St Aidan's Church of England High School

Parent survey report – November 2015

Contents

Executive summary

This report details the findings of the fourth Kirkland Rowell Parent Survey for St Aidan's Church of England High School. The report measures the levels of satisfaction among the students' parents for a range of criteria, which have been previously identified as being important to the parents of school students, 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 2015. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 538 completed questionnaires were returned representing a response rate of 43.5%. The response meant that meaningful data could be drawn for all criteria except for Key Skills and Pre-Voc.

- 17 parents answered 'Yes' and 508 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 3.2% and 94.4% respectively.

- The parents gave an excellent overall performance score (90.9%) (see page 6).

- Of the parents whose children were not in their first year at the school 19% said the school had improved over the last year and 3% thought that the school's performance was worse (see page 56).

- Of the parents of new students, 1% felt that the school had not lived up to their expectations and 35% said the school was better than they had expected it to be (see page 56).

- With regard to academic subjects, parents are most happy with the delivery of Dance, Media Studies and Religious Studies.

- The parents are least happy with the delivery of Computing, English Literature and Art.

- With regards to non-academic areas, parents are most happy with School facilities, Community spirit and Developing moral values.

- The parents are least happy with School communication, Availability of resources and Computer access.

- The parents' top priorities for improvement are School communication, Developing potential and Levels of homework.

- The parents of male students gave significantly higher scores for Control of bullying.

- The parents of female students gave significantly higher scores for Textiles.

Summary of results since the previous survey

- The following academic areas received significantly higher scores than the previous survey: Media Studies and German.

- The following academic area received significantly lower scores than the previous survey: Biology.

- The following non-academic area received significantly lower scores than the previous survey: Availability of resources.

- The following additional area received significantly lower scores than the previous survey: Tailoring workload to childs needs and ability.

Summary of results over more than two surveys

- The following academic area received significantly higher scores over more than two surveys: Co-ordinated Science.

- The following academic areas received significantly lower scores over more than two surveys: Mathematics and Spanish.

- The following non-academic areas received significantly lower scores over more than two surveys: School discipline, Developing confidence, Control of bullying, Developing moral values and Happiness of child.

- The following additional areas received significantly lower scores over more than two surveys: Treating all pupils fairly and equally, Explaining to parents how to help their child and Tailoring workload to childs needs and ability.

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

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Strengths and weaknesses

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

Relative strengths for academic criteria

84.5%   Dance

83.9%   Media Studies

83.4%   Religious Studies

83.0%   German

82.9%   Engineering

Relative weaknesses for academic criteria

63.3%   Computing

73.0%   English Literature

74.1%   Art

74.8%   English

75.1%   ICT

Relative strengths for non-academic criteria

		Importance	Ranking
86.4%	School facilities	(48.8%)	11th
85.4%	Community spirit	(25.9%)	15th
84.2%	Developing moral values	(70.2%)	7th
83.2%	Choice of subjects	(32.1%)	13th
81.3%	Developing potential	(82.3%)	5th

There are no weaknesses for this section as all surveyed non-academic criteria have scored "Outstanding".

Response to survey

538 completed questionnaires were returned representing a response rate of 43.5%.

	Proportion of responses (%)	Number of responses
Responses from parents of male students	49.1	255
Responses from parents of female students	50.9	264
Responses from parents of Year 7 students	23.9	127
Responses from parents of Year 8 students	23.9	127
Responses from parents of Year 9 students	20.1	107
Responses from parents of Year 10 students	15.6	83
Responses from parents of Year 11 students	16.5	88

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	90.9	93.7	-2.8

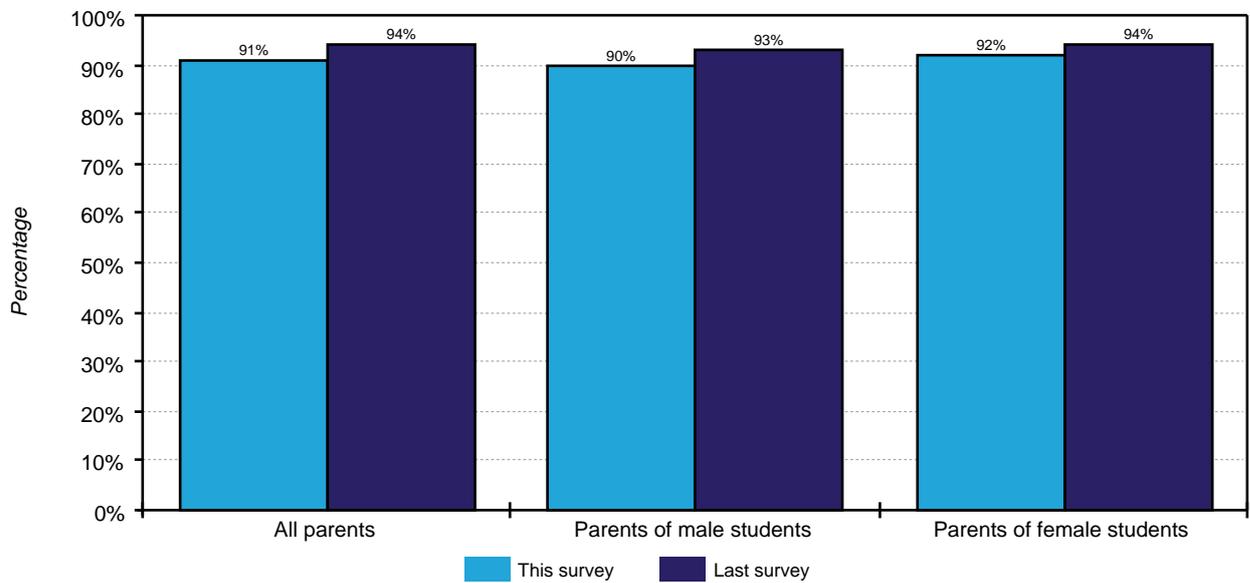|	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.6	0.0	+0.6	97.2

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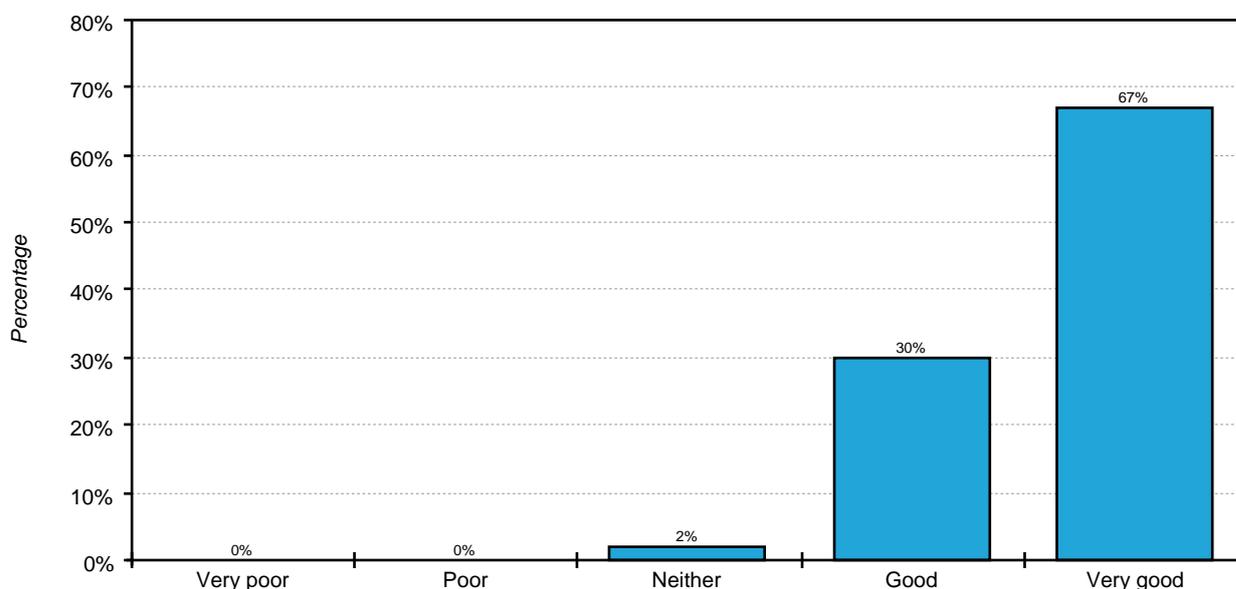
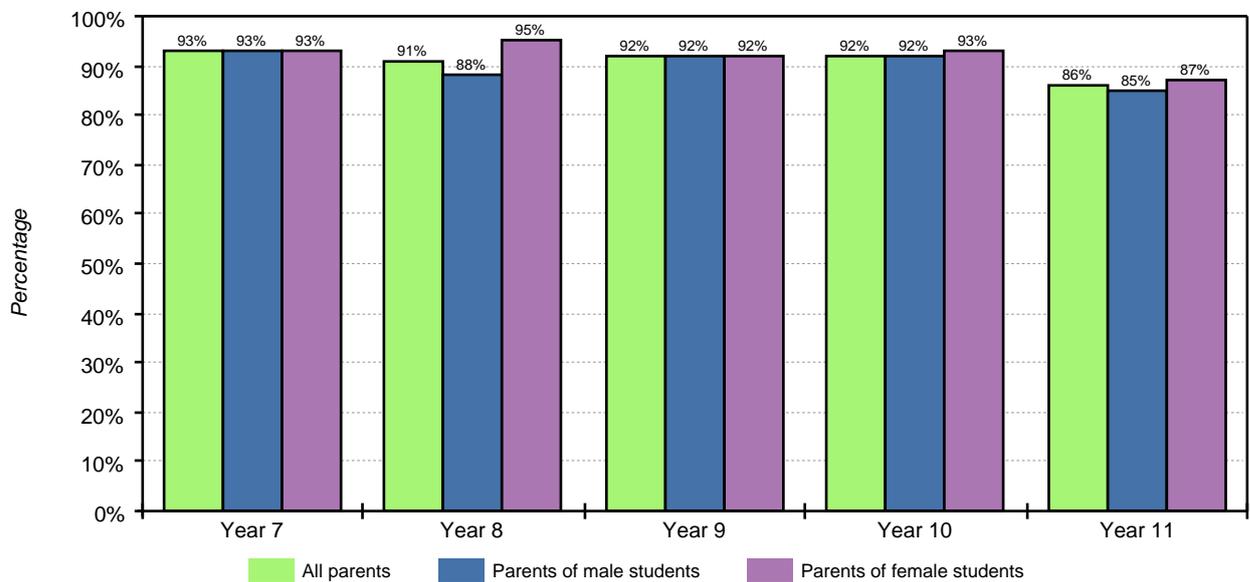- More parents rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender

- The parents gave an excellent overall performance score of 90.9%, declined since the last survey.

- Parents of male students scored the overall performance of the school broadly in line with the parents of female students.
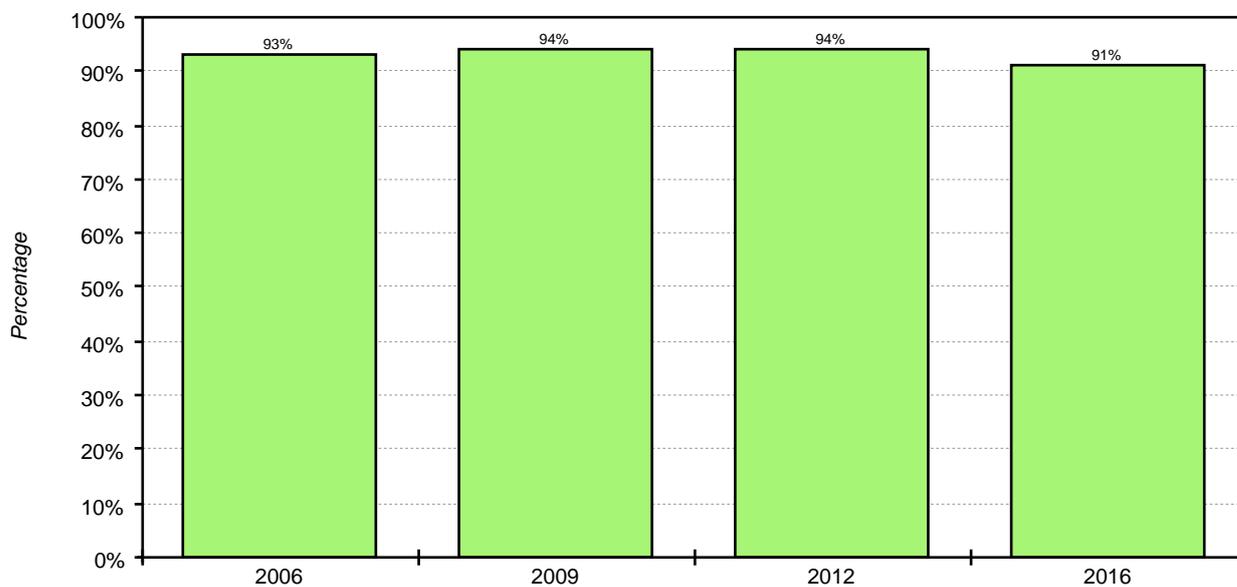
Overall performance scores broken down by year group

- Parents of Year 7 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

- Parents of Year 7 male students and parents of Year 8 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

# Time series analysis of overall performance scores

Graph showing the overall performance scores trend broken down over time.

- There was no significant change over four surveys for the overall performance score.

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Overall performance scores broken down by extra analysis

**Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'**
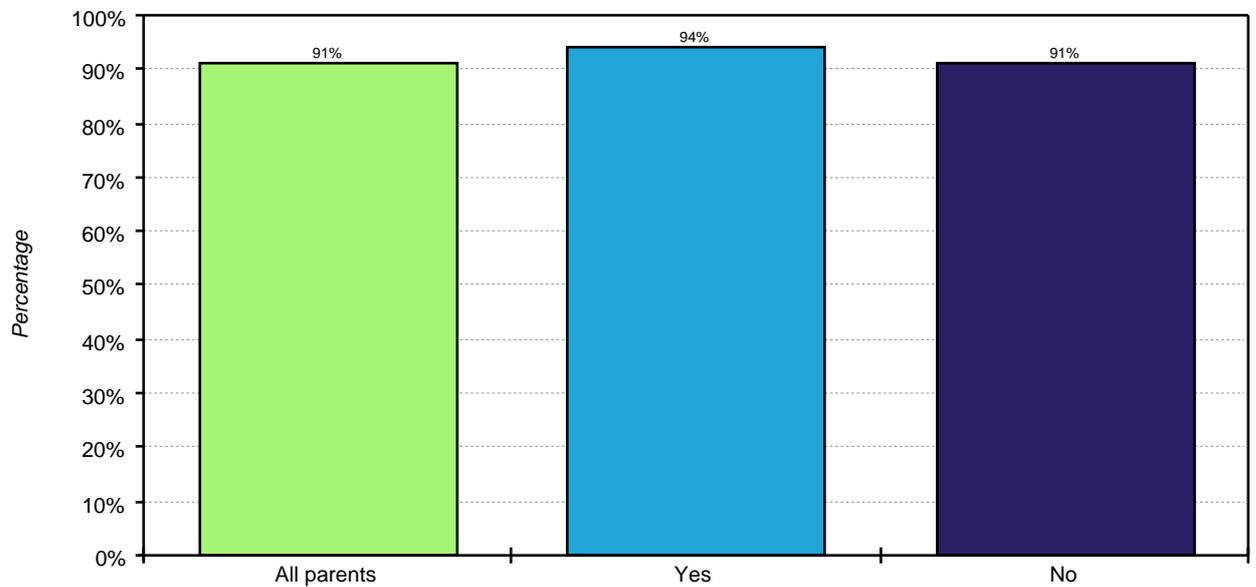
- The overall performance scores show no significant difference.

Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender
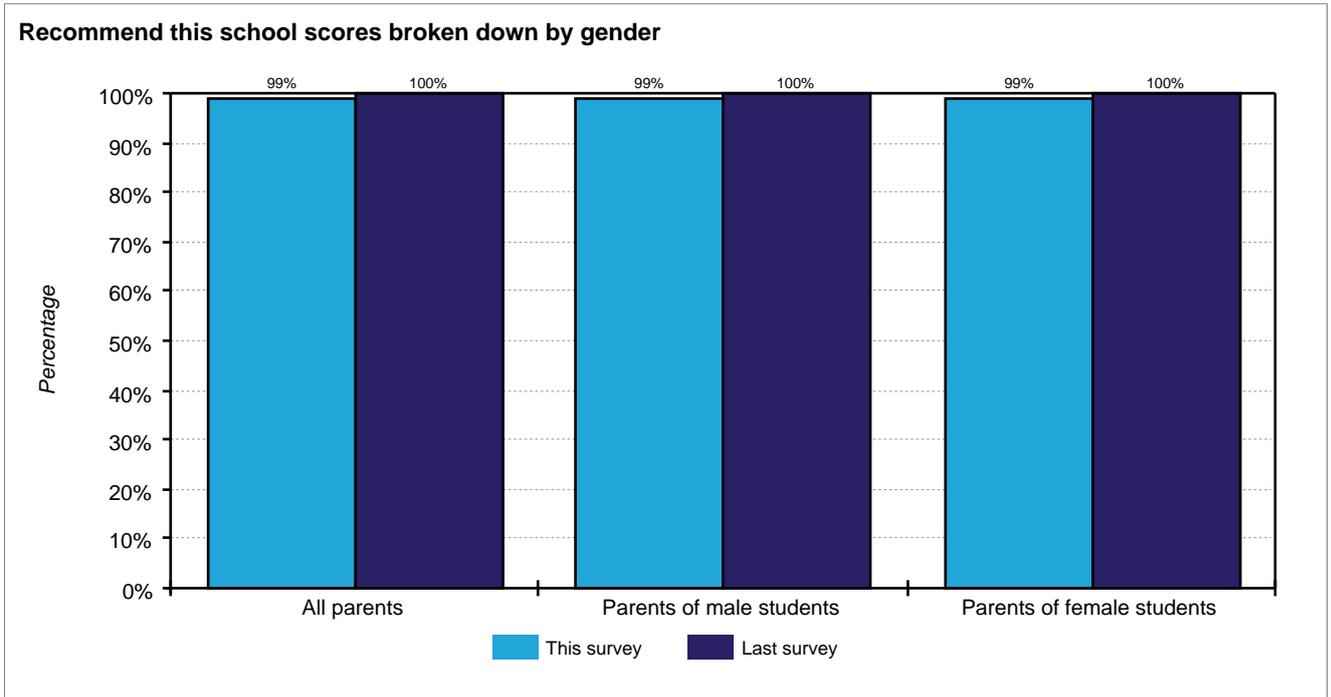
- 99.1% of parents said they would recommend this school to another parent.

- Parents of male students would recommend this school to another parent the same as parents of female students.

Recommend this school scores broken down by year group
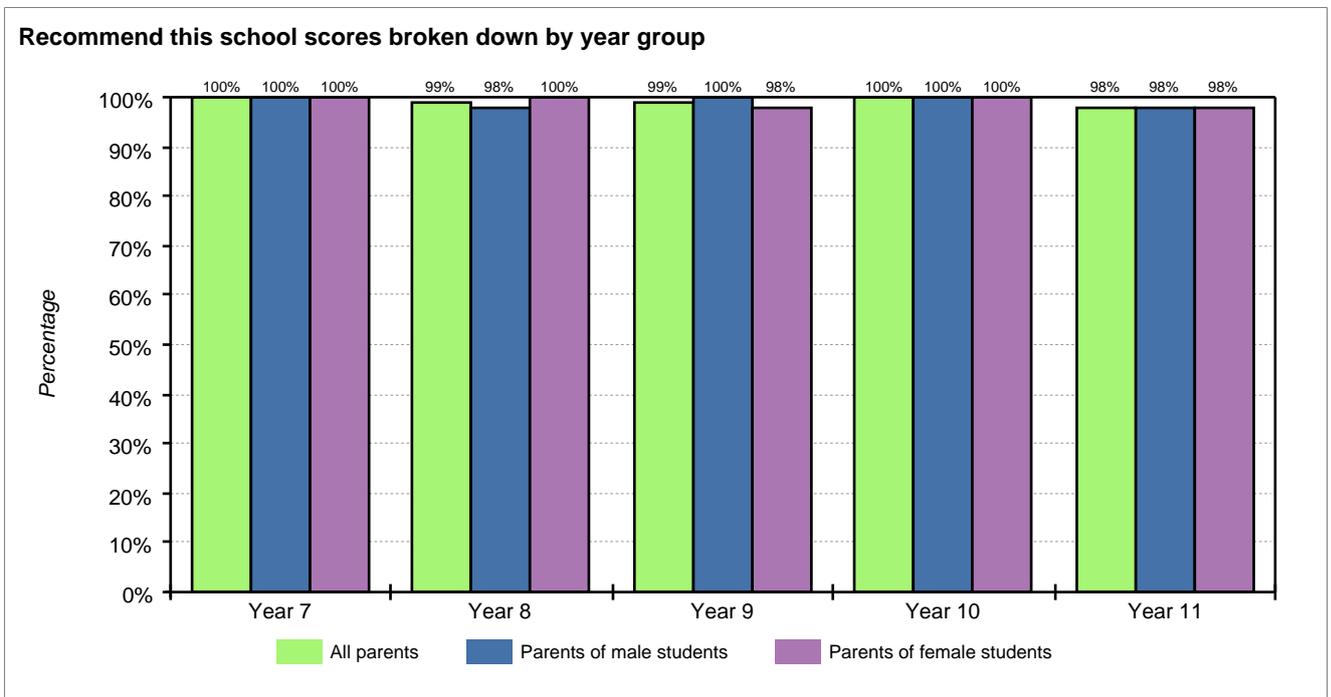
- Parents of Year 7 and Year 10 students would recommend this school to another parent more than parents from other year groups.

