GL Assessment ®

Kirkland Rowell Surveys

Fullhurst Community College

Staff survey report – October 2019

Contents

Kirkland Rowell Surveys

Executive summary

This report details the findings of the seventh Kirkland Rowell Staff Survey for Fullhurst Community College. The report measures the levels of satisfaction among the staff for a range of criteria, which have been selected by the school as well as a range of criteria which are important to the parents of the school. The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to October 2019. The report also measures performance with regard to overall satisfaction and improvement.

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

Summary of results for this survey

- 81 completed questionnaires were returned representing a response rate of 42.4%. The response meant that data could be drawn for all criteria.

- Staff gave an excellent overall performance score (80.9%) (see page 6).

- 42% of staff said the school had improved over the last year and 16% thought that the school's performance was worse (see page 27).

- With regard to staff core areas, staff are most happy with the delivery of Appearance/maintenance of college, Staff morale and Extent of governor knowledge.

- Staff are least happy with the delivery of Relationship with head of faculty, Support from line managers and Support from colleagues.

- With regards to selected parental priorities, staff are most happy with School facilities, Computer access and School discipline.

- Staff are least happy with Exam results, Caring teachers and Teaching quality.

- Staffs' top priorities for improvement are School discipline, Developing moral values and Developing confidence.

- Teaching staff gave significantly higher scores for Relationship with head of faculty, Resources for external use e.g. trips, Target setting for staff, Extent of governor knowledge, Opportunities for professional development, Opportunities for staff initiative/responsibility, Communication between SMT and staff, Fairness of pay structure, Staff morale, Organisation of decision making, College meals and Quality of school management.

Summary of results since the previous survey

- The following selected parental priority received significantly lower scores than the previous survey: Exam results.

- The following additional area received significantly higher scores than the previous survey: College meals.

Summary of results over more than two surveys

- The following staff core areas areas received significantly higher scores over more than two surveys: Target setting for staff and Equal opportunities for students.

- The following additional areas received significantly higher scores over more than two surveys: Handling complaints, Teaching for special needs, Treating pupils fairly and equally, Celebrating and rewarding achievement and Ensuring pupils do their best/make good progress.

- The following additional area received significantly lower scores over more than two surveys: Pupils' attitudes to learning.
- The survey has achieved a good benchmark of performance against which future staff surveys might be compared.

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Strengths and weaknesses

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

Relative strengths for staff core areas

85.8%	Appearance/maintenance of college
83.4%	Staff morale
82.9%	Extent of governor knowledge
79.7%	Pupil punctuality
79.5%	Fairness of pay structure

Relative weaknesses for staff core areas

61.7%	Relationship with head of faculty
68.9%	Support from line managers
68.9%	Support from colleagues
69.9%	Liaison with feeder schools

Relative strengths for selected parental priorities

		Importance	Ranking
91.6%	School facilities	(31.1%)	15th
89.1%	Computer access	(12.3%)	19th
88.4%	School discipline	(85.6%)	2nd
87.6%	Availability of resources	(25.3%)	16th
85.7%	Levels of homework	(5.8%)	20th

Relative weaknesses for selected parental priorities

		Importance	Ranking
70.6%	Exam results	(36.4%)	11th
73.8%	Caring teachers	(72.5%)	7th
74.2%	Teaching quality	(92.7%)	1st
74.2%	Happiness of child	(76.2%)	5th

Response to survey

81 completed questionnaires were returned representing a response rate of 42.4%.

	Proportion of responses (%)	Number of responses
Responses from teaching staff	59.3	48
Responses from support staff	40.7	33

Overall staff satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	80.9	84.8	-3.9

|	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	2.5	0.8	+1.6	90.1

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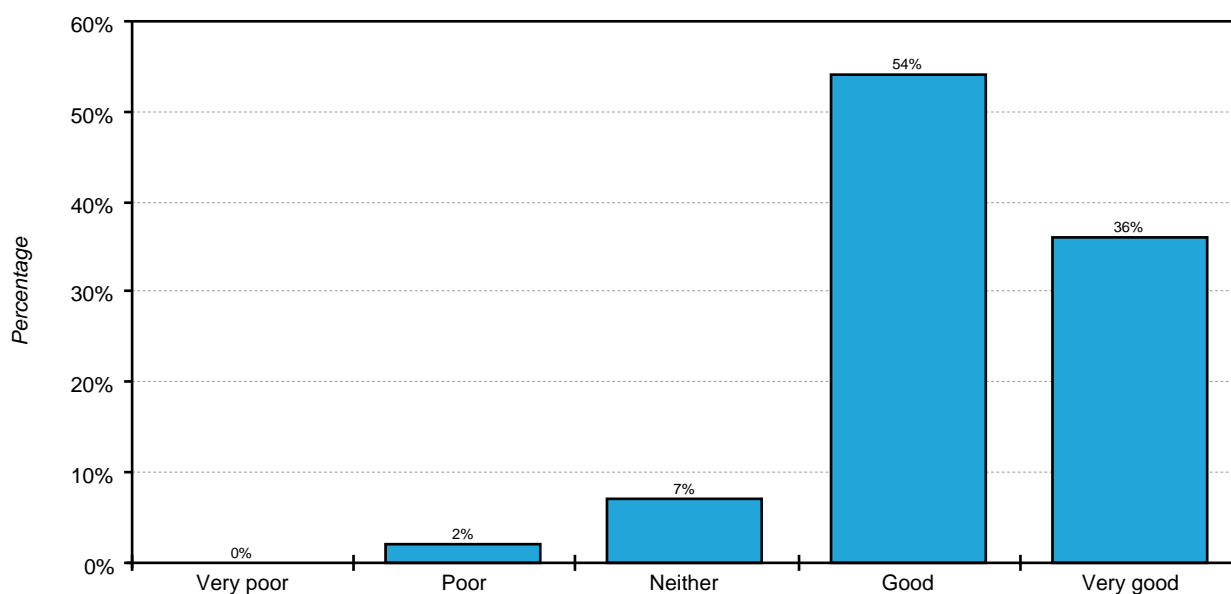
- More staff rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by staff group

**Overall performance scores broken down by staff group**
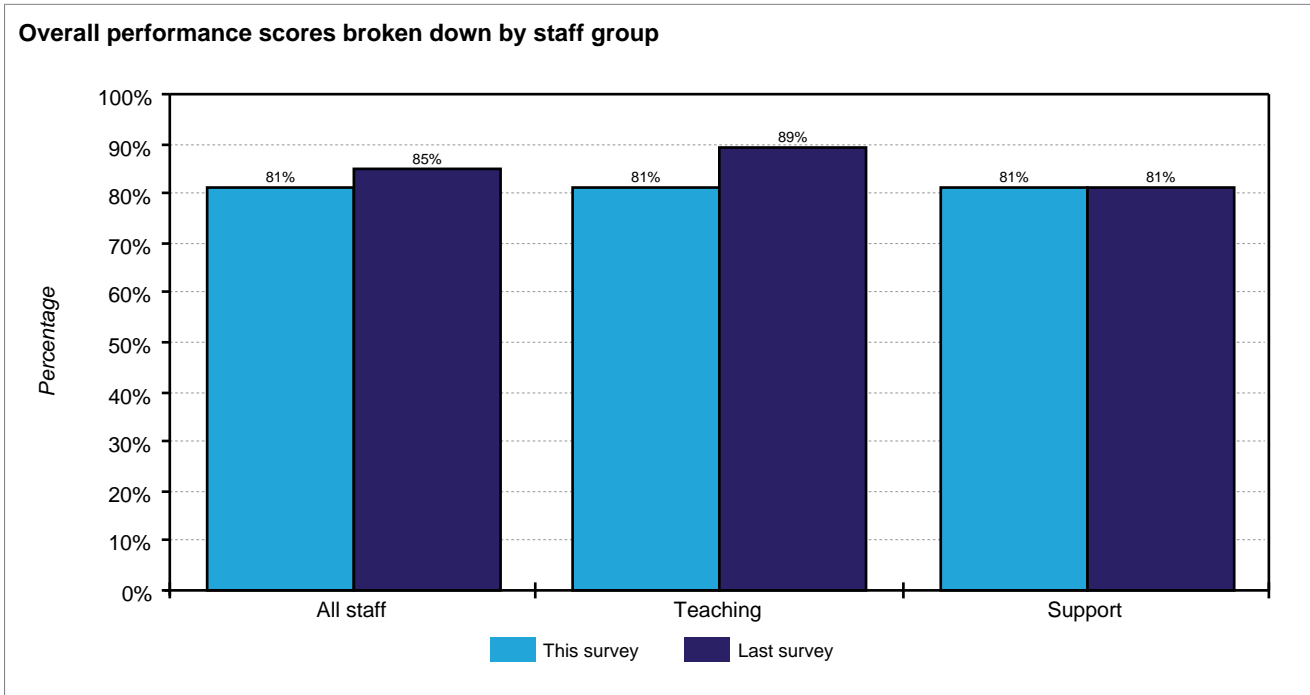
- Staff gave an excellent overall performance score of 80.9%, declined since the last survey.
- Teaching staff scored the overall performance of the school the same as support staff.

Time series analysis of overall performance scores

Graph showing the overall performance scores trend broken down over time.
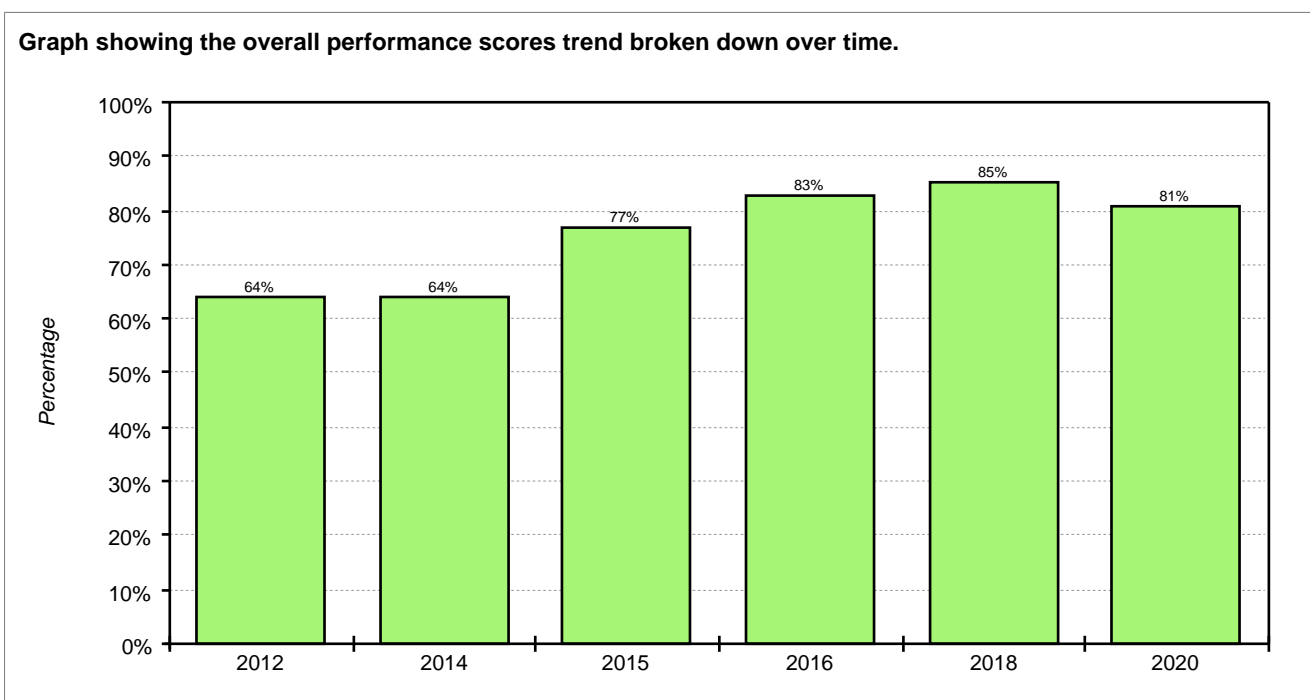
- There was no significant change over six surveys for the overall performance score.

Staff recommend this school broken down by staff group

Recommend this school scores broken down by staff group
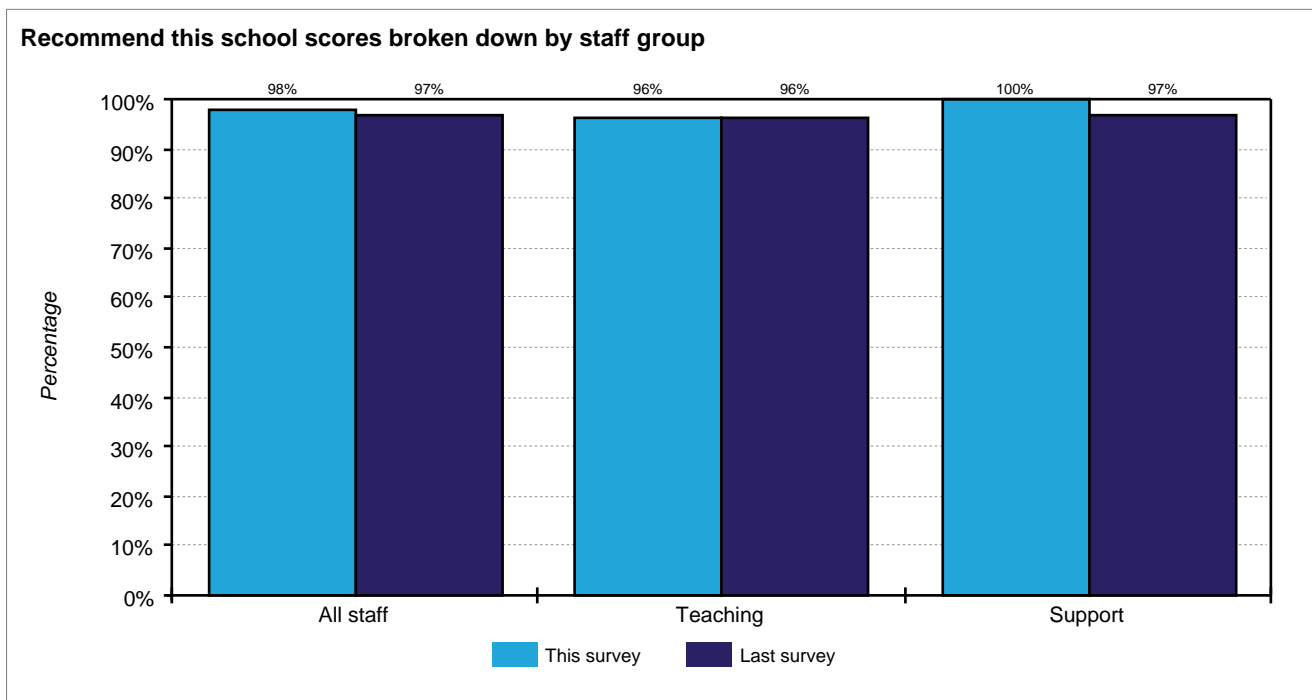
- 97.9% of staff said they would recommend this school to prospective parents.
- Teaching staff would recommend this school to a prospective parent broadly in line with support staff.

