



**Education Perceptions Monitor  
Parent Survey No.1 To January 2010  
For  
Ken Stimpson Community School  
Werrington, Peterborough**

**Prepared and Presented**

**By**

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## **Introduction**

This report details the findings of the first Education Perceptions Monitor for Ken Stimpson Community School.

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

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

Questionnaires were sealed with a letter of explanation requesting help, and a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

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

## **Results**

362 completed questionnaires were returned representing a response rate of 34.5%. The survey produced a 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 statistically reliable data could be drawn for all but seven minority academic criteria.

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

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

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

The parents gave a good overall performance score (71%), while among the parents whose children were not in their first year at the school 37% said the school had improved over the last year while only 6% thought that the school's performance was worse. Of the parents of new pupils, only 9% felt that the school had not lived up to their expectations while 22% 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, Dance and ICT.

The parents are least happy with the delivery of German, Resistant Materials and Product Design.

With regard to Non-Academic areas, parents are most happy with the delivery of School facilities, School security and Social health education.

The parents are least happy with the delivery of Exam results, School communication and Levels of homework.

The parents' top priority for improvement is Teaching quality.

The parents of boys gave significantly higher scores for Truancy control and Encouraging and listening to parent views.

The parents of girls gave significantly higher scores for Dance, Art and German.

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

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

## Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 130 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%. 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

<b>Academic subjects</b>	<b>Weighted Score %</b>
French	72.4
Dance	71.8
ICT	71.5
PSHE	71.3
Geography	70.9
Drama	70.1
History	69.6
Food Technology	69.6
Physical Education	68.6
Mathematics	68.3
Science	67.7
English	66.5
Art	65.7
Design Technology	65.7
RE	65.5
* Business Studies	64.8
Music	61.0
Product Design	60.8
Resistant Materials	60.8
German	60.6
Biology	low response
Chemistry	"
Construction	"
Critical Thinking	"
Media	"
Physics	"
Psychology	"

\* - only reliable to within 10%

## Core Parent Priorities

<b>Criteria</b>	<b>Weighted Score %</b>
School facilities	72.0
School security	69.4
Social health education	68.9
Availability of resources	68.7
Careers advice	68.7
Computer access	68.0
Truancy control	65.5
Developing confidence	65.4
<u>Control of bullying</u>	<u>65.2</u>
Choice of subjects	64.4
Happiness of child	63.6
Teaching quality	63.2
Caring teachers	62.9
Developing moral values	62.8
School discipline	62.7
Developing potential	62.3
Community spirit	62.1
Levels of homework	61.4
<u>School communication</u>	<u>60.1</u>
Exam results	56.3
"Overall" Rating	<b>71.0</b>

## Happy Versus Unhappy Parents

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

### Academic Subjects

<b>Criteria</b>	<b>% rating "poor" or "very poor"</b>	<b>% rating "good" or "very good"</b>
History	3.2%	73.0%
French	4.5%	72.0%
Geography	4.9%	73.3%
Drama	5.3%	69.8%
Physical Education	6.6%	69.8%
Design Technology	7.5%	61.7%
Dance	7.6%	72.7%
Mathematics	7.8%	70.1%
English	7.9%	67.6%
ICT	8.3%	64.8%
Art	8.8%	62.1%
Science	9.0%	66.2%
Food Technology	10.0%	71.5%
PSHE	10.5%	55.4%
Resistant Materials	11.0%	48.7%
Product Design	12.9%	50.7%
RE	13.1%	47.2%
German	16.2%	41.9%
Business Studies	17.6%	57.7%
Music	19.9%	44.1%

## Happy Versus Unhappy Parents

### Core Parent Priorities

<b>Criteria</b>	<b>% rating "poor" or "very poor"</b>	<b>% rating "good" or "very good"</b>
Computer access	4.0%	80.3%
School facilities	4.5%	78.9%
Social health education	6.1%	66.3%
Choice of subjects	7.1%	69.2%
Happiness of child	8.2%	66.2%
Availability of resources	8.4%	68.1%
Teaching quality	8.6%	60.0%
School security	9.3%	68.4%
Truancy control	9.4%	76.2%
Developing confidence	9.6%	64.0%
Exam results	10.9%	49.2%
Developing moral values	11.6%	45.8%
School discipline	11.7%	53.8%
Developing potential	11.8%	54.3%
Caring teachers	12.3%	56.6%
Careers advice	14.5%	50.6%
Community spirit	17.2%	45.7%
Control of bullying	18.1%	55.1%
School communication	20.2%	46.2%
Levels of homework	21.4%	43.5%
"Overall" Score	<b>3.1%</b>	75.7%

## Additional Criteria

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

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

Issue	Weighted Score %	% Unhappy	% Happy
School meals	73.6	14.3	55.9
Quality of school management	65.6	6.4	64.8
Transfer from previous school	65.5	6.9	72.9
<u>Encouraging and listening to parent views</u>	<u>65.1</u>	<b>16.0</b>	49.8
Treating all students fairly and equally	64.0	<b>15.8</b>	54.2
Teaching for special needs	62.7	12.3	64.4
Explaining to parents how to help their child	62.5	<b>19.0</b>	45.4
Extra curricular activities	62.4	12.6	59.0
Ensuring students do best and make good progress	62.2	10.5	56.6
Promoting racial harmony	61.3	9.1	61.0
<u>School's image in the local community</u>	<u>60.8</u>	13.9	49.0

## **Importance Ratings**

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

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

Tip - Remember, green is good, red is bad

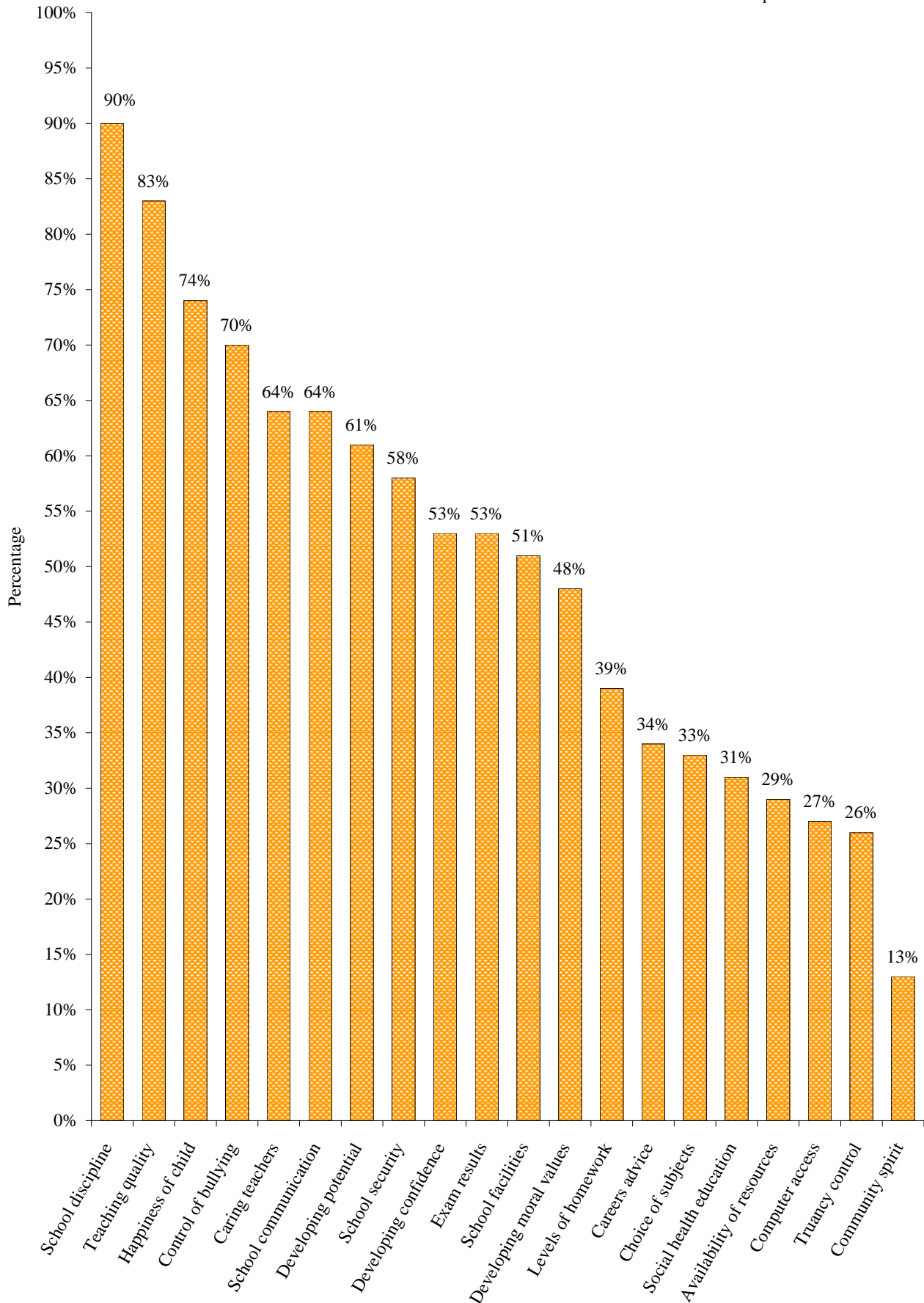
	<b>Importance Score (%)</b>	<b>Ranking</b>
School discipline	90.0%	(15th)
Teaching quality	83.3%	(12th)
Happiness of child	74.2%	(11th)
Control of bullying	69.9%	(9th)
Caring teachers	64.2%	(13th)
School communication	63.8%	(19th)
Developing potential	60.5%	(16th)
School security	58.0%	(2nd)
Developing confidence	52.8%	(8th)
Exam results	52.6%	(20th)
School facilities	51.0%	(1st)
Developing moral values	47.7%	(14th)
Levels of homework	38.9%	(18th)
Careers advice	33.5%	(5th)
Choice of subjects	33.5%	(10th)
Social health education	30.5%	(3rd)
Availability of resources	29.1%	(4th)
Computer access	27.0%	(6th)
Truancy control	26.1%	(7th)
Community spirit	13.4%	(17th)

**Graphical and Tabular Analysis**  
**of**  
**Selected Results**

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

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

Sample = 353



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

There were no significant differences detected.

**This School**

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

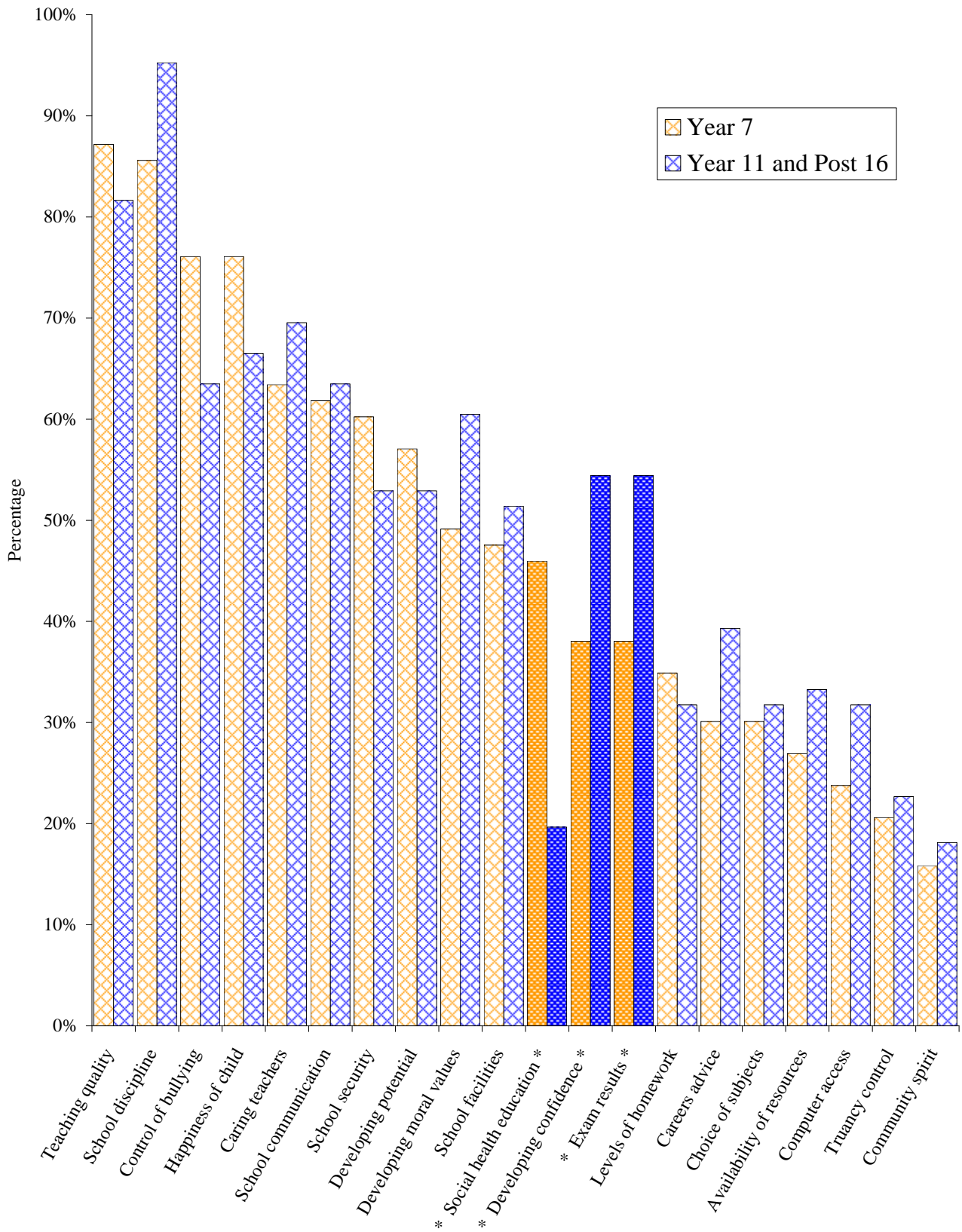
**Average of Similar Schools**

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

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

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

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



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

Position differences of 4 or more have been highlighted.

### Priorities of Year 7 Parents

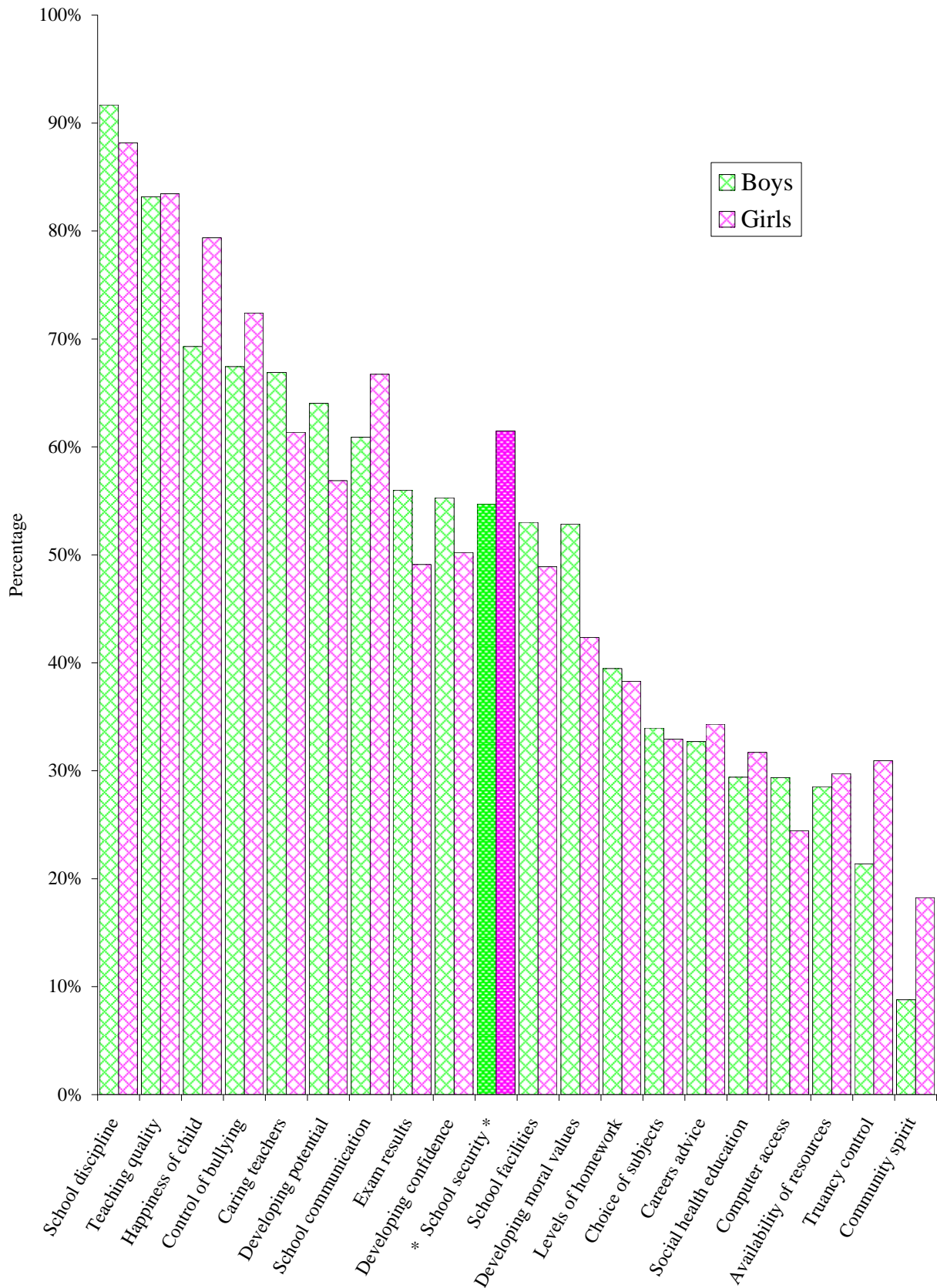
Choose 10	Ranking
Teaching quality	1st
School discipline	2nd
Control of bullying	3rd
Happiness of child	3rd
Caring teachers	5th
School communication	6th
School security	7th
Developing potential	8th
Developing moral values	9th
School facilities	10th
<b>Social health education</b>	<b>11th</b>
<b>Developing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

### Priorities of Year 11 and Post 16 Parents

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

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

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



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

Significant differences have been highlighted.

### Priorities of Boys' Parents

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

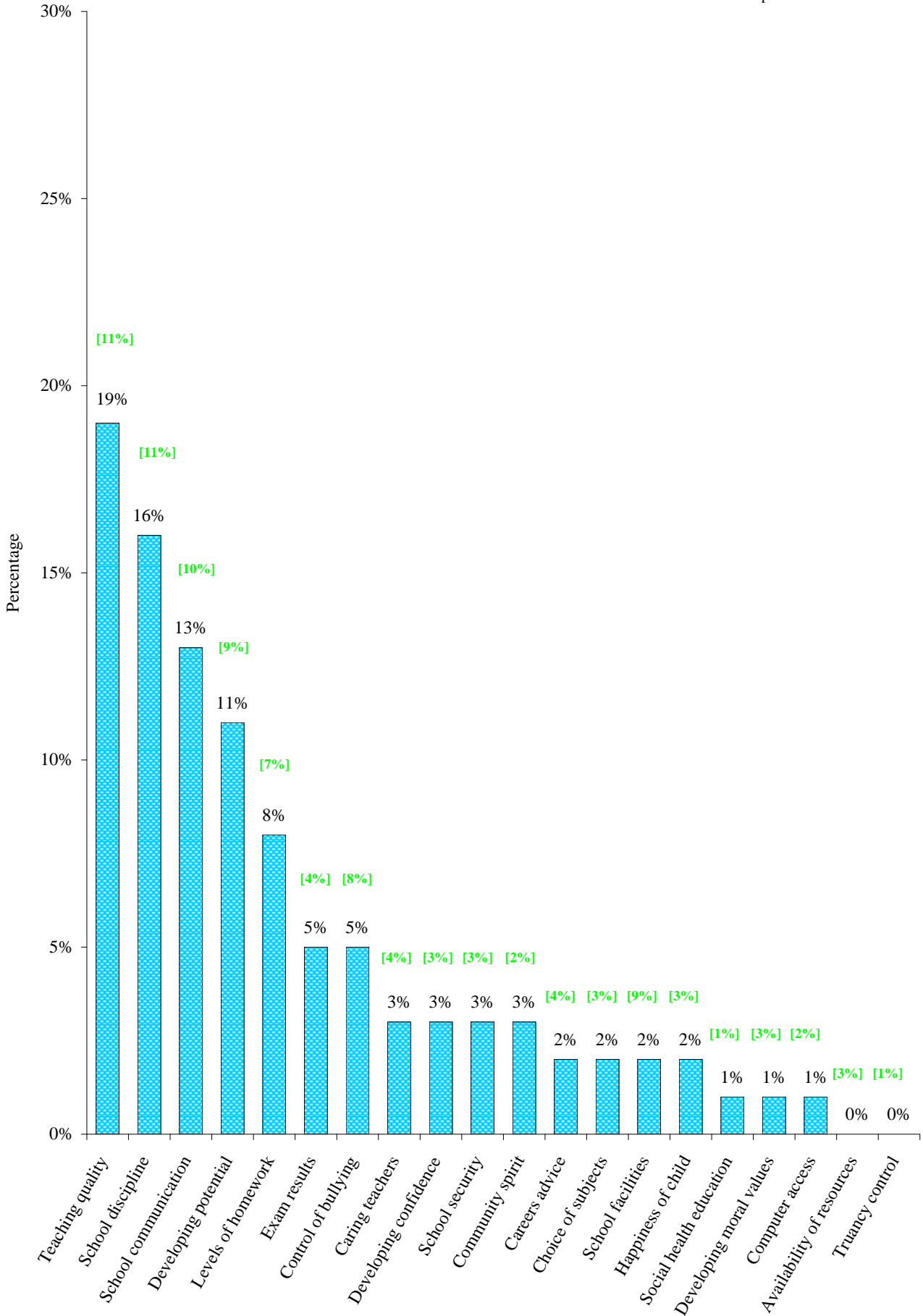
### Priorities of Girls' Parents

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

# Graph to Show Relative Parent Priorities for Improvement.

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

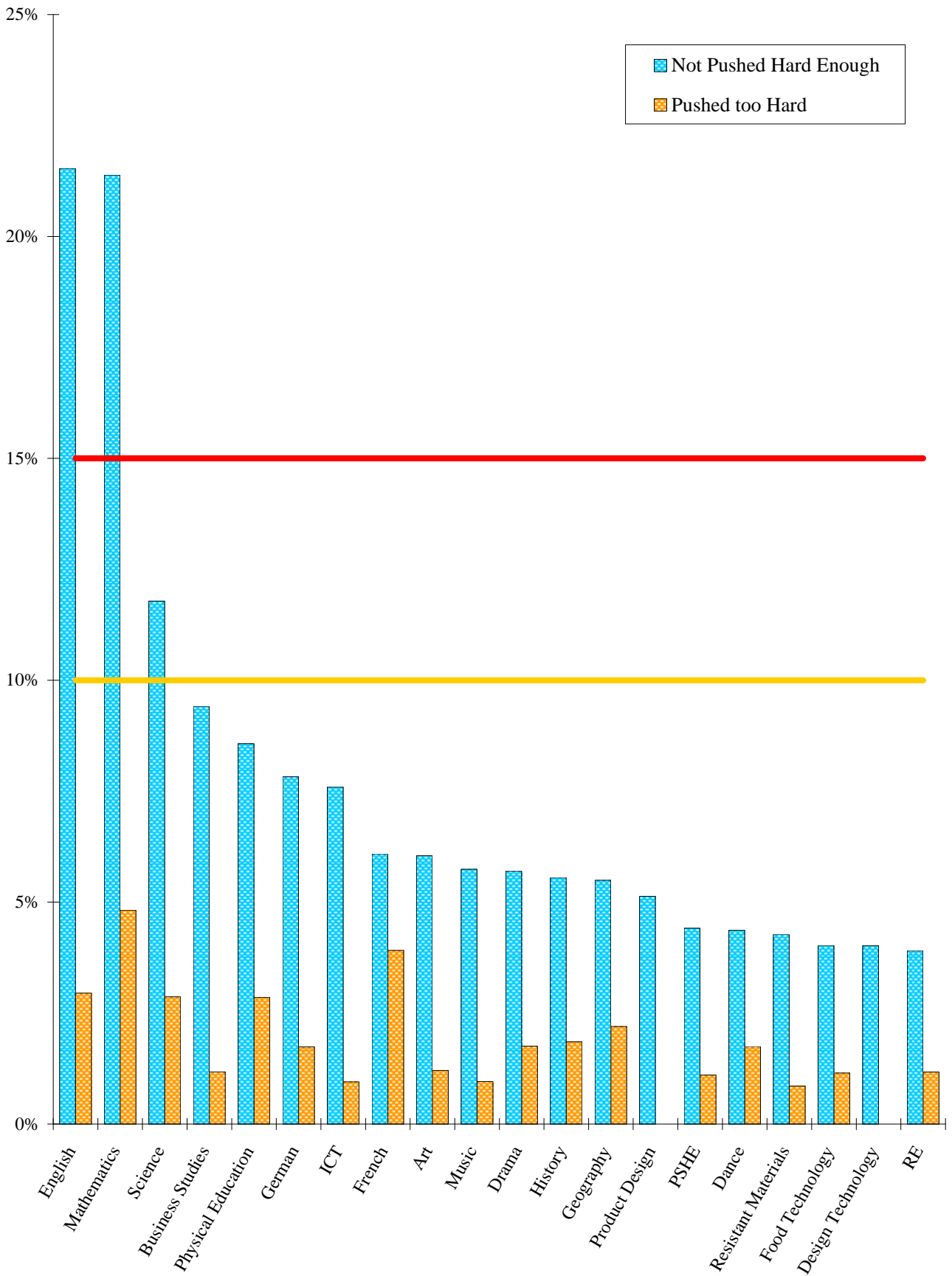
Sample = 309



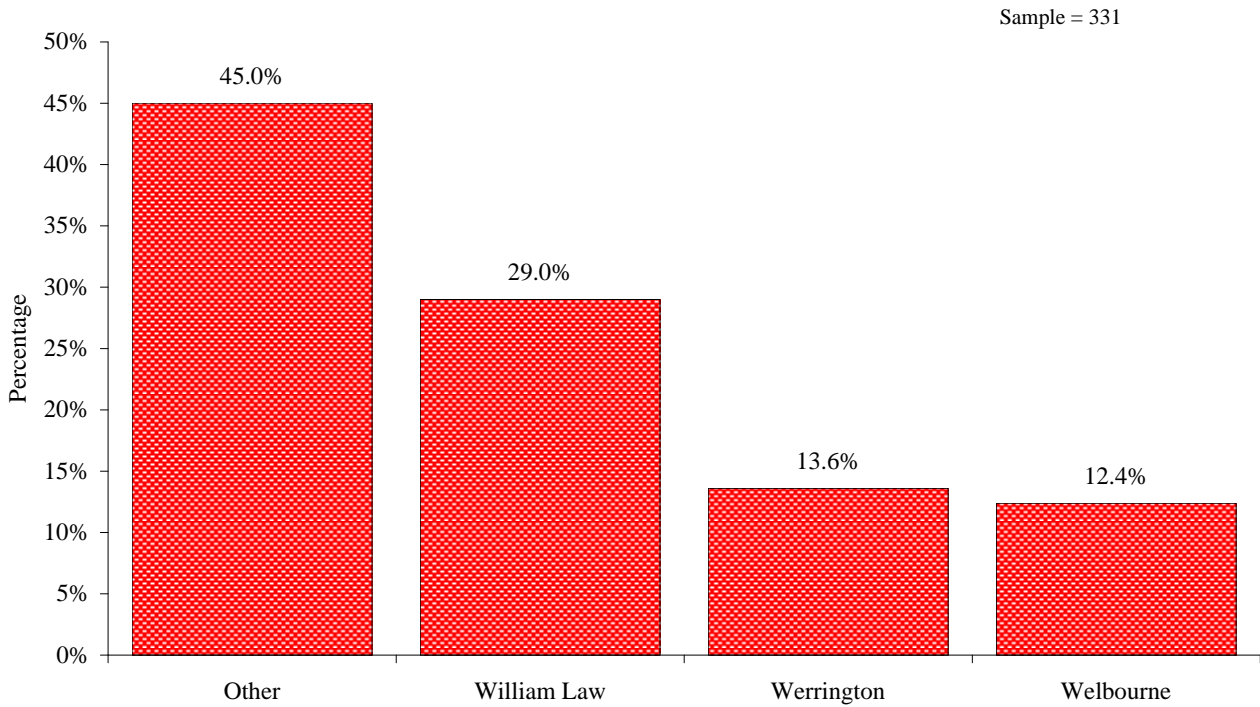
**Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough**

