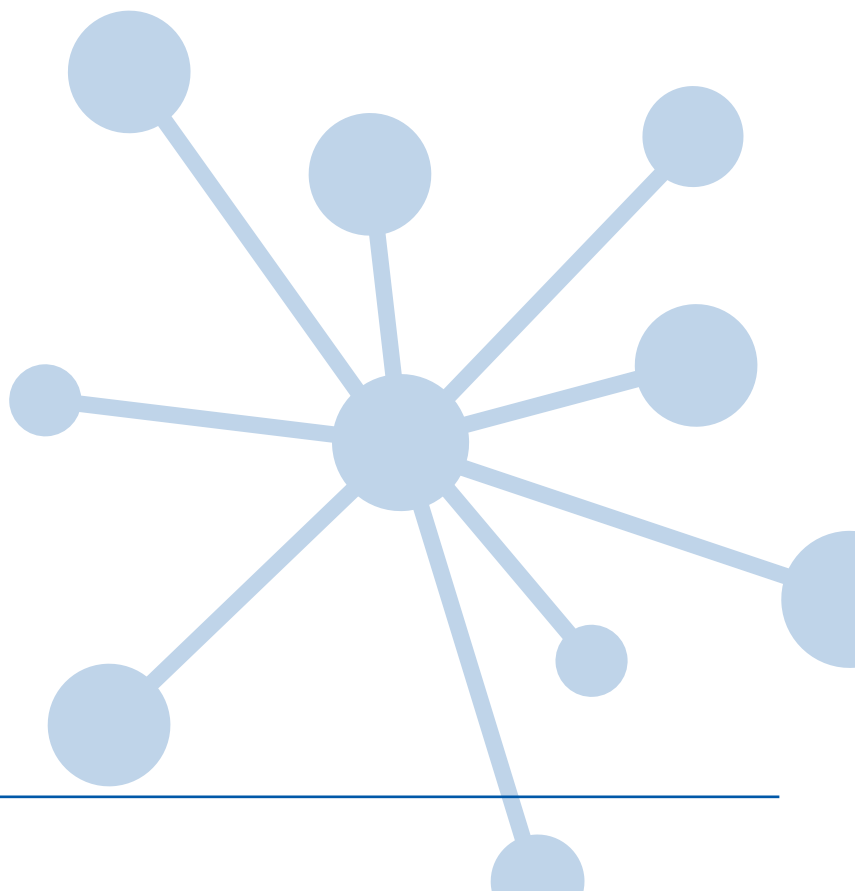


Charlton Church of England Primary School

Parent survey report – November 2016

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Executive summary

This report details the findings of the first Kirkland Rowell Parent Survey for Charlton Church of England Primary School. The report measures the levels of satisfaction among the pupils' parents for a range of criteria, which have been previously identified as being important to the parents of school pupils. 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

- 43 completed questionnaires were returned representing a response rate of 21.5%. The response meant that data could be drawn for all criteria.
- 22 parents answered 'Yes' and 21 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 51.2% and 48.8% respectively.
- The parents gave an excellent overall performance score (85.6%) (see page 5).
- Of the parents whose children were not in their first year at the school 53% said the school had improved over the last year and 6% thought that the school's performance was worse (see page 45).
- Of the parents of new pupils, 0% felt that the school had not lived up to their expectations and 62% said the school was better than they had expected it to be (see page 45).
- With regards to non-academic areas, parents are most happy with Caring teachers, Developing moral values and Teaching quality.
- The parents are least happy with School facilities, Use of exams and testing and Social health education.
- The parents' top priorities for improvement are Out of school activities, Developing potential and School communication.

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** is '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

	Importance	Ranking
89.5% Caring teachers	(78.0%)	7th
88.3% Developing moral values	(52.3%)	10th
86.4% Teaching quality	(88.0%)	4th
85.1% Community spirit	(10.8%)	17th
82.2% Control of bullying	(78.6%)	6th

Relative weaknesses for non-academic criteria

	Importance	Ranking
66.7% School facilities	(44.6%)	11th
68.2% Use of exams and testing	(0.0%)	20th
68.9% Social health education	(26.6%)	14th
73.3% Levels of homework	(20.7%)	16th
73.4% Out of school activities	(36.6%)	12th

Response to survey

43 completed questionnaires were returned representing a response rate of 21.5%.

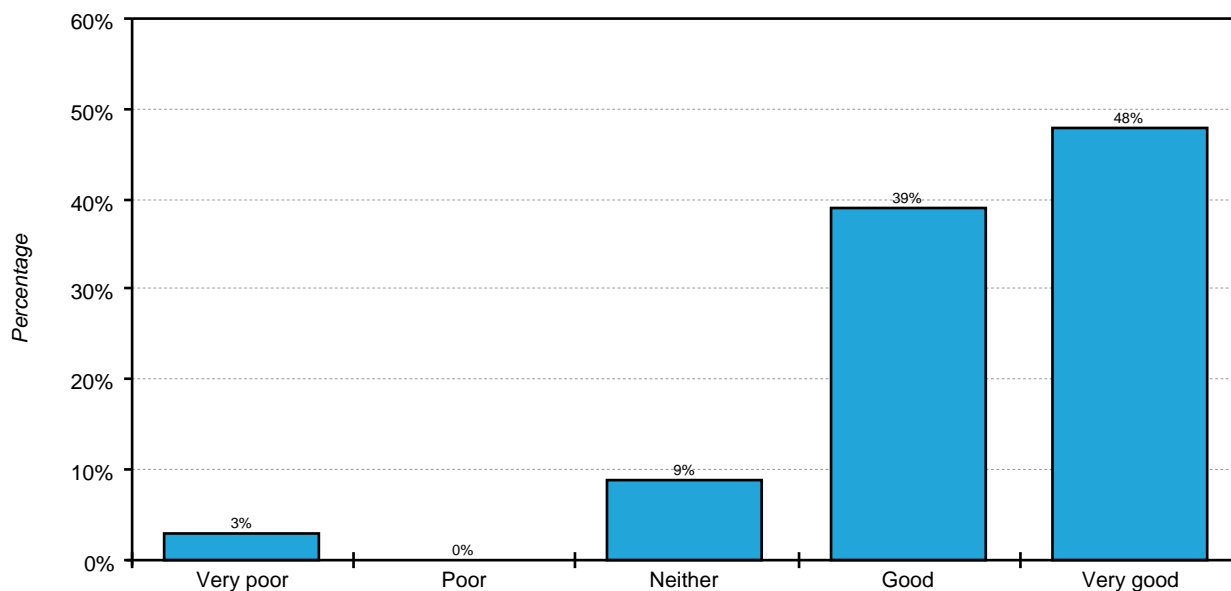
	Proportion of responses (%)	Number of responses
Responses from parents of male pupils	43.6	17
Responses from parents of female pupils	56.4	22
Responses from parents of Reception pupils	31.0	13
Responses from parents of Years 1 and 2 pupils	21.4	9
Responses from parents of Years 3 and 4 pupils	28.6	12
Responses from parents of Years 5 and 6 pupils	19.0	8

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	85.6		

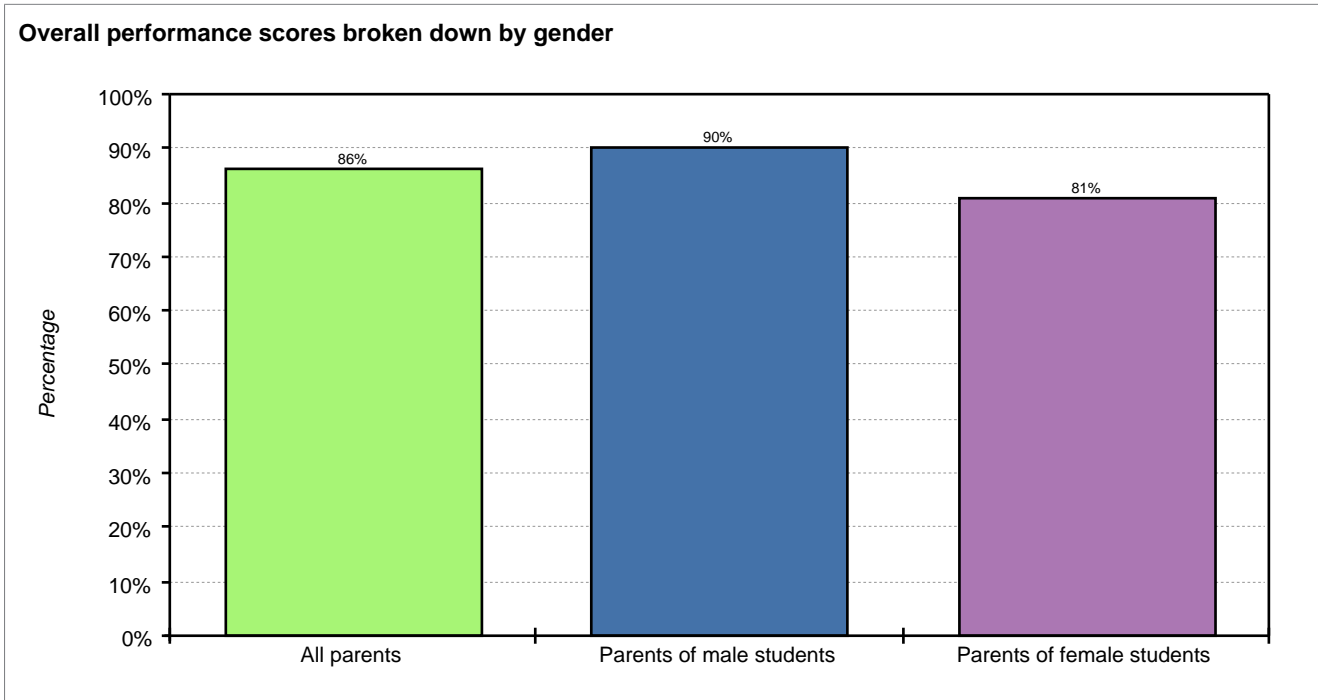
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	3.0			87.9

Overall parental satisfaction

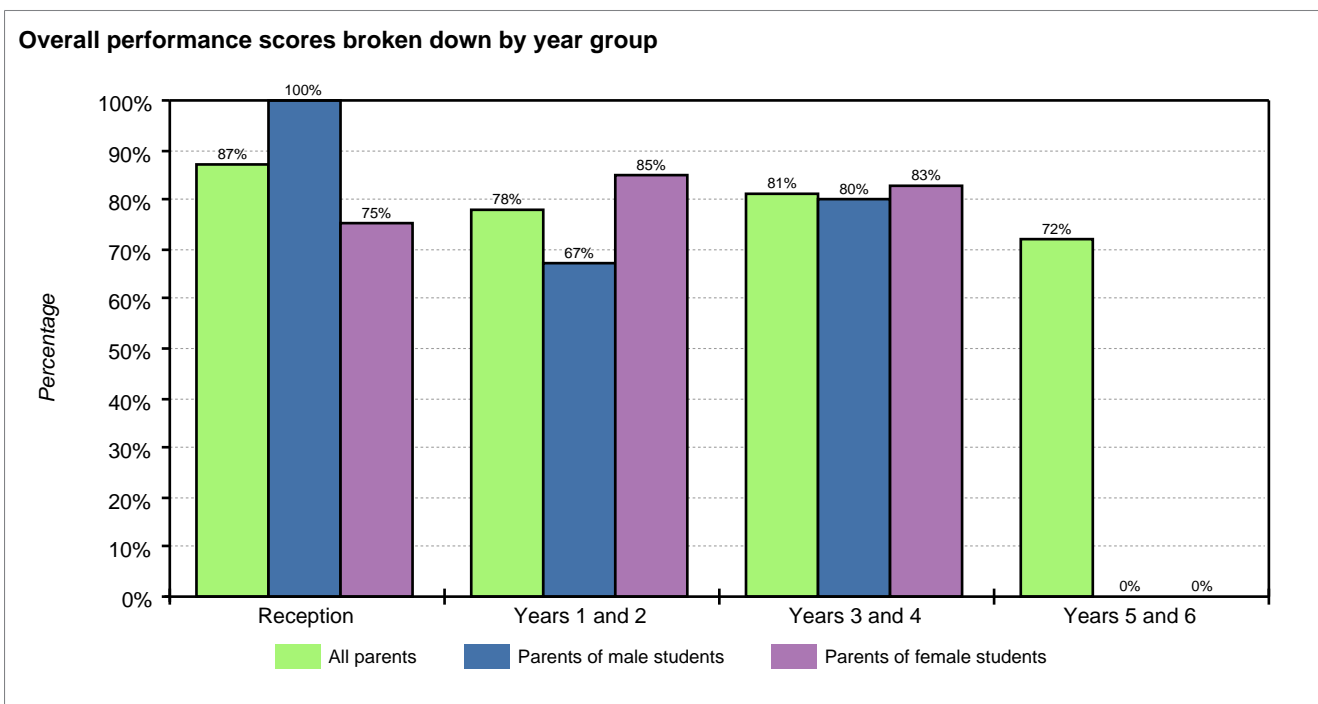


- More parents rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by gender and year group



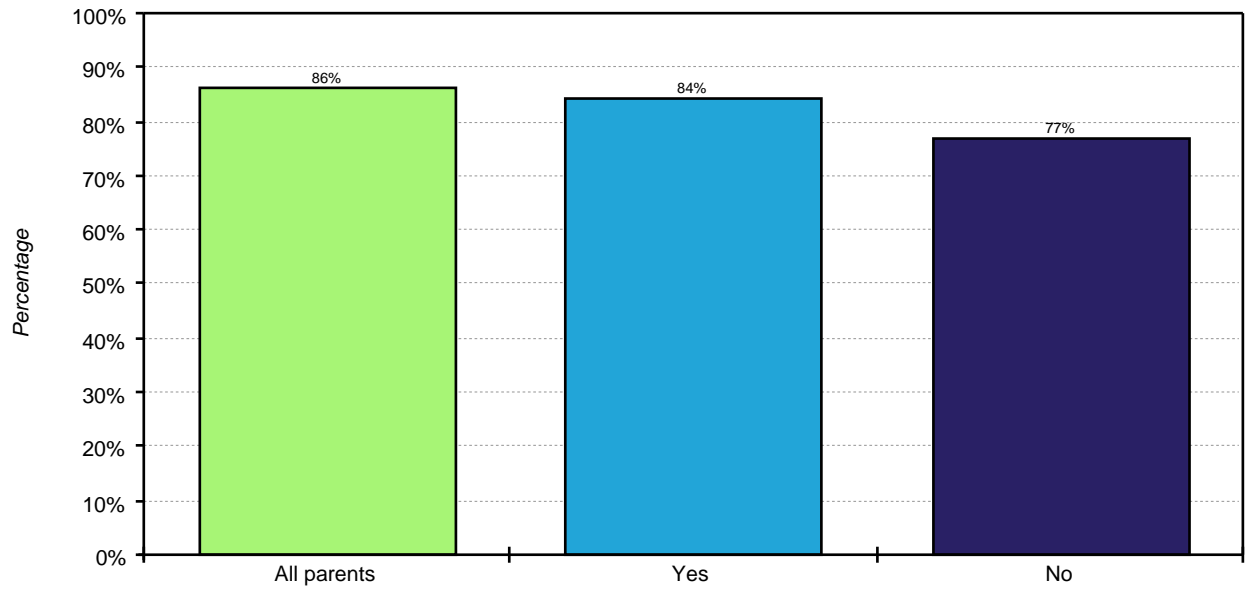
- The parents gave an excellent overall performance score of 85.6%.
- Parents of male pupils scored the overall performance of the school higher than the parents of female pupils.



