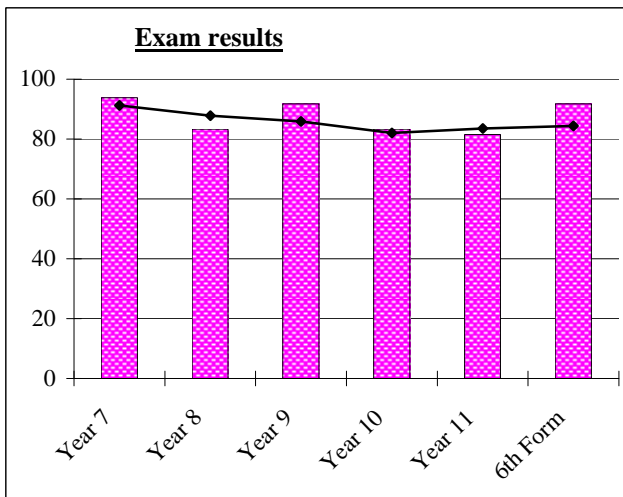


Levels of homework

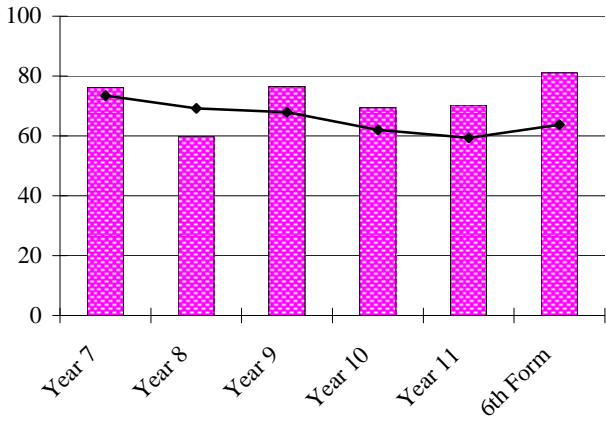


Developing potential

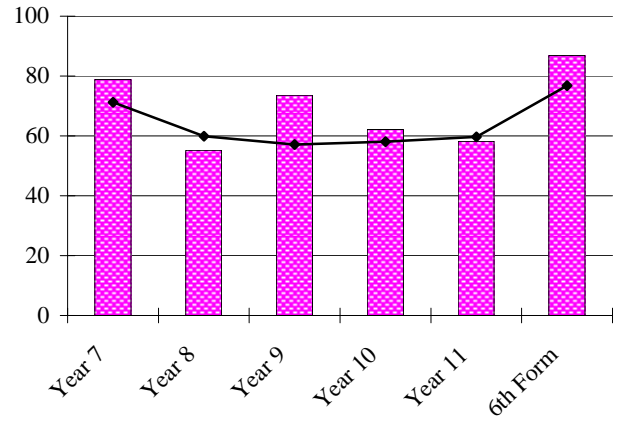




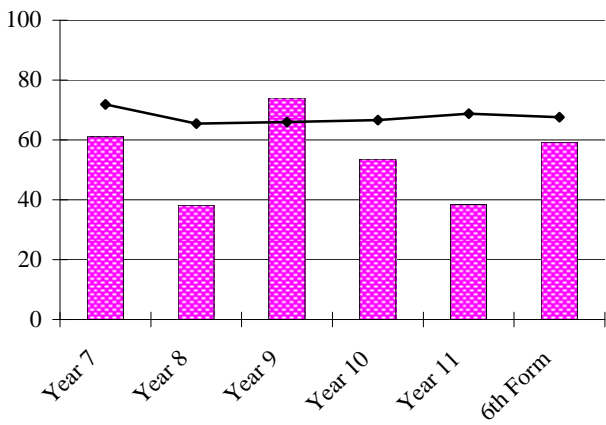
Choice of subjects



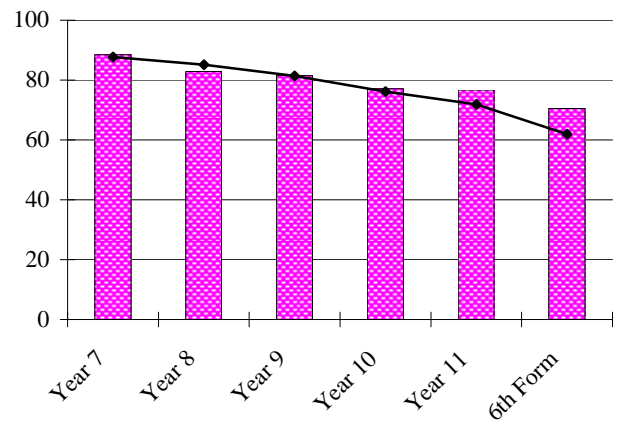
Teaching quality



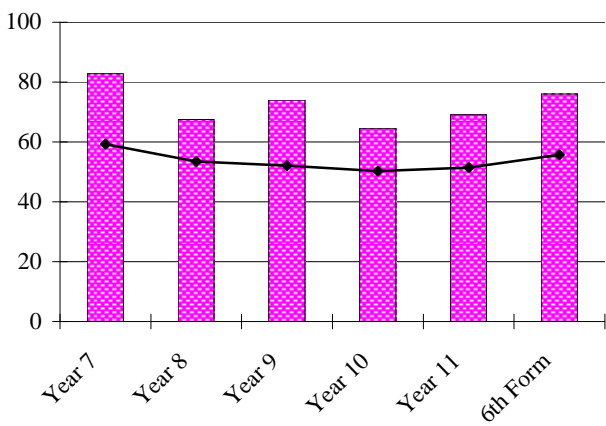
Computer access



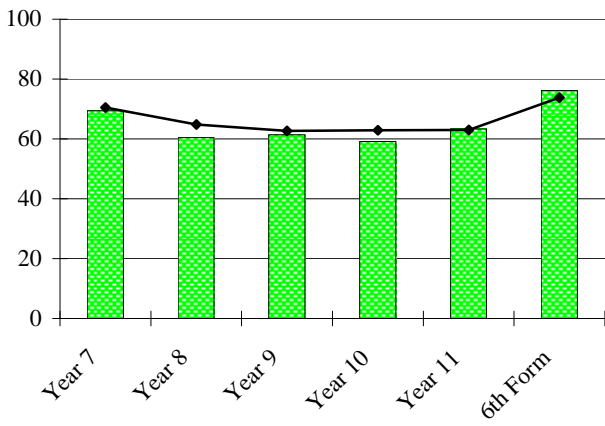
Truancy control



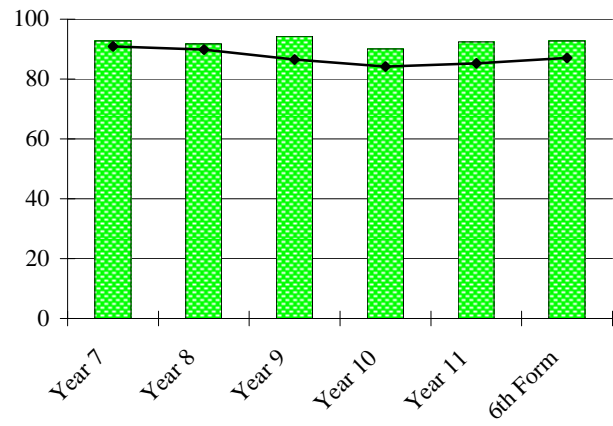
Overall



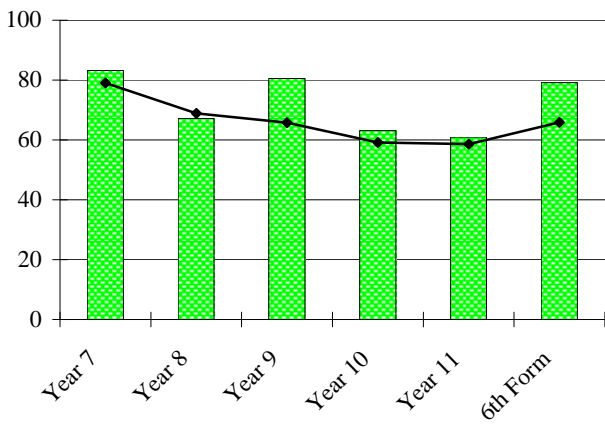
Suitable class sizes