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Key results

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

Interpreting results

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

- Over 70% are 'outstanding' (*above* the gold line)

- 60% to 69.9% are 'good' (*above* the green line)

- 55% to 59.9% indicate 'room for improvement' (*above* the red line)

- Below 55% indicate 'attention advised' (*below* the red line)

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

- Over 75% are 'outstanding' (*above* the gold line)

- 65% to 74.9% are 'good' (*above* the green line)

- 60% to 64.9% indicate 'room for improvement' (*above* the red line)

- Below 60% indicate 'attention advised' (*below* the red line)

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that staff score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a 'level playing field'. These weighted scores are calculated based upon the average scores achieved from over 120 similar, English schools. Results quoted from the previous survey, if applicable, may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Statistical reliability

Generally all of our results are quoted as being reliable to within less than 10% at the 95% confidence level. When results are less reliable we show an indicative result and highlight in pink. Where reliable data cannot be produced we only show "low response" and no further result is quoted. For further information see our website for details. Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what students staff 'usually' say. These un-weighted scores are marked *.

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Understanding your results table

Your results are shown as a weighted mean score. This is a calculation applied to your raw results using the average scores achieved from over 120 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

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

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

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

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

Scores below the red line indicate 'attention advised'.

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

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

Staff core areas

The following table shows staff scores for all staff core areas within the school. Where data is available, these are compared to the same score from the previous year's survey, and the percentage change shown. Only highlighted changes should be considered significant.

Staff core areas	This survey (%)	Previous survey (%)	% Change
Appearance/maintenance of college	85.8	83.2	+2.6
Staff morale	83.4	80.1	+3.2
Extent of governor knowledge	82.9	85.1	-2.2
Pupil punctuality	79.7	75.9	+3.8
Fairness of pay structure	79.5	72.8	+6.7
Pupils' respect for staff/others	79.3	78.1	+1.2
Clarity/relevance of development plan	78.5	79.0	-0.4
Communication between SMT and staff	77.7	82.2	-4.5
Induction of new staff	77.5	74.0	+3.5
Pupils' attitudes to learning	77.0	77.7	-0.6
Opportunities for professional development	77.0	77.1	-0.1
Organisation of decision making	76.7	79.8	-3.1
Opportunity for staff to offer ideas	76.6	76.1	+0.6
Target setting for staff	76.4	76.2	+0.2
Overall sense of common purpose	76.3	78.1	-1.8
Clarity of college's behaviour and reward system	75.8	68.0	+7.8
School ethos	75.5	75.3	+0.2
Resources for external use e.g. trips	75.1	69.5	+5.7
Staff workload - in house	75.1	74.6	+0.5
Organisation of timetable	73.8	76.7	-2.8
Organisation of curriculum	73.7	76.1	-2.4
Use made of classroom space	73.6	71.8	+1.8
Opportunities for staff initiative/ responsibility	73.3	71.9	+1.4
Effectiveness of pastoral care	73.2	66.7	+6.5
Job satisfaction	72.8	71.4	+1.3
Safety procedures for staff	72.0	71.3	+0.8
Consistency in following staff assessment policy *	71.8	71.8	-0.1
Equal opportunities for students	71.6	66.8	+4.8
Child protection procedures	71.1	67.6	+3.5
A culture of high expectations	70.5	70.1	+0.4
Liaison with feeder schools	69.9	71.7	-1.8

Staff core areas	This survey (%)	Previous survey (%)	% Change
Support from colleagues	68.9	65.5	+3.4
Support from line managers	68.9	68.4	+0.5
Relationship with head of faculty	61.7	61.7	0.0

- Staff consider delivery of the following staff core areas to be 'outstanding': Appearance/maintenance of college, Staff morale, Extent of governor knowledge, Pupil punctuality, Fairness of pay structure, Pupils' respect for staff/others, Clarity/relevance of development plan, Communication between SMT and staff, Induction of new staff, Pupils' attitudes to learning, Opportunities for professional development, Organisation of decision making, Opportunity for staff to offer ideas, Target setting for staff, Overall sense of common purpose, Clarity of college's behaviour and reward system, School ethos, Resources for external use e.g. trips, Staff workload - in house, Organisation of timetable, Organisation of curriculum, Use made of classroom space, Opportunities for staff initiative/responsibility, Effectiveness of pastoral care, Job satisfaction, Safety procedures for staff, Consistency in following staff assessment policy, Equal opportunities for students, Child protection procedures and A culture of high expectations.

- Staff consider delivery of the following staff core areas to be 'good': Liaison with feeder schools, Support from colleagues, Support from line managers and Relationship with head of faculty.

- The following staff core areas have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Consistency in following staff assessment policy.

Happy versus unhappy staff for staff core areas

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

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

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

- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 20% of staff unhappy with a particular area may suggest 'attention advised' (*below* the red line).

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

Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Appearance/maintenance of college	0.0	1.7	-1.7	100.0
Child protection procedures	0.0	0.8	-0.8	100.0
Equal opportunities for students	0.0	3.4	-3.4	84.0
Resources for external use e.g. trips	0.0	5.9	-5.9	80.2
Extent of governor knowledge	1.2	3.4	-2.1	45.7
Support from colleagues	1.2	4.2	-3.0	90.1
Use made of classroom space	1.2	5.0	-3.8	82.7
Effectiveness of pastoral care	2.5	8.4	-5.9	81.5
Induction of new staff	2.5	6.7	-4.3	72.8
School ethos	2.5	1.7	+0.8	86.4
A culture of high expectations	3.7	1.7	+2.0	84.0
Clarity of college's behaviour and reward system	3.7	11.8	-8.1	82.7
Clarity/relevance of development plan	3.7	0.8	+2.9	76.5
Consistency in following staff assessment policy	3.7	6.7	-3.0	61.7
Organisation of curriculum	3.7	2.5	+1.2	72.8
Overall sense of common purpose	3.7	1.7	+2.0	82.7
Safety procedures for staff	3.7	5.0	-1.3	88.9
Liaison with feeder schools	4.9	3.4	+1.6	54.3
Relationship with head of faculty	6.2	3.4	+2.8	74.1

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Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Support from line managers	7.4	6.7	+0.7	79.0
Job satisfaction	8.6	6.7	+1.9	77.8
Opportunities for staff initiative/ responsibility	8.6	10.9	-2.3	69.1
Pupil punctuality	8.6	10.9	-2.3	70.4
Target setting for staff	8.6	9.2	-0.6	70.4
Opportunity for staff to offer ideas	9.9	10.9	-1.0	77.8
Organisation of timetable	9.9	6.7	+3.2	69.1
Communication between SMT and staff	11.1	6.7	+4.4	65.4
Opportunities for professional development	11.1	10.9	+0.2	69.1
Staff morale	11.1	16.0	-4.9	66.7
Fairness of pay structure	12.3	21.8	-9.5	66.7
Pupils' respect for staff/others	14.8	14.3	+0.5	63.0
Pupils' attitudes to learning	14.8	10.1	+4.7	58.0
Organisation of decision making	14.8	8.4	+6.4	65.4
Staff workload - in house	25.9	22.7	+3.2	54.3

Selected parental priorities

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

Selected parental priorities	This survey (%)	Previous survey (%)	% Change
School facilities	91.6	87.3	+4.3
Computer access	89.1	82.8	+6.3
School discipline	88.4	80.3	+8.2
Availability of resources	87.6	81.1	+6.5
Levels of homework	85.7	88.0	-2.3
Careers advice	84.7	82.6	+2.1
Developing moral values	84.6	82.2	+2.3
Community spirit	80.0	79.4	+0.6
School security	80.0	77.4	+2.6
Control of bullying	79.0	74.0	+5.0
Social health education	77.9	74.6	+3.2
Developing confidence	77.8	75.3	+2.4
School communication	76.9	72.6	+4.3
Truancy control	76.5	74.5	+1.9
Developing potential	76.4	79.2	-2.9
Choice of subjects	75.3	76.1	-0.8
Happiness of child	74.2	72.7	+1.6
Teaching quality	74.2	75.5	-1.3
Caring teachers	73.8	70.6	+3.2
Exam results	70.6	87.2	-16.6

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

- Staff consider delivery of the following selected parental priorities to be 'good': Happiness of child, Teaching quality, Caring teachers and Exam results.

- Staff consider delivery of the following selected parental priorities to have declined since the last survey: Exam results.

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Happy versus unhappy staff for selected parental priorities

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

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

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

- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 20% of staff unhappy with a particular area may suggest 'attention advised' (*below* the red line).

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

Selected parental priorities	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Availability of resources	0.0	5.0	-5.0	93.8
Careers advice	0.0	2.5	-2.5	80.2
School communication	0.0	4.2	-4.2	87.7
School facilities	0.0	1.7	-1.7	96.3
Teaching quality	0.0	0.8	-0.8	87.7
Truancy control	0.0	5.9	-5.9	75.3
Caring teachers	1.2	1.7	-0.4	93.8
Computer access	1.2	3.4	-2.1	93.8
Control of bullying	1.2	5.0	-3.8	81.5
Developing moral values	2.5	5.9	-3.4	76.5
Developing potential	2.5	3.4	-0.9	82.7
Happiness of child	2.5	3.4	-0.9	85.2
Levels of homework	2.5	5.9	-3.4	71.6
School security	2.5	2.5	-0.1	95.1
Choice of subjects	3.7	4.2	-0.5	79.0
Developing confidence	3.7	5.9	-2.2	82.7
School discipline	4.9	13.4	-8.5	76.5
Community spirit	6.2	5.0	+1.1	74.1
Exam results	6.2	0.0	+6.2	70.4
Social health education	7.4	6.7	+0.7	70.4

Additional criteria

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
College uniform	85.0	82.3	+2.7
College meals	81.1	70.9	+10.2
Explaining to parents how to help their child	80.6	75.8	+4.8
Teaching for special needs	79.5	75.4	+4.1
Parent evenings	78.4	77.4	+1.0
Ensuring pupils do their best/make good progress	78.3	78.2	+0.0
Celebrating and rewarding achievement	78.1	73.3	+4.9
Encouraging and listening to parent views	78.0	76.0	+2.0
Regular marking of work	77.9	81.7	-3.8
Quality of school management	77.6	78.8	-1.2
Treating pupils fairly and equally	77.3	73.9	+3.3
Handling complaints	76.4	76.1	+0.3
Promoting racial harmony	75.5	72.2	+3.4
Extra curricular activities and clubs	75.1		
Pupils' attitudes to learning	75.1	75.2	-0.1
Encouraging and listening to pupil views	72.9	73.3	-0.4

- Staff consider delivery of the following additional criteria to be 'outstanding': College uniform, College meals, Explaining to parents how to help their child, Teaching for special needs, Parent evenings, Ensuring pupils do their best/make good progress, Celebrating and rewarding achievement, Encouraging and listening to parent views, Regular marking of work, Quality of school management, Treating pupils fairly and equally, Handling complaints, Promoting racial harmony, Extra curricular activities and clubs and Pupils' attitudes to learning.

- Staff consider delivery of the following additional criteria to be 'good': Encouraging and listening to pupil views.

- Staff consider delivery of the following additional criteria to have shown a significant improvement since the last survey: College meals.

- The following additional criteria were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Extra curricular activities and clubs.

Happy versus unhappy staff for additional criteria

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

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

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

- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 20% of staff unhappy with a particular area may suggest 'attention advised' (*below* the red line).

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Celebrating and rewarding achievement	0.0	3.4	-3.4	92.6
Handling complaints	0.0	0.8	-0.8	70.4
Parent evenings	0.0	1.7	-1.7	87.7
Teaching for special needs	0.0	2.5	-2.5	93.8
Treating pupils fairly and equally	0.0	0.8	-0.8	88.9
College meals	1.2	11.8	-10.5	74.1
College uniform	1.2	4.2	-3.0	87.7
Encouraging and listening to parent views	1.2	2.5	-1.3	77.8
Encouraging and listening to pupil views	1.2	0.8	+0.4	76.5
Ensuring pupils do their best/make good progress	1.2	0.8	+0.4	92.6
Explaining to parents how to help their child	1.2	5.0	-3.8	75.3
Extra curricular activities and clubs	1.2			87.7
Promoting racial harmony	2.5	3.4	-0.9	84.0
Regular marking of work	2.5	1.7	+0.8	71.6
Quality of school management	6.2	4.2	+2.0	77.8
Pupils' attitudes to learning	9.9	9.2	+0.6	69.1

Staff priorities

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

Staff priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	92.7	18th	86.5	13th
School discipline	85.6	3rd	90.6	8th
Developing confidence	81.3	12th	67.4	14th
Developing moral values	76.8	7th	67.7	6th
Happiness of child	76.2	17th	78.5	18th
Developing potential	75.6	15th	72.8	10th
Caring teachers	72.5	19th	68.4	20th
Control of bullying	70.2	10th	73.2	17th
School communication	63.1	13th	45.8	19th
School security	52.5	9th	51.8	11th
Exam results	36.4	20th	57.5	3rd
Truancy control	35.8	14th	44.5	16th
Community spirit	34.1	8th	24.9	9th
Careers advice	32.5	6th	31.6	5th
School facilities	31.1	1st	40.0	2nd
Availability of resources	25.3	4th	23.3	7th
Social health education	21.4	11th	18.1	15th
Choice of subjects	18.7	16th	29.1	12th
Computer access	12.3	2nd	12.7	4th
Levels of homework	5.8	5th	15.6	1st

With regard to the five criteria most important to staff:

- The school performs well in: School discipline.

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

Importance: your school vs. similar schools

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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	92.7	1st	2nd	+1
School discipline	85.6	2nd	1st	-1
Developing confidence	81.3	3rd	5th	+2
Developing moral values	76.8	4th	7th	+3
Happiness of child	76.2	5th	4th	-1
Developing potential	75.6	6th	3rd	-3
Caring teachers	72.5	7th	6th	-1
Control of bullying	70.2	8th	8th	0
School communication	63.1	9th	9th	0
School security	52.5	10th	11th	+1
Exam results	36.4	11th	10th	-1
Truancy control	35.8	12th	13th	+1
Community spirit	34.1	13th	15th	+2
Careers advice	32.5	14th	18th	+4 ▲
School facilities	31.1	15th	12th	-3
Availability of resources	25.3	16th	14th	-2
Social health education	21.4	17th	19th	+2
Choice of subjects	18.7	18th	16th	-2
Computer access	12.3	19th	17th	-2
Levels of homework	5.8	20th	20th	0

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

- Staff from your school selected the following criteria as more important than staff at similar schools: Careers advice.

