GL Assessment ®

Kirkland Rowell Surveys

# Fullhurst Community College

## Student survey report – May 2019

# Contents

# *Executive summary*

This report details the findings of the sixth Kirkland Rowell Student Survey for Fullhurst Community College. The report measures the levels of satisfaction among the students for a range of criteria, which have been previously identified as being important to the parents of school students, as well as for the core subjects, taught at the school. The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to May 2019. The report also measures performance with regard to overall satisfaction and improvement.

## Summary of results for this survey

- 223 completed questionnaires were returned representing a response rate of 19.5%. The response meant that meaningful data could be drawn for all criteria except for Digital Information Technology (DIT), Film Studies, Health & Social Care, Philosophy and Ethics and Statistics.

- The students gave an excellent overall performance score (76.0%) (see page 6).

- Among the students who had been attending the school for over a year, 58% said the school had improved over the last year and 10% thought that the school's performance was worse (see page 53).

- With regard to academic subjects, the highest proportion of students who said they were making good progress was for Engineering, Computer Science and Drama.

- The highest proportion of students who said they were not making good progress was for French, Food Preparation & Nutrition and Science.

- With regard to non-academic areas, students awarded the highest scores for the delivery of School facilities, Control of bullying and Availability of resources.

- The students awarded the lowest scores for the delivery of Social health education, Happiness of child and Caring teachers.

- The students' top priorities for improvement are Developing confidence, Happiness of child and Exam results.

- The male students gave significantly higher scores for Mathematics, School security and Caring teachers.

## Summary of results since the previous survey

- The following academic area received significantly higher scores than the previous survey: Engineering.

- The following academic area received significantly lower scores than the previous survey: Food Preparation & Nutrition.

- The following non-academic areas received significantly higher scores than the previous survey: Control of bullying, School discipline, Community spirit, School security, Levels of homework, Exam results and Developing moral values.

- The following non-academic areas received significantly higher scores than the previous survey: Making sure that new students settle in well and Looking after students well.

- The following additional area received significantly lower scores than the previous survey: Regular marking of work.

## Summary of results over more than two surveys

- The following academic areas received significantly lower scores over more than two surveys: English, Mathematics, Science, French and Music.

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

# 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 academic criteria

96.1%   Engineering

95.8%   Computer Science

90.2%   Drama

89.3%   Business Studies

88.8%   Hair and Beauty

## Relative weaknesses for academic criteria

69.9%   French

71.8%   Food Preparation & Nutrition

77.9%   Science

79.4%   English

83.0%   Geography

## Relative strengths for non-academic criteria

| | | Importance | Ranking |
|---|---|---|---|
| 99.7% | School facilities | (54.9%) | 9th |
| 93.4% | Control of bullying | (69.0%) | 3rd |
| 88.8% | Availability of resources | (42.7%) | 14th |
| 86.2% | School discipline | (66.9%) | 4th |
| 85.5% | Community spirit | (23.0%) | 20th |

## Relative weaknesses for non-academic criteria

| | | Importance | Ranking |
|---|---|---|---|
| 67.0% | Social health education | (52.2%) | 10th |
| 68.5% | Happiness of child | (74.5%) | 1st |
| 71.2% | Caring teachers | (48.9%) | 12th |
| 73.0% | Developing potential | (37.7%) | 15th |
| 73.2% | Choice of subjects | (55.4%) | 8th |

# Response to survey

223 completed questionnaires were returned representing a response rate of 19.5%.

| | Proportion of responses (%) | Number of responses |
|---|---|---|
| Responses from male students | 51.2 | 107 |
| Responses from female students | 48.8 | 102 |
| Responses from Year 7 students | 32.7 | 72 |
| Responses from Year 8 students | 24.1 | 53 |
| Responses from Year 9 students | 9.1 | 20 |
| Responses from Year 10 students | 15.9 | 35 |
| Responses from Year 11 students | 18.2 | 40 |

# Overall student satisfaction

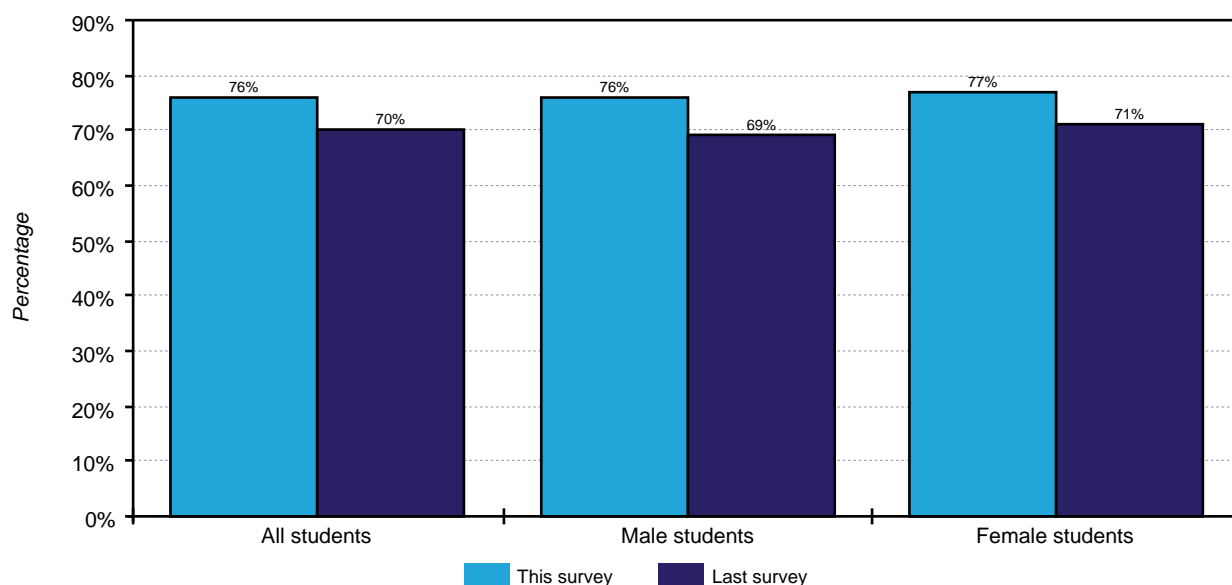| | This survey (%) | Previous survey (%) | Change (%) |
|---|---|---|---|
| Overall, rate the performance of the school | 76.0 | 70.3 | +5.7 |

**Overall student satisfaction**
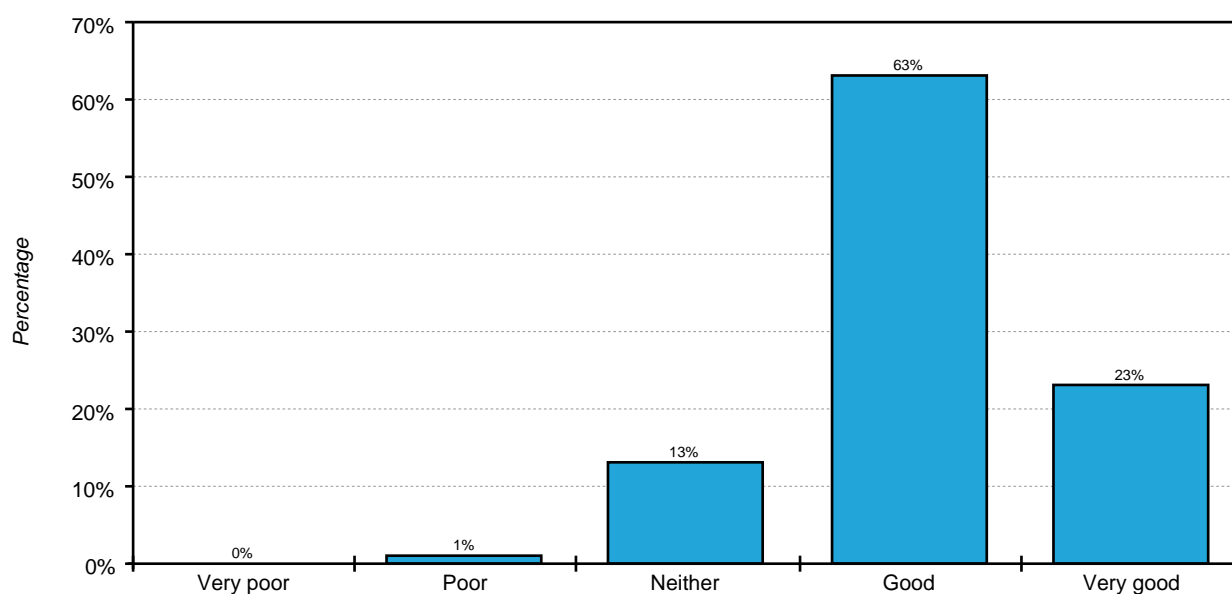


- More students rate the overall performance of the school as 'good' or very good.
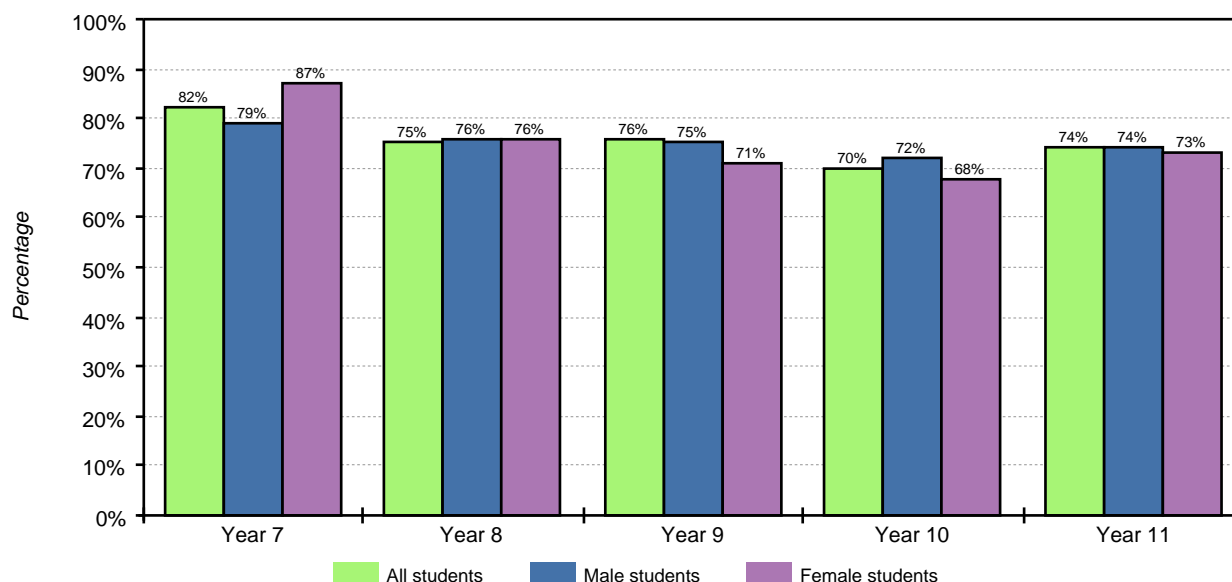
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# Overall performance scores broken down by gender and year group

**Overall performance scores broken down by gender**



- The students gave an excellent overall performance score of 76.0%, improved since the last survey.

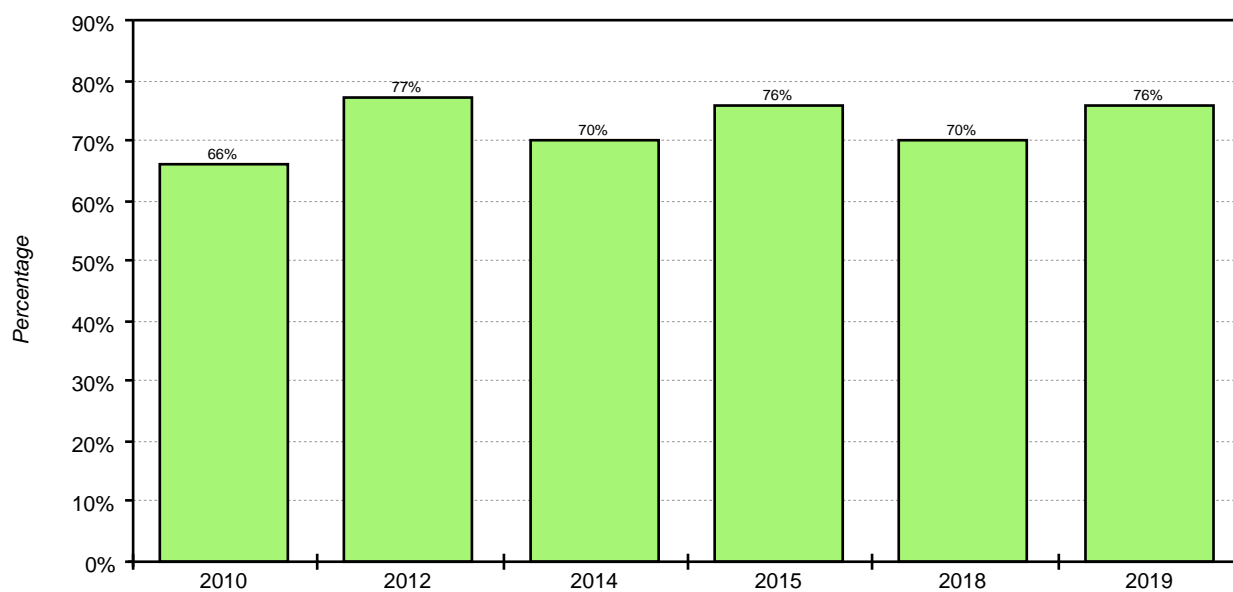- Male students scored the overall performance of the school broadly in line with female students.

**Overall performance scores broken down by year group**



- Year 7 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

- Year 7 male students and Year 7 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

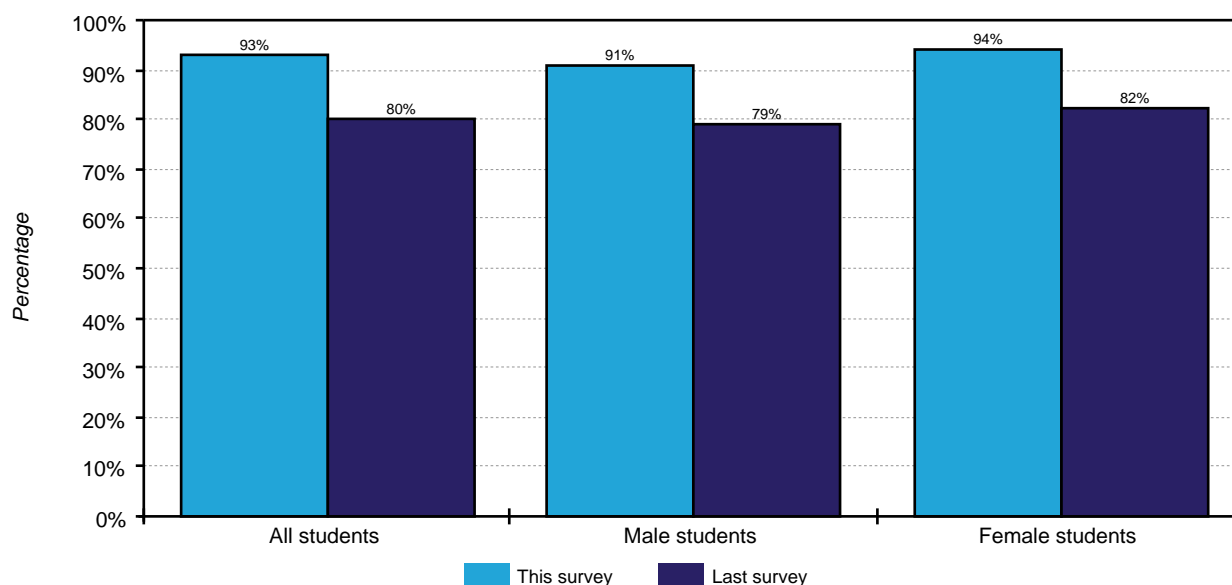# Time series analysis of overall performance scores

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



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

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# Students recommend this school broken down by gender and year group

**Recommend this school scores broken down by gender**



- 92.6% of students said they would recommend this school to another student.

- Male students would recommend this school to another student broadly in line with female students.

**Recommend this school scores broken down by year group**
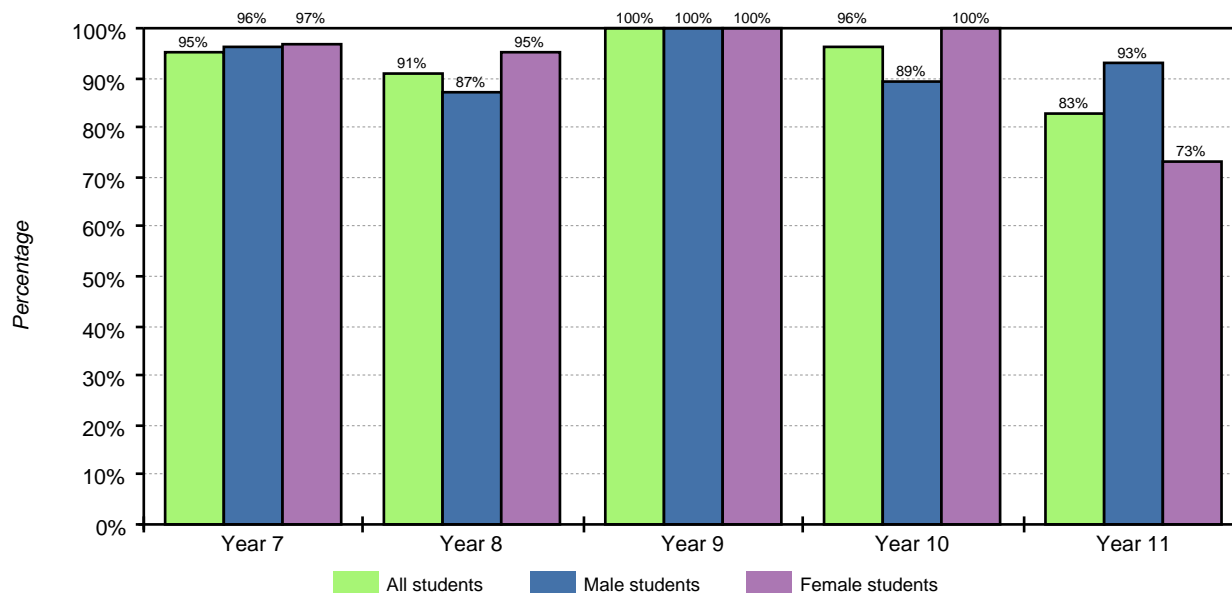


- Year 9 students would recommend this school to another student more than other year groups.

- Year 9 male students and Year 9 and Year 10 female students would recommend this school to another student more than other year groups.

# *Key results*

The core analysis of your survey data; proportions making progress in academic subjects and satisfaction levels in non-academic and additional criteria. Explanations have been provided to help you to interpret your results.

## Interpreting results

For the sake of assessment in most schools, **academic questions** receiving a score of:

- Over 90% are 'outstanding' (*above* the gold line)
- 80% to 89.9% are 'good' (*above* the green line)
- 75% to 79.9% indicate 'room for improvement' (*above* the red line)
- Below 75% indicates 'attention advised' (*below* the red line)

**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 students 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 180 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 students parents 'usually' say. These un-weighted scores are marked *.

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# 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 180 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.

| Academic criteria | This survey (%) | Previous survey (%) | % Change |
|---|---|---|---|
| | 96.2 | 92.8 | +3.4 |
| | 92.6 | 90.9 | +1.7 |
| Religious Education | 82.4 | 76.1 | +6.3 |
| Physical Education | 82.3 | | |
| Music | 82.1 | | |
| Food Technology | 81.4 | | |
| | 80.8 | | |
| | 80.1 | | |
| Geography | 79.9 | 74.9 | +5.0 |
| Business Studies | 77.2 | | |
| Design Technology | 77.2 | 72.1 | +5.1 |
| | 76.5 | 75.4 | +1.1 |
| | 76.3 | | |
| | 75.5 | 72.8 | +2.7 |
| Russian * | 74.3 | | |
| Science | 72.1 | 84.8 | -12.7 |
| Drama | 71.5 | 73.4 | -1.9 |
| Engineering | 59.5 | | |
| Psychology | 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.

Subject 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 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.

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# Academic criteria

The following table shows weighted proportion of students making progress for all academic subjects taught 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.

| Academic criteria | This survey (%) | Previous survey (%) | % Change |
|---|---|---|---|
| Engineering | 96.1 | 79.3 | +16.8 |
| Computer Science | 95.8 | 76.3 | +19.4 |
| Drama | 90.2 | 85.9 | +4.3 |
| Business Studies | 89.3 | 88.7 | +0.6 |
| Hair and Beauty | 88.8 | 81.7 | +7.1 |
| Product Design | 88.0 | 87.3 | +0.7 |
| IT | 87.2 | 76.3 | +10.9 |
| Physical Education | 87.2 | 84.5 | +2.7 |
| Mathematics | 87.2 | 89.0 | -1.8 |
| Art | 87.1 | 91.1 | -4.0 |
| Religious Studies | 86.1 | 90.5 | -4.5 |
| Music | 85.1 | 96.2 | -11.1 |
| Spanish | 84.3 | 73.1 | +11.2 |
| History | 84.1 | 85.5 | -1.4 |
| Geography | 83.0 | 84.8 | -1.8 |
| English | 79.4 | 85.4 | -6.0 |
| Science | 77.9 | 81.3 | -3.4 |
| Food Preparation & Nutrition | 71.8 | 88.4 | -16.6 |
| French | 69.9 | 84.5 | -14.6 |
| Digital Information Technology (DIT) | Low response | | |
| Film Studies | Low response | | |
| Health & Social Care | Low response | | |
| Philosophy and Ethics | Low response | | |
| Statistics | Low response | | |

- Student progress in the following academic subjects has been judged as 'outstanding': Engineering, Computer Science and Drama.

- Student progress in the following academic subjects has been judged as 'good': Business Studies, Hair and Beauty, Product Design, IT, Physical Education, Mathematics, Art, Religious Studies, Music, Spanish, History and Geography.

- Student progress in the following academic subjects has been judged as 'room for improvement': English and Science.

- Student progress in the following academic subjects has been judged as 'attention advised': Food Preparation & Nutrition and French.

- The proportion of students making progress in the following academic subjects has shown significant improvement since the previous survey: Engineering.