- Parents of Reception pupils scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Parents of Reception male pupils and parents of Years 1 and 2 female pupils scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

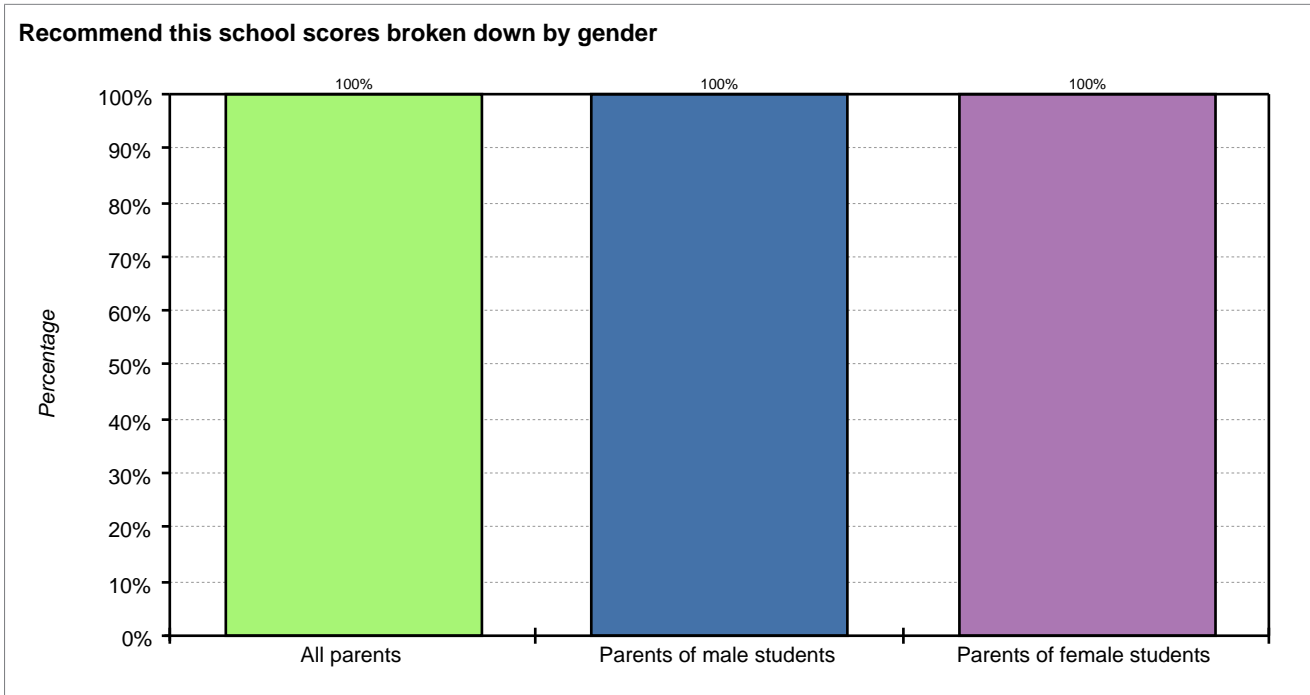
Overall performance scores broken down by extra analysis

Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'

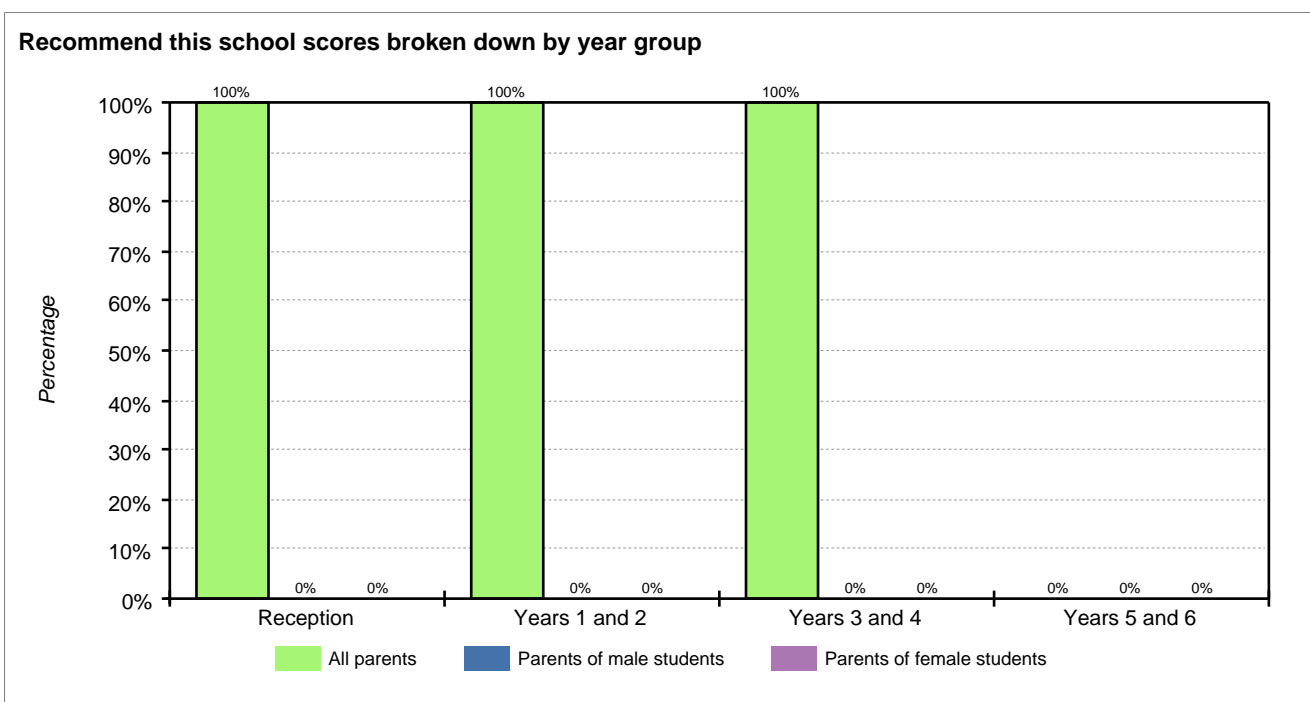


- The overall performance scores show no significant difference.

Parents recommend this school broken down by gender and year group



- 100.0% of parents said they would recommend this school to another parent.
- Parents of male pupils would recommend this school to another parent the same as parents of female pupils.



- Parents of Reception, Years 1 and 2 and Years 3 and 4 pupils would recommend this school to another parent more than parents from other year groups.
- Parents of Reception male pupils and parents of Reception female pupils would recommend this school to another parent more than parents from other year groups.

Key results

The core analysis of your survey data; Proportion making progress for 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% indicate '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 mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create “weighted” scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a ‘level playing field’. These weighted scores are calculated based upon the average scores achieved from over 160 similar, English schools. 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 mean score. This is a calculation applied to your raw results using the average scores achieved from over 160 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'.

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

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.

Additional criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Access to staff	72.4	66.1	+6.3
Church links and support	72.3		
Tailoring workload to child's needs	72.1		
Encouraging and listening to pupil views	71.4		
Encouraging and listening to parent views	70.8		
Recognising and rewarding achievement	70.1		
Handling complaints	69.9	64.9	+5.0
Explaining to parents how to help child	67.2		
Ensuring pupils make good progress	67.2	62.1	+5.1
Behaviour management	66.5	65.4	+1.1
Resources	66.3		
Organisation of work	65.5	62.8	+2.7
Relationship between tutor and child *	64.3		
Extra curricular activities	62.1	74.8	-12.7
School uniform	61.5	63.4	-1.9
Attitude of non academic staff	49.5		
Encouraging local community activity	Low response		

* 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 blue are only reliable to within 10% due to the sample achieved.

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 parents priorities 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
Caring teachers	89.5		
Developing moral values	88.3		
Teaching quality	86.4		
Community spirit	85.1		
Control of bullying	82.2		
Developing potential	81.1		
School security	80.8		
Suitable class sizes	80.5		
Happiness of child	80.3		
School communication	80.2		
Range of subjects taught	78.0		
Developing confidence	77.2		
Computer access	76.9		
School discipline	76.8		
Library facilities	76.7		
Out of school activities	73.4		
Levels of homework	73.3		
Social health education	68.9		
Use of exams and testing	68.2		
School facilities	66.7		

- Parents consider delivery of the following non-academic areas to be 'outstanding': Caring teachers, Developing moral values, Teaching quality, Community spirit, Control of bullying, Developing potential, School security, Suitable class sizes, Happiness of child and School communication.
- Parents consider delivery of the following non-academic areas to be 'good': Range of subjects taught, Developing confidence, Computer access, School discipline, Library facilities, Out of school activities and Levels of homework.
- Parents consider delivery of the following non-academic areas to show 'room for improvement': Social health education, Use of exams and testing and School facilities.
- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Developing potential, School security, Suitable class sizes, Happiness of child, School communication, Range of subjects taught, Developing confidence, School discipline, Levels of homework and School facilities.
- The following non-academic subject achieved a very low sample; therefore scores should only be considered indicative: Community spirit, Control of bullying, Computer access, Library facilities, Out of school activities, Social health education and Use of exams and testing.

Happy versus unhappy parents for non-academic criteria

The following table identifies the percentage of parents who are unhappy (rating poor or very poor) alongside those who are happy (rating 'good' or 'very good') for the school's performance in each area. Note that these results do not include respondents who chose 'neither good nor poor', 'I don't know' or failed to answer the question.

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (below the red line).

Only highlighted changes should be considered significant; green shows improvement, red shows decline.

Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Caring teachers	0.0			100.0
Developing moral values	0.0			93.9
Happiness of child	0.0			88.6
Range of subjects taught	0.0			88.2
School discipline	0.0			89.2
School security	0.0			82.4
Teaching quality	0.0			100.0
School communication	5.1			74.4
Developing potential	5.9			76.5
Suitable class sizes	5.9			82.4
Developing confidence	6.3			87.5
School facilities	6.3			62.5
Levels of homework	11.4			68.6

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to parent satisfaction. The following results were achieved with regard to those parents 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
Promoting racial harmony	83.4		
Tailoring child's work to their needs and ability	83.2		
Ensuring pupils do their best/make good progress	82.4		
Treating all pupils fairly/equally	81.8		
Looking after pupils well	79.7		
Encouraging and listening to pupils' views	79.4		
Pupils' attitudes to learning	79.3		
Attitude of non-teaching/support staff	78.5		
Celebrating and rewarding achievement	77.6		
Quality of feedback on pupil's work	75.4		
Regular marking of work	75.3		
Use of feedback on pupil's work	75.3		
Information on different types of bullying	73.2		
Pupil response to feedback	72.4		
Appropriate level of challenge in homework	70.7		
Pupil targets	69.5		
E-safety	67.3		
Teaching pupils with special needs	66.2		

- Parents consider delivery of the following additional criteria to be 'outstanding': Promoting racial harmony, Tailoring child's work to their needs and ability, Ensuring pupils do their best/make good progress and Treating all pupils fairly/equally.
- Parents consider delivery of the following additional criteria to be 'good': Looking after pupils well, Encouraging and listening to pupils' views, Pupils' attitudes to learning, Attitude of non-teaching/support staff, Celebrating and rewarding achievement, Quality of feedback on pupil's work, Regular marking of work, Use of feedback on pupil's work, Information on different types of bullying, Pupil response to feedback and Appropriate level of challenge in homework.
- Parents consider delivery of the following additional criteria to show 'room for improvement': Pupil targets, E-safety and Teaching pupils with special needs.
- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Tailoring child's work to their needs and ability, Ensuring pupils do their best/make good progress, Looking after pupils well, Pupils' attitudes to learning, Attitude of non-teaching/support staff, Celebrating and rewarding achievement, Quality of feedback on pupil's work, Regular marking of work and Appropriate level of challenge in homework.

- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: Promoting racial harmony, Treating all pupils fairly/equally, Encouraging and listening to pupils' views, Use of feedback on pupil's work, Information on different types of bullying, Pupil response to feedback, Pupil targets, E-safety and Teaching pupils with special needs.

Happy versus unhappy parents for additional criteria

The following table identifies the percentage of parents who are unhappy (rating poor or very poor) alongside those who are happy (rating 'good' or 'very good') for the school's performance in each area. Note that these results do not include respondents who chose 'neither good nor poor', 'I don't know' or failed to answer the question.

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (below the red line).