- Parents of Year 7, Year 9 and Year 10 male students and parents of Year 7, Year 8 and Year 10 female students would recommend this school to another parent more than parents from other year groups.

Key results

The core analysis of your survey data; Proportion making progress for academic, non-academic and additional criteria. Explanations have been provided to help you to interpret your results.

Interpreting results

For the sake of assessment in most schools, **academic questions** receiving a score of:

- Over 80% are 'outstanding' (*above* the gold line)
- 70% to 79.9% are 'good' (*above* the green line)
- 65% to 69.9% indicate 'room for improvement' (*above* the red line)
- Below 65% indicate 'attention advised' (*below* the red line)

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

- Over 75% are 'outstanding' (*above* the gold line)
- 65% to 74.9% are 'good' (*above* the green line)
- 60% to 64.9% indicate 'room for improvement' (*above* the red line)
- Below 60% indicate 'attention advised' (*below* the red line)

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a 'level playing field'. These weighted scores are calculated based upon the average scores achieved from over 130 similar, English schools. Results quoted from the previous survey, if applicable, may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Statistical reliability

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

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Understanding your results table

Your results are shown as a weighted mean score. This is a calculation applied to your raw results using the average scores achieved from over 130 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

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

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

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

Academic criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Religious Education	72.4	66.1	+6.3
Physical Education	72.3		
Music	72.1		
Food Technology	71.4		
	70.8		
	70.1		
Geography	69.9	64.9	+5.0
Business Studies	67.2		
Design Technology	67.2	62.1	+5.1
	66.5	65.4	+1.1
	66.3		
	65.5	62.8	+2.7
Russian *	64.3		
Science	62.1	74.8	-12.7
Drama	61.5	63.4	-1.9
Engineering	49.5		
Psychology	Low response		

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

Scores below the red line indicate 'attention advised'.

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

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

Academic criteria

The following table shows parents' scores for all academic subjects taught within the school. Where data is available, these are compared to the same score from the previous year's survey, and the percentage change shown. Only highlighted changes should be considered significant.

Academic criteria	This survey (%)	Previous survey (%)	% Change
Dance	84.5	77.1	+7.4
Media Studies	83.9	56.2	+27.7
Religious Studies	83.4	83.8	-0.4
German	83.0	70.6	+12.3
Engineering	82.9	70.3	+12.6
Co-ordinated Science	82.4	79.7	+2.7
History	82.2	81.3	+0.9
Drama	81.3	83.5	-2.2
Music	80.3	79.8	+0.5
Geography	80.0	81.2	-1.1
Chemistry	79.5	80.0	-0.5
Biology	79.2	84.4	-5.2
Physics	79.0	83.4	-4.5
French	78.7	82.0	-3.2
Business Studies	78.6	75.3	+3.3
Food Technology	78.5	76.1	+2.5
Spanish	77.5	82.6	-5.1
Health and Social Care	77.4	61.0	+16.4
Design Technology	77.1	76.3	+0.8
Art Graphics	77.1		
Mathematics	76.8	81.1	-4.3
P.E.	76.5	77.9	-1.4
Textiles	76.1	77.8	-1.7
GCSE PE	75.7	72.8	+2.9
ICT	75.1	73.9	+1.2
English	74.8	76.3	-1.5
Art	74.1	75.4	-1.4
English Literature	73.0		
Computing	63.3	58.3	+5.0
Key Skills *	Low response		
Pre-Voc *	Low response		

- Parents consider delivery of the following academic subjects to be 'outstanding': Dance, Media Studies, Religious Studies, German, Engineering, Co-ordinated Science, History, Drama, Music and Geography.

- Parents consider delivery of the following academic subjects to be 'good': Chemistry, Biology, Physics, French, Business Studies, Food Technology, Spanish, Health and Social Care, Design Technology, Art Graphics, Mathematics, P.E., Textiles, GCSE PE, ICT, English, Art and English Literature.

- Parents consider delivery of the following academic subjects to show 'attention advised': Computing.

- Parents consider delivery of the following academic subjects to have shown a significant improvement since the last survey: Media Studies and German.

- Parents consider delivery of the following academic subjects to have declined since the last survey: Biology.

- The following academic subjects have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Key Skills and Pre-Voc.

- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Business Studies.

- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Dance, Media Studies, Engineering, Drama, Health and Social Care, Art Graphics, GCSE PE and Computing.

- The following academic subjects were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Art Graphics and English Literature.

Happy versus unhappy parents for academic criteria

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 proportion of parents who are unhappy with the school's performance for the criteria surveyed.

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

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 10% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 10% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

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

	Academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
	Music	2.1	4.8	-2.8	83.2
	Geography	2.4	1.6	+0.7	87.1
	Co-ordinated Science	2.9	1.5	+1.5	88.2
	P.E.	3.1	4.1	-1.1	81.1
	History	3.2	2.5	+0.7	90.7
	Design Technology	3.3	3.1	+0.2	84.0
	Religious Studies	4.0	4.9	-0.9	84.6
	English	4.6	5.4	-0.8	82.4
	Physics	5.4	2.2	+3.2	80.6
	Business Studies	5.4	14.9	-9.5	85.9
	Biology	5.5	0.0	+5.5	83.9
	Mathematics	5.6	3.3	+2.3	85.8
	Food Technology	5.6	5.2	+0.4	81.8
	ICT	5.7	33.3	-27.6	74.3
	French	5.8	5.1	+0.7	75.8
	Art	6.9	5.1	+1.8	76.3
	Chemistry	7.2	2.5	+4.7	82.9
	English Literature	7.3			78.2
	Textiles	7.6	4.3	+3.3	71.5
	Spanish	7.7	4.8	+2.9	76.5

Academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
German	8.0	12.9	-4.9	87.4

Non-academic criteria

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

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
School facilities	86.4	90.3	-4.0
Community spirit	85.4	87.4	-2.0
Developing moral values	84.2	85.6	-1.3
Choice of subjects	83.2	85.5	-2.3
Developing potential	81.3	84.1	-2.9
Caring teachers	80.5	82.4	-1.9
Exam results	80.3	82.8	-2.6
Teaching quality	80.0	81.5	-1.5
Careers advice	80.0	79.0	+1.0
Levels of homework	79.7	80.9	-1.3
School discipline	79.6	82.3	-2.7
School security	79.6	79.5	+0.0
Happiness of child	79.3	81.5	-2.2
Developing confidence	79.1	82.0	-2.9
Control of bullying	79.0	84.0	-5.0
Social health education	78.0	79.8	-1.7
Truancy control	77.8	78.2	-0.4
Computer access	77.6	80.8	-3.1
Availability of resources	77.5	83.2	-5.7
School communication	77.1	80.1	-2.9

- Parents consider delivery of the following non-academic areas to be 'outstanding': School facilities, Community spirit, Developing moral values, Choice of subjects, Developing potential, Caring teachers, Exam results, Teaching quality, Careers advice, Levels of homework, School discipline, School security, Happiness of child, Developing confidence, Control of bullying, Social health education, Truancy control, Computer access, Availability of resources and School communication.

- Parents consider delivery of the following non-academic subjects to have declined since the last survey: Availability of resources.

Happy versus unhappy parents for non-academic criteria

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

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

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

Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Teaching quality	2.6	1.0	+1.6	91.1
Choice of subjects	3.0	1.6	+1.3	92.4
Developing moral values	3.1	1.6	+1.4	85.7
Caring teachers	3.5	1.9	+1.6	87.7
Exam results	3.6	3.6	+0.1	87.4
Developing potential	3.9	2.3	+1.6	83.5
Computer access	4.0	1.4	+2.7	89.6
Social health education	4.1	3.3	+0.9	81.5
Truancy control	4.5	2.8	+1.7	89.7
Happiness of child	4.6	2.9	+1.7	87.7
School facilities	4.6	1.6	+3.0	91.0
Community spirit	4.7	2.4	+2.3	84.1
School security	5.2	1.5	+3.6	88.8
School discipline	5.6	3.2	+2.5	86.5
Availability of resources	6.7	2.2	+4.5	80.8
Developing confidence	7.5	3.3	+4.1	81.0
Levels of homework	9.5	10.1	-0.6	71.4
School communication	10.4	5.1	+5.3	74.3
Control of bullying	10.6	4.4	+6.2	74.6
Careers advice	12.0	10.9	+1.1	61.5

Additional criteria

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
Encouraging local community activity	91.2	87.8	+3.4
Teaching for special needs	82.6	84.9	-2.3
Treating all pupils fairly and equally	82.3	85.1	-2.8
Regular marking of work	81.0		
Pupils' attitudes to learning*	80.3		
Encouraging and listening to pupil views	78.4	79.5	-1.1
Promoting racial harmony	78.0	81.5	-3.5
Ensuring pupils do best and make good progress	77.1	79.9	-2.8
Looking after pupils well	77.0	81.1	-4.1
Pupil targets*	77.0		
Attitude of non-teaching support staff	76.5	80.1	-3.5
Pupil response to feedback*	75.0		
Appropriate level of challenge in homework	74.9		
Tailoring workload to childs needs and ability	74.5	80.8	-6.3
Celebrating and rewarding achievement	73.8	77.9	-4.1
Explaining to parents how to help their child	73.7	77.9	-4.2
Information on different types of bullying*	70.6		
E-safety	70.5		

- Parents consider delivery of the following additional criteria to be 'outstanding': Encouraging local community activity, Teaching for special needs, Treating all pupils fairly and equally, Regular marking of work, Pupils' attitudes to learning, Encouraging and listening to pupil views, Promoting racial harmony, Ensuring pupils do best and make good progress, Looking after pupils well, Pupil targets and Attitude of non-teaching support staff.

- Parents consider delivery of the following additional criteria to be 'good': Pupil response to feedback, Appropriate level of challenge in homework, Tailoring workload to childs needs and ability, Celebrating and rewarding achievement, Explaining to parents how to help their child, Information on different types of bullying and E-safety.

- Parents consider delivery of the following additional criteria to have declined since the last survey: Tailoring workload to childs needs and ability.

- The following additional criteria have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Pupils' attitudes to learning, Pupil targets, Pupil response to feedback and Information on different types of bullying.

- The following additional criteria were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Regular marking of work, Pupils' attitudes to learning, Pupil targets, Pupil response to feedback, Appropriate level of challenge in homework, Information on different types of bullying and E-safety.

Kirkland Rowell
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Happy versus unhappy parents for additional criteria

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

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Looking after pupils well	2.3	1.0	+1.4	89.3
Teaching for special needs	4.8	5.3	-0.5	84.8
E-safety	5.0			80.6
Encouraging local community activity	5.0	5.6	-0.5	80.3
Ensuring pupils do best and make good progress	5.4	2.8	+2.5	83.1
Pupils' attitudes to learning	5.4			83.8
Pupil response to feedback	5.6			76.0
Attitude of non-teaching support staff	5.6	2.2	+3.4	83.1
Treating all pupils fairly and equally	5.9	4.6	+1.4	82.9
Promoting racial harmony	6.1	2.9	+3.3	86.0
Encouraging and listening to pupil views	6.8	5.8	+1.0	76.8
Celebrating and rewarding achievement	6.8	3.9	+2.9	78.3
Regular marking of work	7.6			75.3
Pupil targets	7.9			79.0
Appropriate level of challenge in homework	8.7			77.9
Tailoring workload to childs needs and ability	10.8	4.8	+6.0	72.2
Information on different types of bullying	11.2			66.4
Explaining to parents how to help their child	12.4	7.7	+4.7	60.3

Parental priorities

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

Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	93.6	8th	91.7	12th
School discipline	90.9	11th	93.9	10th
Happiness of child	87.8	13th	84.3	13th
Developing confidence	84.1	14th	83.9	11th
Developing potential	82.3	5th	83.7	5th
Caring teachers	79.1	6th	80.4	9th
Developing moral values	70.2	3rd	76.2	3rd
Control of bullying	57.8	15th	62.6	6th
School communication	55.8	20th	56.9	16th
Exam results	50.1	7th	49.4	8th
School facilities	48.8	1st	51.8	1st
School security	36.3	12th	54.0	18th
Choice of subjects	32.1	4th	29.4	4th
Availability of resources	27.2	19th	31.3	7th
Community spirit	25.9	2nd	28.9	2nd
Levels of homework	25.2	10th	21.9	14th
Careers advice	24.6	9th	18.5	19th
Computer access	11.5	18th	9.1	15th
Social health education	9.6	16th	7.8	17th
Truancy control	7.1	17th	6.1	20th

With regard to the five criteria most important to parents:

- The school performs well in: Developing potential.

Importance: your school vs. similar schools

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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	93.6	1st	1st	0
School discipline	90.9	2nd	2nd	0
Happiness of child	87.8	3rd	3rd	0
Developing confidence	84.1	4th	7th	+3
Developing potential	82.3	5th	5th	0
Caring teachers	79.1	6th	6th	0
Developing moral values	70.2	7th	9th	+2
Control of bullying	57.8	8th	4th	-4 ▼
School communication	55.8	9th	8th	-1
Exam results	50.1	10th	12th	+2
School facilities	48.8	11th	10th	-1
School security	36.3	12th	11th	-1
Choice of subjects	32.1	13th	14th	+1
Availability of resources	27.2	14th	13th	-1
Community spirit	25.9	15th	18th	+3
Levels of homework	25.2	16th	15th	-1
Careers advice	24.6	17th	16th	-1
Computer access	11.5	18th	17th	-1
Social health education	9.6	19th	20th	+1
Truancy control	7.1	20th	19th	-1

- Most of the criteria the parents from your school selected as important are in line with the criteria that parents of similar schools select as important.

- Parents from your school selected the following criteria as less important than parents at similar schools: Control of bullying.

How parent priorities change as students get older

The graph below shows which criteria parents of Year 7 students selected as important compared to which criteria parents of Year 10 & Year 11 students selected as important. This shows us how parent priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups.
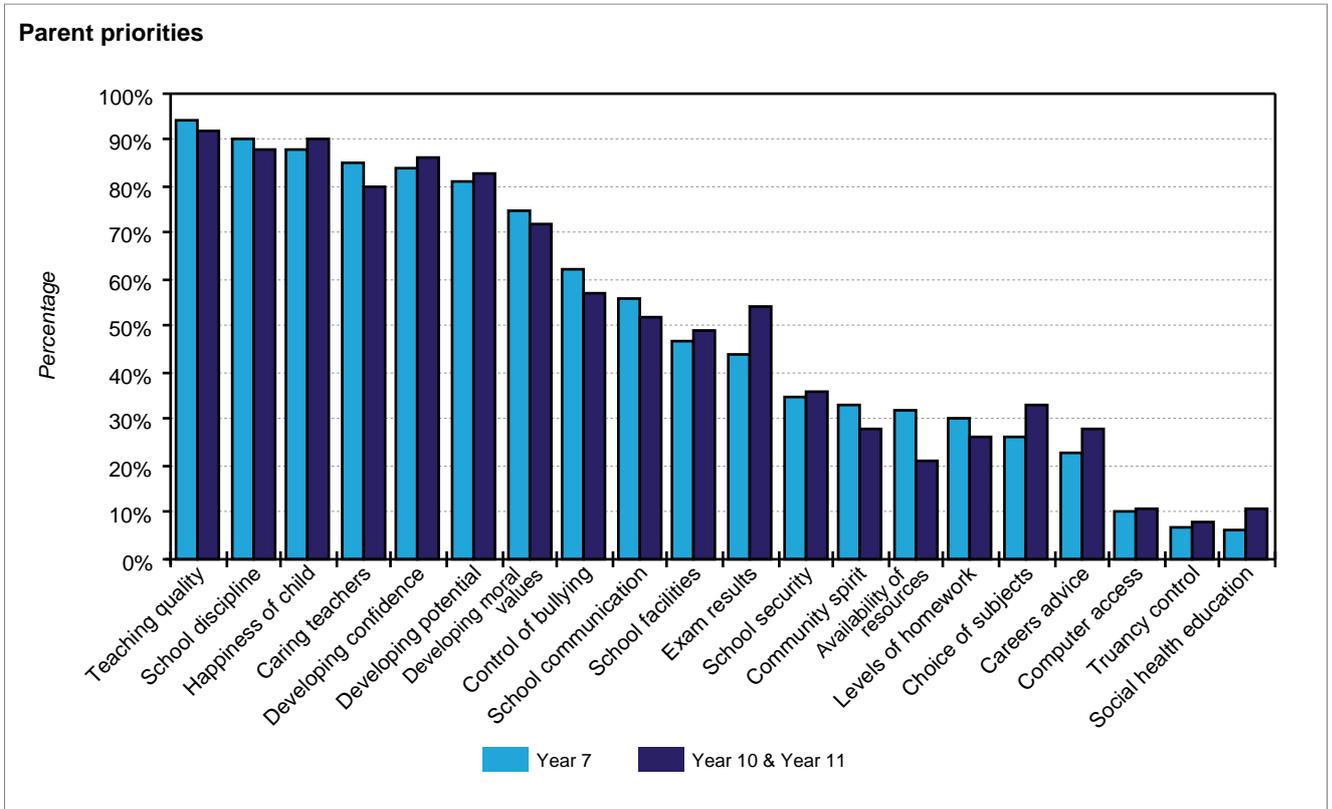
Parent priorities

Criteria where difference in score is significant	Year 7 ranking	Year 10 & Year 11 ranking
Availability of resources	14th	17th ▲

How parent priorities change by gender of child

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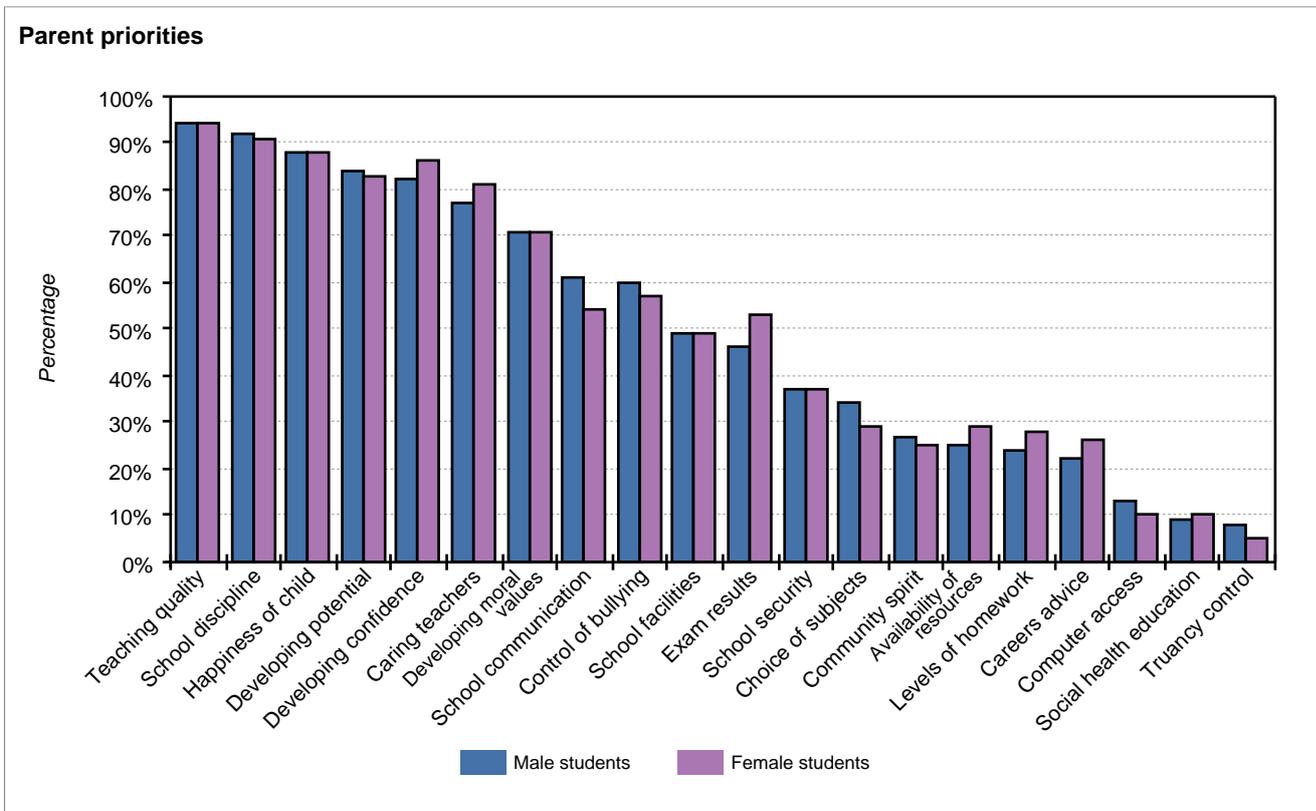
Parent priorities

