GL Assessment

Kirkland Rowell
Surveys

Charlton Church of England Primary School

Pupil survey report – November 2016

Contents

Executive summary

This report details the findings of the first Kirkland Rowell Pupil Survey for Charlton Church of England Primary 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. 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 2016. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 82 completed questionnaires were returned representing a response rate of 40.0%. The response meant that data could be drawn for all criteria.

- With regard to non-academic areas, pupils awarded the highest scores for the delivery of Suitable class sizes, Use of exams and testing and Teaching quality.

- The pupils awarded the lowest scores for the delivery of Developing confidence, School facilities and Computer access.

- The pupils' top priorities for improvement are Other, School facilities and Teaching quality.

- The female pupils gave significantly higher scores for Developing moral values.

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Strengths and weaknesses

The results below are the areas in which the school has the highest and lowest perceived standards of performance. Gold represents 'outstanding', green is 'good', black is 'room for improvement' and red 'attention advised'. Criterion scores in blue are only reliable to within 10% and scores in pink should only be considered indicative.

Relative strengths for non-academic criteria

96.1%   Suitable class sizes

95.0%   Use of exams and testing

88.6%   Teaching quality

88.6%   Levels of homework

87.9%   Control of bullying

Relative weaknesses for non-academic criteria

70.5%   Developing confidence

71.4%   School facilities

72.0%   Computer access

74.7%   Out of school activities

75.8%   Happiness of child

Response to survey

82 completed questionnaires were returned representing a response rate of 40.0%.

	Proportion of responses (%)	Number of responses
Responses from male pupils	45.6	36
Responses from female pupils	54.4	43
Responses from Year 3 pupils	0.0	0
Responses from Year 4 pupils	35.4	29
Responses from Year 5 pupils	31.7	26
Responses from Year 6 pupils	32.9	27

Response to survey

82 completed questionnaires were returned representing a response rate of 40.0%.

Key results

The core analysis of your survey data; satisfaction levels in non-academic and additional criteria. Explanations have been provided to help you to interpret your results.

Interpreting results

Non-academic and **additional** questions receiving a score of:

- Over 80% are 'outstanding' (*above* the gold line)

- 70% to 79.9% are 'good' (*above* the green line)

- 65% to 69.9% indicate 'room for improvement' (*above* the red line)

- Below 65% indicates 'attention advised' (*below* the red line)

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how true/false responses were converted to percentages is given on our website. As there is a measurable bias in the way that pupils score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a 'level playing field'. These weighted scores are calculated based upon the average scores achieved from over 80 similar, English schools. Results quoted from the previous survey, if applicable, may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Statistical reliability

Generally all of our results are quoted as being reliable to within less than 5% at the 95% confidence level. Where this is not possible due to the sample achieved, results are quoted as reliable to within less than 10% at the 95% confidence level and are highlighted in blue. Occasionally when results are even less reliable we show an indicative result and highlight in pink. Where there are fewer than 10 responses we only show "low response" and no further result is quoted. For further information see our website for details. Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what pupils parents 'usually' say. These un-weighted scores are marked *.

Understanding your results table

Your results are shown as a weighted score. This is a calculation applied to your raw results using the average scores achieved from over 80 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

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

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
	96.2	92.8	+3.4
	92.6	90.9	+1.7
Access to staff	82.4	76.1	+6.3
Church links and support	82.3		
Tailoring workload to childs needs	82.1		
Encouraging and listening to pupil views	81.4		
d listening to parent views	80.8		
rewarding achievement	80.1		
Handling complaints	79.9	74.9	+5.0
Explaining to parents how to help child	77.2		
Ensuring pupils make good progress	77.2	72.1	+5.1
ol management	76.5	75.4	+1.1
zes	76.3		
g of work	75.5	72.8	+2.7
Relationship between tutor and child *	74.3		
Extra curricular activities	72.1	84.8	-12.7
School uniform	71.5	73.4	-1.9
Attitude of non academic staff	59.5		
Encouraging local community activity	Low response		

Criteria scores in blue are only reliable to within 10% due to the sample achieved.

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

Scores below the red line indicate 'attention advised'.

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

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

Non-academic criteria

The following table shows the scores given by pupils for non-academic areas. Where data is available, these are compared to the same score from the previous year's survey, and the percentage change shown. Only highlighted changes should be considered significant.

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
Suitable class sizes	96.1		
Use of exams and testing	95.0		
Teaching quality	88.6		
Levels of homework	88.6		
Control of bullying	87.9		
Developing potential	86.4		
Community spirit	86.2		
Caring teachers	86.1		
School discipline	84.1		
School communication	82.6		
Social health education	81.7		
Range of subjects taught	81.2		
Developing moral values	78.8		
Library facilities	78.0		
School security	76.3		
Happiness of child	75.8		
Out of school activities	74.7		
Computer access	72.0		
School facilities	71.4		
Developing confidence	70.5		

- Pupil scores in the following non-academic criteria have been judged as 'outstanding': Suitable class sizes, Use of exams and testing, Teaching quality, Levels of homework, Control of bullying, Developing potential, Community spirit, Caring teachers, School discipline, School communication, Social health education and Range of subjects taught.

- Pupil scores in the following non-academic criteria have been judged as 'good': Developing moral values, Library facilities, School security, Happiness of child, Out of school activities, Computer access, School facilities and Developing confidence.

- The following non-academic criteria achieved a low sample; therefore scores are only reliable within 10%: Use of exams and testing, Teaching quality, Levels of homework, Community spirit, Caring teachers, School communication, Social health education, Range of subjects taught, Developing moral values, School security, Happiness of child and Out of school activities.

- The following non-academic criteria achieved a very low sample; therefore scores should only be considered indicative: Suitable class sizes, School discipline, Library facilities, Computer access, School facilities and Developing confidence.

Additional criteria

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
Appropriate level of challenge in homework	95.8		
Treating all pupils fairly/equally	94.6		
Ensuring pupils do their best/make good progress	89.9		
Looking after pupils well	89.0		
Encouraging and listening to pupils' views	88.5		
Pupils' attitudes to learning	87.8		
Teaching pupils with special needs	87.5		
E-safety	87.3		
Pupil response to feedback	86.1		
Information on different types of bullying	85.7		
Pupil targets	85.4		
Tailoring child's work to their needs and ability	84.3		
Use of feedback on pupil's work	83.8		
Quality of feedback on pupil's work	83.1		
Celebrating and rewarding achievement	81.3		
Attitude of non-teaching/support staff	79.6		
Regular marking of work	71.6		
Promoting racial harmony	61.4		

- Pupil scores in the following additional criteria have been judged as 'outstanding': Appropriate level of challenge in homework, Treating all pupils fairly/equally, Ensuring pupils do their best/make good progress, Looking after pupils well, Encouraging and listening to pupils' views, Pupils' attitudes to learning, Teaching pupils with special needs, E-safety, Pupil response to feedback, Information on different types of bullying, Pupil targets, Tailoring child's work to their needs and ability, Use of feedback on pupil's work, Quality of feedback on pupil's work and Celebrating and rewarding achievement.

- Pupil scores in the following additional criteria have been judged as 'good': Attitude of non-teaching/support staff and Regular marking of work.

- Pupil scores in the following additional criteria have been judged as 'attention advised': Promoting racial harmony.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Appropriate level of challenge in homework, Treating all pupils fairly/equally, Encouraging and listening to pupils' views, Pupils' attitudes to learning, Teaching pupils with special needs, Information on different types of bullying, Pupil targets, Tailoring child's work to their needs and ability, Use of feedback on pupil's work, Quality of feedback on pupil's work, Celebrating and rewarding achievement and Attitude of non-teaching/ support staff.

- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: Regular marking of work and Promoting racial harmony.

Relative pupil priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Other	24.1		33.6
School facilities	16.0		22.3
Teaching quality	11.5		3.4
Range of subjects taught	9.7		0.0
Levels of homework	9.4		4.4
Happiness of child	8.3		1.2
Out of school activities	4.9		5.5
School discipline	4.8		2.0
Developing confidence	3.2		0.1
Developing potential	3.1		1.2
Library facilities	3.1		2.0
Use of exams and testing	1.8		0.0
Caring teachers	0.0		1.9
Community spirit	0.0		0.9
Computer access	0.0		3.3
Control of bullying	0.0		4.1
Developing moral values	0.0		0.2
School communication	0.0		0.1
School security	0.0		0.2
Social health education	0.0		0.2
Suitable class sizes	0.0		0.7

- Pupils have given a higher priority to the following areas compared to similar schools: Teaching quality, Range of subjects taught, Levels of homework and Happiness of child.

- Pupils have given a lower priority to the following areas compared to similar schools: Other, School facilities and Control of bullying.

Parent View : Pupil summary

Below are the twelve "Parent View" questions. For each of the questions, we have given the weighted pupil scores for any relevant criteria included on your questionnaire.

In terms of pupil perceptions Gold represents outstanding, green is good, black requires improvement and red is inadequate.

	Score	Sample
1. My child is happy at this school		
Happiness of child	75.8%	77
2. My child feels safe at this school		
Control of bullying	87.9%	78
School security	76.3%	79
3. My child makes good progress at this school		
Ensuring pupils do their best/make good progress	89.9%	78
Developing potential	86.4%	79
4. My child is well looked after at this school		
Looking after pupils well	89.0%	79
Caring teachers	86.1%	78
Attitude of non-teaching/support staff	79.6%	76
School security	76.3%	79
5. My child is taught well at this school		
Use of exams and testing	95.0%	78
Ensuring pupils do their best/make good progress	89.9%	78
Teaching quality	88.6%	79
Teaching pupils with special needs	87.5%	78
Developing potential	86.4%	79
Tailoring child's work to their needs and ability	84.3%	78
6. My child receives appropriate homework for their age		
Levels of homework	88.6%	77
Tailoring child's work to their needs and ability	84.3%	78

	Score	Sample

7. This school ensures the pupils are well behaved

School discipline | 84.1% | 77

8. This school deals effectively with bullying

Control of bullying | 87.9% | 78

9. Quality of school management

The school did not ask any questions relevant to this section

10. This school responds well to any concern I raise

Caring teachers | 86.1% | 78

11. I receive valuable information from the school about my child's progress

Regular marking of work | 71.6% | 76

12. I would recommend this school to another parent

The school did not ask any questions relevant to this section

Ofsted self-evaluation summary

The September 2016 Ofsted Common Inspection Framework asserts the increased importance of a school's own self-evaluation data as the starting point of the inspection process.

The following summary is presented to allow schools to summarise their inspection self-evaluation evidence under the four main judgements: 'The Quality of Teaching, Learning and Assessment', 'Personal Development, Behaviour and Welfare', 'Outcomes for Pupils' and 'Leadership and Management'. The effectiveness of Early Years and Sixth Form provision, where relevant, and the school's promotion of 'Spiritual, Moral, Social and Cultural Development' (SMSC) are also included.

All of these judgements feed in to the school's Overall Effectiveness.

The evidence given here is only that achieved from this survey; it is vital that your evidence summary for Ofsted also considers any other evidence that you have gathered, either from other surveys or from internal measurement and observation.

The Judgement areas, plus an overall summary, are broken down into sub-criteria. Scores of 1 to 4 represent ratings of Outstanding, Good, Requires improvement, and Inadequate, as used by Ofsted. Where any area is found to be Inadequate then this rating will be given for the section as a whole. Criteria where evidence was indicative rather than reliable are once again given in pink.

Remember, for grading comparisons with our colour coded system:

Gold	**= Outstanding**	**= Grade 1**
Green	**= Good**	**= Grade 2**
Black	**= Requires improvement**	**= Grade 3**
Red	**= Inadequate**	**= Grade 4**

If your grade is close to the boundary above, this is indicated with a + (plus). If your grade is close to the boundary below, this is indicated with a - (minus).

We show the strengths and weaknesses in each sub-section, where appropriate; where there are fewer than four criteria, these are not shown. Red criteria cannot be shown as strengths; gold criteria cannot be shown as weaknesses.