Only highlighted changes should be considered significant; green shows improvement, red shows decline.

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Attitude of non-teaching/support staff	0.0			100.0
Looking after pupils well	0.0			87.9
Tailoring child's work to their needs and ability	2.5			82.5
Regular marking of work	5.0			80.0
Celebrating and rewarding achievement	5.7			82.9
Ensuring pupils do their best/make good progress	5.7			77.1
Quality of feedback on pupil's work	5.7			71.4
Pupils' attitudes to learning	6.1			87.9
Appropriate level of challenge in homework	11.4			74.3

Parental priorities

Parents were asked to choose the ten criteria which were most important to them from a list of twenty. This section shows the analysis of these importance ratings and of the priorities for improvement.

Parental priorities importance

Ideally those criteria which are most important to parents will be the criteria to which parents award the highest scores. In the following table, the second column shows the percentage of parents who chose each of the criteria as one of their ten choices of what they felt was most important to them. The third column shows how well the school performs for the criteria ie. 1st = what the school does best, 20th = what the school does least well. Only highlighted rankings should be considered as being worthy of note. A **green** highlight shows that the school performs well within a criterion that is important to parents, a **red** highlight shows that the school performs less well within a criterion that is important to parents. The final two columns show the same information for the previous survey, for comparison.

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Happiness of child	96.4	9th		
School security	90.0	7th		
School discipline	89.4	14th		
Teaching quality	88.0	3rd		
Developing confidence	85.6	12th		
Control of bullying	78.6	5th		
Caring teachers	78.0	1st		
Developing potential	74.8	6th		
School communication	53.1	10th		
Developing moral values	52.3	2nd		
School facilities	44.6	20th		
Out of school activities	36.6	16th		
Suitable class sizes	32.1	8th		
Social health education	26.6	18th		
Range of subjects taught	23.7	11th		
Levels of homework	20.7	17th		
Community spirit	10.8	4th		
Computer access	10.8	13th		
Library facilities	7.9	15th		
Use of exams and testing	0.0	19th		

With regard to the five criteria most important to parents:

- The school performs well in: Teaching quality.

Importance: your school vs. similar schools

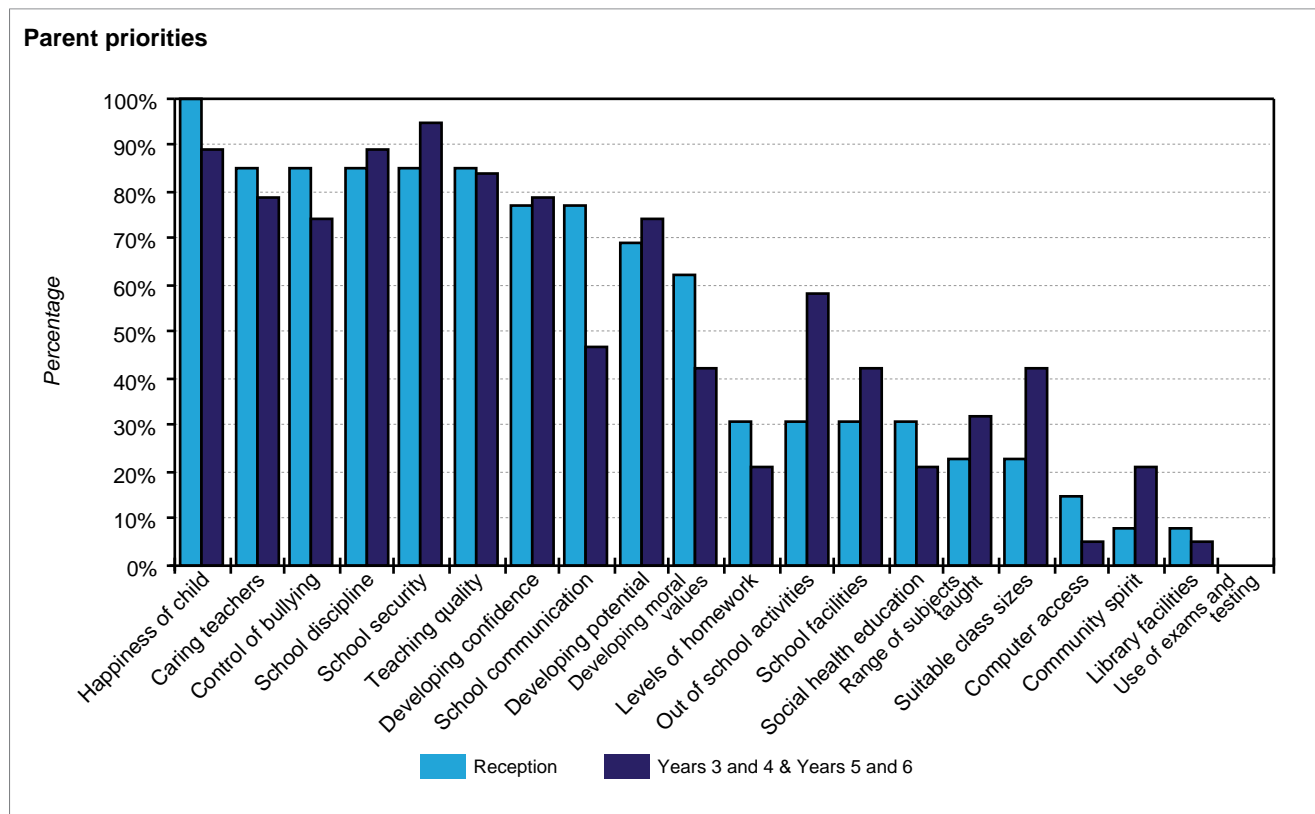
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from parents from similar schools. Position differences of four or more have been highlighted as being worthy of note.

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Happiness of child	96.4	1st	3rd	+2
School security	90.0	2nd	10th	+8 ▲
School discipline	89.4	3rd	2nd	-1
Teaching quality	88.0	4th	1st	-3
Developing confidence	85.6	5th	4th	-1
Control of bullying	78.6	6th	7th	+1
Caring teachers	78.0	7th	6th	-1
Developing potential	74.8	8th	5th	-3
School communication	53.1	9th	8th	-1
Developing moral values	52.3	10th	9th	-1
School facilities	44.6	11th	12th	+1
Out of school activities	36.6	12th	16th	+4 ▲
Suitable class sizes	32.1	13th	11th	-2
Social health education	26.6	14th	19th	+5 ▲
Range of subjects taught	23.7	15th	13th	-2
Levels of homework	20.7	16th	14th	-2
Community spirit	10.8	17th	15th	-2
Computer access	10.8	17th	17th	0
Library facilities	7.9	19th	20th	+1
Use of exams and testing	0.0	20th	18th	-2

- Most of the criteria the parents from your school selected as important are in line with the criteria that parents of similar schools select as important.
- Parents from your school selected the following criteria as more important than parents at similar schools: School security, Out of school activities and Social health education.

How parent priorities change as pupils get older

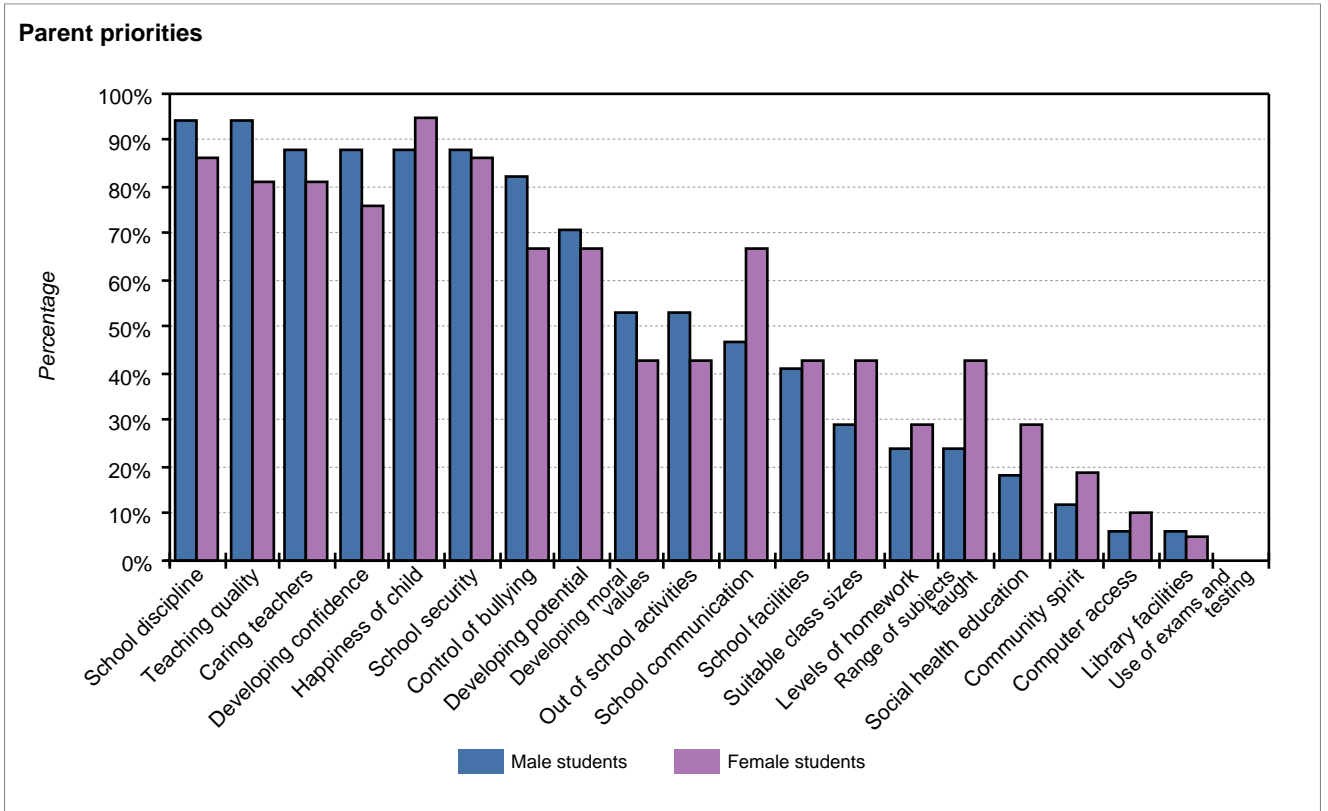
The graph below shows which criteria parents of Reception pupils selected as important compared to which criteria parents of Years 3 and 4 & Years 5 and 6 pupils selected as important. This shows us how parent priorities change as the pupils get older.



- There are no noteworthy differences between the priorities for parents of pupils as they get older.

How parent priorities change by gender of child

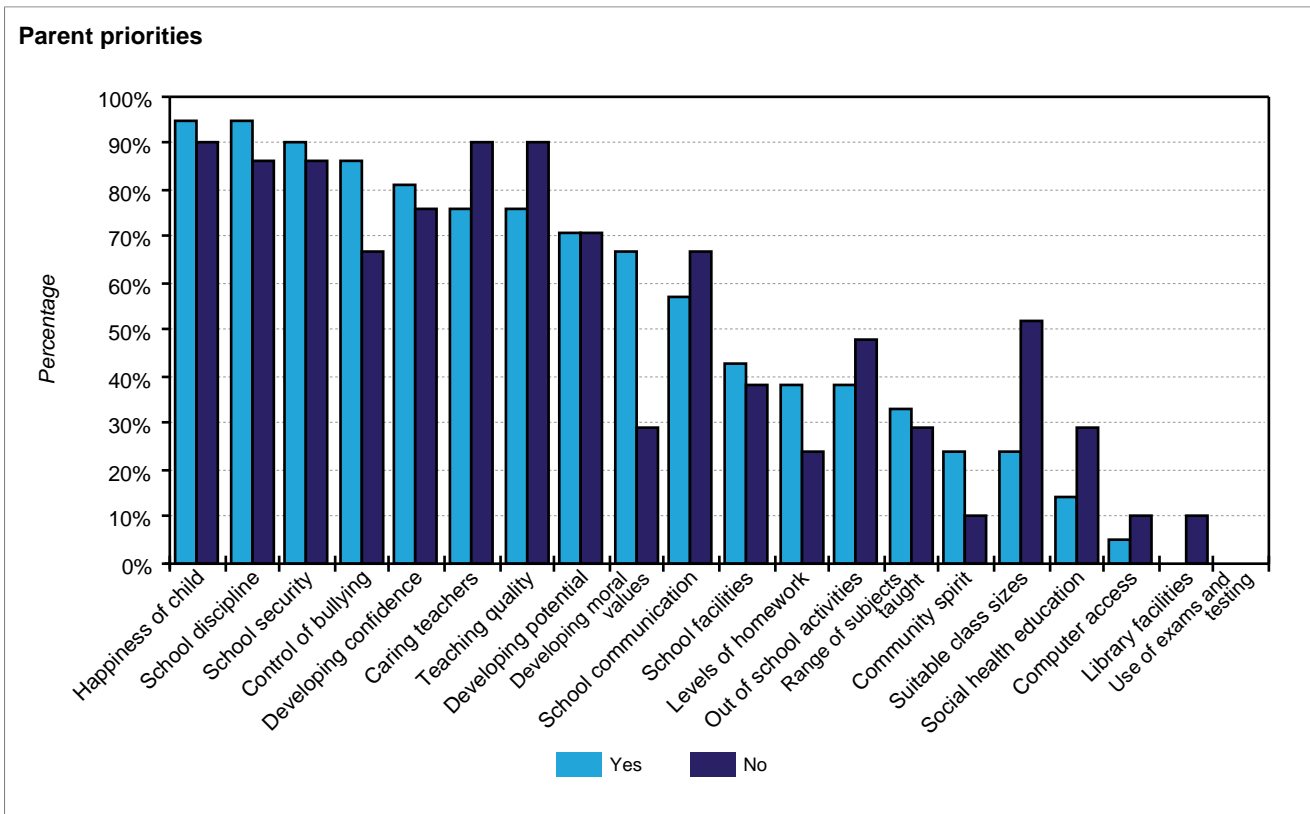
The graph below shows which criteria parents of female pupils selected as important compared to which criteria parents of male pupils selected as important. This shows us how parent priorities change by gender of the child.