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

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Surveys

How parent priorities change – extra analysis

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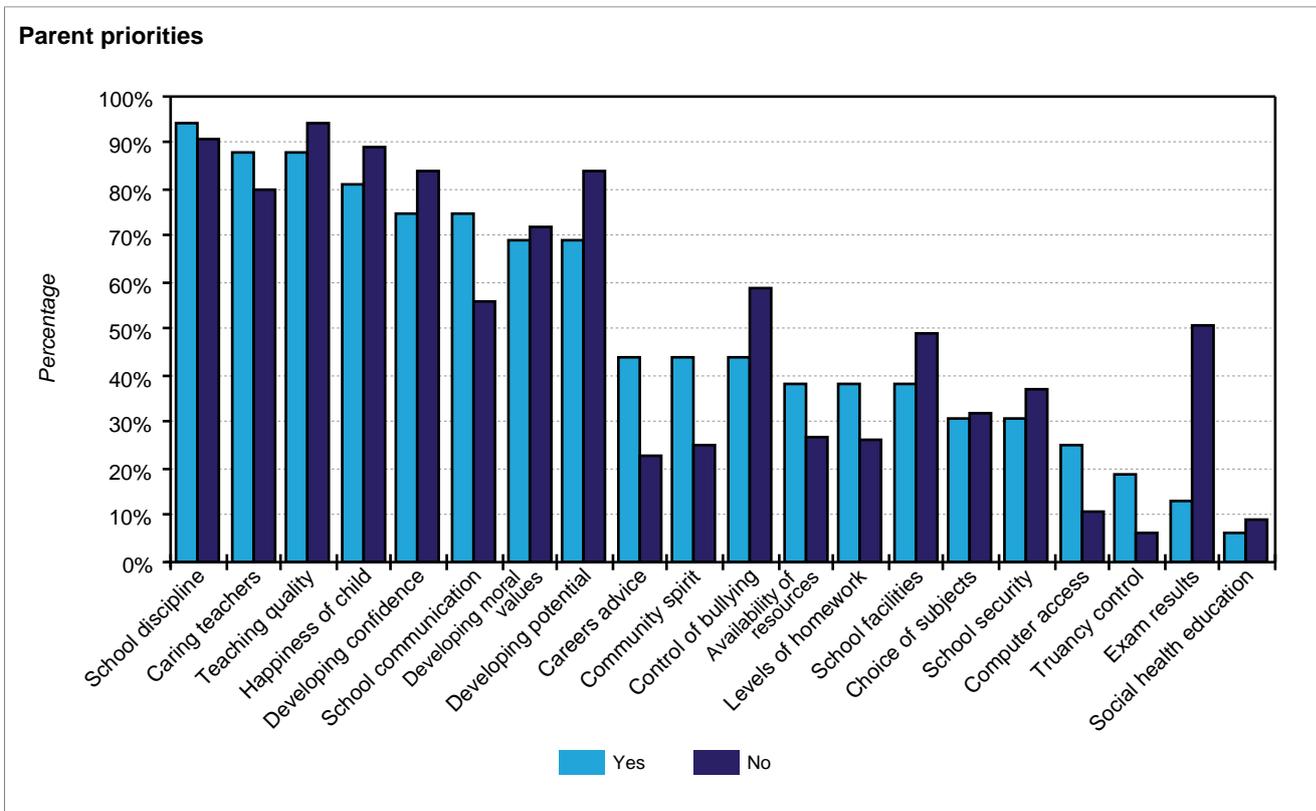
Parent priorities

Criteria where difference in score is significant	Yes ranking	No ranking
Exam results	19th	10th ▼

Relative parent priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
School communication	17.5	16.7	10.8
Developing potential	10.3	10.6	11.8
Levels of homework	9.7	12.4	7.7
Teaching quality	7.7	6.2	11.2
Careers advice	7.2	14.4	5.1
Developing confidence	7.1	7.1	4.9
Control of bullying	6.0	4.3	6.9
School discipline	4.6	4.6	8.5
Availability of resources	4.2	3.7	2.6
Happiness of child	3.8	1.5	3.3
School facilities	3.0	3.3	8.2
Social health education	2.9	2.0	0.8
Caring teachers	2.9	2.1	3.3
Community spirit	2.6	2.3	1.7
Computer access	2.4	1.3	1.5
Choice of subjects	2.2	1.1	3.7
Exam results	2.1	0.8	2.5
School security	1.6	2.8	1.9
Developing moral values	1.4	2.5	2.1
Truancy control	0.7	0.0	0.5

- Parents have given a lower priority to the following areas since the last survey: Careers advice.

- Parents have given a higher priority to the following areas compared to similar schools: School communication.

- Parents have given a lower priority to the following areas compared to similar schools: School facilities.

Unique questions

Results for your unique questions are shown below.

Parents' responses to the question: 'Would you use Social Media to follow school for news and information?'
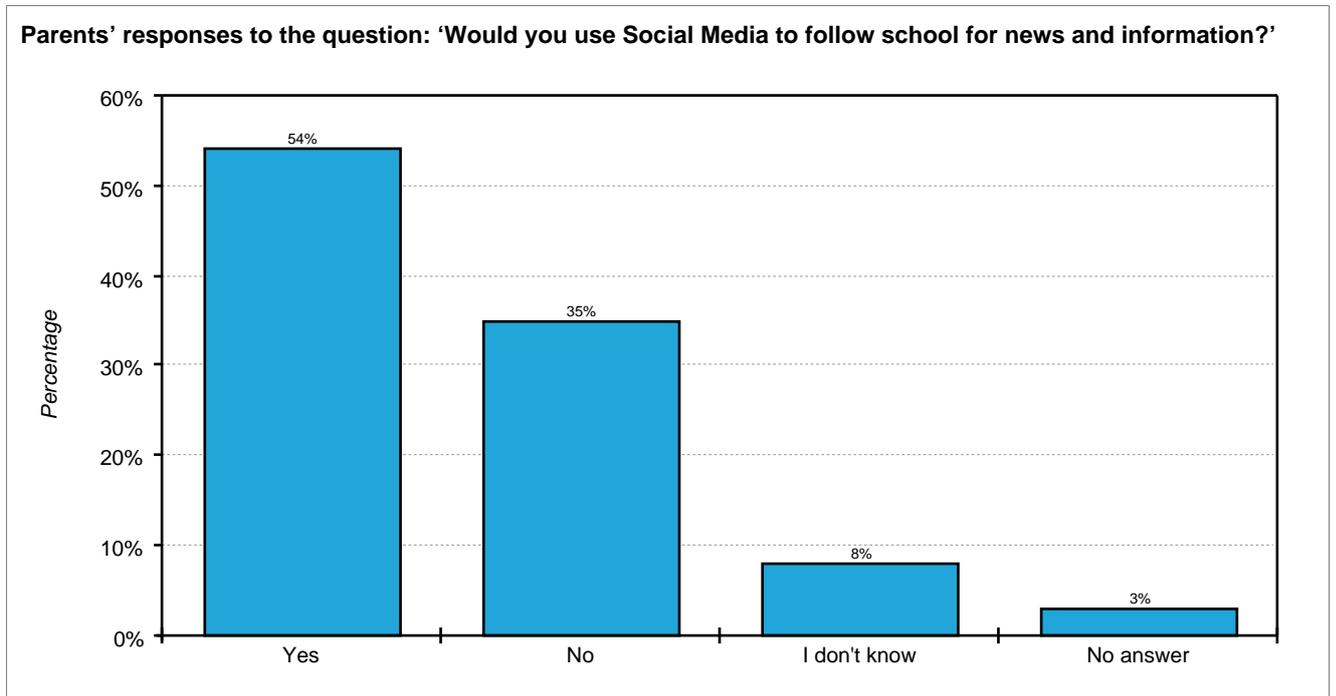
Parent View summary

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

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

	Score	Sample
1. My child is happy at this school		
Happiness of child	79.3%	507
2. My child feels safe at this school		
School security	79.6%	474
Control of bullying	79.0%	403
3. My child makes good progress at this school		
Developing potential	81.3%	478
Ensuring pupils do best and make good progress	77.1%	488
4. My child is well looked after at this school		
Caring teachers	80.5%	491
School security	79.6%	474
Looking after pupils well	77.0%	501
Attitude of non-teaching support staff	76.5%	311
5. My child is taught well at this school		
Teaching for special needs	82.6%	240
Developing potential	81.3%	478
Exam results	80.3%	380
Teaching quality	80.0%	494
Ensuring pupils do best and make good progress	77.1%	488
Tailoring workload to childs needs and ability	74.5%	430

	Score	Sample
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	528
Levels of homework	79.7%	500
Tailoring workload to childs needs and ability	74.5%	430
7. This school ensures the pupils are well behaved		
School discipline	79.6%	468
8. This school deals effectively with bullying		
Control of bullying	79.0%	403
9. Quality of school management		
The school did not ask any questions relevant to this section		
10. This school responds well to any concern I raise		
Caring teachers	80.5%	491
11. I receive valuable information from the school about my child's progress		
Regular marking of work	81.0%	497
Explaining to parents how to help their child	73.7%	466
12. I would recommend this school to another parent		
Recommended	99.1%	475

Ofsted self-evaluation summary

The September 2015 Ofsted Common Inspection Framework asserts the increased importance of a school's own self-evaluation data as the starting point of the inspection process.

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

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

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

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

Remember, for grading comparisons with our colour coded system:

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

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

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

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

Community spirit	85.4%	Outstanding
Teaching for special needs	82.6%	Outstanding
Treating all pupils fairly and equally	82.3%	Outstanding
Developing potential	81.3%	Outstanding
Regular marking of work	81.0%	Outstanding
Exam results	80.3%	Outstanding
Teaching quality	80.0%	Outstanding
Levels of homework	79.7%	Outstanding
Developing confidence	79.1%	Outstanding
Promoting racial harmony	78.0%	Outstanding
School communication	77.1%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Pupil targets	77.0%	Outstanding
Mathematics	76.8%	Good
Pupil response to feedback	75.0%	Good
Appropriate level of challenge in homework	74.9%	Good
English	74.8%	Good
Explaining to parents how to help their child	73.7%	Good

Strengths

- Community spirit
- Teaching for special needs
- Treating all pupils fairly and equally

Weaknesses

- Explaining to parents how to help their child
- English
- Appropriate level of challenge in homework

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

The Accuracy and Impact of Assessment

Developing potential	81.3%	Outstanding
Regular marking of work	81.0%	Outstanding
Exam results	80.3%	Outstanding
Levels of homework	79.7%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Appropriate level of challenge in homework	74.9%	Good
Tailoring workload to childs needs and ability	74.5%	Good

Strengths

- Developing potential
- Regular marking of work

Weaknesses

- Tailoring workload to childs needs and ability
- Appropriate level of challenge in homework

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

The Impact of the Teaching of Literacy, Including Reading

Developing potential	81.3%	Outstanding
Drama	81.3%	Outstanding
English	74.8%	Good
Tailoring workload to childs needs and ability	74.5%	Good

Strengths

- Developing potential

Weaknesses

- Tailoring workload to childs needs and ability

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

The Teaching of Mathematics

Co-ordinated Science	82.4%	Outstanding
Developing potential	81.3%	Outstanding
Computer access	77.6%	Outstanding
Chemistry	79.5%	Good
Biology	79.2%	Good
Physics	79.0%	Good
Mathematics	76.8%	Good
ICT	75.1%	Good
Appropriate level of challenge in homework	74.9%	Good
Tailoring workload to childs needs and ability	74.5%	Good
Computing	63.3%	Inadequate

Strengths

- Co-ordinated Science
- Developing potential
- Computer access

Weaknesses

- Computing
- Tailoring workload to childs needs and ability
- Appropriate level of challenge in homework

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

Effectiveness of the Early Years Provision: Quality of Teaching, Learning and Assessment
Not applicable.

Effectiveness of the Sixth Form Provision: Quality of Teaching, Learning and Assessment
Not applicable.

Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 1.5 = Outstanding = **Grade 1 (-)**

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

Personal Development, Behaviour and Welfare

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

Community spirit	85.4%	Outstanding
School discipline	79.6%	Outstanding
Developing confidence	79.1%	Outstanding
Control of bullying	79.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding

Strengths

- Community spirit

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

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

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Caring teachers	80.5%	Outstanding
School discipline	79.6%	Outstanding
Control of bullying	79.0%	Outstanding
Encouraging and listening to pupil views	78.4%	Outstanding
Social health education	78.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding
Looking after pupils well	77.0%	Outstanding
Attitude of non-teaching support staff	76.5%	Outstanding
Information on different types of bullying	70.6%	Good
E-safety	70.5%	Good

Strengths

- Community spirit
- Developing moral values
- Caring teachers

Weaknesses

- E-safety
- Information on different types of bullying

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

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

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
School discipline	79.6%	Outstanding
Control of bullying	79.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding
Looking after pupils well	77.0%	Outstanding
Attitude of non-teaching support staff	76.5%	Outstanding
Information on different types of bullying	70.6%	Good

Strengths

- Community spirit
- Developing moral values
- School discipline

Weaknesses

- Information on different types of bullying

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

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

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Developing potential	81.3%	Outstanding
School discipline	79.6%	Outstanding
Happiness of child	79.3%	Outstanding
Developing confidence	79.1%	Outstanding
Encouraging and listening to pupil views	78.4%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Celebrating and rewarding achievement	73.8%	Good

Strengths

- Community spirit
- Developing moral values
- Developing potential

Weaknesses

- Celebrating and rewarding achievement

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

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

Teaching for special needs	82.6%	Outstanding
Developing potential	81.3%	Outstanding
Developing confidence	79.1%	Outstanding
Encouraging and listening to pupil views	78.4%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Pupil response to feedback	75.0%	Good
Celebrating and rewarding achievement	73.8%	Good

Strengths

- Teaching for special needs
- Developing potential

Weaknesses

- Celebrating and rewarding achievement
- Pupil response to feedback

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

Personal Development and Welfare: Choices About Next Stages

Careers advice	80.0%	Outstanding
Levels of homework	79.7%	Outstanding
Pupil targets	77.0%	Outstanding
Attitude of non-teaching support staff	76.5%	Outstanding
Celebrating and rewarding achievement	73.8%	Good
Explaining to parents how to help their child	73.7%	Good

Strengths

- Careers advice
- Levels of homework

Weaknesses

- Explaining to parents how to help their child
- Celebrating and rewarding achievement

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

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

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Caring teachers	80.5%	Outstanding
School discipline	79.6%	Outstanding
School security	79.6%	Outstanding
Control of bullying	79.0%	Outstanding
Encouraging and listening to pupil views	78.4%	Outstanding
Social health education	78.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding
Looking after pupils well	77.0%	Outstanding
Attitude of non-teaching support staff	76.5%	Outstanding
Information on different types of bullying	70.6%	Good
E-safety	70.5%	Good

Strengths

- Community spirit
- Developing moral values
- Caring teachers

Weaknesses

- E-safety
- Information on different types of bullying

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

Personal Development and Welfare: Keeping Healthy

Exercise	86.8%	Outstanding
Diet	82.6%	Outstanding
Social health education	78.0%	Outstanding

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

Personal Development and Welfare: Personal Development

Encouraging local community activity	91.2%	Outstanding
Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Religious Studies	83.4%	Outstanding
Developing potential	81.3%	Outstanding
Careers advice	80.0%	Outstanding
Developing confidence	79.1%	Outstanding
Control of bullying	79.0%	Outstanding
Encouraging and listening to pupil views	78.4%	Outstanding
Social health education	78.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding
Information on different types of bullying	70.6%	Good
E-safety	70.5%	Good

Strengths

- Encouraging local community activity
- Community spirit
- Developing moral values

Weaknesses

- E-safety
- Information on different types of bullying

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

Attendance and Punctuality

Truancy control	77.8%	Outstanding

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

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

Not applicable.

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

Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

Your average parental grade for "Personal Development, Behaviour and Welfare" = 1.1 = Outstanding = **Grade 1**

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

Outcomes for Pupils

Progress

Teaching for special needs	82.6%	Outstanding
Developing potential	81.3%	Outstanding
Exam results	80.3%	Outstanding
Developing confidence	79.1%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Pupil targets	77.0%	Outstanding
Ratio of parents saying school improving versus declining		Good
Mathematics	76.8%	Good
Pupil response to feedback	75.0%	Good
Appropriate level of challenge in homework	74.9%	Good
English	74.8%	Good

Strengths

- Teaching for special needs
- Developing potential
- Exam results

Weaknesses

- English
- Appropriate level of challenge in homework
- Pupil response to feedback

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

Progress Over Time

Average of academic subject ratings	Good
Significant improvements versus significant declines	Inadequate

Your average parental grade for this section = 3.0 = Requires improvement = **Grade 3**

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

Achievement in relation to national standards	Outstanding
Average of academic subject ratings	Good

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

Achievements of Those Eligible for the Pupil Premium

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

Average of academic subject ratings		Outstanding
Developing confidence	85.3%	Outstanding
Mathematics	83.3%	Outstanding
English	80.0%	Outstanding
Exam results	79.2%	Outstanding
Developing potential	75.0%	Outstanding
Tailoring workload to childs needs and ability	73.5%	Good

Strengths

- Average of academic subject ratings
- Developing confidence

Weaknesses

- Tailoring workload to childs needs and ability

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

The Most Able Pupils

Developing potential	81.3%	Outstanding
Developing confidence	79.1%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Pupil targets	77.0%	Outstanding
Appropriate level of challenge in homework	74.9%	Good
Tailoring workload to childs needs and ability	74.5%	Good

Strengths

- Developing potential
- Developing confidence

Weaknesses

- Tailoring workload to childs needs and ability
- Appropriate level of challenge in homework

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

Disabled Pupils and Those with Special Educational Needs

Teaching for special needs	82.6%	Outstanding
Treating all pupils fairly and equally	82.3%	Outstanding
Developing potential	81.3%	Outstanding
Developing confidence	79.1%	Outstanding
Tailoring workload to childs needs and ability	74.5%	Good

Strengths

- Teaching for special needs

Weaknesses

- Tailoring workload to childs needs and ability

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 1.6 = Good = **Grade 2 (+)**

To reach the next grade

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

- Progress Over Time

Effectiveness of Leadership and Management

Vision and Values

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Developing potential	81.3%	Outstanding
Exam results	80.3%	Outstanding
School discipline	79.6%	Outstanding
Developing confidence	79.1%	Outstanding
Control of bullying	79.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding
School communication	77.1%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Average of academic subject ratings		Good
Celebrating and rewarding achievement	73.8%	Good

Strengths

- Community spirit

- Developing moral values

- Developing potential

Weaknesses

- Celebrating and rewarding achievement

- Average of academic subject ratings

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

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Self-evaluation and Improvement

Exam results	80.3%	Outstanding
Encouraging and listening to pupil views	78.4%	Outstanding
Pupil targets	77.0%	Outstanding
Ratio of parents saying school improving versus declining		Good
Criteria improving since previous surveys		Requires improvement
Significant improvements versus significant declines		Inadequate

Strengths

- Exam results
- Encouraging and listening to pupil views

Weaknesses

- Significant improvements versus significant declines
- Criteria improving since previous surveys

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

Curriculum

Encouraging local community activity	91.2%	Outstanding
Religious Studies	83.4%	Outstanding
Choice of subjects	83.2%	Outstanding
Teaching for special needs	82.6%	Outstanding
Developing potential	81.3%	Outstanding
Drama	81.3%	Outstanding
Exam results	80.3%	Outstanding
Careers advice	80.0%	Outstanding
Ensuring pupils do best and make good progress	77.1%	Outstanding
Pupil targets	77.0%	Outstanding
Mathematics	76.8%	Good
P.E.	76.5%	Good
Pupil response to feedback	75.0%	Good
English	74.8%	Good
Tailoring workload to childs needs and ability	74.5%	Good
Art	74.1%	Good

Strengths

- Encouraging local community activity
- Religious Studies
- Choice of subjects

Weaknesses

- Art
- Tailoring workload to childs needs and ability
- English

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

Citizenship

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Religious Studies	83.4%	Outstanding
Treating all pupils fairly and equally	82.3%	Outstanding
School discipline	79.6%	Outstanding
Control of bullying	79.0%	Outstanding
Social health education	78.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding
Information on different types of bullying	70.6%	Good
E-safety	70.5%	Good

Strengths

- Community spirit
- Developing moral values
- Religious Studies

Weaknesses

- E-safety
- Information on different types of bullying

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

Leadership

Encouraging and listening to pupil views	78.4%	Outstanding
School communication	77.1%	Outstanding
Pupil targets	77.0%	Outstanding
Average of academic subject ratings		Good
Explaining to parents how to help their child	73.7%	Good
Criteria improving since previous surveys		Requires improvement

Strengths

- Encouraging and listening to pupil views
- School communication

Weaknesses

- Criteria improving since previous surveys
- Explaining to parents how to help their child

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Treating all pupils fairly and equally	82.3%	Outstanding
Caring teachers	80.5%	Outstanding
School discipline	79.6%	Outstanding
School security	79.6%	Outstanding
Control of bullying	79.0%	Outstanding
Social health education	78.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding
Truancy control	77.8%	Outstanding
Looking after pupils well	77.0%	Outstanding
Attitude of non-teaching support staff	76.5%	Outstanding
Information on different types of bullying	70.6%	Good
E-safety	70.5%	Good

Strengths

- Community spirit
- Developing moral values
- Treating all pupils fairly and equally

Weaknesses

- E-safety
- Information on different types of bullying

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

Governance

Teaching for special needs	82.6%	Outstanding
Treating all pupils fairly and equally	82.3%	Outstanding
School security	79.6%	Outstanding
Promoting racial harmony	78.0%	Outstanding
Appropriate level of challenge in homework	74.9%	Good
Tailoring workload to childs needs and ability	74.5%	Good

Strengths

- Teaching for special needs
- Treating all pupils fairly and equally

Weaknesses

- Tailoring workload to childs needs and ability
- Appropriate level of challenge in homework

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

Use of the Pupil Premium

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

Average of academic subject ratings		Outstanding
Mathematics	83.3%	Outstanding
English	80.0%	Outstanding
Ratio of parents saying school improving versus declining		Good

Strengths

- Average of academic subject ratings

Weaknesses

- Ratio of parents saying school improving versus declining

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

Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 1.4 = Outstanding = **Grade 1 (-)**

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

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Community spirit	85.4%	Outstanding
Religious Studies	83.4%	Outstanding
Drama	81.3%	Outstanding
Music	80.3%	Outstanding
Happiness of child	79.3%	Outstanding
Encouraging and listening to pupil views	78.4%	Outstanding
Promoting racial harmony	78.0%	Outstanding
English	74.8%	Good
Art	74.1%	Good

Strengths

- Community spirit
- Religious Studies
- Drama

Weaknesses

- Art
- English

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

Moral Development

Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Religious Studies	83.4%	Outstanding
School discipline	79.6%	Outstanding
Social health education	78.0%	Outstanding

Strengths

- Community spirit

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

Social Development

Encouraging local community activity	91.2%	Outstanding
Community spirit	85.4%	Outstanding
Developing moral values	84.2%	Outstanding
Developing confidence	79.1%	Outstanding
Control of bullying	79.0%	Outstanding
Social health education	78.0%	Outstanding
Promoting racial harmony	78.0%	Outstanding

Strengths

- Encouraging local community activity
- Community spirit

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

Cultural Development

Encouraging local community activity	91.2%	Outstanding
Community spirit	85.4%	Outstanding
Religious Studies	83.4%	Outstanding
History	82.2%	Outstanding
Drama	81.3%	Outstanding
Music	80.3%	Outstanding
Promoting racial harmony	78.0%	Outstanding
P.E.	76.5%	Good
English	74.8%	Good
Art	74.1%	Good

Strengths

- Encouraging local community activity
- Community spirit
- Religious Studies

Weaknesses

- Art
- English
- P.E.

