The John Harrox Primary School

Parent survey report – March 2018

Kirkland Rowell Surveys

Contents

Executive summary

This report details the findings of the first Kirkland Rowell Parent Survey for The John Harrox Primary School. The report measures the levels of satisfaction among the pupils' parents for a range of criteria, which have been previously identified as being important to the parents of school pupils. 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 March 2018. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 76 completed questionnaires were returned representing a response rate of 27.4%. The response meant that data could be drawn for all criteria.

- 35 parents answered 'Yes' and 41 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 46.1% and 53.9% respectively.

- The parents gave a good overall performance score (79.1%) (see page 5).

- Of the parents whose children were not in their first year at the school 43% said the school had improved over the last year and 3% thought that the school's performance was worse (see page 45).

- Of the parents of new pupils, 5% felt that the school had not lived up to their expectations and 27% said the school was better than they had expected it to be (see page 45).

- With regards to non-academic areas, parents are most happy with Suitable class sizes, Library facilities and Developing potential.

- The parents are least happy with Social health education, Levels of homework and Happiness of child.

- The parents' top priorities for improvement are Out of school activities, Happiness of child and School communication.

Strengths and weaknesses

The results below are the areas in which the school has the highest and lowest perceived standards of performance. Gold represents 'outstanding', green is 'good', black is 'room for improvement' and red is 'attention advised'. Criterion scores in blue are only reliable to within 10% and scores in pink should only be considered indicative.

Relative strengths for non-academic criteria		Importance	Ranking
88.9%	Suitable class sizes	(52.3%)	11th
86.3%	Library facilities	(14.3%)	20th
85.8%	Developing potential	(67.0%)	4th
82.2%	School security	(59.5%)	9th
81.4%	School facilities	(44.0%)	13th

Relative weaknesses for non-academic criteria		Importance	Ranking
70.2%	Social health education	(20.8%)	18th
73.2%	Levels of homework	(31.7%)	14th
73.3%	Happiness of child	(97.2%)	1st
74.8%	Caring teachers	(60.2%)	7th
76.1%	Control of bullying	(63.0%)	5th

Response to survey

76 completed questionnaires were returned representing a response rate of 27.4%.

	Proportion of responses (%)	Number of responses
Responses from parents of male pupils	44.7	34
Responses from parents of female pupils	55.3	42
Responses from parents of Reception pupils	20.0	9
Responses from parents of Years 1 and 2 pupils	17.8	8
Responses from parents of Years 3 and 4 pupils	20.0	9
Responses from parents of Years 5 and 6 pupils	42.2	19

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	79.1		

	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.0			92.5

Overall parental satisfaction
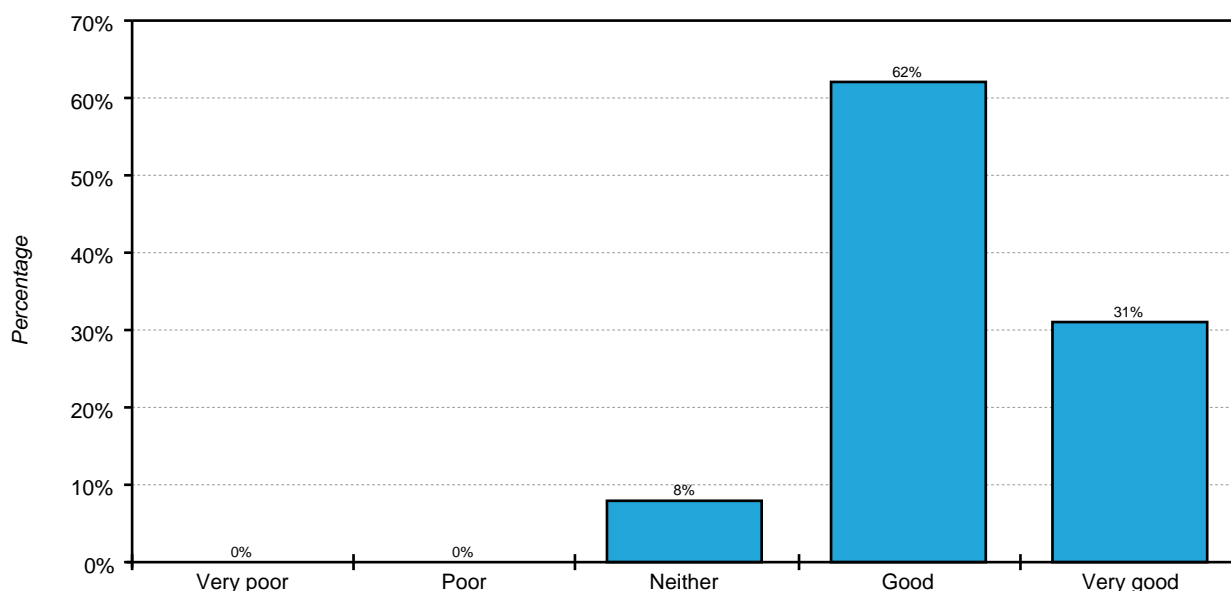
- More parents rate the overall performance of the school as 'good' or 'very good'.

Kirkland Rowell
Surveys

Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender
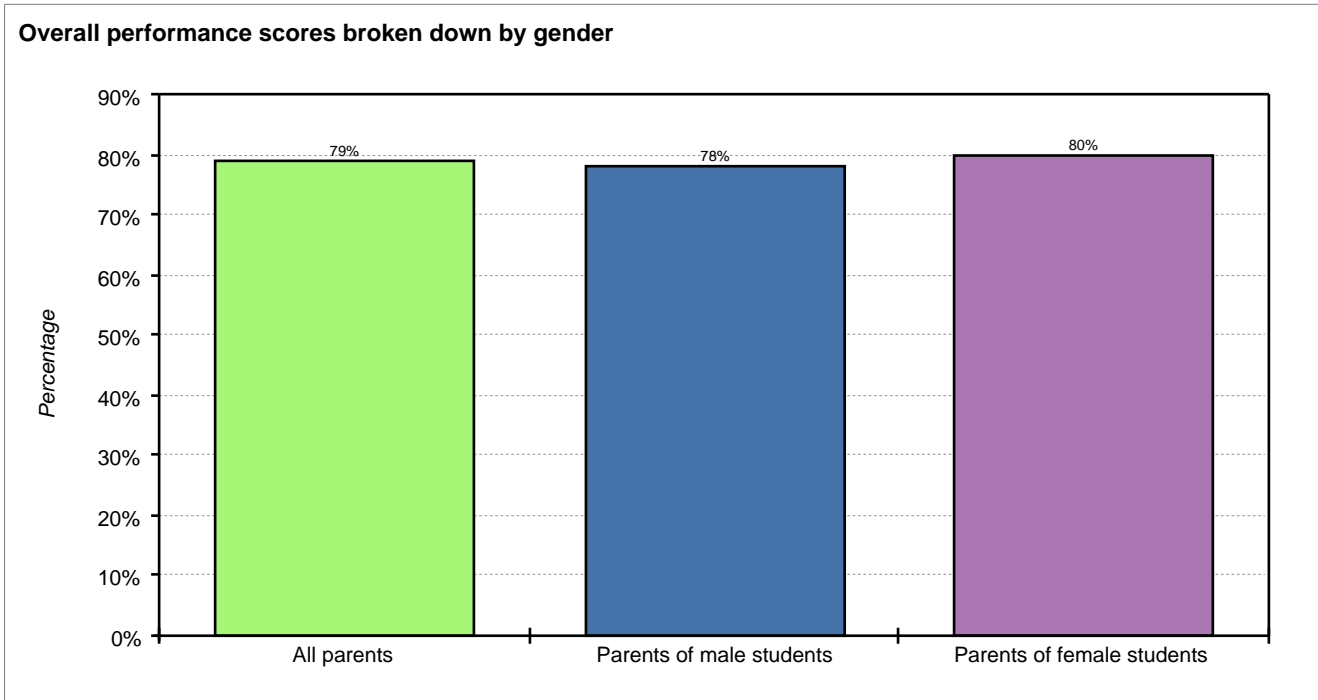
- The parents gave a good overall performance score of 79.1%.

- Parents of male pupils scored the overall performance of the school broadly in line with the parents of female pupils.

Overall performance scores broken down by year group
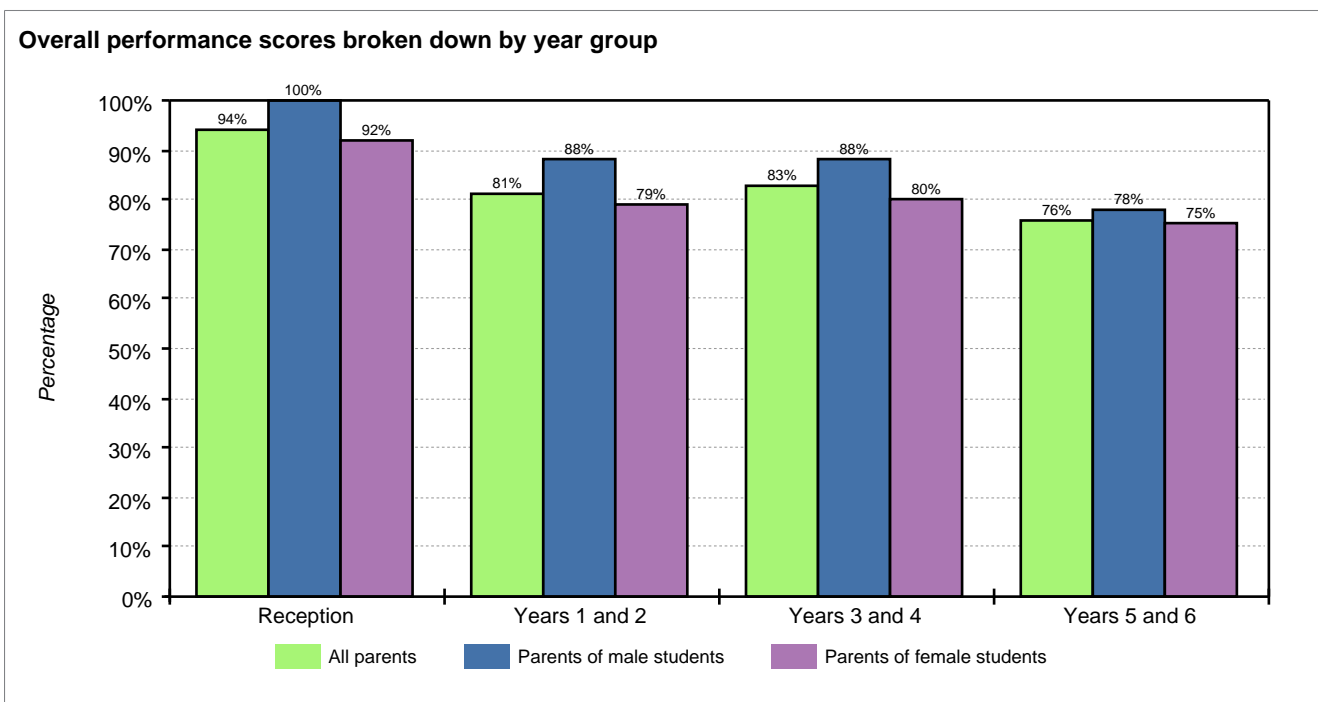
- Parents of Reception pupils scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

- Parents of Reception male pupils and parents of Reception female pupils scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

Overall performance scores broken down by extra analysis

Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'
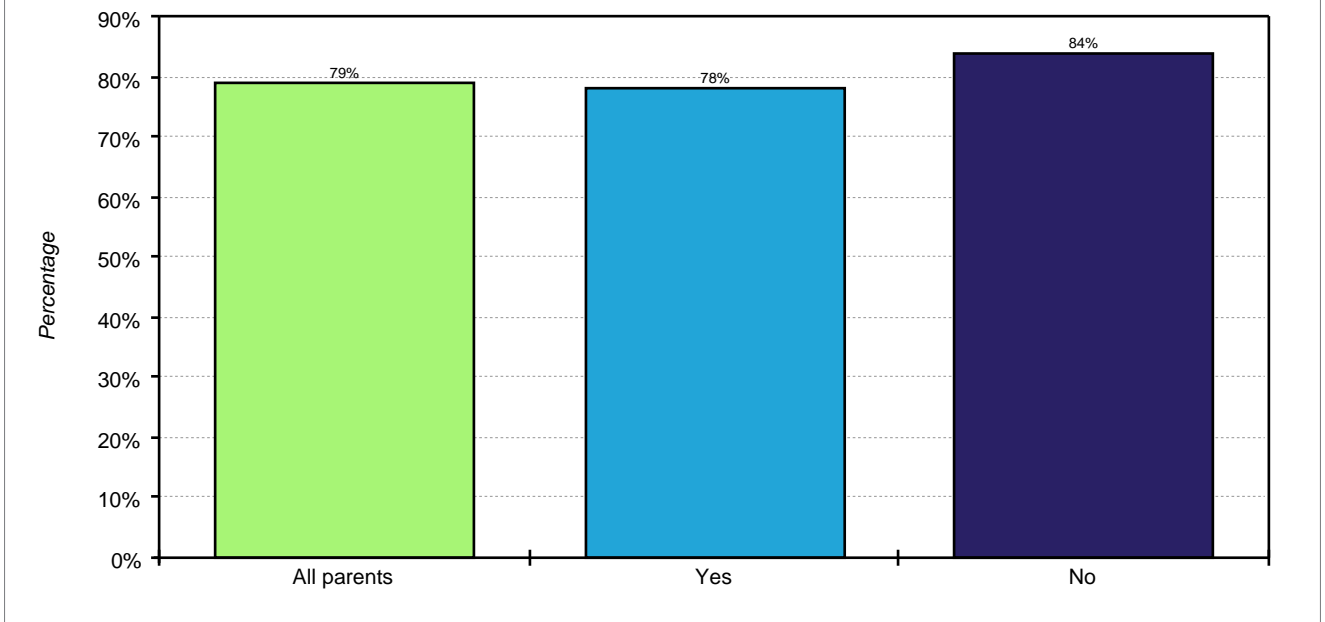
- The overall performance scores show no significant difference.

Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender
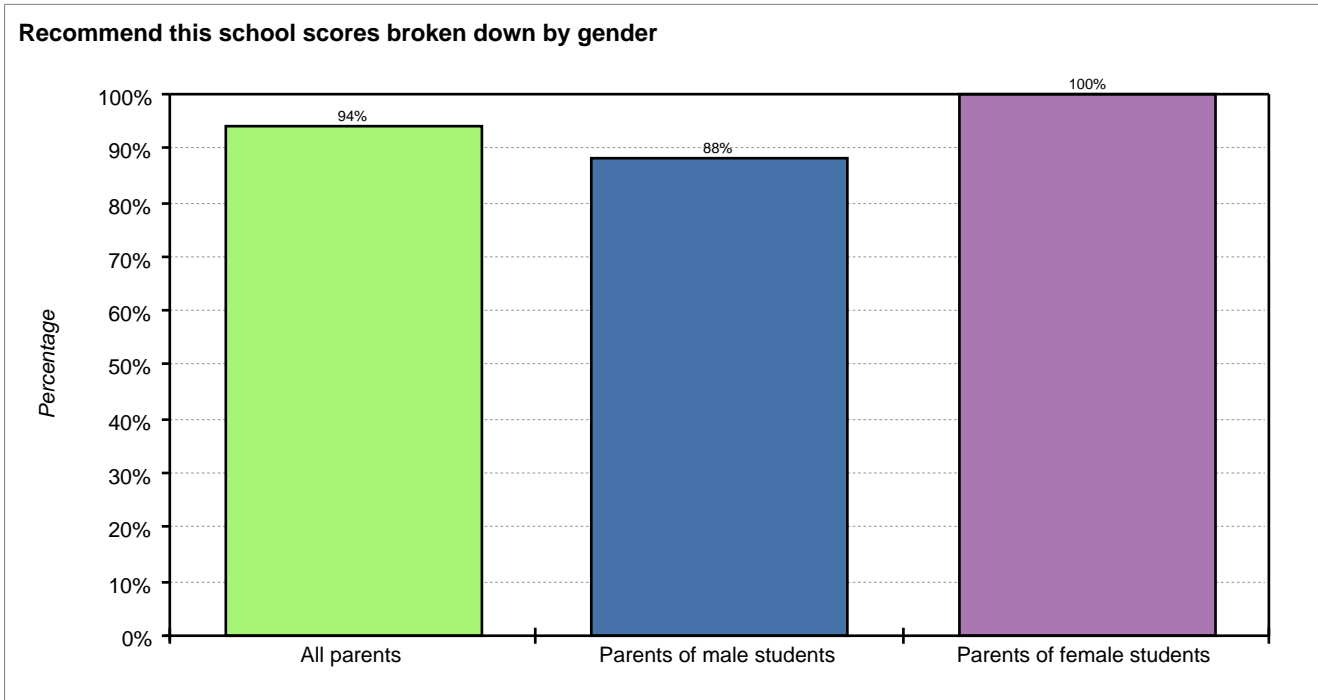
- 94.0% of parents said they would recommend this school to another parent.

- Parents of male pupils would recommend this school to another parent broadly in line with parents of female pupils.

Recommend this school scores broken down by year group
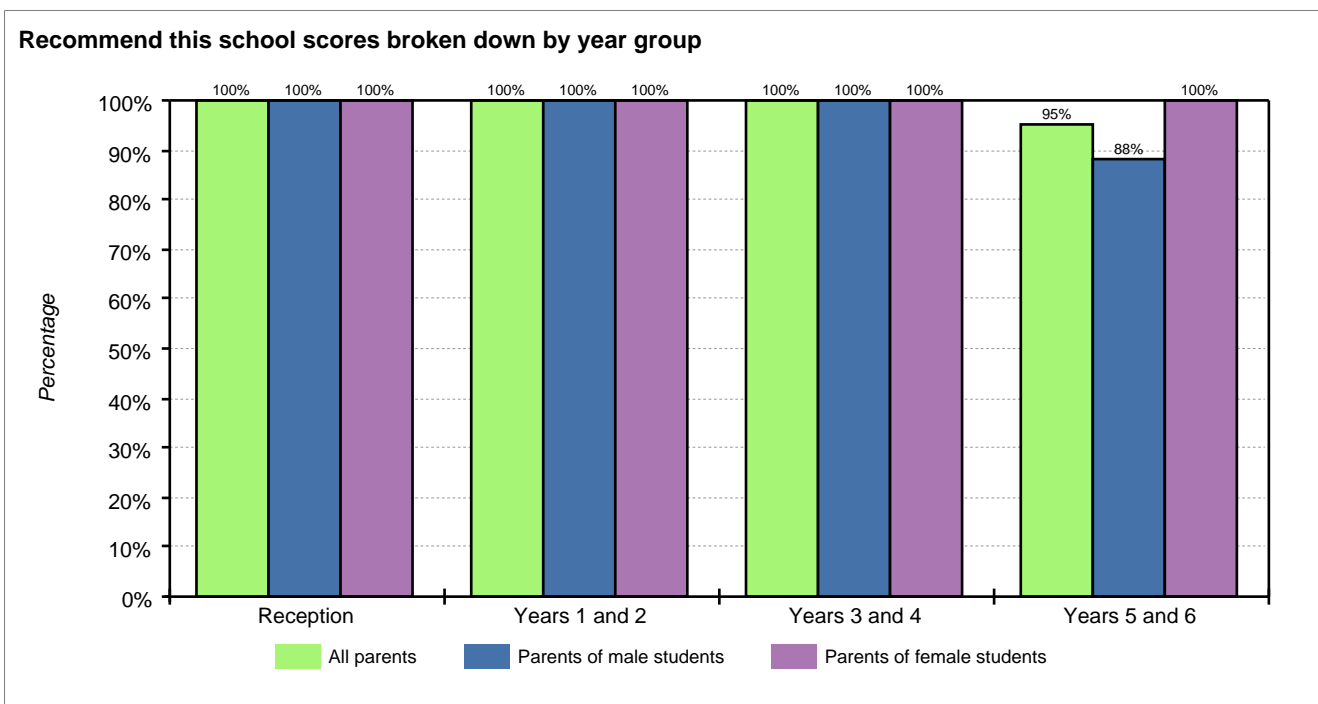
- Parents of Reception, Years 1 and 2 and Years 3 and 4 pupils would recommend this school to another parent more than parents from other year groups.

- Parents of Reception, Years 1 and 2 and Years 3 and 4 male pupils and parents of Reception, Years 1 and 2, Years 3 and 4 and Years 5 and 6 female pupils would recommend this school to another parent more than parents from other year groups.

Key results

The core analysis of your survey data; Proportion making progress for non-academic and additional criteria. Explanations have been provided to help you to interpret your results.

Interpreting results

Non-academic and **additional** questions receiving a score of:

- Over 80% are 'outstanding' (*above* the gold line)

- 70% to 79.9% are 'good' (*above* the green line)

- 65% to 69.9% indicate 'room for improvement' (*above* the red line)

- Below 65% indicate 'attention advised' (*below* the red line)

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a 'level playing field'. These weighted scores are calculated based upon the average scores achieved from over 200 similar, English schools. Results quoted from the previous survey, if applicable, may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Statistical reliability

Generally all of our results are quoted as being reliable to within less than 5% at the 95% confidence level. Where this is not possible due to the sample achieved, results are quoted as reliable to within less than 10% at the 95% confidence level and are highlighted in blue. Occasionally when results are even less reliable we show an indicative result and highlight in pink. Where there are fewer than 10 responses we only show "low response" and no further result is quoted. For further information see our website for details. Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what pupils parents 'usually' say. These un-weighted scores are marked *.

Kirkland Rowell
Surveys

Understanding your results table

Your results are shown as a weighted mean score. This is a calculation applied to your raw results using the average scores achieved from over 200 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

The previous survey results may appear to differ slightly from your original report last year. This is because the "weighting" calculation applied changes slightly from one year to the next.

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

Scores above the red line indicate 'room for improvement'.

Only highlighted changes should be considered significant – a green highlight shows a significant improvement, a red highlight shows a significant decline, since the last survey.

Additional criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Access to staff	72.4	66.1	+6.3
Church links and support	72.3		
Tailoring workload to childs needs	72.1		
Encouraging and listening to pupil views	71.4		
and listening to parent views	70.8		
rewarding achievement	70.1		
Handling complaints	69.9	64.9	+5.0
Explaining to parents how to help child	67.2		
Ensuring pupils make good progress	67.2	62.1	+5.1
management	66.5	65.4	+1.1
zes	66.3		
of work	65.5	62.8	+2.7
Relationship between tutor and child *	64.3		
Extra curricular activities	62.1	74.8	-12.7
School uniform	61.5	63.4	-1.9
Attitude of non academic staff	49.5		
Encouraging local community activity	Low response		

Criteria scores in blue are only reliable to within 10% due to the sample achieved.

* This criteria has not yet been surveyed in at least 30 schools. As such we do not have an average figure and therefore cannot weight this score against what pupils parents 'usually' say.

Scores below the red line indicate 'attention advised'.

"Low response" indicates that there were fewer than 10 responses.

Criteria scores in pink should only be considered indicative due to a low sample size, or high polarisation.

Non-academic criteria

The following table shows parents priorities for non-academic areas. Where data is available, these are compared to the same score from the previous year's survey, and the percentage change shown. Only highlighted changes should be considered significant.

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
Suitable class sizes	88.9		
Library facilities	86.3		
Developing potential	85.8		
School security	82.2		
School facilities	81.4		
School communication	81.1		
Computer access	80.7		
Use of exams and testing	79.2		
Range of subjects taught	78.6		
Out of school activities	78.3		
Teaching quality	78.1		
School discipline	78.0		
Community spirit	77.7		
Developing moral values	77.3		
Developing confidence	76.1		
Control of bullying	76.1		
Caring teachers	74.8		
Happiness of child	73.3		
Levels of homework	73.2		
Social health education	70.2		

- Parents consider delivery of the following non-academic areas to be 'outstanding': Suitable class sizes, Library facilities, Developing potential, School security, School facilities, School communication and Computer access.

- Parents consider delivery of the following non-academic areas to be 'good': Use of exams and testing, Range of subjects taught, Out of school activities, Teaching quality, School discipline, Community spirit, Developing moral values, Developing confidence, Control of bullying, Caring teachers, Happiness of child, Levels of homework and Social health education.

- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Out of school activities and Control of bullying.

Happy versus unhappy parents for non-academic criteria

The following table identifies the percentage of parents who are unhappy (rating poor or very poor) alongside those who are happy (rating 'good' or 'very good') for the school's performance in each area. Note that these results do not include respondents who chose 'neither good nor poor', 'I don't know' or failed to answer the question.

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

Only highlighted changes should be considered significant; green shows improvement, red shows decline.

Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Caring teachers	0.0			88.2
Computer access	0.0			94.0
Developing moral values	0.0			95.3
Developing potential	0.0			86.6
Happiness of child	0.0			90.2
Library facilities	0.0			90.8
Range of subjects taught	0.0			95.3
School communication	0.0			76.3
School discipline	0.0			95.2
School facilities	0.0			91.0
School security	0.0			89.1
Teaching quality	0.0			90.4
Use of exams and testing	0.0			81.6
Suitable class sizes	4.2			79.3
Community spirit	4.5			83.9
Developing confidence	4.7			86.3
Out of school activities	12.0			63.7
Social health education	13.1			73.4
Levels of homework	13.5			68.6
Control of bullying	14.8			58.5

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to parent satisfaction. The following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. Only highlighted changes should be considered significant.

Additional criteria	This survey (%)	Previous survey (%)	% Change
Quality of feedback on pupil's work	81.3		
Regular marking of work	80.0		
Use of feedback on pupil's work	80.0		
Tailoring child's work to their needs and ability	78.4		
Treating all pupils fairly/equally	77.9		
Ensuring pupils do their best/make good progress	77.6		
Pupil targets	76.9		
Appropriate level of challenge in homework	76.4		
Encouraging and listening to pupils' views	76.2		
Promoting racial harmony	75.0		
E-safety	74.7		
Pupil response to feedback	74.7		
Attitude of non-teaching/support staff	74.6		
Looking after pupils well	73.7		
Celebrating and rewarding achievement	72.9		
Information on different types of bullying	71.9		
Teaching pupils with special needs	71.8		
Pupils' attitudes to learning	69.9		

- Parents consider delivery of the following additional criteria to be 'outstanding': Quality of feedback on pupil's work, Regular marking of work and Use of feedback on pupil's work.

- Parents consider delivery of the following additional criteria to be 'good': Tailoring child's work to their needs and ability, Treating all pupils fairly/equally, Ensuring pupils do their best/make good progress, Pupil targets, Appropriate level of challenge in homework, Encouraging and listening to pupils' views, Promoting racial harmony, E-safety, Pupil response to feedback, Attitude of non-teaching/support staff, Looking after pupils well, Celebrating and rewarding achievement, Information on different types of bullying and Teaching pupils with special needs.

- Parents consider delivery of the following additional criteria to show 'room for improvement': Pupils' attitudes to learning.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Tailoring child's work to their needs and ability, E-safety and Celebrating and rewarding achievement.

- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: Promoting racial harmony, Information on different types of bullying and Teaching pupils with special needs.

Happy versus unhappy parents for additional criteria

The following table identifies the percentage of parents who are unhappy (rating poor or very poor) alongside those who are happy (rating 'good' or 'very good') for the school's performance in each area. Note that these results do not include respondents who chose 'neither good nor poor', 'I don't know' or failed to answer the question.

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

Only highlighted changes should be considered significant; green shows improvement, red shows decline.

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Attitude of non-teaching/support staff	0.0			90.8
Looking after pupils well	0.0			88.0
Pupil targets	0.0			85.1
Pupils' attitudes to learning	0.0			88.2
Quality of feedback on pupil's work	0.0			90.8
Regular marking of work	0.0			95.1
Use of feedback on pupil's work	0.0			82.1
Treating all pupils fairly/equally	2.8			74.3
Appropriate level of challenge in homework	4.4			79.8
E-safety	4.5			83.6
Ensuring pupils do their best/make good progress	4.6			77.2
Celebrating and rewarding achievement	4.6			79.5
Pupil response to feedback	5.2			71.7
Encouraging and listening to pupils' views	6.1			75.6
Tailoring child's work to their needs and ability	11.4			76.6

Parental priorities

Parents were asked to choose the ten criteria which were most important to them from a list of twenty. This section shows the analysis of these importance ratings and of the priorities for improvement.

Parental priorities importance

Ideally those criteria which are most important to parents will be the criteria to which parents award the highest scores. In the following table, the second column shows the percentage of parents who chose each of the criteria as one of their ten choices of what they felt was most important to them. The third column shows how well the school performs for the criteria ie. 1st = what the school does best, 20th = what the school does least well. Only highlighted rankings should be considered as being worthy of note. A green highlight shows that the school performs well within a criterion that is important to parents, a red highlight shows that the school performs less well within a criterion that is important to parents. The final two columns show the same information for the previous survey, for comparison.

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Happiness of child	97.2	18th		
School discipline	84.6	12th		
Teaching quality	75.3	11th		
Developing potential	67.0	3rd		
Control of bullying	63.0	16th		
Developing confidence	62.3	15th		
Caring teachers	60.2	17th		
School communication	59.7	6th		
School security	59.5	4th		
Developing moral values	56.0	14th		
Suitable class sizes	52.3	1st		
Range of subjects taught	52.0	9th		
School facilities	44.0	5th		
Levels of homework	31.7	19th		
Out of school activities	31.2	10th		
Use of exams and testing	26.2	8th		
Community spirit	22.2	13th		
Social health education	20.8	20th		
Computer access	20.5	7th		
Library facilities	14.3	2nd		

With regard to the five criteria most important to parents:

- The school performs well in: Developing potential.
- The school performs less well in: Happiness of child and Control of bullying.

# Importance: your school vs. similar schools

Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from parents from similar schools. Position differences of four or more have been highlighted as being worthy of note.

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Happiness of child	97.2	1st	3rd	+2
School discipline	84.6	2nd	2nd	0
Teaching quality	75.3	3rd	1st	-2
Developing potential	67.0	4th	5th	+1
Control of bullying	63.0	5th	7th	+2
Developing confidence	62.3	6th	4th	-2
Caring teachers	60.2	7th	6th	-1
School communication	59.7	8th	8th	0
School security	59.5	9th	10th	+1
Developing moral values	56.0	10th	9th	-1
Suitable class sizes	52.3	11th	11th	0
Range of subjects taught	52.0	12th	13th	+1
School facilities	44.0	13th	12th	-1
Levels of homework	31.7	14th	14th	0
Out of school activities	31.2	15th	16th	+1
Use of exams and testing	26.2	16th	18th	+2
Community spirit	22.2	17th	15th	-2
Social health education	20.8	18th	19th	+1
Computer access	20.5	19th	17th	-2
Library facilities	14.3	20th	20th	0

- All of the criteria the parents from your school selected as important are in line with the criteria that parents of similar schools select as important.

