



**Education Perceptions Monitor  
Parent Survey No.2 To October 2007  
For  
Woodkirk High Specialist Science School  
Tingley, Wakefield**

**Prepared and Presented**

**By**

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## **Introduction**

This report details the findings of the second Education Perceptions Monitor for Woodkirk High Specialist Science 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 October 2007.

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 sex 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**

837 completed questionnaires were returned representing a response rate of 47.3%. The survey produced a good 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 but five minority academic criteria.

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 mean national averages gathered from other 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 a very good overall performance score (78%), while among the parents whose children were not in their first year at the school 39% said the school had improved over the last year while only 5% thought that the school's performance was worse. Of the parents of new pupils, only 5% felt that the school had not lived up to their expectations while 19% 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 ICT, Music and German.

The parents are least happy with the delivery of Drama, Textiles and Religious Studies.

With regard to Non-Academic areas, parents are most happy with the delivery of School discipline, Control of bullying and School security.

The parents are least happy with the delivery of Caring teachers, School communication and Careers advice.

The parents' top priority for improvement is School communication.

The parents of boys gave a significantly higher score for Physical Education.

The parents of girls gave significantly higher scores for Art, Textiles, and Drama.

### Since Last Survey

The following academic area obtained a significantly higher score than the previous survey: Art.

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 national average scores achieved from over 660 other similar, British 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 very good, and above the gold line are exceptional.

Important - do not compare your "Satisfaction Table" scores with the National Average. In schools where expectation is high, scores tend to be lowered; where expectation is low, achieving a high score is less difficult. No two schools have the same level of expectation. It is therefore misleading to compare scores in the following tables with the national average scores in the appendix. These scores are only used to generate a weighting factor which is independent of expectation.

## Academic Criteria

Academic subjects	Weighted Score %	Previous Survey	% Change
ICT	77.3	74.5	+2.8
Music	77.1	72.9	+4.3
German	75.0	72.6	+2.4
Physics	74.5		
Mathematics	74.4	71.4	+3.0
Art	74.3	67.0	+7.3
Coordinated Science	73.7	74.2	-0.5
Chemistry	72.9		
History	72.3	70.0	+2.3
Geography	72.3	68.7	+3.5
Physical Education	72.1	71.7	+0.3
Biology	71.6		
PSRE	71.2		
French	71.0	71.1	-0.1
English	69.5	69.2	+0.3
Design Technology	68.7	67.2	+1.5
Food Technology	67.3		
Graphics	67.3		
Resistant Materials	67.0		
Business Studies	66.8	69.3	-2.5
Religious Studies	66.7	66.8	-0.2
Textiles	65.5		
Drama	64.0		
Construction	low response		
Economics	:		
Health & Social Care	:		
Psychology	:		
Sociology	:		

Only highlighted changes should be considered significant.

\* - only reliable to within 10%

## Selected Performance Criteria

<b>Criteria</b>	<b>Weighted Score %</b>	<b>Previous Survey</b>	<b>% Change</b>
School discipline	76.0	77.3	-1.3
Control of bullying	75.0	74.7	+0.3
School security	71.9	72.7	-0.8
Computer access	71.4	71.5	-0.1
Exam results	71.3	70.8	+0.5
Availability of resources	71.1	69.8	+1.3
Truancy control	71.0	71.1	-0.1
Levels of homework	70.6	70.5	+0.1
Developing moral values	69.8	67.7	+2.2
Developing potential	69.0	67.7	+1.3
Teaching quality	68.8	69.1	-0.3
School facilities	68.2	72.7	-4.5
Choice of subjects	68.1	72.6	-4.4
Developing confidence	66.9	66.8	+0.1
Social health education	66.7	68.6	-1.9
Happiness of child	66.1	66.2	-0.1
Community spirit	65.5	66.5	-1.0
Careers advice	64.7	67.1	-2.4
School communication	63.4	66.0	-2.6
Caring teachers	62.0	63.4	-1.4
"Overall" Rating	<b>77.6</b>	78.5	-0.9

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

<b>Criteria</b>	<b>% rating "poor" or "very poor"</b>	<b>Previous Survey</b>	<b>Change</b>	<b>% rating "good" or "very good"</b>
Business Studies	3.4%	4.9%	-1.5	53.9%
Mathematics	3.8%	4.0%	-0.2	80.6%
Music	3.9%	7.1%	-3.2	72.9%
ICT	4.0%	6.8%	-2.8	74.3%
History	4.2%	2.6%	+1.6	78.2%
Geography	4.5%	3.8%	+0.8	74.9%
Coordinated Science	4.6%	2.0%	+2.7	78.9%
Design Technology	5.0%	7.0%	-2.0	69.2%
Art	5.1%	7.8%	-2.7	77.8%
Physical Education	5.2%	5.0%	+0.2	74.4%
English	5.8%	3.9%	+1.9	74.3%
German	5.9%	6.9%	-1.0	75.8%
Physics	6.1%			71.9%
Biology	7.5%			72.1%
French	8.3%	9.9%	-1.6	66.3%
Chemistry	8.8%			71.1%
PSRE	8.8%			54.6%
Textiles	9.2%			57.6%
Food Technology	9.5%			64.7%
Religious Studies	10.2%	9.5%	+0.7	53.8%
Graphics	10.7%			63.7%
Resistant Materials	15.3%			54.2%
Drama	15.9%			58.1%

## Happy Versus Unhappy Parents

### Identified Parent Priorities

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
Exam results	2.0%	3.0%	-1.0	83.4%
Teaching quality	2.8%	3.3%	-0.5	77.0%
Truancy control	3.3%	2.0%	+1.3	84.5%
Computer access	3.8%	3.9%	-0.2	81.0%
School discipline	4.0%	4.8%	-0.8	82.4%
Availability of resources	4.3%	6.5%	-2.2	72.2%
Choice of subjects	4.9%	1.4%	+3.4	75.2%
Developing moral values	5.1%	7.5%	-2.4	60.7%
Social health education	6.2%	10.2%	-4.0	58.8%
Developing potential	6.5%	9.9%	-3.4	66.3%
School security	7.6%	7.6%	-0.0	69.4%
Happiness of child	7.7%	6.3%	+1.4	71.3%
School facilities	8.3%	6.4%	+1.9	66.7%
Levels of homework	8.9%	9.4%	-0.5	62.6%
Developing confidence	9.0%	10.8%	-1.7	64.1%
Control of bullying	9.1%	11.1%	-2.0	68.3%
Community spirit	11.2%	10.1%	+1.1	51.3%
Caring teachers	12.8%	9.4%	+3.3	56.1%
Careers advice	16.0%	17.9%	-1.9	50.1%
School communication	16.5%	12.6%	+3.9	52.1%
"Overall" Score	<b>2.1%</b>	2.4%	-0.3	86.0%

## Additional Questions

Additional subject areas were investigated with regard to parent happiness 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 National Average figures.

Issue	Weighted Previous			% Previous		
	Score %	Survey	Change	Unhappy	Survey	Change
School meals	83.1			8.1		
Extra curricular activities	77.7	75.2	+2.5	2.8	5.0	-2.3
Transfer from previous school	73.0			2.8		
Quality of school management	68.2	66.9	+1.3	4.4	7.8	-3.3
Ensuring students do best and make good progress	67.7	68.5	-0.8	6.7	6.3	+0.4
Explaining to parents how to help their child	67.0	68.4	-1.4	15.2	14.6	+0.5
Treating all students fairly and equally	66.4	64.9	+1.5	14.7	17.0	-2.2
Tailoring workload to child's needs and ability	66.3			11.0		
Encouraging and listening to parent views	64.1	68.7	-4.6	14.5	12.0	+2.5
Encouraging students' activity in the local community	63.8			19.5		
* Encouraging and listening to student views	57.3			18.1		

\* - not weighted by national average figure

## Importance Ratings

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

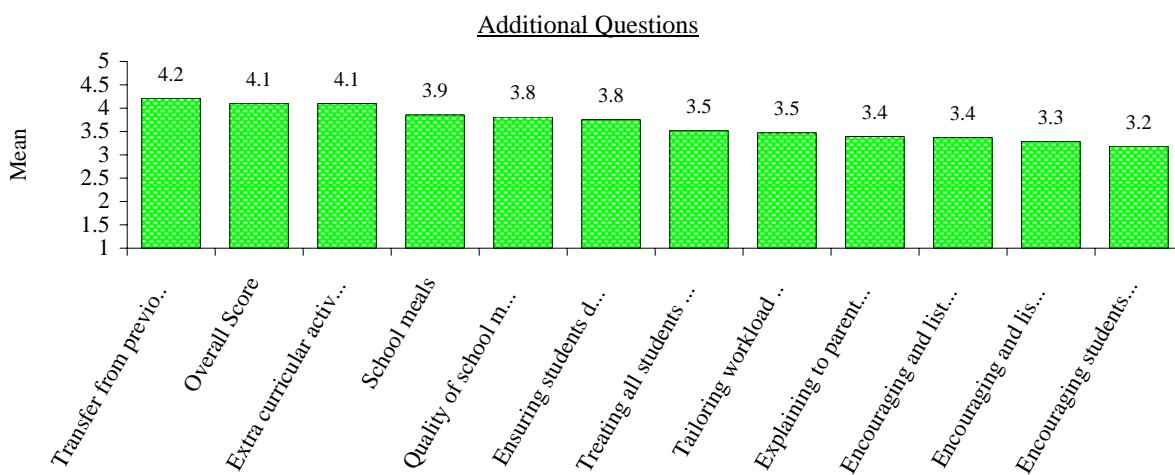
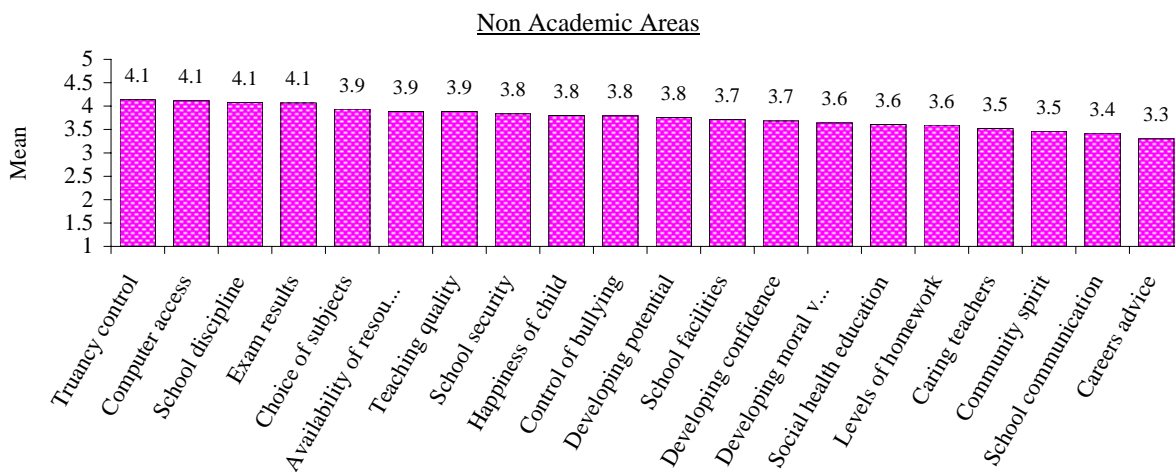
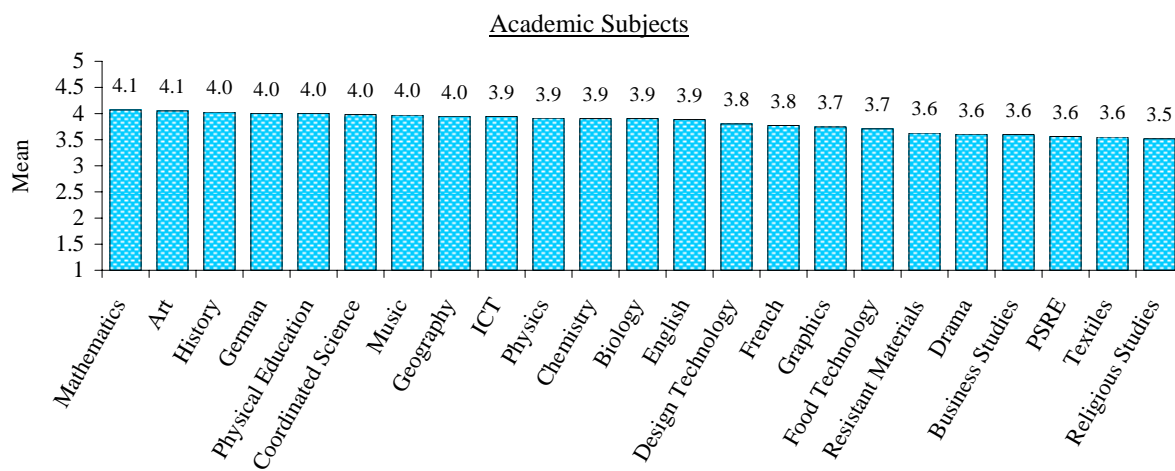
Tip - Remember, green is good, red is bad

	<b>Importance Score (%)</b>	<b>Performance Ranking</b>
Teaching quality	87.4%	(11th)
School discipline	85.8%	<b>(1st)</b>
Control of bullying	82.6%	<b>(2nd)</b>
Happiness of child	82.2%	<b>(16th)</b>
Caring teachers	68.7%	<b>(20th)</b>
Developing potential	61.5%	(10th)
Developing confidence	58.6%	(14th)
School security	57.4%	(3rd)
Exam results	56.2%	(5th)
School facilities	55.2%	(12th)
School communication	53.0%	(19th)
Developing moral values	49.2%	(9th)
Careers advice	36.3%	(18th)
Choice of subjects	33.1%	(13th)
Availability of resources	33.0%	(6th)
Levels of homework	31.7%	(8th)
Truancy control	25.5%	(7th)
Computer access	24.0%	(4th)
Social health education	9.7%	(15th)
Community spirit	8.6%	(17th)

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

**Graph to Show Mean Performance Score Achieved for Each of the Criteria Surveyed.**

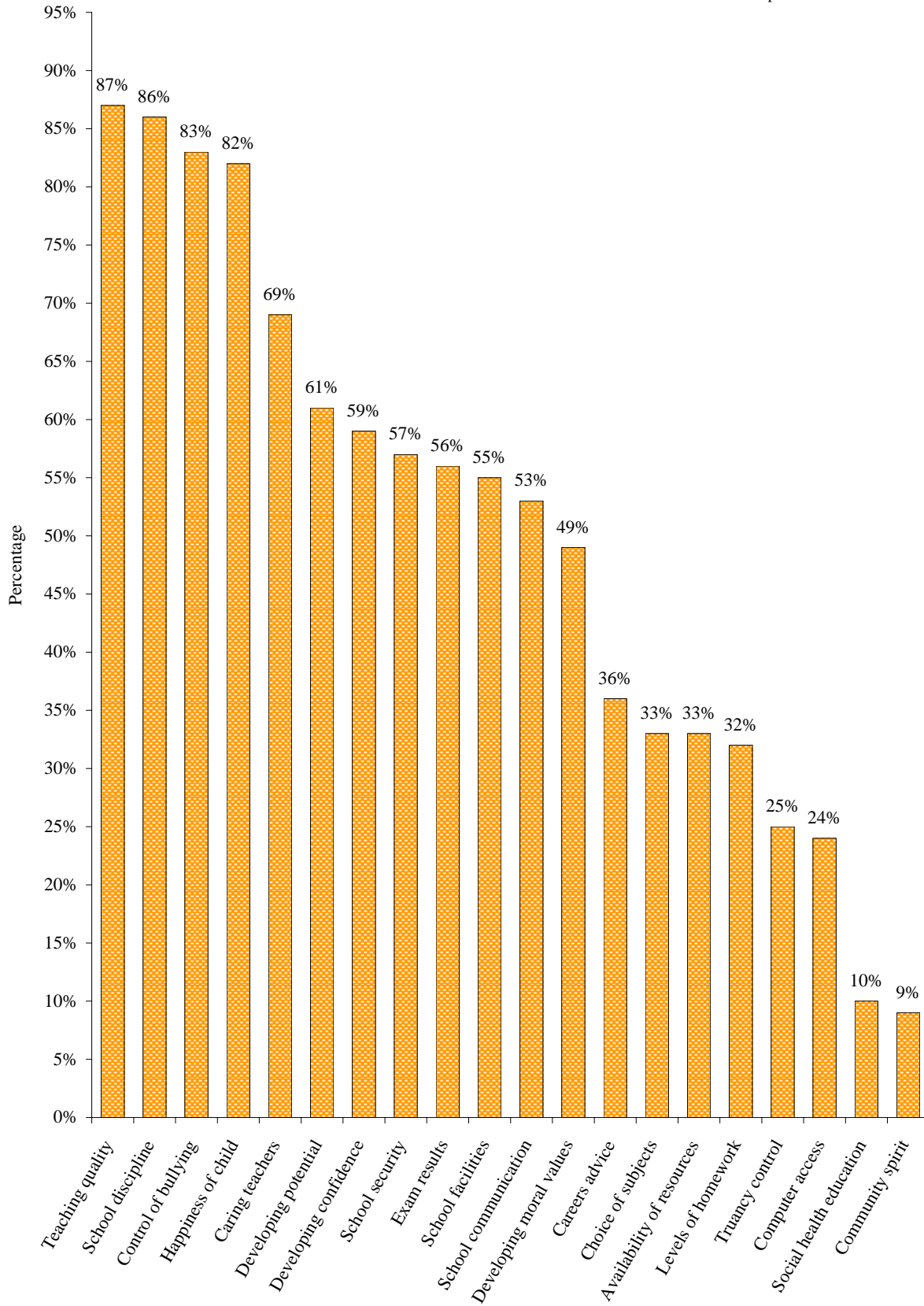
The mean scores below are converted into weighted performance scores as shown in the appendix.



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

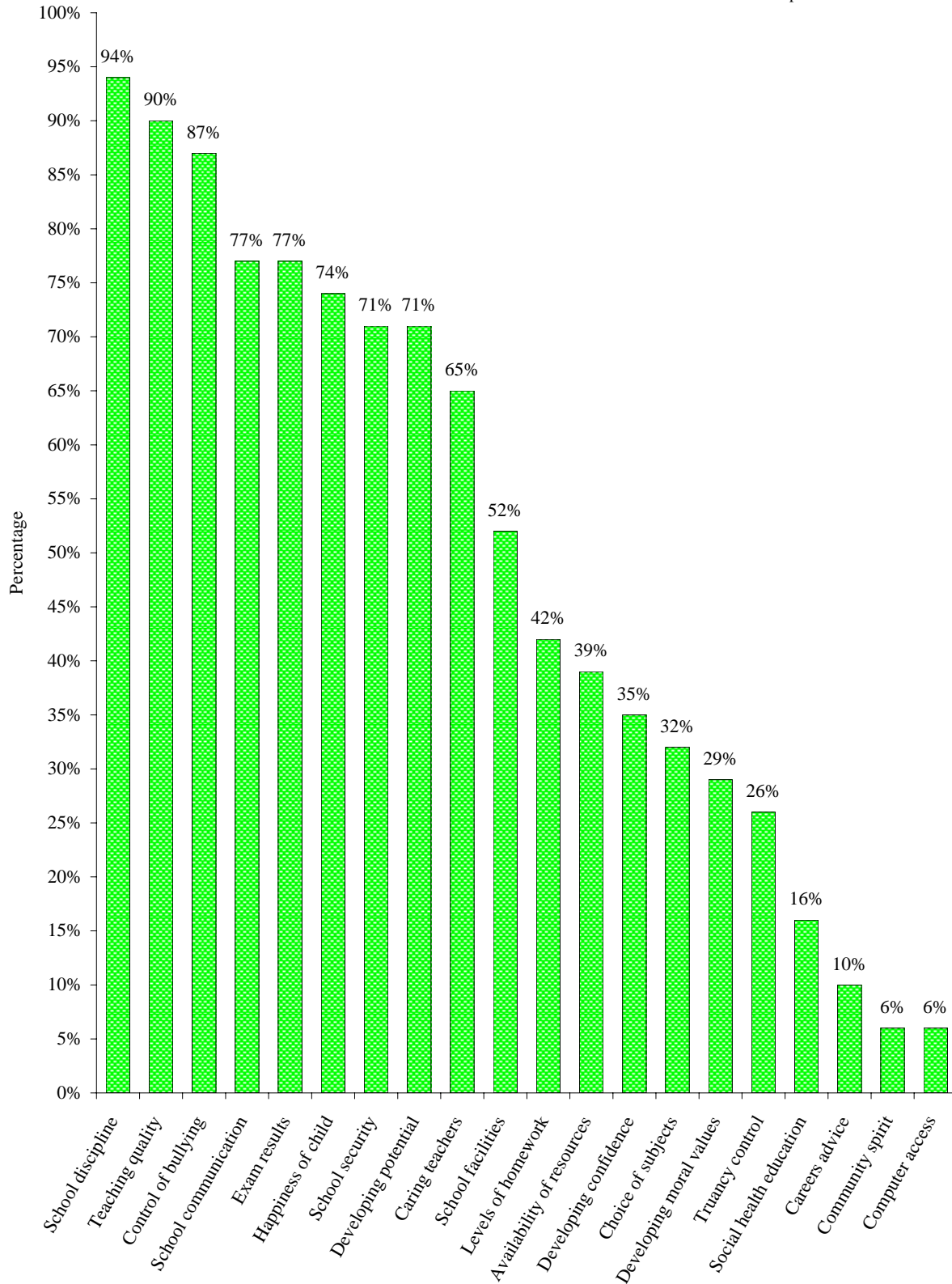
Sample = 827



# 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 = 31



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

**What the Teachers thought the Parents would Choose**

Position differences of 4 or more have been highlighted.

**Parents Comparative Priorities**

**What the Teachers thought the**

**Parents would choose**

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

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

**Charts to Compare What is Important to the School's Parents with what**

**is Important to Parents Nationally.**

There were no significant differences detected.