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

Appropriate level of challenge in homework	95.8%	Outstanding
Use of exams and testing	95.0%	Outstanding
Treating all pupils fairly/equally	94.6%	Outstanding
Ensuring pupils do their best/make good progress	89.9%	Outstanding
Teaching quality	88.6%	Outstanding
Levels of homework	88.6%	Outstanding
Teaching pupils with special needs	87.5%	Outstanding
Developing potential	86.4%	Outstanding
Community spirit	86.2%	Outstanding
Pupil response to feedback	86.1%	Outstanding
Pupil targets	85.4%	Outstanding
Use of feedback on pupil's work	83.8%	Outstanding
School communication	82.6%	Outstanding
Regular marking of work	71.6%	Good
Developing confidence	70.5%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

The Accuracy and Impact of Assessment

Appropriate level of challenge in homework	95.8%	Outstanding
Use of exams and testing	95.0%	Outstanding
Ensuring pupils do their best/make good progress	89.9%	Outstanding
Levels of homework	88.6%	Outstanding
Developing potential	86.4%	Outstanding
Tailoring child's work to their needs and ability	84.3%	Outstanding
Use of feedback on pupil's work	83.8%	Outstanding
Regular marking of work	71.6%	Good

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

The Impact of the Teaching of Literacy, Including Reading

Developing potential	86.4%	Outstanding
Tailoring child's work to their needs and ability	84.3%	Outstanding

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

The Teaching of Mathematics

Appropriate level of challenge in homework	95.8%	Outstanding
Developing potential	86.4%	Outstanding
Tailoring child's work to their needs and ability	84.3%	Outstanding
Computer access	72.0%	Good

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

Effectiveness of the Early Years Provision: Quality of Teaching, Learning and Assessment

Not applicable.

Effectiveness of the Sixth Form Provision: Quality of Teaching, Learning and Assessment

Not applicable.

Summary grade – Quality of teaching, Learning and Assessment section

Your average pupil grade for "Quality of teaching, Learning and Assessment" = 1.2 = Outstanding = **Grade 1**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Personal Development, Behaviour and Welfare

Behaviour: Pupils' Attitudes to School, Conduct and Behaviour, During and Outside of Lessons.

Control of bullying	87.9%	Outstanding
Community spirit	86.2%	Outstanding
School discipline	84.1%	Outstanding
Developing confidence	70.5%	Good
Promoting racial harmony	61.4%	Inadequate

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

Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.

Looking after pupils well	89.0%	Outstanding
Encouraging and listening to pupils' views	88.5%	Outstanding
Control of bullying	87.9%	Outstanding
E-safety	87.3%	Outstanding
Community spirit	86.2%	Outstanding
Caring teachers	86.1%	Outstanding
Information on different types of bullying	85.7%	Outstanding
School discipline	84.1%	Outstanding
Social health education	81.7%	Outstanding
Attitude of non-teaching/support staff	79.6%	Good
Developing moral values	78.8%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle Discriminatory and Derogatory Language.

Looking after pupils well	89.0%	Outstanding
Control of bullying	87.9%	Outstanding
Community spirit	86.2%	Outstanding
Information on different types of bullying	85.7%	Outstanding
School discipline	84.1%	Outstanding
Attitude of non-teaching/support staff	79.6%	Good
Developing moral values	78.8%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.6 = Good = **Grade 2 (+)**

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Personal Development and Welfare: Pride in Achievement and Commitment to Learning

Ensuring pupils do their best/make good progress	89.9%	Outstanding
Encouraging and listening to pupils' views	88.5%	Outstanding
Developing potential	86.4%	Outstanding
Community spirit	86.2%	Outstanding
School discipline	84.1%	Outstanding
Celebrating and rewarding achievement	81.3%	Outstanding
Developing moral values	78.8%	Good
Happiness of child	75.8%	Good
Developing confidence	70.5%	Good

Your average pupil grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Personal Development and Welfare: Self-confidence, Self-awareness and Understanding How to be a Successful Learner

Ensuring pupils do their best/make good progress	89.9%	Outstanding
Encouraging and listening to pupils' views	88.5%	Outstanding
Teaching pupils with special needs	87.5%	Outstanding
Developing potential	86.4%	Outstanding
Pupil response to feedback	86.1%	Outstanding
Celebrating and rewarding achievement	81.3%	Outstanding
Developing confidence	70.5%	Good

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

Personal Development and Welfare: Choices About Next Stages

Levels of homework	88.6%	Outstanding
Pupil targets	85.4%	Outstanding
Celebrating and rewarding achievement	81.3%	Outstanding
Attitude of non-teaching/support staff	79.6%	Good

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

Personal Development and Welfare: Keeping Safe from Abuse, Exploitation and Extremism

Looking after pupils well	89.0%	Outstanding
Encouraging and listening to pupils' views	88.5%	Outstanding
Control of bullying	87.9%	Outstanding
E-safety	87.3%	Outstanding
Community spirit	86.2%	Outstanding
Caring teachers	86.1%	Outstanding
Information on different types of bullying	85.7%	Outstanding
School discipline	84.1%	Outstanding
Social health education	81.7%	Outstanding
Attitude of non-teaching/support staff	79.6%	Good
Developing moral values	78.8%	Good
School security	76.3%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.5 = Outstanding = **Grade 1 (-)**

Personal Development and Welfare: Keeping Healthy

Social health education	81.7%	Outstanding
Exercise	98.8%	Good
Diet	96.0%	Good

Your average pupil grade for this section = 1.7 = Good = **Grade 2 (+)**

Personal Development and Welfare: Personal Development

Encouraging and listening to pupils' views	88.5%	Outstanding
Control of bullying	87.9%	Outstanding
E-safety	87.3%	Outstanding
Developing potential	86.4%	Outstanding
Community spirit	86.2%	Outstanding
Information on different types of bullying	85.7%	Outstanding
Social health education	81.7%	Outstanding
Developing moral values	78.8%	Good
Developing confidence	70.5%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.5 = Outstanding = **Grade 1 (-)**

Attendance and Punctuality

Your own assessment is required here.

Effectiveness of the Early Years Provision: Personal Development, Behaviour and Welfare
Not applicable.

Effectiveness of the Sixth Form Provision: Personal Development, Behaviour and Welfare
Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

Your average pupil grade for "Personal Development, Behaviour and Welfare" = 1.5 = Outstanding = **Grade 1 (-)**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Outcomes for Pupils

Progress

Appropriate level of challenge in homework	95.8%	Outstanding
Use of exams and testing	95.0%	Outstanding
Ensuring pupils do their best/make good progress	89.9%	Outstanding
Teaching pupils with special needs	87.5%	Outstanding
Developing potential	86.4%	Outstanding
Pupil response to feedback	86.1%	Outstanding
Pupil targets	85.4%	Outstanding
Use of feedback on pupil's work	83.8%	Outstanding
Quality of feedback on pupil's work	83.1%	Outstanding
Developing confidence	70.5%	Good

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

Progress Over Time

Your own assessment is required here.

Pupils' Attainment in Relation to National Standards and Compared With All Schools

Your own assessment is required here.

Achievements of Those Eligible for the Pupil Premium

Your own assessment is required here.

The Most Able Pupils

Appropriate level of challenge in homework	95.8%	Outstanding
Ensuring pupils do their best/make good progress	89.9%	Outstanding
Developing potential	86.4%	Outstanding
Pupil targets	85.4%	Outstanding
Tailoring child's work to their needs and ability	84.3%	Outstanding
Developing confidence	70.5%	Good

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

Disabled Pupils and Those with Special Educational Needs

Treating all pupils fairly/equally	94.6%	Outstanding
Teaching pupils with special needs	87.5%	Outstanding
Developing potential	86.4%	Outstanding
Tailoring child's work to their needs and ability	84.3%	Outstanding
Developing confidence	70.5%	Good

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

Your average pupil grade for "Outcomes for Pupils" = 1.2 = Outstanding = **Grade 1**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Effectiveness of Leadership and Management

Vision and Values

Use of exams and testing	95.0%	Outstanding
Ensuring pupils do their best/make good progress	89.9%	Outstanding
Control of bullying	87.9%	Outstanding
Developing potential	86.4%	Outstanding
Community spirit	86.2%	Outstanding
School discipline	84.1%	Outstanding
School communication	82.6%	Outstanding
Celebrating and rewarding achievement	81.3%	Outstanding
Developing moral values	78.8%	Good
Developing confidence	70.5%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.5 = Outstanding = **Grade 1 (-)**

Self-evaluation and Improvement

Use of exams and testing	95.0%	Outstanding
Encouraging and listening to pupils' views	88.5%	Outstanding
Pupil targets	85.4%	Outstanding
Use of feedback on pupil's work	83.8%	Outstanding
Quality of feedback on pupil's work	83.1%	Outstanding

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

Curriculum

Use of exams and testing	95.0%	Outstanding
Ensuring pupils do their best/make good progress	89.9%	Outstanding
Teaching pupils with special needs	87.5%	Outstanding
Developing potential	86.4%	Outstanding
Pupil response to feedback	86.1%	Outstanding
Pupil targets	85.4%	Outstanding
Tailoring child's work to their needs and ability	84.3%	Outstanding
Use of feedback on pupil's work	83.8%	Outstanding
Range of subjects taught	81.2%	Outstanding
Out of school activities	74.7%	Good

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

Citizenship

Treating all pupils fairly/equally	94.6%	Outstanding
Control of bullying	87.9%	Outstanding
E-safety	87.3%	Outstanding
Community spirit	86.2%	Outstanding
Information on different types of bullying	85.7%	Outstanding
School discipline	84.1%	Outstanding
Social health education	81.7%	Outstanding
Developing moral values	78.8%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Leadership

Encouraging and listening to pupils' views	88.5%	Outstanding
Pupil targets	85.4%	Outstanding
Use of feedback on pupil's work	83.8%	Outstanding
School communication	82.6%	Outstanding

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

Treating all pupils fairly/equally	94.6%	Outstanding
Looking after pupils well	89.0%	Outstanding
Control of bullying	87.9%	Outstanding
E-safety	87.3%	Outstanding
Community spirit	86.2%	Outstanding
Caring teachers	86.1%	Outstanding
Information on different types of bullying	85.7%	Outstanding
School discipline	84.1%	Outstanding
Social health education	81.7%	Outstanding
Attitude of non-teaching/support staff	79.6%	Good
Developing moral values	78.8%	Good
School security	76.3%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.5 = Outstanding = **Grade 1 (-)**

Governance

Appropriate level of challenge in homework	95.8%	Outstanding
Treating all pupils fairly/equally	94.6%	Outstanding
Teaching pupils with special needs	87.5%	Outstanding
Tailoring child's work to their needs and ability	84.3%	Outstanding
School communication	82.6%	Outstanding
School security	76.3%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.6 = Good = **Grade 2 (+)**

Use of the Pupil Premium

Your own assessment is required here.

Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average pupil grade for "Effectiveness of Leadership and Management" = 1.3 = Outstanding = **Grade 1 (-)**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Encouraging and listening to pupils' views	88.5%	Outstanding
Community spirit	86.2%	Outstanding
Happiness of child	75.8%	Good
Promoting racial harmony	61.4%	Inadequate

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

Moral Development

Community spirit	86.2%	Outstanding
School discipline	84.1%	Outstanding
Social health education	81.7%	Outstanding
Developing moral values	78.8%	Good

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

Social Development

Control of bullying	87.9%	Outstanding
Community spirit	86.2%	Outstanding
Social health education	81.7%	Outstanding
Developing moral values	78.8%	Good
Out of school activities	74.7%	Good
Developing confidence	70.5%	Good
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 1.9 = Good = **Grade 2**

Cultural Development

Community spirit	86.2%	Outstanding
Promoting racial harmony	61.4%	Inadequate

Your average pupil grade for this section = 2.5 = Good = **Grade 2 (-)**

Summary grade – Spiritual, Moral, Social and Cultural Development section

Your average pupil grade for "Spiritual, Moral, Social and Cultural Development" = 1.9 = Good = **Grade 2**

To reach the next grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sections:

- Spiritual Development
- Social Development
- Cultural Development

Overall effectiveness

Summary			
Quality of teaching, Learning and Assessment	1.2	Outstanding	**Grade 1**
Personal Development, Behaviour and Welfare	1.5	Outstanding	**Grade 1 (-)**
Outcomes for Pupils	1.2	Outstanding	**Grade 1**
Effectiveness of Leadership and Management	1.3	Outstanding	**Grade 1 (-)**
Spiritual, Moral, Social and Cultural Development	1.9	Good	**Grade 2**

Summary grade – Overall effectiveness

Your average grade for "Overall effectiveness" = 1.4 = Outstanding = **Grade 1 (-)**

To reach the next grade

In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sections:

- Spiritual, Moral, Social and Cultural Development

Unexpected results

Analysis to investigate unexpected or unusual year group results

This section of the report identifies results that were particularly unexpected or unusual that may be of interest to you.

Our research shows us that typically, average scores of many criteria do change as pupils get older; some scores improve whilst others decline, or show a dip or a spike in a particular year group. There are many reasons for why these differences occur; for example because a subject is dropped in year 9 or because some issues become more or less important as pupils progress through the school.

We are able to apply these national patterns to the scores from your school, and as a result, make a prediction of the scores we would have expected from each year group. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools which enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

The first graph on each page shows the satisfaction scores for each year group. The line shows the score that we would have expected.

Unexpected results for 'School discipline'

- The contribution towards the score for School discipline was lower than expected for Year 4.

- The contribution towards the score for School discipline was higher than expected for Year 5.

