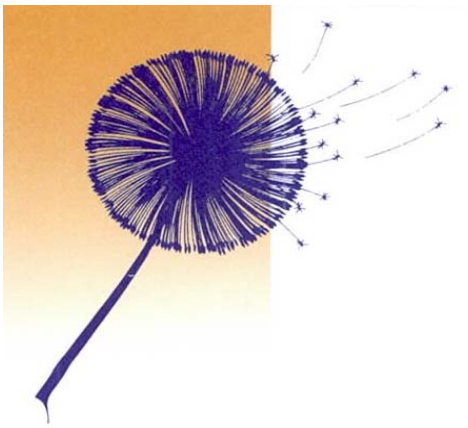


Education Perceptions Monitor
Parent Survey No.2 To November 2012
For
President Kennedy School
Holbrooks, Coventry

Prepared and Presented

By

Kirkland Rowell Marketing

Contents

	Page
Introduction	2
Methodology	3
Results	4
Executive Summary	5
Results Tables	7
Happy Versus Unhappy Parents	10
Additional Questions	12
Graphical Results of Selected Analysis	14
Parents Comments	25
Strengths and Weaknesses	27
Every Child Matters	28
Parent View Summary	30
ASCL Self-evaluation Summary	32
Graphical Results	54
Bar Charts For All Criteria	57
Cross Tabular Graphical Analysis of Results	67
All Academic and Non-Academic Criteria shown by Year Group	76
Appendix	91

Introduction

This report details the findings of the second Education Perceptions Monitor for President Kennedy School.

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

The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to November 2012.

The report also measures performance with regard to overall satisfaction and improvement.

The results have been analysed to produce graphical presentations of each criterion and subject for both performance and importance. Criteria have also been analysed against year group and gender of pupil; criteria that produce a significant result for this test are included in the report in graphical form.

Methodology

The sample surveyed was taken from the parents of the pupils of the school. Questionnaires were distributed to all pupils' parents.

Questionnaires were sealed with a letter of explanation requesting help, and a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked parents to give a score of between 1 and 5 for each subject offered by the school as well as for a list of identified parent priorities. Parents were then asked to choose the 10 most important criteria from the list of 20 identified priorities. The parents also estimated the time their child spent on homework, identified subjects in which they felt their child was being "pushed" too hard or not hard enough and commented on the overall performance of the school, as well as making specific suggestions regarding possible improvements.

Results

350 completed questionnaires were returned representing a response rate of 29.0%. The survey produced an acceptable overall response from the parents, gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that data could be drawn for all criteria.

For the sake of assessment in most schools, questions receiving a score of 70% or over should be considered a success for academic subjects, with 65% being a realistic target of attainment for non-academic criteria. These scores are based on average figures gathered from similar schools.
Scores of 10% or more higher than these target scores are exceptional, with scores of at least 5% less than these targets indicating room for improvement.

In some schools, the parents might be less likely to award a more generous score of 5, because one problematic issue within the school (such as bullying or discipline) is colouring the parents' perceptions of the other issues surveyed, and hence lowering scores across the board. Where this is the case, the boundary at which results are emboldened, to indicate areas of concern, may be lowered by 5%. This was not the case for this school.

The parents gave an excellent overall performance score (82%), while among the parents whose children were not in their first year at the school 64% said the school had improved over the last year while only 1% thought that the school’s performance was worse. Of the parents of new pupils, only 1% felt that the school had not lived up to their expectations while 45% said the school was better than they had expected it to be.

Executive Summary

The survey results reveal that the school has reason to be very happy with most of its activities; particularly the number of criteria showing an improvement in scores.

With regard to Academic subjects, parents are most happy with the delivery of Psychology *, Spanish and Sociology *. (See page 8)

The parents are least happy with the delivery of Health and Social Care *, History and French. (See page 8)

With regard to Non-Academic areas, parents are most happy with the delivery of Careers advice, Levels of homework and School communication. (See page 9)

The parents are least happy with the delivery of School facilities, Choice of subjects and Computer access. (See page 9)

The parents' top priority for improvement is School facilities. (See page 21)

The parents of boys gave significantly higher scores for Control of bullying and Caring teachers. (See page 69)

The parents of girls gave significantly higher scores for History and Choice of subjects. (See page 68 and page 69)

Criteria marked with a Pink * should only be considered as indicative.

Since The Previous Survey (see pages 8, 9 and 11)

There were 11 academic areas which received significantly higher scores than the previous survey.

There were 32 non-academic areas which received significantly higher scores than the previous survey.

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

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 140 similar, English schools, and are also included in the appendix of this report.

All of the scores given have been tested to be reliable to within less than 5%, at the 95% confidence level, except for those subjects marked *, which due to the sample achieved, are only reliable to within 10%, or when a result is highlighted in pink to indicate that the score can only be considered as indicative. Remember, ideally, scores should be above the red line; scores above the green line are good, and above the gold line are exceptional.

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 "usually" say. These unweighted scores are marked * .

The previous survey was completed in the school year ending in 2010. Results quoted from the previous survey may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Academic Criteria

Academic subjects	Weighted Score %	Previous Survey	% Change
Psychology	81.4		
Spanish	81.0	61.4	**+19.6**
Sociology	80.4		
* Photography	79.7		
Business Studies	79.6		
Technology	79.1	67.0	**+12.1**
ICT	77.9	61.1	**+16.8**
Art	77.8	67.8	**+10.0**
RE	77.5	68.9	**+8.7**
Mathematics	77.1	65.6	**+11.6**
Music	76.9	61.9	**+15.0**
English	76.7	67.6	**+9.1**
PE	76.4	66.9	**+9.5**
Science	75.6	71.0	+4.6
Geography	75.2	65.9	**+9.3**
* Philosophy and Ethics	75.0		
* French	74.0	56.3	**+17.7**
History	73.1	70.5	+2.6
Health and Social Care	72.4		

Only highlighted changes should be considered significant.

* - not weighted by average of similar schools

* - only reliable to within 10%

Subject scores in **Pink** should only be considered indicative.

Core Parent Priorities

Criteria	Weighted Score %	Previous Survey	% Change
Careers advice	84.2	66.8	+17.5
Levels of homework	81.8	63.4	+18.4
School communication	81.6	62.2	+19.4
School discipline	79.3	63.4	+15.9
Control of bullying	79.0	61.0	+18.0
Developing potential	78.5	60.5	+18.1
Availability of resources	78.4	65.3	+13.1
Caring teachers	78.3	61.6	+16.7
Developing moral values	78.0	58.5	+19.4
School security	77.6	59.9	+17.7
Community spirit	77.2	60.4	+16.9
Truancy control	76.9	65.3	+11.5
Exam results	76.4	63.6	+12.8
Developing confidence	75.7	61.7	+14.0
Teaching quality	75.6	59.8	+15.8
Social health education	75.6	58.5	+17.1
Happiness of child	74.5	63.6	+10.9
Computer access	73.9	67.8	+6.1
Choice of subjects	72.7	62.4	+10.3
School facilities	71.1	56.4	+14.6
"Overall" Rating	82.1	68.5	+13.7

Only highlighted changes should be considered significant.

Happy Versus Unhappy Parents

Judging performance based solely on the mean score allows for error. It is possible that the views of parents might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the % of parents who are unhappy with the School's performance for the criteria surveyed. The list identifies the % of parents giving a rating of "poor" or "very poor" for each criterion. For balance, the % rating "good" or "very good" has also been given. These results do not include respondents who failed to answer this question, or who ticked "I don't know".

Academic Subjects

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
Technology	0.0%	9.0%	**-9.0**	82.6%
Spanish	3.5%	19.3%	**-15.8**	83.8%
Mathematics	5.1%	10.8%	**-5.8**	82.8%
French	5.5%	27.5%	**-22.0**	63.3%
English	5.9%	8.7%	-2.9	79.1%
PE	6.1%	10.8%	-4.8	78.6%
Geography	7.2%	5.6%	+1.5	69.9%
Science	7.3%	8.3%	-1.0	76.7%
ICT	9.8%	15.0%	-5.2	70.9%
History	10.7%	5.0%	**+5.7**	75.4%
RE	10.9%	9.7%	+1.3	67.8%
Art	11.4%	8.0%	+3.4	76.5%
Music	13.9%	19.9%	-6.0	63.5%

Happy Versus Unhappy Parents

Core Parent Priorities

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
Truancy control	1.1%	5.9%	-4.8	92.3%
Teaching quality	1.5%	9.8%	**-8.3**	81.2%
Exam results	1.6%	8.9%	**-7.3**	84.7%
School discipline	1.8%	10.3%	**-8.5**	87.0%
Caring teachers	2.7%	14.3%	**-11.6**	81.6%
Happiness of child	2.8%	8.1%	**-5.3**	85.2%
Developing moral values	2.8%	17.7%	**-14.9**	75.6%
School security	3.3%	14.6%	**-11.3**	85.5%
Availability of resources	3.7%	12.3%	**-8.6**	80.1%
Computer access	4.5%	6.0%	-1.5	82.8%
Developing potential	4.6%	15.4%	**-10.8**	84.7%
Choice of subjects	5.6%	9.8%	-4.3	79.7%
Careers advice	5.7%	18.2%	**-12.5**	75.8%
Social health education	5.9%	17.4%	**-11.5**	77.0%
School communication	6.2%	19.9%	**-13.7**	78.4%
School facilities	6.6%	21.3%	**-14.6**	68.3%
Developing confidence	7.0%	10.4%	-3.4	80.5%
Levels of homework	7.3%	18.6%	**-11.3**	71.8%
Community spirit	7.9%	17.9%	**-10.0**	71.7%
Control of bullying	9.0%	18.3%	**-9.3**	73.9%
"Overall" Score	**0.3%**	7.2%	-6.9	91.6%

Additional Criteria

Additional criteria were chosen from a menu, and investigated with regard to parent satisfaction and the following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 30 schools, the Appendix shows the average of similar schools.

In the table below, the "unhappy" parents are those who gave a score of 1 or 2, i.e. poor or very poor. The "happy" parents are those who gave a score of 4 or 5, i.e. good or very good.

Issue	Weighted Score %	Previous Survey	Change	% Unhappy	Previous Survey	Change	% Happy
Explaining to parents how to help their child	88.1	66.8	+21.2	5.7	19.5	-13.8	79.8
Encouraging and listening to parent views	83.6	63.1	+20.5	7.1	22.2	-15.1	77.4
Tailoring workload to childs needs and ability	82.1			4.9			75.4
Parents evening	81.4	68.4	+13.0	7.1	10.7	-3.7	81.1
School uniform	81.3			5.0			89.4
Encouraging and listening to pupil views	81.1	67.4	+13.8	5.1	14.6	-9.6	75.7
Access to staff	81.0	60.2	+20.8	3.9	19.7	-15.8	79.3
Treating all pupils fairly and equally	80.9	63.7	+17.2	6.6	19.6	-13.0	75.1
Handling complaints	80.3	59.2	+21.1	5.5	22.0	-16.5	79.1
Regular marking of work	79.9	60.3	+19.5	7.9	23.6	-15.7	73.7
Ensuring pupils do best and make good progress	78.6	66.2	+12.4	3.0	8.1	-5.1	83.7
School's image in the local community	78.1			5.1			76.1
Celebrating and rewarding achievement	77.1	67.9	+9.2	3.1	6.5	-3.4	86.4
Quality of school management	76.4	63.2	+13.2	2.3	10.3	-8.0	85.9
Transport to and from school	76.1			8.1			70.9
Looking after pupils well	73.2			4.4			79.0
Written reports	70.0			9.0			73.0

Importance Ratings

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 first column shows the percentage of parents who chose each of the criteria as one of their ten choices of what they felt was most important to them. The second column shows how well the school performs for the criteria, ie. 1st = what the school does best, 20th = what the school does least well.
Tip - Remember, green is good, red is bad

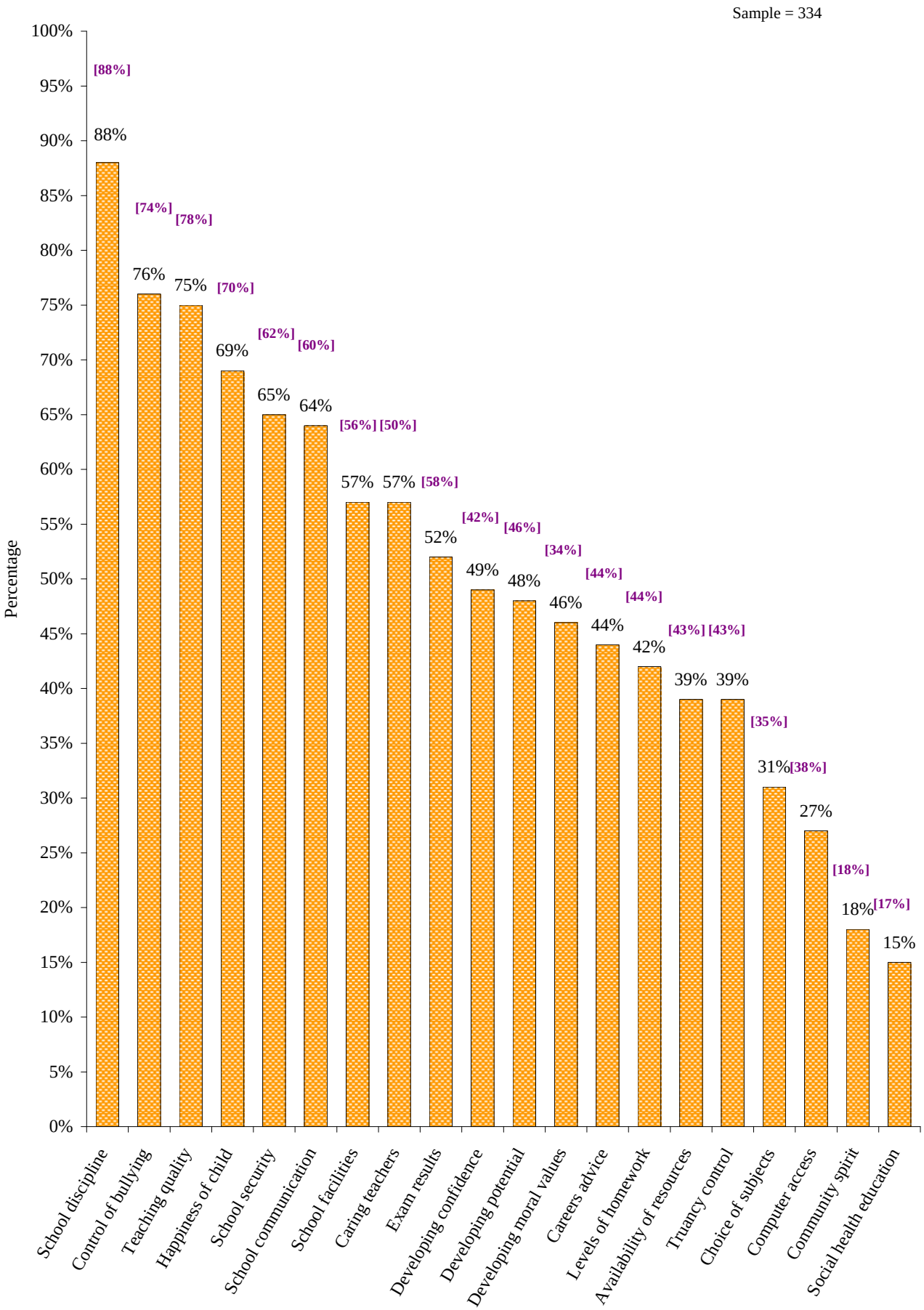
	Importance Score (%)	Ranking
School discipline	88.4%	**(4th)**
Control of bullying	75.7%	**(5th)**
Teaching quality	75.0%	(15th)
Happiness of child	68.6%	**(17th)**
School security	64.5%	(10th)
School communication	64.4%	(3rd)
School facilities	57.0%	(20th)
Caring teachers	56.6%	(8th)
Exam results	52.3%	(13th)
Developing confidence	49.1%	(14th)
Developing potential	48.4%	(6th)
Developing moral values	45.7%	(9th)
Careers advice	44.0%	(1st)
Levels of homework	41.7%	(2nd)
Availability of resources	38.9%	(7th)
Truancy control	38.7%	(12th)
Choice of subjects	31.1%	(19th)
Computer access	26.7%	(18th)
Community spirit	17.8%	(11th)
Social health education	15.4%	(16th)

Graphical and Tabular Analysis
of
Selected Results

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

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

This school's last survey figures are given in **[brackets]**.



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

Position differences of 4 or more have been highlighted.

This School

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

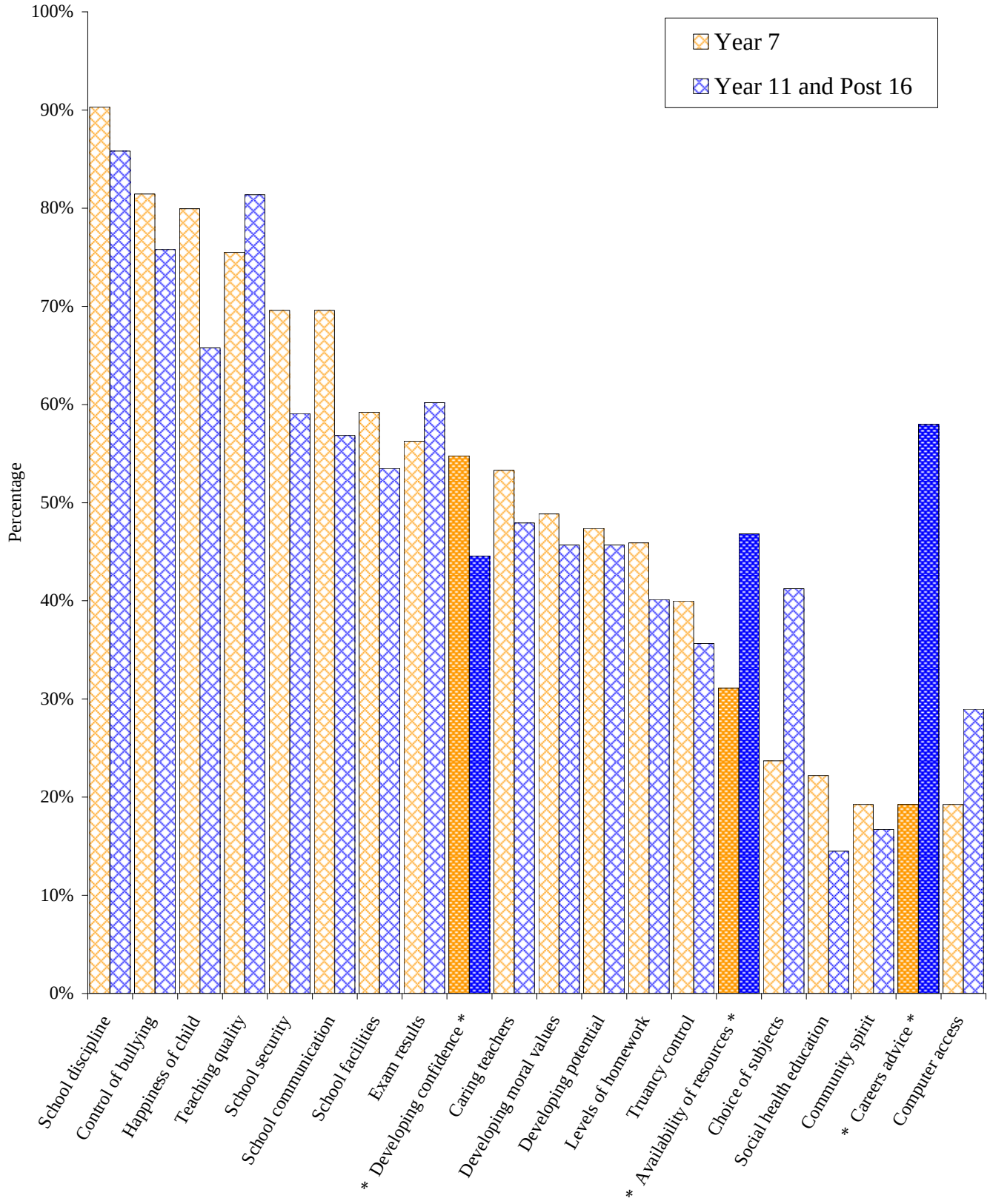
Average of Similar Schools

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

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

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

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



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

Position differences of 4 or more have been highlighted.

Priorities of Year 7 Parents

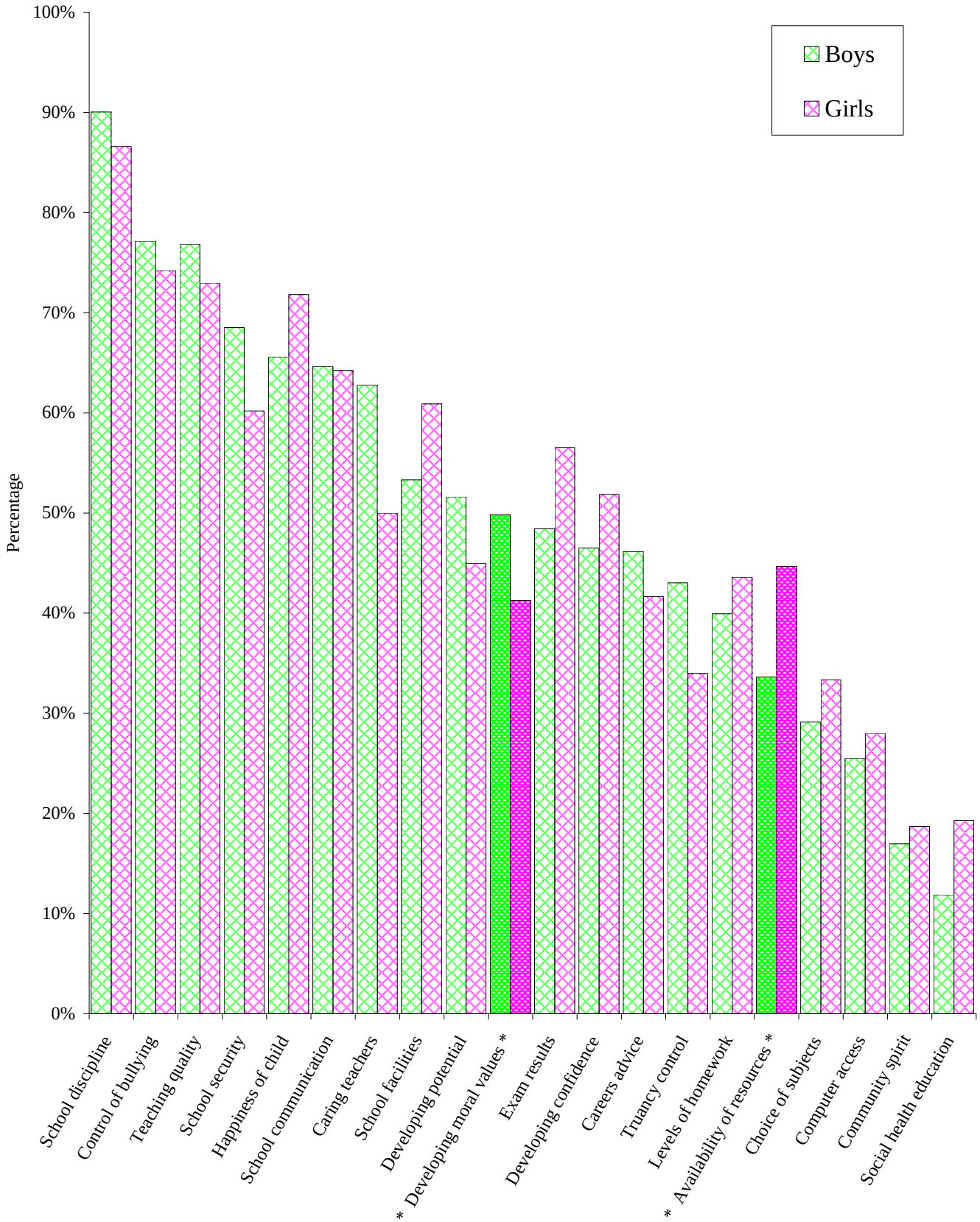
Choose 10	Ranking
School discipline	1st
Control of bullying	2nd
Happiness of child	3rd
Teaching quality	4th
School communication	5th
School security	5th
School facilities	7th
Exam results	8th
Developing confidence	**9th**
Caring teachers	10th
Developing moral values	11th
Developing potential	12th
Levels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

Priorities of Year 11 and Post 16 Parents

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

Graph to Show how Parents' Priorities Change by Gender of Child.

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



Charts to Show how Parent Priorities Change by Gender of Child.

Position differences of 4 or more have been highlighted.

Priorities of Boys' Parents

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

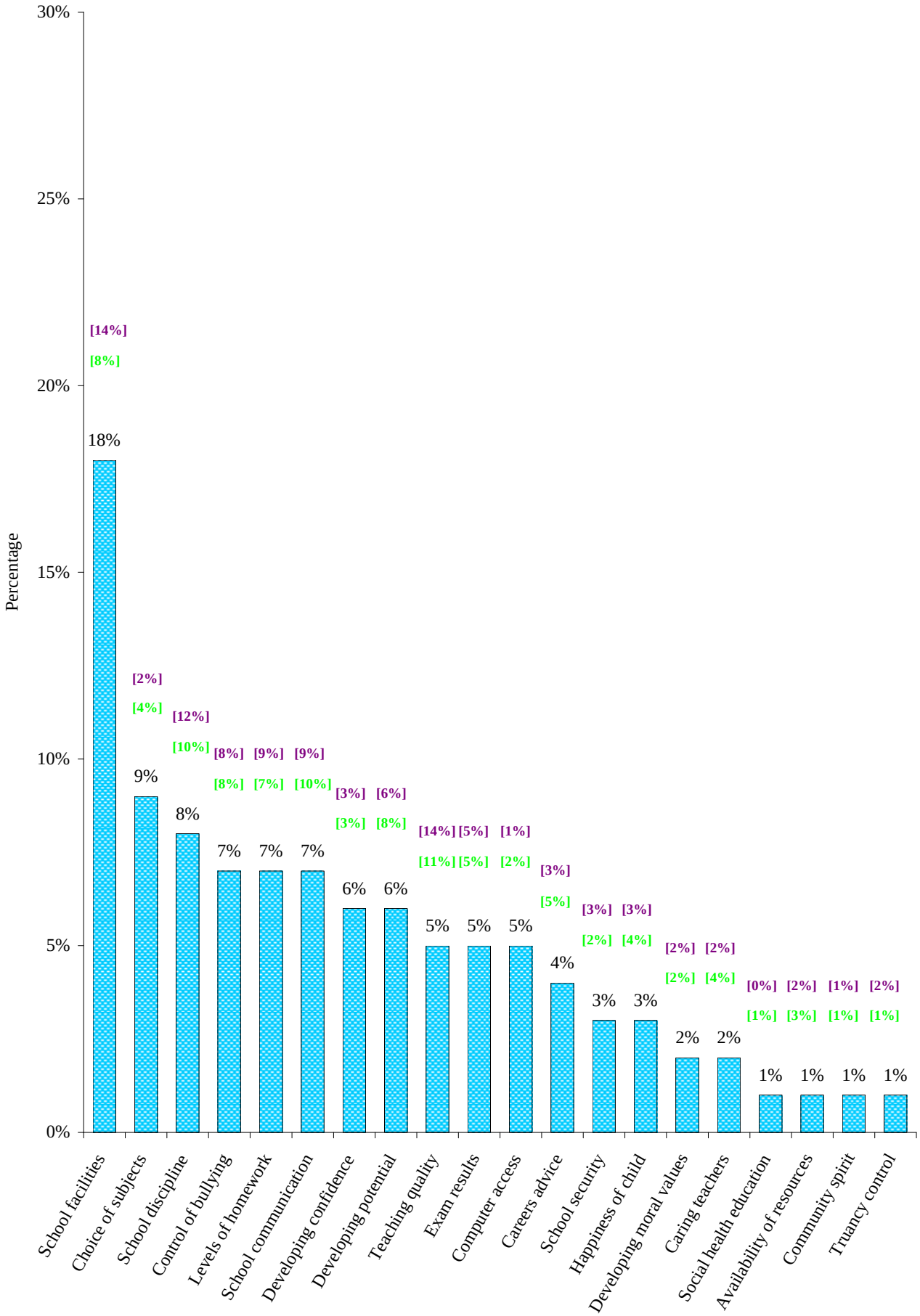
Priorities of Girls' Parents

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

Graph to Show Relative Parent Priorities for Improvement.

