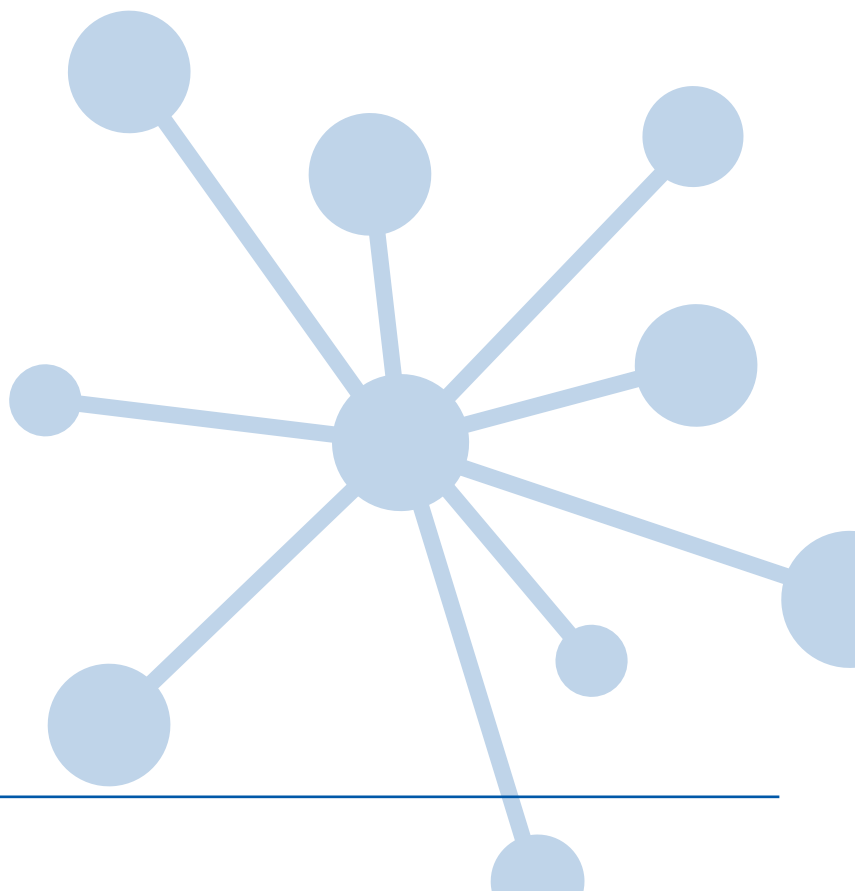


# Fullhurst Community College

## Staff survey report – October 2017

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## Executive summary

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This report details the findings of the first Kirkland Rowell Staff Survey for Fullhurst Community College. The report measures the levels of satisfaction among the staff for a range of criteria, which have been selected by the school as well as a range of criteria which are important to the parents of the school. The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to October 2017. The report also measures performance with regard to overall satisfaction and improvement.

Criteria have also been analysed between teaching staff and support staff; criteria that produce a significant result for this test are included in the report in graphical form.

## Summary of results for this survey

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- 119 completed questionnaires were returned representing a response rate of 77.8%. The response meant that data could be drawn for all criteria.
- Staff gave an excellent overall performance score (84.8%) (see page 5).
- 70% of staff said the school had improved over the last year and 4% thought that the school's performance was worse (see page 45).
- With regard to staff core areas, staff are most happy with the delivery of Extent of governor knowledge, Appearance/maintenance of college and Communication between SMT and staff.
- Staff are least happy with the delivery of Relationship with head of faculty, Support from colleagues and Effectiveness of pastoral care.
- With regards to selected parental priorities, staff are most happy with Levels of homework, Exam results and School facilities.
- Staff are least happy with Caring teachers, School communication and Happiness of child.
- Staffs' top priorities for improvement are School discipline, Developing confidence and Developing moral values.
- Teaching staff gave significantly higher scores for Clarity/relevance of development plan, A culture of high expectations, Opportunities for professional development, Opportunity for staff to offer ideas, Communication between SMT and staff, Organisation of decision making, Opportunities for staff initiative/responsibility, Fairness of pay structure, Staff morale, Teaching quality and Caring teachers.
- Support staff gave significantly higher scores for Staff workload - in house.

## 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 **pink** should only be considered indicative.

### Relative strengths for staff core areas

- 85.5% Extent of governor knowledge
- 83.7% Appearance/maintenance of college
- 82.5% Communication between SMT and staff
- 80.9% Staff morale
- 80.6% Organisation of decision making

### Relative weaknesses for staff core areas

- 61.6% Relationship with head of faculty
- 65.4% Support from colleagues
- 66.9% Effectiveness of pastoral care
- 67.2% Equality of opportunities for students
- 67.4% Child protection procedures

### Relative strengths for selected parental priorities

	<b>Importance</b>	<b>Ranking</b>
88.4% Levels of homework	(15.6%)	19th
87.1% Exam results	(57.5%)	9th
86.9% School facilities	(40.0%)	13th
82.6% Careers advice	(31.6%)	14th
82.4% Computer access	(12.7%)	20th

### Relative weaknesses for selected parental priorities

	<b>Importance</b>	<b>Ranking</b>
70.3% Caring teachers	(68.4%)	6th
72.2% School communication	(45.8%)	11th
72.4% Happiness of child	(78.5%)	<b>3rd</b>
73.8% Control of bullying	(73.2%)	<b>4th</b>
74.4% Social health education	(18.1%)	18th

## Response to survey

119 completed questionnaires were returned representing a response rate of 77.8%.

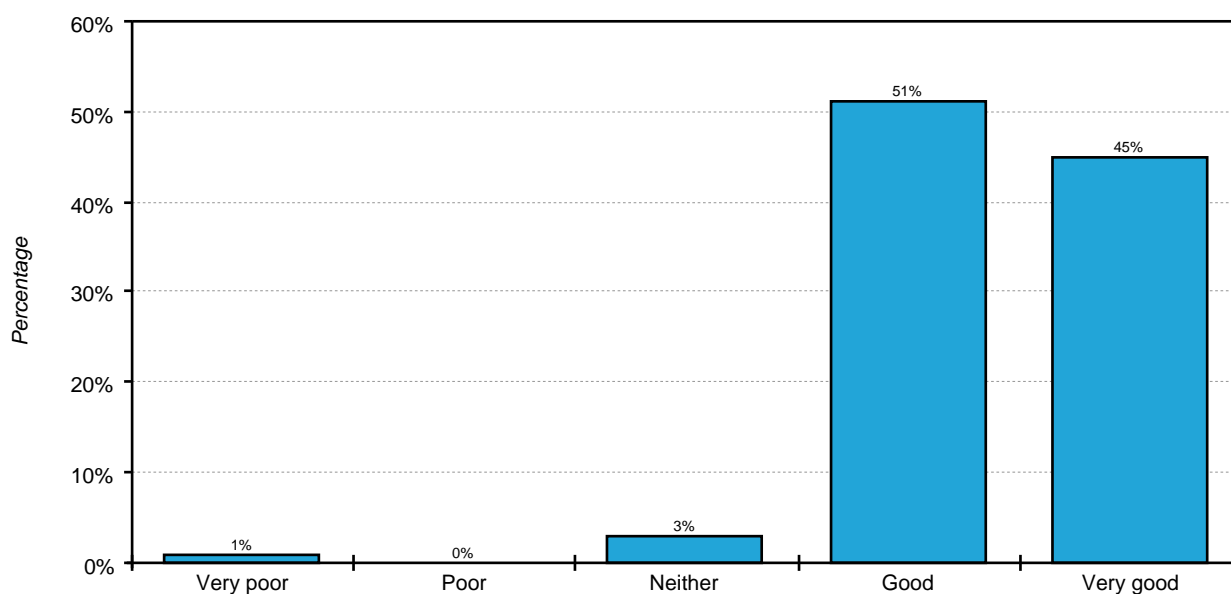
	Proportion of responses (%)	Number of responses
Responses from teaching staff	46.2	55
Responses from support staff	53.8	64

## Overall staff satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	84.8		

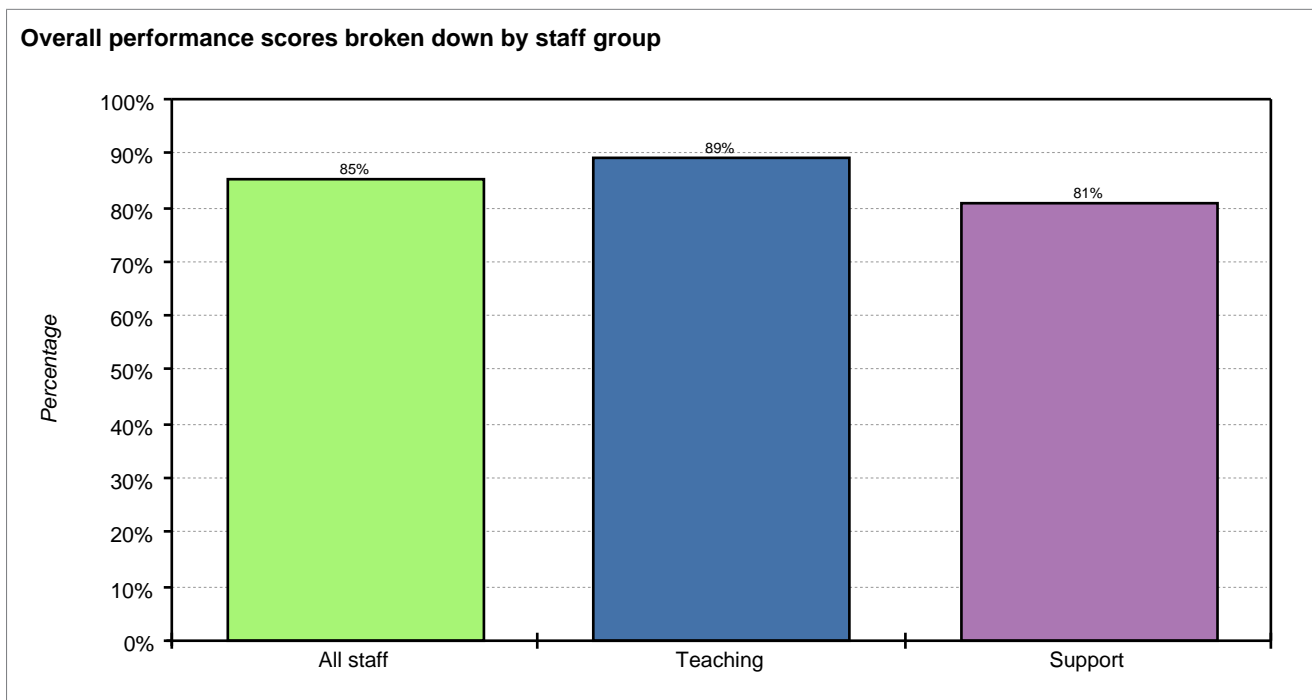
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.8			95.8

