

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

**Prepared and Presented**

**By**

**Kirkland Rowell Marketing**

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## **Introduction**

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

The report measures the levels of satisfaction among the pupils for a range of criteria, which have been previously identified as being important to the parents of school pupils, as well as asking about perceptions of progress 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 pupils of the school. Questionnaires were distributed to all pupils.

Questionnaires were sealed with a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked pupils to give an assessment of whether or not they thought they were making good progress in each subject offered by the school as well as indicating either "true" or "false" to a statement relating to each criterion on a list of identified parent priorities.

Each statement offered a positive hypothesis for each criterion, the ideal result would therefore have been achieved if 100% of pupils thought that the statement was true.

Pupils were then asked to identify their top 10 priorities from the list of 20 and to choose their single top priority for improvement in the school.

Pupils also answered either "true" or "false" to a number of questions which were designed to assess the degree to which the pupils' home environment was conducive to good progress at school.

The pupils also estimated the time that they thought they spent doing homework, as well as making specific suggestions regarding possible improvements.

## **Results**

691 completed questionnaires were returned representing a response rate of 72.7%. The survey produced an excellent overall response from the pupils, 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 but five minority academic criteria.

For the sake of assessment, in most schools, academic subjects receiving a score of 80% or above should be considered a success; with 70% being a realistic target of attainment for non-academic criteria. These scores are based on averages gathered from over 210 "similar" schools across the country. Scores of 10% or more above these targets are exceptional; while scores of 5% or more lower should suggest room for improvement.

In some schools the pupils may be less likely to say that a positive statement is true; either because expectation is higher than average, or because one problematic issue within the school (such as bullying or discipline) is colouring the pupils' 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 pupils gave an excellent overall performance score (79%), while among the pupils who had been attending the school for over a year, 72% said the school had improved over the last year while only 9% thought that the school's performance was worse.

## **Executive Summary**

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

With regard to Academic criteria, the highest proportion of pupils who said they were making good progress was for Citizenship, Religious Studies and PSHEE.

The highest proportion of pupils who said they were not making good progress was for English Language & English Literature, Psychology and Physical Education.

With regard to Non-Academic areas, pupils awarded the highest scores for the delivery of School facilities, Community spirit and Control of bullying.

The pupils awarded the lowest scores for the delivery of Truancy control, Choice of subjects and Developing potential.

The pupils' top priority for improvement is Choice of subjects.

The boys gave significantly higher scores for Parents check my homework and My parents look at my work.

The girls gave significantly higher scores for Art, Citizenship, Geography, Expressive Arts, School facilities, Happiness of child, Church links and support and School uniform.

### **Since The Previous Survey**

The following academic areas obtained significantly higher scores than the previous survey: Religious Studies, Co-ordinated Science, ICT, Art, History, French and Mathematics.

There were 13 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 were converted to percentages is given in the Appendix. As there is a measurable bias in the way that pupils score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 210 similar English schools, and are also included in the appendix of this report.

Scores 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 \* .

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 good, and above the gold line are exceptional.

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 % making good progress	Previous Survey	% Change	Weighted % not making good progress
Citizenship	98.9			1.1
Religious Studies	98.3	85.7	+12.6	1.7
PSHEE	95.9			4.1
D Tech Graphic Products	94.8			5.2
Physics	94.5			5.5
Expressive Arts	92.6			7.4
Chemistry	92.0			8.0
Co-ordinated Science	91.8	82.5	+9.3	8.2
D Tech Resistant Materials	91.3			8.7
ICT	91.3	84.8	+6.4	8.7
Art	91.1	83.0	+8.0	8.9
Biology	90.9			9.1
** BTEC PE	90.9			9.1
Food Technology	90.6			9.4
History	89.7	84.7	+5.0	10.3
Spanish	89.7	79.7	+10.1	10.3
Music	89.4	83.6	+5.8	10.6
French	89.0	75.7	+13.3	11.0
Mathematics	88.9	83.6	+5.3	11.1
Geography	88.6	85.2	+3.4	11.4
Physical Education	87.1	87.9	-0.8	12.9
* Psychology	84.6			15.4
English Language & English Literature	84.0	81.8	+2.1	16.0
BTEC H & SC	low response			
Business Studies	"			
Child Care GCSE	"			
Philosophy & Ethics	"			
Sociology	"			

Only highlighted changes should be considered significant.

\* - not weighted by Similar School average figure

\* - only reliable to within 10%

## Selected Performance Criteria

Criteria	Weighted % who		% Change	Weighted % who	
	said statement was true	Previous Survey		said statement was false	
School facilities	115.2	82.2	+33.0	-15.2	
Community spirit	102.1	72.0	+30.1	-2.1	
Control of bullying	97.6	79.4	+18.2	2.4	
Availability of resources	93.7	52.6	+41.1	6.3	
Developing confidence	88.3	72.1	+16.2	11.7	
Social health education	86.6	72.6	+14.0	13.4	
School discipline	85.8	79.1	+6.7	14.2	
Levels of homework	84.5	63.4	+21.0	15.5	
Teaching quality	83.7	71.0	+12.6	16.3	
School security	81.8	73.8	+8.1	18.2	
School communication	81.2	79.2	+2.0	18.8	
Computer access	79.6	71.5	+8.1	20.4	
Caring teachers	79.6	76.3	+3.2	20.4	
Careers advice	79.5	73.9	+5.7	20.5	
Developing moral values	79.3	76.2	+3.1	20.7	
Exam results	78.4	74.6	+3.8	21.6	
Happiness of child	77.3	69.9	+7.4	22.7	
Developing potential	77.2	74.9	+2.3	22.8	
Choice of subjects	76.5	69.6	+6.9	23.5	
Truancy control	75.6	78.8	-3.1	24.4	
"Overall" Rating Score	<b>78.8</b>				

Only highlighted changes should be considered significant.

## Additional Questions

Additional subject areas were investigated with regard to pupil happiness and the following results were achieved with regard to those pupils 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 Similar Schools Average figures.

Issue	Weighted % who		% Change	Weighted % who	
	said statement was true	Previous Survey		said statement was false	
Treating students fairly and equally	92.6			7.4	
Marking students work	87.8			12.2	
Quality of school management	86.9	76.7	+10.2	13.1	
School meals	81.6			18.4	
Transfer from previous school	80.5			19.5	
Church links and support	77.0			23.0	
School uniform	76.4			23.6	
Teaching for special needs	75.9			24.1	
Parents evening	75.7	75.0	+0.7	24.3	

## Importance Ratings

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

In the following table, the first column shows the percentage of pupils 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 pupils say the school performs, ie. 1st = what the school does best, 20th = what the school does least well.

Tip - Remember, green is good, red is bad

	<b>Importance Score (%)</b>	<b>Performance Ranking</b>
Happiness of child	78.4%	<b>(17th)</b>
Exam results	71.6%	<b>(16th)</b>
Control of bullying	71.5%	<b>(3rd)</b>
School facilities	70.3%	<b>(1st)</b>
School discipline	67.8%	(7th)
School security	65.8%	(10th)
Teaching quality	55.1%	(9th)
Choice of subjects	49.4%	(19th)
Careers advice	47.2%	(14th)
Computer access	46.6%	(12th)
Caring teachers	45.8%	(13th)
Developing potential	45.1%	(18th)
Social health education	42.6%	(6th)
Levels of homework	42.5%	(8th)
Developing confidence	39.8%	(5th)
Truancy control	34.7%	(20th)
School communication	33.9%	(11th)
Developing moral values	33.6%	(15th)
Availability of resources	32.3%	(4th)
Community spirit	26.0%	(2nd)

**Graphical and Tabular Analysis**  
**of**  
**Selected Results**

**Charts to Compare and Contrast where the Pupils said they were making good progress, with a ranking of parent satisfaction for each subject**

Position differences of 6 or more have been highlighted.

**Pupils**

**Parents**

Subject	Ranking
Citizenship	1st
Religious Studies	2nd
PSHEE	3rd
D Tech Graphic Products	4th
Physics	5th
<b>Expressive Arts</b>	<b>6th</b>
<b>Chemistry</b>	<b>7th</b>
Co-ordinated Science	8th
D Tech Resistant Materials	9th
ICT	10th
Art	11th
<b>Biology</b>	<b>12th</b>
<b>BTEC PE</b>	<b>13th</b>
<b>Food Technology</b>	<b>14th</b>
History	15th
Spanish	16th
Music	17th
<b>French</b>	<b>18th</b>
<b>Mathematics</b>	<b>19th</b>
<b>Geography</b>	<b>20th</b>
<b>Physical Education</b>	<b>21th</b>
Psychology	22th
English Language & English Literature	23th

Subject	Ranking
Citizenship	1st
Religious Studies	2nd
<b>Biology</b>	<b>3rd</b>
Physics	4th
D Tech Resistant Materials	5th
<b>Mathematics</b>	<b>6th</b>
Co-ordinated Science	7th
PSHEE	8th
D Tech Graphic Products	9th
ICT	10th
History	11th
<b>French</b>	<b>12th</b>
<b>Chemistry</b>	<b>13th</b>
<b>Geography</b>	<b>14th</b>
<b>Physical Education</b>	<b>15th</b>
Art	16th
<b>Expressive Arts</b>	<b>17th</b>
English Language & English Literature	18th
<b>BTEC PE</b>	<b>19th</b>
Music	20th
Spanish	21th
<b>Food Technology</b>	<b>22th</b>
Psychology	23th

## Charts to Compare and Contrast how the Pupils and Parents thought the school was performing

Position differences of 6 or more have been highlighted.

### Pupils

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

### Parents

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

**Charts to Compare and Contrast how the Pupils and Parents thought the school was performing**

There were no significant differences detected.

**Pupils**

<b>Additional criteria</b>	<b>Ranking</b>
Treating students fairly and equally	1st
Marking students work	2nd
School meals	3rd
Church links and support	4th
School uniform	5th
Parents evening	6th

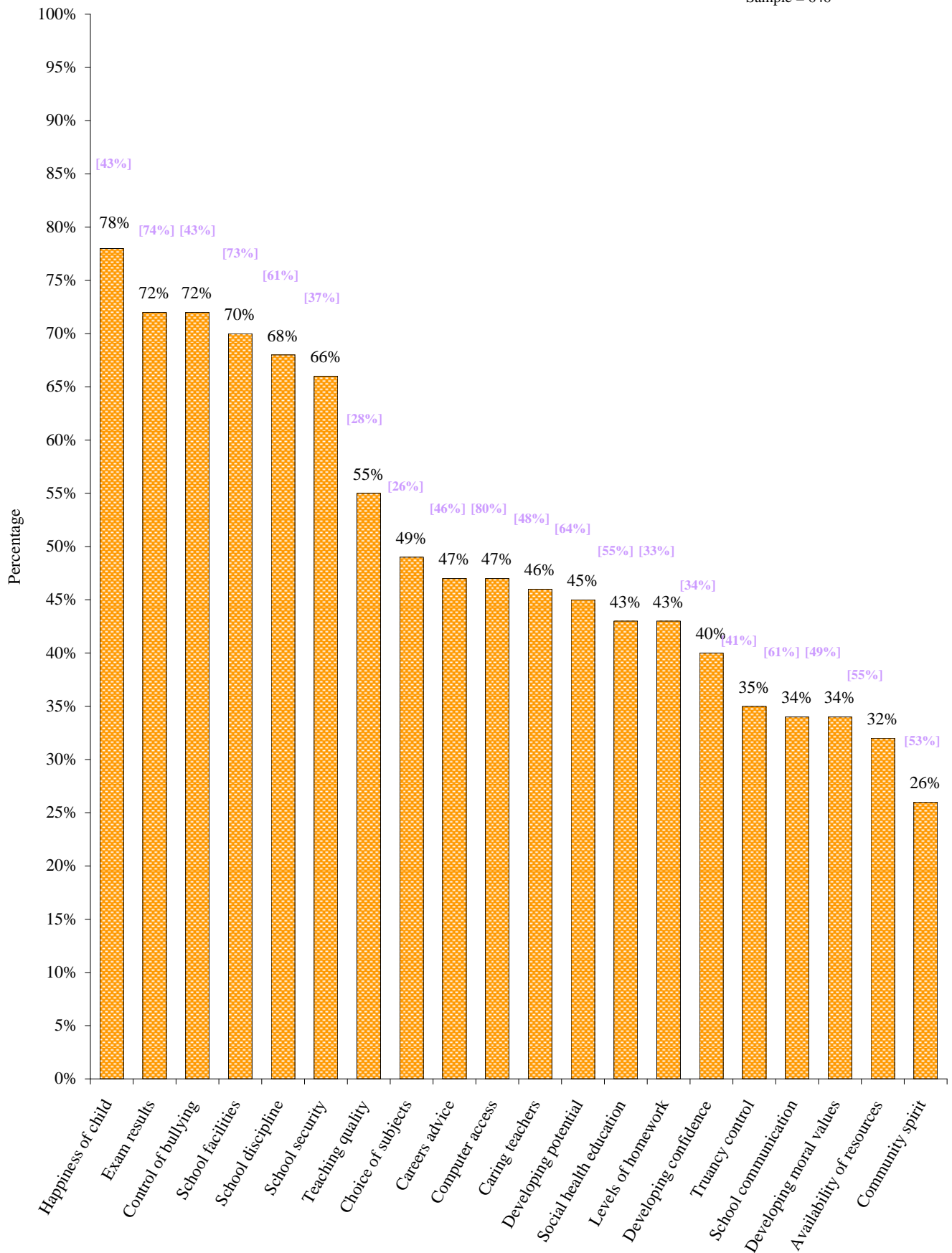
**Parents**

<b>Additional criteria</b>	<b>Ranking</b>
Marking students work	1st
Treating students fairly and equally	2nd
School uniform	3rd
School meals	4th
Parents evening	5th
Church links and support	6th

**Graph to Show Pupil Comparative Importance Scores for Each of the Identified Priorities.**

The pupils were asked to choose 10 priorities from a list of 20 criteria.  
 This school's last survey figures are given in [brackets].

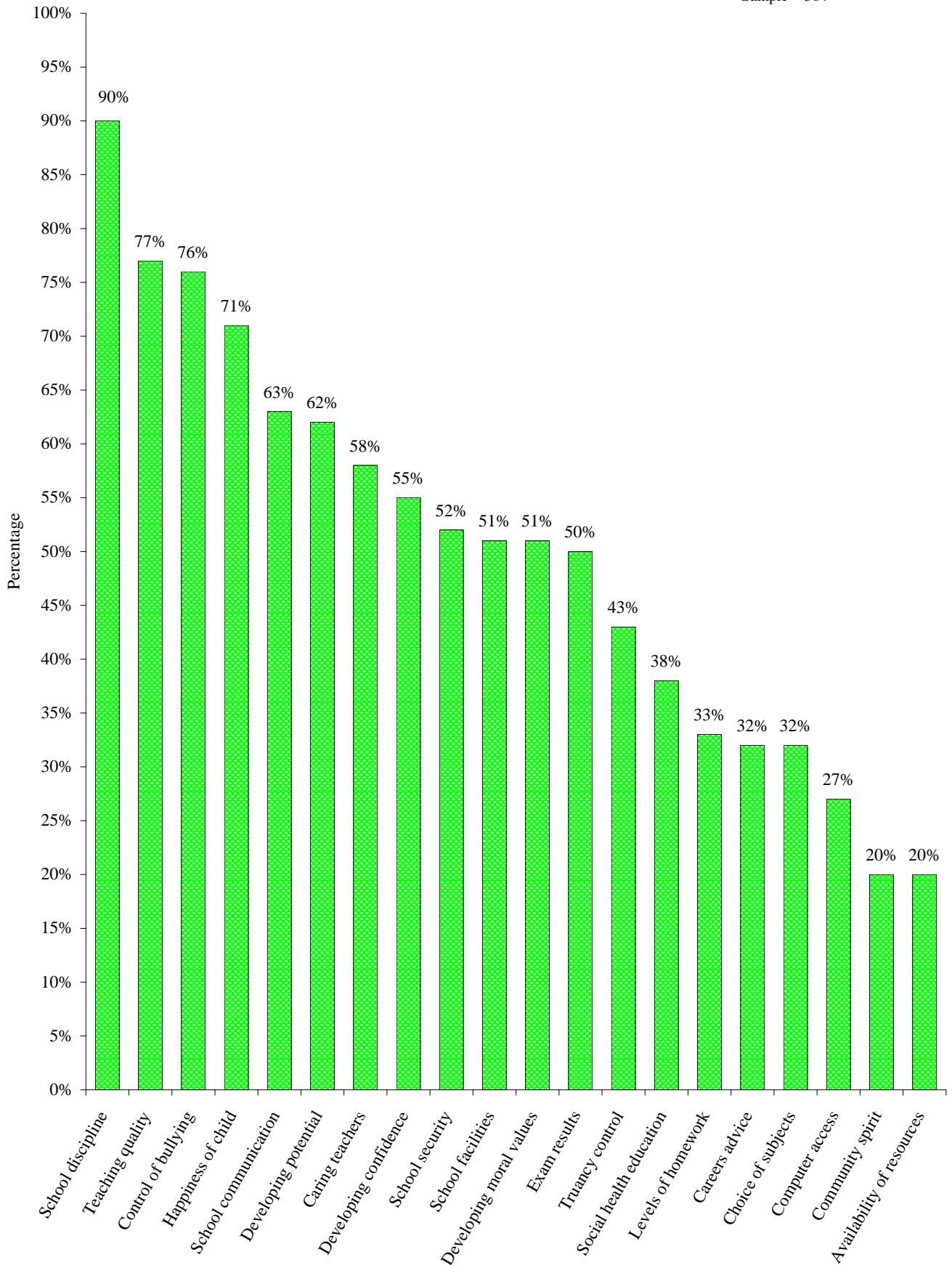
Sample = 646



**Graph to Show Parent Comparative Importance Scores for Each of the Identified 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.

