

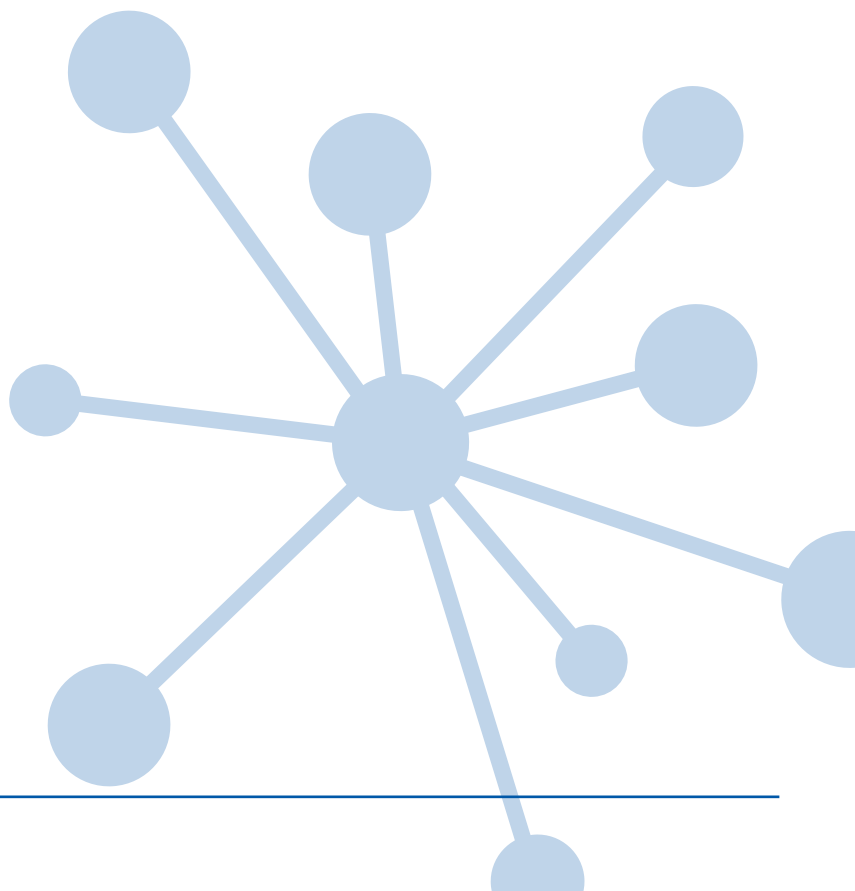
St Andrew's and St Mark's CE Junior School

Parent survey report – April 2017

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Executive summary

This report details the findings of the second Kirkland Rowell Parent Survey for St Andrew's and St Mark's CE Junior 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 April 2017. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 66 completed questionnaires were returned representing a response rate of 22.7%. The response meant that data could be drawn for all criteria.
- 15 parents answered 'Yes' and 51 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 22.7% and 77.3% respectively.
- The parents gave an excellent overall performance score (89.4%) (see page 5).
- Of the parents whose children were not in their first year at the school 52% said the school had improved over the last year and 4% thought that the school's performance was worse (see page 40).
- Of the parents of new pupils, 6% felt that the school had not lived up to their expectations and 29% said the school was better than they had expected it to be (see page 40).
- With regards to non-academic areas, parents are most happy with Out of school activities, Library facilities and School communication.
- The parents are least happy with Levels of homework, Range of subjects taught and Happiness of child.
- The parents' top priorities for improvement are Developing potential, Levels of homework and Developing confidence.
- The parents of male pupils gave significantly higher scores for Social health education, Range of subjects taught, Promoting racial harmony and Treating all pupils fairly/equally.

Summary of results since the previous survey

- The following non-academic areas received significantly higher scores than the previous survey: Out of school activities, Library facilities, School facilities, Computer access, School security and Caring teachers.
- The following additional areas received significantly higher scores than the previous survey: Ensuring pupils do their best/make good progress, Quality of feedback on pupil's work, Use of feedback on pupil's work and Pupil targets.

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 |
|--------------------------------|------------|---------|
| 89.7% Out of school activities | (24.5%) | 14th |
| 88.8% Library facilities | (10.4%) | 20th |
| 88.0% School communication | (52.7%) | 10th |
| 86.9% School facilities | (50.9%) | 12th |
| 85.8% Computer access | (13.1%) | 19th |

Relative weaknesses for non-academic criteria

| | Importance | Ranking |
|--------------------------------|------------|---------|
| 78.5% Levels of homework | (28.2%) | 13th |
| 79.8% Range of subjects taught | (23.3%) | 15th |
| 79.8% Happiness of child | (85.2%) | 3rd |

Response to survey

66 completed questionnaires were returned representing a response rate of 22.7%.

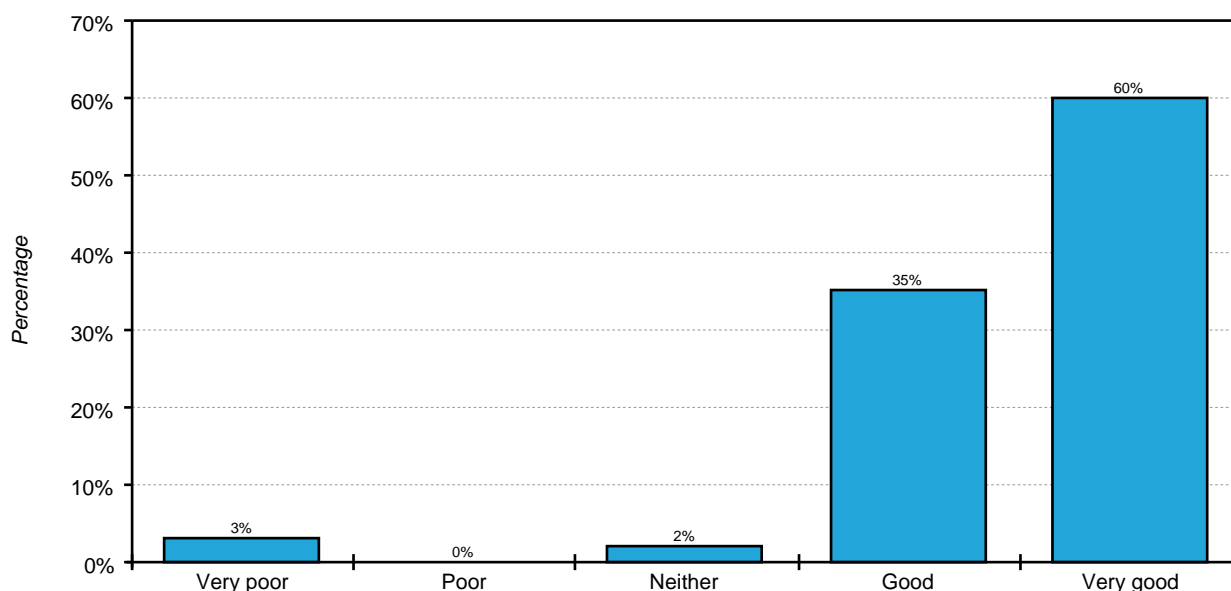
| | Proportion of responses (%) | Number of responses |
|---|-----------------------------|---------------------|
| Responses from parents of male pupils | 37.9 | 25 |
| Responses from parents of female pupils | 62.1 | 41 |
| Responses from parents of Year 3 pupils | 19.7 | 13 |
| Responses from parents of Year 4 pupils | 37.9 | 25 |
| Responses from parents of Year 5 pupils | 27.3 | 18 |
| Responses from parents of Year 6 pupils | 15.2 | 10 |

Overall parental satisfaction

| | This survey (%) | Previous survey (%) | Change (%) |
|---|-----------------|---------------------|------------|
| Overall, rate the performance of the school | 89.4 | 82.3 | +7.1 |

| | Rating 'poor' or 'very poor' (%) | Previous survey (%) | % Change | Rating 'good' or 'very good' (%) |
|---|----------------------------------|---------------------|----------|----------------------------------|
| Overall, rate the performance of the school | 2.9 | 3.6 | -0.7 | 95.4 |

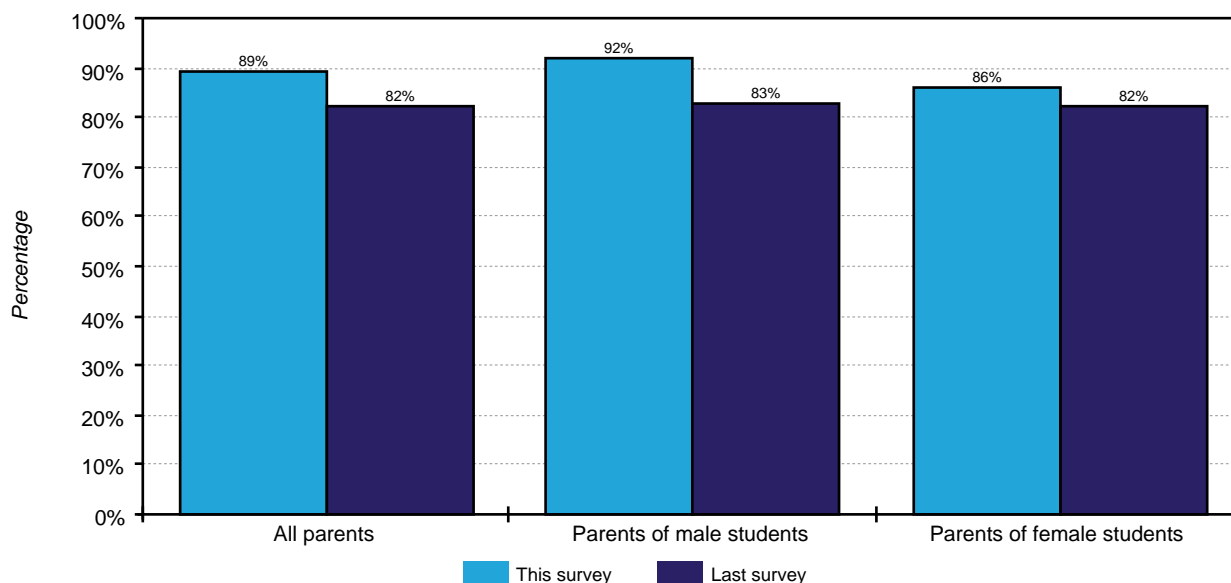
Overall parental satisfaction



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

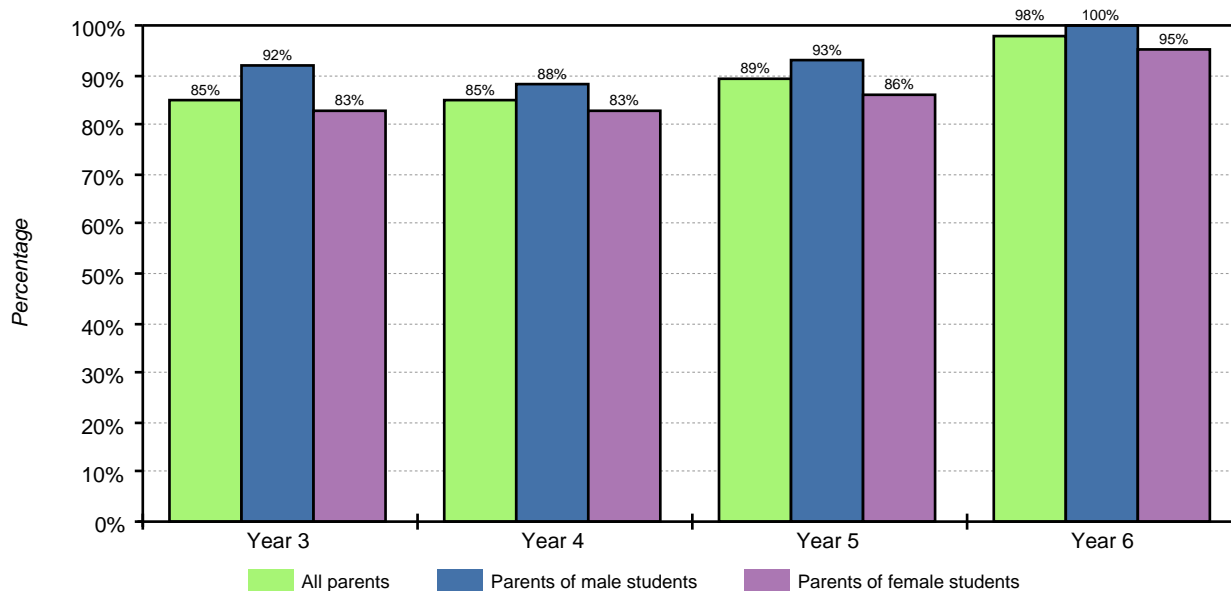
Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender



- The parents gave an excellent overall performance score of 89.4%, improved since the last survey.
- Parents of male pupils scored the overall performance of the school higher than the parents of female pupils.

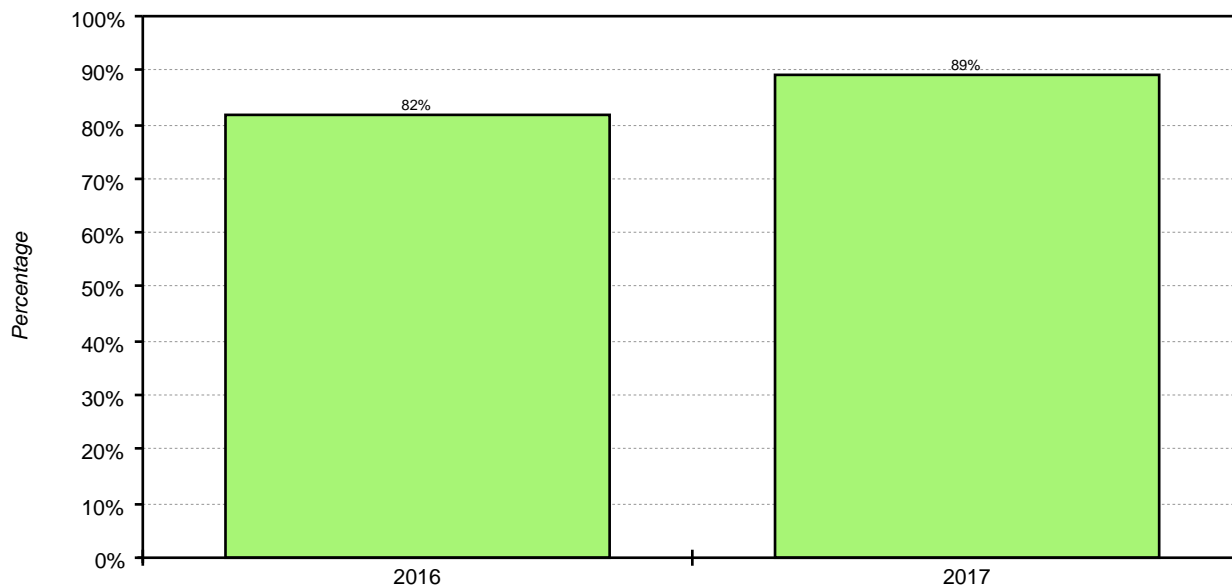
Overall performance scores broken down by year group



- Parents of Year 6 pupils scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Parents of Year 6 male pupils and parents of Year 6 female pupils scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

Time series analysis of overall performance scores

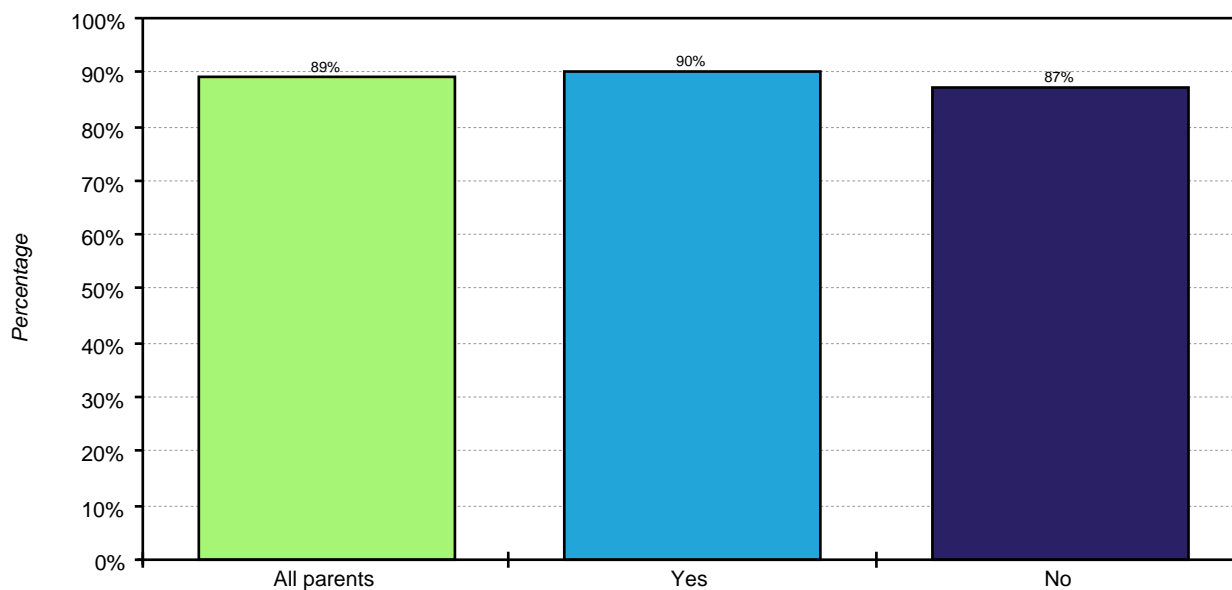
Graph showing the overall performance scores trend broken down over time.