### Overall staff satisfaction



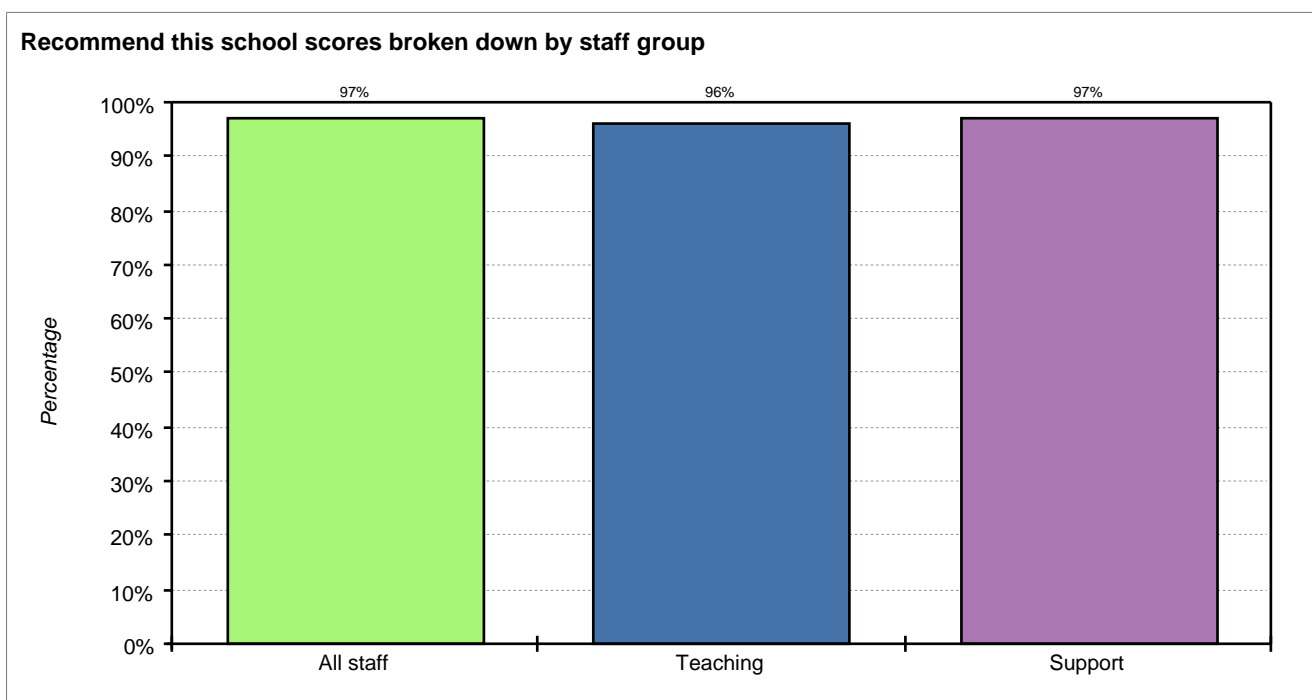
- More staff rate the overall performance of the school as 'good' or 'very good'.

## Overall performance scores broken down by staff group



- Staff gave an excellent overall performance score of 84.8%.
- Teaching staff scored the overall performance of the school higher than support staff.

## Staff recommend this school broken down by staff group



- 96.6% of staff said they would recommend this school to prospective parents.
- Teaching staff would recommend this school to a prospective parent the same as support staff.

## Key results

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The core analysis of your survey data; Proportion making progress for staff core areas, selected parental priorities and additional criteria. Explanations have been provided to help you to interpret your results.

### Interpreting results

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For the sake of assessment in most schools, staff criteria receiving a score of:

- Over 70% are 'outstanding' (*above the gold line*)
- 60% to 69.9% are 'good' (*above the green line*)
- 55% to 59.9% indicate 'room for improvement' (*above the red line*)
- Below 55% indicate 'attention advised' (*below the red line*)

**Selected parental priorities** and **additional** questions receiving a score of:

- Over 75% are 'outstanding' (*above the gold line*)
- 65% to 74.9% are 'good' (*above the green line*)
- 60% to 64.9% indicate 'room for improvement' (*above the red line*)
- Below 60% 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 staff 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 120 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 10% at the 95% confidence level. When results are less reliable we show an indicative result and highlight in pink. Where reliable data cannot be produced 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 students staff ‘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 120 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.

Staff core areas	This survey (%)	Previous survey (%)	% Change
External	76.2	72.8	+3.4
External	72.6	70.9	+1.7
Developing self esteem in staff	69.2	65.1	+4.1
Opportunities for staff initiative	66.5		
Staff morale	66.3		
Equal opportunities for staff	65.5		
Access to learning	64.3		
Support for staff	62.1		
Staff workload - in house	59.5	55.4	+4.1
Support from colleagues	59.4		
Recognition of pupil achievement	59.3	58.6	+0.7
Supportive managers	59.1	58.3	+0.8
Support from other schools	58.4		
Encouragement for staff to offer ideas	55.8	55.0	+0.8
Relationship with head of department *	50.1		
Arrangements for staff cover	49.9	54.9	-5.0
Communication between SMT and staff	47.2	43.8	+3.4
Resources for external use	45.5		
Induction of new staff	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 students parents 'usually' say.

Scores below the red line indicate 'attention advised'.

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

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



## Staff core areas

The following table shows staff scores for all staff core areas within the school. 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.

Staff core areas	This survey (%)	Previous survey (%)	% Change
Extent of governor knowledge	85.5		
Appearance/maintenance of college	83.7		
Communication between SMT and staff	82.5		
Staff morale	80.9		
Organisation of decision making	80.6		
Clarity/relevance of development plan	79.3		
Pupils' respect for staff/others	78.6		
Pupils' attitudes to learning	78.5		
Overall sense of common purpose	78.3		
Opportunities for professional development	77.0		
Organisation of timetable	76.7		
Organisation of curriculum	76.4		
Target setting for staff	76.1		
Opportunity for staff to offer ideas	76.1		
Pupil punctuality	75.9		
School ethos	75.4		
Staff workload - in house	74.6		
Induction of new staff	74.4		
Quality of pupil records	72.8		
Fairness of pay structure	72.5		
Opportunities for staff initiative/ responsibility	72.0		
Consistency in following staff assessment policy *	71.8		
Use made of classroom space	71.8		
Liaison with feeder schools	71.6		
Job satisfaction	71.5		
Safety procedures for staff	71.2		
A culture of high expectations	69.7		
Resources for external use e.g. trips	69.3		
Support from line managers	68.5		
Clarity of college's behaviour and reward system	67.6		
Child protection procedures	67.4		

Staff core areas	This survey (%)	Previous survey (%)	% Change
Equality of opportunities for students	67.2		
Effectiveness of pastoral care	66.9		
Support from colleagues	65.4		
Relationship with head of faculty	61.6		

- Staff consider delivery of the following staff core areas to be 'outstanding': Extent of governor knowledge, Appearance/maintenance of college, Communication between SMT and staff, Staff morale, Organisation of decision making, Clarity/relevance of development plan, Pupils' respect for staff/others, Pupils' attitudes to learning, Overall sense of common purpose, Opportunities for professional development, Organisation of timetable, Organisation of curriculum, Target setting for staff, Opportunity for staff to offer ideas, Pupil punctuality, School ethos, Staff workload - in house, Induction of new staff, Quality of pupil records, Fairness of pay structure, Opportunities for staff initiative/responsibility, Consistency in following staff assessment policy, Use made of classroom space, Liaison with feeder schools, Job satisfaction and Safety procedures for staff.
- Staff consider delivery of the following staff core areas to be 'good': A culture of high expectations, Resources for external use e.g. trips, Support from line managers, Clarity of college's behaviour and reward system, Child protection procedures, Equality of opportunities for students, Effectiveness of pastoral care, Support from colleagues and Relationship with head of faculty.
- The following staff core areas have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Consistency in following staff assessment policy.

## Happy versus unhappy staff for staff core areas

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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.

Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Child protection procedures	0.8			93.3
Clarity/relevance of development plan	0.8			74.8
A culture of high expectations	1.7			79.0
Appearance/maintenance of college	1.7			93.3
Overall sense of common purpose	1.7			80.7
Quality of pupil records	1.7			73.1
School ethos	1.7			80.7
Organisation of curriculum	2.5			77.3
Equality of opportunities for students	3.4			77.3
Extent of governor knowledge	3.4			52.9
Liaison with feeder schools	3.4			58.0
Relationship with head of faculty	3.4			68.1
Support from colleagues	4.2			87.4
Safety procedures for staff	5.0			84.9
Use made of classroom space	5.0			78.2
Resources for external use e.g. trips	5.9			60.5
Communication between SMT and staff	6.7			73.9
Job satisfaction	6.7			75.6
Organisation of timetable	6.7			77.3
Support from line managers	6.7			77.3

Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Consistency in following staff assessment policy	6.7			64.7
Induction of new staff	6.7			68.9
Effectiveness of pastoral care	8.4			65.5
Organisation of decision making	8.4			63.0
Target setting for staff	9.2			63.9
Pupils' attitudes to learning	10.1			60.5
Opportunities for professional development	10.9			69.7
Opportunities for staff initiative/responsibility	10.9			67.2
Opportunity for staff to offer ideas	10.9			71.4
Pupil punctuality	10.9			61.3
Clarity of college's behaviour and reward system	11.8			66.4
Pupils' respect for staff/others	14.3			58.8
Staff morale	16.0			63.9
Fairness of pay structure	21.8			50.4
Staff workload - in house	22.7			48.7

## Selected parental priorities

The following table shows selected parental priorities. 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.

Selected parental priorities	This survey (%)	Previous survey (%)	% Change
Levels of homework	88.4		
Exam results	87.1		
School facilities	86.9		
Careers advice	82.6		
Computer access	82.4		
Developing moral values	82.3		
Availability of resources	80.7		
School discipline	80.3		
Community spirit	79.3		
Developing potential	79.1		
School security	77.1		
Choice of subjects	75.9		
Teaching quality	75.3		
Developing confidence	75.1		
Truancy control	74.4		
Social health education	74.4		
Control of bullying	73.8		
Happiness of child	72.4		
School communication	72.2		
Caring teachers	70.3		

- Staff consider delivery of the following selected parental priorities to be 'outstanding': Levels of homework, Exam results, School facilities, Careers advice, Computer access, Developing moral values, Availability of resources, School discipline, Community spirit, Developing potential, School security, Choice of subjects, Teaching quality and Developing confidence.
- Staff consider delivery of the following selected parental priorities to be 'good': Truancy control, Social health education, Control of bullying, Happiness of child, School communication and Caring teachers.

## Happy versus unhappy staff for selected parental priorities

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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.