- The proportion of students making progress in the following academic subjects has shown significant decline since the previous survey: Food Preparation & Nutrition.

- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Drama, Product Design, IT, Art, Religious Studies, Music, History, Geography, Science and French.

- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Engineering, Computer Science, Business Studies, Hair and Beauty, Spanish, Food Preparation & Nutrition, Digital Information Technology (DIT), Film Studies, Health & Social Care, Philosophy and Ethics and Statistics.

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# Non-academic criteria

The following table shows the scores given by students 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 | 99.7 | 95.0 | +4.7 |
| Control of bullying | 93.4 | 61.6 | +31.8 |
| Availability of resources | 88.8 | 80.3 | +8.5 |
| School discipline | 86.2 | 71.8 | +14.4 |
| Community spirit | 85.5 | 64.6 | +21.0 |
| School security | 82.6 | 66.9 | +15.7 |
| Careers advice | 81.2 | 74.2 | +7.1 |
| Levels of homework | 77.5 | 65.6 | +11.9 |
| School communication | 77.1 | 71.1 | +6.0 |
| Computer access | 76.5 | 75.3 | +1.2 |
| Teaching quality | 76.2 | 66.5 | +9.7 |
| Developing confidence | 75.8 | 69.3 | +6.5 |
| Exam results | 75.0 | 69.5 | +5.5 |
| Truancy control | 74.8 | 69.4 | +5.4 |
| Developing moral values | 74.0 | 66.8 | +7.2 |
| Choice of subjects | 73.2 | 65.3 | +7.9 |
| Developing potential | 73.0 | 70.3 | +2.7 |
| Caring teachers | 71.2 | 66.3 | +4.9 |
| Happiness of child | 68.5 | 61.8 | +6.8 |
| Social health education | 67.0 | 66.1 | +0.9 |

- Student scores in the following non-academic criteria have been judged as 'outstanding': School facilities, Control of bullying, Availability of resources, School discipline, Community spirit, School security and Careers advice.

- Student scores in the following non-academic criteria have been judged as 'good': Levels of homework, School communication, Computer access, Teaching quality, Developing confidence, Exam results, Truancy control, Developing moral values, Choice of subjects, Developing potential and Caring teachers.

- Student scores in the following non-academic criteria have been judged as 'room for improvement': Happiness of child and Social health education.

- The scores given by students in the following non-academic criteria have shown significant improvement since the previous survey: Control of bullying, School discipline, Community spirit, School security, Levels of homework, Exam results and Developing moral values.

- The following non-academic criteria achieved a low sample; therefore scores are only reliable within 10%: School facilities, Control of bullying, Availability of resources, Community spirit, Careers advice, Levels of homework, Computer access, Teaching quality, Developing confidence, Choice of subjects, Happiness of child and Social health education.

# Additional criteria

Additional criteria were chosen by the school, and investigated with regard to student satisfaction. The following results were achieved with regard to those students 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 |
|---|---|---|---|
| Library facilities | 84.4 | | |
| Quality of feedback on student's work | 80.4 | | |
| Extra curricular activities | 80.4 | 74.2 | +6.2 |
| College uniform | 80.4 | | |
| College meals | 80.1 | | |
| Homework building upon college work | 78.6 | | |
| Making sure that new students settle in well | 78.2 | 67.2 | +10.9 |
| Appropriate level of challenge in homework | 78.1 | | |
| Information on different types of bullying | 77.8 | | |
| Looking after students well | 77.2 | 64.9 | +12.2 |
| Encouraging and listening to pupil views | 75.9 | 70.3 | +5.6 |
| Regular marking of work | 75.1 | 92.9 | -17.8 |
| Celebrating and rewarding achievement | 74.1 | 71.3 | +2.8 |
| Treating all pupils fairly and equally | 72.9 | 72.4 | +0.4 |
| Ensuring pupils do their best and make good progress | 71.0 | 67.0 | +4.0 |

- Student scores in the following additional criteria have been judged as 'outstanding': Library facilities, Quality of feedback on student's work, Extra curricular activities, College uniform and College meals.

- Student scores in the following additional criteria have been judged as 'good': Homework building upon college work, Making sure that new students settle in well, Appropriate level of challenge in homework, Information on different types of bullying, Looking after students well, Encouraging and listening to pupil views, Regular marking of work, Celebrating and rewarding achievement, Treating all pupils fairly and equally and Ensuring pupils do their best and make good progress.

- The scores given by students in the following additional criteria have shown significant improvement since the previous survey: Making sure that new students settle in well and Looking after students well.

- The scores given by students in the following additional criteria have shown significant decline since the previous survey: Regular marking of work.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: College uniform, College meals, Homework building upon college work, Encouraging and listening to pupil views, Regular marking of work and Treating all pupils fairly and equally.

- Previous survey data cannot be provided for comparison for the following criteria: Library facilities, Quality of feedback on student's work, College uniform, College meals, Homework building upon college work, Appropriate level of challenge in homework and Information on different types of bullying.

# *Student priorities*

Students 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.

## Student priorities importance

Ideally those criteria which are most important to students will be the criteria to which students award the highest scores. In the following table, the second column shows the percentage of students 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 students, a red highlight shows that the school performs less well within a criterion that is important to students. The final two columns show the same information for the previous survey, for comparison.

| Criteria | Importance score (%) | Satisfaction ranking | Previous importance score (%) | Previous satisfaction ranking |
|---|---|---|---|---|
| Happiness of child | 74.5 | 19th | 69.2 | 19th |
| School security | 72.5 | 6th | 72.5 | 11th |
| Control of bullying | 69.0 | 2nd | 71.4 | 20th |
| School discipline | 66.9 | 4th | 72.7 | 5th |
| Teaching quality | 65.5 | 11th | 60.3 | 13th |
| Exam results | 63.8 | 13th | 61.3 | 8th |
| Careers advice | 59.0 | 7th | 50.9 | 4th |
| Choice of subjects | 55.4 | 16th | 52.4 | 17th |
| School facilities | 54.9 | 1st | 47.2 | 1st |
| Social health education | 52.2 | 20th | 51.7 | 15th |
| Developing confidence | 51.3 | 12th | 40.7 | 10th |
| Caring teachers | 48.9 | 18th | 45.9 | 14th |
| Levels of homework | 43.5 | 8th | 51.7 | 16th |
| Availability of resources | 42.7 | 3rd | 39.6 | 2nd |
| Developing potential | 37.7 | 17th | 33.2 | 7th |
| Developing moral values | 32.8 | 15th | 32.2 | 12th |
| Truancy control | 32.2 | 14th | 35.0 | 9th |
| Computer access | 28.0 | 10th | 35.4 | 3rd |
| School communication | 26.1 | 9th | 38.4 | 6th |
| Community spirit | 23.0 | 5th | 38.3 | 18th |

With regard to the five criteria most important to students:

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

# Importance: your school vs. similar schools

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

| Criteria | Importance score (%) | Importance ranking | Average ranking for similar schools | Ranking difference to similar schools |
|---|---|---|---|---|
| Happiness of child | 74.5 | 1st | 1st | 0 |
| School security | 72.5 | 2nd | 2nd | 0 |
| Control of bullying | 69.0 | 3rd | 3rd | 0 |
| School discipline | 66.9 | 4th | 4th | 0 |
| Teaching quality | 65.5 | 5th | 7th | +2 |
| Exam results | 63.8 | 6th | 5th | -1 |
| Careers advice | 59.0 | 7th | 8th | +1 |
| Choice of subjects | 55.4 | 8th | 9th | +1 |
| School facilities | 54.9 | 9th | 6th | -3 |
| Social health education | 52.2 | 10th | 15th | +5 ▲ |
| Developing confidence | 51.3 | 11th | 13th | +2 |
| Caring teachers | 48.9 | 12th | 10th | -2 |
| Levels of homework | 43.5 | 13th | 11th | -2 |
| Availability of resources | 42.7 | 14th | 16th | +2 |
| Developing potential | 37.7 | 15th | 12th | -3 |
| Developing moral values | 32.8 | 16th | 19th | +3 |
| Truancy control | 32.2 | 17th | 17th | 0 |
| Computer access | 28.0 | 18th | 14th | -4 ▼ |
| School communication | 26.1 | 19th | 18th | -1 |
| Community spirit | 23.0 | 20th | 20th | 0 |

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

- Students from your school selected the following criteria as more important than students at similar schools: Social health education.

- Students from your school selected the following criteria as less important than students at similar schools: Computer access.

# How priorities change as students get older

The graph below shows which criteria Year 7 students selected as important compared to which criteria Year 10 & Year 11 students selected as important. This shows us how priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups

**Student priorities**
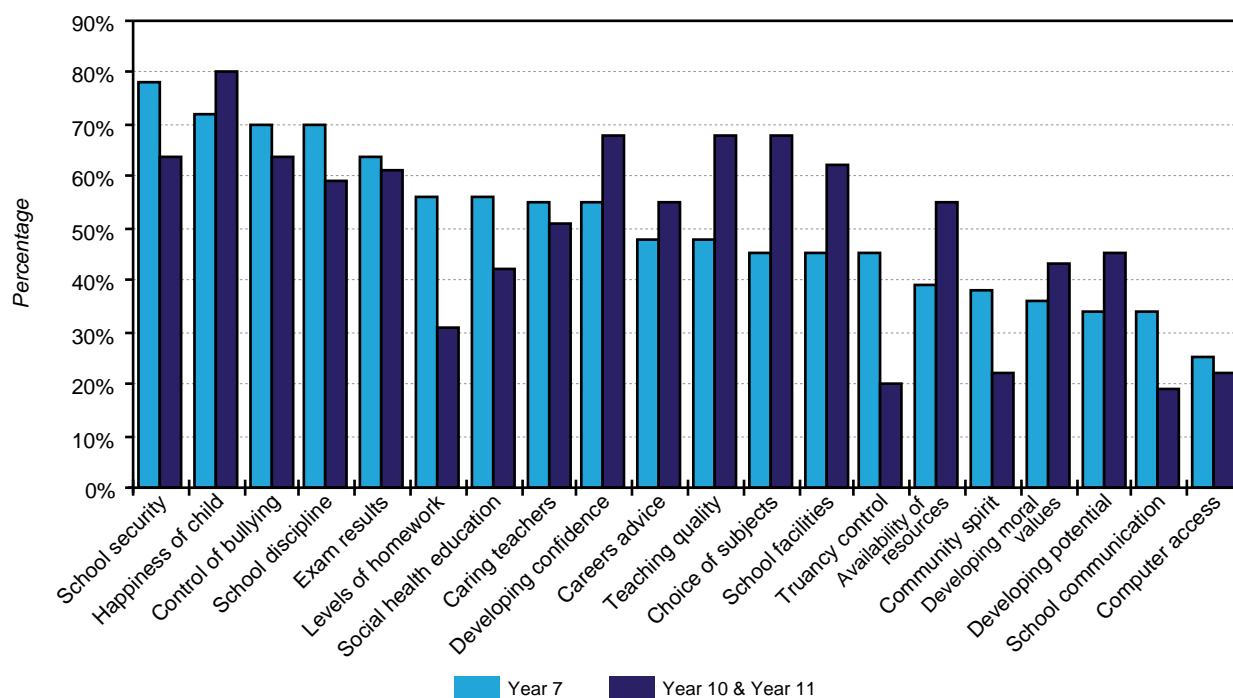


| Criteria where difference in ranking is six or more | Year 7 ranking | Year 10 & Year 11 ranking |
|---|---|---|
| Levels of homework | 6th | 16th ▲ |
| Teaching quality | 10th | 2nd ▼ |
| Choice of subjects | 12th | 2nd ▼ |
| School facilities | 12th | 7th ▼ |
| Truancy control | 12th | 19th ▲ |
| Community spirit | 16th | 17th ▲ |
| School communication | 18th | 20th ▲ |

# How priorities change by gender of student

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

**Student priorities**
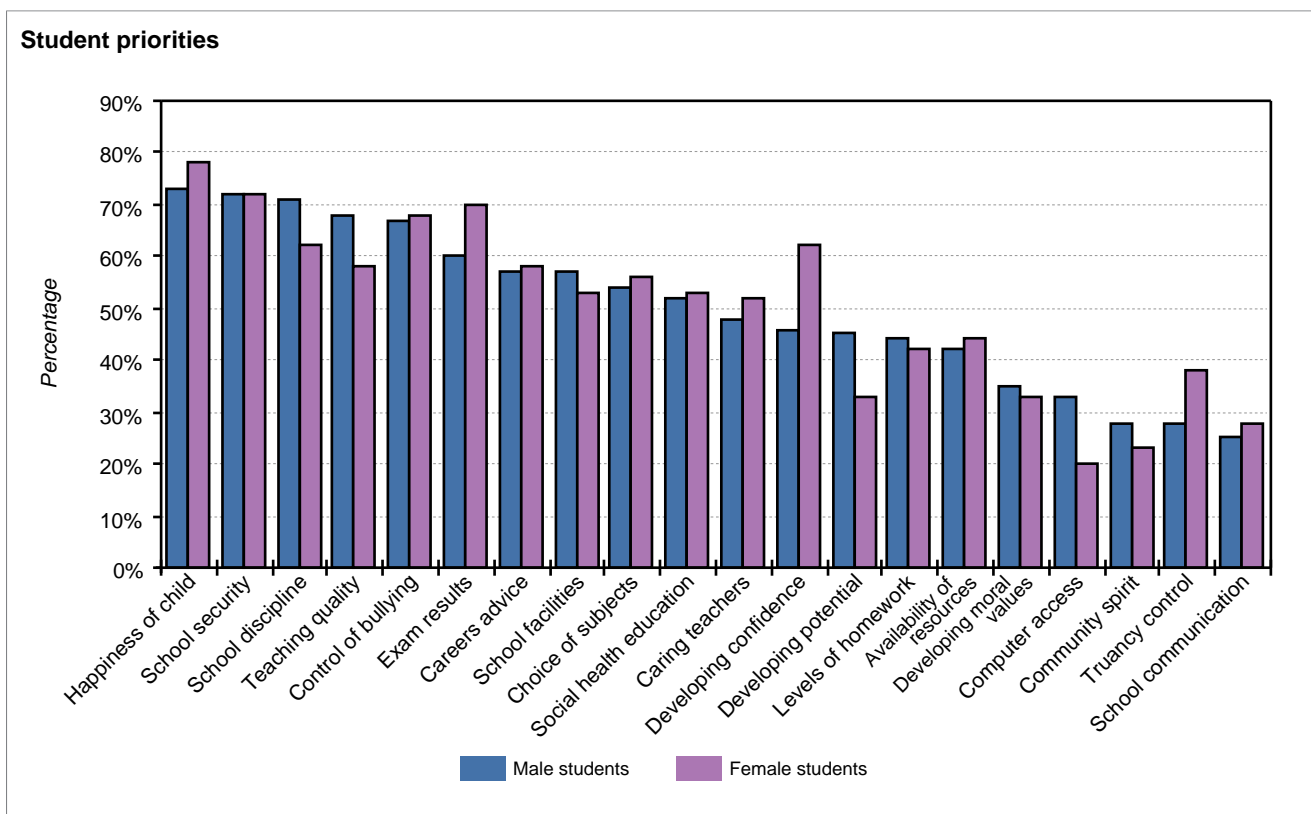


| Criteria where difference in ranking is six or more | Male students ranking | Female students ranking |
|---|---|---|
| Developing confidence | 12th | 5th ▼ |
| Computer access | 17th | 20th ▲ |

# Relative student priorities for improvement

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

| Criteria | This survey (%) | Previous survey (%) | Similar schools (%) |
| --- | --- | --- | --- |
| Developing confidence | 11.1 | 3.8 | 3.0 |
| Happiness of child | 10.2 | 8.8 | 9.9 |
| Exam results | 9.0 | 5.5 | 7.0 |
| School facilities | 8.6 | 3.0 | 13.0 |
| Choice of subjects | 8.6 | 8.2 | 7.9 |
| Control of bullying | 7.6 | 12.2 | 9.4 |
| Social health education | 5.8 | 2.7 | 1.8 |
| Careers advice | 5.8 | 7.7 | 3.9 |
| Teaching quality | 5.3 | 5.4 | 8.3 |
| School communication | 4.9 | 1.7 | 1.7 |
| Computer access | 4.4 | 5.5 | 4.0 |
| School discipline | 3.7 | 8.8 | 9.5 |
| Levels of homework | 2.5 | 5.8 | 5.1 |
| Caring teachers | 2.4 | 4.3 | 3.0 |
| School security | 2.2 | 4.1 | 3.1 |
| Availability of resources | 2.1 | 3.1 | 2.6 |
| Developing potential | 1.9 | 2.3 | 2.3 |
| Developing moral values | 1.6 | 2.8 | 0.9 |
| Community spirit | 1.3 | 1.6 | 1.3 |
| Truancy control | 0.9 | 2.7 | 2.3 |

- Students have given a higher priority to the following areas since the last survey: Developing confidence and School facilities.

- Students have given a lower priority to the following areas since the last survey: Control of bullying and School discipline.

- Students have given a higher priority to the following areas compared to similar schools: Developing confidence and Social health education.

- Students have given a lower priority to the following areas compared to similar schools: School facilities and School discipline.

# *Parent View : Student summary*

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

In terms of student 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 | 68.5% | 201 |
| **2. My child feels safe at this school** | | |
| Control of bullying | 93.4% | 203 |
| School security | 82.6% | 205 |
| **3. My child makes good progress at this school** | | |
| Developing potential | 73.0% | 202 |
| Ensuring pupils do their best and make good progress | 71.0% | 205 |
| **4. My child is well looked after at this school** | | |
| School security | 82.6% | 205 |
| Looking after students well | 77.2% | 198 |
| Caring teachers | 71.2% | 202 |
| **5. My child is taught well at this school** | | |
| Teaching quality | 76.2% | 202 |
| Exam results | 75.0% | 203 |
| Developing potential | 73.0% | 202 |
| Ensuring pupils do their best and make good progress | 71.0% | 205 |
| **6. My child receives appropriate homework for their age** | | |
| Respondents saying 'Right' for homework amount | Good | 223 |
| Levels of homework | 77.5% | 203 |
| **7. This school ensures the pupils are well behaved** | | |
| School discipline | 86.2% | 206 |

| | Score | Sample |
|---|---|---|

### 8. This school deals effectively with bullying

Control of bullying — 93.4% — 203

### 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 — 71.2% — 202

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

Regular marking of work — 75.1% — 202

### 12. I would recommend this school to another parent

Recommended — 92.6% — 160

# *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.

Kirkland Rowell Surveys

# Quality of teaching, Learning and Assessment

| The Effectiveness of Teaching, Learning and Assessment | | |
| --- | --- | --- |
| Community spirit | 85.5% | Outstanding |
| Mathematics | 87.2% | Good |
| Appropriate level of challenge in homework | 78.1% | Good |
| Levels of homework | 77.5% | Good |
| School communication | 77.1% | Good |
| Teaching quality | 76.2% | Good |
| Developing confidence | 75.8% | Good |
| Regular marking of work | 75.1% | Good |
| Exam results | 75.0% | Good |
| Developing potential | 73.0% | Good |
| Treating all pupils fairly and equally | 72.9% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |
| English | 79.4% | Requires improvement |

**Strengths**

- Community spirit

- Mathematics

- Appropriate level of challenge in homework

**Weaknesses**

- English

- Ensuring pupils do their best and make good progress

- Treating all pupils fairly and equally

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

## The Accuracy and Impact of Assessment

| | | |
|---|---|---|
| Appropriate level of challenge in homework | 78.1% | Good |
| Levels of homework | 77.5% | Good |
| Regular marking of work | 75.1% | Good |
| Exam results | 75.0% | Good |
| Developing potential | 73.0% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |

**Strengths**

- Appropriate level of challenge in homework
- Levels of homework

**Weaknesses**

- Ensuring pupils do their best and make good progress
- Developing potential

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

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

| | | |
|---|---|---|
| Drama | 90.2% | Outstanding |
| Developing potential | 73.0% | Good |
| English | 79.4% | Requires improvement |

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

## The Teaching of Mathematics

| | | |
|---|---|---|
| Computer Science | 95.8% | Outstanding |
| IT | 87.2% | Good |
| Mathematics | 87.2% | Good |
| Appropriate level of challenge in homework | 78.1% | Good |
| Computer access | 76.5% | Good |
| Developing potential | 73.0% | Good |
| Science | 77.9% | Requires improvement |

**Strengths**

- Computer Science
- IT

**Weaknesses**

- Science
- Developing potential

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

**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 student grade for "Quality of teaching, Learning and Assessment" = 2.0 = Good = **Grade 2**

**To reach the next grade**

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

- The Effectiveness of Teaching, Learning and Assessment
- The Accuracy and Impact of Assessment
- The Impact of the Teaching of Literacy, Including Reading
- The Teaching of Mathematics

# Personal Development, Behaviour and Welfare

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

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Developing confidence | 75.8% | Good |

**Strengths**

- Control of bullying

**Weaknesses**

- Developing confidence

Your average student 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.