**This School**

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

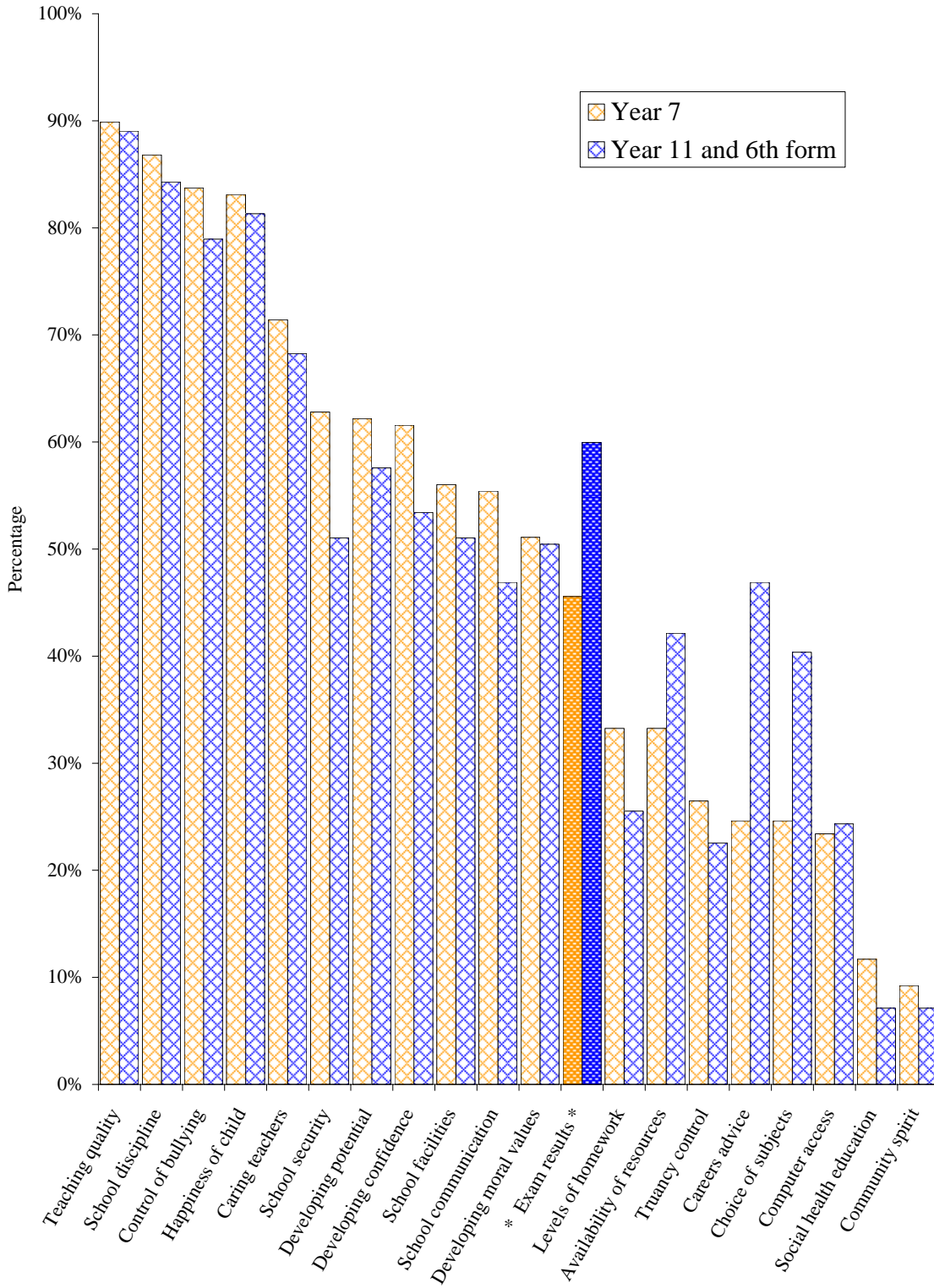
**National Average**

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

# 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

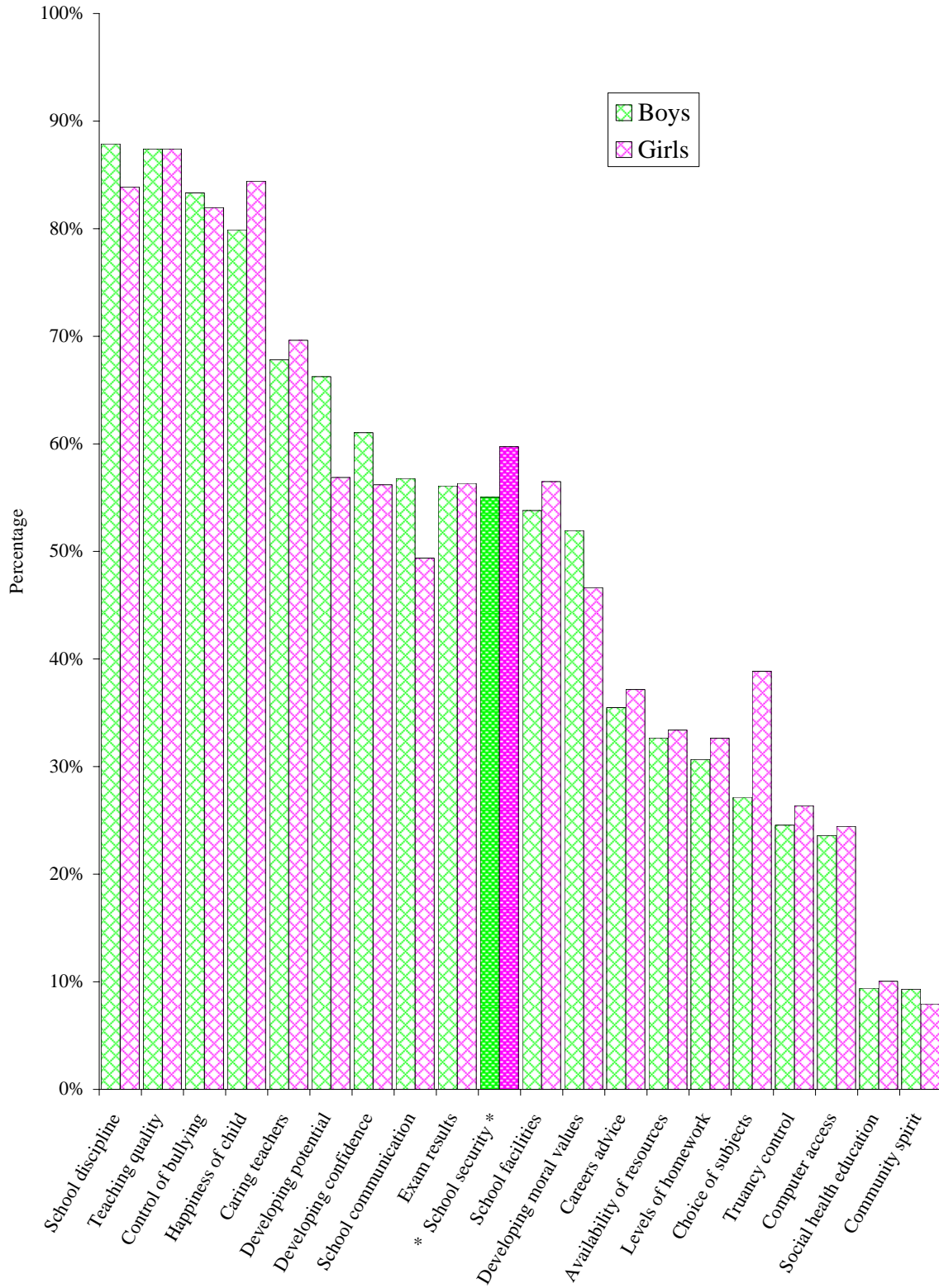
Choose 10	Ranking
Teaching quality	1st
School discipline	2nd
Control of bullying	3rd
Happiness of child	4th
Caring teachers	5th
School security	6th
Developing potential	7th
Developing confidence	8th
School facilities	9th
School communication	10th
Developing moral values	11th
<b>Exam results</b>	<b>12th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

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

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

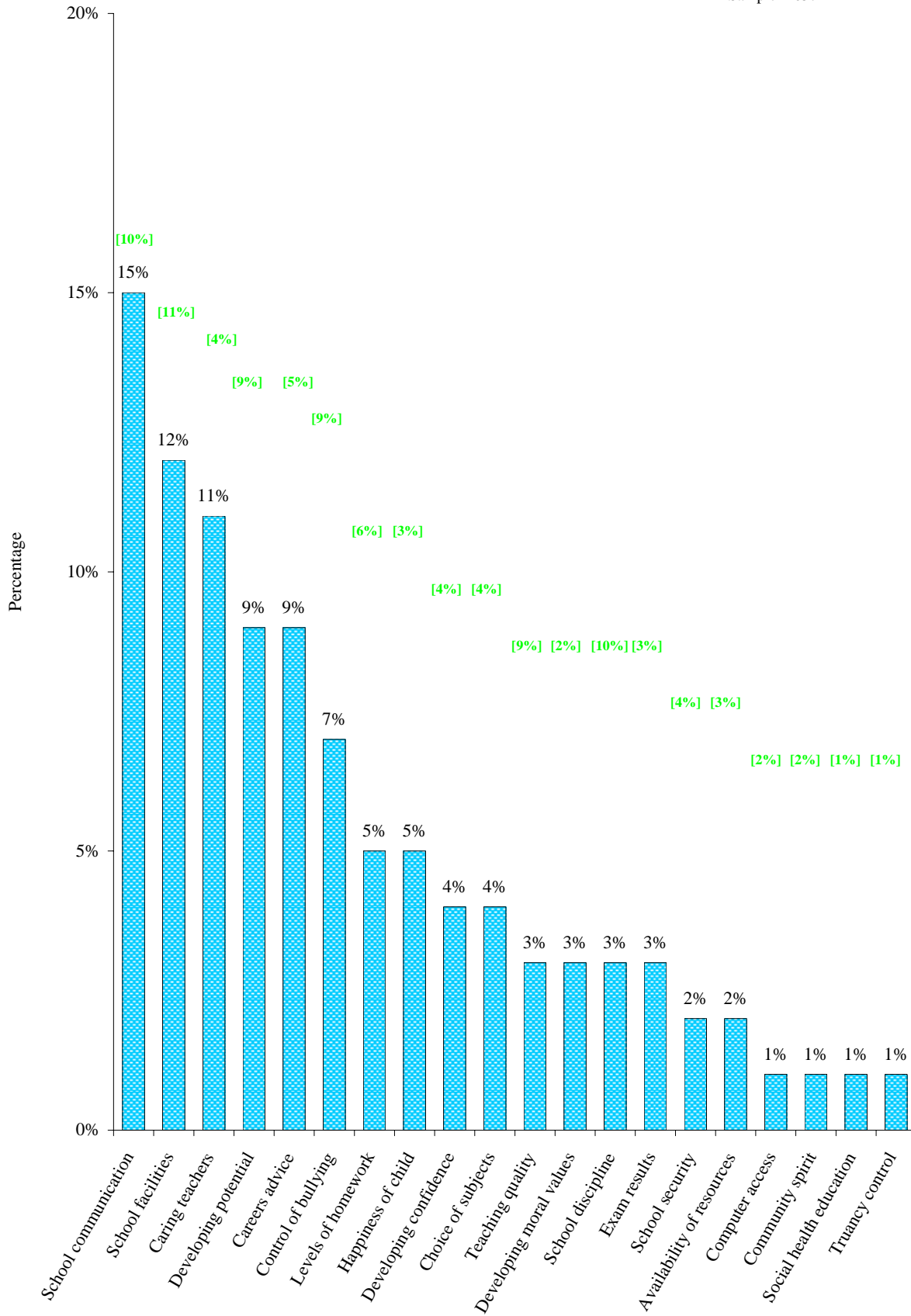
**Priorities of Girls' Parents**

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

# Graph to Show Relative Parent Priorities for Improvement.

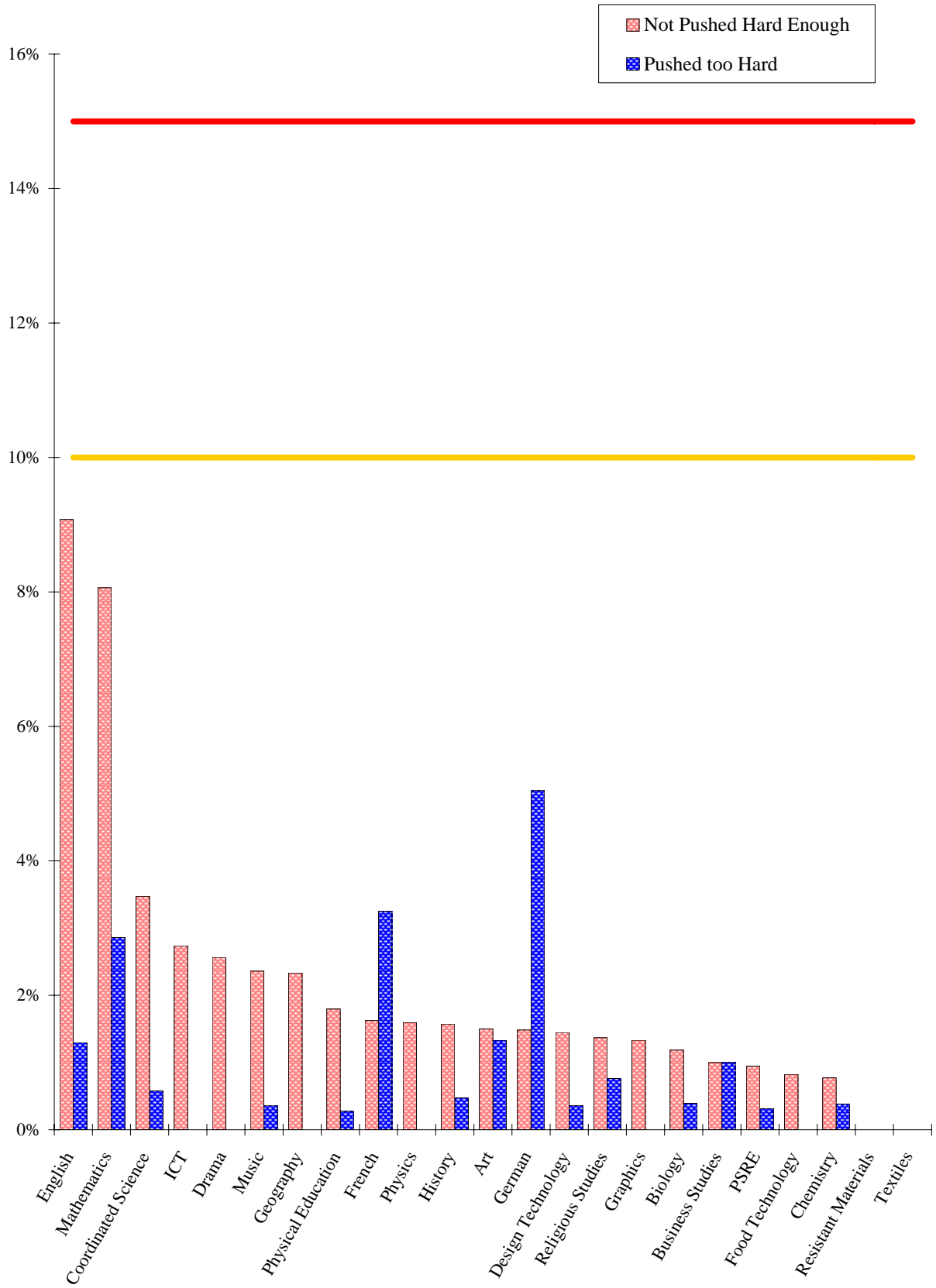
National average figures are given in [brackets]

Sample = 657

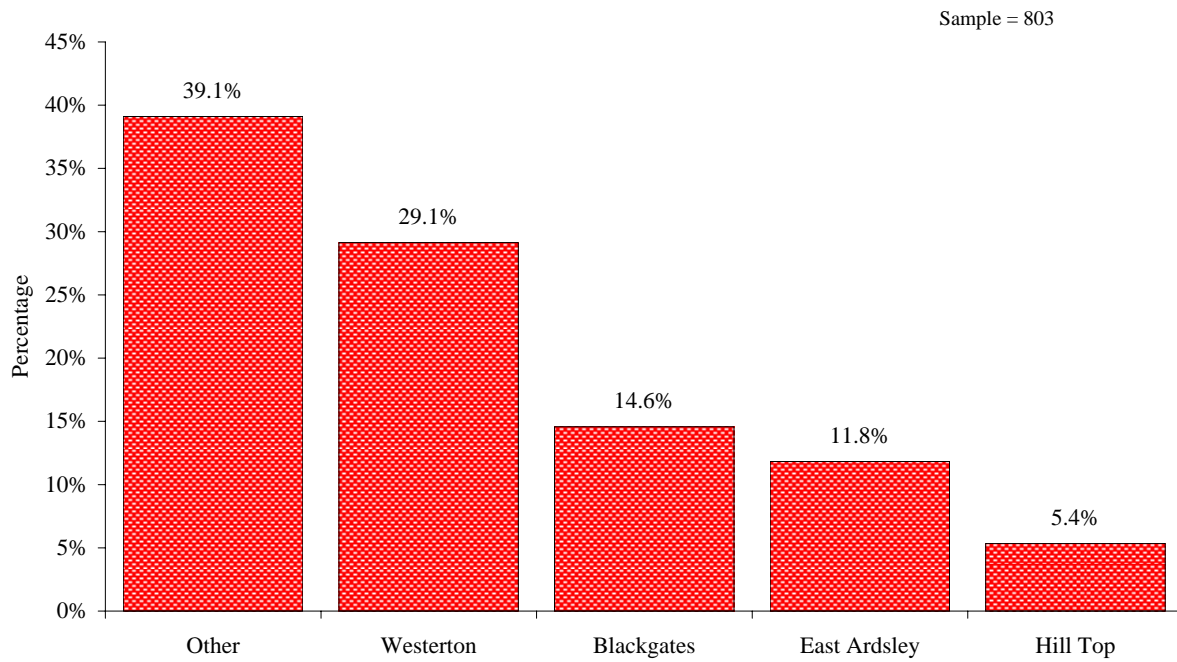


**Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough**

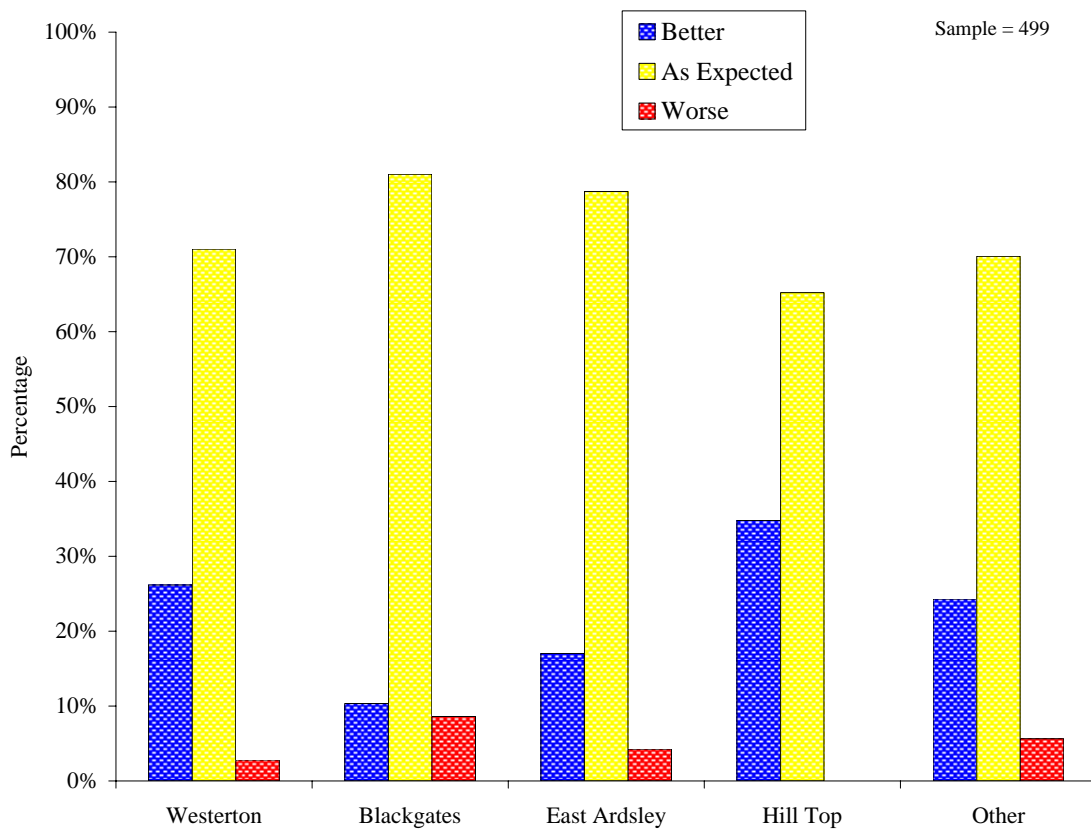
Scores should not exceed the red line.