How priorities change by staff category

The graph below shows which criteria support staff selected as important compared to which criteria teaching staff selected as important. This shows us how priorities change by staff category.
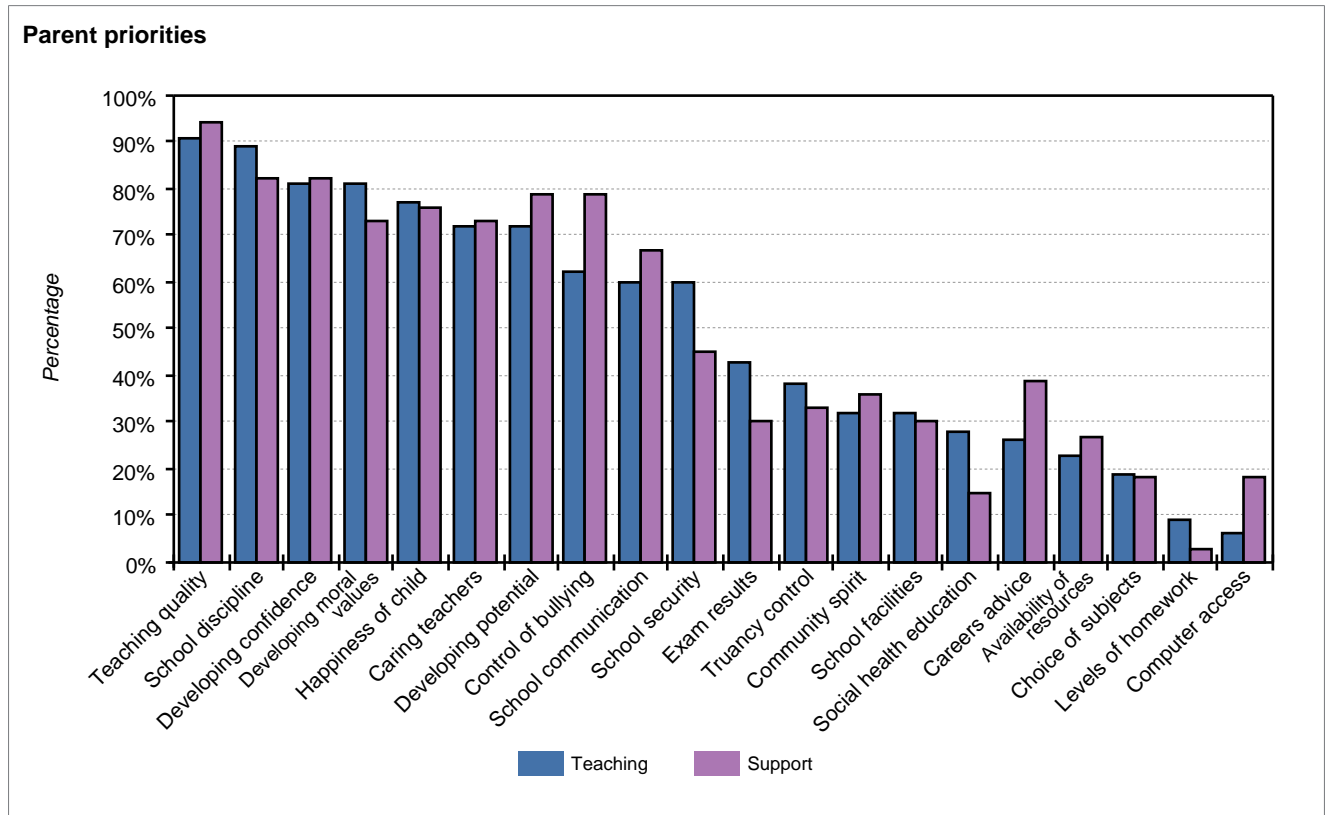
Parent priorities

- There are no noteworthy differences between the priorities for support staff and teaching staff.

Relative staff priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
School discipline	28.5	29.0	43.7
Developing moral values	12.7	7.0	6.2
Developing confidence	12.3	7.8	4.5
Developing potential	5.3	5.9	5.7
Levels of homework	5.2	0.0	1.4
School communication	5.2	4.3	2.1
Happiness of child	4.5	6.8	2.2
Availability of resources	4.3	4.3	2.3
Social health education	4.3	2.5	0.9
Choice of subjects	3.6	3.4	2.5
Community spirit	3.2	6.7	2.9
Truancy control	3.2	1.7	1.6
Computer access	2.6	2.7	4.3
Exam results	2.1	0.8	3.8
Caring teachers	1.5	3.3	1.3
Control of bullying	1.5	4.2	1.4
Careers advice	0.0	3.5	1.5
School facilities	0.0	1.7	5.8
School security	0.0	1.7	1.6
Teaching quality	0.0	2.6	4.0

- Staff have given a higher priority to the following areas since the last survey: Developing moral values, Developing confidence and Levels of homework.

- Staff have given a higher priority to the following areas compared to similar schools: Developing moral values and Developing confidence.

- Staff have given a lower priority to the following areas compared to similar schools: School discipline, School facilities and Teaching quality.

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Standing out from the crowd

The following section gives the Staff perceptions for each of the aspects of the Standing out from the crowd framework.

These headings should form the basis of your school's annual self-evaluation report; which is the starting point of the inspection process. Remember that you must also consider other stakeholders' views and internally generated performance data in preparing a complete viewpoint in your self-evaluation report.

For each of the aspects of the framework, where we have generated evidence, we list the relevant criteria with their rated score, and a summary grade. These grades follow a 4 point grading scale, as follows:

Excellent = Many strengths including significant examples of sector leading practice.

Good = Many strengths and no important areas requiring significant improvement.

Adequate = Strengths outweigh areas for improvement.

Unsatisfactory = Important areas for improvement outweigh strengths.

Standing out from the Crowd

Reasons why parents might choose a school and how your school measures up.

1. School ethos, values and care provision.

School discipline	88.4%
Community spirit	80.0%
School security	80.0%
Teaching for special needs	79.5%
Ensuring pupils do their best/make good progress	78.3%
Celebrating and rewarding achievement	78.1%
Developing confidence	77.8%
Quality of school management	77.6%
Treating pupils fairly and equally	77.3%
Truancy control	76.5%
Developing potential	76.4%
Promoting racial harmony	75.5%
Choice of subjects	75.3%
Teaching quality	74.2%

Summary grade for this section = **Excellent**

2. Academic standards.

Availability of resources	87.6%
Teaching for special needs	79.5%
Celebrating and rewarding achievement	78.1%
Regular marking of work	77.9%
Choice of subjects	75.3%
Teaching quality	74.2%
Exam results	70.6%

Summary grade for this section = **Excellent**

3. Discipline and behaviour.

School discipline	88.4%
Control of bullying	79.0%
Treating pupils fairly and equally	77.3%
Promoting racial harmony	75.5%
Happiness of child	74.2%

Summary grade for this section = **Excellent**

4. Individual attention.

Careers advice	84.7%
Teaching for special needs	79.5%
Ensuring pupils do their best/make good progress	78.3%
Happiness of child	74.2%
Caring teachers	73.8%

Summary grade for this section = **Excellent**

5. Extensive extra curricular activities.

School facilities	91.6%
Developing potential	76.4%
Extra curricular activities and clubs	75.1%

Summary grade for this section = **Excellent**

6. Sport for all is encouraged.

School facilities	91.6%
Developing potential	76.4%

Summary grade for this section = **Excellent**

7. First class facilities.

School facilities	91.6%
Computer access	89.1%
Availability of resources	87.6%

Summary grade for this section = **Excellent**

8. Affordability and value for money.

Your own assessment is required here.

Boarding section

For boarders other factors will come in to play: The following section has been especially designed to allow schools with boarding provision to gauge the percieved quality of their care for boarders; however it should also prove instructive to schools without boarding facilities.

B1. Pastoral care.

School discipline	88.4%
Community spirit	80.0%
Teaching for special needs	79.5%
Control of bullying	79.0%
Ensuring pupils do their best/make good progress	78.3%
Celebrating and rewarding achievement	78.1%
Developing confidence	77.8%
Treating pupils fairly and equally	77.3%
Promoting racial harmony	75.5%
Happiness of child	74.2%
Caring teachers	73.8%

Summary grade for this section = **Excellent**

B2. Nutrition and health.

College meals	81.1%
Social health education	77.9%

Summary grade for this section = **Excellent**

B3. Quality of living accommodation.

College meals	81.1%
School security	80.0%

Summary grade for this section = **Excellent**

Standard analysis

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

Performance and future employment
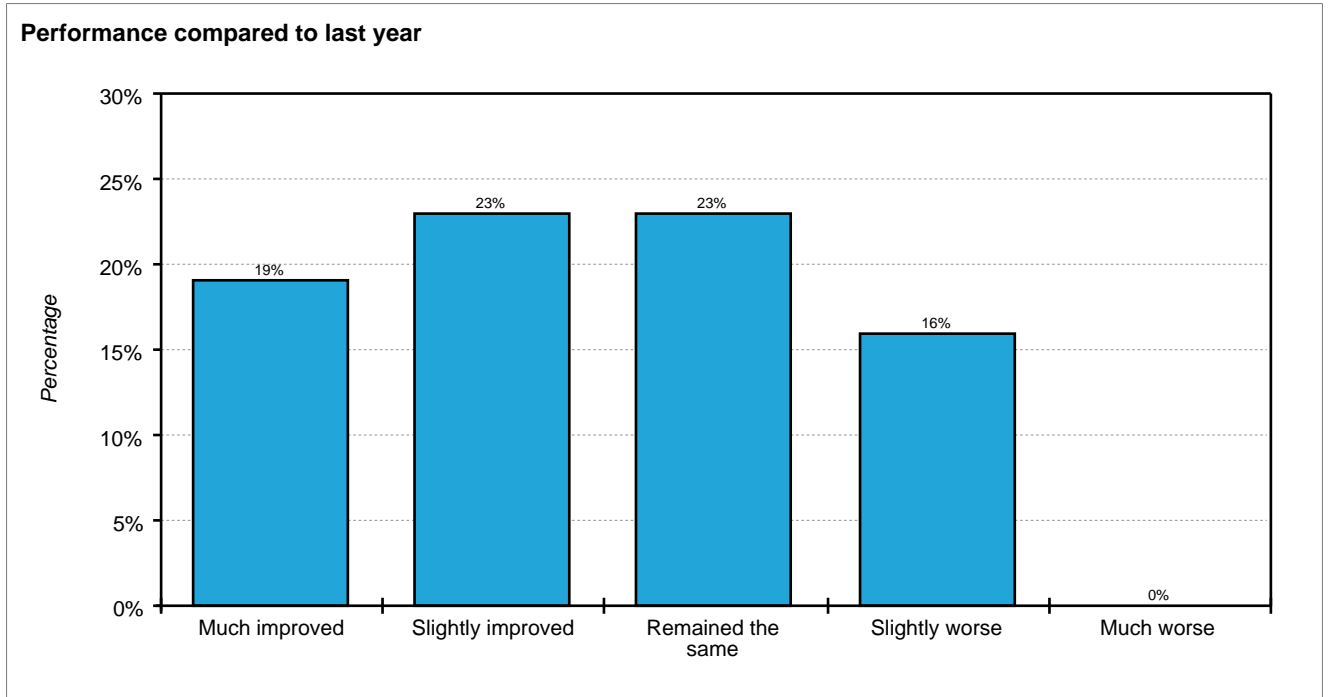
Performance compared to last year

- 42% of staff said the school had improved over the last year and 16% thought that the school's performance was worse.

Staff response to the question 'Do you anticipate that you will be working at the school in 2 years time?'
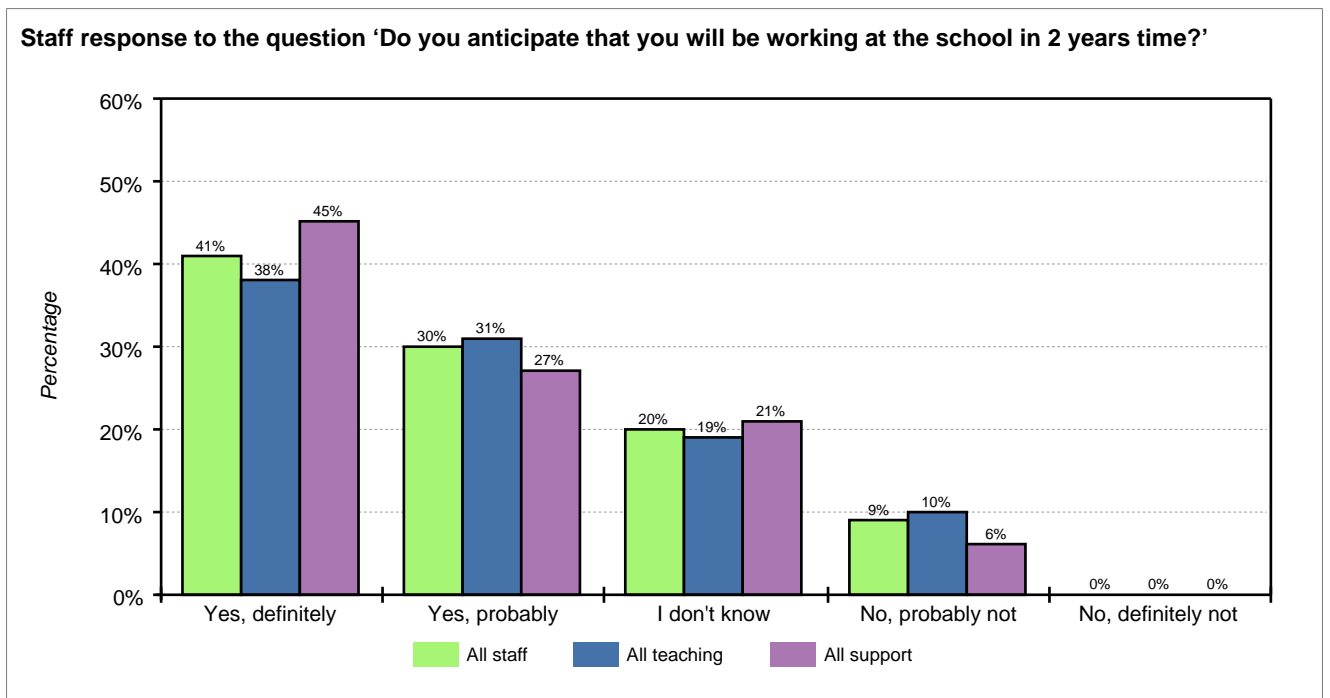
- More support staff anticipating to still be working at the school in 2 years time than teaching staff.

