

**Education Perceptions Monitor
Pupil Survey No.2 To November 2007
For
Woodkirk High Specialist Science School
Tingey, Wakefield**

Prepared and Presented

By

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Introduction

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

The report measures the levels of satisfaction among the pupils for a range of criteria, which have been previously identified as being important to the parents of school pupils, as well as asking about perceptions of progress for the core subjects, taught at the school.

The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to November 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 pupils of the school. Questionnaires were distributed to all pupils.

Questionnaires were sealed with a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

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

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

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

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

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

Results

1069 completed questionnaires were returned representing a response rate of 60.4%. The survey produced an excellent overall response from the pupils, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that statistically reliable data could be drawn for all but two minority academic criteria.

For the sake of assessment, in most schools, academic subjects receiving a score of 80% or above should be considered a success; with 70% being a realistic target of attainment for non-academic criteria. These scores are based on mean national averages gathered from over 690 other schools across the country. Scores of 10% or more above these targets are exceptional; while scores of 5% or more lower should suggest room for improvement.

In some schools the pupils may be less likely to say that a positive statement is true; either because expectation is higher than average, or because one problematic issue within the school (such as bullying or discipline) is colouring the pupils' perceptions of the other issues surveyed, and hence lowering scores across the board. Where this is the case, the boundary at which results are emboldened, to indicate areas of concern, may be lowered by 5%. This was not the case for this school.

Among the pupils who had been attending the school for over a year, 45% said the school had improved over the last year while only 19% thought that the school's performance was worse.

Executive Summary

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

With regard to Academic subjects, pupils are most happy with the delivery of Business Studies, Music and ICT.

The pupils are least happy with the delivery of Economics, Drama and Sociology.

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

The pupils are least happy with the delivery of School facilities, Careers advice and Levels of homework.

The pupils' top priority for improvement is School facilities.

The boys gave significantly higher scores for Physical Education, Choice of subjects and Social health education.

The girls gave significantly higher scores for Art, Religious Studies, Music, French, Drama and Community spirit.

Since The Last Survey

The following academic areas obtained significantly higher scores than the previous survey: Business Studies, Music, French, Mathematics, History, Religious Studies and Design Technology.

The following non-academic areas obtained significantly higher scores than the previous survey: Control of bullying, Community spirit and Social health education.

The following non-academic areas obtained significantly lower scores than the previous survey: Computer access, School facilities and Encouraging and listening to parents views.

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

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores were converted to percentages is given in the Appendix. As there is a measurable bias in the way that pupils score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the national average scores achieved from over 690 other British schools, and are also included in the appendix of this report.

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

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

Important - do not compare your 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 % making good progress	Previous Survey	% Change	Weighted % not making good progress
Business Studies	100.9	84.8	+16.1	-0.9
Music	98.0	90.1	+7.9	2.0
ICT	97.0	92.7	+4.2	3.0
German	96.6	90.1	+6.5	3.4
PSRE	94.8			5.2
Chemistry	94.2			5.8
Physics	93.8			6.2
Co-ordinated Science	91.8	89.4	+2.5	8.2
French	91.8	82.2	+9.5	8.2
Geography	91.4	89.9	+1.5	8.6
Mathematics	90.8	85.2	+5.6	9.2
History	90.4	82.4	+8.0	9.6
Art	89.1	84.4	+4.7	10.9
Religious Studies	88.6	77.7	+10.9	11.4
Textiles	88.3			11.7
Food Technology	87.4			12.6
Biology	86.3			13.7
Design Technology	86.2	80.3	+5.9	13.8
Physical Education	86.0	84.1	+1.9	14.0
English	85.8	83.8	+1.9	14.2
Resistant Materials	85.1			14.9
* Graphics	81.3			18.7
* Psychology	72.8	89.4	-16.5	27.2
* Sociology	67.6			32.4
* Drama	59.6			40.4
** Economics	52.5			47.5
Construction	low response			
Health & Social Care	:			

Only highlighted changes should be considered significant.

* - not weighted by national average figure

* - only reliable to within 10%

Selected Performance Criteria

Criteria	Weighted % who	Previous	% Change	Weighted % who
	said statement	Survey		said statement
	was true			was false
Control of bullying	87.2	79.0	+8.1	12.8
School discipline	86.1	82.7	+3.4	13.9
Truancy control	79.8	77.6	+2.2	20.2
School security	76.9	71.7	+5.2	23.1
Community spirit	76.5	68.2	+8.3	23.5
Developing moral values	76.2	76.0	+0.2	23.8
Availability of resources	75.7	71.5	+4.2	24.3
Exam results	74.6	75.1	-0.5	25.4
Computer access	74.5	82.9	-8.4	25.5
Teaching quality	74.3	74.4	-0.1	25.7
School communication	74.0	75.1	-1.1	26.0
Happiness of child	72.7	68.3	+4.4	27.3
Caring teachers	72.6	72.6	+0.0	27.4
Developing potential	70.8	72.3	-1.5	29.2
Social health education	70.6	62.7	+7.9	29.4
Developing confidence	70.1	67.7	+2.3	29.9
Choice of subjects	68.9	69.8	-0.9	31.1
Levels of homework	67.3	66.7	+0.6	32.7
Careers advice	65.1	68.8	-3.7	34.9
School facilities	64.8	79.7	-14.9	35.2

Only highlighted changes should be considered significant.

Additional Questions

Additional subject areas were investigated with regard to pupil happiness and the following results were achieved with regard to those pupils who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 30 schools, the Appendix shows the National Average figures.

Issue	Weighted % who			Weighted % who
	said statement was true	Previous Survey	% Change	
School meals	97.8			2.2
* Transfer from previous school	84.9			15.1
<u>Extra curricular activities</u>	80.4	76.5	+3.9	19.6
Quality of school management	75.9	76.0	-0.1	24.1
Treating students fairly and equally	75.6	73.6	+2.0	24.4
Workload tailored to child	74.5			25.5
Ensuring students do best and make progress	72.5	70.2	+2.3	27.5
<u>Explaining to parents how to help their child</u>	70.7	73.2	-2.5	29.3
Encouraging and listening to parents views	69.4	77.2	-7.8	30.6
* Encouraging and listening to students' views	68.0			32.0
<u>Encouraging local community activity</u>	65.9			34.1

* - not weighted by national average figure

Importance Ratings

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

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

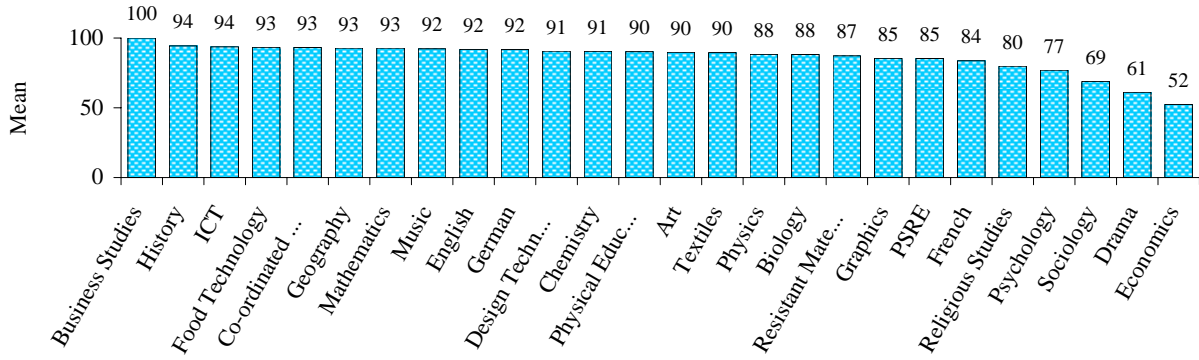
Tip - Remember, green is good, red is bad

	Importance Score (%)	Performance Ranking
Control of bullying	79.3%	(1st)
Happiness of child	76.8%	(12th)
School security	72.1%	(4th)
School facilities	67.5%	(20th)
Exam results	64.5%	(8th)
School discipline	60.0%	(2nd)
Teaching quality	59.7%	(10th)
Levels of homework	54.3%	(18th)
Choice of subjects	51.8%	(17th)
Caring teachers	49.6%	(13th)
Careers advice	46.7%	(19th)
Computer access	45.7%	(9th)
Developing potential	44.7%	(14th)
Developing confidence	38.6%	(16th)
Truancy control	35.7%	(3rd)
Availability of resources	33.8%	(7th)
Developing moral values	28.4%	(6th)
School communication	27.5%	(11th)
Social health education	24.8%	(15th)
Community spirit	18.0%	(5th)

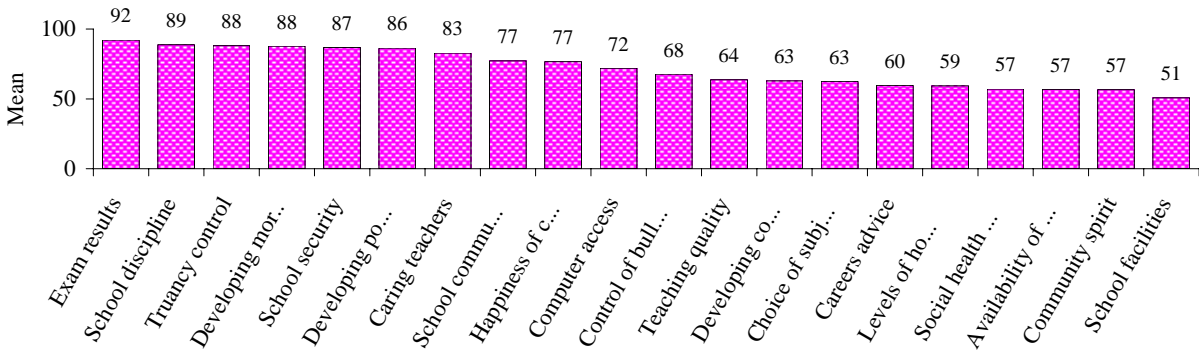
Graphical and Tabular Analysis
of
Selected Results

Percentage Giving a Positive Answer to Each of the Criteria Surveyed.

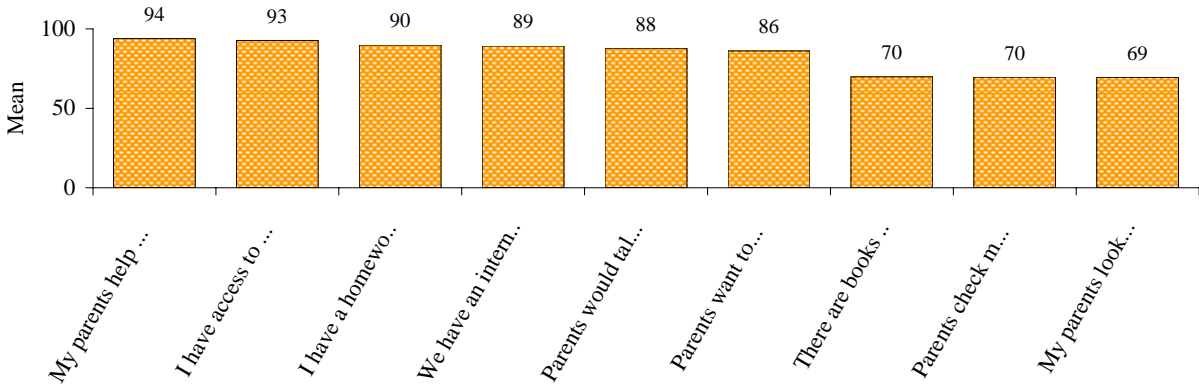
Academic Subjects



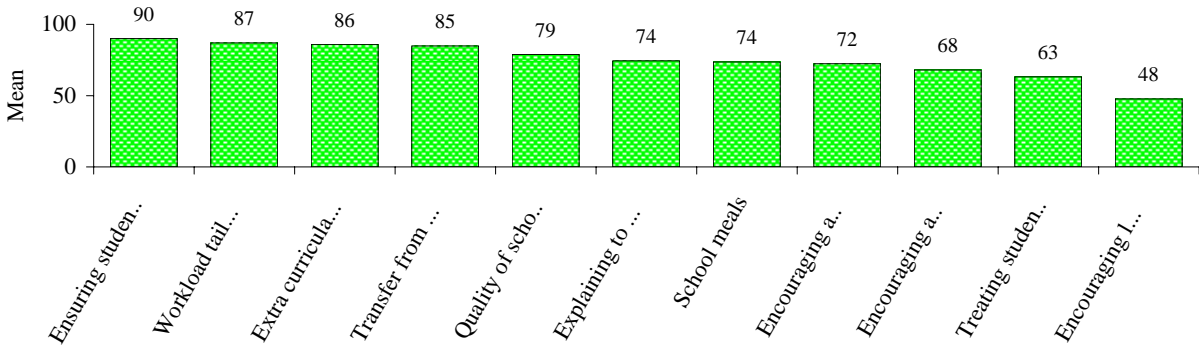
Non Academic Areas



Home environment



Additional Questions



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

Position differences of 6 or more have been highlighted.

Pupils

Subject	Ranking
Business Studies	1st
Music	2nd
ICT	3rd
German	4th
PSRE	5th
Chemistry	6th
Physics	7th
Co-ordinated Science	8th
French	9th
Geography	10th
Mathematics	11th
History	12th
Art	13th
Religious Studies	14th
Textiles	15th
Food Technology	16th
Biology	17th
Design Technology	18th
Physical Education	19th
English	20th
Resistant Materials	21th
Graphics	22th
Drama	23th

Parents

Subject	Ranking
ICT	1st
Music	2nd
German	3rd
Physics	4th
Mathematics	5th
Art	6th
Co-ordinated Science	7th
Chemistry	8th
History	9th
Geography	10th
Physical Education	11th
Biology	12th
PSRE	13th
French	14th
English	15th
Design Technology	16th
Food Technology	17th
Graphics	18th
Resistant Materials	19th
Business Studies	20th
Religious Studies	21th
Textiles	22th
Drama	23th

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

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

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

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

There were no significant differences detected.

Pupils

Additional criteria	Ranking
School meals	1st
Transfer from previous school	2nd
Extra curricular activities	3rd
Quality of school management	4th
Treating students fairly and equally	5th
Workload tailored to child	6th
Ensuring students do best and make progress	7th
Explaining to parents how to help their child	8th
Encouraging and listening to parents views	9th
Encouraging and listening to students' views	10th
Encouraging local community activity	11th

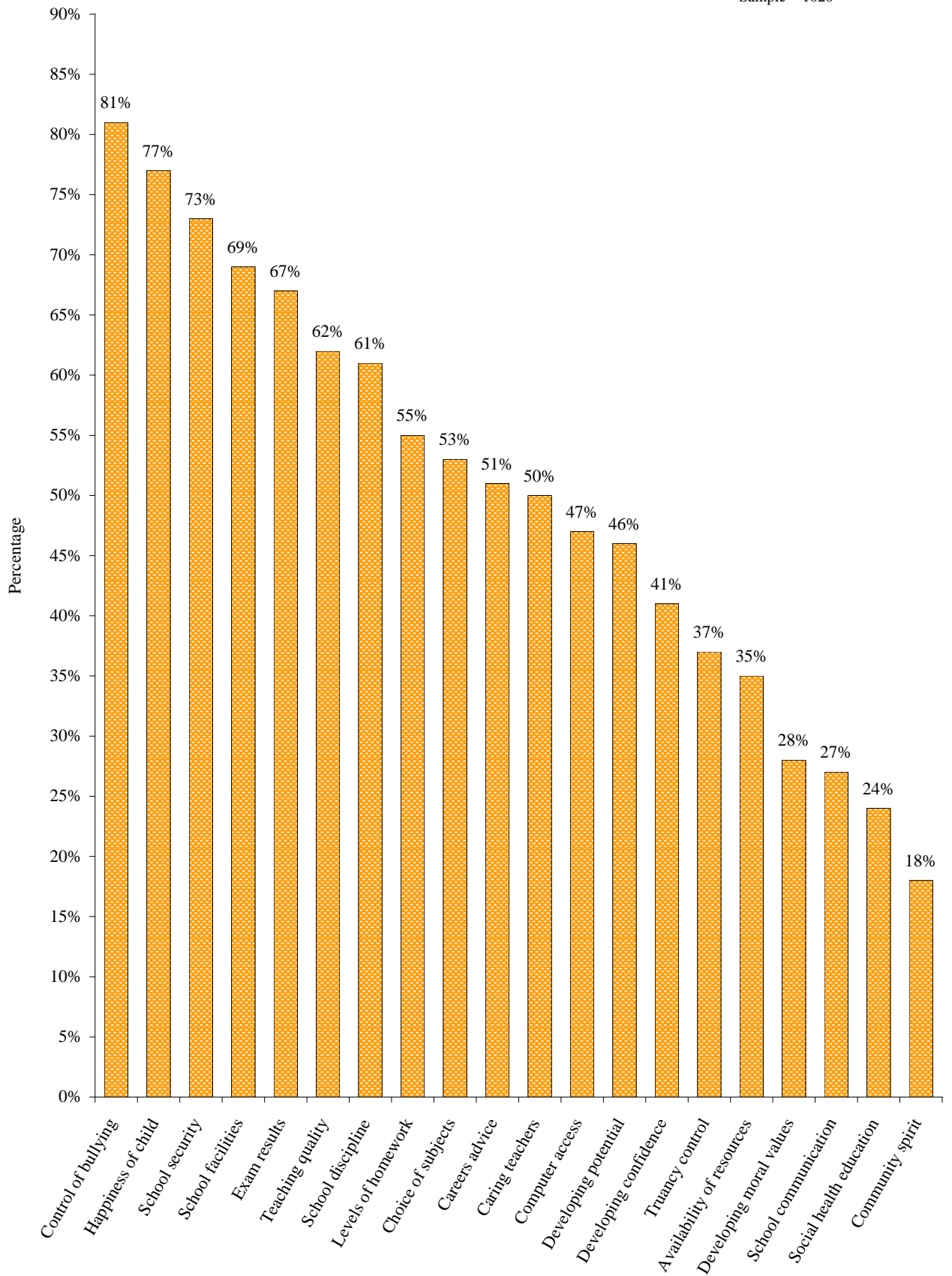
Parents

Additional criteria	Ranking
School meals	1st
Extra curricular activities	2nd
Transfer from previous school	3rd
Quality of school management	4th
Ensuring students do best and make progress	5th
Explaining to parents how to help their child	6th
Treating students fairly and equally	7th
Workload tailored to child	8th
Encouraging and listening to parents views	9th
Encouraging local community activity	10th
Encouraging and listening to students' views	11th