Sample = 364



The parent results quoted, are from the survey completed in the 2008/09 academic year.

## Charts to Compare and Contrast Pupils' and Parents' Importance

Position differences of 6 or more have been highlighted.

### Pupils

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

### Parents

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

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

There were no significant differences detected.

**This School**

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

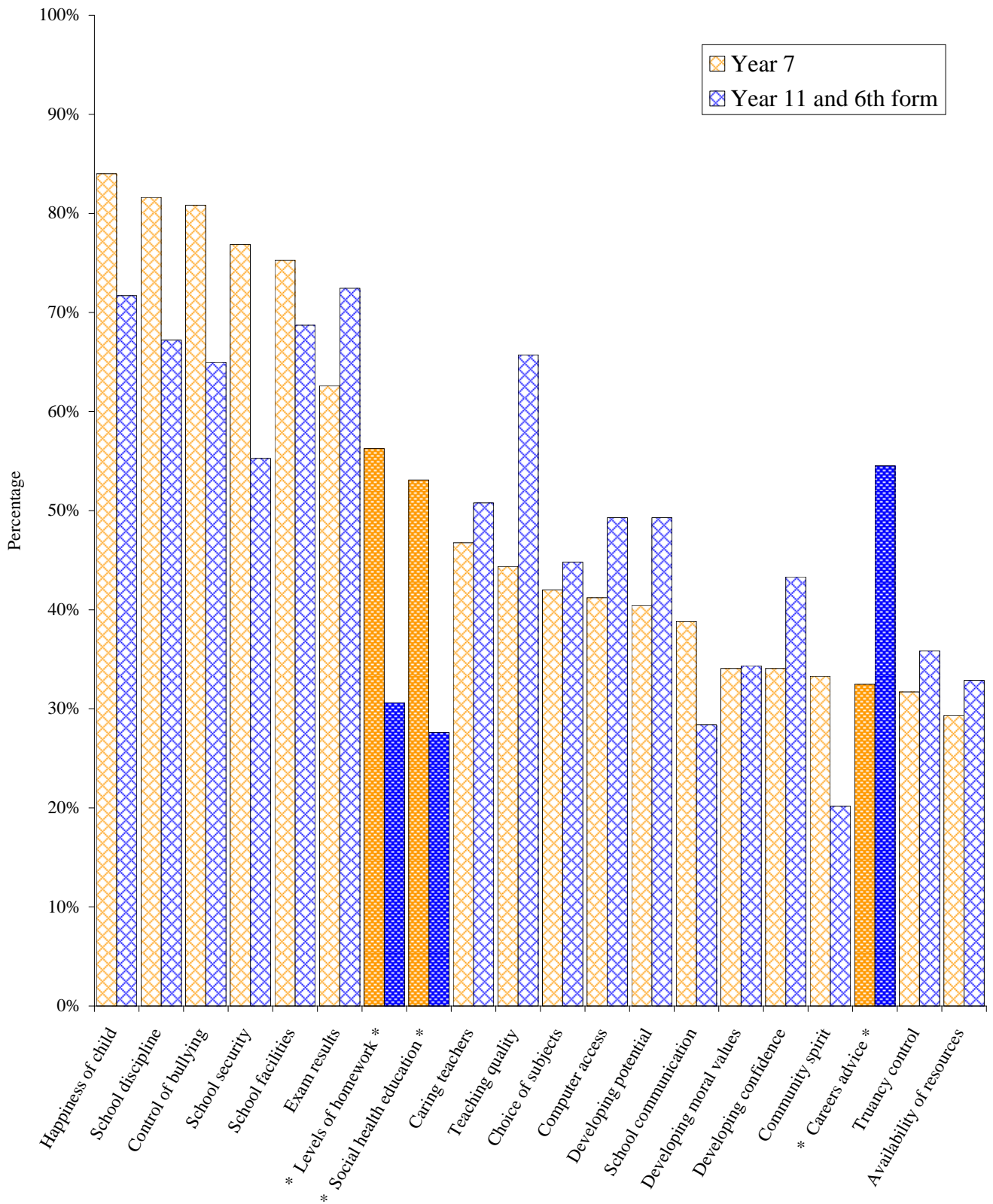
**Average of Similar Schools**

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

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

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

Differences in ranking of 6 or more positions have been highlighted.



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

Position differences of 6 or more have been highlighted.

### Priorities of Year 7 pupils

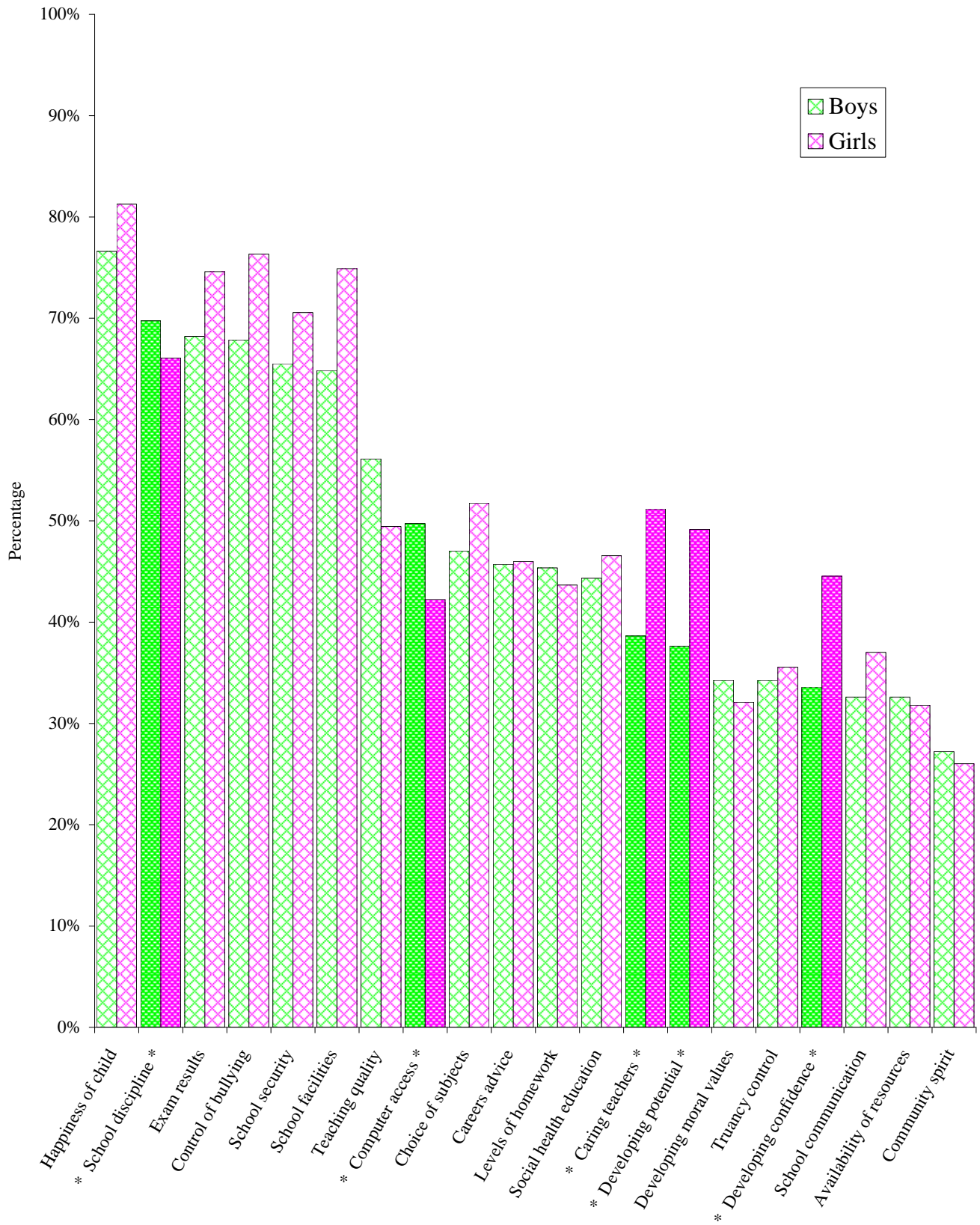
Choose 10	Ranking
Happiness of child	1st
School discipline	2nd
Control of bullying	3rd
School security	4th
School facilities	5th
Exam results	6th
<b>Levels of homework</b>	<b>7th</b>
<b>Social health education</b>	<b>8th</b>
Caring teachers	9th
Teaching quality	10th
Choice of subjects	11th
Computer access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

### Priorities of Year 11 and 6th form pupils

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

## Graph to Show how Pupils' **Priorities** Differ by Gender.

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



## Charts to Show how Pupil **Priorities** Differ by Gender.

Position differences of 4 or more have been highlighted.

### Priorities of Boys

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

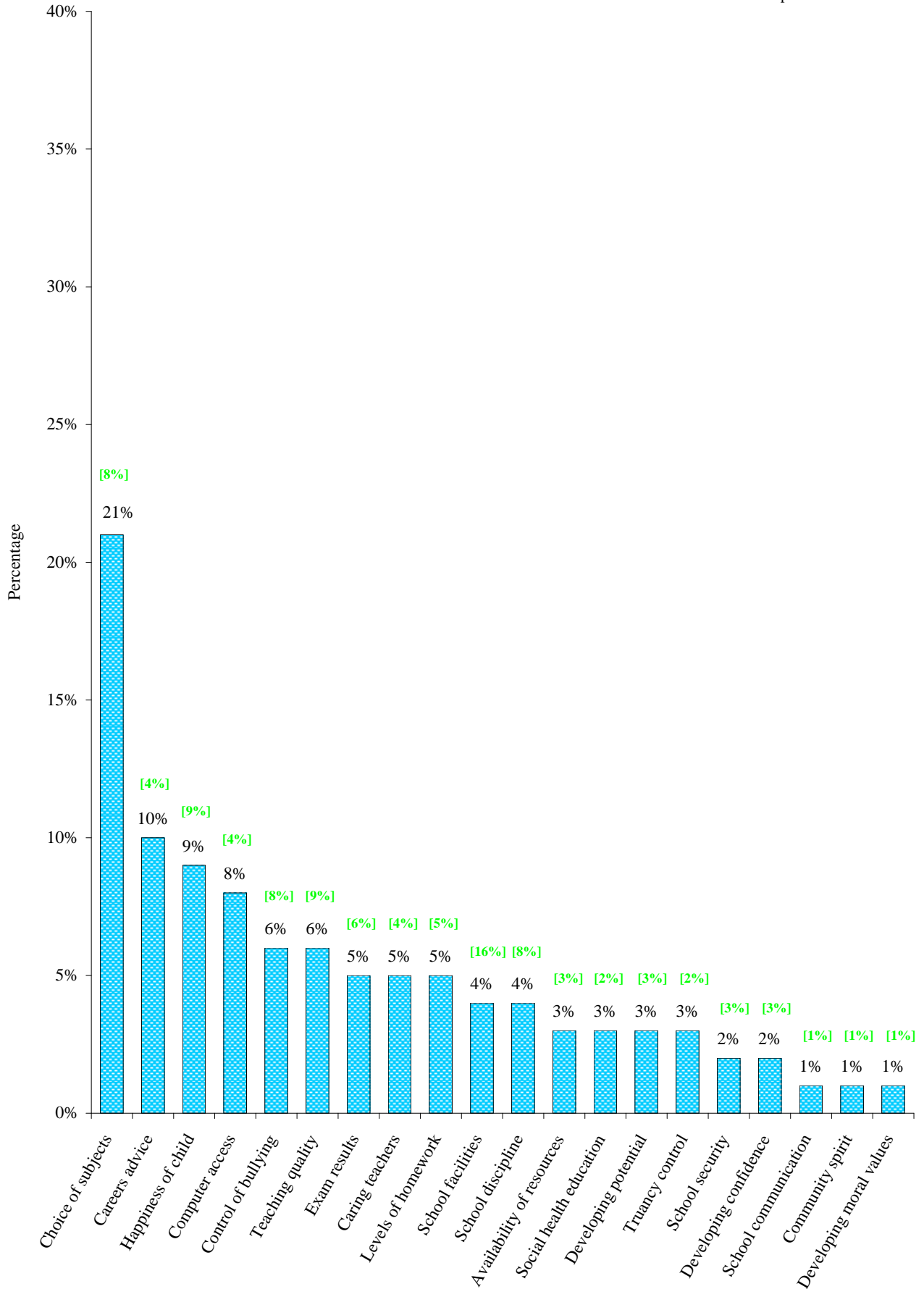
### Priorities of Girls

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

## Graph to Show Relative Pupil Priorities for Improvement.

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

Sample = 533



## 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: green is very good, red is bad and gold is exceptional.)

### Relative Strengths - academic

- 98.9% **Citizenship**
- 98.3% **Religious Studies**
- 95.9% **PSHEE**
- 94.8% **D Tech Graphic Products**
- 94.5% **Physics**

### Relative Weaknesses - academic

- 84.0% **English Language & English Literature**
- 84.6% **Psychology**
- 87.1% **Physical Education**
- 88.6% **Geography**
- 88.9% **Mathematics**

### Relative Strengths - selected performance criteria

- 115.2% **School facilities**
- 102.1% **Community spirit**
- 97.6% **Control of bullying**
- 93.7% **Availability of resources**
- 88.3% **Developing confidence**

### Importance

- (70.3%) **4th**
- (26.0%) 20th
- (71.5%) **3rd**
- (32.3%) 19th
- (39.8%) 15th

### Relative Weaknesses - selected performance criteria

- 75.6% **Truancy control**
- 76.5% **Choice of subjects**
- 77.2% **Developing potential**
- 77.3% **Happiness of child**
- 78.4% **Exam results**

### Importance

- (34.7%) 16th
- (49.4%) 8th
- (45.1%) 12th
- (78.4%) **1st**
- (71.6%) **2nd**

Note: even the relative weaknesses achieved good scores

## Every Child Matters

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

### 1. Being Healthy:

<b>Physical Education</b>	<b>87.1%</b>
<b>Social health education</b>	<b>86.6%</b>
<b>Healthy lifestyle - Exercise</b>	<b>75.8%</b>
<b>Healthy lifestyle - Diet</b>	<b>74.2%</b>

### 2. Staying Safe:

<b>Control and prevention of bullying</b>	<b>97.6%</b>
<b>Treating all pupils fairly and equally</b>	<b>92.6%</b>
<b>School security/safety</b>	<b>81.8%</b>
<b>Caring/approachable attitude of teachers</b>	<b>79.6%</b>

### 3. Enjoying and Achieving:

<b>Community spirit</b>	<b>102.1%</b>
<b>Developing self confidence/esteem</b>	<b>88.3%</b>
<b>Social health education</b>	<b>86.6%</b>
<b>School discipline/good behaviour</b>	<b>85.8%</b>
<b>Developing strong moral values in pupils</b>	<b>79.3%</b>
<b>Happiness of child</b>	<b>77.3%</b>
<b>Developing potential</b>	<b>77.2%</b>

**Every Child Matters (continued..)**

**4. Making a Positive Contribution:**

<b>Community spirit</b>	<b>102.1%</b>
<b>Citizenship</b>	<b>98.9%</b>
<b>PSHEE</b>	<b>95.9%</b>
<b>Treating all pupils fairly and equally</b>	<b>92.6%</b>
<b>Social health education</b>	<b>86.6%</b>
<b>School discipline/good behaviour</b>	<b>85.8%</b>
<b>Developing moral values</b>	<b>79.3%</b>

**5. Economic Well-being:**

<b>Community spirit</b>	<b>102.1%</b>
<b>Citizenship</b>	<b>98.9%</b>
<b>PSHEE</b>	<b>95.9%</b>
<b>ICT</b>	<b>91.3%</b>
<b>Mathematics</b>	<b>88.9%</b>
<b>Social health education</b>	<b>86.6%</b>
<b>Careers advice and guidance</b>	<b>79.5%</b>
<b>Exam results</b>	<b>78.4%</b>
<b>Developing a pupil's potential</b>	<b>77.2%</b>

## SEF Summary - based on SEF as of September 2008

**Important - the following grades only reflect the views gathered from the pupil 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:

<b>Gold</b>	= Outstanding	= Grade 1
<b>Green</b>	= Good	= Grade 2
<b>Black</b>	= Satisfactory	= Grade 3
<b>Red</b>	= 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.