- There are no noteworthy differences between the priorities for parents of female pupils and parents of male pupils.

How parent priorities change – extra analysis

The graph below shows which criteria were important to parents, broken down by their response to the question ‘Has your child ever been eligible for free school meals during the last six years?’. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Yes ranking	No ranking
Developing moral values	9th	13th ▲

Relative parent priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Out of school activities	18.9		7.5
Developing potential	16.2		14.9
School communication	13.5		13.5
Levels of homework	10.8		6.3
School facilities	10.8		7.3
Developing confidence	5.4		5.2
Community spirit	2.7		1.4
Computer access	2.7		2.9
Control of bullying	2.7		6.3
Developing moral values	2.7		1.5
Happiness of child	2.7		2.5
School discipline	2.7		4.0
School security	2.7		3.7
Suitable class sizes	2.7		9.5
Teaching quality	2.7		4.7
Caring teachers	0.0		1.9
Library facilities	0.0		2.2
Range of subjects taught	0.0		0.0
Social health education	0.0		0.7
Use of exams and testing	0.0		0.0

- Parents have given a higher priority to the following areas compared to similar schools: Out of school activities and Levels of homework.
- Parents have given a lower priority to the following areas compared to similar schools: Suitable class sizes.

Parent View summary

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

In terms of parental 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	80.3%	33
2. My child feels safe at this school		
Control of bullying	82.2%	35
School security	80.8%	33
3. My child makes good progress at this school		
Ensuring pupils do their best/make good progress	82.4%	27
Developing potential	81.1%	32
4. My child is well looked after at this school		
Caring teachers	89.5%	33
School security	80.8%	33
Looking after pupils well	79.7%	33
Attitude of non-teaching/support staff	78.5%	27
5. My child is taught well at this school		
Teaching quality	86.4%	33
Tailoring child's work to their needs and ability	83.2%	40
Ensuring pupils do their best/make good progress	82.4%	27
Developing potential	81.1%	32
Use of exams and testing	68.2%	31
Teaching pupils with special needs	66.2%	20

	Score	Sample
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	43
Tailoring child's work to their needs and ability	83.2%	40
Levels of homework	73.3%	33
7. This school ensures the pupils are well behaved		
School discipline	76.8%	31
8. This school deals effectively with bullying		
Control of bullying	82.2%	35
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	89.5%	33
11. I receive valuable information from the school about my child's progress		
Regular marking of work	75.3%	40
12. I would recommend this school to another parent		
Recommended	100.0%	32

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

Teaching quality	86.4%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Ensuring pupils do their best/make good progress	82.4%	Outstanding
Treating all pupils fairly/equally	81.8%	Outstanding
Developing potential	81.1%	Outstanding
School communication	80.2%	Outstanding
Developing confidence	77.2%	Good
Regular marking of work	75.3%	Good
Use of feedback on pupil's work	75.3%	Good
Levels of homework	73.3%	Good
Pupil response to feedback	72.4%	Good
Appropriate level of challenge in homework	70.7%	Good
Pupil targets	69.5%	Requires improvement
Use of exams and testing	68.2%	Requires improvement
Teaching pupils with special needs	66.2%	Requires improvement
Your average parental grade for this section = 1.8 = Good = Grade 2 (+)		

The Accuracy and Impact of Assessment

Tailoring child's work to their needs and ability	83.2%	Outstanding
Ensuring pupils do their best/make good progress	82.4%	Outstanding
Developing potential	81.1%	Outstanding
Regular marking of work	75.3%	Good
Use of feedback on pupil's work	75.3%	Good
Levels of homework	73.3%	Good
Appropriate level of challenge in homework	70.7%	Good
Use of exams and testing	68.2%	Requires improvement
Your average parental grade for this section = 1.8 = Good = Grade 2 (+)		

The Impact of the Teaching of Literacy, Including Reading

Tailoring child's work to their needs and ability	83.2%	Outstanding
Developing potential	81.1%	Outstanding
Your average parental grade for this section = 1.0 = Outstanding = Grade 1		

The Teaching of Mathematics

Tailoring child's work to their needs and ability	83.2%	Outstanding
Developing potential	81.1%	Outstanding
Computer access	76.9%	Good
Appropriate level of challenge in homework	70.7%	Good

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

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

Community spirit	92.0%	Outstanding
Use of feedback on pupil's work	91.8%	Outstanding
Developing potential	91.0%	Outstanding
Teaching quality	90.6%	Outstanding
Ensuring pupils do their best/make good progress	90.4%	Outstanding
Tailoring child's work to their needs and ability	90.0%	Outstanding
School communication	89.1%	Outstanding
Pupil response to feedback	88.6%	Outstanding
Appropriate level of challenge in homework	88.1%	Outstanding
Quality of feedback on pupil's work	88.0%	Outstanding
Developing confidence	87.3%	Outstanding
Levels of homework	80.1%	Outstanding
Pupil targets	78.0%	Good
Regular marking of work	77.9%	Good
Computer access	75.5%	Good

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

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 parental grade for "Quality of teaching, Learning and Assessment" = 1.4 = 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.

Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
Developing confidence	77.2%	Good
School discipline	76.8%	Good

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

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

Caring teachers	89.5%	Outstanding
Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
Looking after pupils well	79.7%	Good
Encouraging and listening to pupils' views	79.4%	Good
Attitude of non-teaching/support staff	78.5%	Good
School discipline	76.8%	Good
Information on different types of bullying	73.2%	Good
Social health education	68.9%	Requires improvement
E-safety	67.3%	Requires improvement

Your average parental grade for this section = 1.8 = Good = **Grade 2 (+)**

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

Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
Looking after pupils well	79.7%	Good
Attitude of non-teaching/support staff	78.5%	Good
School discipline	76.8%	Good
Information on different types of bullying	73.2%	Good

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

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

Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Ensuring pupils do their best/make good progress	82.4%	Outstanding
Developing potential	81.1%	Outstanding
Happiness of child	80.3%	Outstanding
Encouraging and listening to pupils' views	79.4%	Good
Celebrating and rewarding achievement	77.6%	Good
Developing confidence	77.2%	Good
School discipline	76.8%	Good

Your average parental grade for this section = 1.4 = 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	82.4%	Outstanding
Developing potential	81.1%	Outstanding
Encouraging and listening to pupils' views	79.4%	Good
Celebrating and rewarding achievement	77.6%	Good
Developing confidence	77.2%	Good
Pupil response to feedback	72.4%	Good
Teaching pupils with special needs	66.2%	Requires improvement

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

Personal Development and Welfare: Choices About Next Stages

Attitude of non-teaching/support staff	78.5%	Good
Celebrating and rewarding achievement	77.6%	Good
Levels of homework	73.3%	Good
Pupil targets	69.5%	Requires improvement

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

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

Caring teachers	89.5%	Outstanding
Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
School security	80.8%	Outstanding
Looking after pupils well	79.7%	Good
Encouraging and listening to pupils' views	79.4%	Good
Attitude of non-teaching/support staff	78.5%	Good
School discipline	76.8%	Good
Information on different types of bullying	73.2%	Good
Social health education	68.9%	Requires improvement
E-safety	67.3%	Requires improvement
Your average parental grade for this section = 1.7 = Good = Grade 2 (+)		

Personal Development and Welfare: Keeping Healthy

Diet	88.2%	Requires improvement
Social health education	68.9%	Requires improvement
Exercise	76.5%	Inadequate
Your average parental grade for this section = 3.3 = Requires improvement = Grade 3 (-)		

Personal Development and Welfare: Personal Development

Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
Developing potential	81.1%	Outstanding
Encouraging and listening to pupils' views	79.4%	Good
Developing confidence	77.2%	Good
Information on different types of bullying	73.2%	Good
Social health education	68.9%	Requires improvement
E-safety	67.3%	Requires improvement
Your average parental grade for this section = 1.7 = Good = Grade 2 (+)		

Attendance and Punctuality

Your own assessment is required here.

Effectiveness of the Early Years Provision: Personal Development, Behaviour and Welfare

Community spirit	92.0%	Outstanding
Developing potential	91.0%	Outstanding
Teaching quality	90.6%	Outstanding
Ensuring pupils do their best/make good progress	90.4%	Outstanding
Tailoring child's work to their needs and ability	90.0%	Outstanding
Treating all pupils fairly/equally	89.4%	Outstanding
Caring teachers	89.3%	Outstanding
School communication	89.1%	Outstanding
Pupil response to feedback	88.6%	Outstanding
Developing confidence	87.3%	Outstanding
Happiness of child	86.8%	Outstanding
Encouraging and listening to pupils' views	86.5%	Outstanding
Celebrating and rewarding achievement	86.2%	Outstanding
Looking after pupils well	85.8%	Outstanding
Control of bullying	83.4%	Outstanding
Developing moral values	83.0%	Outstanding
School security	81.5%	Outstanding
Information on different types of bullying	80.5%	Outstanding
Levels of homework	80.1%	Outstanding
Pupil targets	78.0%	Good
Regular marking of work	77.9%	Good
Attitude of non-teaching/support staff	77.8%	Good
School discipline	77.0%	Good
E-safety	69.8%	Requires improvement
Social health education	68.6%	Requires improvement
Your average parental grade for this section = 1.3 = Outstanding = Grade 1 (-)		

Effectiveness of the Sixth Form Provision: Personal Development, Behaviour and Welfare

Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

Your average parental grade for "Personal Development, Behaviour and Welfare" = 1.8 = 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 sub-sections:

- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.
- Personal Development and Welfare: Self-confidence, Self-awareness and Understanding How to be a Successful Learner
- Personal Development and Welfare: Choices About Next Stages
- Personal Development and Welfare: Keeping Safe from Abuse, Exploitation and Extremism
- Personal Development and Welfare: Keeping Healthy
- Personal Development and Welfare: Personal Development

Outcomes for Pupils

Progress

Ratio of parents saying school improving versus declining		Outstanding
Ensuring pupils do their best/make good progress	82.4%	Outstanding
Developing potential	81.1%	Outstanding
Developing confidence	77.2%	Good
Quality of feedback on pupil's work	75.4%	Good
Use of feedback on pupil's work	75.3%	Good
Pupil response to feedback	72.4%	Good
Appropriate level of challenge in homework	70.7%	Good
Pupil targets	69.5%	Requires improvement
Use of exams and testing	68.2%	Requires improvement
Teaching pupils with special needs	66.2%	Requires improvement
Your average parental grade for this section = 2.0 = Good = Grade 2		

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

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'.

Tailoring child's work to their needs and ability	88.6%	Outstanding
Developing potential	86.9%	Outstanding
Developing confidence	85.7%	Outstanding
Use of exams and testing	69.2%	Requires improvement
Your average parental grade for this section = 1.5 = Outstanding = Grade 1 (-)		

The Most Able Pupils

Tailoring child's work to their needs and ability	83.2%	Outstanding
Ensuring pupils do their best/make good progress	82.4%	Outstanding
Developing potential	81.1%	Outstanding
Developing confidence	77.2%	Good
Appropriate level of challenge in homework	70.7%	Good
Pupil targets	69.5%	Requires improvement
Your average parental grade for this section = 1.7 = Good = Grade 2 (+)		

Disabled Pupils and Those with Special Educational Needs

Tailoring child's work to their needs and ability	83.2%	Outstanding
Treating all pupils fairly/equally	81.8%	Outstanding
Developing potential	81.1%	Outstanding
Developing confidence	77.2%	Good
Teaching pupils with special needs	66.2%	Requires improvement
Your average parental grade for this section = 1.6 = Good = Grade 2 (+)		

Effectiveness of the Early Years Provision: Outcomes for Pupils

Use of feedback on pupil's work	91.8%	Outstanding
Developing potential	91.0%	Outstanding
Ensuring pupils do their best/make good progress	90.4%	Outstanding
Tailoring child's work to their needs and ability	90.0%	Outstanding
Treating all pupils fairly/equally	89.4%	Outstanding
Pupil response to feedback	88.6%	Outstanding
Appropriate level of challenge in homework	88.1%	Outstanding
Quality of feedback on pupil's work	88.0%	Outstanding
Developing confidence	87.3%	Outstanding
Pupil targets	78.0%	Good
Your average parental grade for this section = 1.1 = Outstanding = Grade 1		

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 1.6 = 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 sub-sections:

- Progress
- The Most Able Pupils
- Disabled Pupils and Those with Special Educational Needs

Effectiveness of the Early Years Provision

Quality of Teaching, Learning and Assessment

Community spirit	92.0%	Outstanding
Use of feedback on pupil's work	91.8%	Outstanding
Developing potential	91.0%	Outstanding
Teaching quality	90.6%	Outstanding
Ensuring pupils do their best/make good progress	90.4%	Outstanding
Tailoring child's work to their needs and ability	90.0%	Outstanding
Treating all pupils fairly/equally	89.4%	Outstanding
School communication	89.1%	Outstanding
Pupil response to feedback	88.6%	Outstanding
Appropriate level of challenge in homework	88.1%	Outstanding
Quality of feedback on pupil's work	88.0%	Outstanding
Developing confidence	87.3%	Outstanding
Levels of homework	80.1%	Outstanding
Pupil targets	78.0%	Good
Regular marking of work	77.9%	Good
Computer access	75.5%	Good