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

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

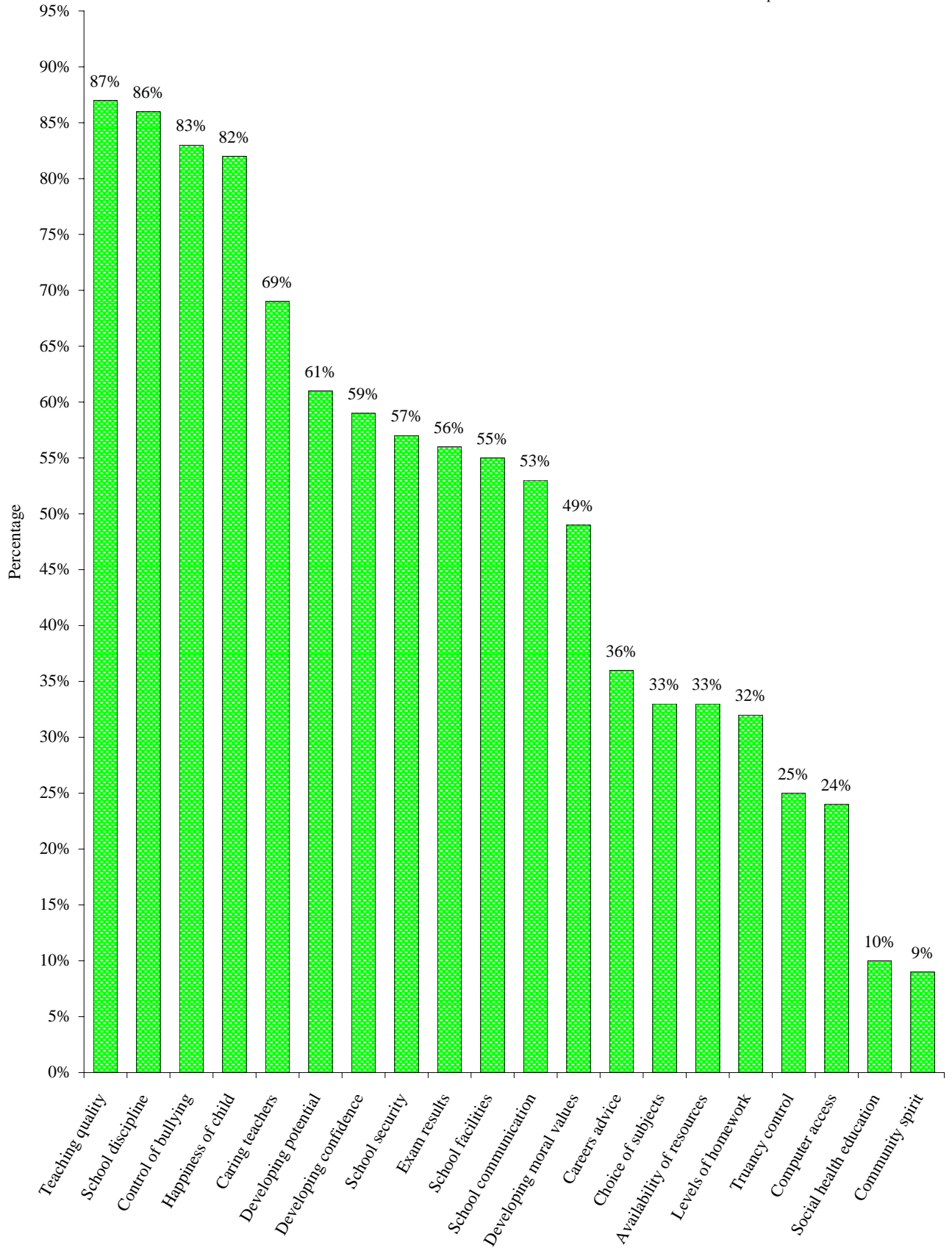
Sample = 1020



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

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

Sample = 827



Charts to Compare and Contrast Pupils' and Parents' Importance

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

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

Charts to Compare What is Important to the School's Pupils with what is Important to Pupils Nationally.

Position differences of 4 or more have been highlighted.

This School

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

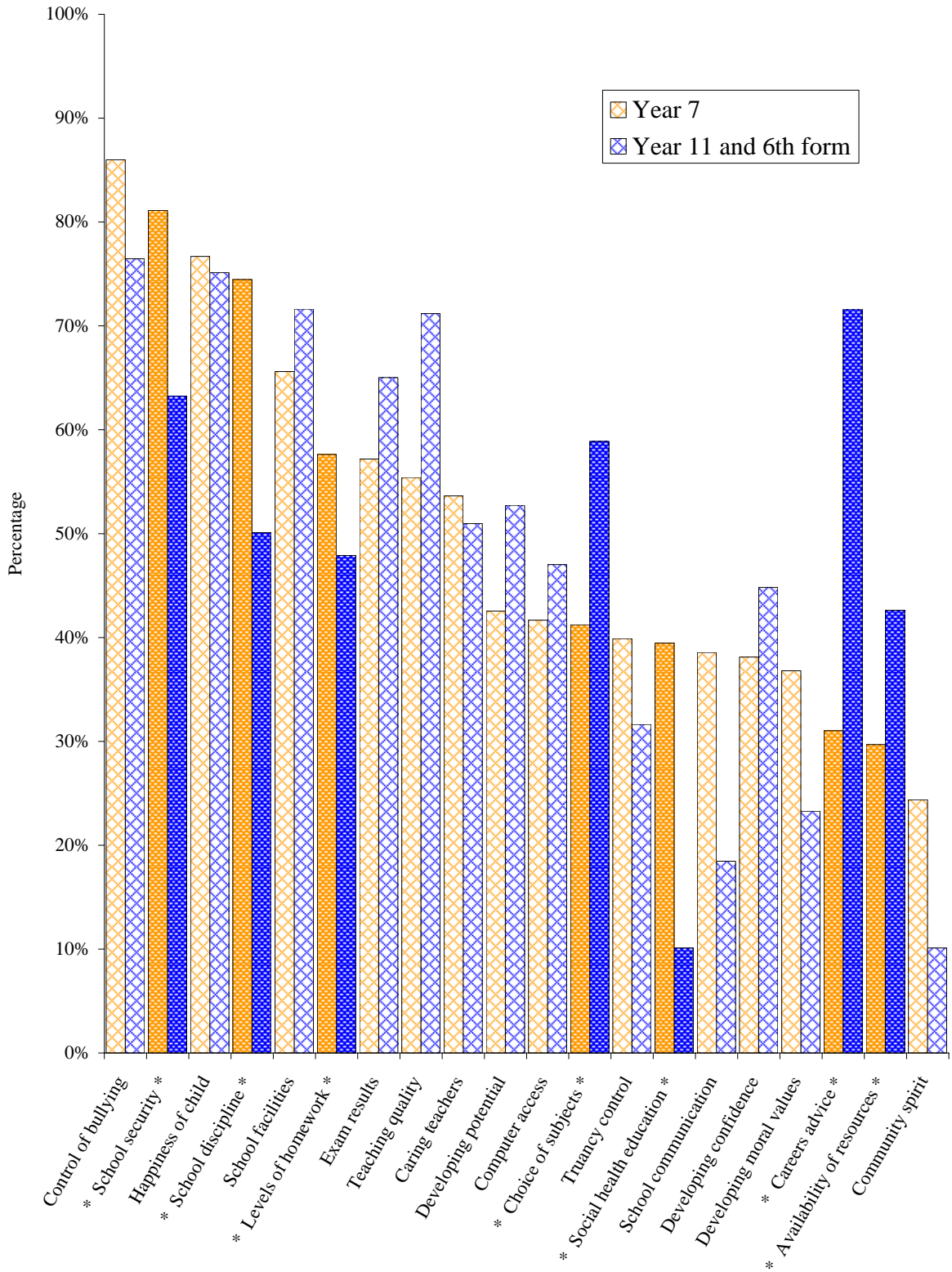
National Average

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

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

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

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



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

Position differences of 4 or more have been highlighted.

Priorities of Year 7 pupils

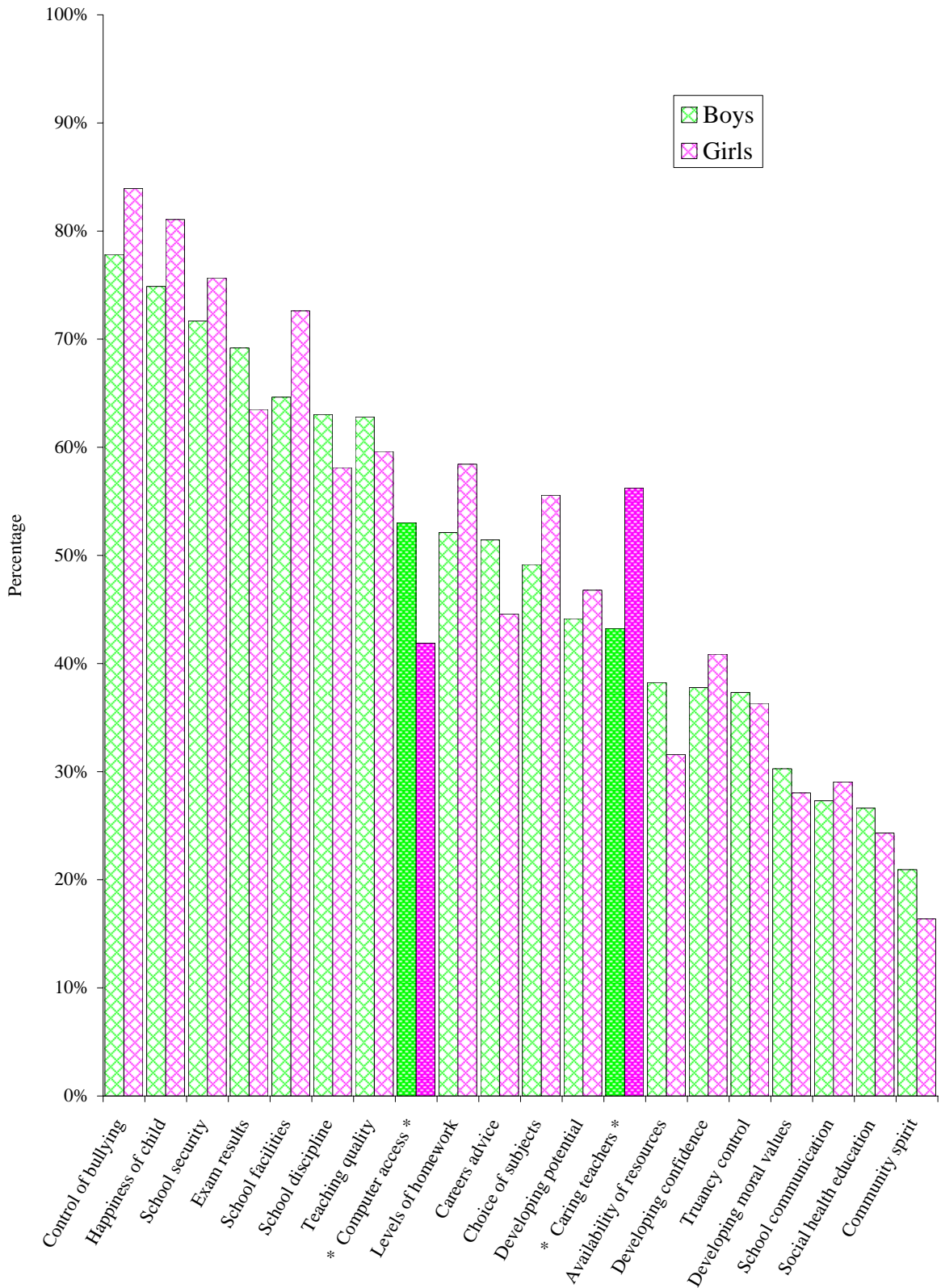
Choose 10	Ranking
Control of bullying	1st
School security	2nd
Happiness of child	3rd
School discipline	4th
School facilities	5th
Levels of homework	6th
Exam results	7th
Teaching quality	8th
Caring teachers	9th
Developing potential	10th
Computer access	11th
Choice of subjects	12th
Truancy control	13th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

Priorities of Year 11 and 6th form pupils

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

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

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



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

Significant differences have been highlighted.

Priorities of Boys

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

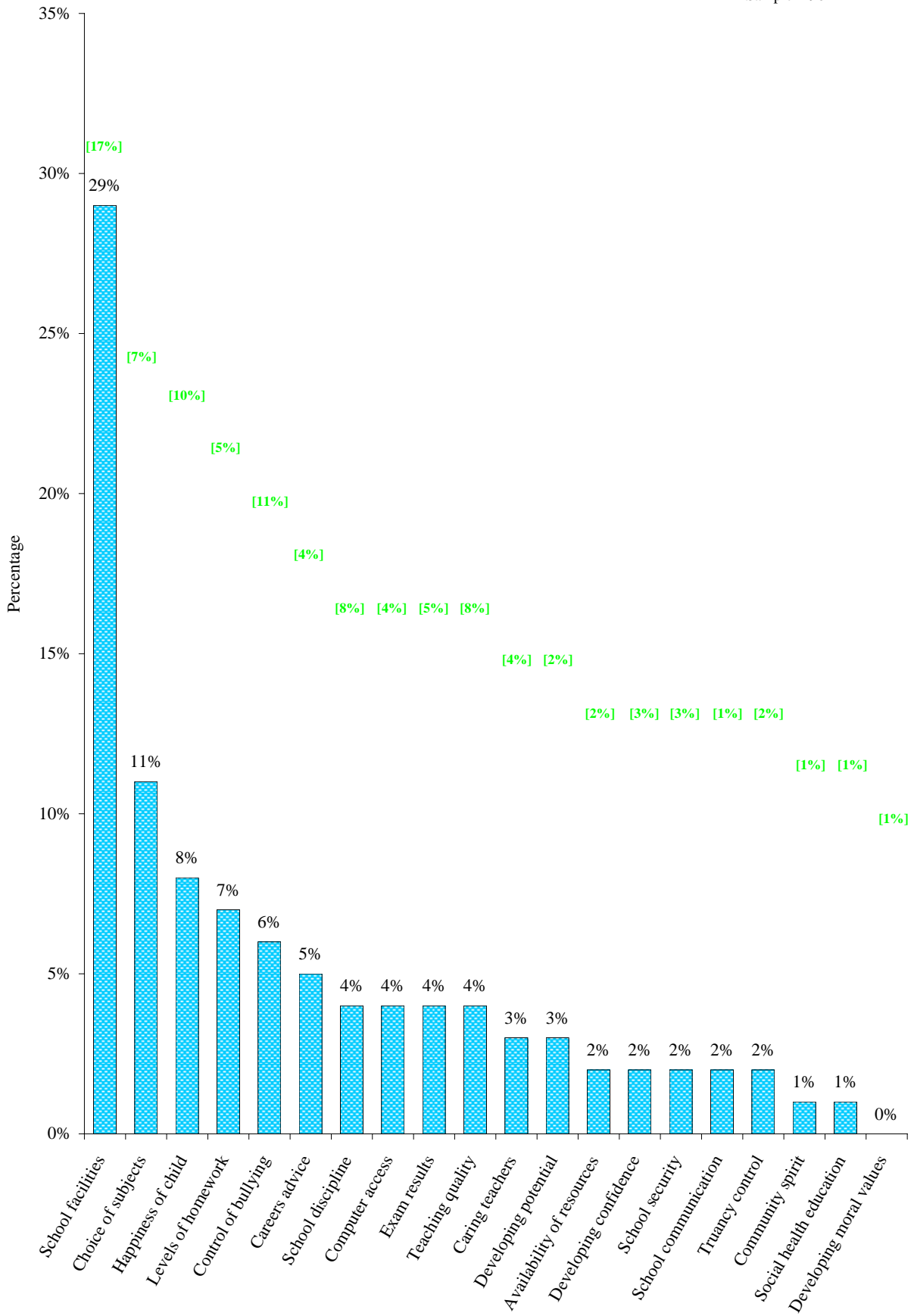
Priorities of Girls

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

Graph to Show Relative Pupil Priorities for Improvement.

National average figures are given in [brackets]

Sample = 962



Strengths and Weaknesses

The following areas are those in which the school had the highest and lowest perceived standards of performance (based on mean percentage scores). The relative importance score and its position are given in brackets.