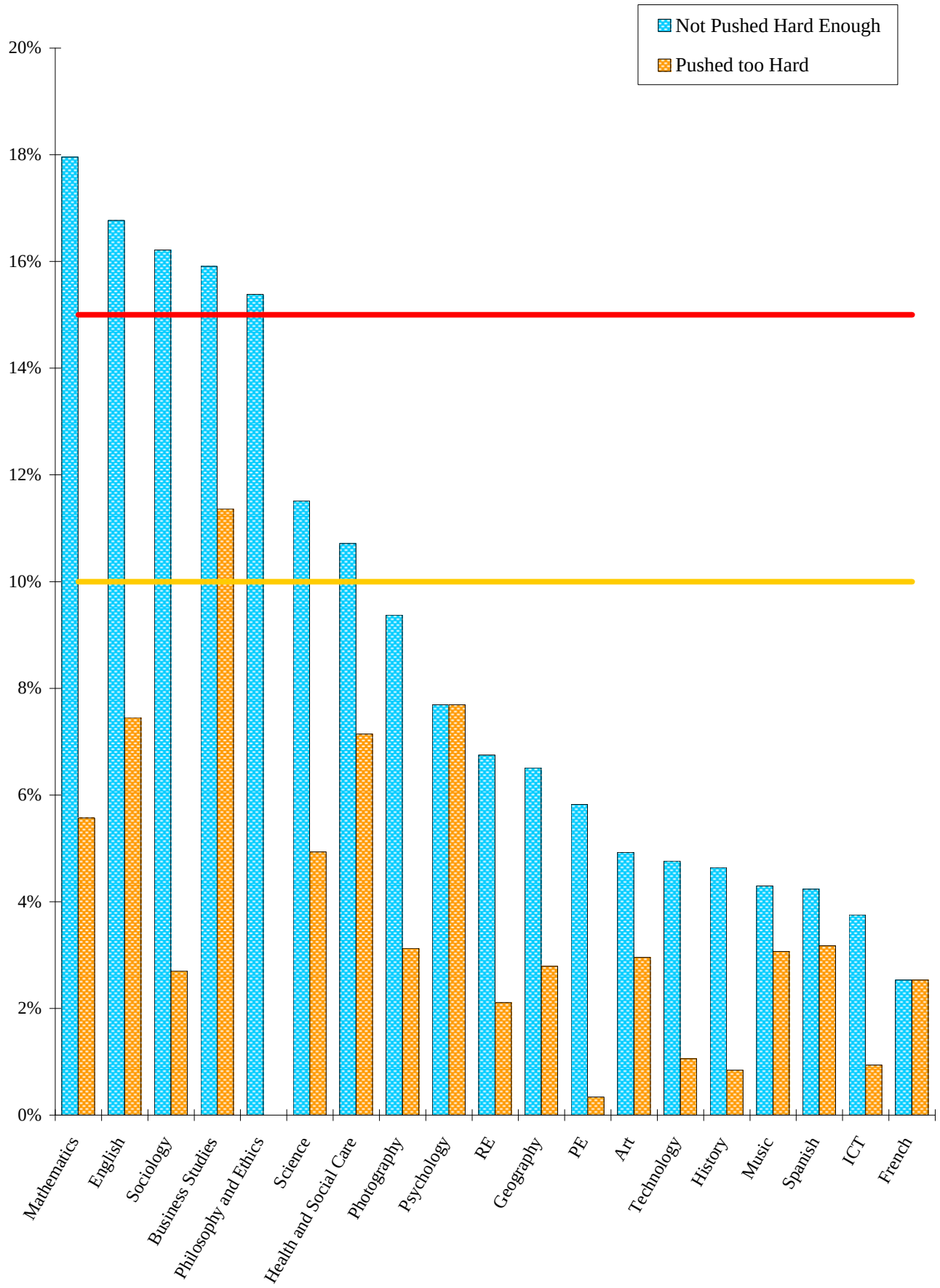
Average figures from similar schools are given in **[brackets]** , this school's last survey figures in **[brackets]**.

Sample = 265

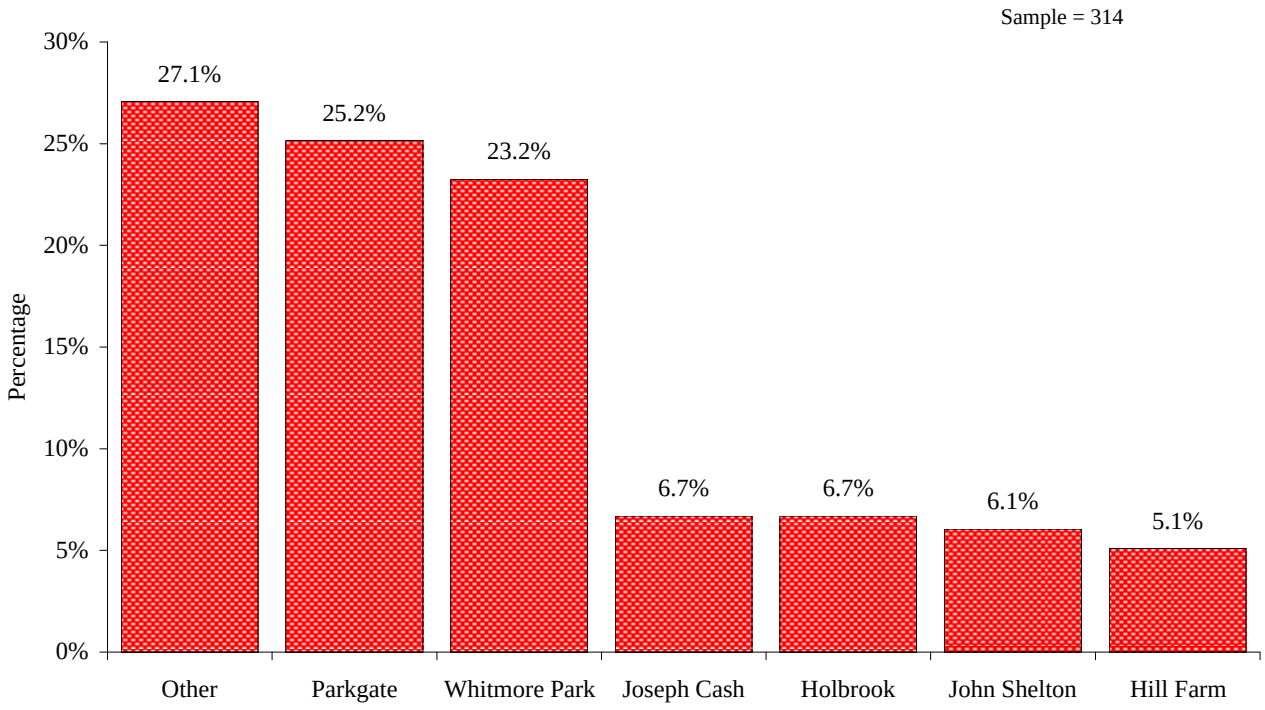


Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough

Scores should not exceed the red line
(English and Mathematics most commonly cross the red line for "Not Pushed Hard Enough")

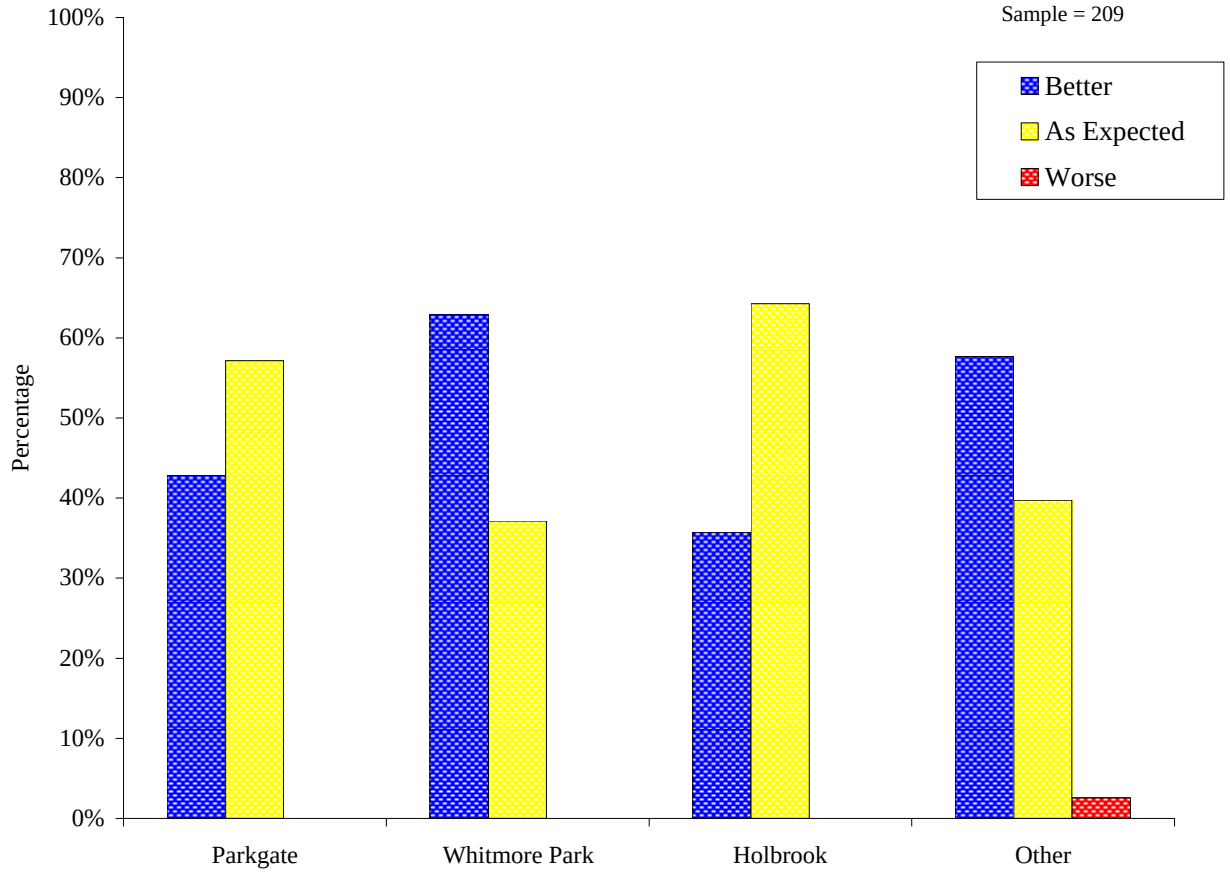


Which School Did Your Child Attend Before President Kennedy School?



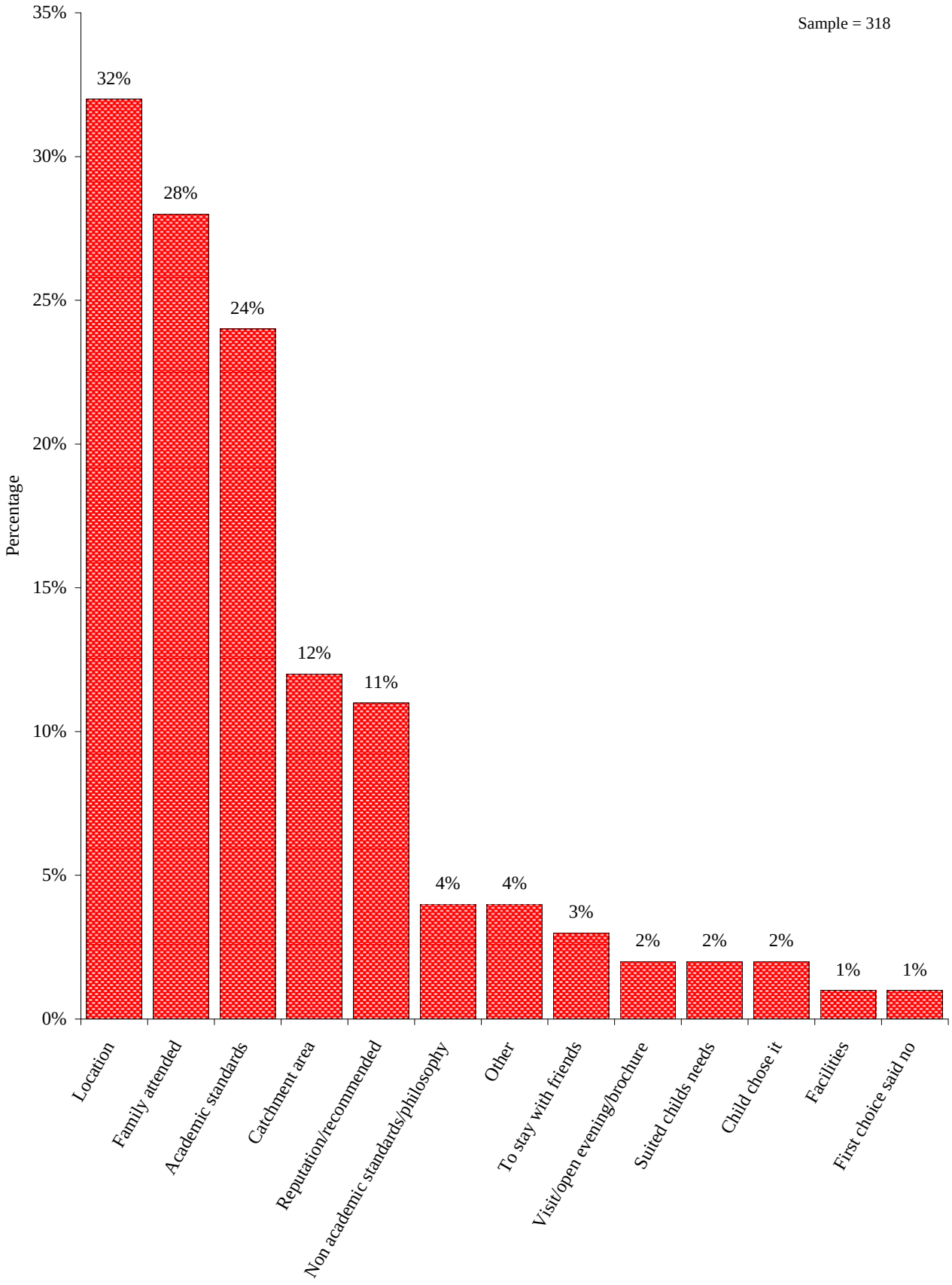
Graph to Show Parents' Perceptions of the School, Broken Down by Feeder School

Schools with less than 12 responses have been added to "Other"



Graph to Show Why Parents Chose to Send their Child to the School

Some parents chose more than one option



Parents' Comments

The specific comments of parents, which occurred on more than one occasion, were as follows.

Many of the parent comments were very positive and many of the negative comments were qualified in light of the parents' overall satisfaction with the school.

The parents were enthusiastic in the number of comments that they made and the comments were diverse in their nature.

Many of the parents who commented said how happy and confident their children had been since starting at President Kennedy School.

Fifty nine parents were pleased with the overall performance of the school. Nineteen parents commented on the good progress their child had made since joining. Fourteen parents believed the school had improved. Six parents were delighted their child had settled in well. Six parents believed improvements to the school facilities could be beneficial. Two parents praised the school management.

Fourteen parents were pleased with the overall standard of education provided; two parents believed the standard varied. Six parents felt that more could be done to enable their child to reach their full potential whilst two parents were delighted their child had been positively challenged. Five parents praised the support their child had received. Three parents expressed concerns with regard to the alleged poor attitude shown by some members of staff. Three parents praised staff members with some referring to them as committed and supportive. Two parents suggested the school do more to encourage children. Two parents expressed disappointment at alleged incidents of favouritism shown by some members of staff towards certain students.

Six parents believed that communication between the school and parents needed to improve whilst four parents were pleased with the information received. Three parents were pleased with the way in which the school handled their concerns. Two parents felt the school could to more to listen to the views of students.

Six parents suggested that more could be done to improve school toilet facilities.

Three parents considered the reward system to be in need of improvement. Two parents commented on the disruptive behaviour of some students, and the seeming lack of control in class. Two parents felt that the school needed to take a stronger approach to discipline.

Three parents expressed disappointment that they were unable to see all of their child's subject tutors at parents evening.

Three parents praised 'the Bridge'.

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

Two parents believed the school could do more to monitor homework completion.

Two parents were pleased with the school uniform policy.

Two parents were happy with the provision of extra-curricular activities. Two parents requested a wider range of activities be made available.

Two parents suggested that more could be done to improve the provision of careers advice.

Strengths and Weaknesses

The following areas are those in which the school had the highest and lowest perceived standards of performance (based on mean percentage scores). The relative importance score and its position are given in brackets. Remember, **gold** is outstanding; **green** - good; **black** - requires improvement, and **red** - inadequate

Relative Strengths - academic

*	81.4%	Psychology
	81.0%	Spanish
*	80.4%	Sociology
*	79.7%	Photography
*	79.6%	Business Studies

Relative Weaknesses - academic

*	72.4%	Health and Social Care
	73.1%	History
	74.0%	French
*	75.0%	Philosophy and Ethics
	75.2%	Geography

Relative Strengths - selected performance criteria		Importance	
84.2%	Careers advice	(44.0%)	13th
81.8%	Levels of homework	(41.7%)	14th
81.6%	School communication	(64.4%)	6th
79.3%	School discipline	(88.4%)	1st
79.0%	Control of bullying	(75.7%)	2nd

Relative Weaknesses - selected performance criteria		Importance	
71.1%	School facilities	(57.0%)	7th
72.7%	Choice of subjects	(31.1%)	17th
73.9%	Computer access	(26.7%)	18th
74.5%	Happiness of child	(68.6%)	4th
75.6%	Social health education	(15.4%)	20th

Note: even the relative weaknesses achieved good scores

Criteria scores marked with a **Pink *** should only be considered indicative.

Every Child Matters

The headings below are the 5 "Every Child Matters" outcomes. For each of the outcomes, we have given the weighted parental scores for any relevant criteria included on your questionnaire.

Remember, for grading comparisons with our colour coded system:

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

It is now also possible to have split grades. 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).

1. Being Healthy:	**Physical Education**	**76.4%**
	Social health education	**75.6%**
	Healthy lifestyle - Exercise	**69.0%**
	Healthy lifestyle - Diet	**60.6%**

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

2. Staying Safe:	**Access to staff**	**81.0%**
	Treating all pupils fairly and equally	**80.9%**
	Control and prevention of bullying	**79.0%**
	Caring/approachable attitude of teachers	**78.3%**
	School security/safety	**77.6%**

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

3. Enjoying and Achieving:	**School discipline/good behaviour**	**79.3%**
	Developing potential	**78.5%**
	Developing strong moral values in pupils	**78.0%**
	Community spirit	**77.2%**
	Celebrating and rewarding achievement	**77.1%**
	Developing self confidence/esteem	**75.7%**
	Social health education	**75.6%**
	Happiness of child	**74.5%**

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

Every Child Matters (continued..)

4. Making a Positive Contribution:	**Treating all pupils fairly and equally**	**80.9%**
	School discipline/good behaviour	**79.3%**
	Developing moral values	**78.0%**
	Community spirit	**77.2%**
	Social health education	**75.6%**

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

5. Economic Well-being:	**Careers advice and guidance**	**84.2%**
	Business Studies	**79.6%**
	Developing a pupil's potential	**78.5%**
	ICT	**77.9%**
	Community spirit	**77.2%**
	Mathematics	**77.1%**
	English	**76.7%**
	Exam results	**76.4%**
	Social health education	**75.6%**

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

Summary Grade - Every Child Matters

Your average parental grade for "Every Child Matters" = 1.4 = Outstanding = **Grade 1 (-)**

Parent View Summary

Below are the 12 "Parent View" questions. For each of the questions, we have given the weighted parental scores for any relevant criteria included on your questionnaire.

Remember, **gold** is outstanding; **green** - good; **black** - requires improvement, and **red** - inadequate, in terms of parental perceptions.

	Score	Sample Size
1. My child is happy at this school:		
Happiness of child	74.5%	329
2. My child feels safe at this school:		
Control of bullying	79.0%	324
School security	77.6%	324
3. My child makes good progress at this school:		
Ensuring pupils do best and make good progress	78.6%	320
Developing potential	78.5%	321
4. My child is well looked after at this school:		
Caring teachers	78.3%	324
School security	77.6%	324
Looking after pupils well	73.2%	319
5. My child is taught well at this school:		
Tailoring workload to childs needs and ability	82.1%	301
Ensuring pupils do best and make good progress	78.6%	320
Developing potential	78.5%	324
Exam results	76.4%	324
Teaching quality	75.6%	324
6. My child receives appropriate homework for their age:		
Respondants saying "Right" for Homework Amount	Good	210
Tailoring workload to childs needs and ability	82.1%	301
Levels of homework	81.8%	323

Parent View Summary (continued..)

	Score	Sample Size
7. This school ensures the pupils are well behaved:		
School discipline	79.3%	333
8. This school deals effectively with bullying:		
Control of bullying	79.0%	323
9. This school is well led and managed:		
Quality of school management	76.4%	296
10. This school responds well to any concern I raise:		
Encouraging and listening to parent views	83.6%	306
Handling complaints	80.3%	287
Caring teachers	78.3%	324
11. I receive valuable information from the school about my child's progress:		
Parents evening	81.4%	328
Explaining to parents how to help their child	88.1%	305
Regular marking of work	79.9%	304
Written reports	70.0%	273
12. I would recommend this school to another parent:		
Recommend this school	96.1%	282

ASCL Self-evaluation Summary

The September 2012 Ofsted evaluation schedule asserts the increased importance of a school's own self evaluation data as the starting point of the inspection process.

The following evidence summary is presented to allow schools to summarise their inspection self evaluation evidence under the four main judgments: Achievement, Teaching, Behaviour & Safety and Leadership. Also, the school's promotion of Spiritual, Moral, Social and Cultural Development (SMSC) is included, along with Overall Effectiveness.

The evidence is presented here under the format of the School Self-evaluation: Guidance for Schools document, created and promoted by ASCL. This format summarises your school's survey evidence into ASCL's writing frame structure. 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 ASCL. Where any area is found to be Inadequate then this rating will be given for the section as a whole. Criteria where evidence was just 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**

It is now also possible to have split grades. 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).

N.B. According to Ofsted's "Framework for School Inspection", published in January 2012, "schools cannot be judged as 'outstanding' for overall effectiveness unless they have 'outstanding' teaching".

Achievement

Pupils' Learning and Progress Overall

Tailoring workload to childs needs and ability	**82.1%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Developing Potential	**78.5%**	**Outstanding**
Average of Academic Subject Ratings		**Good**
Exam results	**76.4%**	**Outstanding**
Developing Confidence	**75.7%**	**Outstanding**

Strengths
Tailoring workload to childs needs and ability
Ensuring pupils do best and make good progress

Weaknesses
Average of Academic Subject Ratings

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

Groups Progress

Your assessment is required here.

Subject / Key Stage Progress

Criteria improving since previous survey	**Outstanding**

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

Skills - Reading, Writing, Communications and Mathematics across the curriculum

Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Developing Potential	**78.5%**	**Outstanding**
Mathematics	**77.1%**	**Good**
English	**76.7%**	**Good**
Developing Confidence	**75.7%**	**Outstanding**
Choice of subjects	**72.7%**	**Good**

Strengths
Encouraging and listening to pupil views
Developing Potential

Weaknesses
Choice of subjects
English

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

Attainment and closing gaps

Mathematics	**77.1%**	**Good**
English	**76.7%**	**Good**
Exam results	**76.4%**	**Outstanding**

There are too few criteria in this sub-section to list the strengths and weaknesses

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

Summary Grade - Achievement Section

Your average parental grade for "Achievement" = 1.4 = Outstanding = **Grade 1 (-)**

To Reach the Next Grade

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

Quality of Teaching at the School

Teaching Overall

Average of Academic Subject Ratings — **Good**

Strengths

* **Psychology**
Spanish
* **Sociology**

Weaknesses

* **Health and Social Care**
History
French

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

Pupils' Progress and Learning

Tailoring workload to childs needs and ability	**82.1%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Developing Potential	**78.5%**	**Outstanding**
Average of Academic Subject Ratings		**Good**
Exam results	**76.4%**	**Outstanding**
Developing Confidence	**75.7%**	**Outstanding**

Strengths

Tailoring workload to childs needs and ability
Ensuring pupils do best and make good progress

Weaknesses

Average of Academic Subject Ratings

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

Climate for Learning

Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Treating all pupils fairly and equally	**80.9%**	**Outstanding**
Regular marking of work	**79.9%**	**Outstanding**
Developing Potential	**78.5%**	**Outstanding**
Celebrating and rewarding achievement	**77.1%**	**Outstanding**
Developing Confidence	**75.7%**	**Outstanding**
Teaching quality	**75.6%**	**Outstanding**

Strengths
Encouraging and listening to pupil views
Treating all pupils fairly and equally

Weaknesses
There are no weaknesses in this sub-section

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

Teachers' Expectations

Tailoring workload to childs needs and ability	**82.1%**	**Outstanding**
Levels of homework	**81.8%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Developing Potential	**78.5%**	**Outstanding**

Strengths
Tailoring workload to childs needs and ability

Weaknesses
There are no weaknesses in this sub-section

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

Teachers' Planning and Strategies

Tailoring workload to childs needs and ability	**82.1%**	**Outstanding**
Levels of homework	**81.8%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Developing potential	**78.5%**	**Outstanding**
Celebrating and rewarding achievement	**77.1%**	**Outstanding**
Developing confidence	**75.7%**	**Outstanding**

Strengths
Tailoring workload to childs needs and ability
Levels of homework

Weaknesses
There are no weaknesses in this sub-section

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

Interventions and support

Your own assessment is required here.

Teaching of RWCM

Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Mathematics	**77.1%**	**Good**
English	**76.7%**	**Good**
Developing Confidence	**75.7%**	**Outstanding**

Strengths
Encouraging and listening to pupil views

Weaknesses
English

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

Assessment

Tailoring workload to childs needs and ability	**82.1%**	**Outstanding**
Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Treating all pupils fairly and equally	**80.9%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Teaching quality	**75.6%**	**Outstanding**

Strengths
Tailoring workload to childs needs and ability

Weaknesses
There are no weaknesses in this sub-section

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

Marking, Feedback and Homework

Explaining to parents how to help their child	**88.1%**	**Outstanding**
Tailoring workload to childs needs and ability	**82.1%**	**Outstanding**
Levels of homework	**81.8%**	**Outstanding**
School communication	**81.6%**	**Outstanding**
Parents evening	**81.4%**	**Outstanding**
Regular marking of work	**79.9%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Celebrating and rewarding achievement	**77.1%**	**Outstanding**
Respondants saying "Right" for Homework Amount		**Good**
Written reports	**70.0%**	**Good**

Strengths
Explaining to parents how to help their child
Tailoring workload to childs needs and ability
Levels of homework

Weaknesses
Written reports
Satisfaction rating of homework levels

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

Summary Grade - Teaching Section

Your average parental grade for "Teaching" = 1.2 = Outstanding = **Grade 1**

To Reach the Next Grade

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

Behaviour and Safety of Pupils at the School

Climate for Learning

Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Treating all pupils fairly and equally	**80.9%**	**Outstanding**
Regular marking of work	**79.9%**	**Outstanding**
Developing Potential	**78.5%**	**Outstanding**
Celebrating and rewarding achievement	**77.1%**	**Outstanding**
Developing Confidence	**75.7%**	**Outstanding**
Teaching quality	**75.6%**	**Outstanding**

Strengths
Encouraging and listening to pupil views
Treating all pupils fairly and equally

Weaknesses
There are no weaknesses in this sub-section

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

Parents', Staff and Pupils' views of Behaviour and Safety

Encouraging and listening to parent views	**83.6%**	**Outstanding**
School communication	**81.6%**	**Outstanding**
Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Treating all pupils fairly and equally	**80.9%**	**Outstanding**
School discipline	**79.3%**	**Outstanding**
Control of bullying	**79.0%**	**Outstanding**
Developing moral values	**78.0%**	**Outstanding**
School security	**77.6%**	**Outstanding**
Looking after pupils well	**73.2%**	**Good**

Strengths
Encouraging and listening to parent views
School communication
Encouraging and listening to pupil views

Weaknesses
Looking after pupils well

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

Pupils' Behaviour

Treating all pupils fairly and equally	**80.9%**	**Outstanding**
School discipline	**79.3%**	**Outstanding**
Control of bullying	**79.0%**	**Outstanding**
Developing moral values	**78.0%**	**Outstanding**
Community spirit	**77.2%**	**Outstanding**

Strengths
Treating all pupils fairly and equally

Weaknesses
There are no weaknesses in this sub-section

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

Safety and Mutual Support

School communication	**81.6%**	**Outstanding**
Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Treating all pupils fairly and equally	**80.9%**	**Outstanding**
Control of bullying	**79.0%**	**Outstanding**
Caring teachers	**78.3%**	**Outstanding**
School security	**77.6%**	**Outstanding**
Community spirit	**77.2%**	**Outstanding**
Developing confidence	**75.7%**	**Outstanding**
Social health education	**75.6%**	**Outstanding**
Looking after pupils well	**73.2%**	**Good**

Strengths
School communication
Encouraging and listening to pupil views
Treating all pupils fairly and equally

Weaknesses
Looking after pupils well

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

School Systems for Behavior Management

School communication	**81.6%**	**Outstanding**
Treating all pupils fairly and equally	**80.9%**	**Outstanding**
Control of bullying	**79.0%**	**Outstanding**
School security	**77.6%**	**Outstanding**
Truancy control	**76.9%**	**Outstanding**
Quality of school management	**76.4%**	**Outstanding**
Looking after pupils well	**73.2%**	**Good**

Strengths
School communication
Treating all pupils fairly and equally

Weaknesses
Looking after pupils well

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

Bullying

Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Control of bullying	**79.0%**	**Outstanding**
Caring teachers	**78.3%**	**Outstanding**
Developing moral values	**78.0%**	**Outstanding**
School security	**77.6%**	**Outstanding**
Community spirit	**77.2%**	**Outstanding**
Looking after pupils well	**73.2%**	**Good**

Strengths
Encouraging and listening to pupil views
Control of bullying

Weaknesses
Looking after pupils well

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

Attendance

Truancy control **76.9%** **Outstanding**

There are too few criteria in this sub-section to list the strengths and weaknesses

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

Summary Grade - Behaviour and Safety Section

Your average parental grade for "Behaviour and Safety" = 1.1 = Outstanding = **Grade 1**

To Reach the Next Grade

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

Quality of Leadership and Management of the School

Impact on outcomes; improvement

Among the parents whose children were not in their first year at the school 64% said the school had improved over the last year while only 1% thought that the school's performance was worse.

Ratio of parents saying school improving versus declining **Outstanding**

Criteria improving since previous survey **Outstanding**

Significant improvements versus significant declines **Outstanding**

There were **11 academic** areas which received significantly **higher** scores than the previous survey.

There were **32 non-academic** areas which received significantly **higher** scores than the previous survey.

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

Impact on teaching and learning

Levels of homework	**81.8%**	**Outstanding**
Regular marking of work	**79.9%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Developing potential	**78.5%**	**Outstanding**
Availability of resources	**78.4%**	**Outstanding**
Caring teachers	**78.3%**	**Outstanding**
Truancy control	**76.9%**	**Outstanding**
Exam results	**76.4%**	**Outstanding**
Teaching quality	**75.6%**	**Outstanding**
Computer access	**73.9%**	**Good**
Looking after pupils well	**73.2%**	**Good**
School facilities	**71.1%**	**Good**

Strengths
Levels of homework
Regular marking of work
Ensuring pupils do best and make good progress

Weaknesses
School facilities
Looking after pupils well
Computer access

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

Performance Management and Professional Development

For these categories, please see your Kirkland Rowell Staff Survey, where available.