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

Personal Development, Behaviour and Welfare

Community spirit	92.0%	Outstanding
Developing potential	91.0%	Outstanding
Teaching quality	90.6%	Outstanding
Ensuring pupils do their best/make good progress	90.4%	Outstanding
Tailoring child's work to their needs and ability	90.0%	Outstanding
Treating all pupils fairly/equally	89.4%	Outstanding
Caring teachers	89.3%	Outstanding
School communication	89.1%	Outstanding
Pupil response to feedback	88.6%	Outstanding
Developing confidence	87.3%	Outstanding
Happiness of child	86.8%	Outstanding
Encouraging and listening to pupils' views	86.5%	Outstanding
Celebrating and rewarding achievement	86.2%	Outstanding
Looking after pupils well	85.8%	Outstanding
Control of bullying	83.4%	Outstanding
Developing moral values	83.0%	Outstanding
School security	81.5%	Outstanding
Information on different types of bullying	80.5%	Outstanding
Levels of homework	80.1%	Outstanding
Pupil targets	78.0%	Good
Regular marking of work	77.9%	Good
Attitude of non-teaching/support staff	77.8%	Good
School discipline	77.0%	Good
E-safety	69.8%	Requires improvement
Social health education	68.6%	Requires improvement
Your average parental grade for this section = 1.3 = Outstanding = Grade 1 (-)		

Outcomes for Pupils

Use of feedback on pupil's work	91.8%	Outstanding
Developing potential	91.0%	Outstanding
Ensuring pupils do their best/make good progress	90.4%	Outstanding
Tailoring child's work to their needs and ability	90.0%	Outstanding
Treating all pupils fairly/equally	89.4%	Outstanding
Pupil response to feedback	88.6%	Outstanding
Appropriate level of challenge in homework	88.1%	Outstanding
Quality of feedback on pupil's work	88.0%	Outstanding
Developing confidence	87.3%	Outstanding
Pupil targets	78.0%	Good

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

Summary grade – Effectiveness of the Early Years Provision section

Your average parental grade for "Effectiveness of the Early Years Provision" = 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

Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Ensuring pupils do their best/make good progress	82.4%	Outstanding
Control of bullying	82.2%	Outstanding
Developing potential	81.1%	Outstanding
School communication	80.2%	Outstanding
Celebrating and rewarding achievement	77.6%	Good
Developing confidence	77.2%	Good
School discipline	76.8%	Good
Use of exams and testing	68.2%	Requires improvement
Your average parental grade for this section = 1.5 = Outstanding = Grade 1 (-)		

Self-evaluation and Improvement

Ratio of parents saying school improving versus declining		Outstanding
Encouraging and listening to pupils' views	79.4%	Good
Quality of feedback on pupil's work	75.4%	Good
Use of feedback on pupil's work	75.3%	Good
Pupil targets	69.5%	Requires improvement
Use of exams and testing	68.2%	Requires improvement
Your average parental grade for this section = 2.2 = Good = Grade 2		

Curriculum

Tailoring child's work to their needs and ability	83.2%	Outstanding
Ensuring pupils do their best/make good progress	82.4%	Outstanding
Developing potential	81.1%	Outstanding
Range of subjects taught	78.0%	Good
Use of feedback on pupil's work	75.3%	Good
Out of school activities	73.4%	Good
Pupil response to feedback	72.4%	Good
Pupil targets	69.5%	Requires improvement
Use of exams and testing	68.2%	Requires improvement
Teaching pupils with special needs	66.2%	Requires improvement
Your average parental grade for this section = 2.0 = Good = Grade 2		

Citizenship

Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
Treating all pupils fairly/equally	81.8%	Outstanding
School discipline	76.8%	Good
Information on different types of bullying	73.2%	Good
Social health education	68.9%	Requires improvement
E-safety	67.3%	Requires improvement
Your average parental grade for this section = 1.7 = Good = Grade 2 (+)		

Leadership

School communication	80.2%	Outstanding
Encouraging and listening to pupils' views	79.4%	Good
Use of feedback on pupil's work	75.3%	Good
Pupil targets	69.5%	Requires improvement
Your average parental grade for this section = 2.0 = Good = Grade 2		

Continuous Professional Development

Your own assessment is required here.

Safeguarding

Caring teachers	89.5%	Outstanding
Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
Treating all pupils fairly/equally	81.8%	Outstanding
School security	80.8%	Outstanding
Looking after pupils well	79.7%	Good
Attitude of non-teaching/support staff	78.5%	Good
School discipline	76.8%	Good
Information on different types of bullying	73.2%	Good
Social health education	68.9%	Requires improvement
E-safety	67.3%	Requires improvement
Your average parental grade for this section = 1.6 = Good = Grade 2 (+)		

Governance

Promoting racial harmony	83.4%	Outstanding
Tailoring child's work to their needs and ability	83.2%	Outstanding
Treating all pupils fairly/equally	81.8%	Outstanding
School security	80.8%	Outstanding
School communication	80.2%	Outstanding
Appropriate level of challenge in homework	70.7%	Good
Teaching pupils with special needs	66.2%	Requires improvement
Your average parental grade for this section = 1.4 = Outstanding = Grade 1 (-)		

Use of the Pupil Premium

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'.

Ratio of parents saying school improving versus declining Outstanding

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

Effectiveness of the Early Years Provision: Leadership and Management

Community spirit	92.0%	Outstanding
Use of feedback on pupil's work	91.8%	Outstanding
Developing potential	91.0%	Outstanding
Ensuring pupils do their best/make good progress	90.4%	Outstanding
Tailoring child's work to their needs and ability	90.0%	Outstanding
Treating all pupils fairly/equally	89.4%	Outstanding
Caring teachers	89.3%	Outstanding
School communication	89.1%	Outstanding
Pupil response to feedback	88.6%	Outstanding
Appropriate level of challenge in homework	88.1%	Outstanding
Quality of feedback on pupil's work	88.0%	Outstanding
Developing confidence	87.3%	Outstanding
Encouraging and listening to pupils' views	86.5%	Outstanding
Celebrating and rewarding achievement	86.2%	Outstanding
Looking after pupils well	85.8%	Outstanding
Control of bullying	83.4%	Outstanding
Developing moral values	83.0%	Outstanding
Range of subjects taught	82.7%	Outstanding
School security	81.5%	Outstanding
Information on different types of bullying	80.5%	Outstanding
Pupil targets	78.0%	Good
Attitude of non-teaching/support staff	77.8%	Good
School discipline	77.0%	Good
Out of school activities	72.3%	Good
E-safety	69.8%	Requires improvement
Social health education	68.6%	Requires improvement
Your average parental grade for this section = 1.3 = Outstanding = Grade 1 (-)		

Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 1.6 = 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 sub-sections:

- Self-evaluation and Improvement
- Curriculum
- Citizenship
- Leadership
- Safeguarding

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Happiness of child	80.3%	Outstanding
Encouraging and listening to pupils' views	79.4%	Good

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

Moral Development

Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
School discipline	76.8%	Good
Social health education	68.9%	Requires improvement

Your average parental grade for this section = 1.8 = Good = **Grade 2 (+)**

Social Development

Developing moral values	88.3%	Outstanding
Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding
Control of bullying	82.2%	Outstanding
Developing confidence	77.2%	Good
Out of school activities	73.4%	Good
Social health education	68.9%	Requires improvement

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

Cultural Development

Community spirit	85.1%	Outstanding
Promoting racial harmony	83.4%	Outstanding

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

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.4 = Outstanding = **Grade 1 (-)**

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

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	1.4	Outstanding	Grade 1 (-)
Personal Development, Behaviour and Welfare	1.8	Good	Grade 2
Outcomes for Pupils	1.6	Good	Grade 2 (+)
Effectiveness of the Early Years Provision	1.2	Outstanding	Grade 1
Effectiveness of Leadership and Management	1.6	Good	Grade 2 (+)
Spiritual, Moral, Social and Cultural Development	1.4	Outstanding	Grade 1 (-)

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 1.5 = Good = **Grade 2 (+)**

To reach the next grade

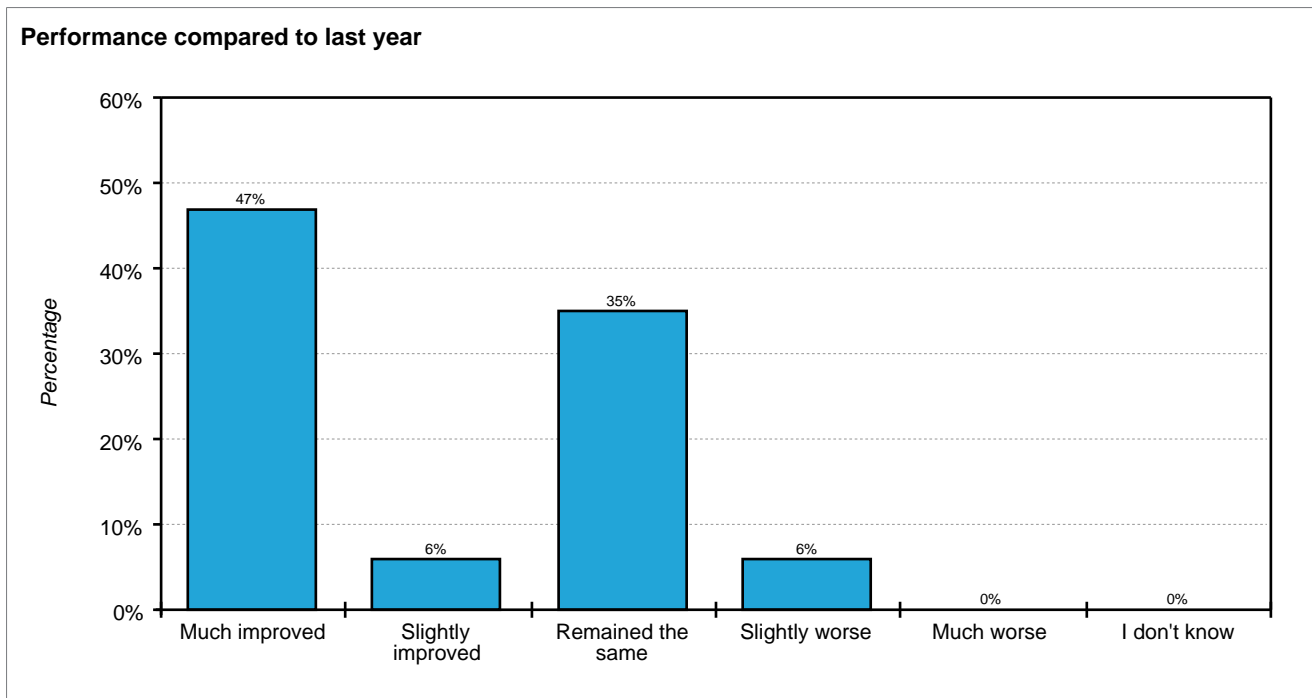
In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sections:

- Personal Development, Behaviour and Welfare
- Outcomes for Pupils
- Effectiveness of Leadership and Management

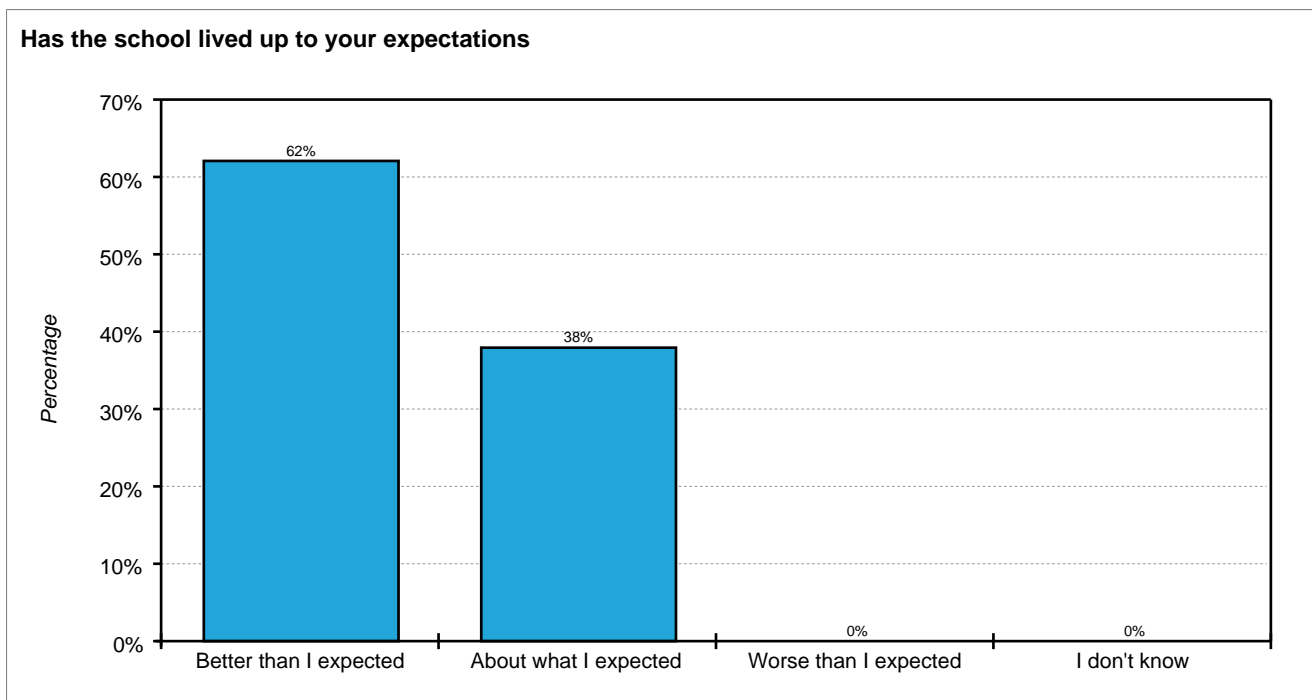
Standard analysis

This section of the reports summarises parents' views on the school's performance.

