

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

Prepared and Presented

By

Kirkland Rowell Marketing

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Introduction

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

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

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

Questionnaires were sealed with a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

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

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

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

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

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

Results

850 completed questionnaires were returned representing a response rate of 80.2%. The survey produced an excellent overall response from the pupils, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that statistically reliable data could be drawn for all but seven minority academic criteria.

For the sake of assessment, in most schools, academic subjects receiving a score of 80% or above should be considered a success; with 70% being a realistic target of attainment for non-academic criteria. These scores are based on averages gathered from over 110 "similar" schools across the country. Scores of 10% or more above these targets are exceptional; while scores of 5% or more lower should suggest room for improvement.

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

The pupils gave a good overall performance score (66%), while among the pupils who had been attending the school for over a year, 49% said the school had improved over the last year while only 16% thought that the school's performance was worse.

Executive Summary

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

With regard to Academic criteria, the highest proportion of pupils who said they were making good progress was for PSHE, Dance and Food Technology.

The highest proportion of pupils who said they were not making good progress was for German, Resistant Materials and RE.

With regard to Non-Academic areas, pupils awarded the highest scores for the delivery of School facilities, Availability of resources and Social health education.

The pupils awarded the lowest scores for the delivery of School communication, School discipline and Exam results.

The pupils' top priority for improvement is School discipline.

The boys gave significantly higher scores for Mathematics, Physical Education, Choice of subjects and School's image in the local community.

The girls gave significantly higher scores for Art, Dance, RE, Music, Product Design, I have a homework area at home and There are books at home to help me.

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

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores were converted to percentages is given in the Appendix. As there is a measurable bias in the way that pupils score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 110 similar English schools, and are also included in the appendix of this report.

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

All of the scores given have been tested to be reliable to within less than 5%, at the 95% confidence level, except for those subjects marked *, which due to the sample achieved, are only reliable to within 10%. Remember, ideally, scores should be above the red line; scores above the green line good, and above the gold line are exceptional.

Academic Criteria

Academic subjects	Weighted % making good progress	Weighted % not making good progress
PSHE	91.1	8.9
Dance	88.1	11.9
Food Technology	88.0	12.0
ICT	87.4	12.6
Mathematics	87.1	12.9
History	86.5	13.5
French	85.9	14.1
Geography	85.8	14.2
Business Studies	85.7	14.3
Physical Education	83.5	16.5
Drama	83.2	16.8
Science	82.3	17.7
English	81.7	18.3
Art	80.6	19.4
Design Technology	79.9	20.1
Product Design	78.1	21.9
Music	77.3	22.7
RE	76.1	23.9
* Resistant Materials	74.5	25.5
* German	62.9	37.1
Biology	low response	
Chemistry	"	
Construction	"	
Critical Thinking	"	
Media	"	
Physics	"	
Psychology	"	

* - only reliable to within 10%

Selected Performance Criteria

Criteria	Weighted % who said statement was true	Weighted % who said statement was false
School facilities	96.9	3.1
Availability of resources	88.5	11.5
<u>Social health education</u>	<u>80.4</u>	19.6
Careers advice	79.3	20.7
Choice of subjects	76.9	23.1
Computer access	75.1	24.9
Control of bullying	74.0	26.0
Teaching quality	73.6	26.4
Caring teachers	73.0	27.0
School security	72.4	27.6
Developing moral values	72.2	27.8
Developing confidence	71.5	28.5
<u>Levels of homework</u>	<u>70.8</u>	29.2
Truancy control	69.4	30.6
Developing potential	69.4	30.6
Community spirit	68.4	31.6
Happiness of child	68.3	31.7
Exam results	68.0	32.0
School discipline	67.9	32.1
School communication	65.2	34.8
"Overall" Rating Score	66.3	

Additional Questions

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

Issue	Weighted % who said statement was true	Weighted % who said statement was false
School meals	82.6	17.4
* Transfer from previous school.	78.2	21.8
Quality of school management	76.0	24.0
Encouraging and listening to parents views	74.3	25.7
Extra curricular activities	73.8	26.2
Treating students fairly and equally	73.5	26.5
School's image in the local community	73.3	26.7
Teaching for special needs	72.4	27.6
Ensuring students do best and make progress	71.1	28.9
Explaining to parents how to help their child	67.2	32.8
Promoting racial harmony	53.0	47.0

* - not weighted by the Similar Schools average figure

Importance Ratings

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

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

Tip - Remember, green is good, red is bad

	Importance Score (%)	Performance Ranking
Happiness of child	71.9%	(17th)
School discipline	71.7%	(19th)
School security	69.3%	(10th)
Teaching quality	66.3%	(8th)
Control of bullying	65.5%	(7th)
School facilities	64.0%	(1st)
Exam results	60.1%	(18th)
Choice of subjects	54.9%	(5th)
Careers advice	50.3%	(4th)
Developing potential	49.2%	(15th)
Computer access	45.9%	(6th)
Levels of homework	44.2%	(13th)
Caring teachers	43.8%	(9th)
Developing confidence	41.0%	(12th)
Availability of resources	40.6%	(2nd)
Social health education	39.7%	(3rd)
School communication	37.0%	(20th)
Truancy control	33.2%	(14th)
Developing moral values	27.8%	(11th)
Community spirit	23.8%	(16th)

Graphical and Tabular Analysis
of
Selected Results

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

Position differences of 6 or more have been highlighted.

Pupils

Parents

Subject	Ranking
PSHE	1st
Dance	2nd
Food Technology	3rd
ICT	4th
Mathematics	5th
History	6th
French	7th
Geography	8th
Business Studies	9th
Physical Education	10th
Drama	11th
Science	12th
English	13th
Art	14th
Design Technology	15th
Product Design	16th
Music	17th
RE	18th
Resistant Materials	19th
German	20th

Subject	Ranking
French	1st
Dance	2nd
ICT	3rd
PSHE	4th
Geography	5th
Drama	6th
History	7th
Food Technology	8th
Physical Education	9th
Mathematics	10th
Science	11th
English	12th
Art	13th
Design Technology	14th
RE	15th
Business Studies	16th
Music	17th
Product Design	18th
Resistant Materials	19th
German	20th

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

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

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

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

There were no significant differences detected.

Pupils

Additional criteria	Ranking
School meals	1st
Transfer from previous school.	2nd
Quality of school management	3rd
Encouraging and listening to parents views	4th
Extra curricular activities	5th
Treating students fairly and equally	6th
School's image in the local community	7th
Teaching for special needs	8th
Ensuring students do best and make progress	9th
Explaining to parents how to help their child	10th
Promoting racial harmony	11th

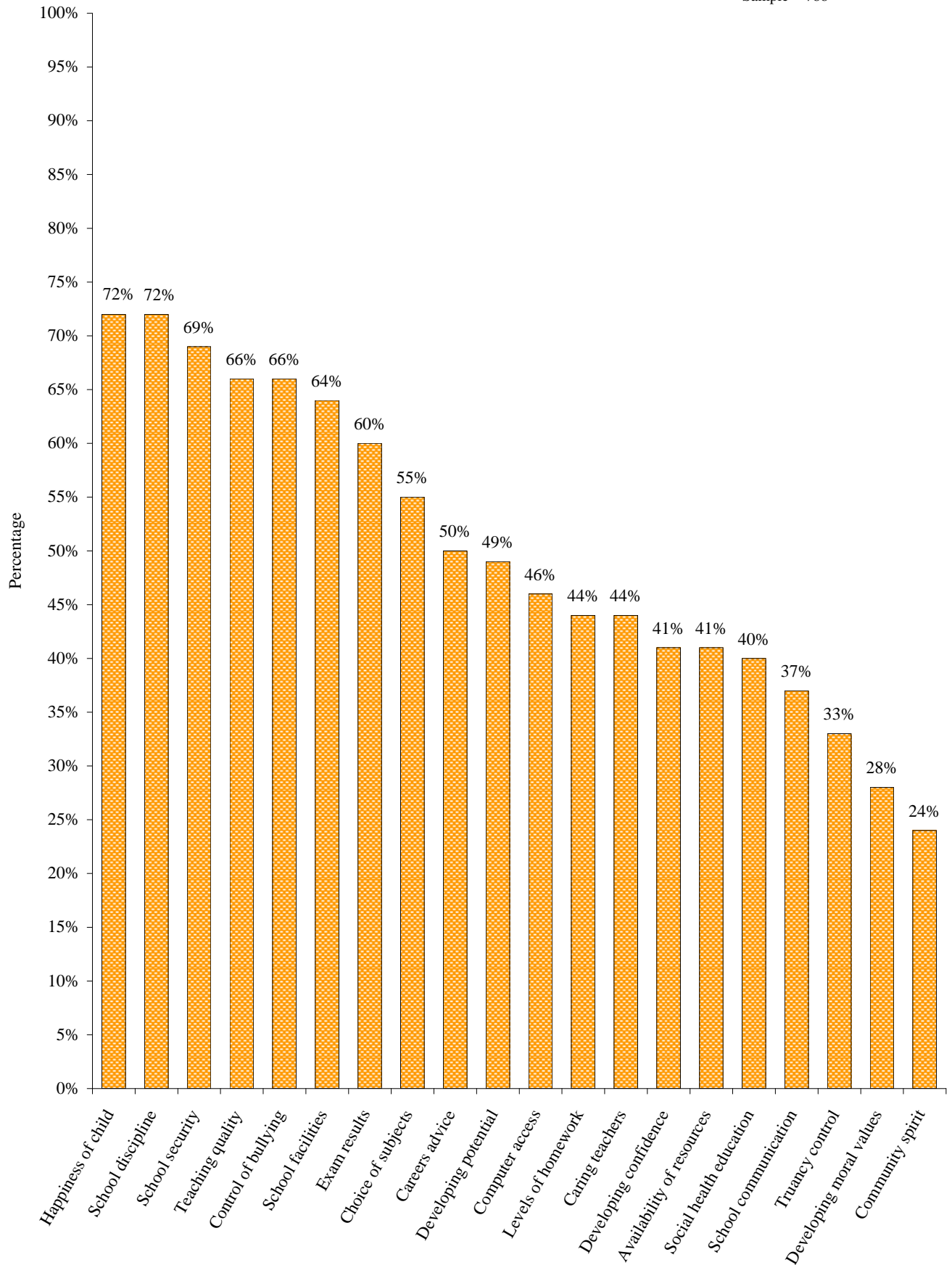
Parents

Additional criteria	Ranking
School meals	1st
Quality of school management	2nd
Transfer from previous school.	3rd
Encouraging and listening to parents views	4th
Treating students fairly and equally	5th
Teaching for special needs	6th
Explaining to parents how to help their child	7th
Extra curricular activities	8th
Ensuring students do best and make progress	9th
Promoting racial harmony	10th
School's image in the local community	11th

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

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

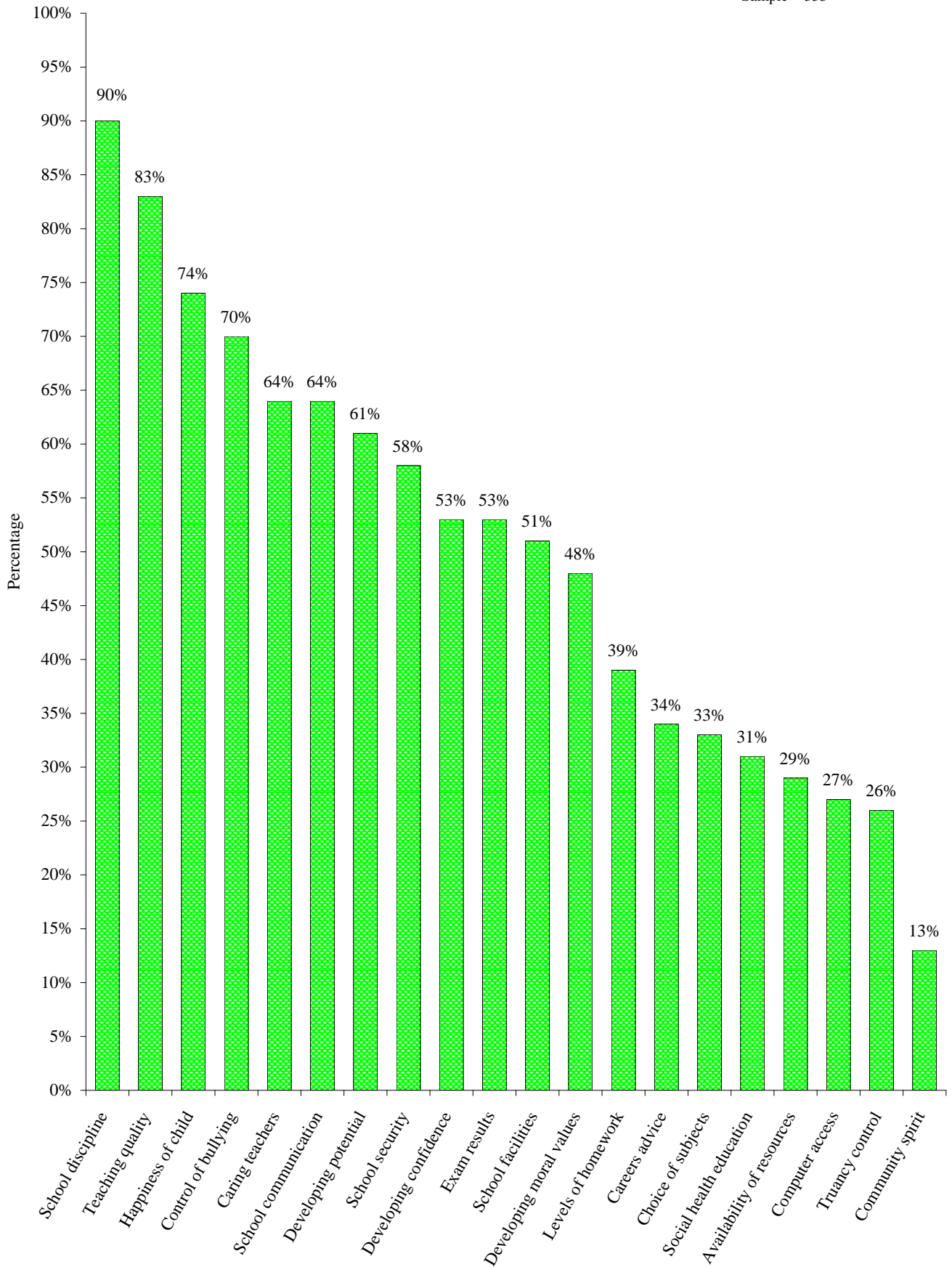
Sample = 788



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

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

Sample = 353



The parent results quoted, are from the survey completed in the 2009/10 academic year.

Charts to Compare and Contrast Pupils' and Parents' Importance

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

Chosen criteria	Ranking
School discipline	1st
Teaching quality	2nd
Happiness of child	3rd
Control of bullying	4th
Caring teachers	5th
School communication	6th
Developing potential	7th
School security	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
Availability of resources	17th
Computer access	18th
Truancy control	19th
Community spirit	20th

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

Position differences of 4 or more have been highlighted.

This School

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

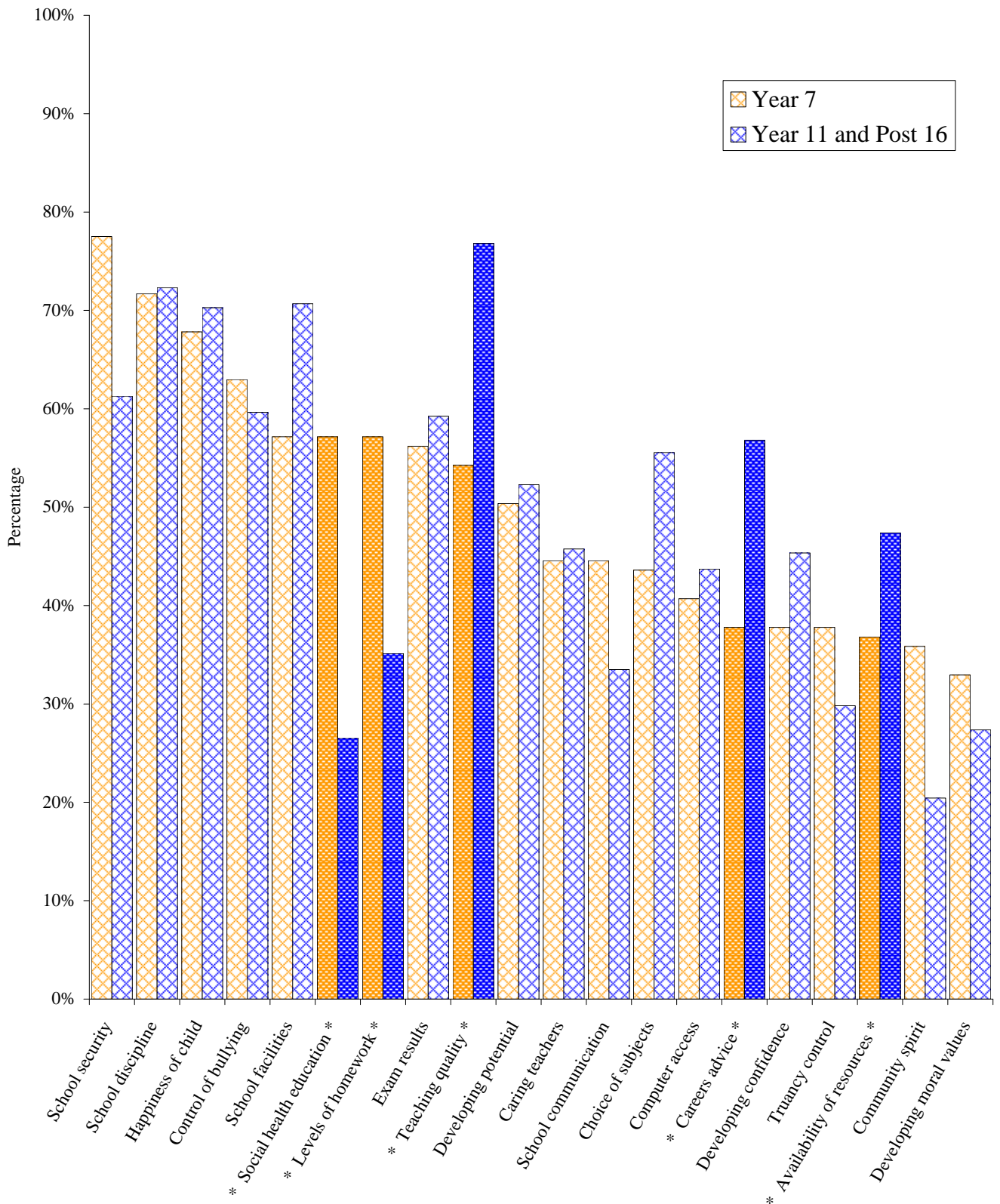
Average of Similar Schools

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

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

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

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



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

Position differences of 6 or more have been highlighted.

Priorities of Year 7 pupils

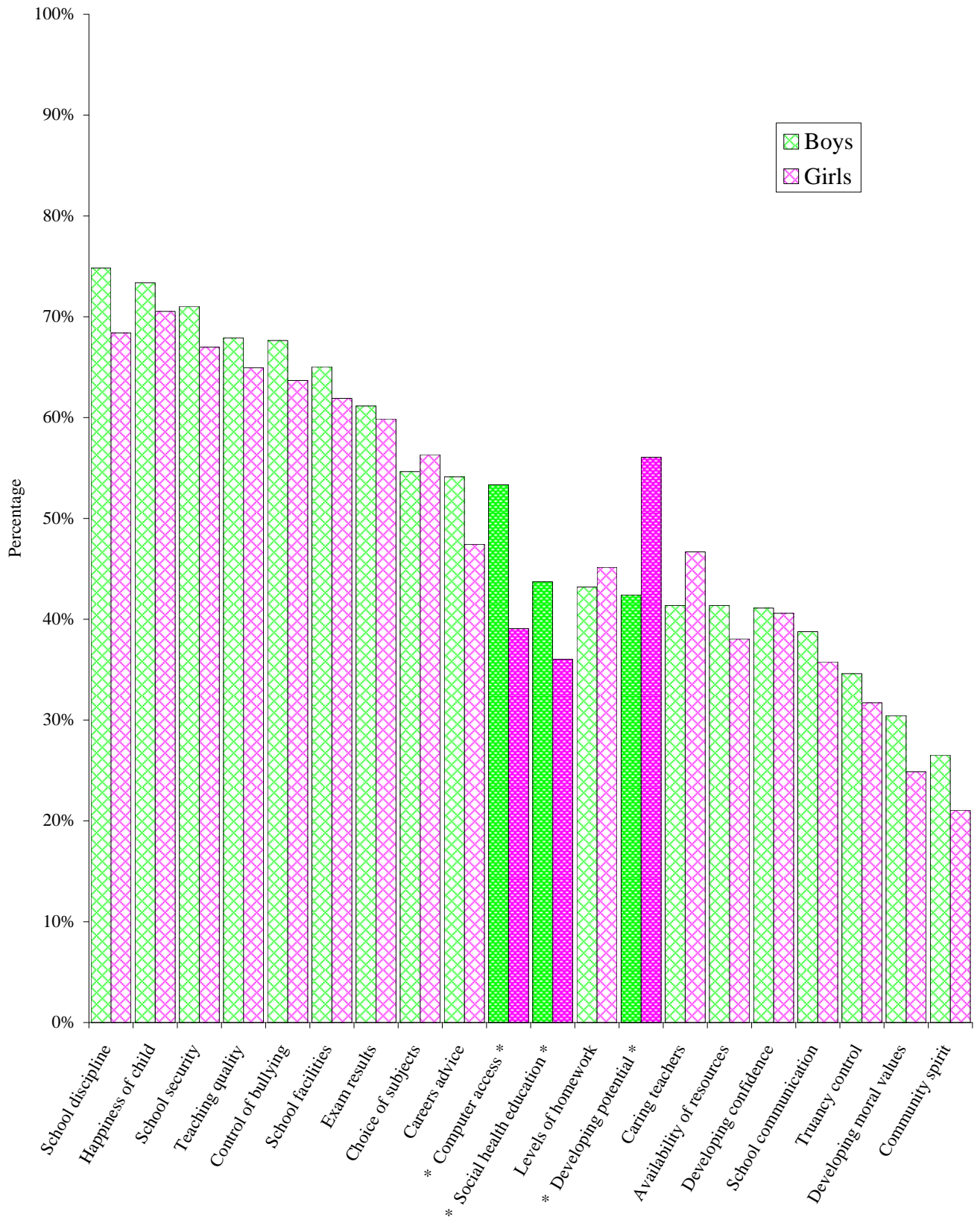
Choose 10	Ranking
School security	1st
School discipline	2nd
Happiness of child	3rd
Control of bullying	4th
Levels of homework	5th
School facilities	5th
Social health education	5th
Exam results	8th
Teaching quality	9th
Developing potential	10th
Caring teachers	11th
School communication	11th
Choice of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

Priorities of Year 11 and Post 16 pupils

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

Graph to Show how Pupils' **Priorities** Differ by Gender.

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



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

Position differences of 4 or more have been highlighted.

Priorities of Boys

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

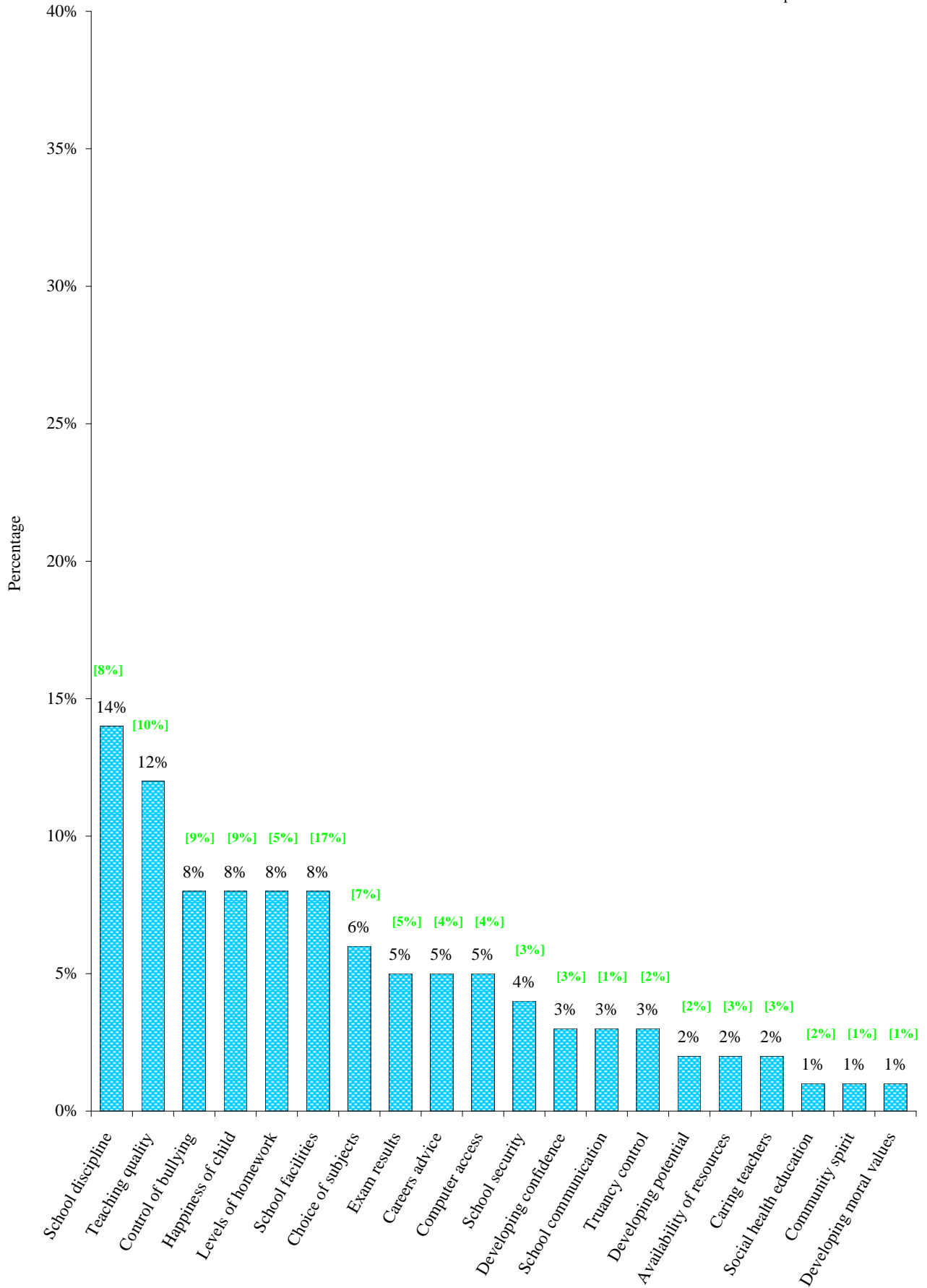
Priorities of Girls

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

Graph to Show Relative Pupil Priorities for Improvement.

