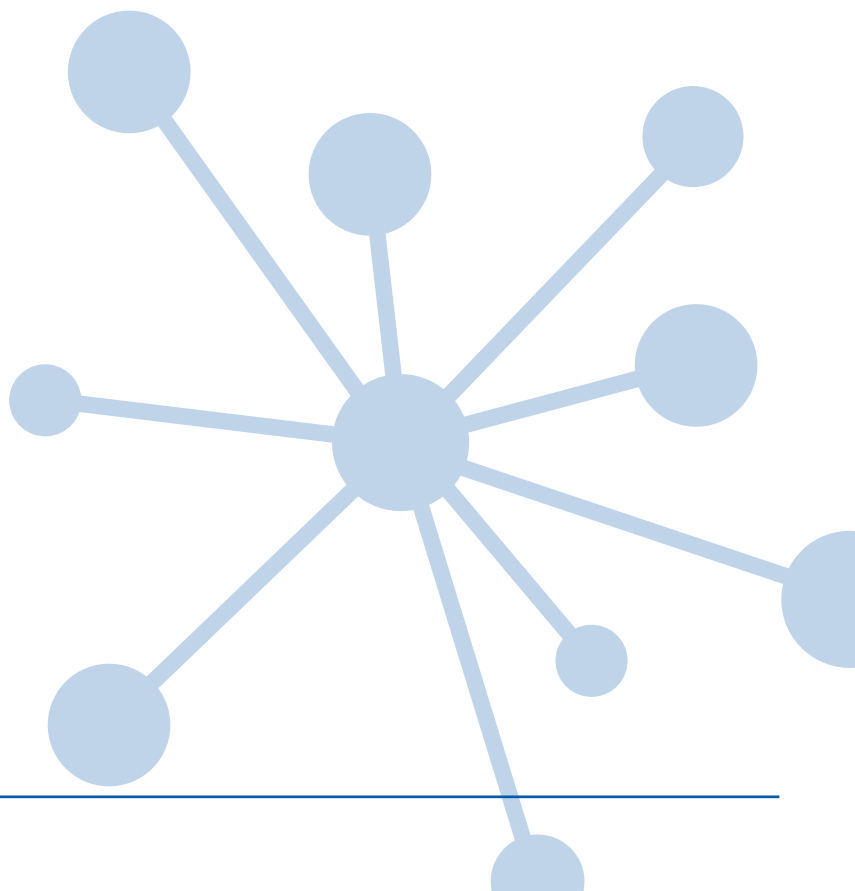


St Andrew's and St Mark's CE Junior School

Pupil survey report – April 2017

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Executive summary

This report details the findings of the second Kirkland Rowell Pupil Survey for St Andrew's and St Mark's CE Junior School. The report measures the levels of satisfaction among the pupils for a range of criteria, which have been previously identified as being important to the parents of school pupils. 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

- 276 completed questionnaires were returned representing a response rate of 94.8%. The response meant that data could be drawn for all criteria.
- With regard to non-academic areas, pupils awarded the highest scores for the delivery of School facilities, Use of exams and testing and Out of school activities.
- The pupils awarded the lowest scores for the delivery of Community spirit, School discipline and Computer access.
- The pupils' top priorities for improvement are Other, Range of subjects taught and School facilities.
- The female pupils gave significantly higher scores for Levels of homework, Happiness of child, Developing confidence and Computer access.

Summary of results since the previous survey

- The following non-academic area received significantly higher scores than the previous survey: Library facilities.

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** '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

- 91.3% School facilities
- 90.3% Use of exams and testing
- 88.6% Out of school activities
- 88.1% Levels of homework
- 87.5% Library facilities

Relative weaknesses for non-academic criteria

- 77.2% Community spirit
- 77.3% School discipline
- 78.7% Computer access
- 79.3% Developing confidence
- 79.3% Teaching quality

Response to survey

276 completed questionnaires were returned representing a response rate of 94.8%.

	Proportion of responses (%)	Number of responses
Responses from male pupils	48.9	135
Responses from female pupils	51.1	141
Responses from Year 3 pupils	21.0	58
Responses from Year 4 pupils	30.8	85
Responses from Year 5 pupils	30.1	83
Responses from Year 6 pupils	18.1	50

Key results

The core analysis of your survey data; satisfaction levels in 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% indicates '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 true/false responses were converted to percentages is given on our website. As there is a measurable bias in the way that pupils score criteria, it is necessary to create “weighted” scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a ‘level playing field’. These weighted scores are calculated based upon the average scores achieved from over 90 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 score. This is a calculation applied to your raw results using the average scores achieved from over 90 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.

Additional criteria	This survey (%)	Previous survey (%)	% Change
	96.2	92.8	+3.4
	92.6	90.9	+1.7
Access to staff	82.4	76.1	+6.3
Church links and support	82.3		
Tailoring workload to child's needs	82.1		
Encouraging and listening to pupil views	81.4		
Listening to parent views	80.8		
Rewarding achievement	80.1		
Handling complaints	79.9	74.9	+5.0
Explaining to parents how to help child	77.2		
Ensuring pupils make good progress	77.2	72.1	+5.1
Behaviour management	76.5	75.4	+1.1
Resources	76.3		
Organisation of work	75.5	72.8	+2.7
Relationship between tutor and child *	74.3		
Extra curricular activities	72.1	84.8	-12.7
School uniform	71.5	73.4	-1.9
Attitude of non academic staff	59.5		
Encouraging local community activity	Low response		

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.

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 the scores given by pupils 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
School facilities	91.3	91.7	-0.4
Use of exams and testing	90.3	94.9	-4.7
Out of school activities	88.6	86.4	+2.3
Levels of homework	88.1	88.2	-0.2
Library facilities	87.5	75.3	+12.3
Social health education	86.1	80.3	+5.8
School security	84.3	83.0	+1.3
School communication	83.8	79.6	+4.3
Developing potential	83.5	78.1	+5.4
Suitable class sizes	83.4	76.8	+6.6
Range of subjects taught	82.9	85.4	-2.4
Control of bullying	81.9	80.9	+1.0
Developing moral values	81.8	82.4	-0.7
Happiness of child	81.0	80.4	+0.6
Caring teachers	80.7	79.9	+0.8
Teaching quality	79.3	83.2	-3.9
Developing confidence	79.3	73.4	+5.9
Computer access	78.7	81.6	-2.8
School discipline	77.3	89.0	-11.7
Community spirit	77.2	84.4	-7.2

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

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to pupil satisfaction. The following results were achieved with regard to those pupils 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
Appropriate level of challenge in homework	87.9	86.5	+1.4
Encouraging and listening to pupils' views	87.1	75.6	+11.5
Regular marking of work	83.7	84.2	-0.5
Pupil targets	83.6	79.9	+3.8
Teaching pupils with special needs	82.6	82.4	+0.2
Ensuring pupils do their best/make good progress	82.3	78.9	+3.4
E-safety	81.9	83.6	-1.7
Information on different types of bullying	81.6	79.3	+2.2
Looking after pupils well	81.3	80.1	+1.1
Pupil response to feedback	81.1	81.6	-0.5
Attitude of non-teaching/support staff	80.7	78.4	+2.3
Use of feedback on pupil's work	80.4	73.9	+6.5
Tailoring child's work to their needs and ability	80.1	80.0	+0.1
Celebrating and rewarding achievement	78.8	79.5	-0.7
Pupils' attitudes to learning	78.3	78.3	-0.1
Promoting racial harmony	78.0	77.8	+0.2
Quality of feedback on pupil's work	75.9	79.3	-3.4
Treating all pupils fairly/equally	75.4	72.9	+2.5

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

Relative pupil priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Other	19.0	14.3	32.7
Range of subjects taught	18.3	8.0	0.0
School facilities	10.0	14.0	21.8
Out of school activities	9.9	11.2	5.9
Developing potential	8.5	11.9	1.7
Community spirit	6.8	9.1	1.0
Teaching quality	6.3	2.8	3.4
Levels of homework	6.2	3.5	4.8
School discipline	3.8	3.1	2.1
Computer access	2.8	6.3	3.4
Caring teachers	2.8	8.0	1.8
Control of bullying	2.3	3.8	4.1
Use of exams and testing	1.5	0.3	0.0
Library facilities	1.3	1.7	2.1
Suitable class sizes	0.4	1.0	0.7
Developing confidence	0.0	0.0	0.1
Developing moral values	0.0	0.0	0.2
Happiness of child	0.0	0.3	1.3
School communication	0.0	0.3	0.2
School security	0.0	0.0	0.2
Social health education	0.0	0.0	0.2

- Pupils have given a higher priority to the following areas since the last survey: Other and Range of subjects taught.
- Pupils have given a lower priority to the following areas since the last survey: Caring teachers.
- Pupils have given a higher priority to the following areas compared to similar schools: Range of subjects taught, Developing potential and Community spirit.
- Pupils have given a lower priority to the following areas compared to similar schools: Other and School facilities.