You should also mention in 2b. Your "transfer from previous school" score

= 80.5% = Outstanding = **SEF Grade 1**

##### 2c.

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

##### 2d.

If you have carried out more than one Kirkland Rowell pupil survey, list here any actions that you have taken which have resulted in a significant change in pupil 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

### **Academic Areas**

Physical Education  
Citizenship  
PSHEE  
Mathematics  
ICT

### **Other Criteria**

Healthy lifestyle - Diet  
Healthy lifestyle - Exercise

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

<b>Physical Education</b>	<b>87.1%</b>
<b>Social health education</b>	<b>86.6%</b>
<b>Healthy lifestyle - Exercise</b>	<b>75.8%</b>
<b>Healthy lifestyle - Diet</b>	<b>74.2%</b>

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

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

<b>Control and prevention of bullying</b>	<b>97.6%</b>
<b>Treating all pupils fairly and equally</b>	<b>92.6%</b>
<b>School security/safety</b>	<b>81.8%</b>
<b>Caring/approachable attitude of teachers</b>	<b>79.6%</b>

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

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

Community spirit	102.1%
Developing confidence	88.3%
Social health education	86.6%
School discipline/good behaviour	85.8%
Developing strong moral values	79.3%
Happiness of pupil	77.3%
Control of attendance/truancy	75.6%

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

**4d. How good is the behaviour of learners?**

School discipline/good behaviour	85.8%
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Your average pupil grade for this section = 1.0 = Outstanding = **SEF Grade 1**

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

Community spirit	102.1%
Citizenship	98.9%
PSHEE	95.9%
Social health education	86.6%
Developing moral values	79.3%

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

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

Community spirit	102.1%
Citizenship	98.9%
PSHEE	95.9%
ICT	91.3%
Mathematics	88.9%
Developing confidence	88.3%
Social health education	86.6%
Careers advice and guidance	79.5%
Exam results	78.4%
Developing potential	77.2%

Your average pupil 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 pupil grade as = 2.1 = 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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
Careers advice	10%
Happiness of child	9%
Control of bullying	6%

**4 Grade. Overall suggested grading:**

		Grading
Learners' personal development and well-being	Whole school	<b>Outstanding</b> (1.3)
	EYFS	If relevant, your grade required
	Sixth form	<b>Good</b> (2.1)

## **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**

Regular marking of work  
Treating all pupils fairly and equally  
Teaching for special needs

### **Other Criteria**

Healthy lifestyle - Diet  
Healthy lifestyle - Exercise

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

<b>Regular marking of work</b>	<b>87.8%</b>
<b>School discipline/good behaviour</b>	<b>85.8%</b>
<b>Levels of homework</b>	<b>84.5%</b>
<b>Quality of teaching</b>	<b>83.7%</b>
<b>Exam results</b>	<b>78.4%</b>
<b>Developing potential</b>	<b>77.2%</b>
<b>Choice of subjects available</b>	<b>76.5%</b>
<b>Teaching for special needs</b>	<b>75.9%</b>

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

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

Community spirit	102.1%
Social health education	86.6%
School security	81.8%
Careers advice	79.5%
Developing potential	77.2%
Choice of subjects	76.5%
Teaching for special needs	75.9%
Healthy lifestyle - Exercise	75.8%
Healthy lifestyle - Diet	74.2%

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

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

Treating pupils fairly and equally	92.6%
Social health education	86.6%
Communication between school and parents	81.2%
Caring/approachable teachers	79.6%
Careers advice and guidance	79.5%
Developing potential	77.2%
Teaching for special needs	75.9%
Truancy control	75.6%

Your average pupil grade for this section = 1.6 = Good = **SEF Grade 2**

**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 pupil grade as = 1.8 = 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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
<b>Choice of subjects</b>	<b>21%</b>
<b>Careers advice</b>	<b>10%</b>
<b>Teaching quality</b>	<b>6%</b>

**5 Grade. Overall suggested grading:**

		Grading
Quality of teaching and learning	Whole school	<b>Outstanding</b> (1.5)
	6th Form	<b>Outstanding</b> (1.5)
Quality of curriculum and other activities	Whole school	<b>Outstanding</b> (1.4)
	6th Form	<b>Good</b> (2.2)
Quality of care, guidance and support for learners	Whole school	<b>Good</b> (1.6)
	6th Form	<b>Good</b> (1.8)
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  
Quality of school management  
Teaching for special needs  
Treating all pupils fairly and equally

### **Academic Areas**

Citizenship  
PSHEE

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

School facilities	115.2%
Availability of resources	93.7%
Treating pupils fairly and equally	92.6%
Quality of school management	86.9%
Quality of teaching	83.7%
Computer access	79.6%
Caring/approachable teachers	79.6%
Developing potential	77.2%
Teaching for special needs	75.9%

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

### **6b. How effectively do you promote community cohesion?**

Community spirit	102.1%
Citizenship	98.9%
PSHEE	95.9%
Developing moral values	79.3%
Church links and support	77.0%

Your average pupil 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 pupil grade as = 1.3 = Outstanding = **SEF Grade 1**.

**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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
<b>Computer access</b>	<b>8%</b>
<b>Teaching quality</b>	<b>6%</b>
<b>Caring teachers</b>	<b>5%</b>

**6 Grade. Overall suggested grading:**

		Grading
Effectiveness of leadership and management	Whole school	<b>Outstanding</b> (1.4)
	EYFS	If relevant, your assessment required
	Sixth Form	<b>Outstanding</b> (1.3)

## **Section 7. Overall Effectiveness**

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

There were 20 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 pupils who were not new to the school, 72% said the school had improved, while 9% said that school performance was worse.

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

Pupils' "Overall" satisfaction survey rating: **78.8% = Outstanding**

Average rating from SEF categories results = 1.4 = **Outstanding = SEF Grade 1**

With regard to strengths and weaknesses, please refer to the results given in full on the Strengths & Weaknesses summary on page 25 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?**

Sixth form pupils' "Overall" satisfaction survey rating: **81.4% = Outstanding**

Average Sixth form rating from SEF categories results: 1.7 = Good = **SEF Grade 2**

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

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

	<b><u>% of pupils</u></b>
<b>Choice of subjects</b>	<b>21%</b>
<b>Careers advice</b>	<b>10%</b>
<b>Happiness of child</b>	<b>9%</b>
<b>Computer access</b>	<b>8%</b>
<b>Control of bullying</b>	<b>6%</b>

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) <b>Outstanding</b> (1.0) b) <b>Outstanding</b> (1.4)
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) <b>Outstanding</b> (1.0) b) <b>Good</b> (1.7)

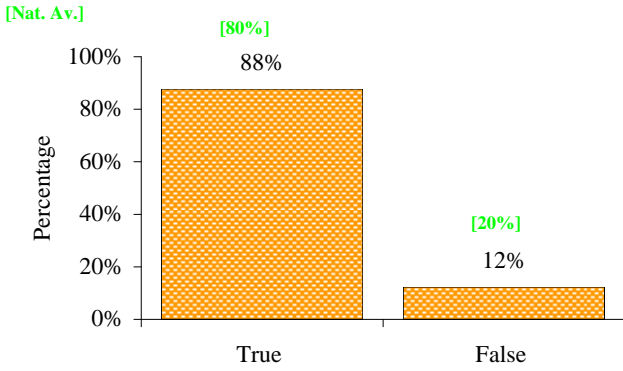
\* Two suggested Overall scores are given:

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

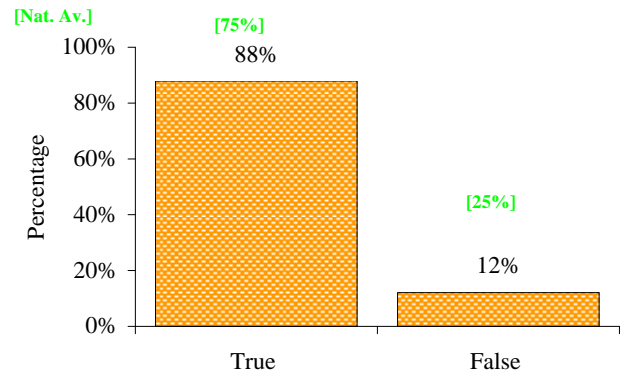
## **Graphical Analysis of Results for all Questions and Criteria**

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

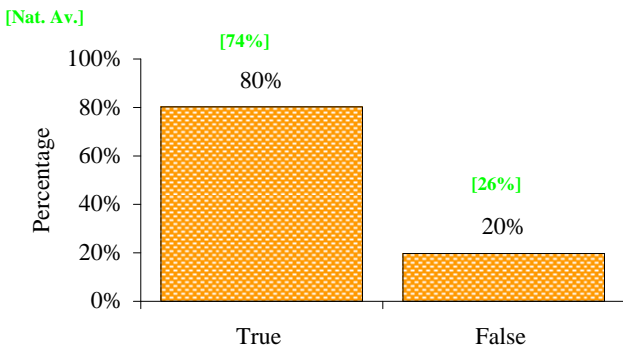
**I have not been bullied recently**



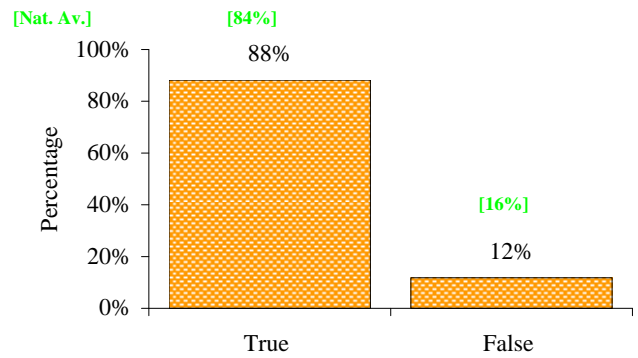
**I have not been treated unfairly by staff**



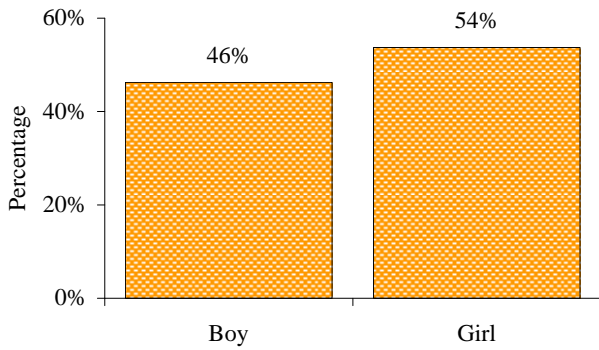
**Given choice, I would still attend my lessons**



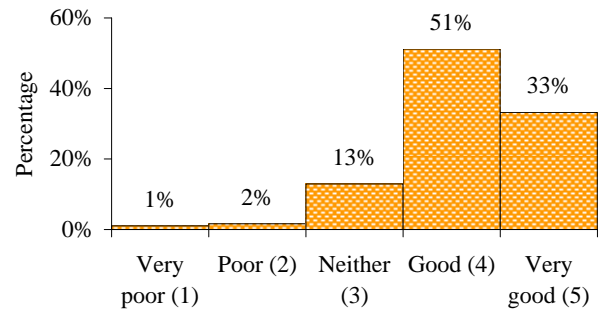
**I would like to attend University**



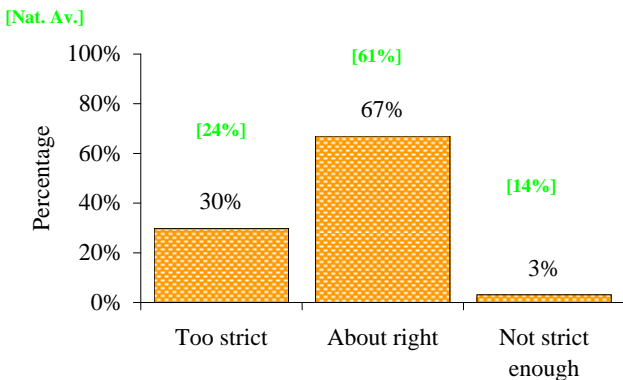
**Gender of Pupil**



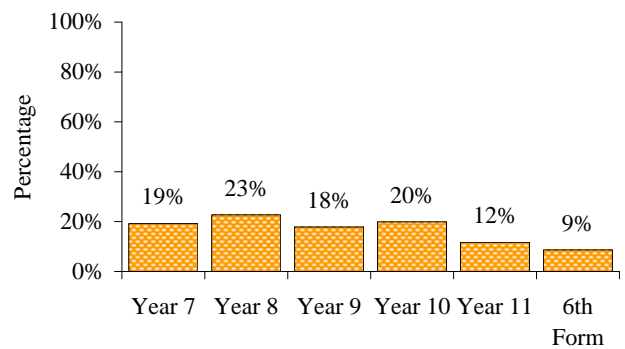
**Overall, rate the performance of the school**



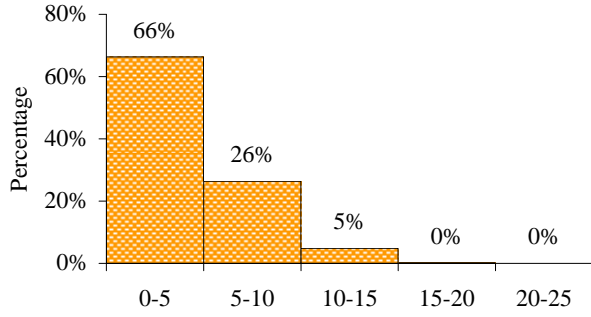
**What do you think of school discipline?**



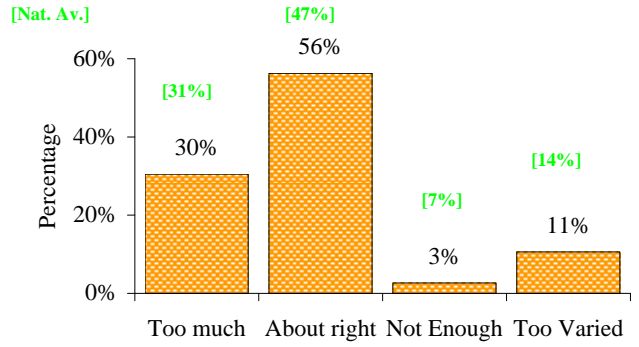
**Year Group**



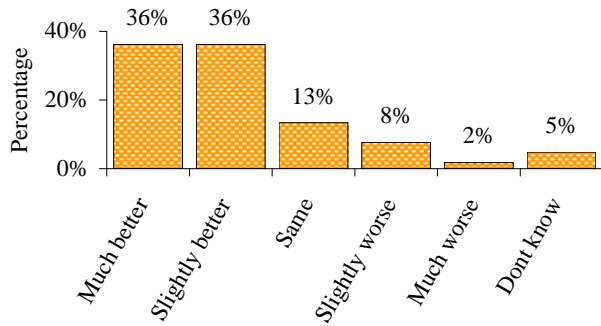
**Hours of Homework per Week**



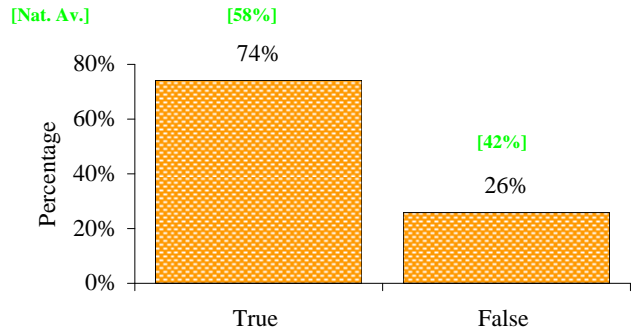
**Describe the Amount of Homework Given**



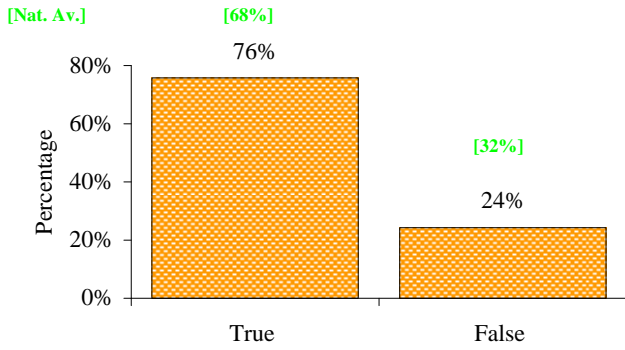
**Performance compared to last year**



**The school encourages a healthy lifestyle through diet**



**The school encourages a healthy lifestyle through exercise**



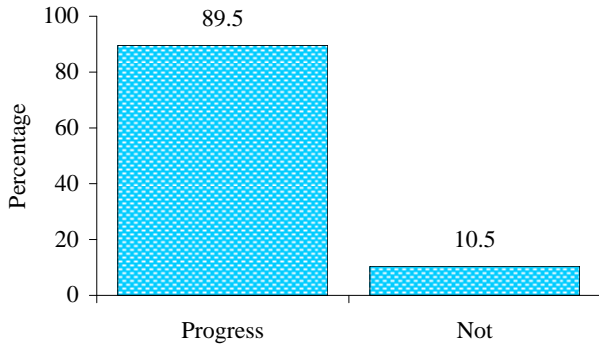
## **Bar Chart Results**

## **Academic Subjects**

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

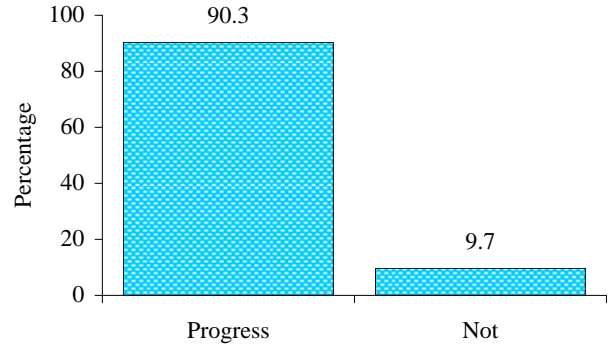
**English Language & English Literature**