Performance and expectations



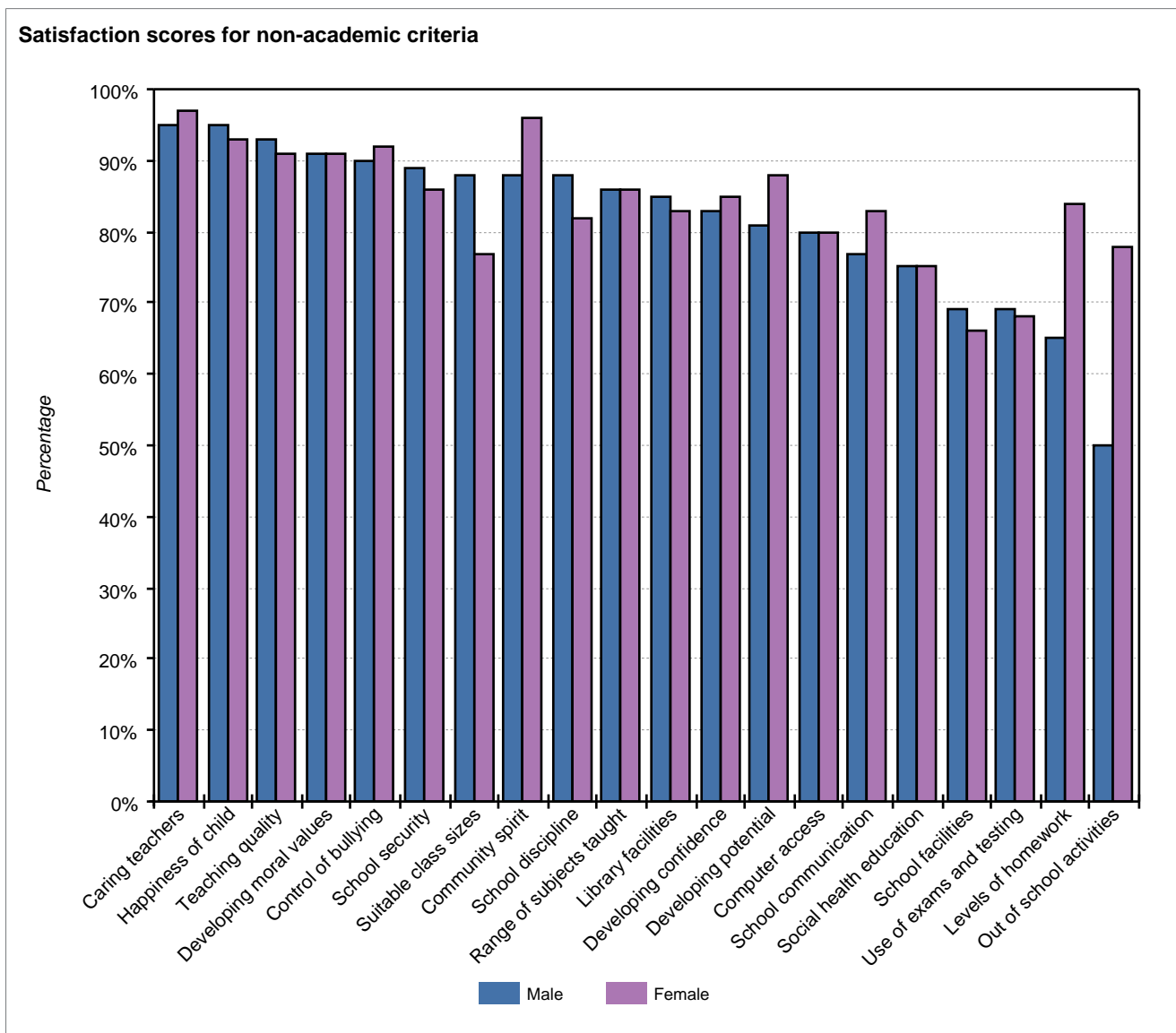
- Of the parents whose children were not in their first year at the school 53% said the school had improved over the last year and 6% thought that the school's performance was worse.



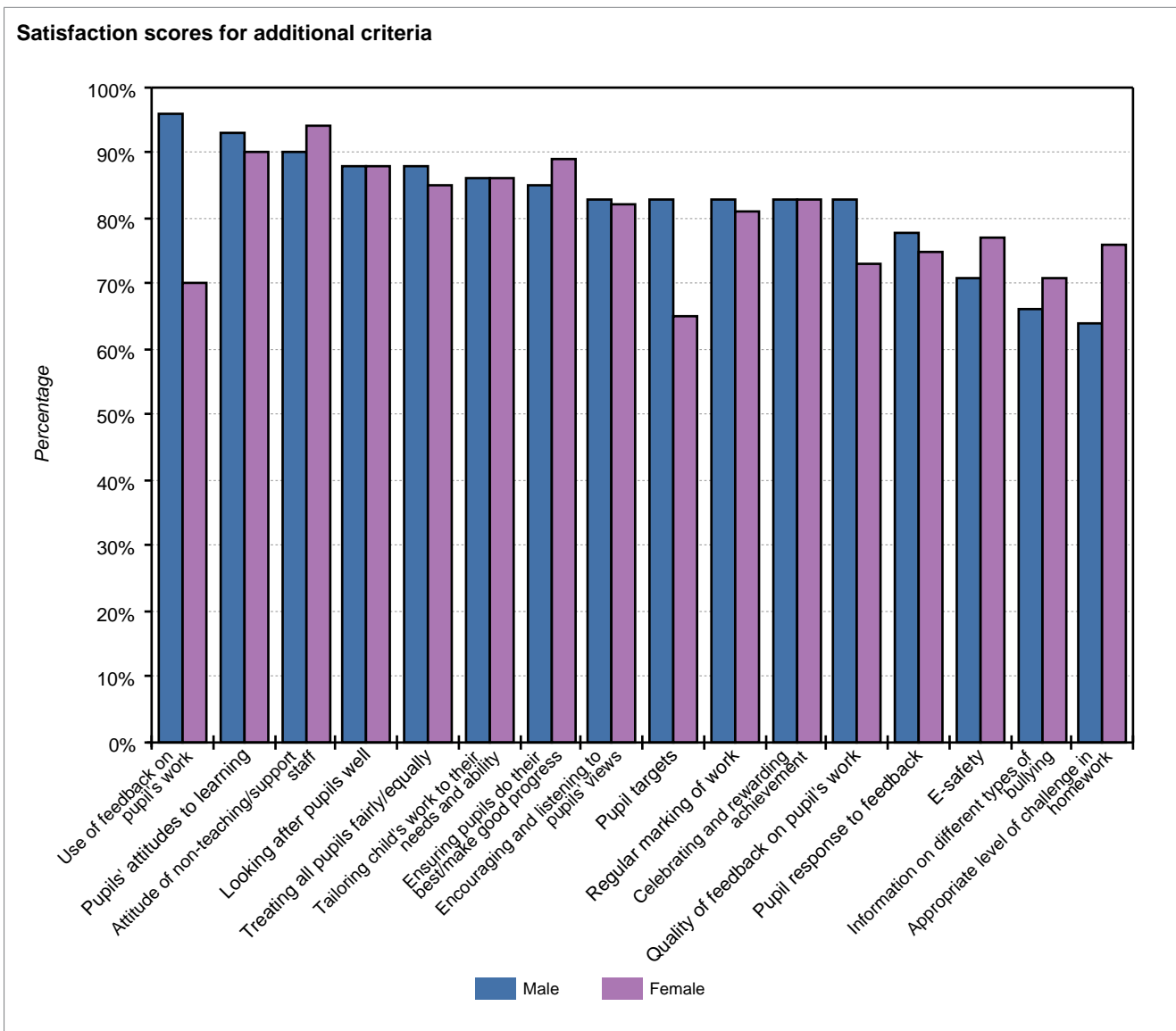
- Of the parents of new pupils, 0% felt that the school had not lived up to their expectations and 62% said the school was better than they had expected it to be.

Gender analysis

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



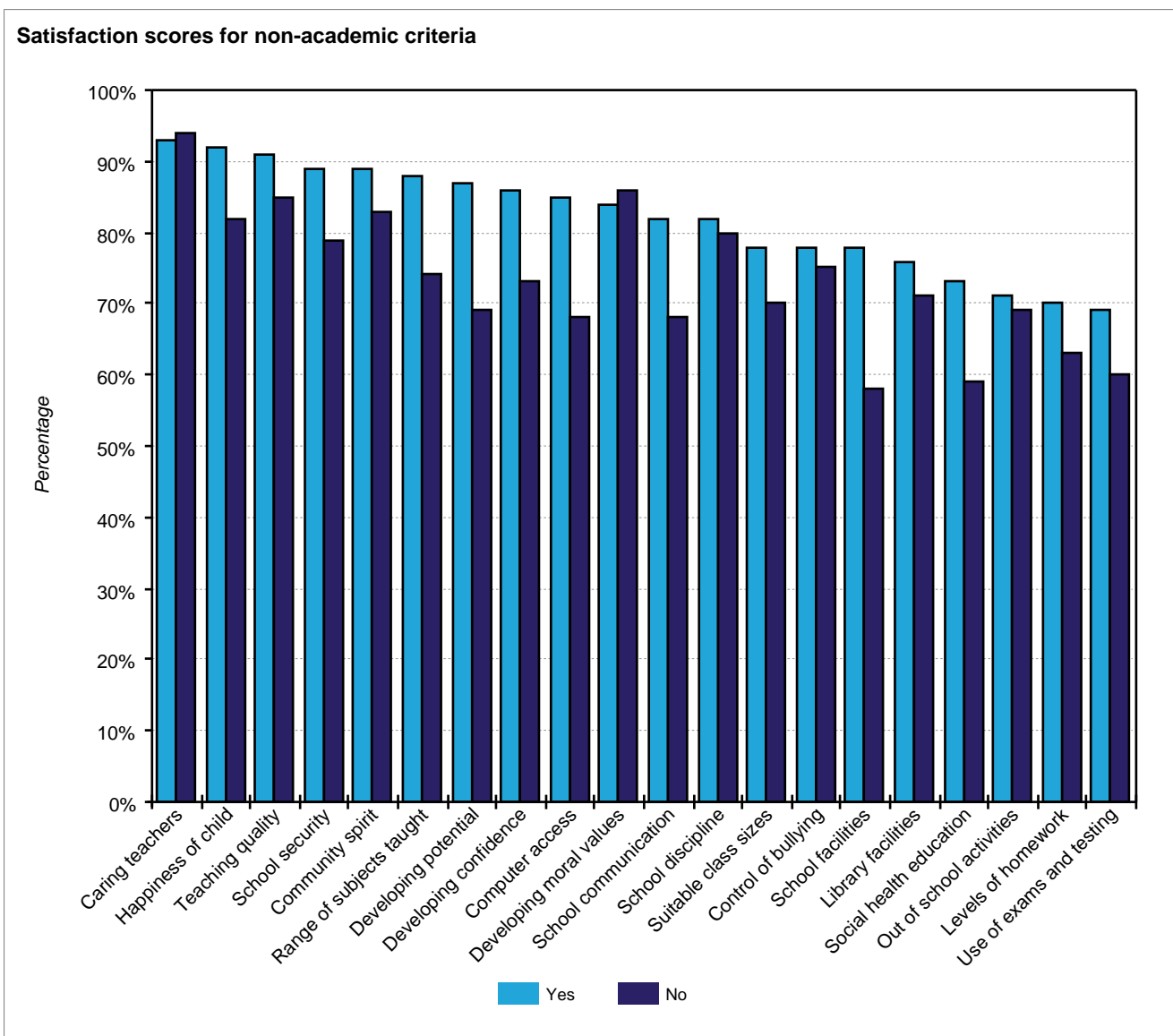
- There are no significant differences between the non-academic satisfaction scores for parents of female pupils and parents of male pupils.



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

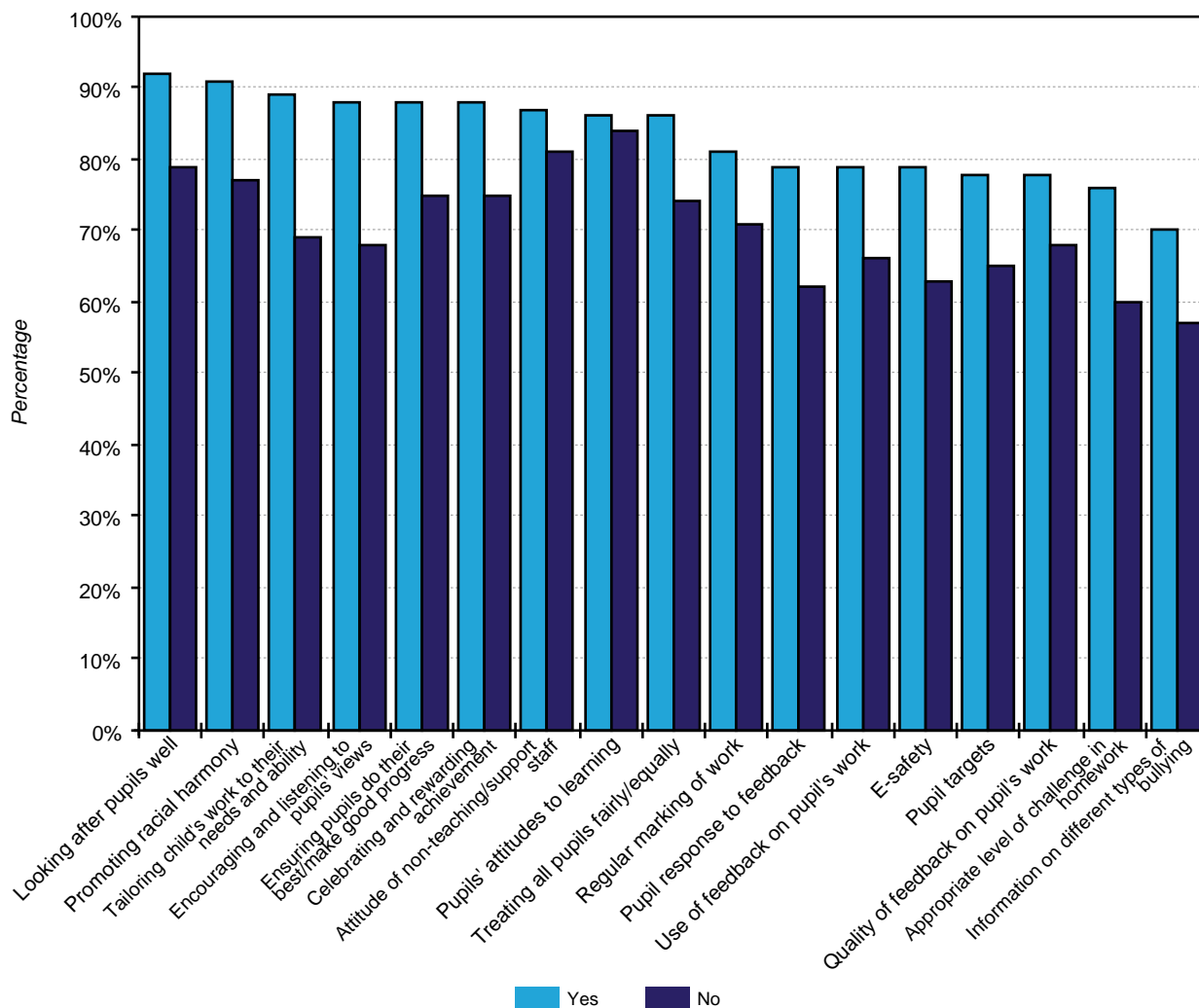
Extra analysis

This section of the report provides an analysis of parent scores broken down by the response to the question ‘Has your child ever been eligible for free school meals during the last six years?’.