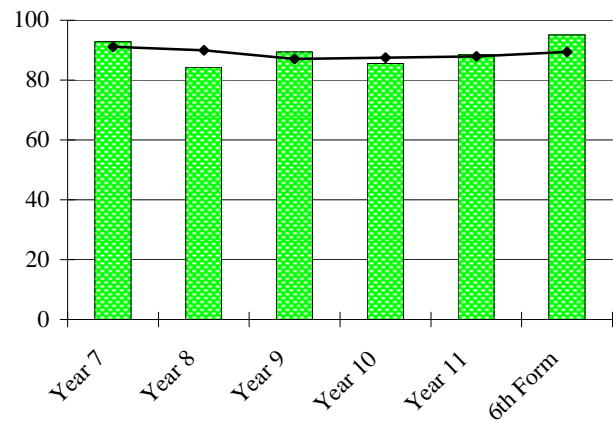
Parents evening



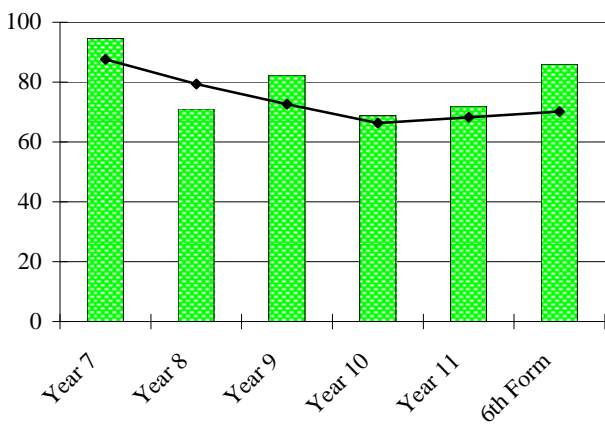
Handling complaints



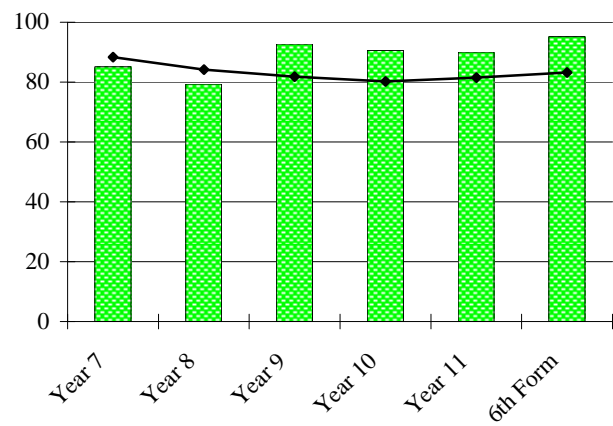
Teaching for special needs



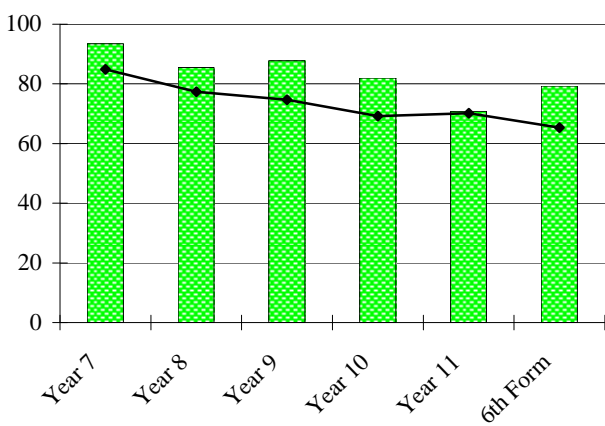
Quality of school management



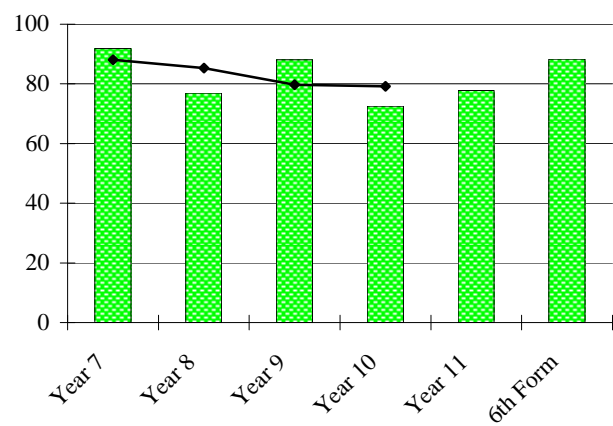
Attitude of non-teaching support staff



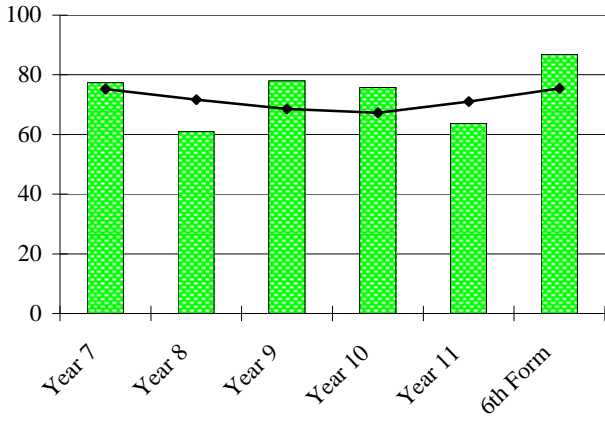
Extra curricular activities



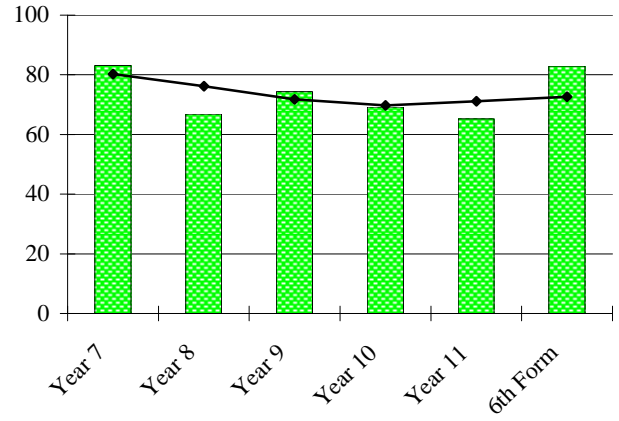
Written reports



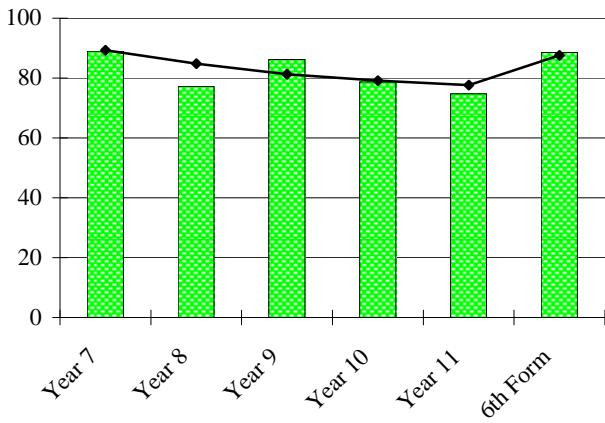
Encouraging and listening to parents views