**Which School Did Your Child Attend Before Woodkirk High Specialist Science School?**

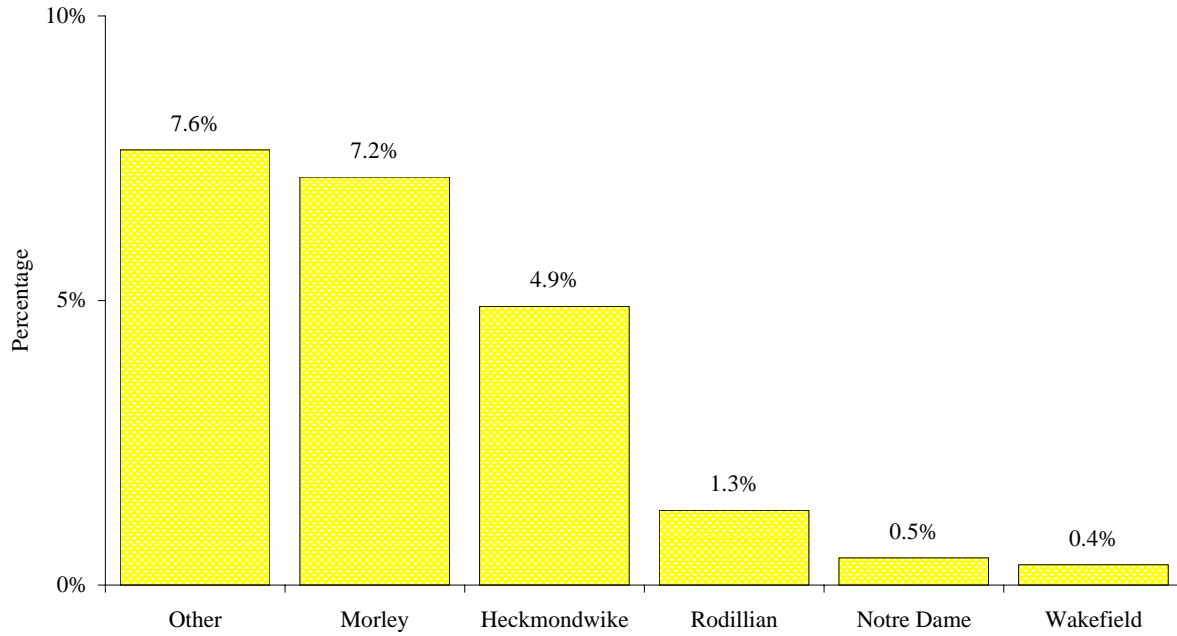


**Graph to Show Parents' Perceptions of the School, Broken Down by Feeder School**

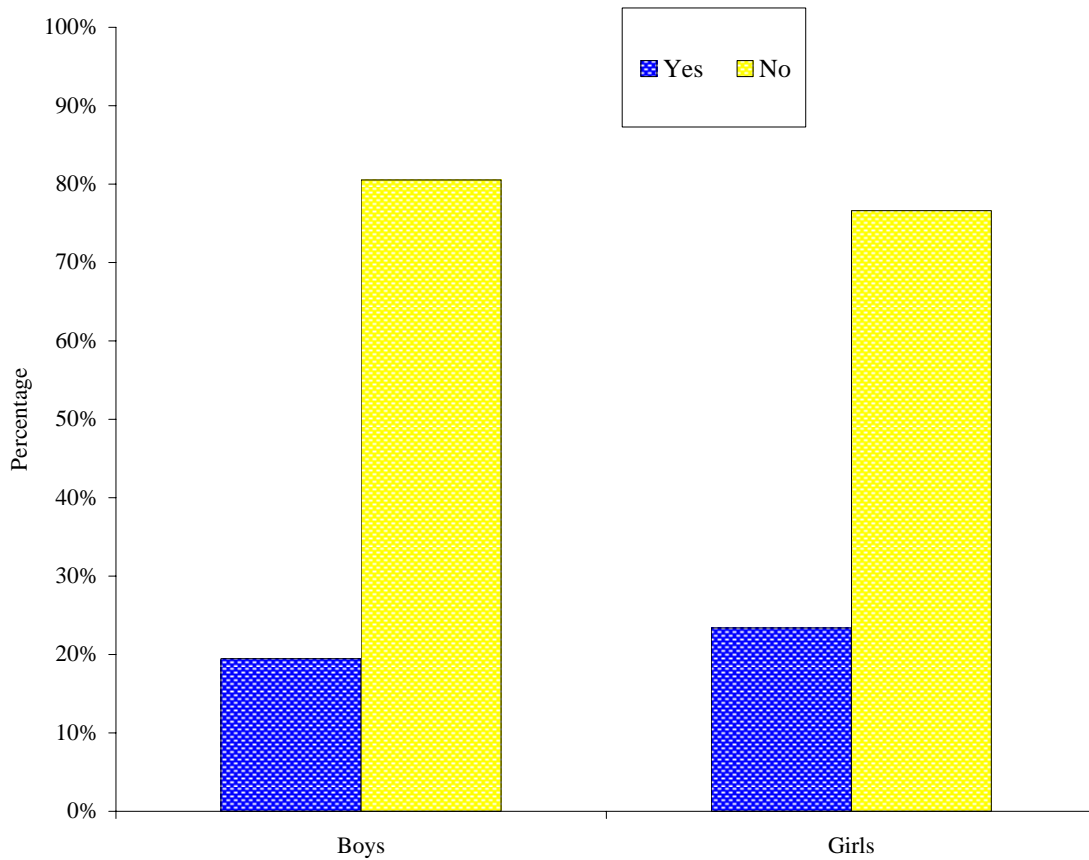


**Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"**

Some parents chose more than one option

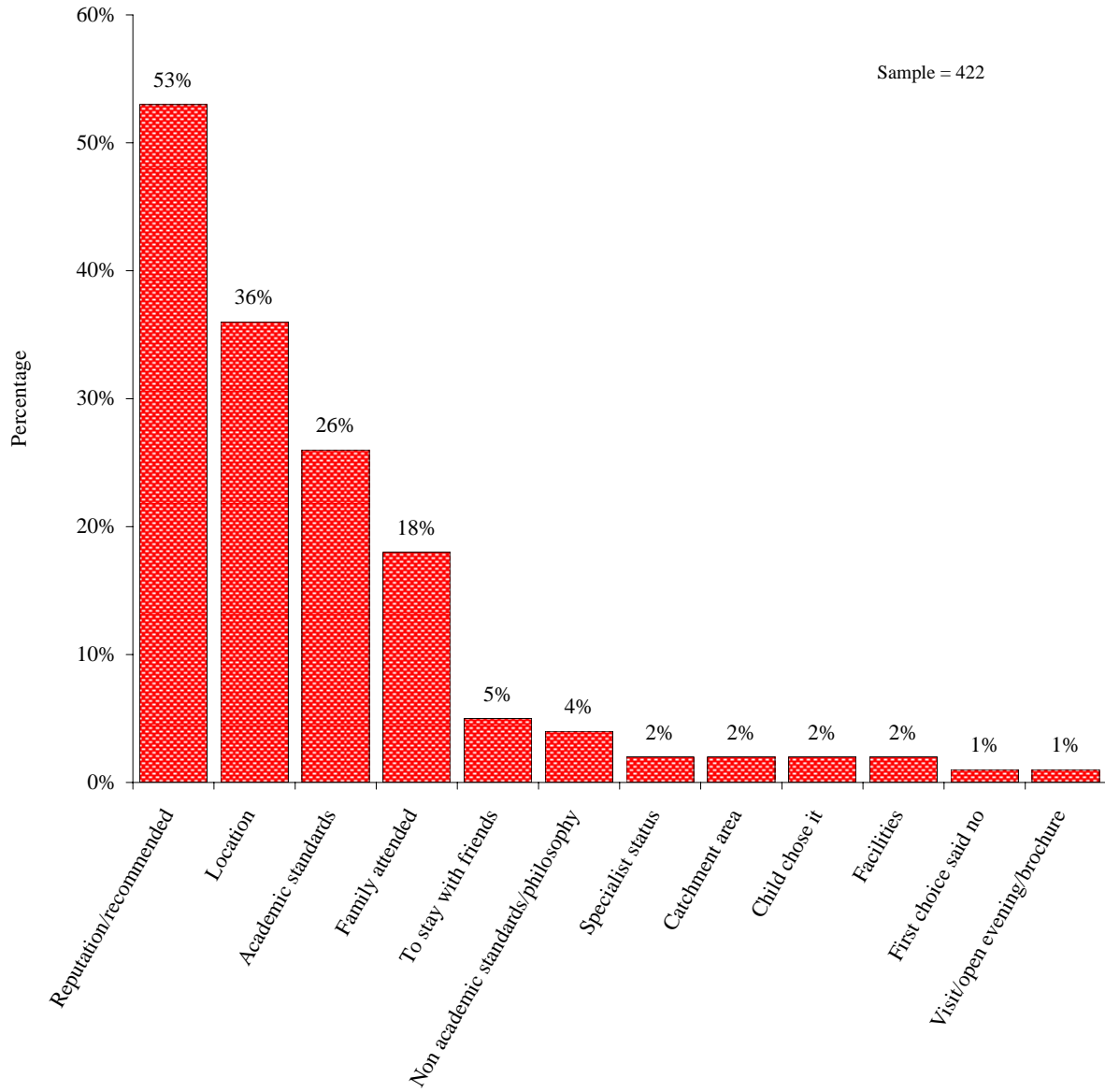


**Graph to Show the Breakdown of Whether Another School was Considered, by Sex**



# 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.

The majority of parents who commented said how happy and confident their children had been since starting at Woodkirk High Specialist Science School.

The school was regarded as having dedicated, supportive, caring and approachable staff with high standards of teaching. Three parents commented that they had chosen the best school for their child.

Many parents expressed concerns regarding the school uniform. Many parents felt rules regarding students' hair, make-up and shoes were often too strict and at times inconsistent. One parent commented the quality of the uniform was poor and a further parent commented expensive. One parent would welcome the opportunity for students to wear blazers.

Toilet facilities were regarded as being in need of improvement by many parents.

A number of parents expressed concern with regard to the lunch time provision. Six parents felt that there was insufficient time allocated for lunch. Three parents commented that lunch was expensive; a further three parents felt that there was insufficient choice available. One parent requested more vegetarian options; a further parent would welcome more healthy food options being made available.

Many parents regarded the allocation of homework as variable.

Discipline was regarded as variable by a number of parents. Three parents felt that detentions were often given out for minor offences.

A number of parents commented on communication between school and home as being in need of improvement. One parent would like the school website to be updated on a regular basis.

With regard to school facilities two parents felt that the Music and Drama departments would benefit from funding. Three parents would welcome a footpath across the all weather pitch; a further two parents requested more car parking spaces. One parent expressed concern regarding lockers being broken into and not being repaired.

The following comments were received but in lower numbers than those on the previous page.

Two parents regarded the extra-curricular activities on offer as 'excellent'. Three parents felt that more could be done to encourage students to take part. One parent would welcome athletics as an activity. Two parents requested after school study clubs.

Four parents would welcome the opportunity for their child to be taught Spanish; a further three parents would welcome more PE lessons.

A number of parents commented on the reward system as being unfair. Four parents felt merits were handed out inconsistently; a further parent commented students who behaved well constantly were not rewarded.

Two parents felt that students in the sixth form should be treated as young adults. Two parents commented the sixth form area was in need of improvement.

Three parents requested more parents' evenings; a further parent felt improvements could be made with regard to organisation.

Whilst one parent was impressed with the anti bullying campaign; a further parent commented a better campaign was needed. One parent felt that harsher punishments were needed

The questionnaire was welcomed by one parent as a means to express their views.

One parent felt that school security could be improved. Four parents requested students be able to keep their mobiles phones with them at all times turned off.

## 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

**77.3% ICT**  
**77.1% Music**  
**75.0% German**  
**74.5% Physics**  
**74.4% Mathematics**

### Relative Weaknesses - academic

**64.0% Drama**  
**65.5% Textiles**  
**66.7% Religious Studies**  
**66.8% Business Studies**  
**67.0% Resistant Materials**

### Relative Strengths - selected performance criteria

### Importance

<b>76.0% School discipline</b>	<b>(85.8%)</b>	<b>2nd</b>
<b>75.0% Control of bullying</b>	<b>(82.6%)</b>	<b>3rd</b>
<b>71.9% School security</b>	<b>(57.4%)</b>	<b>8th</b>
<b>71.4% Computer access</b>	<b>(24.0%)</b>	<b>18th</b>
<b>71.3% Exam results</b>	<b>(56.2%)</b>	<b>9th</b>

### Relative Weaknesses - selected performance criteria

### Importance

<b>62.0% Caring teachers</b>	<b>(68.7%)</b>	<b>5th</b>
<b>63.4% School communication</b>	<b>(53.0%)</b>	<b>11th</b>
<b>64.7% Careers advice</b>	<b>(36.3%)</b>	<b>13th</b>
<b>65.5% Community spirit</b>	<b>(8.6%)</b>	<b>20th</b>
<b>66.1% Happiness of child</b>	<b>(82.2%)</b>	<b>4th</b>

## 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.

<b><u>1. Being Healthy:</u></b>	<b>Healthy lifestyle - Diet</b>	<b>80.5%</b>
	<b>Out of school activities/clubs</b>	<b>77.7%</b>
	<b>Healthy lifestyle - Exercise</b>	<b>77.5%</b>
	<b>Physical Education</b>	<b>72.1%</b>
	<b>Social Health Education</b>	<b>66.7%</b>
<b><u>2. Staying Safe:</u></b>	<b>Control and prevention of bullying</b>	<b>75.0%</b>
	<b>School security/safety</b>	<b>71.9%</b>
	<b>Treating all pupils fairly and equally</b>	<b>66.4%</b>
	<b>Caring/approachable attitude of teachers</b>	<b>62.0%</b>
<b><u>3. Enjoying and Achieving:</u></b>	<b>Out of school activities/clubs</b>	<b>77.7%</b>
	<b>Exam results</b>	<b>71.3%</b>
	<b>Developing strong moral values in pupils</b>	<b>69.8%</b>
	<b>Developing potential</b>	<b>69.0%</b>
	<b>Developing self confidence/esteem</b>	<b>66.9%</b>
	<b>Personal Social Health Education</b>	<b>66.7%</b>
	<b>Happiness of child</b>	<b>66.1%</b>
	<b>Developing community spirit in pupils</b>	<b>65.5%</b>
<b><u>4. Making a Positive Contribution:</u></b>	<b>School discipline/good behaviour</b>	<b>76.0%</b>
	<b>Personal Social Health Education</b>	<b>66.7%</b>
	<b>Developing community spirit in pupils</b>	<b>65.5%</b>
	<b>Encouraging pupil activity in the local community</b>	<b>63.8%</b>
<b><u>5. Economic Well-being:</u></b>	<b>Exam results</b>	<b>71.3%</b>
	<b>Developing a pupil's potential</b>	<b>69.0%</b>
	<b>Treating all pupils fairly and equally</b>	<b>66.4%</b>
	<b>Careers advice and guidance</b>	<b>64.7%</b>

## **SEF Summary - based on SEF as of September 2007**

When completing your SEF, you will wish to draw upon a range of evidence including your parental survey results. This summary draws together the evidence from your parental survey which you may wish to include, under the SEF headings. 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  
= 73.0% = Good = **SEF Grade 2**

##### **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
- Personal Social Health Education
- Community spirit
- School security/safety
- Caring/approachable attitude of teachers
- School discipline
- Exam results
- Truancy control

**Additional Areas**

- Treating all pupils fairly and equally
- Encouraging pupils' activity in the local community
- Out of school activities/clubs
- Tailoring workload to child's needs and ability

**Academic Areas**

- Physical Education
- Citizenship
- English
- Mathematics
- IT
- Business Studies

**Other Criteria**

- Healthy lifestyle - Diet
- Healthy lifestyle - Exercise

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

Healthy lifestyle - Diet	80.5%
Out of school activities/clubs	77.7%
Healthy lifestyle - Exercise	77.5%
Physical Education	72.1%
Social Health Education	66.7%

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

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

Control and prevention of bullying	75.0%
School security/safety	71.9%
Treating all pupils fairly and equally	66.4%
Caring/approachable attitude of teachers	62.0%

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

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

<b>School discipline</b>	<b>76.0%</b>
<b>Control of attendance/truancy</b>	<b>71.0%</b>
<b>Developing strong moral values</b>	<b>69.8%</b>
<b>Personal Social Health Education</b>	<b>66.7%</b>
<b>Happiness of pupil</b>	<b>66.1%</b>
<b>Developing community spirit</b>	<b>65.5%</b>
<b>Encouraging pupils' activity in the local community</b>	<b>63.8%</b>

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

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

<b>School discipline</b>	<b>76.0%</b>
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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?**

<b>Out of school activities/clubs</b>	<b>77.7%</b>
<b>Citizenship</b>	<b>71.2%</b>
<b>Developing moral values</b>	<b>69.8%</b>
<b>Personal Social Health Education</b>	<b>66.7%</b>
<b>Developing community spirit in pupils</b>	<b>65.5%</b>
<b>Encouraging pupils' activity in the local community</b>	<b>63.8%</b>

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

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

<b>IT</b>	<b>77.3%</b>
<b>Mathematics</b>	<b>74.4%</b>
<b>Exam results</b>	<b>71.3%</b>
<b>English</b>	<b>69.5%</b>
<b>Developing potential</b>	<b>69.0%</b>
<b>Developing confidence</b>	<b>66.9%</b>
<b>Business Studies</b>	<b>66.8%</b>
<b>Personal Social Health Education</b>	<b>66.7%</b>
<b>Tailoring workload to child's needs and ability</b>	<b>66.3%</b>
<b>Developing community spirit</b>	<b>65.5%</b>
<b>Careers advice and guidance</b>	<b>64.7%</b>

Your average parental grade for this section = 2.3 = Good = **SEF Grade 2**

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

For Section 4g. we suggest you quote the following - "based on the six categories above, which are relevant to 'learners personal development and well-being', we have calculated your average parental grade as = 2.9 = Satisfactory = **SEF Grade 3**".

**4h. 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>
<b>Caring teachers</b>	<b>11%</b>
<b>Developing potential</b>	<b>9%</b>
<b>Careers advice</b>	<b>9%</b>

**4 Grade. Overall suggested grading:**

		Grading
Learners' personal development and well-being	Whole school	<b>Good</b> (1.8)
	Sixth Form	<b>Satisfactory</b> (2.9)

## Section 5. Quality of Provision

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

### Core Parent Areas

Choice of subjects  
Quality of teaching  
Developing potential  
School discipline  
School security/safety  
Community spirit  
Personal Social Health Education  
Careers advice  
Communication between school and parents  
Exam results  
Caring/approachable attitude of teachers  
Levels of homework

### Additional Areas

Encouraging and listening to parent views  
Explaining to parents how to help their child  
Encouraging pupils' activity in the local community  
Tailoring workload to child's needs and ability  
Treating all pupils fairly and equally  
Ensuring pupils do their best and make good progress  
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?

<b>School discipline</b>	<b>76.0%</b>
<b>Exam results</b>	<b>71.3%</b>
<b>Levels of homework</b>	<b>70.6%</b>
<b>Developing potential</b>	<b>69.0%</b>
<b>Quality of teaching</b>	<b>68.8%</b>
<b>Choice of subjects available</b>	<b>68.1%</b>
<b>Ensuring pupils do their best and make good progress</b>	<b>67.7%</b>
<b>Explaining to parents how to help their child</b>	<b>67.0%</b>
<b>Tailoring workload to child's needs and ability</b>	<b>66.3%</b>
<b>Written reports</b>	<b>66.3%</b>
<b>Encouraging and listening to parent views</b>	<b>64.1%</b>

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

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

Healthy lifestyle - Diet	80.5%
Extra curricular activities	77.7%
Healthy lifestyle - Exercise	77.5%
School security	71.9%
Developing potential	69.0%
Choice of subjects	68.1%
Business studies	66.8%
Personal Social Health Education	66.7%
Tailoring workload to child's needs and ability	66.3%
Careers advice	64.7%
Encouraging pupils' activity in the local community	63.8%

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

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

Truancy control	71.0%
Developing potential	69.0%
Personal Social Health Education	66.7%
Treating pupils fairly and equally	66.4%
Tailoring workload to child's needs and ability	66.3%
Careers advice and guidance	64.7%
Communication between school and parents	63.4%
Caring/approachable teachers	62.0%

Your average parental grade for this section = 2.4 = Good = **SEF Grade 2**

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

For Section 5d. we suggest you quote the following - "based on the three categories above, which are relevant to 'quality of provision', we have calculated your average parental grade as = 2.9 = Satisfactory = **SEF Grade 3**".

**5e. 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.

	<u>% of parents</u>
<b>School communication</b>	<b>15%</b>
<b>Caring teachers</b>	<b>11%</b>
<b>Developing potential</b>	<b>9%</b>

**5 Grade. Overall suggested grading:**

		Grading
Quality of teaching and learning	Whole school	<b>Good</b> (2.0)
	6th Form	<b>Satisfactory</b> (2.7)
Quality of curriculum and other activities	Whole school	<b>Good</b> (2.0)
	6th Form	<b>Satisfactory</b> (3.0)
Quality of care, guidance and support for learners	Whole school	<b>Good</b> (2.4)
	6th Form	<b>Satisfactory</b> (3.1)

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 potential  
Caring/approachable attitude of teachers

### **Additional Areas**

Quality of school management  
Tailoring workload to child's needs and ability  
Treating pupils fairly and equally

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

<b>Computer access</b>	<b>71.4%</b>
<b>Availability of resources</b>	<b>71.1%</b>
<b>Developing potential</b>	<b>69.0%</b>
<b>Quality of teaching</b>	<b>68.8%</b>
<b>School facilities</b>	<b>68.2%</b>
<b>Quality of school management</b>	<b>68.2%</b>
<b>Tailoring workload to child's needs and ability</b>	<b>66.3%</b>
<b>Caring/approachable teachers</b>	<b>62.0%</b>

Your average parental grade for this section = 2.1 = Good = **SEF Grade 2**

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

For Section 6b. we suggest to quote the following - "based on the 8 criteria surveyed, which are relevant to 'learners personal development and well-being', we have calculated your average parental grade as = 2.4 = Good = **SEF Grade 2**".

**6c. 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>
<b>School facilities</b>	<b>12%</b>
<b>Caring teachers</b>	<b>11%</b>
<b>Developing potential</b>	<b>9%</b>

**6 Grade. Overall suggested grading:**

		Grading
Effectiveness of leadership and management	Whole school	<b>Good</b> (2.1)
	Sixth Form	<b>Good</b> (2.4)

**Section 7. Overall Effectiveness**

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

The following criterion shows a significant improvement at the 95% confidence level since your last survey. You should mention here any steps you have taken which have influenced this improvement in scores.

Art

Of the parents whose children were not new to the school, 39% said the school had improved.

With regard to the school's specialist status, 57% of the parents describe the specialist status as either important, or very important, for their child's education.

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

Parents' "Overall" satisfaction survey rating: **77.6% = Good**

Average rating from SEF categories results = 2.0 = Good = **SEF Grade 2**

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

Percentage selecting poor or very poor	2.1%
Percentage selecting good or very good	86.0%

With regard to strengths and weaknesses, please refer to the results given in full on the Strengths & Weaknesses summary on page 31 of this report.

**7c. How well does the school work in partnerships with others?**

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

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

Sixth form parents' "Overall" satisfaction survey rating **77.1% = Good**

Average Sixth form rating from SEF categories results 2.7 = Satisfactory = **SEF Grade 3**

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

Percentage selecting poor or very poor	2.8%
Percentage selecting good or very good	88.7%

With regard to the school's specialist status, 22.0 % of the parents of 6th formers, describe the specialist status as either important, or very important, for their child's education.

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

The following five criteria are the parents top priority for improvement.

	<b><u>% of parents</u></b>
<b>School communication</b>	<b>15%</b>
<b>School facilities</b>	<b>12%</b>
<b>Caring teachers</b>	<b>11%</b>
<b>Developing potential</b>	<b>9%</b>
<b>Careers advice</b>	<b>9%</b>

The following criteria achieved scores below the red line, and therefore, should be considered for having the capacity for further improvement.

- Drama**
- Encouraging and listening to student views**

**7f. 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>Good</b> (2.0) b/ <b>Good</b> (2.0)
Capacity to make further improvements	Your assessment required
Improvement since last inspection	Your assessment required
Effectiveness of 6th Form *	a/ <b>Good</b> (2.0) b/ <b>Satisfactory</b> (2.7)

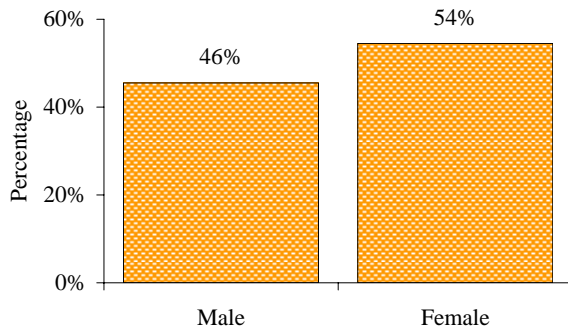
\* Two suggested Overall scores are given:

a/ the overall parental satisfaction rating given for the school.

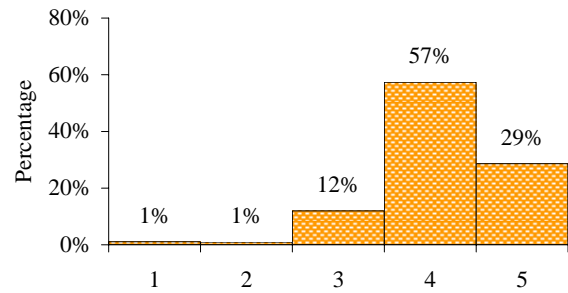
b/ the average grade achieved for the SEF categories.

**Graphical Analysis of Results**  
**For All**  
**Questions and Criteria**

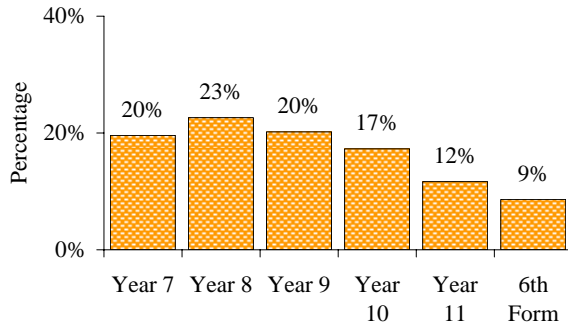
### Sex of Pupil



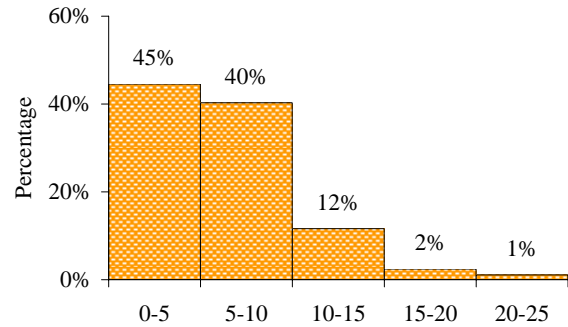
### Overall, rate the performance of the school



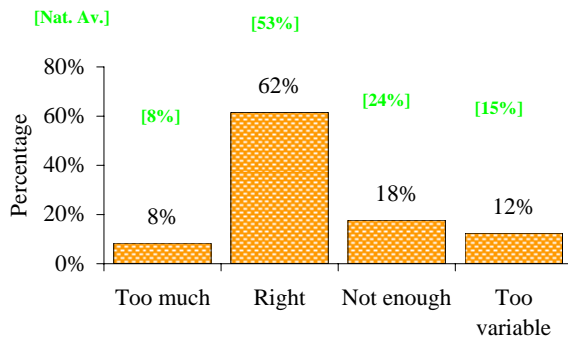
### Year Group



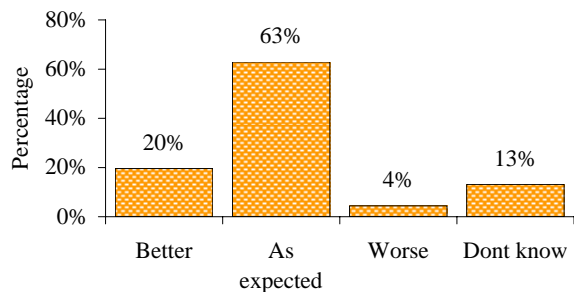
### Hours of Homework per Week



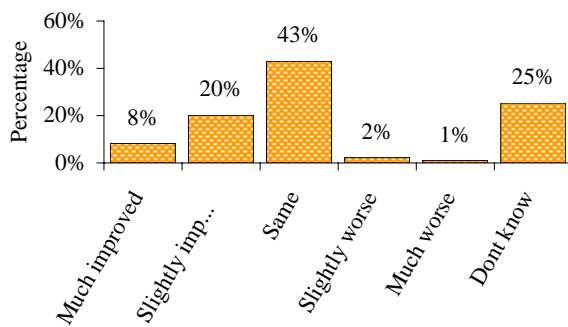
### Describe the Amount of Homework Given



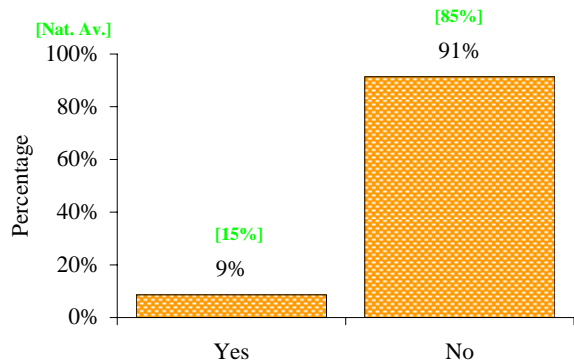
### Has the school lived up to your expectations?