- The contribution towards the score for School discipline was higher than expected for Year 6.

Actual versus expected scores for School discipline
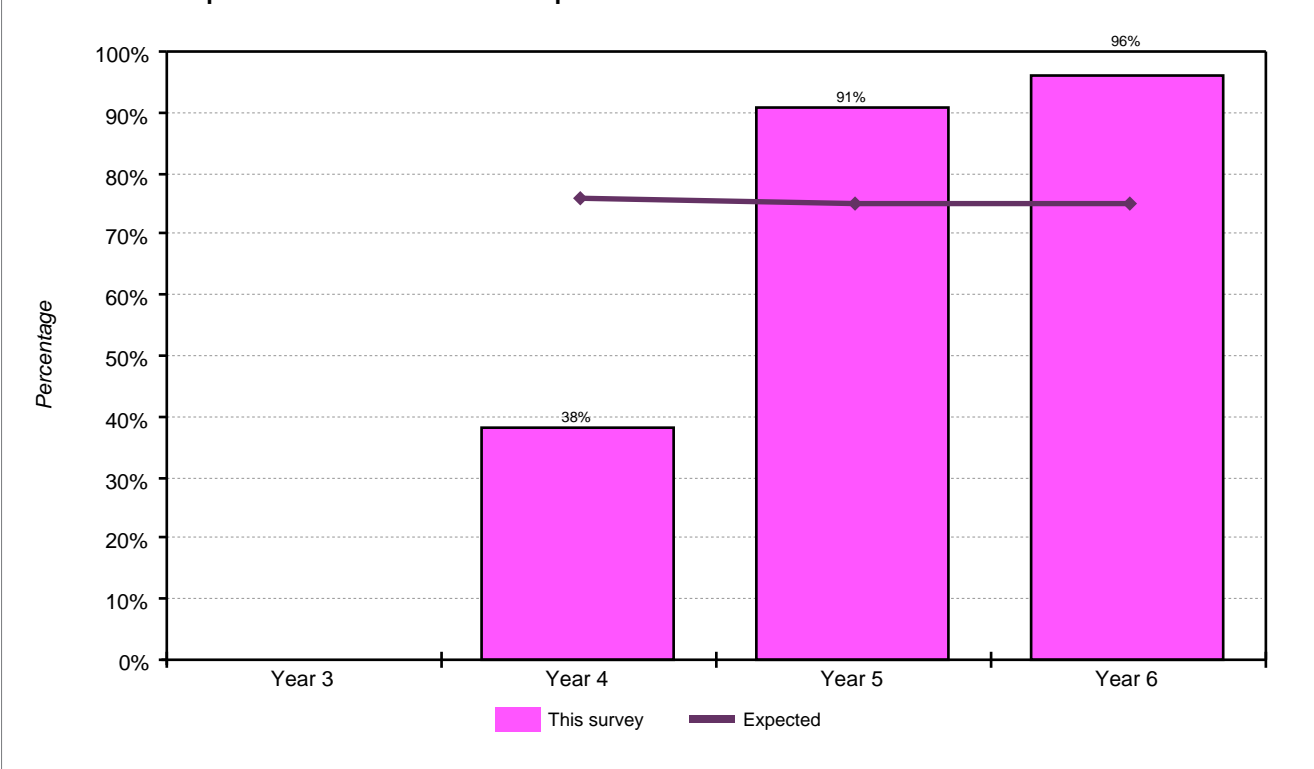
Unexpected results for 'School facilities'

- The contribution towards the score for School facilities was higher than expected for Year 4.

- The contribution towards the score for School facilities was higher than expected for Year 5.

- The contribution towards the score for School facilities was lower than expected for Year 6.

Actual versus expected scores for School facilities
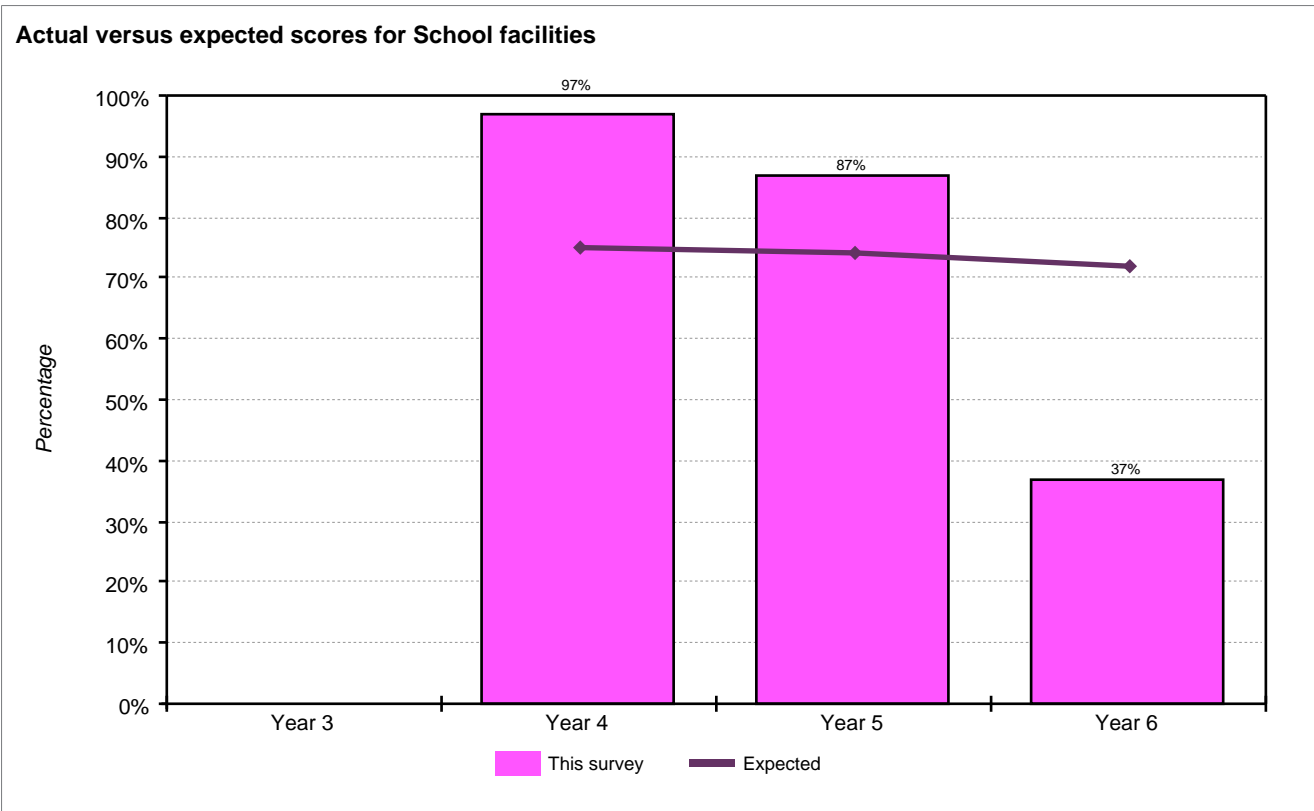
Unexpected results for 'Out of school activities'

- The contribution towards the score for Out of school activities was higher than expected for Year 4.

- The contribution towards the score for Out of school activities was lower than expected for Year 6.

Actual versus expected scores for Out of school activities
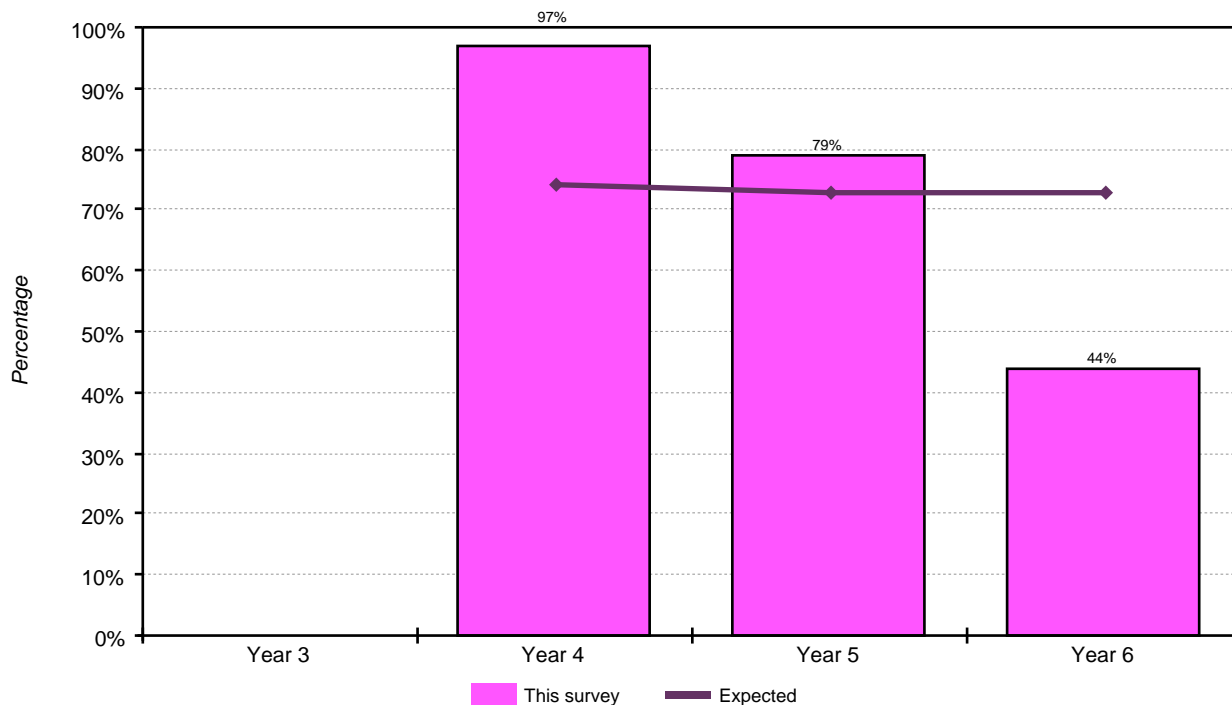
Unexpected results for 'Library facilities'

- The contribution towards the score for Library facilities was higher than expected for Year 5.

- The contribution towards the score for Library facilities was lower than expected for Year 6.

Actual versus expected scores for Library facilities
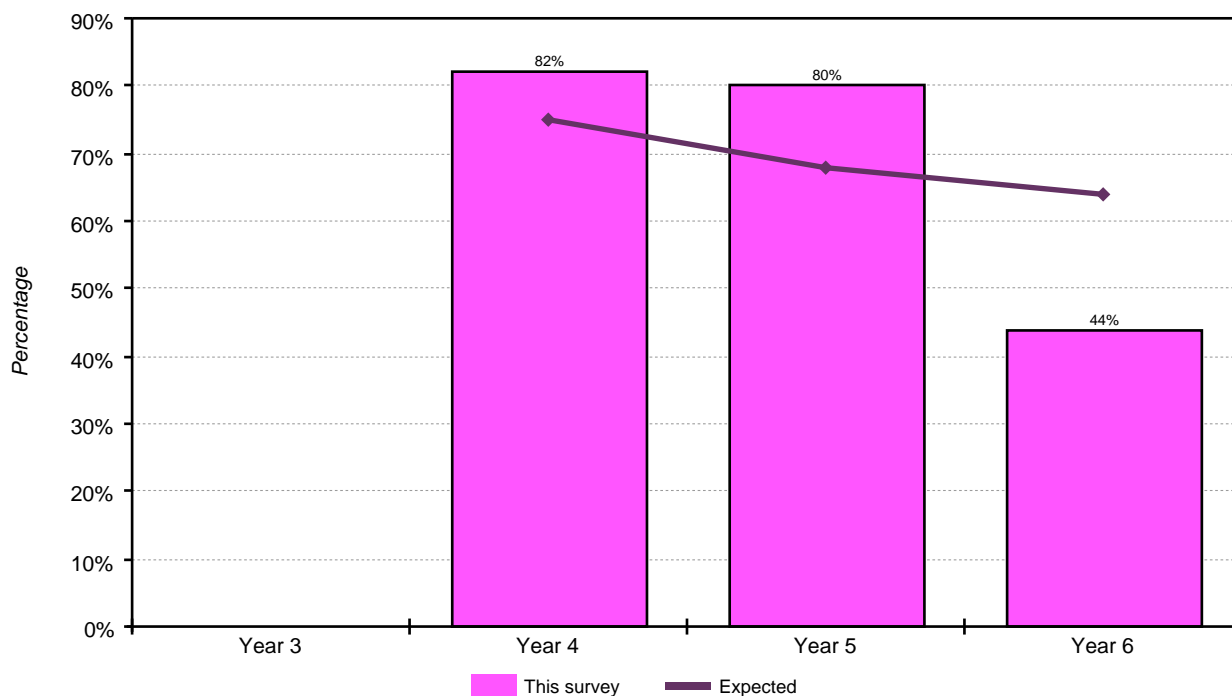
Unexpected results for 'Happiness of child'

- The contribution towards the score for Happiness of child was higher than expected for Year 5.