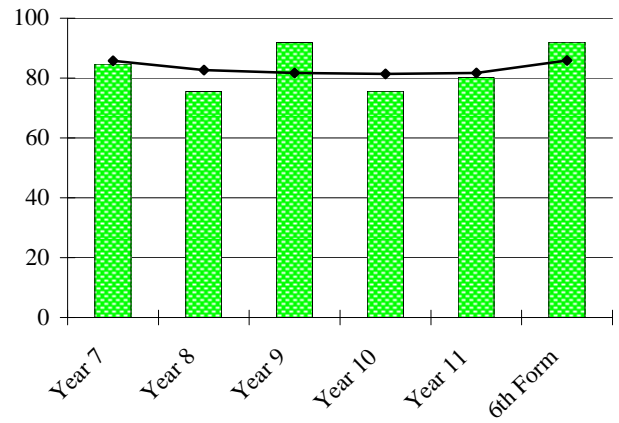
Explaining to parents how to help their child



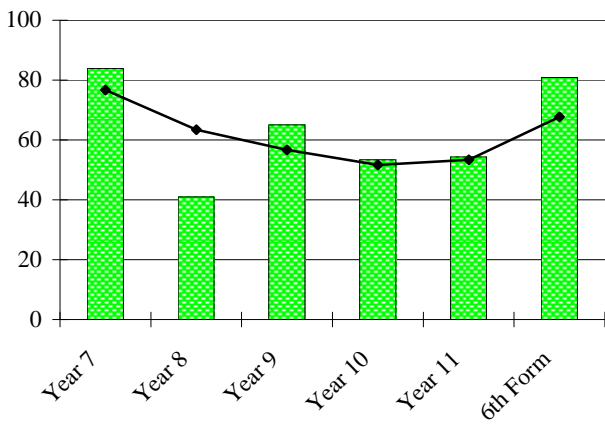
Celebrating and rewarding achievement



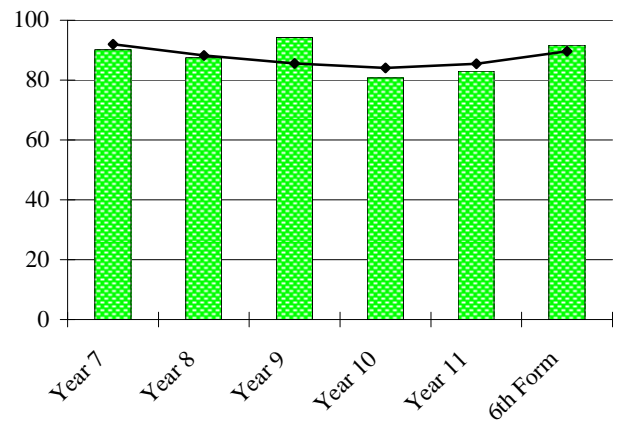
Workload tailored to child



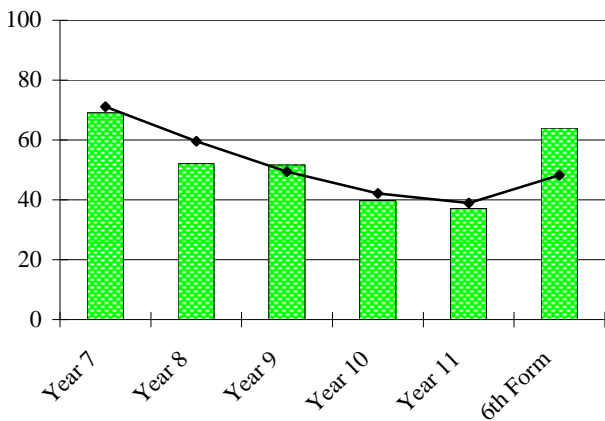
Treating pupils fairly and equally



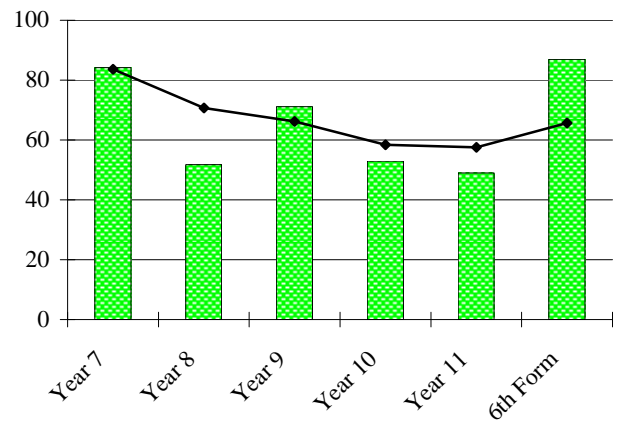
Ensuring pupils do best and make progress



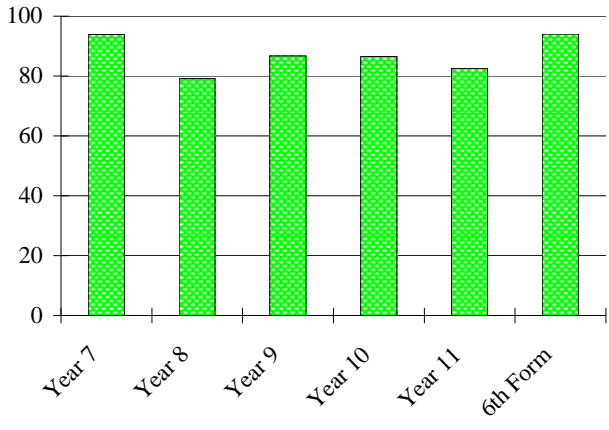
Encouraging local community activity



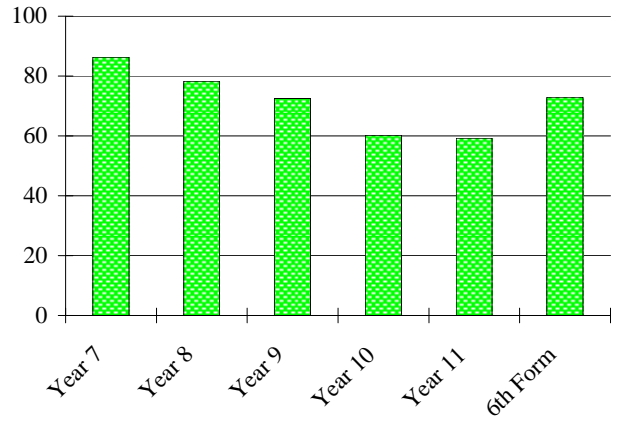
Encouraging and listening to pupils' views



Looking after pupils well



The school helps me develop spiritually



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 pupils from one year group against those from another.