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

Sample = 663



Strengths and Weaknesses

The following areas are those in which the school had the highest and lowest perceived standards of performance (based on mean percentage scores). The relative importance score and its position are given in brackets.

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

Relative Strengths - academic

- 91.1% PSHE
- 88.1% Dance
- 88.0% Food Technology
- 87.4% ICT
- 87.1% Mathematics

Relative Weaknesses - academic

- 62.9% German
- 74.5% Resistant Materials
- 76.1% RE
- 77.3% Music
- 78.1% Product Design

Relative Strengths - selected performance criteria

- 96.9% School facilities
- 88.5% Availability of resources
- 80.4% Social health education
- 79.3% Careers advice
- 76.9% Choice of subjects

Importance

- (64.0%) 6th
- (40.6%) 15th
- (39.7%) 16th
- (50.3%) 9th
- (54.9%) 8th

Relative Weaknesses - selected performance criteria

- 65.2% School communication
- 67.9% School discipline
- 68.0% Exam results
- 68.3% Happiness of child
- 68.4% Community spirit

Importance

- (37.0%) 17th
- (71.7%) **2nd**
- (60.1%) 7th
- (71.9%) **1st**
- (23.8%) 20th

Every Child Matters

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

1. Being Healthy:

Physical Education	83.5%
Social health education	80.4%
Healthy lifestyle - Exercise	74.6%
Out of school activities/clubs	73.8%
Healthy lifestyle - Diet	63.7%

2. Staying Safe:

Control and prevention of bullying	74.0%
Treating all pupils fairly and equally	73.5%
Caring/approachable attitude of teachers	73.0%
School security/safety	72.4%
Promoting racial harmony	53.0%

3. Enjoying and Achieving:

Social health education	80.4%
Out of school activities/clubs	73.8%
Developing strong moral values in pupils	72.2%
Developing self confidence/esteem	71.5%
Developing potential	69.4%
Community spirit	68.4%
Happiness of child	68.3%
School discipline/good behaviour	67.9%

Every Child Matters (continued..)

4. Making a Positive Contribution:

PSHE	91.1%
Social health education	80.4%
Treating all pupils fairly and equally	73.5%
Developing moral values	72.2%
Community spirit	68.4%
School discipline/good behaviour	67.9%
Promoting racial harmony	53.0%

5. Economic Well-being:

PSHE	91.1%
ICT	87.4%
Mathematics	87.1%
Business Studies	85.7%
English	81.7%
Social health education	80.4%
Careers advice and guidance	79.3%
Developing a pupil's potential	69.4%
Community spirit	68.4%
Exam results	68.0%

SEF Summary - based on SEF as of July 2009

The following pages mirror the structure of the current SEF, giving a pupil 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 pupil survey; when completing your SEF, you must also draw upon other stakeholder views (such as parents and staff) and the full range of internal data/evidence as described by the grade descriptors and guidance for inspectors in The Evaluation Schedule.

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

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

Section A. Self-Evaluation

Sub-section A1: School's context

A1.1 The context in which the school works

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

Your assessment alone required.

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

A2.1 Pupils' attainment

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

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

Average academic subject rating	82.3%
Teaching Quality	73.6%
Teaching for special needs	72.4%
Ensuring students do best and make progress	71.1%
Developing Potential	69.4%
Exam results	68.0%

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

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

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

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

Teaching for special needs

72.4%

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

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

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

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

Teaching Quality

73.6%

Ensuring students do best and make progress

71.1%

Developing Potential

69.4%

Happiness of Child

68.3%

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

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

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

A2.5 The extent to which the pupils feel safe

Social health education	80.4%
Control of bullying	74.0%
Treating students fairly and equally	73.5%
Caring Teachers	73.0%
School security	72.4%
School discipline	67.9%
Promoting racial harmony	53.0%

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

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

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

A2.6 Pupils' behaviour

Control of bullying	74.0%
School security	72.4%
School discipline	67.9%
Promoting racial harmony	53.0%

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

	1	2	3	4
Grade: Pupils' behaviour.			X	

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

A2.7 The extent to which pupils adopt healthy lifestyles

Physical Education	83.5%
School meals	82.6%
Social health education	80.4%
Healthy lifestyle - Exercise	74.6%
Extra curricular activities	73.8%
Healthy lifestyle - Diet	63.7%

Your average pupil grade for this section = 1.7 = 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

PSHE	91.1%
Survey response rate	80.2%
Extra curricular activities	73.8%
School's image in the local community	73.3%
Developing moral values	72.2%
Community spirit	68.4%
Promoting racial harmony	53.0%

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

	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 **69.4%**

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

	1	2	3	4
Grade: Pupils' attendance.			X	

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

PSHE	91.1%
ICT	87.4%
Mathematics	87.1%
Business Studies	85.7%
English	81.7%
Social health education	80.4%
Careers advice	79.3%
Extra curricular activities	73.8%
Developing confidence	71.5%
Developing potential	69.4%
Community spirit	68.4%
Exam results	68.0%

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

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

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

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

PSHE	91.1%
Social health education	80.4%
RE	76.1%
Extra curricular activities	73.8%
Developing moral values	72.2%
Developing confidence	71.5%
Community spirit	68.4%

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

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

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

Sub-section A3: How effective is the provision?

A3.1 The quality of teaching

Availability of resources	88.5%
Average academic subject rating	82.3%
Computer access	75.1%
Teaching quality	73.6%
Treating students fairly and equally	73.5%
Teaching for special needs	72.4%
Ensuring students do best and make progress	71.1%
Developing potential	69.4%
Happiness of child	68.3%
Exam results	68.0%

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

	1	2	3	4
Grade: The quality of teaching		X		

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

A3.2 The use of assessment to support learning

Teaching for special needs	72.4%
Ensuring students do best and make progress	71.1%
Exam results	68.0%

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

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

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

Average academic subject rating	82.3%
Social health education	80.4%
Careers advice	79.3%
Choice of subjects	76.9%
Healthy lifestyle - Exercise	74.6%
Teaching quality	73.6%
Teaching for special needs	72.4%
Developing potential	69.4%
Happiness of child	68.3%
Healthy lifestyle - Diet	63.7%

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

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

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

A3.4 The effectiveness of care, guidance and support

Social health education	80.4%
Careers advice	79.3%
Healthy lifestyle - Exercise	74.6%
Encouraging and listening to parents views	74.3%
Caring teachers	73.0%
Truancy control	69.4%
Happiness of child	68.3%
Explaining to parents how to help their child	67.2%
Healthy lifestyle - Diet	63.7%

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

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

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

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

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

Quality of school management	76.0%
Encouraging and listening to parents views	74.3%
Treating students fairly and equally	73.5%
Caring teachers	73.0%
Ensuring students do best and make progress	71.1%
Developing potential	69.4%

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

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

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

A4.2 The leadership and management of teaching and learning

Availability of resources	88.5%
Average academic subject rating	82.3%
Quality of school management	76.0%
Teaching quality	73.6%
Teaching for special needs	72.4%
Ensuring students do best and make progress	71.1%
Developing potential	69.4%
Exam results	68.0%
Explaining to parents how to help their child	67.2%

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

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

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

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

For the following category your assessment is required.

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

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

	1	2	3	4
Grade: The effectiveness of the governing body in challenging 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

Encouraging and listening to parents views	74.3%
Explaining to parents how to help their child	67.2%
School communication	65.2%

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

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

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

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

For the following category your assessment is required.

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

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

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

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

Encouraging and listening to parents views	74.3%
Treating students fairly and equally	73.5%
Teaching for special needs	72.4%
Developing moral values	72.2%
Community spirit	68.4%
School communication	65.2%
Promoting racial harmony	53.0%

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

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

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

A4.7 The effectiveness of safeguarding procedures

Social health education	80.4%
Encouraging and listening to parents views	74.3%
Control of bullying	74.0%
Caring teachers	73.0%
School security	72.4%
Developing moral values	72.2%
Happiness of child	68.3%
School discipline	67.9%
School communication	65.2%
Promoting racial harmony	53.0%

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

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

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

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

School's image in the local community	73.3%
Developing moral values	72.2%
Community spirit	68.4%
Promoting racial harmony	53.0%

Your average pupil grade for this section = 2.8 = 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

School facilities	96.9%
Availability of resources	88.5%
Computer access	75.1%
Extra curricular activities	73.8%
Teaching for special needs	72.4%

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

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

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

A6.1 Outcomes for students in the sixth form

Teaching quality	95.4%
Caring teachers	83.2%
Careers advice	81.8%
School security	79.4%
Community spirit	78.8%
Control of bullying	75.7%
Exam results	71.8%
Ensuring students do best and make progress	70.2%
Extra curricular activities	66.5%
Healthy lifestyle - Exercise	58.1%
Social health education	55.9%
Truancy control	51.3%
Healthy lifestyle - Diet	50.0%

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

	1	2	3	4
Grade: The outcomes for students in the sixth form		X		

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

A6.2 The quality of provision in the sixth form

Availability of resources	97.0%
Teaching quality	95.4%
Treating students fairly and equally	88.5%
Caring teachers	83.2%
Careers advice	81.8%
Levels of homework	78.8%
Happiness of child	78.8%
Computer access	75.0%
Choice of subjects	73.2%
Developing potential	70.4%
Explaining to parents how to help their child	61.3%

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

	1	2	3	4
Grade: The quality of provision in the sixth form		X		

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 facilities	105.9%
Availability of resources	97.0%
Treating students fairly and equally	88.5%
School discipline	88.1%
School security	79.4%
Control of bullying	75.7%
Computer access	75.0%
Encouraging and listening to parents views	75.0%
Quality of school management	71.0%
Developing potential	70.4%
Ensuring students do best and make progress	70.2%
Promoting racial harmony	64.5%
Explaining to parents how to help their child	61.3%
School communication	49.4%

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

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

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	Good	2
The quality of provision in the sixth form	Good	2
The effectiveness of leadership and management of the sixth form	Good	2

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.		X		

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

If you offer boarding facilities, your grade is required here

Sub-section A8: Summative Judgements

A8.1 Outcomes for individuals and groups of pupils

		<u>Ofsted</u> <u>Grade</u>	<u>SEF</u> <u>Grade</u>
How well pupils achieve and enjoy their learning	(A2.4)	Good	2
The extent to which pupils feel safe	(A2.5)	Good	2
Pupils behaviour	(A2.6)	Satisfactory	3
The extent to which pupils adopt healthy lifestyles	(A2.7)	Good	2
How well pupils contribute to the school and the wider community	(A2.8)	Good	2
How well pupils develop workplace and other skills	(A2.10)	Good	2
Pupils' spiritual, moral, social and cultural development	(A2.11)	Good	2

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

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

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

A8.2 The school's capacity for sustained improvement

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

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

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

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

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

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

This section is about the school's overall effectiveness. It takes account of Outcomes for individuals and groups of pupils, the Quality of provision and The 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	Satisfactory	3
A3 The quality of provision		
A3:1 The quality of teaching	Good	2
A3:2 The use of assessment to support learning	Good	2
A3:3 The extent the curriculum meets pupils' needs and progress	Good	2
A3:4 The effectiveness of care, guidance and support.	Good	2
A8:2 The school's capacity for sustained improvement	Outstanding	1
A4:6 School promotes equal opportunity/tackles discrimination.	Satisfactory	3
A4.7 The effectiveness of safeguarding procedures.	Good	2

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

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

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

A8.4 Important actions for the school

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

You may wish to consider offering the following evidence.

Top 5 pupil priorities for improvement

School discipline
Teaching quality
Control of bullying
Happiness of child
Levels of homework

Top 5 pupil relative weaknesses - academic

German
Resistant Materials
RE
Music
Product Design

Top 5 pupil relative weaknesses - non-academic

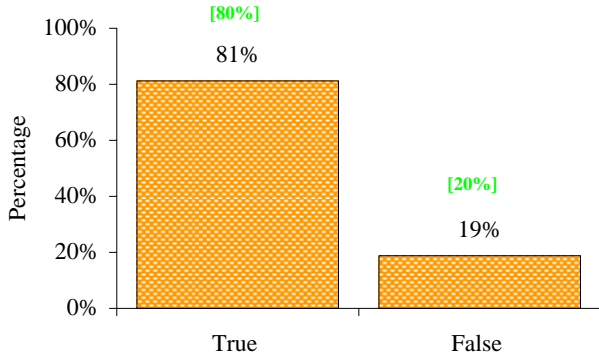
School communication
School discipline
Exam results
Happiness of child
Community spirit

Criteria receiving scores below the red line

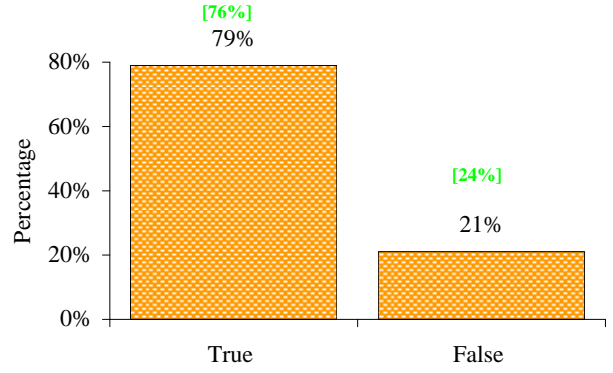
Resistant Materials
German
Promoting racial harmony

Graphical Analysis of Results for all Questions and Criteria

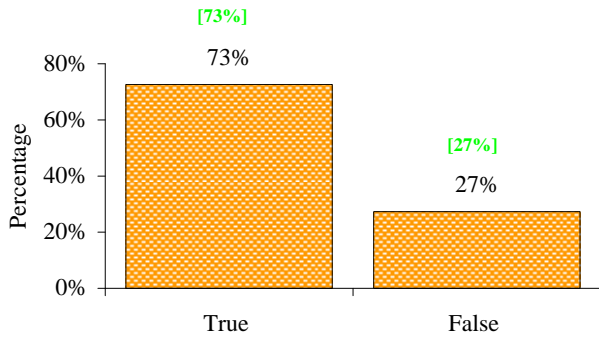
I have not been bullied recently



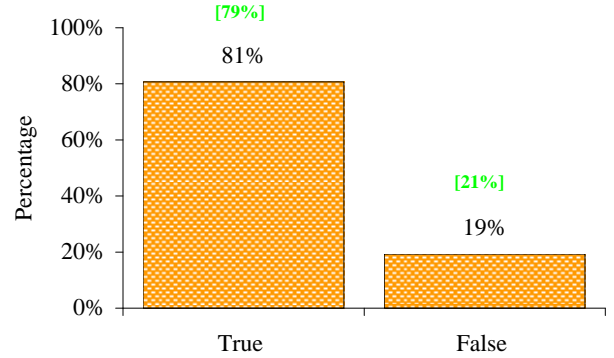
I have not been treated unfairly by staff



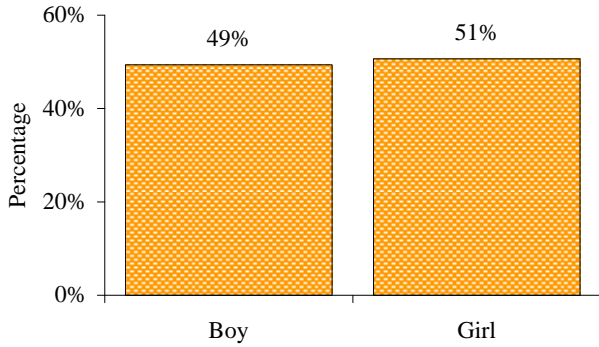
Given choice, I would still attend my lessons



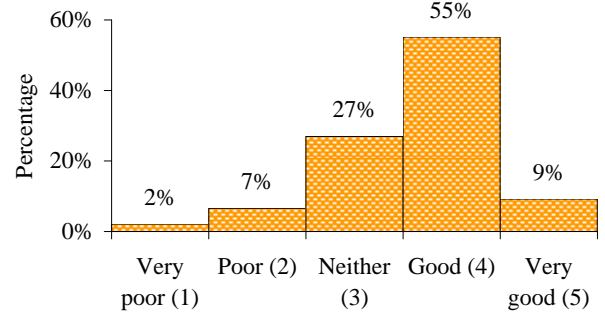
I would like to attend University



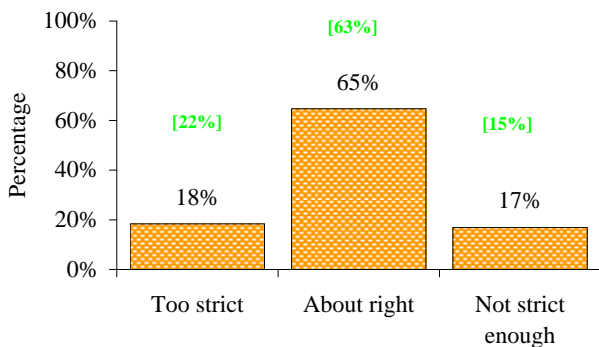
Gender of Pupil



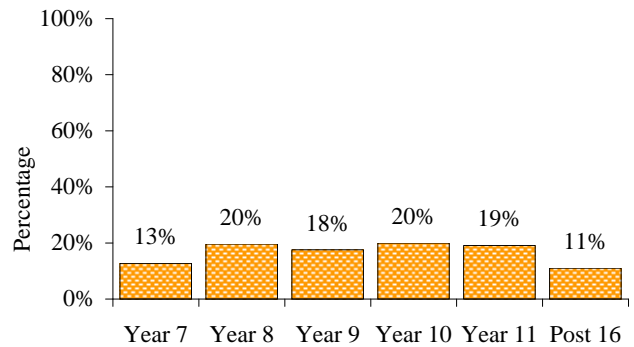
Overall, rate the performance of the school



What do you think of school discipline?

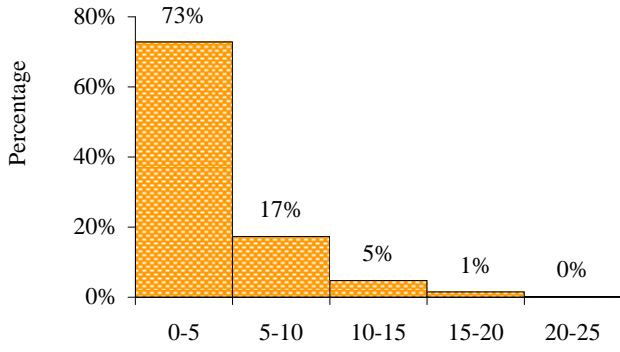


Year Group

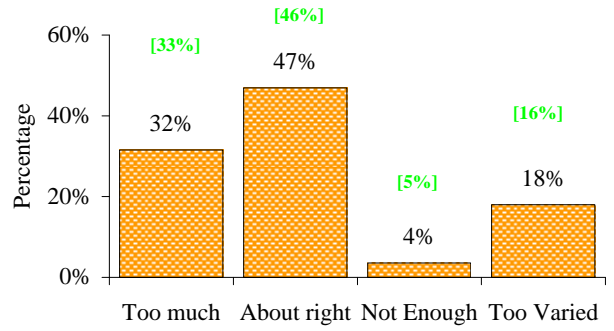


Average figures from similar schools are given in [brackets].

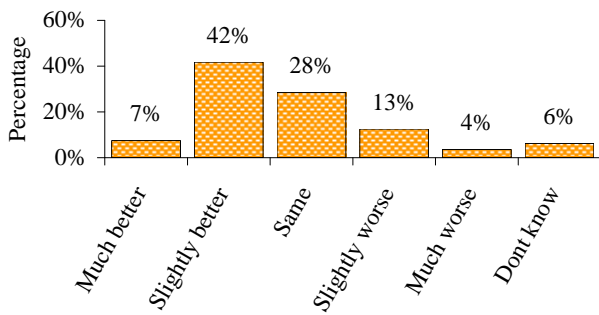
Hours of Homework per Week



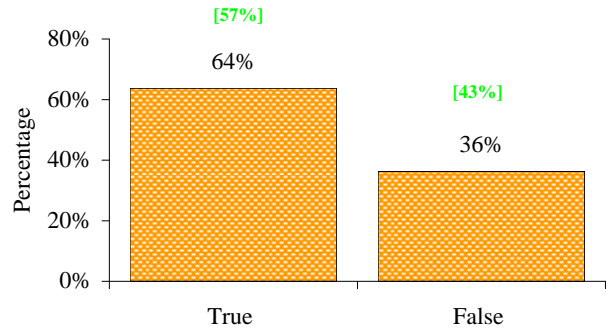
Describe the Amount of Homework Given



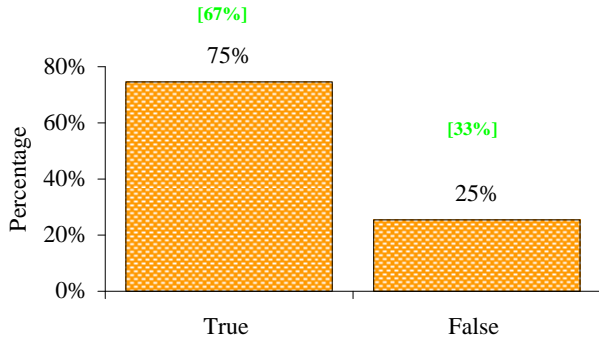
Performance compared to last year



The school encourages a healthy lifestyle through diet



The school encourages a healthy lifestyle through exercise

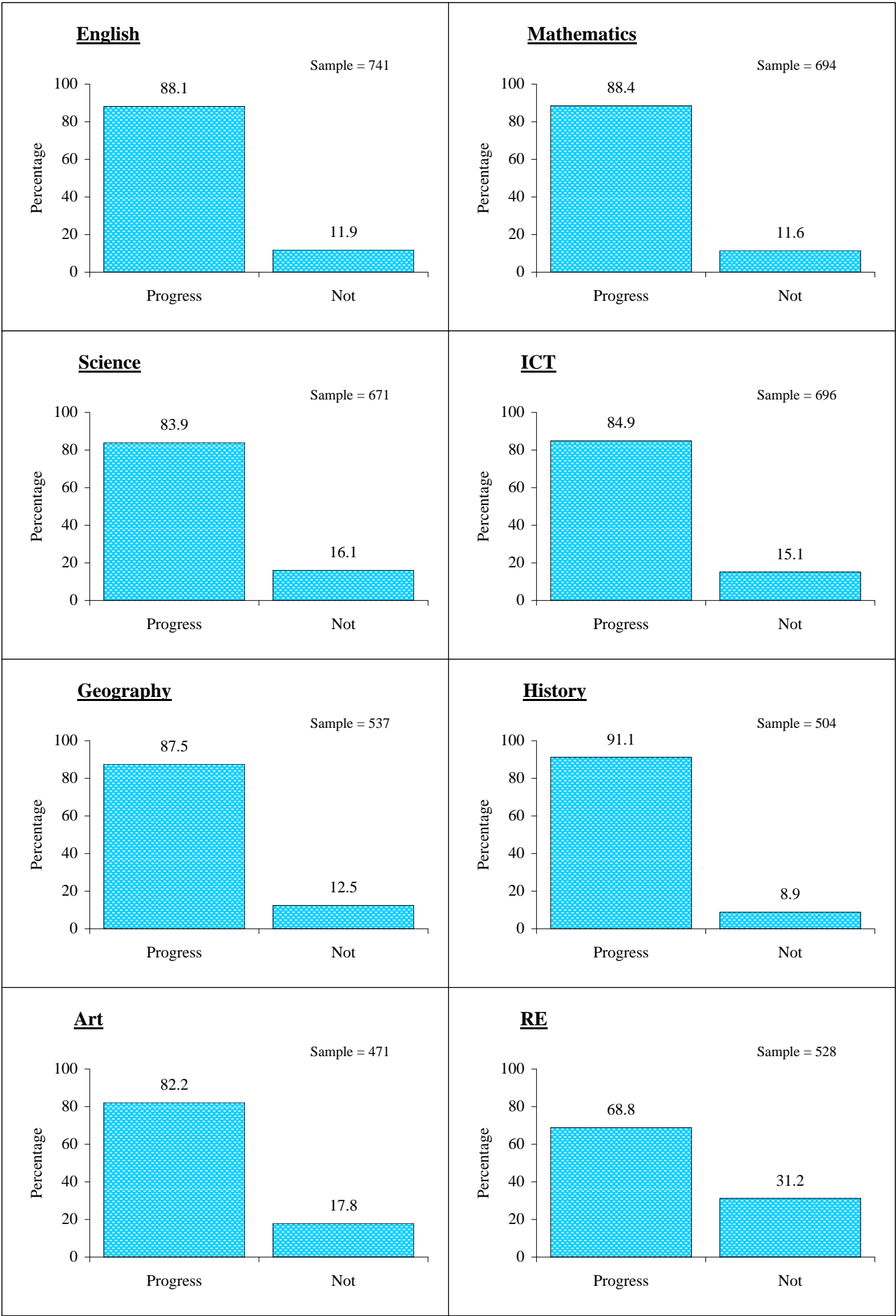


Average figures from similar schools are given in **[brackets]**.