Sample = 604



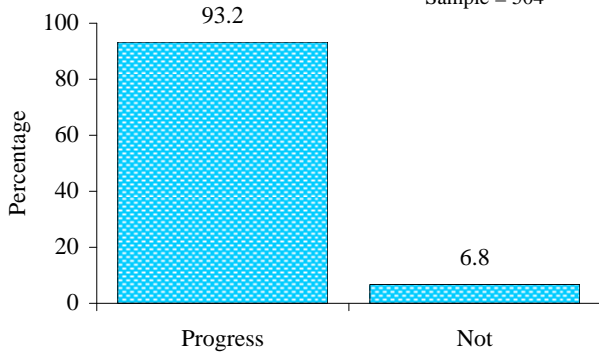
**Mathematics**

Sample = 593



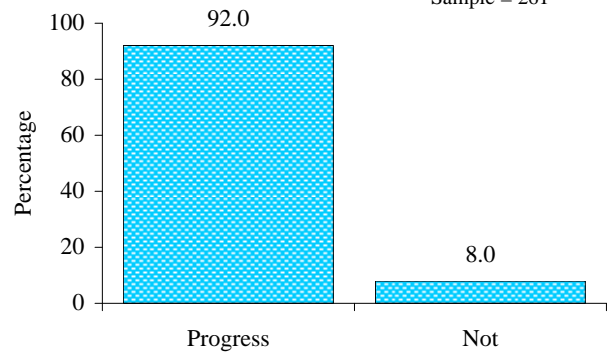
**Co-ordinated Science**

Sample = 504



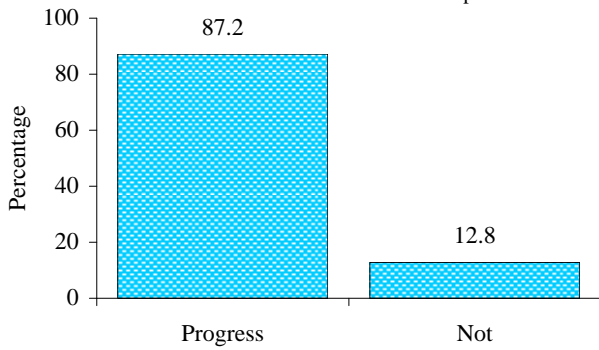
**Biology**

Sample = 261



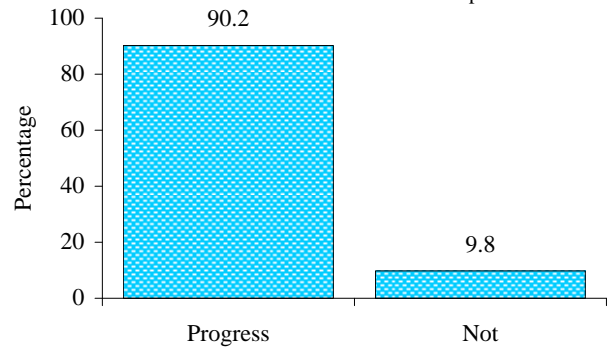
**Chemistry**

Sample = 234



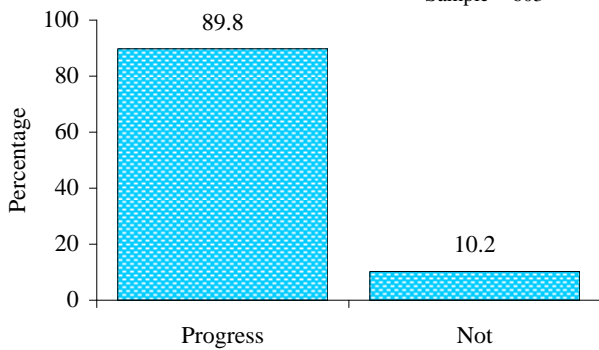
**Physics**

Sample = 244



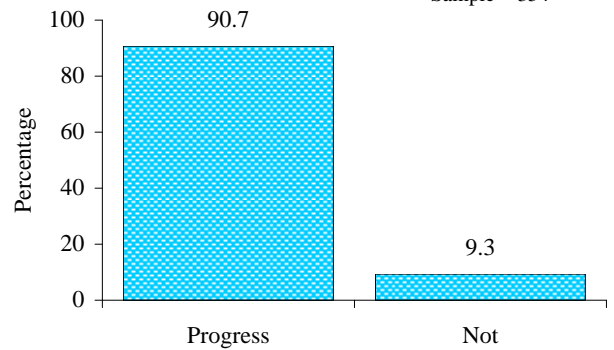
**ICT**

Sample = 603



**Geography**

Sample = 354

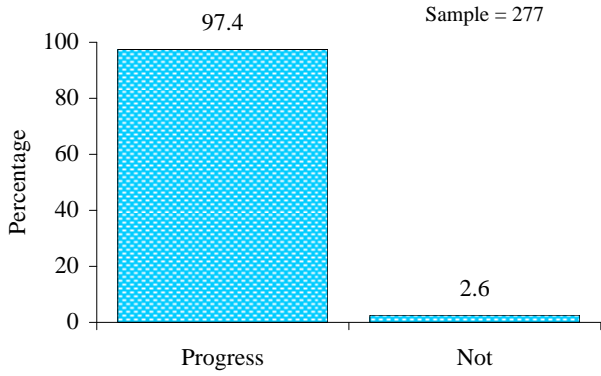


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

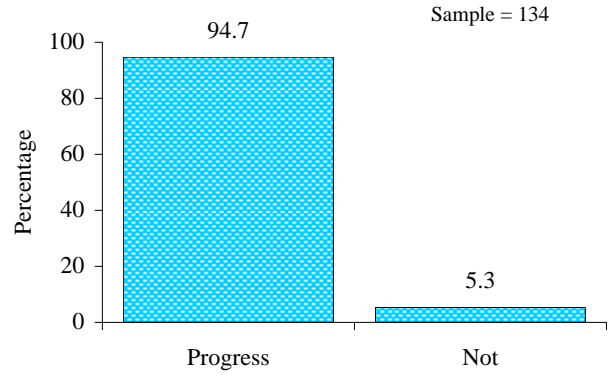


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

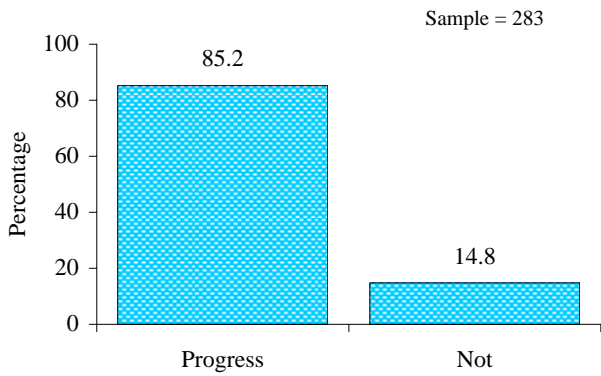
**Food Technology**



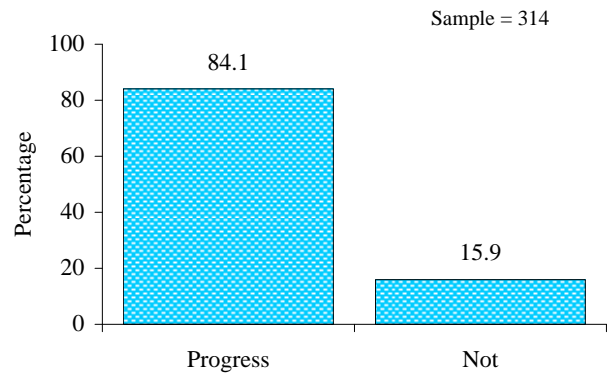
**Expressive Arts**



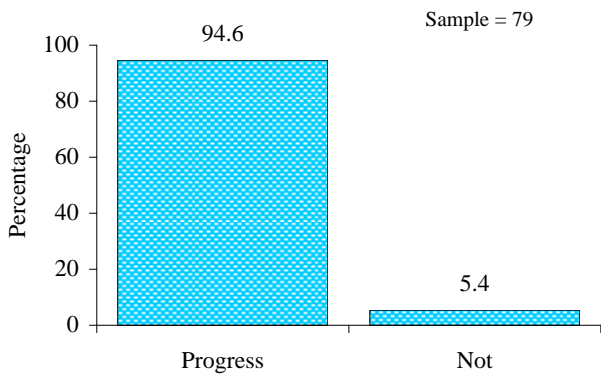
**Music**



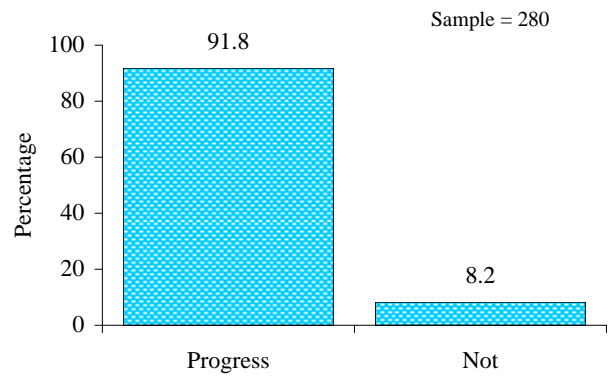
**Spanish**



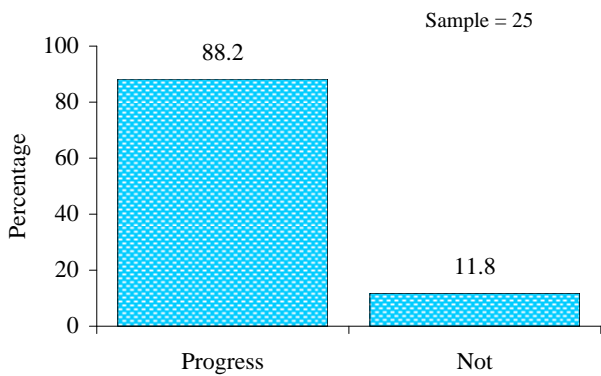
**Citizenship**



**PSHEE**



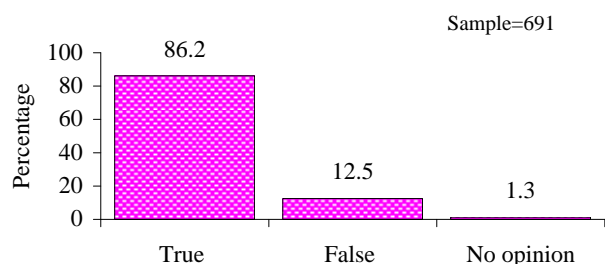
**Psychology**



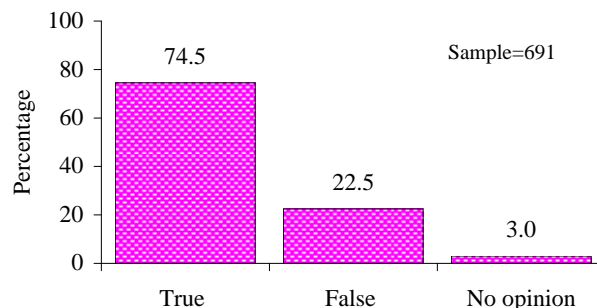
**Non-Academic**  
**Selected Parent Priorities**

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

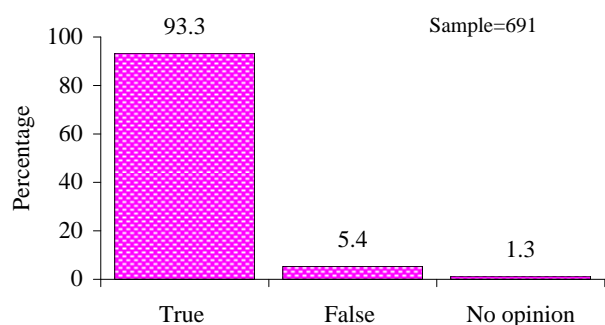
**School discipline/behaviour: "There is usually a good level of discipline/behaviour in the classroom during lessons."**



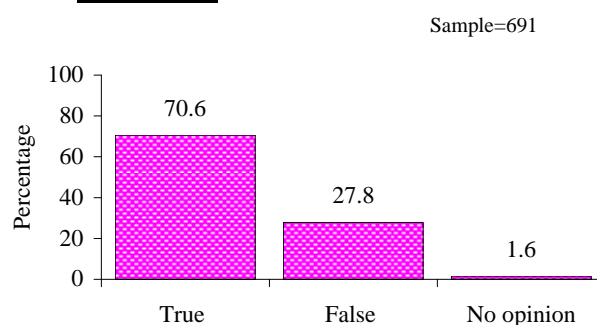
**Community spirit: "Pupils care about one another."**



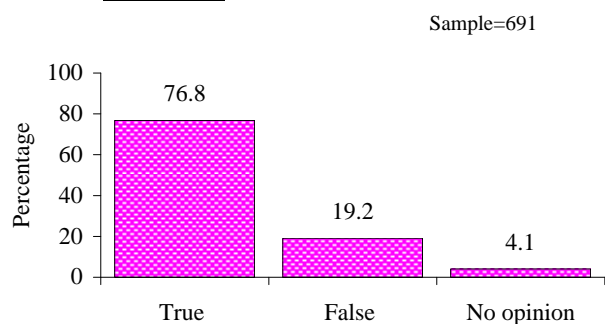
**School security: "I usually feel safe when I am at school."**



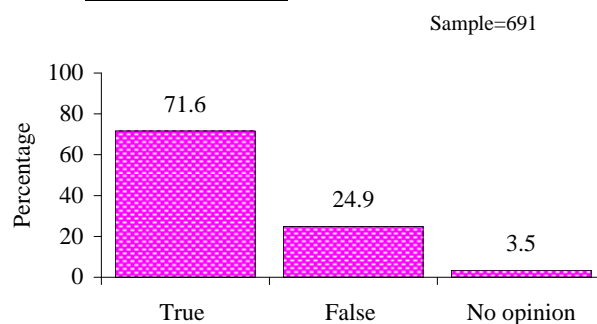
**Social health education: "I am taught how to stay healthy and to deal with problems."**



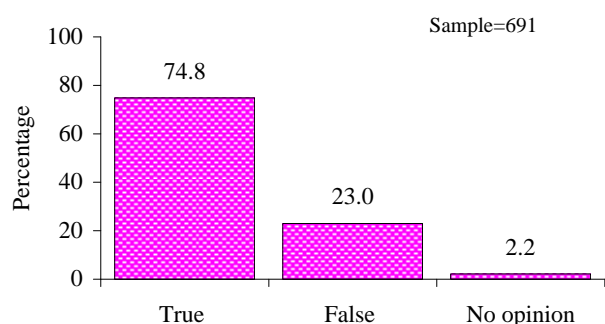
**Control of bullying: "If I reported bullying to a teacher it would be stopped."**



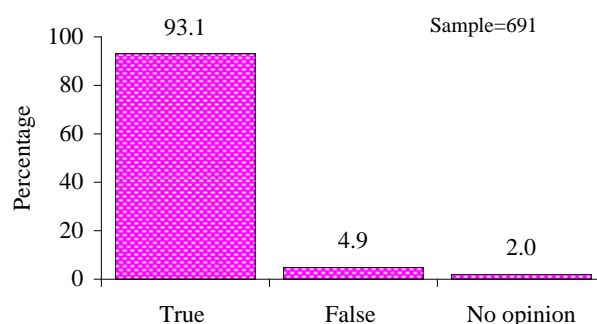
**Careers advice: "I get all the help and advice that I need about my future career options."**



**Levels of homework: "Amount of homework is regular and fair."**

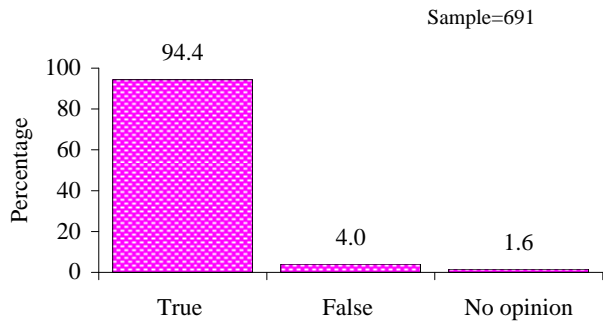


**Developing potential: "Teachers encourage me to do my best."**

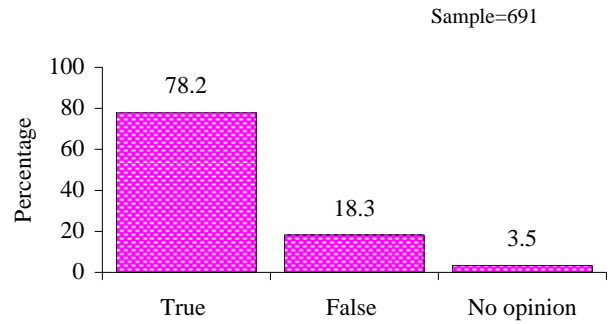


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

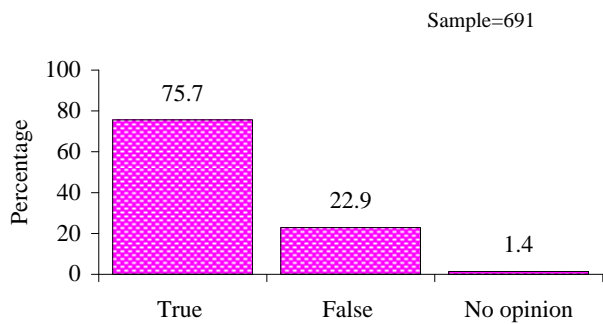
**Exam results: "I have a good chance of achieving the exam results I would like."**



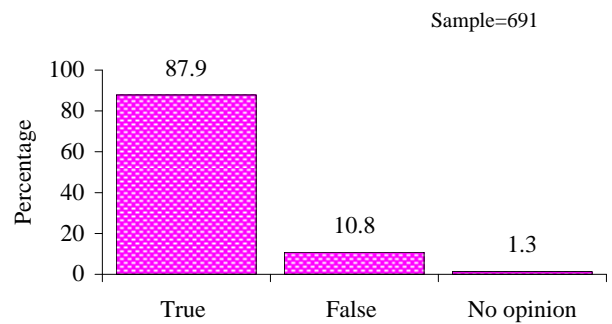
**Developing confidence: "School helps me to be proud of who I am."**