Scores should not exceed the red line

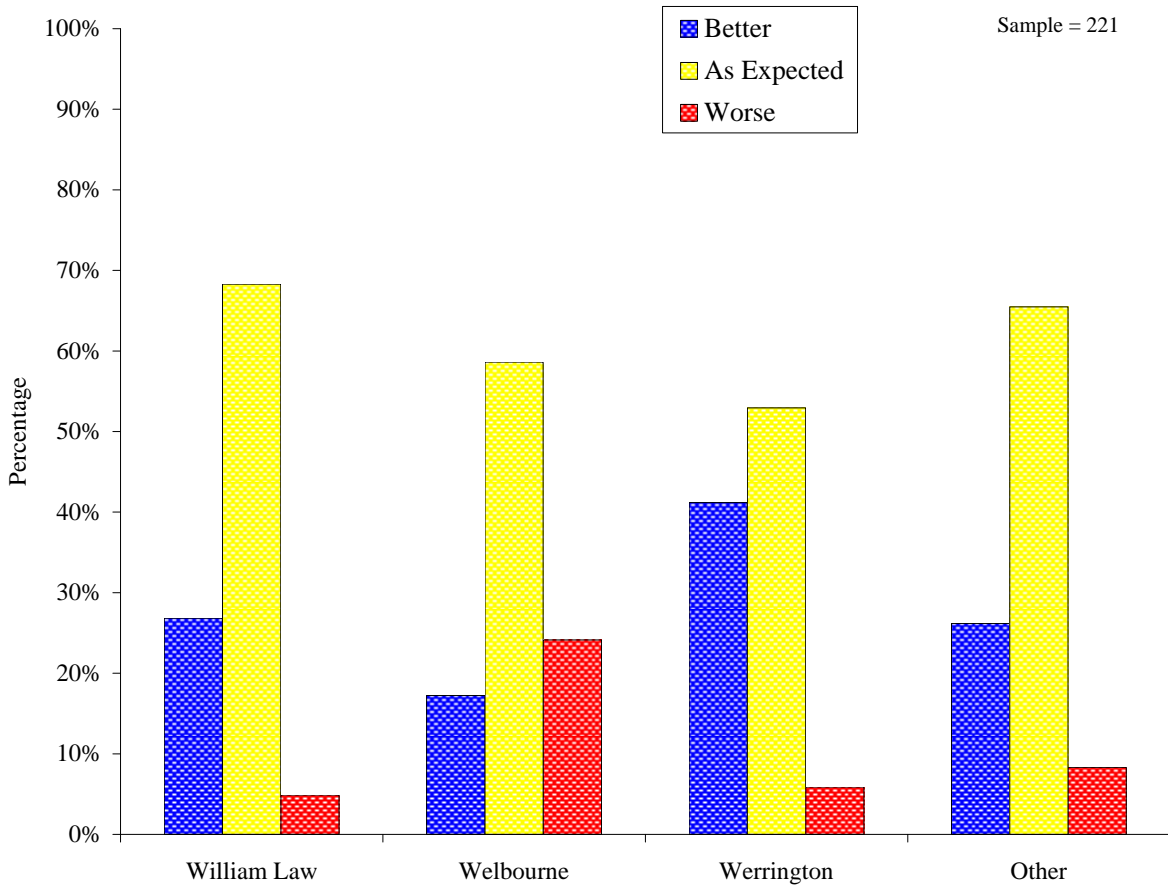
(English and Mathematics most commonly cross the red line for "Not Pushed Hard Enough")



**Which School Did Your Child Attend Before Ken Stimpson Community School?**

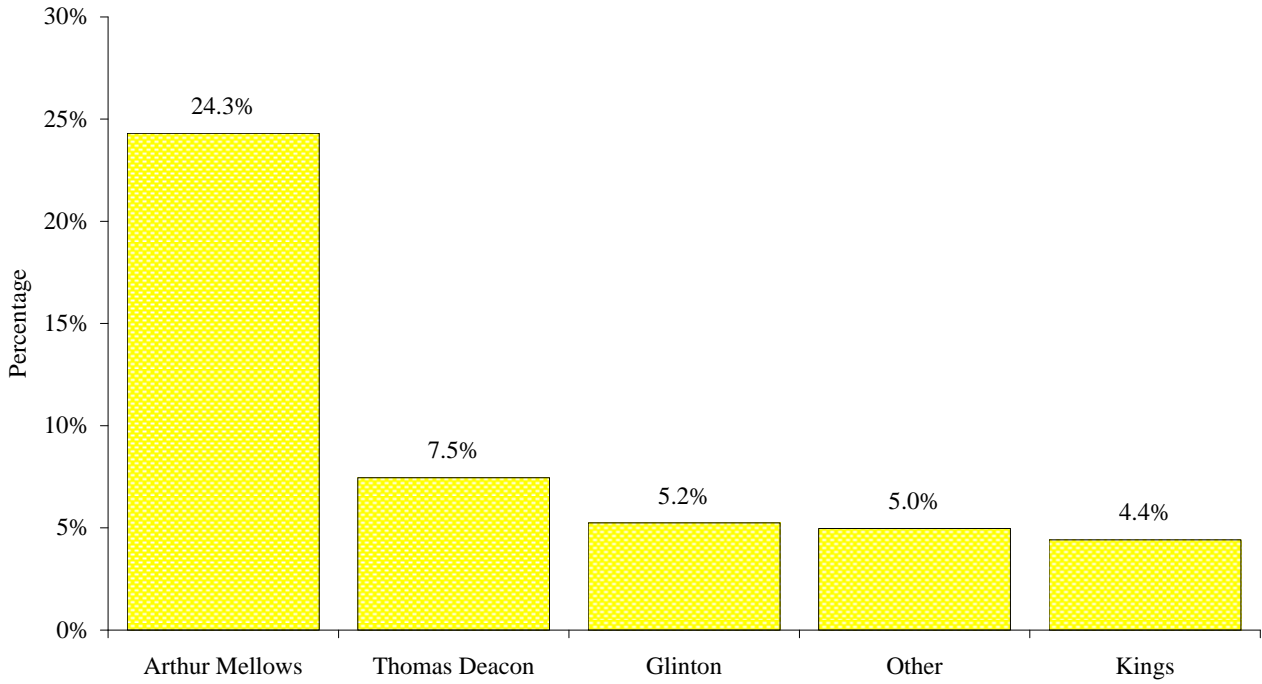


**Graph to Show Parents' Perceptions of the School, Broken Down by Feeder School**

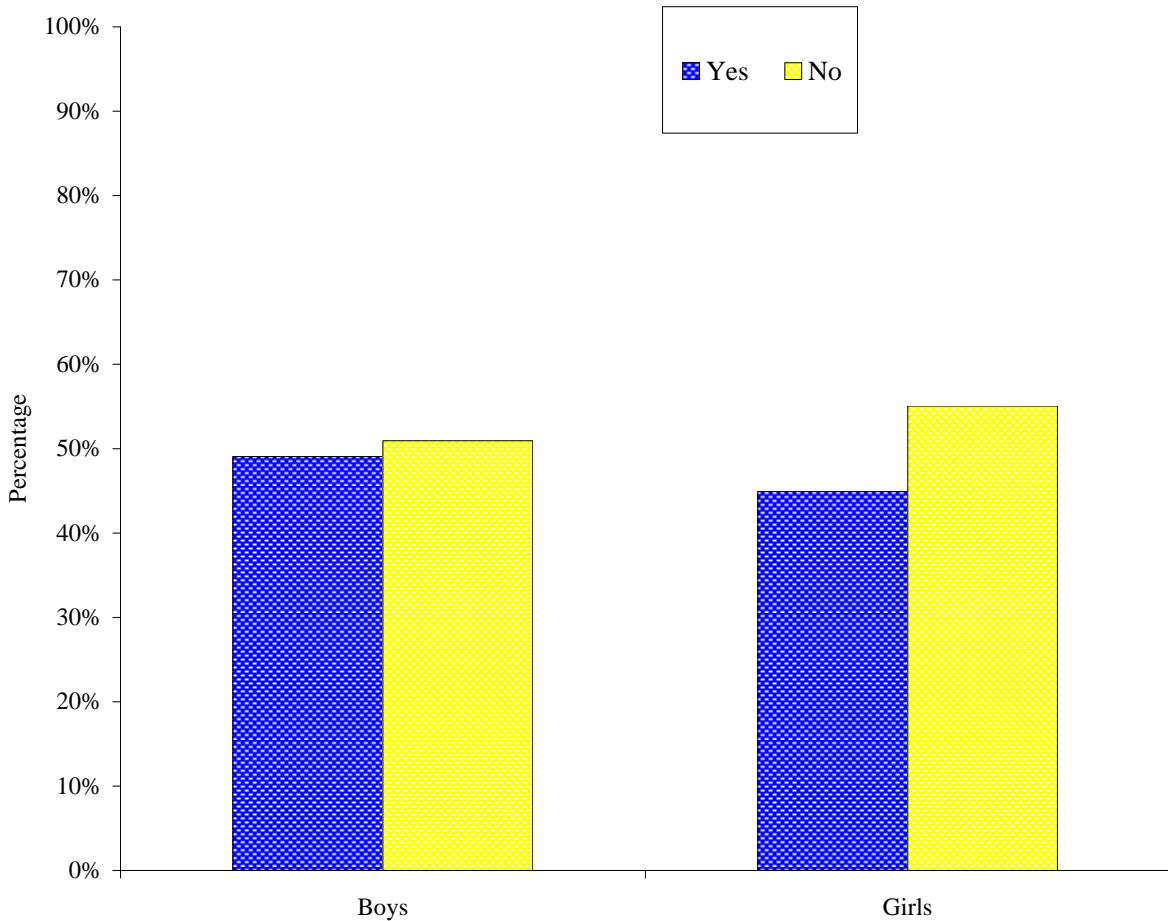


**Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"**

Some parents chose more than one option

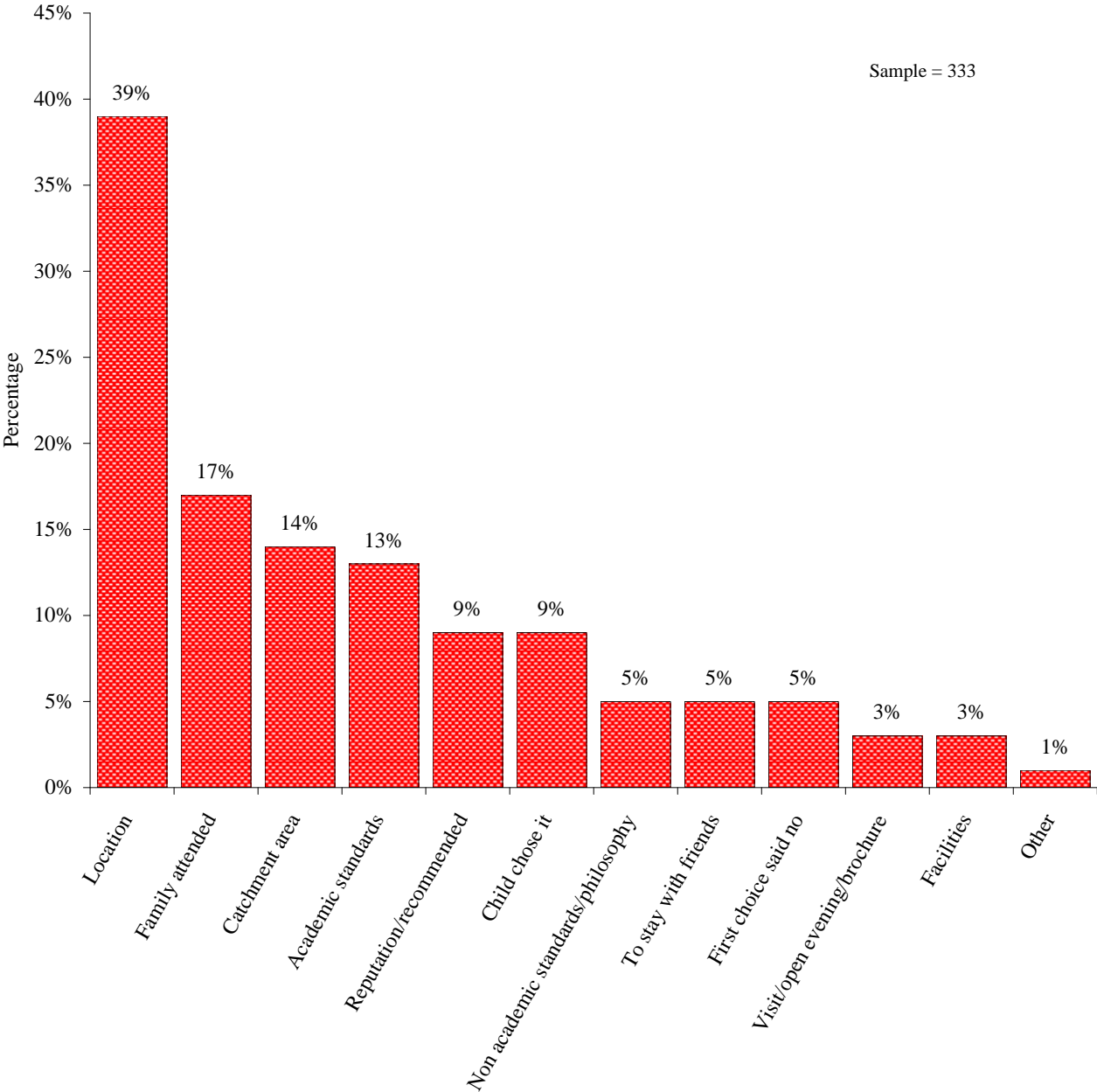


**Graph to Show the Breakdown of Whether Another School was Considered, by Gender**



# 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 Ken Stimpson Community School.

Many parents commented that they were happy with the overall performance of the school. Six parents were pleased with their child's progress. Five parents felt that the school's profile in the local community could be improved. Four parents commented that their child had settled in well. One parent considered the school to be well-managed.

Parents were pleased with the overall standard of education provided, with some referring to staff as excellent, approachable and dedicated. However, fourteen parents expressed concerns with regard to the quality of teaching provided by some members of staff. Eight parents felt that more could be done to stretch their child to enable them to reach their full potential. Four parents commented on the use of supply teachers. Three parents believed that teachers should listen to student's views more often. Two parents requested extra academic support for their child.

Fourteen parents believed that communication between the school and parents needed to improve. Seven parents requested more regular feedback on their child's progress. Five parents felt that communication between teachers and parents needed to improve. Four parents commented that their concerns weren't handled effectively. Two parents requested earlier notification of events. Two parents felt that they had received a slow response when issues were raised. One parent would welcome information on topics covered in class, and guidance on how they could help to support their child's learning.

The allocation of homework was considered by six parents to be inconsistent and by twelve parents to be insufficient. Two parents commented that their child's work did not always seem to be marked.

Fifteen parents commented on the disruptive behaviour of some students, and the seeming lack of control in class. Four parents felt that the school needed to take a stronger approach to discipline. One parent expressed concerns with regard to the poor behaviour of some students outside of school.

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

Two parents felt that students needed more information and encouragement with regard to extra-curricular activities. One parent was pleased with the provision of after school extra-curricular activities. One parent requested more extra-curricular activities to be made available. One parent considered Christmas and summer shows to be excellent. One parent praised special event days. One parent believed that the day trip system needed to improve.

Two parents would welcome facilities for students with packed lunches. One parent believed that the canteen facilities needed to improve. One parent described school meals as expensive. One parent felt that the lunch break was too short, as students that were late on lunch often had insufficient time to eat. One parent believed that break and lunch time supervision needed to improve.

Two parents requested the more frequent provision of parents' evenings. Two parents commented that they were unable to speak to all of their child's subject teachers.

Three parents requested the provision of lockers for all students.

Two parents were pleased with students being placed in ability sets. However, one further parent requested students be streamed by ability.

One parent considered the SEN provision to be excellent. One parent felt that information regarding SEN students was not always passed on to the relevant subject teachers. One parent felt that the provision of learning support needed to improve.

Whilst one parent was pleased with the way in which the school handled the incidence of bullying, two parents felt that the school's approach to this issue could improve.

Two parents commented that the provision of careers advice needed to improve.

Two parents felt that the Sports provision needed to improve.

One parent believed that students should be allowed to wear boots during bad weather.

One parent commented that the toilet facilities needed to improve.

One parent felt that students needed more university advice and support.

One parent considered the "home school partnership" to be excellent.

## Strengths and Weaknesses

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

### Relative Strengths - academic

**72.4% French**  
**71.8% Dance**  
**71.5% ICT**  
**71.3% PSHE**  
**70.9% Geography**

### Relative Weaknesses - academic

**60.6% German**  
**60.8% Resistant Materials**  
**60.8% Product Design**  
**61.0% Music**  
**64.8% Business Studies**

### Relative Strengths - selected performance criteria

### Importance

<b>72.0% School facilities</b>	<b>(51.0%)</b>	<b>11th</b>
<b>69.4% School security</b>	<b>(58.0%)</b>	<b>8th</b>
<b>68.9% Social health education</b>	<b>(30.5%)</b>	<b>16th</b>
<b>68.7% Availability of resources</b>	<b>(29.1%)</b>	<b>17th</b>
<b>68.7% Careers advice</b>	<b>(33.5%)</b>	<b>14th</b>

### Relative Weaknesses - selected performance criteria

### Importance

<b>56.3% Exam results</b>	<b>(52.6%)</b>	<b>10th</b>
<b>60.1% School communication</b>	<b>(63.8%)</b>	<b>6th</b>
<b>61.4% Levels of homework</b>	<b>(38.9%)</b>	<b>13th</b>
<b>62.1% Community spirit</b>	<b>(13.4%)</b>	<b>20th</b>
<b>62.3% Developing potential</b>	<b>(60.5%)</b>	<b>7th</b>

## Every Child Matters

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

<b><u>1. Being Healthy:</u></b>	<b>Healthy lifestyle - Exercise</b>	<b>73.1%</b>
	<b>Healthy lifestyle - Diet</b>	<b>69.7%</b>
	<b>Social health education</b>	<b>68.9%</b>
	<b>Physical Education</b>	<b>68.6%</b>
	<b>Out of school activities/clubs</b>	<b>62.4%</b>
<b><u>2. Staying Safe:</u></b>	<b>School security/safety</b>	<b>69.4%</b>
	<b>Control and prevention of bullying</b>	<b>65.2%</b>
	<b>Treating all pupils fairly and equally</b>	<b>64.0%</b>
	<b>Caring/approachable attitude of teachers</b>	<b>62.9%</b>
	<b>Promoting racial harmony</b>	<b>61.3%</b>
<b><u>3. Enjoying and Achieving:</u></b>	<b>Social health education</b>	<b>68.9%</b>
	<b>Developing self confidence/esteem</b>	<b>65.4%</b>
	<b>Happiness of child</b>	<b>63.6%</b>
	<b>Developing strong moral values in pupils</b>	<b>62.8%</b>
	<b>School discipline/good behaviour</b>	<b>62.7%</b>
	<b>Out of school activities/clubs</b>	<b>62.4%</b>
	<b>Developing potential</b>	<b>62.3%</b>
<b>Community spirit</b>	<b>62.1%</b>	

Every Child Matters (continued..)

<b><u>4. Making a Positive Contribution:</u></b>	<b>PSHE</b>	<b>71.3%</b>
	<b>Social health education</b>	<b>68.9%</b>
	Treating all pupils fairly and equally	64.0%
	Developing moral values	62.8%
	School discipline/good behaviour	62.7%
	Community spirit	62.1%
	Promoting racial harmony	61.3%

<b><u>5. Economic Well-being:</u></b>	<b>ICT</b>	<b>71.5%</b>
	<b>PSHE</b>	<b>71.3%</b>
	<b>Social health education</b>	<b>68.9%</b>
	<b>Careers advice and guidance</b>	<b>68.7%</b>
	Mathematics	68.3%
	English	66.5%
	<b>Business Studies</b>	<b>64.8%</b>
	Developing a pupil's potential	62.3%
	Community spirit	62.1%
	<b>Exam results</b>	<b>56.3%</b>

## **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:**

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

## 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 - <b>Your assessment required</b>				

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

Average academic subject rating	67.1%
Teaching Quality	63.2%
Teaching for special needs	62.7%
Developing Potential	62.3%
Ensuring students do best and make good progress	62.2%
<b>Exam results</b>	<b>56.3%</b>

Your average parental grade for this section = 3.2 = Satisfactory = **SEF Grade 3**

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

**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**

**Teaching for special needs** **62.7%**

Your average parental grade for this section = 3.0 = Satisfactory = **SEF Grade 3**

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

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

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

**Happiness of Child** **63.6%**

**Teaching Quality** **63.2%**

**Developing Potential** **62.3%**

**Ensuring students do best and make good progress** **62.2%**

Your average parental grade for this section = 3.0 = Satisfactory = **SEF Grade 3**

	1	2	3	4
Grade: Pupils' achievement and the extent to which they enjoy their learning			<b>X</b>	

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

**A2.5 The extent to which the pupils feel safe**

School security	69.4%
Social health education	68.9%
Control of bullying	65.2%
Treating all students fairly and equally	64.0%
Caring Teachers	62.9%
School discipline	62.7%
Promoting racial harmony	61.3%

Your average parental grade for this section = 2.6 = Satisfactory = **SEF Grade 3**

	1	2	3	4
Grade: The extent to which pupils feel safe.			<b>X</b>	

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

**A2.6 Pupils' behaviour**

School security	69.4%
Control of bullying	65.2%
School discipline	62.7%
Promoting racial harmony	61.3%

Your average parental grade for this section = 2.5 = Good = **SEF Grade 2**

	1	2	3	4
Grade: Pupils' behaviour.		<b>X</b>		

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

### A2.7 The extent to which pupils adopt healthy lifestyles

School meals	73.6%
Healthy lifestyle - Exercise	73.1%
Healthy lifestyle - Diet	69.7%
Social health education	68.9%
Physical Education	68.6%
Extra curricular activities	62.4%

Your average parental grade for this section = 2.3 = Good = **SEF Grade 2**

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

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

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

<b>PSHE</b>	<b>71.3%</b>
Developing moral values	62.8%
Extra curricular activities	62.4%
Community spirit	62.1%
Promoting racial harmony	61.3%
School's image in the local community	60.8%

Your average parental grade for this section = 2.8 = Satisfactory = **SEF Grade 3**

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

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

### A2.9 Pupils' attendance

**Truancy control** **65.5%**

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

	1	2	3	4
Grade: Pupils' attendance.		<b>X</b>		

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

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

<b>ICT</b>	<b>71.5%</b>
<b>PSHE</b>	<b>71.3%</b>
<b>Social health education</b>	<b>68.9%</b>
<b>Careers advice</b>	<b>68.7%</b>
<b>Mathematics</b>	<b>68.3%</b>
<b>English</b>	<b>66.5%</b>
<b>Developing confidence</b>	<b>65.4%</b>
<b>Business Studies</b>	<b>64.8%</b>
<b>Extra curricular activities</b>	<b>62.4%</b>
<b>Developing potential</b>	<b>62.3%</b>
<b>Community spirit</b>	<b>62.1%</b>
<b>Exam results</b>	<b>56.3%</b>

Your average parental grade for this section = 2.8 = Satisfactory = **SEF Grade 3**

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

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

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

<b>PSHE</b>	<b>71.3%</b>
<b>Social health education</b>	<b>68.9%</b>
<b>RE</b>	<b>65.5%</b>
<b>Developing confidence</b>	<b>65.4%</b>
<b>Developing moral values</b>	<b>62.8%</b>
<b>Extra curricular activities</b>	<b>62.4%</b>
<b>Community spirit</b>	<b>62.1%</b>

Your average parental grade for this section = 2.6 = Satisfactory = **SEF Grade 3**

	1	2	3	4
Grade: The extent of pupils' spiritual, moral, social and cultural development			<b>X</b>	

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

**Sub-section A3: How effective is the provision?**

**A3.1 The quality of teaching**

Availability of resources	68.7%
Computer access	68.0%
Average academic subject rating	67.1%
Treating all students fairly and equally	64.0%
Happiness of child	63.6%
Teaching quality	63.2%
Teaching for special needs	62.7%
Developing potential	62.3%
Ensuring students do best and make good progress	62.2%
<b>Exam results</b>	<b>56.3%</b>

Your average parental grade for this section = 2.9 = Satisfactory = **SEF Grade 3**

	1	2	3	4
Grade: The quality of teaching			<b>X</b>	

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

**A3.2 The use of assessment to support learning**

Teaching for special needs	62.7%
Ensuring students do best and make good progress	62.2%
<b>Exam results</b>	<b>56.3%</b>

Your average parental grade for this section = 3.3 = Satisfactory = **SEF Grade 3**

	1	2	3	4
Grade: The use of assessment to support learning			<b>X</b>	

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

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

Healthy lifestyle - Exercise	73.1%
Healthy lifestyle - Diet	69.7%
Social health education	68.9%
Careers advice	68.7%
Average academic subject rating	67.1%
Choice of subjects	64.4%
Happiness of child	63.6%
Teaching quality	63.2%
Teaching for special needs	62.7%
Developing potential	62.3%

Your average parental grade for this section = 2.6 = Satisfactory = **SEF Grade 3**

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

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

**A3.4 The effectiveness of care, guidance and support**

Healthy lifestyle - Exercise	73.1%
Healthy lifestyle - Diet	69.7%
Social health education	68.9%
Careers advice	68.7%
Truancy control	65.5%
Transfer from previous school	65.5%
Encouraging and listening to parent views	65.1%
Happiness of child	63.6%
Caring teachers	62.9%
Explaining to parents how to help their child	62.5%

Your average parental grade for this section = 2.3 = Good = **SEF Grade 2**

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

**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**

Quality of school management	65.6%
Encouraging and listening to parent views	65.1%
Treating all students fairly and equally	64.0%
Caring teachers	62.9%
Developing potential	62.3%
Ensuring students do best and make good progress	62.2%

Your average parental grade for this section = 2.7 = Satisfactory = **SEF Grade 3**

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

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

**A4.2 The leadership and management of teaching and learning**

Availability of resources	68.7%
Average academic subject rating	67.1%
Quality of school management	65.6%
Teaching quality	63.2%
Teaching for special needs	62.7%
Explaining to parents how to help their child	62.5%
Developing potential	62.3%
Ensuring students do best and make good progress	62.2%
<b>Exam results</b>	<b>56.3%</b>

Your average parental grade for this section = 2.9 = Satisfactory = **SEF Grade 3**

	1	2	3	4
Grade: The leadership and management of teaching and learning			<b>X</b>	

**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 and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met.				

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

<b>Encouraging and listening to parent views</b>	<b>65.1%</b>
<b>Explaining to parents how to help their child</b>	<b>62.5%</b>
<b>School communication</b>	<b>60.1%</b>
<b>Survey response rate</b>	<b>34.5%</b>

Your average parental grade for this section = 2.5 = Good = **SEF Grade 2**

	1	2	3	4
Grade: The effectiveness of the school's engagement with parents and carers		<b>X</b>		

**For this category the school is close to the grade 3 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**

<b>Encouraging and listening to parent views</b>	<b>65.1%</b>
<b>Treating all students fairly and equally</b>	<b>64.0%</b>
<b>Developing moral values</b>	<b>62.8%</b>
<b>Teaching for special needs</b>	<b>62.7%</b>
<b>Community spirit</b>	<b>62.1%</b>
<b>Promoting racial harmony</b>	<b>61.3%</b>
<b>School communication</b>	<b>60.1%</b>

Your average parental grade for this section = 2.9 = Satisfactory = **SEF Grade 3**

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

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

**A4.7 The effectiveness of safeguarding procedures**

School security	69.4%
Social health education	68.9%
Control of bullying	65.2%
Encouraging and listening to parent views	65.1%
Happiness of child	63.6%
Caring teachers	62.9%
Developing moral values	62.8%
School discipline	62.7%
Promoting racial harmony	61.3%
School communication	60.1%

Your average parental grade for this section = 2.6 = Satisfactory = **SEF Grade 3**

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

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

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

Developing moral values	62.8%
Community spirit	62.1%
Promoting racial harmony	61.3%
School's image in the local community	60.8%

Your average parental grade for this section = 3.0 = Satisfactory = **SEF Grade 3**

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

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

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

<b>School facilities</b>	<b>72.0%</b>
<b>Availability of resources</b>	<b>68.7%</b>
<b>Computer access</b>	<b>68.0%</b>
<b>Teaching for special needs</b>	<b>62.7%</b>
<b>Extra curricular activities</b>	<b>62.4%</b>

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

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

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

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

If you offer Early Years Foundation Stage provision then your assessments alone are required to complete.