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Staff group analysis

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

Satisfaction scores for staff core areas (1 of 2)

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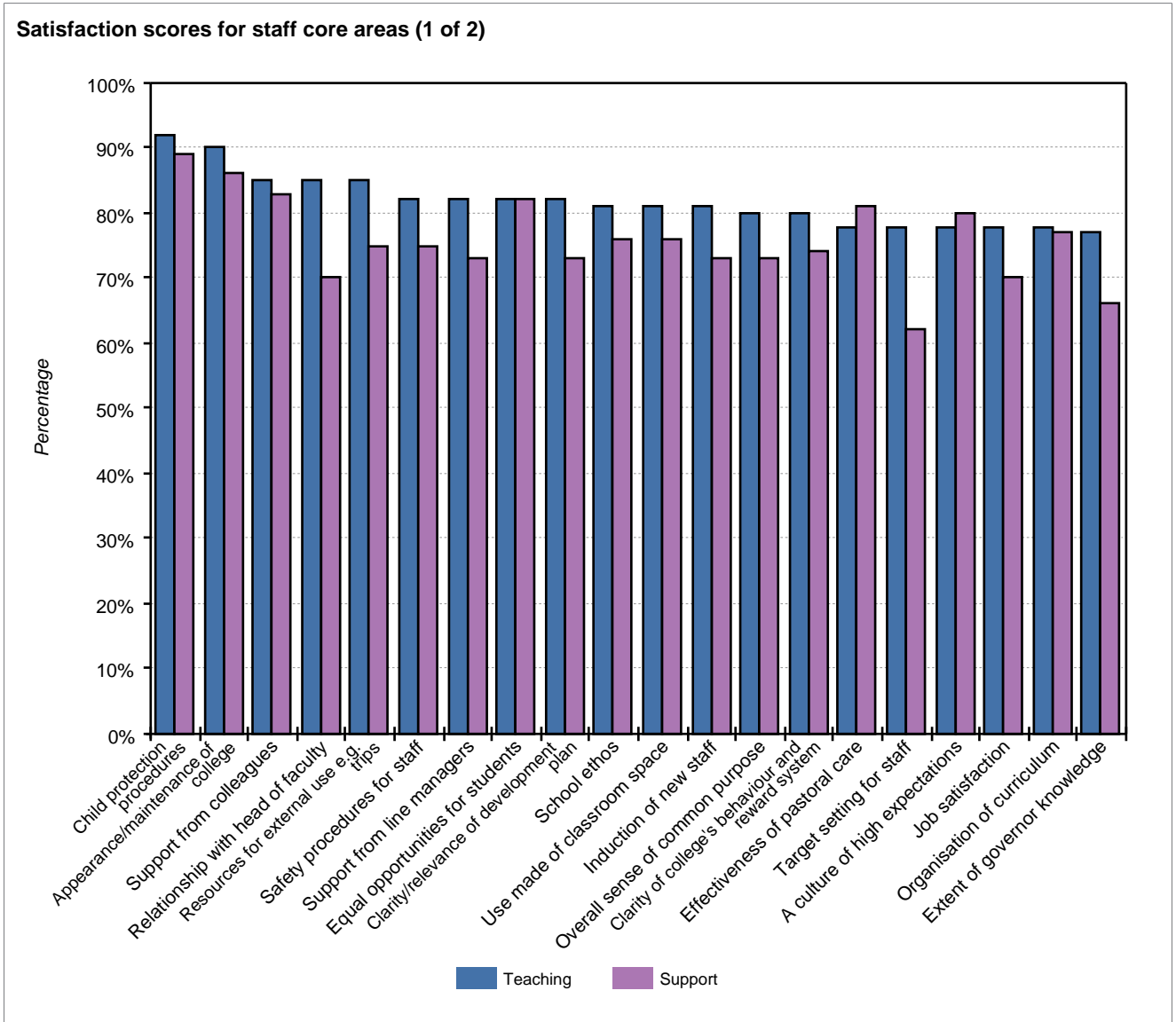
Satisfaction scores for staff core areas (2 of 2)
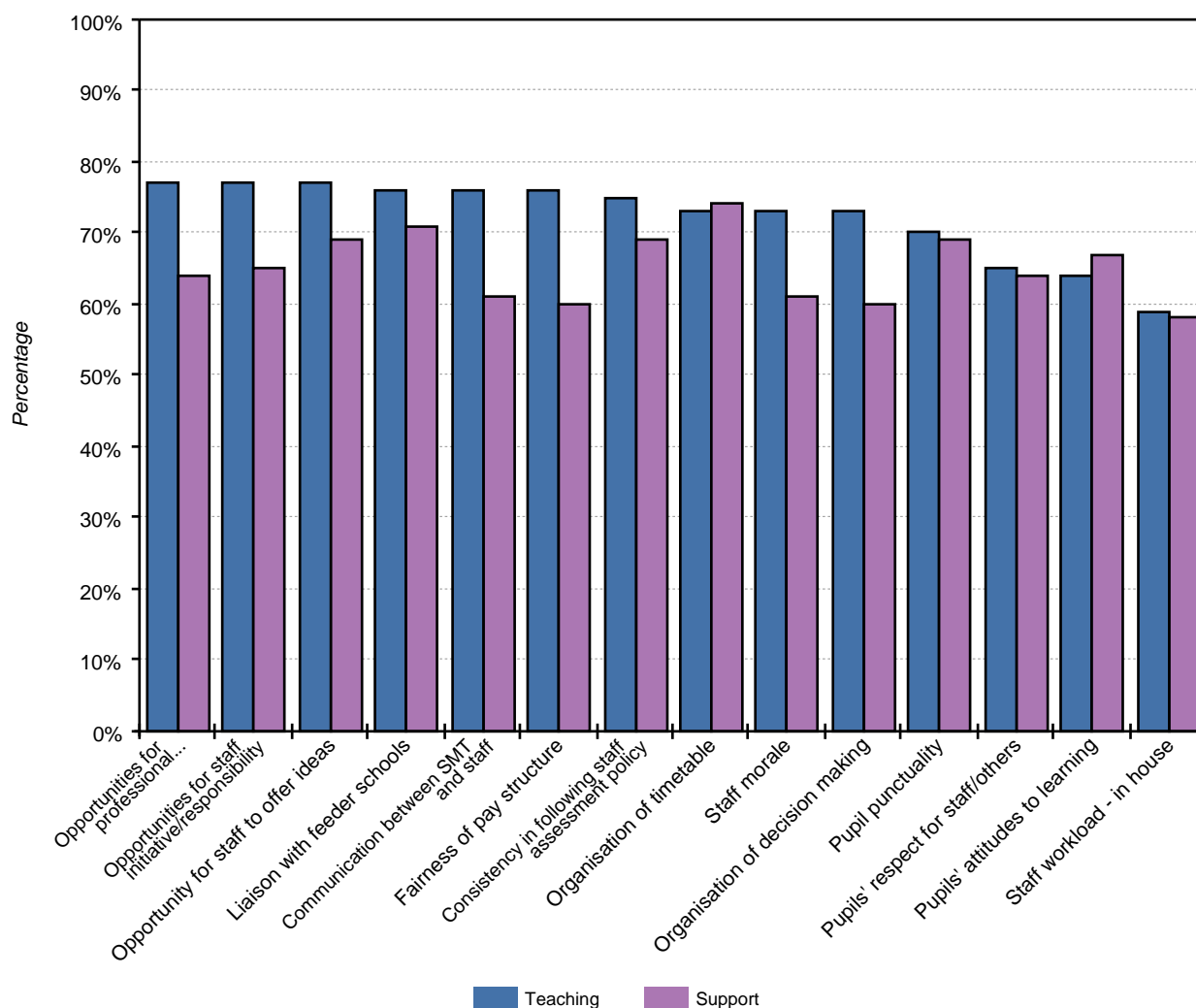
Staff core areas where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
Relationship with head of faculty	85.3	70.2 ▼
Resources for external use e.g. trips	84.5	75.0 ▼
Target setting for staff	78.3	62.1 ▼
Extent of governor knowledge	77.2	65.9 ▼
Opportunities for professional development	77.1	63.8 ▼
Opportunities for staff initiative/responsibility	76.7	65.0 ▼
Communication between SMT and staff	75.6	60.9 ▼
Fairness of pay structure	75.5	59.8 ▼
Staff morale	73.4	60.6 ▼
Organisation of decision making	73.4	59.7 ▼

Satisfaction scores for selected parental priorities
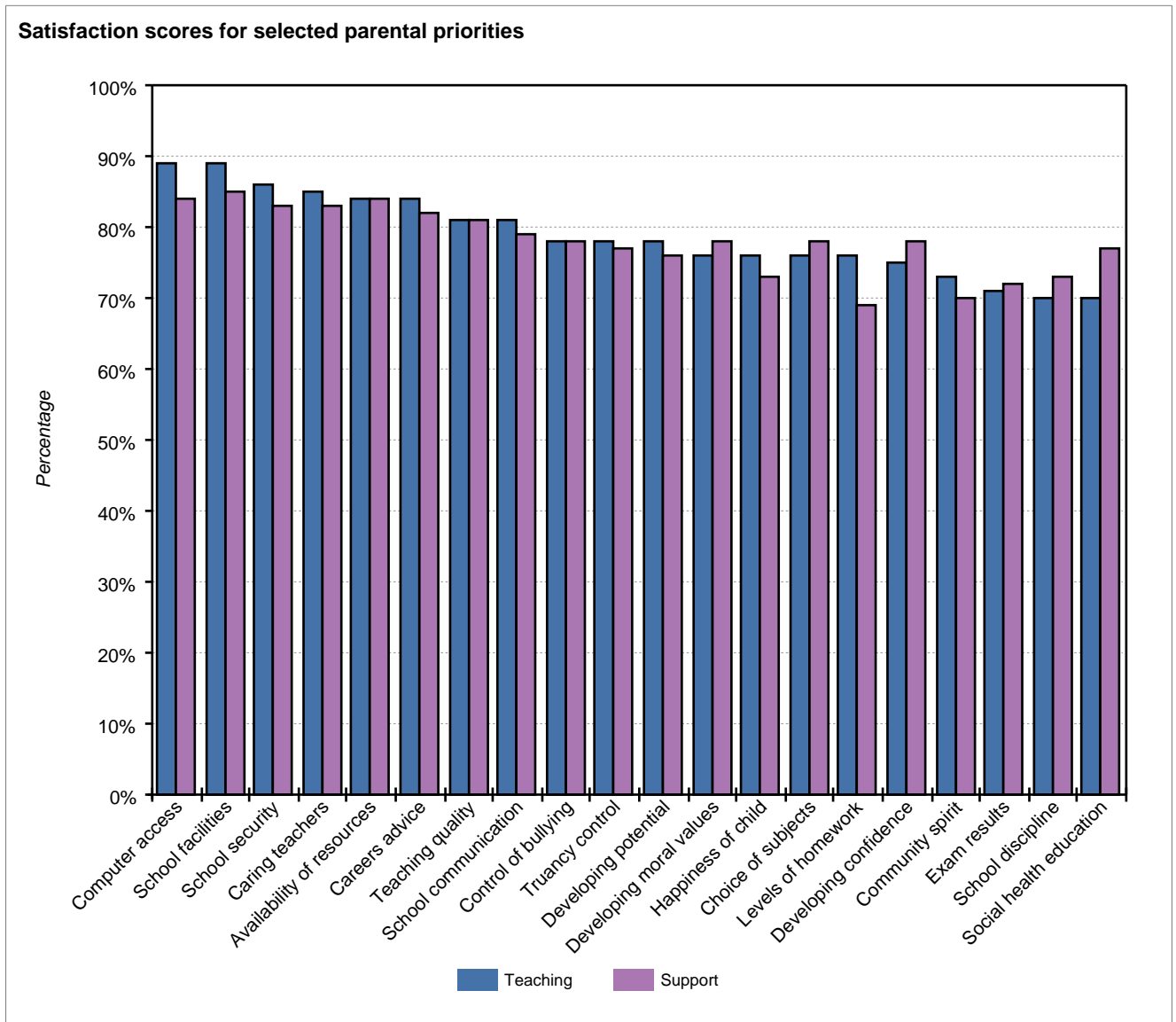
- There are no significant differences between the selected parental priority satisfaction scores for support staff and teaching staff.

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Satisfaction scores for additional criteria
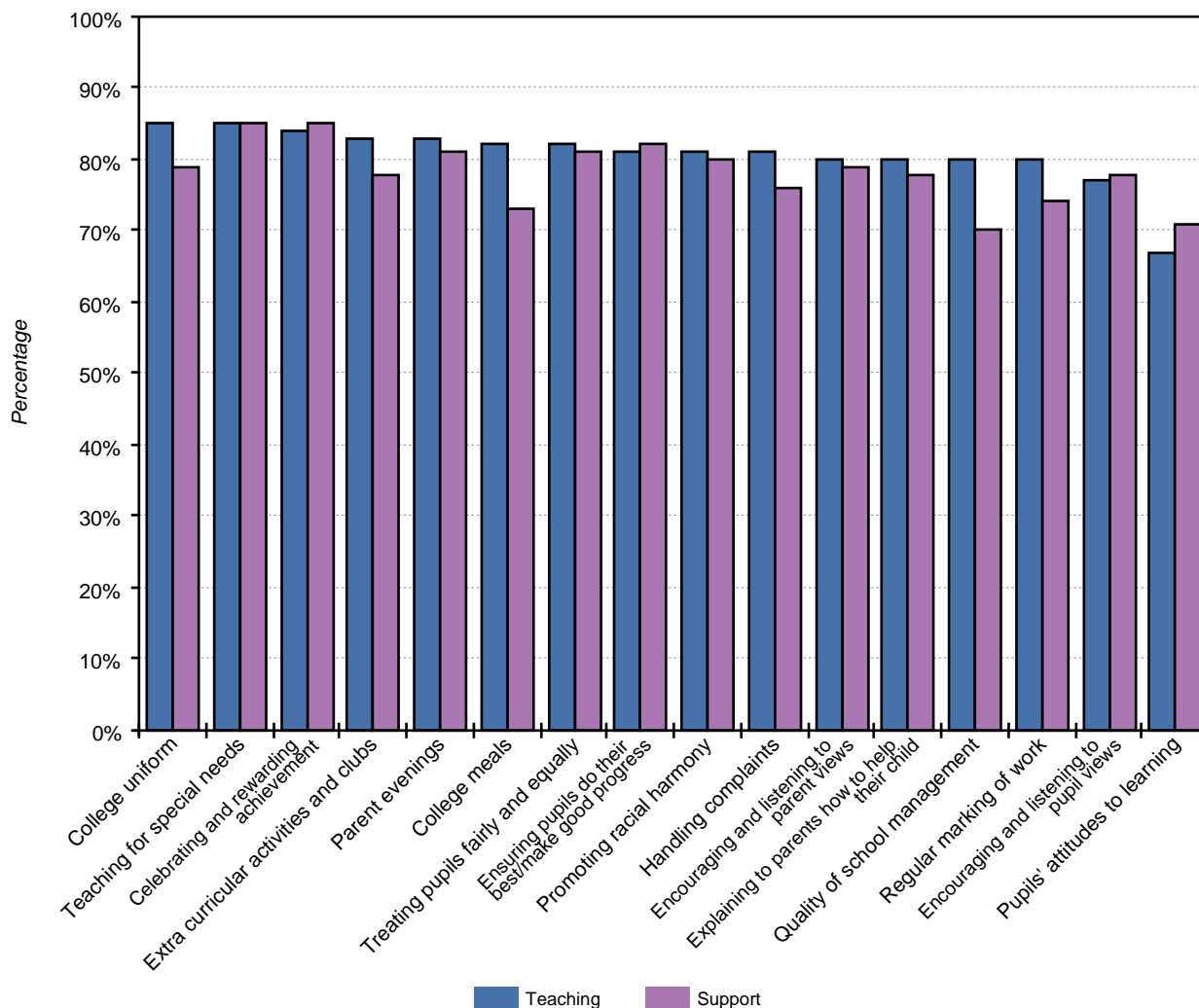
Additional criteria where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
College meals	82.1	73.4 ▼
Quality of school management	79.7	70.0 ▼

Working hours

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

Hours worked outside normal school hours

Mean hours spent weekly				All staff – distribution of hours
	This survey	Previous survey	Similar schools	
All staff	11.0 hrs	10.3 hrs	11.4 hrs	
Teaching staff	15.5 hrs	16.5 hrs	14.7 hrs	
Support staff	6.6 hrs	4.6 hrs	5.7 hrs	

All staff – distribution of hours:

- 0 to 5: 21%
- 5 to 10: 17%
- 10 to 15: 21%
- 15 to 20: 16%
- 20+: 26%

(Y-axis: Percentage, 0% to 40%)
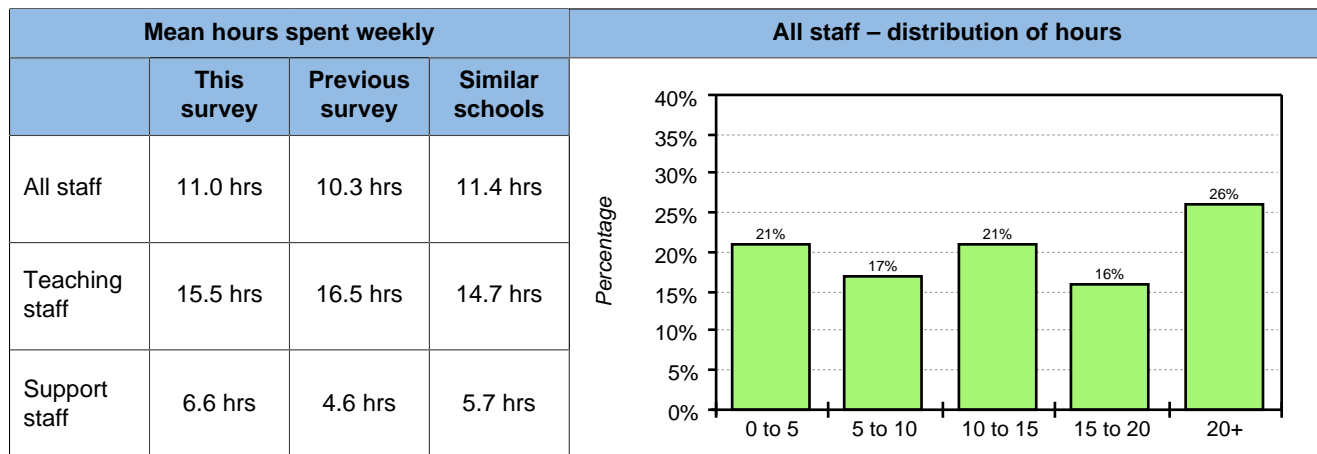
Time series analysis

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 Staff morale has significantly increased over the last three surveys.