Parent View : Pupil summary

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

In terms of pupil 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	81.0%	276
2. My child feels safe at this school		
School security	84.3%	276
Control of bullying	81.9%	276
3. My child makes good progress at this school		
Developing potential	83.5%	276
Ensuring pupils do their best/make good progress	82.3%	276
4. My child is well looked after at this school		
School security	84.3%	276
Looking after pupils well	81.3%	276
Caring teachers	80.7%	276
Attitude of non-teaching/support staff	80.7%	276
5. My child is taught well at this school		
Use of exams and testing	90.3%	276
Developing potential	83.5%	276
Teaching pupils with special needs	82.6%	276
Ensuring pupils do their best/make good progress	82.3%	276
Tailoring child's work to their needs and ability	80.1%	276
Teaching quality	79.3%	276
6. My child receives appropriate homework for their age		
Levels of homework	88.1%	276
Tailoring child's work to their needs and ability	80.1%	276

	Score	Sample
7. This school ensures the pupils are well behaved		
School discipline	77.3%	276
8. This school deals effectively with bullying		
Control of bullying	81.9%	276
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	80.7%	276
11. I receive valuable information from the school about my child's progress		
Regular marking of work	83.7%	276
12. I would recommend this school to another parent		
The school did not ask any questions relevant to this section		

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

Use of exams and testing	90.3%	Outstanding
Levels of homework	88.1%	Outstanding
Appropriate level of challenge in homework	87.9%	Outstanding
School communication	83.8%	Outstanding
Regular marking of work	83.7%	Outstanding
Pupil targets	83.6%	Outstanding
Developing potential	83.5%	Outstanding
Teaching pupils with special needs	82.6%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Pupil response to feedback	81.1%	Outstanding
Use of feedback on pupil's work	80.4%	Outstanding
Teaching quality	79.3%	Good
Developing confidence	79.3%	Good
Promoting racial harmony	78.0%	Good
Community spirit	77.2%	Good
Treating all pupils fairly/equally	75.4%	Good

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

The Accuracy and Impact of Assessment

Use of exams and testing	90.3%	Outstanding
Levels of homework	88.1%	Outstanding
Appropriate level of challenge in homework	87.9%	Outstanding
Regular marking of work	83.7%	Outstanding
Developing potential	83.5%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Use of feedback on pupil's work	80.4%	Outstanding
Tailoring child's work to their needs and ability	80.1%	Outstanding

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

The Impact of the Teaching of Literacy, Including Reading

Developing potential	83.5%	Outstanding
Tailoring child's work to their needs and ability	80.1%	Outstanding

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

The Teaching of Mathematics

Appropriate level of challenge in homework	87.9%	Outstanding
Developing potential	83.5%	Outstanding
Tailoring child's work to their needs and ability	80.1%	Outstanding
Computer access	78.7%	Good

Your average pupil 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 pupil grade for "Quality of teaching, Learning and Assessment" = 1.1 = 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.

Control of bullying	81.9%	Outstanding
Developing confidence	79.3%	Good
Promoting racial harmony	78.0%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good

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

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

Encouraging and listening to pupils' views	87.1%	Outstanding
Social health education	86.1%	Outstanding
E-safety	81.9%	Outstanding
Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Information on different types of bullying	81.6%	Outstanding
Looking after pupils well	81.3%	Outstanding
Caring teachers	80.7%	Outstanding
Attitude of non-teaching/support staff	80.7%	Outstanding
Promoting racial harmony	78.0%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good

Your average pupil 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.

Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Information on different types of bullying	81.6%	Outstanding
Looking after pupils well	81.3%	Outstanding
Attitude of non-teaching/support staff	80.7%	Outstanding
Promoting racial harmony	78.0%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good

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

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

Encouraging and listening to pupils' views	87.1%	Outstanding
Developing potential	83.5%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Developing moral values	81.8%	Outstanding
Happiness of child	81.0%	Outstanding
Developing confidence	79.3%	Good
Celebrating and rewarding achievement	78.8%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good

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

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

Encouraging and listening to pupils' views	87.1%	Outstanding
Developing potential	83.5%	Outstanding
Teaching pupils with special needs	82.6%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Pupil response to feedback	81.1%	Outstanding
Developing confidence	79.3%	Good
Celebrating and rewarding achievement	78.8%	Good

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

Personal Development and Welfare: Choices About Next Stages

Levels of homework	88.1%	Outstanding
Pupil targets	83.6%	Outstanding
Attitude of non-teaching/support staff	80.7%	Outstanding
Celebrating and rewarding achievement	78.8%	Good

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

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

Encouraging and listening to pupils' views	87.1%	Outstanding
Social health education	86.1%	Outstanding
School security	84.3%	Outstanding
E-safety	81.9%	Outstanding
Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Information on different types of bullying	81.6%	Outstanding
Looking after pupils well	81.3%	Outstanding
Caring teachers	80.7%	Outstanding
Attitude of non-teaching/support staff	80.7%	Outstanding
Promoting racial harmony	78.0%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good

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

Personal Development and Welfare: Keeping Healthy

Social health education	86.1%	Outstanding
Diet	92.9%	Good
Exercise	94.9%	Requires improvement

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

Personal Development and Welfare: Personal Development

Encouraging and listening to pupils' views	87.1%	Outstanding
Social health education	86.1%	Outstanding
Developing potential	83.5%	Outstanding
E-safety	81.9%	Outstanding
Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Information on different types of bullying	81.6%	Outstanding
Developing confidence	79.3%	Good
Promoting racial harmony	78.0%	Good
Community spirit	77.2%	Good

Your average pupil grade for this section = 1.3 = 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 pupil 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

Use of exams and testing	90.3%	Outstanding
Appropriate level of challenge in homework	87.9%	Outstanding
Pupil targets	83.6%	Outstanding
Developing potential	83.5%	Outstanding
Teaching pupils with special needs	82.6%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Pupil response to feedback	81.1%	Outstanding
Use of feedback on pupil's work	80.4%	Outstanding
Developing confidence	79.3%	Good
Quality of feedback on pupil's work	75.9%	Good

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

Progress Over Time

Significant improvements versus significant declines

Requires improvement

Your average pupil grade for this section = 3.0 = Requires improvement = **Grade 3**

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

Your own assessment is required here.

The Most Able Pupils

Appropriate level of challenge in homework	87.9%	Outstanding
Pupil targets	83.6%	Outstanding
Developing potential	83.5%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Tailoring child's work to their needs and ability	80.1%	Outstanding
Developing confidence	79.3%	Good

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

Disabled Pupils and Those with Special Educational Needs

Developing potential	83.5%	Outstanding
Teaching pupils with special needs	82.6%	Outstanding
Tailoring child's work to their needs and ability	80.1%	Outstanding
Developing confidence	79.3%	Good
Treating all pupils fairly/equally	75.4%	Good
Your average pupil grade for this section = 1.4 = 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 pupil 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 sections:

- Progress Over Time

Effectiveness of Leadership and Management

Vision and Values

Use of exams and testing	90.3%	Outstanding
School communication	83.8%	Outstanding
Developing potential	83.5%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Developing confidence	79.3%	Good
Celebrating and rewarding achievement	78.8%	Good
Promoting racial harmony	78.0%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good

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

Self-evaluation and Improvement

Use of exams and testing	90.3%	Outstanding
Encouraging and listening to pupils' views	87.1%	Outstanding
Pupil targets	83.6%	Outstanding
Use of feedback on pupil's work	80.4%	Outstanding
Quality of feedback on pupil's work	75.9%	Good
Significant improvements versus significant declines		Requires improvement

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

Curriculum

Use of exams and testing	90.3%	Outstanding
Out of school activities	88.6%	Outstanding
Pupil targets	83.6%	Outstanding
Developing potential	83.5%	Outstanding
Range of subjects taught	82.9%	Outstanding
Teaching pupils with special needs	82.6%	Outstanding
Ensuring pupils do their best/make good progress	82.3%	Outstanding
Pupil response to feedback	81.1%	Outstanding
Use of feedback on pupil's work	80.4%	Outstanding
Tailoring child's work to their needs and ability	80.1%	Outstanding

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

Citizenship

Social health education	86.1%	Outstanding
E-safety	81.9%	Outstanding
Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Information on different types of bullying	81.6%	Outstanding
Promoting racial harmony	78.0%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good
Treating all pupils fairly/equally	75.4%	Good

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

Leadership

Encouraging and listening to pupils' views	87.1%	Outstanding
School communication	83.8%	Outstanding
Pupil targets	83.6%	Outstanding
Use of feedback on pupil's work	80.4%	Outstanding

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

Social health education	86.1%	Outstanding
School security	84.3%	Outstanding
E-safety	81.9%	Outstanding
Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Information on different types of bullying	81.6%	Outstanding
Looking after pupils well	81.3%	Outstanding
Caring teachers	80.7%	Outstanding
Attitude of non-teaching/support staff	80.7%	Outstanding
Promoting racial harmony	78.0%	Good
School discipline	77.3%	Good
Community spirit	77.2%	Good
Treating all pupils fairly/equally	75.4%	Good

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

Governance

Appropriate level of challenge in homework	87.9%	Outstanding
School security	84.3%	Outstanding
School communication	83.8%	Outstanding
Teaching pupils with special needs	82.6%	Outstanding
Tailoring child's work to their needs and ability	80.1%	Outstanding
Promoting racial harmony	78.0%	Good
Treating all pupils fairly/equally	75.4%	Good
Your average pupil grade for this section = 1.3 = Outstanding = Grade 1 (-)		

Use of the Pupil Premium

Your own assessment is required here.