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

Summary grade – Spiritual, Moral, Social and Cultural Development section
Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.1 = Outstanding = **Grade 1**
In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.1 = Outstanding = **Grade 1**

Overall effectiveness

Summary			
Quality of teaching, Learning and Assessment	1.5	Outstanding	**Grade 1 (-)**
Personal Development, Behaviour and Welfare	1.1	Outstanding	**Grade 1**
Outcomes for Pupils	1.6	Good	**Grade 2 (+)**
Effectiveness of Leadership and Management	1.4	Outstanding	**Grade 1 (-)**
Spiritual, Moral, Social and Cultural Development	1.1	Outstanding	**Grade 1**

Summary grade – Overall effectiveness

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

To reach the next grade

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

- Outcomes for Pupils

Unexpected results

Analysis to investigate unexpected or unusual year group results

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

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

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

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

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

The second graph breaks this information down further by showing you how the parents from each year group scored, from 'very poor' through to 'very good'.

Unexpected results for 'School communication'

- The contribution towards the score for School communication was lower than expected for Year 11.

Actual versus expected scores for School communication
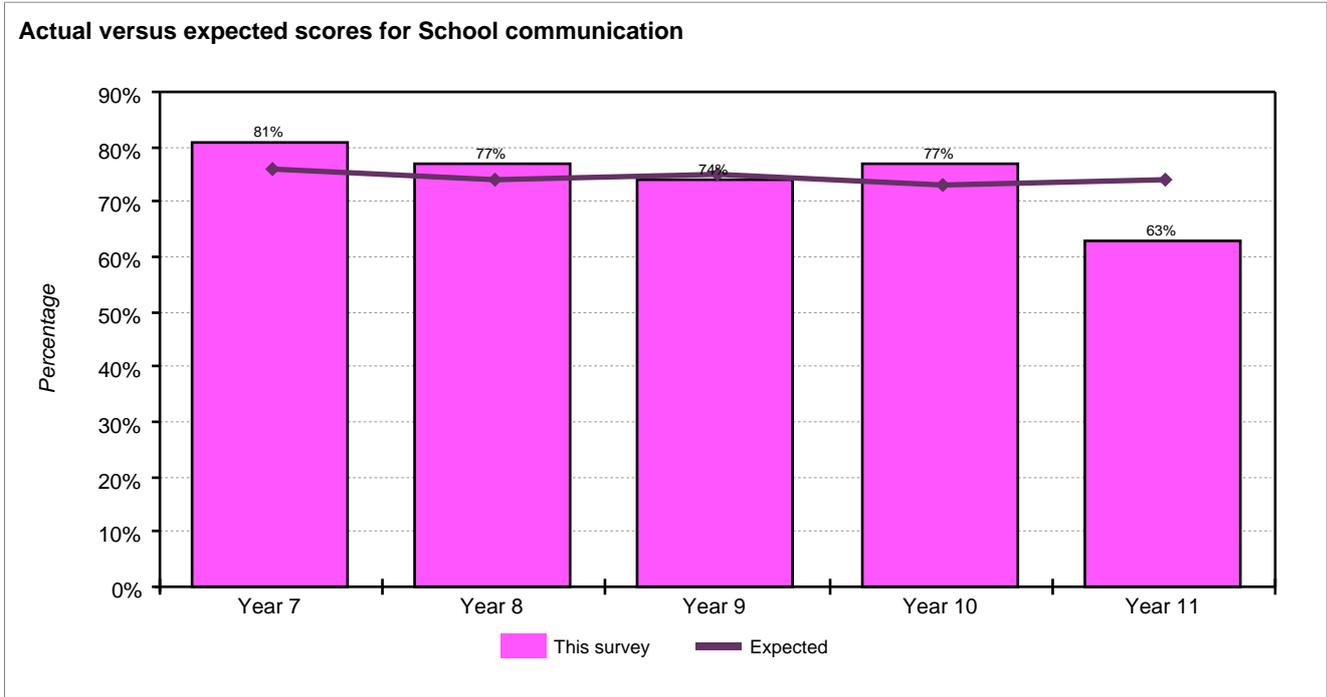
Breakdown of parent responses for School communication
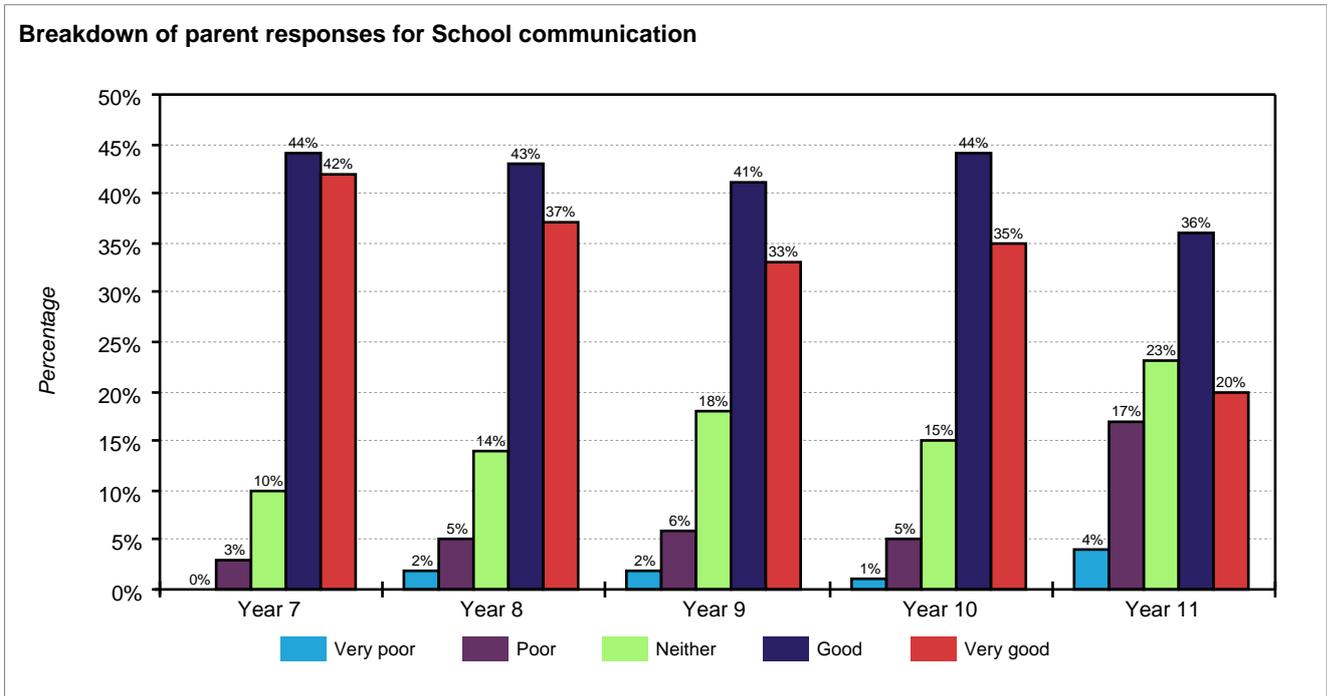
Standard analysis

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

Performance and expectations
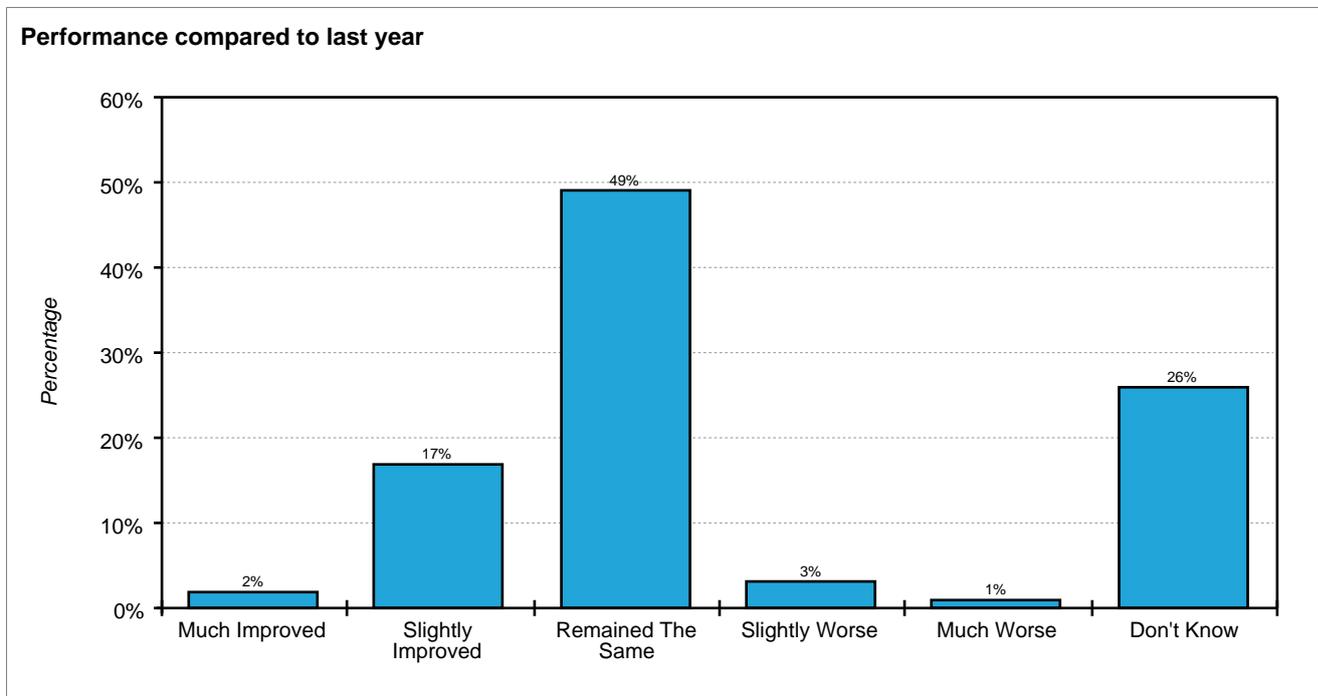
Performance compared to last year

- Of the parents whose children were not in their first year at the school 19% said the school had improved over the last year and 3% thought that the school's performance was worse.

Has the school lived up to your expectations
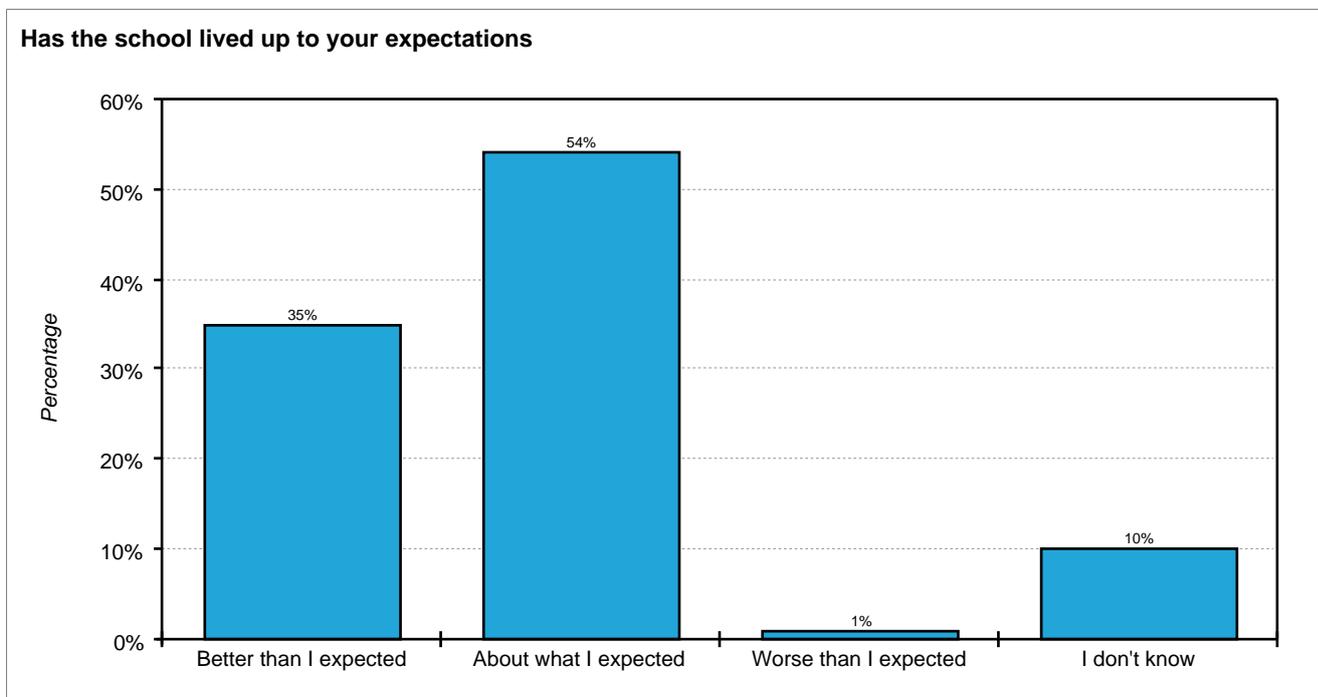
- Of the parents of new students, 1% felt that the school had not lived up to their expectations and 35% said the school was better than they had expected it to be.

Gender analysis

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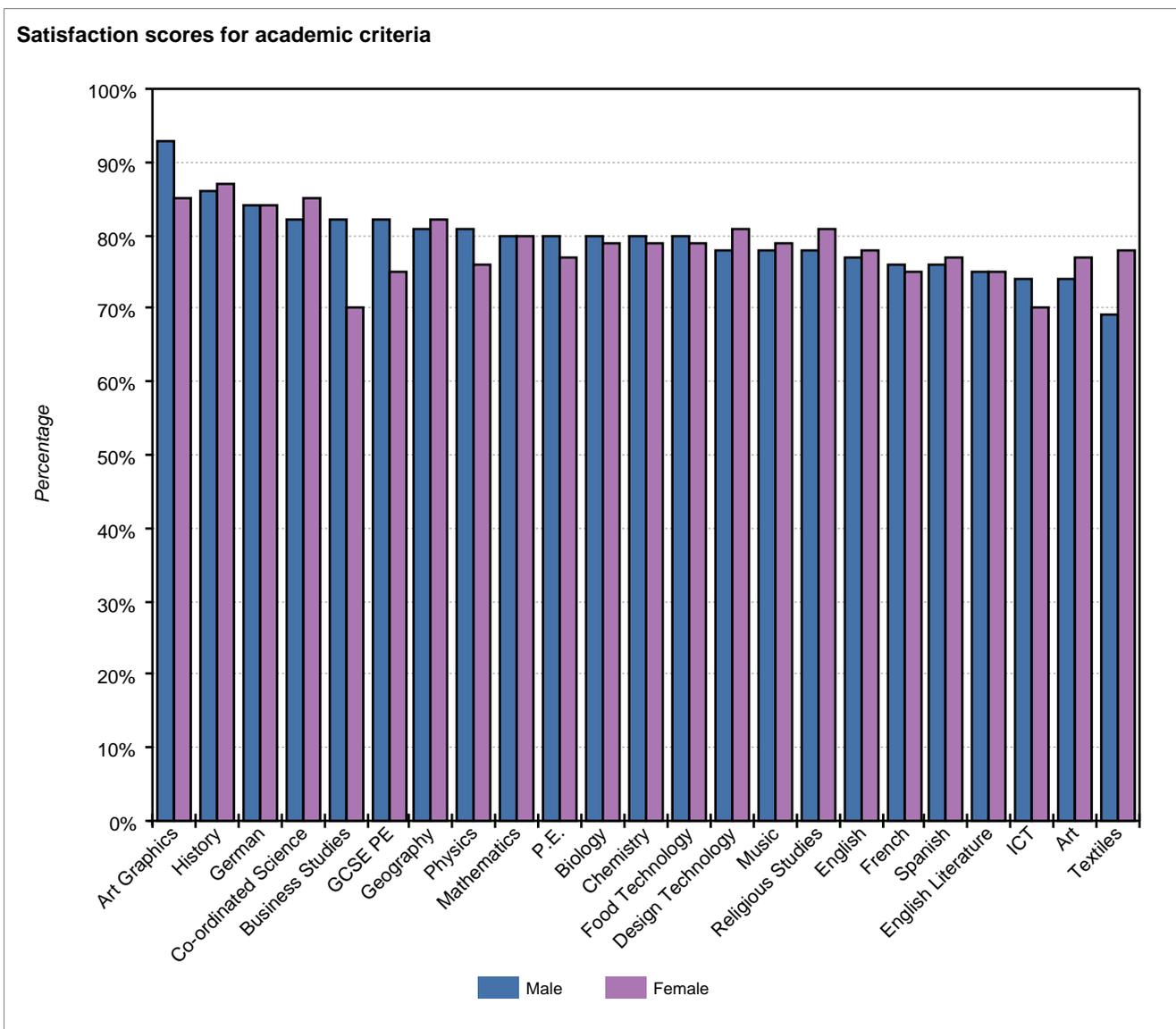
Satisfaction scores for academic criteria

Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Textiles	69.1	77.8 ▲

Satisfaction scores for non-academic criteria
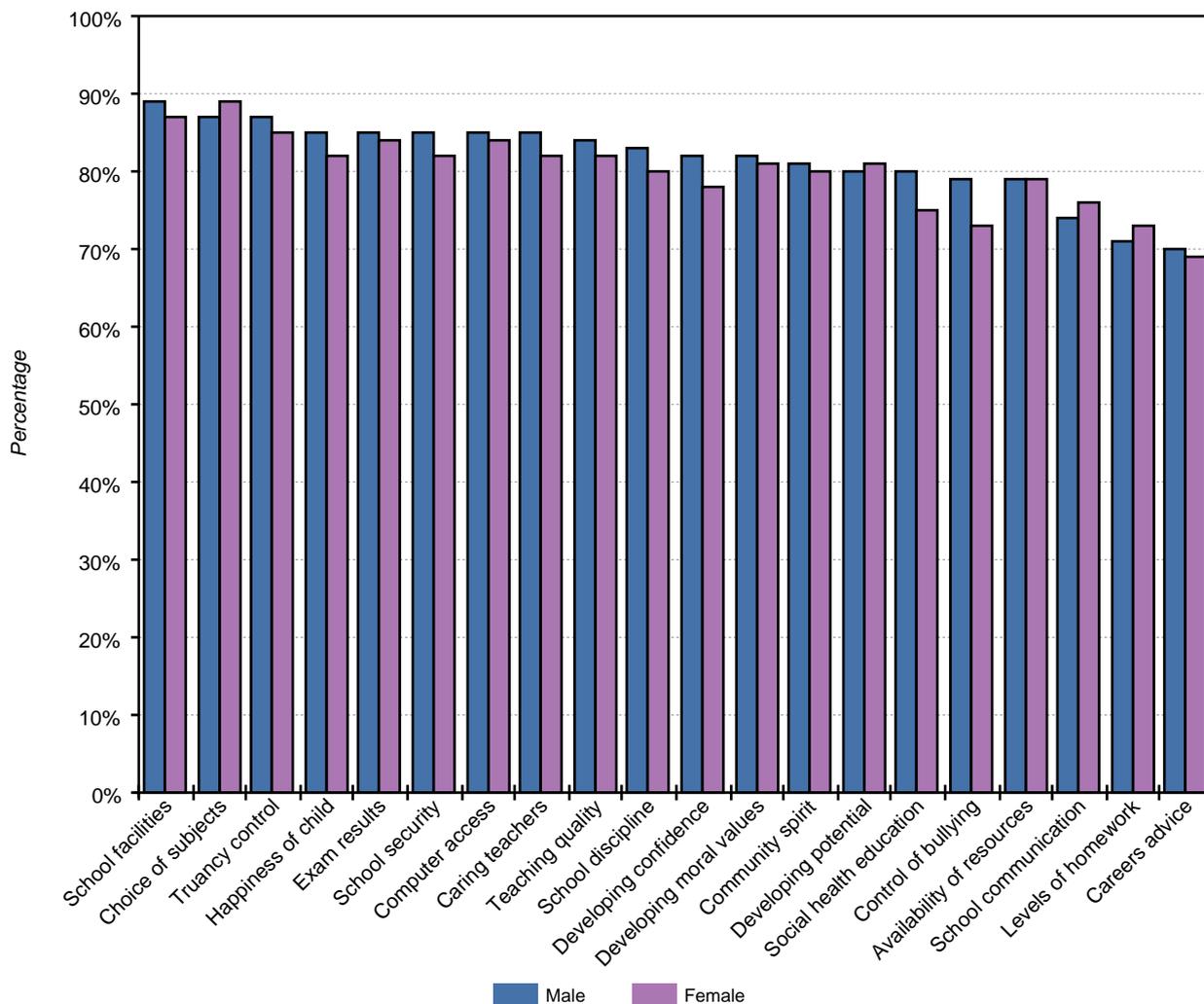
Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Control of bullying	78.8	72.5 ▼
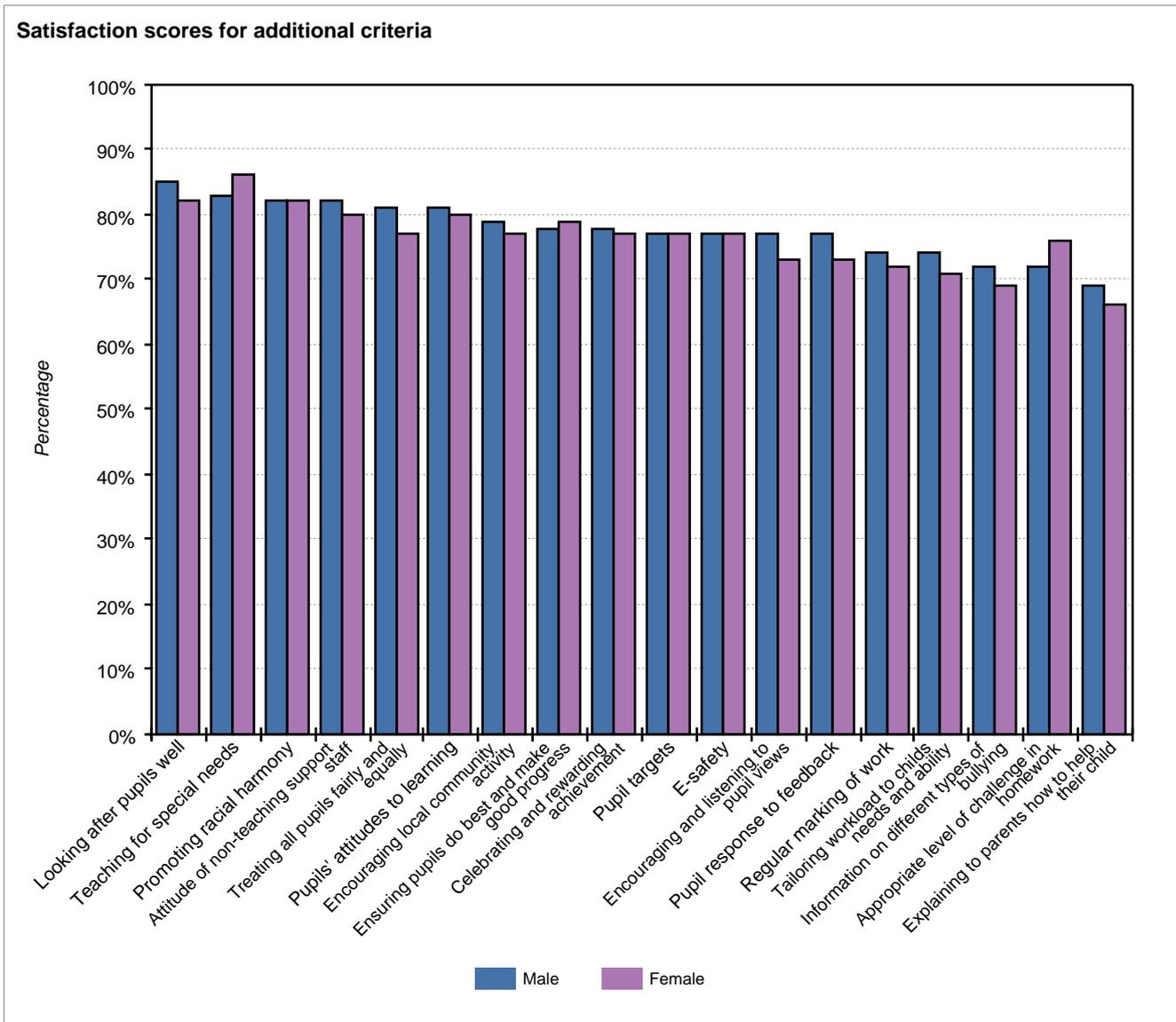
Satisfaction scores for additional criteria

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

Extra analysis

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

Satisfaction scores for academic criteria
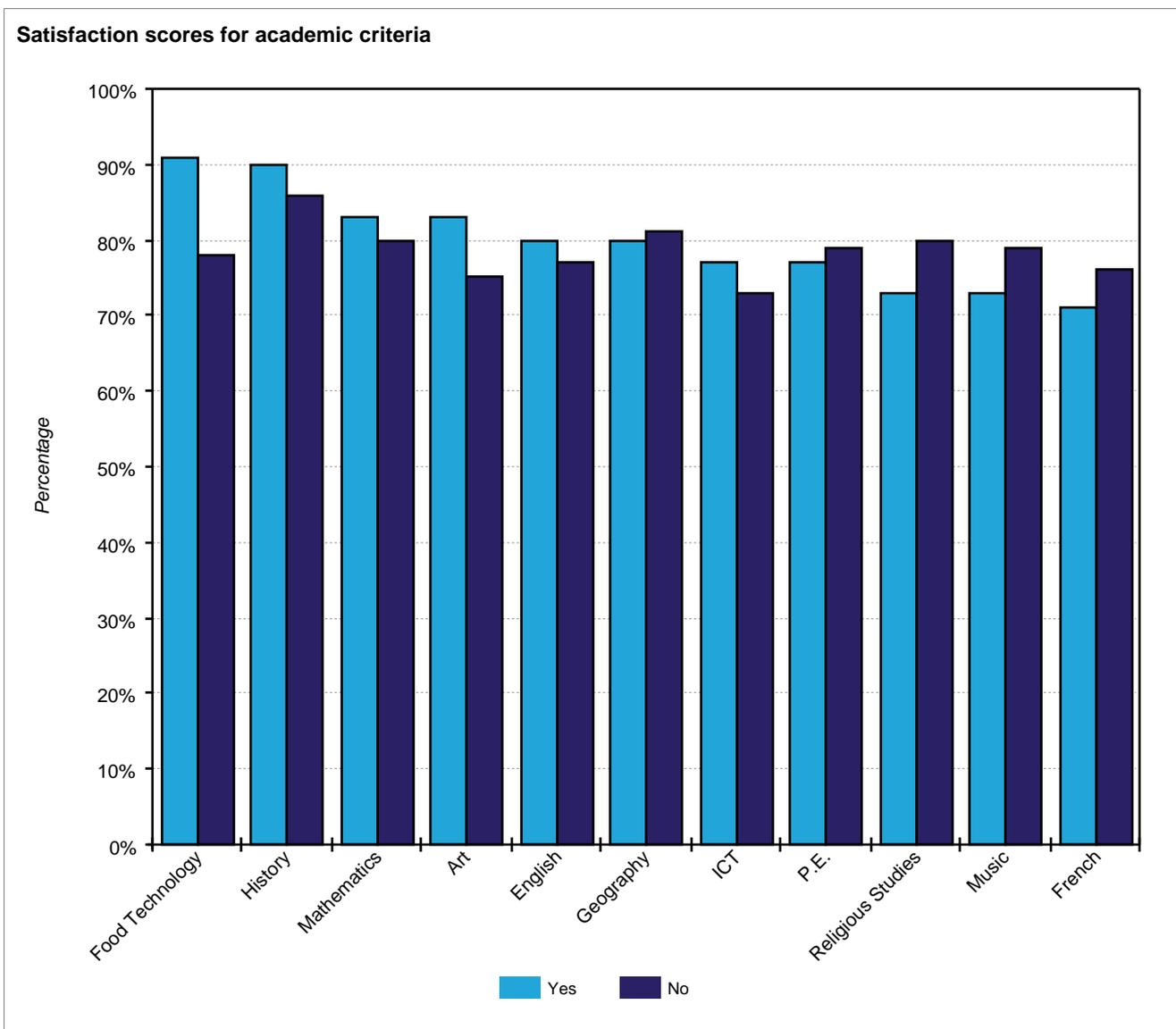
Academic criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
Food Technology	90.9	78.4 ▼

Satisfaction scores for non-academic criteria
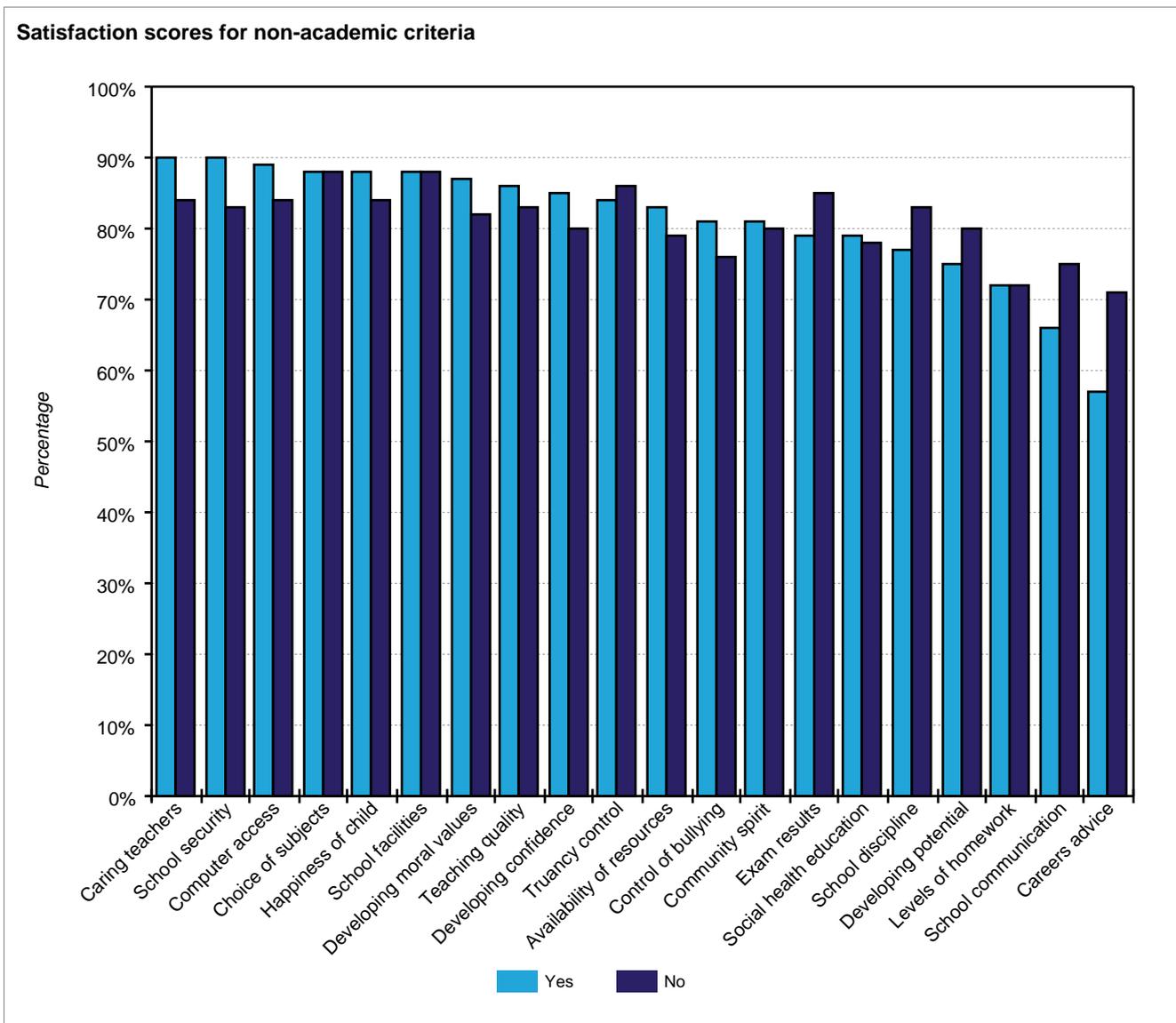
- There are no significant differences between the non-academic satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

Satisfaction scores for additional criteria
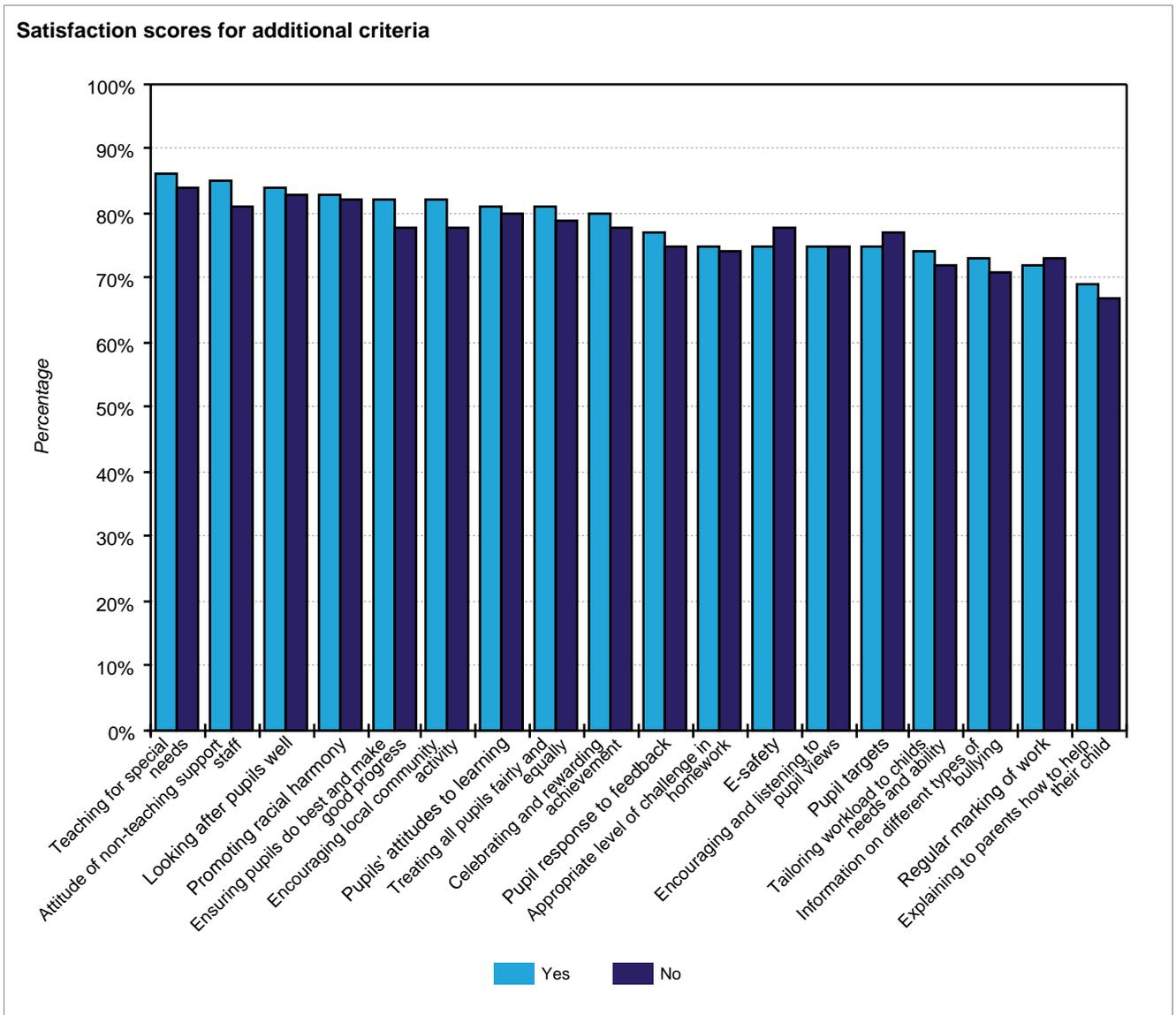
- There are no significant differences between the additional satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

Academic stretch

This section of the report summarises parents' perceptions of whether their children are pushed too hard or not hard enough.

Scores should ideally not exceed the red line. We find that English and Mathematics, however, do commonly cross the red line for 'not pushed hard enough'.