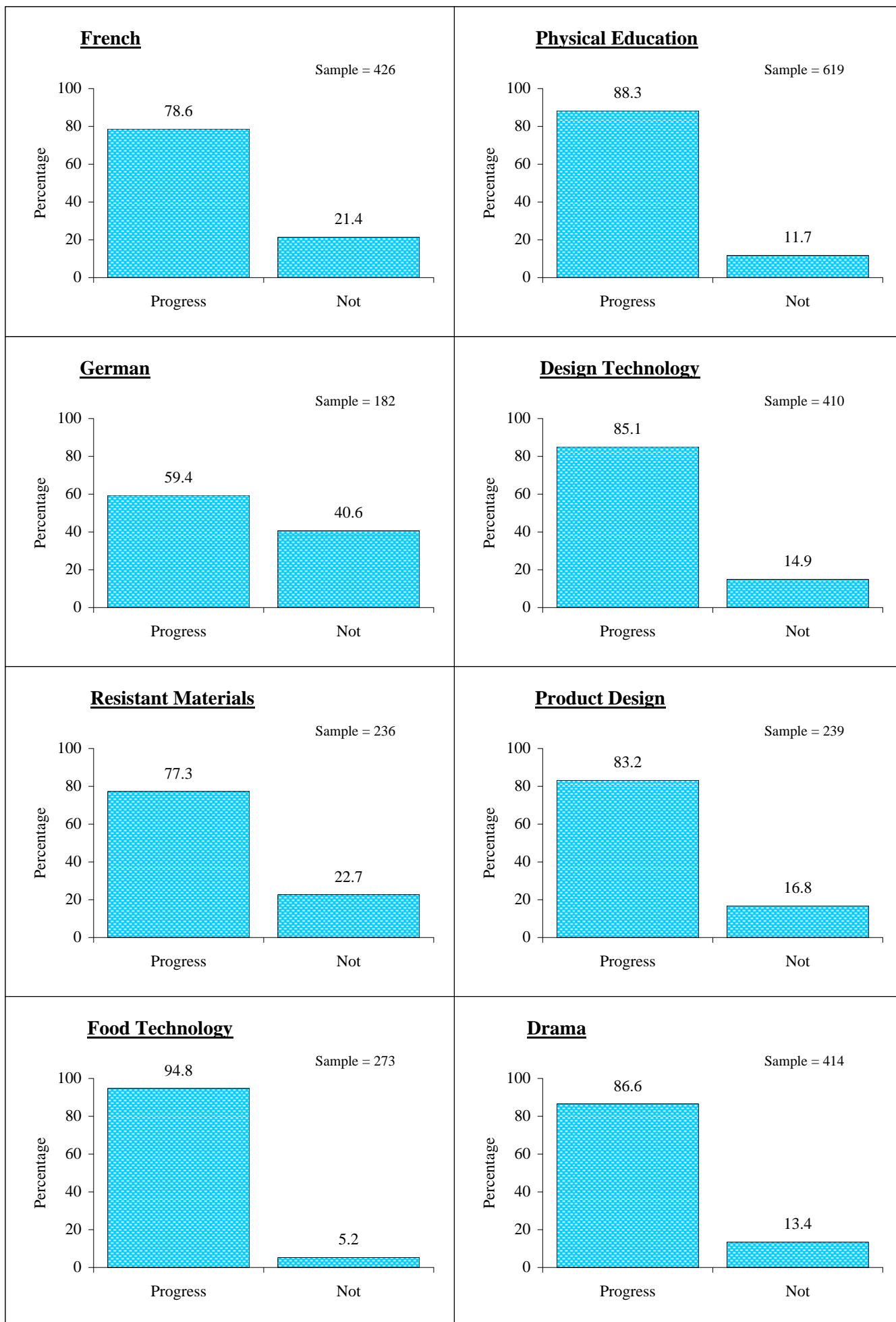
Bar Chart Results

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

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

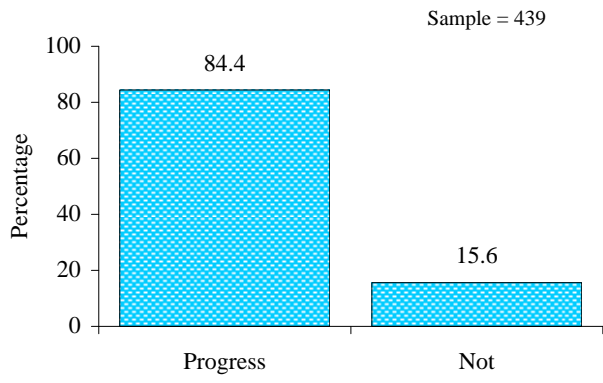


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

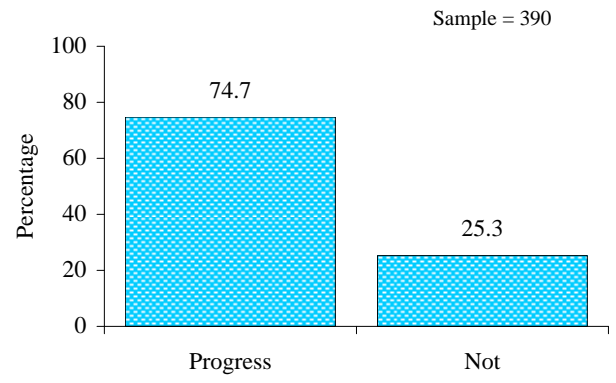


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

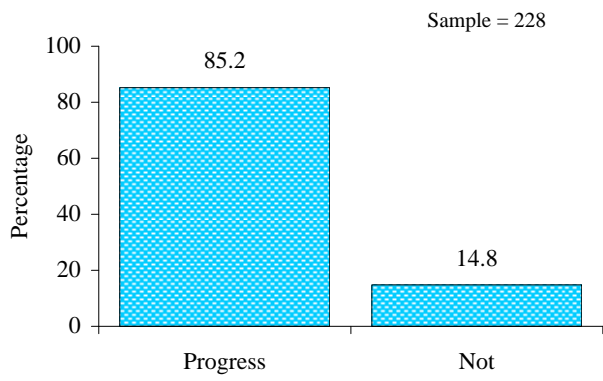
Dance



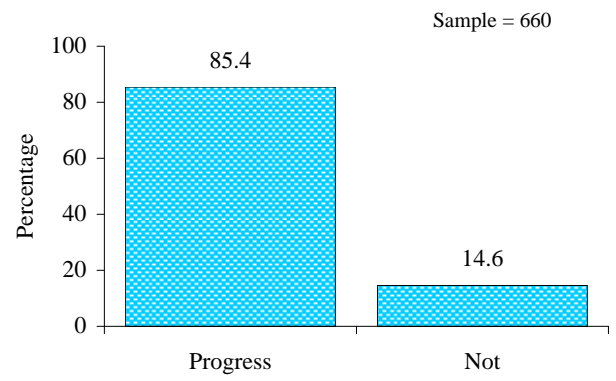
Music



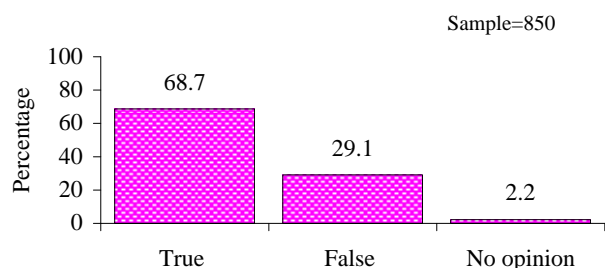
Business Studies



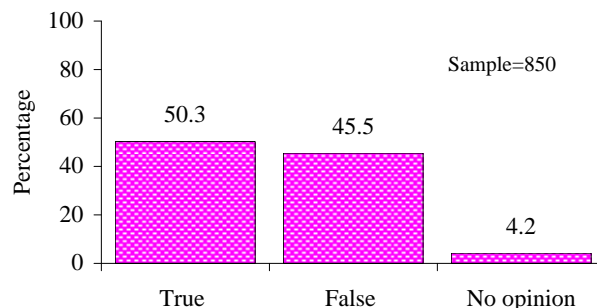
PSHE



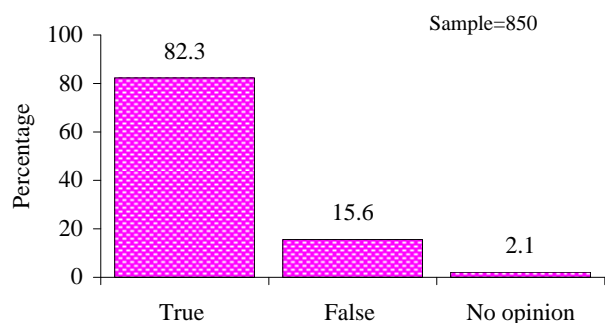
School discipline/behaviour: "There is usually a good level of discipline/behaviour in the classroom during lessons."



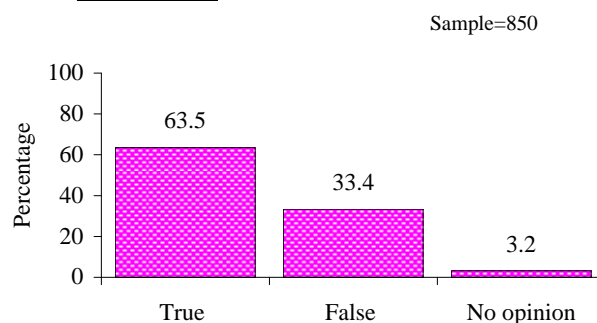
Community spirit: "Pupils care about one another."



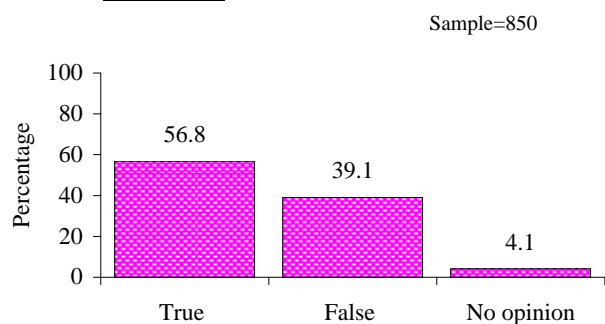
School security: "I usually feel safe when I am at school."



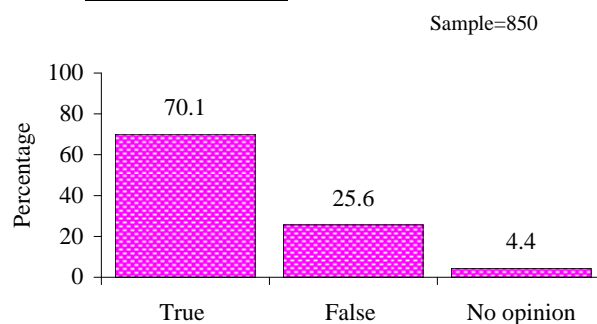
Social health education: "I am taught how to stay healthy and to deal with problems."



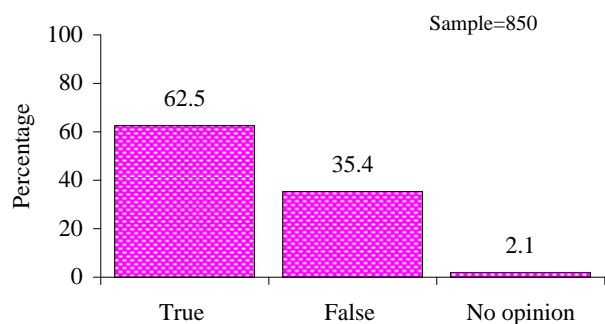
Control of bullying: "If I reported bullying to a teacher it would be stopped."



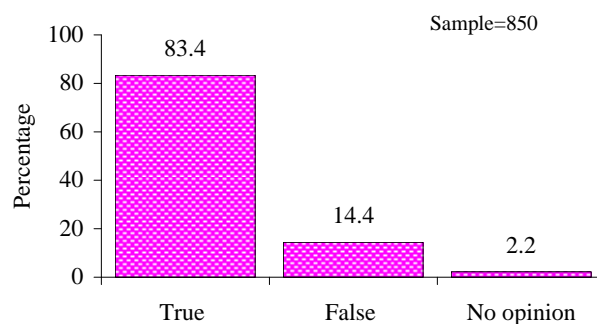
Careers advice: "I get all the help and advice that I need about my future career options."



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



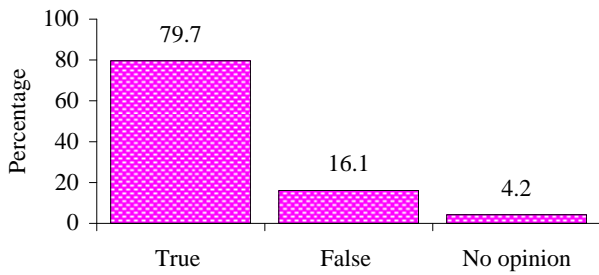
Developing potential: "Teachers encourage me to do my best."



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

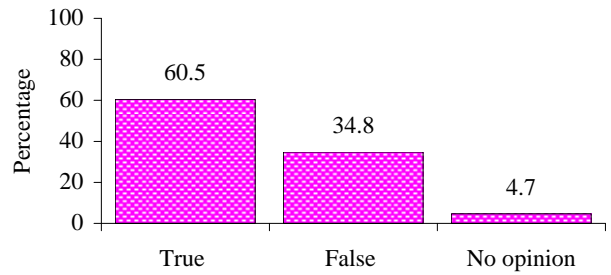
Exam results: "I have a good chance of achieving the exam results I would like."

Sample=850



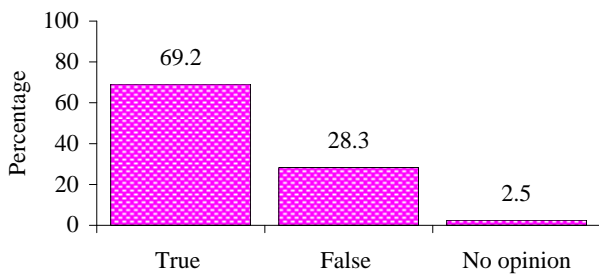
Developing confidence: "School helps me to be proud of who I am."

Sample=850



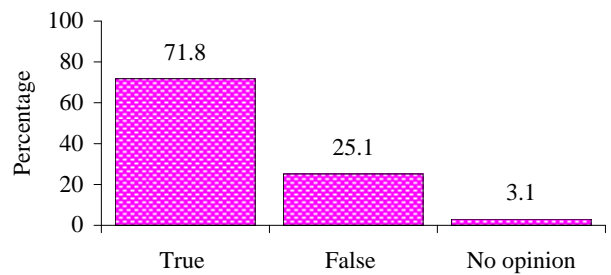
Resource availability: "There are usually enough resources e.g. textbooks for everyone."

Sample=850



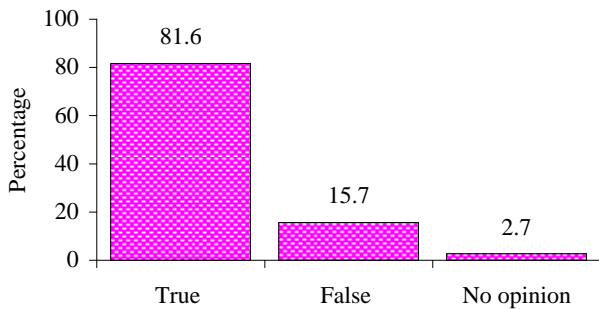
School facilities: "The buildings and equipment are mostly clean and modern."

Sample=850



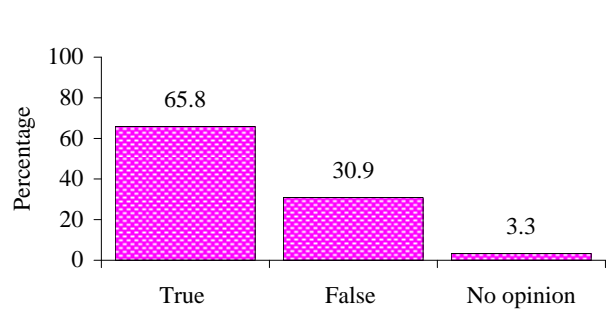
Caring teachers: "Most teachers would listen carefully if I had a problem."

Sample=850



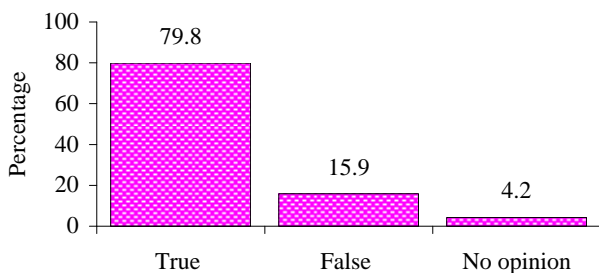
School communication: "My parents are kept up to date with my progress and with what is going on at school."

Sample=850



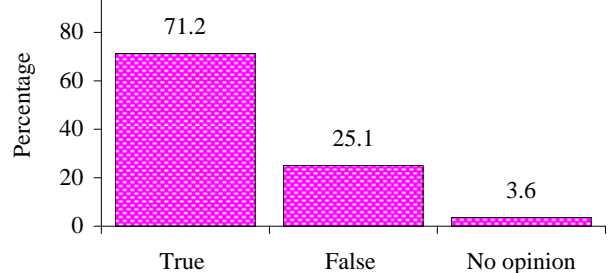
Developing moral values: "School teaches the difference between right and wrong."

Sample=850



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

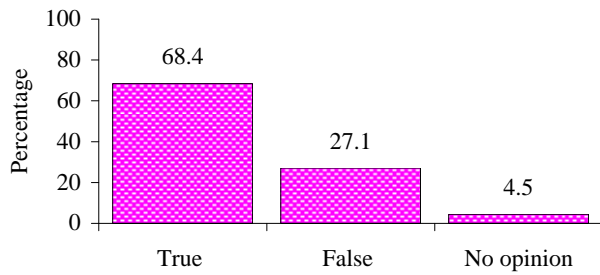
Sample=850



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

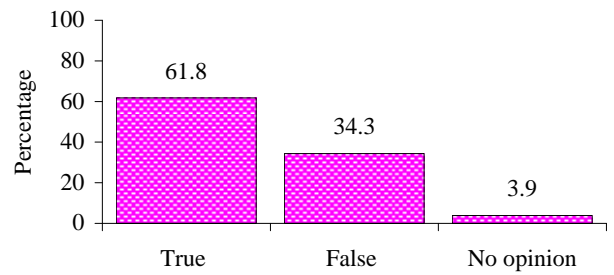
Choice of subjects: "The school offers all of the subjects that I would like to be taught."

Sample=850



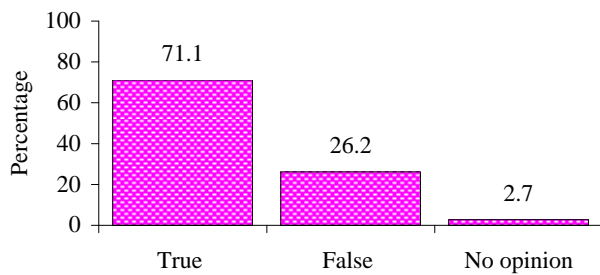
Teaching quality: "I enjoy being taught by most of my teachers because they make the lessons interesting."

Sample=850



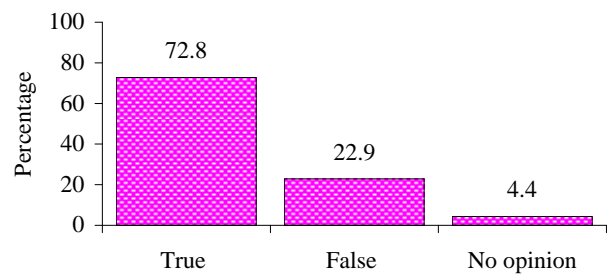
Computer access: "There are enough computers in the school and we use them regularly."

Sample=850



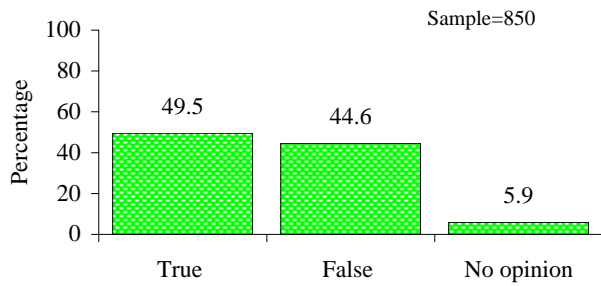
Truancy control: "If I was to deliberately miss lessons then I would probably be caught and punished."

Sample=850

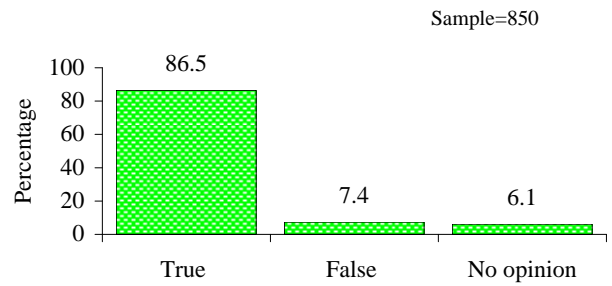


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

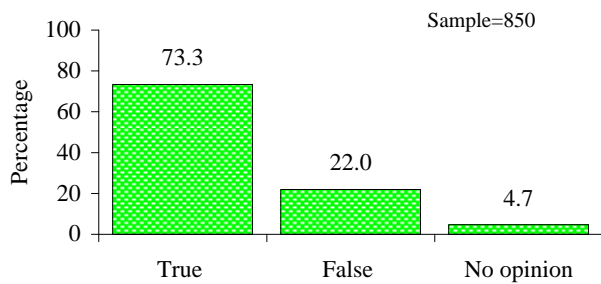
Promoting racial harmony: "Children from another country or background are not teased."



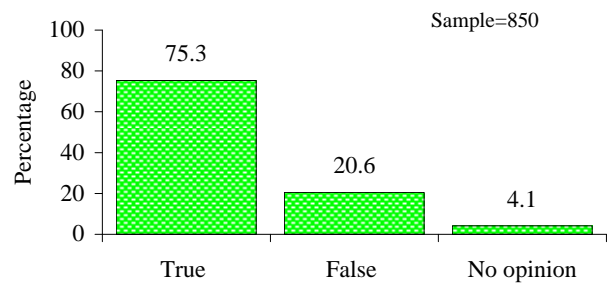
Teaching for special needs: "students with special teaching needs receive all the extra help and support they require."



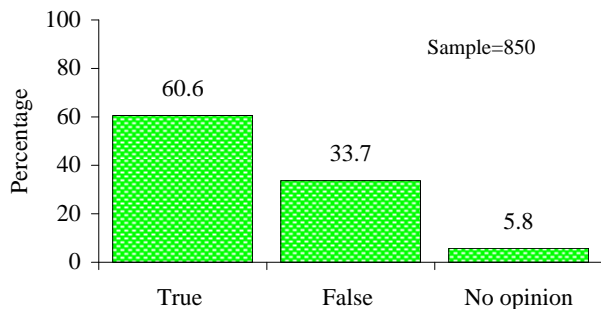
Quality of school management: "The people in charge of running the school do a good job."



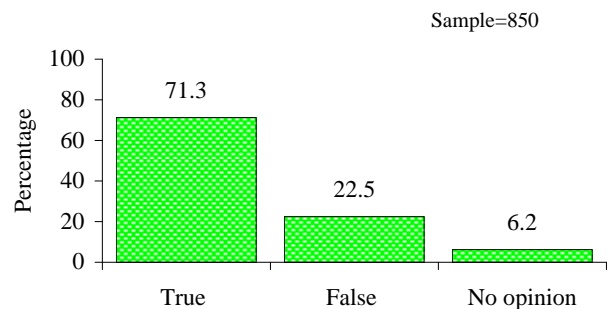
Extra curricular activities: "There are plenty of extra-curricular clubs and activities."