- There was no significant change over two surveys for the overall performance score.

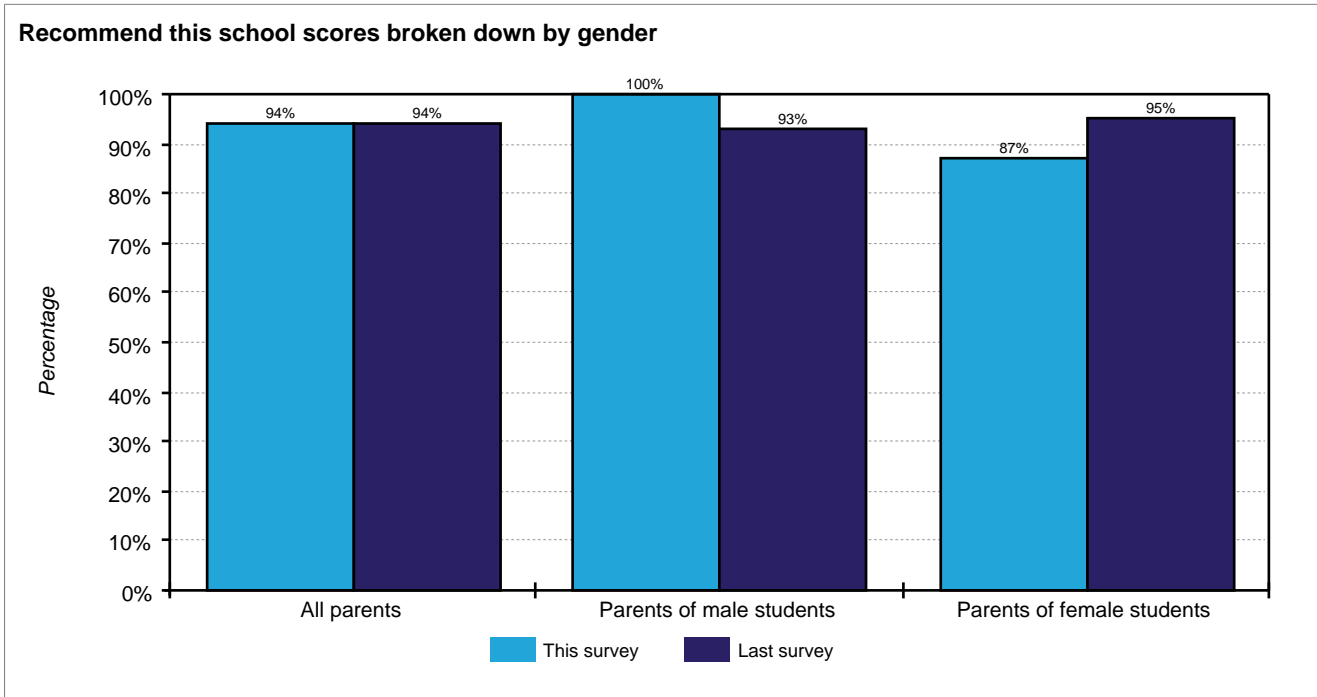
Overall performance scores broken down by extra analysis

Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'

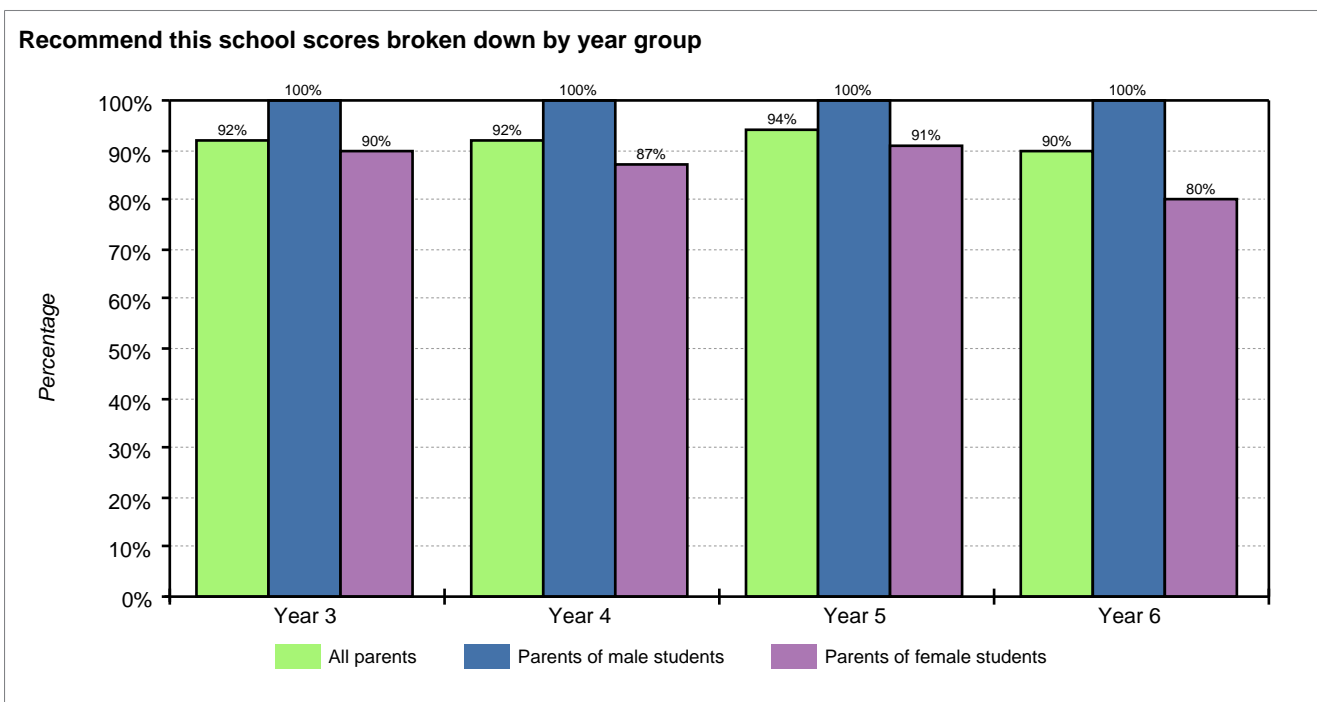


- The overall performance scores show no significant difference.

Parents recommend this school broken down by gender and year group



- 93.8% of parents said they would recommend this school to another parent.
- Parents of male pupils would recommend this school to another parent more than the parents of female pupils.



- Parents of Year 5 pupils would recommend this school to another parent more than parents from other year groups.
- Parents of Year 3, Year 4, Year 5 and Year 6 male pupils and parents of Year 5 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 170 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 *.

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 170 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 child's needs | 72.1 | | |
| Encouraging and listening to pupil views | 71.4 | | |
| Encouraging and listening to parent views | 70.8 | | |
| Providing a 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 |
| Effective school management | 66.5 | 65.4 | +1.1 |
| Recognising and celebrating achievements | 66.3 | | |
| Managing workload | 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 | | |

* 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 **blue** are only reliable to within 10% due to the sample achieved.

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 |
|--------------------------|-----------------|---------------------|----------|
| Out of school activities | 89.7 | 81.1 | +8.6 |
| Library facilities | 88.8 | 71.7 | +17.0 |
| School communication | 88.0 | 81.3 | +6.7 |
| School facilities | 86.9 | 73.0 | +13.9 |
| Computer access | 85.8 | 75.9 | +9.9 |
| School security | 85.3 | 76.8 | +8.5 |
| Community spirit | 84.8 | 78.1 | +6.7 |
| School discipline | 84.7 | 80.1 | +4.6 |
| Developing moral values | 84.1 | 79.2 | +4.9 |
| Control of bullying | 83.9 | 75.6 | +8.2 |
| Developing potential | 83.7 | 77.3 | +6.5 |
| Caring teachers | 83.7 | 75.5 | +8.2 |
| Social health education | 83.4 | 78.9 | +4.5 |
| Use of exams and testing | 82.7 | 73.1 | +9.6 |
| Developing confidence | 80.7 | 75.8 | +4.9 |
| Suitable class sizes | 80.6 | 75.1 | +5.5 |
| Teaching quality | 80.1 | 76.6 | +3.5 |
| Happiness of child | 79.8 | 74.8 | +5.0 |
| Range of subjects taught | 79.8 | 75.6 | +4.2 |
| Levels of homework | 78.5 | 73.5 | +4.9 |

- Parents consider delivery of the following non-academic areas to be 'outstanding': Out of school activities, Library facilities, School communication, School facilities, Computer access, School security, Community spirit, School discipline, Developing moral values, Control of bullying, Developing potential, Caring teachers, Social health education, Use of exams and testing, Developing confidence, Suitable class sizes and Teaching quality.
- Parents consider delivery of the following non-academic areas to be 'good': Happiness of child, Range of subjects taught and Levels of homework.
- Parents consider delivery of the following non-academic subjects to have shown a significant improvement since the last survey: Out of school activities, Library facilities, School facilities, Computer access, School security and Caring teachers.
- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: School communication, Community spirit, Control of bullying, Developing potential, Social health education, Use of exams and testing, Developing confidence, Teaching quality and Levels of homework.

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' (%) |
|--------------------------|----------------------------------|---------------------|----------|----------------------------------|
| Computer access | 0.0 | 3.9 | -3.9 | 85.3 |
| Library facilities | 0.0 | 12.6 | -12.6 | 89.2 |
| Out of school activities | 0.0 | 6.4 | -6.4 | 80.7 |
| Range of subjects taught | 0.0 | 2.9 | -2.9 | 80.4 |
| School facilities | 0.0 | 5.0 | -5.0 | 97.8 |
| School security | 0.0 | 4.7 | -4.7 | 92.6 |
| School discipline | 3.3 | 3.5 | -0.3 | 88.0 |
| Caring teachers | 3.4 | 5.3 | -1.8 | 93.2 |
| School communication | 5.0 | 9.6 | -4.6 | 82.0 |
| Developing potential | 5.4 | 8.2 | -2.8 | 79.1 |
| Teaching quality | 5.4 | 3.6 | +1.8 | 91.3 |
| Happiness of child | 5.4 | 5.3 | +0.1 | 88.0 |
| Developing moral values | 5.4 | 3.7 | +1.8 | 88.0 |
| Community spirit | 5.7 | 1.9 | +3.8 | 83.5 |
| Use of exams and testing | 5.8 | 12.4 | -6.6 | 78.2 |
| Social health education | 6.2 | 8.1 | -1.9 | 85.3 |
| Suitable class sizes | 6.6 | 7.1 | -0.6 | 67.8 |
| Developing confidence | 8.7 | 5.4 | +3.4 | 82.5 |
| Control of bullying | 9.4 | 8.7 | +0.7 | 75.5 |
| Levels of homework | 10.7 | 15.0 | -4.3 | 70.4 |

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 |
|---|-----------------|---------------------|----------|
| Teaching pupils with special needs | 82.4 | 76.3 | +6.2 |
| Ensuring pupils do their best/make good progress | 81.6 | 72.1 | +9.5 |
| Pupil response to feedback | 81.2 | 73.7 | +7.5 |
| Treating all pupils fairly/equally | 81.1 | 78.4 | +2.7 |
| Tailoring child's work to their needs and ability | 81.0 | 71.9 | +9.1 |
| Promoting racial harmony | 80.5 | 77.9 | +2.6 |
| Use of feedback on pupil's work | 80.5 | 69.6 | +10.8 |
| Celebrating and rewarding achievement | 80.4 | 77.2 | +3.3 |
| Encouraging and listening to pupils' views | 80.2 | 72.6 | +7.6 |
| E-safety | 79.9 | 73.3 | +6.7 |
| Quality of feedback on pupil's work | 79.6 | 69.1 | +10.5 |
| Looking after pupils well | 79.2 | 74.4 | +4.8 |
| Pupil targets | 79.1 | 68.8 | +10.3 |
| Information on different types of bullying | 78.7 | 73.2 | +5.5 |
| Attitude of non-teaching/support staff | 77.1 | 73.9 | +3.2 |
| Pupils' attitudes to learning | 75.2 | 73.0 | +2.2 |
| Regular marking of work | 75.0 | 71.5 | +3.5 |
| Appropriate level of challenge in homework | 74.1 | 70.0 | +4.1 |

- Parents consider delivery of the following additional criteria to be 'outstanding': Teaching pupils with special needs, Ensuring pupils do their best/make good progress, Pupil response to feedback, Treating all pupils fairly/equally, Tailoring child's work to their needs and ability, Promoting racial harmony, Use of feedback on pupil's work, Celebrating and rewarding achievement and Encouraging and listening to pupils' views.
- Parents consider delivery of the following additional criteria to be 'good': E-safety, Quality of feedback on pupil's work, Looking after pupils well, Pupil targets, Information on different types of bullying, Attitude of non-teaching/support staff, Pupils' attitudes to learning, Regular marking of work and Appropriate level of challenge in homework.
- Parents consider delivery of the following additional criteria to have shown a significant improvement since the last survey: Ensuring pupils do their best/make good progress, Use of feedback on pupil's work, Quality of feedback on pupil's work and Pupil targets.
- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Ensuring pupils do their best/make good progress, Treating all pupils fairly/equally, Tailoring child's work to their needs and ability, Promoting racial harmony, Use of feedback on pupil's work, Celebrating and rewarding achievement, Encouraging and listening to pupils' views, Quality of feedback on pupil's work,

Pupil targets, Information on different types of bullying, Regular marking of work and Appropriate level of challenge in homework.

- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: 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 | 1.9 | -1.9 | 88.4 |
| Pupils' attitudes to learning | 0.0 | 3.7 | -3.7 | 84.4 |
| E-safety | 2.3 | 5.9 | -3.6 | 87.4 |
| Pupil response to feedback | 3.9 | 4.1 | -0.2 | 73.8 |
| Celebrating and rewarding achievement | 5.6 | 1.8 | +3.8 | 91.0 |
| Looking after pupils well | 5.7 | 3.6 | +2.1 | 94.3 |
| Ensuring pupils do their best/make good progress | 5.8 | 9.2 | -3.4 | 83.2 |
| Promoting racial harmony | 5.9 | 4.0 | +1.9 | 89.6 |
| Pupil targets | 6.0 | 5.6 | +0.3 | 78.6 |
| Encouraging and listening to pupils' views | 6.0 | 10.1 | -4.1 | 82.0 |
| Quality of feedback on pupil's work | 8.5 | 13.0 | -4.5 | 73.1 |
| Appropriate level of challenge in homework | 8.5 | 9.9 | -1.3 | 71.0 |
| Tailoring child's work to their needs and ability | 9.0 | 7.0 | +1.9 | 75.0 |
| Use of feedback on pupil's work | 9.4 | 11.7 | -2.3 | 72.0 |
| Treating all pupils fairly/equally | 9.5 | 6.2 | +3.3 | 84.6 |
| Regular marking of work | 11.3 | 8.2 | +3.1 | 71.0 |
| Information on different types of bullying | 23.1 | 13.4 | +9.7 | 63.7 |

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 |
|--------------------------|----------------------|----------------------|-------------------------------|-------------------------------|
| School discipline | 96.0 | 8th | 90.9 | 3rd |
| Teaching quality | 95.7 | 17th | 90.5 | 9th |
| Happiness of child | 85.2 | 18th | 89.6 | 16th |
| Developing potential | 80.6 | 11th | 83.3 | 7th |
| Developing confidence | 77.0 | 15th | 81.8 | 11th |
| Caring teachers | 69.7 | 12th | 74.0 | 14th |
| Control of bullying | 69.3 | 10th | 68.6 | 12th |
| School security | 59.2 | 6th | 49.0 | 8th |
| Suitable class sizes | 54.3 | 16th | 38.2 | 15th |
| School communication | 52.7 | 3rd | 52.3 | 1st |
| Developing moral values | 51.1 | 9th | 54.0 | 4th |
| School facilities | 50.9 | 4th | 53.6 | 19th |
| Levels of homework | 28.2 | 20th | 45.6 | 17th |
| Out of school activities | 24.5 | 1st | 24.9 | 2nd |
| Range of subjects taught | 23.3 | 19th | 23.7 | 13th |
| Community spirit | 22.6 | 7th | 24.6 | 6th |
| Social health education | 19.2 | 13th | 11.7 | 5th |
| Use of exams and testing | 17.0 | 14th | 17.4 | 18th |
| Computer access | 13.1 | 5th | 17.4 | 10th |
| Library facilities | 10.4 | 2nd | 9.0 | 20th |

With regard to the five criteria most important to parents:

- The school performs less well in: Teaching quality and Happiness of child.

Importance: your school vs. similar schools

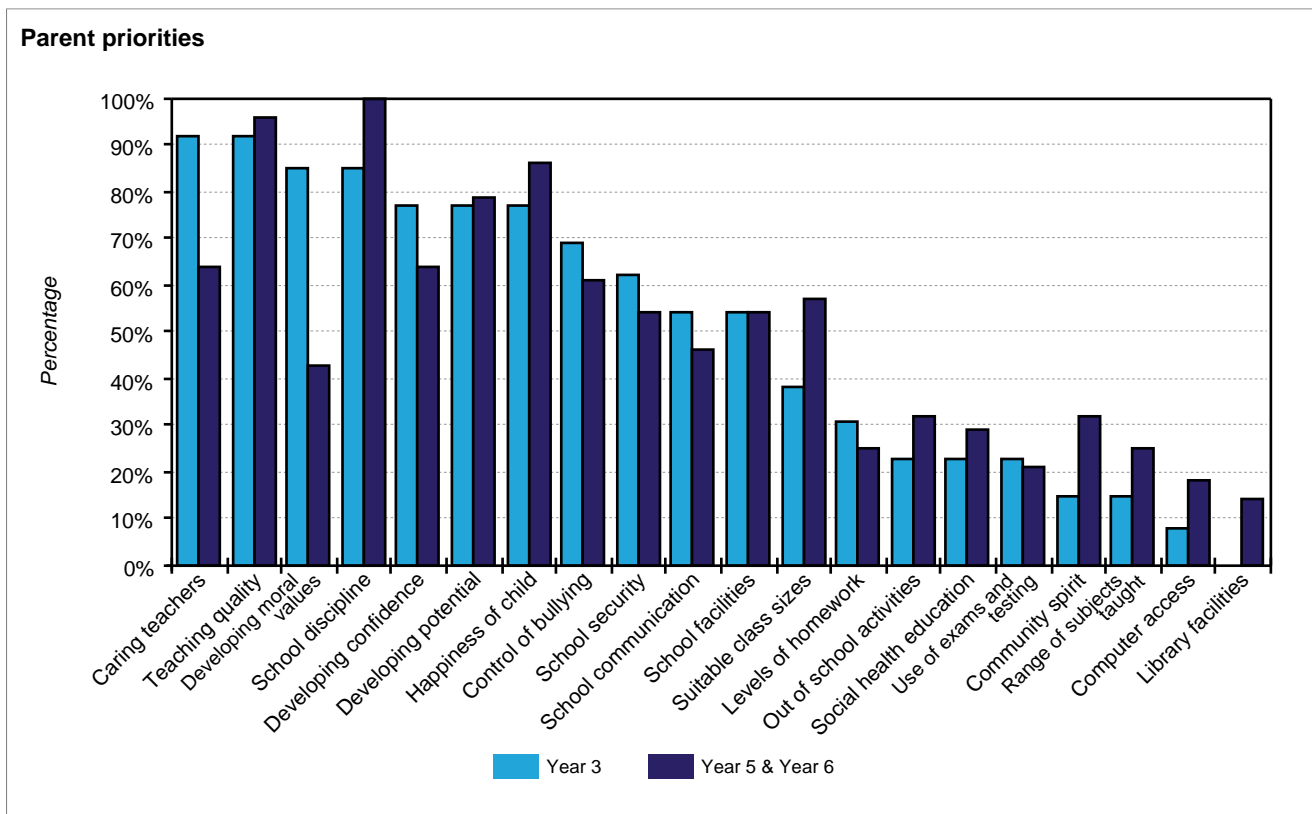
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column 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 |
|--------------------------|----------------------|--------------------|-------------------------------------|---------------------------------------|
| School discipline | 96.0 | 1st | 2nd | +1 |
| Teaching quality | 95.7 | 2nd | 1st | -1 |
| Happiness of child | 85.2 | 3rd | 3rd | 0 |
| Developing potential | 80.6 | 4th | 5th | +1 |
| Developing confidence | 77.0 | 5th | 4th | -1 |
| Caring teachers | 69.7 | 6th | 6th | 0 |
| Control of bullying | 69.3 | 7th | 7th | 0 |
| School security | 59.2 | 8th | 10th | +2 |
| Suitable class sizes | 54.3 | 9th | 11th | +2 |
| School communication | 52.7 | 10th | 8th | -2 |
| Developing moral values | 51.1 | 11th | 9th | -2 |
| School facilities | 50.9 | 12th | 12th | 0 |
| Levels of homework | 28.2 | 13th | 14th | +1 |
| Out of school activities | 24.5 | 14th | 16th | +2 |
| Range of subjects taught | 23.3 | 15th | 13th | -2 |
| Community spirit | 22.6 | 16th | 15th | -1 |
| Social health education | 19.2 | 17th | 19th | +2 |
| Use of exams and testing | 17.0 | 18th | 18th | 0 |
| Computer access | 13.1 | 19th | 17th | -2 |
| Library facilities | 10.4 | 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

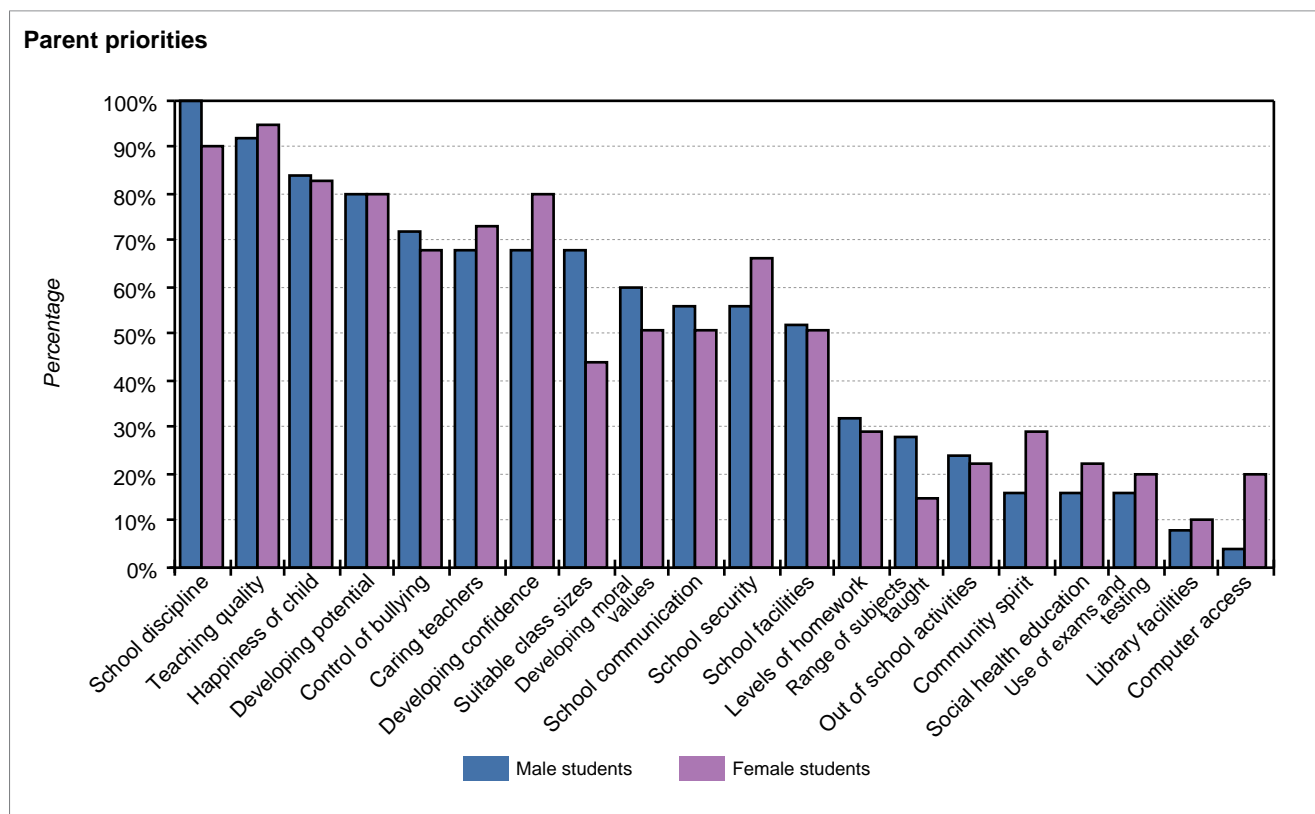
The graph below shows which criteria parents of Year 3 pupils selected as important compared to which criteria parents of Year 5 & Year 6 pupils selected as important. This shows us how parent priorities change as the pupils get older. The table shows the criteria where there is a significant difference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



| Criteria where difference in score is significant | Year 3 ranking | Year 5 & Year 6 ranking |
|---|----------------|-------------------------|
| Caring teachers | 1st | 5th ▲ |
| Developing moral values | 3rd | 12th ▲ |
| Library facilities | 20th | 20th ▲ |

How parent priorities change by gender of child

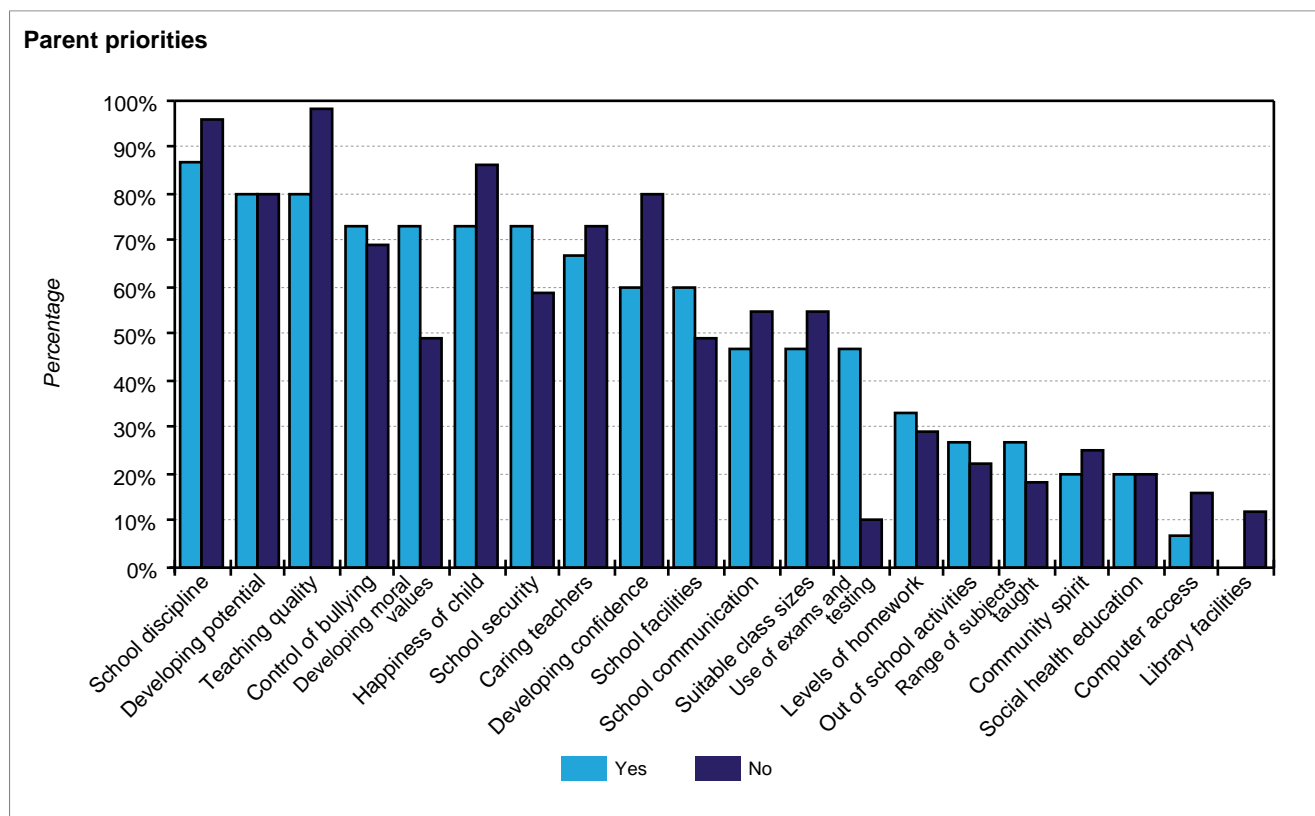
The graph below shows which criteria parents of female pupils selected as important compared to which criteria parents of male pupils selected as important. This shows us how parent priorities change by gender of the child. The table shows the criteria where there is a significant difference between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



| Criteria where difference in score is significant | Male students ranking | Female students ranking |
|---|-----------------------|-------------------------|
| School discipline | 1st | 2nd ▲ |
| Computer access | 20th | 17th ▼ |

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.



| Criteria where difference in score is significant | Yes ranking | No ranking |
|---|-------------|------------|
| Use of exams and testing | 11th | 20th ▲ |
| Library facilities | 20th | 19th ▼ |

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 (%) |
|--------------------------|-----------------|---------------------|---------------------|
| Developing potential | 24.5 | 19.3 | 14.7 |
| Levels of homework | 14.7 | 4.9 | 6.3 |
| Developing confidence | 13.3 | 4.3 | 5.2 |
| Suitable class sizes | 9.1 | 8.7 | 9.3 |
| Use of exams and testing | 6.6 | 3.6 | 0.0 |
| School discipline | 5.8 | 2.6 | 4.1 |
| Control of bullying | 5.2 | 7.6 | 6.5 |
| Out of school activities | 4.3 | 5.4 | 7.5 |
| Caring teachers | 3.4 | 4.6 | 1.9 |
| Library facilities | 3.2 | 10.2 | 2.2 |
| School communication | 2.9 | 5.4 | 13.5 |
| Range of subjects taught | 2.8 | 0.0 | 0.0 |
| Teaching quality | 2.4 | 3.7 | 4.7 |
| Happiness of child | 2.0 | 2.7 | 2.5 |
| Community spirit | 0.0 | 1.5 | 1.4 |
| Computer access | 0.0 | 2.9 | 2.9 |
| Developing moral values | 0.0 | 2.3 | 1.5 |
| School facilities | 0.0 | 7.6 | 7.5 |
| School security | 0.0 | 2.7 | 3.7 |
| Social health education | 0.0 | 0.0 | 0.7 |

- Parents have given a higher priority to the following areas since the last survey: Developing potential, Levels of homework and Developing confidence.
- Parents have given a lower priority to the following areas since the last survey: Library facilities and School facilities.
- Parents have given a higher priority to the following areas compared to similar schools: Developing potential, Levels of homework, Developing confidence and Use of exams and testing.
- Parents have given a lower priority to the following areas compared to similar schools: School communication and School facilities.