Curriculum

Careers advice	**84.2%**	**Outstanding**
Tailoring workload to childs needs and ability	**82.1%**	**Outstanding**
Ensuring pupils do best and make good progress	**78.6%**	**Outstanding**
Developing potential	**78.5%**	**Outstanding**
Mathematics	**77.1%**	**Good**
English	**76.7%**	**Good**
Exam results	**76.4%**	**Outstanding**
Teaching quality	**75.6%**	**Outstanding**
Social health education	**75.6%**	**Outstanding**
Choice of subjects	**72.7%**	**Good**

Strengths
Careers advice
Tailoring workload to childs needs and ability
Ensuring pupils do best and make good progress

Weaknesses
Choice of subjects
English
Mathematics

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

Literacy

English	**76.7%**	**Good**

There are too few criteria in this sub-section to list the strengths and weaknesses

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

Self evaluation

Commitment to self-evaluation programme	**Good**
Range of self-evaluation programme	**Requires Improvement**
Rigour of surveys - ability to identify weakness and improvement	**Requires Improvement**

Your average parental grade for this section = 2.7 = Requires Improvement = **Grade 3 (+)**

Expectations Ambition

Your own assessment is required here.

Engagement with Parents and Carers

Explaining to parents how to help their child	**88.1%**	**Outstanding**
Encouraging and listening to parent views	**83.6%**	**Outstanding**
School communication	**81.6%**	**Outstanding**
Parents evening	**81.4%**	**Outstanding**
Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Access to staff	**81.0%**	**Outstanding**
Caring teachers	**78.3%**	**Outstanding**
Written reports	**70.0%**	**Good**

Strengths
Explaining to parents how to help their child
Encouraging and listening to parent views
School communication

Weaknesses
Written reports

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

Governance

Encouraging and listening to parent views	**83.6%**	**Outstanding**
School communication	**81.6%**	**Outstanding**
Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Ratio of parents saying school improving versus declining		**Outstanding**
Criteria improving since previous survey		**Outstanding**
Significant improvements versus significant declines		**Outstanding**
Availability of resources	**78.4%**	**Outstanding**
Quality of school management	**76.4%**	**Outstanding**
Commitment to self-evaluation programme		**Good**
Range of self-evaluation programme		**Requires Improvement**
Rigour of surveys - ability to identify weakness and improvement		**Requires Improvement**

Strengths

Encouraging and listening to parent views
School communication
Encouraging and listening to pupil views

Weaknesses

Range of self-evaluation programme
Rigour of surveys - ability to identify weakness and improvement
Commitment to self-evaluation programme

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

Safeguarding

Treating all pupils fairly and equally	**80.9%**	**Outstanding**
School discipline	**79.3%**	**Outstanding**
Control of bullying	**79.0%**	**Outstanding**
Caring teachers	**78.3%**	**Outstanding**
Developing moral values	**78.0%**	**Outstanding**
School security	**77.6%**	**Outstanding**
Community spirit	**77.2%**	**Outstanding**
Truancy control	**76.9%**	**Outstanding**
Quality of school management	**76.4%**	**Outstanding**
Social health education	**75.6%**	**Outstanding**
Looking after pupils well	**73.2%**	**Good**

Strengths
Treating all pupils fairly and equally
School discipline
Control of bullying

Weaknesses
Looking after pupils well

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

Summary Grade - Leadership

Your average parental grade for "Leadership" = 1.5 = Outstanding = **Grade 1 (-)**

To Reach the Next Grade

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

The Schools Promotion of Spiritual, Moral, Social and Cultural Development

Introduction

The school's promotion of students' spiritual, moral, social and cultural development is an element of the new framework, but there is no separate judgement and no specific criteria for evaluation. It is included here (as in the ASCL guidance) as an extra tool to help schools to evaluate the quality and impact of their SMSC work.

Personal insight and spiritual development

Developing potential	**78.5%**	**Outstanding**
Developing moral values	**78.0%**	**Outstanding**
Art	**77.8%**	**Good**
RE	**77.5%**	**Good**
Music	**76.9%**	**Good**
English	**76.7%**	**Good**

Strengths
Developing potential
Developing moral values

Weaknesses
English
Music

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

Moral understanding and relationships

Control of bullying	**79.0%**	**Outstanding**
Developing moral values	**78.0%**	**Outstanding**
Community spirit	**77.2%**	**Outstanding**
Social health education	**75.6%**	**Outstanding**

Strengths
Control of bullying

Weaknesses
There are no weaknesses in this sub-section

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

Social Development and Skills

Careers advice	**84.2%**	**Outstanding**
Encouraging and listening to pupil views	**81.1%**	**Outstanding**
Community spirit	**77.2%**	**Outstanding**
Developing confidence	**75.7%**	**Outstanding**
Teaching quality	**75.6%**	**Outstanding**
Social health education	**75.6%**	**Outstanding**
Choice of subjects	**72.7%**	**Good**

Strengths
Careers advice
Encouraging and listening to pupil views

Weaknesses
Choice of subjects

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

Understanding and respect for different cultures

Control of bullying	**79.0%**	**Outstanding**
RE	**77.5%**	**Good**
Community spirit	**77.2%**	**Outstanding**
Social health education	**75.6%**	**Outstanding**

Strengths
Control of bullying

Weaknesses
RE

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

The school's promotion of SMSC and community cohesion

Careers advice	**84.2%**	**Outstanding**
Caring teachers	**78.3%**	**Outstanding**
School's image in the local community	**78.1%**	**Outstanding**
Developing moral values	**78.0%**	**Outstanding**
Community spirit	**77.2%**	**Outstanding**

Strengths
Careers advice

Weaknesses
There are no weaknesses in this sub-section

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

Summary Grade - SMSC Section

Your average parental grade for "SMSC" = 1.2 = Outstanding = **Grade 1**

To Reach the Next Grade

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

Overall Effectiveness

Summary

Achievement	**1.4**	**Outstanding**	**Grade 1 (-)**
Teaching	**1.2**	**Outstanding**	**Grade 1**
Behaviour and Safety	**1.1**	**Outstanding**	**Grade 1**
Leadership	**1.5**	**Outstanding**	**Grade 1 (-)**

Summary Grade - Overall Effectiveness

Your average parental grade for "Overall Effectiveness" = 1.3 = Outstanding = **Grade 1 (-)**

As part of your "Overall Effectiveness", you may also wish to take into account your grade for SMSC (see pg 52), as well as our assesment of how the parents rated the school for the 5 Every Child Matters Outcomes, (see pg 29). These scores are shown again here.

Spiritual, Moral, Social and Cultural Development	**1.2**	**Outstanding**	**Grade 1**
Your average parental grade for "Every Child Matters"	**1.4**	**Outstanding**	**Grade 1 (-)**

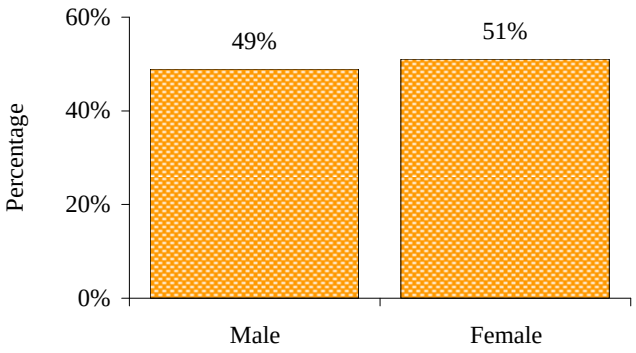
To Reach the Next Grade

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

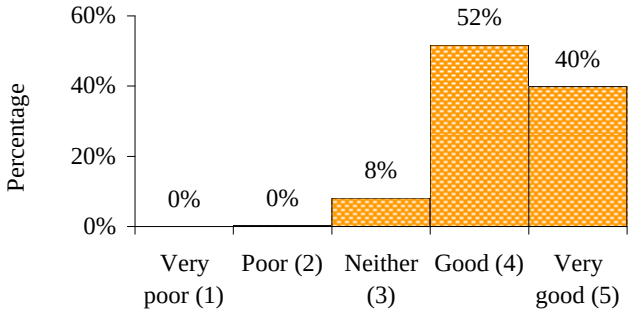
Graphical Analysis of Results for all Questions and Criteria

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

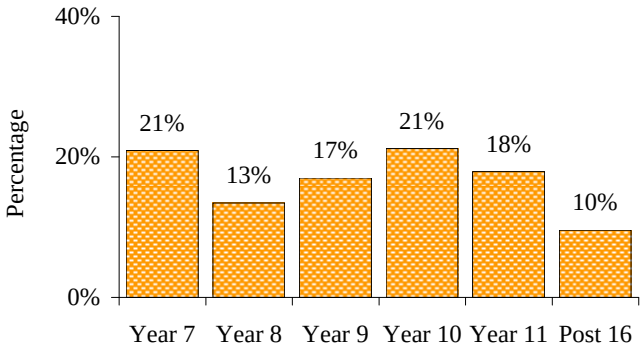
Gender of Pupil



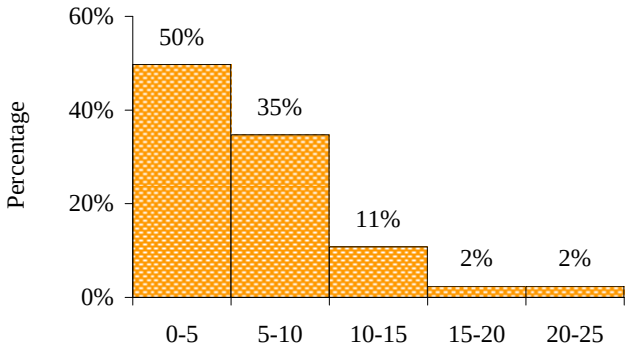
Overall, rate the performance of the school



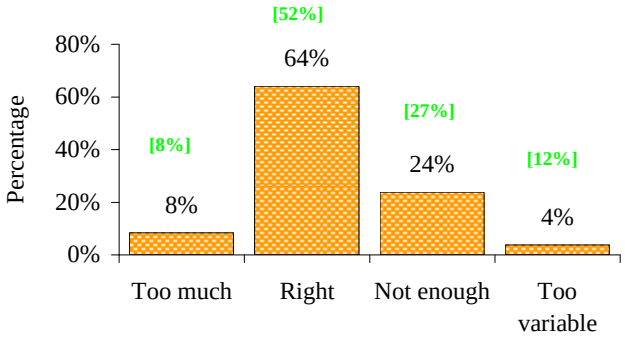
Year Group



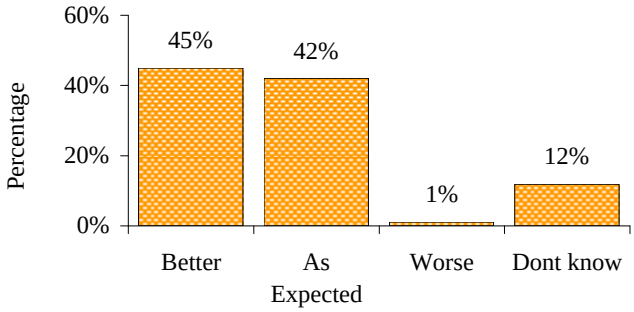
Hours of Homework per Week



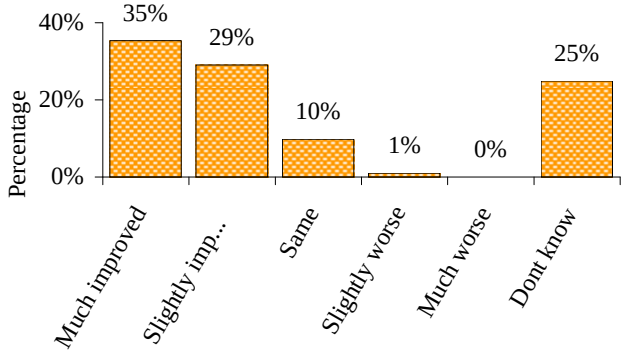
Describe the Amount of Homework Given



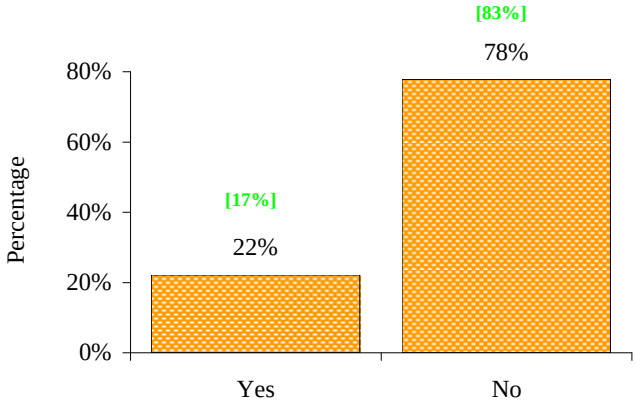
Has the school lived up to your expectations?



Performance compared to last year

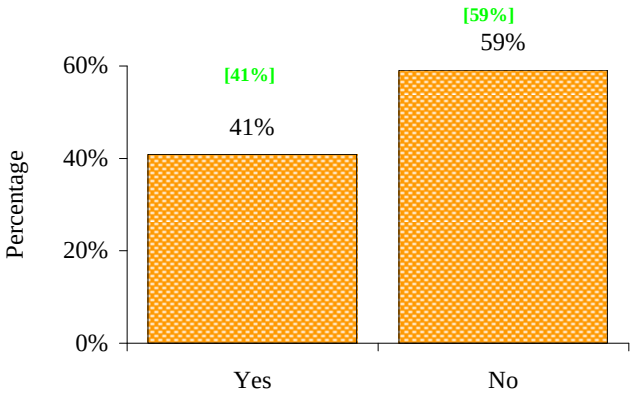


Pushed too hard in anything?

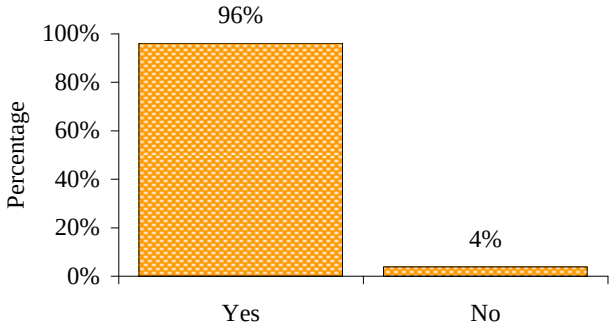


Average figures from similar schools are given in **[brackets]**.

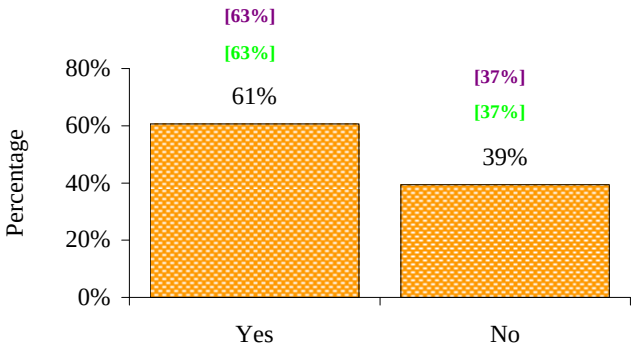
Not pushed hard enough in anything?



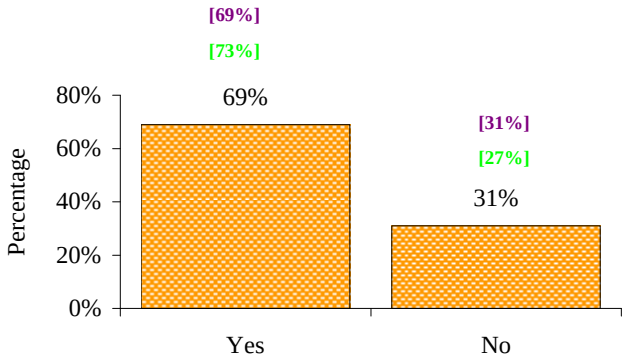
I would recommend this school to another parent



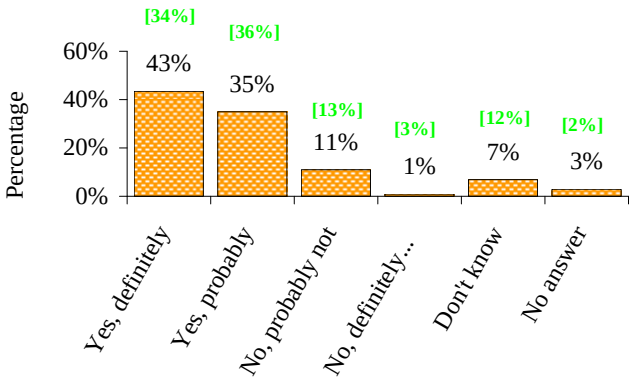
School encourages healthy lifestyle through diet



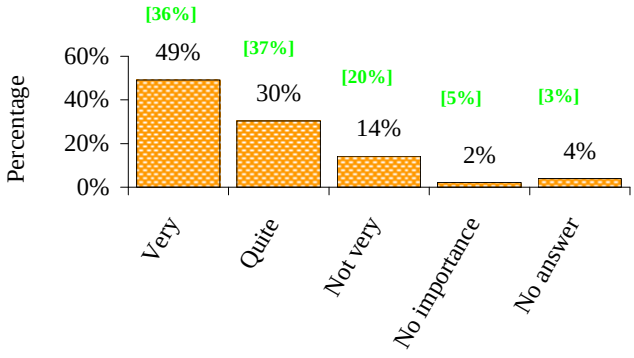
School encourages healthy lifestyle through exercise



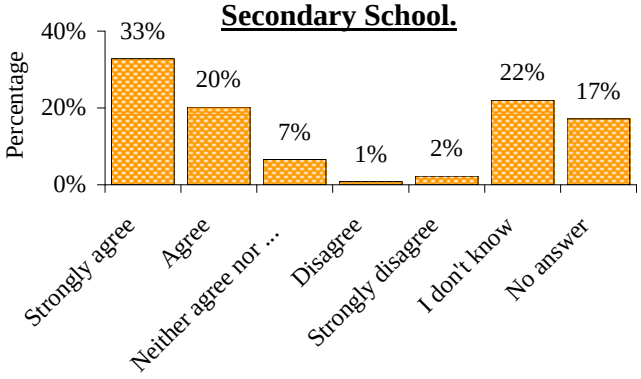
Do you expect that your child will one day attend University?



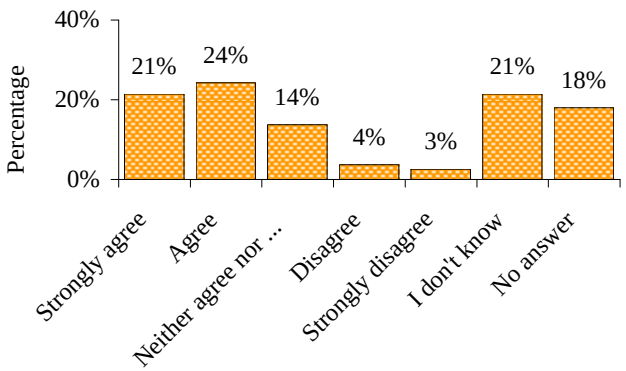
How important is it that your child goes to University?



The Bridge provides an outstanding start for students transferring to Secondary School.



The Bridge is a significant reason for choosing President Kennedy School.



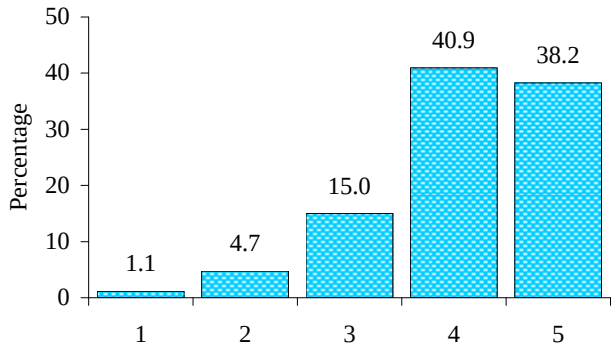
Average figures from similar schools are given in **[brackets]**.

Bar Chart Results

The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good". The following graphs have been adjusted to be representative of year group size and gender.

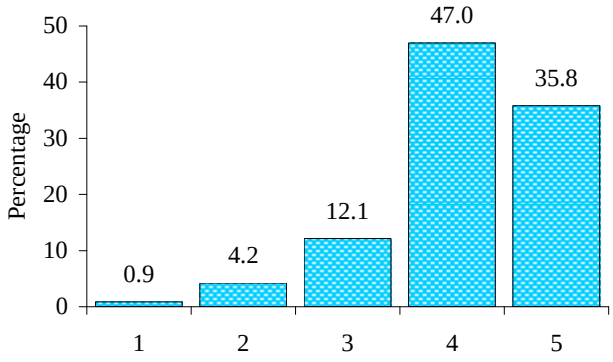
Sample = 209

English



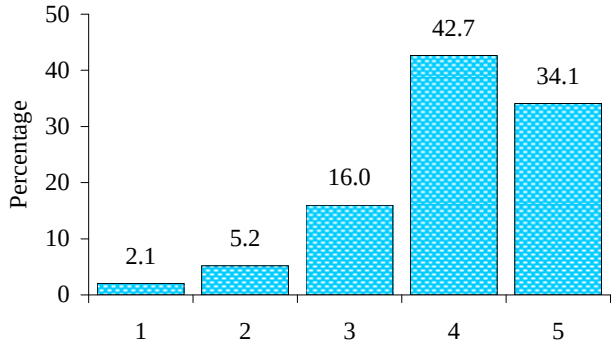
Sample = 208

Mathematics



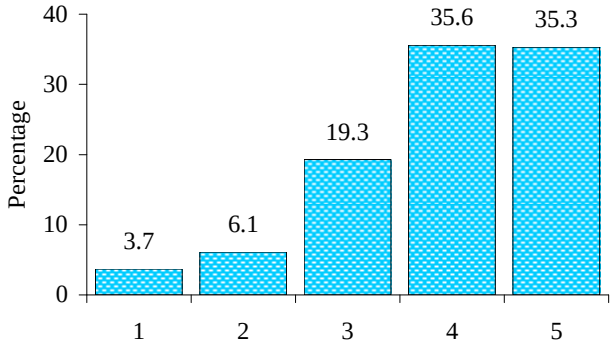
Sample = 200

Science



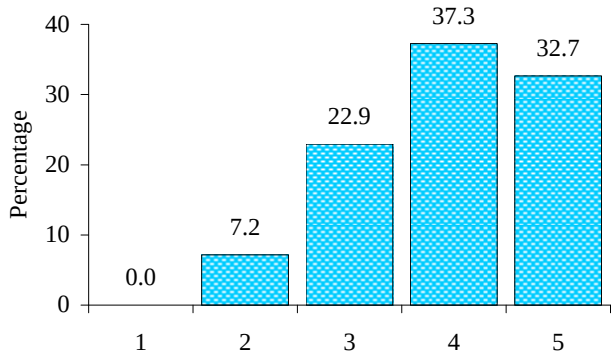
Sample = 133

ICT



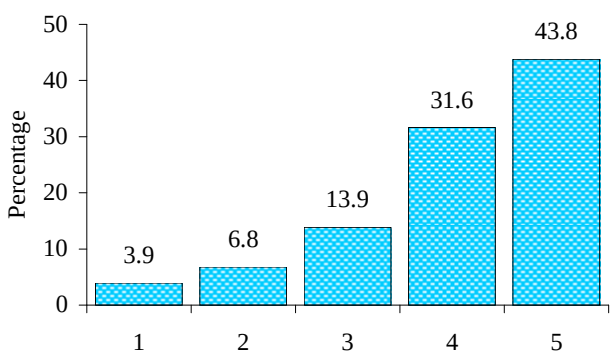
Sample = 124

Geography



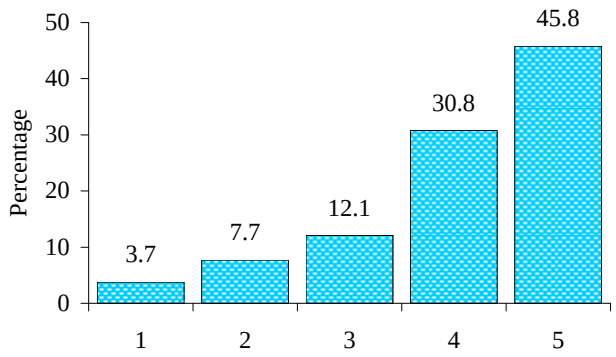
Sample = 147

History



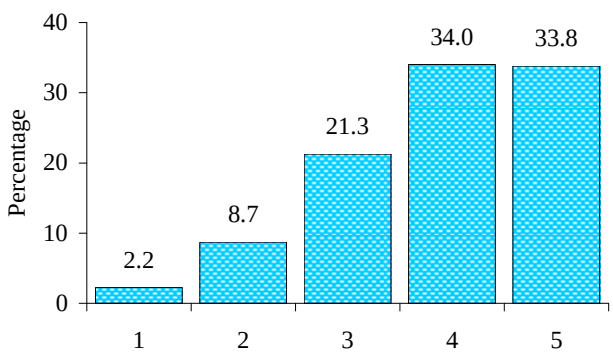
Sample = 125

Art



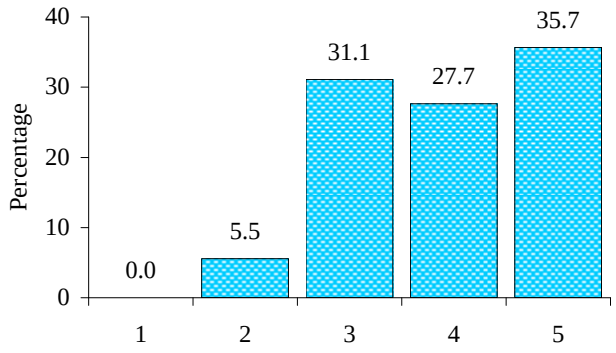
Sample = 144

RE



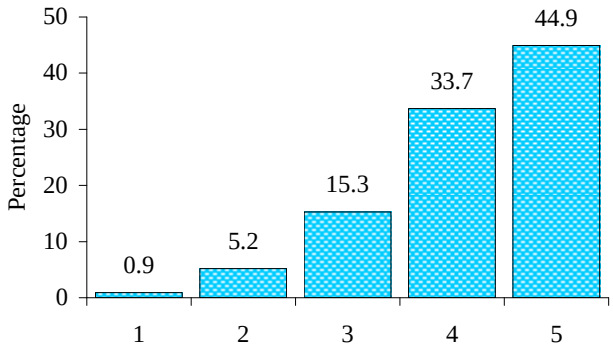
Sample = 41

French



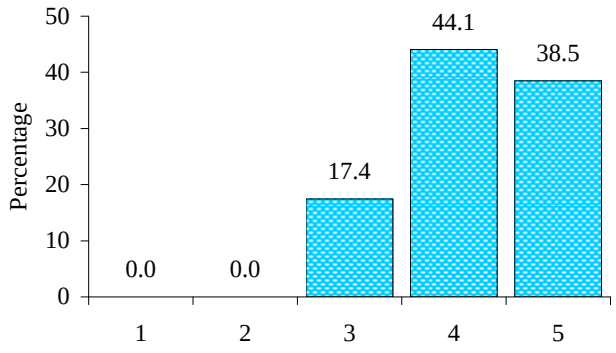
Sample = 189

PE



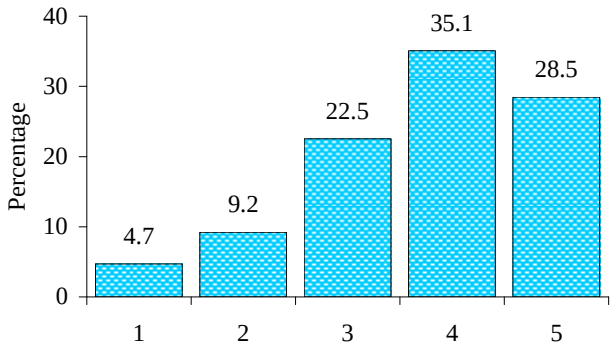
Sample = 98

Technology



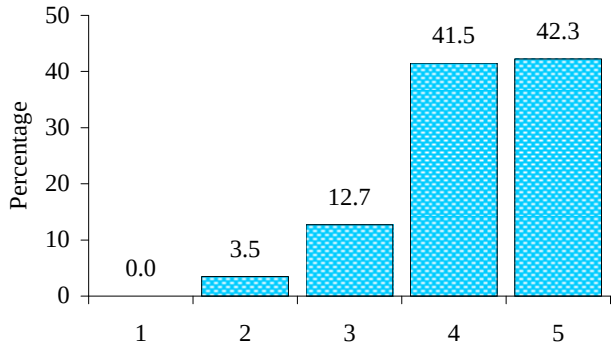
Sample = 83

Music



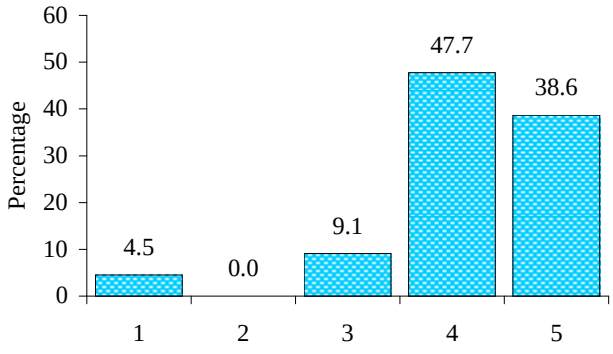
Sample = 116

Spanish



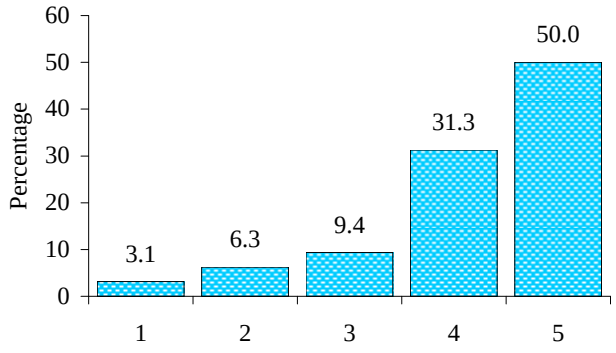
Sample = 44

Business Studies *



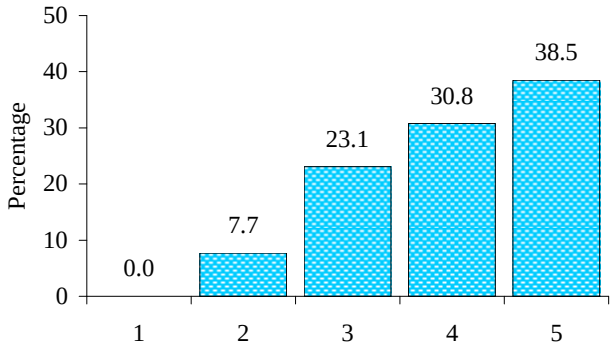
Sample = 32

Photography *



Sample = 13

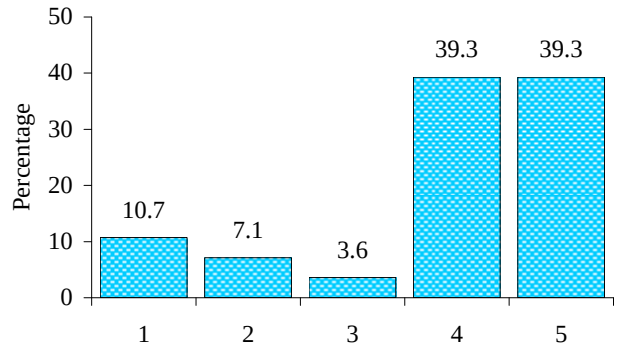
Philosophy and Ethics *



Subjects marked in **Pink** should only be considered indicative.