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Information on different types of bullying | 77.8% | Good |
| Looking after students well | 77.2% | Good |
| Encouraging and listening to pupil views | 75.9% | Good |
| Developing moral values | 74.0% | Good |
| Caring teachers | 71.2% | Good |
| Social health education | 67.0% | Requires improvement |

**Strengths**

- Control of bullying
- School discipline
- Community spirit

**Weaknesses**

- Social health education
- Caring teachers
- Developing moral values

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

Kirkland Rowell
Surveys

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

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Information on different types of bullying | 77.8% | Good |
| Looking after students well | 77.2% | Good |
| Developing moral values | 74.0% | Good |

**Strengths**

- Control of bullying
- School discipline

**Weaknesses**

- Developing moral values
- Looking after students well

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

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

| | | |
|---|---|---|
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Encouraging and listening to pupil views | 75.9% | Good |
| Developing confidence | 75.8% | Good |
| Celebrating and rewarding achievement | 74.1% | Good |
| Developing moral values | 74.0% | Good |
| Developing potential | 73.0% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |
| Happiness of child | 68.5% | Requires improvement |

**Strengths**

- School discipline
- Community spirit
- Encouraging and listening to pupil views

**Weaknesses**

- Happiness of child
- Ensuring pupils do their best and make good progress
- Developing potential

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

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

| | | |
|---|---|---|
| Encouraging and listening to pupil views | 75.9% | Good |
| Developing confidence | 75.8% | Good |
| Celebrating and rewarding achievement | 74.1% | Good |
| Developing potential | 73.0% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |

**Strengths**

- Encouraging and listening to pupil views

**Weaknesses**

- Ensuring pupils do their best and make good progress

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

**Personal Development and Welfare: Choices About Next Stages**

| | | |
|---|---|---|
| Careers advice | 81.2% | Outstanding |
| Levels of homework | 77.5% | Good |
| Celebrating and rewarding achievement | 74.1% | Good |

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

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

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| School security | 82.6% | Outstanding |
| Information on different types of bullying | 77.8% | Good |
| Looking after students well | 77.2% | Good |
| Encouraging and listening to pupil views | 75.9% | Good |
| Developing moral values | 74.0% | Good |
| Caring teachers | 71.2% | Good |
| Social health education | 67.0% | Requires improvement |

**Strengths**

- Control of bullying
- School discipline
- Community spirit

**Weaknesses**

- Social health education
- Caring teachers
- Developing moral values

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

**Personal Development and Welfare: Keeping Healthy**

| | | |
|---|---|---|
| Exercise | 69.8% | Requires improvement |
| Social health education | 67.0% | Requires improvement |
| Diet | 49.0% | Inadequate |

Your average student grade for this section = 3.3 = Requires improvement = **Grade 3 ( - )**

Kirkland Rowell
Surveys

## Personal Development and Welfare: Personal Development

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Careers advice | 81.2% | Outstanding |
| Religious Studies | 86.1% | Good |
| Information on different types of bullying | 77.8% | Good |
| Encouraging and listening to pupil views | 75.9% | Good |
| Developing confidence | 75.8% | Good |
| Developing moral values | 74.0% | Good |
| Developing potential | 73.0% | Good |
| Social health education | 67.0% | Requires improvement |

**Strengths**

- Control of bullying
- Community spirit
- Careers advice

**Weaknesses**

- Social health education
- Developing potential
- Developing moral values

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

## Attendance and Punctuality

| | | |
|---|---|---|
| Truancy control | 74.8% | Good |

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

## 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 student grade for "Personal Development, Behaviour and Welfare" = 1.9 = Good = **Grade 2**

## To reach the next grade

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

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

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

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

- Personal Development and Welfare: Choices About Next Stages

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

- Personal Development and Welfare: Keeping Healthy

- Personal Development and Welfare: Personal Development

- Attendance and Punctuality

## Outcomes for Pupils

### Progress

| | | |
|---|---|---|
| Ratio of pupils saying school improving versus declining | | Outstanding |
| Quality of feedback on student's work | 80.4% | Outstanding |
| Mathematics | 87.2% | Good |
| Appropriate level of challenge in homework | 78.1% | Good |
| Developing confidence | 75.8% | Good |
| Exam results | 75.0% | Good |
| Developing potential | 73.0% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |
| English | 79.4% | Requires improvement |

**Strengths**

- Ratio of pupils saying school improving versus declining
- Quality of feedback on student's work
- Mathematics

**Weaknesses**

- English
- Ensuring pupils do their best and make good progress
- Developing potential

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

### Progress Over Time

| | |
|---|---|
| Average of academic subject ratings | Good |
| Significant improvements versus significant declines | Good |

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

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

| | |
|---|---|
| Achievement in relation to national standards | Good |
| Average of academic subject ratings | Good |

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

### Achievements of Those Eligible for the Pupil Premium

Your own assessment is required here.

**The Most Able Pupils**

| | | |
|---|---|---|
| Appropriate level of challenge in homework | 78.1% | Good |
| Developing confidence | 75.8% | Good |
| Developing potential | 73.0% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |

**Strengths**

- Appropriate level of challenge in homework

**Weaknesses**

- Ensuring pupils do their best and make good progress

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

**Disabled Pupils and Those with Special Educational Needs**

| | | |
|---|---|---|
| Developing confidence | 75.8% | Good |
| Developing potential | 73.0% | Good |
| Treating all pupils fairly and equally | 72.9% | Good |

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

**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 student grade for "Outcomes for Pupils" = 2.0 = Good = **Grade 2**

**To reach the next grade**

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

- Progress
- Progress Over Time
- Pupils' Attainment in Relation to National Standards and Compared With All Schools
- The Most Able Pupils
- Disabled Pupils and Those with Special Educational Needs

Kirkland Rowell Surveys

# Effectiveness of Leadership and Management

**Vision and Values**

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Average of academic subject ratings | | Good |
| School communication | 77.1% | Good |
| Developing confidence | 75.8% | Good |
| Exam results | 75.0% | Good |
| Celebrating and rewarding achievement | 74.1% | Good |
| Developing moral values | 74.0% | Good |
| Developing potential | 73.0% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |

**Strengths**

- Control of bullying
- School discipline
- Community spirit

**Weaknesses**

- Ensuring pupils do their best and make good progress
- Developing potential
- Developing moral values

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

## Self-evaluation and Improvement

| | | |
|---|---|---|
| Criteria improving since previous surveys | | Outstanding |
| Ratio of pupils saying school improving versus declining | | Outstanding |
| Quality of feedback on student's work | 80.4% | Outstanding |
| Significant improvements versus significant declines | | Good |
| Encouraging and listening to pupil views | 75.9% | Good |
| Exam results | 75.0% | Good |

**Strengths**

- Criteria improving since previous surveys
- Ratio of pupils saying school improving versus declining

**Weaknesses**

- Exam results
- Encouraging and listening to pupil views

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

## Curriculum

| | | |
|---|---|---|
| Drama | 90.2% | Outstanding |
| Careers advice | 81.2% | Outstanding |
| Physical Education | 87.2% | Good |
| Mathematics | 87.2% | Good |
| Art | 87.1% | Good |
| Religious Studies | 86.1% | Good |
| Exam results | 75.0% | Good |
| Choice of subjects | 73.2% | Good |
| Developing potential | 73.0% | Good |
| Ensuring pupils do their best and make good progress | 71.0% | Good |
| English | 79.4% | Requires improvement |

**Strengths**

- Drama
- Careers advice
- Physical Education

**Weaknesses**

- English
- Ensuring pupils do their best and make good progress
- Developing potential

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

## Citizenship

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Religious Studies | 86.1% | Good |
| Information on different types of bullying | 77.8% | Good |
| Developing moral values | 74.0% | Good |
| Treating all pupils fairly and equally | 72.9% | Good |
| Social health education | 67.0% | Requires improvement |

**Strengths**

- Control of bullying
- School discipline
- Community spirit

**Weaknesses**

- Social health education
- Treating all pupils fairly and equally
- Developing moral values

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

## Leadership

| | | |
|---|---|---|
| Criteria improving since previous surveys | | Outstanding |
| Average of academic subject ratings | | Good |
| School communication | 77.1% | Good |
| Encouraging and listening to pupil views | 75.9% | Good |

**Strengths**

- Criteria improving since previous surveys

**Weaknesses**

- Encouraging and listening to pupil views

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

## Continuous Professional Development

Your own assessment is required here.

## Safeguarding

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| School security | 82.6% | Outstanding |
| Information on different types of bullying | 77.8% | Good |
| Looking after students well | 77.2% | Good |
| Truancy control | 74.8% | Good |
| Developing moral values | 74.0% | Good |
| Treating all pupils fairly and equally | 72.9% | Good |
| Caring teachers | 71.2% | Good |
| Social health education | 67.0% | Requires improvement |

**Strengths**

- Control of bullying
- School discipline
- Community spirit

**Weaknesses**

- Social health education
- Caring teachers
- Treating all pupils fairly and equally

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

## Governance

| | | |
|---|---|---|
| School security | 82.6% | Outstanding |
| Appropriate level of challenge in homework | 78.1% | Good |
| School communication | 77.1% | Good |
| Treating all pupils fairly and equally | 72.9% | Good |

**Strengths**

- School security

**Weaknesses**

- Treating all pupils fairly and equally

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

## 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 student grade for "Effectiveness of Leadership and Management" = 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:

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

# Spiritual, Moral, Social and Cultural Development

## Spiritual Development

| | | |
|---|---|---|
| Drama | 90.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Art | 87.1% | Good |
| Religious Studies | 86.1% | Good |
| Music | 85.1% | Good |
| Encouraging and listening to pupil views | 75.9% | Good |
| English | 79.4% | Requires improvement |
| Happiness of child | 68.5% | Requires improvement |

**Strengths**

- Drama
- Community spirit
- Art

**Weaknesses**

- Happiness of child
- English
- Encouraging and listening to pupil views

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

## Moral Development

| | | |
|---|---|---|
| School discipline | 86.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Religious Studies | 86.1% | Good |
| Developing moral values | 74.0% | Good |
| Social health education | 67.0% | Requires improvement |

**Strengths**

- School discipline

**Weaknesses**

- Social health education

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

## Social Development

| | | |
|---|---|---|
| Control of bullying | 93.4% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Making sure that new students settle in well | 78.2% | Good |
| Developing confidence | 75.8% | Good |
| Developing moral values | 74.0% | Good |
| Social health education | 67.0% | Requires improvement |

**Strengths**

- Control of bullying
- Community spirit

**Weaknesses**

- Social health education
- Developing moral values

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

## Cultural Development

| | | |
|---|---|---|
| Drama | 90.2% | Outstanding |
| Community spirit | 85.5% | Outstanding |
| Physical Education | 87.2% | Good |
| Art | 87.1% | Good |
| Religious Studies | 86.1% | Good |
| Music | 85.1% | Good |
| History | 84.1% | Good |
| English | 79.4% | Requires improvement |

**Strengths**

- Drama
- Community spirit
- Physical Education

**Weaknesses**

- English
- History
- Music

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

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

Your average student grade for "Spiritual, Moral, Social and Cultural Development" = 1.9 = Good = **Grade 2**

## To reach the next grade

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

- Spiritual Development

- Moral Development

- Social Development

- Cultural Development

# Overall effectiveness

| Summary | | | |
|---|---|---|---|
| Quality of teaching, Learning and Assessment | 2.0 | Good | **Grade 2** |
| Personal Development, Behaviour and Welfare | 1.9 | Good | **Grade 2** |
| Outcomes for Pupils | 2.0 | Good | **Grade 2** |
| Effectiveness of Leadership and Management | 1.7 | Good | **Grade 2 ( + )** |
| Spiritual, Moral, Social and Cultural Development | 1.9 | Good | **Grade 2** |

## Summary grade – Overall effectiveness

Your average grade for "Overall effectiveness" = 1.9 = Good = **Grade 2**

## To reach the next grade

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

- Quality of teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Pupils
- Effectiveness of Leadership and Management
- 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 students 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 students 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 'Community spirit'

- The contribution towards the score for Community spirit was lower than expected for Year 8.

- The contribution towards the score for Community spirit was higher than expected for Year 11.

**Actual versus expected scores for Community spirit**
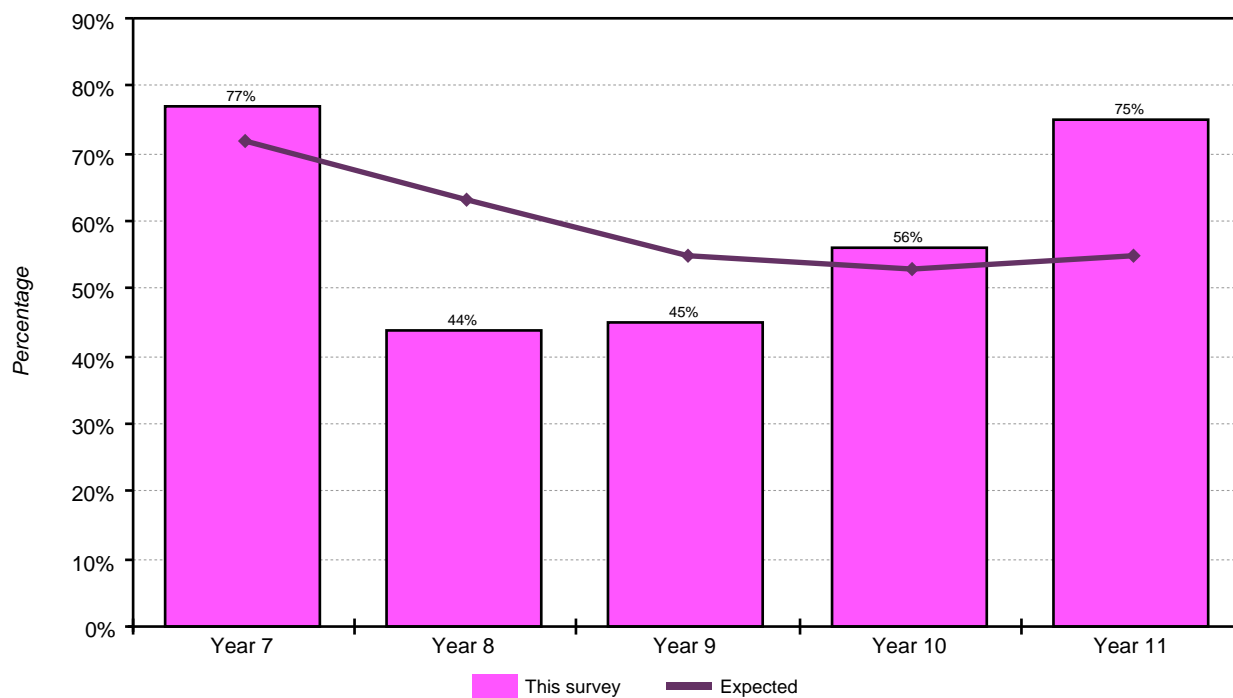
# Unexpected results for 'Levels of homework'

- The contribution towards the score for Levels of homework was lower than expected for Year 9.

**Actual versus expected scores for Levels of homework**
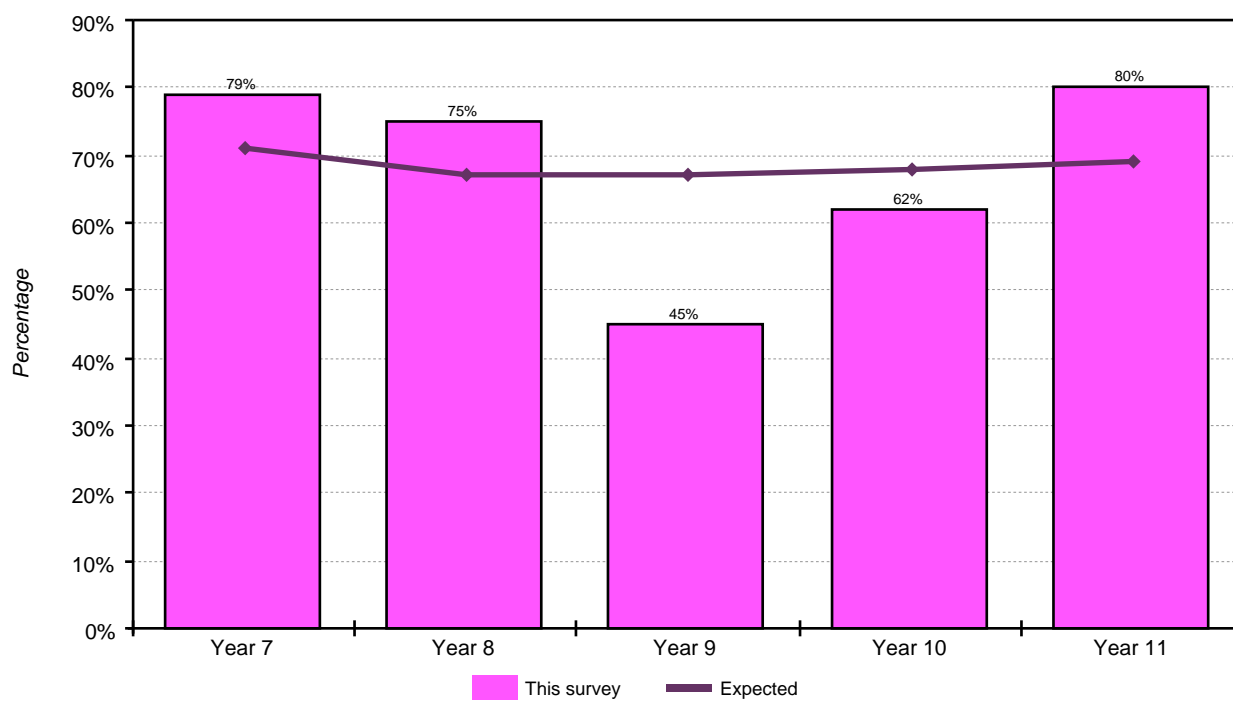
# Unexpected results for 'Developing confidence'

- The contribution towards the score for Developing confidence was higher than expected for Year 11.

**Actual versus expected scores for Developing confidence**
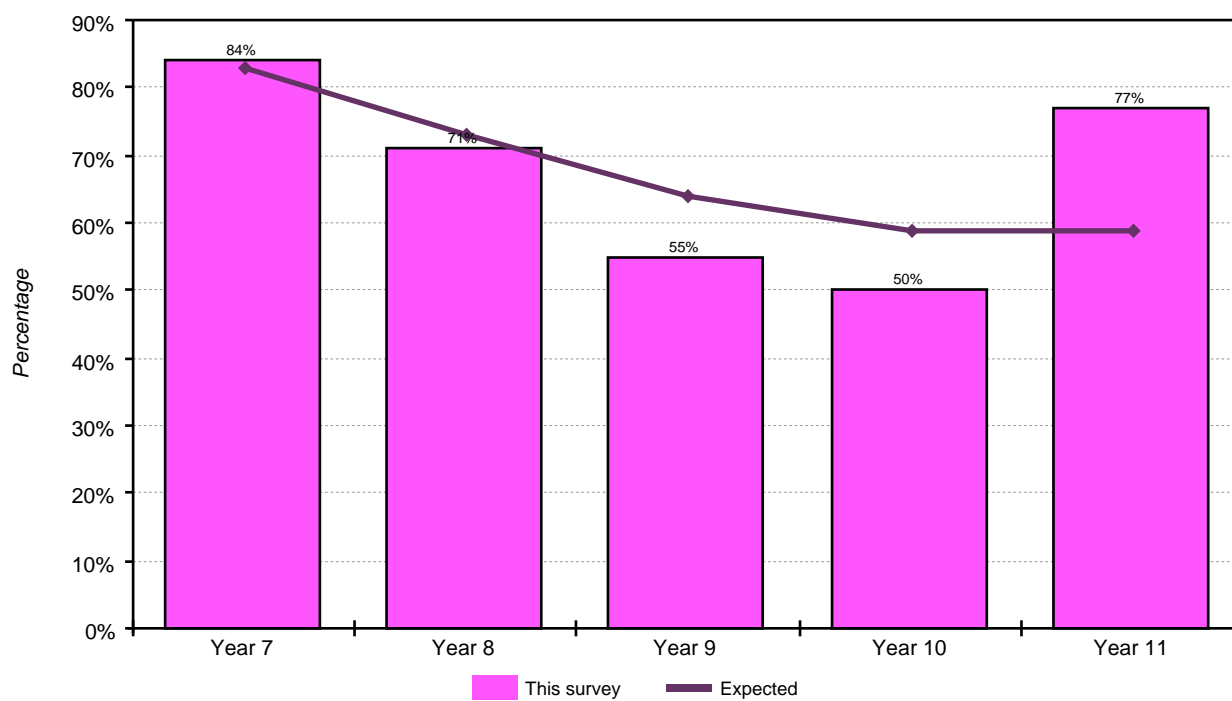
# Unexpected results for 'Availability of resources'

- The contribution towards the score for Availability of resources was higher than expected for Year 11.

**Actual versus expected scores for Availability of resources**

**Kirkland Rowell Surveys**
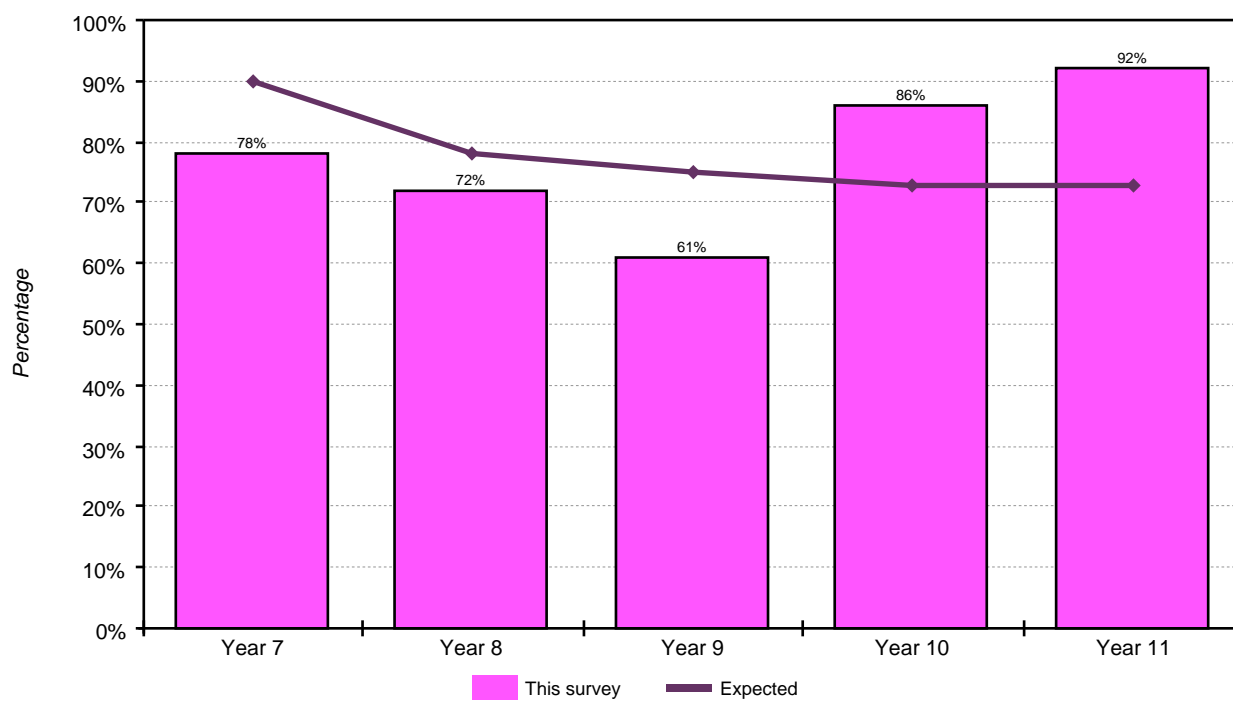
# Unexpected results for 'Regular marking of work'

- The contribution towards the score for Regular marking of work was higher than expected for Year 11.