**Sub-section A6: How effective is the sixth Form?**

The scores and grades in this section are generated solely from the results from sixth form pupils' parents

**A6.1 Outcomes for students in the sixth form**

**Healthy lifestyle - Exercise** **70.0%**  
**Caring teachers** **65.1%**  
**Exam results** **63.9%**

Your average parental grade for this section = 2.7 = Satisfactory = **SEF Grade 3**

	1	2	3	4
Grade: The outcomes for students in the sixth form			<b>X</b>	

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

**A6.2 The quality of provision in the sixth form**

Levels of homework	84.7%
Choice of subjects	73.2%
Developing potential	69.9%
Happiness of child	67.2%
Caring teachers	65.1%

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

	1	2	3	4
Grade: The quality of provision in the sixth form		<b>X</b>		

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

**A6.3 The effectiveness of leadership and management of the sixth form**

**School communication** 70.9%  
**Developing potential** 69.9%

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

	1	2	3	4
Grade: The effectiveness of leadership and management of the sixth form		<b>X</b>		

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

**A6.4 The overall effectiveness of the sixth form**

	<u>Ofsted</u> grade	<u>SEF</u> grade
The outcomes for students in the sixth form	<b>Satisfactory</b>	<b>3</b>
The quality of provision in the sixth form	<b>Good</b>	<b>2</b>
The effectiveness of leadership and management of the sixth form	<b>Good</b>	<b>2</b>

The following grade descriptors apply:

Outstanding	Quality of provision, and leadership and management are at least good, and outcomes for students are outstanding.
Good	Quality of provision, and leadership and management are at least satisfactory, and outcomes for students are at least good
Satisfactory	Quality of provision, leadership and management, and outcomes for students are all at least satisfactory
Inadequate	Either quality of provision, or leadership and management, or outcomes for students are inadequate

	1	2	3	4
Grade: Overall effectiveness of the Sixth form.			<b>X</b>	

**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)	<b>Satisfactory</b>	<b>3</b>
The extent to which pupils feel safe	(A2.5)	<b>Satisfactory</b>	<b>3</b>
Pupils behaviour	(A2.6)	<b>Good</b>	<b>2</b>
The extent to which pupils adopt healthy lifestyles	(A2.7)	<b>Good</b>	<b>2</b>
How well pupils contribute to the school and the wider communi	(A2.8)	<b>Satisfactory</b>	<b>3</b>
How well pupils develop workplace and other skills	(A2.10)	<b>Satisfactory</b>	<b>3</b>
Pupils' spiritual, moral, social and cultural development	(A2.11)	<b>Satisfactory</b>	<b>3</b>

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

Outstanding (1)	Acheivement 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			<b>X</b>	

**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 Grade</u>	<u>SEF Grade</u>
Overall Parental Satisfaction Score	<b>Good</b>	<b>2</b>
Range of self-evaluation programme	<b>Outstanding</b>	<b>1</b>
Rigour of surveys - ability to identify weakness and improvement	<b>Good</b>	<b>2</b>
Ratio of parents saying school improving versus declining.	<b>Outstanding</b>	<b>1</b>

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

	1	2	3	4
Grade: The school's capacity for sustained improvement	<b>X</b>			

**For this category the school is close to the grade 2 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 schools capacity for sustained improvement.

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

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, in exceptional cases it may be that the 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?			<b>X</b>	

#### **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**

Teaching quality  
School discipline  
School communication  
Developing potential  
Levels of homework

##### **Top 5 parental relative weaknesses - academic**

German  
Resistant Materials  
Product Design  
Music  
Business Studies

##### **Top 5 parental relative weaknesses - non-academic**

Exam results  
School communication  
Levels of homework  
Community spirit  
Developing potential

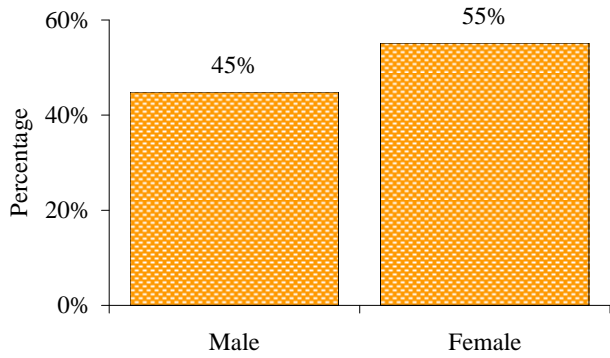
##### **Criteria receiving scores below the red line**

German  
Resistant Materials  
Product Design  
Music  
Business Studies  
Exam Results

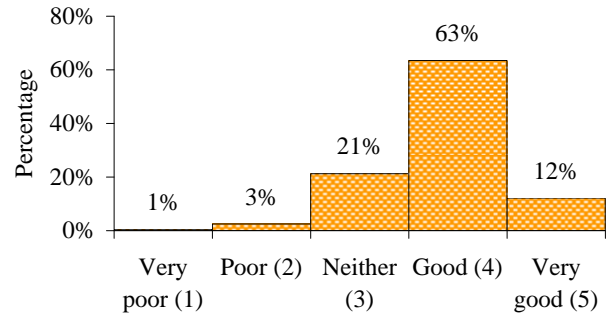
## **Graphical Analysis of Results for all Questions and Criteria**

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

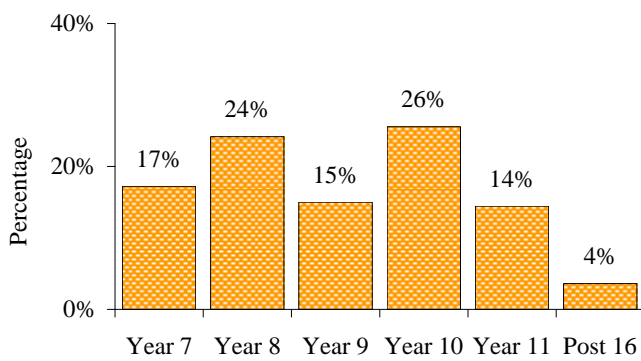
### Gender of Pupil



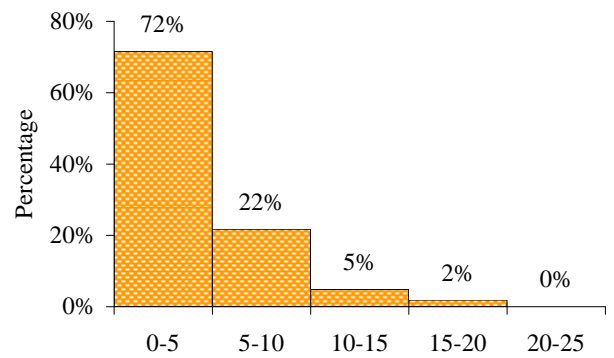
### Overall, rate the performance of the school



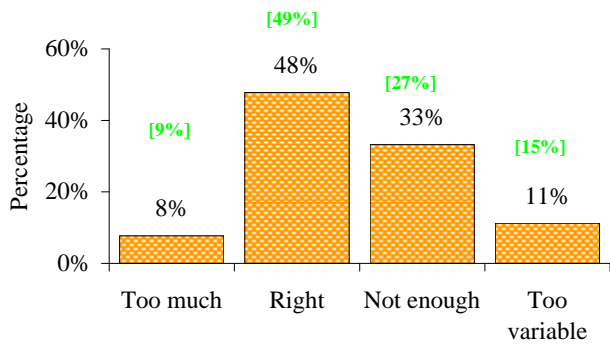
### Year Group



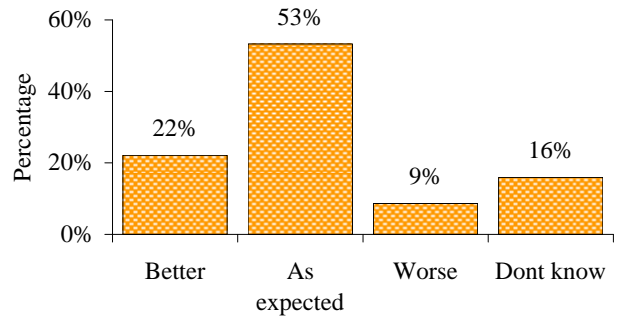
### Hours of Homework per Week



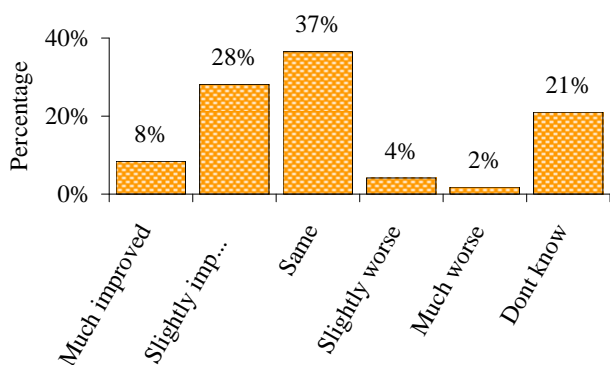
### Describe the Amount of Homework Given



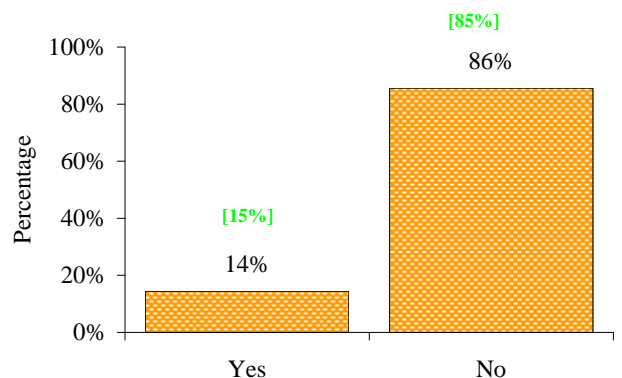
### Has the school lived up to your expectations?



### Performance compared to last year

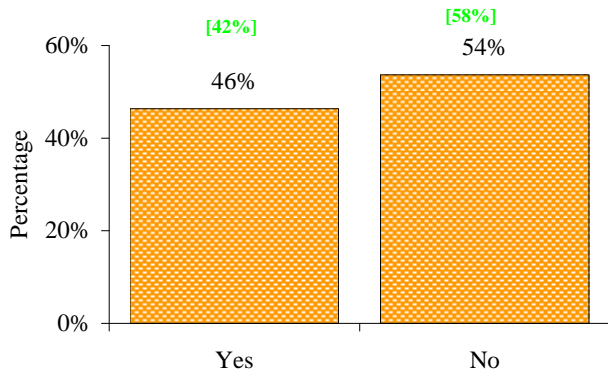


### Pushed too hard in anything?

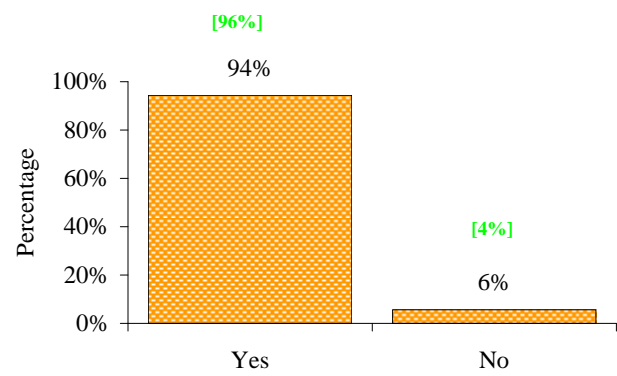


Average figures from similar schools are given in [brackets].

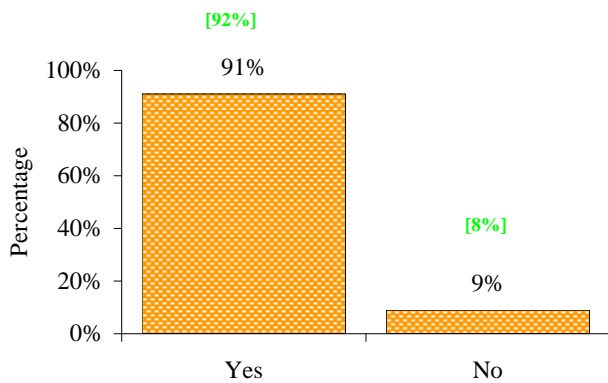
### Not pushed hard enough in anything?



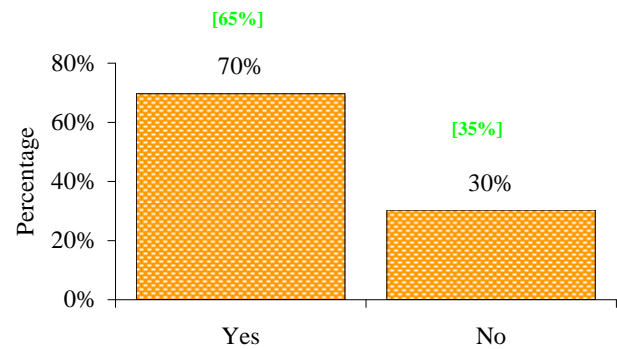
### Access to a computer at home?



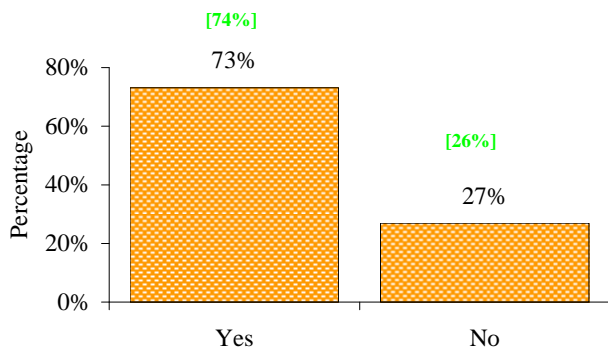
### Are you on the Internet at home?



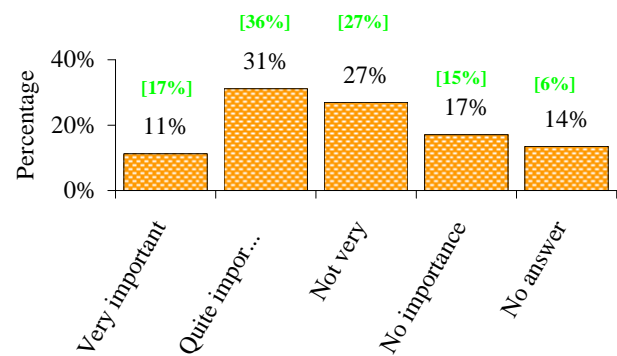
### School encourages healthy lifestyle through diet



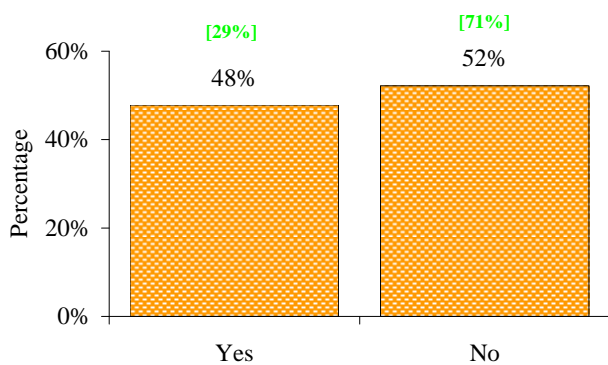
### School encourages healthy lifestyle through exercise



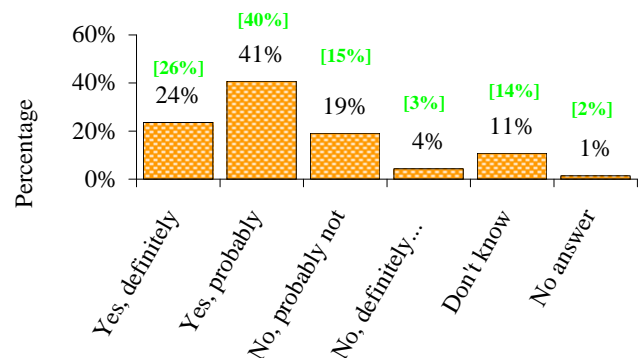
### Importance of Business & Enterprise Specialist status



### Did you Consider Another School?

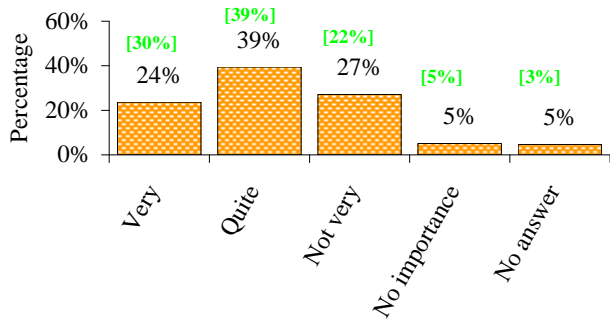


### Do you expect that your child will one day attend University?



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

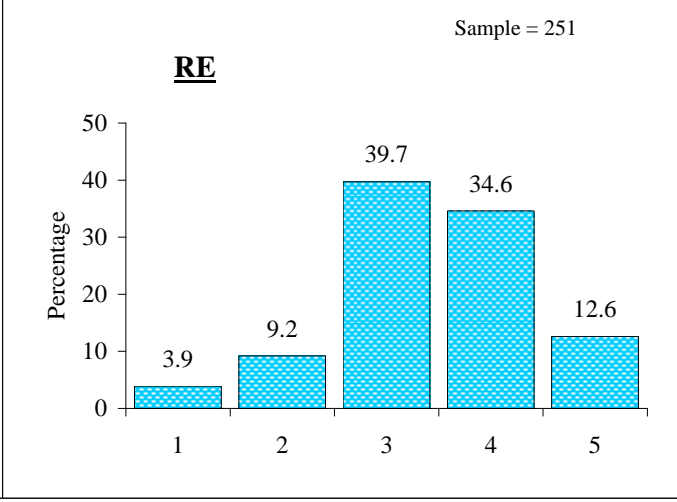
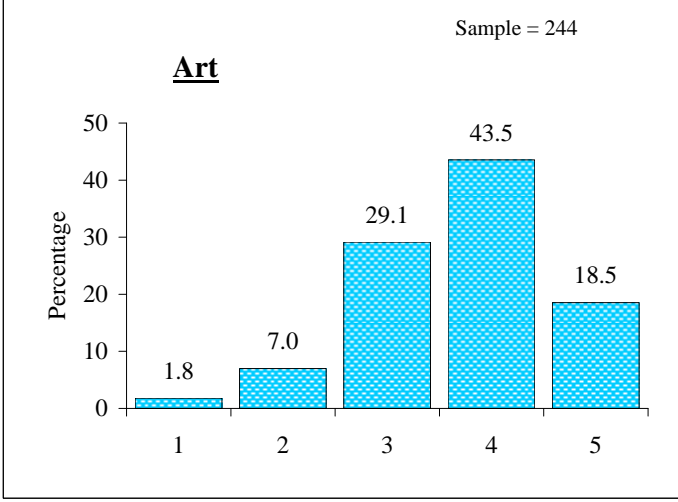
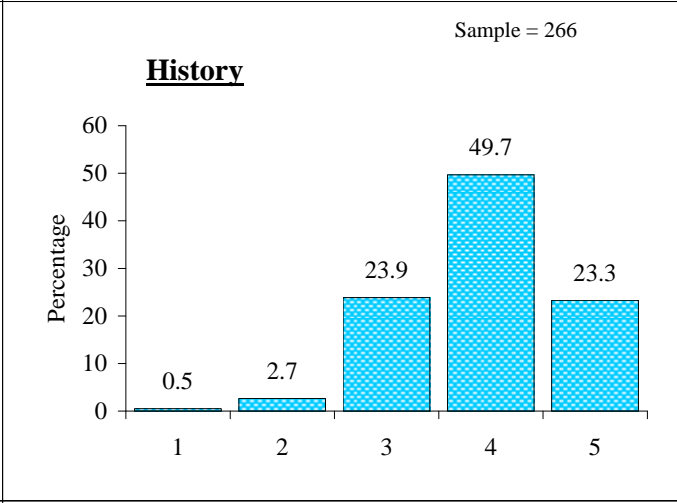
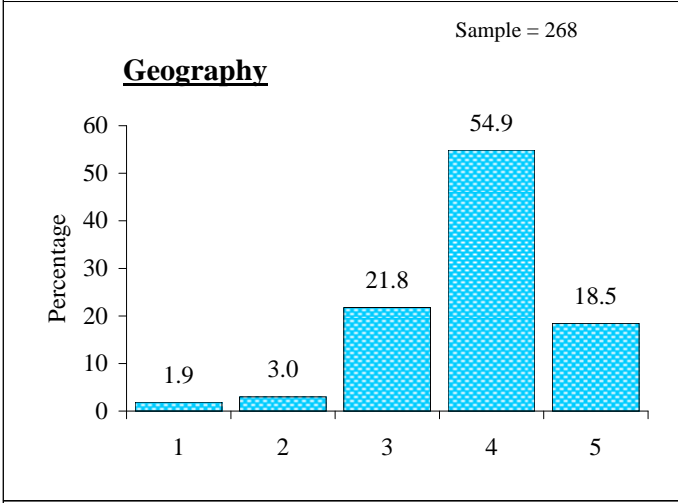
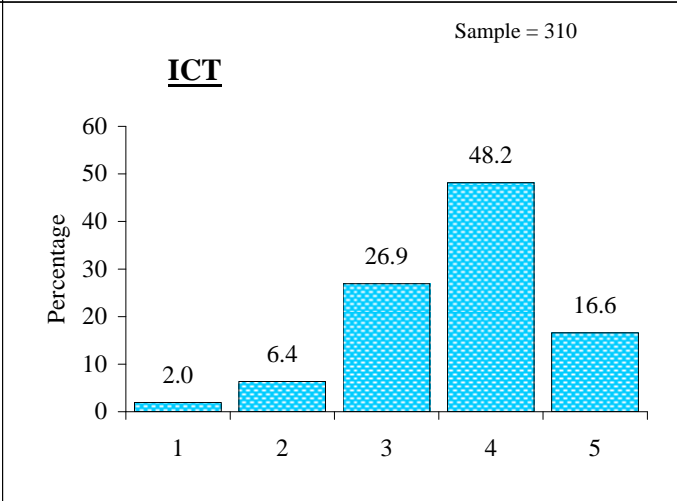
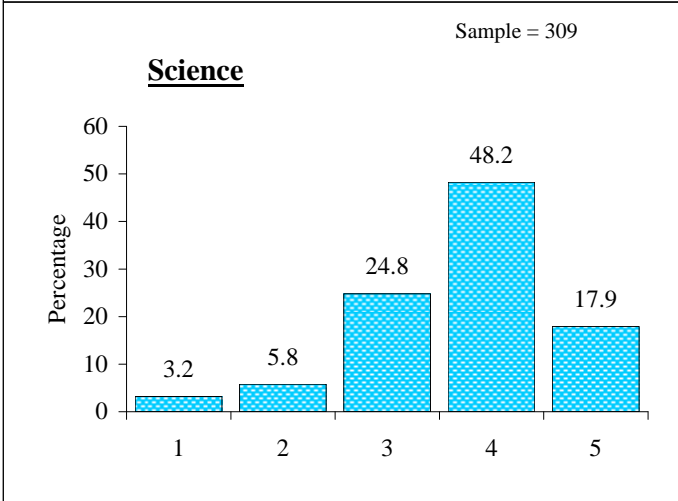
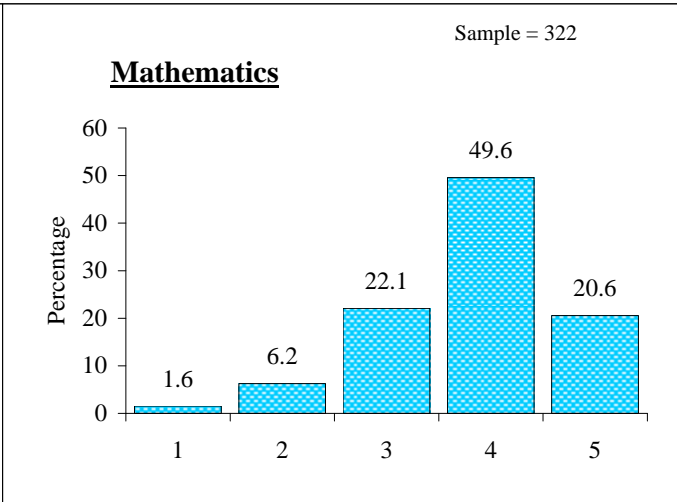
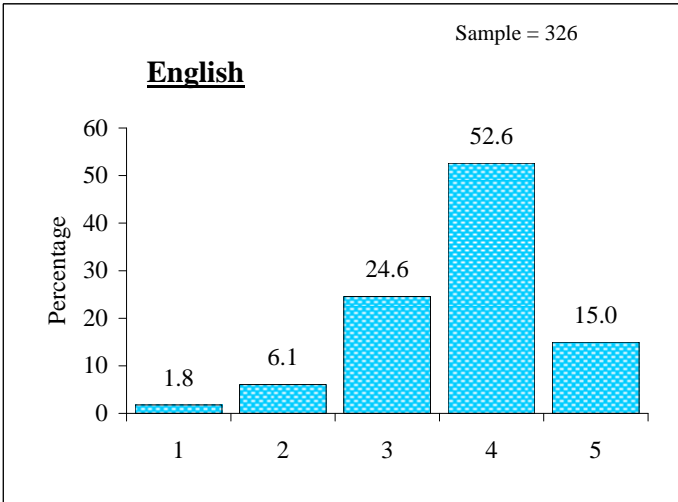
**How important is it that your child goes to University?**