### Performance compared to last year

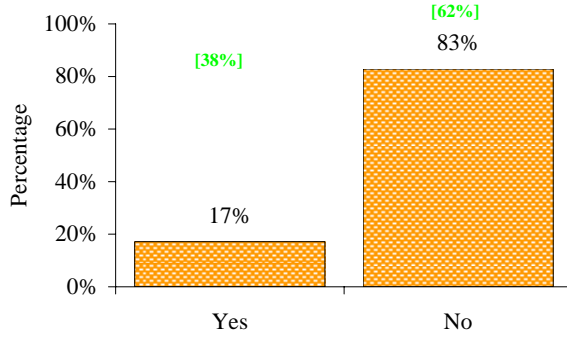


### Pushed too hard in anything?

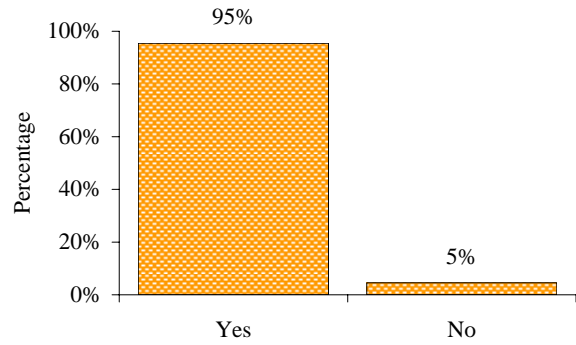


### Not pushed hard enough in anything?

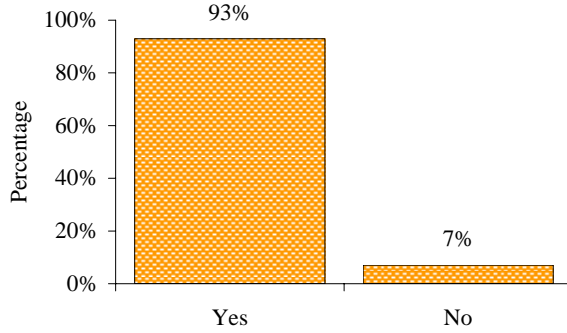
[Nat. Av.]



### Access to a computer at home?

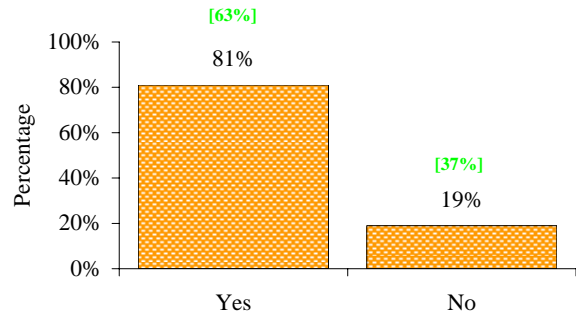


### Are you on the Internet at home?



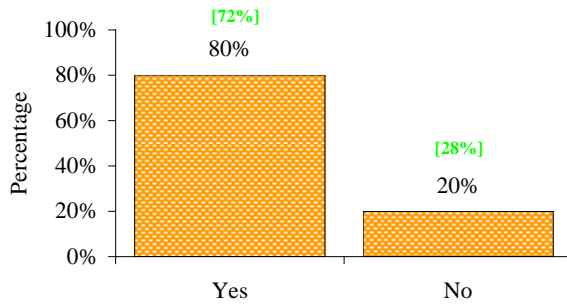
### School encourages healthy lifestyle through diet

[Nat. Av.]



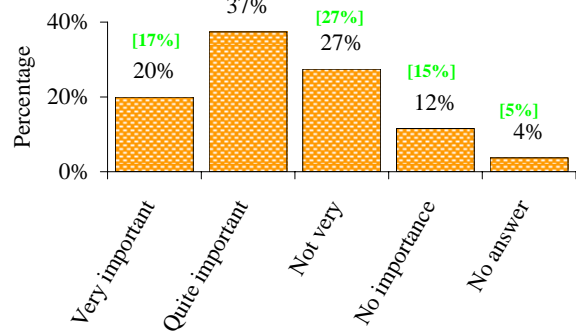
### School encourages healthy lifestyle through exercise

[Nat. Av.]



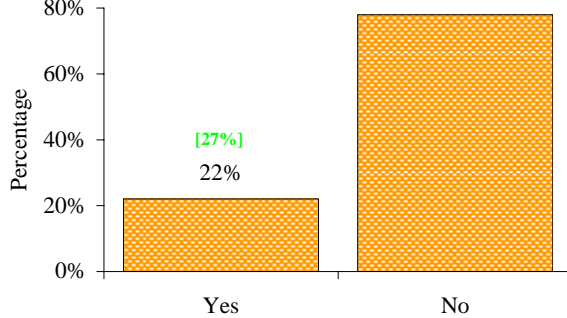
### Importance of Specialist status

[Nat. Av.]



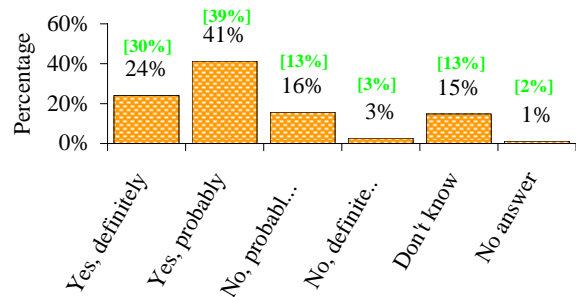
### Did you Consider Another School?

[Nat. Av.]

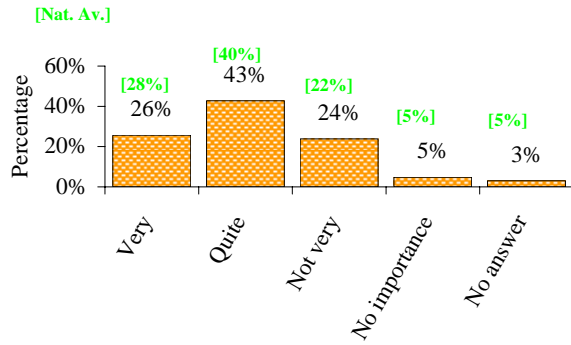


### Do you expect that your child will one day attend University?

[Nat. Av.]



**How important is it that your child goes to University?**

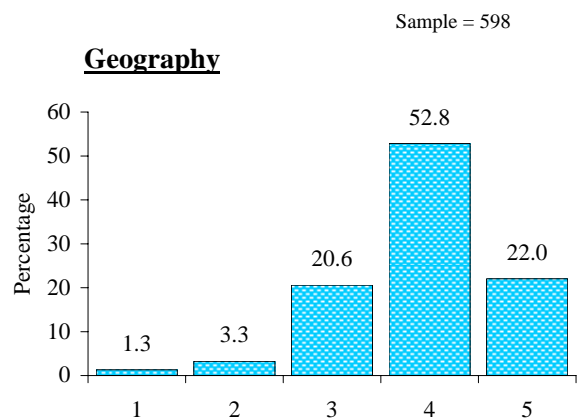
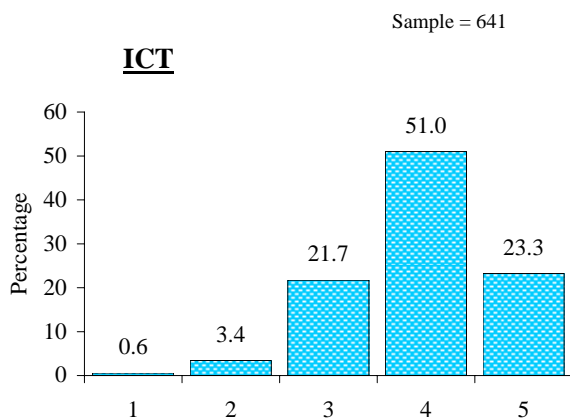
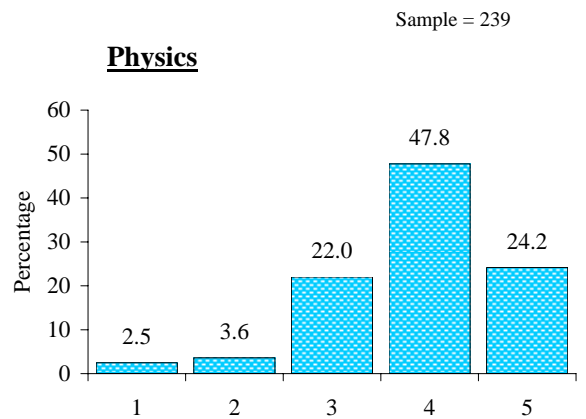
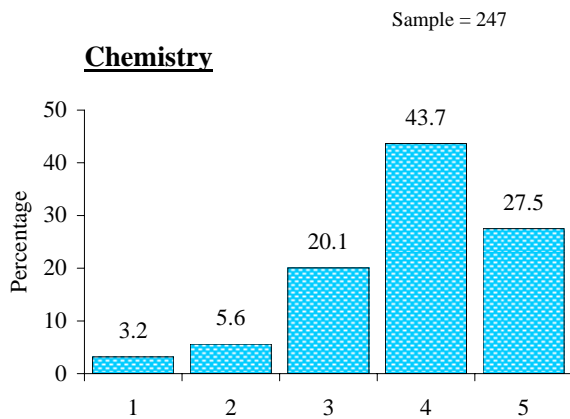
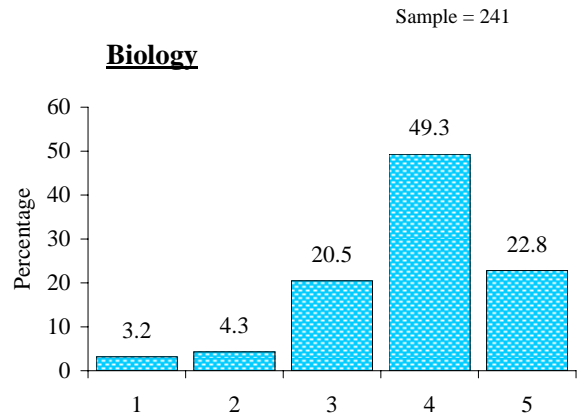
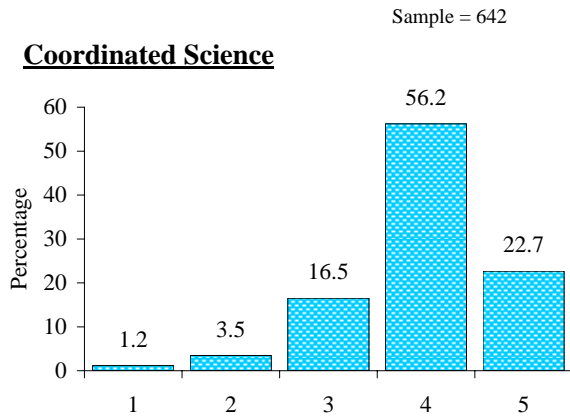
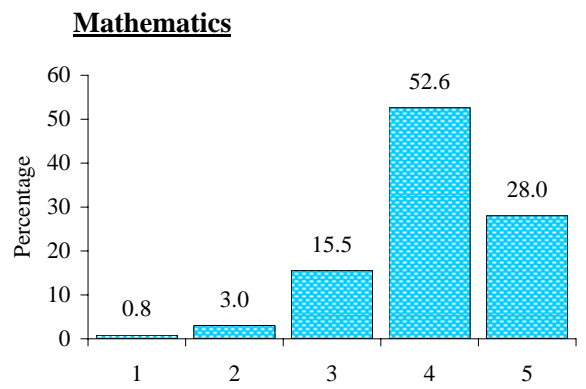
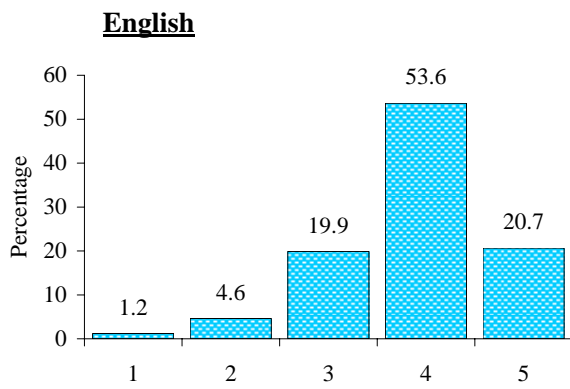


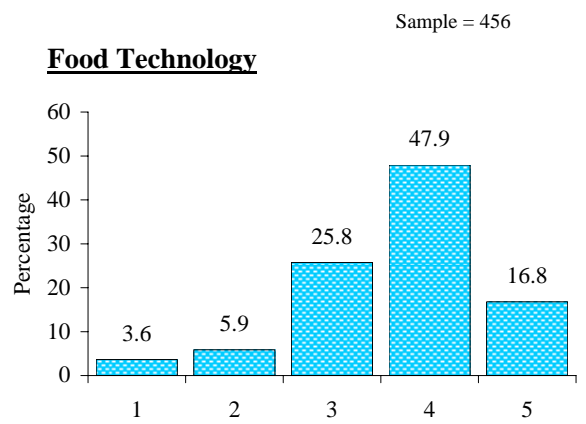
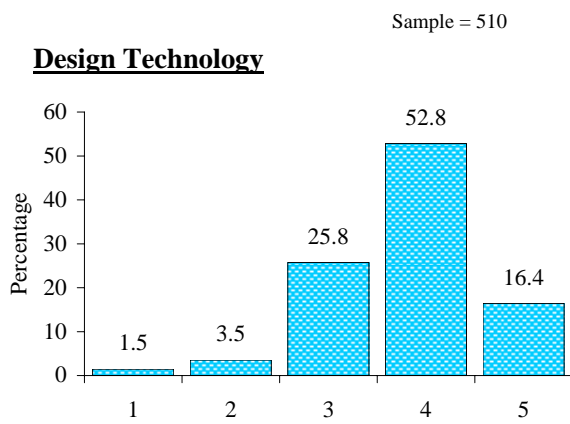
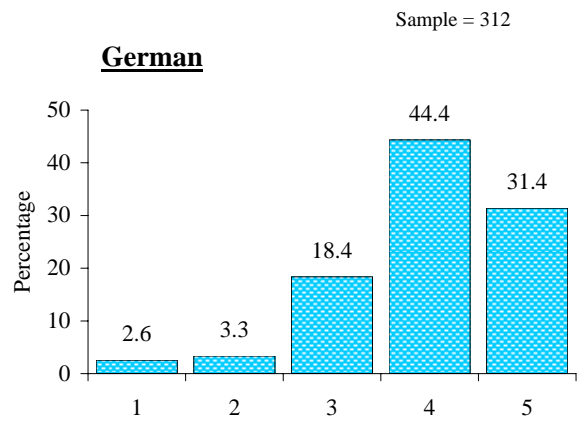
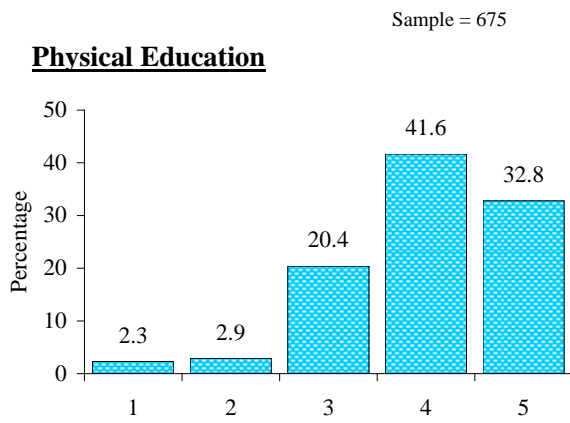
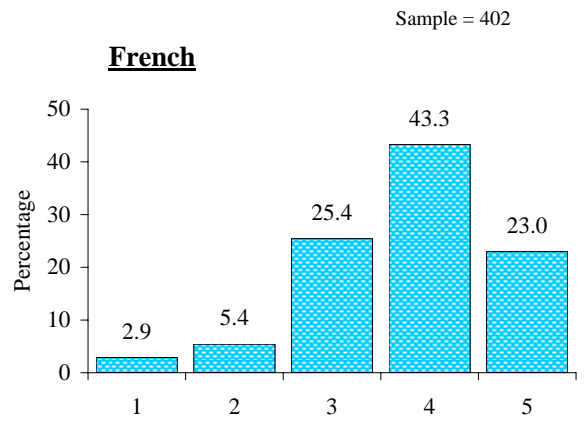
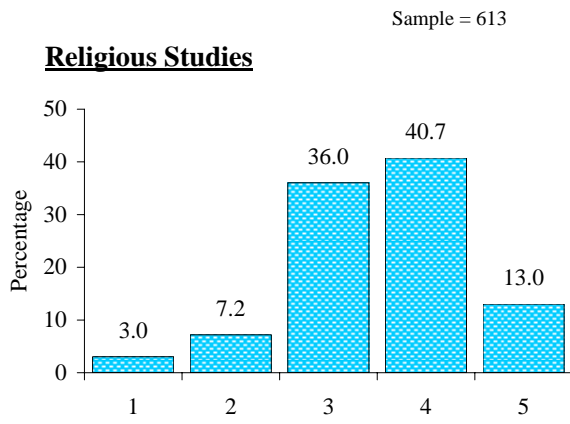
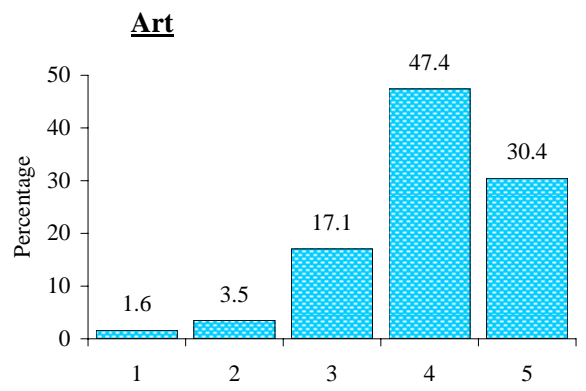
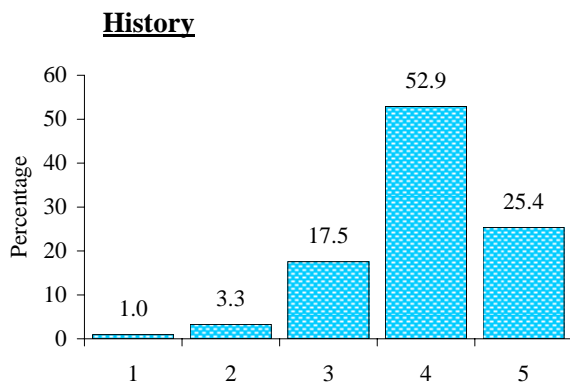
## **Bar Chart Results**

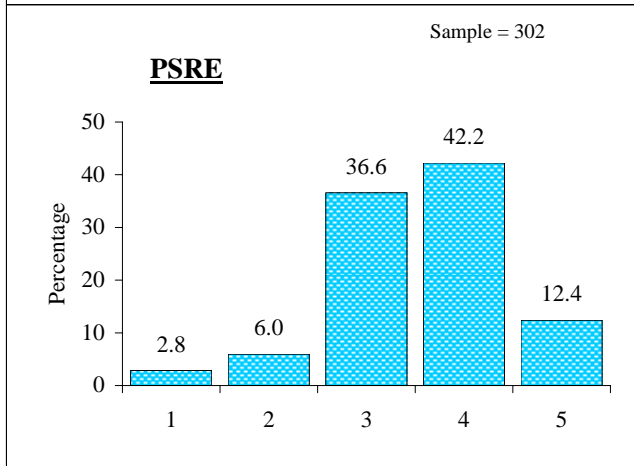
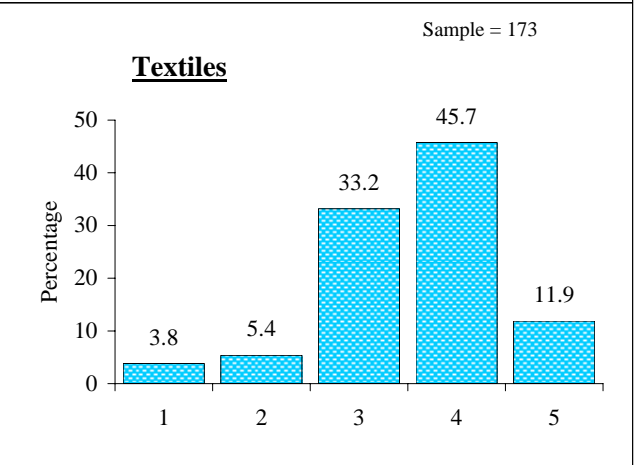
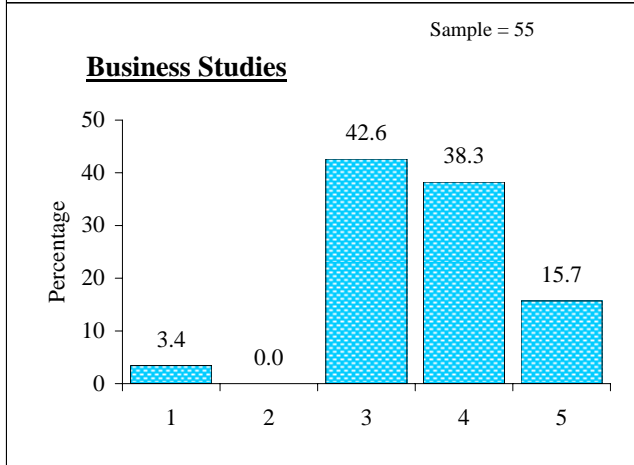
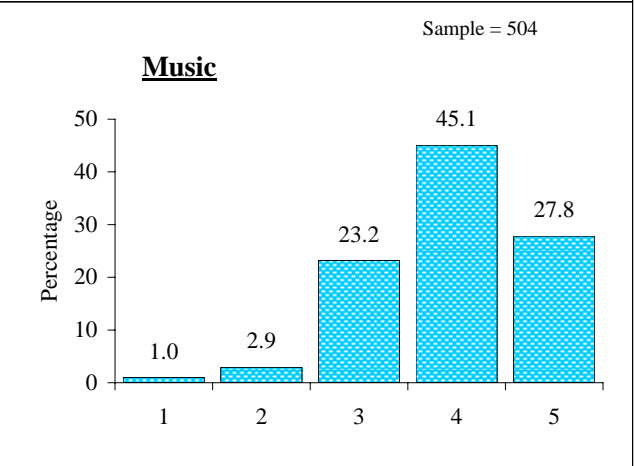
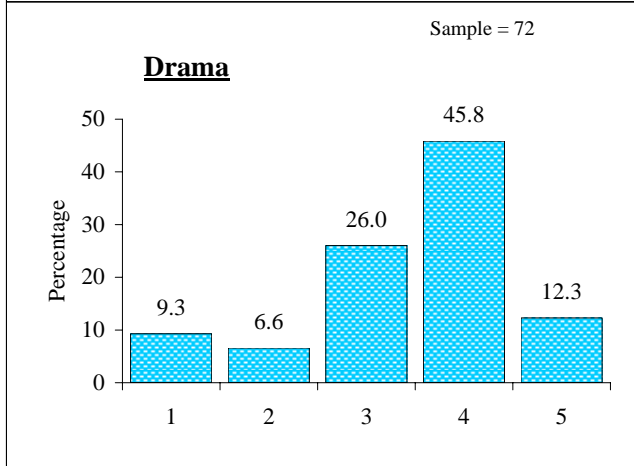
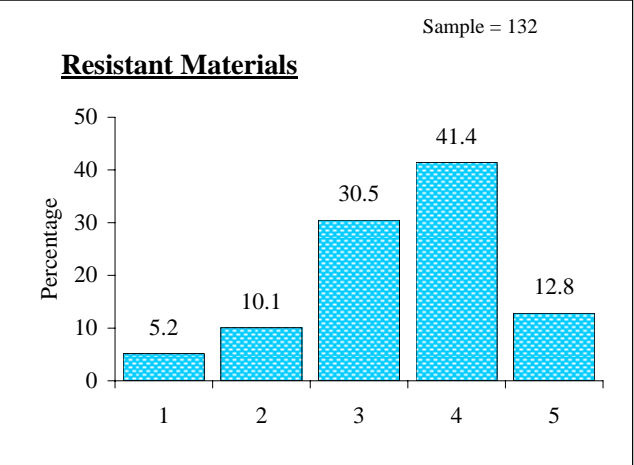
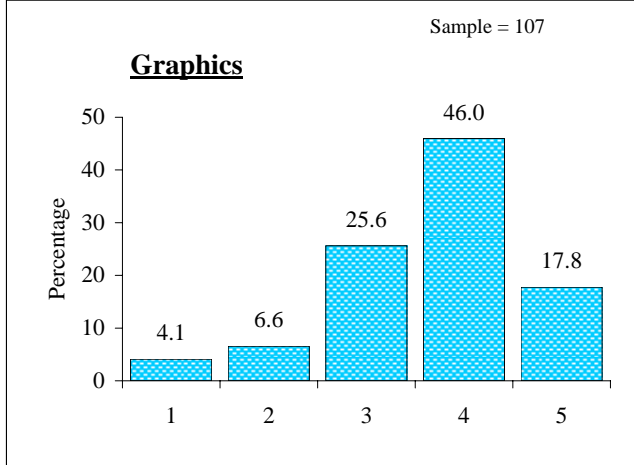
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good"