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 pupil grade for "Effectiveness of Leadership and Management" = 1.3 = 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

Encouraging and listening to pupils' views	87.1%	Outstanding
Happiness of child	81.0%	Outstanding
Promoting racial harmony	78.0%	Good
Community spirit	77.2%	Good
Your average pupil grade for this section = 1.5 = Outstanding = Grade 1 (-)		

Moral Development

Social health education	86.1%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	77.3%	Good
Community spirit	77.2%	Good
Your average pupil grade for this section = 1.5 = Outstanding = Grade 1 (-)		

Social Development

Out of school activities	88.6%	Outstanding
Social health education	86.1%	Outstanding
Control of bullying	81.9%	Outstanding
Developing moral values	81.8%	Outstanding
Developing confidence	79.3%	Good
Promoting racial harmony	78.0%	Good
Community spirit	77.2%	Good
Your average pupil grade for this section = 1.4 = Outstanding = Grade 1 (-)		

Cultural Development

Promoting racial harmony	78.0%	Good
Community spirit	77.2%	Good
Your average pupil grade for this section = 2.0 = Good = Grade 2		

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

Your average pupil grade for "Spiritual, Moral, Social and Cultural Development" = 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:

- Cultural Development

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	1.1	Outstanding	Grade 1
Personal Development, Behaviour and Welfare	1.4	Outstanding	Grade 1 (-)
Outcomes for Pupils	1.7	Good	Grade 2 (+)
Effectiveness of Leadership and Management	1.3	Outstanding	Grade 1 (-)
Spiritual, Moral, Social and Cultural Development	1.6	Good	Grade 2 (+)

Summary grade – Overall effectiveness

Your average grade for "Overall effectiveness" = 1.4 = 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. In this instance, the school needs to improve the following sections:

- Outcomes for Pupils
- Spiritual, Moral, Social and Cultural Development

Unexpected results

Analysis to investigate unexpected or unusual year group results

This section of the report identifies results that were particularly unexpected or unusual that may be of interest to you.

Our research shows us that typically, average scores of many criteria do change as pupils get older; some scores improve whilst others decline, or show a dip or a spike in a particular year group. There are many reasons for why these differences occur; for example because a subject is dropped in year 9 or because some issues become more or less important as pupils progress through the school.

We are able to apply these national patterns to the scores from your school, and as a result, make a prediction of the scores we would have expected from each year group. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools which enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

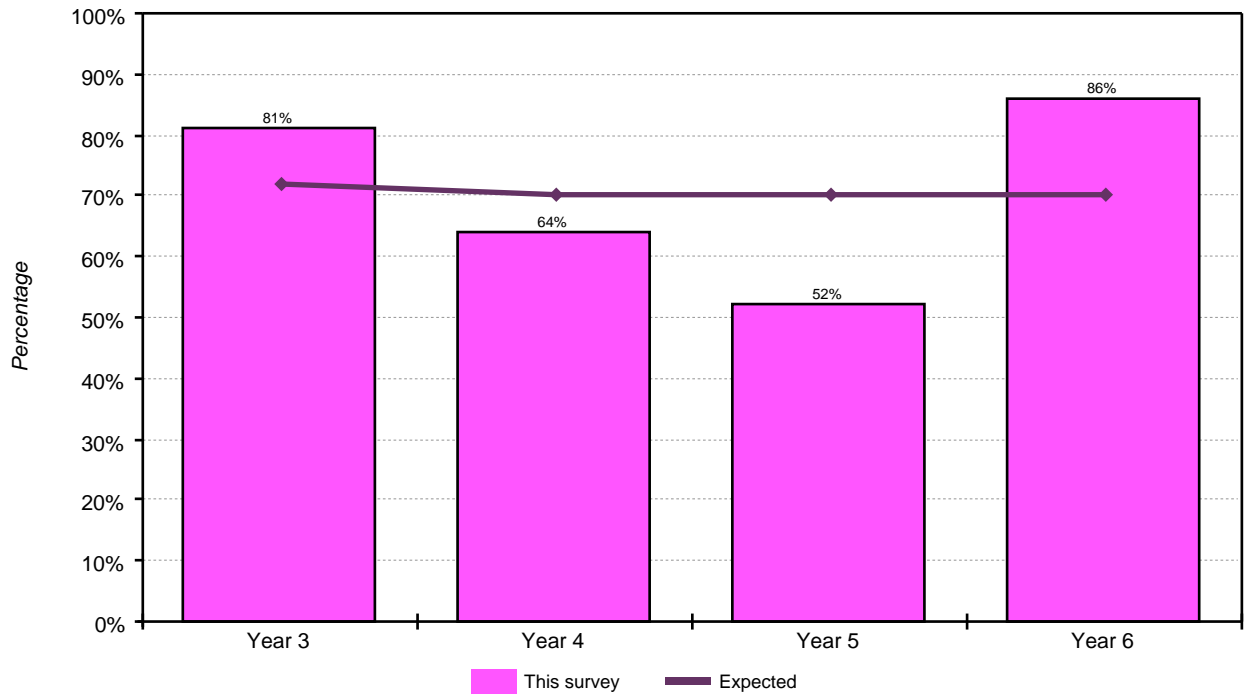
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

The first graph on each page shows the satisfaction scores for each year group. The line shows the score that we would have expected.

Unexpected results for ‘School discipline’

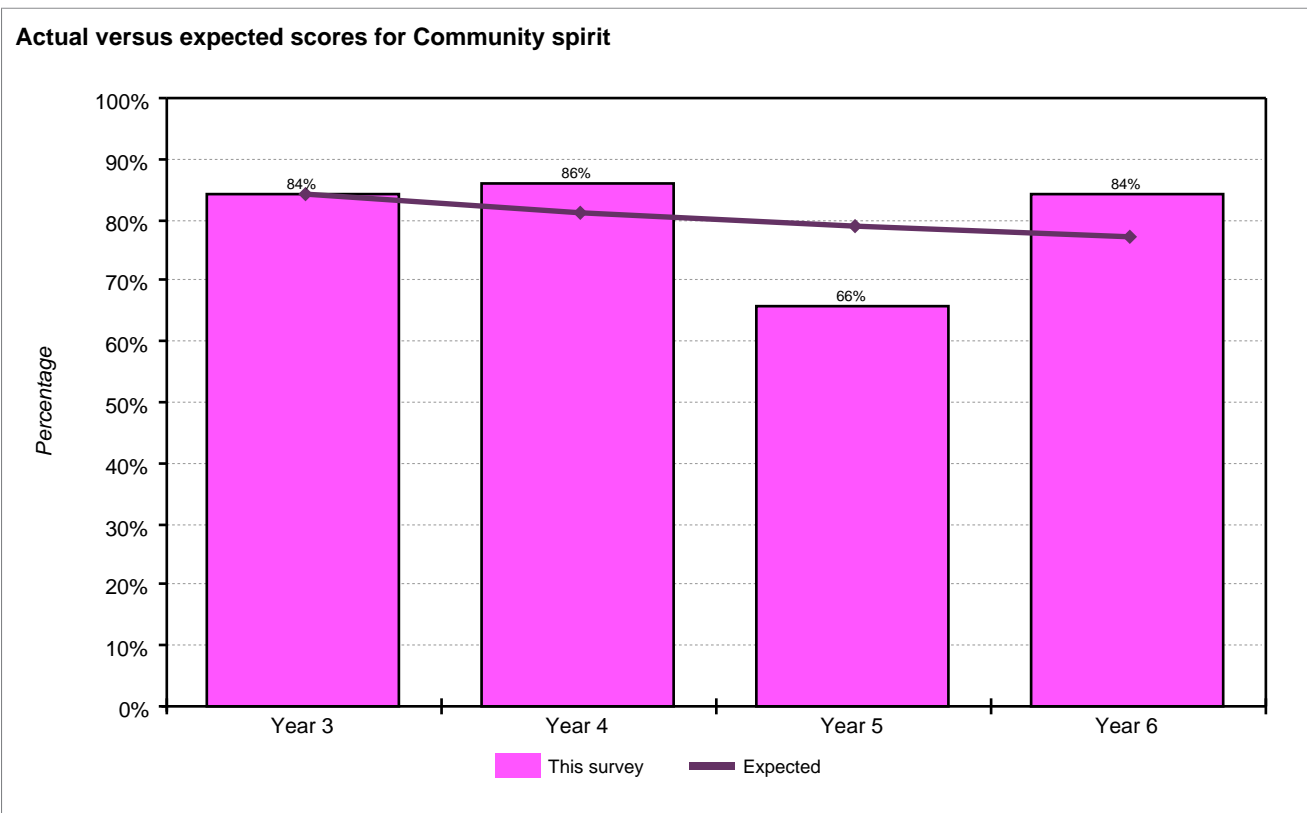
- The contribution towards the score for School discipline was lower than expected for Year 5.
- The contribution towards the score for School discipline was higher than expected for Year 6.