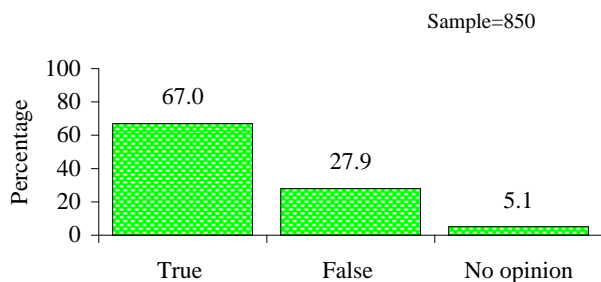
School meals: "I am happy with the meals provided at school"



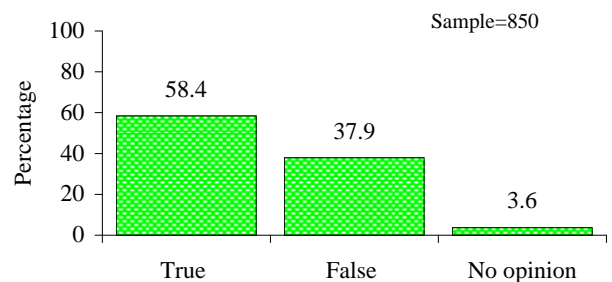
Encouraging and listening to parents views: "Parents who want to, can get involved in what goes on at the school."



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



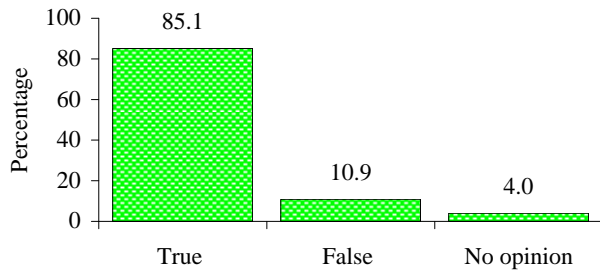
Treating students fairly and equally: "My school treats all students fairly and equally."



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

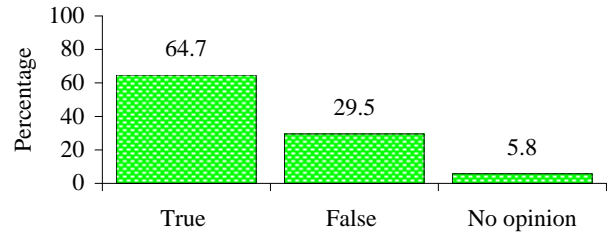
Ensuring students do their best and make progress: "My teachers encourage me to do my best and make progress."

Sample=850



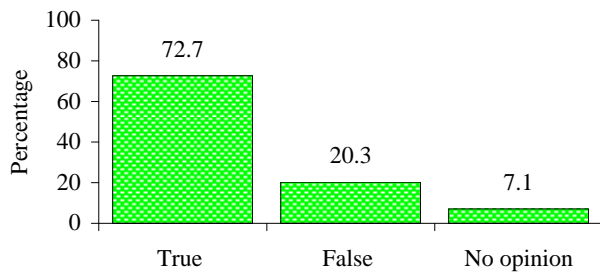
School's image in the local community: "The school has a good image in the local community"

Sample=850



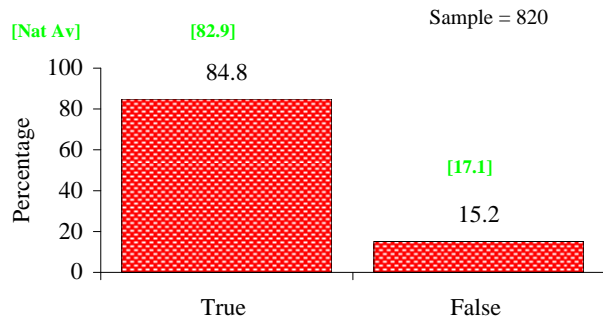
Transfer from previous school. : "When new students start at the school the transfer is well-organised. "

Sample=850

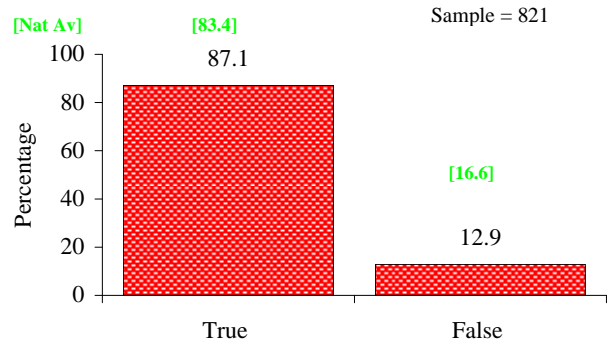


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

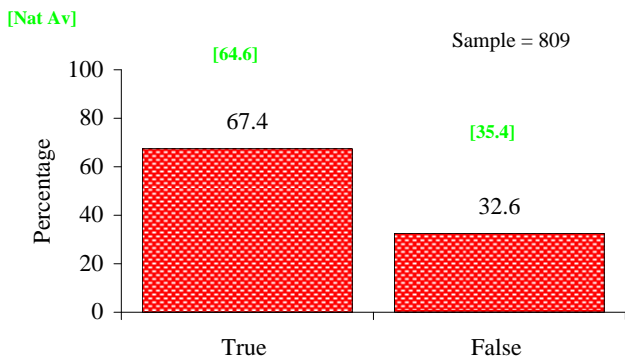
Parents want to know what I do: "My parents want to know what I am learning."



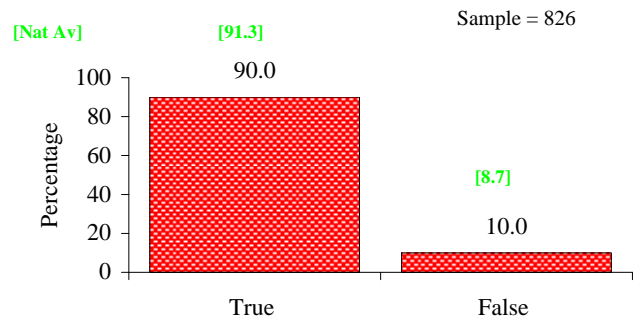
I have a homework area at home: "At home I can work in peace and quiet."



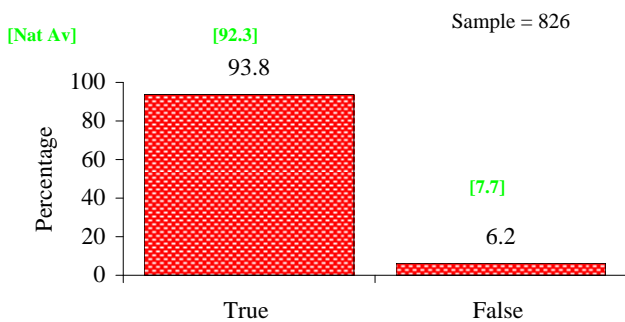
My parents look at my work: "My parents often look at my work."



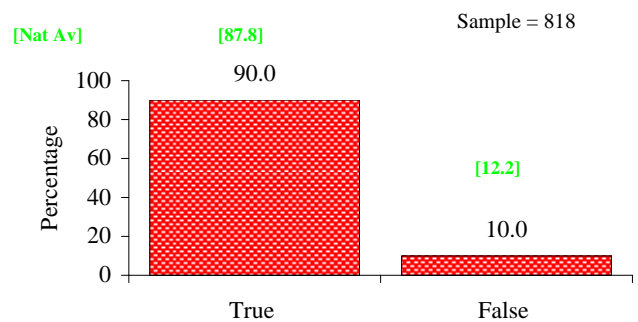
My parents help with homework: "My parents would try to help me with homework if I asked."



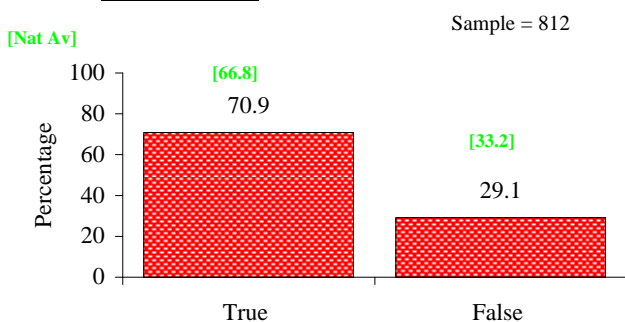
I have access to a computer at home: "There is a computer at home which I can use."



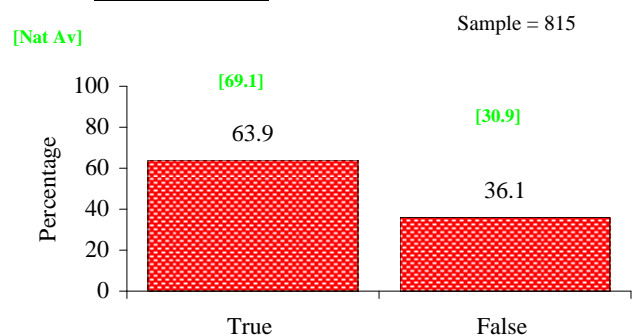
We have an internet link at home: "At home, there is a link to the internet which I can use."



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



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

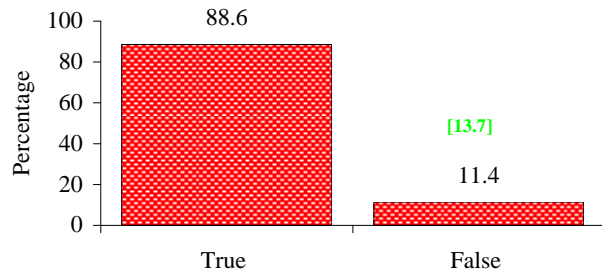


Parents would talk to school about my problems: "If I had a problem, my parents would visit school."

Sample = 810

[Nat Av]

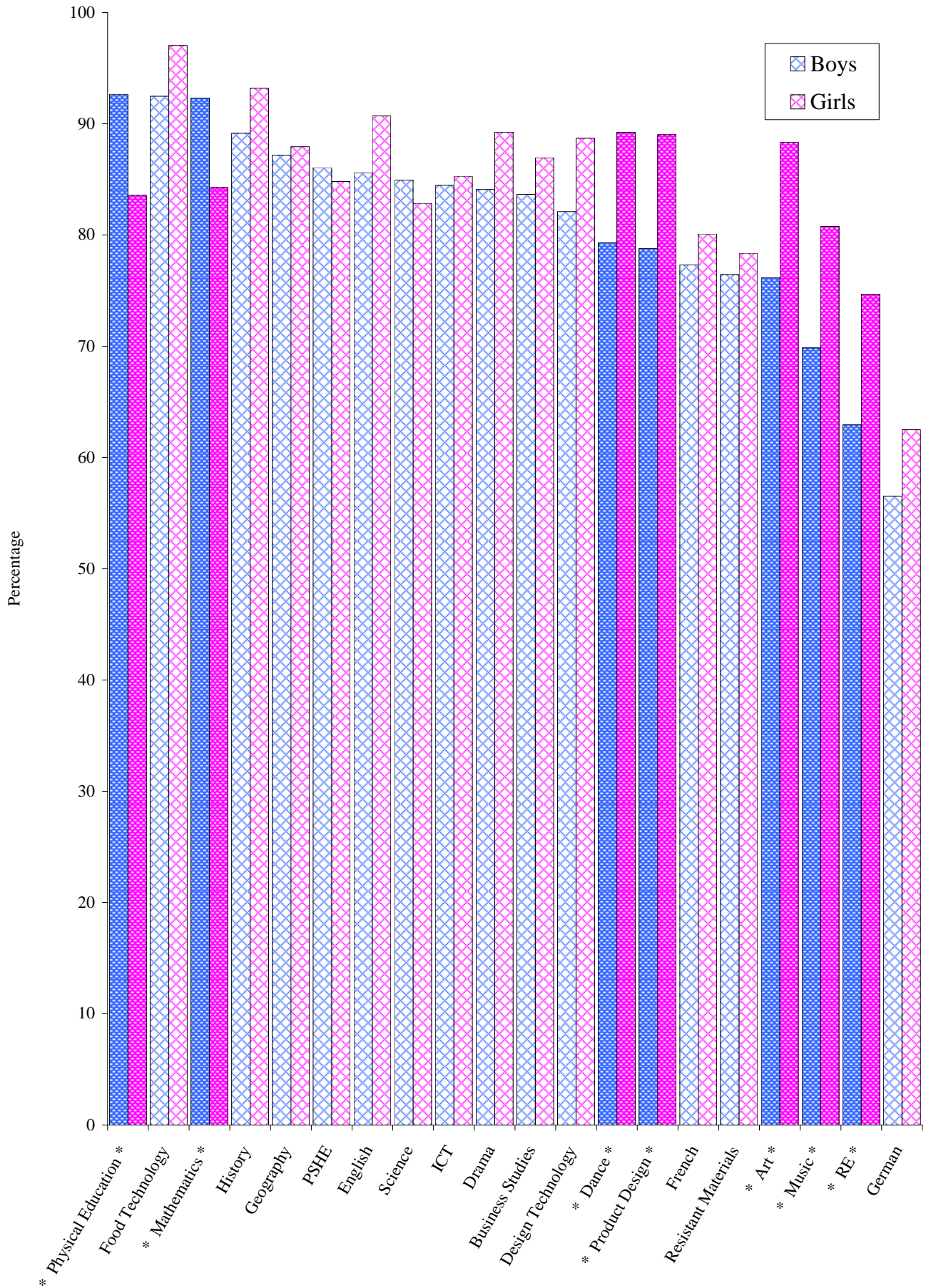
[86.3]



Cross Tabular Graphical Analysis of Results

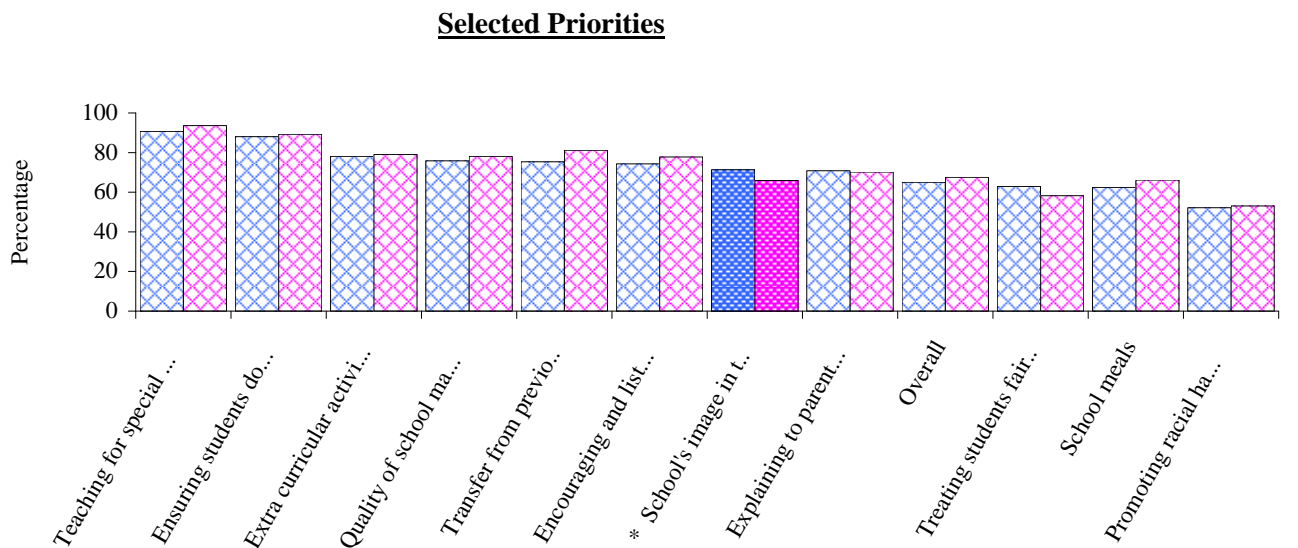
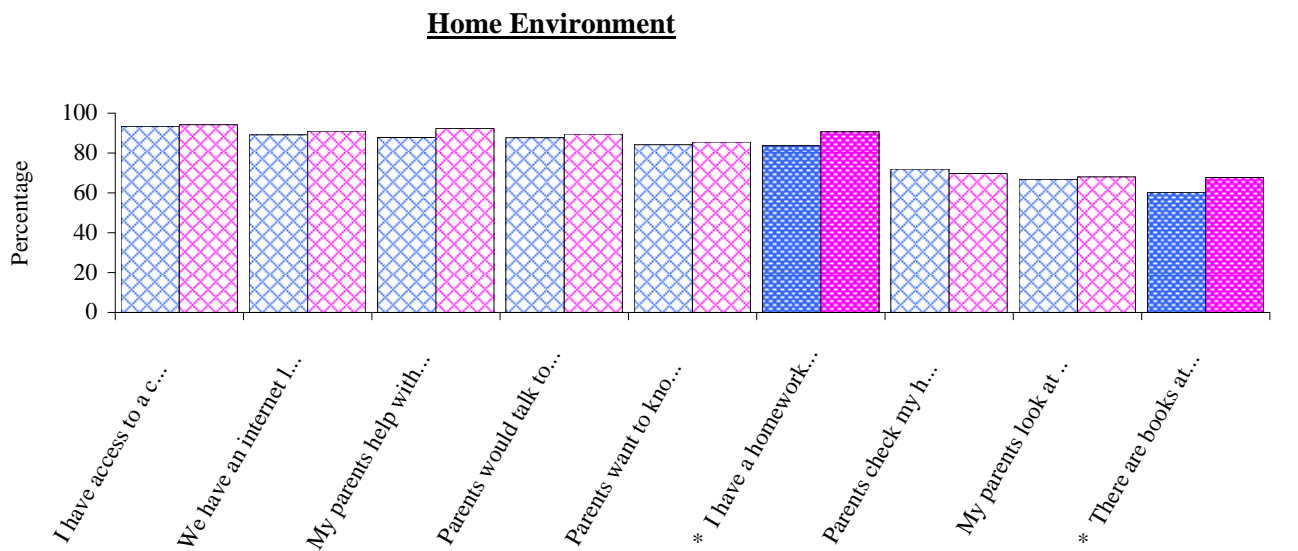
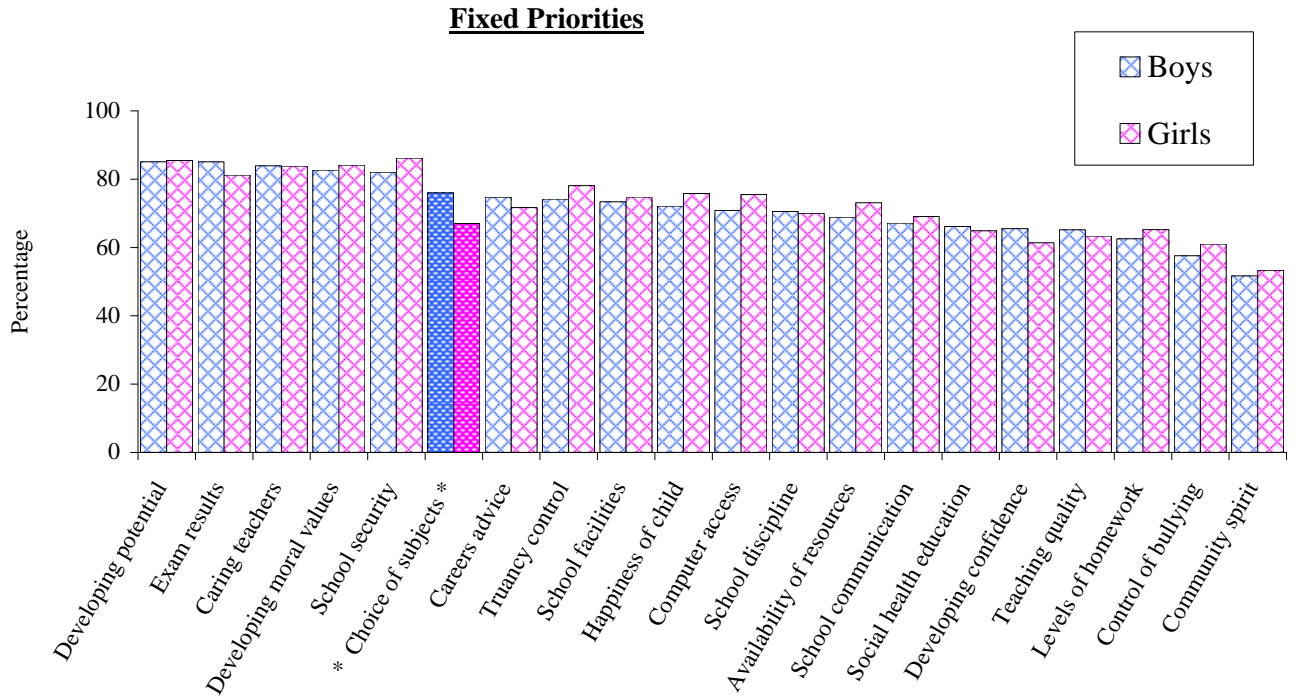
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

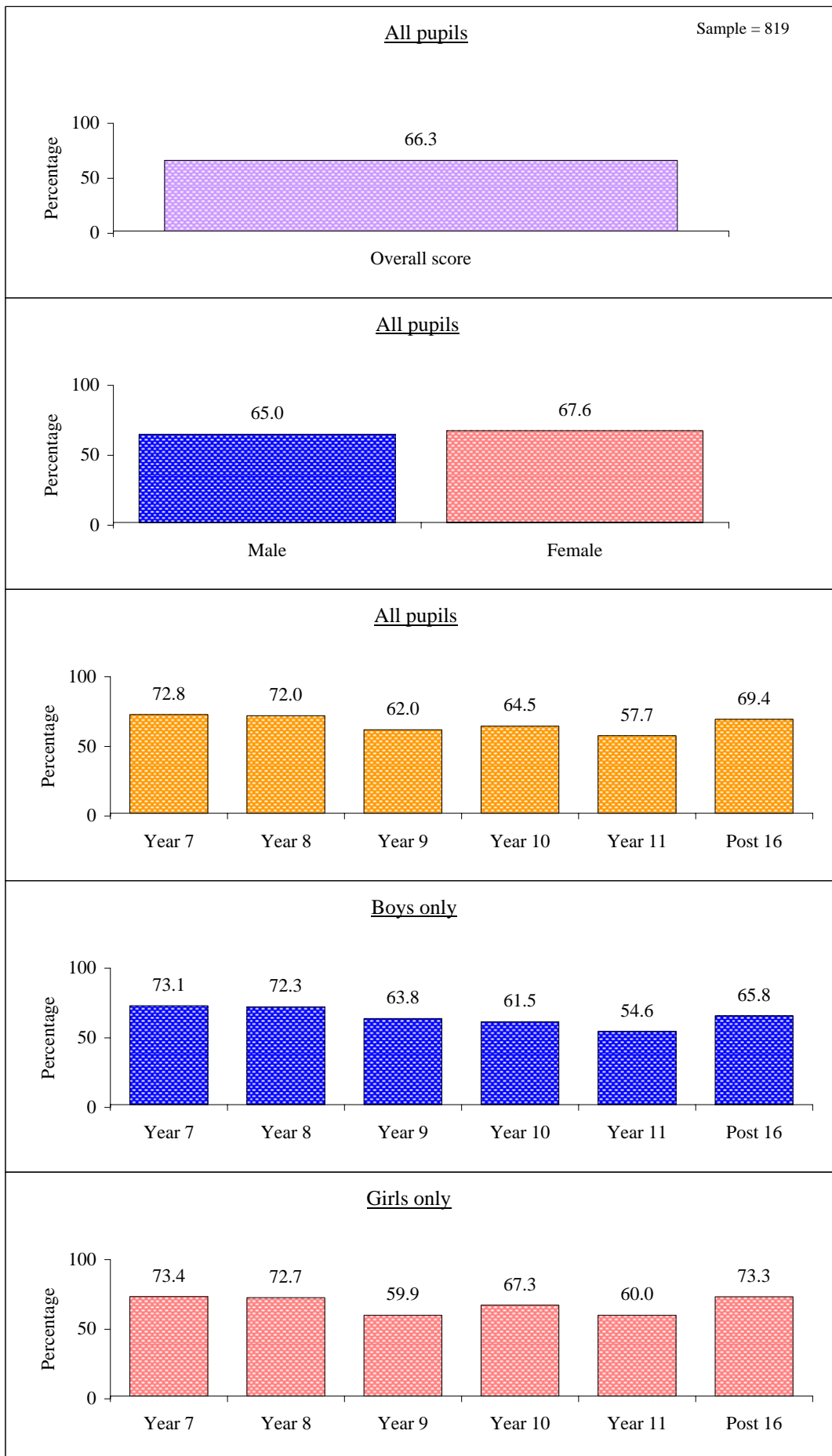


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveied, Broken Down by Gender of Pupil