The score for Pupil appearance has significantly decreased since the last survey.

Staff morale

Pupil appearance

Teaching for special needs

Exam results

The score for Teaching for special needs has significantly increased since the last survey.

There has been no statistical difference in scores for exam results over the last three surveys.

Score trends over time for staff core areas

Organisation of timetable

Organisation of curriculum

Fairness of pay structure

Organisation of decision making

Staff morale

Job satisfaction

Target setting for staff

Support from colleagues
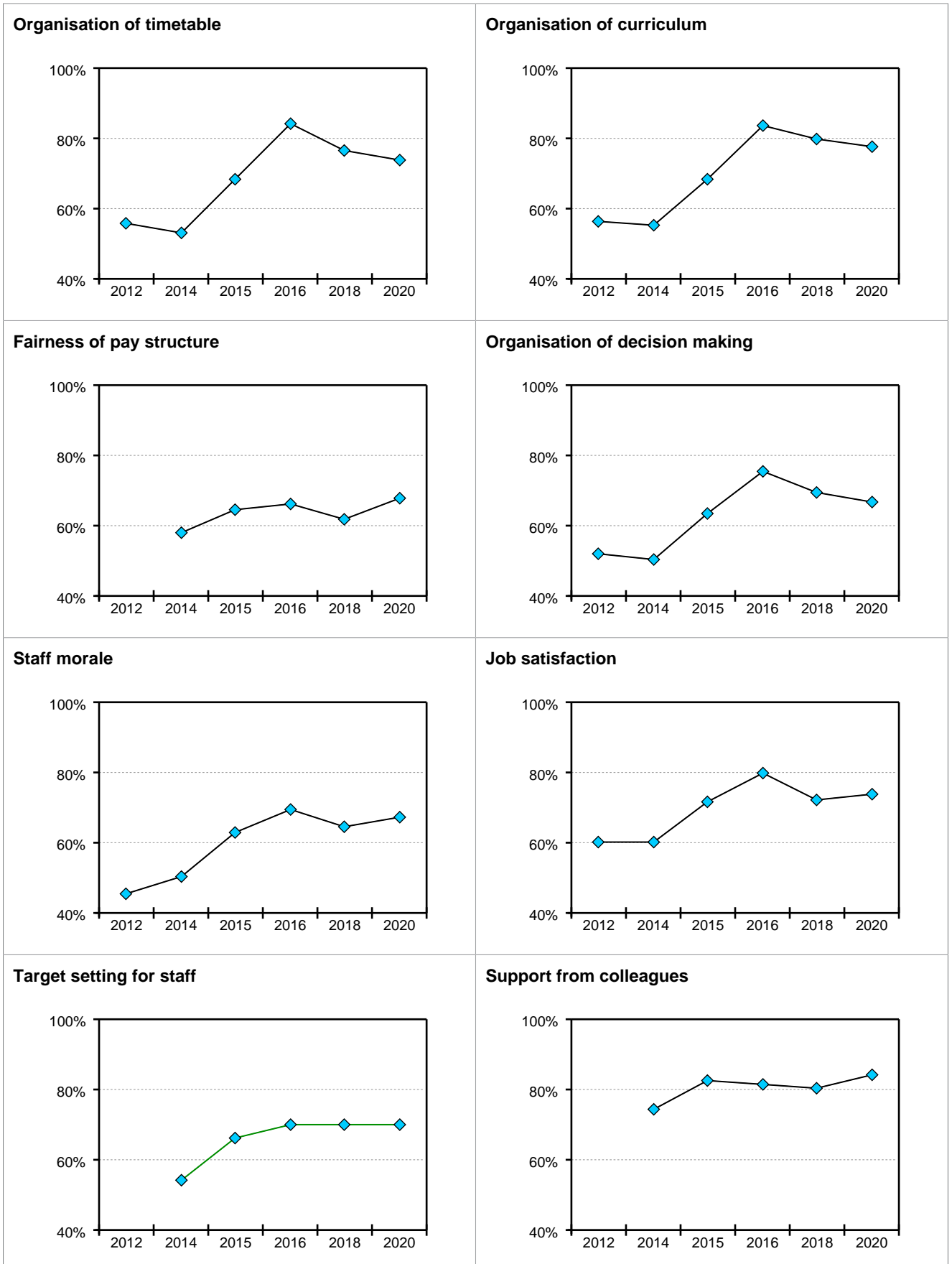
Support from line managers
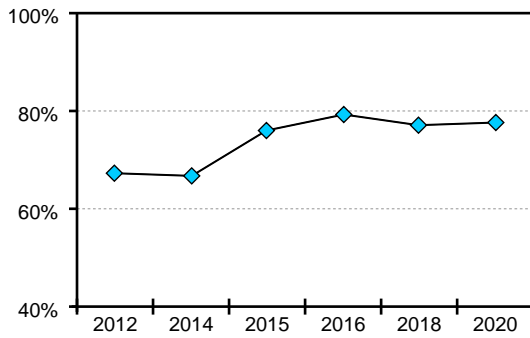
Induction of new staff
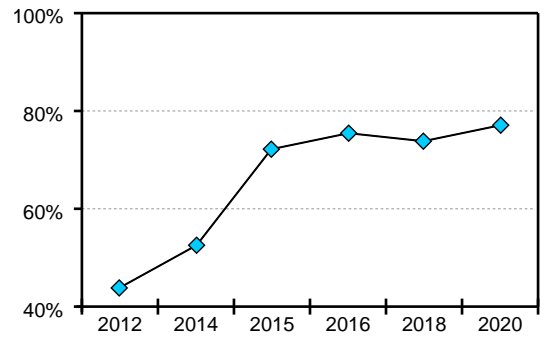
Overall sense of common purpose
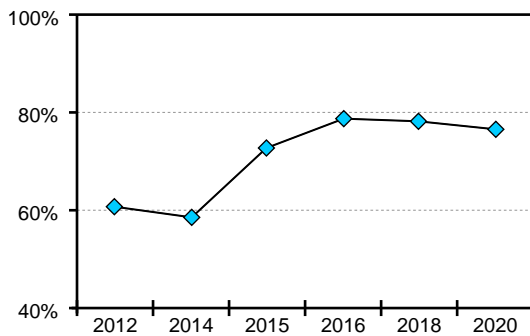
Clarity/relevance of development plan
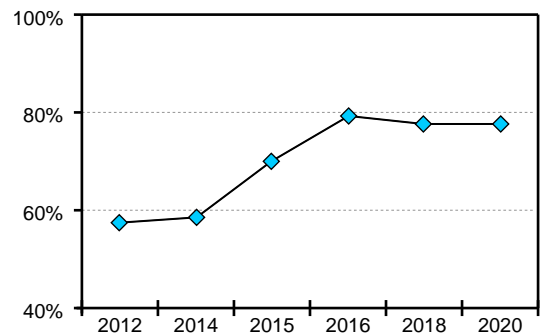
Safety procedures for staff
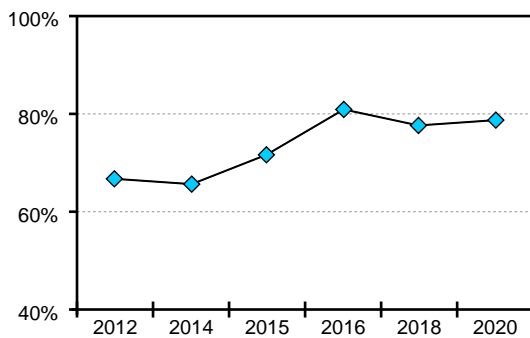
Pupils' attitudes to learning
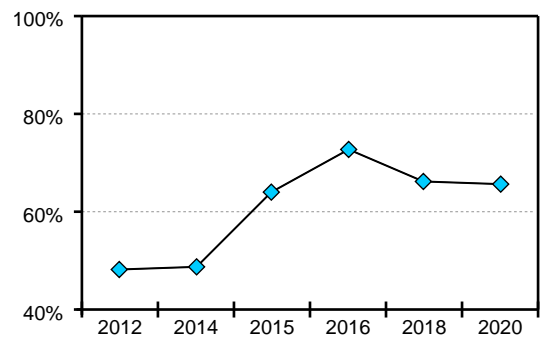
Effectiveness of pastoral care