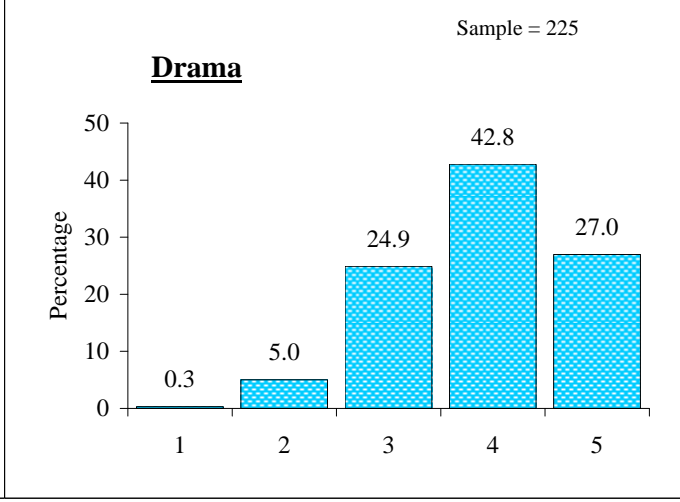
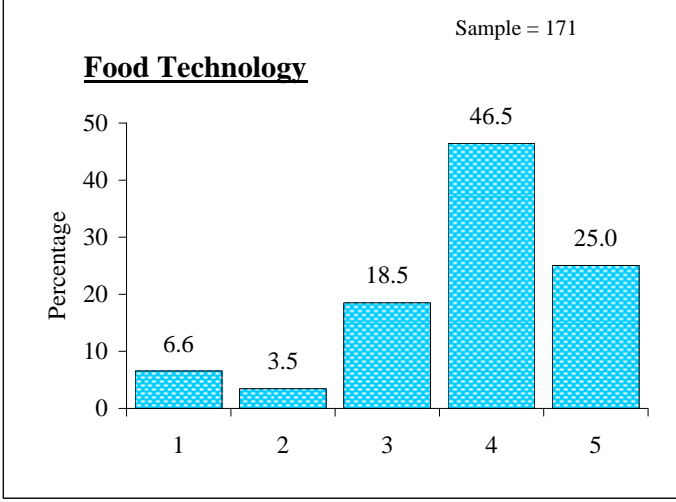
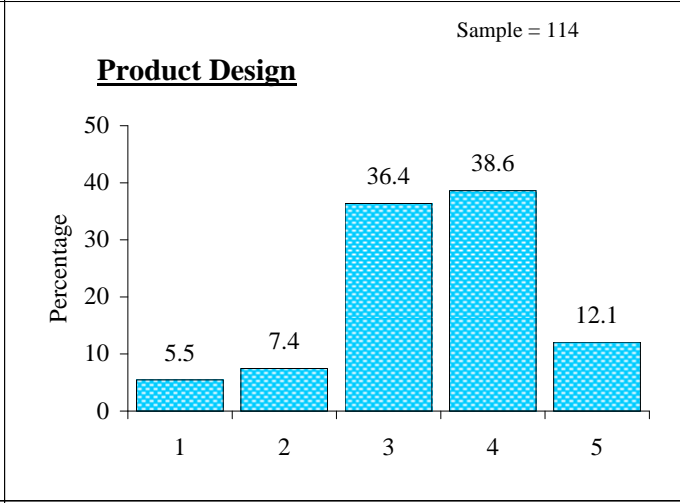
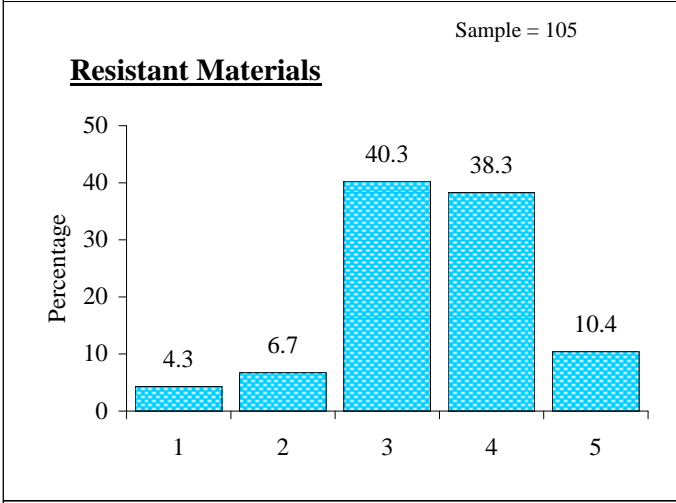
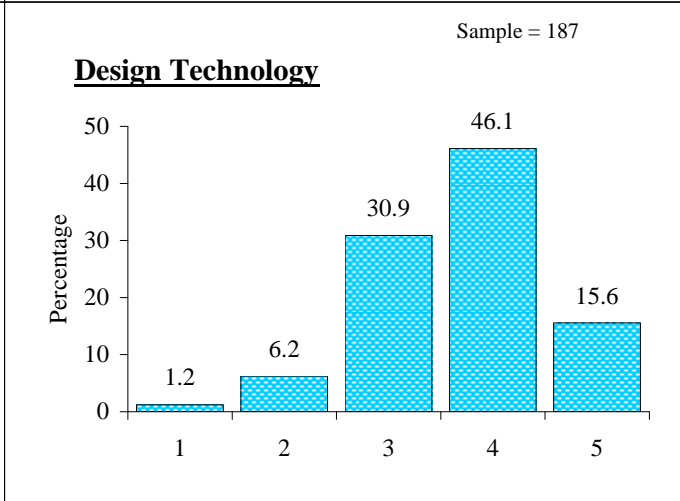
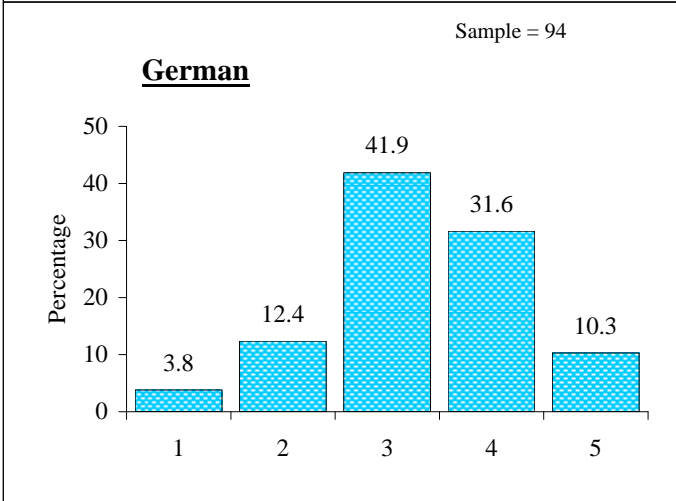
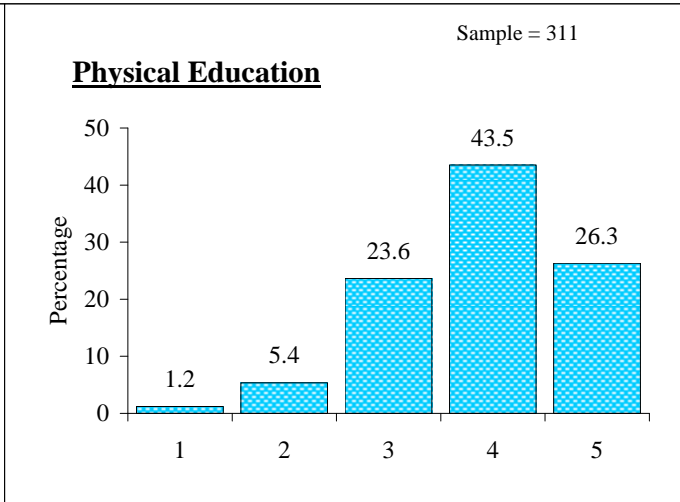
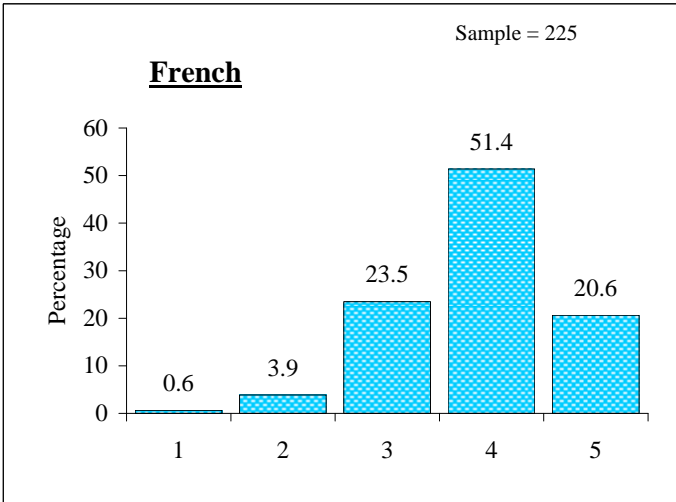


Average figures from similar schools are given in **[brackets]**.

## **Bar Chart Results**

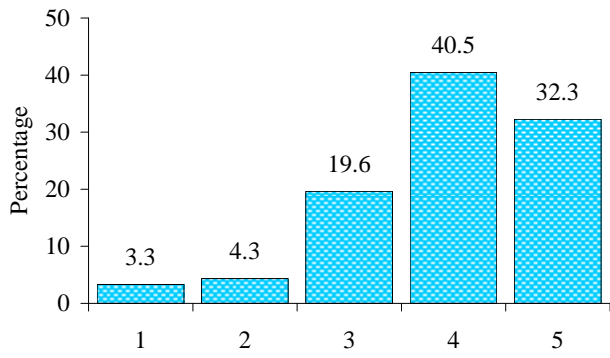
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good". The following graphs have been adjusted to be representative of year group size and gender.





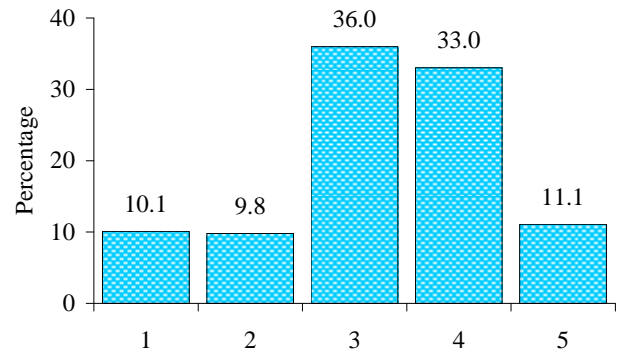
Sample = 226

**Dance**



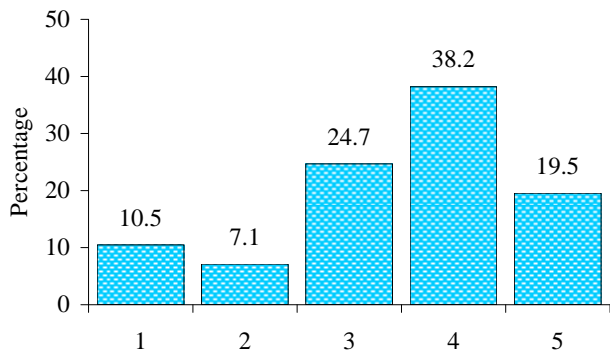
Sample = 204

**Music**



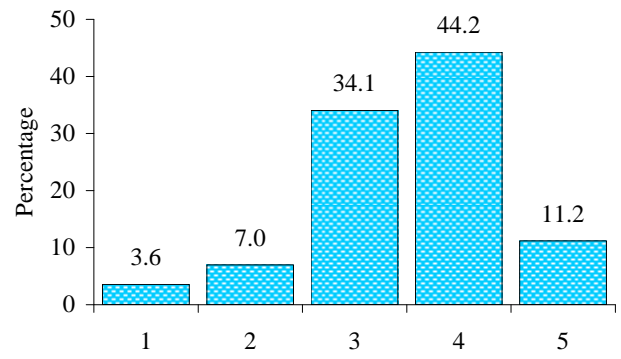
Sample = 70

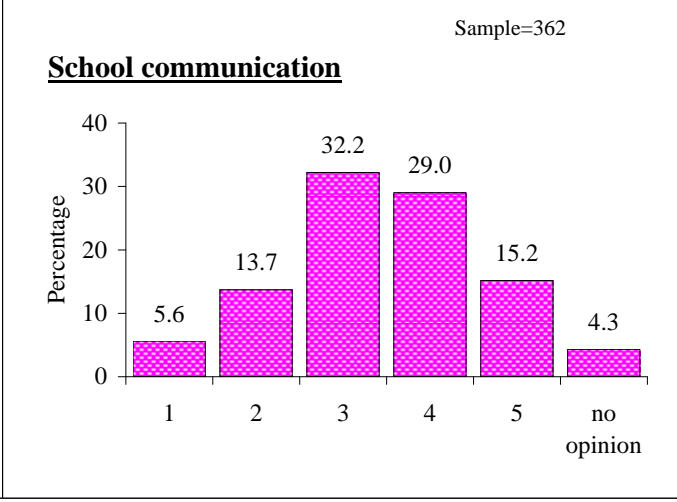
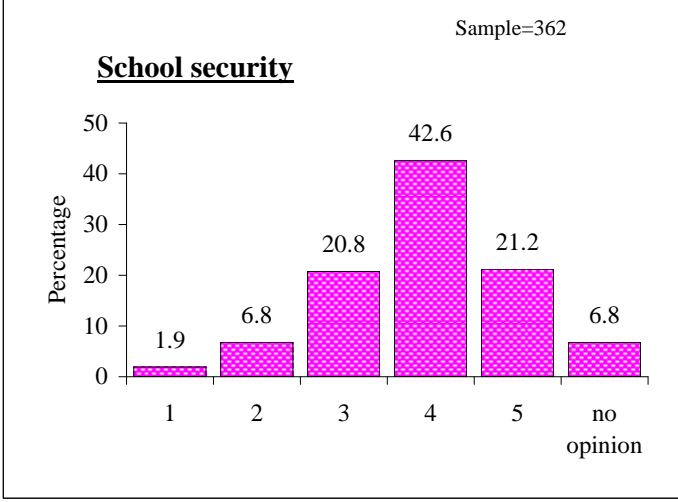
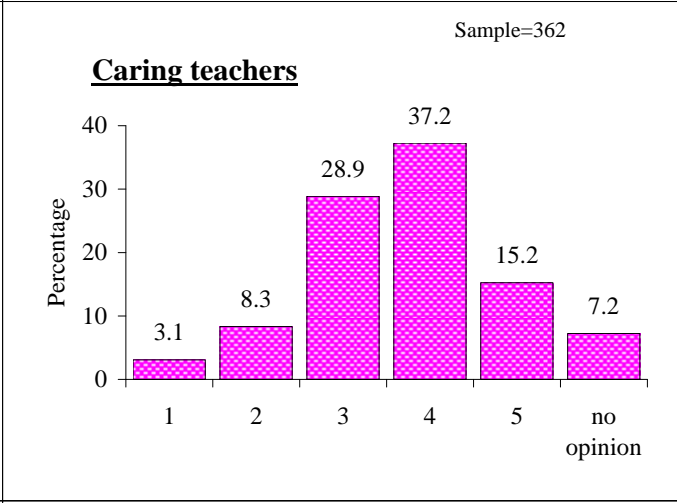
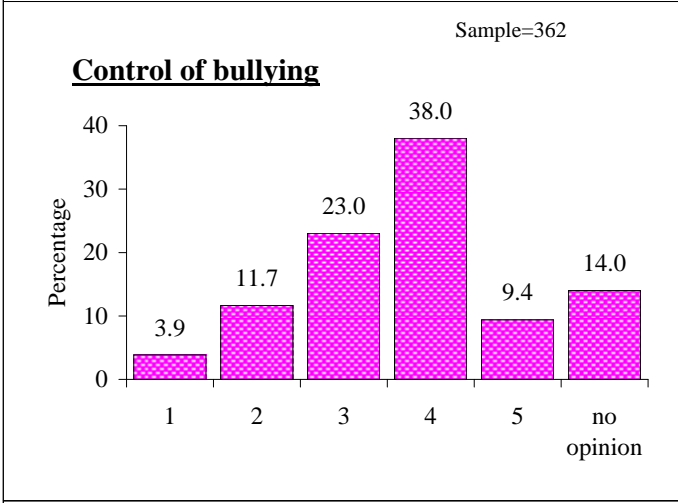
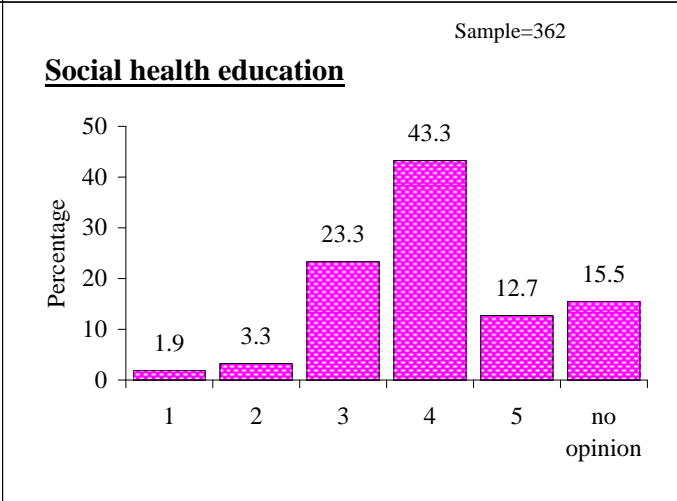
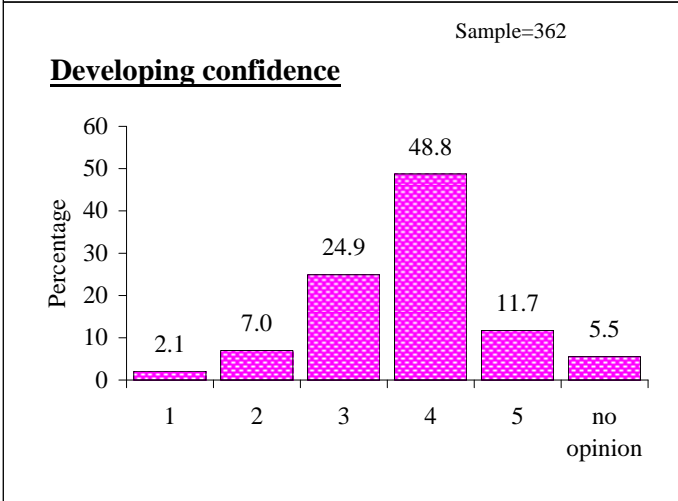
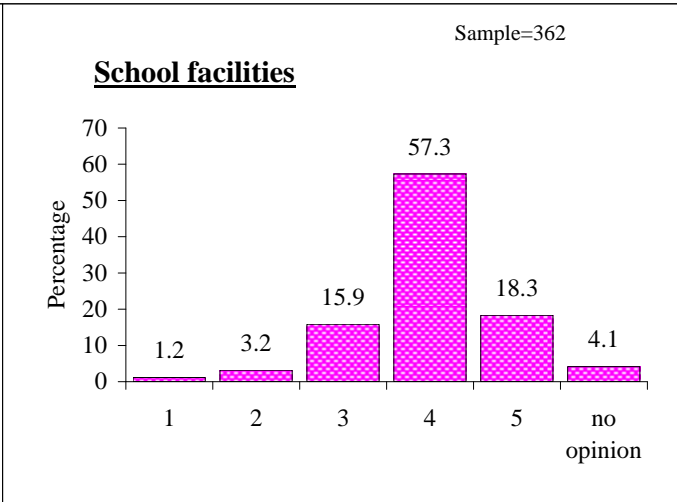
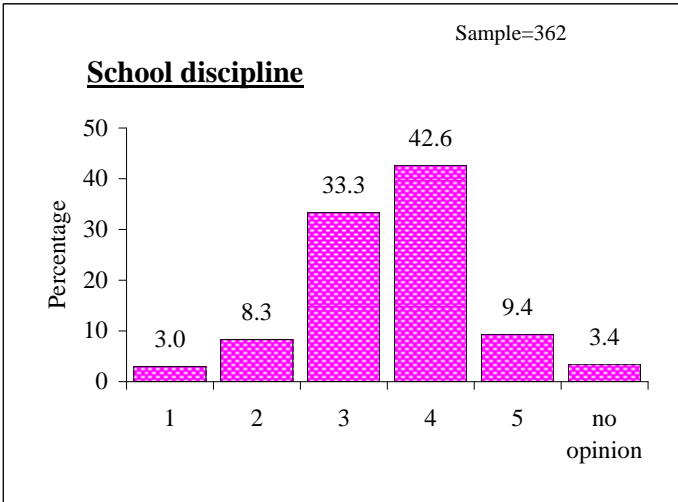
**Business Studies**

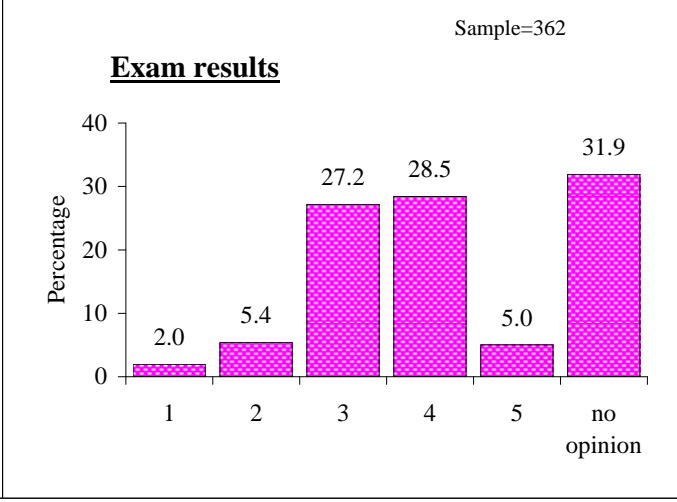
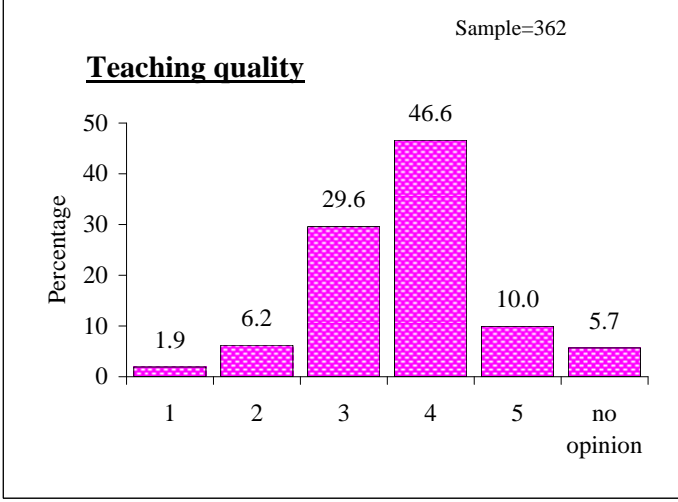
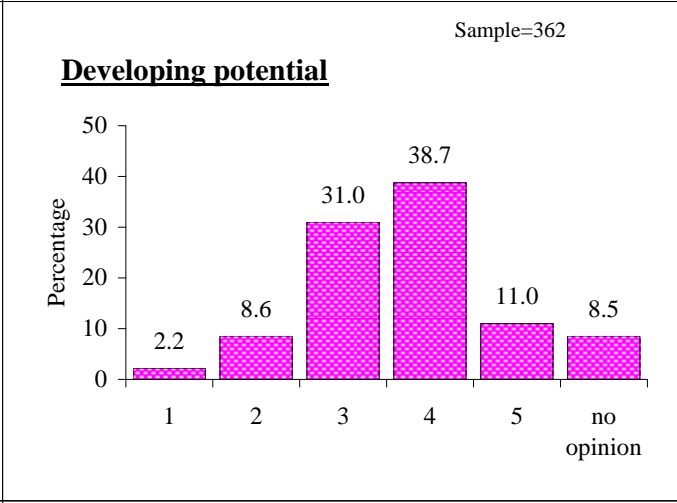
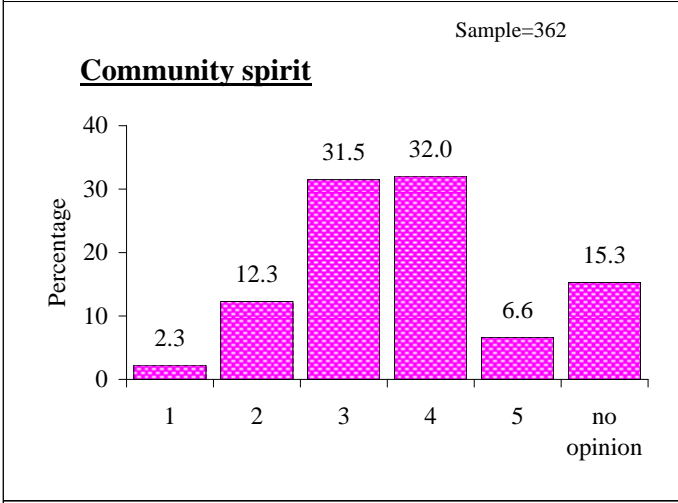
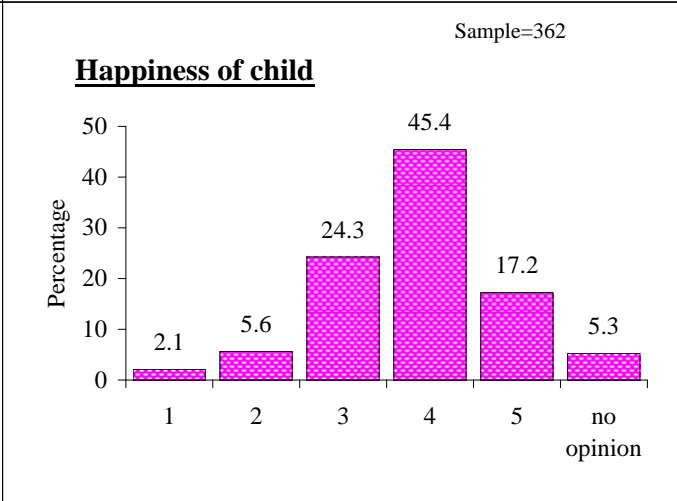
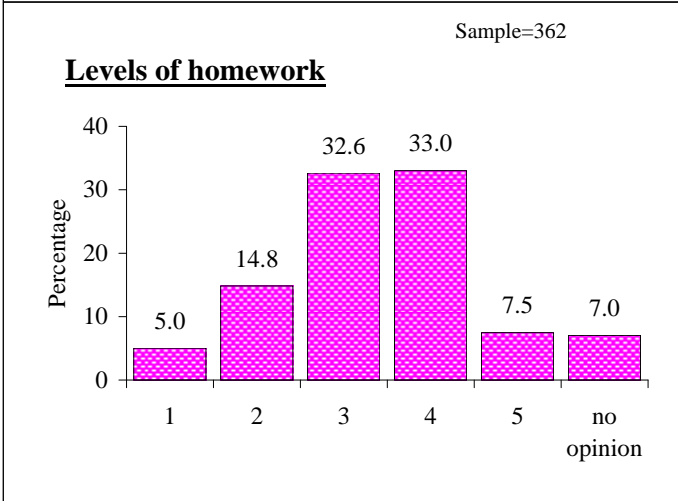
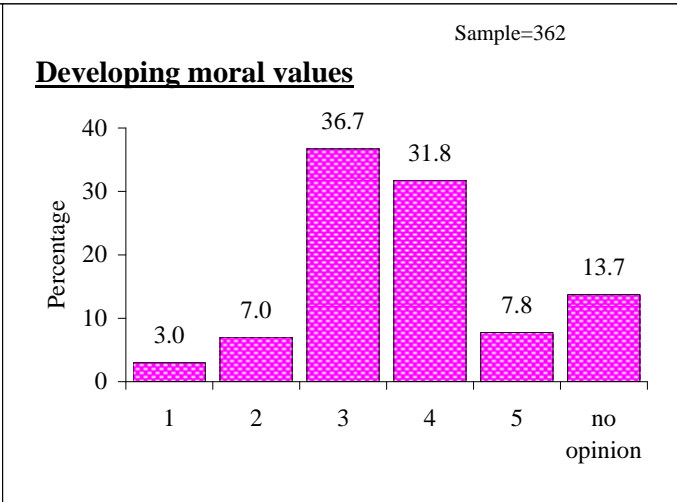
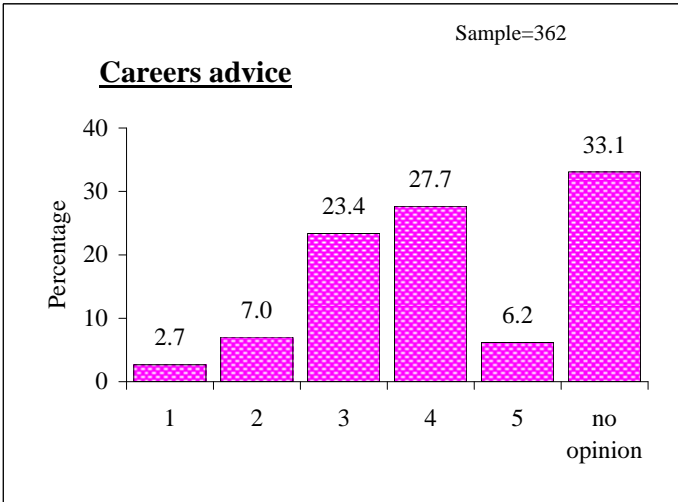