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

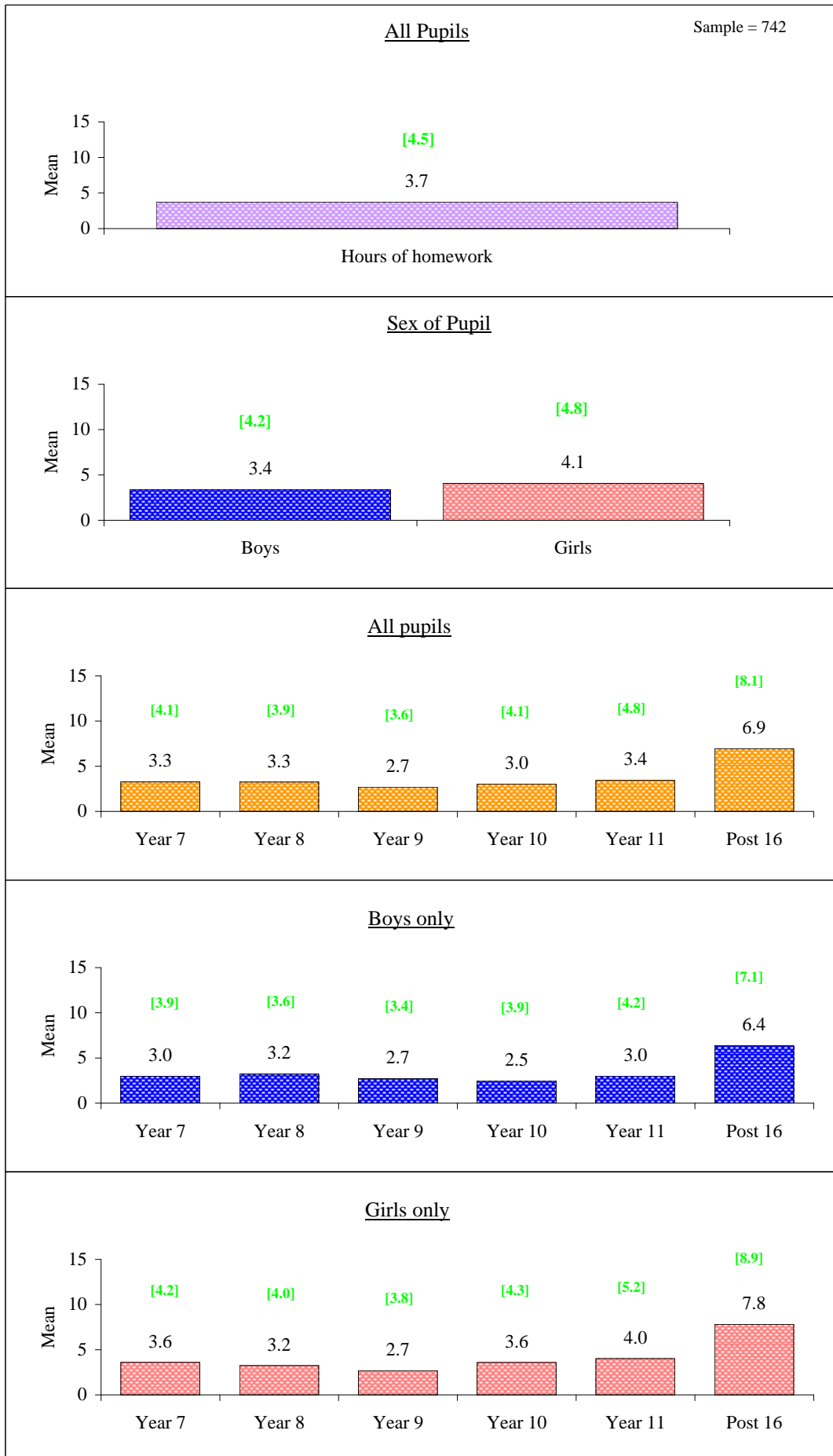


**Graphs to Show the Overall Performance Scores Given by Pupils,
Broken Down by Year Group and Gender of Pupil.**



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

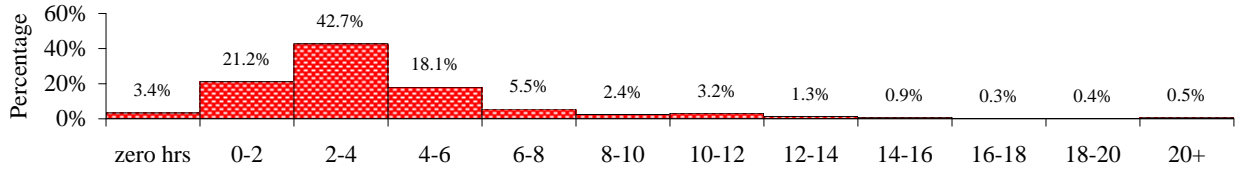
Similar School average figures are given in [brackets]



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

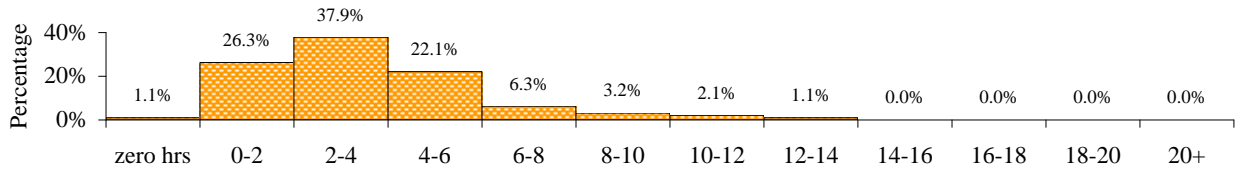
All Pupils

Sample = 742



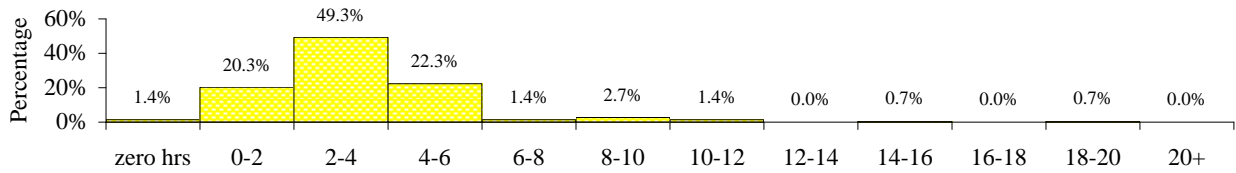
Year 7

Sample = 100



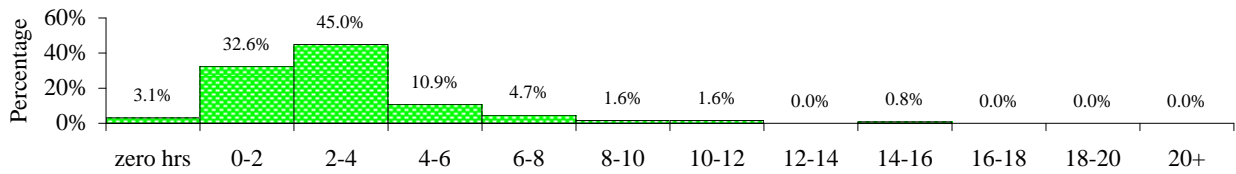
Year 8

Sample = 160



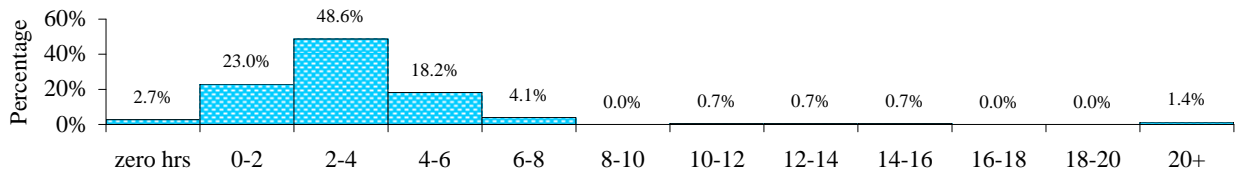
Year 9

Sample = 145



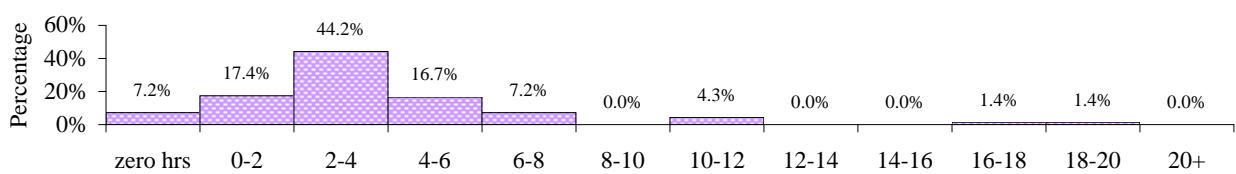
Year 10

Sample = 162



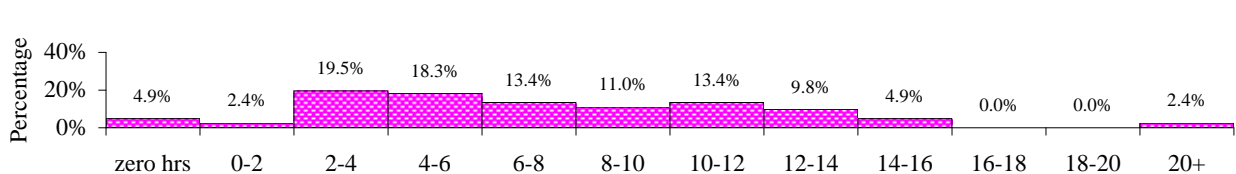
Year 11

Sample = 142



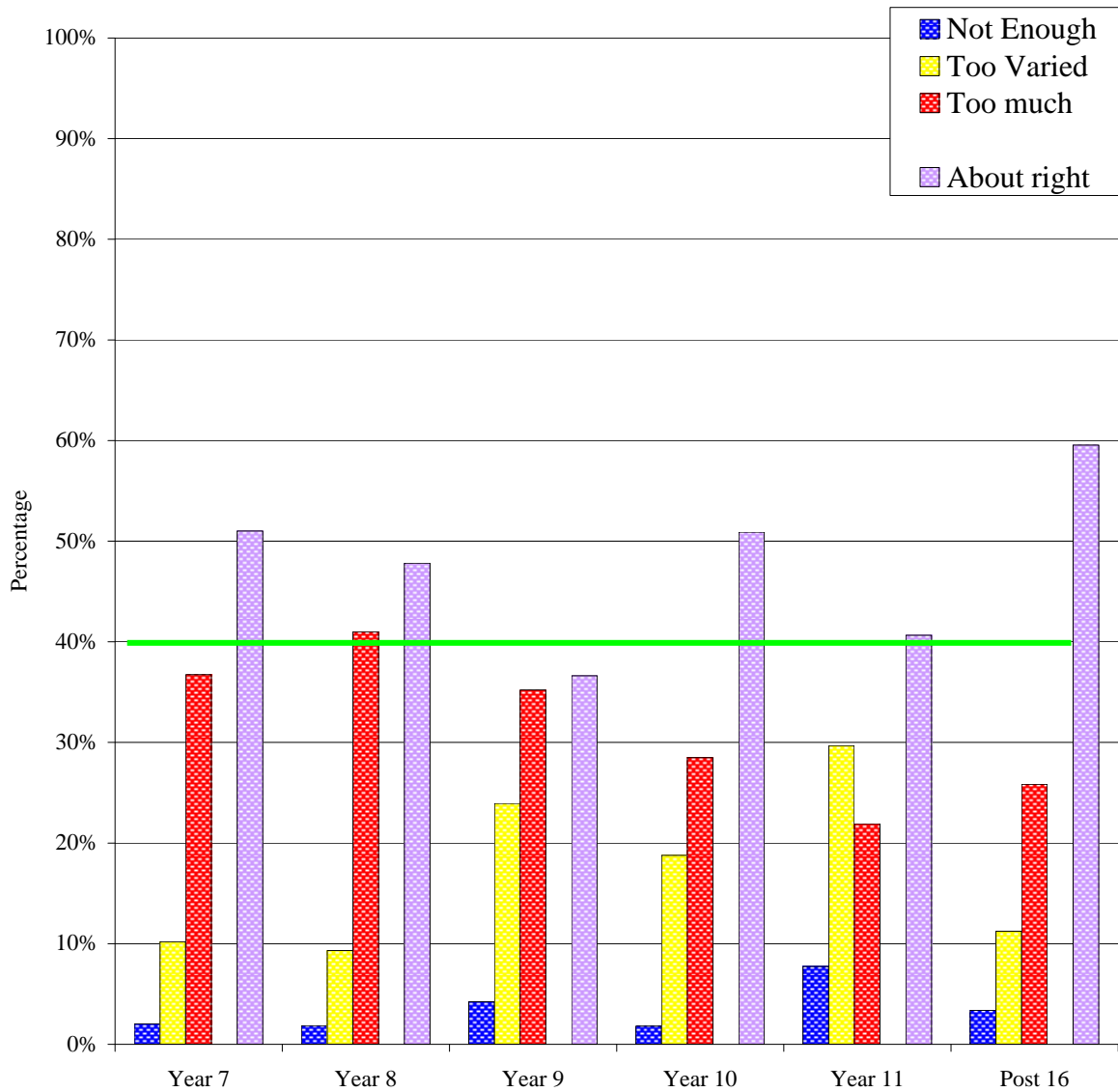
Post 16

Sample = 82



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

For this question, schools typically achieve more than 40% of pupils who choose "Right".
This level was not achieved for Year 9.



All Academic and Non-Academic Criteria shown by Year Group

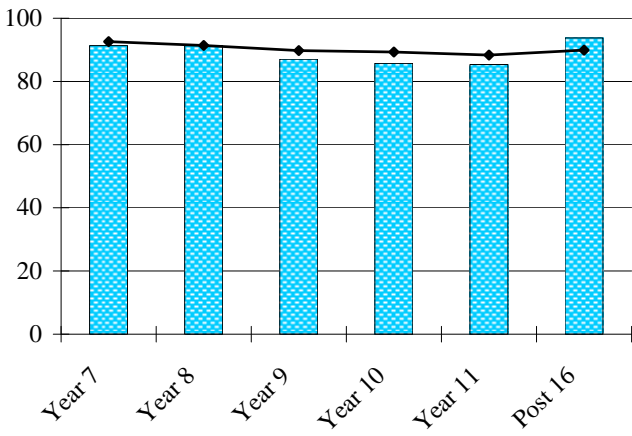
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

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

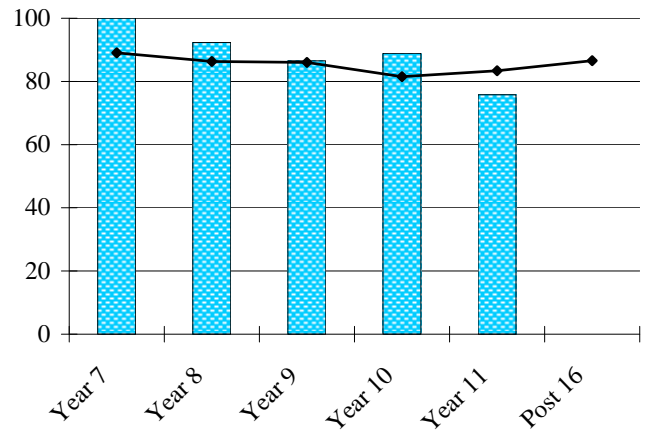
Year groups where there were less than 19 respondents for a criterion are not shown.

Please note: these year group scores are unweighted.