Pupils' respect for staff/others
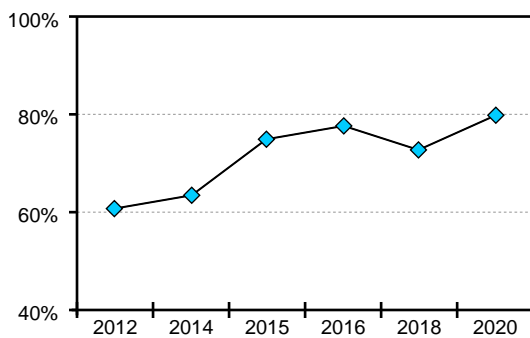
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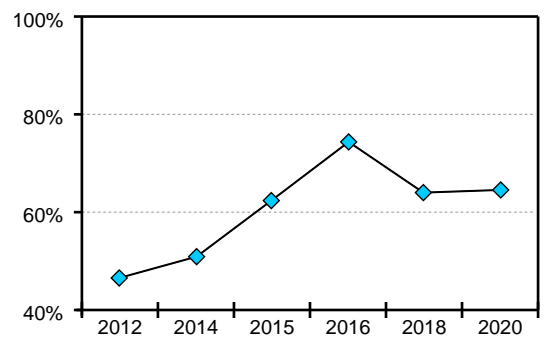
Opportunities for staff initiative/responsibility
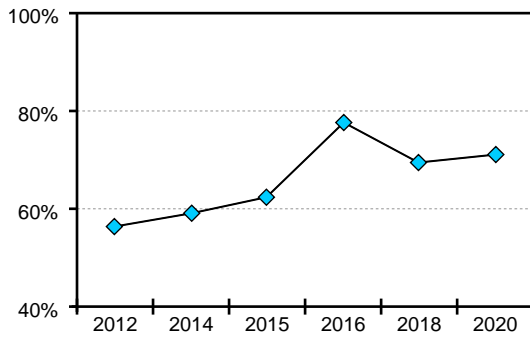
Child protection procedures
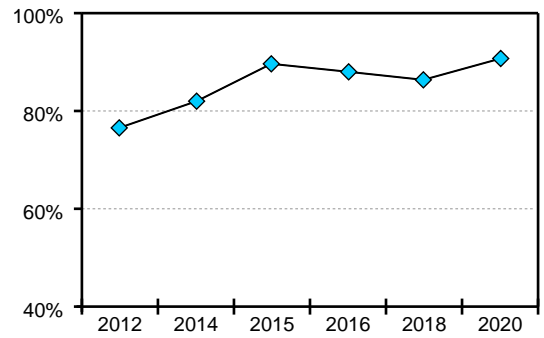
Pupil punctuality
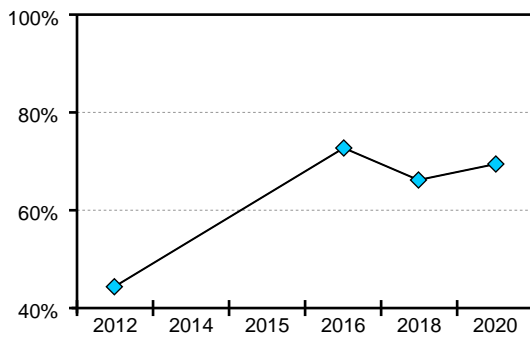
Extent of governor knowledge
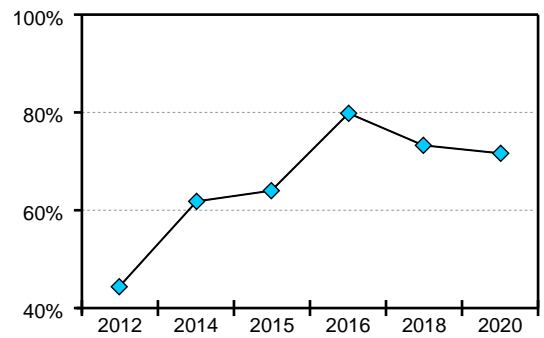
Relationship with head of faculty
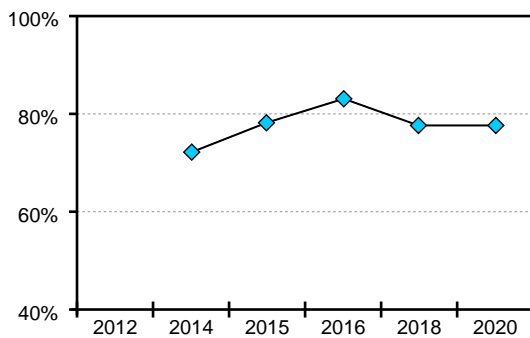
Staff workload - in house
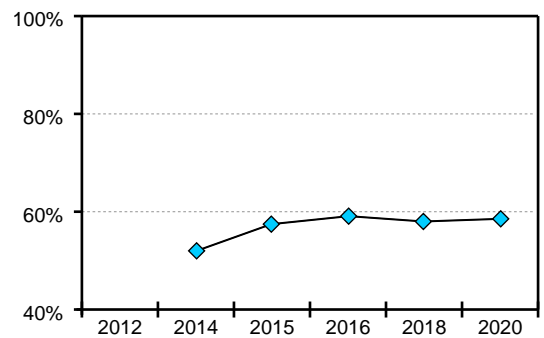
Opportunity for staff to offer ideas
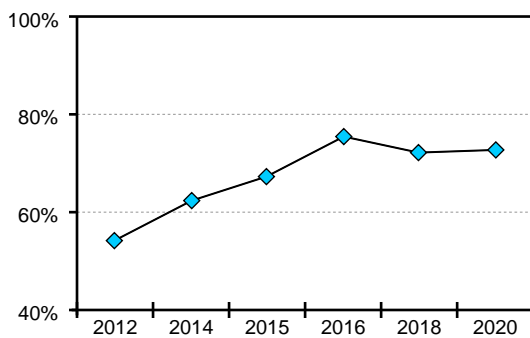
School ethos
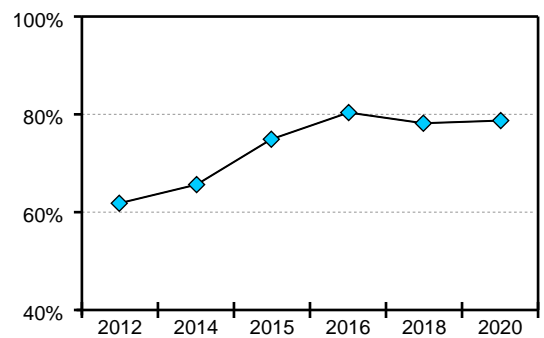
Communication between SMT and staff
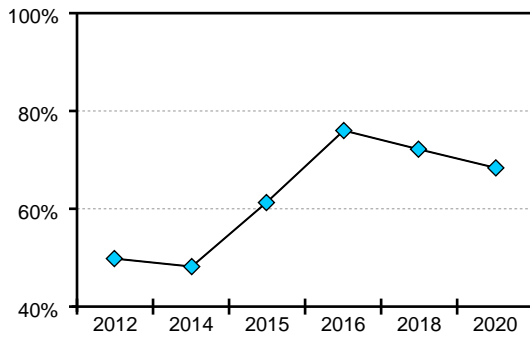
Opportunities for professional development
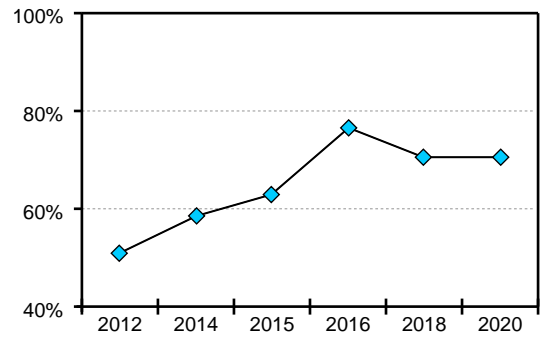
Appearance/maintenance of college
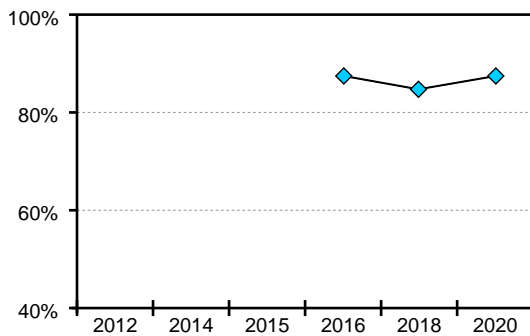
Liaison with feeder schools
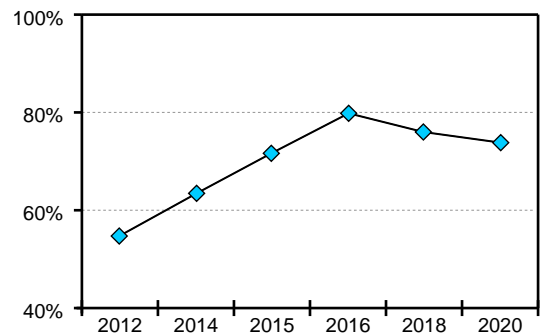
Consistency in following staff assessment policy
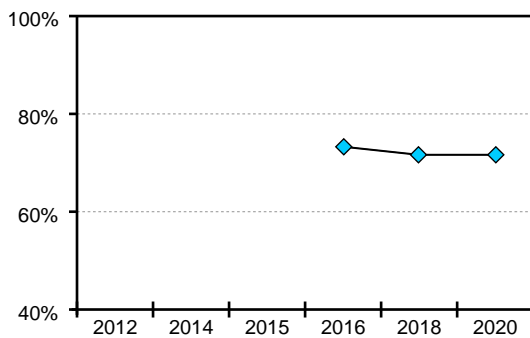
A culture of high expectations
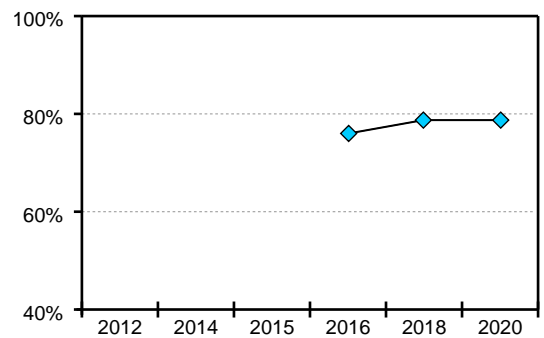
Clarity of college's behaviour and reward system
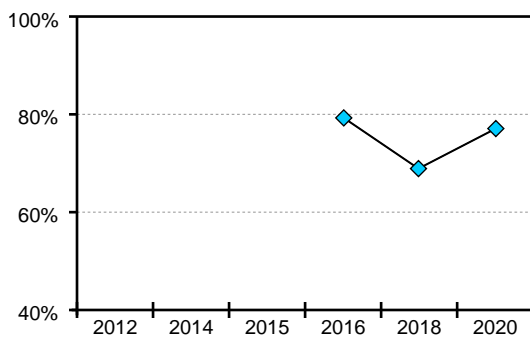
Equal opportunities for students
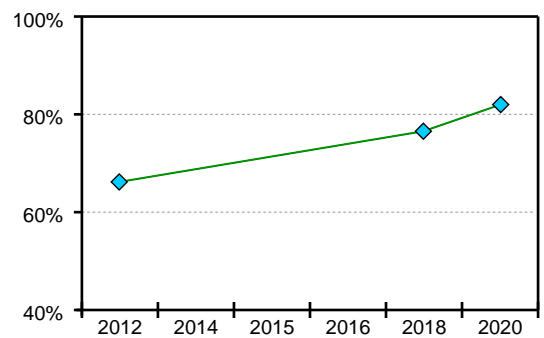
Score trends over time for selected parental priorities

School discipline

School facilities

Developing confidence

Social health education

Control of bullying

Caring teachers

School security

School communication

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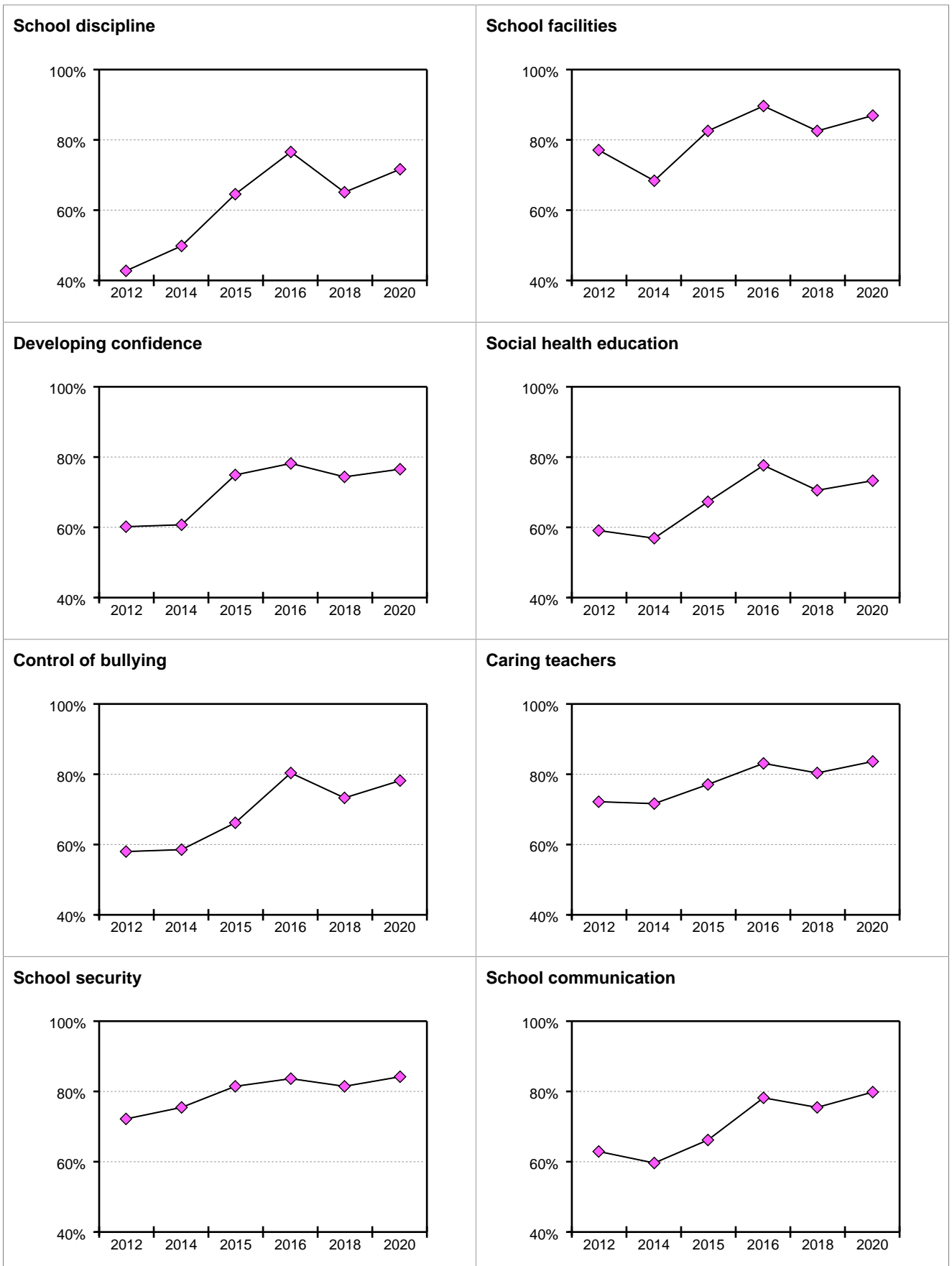
Careers advice
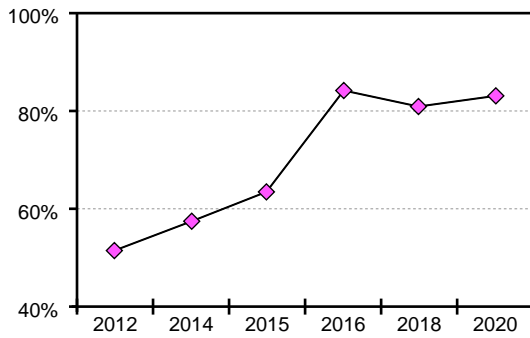
Developing moral values
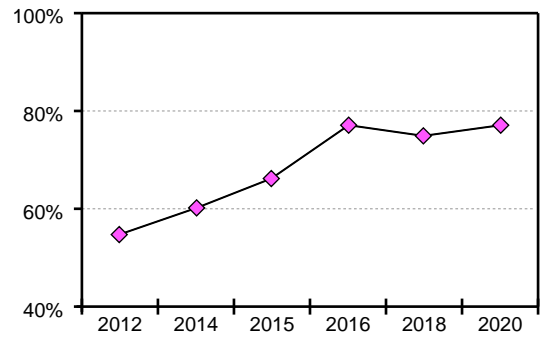
Levels of homework
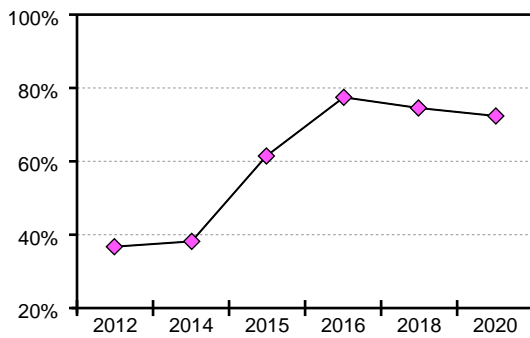
Happiness of child
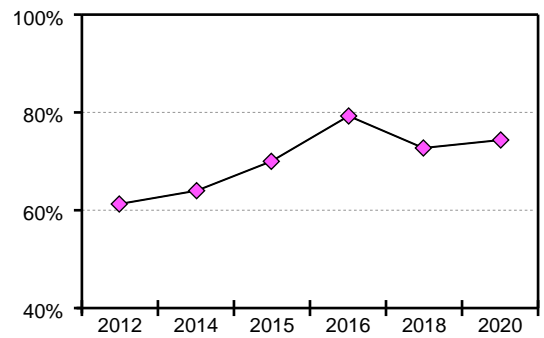
Community spirit
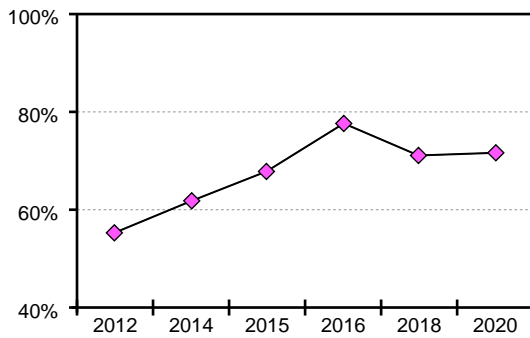
Developing potential
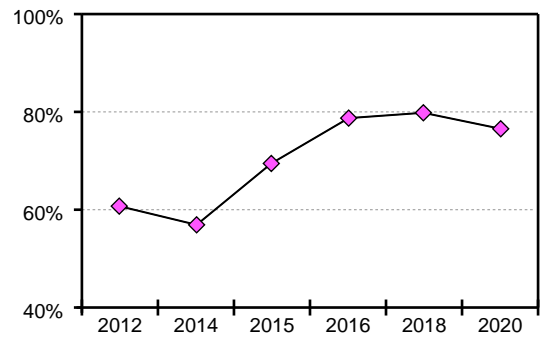
Teaching quality