Sample = 268

**PSHE**

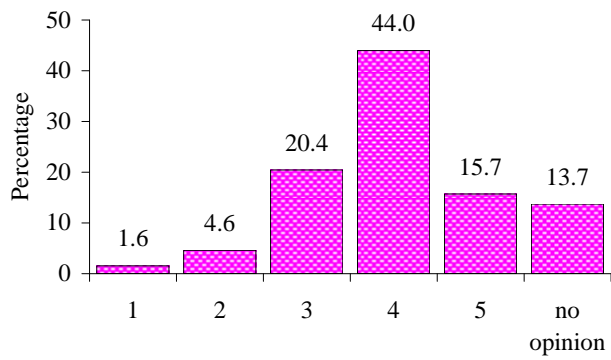






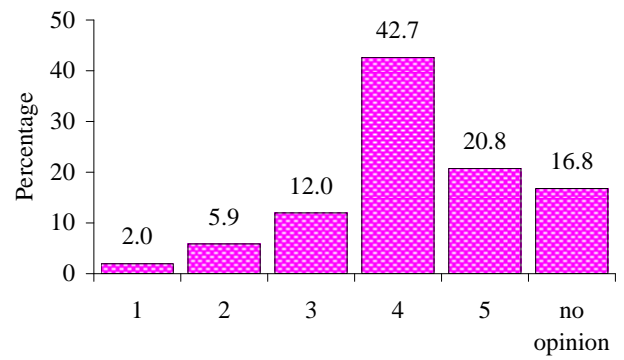
Sample=362

### Choice of subjects



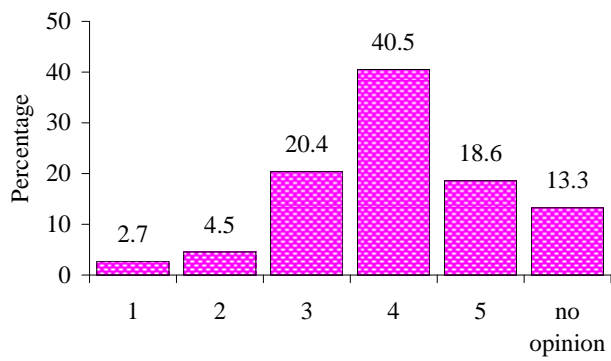
Sample=362

### Truancy control



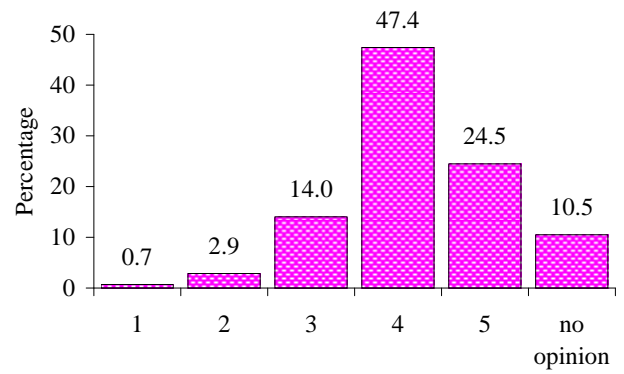
Sample=362

### Availability of resources



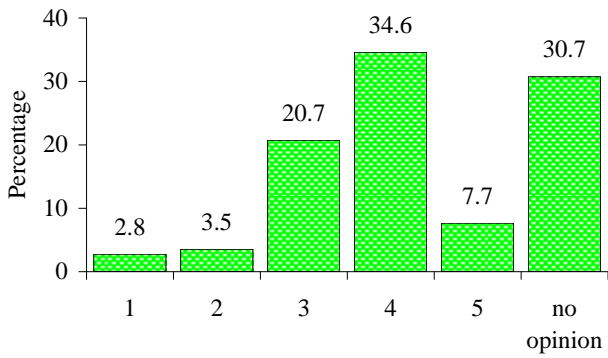
Sample=362

### Computer access



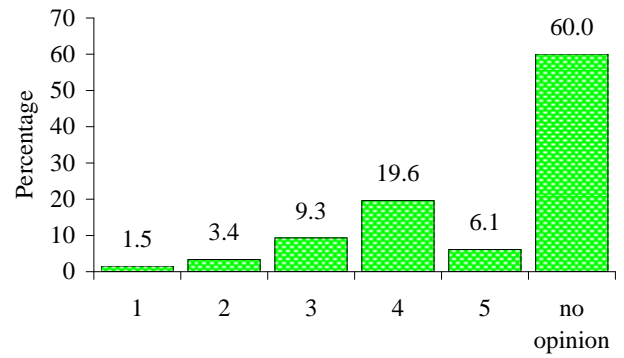
Sample=362

**Promoting racial harmony**



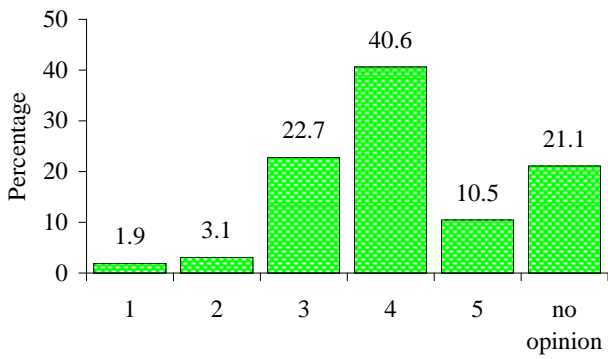
Sample=362

**Teaching for special needs**



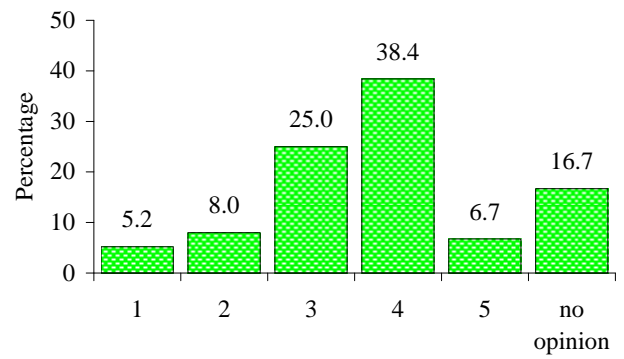
Sample=362

**Quality of school management**



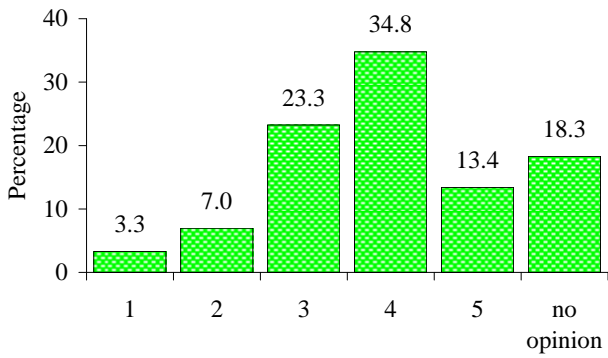
Sample=362

**Treating all students fairly and equally**



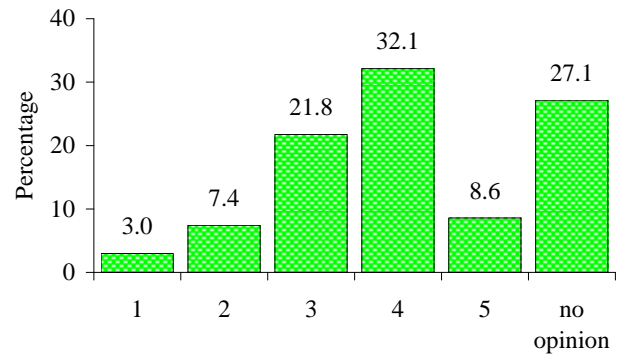
Sample=362

**Extra curricular activities**



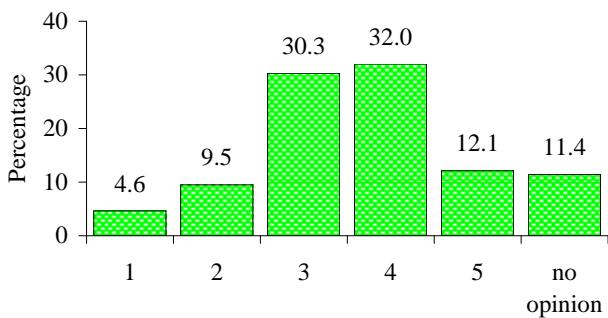
Sample=362

**School meals**



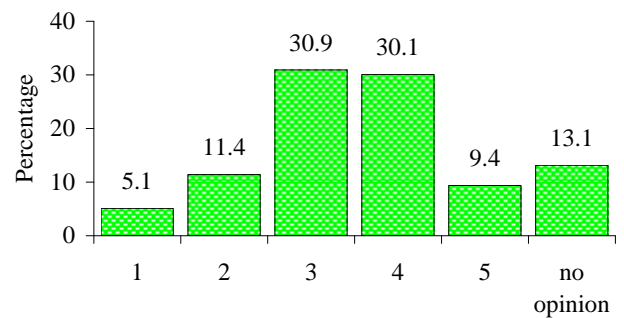
Sample=362

**Encouraging and listening to parent views**



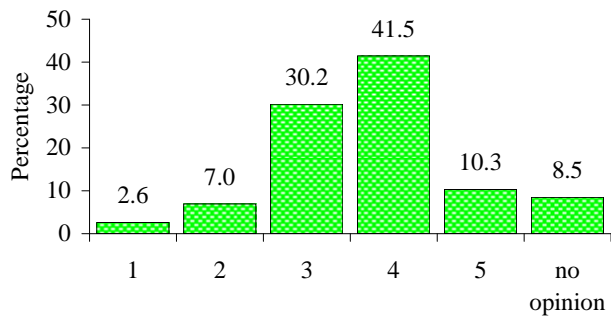
Sample=362

**Explaining to parents how to help their child**



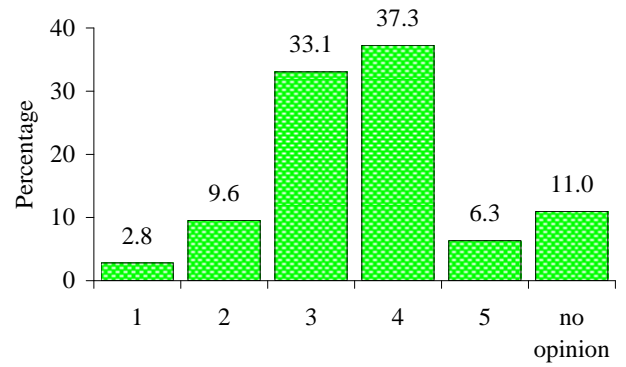
Sample=362

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



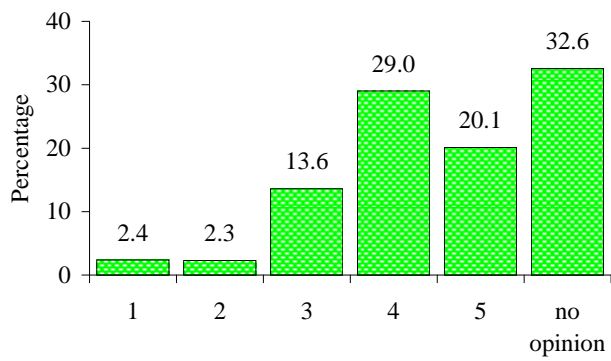
Sample=362

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



Sample=362

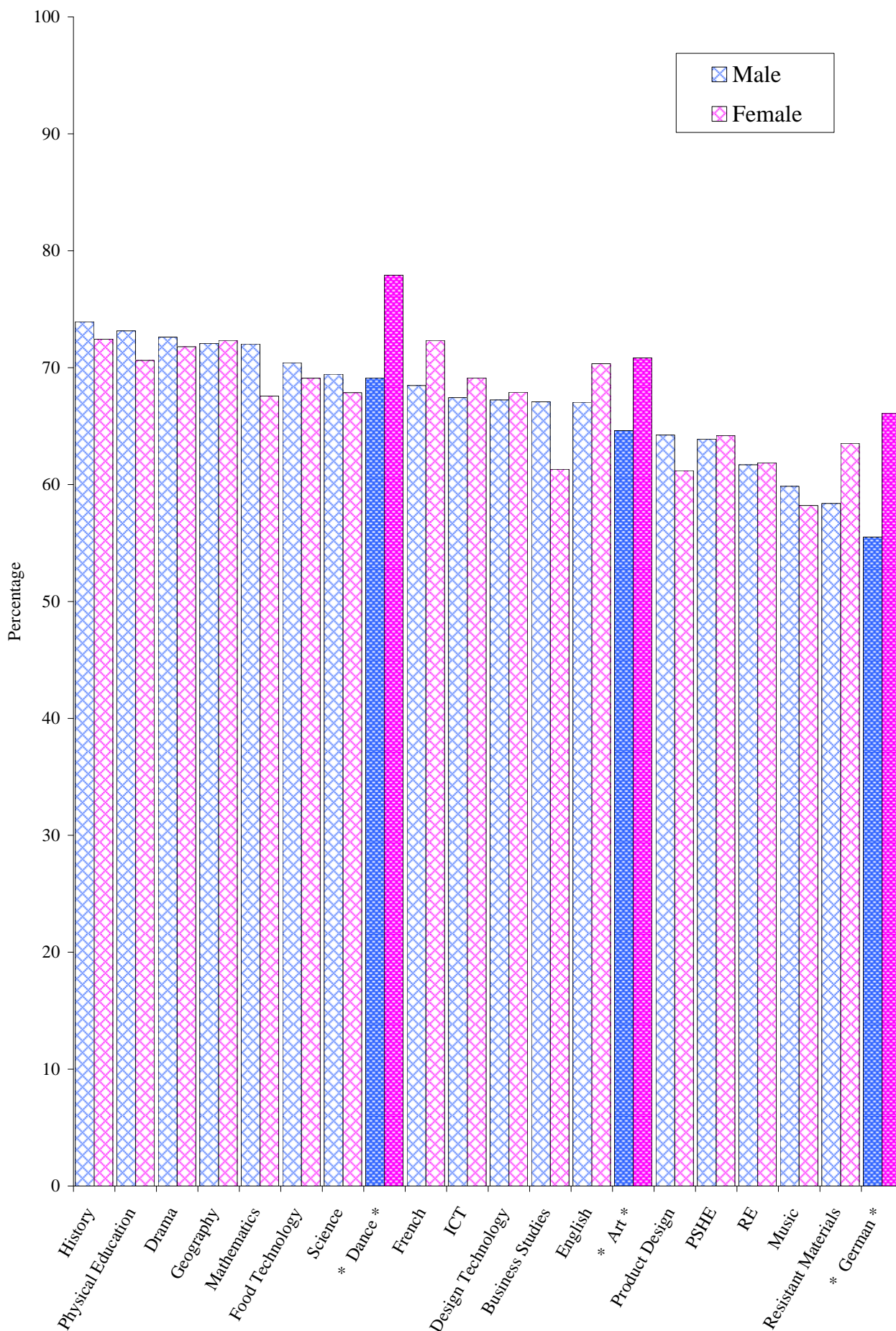
**Transfer from previous school**



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

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

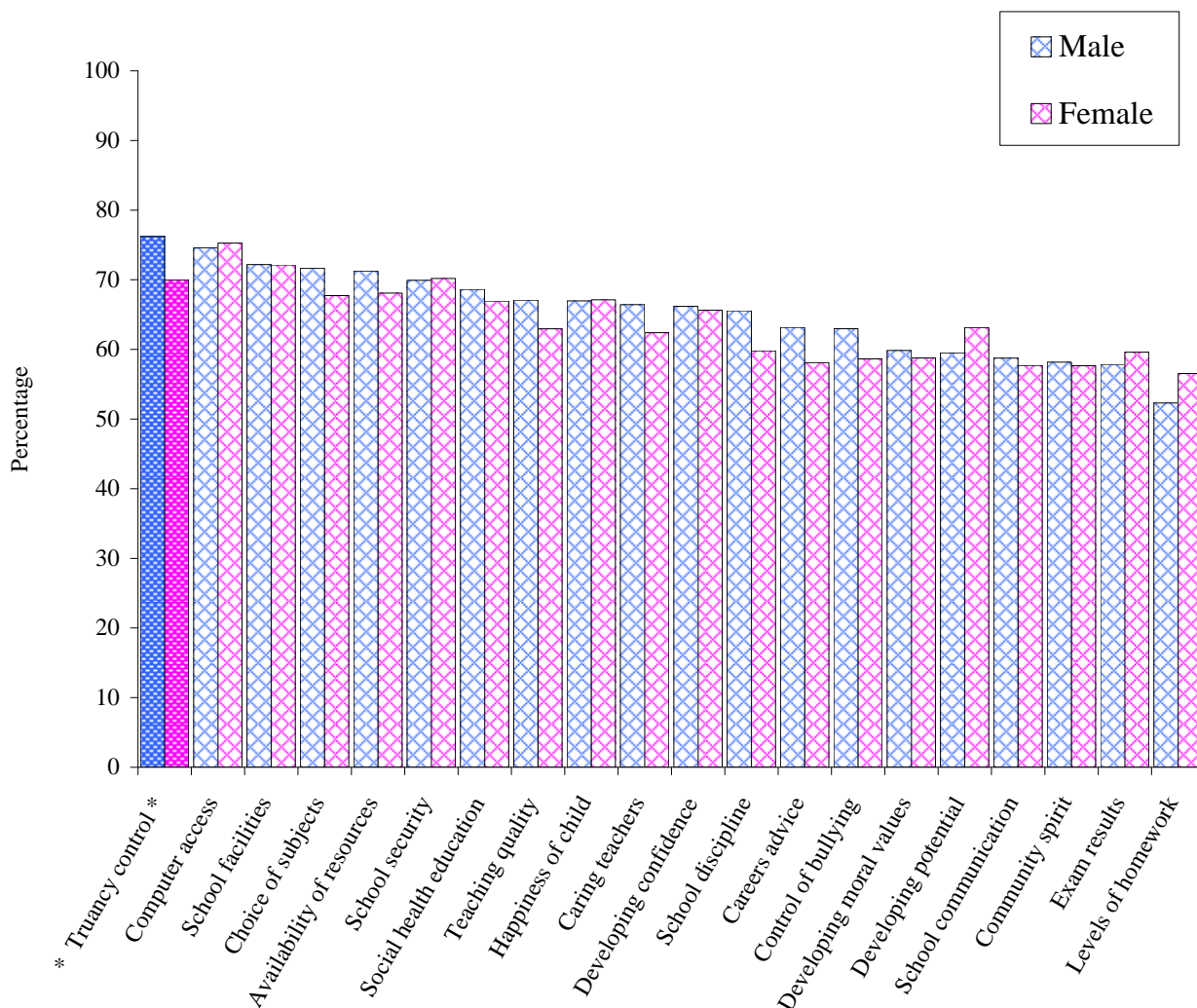
Criteria where scores showed significant differences are highlighted in bold colour, and \* subject \*



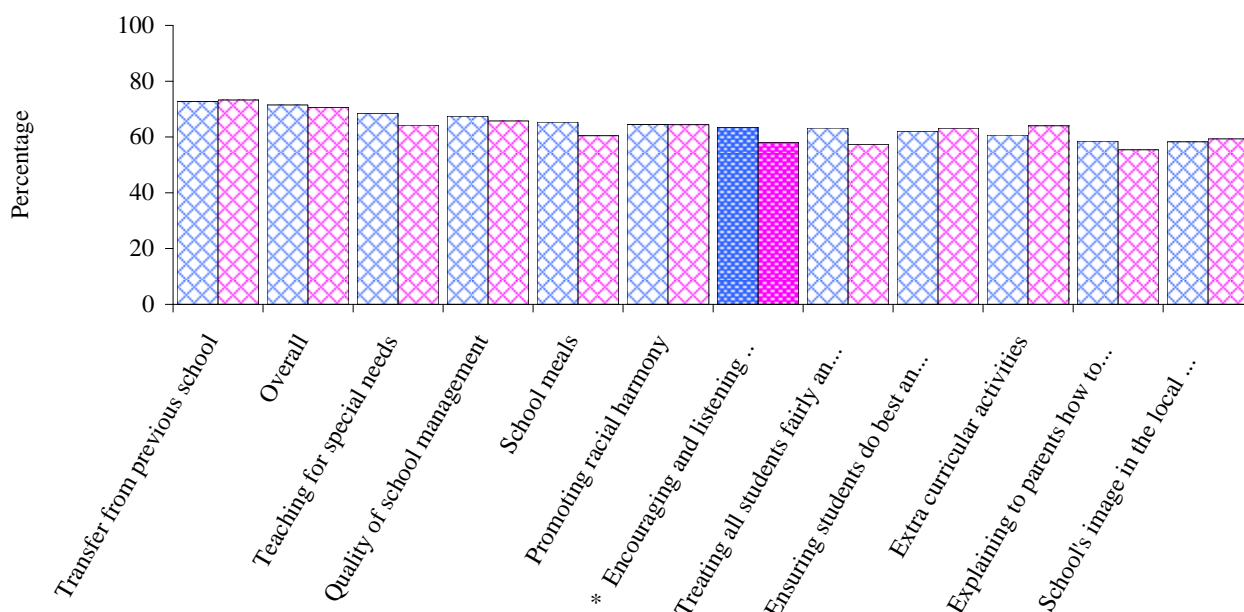
**Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil**

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

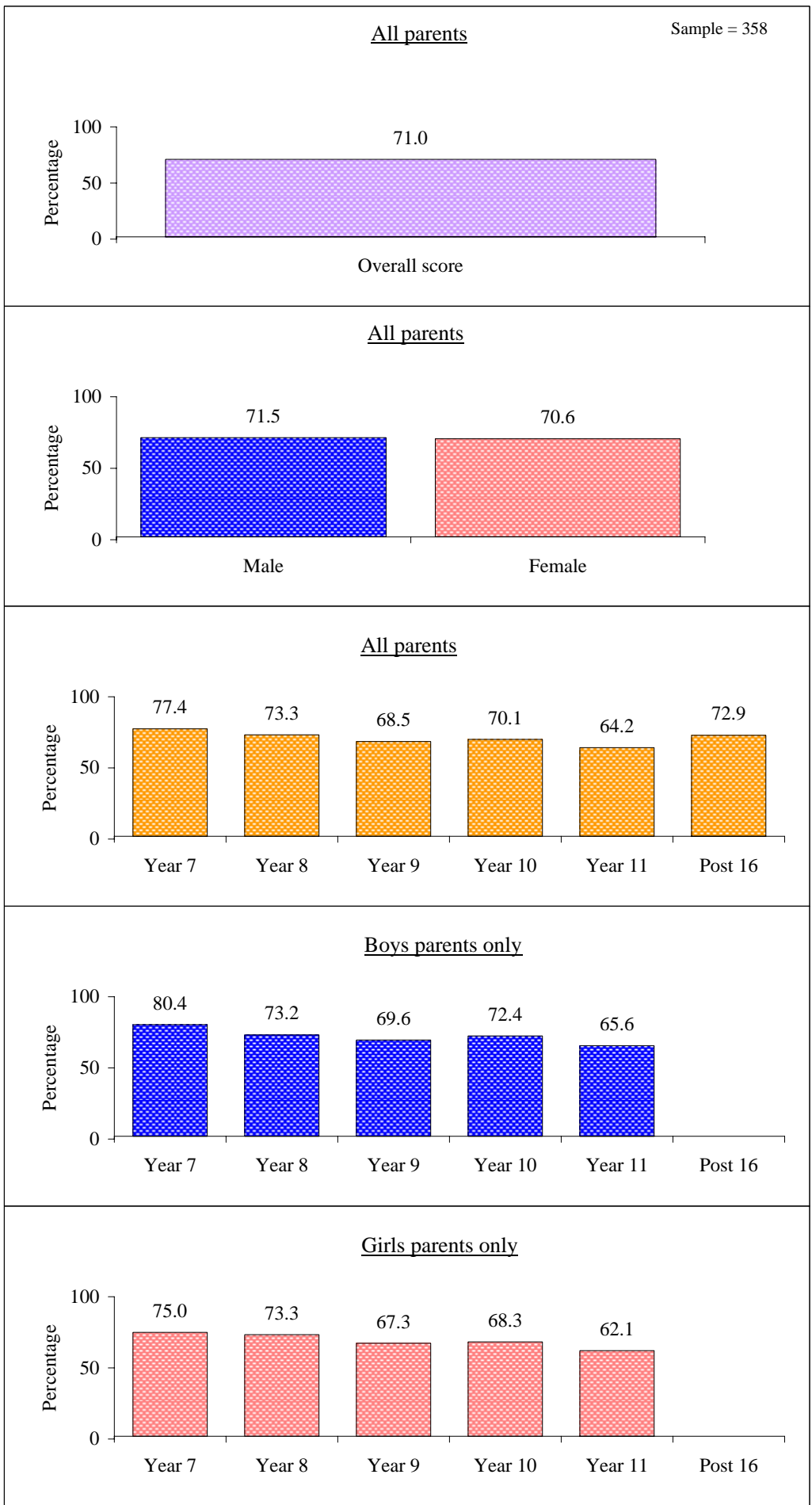
**Core Parent Priorities**



**Additional Criteria**

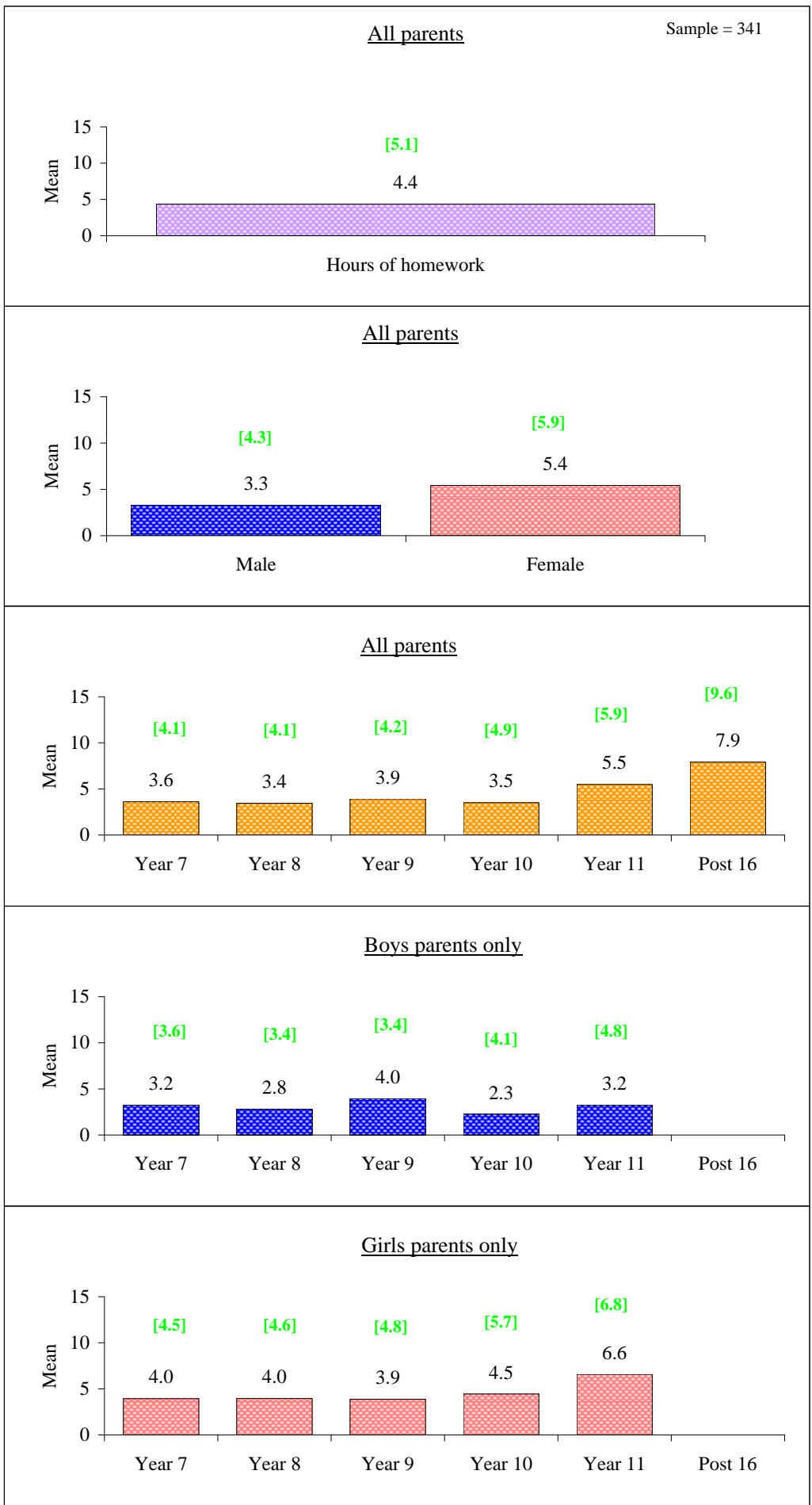


**Graphs to Show the Overall Performance Scores Given by Parents,  
Broken Down by Year Group and Gender of Pupil.**

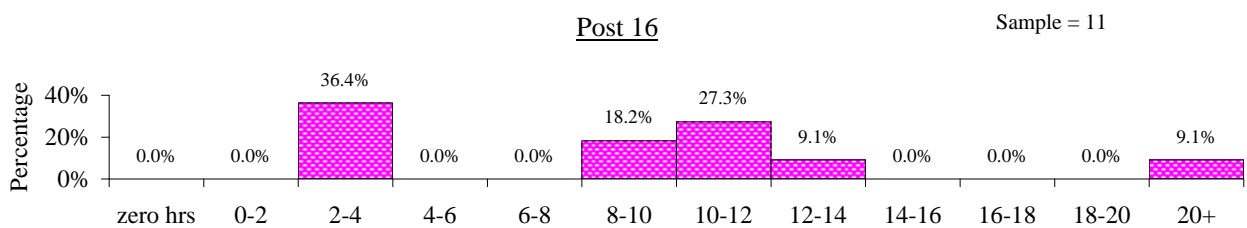
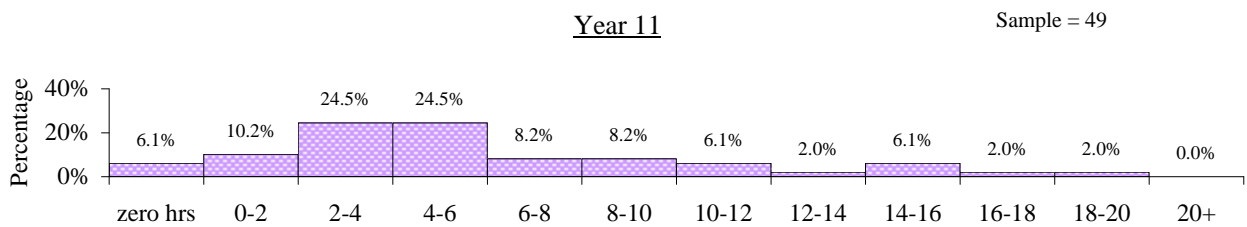
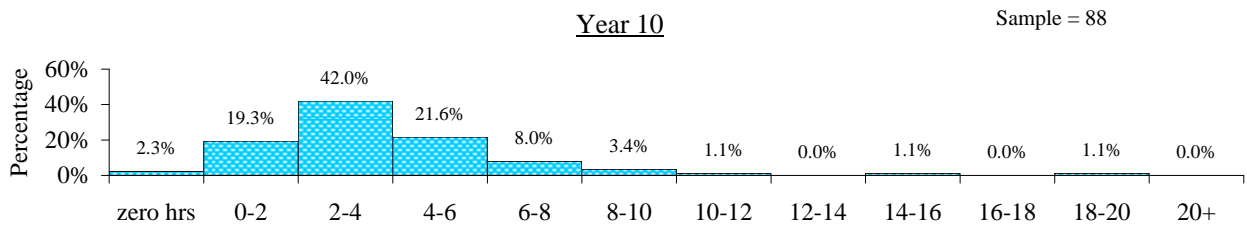
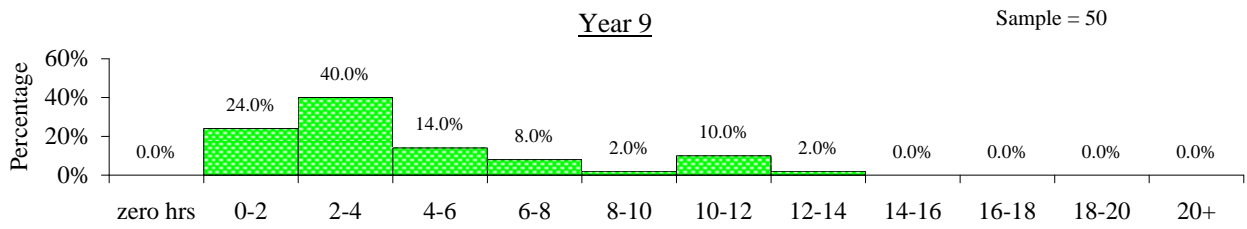
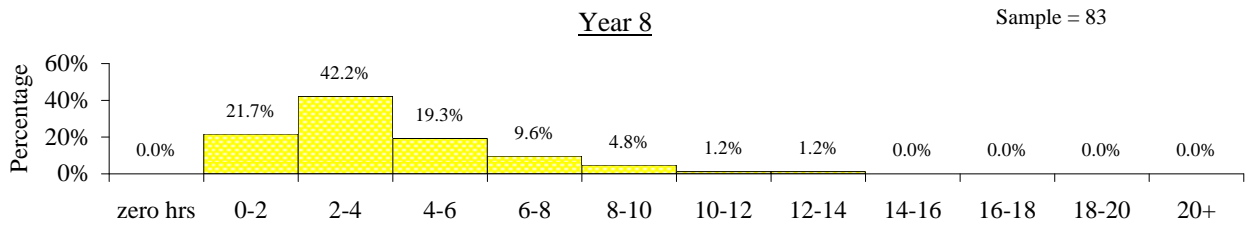
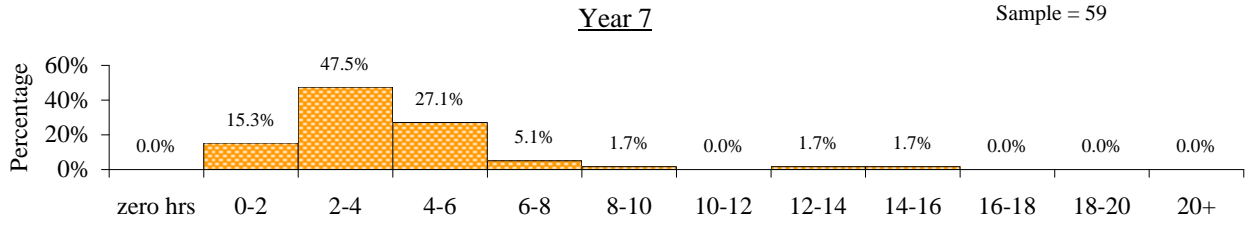
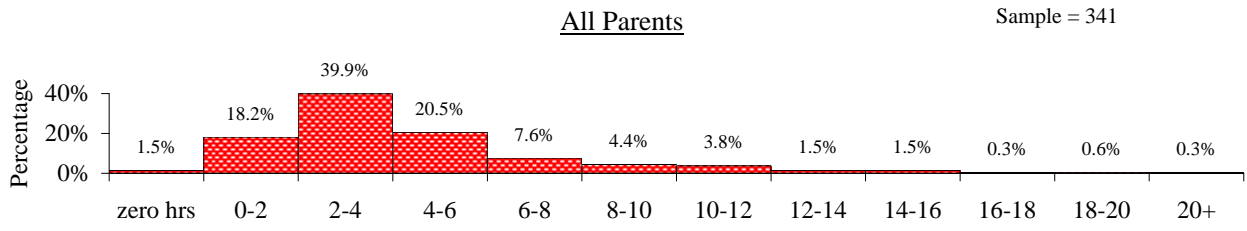