# How parent priorities change as pupils get older

The graph below shows which criteria parents of Reception pupils selected as important compared to which criteria parents of Years 3 and 4 & Years 5 and 6 pupils selected as important. This shows us how parent priorities change as the pupils get older. The table shows the criteria where there is a significant difference between the two groups.
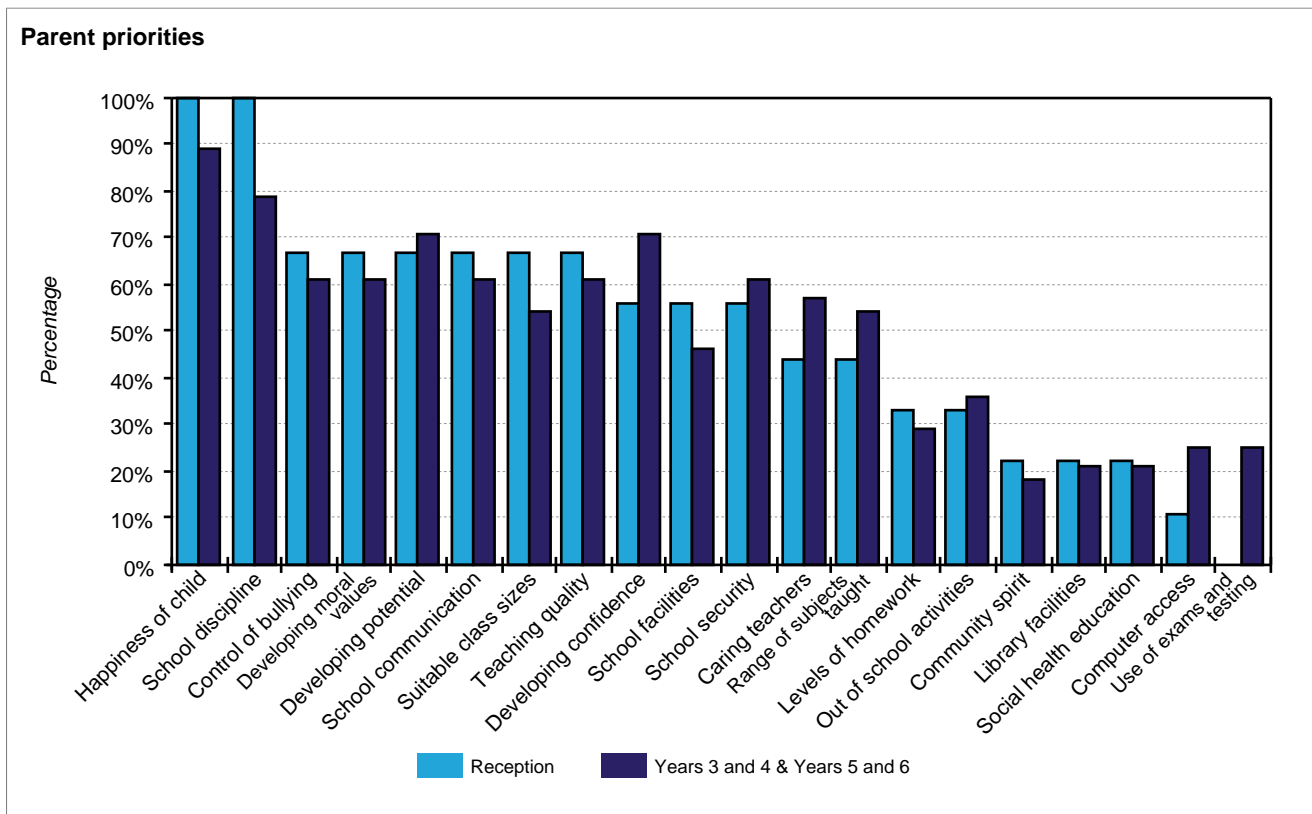
Parent priorities

Criteria where difference in score is significant	Reception ranking	Years 3 and 4 & Years 5 and 6 ranking
School discipline	1st	2nd ▲
Use of exams and testing	20th	16th ▼

# How parent priorities change by gender of child

The graph below shows which criteria parents of female pupils selected as important compared to which criteria parents of male pupils selected as important. This shows us how parent priorities change by gender of the child. The table shows the criteria where there is a significant difference between the two groups.
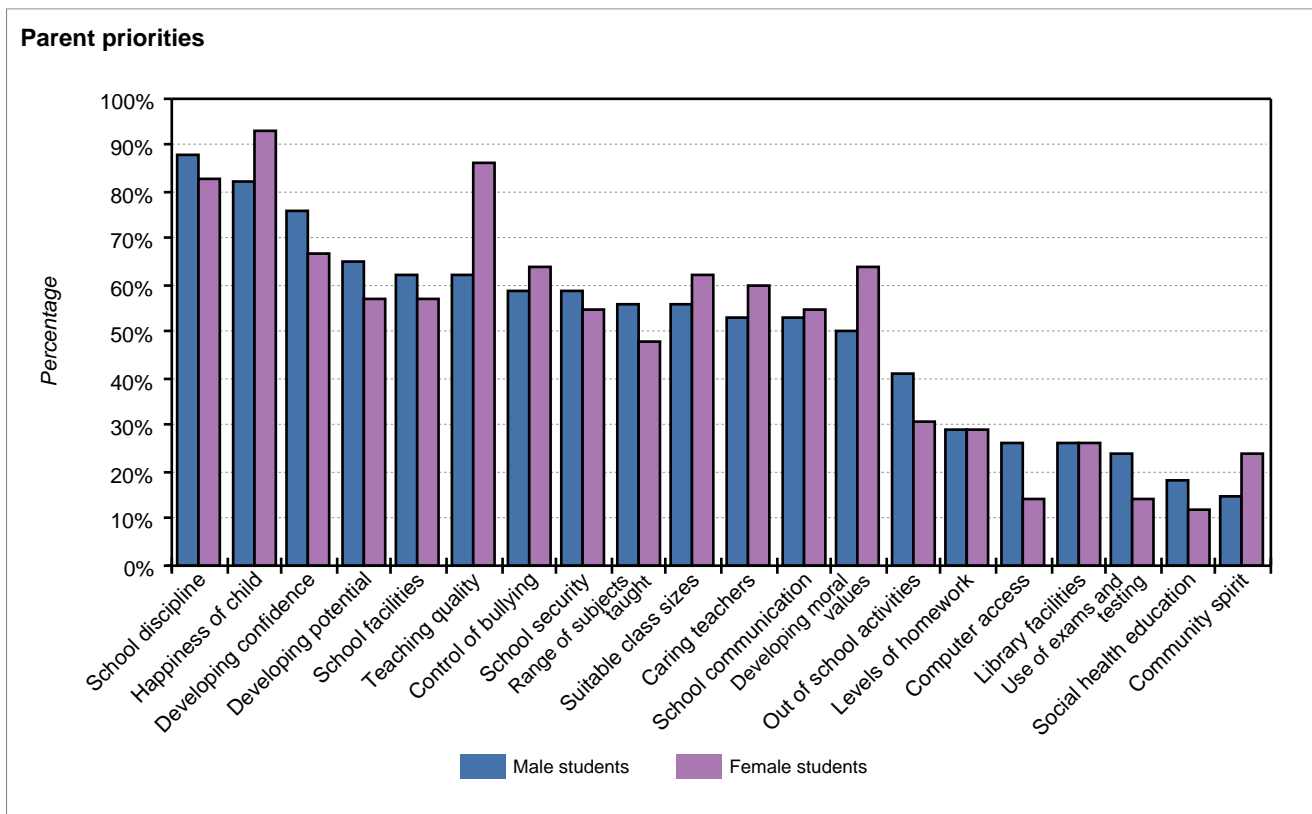
Parent priorities

Criteria where difference in score is significant	Male students ranking	Female students ranking
Teaching quality	5th	2nd ▼

How parent priorities change – extra analysis

The graph below shows which criteria were important to parents, broken down by their response to the question 'Has your child ever been eligible for free school meals during the last six years?'. The table shows the criteria where there is a significant difference between the two groups.
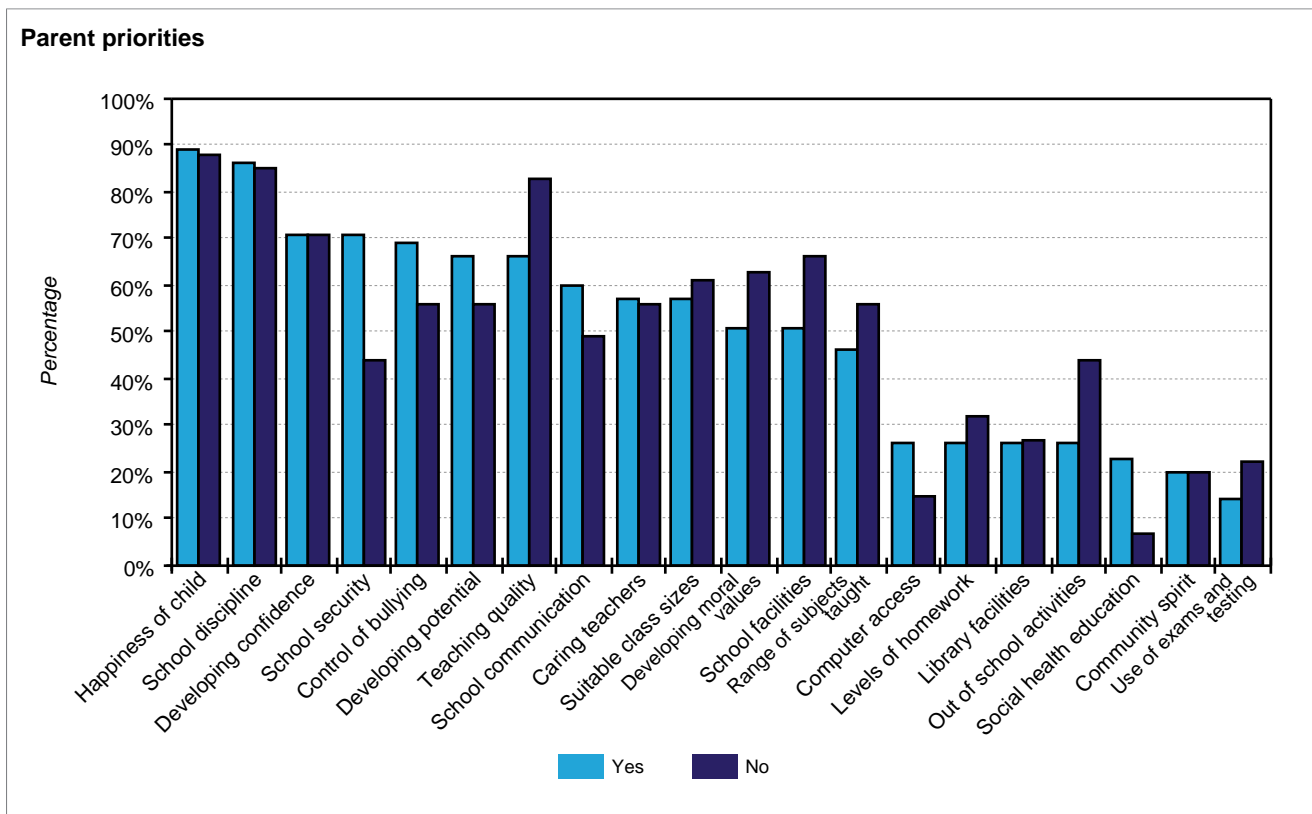
Parent priorities

Criteria where difference in score is significant	Yes ranking	No ranking
School security	3rd	13th ▲

Relative parent priorities for improvement

Parent priorities are shown below compared to parent priorities in similar schools. The school's previous years figures are also provided for comparison.

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Out of school activities	19.8		7.7
Happiness of child	13.4		2.7
School communication	12.2		13.5
Levels of homework	11.3		6.2
Developing potential	7.4		14.3
Social health education	6.8		0.9
Control of bullying	6.7		6.6
School discipline	6.0		4.2
Teaching quality	6.0		4.9
Developing confidence	5.2		5.2
Suitable class sizes	4.1		8.9
Range of subjects taught	1.2		0.0
Caring teachers	0.0		2.0
Community spirit	0.0		1.3
Computer access	0.0		2.9
Developing moral values	0.0		1.6
Library facilities	0.0		2.3
School facilities	0.0		7.2
School security	0.0		3.8
Use of exams and testing	0.0		0.0

- Parents have given a higher priority to the following areas compared to similar schools: Out of school activities, Happiness of child, Levels of homework and Social health education.

- Parents have given a lower priority to the following areas compared to similar schools: Developing potential, Suitable class sizes and School facilities.

Kirkland Rowell
Surveys

Parent View summary

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

In terms of parental perceptions Gold represents outstanding, green is good, black requires improvement and red is inadequate.

	Score	Sample
1. My child is happy at this school		
Happiness of child	73.3%	36
2. My child feels safe at this school		
School security	82.2%	36
Control of bullying	76.1%	25
3. My child makes good progress at this school		
Developing potential	85.8%	36
Ensuring pupils do their best/make good progress	77.6%	36
4. My child is well looked after at this school		
School security	82.2%	36
Caring teachers	74.8%	36
Attitude of non-teaching/support staff	74.6%	29
Looking after pupils well	73.7%	36
5. My child is taught well at this school		
Developing potential	85.8%	36
Use of exams and testing	79.2%	35
Tailoring child's work to their needs and ability	78.4%	35
Teaching quality	78.1%	36
Ensuring pupils do their best/make good progress	77.6%	36
Teaching pupils with special needs	71.8%	49

	Score	Sample

6. My child receives appropriate homework for their age

Respondents saying 'Right' for homework amount	Requires improvement	76
Tailoring child's work to their needs and ability	78.4%	35
Levels of homework	73.2%	36

7. This school ensures the pupils are well behaved

School discipline	78.0%	36

8. This school deals effectively with bullying

Control of bullying	76.1%	25

9. Quality of school management

The school did not ask any questions relevant to this section

10. This school responds well to any concern I raise

Caring teachers	74.8%	36

11. I receive valuable information from the school about my child's progress

Regular marking of work	80.0%	36

12. I would recommend this school to another parent

Recommended	94.0%	36

Ofsted self-evaluation summary

The September 2016 Ofsted Common Inspection Framework asserts the increased importance of a school's own self-evaluation data as the starting point of the inspection process.

The following summary is presented to allow schools to summarise their inspection self-evaluation evidence under the four main judgements: 'The Quality of Teaching, Learning and Assessment', 'Personal Development, Behaviour and Welfare', 'Outcomes for Pupils' and 'Leadership and Management'. The effectiveness of Early Years and Sixth Form provision, where relevant, and the school's promotion of 'Spiritual, Moral, Social and Cultural Development' (SMSC) are also included.

All of these judgements feed in to the school's Overall Effectiveness.

The evidence given here is only that achieved from this survey; it is vital that your evidence summary for Ofsted also considers any other evidence that you have gathered, either from other surveys or from internal measurement and observation.

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

Remember, for grading comparisons with our colour coded system:

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

If your grade is close to the boundary above, this is indicated with a + (plus). If your grade is close to the boundary below, this is indicated with a - (minus).

We show the strengths and weaknesses in each sub-section, where appropriate; where there are fewer than four criteria, these are not shown. Red criteria cannot be shown as strengths; gold criteria cannot be shown as weaknesses.