**Actual versus expected scores for Regular marking of work**
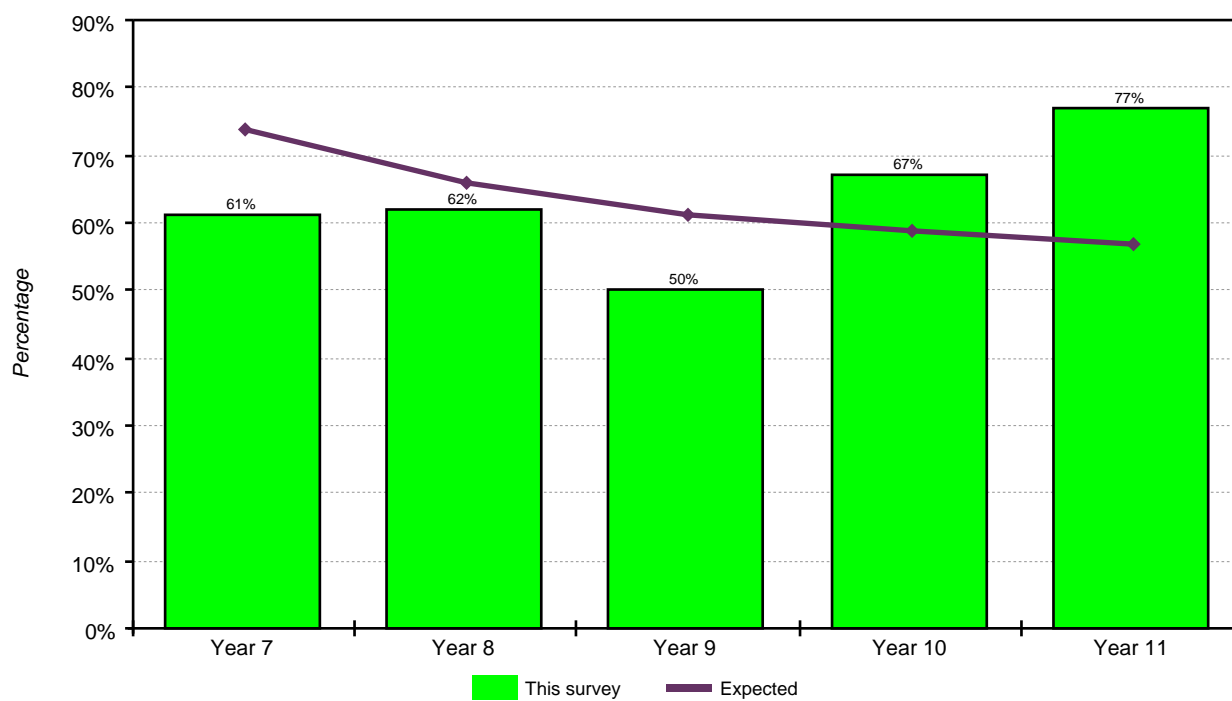
# Unexpected results for 'Treating all pupils fairly and equally'

- The contribution towards the score for Treating all pupils fairly and equally was higher than expected for Year 11.

**Actual versus expected scores for Treating all pupils fairly and equally**
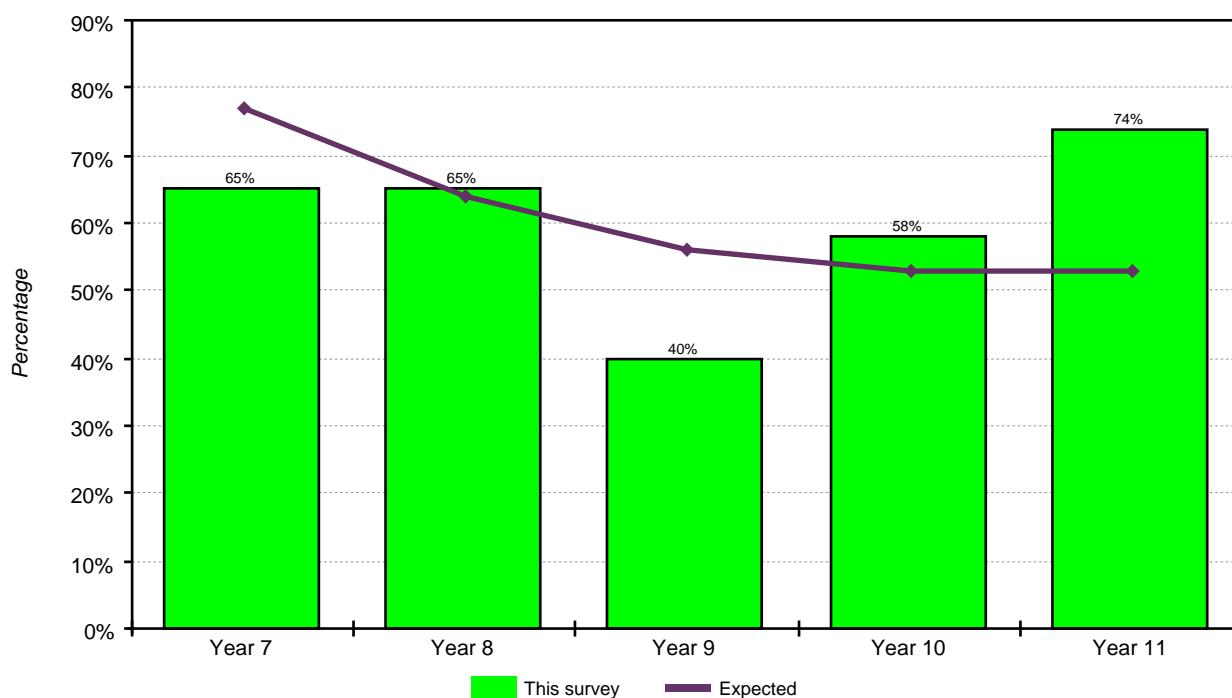
# Unexpected results for 'Encouraging and listening to pupil views'

- The contribution towards the score for Encouraging and listening to pupil views was higher than expected for Year 11.

**Actual versus expected scores for Encouraging and listening to pupil views**
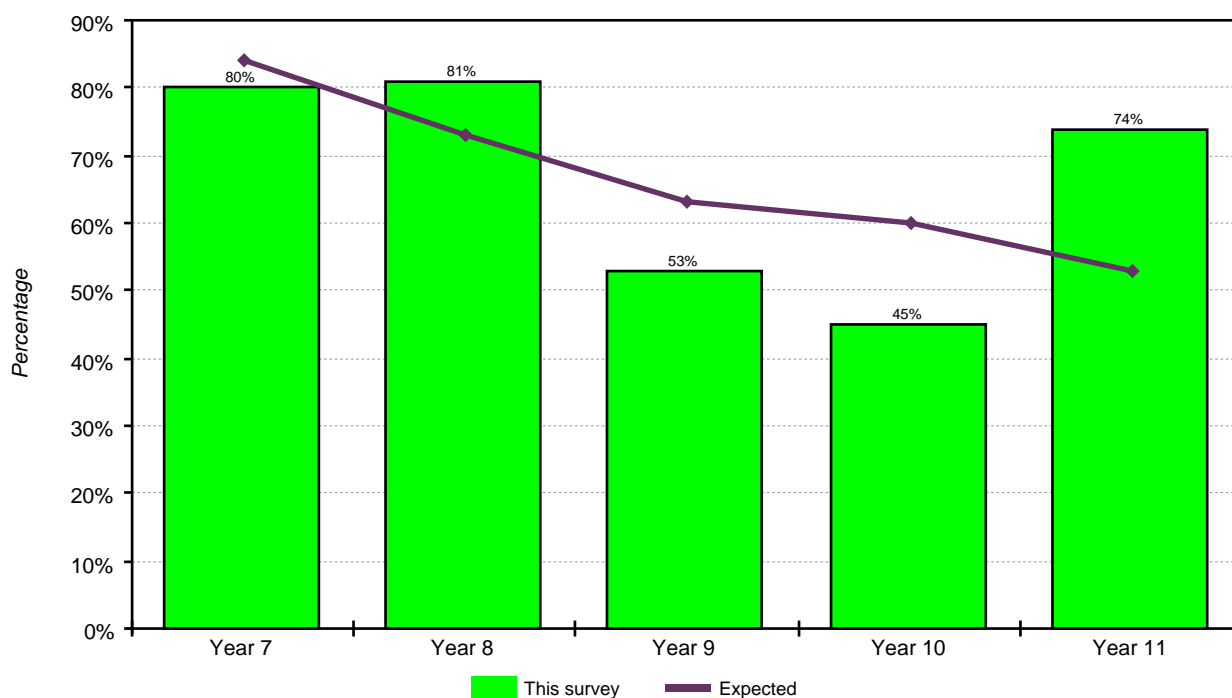
# Unexpected results for 'Homework building upon college work'

- The contribution towards the score for Homework building upon college work was higher than expected for Year 11.

**Actual versus expected scores for Homework building upon college work**
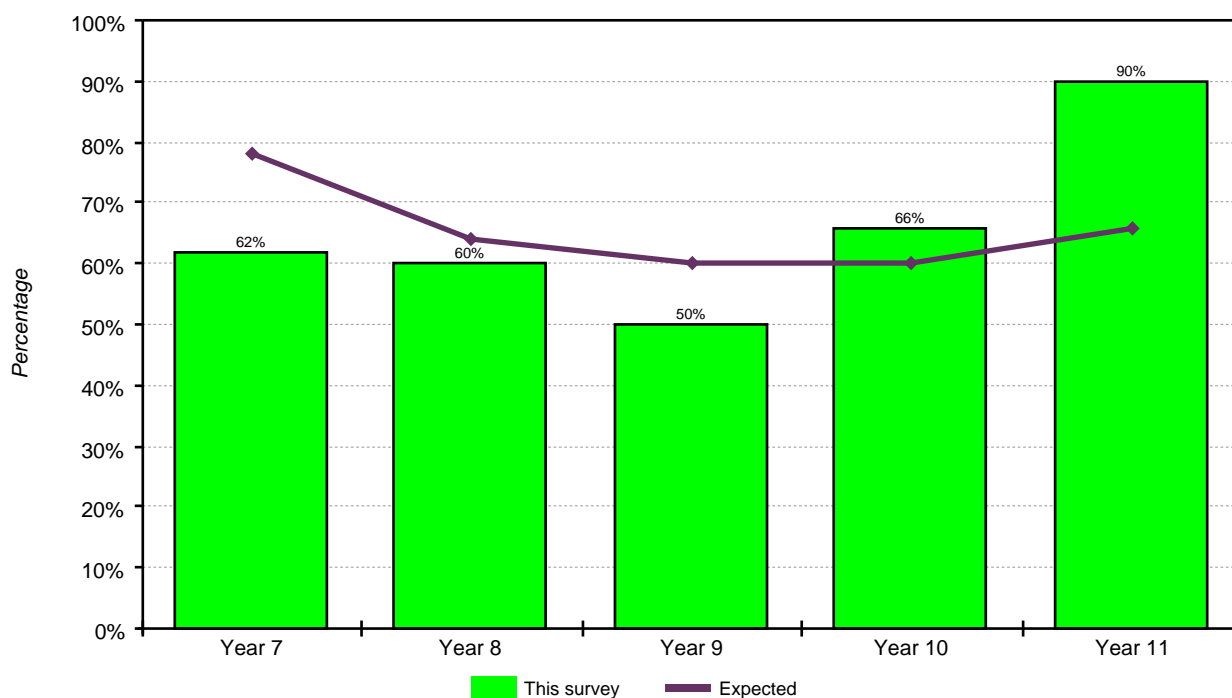
# *Standard analysis*

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

## Performance and expectations

**Performance compared to last year**
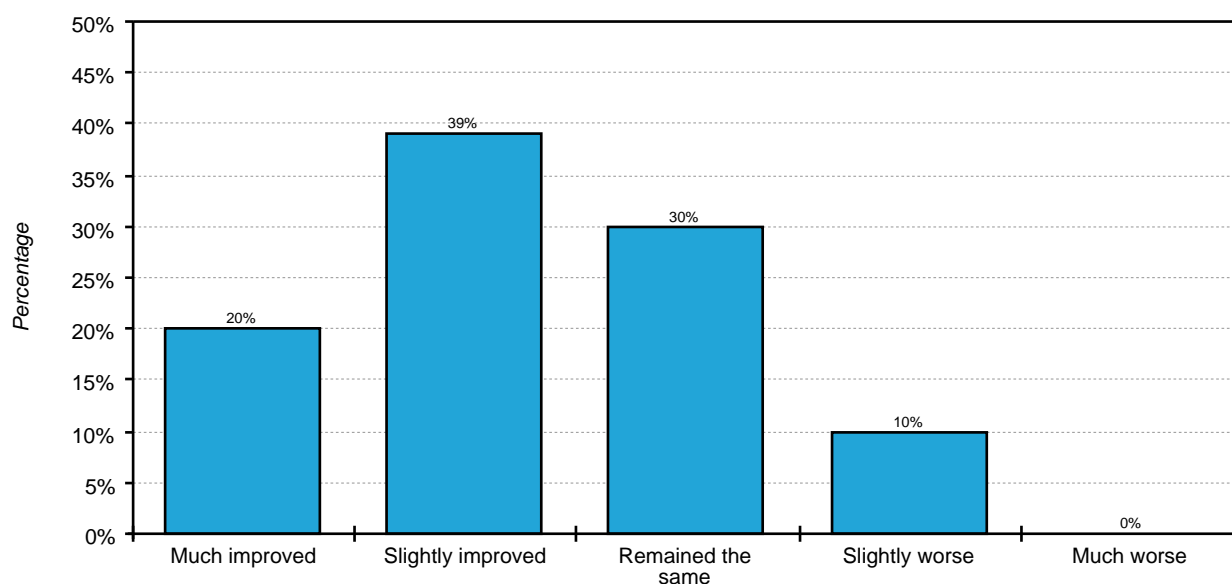


- Of the students who were not in their first year at the school 58% said the school had improved over the last year and 10% thought that the school's performance was worse.

Kirkland Rowell Surveys

# Gender analysis

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

**Satisfaction scores for academic criteria**
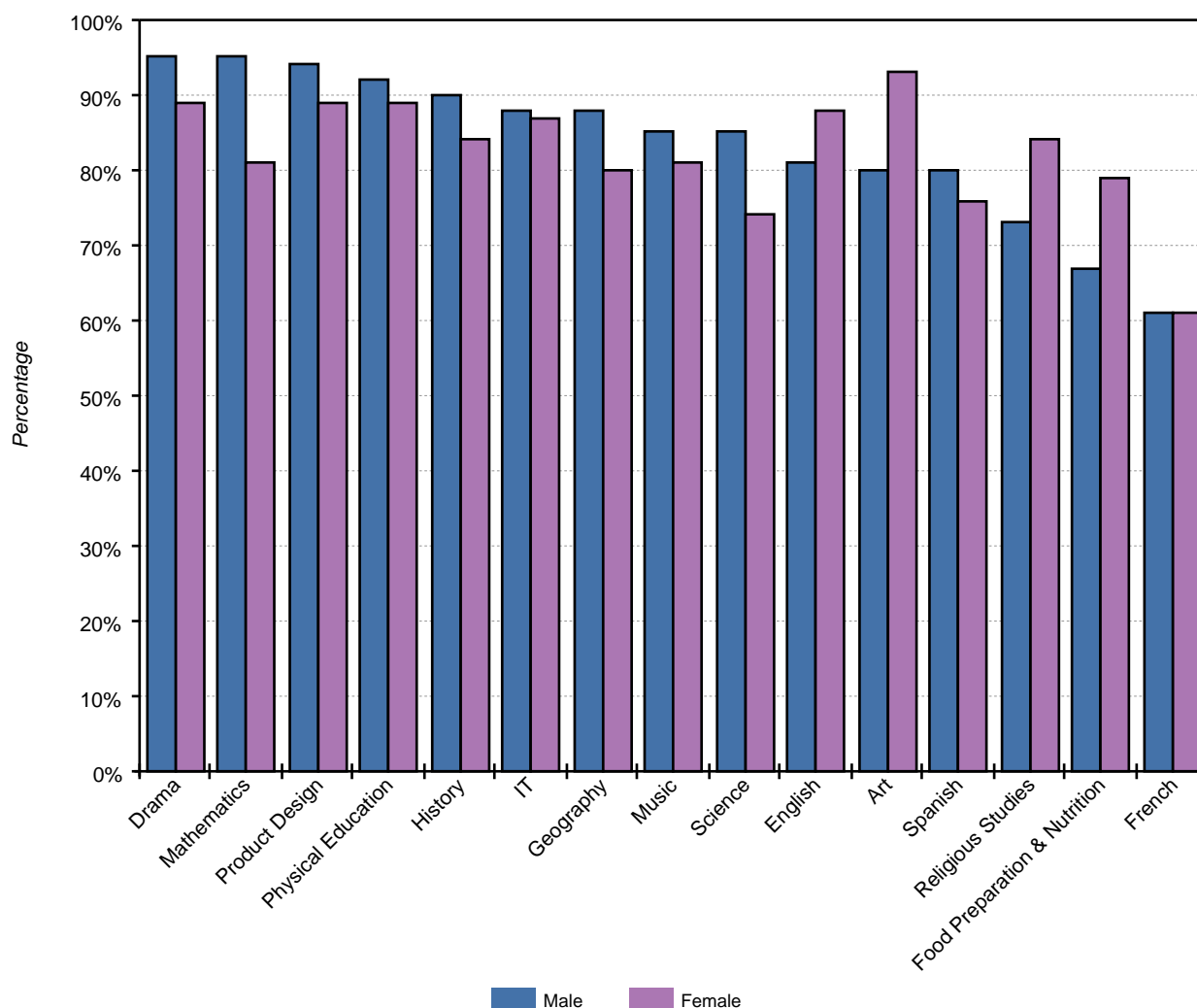


| Academic criteria where difference is significant | Male satisfaction score (%) | Female satisfaction score (%) |
|---|---|---|
| Mathematics | 94.9 | 81.2 ▼ |

**Satisfaction scores for non-academic criteria**
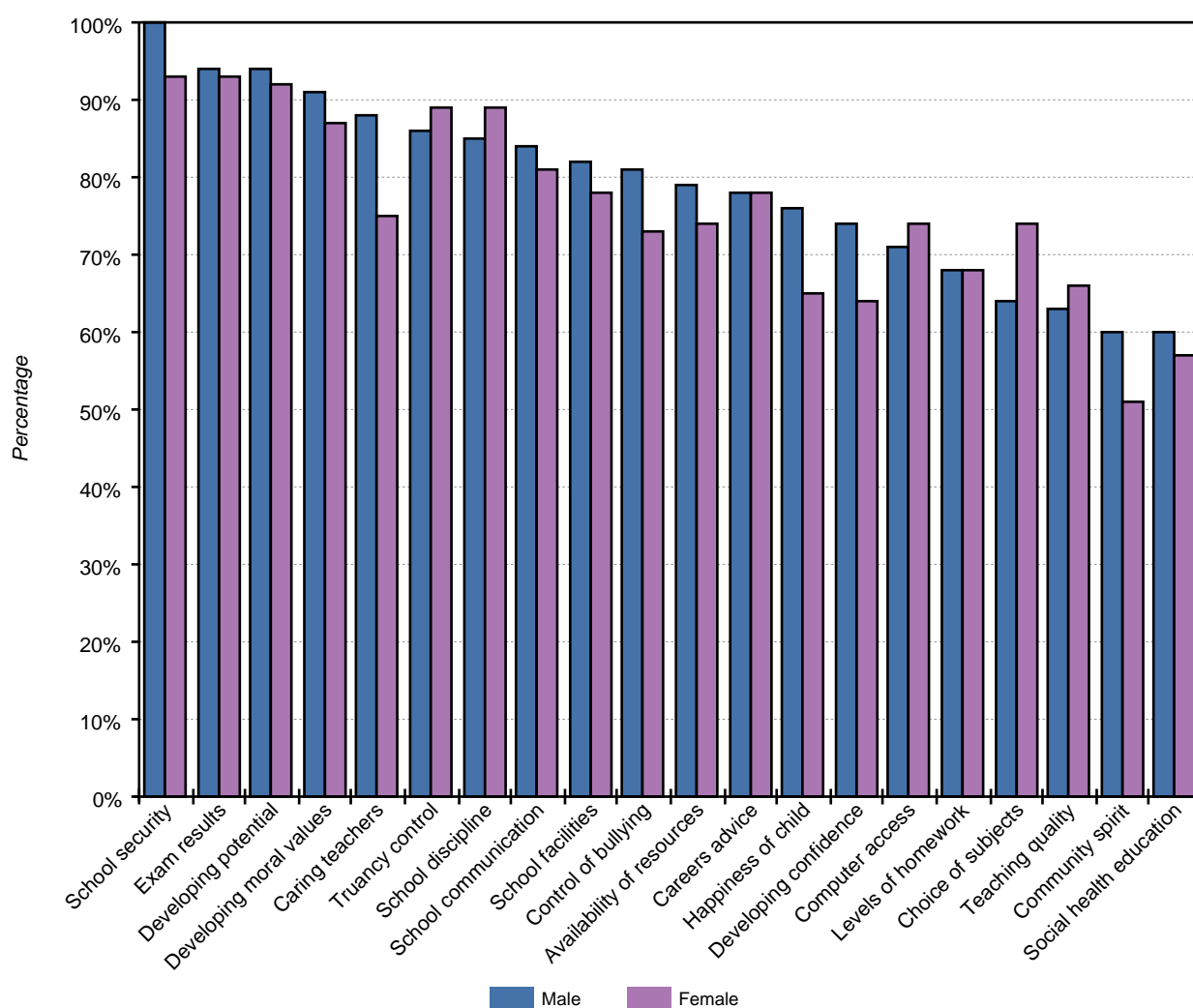


| Non-academic criteria where difference is significant | Male satisfaction score (%) | Female satisfaction score (%) |
|---|---|---|
| School security | 100.0 | 92.8 ▼ |
| Caring teachers | 87.9 | 74.9 ▼ |