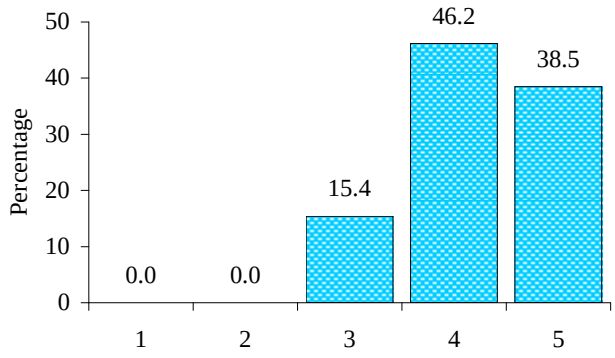
Sample = 28

Health and Social Care *



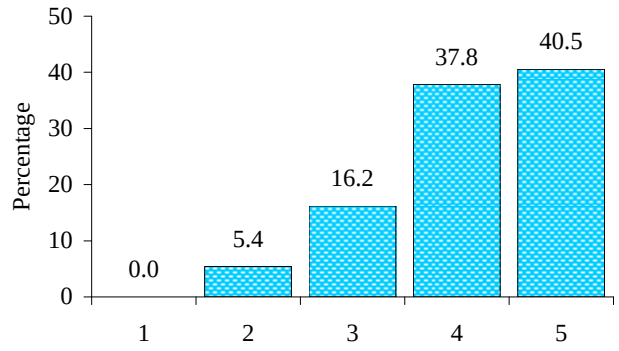
Sample = 13

Psychology *



Sample = 37

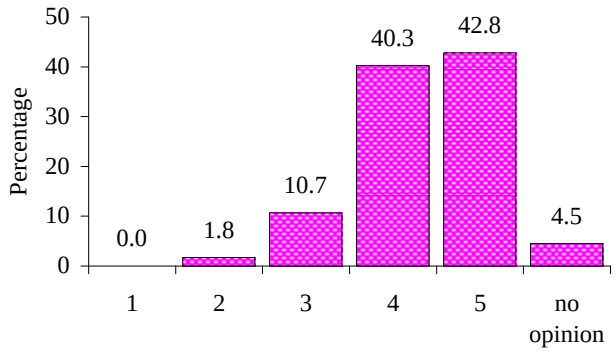
Sociology *



Subjects marked in **Pink** should only be considered indicative.

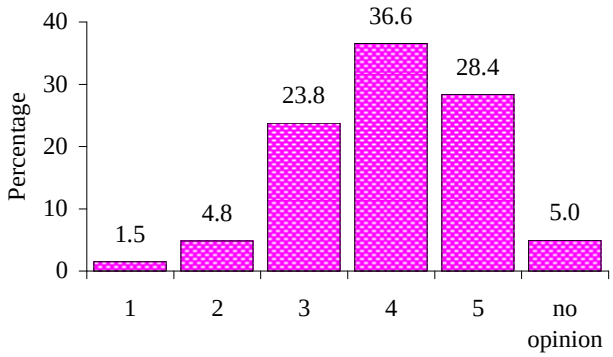
Sample=350

School discipline



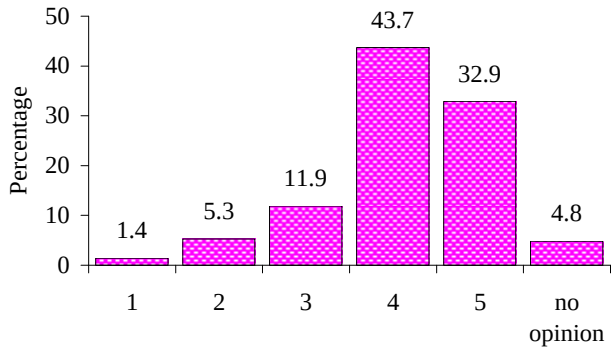
Sample=350

School facilities



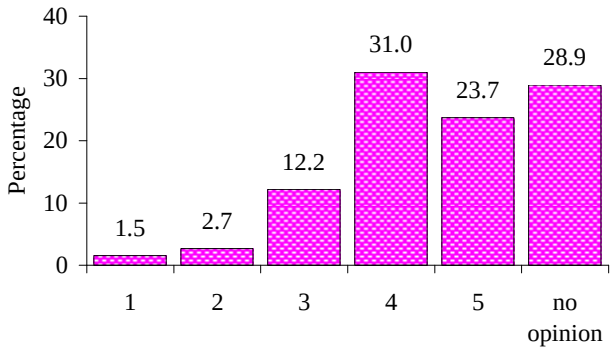
Sample=350

Developing confidence



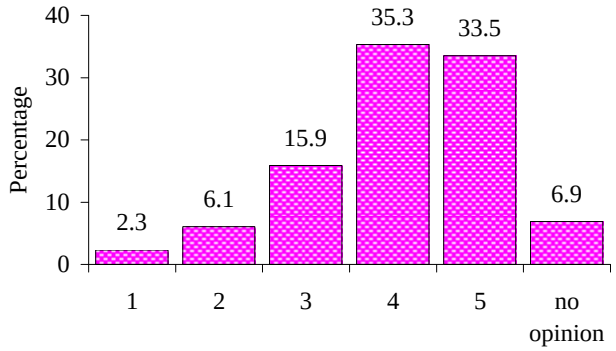
Sample=350

Social health education



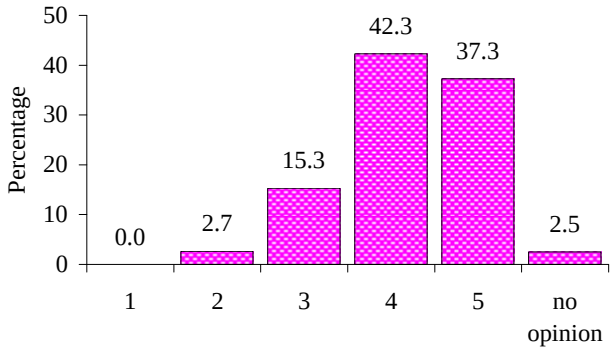
Sample=350

Control of bullying



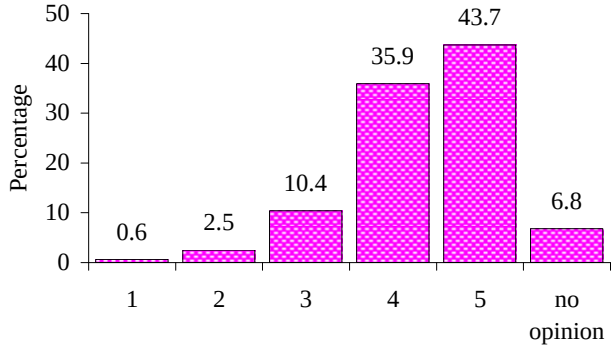
Sample=350

Caring teachers



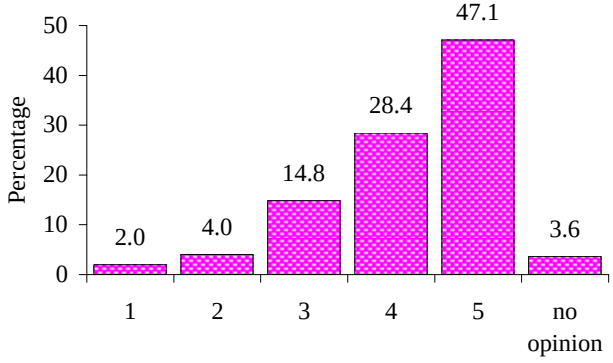
Sample=350

School security



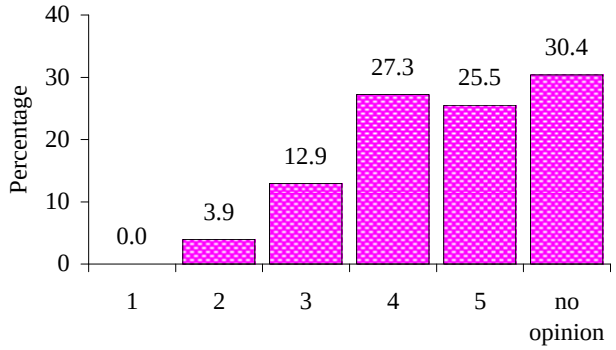
Sample=350

School communication



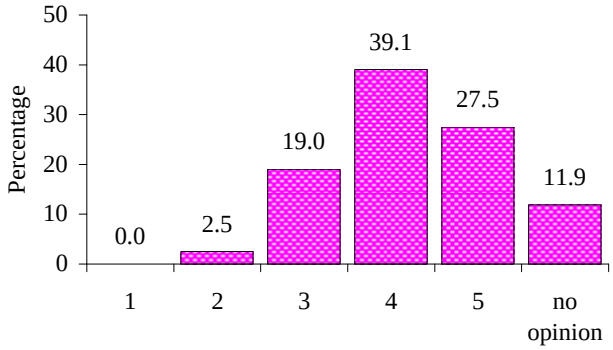
Sample=350

Careers advice



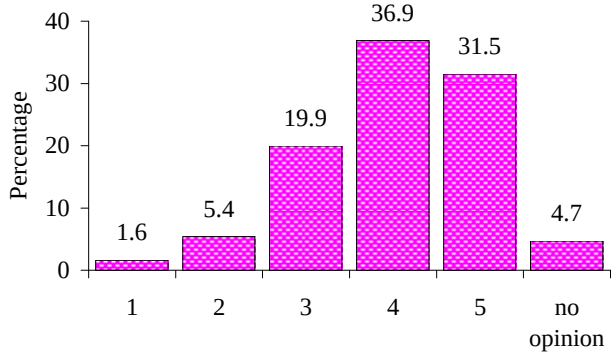
Sample=350

Developing moral values



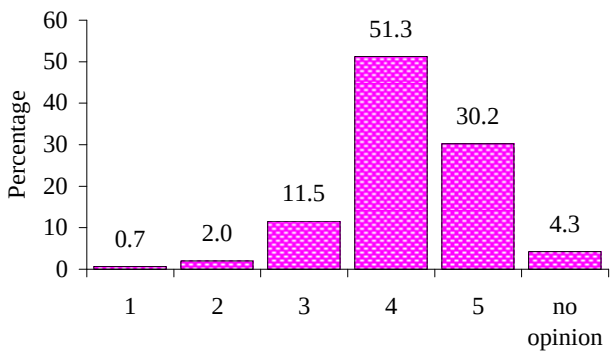
Sample=350

Levels of homework



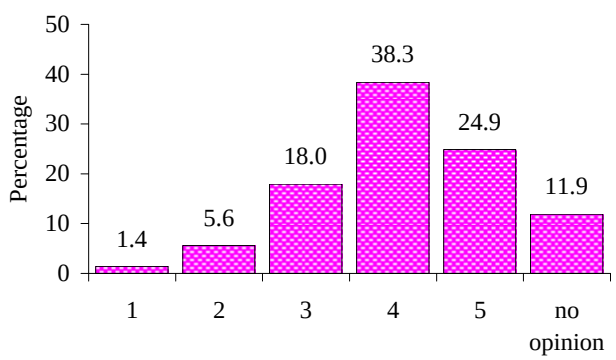
Sample=350

Happiness of child



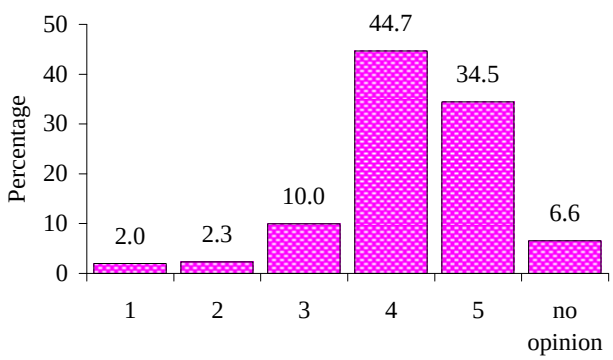
Sample=350

Community spirit



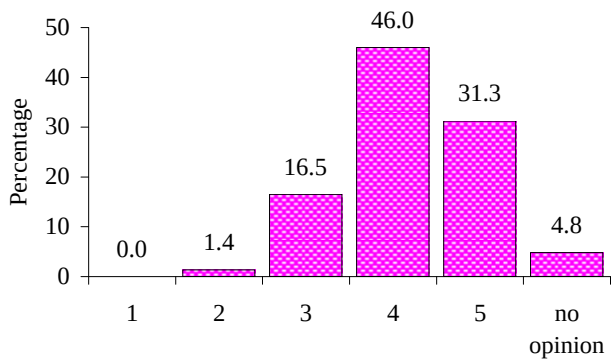
Sample=350

Developing potential



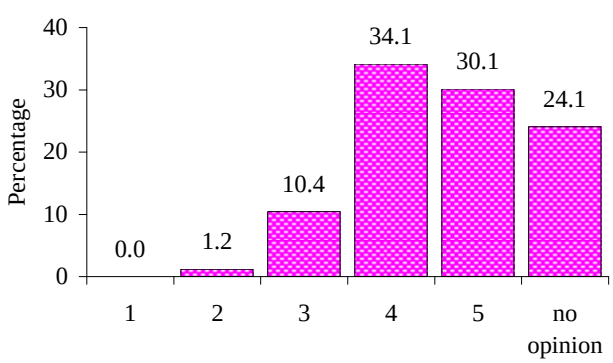
Sample=350

Teaching quality



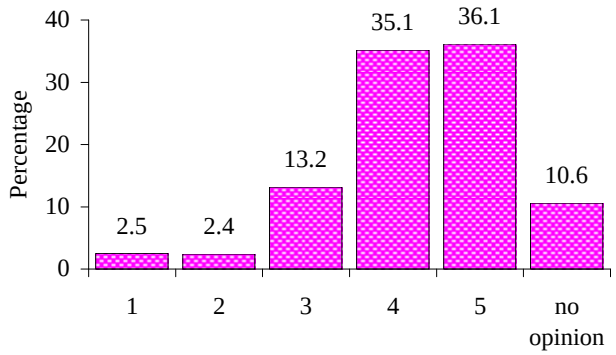
Sample=350

Exam results



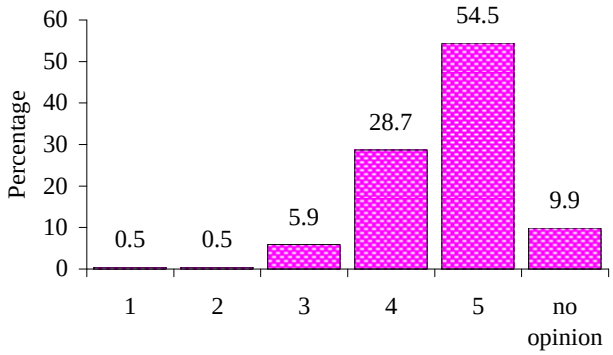
Sample=350

Choice of subjects



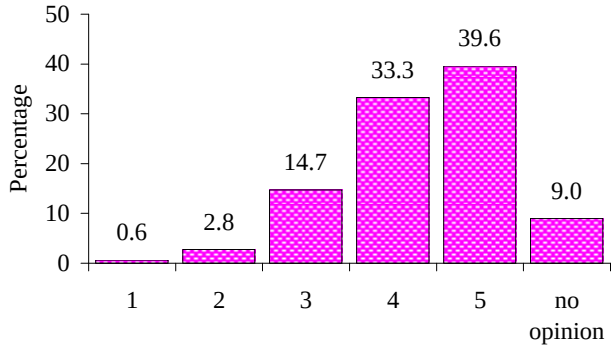
Sample=350

Truancy control



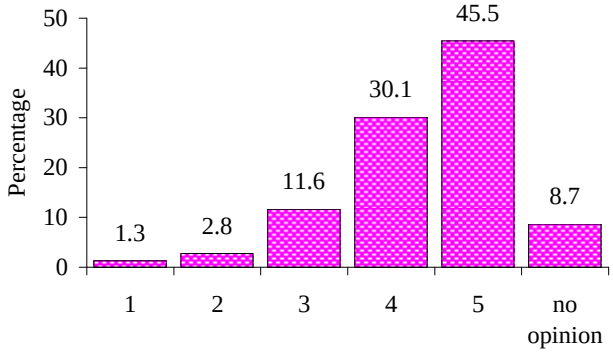
Sample=350

Availability of resources



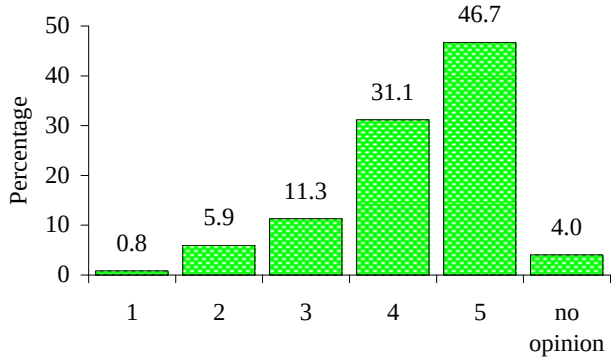
Sample=350

Computer access



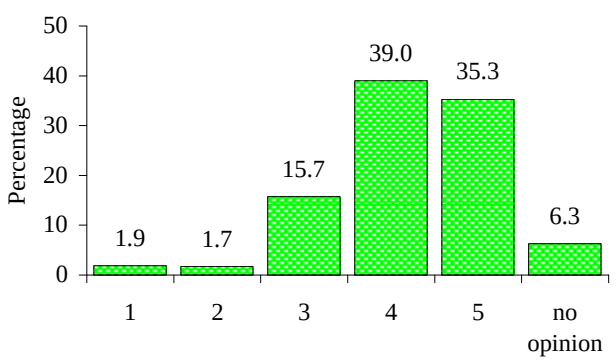
Sample=350

Parents evening



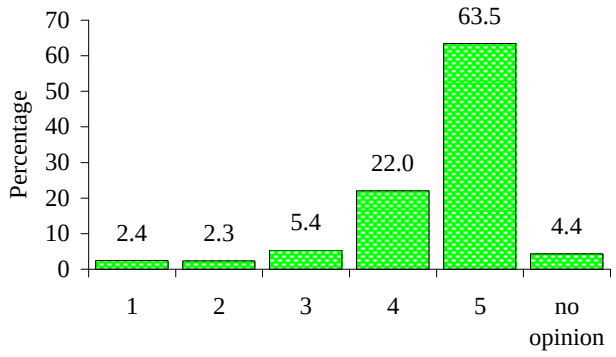
Sample=350

Access to staff



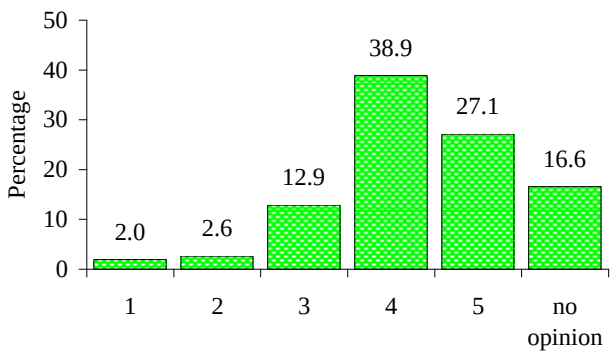
Sample=350

School uniform



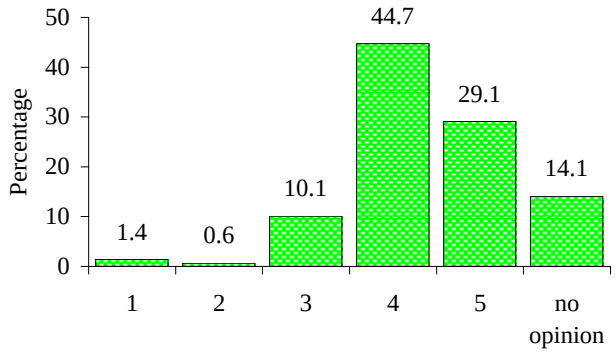
Sample=350

Handling complaints



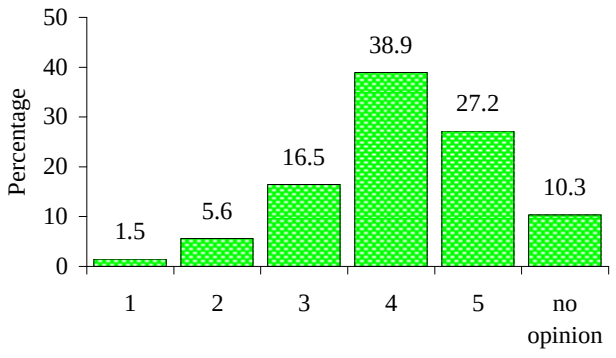
Sample=350

Quality of school management



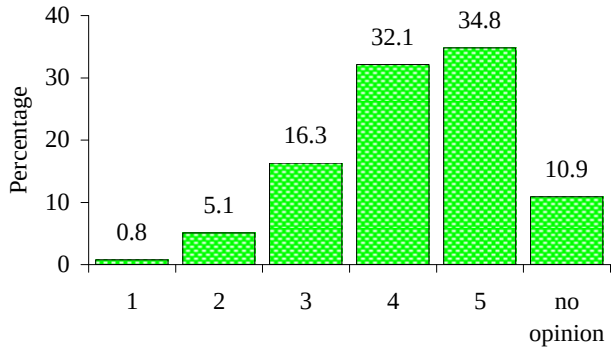
Sample=350

Regular marking of work



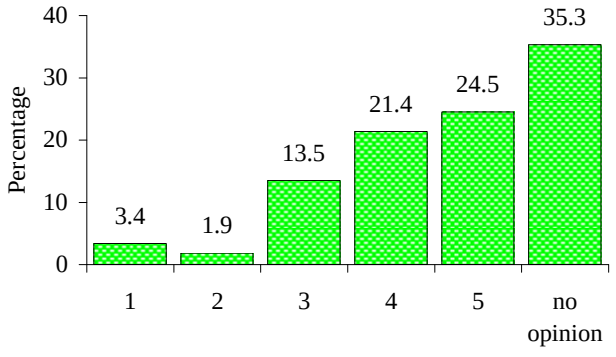
Sample=350

Treating all pupils fairly and equally



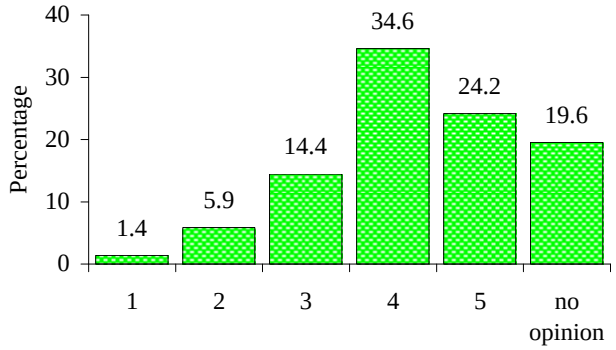
Sample=350

Transport to and from school



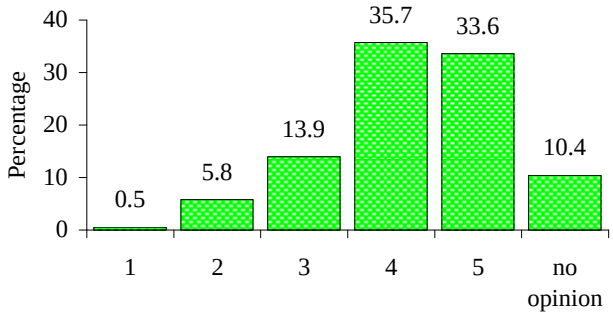
Sample=350

Written reports



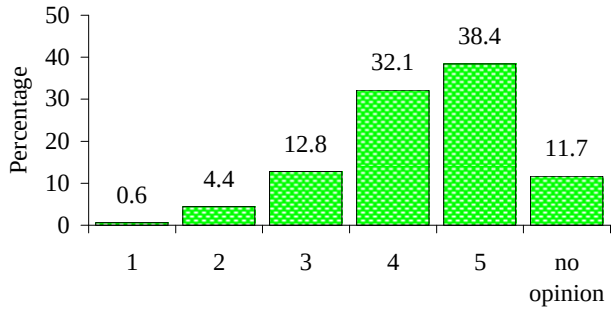
Sample=350

Encouraging and listening to parent views



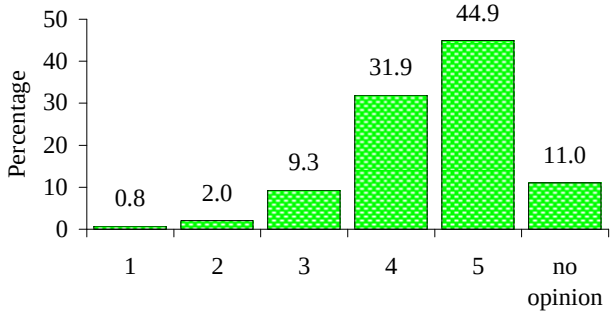
Sample=350

Explaining to parents how to help their child



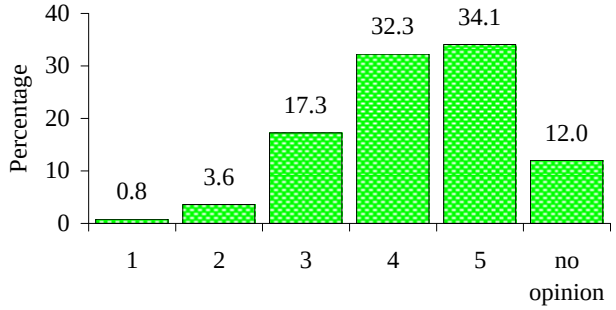
Sample=350

Celebrating and rewarding achievement



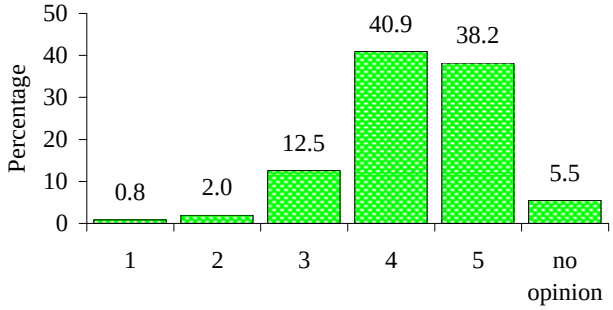
Sample=350

Tailoring workload to childs needs and ability



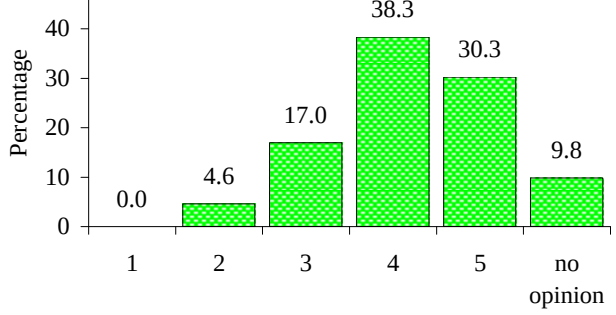
Sample=350

Ensuring pupils do best and make good progress



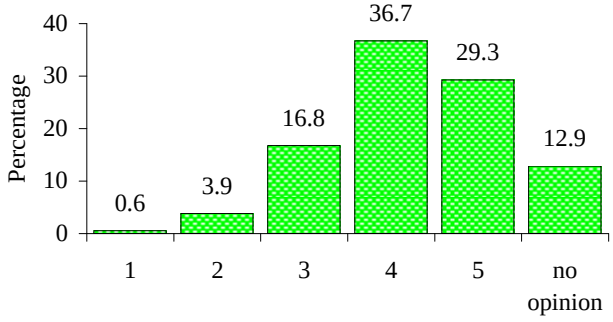
Sample=350

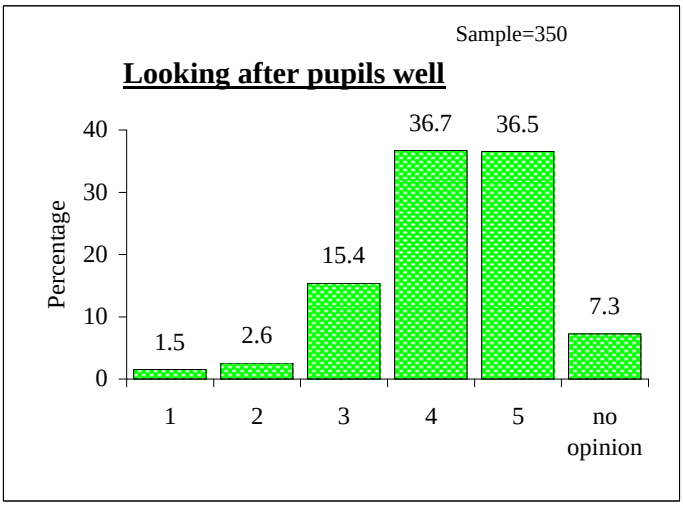
School's image in the local community



Sample=350

Encouraging and listening to pupil views

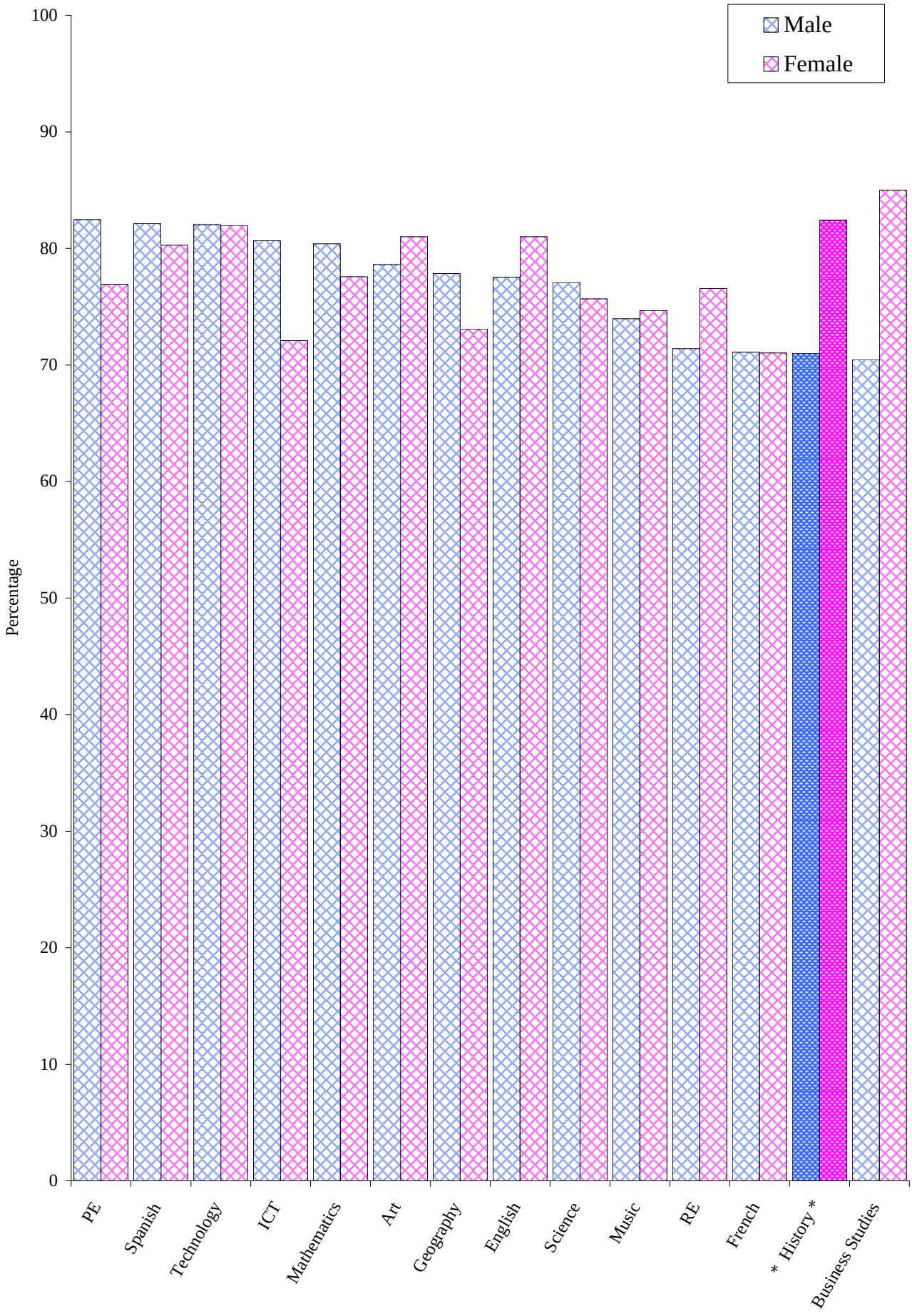



Sample=350
Looking after pupils well
Percentage
40
30
20
10
0
1.5
2.6
15.4
36.7
36.5
7.3
1
2
3
4
5
no opinion