Non-academic criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
Range of subjects taught	87.5	73.8 ▼
Developing potential	86.9	69.0 ▼
Developing confidence	85.7	72.6 ▼
Computer access	85.3	68.4 ▼
School facilities	77.5	58.3 ▼

Satisfaction scores for additional criteria

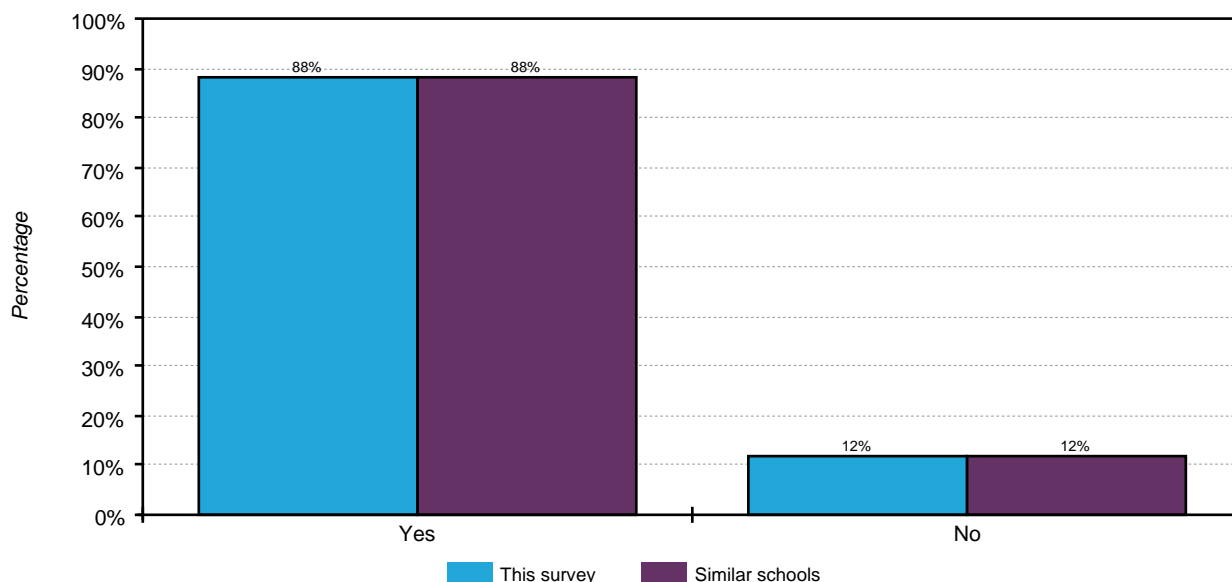


Additional criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
Looking after pupils well	92.0	78.8 ▼
Promoting racial harmony	91.2	76.9 ▼
Tailoring child's work to their needs and ability	88.6	69.4 ▼
Encouraging and listening to pupils' views	88.2	68.1 ▼
Ensuring pupils do their best/make good progress	88.1	75.0 ▼
Celebrating and rewarding achievement	87.5	75.0 ▼
Pupil response to feedback	79.4	61.8 ▼

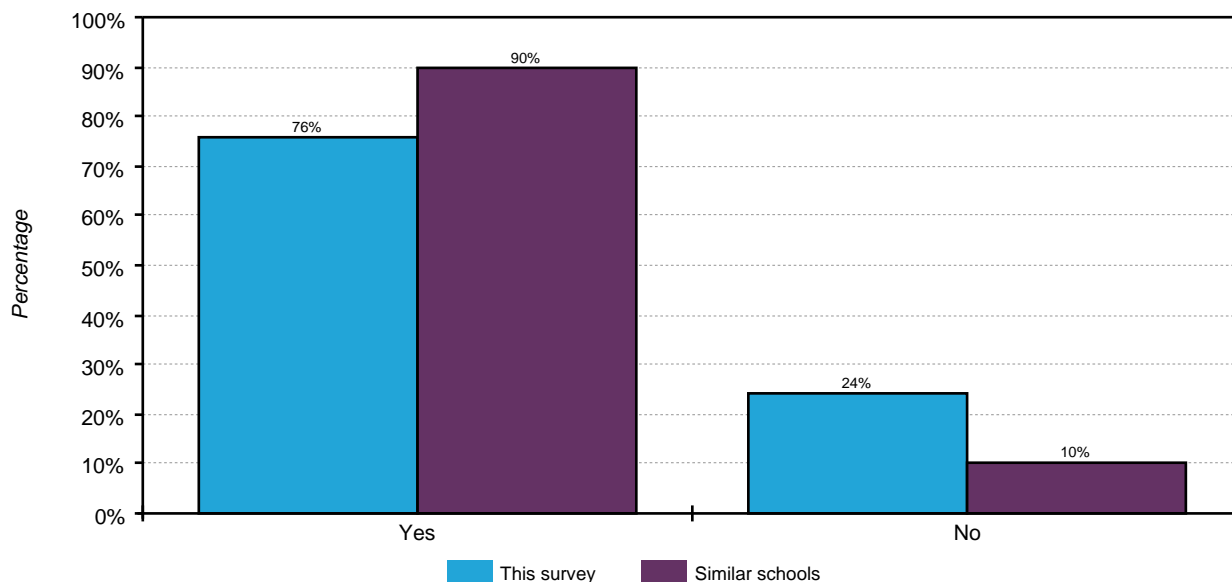
Healthy lifestyle

This section of the report summarises parents’ perceptions of whether their children are encouraged to live healthy lifestyles.

Parents’ responses to the question: ‘Eating a healthy diet?’



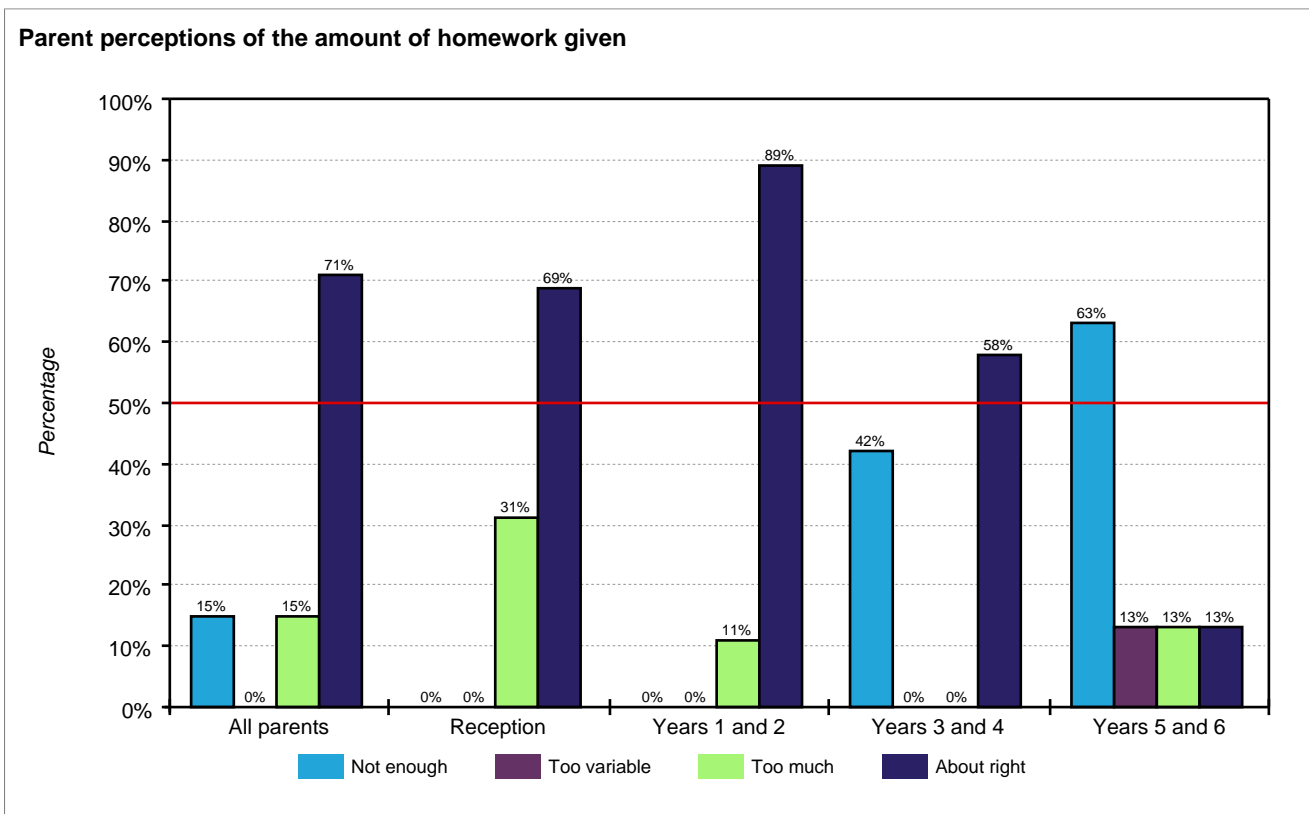
Parents’ responses to the question: ‘School encourages healthy lifestyle through exercise’



Homework

This section of the report provides a summary of time spent on homework broken down by year group. Comparable data is provided from the last survey and from similar schools.

For this question, schools typically achieve more than 50% of parents who choose “about right”.



Year group analysis

Analysis of year group scores compared to national average

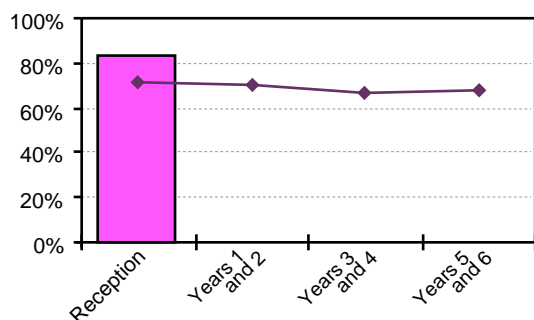
The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the 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.

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

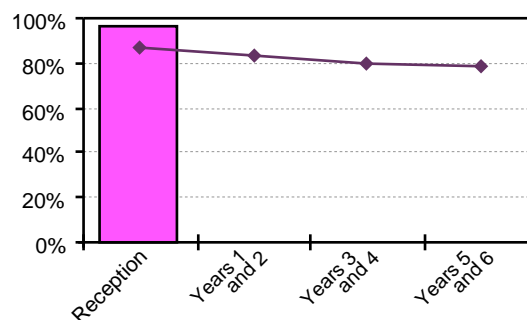
Year groups where there were fewer than 12 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