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

Relative Strengths - academic

100.9% Business Studies

98.0% Music

97.0% ICT

96.6% German

94.8% PSRE

Relative Weaknesses - academic

52.5% Economics

59.6% Drama

67.6% Sociology

72.8% Psychology

81.3% Graphics

Relative Strengths - selected performance criteria

Importance

87.2% Control of bullying

(79.3%) **1st**

86.1% School discipline

(60.0%) 6th

79.8% Truancy control

(35.7%) 15th

76.9% School security

(72.1%) **3rd**

76.5% Community spirit

(18.0%) 20th

Relative Weaknesses - selected performance criteria

Importance

64.8% School facilities

(67.5%) **4th**

65.1% Careers advice

(46.7%) 11th

67.3% Levels of homework

(54.3%) 8th

68.9% Choice of subjects

(51.8%) 9th

70.1% Developing confidence

(38.6%) 14th

Every Child Matters

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

<u>1. Being Healthy:</u>	Physical Education	86.0%
	Out of school activities/clubs	80.4%
	Healthy lifestyle - Exercise	72.3%
	Healthy lifestyle - Diet	70.9%
	Social Health Education	70.6%
<u>2. Staying Safe:</u>	Control and prevention of bullying	87.2%
	School security/safety	76.9%
	Treating all pupils fairly and equally	75.6%
	Caring/approachable attitude of teachers	72.6%
<u>3. Enjoying and Achieving:</u>	Out of school activities/clubs	80.4%
	Developing community spirit in pupils	76.5%
	Developing strong moral values in pupils	76.2%
	Exam results	74.6%
	Happiness of child	72.7%
	Developing potential	70.8%
	Personal Social Health Education	70.6%
	Developing self confidence/esteem	70.1%
<u>4. Making a Positive Contribution:</u>	School discipline/good behaviour	86.1%
	Developing community spirit in pupils	76.5%
	Personal Social Health Education	70.6%
	Encouraging pupil activity in the local community	65.9%
<u>5. Economic Well-being:</u>	Treating all pupils fairly and equally	75.6%
	Exam results	74.6%
	Developing a pupil's potential	70.8%
	Careers advice and guidance	65.1%

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 pupil survey results. This summary draws together the evidence from your pupil survey which you may wish to include, under the SEF headings. Remember, for SEF grading comparisons with our colour coded system:

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

SEF Part A

Section 1 Characteristics of your School

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

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

2a. and 2b.

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

2c.

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

2d.

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

Section 3. Achievement and Standards

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

Section 4. Personal Development and Well-being

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

Core Parent Areas

Happiness of pupil
Developing potential
Developing moral values
Control and prevention of bullying
Careers advice and guidance
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
English
Mathematics
IT
Business Studies

Other Criteria

Healthy lifestyle - Diet
Healthy lifestyle - Exercise

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

Physical Education	86.0%
Out of school activities/clubs	80.4%
Healthy lifestyle - Exercise	72.3%
Healthy lifestyle - Diet	70.9%
Social Health Education	70.6%

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

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

Control and prevention of bullying	87.2%
School security/safety	76.9%
Treating all pupils fairly and equally	75.6%
Caring/approachable attitude of teachers	72.6%

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

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

School discipline	86.1%
Control of attendance/truancy	79.8%
Developing community spirit	76.5%
Developing strong moral values	76.2%
Happiness of pupil	72.7%
Personal Social Health Education	70.6%
Encouraging pupils' activity in the local community	65.9%

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

4d. How good is the behaviour of learners?

School discipline	86.1%
--------------------------	--------------

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

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

Out of school activities/clubs	80.4%
Developing community spirit in pupils	76.5%
Developing moral values	76.2%
Personal Social Health Education	70.6%
Encouraging pupils' activity in the local community	65.9%

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

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

Business Studies	100.9%
IT	97.0%
Mathematics	90.8%
English	85.8%
Developing community spirit	76.5%
Exam results	74.6%
Tailoring workload to child's needs and ability	74.5%
Developing potential	70.8%
Personal Social Health Education	70.6%
Developing confidence	70.1%
Careers advice and guidance	65.1%

Your average pupil grade for this section = 1.8 = 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 pupil grade as = 2.5 = 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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
Happiness of child	8%
Control of bullying	6%
Careers advice	5%

4 Grade. Overall suggested grading:

		Grading
Learners' personal development and well-being	Whole school	Good (1.7)
	Sixth Form	Satisfactory (2.5)

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?

School discipline	86.1%
Exam results	74.6%
Tailoring workload to child's needs and ability	74.5%
Written reports	74.5%
Quality of teaching	74.3%
Ensuring pupils do their best and make good progress	72.5%
Developing potential	70.8%
Explaining to parents how to help their child	70.7%
Encouraging and listening to parent views	69.4%
Choice of subjects available	68.9%
Levels of homework	67.3%

Your average pupil grade for this section = 2.2 = Good = **SEF Grade 2**

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

Business studies	100.9%
Extra curricular activities	80.4%
School security	76.9%
Tailoring workload to child's needs and ability	74.5%
Healthy lifestyle - Exercise	72.3%
Healthy lifestyle - Diet	70.9%
Developing potential	70.8%
Personal Social Health Education	70.6%
Choice of subjects	68.9%
Encouraging pupils' activity in the local community	65.9%
Careers advice	65.1%

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

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

Truancy control	79.8%
Treating pupils fairly and equally	75.6%
Tailoring workload to child's needs and ability	74.5%
Communication between school and parents	74.0%
Caring/approachable teachers	72.6%
Developing potential	70.8%
Personal Social Health Education	70.6%
Careers advice and guidance	65.1%

Your average pupil grade for this section = 2.1 = 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 pupil grade as = 2.6 = 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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
Choice of subjects	11%
Careers advice	5%
Teaching quality	4%

5 Grade. Overall suggested grading:

		Grading
Quality of teaching and learning	Whole school	Good (2.2)
	6th Form	Good (2.1)
Quality of curriculum and other activities	Whole school	Good (2.0)
	6th Form	Satisfactory (2.9)
Quality of care, guidance and support for learners	Whole school	Good (2.1)
	6th Form	Satisfactory (2.8)

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?

Quality of school management	75.9%
Availability of resources	75.7%
Computer access	74.5%
Tailoring workload to child's needs and ability	74.5%
Quality of teaching	74.3%
Caring/approachable teachers	72.6%
Developing potential	70.8%
School facilities	64.8%

Your average pupil grade for this section = 2.3 = 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 9 criteria surveyed, which are relevant to 'learners personal development and well-being', we have calculated your average pupil 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 pupils' top ranking priorities for improvement.

	<u>% of pupils</u>
School facilities	29%
Computer access	4%
Caring teachers	3%

6 Grade. Overall suggested grading:

		Grading
Effectiveness of leadership and management	Whole school	Good (2.3)
	Sixth Form	Good (2.4)

Section 7. Overall Effectiveness

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

The following criteria show 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.

Business Studies
Music
French
Mathematics
History
Religious Studies
Design Technology
Control of bullying
Community spirit
Social health education

Of the pupils who were not new to the school, 45% said the school had improved.

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

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

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?

Average Sixth form rating from SEF categories results: 2.4 = Good = **SEF Grade 2**

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

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

	<u>% of pupils</u>
School facilities	29%
Choice of subjects	11%
Happiness of child	8%
Levels of homework	7%
Control of bullying	6%

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

Psychology
Sociology
Drama
Economics
School facilities

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

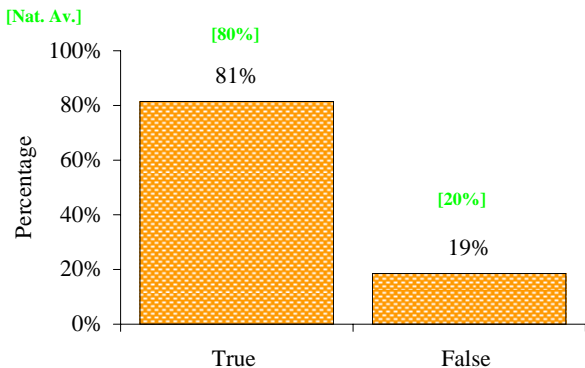
This section should be completed based on your knowledge of the school.

7 Grade

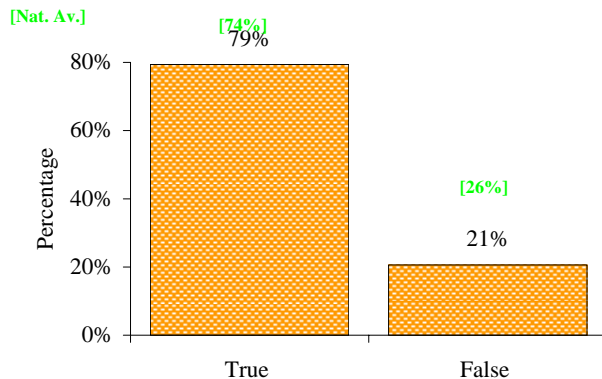
	Grading
Overall effectiveness	Good (2.0)
Capacity to make further improvements	Your assessment required
Improvement since last inspection	Your assessment required
Effectiveness of 6th Form	Good (2.4)

Graphical Analysis of Results
For All
Questions and Criteria

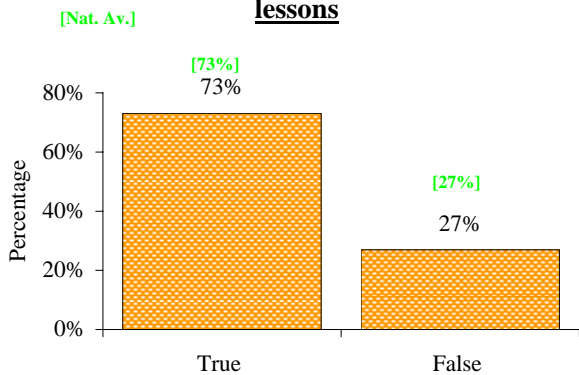
I have not been bullied recently



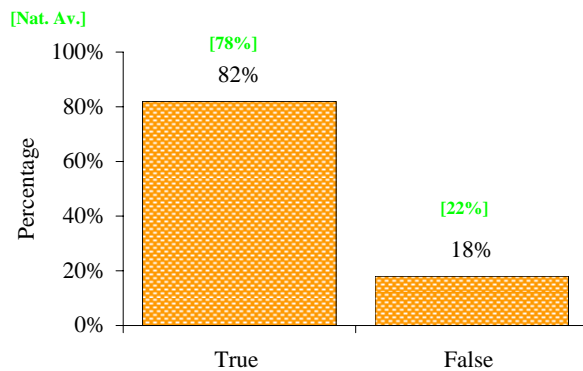
I have not been treated unfairly by staff



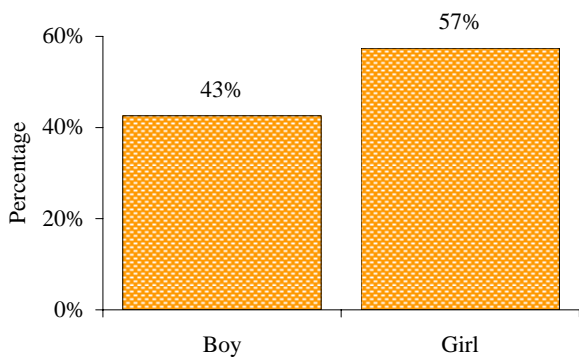
Given choice, I would still attend my lessons



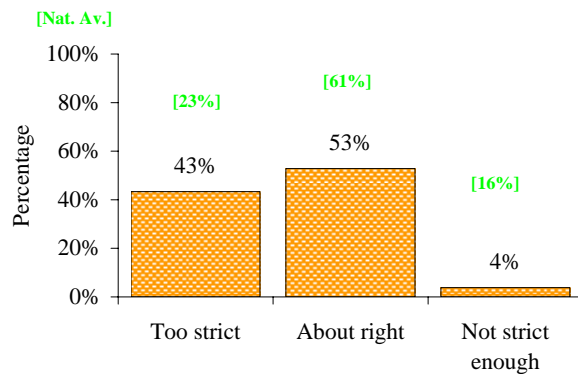
I would like to attend University



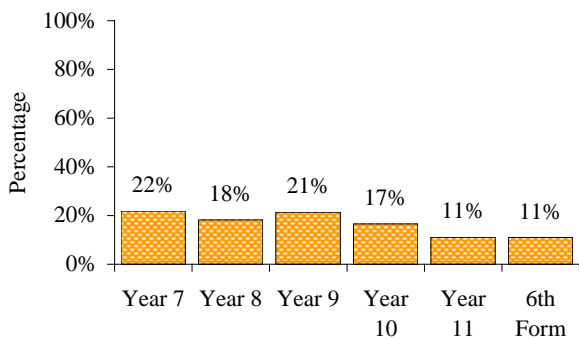
Sex of Pupil



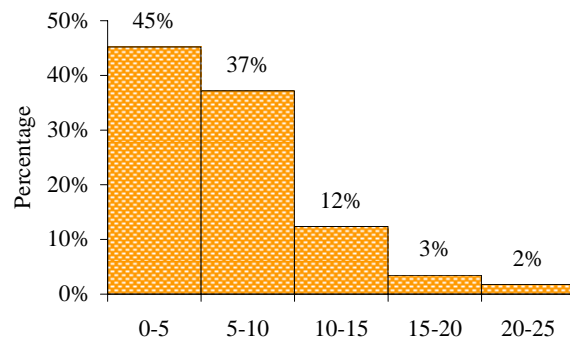
What do you think of school discipline?



Year Group

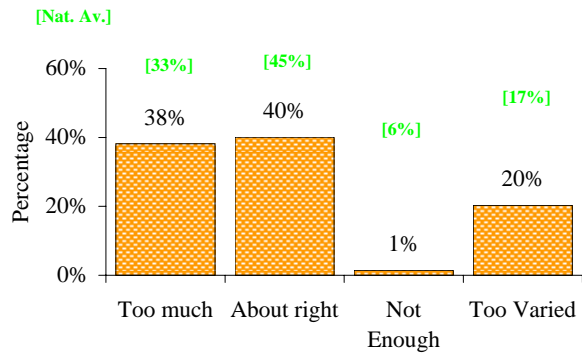


Hours of Homework per Week

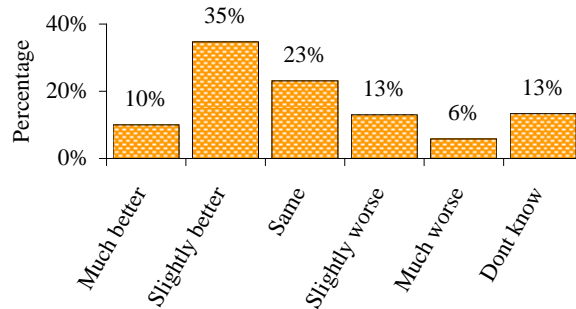


Describe the Amount of Homework

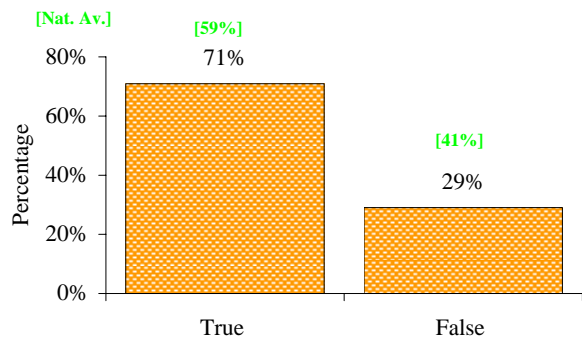
Given



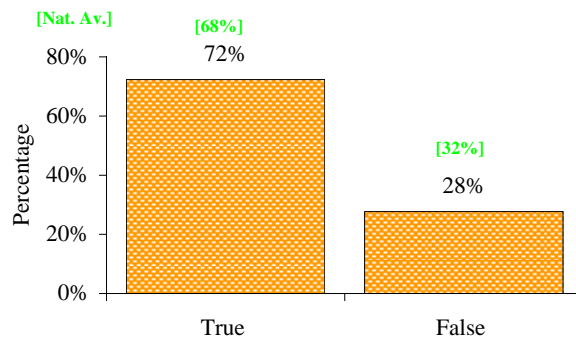
Performance compared to last year



The school encourages a healthy lifestyle though diet



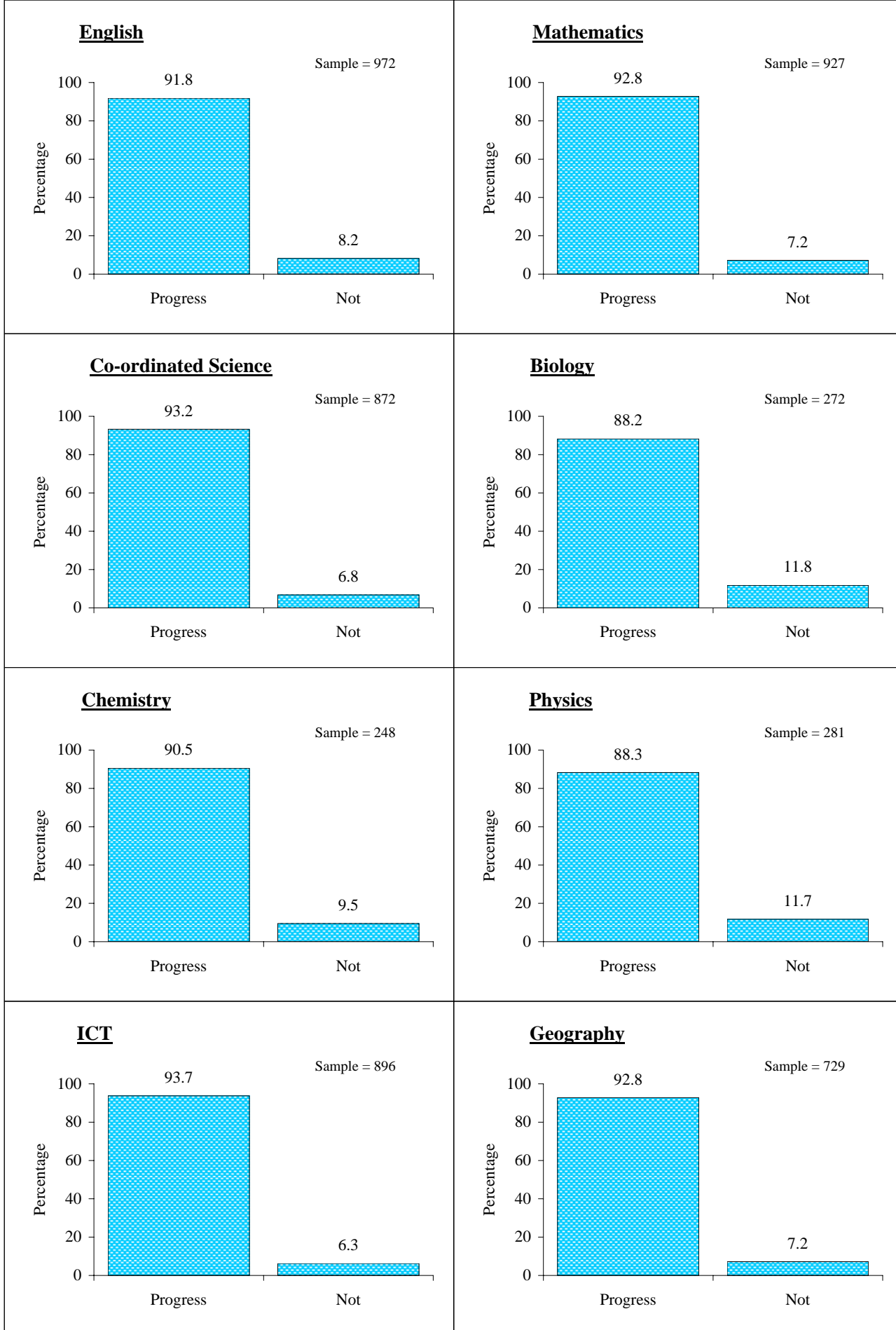
The school encourages a healthy lifestyle though exercise