## **Academic Subjects**

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

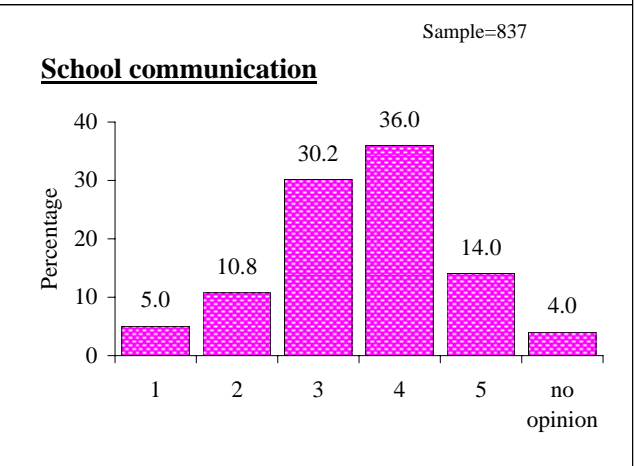
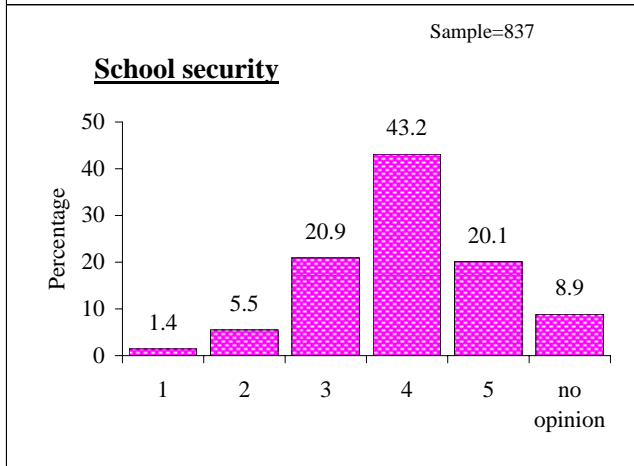
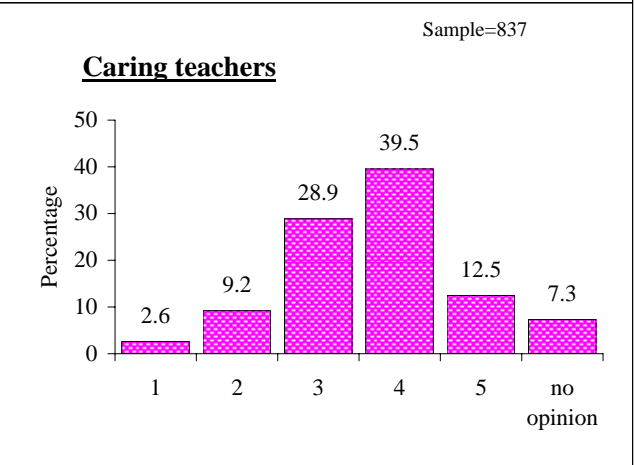
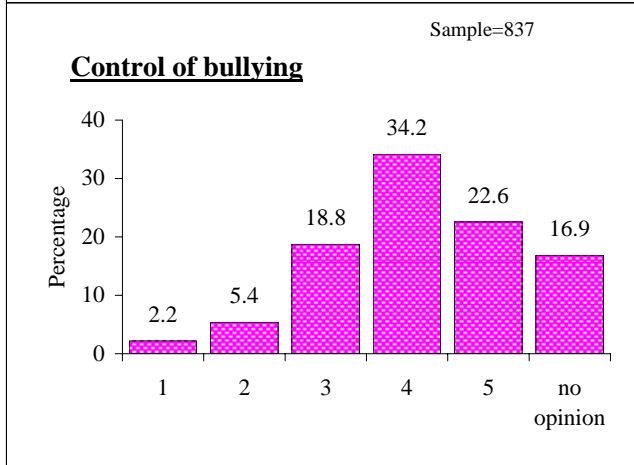
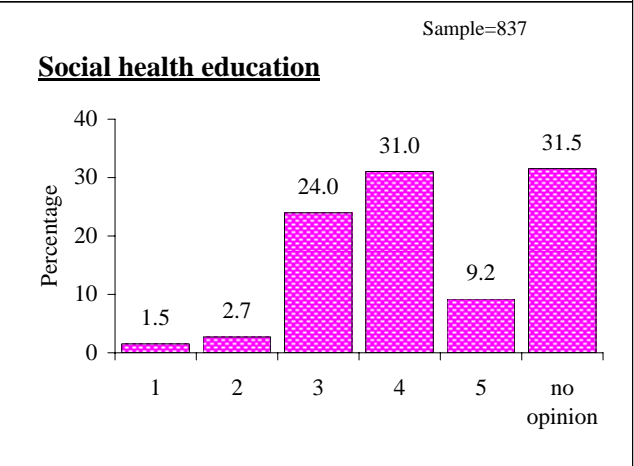
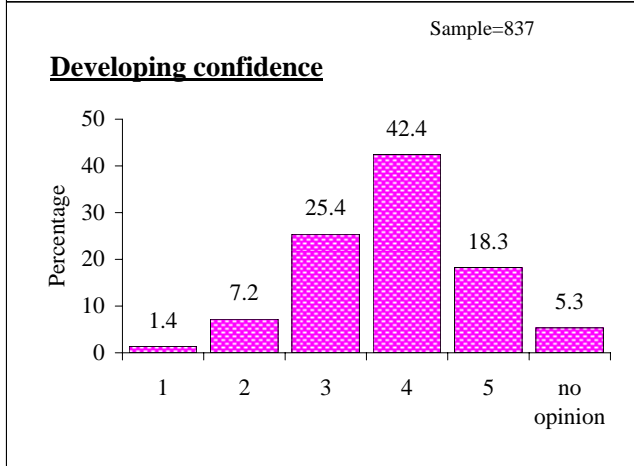
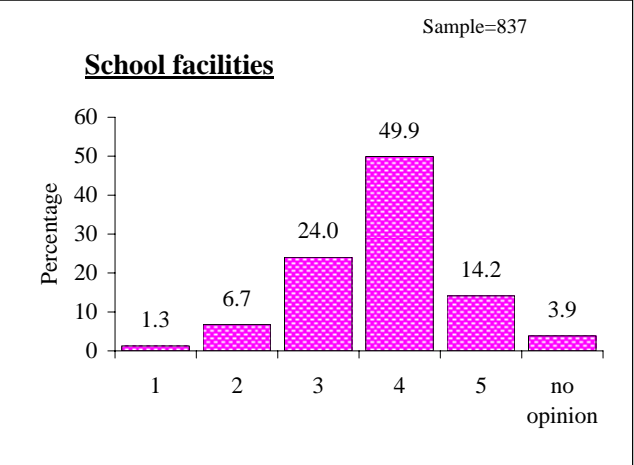
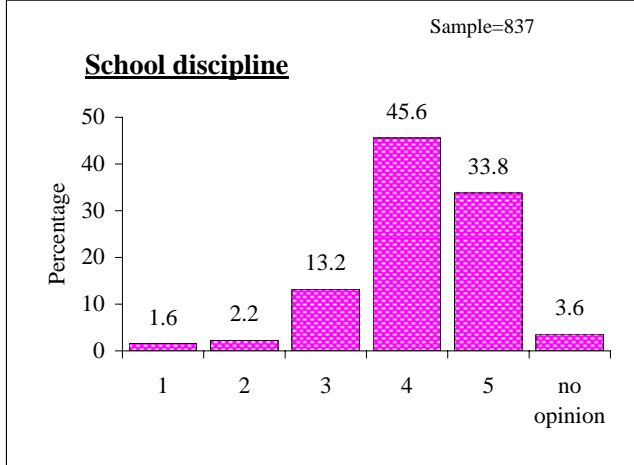






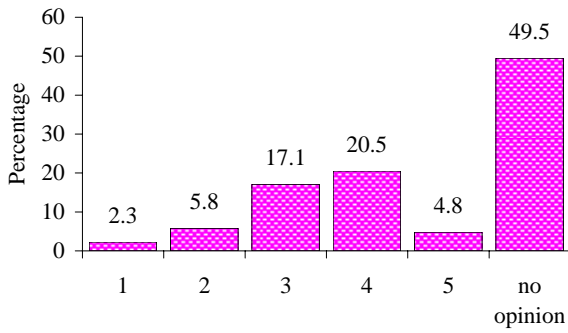
**Non-Academic**  
**Selected Parent Priorities**

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



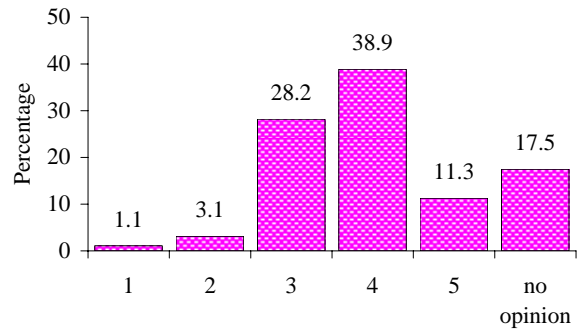
Sample=837

**Careers advice**



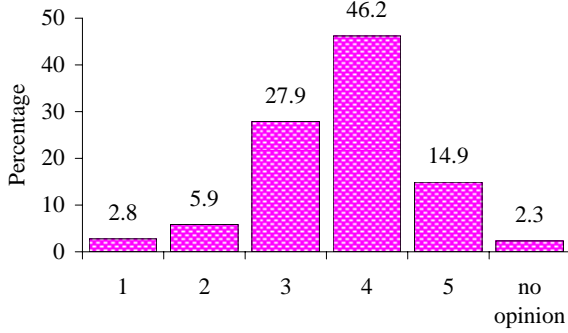
Sample=837

**Developing moral values**



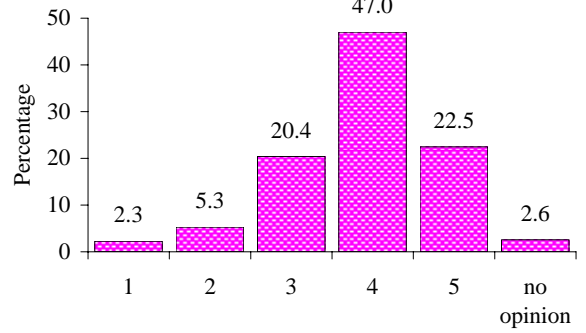
Sample=837

**Levels of homework**



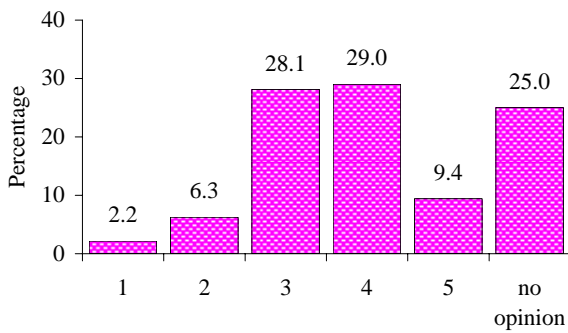
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**Happiness of child**



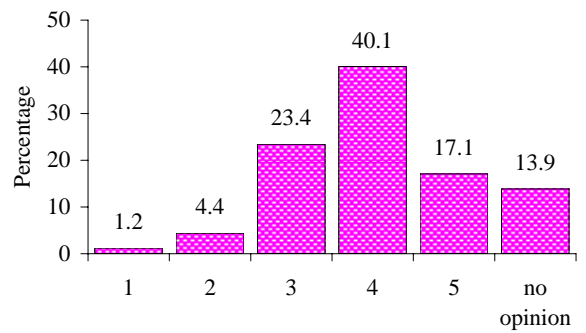
Sample=837

**Community spirit**



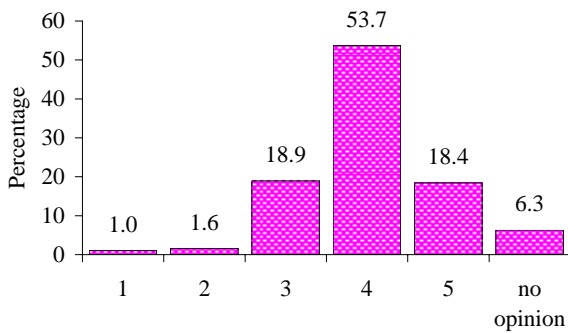
Sample=837

**Developing potential**



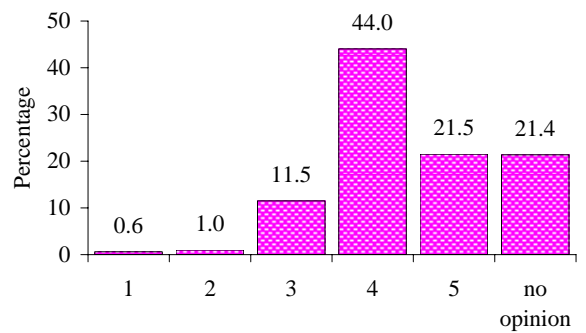
Sample=837

**Teaching quality**



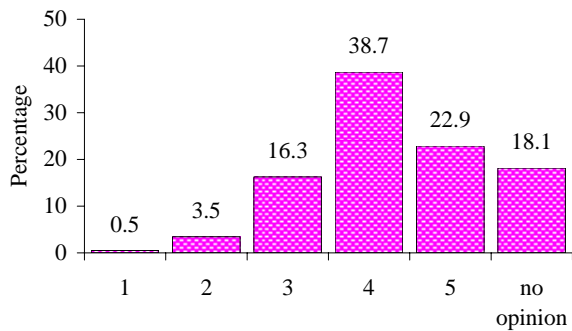
Sample=837

**Exam results**



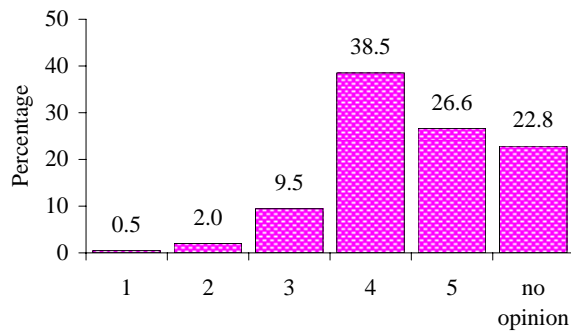
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### Choice of subjects



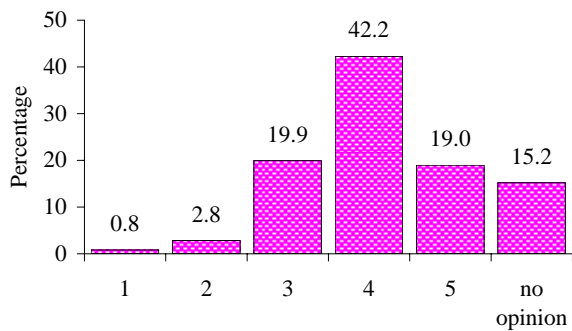
Sample=837

### Truancy control



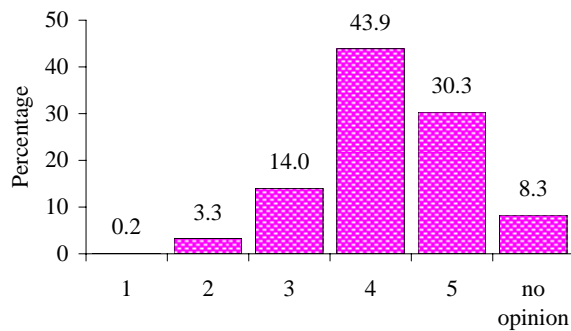
Sample=837

### Availability of resources



Sample=837

### Computer access

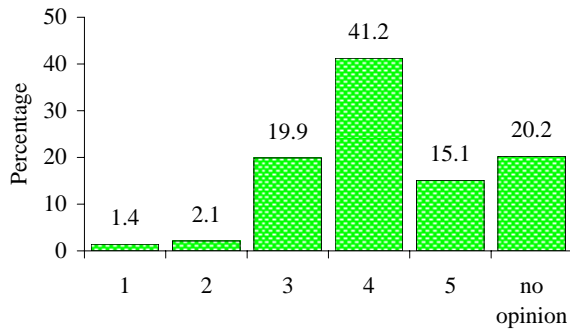


### **Additional Selected Criteria**

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

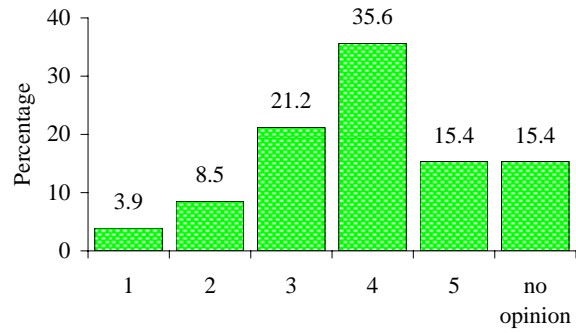
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**Quality of school management**



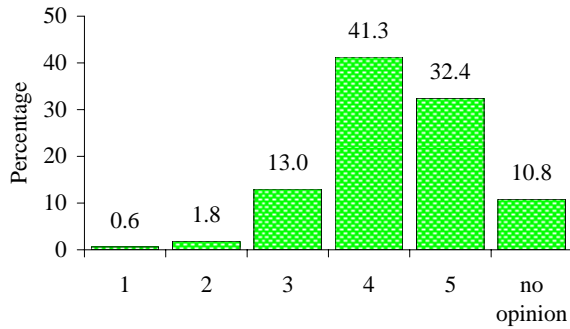
Sample=837

**Treating all students fairly and equally**



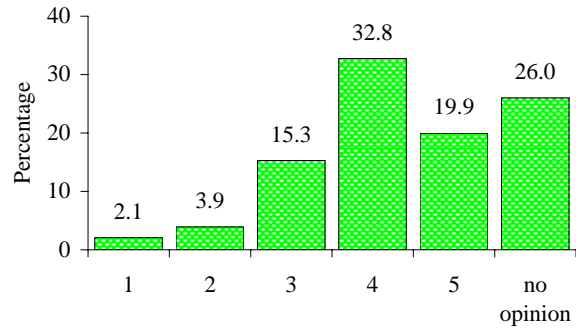
Sample=837

**Extra curricular activities**



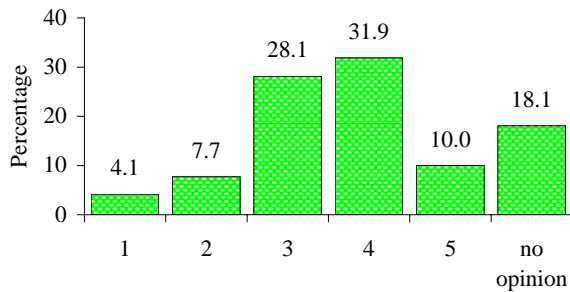
Sample=837

**School meals**



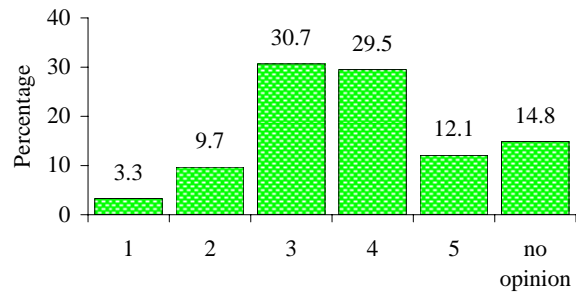
Sample=837

**Encouraging and listening to parent views**



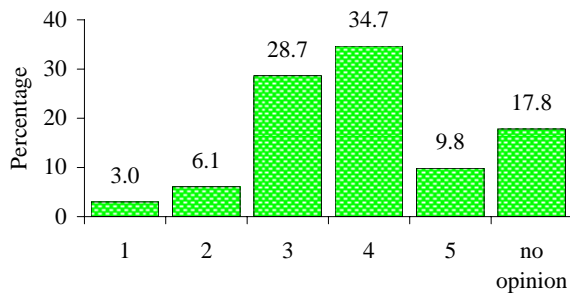
Sample=837

**Explaining to parents how to help their child**



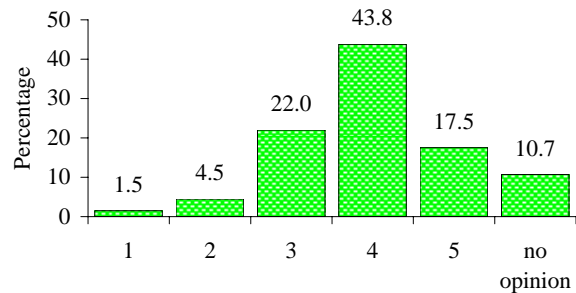
Sample=837

**Tailoring workload to childs needs and ability**

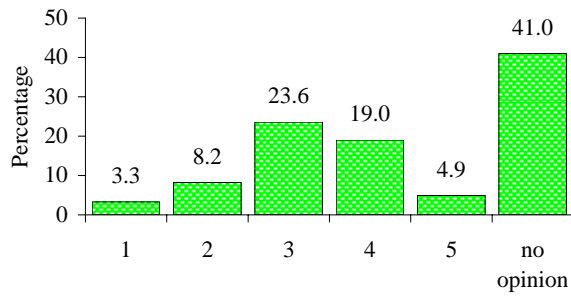


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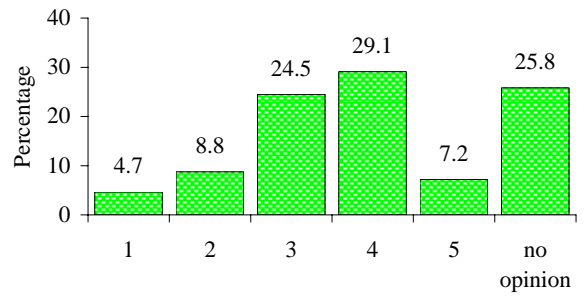
**Ensuring students do best and make good progress**



