



**Education Perceptions Monitor
Parent Survey No.1 To November 2010
For
Burford School
Marlow, Buckinghamshire**

Prepared and Presented

By

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Introduction

This report details the findings of the first Education Perceptions Monitor for Burford School.

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

The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to November 2010.

The report also measures performance with regard to overall satisfaction and improvement.

The results have been analysed to produce graphical presentations of each criterion and subject for both performance and importance. Criteria have also been analysed against year group and gender of pupil; criteria that produce a significant result for this test are included in the report in graphical form.

Methodology

The sample surveyed was taken from the parents of the pupils of the school. Questionnaires were distributed to 298 parents in a random sample to ensure no bias with regard to academic ability or geographical location of home, amongst those chosen.

The questionnaire asked parents to give a score of between 1 and 5 for each subject offered by the school as well as for a list of identified parent priorities. Parents were then asked to choose the 10 most important criteria from the list of 20 identified priorities. The parents also estimated the time their child spent on homework, identified subjects in which they felt their child was being "pushed" too hard or not hard enough and commented on the overall performance of the school, as well as making specific suggestions regarding possible improvements.

Results

166 completed questionnaires were returned representing a response rate of 55.7%. The survey produced a very good overall response from the parents, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that data could be drawn for all criteria.

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

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

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

The parents gave an excellent overall performance score (87%), while among the parents whose children were not in their first year at the school 51% said the school had improved over the last year while only 1% thought that the school's performance was worse. Of the parents of new pupils, only 5% felt that the school had not lived up to their expectations while 27% said the school was better than they had expected it to be.

Executive Summary

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

With regard to Academic subjects, parents are most happy with the delivery of French, History and Music. (See page 7)

The parents are least happy with the delivery of RE, Mathematical Development* and Physical development *. (See page 7)

With regard to Non-Academic areas, parents are most happy with the delivery of School communication, School security and School discipline. (See page 8)

The parents are least happy with the delivery of Suitable class sizes, Computer access and Teaching quality. (See page 8)

The parents' top priority for improvement is Developing potential. (See page 20)

The parents of boys gave a significantly higher score for Mathematics - understanding. (See page 63)

The parents of girls gave significantly higher scores for Art and Out of school activities. (See page 63 and page 64)

On balance, significantly more parents felt that their child was "not pushed hard enough" rather than "pushed too hard". (See page 68)

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

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

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 40 similar, English schools, and are also included in the appendix of this report.

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

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

Academic Criteria

Academic subjects	Weighted Score %
French	84.6
History	81.5
Music	80.0
Creative development	79.0
Personal, social & emotional development	78.5
ICT	76.6
English - speaking & listening	76.6
Mathematics - understanding	76.4
English - reading	76.4
Mathematics - using & applying	76.0
Geography	75.8
Knowledge & understanding of the world	75.8
PSHE	75.2
Science	75.1
Art	75.1
Communication, language & literacy	75.1
English - writing	74.6
Physical Education	73.9
Design Technology	73.8
Physical development	73.1
Mathematical Development	72.1
RE	71.3

* - only reliable to within 10%

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

Core Parent Priorities

Criteria	Weighted Score %
School communication	85.0
School security	82.7
School discipline	81.1
Library facilities	80.5
Community spirit	80.1
Range of subjects taught	79.9
School facilities	79.3
Caring teachers	79.2
Use of exams and testing	79.0
Happiness of child	78.6
Levels of homework	78.4
Developing potential	77.8
Developing confidence	77.5
Social health education	77.2
Control of bullying	77.1
Developing moral values	77.0
Out of school activities	76.9
Teaching quality	76.5
Computer access	75.3
Suitable class sizes	68.1
"Overall" Rating	87.1

Happy Versus Unhappy Parents

Judging performance based solely on the mean score allows for error. It is possible that the views of parents might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the % of parents who are unhappy with the School's performance for the criteria surveyed. The list identifies the % of parents giving a rating of "poor" or "very poor" for each criterion. For balance, the % rating "good" or "very good" has also been given. These results do not include respondents who failed to answer this question, or who ticked "I don't know".

Academic Subjects

Criteria	% rating "poor" or "very poor"	% rating "good" or "very good"
History	0.0%	87.6%
Science	2.9%	77.0%
English - speaking & listening	2.9%	90.6%
Mathematics - using & applying	2.9%	78.4%
ICT	3.3%	79.9%
Mathematics - understanding	3.6%	79.3%
Design Technology	3.8%	74.2%
Geography	3.8%	67.4%
PSHE	4.3%	76.0%
Art	4.6%	74.8%
Music	5.8%	73.2%
English - reading	6.9%	82.1%
English - writing	6.9%	74.4%
Physical Education	8.6%	73.2%
French	8.6%	67.5%
RE	9.9%	63.2%

Happy Versus Unhappy Parents

Core Parent Priorities

Criteria	% rating "poor" or "very poor"	% rating "good" or "very good"
School facilities	0.4%	92.7%
Happiness of child	0.9%	95.5%
Caring teachers	0.9%	91.4%
Social health education	1.4%	78.2%
School discipline	1.8%	92.8%
Teaching quality	1.8%	89.1%
Community spirit	1.8%	88.2%
Range of subjects taught	1.8%	90.6%
Developing moral values	1.9%	85.4%
School security	2.7%	92.2%
Computer access	3.9%	79.3%
Library facilities	4.2%	81.8%
Developing confidence	4.4%	80.7%
School communication	4.5%	84.5%
Use of exams and testing	4.8%	75.6%
Developing potential	7.2%	74.6%
Control of bullying	7.5%	68.8%
Out of school activities	7.8%	75.3%
Levels of homework	9.7%	72.9%
Suitable class sizes	11.7%	42.5%
"Overall" Score	0.6%	98.1%

Additional Criteria

Additional criteria were chosen from a menu, and investigated with regard to parent satisfaction and the following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 30 schools, the Appendix shows the average of similar schools.

In the table below, the "unhappy" parents are those who gave a score of 1 or 2, i.e. poor or very poor. The "happy" parents are those who gave a score of 4 or 5, i.e. good or very good.

Issue	Weighted	%	%
	Score %	Unhappy	Happy
* Attitude of non-teaching support staff	86.6	1.0	93.2
Encouraging and listening to parent views	84.8	3.6	85.4
School's image in the local community	84.4	1.8	93.0
Encouraging local community activity	82.8	3.2	78.0
Encouraging and listening to pupil views	82.8	2.1	88.6
Treating all pupils fairly and equally	82.6	3.9	88.7
Explaining to parents how to help their child	82.1	5.9	79.1
* Regular marking of work	82.0	1.9	90.0
Tailoring workload to child's needs and ability	80.4	5.1	81.2
* Teaching for special needs	79.8	14.5	80.6
Celebrating and rewarding achievement	79.8	0.9	90.7
Quality of school management	78.9	3.0	89.4
Promoting racial harmony	77.9	2.3	84.8
Handling complaints	77.7	7.0	70.3
Ensuring pupils do best and make good progress	77.4	4.4	80.7

* - not weighted by average of similar schools

* - only reliable to within 10%

Importance Ratings

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

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

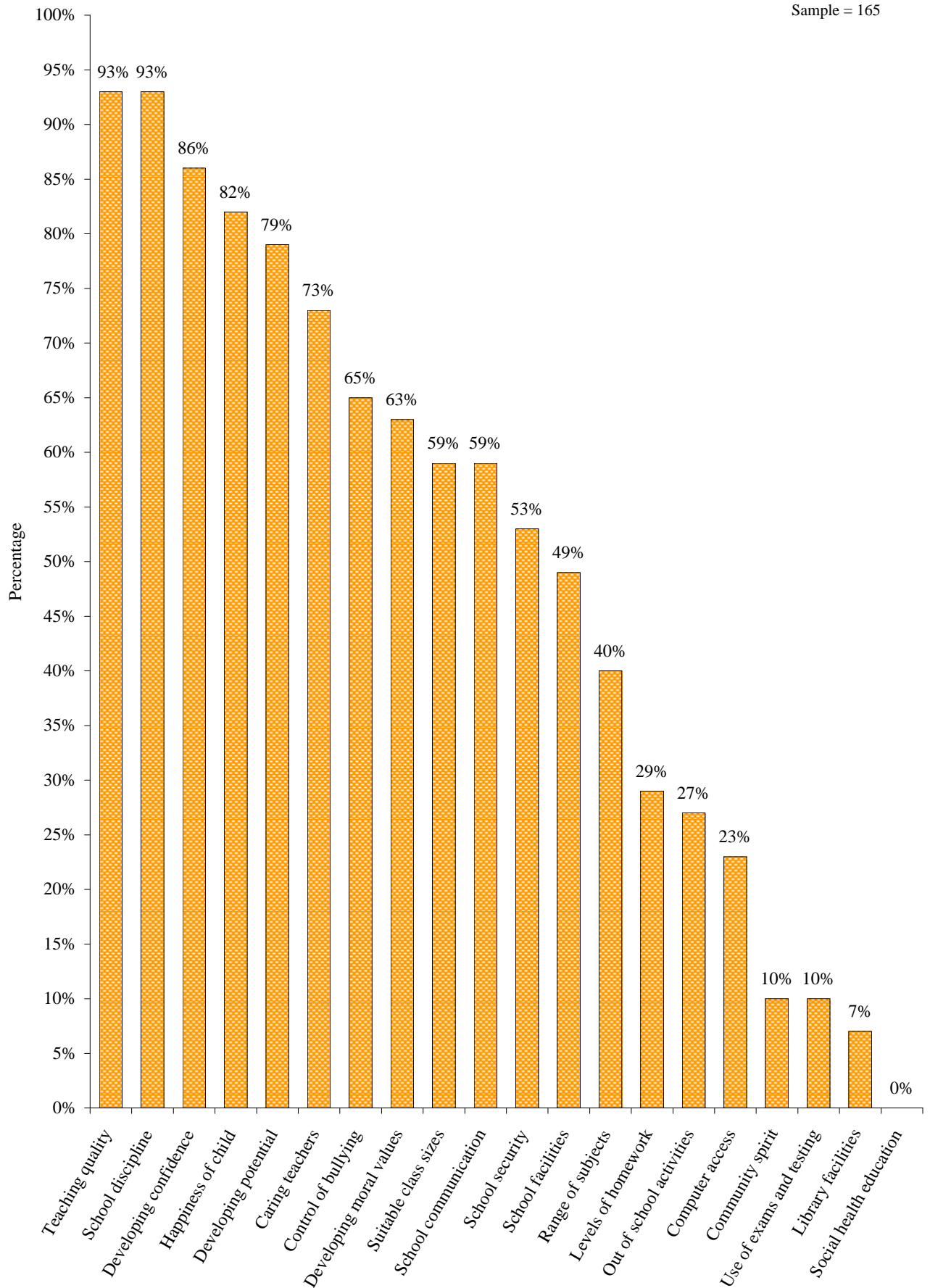
Tip - Remember, green is good, red is bad

	Importance Score (%)	Ranking
Teaching quality	93.4%	(18th)
School discipline	93.1%	(3rd)
Developing confidence	86.2%	(13th)
Happiness of child	82.3%	(10th)
Developing potential	78.5%	(12th)
Caring teachers	73.5%	(8th)
Control of bullying	65.0%	(15th)
Developing moral values	62.7%	(16th)
Suitable class sizes	59.2%	(20th)
School communication	58.5%	(1st)
School security	53.0%	(2nd)
School facilities	48.6%	(7th)
Range of subjects	39.5%	(6th)
Levels of homework	28.7%	(11th)
Out of school activities	27.1%	(17th)
Computer access	23.3%	(19th)
Community spirit	10.3%	(5th)
Use of exams and testing	9.8%	(9th)
Library facilities	7.3%	(4th)
Social health education	0.0%	(14th)

Graphical and Tabular Analysis
of
Selected Results

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

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



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

There were no significant differences detected.

This School

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

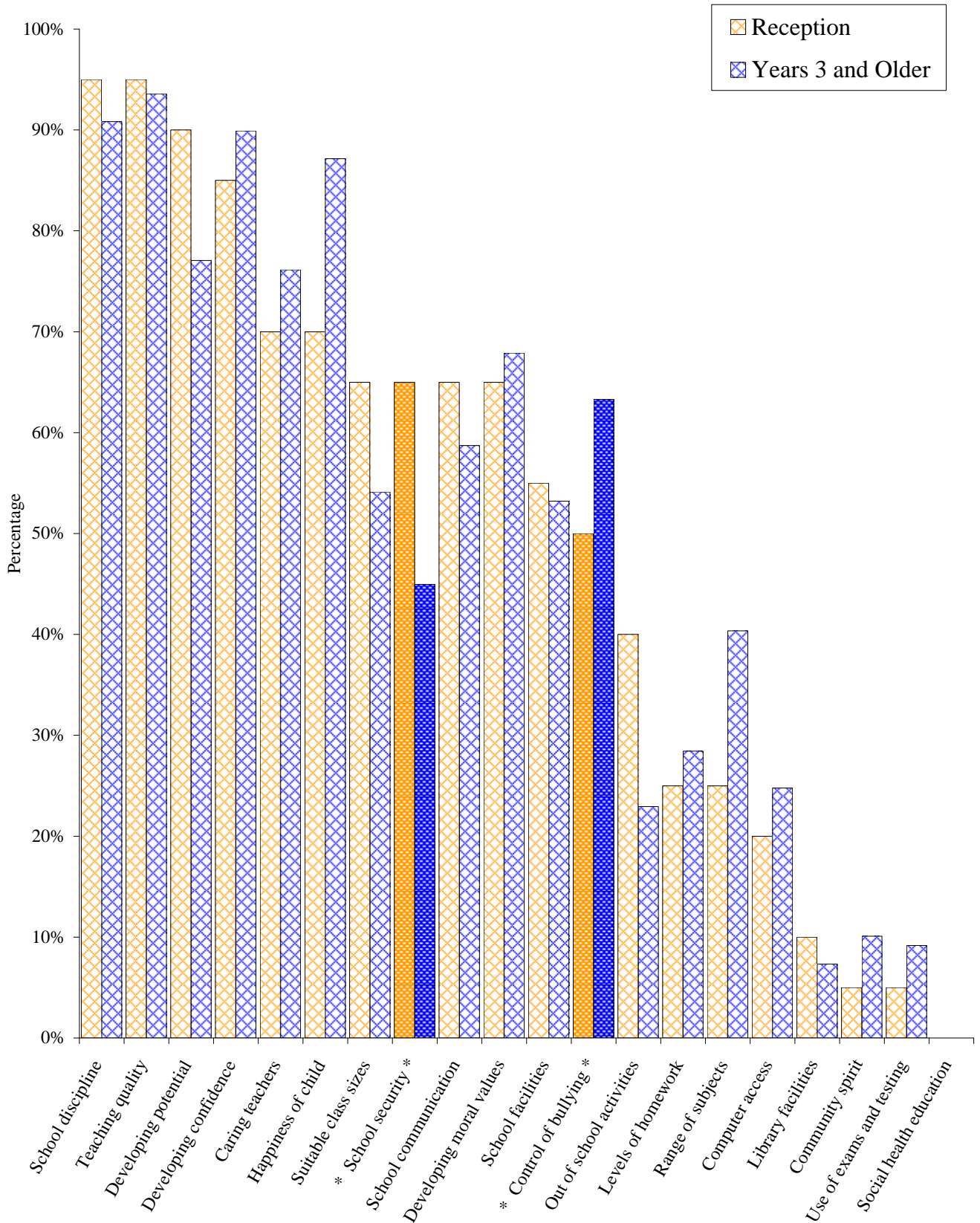
Average of Similar Schools

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

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

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

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



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

Position differences of 4 or more have been highlighted.

Priorities of Reception Parents

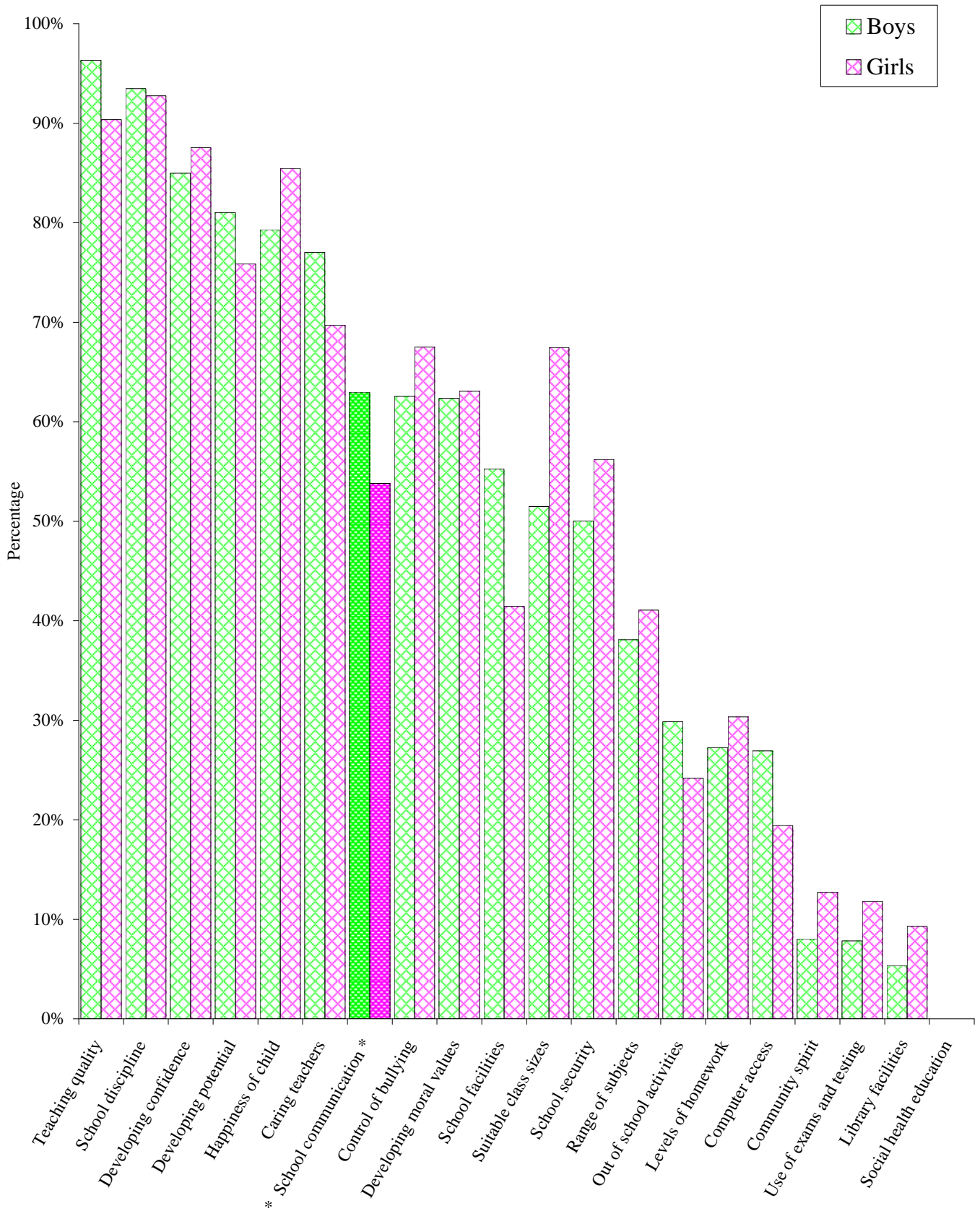
Choose 10	Ranking
School discipline	1st
Teaching quality	1st
Developing potential	3rd
Developing confidence	4th
Caring teachers	5th
Happiness of child	5th
Developing moral values	7th
School communication	7th
School security	7th
Suitable class sizes	7th
School facilities	11th
Control of bullying	12th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

Priorities of Parents of Years 3 and Older

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

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

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



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

Position differences of 4 or more have been highlighted.

Priorities of Boys' Parents

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

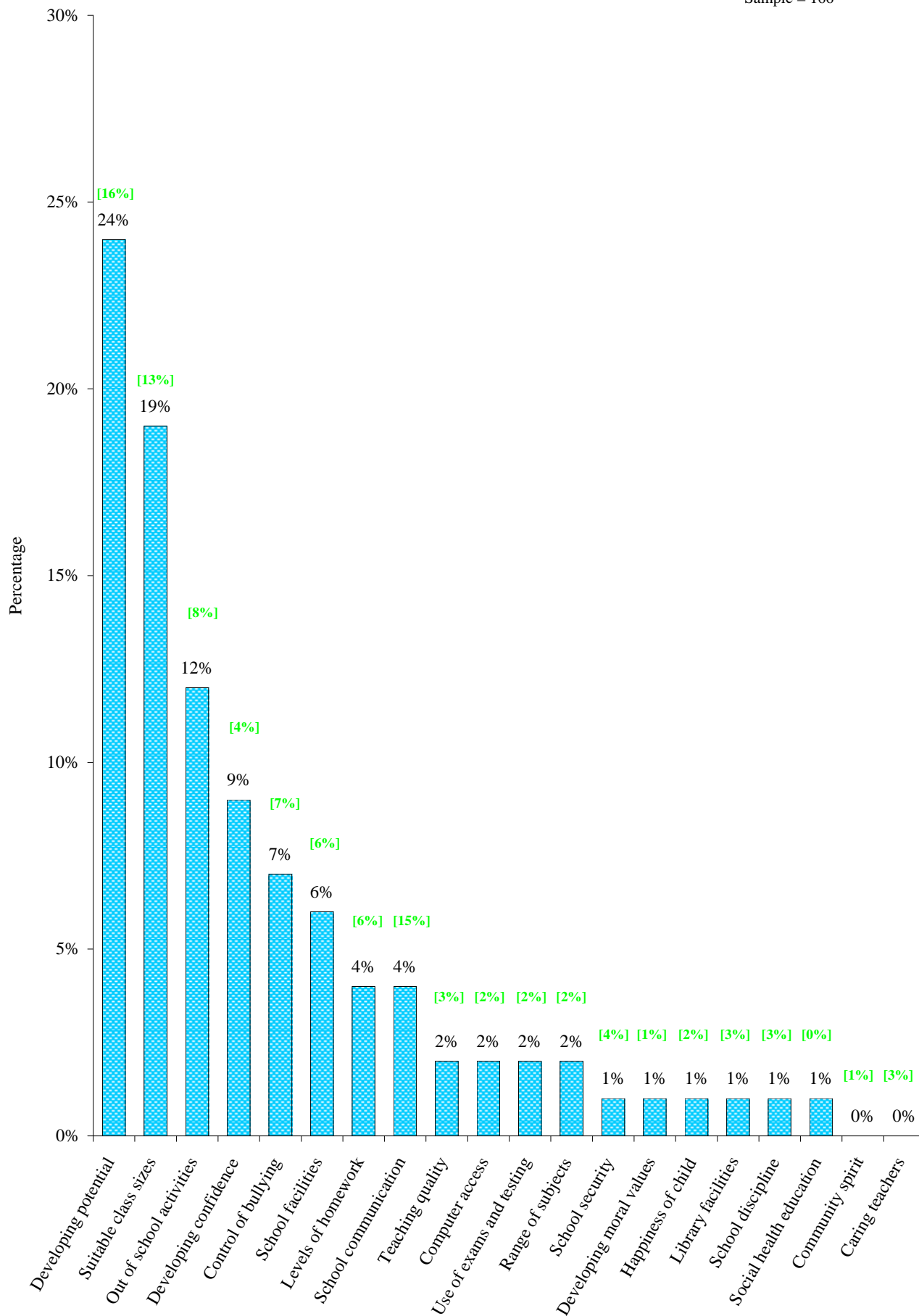
Priorities of Girls' Parents

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

Graph to Show Relative Parent Priorities for Improvement.