Cross Tabular Graphical Analysis of Results

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

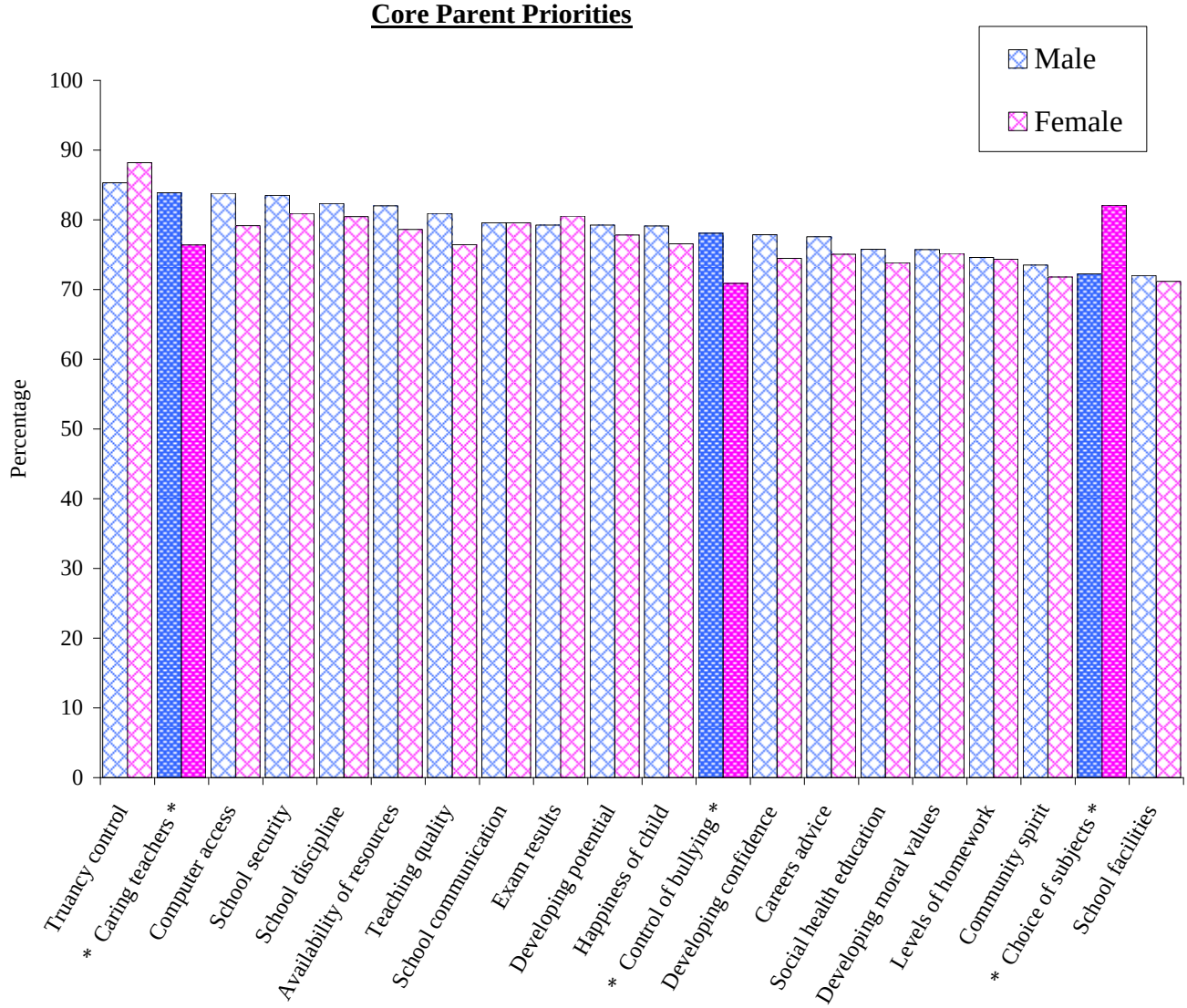
Criteria where scores showed significant differences are highlighted in bold colour, and * subject *



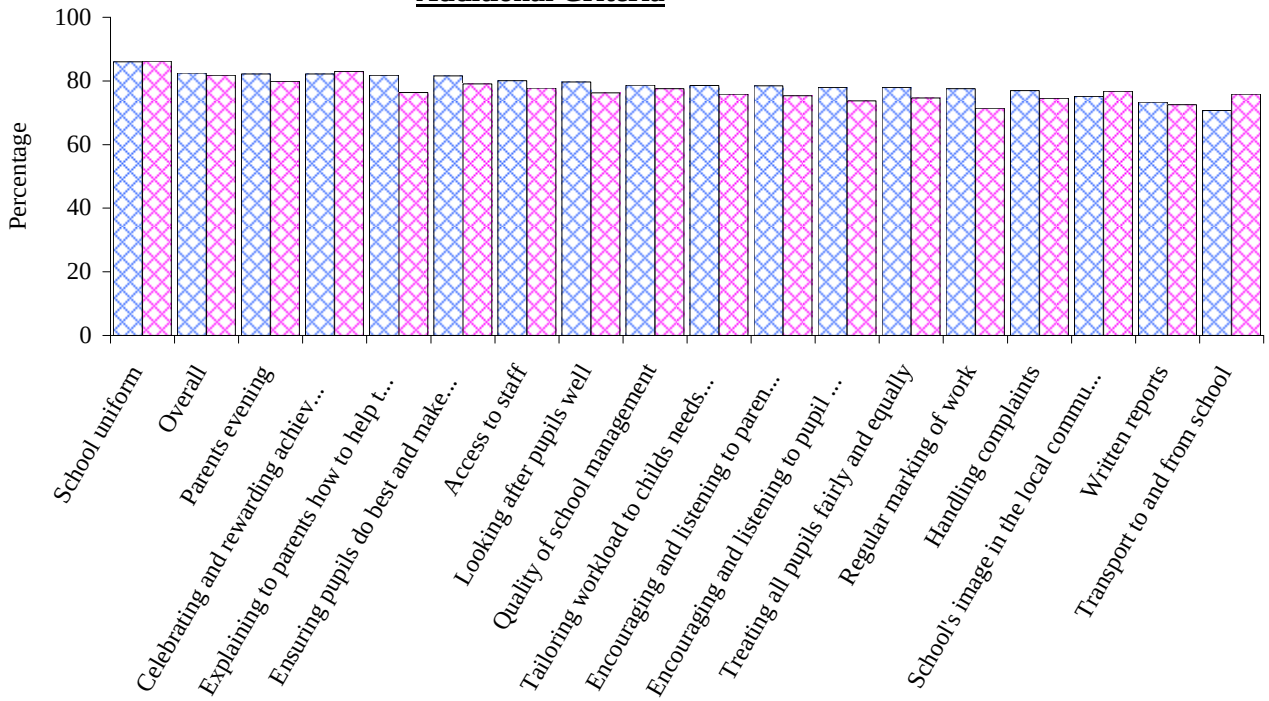
Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

Core Parent Priorities

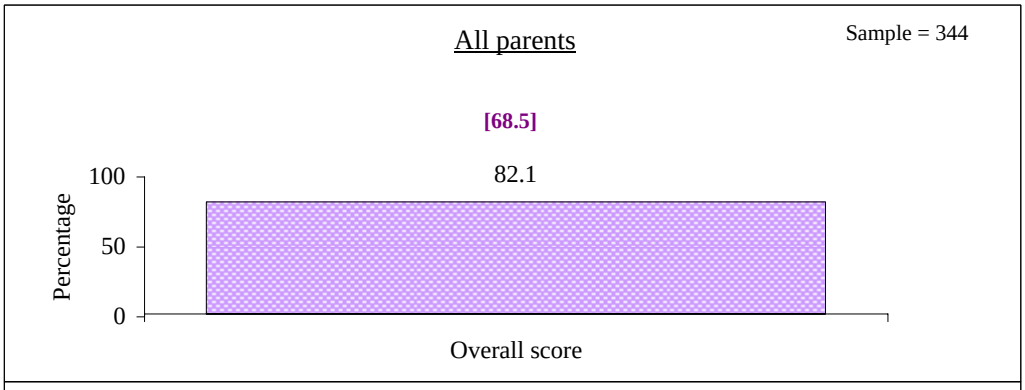


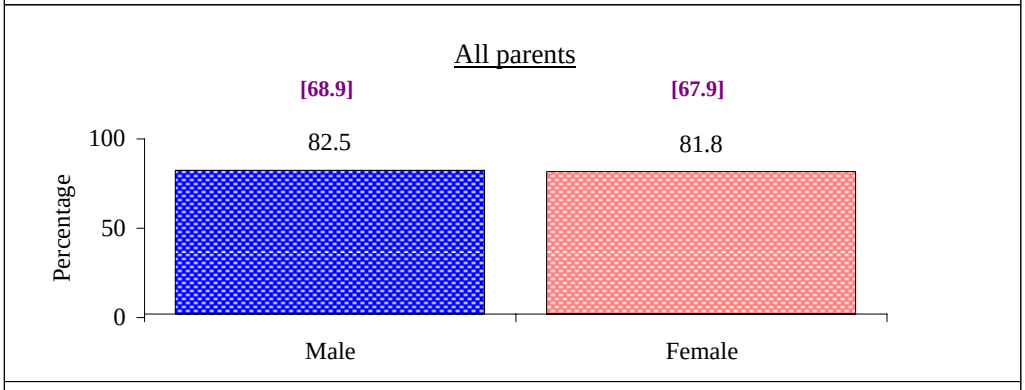
Additional Criteria

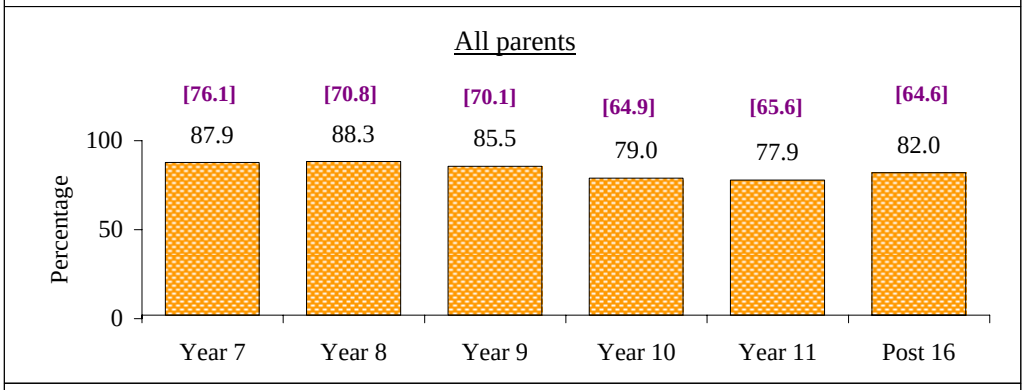


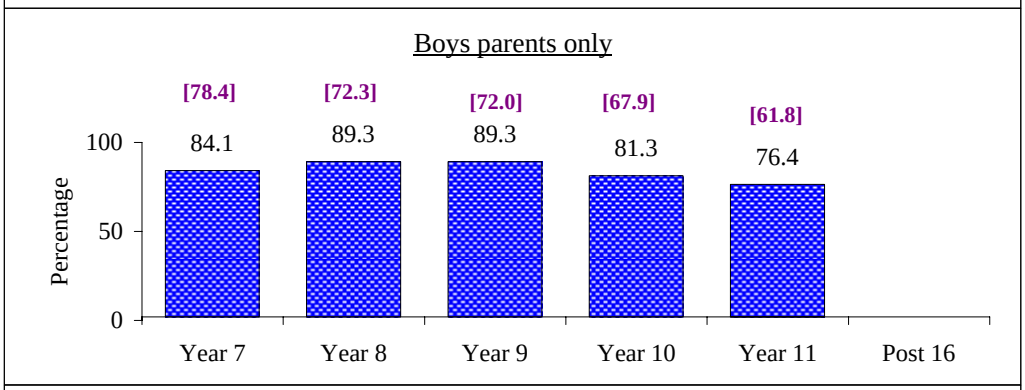
Graphs to Show the Overall Performance Scores Given by Parents, Broken Down by Year Group and Gender of Pupil.

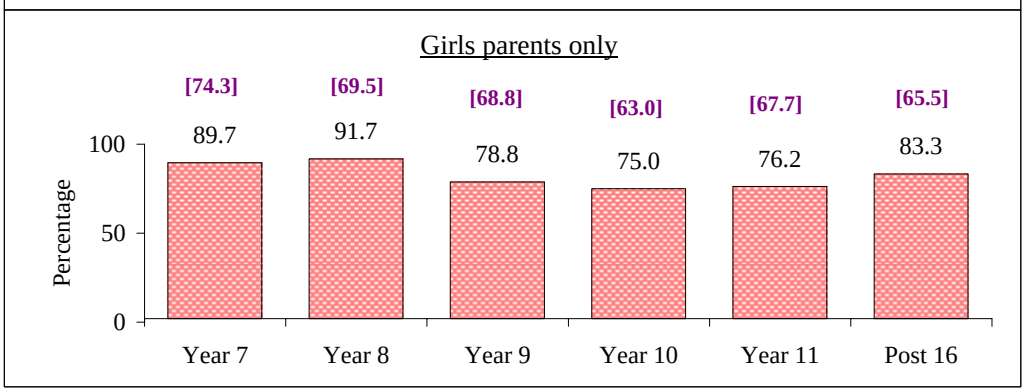
This school's last survey figures are given in **[brackets]**





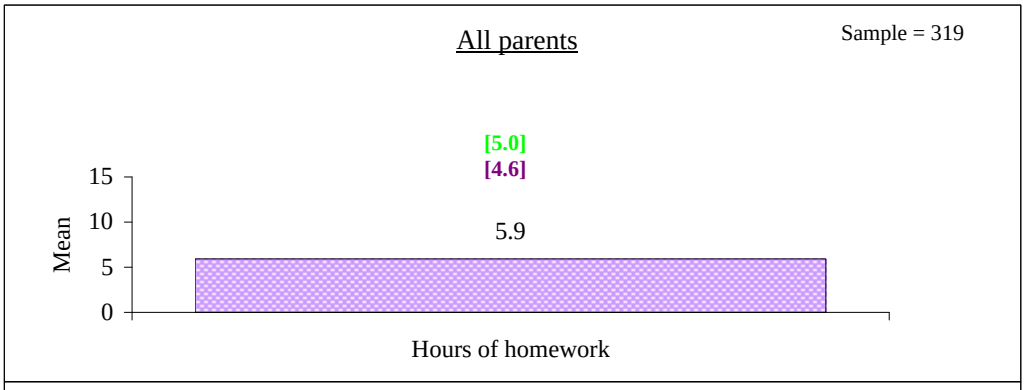


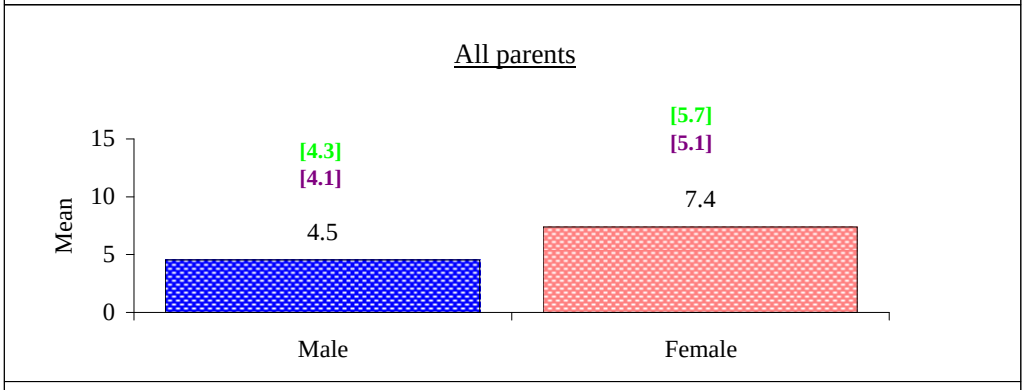


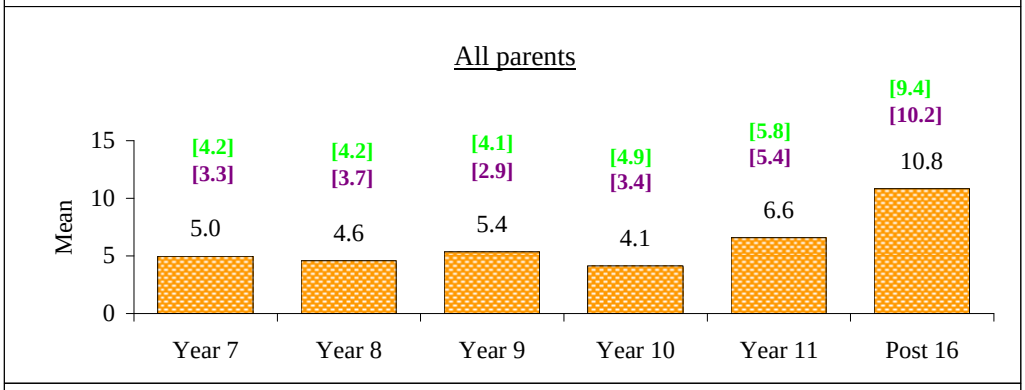


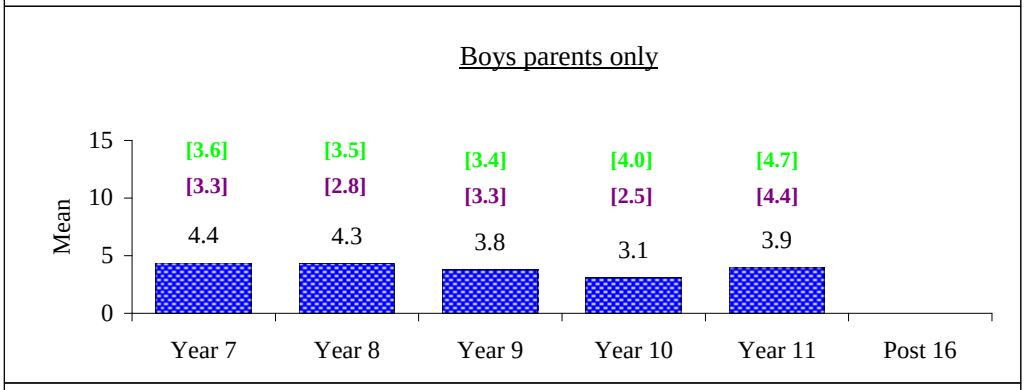
Graphs to show the Mean Number of Hours that Pupils Spend on Homework, Broken Down by Year Group and Gender of Pupil.

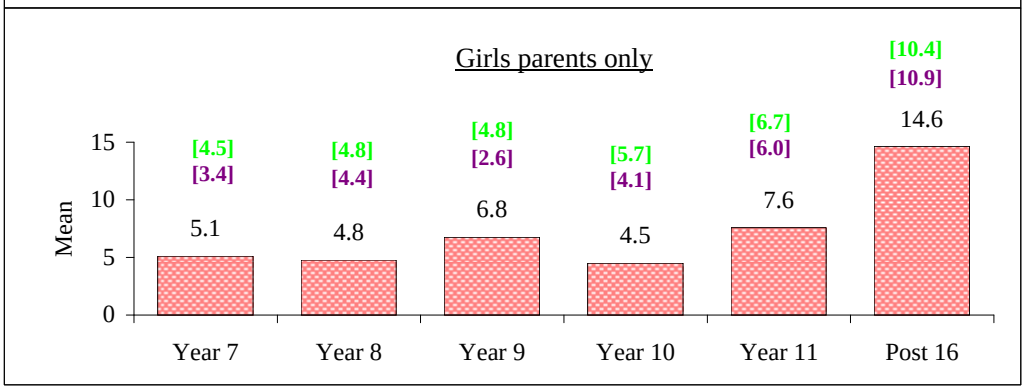
Average figures from similar schools are given in **[brackets]**, this school's last survey figures in **[brackets]**



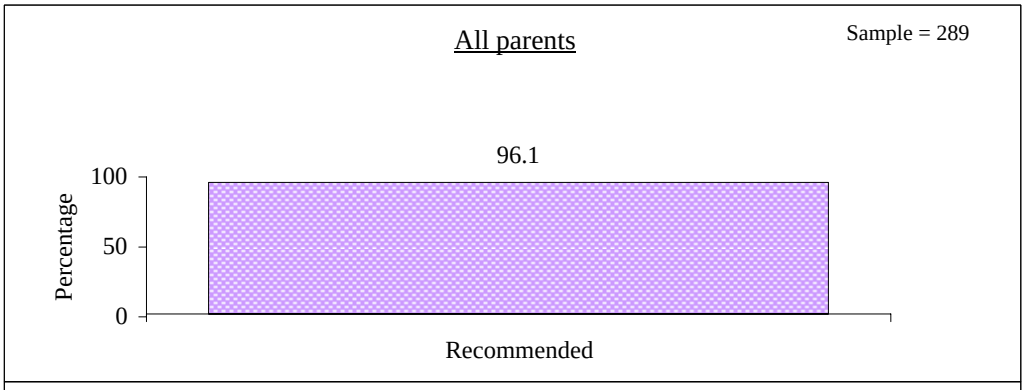


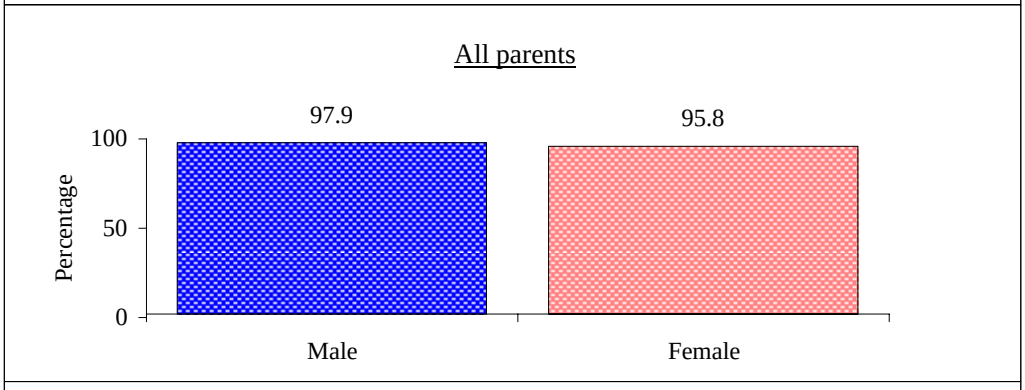


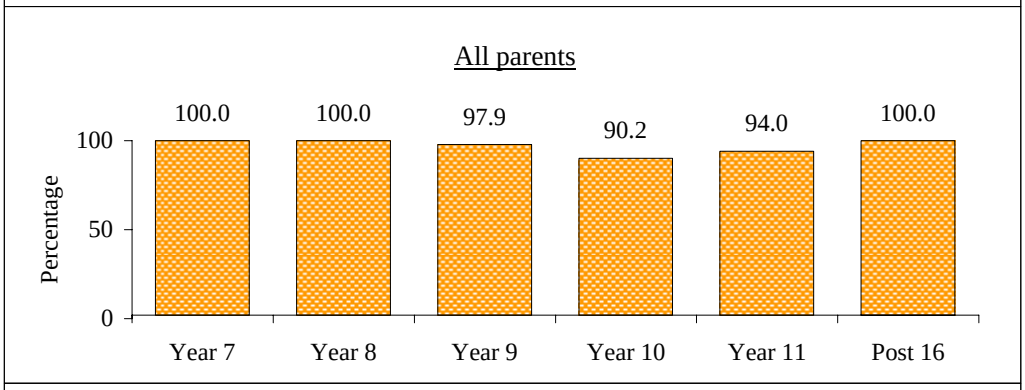


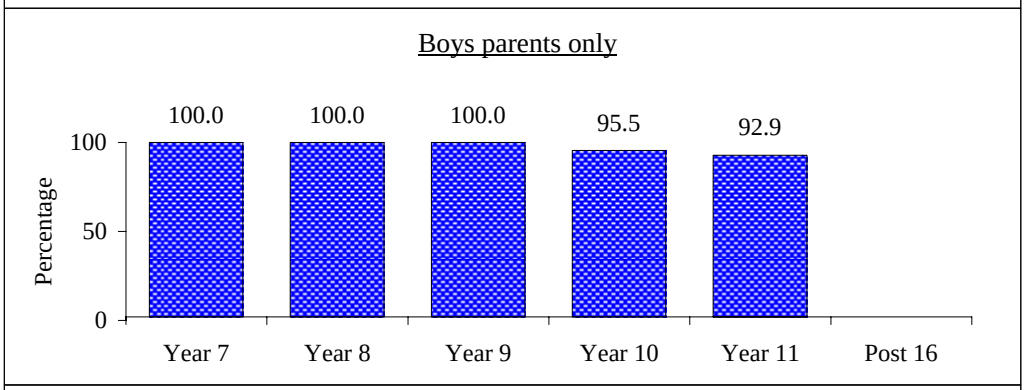


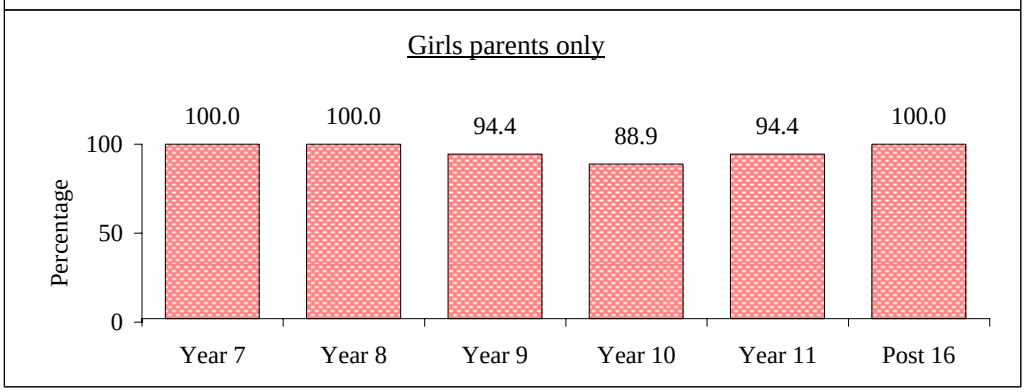
Graphs to Show Breakdown of Whether Parents would Recommend the School, Broken Down by Year Group and Gender of Pupil.