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

Developing potential	85.8%	Outstanding
School communication	81.1%	Outstanding
Regular marking of work	80.0%	Outstanding
Use of feedback on pupil's work	80.0%	Outstanding
Use of exams and testing	79.2%	Good
Teaching quality	78.1%	Good
Treating all pupils fairly/equally	77.9%	Good
Community spirit	77.7%	Good
Ensuring pupils do their best/make good progress	77.6%	Good
Pupil targets	76.9%	Good
Appropriate level of challenge in homework	76.4%	Good
Developing confidence	76.1%	Good
Promoting racial harmony	75.0%	Good
Pupil response to feedback	74.7%	Good
Levels of homework	73.2%	Good
Teaching pupils with special needs	71.8%	Good

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

The Accuracy and Impact of Assessment

Developing potential	85.8%	Outstanding
Regular marking of work	80.0%	Outstanding
Use of feedback on pupil's work	80.0%	Outstanding
Use of exams and testing	79.2%	Good
Tailoring child's work to their needs and ability	78.4%	Good
Ensuring pupils do their best/make good progress	77.6%	Good
Appropriate level of challenge in homework	76.4%	Good
Levels of homework	73.2%	Good

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

The Impact of the Teaching of Literacy, Including Reading

Developing potential	85.8%	Outstanding
Tailoring child's work to their needs and ability	78.4%	Good

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

The Teaching of Mathematics

Developing potential	85.8%	Outstanding
Computer access	80.7%	Outstanding
Tailoring child's work to their needs and ability	78.4%	Good
Appropriate level of challenge in homework	76.4%	Good

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

Effectiveness of the Early Years Provision: Quality of Teaching, Learning and Assessment

Developing potential	97.5%	Outstanding
Ensuring pupils do their best/make good progress	97.2%	Outstanding
Use of feedback on pupil's work	96.8%	Outstanding
Quality of feedback on pupil's work	95.2%	Outstanding
Tailoring child's work to their needs and ability	94.6%	Outstanding
Appropriate level of challenge in homework	93.8%	Outstanding
Pupil response to feedback	93.6%	Outstanding
School communication	91.7%	Outstanding
Developing confidence	91.5%	Outstanding
Pupil targets	91.3%	Outstanding
Teaching quality	91.3%	Outstanding
Levels of homework	90.8%	Outstanding
Computer access	88.8%	Outstanding
Regular marking of work	87.5%	Outstanding
Community spirit	81.9%	Outstanding

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

Effectiveness of the Sixth Form Provision: Quality of Teaching, Learning and Assessment
Not applicable.

Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 1.5 = Outstanding = **Grade 1 (-)**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Personal Development, Behaviour and Welfare

Behaviour: Pupils' Attitudes to School, Conduct and Behaviour, During and Outside of Lessons.

School discipline	78.0%	Good
Community spirit	77.7%	Good
Developing confidence	76.1%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good

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

Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.

School discipline	78.0%	Good
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Encouraging and listening to pupils' views	76.2%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
Caring teachers	74.8%	Good
E-safety	74.7%	Good
Attitude of non-teaching/support staff	74.6%	Good
Looking after pupils well	73.7%	Good
Information on different types of bullying	71.9%	Good
Social health education	70.2%	Good

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

Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle Discriminatory and Derogatory Language.

School discipline	78.0%	Good
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
Attitude of non-teaching/support staff	74.6%	Good
Looking after pupils well	73.7%	Good
Information on different types of bullying	71.9%	Good

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

Personal Development and Welfare: Pride in Achievement and Commitment to Learning

Developing potential	85.8%	Outstanding
School discipline	78.0%	Good
Community spirit	77.7%	Good
Ensuring pupils do their best/make good progress	77.6%	Good
Developing moral values	77.3%	Good
Encouraging and listening to pupils' views	76.2%	Good
Developing confidence	76.1%	Good
Happiness of child	73.3%	Good
Celebrating and rewarding achievement	72.9%	Good

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

Personal Development and Welfare: Self-confidence, Self-awareness and Understanding How to be a Successful Learner

Developing potential	85.8%	Outstanding
Ensuring pupils do their best/make good progress	77.6%	Good
Encouraging and listening to pupils' views	76.2%	Good
Developing confidence	76.1%	Good
Pupil response to feedback	74.7%	Good
Celebrating and rewarding achievement	72.9%	Good
Teaching pupils with special needs	71.8%	Good

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

Personal Development and Welfare: Choices About Next Stages

Pupil targets	76.9%	Good
Attitude of non-teaching/support staff	74.6%	Good
Levels of homework	73.2%	Good
Celebrating and rewarding achievement	72.9%	Good

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

Personal Development and Welfare: Keeping Safe from Abuse, Exploitation and Extremism

School security	82.2%	Outstanding
School discipline	78.0%	Good
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Encouraging and listening to pupils' views	76.2%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
Caring teachers	74.8%	Good
E-safety	74.7%	Good
Attitude of non-teaching/support staff	74.6%	Good
Looking after pupils well	73.7%	Good
Information on different types of bullying	71.9%	Good
Social health education	70.2%	Good

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

Personal Development and Welfare: Keeping Healthy

Exercise	93.9%	Good
Diet	92.6%	Good
Social health education	70.2%	Good

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

Personal Development and Welfare: Personal Development

Developing potential	85.8%	Outstanding
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Encouraging and listening to pupils' views	76.2%	Good
Developing confidence	76.1%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
E-safety	74.7%	Good
Information on different types of bullying	71.9%	Good
Social health education	70.2%	Good

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

Attendance and Punctuality

Your own assessment is required here.

Effectiveness of the Early Years Provision: Personal Development, Behaviour and Welfare

Developing potential	97.5%	Outstanding
Ensuring pupils do their best/make good progress	97.2%	Outstanding
Control of bullying	95.3%	Outstanding
Tailoring child's work to their needs and ability	94.6%	Outstanding
Encouraging and listening to pupils' views	94.2%	Outstanding
Pupil response to feedback	93.6%	Outstanding
School communication	91.7%	Outstanding
Developing confidence	91.5%	Outstanding
Pupil targets	91.3%	Outstanding
Teaching quality	91.3%	Outstanding
Levels of homework	90.8%	Outstanding
Celebrating and rewarding achievement	89.4%	Outstanding
Developing moral values	88.4%	Outstanding
Regular marking of work	87.5%	Outstanding
Treating all pupils fairly/equally	87.3%	Outstanding
Looking after pupils well	87.3%	Outstanding
School discipline	86.8%	Outstanding
Caring teachers	85.0%	Outstanding
School security	85.0%	Outstanding
Attitude of non-teaching/support staff	82.3%	Outstanding
Community spirit	81.9%	Outstanding
Happiness of child	81.7%	Outstanding

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

Effectiveness of the Sixth Form Provision: Personal Development, Behaviour and Welfare
Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

Your average parental grade for "Personal Development, Behaviour and Welfare" = 1.9 = Good = **Grade 2**

To reach the next grade

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

- Behaviour: Pupils' Attitudes to School, Conduct and Behaviour, During and Outside of Lessons.

- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.

- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle Discriminatory and Derogatory Language.

- Personal Development and Welfare: Pride in Achievement and Commitment to Learning

- Personal Development and Welfare: Self-confidence, Self-awareness and Understanding How to be a Successful Learner

- Personal Development and Welfare: Choices About Next Stages

- Personal Development and Welfare: Keeping Safe from Abuse, Exploitation and Extremism

- Personal Development and Welfare: Keeping Healthy

- Personal Development and Welfare: Personal Development

Outcomes for Pupils

Progress

Ratio of parents saying school improving versus declining		Outstanding
Developing potential	85.8%	Outstanding
Quality of feedback on pupil's work	81.3%	Outstanding
Use of feedback on pupil's work	80.0%	Outstanding
Use of exams and testing	79.2%	Good
Ensuring pupils do their best/make good progress	77.6%	Good
Pupil targets	76.9%	Good
Appropriate level of challenge in homework	76.4%	Good
Developing confidence	76.1%	Good
Pupil response to feedback	74.7%	Good
Teaching pupils with special needs	71.8%	Good

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

Progress Over Time

Your own assessment is required here.

Pupils' Attainment in Relation to National Standards and Compared With All Schools

Your own assessment is required here.

Achievements of Those Eligible for the Pupil Premium

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'.

Developing potential	77.9%	Good
Use of exams and testing	75.8%	Good
Developing confidence	75.7%	Good
Tailoring child's work to their needs and ability	71.3%	Good

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

The Most Able Pupils

Developing potential	85.8%	Outstanding
Tailoring child's work to their needs and ability	78.4%	Good
Ensuring pupils do their best/make good progress	77.6%	Good
Pupil targets	76.9%	Good
Appropriate level of challenge in homework	76.4%	Good
Developing confidence	76.1%	Good

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

Disabled Pupils and Those with Special Educational Needs

Developing potential	85.8%	Outstanding
Tailoring child's work to their needs and ability	78.4%	Good
Treating all pupils fairly/equally	77.9%	Good
Developing confidence	76.1%	Good
Teaching pupils with special needs	71.8%	Good

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Developing potential	97.5%	Outstanding
Ensuring pupils do their best/make good progress	97.2%	Outstanding
Use of feedback on pupil's work	96.8%	Outstanding
Quality of feedback on pupil's work	95.2%	Outstanding
Tailoring child's work to their needs and ability	94.6%	Outstanding
Appropriate level of challenge in homework	93.8%	Outstanding
Pupil response to feedback	93.6%	Outstanding
Developing confidence	91.5%	Outstanding
Pupil targets	91.3%	Outstanding
Treating all pupils fairly/equally	87.3%	Outstanding

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

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 1.7 = Good = **Grade 2 (+)**

To reach the next grade

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

- Progress

- Achievements of Those Eligible for the Pupil Premium

- The Most Able Pupils

- Disabled Pupils and Those with Special Educational Needs

Effectiveness of the Early Years Provision

Quality of Teaching, Learning and Assessment

Developing potential	97.5%	Outstanding
Ensuring pupils do their best/make good progress	97.2%	Outstanding
Use of feedback on pupil's work	96.8%	Outstanding
Quality of feedback on pupil's work	95.2%	Outstanding
Tailoring child's work to their needs and ability	94.6%	Outstanding
Appropriate level of challenge in homework	93.8%	Outstanding
Pupil response to feedback	93.6%	Outstanding
School communication	91.7%	Outstanding
Developing confidence	91.5%	Outstanding
Pupil targets	91.3%	Outstanding
Teaching quality	91.3%	Outstanding
Levels of homework	90.8%	Outstanding
Computer access	88.8%	Outstanding
Regular marking of work	87.5%	Outstanding
Treating all pupils fairly/equally	87.3%	Outstanding
Community spirit	81.9%	Outstanding

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

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Personal Development, Behaviour and Welfare

Developing potential	97.5%	Outstanding
Ensuring pupils do their best/make good progress	97.2%	Outstanding
Control of bullying	95.3%	Outstanding
Tailoring child's work to their needs and ability	94.6%	Outstanding
Encouraging and listening to pupils' views	94.2%	Outstanding
Pupil response to feedback	93.6%	Outstanding
School communication	91.7%	Outstanding
Developing confidence	91.5%	Outstanding
Pupil targets	91.3%	Outstanding
Teaching quality	91.3%	Outstanding
Levels of homework	90.8%	Outstanding
Celebrating and rewarding achievement	89.4%	Outstanding
Developing moral values	88.4%	Outstanding
Regular marking of work	87.5%	Outstanding
Treating all pupils fairly/equally	87.3%	Outstanding
Looking after pupils well	87.3%	Outstanding
School discipline	86.8%	Outstanding
Caring teachers	85.0%	Outstanding
School security	85.0%	Outstanding
Attitude of non-teaching/support staff	82.3%	Outstanding
Community spirit	81.9%	Outstanding
Happiness of child	81.7%	Outstanding

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

Outcomes for Pupils

Developing potential	97.5%	Outstanding
Ensuring pupils do their best/make good progress	97.2%	Outstanding
Use of feedback on pupil's work	96.8%	Outstanding
Quality of feedback on pupil's work	95.2%	Outstanding
Tailoring child's work to their needs and ability	94.6%	Outstanding
Appropriate level of challenge in homework	93.8%	Outstanding
Pupil response to feedback	93.6%	Outstanding
Developing confidence	91.5%	Outstanding
Pupil targets	91.3%	Outstanding
Treating all pupils fairly/equally	87.3%	Outstanding

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

Summary grade – Effectiveness of the Early Years Provision section
Your average parental grade for "Effectiveness of the Early Years Provision" = 1.0 = Outstanding = **Grade 1**
In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Effectiveness of Leadership and Management

Vision and Values

Developing potential	85.8%	Outstanding
School communication	81.1%	Outstanding
Use of exams and testing	79.2%	Good
School discipline	78.0%	Good
Community spirit	77.7%	Good
Ensuring pupils do their best/make good progress	77.6%	Good
Developing moral values	77.3%	Good
Developing confidence	76.1%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
Celebrating and rewarding achievement	72.9%	Good

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

Self-evaluation and Improvement

Ratio of parents saying school improving versus declining		Outstanding
Quality of feedback on pupil's work	81.3%	Outstanding
Use of feedback on pupil's work	80.0%	Outstanding
Use of exams and testing	79.2%	Good
Pupil targets	76.9%	Good
Encouraging and listening to pupils' views	76.2%	Good

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

Curriculum

Developing potential	85.8%	Outstanding
Use of feedback on pupil's work	80.0%	Outstanding
Use of exams and testing	79.2%	Good
Range of subjects taught	78.6%	Good
Tailoring child's work to their needs and ability	78.4%	Good
Out of school activities	78.3%	Good
Ensuring pupils do their best/make good progress	77.6%	Good
Pupil targets	76.9%	Good
Pupil response to feedback	74.7%	Good
Teaching pupils with special needs	71.8%	Good

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

Citizenship

School discipline	78.0%	Good
Treating all pupils fairly/equally	77.9%	Good
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
E-safety	74.7%	Good
Information on different types of bullying	71.9%	Good
Social health education	70.2%	Good

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

Leadership

School communication	81.1%	Outstanding
Use of feedback on pupil's work	80.0%	Outstanding
Pupil targets	76.9%	Good
Encouraging and listening to pupils' views	76.2%	Good

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

School security	82.2%	Outstanding
School discipline	78.0%	Good
Treating all pupils fairly/equally	77.9%	Good
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
Caring teachers	74.8%	Good
E-safety	74.7%	Good
Attitude of non-teaching/support staff	74.6%	Good
Looking after pupils well	73.7%	Good
Information on different types of bullying	71.9%	Good
Social health education	70.2%	Good

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

Governance

School security	82.2%	Outstanding
School communication	81.1%	Outstanding
Tailoring child's work to their needs and ability	78.4%	Good
Treating all pupils fairly/equally	77.9%	Good
Appropriate level of challenge in homework	76.4%	Good
Promoting racial harmony	75.0%	Good
Teaching pupils with special needs	71.8%	Good

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

Use of the Pupil Premium

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'.