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

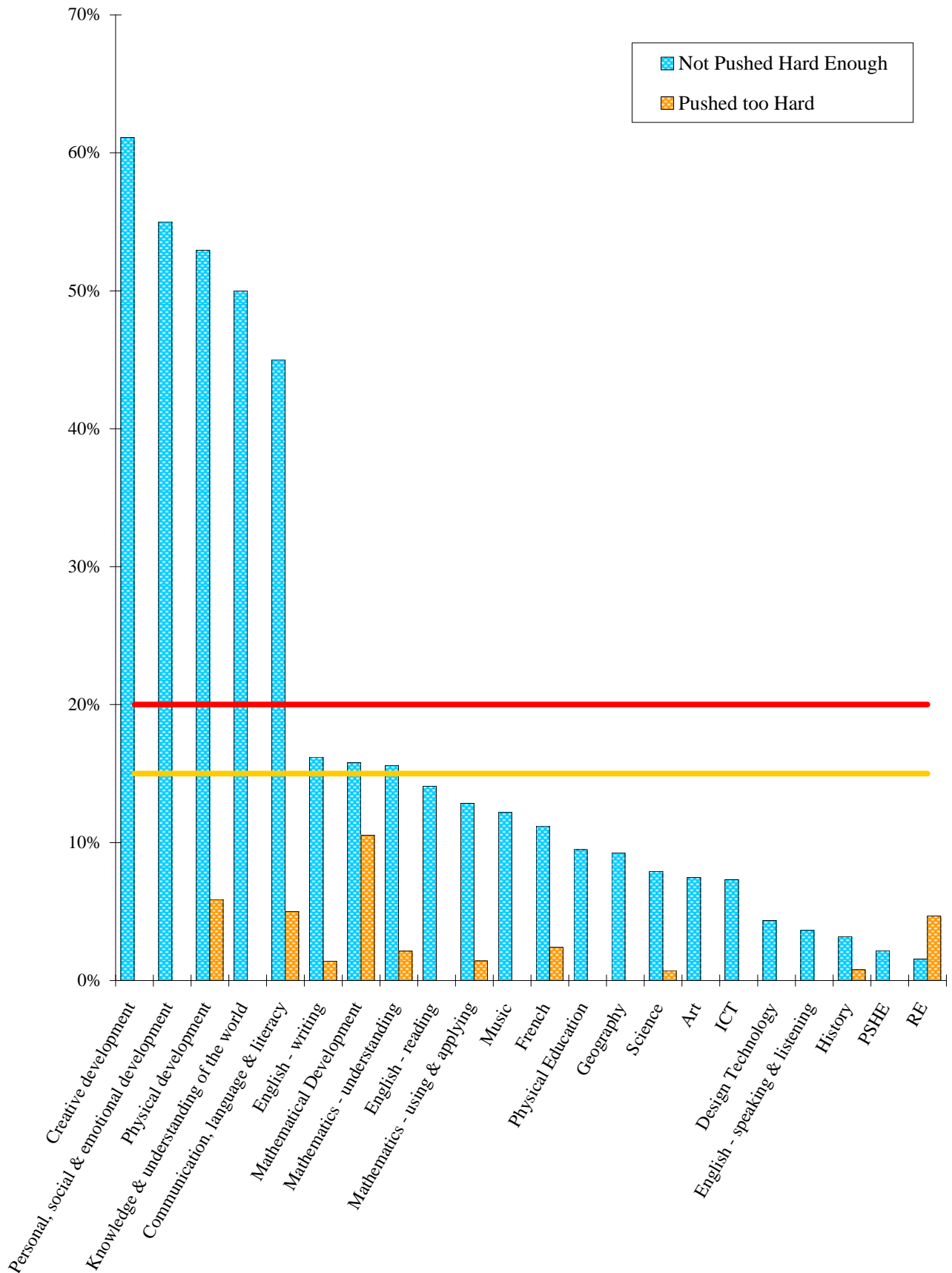
Sample = 166



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

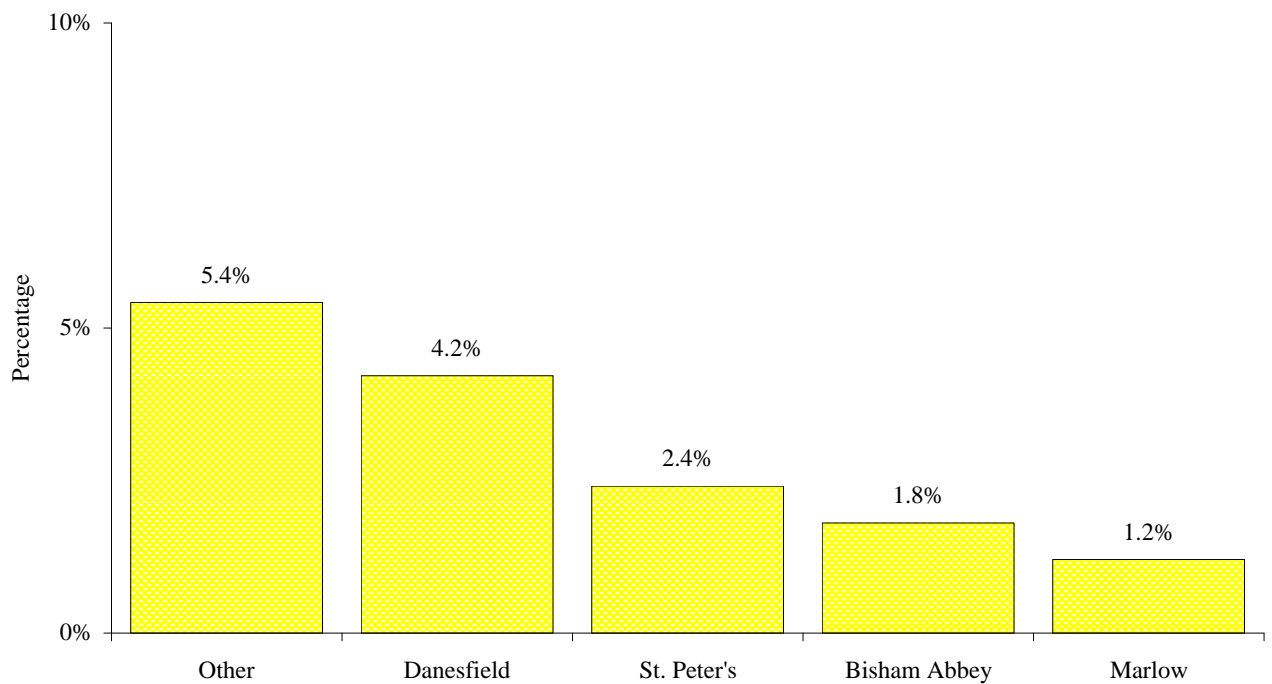
Scores should not exceed the red line

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

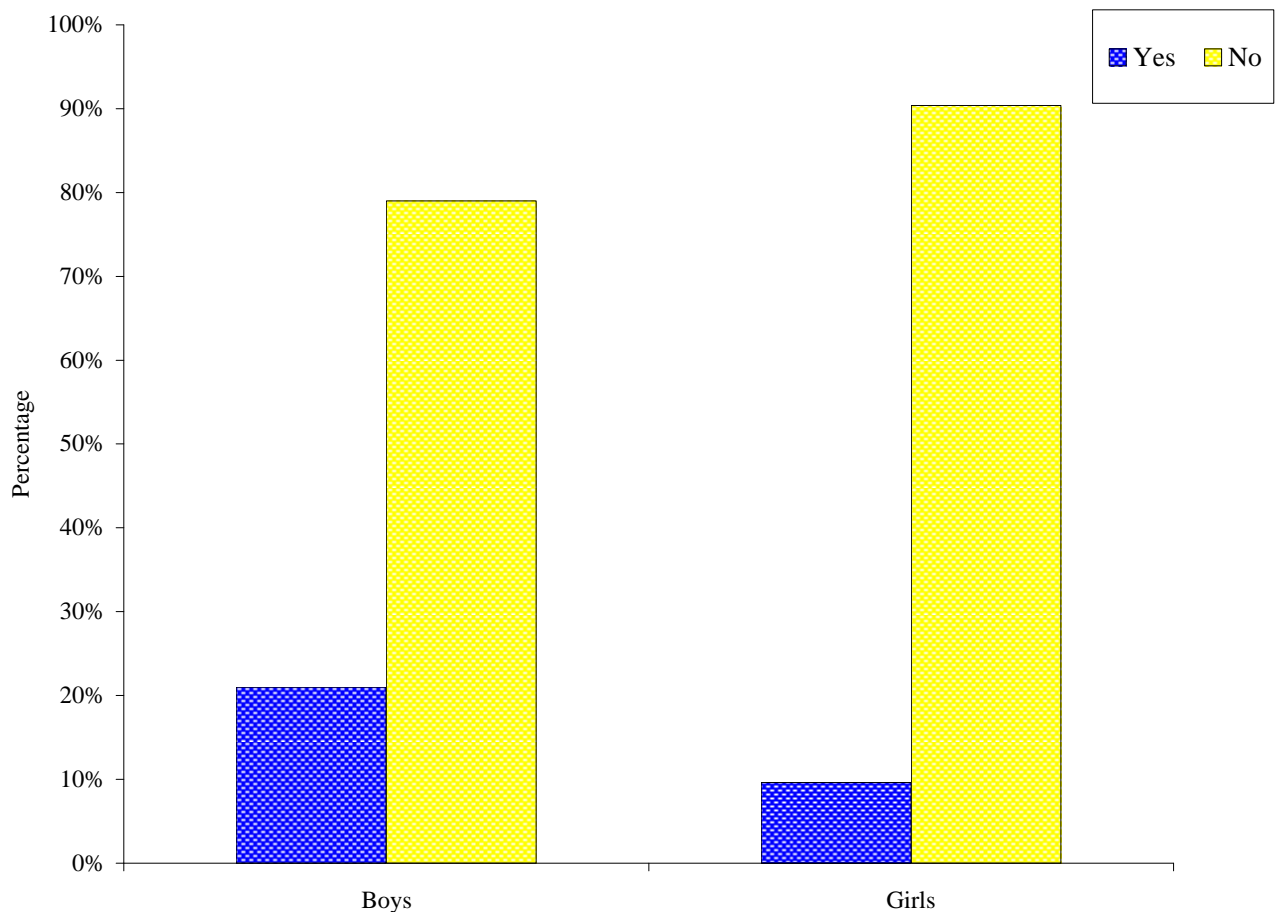


Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"

Some parents chose more than one option

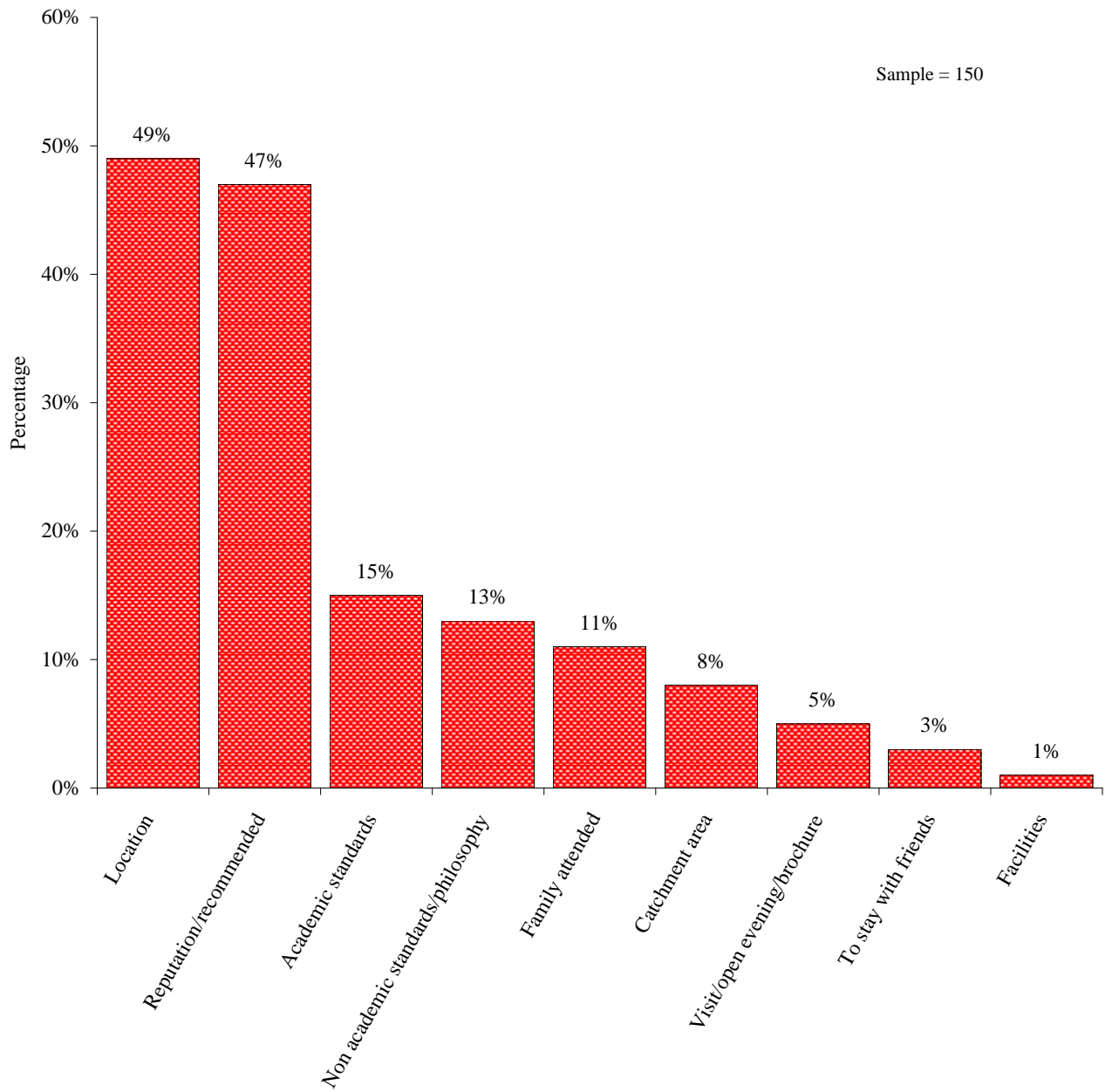


Graph to Show the Breakdown of Whether Another School was Considered, by Gender



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

Some parents chose more than one option



Parents' Comments

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

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

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

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

A large number of parents commented that they were happy with the overall performance of the school. Three parents felt that their child had settled in well.

Parents were pleased with the overall standard of education provided, some referring to staff as dedicated. Six parents expressed concerns with regard to large class sizes. Four parents felt that more could be done to encourage their child to reach their full potential. Five parents requested more learning support for children who were struggling; however, one parent was happy with the amount of support their child was receiving. Two parents felt that the choice of subject options was restrictive.

Some parents felt that more could be done to improve the standard of communication between the school and parents. Three parents commented that messages, for example regarding school trips, were received at short notice, giving parents insufficient time in which to respond. One parent requested more regular feedback on pupil progress.

Several parents were pleased with the provision of extra-curricular activities. Four parents requested a wider range of extra-curricular activities be made available. Two parents requested the introduction of a breakfast and an after school club.

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

A number of parents felt that more could be done to improve toilet facilities.

A number of parents felt that the lunchtime provision needed to improve.

The following comments were received but in lower numbers than those on the previous page.

The questionnaire was welcomed by some as a means to express their views.

The allocation of homework was considered by one parent to be insufficient. One parent believed that the spelling homework was inconsistent.

One parent commented that they were happy with the uniform policy.

One parent expressed concerns with regard to alleged incidents of bullying at the school.

One parent suggested that more could be done to improve the standard of security within the reception area.

Strengths and Weaknesses

The following areas are those in which the school had the highest and lowest perceived standards of performance (based on mean percentage scores). The relative importance score and its position are given in brackets. Remember, **gold** is outstanding; **green** - good; **black** - satisfactory, and **red** - inadequate

Relative Strengths - academic

- 84.6% **French**
- 81.5% **History**
- 80.0% **Music**
- * 79.0% **Creative development**
- * 78.5% **Personal, social & emotional development**

Relative Weaknesses - academic

- 71.3% **RE**
- * 72.1% **Mathematical Development**
- * 73.1% **Physical development**
- 73.8% **Design Technology**
- 73.9% **Physical Education**

Relative Strengths - selected performance criteria

	<u>Importance</u>	
85.0% School communication	(58.5%)	10th
82.7% School security	(53.0%)	11th
81.1% School discipline	(93.1%)	2nd
80.5% Library facilities	(7.3%)	19th
80.1% Community spirit	(10.3%)	17th

Relative Weaknesses - selected performance criteria

	<u>Importance</u>	
68.1% Suitable class sizes	(59.2%)	9th
75.3% Computer access	(23.3%)	16th
76.5% Teaching quality	(93.4%)	1st
76.9% Out of school activities	(27.1%)	15th
77.0% Developing moral values	(62.7%)	8th

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

Every Child Matters

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

<u>1. Being Healthy:</u>	Healthy lifestyle - Diet	88.9%
	Healthy lifestyle - Exercise	87.1%
	Social health education	77.2%
	Out of school activities	76.9%
	Physical Education	73.9%
<u>2. Staying Safe:</u>	School security/safety	82.7%
	Treating all pupils fairly and equally	82.6%
	Caring/approachable attitude of teachers	79.2%
	Promoting racial harmony	77.9%
	Control and prevention of bullying	77.1%
<u>3. Enjoying and Achieving:</u>	Encouraging local community activity	82.8%
	School discipline/good behaviour	81.1%
	Community spirit	80.1%
	Celebrating and rewarding achievement	79.8%
	Happiness of child	78.6%
	Developing potential	77.8%
	Developing self confidence/esteem	77.5%
	Social health education	77.2%
	Developing strong moral values in pupils	77.0%
	Out of school activities	76.9%

Every Child Matters (continued..)

<u>4. Making a Positive Contribution:</u>	Encouraging local community activity	82.8%
	Treating all pupils fairly and equally	82.6%
	School discipline/good behaviour	81.1%
	Community spirit	80.1%
	Social health education	77.2%
	Developing moral values	77.0%
	Out of school activities	76.9%
	PSHE	75.2%

<u>5. Economic Well-being:</u>	Community spirit	80.1%
	Use of exams and testing	79.0%
	Developing a pupil's potential	77.8%
	Social health education	77.2%
	ICT	76.6%
	English - speaking & listening	76.6%
	Mathematics - understanding	76.4%
	English - reading	76.4%
	Mathematics - using & applying	76.0%
	Knowledge & understanding of the world	75.8%
	PSHE	75.2%
	Communication, language & literacy	75.1%
	English - writing	74.6%

SEF Summary - based on SEF as of July 2009

The following pages mirror the structure of the current SEF, giving a parental satisfaction grade for each sub-section of Section A:-Self-evaluation, from A2 to A8.

These suggested grades have been reached by referring closely to the grade descriptors and guidance for inspectors. Surveyed criteria which have relevance to each grade descriptor have been included in the grade for each sub-section.

Suggested grades have been produced for each sub-section (A2 to A8) by awarding a grade to each of the relevant criteria and then calculating the average (mean) grade. Where Ofsted stipulate rules for grading overall sections, we list, and apply, the same rules.

Important - the following grades only reflect the views gathered from the parent survey; when completing your SEF, you must also draw upon other stakeholder views (such as pupils and staff) and the full range of internal data/evidence as described by the grade descriptors and guidance for inspectors in The Evaluation Schedule.

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

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

Section A. Self-Evaluation

Sub-section A1: School's context

A1.1 The context in which the school works

A1.1 The school's context and, particularly, any significant changes in its circumstances since the last inspection.

Your assessment alone required.

Sub-section A2: Outcomes: how well are pupils doing, taking account of any variation?

A2.1 Pupils' attainment

	1	2	3	4
Grade: Pupils' attainment - Your assessment required				

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

Teaching for special needs	79.8%
Use of exams and testing	79.0%
Developing Potential	77.8%
Ensuring pupils do best and make good progress	77.4%
Teaching Quality	76.5%
Average academic subject rating	76.2%

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

	1	2	3	4
Grade: The quality of pupils' learning and their progress		X		

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

A2.3 The quality of learning for pupils with special educational needs and/or disabilities and their progress

Tailoring workload to child's needs and ability **80.4%**
Teaching for special needs **79.8%**

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

	1	2	3	4
Grade: The quality of learning for pupils with special educational needs and/or disabilities and their progress	X			

For this category the school is close to the grade 2 boundary.

A2.4 Pupils' achievement and the extent to which they enjoy their learning

Tailoring workload to child's needs and ability **80.4%**
Celebrating and rewarding achievement **79.8%**
Happiness of Child **78.6%**
Developing Potential **77.8%**
Ensuring pupils do best and make good progress **77.4%**
Teaching Quality **76.5%**

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

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

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

A2.5 The extent to which the pupils feel safe

Encouraging and listening to pupil views	82.8%
School security	82.7%
Treating all pupils fairly and equally	82.6%
School discipline	81.1%
Caring Teachers	79.2%
Promoting racial harmony	77.9%
Social health education	77.2%
Control of bullying	77.1%

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

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

For this category the school is close to the grade 2 boundary.

A2.6 Pupils' behaviour

School security	82.7%
School discipline	81.1%
Promoting racial harmony	77.9%
Control of bullying	77.1%

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

	1	2	3	4
Grade: Pupils' behaviour.	X			

For this category the school is close to the grade 2 boundary.

A2.7 The extent to which pupils adopt healthy lifestyles

Healthy lifestyle - Diet	88.9%
Healthy lifestyle - Exercise	87.1%
Social health education	77.2%
Out of school activities	76.9%
Physical Education	73.9%

Your average parental grade for this section = 2.4 = Good = **SEF Grade 2**

	1	2	3	4
Grade: The extent to which pupils adopt healthy lifestyles.		X		

For this category the school is close to the grade 3 boundary.

A2.8 The extent to which pupils contribute to the school and wider community

School's image in the local community	84.4%
Encouraging local community activity	82.8%
Encouraging and listening to pupil views	82.8%
Community spirit	80.1%
Promoting racial harmony	77.9%
Developing moral values	77.0%
Out of school activities	76.9%
PSHE	75.2%

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

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

For this category the school is close to the grade 2 boundary.

A2.9 Pupils' attendance

We have no measured criteria relevant to this category

	1	2	3	4
Grade: Pupils' attendance - Your assessment required				

A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

Tailoring workload to child's needs and ability	80.4%
Community spirit	80.1%
Use of exams and testing	79.0%
Developing potential	77.8%
Developing confidence	77.5%
Social health education	77.2%
Out of school activities	76.9%
ICT	76.6%
English - speaking & listening	76.6%
Mathematics - understanding	76.4%
English - reading	76.4%
Mathematics - using & applying	76.0%
Knowledge & understanding of the world	75.8%
PSHE	75.2%
Communication, language & literacy	75.1%
English - writing	74.6%

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

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

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

A2.11 The extent of pupils' spiritual, moral, social and cultural development

Community spirit	80.1%
Developing confidence	77.5%
Social health education	77.2%
Developing moral values	77.0%
Out of school activities	76.9%
PSHE	75.2%
RE	71.3%

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

	1	2	3	4
Grade: The extent of pupils' spiritual, moral, social, cultural development		X		

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

Sub-section A3: How effective is the provision?

A3.1 The quality of teaching

Attitude of non-teaching support staff	86.6%
Treating all pupils fairly and equally	82.6%
Library facilities	80.5%
Tailoring workload to child's needs and ability	80.4%
Teaching for special needs	79.8%
Use of exams and testing	79.0%
Happiness of child	78.6%
Developing potential	77.8%
Ensuring pupils do best and make good progress	77.4%
Teaching quality	76.5%
Average academic subject rating	76.2%
Computer access	75.3%
Suitable class sizes	68.1%

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

	1	2	3	4
Grade: The quality of teaching		X		

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

A3.2 The use of assessment to support learning

Regular marking of work	82.0%
Tailoring workload to child's needs and ability	80.4%
Teaching for special needs	79.8%
Use of exams and testing	79.0%
Ensuring pupils do best and make good progress	77.4%

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

	1	2	3	4
Grade: The use of assessment to support learning		X		

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

A3.3 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships

Healthy lifestyle - Diet	88.9%
Healthy lifestyle - Exercise	87.1%
Encouraging local community activity	82.8%
Tailoring workload to child's needs and ability	80.4%
Teaching for special needs	79.8%
Happiness of child	78.6%
Developing potential	77.8%
Social health education	77.2%
Teaching quality	76.5%
Average academic subject rating	76.2%

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

	1	2	3	4
Grade: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships		X		

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

A3.4 The effectiveness of care, guidance and support

Healthy lifestyle - Diet	88.9%
Healthy lifestyle - Exercise	87.1%
Encouraging and listening to parent views	84.8%
Encouraging and listening to pupil views	82.8%
Explaining to parents how to help their child	82.1%
Caring teachers	79.2%
Happiness of child	78.6%
Social health education	77.2%

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

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

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

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

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

Encouraging and listening to parent views	84.8%
Encouraging and listening to pupil views	82.8%
Treating all pupils fairly and equally	82.6%
Celebrating and rewarding achievement	79.8%
Caring teachers	79.2%
Quality of school management	78.9%
Developing potential	77.8%
Handling complaints	77.7%
Ensuring pupils do best and make good progress	77.4%

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

	1	2	3	4
Grade: The effectiveness of leadership and management in embedding ambition and driving improvement		X		

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

A4.2 The leadership and management of teaching and learning

Attitude of non-teaching support staff	86.6%
Explaining to parents how to help their child	82.1%
Teaching for special needs	79.8%
Use of exams and testing	79.0%
Quality of school management	78.9%
Developing potential	77.8%
Ensuring pupils do best and make good progress	77.4%
Teaching quality	76.5%
Average academic subject rating	76.2%

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

	1	2	3	4
Grade: The leadership and management of teaching and learning		X		

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

A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met

For the following category your assessment is required.

You should refer to the outline guidance and grade descriptors as for other categories.

You may wish to make reference to the extent of your programme of stakeholder surveys

	1	2	3	4
Grade: The effectiveness of the governing body in challenging, supporting school so that weaknesses are tackled, and statutory responsibilities met.				

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

Attitude of non-teaching support staff	86.6%
School communication	85.0%
Encouraging and listening to parent views	84.8%
Explaining to parents how to help their child	82.1%
Handling complaints	77.7%
Survey response rate	55.7%

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

	1	2	3	4
Grade: The effectiveness of school's engagement with parents and carers	X			

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

A4.5 The effectiveness of partnership in promoting learning and well-being

For the following category your assessment is required.

You should refer to the outline guidance and grade descriptors as for other categories.

You may wish to make reference to the extent of your programme of stakeholder surveys.

	1	2	3	4
Grade: The effectiveness of partnership in promoting learning and well-being				

A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination

School communication	85.0%
Encouraging and listening to parent views	84.8%
Encouraging and listening to pupil views	82.8%
Treating all pupils fairly and equally	82.6%
Tailoring workload to child's needs and ability	80.4%
Community spirit	80.1%
Teaching for special needs	79.8%
Promoting racial harmony	77.9%
Handling complaints	77.7%
Developing moral values	77.0%

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

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

For this category the school is close to the grade 2 boundary.

A4.7 The effectiveness of safeguarding procedures

Attitude of non-teaching support staff	86.6%
School communication	85.0%
Encouraging and listening to parent views	84.8%
Encouraging and listening to pupil views	82.8%
School security	82.7%
School discipline	81.1%
Caring teachers	79.2%
Happiness of child	78.6%
Promoting racial harmony	77.9%
Handling complaints	77.7%
Social health education	77.2%
Control of bullying	77.1%
Developing moral values	77.0%

Your average parental grade for this section = 1.5 = Good = **SEF Grade 2**

	1	2	3	4
Grade: The effectiveness of safeguarding procedures		X		

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

A4.8 The effectiveness with which the school promotes community cohesion

School's image in the local community	84.4%
Encouraging local community activity	82.8%
Community spirit	80.1%
Promoting racial harmony	77.9%
Developing moral values	77.0%

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

	1	2	3	4
Grade: The effectiveness with which school promotes community cohesion	X			

For this category the school is close to the grade 2 boundary.

A4.9 The effectiveness with which the school deploys resources to achieve value for money

Library facilities	80.5%
Teaching for special needs	79.8%
School facilities	79.3%
Out of school activities	76.9%
Computer access	75.3%
Suitable class sizes	68.1%

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

	1	2	3	4
Grade: The effectiveness with which the school deploys resources to achieve value for money		X		

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

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

A5.1 Outcomes for children in the EYFS

	<u>Ofsted Grade</u>	<u>SEF Grade</u>
A2:4 Pupils' achievement and the extent to which they enjoy their learning in EYFS	Outstanding	1
A2.5 Extent to which the pupils feel safe in EYFS	Outstanding	1
A2.7 Extent to which pupils adopt healthy lifestyles in EYFS	Good	2
A2.8 Extent pupils contribute to the school and wider community in EYFS	Outstanding	1
A2.10 Extent EYFS pupils develop skills that contribute to economic well-being	Outstanding	1

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

	1	2	3	4
Grade: Outcomes for children in the EYFS	X			

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

A5.2 Quality of provision in the EYFS

A3.1 The quality of teaching in EYFS	Good	2
A3.2 The use of assessment to support learning in EYFS	Outstanding	1
A3.3 Extent EYFS curriculum meets pupils' needs, including through partnerships	Good	2
A3.4 The effectiveness of care, guidance and support in EYFS	Outstanding	1

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

	1	2	3	4
Grade: Quality of Provision in the EYFS	X			

For this category the school is close to the grade 2 boundary.

A5.3 Leadership and Management in the EYFS

	<u>Ofsted Grade</u>	<u>SEF Grade</u>
A4.1 Effectiveness of EYFS leadership and management in embedding ambition/driving improvement	Outstanding	1
A4.4 The effectiveness of the EYFS engagement with parents and carers	Outstanding	1
A4.6 The effectiveness with which the EYFS promotes equal opportunity and tackles discrimination	Outstanding	1
A4.7 The effectiveness of safeguarding procedures in the EYFS	Outstanding	1
A4.9 The effectiveness with which the EYFS deploys resources to achieve value for money	Good	2

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

	1	2	3	4
Grade: Leadership and Management in the EYFS	X			

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

A5.4 Overall effectiveness of the EYFS

	<u>Ofsted</u> <u>Grade</u>	<u>SEF</u> <u>Grade</u>
A5.1 Outcomes for children in the EYFS	Outstanding	1
A5.2 Quality of provision in the EYFS	Outstanding	1
A5.3 Leadership and Management in the EYFS	Outstanding	1
A8.2 The capacity for sustained improvement	Outstanding	1

Using the above grades, the following grade descriptors were applied.

Outstanding (1)	Outcomes are consistently good and exemplary in significant elements. All major aspects of the provision are at least good, and excellent in most respects. Leadership and management, including the capacity for sustained improvement, are outstanding. Outcomes for children and Quality of Provision are at least good, and one is outstanding.
Good (2)	All the 3 key judgements are at least good
Satisfactory (3)	All key judgements must be at least satisfactory, and may be good in some respects.
Inadequate (4)	Overall effectiveness is likely to be judged inadequate if any of the key judgements are inadequate.

	1	2	3	4
Grade: Overall effectiveness of the EYFS	X			

Sub-section A6: How effective is the Sixth Form?

This section is not relevant to this school.

Sub-section A7: How effective is the Boarding Provision?

If you offer boarding facilities, your grade is required here.

Sub-section A8: Summative Judgements

A8.1 Outcomes for individuals and groups of pupils

		<u>Ofsted</u> <u>Grade</u>	<u>SEF</u> <u>Grade</u>
How well pupils achieve and enjoy their learning	(A2.4)	Good	2
The extent to which pupils feel safe	(A2.5)	Outstanding	1
Pupils behaviour	(A2.6)	Outstanding	1
The extent to which pupils adopt healthy lifestyles	(A2.7)	Good	2
How well pupils contribute to the school and wider community	(A2.8)	Outstanding	1
How well pupils develop workplace and other skills	(A2.10)	Good	2
Pupils' spiritual, moral, social and cultural development	(A2.11)	Good	2

Using the above grades, the following grade descriptors should be applied.