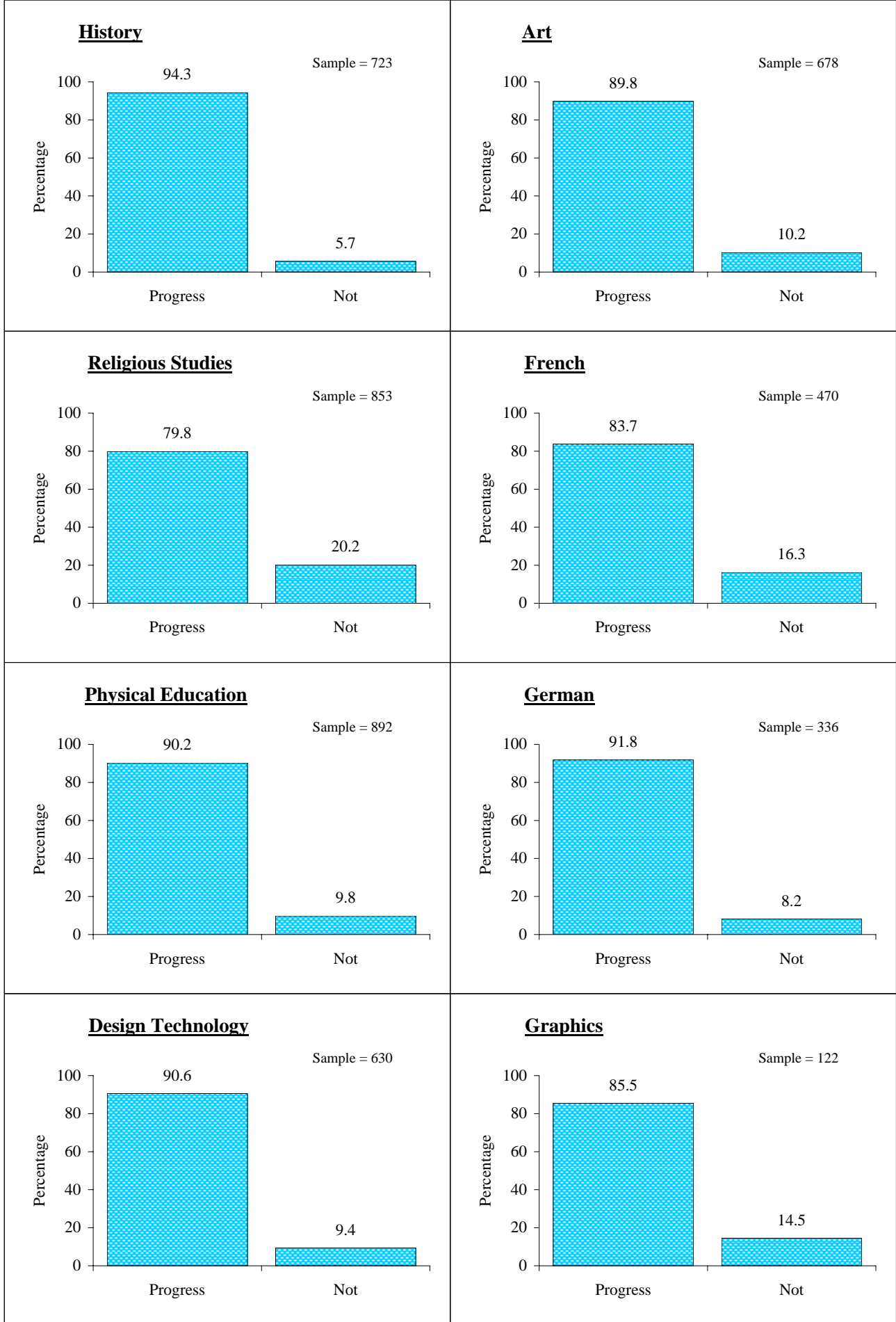
Bar Chart Results

Academic Subjects

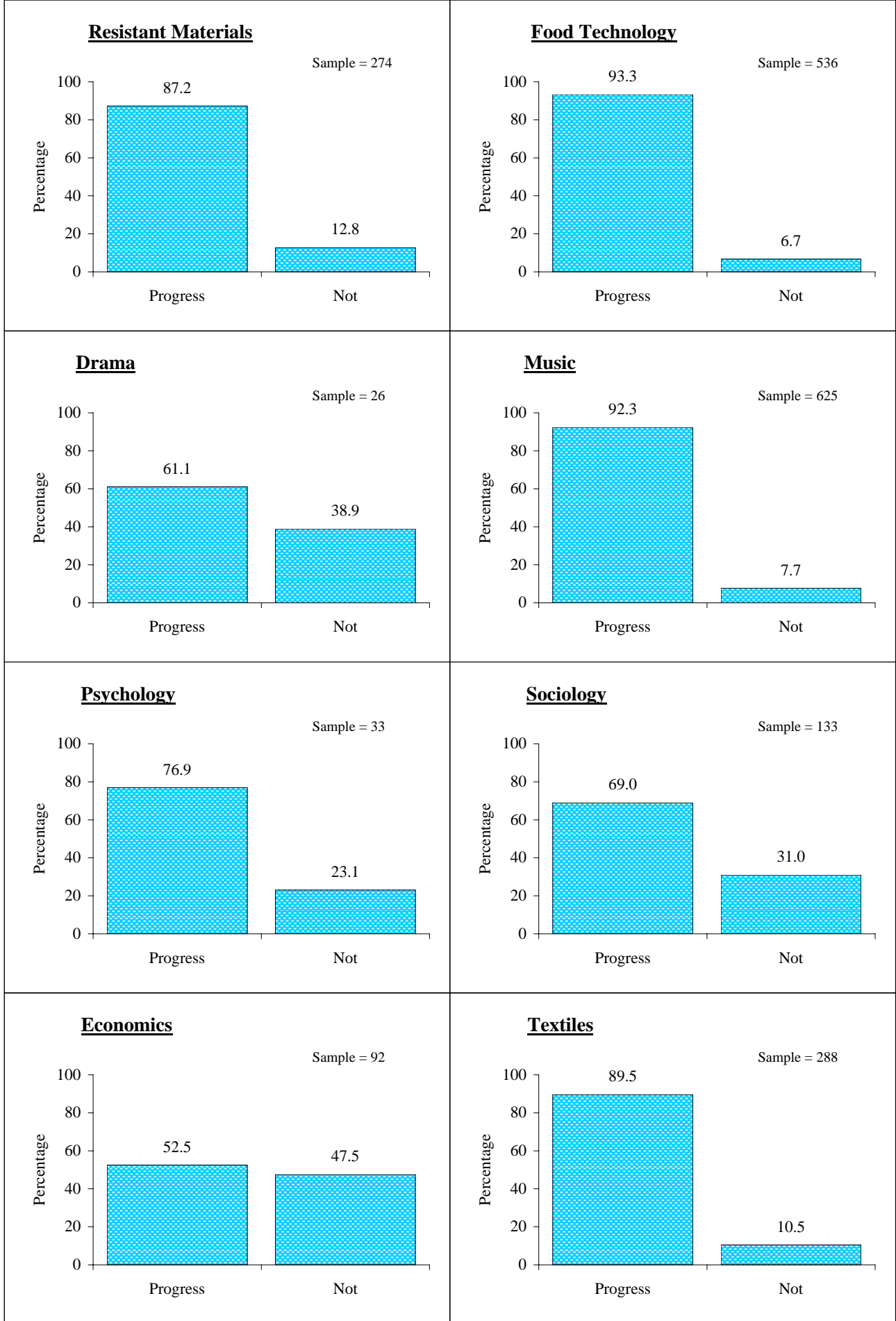
The following graphs have been adjusted to be representative of year group size and gender.



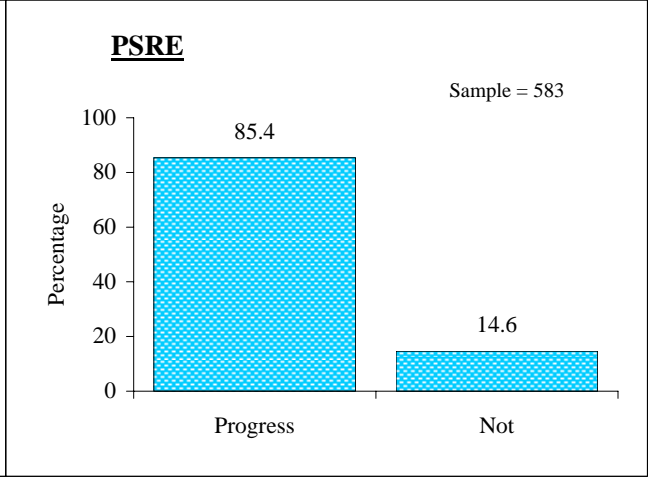
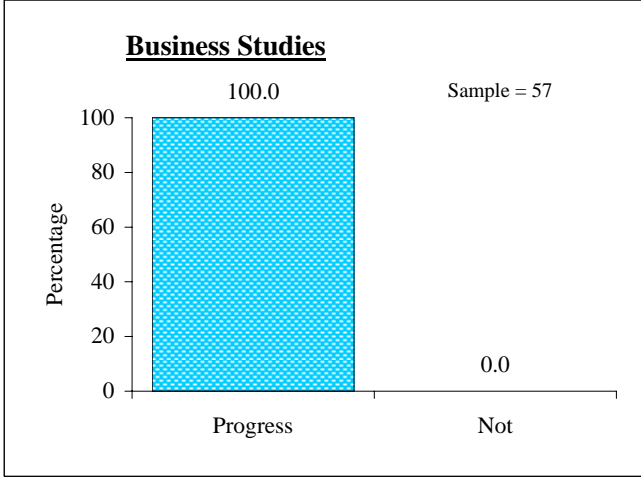
The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.



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



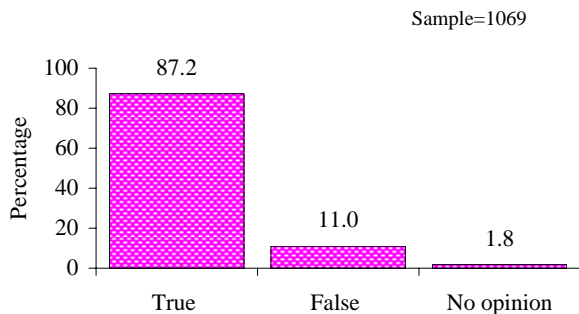
The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.



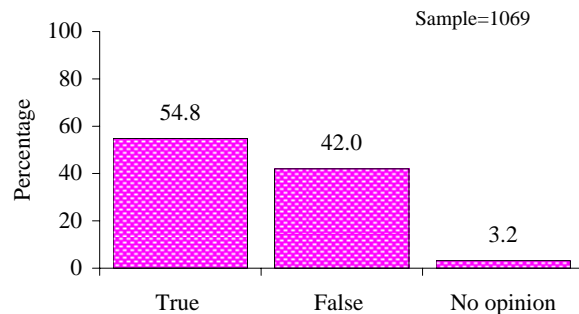
Non-Academic
Selected Parent Priorities

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

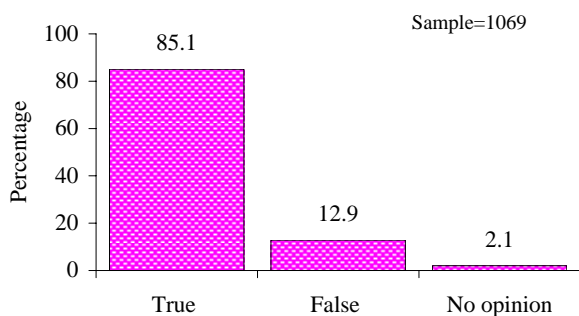
School discipline: "There is usually a good level of discipline in the classroom during lessons."



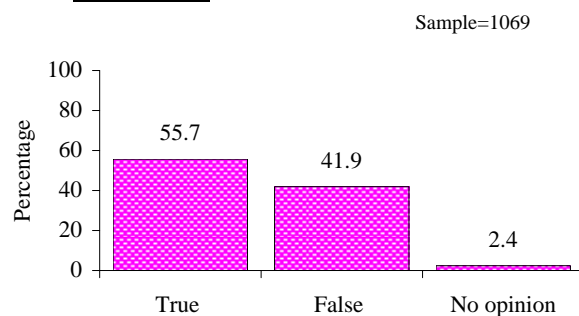
Community spirit: "Pupils care about one another."



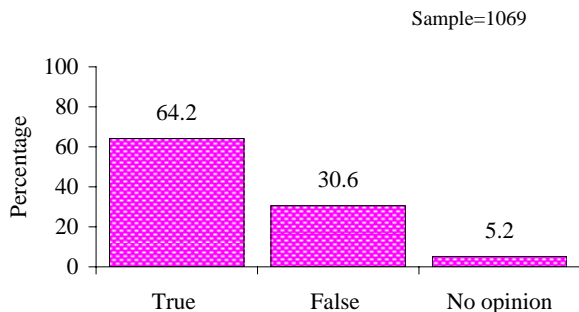
School security: "I usually feel safe when I am at school."



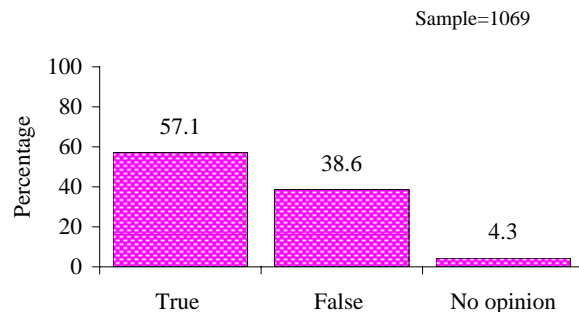
Social health education: "I am taught how to stay healthy and to deal with problems."



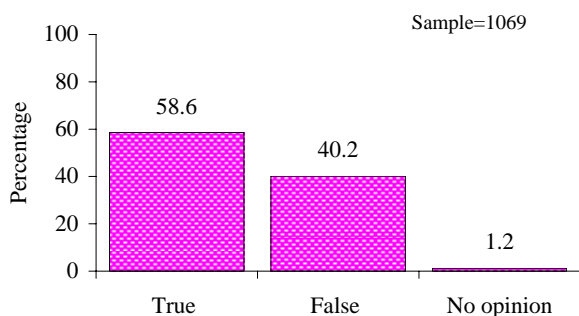
Control of bullying: "If I reported bullying to a teacher it would be stopped."



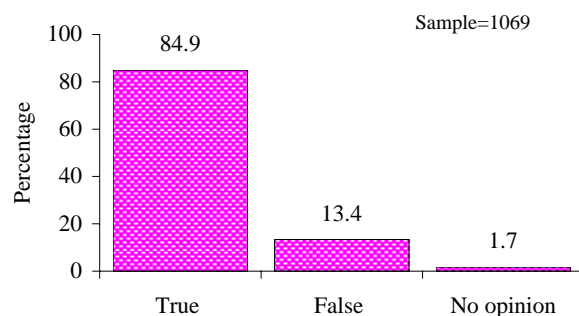
Careers advice: "I get all the help and advice that I need about my future career options."



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

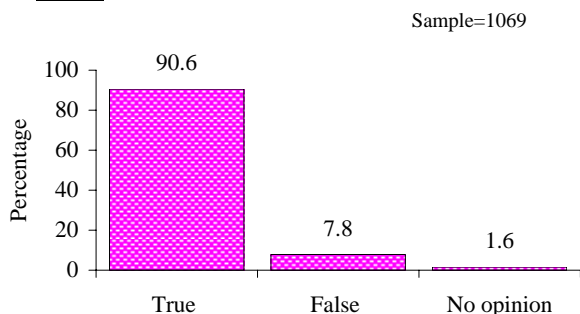


Developing potential: "Teachers encourage me to do my best."