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

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

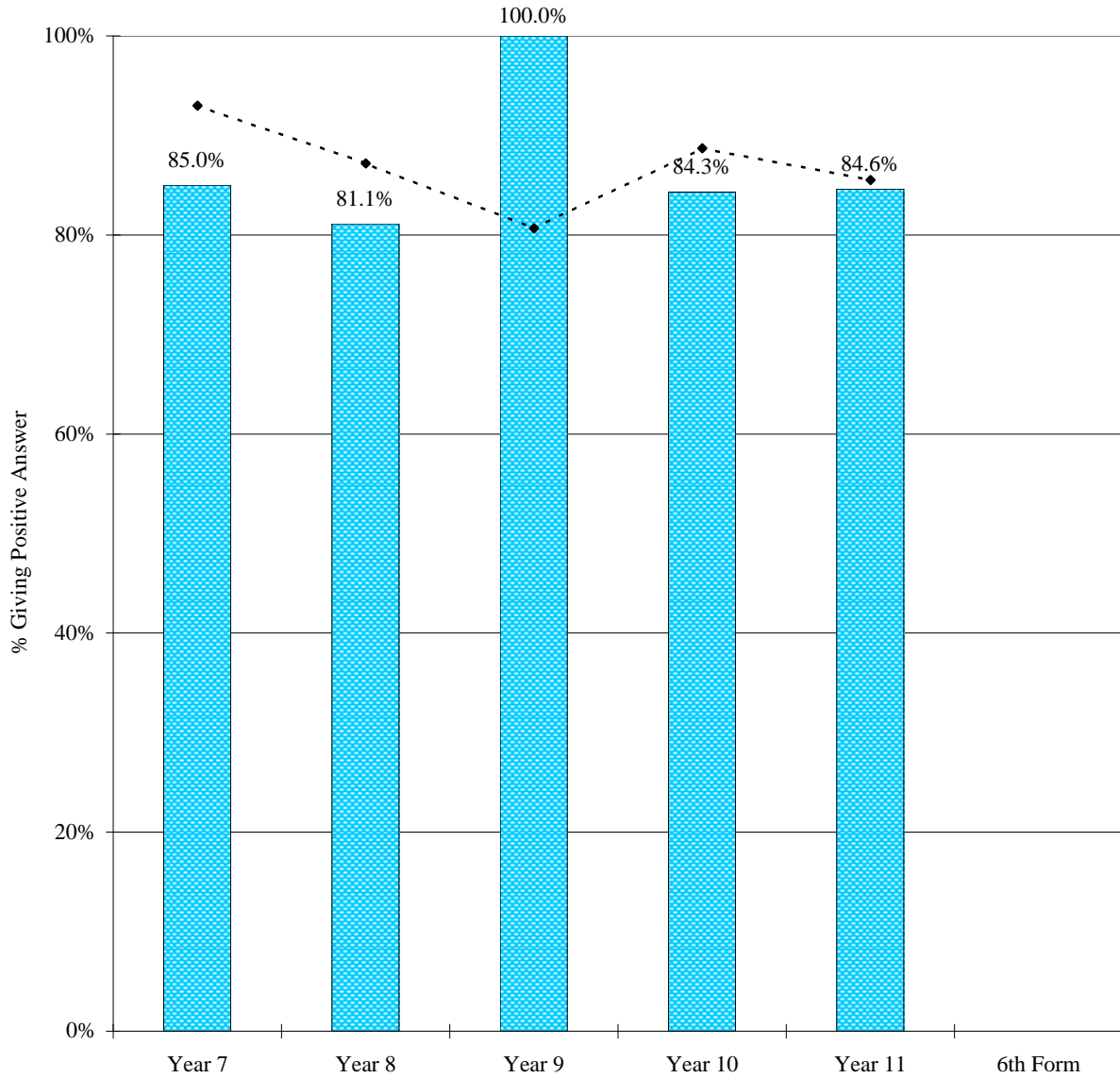
All actual scores were compared against the predicted scores, for each year group.

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

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

The contribution towards the score for French was higher than expected in Year 9.

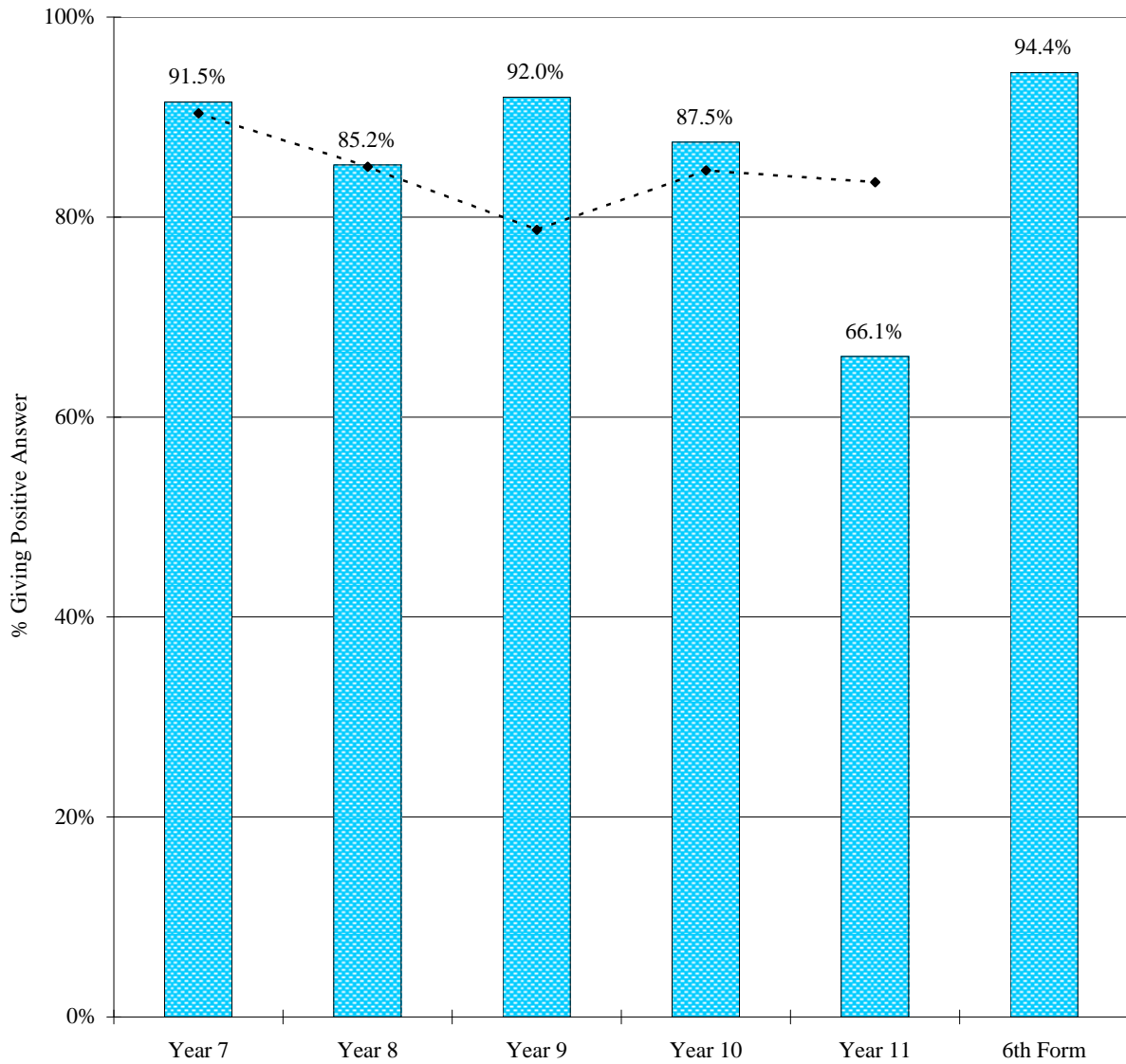
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for Spanish was lower than expected in Year 11.