Exam results

Choice of subjects

Truancy control

Availability of resources

Computer access
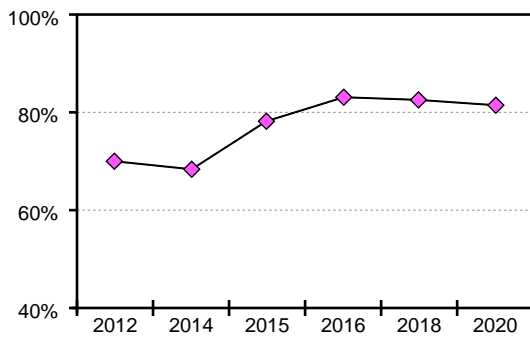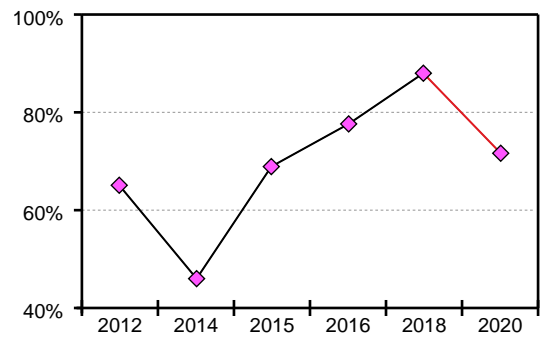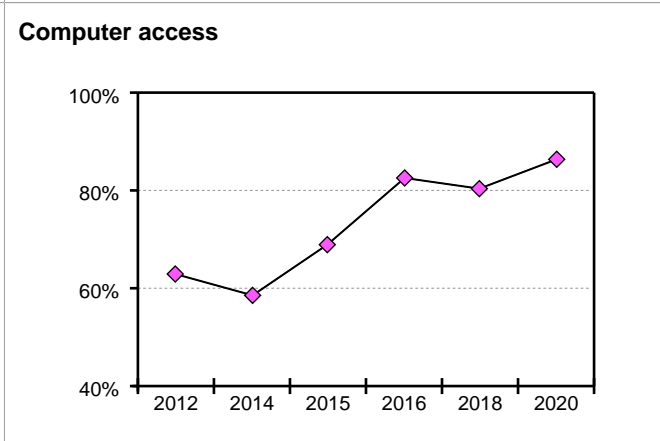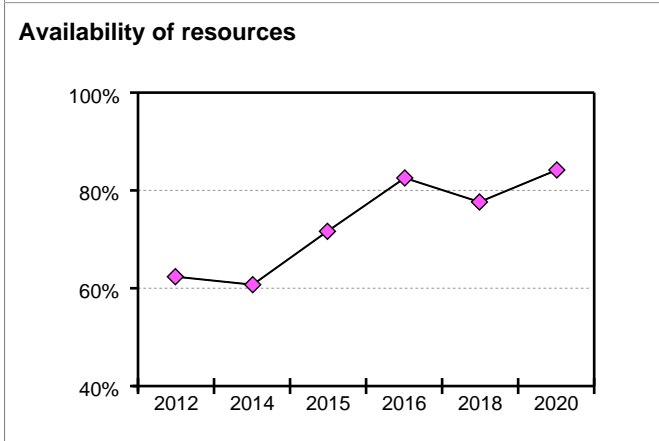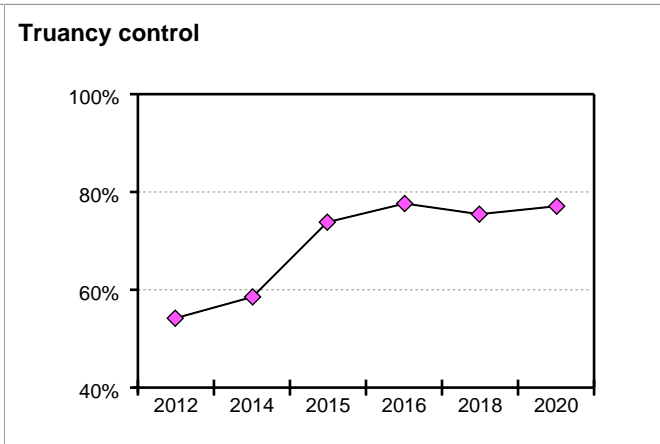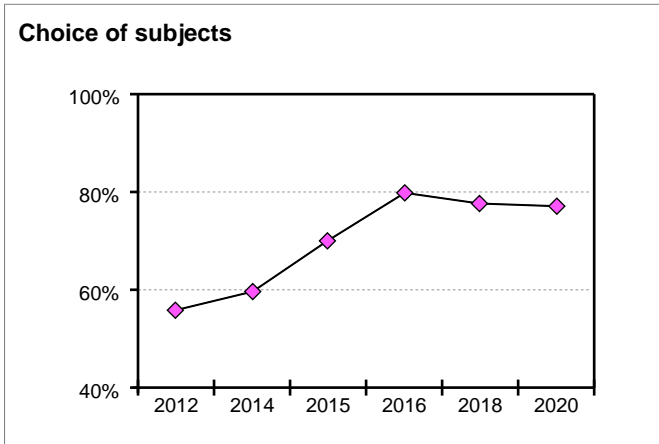
Score trends over time for additional criteria

Promoting racial harmony

Parent evenings

Handling complaints

Teaching for special needs
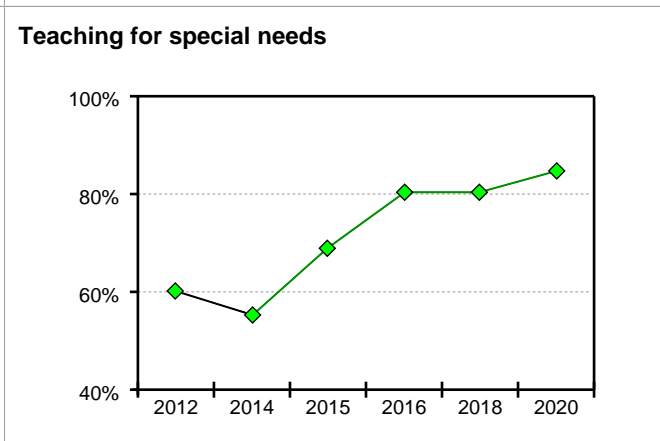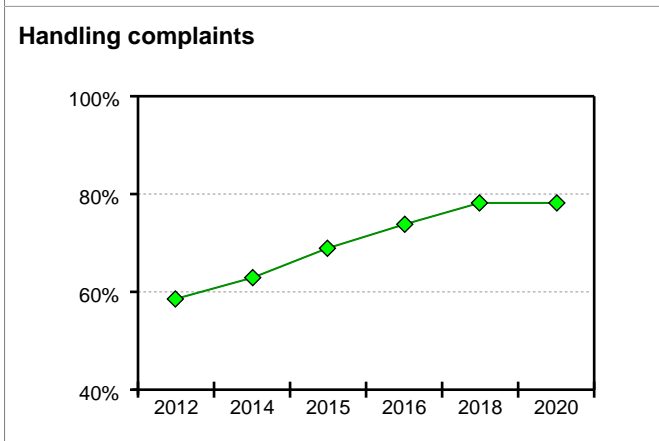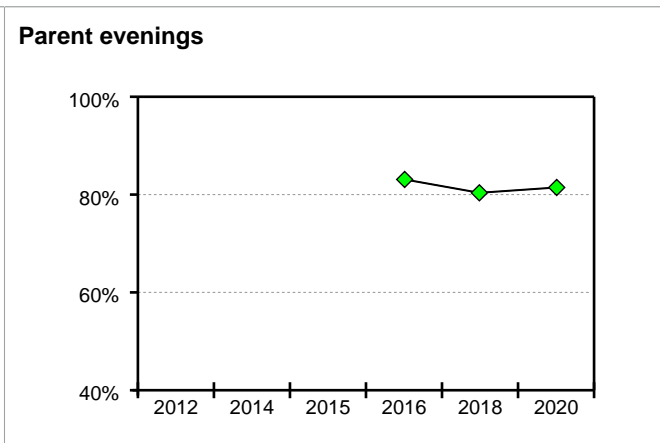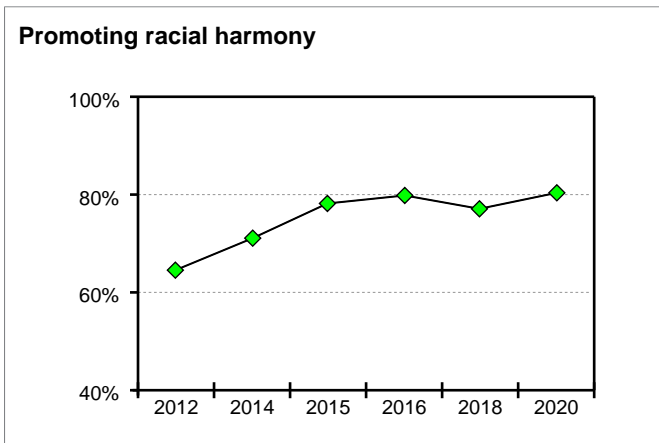
Quality of school management
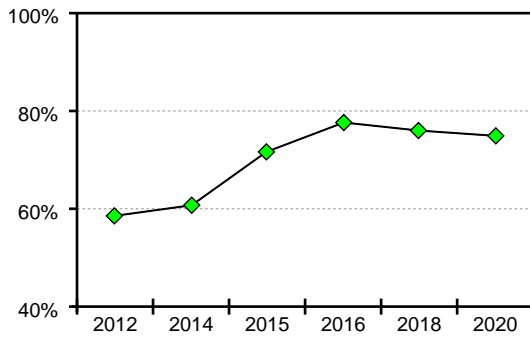
Regular marking of work
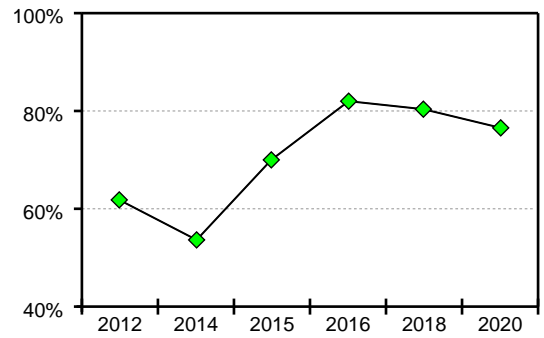
Treating pupils fairly and equally
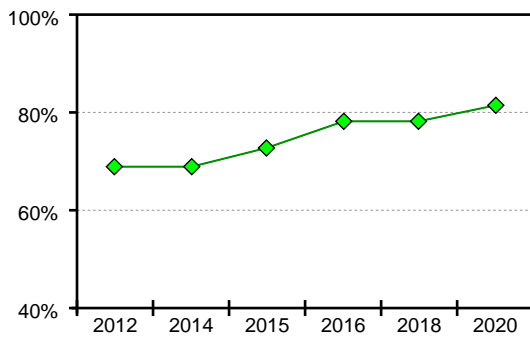
Encouraging and listening to parent views
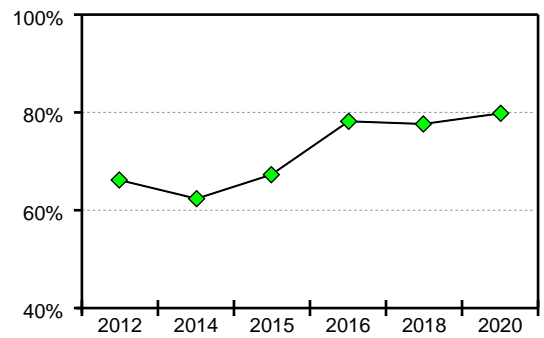
Explaining to parents how to help their child
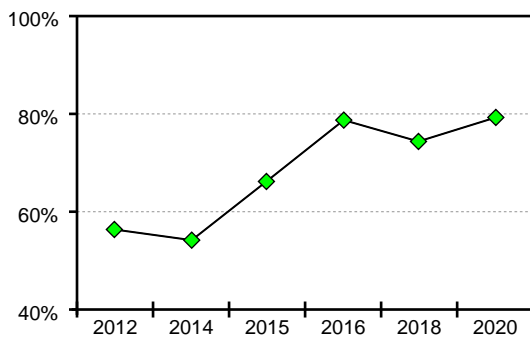
Celebrating and rewarding achievement
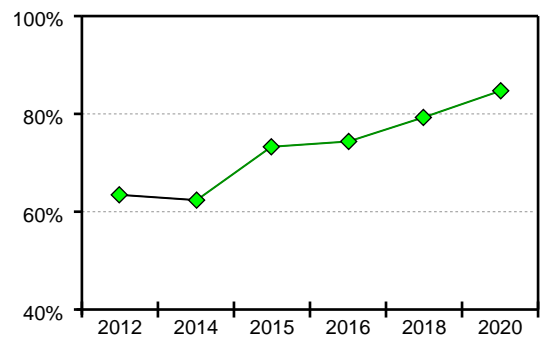
Ensuring pupils do their best/make good progress
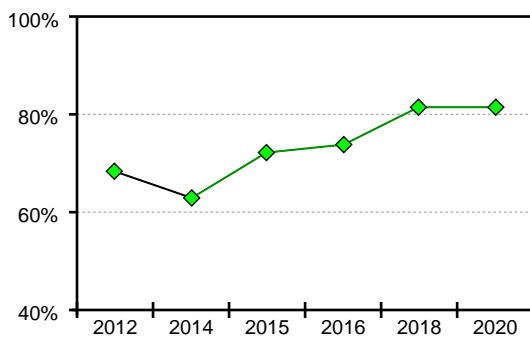
Encouraging and listening to pupil views
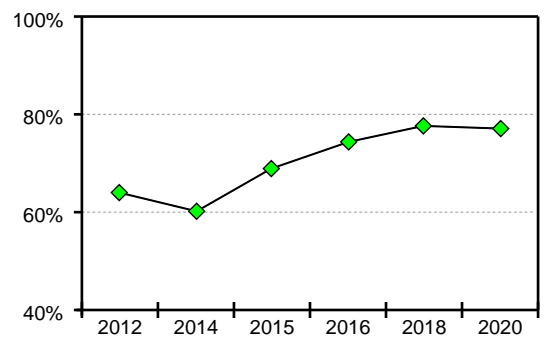
Pupils' attitudes to learning
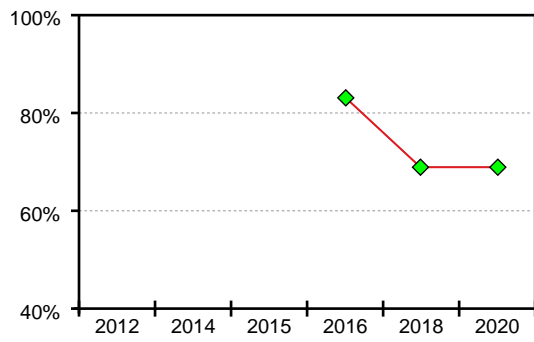
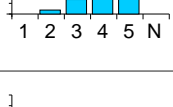**Extra curricular activities and clubs**
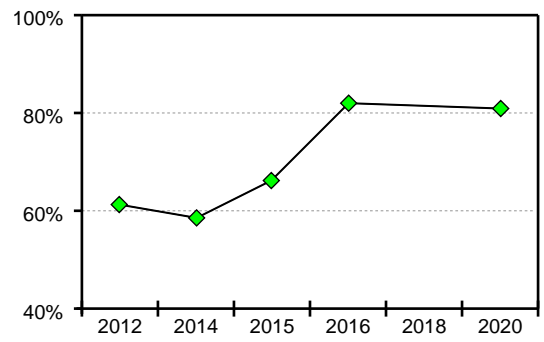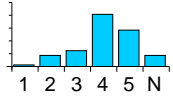
Appendix
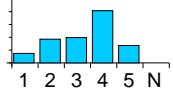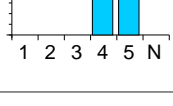
Supplementary data and score breakdowns.

Staff core area analysis

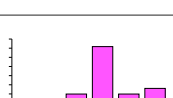A breakdown of how staff scored the satisfaction of staff core areas.