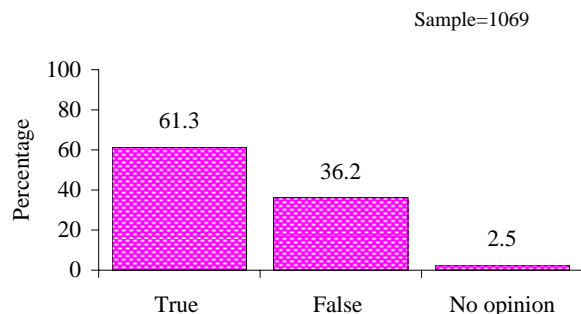


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

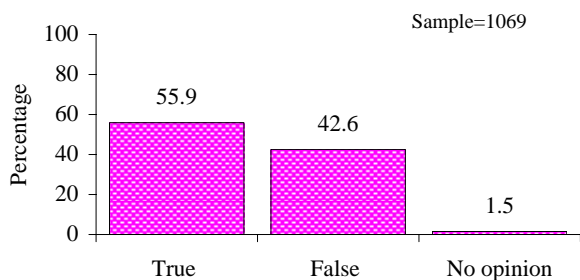
Exam results: "I have a good chance of achieving the exam results I would like."



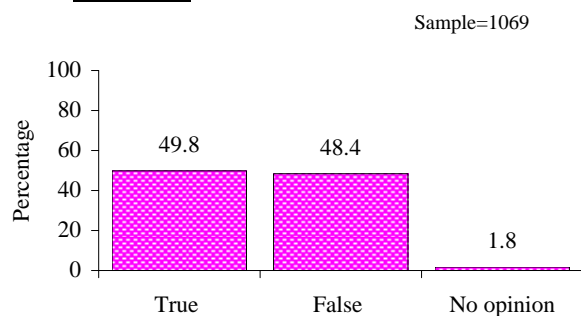
Developing confidence: "School helps me to be proud of who I am."



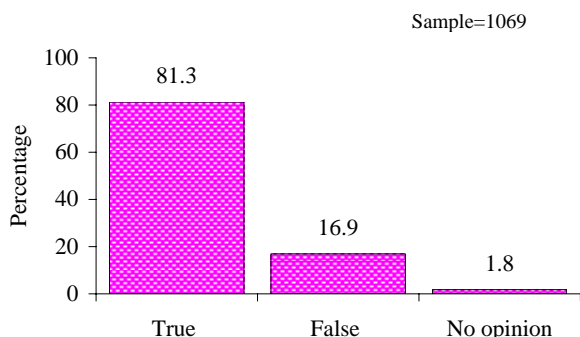
Resource availability: "There are usually enough resources eg. textbooks for everyone."



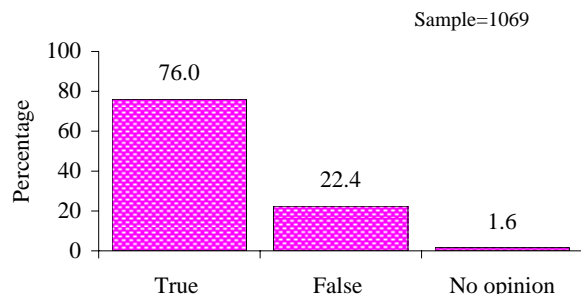
School facilities: "The buildings and equipment are mostly clean and modern."



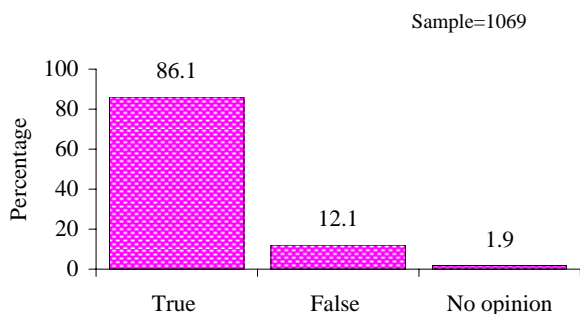
Caring teachers: "Most teachers would listen carefully if I had a problem."



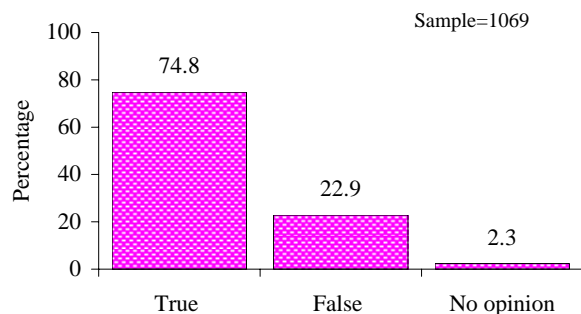
School communication: "My parents are kept up to date with my progress and with what is going on at school."



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

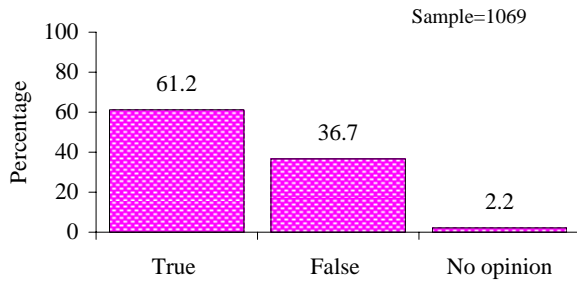


Happiness of child: "I am usually happy at school."

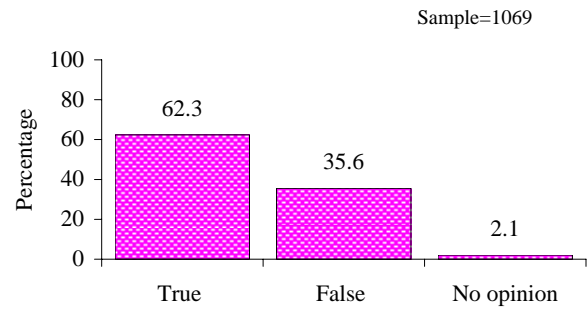


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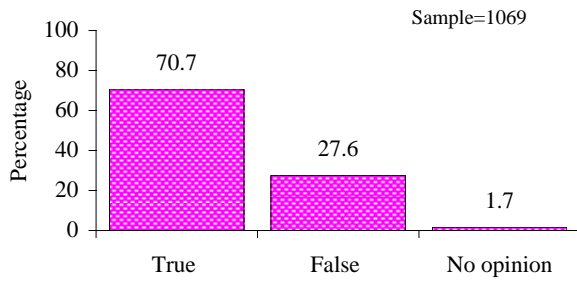
Choice of subjects: "The school offers all of the subjects that I would like to be taught."



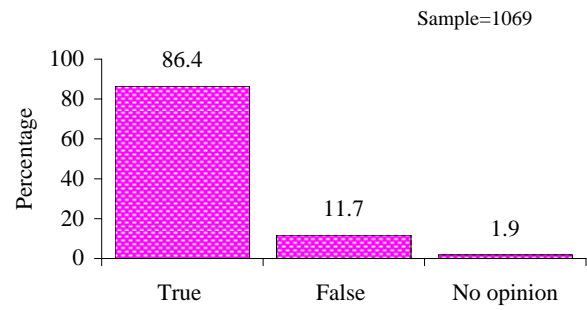
Teaching quality: "I enjoy being taught by most of my teachers because they make the lessons interesting."



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



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

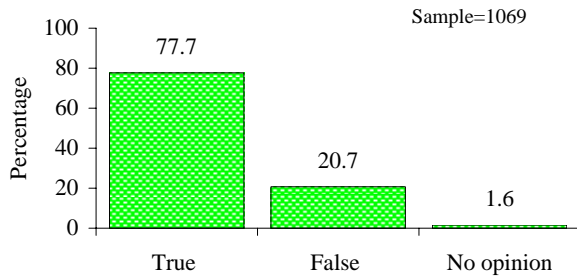


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

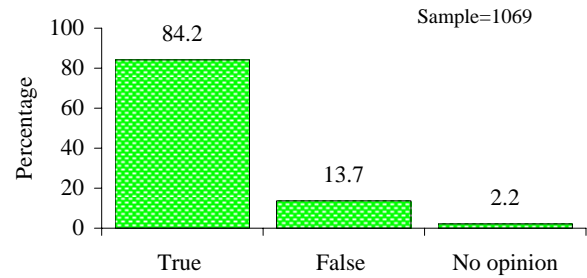
Additional Selected Criteria

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

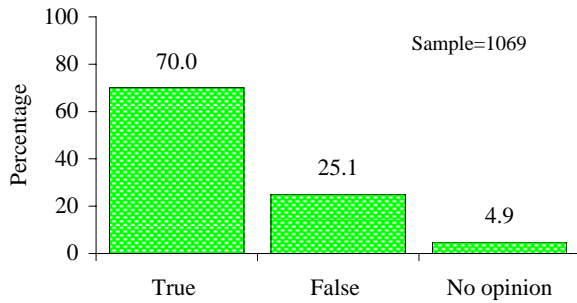
Quality of school management: "The people in charge of running the school do a good job."



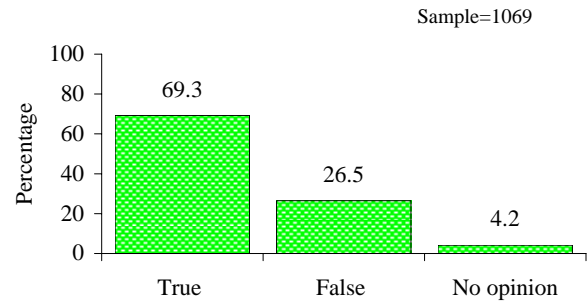
Extra curricular activities: "There are plenty of extra-curricular clubs and activities."



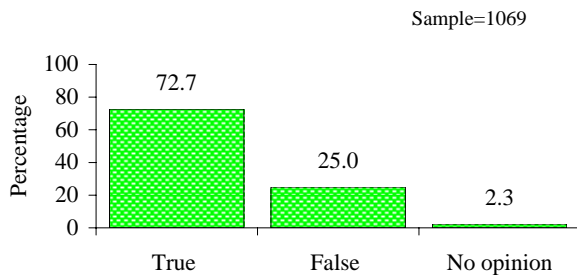
School meals: "I am happy with the meals provided at school"



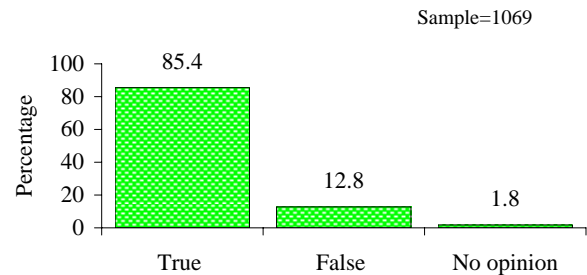
Encouraging and listening to parents views: "Parents who want to, can get involved in what goes on at the school."



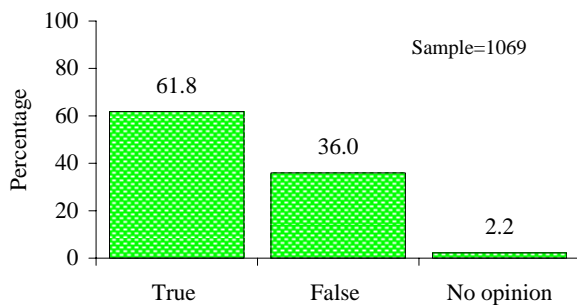
Explaining to parents how to help their child: "My parents are told what I am being taught and what is expected of me."



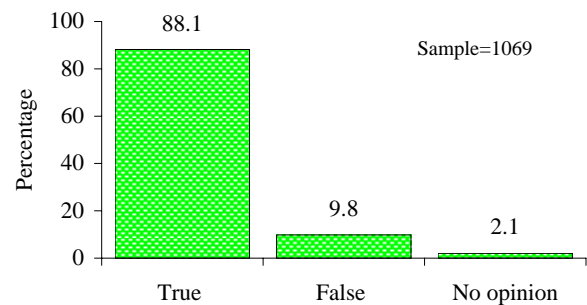
Workload tailored to child: "I am given the right amount of school work for someone with my ability."



Treating students fairly and equally

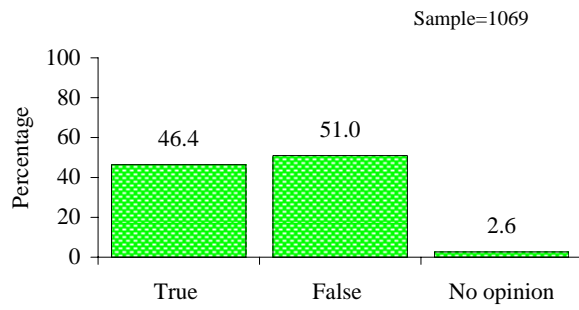


Ensuring students do best and make progress

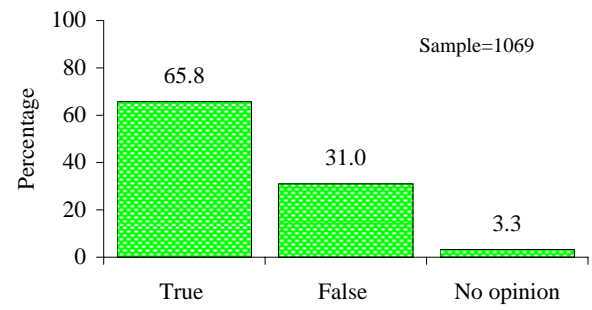


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

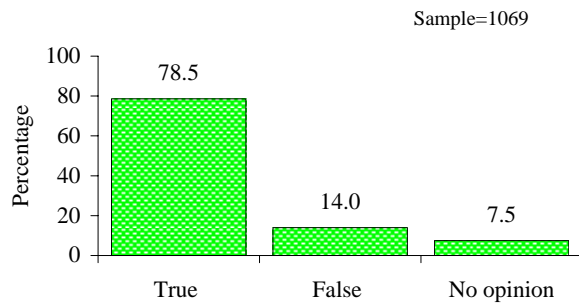
Encouraging local community activity:
"School encourages my participation in
the local community"



Encouraging and listening to students'
views



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

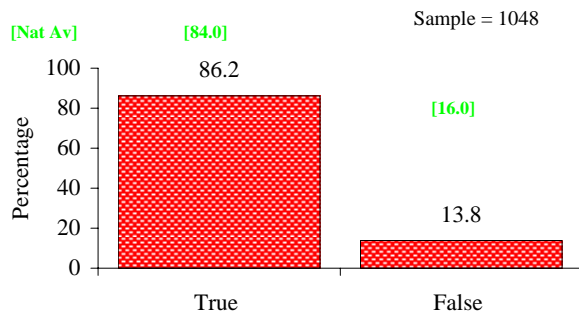


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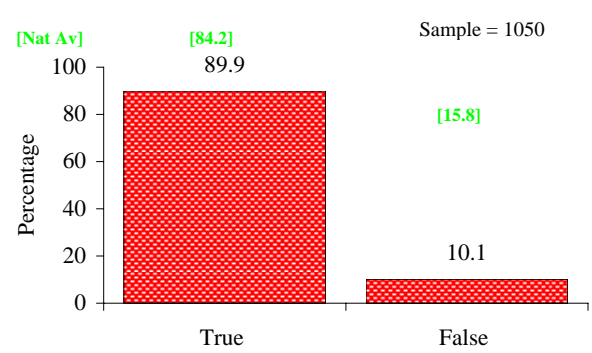
Home Environment Questions

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

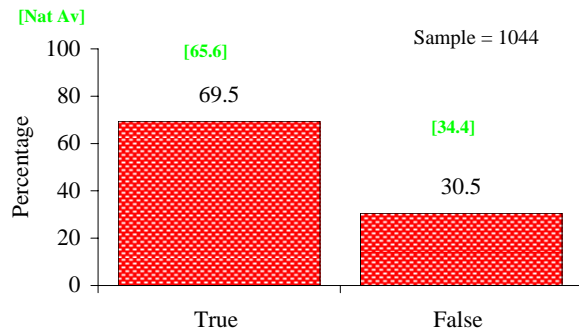
Parents want to know what I do: "My parents want to know what I am learning."



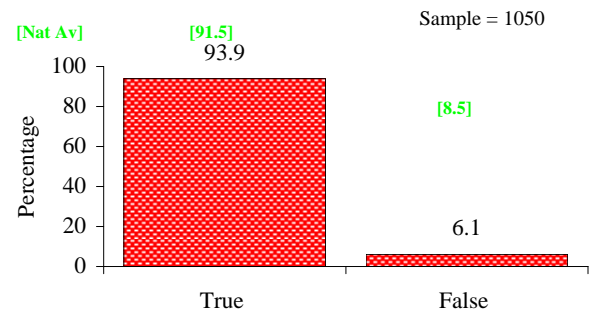
I have a homework area at home: "At home I can work in peace and quiet."



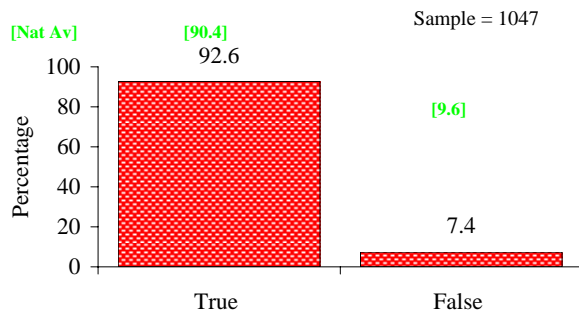
My parents look at my work: "My parents often look at my work."