Actual versus expected scores for School discipline



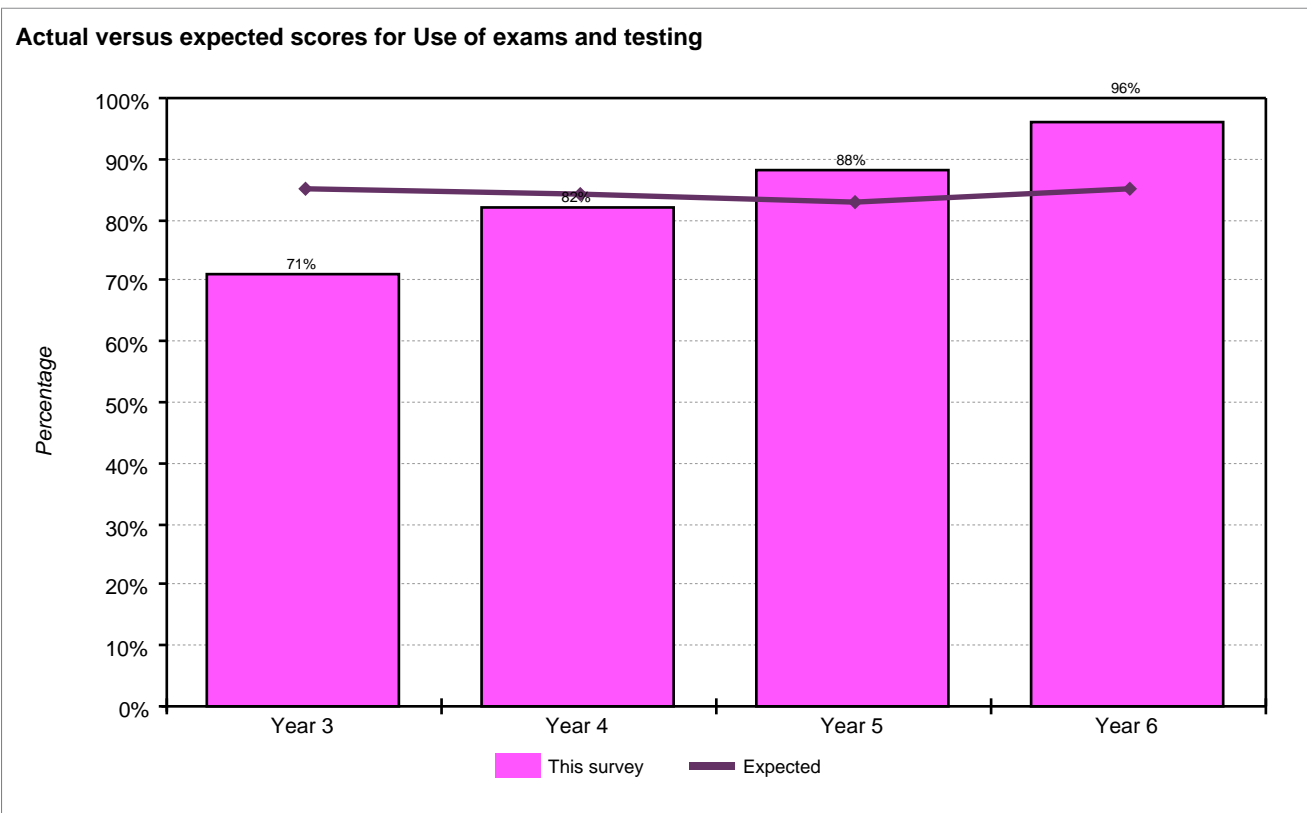
Unexpected results for 'Community spirit'

- The contribution towards the score for Community spirit was lower than expected for Year 5.



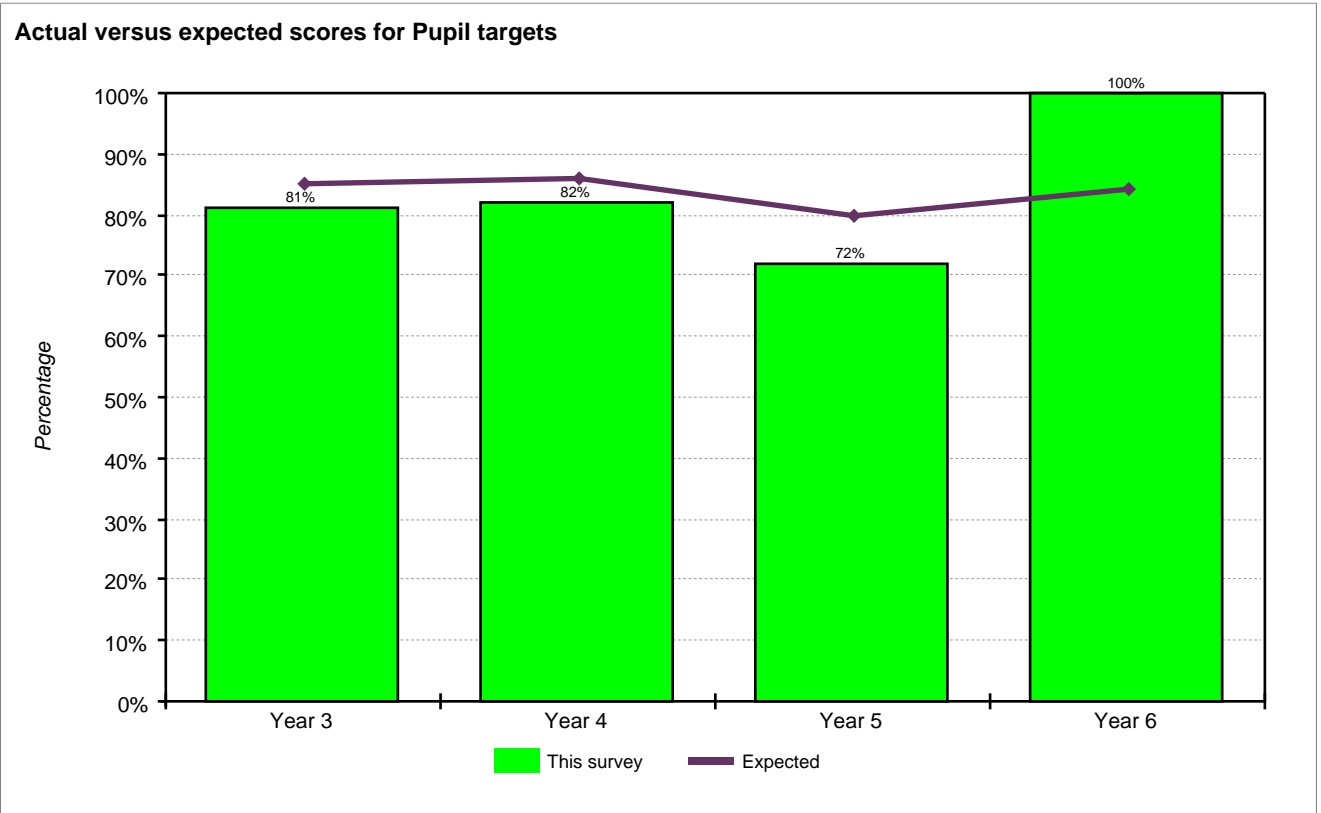
Unexpected results for ‘Use of exams and testing’

- The contribution towards the score for Use of exams and testing was lower than expected for Year 3.



Unexpected results for ‘Pupil targets’

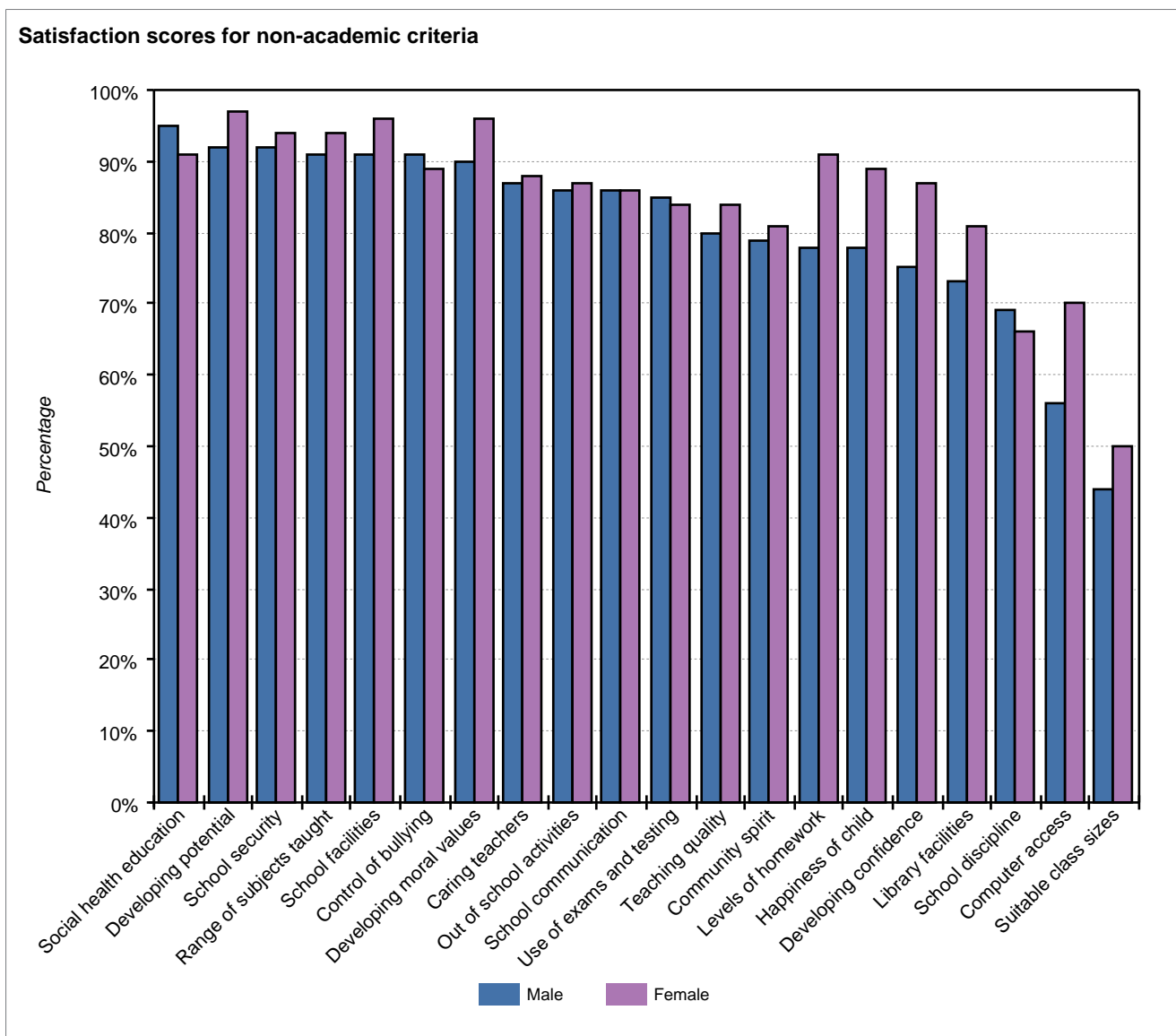
- The contribution towards the score for Pupil targets was higher than expected for Year 6.