Actual versus expected scores for Happiness of child
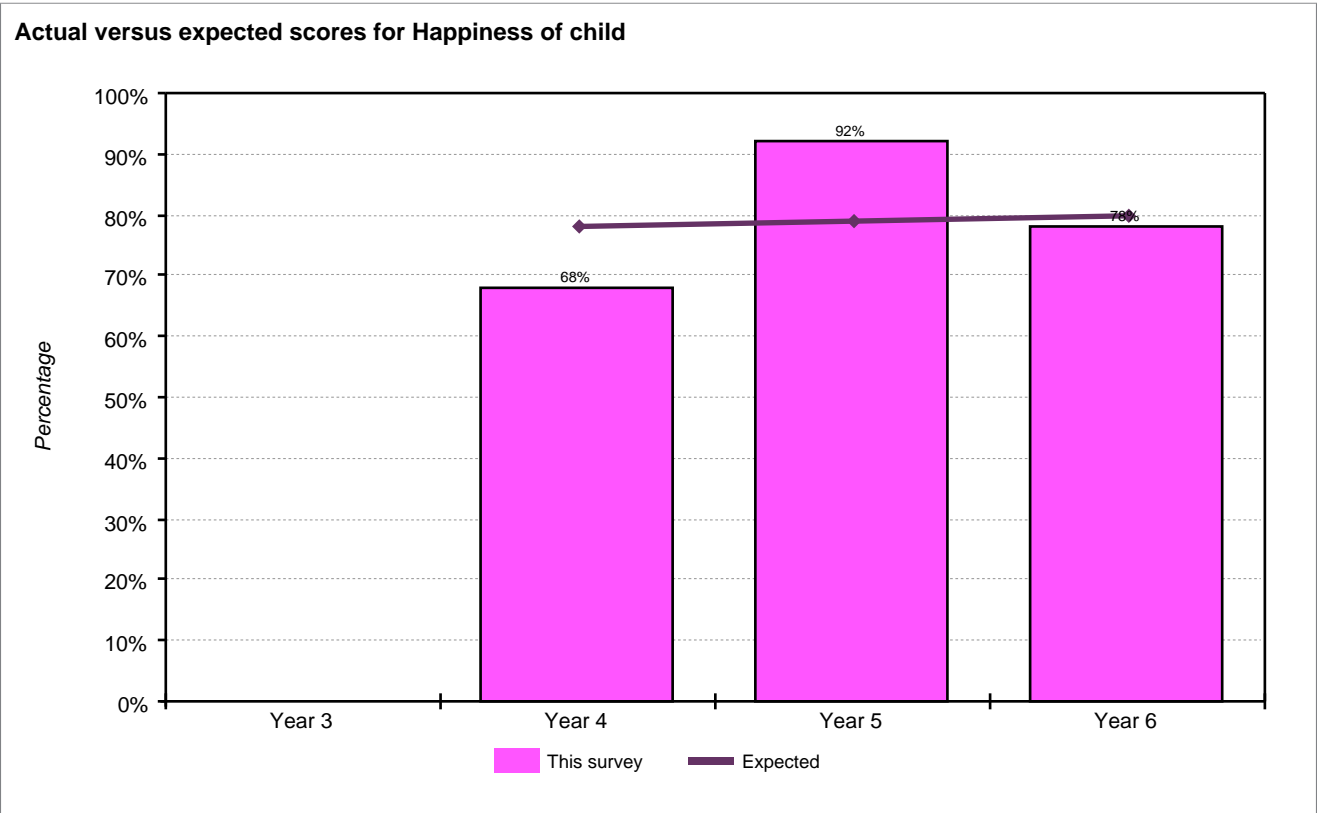
Unexpected results for 'Computer access'

- The contribution towards the score for Computer access was higher than expected for Year 4.
- The contribution towards the score for Computer access was lower than expected for Year 6.

Actual versus expected scores for Computer access
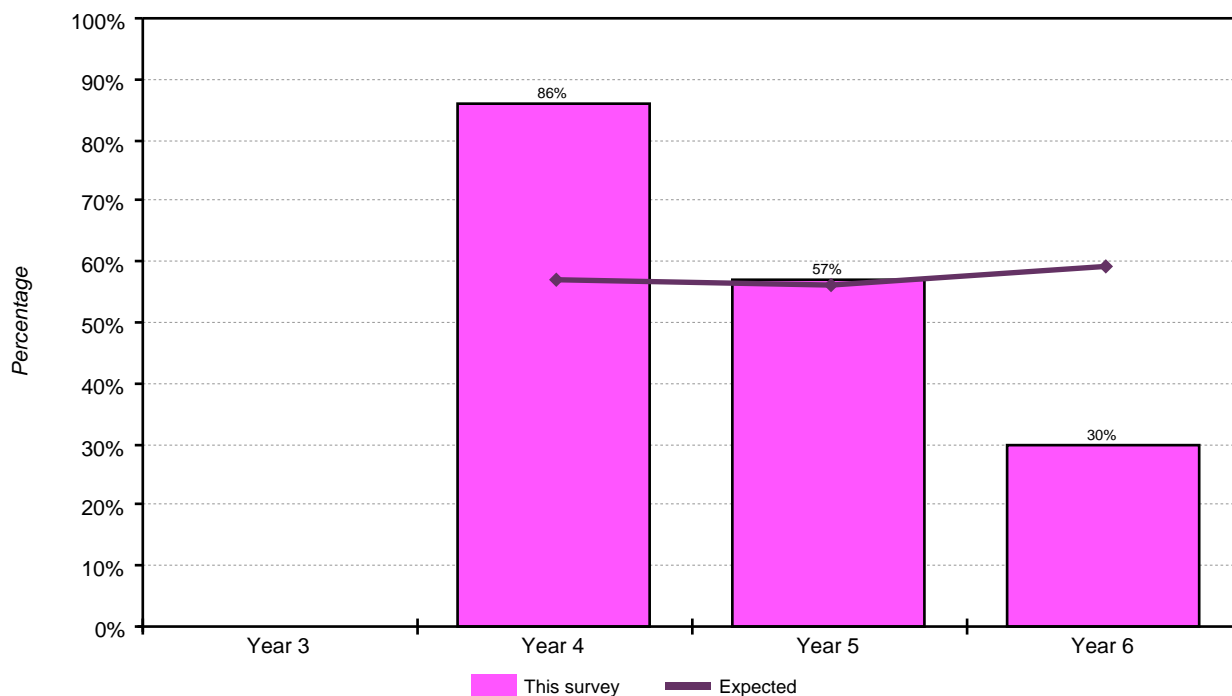
Unexpected results for 'Suitable class sizes'

- The contribution towards the score for Suitable class sizes was higher than expected for Year 4.

- The contribution towards the score for Suitable class sizes was lower than expected for Year 6.

Actual versus expected scores for Suitable class sizes
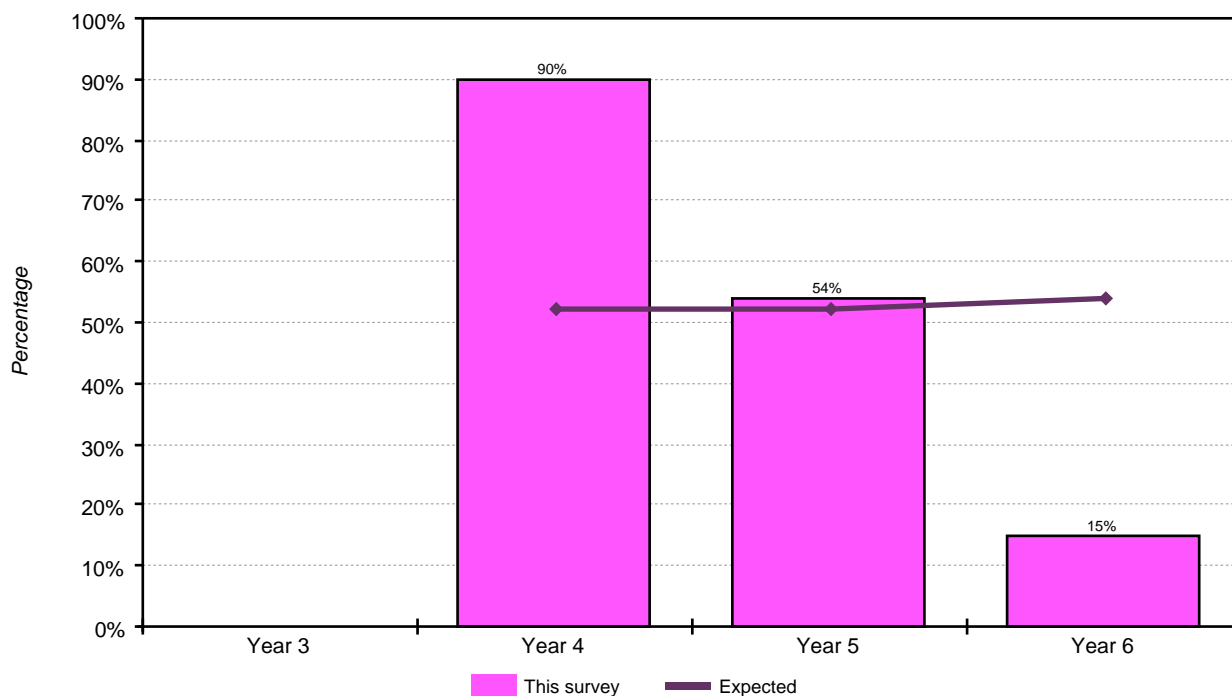
Unexpected results for 'Promoting racial harmony'

- The contribution towards the score for Promoting racial harmony was lower than expected for Year 4.

- The contribution towards the score for Promoting racial harmony was higher than expected for Year 5.

- The contribution towards the score for Promoting racial harmony was higher than expected for Year 6.

Actual versus expected scores for Promoting racial harmony
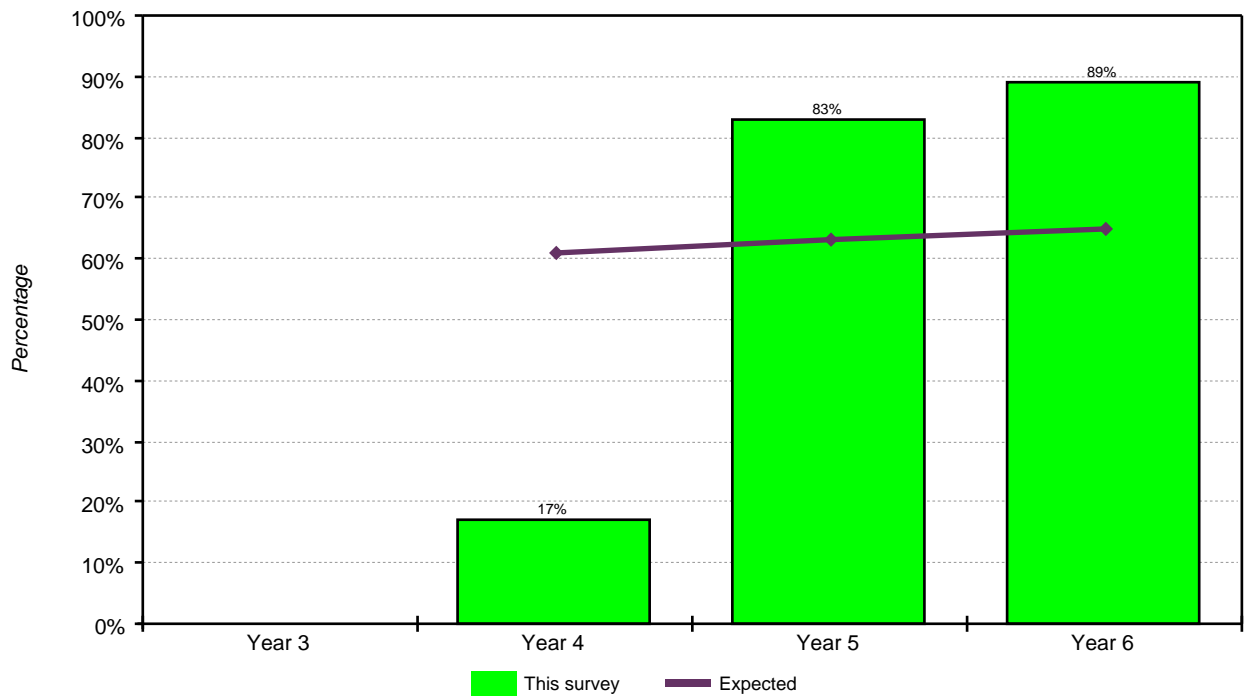
Unexpected results for 'Regular marking of work'

- The contribution towards the score for Regular marking of work was lower than expected for Year 4.