Selected parental priorities	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Exam results	0.0			85.7
Teaching quality	0.8			82.4
Caring teachers	1.7			84.0
School facilities	1.7			93.3
Careers advice	2.5			83.2
School security	2.5			86.6
Computer access	3.4			84.0
Developing potential	3.4			80.7
Happiness of child	3.4			75.6
Choice of subjects	4.2			70.6
School communication	4.2			73.9
Availability of resources	5.0			77.3
Community spirit	5.0			67.2
Control of bullying	5.0			68.9
Developing confidence	5.9			75.6
Developing moral values	5.9			73.9
Levels of homework	5.9			62.2
Truancy control	5.9			71.4
Social health education	6.7			49.6
School discipline	13.4			58.8

## Additional criteria

Additional criteria were chosen by the school, and investigated with regard to staff satisfaction. The following results were achieved with regard to those staff 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
College uniform	82.1		
Regular marking of work	81.6		
Extra curricular activities*	80.0		
Quality of school management	78.6		
Ensuring pupils do their best/make good progress	78.1		
Value for money*	77.6		
Parent evenings	77.4		
Encouraging and listening to parent views	75.8		
Handling complaints	75.5		
Explaining to parents how to help their child	75.4		
Teaching for special needs	75.2		
Tailoring workload to childs needs and ability	74.5		
Pupils' attitudes to learning	74.1		
Treating pupils fairly and equally	73.9		
Encouraging and listening to pupil views	73.4		
Celebrating and rewarding achievement	72.9		
Promoting racial harmony	71.7		
College meals	70.9		

- Staff consider delivery of the following additional criteria to be 'outstanding': College uniform, Regular marking of work, Extra curricular activities, Quality of school management, Ensuring pupils do their best/ make good progress, Value for money, Parent evenings, Encouraging and listening to parent views, Handling complaints, Explaining to parents how to help their child and Teaching for special needs.
- Staff consider delivery of the following additional criteria to be 'good': Tailoring workload to childs needs and ability, Pupils' attitudes to learning, Treating pupils fairly and equally, Encouraging and listening to pupil views, Celebrating and rewarding achievement, Promoting racial harmony and College meals.
- The following additional criteria have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Extra curricular activities and Value for money.

## Happy versus unhappy staff for additional criteria

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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' (%)
Encouraging and listening to pupil views	0.8			75.6
Ensuring pupils do their best/make good progress	0.8			84.0
Handling complaints	0.8			65.5
Treating pupils fairly and equally	0.8			80.7
Parent evenings	1.7			81.5
Regular marking of work	1.7			72.3
Encouraging and listening to parent views	2.5			70.6
Extra curricular activities	2.5			80.7
Teaching for special needs	2.5			82.4
Value for money	2.5			64.7
Celebrating and rewarding achievement	3.4			79.8
Promoting racial harmony	3.4			79.8
College uniform	4.2			85.7
Quality of school management	4.2			75.6
Tailoring workload to child's needs and ability	4.2			63.0
Explaining to parents how to help their child	5.0			63.0
Pupils' attitudes to learning	9.2			60.5
College meals	11.8			60.5



## Staff priorities

Staff 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.

### Staff priorities importance

Ideally those criteria which are most important to staff will be the criteria to which staff award the highest scores. In the following table, the second column shows the percentage of staff 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 staff, a **red** highlight shows that the school performs less well within a criterion that is important to staff. 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	90.6	8th		
Teaching quality	86.5	13th		
Happiness of child	78.5	18th		
Control of bullying	73.2	17th		
Developing potential	72.8	10th		
Caring teachers	68.4	20th		
Developing moral values	67.7	6th		
Developing confidence	67.4	14th		
Exam results	57.5	2nd		
School security	51.8	11th		
School communication	45.8	19th		
Truancy control	44.5	15th		
School facilities	40.0	3rd		
Careers advice	31.6	4th		
Choice of subjects	29.1	12th		
Community spirit	24.9	9th		
Availability of resources	23.3	7th		
Social health education	18.1	16th		
Levels of homework	15.6	1st		
Computer access	12.7	5th		

With regard to the five criteria most important to staff:

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

## Importance: your school vs. similar schools

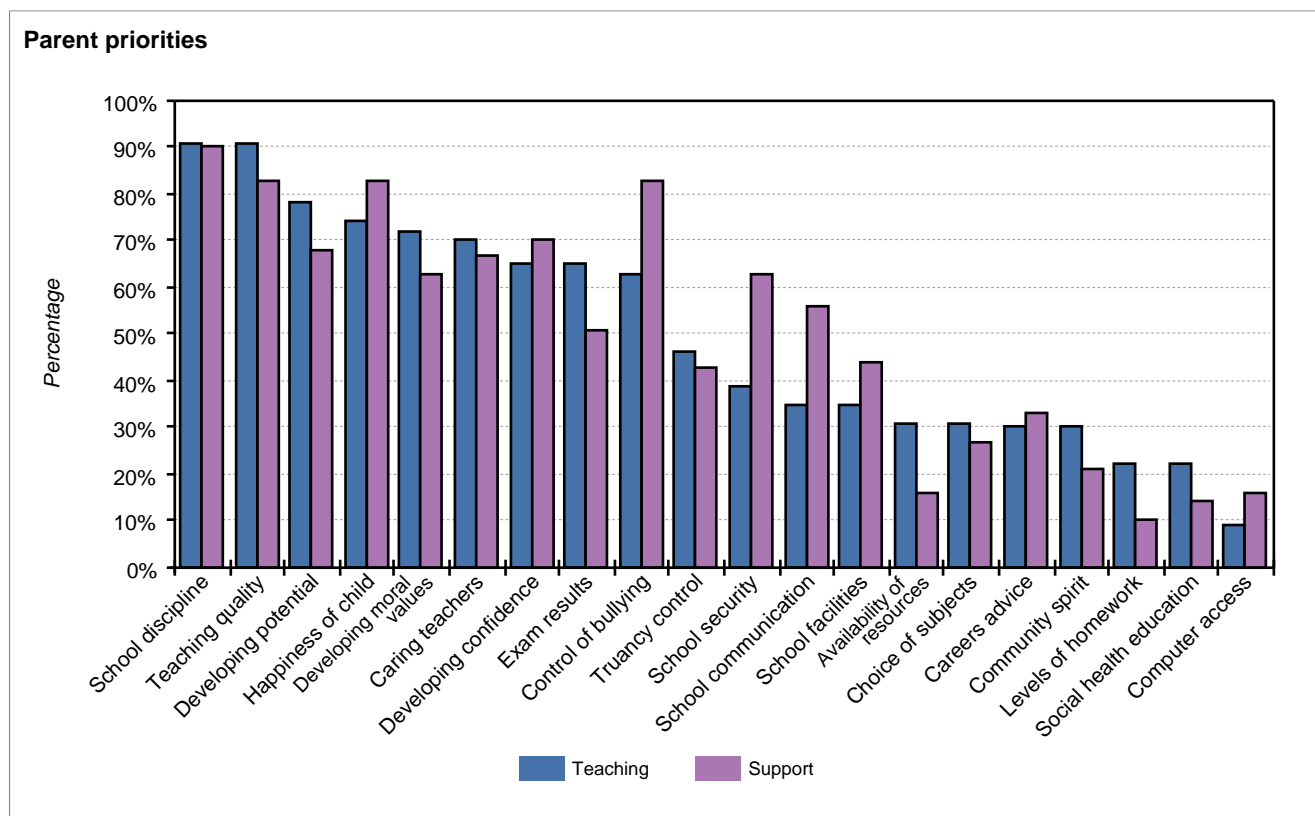
Staff were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the staff from your school selected as most important. The second column shows you the percentage of staff who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from staff 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	90.6	1st	1st	0
Teaching quality	86.5	2nd	2nd	0
Happiness of child	78.5	3rd	4th	+1
Control of bullying	73.2	4th	8th	+4 ▲
Developing potential	72.8	5th	3rd	-2
Caring teachers	68.4	6th	6th	0
Developing moral values	67.7	7th	7th	0
Developing confidence	67.4	8th	5th	-3
Exam results	57.5	9th	10th	+1
School security	51.8	10th	11th	+1
School communication	45.8	11th	9th	-2
Truancy control	44.5	12th	12th	0
School facilities	40.0	13th	13th	0
Careers advice	31.6	14th	18th	+4 ▲
Choice of subjects	29.1	15th	16th	+1
Community spirit	24.9	16th	15th	-1
Availability of resources	23.3	17th	14th	-3
Social health education	18.1	18th	19th	+1
Levels of homework	15.6	19th	20th	+1
Computer access	12.7	20th	17th	-3

- Most of the criteria the staff from your school selected as important are in line with the criteria that staff of similar schools select as important.
- Staff from your school selected the following criteria as more important than staff at similar schools: Control of bullying and Careers advice.

## How priorities change by staff category

The graph below shows which criteria support staff selected as important compared to which criteria teaching staff selected as important. This shows us how priorities change by staff category. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Teaching ranking	Support ranking
Control of bullying	9th	2nd ▼
School security	11th	8th ▼
School communication	12th	10th ▼

## Relative staff priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
School discipline	29.0		44.3
Developing confidence	7.8		4.4
Developing moral values	7.0		6.2
Happiness of child	6.8		2.1
Community spirit	6.7		2.8
Developing potential	5.9		5.8
Availability of resources	4.3		2.1
School communication	4.3		2.0
Control of bullying	4.2		1.4
Careers advice	3.5		1.5
Choice of subjects	3.4		2.5
Caring teachers	3.3		1.2
Computer access	2.7		4.0
Teaching quality	2.6		4.3
Social health education	2.5		1.0
School security	1.7		1.6
Truancy control	1.7		1.6
School facilities	1.7		5.8
Exam results	0.8		3.7
Levels of homework	0.0		1.4

- Staff have given a higher priority to the following areas compared to similar schools: Happiness of child.
- Staff have given a lower priority to the following areas compared to similar schools: School discipline and School facilities.

## Parent View : Staff summary

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

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

	Score	Sample
<b>1. My child is happy at this school</b>		
Happiness of child	72.4%	110
<b>2. My child feels safe at this school</b>		
School security	77.1%	116
Control of bullying	73.8%	106
<b>3. My child makes good progress at this school</b>		
Developing potential	79.1%	106
Ensuring pupils do their best/make good progress	78.1%	107
<b>4. My child is well looked after at this school</b>		
School security	77.1%	116
Caring teachers	70.3%	115
<b>5. My child is taught well at this school</b>		
Exam results	87.1%	105
Developing potential	79.1%	106
Ensuring pupils do their best/make good progress	78.1%	107
Teaching quality	75.3%	104
Teaching for special needs	75.2%	111
Tailoring workload to childs needs and ability	74.5%	96
<b>6. My child receives appropriate homework for their age</b>		
Levels of homework	88.4%	92
Tailoring workload to childs needs and ability	74.5%	96

	Score	Sample
<b>7. This school ensures the pupils are well behaved</b>		
School discipline	80.3%	116
<b>8. This school deals effectively with bullying</b>		
Control of bullying	73.8%	106
<b>9. Quality of school management</b>		
Quality of school management	78.6%	109
<b>10. This school responds well to any concern I raise</b>		
Encouraging and listening to parent views	75.8%	97
Handling complaints	75.5%	91
Caring teachers	70.3%	115
<b>11. I receive valuable information from the school about my child's progress</b>		
Regular marking of work	81.6%	90
Parent evenings	77.4%	108
Explaining to parents how to help their child	75.4%	95
<b>12. I would recommend this school to another parent</b>		
Recommended	96.6%	119

## Ofsted self-evaluation summary

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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 school's promotion of 'Spiritual, Moral, Social and Cultural Development' (SMSC) is 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:

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

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

Levels of homework	88.4%	Outstanding
Exam results	87.1%	Outstanding
Regular marking of work	81.6%	Outstanding
Community spirit	79.3%	Outstanding
Developing potential	79.1%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
Opportunities for professional development	77.0%	Outstanding
Encouraging and listening to parent views	75.8%	Outstanding
Explaining to parents how to help their child	75.4%	Outstanding
Teaching quality	75.3%	Outstanding
Teaching for special needs	75.2%	Outstanding
Developing confidence	75.1%	Outstanding
Treating pupils fairly and equally	73.9%	Good
School communication	72.2%	Good
Promoting racial harmony	71.7%	Good
A culture of high expectations	69.7%	Good
Resources for external use e.g. trips	69.3%	Good
Equality of opportunities for students	67.2%	Good