Outstanding (1)	Achievement and at least one other judgement are outstanding, and all other outcomes are at least good. or Achievement is good, and at least 4 of the remaining judgements, including behaviour are outstanding: no judgement is less than good.
Good (2)	Achievement, behaviour, the extent to which pupils feel safe, and at least one other judgement are good, with none inadequate. Some may be outstanding.
Satisfactory (3)	All judgements are at least satisfactory, and some may be good or better
Inadequate (4)	One or more of the judgments is inadequate

	1	2	3	4
Grade: Outcomes for individuals and groups of pupils		X		

A8.2 The school's capacity for sustained improvement

Based on the guidance to inspectors we suggest that you may like to offer the following evidence as relevant to this section.

	<u>Ofsted</u> <u>Grade</u>	<u>SEF</u> <u>Grade</u>
Overall parental satisfaction score	Outstanding	1
Rigour of surveys - ability to identify weakness and improvement	Good	2
Ratio of parents saying school improving versus declining.	Outstanding	1

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

	1	2	3	4
Grade: The school's capacity for sustained improvement	X			

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

A8.3 Overall effectiveness: how good is the school?

This section is about the school's overall effectiveness. It takes account of Outcomes for individuals and groups of pupils, the quality of provision and the school's capacity for sustained improvement.

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

Using the above grades, the following grade descriptors should be applied.

Outstanding (1)	Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are at least good with either or both judged to be outstanding. The majority of judgements in the quality of provision are outstanding.
Good (2)	Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are both good or, school's capacity for sustained improvement is satisfactory. The majority of judgements in the quality of provision are good.
Satisfactory (3)	Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are at least satisfactory, as are all aspects of provision. The effectiveness with which the school promotes equal opportunity and tackles discrimination and the effectiveness of safeguarding procedures are at least satisfactory.
Inadequate (4)	Overall effectiveness is inadequate if any of the following are inadequate: Outcomes for individuals and groups of pupils The school's capacity for sustained improvement The effectiveness with which school promotes equal opportunities and tackles discrimination The effectiveness of safeguarding procedures Key aspects of provision

	1	2	3	4
Grade: Overall effectiveness: how good is the school?		X		

A8.4 Important actions for the school

Briefly list the most important actions the school needs to take to sustain outstanding overall effectiveness or to make significant improvement.

You may wish to consider offering the following evidence.

Top 5 parental priorities for improvement

Developing potential
Suitable class sizes
Out of school activities
Developing confidence
Control of bullying

Top 5 parental relative weaknesses - academic

RE

- * Mathematical Development
 - * Physical development
- Design Technology
Physical Education

Note: even the relative weaknesses achieved good scores

Top 5 parental relative weaknesses - non-academic

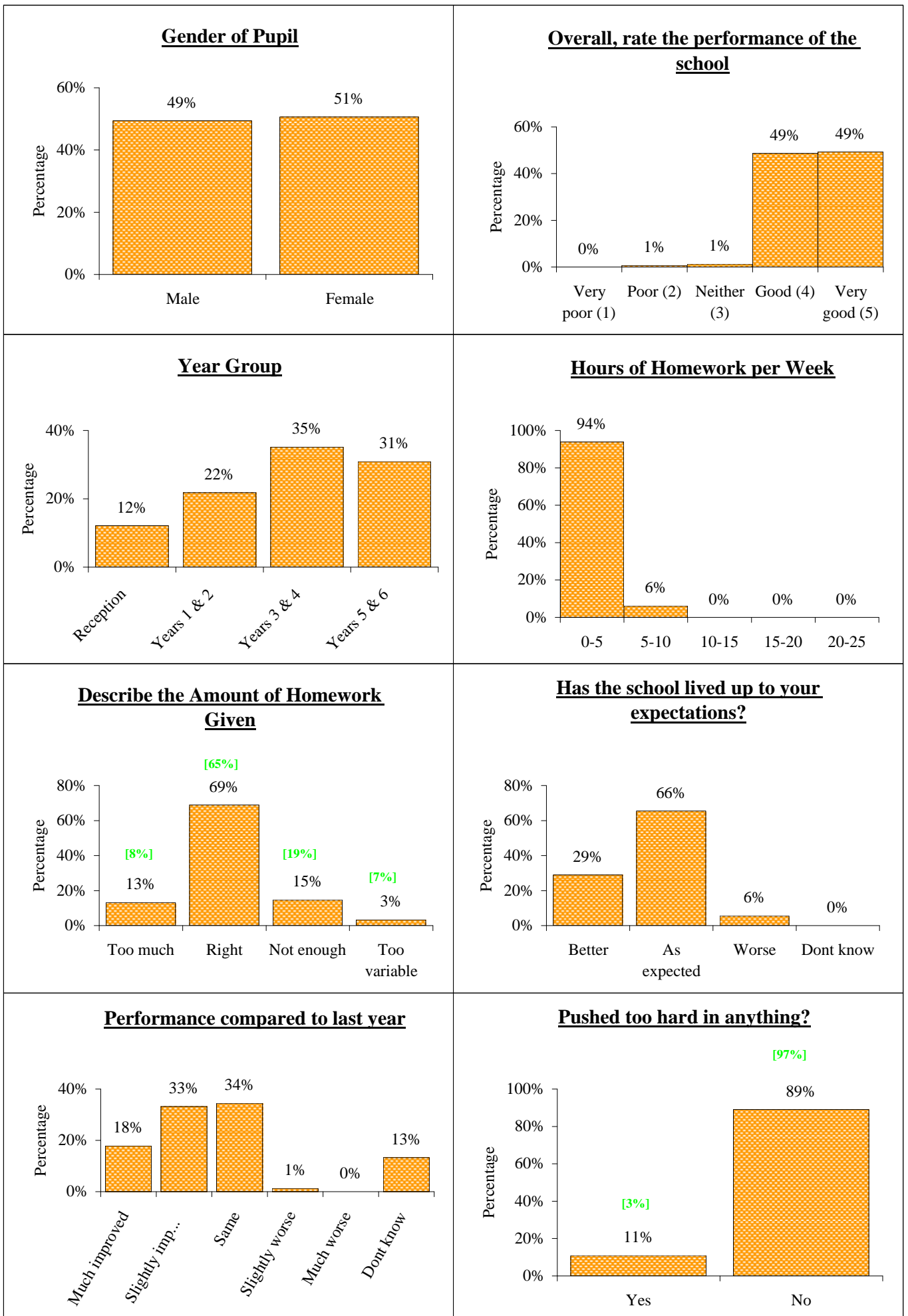
Suitable class sizes
Computer access
Teaching quality
Out of school activities
Developing moral values

Criteria receiving scores below the red line

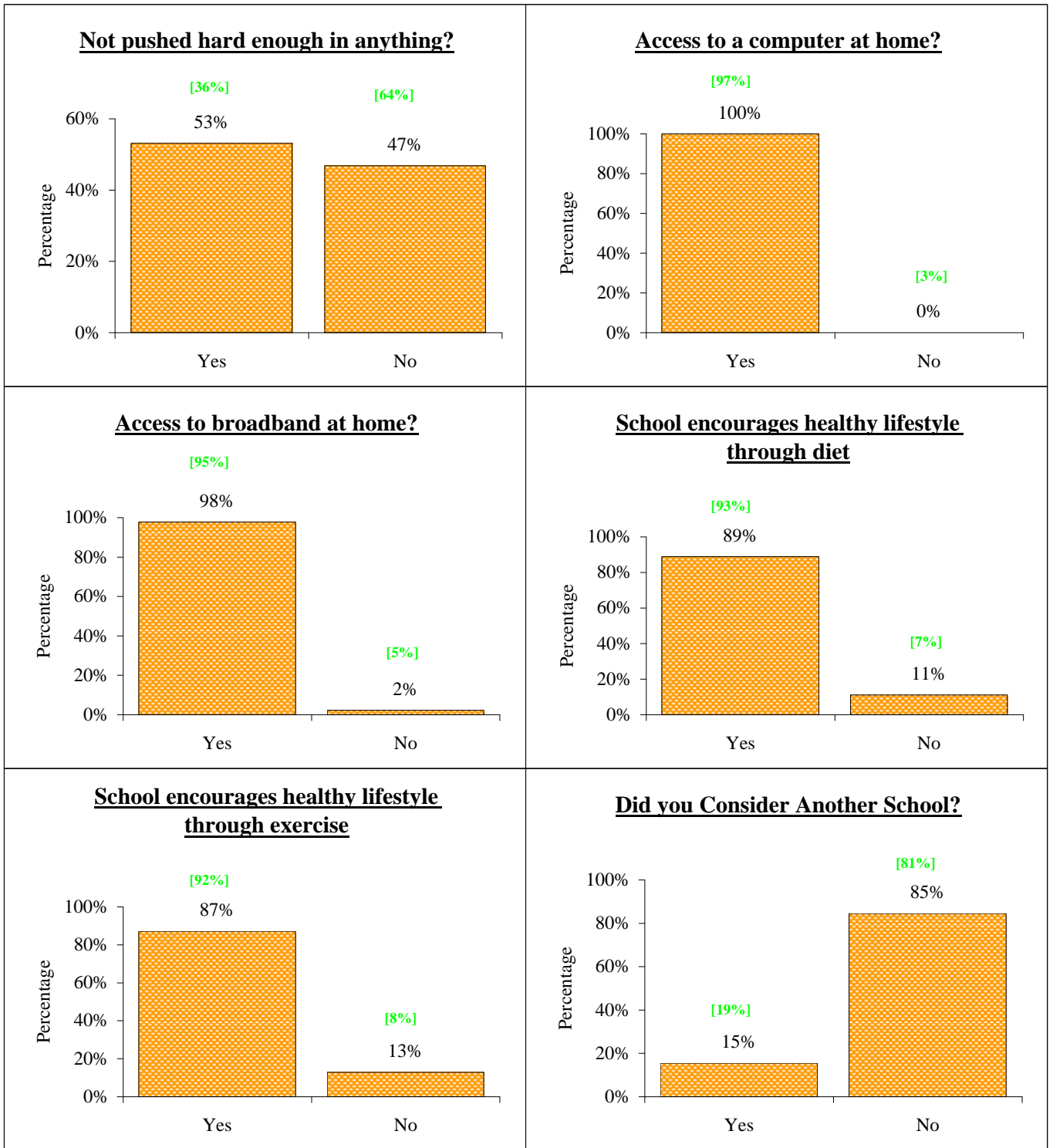
We would normally also recommend including in this section any areas with results below the red line however, in this school there were none to report.

- * Indicative results

Graphical Analysis of Results for all Questions and Criteria



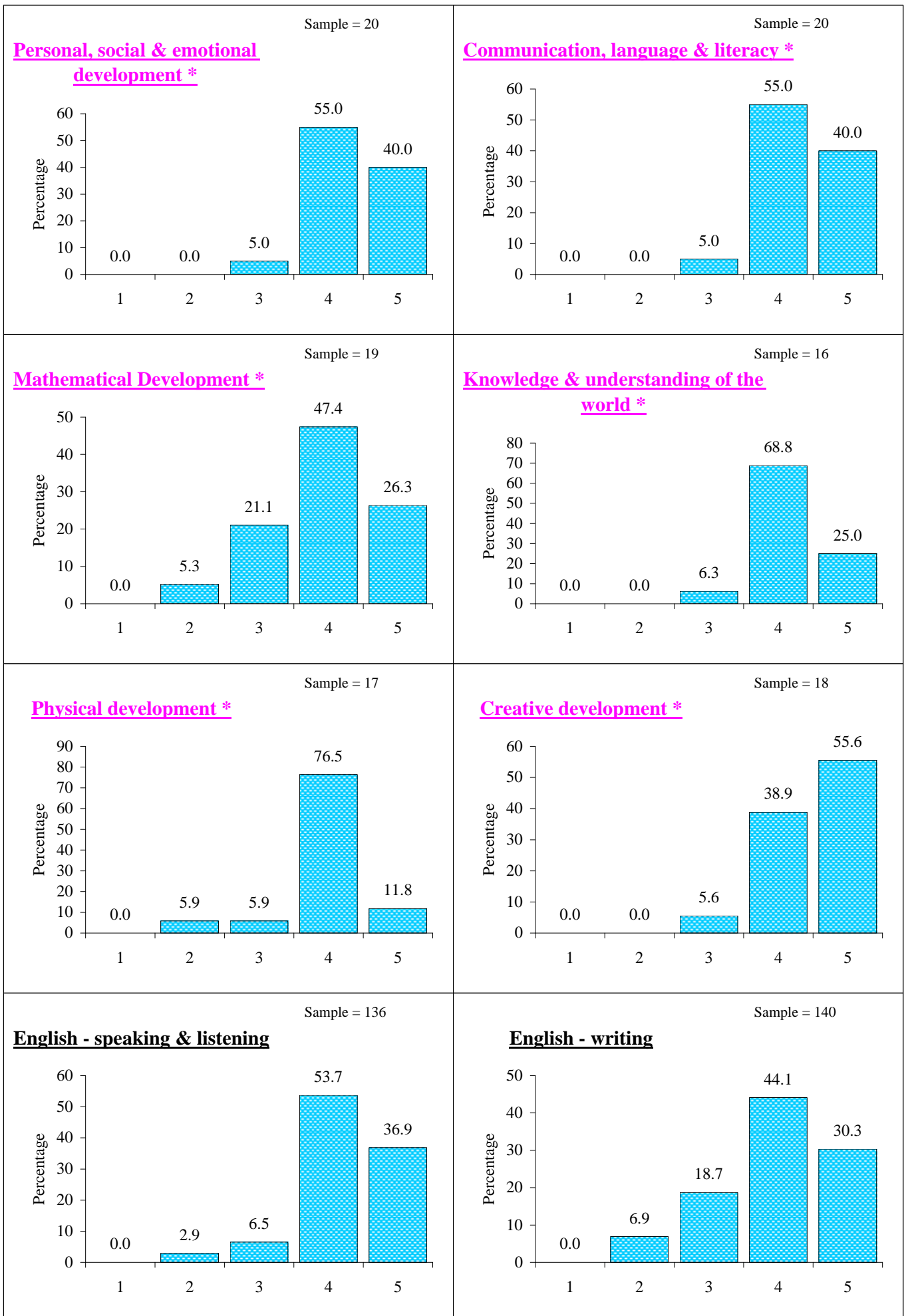
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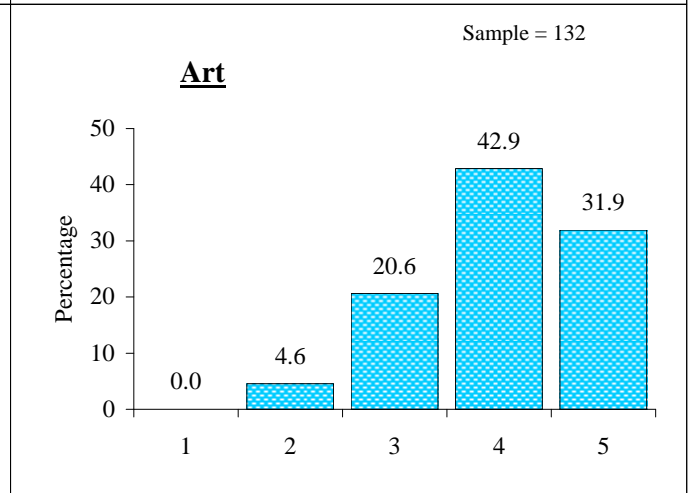
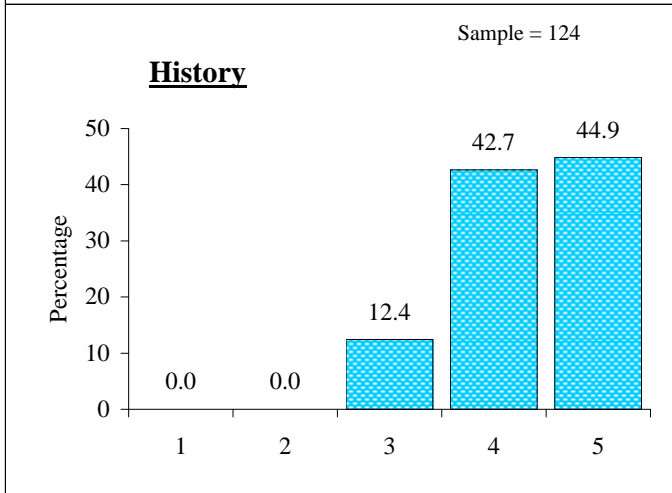
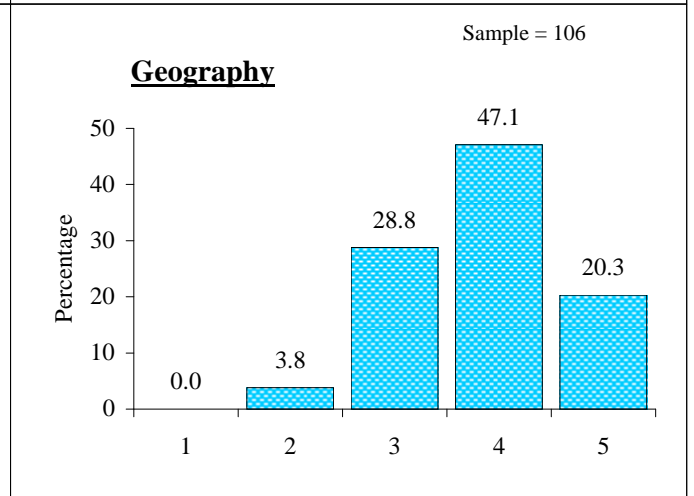
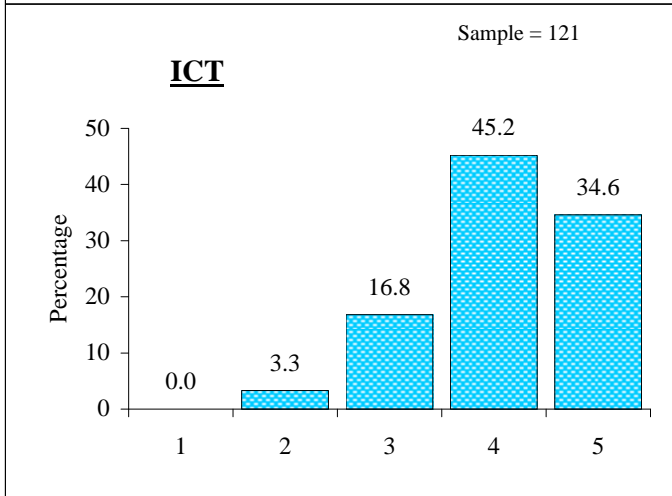
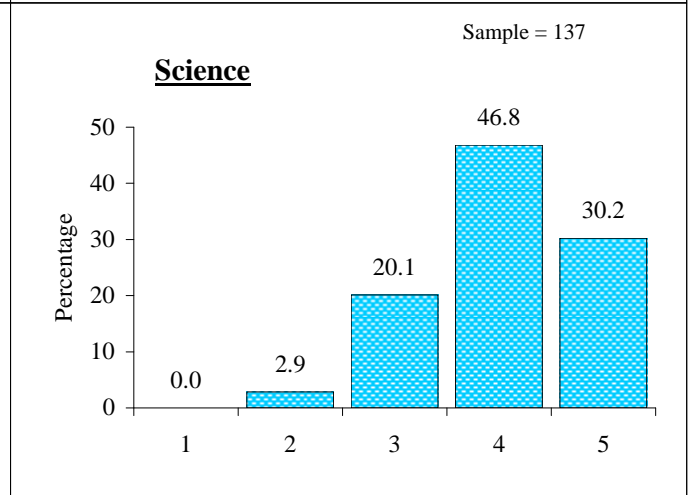
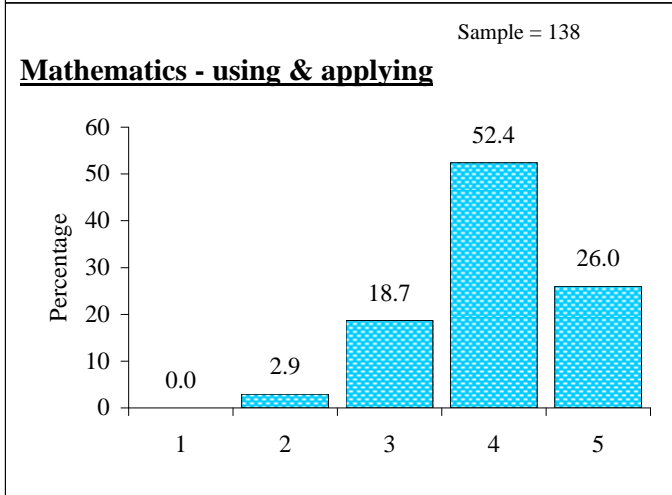
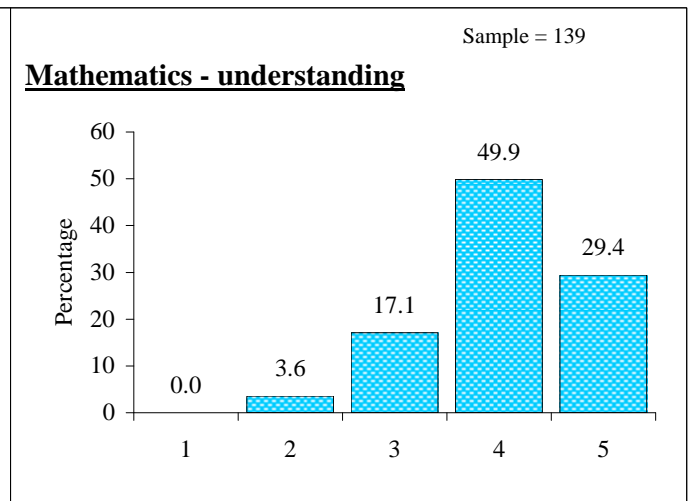
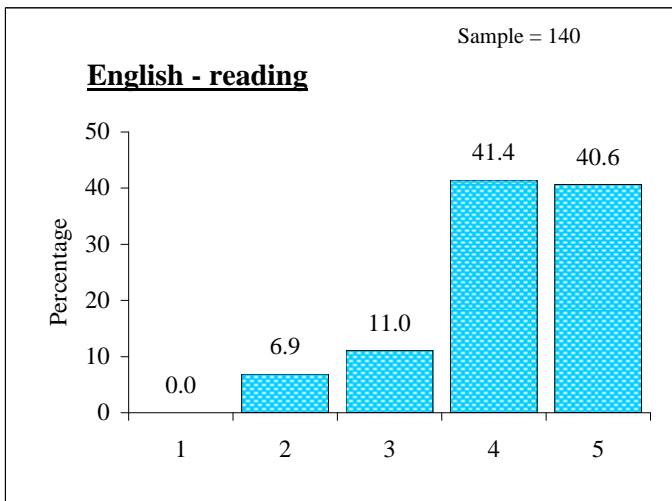
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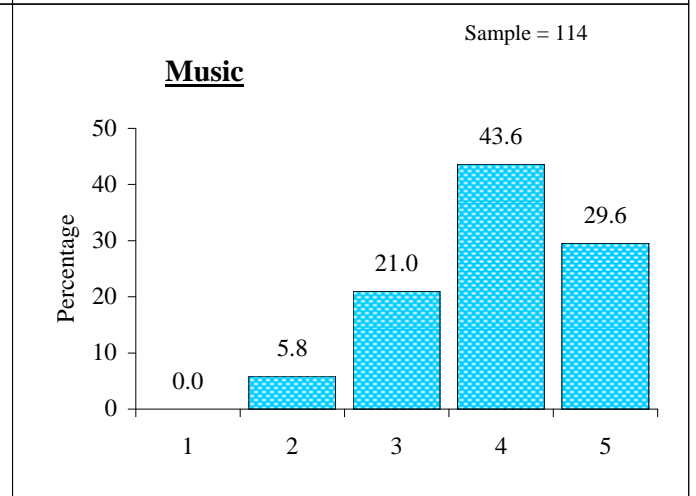
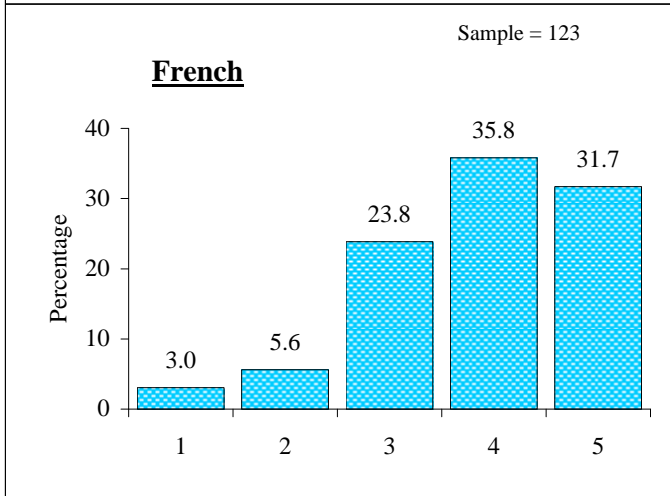
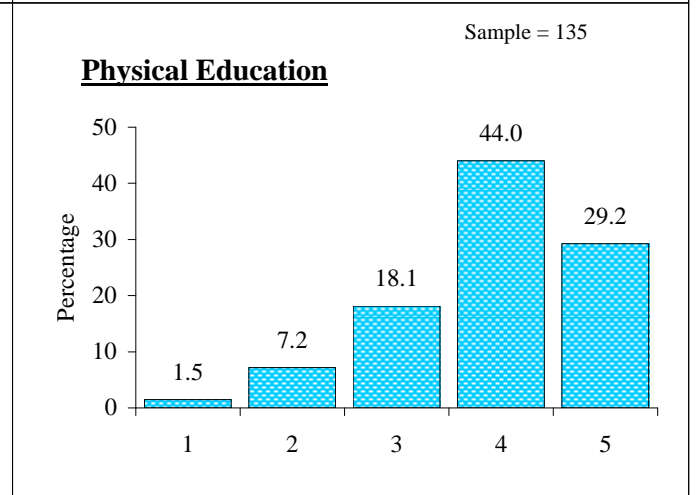
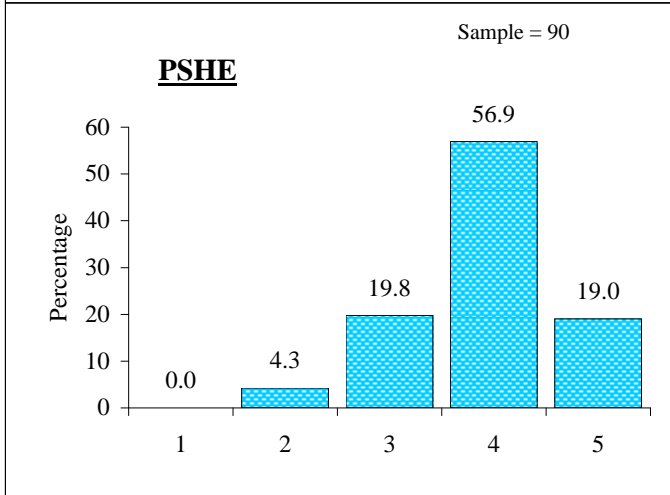
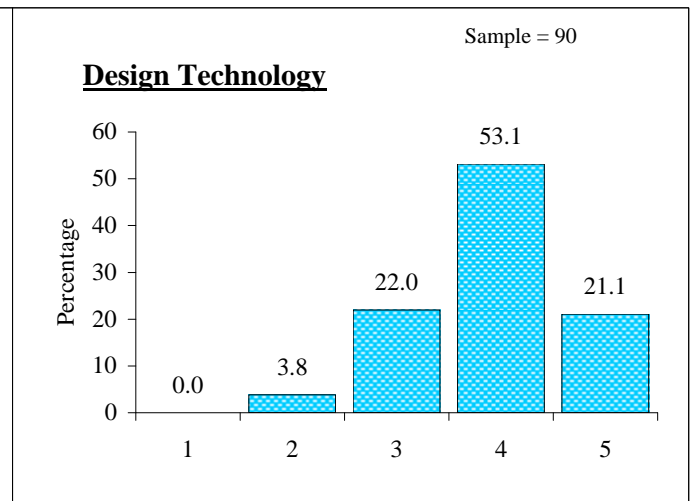
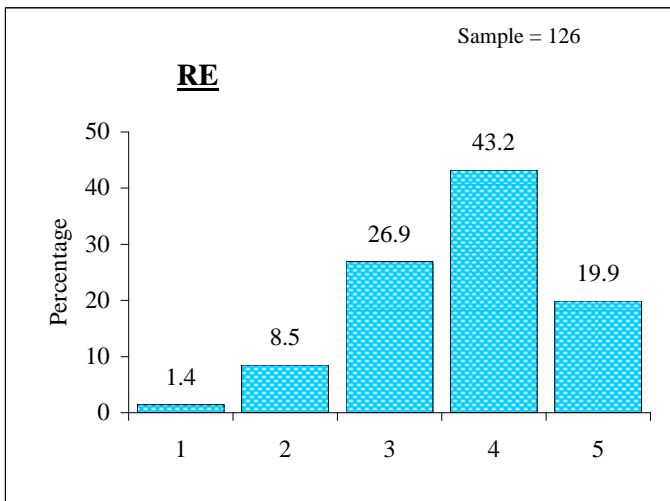
Bar Chart Results