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**Satisfaction scores for additional criteria**
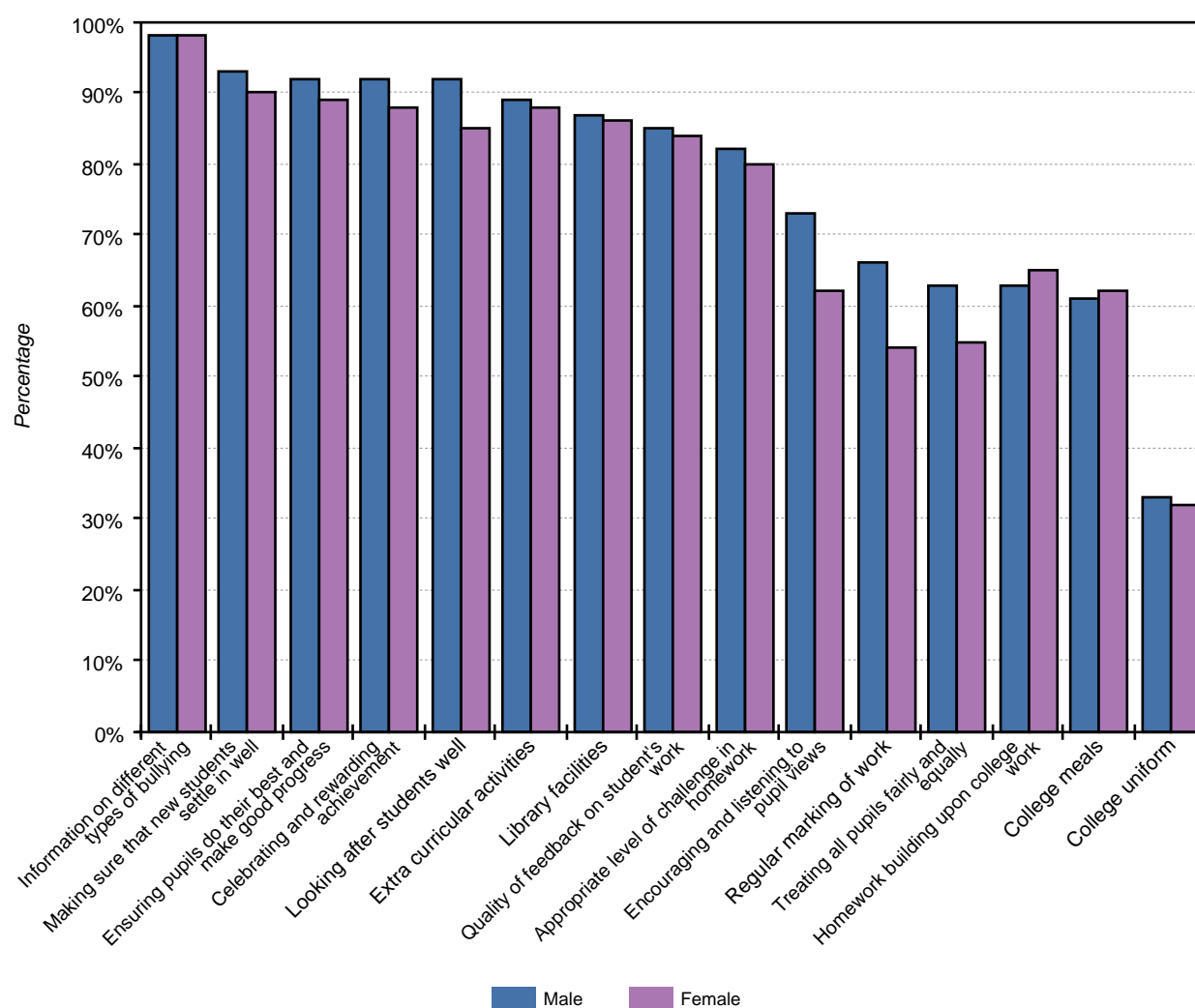


- There are no significant differences between the additional satisfaction scores for female students and male students.

# Healthy lifestyle

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

**Students' responses to the question: 'Eating a healthy diet?'**
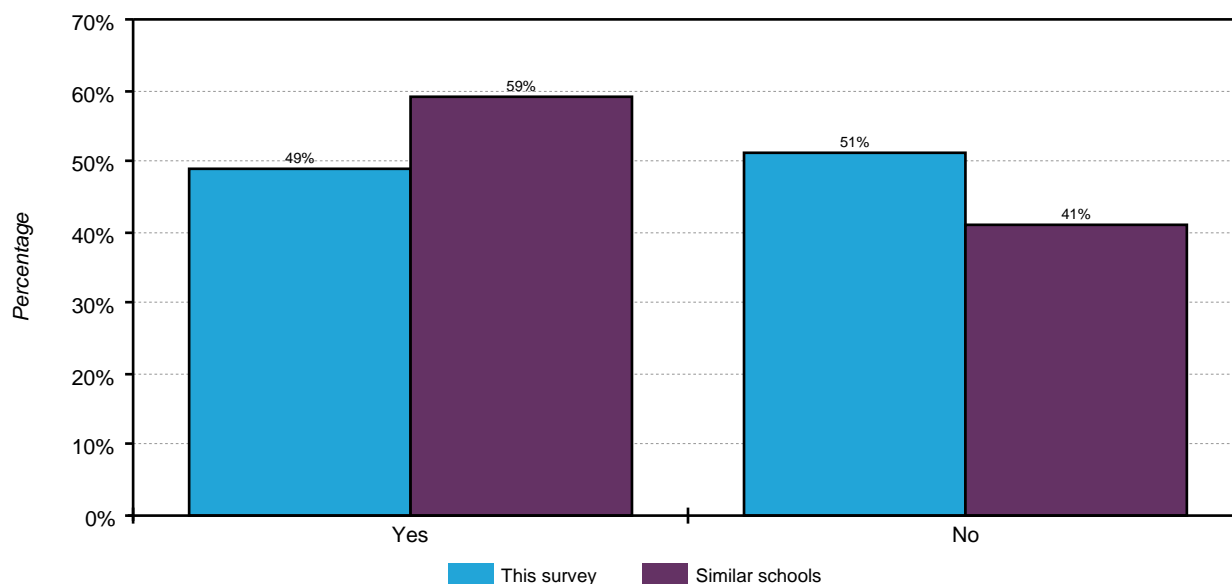


**Students' responses to the question: 'School encourages healthy lifestyle through exercise'**
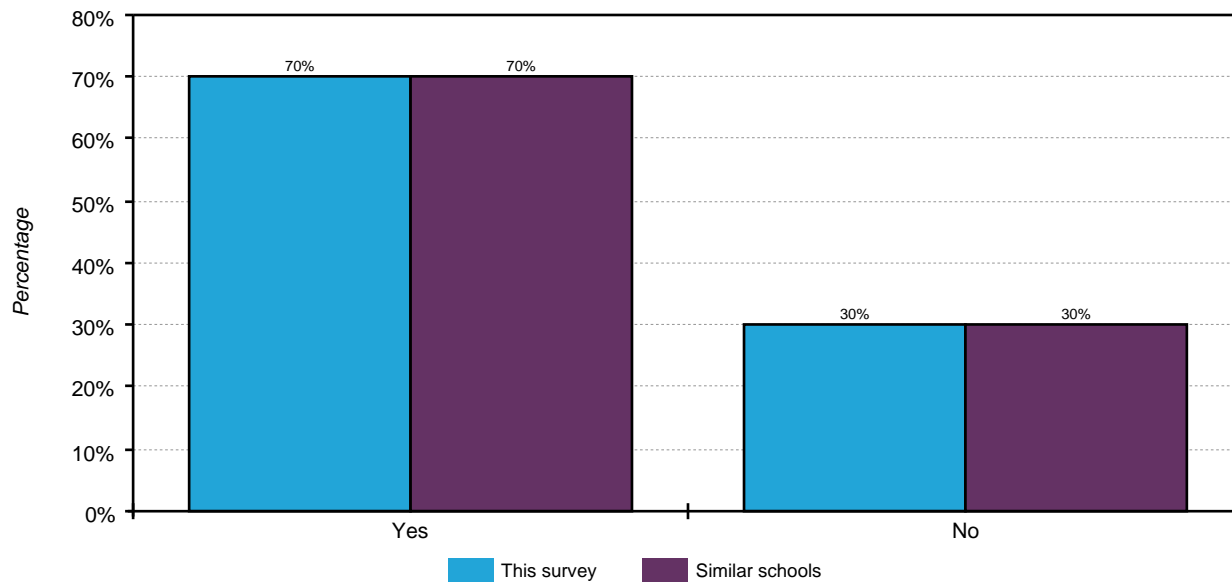
# Student home environment

This section of the report summarises student responses to the home environment questions, broken down by year group and gender.

**Students' responses to the question: 'My parents want to know what I am learning about at college.' broken down by gender**



**Students' responses to the question: 'My parents want to know what I am learning about at college.' broken down by year group**

**Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by gender**



**Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by year group**

**Students' responses to the question: 'My parents often look at my work to see how well I am doing at college.' broken down by gender**



**Students' responses to the question: 'My parents often look at my work to see how well I am doing at college.' broken down by year group**

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**Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by gender**



This survey    Similar schools



**Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by year group**

**Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by gender**



**Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by year group**

**Students' responses to the question: 'I have books at home which I can use to help me with my college work.' broken down by gender**



**Students' responses to the question: 'I have books at home which I can use to help me with my college work.' broken down by year group**

**Students' responses to the question: 'If my parents knew I had a problem, they would visit college to talk it over with staff.' broken down by gender**



**Students' responses to the question: 'If my parents knew I had a problem, they would visit college to talk it over with staff.' broken down by year group**
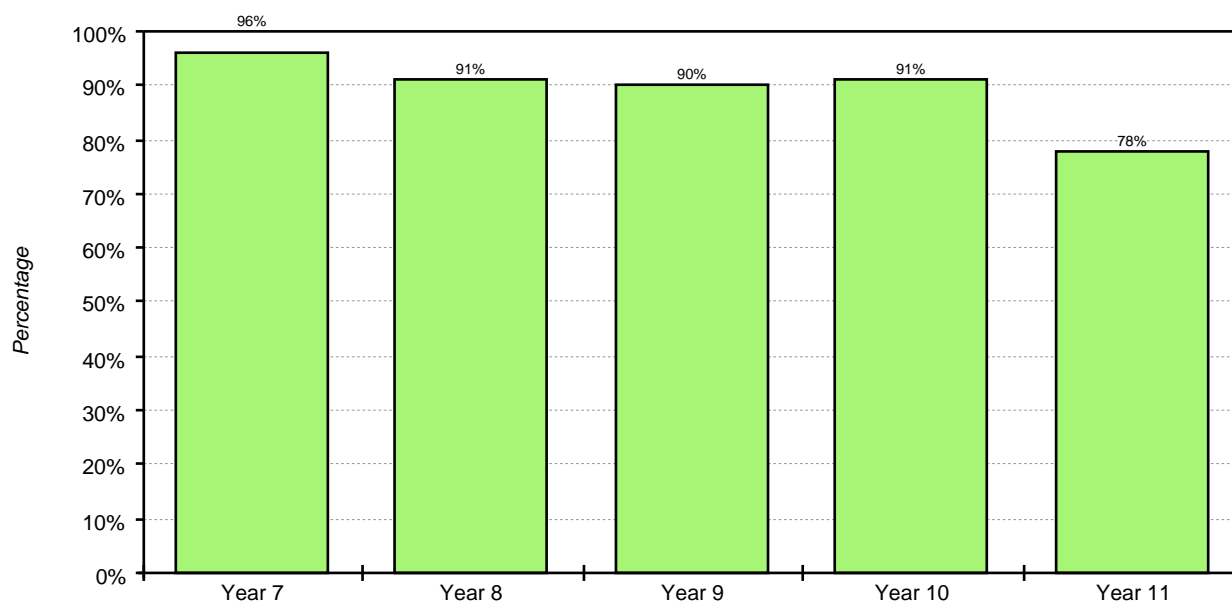
# Student values

This section of the report summarises student values and experiences.

**Students' responses to the question: 'I have not been bullied by other students recently.'**



Bar chart showing percentages for All students. This survey: 80%. Similar schools: 78%. Y-axis labelled Percentage from 0% to 90%.

Legend: This survey | Similar schools
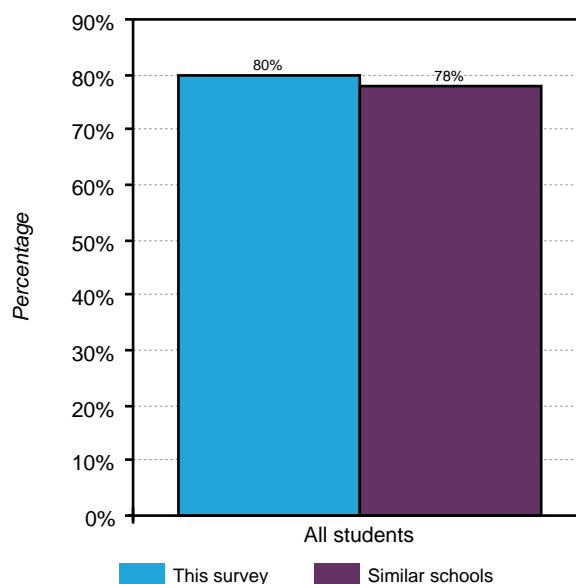
**Students' responses to the question: 'I am usually treated fairly by teachers or other members of staff.'**



Bar chart showing percentages for All students. This survey: 83%. Similar schools: 75%. Y-axis labelled Percentage from 0% to 90%.

Legend: This survey | Similar schools
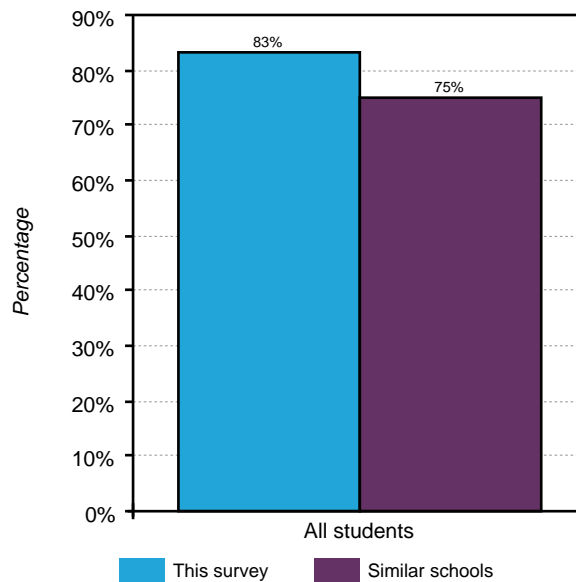
**Students' responses to the question: 'If I had a choice I would still come to college and attend all of my lessons.'**
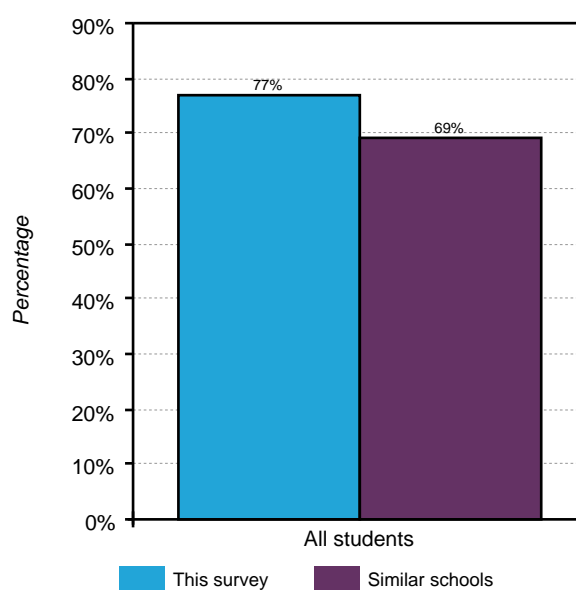


**Students' responses to the question: 'One day I would like to attend university.'**
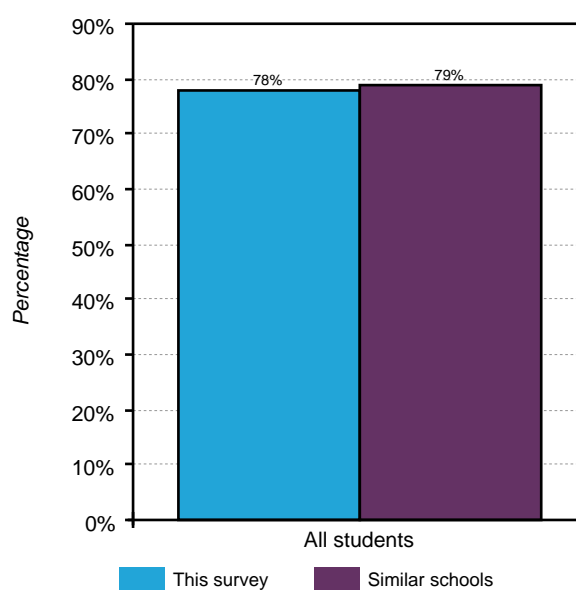
**Students' responses to the question: 'What do you think of college discipline?'**
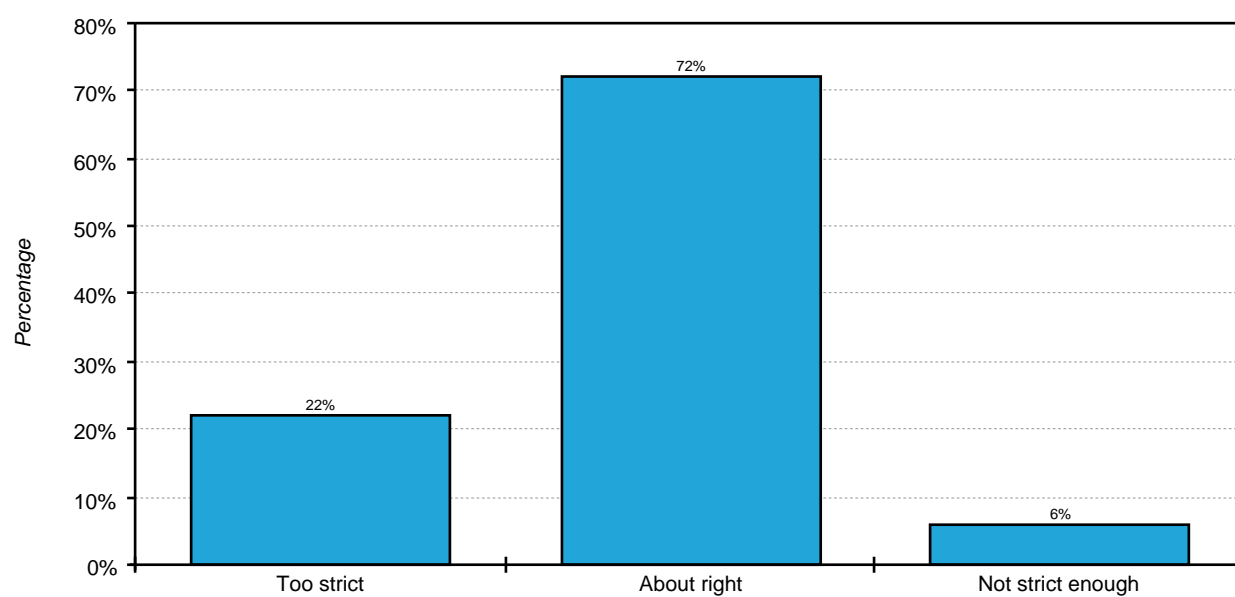
# Homework

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

For this question, schools typically achieve more than 40% of students who choose "about right".

**Students' perceptions of the amount of homework given**



Legend: Not enough · Too variable · Too much · About right
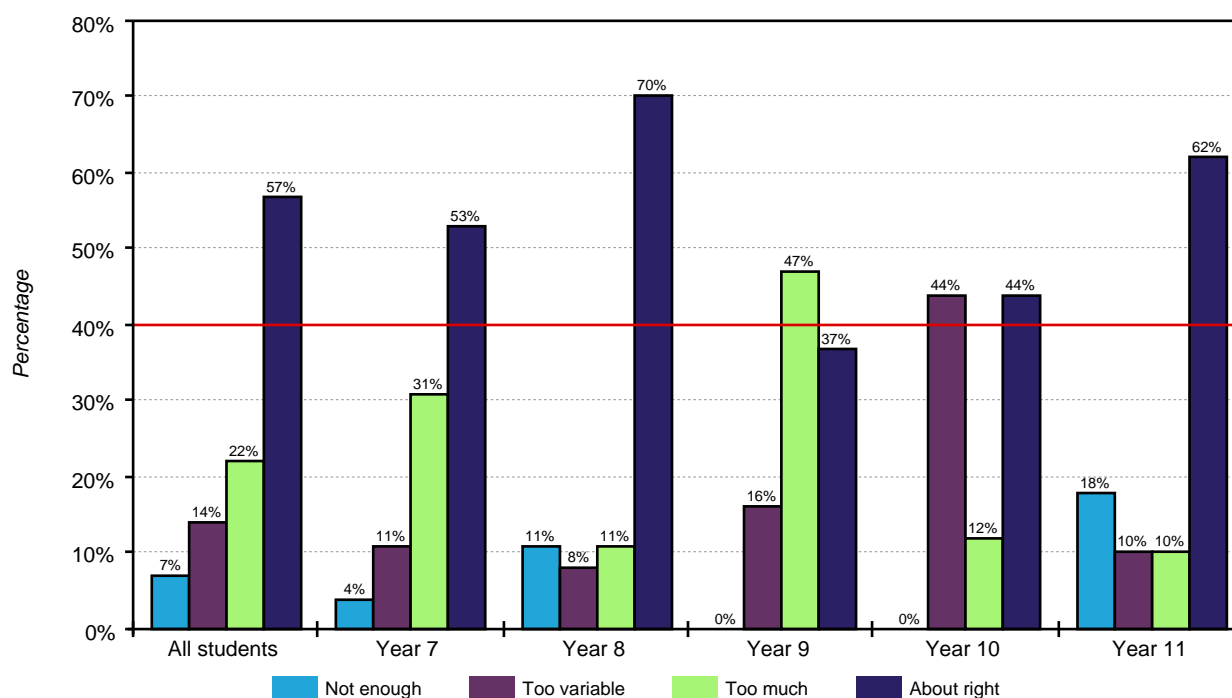
## Homework hours for All students

| Mean hours spent on homework weekly | | | | All students – distribution of hours (Sample: 223) |
|---|---|---|---|---|
| | **This survey** | **Previous survey** | **Similar schools** | |
| All students | 3.5 hrs | 4.1 hrs | 3.8 hrs | |
| All male students | 3.6 hrs | 3.8 hrs | 3.6 hrs | |
| All female students | 3.2 hrs | 4.3 hrs | 3.9 hrs | |

## Homework hours for Year 7

| Mean hours spent on homework weekly | | | |
|---|---|---|---|
| | **This survey** | **Previous survey** | **Similar schools** |
| All students | 3.1 hrs | 4.1 hrs | 3.7 hrs |
| All male students | 3.9 hrs | 3.9 hrs | 3.6 hrs |
| All female students | 2.1 hrs | 4.4 hrs | 3.8 hrs |

**Year 7 – distribution of hours** (Sample: 72)



## Homework hours for Year 8

| Mean hours spent on homework weekly | | | |
|---|---|---|---|
| | **This survey** | **Previous survey** | **Similar schools** |
| All students | 3.2 hrs | 4.1 hrs | 3.6 hrs |
| All male students | 3.0 hrs | 4.2 hrs | 3.5 hrs |
| All female students | 3.4 hrs | 4.0 hrs | 3.6 hrs |

**Year 8 – distribution of hours** (Sample: 53)



## Homework hours for Year 9

| Mean hours spent on homework weekly | | | |
|---|---|---|---|
| | **This survey** | **Previous survey** | **Similar schools** |
| All students | 2.9 hrs | 3.3 hrs | 3.5 hrs |
| All male students | | 3.1 hrs | 3.4 hrs |
| All female students | | 3.6 hrs | 3.5 hrs |

**Year 9 – distribution of hours** (Sample: 20)

## Homework hours for Year 10

| Mean hours spent on homework weekly | | | |
|---|---|---|---|
| | **This survey** | **Previous survey** | **Similar schools** |
| All students | 2.9 hrs | 4.4 hrs | 3.8 hrs |
| All male students | 2.3 hrs | 4.4 hrs | 3.5 hrs |
| All female students | 3.4 hrs | 4.4 hrs | 3.9 hrs |

**Year 10 – distribution of hours** (Sample: 35)



## Homework hours for Year 11

| Mean hours spent on homework weekly | | | |
|---|---|---|---|
| | **This survey** | **Previous survey** | **Similar schools** |
| All students | 5.7 hrs | 4.6 hrs | 4.3 hrs |
| All male students | 5.3 hrs | 3.6 hrs | 3.8 hrs |
| All female students | 5.7 hrs | 5.1 hrs | 4.5 hrs |

**Year 11 – distribution of hours** (Sample: 40)

# *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, students in that year group are more satisfied than the national average. If the bar is below the line, students 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 44).