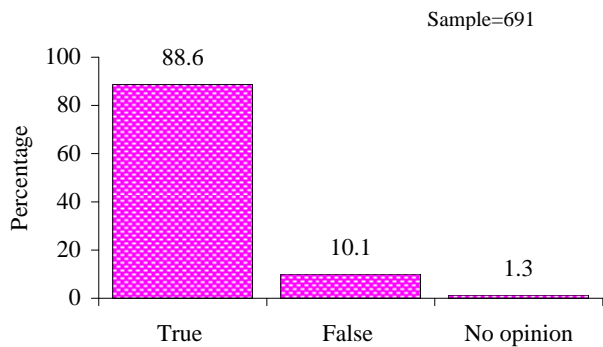
**Resource availability: "There are usually enough resources e.g. textbooks for everyone."**



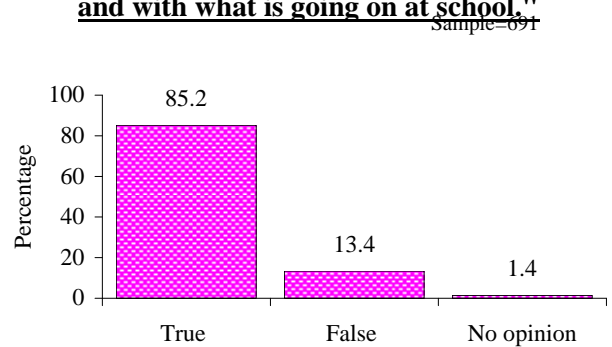
**School facilities: "The buildings and equipment are mostly clean and modern."**



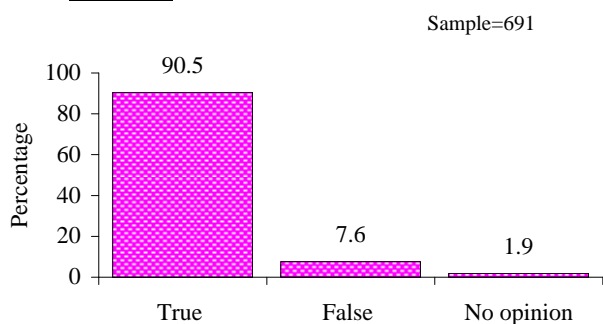
**Caring teachers: "Most teachers would listen carefully if I had a problem."**



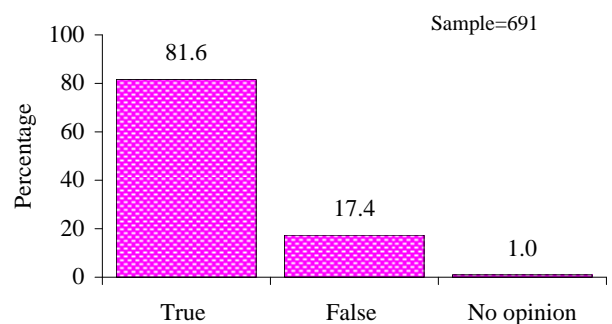
**School communication: "My parents are kept up to date with my progress and with what is going on at school."**



**Developing moral values: "School teaches the difference between right and wrong."**



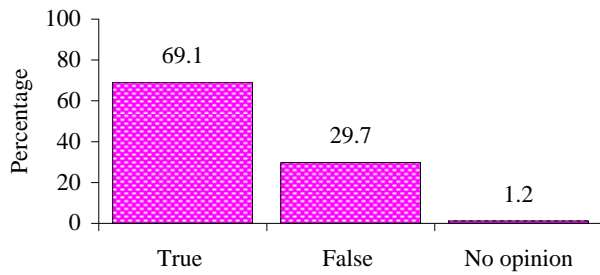
**Happiness of child: "I am usually happy at school."**



The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

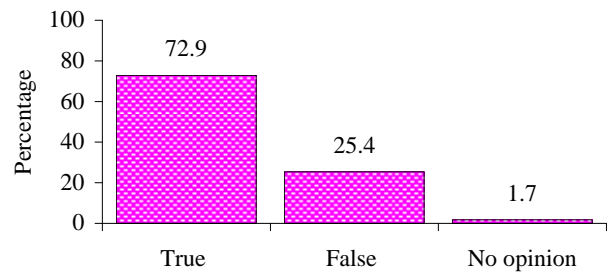
**Choice of subjects: "The school offers all of the subjects that I would like to be taught."**

Sample=691



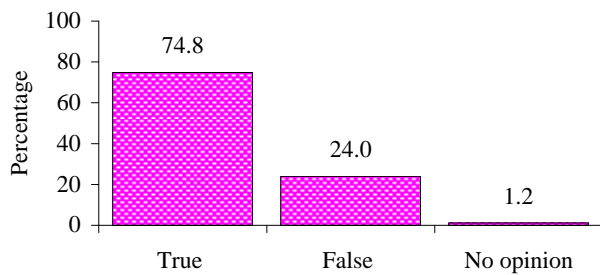
**Teaching quality: "I enjoy being taught by most of my teachers because they make the lessons interesting."**

Sample=691



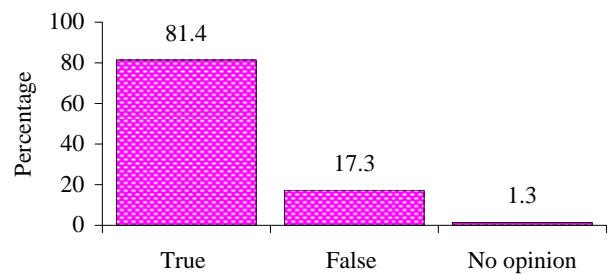
**Computer access: "There are enough computers in the school and we use them regularly."**

Sample=691



**Truancy control: "If I was to deliberately miss lessons then I would probably be caught and punished."**

Sample=691



The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

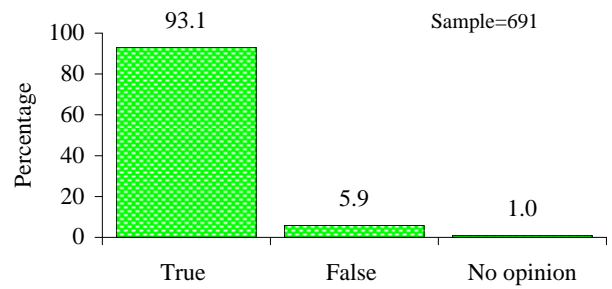
### **Additional Selected Criteria**

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

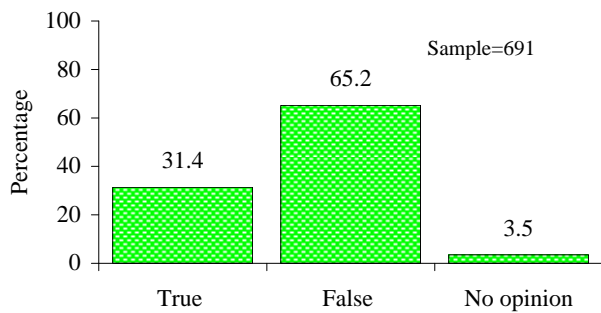
**Church links and support: "The church is closely involved in school life."**



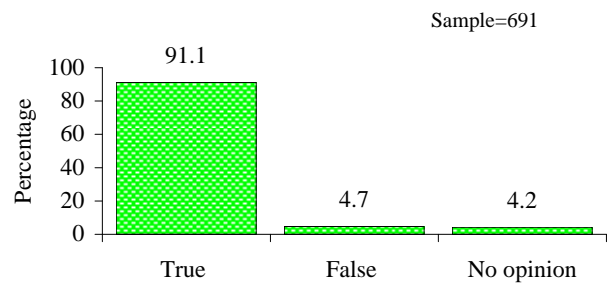
**Parents evening: "Parents evenings keep my parents up to date on how I am doing."**



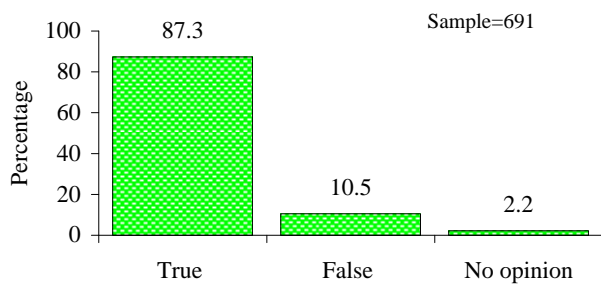
**School uniform: "I like wearing my school uniform."**



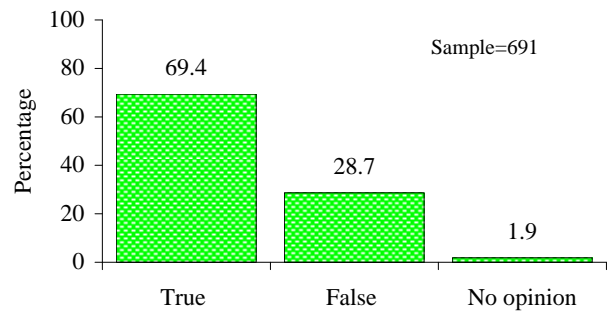
**Teaching for special needs: "students with special teaching needs receive all the extra help and support they require."**



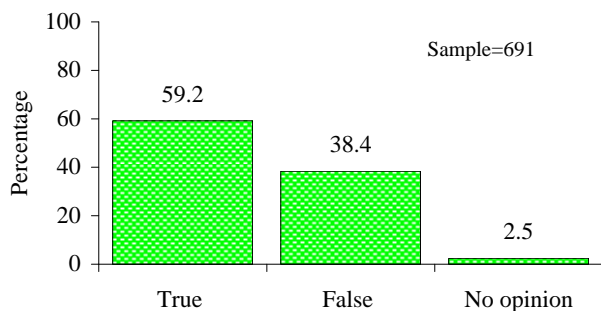
**Quality of school management: "The people in charge of running the school do a good job."**



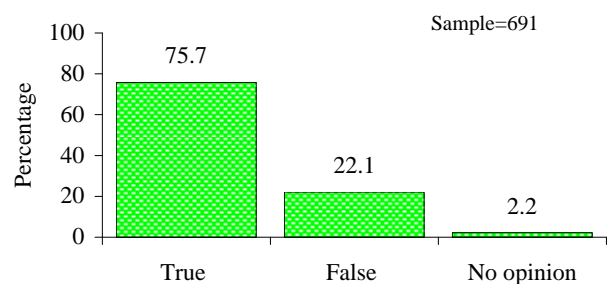
**Marking students work: "My school work is marked regularly."**



**School meals: "I am happy with the meals provided at school"**



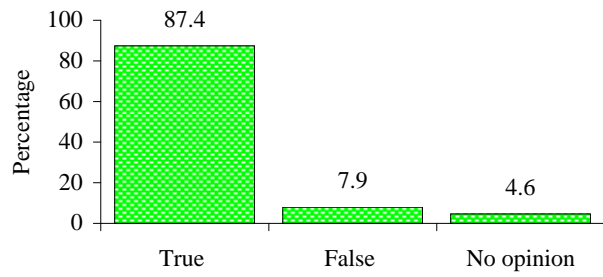
**Treating students fairly and equally: "My school treats all students fairly and equally."**



The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

**Transfer from previous school: "When new students start at the school the transfer is well-organised."**

Sample=691

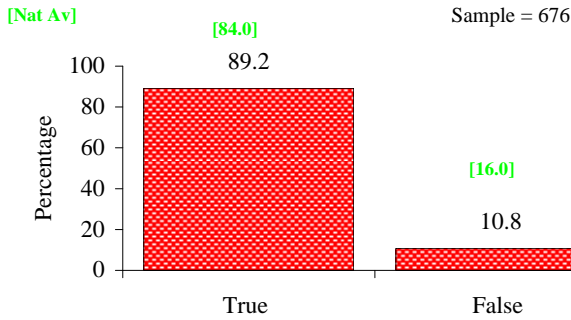


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

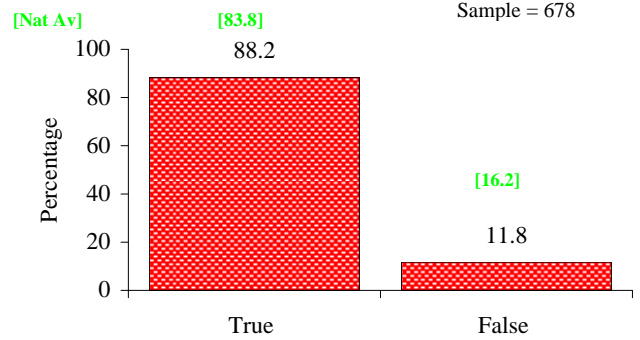
### **Home Environment Questions**

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

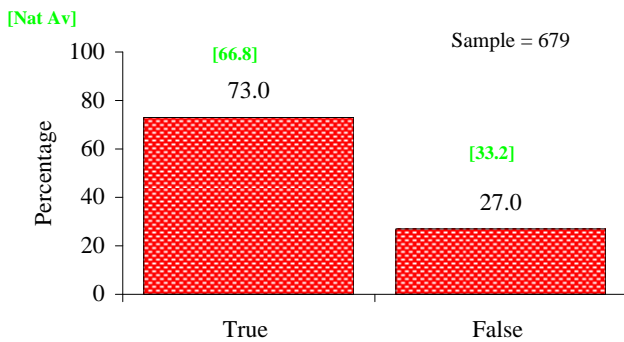
**Parents want to know what I do: "My parents want to know what I am learning."**



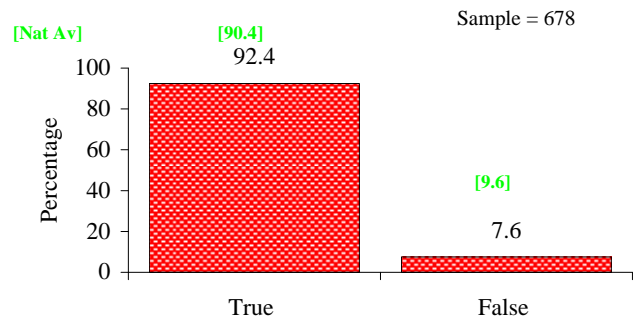
**I have a homework area at home: "At home I can work in peace and quiet."**



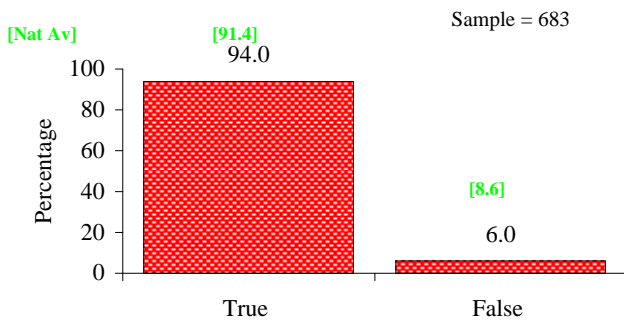
**My parents look at my work: "My parents often look at my work."**



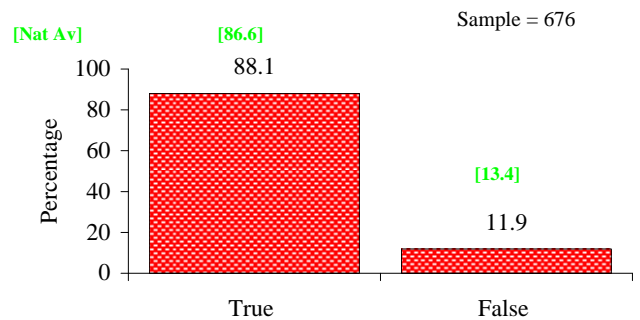
**My parents help with homework: "My parents would try to help me with homework if I asked."**



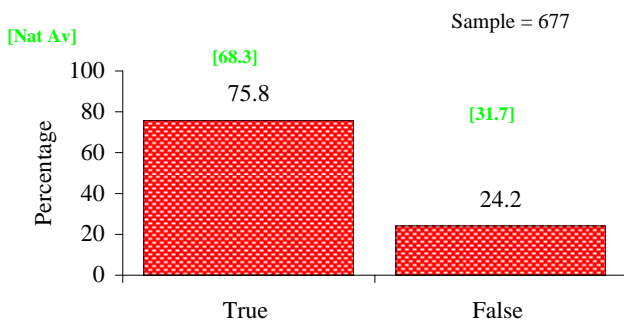
**I have access to a computer at home: "There is a computer at home which I can use."**



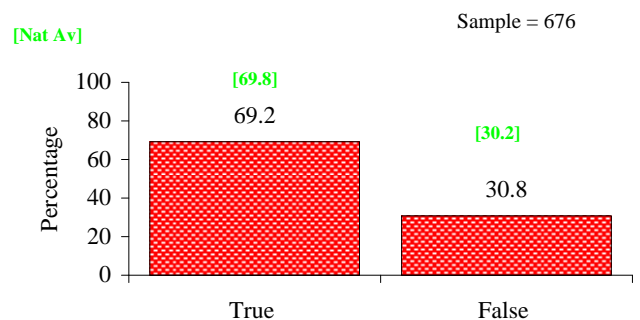
**We have an internet link at home: "At home, there is a link to the internet which I can use."**



**Parents check my homework: "My parents check that I have done my homework."**



**There are books at home to help me: "I have books at home to help me with my school work."**

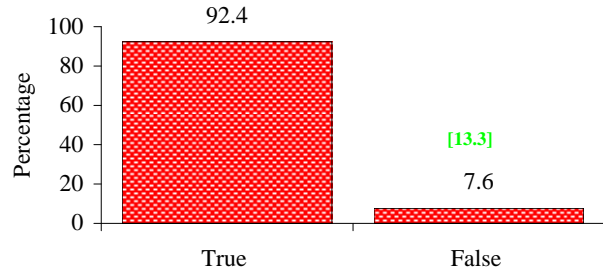


**Parents would talk to school about my problems: "If I had a problem, my parents would visit school."**

Sample = 678

[Nat Av]