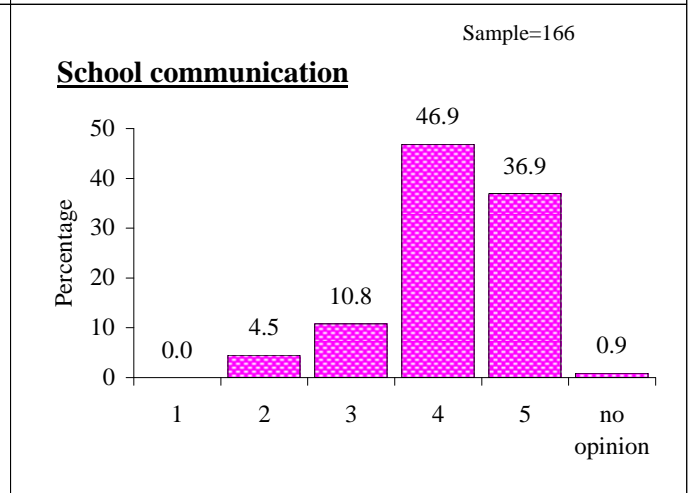
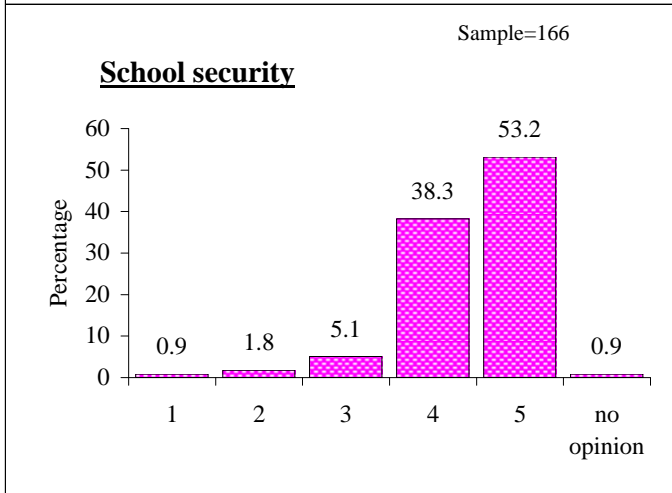
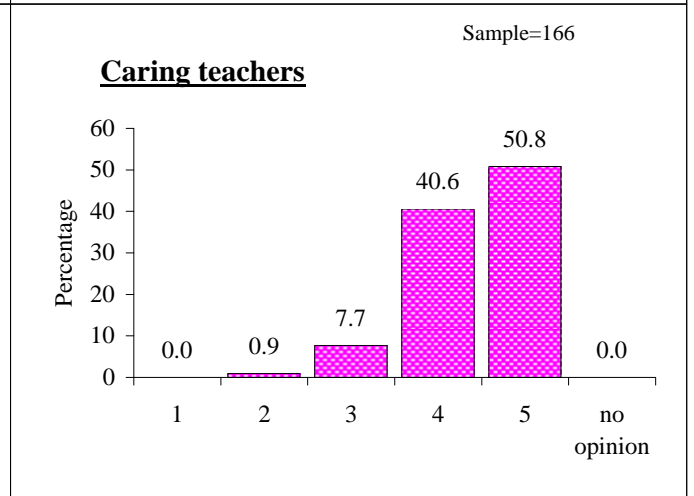
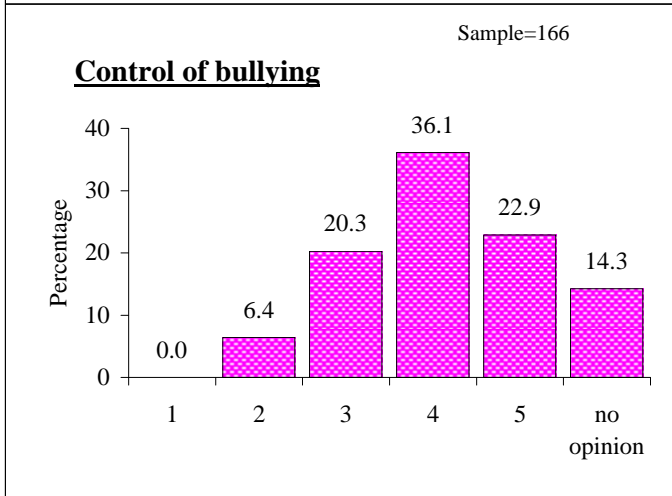
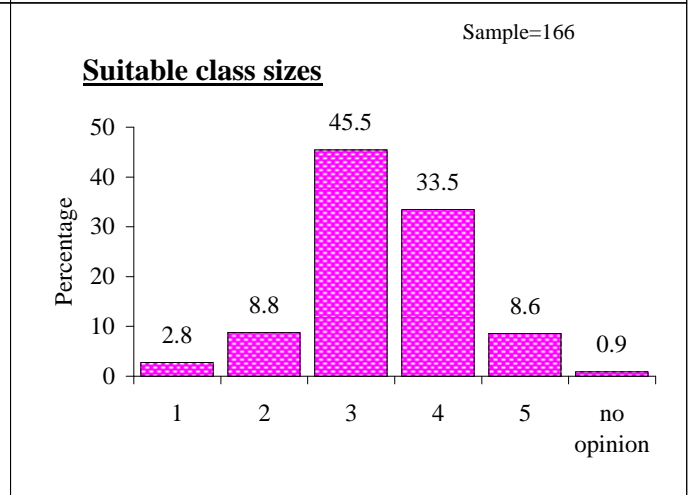
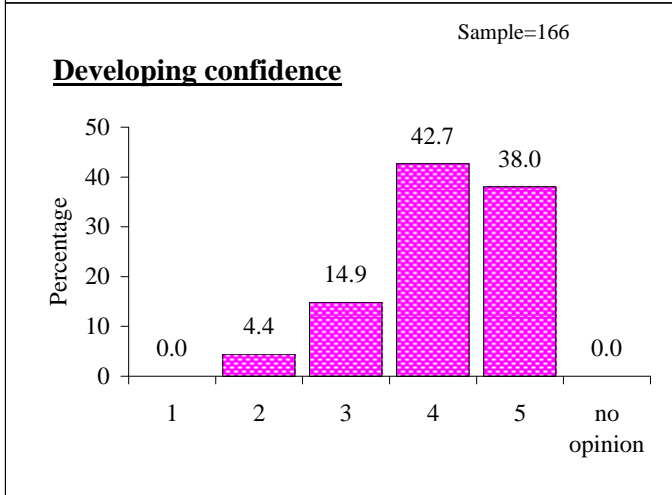
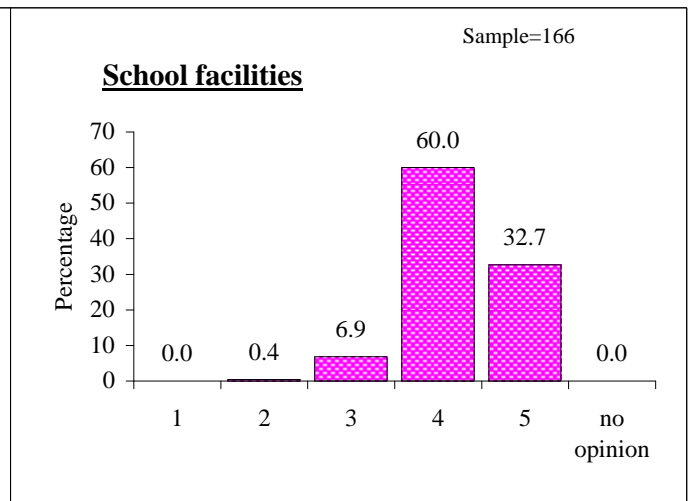
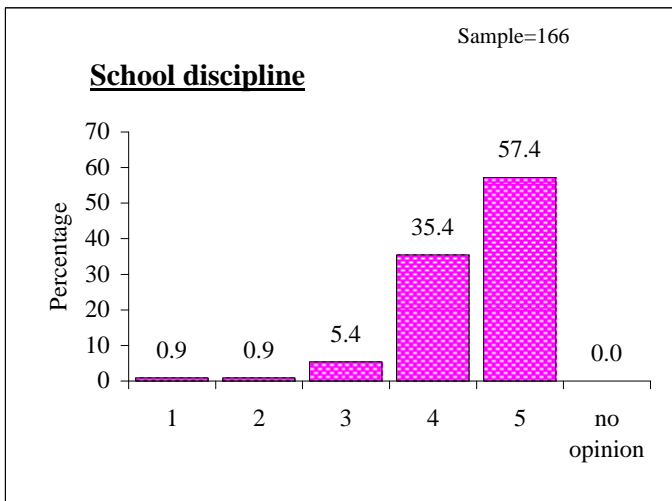
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good". The following graphs have been adjusted to be representative of year group size and gender.

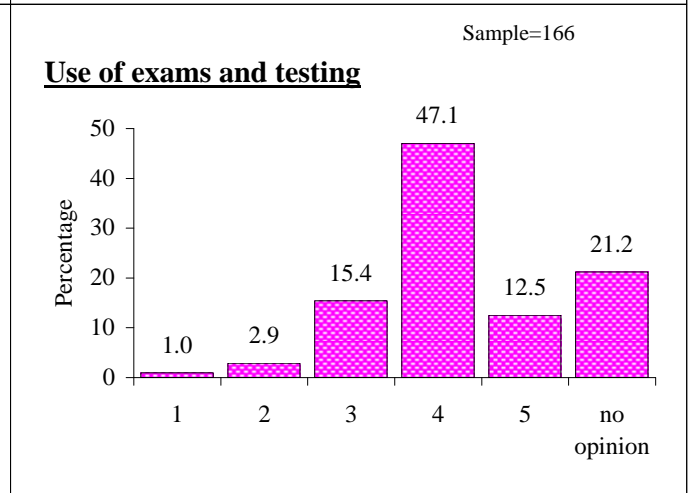
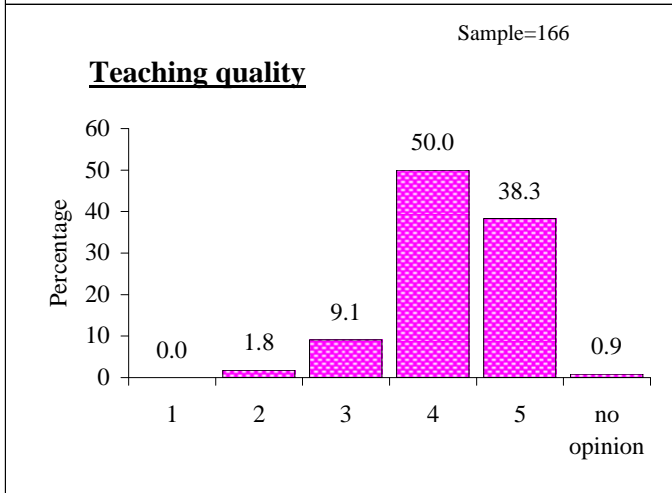
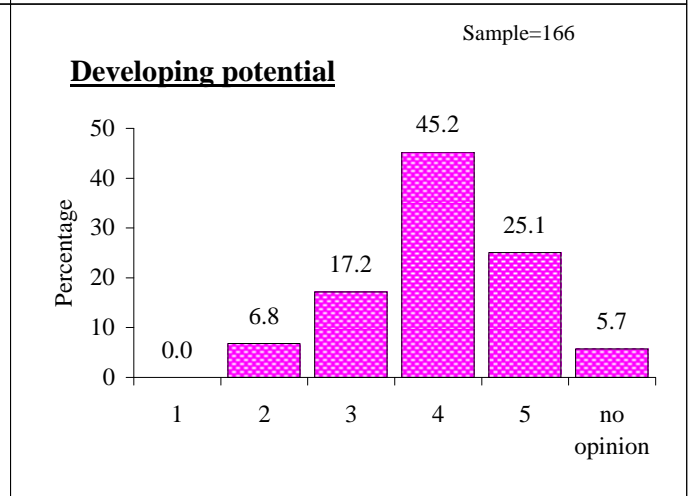
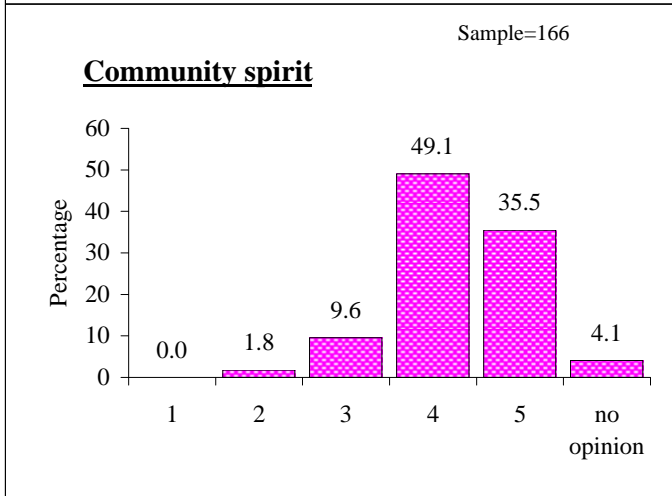
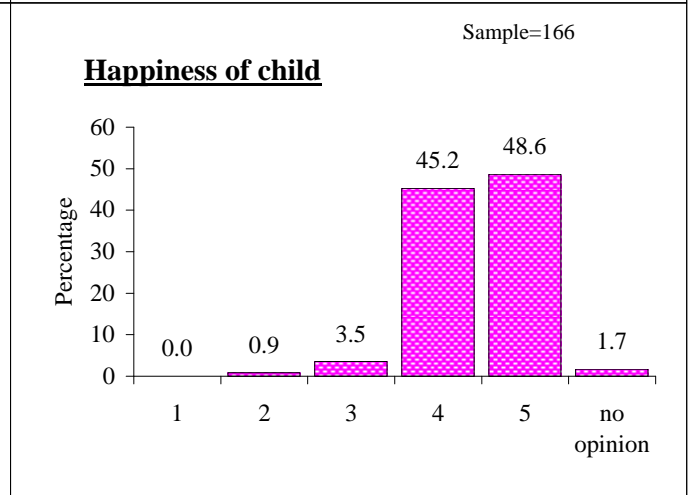
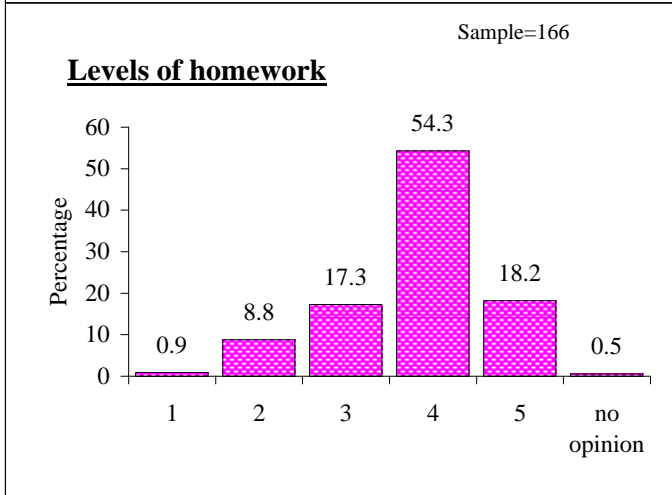
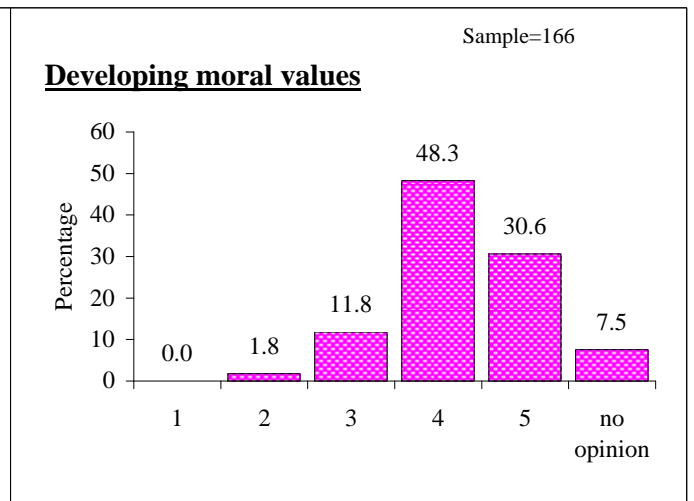
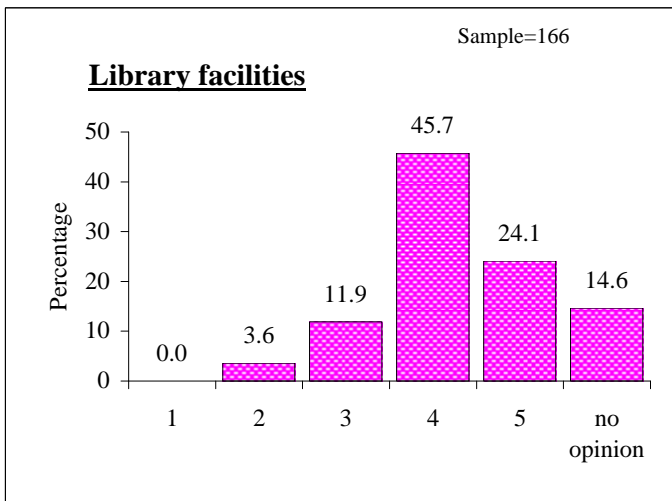


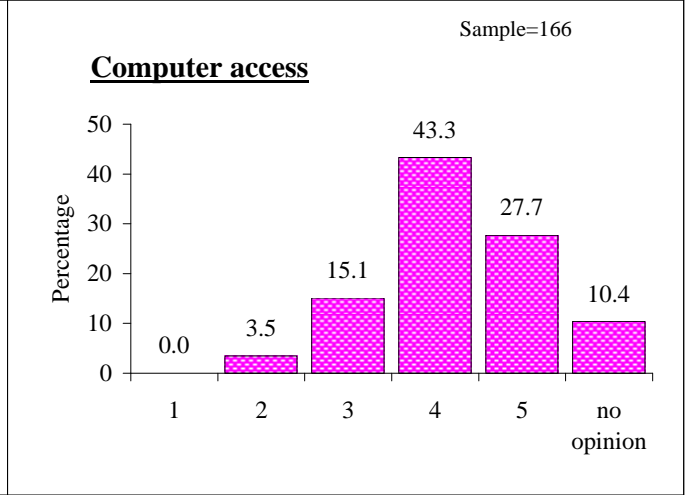
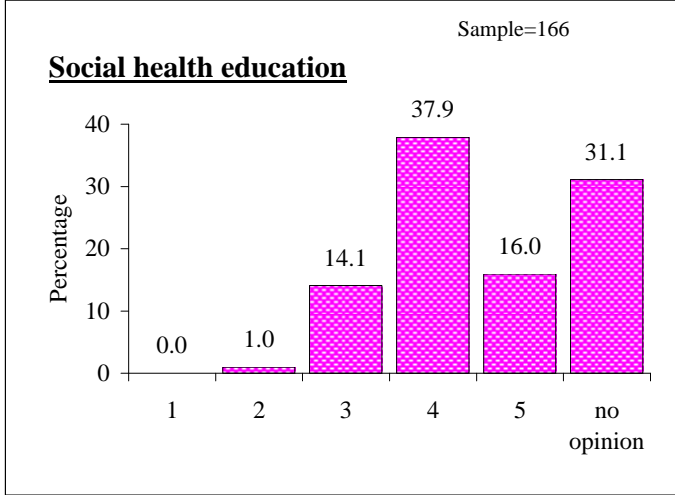
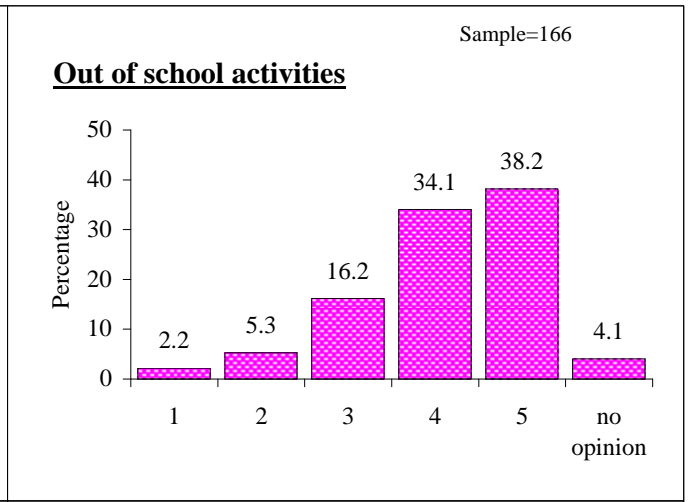
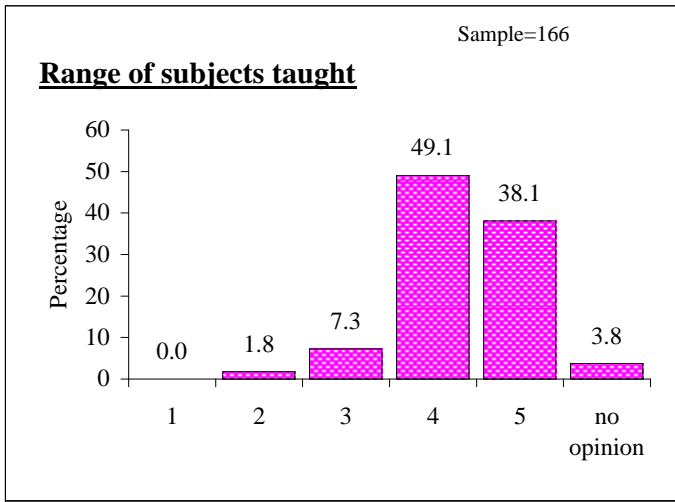
Subjects marked in **Pink** should only be considered indicative.

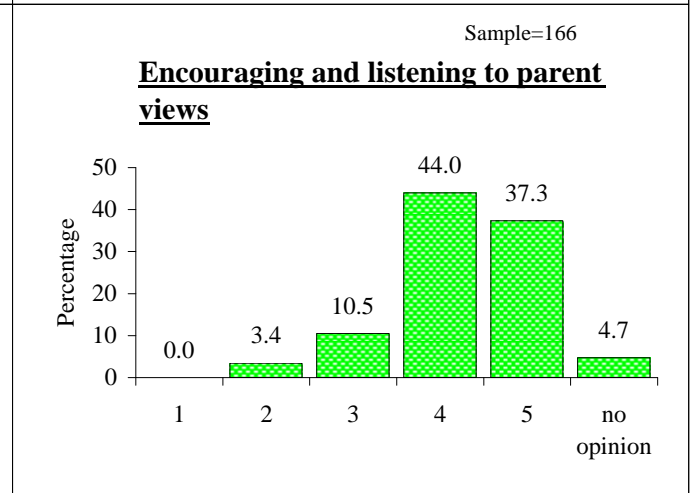
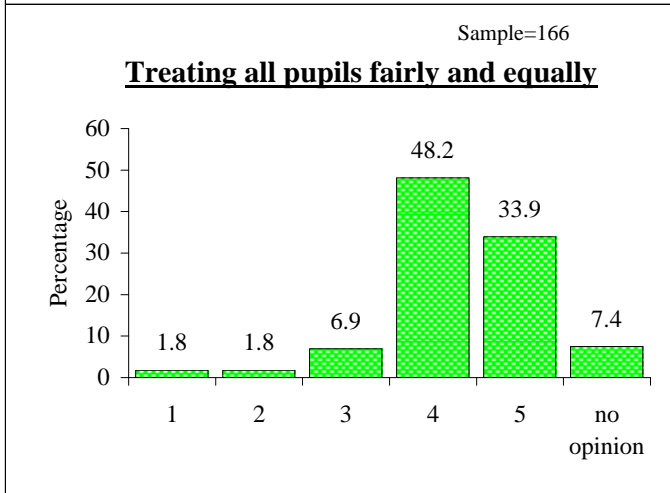
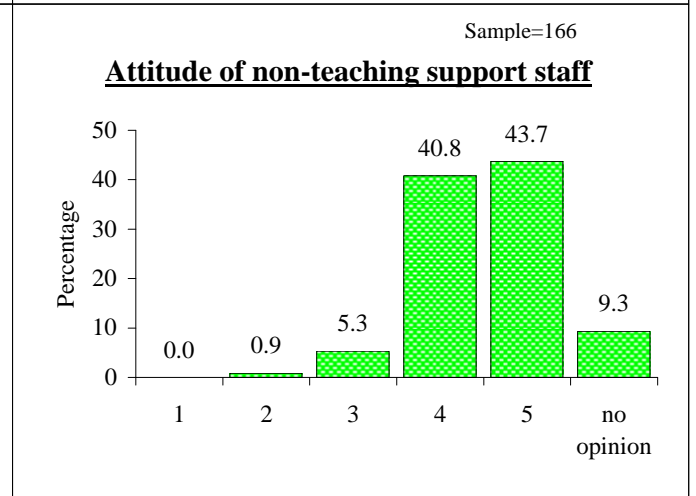
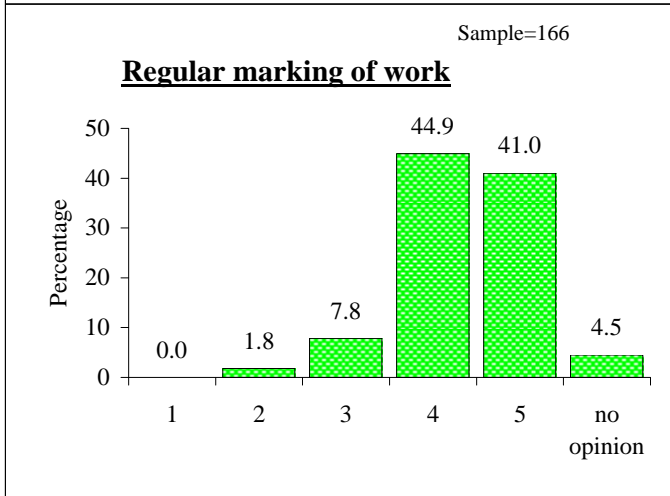
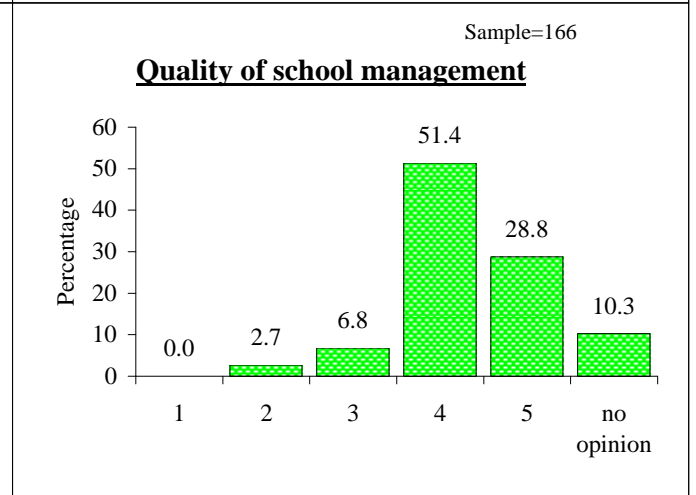
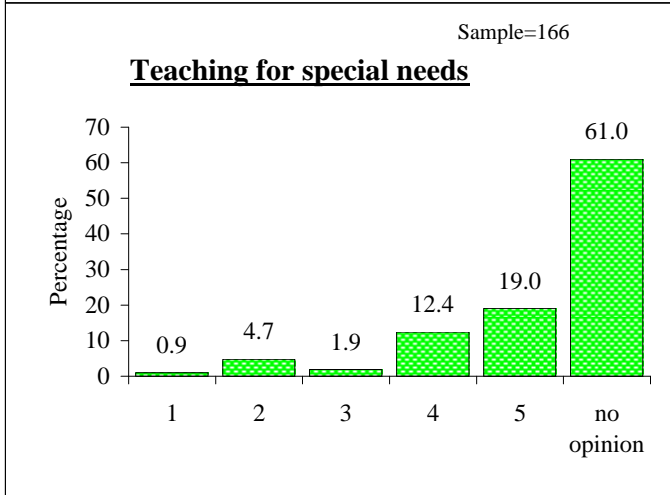
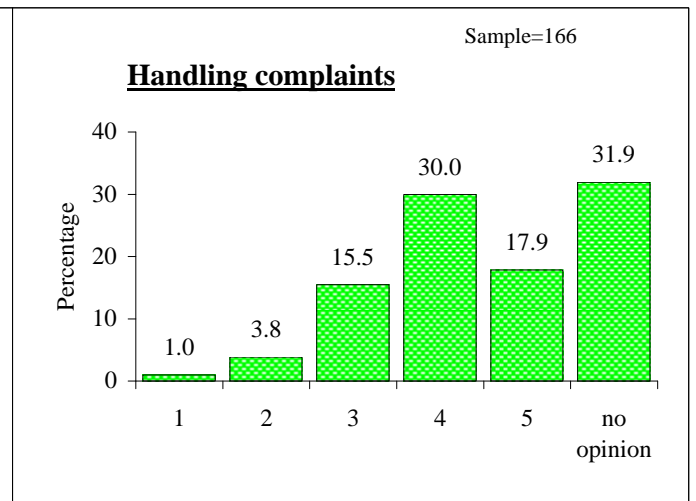
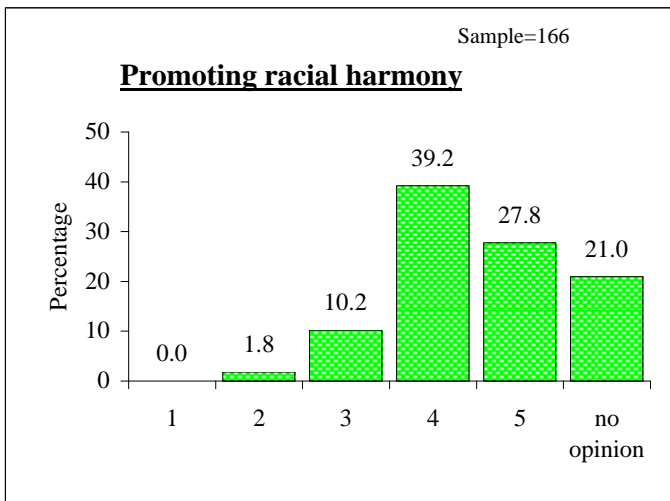