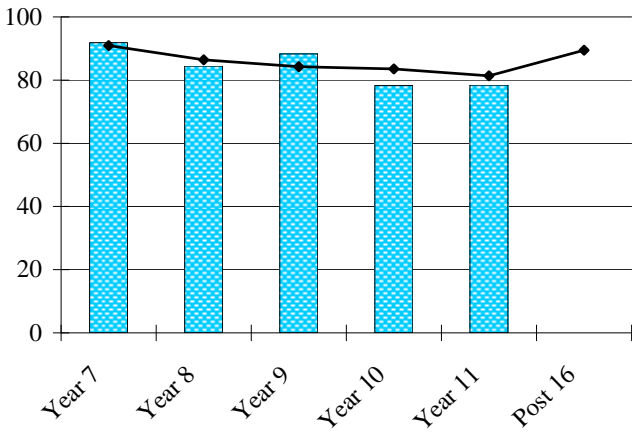
English



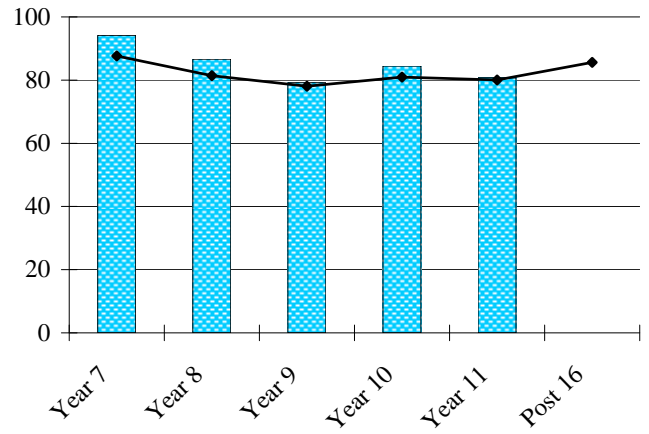
Mathematics



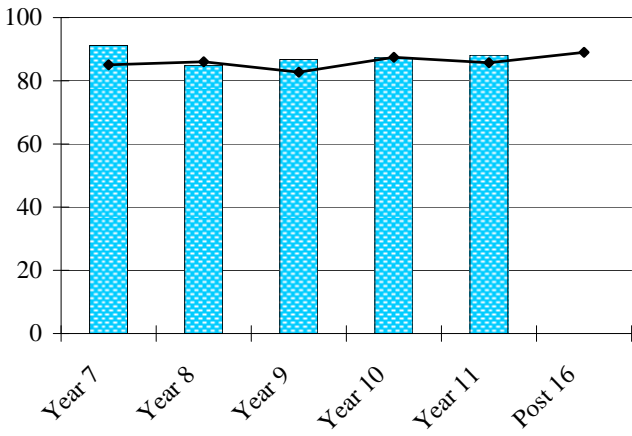
Science



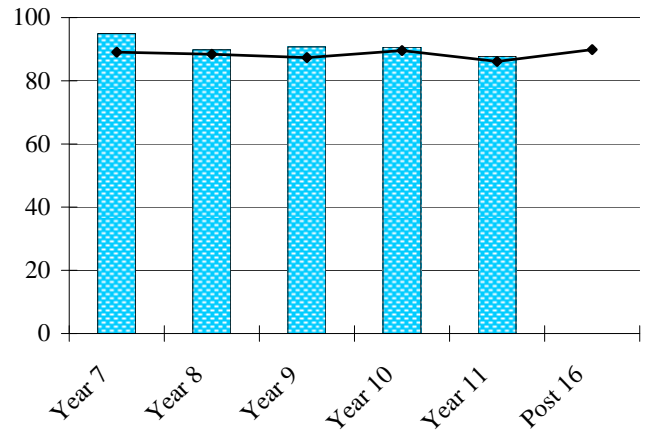
ICT



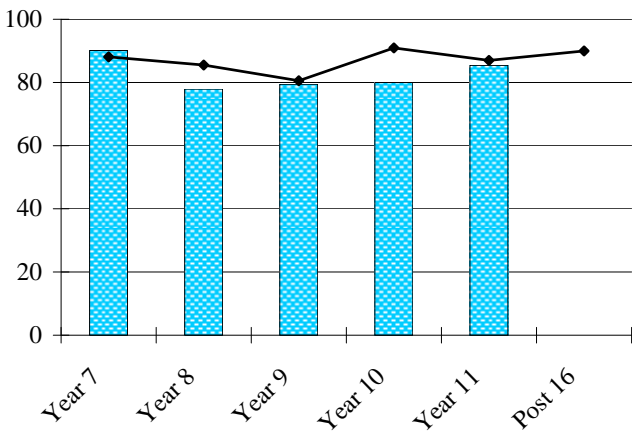
Geography



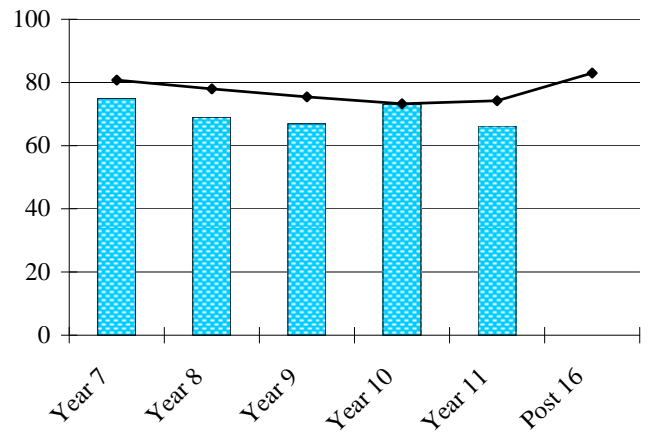
History



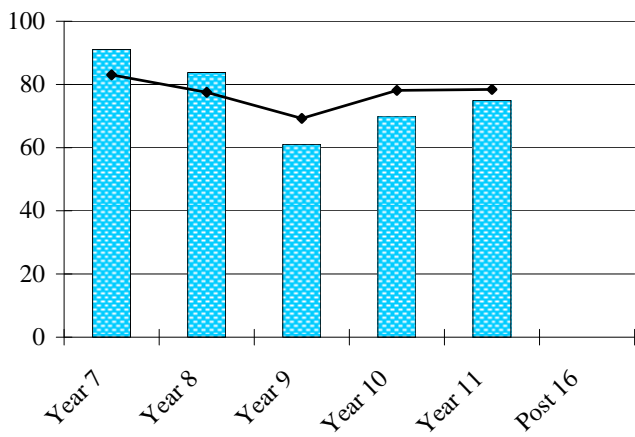
Art



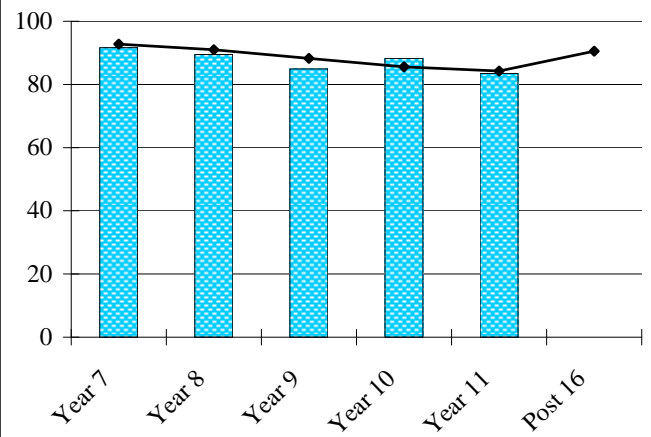
RE



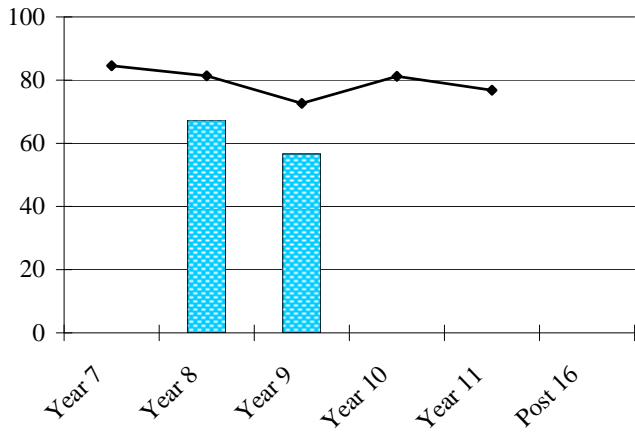
French



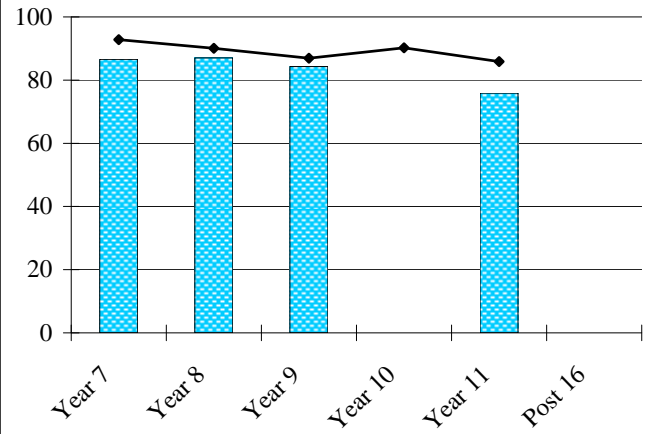
Physical Education



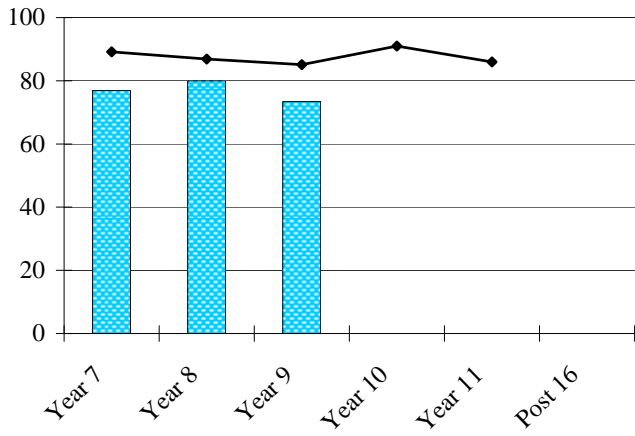
German



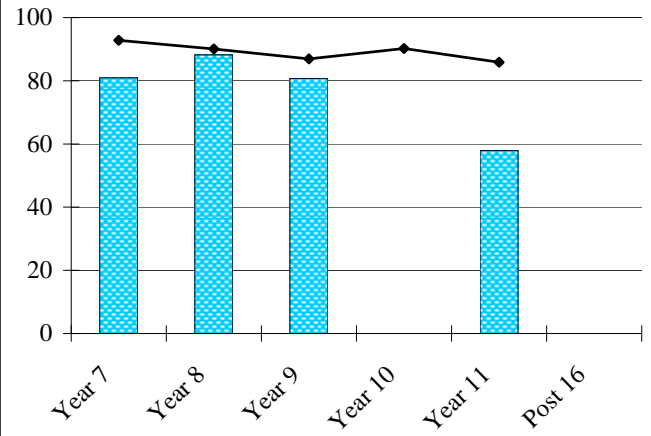
Design Technology



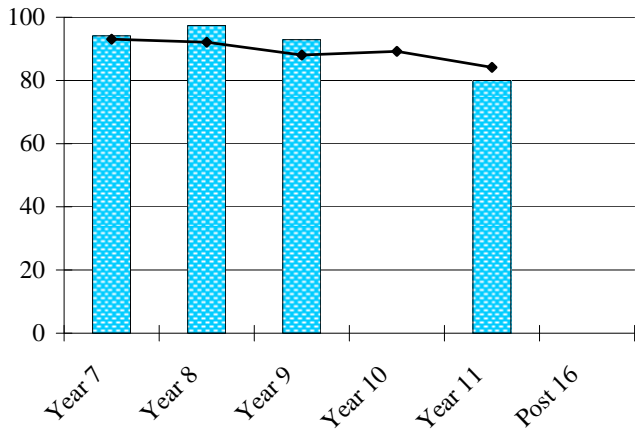
Resistant Materials



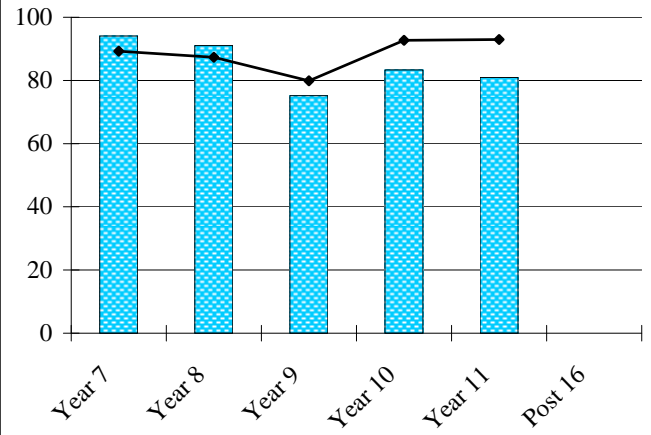
Product Design



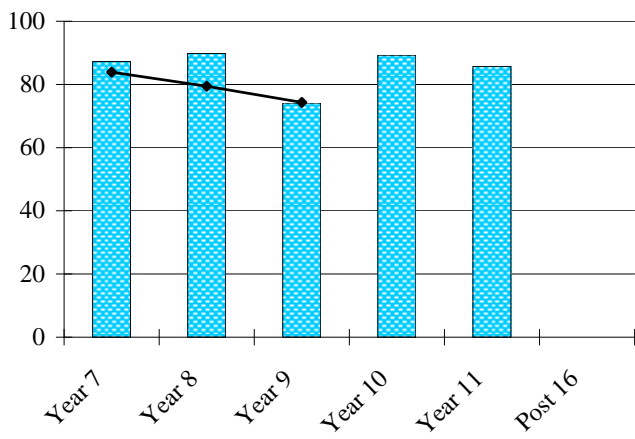
Food Technology



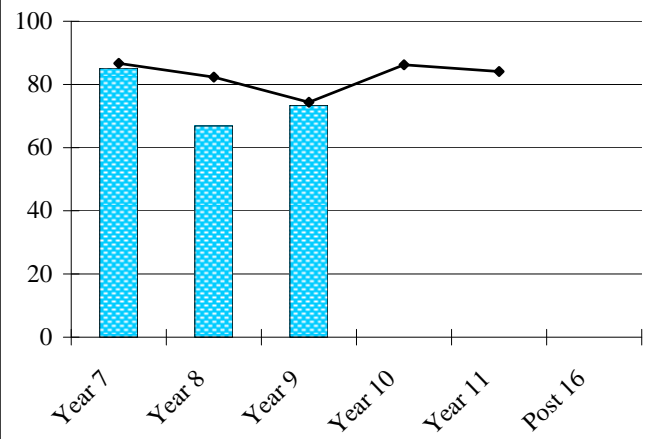
Drama



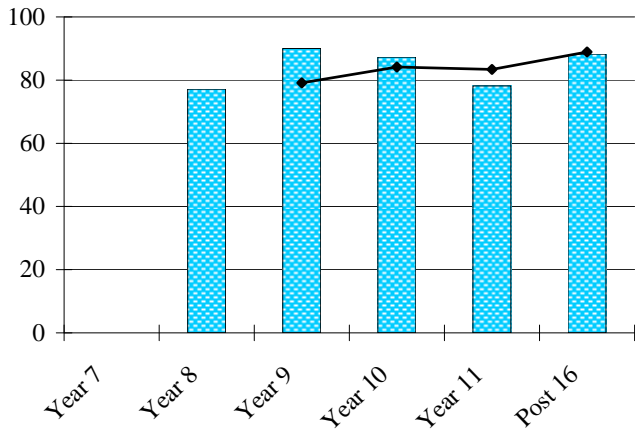
Dance



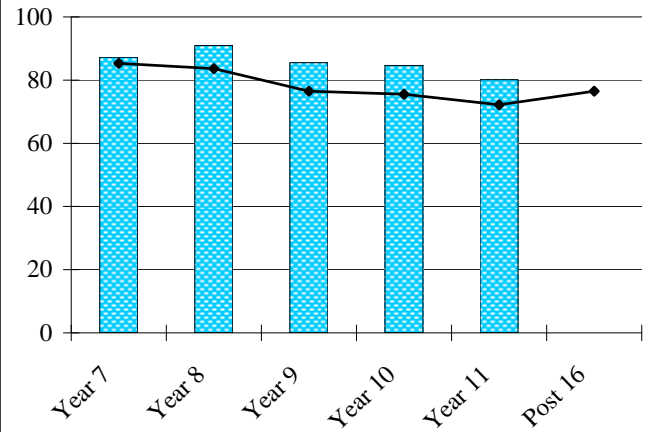
Music



Business Studies

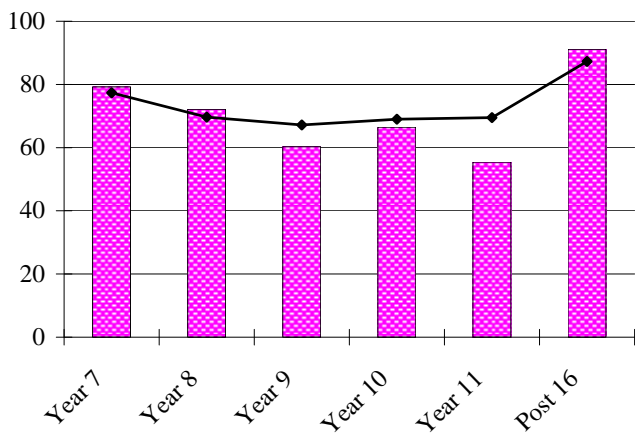


PSHE

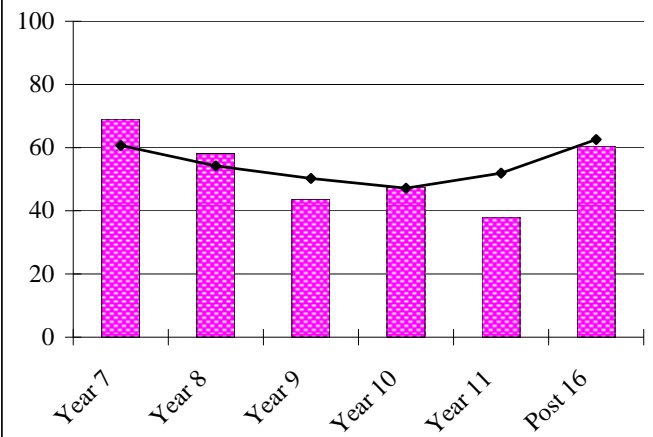


Dubious data? 35 Year 8 students and 50 Year 9 students gave scores for Business Studies, are they taught this subject?