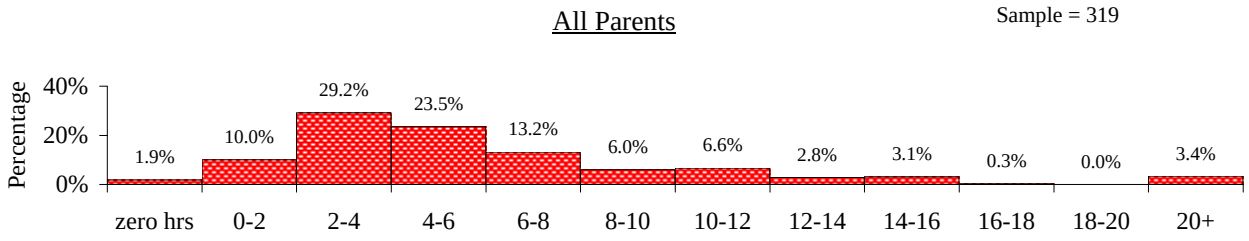


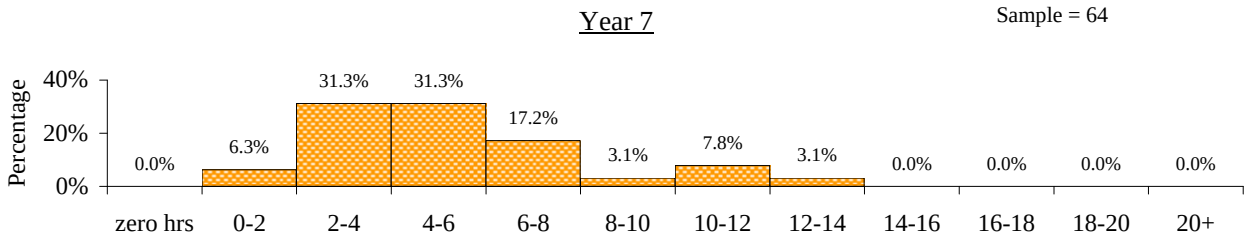


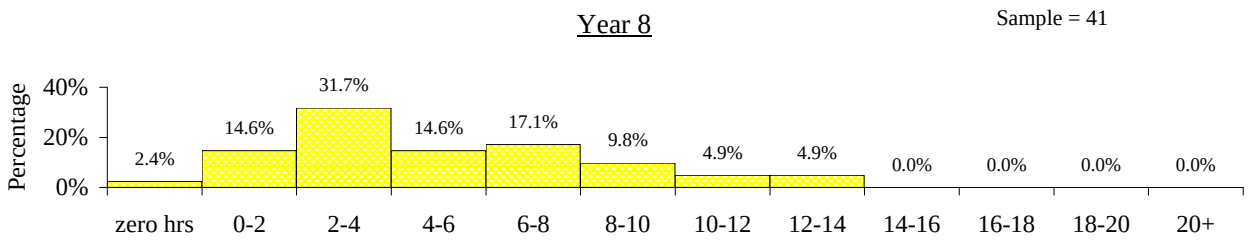


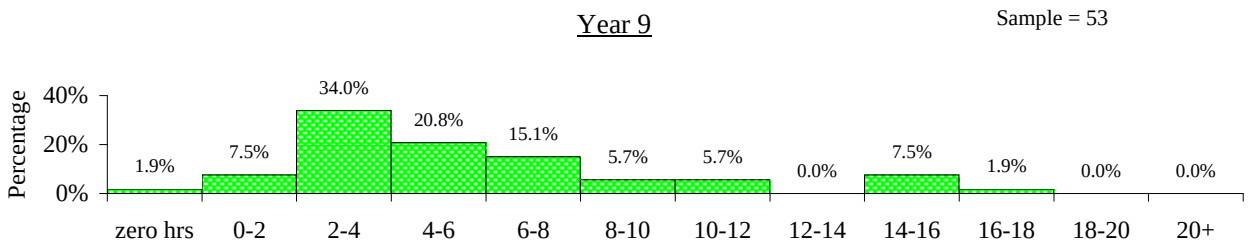


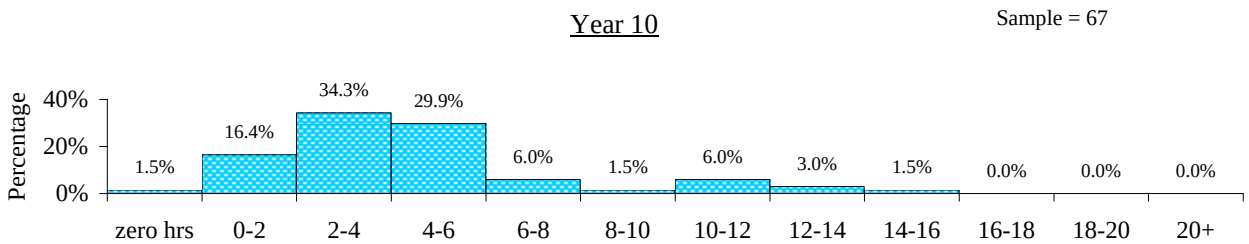
Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group

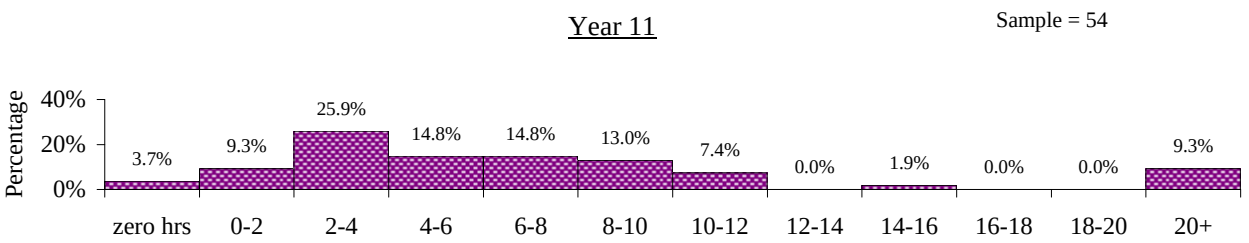


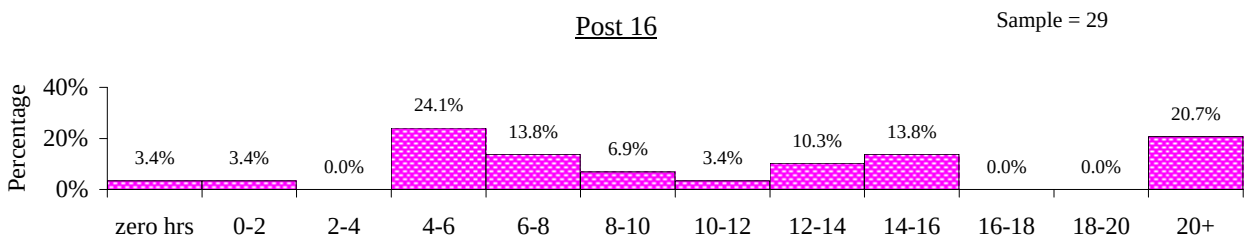








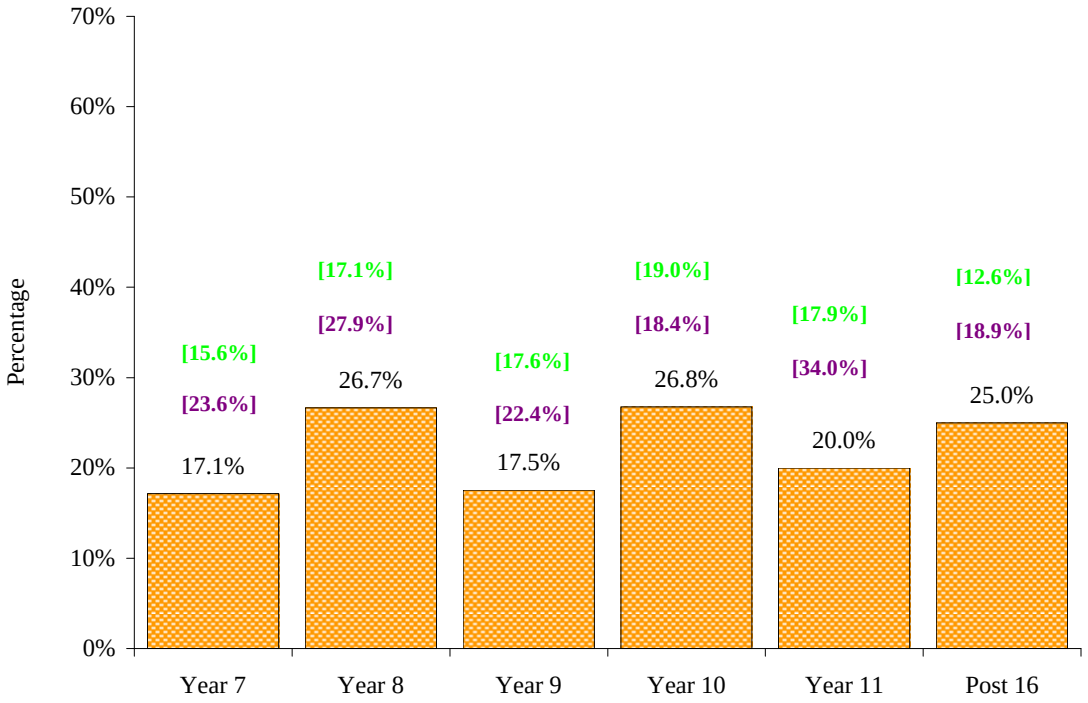




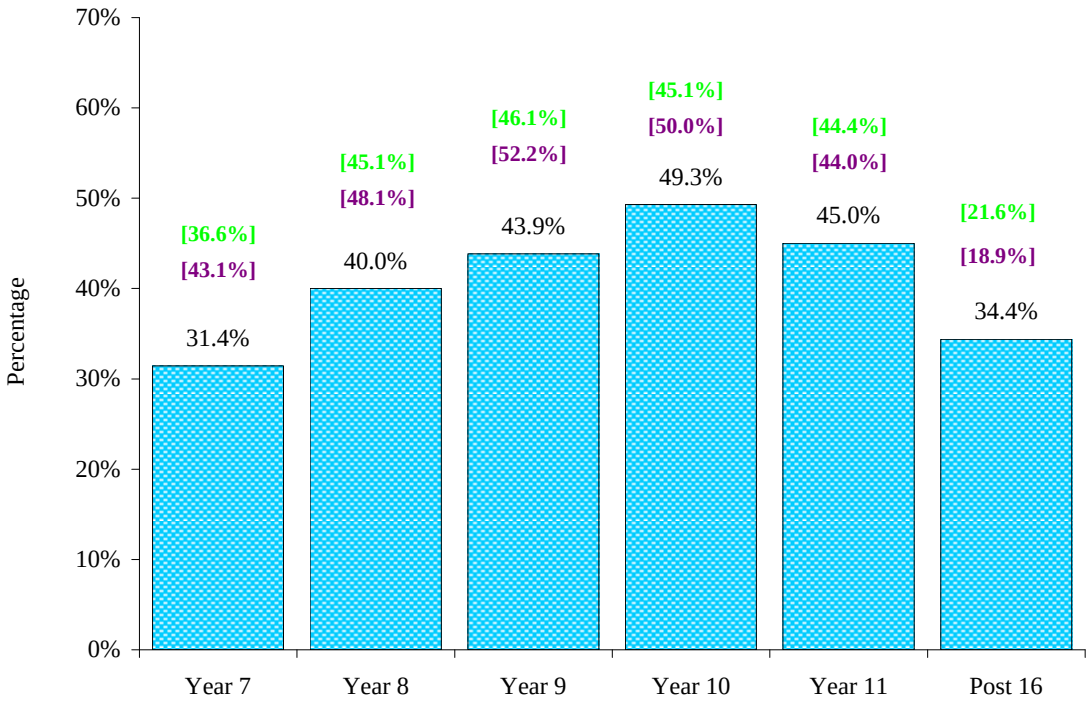
Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in **[brackets]**, this school's last survey figures in **[brackets]**

Pushed Too Hard

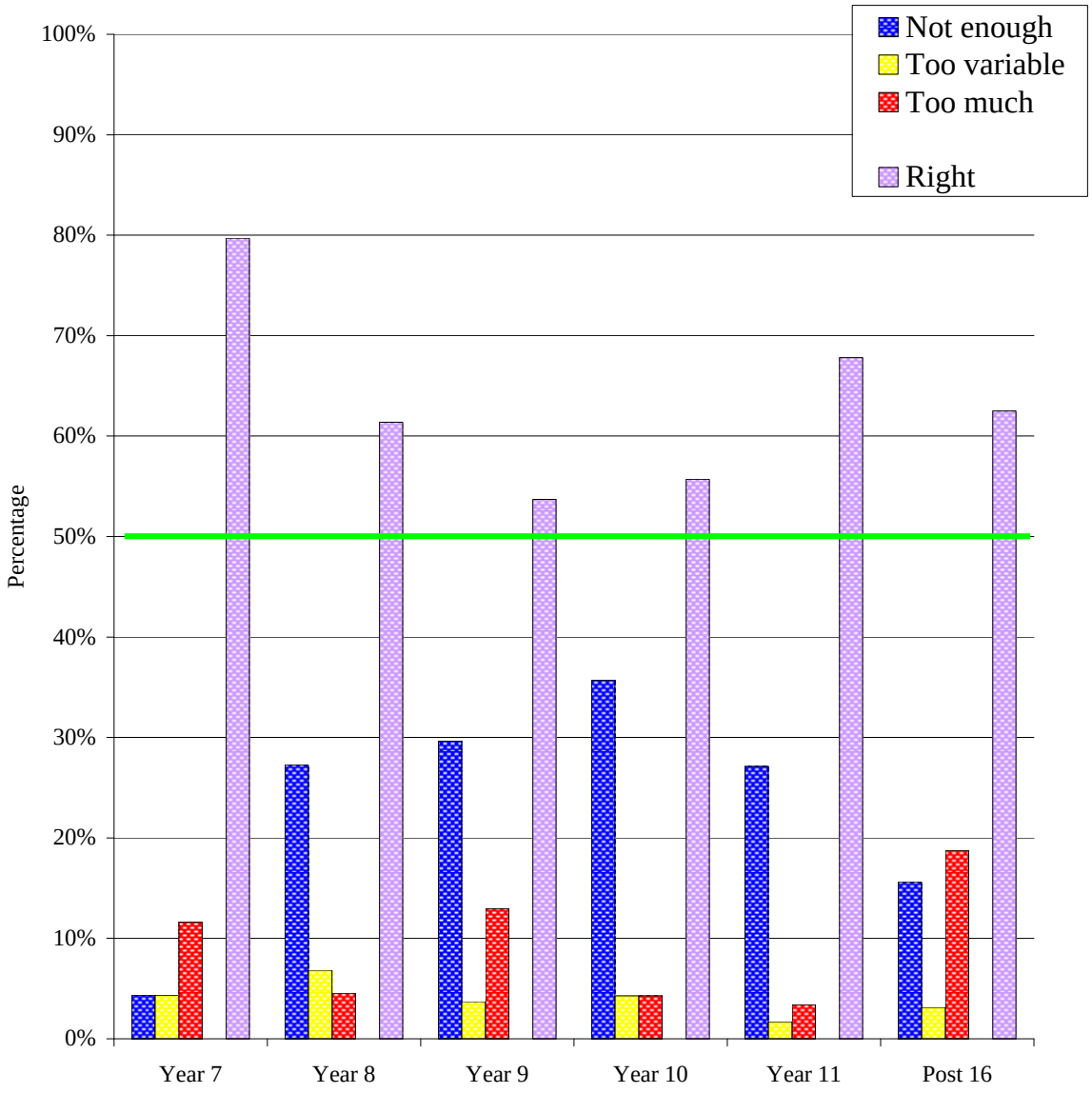


Not Pushed Hard Enough



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

For this question, schools typically achieve more than 50% of parents who choose "Right". This level was achieved for all year groups.



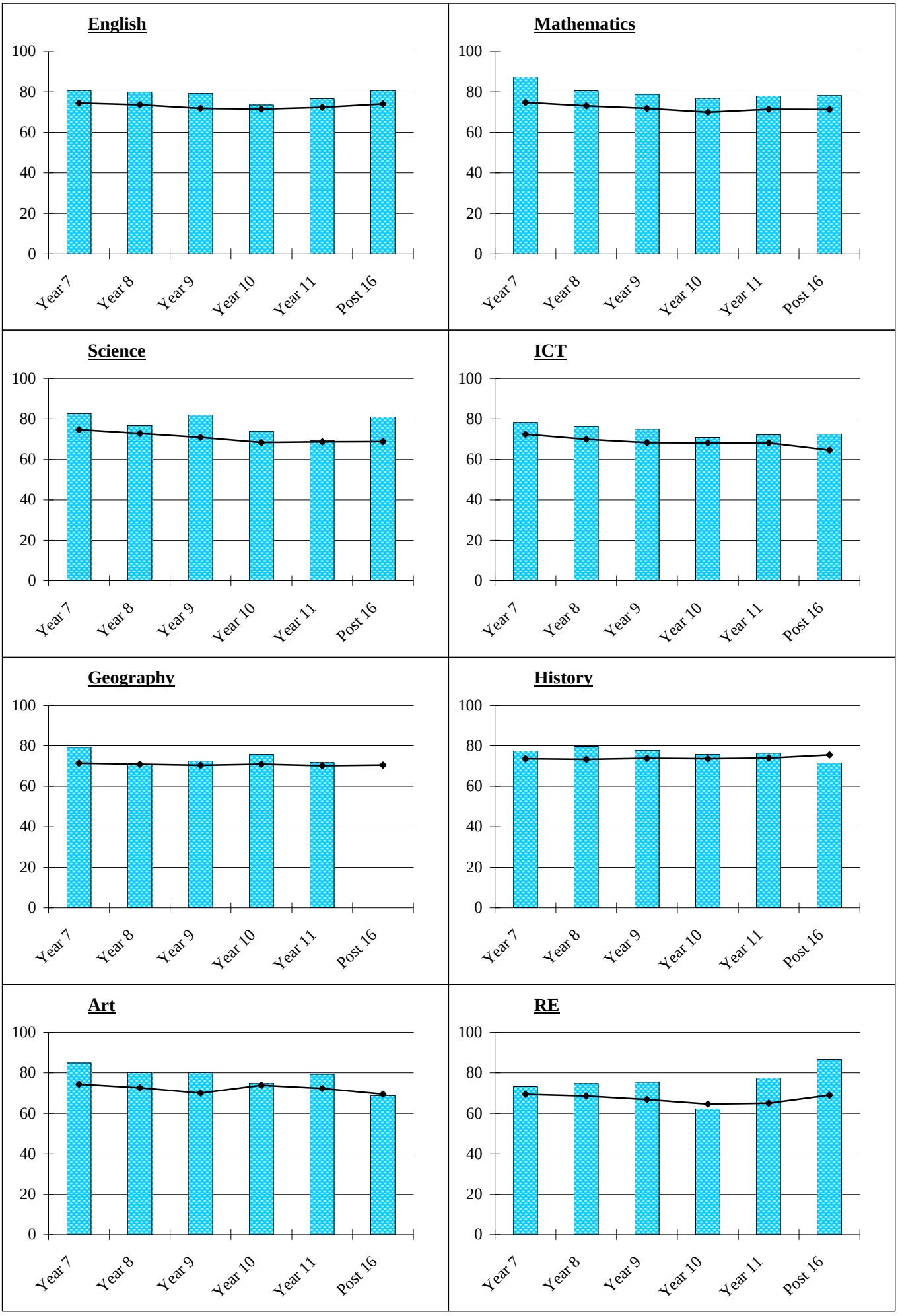
All Academic and Non-Academic Criteria shown by Year Group

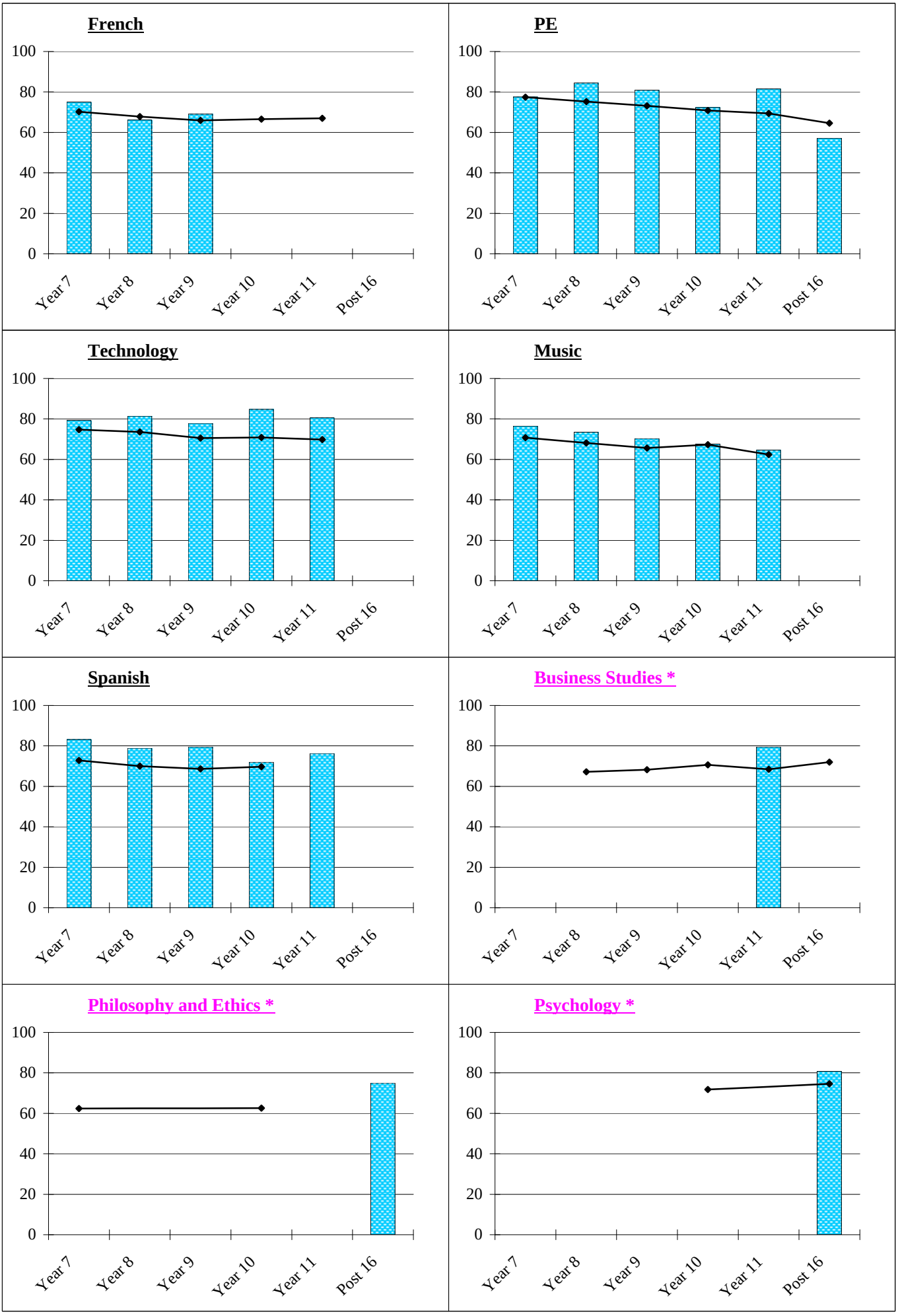
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

The black line shows the scores achieved from the average of similar schools, (where these averages are available).

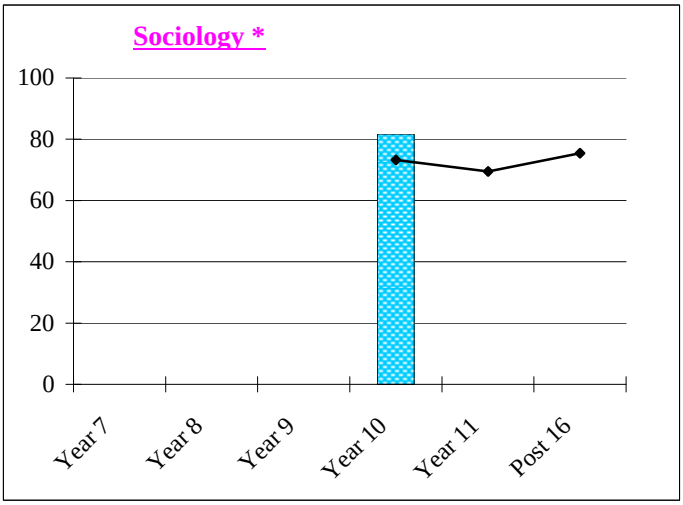
Year groups where there were less than 12 respondants for a criterion are not shown.

Please note: these year group scores are unweighted.

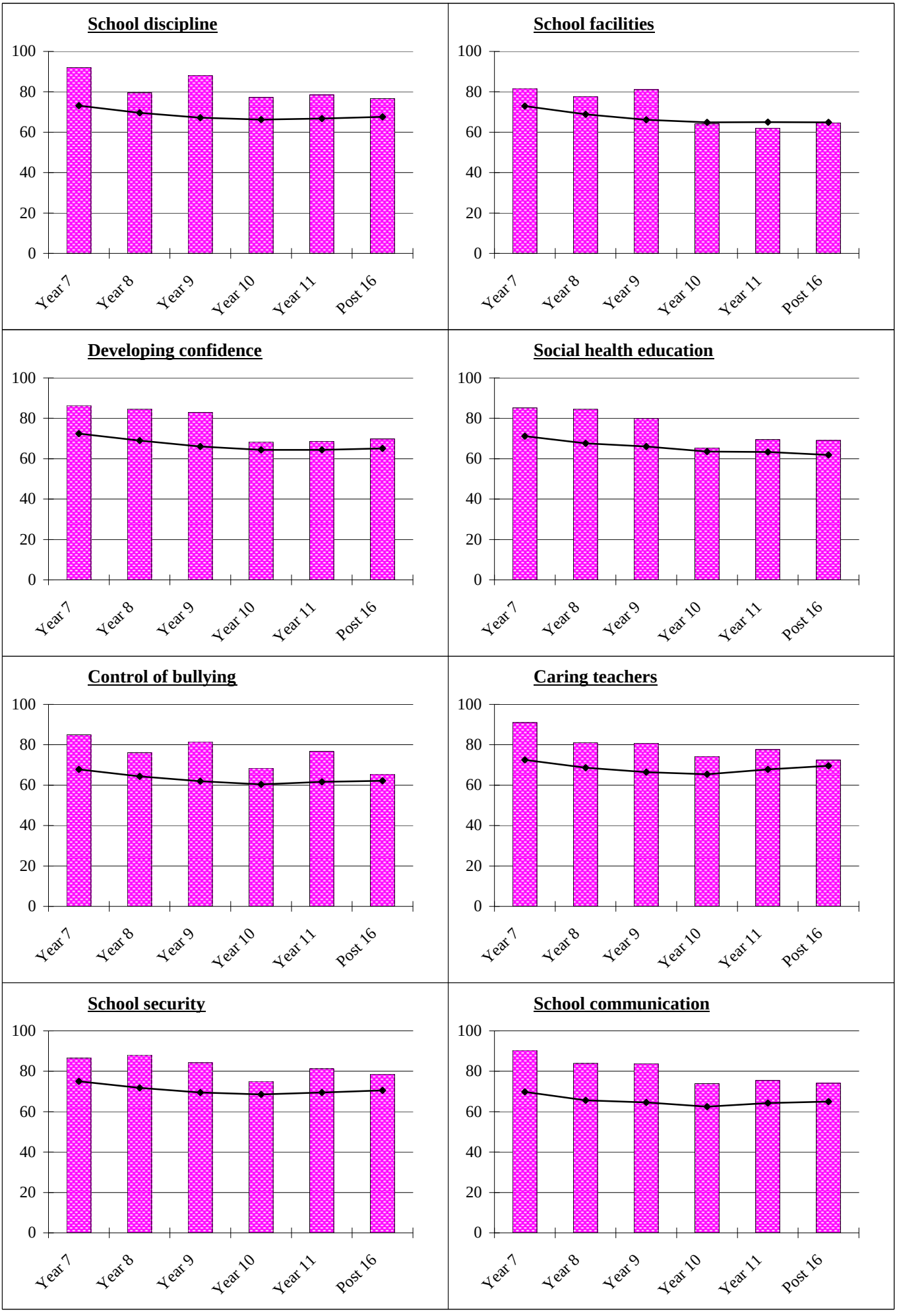

English
Mathematics
Science
ICT
Geography
History
Art
RE
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16

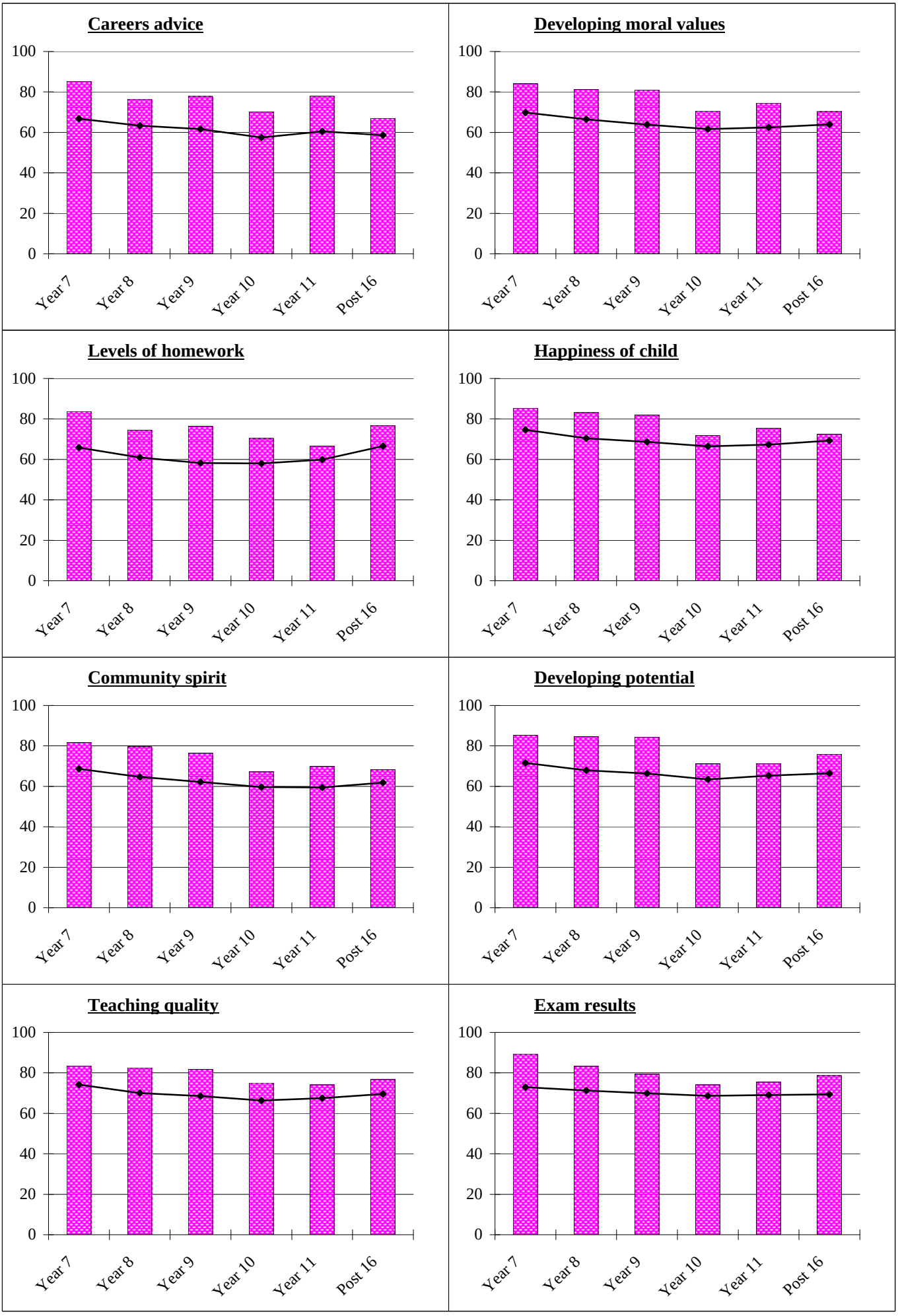


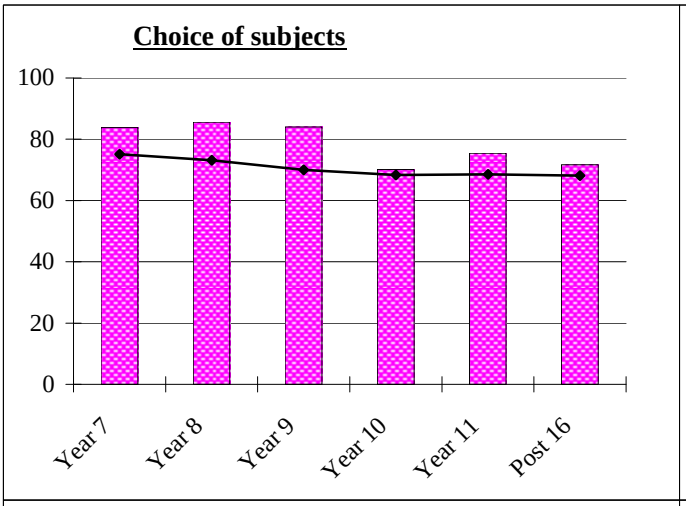
Subjects marked in **Pink** should only be considered indicative.