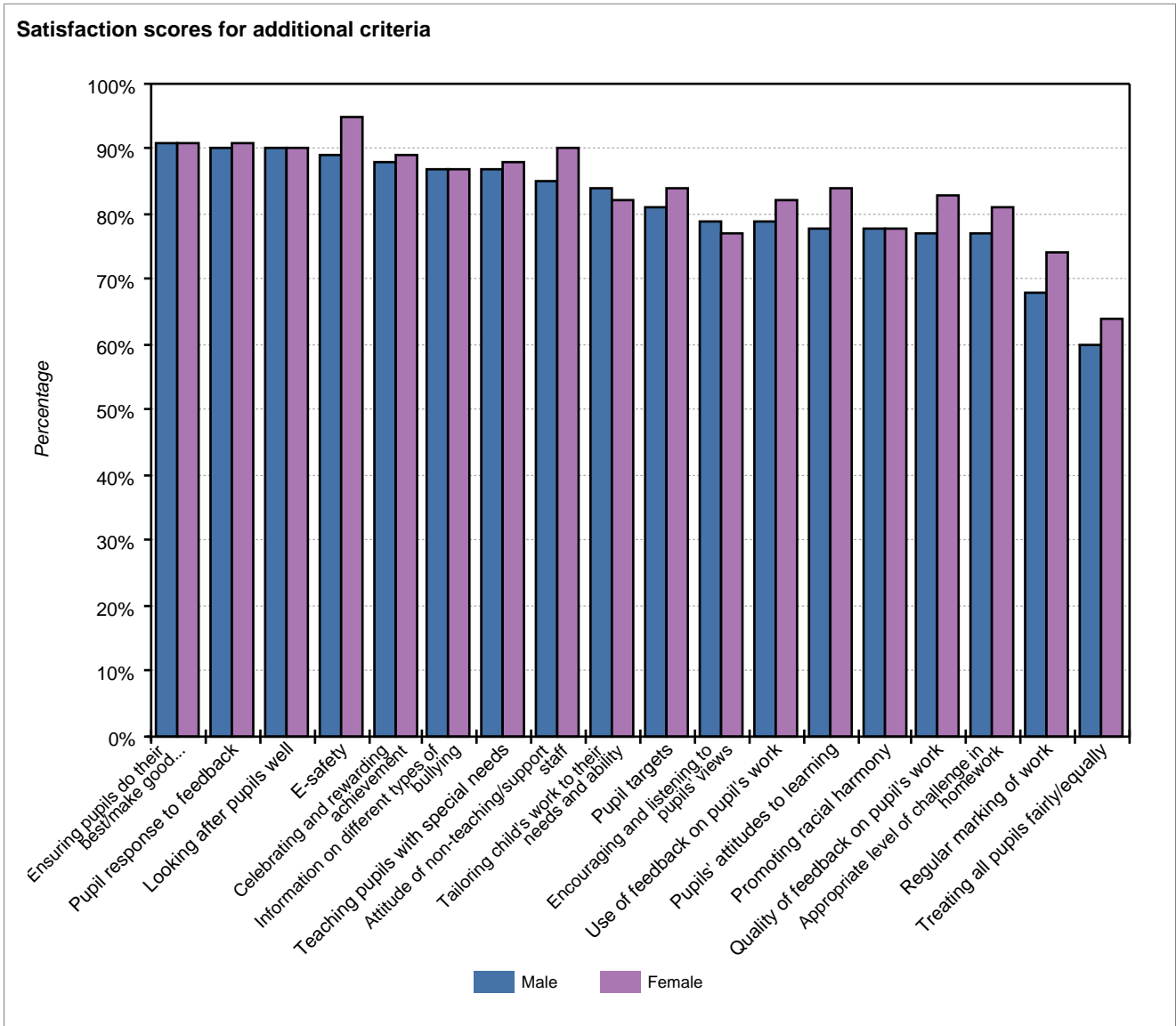
Standard analysis

Gender analysis

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



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Levels of homework	78.3	90.5 ▲
Happiness of child	78.1	89.1 ▲
Developing confidence	75.2	87.3 ▲
Computer access	55.7	70.4 ▲

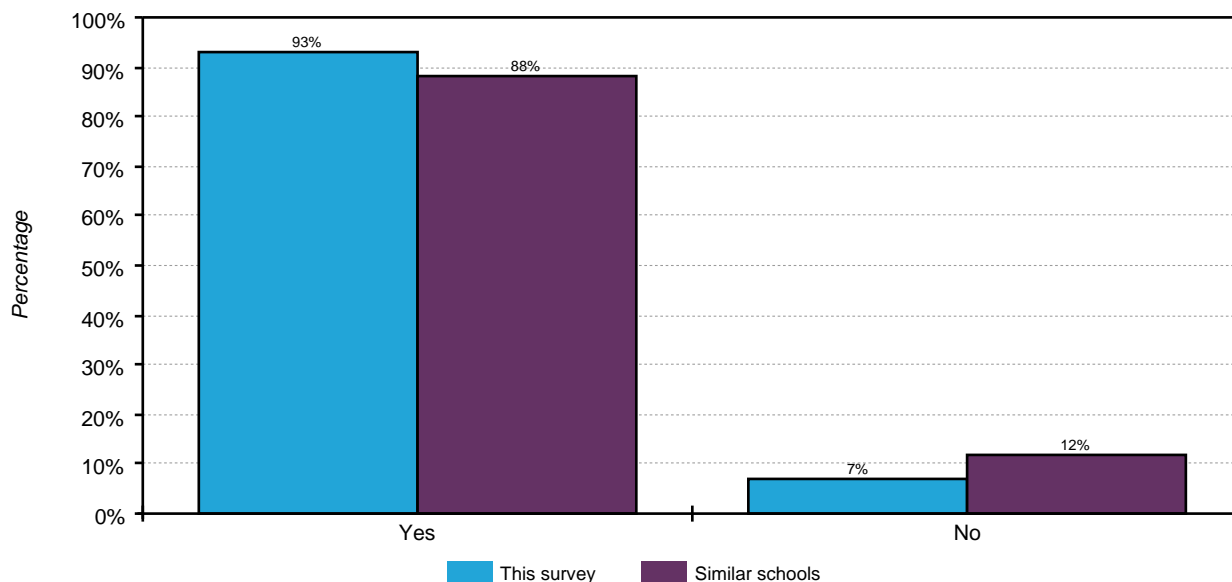


- There are no significant differences between the additional satisfaction scores for female pupils and male pupils.

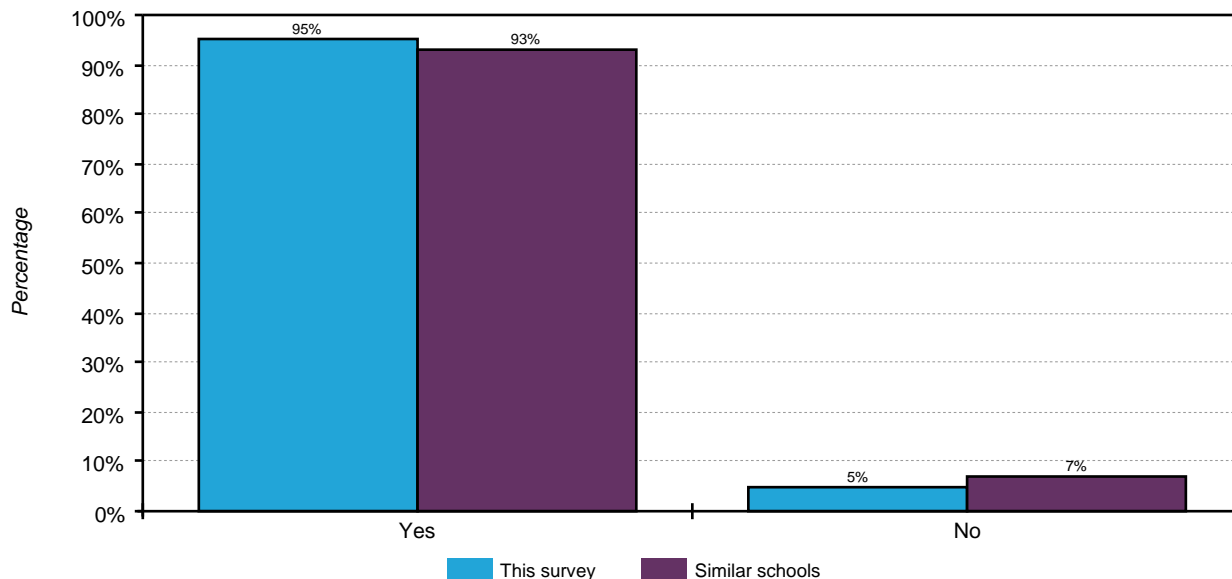
Healthy lifestyle

This section of the report summarises perceptions of whether pupils are encouraged to live healthy lifestyles.

Pupils' responses to the question: 'Eating a healthy diet?'