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 academic criteria
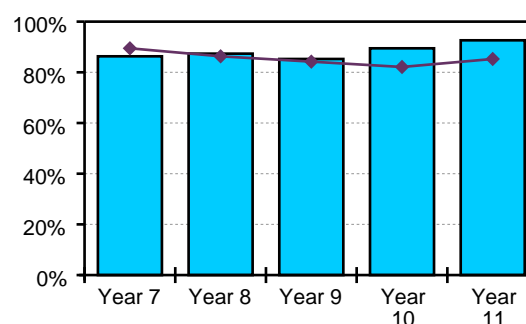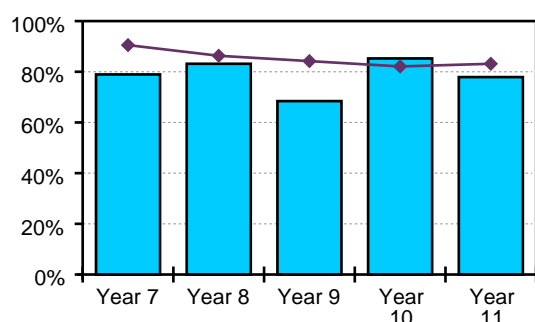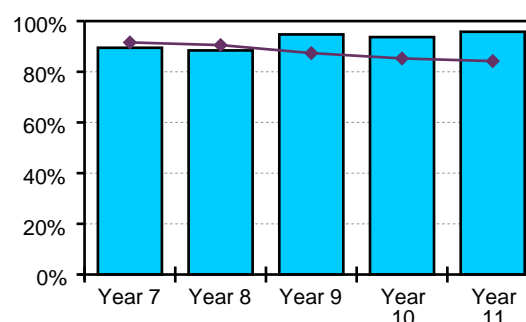
**French**
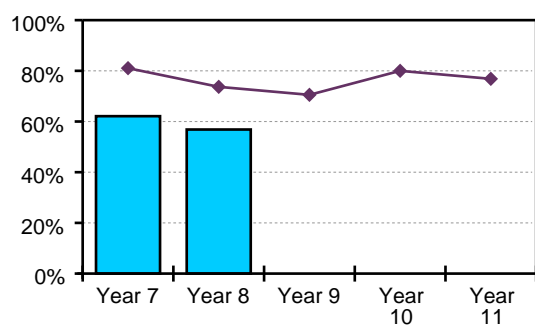


**Spanish**
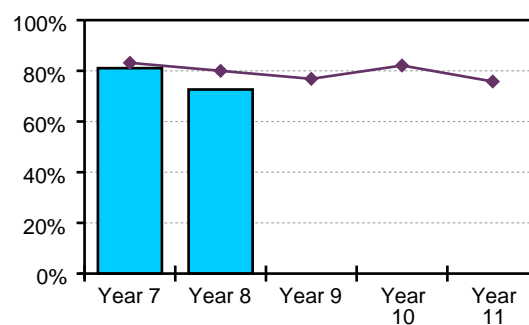


**Drama**
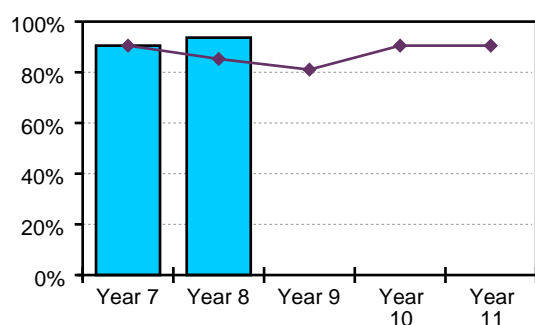


**Music**
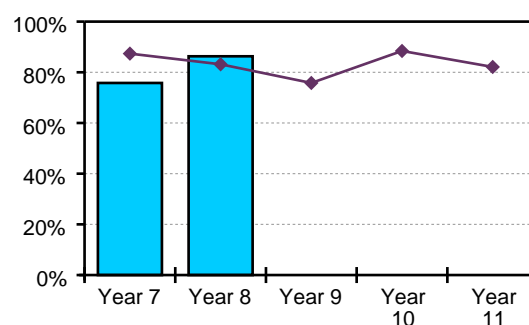


**Geography**
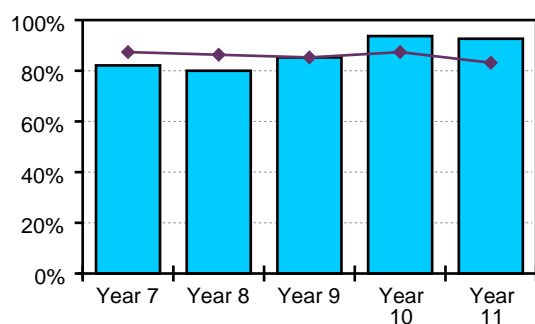


**History**
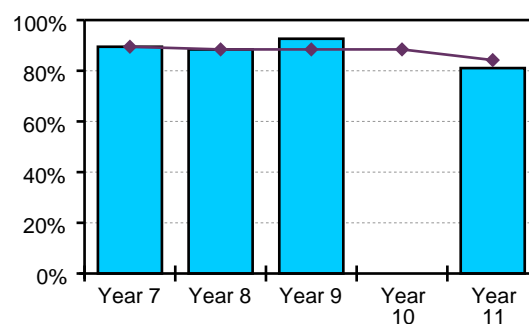


**Computer Science**



**Art**

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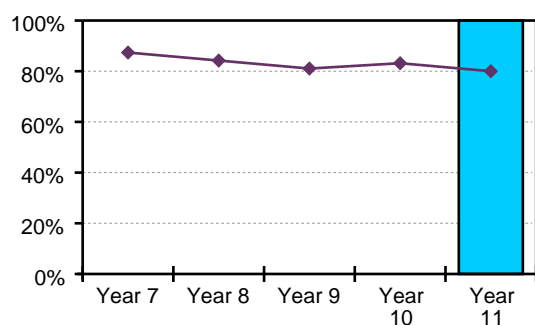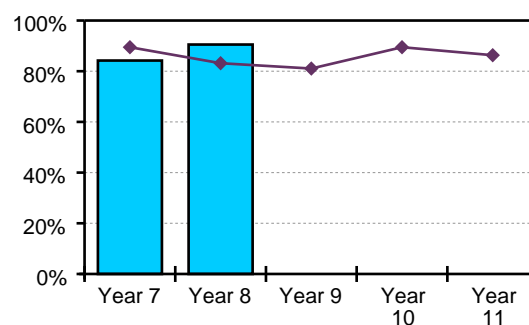
## Food Preparation & Nutrition
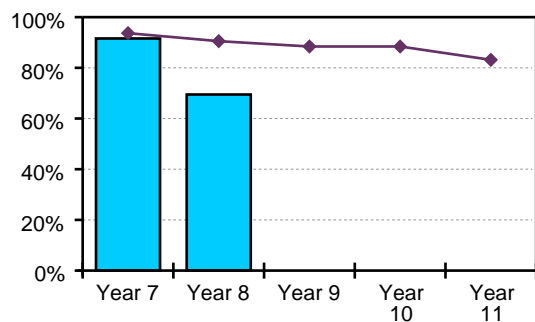


## Religious Studies
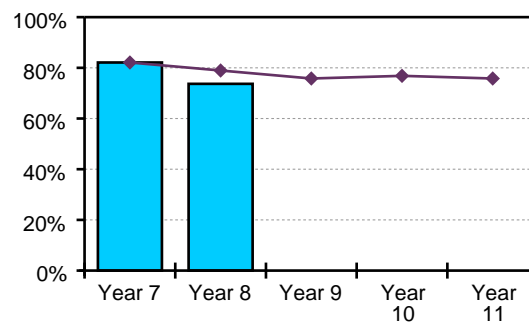


## Business Studies
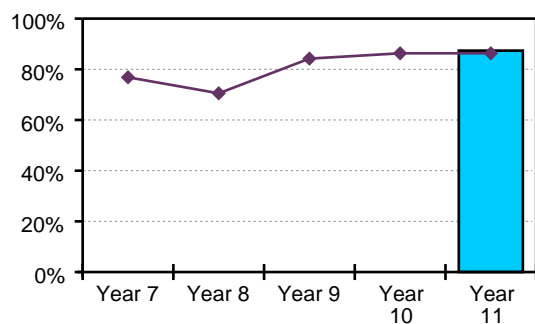


## Hair and Beauty
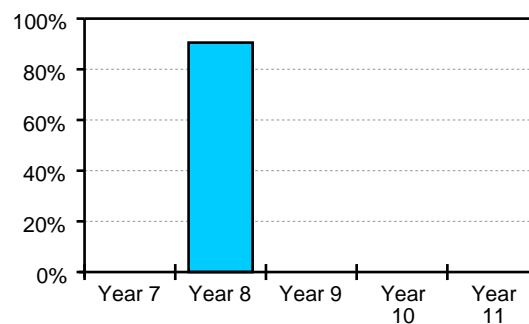


## Engineering



## Product Design



## IT

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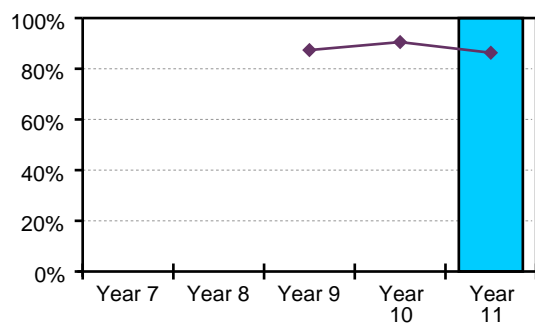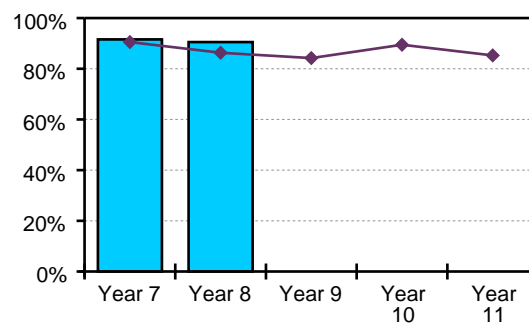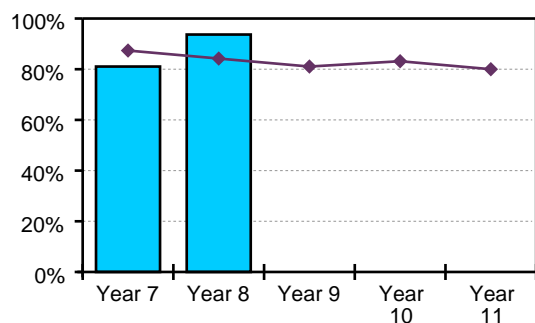
# Year group analysis compared to national averages for non-academic criteria
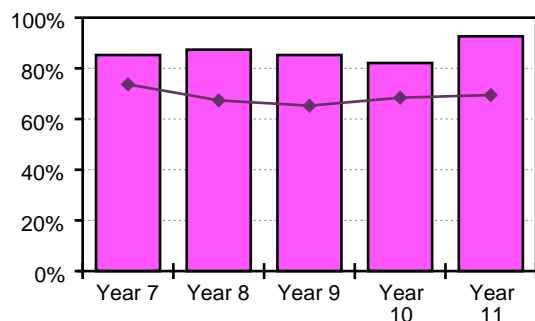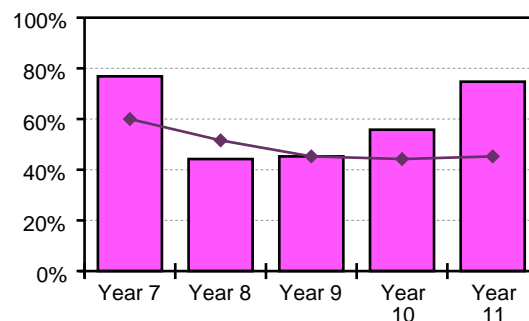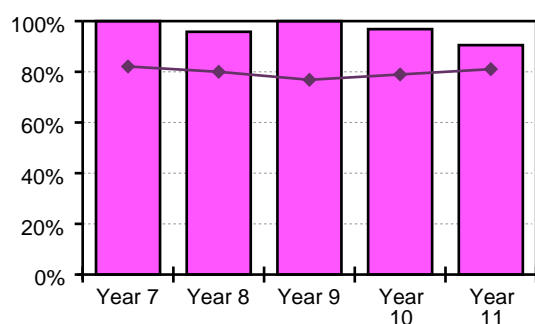
**School discipline**



**Community spirit**



**School security**



**Social health education**
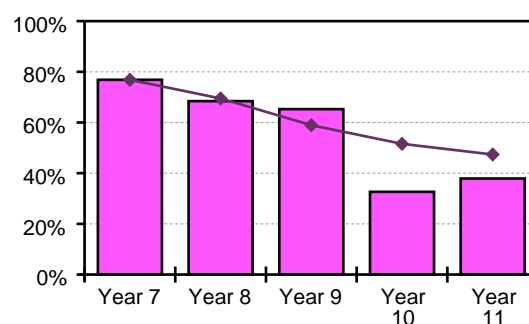


**Control of bullying**
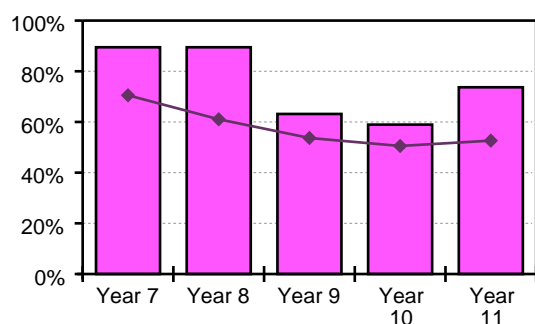


**Careers advice**
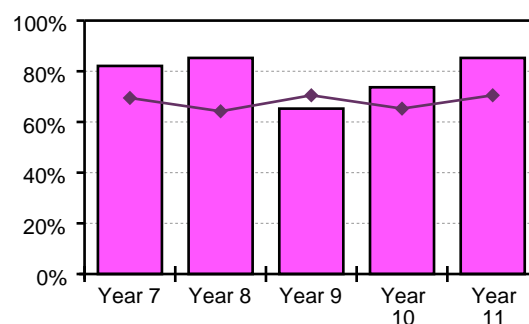


**Levels of homework**
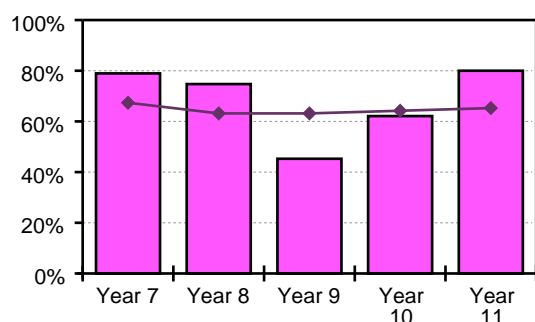


**Developing potential**

**Exam results**



**Developing confidence**



**Availability of resources**



**School facilities**



**Caring teachers**



**School communication**



**Developing moral values**
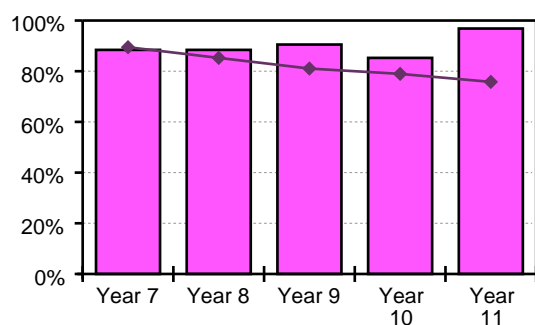


**Happiness of child**
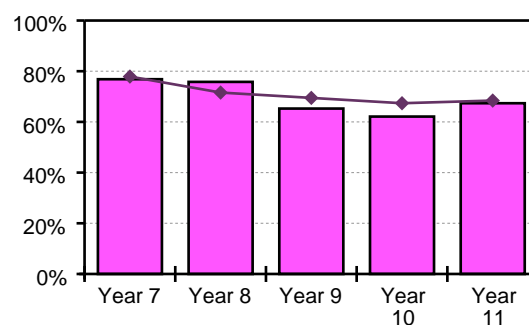
## Choice of subjects
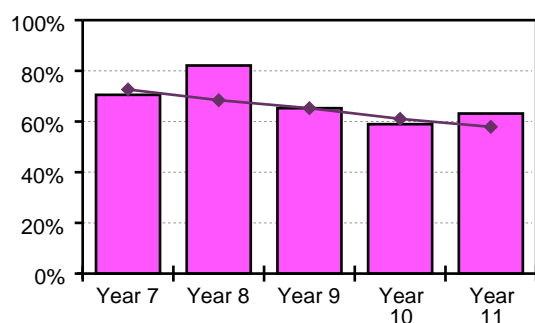


## Teaching quality
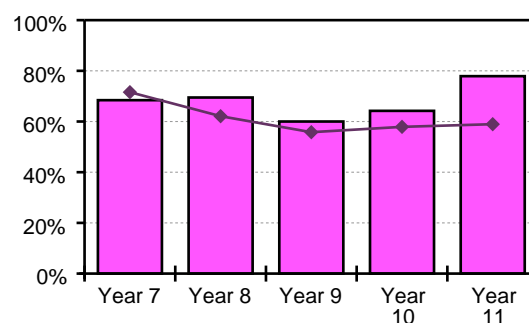


## Computer access
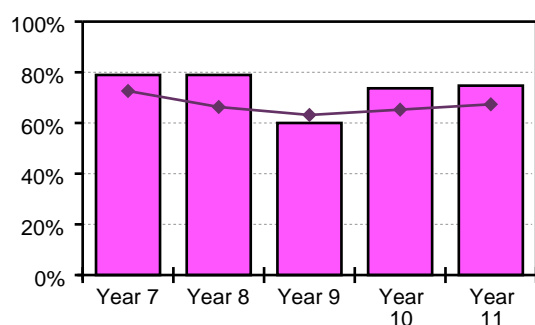


## Truancy control
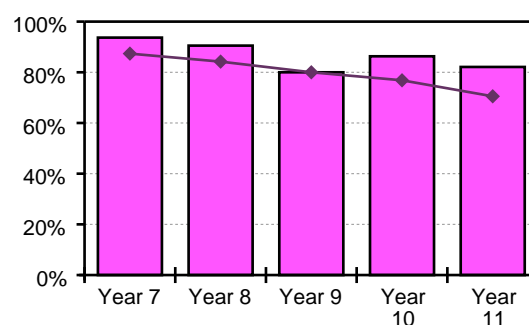


# Year group analysis compared to national averages for your additional surveyed criteria

## College uniform
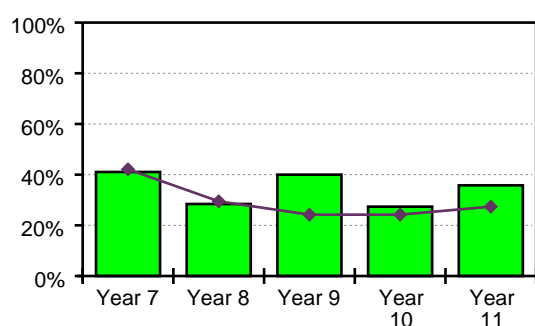


## Regular marking of work
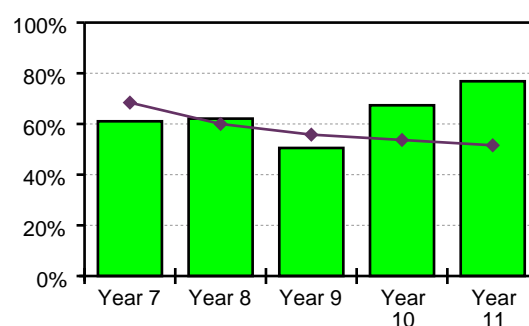


## College meals
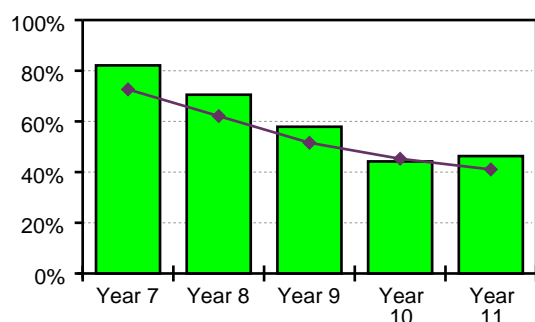


## Treating all pupils fairly and equally
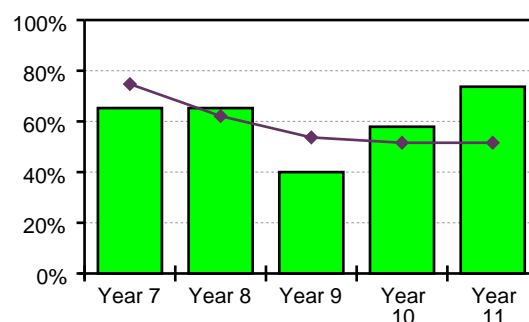
**Celebrating and rewarding achievement**
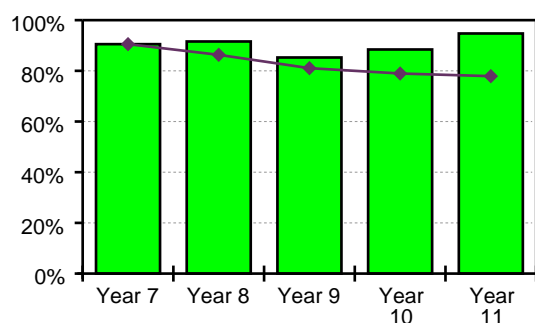