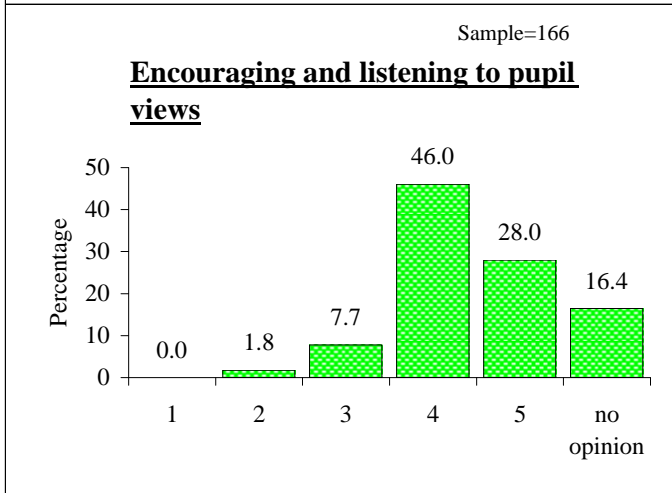
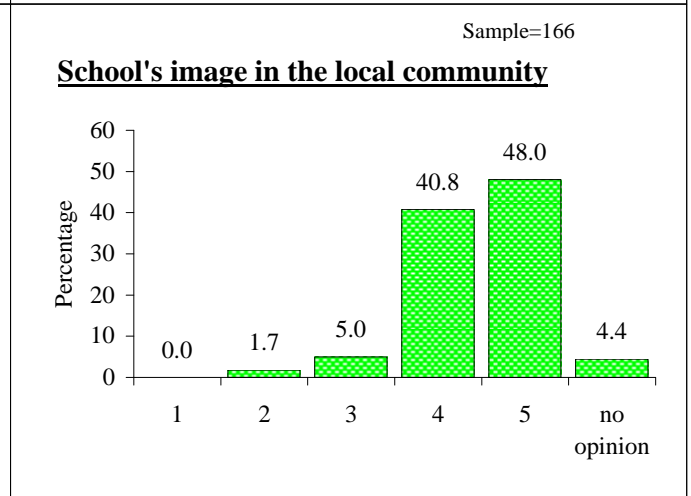
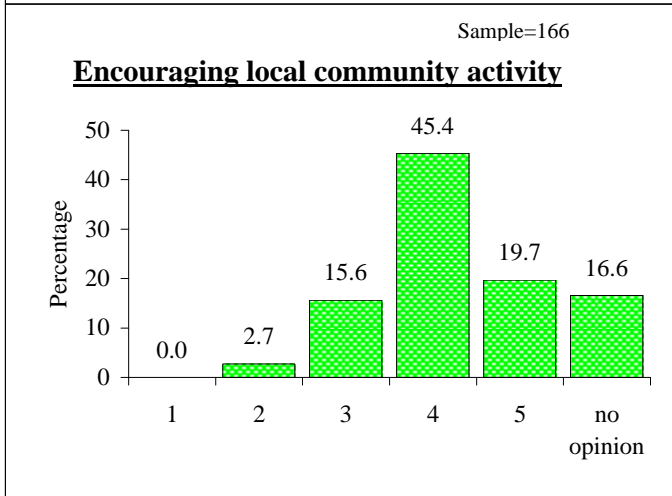
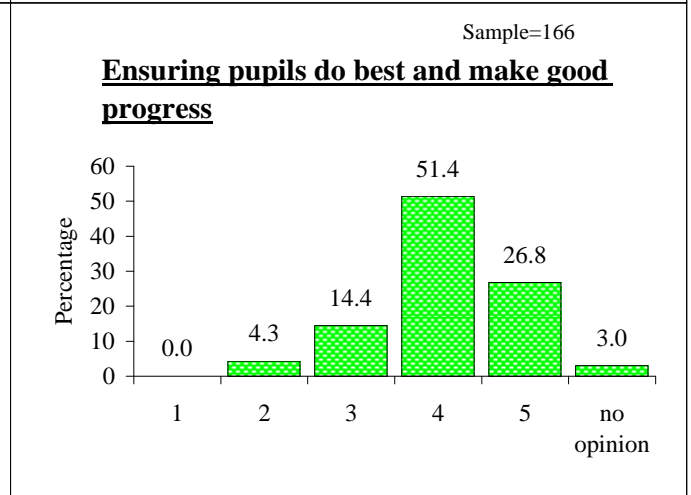
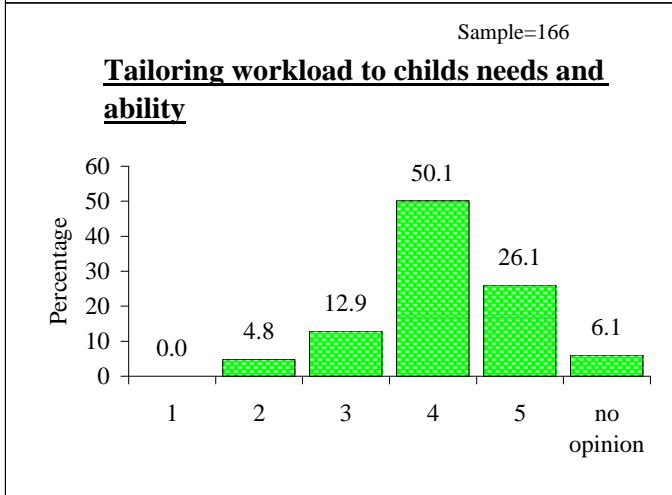
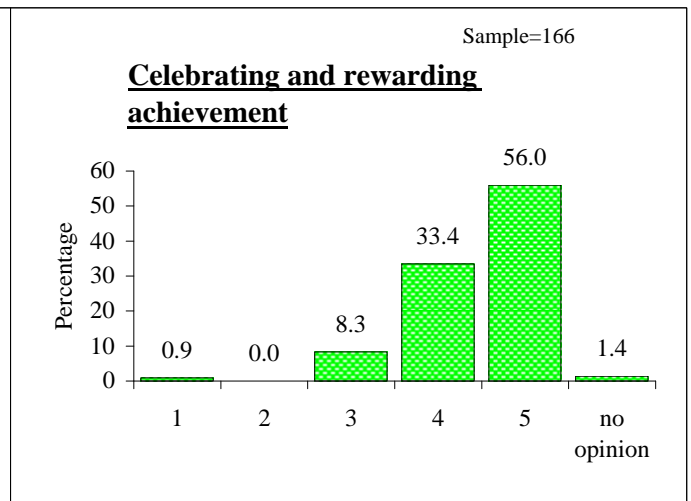
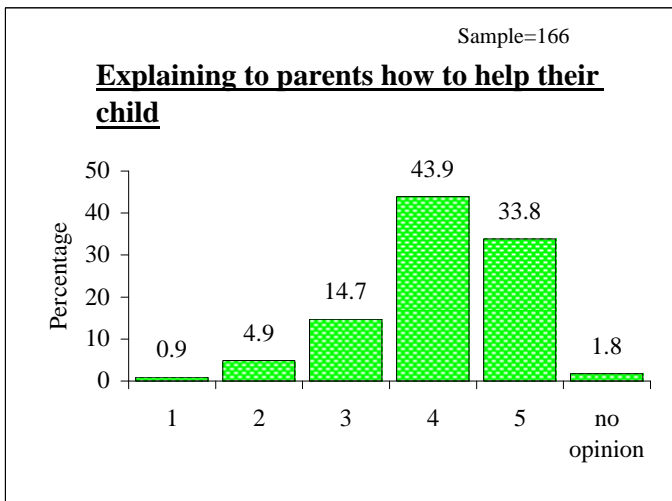








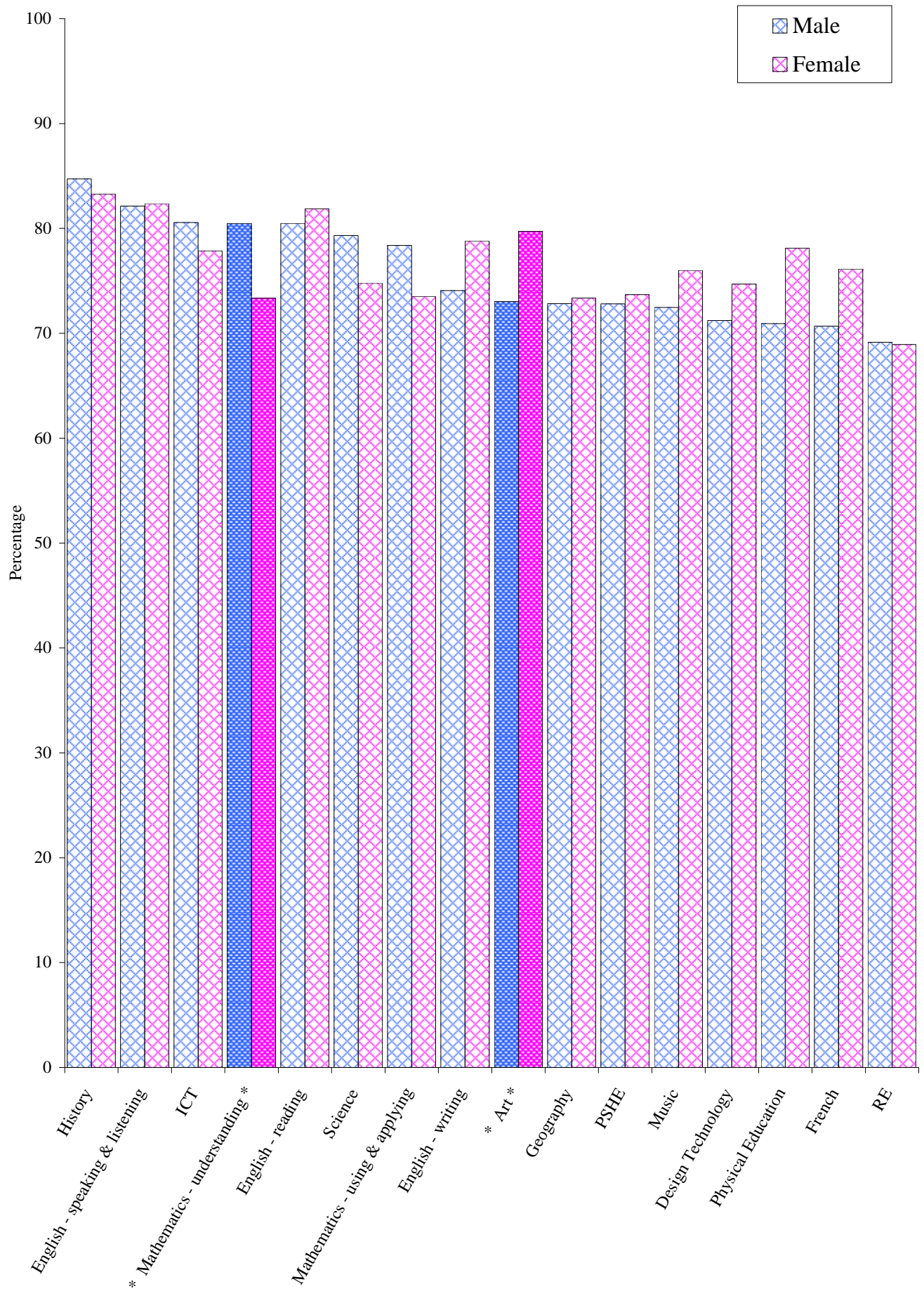




Cross Tabular Graphical Analysis of Results

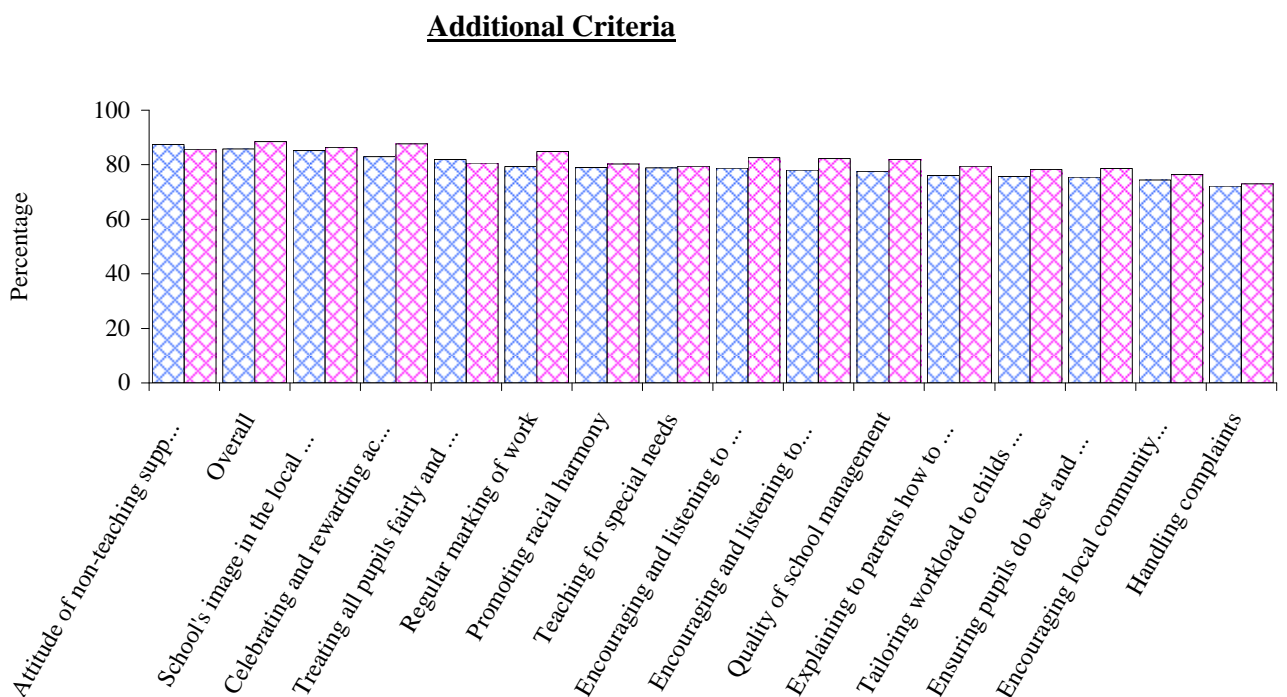
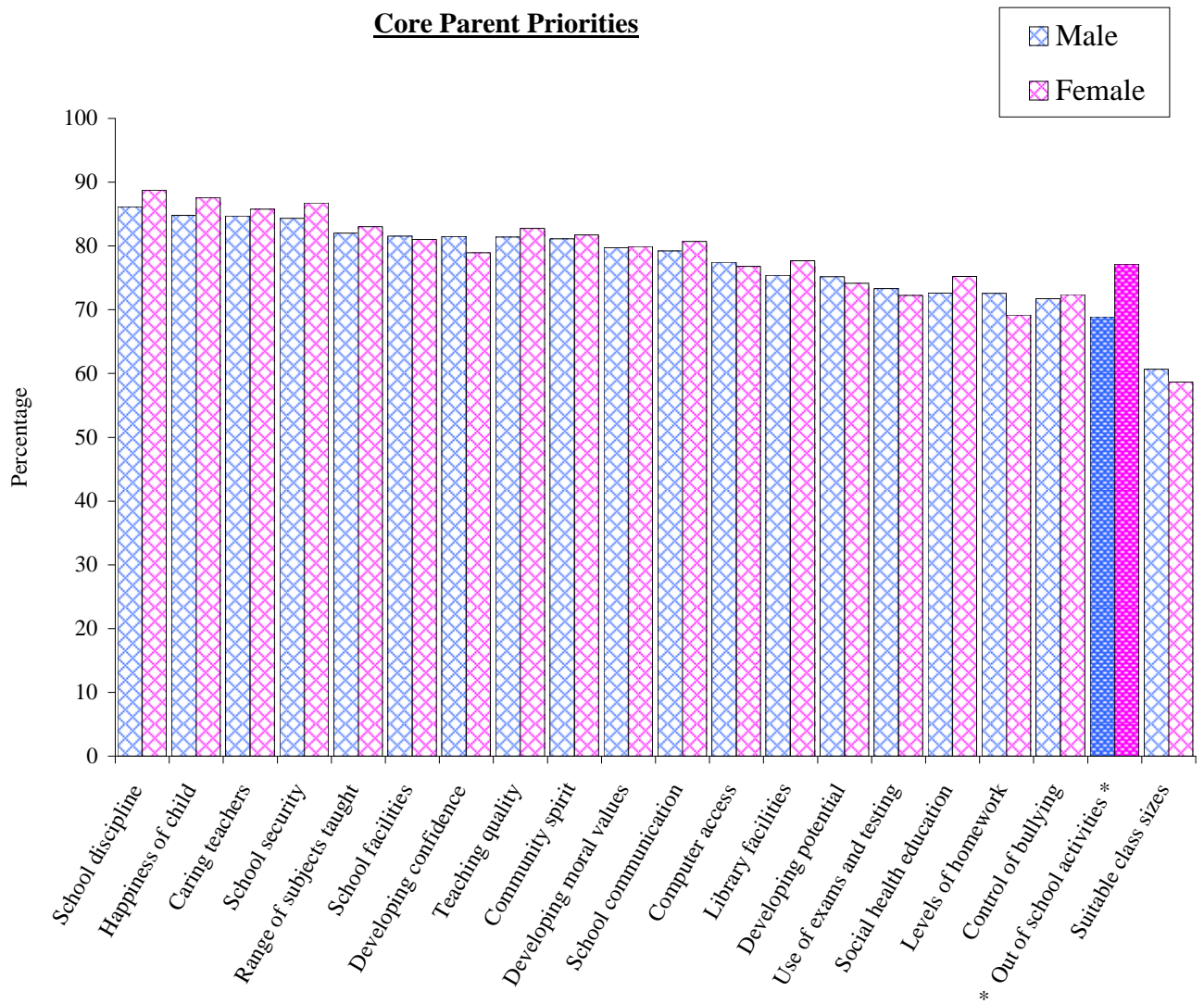
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

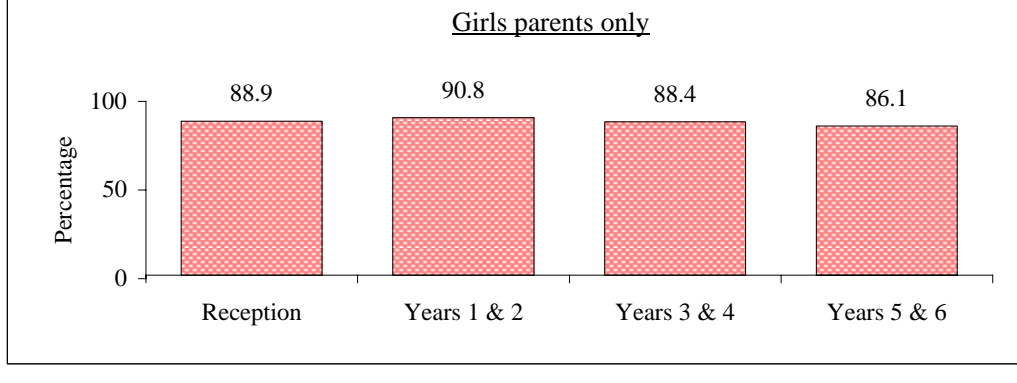
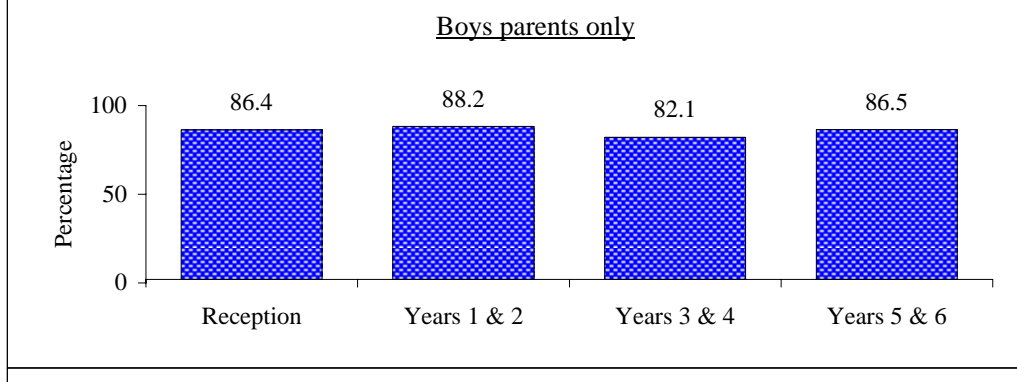
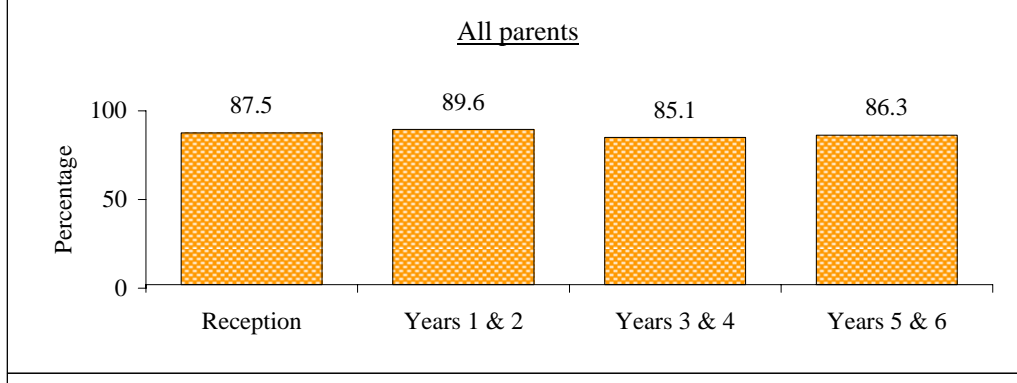
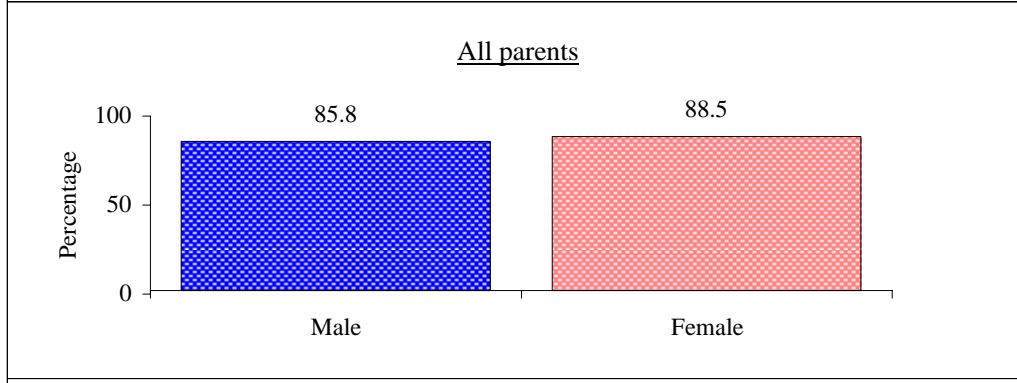
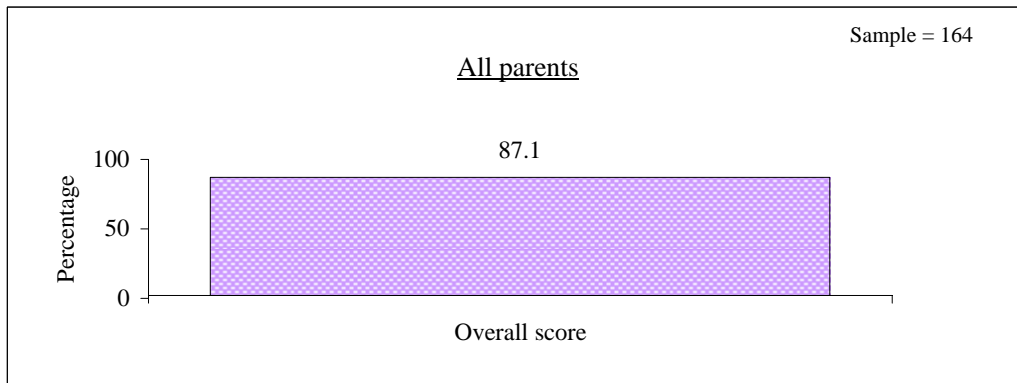