#### Strengths

- Levels of homework
- Exam results
- Regular marking of work

#### Weaknesses

- Equality of opportunities for students
- Resources for external use e.g. trips
- A culture of high expectations

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



### The Accuracy and Impact of Assessment

Levels of homework	88.4%	Outstanding
Exam results	87.1%	Outstanding
Regular marking of work	81.6%	Outstanding
Developing potential	79.1%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
Tailoring workload to childs needs and ability	74.5%	Good

#### Strengths

- Levels of homework
- Exam results

#### Weaknesses

- Tailoring workload to childs needs and ability

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

### The Impact of the Teaching of Literacy, Including Reading

Developing potential	79.1%	Outstanding
Tailoring workload to childs needs and ability	74.5%	Good
A culture of high expectations	69.7%	Good

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

### The Teaching of Mathematics

Computer access	82.4%	Outstanding
Developing potential	79.1%	Outstanding
Tailoring workload to childs needs and ability	74.5%	Good

Your average staff 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 staff grade for "Quality of teaching, Learning and Assessment" = 1.4 = Outstanding = **Grade 1 ( - )**

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

## Personal Development, Behaviour and Welfare

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

School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
Pupils' respect for staff/others	78.6%	Outstanding
Pupils' attitudes to learning	78.5%	Outstanding
Developing confidence	75.1%	Outstanding
Control of bullying	73.8%	Good
Promoting racial harmony	71.7%	Good

#### Strengths

- School discipline
- Community spirit

#### Weaknesses

- Promoting racial harmony
- Control of bullying

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

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

Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
Social health education	74.4%	Good
Control of bullying	73.8%	Good
Encouraging and listening to pupil views	73.4%	Good
Promoting racial harmony	71.7%	Good
Caring teachers	70.3%	Good
Clarity of college's behaviour and reward system	67.6%	Good
Effectiveness of pastoral care	66.9%	Good

### Strengths

- Developing moral values
- School discipline
- Community spirit

### Weaknesses

- Effectiveness of pastoral care
- Clarity of college's behaviour and reward system
- Caring teachers

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

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

Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
Control of bullying	73.8%	Good
Promoting racial harmony	71.7%	Good
A culture of high expectations	69.7%	Good
Clarity of college's behaviour and reward system	67.6%	Good
Effectiveness of pastoral care	66.9%	Good

#### Strengths

- Developing moral values
- School discipline
- Community spirit

#### Weaknesses

- Effectiveness of pastoral care
- Clarity of college's behaviour and reward system
- A culture of high expectations

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

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

Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
Developing potential	79.1%	Outstanding
Pupils' attitudes to learning	78.5%	Outstanding
Overall sense of common purpose	78.3%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
School ethos	75.4%	Outstanding
Developing confidence	75.1%	Outstanding
Encouraging and listening to pupil views	73.4%	Good
Celebrating and rewarding achievement	72.9%	Good
Happiness of child	72.4%	Good

#### Strengths

- Developing moral values
- School discipline
- Community spirit

#### Weaknesses

- Happiness of child
- Celebrating and rewarding achievement
- Encouraging and listening to pupil views

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

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

Developing potential	79.1%	Outstanding
Pupils' attitudes to learning	78.5%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
Teaching for special needs	75.2%	Outstanding
Developing confidence	75.1%	Outstanding
Encouraging and listening to pupil views	73.4%	Good
Celebrating and rewarding achievement	72.9%	Good
A culture of high expectations	69.7%	Good

### Strengths

- Developing potential
- Pupils' attitudes to learning
- Ensuring pupils do their best/make good progress

### Weaknesses

- A culture of high expectations
- Celebrating and rewarding achievement
- Encouraging and listening to pupil views

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

## Personal Development and Welfare: Choices About Next Stages

Levels of homework	88.4%	Outstanding
Careers advice	82.6%	Outstanding
Pupils' attitudes to learning	78.5%	Outstanding
Explaining to parents how to help their child	75.4%	Outstanding
Celebrating and rewarding achievement	72.9%	Good
Equality of opportunities for students	67.2%	Good

### Strengths

- Levels of homework
- Careers advice

### Weaknesses

- Equality of opportunities for students
- Celebrating and rewarding achievement

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

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

Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
School security	77.1%	Outstanding
Social health education	74.4%	Good
Control of bullying	73.8%	Good
Encouraging and listening to pupil views	73.4%	Good
Promoting racial harmony	71.7%	Good
Caring teachers	70.3%	Good
Child protection procedures	67.4%	Good
Effectiveness of pastoral care	66.9%	Good

#### Strengths

- Developing moral values
- School discipline
- Community spirit

#### Weaknesses

- Effectiveness of pastoral care
- Child protection procedures
- Caring teachers

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

### Personal Development and Welfare: Keeping Healthy

Not applicable.

### Personal Development and Welfare: Personal Development

Careers advice	82.6%	Outstanding
Developing moral values	82.3%	Outstanding
Community spirit	79.3%	Outstanding
Developing potential	79.1%	Outstanding
Pupils' respect for staff/others	78.6%	Outstanding
Developing confidence	75.1%	Outstanding
Social health education	74.4%	Good
Control of bullying	73.8%	Good
Encouraging and listening to pupil views	73.4%	Good
Promoting racial harmony	71.7%	Good

#### Strengths

- Careers advice
- Developing moral values
- Community spirit

#### Weaknesses

- Promoting racial harmony
- Encouraging and listening to pupil views
- Control of bullying

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

### Attendance and Punctuality

Pupil punctuality	75.9%	Outstanding
Truancy control	74.4%	Good

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

### 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 staff grade for "Personal Development, Behaviour and Welfare" = 1.5 = 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 staff saying school improving versus declining		Outstanding
Exam results	87.1%	Outstanding
Developing potential	79.1%	Outstanding
Pupils' attitudes to learning	78.5%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
Teaching for special needs	75.2%	Outstanding
Developing confidence	75.1%	Outstanding
A culture of high expectations	69.7%	Good
Equality of opportunities for students	67.2%	Good

### Strengths

- Ratio of staff saying school improving versus declining
- Exam results
- Developing potential

### Weaknesses

- Equality of opportunities for students
- A culture of high expectations

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

### Progress Over Time

Your own assessment is required here.

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

Achievement in relation to national standards Outstanding

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

### Achievements of Those Eligible for the Pupil Premium

Your own assessment is required here.

### The Most Able Pupils

Developing potential	79.1%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
Developing confidence	75.1%	Outstanding
Tailoring workload to child's needs and ability	74.5%	Good
A culture of high expectations	69.7%	Good

#### Strengths

- Developing potential

#### Weaknesses

- A culture of high expectations

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

### Disabled Pupils and Those with Special Educational Needs

Developing potential	79.1%	Outstanding
Teaching for special needs	75.2%	Outstanding
Developing confidence	75.1%	Outstanding
Tailoring workload to child's needs and ability	74.5%	Good
Treating pupils fairly and equally	73.9%	Good
A culture of high expectations	69.7%	Good

#### Strengths

- Developing potential
- Teaching for special needs

#### Weaknesses

- A culture of high expectations
- Treating pupils fairly and equally

Your average staff grade for this section = 1.5 = 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 staff grade for "Outcomes for Pupils" = 1.3 = 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

Exam results	87.1%	Outstanding
Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Clarity/relevance of development plan	79.3%	Outstanding
Community spirit	79.3%	Outstanding
Developing potential	79.1%	Outstanding
Pupils' respect for staff/others	78.6%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
School ethos	75.4%	Outstanding
Developing confidence	75.1%	Outstanding
Control of bullying	73.8%	Good
Celebrating and rewarding achievement	72.9%	Good
School communication	72.2%	Good
Promoting racial harmony	71.7%	Good
A culture of high expectations	69.7%	Good

### Strengths

- Exam results
- Developing moral values
- School discipline

### Weaknesses

- A culture of high expectations
- Promoting racial harmony
- School communication

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

## Self-evaluation and Improvement

Ratio of staff saying school improving versus declining		Outstanding
Exam results	87.1%	Outstanding
Communication between SMT and staff	82.5%	Outstanding
Encouraging and listening to parent views	75.8%	Outstanding
Encouraging and listening to pupil views	73.4%	Good
A culture of high expectations	69.7%	Good

### Strengths

- Ratio of staff saying school improving versus declining
- Exam results

### Weaknesses

- A culture of high expectations
- Encouraging and listening to pupil views

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

## Curriculum

Exam results	87.1%	Outstanding
Careers advice	82.6%	Outstanding
Developing potential	79.1%	Outstanding
Ensuring pupils do their best/make good progress	78.1%	Outstanding
Organisation of curriculum	76.4%	Outstanding
Choice of subjects	75.9%	Outstanding
Teaching for special needs	75.2%	Outstanding
Tailoring workload to child's needs and ability	74.5%	Good

### Strengths

- Exam results
- Careers advice
- Developing potential

### Weaknesses

- Tailoring workload to child's needs and ability

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

## Citizenship

Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
Pupils' respect for staff/others	78.6%	Outstanding
Social health education	74.4%	Good
Treating pupils fairly and equally	73.9%	Good
Control of bullying	73.8%	Good
Promoting racial harmony	71.7%	Good
Child protection procedures	67.4%	Good
Equality of opportunities for students	67.2%	Good

### Strengths

- Developing moral values
- School discipline
- Community spirit

### Weaknesses

- Equality of opportunities for students
- Child protection procedures
- Promoting racial harmony

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

## Leadership

Organisation of decision making	80.6%	Outstanding
Quality of school management	78.6%	Outstanding
Encouraging and listening to parent views	75.8%	Outstanding
Explaining to parents how to help their child	75.4%	Outstanding
Quality of pupil records	72.8%	Outstanding
Opportunities for staff initiative/responsibility	72.0%	Outstanding
Encouraging and listening to pupil views	73.4%	Good
School communication	72.2%	Good

## Strengths

- Organisation of decision making
- Quality of school management
- Encouraging and listening to parent views

## Weaknesses

- School communication
- Encouraging and listening to pupil views

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

## Continuous Professional Development

Communication between SMT and staff	82.5%	Outstanding
Staff morale	80.9%	Outstanding
Overall sense of common purpose	78.3%	Outstanding
Opportunities for professional development	77.0%	Outstanding
Target setting for staff	76.1%	Outstanding
Staff workload - in house	74.6%	Outstanding
Induction of new staff	74.4%	Outstanding
Fairness of pay structure	72.5%	Outstanding
Opportunities for staff initiative/responsibility	72.0%	Outstanding
Consistency in following staff assessment policy	71.8%	Outstanding
Job satisfaction	71.5%	Outstanding
A culture of high expectations	69.7%	Good
Support from line managers	68.5%	Good
Relationship with head of faculty	61.6%	Good

### Strengths

- Communication between SMT and staff
- Staff morale
- Overall sense of common purpose

### Weaknesses

- Relationship with head of faculty
- Support from line managers
- A culture of high expectations