**Encouraging students' activity in the local community**



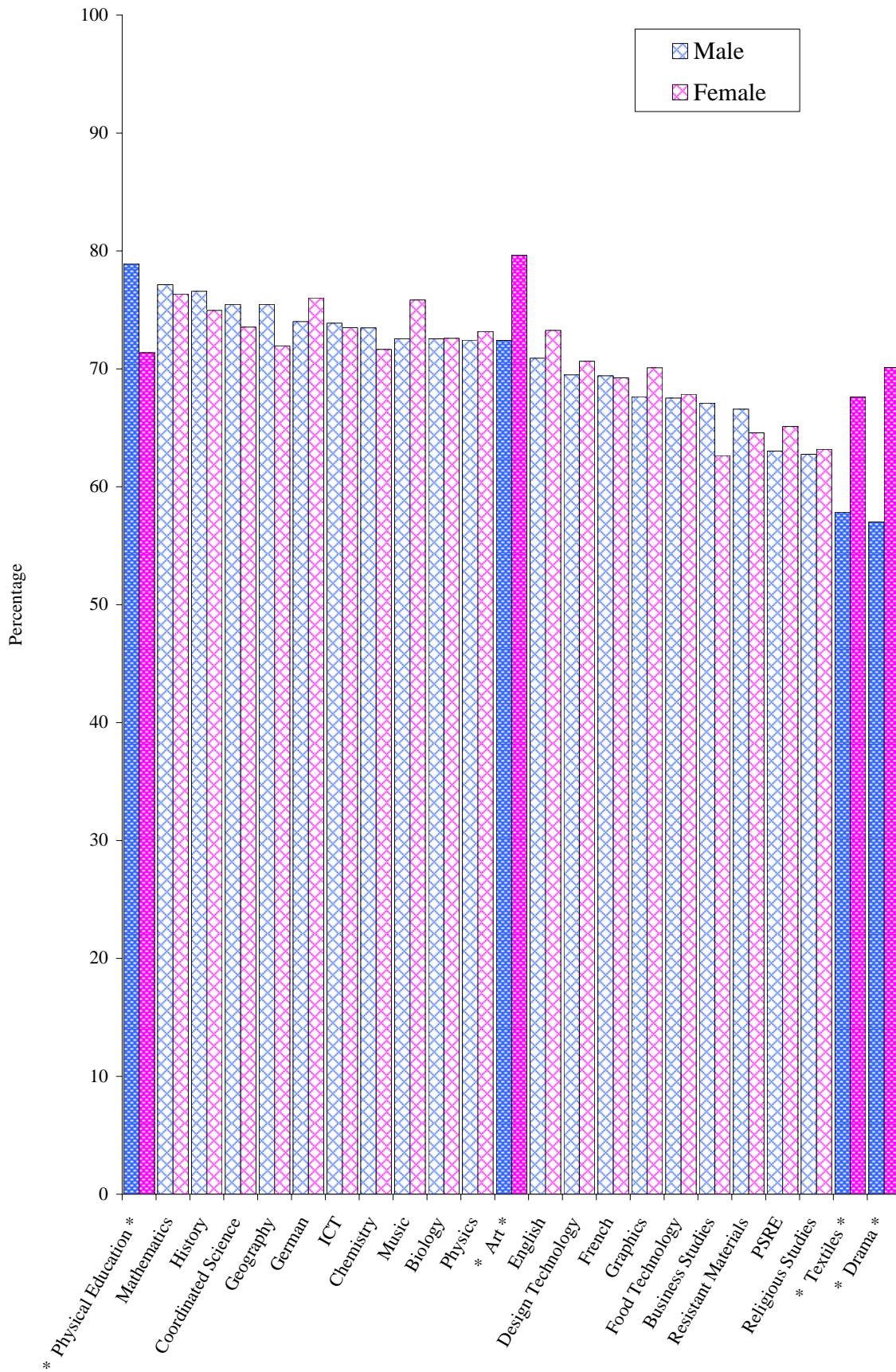
**Encouraging and listening to student views**



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

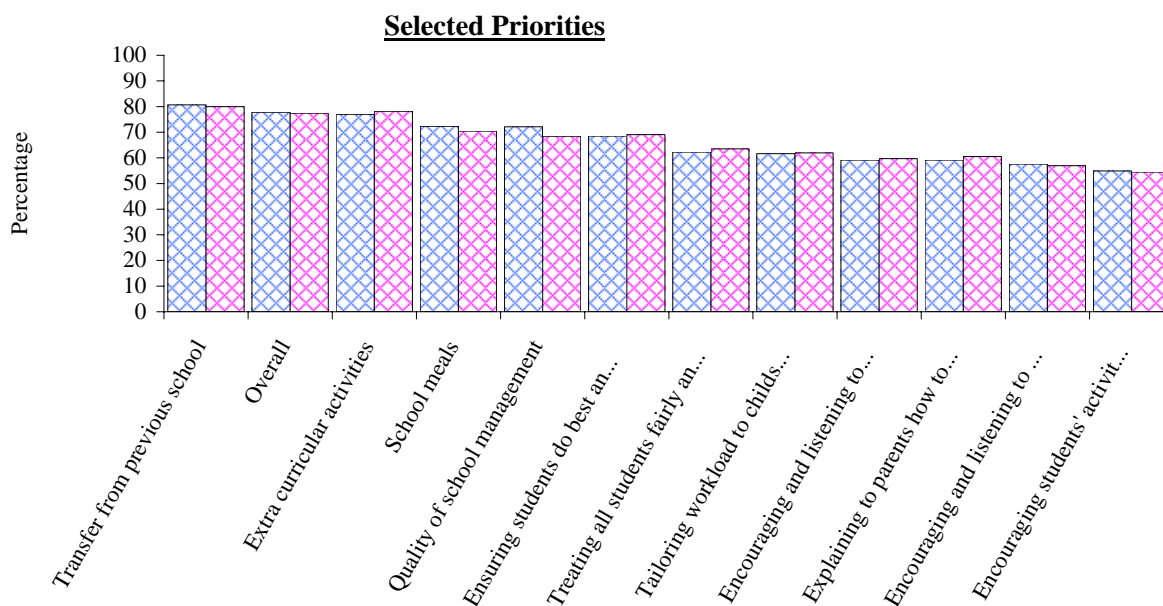
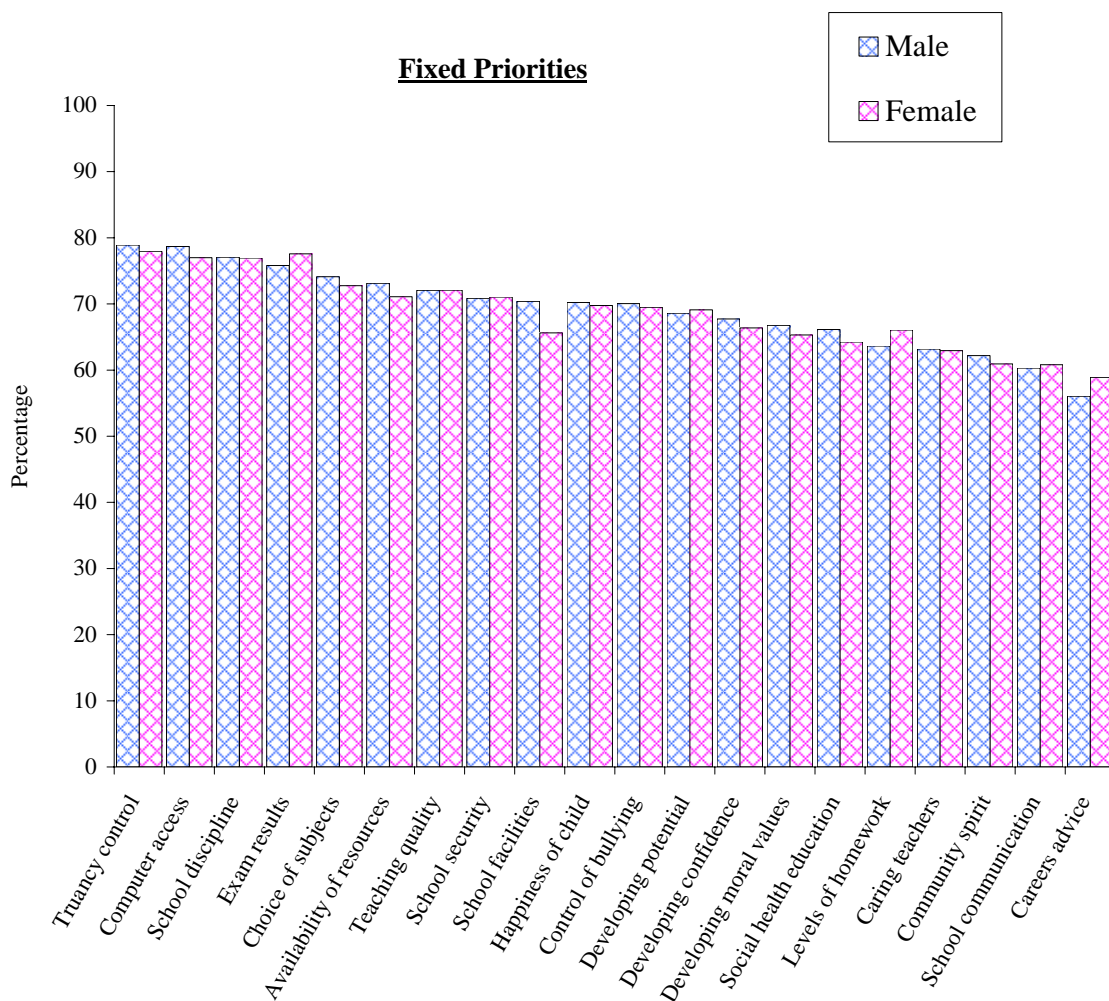
# Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Sex of Pupil

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



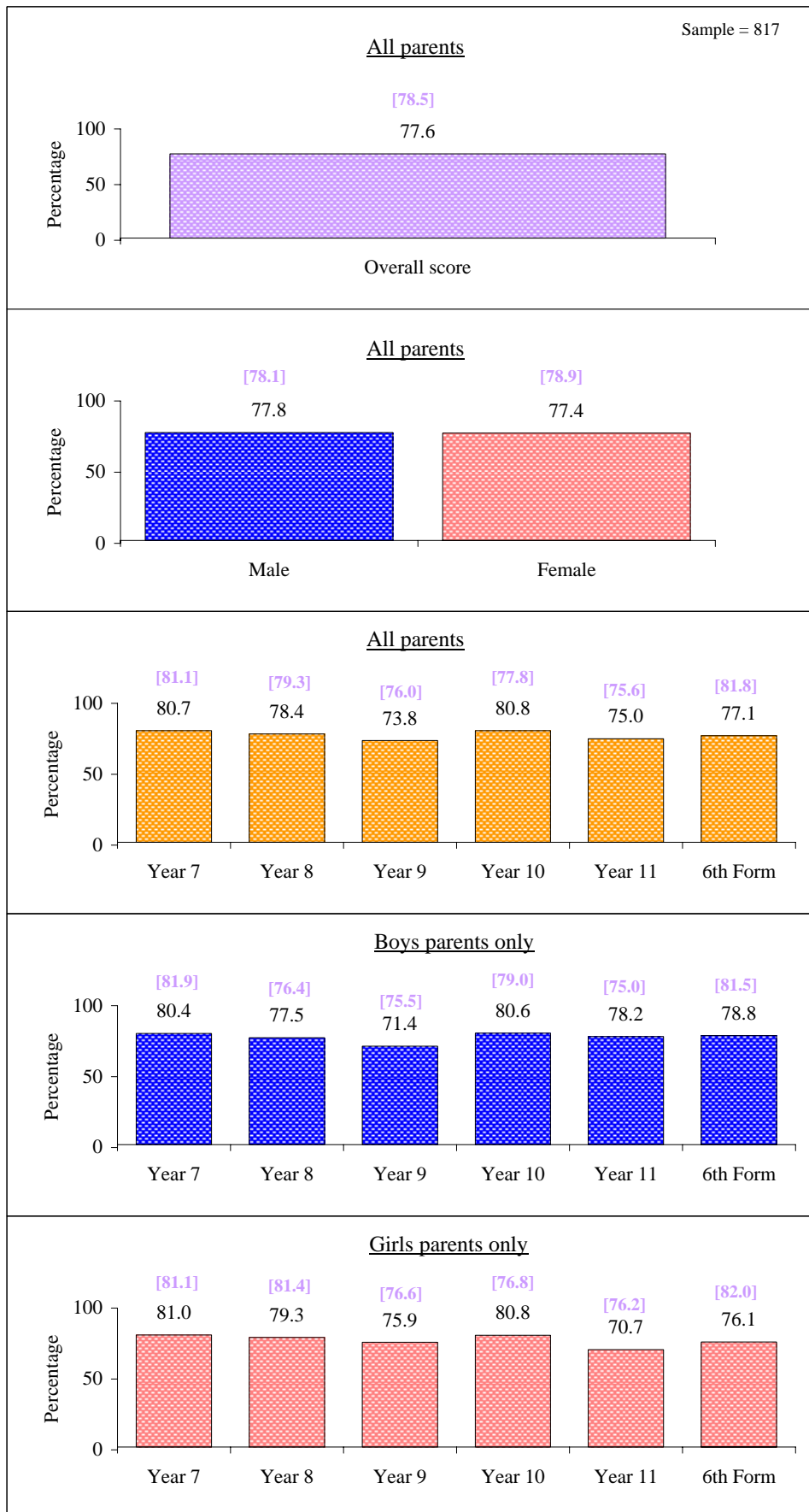
**Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Sex of Pupil**

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



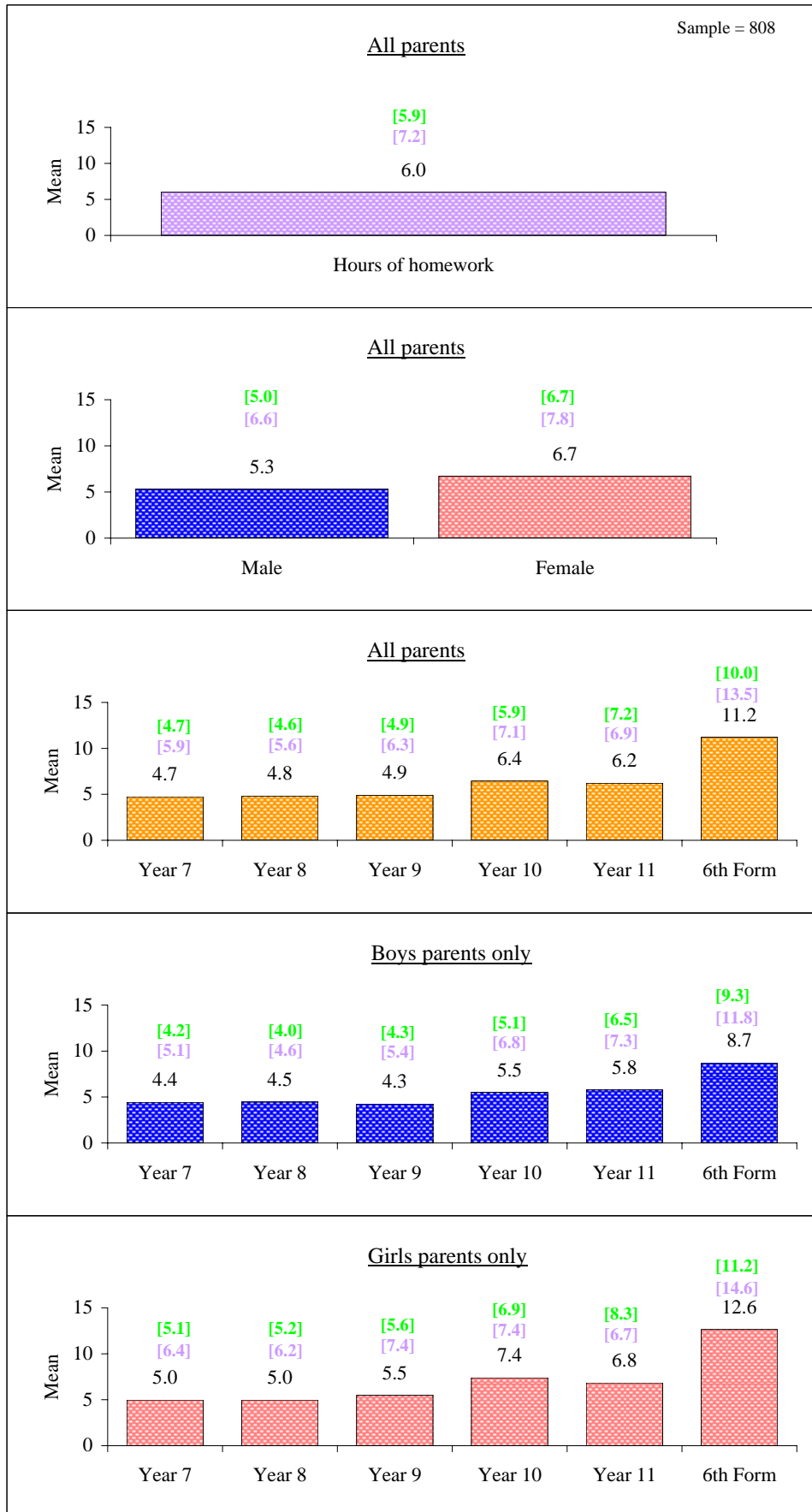
**Graphs to Show the Overall Performance Scores Given by Parents,  
Broken Down by Year Group and Sex of Pupil.**

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



**Graphs to show the Mean Number of Hours that Pupils actually spend on Homework, broken down by Year Group and Sex of Pupil.**

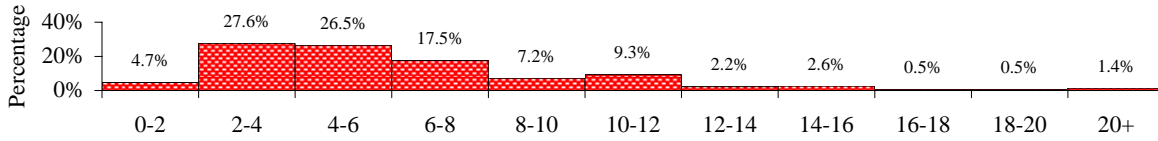
National average figures are given in [brackets], this school's last year figures in [brackets]



**Graphs to show the Range of Time spent on Homework,  
broken down by Year Group**

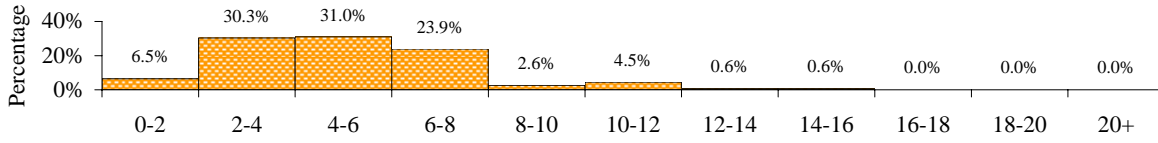
Sample = 808

All Parents



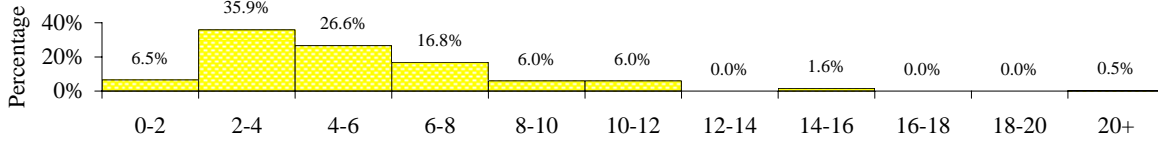
Sample = 155

Year 7



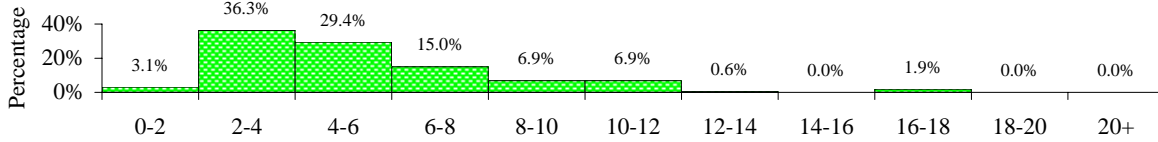
Sample = 184

Year 8



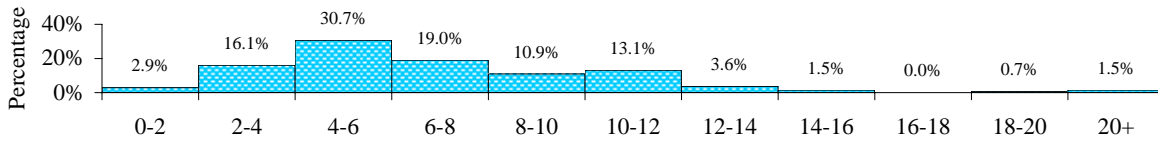
Sample = 161

Year 9



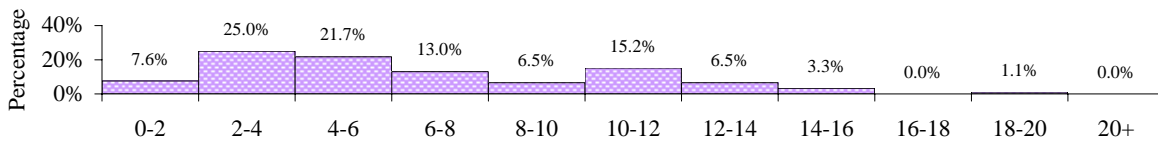
Sample = 137

Year 10



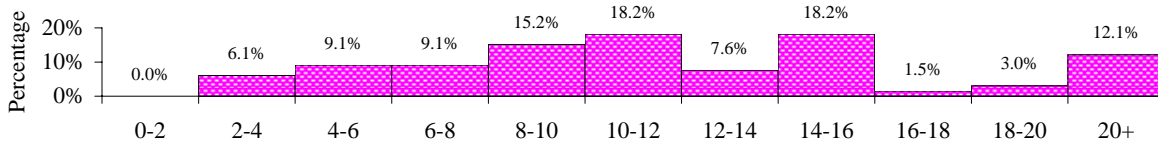
Sample = 92

Year 11



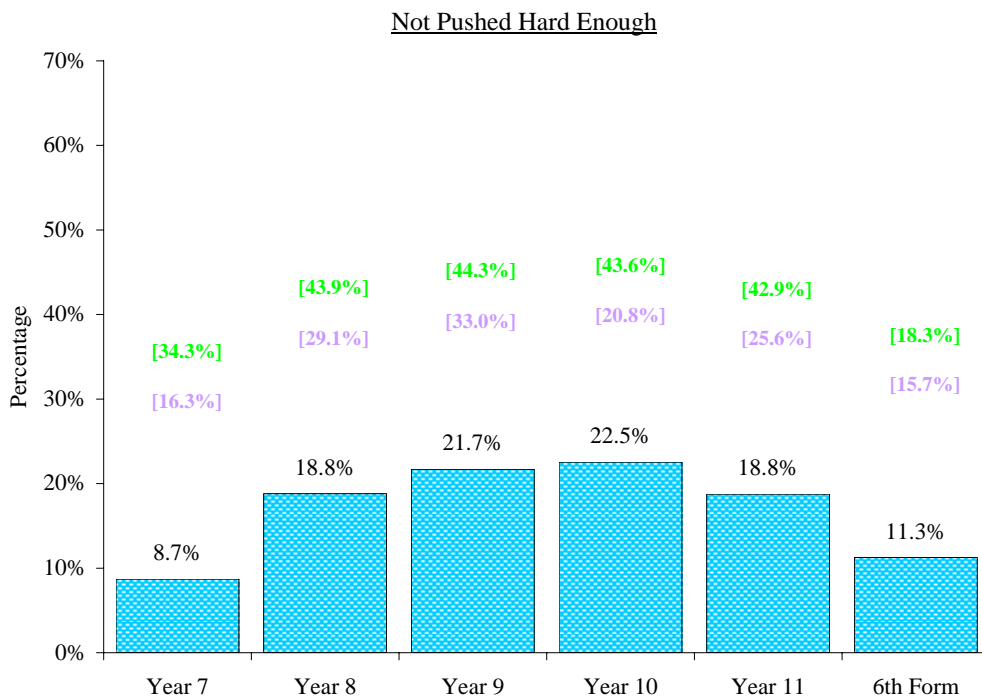
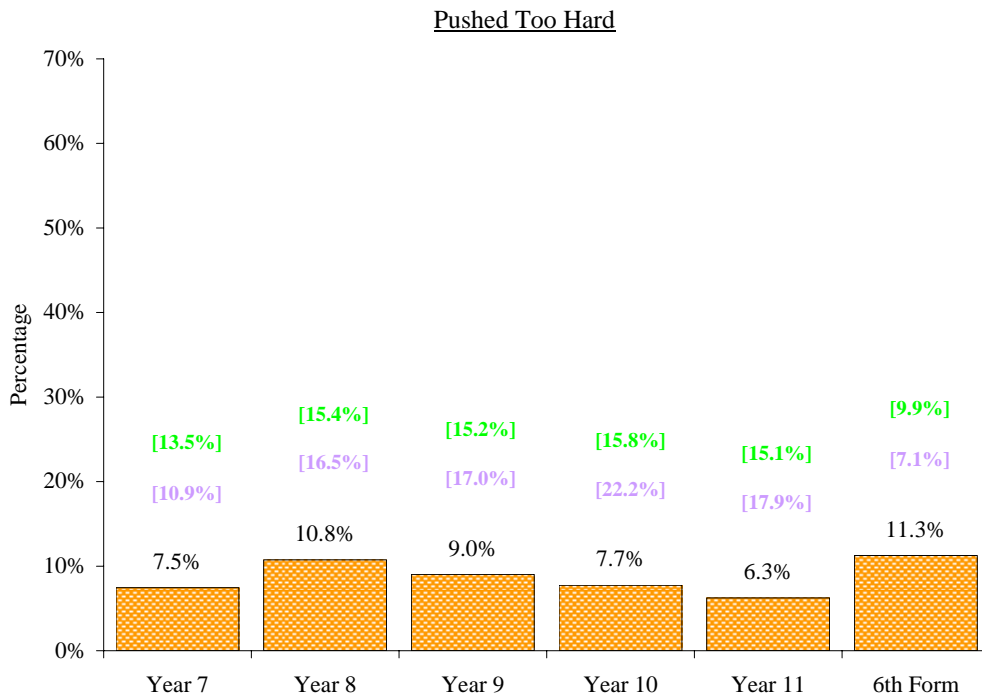
Sample = 66