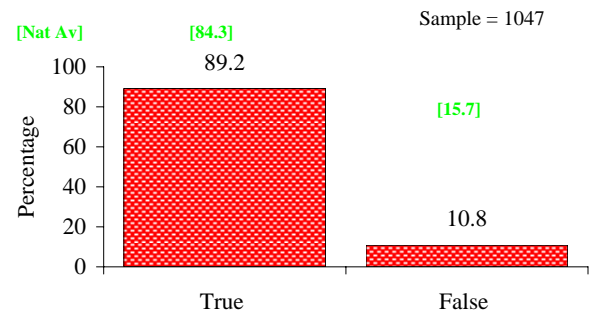
My parents help with homework: "My parents would try to help me with homework if I asked."



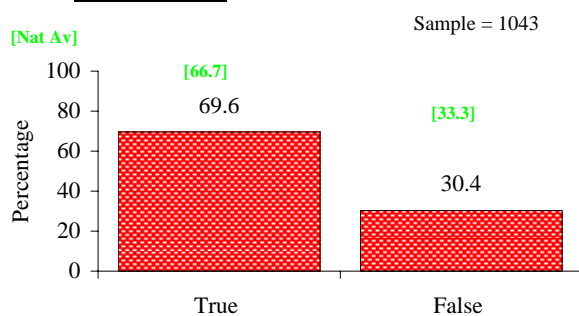
I have access to a computer at home: "There is a computer at home which I can use."



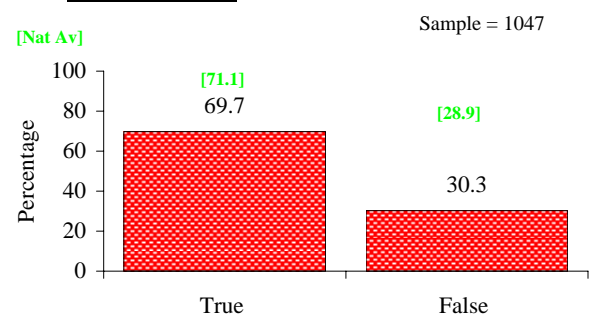
We have an internet link at home: "At home, there is a link to the internet which I can use."



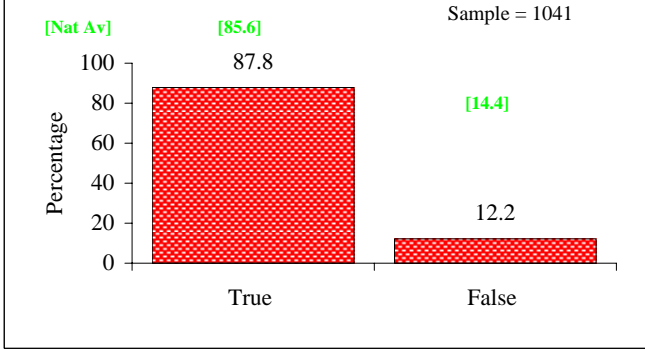
Parents check my homework: "My parents check that I have done my homework."



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



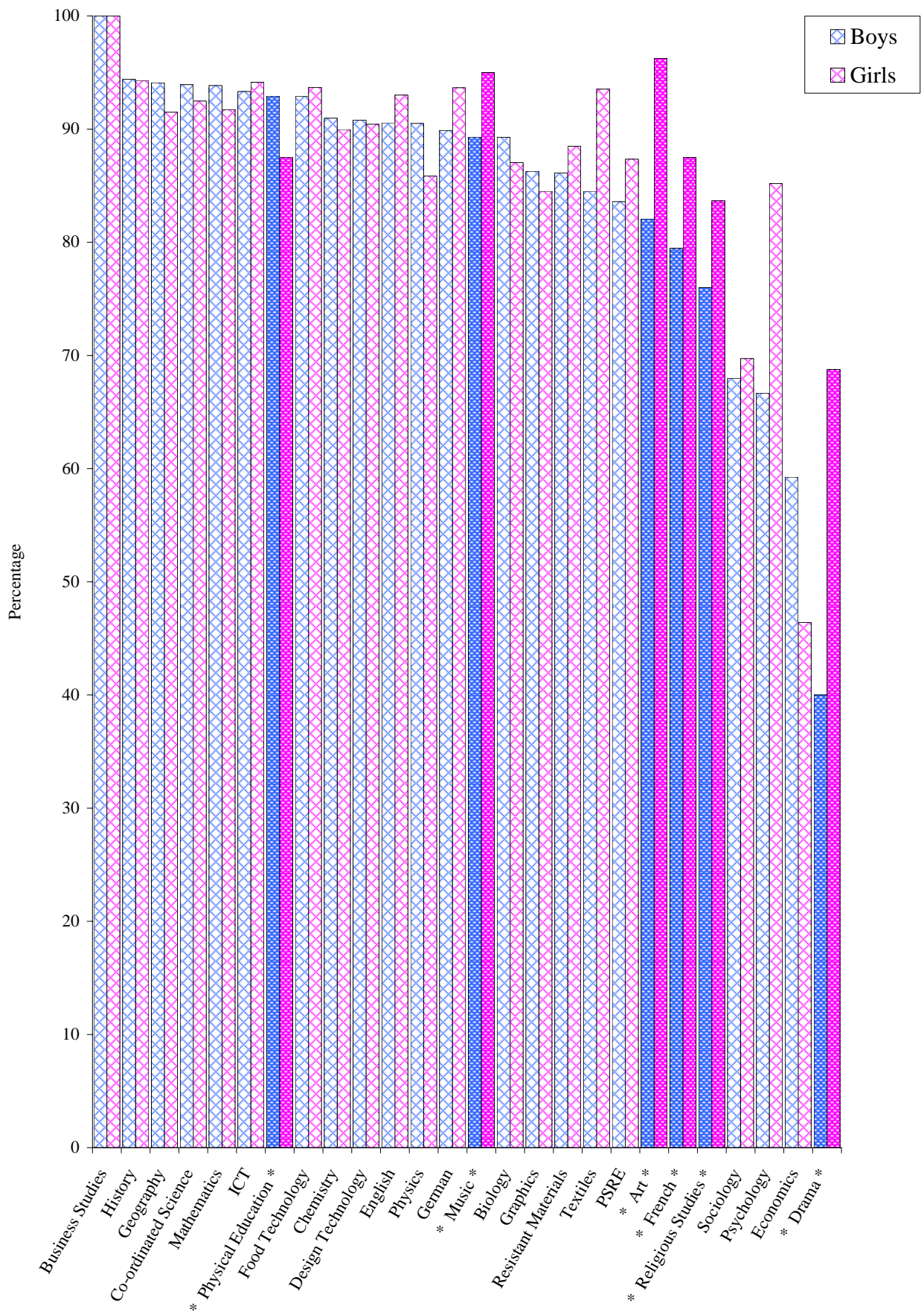
Parents would talk to school about my problems: "If I had a problem, my parents would visit school."



Cross Tabular Graphical Analysis of Results

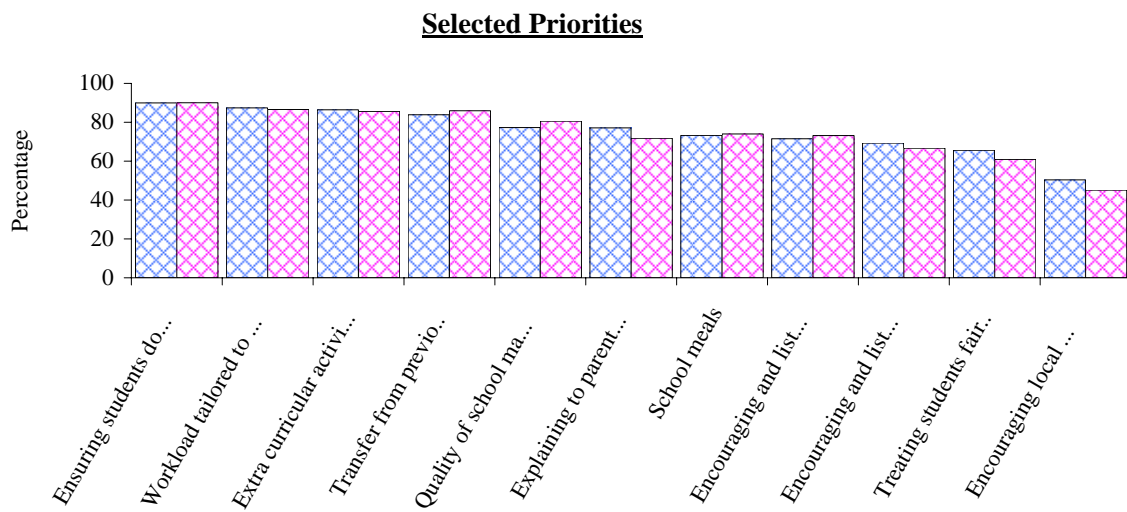
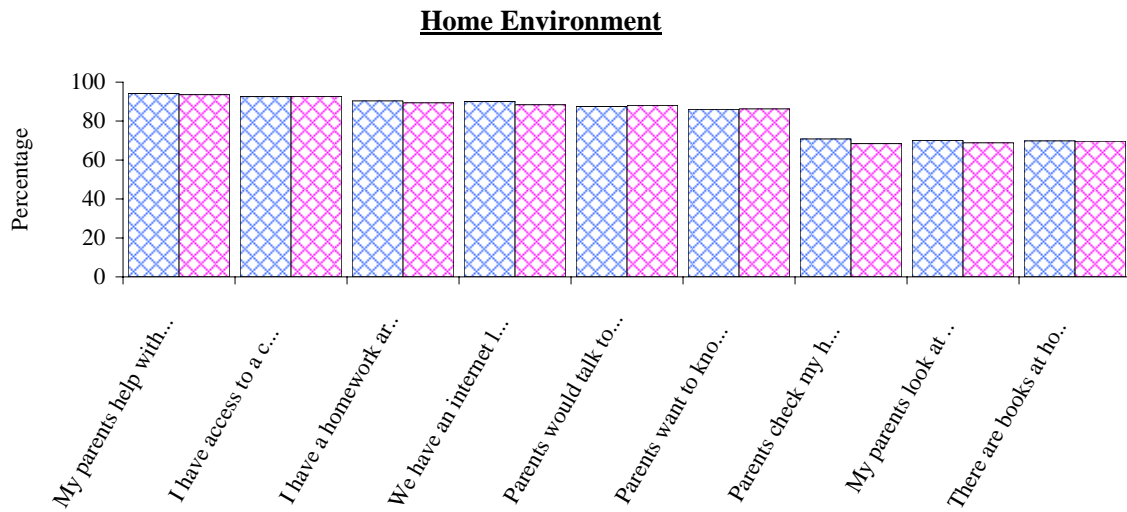
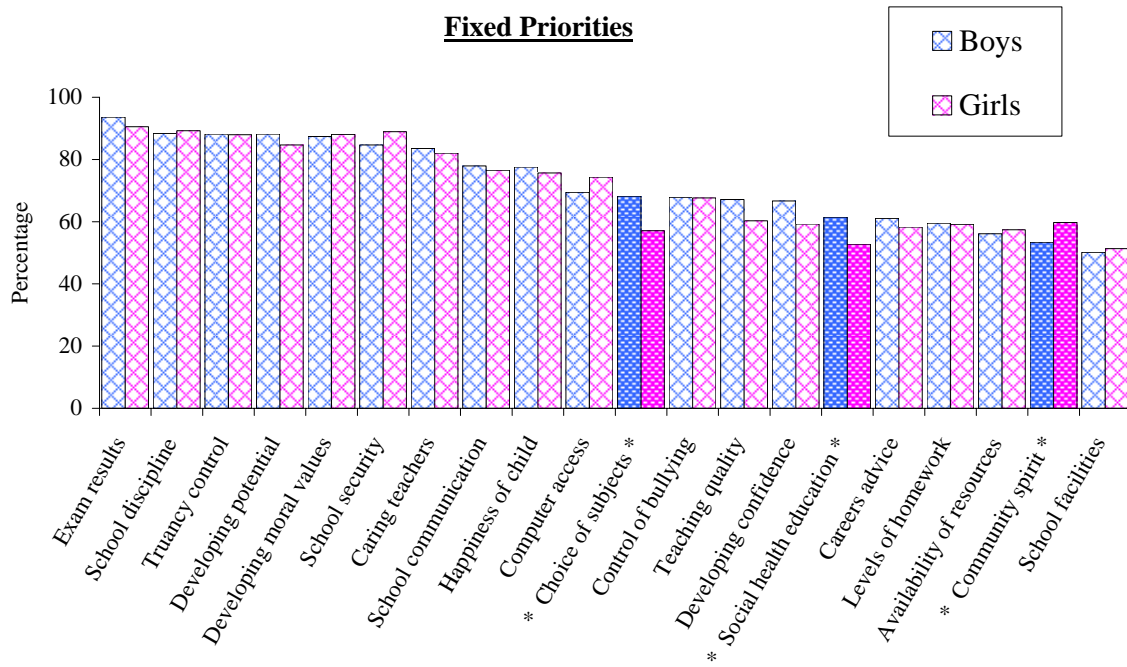
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Sex of Pupil

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



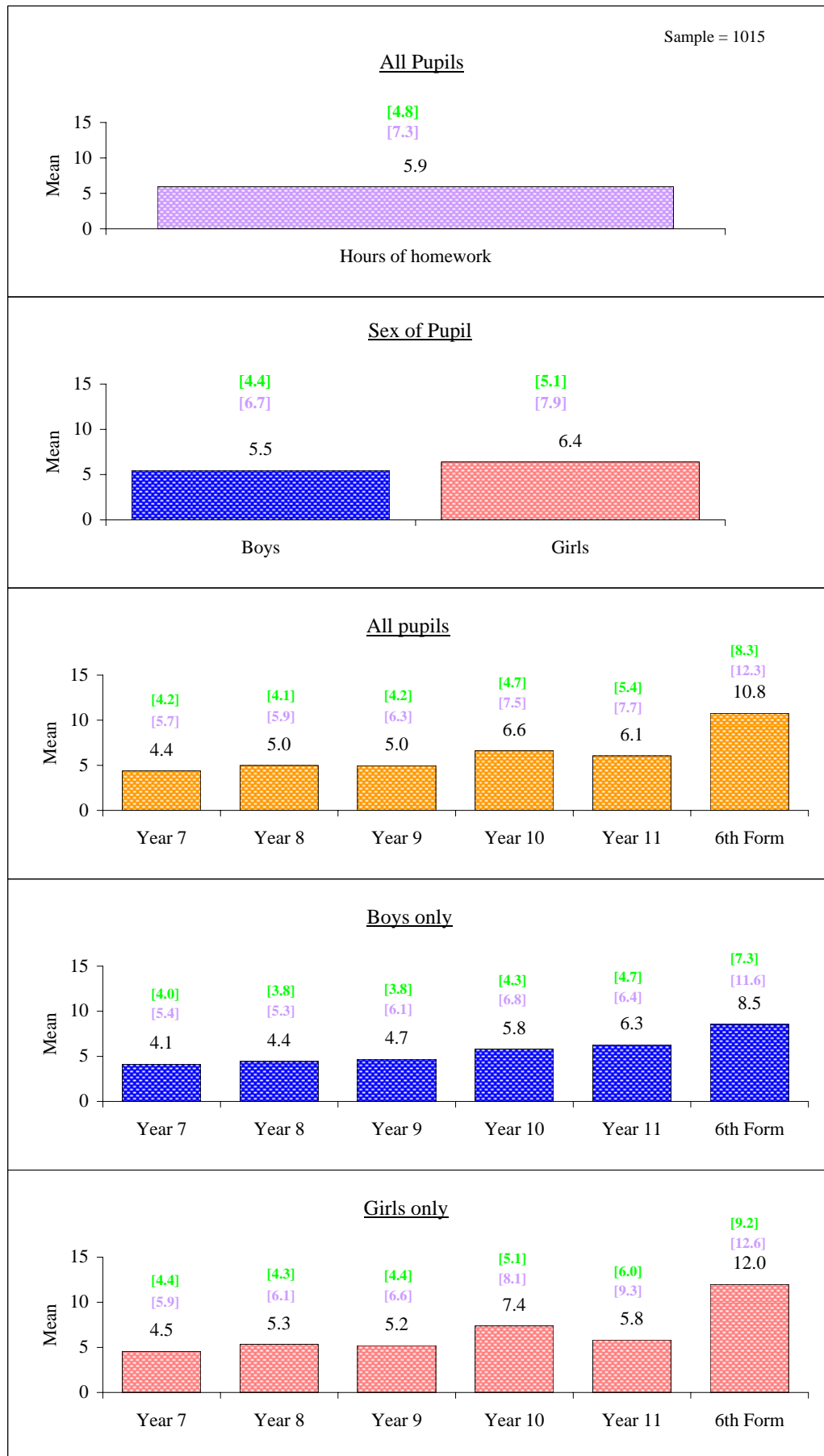
Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Sex of Pupil

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



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

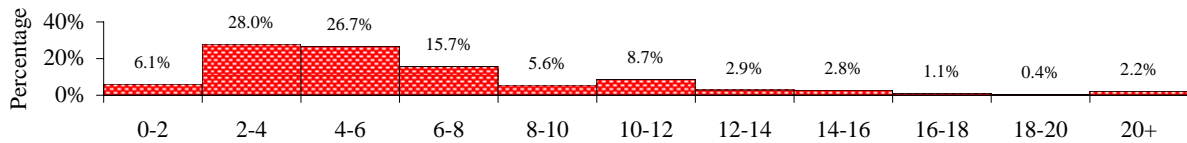
National average figures are given in [brackets], this school's last year figures in [brackets]