Parents' views on whether their children are being pushed too hard or not hard enough broken down by subject:

■ Not pushed hard enough   ■ Pushed too hard
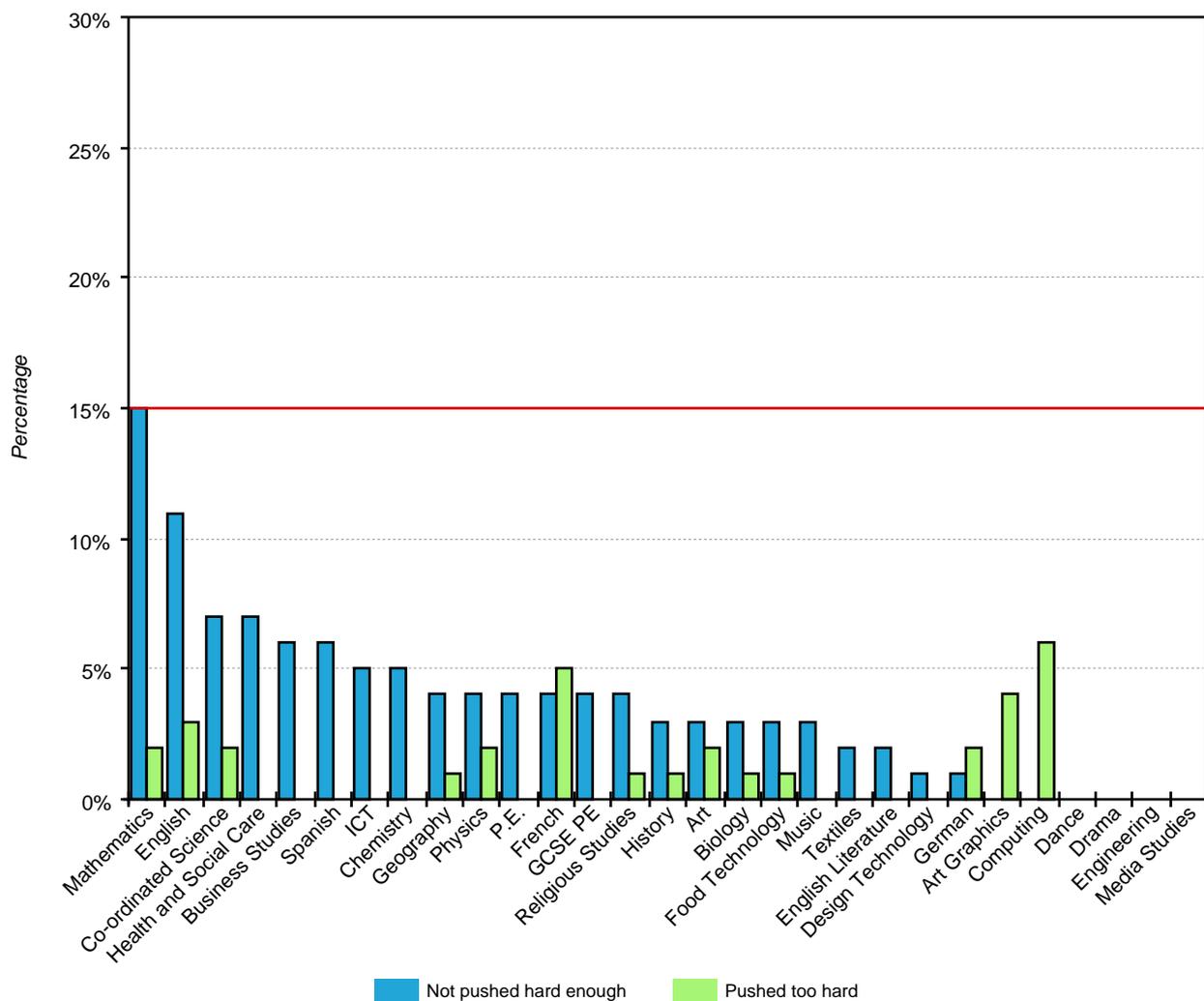
Academic stretch percentages		Not pushed hard enough		Pushed too hard	
		Yes	**No**	**Yes**	**No**
This survey		32.6	67.4	13.4	86.6
Similar schools		41.1	58.9	13.8	86.2
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'	Yes	11.8	88.2	23.5	76.5
	No	33.5	66.5	12.8	87.2

Healthy lifestyle

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

Parents' responses to the question: 'School encourages healthy lifestyle through diet'
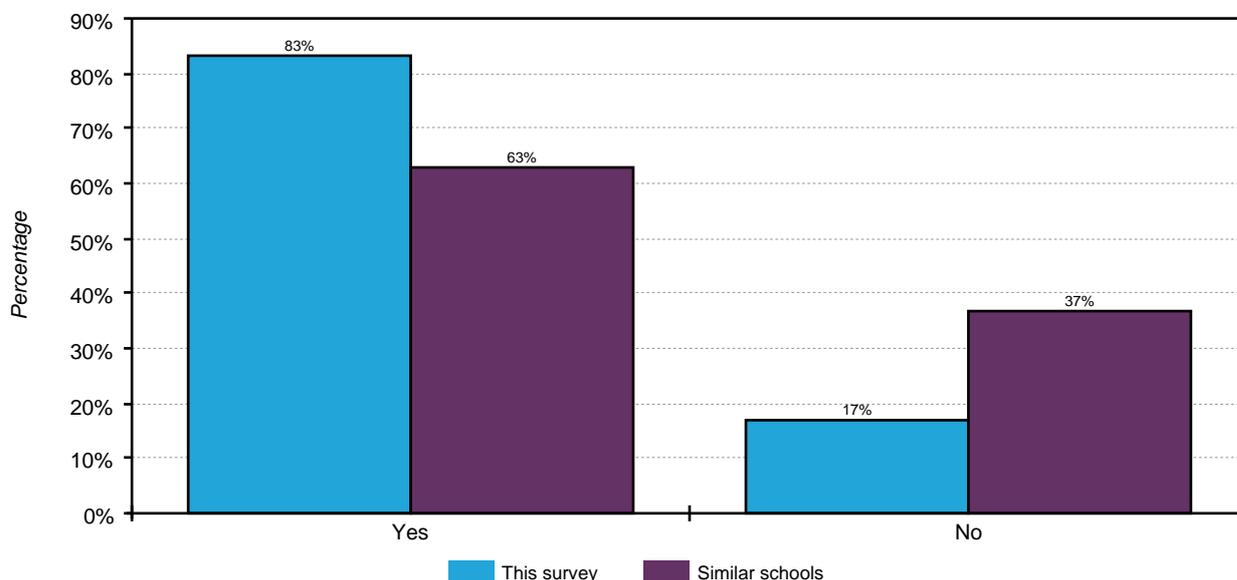
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'
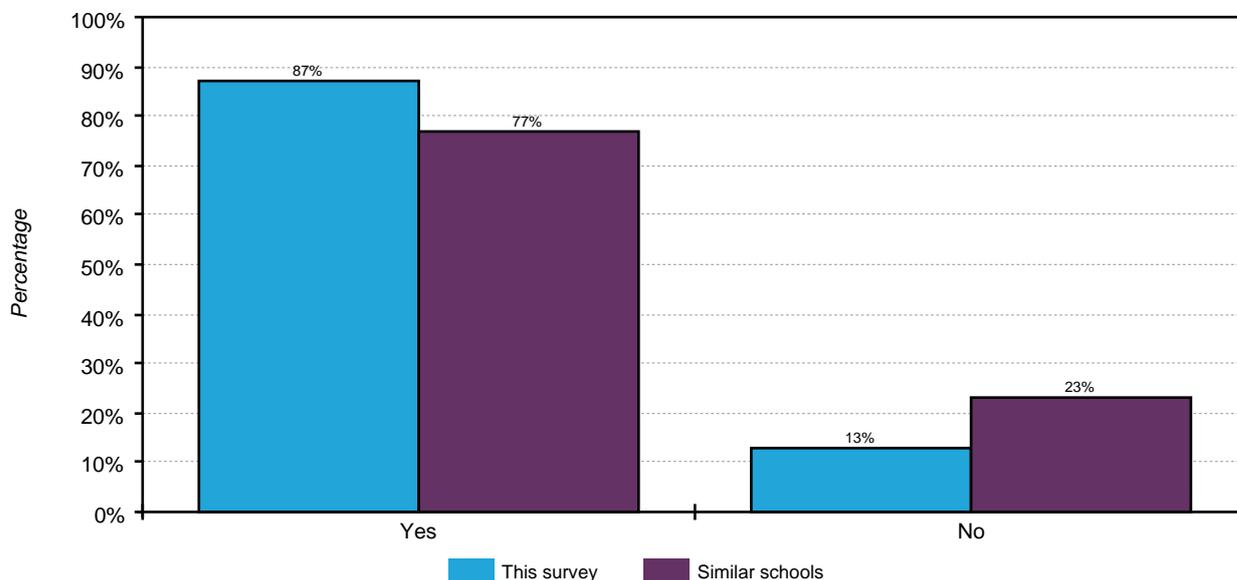
Parental values

This section of the report summarises parental values and expectations.

Parents' responses to the question: 'Do you expect that your child will one day attend University?'
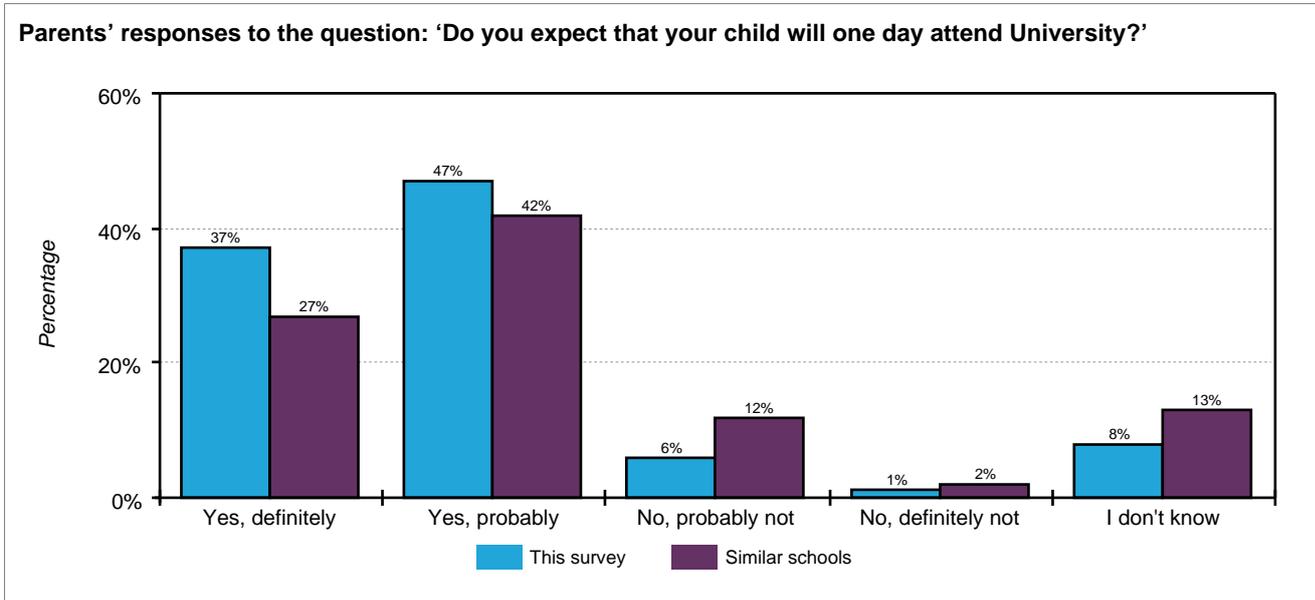
- 36.7% of parents think their child will definitely attend university – this differs from the views of parents at similar schools.   47.4% of parents think their child will probably attend university – this differs from the views of parents at similar schools.

- 5.8% of parents think their child will probably not attend university – this differs from the views of parents at similar schools.   1.3% of parents think their child will definitely not attend university – this is broadly in line with views from parents at similar schools.

Parents' responses to the question: 'How important is it that your child goes to University?'
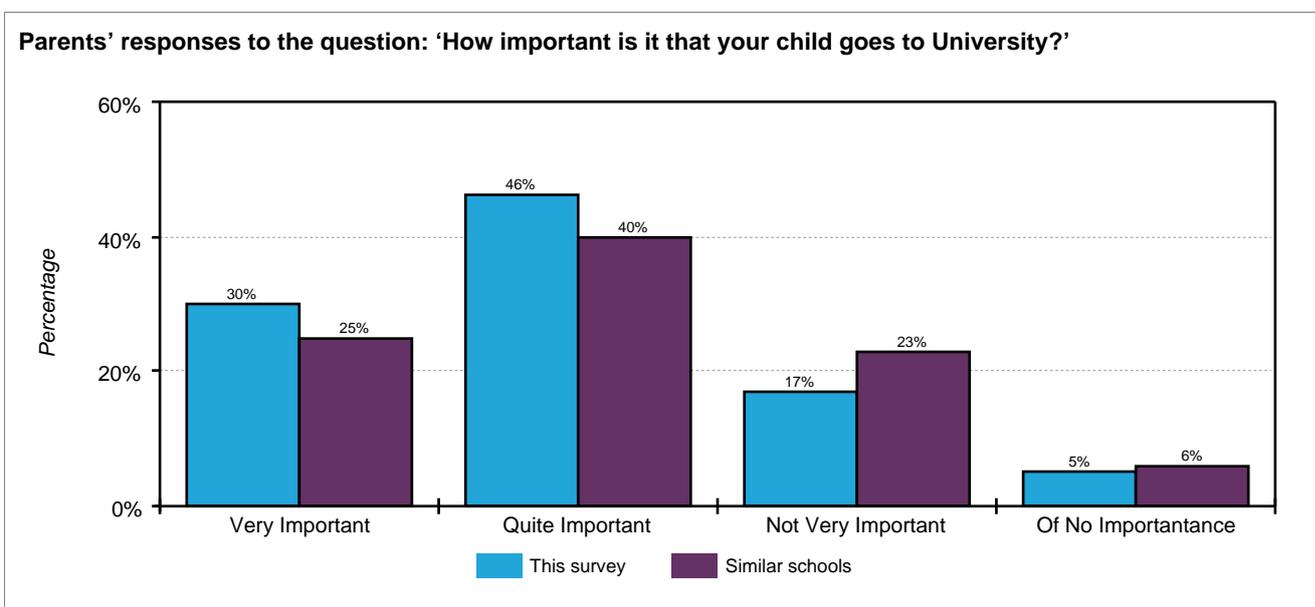
- 30.1% of parents think it is very important that their child goes to university – this is broadly in line with views from parents at similar schools.   46.3% of parents think it is quite important that their child goes to university – this differs from the views of parents at similar schools.

- 16.8% of parents think it is not very important that their child goes to university – this differs from the views of parents at similar schools.   4.7% of parents think it is not at all important that their child goes to university – this is broadly in line with views from parents at similar schools.

Parents' responses to the question: 'If you considered sending your child to another school please say which one.'
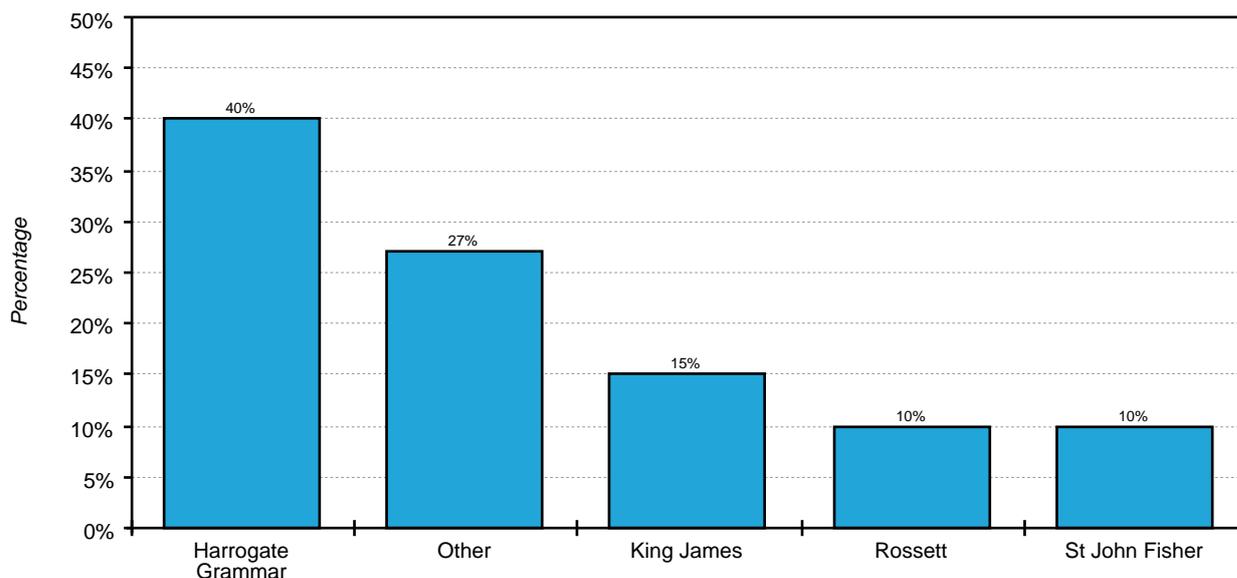
Parents' responses to the question: 'Why did you decide to send your child to St Aidan's Church of England High School?'
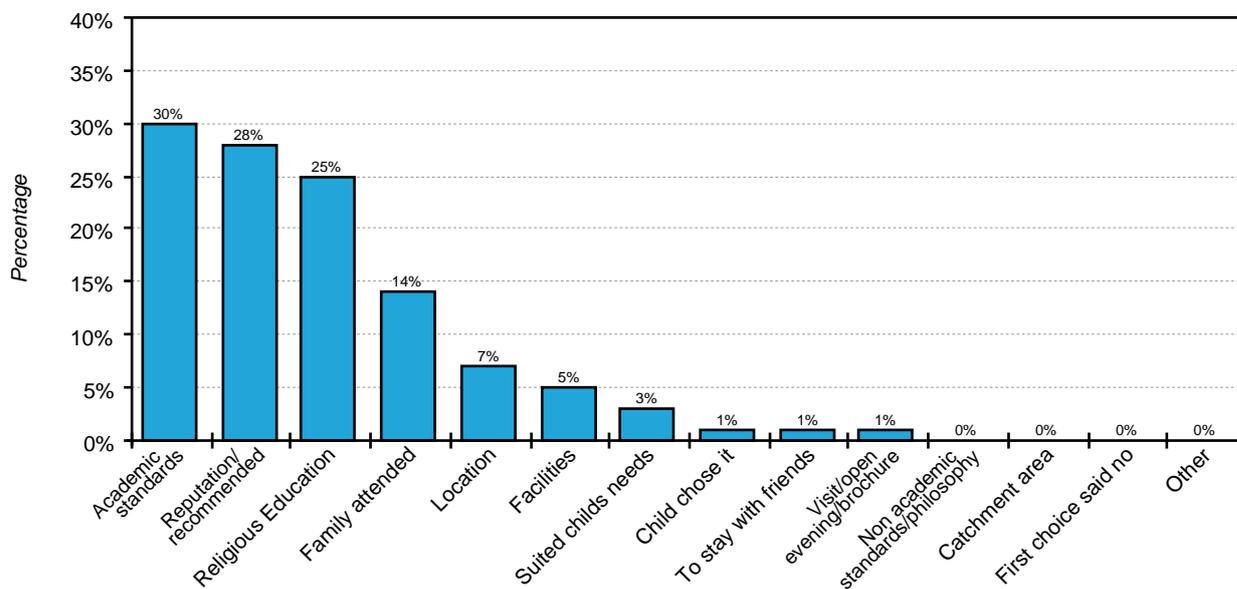
Some parents chose more than one option.

Parents' responses to the question: 'Which school did your child attend before St Aidan's Church of England High School?'
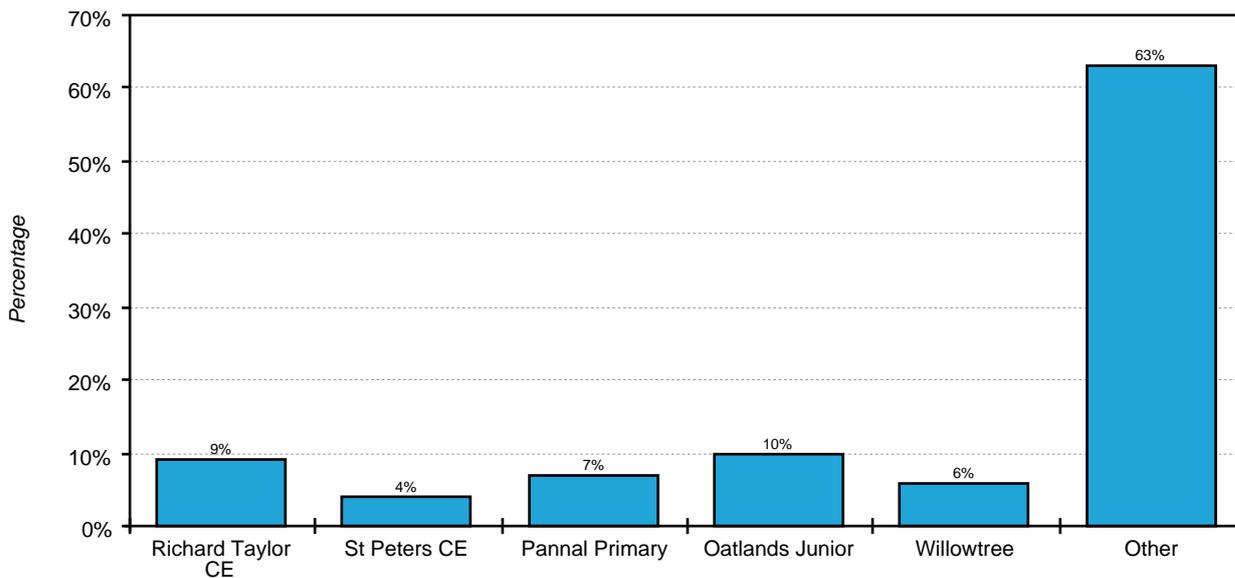
- Schools with fewer than 12 responses have been added to the 'Other' totals.

- Before attending St Aidan's Church of England High School, 62.6% attended Other.