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Organisation of timetable	1.2%	8.6%	12.3%	40.7%	28.4%	8.6%	
Organisation of curriculum	0.0%	3.7%	11.1%	45.7%	27.2%	12.3%	
Fairness of pay structure	2.5%	9.9%	13.6%	45.7%	21.0%	7.4%	
Organisation of decision making	2.5%	12.3%	14.8%	45.7%	19.8%	4.9%	
Staff morale	6.2%	4.9%	22.2%	43.2%	23.5%	0.0%	
Job satisfaction	0.0%	8.6%	13.6%	49.4%	28.4%	0.0%	
Target setting for staff	1.2%	7.4%	18.5%	46.9%	23.5%	2.5%	
Support from colleagues	0.0%	1.2%	8.6%	40.7%	49.4%	0.0%	
Support from line managers	1.2%	6.2%	12.3%	37.0%	42.0%	1.2%	
Induction of new staff	0.0%	2.5%	16.0%	42.0%	30.9%	8.6%	

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Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Overall sense of common purpose	0.0%	3.7%	13.6%	53.1%	29.6%	0.0%	
Clarity/relevance of development plan	0.0%	3.7%	11.1%	45.7%	30.9%	8.6%	
Use made of classroom space	1.2%	0.0%	8.6%	55.6%	27.2%	7.4%	
Safety procedures for staff	0.0%	3.7%	6.2%	58.0%	30.9%	1.2%	
Pupils' attitudes to learning	0.0%	14.8%	18.5%	46.9%	11.1%	8.6%	
Effectiveness of pastoral care	1.2%	1.2%	6.2%	53.1%	28.4%	9.9%	
Pupils' respect for staff/others	1.2%	13.6%	22.2%	50.6%	12.3%	0.0%	
Opportunities for staff initiative/ responsibility	1.2%	7.4%	14.8%	46.9%	22.2%	7.4%	
Child protection procedures	0.0%	0.0%	0.0%	35.8%	64.2%	0.0%	
Pupil punctuality	0.0%	8.6%	16.0%	56.8%	13.6%	4.9%	
Extent of governor knowledge	0.0%	1.2%	22.2%	27.2%	18.5%	30.9%	
Resources for external use e.g. trips	0.0%	0.0%	4.9%	55.6%	24.7%	14.8%	

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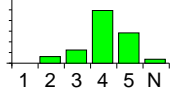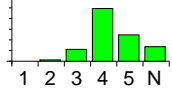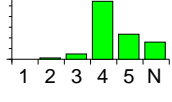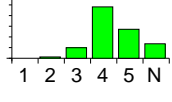| Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Relationship with head of faculty	0.0%	6.2%	8.6%	35.8%	38.3%	11.1%	
Staff workload - in house	7.4%	18.5%	19.8%	40.7%	13.6%	0.0%	
Opportunity for staff to offer ideas	1.2%	8.6%	11.1%	51.9%	25.9%	1.2%	
School ethos	0.0%	2.5%	9.9%	55.6%	30.9%	1.2%	
Communication between SMT and staff	3.7%	7.4%	18.5%	42.0%	23.5%	4.9%	
Opportunities for professional development	4.9%	6.2%	13.6%	39.5%	29.6%	6.2%	
Appearance/ maintenance of college	0.0%	0.0%	0.0%	48.1%	51.9%	0.0%	
Liaison with feeder schools	0.0%	4.9%	11.1%	34.6%	19.8%	29.6%	
Consistency in following staff assessment policy	1.2%	2.5%	19.8%	42.0%	19.8%	14.8%	
A culture of high expectations	1.2%	2.5%	11.1%	49.4%	34.6%	1.2%	
Clarity of college's behaviour and reward system	0.0%	3.7%	13.6%	51.9%	30.9%	0.0%	
Equal opportunities for students	0.0%	0.0%	9.9%	46.9%	37.0%	6.2%	

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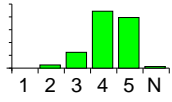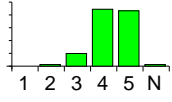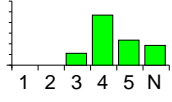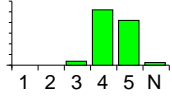
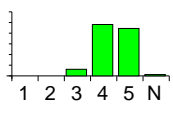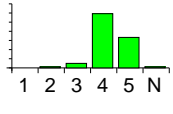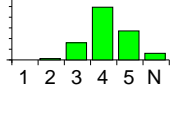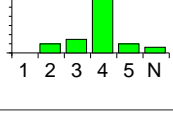How staff scored the delivery and management of selected parental priorities.

Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	1.2%	3.7%	17.3%	63.0%	13.6%	1.2%	
School facilities	0.0%	0.0%	3.7%	44.4%	51.9%	0.0%	
Developing confidence	0.0%	3.7%	11.1%	59.3%	23.5%	2.5%	
Social health education	0.0%	7.4%	11.1%	53.1%	17.3%	11.1%	
Control of bullying	0.0%	1.2%	12.3%	54.3%	27.2%	4.9%	
Caring teachers	0.0%	1.2%	3.7%	51.9%	42.0%	1.2%	
School security	0.0%	2.5%	2.5%	49.4%	45.7%	0.0%	
School communication	0.0%	0.0%	7.4%	60.5%	27.2%	4.9%	
Careers advice	0.0%	0.0%	4.9%	46.9%	33.3%	14.8%	
Developing moral values	0.0%	2.5%	13.6%	50.6%	25.9%	7.4%	
Levels of homework	0.0%	2.5%	9.9%	61.7%	9.9%	16.0%	

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Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	0.0%	2.5%	9.9%	71.6%	13.6%	2.5%	
Community spirit	1.2%	4.9%	14.8%	58.0%	16.0%	4.9%	
Developing potential	0.0%	2.5%	11.1%	59.3%	23.5%	3.7%	
Teaching quality	0.0%	0.0%	4.9%	59.3%	28.4%	7.4%	
Exam results	0.0%	6.2%	12.3%	59.3%	11.1%	11.1%	
Choice of subjects	0.0%	3.7%	13.6%	51.9%	27.2%	3.7%	
Truancy control	0.0%	0.0%	14.8%	51.9%	23.5%	9.9%	
Availability of resources	0.0%	0.0%	3.7%	54.3%	39.5%	2.5%	
Computer access	0.0%	1.2%	3.7%	40.7%	53.1%	1.2%	

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Additional criteria analysis

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

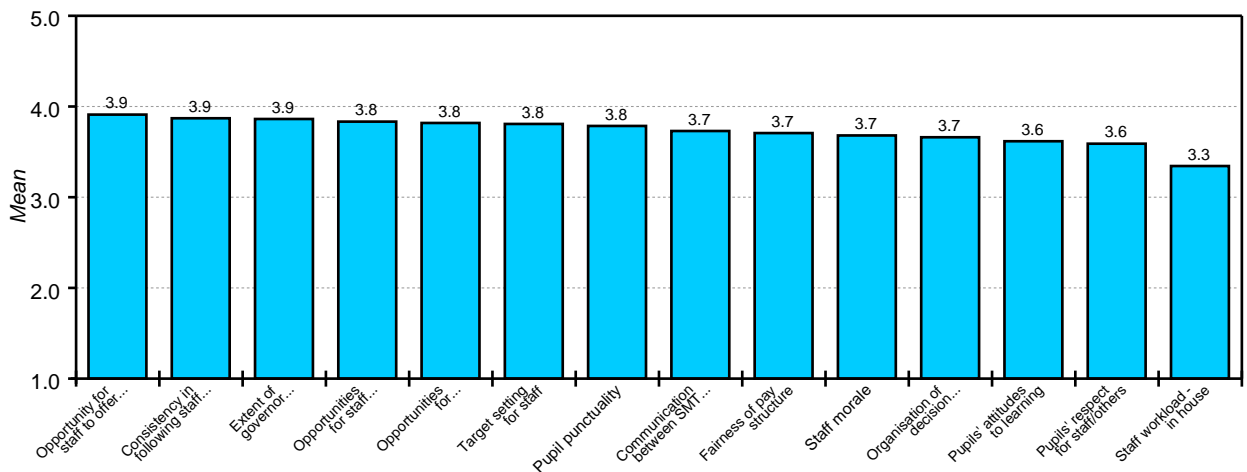| Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	2.5%	12.3%	44.4%	39.5%	1.2%	
Parent evenings	0.0%	0.0%	7.4%	54.3%	33.3%	4.9%	
College uniform	0.0%	1.2%	9.9%	44.4%	43.2%	1.2%	
Handling complaints	0.0%	0.0%	11.1%	46.9%	23.5%	18.5%	
Teaching for special needs	0.0%	0.0%	3.7%	51.9%	42.0%	2.5%	
Quality of school management	0.0%	6.2%	12.3%	49.4%	28.4%	3.7%	
Regular marking of work	0.0%	2.5%	8.6%	48.1%	23.5%	17.3%	
College meals	0.0%	1.2%	11.1%	49.4%	24.7%	13.6%	
Treating pupils fairly and equally	0.0%	0.0%	8.6%	54.3%	34.6%	2.5%	
Encouraging and listening to parent views	0.0%	1.2%	4.9%	54.3%	23.5%	16.0%	
Explaining to parents how to help their child	0.0%	1.2%	9.9%	48.1%	27.2%	13.6%	

Kirkland Rowell Surveys

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Celebrating and rewarding achievement	0.0%	0.0%	6.2%	48.1%	44.4%	1.2%	
Ensuring pupils do their best/ make good progress	0.0%	1.2%	4.9%	59.3%	33.3%	1.2%	
Encouraging and listening to pupil views	0.0%	1.2%	16.0%	49.4%	27.2%	6.2%	
Pupils' attitudes to learning	0.0%	9.9%	14.8%	59.3%	9.9%	6.2%	
Extra curricular activities and clubs	0.0%	1.2%	9.9%	50.6%	37.0%	1.2%	

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

Staff core areas (1 of 2)
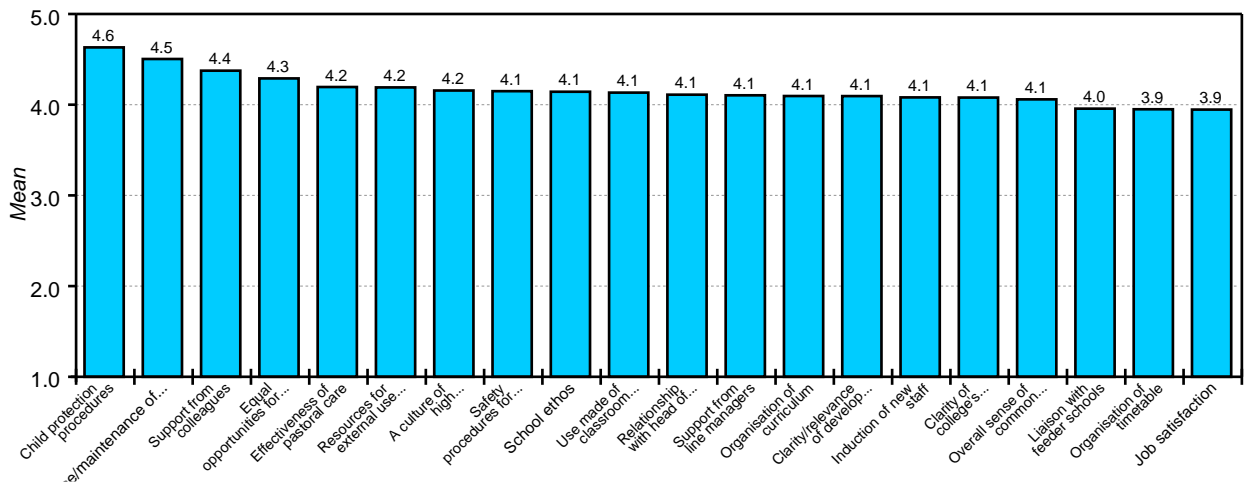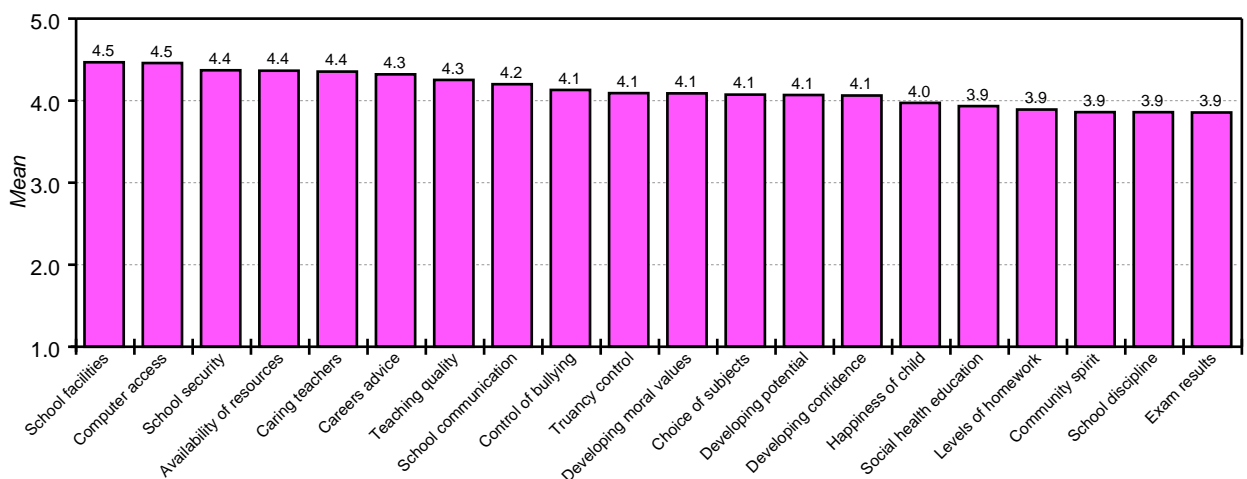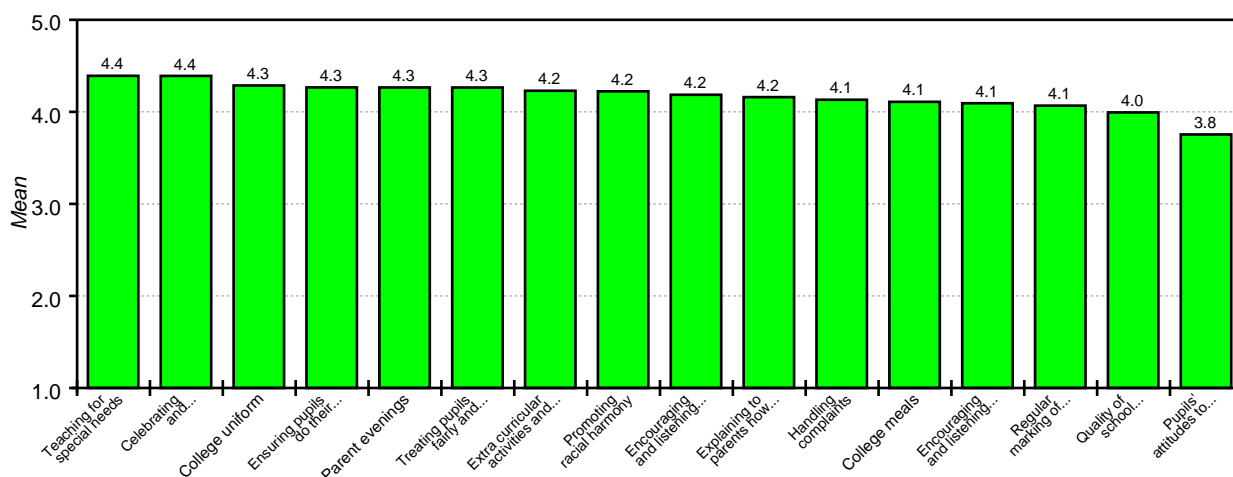

Staff core areas (2 of 2)

Selected parental priorities

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Additional questions

A word on Quality Assurance

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

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