

**Education Perceptions Monitor
Parent Survey No.2 To May 2009
For
St. Chad's Catholic High School
Runcorn, Cheshire**

Prepared and Presented

By

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Introduction

This report details the findings of the second Education Perceptions Monitor for St. Chad's Catholic High School.

The report measures the levels of satisfaction among the pupils' parents for a range of criteria, which have been previously identified as being important to the parents of school pupils, 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 2009.

The report also measures performance with regard to overall satisfaction and improvement.

The results have been analysed to produce graphical presentations of each criterion and subject for both performance and importance. Criteria have also been analysed against year group and gender of pupil; criteria that produce a significant result for this test are included in the report in graphical form.

Methodology

The sample surveyed was taken from the parents of the pupils of the school. Questionnaires were distributed to all pupils' parents.

Questionnaires were sealed with a letter of explanation requesting help, and a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked parents to give a score of between 1 and 5 for each subject offered by the school as well as for a list of identified parent priorities. Parents were then asked to choose the 10 most important criteria from the list of 20 identified priorities. The parents also estimated the time their child spent on homework, identified subjects in which they felt their child was being "pushed" too hard or not hard enough and commented on the overall performance of the School, as well as making specific suggestions regarding possible improvements.

The school's teachers were asked to say what they thought the parents' priorities would be.

Results

368 completed questionnaires were returned representing a response rate of 38.7%. The survey produced an acceptable overall response from the parents, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that statistically reliable data could be drawn for all criteria except BTEC H & SC and Philosophy & Ethics.

For the sake of assessment in most schools, questions receiving a score of 70% or over should be considered a success for academic subjects, with 65% being a realistic target of attainment for non-academic criteria. These scores are based on average figures gathered from similar schools.

Scores of 10% or more higher than these target scores are exceptional, with scores of at least 5% less than these targets indicating room for improvement.

As parent expectations vary from one school to the next it may be easier or harder to achieve these rather arbitrary benchmarks. In some schools, the parents might be less likely to award a more generous score of 5; either because expectation is higher than average, or because one problematic issue within the school (such as bullying or discipline) is colouring the parents' perceptions of the other issues surveyed, and hence lowering scores across the board. Where this is the case, the boundary at which results are emboldened, to indicate areas of concern, may be lowered by 5%. This was not the case for this school.

The parents gave an excellent overall performance score (83%), while among the parents whose children were not in their first year at the school 43% said the school had improved over the last year while only 3% thought that the school's performance was worse. Of the parents of new pupils, only 3% felt that the school had not lived up to their expectations while 35% said the school was better than they had expected it to be.

Executive Summary

The survey results reveal that the school has reason to be happy with most of its activities.

With regard to Academic subjects, parents are most happy with the delivery of Citizenship, Religious Studies and Biology.

The parents are least happy with the delivery of Sociology, Psychology and Food Technology.

With regard to Non-Academic areas, parents are most happy with the delivery of School facilities, School discipline and Developing moral values.

The parents are least happy with the delivery of Choice of subjects, Happiness of child and Teaching quality.

The parents' top priority for improvement is School communication.

The parents of girls gave significantly higher scores for BTEC PE, Expressive Arts, Levels of homework, Extra curricular activities, Church links and support, Parents evening and Personal planners.

Since The Previous Survey

The following academic areas obtained significantly higher scores than the previous survey: Mathematics and Physical Education.

There were 12 non-academic areas which obtained significantly higher scores than the previous survey.

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

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 160 similar, English schools, and are also included in the appendix of this report.

All of the scores given have been tested to be reliable to within less than 5%, at the 95% confidence level, except for those subjects marked *, which due to the sample achieved, are only reliable to within 10%. Remember, ideally, scores should be above the red line; scores above the green line are good, and above the gold line are exceptional.

Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what pupils "usually" say. These unweighted scores are marked *.

The previous survey was completed in the school year ending in 2005. Results quoted from the previous survey may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Academic Criteria

Academic subjects	Weighted Score %	Previous Survey	% Change
Citizenship	81.1		
Religious Studies	80.3	76.3	+4.0
Biology	80.1		
Physics	78.8		
D Tech Resistant Materials	78.6		
Mathematics	78.3	70.4	+7.9
* Business Studies	78.1	70.2	+7.9
Coordinated Science	78.0	74.0	+4.0
PSHEE	77.7		
D Tech Graphic Products	76.7		
ICT	76.5	74.4	+2.1
History	76.2	74.2	+2.0
French	76.2	72.7	+3.4
Chemistry	75.6		
Geography	75.5	72.8	+2.8
Physical Education	75.4	69.7	+5.8
Art	75.2	72.8	+2.4
Expressive Arts	75.0		
English Language & English Literature	73.2	72.8	+0.4
BTEC PE	72.3		
Music	72.1	73.7	-1.6
* Child Care GCSE	71.0		
Spanish	69.7	66.3	+3.5
Food Technology	69.4		
** Psychology	68.3		
* Sociology	68.1		
BTEC H & SC	low response		
Philosophy & Ethics	"		

Only highlighted changes should be considered significant.

* - not weighted by average of similar schools

* - only reliable to within 10%

Core Parent Priorities

Criteria	Weighted Score %	Previous Survey	% Change
School facilities	84.9	72.1	+12.8
School discipline	82.1	77.4	+4.7
Developing moral values	81.1	74.8	+6.3
Control of bullying	80.0	75.4	+4.6
Community spirit	79.7	73.6	+6.1
Social health education	79.2	70.3	+8.9
Availability of resources	79.2	67.6	+11.6
School security	79.1	70.1	+9.0
School communication	79.0	72.6	+6.3
Truancy control	77.9	72.7	+5.2
Developing confidence	77.2	70.9	+6.3
Careers advice	77.2	68.7	+8.5
Developing potential	77.1	73.2	+3.9
Exam results	76.8	72.7	+4.1
Levels of homework	75.9	75.2	+0.8
Computer access	75.8	71.9	+3.9
Caring teachers	75.2	68.8	+6.3
<u>Teaching quality</u>	<u>75.1</u>	73.0	+2.1
Happiness of child	72.4	70.4	+2.0
<u>Choice of subjects</u>	<u>71.6</u>	70.0	+1.6
"Overall" Rating	83.0	80.6	+2.4

Only highlighted changes should be considered significant.

Happy Versus Unhappy Parents

Judging performance based solely on the mean score allows for error. It is possible that the views of parents 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 % of parents who are unhappy with the School's performance for the criteria surveyed. The list identifies the % of parents giving a rating of "poor" or "very poor" for each criterion. For balance, the % rating "good" or "very good" has also been given. These results do not include respondents who failed to answer this question, or who ticked "I don't know".

Academic Subjects

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
History	1.6%			84.7%
Art	2.1%	4.6%	-2.5	79.8%
Child Care GCSE	2.2%			61.8%
Coordinated Science	2.3%	5.3%	-3.0	83.3%
D Tech Resistant Materials	2.8%			83.4%
D Tech Graphic Products	3.2%			81.7%
Physical Education	3.9%	6.1%	-2.2	81.9%
Geography	4.1%	4.7%	-0.7	78.3%
Mathematics	4.2%	9.7%	-5.5	82.3%
Religious Studies	4.5%	4.9%	-0.5	78.2%
Biology	4.5%			88.3%
Sociology	4.7%			71.6%
Physics	4.8%			78.4%
English Language & English Literature	5.8%	4.6%	+1.2	80.2%
ICT	5.9%	5.8%	+0.1	75.2%
Psychology	6.0%			78.1%
Business Studies	6.9%	12.5%	-5.6	93.1%
Expressive Arts	7.4%			80.9%
BTEC PE	7.6%			76.0%
French	7.9%	8.8%	-0.9	67.0%
Chemistry	7.9%			72.6%
Citizenship	8.3%			74.7%
PSHEE	9.6%			69.1%
Spanish	9.8%	13.9%	-4.1	70.4%
Food Technology	11.1%			70.5%
Music	11.1%	7.8%	+3.3	62.3%

Happy Versus Unhappy Parents

Core Parent Priorities

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
School facilities	2.1%	7.4%	-5.3	88.0%
School security	2.1%	9.5%	-7.4	88.3%
Truancy control	2.1%	4.0%	-1.9	91.7%
Exam results	2.3%	4.6%	-2.3	88.2%
Computer access	2.8%	5.3%	-2.5	88.3%
Community spirit	3.7%	7.0%	-3.4	76.2%
Developing moral values	3.7%	7.3%	-3.6	81.6%
Availability of resources	3.7%	10.8%	-7.1	84.8%
Teaching quality	3.9%	2.1%	+1.7	85.8%
Developing potential	4.2%	7.3%	-3.1	79.8%
Developing confidence	4.3%	7.2%	-2.9	80.5%
School discipline	4.4%	5.7%	-1.3	87.3%
Caring teachers	4.6%	9.2%	-4.6	78.9%
Social health education	4.6%	8.8%	-4.2	80.2%
School communication	5.8%	12.4%	-6.7	74.7%
Happiness of child	6.1%	6.6%	-0.5	78.5%
Control of bullying	6.6%	13.0%	-6.4	75.5%
Choice of subjects	6.8%	6.0%	+0.7	77.9%
Levels of homework	8.9%	10.0%	-1.1	68.7%
Careers advice	10.4%	14.0%	-3.6	67.1%
"Overall" Score	0.6%	2.7%	-2.1	91.8%

Additional Criteria

Additional criteria were chosen from a menu, and investigated with regard to parent satisfaction and the following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 30 schools, the Appendix shows the average of similar schools.

In the table below, the "unhappy" parents are those who gave a score of 1 or 2, i.e. poor or very poor. The "happy" parents are those who gave a score of 4 or 5, i.e. good or very good.

Issue	Weighted Previous		%	Previous		%	
	Score	% Survey		Change	Unhappy Survey		Change
Regular marking of work	80.5		7.5			75.9	
Treating all students fairly and equally	78.2		7.6			73.8	
School uniform	77.4		3.7			90.2	
School meals	76.4		15.3			59.3	
Personal planners	75.8		2.1			90.4	
Transport to and from school	75.1		7.7			75.3	
Explaining to parents how to help their child	73.7	70.4	+3.3	12.6	15.0	-2.4	60.1
Extra curricular activities	73.6	65.5	+8.1	8.0	13.9	-5.9	76.0
Parents evening	73.3	70.6	+2.8	5.7	10.2	-4.4	77.8
Church links and support	71.6		5.2			80.2	
Written reports	71.6		6.6			75.9	

Importance Ratings

Ideally those criteria which are most important to parents will be the criteria to which parents award the highest scores.

In the following table, the first column shows the percentage of parents who chose each of the criteria as one of their ten choices of what they felt was most important to them. The second column shows how well the school performs for the criteria, ie. 1st = what the school does best, 20th = what the school does least well.

Tip - Remember, green is good, red is bad

	Importance Score (%)	Ranking
School discipline	89.8%	(2nd)
Teaching quality	76.7%	(18th)
Control of bullying	75.7%	(4th)
Happiness of child	71.0%	(19th)
School communication	63.2%	(9th)
Developing potential	61.8%	(13th)
Caring teachers	58.3%	(17th)
Developing confidence	55.2%	(11th)
School security	52.1%	(8th)
School facilities	51.1%	(1st)
Developing moral values	50.6%	(3rd)
Exam results	50.5%	(14th)
Truancy control	43.4%	(10th)
Social health education	37.7%	(6th)
Levels of homework	32.5%	(15th)
Careers advice	32.5%	(12th)
Choice of subjects	31.5%	(20th)
Computer access	26.9%	(16th)
Community spirit	19.9%	(5th)
Availability of resources	19.5%	(7th)

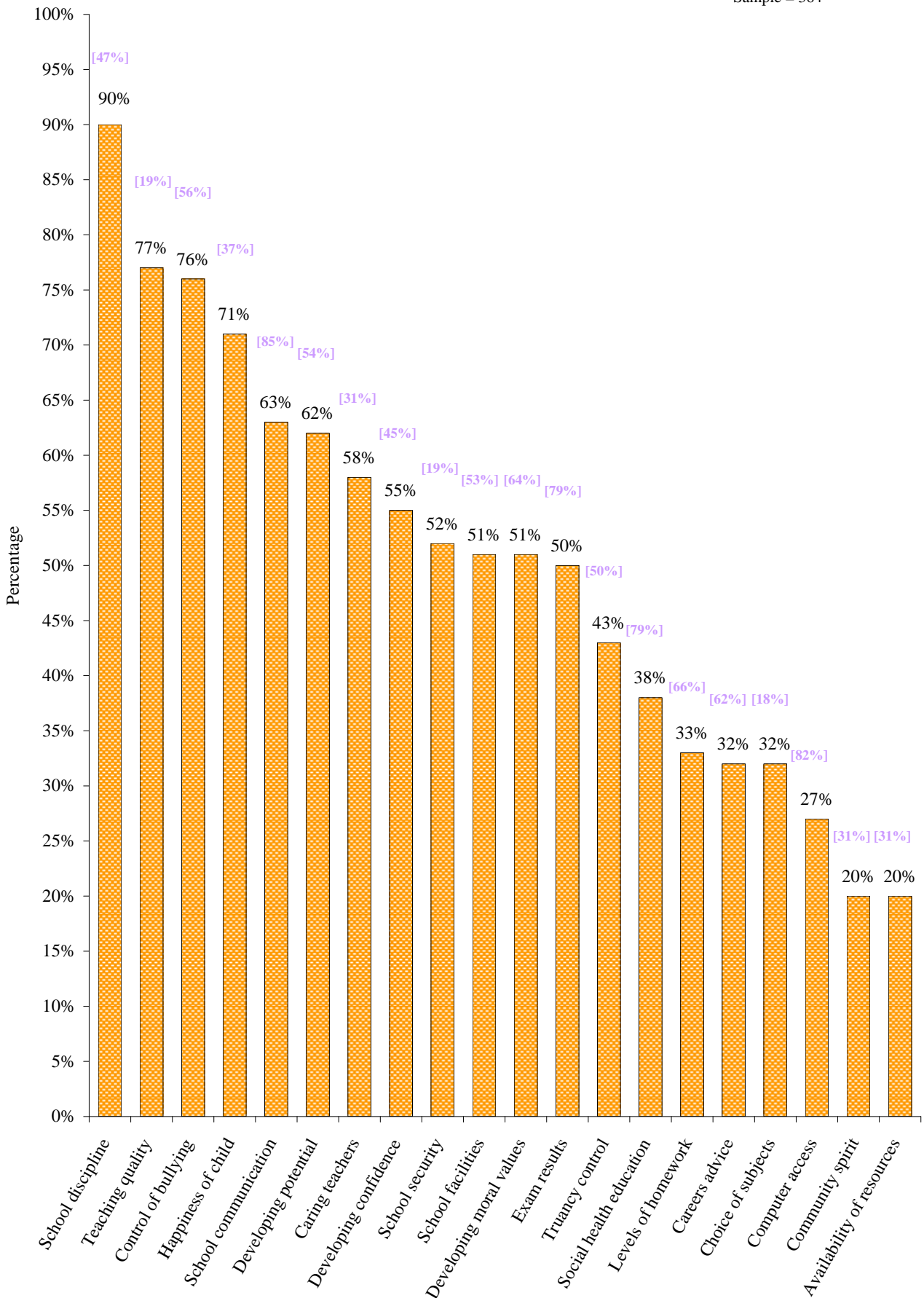
Graphical and Tabular Analysis
of
Selected Results

Graph to Show Comparative Importance Scores for Each of the Core Parent Priorities.

The parents were asked to choose 10 priorities from a list of 20 criteria. The graph shows the % of parents who selected each criteria as one of their 10 choices.

This school's last survey figures are given in [brackets].

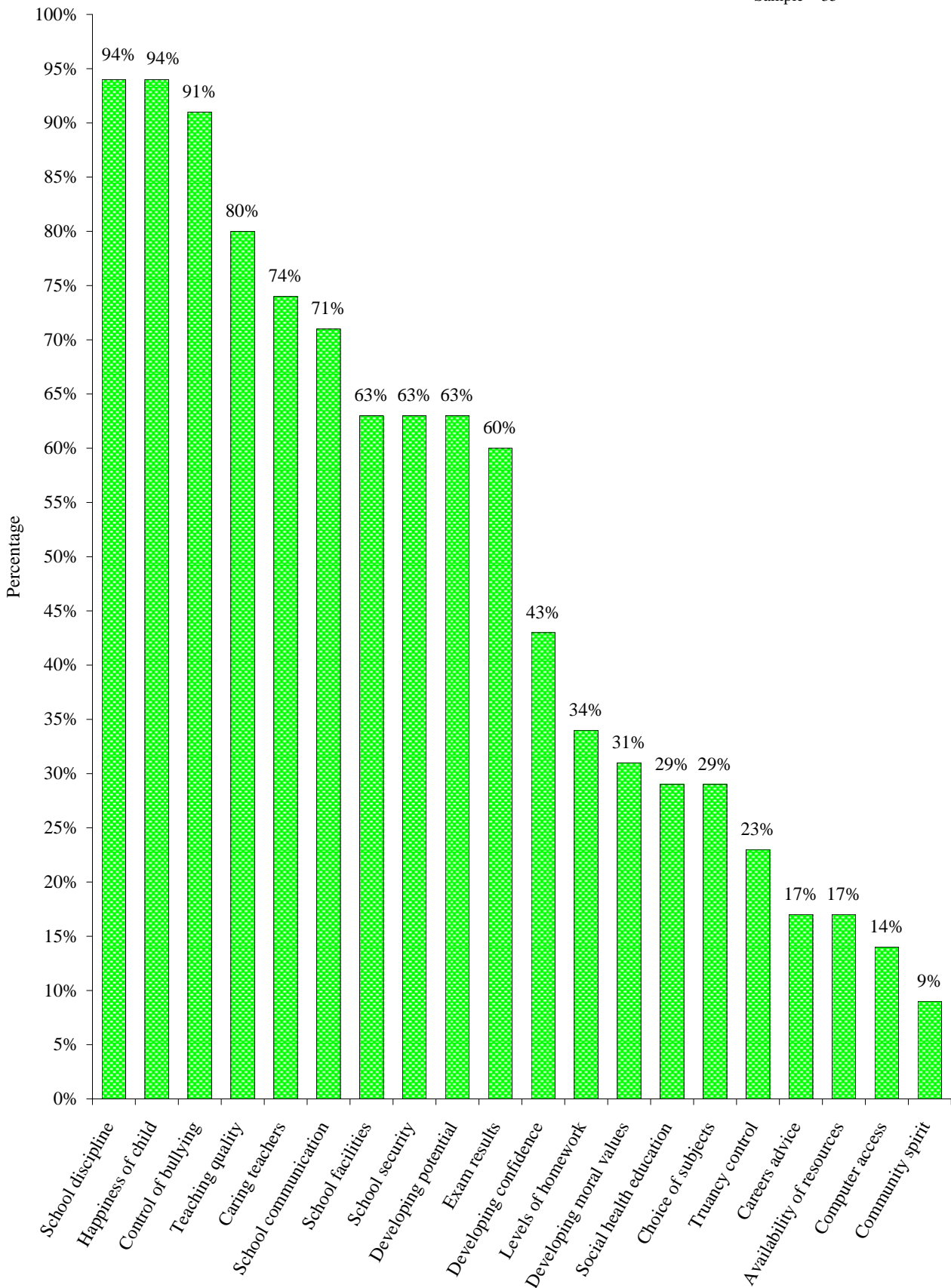
Sample = 364



Graph to Show What the Teaching Staff of the School Thought the Parent Priorities Would Be.

The teachers were asked to project which 10 priorities the parents would choose. The graph shows the % of teachers who selected each criteria as one of their 10 selections.

Sample = 35



Charts to Compare and Contrast what the Parents said was **Important with**

What the Teachers thought the Parents would Choose

There were no significant differences detected.

Parents Comparative Priorities

What the Teachers thought the Parents would choose

Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Control of bullying	3rd
Happiness of child	4th
School communication	5th
Developing potential	6th
Caring teachers	7th
Developing confidence	8th
School security	9th
School facilities	10th
Developing moral values	11th
Exam results	12th
Truancy control	13th
Social health education	14th
Levels of homework	15th
Careers advice	16th
Choice of subjects	17th
Computer access	18th
Community spirit	19th
Availability of resources	20th

Choose 10	Ranking
Happiness of child	1st
School discipline	1st
Control of bullying	3rd
Teaching quality	4th
Caring teachers	5th
School communication	6th
Developing potential	7th
School facilities	7th
School security	7th
Exam results	10th
Developing confidence	11th
Levels of homework	12th
Developing moral values	13th
Choice of subjects	14th
Social health education	14th
Truancy control	16th
Availability of resources	17th
Careers advice	17th
Computer access	19th
Community spirit	20th

Charts to Compare What is **Important to the School's Parents with what is Important to Parents from Similar Schools.**

Position differences of 4 or more have been highlighted.

This School

1st	School discipline
2nd	Teaching quality
3rd	Control of bullying
4th	Happiness of child
5th	School communication
6th	Developing potential
7th	Caring teachers
8th	Developing confidence
9th	School security
10th	School facilities
11th	Developing moral values
12th	Exam results
13th	Truancy control
14th	Social health education
15th	Levels of homework
16th	Careers advice
17th	Choice of subjects
18th	Computer access
19th	Community spirit
20th	Availability of resources

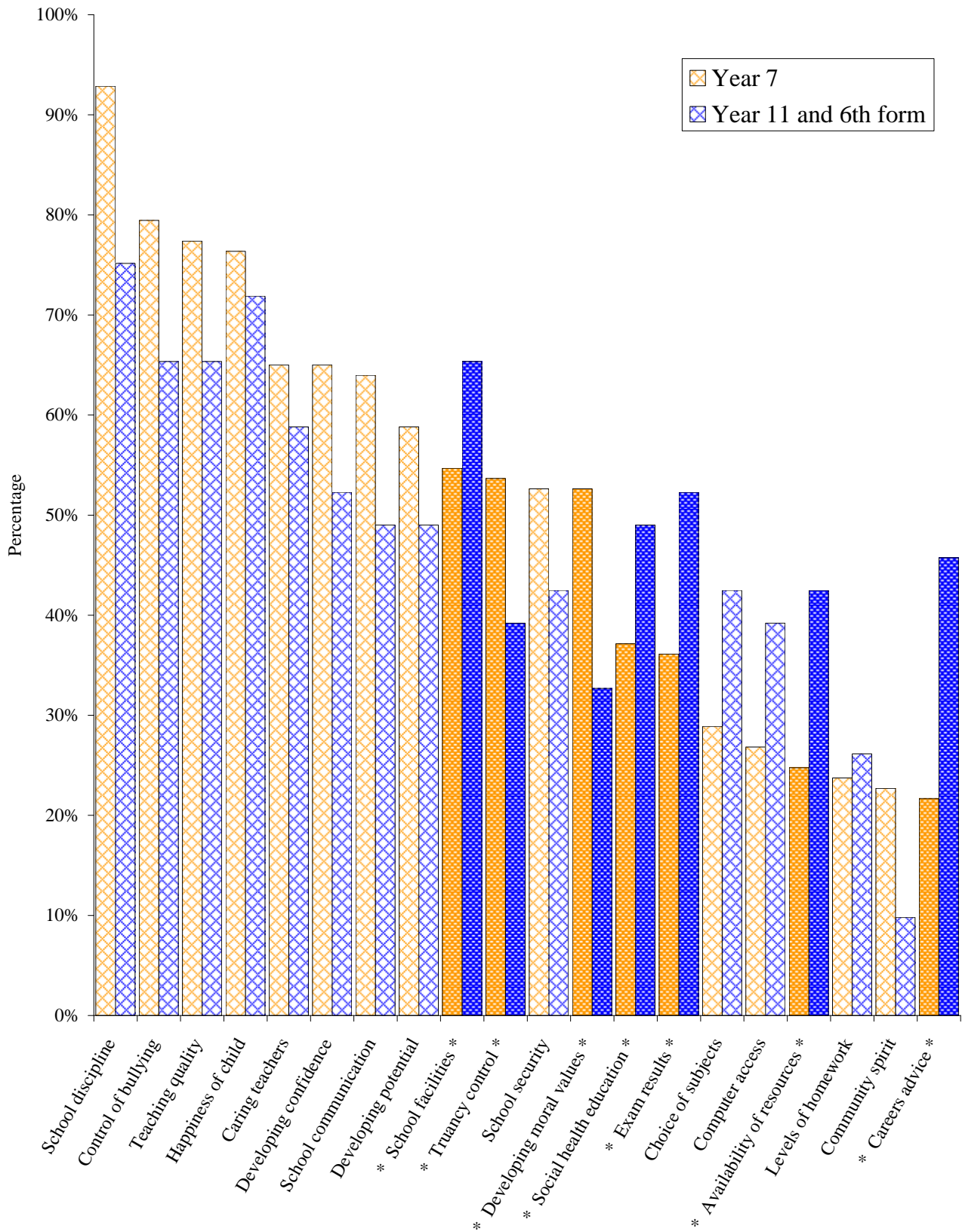
Average of Similar Schools

1st	School discipline
2nd	Teaching quality
3rd	Control of bullying
4th	Happiness of child
5th	Caring teachers
6th	School communication
7th	School security
8th	Developing potential
9th	Developing confidence
10th	Exam results
11th	School facilities
12th	Developing moral values
13th	Levels of homework
14th	Truancy control
15th	Choice of subjects
16th	Availability of resources
17th	Careers advice
18th	Computer access
19th	Social health education
20th	Community spirit

Graph to Show how Parents **Priorities** Change as the Children Get Older.

The parents were asked to choose 10 priorities from a list of 20 criteria. The graph shows the % of parents who selected each criteria as one of their 10 choices.

Differences in ranking of 4 or more positions have been highlighted.



Charts to Show how Parent **Priorities** Change as the Children Get Older.

Position differences of 4 or more have been highlighted.