- The contribution towards the score for Regular marking of work was higher than expected for Year 5.

Actual versus expected scores for Regular marking of work

Legend: This survey, Expected
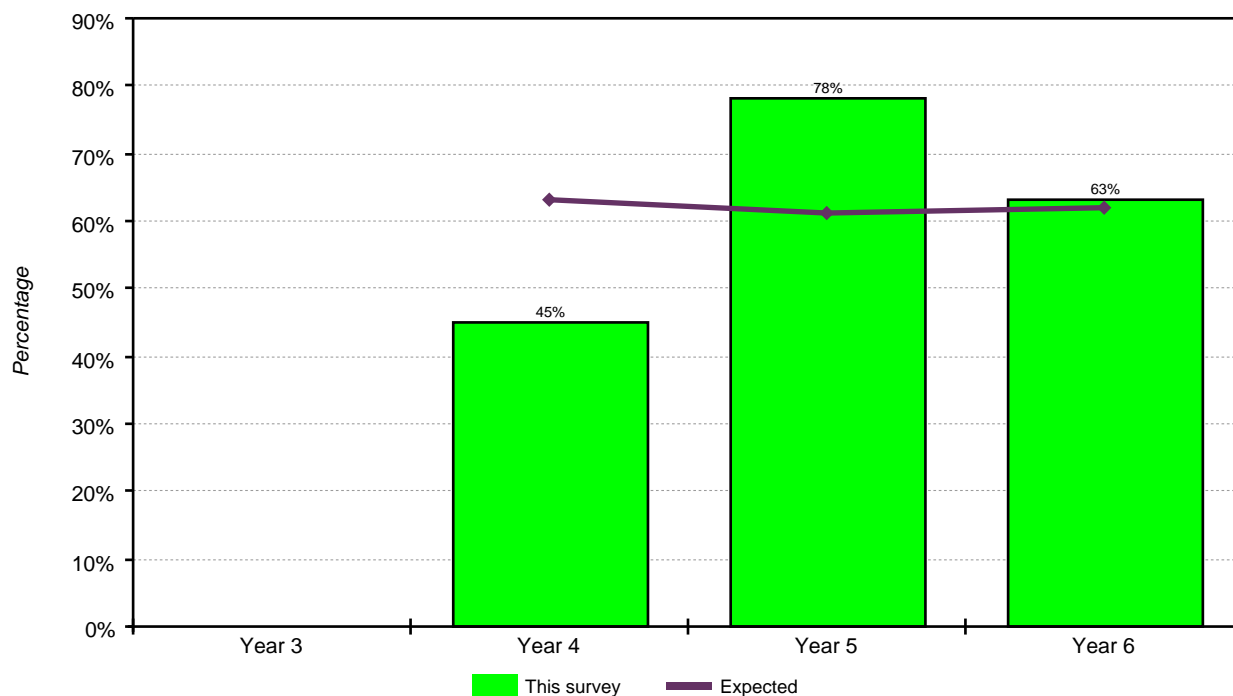
Unexpected results for 'Encouraging and listening to pupils' views'

- The contribution towards the score for Encouraging and listening to pupils' views was higher than expected for Year 4.

- The contribution towards the score for Encouraging and listening to pupils' views was lower than expected for Year 6.

Actual versus expected scores for Encouraging and listening to pupils' views
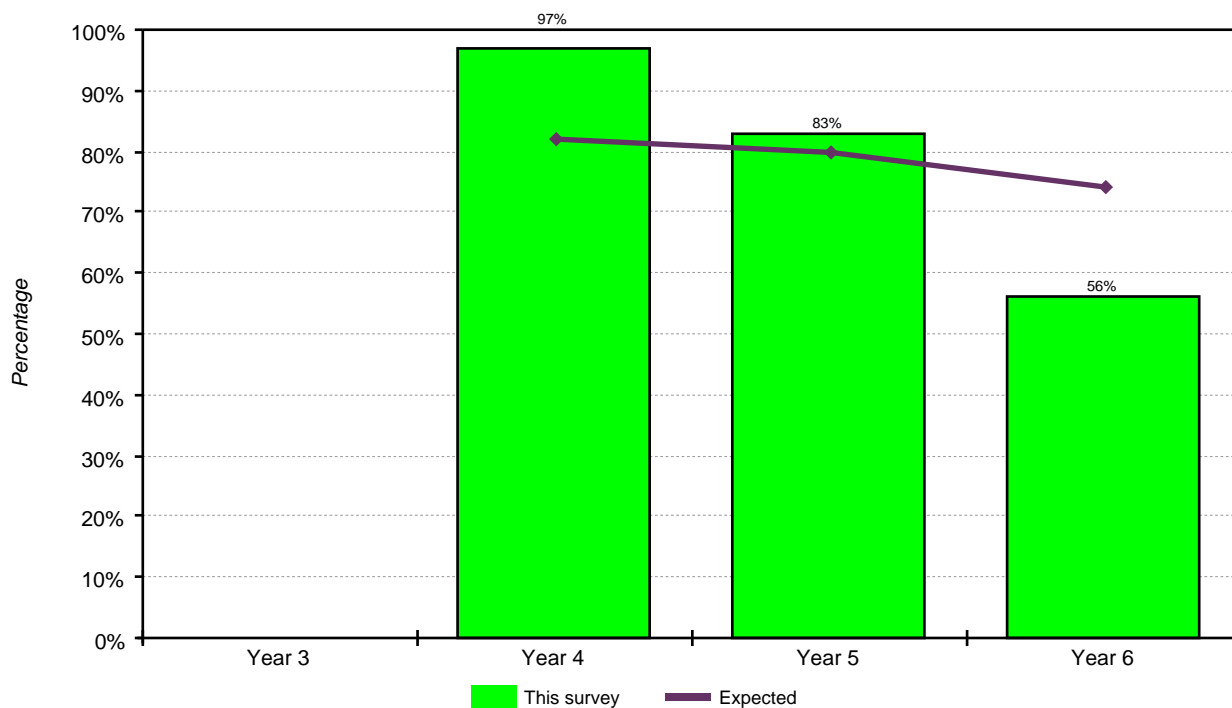
Standard analysis

Gender analysis

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

Satisfaction scores for non-academic criteria
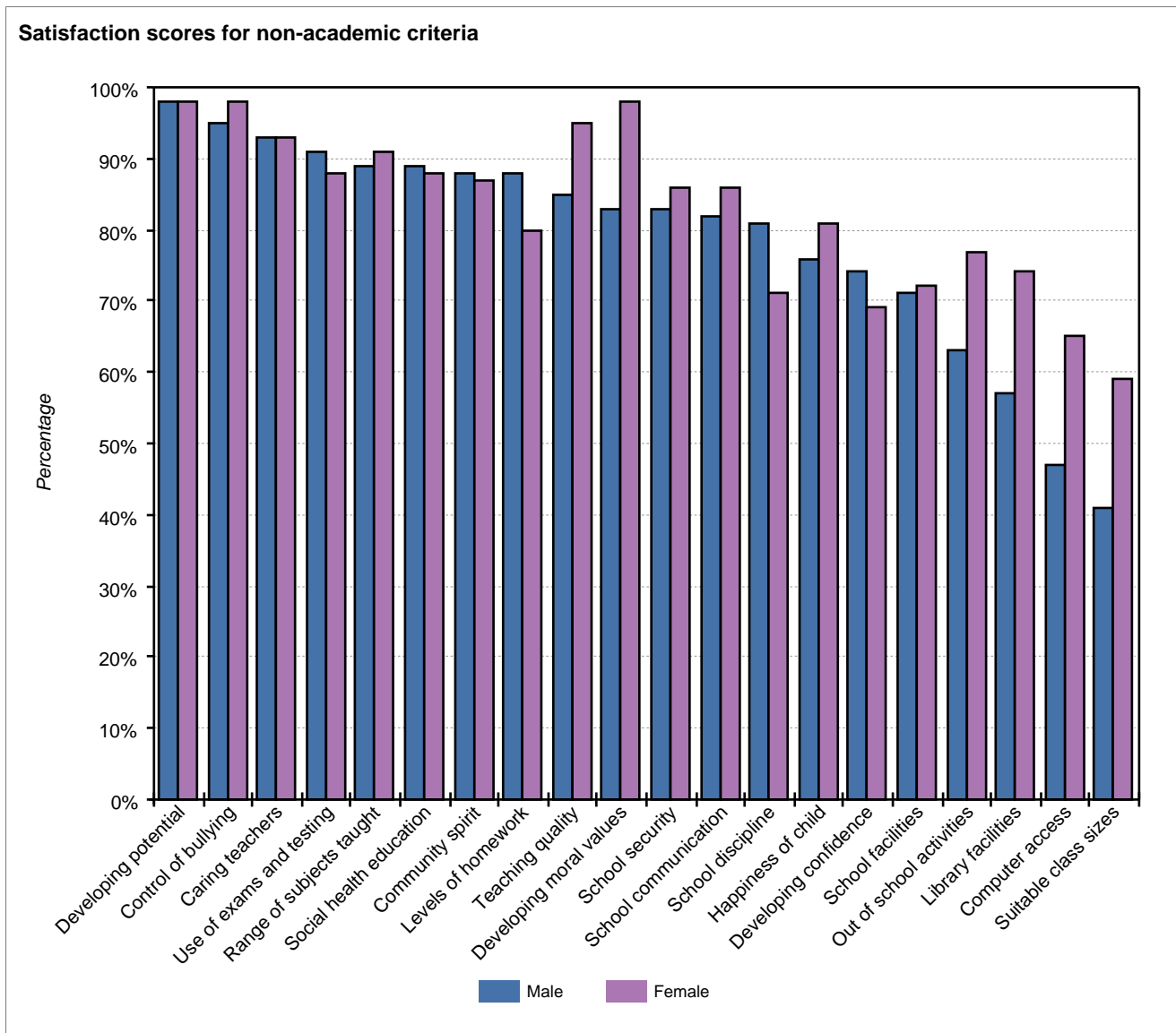
Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Developing moral values	82.8	97.6 ▲

Satisfaction scores for additional criteria
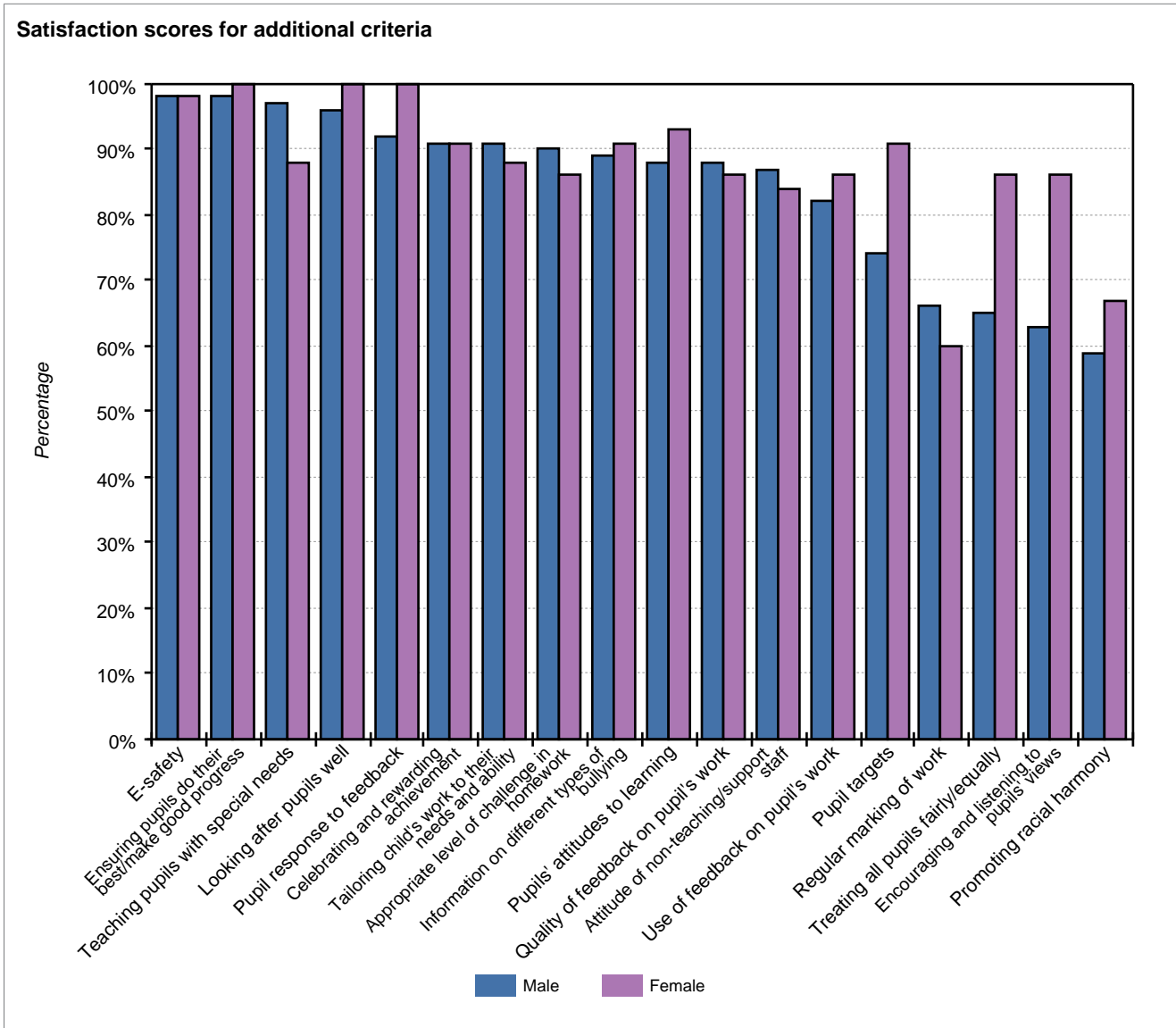
- There are no significant differences between the additional satisfaction scores for female pupils and male pupils.