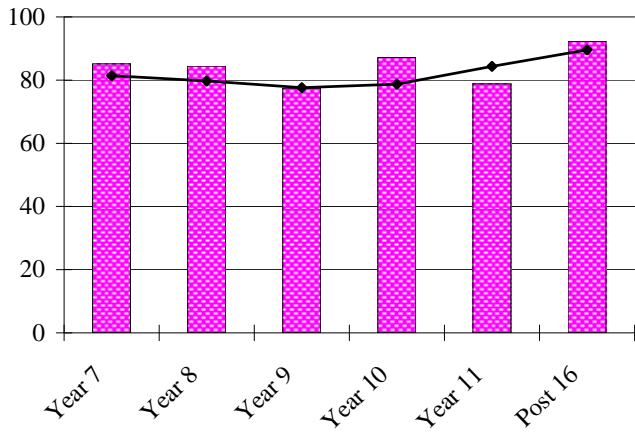
School discipline



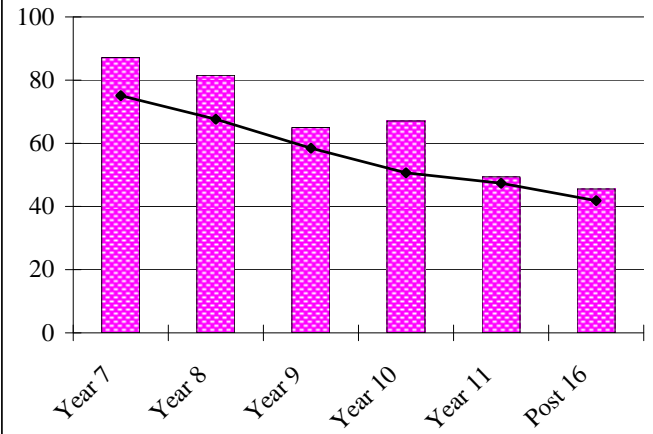
Community spirit



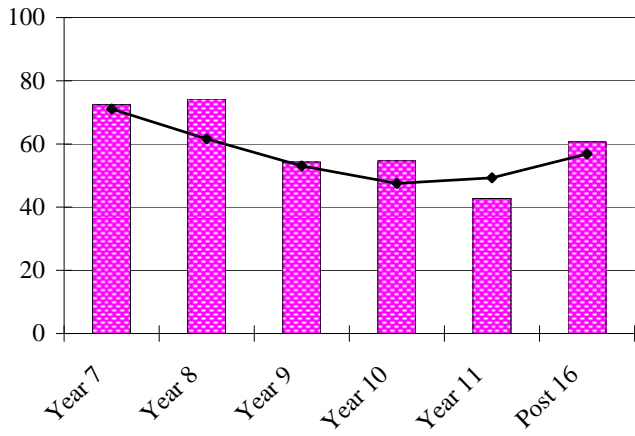
School security



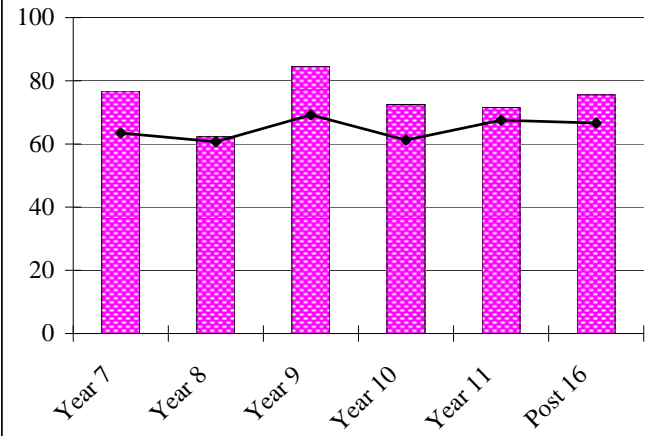
Social health education



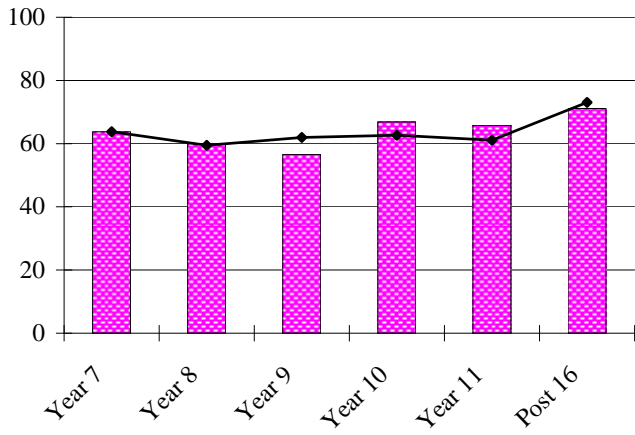
Control of bullying



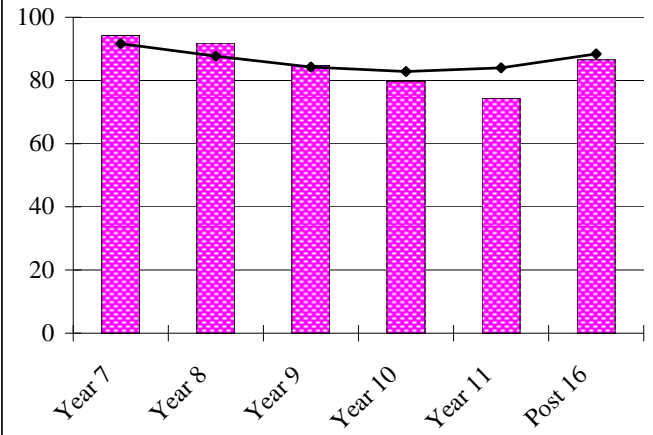
Careers advice



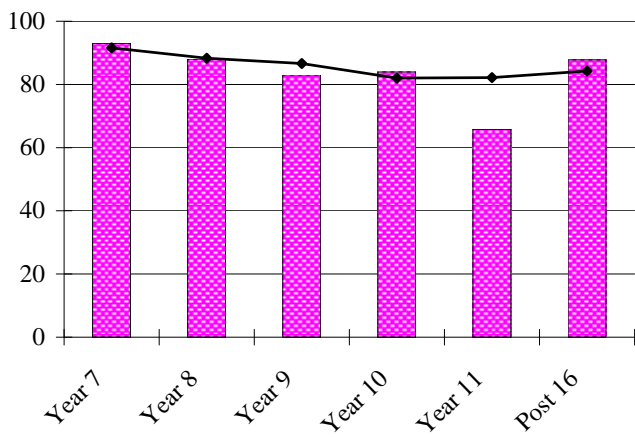
Levels of homework



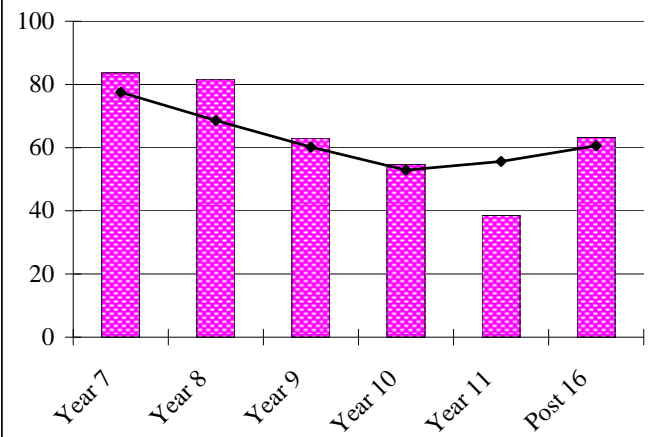
Developing potential



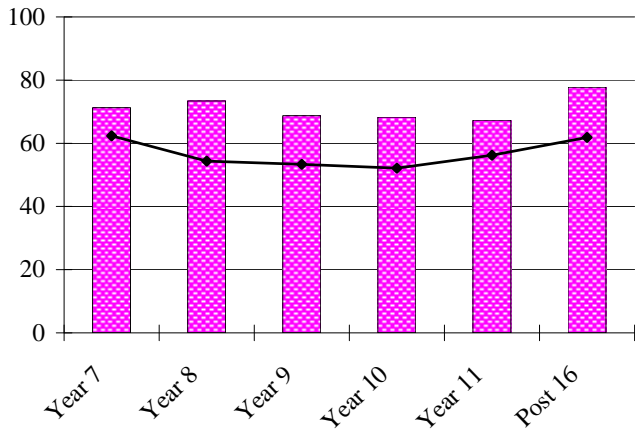
Exam results



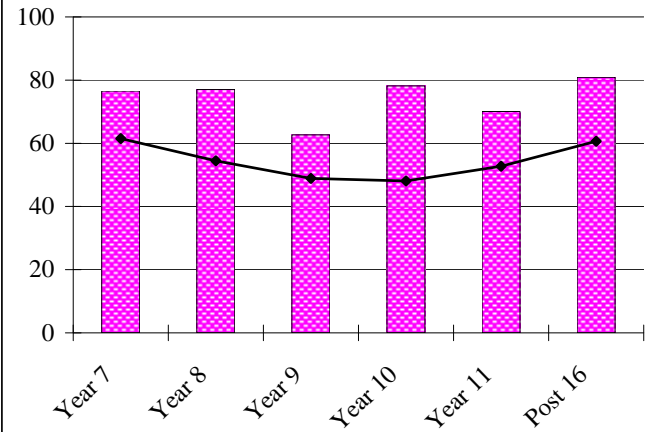
Developing confidence



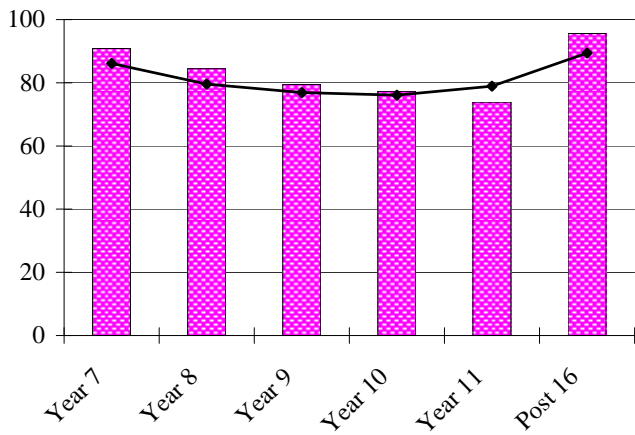
Availability of resources



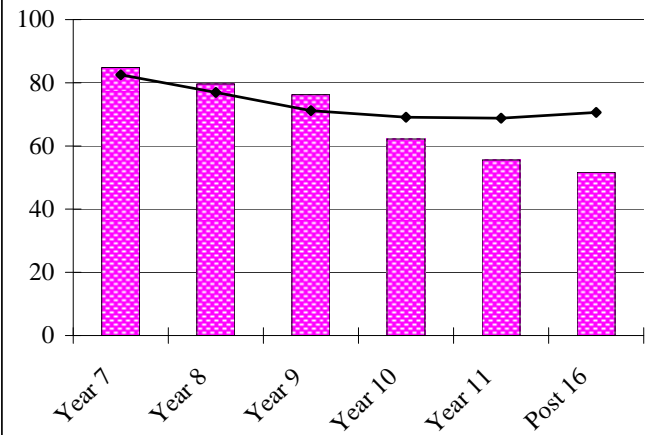
School facilities



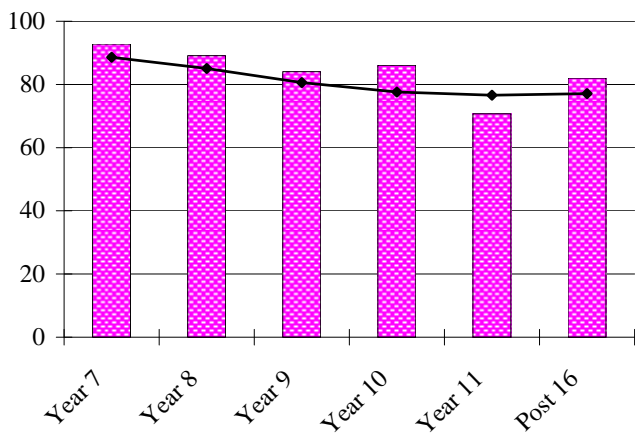
Caring teachers



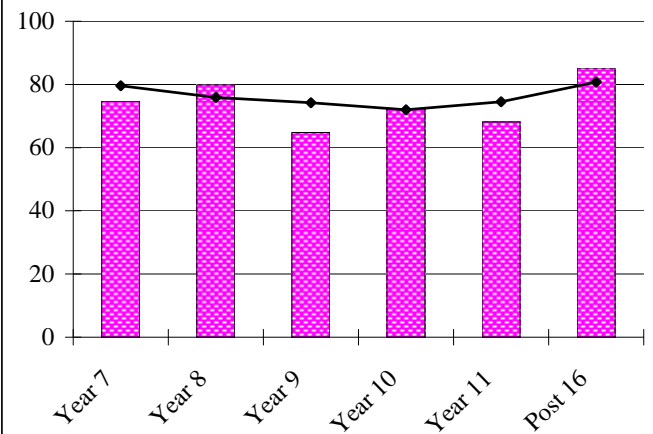
School communication



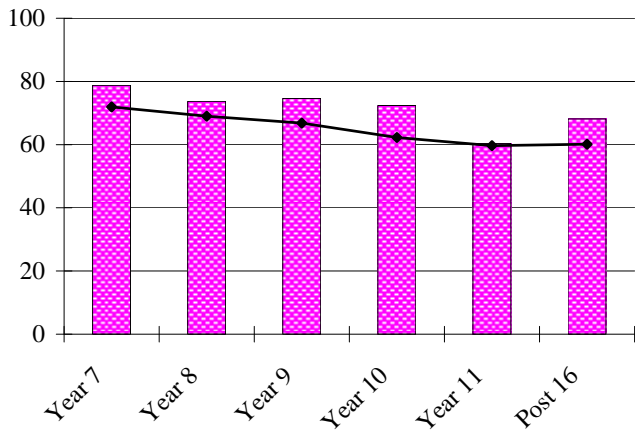
Developing moral values



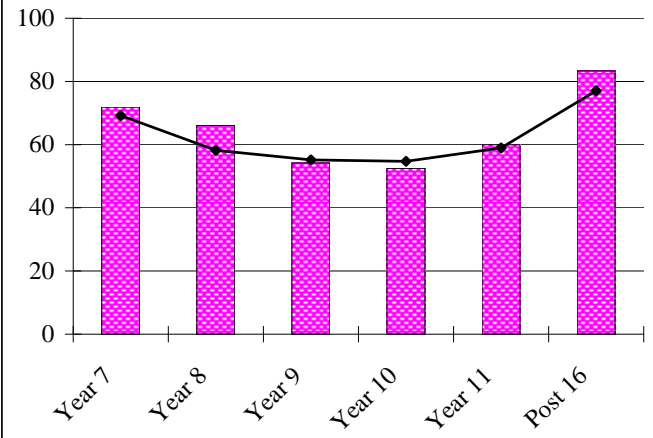
Happiness of child



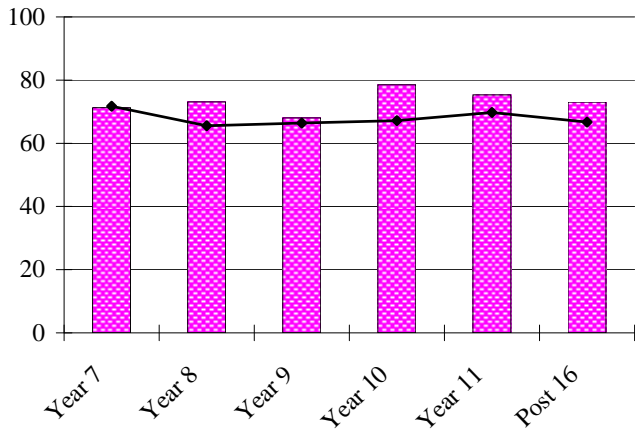
Choice of subjects



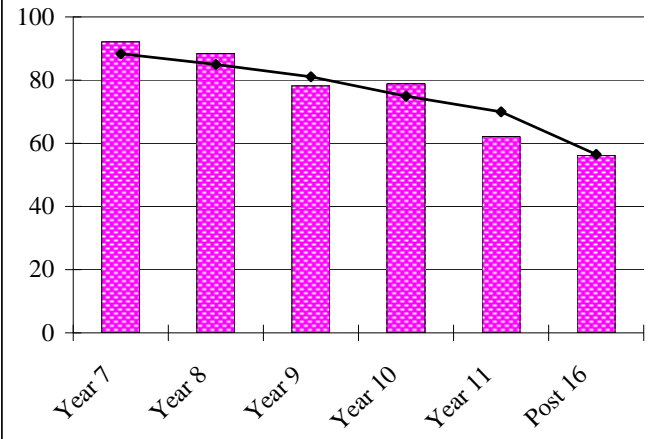
Teaching quality



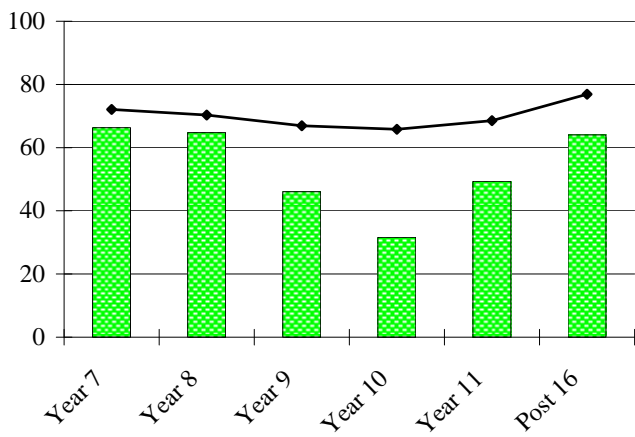
Computer access



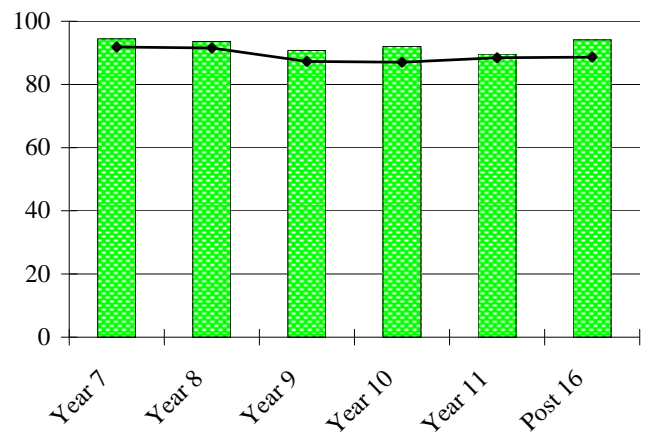
Truancy control



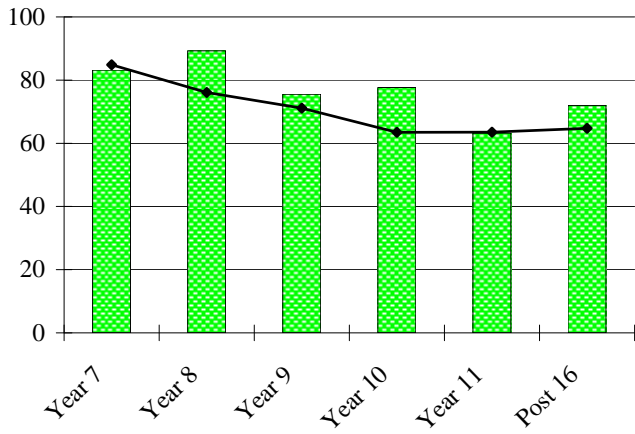
Promoting racial harmony



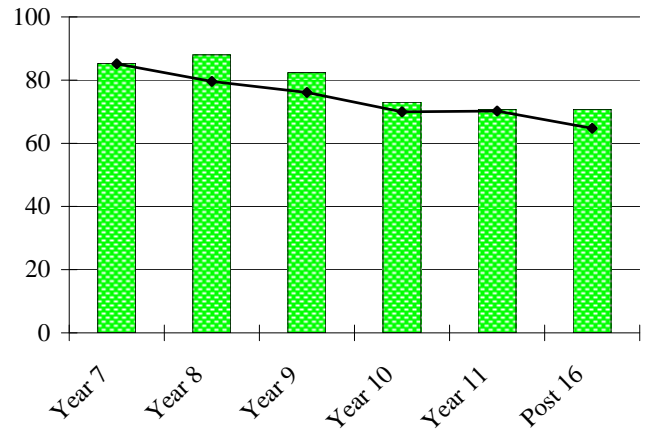
Teaching for special needs



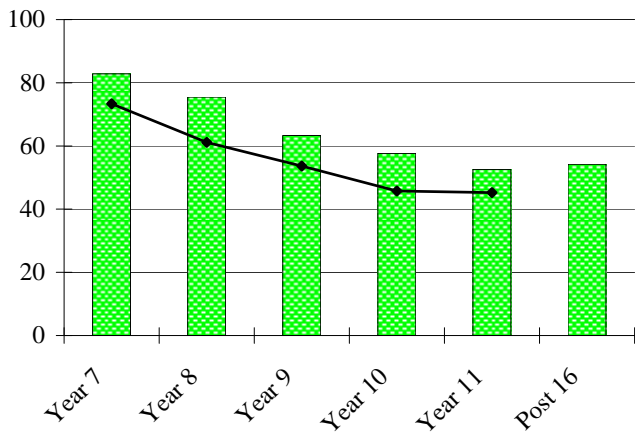
Quality of school management



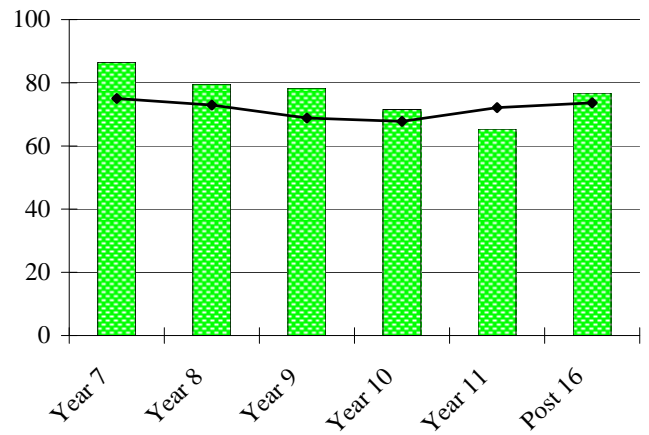
Extra curricular activities



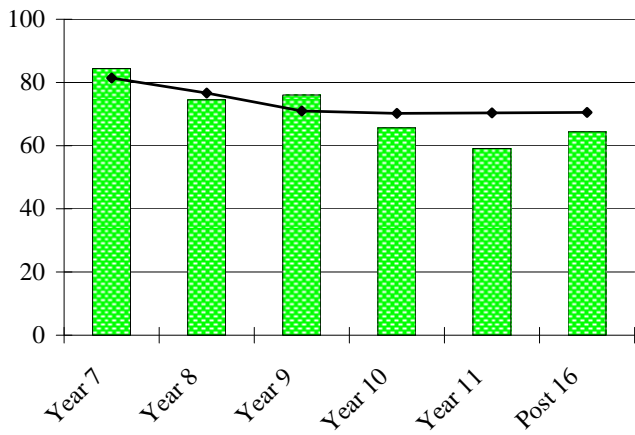
School meals



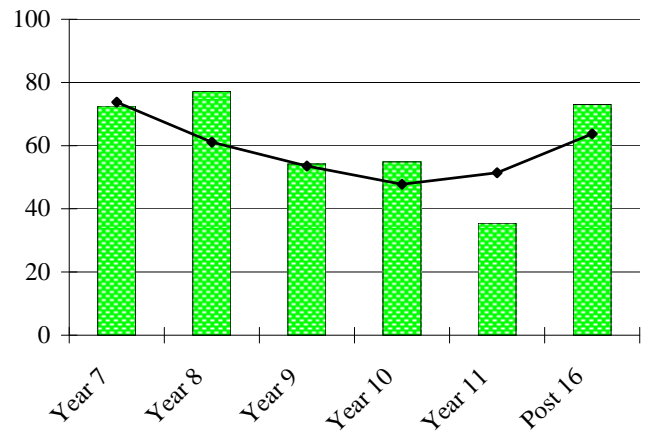
Encouraging and listening to parents views



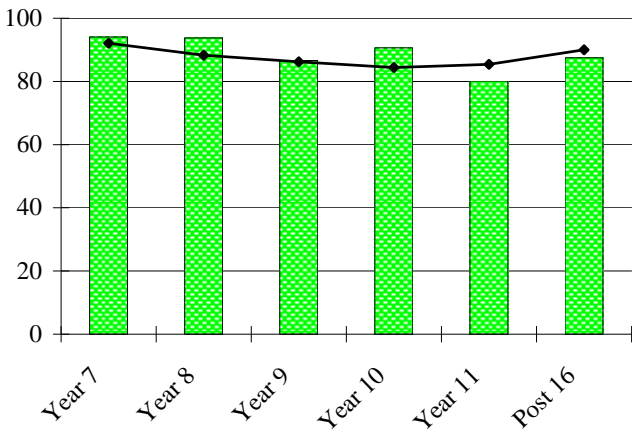
Explaining to parents how to help their child



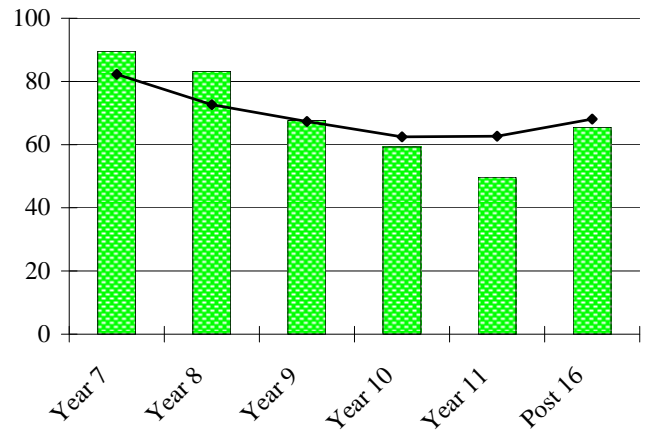
Treating students fairly and equally



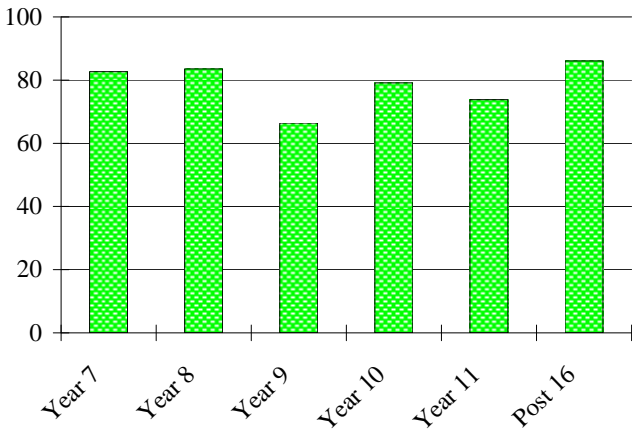
Ensuring students do best and make progress



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 pupils from one year group against those from another.

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

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

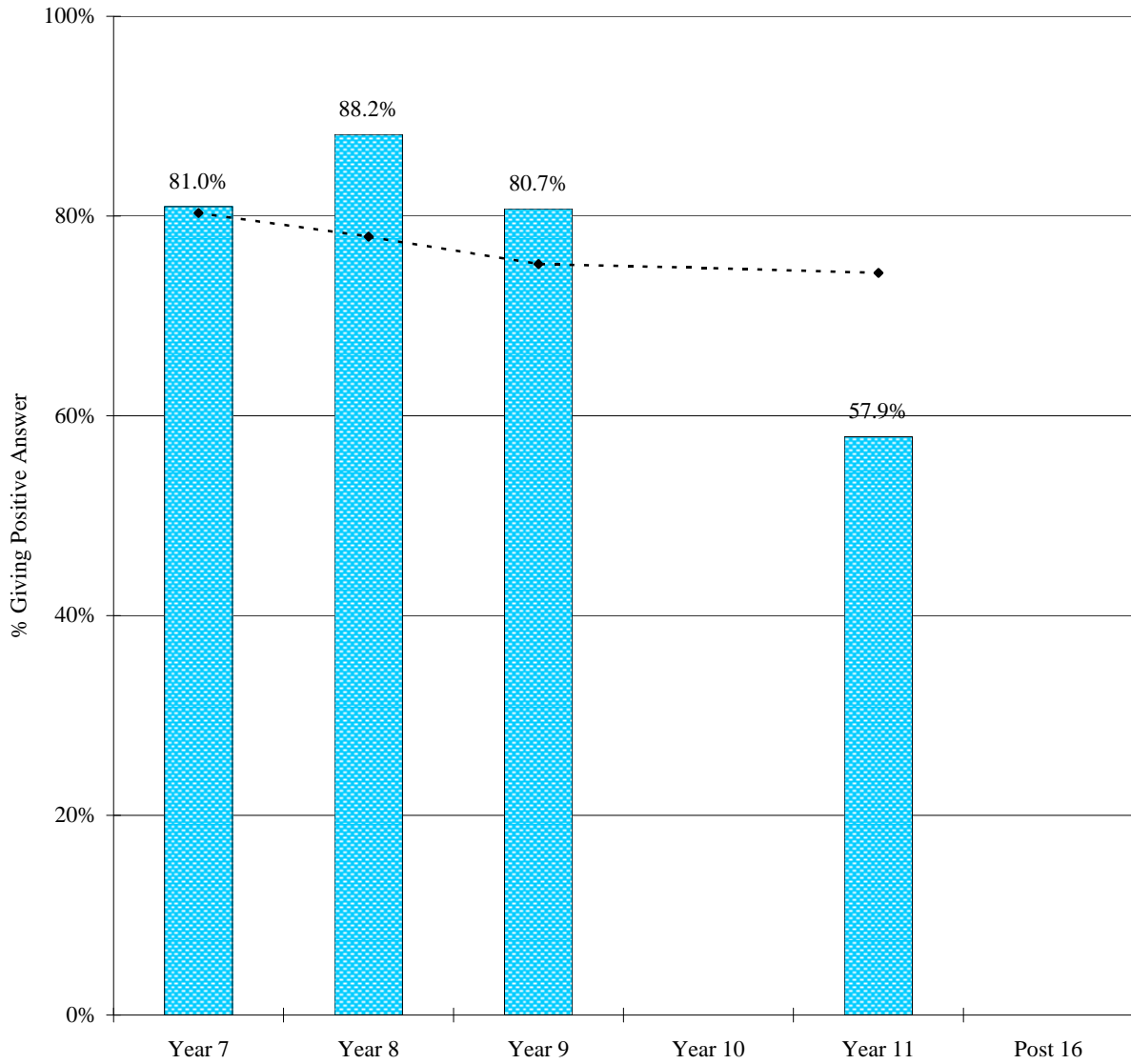
All actual scores were compared against the predicted scores, for each year group.

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

The Graphs Below for 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.

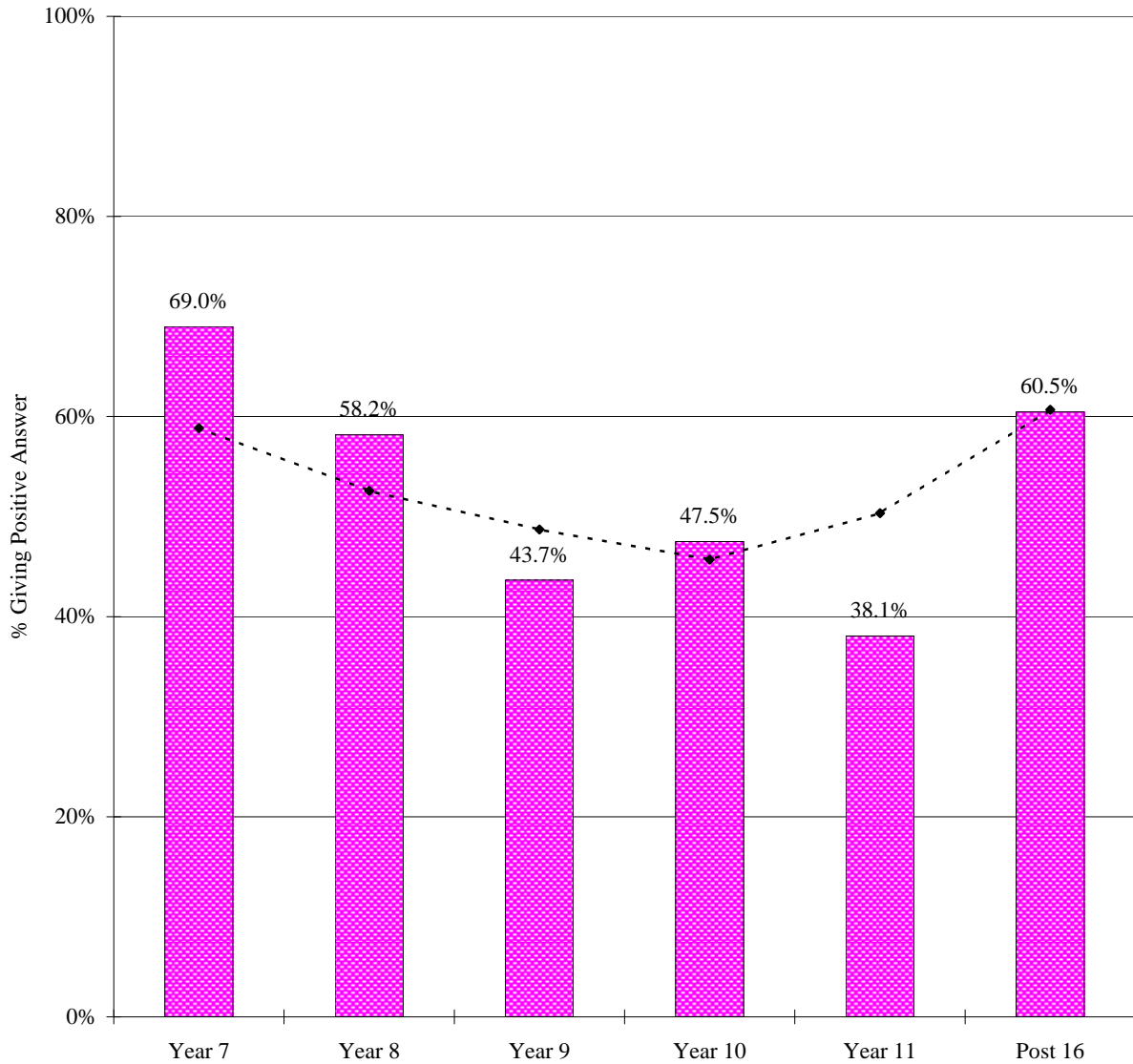
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

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

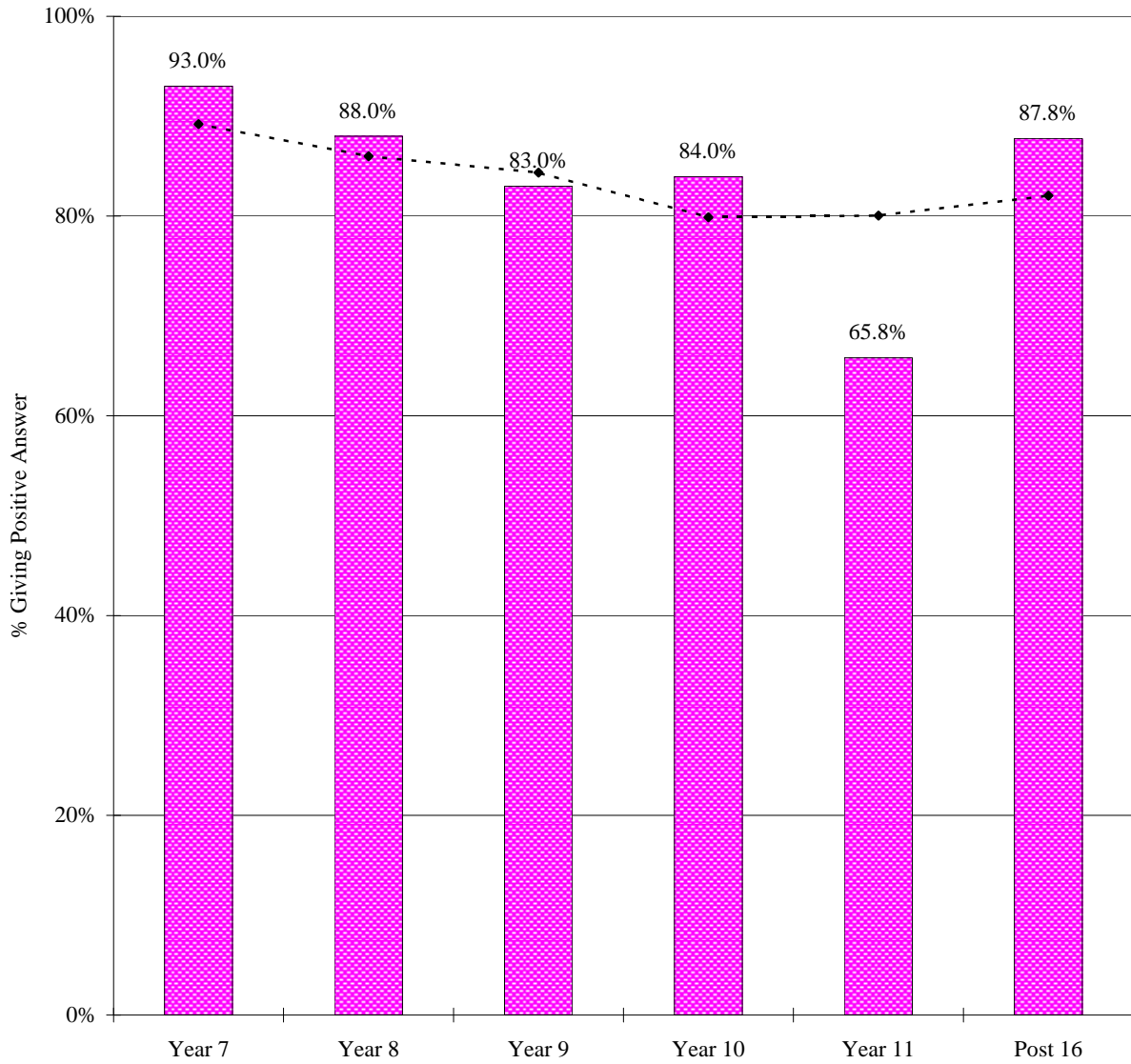
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

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

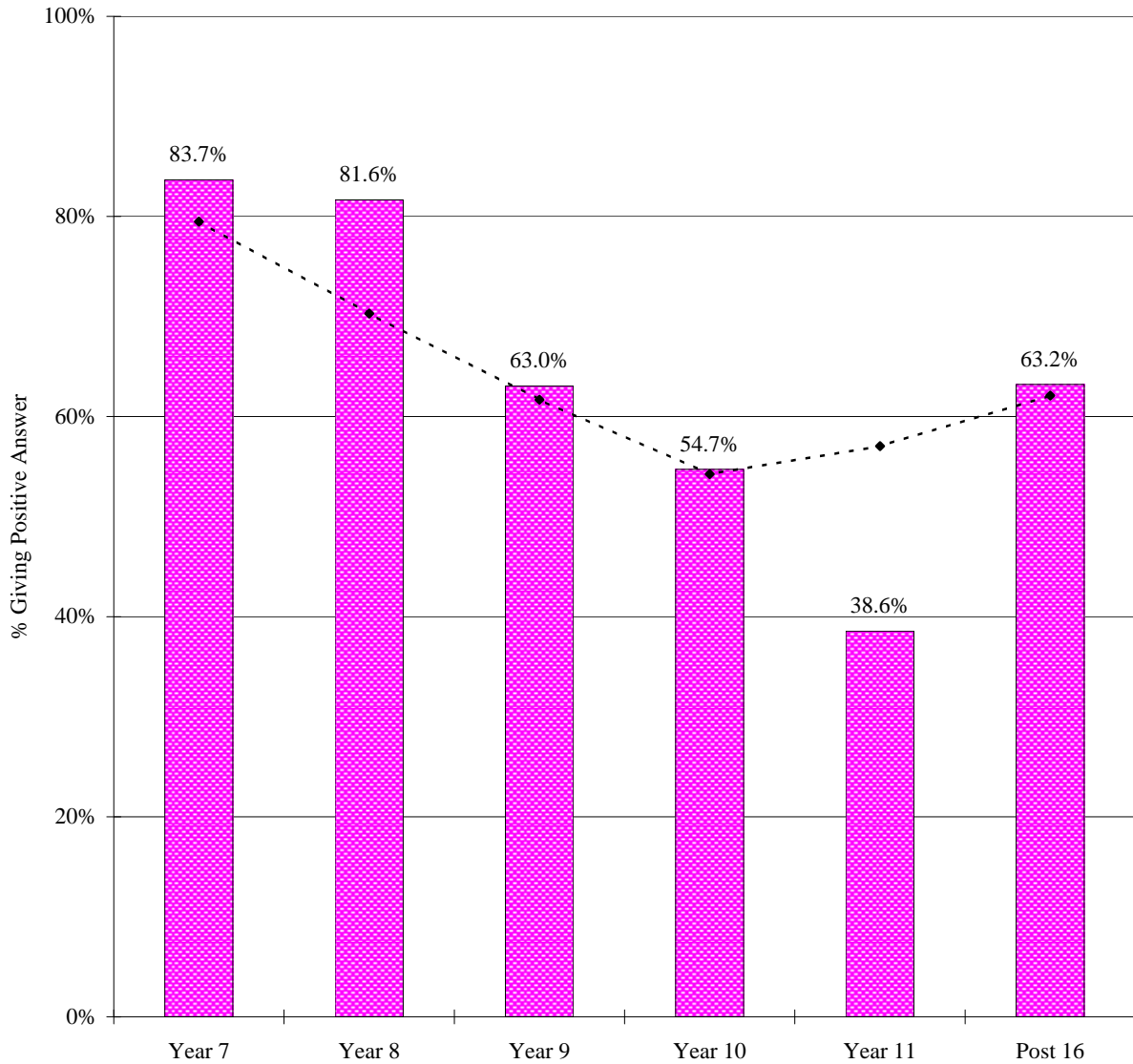
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

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

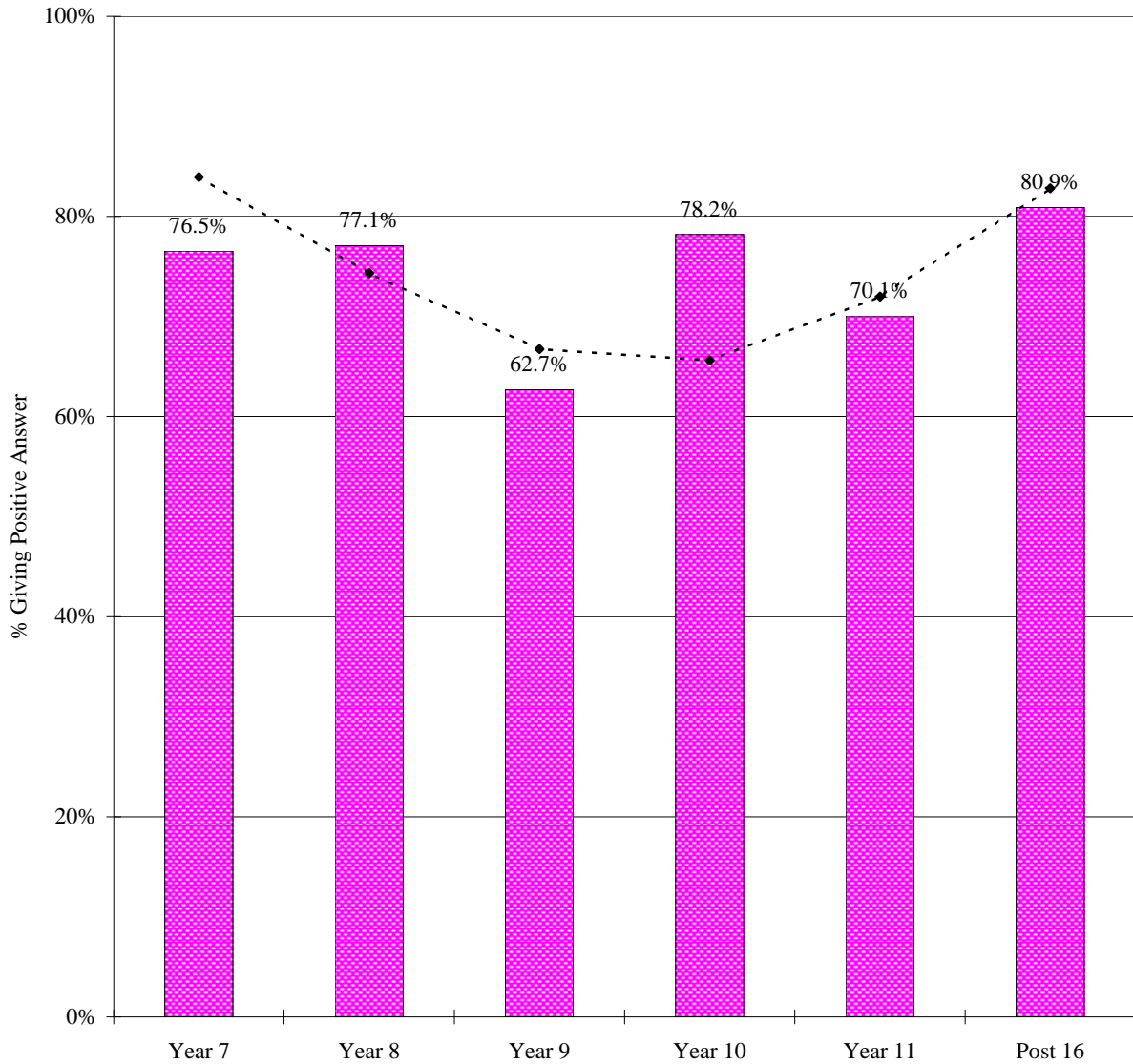
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for School facilities was higher than expected in Year 10.