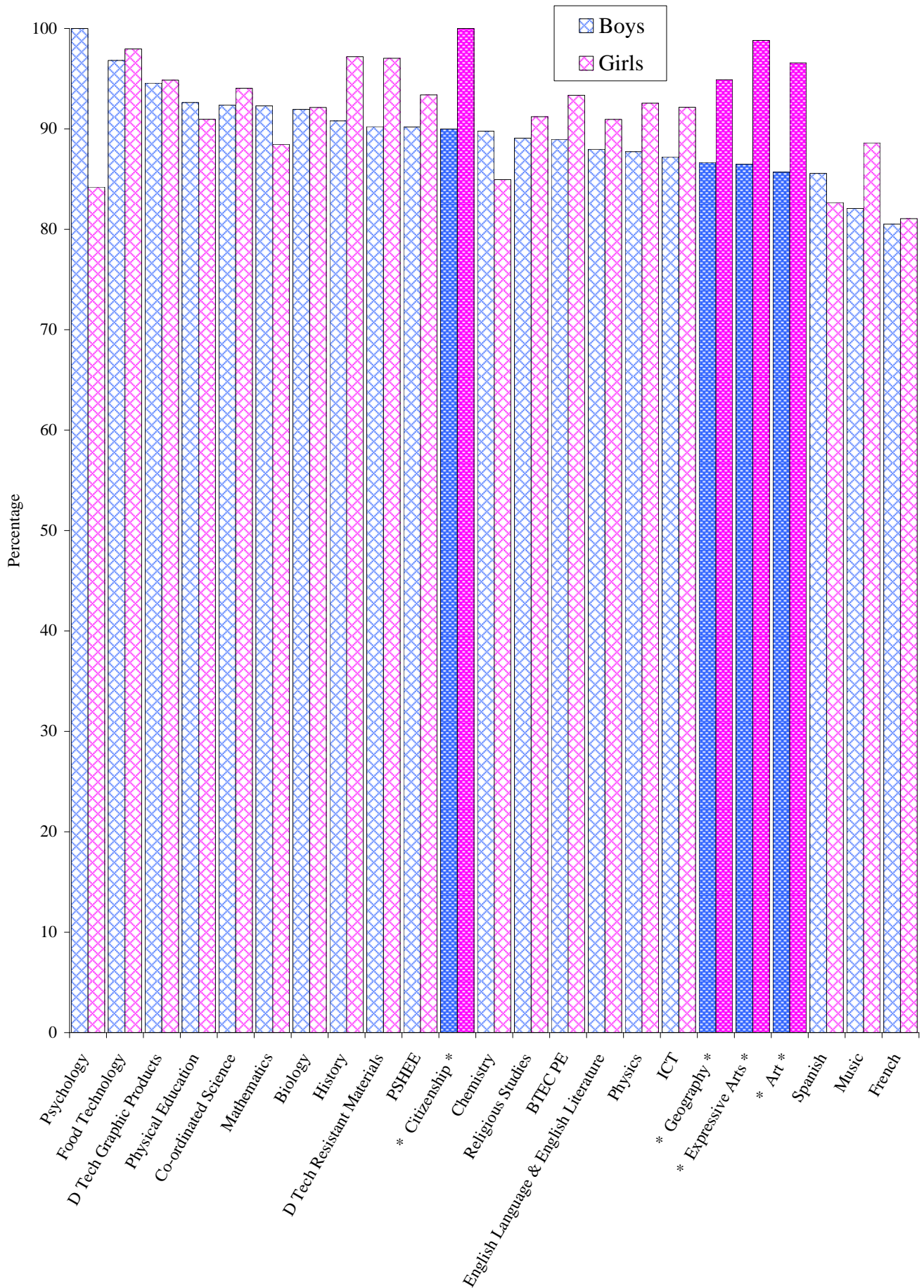
[86.7]



## **Cross Tabular Graphical Analysis of Results**

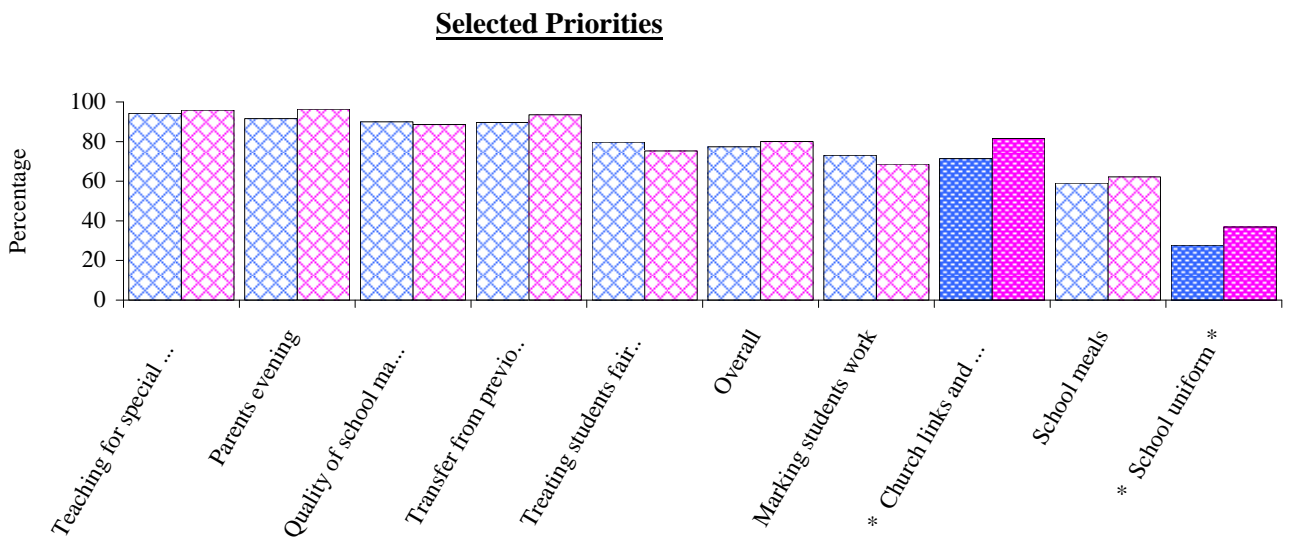
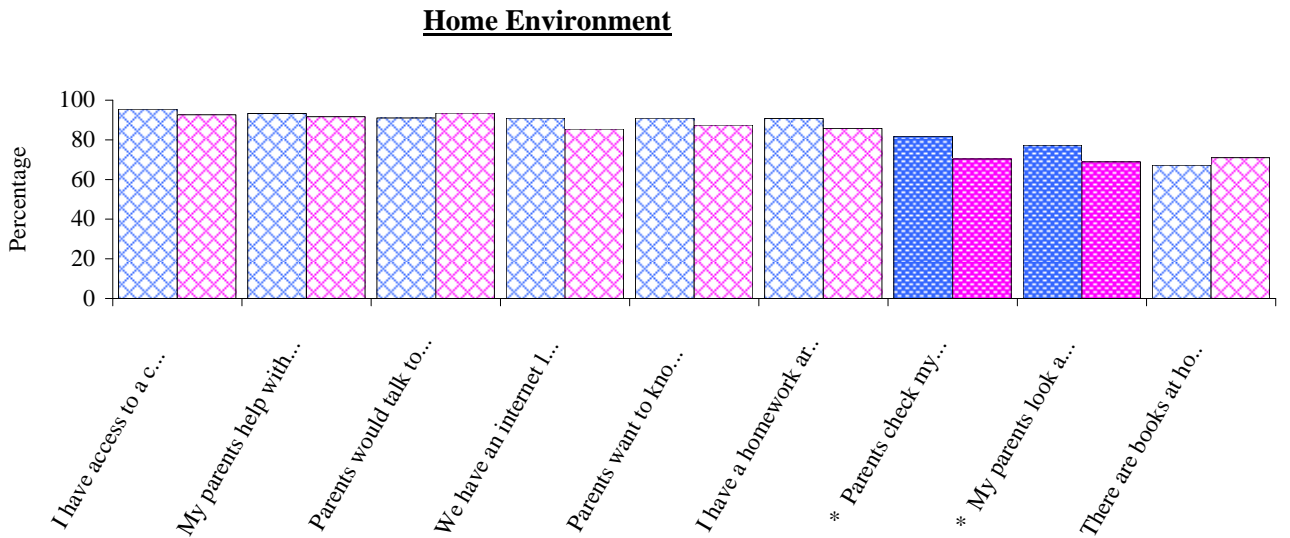
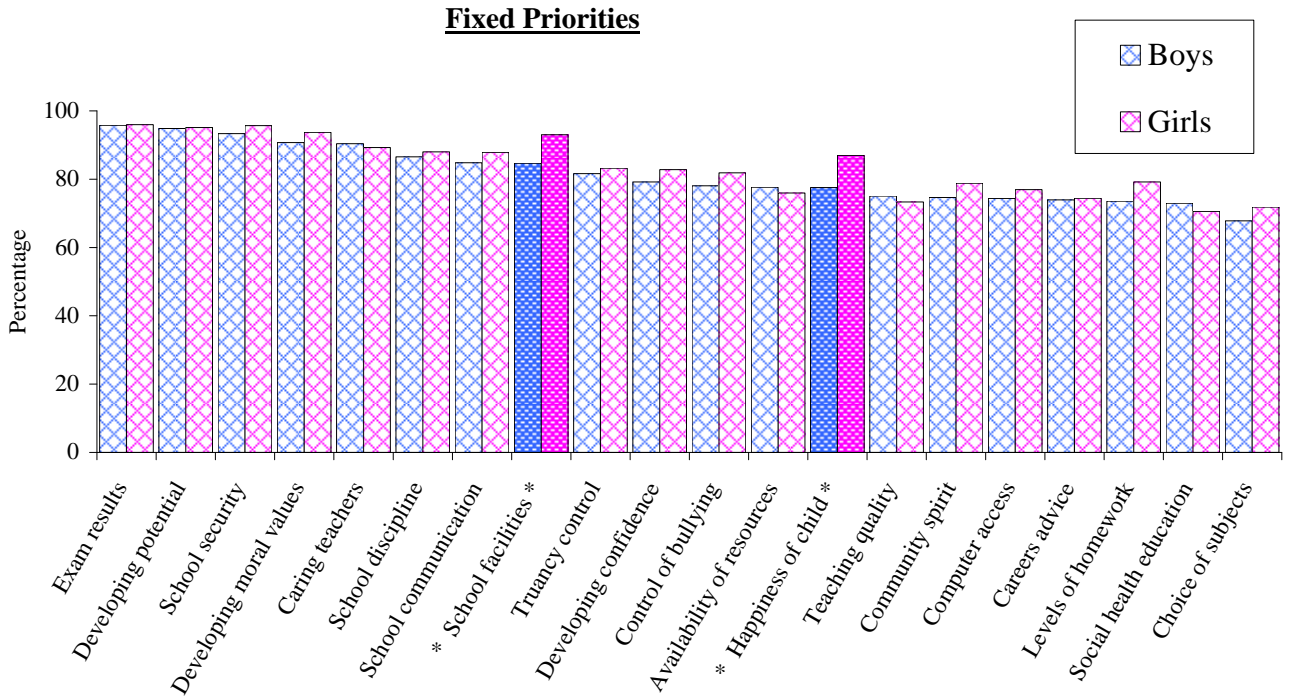
**Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil**

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

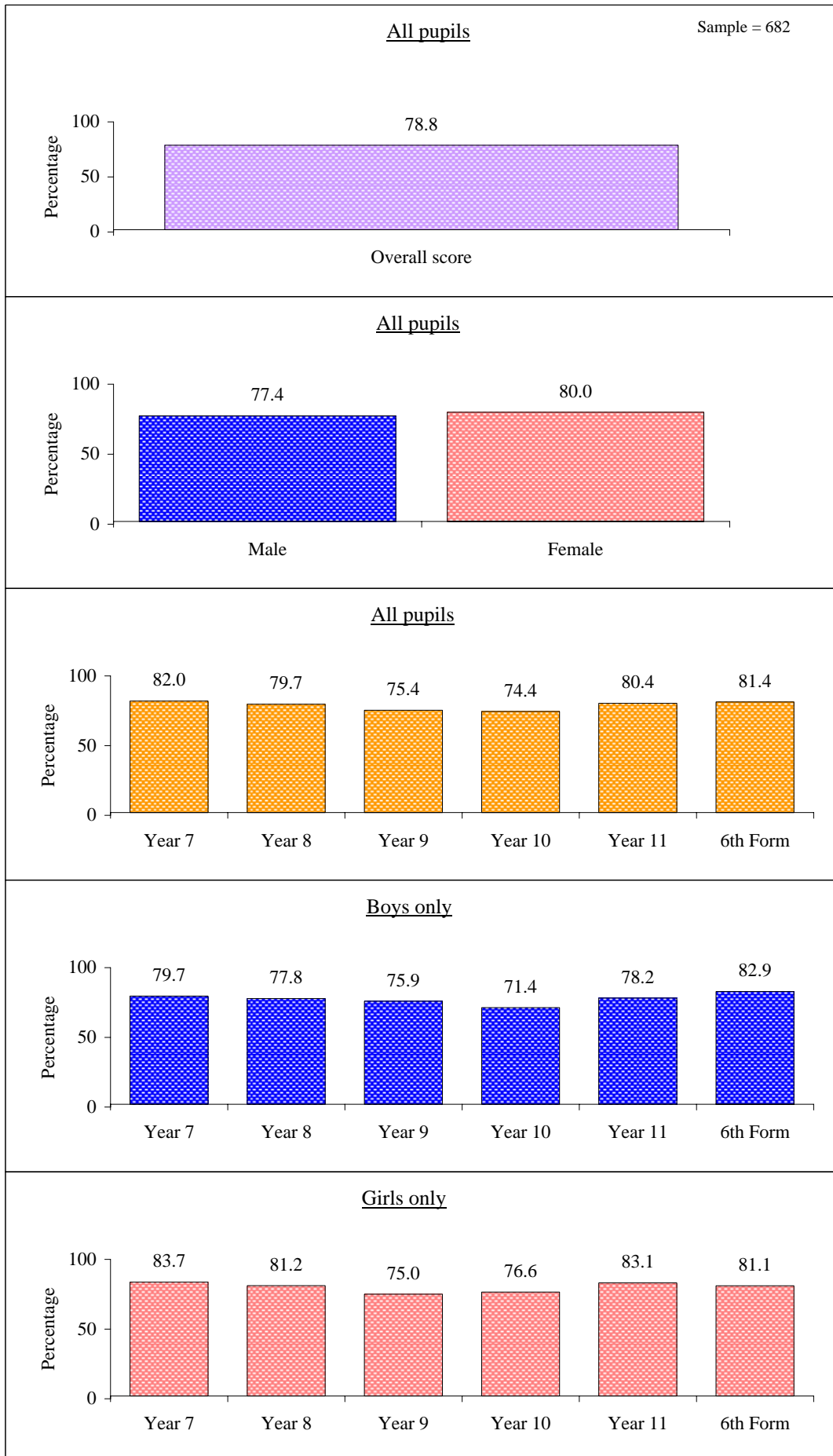


**Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveied, Broken Down by Gender of Pupil**

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

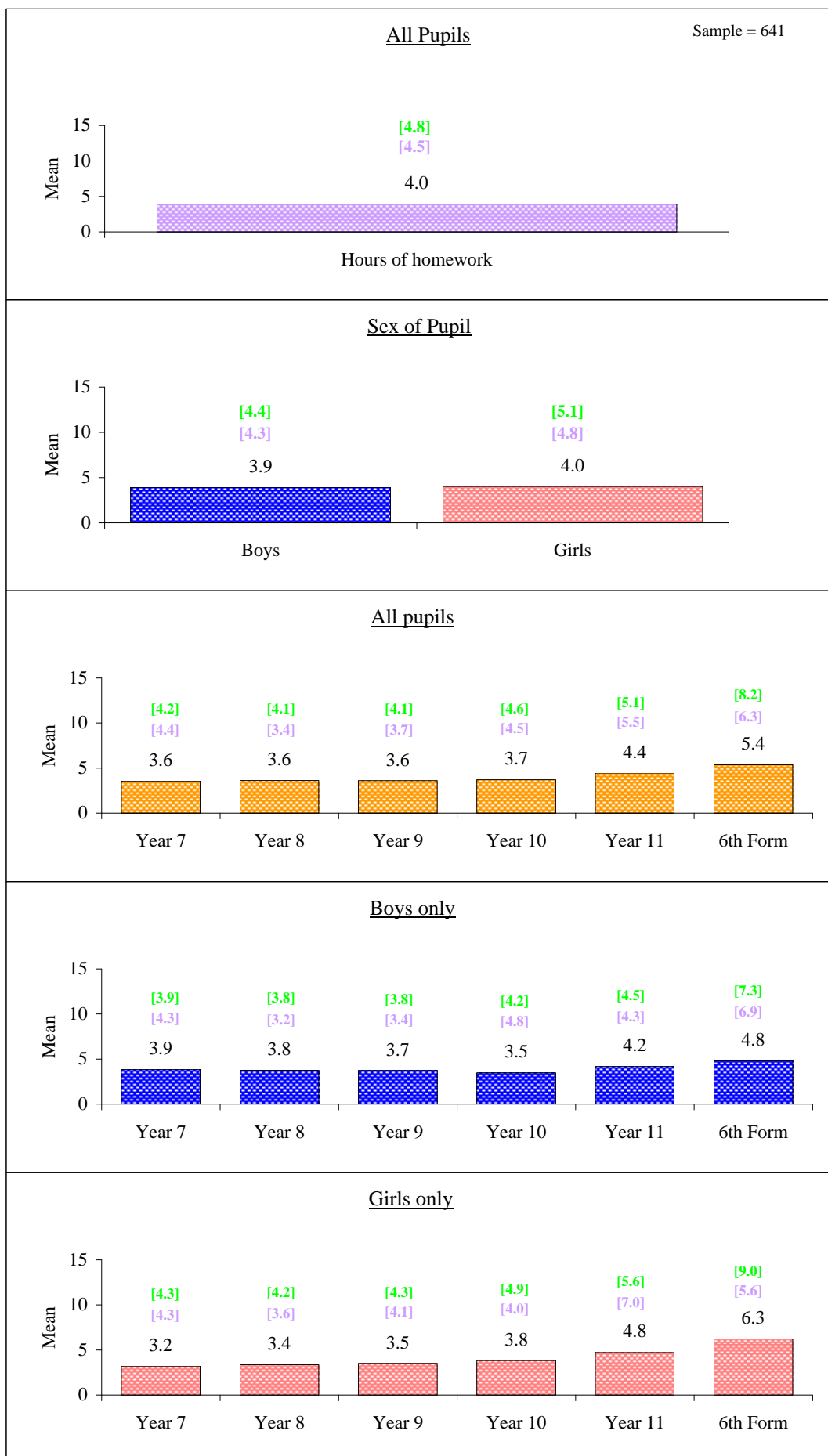


**Graphs to Show the Overall Performance Scores Given by Pupils,  
Broken Down by Year Group and Gender of Pupil.**



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

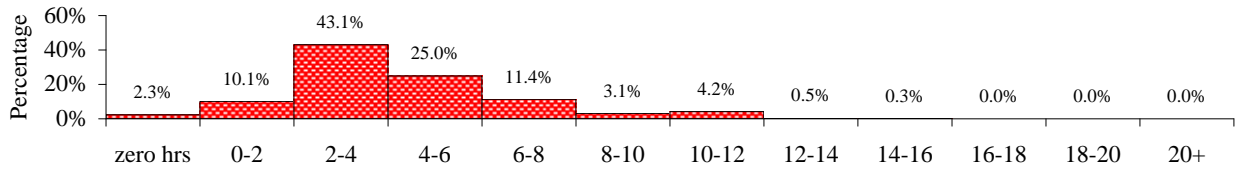
Similar School average figures are given in [brackets], this school's last year figures in [brackets]