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

## Safeguarding

Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
Quality of school management	78.6%	Outstanding
School security	77.1%	Outstanding
Truancy control	74.4%	Good
Social health education	74.4%	Good
Treating pupils fairly and equally	73.9%	Good
Control of bullying	73.8%	Good
Promoting racial harmony	71.7%	Good
Caring teachers	70.3%	Good
Clarity of college's behaviour and reward system	67.6%	Good
Child protection procedures	67.4%	Good
Effectiveness of pastoral care	66.9%	Good

### Strengths

- Developing moral values
- School discipline
- Community spirit

### Weaknesses

- Effectiveness of pastoral care
- Child protection procedures
- Clarity of college's behaviour and reward system

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



## Governance

Extent of governor knowledge	85.5%	Outstanding
Organisation of decision making	80.6%	Outstanding
Clarity/relevance of development plan	79.3%	Outstanding
Quality of school management	78.6%	Outstanding
School security	77.1%	Outstanding
School ethos	75.4%	Outstanding
Teaching for special needs	75.2%	Outstanding
Fairness of pay structure	72.5%	Outstanding
Tailoring workload to child's needs and ability	74.5%	Good
Treating pupils fairly and equally	73.9%	Good
School communication	72.2%	Good
Promoting racial harmony	71.7%	Good
A culture of high expectations	69.7%	Good

### Strengths

- Extent of governor knowledge
- Organisation of decision making
- Clarity/relevance of development plan

### Weaknesses

- A culture of high expectations
- Promoting racial harmony
- School communication

Your average staff grade for this section = 1.4 = 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 staff grade for "Effectiveness of Leadership and Management" = 1.4 = 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	79.3%	Outstanding
Pupils' respect for staff/others	78.6%	Outstanding
Pupils' attitudes to learning	78.5%	Outstanding
Encouraging and listening to pupil views	73.4%	Good
Happiness of child	72.4%	Good
Promoting racial harmony	71.7%	Good
Effectiveness of pastoral care	66.9%	Good

#### Strengths

- Community spirit
- Pupils' respect for staff/others

#### Weaknesses

- Effectiveness of pastoral care
- Promoting racial harmony

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

### Moral Development

Developing moral values	82.3%	Outstanding
School discipline	80.3%	Outstanding
Community spirit	79.3%	Outstanding
Pupils' respect for staff/others	78.6%	Outstanding
School ethos	75.4%	Outstanding
Social health education	74.4%	Good

#### Strengths

- Developing moral values
- School discipline

#### Weaknesses

- Social health education

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

### Social Development

Developing moral values	82.3%	Outstanding
Community spirit	79.3%	Outstanding
Pupils' respect for staff/others	78.6%	Outstanding
Developing confidence	75.1%	Outstanding
Social health education	74.4%	Good
Control of bullying	73.8%	Good
Promoting racial harmony	71.7%	Good

#### Strengths

- Developing moral values
- Community spirit

#### Weaknesses

- Promoting racial harmony
- Control of bullying

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

### Cultural Development

Community spirit	79.3%	Outstanding
School ethos	75.4%	Outstanding
Promoting racial harmony	71.7%	Good
Resources for external use e.g. trips	69.3%	Good
Effectiveness of pastoral care	66.9%	Good

#### Strengths

- Community spirit

#### Weaknesses

- Effectiveness of pastoral care

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

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

Your average staff grade for "Spiritual, Moral, Social and Cultural Development" = 1.4 = 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	1.4	Outstanding	Grade 1 (-)
Personal Development, Behaviour and Welfare	1.5	Outstanding	Grade 1 (-)
Outcomes for Pupils	1.3	Outstanding	Grade 1 (-)
Effectiveness of Leadership and Management	1.4	Outstanding	Grade 1 (-)
Spiritual, Moral, Social and Cultural Development	1.4	Outstanding	Grade 1 (-)

### Summary grade – Overall effectiveness

Your average staff grade for "Overall effectiveness" = 1.4 = Outstanding = **Grade 1 (-)**

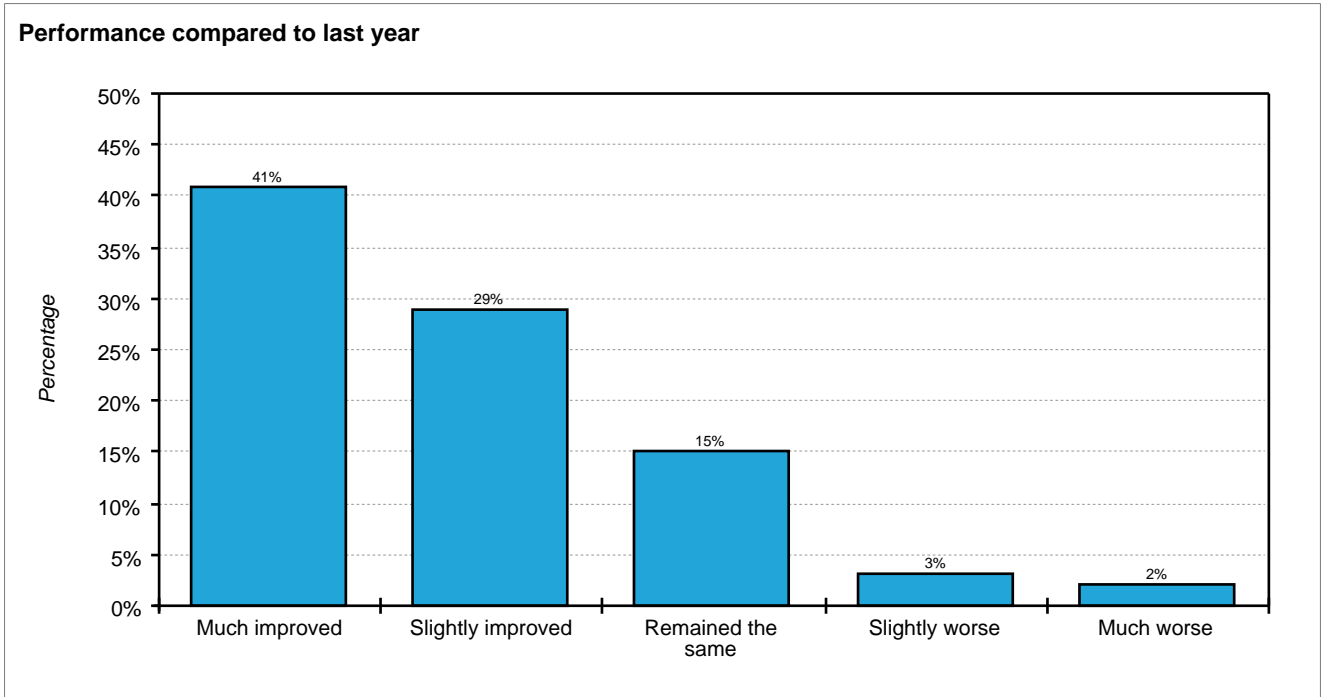
### To reach the next grade

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.

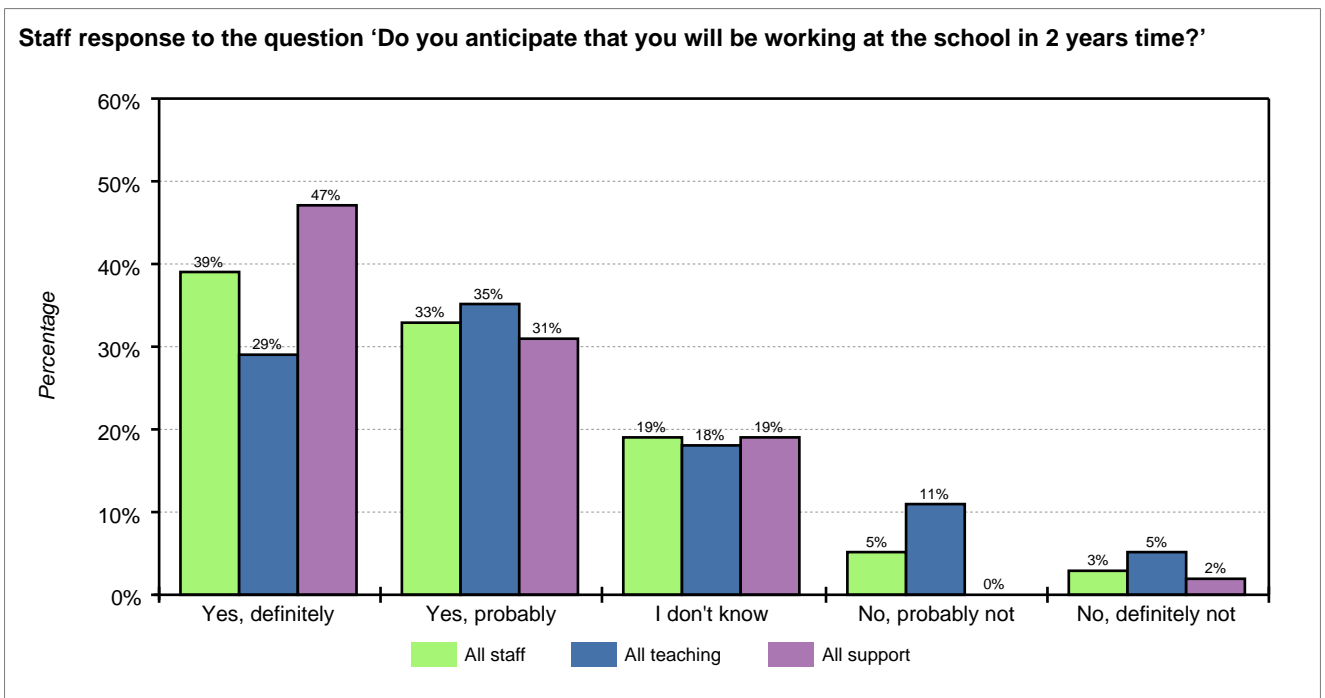
## Standard analysis

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

### Performance and future employment



- 70% of staff said the school had improved over the last year and 4% thought that the school's performance was worse.