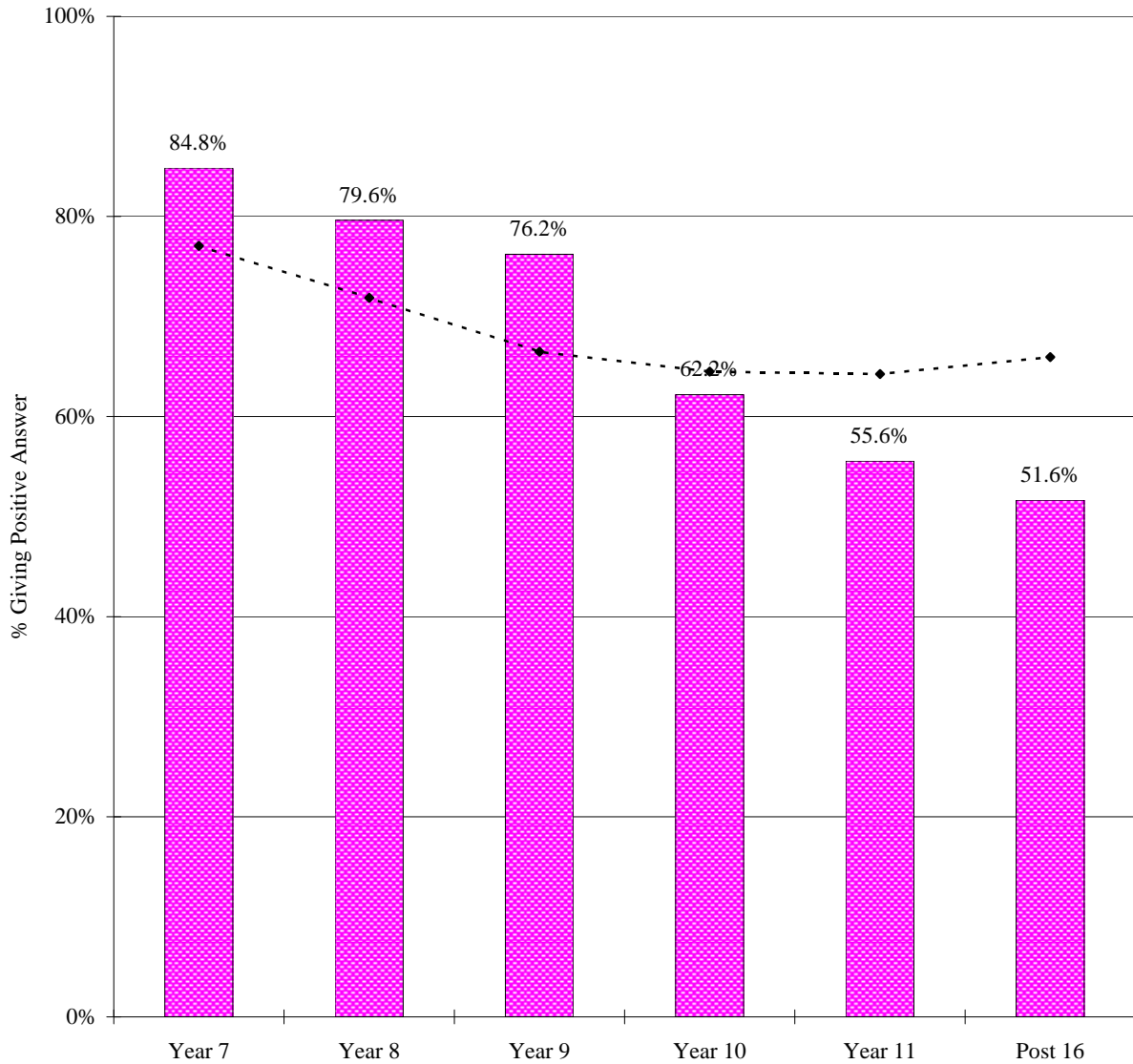
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for School communication was lower than expected in Post 16.

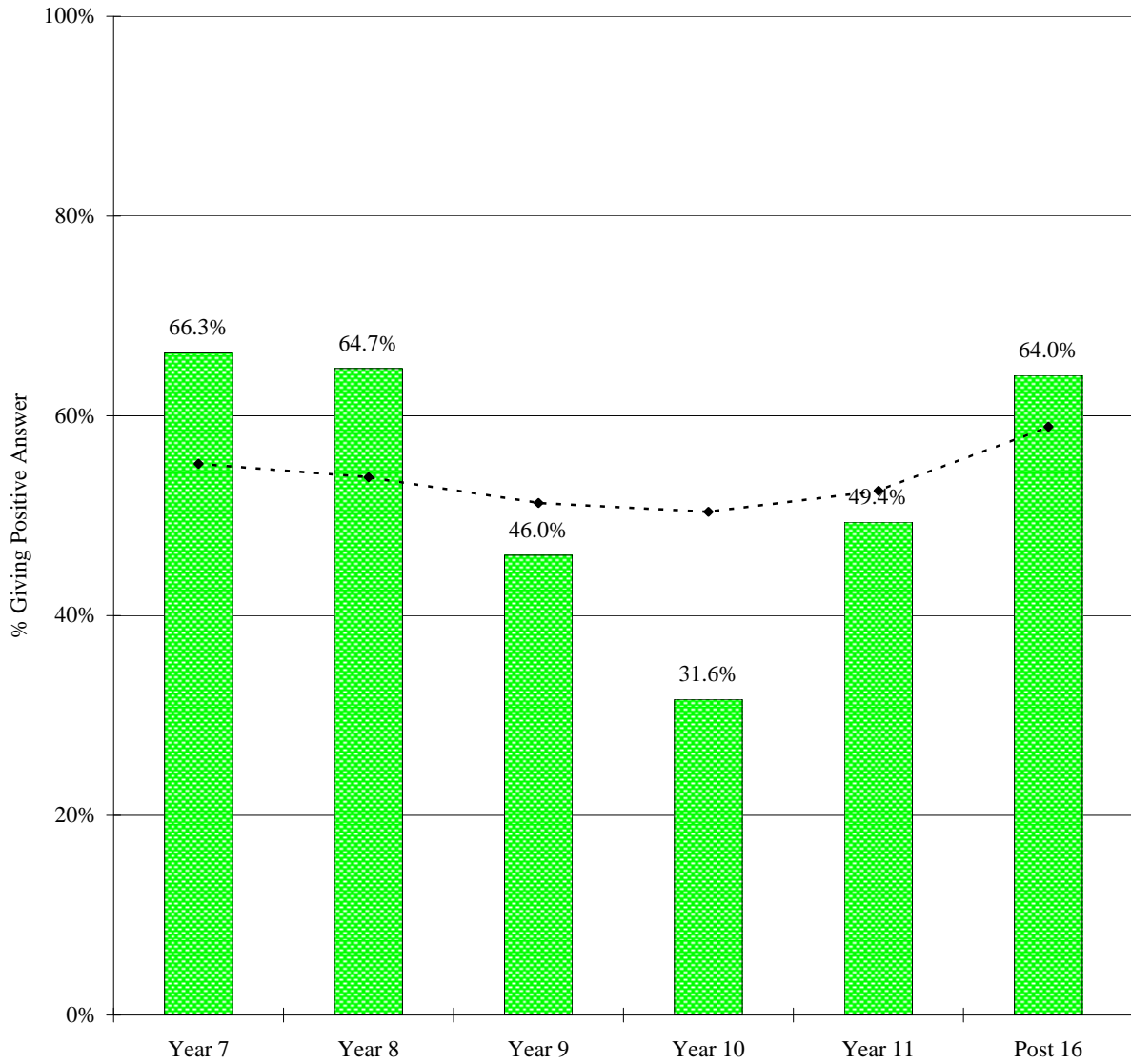
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Promoting racial harmony Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Promoting racial harmony was lower than expected in Year 10.

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



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

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

The contribution towards the score for Treating students fairly and equally 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.



Appendix

Performance

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

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

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

The following assumptions are made:

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

Calculating the performance score

The following example is for the subject of Religious Studies.

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

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

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

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

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

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

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

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

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

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

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

Final proportion

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

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

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

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

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

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

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

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

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

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

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

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

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

Measuring Reliability

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

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

5% = 0.05 on this scale of 0 - 1

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

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

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

We calculate the standard error of the proportion as follows:

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

Significant Differences

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

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

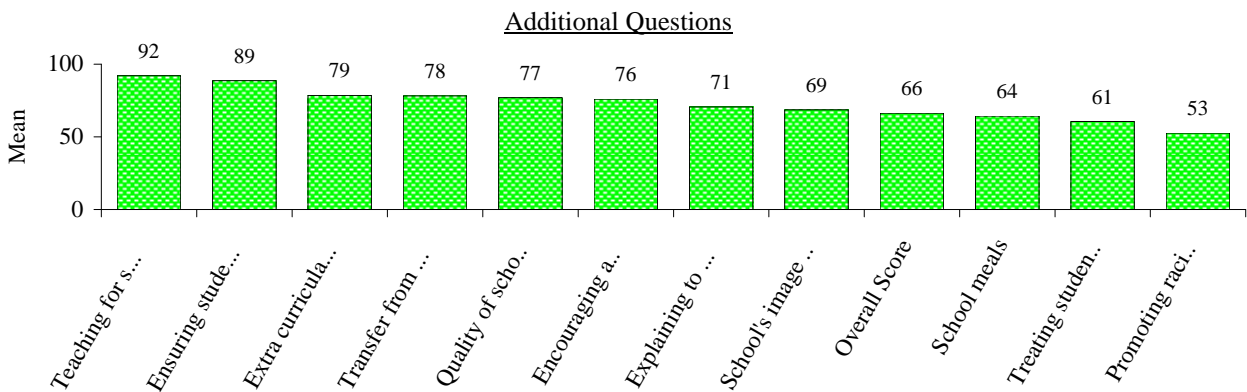
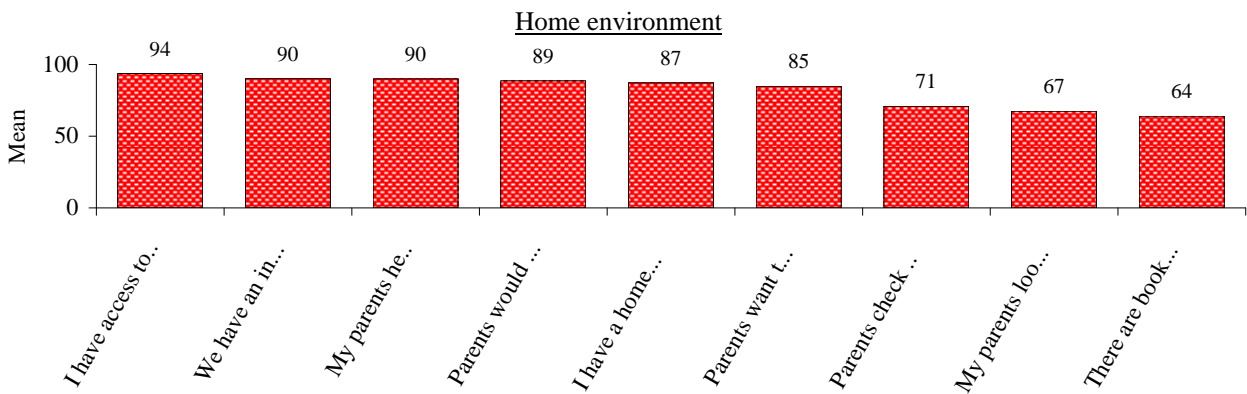
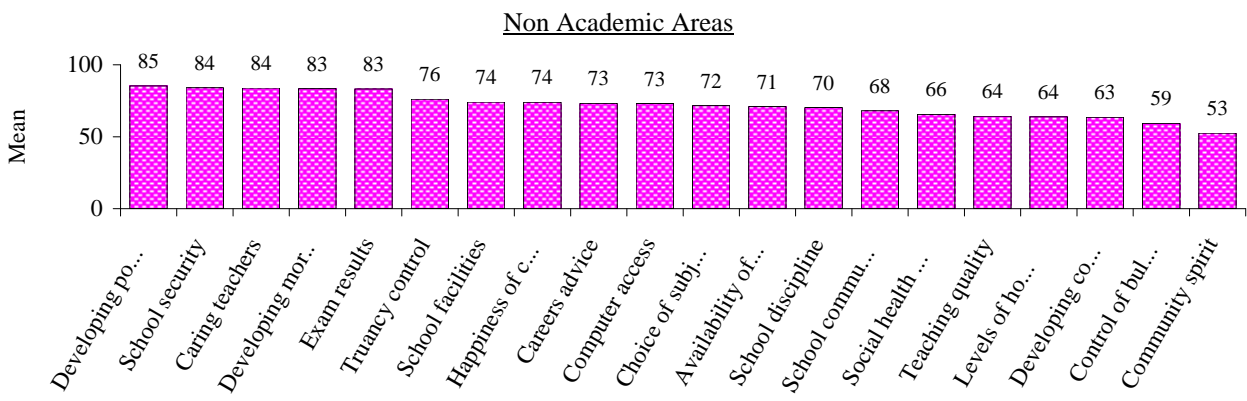
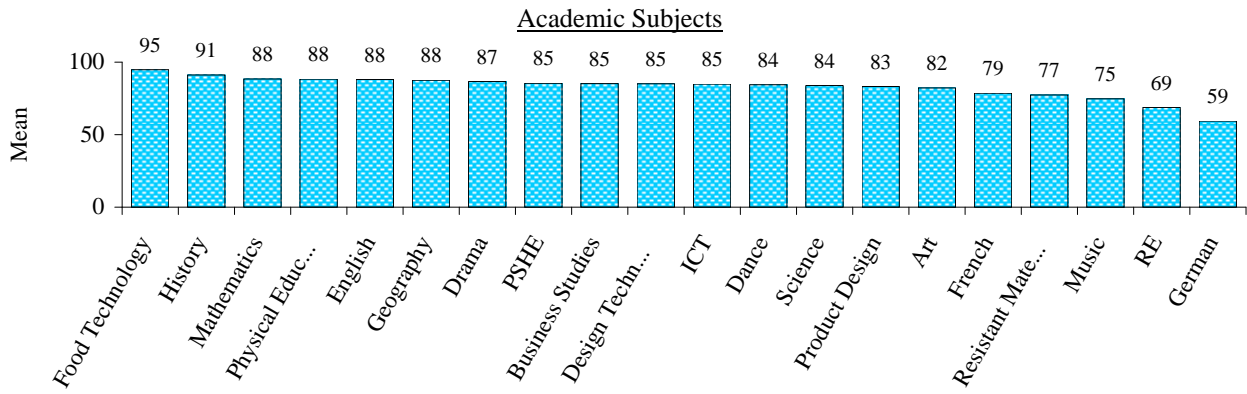
If greater than 5% of our scale, and greater than 2 X SEP of first result + 2 X SEP of second result.

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

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

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

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



Similar School Averages to January 2010 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
45580	116	85.3%	79.9%	89.6%	Art
13179	50	83.7%	85.0%	82.8%	Biology
9807	89	83.2%	85.9%	82.6%	Business Studies
12248	48	81.1%	84.7%	78.7%	Chemistry
30861	74	78.4%	78.0%	79.7%	Citizenship
36924	102	89.1%	88.4%	90.0%	Design Technology
30530	102	87.0%	83.8%	89.4%	Drama
64413	117	90.2%	88.7%	91.4%	English
25168	97	90.0%	87.5%	92.1%	Food Technology
36186	108	76.5%	72.9%	79.4%	French
45106	115	85.3%	85.0%	85.6%	Geography
11497	58	78.9%	75.5%	81.7%	German
11133	59	84.4%	83.0%	84.8%	Graphic Media
46617	115	88.1%	88.2%	88.1%	History
53893	116	81.2%	82.1%	80.0%	IT
64519	117	84.9%	86.6%	83.2%	Mathematics
3199	39	89.1%	86.2%	89.4%	Media Studies
38138	110	80.9%	79.6%	82.1%	Music
56598	115	88.5%	91.0%	86.0%	Physical Education
12460	51	78.9%	82.4%	76.0%	Physics
51005	104	75.6%	71.5%	79.5%	Religious Studies
10221	57	86.8%	86.5%	86.3%	Resistant Materials
52079	115	85.3%	87.2%	83.5%	Science
10196	53	77.4%	75.0%	78.4%	Spanish
10044	43	84.4%	77.2%	87.7%	Textiles

REMAINING SUBJECTS SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
1054	15	88.0%	0.0%	87.8%	Child Development
6127	30	80.1%	64.3%	87.2%	Dance
2911	19	86.5%	87.2%	84.4%	Electronics
2486	28	86.6%	72.0%	89.1%	Health and Social Care
2801	11	85.9%	84.0%	87.2%	Learning to Learn
2394	12	88.8%	90.2%	86.3%	PE Studies
1543	22	90.5%	88.2%	91.9%	Psychology
968	13	85.9%	75.8%	88.4%	Sociology

Similar School Averages to January 2010 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
70129	117	56.2%	57.0%	55.2%	Availability of resources
68983	117	64.7%	66.8%	62.8%	Careers advice
69788	117	80.5%	80.0%	80.9%	Caring teachers
31622	51	82.2%	83.6%	80.8%	Celebrating and rewarding achievement
69818	117	65.2%	66.8%	63.7%	Choice of subjects
68135	117	53.7%	52.6%	54.6%	Community spirit
69864	117	68.2%	68.4%	67.9%	Computer access
70163	117	92.3%	91.7%	92.7%	Computer at home
68175	117	56.1%	56.7%	55.4%	Control of bullying
69199	117	62.2%	64.6%	59.9%	Developing confidence
69408	117	80.9%	80.1%	81.6%	Developing moral values
70073	117	86.1%	85.4%	86.7%	Developing potential
49325	86	71.7%	70.3%	72.8%	Encouraging and listening to parents views
32664	55	50.2%	52.4%	48.2%	Encouraging local community activity
17159	31	81.8%		82.0%	Ensuring new pupils settle well
57849	96	87.3%	86.6%	88.0%	Ensuring pupils do their best and make good progress
69726	117	85.6%	87.0%	84.3%	Exam results
43296	74	73.6%	75.0%	72.3%	Explaining to parents how to help their child
59158	96	74.6%	72.8%	76.4%	Extra curricular activities
67854	116	73.0%	71.8%	73.8%	Given choice, would still attend
69284	117	75.8%	73.4%	77.9%	Happiness of child
70039	117	87.8%	87.6%	88.0%	Home internet link
69801	117	69.1%	68.8%	69.2%	Home library
70118	117	83.4%	82.5%	84.2%	Homework area
63905	117	4.5	4.2	4.8	Hours of Homework
70181	117	63.2%	61.2%	65.0%	Levels of homework
30149	48	66.9%	65.9%	67.8%	Overall
69867	117	66.8%	70.4%	63.4%	Parents check homework
70093	117	91.3%	90.7%	91.8%	Parents help with homework
69753	117	64.6%	66.0%	63.3%	Parents look at work
69795	117	82.9%	83.2%	82.6%	Parents want to know
69573	117	86.3%	85.4%	87.0%	Parents would visit school
38610	61	69.6%	69.3%	69.7%	Promoting racial harmony
44344	72	70.9%	70.9%	71.0%	Quality of school management
69448	117	79.8%	79.8%	79.8%	Recent bullying
27568	43	56.0%	60.4%	52.1%	Regular marking of work
69949	117	73.2%	72.9%	73.3%	School communication
69114	117	72.4%	72.6%	72.2%	School discipline
69611	117	53.5%	53.4%	53.6%	School facilities
20611	34	54.5%	54.1%	55.2%	School meals
69271	117	81.4%	80.1%	82.5%	School security
69610	117	57.1%	58.3%	56.0%	Social health education
43219	72	82.8%	82.4%	83.2%	Tailoring workload to child's needs and ability
40879	65	89.1%	88.0%	90.2%	Teaching for special needs
69377	117	61.2%	62.3%	60.1%	Teaching quality
24034	36	81.1%	79.4%	82.5%	Transfer from previous school
55826	92	57.8%	58.9%	56.6%	Treating all pupils fairly and equally
69495	117	76.8%	75.3%	78.0%	Truancy control
69397	117	76.0%	75.1%	76.7%	Unfair treatment by staff
67979	117	79.1%	76.5%	81.3%	Wish to go to University

REMAINING CRITERIA SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
6350	12	80.2%	81.4%	79.4%	Access to staff
17596	25	66.7%	67.2%	66.1%	Encouraging and listening to pupils' views
15188	30	64.3%	65.2%	63.4%	Handling complaints
11104	20	89.6%	88.3%	91.1%	Parents evening
13385	21	80.4%	77.5%	82.3%	Personal planners
11525	22	27.5%	28.6%	25.8%	School uniform
9687	19	63.0%	64.2%	61.6%	School's image in the local community
13947	25	82.0%	79.5%	84.4%	Written reports

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

Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
52577	22583	33648	Happiness of child	76.0%	70.6%	77.2%
50527	21795	32109	Control of bullying	72.8%	68.3%	73.9%
47886	21225	29948	School security	68.5%	66.1%	68.6%
46074	20516	28576	School facilities	67.1%	64.1%	65.7%
44176	20086	26750	Exam results	64.7%	62.8%	62.2%
43420	19592	26564	Teaching quality	64.2%	61.5%	61.3%
42622	19847	25202	School discipline	61.5%	61.5%	58.4%
36010	15569	22708	Choice of subjects	52.6%	48.7%	52.4%
33965	15892	20010	Careers advice	49.8%	49.4%	46.0%
31880	12812	21433	Caring teachers	46.5%	40.3%	49.4%
31593	12984	20884	Developing potential	46.5%	40.8%	48.0%
31336	15933	17475	Computer access	45.8%	49.8%	39.3%
30900	13850	19282	Levels of homework	43.7%	43.0%	43.4%
28734	11473	19286	Developing confidence	42.2%	36.1%	44.4%
25697	11458	15968	Availability of resources	37.8%	35.8%	36.5%
25448	11988	14867	Social health education	36.1%	37.6%	34.7%
23084	10320	14304	Truancy control	33.1%	32.3%	33.2%
21983	10018	13317	School communication	31.6%	31.6%	31.0%
21558	10150	12559	Developing moral values	31.4%	32.1%	29.1%
17476	8423	9906	Community spirit	24.7%	26.2%	22.9%

Pupil priorities ranked in descending order of importance.

All Pupils

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

Boys

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

Girls

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

Total boys surveyed = 29715

Total girls surveyed = 40466

Total sample= 70181

From 117 Schools