**Graphs to show the Range of Time Spent on Homework,  
Broken Down by Year Group**

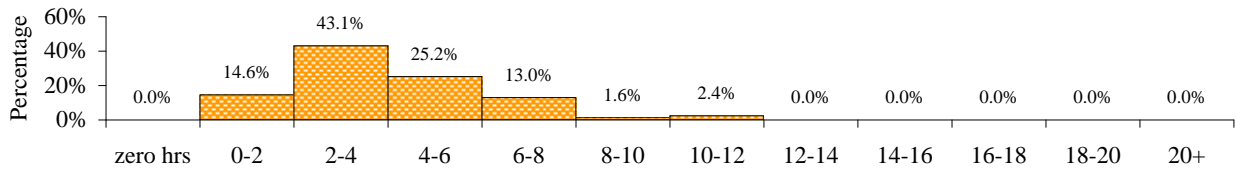
All Pupils

Sample = 641



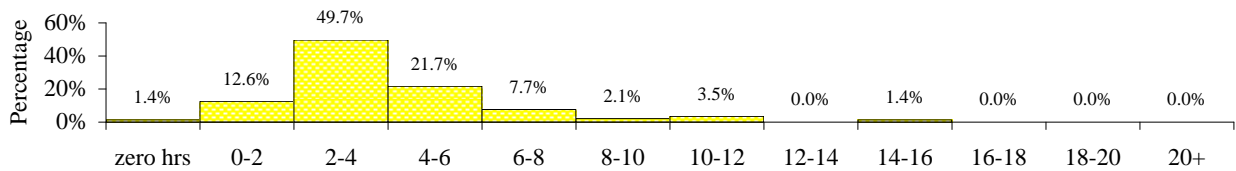
Year 7

Sample = 129



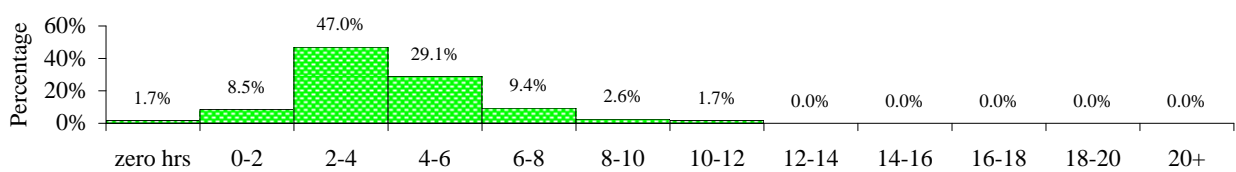
Year 8

Sample = 152



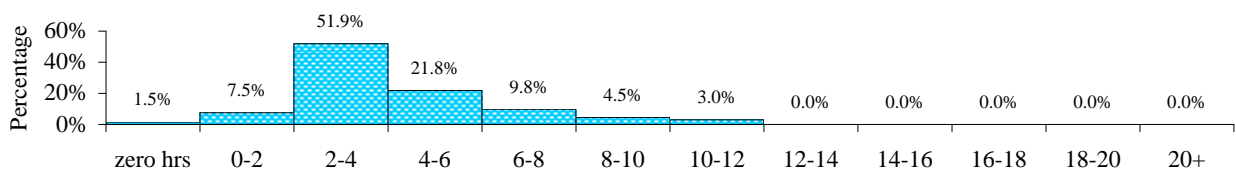
Year 9

Sample = 121



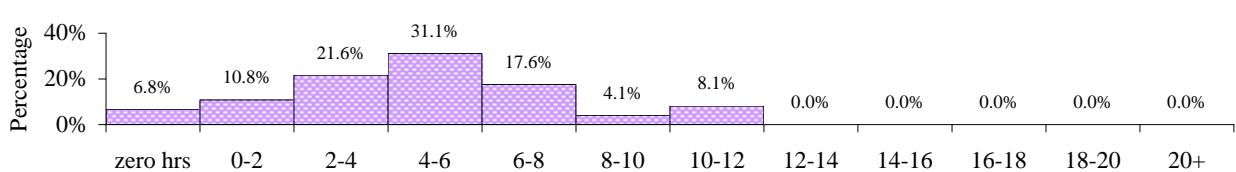
Year 10

Sample = 135



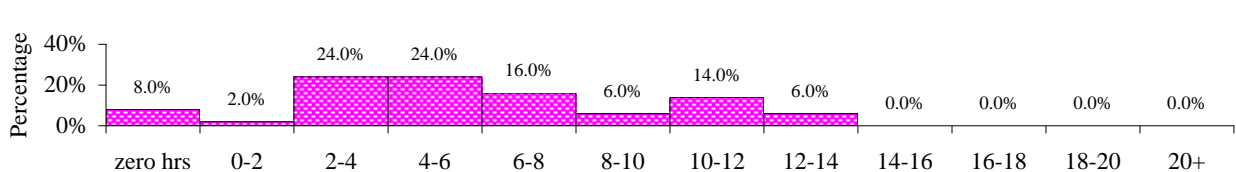
Year 11

Sample = 77



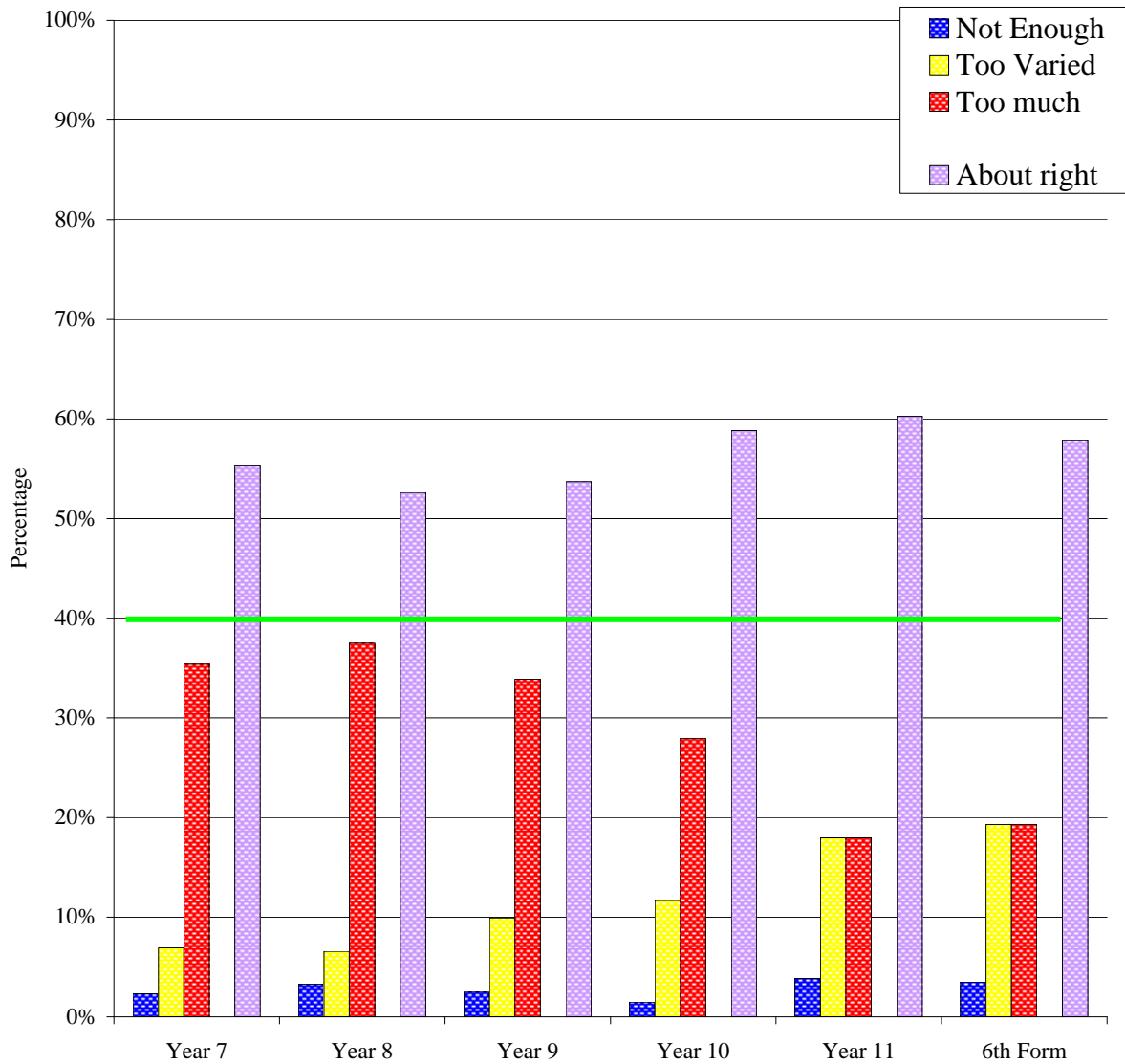
6th Form

Sample = 52



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

For this question, schools typically achieve more than 40% of pupils who choose "Right".  
This level was achieved for all year groups.



### **Analysis Showing Significant Results for Criteria Surveyed by Year Group**

Cross-tabular graphical analysis was carried out for each subject and selected performance criteria against the responses for year group. The following graphs are those where a significant difference was identified for the year group analysis.

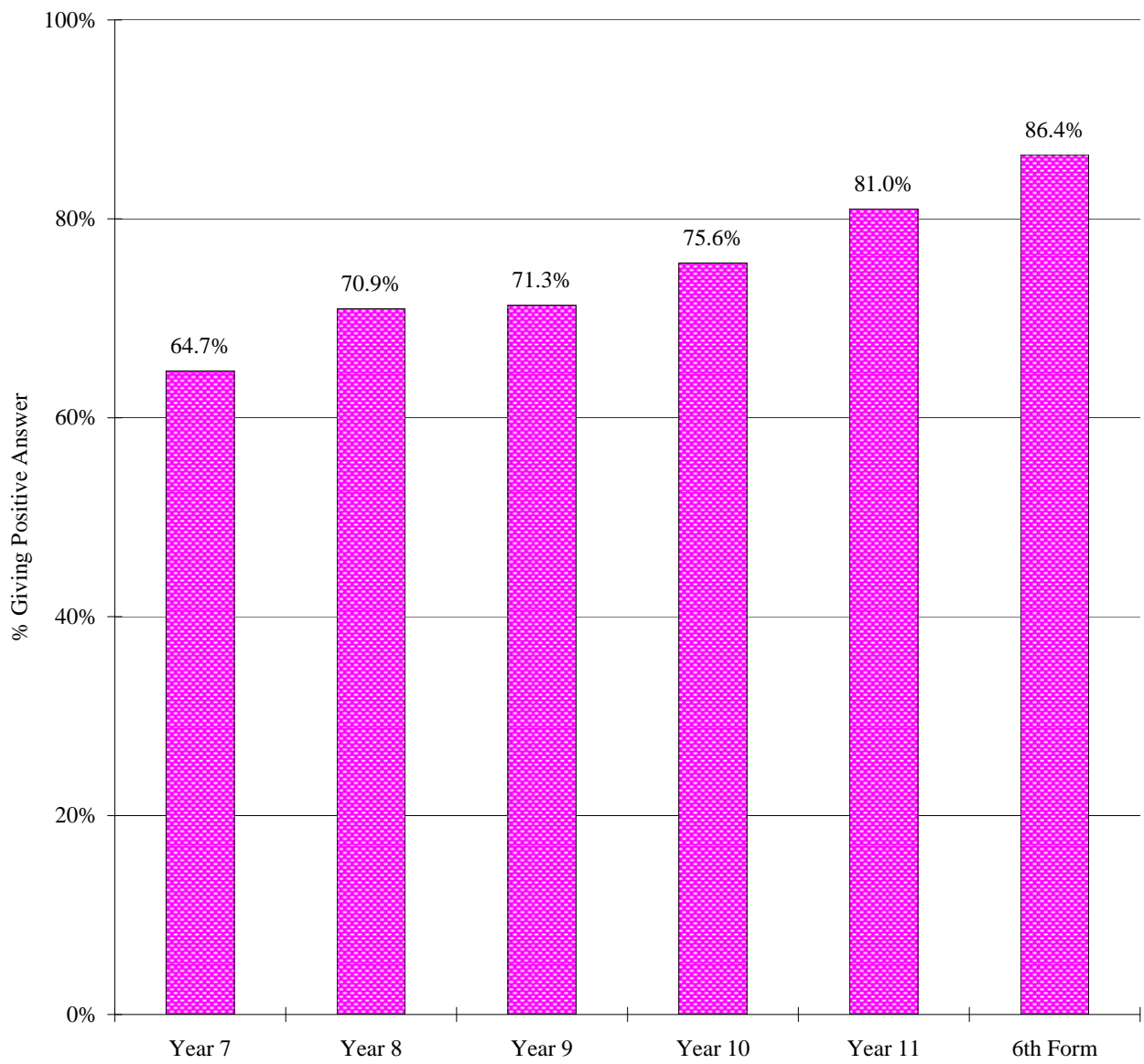
Throughout this report we have set the standard, that results quoted should be reliable at the 95% confidence level.

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.

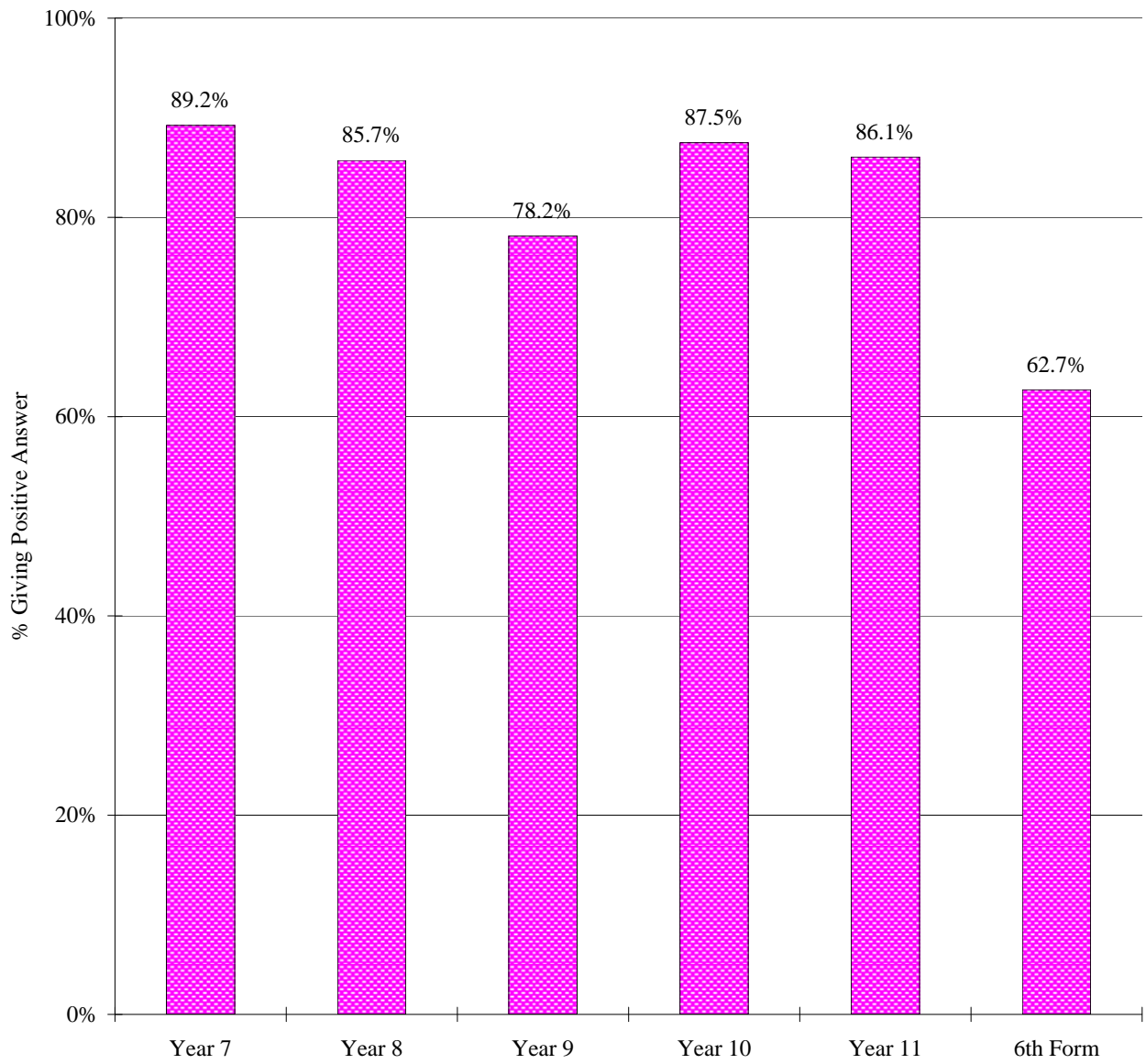
# The Graph Below for **Careers advice** Shows Significant Differences Between the Pupils in Year 7 and 6th Form

Scores improve as pupils get older.