Pupils' responses to the question: 'School encourages healthy lifestyle through exercise'



Year group analysis

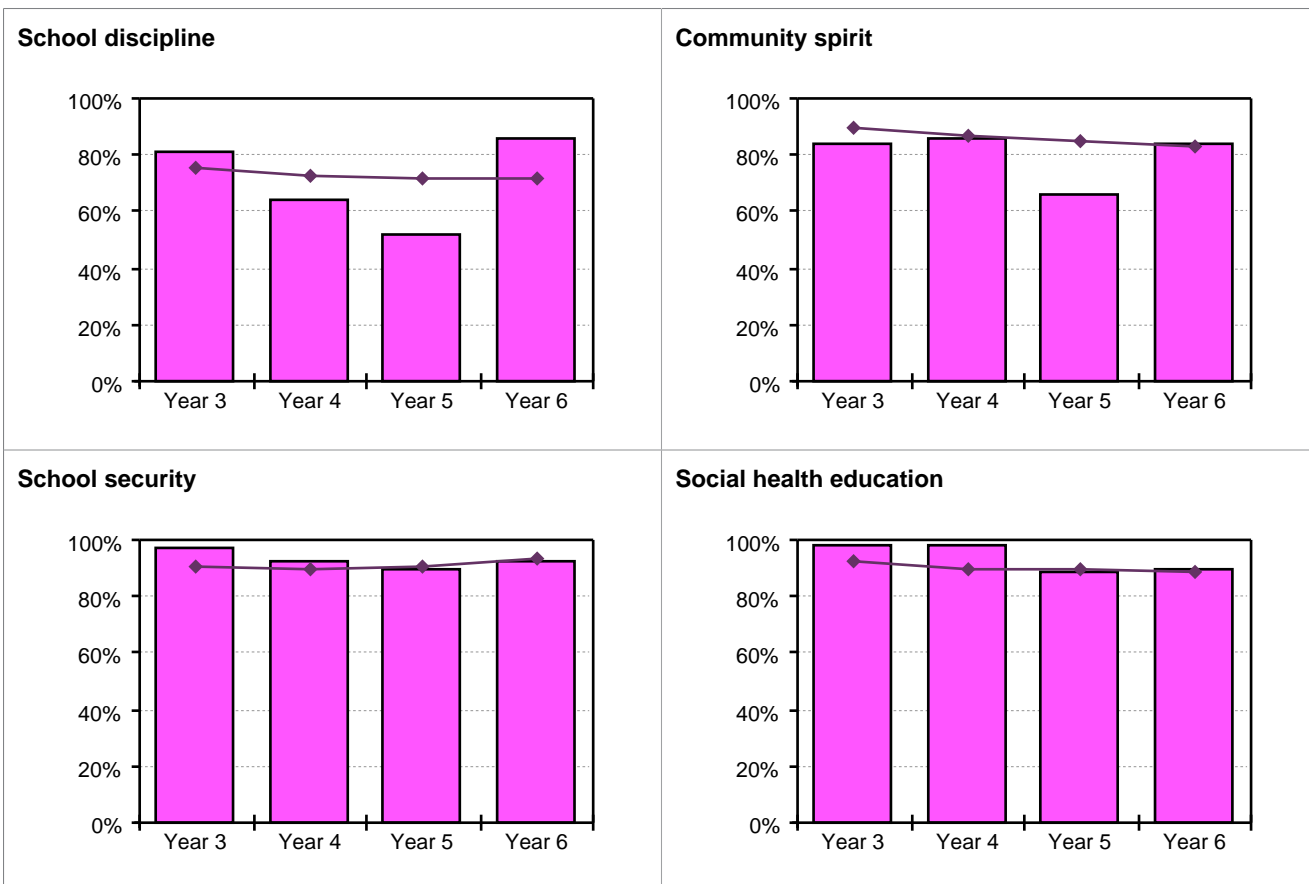
Analysis of year group scores compared to national average

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. Any unusual results are explained in more detail in the unexpected results section of this report (see page 28).

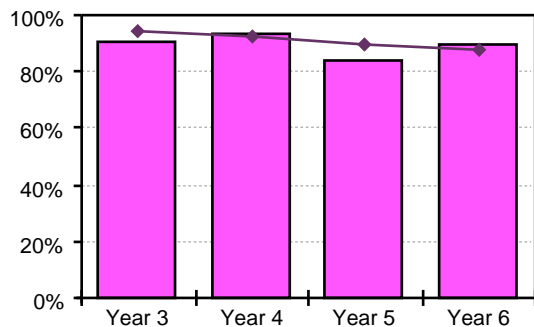
Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 9 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

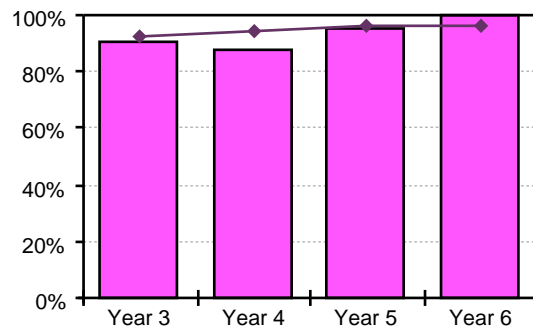
Year group analysis compared to national averages for non-academic criteria