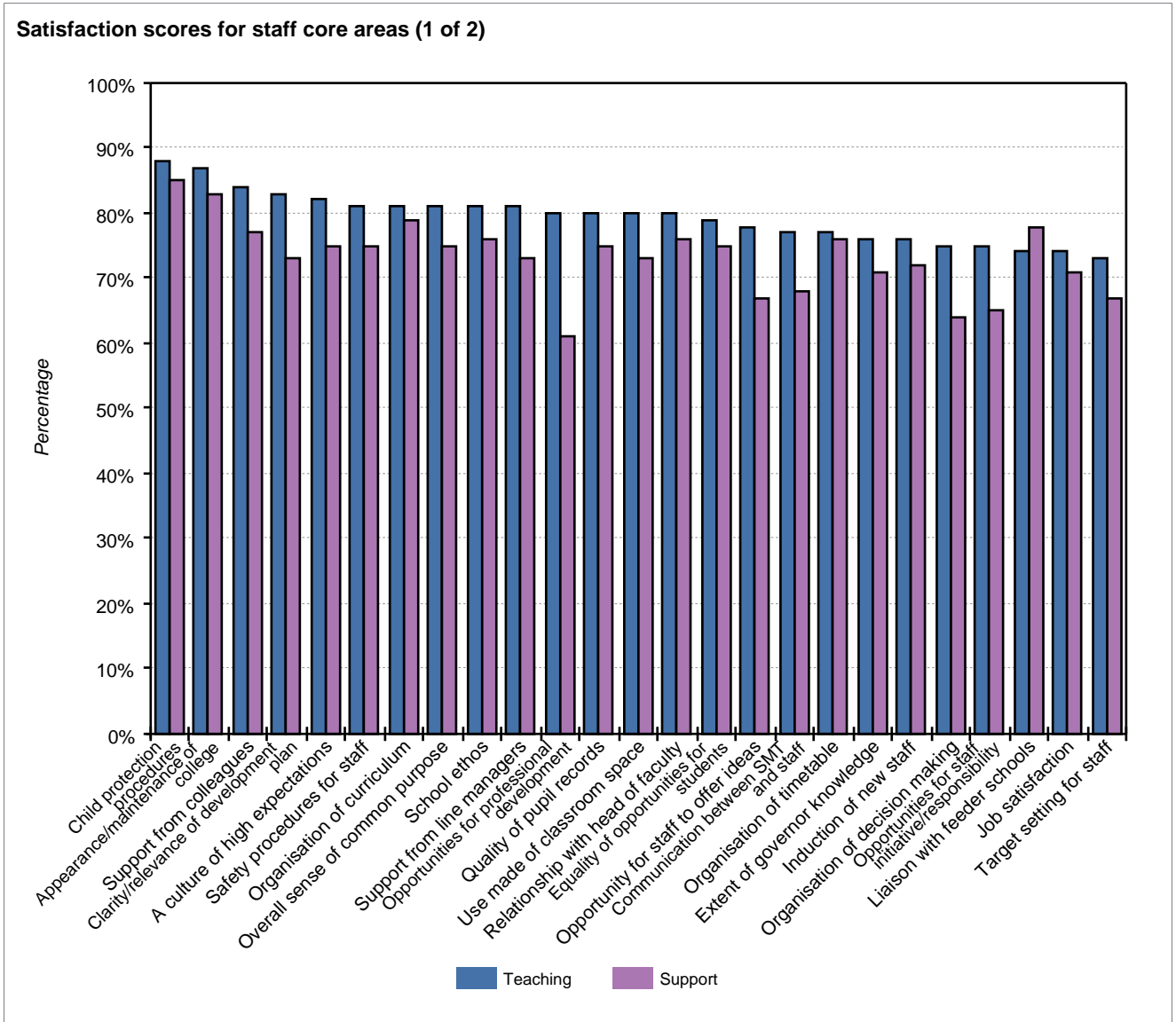


- More support staff anticipating to still be working at the school in 2 years time than teaching staff.

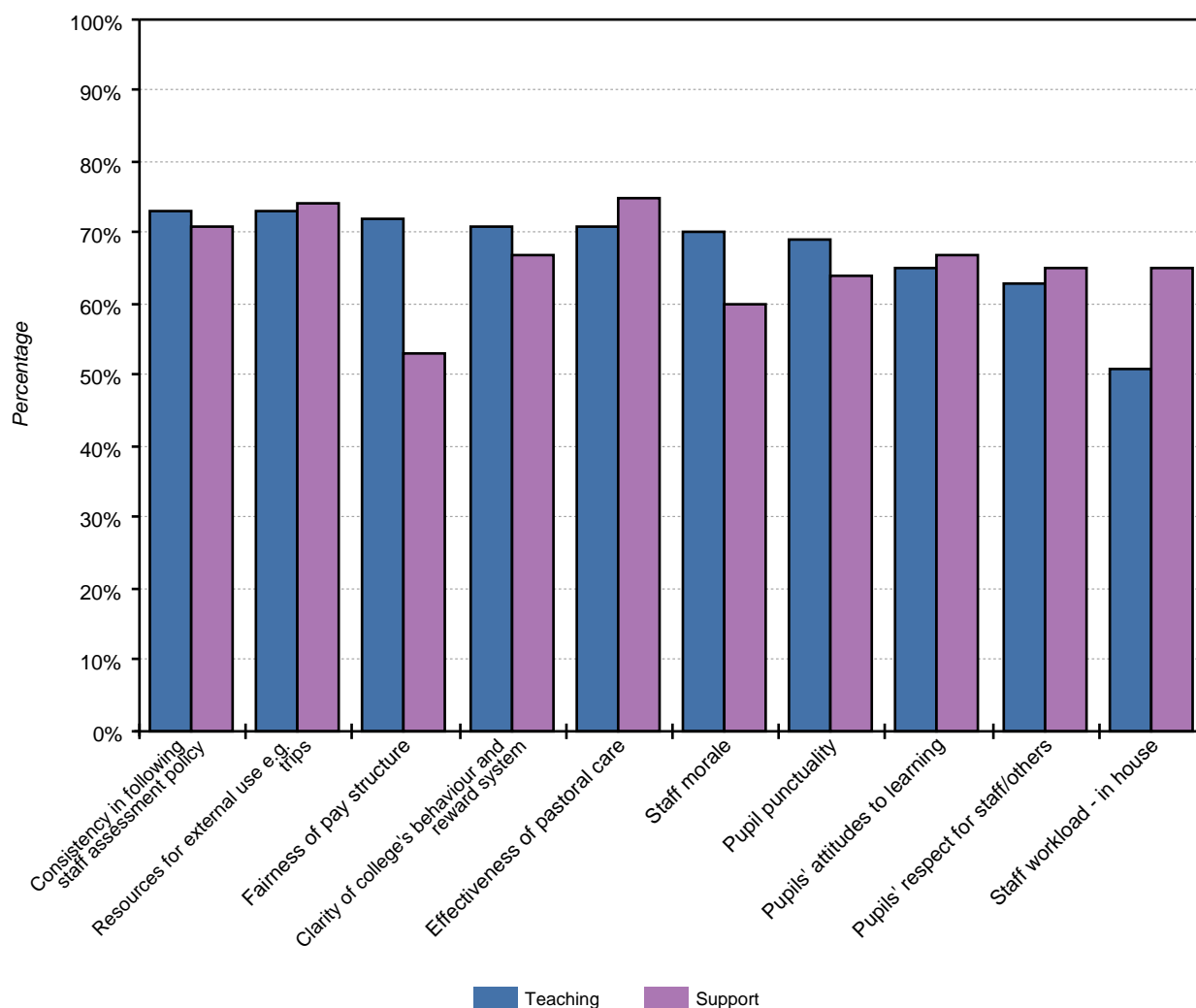
## Staff group analysis

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

Satisfaction scores for staff core areas (1 of 2)

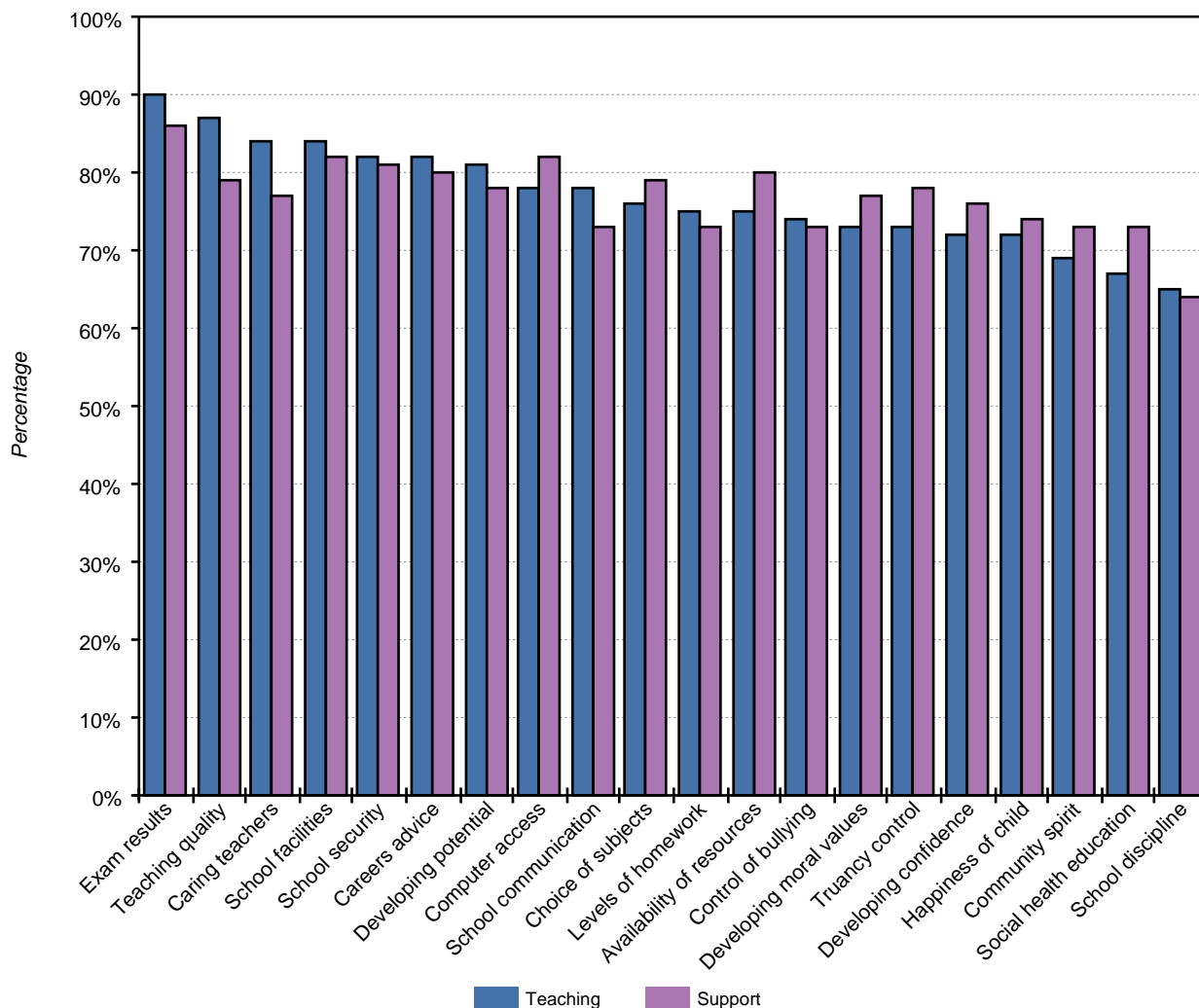


Satisfaction scores for staff core areas (2 of 2)