**Graphs to show the Mean Number of Hours that Pupils Spend on Homework,  
Broken Down by Year Group and Gender of Pupil.**

Average figures from similar schools are given in [brackets]



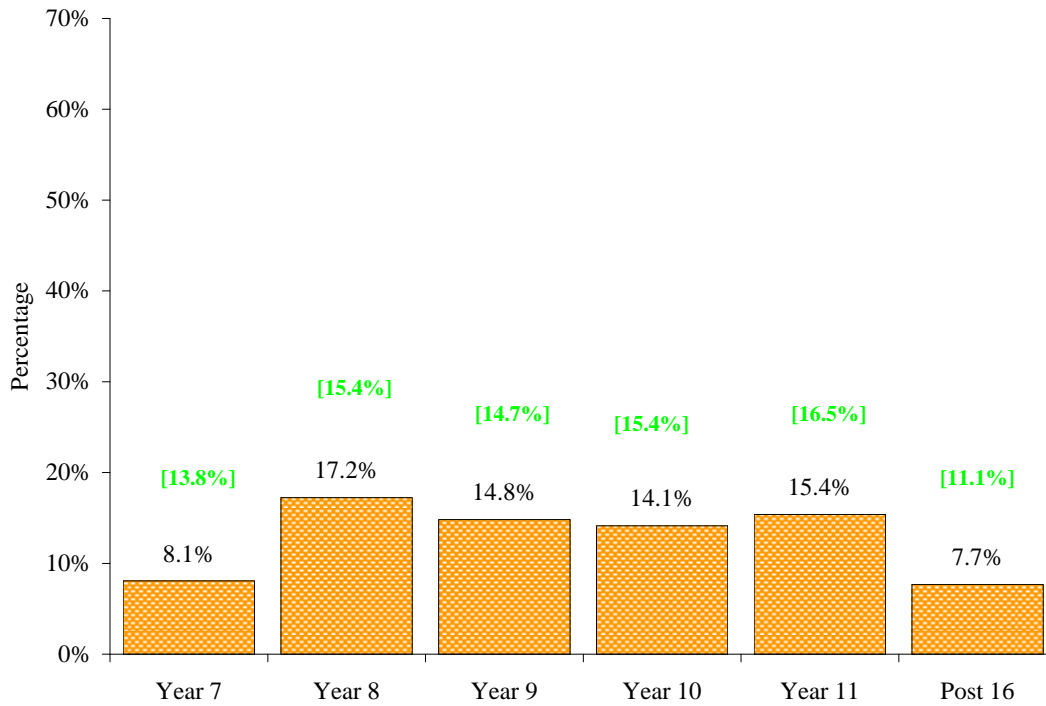
# Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group



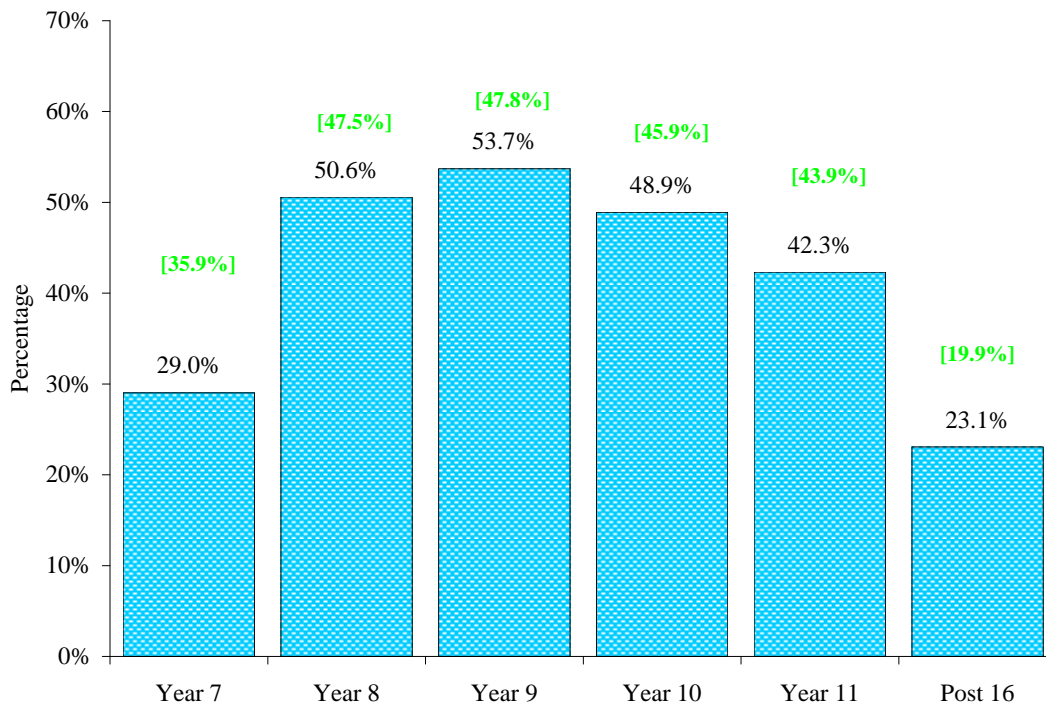
# Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in [brackets]

Pushed Too Hard

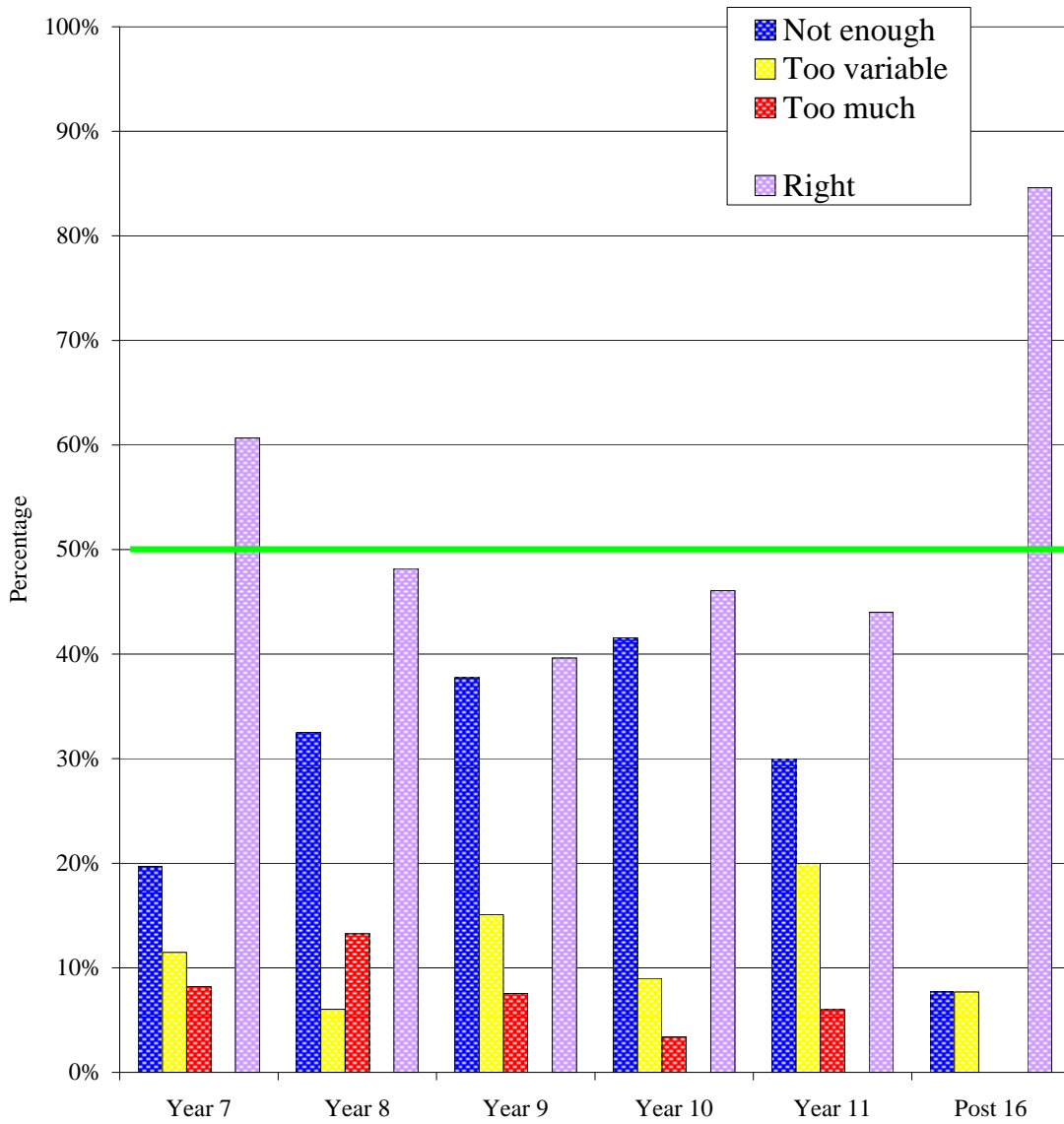


Not Pushed Hard Enough



**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 not achieved for Year 8, Year 9, Year 10 and Year 11.



### **All Academic and Non-Academic Criteria shown by Year Group**

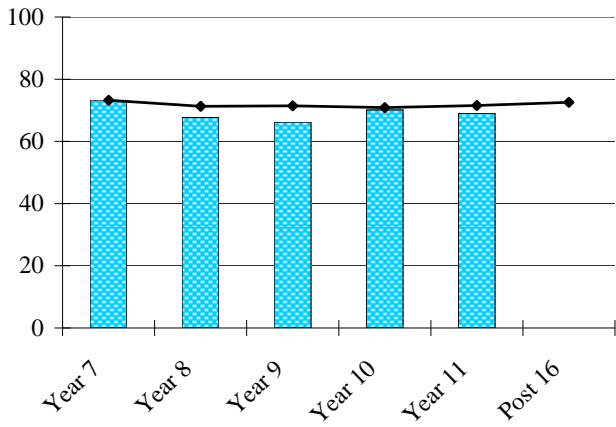
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

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

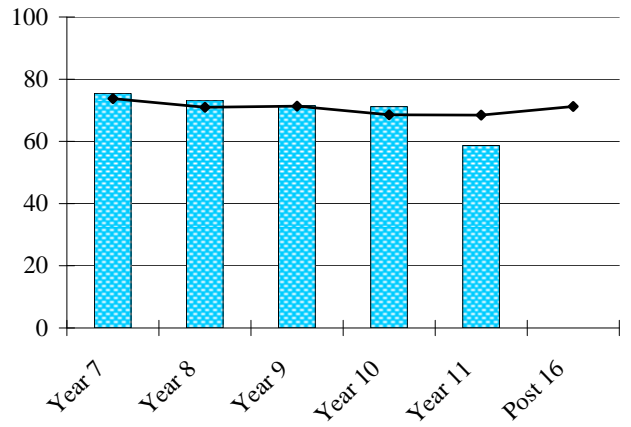
Year groups where there were less than 12 respondents for a criterion are not shown.

Please note: these year group scores are unweighted.