Priorities of Year 7 Parents

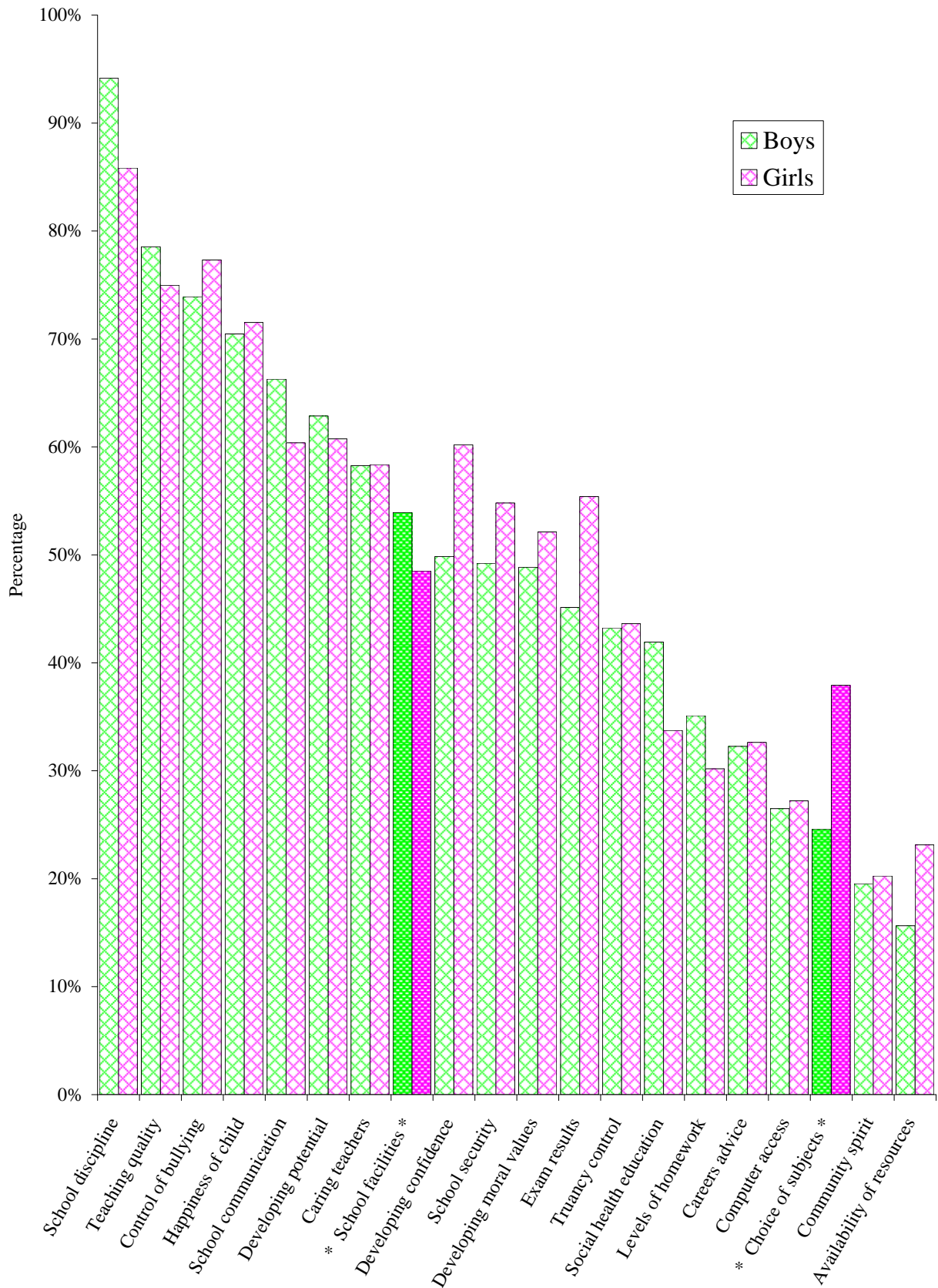
Choose 10	Ranking
School discipline	1st
Control of bullying	2nd
Teaching quality	3rd
Happiness of child	4th
Caring teachers	5th
Developing confidence	5th
School communication	7th
Developing potential	8th
School facilities	9th
Truancy control	10th
Developing moral values	11th
School security	11th
Social health education	13th
Exam results	14th
Choice of subjects	15th
Computer access	16th
Availability of resources	17th
Levels of homework	18th
Community spirit	19th
Careers advice	20th

Priorities of Year 11 and 6th form Parents

Choose 10	Ranking
School discipline	1st
Happiness of child	2nd
Control of bullying	3rd
School facilities	3rd
Teaching quality	3rd
Caring teachers	6th
Developing confidence	7th
Exam results	7th
Developing potential	9th
School communication	9th
Social health education	9th
Careers advice	12th
Availability of resources	13th
Choice of subjects	13th
School security	13th
Computer access	16th
Truancy control	16th
Developing moral values	18th
Levels of homework	19th
Community spirit	20th

Graph to Show how Parents' Priorities Change by Gender of Child.

Differences in ranking of 4 or more positions have been highlighted.



Charts to Show how Parent **Priorities** Change by Gender of Child.

Significant differences have been highlighted.

Priorities of Boys' Parents

Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Control of bullying	3rd
Happiness of child	4th
School communication	5th
Developing potential	6th
Caring teachers	7th
School facilities	8th
Developing confidence	9th
School security	10th
Developing moral values	11th
Exam results	12th
Truancy control	13th
Social health education	14th
Levels of homework	15th
Careers advice	16th
Computer access	17th
Choice of subjects	18th
Community spirit	19th
Availability of resources	20th

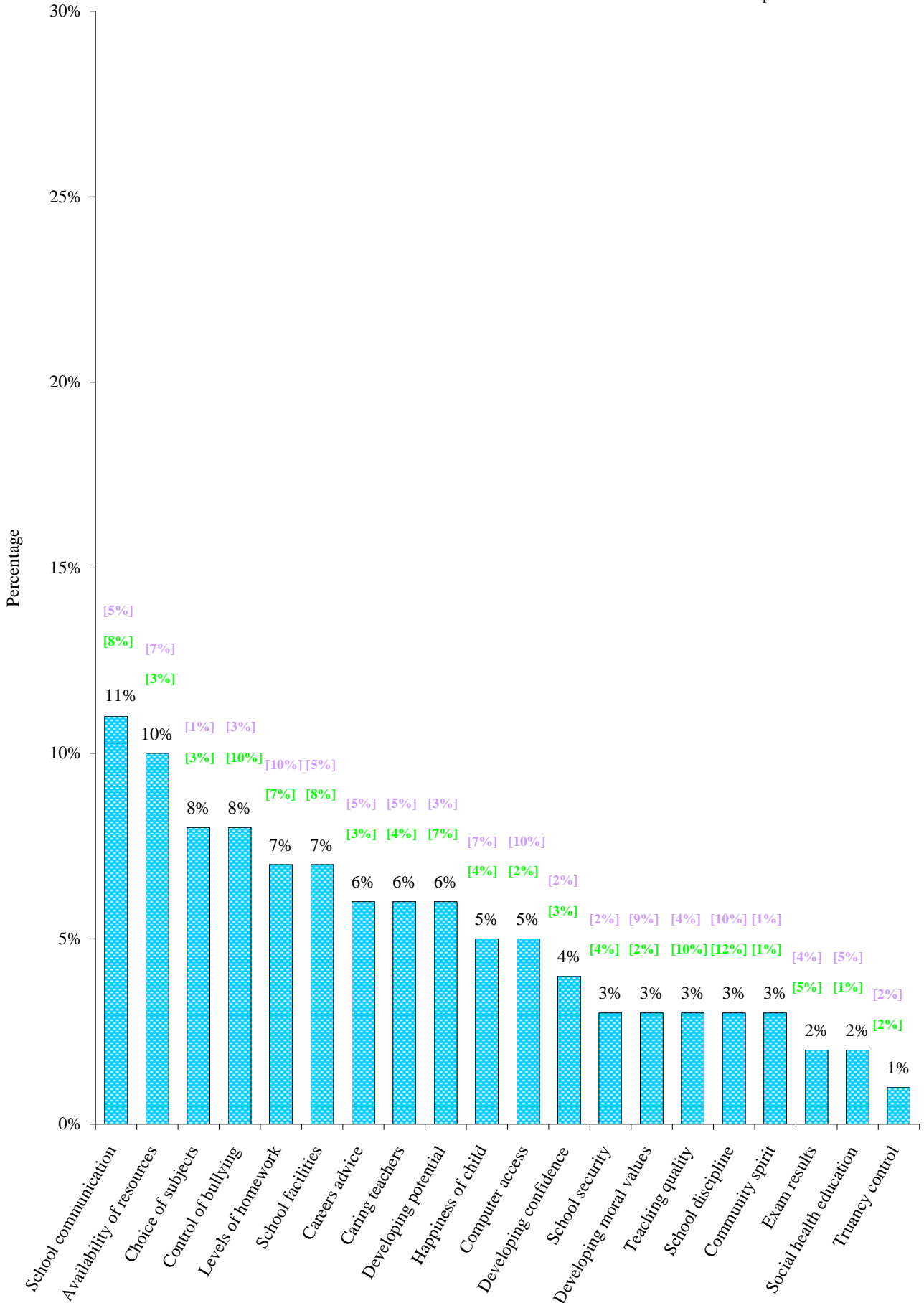
Priorities of Girls' Parents

Choose 10	Ranking
School discipline	1st
Control of bullying	2nd
Teaching quality	3rd
Happiness of child	4th
Developing potential	5th
School communication	6th
Developing confidence	7th
Caring teachers	8th
Exam results	9th
School security	10th
Developing moral values	11th
School facilities	12th
Truancy control	13th
Choice of subjects	14th
Social health education	15th
Careers advice	16th
Levels of homework	17th
Computer access	18th
Availability of resources	19th
Community spirit	20th

Graph to Show Relative Parent Priorities for Improvement.

Average figures from similar schools are given in [brackets] , this school's last survey figures in [brackets].

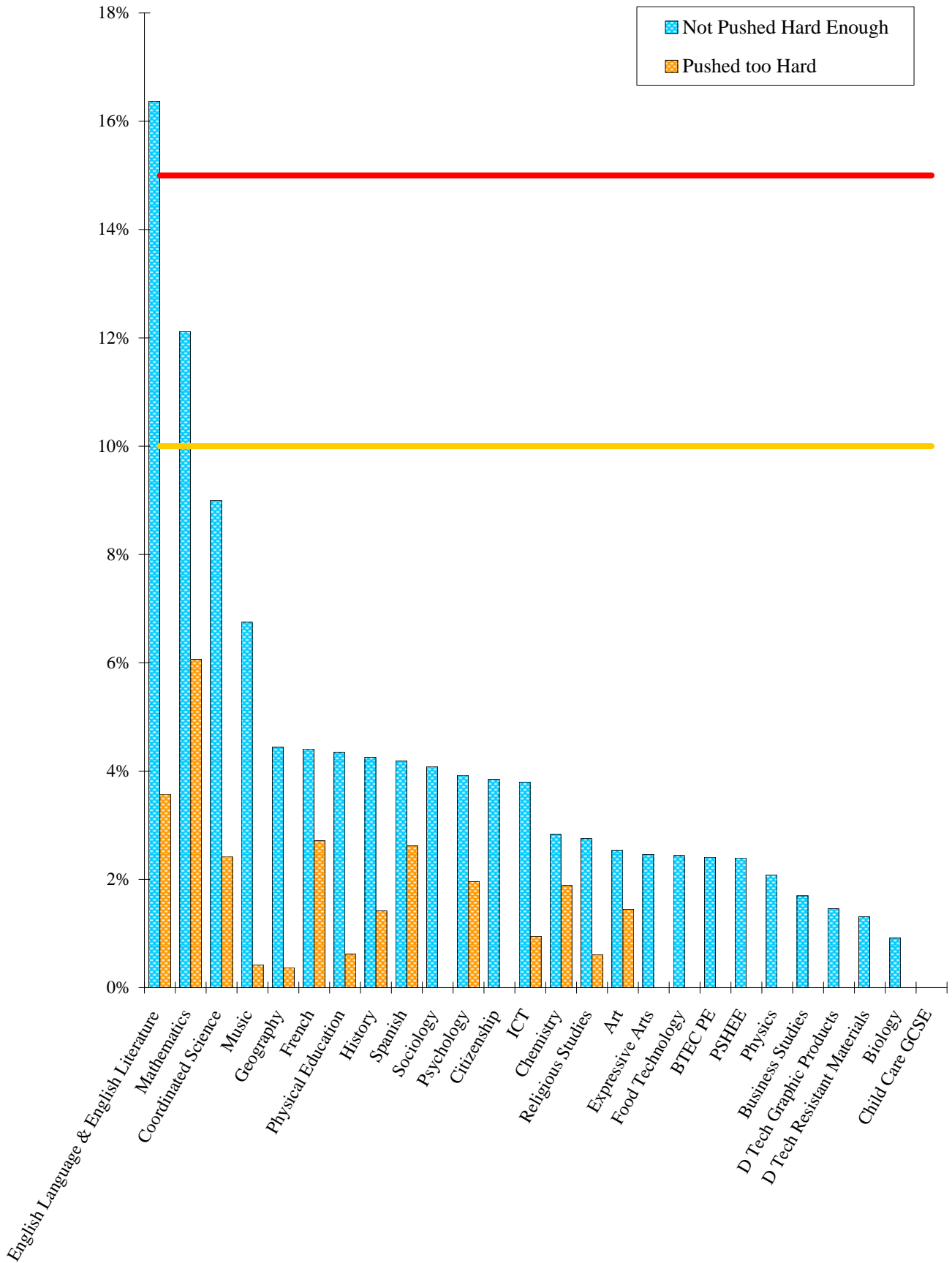
Sample = 284



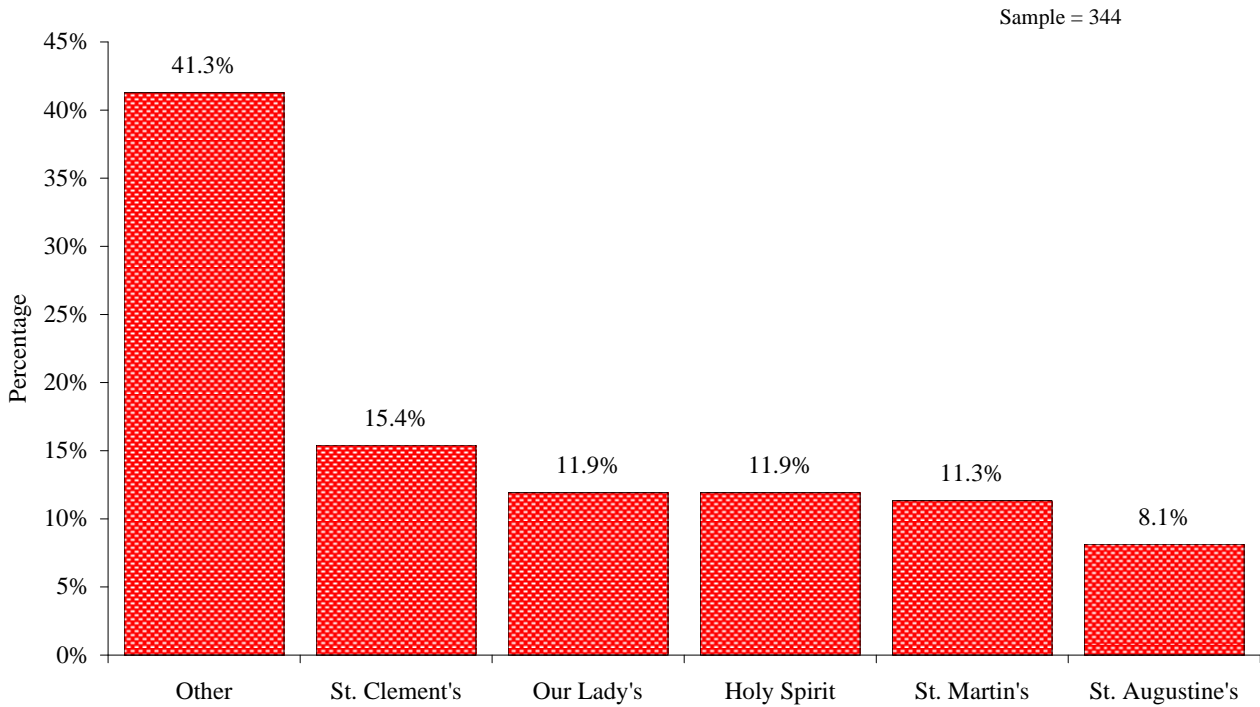
Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough

Scores should not exceed the red line

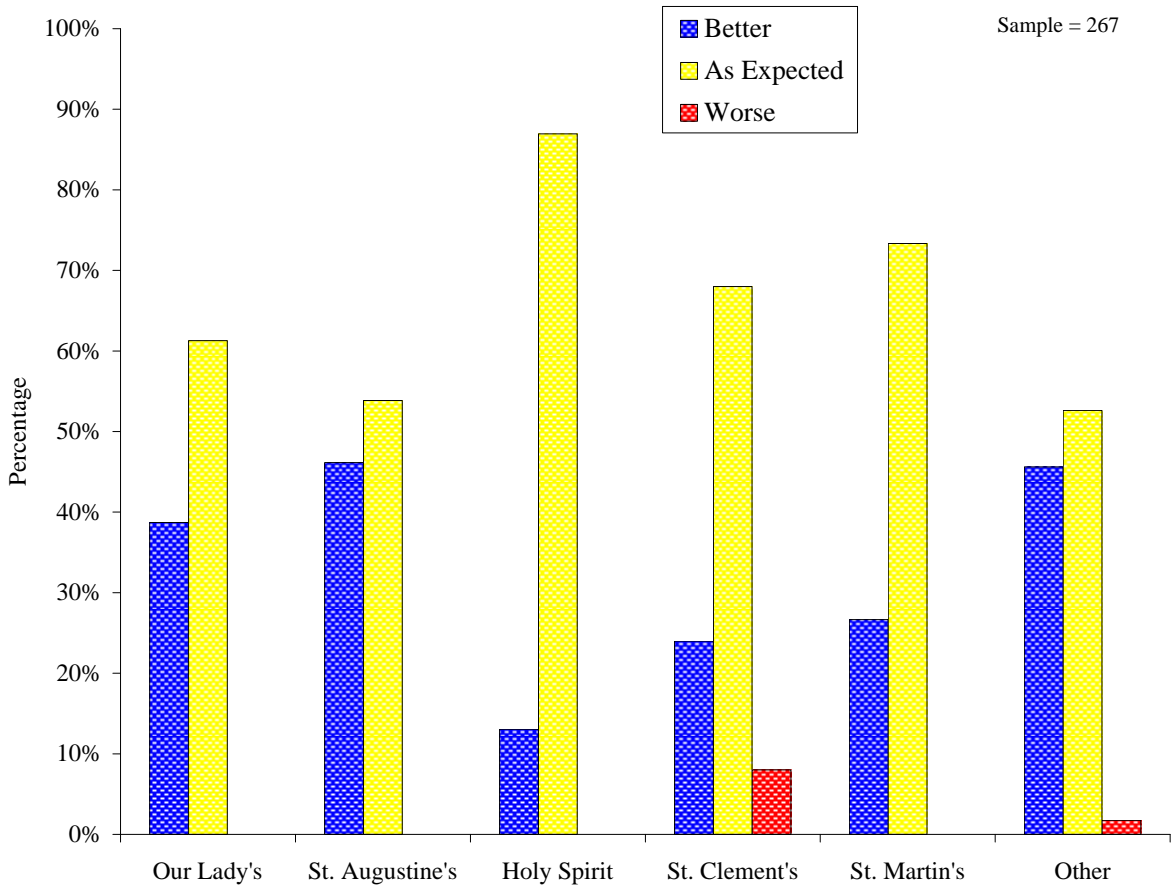
(English and Mathematics most commonly cross the red line for "Not Pushed Hard Enough")



Which School Did Your Child Attend Before St. Chad's Catholic High School?

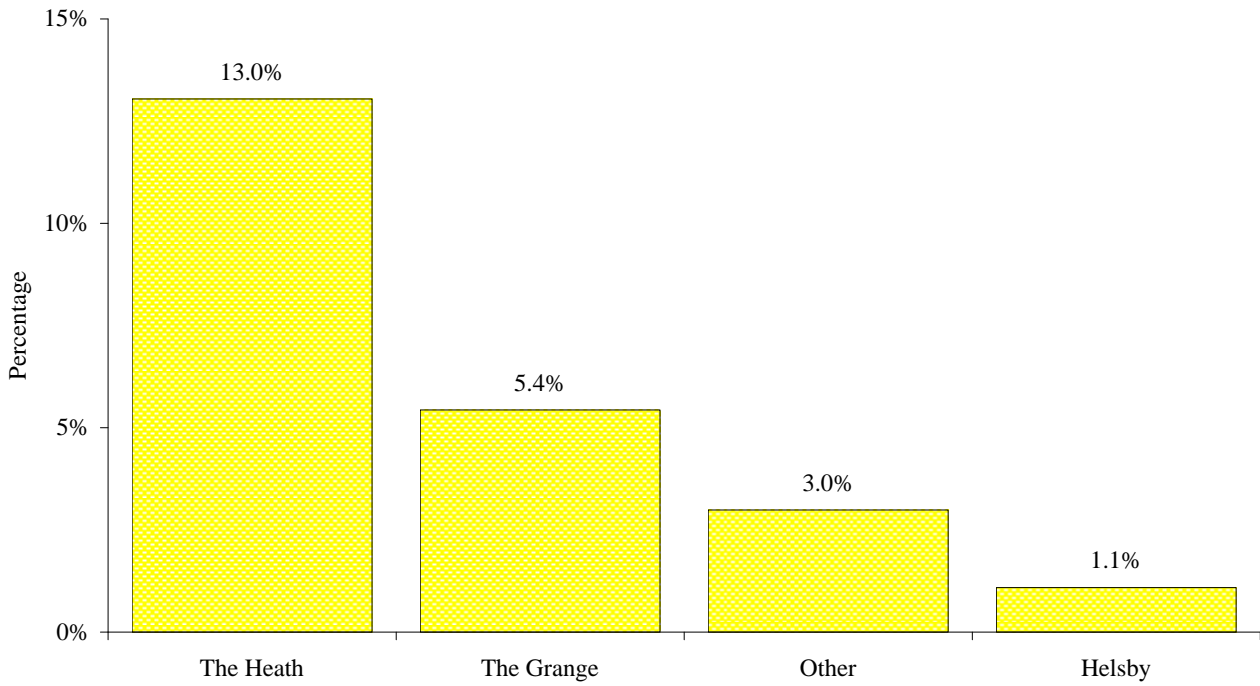


Graph to Show Parents' Perceptions of the School, Broken Down by Feeder School

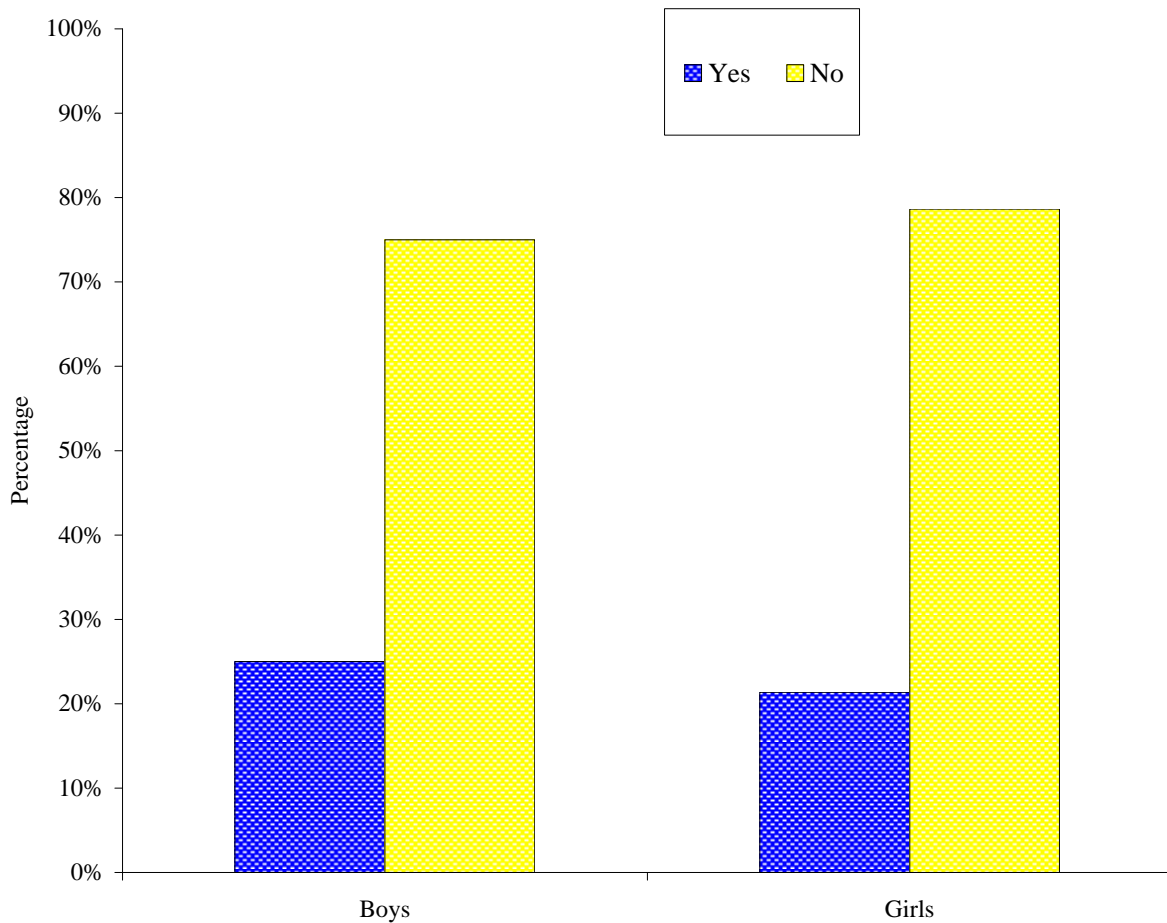


Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"

Some parents chose more than one option

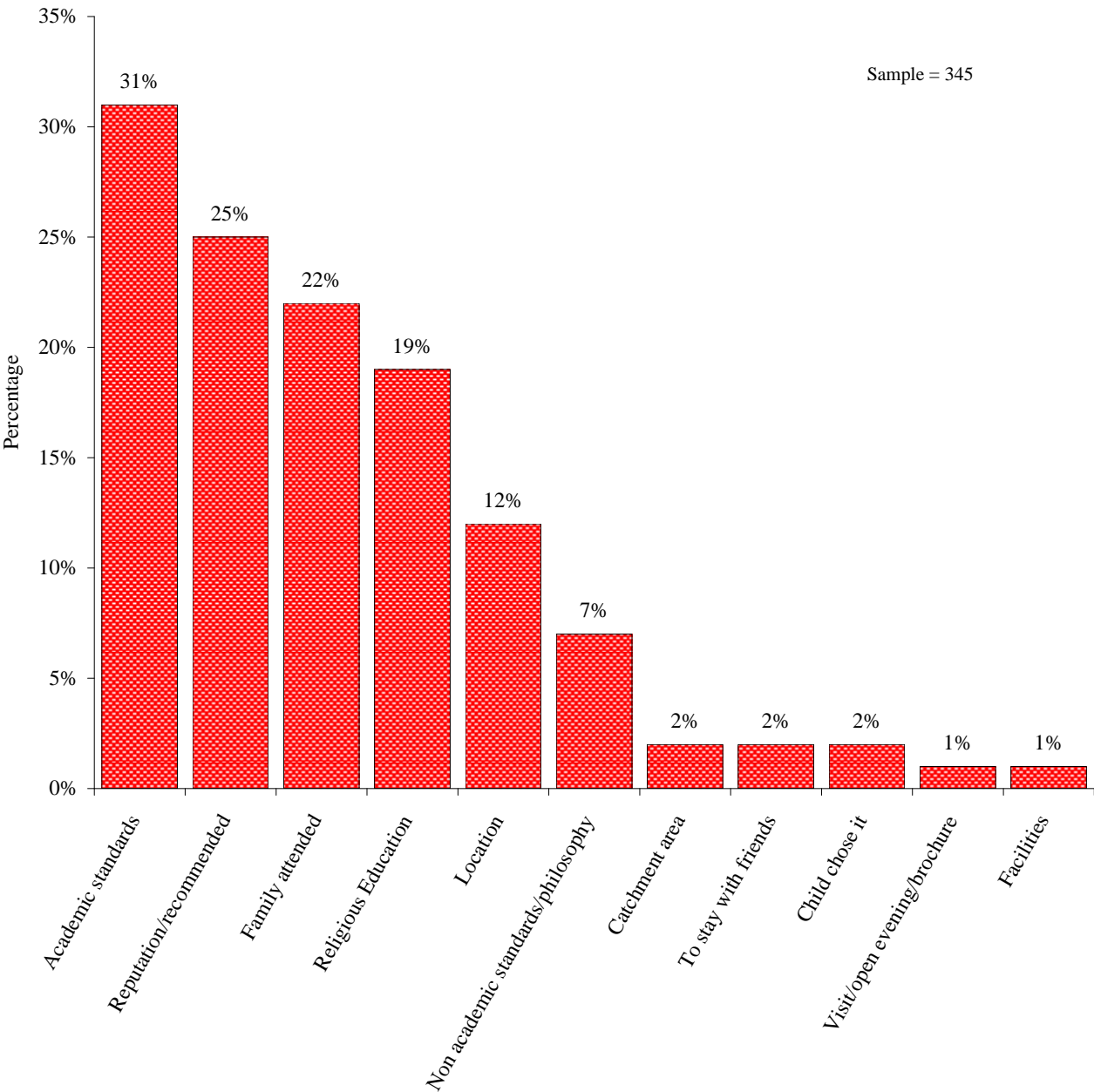


Graph to Show the Breakdown of Whether Another School was Considered, by Gender



Graph to Show Why Parents Chose to Send their Child to the School

Some parents chose more than one option



Parents' Comments

The specific comments of parents, which occurred on more than one occasion, were as follows.