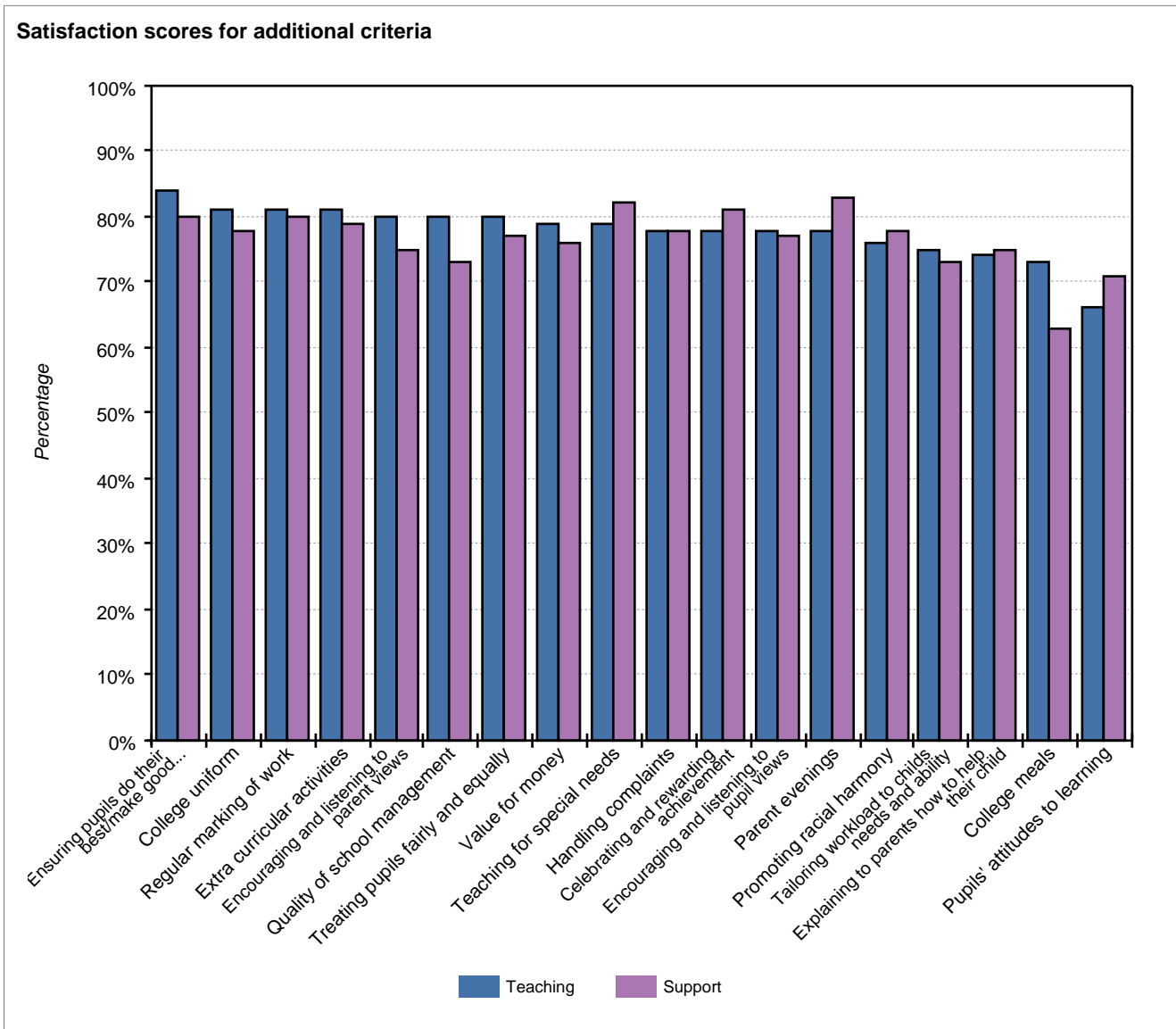
Staff core areas where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
Clarity/relevance of development plan	83.0	73.0 ▼
A culture of high expectations	82.3	75.0 ▼
Opportunities for professional development	80.5	61.4 ▼
Opportunity for staff to offer ideas	77.7	67.2 ▼
Communication between SMT and staff	77.3	67.5 ▼
Organisation of decision making	75.5	63.6 ▼
Opportunities for staff initiative/responsibility	74.5	64.8 ▼
Fairness of pay structure	71.9	52.9 ▼
Staff morale	69.5	59.8 ▼
Staff workload - in house	50.9	64.8 ▲

Satisfaction scores for selected parental priorities



Selected parental priorities where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
Teaching quality	87.0	78.8 ▼
Caring teachers	84.1	76.7 ▼



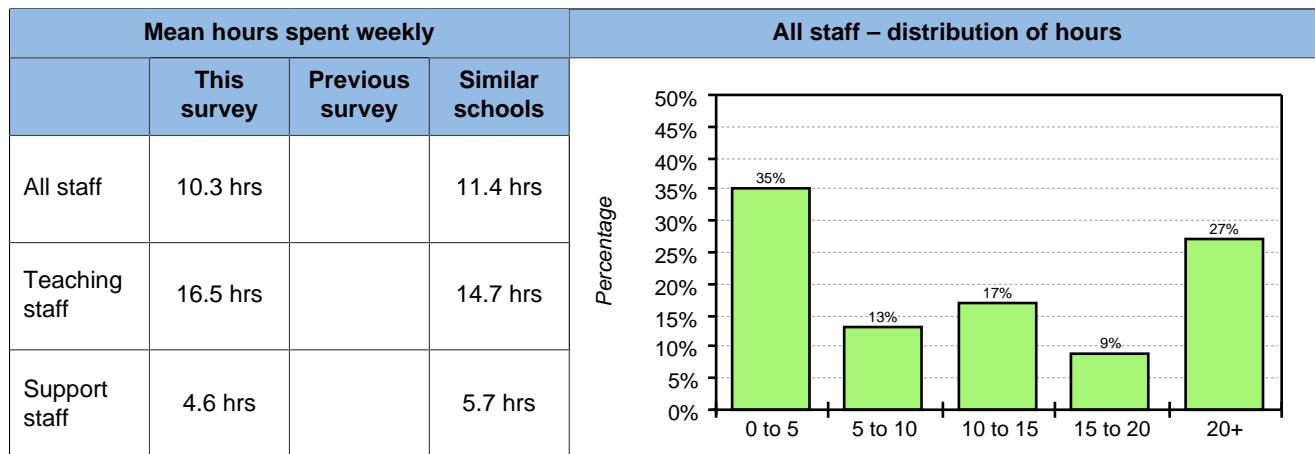


- There are no significant differences between the additional satisfaction scores for support staff and teaching staff.

## Working hours

This section of the report provides a summary of time spent working outside normal school hours. Comparable data is provided from the last survey and from similar schools.

### Hours worked outside normal school hours



## Appendix

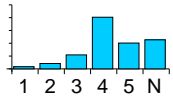
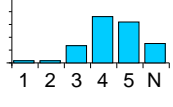
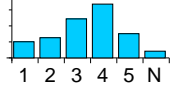
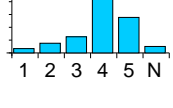
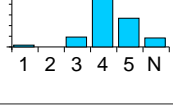
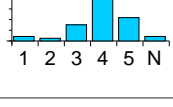


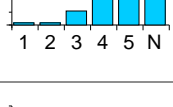


Supplementary data and score breakdowns.

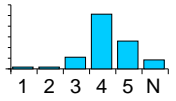
### Staff core area analysis

A breakdown of how staff scored the satisfaction of staff core areas.

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Organisation of timetable	0.8%	5.9%	9.2%	47.9%	29.4%	6.7%	
Organisation of curriculum	0.8%	1.7%	7.6%	46.2%	31.1%	12.6%	
Fairness of pay structure	2.5%	19.3%	20.2%	34.5%	16.0%	7.6%	
Organisation of decision making	1.7%	6.7%	22.7%	43.7%	19.3%	5.9%	
Staff morale	5.9%	10.1%	20.2%	48.7%	15.1%	0.0%	
Job satisfaction	2.5%	4.2%	17.6%	52.9%	22.7%	0.0%	
Target setting for staff	2.5%	6.7%	20.2%	41.2%	22.7%	6.7%	
Support from colleagues	1.7%	2.5%	7.6%	49.6%	37.8%	0.8%	
Support from line managers	2.5%	4.2%	15.1%	38.7%	38.7%	0.8%	
Induction of new staff	1.7%	5.0%	12.6%	46.2%	22.7%	11.8%	

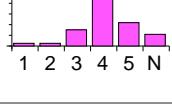
Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Quality of pupil records	0.8%	0.8%	9.2%	50.4%	22.7%	16.0%	
Overall sense of common purpose	0.8%	0.8%	12.6%	51.3%	29.4%	5.0%	
Clarity/relevance of development plan	0.8%	0.0%	10.9%	50.4%	24.4%	13.4%	
Use made of classroom space	0.8%	4.2%	8.4%	52.9%	25.2%	8.4%	
Safety procedures for staff	1.7%	3.4%	6.7%	55.5%	29.4%	3.4%	
Pupils' attitudes to learning	1.7%	8.4%	24.4%	48.7%	11.8%	5.0%	
Effectiveness of pastoral care	1.7%	6.7%	14.3%	41.2%	24.4%	11.8%	
Pupils' respect for staff/others	3.4%	10.9%	24.4%	46.2%	12.6%	2.5%	
Opportunities for staff initiative/responsibility	2.5%	8.4%	16.0%	47.9%	19.3%	5.9%	
Child protection procedures	0.8%	0.0%	5.0%	41.2%	52.1%	0.8%	
Pupil punctuality	1.7%	9.2%	20.2%	49.6%	11.8%	7.6%	
Extent of governor knowledge	0.8%	2.5%	14.3%	35.3%	17.6%	29.4%	

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Resources for external use e.g. trips	1.7%	4.2%	10.9%	40.3%	20.2%	22.7%	
Relationship with head of faculty	1.7%	1.7%	13.4%	36.1%	31.9%	15.1%	
Staff workload - in house	10.1%	12.6%	24.4%	33.6%	15.1%	4.2%	
Opportunity for staff to offer ideas	3.4%	7.6%	12.6%	43.7%	27.7%	5.0%	
School ethos	1.7%	0.0%	9.2%	53.8%	26.9%	8.4%	
Communication between SMT and staff	4.2%	2.5%	15.1%	52.1%	21.8%	4.2%	
Opportunities for professional development	4.2%	6.7%	15.1%	45.4%	24.4%	4.2%	
Appearance/ maintenance of college	0.8%	0.8%	2.5%	47.9%	45.4%	2.5%	
Liaison with feeder schools	1.7%	1.7%	10.9%	37.0%	21.0%	27.7%	
Consistency in following staff assessment policy	3.4%	3.4%	11.8%	46.2%	18.5%	16.8%	
A culture of high expectations	0.8%	0.8%	14.3%	47.1%	31.9%	5.0%	
Clarity of college's behaviour and reward system	4.2%	7.6%	12.6%	47.1%	19.3%	9.2%	

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Equality of opportunities for students	1.7%	1.7%	10.9%	51.3%	26.1%	8.4%	

## Selected parental priority analysis

How staff scored the delivery and management of selected parental priorities.