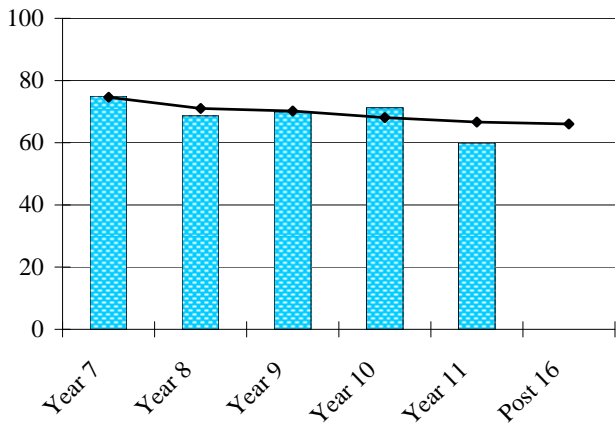
**English**



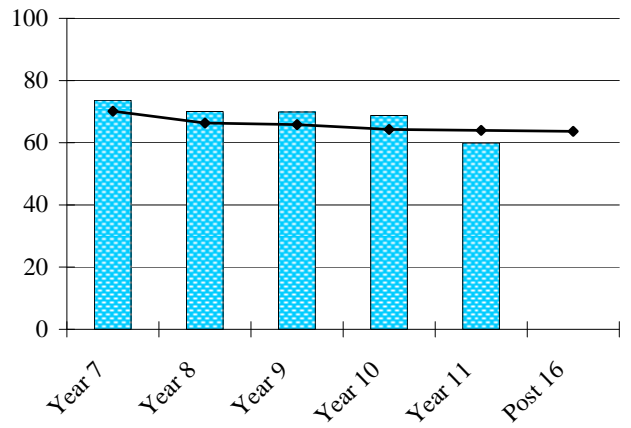
**Mathematics**



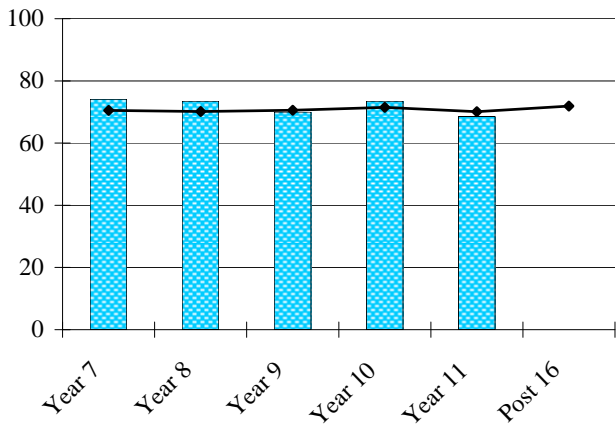
**Science**



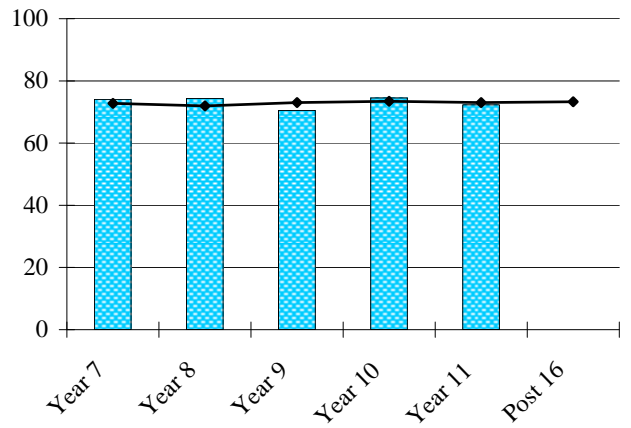
**ICT**



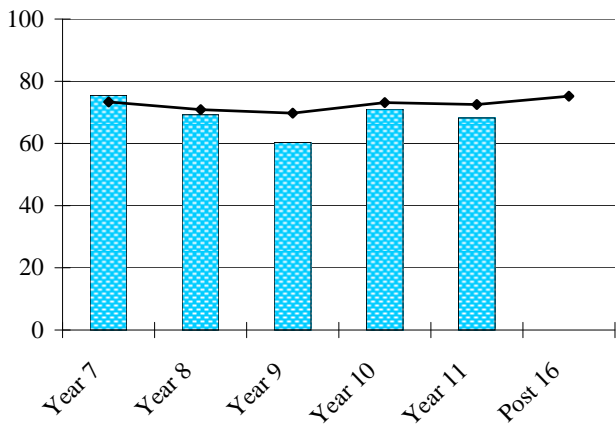
**Geography**



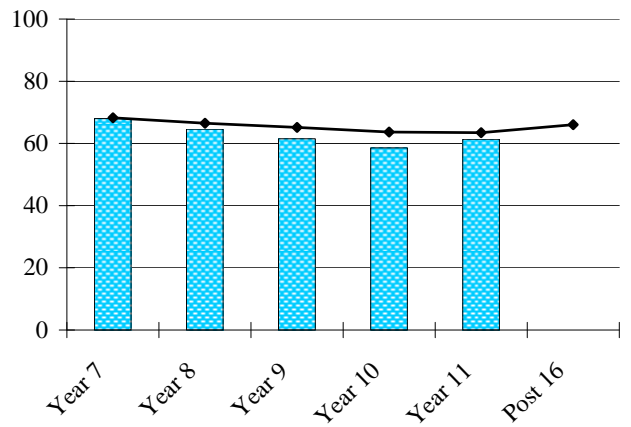
**History**



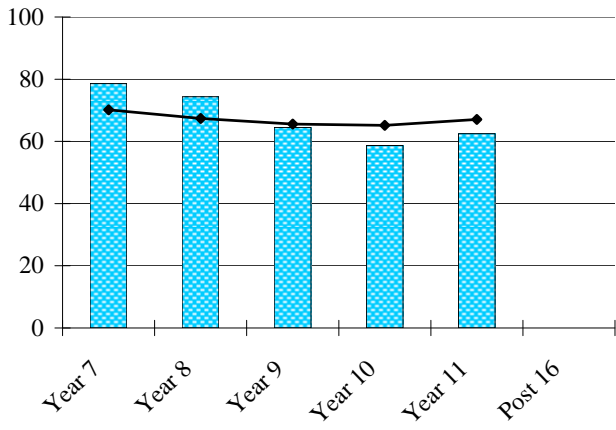
**Art**



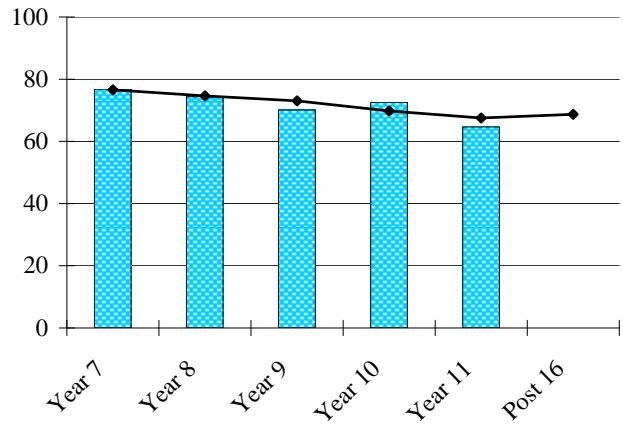
**RE**



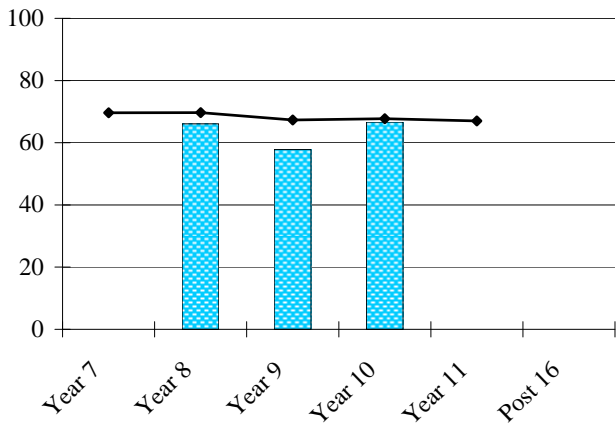
**French**



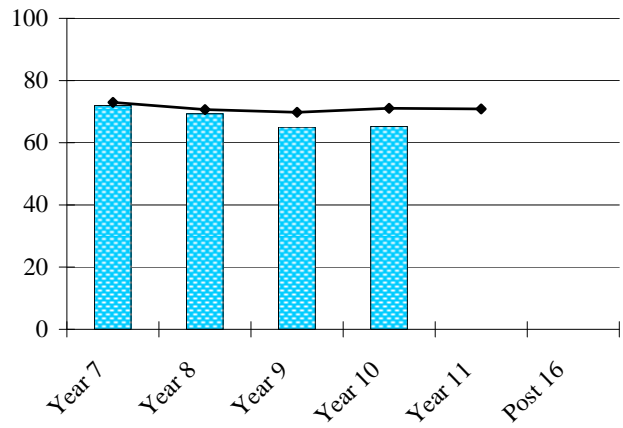
**Physical Education**



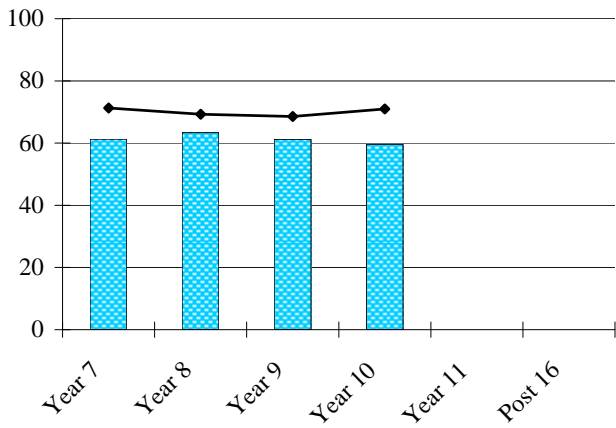
**German**



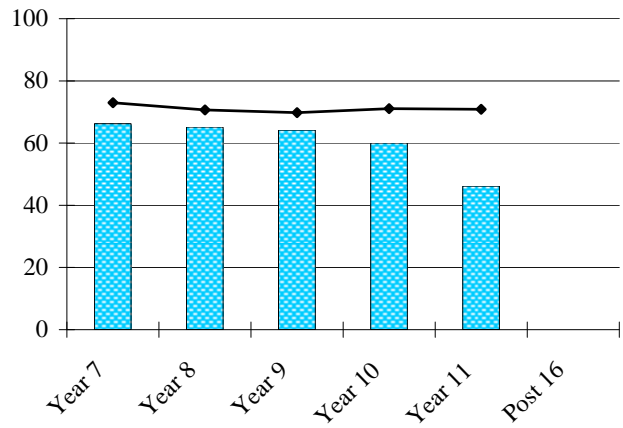
**Design Technology**



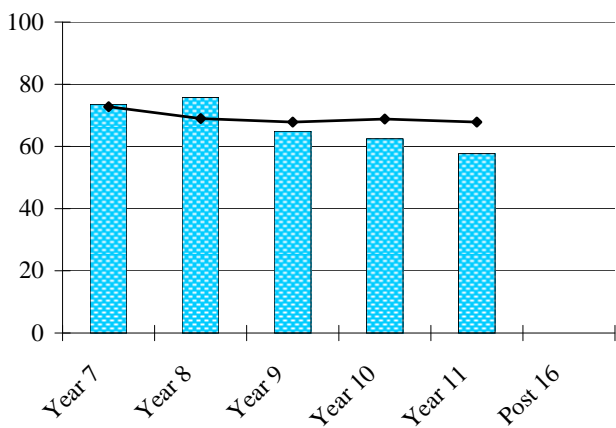
**Resistant Materials**



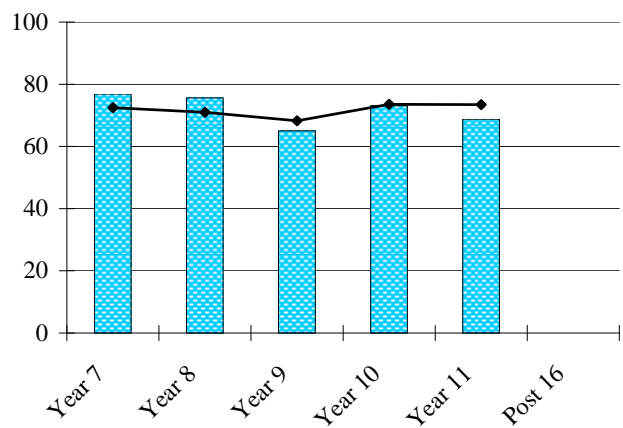
**Product Design**

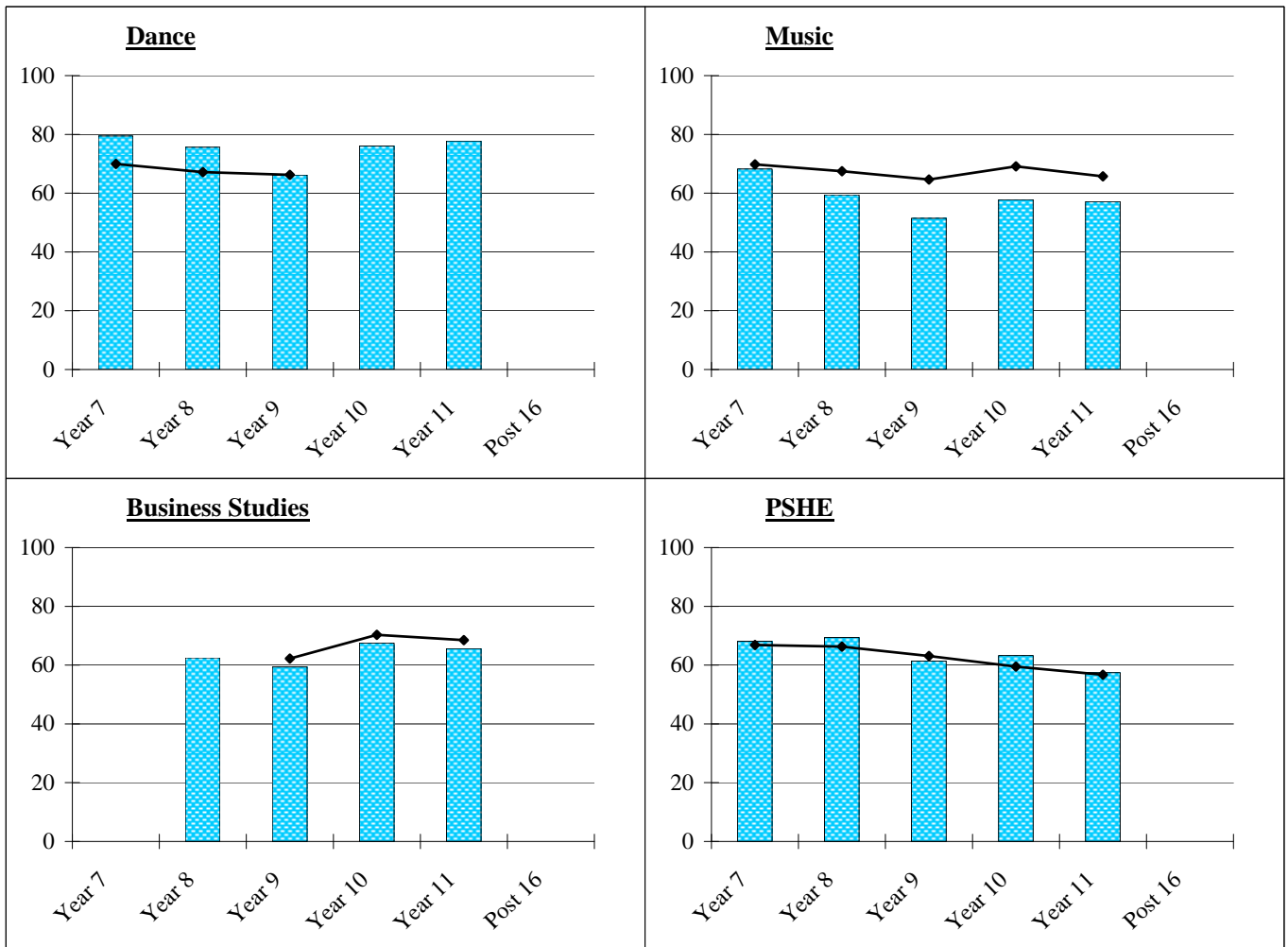


**Food Technology**

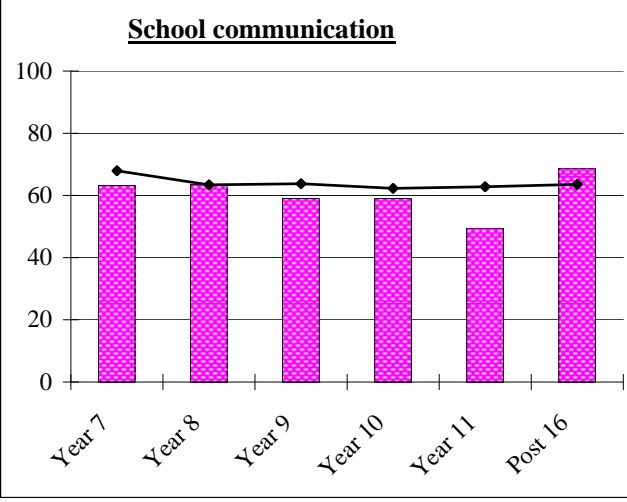
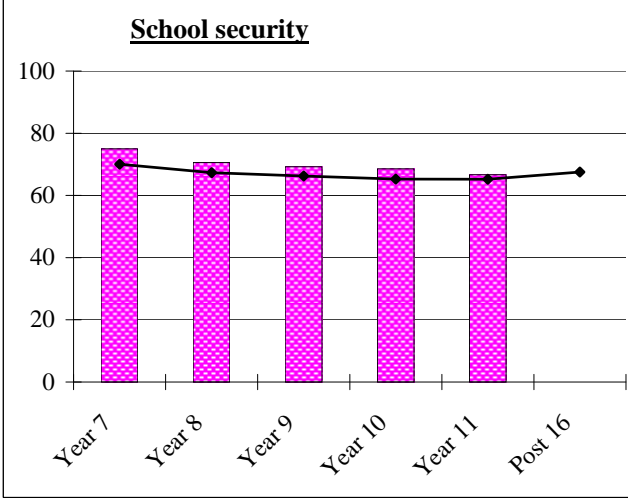
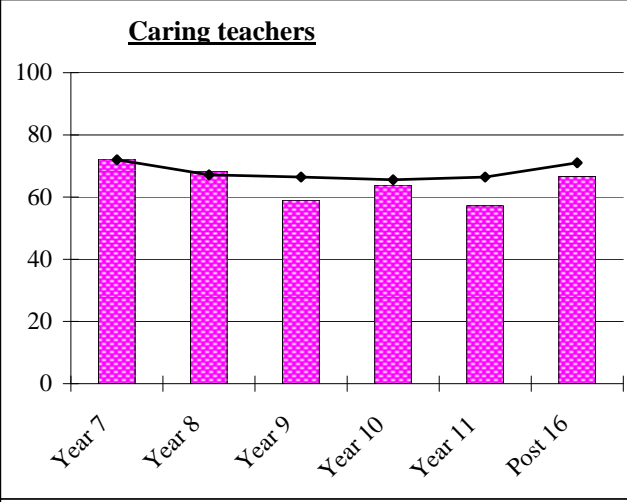
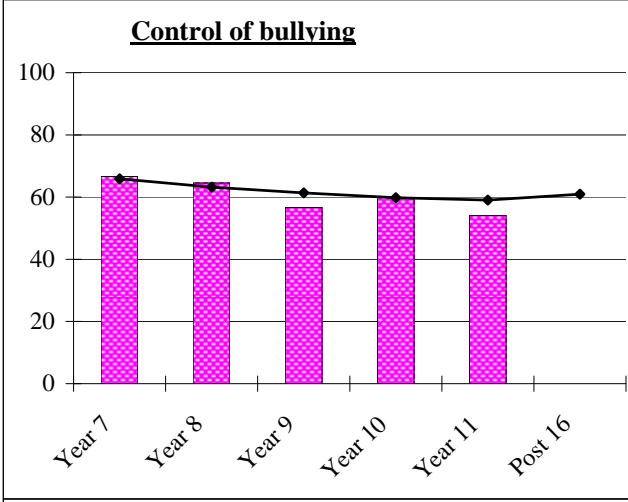
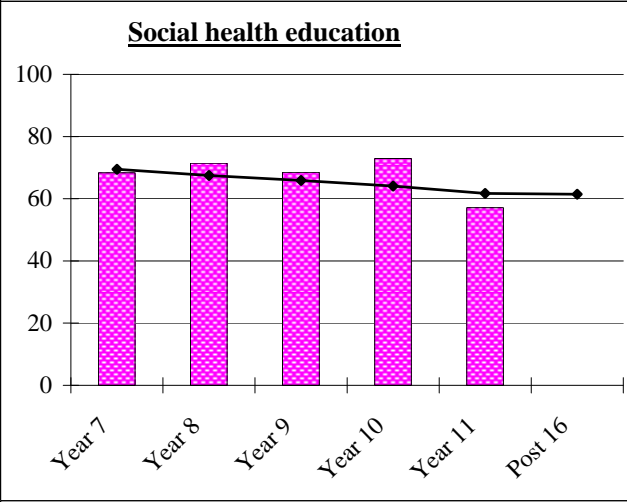
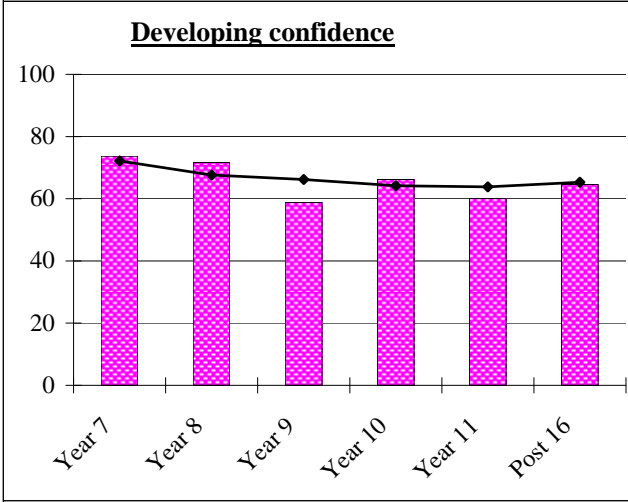
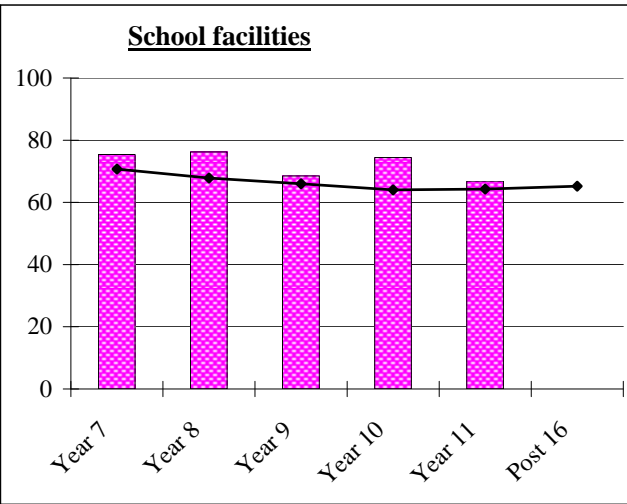
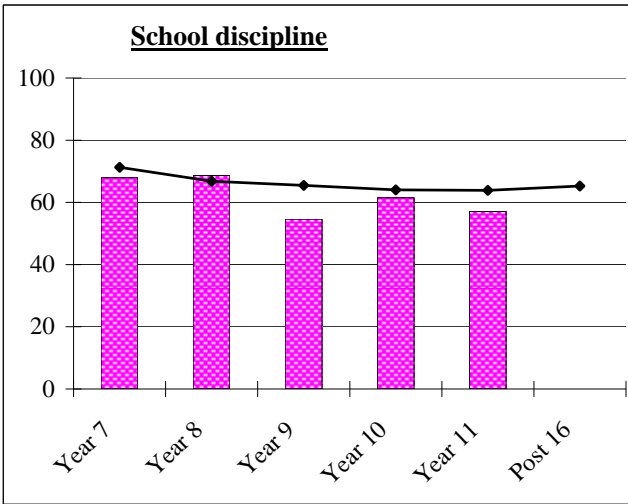


**Drama**

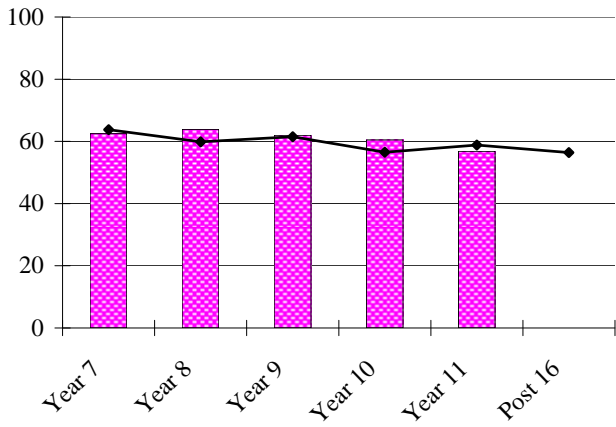




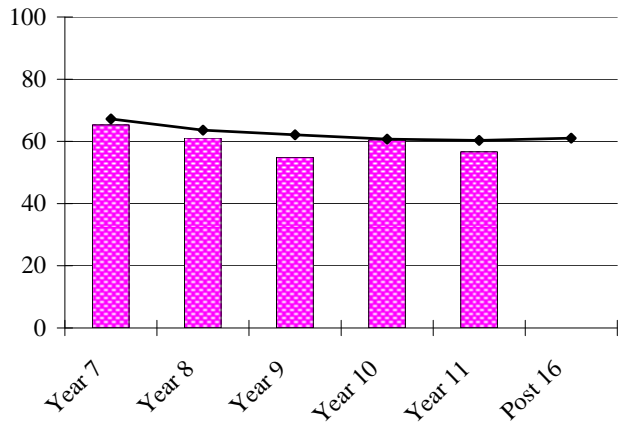
12 parents of Year 8 students and 16 parents of Year 9 students gave scores for Business Studies when they are not taught this subject.



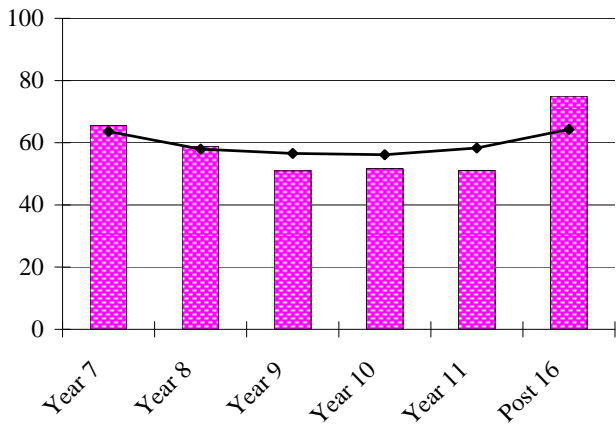
**Careers advice**



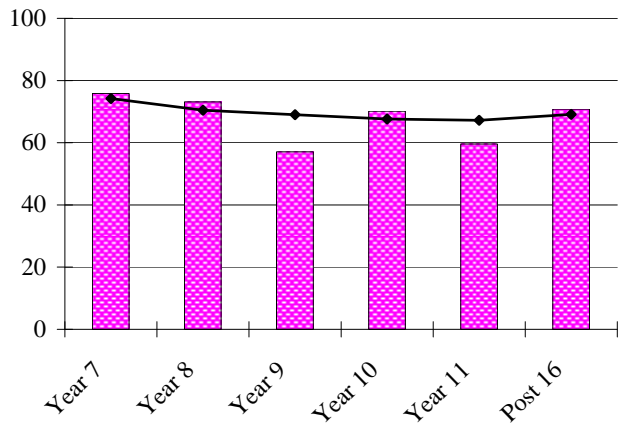
**Developing moral values**



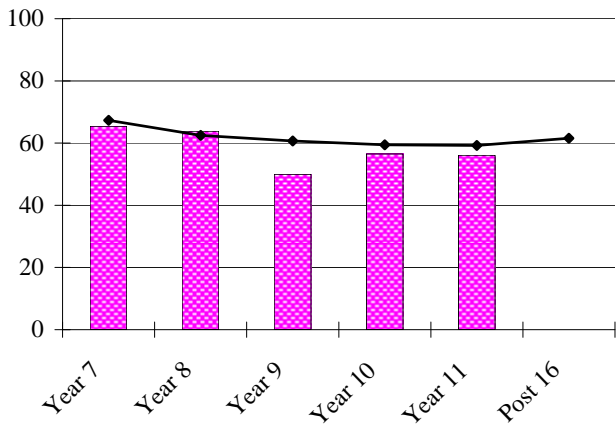
**Levels of homework**



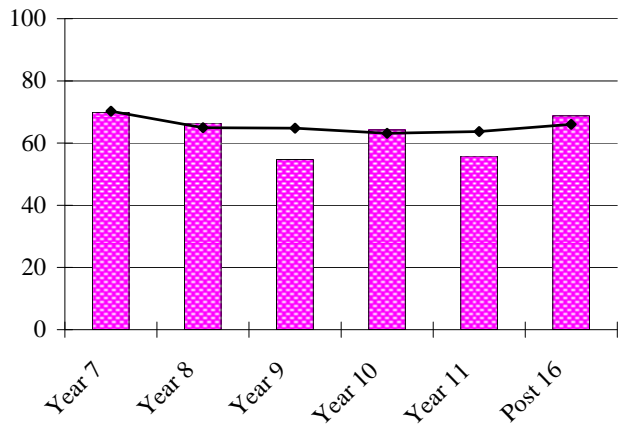
**Happiness of child**



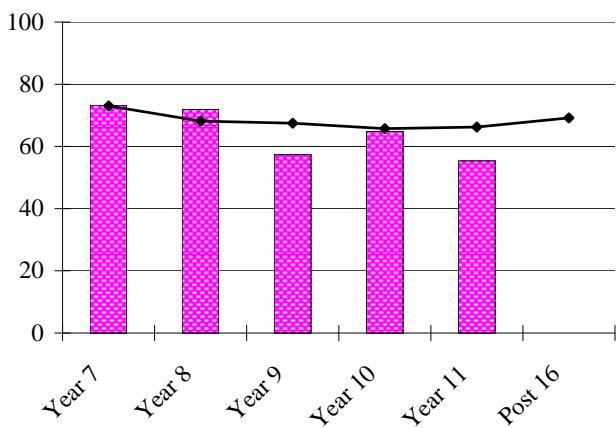
**Community spirit**



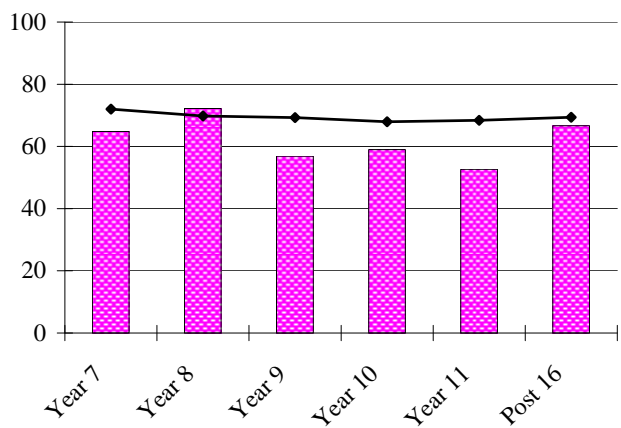
**Developing potential**



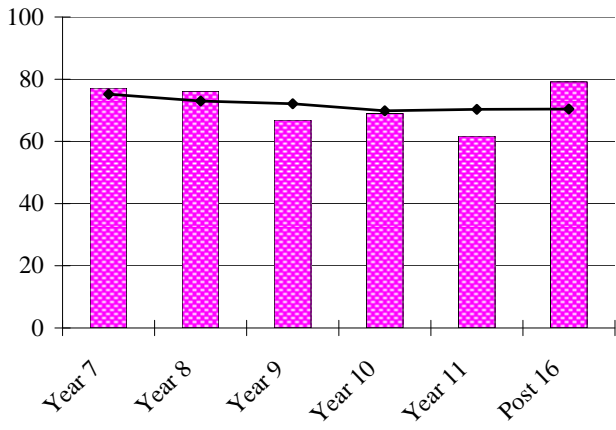
**Teaching quality**



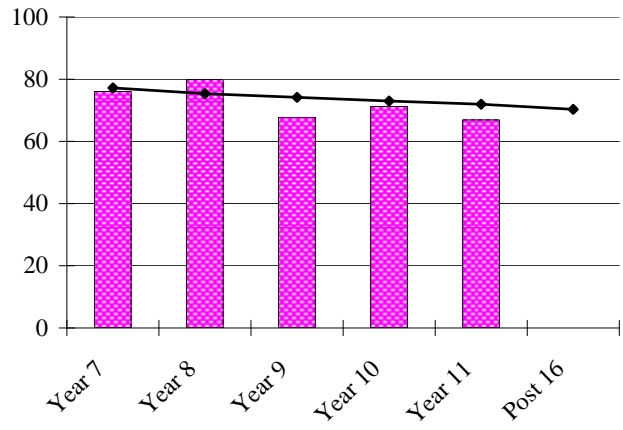
**Exam results**



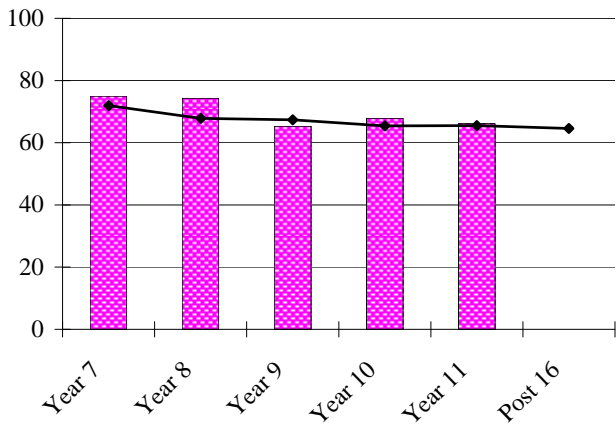
**Choice of subjects**



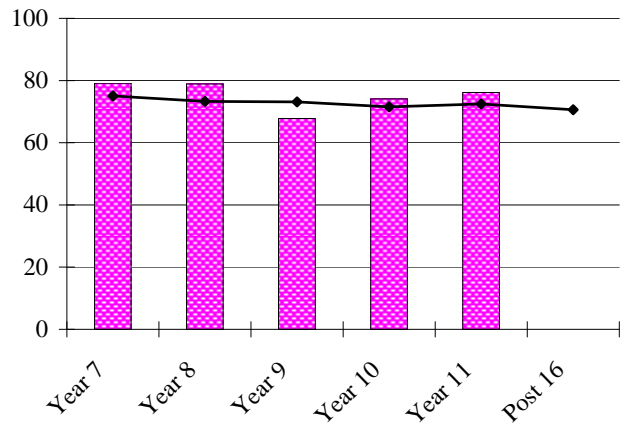
**Truancy control**



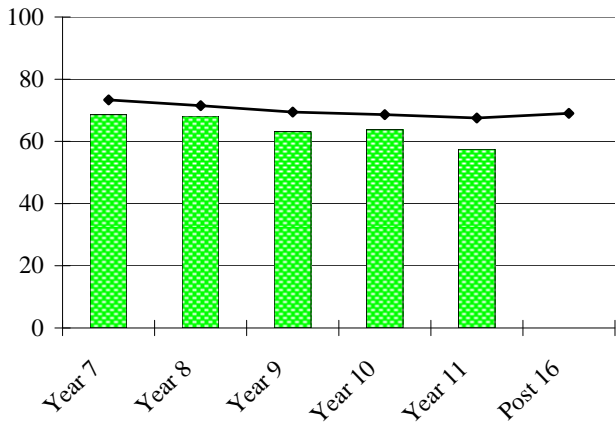
**Availability of resources**



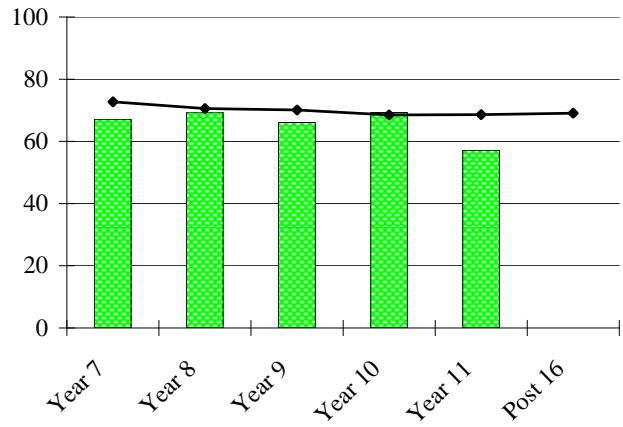
**Computer access**



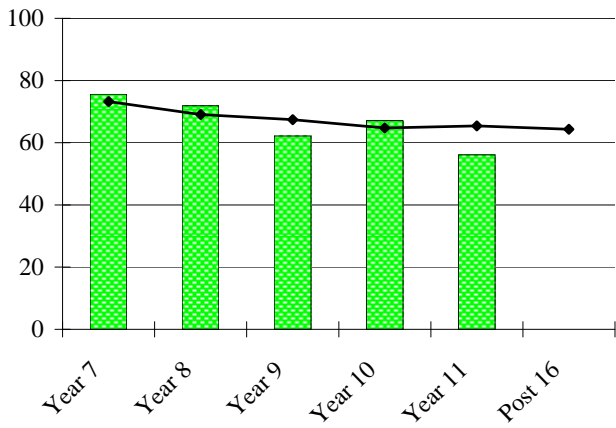
**Promoting racial harmony**



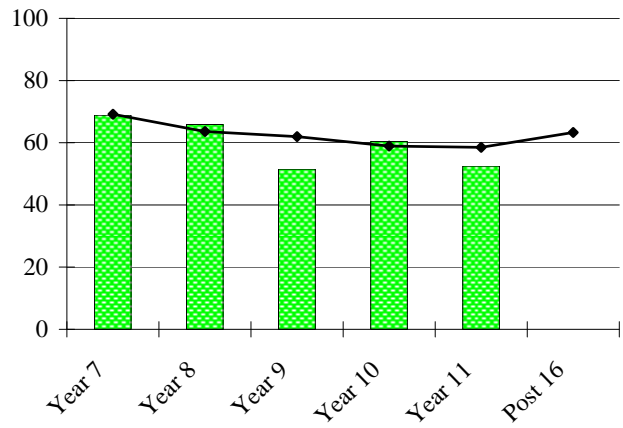
**Teaching for special needs**



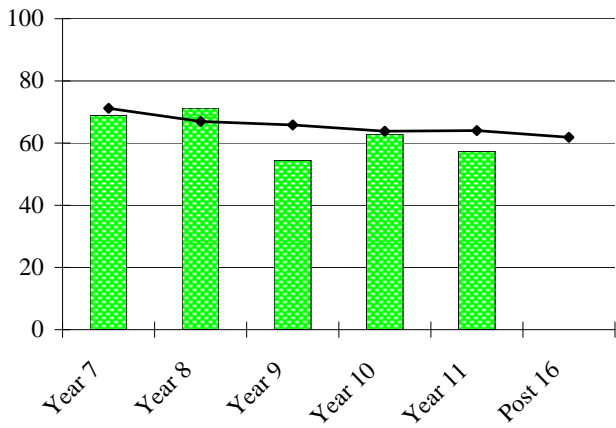
**Quality of school management**



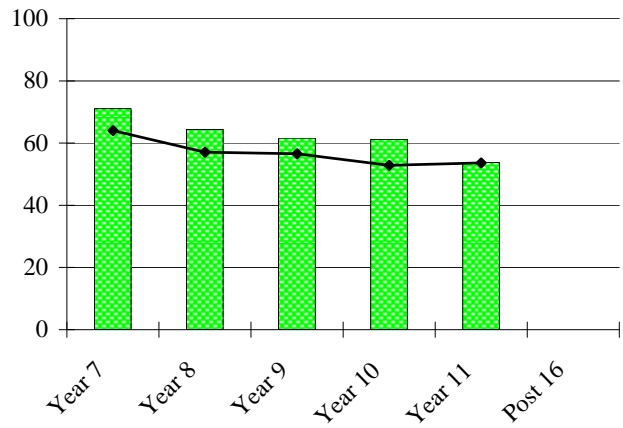
**Treating all students fairly and equally**



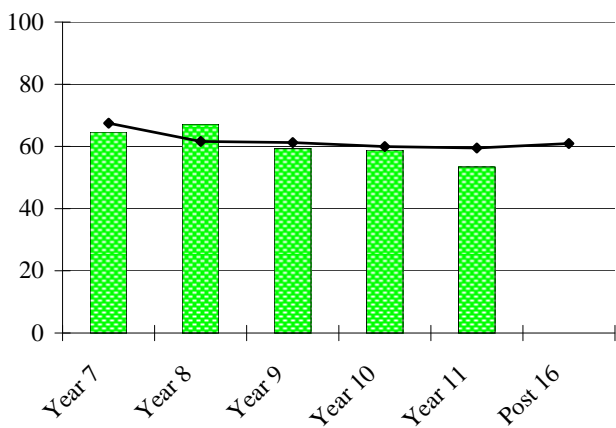
**Extra curricular activities**



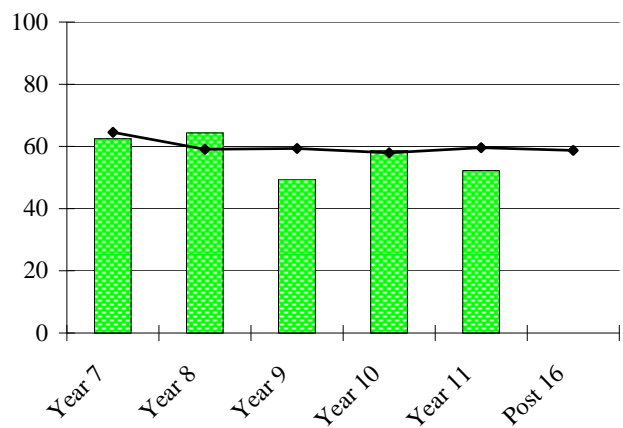
**School meals**



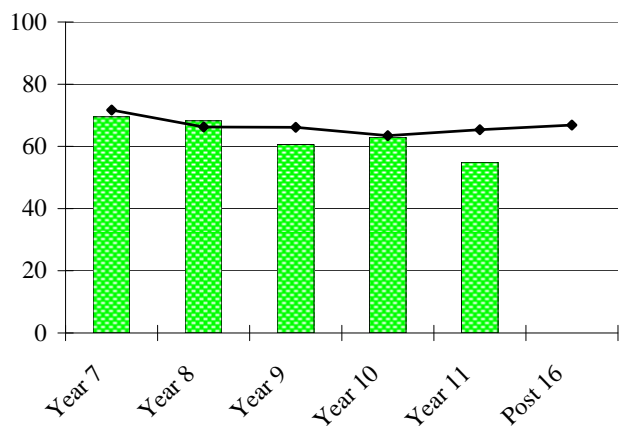
**Encouraging and listening to parent views**



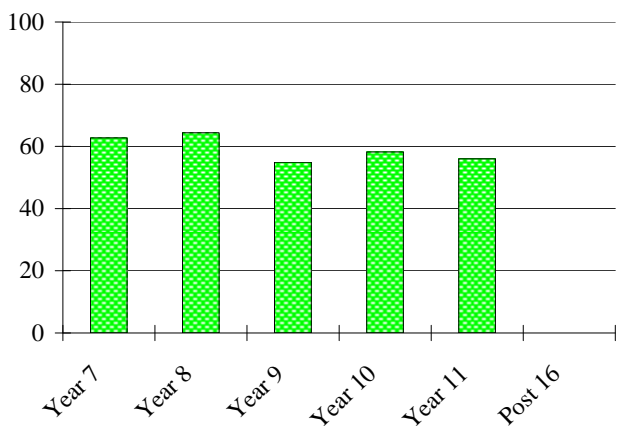
**Explaining to parents how to help their child**