Many of the parent comments were very positive and many of the negative comments were qualified in light of the parents' overall satisfaction with the school.

The parents were enthusiastic in the number of comments that they made and the comments were diverse in their nature.

Many of the parents who commented said how happy and confident their children had been since starting at St. Chad's Catholic High School.

Many parents commented that they were happy with the overall performance of the school, with some referring to the school as excellent.

Twenty parents were pleased with the overall standard of education provided, with some referring to staff as caring and approachable. However, five parents expressed concerns with regard to the quality of teaching provided by some members of staff.

Nine parents believed that communication between the school and parents needed to improve.

The allocation of homework was considered by five parents to be inconsistent and insufficient. Parents felt that there needed to be less focus on use of the internet to complete assignments.

Four parents commented that the extra-curricular provision could be improved.

Whilst one parent was pleased with the way in which the school handled the incidence of bullying, three parents felt that the approach to this issue could be improved.

Three parents considered the SEN provision to be excellent.

Three parents felt that the provision of learning support could be improved.

Two parents expressed concerns with regard to the disruptive behaviour of students in some classes.

Parental comments normally generate two pages of analysis within a report. One page of comments made by many parents and another highlighting comments made by a few.

Due to the low response rate in this school survey, it has not been possible to generate this distinction between the comments and hence only one page of combined analysis is included.

Strengths and Weaknesses

The following areas are those in which the school had the highest and lowest perceived standards of performance (based on mean percentage scores). The relative importance score and its position are given in brackets. Remember, **gold** is outstanding; **green** - good; **black** - satisfactory, and **red** - inadequate

Relative Strengths - academic

- 81.1% **Citizenship**
- 80.3% **Religious Studies**
- 80.1% **Biology**
- 78.8% **Physics**
- 78.6% **D Tech Resistant Materials**

Relative Weaknesses - academic

- 68.1% **Sociology**
- 68.3% **Psychology**
- 69.4% **Food Technology**
- 69.7% **Spanish**
- 71.0% **Child Care GCSE**

Relative Strengths - selected performance criteria

Importance

84.9% School facilities	(51.1%)	10th
82.1% School discipline	(89.8%)	1st
81.1% Developing moral values	(50.6%)	11th
80.0% Control of bullying	(75.7%)	3rd
79.7% Community spirit	(19.9%)	19th

Relative Weaknesses - selected performance criteria

Importance

71.6% Choice of subjects	(31.5%)	17th
72.4% Happiness of child	(71.0%)	4th
75.1% Teaching quality	(76.7%)	2nd
75.2% Caring teachers	(58.3%)	7th
75.8% Computer access	(26.9%)	18th

Every Child Matters

The headings below are the 5 "Every Child Matters" outcomes. For each of the outcomes, we have given the weighted parental scores for any relevant criteria included on your questionnaire. Remember, **gold** is outstanding; **green** - good; **black** - satisfactory, and **red** - inadequate, in terms of parental perceptions.

<u>1. Being Healthy:</u>	Social health education	79.2%
	Physical Education	75.4%
	Healthy lifestyle - Exercise	75.2%
	Out of school activities/clubs	73.6%
	Healthy lifestyle - Diet	73.3%
<u>2. Staying Safe:</u>	Control and prevention of bullying	80.0%
	School security/safety	79.1%
	Treating all pupils fairly and equally	78.2%
	Caring/approachable attitude of teachers	75.2%
<u>3. Enjoying and Achieving:</u>	School discipline/good behaviour	82.1%
	Developing strong moral values in pupils	81.1%
	Community spirit	79.7%
	Social health education	79.2%
	Developing self confidence/esteem	77.2%
	Developing potential	77.1%
	Out of school activities/clubs	73.6%
	Happiness of child	72.4%

Every Child Matters (continued..)

4. Making a Positive Contribution:

School discipline/good behaviour	82.1%
Developing moral values	81.1%
Citizenship	81.1%
Community spirit	79.7%
Social health education	79.2%
Treating all pupils fairly and equally	78.2%
PSHEE	77.7%

5. Economic Well-being:

Citizenship	81.1%
Community spirit	79.7%
Social health education	79.2%
Mathematics	78.3%
Business Studies	78.1%
PSHEE	77.7%
Careers advice and guidance	77.2%
Developing a pupil's potential	77.1%
Exam results	76.8%
ICT	76.5%

SEF Summary - based on SEF as of September 2008

Important - the following grades only reflect the views gathered from the parent survey; when completing your SEF, you must also to draw upon other stakeholder views and the full range of internal data/evidence.

Remember, for SEF grading comparisons with our colour coded system:

Gold	= Outstanding	= Grade 1
Green	= Good	= Grade 2
Black	= Satisfactory	= Grade 3
Red	= Inadequate	= Grade 4

SEF Part A

Section 1 Characteristics of your School

This section is largely factual, and should be completed using your internal management data.

Section 2. Views of Learners, Parents/Carers and other Stakeholders

2a. and 2b.

To complete sections 2a and 2b we suggest that you may consider including the information given in the Methodology and Summary pages of your Kirkland Rowell reports.

2c.

Note here the methods that you have used to give feedback of your survey results to parents.

2d.

If you have carried out more than one Kirkland Rowell parental survey, list here any actions that you have taken which have resulted in a significant change in parental opinions. The evidence for any such changes will be listed on the 2nd summary page of this report (page 6).

Section 3. Achievement and Standards

This section should be completed based on your factual test and examination results.

Section 4. Personal Development and Well-being

The following criteria were considered relevant in producing SEF guidance for Section 4.

Core Parent Areas

Happiness of pupil
Developing potential
Developing moral values
Control and prevention of bullying
Careers advice and guidance
Truancy control
Social health education
Community spirit
School security/safety
Developing confidence
Caring/approachable attitude of teachers
School discipline/good behaviour
Exam results

Additional Areas

Treating all pupils fairly and equally
Out of school activities/clubs

Academic Areas

Physical Education
Citizenship
PSHEE
Mathematics
ICT
Business Studies

Other Criteria

Healthy lifestyle - Diet
Healthy lifestyle - Exercise

4a. To what extent do learners adopt healthy lifestyles?

Social health education	79.2%
Physical Education	75.4%
Healthy lifestyle - Exercise	75.2%
Out of school activities/clubs	73.6%
Healthy lifestyle - Diet	73.3%

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

4b. To what extent do learners feel safe and adopt safe practices?

Control and prevention of bullying	80.0%
School security/safety	79.1%
Treating all pupils fairly and equally	78.2%
Caring/approachable attitude of teachers	75.2%

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

4c. How much do learners enjoy their education?:

School discipline/good behaviour	82.1%
Developing strong moral values	81.1%
Community spirit	79.7%
Social health education	79.2%
Control of attendance/truancy	77.9%
Developing confidence	77.2%
Happiness of pupil	72.4%

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

4d. How good is the behaviour of learners?

School discipline/good behaviour	82.1%
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Your average parental grade for this section = 1.0 = Outstanding = **SEF Grade 1**

4e. How well do learners make a positive contribution to the community?

Developing moral values	81.1%
Citizenship	81.1%
Community spirit	79.7%
Social health education	79.2%
PSHEE	77.7%
Out of school activities/clubs	73.6%

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

4f. How well do learners prepare for their future economic well-being?:

Citizenship	81.1%
Community spirit	79.7%
Social health education	79.2%
Mathematics	78.3%
Business Studies	78.1%
PSHEE	77.7%
Developing confidence	77.2%
Careers advice and guidance	77.2%
Developing potential	77.1%
Exam results	76.8%
ICT	76.5%

Your average parental grade for this section = 1.4 = Outstanding = **SEF Grade 1**

4g. How good are learners' personal development and well-being in the EYFS

If you offer EYFS provision then your comments are required here.

4h. How good are learners' personal development and well-being in the Sixth Form?:

Based on the six categories above (a to f), which are relevant to 'Learners' Personal Development and Well-Being', we have calculated your average parental grade as = 1.9 = Good = **SEF Grade 2.**

4i. On the basis of your evaluation, what are your key priorities for development?:

From those criteria which are relevant to 'Learners' Personal Development and Well-Being' the following are the parents' top ranking priorities for improvement.

	<u>% of parents</u>
Control of bullying	8%
Careers advice	6%
Caring teachers	6%

4 Grade. Overall suggested grading:

		Grading
Learners' personal development and well-being	Whole school	Outstanding (1.3)
	EYFS	If relevant, your grade required
	Sixth form	Good (1.9)

Section 5. Quality of Provision

The following criteria were considered relevant in producing SEF guidance for Section 5.

Core Parent Areas

Choice of subjects
Community spirit
Quality of teaching
Developing potential
School discipline/good behaviour
School security/safety
Social health education
Careers advice
Truancy control
Communication between school and parents
Exam results
Caring/approachable attitude of teachers
Levels of homework

Additional Areas

Explaining to parents how to help their child
Regular marking of work
Treating all pupils fairly and equally
Written reports
Personal planners
Out of school activities/clubs

Other Criteria

Healthy lifestyle - Diet
Healthy lifestyle - Exercise

Academic Areas

Business Studies

5a. How good is the quality of teaching and learning?

School discipline/good behaviour	82.1%
Regular marking of work	80.5%
Developing potential	77.1%
Exam results	76.8%
Levels of homework	75.9%
Personal planners	75.8%
Quality of teaching	75.1%
Explaining to parents how to help their child	73.7%
Choice of subjects available	71.6%

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

5b. How well do the curriculum and other activities meet the range of needs and interests of learners?

Community spirit	79.7%
Social health education	79.2%
School security	79.1%
Business Studies	78.1%
Careers advice	77.2%
Developing potential	77.1%
Healthy lifestyle - Exercise	75.2%
Extra curricular activities	73.6%
Healthy lifestyle - Diet	73.3%
Choice of subjects	71.6%

Your average parental grade for this section = 1.5 = Outstanding = **SEF Grade 1**

5c. How well are learners cared for, guided and supported?:

Social health education	79.2%
Communication between school and parents	79.0%
Treating pupils fairly and equally	78.2%
Truancy control	77.9%
Careers advice and guidance	77.2%
Developing potential	77.1%
Caring/approachable teachers	75.2%

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

5d. What is the quality of provision in the EYFS, including the quality of childcare?

If you offer EYFS provision then your assessment is required here.

5e. What is the quality of provision in the Sixth Form?:

Based on the three categories above (a to c), which are relevant to 'Quality of Provision', we have calculated your average parental grade as = 2.0 = Good = **SEF Grade 2.**

5f. On the basis of your evaluation, what are your key priorities for development?:

From those criteria which are relevant to 'Quality of Provision', the following are the parents' top ranking priorities for improvement.

% of parents

School communication	11%
Choice of subjects	8%
Levels of homework	7%

5 Grade. Overall suggested grading:

		Grading
Quality of teaching and learning	Whole school	Outstanding (1.2)
	6th Form	Good (1.8)
Quality of curriculum and other activities	Whole school	Outstanding (1.5)
	6th Form	Good (2.3)
Quality of care, guidance and support for learners	Whole school	Outstanding (1.0)
	6th Form	Good (2.0)
Quality of provision for learning and development in the EYFS	EYFS	If relevant, your assessment required
Quality of welfare provision in the EYFS	EYFS	If relevant, your assessment required

Figures in brackets show the mean grading score for those criteria relevant to each heading.

Section 6. Leadership and Management

The following criteria were considered relevant in producing SEF guidance for Section 6.

Core Parent Areas

Standard of school facilities
Quality of teaching
Access to computer/IT facilities
Availability of resources
Developing moral values
Developing potential
Caring/approachable attitude of teachers
Community spirit

Additional Areas

Church links and support
Treating all pupils fairly and equally

Academic Areas

Citizenship
PSHEE

6a. What is the overall effectiveness of leadership and management?

School facilities	84.9%
Availability of resources	79.2%
Treating pupils fairly and equally	78.2%
Developing potential	77.1%
Computer access	75.8%
Caring/approachable teachers	75.2%
Quality of teaching	75.1%

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

6b. How effectively do you promote community cohesion?

Developing moral values	81.1%
Citizenship	81.1%
Community spirit	79.7%
PSHEE	77.7%
Church links and support	71.6%

Your average parental grade for this section = 1.4 = Outstanding = **SEF Grade 1**

6c. Where relevant, what is the effectiveness of leadership and management in the EYFS?

If you offer EYFS provision, then your assessment is required here.

6d. What is the effectiveness of leadership and management in the Sixth Form?:

Based on the 2 categories surveyed (6a and 6b), which are relevant to 'Leadership and Management', we have calculated your average parental grade as = 1.9 = Good = **SEF Grade 2**.

6e. On the basis of your evaluation, what are your key priorities for development?:

From those criteria which are relevant to 'Leadership and Management', the following are the parents' top ranking priorities for improvement.

	<u>% of parents</u>
Availability of resources	10%
School facilities	7%
Caring teachers	6%

6 Grade. Overall suggested grading:

		Grading
Effectiveness of leadership and management	Whole school	Outstanding (1.2)
	EYFS	If relevant, your assessment required
	Sixth Form	Good (1.9)

Section 7. Overall Effectiveness

7a. What is the effectiveness of any steps taken to promote improvement?

There were 14 criteria which showed a significant improvements at the 95% confidence level since the previous survey. You should mention here any steps you have taken which have influenced this improvement in scores.

Of the parents whose children were not new to the school, 43% said the school had improved, while 3% said that school performance was worse.

With regard to the school's specialist status, 66% of the parents describe the specialist status as either important, or very important, for their child's education; while 32% said it was either not very, or not important.

7b. How effective and inclusive is the provision overall?

Parents' "Overall" satisfaction survey rating: **83.0% = Outstanding**

Average rating from SEF categories results = 1.2 = **Outstanding = SEF Grade 1**

You may also wish to quote the percentage of parents who were happy and unhappy overall:

Percentage selecting poor or very poor	0.6%
Percentage selecting good or very good	91.8%

With regard to strengths and weaknesses, please refer to the results given in full on the Strengths & Weaknesses summary on page 30 of this report.

7c. How well does the school work in partnerships with others to promote learners' well-being?

This section should be completed based on your knowledge of the school and other organisations.

7d. Where relevant, what is the overall effectiveness of the EYFS?

If you offer EYFS provision then your assessment is required here.

7e. What is the overall effectiveness of the sixth form, including specialist school targets?

Sixth form parents' "Overall" satisfaction survey rating **80.0% = Outstanding**

Average Sixth form rating from SEF categories results 1.9 = Good = **SEF Grade 2**

You may also wish to quote the percentage of Sixth form parents who were happy and unhappy overall

Percentage selecting poor or very poor	0.0%
Percentage selecting good or very good	93.8%

The sixth form response was too low to draw reliable results regarding the impact of the specialist status

7f. What are your main priorities to further improve the overall effectiveness?

The following five criteria are the parent's top priorities for improvement.

	<u>% of parents</u>
School communication	11%
Availability of resources	10%
Choice of subjects	8%
Control of bullying	8%
Levels of homework	7%

We would normally also recommend including in this section any areas with results below the red line however, in this school there were none to report.

7g. What is the capacity to make further improvement?

This section should be completed based on your knowledge of the school.

7 Grade

	Grading
Overall effectiveness *	a) Outstanding (1.0) b) Outstanding (1.2)
Capacity to make further improvements	Your assessment required
Improvement since last inspection	Your assessment required
Effectiveness of EYFS	If relevant, your assessment required
Effectiveness of 6th Form *	a) Outstanding (1.0) b) Good (1.9)

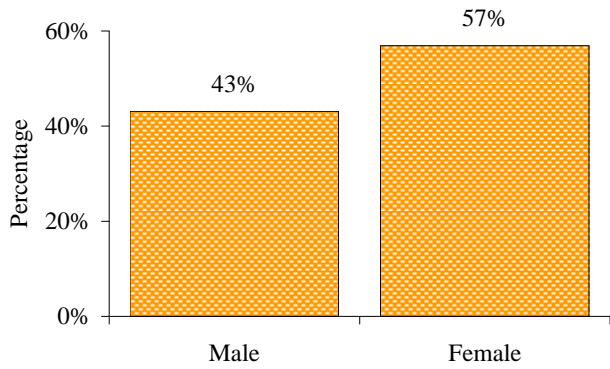
* Two suggested Overall scores are given:

- a) the overall parental satisfaction rating given for the school.
- b) the average grade achieved for the SEF categories.

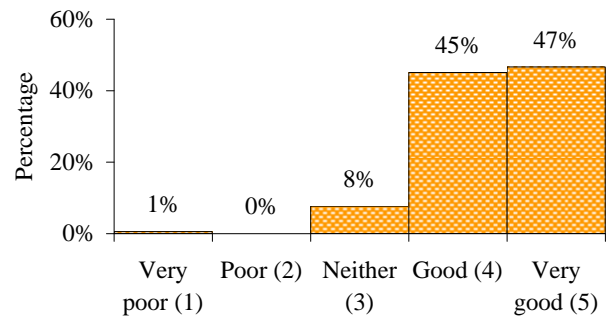
Graphical Analysis of Results for all Questions and Criteria

Where a National Average figure is quoted, this is an average from similar schools.

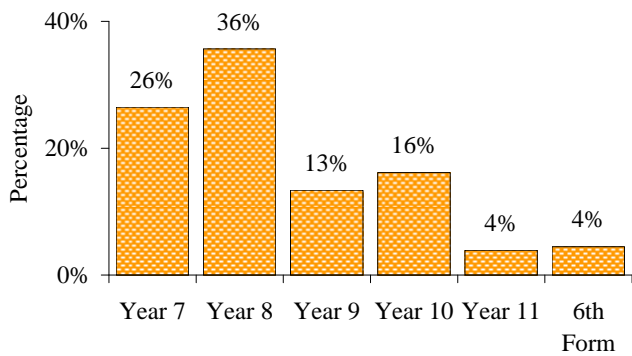
Gender of Pupil



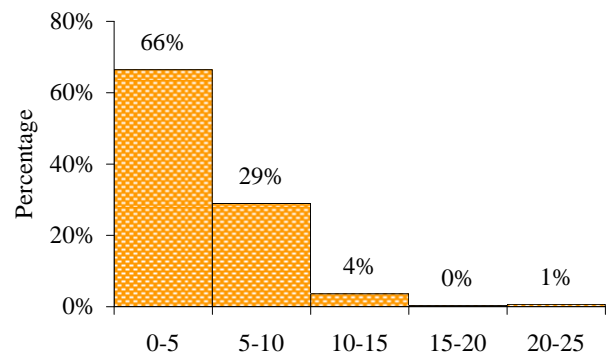
Overall, rate the performance of the school



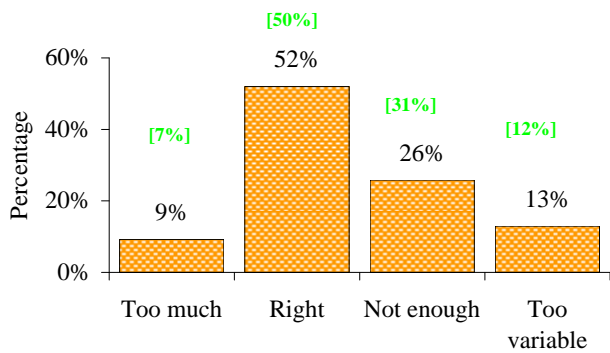
Year Group



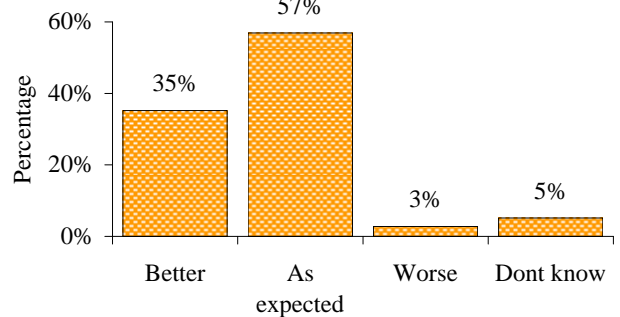
Hours of Homework per Week



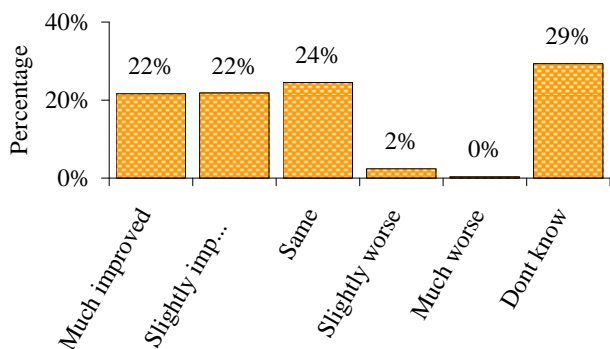
Describe the Amount of Homework Given



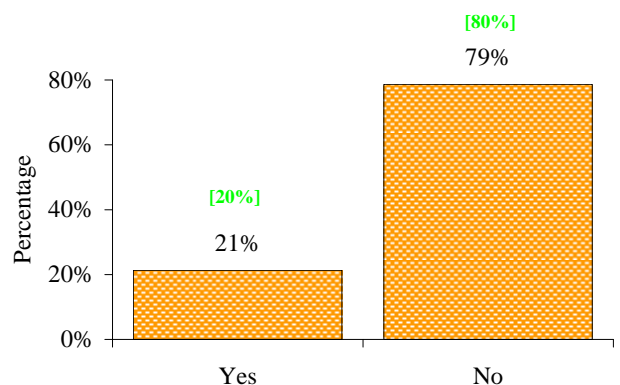
Has the school lived up to your expectations?



Performance compared to last year

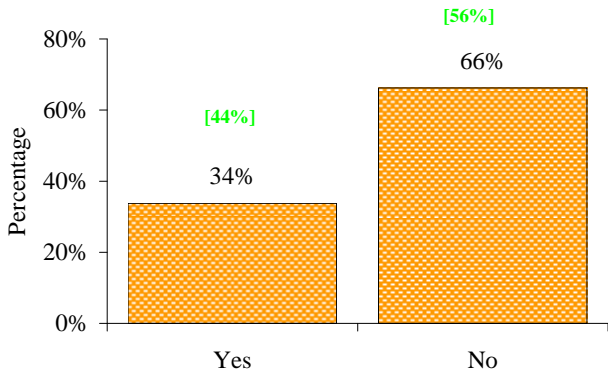


Pushed too hard in anything?

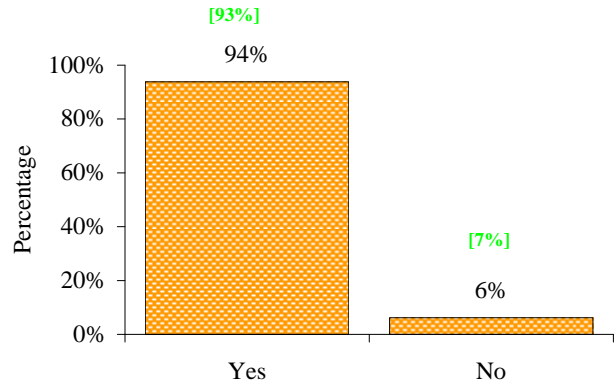


Average figures from similar schools are given in [brackets].

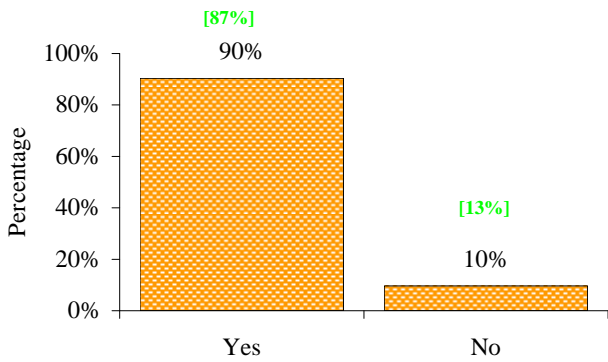
Not pushed hard enough in anything?