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

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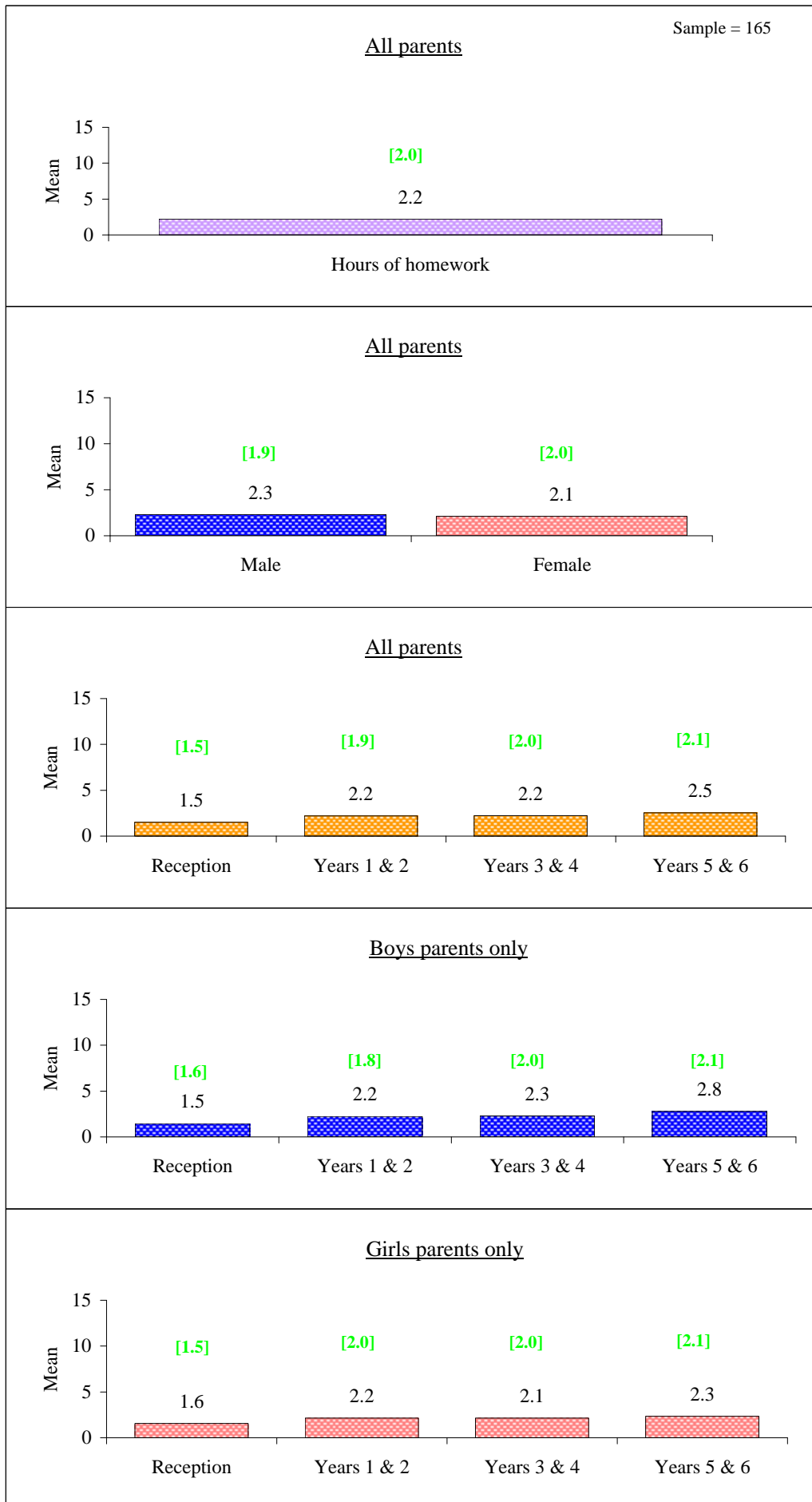


**Graphs to Show the Overall Performance Scores Given by Parents,
Broken Down by Year Group and Gender of Pupil.**

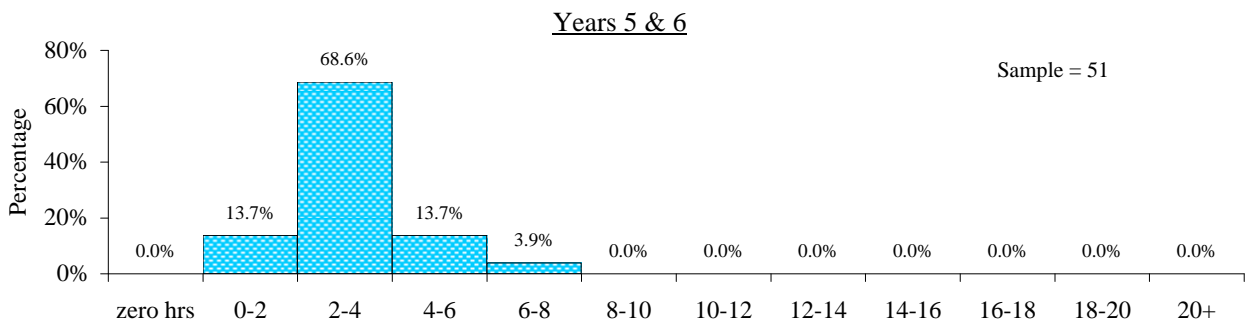
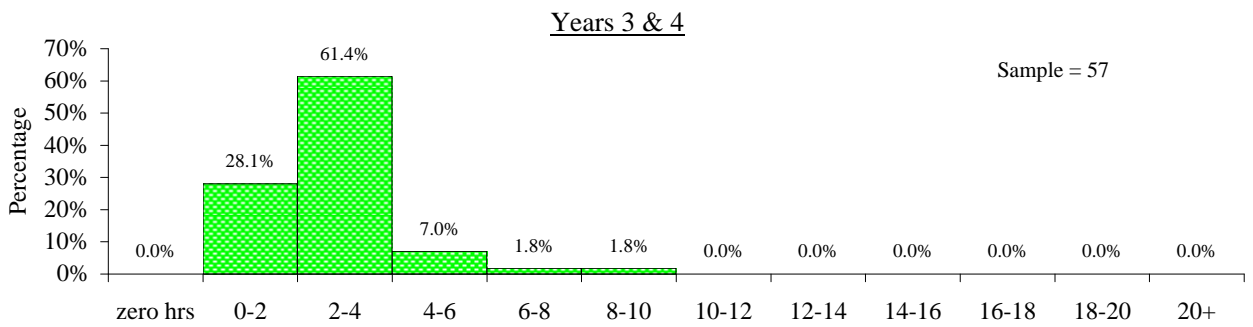
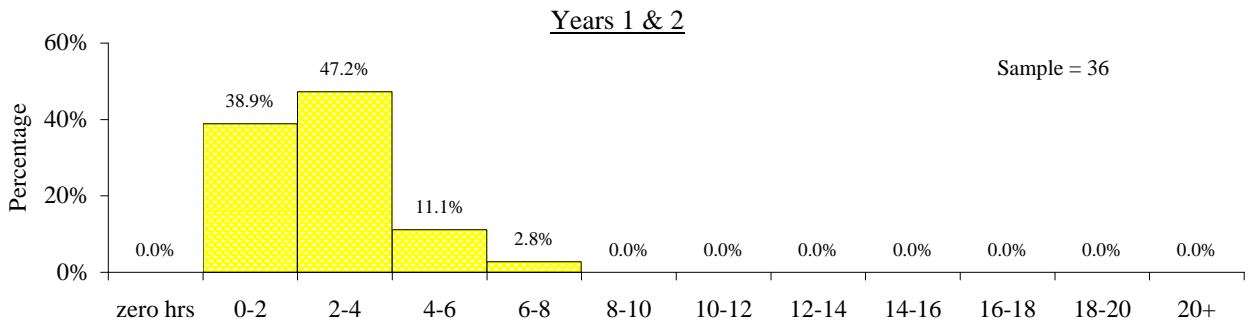
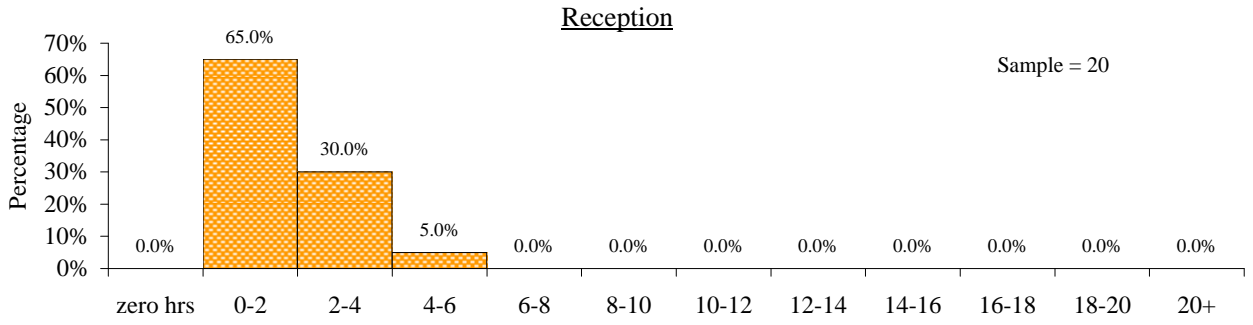
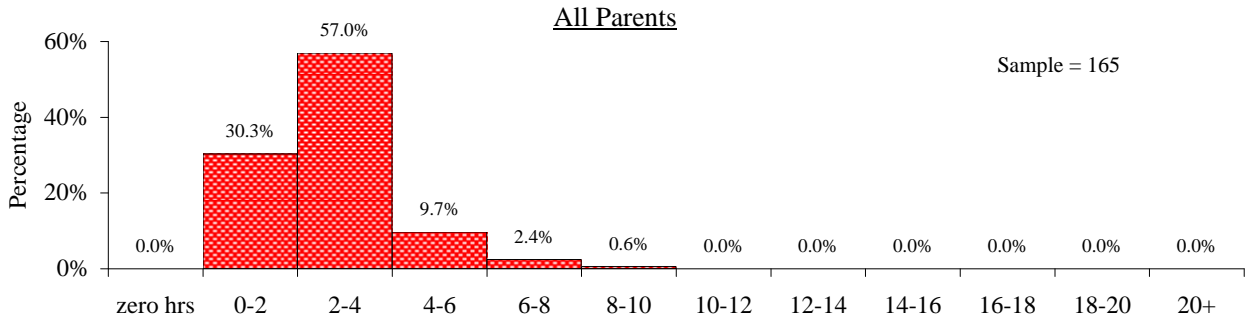


**Graphs to show the Mean Number of Hours that Pupils Spend on Homework,
Broken Down by Year Group and Gender of Pupil.**

Average figures from similar schools are given in [brackets]



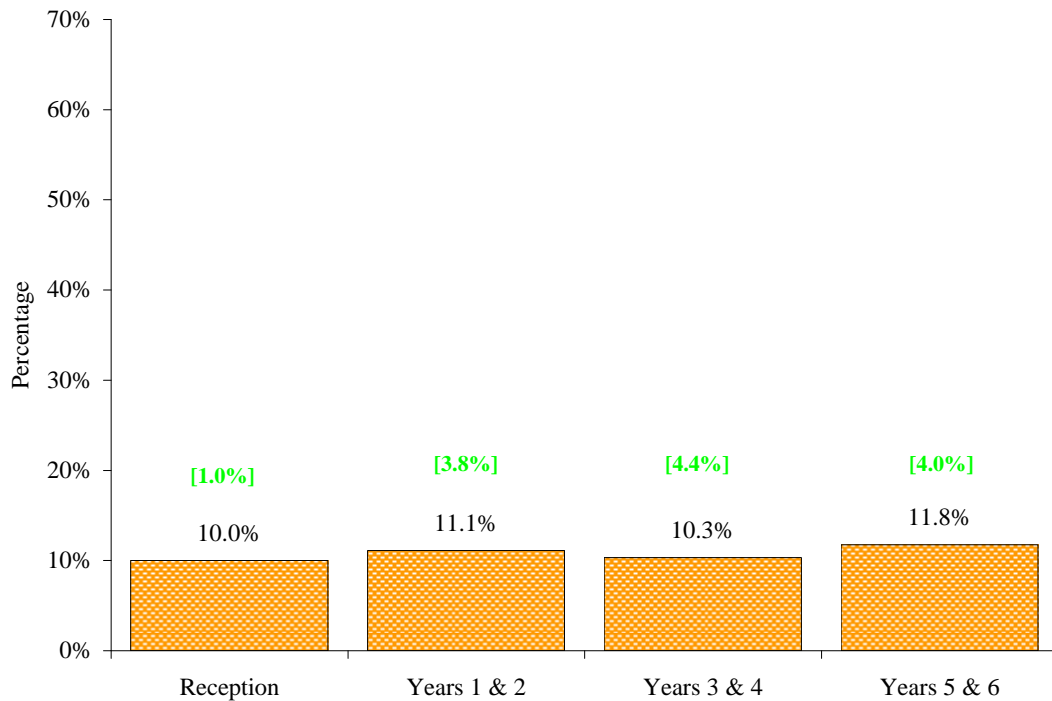
Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group



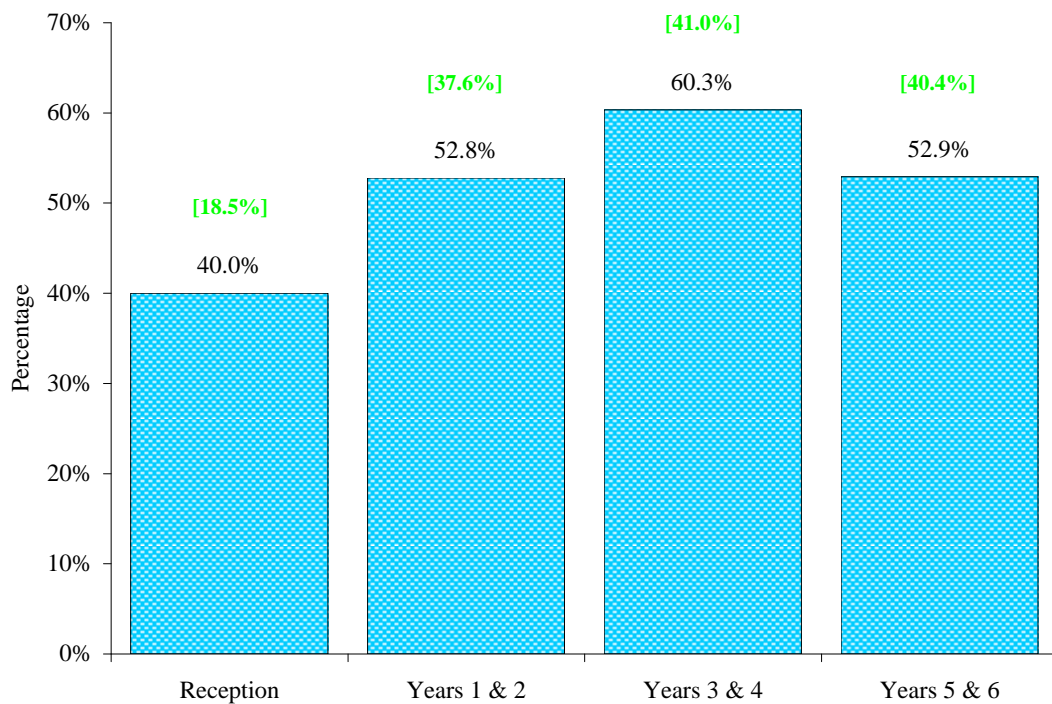
Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in [brackets]

Pushed Too Hard

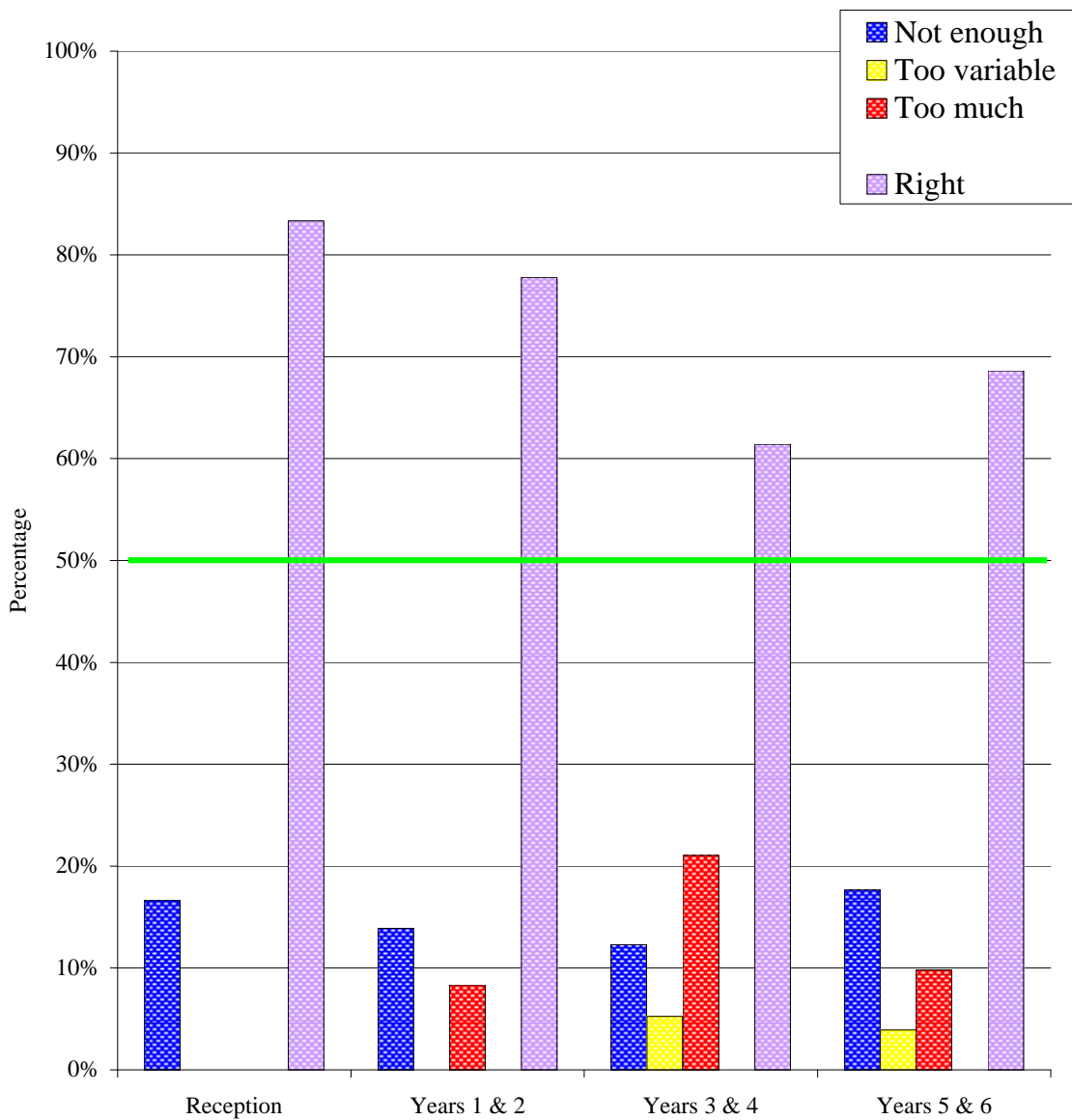


Not Pushed Hard Enough



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

For this question, schools typically achieve more than 50% of parents who choose "Right".
This level was achieved for all year groups.



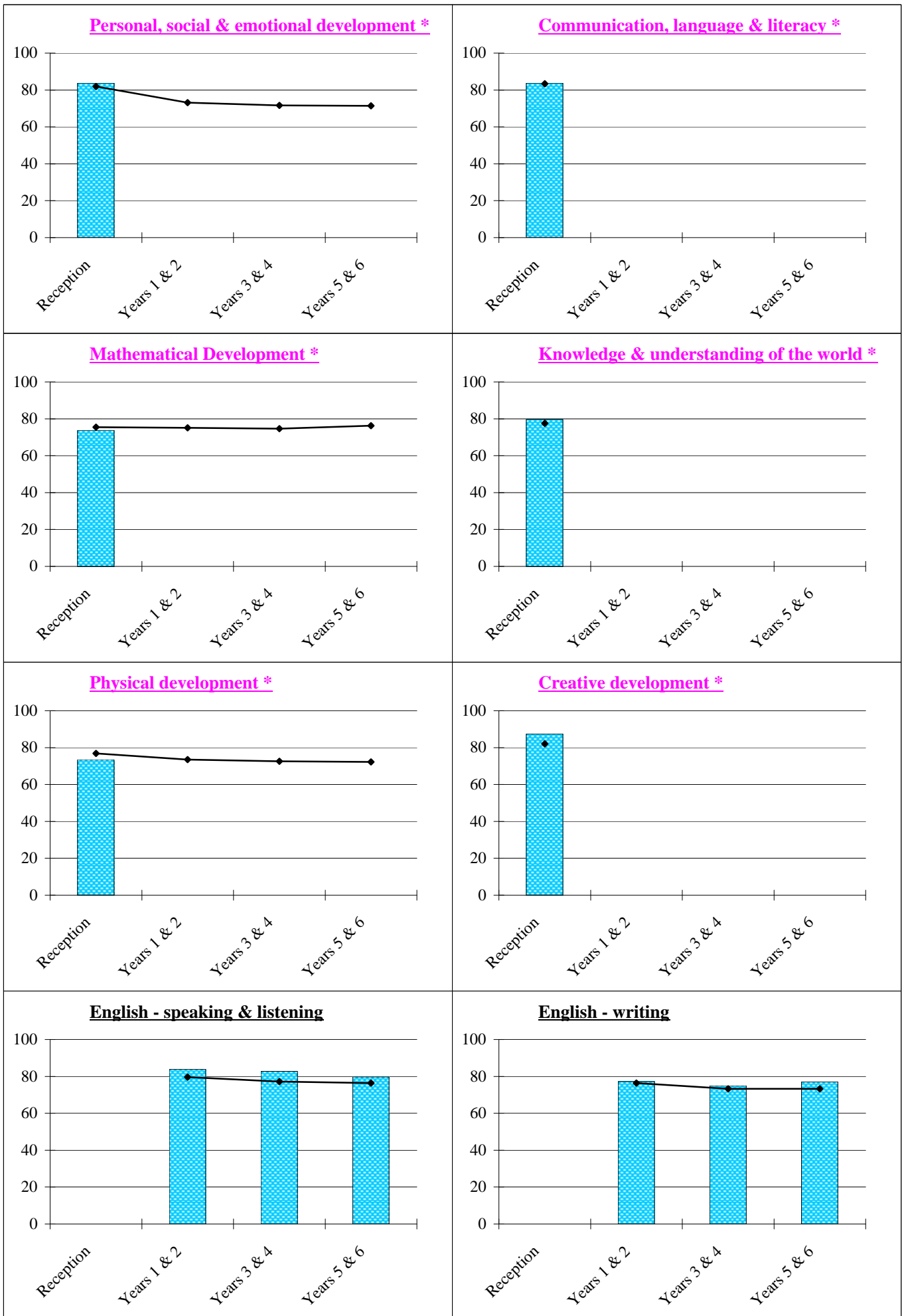
All Academic and Non-Academic Criteria shown by Year Group

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

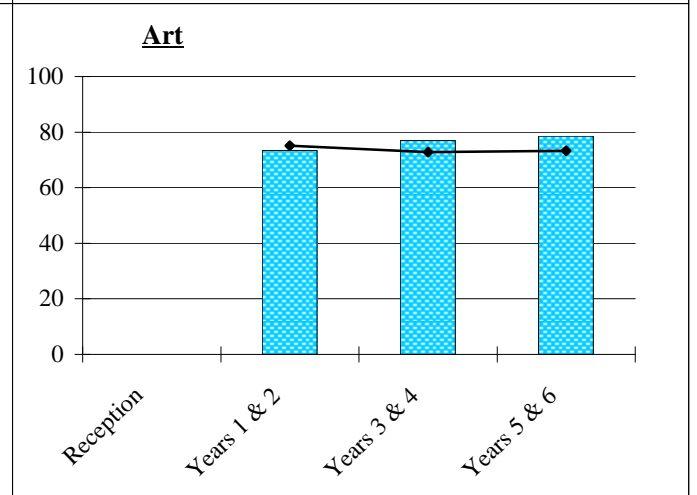
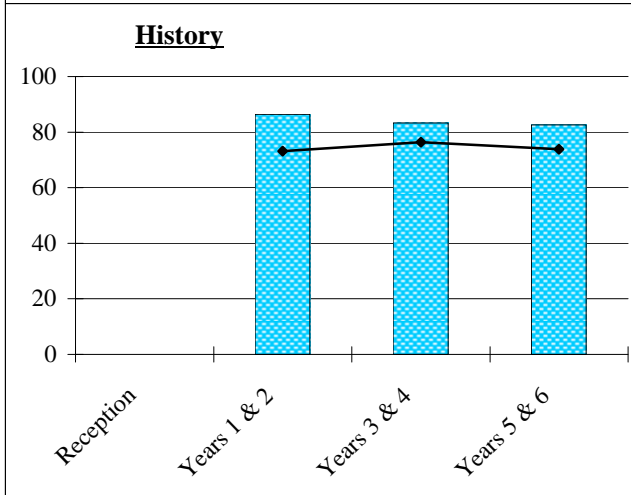
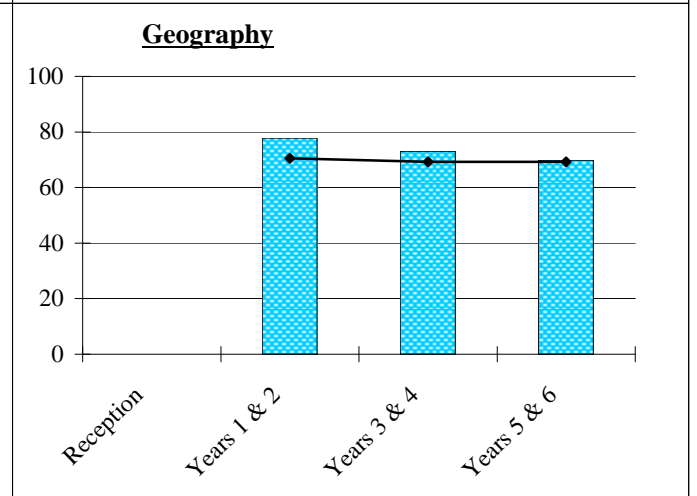
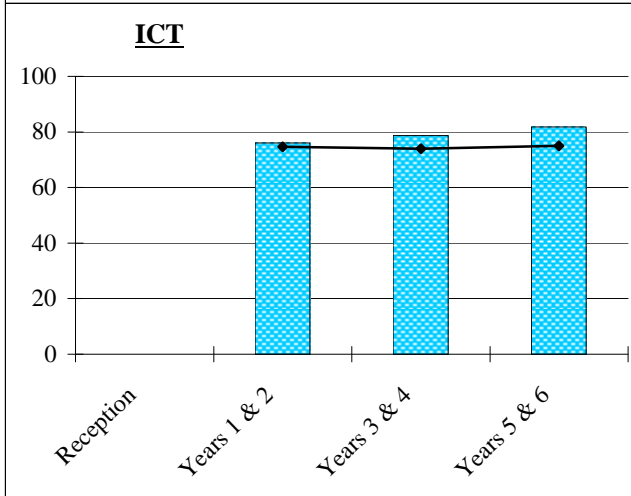
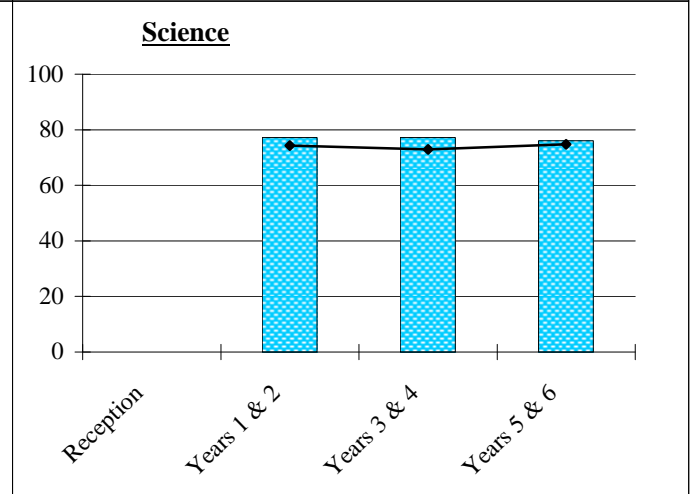
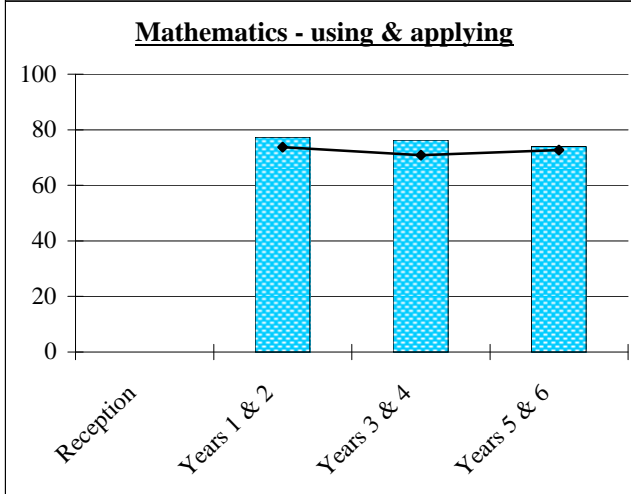
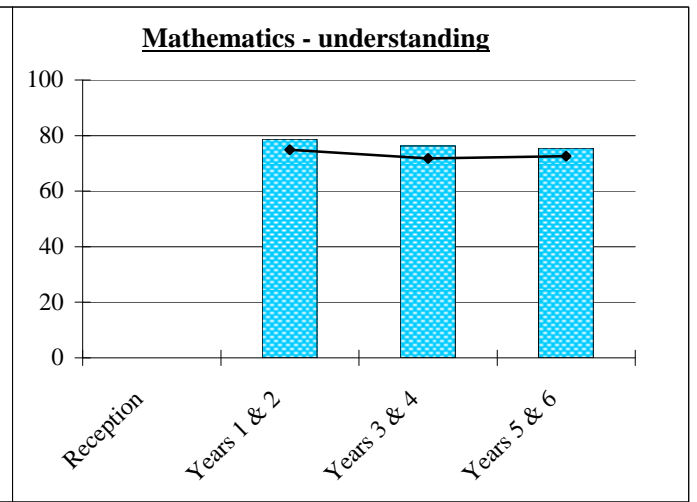
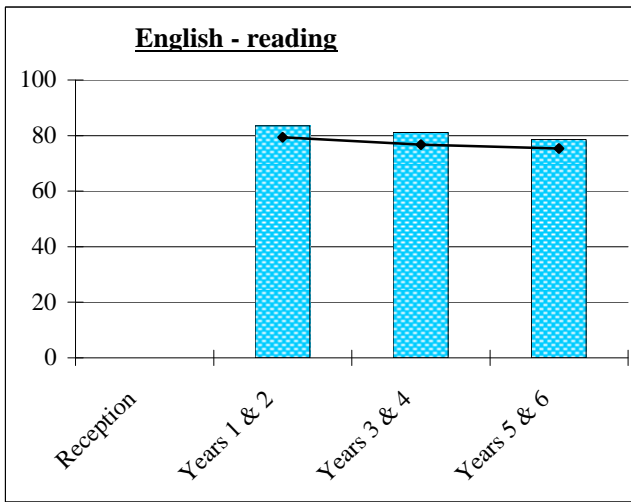
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