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 | 79.8% | 63 |
| 2. My child feels safe at this school | | |
| School security | 85.3% | 62 |
| Control of bullying | 83.9% | 46 |
| 3. My child makes good progress at this school | | |
| Developing potential | 83.7% | 61 |
| Ensuring pupils do their best/make good progress | 81.6% | 59 |
| 4. My child is well looked after at this school | | |
| School security | 85.3% | 62 |
| Caring teachers | 83.7% | 63 |
| Looking after pupils well | 79.2% | 62 |
| Attitude of non-teaching/support staff | 77.1% | 58 |
| 5. My child is taught well at this school | | |
| Developing potential | 83.7% | 61 |
| Use of exams and testing | 82.7% | 56 |
| Teaching pupils with special needs | 82.4% | 25 |
| Ensuring pupils do their best/make good progress | 81.6% | 59 |
| Tailoring child's work to their needs and ability | 81.0% | 61 |
| Teaching quality | 80.1% | 62 |

| | Score | Sample |
|---|----------------------|--------|
| 6. My child receives appropriate homework for their age | | |
| Respondents saying 'Right' for homework amount | Requires improvement | 66 |
| Tailoring child's work to their needs and ability | 81.0% | 61 |
| Levels of homework | 78.5% | 61 |
| 7. This school ensures the pupils are well behaved | | |
| School discipline | 84.7% | 63 |
| 8. This school deals effectively with bullying | | |
| Control of bullying | 83.9% | 46 |
| 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 | 83.7% | 63 |
| 11. I receive valuable information from the school about my child's progress | | |
| Regular marking of work | 75.0% | 62 |
| 12. I would recommend this school to another parent | | |
| Recommended | 93.8% | 63 |

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

| | | |
|--|-------|-------------|
| School communication | 88.0% | Outstanding |
| Community spirit | 84.8% | Outstanding |
| Developing potential | 83.7% | Outstanding |
| Use of exams and testing | 82.7% | Outstanding |
| Teaching pupils with special needs | 82.4% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Pupil response to feedback | 81.2% | Outstanding |
| Treating all pupils fairly/equally | 81.1% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Use of feedback on pupil's work | 80.5% | Outstanding |
| Teaching quality | 80.1% | Outstanding |
| Pupil targets | 79.1% | Good |
| Levels of homework | 78.5% | Good |
| Regular marking of work | 75.0% | Good |
| Appropriate level of challenge in homework | 74.1% | Good |

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

The Accuracy and Impact of Assessment

| | | |
|---|-------|-------------|
| Developing potential | 83.7% | Outstanding |
| Use of exams and testing | 82.7% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Tailoring child's work to their needs and ability | 81.0% | Outstanding |
| Use of feedback on pupil's work | 80.5% | Outstanding |
| Levels of homework | 78.5% | Good |
| Regular marking of work | 75.0% | Good |
| Appropriate level of challenge in homework | 74.1% | Good |

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

The Impact of the Teaching of Literacy, Including Reading

| | | |
|---|-------|-------------|
| Developing potential | 83.7% | Outstanding |
| Tailoring child's work to their needs and ability | 81.0% | Outstanding |

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

The Teaching of Mathematics

| | | |
|---|-------|-------------|
| Computer access | 85.8% | Outstanding |
| Developing potential | 83.7% | Outstanding |
| Tailoring child's work to their needs and ability | 81.0% | Outstanding |
| Appropriate level of challenge in homework | 74.1% | Good |

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

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

Not applicable.

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" = 1.2 = 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.

| | | |
|--------------------------|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |

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

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

| | | |
|--|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Caring teachers | 83.7% | Outstanding |
| Social health education | 83.4% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |
| E-safety | 79.9% | Good |
| Looking after pupils well | 79.2% | Good |
| Information on different types of bullying | 78.7% | Good |
| Attitude of non-teaching/support staff | 77.1% | Good |

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

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

| | | |
|--|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Looking after pupils well | 79.2% | Good |
| Information on different types of bullying | 78.7% | Good |
| Attitude of non-teaching/support staff | 77.1% | Good |

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

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

| | | |
|--|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Developing potential | 83.7% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Celebrating and rewarding achievement | 80.4% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |
| Happiness of child | 79.8% | Good |

Your average parental grade for this section = 1.1 = Outstanding = **Grade 1**

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

| | | |
|--|-------|-------------|
| Developing potential | 83.7% | Outstanding |
| Teaching pupils with special needs | 82.4% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Pupil response to feedback | 81.2% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Celebrating and rewarding achievement | 80.4% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |

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

Personal Development and Welfare: Choices About Next Stages

| | | |
|--|-------|-------------|
| Celebrating and rewarding achievement | 80.4% | Outstanding |
| Pupil targets | 79.1% | Good |
| Levels of homework | 78.5% | Good |
| Attitude of non-teaching/support staff | 77.1% | Good |

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

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

| | | |
|--|-------|-------------|
| School security | 85.3% | Outstanding |
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Caring teachers | 83.7% | Outstanding |
| Social health education | 83.4% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |
| E-safety | 79.9% | Good |
| Looking after pupils well | 79.2% | Good |
| Information on different types of bullying | 78.7% | Good |
| Attitude of non-teaching/support staff | 77.1% | Good |

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Personal Development and Welfare: Keeping Healthy

| | | |
|-------------------------|-------|----------------------|
| Social health education | 83.4% | Outstanding |
| Exercise | 89.7% | Requires improvement |
| Diet | 86.3% | Requires improvement |

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

Personal Development and Welfare: Personal Development

| | | |
|--|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Developing potential | 83.7% | Outstanding |
| Social health education | 83.4% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |
| E-safety | 79.9% | Good |
| Information on different types of bullying | 78.7% | Good |

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

Attendance and Punctuality

Your own assessment is required here.

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

Not applicable.

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" = 1.4 = Outstanding = **Grade 1 (-)**

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

Outcomes for Pupils

Progress

| | | |
|---|-------|-------------|
| Ratio of parents saying school improving versus declining | | Outstanding |
| Developing potential | 83.7% | Outstanding |
| Use of exams and testing | 82.7% | Outstanding |
| Teaching pupils with special needs | 82.4% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Pupil response to feedback | 81.2% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Use of feedback on pupil's work | 80.5% | Outstanding |
| Quality of feedback on pupil's work | 79.6% | Good |
| Pupil targets | 79.1% | Good |
| Appropriate level of challenge in homework | 74.1% | Good |
| Your average parental grade for this section = 1.3 = Outstanding = Grade 1 (-) | | |

Progress Over Time

| | |
|---|-------------|
| Significant improvements versus significant declines | Outstanding |
| Your average parental grade for this section = 1.0 = Outstanding = Grade 1 | |

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?'.

| | | |
|---|-------|-------------|
| Use of exams and testing | 87.5% | Outstanding |
| Developing potential | 83.9% | Outstanding |
| Tailoring child's work to their needs and ability | 81.7% | Outstanding |
| Developing confidence | 80.0% | Outstanding |
| Your average parental grade for this section = 1.0 = Outstanding = Grade 1 | | |

The Most Able Pupils

| | | |
|---|-------|-------------|
| Developing potential | 83.7% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Tailoring child's work to their needs and ability | 81.0% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Pupil targets | 79.1% | Good |
| Appropriate level of challenge in homework | 74.1% | Good |
| Your average parental grade for this section = 1.3 = Outstanding = Grade 1 (-) | | |

Disabled Pupils and Those with Special Educational Needs

| | | |
|---|-------|-------------|
| Developing potential | 83.7% | Outstanding |
| Teaching pupils with special needs | 82.4% | Outstanding |
| Treating all pupils fairly/equally | 81.1% | Outstanding |
| Tailoring child's work to their needs and ability | 81.0% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Your average parental grade for this section = 1.0 = Outstanding = Grade 1 | | |

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

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" = 1.1 = 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

| | | |
|--|-------|-------------|
| School communication | 88.0% | Outstanding |
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Developing potential | 83.7% | Outstanding |
| Use of exams and testing | 82.7% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Celebrating and rewarding achievement | 80.4% | Outstanding |

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

Self-evaluation and Improvement

| | | |
|---|-------|-------------|
| Ratio of parents saying school improving versus declining | | Outstanding |
| Significant improvements versus significant declines | | Outstanding |
| Use of exams and testing | 82.7% | Outstanding |
| Use of feedback on pupil's work | 80.5% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |
| Quality of feedback on pupil's work | 79.6% | Good |
| Pupil targets | 79.1% | Good |

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Curriculum

| | | |
|---|-------|-------------|
| Out of school activities | 89.7% | Outstanding |
| Developing potential | 83.7% | Outstanding |
| Use of exams and testing | 82.7% | Outstanding |
| Teaching pupils with special needs | 82.4% | Outstanding |
| Ensuring pupils do their best/make good progress | 81.6% | Outstanding |
| Pupil response to feedback | 81.2% | Outstanding |
| Tailoring child's work to their needs and ability | 81.0% | Outstanding |
| Use of feedback on pupil's work | 80.5% | Outstanding |
| Range of subjects taught | 79.8% | Good |
| Pupil targets | 79.1% | Good |
| Your average parental grade for this section = 1.2 = Outstanding = Grade 1 | | |

Citizenship

| | | |
|---|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Social health education | 83.4% | Outstanding |
| Treating all pupils fairly/equally | 81.1% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| E-safety | 79.9% | Good |
| Information on different types of bullying | 78.7% | Good |
| Your average parental grade for this section = 1.2 = Outstanding = Grade 1 | | |

Leadership

| | | |
|---|-------|-------------|
| School communication | 88.0% | Outstanding |
| Use of feedback on pupil's work | 80.5% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |
| Pupil targets | 79.1% | Good |
| Your average parental grade for this section = 1.3 = Outstanding = Grade 1 | | |

Continuous Professional Development

Your own assessment is required here.

Safeguarding

| | | |
|--|-------|-------------|
| School security | 85.3% | Outstanding |
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Caring teachers | 83.7% | Outstanding |
| Social health education | 83.4% | Outstanding |
| Treating all pupils fairly/equally | 81.1% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| E-safety | 79.9% | Good |
| Looking after pupils well | 79.2% | Good |
| Information on different types of bullying | 78.7% | Good |
| Attitude of non-teaching/support staff | 77.1% | Good |

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Governance

| | | |
|---|-------|-------------|
| School communication | 88.0% | Outstanding |
| School security | 85.3% | Outstanding |
| Teaching pupils with special needs | 82.4% | Outstanding |
| Treating all pupils fairly/equally | 81.1% | Outstanding |
| Tailoring child's work to their needs and ability | 81.0% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Appropriate level of challenge in homework | 74.1% | Good |

Your average parental grade for this section = 1.1 = Outstanding = **Grade 1**

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

Not applicable.

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" = 1.2 = Outstanding = **Grade 1**

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

Spiritual, Moral, Social and Cultural Development

Spiritual Development

| | | |
|--|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |
| Encouraging and listening to pupils' views | 80.2% | Outstanding |
| Happiness of child | 79.8% | Good |

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

Moral Development

| | | |
|-------------------------|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| School discipline | 84.7% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Social health education | 83.4% | Outstanding |

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

Social Development

| | | |
|--------------------------|-------|-------------|
| Out of school activities | 89.7% | Outstanding |
| Community spirit | 84.8% | Outstanding |
| Developing moral values | 84.1% | Outstanding |
| Control of bullying | 83.9% | Outstanding |
| Social health education | 83.4% | Outstanding |
| Developing confidence | 80.7% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |

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

Cultural Development

| | | |
|--------------------------|-------|-------------|
| Community spirit | 84.8% | Outstanding |
| Promoting racial harmony | 80.5% | Outstanding |

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

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.1 = Outstanding = **Grade 1**

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

Overall effectiveness

Summary

| | | | |
|---|-----|-------------|----------------------|
| Quality of teaching, Learning and Assessment | 1.2 | Outstanding | Grade 1 |
| Personal Development, Behaviour and Welfare | 1.4 | Outstanding | Grade 1 (-) |
| Outcomes for Pupils | 1.1 | Outstanding | Grade 1 |
| Effectiveness of Leadership and Management | 1.2 | Outstanding | Grade 1 |
| Spiritual, Moral, Social and Cultural Development | 1.1 | Outstanding | Grade 1 |

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 1.2 = Outstanding = **Grade 1**

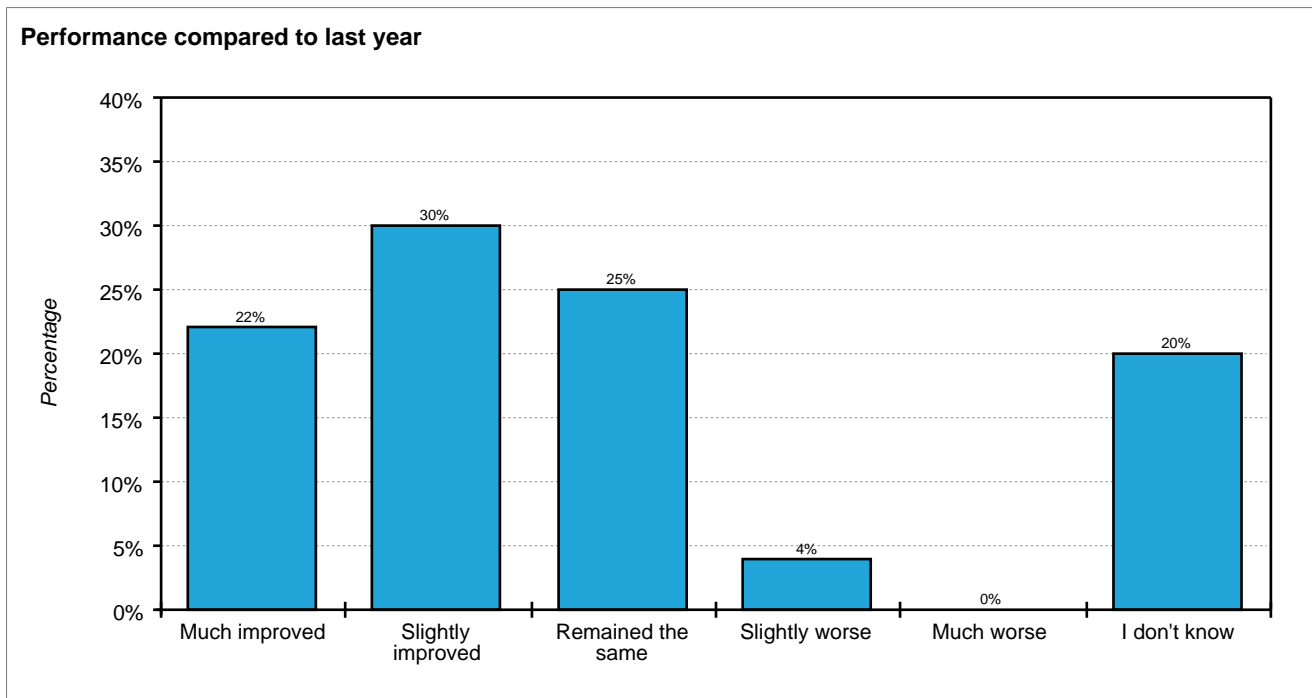
To reach the next grade

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.