Healthy lifestyle

This section of the report summarises perceptions of whether pupils are encouraged to live healthy lifestyles.

Pupils' responses to the question: 'Eating a healthy diet?'
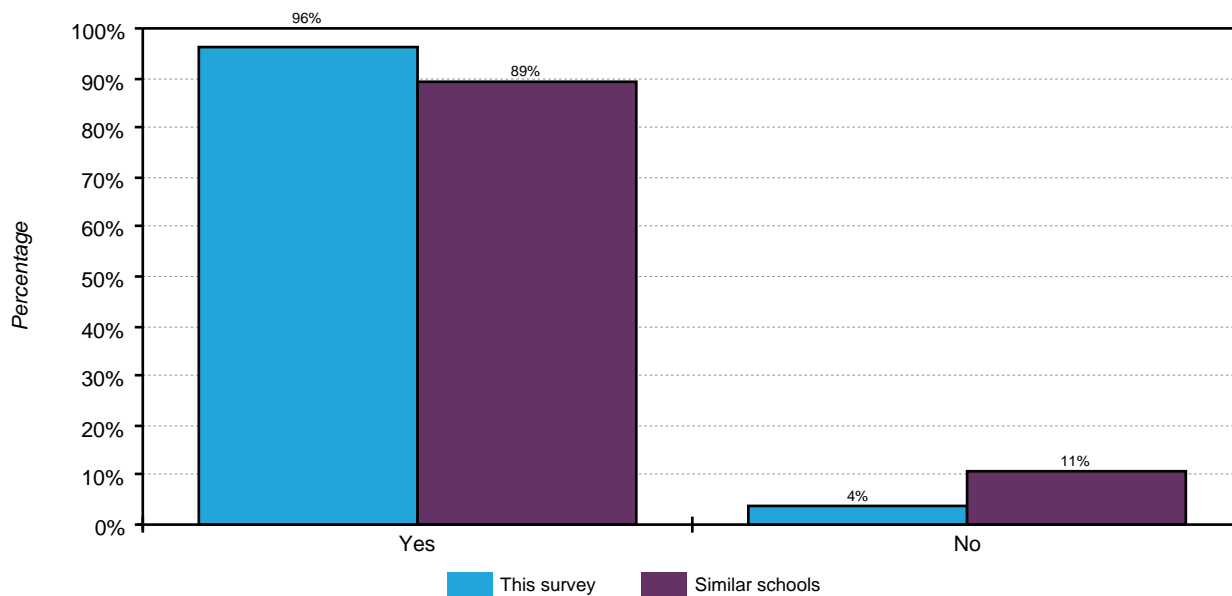
Pupils' responses to the question: 'School encourages healthy lifestyle through exercise'
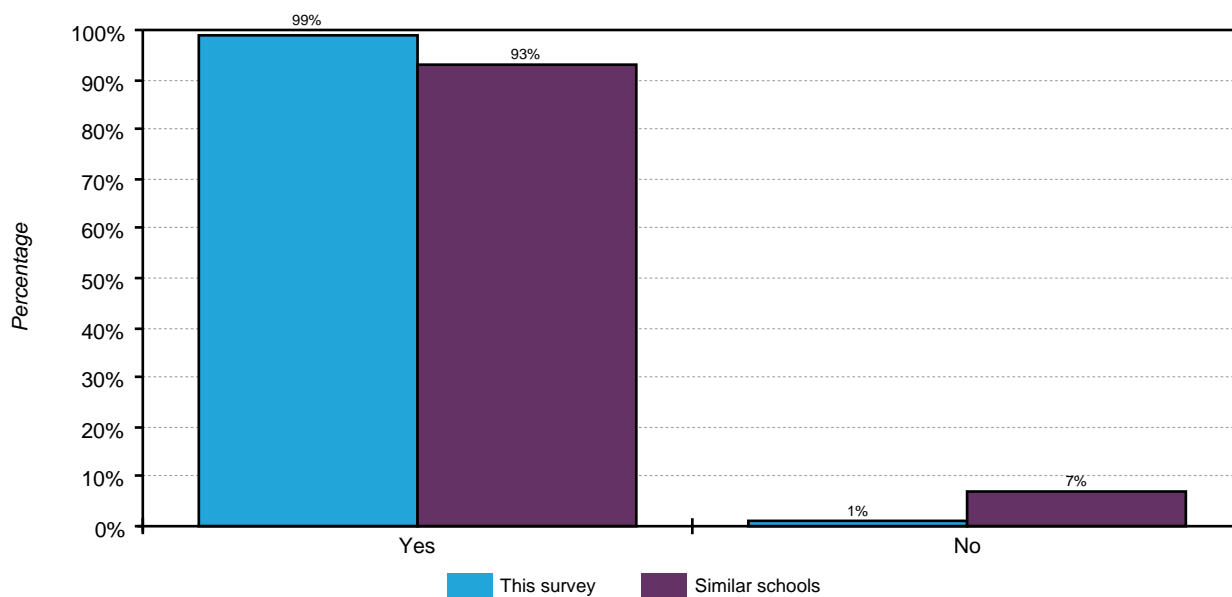
Year group analysis

Analysis of year group scores compared to national average

The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the line, pupils in that year group are more satisfied than the national average. If the bar is below the line, pupils in that year group are less satisfied than the national average. Any unusual results are explained in more detail in the unexpected results section of this report (see page 29).

Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 9 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

Year group analysis compared to national averages for non-academic criteria

School discipline

Community spirit

School security

Social health education
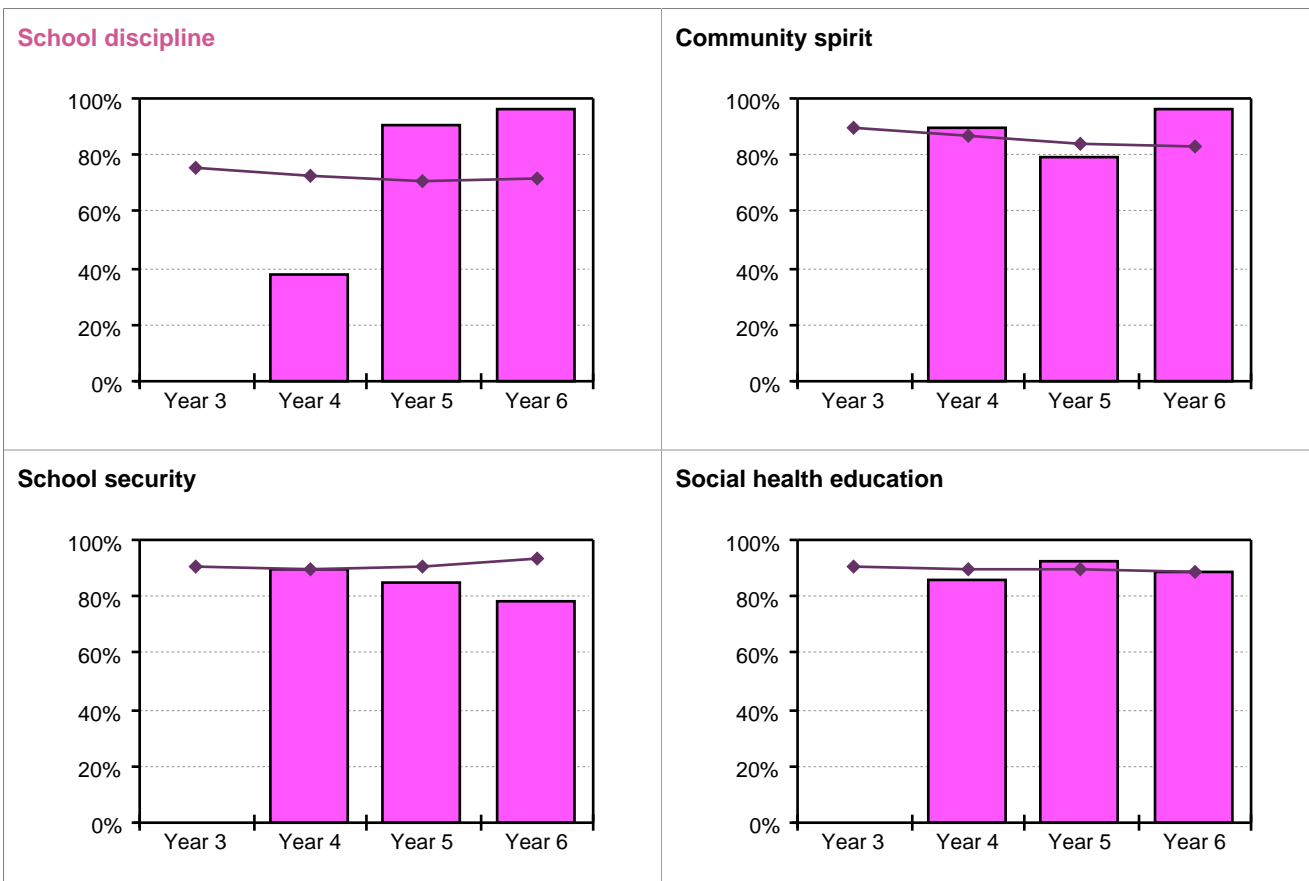
Control of bullying
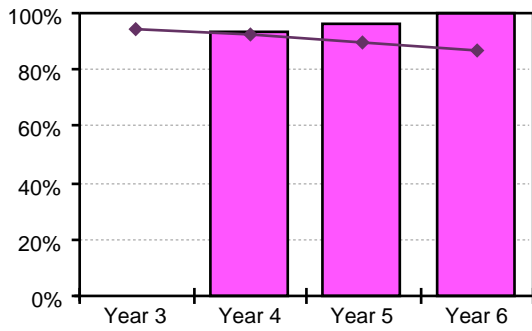
Developing moral values
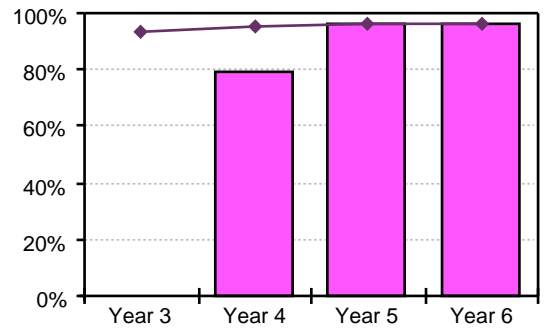
Levels of homework
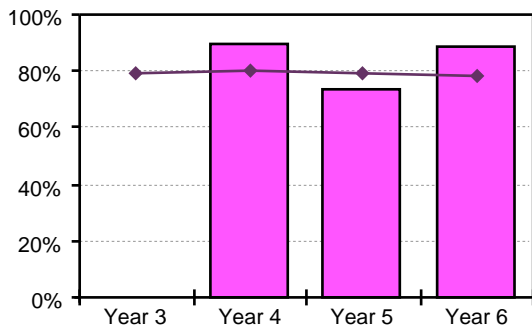
Developing potential
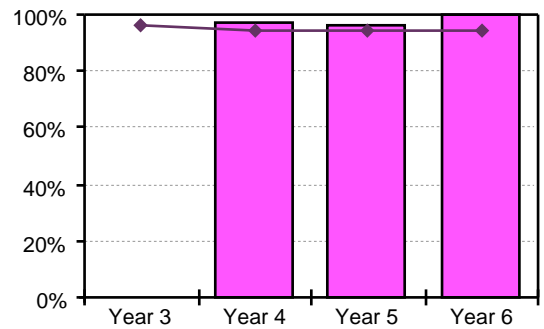
Use of exams and testing
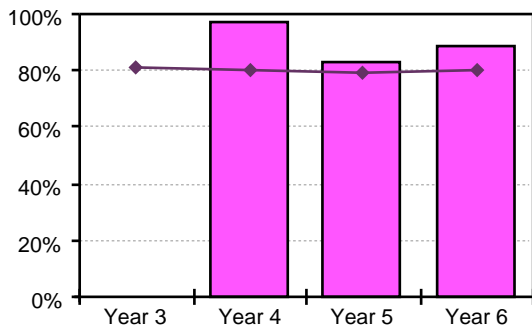
Developing confidence
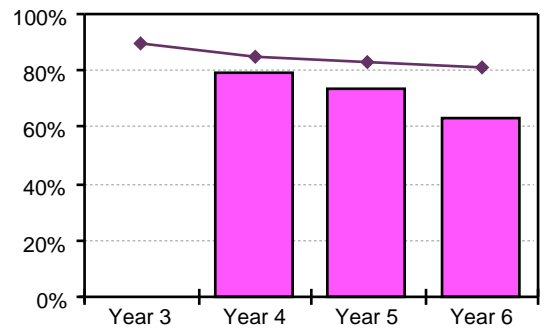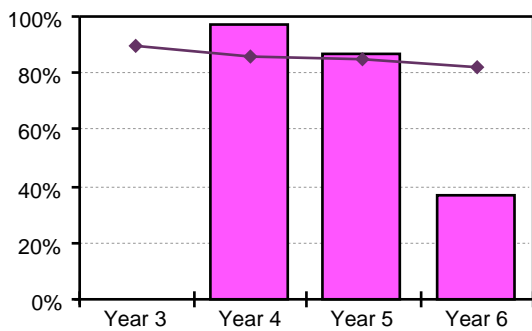
School facilities