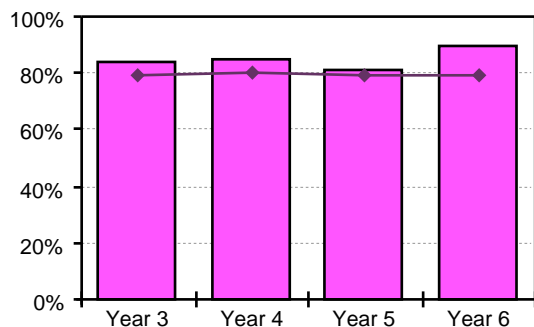
Control of bullying



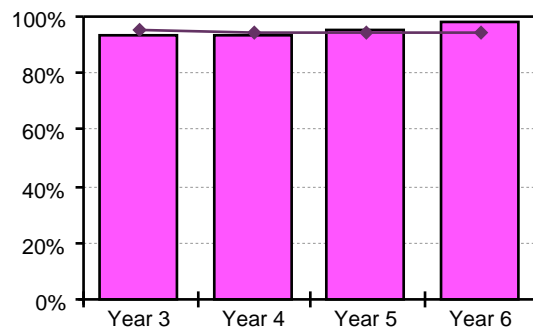
Developing moral values



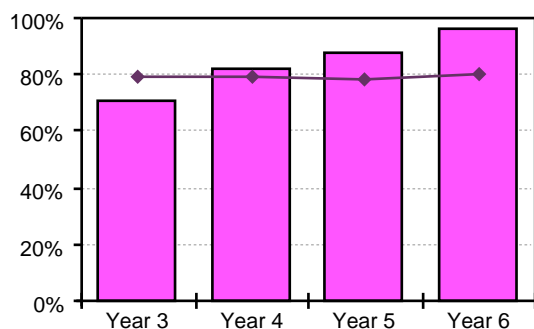
Levels of homework



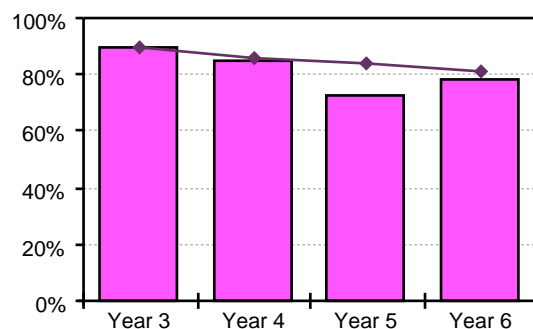
Developing potential



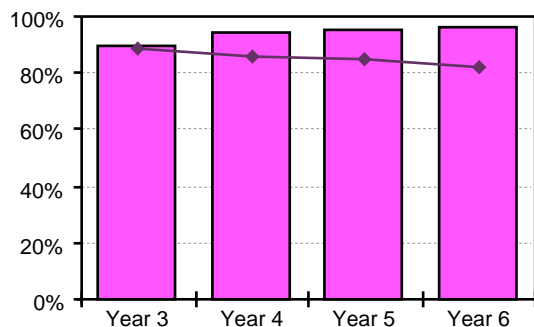
Use of exams and testing



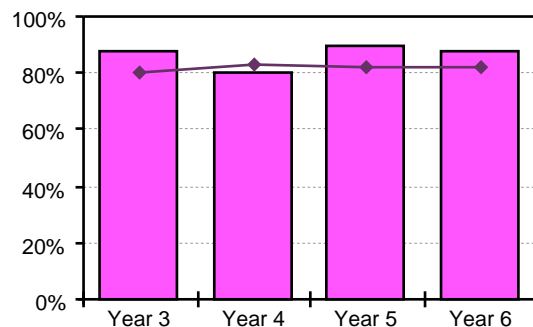
Developing confidence



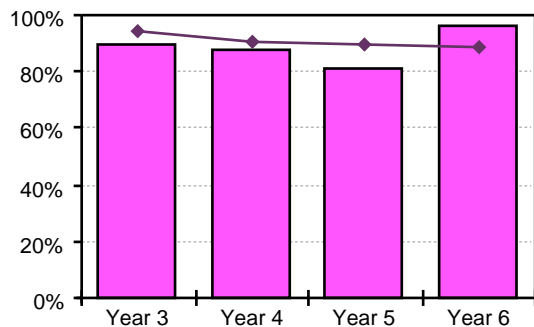
School facilities



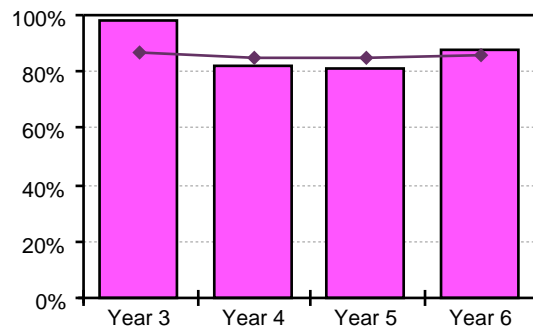
Out of school activities



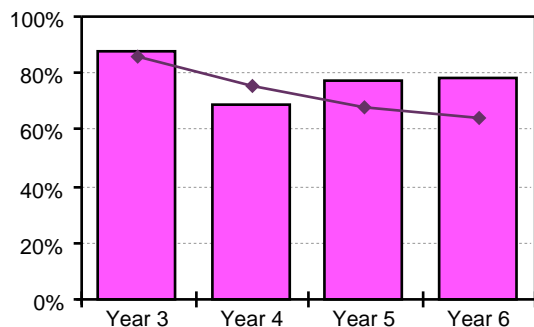
Caring teachers



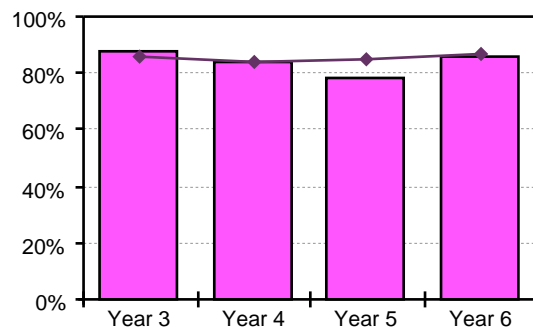
School communication



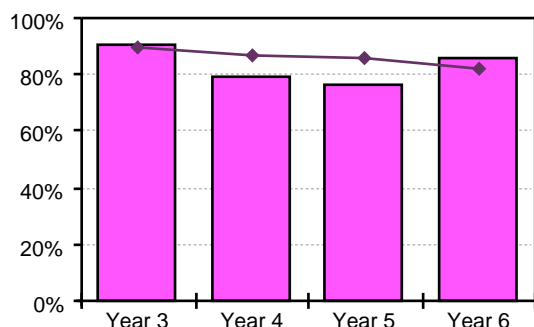
Library facilities



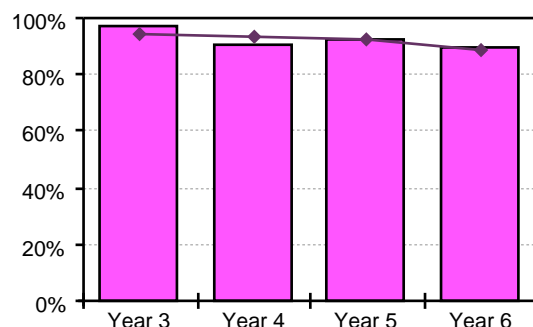
Happiness of child



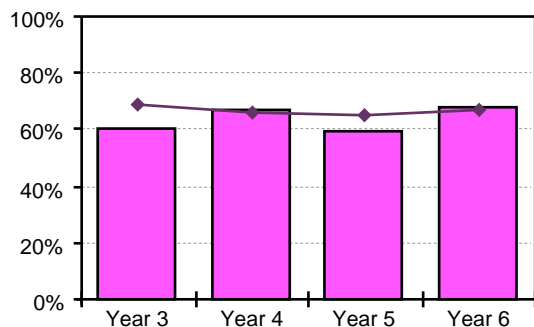
Teaching quality



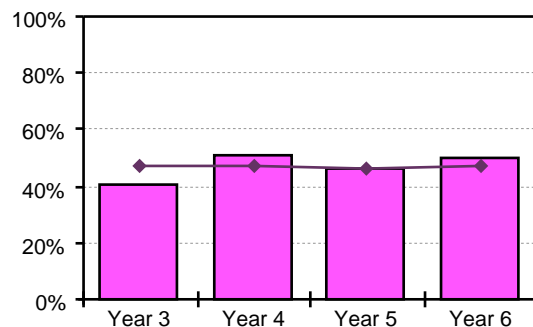
Range of subjects taught



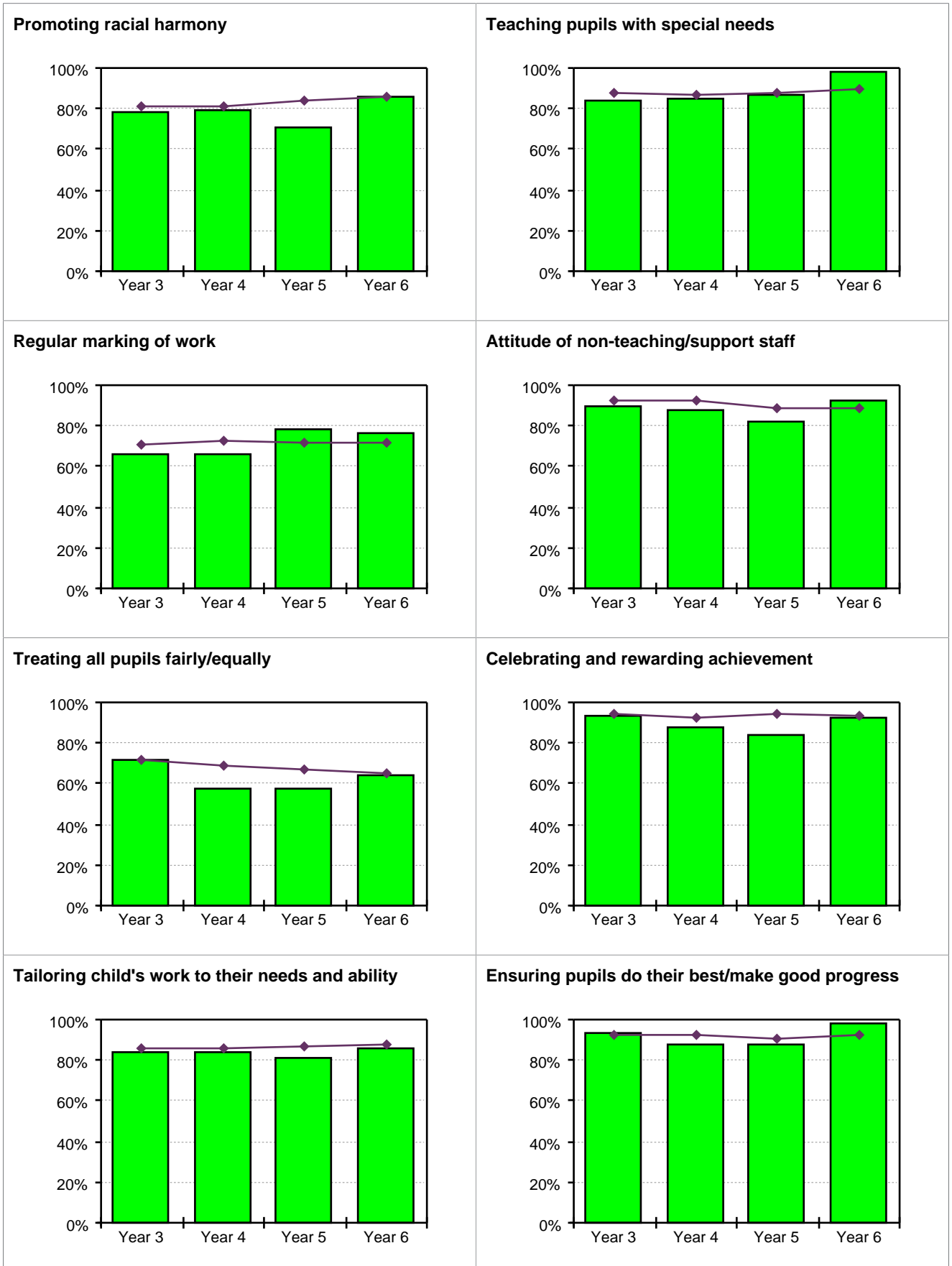
Computer access



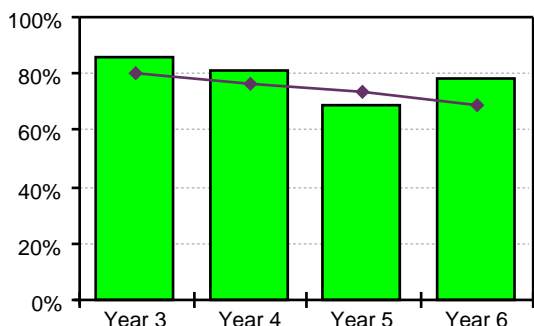
Suitable class sizes



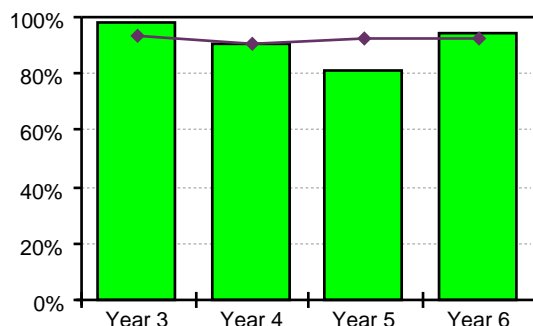
Year group analysis compared to national averages for your additional surveyed criteria



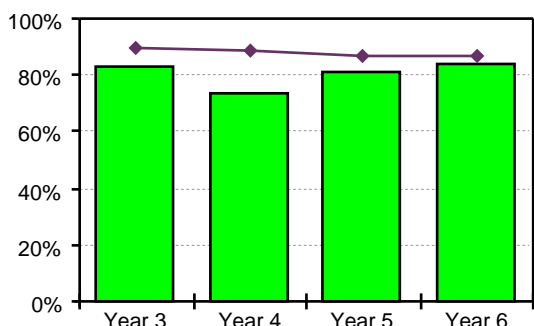
Encouraging and listening to pupils' views