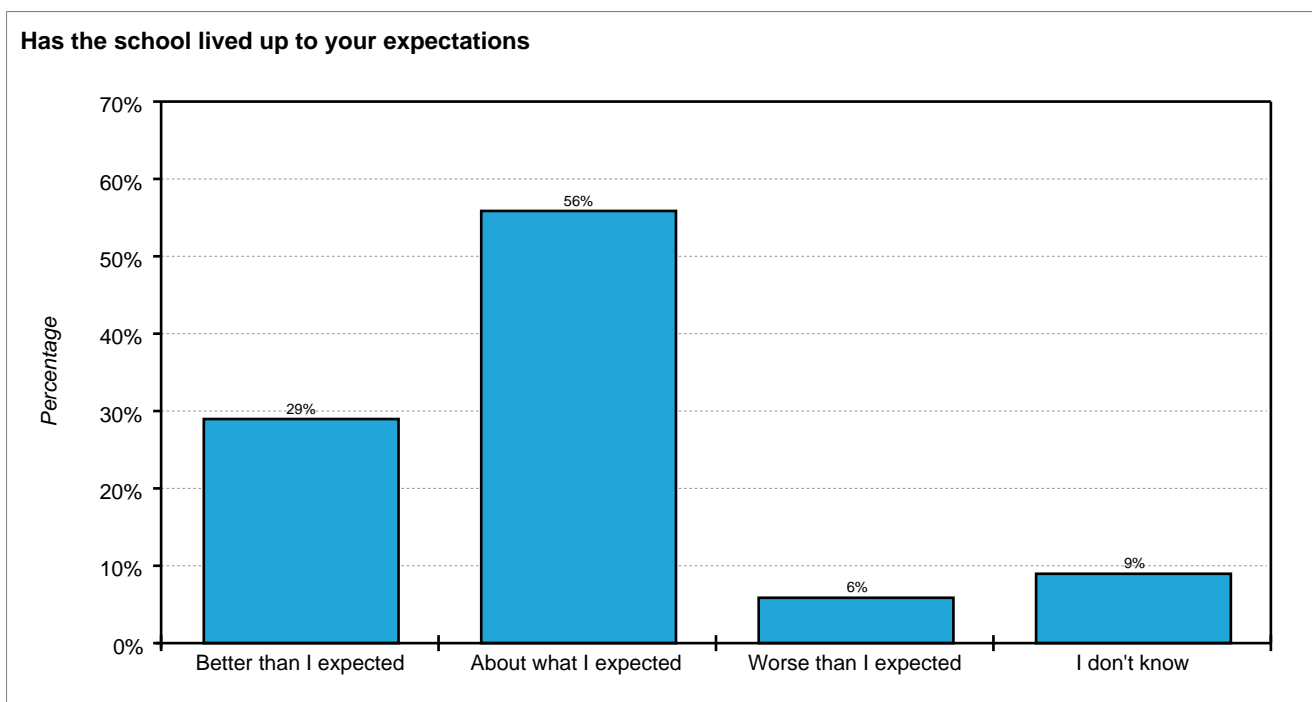
Standard analysis

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

Performance and expectations



- Of the parents whose children were not in their first year at the school 52% said the school had improved over the last year and 4% thought that the school's performance was worse.

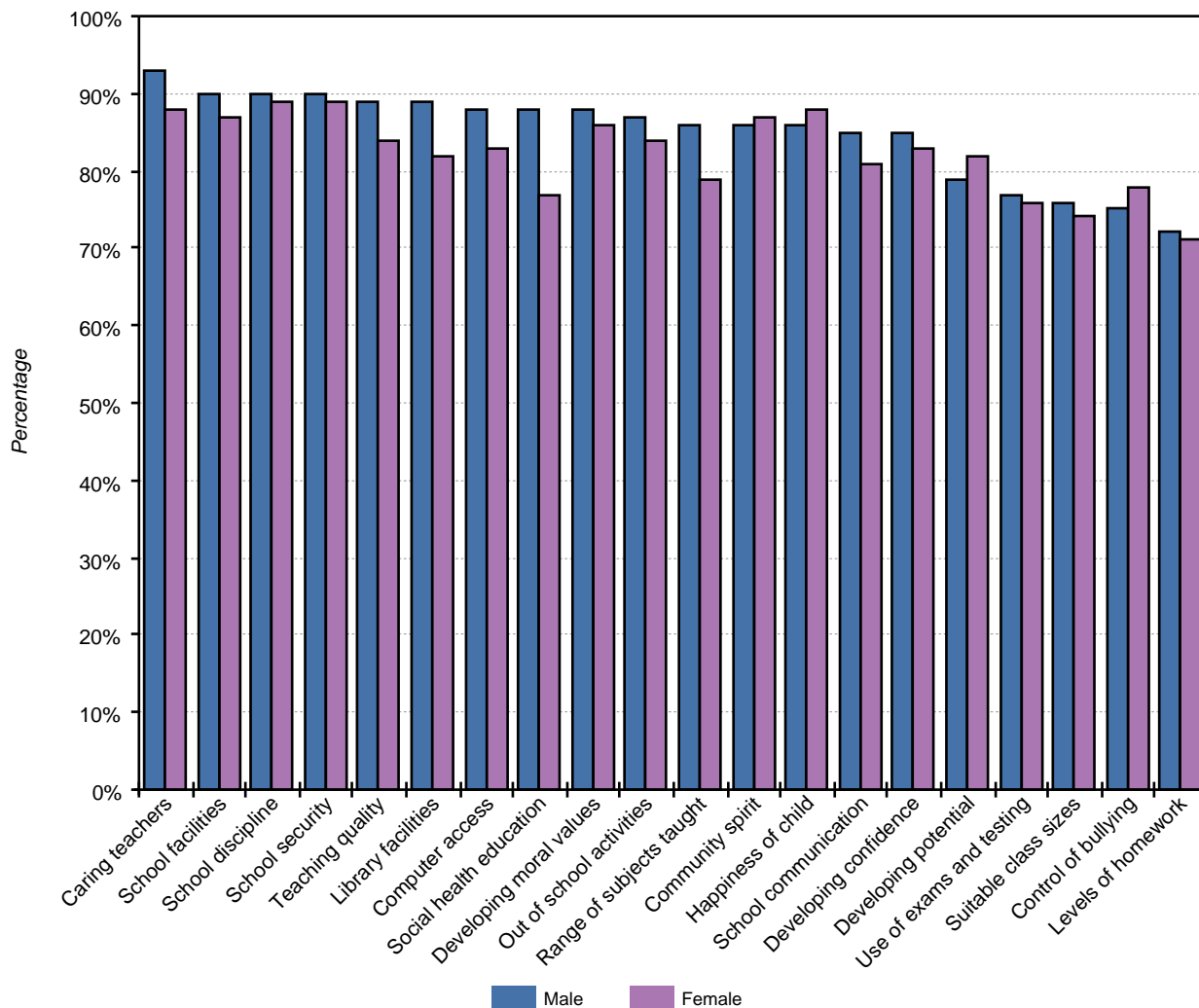


- Of the parents of new pupils, 6% felt that the school had not lived up to their expectations and 29% said the school was better than they had expected it to be.

Gender analysis

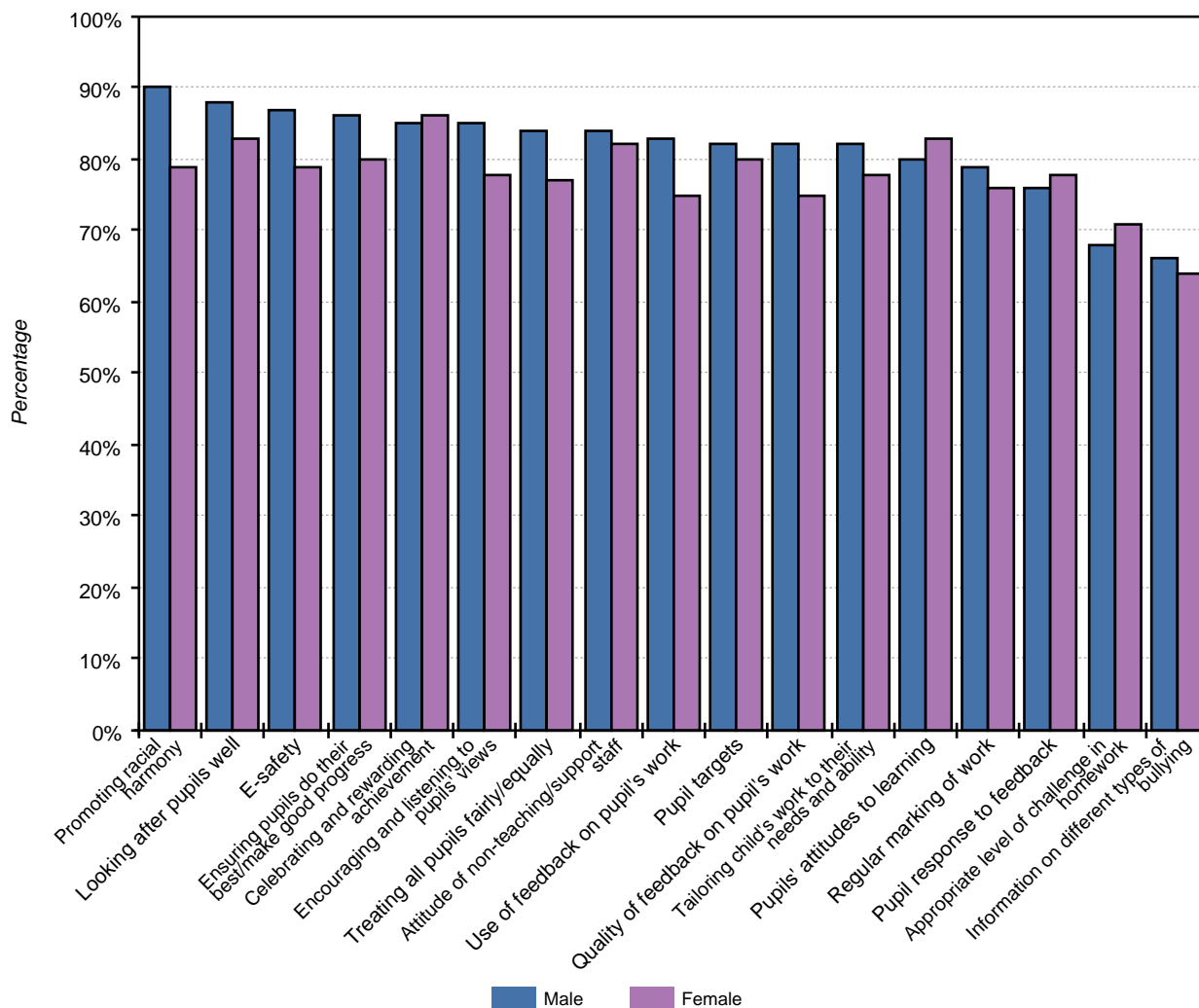
This section of the report provides an analysis of parent scores and priorities broken down by gender, to see if there are any differences of significance worth noting.

Satisfaction scores for non-academic criteria



| Non-academic criteria where difference is significant | Male satisfaction score (%) | Female satisfaction score (%) |
|---|-----------------------------|-------------------------------|
| Social health education | 87.8 | 77.0 ▼ |
| Range of subjects taught | 86.5 | 78.8 ▼ |

Satisfaction scores for additional criteria

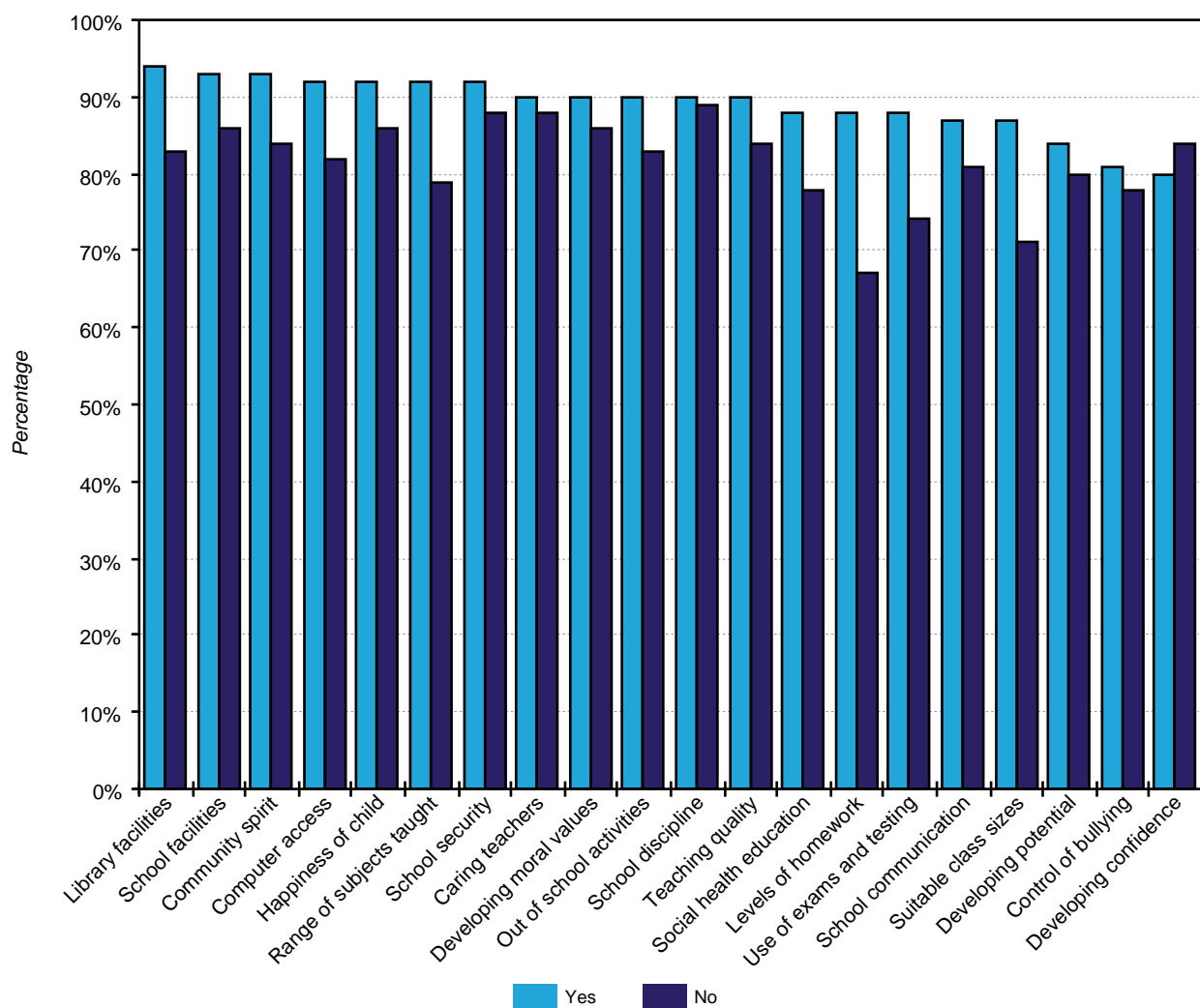


| Additional criteria where difference is significant | Male satisfaction score (%) | Female satisfaction score (%) |
|---|-----------------------------|-------------------------------|
| Promoting racial harmony | 90.3 | 78.6 ▼ |
| Treating all pupils fairly/equally | 84.4 | 77.0 ▼ |