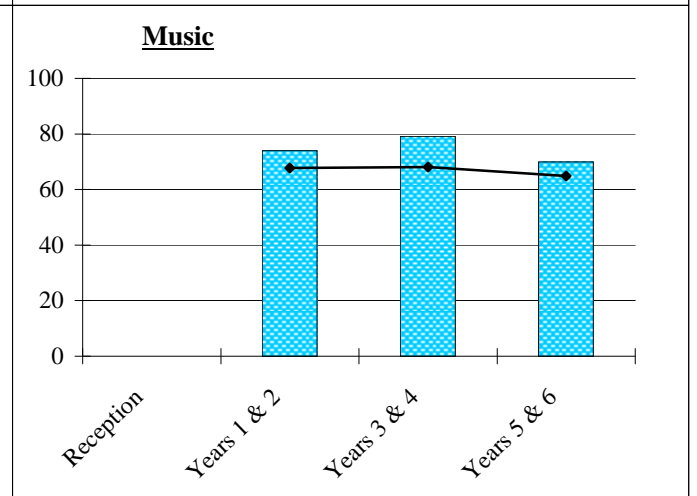
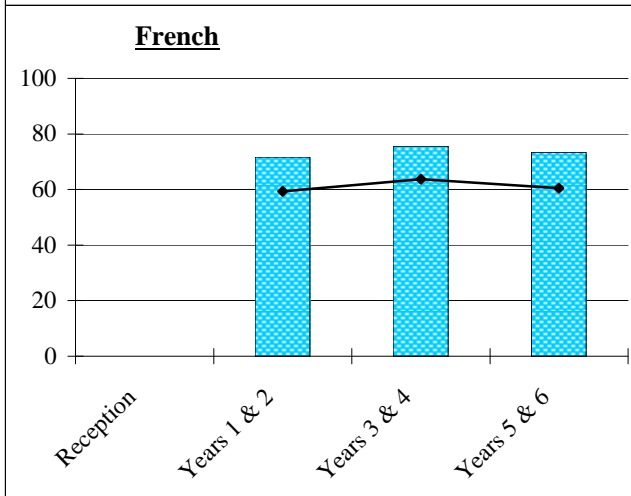
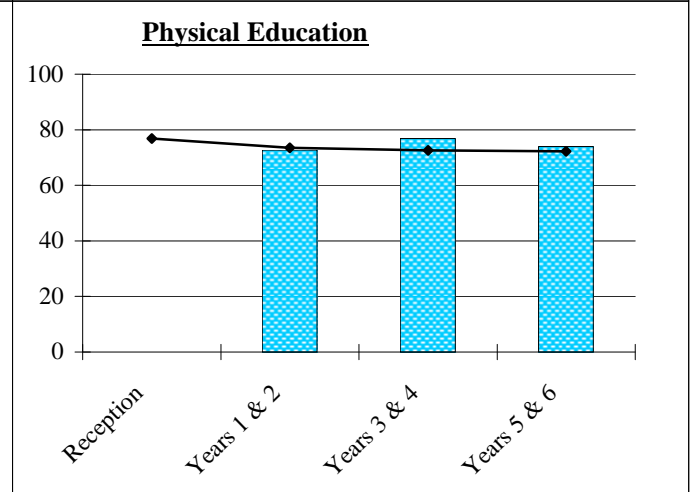
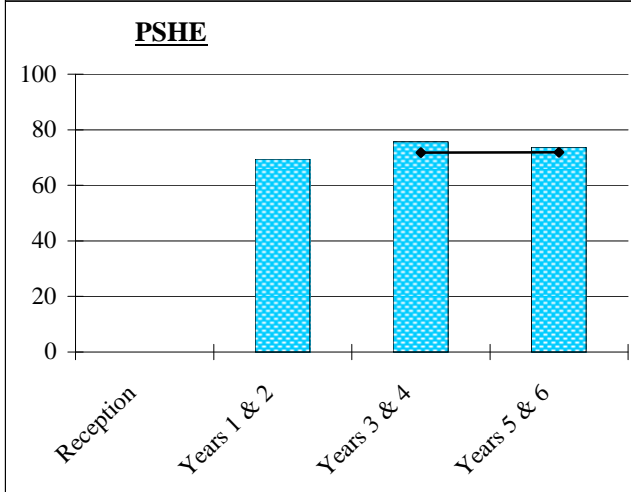
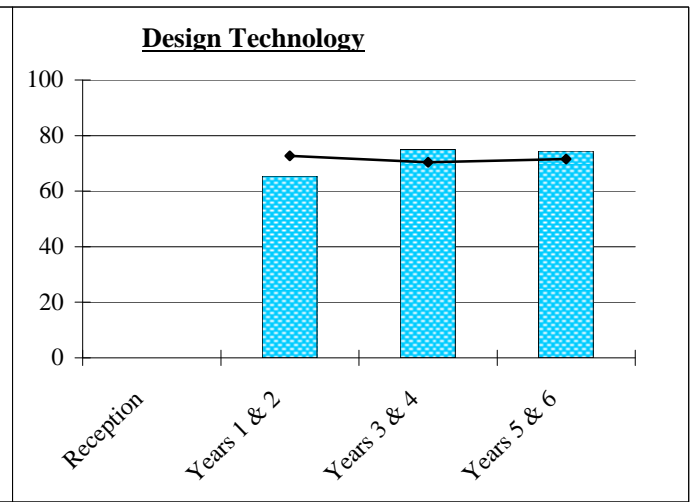
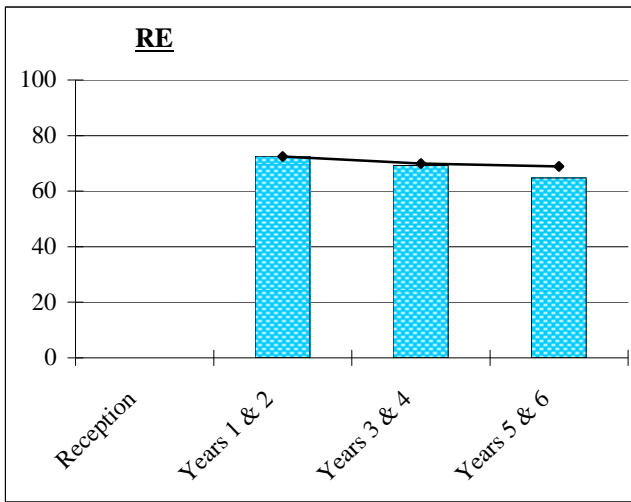
Year groups where there were less than 12 respondents for a criterion are not shown.

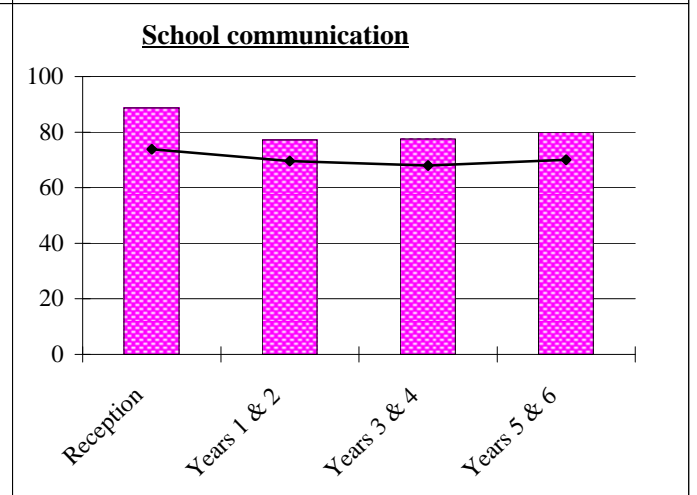
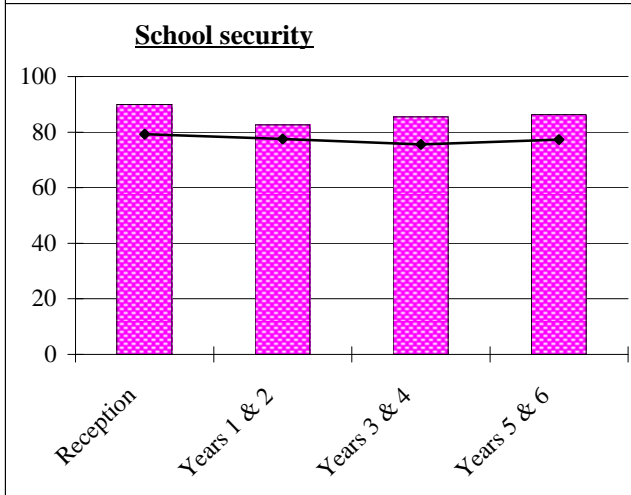
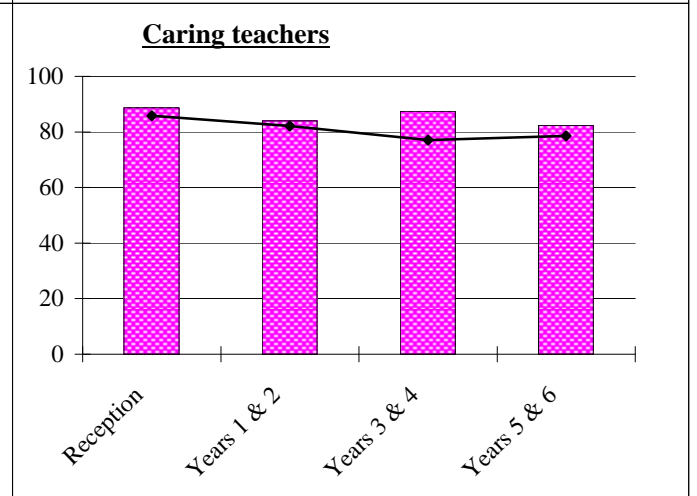
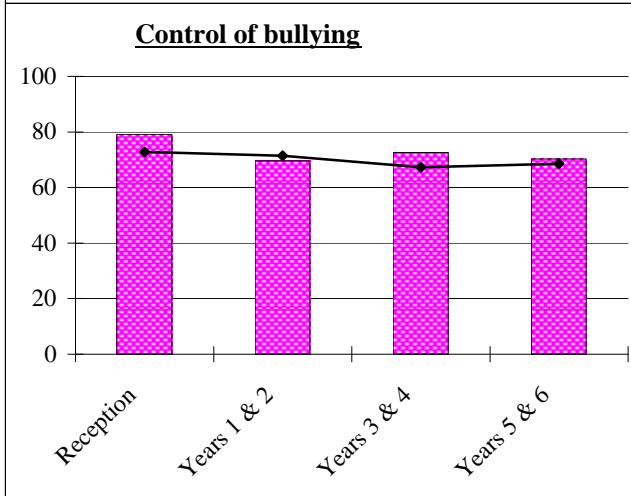
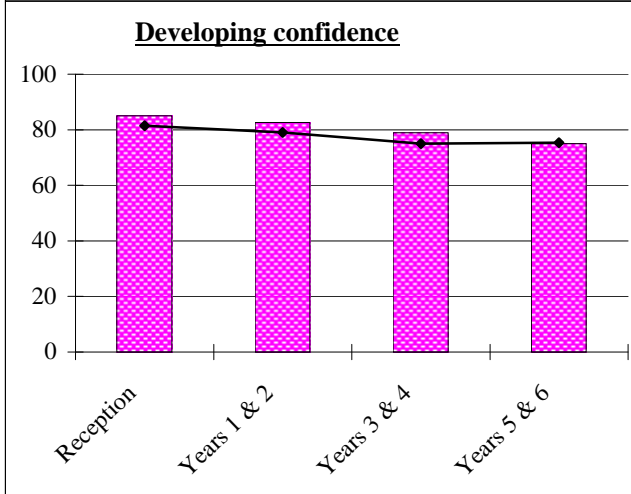
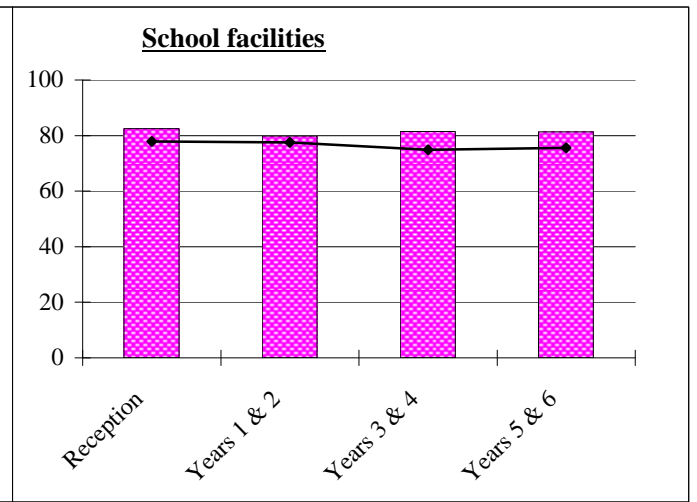
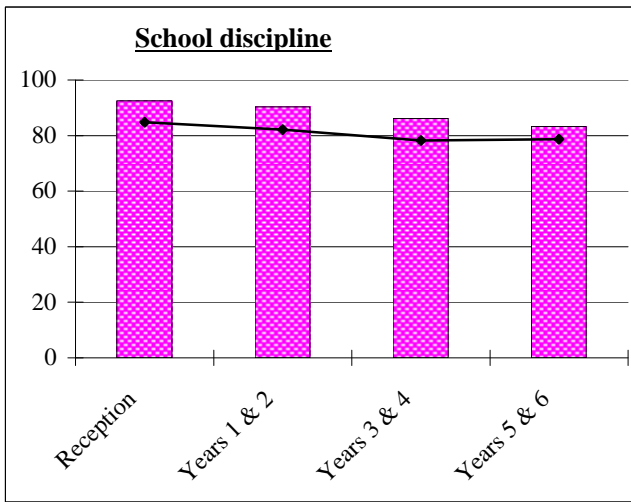
Please note: these year group scores are unweighted.

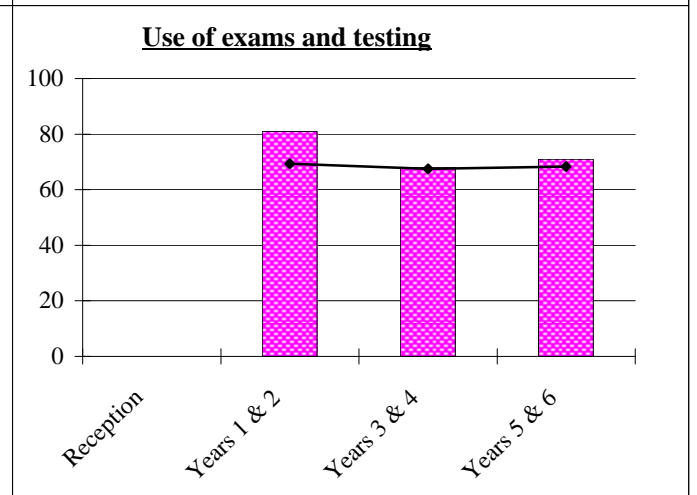
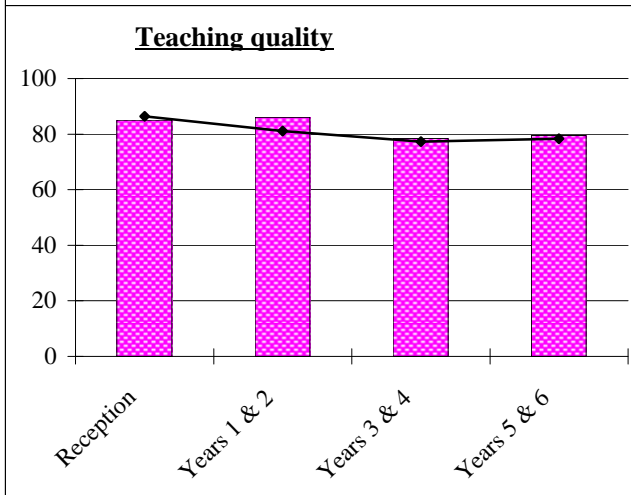
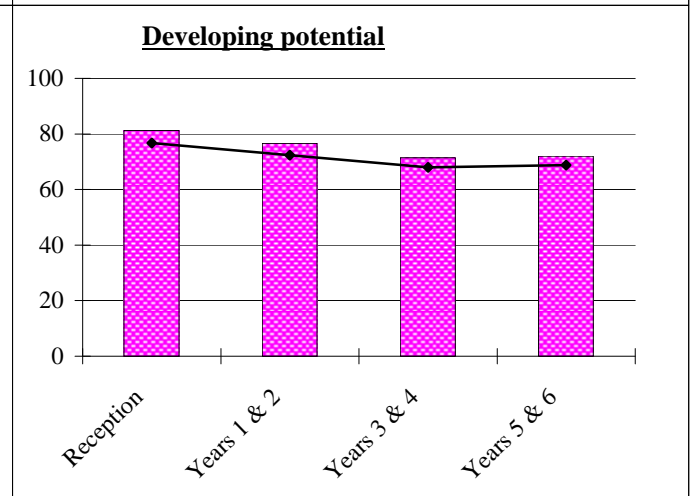
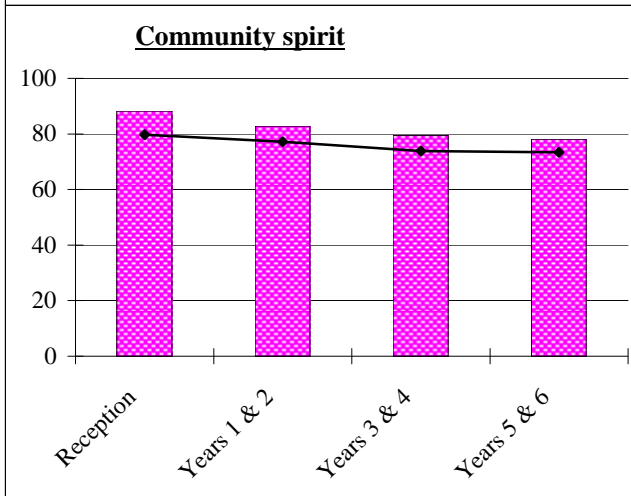
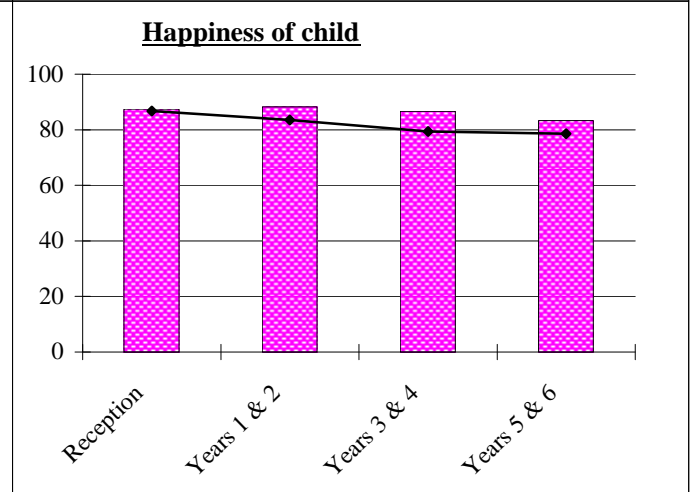
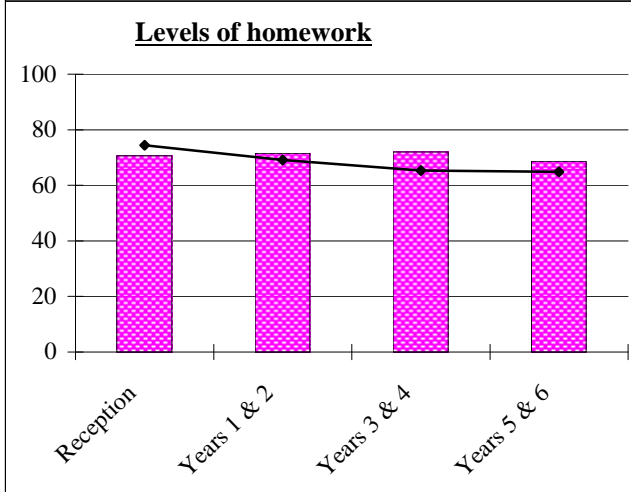
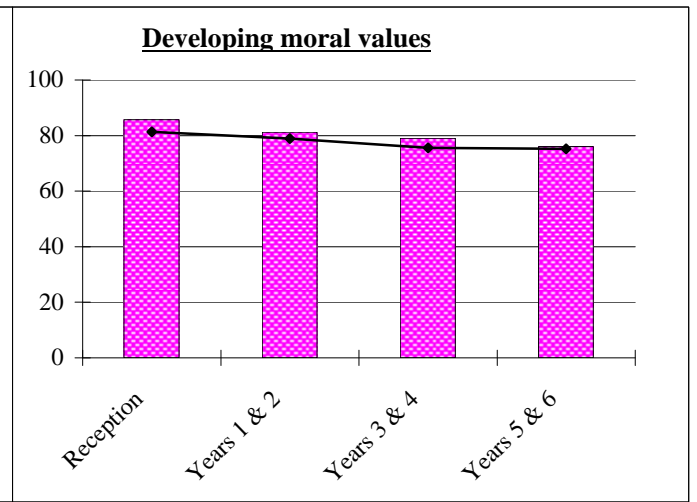


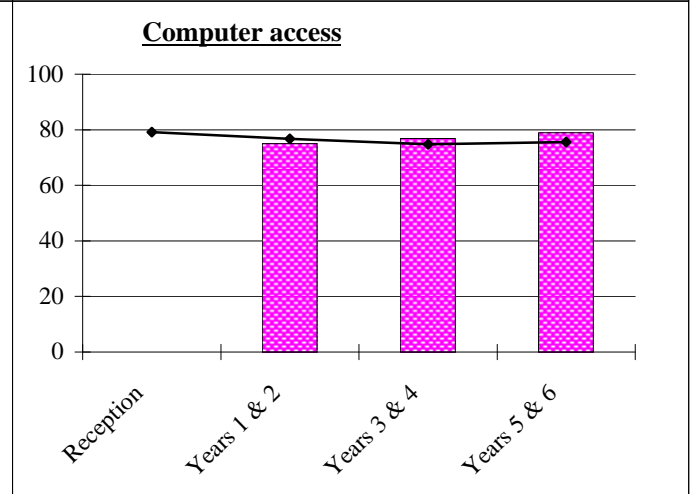
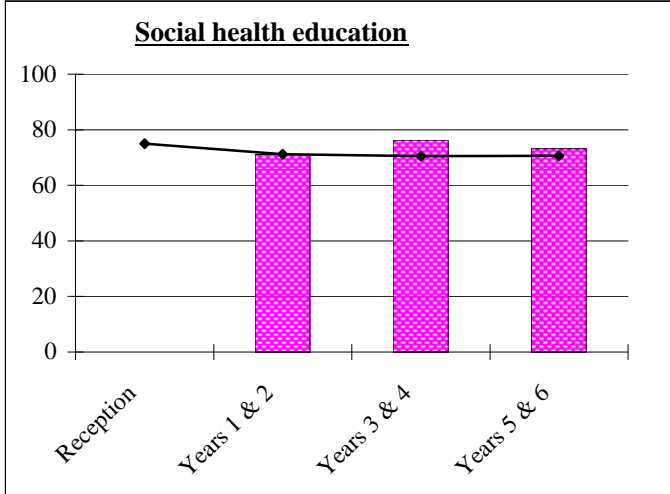
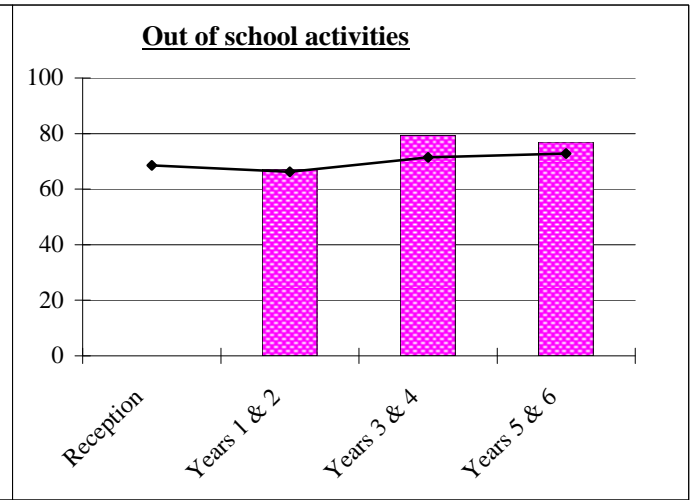
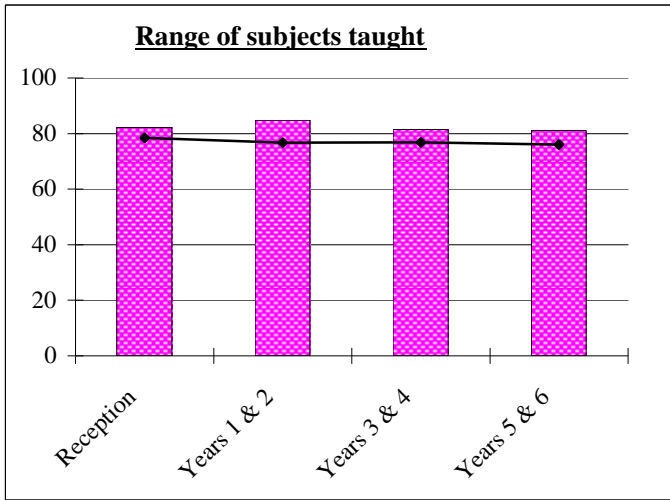
Subjects marked in **Pink** should only be considered indicative.