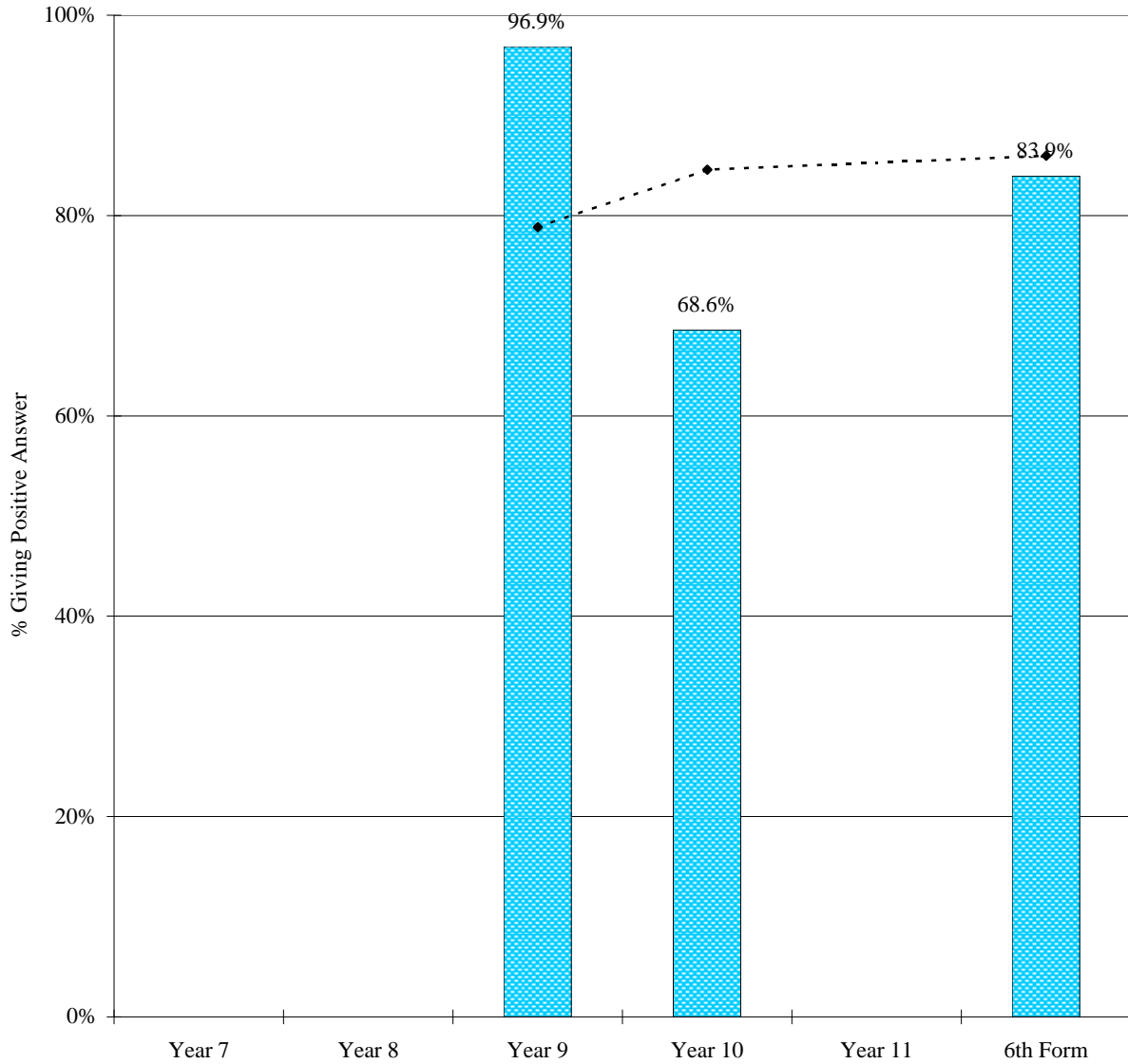
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for Business Studies was higher than expected in Year 9.

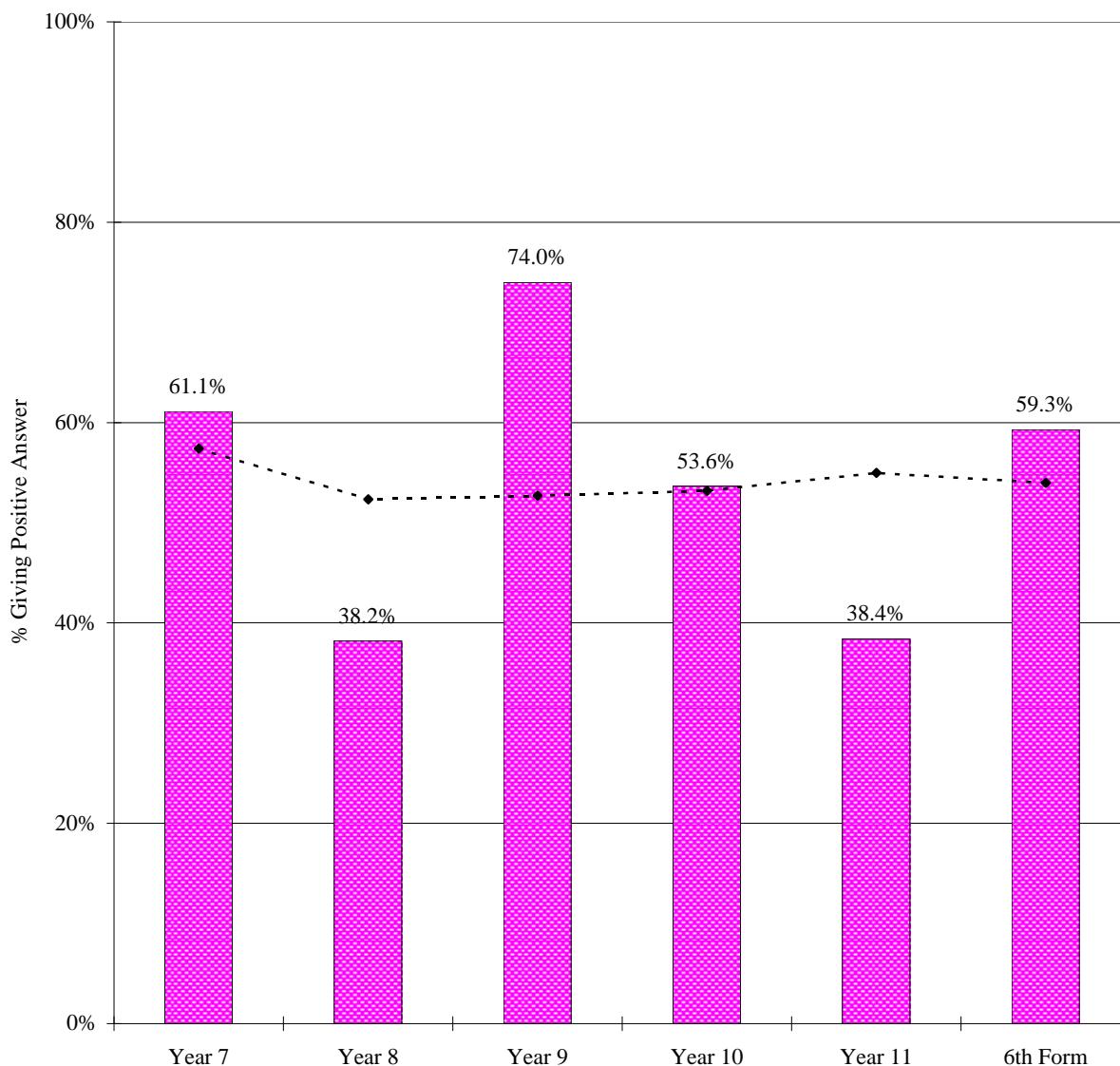
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for Computer access was higher than expected in Year 9.