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

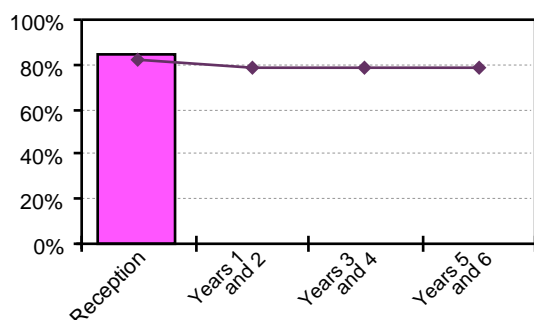
Suitable class sizes



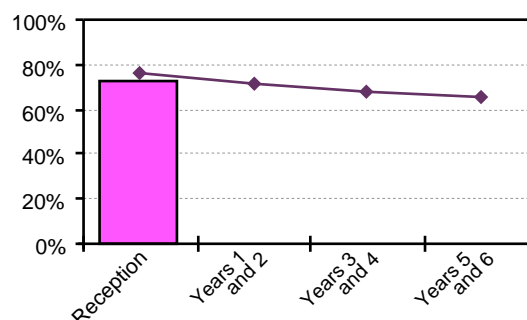
Caring teachers

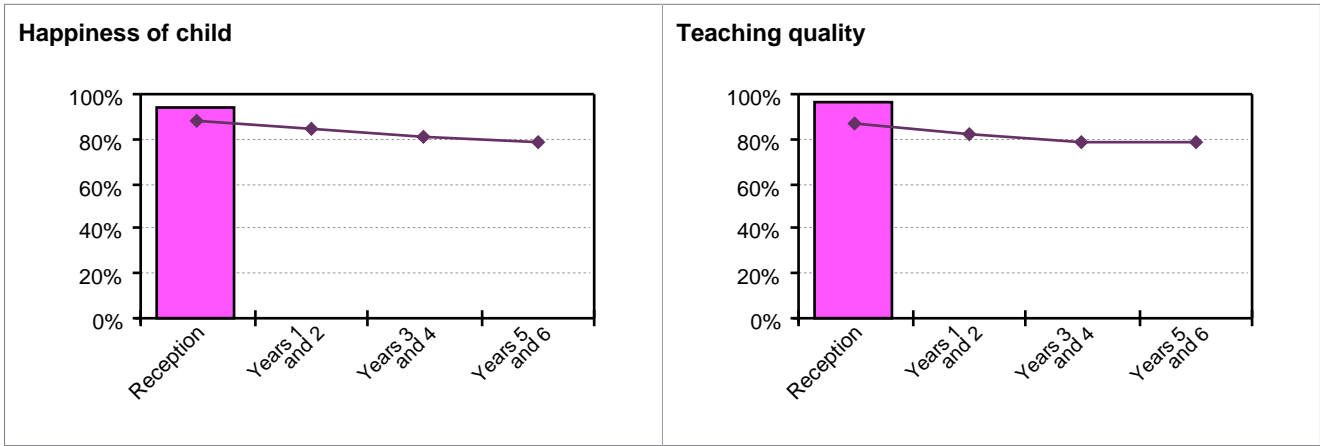


School security

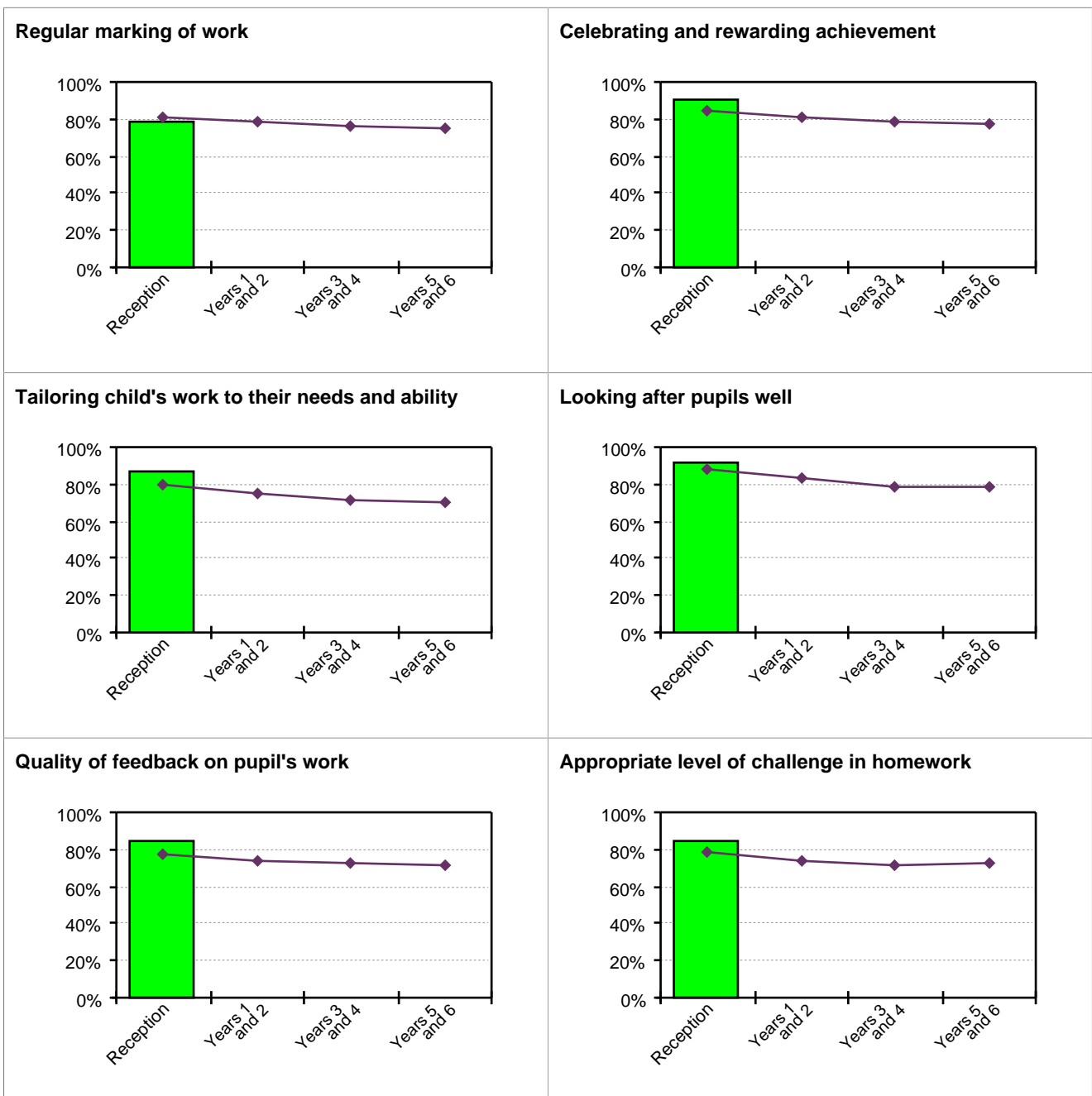


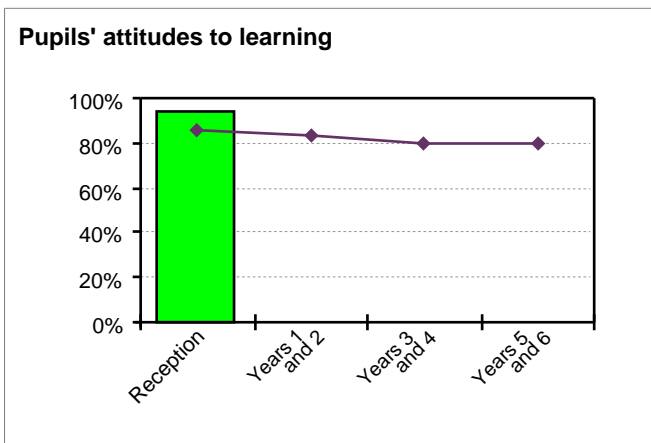
Levels of homework





Year group analysis compared to national averages for your additional surveyed criteria





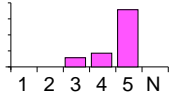
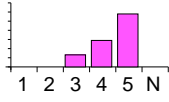
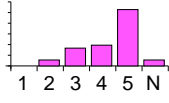
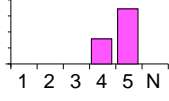
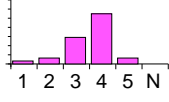
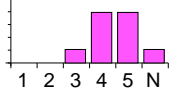
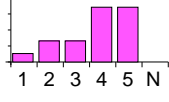
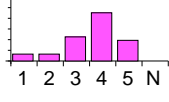
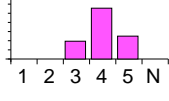
Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis

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

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	0.0%	0.0%	9.8%	36.6%	43.9%	9.8%	
School facilities	0.0%	5.9%	29.4%	35.3%	23.5%	5.9%	
Developing confidence	0.0%	5.9%	5.9%	38.2%	44.1%	5.9%	
Suitable class sizes	5.9%	0.0%	11.8%	38.2%	44.1%	0.0%	
Control of bullying	2.9%	5.7%	5.7%	54.3%	31.4%	0.0%	
Caring teachers	0.0%	0.0%	0.0%	28.6%	71.4%	0.0%	
School security	0.0%	0.0%	16.7%	27.8%	50.0%	5.6%	
School communication	0.0%	4.9%	19.5%	34.1%	36.6%	4.9%	
Library facilities	0.0%	5.9%	17.6%	52.9%	23.5%	0.0%	
Developing moral values	0.0%	0.0%	5.4%	32.4%	51.4%	10.8%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	0.0%	11.4%	20.0%	31.4%	37.1%	0.0%	
Happiness of child	0.0%	0.0%	11.4%	17.1%	71.4%	0.0%	
Community spirit	0.0%	0.0%	13.2%	28.9%	57.9%	0.0%	
Developing potential	0.0%	5.6%	16.7%	19.4%	52.8%	5.6%	
Teaching quality	0.0%	0.0%	0.0%	31.3%	68.8%	0.0%	
Use of exams and testing	3.2%	6.5%	29.0%	54.8%	6.5%	0.0%	
Range of subjects taught	0.0%	0.0%	10.5%	39.5%	39.5%	10.5%	
Out of school activities	5.3%	13.2%	13.2%	34.2%	34.2%	0.0%	
Social health education	6.5%	6.5%	22.6%	45.2%	19.4%	0.0%	
Computer access	0.0%	0.0%	19.4%	55.6%	25.0%	0.0%	

Additional criteria analysis

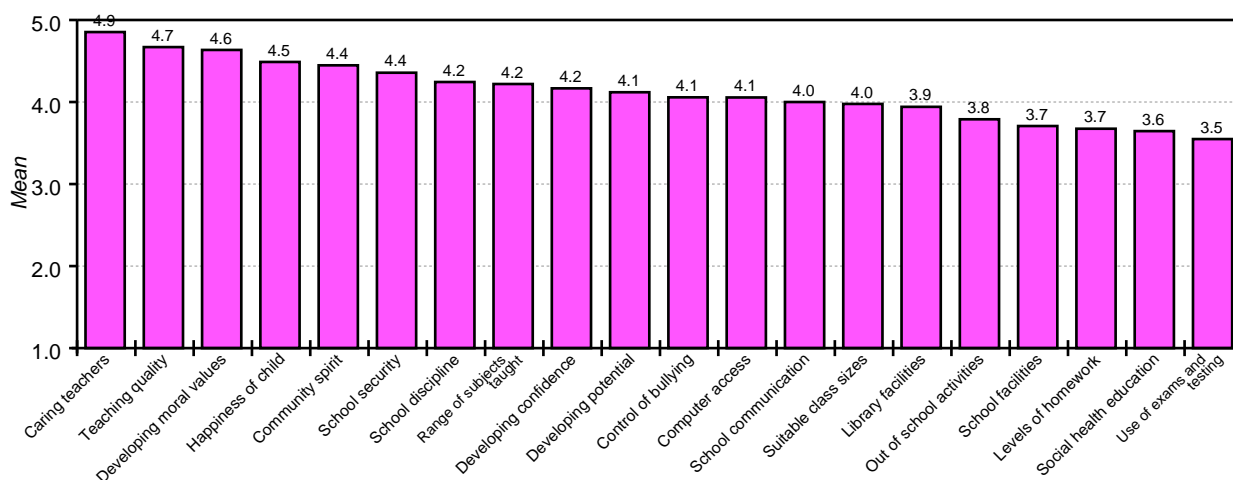
How parents scored the delivery and management of your additional non-academic criteria.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	3.3%	0.0%	50.0%	46.7%	0.0%	
Teaching pupils with special needs	15.0%	10.0%	10.0%	35.0%	30.0%	0.0%	
Regular marking of work	2.5%	2.5%	15.0%	47.5%	32.5%	0.0%	
Attitude of non-teaching/support staff	0.0%	0.0%	0.0%	33.3%	60.6%	6.1%	
Treating all pupils fairly/equally	0.0%	7.1%	7.1%	35.7%	50.0%	0.0%	
Celebrating and rewarding achievement	0.0%	5.7%	11.4%	40.0%	42.9%	0.0%	
Tailoring child's work to their needs and ability	2.5%	0.0%	15.0%	40.0%	42.5%	0.0%	
Ensuring pupils do their best/make good progress	0.0%	5.4%	16.2%	21.6%	51.4%	5.4%	
Encouraging and listening to pupils' views	0.0%	5.4%	16.2%	37.8%	40.5%	0.0%	
Looking after pupils well	0.0%	0.0%	12.1%	30.3%	57.6%	0.0%	
Quality of feedback on pupil's work	0.0%	5.1%	20.5%	41.0%	23.1%	10.3%	

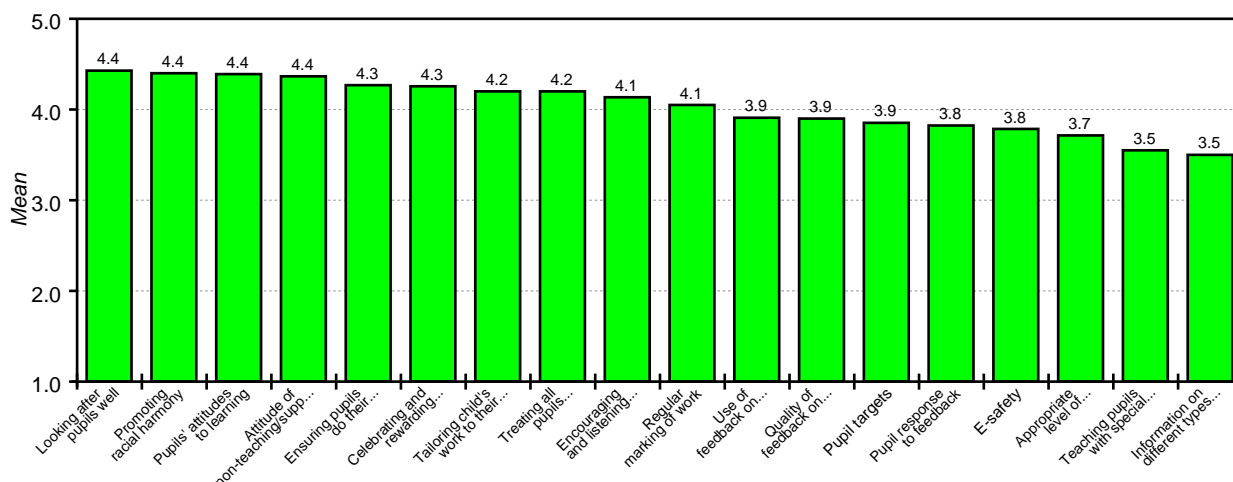
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Use of feedback on pupil's work	3.0%	0.0%	24.2%	48.5%	24.2%	0.0%	
Pupil response to feedback	0.0%	0.0%	41.2%	35.3%	23.5%	0.0%	
Appropriate level of challenge in homework	5.7%	5.7%	14.3%	40.0%	34.3%	0.0%	
Pupils' attitudes to learning	0.0%	5.7%	5.7%	22.9%	60.0%	5.7%	
Pupil targets	2.9%	2.9%	26.5%	41.2%	26.5%	0.0%	
Information on different types of bullying	3.8%	23.1%	11.5%	42.3%	19.2%	0.0%	
E-safety	7.1%	10.7%	7.1%	46.4%	28.6%	0.0%	

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.