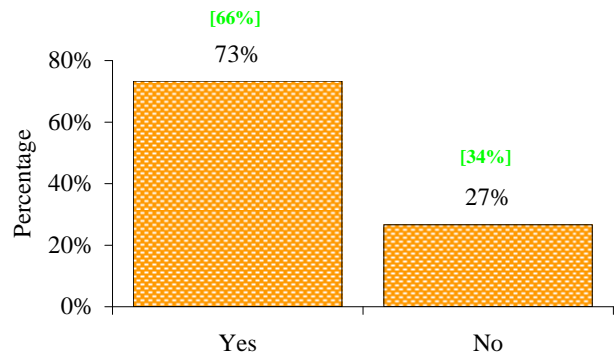
Access to a computer at home?



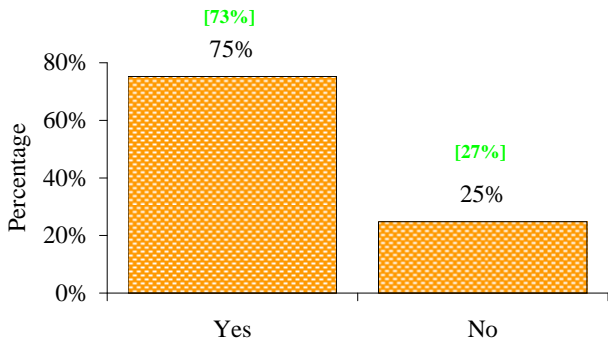
Are you on the Internet at home?



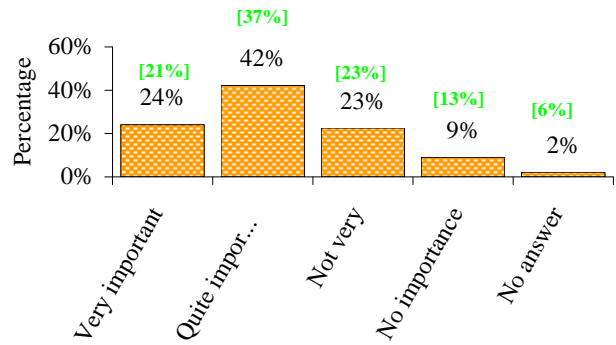
School encourages healthy lifestyle through diet



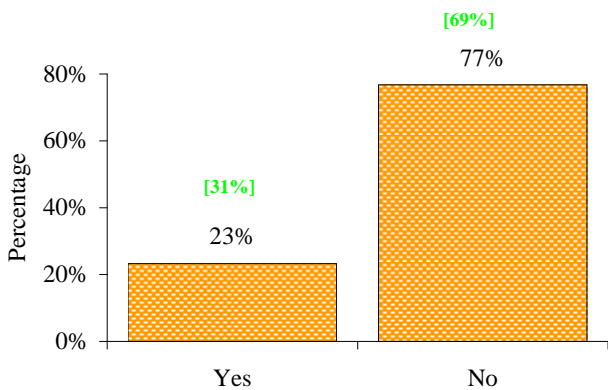
School encourages healthy lifestyle through exercise



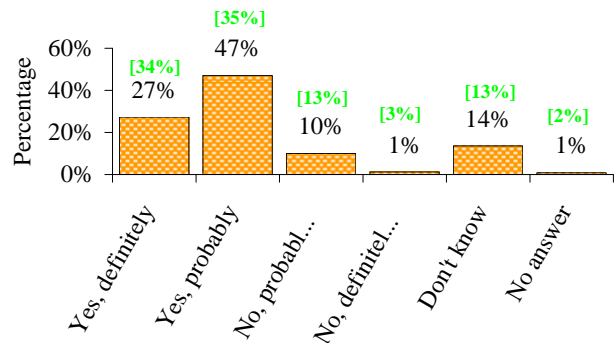
Importance of Language College Specialist status



Did you Consider Another School?

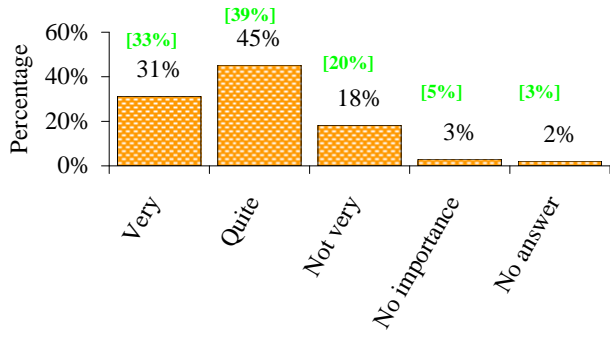


Do you expect that your child will one day attend University?



Average figures from similar schools are given in [brackets] , this school's last survey figures in [brackets].

How important is it that your child goes to University?



Average figures from similar schools are given in **[brackets]**.

Bar Chart Results

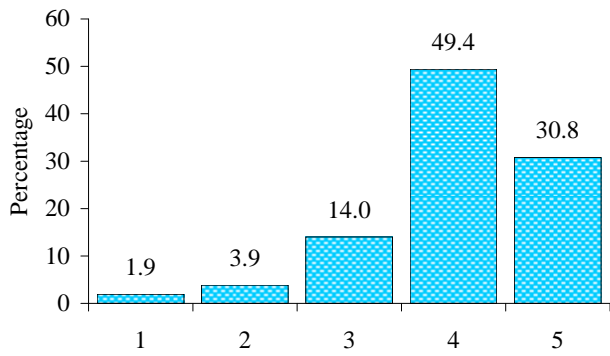
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good".

Academic Subjects

The following graphs have been adjusted to be representative of year group size and gender.

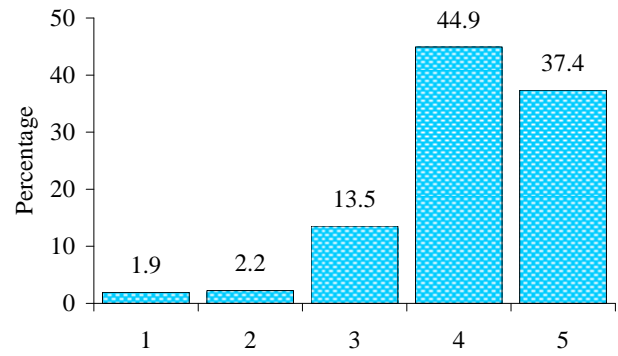
Sample = 304

English Language & English Literature



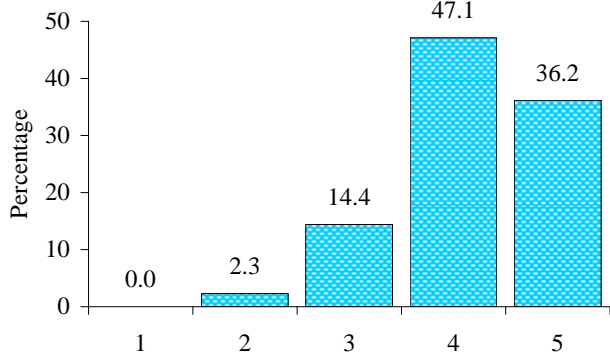
Sample = 305

Mathematics



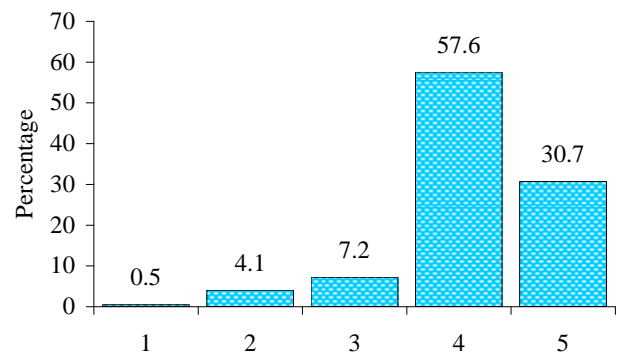
Sample = 273

Coordinated Science



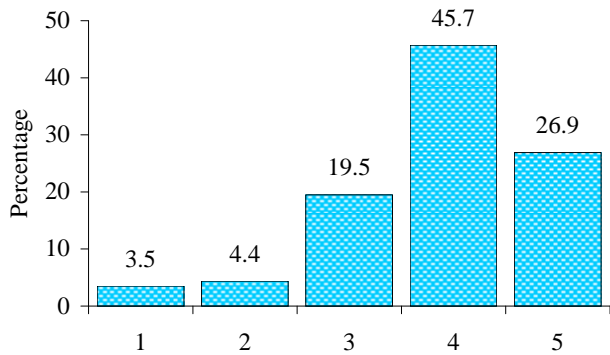
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Biology



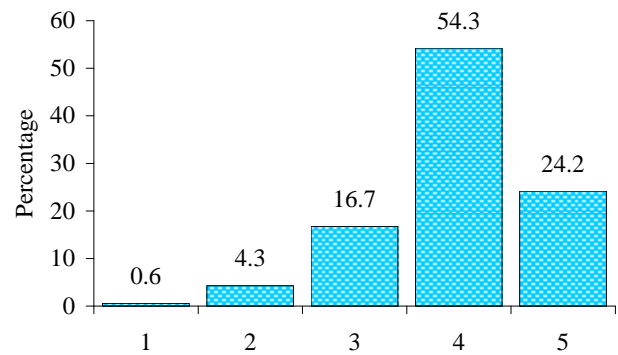
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Chemistry



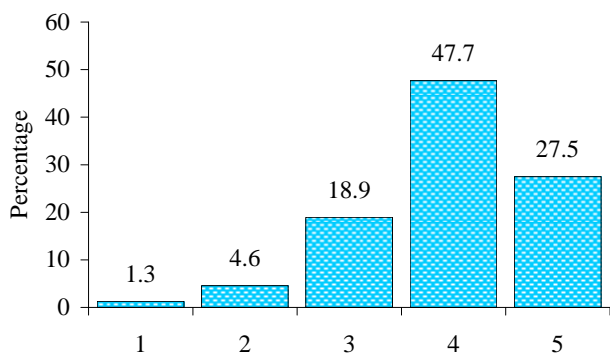
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Physics



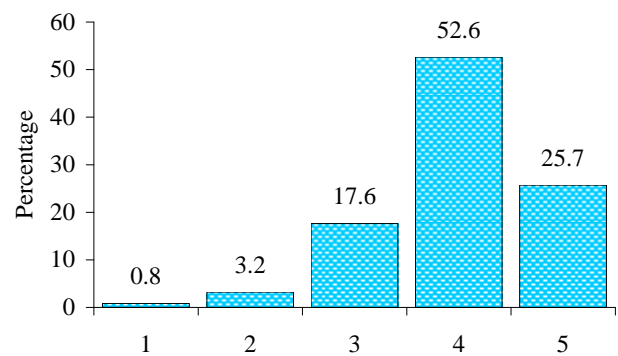
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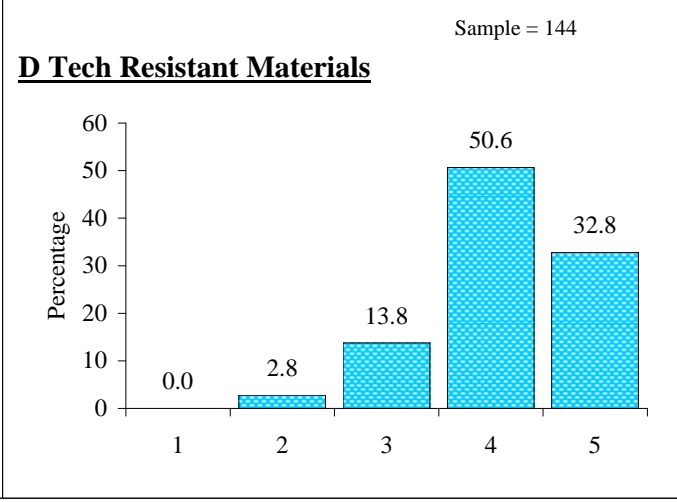
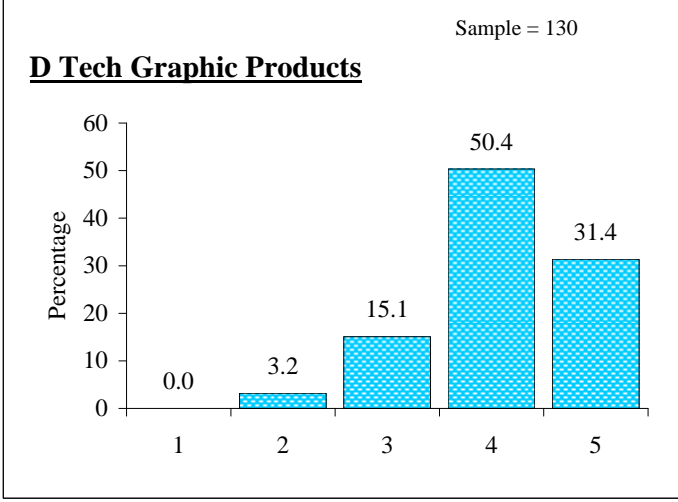
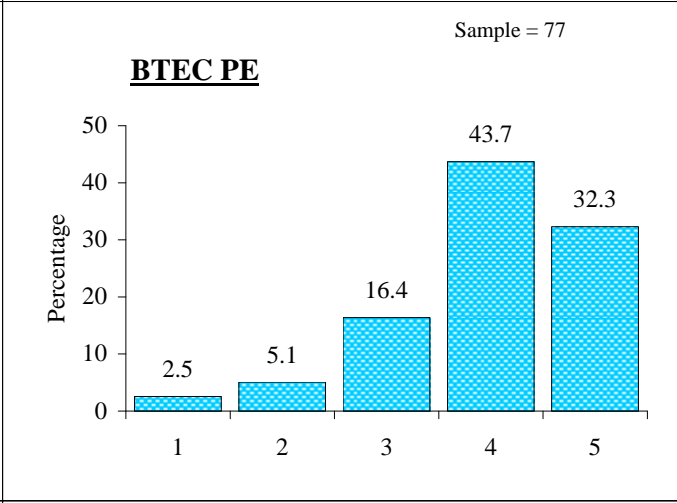
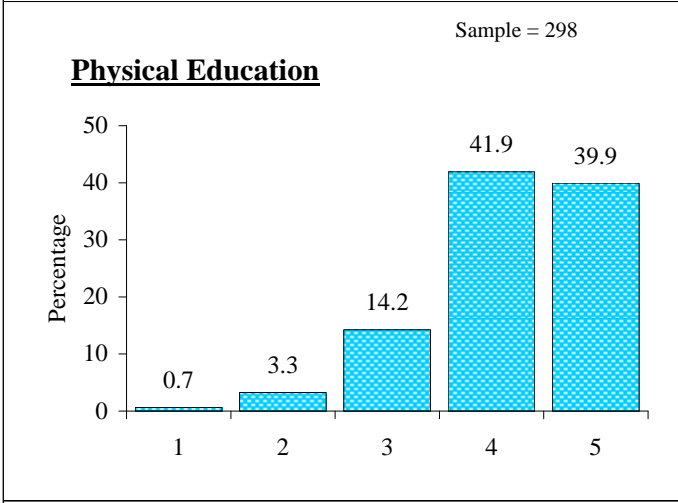
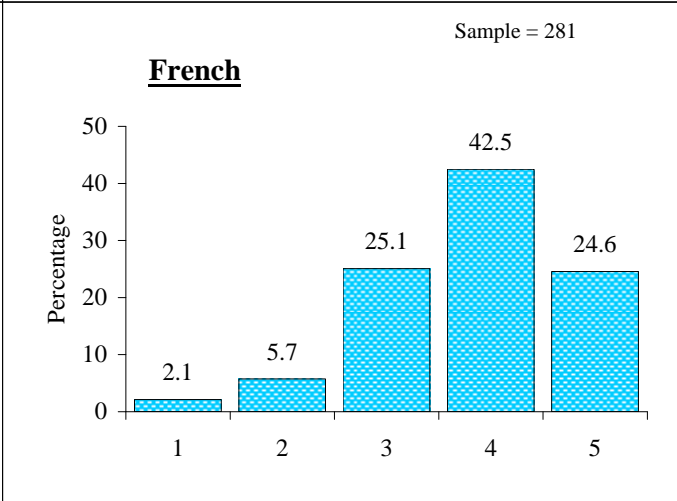
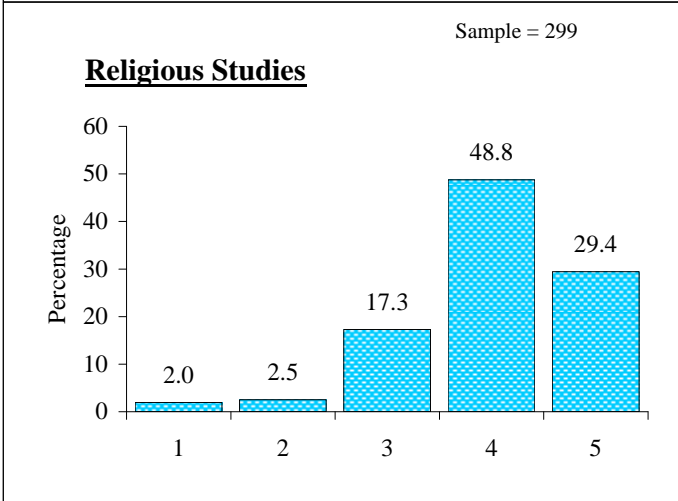
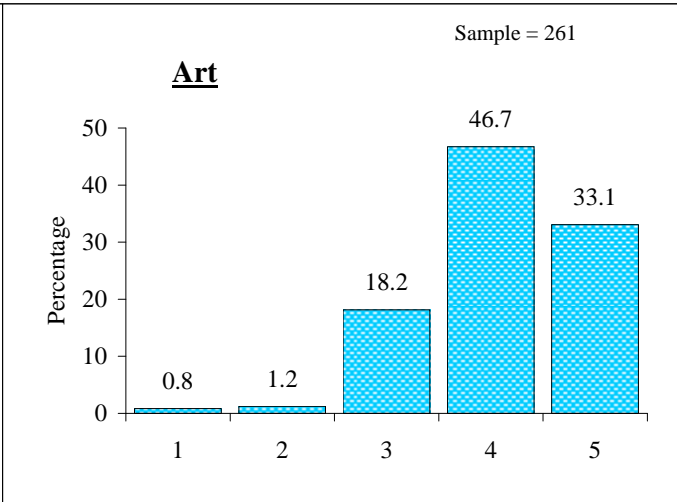
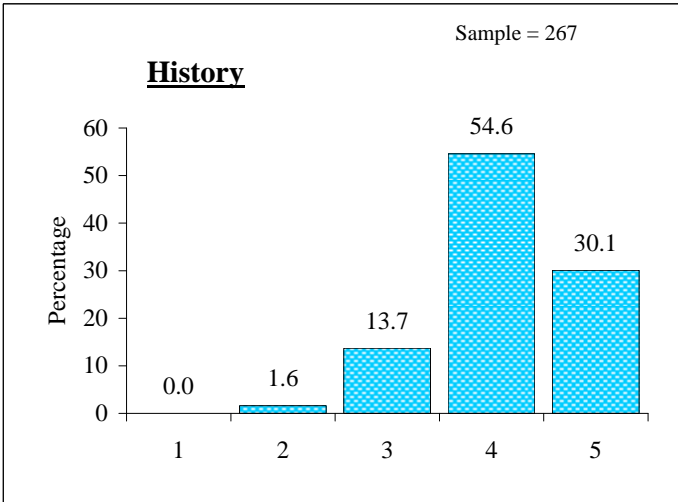
ICT

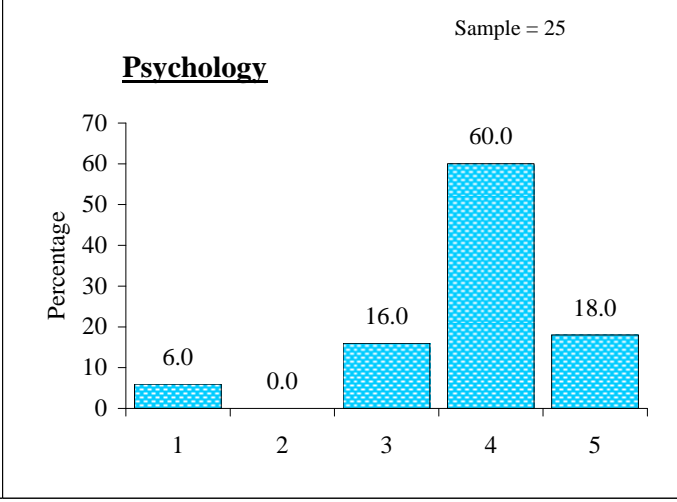
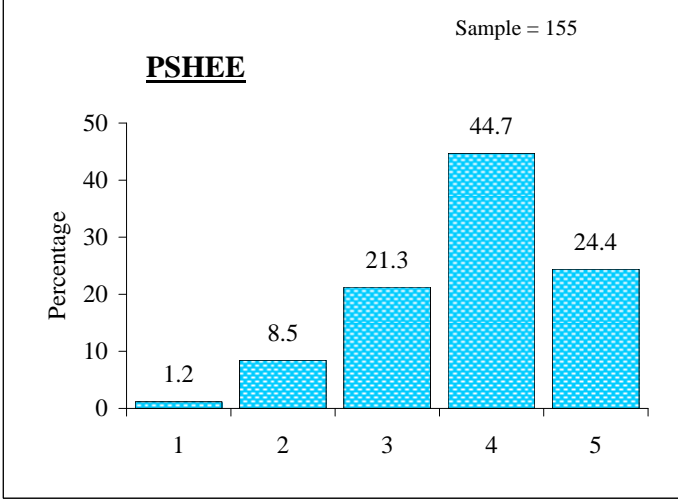
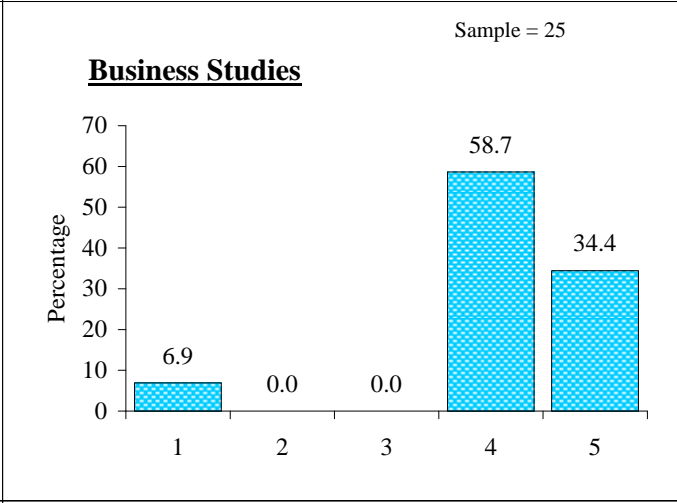
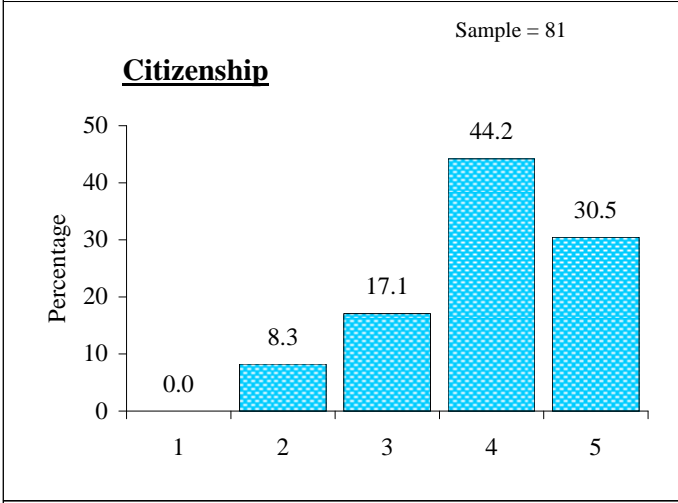
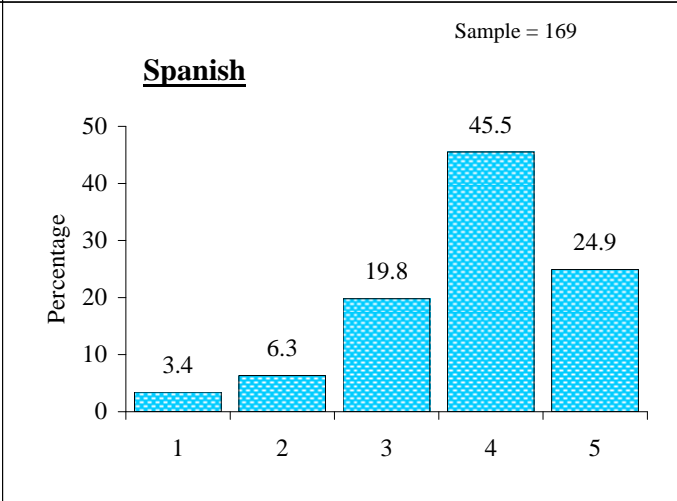
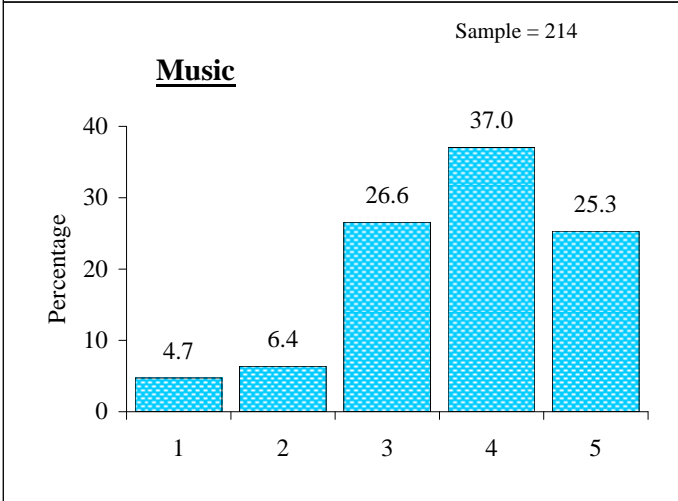
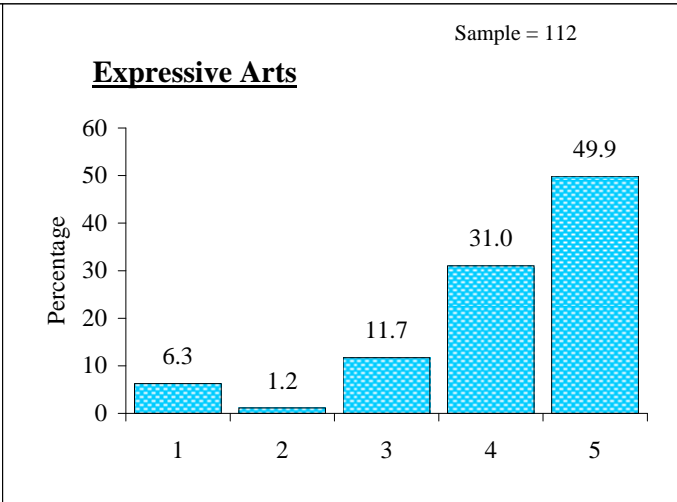
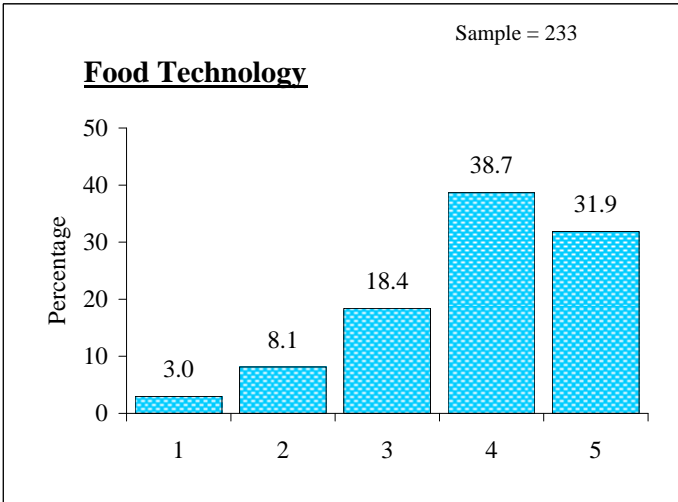