6th Form



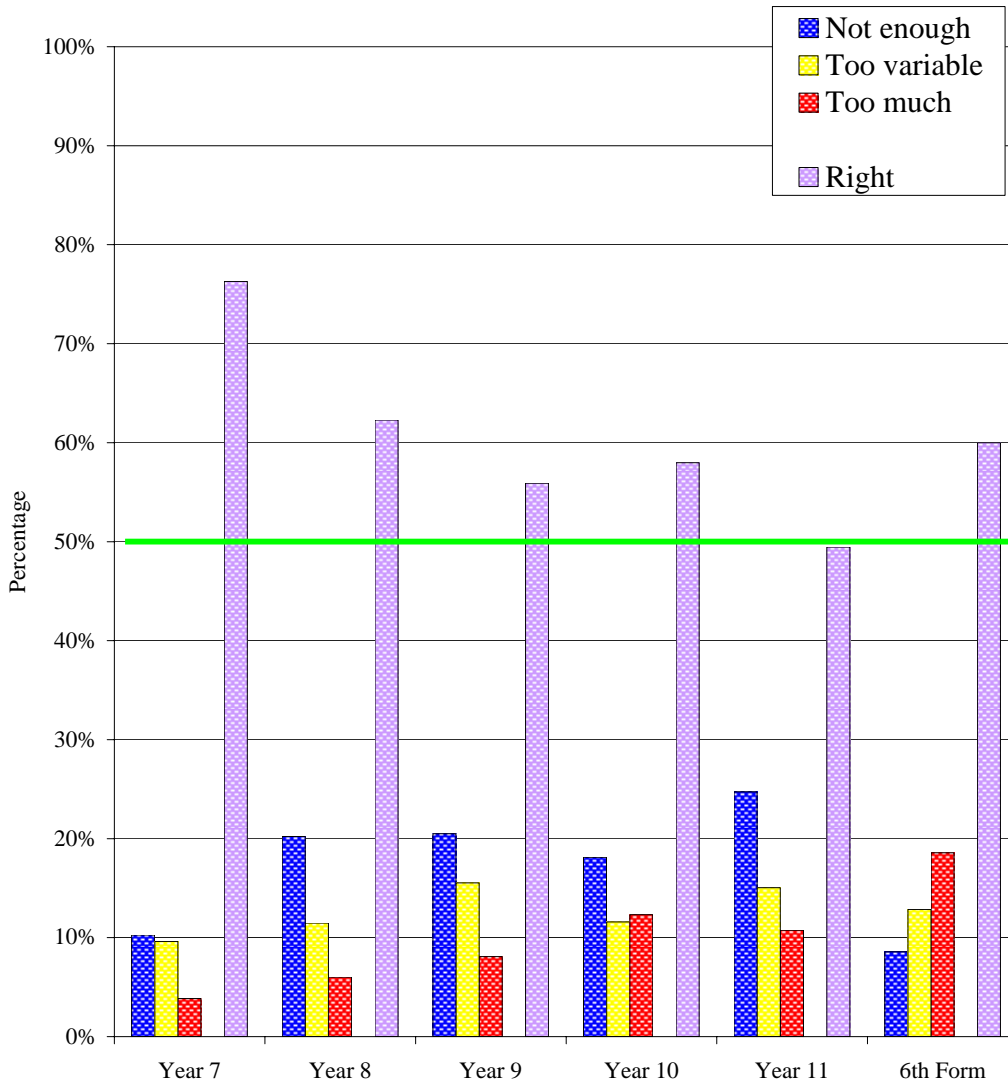
**Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group**

National average figures are given in [brackets], this school's last survey figures in [brackets]



**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 11.



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.

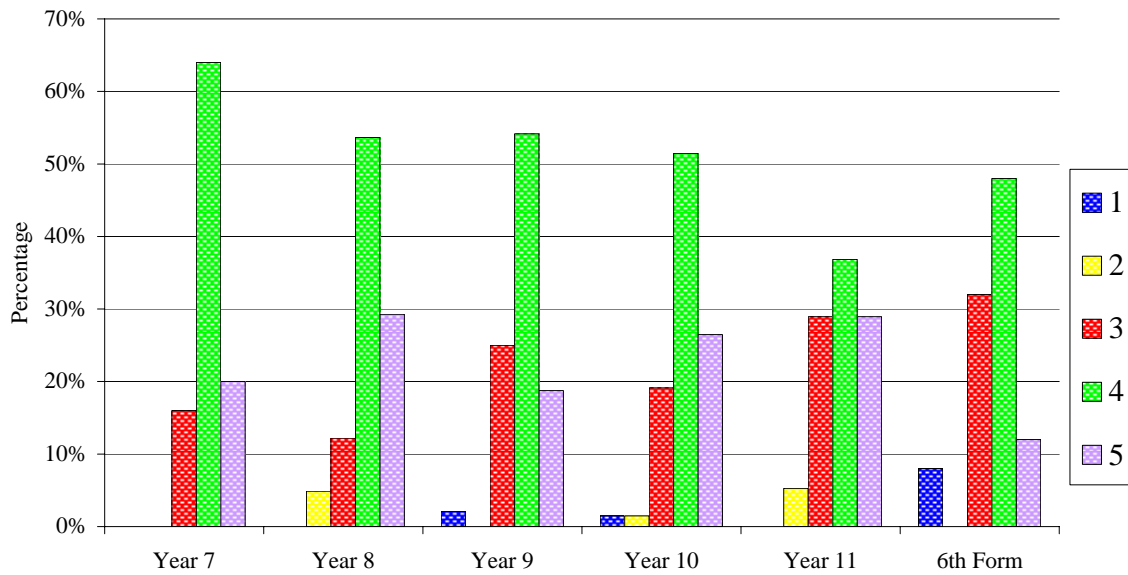
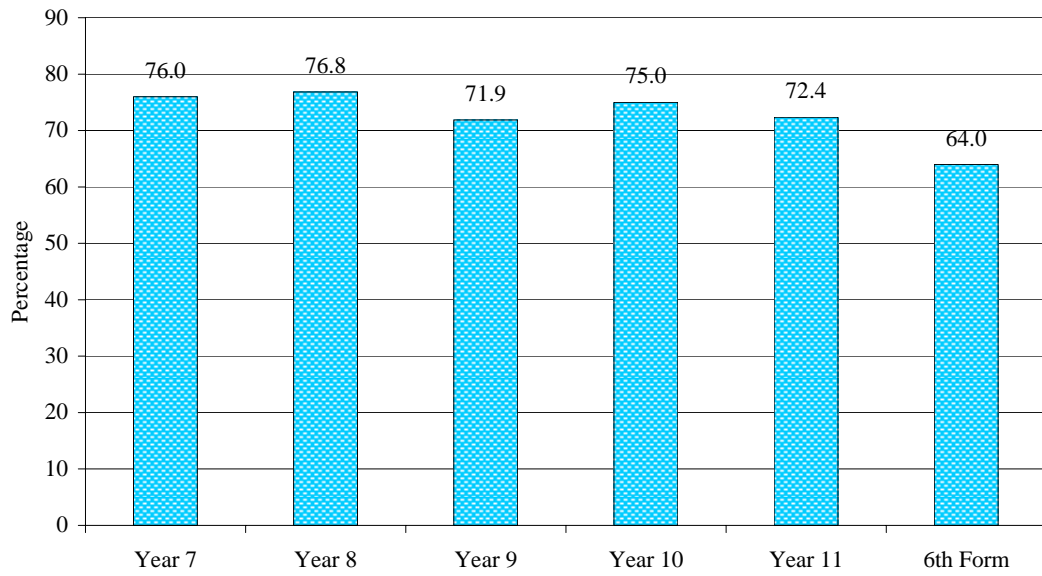
Throughout this report we have set the standard, that results quoted should be reliable at the 95% confidence level.

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.

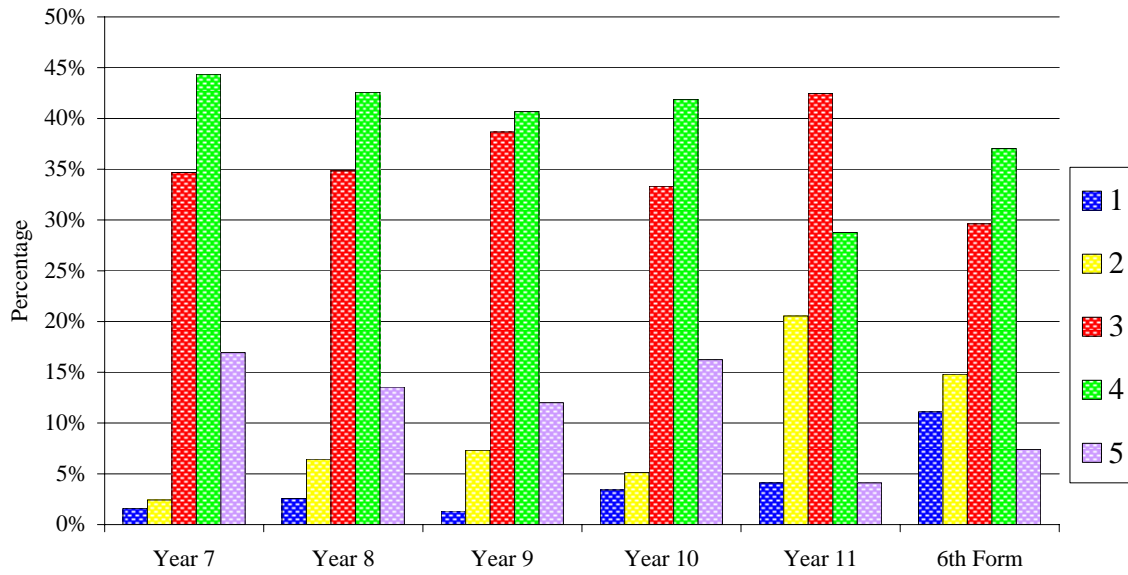
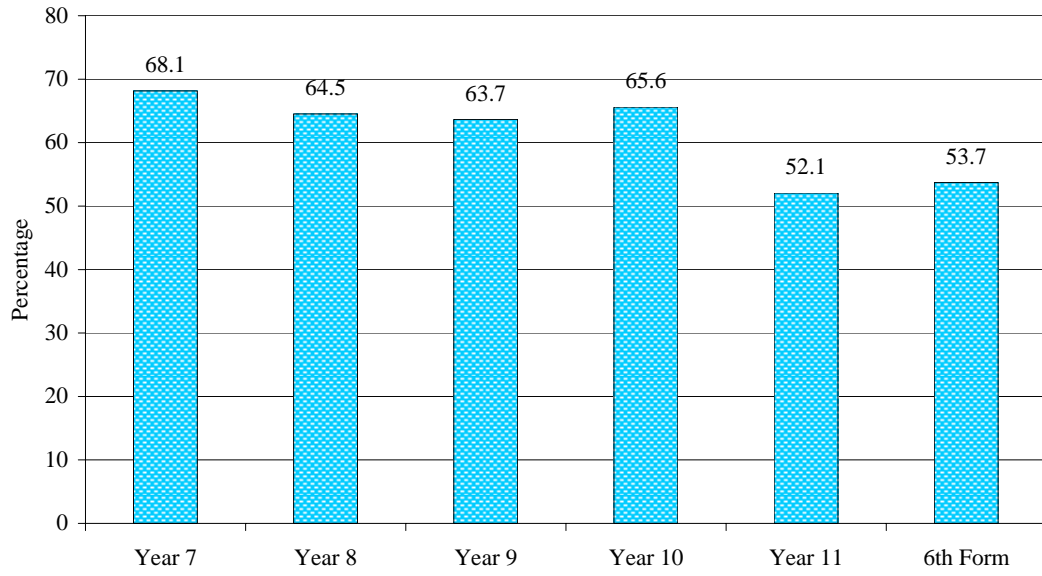
**The Graphs Below for Physics Show Significant Differences  
Between the Parents of Pupils in 6th Form and Year 8**

Scores fall in 6th Form.



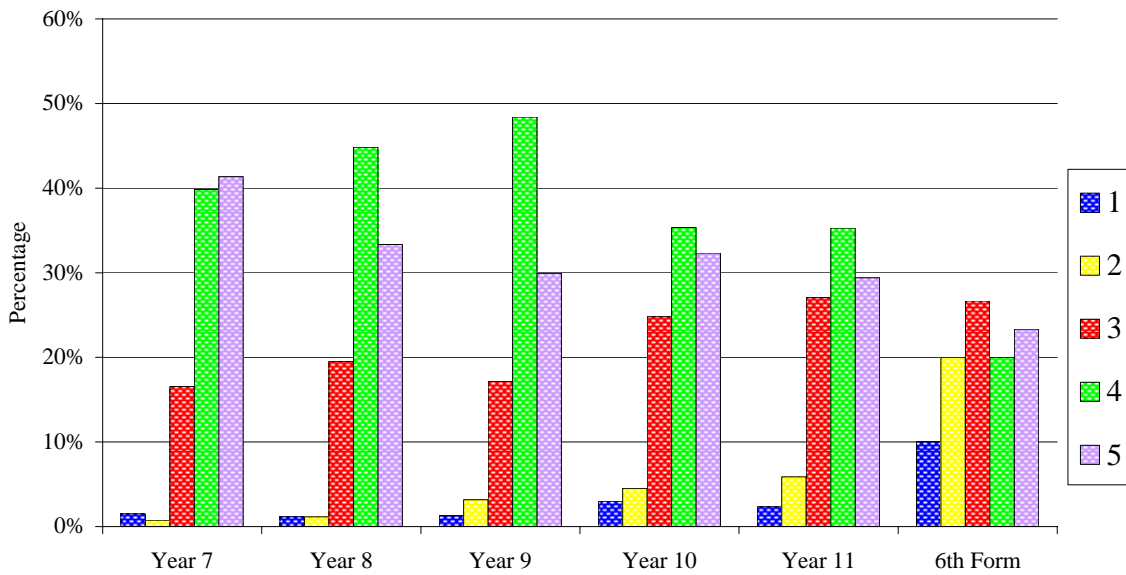
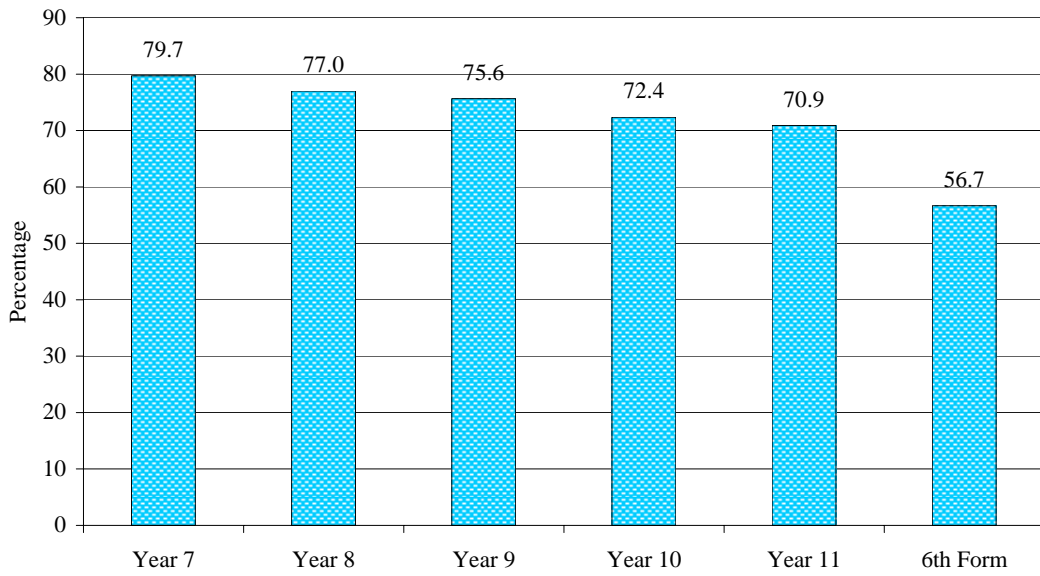
**The Graphs Below for Religious Studies Show Significant Differences  
Between the Parents of Pupils in Year 11 and Year 7**

Scores are lower after Year 10.



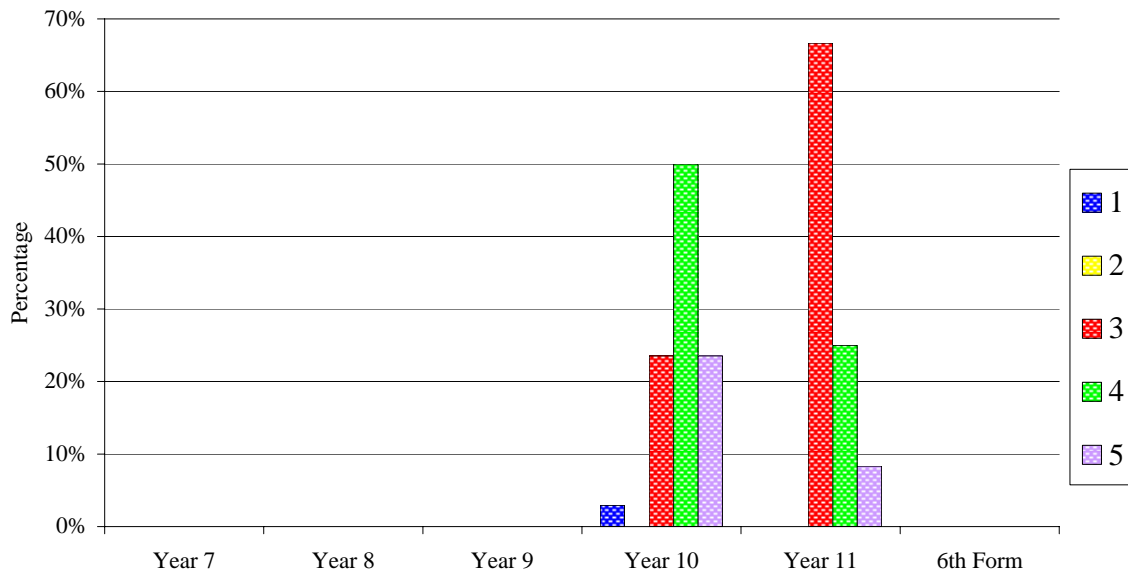
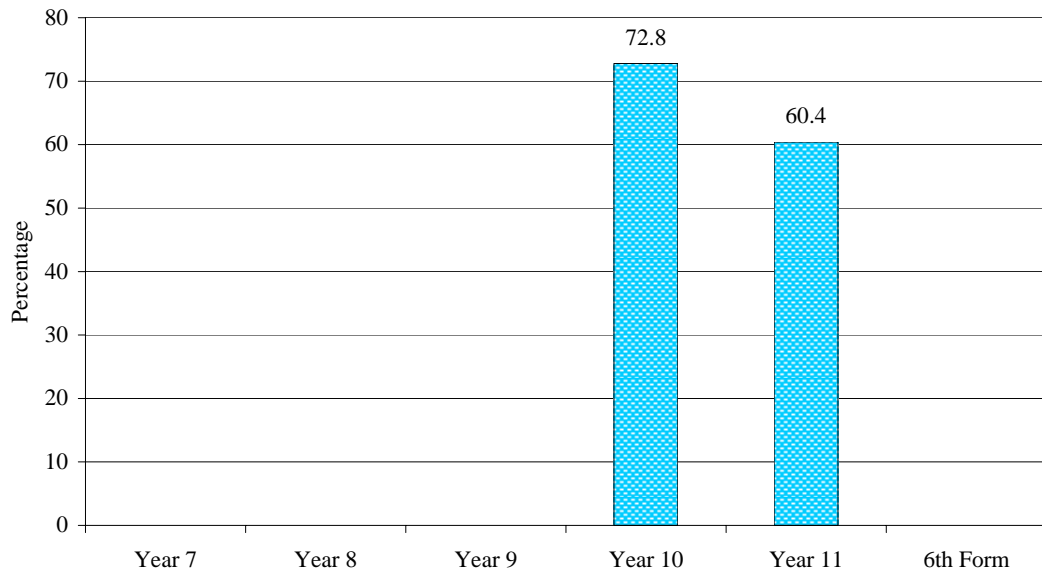
**The Graphs Below for Physical Education Show Significant Differences  
Between the Parents of Pupils in 6th Form and Year 7**

Scores fall in 6th Form.



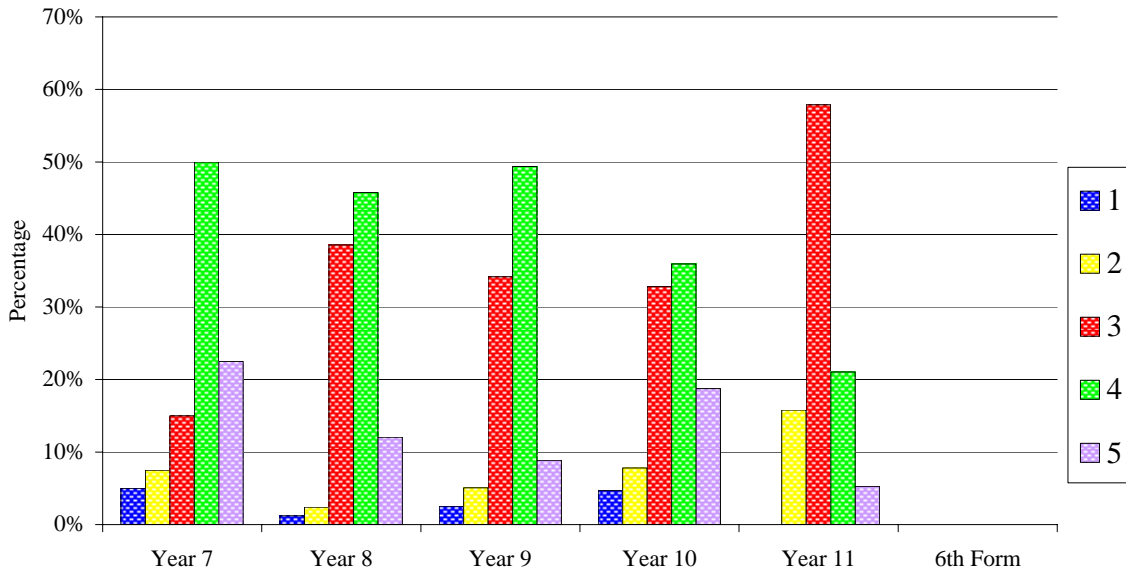
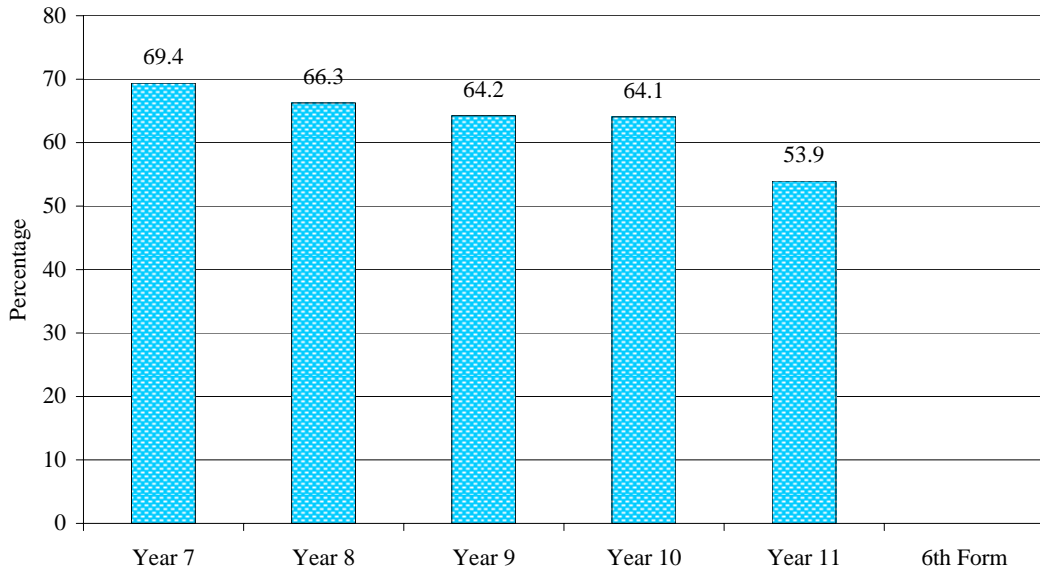
**The Graphs Below for Business Studies Show Significant Differences Between the Parents of Pupils in Year 11 and Year 10**

Scores are lower in Year 11.