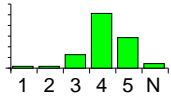
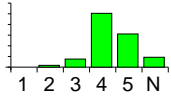
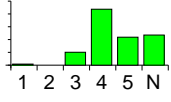
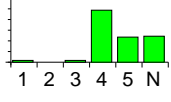
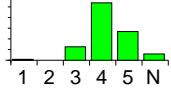
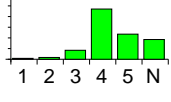
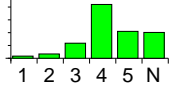
Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	2.5%	10.9%	25.2%	43.7%	15.1%	2.5%	
School facilities	0.8%	0.8%	4.2%	54.6%	38.7%	0.8%	
Developing confidence	1.7%	4.2%	10.9%	54.6%	21.0%	7.6%	
Social health education	3.4%	3.4%	16.8%	30.3%	19.3%	26.9%	
Control of bullying	2.5%	2.5%	15.1%	47.1%	21.8%	10.9%	
Caring teachers	0.8%	0.8%	10.9%	48.7%	35.3%	3.4%	
School security	1.7%	0.8%	8.4%	46.2%	40.3%	2.5%	
School communication	1.7%	2.5%	10.9%	50.4%	23.5%	10.9%	
Careers advice	1.7%	0.8%	2.5%	52.9%	30.3%	11.8%	
Developing moral values	1.7%	4.2%	10.9%	49.6%	24.4%	9.2%	
Levels of homework	1.7%	4.2%	9.2%	41.2%	21.0%	22.7%	

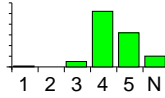
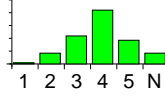
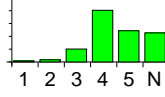
Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	1.7%	1.7%	13.4%	62.2%	13.4%	7.6%	
Community spirit	1.7%	3.4%	17.6%	52.9%	14.3%	10.1%	
Developing potential	0.8%	2.5%	5.0%	51.3%	29.4%	10.9%	
Teaching quality	0.8%	0.0%	4.2%	47.9%	34.5%	12.6%	
Exam results	0.0%	0.0%	2.5%	36.1%	49.6%	11.8%	
Choice of subjects	0.0%	4.2%	8.4%	45.4%	25.2%	16.8%	
Truancy control	0.0%	5.9%	10.9%	47.9%	23.5%	11.8%	
Availability of resources	1.7%	3.4%	5.9%	50.4%	26.9%	11.8%	
Computer access	0.0%	3.4%	6.7%	50.4%	33.6%	5.9%	



## Additional criteria analysis

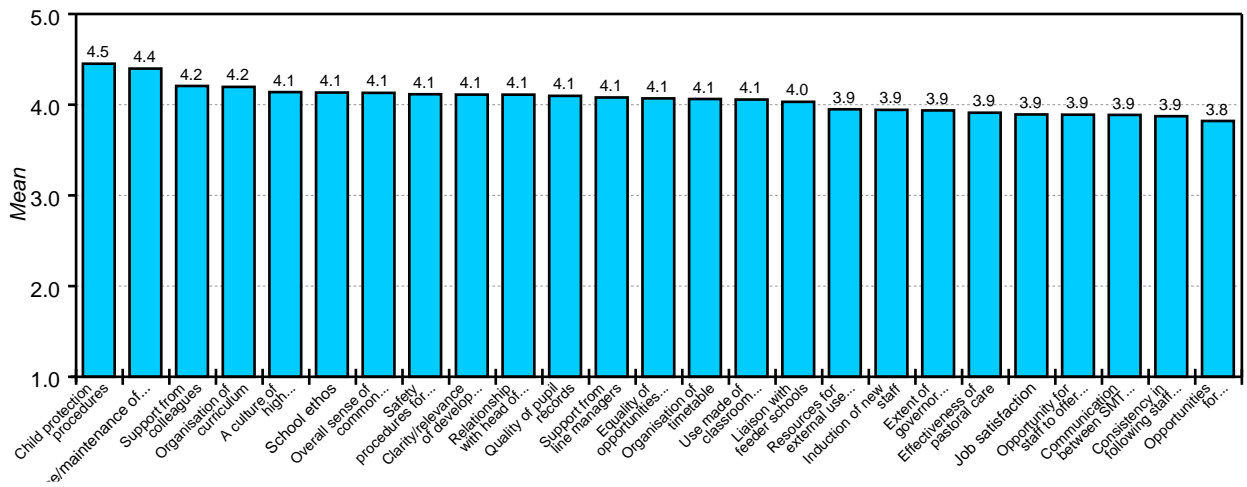
How staff scored the delivery and management of your additional selected parental priorities.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	1.7%	1.7%	12.6%	51.3%	28.6%	4.2%	
Parent evenings	0.0%	1.7%	7.6%	50.4%	31.1%	9.2%	
College uniform	1.7%	2.5%	8.4%	49.6%	36.1%	1.7%	
Handling complaints	0.8%	0.0%	10.1%	43.7%	21.8%	23.5%	
Teaching for special needs	0.8%	1.7%	8.4%	47.9%	34.5%	6.7%	
Quality of school management	2.5%	1.7%	11.8%	48.7%	26.9%	8.4%	
Regular marking of work	1.7%	0.0%	1.7%	48.7%	23.5%	24.4%	
College meals	6.7%	5.0%	16.8%	39.5%	21.0%	10.9%	
Treating pupils fairly and equally	0.8%	0.0%	12.6%	53.8%	26.9%	5.9%	
Encouraging and listening to parent views	0.8%	1.7%	8.4%	47.1%	23.5%	18.5%	
Explaining to parents how to help their child	1.7%	3.4%	11.8%	42.0%	21.0%	20.2%	

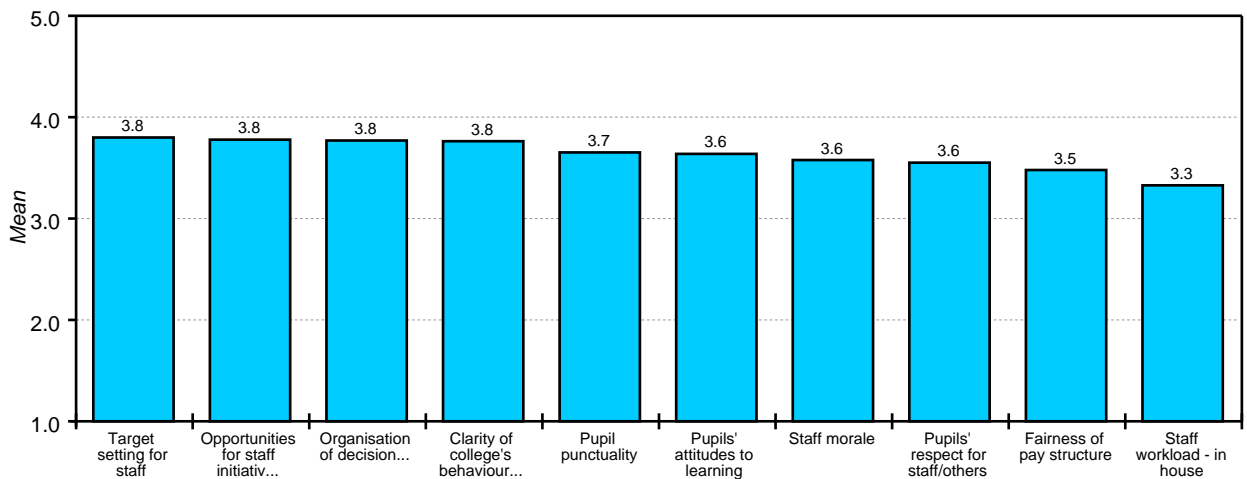
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Celebrating and rewarding achievement	0.8%	2.5%	7.6%	48.7%	31.1%	9.2%	
Tailoring workload to child's needs and ability	0.8%	3.4%	13.4%	42.9%	20.2%	19.3%	
Ensuring pupils do their best/ make good progress	0.8%	0.0%	5.0%	52.1%	31.9%	10.1%	
Encouraging and listening to pupil views	0.8%	0.0%	12.6%	50.4%	25.2%	10.9%	
Pupils' attitudes to learning	0.8%	8.4%	21.8%	42.0%	18.5%	8.4%	
Extra curricular activities	0.8%	1.7%	8.4%	47.9%	32.8%	8.4%	
Value for money	0.8%	1.7%	10.1%	40.3%	24.4%	22.7%	

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

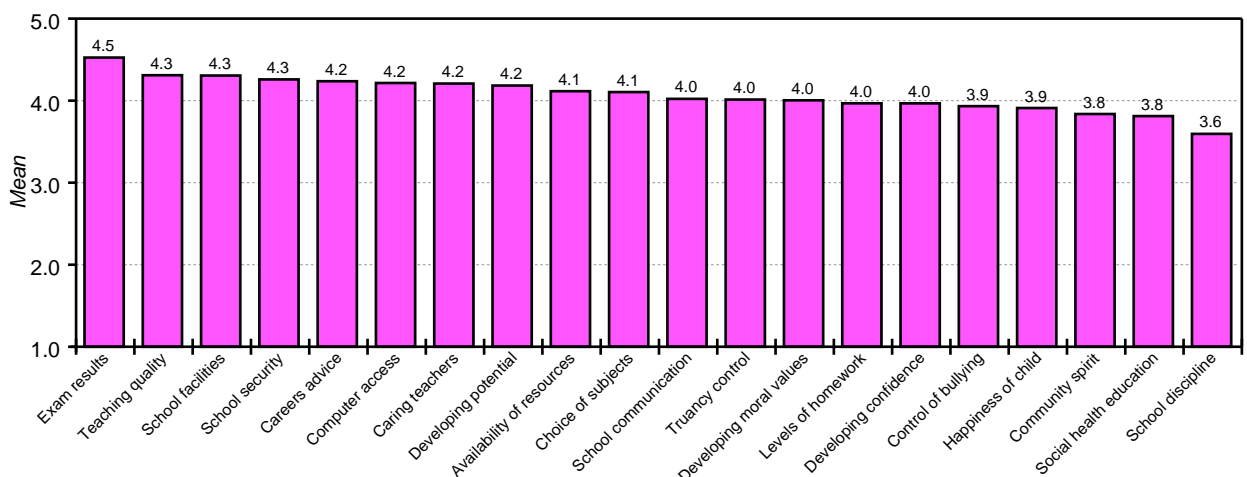
Staff core areas (1 of 2)



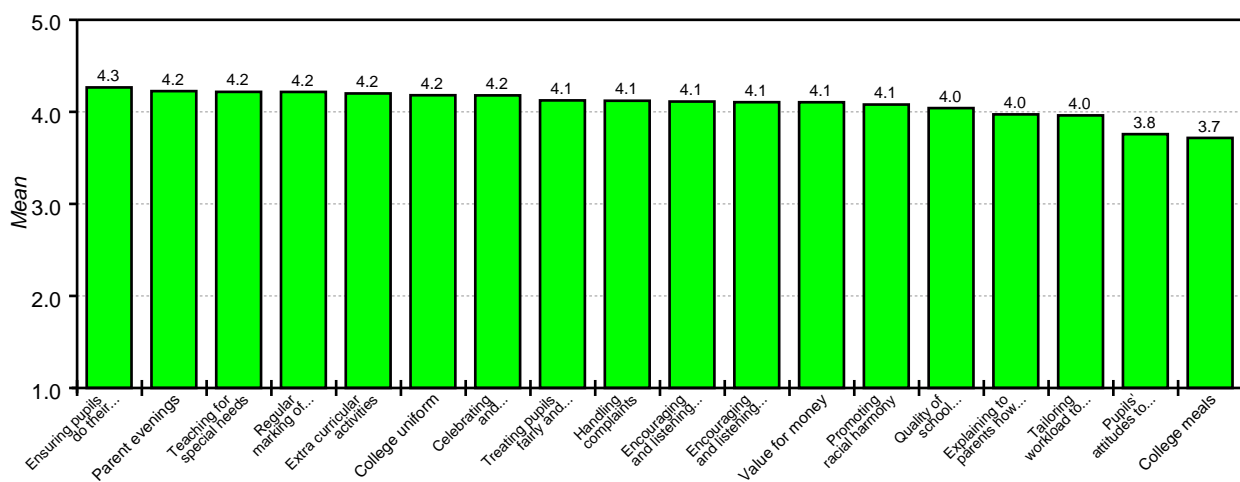
Staff core areas (2 of 2)



Selected parental priorities



### 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.

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