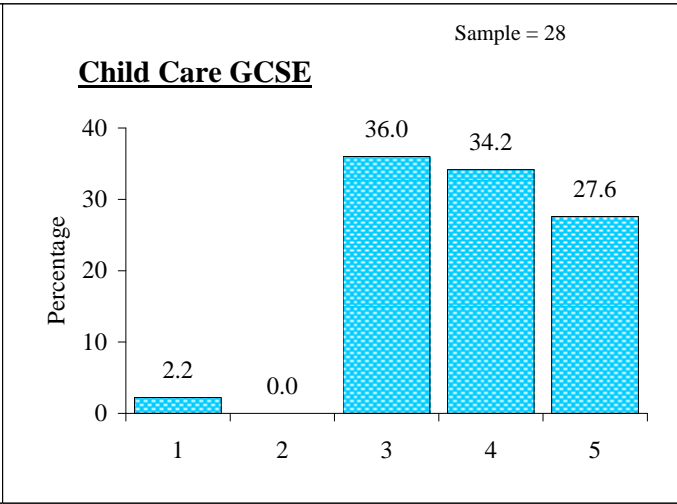
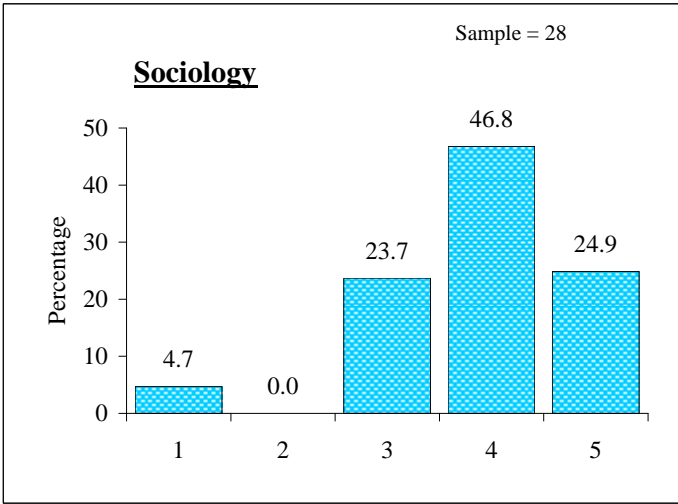
Sample = 255

Geography



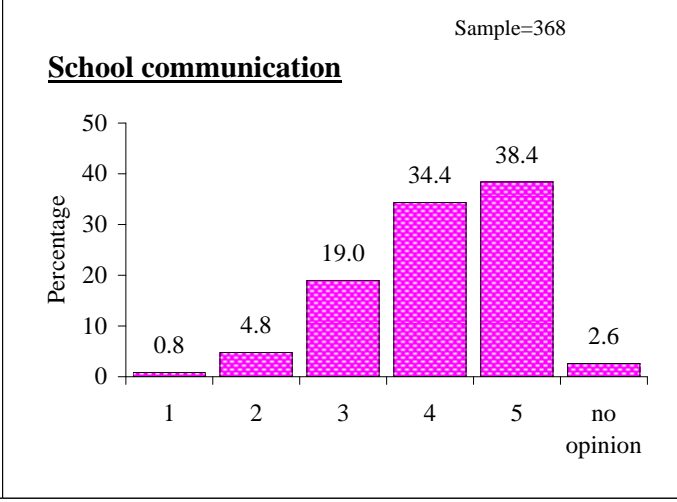
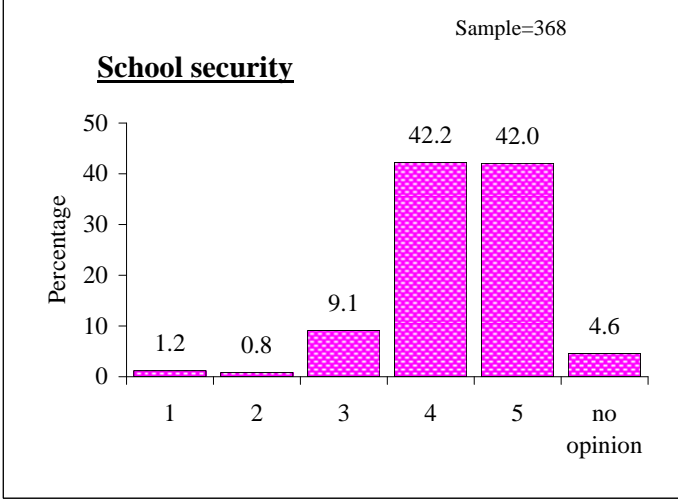
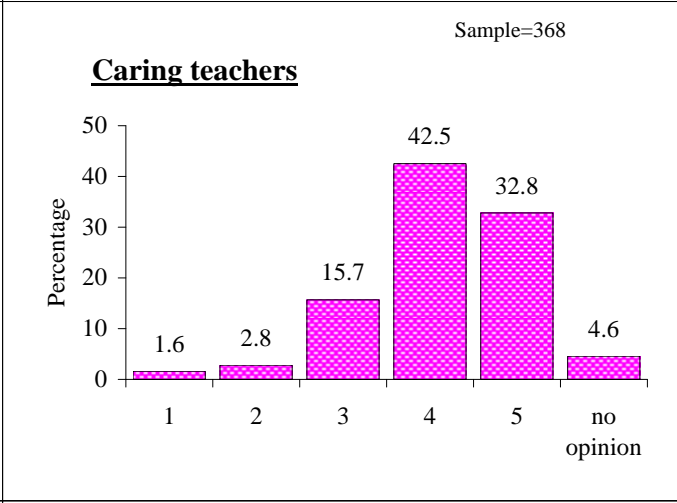
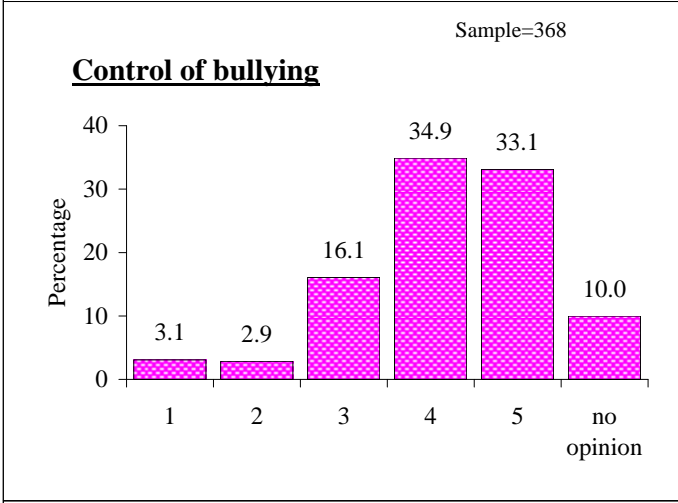
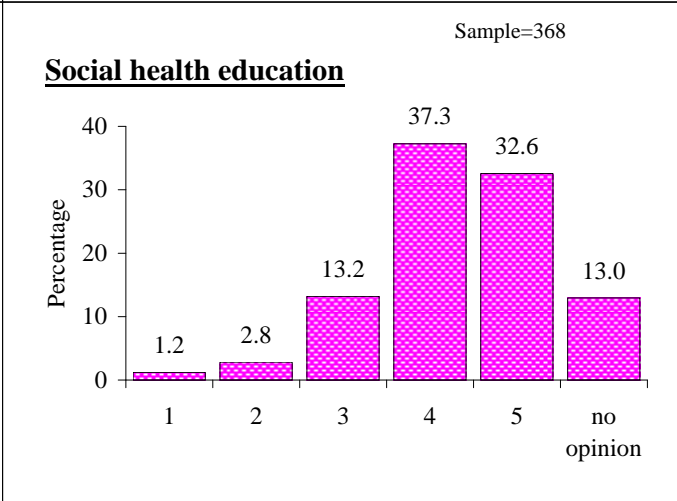
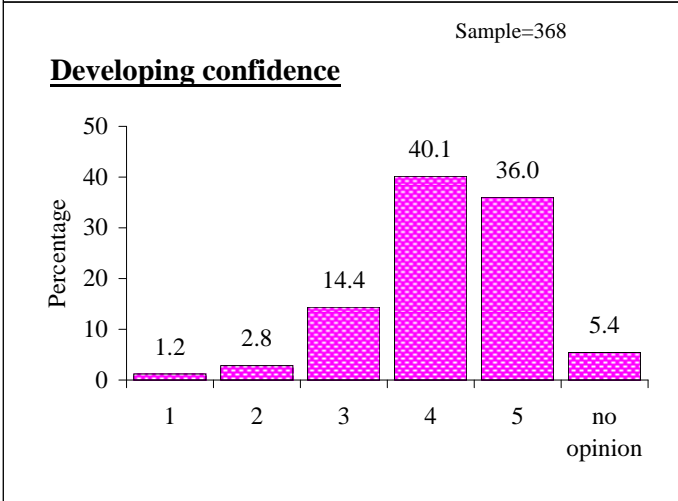
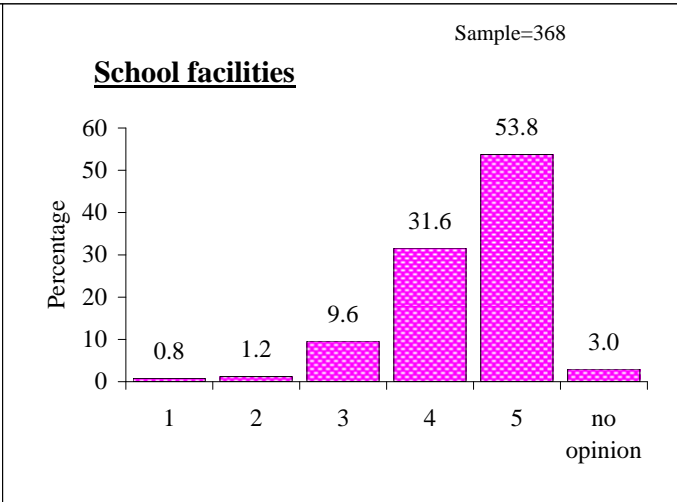
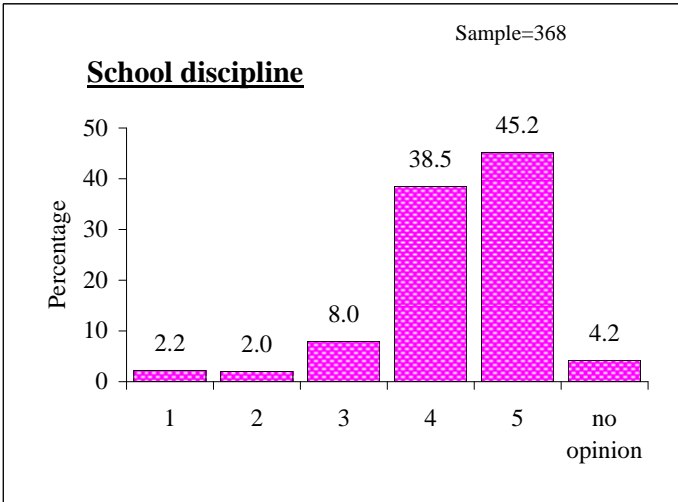


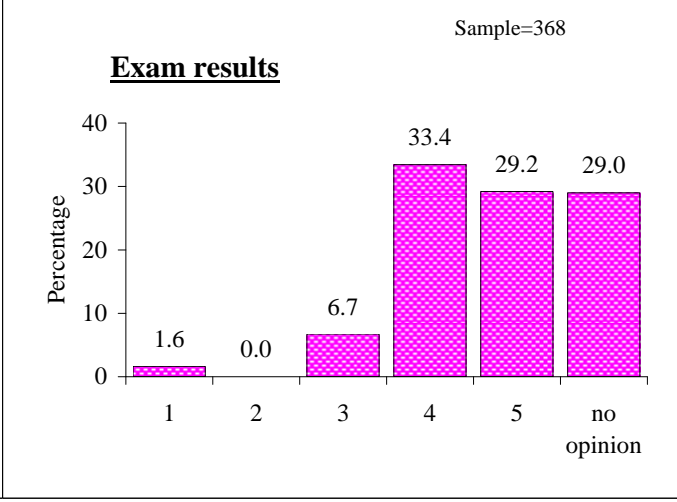
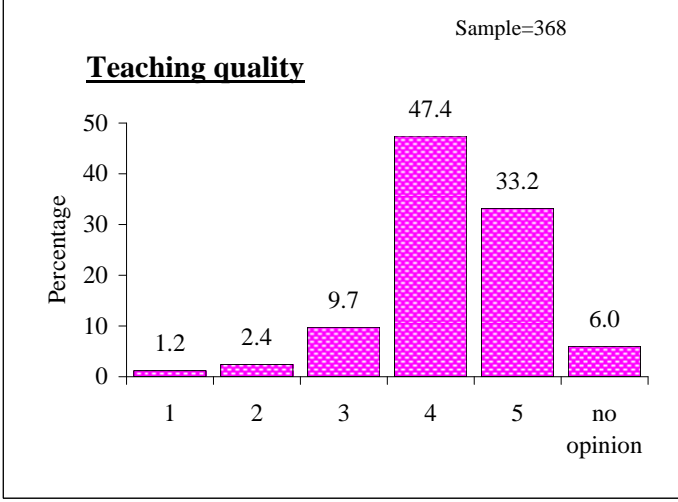
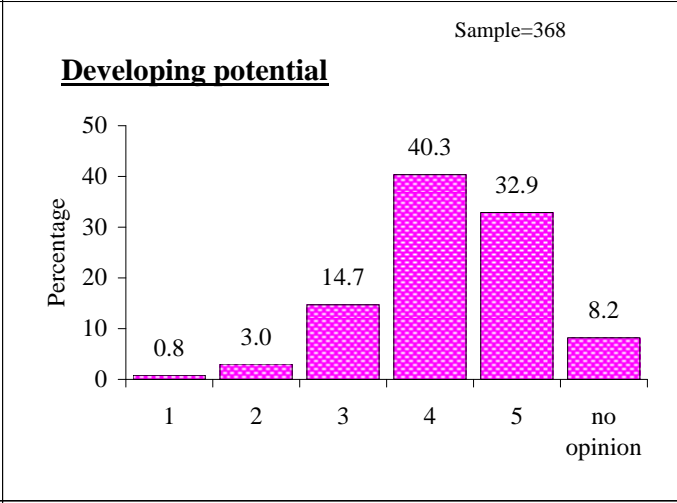
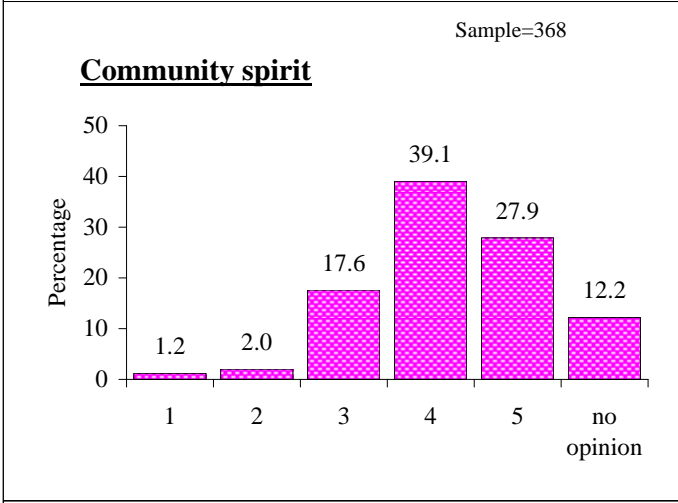
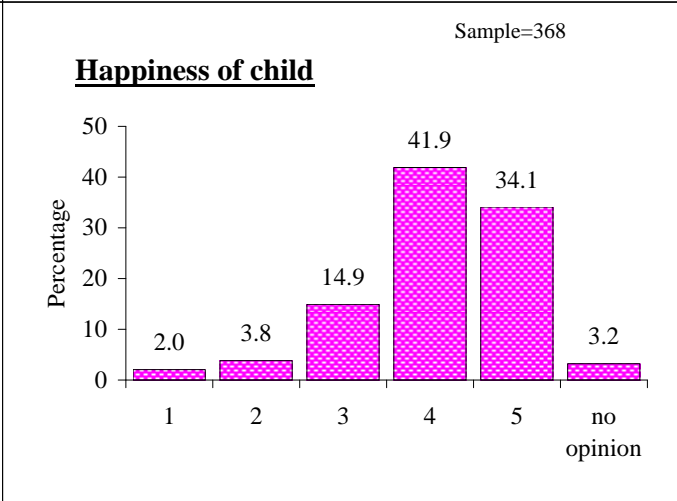
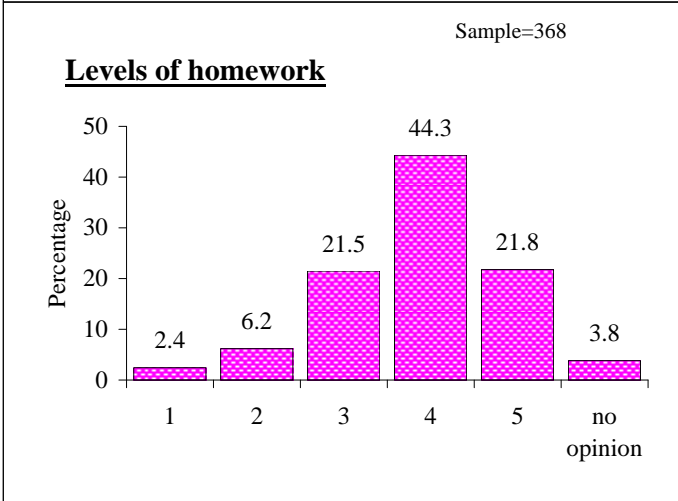
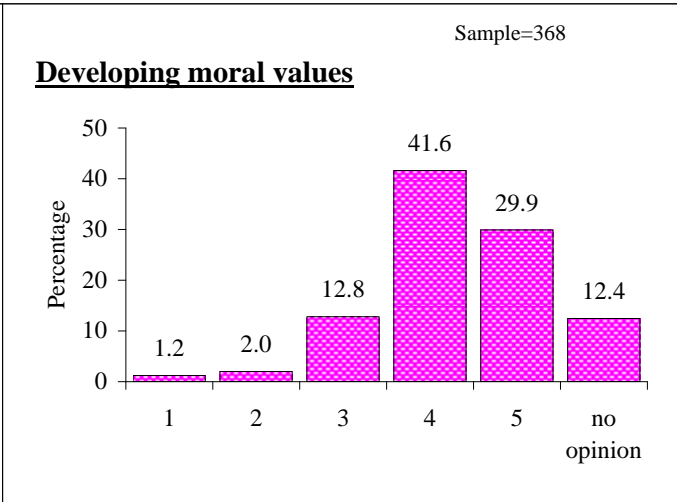
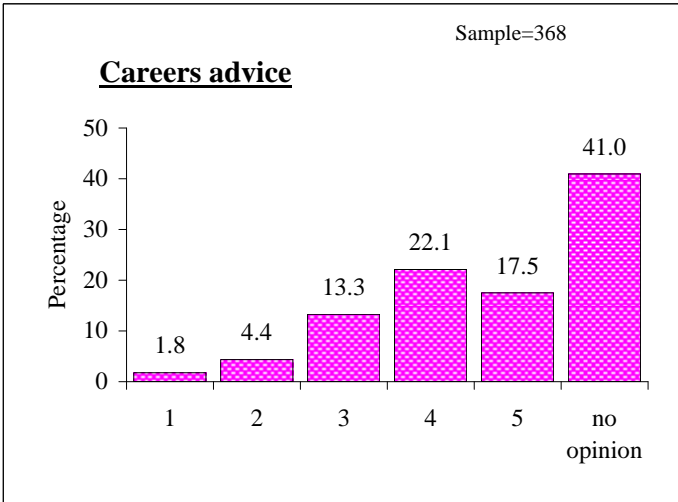




Core Parent Priorities

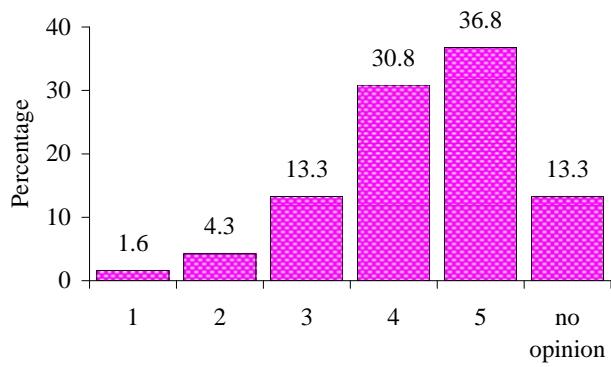
The following graphs have been adjusted to be representative of year group size and gender.





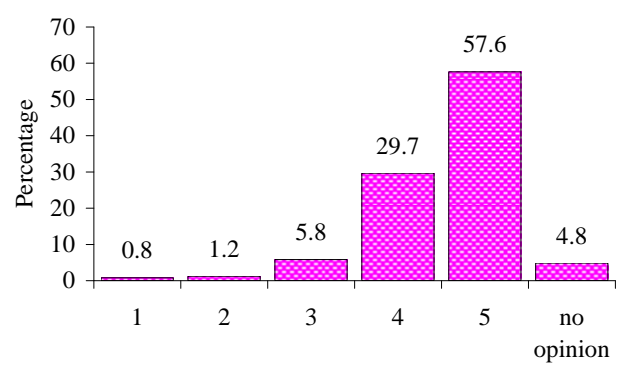
Sample=368

Choice of subjects



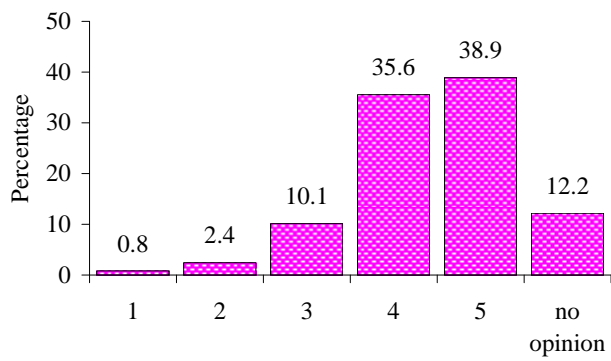
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Truancy control



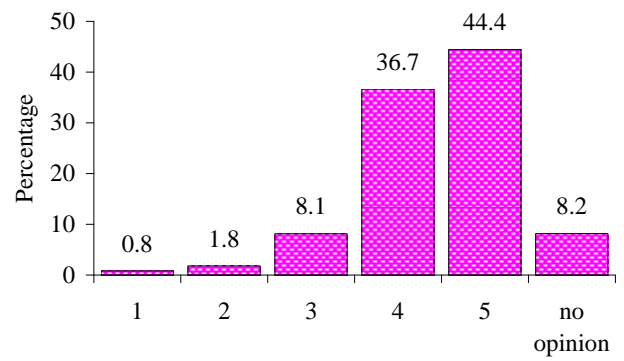
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Availability of resources



Sample=368

Computer access

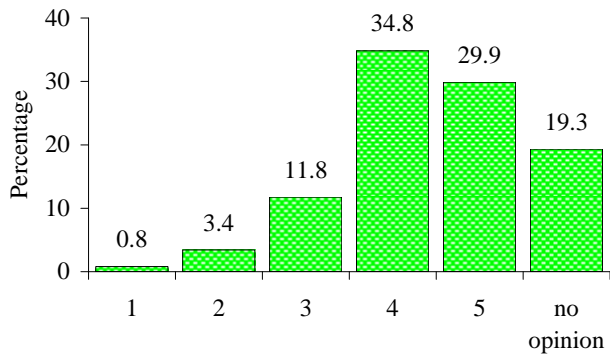


Additional Selected Criteria

The following graphs have been adjusted to be representative of year group size and gender.