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

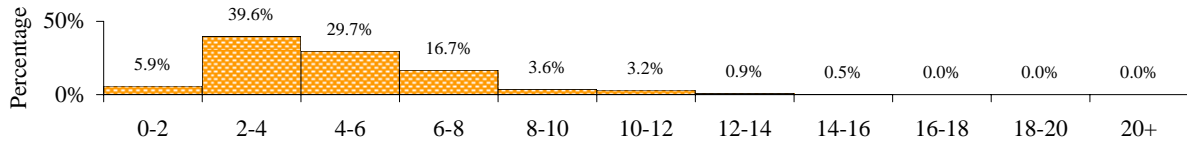
Sample = 1015

All Pupils



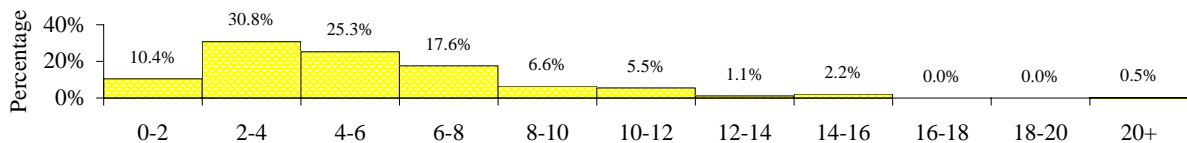
Sample = 228

Year 7



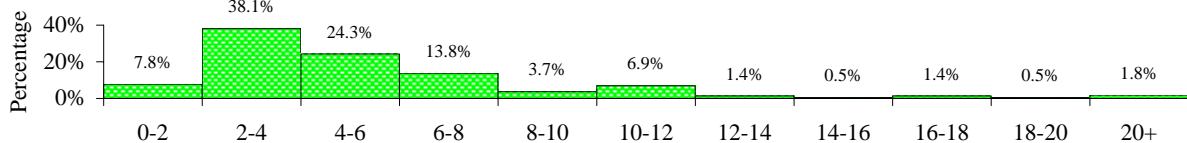
Sample = 190

Year 8



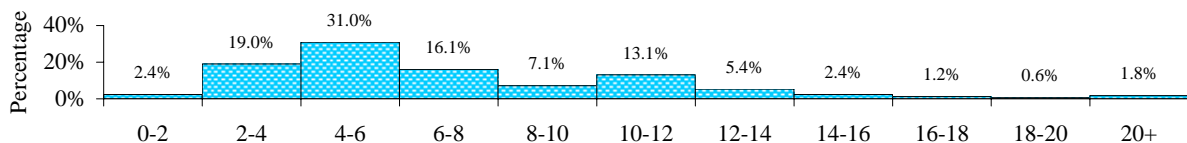
Sample = 223

Year 9



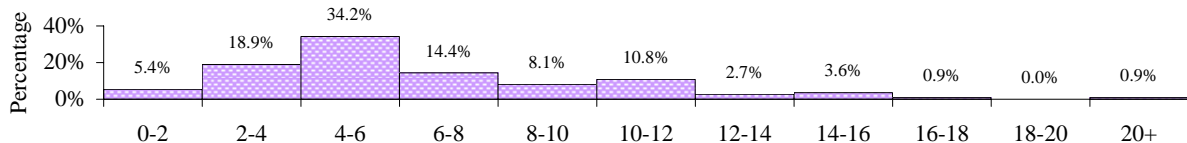
Sample = 173

Year 10



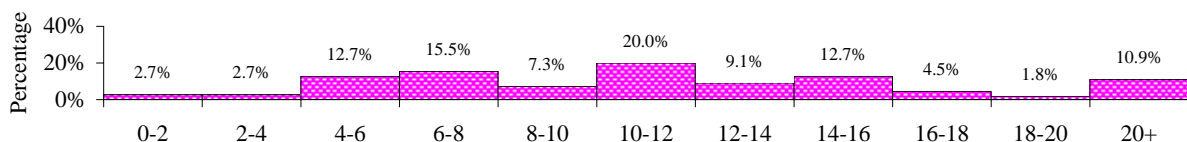
Sample = 115

Year 11

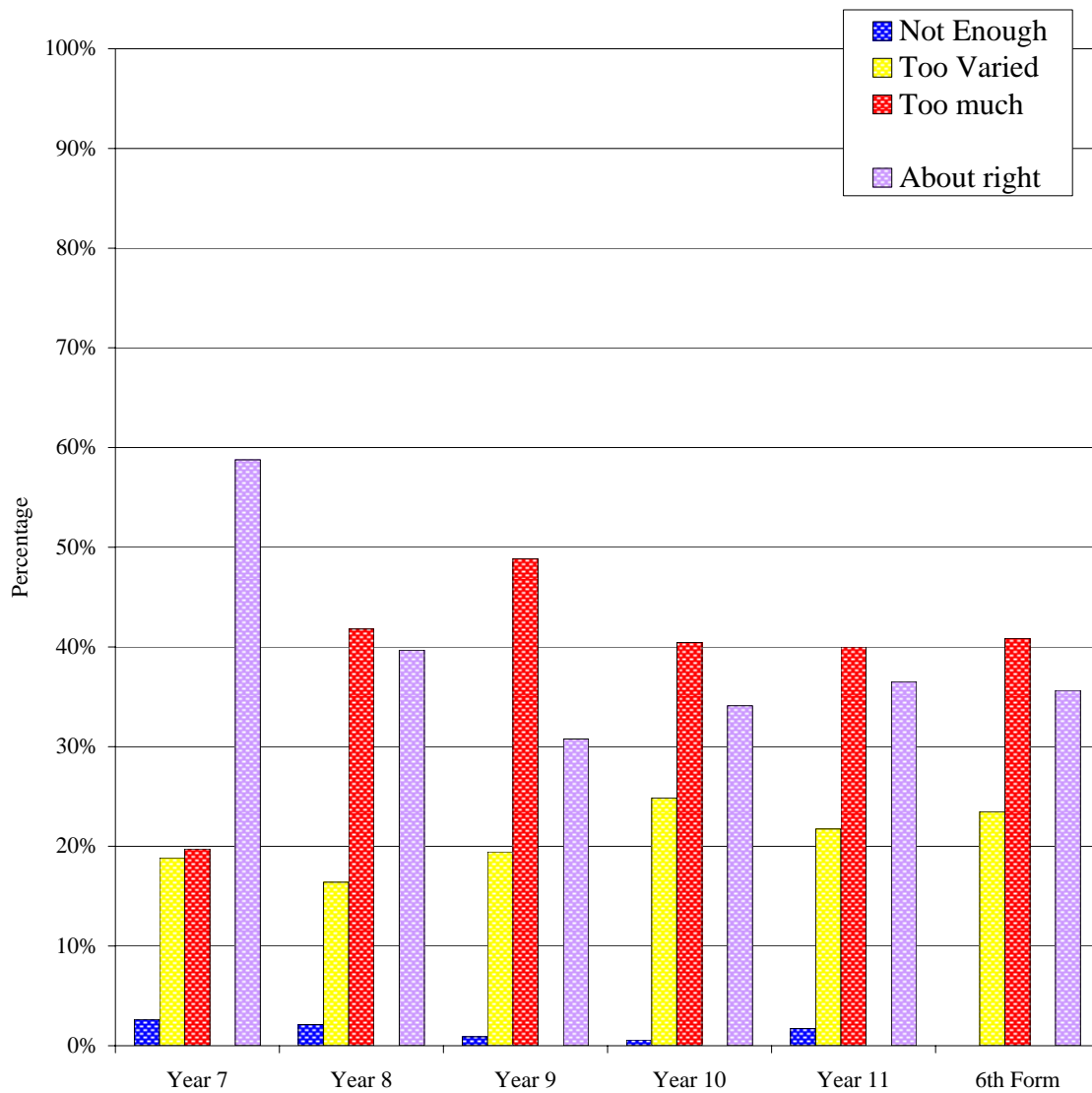


Sample = 115

6th Form



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



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

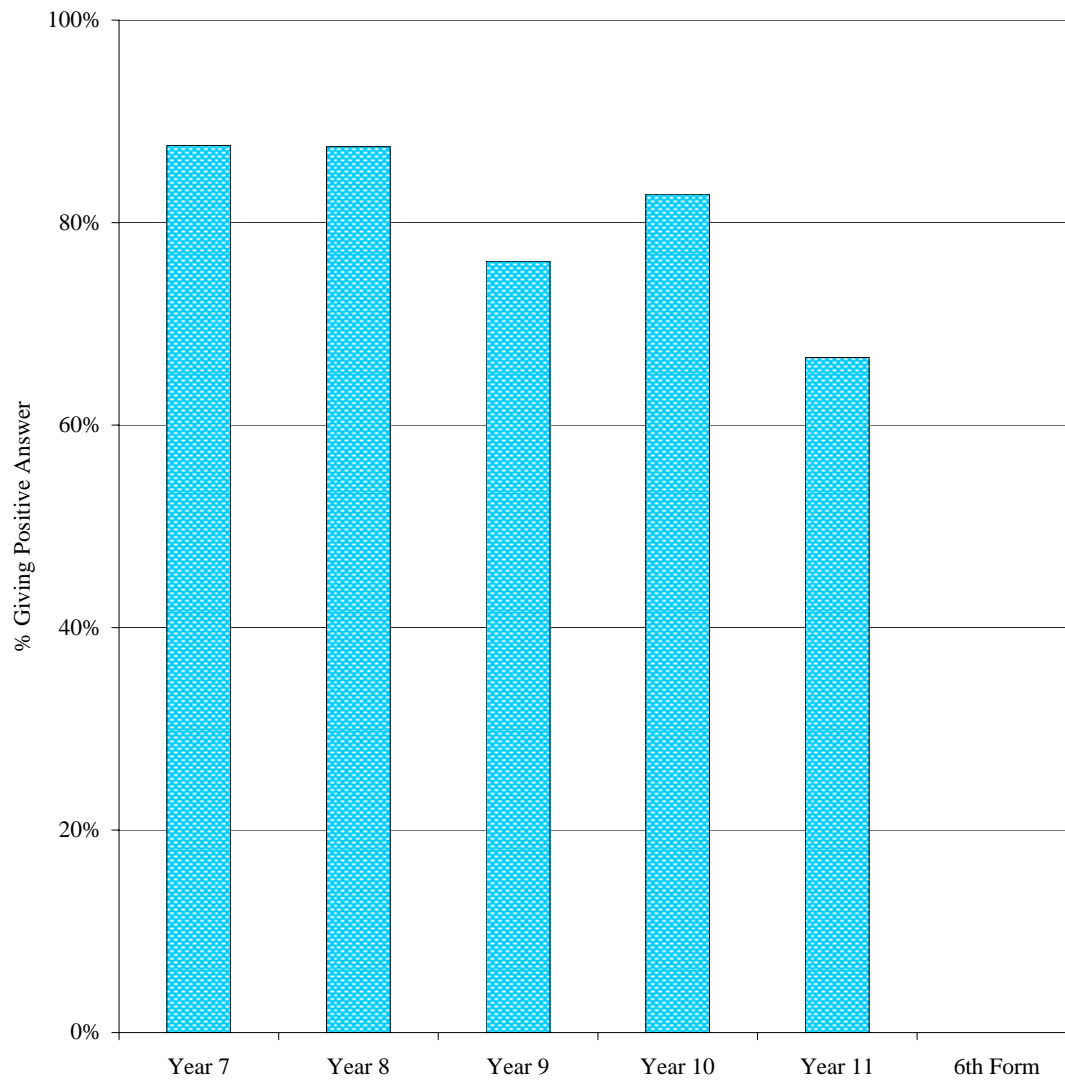
Throughout this report we have set the standard, that results quoted should be reliable at the 95% confidence level.

Please note: the difference between one year group and another has been tested to the 99% confidence level using a t- test; however, the scores for the individual year groups will often be taken from a sample too small to produce results that are reliable to within less than 5%, and should therefore only be taken as indicative of the true value.

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

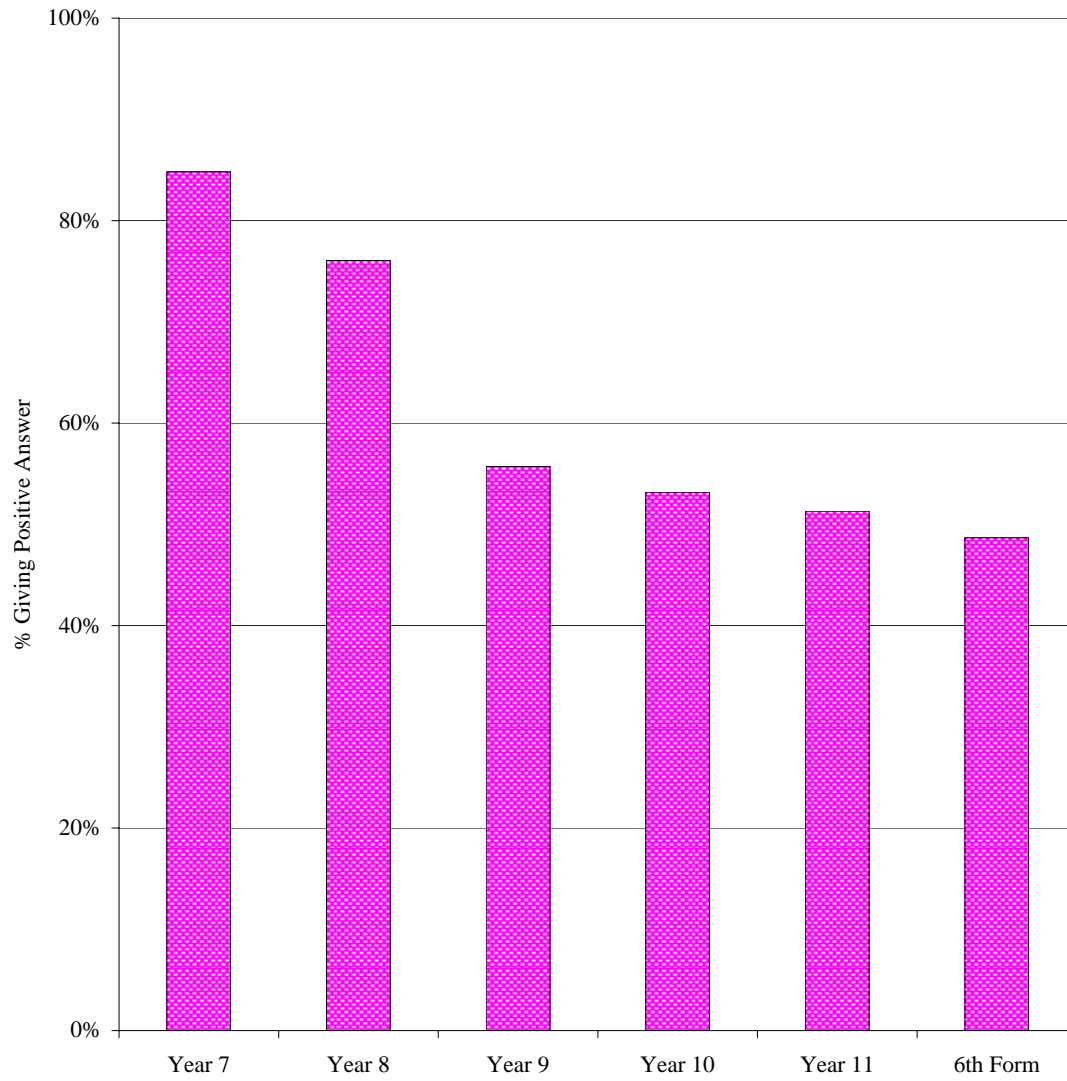
**The Graph Below for Religious Studies Shows Significant Differences
Between the Pupils in Year 11 and Year 7**

Scores fall in Year 11.



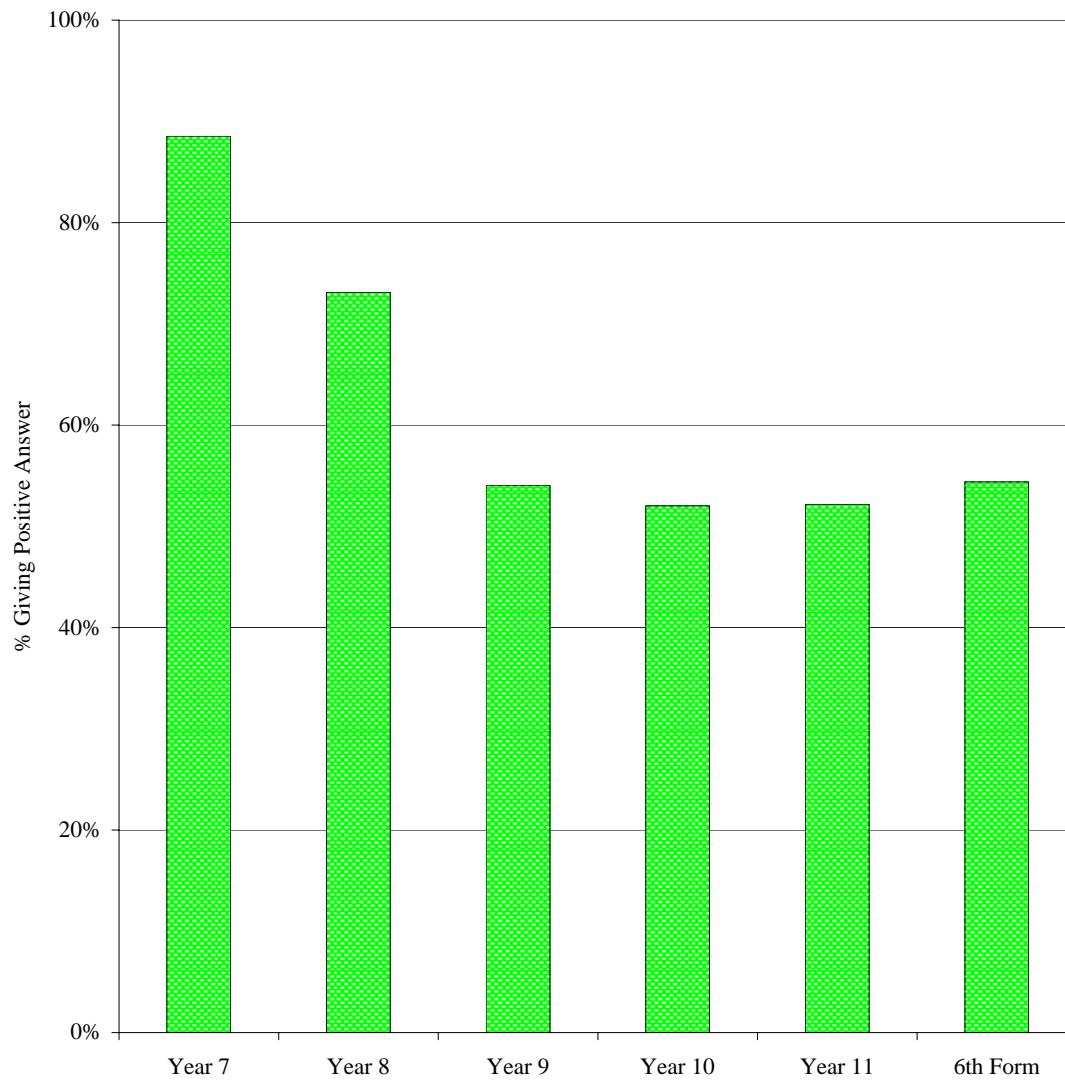
**The Graph Below for Developing confidence Shows Significant Differences
Between the Pupils in 6th Form and Year 7**

Scores are lower after Year 8.