**The Graph Below for Truancy control Shows Significant Differences  
Between the Pupils in 6th Form and Year 7**

Scores usually decline steadily as pupils get older.



## **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 boys and girls 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" 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.

$$P9\text{boys(R Stds.)} = \frac{\text{Number of boys in year 9}}{\text{Number of boys in years =Y}} \times \frac{\text{Number of year 9 boys respondents to Religious Studies}}{\text{Total number of year 9 boys respondents}}$$

Repeat this process for other years where year =Y (i.e. years 10 and 11 in this case) to achieve P10boys, and P11boys (Religious Studies).

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

Final proportion

$$F9\text{boys(Religious Studies)} = \frac{P9\text{boys(Religious Studies)} \times \text{Mean score for year 9 Religious Studies, boys}}{(P9\text{boys (Religious Studies)} + P10\text{boys (Religious Studies)} + P11\text{boys (Religious Studies)})}$$

Repeat this process for F10boys (Religious Studies) and F11boys (Religious Studies).

To achieve the final boys score  $F\text{boys (Religious Studies)} = F9\text{boys (Religious Studies)} + F10\text{boys (Religious Studies)} + F11\text{boys (Religious Studies)}$ .

We then repeat the process above for girls to achieve Fgirls (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:

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

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:

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

This final score for Religious Studies is then weighted based upon the similar school 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 1.08

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 score 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% = 0.05 on this scale of 0 - 1

We then require that 2 X the standard error of the proportion has a value of less than 0.05

In other words the standard error of the proportion must have a value of less than 0.025

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 proportion lies between 0.025 and 0.05 then we have the 95% confidence level to within 10%. If the standard error of the proportion is greater than 0.05 then the result is labelled as "low response".

We calculate the standard error of the proportion as follows:

$$\text{Standard Error Of The Proportion (S.E.P.)} = \sqrt{\frac{\text{mean} (1-\text{mean})}{n}}$$

## **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.

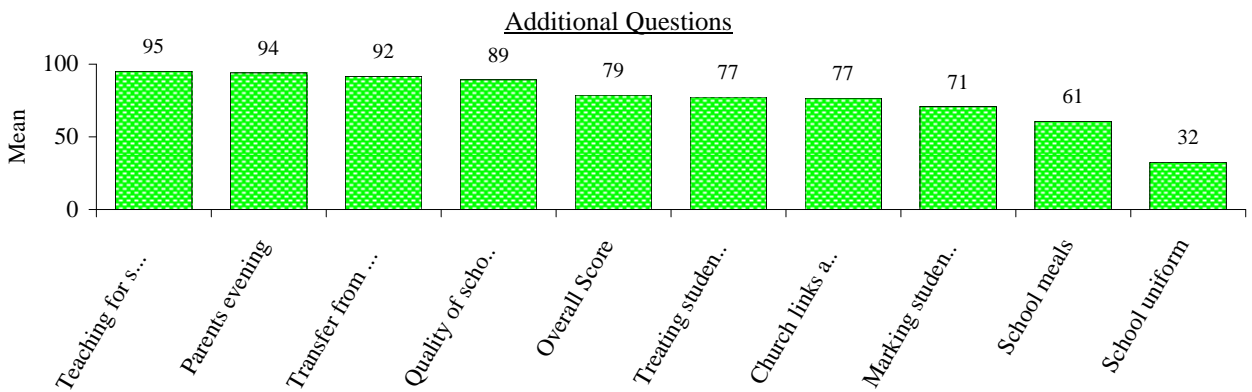
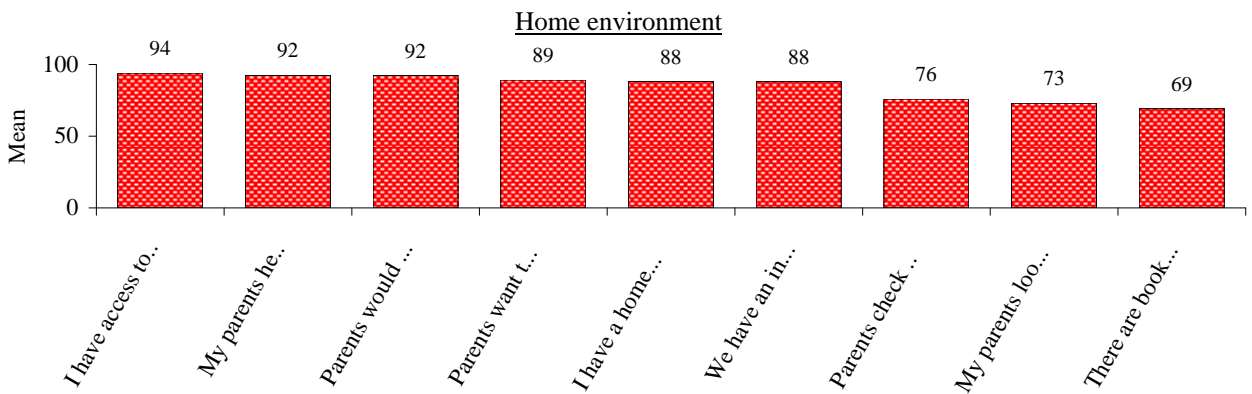
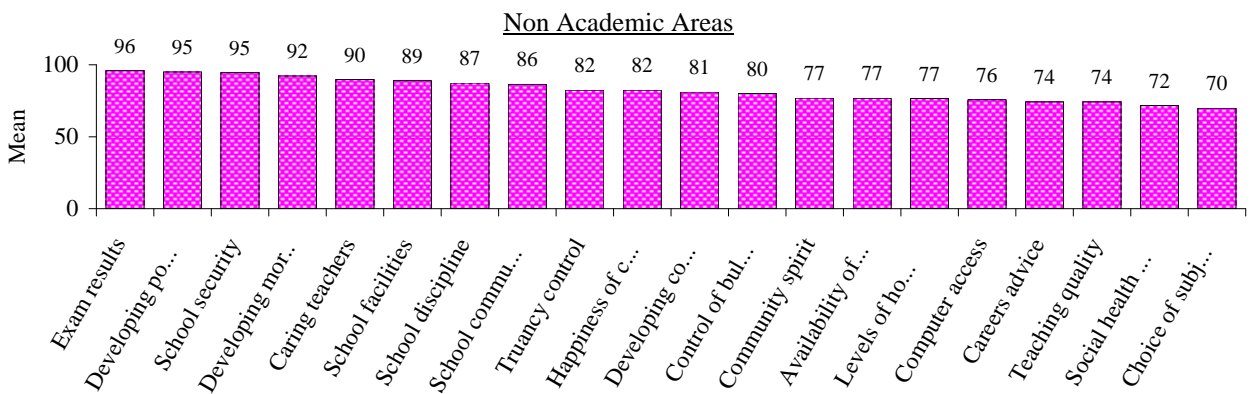
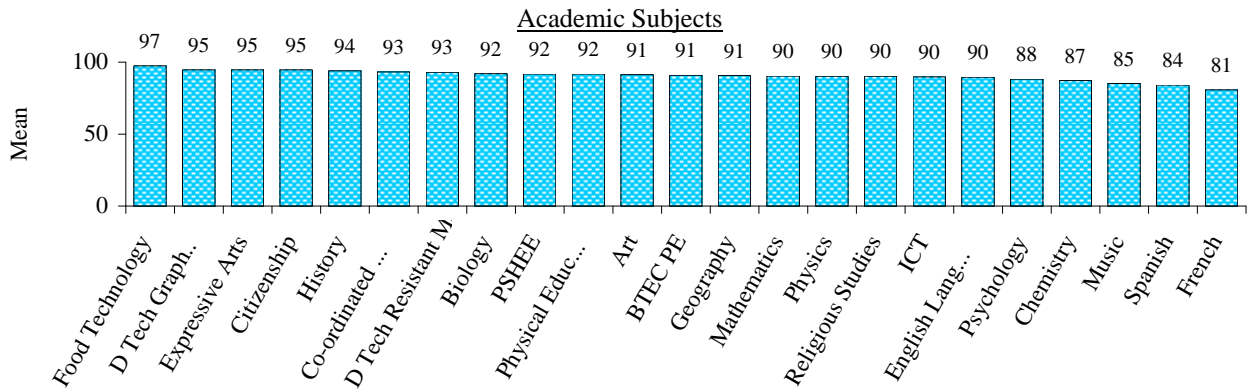
If greater than 5% of our scale, and greater than 2 X SEP of first result + 2 X SEP of second result.

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 99% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 99% 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 Showing the Raw, Adjusted Percentage Giving a Positive Answer to 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 Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
78626	210	83.9%	79.2%	88.0%	Art
22607	103	84.7%	86.1%	83.8%	Biology
15548	148	82.8%	83.7%	81.9%	Business Studies
21276	98	79.4%	82.6%	76.6%	Chemistry
56305	148	80.1%	79.1%	81.0%	Citizenship
16298	75	79.5%	66.0%	85.9%	Dance
65708	185	88.5%	87.6%	89.5%	Design Technology
60090	188	85.5%	83.5%	87.4%	Drama
5089	31	83.2%			Electronics
111537	214	89.2%	88.0%	90.4%	English
39840	148	90.0%	87.7%	91.7%	Food Technology
66239	198	76.0%	72.6%	79.0%	French
81789	212	85.6%	85.5%	85.7%	Geography
16793	92	79.6%	76.4%	81.9%	German
19766	104	83.6%	82.6%	84.5%	Graphic Media
4387	57	87.7%		90.5%	Health and Social Care
84620	212	87.7%	87.4%	88.0%	History
91494	213	82.3%	83.2%	81.5%	IT
111200	212	85.1%	86.7%	83.5%	Mathematics
5930	53	87.2%	86.0%	89.4%	Media Studies
71101	208	79.8%	78.1%	81.5%	Music
94130	209	88.2%	90.8%	85.7%	Physical Education
20575	96	79.9%	84.2%	75.8%	Physics
2399	33	87.3%		89.4%	Psychology
88301	192	76.8%	73.0%	80.1%	Religious Studies
18589	97	85.2%	86.0%	85.0%	Resistant Materials
85706	204	85.0%	86.7%	83.3%	Science
22639	119	78.4%	74.7%	81.3%	Spanish
15560	65	84.8%	78.3%	88.0%	Textiles

REMAINING SUBJECTS SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
1181	11	78.6%	79.8%	78.6%	A Level Sciences
1051	17	83.4%	51.1%	87.3%	Child Development
3838	12	89.4%	88.5%	90.4%	English Literature
2017	23	86.9%	83.8%	87.6%	GNVQs
4024	19	82.7%	78.4%	87.2%	Learning to Learn
4113	13	80.0%	76.5%	83.2%	Modern Languages
1943	19	86.9%	86.8%	87.3%	PE Studies
1863	26	88.5%	83.2%	90.2%	Sociology

## CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
18577	32	82.7%	83.1%	82.4%	Access to staff
121402	214	57.4%	57.7%	56.7%	Availability of resources
119199	214	65.3%	67.4%	63.0%	Careers advice
120727	214	79.0%	78.1%	79.6%	Caring teachers
53330	90	82.2%	83.2%	81.1%	Celebrating and rewarding achievement
120597	214	63.9%	65.1%	62.5%	Choice of subjects
117517	214	52.6%	50.1%	54.7%	Community spirit
120597	214	66.5%	67.1%	65.9%	Computer access
121005	214	91.4%	90.8%	91.8%	Computer at home
117886	214	57.4%	57.3%	57.1%	Control of bullying
119771	214	64.3%	65.8%	62.5%	Developing confidence
120362	214	81.4%	80.4%	82.0%	Developing moral values
121127	214	86.1%	85.5%	86.4%	Developing potential
84275	159	71.3%	69.7%	72.5%	Encouraging and listening to parents views
25632	44	67.3%	67.6%	66.9%	Encouraging and listening to pupils' views
45885	88	51.5%	52.6%	50.7%	Encouraging local community activity
28401	52	81.3%	80.8%	81.1%	Ensuring new pupils settle well
102384	183	87.6%	87.1%	87.8%	Ensuring pupils do their best and make good progress
120703	214	85.6%	86.4%	84.6%	Exam results
80403	143	74.9%	75.3%	74.2%	Explaining to parents how to help their child
105338	183	73.8%	71.4%	75.7%	Extra curricular activities
118902	214	73.2%	71.9%	74.3%	Given choice, would still attend
26372	49	67.7%	69.8%	65.4%	Handling complaints
120204	214	74.6%	72.0%	76.8%	Happiness of child
120676	214	86.6%	86.6%	86.5%	Home internet link
120458	214	69.8%	69.0%	70.3%	Home library
121047	214	83.8%	82.8%	84.6%	Homework area
109916	213	4.8	4.4	5.1	Hours of Homework
121298	214	63.4%	61.7%	64.9%	Levels of homework
62166	109	67.7%	66.0%	69.2%	Overall
120401	214	68.3%	71.3%	65.0%	Parents check homework
36356	67	86.9%	86.4%	86.8%	Parents evening
120907	214	90.4%	89.7%	90.9%	Parents help with homework
120051	213	66.8%	67.4%	66.0%	Parents look at work
120490	214	84.0%	83.9%	84.0%	Parents want to know
119974	214	86.7%	86.0%	87.2%	Parents would visit school
19012	31	75.8%	72.2%	79.3%	Personal planners
60793	111	66.6%	65.3%	67.4%	Promoting racial harmony
75946	137	71.9%	72.0%	71.6%	Quality of school management
120231	214	80.2%	80.1%	80.2%	Recent bullying
42447	72	56.4%	59.1%	53.0%	Regular marking of work
120755	214	74.5%	73.8%	74.6%	School communication
118766	214	71.2%	70.7%	71.7%	School discipline
120665	214	54.1%	54.4%	53.5%	School facilities
34757	62	52.0%	50.9%	53.0%	School meals
120186	214	80.9%	79.2%	82.2%	School security
32617	54	29.8%	29.5%	29.4%	School uniform
27653	45	65.5%	65.9%	64.4%	School's image in the local community
120426	214	58.0%	58.3%	57.2%	Social health education
73059	129	81.7%	80.9%	82.2%	Tailoring workload to child's needs and ability
58051	107	87.7%	86.3%	89.0%	Teaching for special needs
120074	214	62.0%	62.4%	61.5%	Teaching quality
32278	59	79.7%	79.0%	80.5%	Transfer from previous school
91273	162	58.5%	59.2%	57.6%	Treating all pupils fairly and equally
120124	214	76.3%	74.9%	77.4%	Truancy control
119726	214	75.1%	73.8%	76.0%	Unfair treatment by staff
117679	213	83.3%	80.4%	85.7%	Wish to go to University
28737	53	81.6%	79.9%	82.8%	Written reports

## Similar School Results for Pupils 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>
89776	44613	57679	Happiness of child	74.8%	69.8%	75.6%
85261	42712	54069	Control of bullying	71.3%	67.7%	71.4%
83012	42031	52132	School security	69.6%	67.1%	69.1%
77989	39958	48603	School facilities	65.3%	62.9%	64.2%
77023	39829	47324	Exam results	64.9%	62.8%	63.0%
75126	39786	44886	School discipline	63.8%	63.9%	60.6%
75264	39596	46166	Teaching quality	63.6%	61.8%	60.9%
60777	30333	38642	Choice of subjects	50.8%	47.5%	51.0%
57531	30806	34032	Careers advice	48.6%	48.3%	45.3%
56289	27501	36973	Developing potential	47.6%	42.9%	49.1%
56080	26144	38149	Caring teachers	47.2%	41.4%	50.3%
54732	28030	35066	Levels of homework	44.9%	44.0%	45.0%
53536	30876	29532	Computer access	44.9%	48.9%	39.1%
48990	23271	32648	Developing confidence	41.5%	36.5%	43.4%
46425	25120	26942	Social health education	38.1%	39.7%	36.4%
44515	23014	27729	Availability of resources	37.4%	35.8%	37.0%
40460	20134	25332	Truancy control	34.4%	33.4%	33.9%
37883	20479	22506	Developing moral values	32.2%	32.6%	30.3%
38314	19934	23349	School communication	31.9%	32.1%	31.1%
31488	17235	18262	Community spirit	26.3%	27.8%	24.3%

Pupil priorities ranked in descending order of importance.

### All Pupils

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

### Boys

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

### Girls

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

Total boys surveyed = 55136

Total girls surveyed = 66266

Total sample= 121402

From 214 Schools