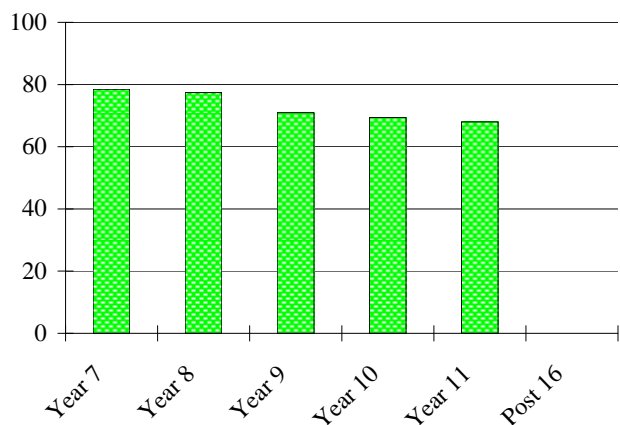
**Ensuring students do best and make good progress**



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



**Transfer from previous school**



## **Analysis to Investigate Unexpected or Unusual Year Group Results.**

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

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

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

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

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

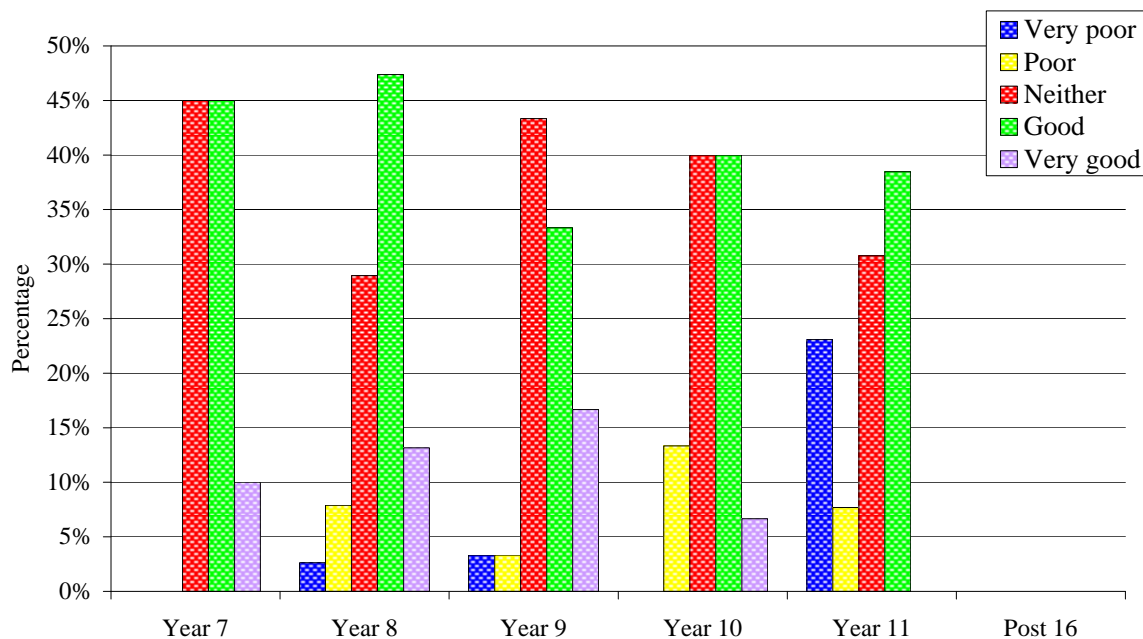
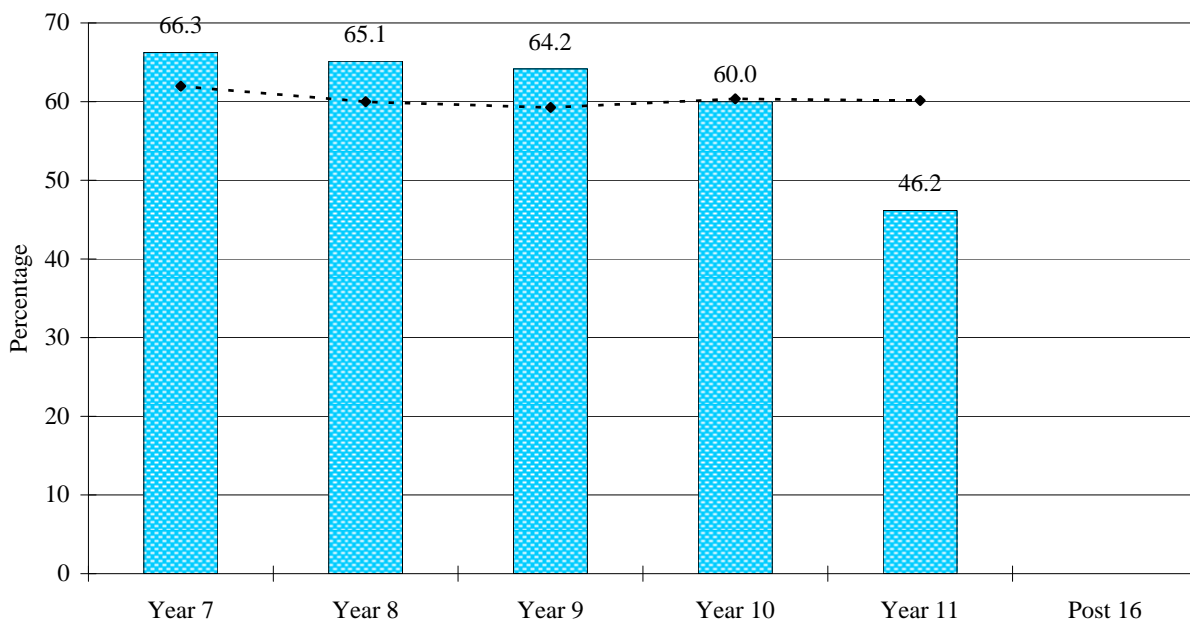
All actual scores were compared against the predicted scores, for each year group.

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

**The Graphs Below for Product Design Show That The Contribution from Individual Year Groups, was Unusual.**

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

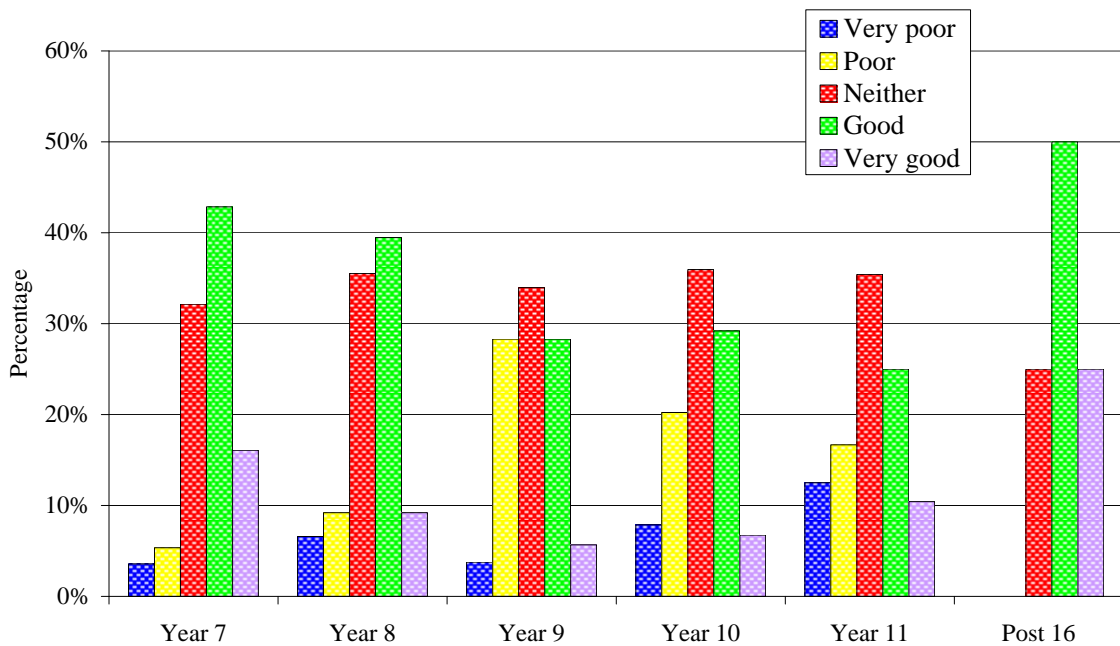
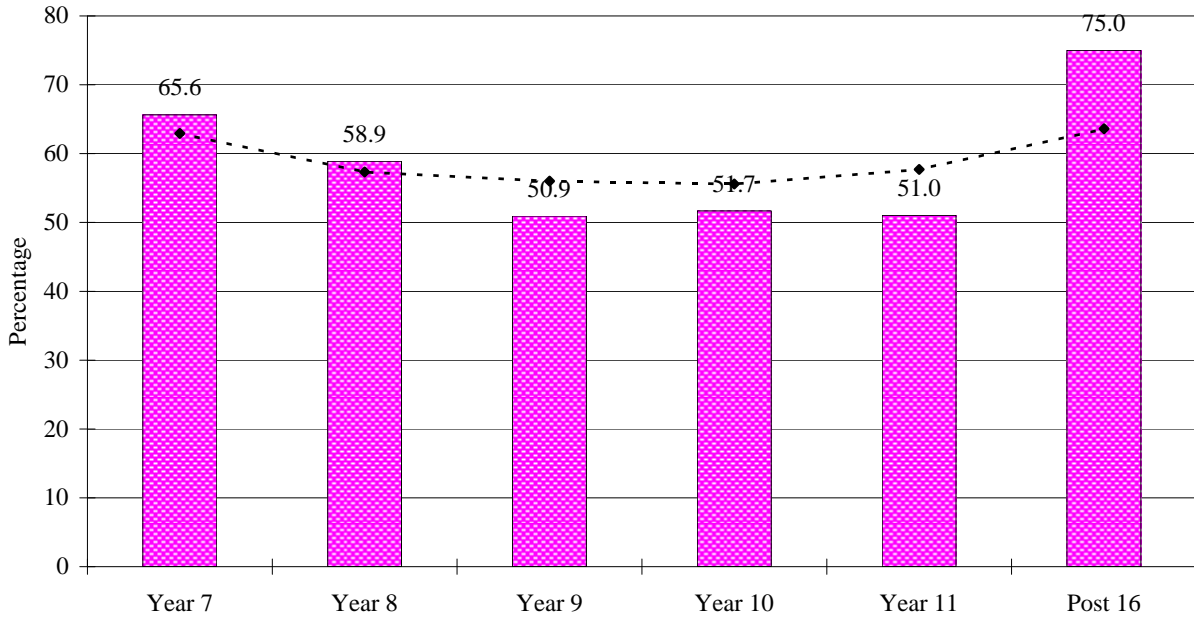
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



**The Graphs Below for Levels of homework Show That The Contribution from Individual Year Groups, was Unusual.**

The contribution towards the score for Levels of homework was higher than expected in Post 16.

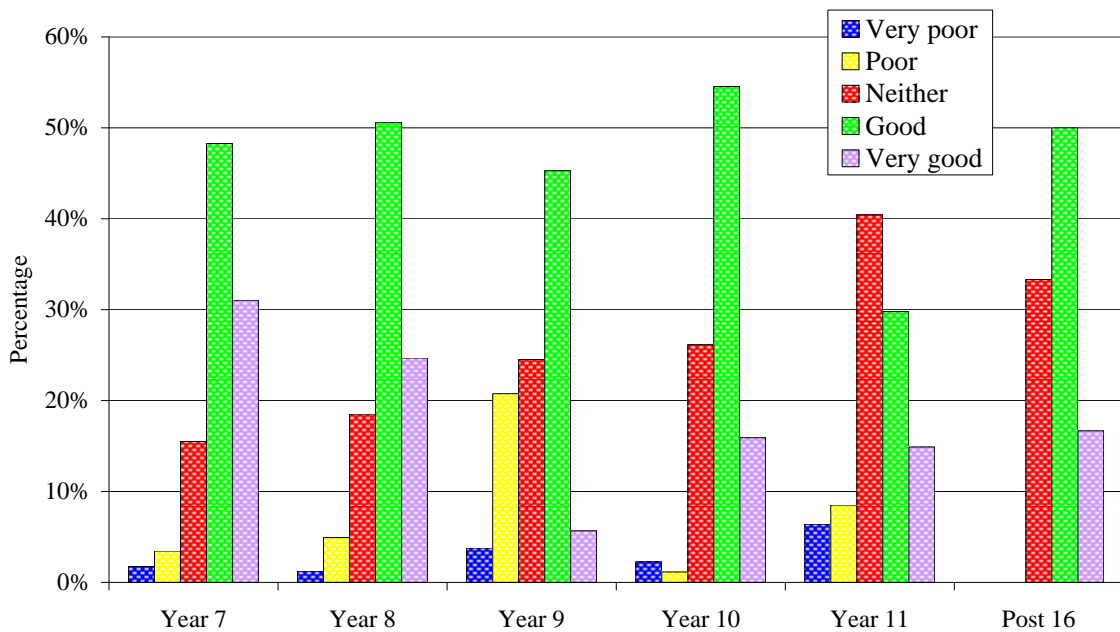
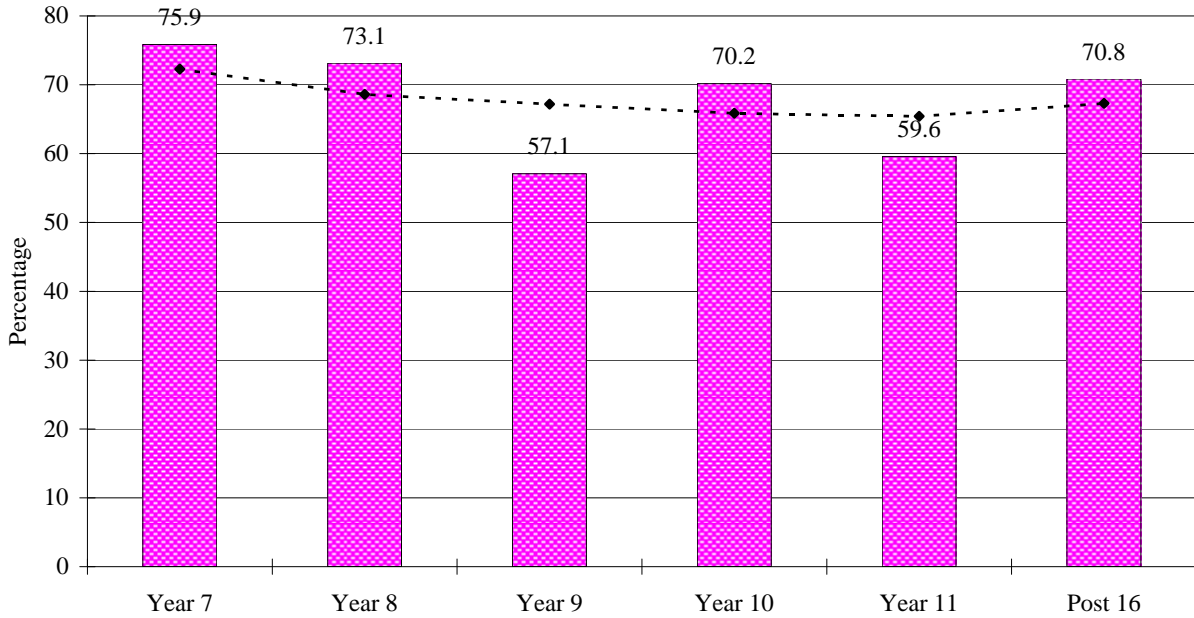
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



**The Graphs Below for Happiness of child Show That The Contribution from Individual Year Groups, was Unusual.**

The contribution towards the score for Happiness of child was lower than expected in Year 9.

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



## **Appendix**

## **Performance**

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

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

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

The following assumptions are made:

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

## Calculating the performance score

The following example is for the subject of Religious Studies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We then repeat the process above for girls to achieve F<sub>girls</sub> (Religious Studies).

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

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

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

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

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

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

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

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

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

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

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

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

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

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

## **Measuring Reliability**

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

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

5% = 0.2 on our scale of 1 - 5

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

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

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

We calculate the standard error of the mean as follows:

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

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

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

## **Significant Differences**

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

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

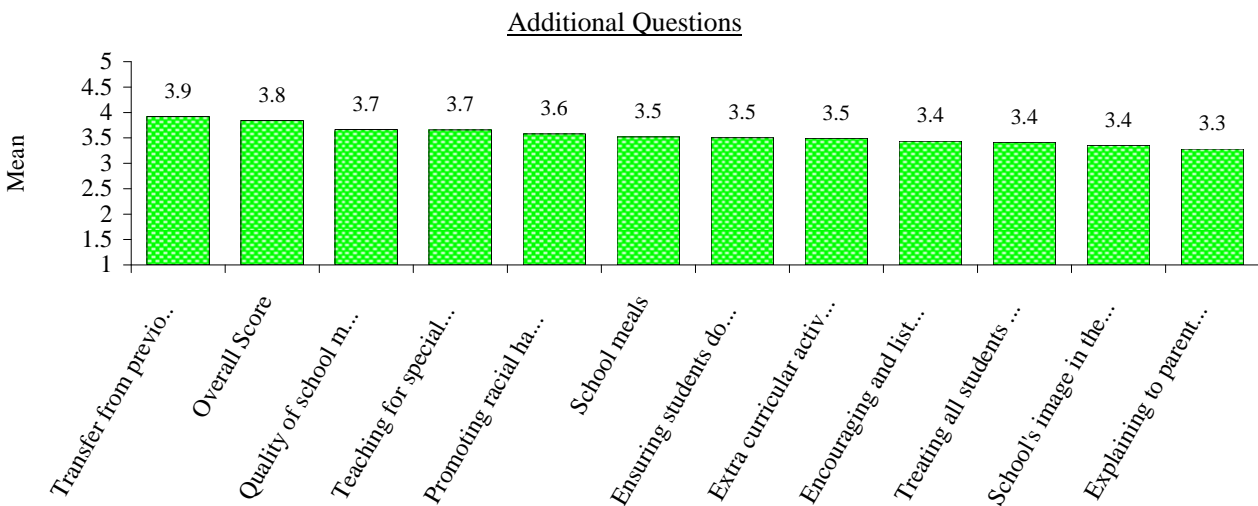
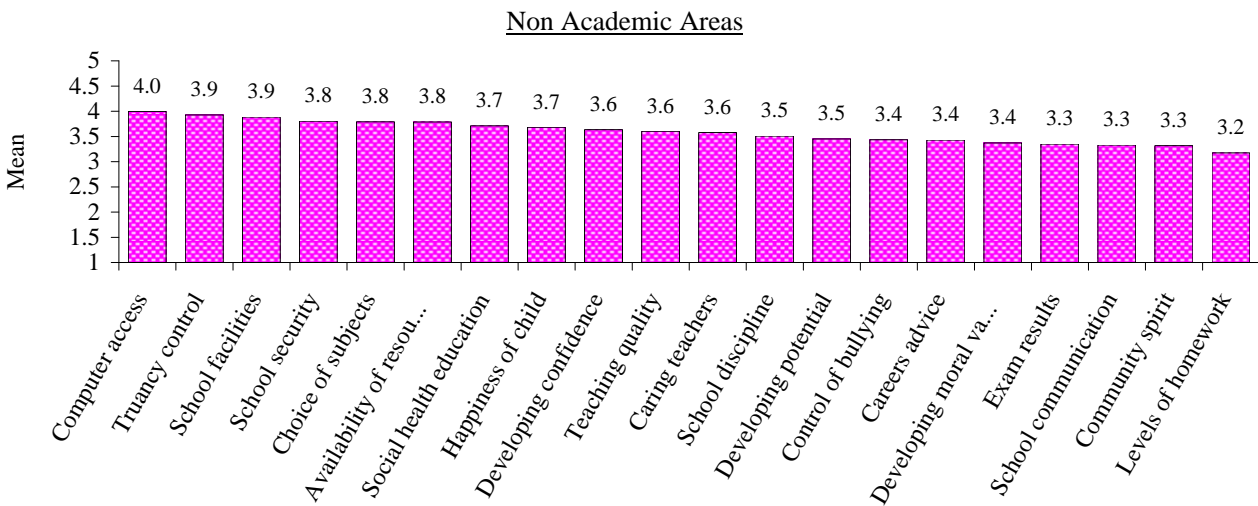
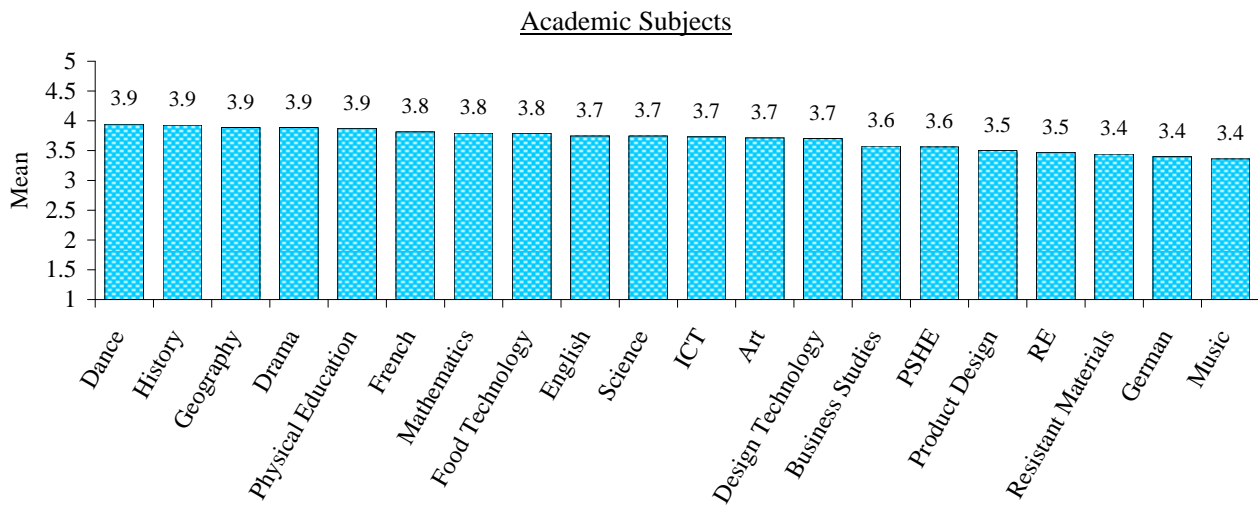
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

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

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

**Graphs to Show Raw, 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 January 2010 - Academic SubjectsACADEMIC 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>
22014	121	71.4%	68.9%	73.4%	Art
4327	35	71.0%	71.5%	69.5%	Biology
2707	35	68.8%	68.5%	68.9%	Business Studies
4083	32	69.5%		68.1%	Chemistry
11568	77	62.2%	62.5%	62.3%	Citizenship
15187	99	71.2%	70.7%	71.7%	Design Technology
15855	101	71.2%	70.3%	72.3%	Drama
29113	127	71.5%	70.1%	73.0%	English
13580	95	69.4%	68.4%	70.2%	Food Technology
18405	111	67.2%	65.9%	68.5%	French
23169	123	70.4%	70.0%	71.0%	Geography
5740	53	68.5%	69.0%	69.3%	German
23358	122	72.7%	71.9%	73.6%	History
24823	122	66.1%	66.2%	65.9%	IT
28980	127	70.8%	71.4%	70.1%	Mathematics
19252	119	67.0%	66.1%	68.2%	Music
27258	128	72.5%	74.4%	70.8%	Physical Education
3866	31	68.2%		65.9%	Physics
24718	117	65.3%	63.8%	66.8%	Religious Studies
4667	46	69.5%	69.5%	69.2%	Resistant Materials
24346	121	70.2%	71.0%	69.7%	Science
4435	42	68.0%	67.0%	69.7%	Spanish
4785	40	68.7%	65.6%	70.5%	Textiles

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
3050	28	68.1%	60.9%	72.3%	Dance
1399	19	70.6%	72.7%	68.1%	Electronics
2414	25	69.8%	68.7%	69.9%	Graphic Media
865	11	69.1%	69.5%	68.6%	Media Studies

Similar School Averages to January 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>
18642	125	58.4%	58.6%	58.6%	Careers advice
30836	128	67.8%	68.4%	67.2%	Caring teachers
9403	39	71.9%	72.0%	71.8%	Celebrating and rewarding achievement
27789	128	71.6%	71.2%	72.0%	Choice of subjects
27022	129	61.7%	61.5%	61.7%	Community spirit
29566	128	72.8%	73.6%	72.2%	Computer access
27703	129	61.7%	62.7%	60.7%	Control of bullying
30937	129	66.6%	67.1%	66.0%	Developing confidence
27343	128	62.4%	62.9%	62.0%	Developing moral values
29692	128	65.1%	64.3%	65.8%	Developing potential
20812	98	61.9%	62.0%	61.6%	Encouraging and listening to parent views
6927	46	56.0%	55.6%	56.0%	Encouraging local community activity
22563	100	66.6%	65.8%	67.2%	Ensuring pupils do their best and make good progress
22867	126	68.9%	68.2%	69.5%	Exam results
15818	79	60.3%	60.1%	60.1%	Explaining to parents how to help their child
19753	98	66.0%	65.4%	66.5%	Extra curricular activities
6917	35	62.3%	63.1%	61.4%	Handling complaints
31809	129	69.7%	69.7%	69.6%	Happiness of child
29993	126	5.1	4.3	5.9	Hours of Homework
31430	129	58.6%	55.9%	60.9%	Levels of homework
7656	32	73.8%	74.6%	73.4%	Making sure that the new pupils settle in well
32290	130	72.9%	72.7%	72.9%	Overall
7450	31	66.2%	66.4%	66.5%	Parents evening
9997	54	69.6%	69.1%	69.7%	Promoting racial harmony
15720	83	67.2%	67.6%	67.0%	Quality of school management
7390	33	59.9%	59.4%	59.8%	Regular marking of work
31742	129	64.1%	64.0%	64.1%	School communication
31249	129	66.2%	66.6%	65.5%	School discipline
31320	129	66.3%	67.1%	65.5%	School facilities
29513	129	66.8%	66.3%	66.9%	School security
25813	128	65.1%	65.4%	64.9%	Social health education
13769	71	63.3%	63.5%	63.0%	Tailoring workload to child's needs and ability
5486	54	70.1%	68.7%	70.8%	Teaching for special needs
30572	129	68.0%	68.1%	67.8%	Teaching quality
28124	128	67.1%	67.1%	67.1%	Textbook availability
11051	54	73.7%	73.9%	73.8%	Transfer from junior school
17687	82	62.3%	62.9%	61.7%	Treating all pupils fairly and equally
26772	128	73.8%	74.4%	73.3%	Truancy control

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
2114	14	64.6%	65.2%	64.4%	Access to staff
2245	14	60.7%	60.6%	59.2%	Encouraging and listening to pupil views
5224	21	73.0%	72.3%	73.5%	Personal planners
5171	28	56.7%	58.2%	56.5%	School meals
6609	28	71.9%	73.6%	70.0%	School uniform
6411	29	62.4%	62.6%	62.3%	School's image in the local community
6342	26	69.4%	69.4%	69.6%	Written reports

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

### Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
28795	12738	18534	School discipline	87.2%	88.8%	86.8%
28369	12439	18476	Teaching quality	86.7%	87.5%	87.1%
26648	11620	17570	Happiness of child	80.5%	80.3%	81.7%
24998	11054	16232	Control of bullying	74.8%	75.9%	74.5%
21869	9636	14286	Caring teachers	67.2%	68.2%	67.5%
21409	9582	13782	Developing potential	65.8%	67.9%	64.7%
20104	9303	12601	School communication	61.0%	64.1%	58.9%
19397	8630	12630	Developing confidence	58.9%	60.1%	58.6%
17922	7573	12174	School security	53.1%	51.1%	55.5%
17127	7556	11100	School facilities	51.6%	51.9%	51.9%
15577	6524	10534	Exam results	47.8%	46.2%	50.0%
15412	6903	9871	Developing moral values	46.4%	47.3%	46.2%
11563	5030	7563	Levels of homework	34.7%	35.4%	34.2%
10894	4533	7352	Choice of subjects	34.0%	32.8%	35.4%
10015	4313	6605	Careers advice	31.8%	31.7%	32.3%
10255	4333	6801	Availability of resources	31.7%	31.1%	33.0%
9247	3903	6182	Truancy control	26.7%	25.4%	28.1%
7824	3589	4967	Computer access	23.2%	24.5%	22.4%
6701	2929	4163	Social health education	19.4%	18.9%	20.1%
5913	2602	3786	Community spirit	17.4%	17.5%	17.2%

Parent priorities ranked in descending order of importance.

### All Parents

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

### Boys' parents

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

### Girls' parents

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

Total boys surveyed = 13166

Total girls surveyed = 19124

Total sample= 32290

From 130 Schools