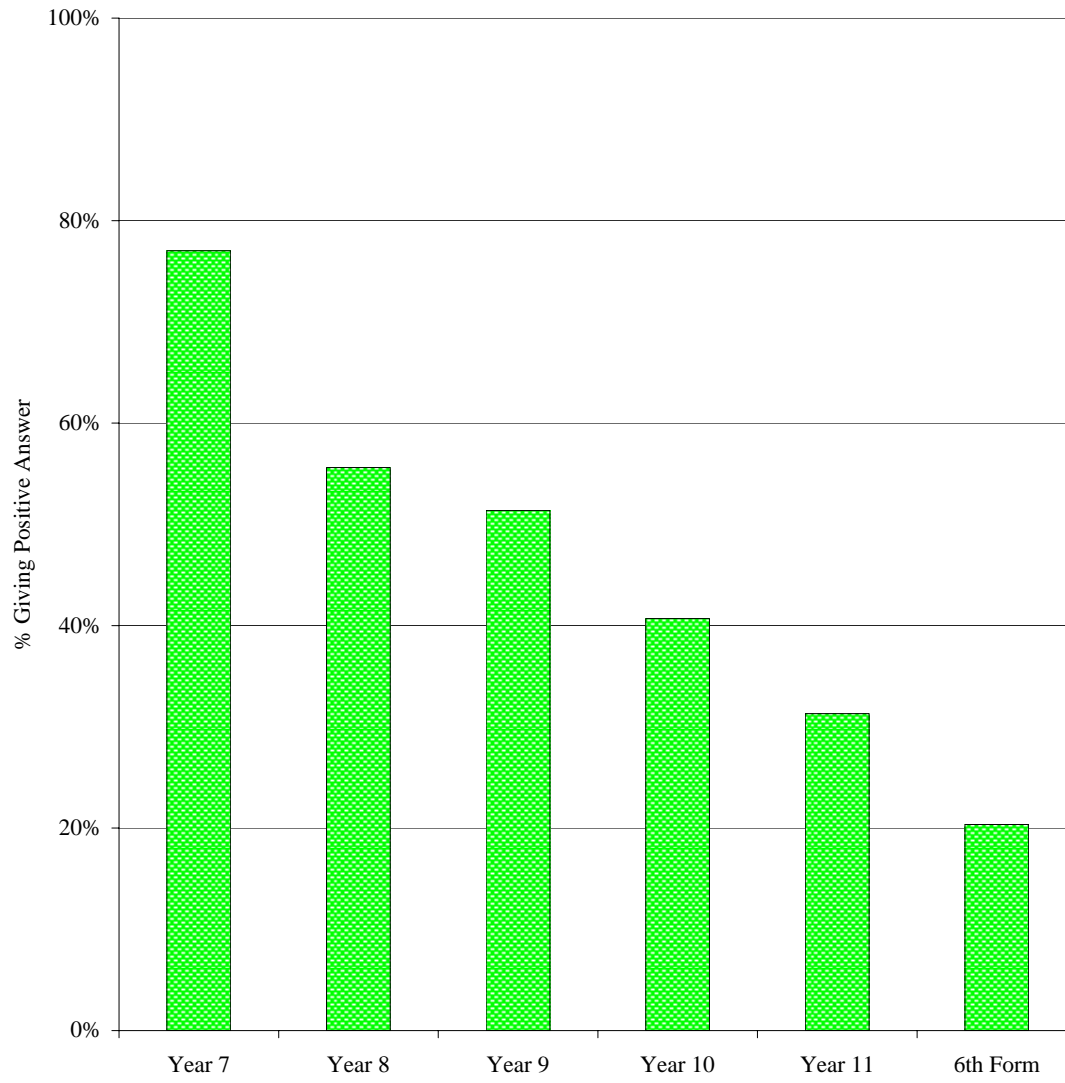
The Graph Below for *Treating students fairly and equally* Shows Significant Differences Between the Pupils in Year 10 and Year 7

Scores are lower after Year 8.



The Graph Below for Encouraging local community activity Shows Significant Differences Between the Pupils in 6th Form and Year 7

Scores decline as pupils get older (this is common).



Appendix

Performance

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

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

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

The following assumptions are made:

- 1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.
- 2) The ratio of boys to girls does not fluctuate across the year groups of the school.
- 3) For Non-academic areas, it is assumed that boys and girls are equally likely to have an opinion. This assumption does not apply to academic subjects, where some (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" 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.

Final proportion

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

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:

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

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

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

This final score for 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 score given is within 5% of the true value 19 times out of twenty.

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

5% = 0.05 on this scale of 0 - 1

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

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

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

We calculate the standard error of the proportion as follows:

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

Significant Differences

We require that differences between two given results (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 SEP of first result + 2 X SEP 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 99% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 99% confidence level, we consider changes/differences of this magnitude to be of no practical use in management terms and therefore only highlight those figures greater than 5%.

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of pupil 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>
2415	33	78.7%	968	79.8%	986	76.9%	A Level Sciences
246184	685	84.5%	120999	80.1%	145474	88.7%	Art
61352	277	85.7%	32661	87.1%	37585	85.0%	Biology
38159	406	83.0%	19240	84.2%	16454	82.6%	Business Studies
60871	280	80.5%	33388	83.2%	36478	78.3%	Chemistry
3869	61	81.9%	144	71.0%	2949	89.0%	Child Development
130298	385	78.8%	68112	77.8%	73286	80.0%	Citizenship
31411	134	79.5%	10469	66.5%	26207	86.5%	Dance
199954	627	88.1%	107420	87.8%	110030	88.6%	Design Technology
168536	599	85.8%	79436	83.6%	101266	87.8%	Drama
11850	81	84.5%	6270	86.3%	4922	81.5%	Electronics
335586	691	89.7%	167468	88.7%	196186	90.7%	English
9929	31	85.9%	4686	85.0%	5338	86.8%	English Literature
126048	492	89.5%	54358	87.0%	77403	91.7%	Food Technology
208894	648	76.5%	103383	73.1%	126654	79.5%	French
251022	685	85.1%	130230	84.9%	143835	85.3%	Geography
77149	400	79.6%	38832	77.5%	45037	81.5%	German
5984	77	86.3%	2531	83.8%	2202	85.2%	GNVQs
10759	69	82.9%	5460	82.6%	4982	83.2%	Graphic Media
7236	101	87.0%	624	77.4%	5467	90.4%	Health and Social Care
256936	687	87.4%	130781	87.2%	149724	87.6%	History
270322	680	81.0%	137314	82.1%	156070	80.0%	IT
334815	691	85.6%	169006	86.9%	193503	84.3%	Mathematics
11219	124	88.6%	3955	87.6%	5933	88.6%	Media Studies
10548	33	80.0%	5475	76.4%	5283	83.3%	Modern Languages
215468	682	78.9%	109992	77.1%	124788	80.8%	Music
11621	81	90.0%	7559	90.9%	3361	88.5%	PE Studies
300633	691	87.9%	151962	90.5%	173798	85.2%	Physical Education
57653	268	78.8%	32988	83.3%	33512	73.4%	Physics
6449	90	88.5%	1302	82.7%	3769	90.6%	Psychology
284108	671	75.5%	140852	71.5%	168050	79.3%	Religious Studies
31461	174	85.9%	16526	86.6%	15728	85.6%	Resistant Materials
263219	660	85.0%	130780	87.1%	150728	82.9%	Science
4793	64	85.5%	722	80.0%	3608	86.4%	Sociology
54322	290	79.7%	24395	77.3%	37441	81.5%	Spanish
38763	169	85.0%	14284	79.4%	26397	89.5%	Textiles
2544	39	83.2%	596	72.1%	1082	79.7%	Travel and Tourism

REMAINING SUBJECTS SURVEYED

<u>No. of pupil 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>
1650	12	80.0%	258	72.6%	1961	85.4%	Asdan
1190	12	82.4%	422	78.6%	636	87.2%	Catering
3791	28	82.4%	2094	82.8%	2437	83.0%	Classics
1803	22	84.3%	1004	85.2%	914	74.2%	Economics
1527	16	87.1%	965	88.0%	237	72.7%	Engineering
2714	26	63.7%	1269	67.4%	1569	62.8%	General Studies
2574	29	84.8%	1441	86.2%	720	84.5%	GNVQ ICT
7650	28	86.8%	3446	85.9%	4131	87.8%	Humanities
1809	14	78.9%	468	83.6%	1667	82.6%	Italian
4780	29	79.9%	2598	78.9%	4238	80.7%	Latin
3821	17	84.3%	1742	82.2%	2491	85.4%	Learning to Learn
5076	11	77.4%	1915	76.2%	3993	78.2%	Life skills
5161	20	90.1%	2172	88.2%	2806	91.4%	Modern Studies
5943	12	88.0%	3270	86.1%	2823	89.7%	Personal and Social Education
5199	20	85.2%	2363	83.9%	3076	84.7%	Social Subjects
1195	12	79.3%	533	78.6%	761	82.0%	Urdu
7687	19	75.0%	2884	71.5%	5529	78.1%	Welsh

CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil 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>
56655	121	80.1%	28687	80.4%	30520	79.6%	Access to staff
16932	41	79.8%	7059	78.4%	9477	80.7%	Attitude of non academic staff
348757	695	64.4%	176625	66.3%	201912	62.4%	Careers advice
356041	695	80.1%	180168	79.4%	206850	80.5%	Caring teachers
167040	322	82.1%	83716	82.8%	97228	80.9%	Celebrating and rewarding achievement
356649	694	63.7%	179855	64.9%	207635	62.4%	Choice of subjects
346104	695	52.0%	173940	49.1%	202071	54.4%	Community spirit
356700	694	67.8%	179884	68.1%	207695	67.5%	Computer access
357758	693	90.4%	180911	90.1%	209195	90.6%	Computer at home
346276	695	54.6%	175522	55.0%	200306	54.0%	Control of bullying
352875	695	63.1%	178915	65.1%	204545	60.9%	Developing confidence
355137	695	80.9%	179934	80.5%	206143	81.1%	Developing moral values
357118	695	85.7%	180778	85.5%	207278	85.6%	Developing potential
251171	495	73.2%	129911	71.9%	143982	74.4%	Encouraging and listening to parent views
106623	216	50.9%	50704	52.9%	65827	48.9%	Encouraging pupils' activity in the local community
137925	264	82.3%	65895	81.5%	82728	82.6%	Ensuring new pupils settle well
297086	566	87.2%	152327	87.1%	171292	87.0%	Ensuring pupils do their best and make good progress
355715	695	86.7%	180276	87.8%	206358	85.4%	Exam results
124518	423	73.9%	108705	75.1%	124631	72.8%	Explaining to parents how to help their child
306155	588	75.1%	156890	73.6%	176590	76.5%	Extra curricular activities
350419	691	72.3%	178045	71.2%	203624	73.2%	Given choice, would still attend
154610	306	67.5%	75370	68.7%	88643	66.4%	Handling complaints
354284	694	74.0%	178706	71.4%	206107	76.2%	Happiness of child
356788	692	84.3%	179473	84.3%	209008	84.1%	Home internet link
355747	692	71.1%	180072	71.1%	208103	71.1%	Home library
357422	693	84.2%	180676	83.2%	208840	85.1%	Homework area
325895	693	4.8	164739	4.4	191691	5.1	Hours of Homework
357109	695	62.0%	180737	60.9%	207363	63.1%	Levels of homework
24598	49	77.6%	11595	74.4%	16146	80.3%	Library facilities
355570	692	66.7%	180071	70.1%	207858	63.1%	Parents check homework
111753	230	87.0%	57981	86.3%	64686	87.6%	Parents evening
357450	693	91.5%	180731	90.7%	208933	92.0%	Parents help with homework
355612	693	65.6%	179805	67.1%	207818	64.1%	Parents look at work
354311	692	84.0%	179185	84.1%	207105	83.7%	Parents want to know
354344	692	85.6%	179201	85.1%	207377	86.1%	Parents would visit school
77228	151	79.1%	40079	76.0%	44626	82.1%	Personal planners
101336	215	64.6%	51074	64.5%	61284	64.1%	Promoting racial harmony
225799	437	73.1%	114031	72.8%	131654	73.1%	Quality of school management
355600	693	79.3%	180079	79.4%	208019	78.9%	Recent bullying
138986	266	56.6%	74014	59.3%	78505	53.5%	Regular marking of work
357012	695	73.3%	180639	72.9%	207470	73.6%	School communication
349681	695	72.5%	175948	72.0%	203797	72.7%	School discipline
355961	695	55.0%	180338	55.0%	206665	54.8%	School facilities
97014	195	52.9%	47364	52.6%	56153	52.9%	School meals
353601	695	79.3%	178531	77.9%	205608	80.4%	School security
97410	188	30.2%	47988	29.0%	54631	31.2%	School uniform
49398	89	68.4%	24252	68.2%	27056	68.1%	School's image in the local community
354296	695	56.7%	179391	58.3%	205535	55.1%	Social health education
16363	39	62.4%	7786	60.9%	9222	64.2%	Suitable class sizes
156244	291	82.1%	79049	81.1%	92574	82.8%	Tailoring workload to child's needs and ability
116674	236	87.5%	60089	86.4%	65384	88.5%	Teaching for special needs
354606	694	60.2%	178860	61.0%	206375	59.2%	Teaching quality
357778	695	52.7%	181137	53.5%	207888	51.8%	Textbook availability
23445	46	81.0%	10863	81.0%	14145	81.2%	Transport to and from school
250351	485	58.7%	123134	60.1%	148590	57.1%	Treating all pupils fairly and equally
354850	694	77.5%	178911	76.1%	206452	78.8%	Truancy control
354027	693	72.2%	179435	70.8%	207013	73.3%	Unfair treatment by staff
346814	692	79.3%	175566	76.9%	202667	81.6%	Wish to go to University
116702	233	82.1%	64471	80.3%	63273	83.5%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of pupil 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>
15196	30	74.4%	7704	75.3%	8750	73.5%	Church links and support
17806	28	64.7%	10038	65.3%	9511	64.1%	Encouraging and listening to pupils' views
6329	11	74.4%	2485	73.4%	4834	75.3%	Home-school agreement

National Results for Pupils 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>
276853	134723	168654	Happiness of child	77.5%	73.2%	79.4%
267608	129336	162187	Control of bullying	75.3%	71.1%	77.1%
244965	121898	144871	School security	68.8%	67.2%	68.7%
238422	121285	139318	School facilities	66.9%	65.9%	65.6%
228884	117266	134766	Teaching quality	64.6%	63.1%	63.4%
222020	114541	126233	Exam results	62.7%	62.7%	60.3%
203764	107161	113528	School discipline	57.9%	59.3%	54.8%
183953	90898	110289	Choice of subjects	51.3%	48.9%	51.7%
179633	94660	100586	Careers advice	50.6%	51.3%	47.6%
171904	78591	111234	Caring teachers	48.3%	42.8%	52.1%
166820	80031	103877	Developing potential	46.9%	42.8%	49.2%
160977	92178	82694	Computer access	45.3%	50.5%	39.1%
163934	83088	97963	Levels of homework	45.2%	44.9%	45.2%
153357	71287	97875	Developing confidence	43.1%	38.2%	46.3%
122316	63541	70557	Availability of resources	34.2%	34.1%	33.3%
120857	59296	70756	Truancy control	34.1%	33.2%	34.0%
120680	63809	65941	Social health education	33.7%	35.4%	31.9%
114168	60203	64032	Developing moral values	32.3%	32.8%	30.9%
109669	55856	62576	School communication	30.8%	31.3%	30.2%
94047	49277	52606	Community spirit	26.4%	27.1%	25.3%

Pupil priorities ranked in descending order of importance.

All Pupils

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

Boys

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

Girls

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

Total boys surveyed = 162709

Total girls surveyed = 187913

Total sample= 357778

From 695 Schools