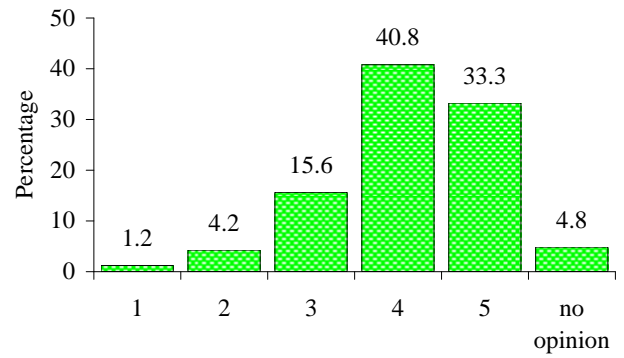
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Church links and support



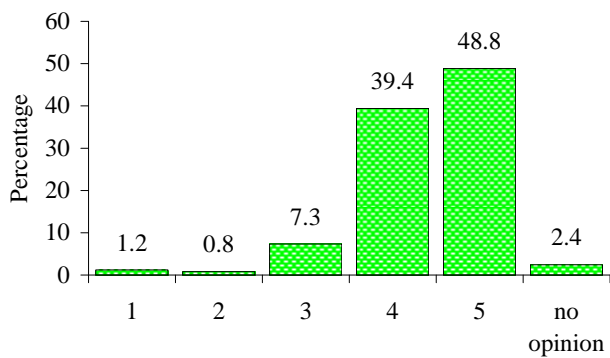
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Parents evening



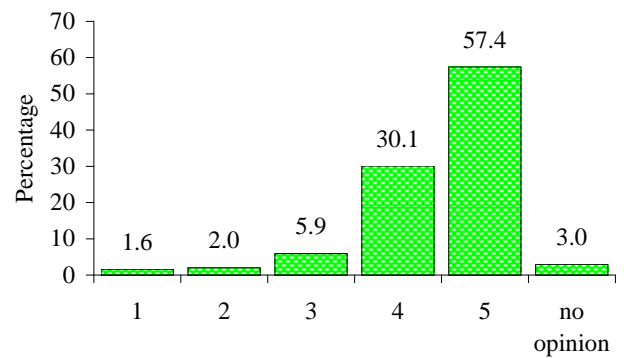
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Personal planners



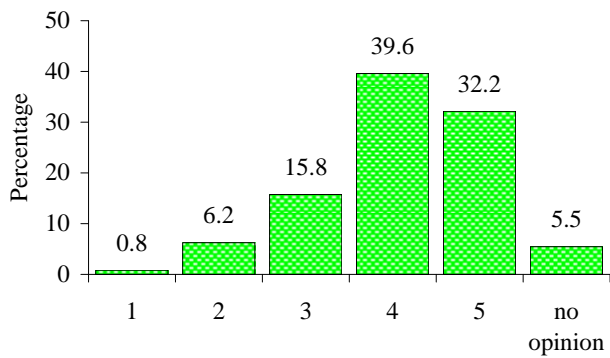
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School uniform



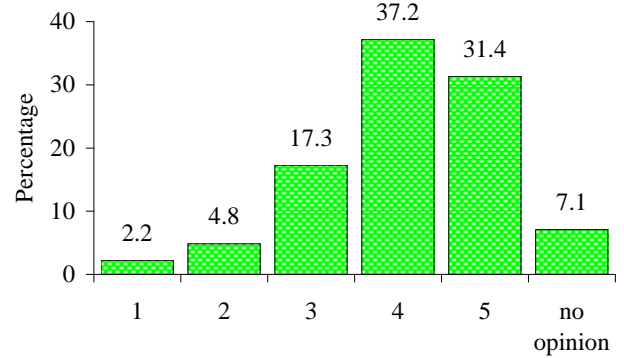
Sample=368

Regular marking of work



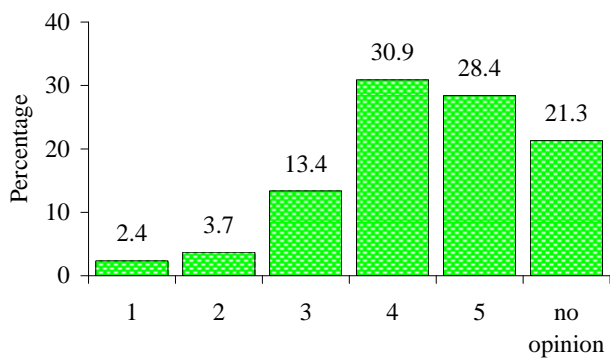
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Treating all students fairly and equally



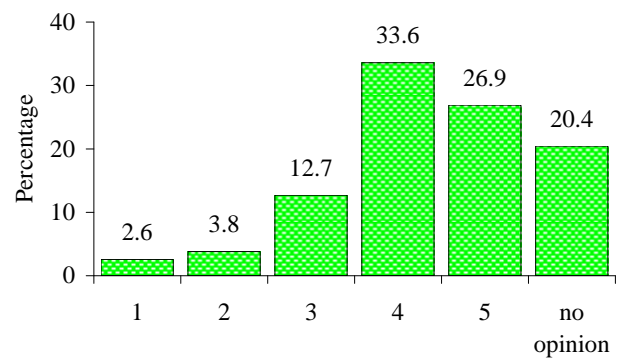
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Transport to and from school



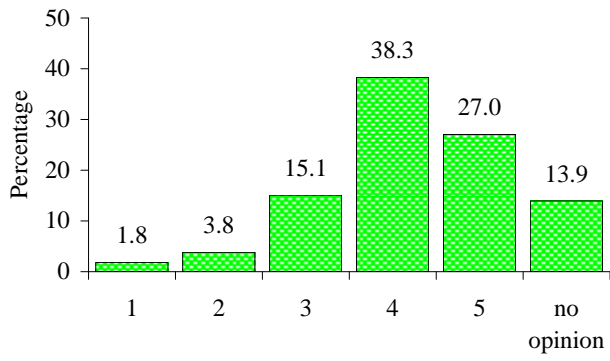
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Extra curricular activities



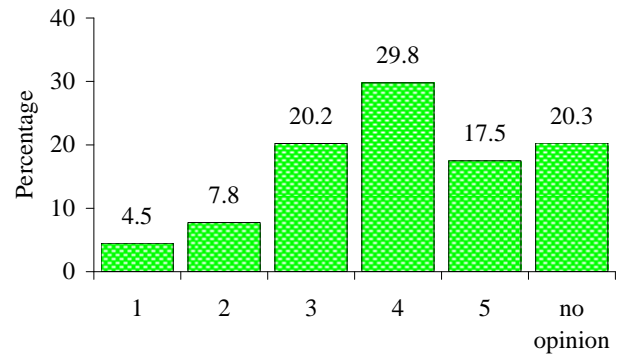
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Written reports



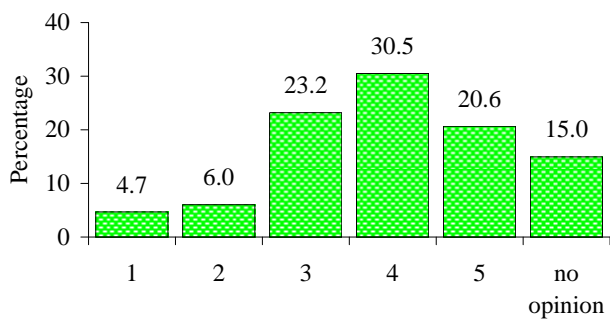
Sample=368

School meals



Sample=368

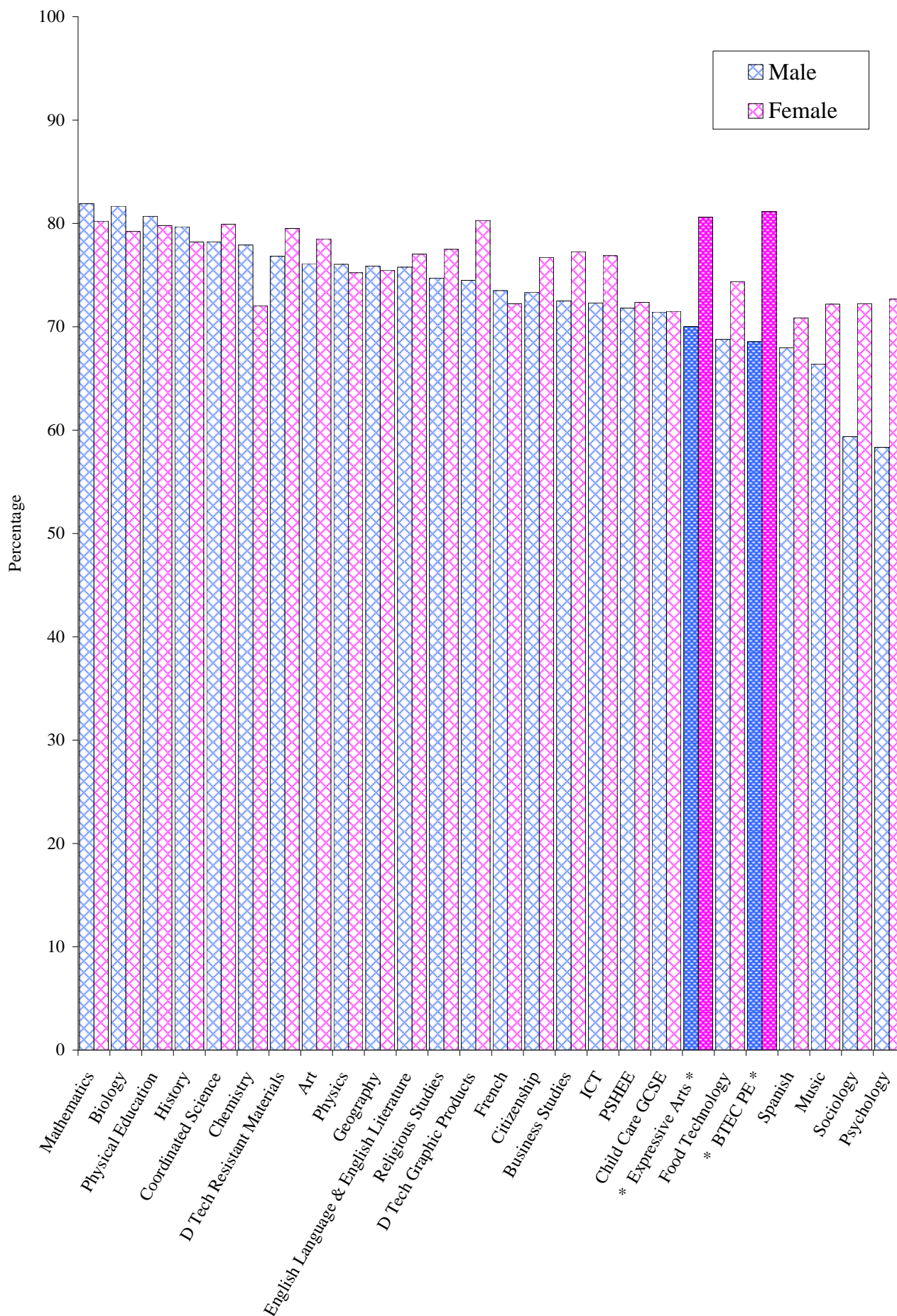
Explaining to parents how to help their child



Cross Tabular Graphical Analysis of Results

Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

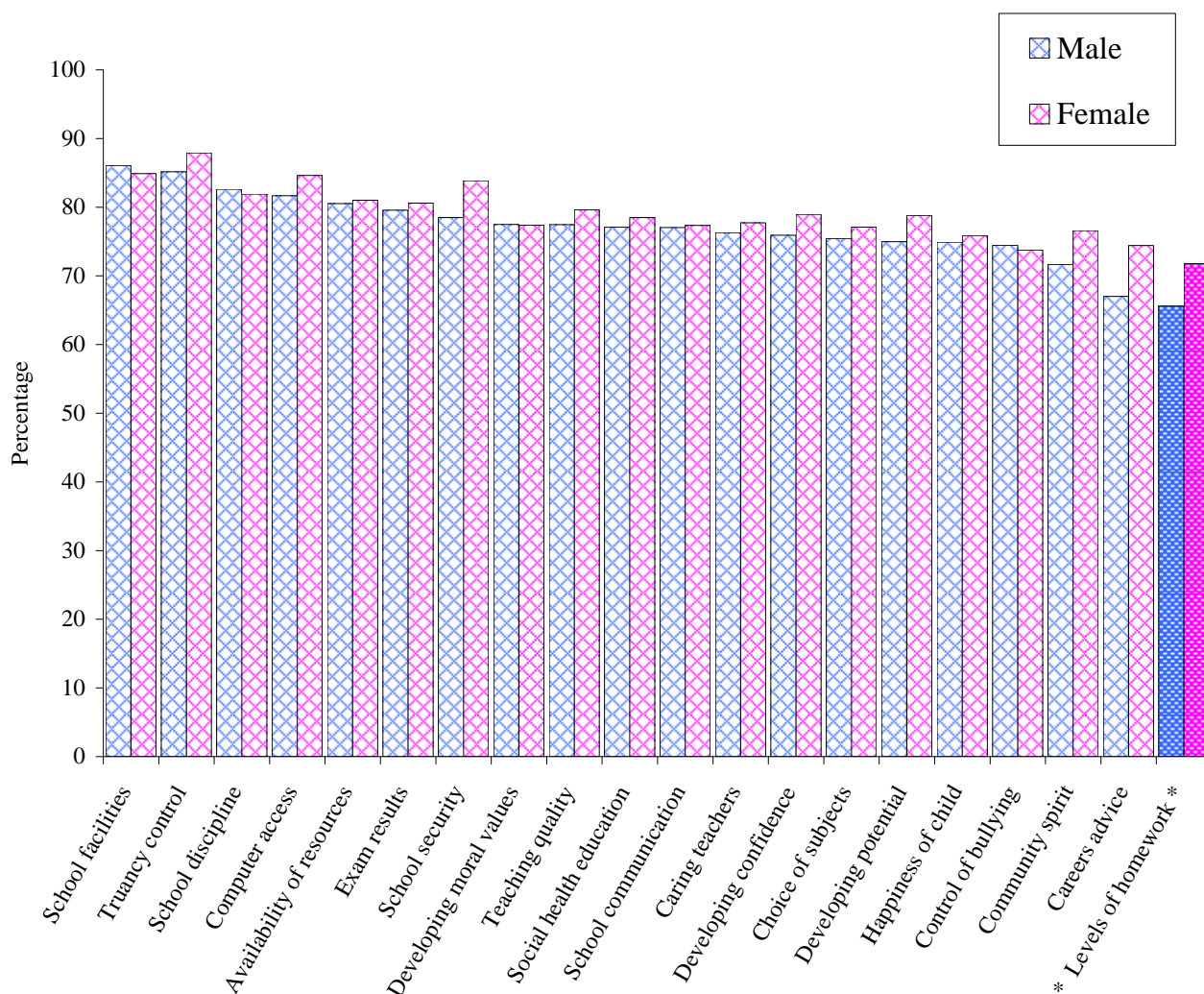
Criteria where scores showed significant differences are highlighted in bold colour, and * subject *



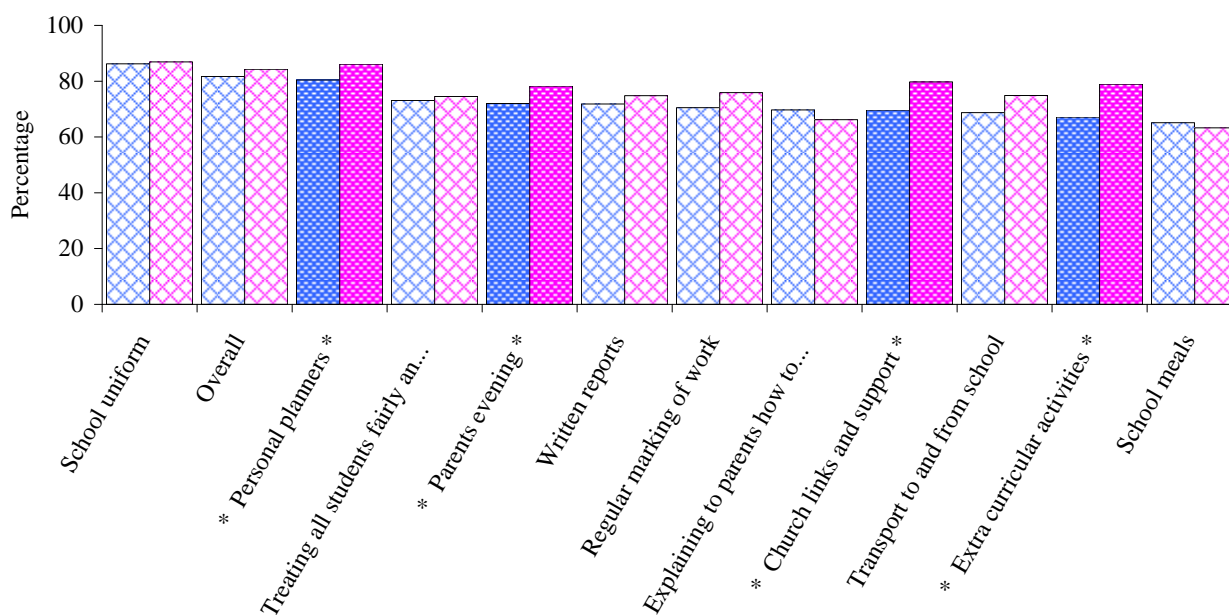
Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

Criteria where scores showed significant differences are highlighted in bold colour, and * subject *

Core Parent Priorities

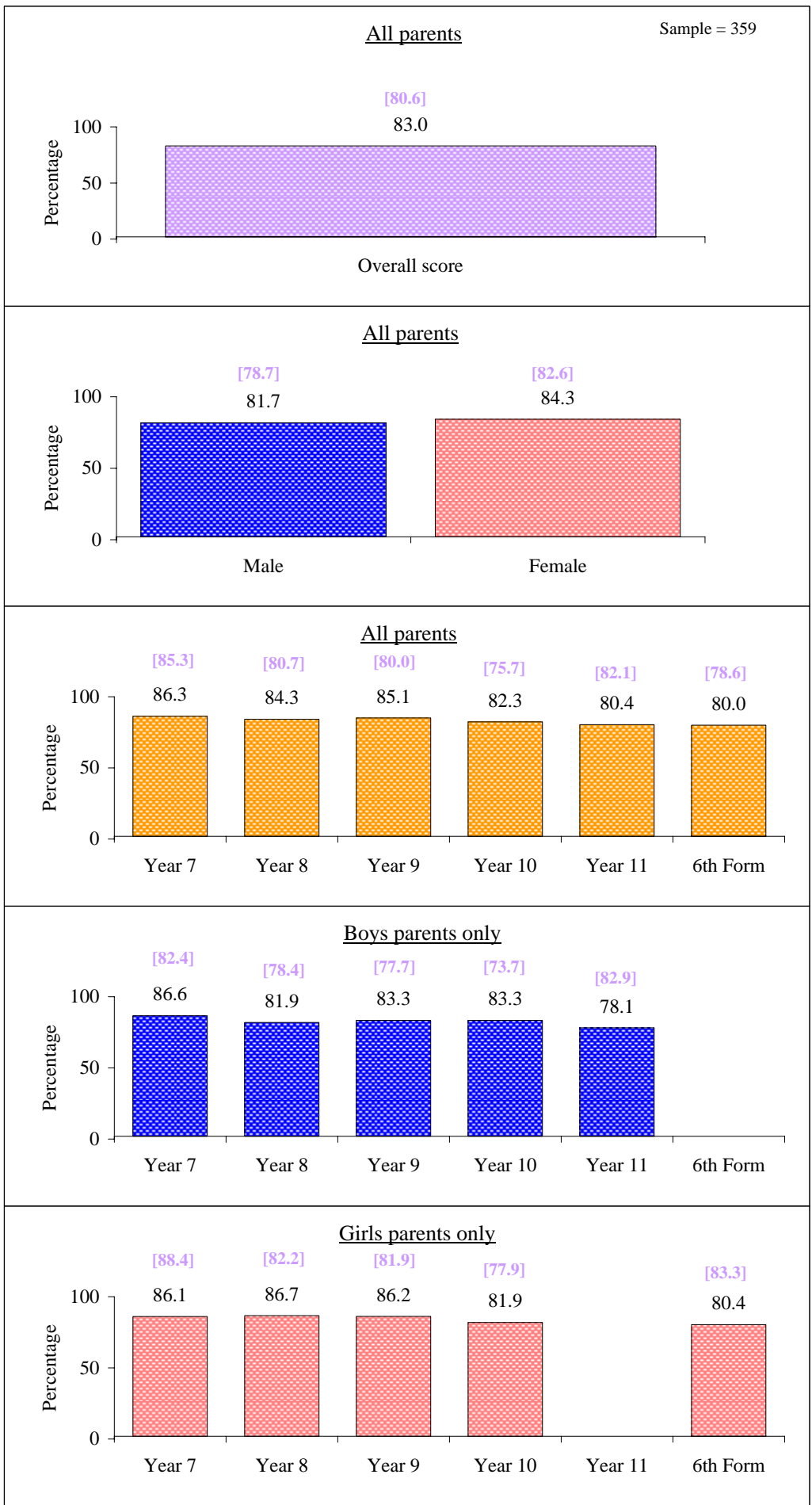


Additional Criteria



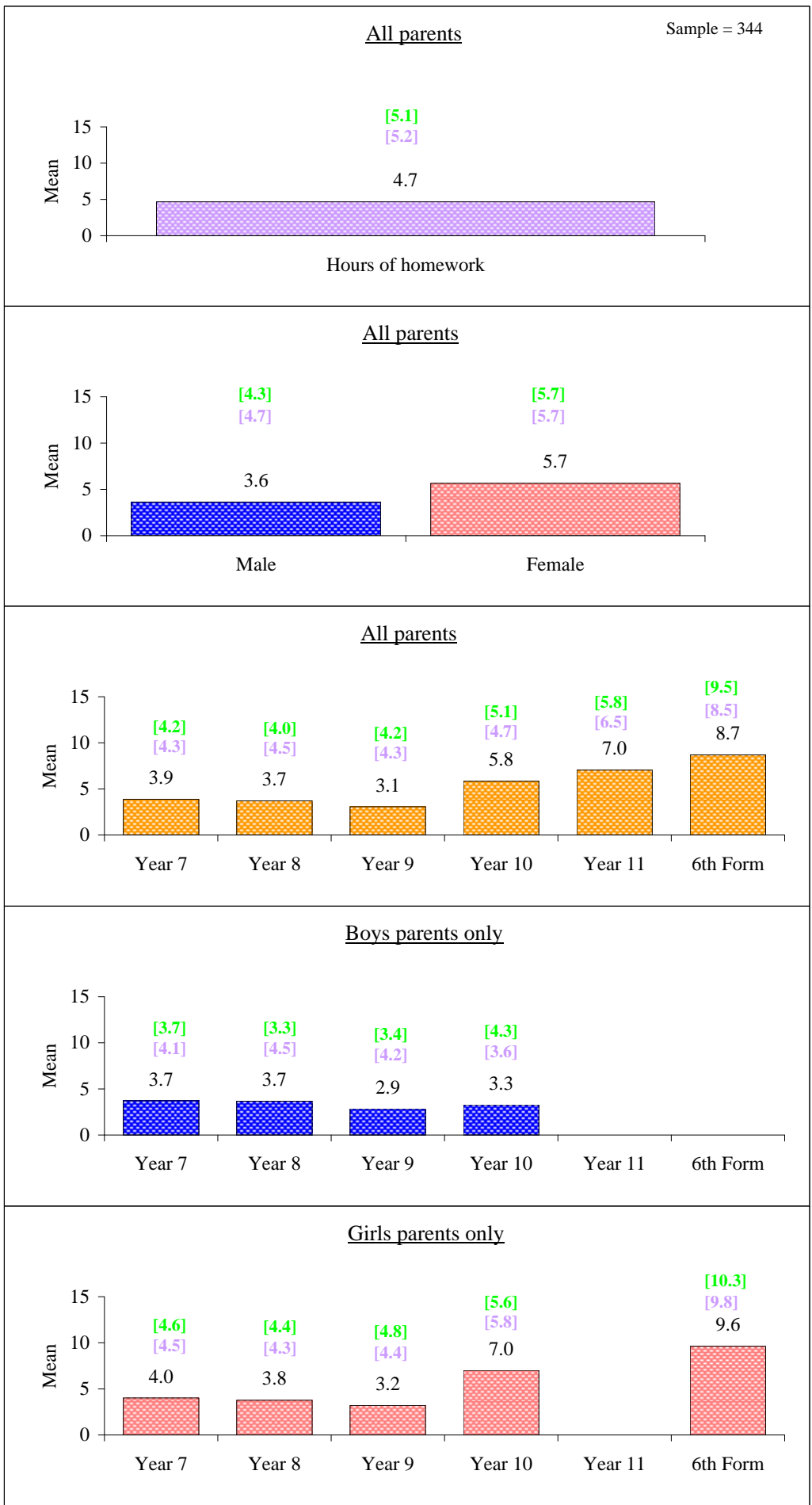
**Graphs to Show the Overall Performance Scores Given by Parents,
Broken Down by Year Group and Gender of Pupil.**

This school's last year figures are given in [brackets]



**Graphs to show the Mean Number of Hours that Pupils Spend on Homework,
Broken Down by Year Group and Gender of Pupil.**

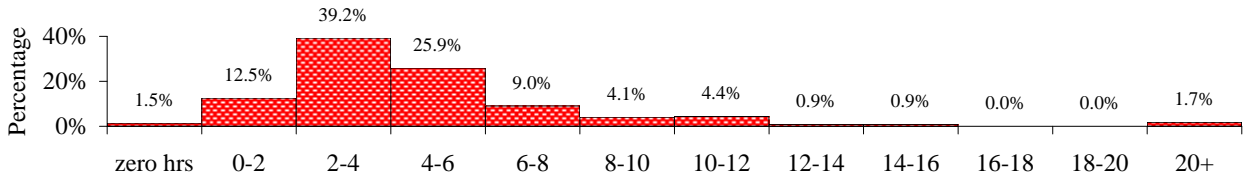
Average figures from similar schools are given in [brackets], this school's last year figures in [brackets]



Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group

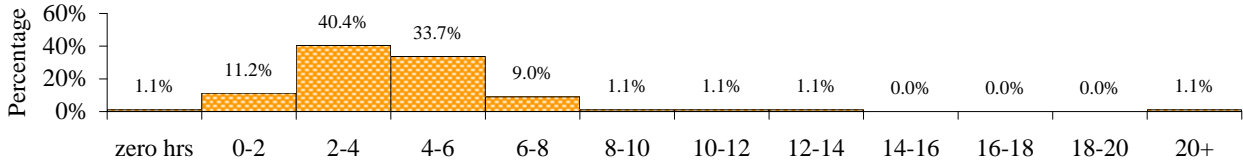
All Parents

Sample = 344



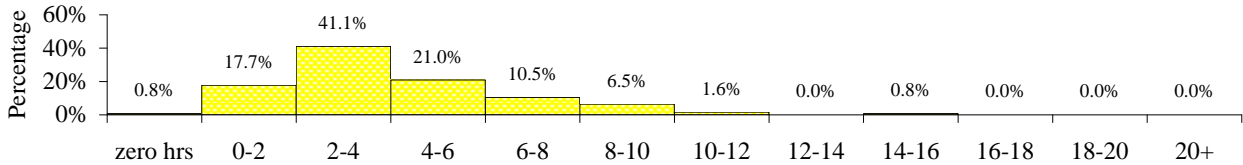
Year 7

Sample = 89



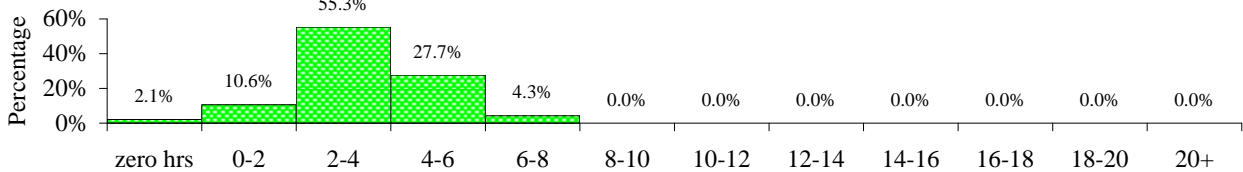
Year 8

Sample = 124



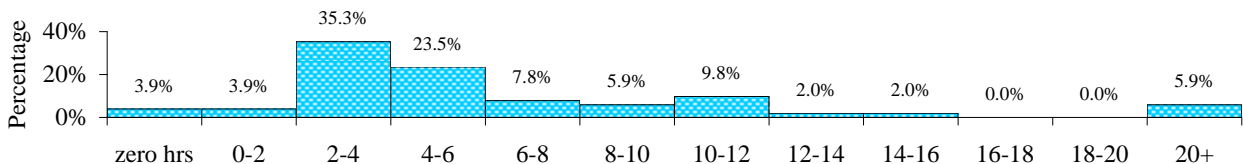
Year 9

Sample = 47



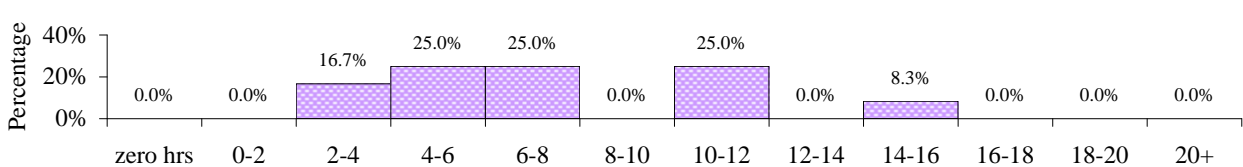
Year 10

Sample = 51



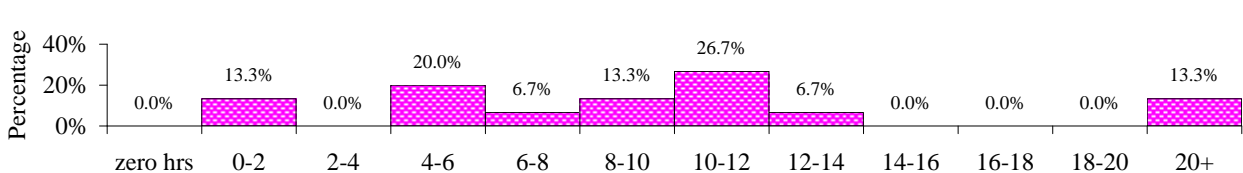
Year 11

Sample = 12



6th Form

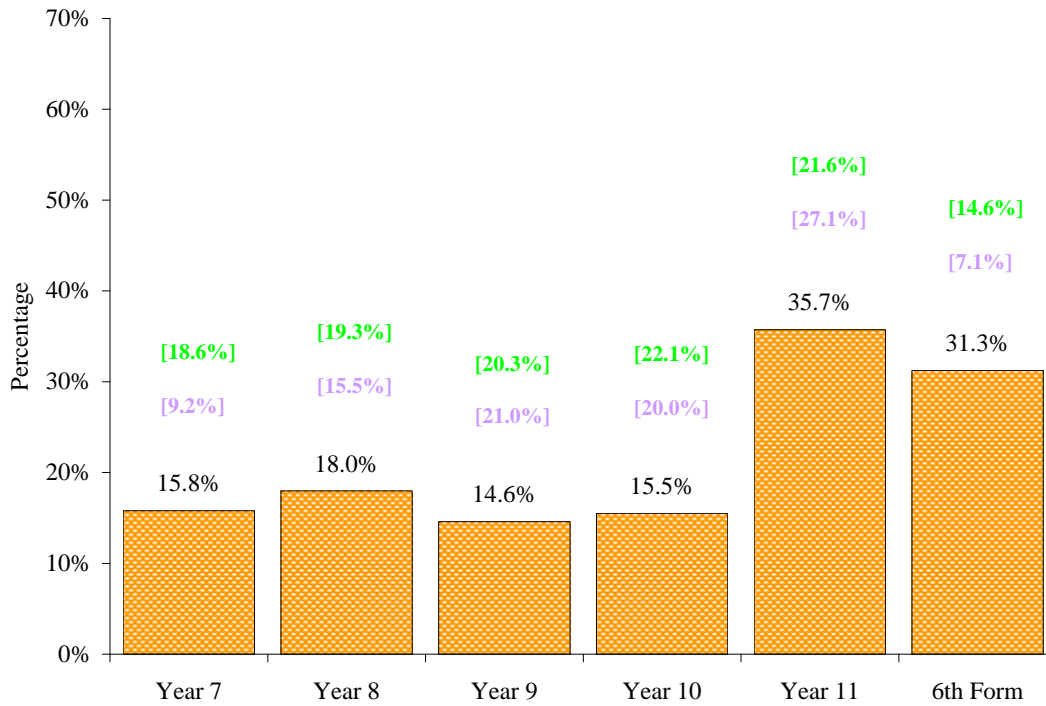
Sample = 15



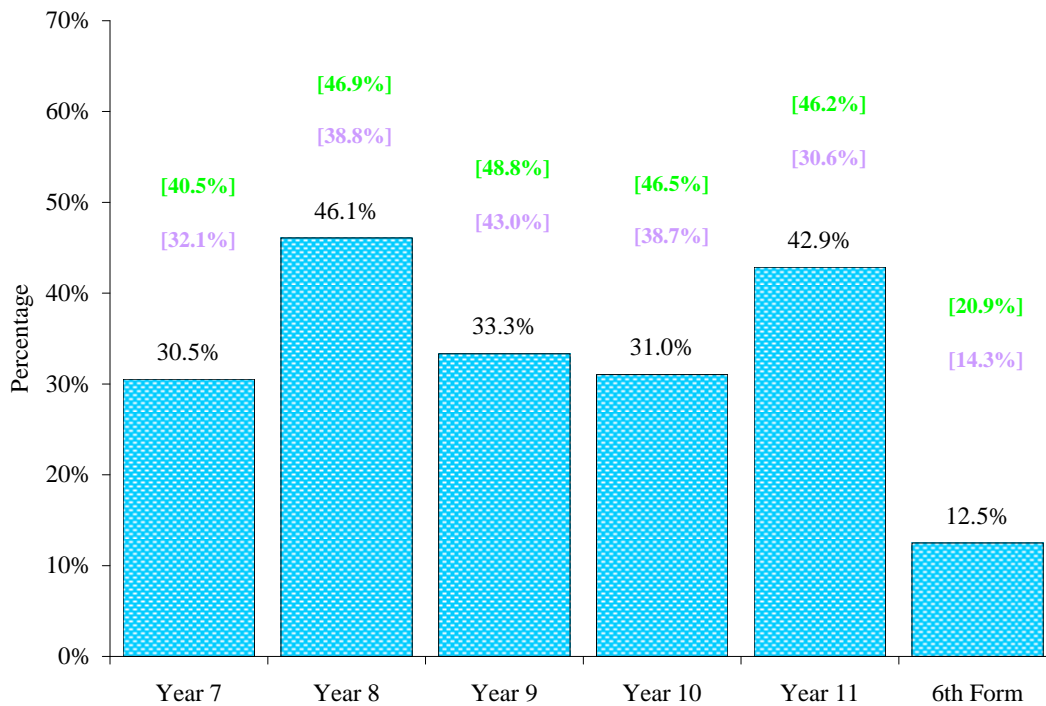
Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in [brackets], this school's last survey figures in [brackets]

Pushed Too Hard

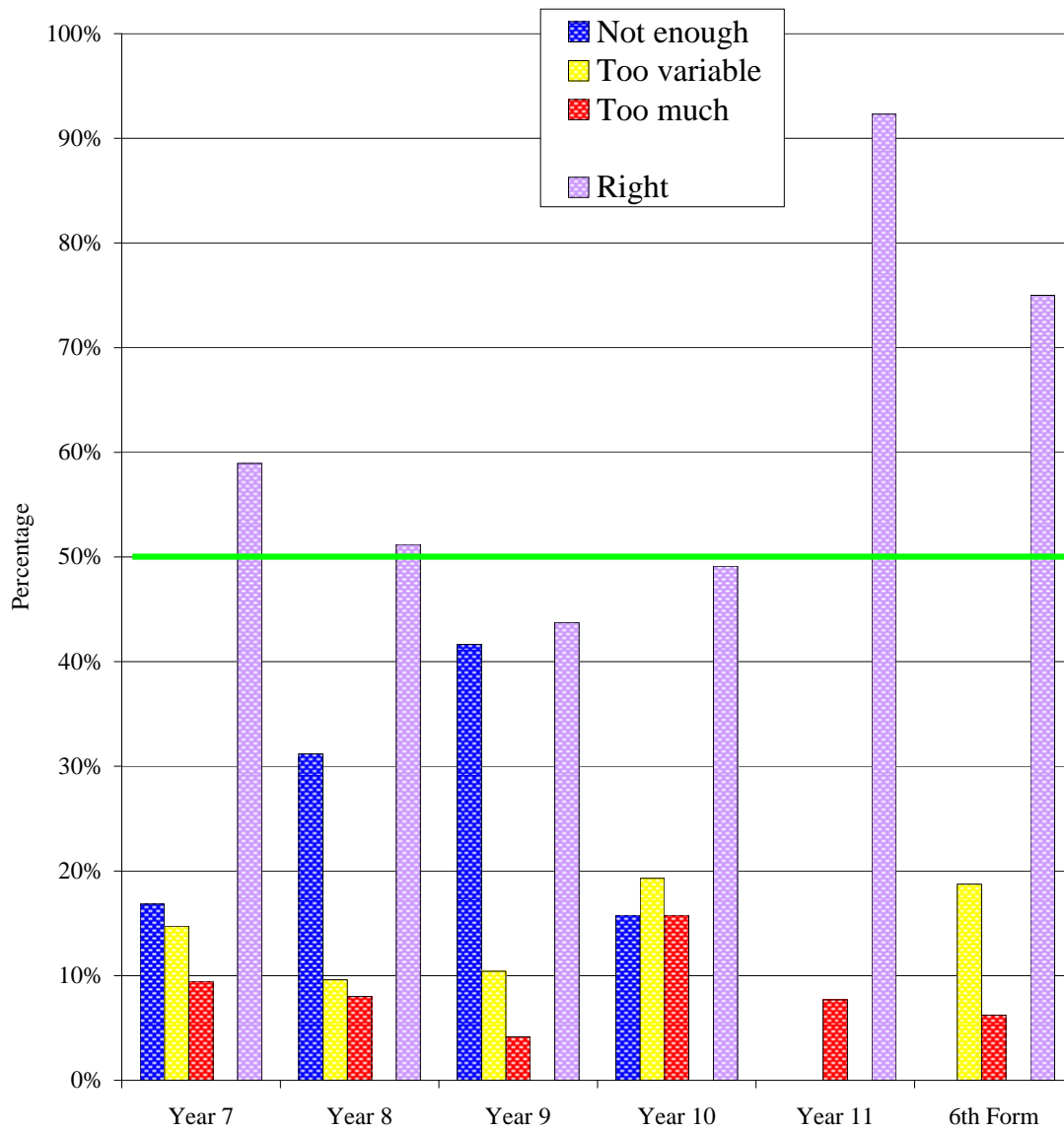


Not Pushed Hard Enough



**Graph to Show Parents' Perception of the Amount of Homework Given,
Broken Down by Year Group**

For this question, schools typically achieve more than 50% of parents who choose "Right".
This level was not achieved for Year 9 and Year 10.



Analysis Showing Significant Results for Criteria Surveyed by Year Group

Cross-tabular graphical analysis was carried out for each subject and criterion by year group. The following graphs are those where a significant difference was identified for this analysis.

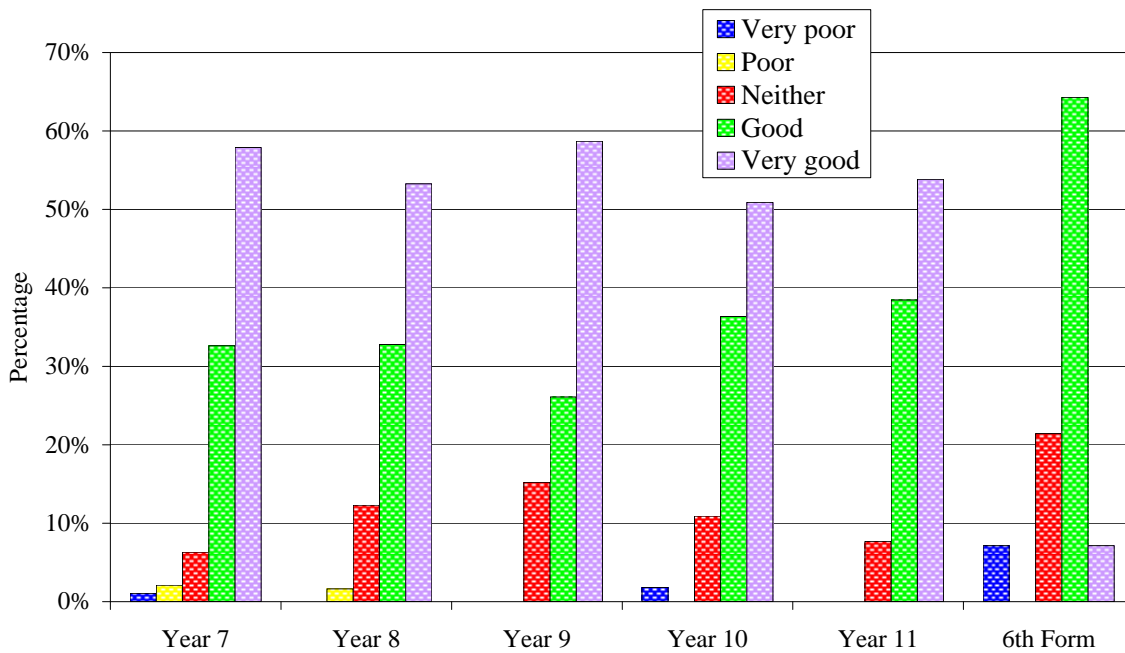
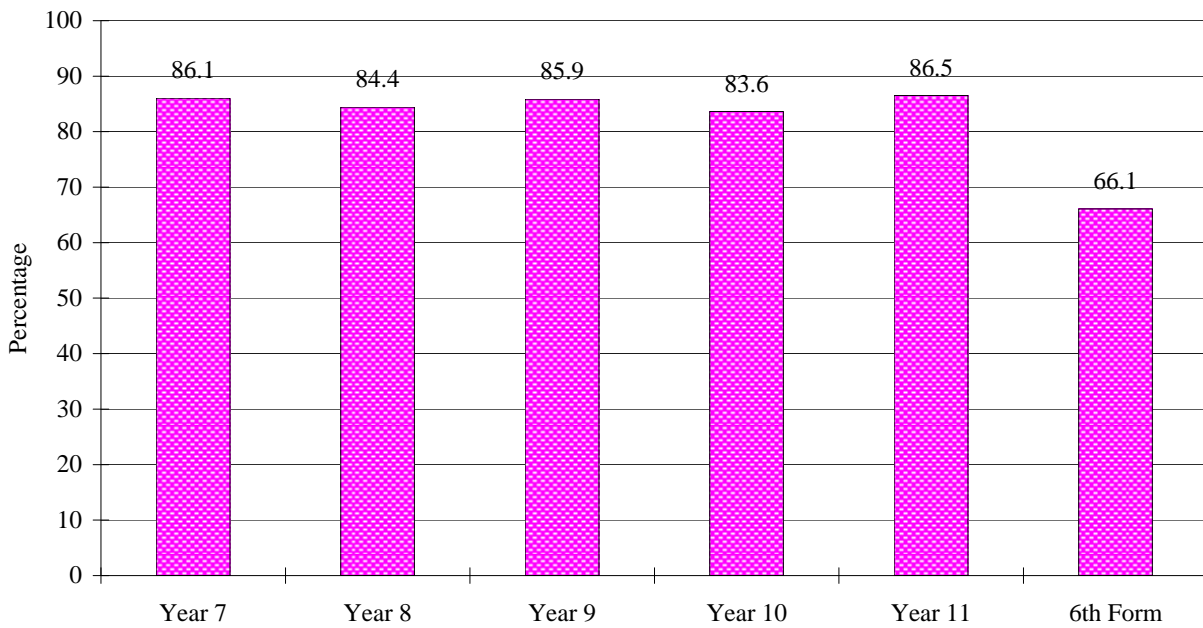
Throughout this report we have set the standard, that results quoted should be reliable at the 95% confidence level.

Please note: the difference between one year group and another has been tested to the 95% confidence level using a t- test; however, the scores for the individual year groups will often be taken from a sample too small to produce results that are reliable to within less than 5%, and should therefore only be taken as indicative of the true value.

Please note that where the word "significant" is used, it means that the difference identified is statistically significant, i.e. that it is meaningful and reliable, and not that the difference is necessarily large. Indeed, a "significant" difference may be quite small in numerical value.

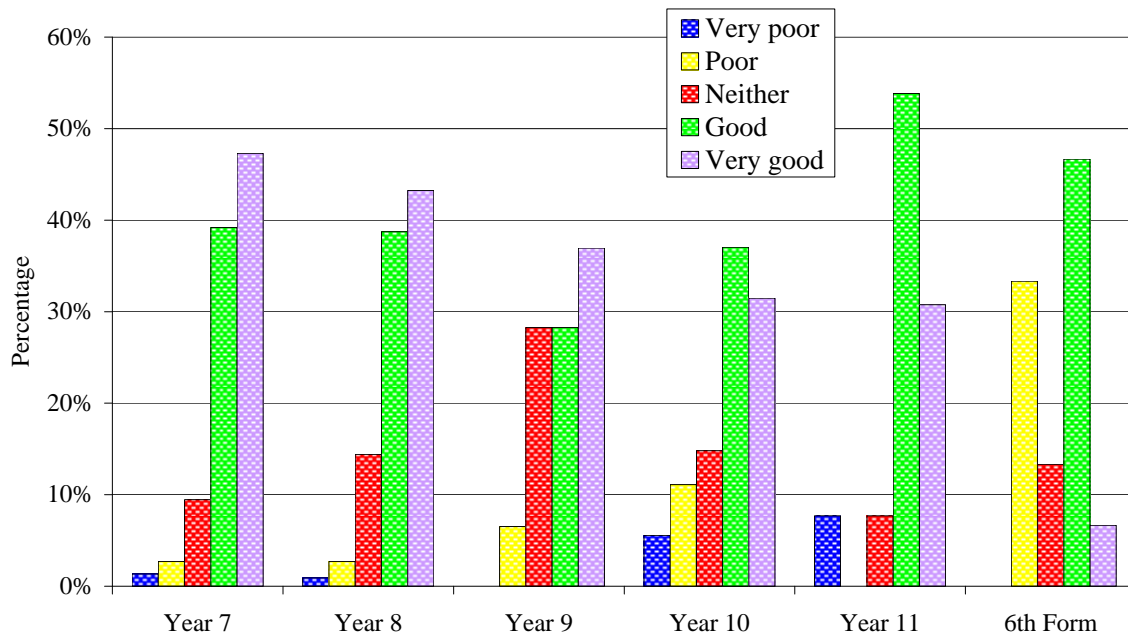
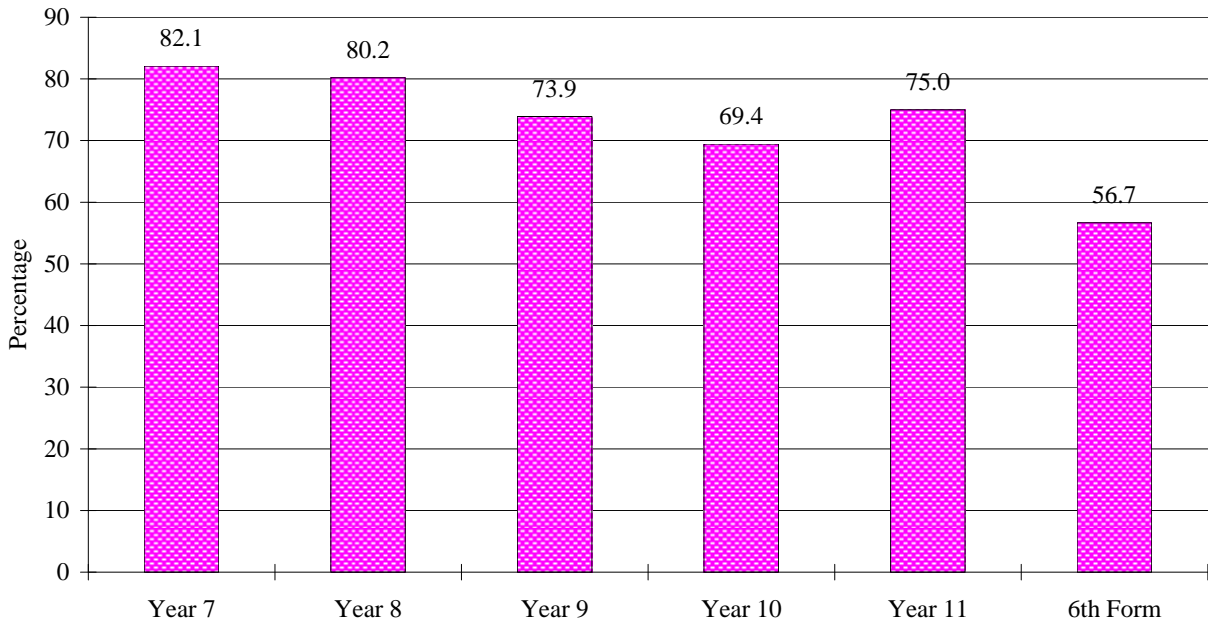
The Graphs Below for School facilities Show Significant Differences Between the Parents of Pupils in 6th Form and Year 11

Scores are lower in the 6th Form.



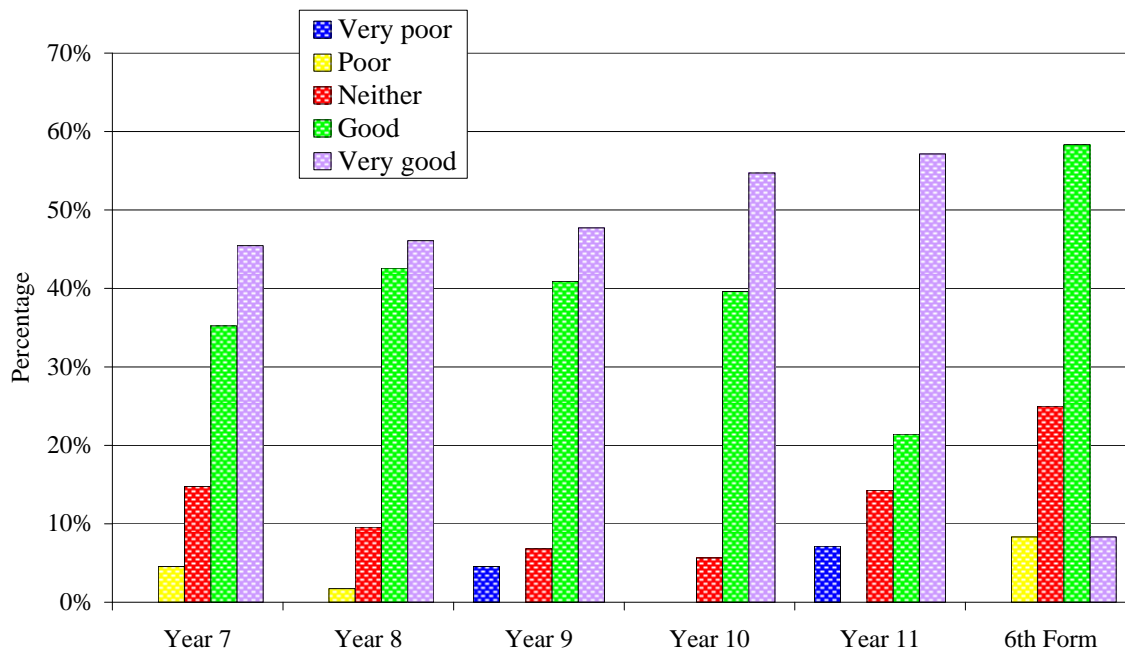
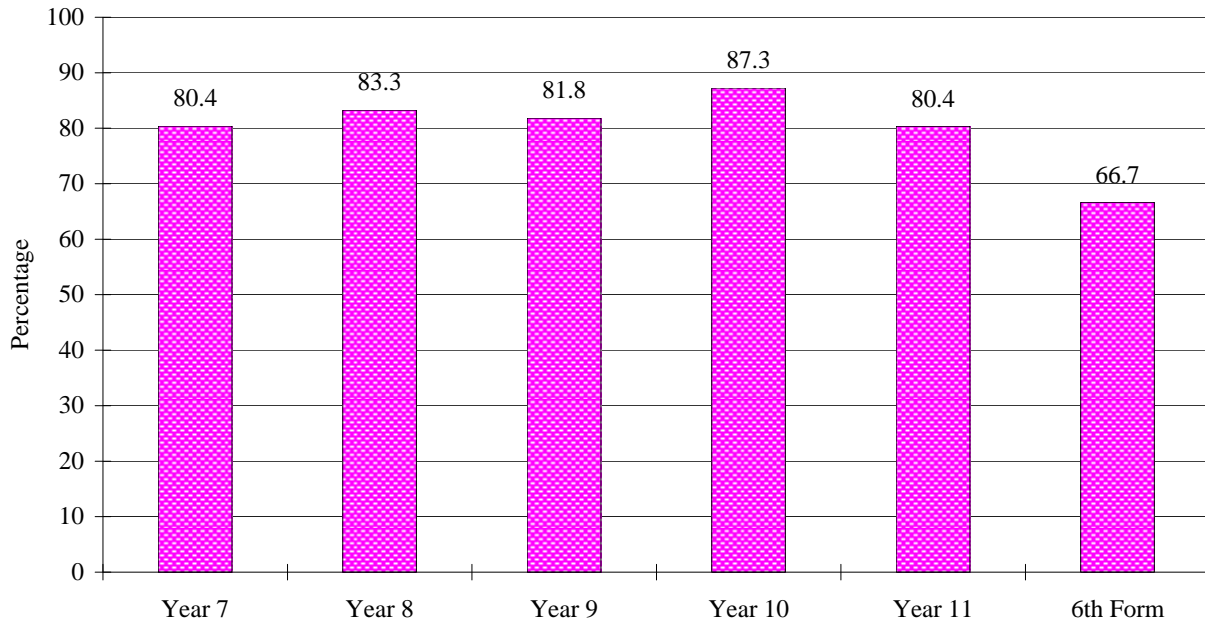
The Graphs Below for Choice of subjects Show Significant Differences Between the Parents of Pupils in 6th Form and Year 7

Scores are lower in the 6th Form.