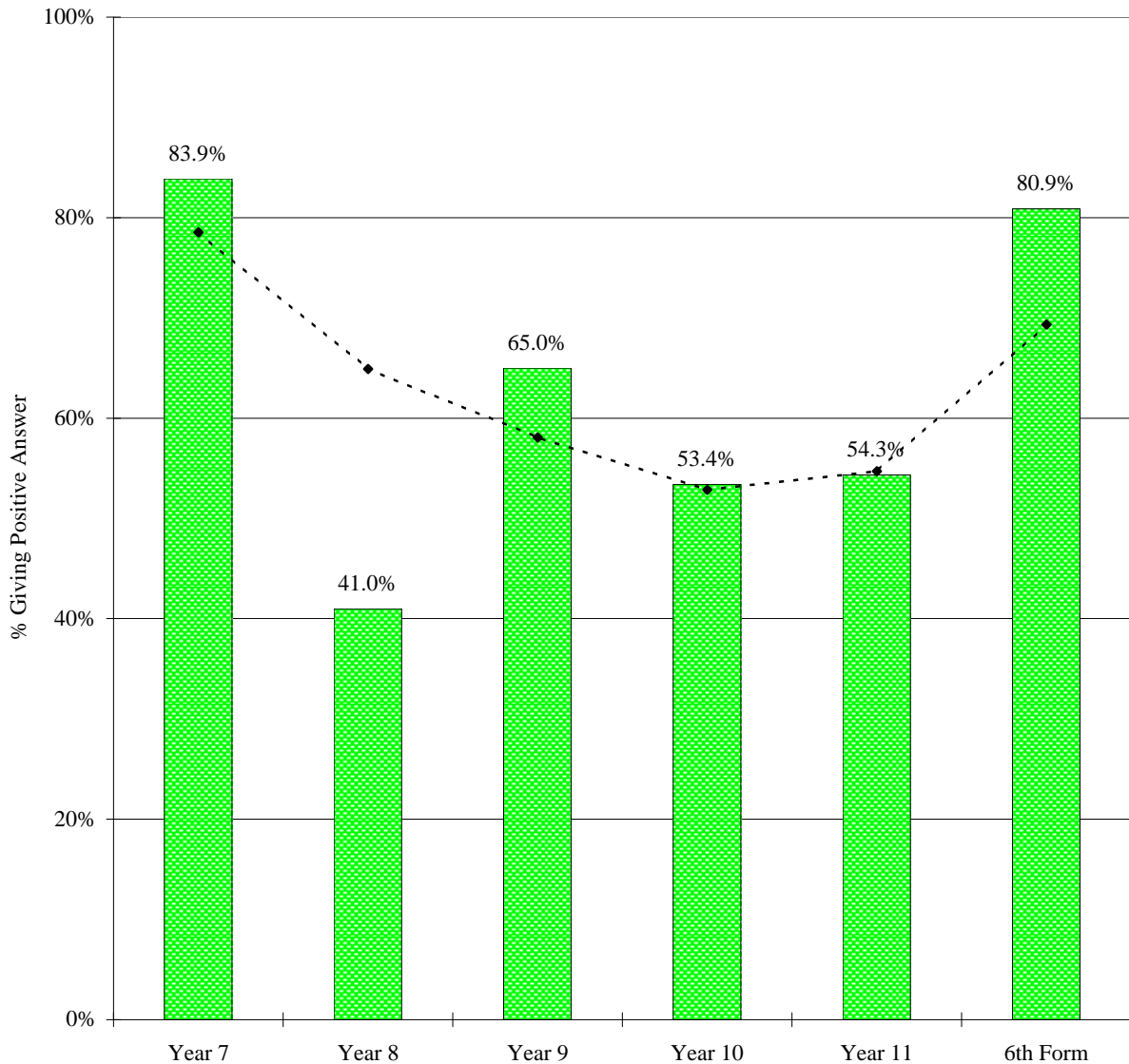
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Treating pupils fairly and equally Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Treating pupils fairly and equally was lower than expected in Year 8.

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

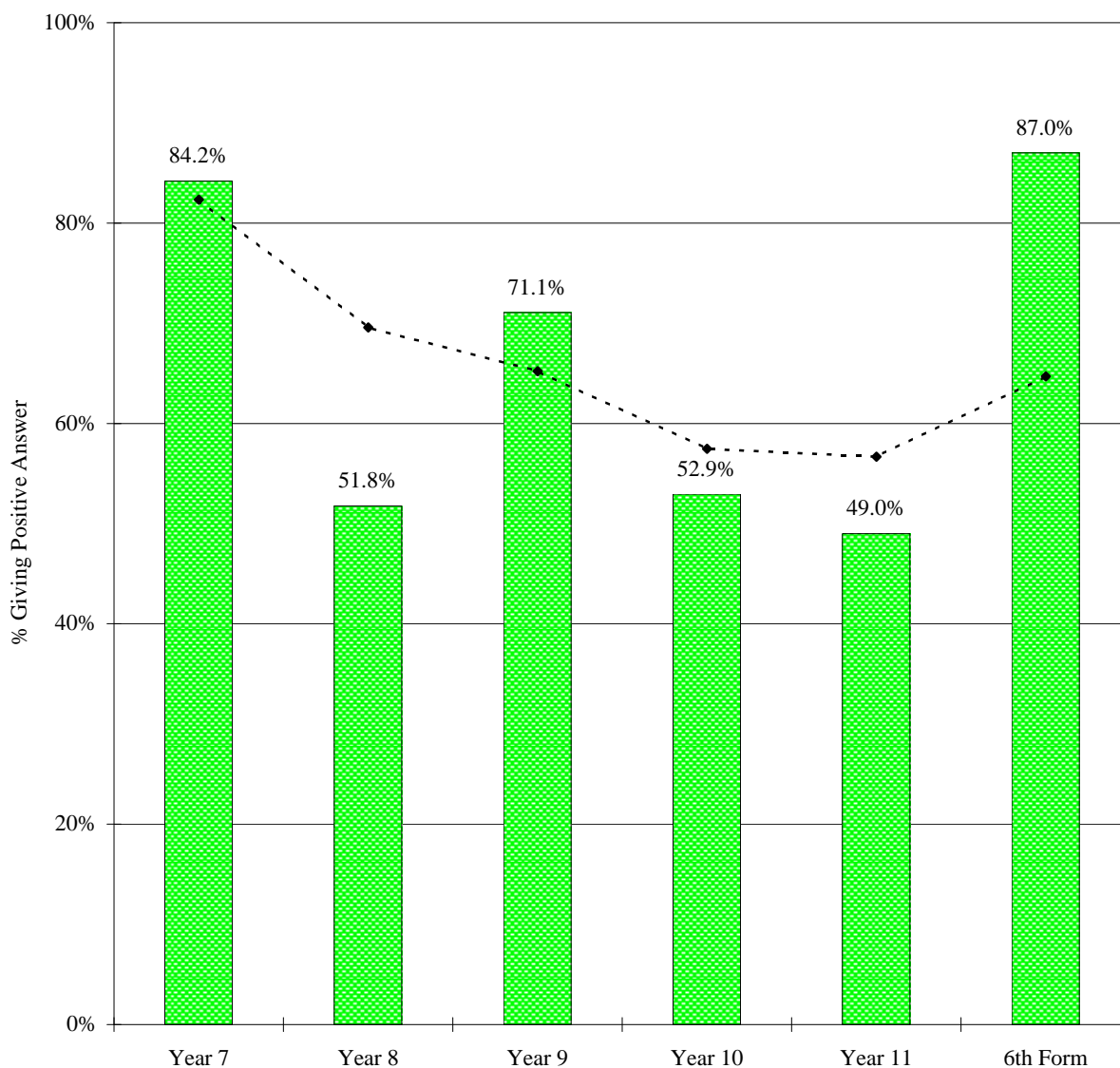


The Graphs Below for Encouraging and listening to pupils' views Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Encouraging and listening to pupils' views was higher than expected in the 6th Form.

The contribution towards the score for Encouraging and listening to pupils' views was lower than expected in Year 8.

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



Appendix

Performance

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

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

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

The following assumptions are made:

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

Calculating the performance score

The following example is for the subject of Religious Studies.

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

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

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

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

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

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

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

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

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

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

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

Final proportion

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

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

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

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

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

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

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

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

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

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

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

In this case the final school score for Religious Studies is multiplied by 1.08

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

Measuring Reliability

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

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

5% = 0.05 on this scale of 0 - 1

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

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

If this is the case then the result fulfils our criteria and we know the result is within 5% of the true value at the 95% confidence level. If the standard error of the proportion lies between 0.025 and 0.05 then we have the 95% confidence level to within 10%. If the standard error of the proportion is greater than 0.05 then the result is labelled as "low response".