Ratio of parents saying school improving versus declining	Outstanding

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

Effectiveness of the Early Years Provision: Leadership and Management

Developing potential	97.5%	Outstanding
Ensuring pupils do their best/make good progress	97.2%	Outstanding
Use of feedback on pupil's work	96.8%	Outstanding
Control of bullying	95.3%	Outstanding
Quality of feedback on pupil's work	95.2%	Outstanding
Tailoring child's work to their needs and ability	94.6%	Outstanding
Encouraging and listening to pupils' views	94.2%	Outstanding
Appropriate level of challenge in homework	93.8%	Outstanding
Pupil response to feedback	93.6%	Outstanding
School communication	91.7%	Outstanding
Developing confidence	91.5%	Outstanding
Pupil targets	91.3%	Outstanding
Celebrating and rewarding achievement	89.4%	Outstanding
Developing moral values	88.4%	Outstanding
Treating all pupils fairly/equally	87.3%	Outstanding
Looking after pupils well	87.3%	Outstanding
Range of subjects taught	87.2%	Outstanding
School discipline	86.8%	Outstanding
Caring teachers	85.0%	Outstanding
School security	85.0%	Outstanding
Attitude of non-teaching/support staff	82.3%	Outstanding
Community spirit	81.9%	Outstanding

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

Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 1.6 = Good = **Grade 2 (+)**

To reach the next grade

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

- Vision and Values
- Curriculum
- Citizenship
- Safeguarding
- Governance

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Community spirit	77.7%	Good
Encouraging and listening to pupils' views	76.2%	Good
Promoting racial harmony	75.0%	Good
Happiness of child	73.3%	Good

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

Moral Development

School discipline	78.0%	Good
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Social health education	70.2%	Good

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

Social Development

Out of school activities	78.3%	Good
Community spirit	77.7%	Good
Developing moral values	77.3%	Good
Developing confidence	76.1%	Good
Control of bullying	76.1%	Good
Promoting racial harmony	75.0%	Good
Social health education	70.2%	Good

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

Cultural Development

Community spirit	77.7%	Good
Promoting racial harmony	75.0%	Good

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

Summary grade – Spiritual, Moral, Social and Cultural Development section

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Spiritual Development
- Moral Development
- Social Development
- Cultural Development

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	1.5	Outstanding	**Grade 1 (-)**
Personal Development, Behaviour and Welfare	1.9	Good	**Grade 2**
Outcomes for Pupils	1.7	Good	**Grade 2 (+)**
Effectiveness of the Early Years Provision	1.0	Outstanding	**Grade 1**
Effectiveness of Leadership and Management	1.6	Good	**Grade 2 (+)**
Spiritual, Moral, Social and Cultural Development	2.0	Good	**Grade 2**

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 1.6 = Good = **Grade 2 (+)**

To reach the next grade

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

- Personal Development, Behaviour and Welfare

- Outcomes for Pupils

- Effectiveness of Leadership and Management

- Spiritual, Moral, Social and Cultural Development

Standard analysis

This section of the reports summarises parents' views on the school's performance.

Performance and expectations
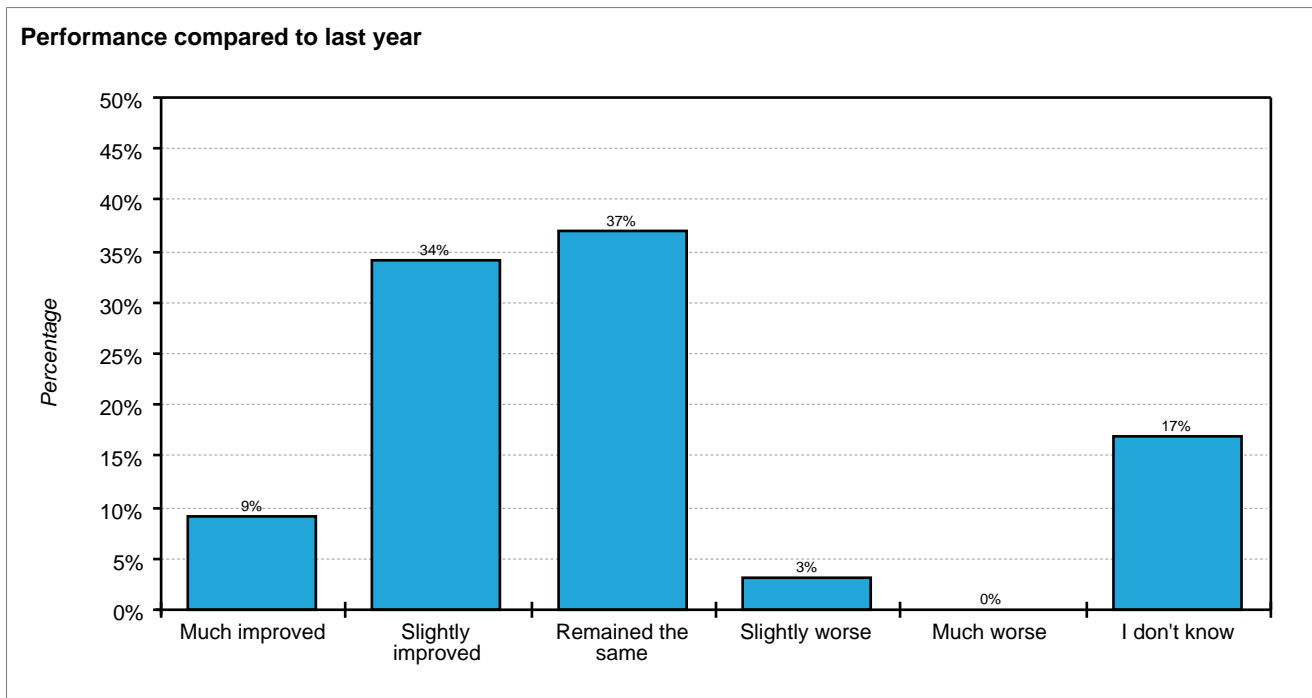
Performance compared to last year

- Of the parents whose children were not in their first year at the school 43% said the school had improved over the last year and 3% thought that the school's performance was worse.

Has the school lived up to your expectations
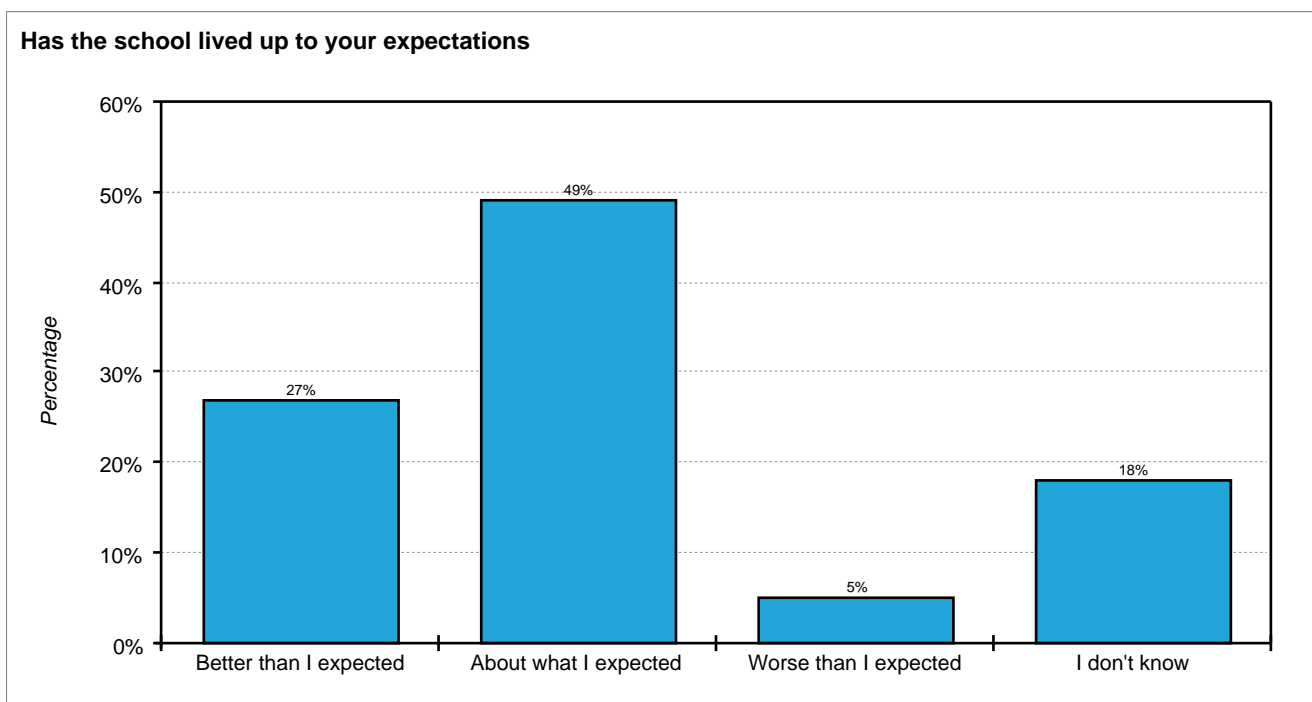
- Of the parents of new pupils, 5% felt that the school had not lived up to their expectations and 27% said the school was better than they had expected it to be.

Gender analysis

This section of the report provides an analysis of parent scores and priorities broken down by gender, to see if there are any differences of significance worth noting.

Satisfaction scores for non-academic criteria
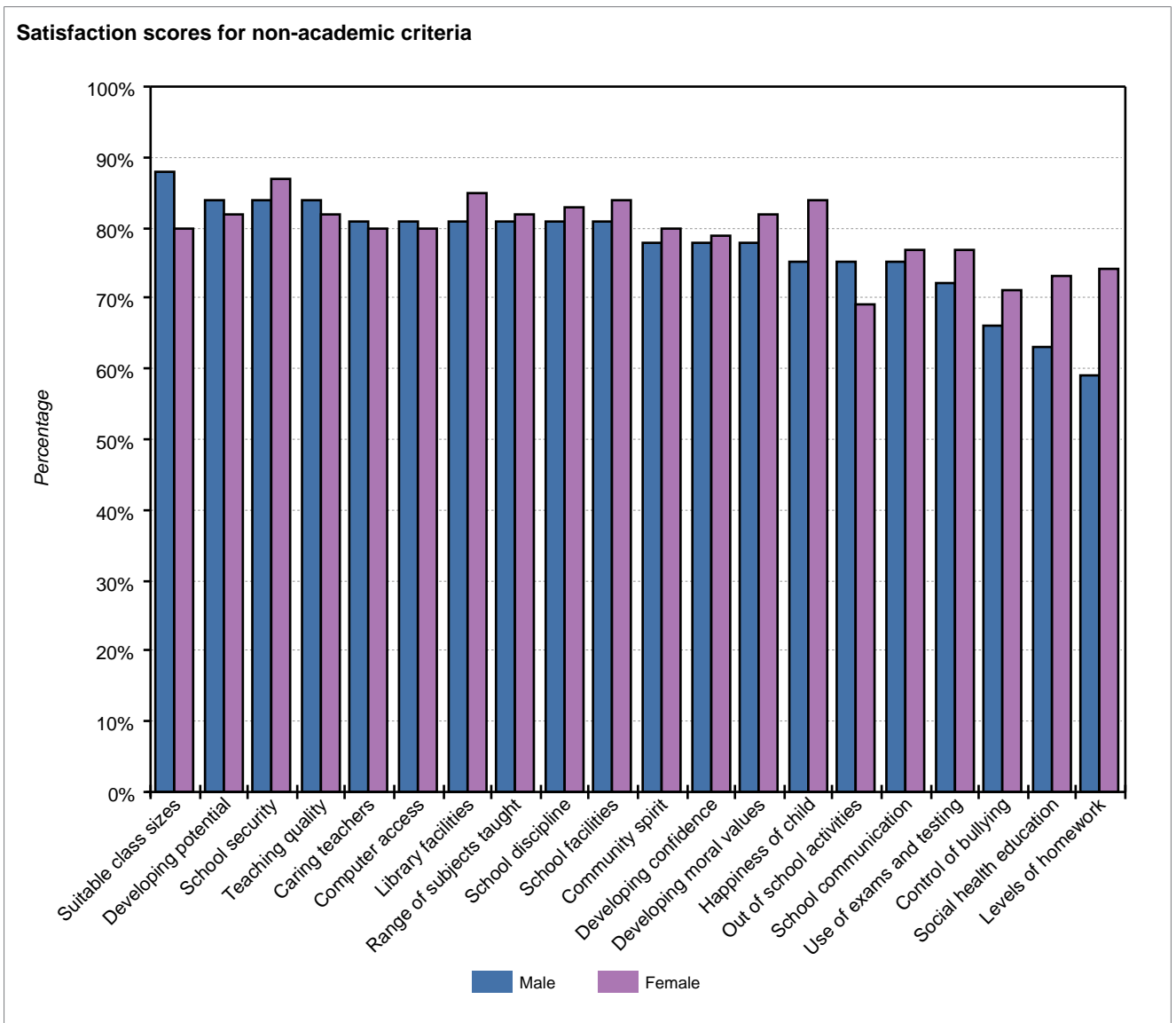
- There are no significant differences between the non-academic satisfaction scores for parents of female pupils and parents of male pupils.
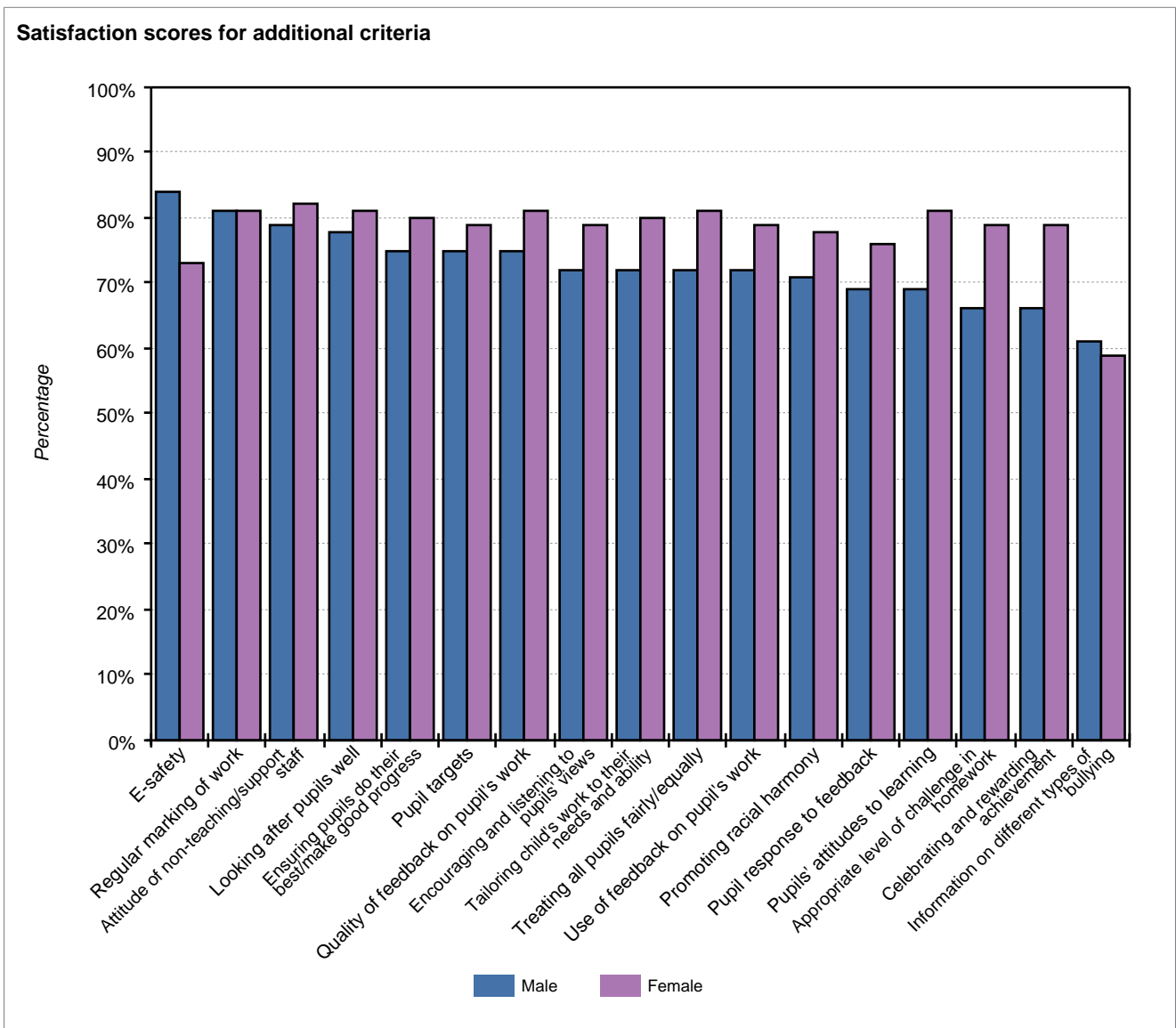
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Satisfaction scores for additional criteria

- There are no significant differences between the additional satisfaction scores for parents of female pupils and parents of male pupils.