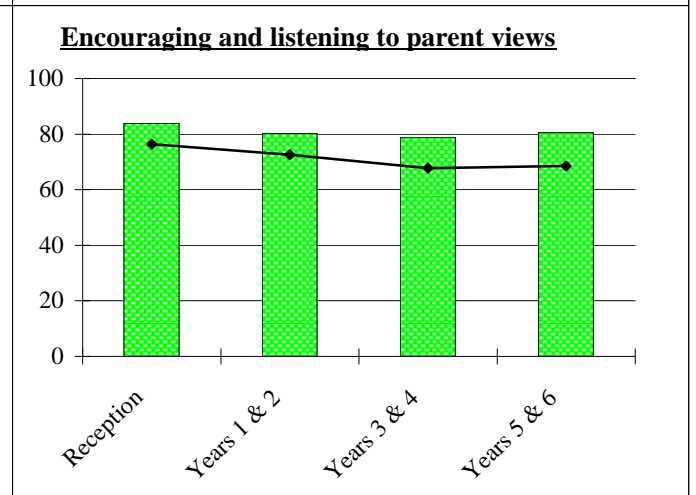
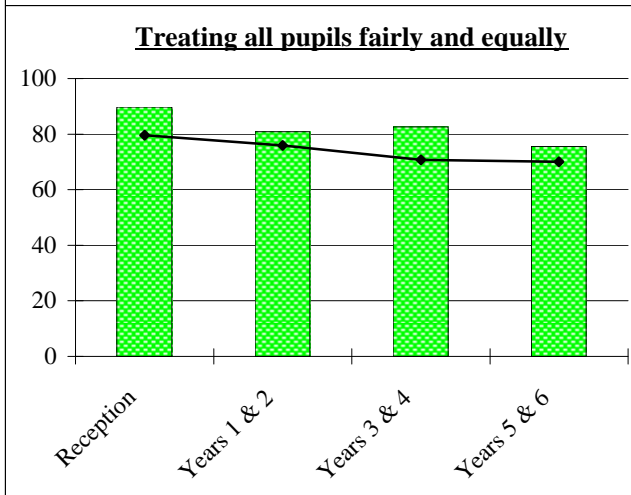
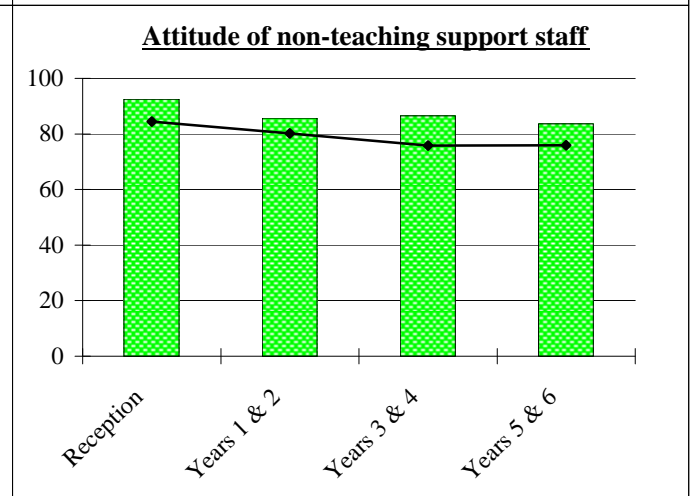
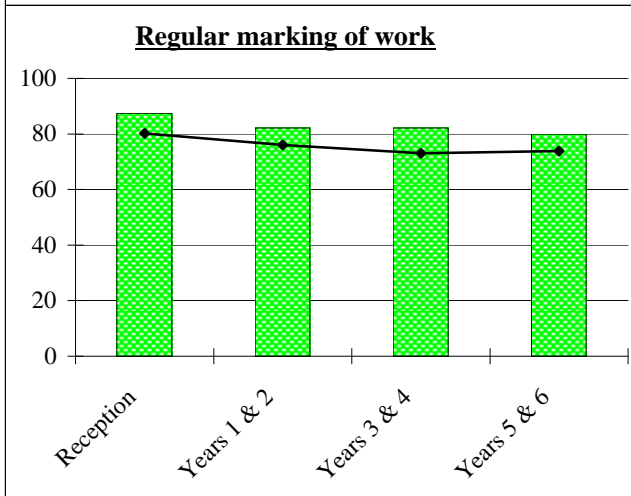
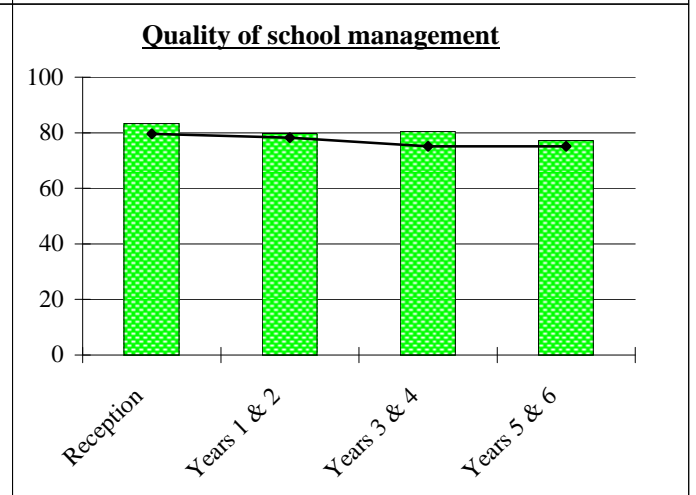
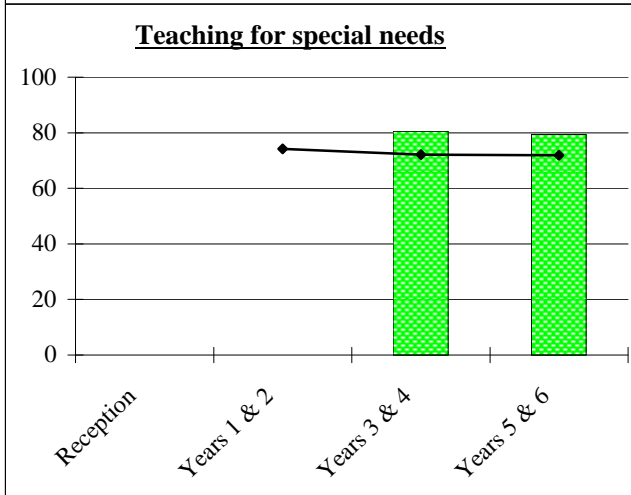
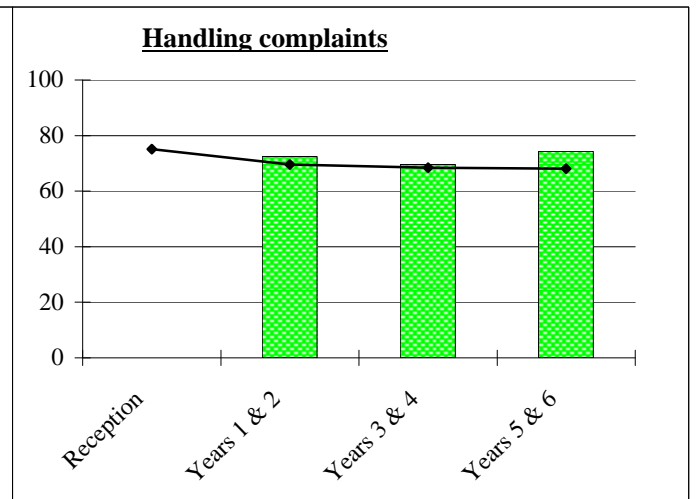
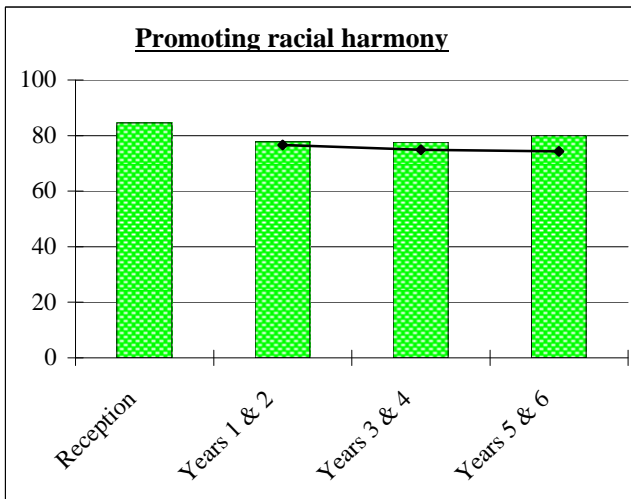




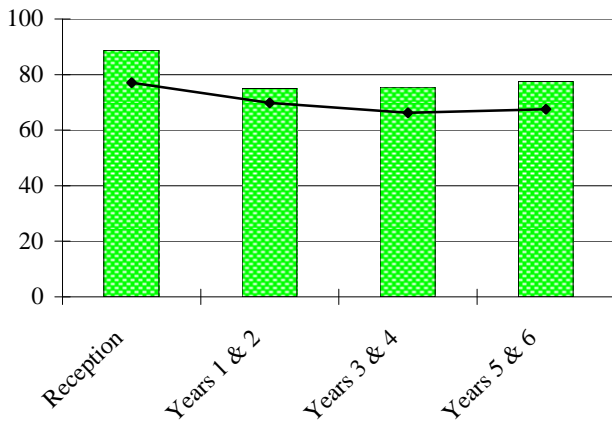




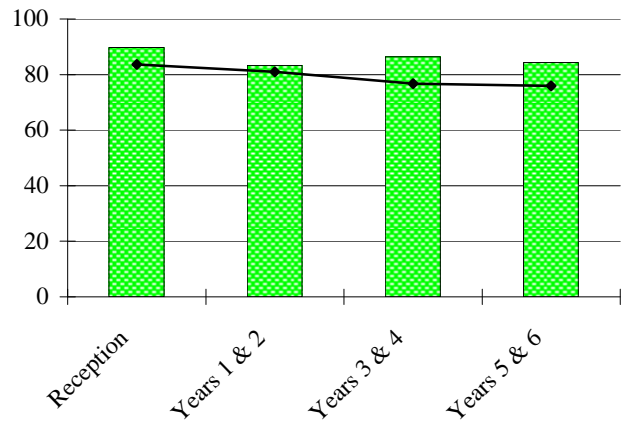




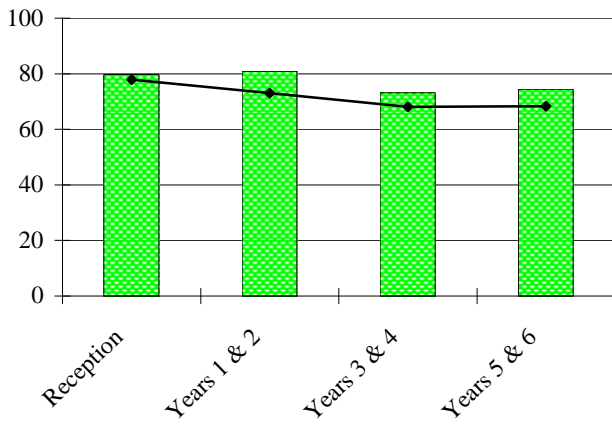
Explaining to parents how to help their



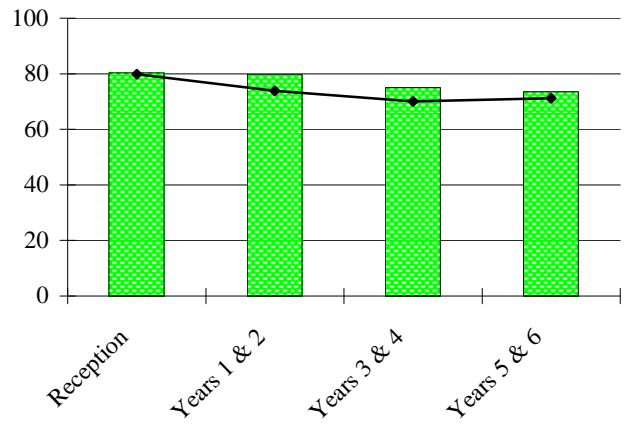
Celebrating and rewarding achievement



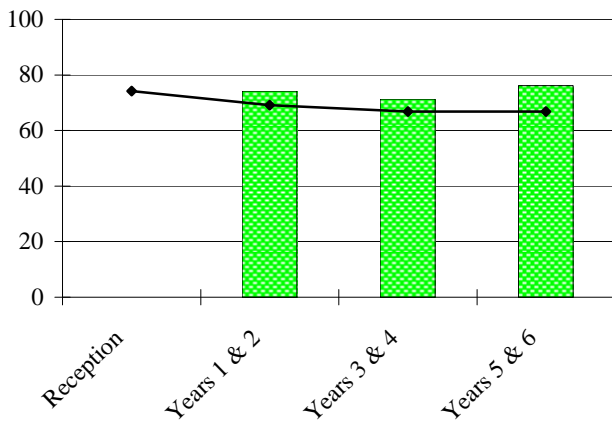
Tailoring workload to child's needs and ability



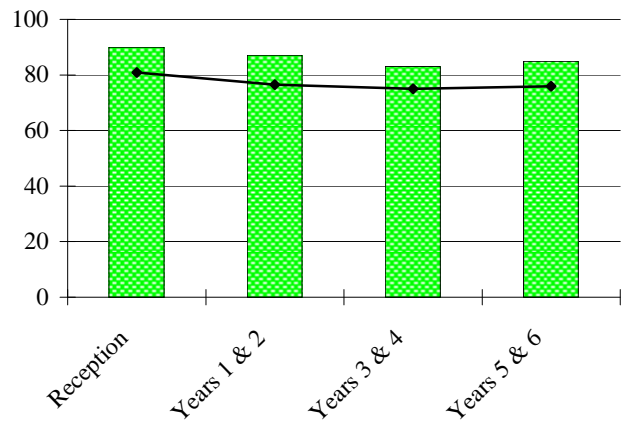
Ensuring pupils do best and make good progress



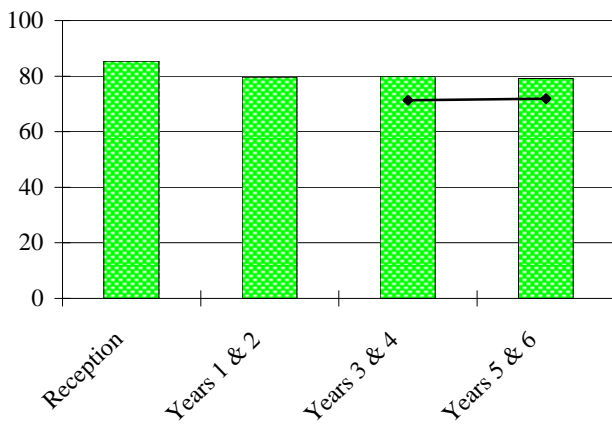
Encouraging local community activity



School's image in the local community



Encouraging and listening to pupil views



Analysis to Investigate Unexpected or Unusual Year Group Results.

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

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

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

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

This analysis was carried out for this school, however, no unusual differences were identified i.e. all year group scores are within reasonable boundaries of what we expected to see, based on the overall scores achieved.

Appendix

Performance

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

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

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

The following assumptions are made:

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

Calculating the performance score

The following example is for the subject of Religious Studies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

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

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

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

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

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

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

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

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

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

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

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

Measuring Reliability

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

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

5% = 0.2 on our scale of 1 - 5

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

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

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

We calculate the standard error of the mean as follows:

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

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

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

Significant Differences

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

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

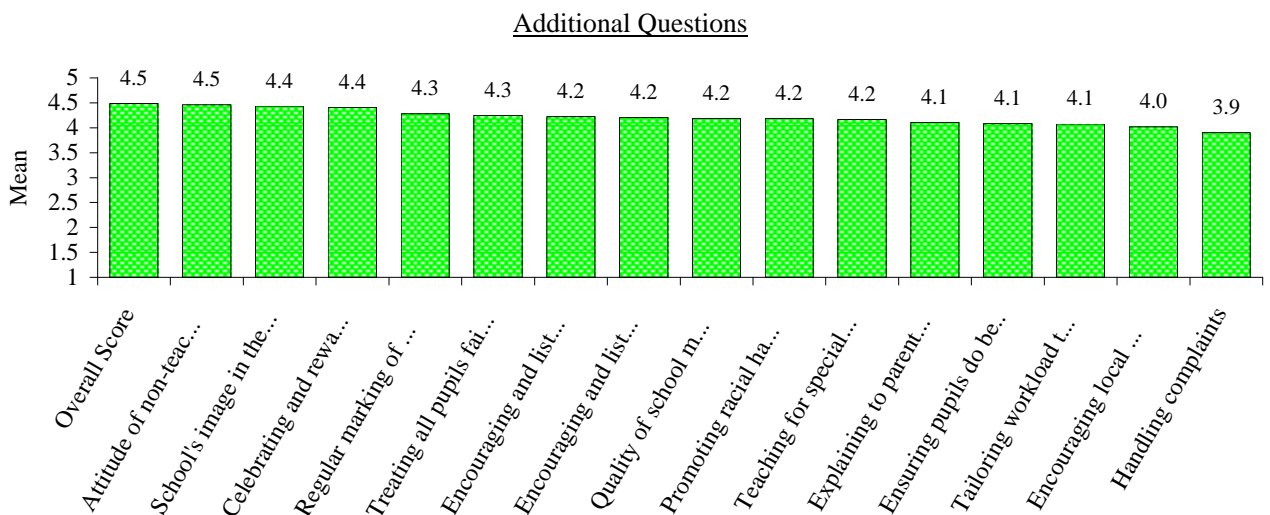
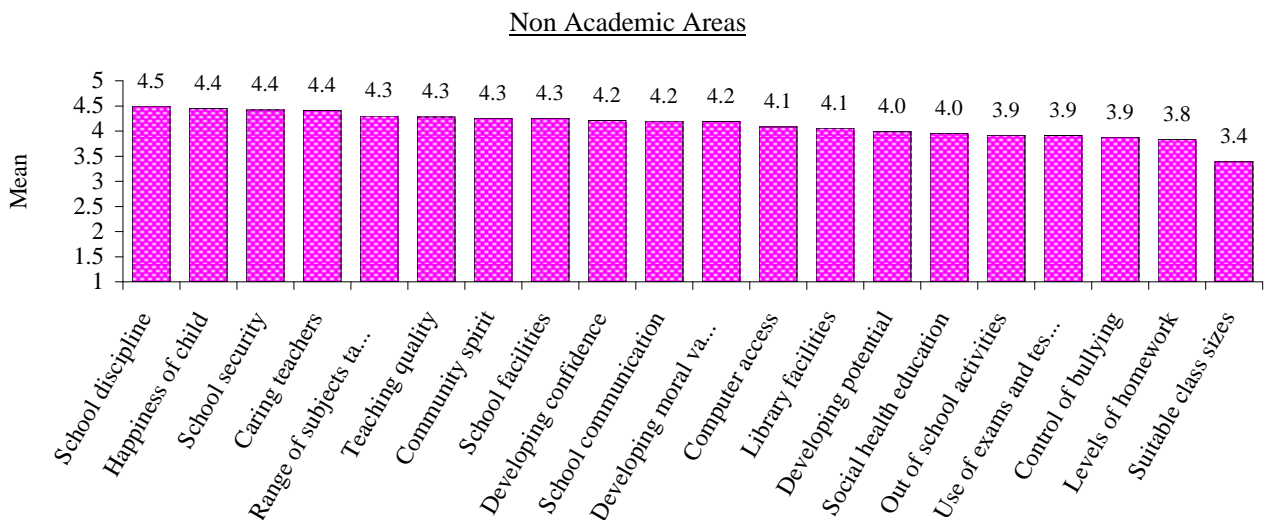
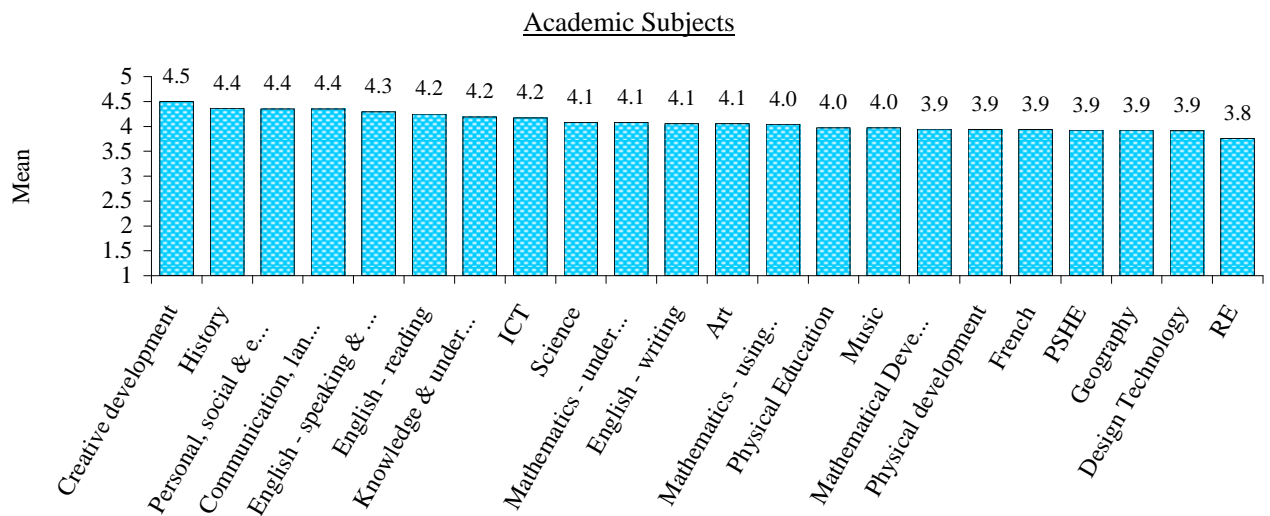
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

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

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

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

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



Similar School Averages to November 2010 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
4964	44	73.5%	71.6%	74.9%	Art
3787	43	71.3%	70.9%		Design Technology
5617	45	76.8%	75.5%	78.1%	English - reading
5142	41	77.6%	76.5%	78.6%	English - speaking and listening
5745	46	74.1%	72.0%	76.4%	English - writing
2964	35	62.8%			French
4322	44	69.7%	70.3%	68.6%	Geography
4680	44	74.5%	74.3%	73.9%	History
5128	46	74.8%	74.9%	74.3%	IT
3981	33	72.8%	75.2%		Mathematics - understanding
3942	33	72.3%	74.3%		Mathematics - using and applying
4297	45	67.1%	65.6%	67.5%	Music
5290	45	72.7%	72.8%	72.4%	Physical Education
4645	46	70.0%	70.1%	70.5%	Religious Studies
5041	46	74.2%	75.4%	72.9%	Science

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
2433	28	72.7%	71.6%	72.3%	Citizenship
442	12	84.0%			Communication language & literacy
406	11	82.4%			Creative development
1850	26	66.1%	63.1%	65.3%	Drama
395	11	78.8%			Knowledge & understanding of the world
1912	19	74.9%	75.3%	73.2%	Mathematics
602	11	79.4%	69.5%	71.5%	Personal & Social Education

Similar School Averages to November 2010 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
7078	48	79.7%	79.5%	79.8%	Caring teachers
6466	48	76.5%	76.3%	76.4%	Choice of subjects
6606	48	75.2%	75.3%	75.2%	Community spirit
6419	48	75.8%	76.0%	75.3%	Computer access
6118	48	69.2%	69.0%	68.6%	Control of bullying
7011	48	76.7%	76.7%	76.4%	Developing confidence
6751	48	76.7%	76.4%	77.0%	Developing moral values
6300	48	70.2%	69.9%	70.5%	Extra curricular activities
7112	48	81.1%	80.5%	81.5%	Happiness of child
6855	48	2.0	1.9	2.0	Hours of Homework
6879	48	67.0%	66.8%	67.2%	Levels of homework
5956	48	70.3%	70.1%	71.0%	Library facilities
7129	48	81.4%	81.3%	81.5%	Overall
7098	48	69.7%	69.5%	70.3%	School communication
7035	48	79.8%	79.6%	80.1%	School discipline
7083	48	76.0%	75.6%	76.1%	School facilities
7036	48	76.6%	76.3%	77.1%	School security
5124	48	70.9%	70.7%	71.2%	Social health education
7078	48	64.9%	64.5%	65.1%	Suitable class sizes
6940	48	79.4%	78.9%	79.7%	Teaching quality
5246	48	68.2%	66.9%	68.2%	Use of exams and testing

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
1513	14	78.4%	78.3%	77.6%	Celebrating and rewarding achievement
3519	26	71.0%	71.2%	71.0%	Developing potential
3370	26	69.0%	70.0%	70.3%	Encouraging and listening to parent views
1885	19	67.9%	68.0%	68.2%	Encouraging local community activity
3401	25	71.8%	72.0%	72.4%	Ensuring pupils do their best and make good progress
3466	26	67.6%	68.9%	67.9%	Explaining to parents how to help their child
1543	16	75.2%	75.1%	76.5%	Promoting racial harmony
3263	27	75.2%	76.2%	75.7%	Quality of school management
2293	21	70.3%	70.5%	70.1%	Tailoring workload to child's needs and ability
929	15	70.0%	72.6%	74.1%	Teaching for special needs
3355	27	71.6%	72.5%	73.1%	Treating all pupils fairly and equally

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

Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
6620	3251	3267	School discipline	91.9%	92.6%	92.5%
6585	3221	3254	Teaching quality	90.8%	91.1%	92.0%
6520	3199	3219	Happiness of child	90.4%	90.8%	91.4%
5600	2736	2770	Developing confidence	78.3%	78.5%	79.3%
5624	2762	2783	Caring teachers	78.1%	78.2%	79.0%
5619	2748	2783	Developing potential	77.8%	77.8%	79.2%
5397	2651	2659	Control of bullying	74.4%	75.4%	74.4%
4725	2383	2263	School communication	65.8%	68.1%	64.5%
4402	2139	2179	Developing moral values	61.2%	61.5%	61.6%
4345	2084	2185	School security	59.3%	59.3%	60.1%
4225	2071	2087	Suitable class sizes	58.4%	58.2%	59.3%
3556	1773	1733	School facilities	48.5%	48.8%	48.8%
1930	947	945	Range of subjects taught	26.6%	26.3%	27.3%
1668	820	815	Levels of homework	22.1%	22.7%	22.0%
1569	751	794	Computer access	22.0%	21.4%	22.9%
1280	635	623	Community spirit	17.9%	18.4%	17.8%
1204	619	559	Out of school activities and clubs	17.0%	18.3%	15.9%
521	247	262	Social education	7.4%	6.9%	7.4%
486	244	232	Use of testing and exams	6.6%	6.7%	6.2%
392	182	198	Library facilities	5.7%	5.3%	5.6%

Parent priorities ranked in descending order of importance.

All Parents

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

Boys' parents

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

Girls' parents

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

Total boys surveyed = 3565

Total girls surveyed = 3565

Total sample= 7129

From 48 Schools