We calculate the standard error of the proportion as follows:

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

Significant Differences

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

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

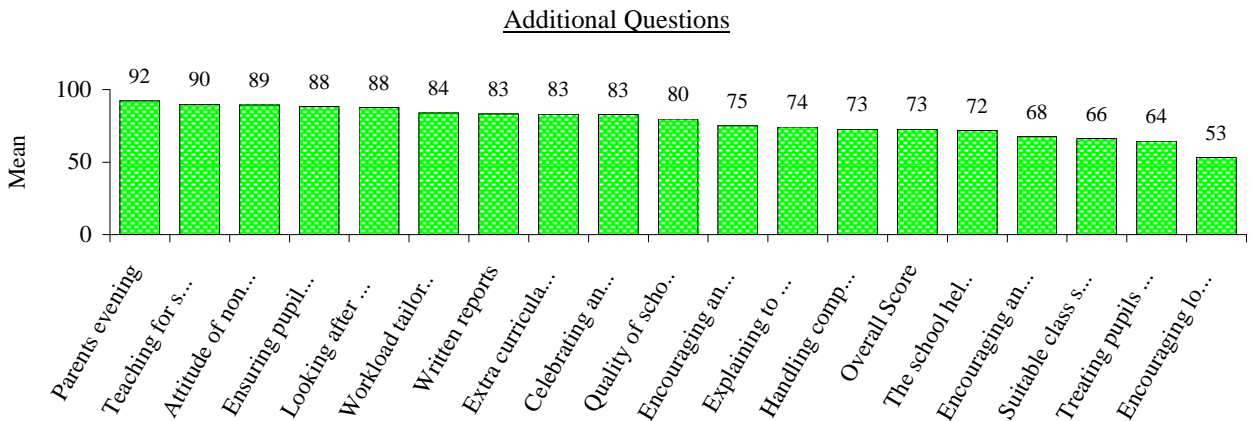
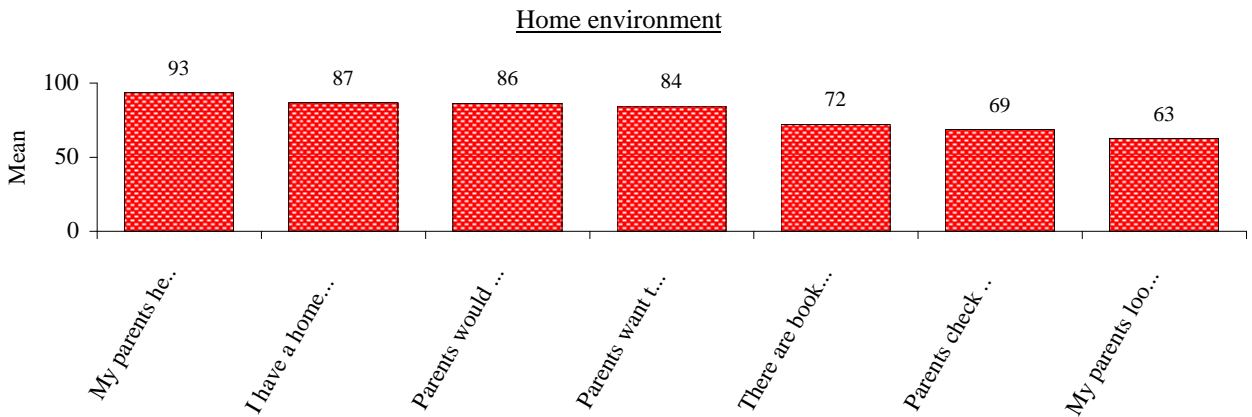
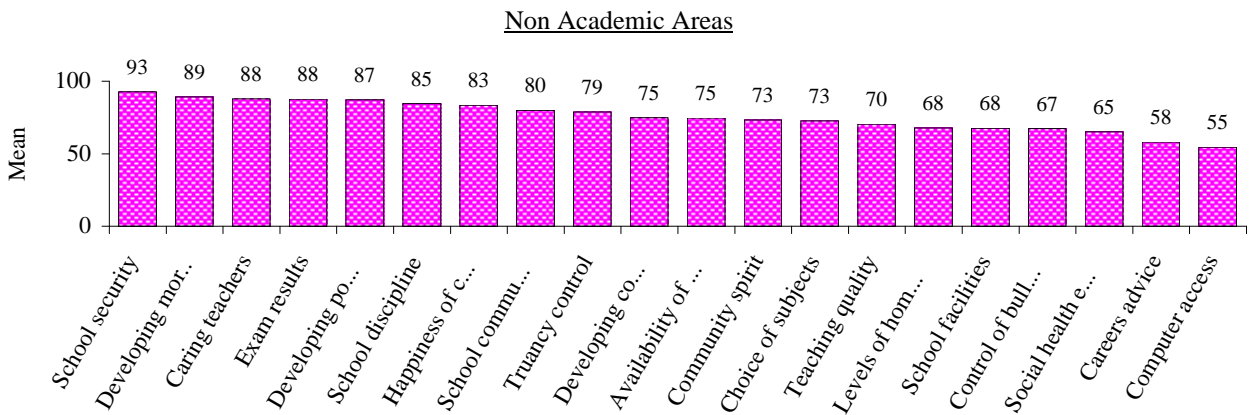
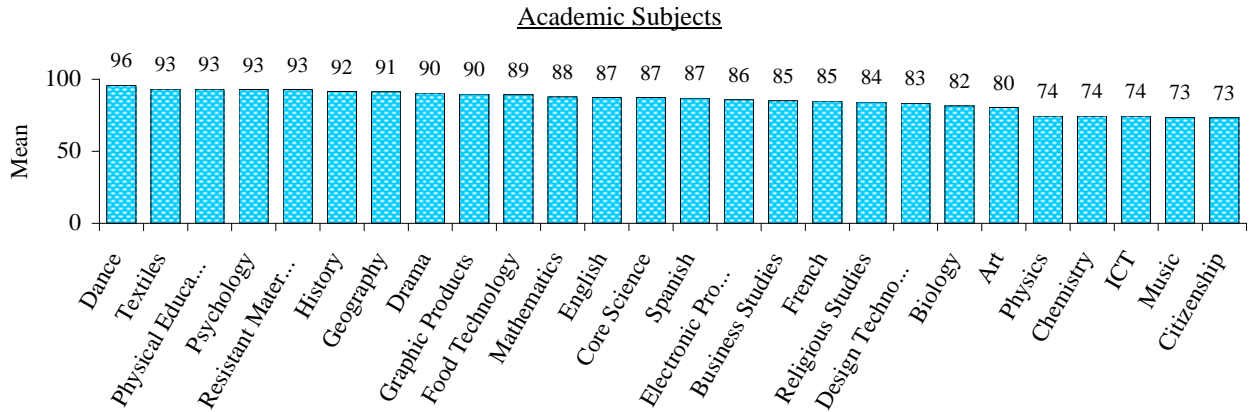
If greater than 5% of our scale, and greater than 2 X SEP of first result + 2 X SEP of second result.

Where we look for significant differences between the scores for individual year groups (e.g.. As shown in the cross-tabular analysis for individual subjects), the sample may often be less than 30. It is therefore necessary to use a T test to establish if the difference between the 2 years is significant at the 99% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 99% confidence level, we consider changes/differences of this magnitude to be of no practical use in management terms and therefore only highlight those figures greater than 5%.

Graphs Showing the Raw, Adjusted Percentage Giving a Positive Answer to Each of the Criteria Surveyed. (These are the results before the weightings are applied.)