Parents' responses to the question: 'If your child has been at the school for less than two years, has the school lived up to your expectations?' broken down by previous school attended
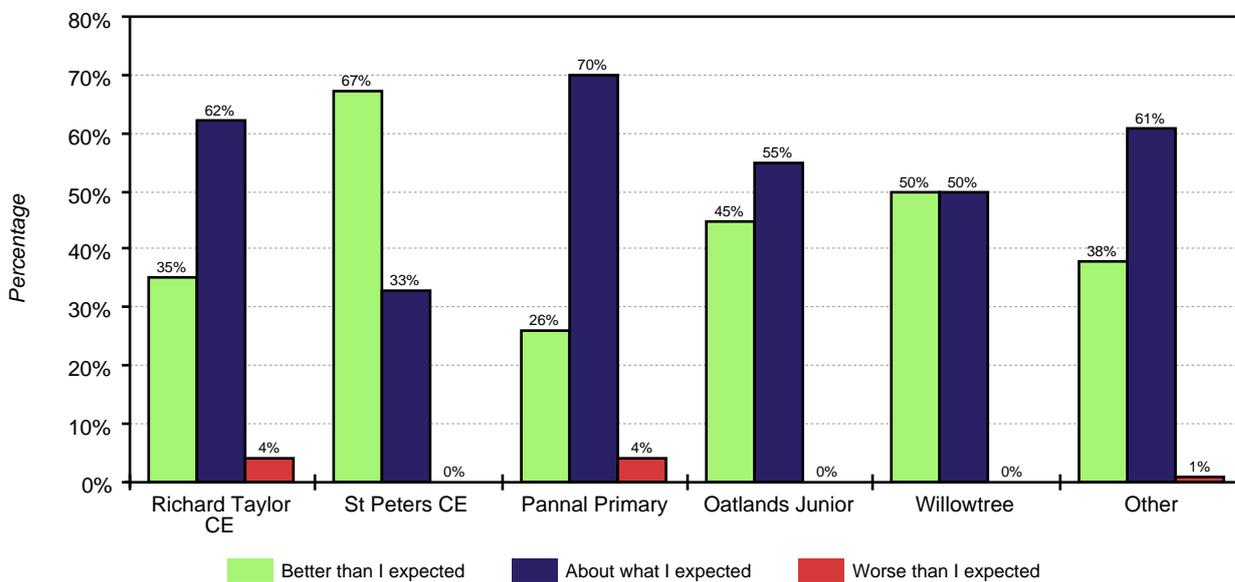
Homework

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

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

Parent perceptions of the amount of homework given
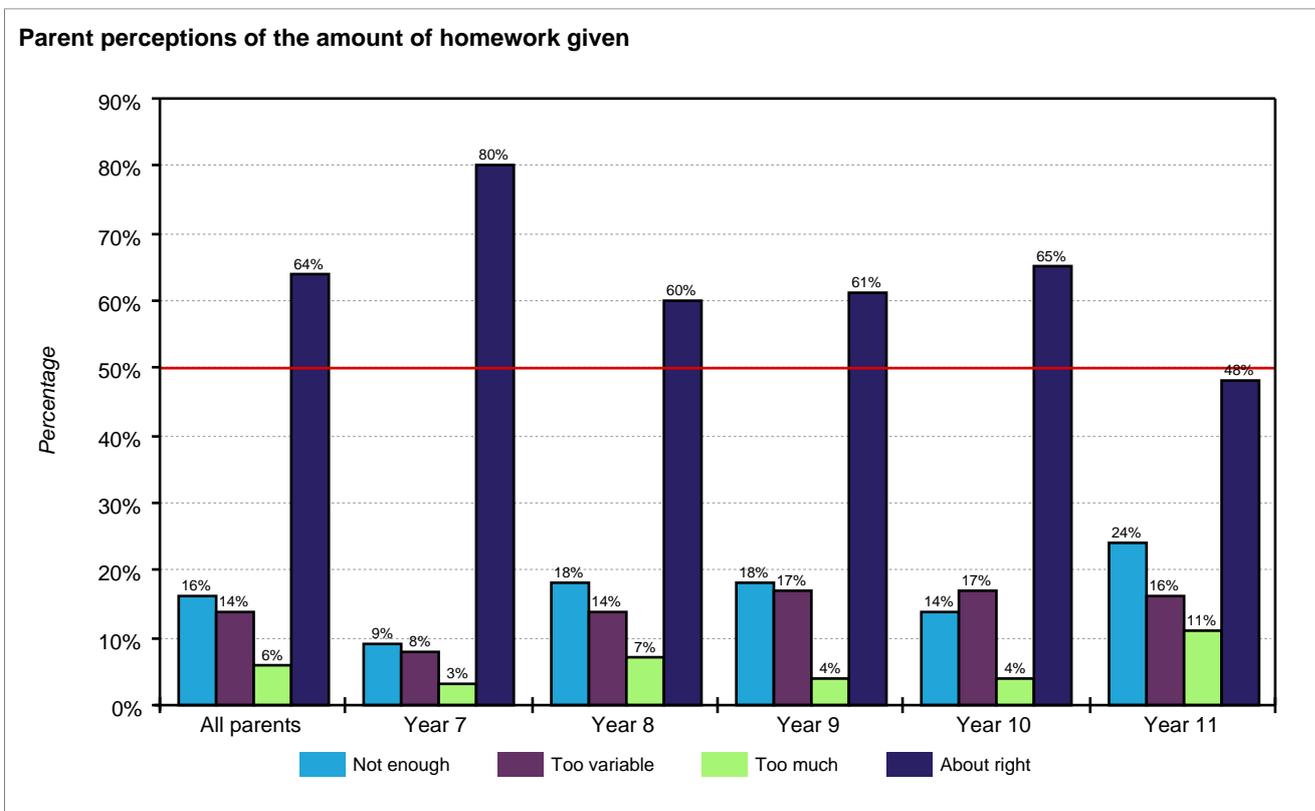
Hours of homework	Hours
This survey	5.5 hrs
Similar schools	4.9 hrs
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?' **– this breakdown is significant**	Yes	4.1 hrs
	No	5.4 hrs

Homework hours for All parents

Mean hours spent on homework weekly	This survey	Previous survey	Similar schools
All students	5.5 hrs	5.7 hrs	4.9 hrs
All male students	4.4 hrs	4.7 hrs	4.2 hrs
All female students	6.6 hrs	6.7 hrs	5.6 hrs

All parents – distribution of hours (Sample: 538)

Homework hours for Year 7

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	4.7 hrs	3.9 hrs	4.3 hrs
All male students	4.3 hrs	3.4 hrs	3.8 hrs
All female students	5.1 hrs	4.4 hrs	4.7 hrs

Year 7 – distribution of hours (Sample: 127)

Homework hours for Year 8

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	4.0 hrs	4.9 hrs	4.3 hrs
All male students	3.4 hrs	4.1 hrs	3.7 hrs
All female students	4.8 hrs	5.4 hrs	4.8 hrs

Year 8 – distribution of hours (Sample: 127)

Homework hours for Year 9

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	5.3 hrs	5.1 hrs	4.5 hrs
All male students	4.8 hrs	4.2 hrs	3.8 hrs
All female students	5.8 hrs	6.1 hrs	5.2 hrs

Year 9 – distribution of hours (Sample: 107)

Homework hours for Year 10

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	6.2 hrs	8.2 hrs	5.7 hrs
All male students	4.8 hrs	5.2 hrs	4.6 hrs
All female students	7.1 hrs	9.7 hrs	6.7 hrs

Year 10 – distribution of hours (Sample: 83)

Homework hours for Year 11

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	7.8 hrs	7.3 hrs	6.8 hrs
All male students	5.0 hrs	6.6 hrs	5.6 hrs
All female students	10.4 hrs	8.1 hrs	7.9 hrs

Year 11 – distribution of hours (Sample: 88)

Year group analysis

Analysis of year group scores compared to national average

The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the line, students in that year group are more satisfied than the national average. If the bar is below the line, students in that year group are less satisfied than the national average. Any unusual results are explained in more detail in the unexpected results section of this report (see page 54).

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

Year groups where there were fewer than 13 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

Year group analysis compared to national averages for academic criteria

English

Mathematics

Co-ordinated Science

Biology
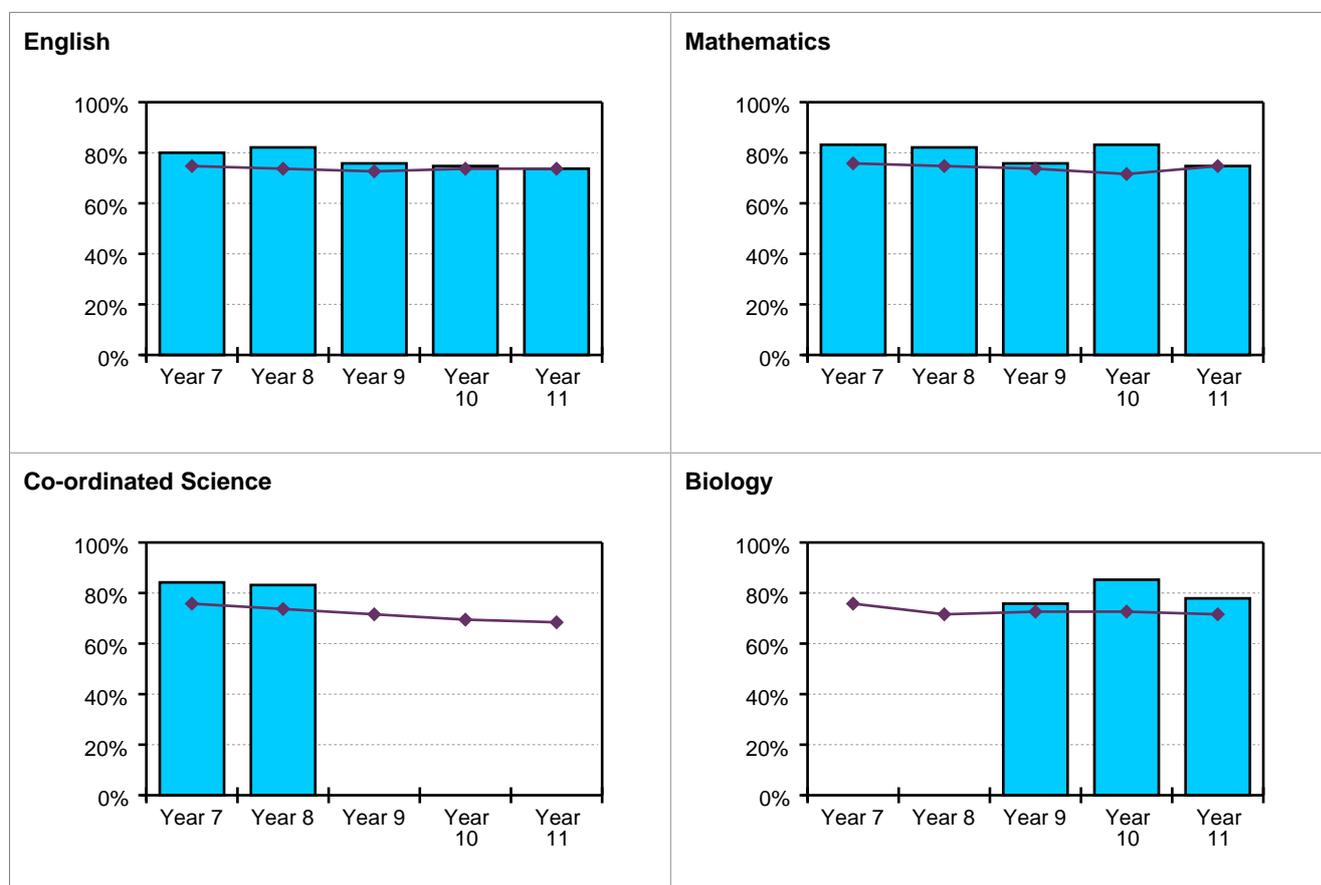
Chemistry
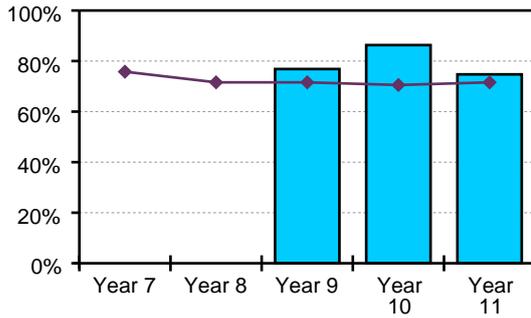
Physics
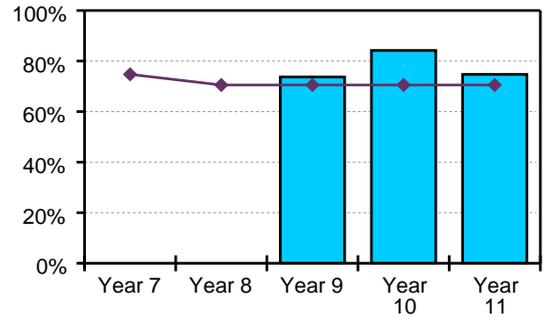
P.E.
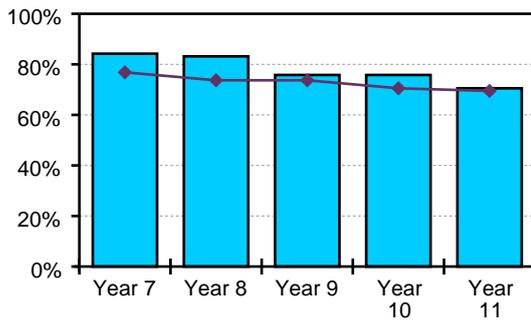
French
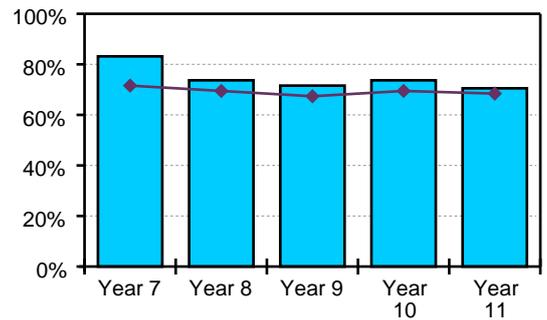
Spanish

Music

Geography

History

Kirkland Rowell Surveys

ICT

Art
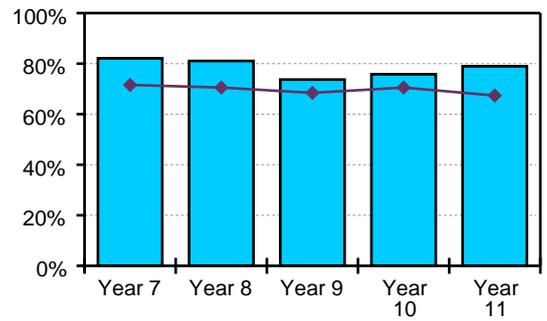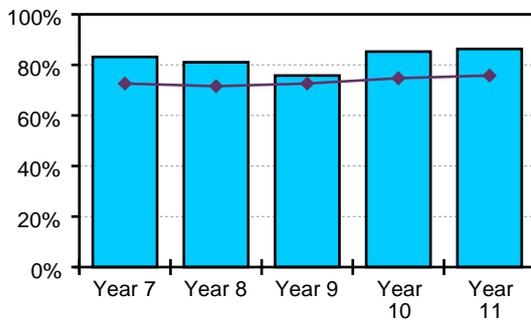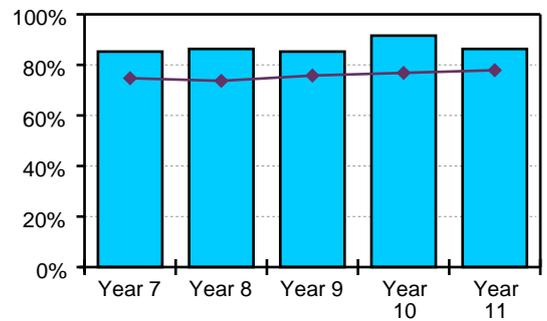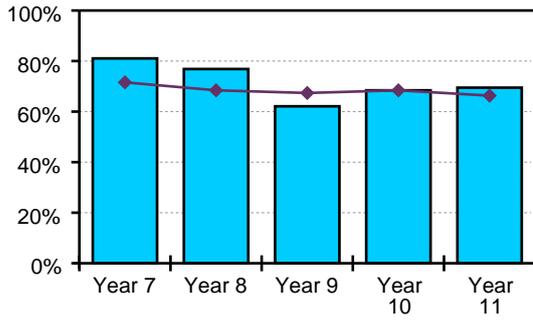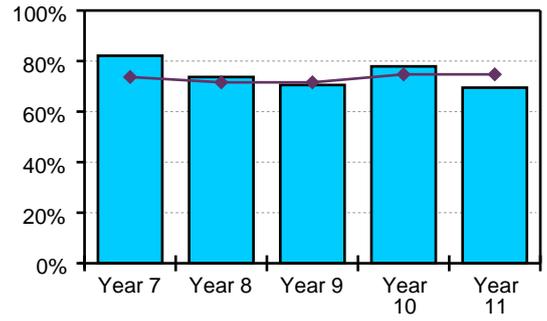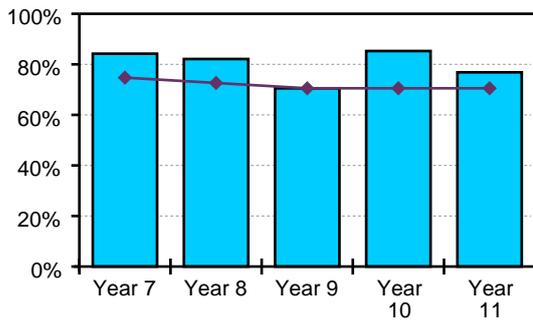
Food Technology

Design Technology
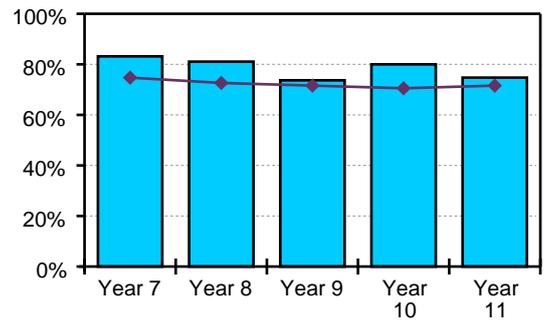
Religious Studies
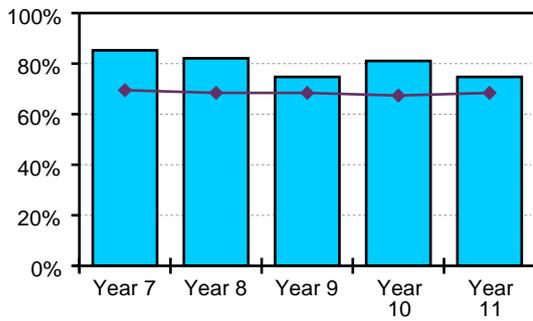
German
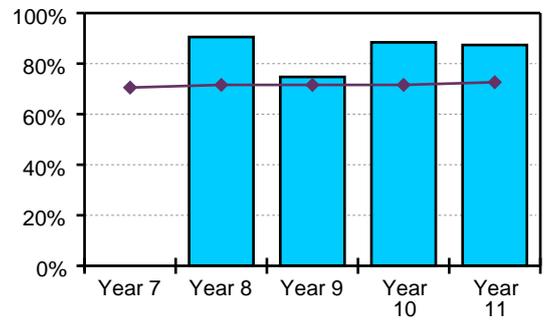
Business Studies
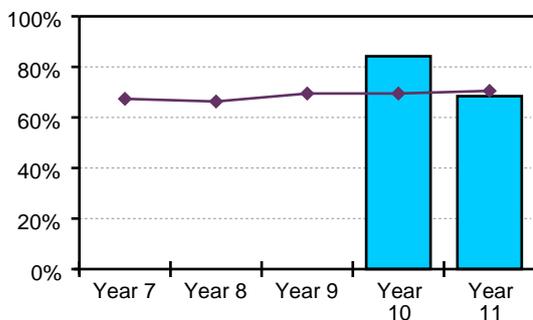
English Literature
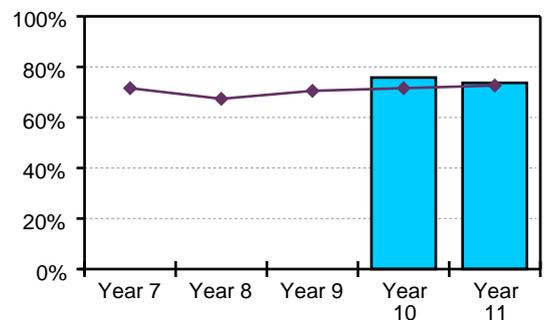
Art Graphics
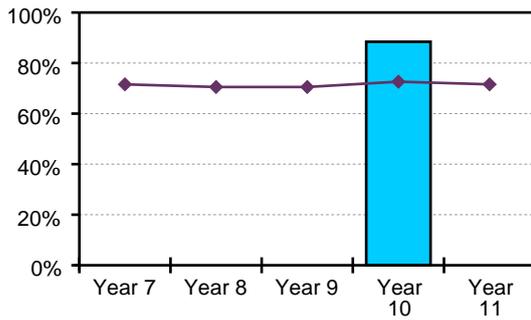
Engineering
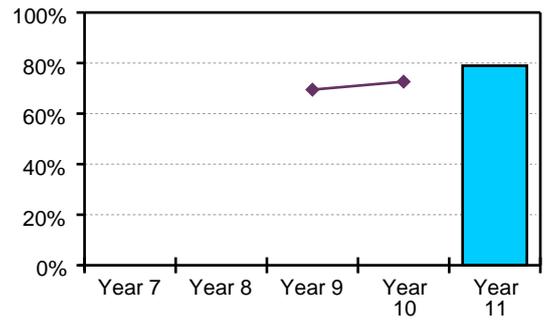
Textiles
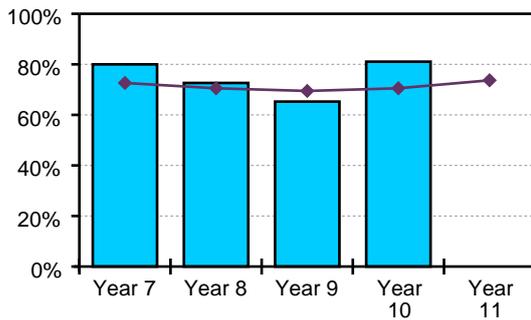
GCSE PE
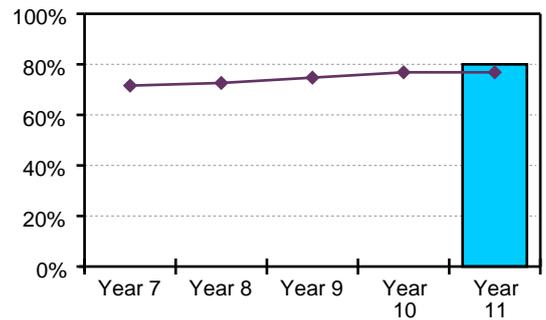
Year group analysis compared to national averages for non-academic criteria
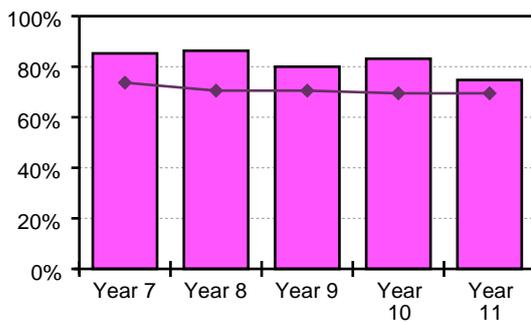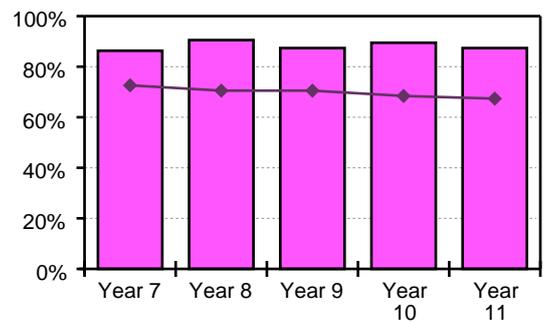
School discipline