**Ensuring pupils do their best and make good progress**
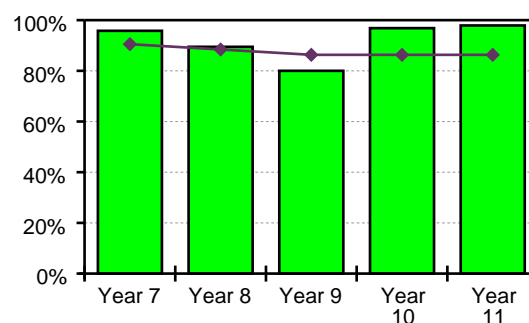


**Making sure that new students settle in well**
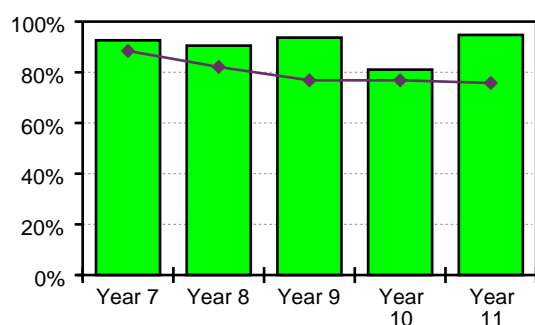


**Encouraging and listening to pupil views**
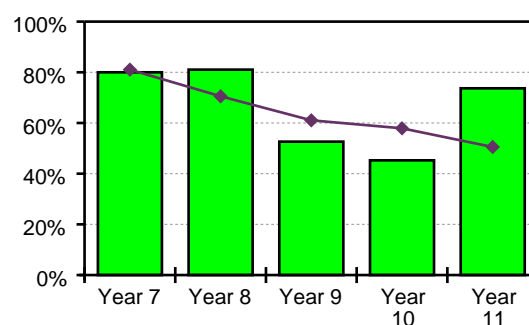


**Looking after students well**
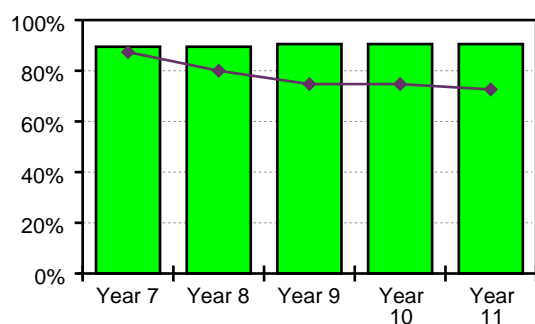


**Homework building upon college work**
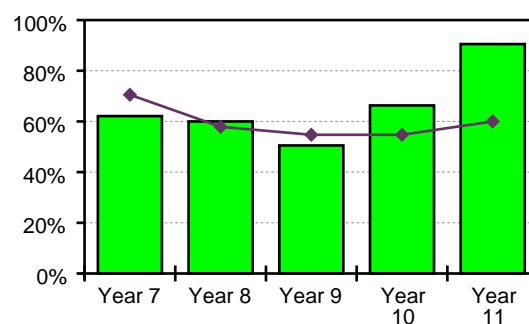


**Quality of feedback on student's work**
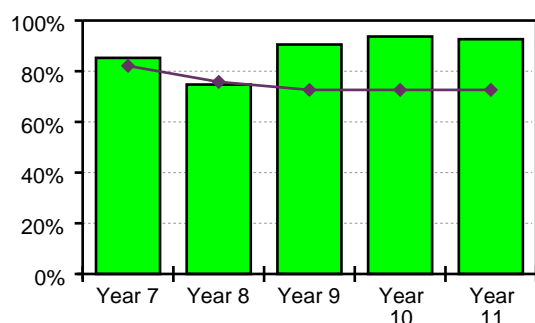


**Appropriate level of challenge in homework**
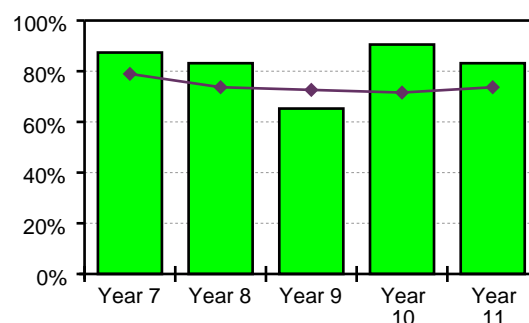
**Information on different types of bullying**
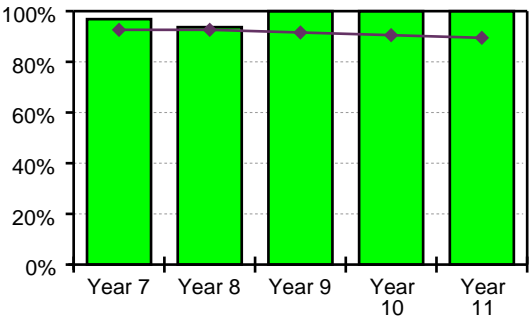


**Library facilities**



**Extra curricular activities**
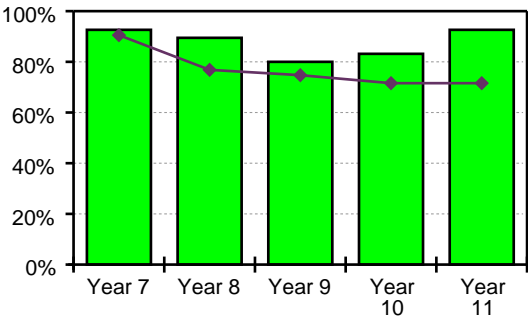
Kirkland Rowell
Surveys
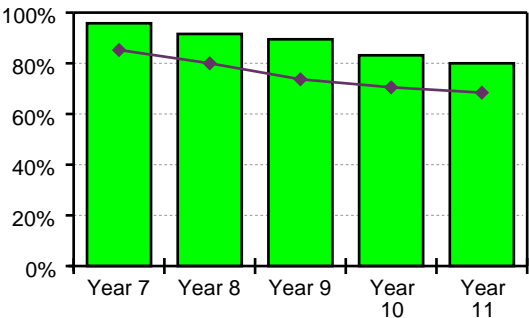
# *Time series analysis*

## Graphs showing trends for surveyed criteria over time

The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

## Example time series graphs

The score for History has significantly increased over the last three surveys.
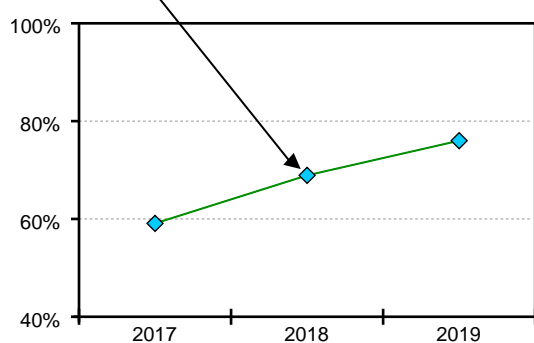
The score for Science has significantly decreased since the last survey.



**History**



**Science**
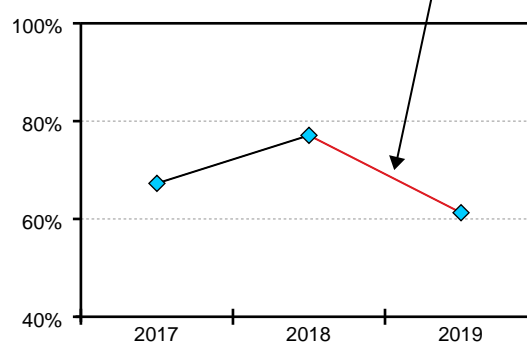


**Extra curricular activities**
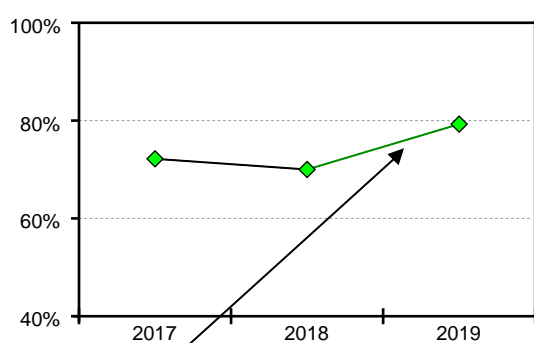


**Careers advice**

The score for Extra curricular activities has significantly increased since the last survey.
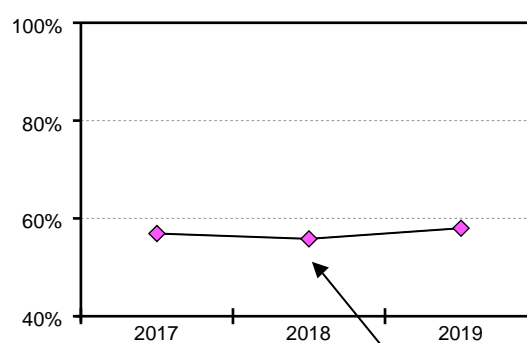
There has been no statistical difference in scores for Careers advice over the last three surveys.

# Score trends over time for academic criteria



**English**
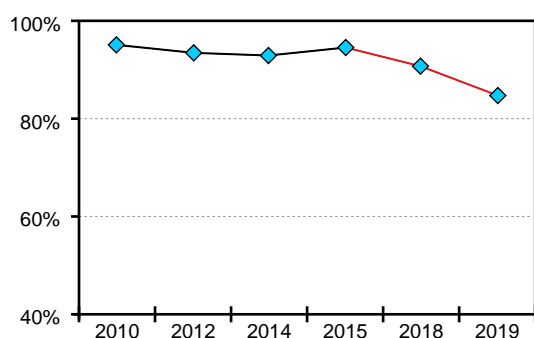
**Mathematics**
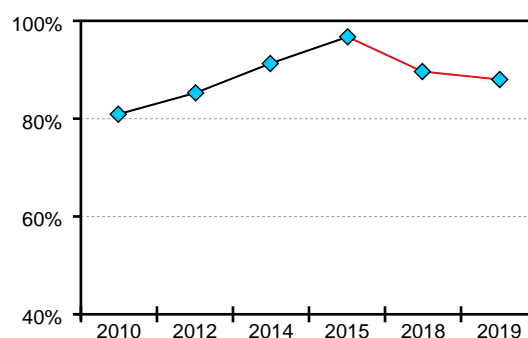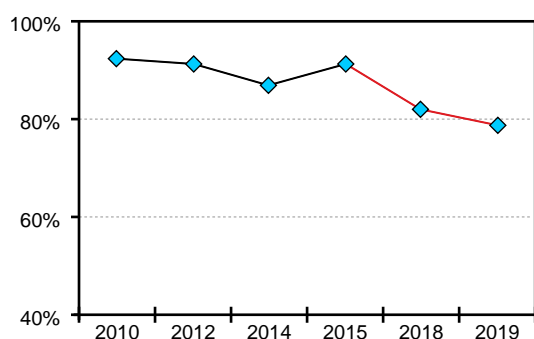
**Science**

**Physical Education**

**French**

**Drama**

**Music**

**Geography**

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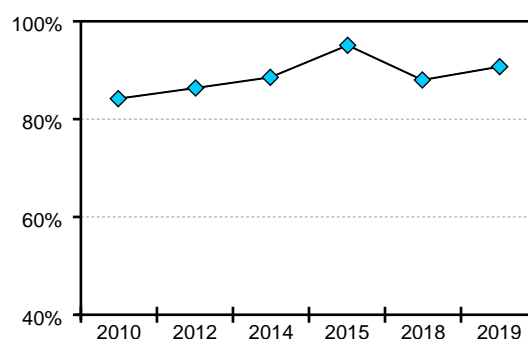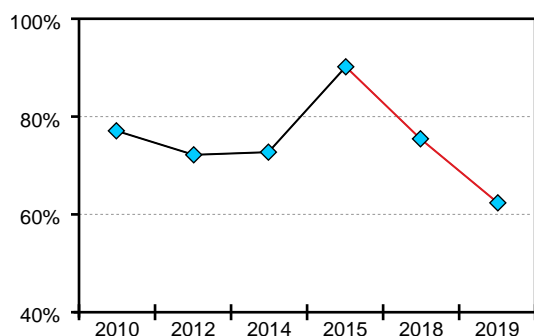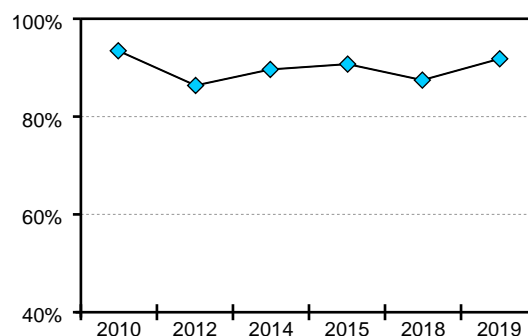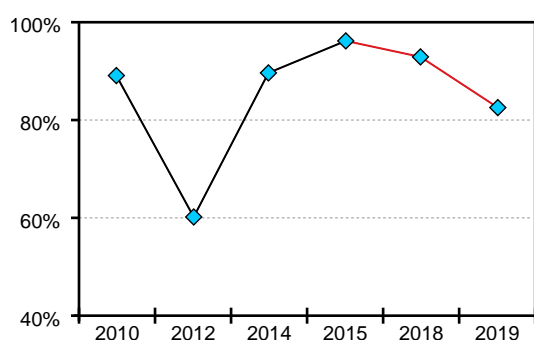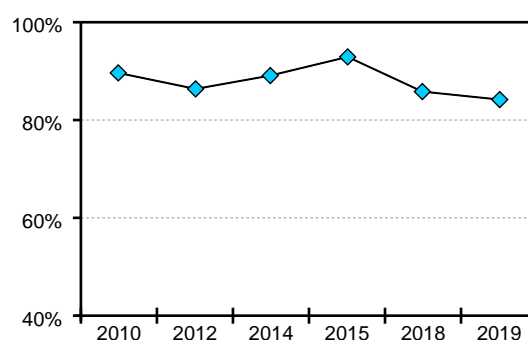
## History
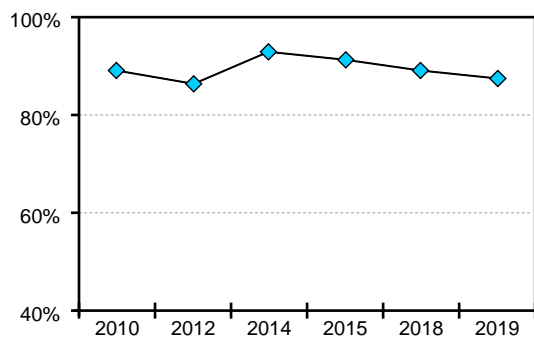


## Computer Science
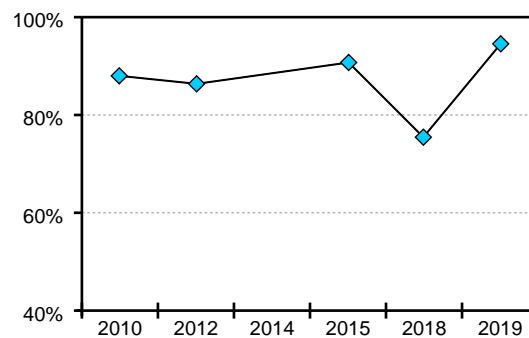


## Art
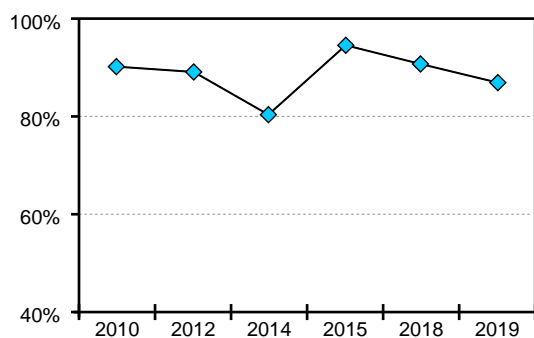


## Food Preparation & Nutrition
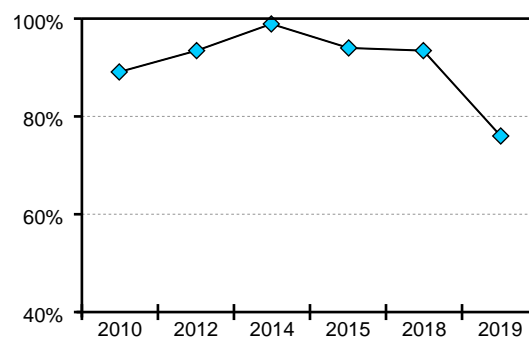


## Religious Studies
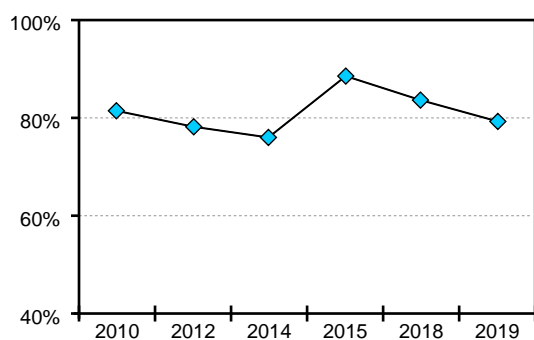


## Business Studies
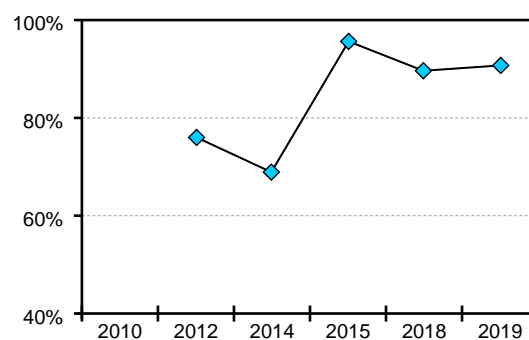


## Engineering
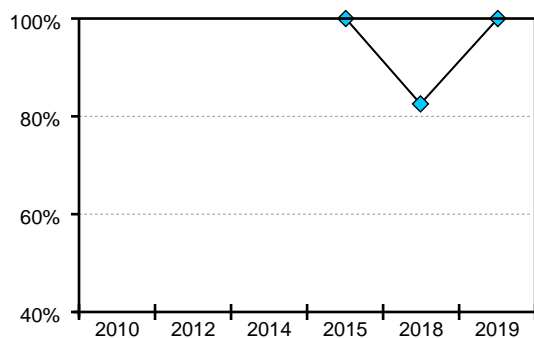


## Film Studies
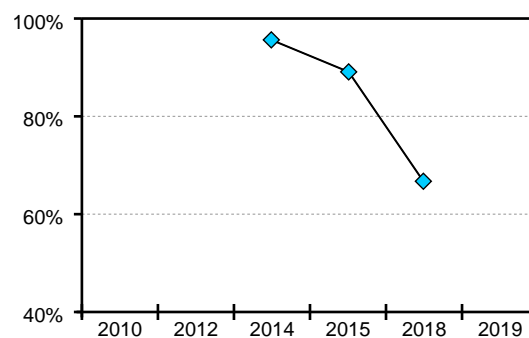
**IT**
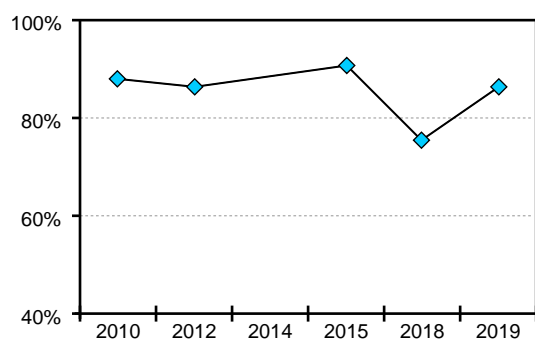


**Digital Information Technology (DIT)**
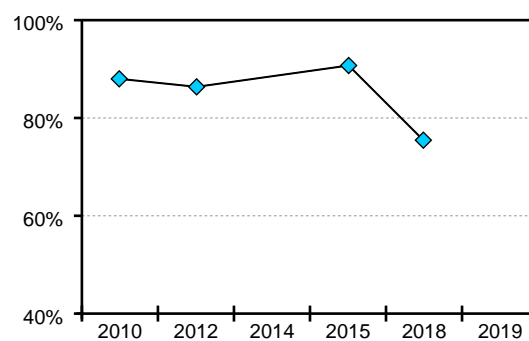


# Score trends over time for non-academic criteria
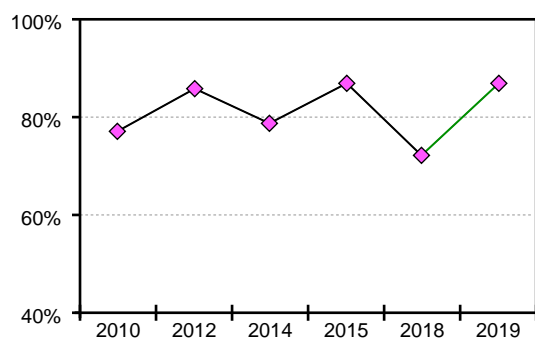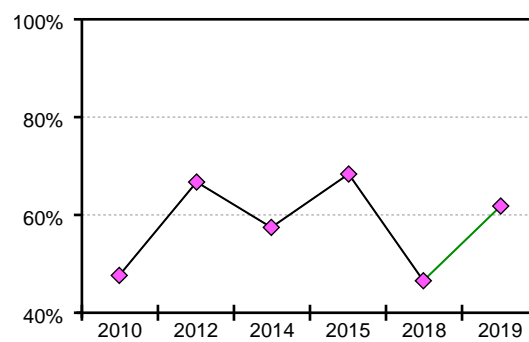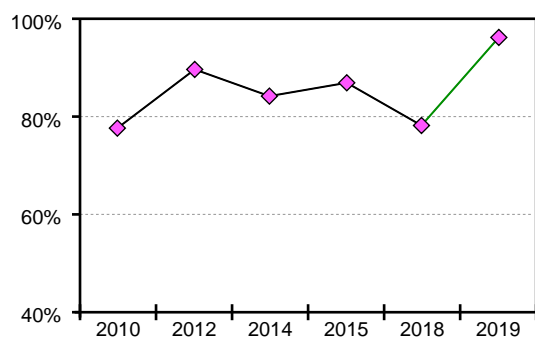
**School discipline**