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



Similar School Averages to November 2012 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
53415	139	84.6%	79.2%	89.1%	Art
17726	76	83.9%	85.0%	83.4%	Biology
12354	107	85.6%	86.5%	84.5%	Business Studies
16507	74	80.5%	84.3%	76.7%	Chemistry
37262	91	78.4%	77.9%	79.4%	Citizenship
6133	41	80.5%	67.7%	85.1%	Dance
40827	119	89.2%	88.5%	89.9%	Design Technology
37744	121	86.8%	84.4%	88.6%	Drama
78807	139	90.4%	89.1%	91.5%	English
26715	108	91.0%	88.8%	92.7%	Food Technology
42375	130	76.1%	72.4%	79.1%	French
54113	138	85.4%	85.1%	85.7%	Geography
12991	64	79.6%	76.8%	82.3%	German
10764	70	84.8%	83.9%	85.0%	Graphic Media
2618	33	88.7%		91.1%	Health and Social Care
56736	138	88.2%	88.3%	88.1%	History
65351	138	82.4%	83.5%	81.1%	IT
79559	139	85.4%	87.1%	83.7%	Mathematics
3788	45	89.8%	87.6%	89.6%	Media Studies
45673	136	80.5%	79.3%	81.8%	Music
67416	135	88.3%	91.0%	85.5%	Physical Education
16591	74	79.1%	82.7%	75.6%	Physics
2272	37	90.3%		91.7%	Psychology
56929	118	76.9%	73.0%	80.9%	Religious Studies
11870	62	86.2%	86.2%	86.2%	Resistant Materials
61228	135	85.2%	87.0%	83.1%	Science
14761	75	78.4%	75.6%	80.9%	Spanish
10829	48	85.2%	76.9%	89.6%	Textiles

REMAINING SUBJECTS SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
940	14	85.8%	50.0%	89.0%	Child Development
2368	16	86.6%	88.5%	82.7%	Electronics
3676	17	91.0%	91.4%	90.0%	PE Studies
1996	12	82.8%	83.2%	82.9%	Social Subjects
1126	16	87.3%	76.7%	88.2%	Sociology

CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
22431	36	83.2%	82.5%	83.2%	Attitude of non academic staff
87456	139	59.8%	59.9%	59.3%	Availability of resources
86222	139	66.7%	68.9%	64.4%	Careers advice
87054	139	80.8%	80.1%	81.4%	Caring teachers
53836	87	82.9%	83.8%	81.6%	Celebrating and rewarding achievement
87013	139	66.0%	67.5%	64.2%	Choice of subjects
84700	139	55.6%	54.9%	56.1%	Community spirit
87042	139	67.6%	67.7%	66.9%	Computer access
70866	115	92.5%	91.8%	93.0%	Computer at home
85284	139	59.0%	58.9%	59.0%	Control of bullying
86311	139	63.6%	65.9%	61.0%	Developing confidence
86622	139	81.7%	80.9%	82.4%	Developing moral values
87391	139	86.7%	86.2%	87.1%	Developing potential
65448	107	71.3%	70.3%	72.0%	Encouraging and listening to parents views
43444	69	65.9%	67.1%	64.1%	Encouraging and listening to pupils' views
46903	76	51.3%	53.9%	48.7%	Encouraging local community activity
21437	35	81.6%	81.1%	81.8%	Ensuring new pupils settle well
75167	118	87.4%	86.8%	87.7%	Ensuring pupils do their best and make good progress
86910	139	85.6%	86.7%	84.6%	Exam results
58113	95	73.1%	74.5%	71.6%	Explaining to parents how to help their child
72265	113	73.8%	72.5%	74.8%	Extra curricular activities
85767	139	72.8%	71.7%	73.6%	Given choice, would still attend
38129	67	66.3%	66.9%	65.1%	Handling complaints
86458	139	75.6%	73.4%	77.5%	Happiness of child
70528	115	88.3%	88.0%	88.4%	Home internet link
86189	138	68.8%	68.1%	69.2%	Home library
87230	139	83.7%	82.5%	84.6%	Homework area
79720	139	4.6	4.2	4.9	Hours of Homework
87429	139	64.0%	61.6%	66.0%	Levels of homework
66946	103	67.2%	65.9%	68.3%	Overall
86151	138	67.8%	71.2%	64.4%	Parents check homework
21891	39	87.2%	86.2%	88.2%	Parents evening
87228	139	90.4%	89.5%	91.0%	Parents help with homework
86774	139	64.7%	65.8%	63.4%	Parents look at work
86825	139	83.1%	83.0%	83.0%	Parents want to know
85226	138	86.5%	85.9%	86.8%	Parents would visit school
50498	79	69.0%	69.1%	68.5%	Promoting racial harmony
56120	90	72.9%	72.7%	72.5%	Quality of school management
86679	139	80.3%	80.5%	80.1%	Recent bullying
48379	78	55.8%	60.5%	50.7%	Regular marking of work
87176	139	73.4%	73.1%	73.4%	School communication
86207	139	72.5%	72.6%	72.1%	School discipline
86970	139	54.7%	54.3%	54.8%	School facilities
25669	43	57.6%	57.4%	57.5%	School meals
86559	139	83.3%	82.0%	84.3%	School security
86764	139	58.3%	59.5%	57.0%	Social health education
62285	98	82.8%	82.3%	83.2%	Tailoring workload to childs needs and ability
57046	93	88.8%	87.5%	89.7%	Teaching for special needs
86512	139	62.5%	63.4%	61.3%	Teaching quality
22581	33	81.1%	79.0%	82.5%	Transfer from previous school
71568	116	60.2%	61.4%	58.4%	Treating all pupils fairly and equally
86565	139	77.9%	76.4%	79.4%	Truancy control
86414	139	76.9%	75.8%	77.7%	Unfair treatment by staff
84794	139	79.6%	77.3%	81.7%	Wish to go to University
32863	54	80.3%	77.8%	82.2%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
13347	25	80.9%	81.9%	80.2%	Access to staff
7358	12	79.7%	77.2%	82.5%	Library facilities
11225	16	81.2%	79.5%	82.9%	Looking after pupils well
15700	25	76.8%	74.3%	78.8%	Personal planners
14866	27	32.7%	32.7%	32.4%	School uniform
14196	26	67.0%	66.2%	67.8%	School's image in the local community

Similar School Results for Pupils 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>
63444	28218	38434	Happiness of child	74.8%	71.0%	76.6%
60128	26709	36404	Control of bullying	70.7%	67.8%	72.7%
58182	26597	34508	School security	68.3%	67.1%	68.8%
55485	25783	32188	Exam results	66.0%	64.7%	64.5%
55346	25462	32507	School facilities	65.9%	64.6%	65.0%
55180	26341	31144	School discipline	65.5%	66.5%	63.0%
54058	25135	31407	Teaching quality	64.9%	63.3%	63.0%
44190	19886	26254	Choice of subjects	52.1%	49.7%	52.5%
42727	20537	23962	Careers advice	50.8%	51.5%	48.0%
39478	16493	25043	Caring teachers	47.1%	42.1%	50.2%
38425	16271	24095	Developing potential	45.4%	40.8%	47.9%
36260	19163	18701	Computer access	43.7%	48.4%	37.3%
37644	17377	22259	Levels of homework	43.7%	43.7%	43.5%
35116	14539	22383	Developing confidence	42.1%	37.3%	44.9%
35193	16142	20546	Availability of resources	41.8%	40.3%	41.3%
29953	14709	16477	Social health education	35.1%	37.7%	33.4%
26929	12560	15497	School communication	32.4%	32.5%	32.3%
26382	12793	14618	Developing moral values	31.6%	32.9%	29.6%
26339	12130	15567	Truancy control	31.0%	30.6%	31.2%
20482	10334	10795	Community spirit	24.2%	26.5%	22.2%

Pupil priorities ranked in descending order of importance.

All Pupils

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

Boys

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

Girls

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

Total boys surveyed = 39011

Total girls surveyed = 48445

Total sample= 87456

From 139 Schools