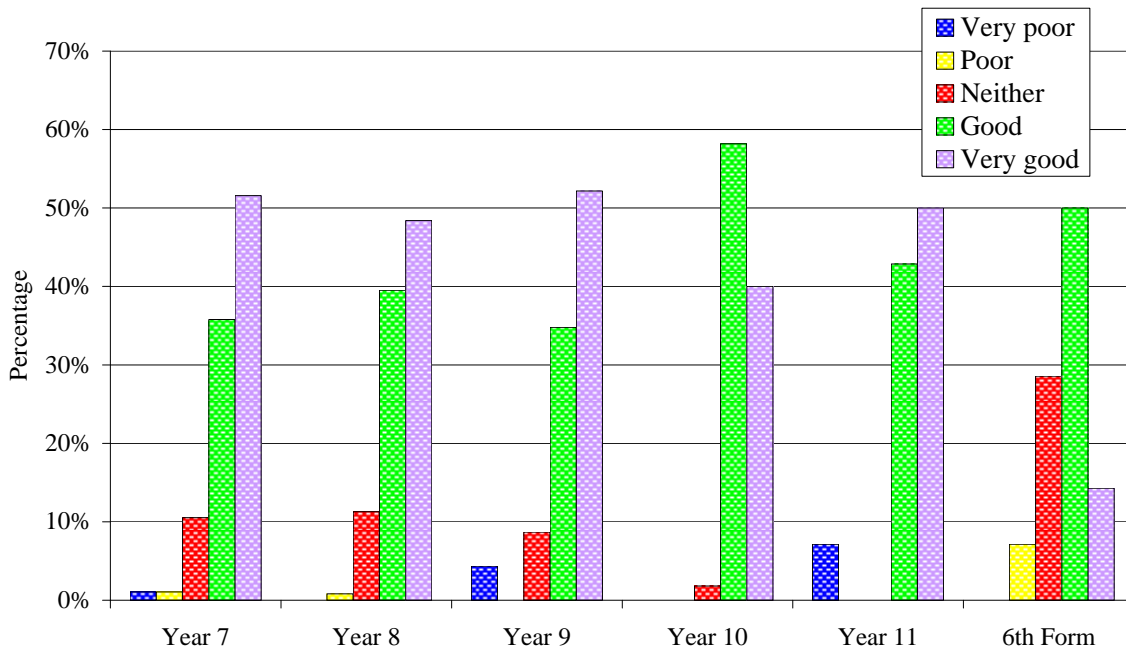
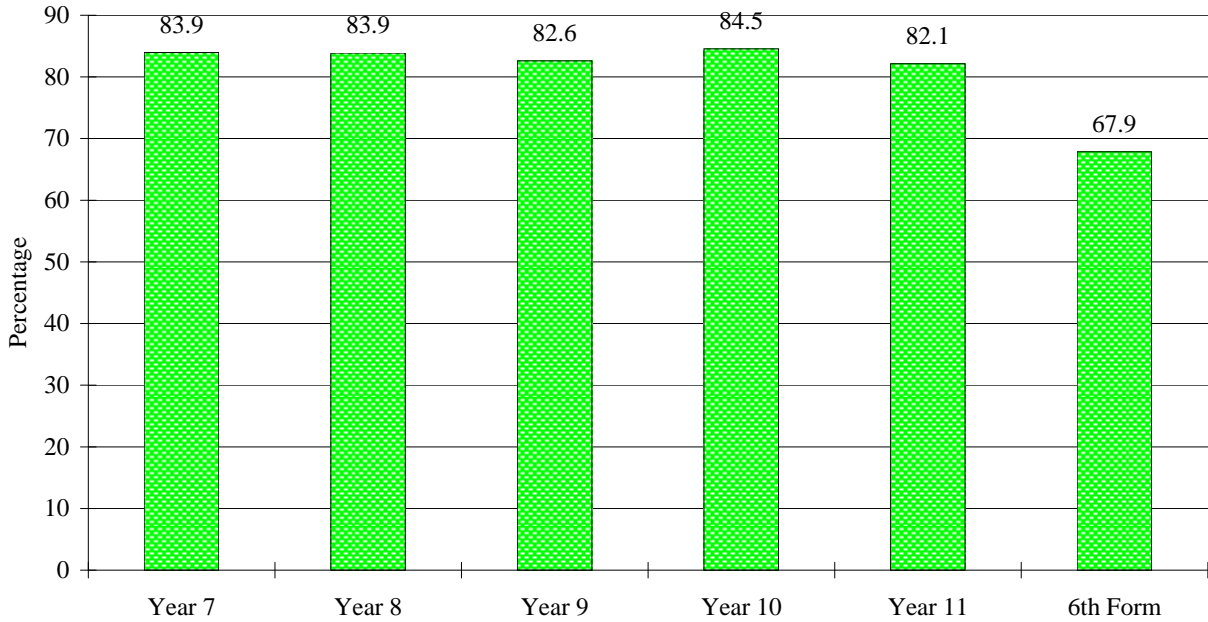
The Graphs Below for Computer access Show Significant Differences Between the Parents of Pupils in 6th Form and Year 10

Scores are lower in the 6th Form.



The Graphs Below for Personal planners Show Significant Differences Between the Parents of Pupils in 6th Form and Year 10

Scores are lower in the 6th Form.



Appendix

Performance

The following method is used to produce the given percentage score for each of the criteria surveyed.

The scores are calculated to ensure that the final given results are as representative of the school as possible, and have been adjusted to reflect the following factors regardless of fluctuations in response rate.

- 1) The number of pupils in each year group.
- 2) The proportion of pupils studying a subject in each year group.
- 3) The ratio of boys to girls in the school.

The following assumptions are made:

- 1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.
- 2) The ratio of boys to girls does not fluctuate across the year groups of the school.
- 3) For Non-academic areas, it is assumed that boy's and girl's parents are equally likely to have an opinion. This assumption does not apply to academic subjects, where some (e.g.. Dance) may be taught to differing proportions of boys:girls. Where this is the case, an adjustment is made based on the ratio of respondents.

Calculating the performance score

The following example is for the subject of Religious Studies.

Where Religious Studies is only taught in years 9, 10, and 11 in a mixed gender school with years 7 to 11.

In order for a year group to be included in the final score for Religious Studies, 2 questions need to be satisfied:

- 1) Are there a minimum number of respondents giving a score for Religious Studies in that year? For small surveys (less than 300 total returned questionnaires) the minimum is 8. For larger surveys, the minimum is $8 + 2\%$ total number questionnaires exceeding 300. (i.e.. If 500 returned, $\text{min} = 8 + 2\%(500 - 300) = 12$)
- 2) Is the number responding in any year greater than 5% of total respondents giving a score for Religious Studies?

If "yes" to both, then label that year Y, if "no" label that year N.

In this school therefore Year 7 = N, Year 8 = N, Year 9 = Y, Year 10 = Y, Year 11 = Y.

Years which = N should not contribute to the final score.

Calculate that proportion of the final score which should be contributed by each year where the year = Y.

First calculate the proportion of each years contribution which should come from boys' parents.

$$P9_{\text{boys}}(\text{RS}) = \frac{\text{Number of boys in year 9}}{\text{Number of boys in years =Y}} \times \frac{\text{Number of year 9 boys respondents to Religious Studies}}{\text{Total number of year 9 boys respondents}}$$

Repeat this process for other years where year =Y (i.e. years 10 and 11 in this case) to achieve P10_{boys}, and P11_{boys} (Religious Studies).

We now calculate the final proportions contributed by each year group.

$$\text{Final proportion } F9_{\text{boys}}(\text{RS}) = \frac{P9_{\text{boys}}(\text{Religious Studies})}{(P9_{\text{boys}}(\text{RS}) + P10_{\text{boys}}(\text{RS}) + P11_{\text{boys}}(\text{RS}))} \times \text{Mean score for year 9 Religious Studies, boys}$$

Repeat this process for F10_{boys} (RS) and F11_{boys} (RS).

To achieve the final boys score $F_{\text{boys}}(\text{RS}) = F9_{\text{boys}}(\text{RS}) + F10_{\text{boys}}(\text{RS}) + F11_{\text{boys}}(\text{RS})$.

We then repeat the process above for girls to achieve F_{girls} (Religious Studies).

In order to combine the boys score with the girls score for each academic subject, it is now necessary to weight them in proportion to the number of boys and girls returns, to take into account the possibility that the subject has significantly higher numbers of one gender studying that subject (e.g.. Dance say).

$$\text{Girls Weighting (GW)} = \frac{\% \text{ of girls in school}}{\text{Total number of girl responses in whole survey}}$$

$$\text{Girls Fair Voice (GFV)} = \text{GW} \times \text{Number of girl responses for Religious Studies}$$

$$\text{Girls Proportion of final score (GPfs)} = \frac{\text{GFV}}{\text{GFV} + \text{BFV}}$$

Similarly,

$$\text{Boys Proportion of final score (BPfs)} = \frac{\text{BFV}}{\text{GFV} + \text{BFV}}$$

Now, final Academic scores can be calculated as:

$$\begin{aligned} \text{Final (Religious Studies) Score} &= \text{GPfs} \times \text{Fgirls (RS)} + \text{BPfs} \times \text{Fboys (RS)} \\ & \text{(unless GPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fboys (RS))} \\ & \text{(or BPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fgirls (RS))} \end{aligned}$$

In order to combine the boys score with the girls score for non-academic subjects, the above gender weighting is not necessary as boy's and girls parents are considered equally likely to have an opinion (e.g.. School discipline). Thus, final scores are calculated as:

$$\begin{aligned} \text{Final (school discipline) score} &= \\ & (\text{Fboys (sch discipline)} \times \text{ratio of boys in school}) + (\text{Fgirls (sch discipline)} \times \text{ratio of girls in school}) \end{aligned}$$

The Final Scores can now be converted into percentages, as given in the report, in the following way.

$$\text{Final Religious Studies Score (which lies between 1 and 5)} \times 20 = \text{(a figure lying between 20 and 100)}$$

$$\text{Then subtract 20} = \text{(a figure lying between 0 and 80)}$$

$$\text{Then multiply by 1.25} = \text{(a figure lying between 0 and 100 i.e. a percentage score)}$$

This final score for Religious Studies is then weighted based upon the average bias which has been measured in relation to Religious Studies. This weighting is applied so that the scores for each academic subject in the school might be compared with one another on a level playing field, having adjusted each subject in line with its measured parent bias.

Religious Studies usually scores more poorly than most other subjects and hence receives a positive weighting factor.

In this case the final school score for Religious Studies is multiplied by 1.06 (say)

This process produces the final weighted score for Religious Studies which is given in the report as shown on the first results page (Academic Criteria)

Measuring Reliability

We require that any final result given is within 5% of the true value 19 times out of twenty.

We require that any criteria has at least 25 responses so that we can be confident that the mean value which the sample produces will follow the rules of a normal distribution. If we have less than 25 responses the result is labelled as "low response".

5% = 0.2 on our scale of 1 - 5

We then require that 2 X the standard error of the mean has a value of less than 0.2

In other words the standard error of the mean must have a value of less than 0.1

If this is the case then the result fulfils our criteria and we know the result is within 5% of the true value at the 95% confidence level. If the standard error of the mean lies between 0.1 and 0.2 then we have the 95% confidence level to within 10%. If the standard error of the mean is greater than 0.2 then the result is labelled as "low response".

We calculate the standard error of the mean as follows:

$$\text{Standard Error Of The Mean (S.E.M.)} = \frac{S}{\text{The square root of } n}$$

where S is the standard deviation and n is the sample size

The standard deviation is calculated as a function of Microsoft Excel.

Significant Differences

We require that differences between two given results (e.g.. When comparing this year's scores with last year's scores) are highlighted to indicate a significant difference if the given difference is greater than 5% on our scale and is greater than might be expected as a result of sample variations at the 95% confidence level.

Changes are therefore highlighted as significant if they fulfil the following condition.

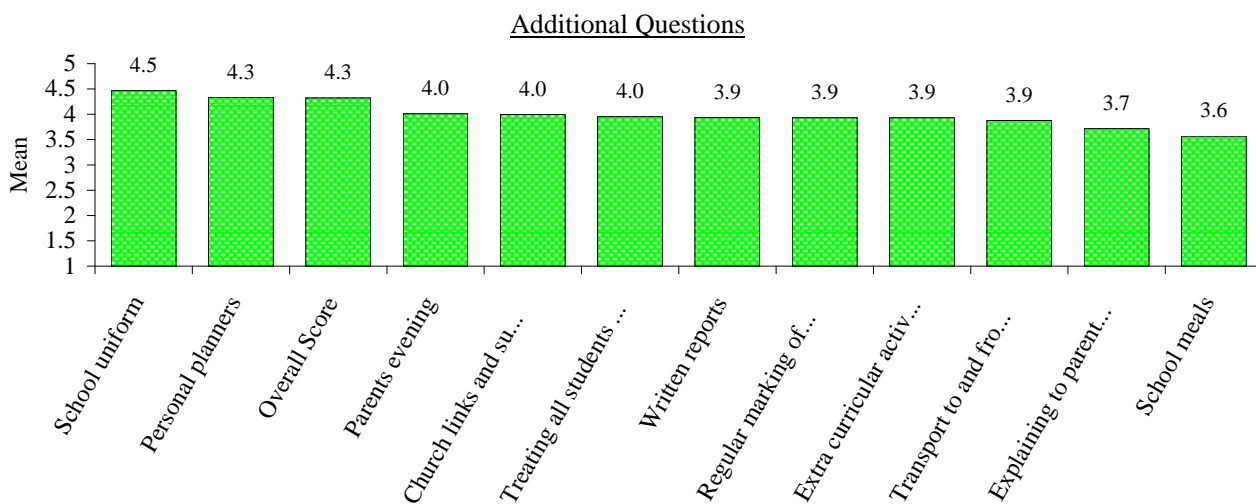
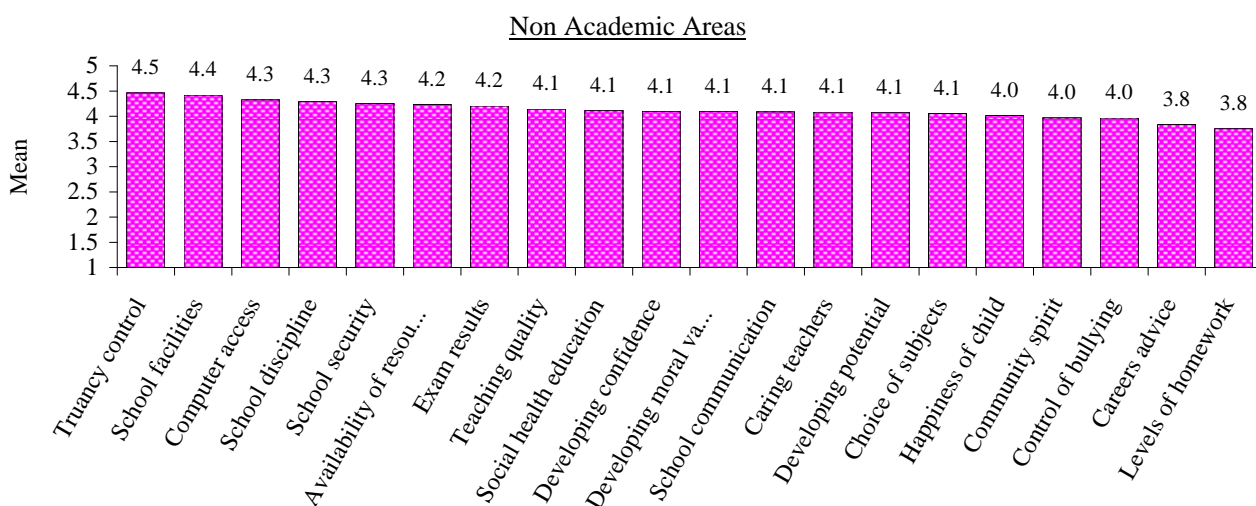
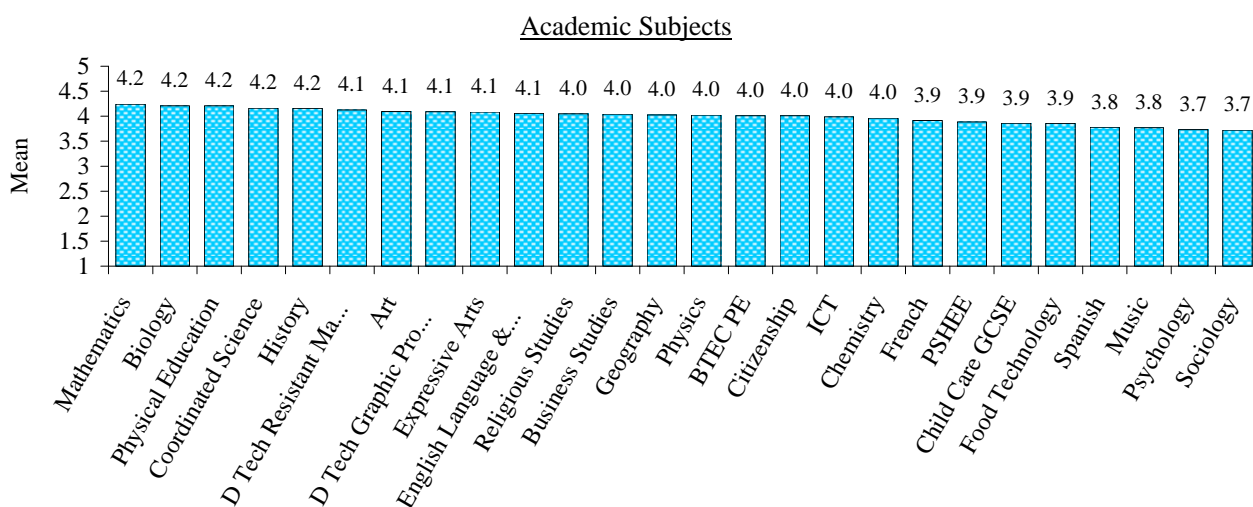
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

Where we look for significant differences between the scores for individual year groups (e.g.. As shown in the cross-tabular analysis for individual subjects), the sample may often be less than 30. It is therefore necessary to use a T test to establish if the difference between the 2 years is significant at the 95% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 95% confidence level, we consider changes/differences of this magnitude to be of no practical use in management terms and therefore only highlight those figures greater than 5%.

Graphs to Show Raw, Adjusted Satisfaction Score Achieved for Each of the Criteria Surveyed. (These are the results before the weightings are applied.)

The mean scores below are converted into weighted performance scores in the results pages.



Similar School Averages to May 2009 - Academic SubjectsACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
27193	153	71.3%	68.4%	73.6%	Art
4873	40	69.5%	69.1%	69.0%	Biology
2752	35	67.5%	67.3%	66.5%	Business Studies
4485	36	67.9%		66.8%	Chemistry
12352	96	64.4%	63.0%	64.8%	Citizenship
5127	44	70.0%		72.5%	Dance
18526	119	71.7%	71.7%	71.8%	Design Technology
17900	132	71.3%	69.9%	72.7%	Drama
33811	160	72.4%	70.8%	73.7%	English
14239	107	71.4%	69.4%	72.2%	Food Technology
21688	139	66.3%	65.2%	67.6%	French
28255	161	69.5%	69.1%	69.9%	Geography
3999	35	68.9%	68.0%	69.1%	German
2793	31	69.8%		71.2%	Graphic Media
28954	161	71.8%	71.5%	72.5%	History
28297	151	67.7%	68.3%	67.3%	IT
34638	162	71.7%	72.2%	71.2%	Mathematics
24676	159	66.6%	65.8%	67.4%	Music
30661	159	73.7%	75.2%	72.4%	Physical Education
4142	34	66.5%		64.5%	Physics
29410	150	65.8%	63.6%	67.7%	Religious Studies
3713	45	68.9%	69.4%	69.4%	Resistant Materials
28389	150	70.3%	71.5%	69.3%	Science
6759	59	69.1%	67.0%	70.6%	Spanish
4835	42	69.3%		70.9%	Textiles

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
887	13	69.8%	70.6%	69.8%	Electronics
1097	16	72.6%	60.7%	71.7%	Health and Social Care
2035	14	66.5%	63.1%	70.0%	Modern Languages

Similar School Averages to May 2009 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
22222	159	60.6%	60.1%	61.2%	Careers advice
35064	162	67.6%	68.4%	66.8%	Caring teachers
11399	57	70.8%	71.0%	70.4%	Celebrating and rewarding achievement
31560	162	70.3%	70.3%	70.1%	Choice of subjects
30791	162	61.4%	61.0%	61.6%	Community spirit
33895	162	72.4%	73.0%	71.8%	Computer access
32114	162	61.1%	61.5%	60.7%	Control of bullying
34996	162	66.2%	66.2%	66.1%	Developing confidence
31044	162	63.0%	62.9%	63.0%	Developing moral values
33584	162	65.8%	64.7%	66.8%	Developing potential
25183	127	61.3%	61.0%	61.5%	Encouraging and listening to parent views
9240	60	57.2%	56.5%	57.6%	Encouraging local community activity
28191	130	68.4%	67.4%	69.1%	Ensuring pupils do their best and make good progress
27861	161	68.8%	67.6%	69.9%	Exam results
25206	124	60.7%	60.4%	60.9%	Explaining to parents how to help their child
25098	132	65.6%	65.0%	66.1%	Extra curricular activities
8134	49	61.2%	62.4%	60.2%	Handling complaints
36077	162	68.7%	68.4%	68.7%	Happiness of child
34850	160	5.0	4.3	5.7	Hours of Homework
35884	162	59.8%	56.8%	62.3%	Levels of homework
11195	52	72.7%	73.4%	71.8%	Making sure that the new pupils settle in well
35973	160	71.4%	70.9%	71.7%	Overall
13120	58	67.7%	67.8%	67.6%	Parents evening
13163	81	69.3%	69.4%	69.3%	Promoting racial harmony
19169	105	67.8%	67.5%	68.1%	Quality of school management
8659	41	60.1%	59.9%	60.2%	Regular marking of work
36121	162	64.5%	63.8%	65.0%	School communication
35620	162	66.1%	66.1%	66.0%	School discipline
35311	162	66.4%	66.6%	66.0%	School facilities
7652	42	55.3%	57.1%	54.0%	School meals
34318	162	67.7%	67.1%	68.2%	School security
6259	31	73.8%	74.7%		School uniform
8639	42	60.9%	60.5%	61.2%	School's image in the local community
29378	162	64.8%	64.6%	64.8%	Social health education
15938	91	62.1%	61.5%	62.7%	Tailoring workload to child's needs and ability
7334	67	70.8%	69.5%	72.0%	Teaching for special needs
35024	162	69.0%	69.3%	68.8%	Teaching quality
32441	162	67.3%	67.0%	67.6%	Textbook availability
12461	65	72.4%	72.4%	71.8%	Transfer from junior school
22909	114	62.3%	62.5%	62.1%	Treating all pupils fairly and equally
31820	161	73.3%	73.4%	73.1%	Truancy control
10256	50	67.6%	67.8%	67.5%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
3746	21	65.1%	65.0%	65.2%	Access to staff
3251	16	69.7%	69.5%	69.4%	Church links and support
4271	19	66.3%	67.8%	65.4%	Encouraging and listening to pupil views
5893	25	72.2%	72.9%	72.1%	Personal planners

Similar School Results for Parents Choosing each of the Ranking Priorities - by Gender

Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
32433	14193	22658	School discipline	85.7%	88.2%	84.2%
31338	13616	22169	Teaching quality	83.1%	84.6%	82.3%
29259	12601	20745	Control of bullying	76.1%	76.8%	75.4%
29138	12456	20692	Happiness of child	76.0%	76.3%	76.5%
23560	10134	16727	Caring teachers	62.3%	63.2%	62.3%
22700	10260	15392	School communication	60.2%	63.2%	57.6%
23257	9417	17452	School security	59.7%	57.8%	62.0%
21626	9744	14801	Developing potential	57.8%	60.3%	55.7%
20292	8960	14086	Developing confidence	53.0%	55.1%	51.9%
19928	8196	14815	Exam results	52.7%	51.5%	54.6%
19650	8343	14053	School facilities	51.3%	51.1%	51.6%
16919	7435	11738	Developing moral values	43.7%	44.5%	43.1%
15093	6501	10989	Levels of homework	39.5%	39.5%	39.7%
14024	5758	10261	Truancy control	36.7%	35.7%	37.9%
12125	4901	8981	Choice of subjects	33.4%	31.7%	35.1%
11891	4942	8923	Availability of resources	32.5%	31.6%	33.9%
11385	4717	8147	Careers advice	31.5%	31.1%	32.0%
9760	4294	6917	Computer access	26.3%	27.3%	25.5%
7784	3157	5524	Social health education	20.1%	19.8%	20.7%
7478	3237	5263	Community spirit	19.1%	19.1%	19.3%

Parent priorities ranked in descending order of importance.

All Parents

School discipline
Teaching quality
Control of bullying
Happiness of child
Caring teachers
School communication
School security
Developing potential
Developing confidence
Exam results
School facilities
Developing moral values
Levels of homework
Truancy control
Choice of subjects
Availability of resources
Careers advice
Computer access
Social health education
Community spirit

Boys' parents

School discipline
Teaching quality
Control of bullying
Happiness of child
Caring teachers
School communication
Developing potential
School security
Developing confidence
Exam results
School facilities
Developing moral values
Levels of homework
Truancy control
Choice of subjects
Availability of resources
Careers advice
Computer access
Social health education
Community spirit

Girls' parents

School discipline
Teaching quality
Happiness of child
Control of bullying
Caring teachers
School security
School communication
Developing potential
Exam results
Developing confidence
School facilities
Developing moral values
Levels of homework
Truancy control
Choice of subjects
Availability of resources
Careers advice
Computer access
Social health education
Community spirit

Total boys surveyed = 13675

Total girls surveyed = 22446

Total sample= 36121

From 162 Schools