Extra analysis

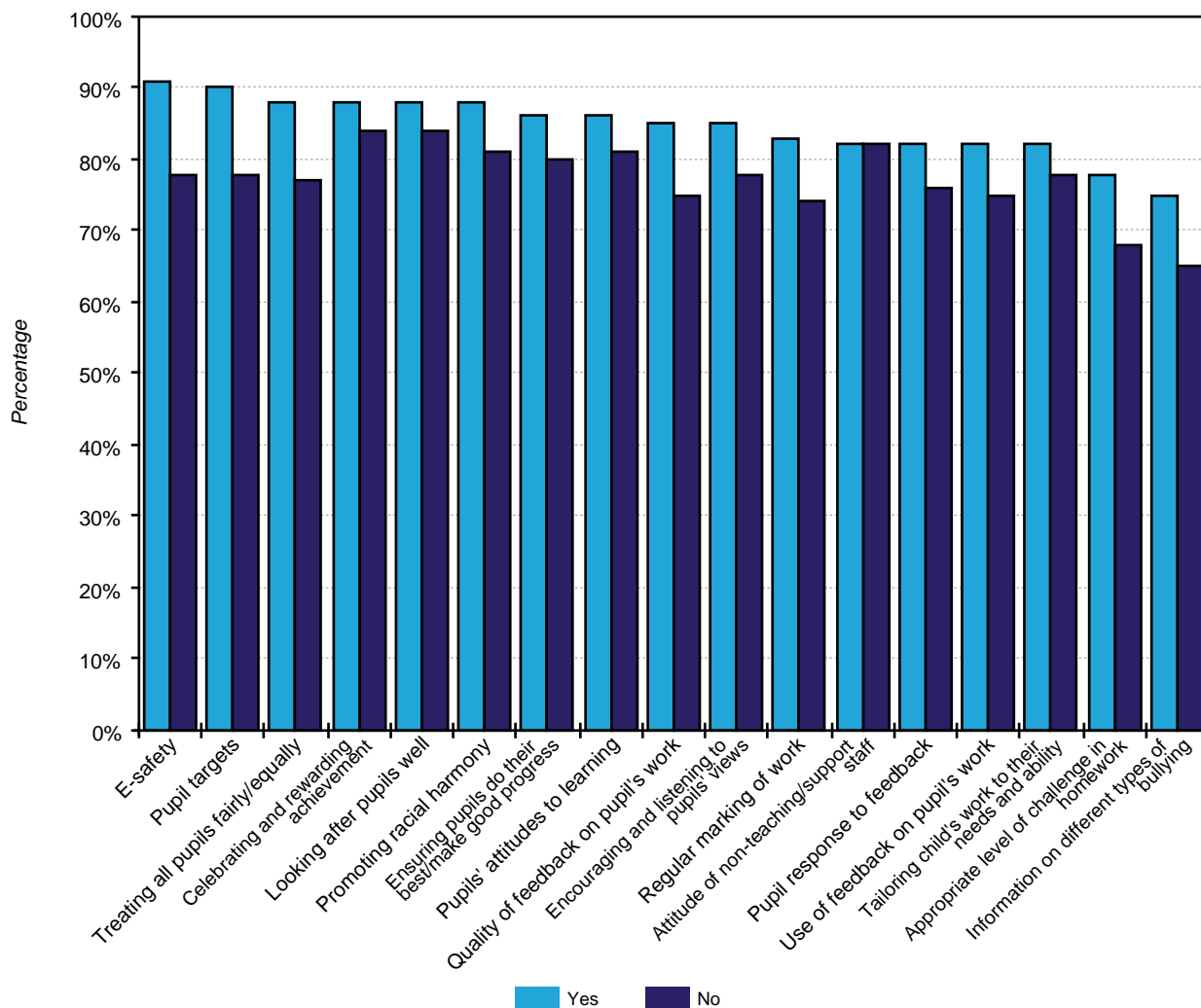
This section of the report provides an analysis of parent scores broken down by the response to the question ‘Has your child ever been eligible for free school meals during the last six years?’.

Satisfaction scores for non-academic criteria



| Non-academic criteria where difference is significant | Yes satisfaction score (%) | No satisfaction score (%) |
|---|----------------------------|---------------------------|
| Library facilities | 93.8 | 82.7 ▼ |
| School facilities | 93.3 | 85.8 ▼ |
| Computer access | 91.7 | 81.9 ▼ |
| Range of subjects taught | 91.7 | 78.9 ▼ |
| Levels of homework | 88.3 | 66.8 ▼ |
| Use of exams and testing | 87.5 | 74.4 ▼ |
| Suitable class sizes | 86.7 | 71.1 ▼ |

Satisfaction scores for additional criteria

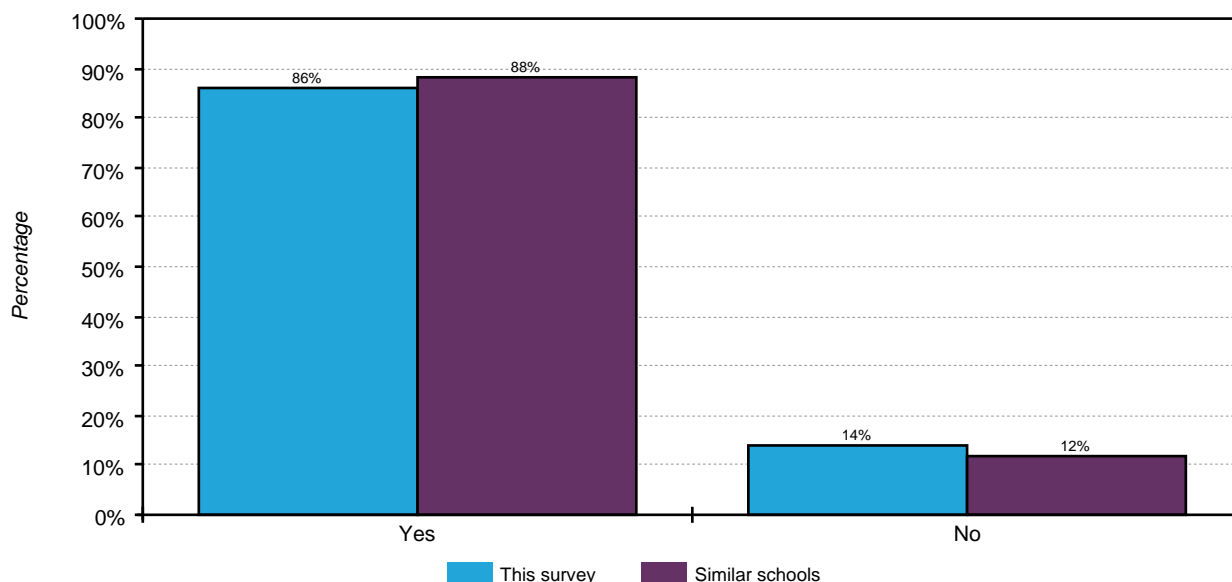


| Additional criteria where difference is significant | Yes satisfaction score (%) | No satisfaction score (%) |
|---|----------------------------|---------------------------|
| E-safety | 90.9 | 78.0 ▼ |
| Pupil targets | 90.4 | 77.7 ▼ |
| Treating all pupils fairly/equally | 88.5 | 77.3 ▼ |

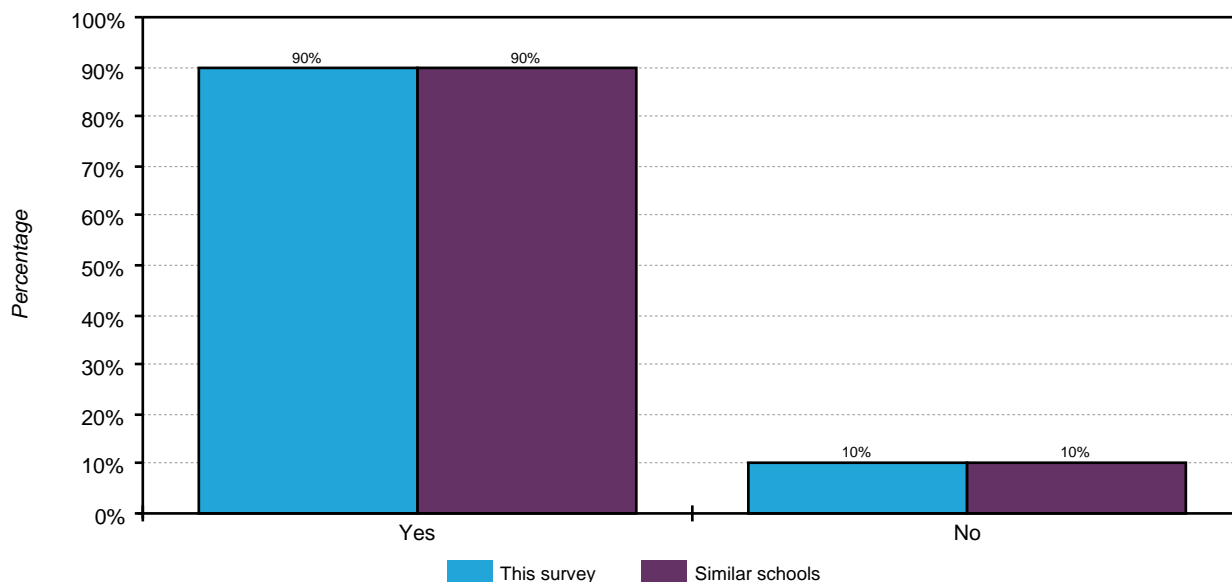
Healthy lifestyle

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?’



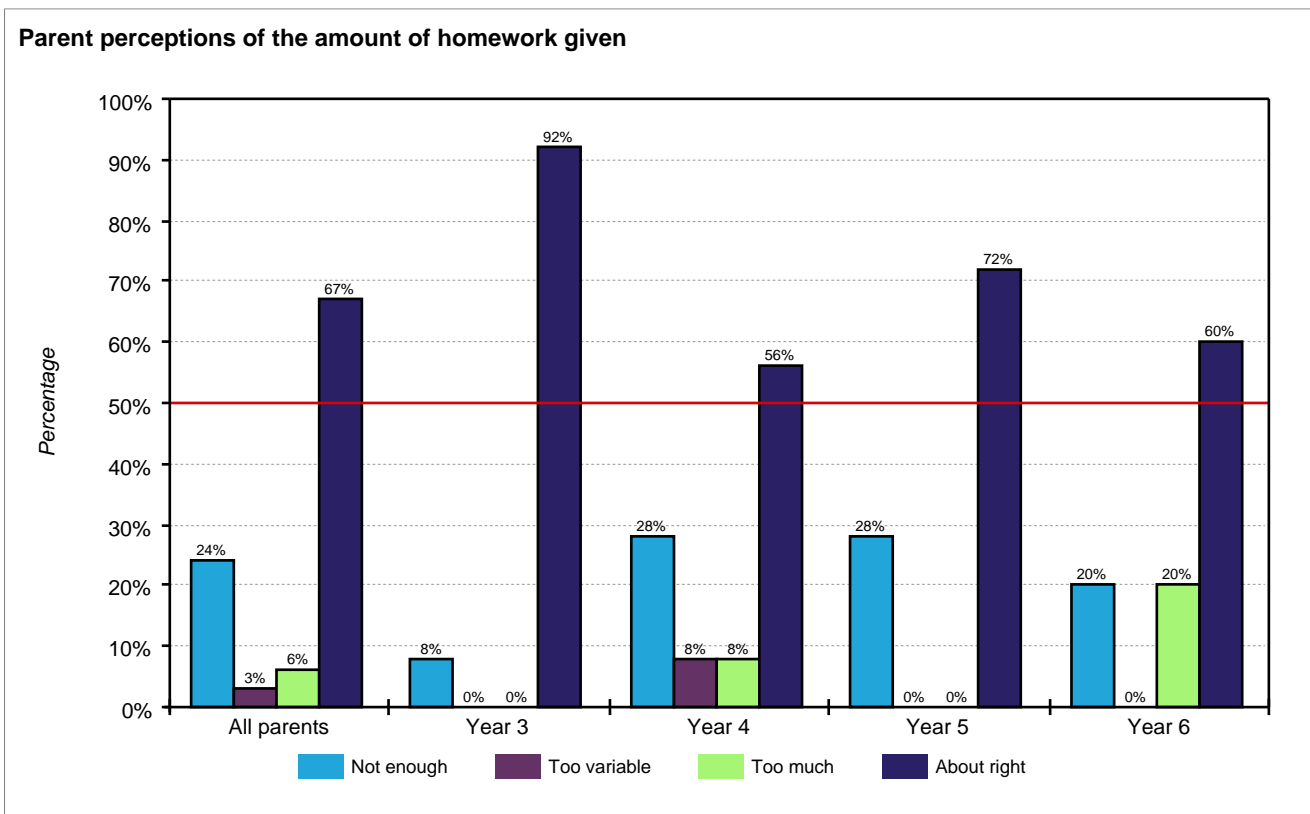
Parents’ responses to the question: ‘School encourages healthy lifestyle through exercise’



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”.