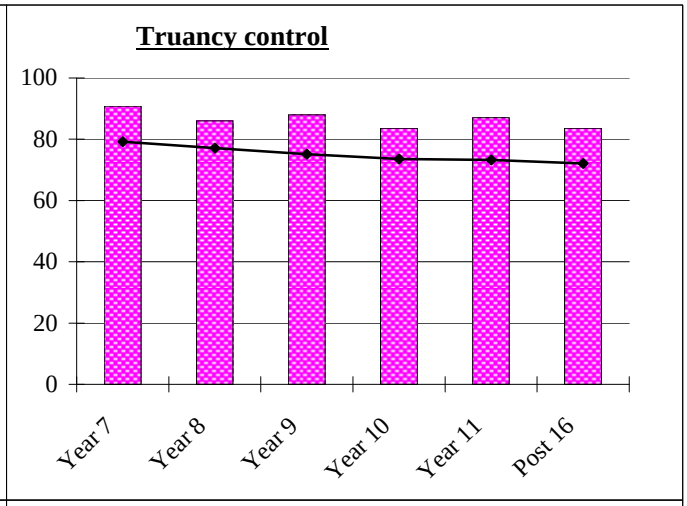


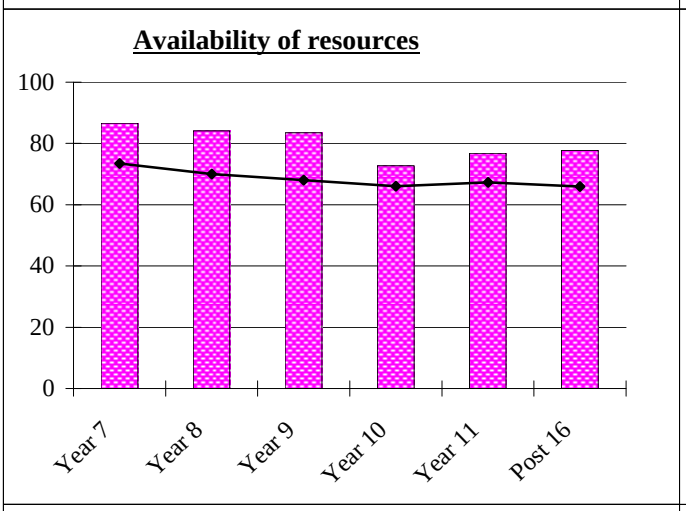
Subjects marked in **Pink** should only be considered indicative.

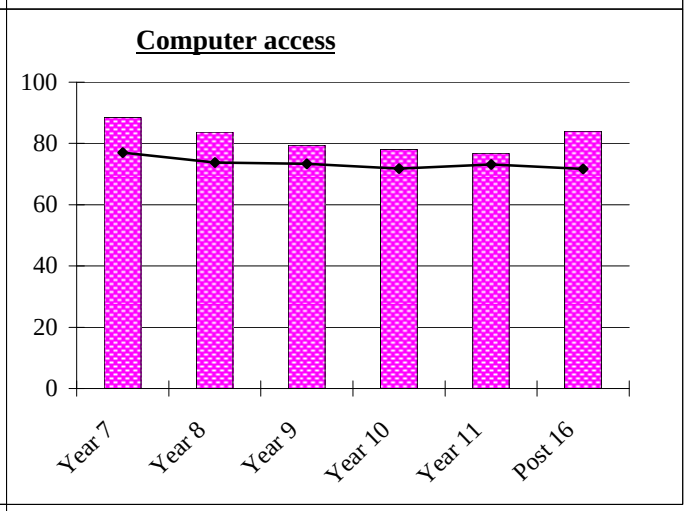

School discipline
School facilities
Developing confidence
Social health education
Control of bullying
Caring teachers
School security
School communication
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16

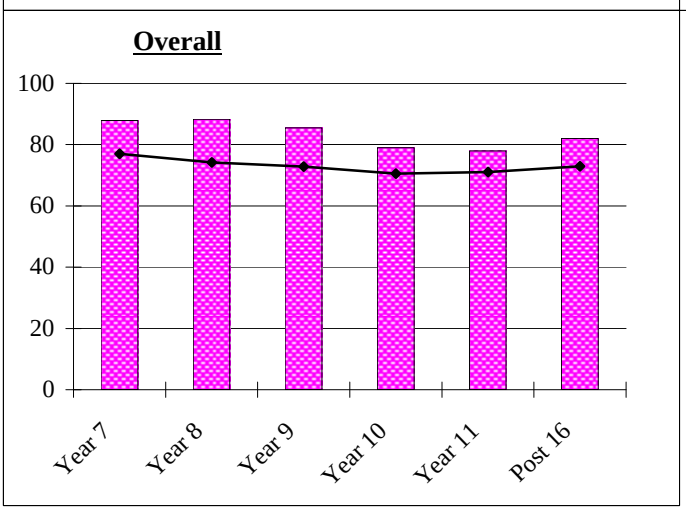

Careers advice
Developing moral values
Levels of homework
Happiness of child
Community spirit
Developing potential
Teaching quality
Exam results
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16

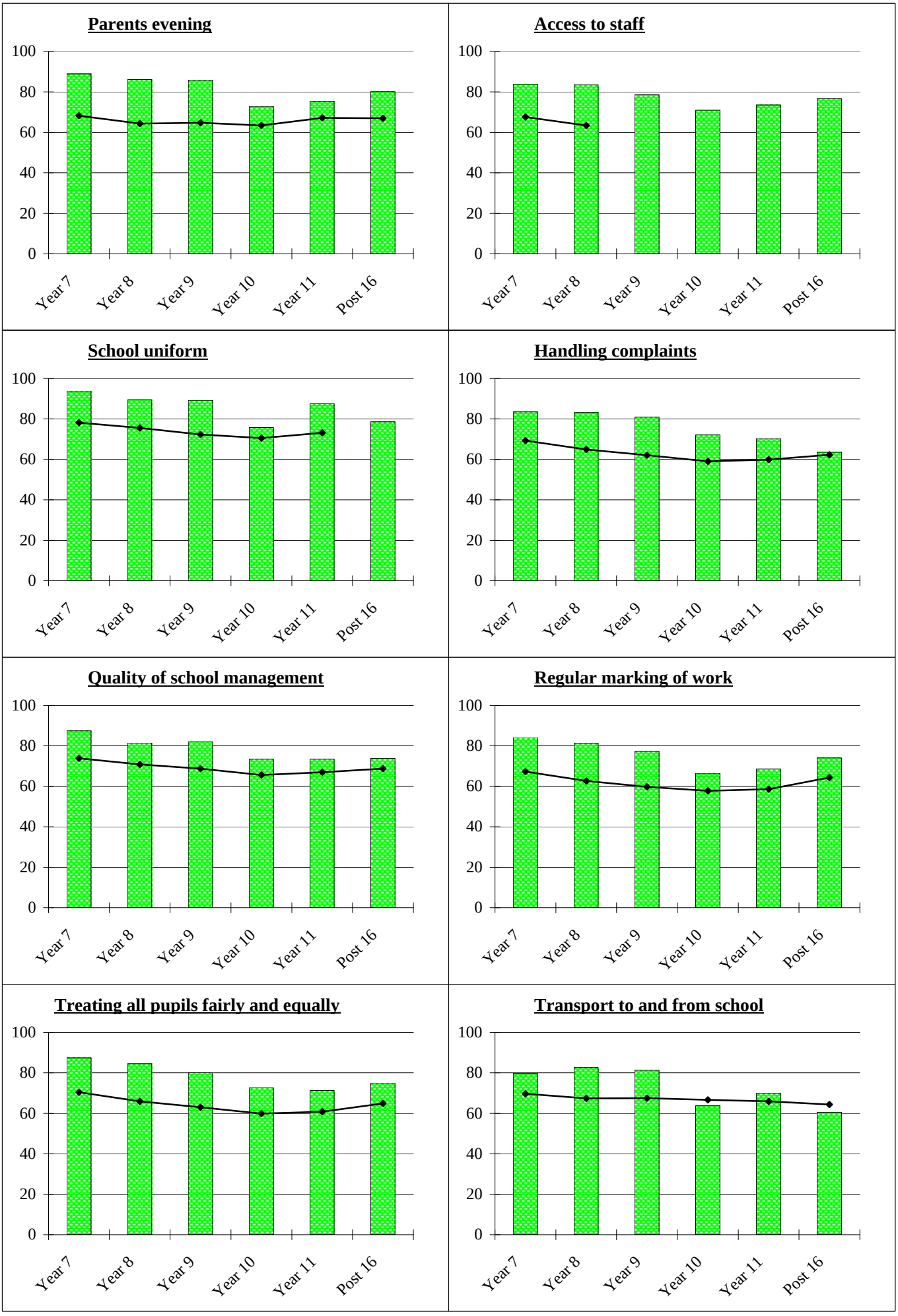

Choice of subjects
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16


Truancy control
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16

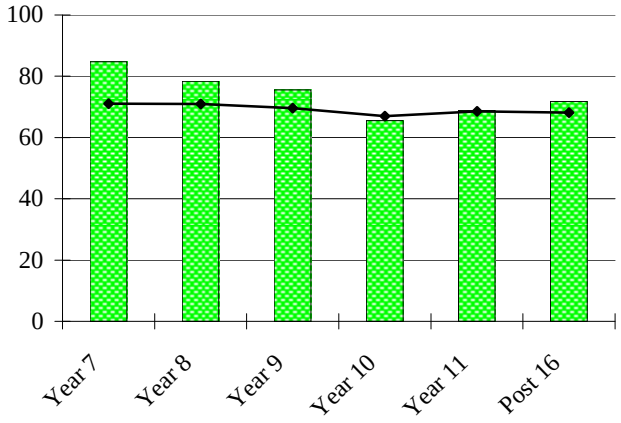

Availability of resources
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16


Computer access
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16

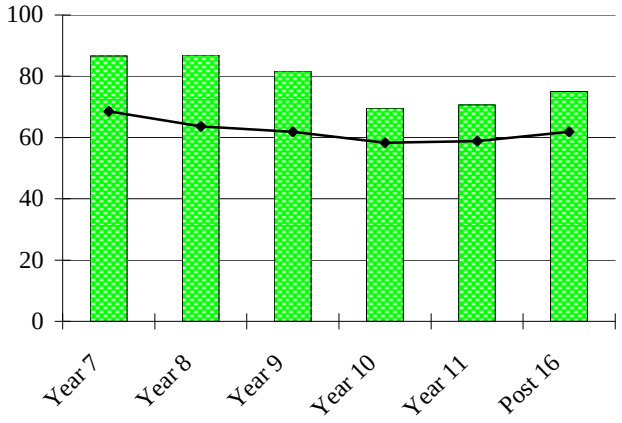

Overall
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16


Parents evening
Access to staff
School uniform
Handling complaints
Quality of school management
Regular marking of work
Treating all pupils fairly and equally
Transport to and from school
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16

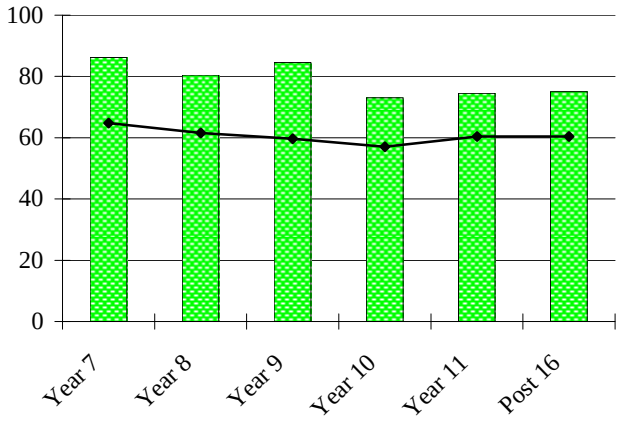
Written reports



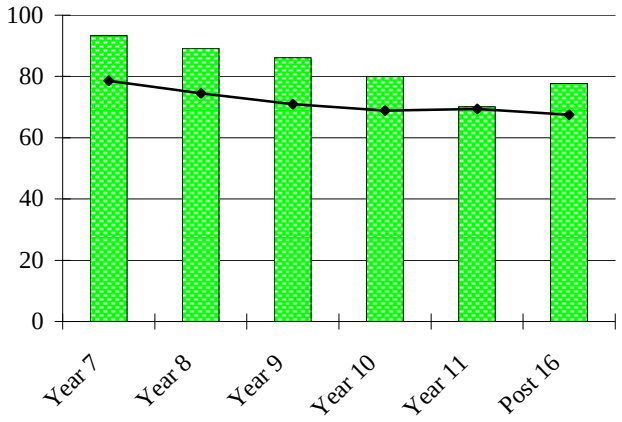
Encouraging and listening to parent views



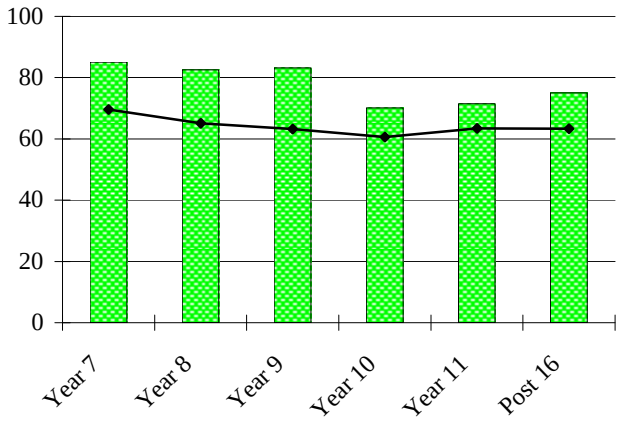
Explaining to parents how to help their child



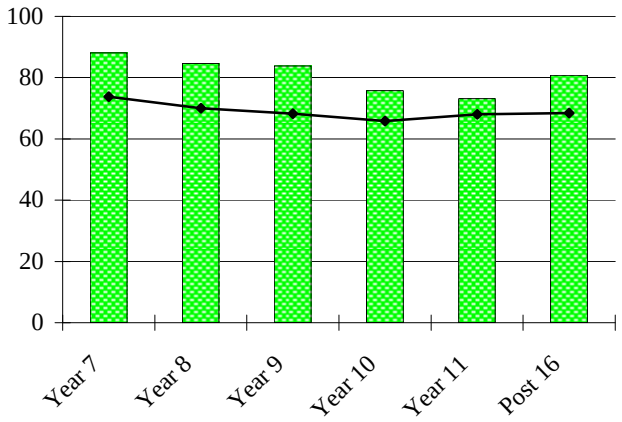
Celebrating and rewarding achievement



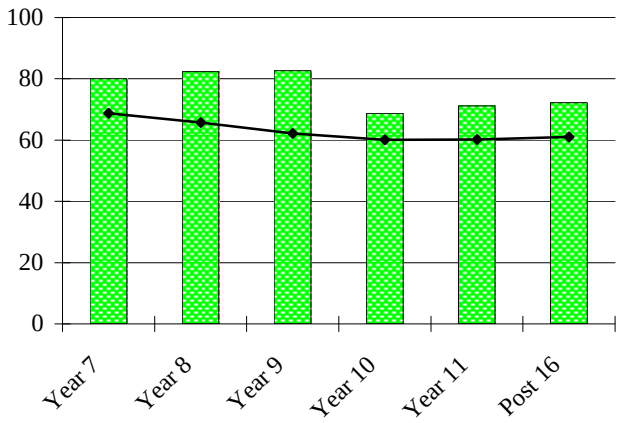
Tailoring workload to childs needs and ability



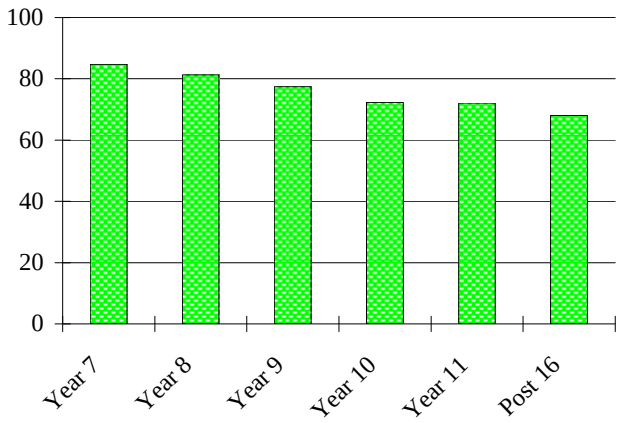
Ensuring pupils do best and make good progress

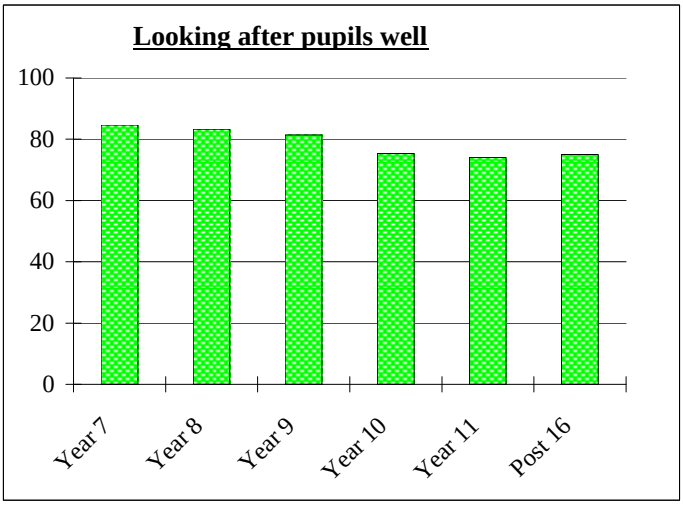


School's image in the local community



Encouraging and listening to pupil views




Looking after pupils well
100
80
60
40
20
0
Year 7
Year 8
Year 9
Year 10
Year 11
Post 16

Analysis to Investigate Unexpected or Unusual Year Group Results.

Earlier Kirkland Rowell reports were only able to tell you if a difference between 2 year groups was statistically significant. Now, using the patterns which we have extracted from analysing the year group results of similar schools, we are able to go one step further and tell you when differences are unexpected and meaningful.

As you can see from the previous section of the report; when broken down by year group, the averages of similar schools change as pupils get older. Some scores improve as pupils get older while others decline or show a dip, or a spike, in a particular year group. There are many reasons why these differences occur; for example because a subject is usually dropped in Year 9 or because some issues become more or less important as pupils progress through the school.

By applying these national patterns to the scores that your school achieved, we can make a prediction of the contributions that we would have expected from each year group, towards your whole school scores. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools. Doing this enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

On the following pages we have plotted your actual score for each year group against the score that we would have expected each year group to contribute towards the whole school score that you received.

Where there is a large difference between the actual score and the predicted score, we know that we have identified a year group where parents are either more satisfied or less satisfied than we would have expected, compared to the rest of the school.

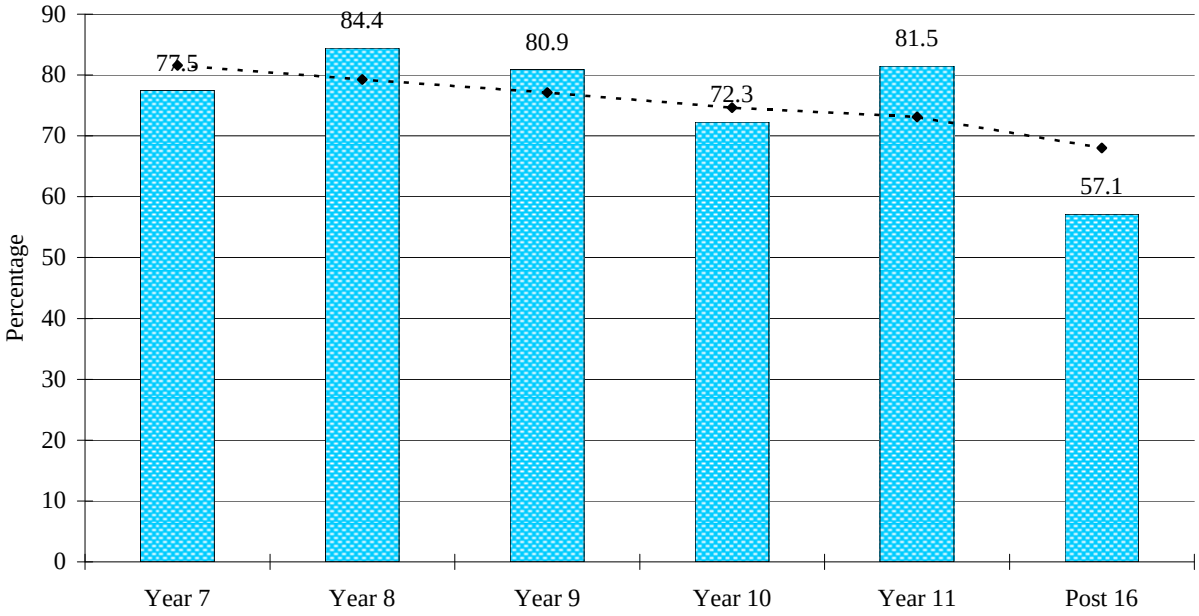
All actual scores were compared against the predicted scores, for each year group.

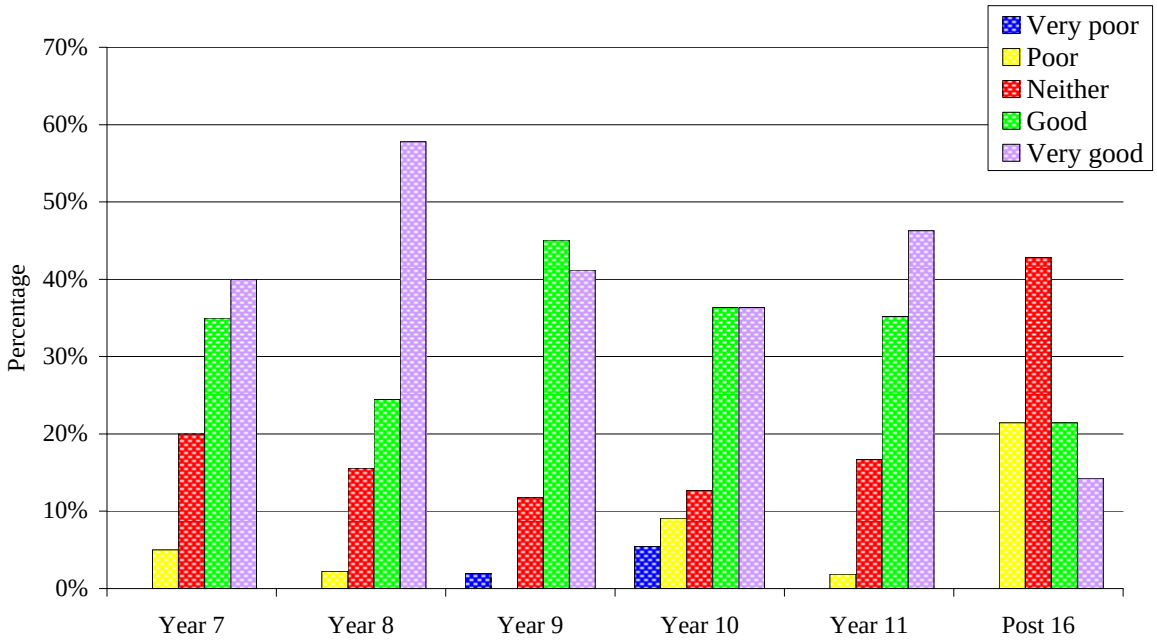
We have included in the following pages those criteria which show the largest differences between the scores achieved and the predicted scores i.e. those criteria where the parents were more or less happy than expected.

The Graphs Below for PE Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for PE was lower than expected in Post 16.

The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.

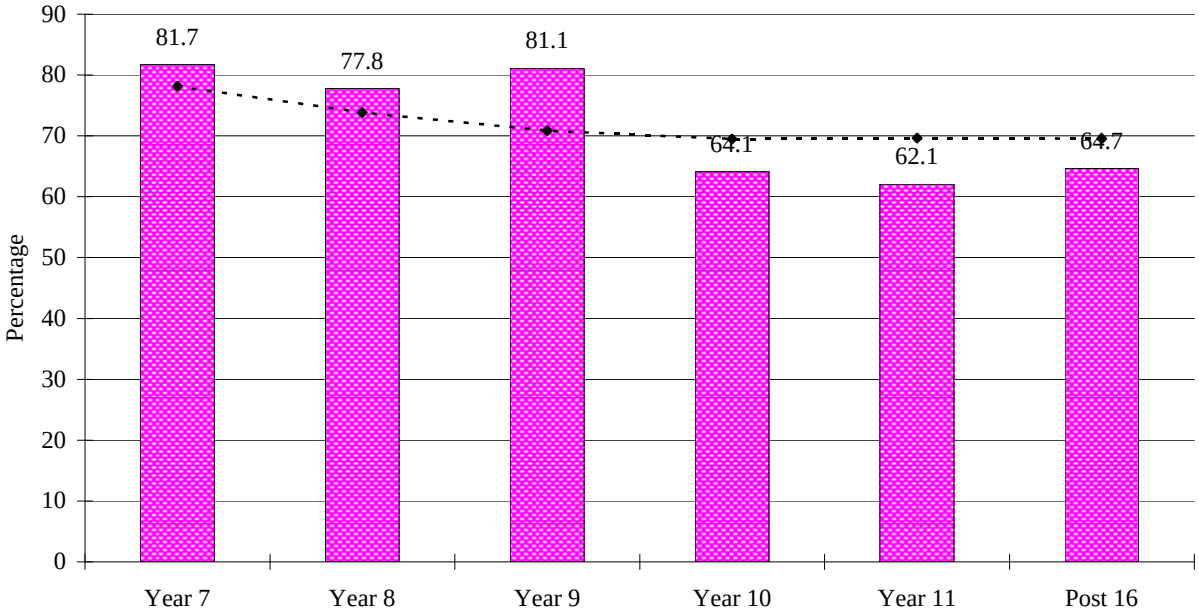


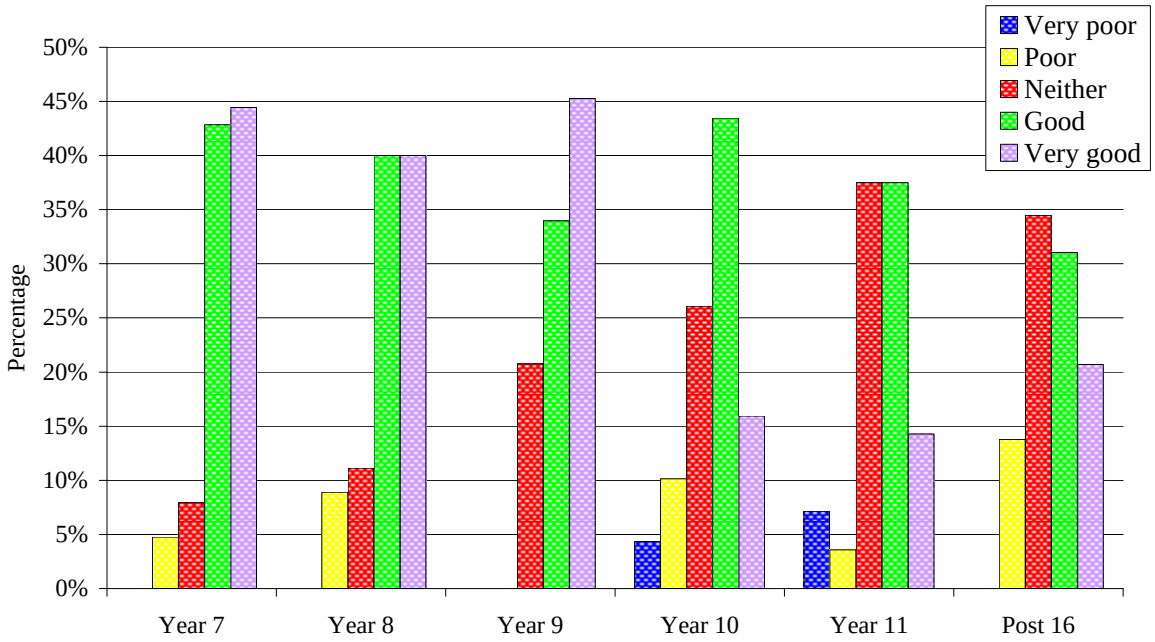


The Graphs Below for School facilities Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for School facilities was higher than expected in Year 9.