Out of school activities
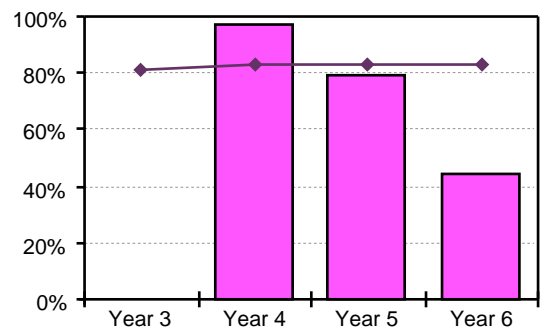
Caring teachers
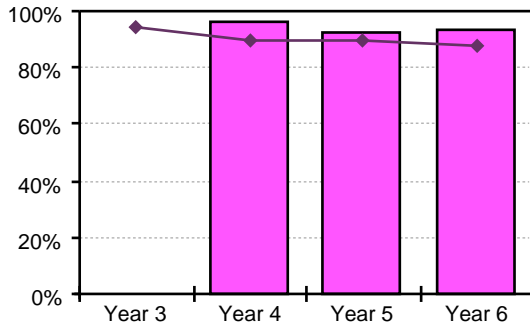
School communication
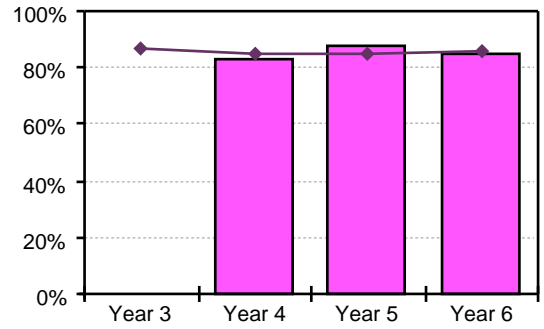
Library facilities
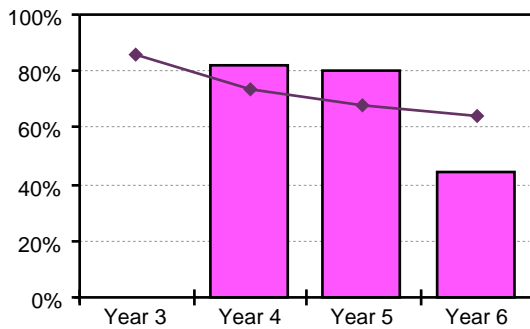
Happiness of child
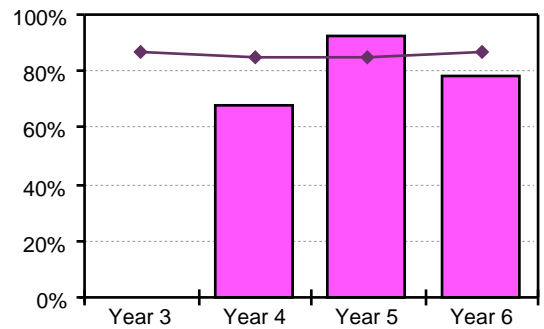
Teaching quality
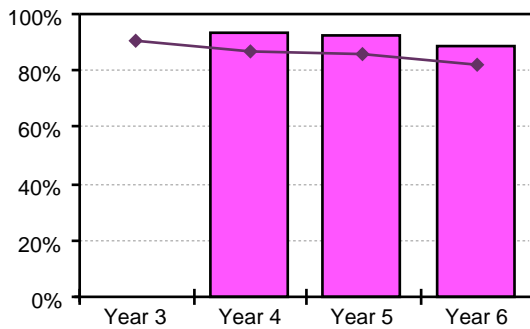
Range of subjects taught
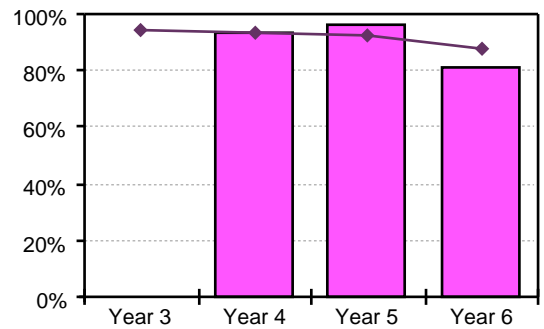
Computer access

Suitable class sizes
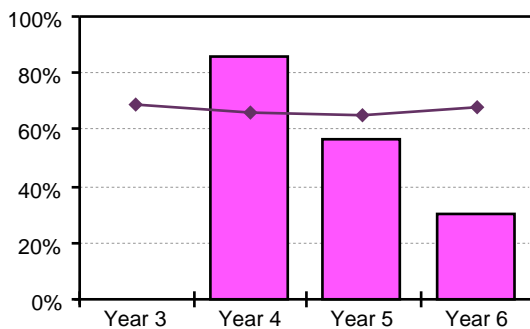
Kirkland Rowell Surveys
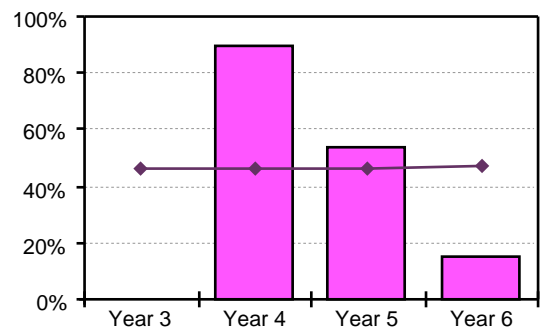
Year group analysis compared to national averages for your additional surveyed criteria

Promoting racial harmony
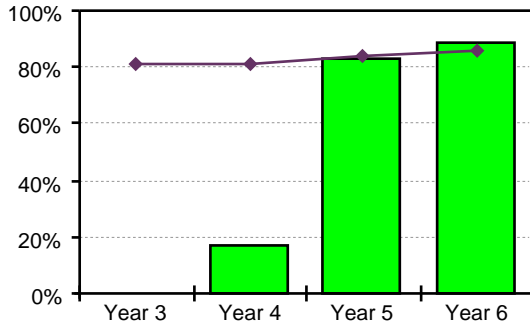
Teaching pupils with special needs
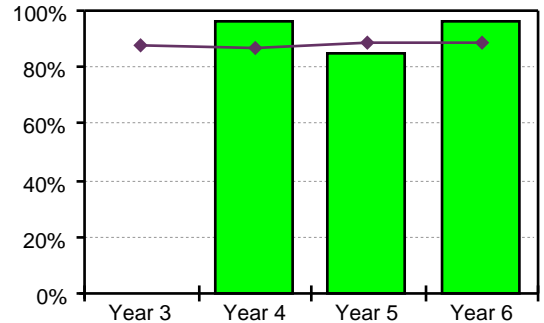
Regular marking of work
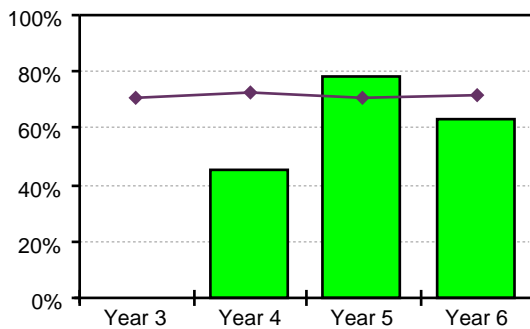
Attitude of non-teaching/support staff
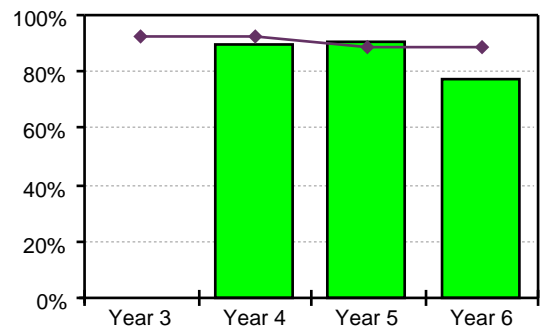
Treating all pupils fairly/equally
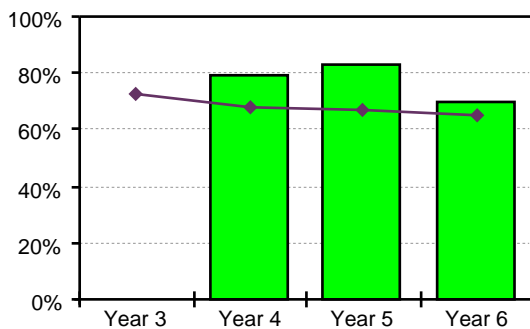
Celebrating and rewarding achievement
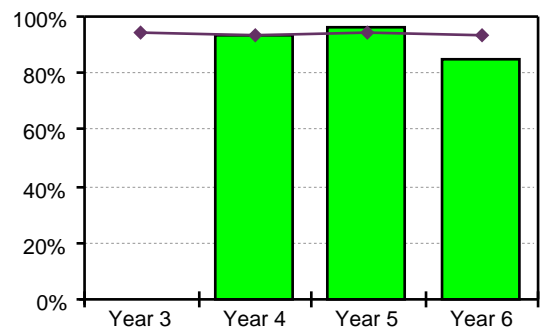
Tailoring child's work to their needs and ability
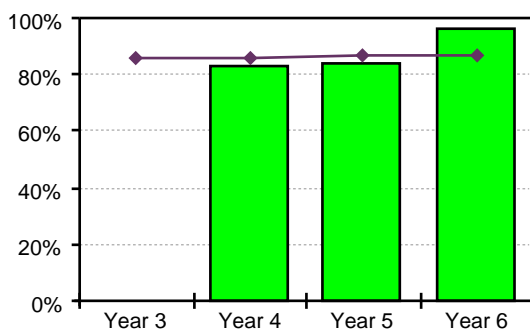
Ensuring pupils do their best/make good progress
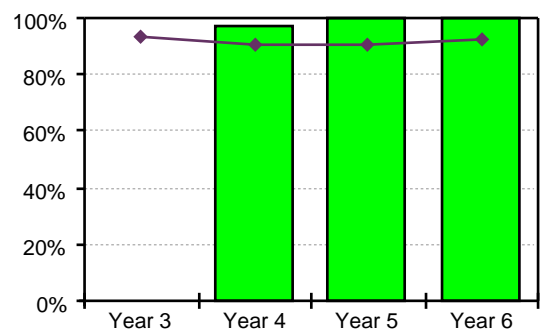
Encouraging and listening to pupils' views
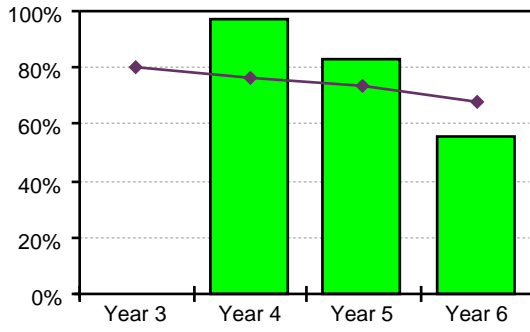
Looking after pupils well
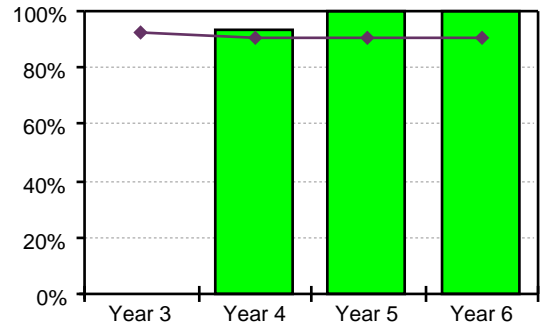
Quality of feedback on pupil's work
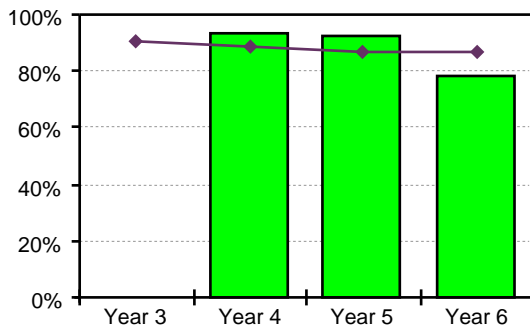
Use of feedback on pupil's work
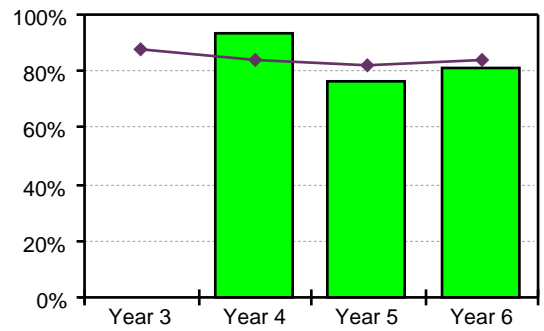
Pupil response to feedback
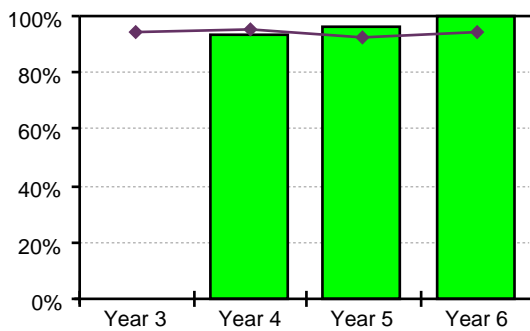
Appropriate level of challenge in homework
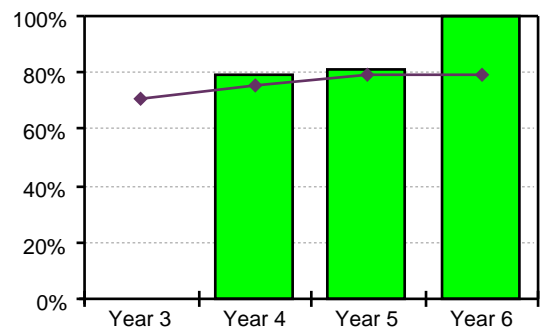
Pupils' attitudes to learning
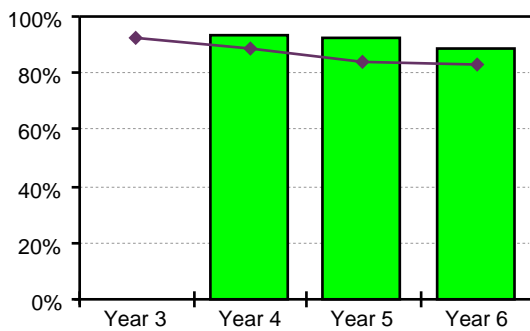
Pupil targets
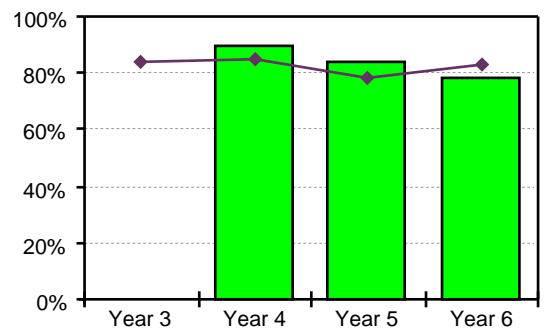
Information on different types of bullying