**Community spirit**



**School security**



**Social health education**



**Control of bullying**



**Careers advice**

**Levels of homework**



**Developing potential**



**Exam results**



**Developing confidence**



**Availability of resources**



**School facilities**



**Caring teachers**



**School communication**

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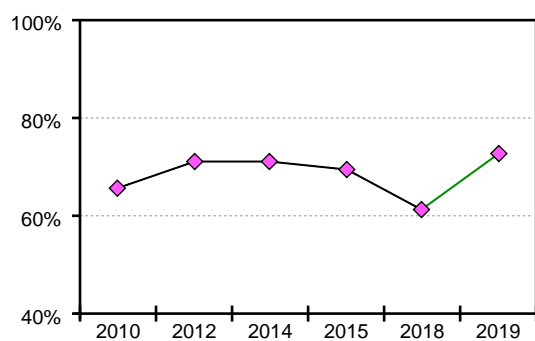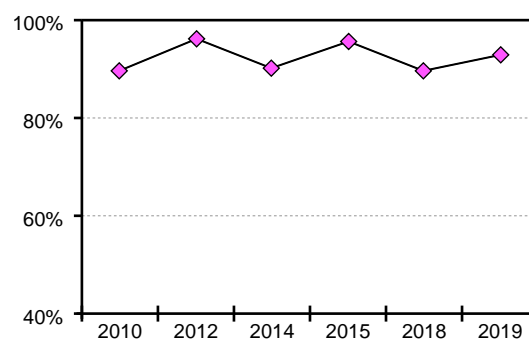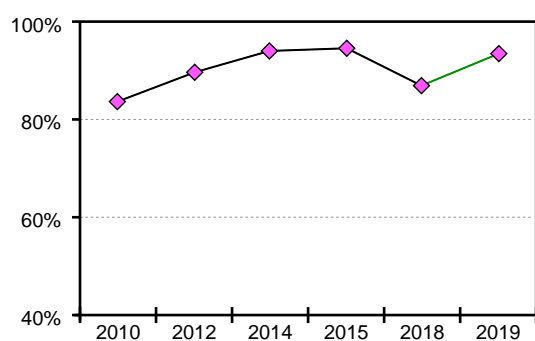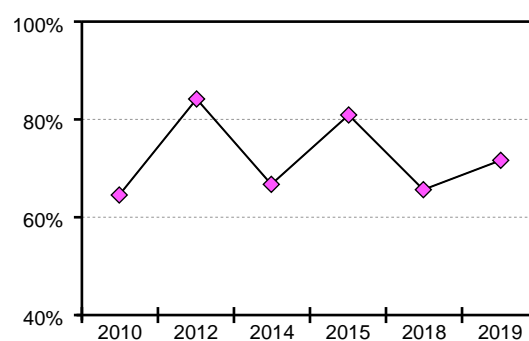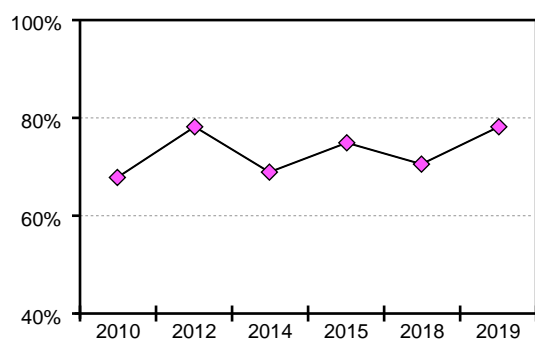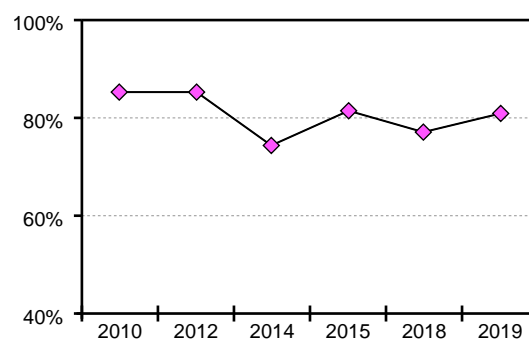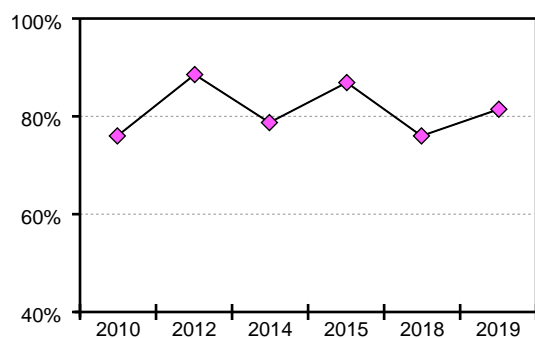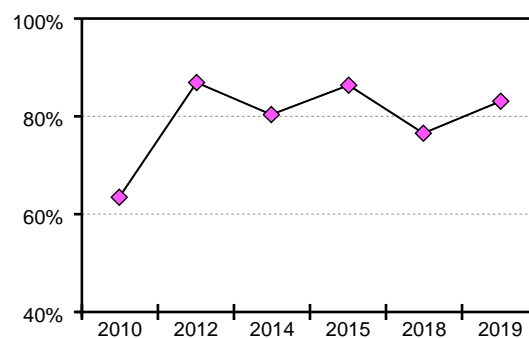
**Developing moral values**
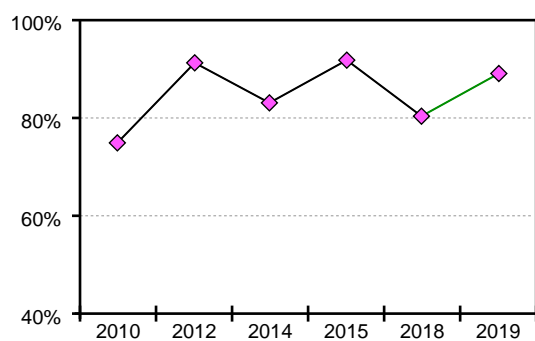
**Happiness of child**
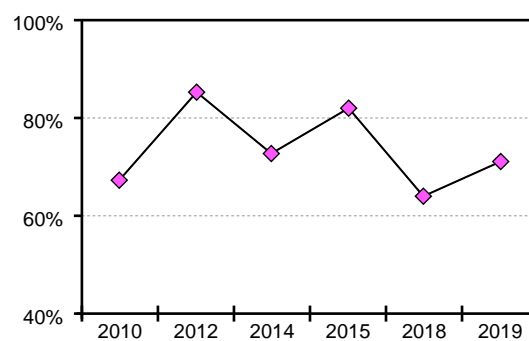
**Choice of subjects**
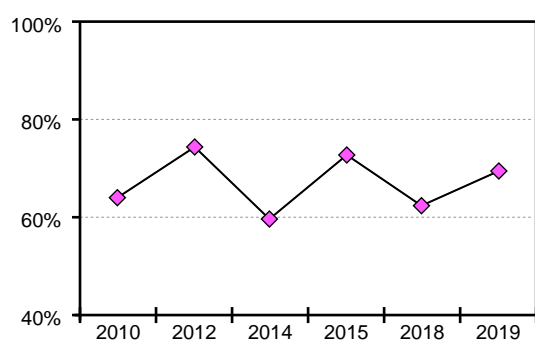
**Teaching quality**
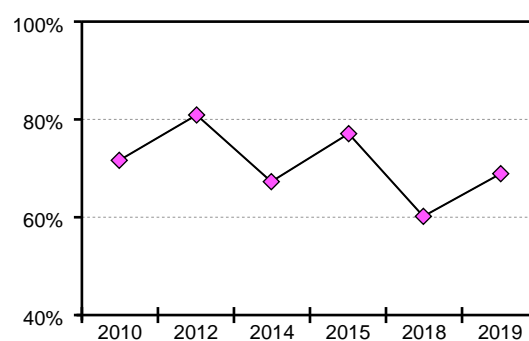
**Computer access**
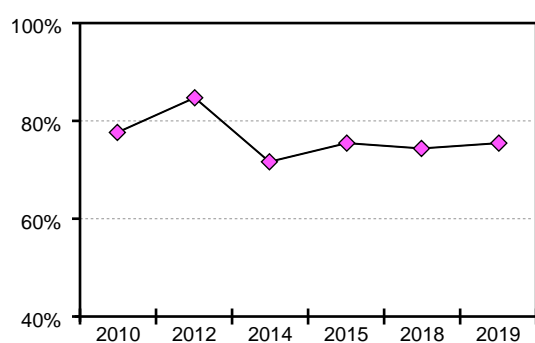
**Truancy control**
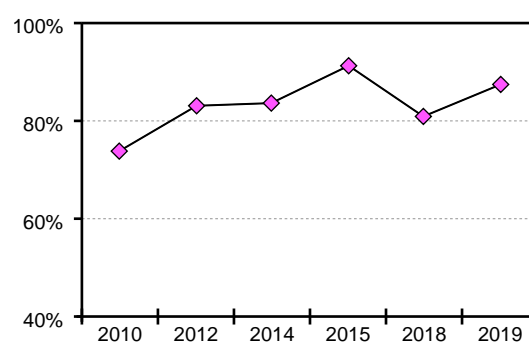
# Score trends over time for additional criteria

**Regular marking of work**
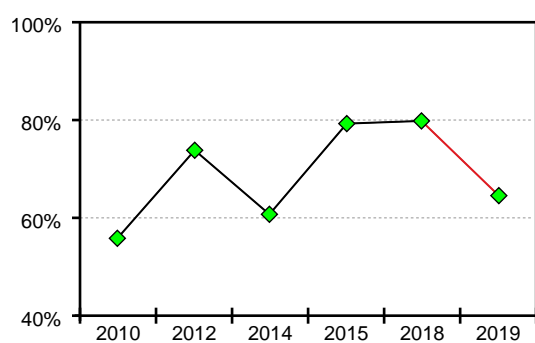
**Treating all pupils fairly and equally**
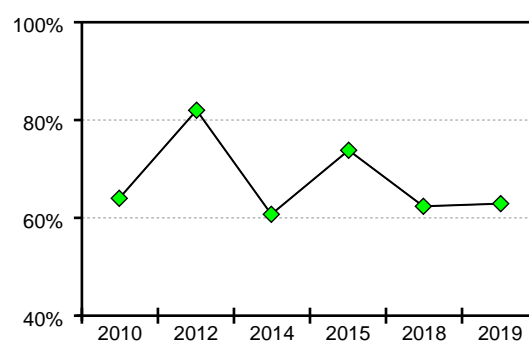
**Celebrating and rewarding achievement**
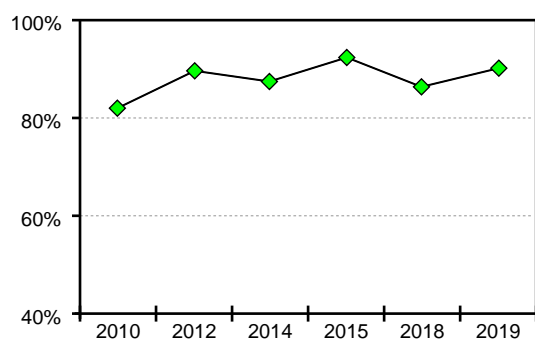


**Ensuring pupils do their best and make good progress**
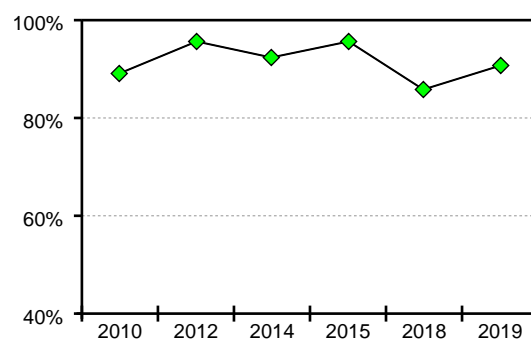


**Encouraging and listening to pupil views**
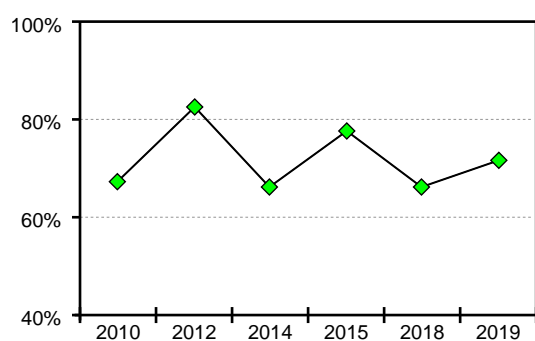


**Extra curricular activities**
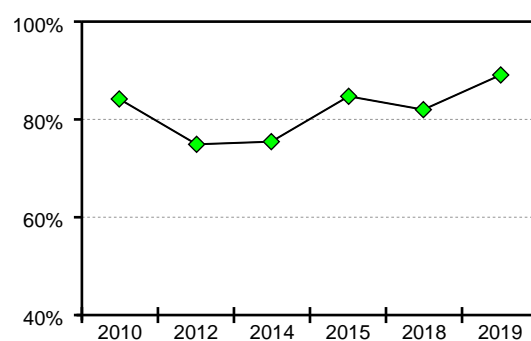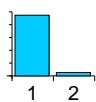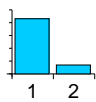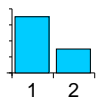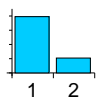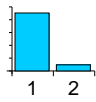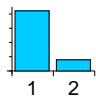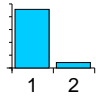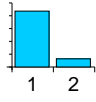
# *Appendix*

Supplementary data and score breakdowns.

## Academic criteria analysis

A breakdown of how students scored their progress in academic subjects.

| Academic criteria | Making good progress (1) | Not making progress (2) | Graph | Sample size |
|---|---|---|---|---|
| English | 85.6% | 14.4% | | 202 |
| Mathematics | 86.0% | 14.0% | | 203 |
| Science | 80.8% | 19.2% | | 201 |
| Physical Education | 89.0% | 11.0% | | 176 |
| French | 59.4% | 40.6% | | 96 |
| Spanish | 78.3% | 21.7% | | 51 |
| Drama | 90.0% | 10.0% | | 84 |
| Music | 83.6% | 16.4% | | 75 |
| Geography | 81.8% | 18.2% | | 151 |
| History | 87.8% | 12.2% | | 133 |

| Academic criteria | Making good progress (1) | Not making progress (2) | Graph | Sample size |
|---|---|---|---|---|
| Computer Science | 94.7% | 5.3% | | 19 |
| Art | 86.1% | 13.9% | | 107 |
| Food Preparation & Nutrition | 70.2% | 29.8% | | 50 |
| Religious Studies | 79.1% | 20.9% | | 109 |
| Business Studies | 90.5% | 9.5% | | 21 |
| Hair and Beauty | 84.4% | 15.6% | | 26 |
| Engineering | 100.0% | 0.0% | | 15 |
| Product Design | 91.5% | 8.5% | | 97 |
| IT | 87.3% | 12.7% | | 117 |

## Non-academic criteria analysis

How students scored the delivery and management of non-academic criteria.
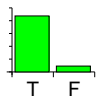
| Non-academic criteria | True (T) | False (F) | Graph | Sample size |
|---|---|---|---|---|
| School discipline | 85.8% | 13.0% | | 206 |
| Community spirit | 59.5% | 38.2% | | 204 |
| School security | 92.7% | 5.6% | | 205 |
| Social health education | 61.3% | 35.8% | | 204 |
| Control of bullying | 80.2% | 18.0% | | 203 |
| Careers advice | 80.5% | 18.3% | | 206 |
| Levels of homework | 71.0% | 26.1% | | 203 |
| Developing potential | 87.7% | 7.6% | | 202 |
| Exam results | 90.0% | 5.8% | | 203 |
| Developing confidence | 69.2% | 24.4% | | 194 |
| Availability of resources | 73.8% | 21.8% | | 200 |

| Non-academic criteria | True (T) | False (F) | Graph | Sample size |
|---|---|---|---|---|
| School facilities | 77.5% | 18.5% | | 203 |
| Caring teachers | 78.8% | 16.9% | | 202 |
| School communication | 81.1% | 15.3% | | 201 |
| Developing moral values | 82.6% | 10.9% | | 199 |
| Happiness of child | 69.2% | 26.1% | | 201 |
| Choice of subjects | 68.2% | 27.7% | | 202 |
| Teaching quality | 64.9% | 32.1% | | 202 |
| Computer access | 72.7% | 23.8% | | 204 |
| Truancy control | 86.4% | 10.1% | | 202 |

## Additional criteria analysis

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

| Additional criteria | True (T) | False (F) | Graph | Sample size |
|---|---|---|---|---|
| College uniform | 32.5% | 64.4% | | 201 |
| Regular marking of work | 60.8% | 36.0% | | 202 |
| College meals | 63.7% | 31.6% | | 199 |
| Treating all pupils fairly and equally | 60.4% | 36.4% | | 203 |
| Celebrating and rewarding achievement | 88.2% | 8.3% | | 202 |
| Ensuring pupils do their best and make good progress | 89.3% | 9.6% | | 205 |
| Making sure that new students settle in well | 87.0% | 8.5% | | 198 |
| Encouraging and listening to pupil views | 70.7% | 25.0% | | 201 |
| Looking after students well | 83.3% | 11.3% | | 198 |
| Homework building upon college work | 61.5% | 36.2% | | 205 |
| Quality of feedback on student's work | 81.4% | 16.8% | | 205 |

| Additional criteria | True (T) | False (F) | Graph | Sample size |
|---|---|---|---|---|
| Appropriate level of challenge in homework | 83.2% | 15.6% |  | 205 |
| Information on different types of bullying | 94.9% | 2.8% |  | 205 |
| Library facilities | 87.9% | 10.9% |  | 206 |
| Extra curricular activities | 87.5% | 9.1% |  | 204 |

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

## Academic subjects



Engineering 100%, Computer Science 95%, Drama 92%, Product Design 91%, Physical Education 91%, Business Studies 90%, Hair and Beauty 88%, Mathematics 88%, History 88%, Art 87%, IT 86%, Eng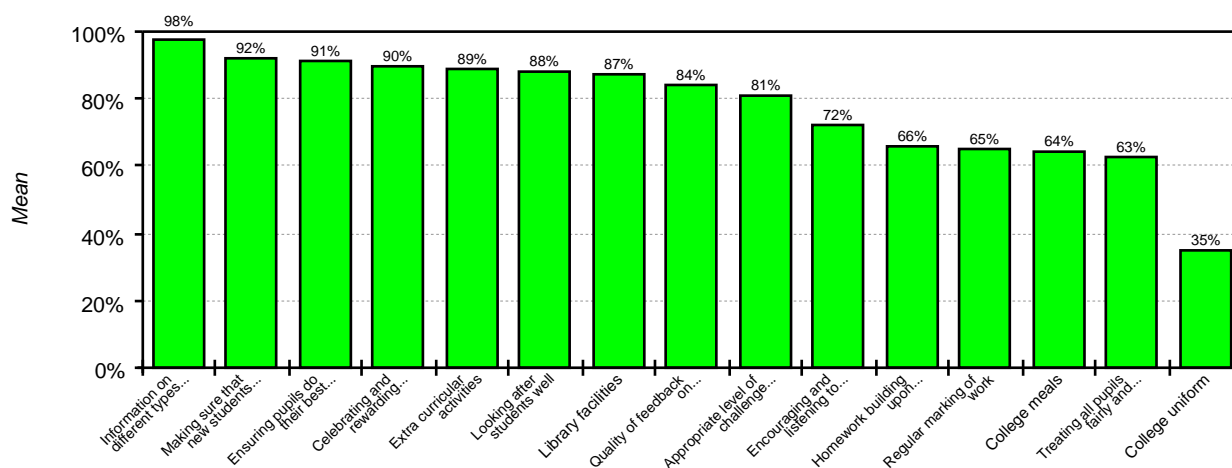lish 85%, Geography 84%, Music 82%, Religious Studies 79%, Spanish 79%, Science 79%, Food Preparation & Nutrition 76%, French 62%

## Non-academic areas



School security 96%, Exam results 94%, Developing potential 93%, Developing moral values 89%, Truancy control 87%, School discipline 87%, School communication 83%, Caring teachers 81%, School facilities 81%, Careers advice 81%, Control of bullying 79%, Availability of resources 78%, Computer access 75%, Levels of homework 73%, Developing confidence 72%, Happiness of child 71%, Choice of subjects 70%, Teaching quality 69%, Community spirit 62%, Social health education 60%

## Additional questions



Information on different types... 98%, Making sure that new students... 92%, Ensuring pupils do their best... 91%, Celebrating and rewarding... 90%, Extra curricular activities 89%, Looking after students well 88%, Library facilities 87%, Quality of feedback on... 84%, Appropriate level of challenge... 81%, Encouraging and listening to... 72%, Homework building upon... 66%, Regular marking of work 65%, College meals 64%, Treating all pupils fairly and... 63%, College uniform 35%

## 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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