The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.

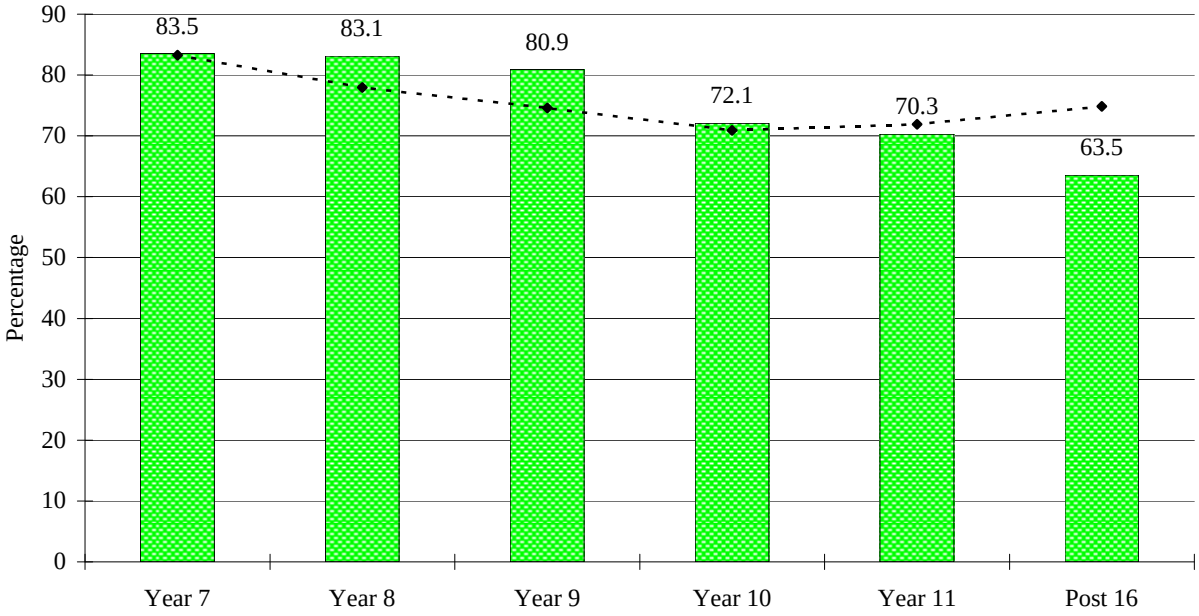


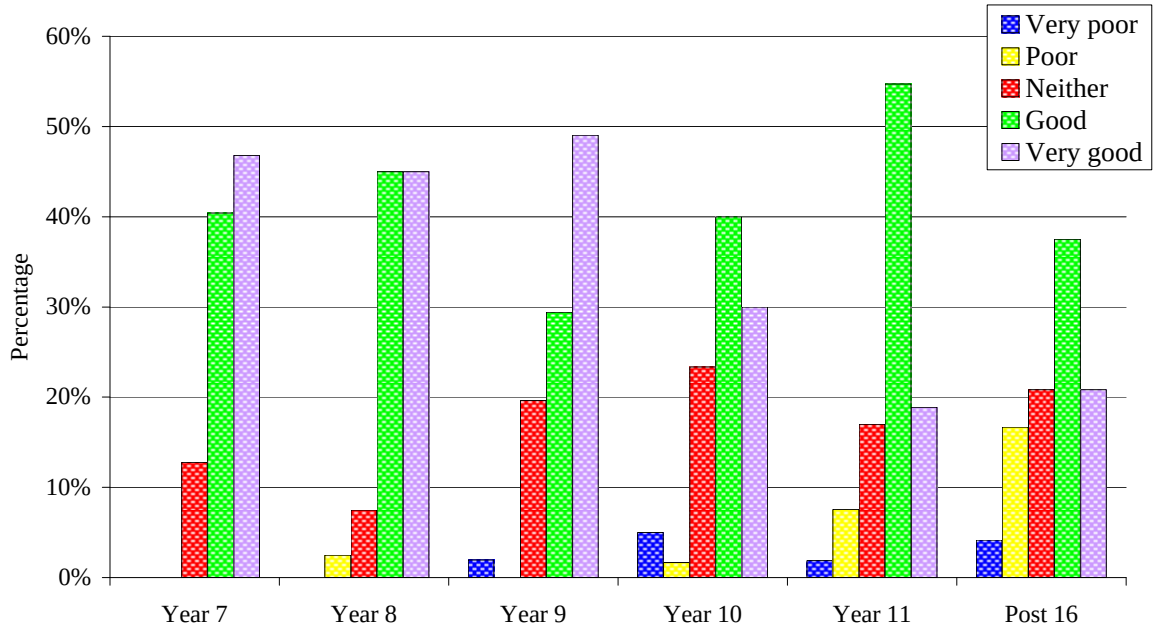


The Graphs Below for Handling complaints Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Handling complaints was lower than expected in Post 16.

The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.

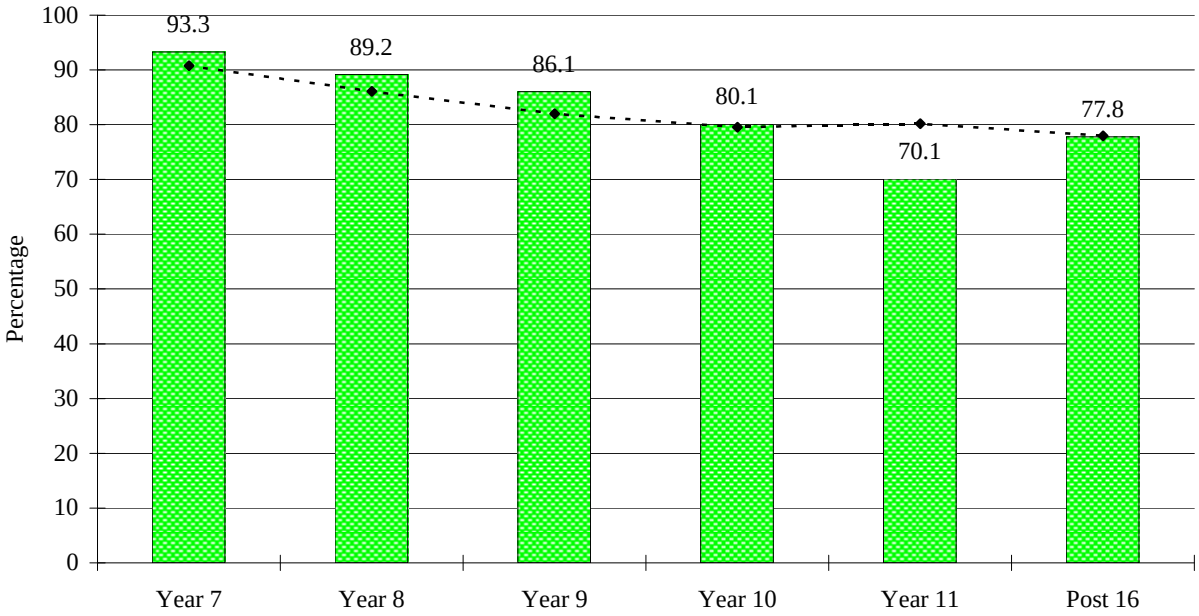


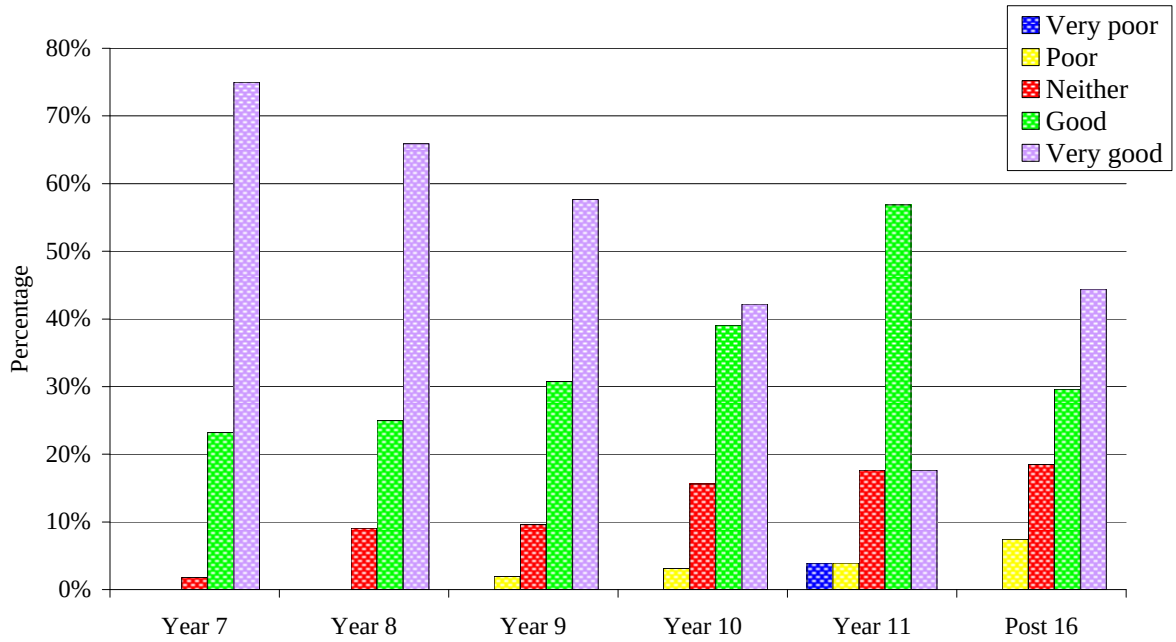


The Graphs Below for Celebrating and rewarding achievement Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Celebrating and rewarding achievement was lower than expected in Year 11.

The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.





Appendix

Performance

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

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

1) The number of pupils in each year group.

2) The proportion of pupils studying a subject in each year group.

3) The ratio of boys to girls in the school.

The following assumptions are made:

1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.

2) The ratio of boys to girls does not fluctuate across the year groups of the school.

3) For Non-academic areas, it is assumed that boy's and girl's parents are equally likely to have an opinion. This assumption does not apply to academic subjects, where some (e.g.. Dance) may be taught to differing proportions of boys:girls. Where this is the case, an adjustment is made based on the ratio of respondents.

Calculating the performance score

The following example is for the subject of Religious Studies.

Where Religious Studies is only taught in years 9, 10, and 11 in a mixed gender school with years 7 to 11.

In order for a year group to be included in the final score for Religious Studies, 2 questions need to be satisfied:

1) Are there a minimum number of respondents giving a score for Religious Studies in that year? For small surveys (less than 300 total returned questionnaires) the minimum is 8. For larger surveys, the minimum is 8+2% total number questionnaires exceeding 300. (i.e.. If 500 returned, min=8+2%(500-300) = 12)
2) Is the number responding in any year greater than 5% of total respondents giving a score for Religious Studies?

If "yes" to both, then label that year Y, if "no" label that year N.

In this school therefore Year 7 = N, Year 8 = N, Year 9 = Y, Year 10 = Y, Year 11 = Y.

Years which = N should not contribute to the final score.

Calculate that proportion of the final score which should be contributed by each year where the year = Y.

First calculate the proportion of each years contribution which should come from boys' parents.

$$P9boys\ (RS) = \frac{\text{Number of boys in year 9}}{\text{Number of boys in years =Y}} \times \frac{\text{Number of year 9 boys respondents to Religious Studies}}{\text{Total number of year 9 boys respondents}}$$

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

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

$$\text{Final proportion } F9boys(RS) = \frac{P9boys\ (\text{Religious Studies})}{(P9boys\ (RS) + P10boys\ (RS) + P11boys\ (RS))} \times \text{Mean score for year 9 Religious Studies, boys}$$

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

To achieve the final boys score Fboys (RS) = F9boys (RS) + F10boys (RS) + F11boys (RS).

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

In order to combine the boys score with the girls score for each academic subject, it is now necessary to weight them in proportion to the number of boys and girls returns, to take into account the possibility that the subject has significantly higher numbers of one gender studying that subject (e.g.. Dance say).

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

Girls Fair Voice (GFV) = GW x Number of girl responses for Religious Studies

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

Similarly,

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

Now, final Academic scores can be calculated as:

Final (Religious Studies) Score = GPfs x Fgirls (RS) + BPfs x Fboys (RS)

(unless GPfs = 0, in which case, Final Religious Studies Score = Fboys (RS))

(or BPfs = 0, in which case, Final Religious Studies Score = Fgirls (RS))

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

Final (school discipline) score =

(Fboys (sch discipline) X ratio of boys in school) + (Fgirls (sch discipline) X ratio of girls in school)

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

Final Religious Studies Score (which lies between 1 and 5) X 20 = (a figure lying between 20 and 100)

Then subtract 20 = (a figure lying between 0 and 80)

Then multiply by 1.25 = (a figure lying between 0 and 100 i.e. a percentage score)

This final score for Religious Studies is then weighted based upon the average bias which has been measured in relation to Religious Studies. This weighting is applied so that the scores for each academic subject in the school might be compared with one another on a level playing field, having adjusted each subject in line with its measured parent bias.

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

In this case the final school score for Religious Studies is multiplied by 1.06 (say)

This process produces the final weighted score for Religious Studies which is given in the report as shown on the first results page (Academic Criteria)

Measuring Reliability

We require that any final result given is within 5% of the true value 19 times out of twenty.

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

5% = 0.2 on our scale of 1 - 5

We then require that 2 X the standard error of the mean has a value of less than 0.2

In other words the standard error of the mean must have a value of less than 0.1
If this is the case then the result fulfils our criteria and we know the result is within 5% of the true value at the 95% confidence level. If the standard error of the mean lies between 0.1 and 0.2 then we have the 95% confidence level to within 10%. If the standard error of the mean is greater than 0.2 then the result is labelled as "low response".

We calculate the standard error of the mean as follows:

$$\text{Standard Error Of The Mean (S.E.M.)} = \frac{S}{\text{The square root of } n}$$

where S is the standard deviation and n is the sample size

The standard deviation is calculated as a function of Microsoft Excel.

Significant Differences

We require that differences between two given results (e.g.. When comparing this year's scores with last year's scores) are highlighted to indicate a significant difference if the given difference is greater than 5% on our scale and is greater than might be expected as a result of sample variations at the 95% confidence level.

Changes are therefore highlighted as significant if they fulfil the following condition.

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

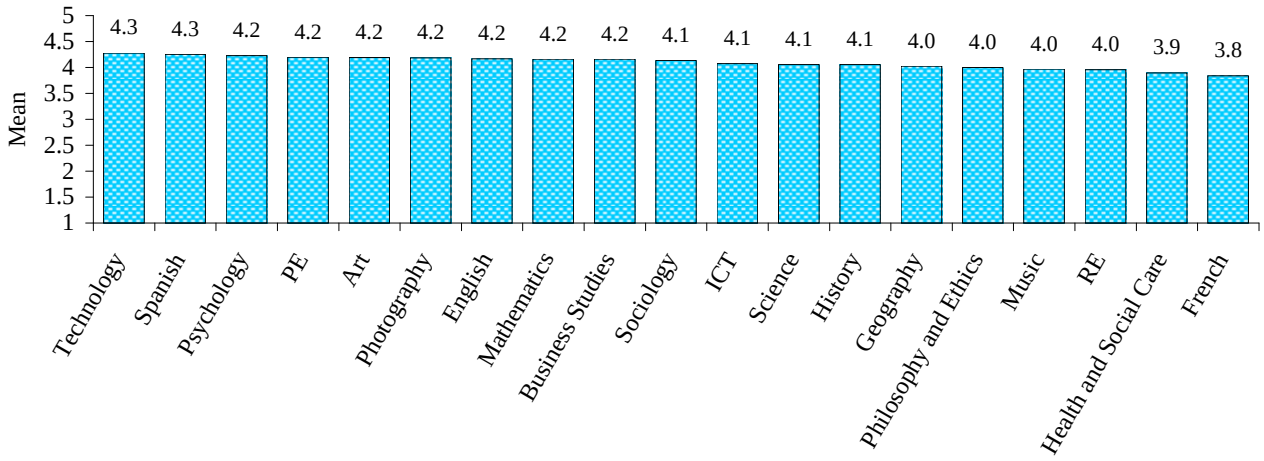
Where we look for significant differences between the scores for individual year groups (e.g.. As shown in the cross-tabular analysis for individual subjects), the sample may often be less than 30. It is therefore necessary to use a T test to establish if the difference between the 2 years is significant at the 95% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 95% confidence level, we consider changes/differences of this magnitude to be of no practical use in management terms and therefore only highlight those figures greater than 5%.

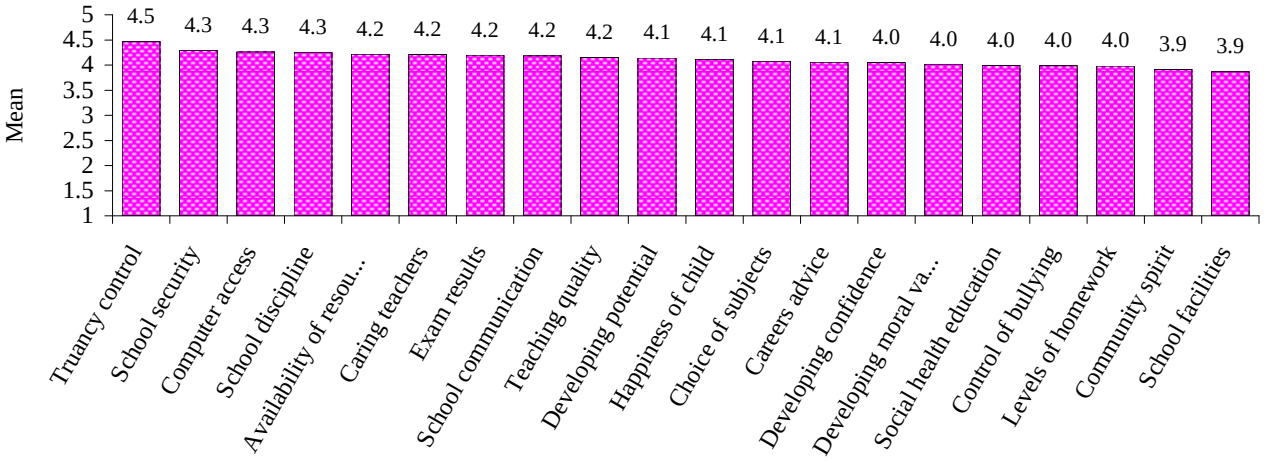
Graphs to Show Raw, Adjusted Satisfaction Score Achieved for Each of the Criteria Surveyed. (These are the results before the weightings are applied.)

The mean scores below are converted into weighted performance scores in the results pages.

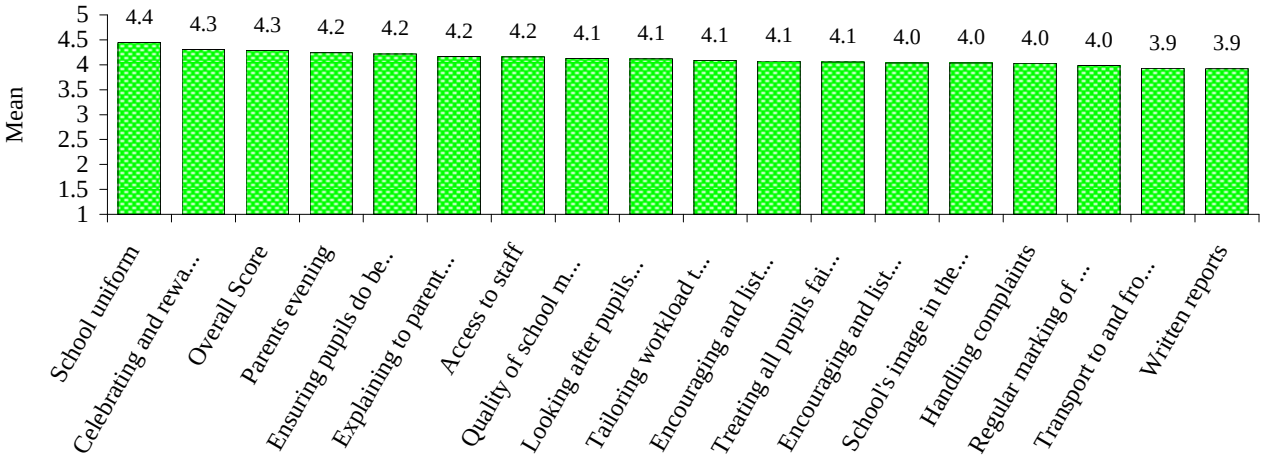
Academic Subjects



Non Academic Areas



Additional Questions



Similar School Averages to November 2012 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

No. of parent opinions	No. of schools	Schools Average	Boys' Average	Girls' Average	Academic Subjects
23415	132	72.2%	69.4%	74.5%	Art
6044	56	69.9%	71.1%	68.5%	Biology
3363	50	69.9%	70.6%	69.0%	Business Studies
5651	53	69.2%	70.3%	67.4%	Chemistry
11751	88	64.6%	65.1%	64.7%	Citizenship
6215	51	70.4%	64.5%	73.5%	Dance
15393	107	73.0%	72.5%	73.3%	Design Technology
15345	109	71.7%	70.2%	73.1%	Drama
31632	142	72.8%	71.5%	73.9%	English
12305	96	72.2%	71.4%	72.1%	Food Technology
19034	124	67.7%	66.1%	69.3%	French
24989	138	70.8%	70.7%	71.2%	Geography
4759	45	70.5%	69.0%	71.1%	German
3211	37	71.6%	69.7%	72.0%	Graphic Media
25774	138	73.6%	73.1%	74.2%	History
26534	133	69.5%	70.1%	69.2%	IT
31708	142	72.2%	73.0%	71.4%	Mathematics
21234	137	68.0%	67.0%	68.8%	Music
27491	140	73.7%	75.8%	71.8%	Physical Education
5373	51	69.0%	70.8%	67.3%	Physics
24101	122	67.2%	65.2%	68.9%	Religious Studies
4666	58	70.1%	70.5%	70.2%	Resistant Materials
25427	133	71.2%	72.1%	70.3%	Science
6613	58	70.7%	68.1%	72.7%	Spanish
4421	38	69.3%		70.7%	Textiles

REMAINING SUBJECTS SURVEYED

No. of parent opinions	No. of schools	Schools Average	Boys' Average	Girls' Average	Academic Subjects
834	12	69.1%	70.7%	66.3%	Electronics
1116	15	70.1%	59.5%	72.2%	Health and Social Care
1669	18	71.3%	70.6%	69.0%	Media Studies
1752	12	66.0%	63.5%	68.3%	Modern Languages

Similar School Averages to November 2012 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

No. of parent opinions	No. of schools	Schools Average	Boys' Average	Girls' Average	Non-academic Criteria
21534	142	60.4%	60.2%	60.6%	Careers advice
32583	142	68.3%	69.3%	67.4%	Caring teachers
9826	45	71.3%	71.8%	71.5%	Celebrating and rewarding achievement
29875	142	70.5%	70.9%	70.0%	Choice of subjects
29082	142	62.7%	63.3%	62.1%	Community spirit
31542	142	73.5%	74.7%	72.6%	Computer access
29962	142	62.8%	63.9%	61.8%	Control of bullying
32742	142	67.0%	67.7%	66.3%	Developing confidence
29533	142	64.5%	65.1%	63.8%	Developing moral values
31371	142	66.6%	66.2%	67.0%	Developing potential
12888	61	61.3%	62.0%	61.4%	Encouraging and listening to parent views
5211	33	57.8%	59.1%	58.1%	Encouraging local community activity
13734	61	68.1%	68.5%	68.9%	Ensuring pupils do their best and make good progress
25315	141	69.6%	68.9%	70.4%	Exam results
12153	59	59.9%	60.3%	59.9%	Explaining to parents how to help their child
13434	66	66.7%	66.1%	68.2%	Extra curricular activities
5925	36	62.8%	63.6%	60.9%	Handling complaints
33675	142	69.6%	70.3%	69.0%	Happiness of child
32775	141	5.0	4.3	5.7	Hours of Homework
33402	142	60.6%	58.4%	62.8%	Levels of homework
34479	142	73.0%	73.3%	72.8%	Overall
7129	41	70.0%	70.9%	69.5%	Promoting racial harmony
9463	54	68.1%	69.8%	68.0%	Quality of school management
7518	33	62.2%	62.5%	61.3%	Regular marking of work
33651	142	65.0%	64.6%	65.2%	School communication
33273	142	68.3%	69.0%	67.6%	School discipline
32998	142	67.1%	68.2%	66.2%	School facilities
31945	142	70.6%	70.1%	71.1%	School security
26517	142	65.9%	66.3%	65.7%	Social health education
9496	46	62.6%	64.0%	63.7%	Tailoring workload to childs needs and ability
4859	43	68.9%	69.5%	70.5%	Teaching for special needs
32516	142	69.4%	70.1%	68.7%	Teaching quality
30592	142	68.3%	68.8%	68.0%	Textbook availability
11487	55	62.8%	64.8%	62.8%	Treating all pupils fairly and equally
29456	142	75.1%	75.8%	74.5%	Truancy control
8670	42	69.4%	68.9%	68.8%	Written reports

REMAINING CRITERIA SURVEYED

No. of parent opinions	No. of schools	Schools Average	Boys' Average	Girls' Average	Non-academic Criteria
2535	13	65.7%	64.2%	64.5%	Access to staff
1815	12	72.0%	72.2%	68.8%	Attitude of non academic staff
5614	23	64.3%	63.4%	61.5%	Encouraging and listening to pupil views
4405	17	73.3%	74.3%	72.0%	Looking after pupils well
3290	18	71.3%	72.4%	72.6%	Making sure that the new pupils settle in well
6968	30	66.4%	64.2%	66.4%	Parents evening
3859	20	57.7%	61.5%	55.7%	School meals
3028	16	75.4%	74.7%	72.1%	School uniform
6977	28	61.8%	63.1%	62.9%	School's image in the local community
2219	16	73.1%	75.2%	74.2%	Transfer from junior school

Similar School Results for Parents Choosing each of the Ranking Priorities - by Gender

				Average percentage selecting each		
All	**Boys**	**Girls**	**Perceptions Areas**	**All**	**Boys**	**Girls**
30722	14054	19295	School discipline	87.7%	89.3%	86.7%
29261	13232	18582	Teaching quality	84.9%	85.5%	84.6%
26937	12044	17165	Happiness of child	77.0%	76.6%	77.5%
26485	11981	16743	Control of bullying	75.0%	75.9%	74.1%
21945	9830	13976	Caring teachers	63.9%	63.4%	64.6%
20847	9785	12707	School communication	60.1%	62.7%	57.6%
20590	9689	12612	Developing potential	60.0%	61.9%	58.7%
20634	8697	13927	School security	57.4%	54.3%	60.4%
19588	9053	12224	Developing confidence	55.6%	56.4%	55.2%
18518	8006	12297	Exam results	53.0%	51.0%	55.3%
17786	7919	11511	School facilities	50.9%	50.3%	51.6%
16043	7562	9722	Developing moral values	45.1%	46.2%	44.3%
13135	5857	8573	Levels of homework	36.4%	36.5%	36.5%
12083	5192	8097	Availability of resources	35.6%	34.2%	37.1%
11748	5025	7811	Choice of subjects	35.1%	34.0%	36.7%
11001	4814	7182	Careers advice	33.1%	32.9%	33.9%
11104	4752	7288	Truancy control	31.0%	30.4%	31.7%
8330	3746	5363	Computer access	24.0%	24.5%	23.9%
6723	3073	4207	Community spirit	18.3%	18.4%	18.6%
5948	2425	4002	Social health education	16.2%	14.6%	17.5%

Parent priorities ranked in descending order of importance.

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

Total boys surveyed = 14299
Total girls surveyed = 20180
Total sample= 34479
From 142 Schools

This report appendix code: BoyGirl99Dep4With6th.xls