Year group analysis

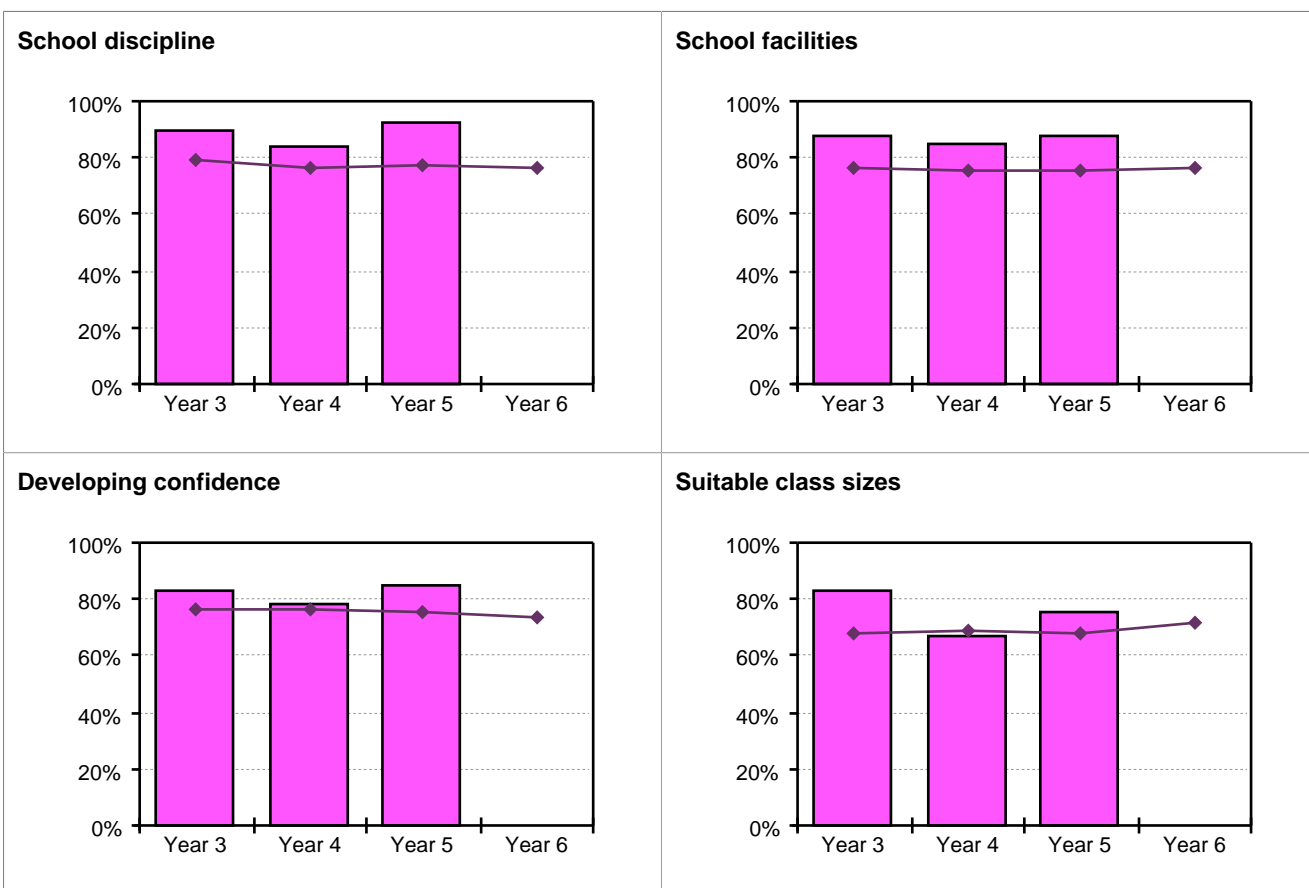
Analysis of year group scores compared to national average

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.

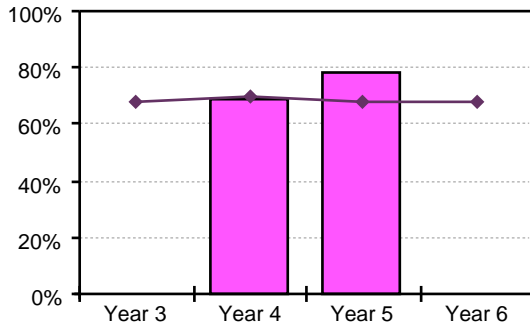
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

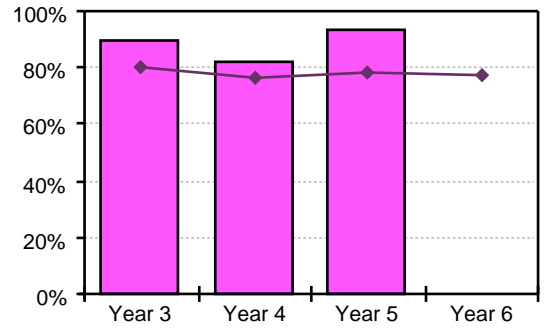
Year group analysis compared to national averages for non-academic criteria



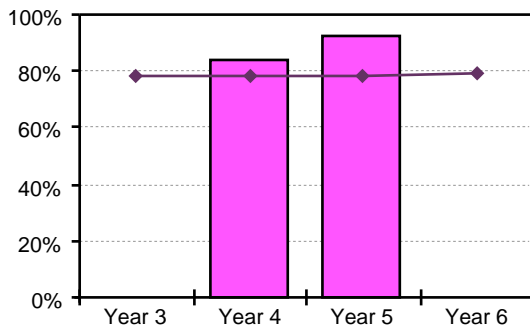
Control of bullying



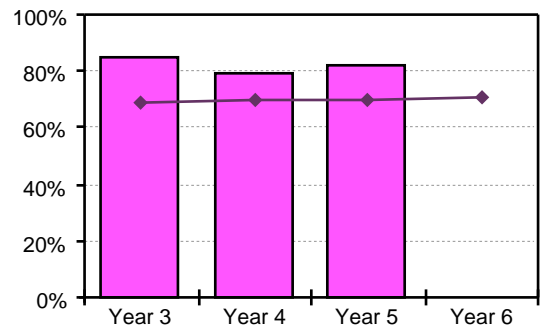
Caring teachers



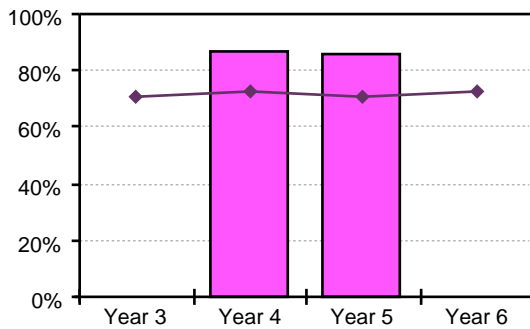
School security



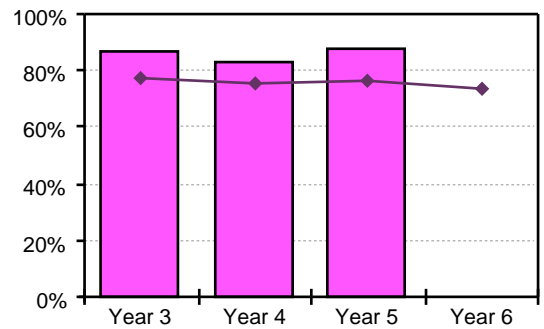
School communication



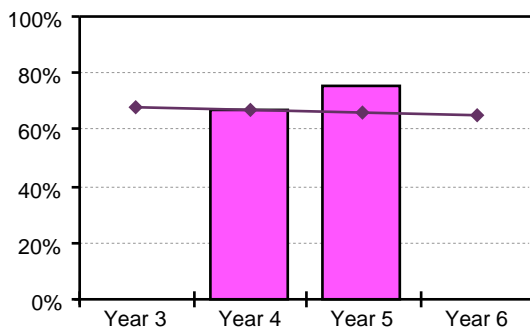
Library facilities



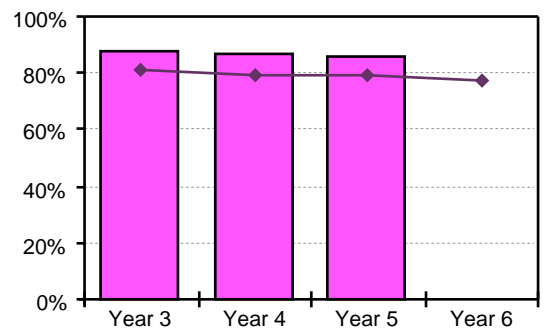
Developing moral values



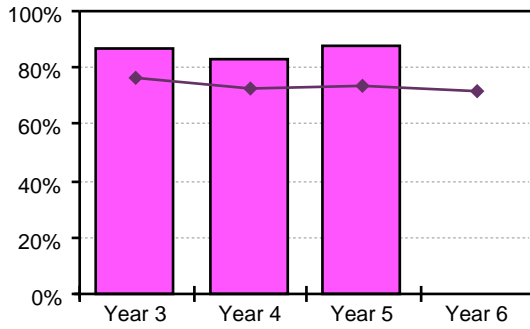
Levels of homework



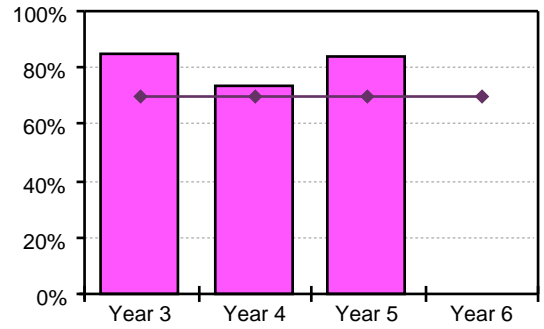
Happiness of child



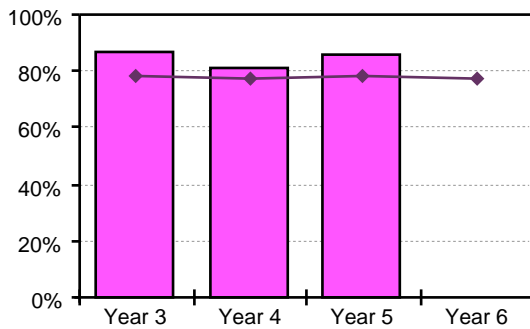
Community spirit



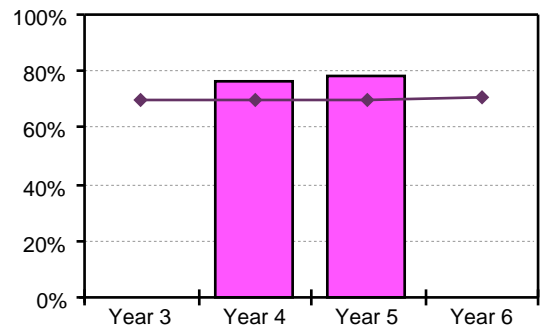
Developing potential



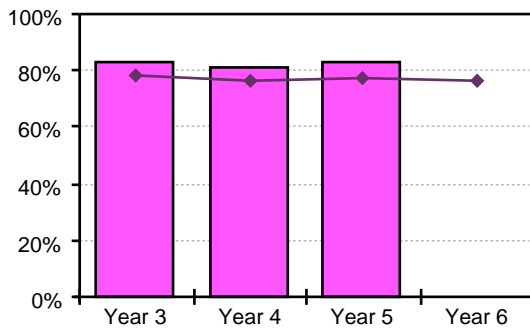
Teaching quality



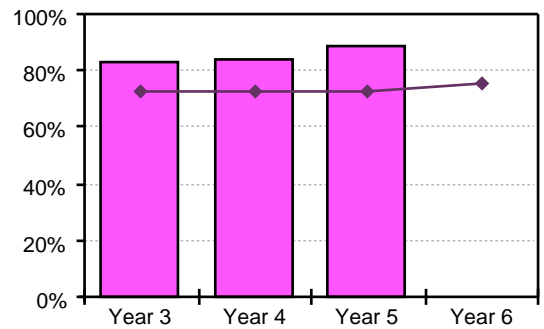
Use of exams and testing



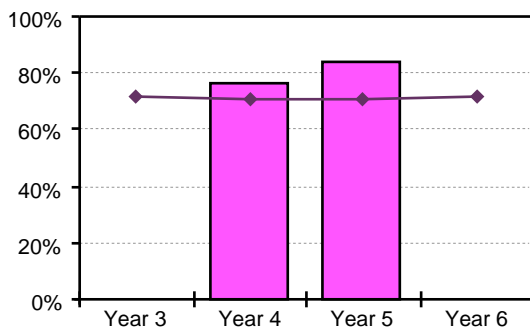
Range of subjects taught



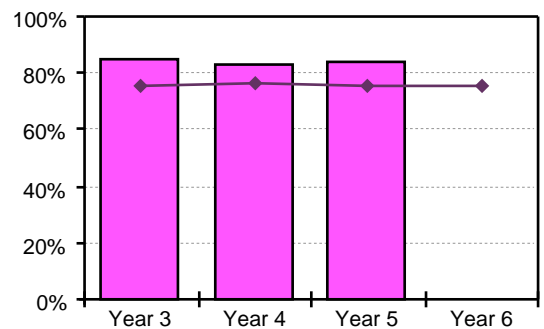
Out of school activities



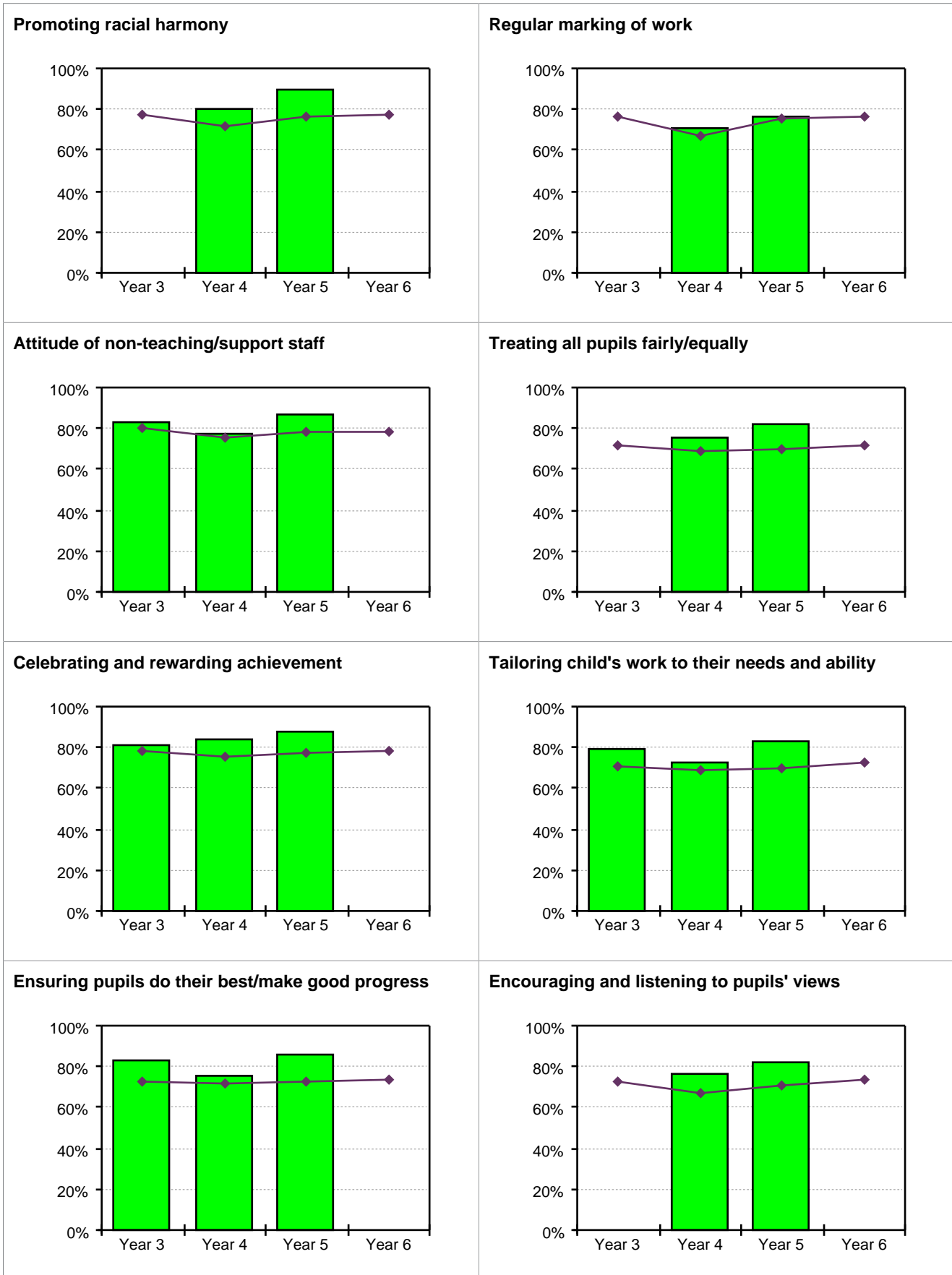
Social health education



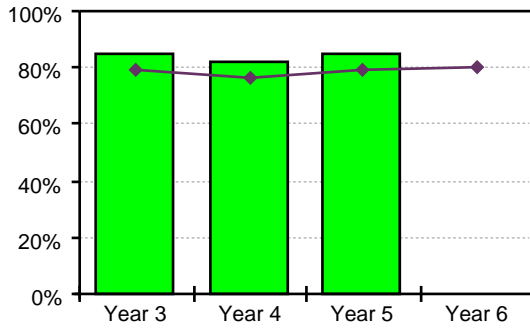
Computer access



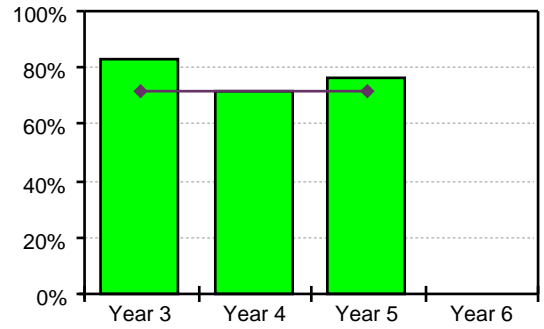
Year group analysis compared to national averages for your additional surveyed criteria