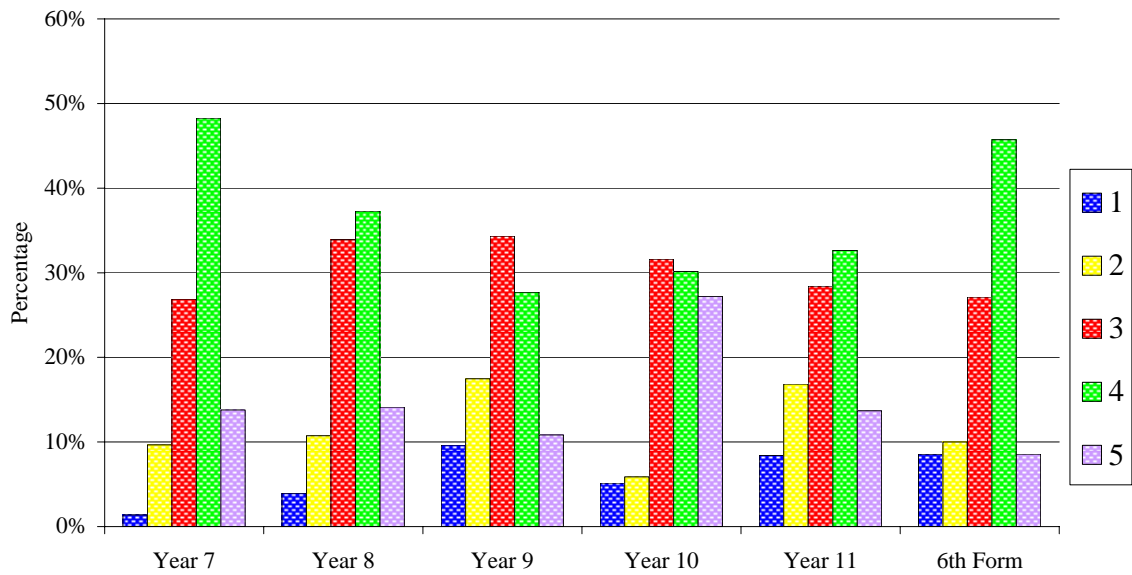
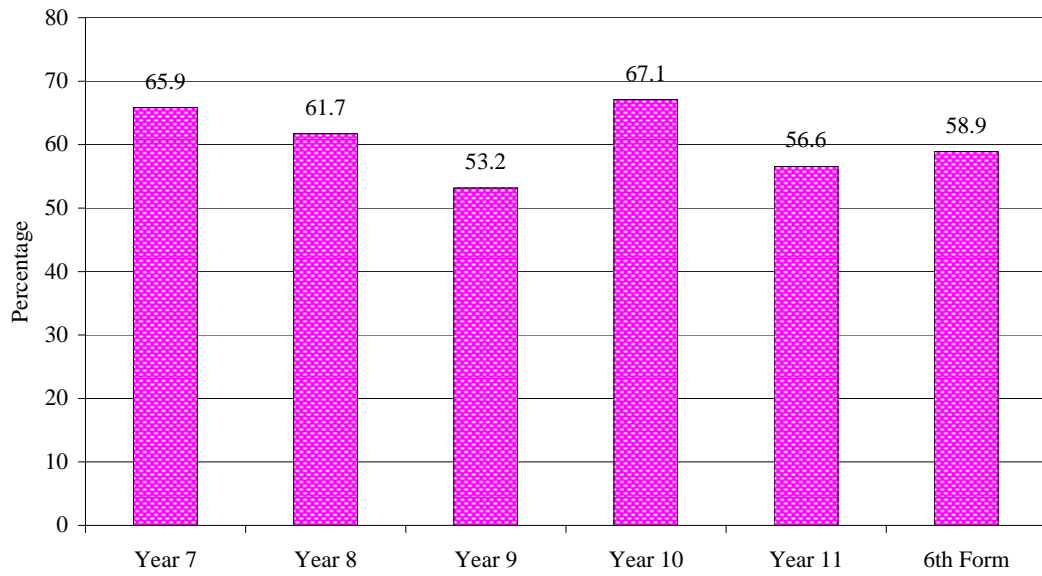
**The Graphs Below for PSRE Show Significant Differences  
Between the Parents of Pupils in Year 11 and Year 7**

Scores fall in Year 11.



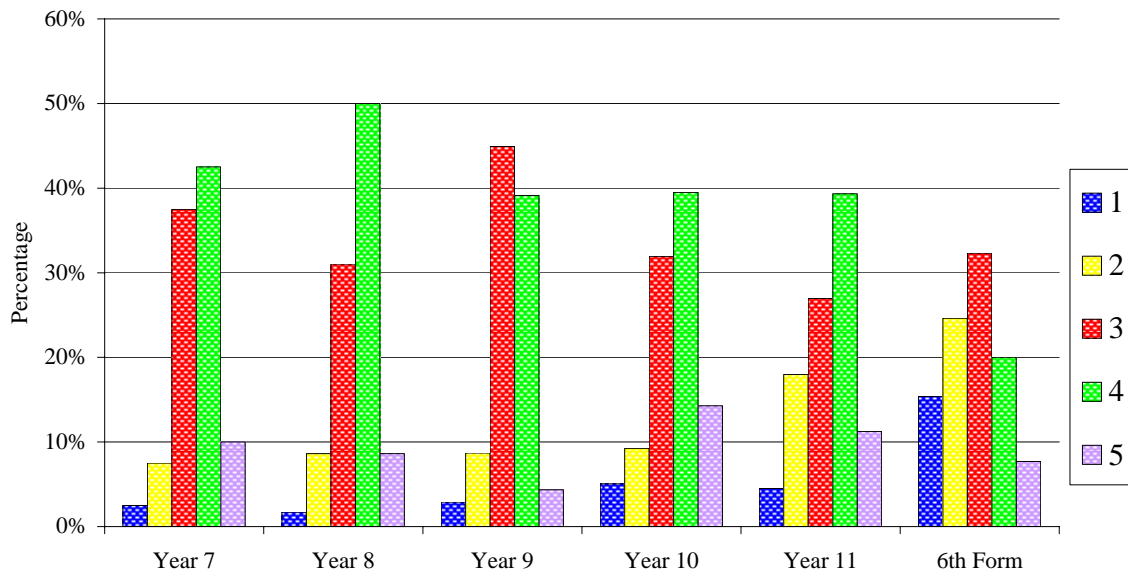
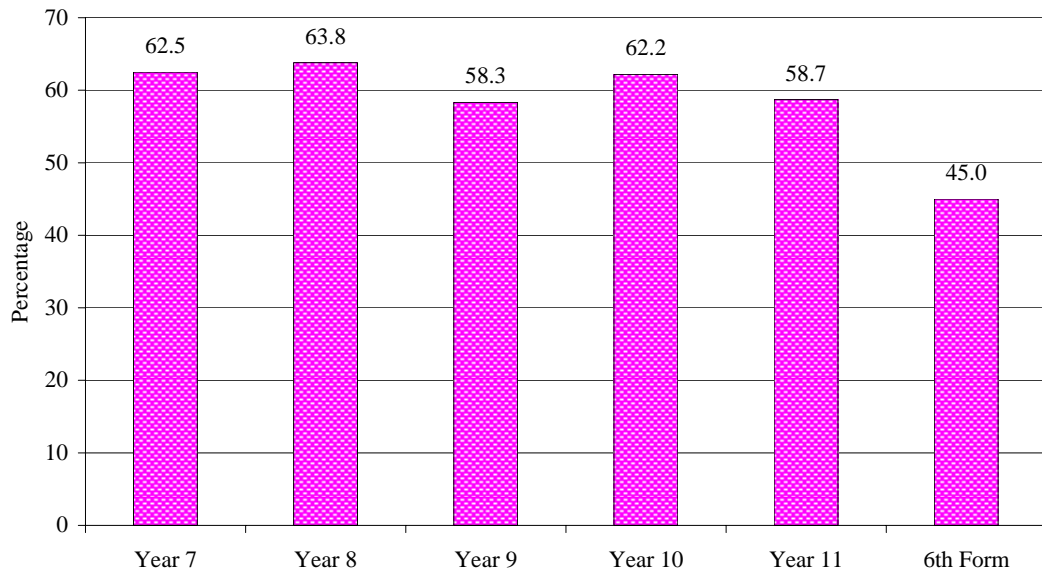
**The Graphs Below for School communication Show Significant Differences Between the Parents of Pupils in Year 9 and Year 10**

Scores dip in Year 9.



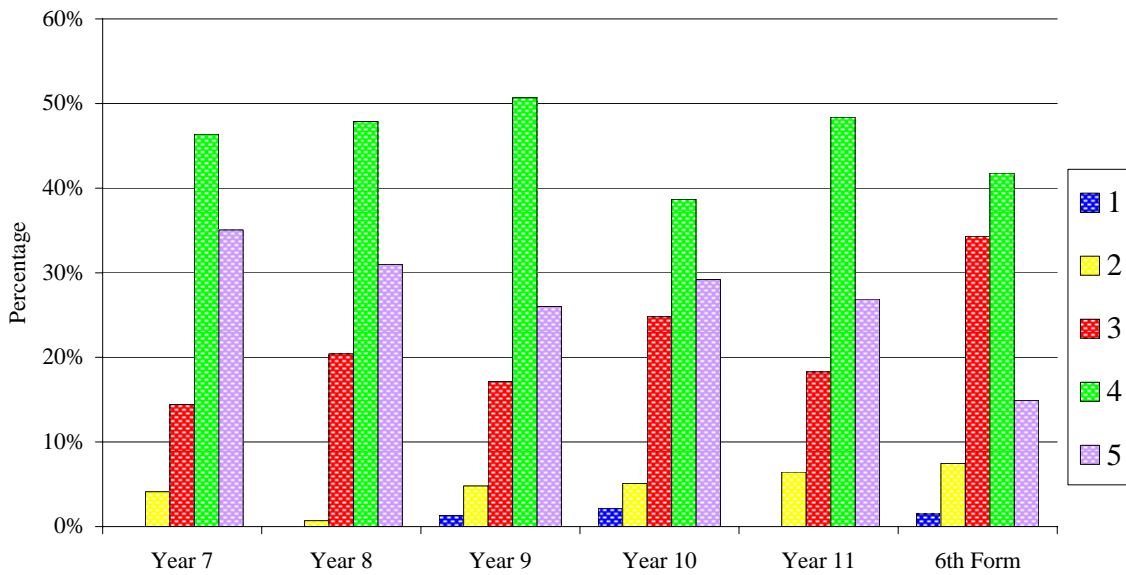
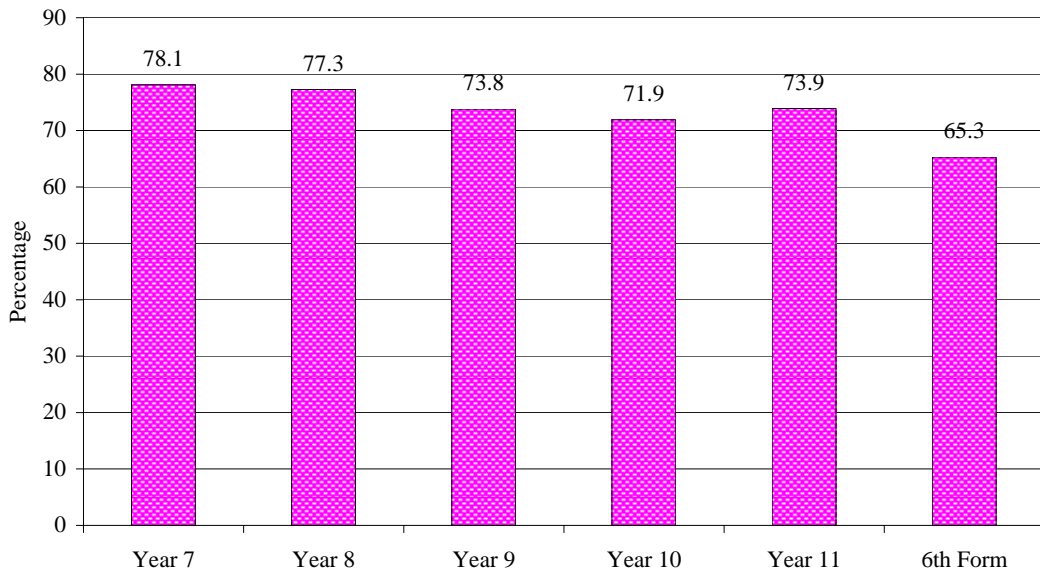
**The Graphs Below for Careers advice Show Significant Differences  
Between the Parents of Pupils in 6th Form and Year 8**

Scores fall in 6th Form.



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

Scores fall in 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 (eg. 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 German.

Where German 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 German, 2 questions need to be satisfied:

- 1) Are there a minimum number of respondents giving a score for German 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. (ie. 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 German?

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.

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

Repeat this process for other years where year = Y (ie years 10 and 11 in this case) to achieve P10boys, and P11boys (german).

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

$$F9_{\text{boys(german)}} = \frac{P9_{\text{boys (german)}}}{(P9_{\text{boys (german)}} + P10_{\text{boys (german)}} + P11_{\text{boys (german)}})} \times \text{Mean score for year 9 german, boys}$$

Repeat this process for F10boys (german) and F11boys (german).

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

We then repeat the process above for girls to achieve Fgirls (german).

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 (eg. Dance say).

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

$$\text{Final (german) Score} = \text{GPfs} \times \text{Fgirls (german)} + \text{BPfs} \times \text{Fboys (german)}$$

(unless GPfs = 0, in which case, Final German Score = Fboys (german) )  
 ( or BPfs = 0, in which case, Final German Score = Fgirls (german) )

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 (eg. School discipline). Thus, final scores are calculated as:

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

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

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

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

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

This final score for German is then weighted based upon the national average bias which has been measured in relation to German. 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.

This final score for German is then weighted based upon the national average bias which has been measured in relation to German. 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.

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

In this case the final school score for German is multiplied by 1.08

This process produces the final weighted score for German 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 fulfills 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 (eg. 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 fulfill 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 (eg. 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%.

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
137904	639	71.4%	65500	68.7%	90201	73.8%	Art
38547	266	70.4%	20682	70.5%	26765	70.3%	Biology
16339	221	67.5%	7568	67.1%	7991	67.8%	Business Studies
37175	254	69.2%	21152	70.6%	25304	68.1%	Chemistry
45876	265	62.4%	22497	62.0%	28849	63.0%	Citizenship
3640	33	74.6%	2240	74.9%	2456	75.6%	Classics
15161	100	68.9%	4642	64.4%	12902	72.4%	Dance
106370	554	70.9%	55147	70.8%	65485	71.3%	Design Technology
89635	518	70.8%	39471	69.0%	58236	72.6%	Drama
4211	47	66.7%	1927	68.8%	1693	66.4%	Electronics
177036	651	72.1%	86478	70.7%	114773	73.5%	English
76247	445	69.9%	31163	68.5%	49656	71.0%	Food Technology
125655	619	67.8%	61003	66.4%	83756	69.3%	French
145636	648	70.9%	73413	70.6%	92290	71.3%	Geography
55167	389	69.6%	27241	68.8%	35272	70.8%	German
4496	42	68.6%	1989	68.9%	2934	68.0%	Graphic Media
147604	648	72.8%	73263	72.3%	94984	73.4%	History
144401	634	66.2%	71409	66.7%	93147	65.7%	IT
180011	653	71.7%	89527	72.1%	115111	71.1%	Mathematics
3371	42	69.1%	1365	66.1%	2100	68.6%	Media Studies
122075	638	66.9%	58923	66.0%	78789	67.9%	Music
166578	649	72.4%	82538	74.1%	106123	70.9%	Physical Education
35509	248	67.9%	21226	69.9%	23185	65.8%	Physics
149040	615	65.6%	72973	63.7%	97852	67.3%	Religious Studies
13155	122	68.2%	5859	69.2%	7978	68.6%	Resistant Materials
135050	587	70.2%	63626	71.2%	85296	69.5%	Science
27578	225	68.6%	11605	67.1%	20234	70.0%	Spanish
20397	161	67.6%	5912	63.5%	15765	70.2%	Textiles
6890	31	66.2%	2971	64.4%	3974	67.8%	Welsh

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
1691	22	70.3%	289	66.1%	1155	72.0%	Child Development
977	14	73.7%	1016	73.8%	314	73.1%	Economics
4569	27	70.1%	1800	68.7%	3401	71.1%	English Literature
1901	27	53.9%	950	56.4%	867	53.5%	General Studies
1092	13	69.6%	313	68.4%	757	66.1%	GNVQ ICT
1964	28	70.3%	650	68.3%	725	69.2%	GNVQs
1895	28	66.4%	173	47.9%	1842	67.5%	Health and Social Care
2883	20	69.2%	1093	69.4%	1724	69.8%	Humanities
1445	12	66.8%	463	65.9%	1386	69.3%	Italian
4941	30	73.3%	2836	72.4%	4780	73.4%	Latin
4656	24	67.6%	2166	65.7%	2343	70.9%	Modern Languages
4149	29	70.6%	1724	69.6%	2281	70.9%	Modern Studies
2695	28	74.2%	1879	75.4%	1203	72.8%	PE Studies
1220	24	73.9%	124	76.9%	1015	76.3%	Psychology
2347	13	66.9%	962	68.2%	1252	65.9%	Social Subjects
1520	22	65.8%	225	46.6%	1391	68.2%	Sociology

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
29316	121	65.2%	15860	65.2%	16247	65.1%	Access to staff
111951	664	59.3%	52147	59.2%	72489	59.4%	Careers advice
188242	668	67.8%	93410	68.2%	121218	67.3%	Caring teachers
77532	286	70.1%	37144	69.6%	49718	70.3%	Celebrating and rewarding achievement
172313	667	71.8%	85214	71.8%	111357	71.9%	Choice of subjects
8055	34	71.0%	3404	71.4%	4747	70.6%	Church links and support
164540	668	62.7%	80620	62.1%	107183	63.1%	Community spirit
180193	668	72.7%	89198	73.0%	116591	72.2%	Computer access
162933	665	62.0%	80928	62.8%	103484	61.3%	Control of bullying
188753	667	66.8%	93774	66.9%	121580	66.7%	Developing confidence
165835	668	63.0%	82435	63.1%	106803	62.9%	Developing moral values
181726	668	66.6%	90171	65.5%	117048	67.4%	Developing potential
117733	478	61.8%	60231	61.7%	76010	61.8%	Encouraging and listening to parent views
27606	138	57.2%	12895	56.5%	19866	57.6%	Encouraging pupils' activity in the local community
121257	422	67.7%	62586	66.8%	77280	68.5%	Ensuring pupils do their best and make good progress
146440	665	71.7%	71772	70.8%	96297	72.8%	Exam results
116819	456	59.6%	58117	59.3%	73906	59.8%	Explaining to parents how to help their child
136599	553	66.6%	68441	65.8%	88633	67.3%	Extra curricular activities
72866	360	62.7%	35107	63.3%	47124	62.1%	Handling complaints
193939	668	70.6%	96538	70.4%	124627	70.7%	Happiness of child
189608	668	5.9	94068	5.0	122852	6.7	Hours of Homework
192678	667	61.2%	95803	59.1%	124085	63.2%	Levels of homework
13173	49	70.8%	7070	71.2%	7673	70.7%	Library facilities
62859	240	74.2%	32170	74.0%	42008	74.2%	Making sure that the new pupils settle in well
190770	654	74.2%	95395	73.9%	123889	74.4%	Overall
85508	320	65.9%	41878	65.4%	52213	66.3%	Parents evening
32165	120	73.1%	15509	71.6%	19835	74.5%	Personal planners
34801	163	69.5%	16729	69.4%	24737	69.6%	Promoting racial harmony
93282	393	68.7%	45337	69.0%	62799	68.6%	Quality of school management
58855	217	61.5%	31445	61.5%	33920	61.4%	Regular marking of work
193141	667	63.7%	96349	63.4%	124036	63.9%	School communication
190202	667	67.6%	94878	67.9%	121933	67.2%	School discipline
191535	668	66.5%	95285	67.0%	123073	65.8%	School facilities
38942	178	57.2%	17557	57.9%	25164	56.6%	School meals
178661	667	65.8%	87962	65.4%	115950	66.1%	School security
59051	207	70.8%	27871	71.8%	38054	69.9%	School uniform
19024	76	65.8%	8821	66.8%	11832	64.8%	School's image in the local community
162117	665	65.2%	78786	65.1%	105685	65.1%	Social health education
13501	53	66.1%	6466	64.4%	8295	66.3%	Suitable class sizes
57999	235	62.2%	27398	61.4%	38918	62.7%	Tailoring workload to child's needs and ability
23853	228	69.2%	10238	68.8%	13054	70.6%	Teaching for special needs
186906	668	69.8%	92647	69.9%	120671	69.6%	Teaching quality
174096	667	67.6%	85900	67.5%	113212	67.8%	Textbook availability
15516	74	64.5%	6689	65.4%	10955	63.8%	Transport to and from school
92291	358	63.1%	45780	63.8%	59928	62.5%	Treating all pupils fairly and equally
154744	666	73.7%	75631	73.8%	100108	73.4%	Truancy control
83035	324	69.7%	43267	69.1%	49550	70.2%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
5351	29	67.4%	2150	68.3%	4023	67.0%	Attitude of non academic staff
4423	16	65.4%	2560	65.8%	2929	64.1%	Encouraging and listening to pupil views
3424	19	65.0%	1371	64.6%	2278	66.2%	Home-school agreement
3958	15	61.3%	1751	61.9%	2339	60.8%	Unexpected costs/expenses
5238	21	68.9%	2306	67.4%	4926	69.5%	Value for money

# National Results for Parents Choosing each of the Ranking Priorities - by Sex

## 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>
175097	88226	112927	Teaching quality	87.7%	88.1%	87.4%
166732	84939	104772	School discipline	83.4%	85.2%	81.9%
164697	81763	107023	Happiness of child	82.0%	81.3%	82.8%
147871	73298	93476	Control of bullying	73.9%	74.4%	73.5%
140176	70143	90800	Caring teachers	70.1%	69.9%	70.5%
138044	71481	87447	Developing potential	68.5%	70.5%	66.7%
123876	63732	79499	Developing confidence	61.0%	61.9%	60.3%
117378	60799	72560	School communication	59.0%	61.4%	56.7%
102692	50915	66191	School facilities	51.5%	51.4%	51.7%
99928	45797	67974	School security	50.0%	47.2%	52.7%
95028	47247	63220	Exam results	48.3%	47.3%	49.3%
95811	49997	60380	Developing moral values	47.0%	48.4%	45.7%
71615	35595	46823	Levels of homework	35.9%	35.8%	36.0%
66106	31334	44521	Choice of subjects	33.8%	32.4%	35.2%
62750	30909	41459	Availability of resources	32.1%	31.6%	32.7%
60393	29376	39321	Careers advice	31.8%	31.5%	32.4%
49632	22878	32172	Truancy control	26.0%	25.3%	26.7%
46545	23605	29256	Computer access	24.2%	25.1%	23.3%
39487	19839	25649	Community spirit	19.7%	19.9%	19.6%
29238	13176	19900	Social health education	14.5%	13.3%	15.4%

Parent priorities ranked in descending order of importance.

### All Parents

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

### Boys' parents

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

### Girls' parents

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

Boys' parents sample = 85311  
 Girls' parents sample = 102175  
 Total sample= 193939  
 From 668 Schools