Extra analysis

This section of the report provides an analysis of parent scores broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'.

Satisfaction scores for non-academic criteria
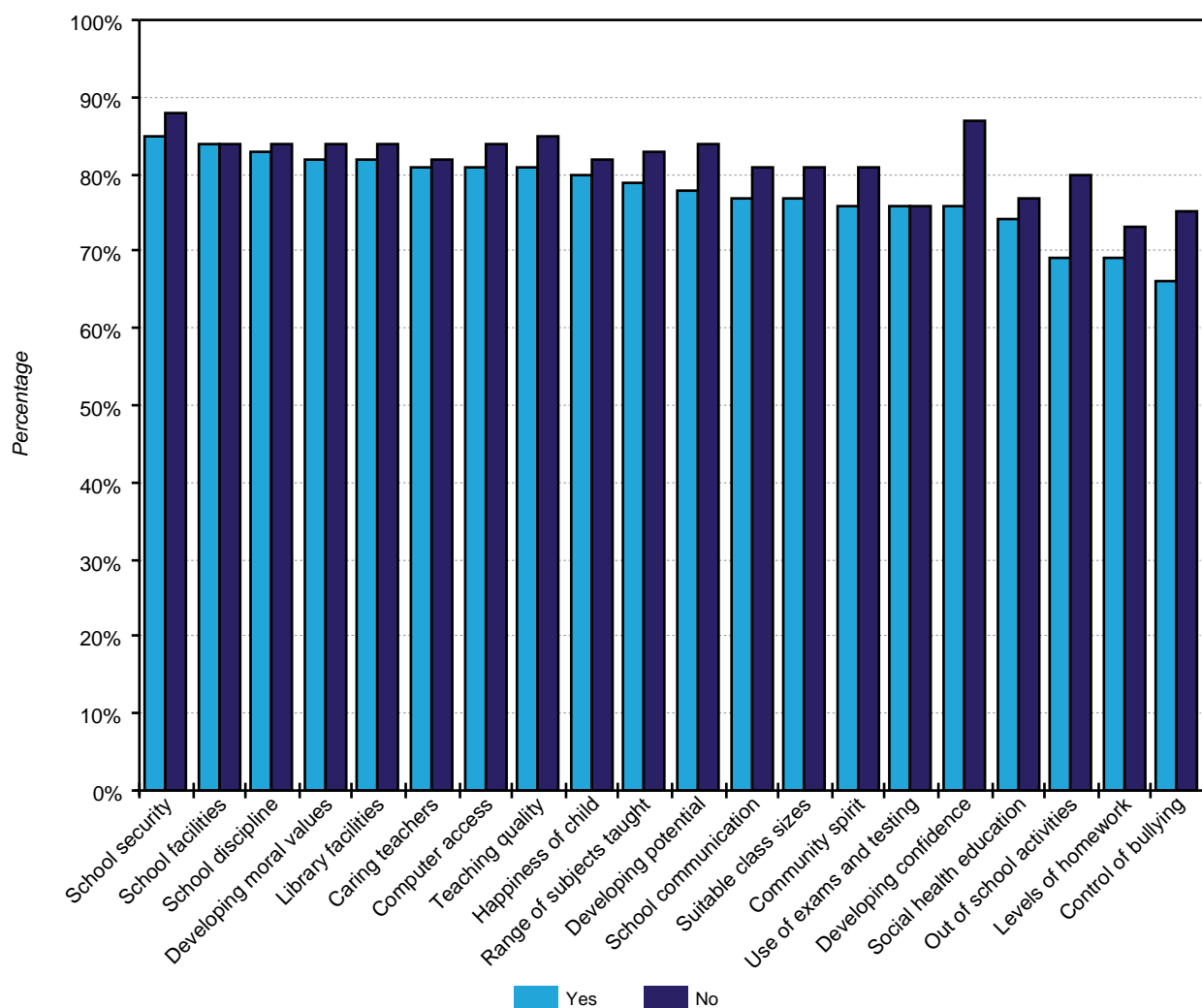
Non-academic criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
Developing confidence	75.7	86.6 ▲
Out of school activities	68.9	80.1 ▲
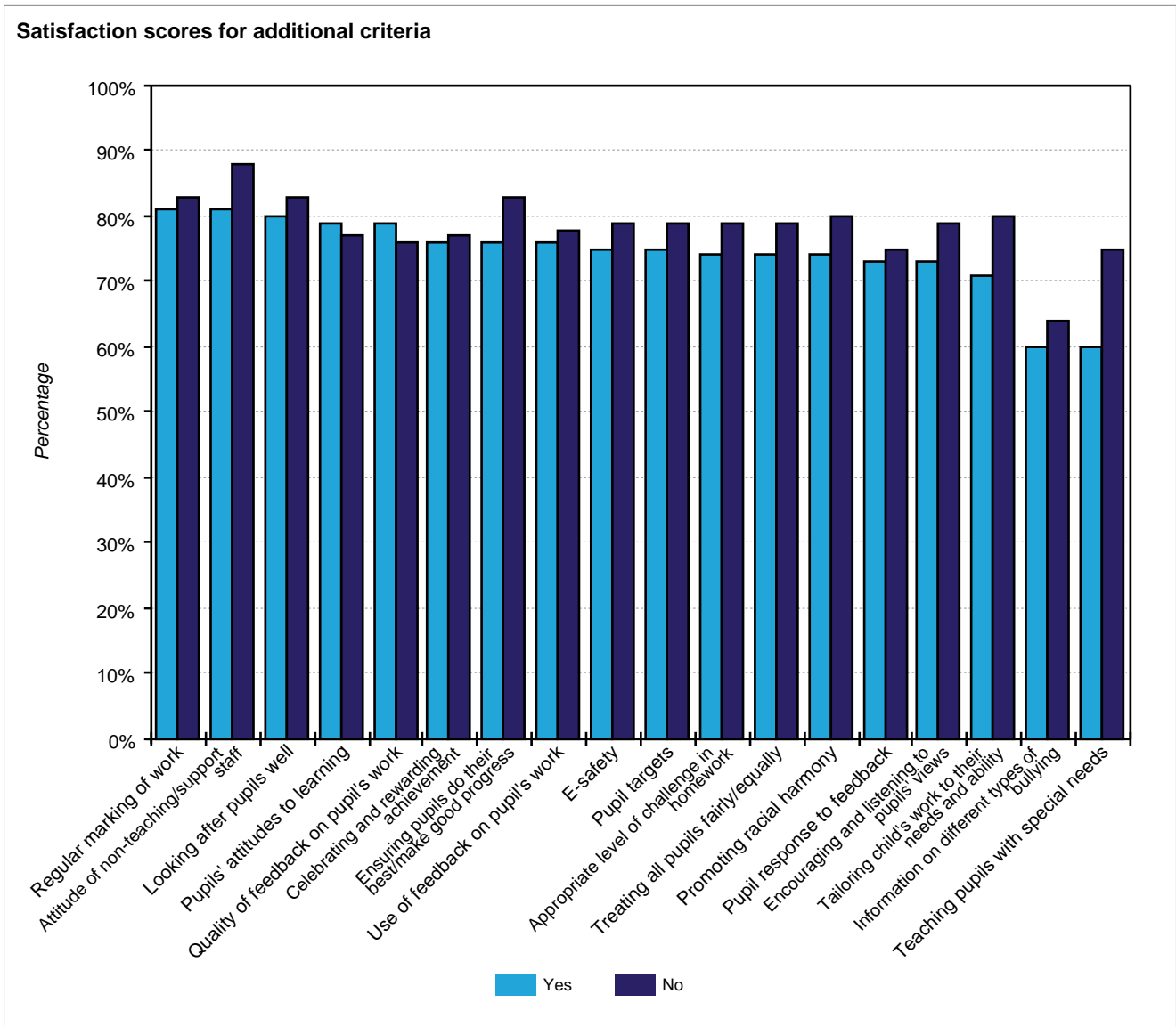
Satisfaction scores for additional criteria

- There are no significant differences between the additional satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

Healthy lifestyle

This section of the report summarises parents' perceptions of whether their children are encouraged to live healthy lifestyles.

Parents' responses to the question: 'Eating a healthy diet?'
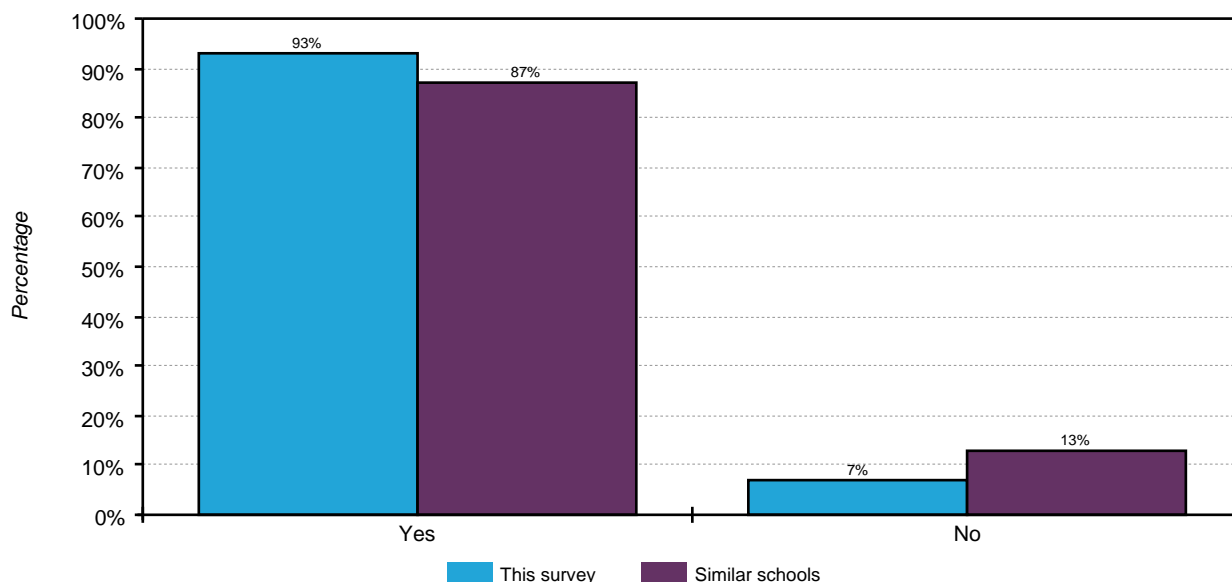
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'
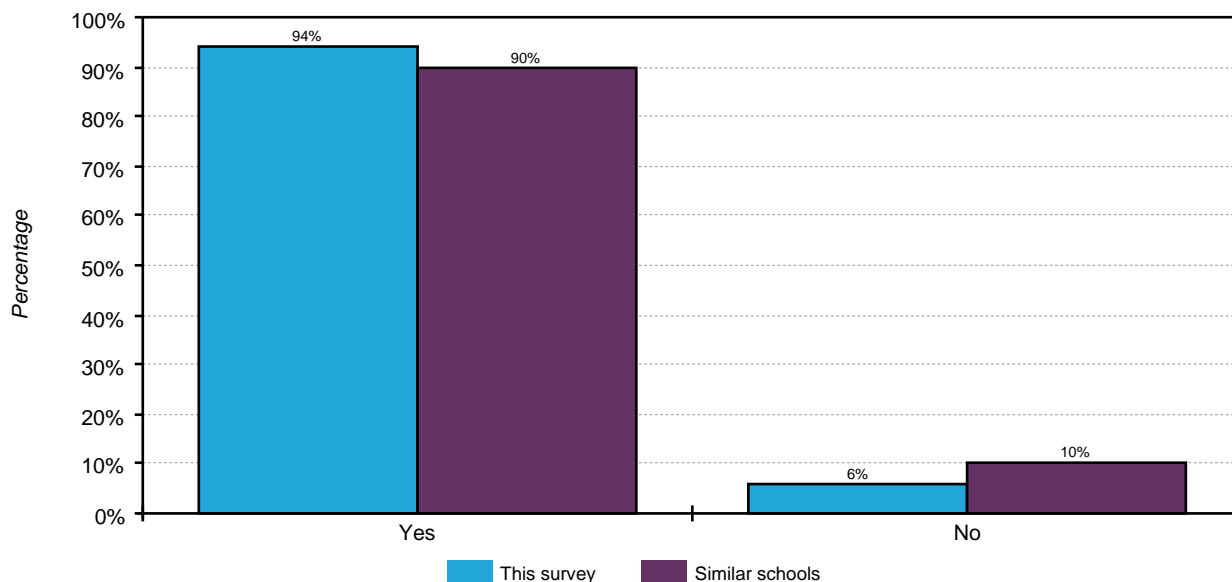
Homework

This section of the report provides a summary of time spent on homework broken down by year group. Comparable data is provided from the last survey and from similar schools.

For this question, schools typically achieve more than 50% of parents who choose "about right".

Parent perceptions of the amount of homework given

Legend: Not enough | Too variable | Too much | About right
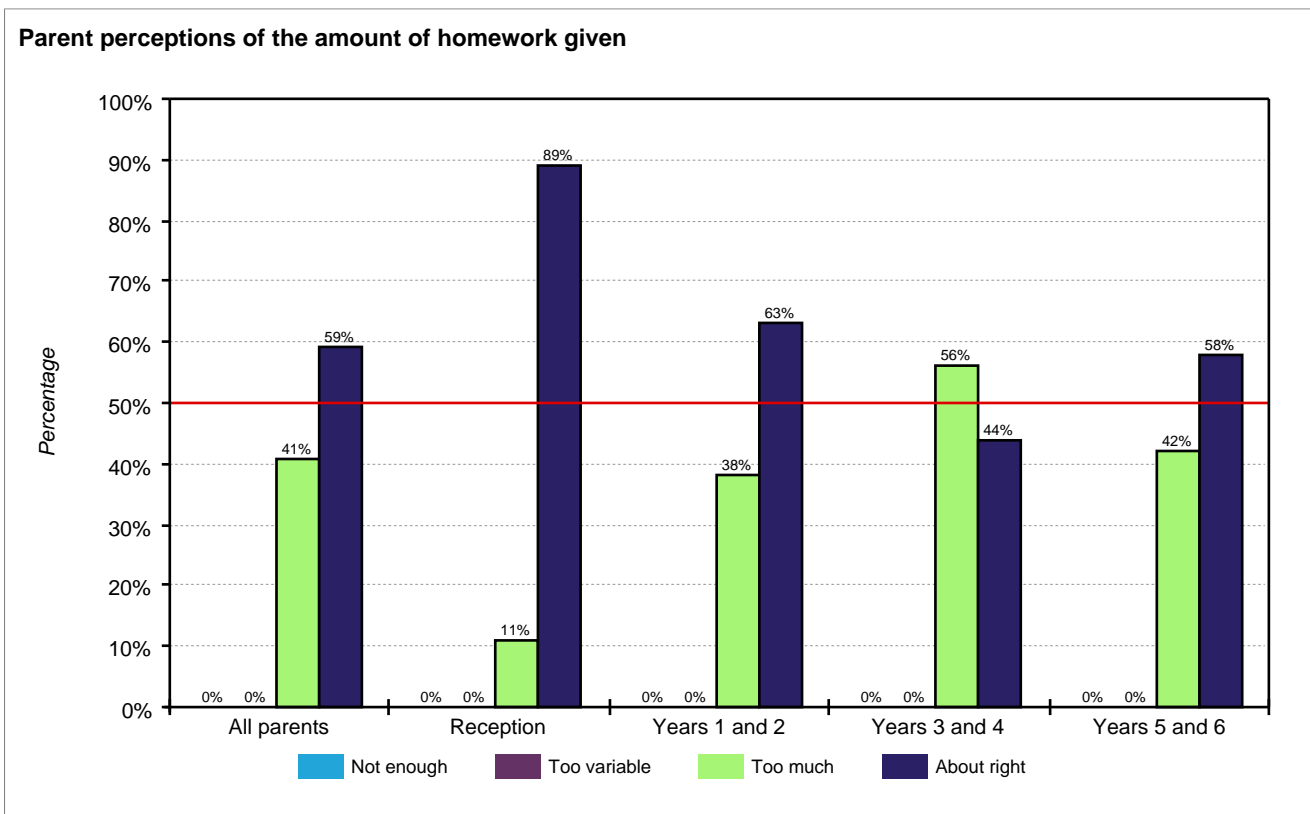
Year group analysis

Analysis of year group scores compared to national average

The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the line, pupils in that year group are more satisfied than the national average. If the bar is below the line, pupils in that year group are less satisfied than the national average.

Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 12 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

Year group analysis compared to national averages for non-academic criteria

School discipline

School facilities

Developing confidence

Suitable class sizes
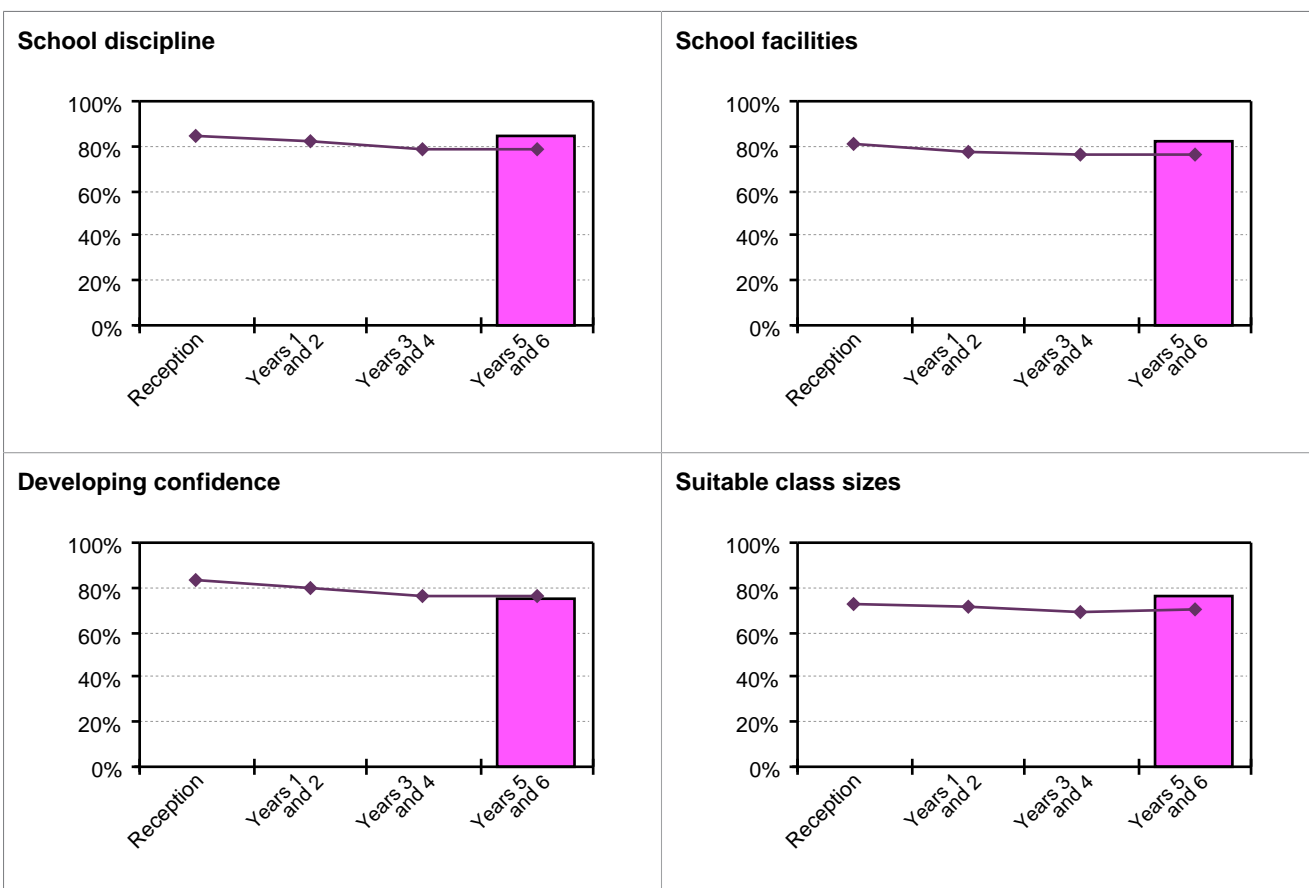
Control of bullying
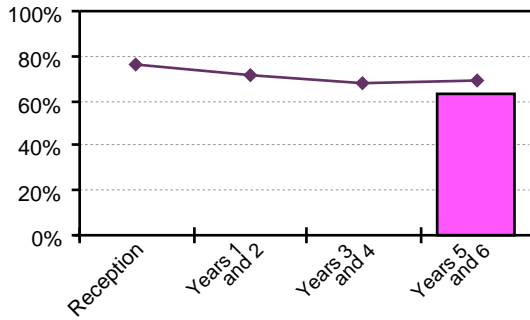
Caring teachers
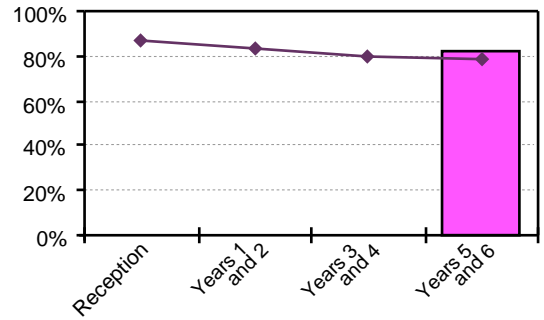
School security
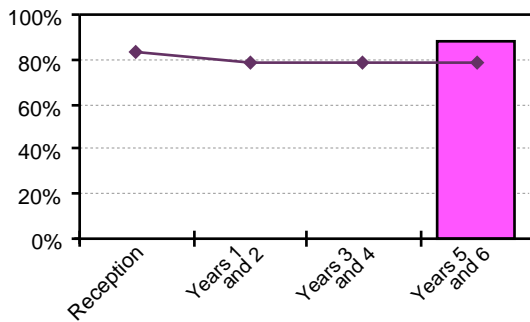
School communication
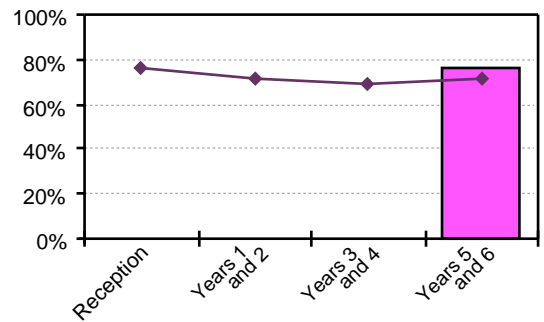
Library facilities
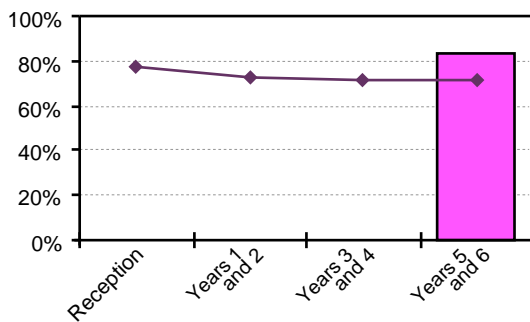
Developing moral values
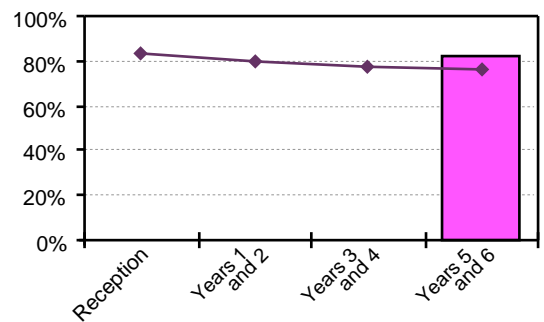
Levels of homework
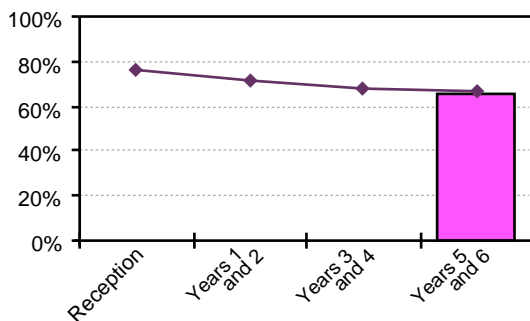
Happiness of child
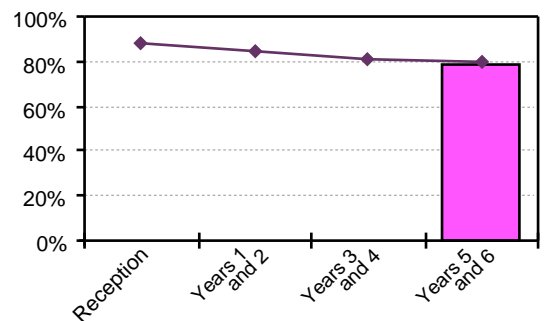
Community spirit
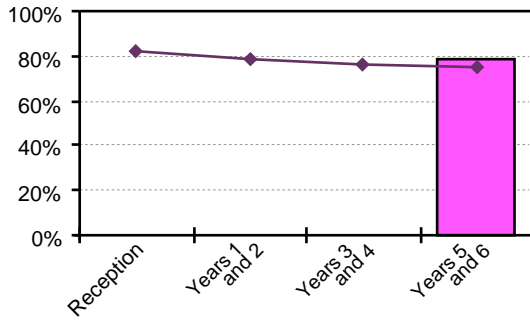
Developing potential
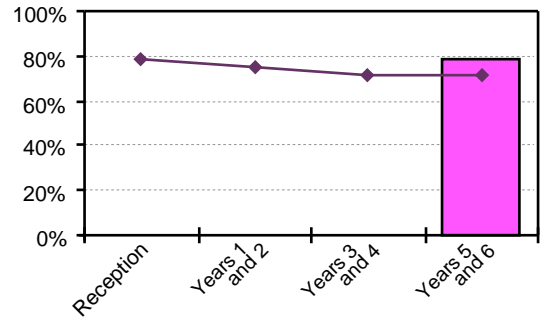
Teaching quality
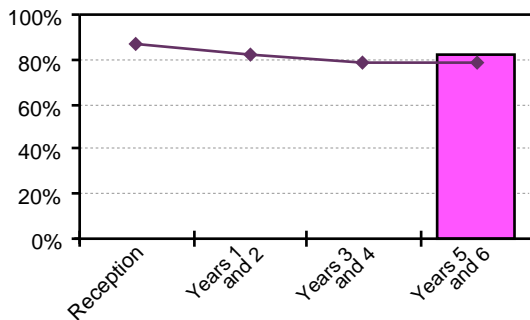
Use of exams and testing
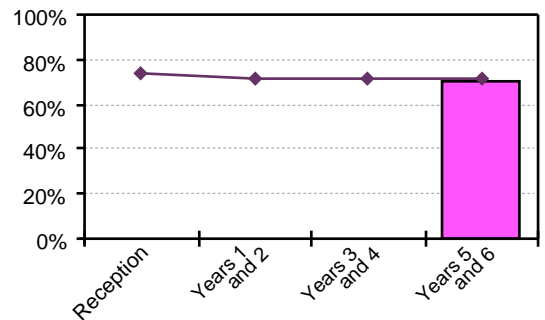
Range of subjects taught
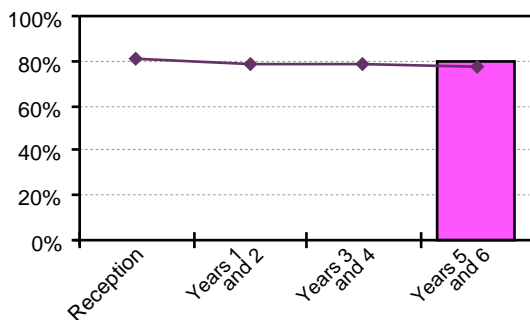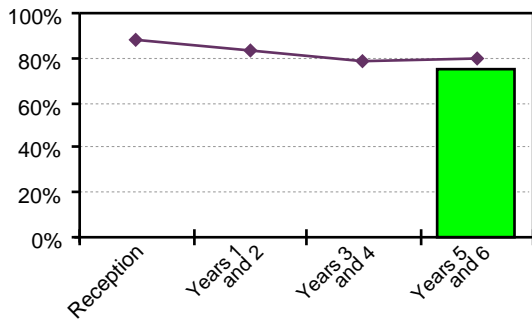

Out of school activities
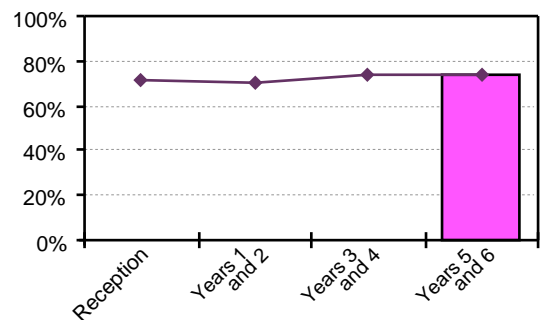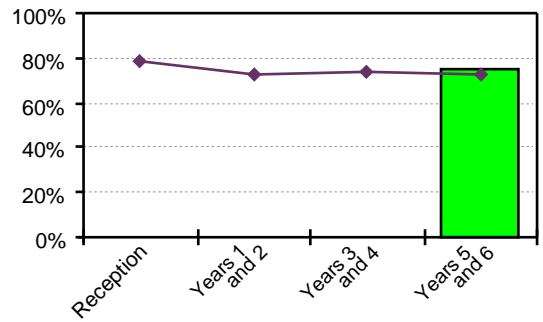