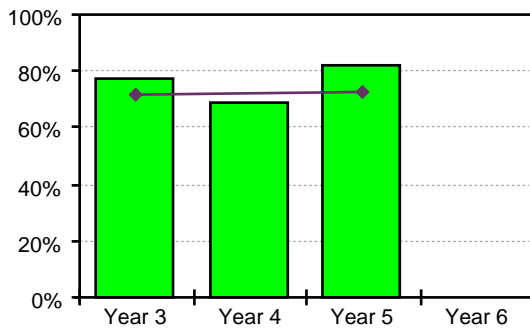
Looking after pupils well



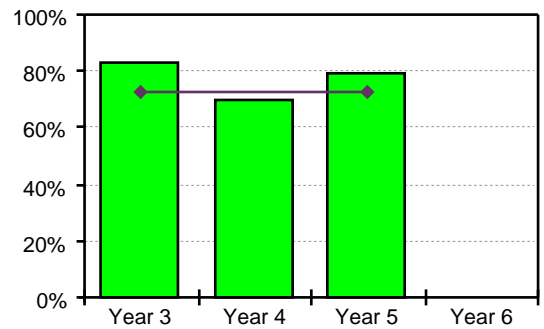
Quality of feedback on pupil's work



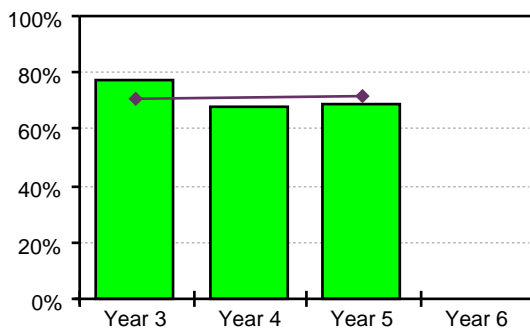
Use of feedback on pupil's work



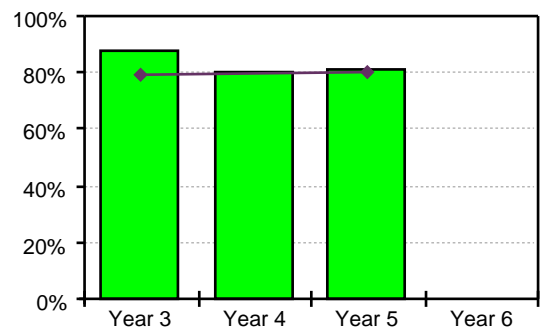
Pupil response to feedback



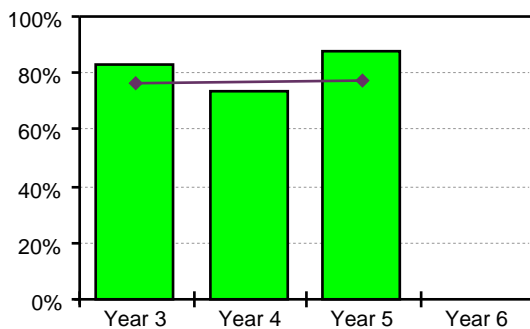
Appropriate level of challenge in homework



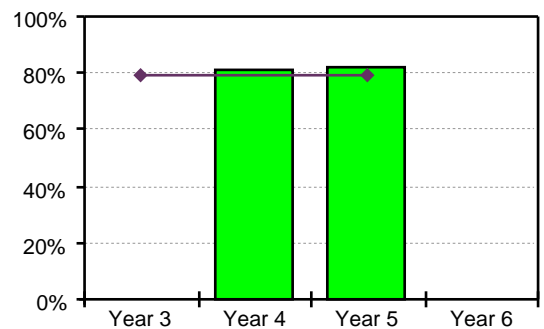
Pupils' attitudes to learning



Pupil targets



E-safety



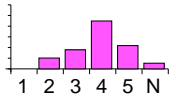
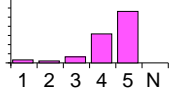
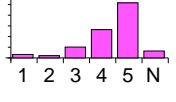
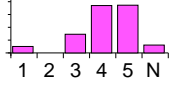

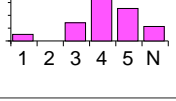
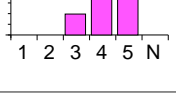
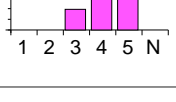
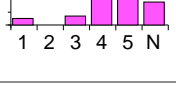

Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis

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

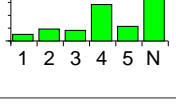

| Non-academic criteria | Very poor (1) | Poor (2) | Average (3) | Good (4) | Very good (5) | No opinion (N) | Graph |
|-------------------------|---------------|----------|-------------|----------|---------------|----------------|---|
| School discipline | 3.3% | 0.0% | 8.7% | 28.2% | 59.9% | 0.0% |  |
| School facilities | 0.0% | 0.0% | 2.2% | 48.7% | 49.1% | 0.0% |  |
| Developing confidence | 5.3% | 3.2% | 8.5% | 36.3% | 43.6% | 3.2% |  |
| Suitable class sizes | 0.0% | 6.6% | 25.7% | 44.3% | 23.5% | 0.0% |  |
| Control of bullying | 4.6% | 2.8% | 12.0% | 36.2% | 23.6% | 20.7% |  |
| Caring teachers | 3.4% | 0.0% | 3.4% | 33.1% | 60.0% | 0.0% |  |
| School security | 0.0% | 0.0% | 7.3% | 33.6% | 56.9% | 2.2% |  |
| School communication | 3.0% | 2.0% | 13.0% | 43.2% | 38.8% | 0.0% |  |
| Library facilities | 0.0% | 0.0% | 8.6% | 35.0% | 36.0% | 20.4% |  |
| Developing moral values | 3.1% | 2.0% | 6.2% | 33.1% | 49.5% | 6.2% |  |

| Non-academic criteria | Very poor (1) | Poor (2) | Average (3) | Good (4) | Very good (5) | No opinion (N) | Graph |
|--------------------------|---------------|----------|-------------|----------|---------------|----------------|---|
| Levels of homework | 0.0% | 10.2% | 17.8% | 44.9% | 21.8% | 5.3% |  |
| Happiness of child | 3.3% | 2.1% | 6.6% | 31.7% | 56.3% | 0.0% |  |
| Community spirit | 3.2% | 2.1% | 10.1% | 26.5% | 51.6% | 6.5% |  |
| Developing potential | 5.0% | 0.0% | 14.6% | 37.0% | 37.3% | 6.1% |  |
| Teaching quality | 5.2% | 0.0% | 3.2% | 43.8% | 44.6% | 3.2% |  |
| Use of exams and testing | 5.1% | 0.0% | 14.2% | 44.0% | 25.4% | 11.3% |  |
| Range of subjects taught | 0.0% | 0.0% | 19.6% | 46.7% | 33.7% | 0.0% |  |
| Out of school activities | 0.0% | 0.0% | 19.3% | 36.1% | 44.6% | 0.0% |  |
| Social health education | 5.1% | 0.0% | 7.0% | 43.2% | 26.8% | 17.9% |  |
| Computer access | 0.0% | 0.0% | 12.9% | 38.9% | 35.9% | 12.2% |  |

Additional criteria analysis

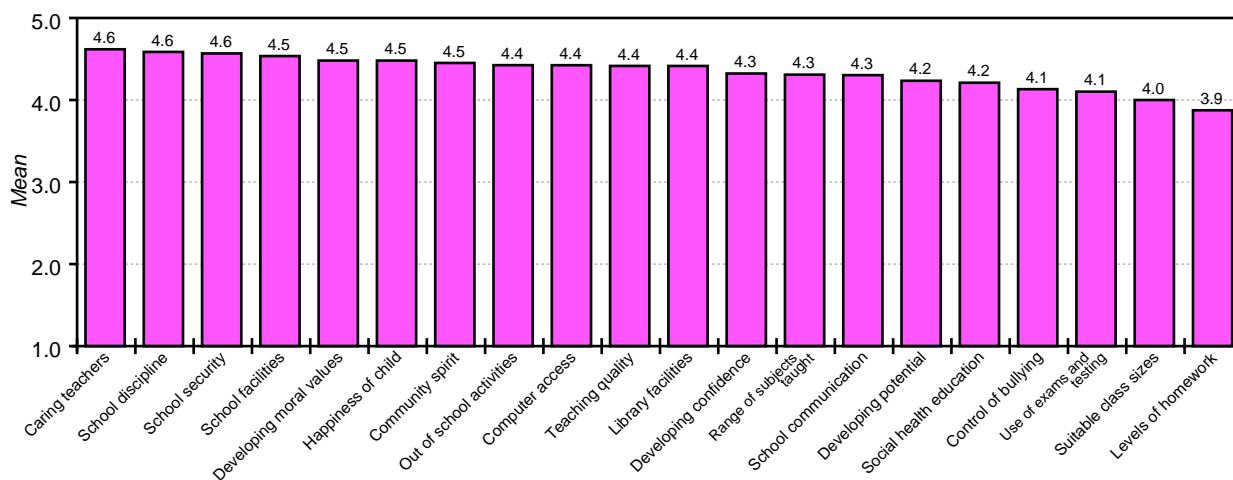
How parents scored the delivery and management of your additional non-academic criteria.

| Additional criteria | Very poor (1) | Poor (2) | Average (3) | Good (4) | Very good (5) | No opinion (N) | Graph |
|---|---------------|----------|-------------|----------|---------------|----------------|---|
| Promoting racial harmony | 5.1% | 0.0% | 3.9% | 41.6% | 35.0% | 14.5% |  |
| Teaching pupils with special needs | 0.0% | 0.0% | 16.0% | 48.0% | 36.0% | 0.0% |  |
| Regular marking of work | 0.0% | 10.8% | 16.9% | 34.8% | 32.7% | 4.8% |  |
| Attitude of non-teaching/support staff | 0.0% | 0.0% | 10.5% | 47.7% | 31.7% | 10.1% |  |
| Treating all pupils fairly/equally | 5.0% | 3.0% | 5.0% | 45.1% | 26.3% | 15.6% |  |
| Celebrating and rewarding achievement | 5.4% | 0.0% | 3.3% | 40.9% | 47.2% | 3.3% |  |
| Tailoring child's work to their needs and ability | 5.4% | 3.3% | 15.6% | 36.1% | 36.4% | 3.3% |  |
| Ensuring pupils do their best/make good progress | 5.3% | 0.0% | 9.9% | 39.9% | 35.4% | 9.6% |  |
| Encouraging and listening to pupils' views | 5.3% | 0.0% | 10.5% | 43.5% | 28.9% | 11.7% |  |
| Looking after pupils well | 3.3% | 2.2% | 0.0% | 49.3% | 41.9% | 3.3% |  |
| Quality of feedback on pupil's work | 5.3% | 3.2% | 18.4% | 42.2% | 30.9% | 0.0% |  |

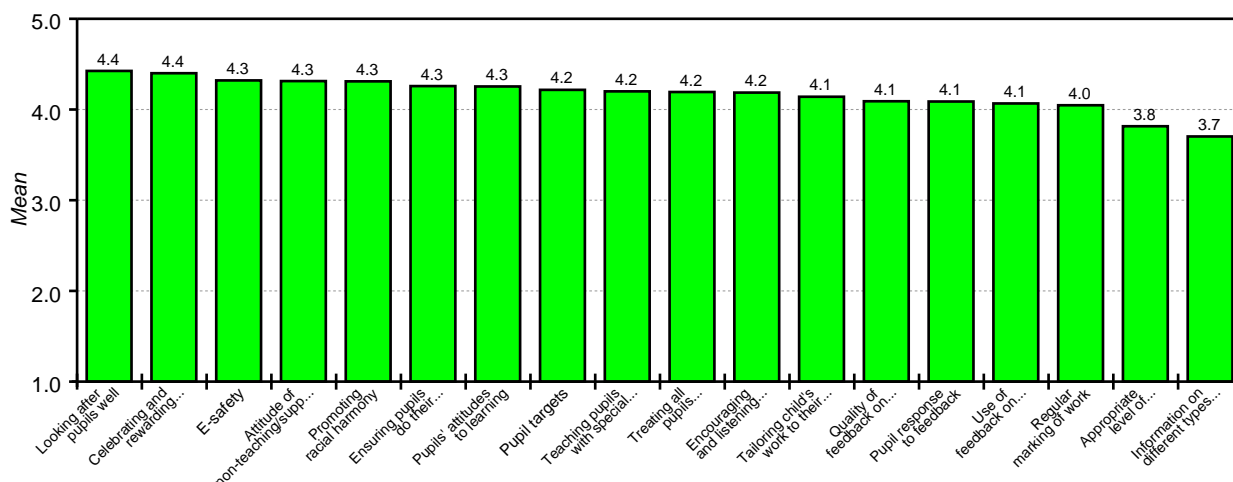
| Additional criteria | Very poor (1) | Poor (2) | Average (3) | Good (4) | Very good (5) | No opinion (N) | Graph |
|--|---------------|----------|-------------|----------|---------------|----------------|---|
| Use of feedback on pupil's work | 5.3% | 3.2% | 16.8% | 37.3% | 27.7% | 9.7% |  |
| Pupil response to feedback | 0.0% | 3.3% | 19.4% | 39.3% | 24.6% | 13.4% |  |
| Appropriate level of challenge in homework | 2.0% | 6.2% | 19.8% | 45.5% | 23.3% | 3.1% |  |
| Pupils' attitudes to learning | 0.0% | 0.0% | 14.2% | 46.9% | 29.7% | 9.2% |  |
| Pupil targets | 3.2% | 2.1% | 13.5% | 35.5% | 33.1% | 12.6% |  |
| Information on different types of bullying | 5.1% | 9.3% | 8.3% | 28.4% | 11.4% | 37.5% |  |
| E-safety | 0.0% | 1.8% | 8.0% | 43.3% | 24.7% | 22.1% |  |

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

Non-academic areas



Additional questions



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.

For further details please visit our website www.gl-assessment.co.uk.