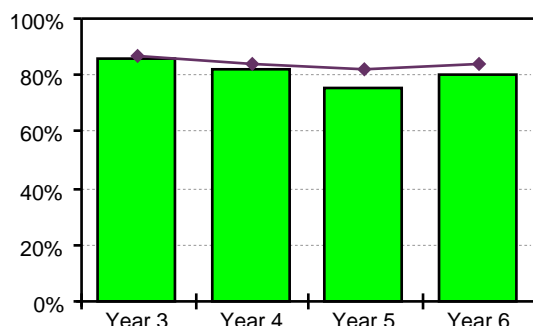
Looking after pupils well



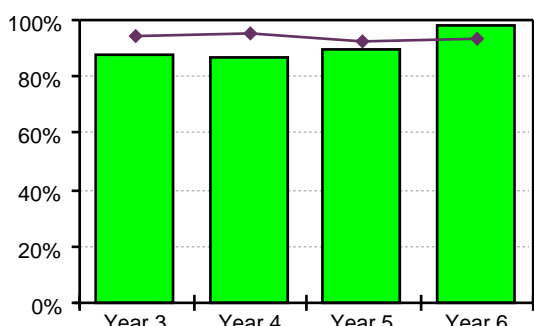
Quality of feedback on pupil's work



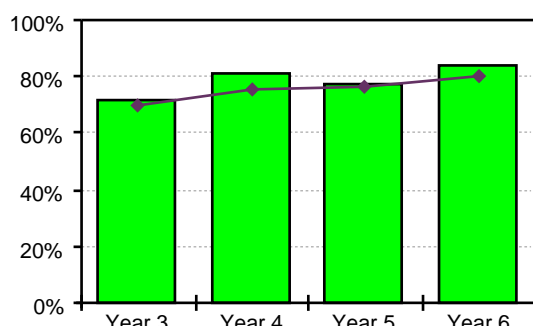
Use of feedback on pupil's work



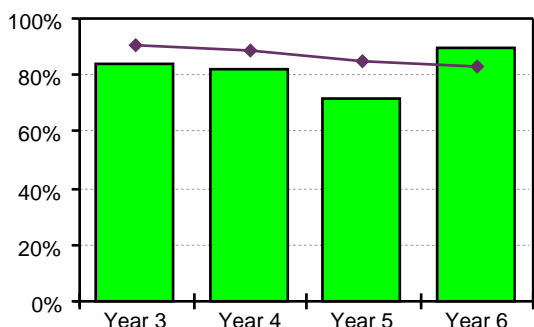
Pupil response to feedback



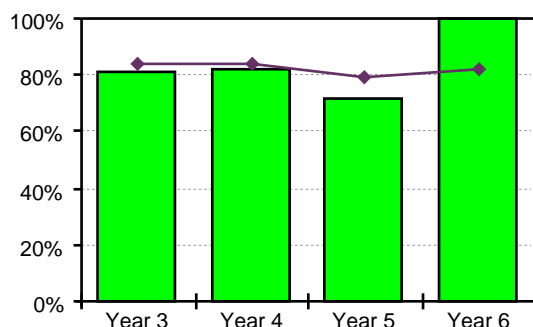
Appropriate level of challenge in homework



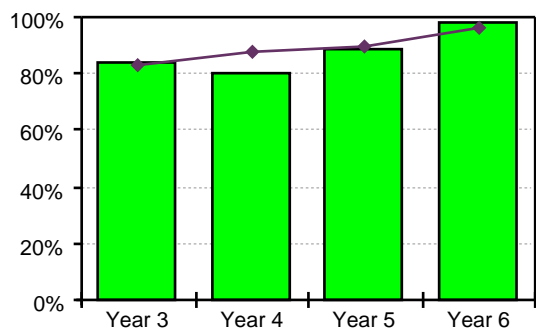
Pupils' attitudes to learning



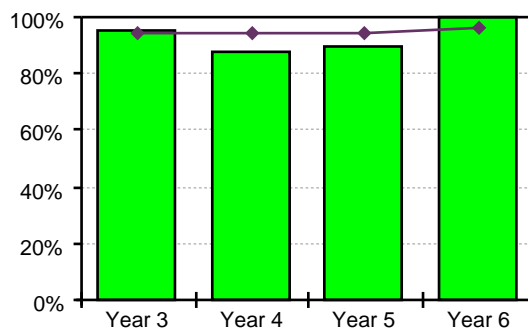
Pupil targets



Information on different types of bullying



E-safety























Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis









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








Non-academic criteria	True (T)	False (F)	Graph	Sample size
School discipline	65.1%	34.9%		276
Community spirit	78.5%	21.5%		276
School security	90.6%	9.4%		276
Social health education	92.3%	7.7%		276
Control of bullying	89.3%	10.7%		276
Developing moral values	92.6%	7.4%		276
Levels of homework	82.8%	17.2%		276
Developing potential	94.1%	5.9%		276
Use of exams and testing	84.2%	15.8%		276
Developing confidence	80.6%	19.4%		276

Non-academic criteria	True (T)	False (F)	Graph	Sample size
School facilities	94.0%	6.0%		276
Out of school activities	85.9%	14.1%		276
Caring teachers	86.4%	13.6%		276
School communication	84.8%	15.2%		276
Library facilities	76.1%	23.9%		276
Happiness of child	81.2%	18.8%		276
Teaching quality	80.7%	19.3%		276
Range of subjects taught	90.2%	9.8%		276
Computer access	63.1%	36.9%		276
Suitable class sizes	47.3%	52.7%		276

Additional criteria analysis

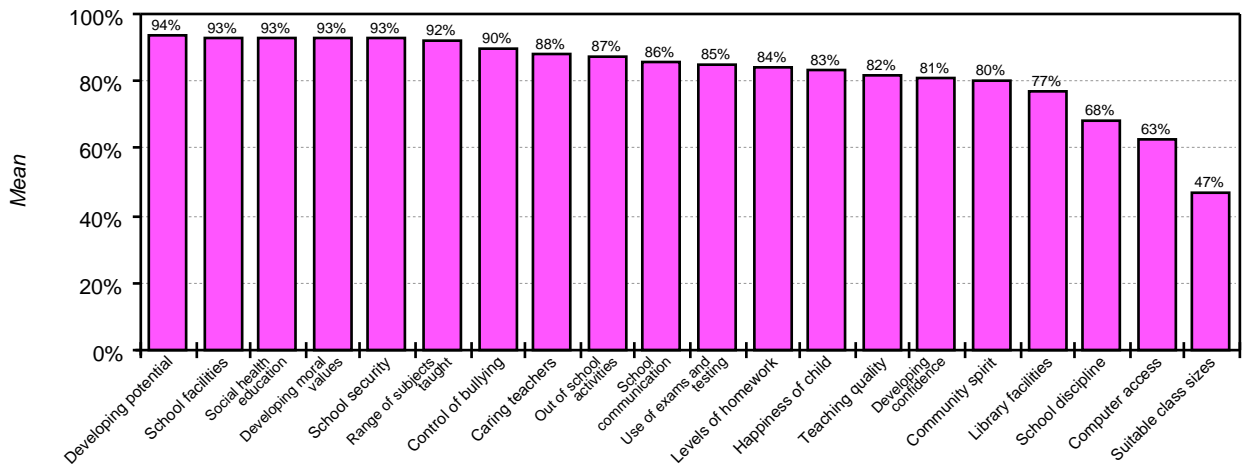
How pupils scored the delivery and management of your additional non-academic criteria.

Additional criteria	True (T)	False (F)	Graph	Sample size
Promoting racial harmony	76.8%	23.2%		276
Teaching pupils with special needs	86.9%	13.1%		276
Regular marking of work	71.5%	28.5%		276
Attitude of non-teaching/support staff	85.8%	14.2%		276
Treating all pupils fairly/equally	60.8%	39.2%		276
Celebrating and rewarding achievement	88.1%	11.9%		276
Tailoring child's work to their needs and ability	83.0%	17.0%		276
Ensuring pupils do their best/make good progress	89.9%	10.1%		276
Encouraging and listening to pupils' views	77.2%	22.8%		276
Looking after pupils well	87.9%	12.1%		276
Quality of feedback on pupil's work	79.0%	21.0%		276

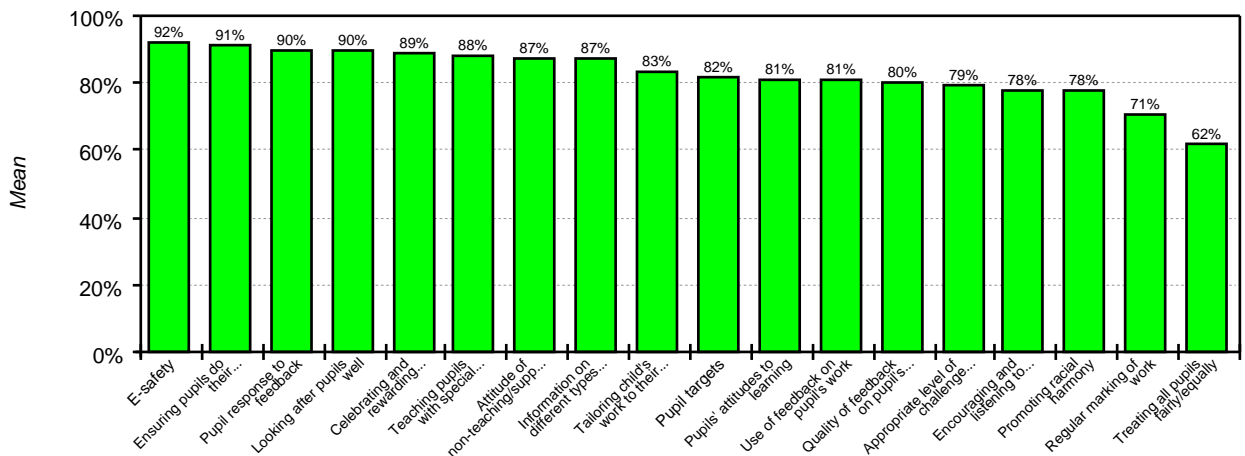
Additional criteria	True (T)	False (F)	Graph	Sample size
Use of feedback on pupil's work	79.9%	20.1%		276
Pupil response to feedback	89.5%	10.5%		276
Appropriate level of challenge in homework	78.7%	21.3%		276
Pupils' attitudes to learning	79.1%	20.9%		276
Pupil targets	80.8%	19.2%		276
Information on different types of bullying	86.0%	14.0%		276
E-safety	91.5%	8.5%		276

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.