Social health education
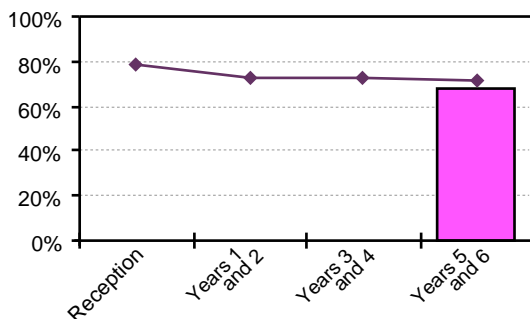
Computer access
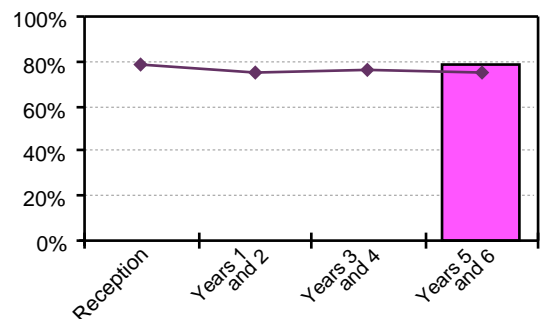
Year group analysis compared to national averages for your additional surveyed criteria

Promoting racial harmony

Regular marking of work

Attitude of non-teaching/support staff

Treating all pupils fairly/equally

Celebrating and rewarding achievement

Tailoring child's work to their needs and ability

Ensuring pupils do their best/make good progress

Encouraging and listening to pupils' views

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Surveys
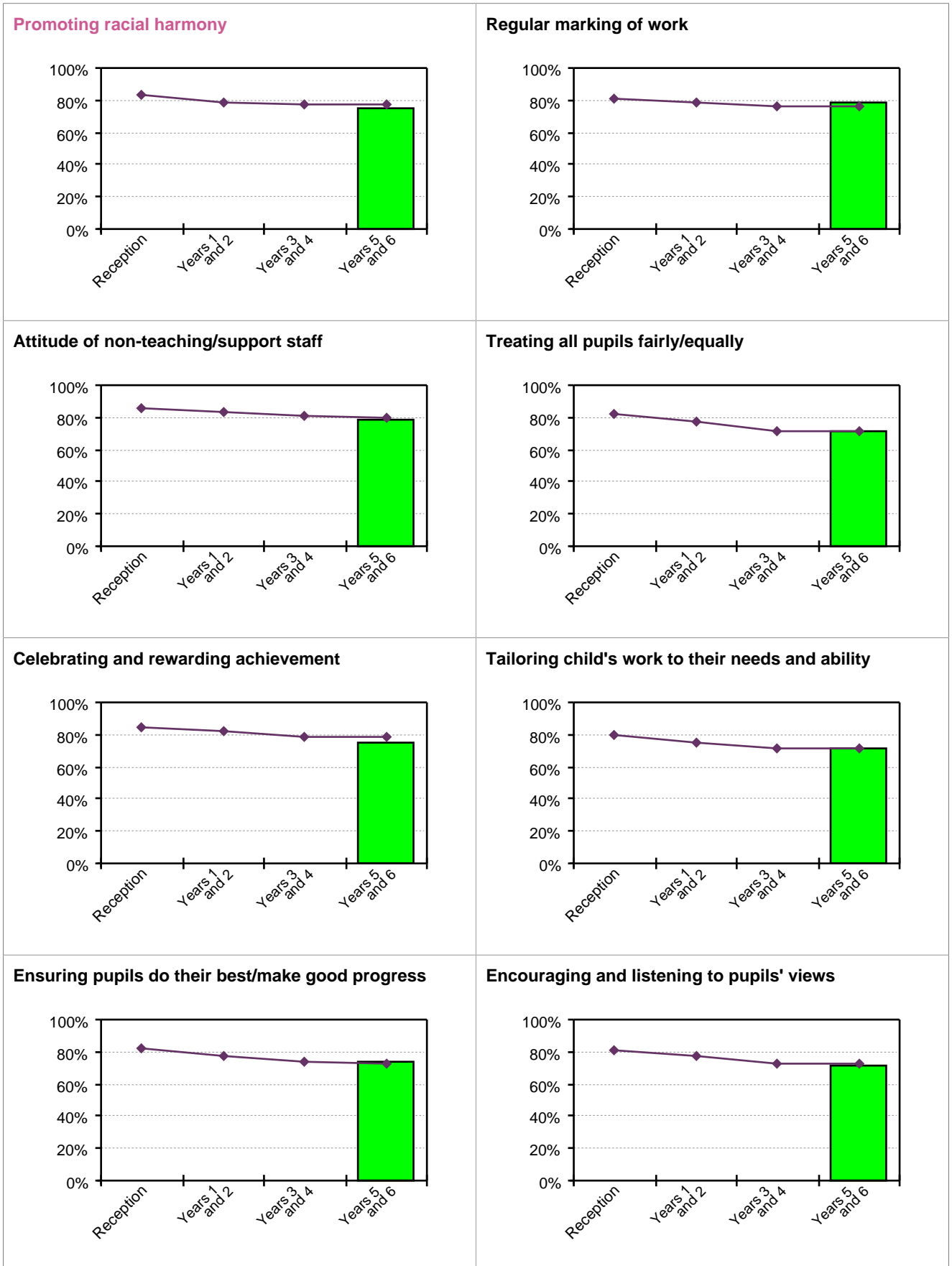
Looking after pupils well

Quality of feedback on pupil's work

Use of feedback on pupil's work
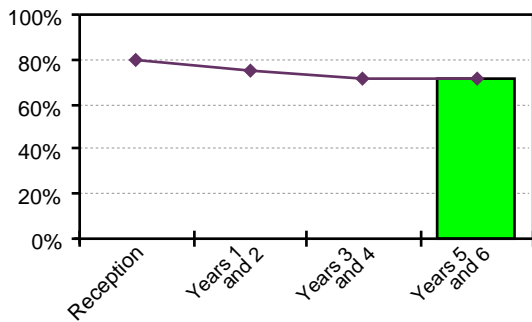
Pupil response to feedback
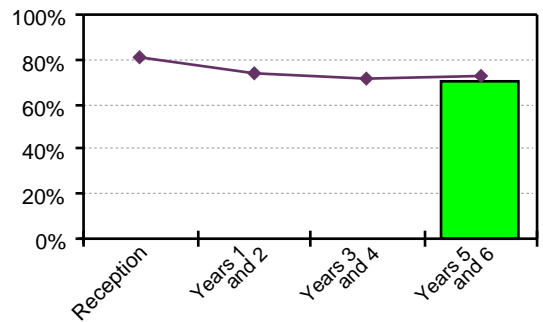
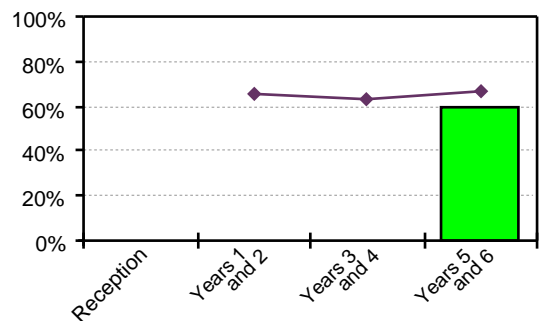## Appropriate level of challenge in homework
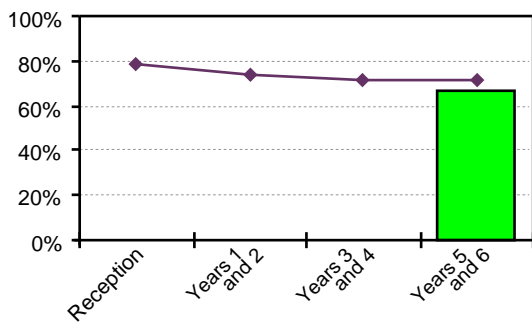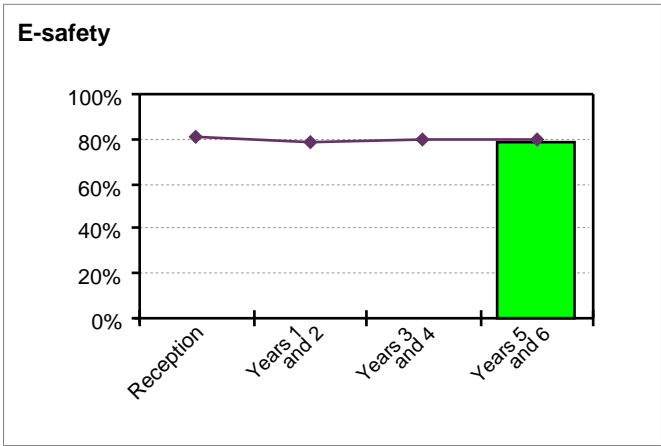

Pupils' attitudes to learning
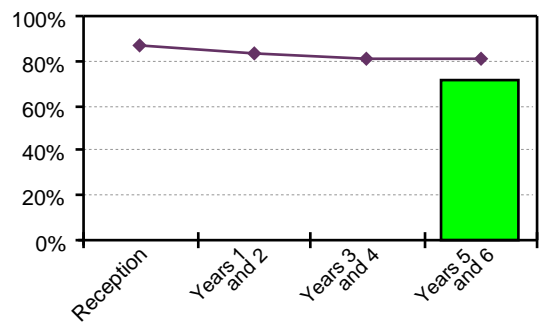
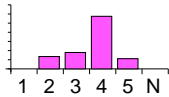## Pupil targets
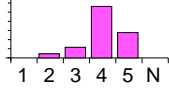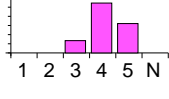

Information on different types of bullying

E-safety
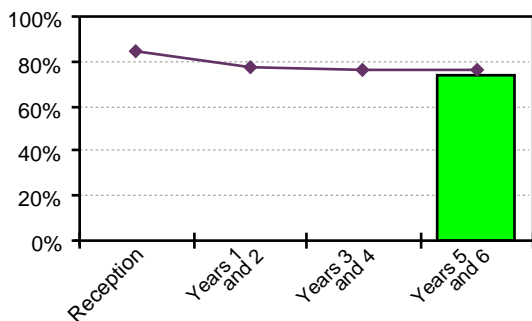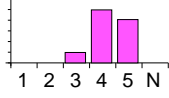
Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis

How parents scored the delivery and management of non-academic criteria.
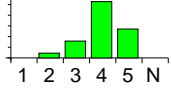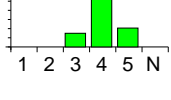
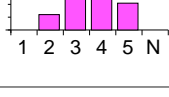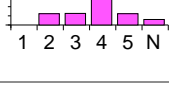| Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	0.0%	0.0%	4.8%	54.5%	40.7%	0.0%	
School facilities	0.0%	0.0%	9.0%	54.8%	36.3%	0.0%	
Developing confidence	0.0%	4.7%	9.1%	55.5%	30.7%	0.0%	
Suitable class sizes	0.0%	4.2%	16.5%	42.3%	37.0%	0.0%	
Control of bullying	0.0%	14.1%	25.5%	39.8%	16.1%	4.5%	
Caring teachers	0.0%	0.0%	11.8%	51.1%	37.1%	0.0%	
School security	0.0%	0.0%	10.9%	38.1%	51.0%	0.0%	
School communication	0.0%	0.0%	23.7%	45.2%	31.2%	0.0%	
Library facilities	0.0%	0.0%	9.2%	49.2%	41.6%	0.0%	
Developing moral values	0.0%	0.0%	4.7%	63.0%	32.3%	0.0%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	0.0%	13.5%	17.9%	57.5%	11.1%	0.0%	
Happiness of child	0.0%	0.0%	9.8%	49.7%	40.6%	0.0%	
Community spirit	0.0%	4.5%	11.6%	56.3%	27.7%	0.0%	
Developing potential	0.0%	0.0%	13.4%	54.5%	32.1%	0.0%	
Teaching quality	0.0%	0.0%	9.6%	50.4%	40.0%	0.0%	
Use of exams and testing	0.0%	0.0%	18.4%	63.5%	18.2%	0.0%	
Range of subjects taught	0.0%	0.0%	4.6%	65.9%	27.2%	2.3%	
Out of school activities	0.0%	12.0%	24.3%	42.8%	20.9%	0.0%	
Social health education	0.0%	12.3%	12.7%	56.7%	12.3%	6.0%	
Computer access	0.0%	0.0%	6.0%	66.3%	27.6%	0.0%	

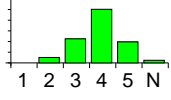## Additional criteria analysis

How parents scored the delivery and management of your additional non-academic criteria.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	1.6%	12.5%	59.4%	26.6%	0.0%	
Teaching pupils with special needs	4.1%	6.1%	20.4%	46.9%	22.4%	0.0%	
Regular marking of work	0.0%	0.0%	4.9%	65.7%	29.4%	0.0%	
Attitude of non-teaching/support staff	0.0%	0.0%	8.7%	50.5%	35.1%	5.7%	
Treating all pupils fairly/ equally	0.0%	2.8%	22.9%	43.2%	31.1%	0.0%	
Celebrating and rewarding achievement	0.0%	4.6%	15.9%	48.6%	30.9%	0.0%	
Tailoring child's work to their needs and ability	0.0%	11.4%	12.0%	50.9%	25.7%	0.0%	
Ensuring pupils do their best/ make good progress	0.0%	4.6%	18.2%	43.6%	33.5%	0.0%	
Encouraging and listening to pupils' views	0.0%	6.0%	17.8%	41.5%	31.9%	2.9%	
Looking after pupils well	0.0%	0.0%	12.0%	58.4%	29.6%	0.0%	
Quality of feedback on pupil's work	0.0%	0.0%	9.2%	61.3%	29.5%	0.0%	

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Use of feedback on pupil's work	0.0%	0.0%	17.9%	55.7%	26.4%	0.0%	
Pupil response to feedback	0.0%	5.1%	22.5%	50.2%	19.7%	2.4%	
Appropriate level of challenge in homework	0.0%	4.4%	15.8%	52.7%	27.1%	0.0%	
Pupils' attitudes to learning	0.0%	0.0%	11.8%	58.2%	30.1%	0.0%	
Pupil targets	0.0%	0.0%	14.9%	64.4%	20.6%	0.0%	
Information on different types of bullying	3.4%	11.9%	30.5%	42.4%	11.9%	0.0%	
E-safety	1.5%	3.0%	11.9%	50.7%	32.8%	0.0%	

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Graphs to show raw, adjusted satisfaction scores achieved for each of the criterion surveyed, before weightings are applied.

Non-academic areas

Mean

School security	4.4
Suitable class sizes	4.4
Teaching quality	4.3
Developing potential	4.3
Library facilities	4.3
School facilities	4.3
School discipline	4.3
Range of subjects taught	4.3
Computer access	4.2
Caring teachers	4.2
Developing moral values	4.2
Happiness of child	4.2
Community spirit	4.2
Developing confidence	4.1
School communication	4.0
Out of school activities	4.0
Use of exams and testing	4.0
Control of bullying	3.8
Social health education	3.7
Levels of homework	3.7

Additional questions

Mean

Regular marking of work	4.3
Attitude of non-teaching/supp...	4.2
Looking after pupils well	4.2
Quality of feedback on...	4.1
Promoting racial harmony	4.1
Ensuring pupils do their...	4.1
E-safety	4.1
Pupil targets	4.1
Celebrating and rewarding...	4.1
Treating all pupils...	4.1
Tailoring child's work to their...	4.0
Encouraging and listening...	4.0
Use of feedback on...	4.0
Pupils' attitudes to learning	4.0
Appropriate level of...	3.9
Pupil response to feedback	3.9
Teaching pupils with special...	3.8
Information on different types...	3.5

A word on Quality Assurance

To ensure our services have maximum input, our accredited facilitators have extensive experience at senior leadership level in schools and are all experienced in working with schools on the use of data to inform school improvement and review. In addition, our ISO 27001 accreditation means your data is safe with us.

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