E-safety

Kirkland Rowell
Surveys
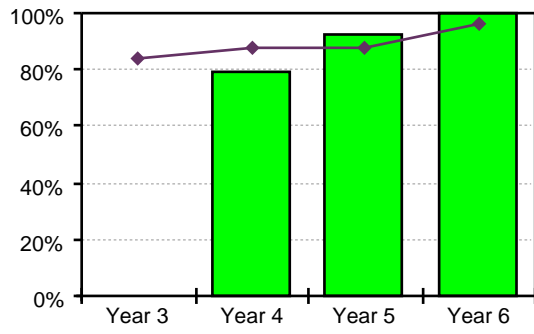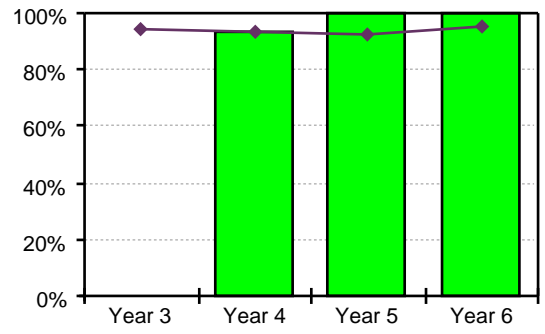
Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis

How pupils scored the delivery and management of non-academic criteria.

| Non-academic criteria	True (T)	False (F)	Graph	Sample size
School discipline	71.1%	26.5%		77
Community spirit	83.0%	12.0%		77
School security	84.6%	15.4%		79
Social health education	82.1%	13.2%		77
Control of bullying	92.8%	4.8%		78
Developing moral values	85.6%	12.0%		78
Levels of homework	82.5%	15.1%		77
Developing potential	95.2%	4.8%		79
Use of exams and testing	86.5%	11.1%		78
Developing confidence	67.7%	27.5%		77

| Non-academic criteria	True (T)	False (F)	Graph	Sample size
School facilities	68.9%	28.7%		77
Out of school activities	69.5%	28.1%		78
Caring teachers	90.2%	7.4%		78
School communication	82.6%	15.0%		78
Library facilities	65.5%	32.0%		78
Happiness of child	72.5%	22.9%		77
Teaching quality	87.5%	12.5%		79
Range of subjects taught	86.4%	13.6%		79
Computer access	56.1%	40.3%		76
Suitable class sizes	53.7%	44.0%		78

Additional criteria analysis

How pupils scored the delivery and management of your additional non-academic criteria.

Additional criteria	True (T)	False (F)	Graph	Sample size
Promoting racial harmony	61.7%	38.3%		79
Teaching pupils with special needs	88.0%	9.7%		78
Regular marking of work	55.7%	40.8%		76
Attitude of non-teaching/support staff	79.0%	13.7%		76
Treating all pupils fairly/equally	69.4%	26.0%		77
Celebrating and rewarding achievement	89.8%	10.2%		79
Tailoring child's work to their needs and ability	82.5%	15.2%		78
Ensuring pupils do their best/make good progress	95.2%	2.4%		78
Encouraging and listening to pupils' views	74.4%	23.2%		77
Looking after pupils well	95.2%	4.8%		79
Quality of feedback on pupil's work	84.8%	12.8%		78

Additional criteria	True (T)	False (F)	Graph	Sample size
Use of feedback on pupil's work	84.7%	15.3%		79
Pupil response to feedback	88.5%	6.9%		77
Appropriate level of challenge in homework	87.8%	12.2%		79
Pupils' attitudes to learning	91.1%	8.9%		79
Pupil targets	80.4%	19.6%		79
Information on different types of bullying	88.1%	11.9%		79
E-safety	94.9%	2.4%		78

Kirkland Rowell
Surveys

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

Non-academic areas

Additional questions
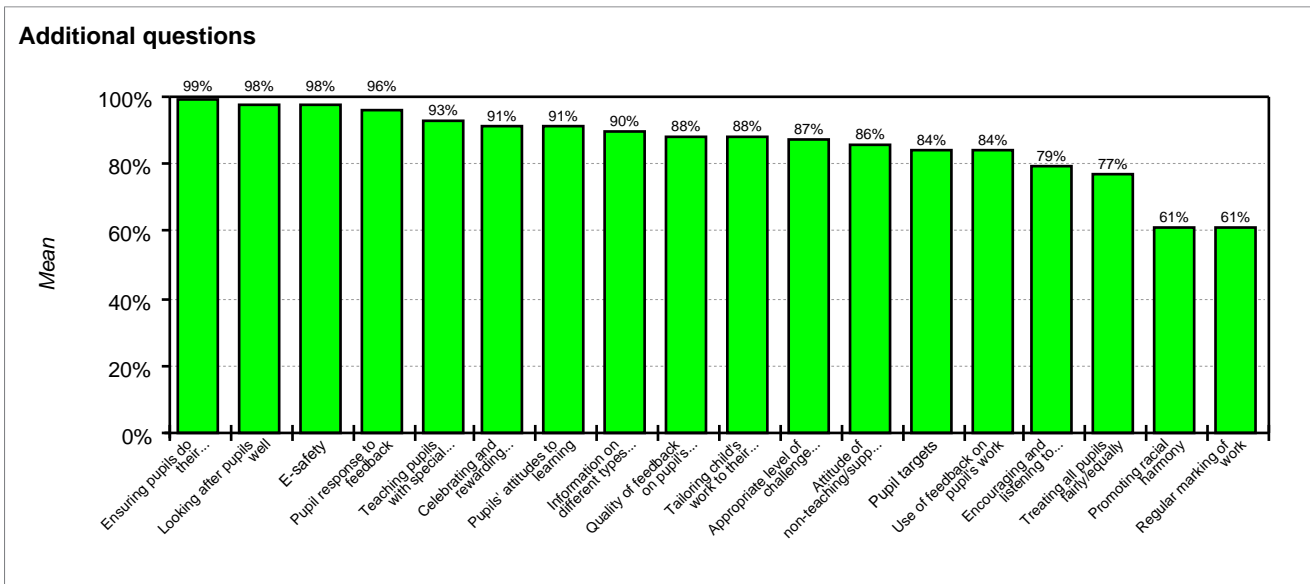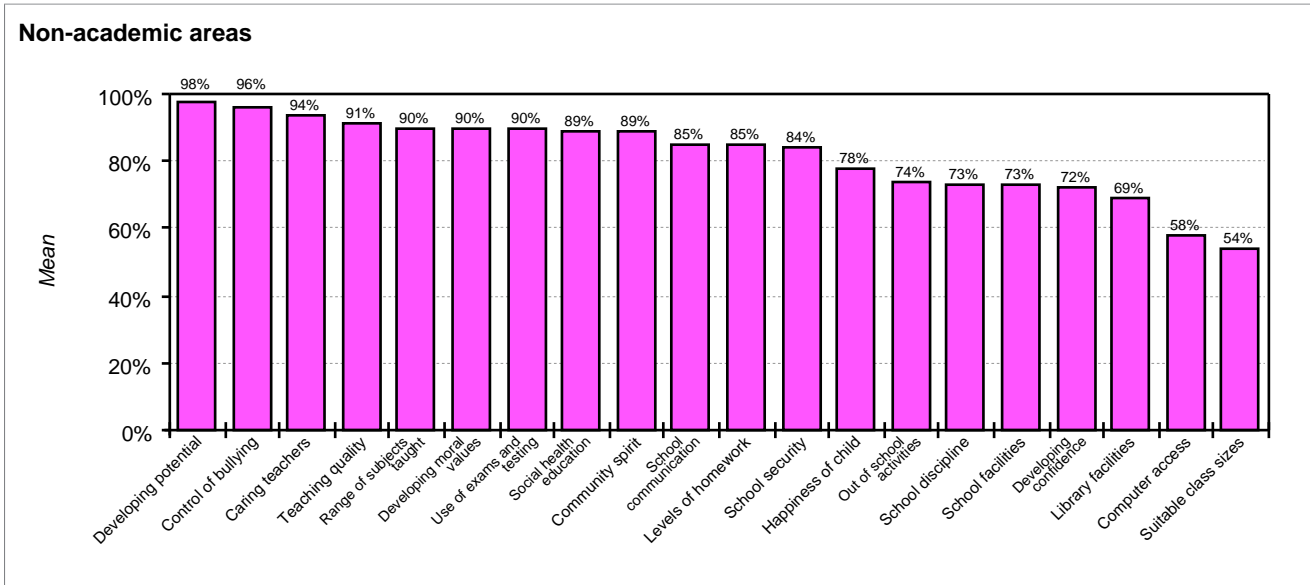
A word on Quality Assurance

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

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