School facilities

Developing confidence

Social health education

Control of bullying
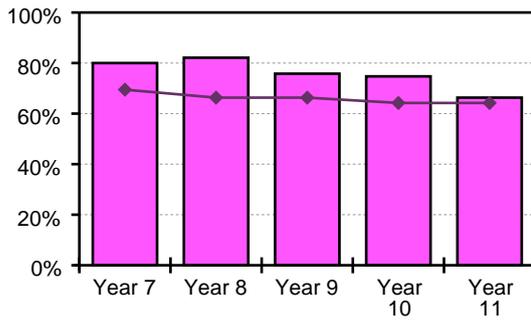
Caring teachers
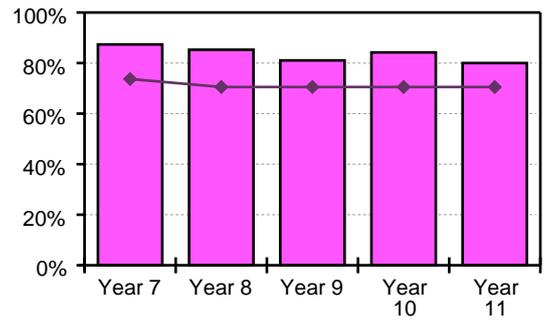
School security
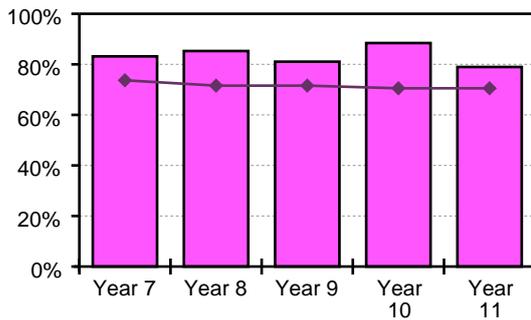
School communication
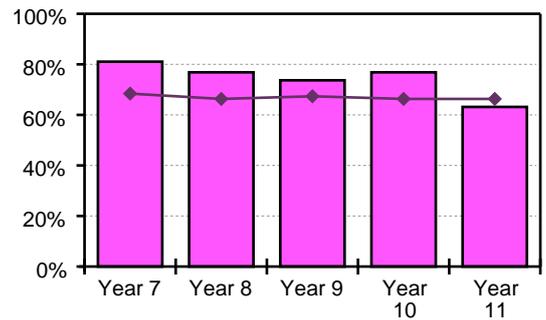
Careers advice
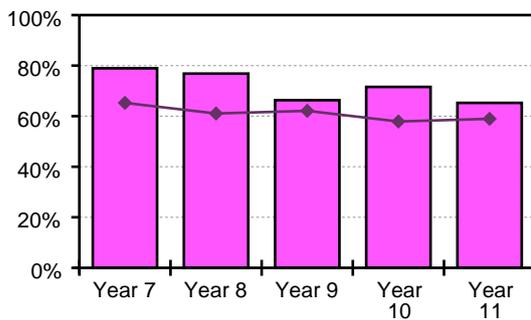
Developing moral values
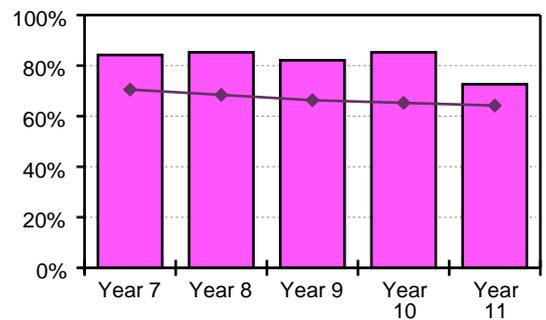
Levels of homework
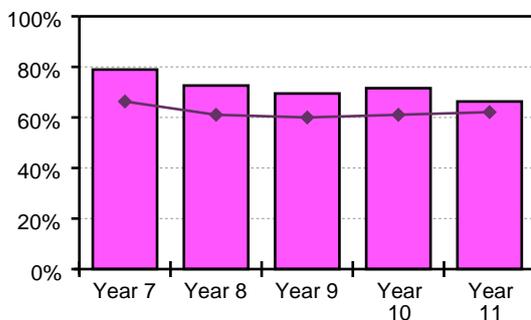
Happiness of child
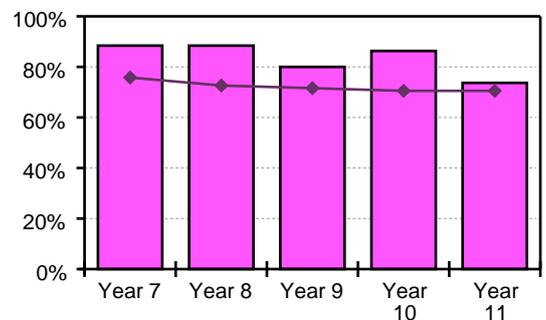
Community spirit
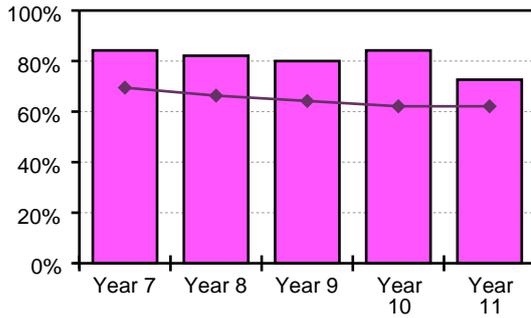
Developing potential
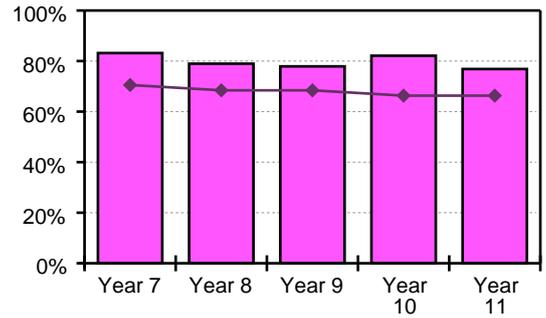
Teaching quality
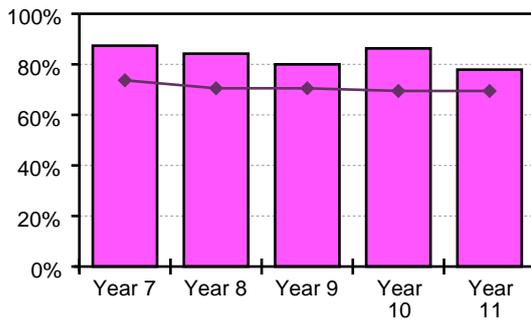
Exam results
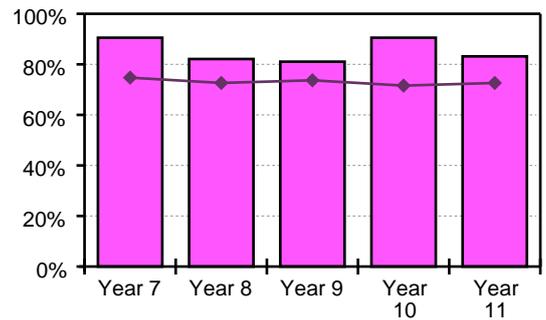
Choice of subjects
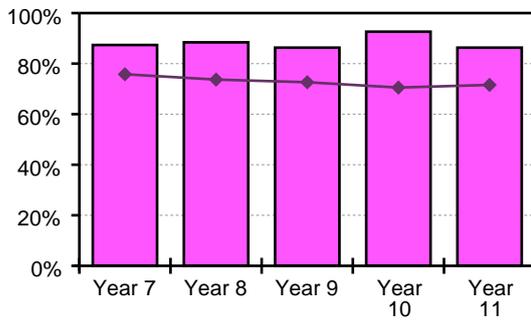
Truancy control
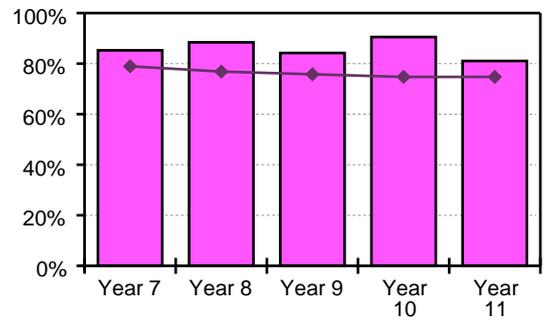
Availability of resources
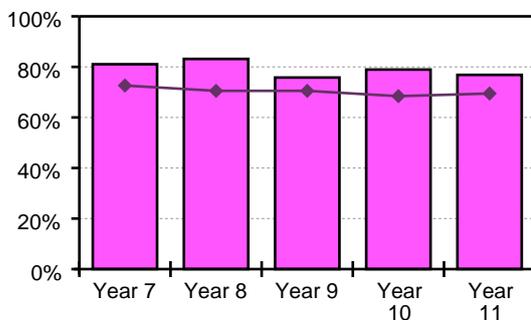
Computer access
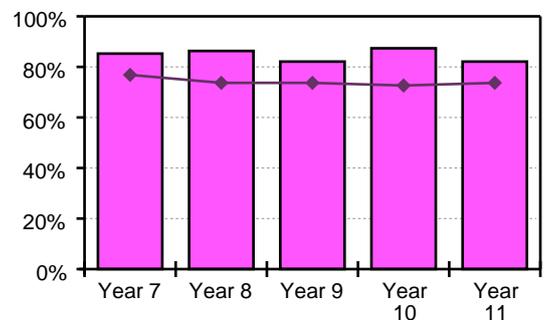
Year group analysis compared to national averages for your additional surveyed criteria

Promoting racial harmony
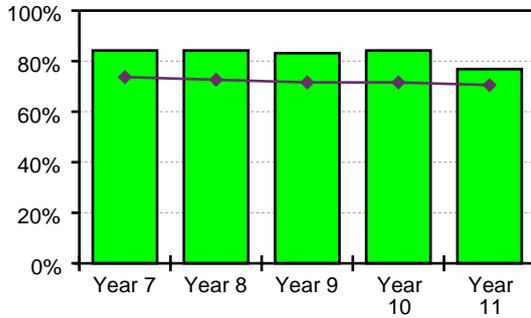
Teaching for special needs
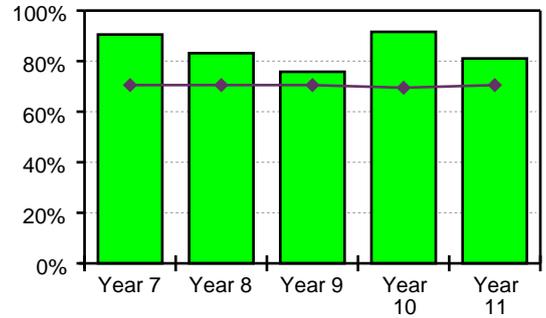
Regular marking of work
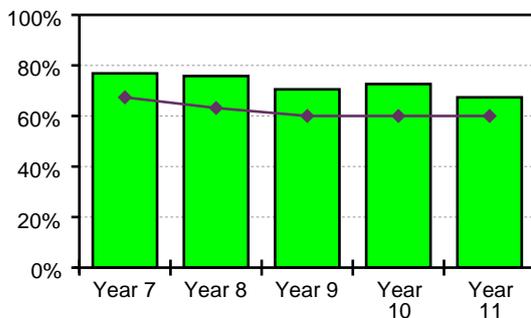
Attitude of non-teaching support staff
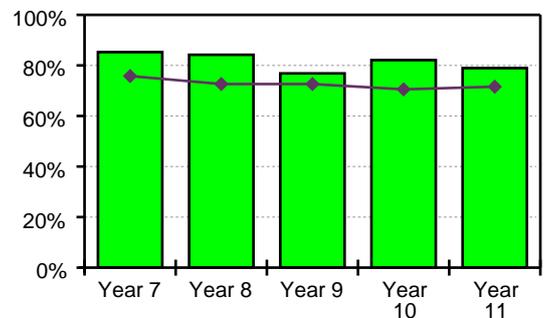
Treating all pupils fairly and equally
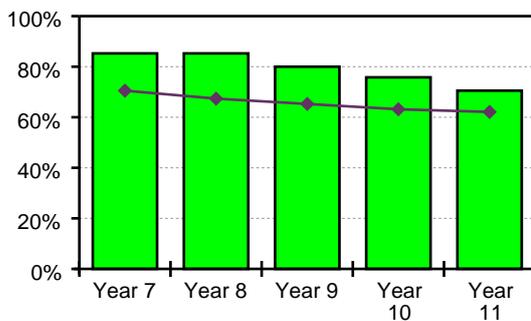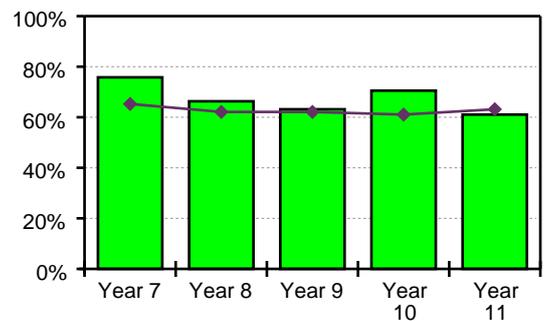
Explaining to parents how to help their child

Celebrating and rewarding achievement

Tailoring workload to childs needs and ability

Kirkland Rowell
Surveys
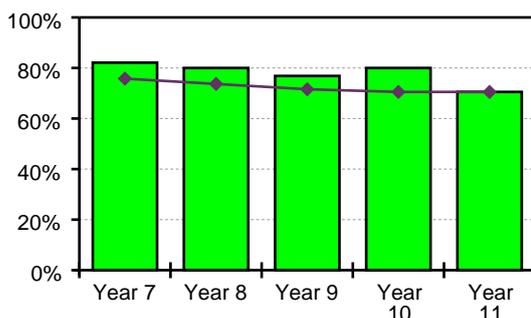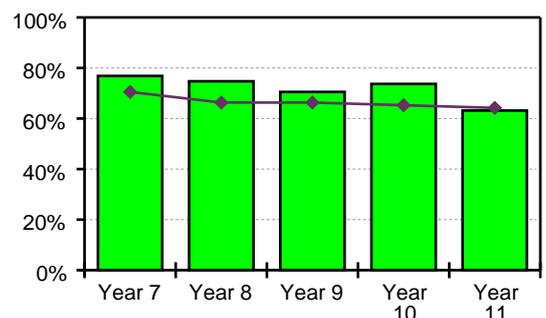
Ensuring pupils do best and make good progress
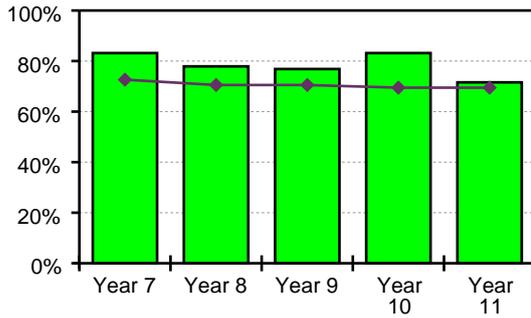
Encouraging local community activity
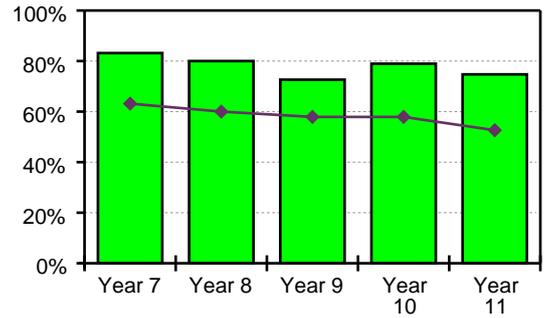
Encouraging and listening to pupil views
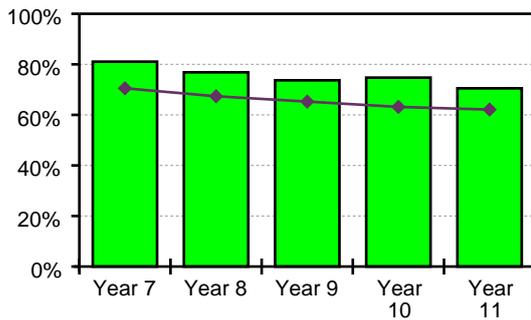
Looking after pupils well
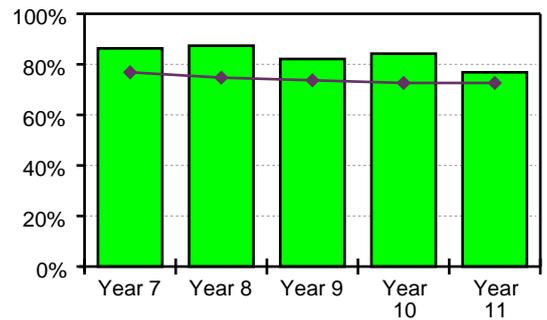
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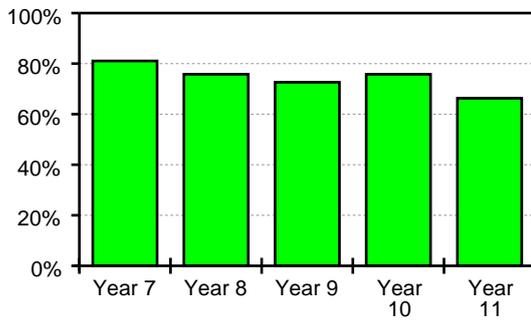
Appropriate level of challenge in homework
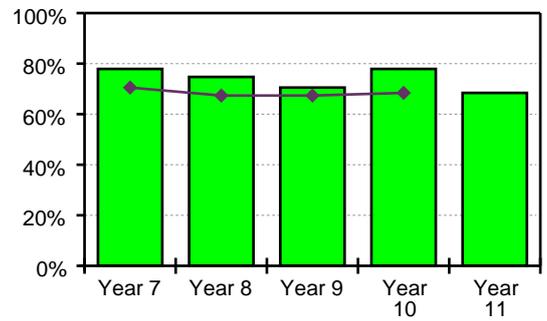
Pupils' attitudes to learning
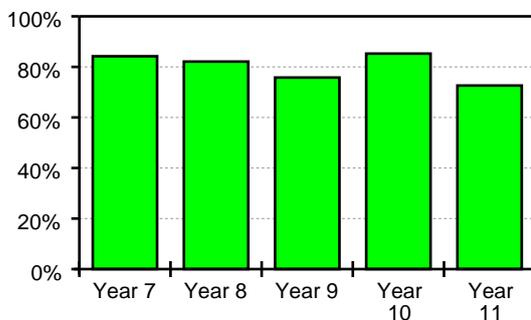
Pupil targets
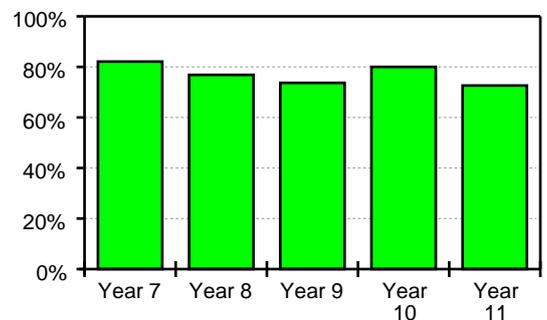
Information on different types of bullying
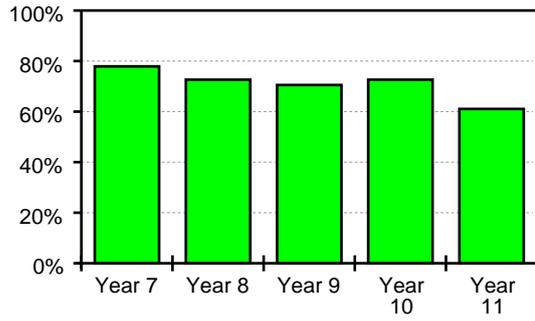
E-safety
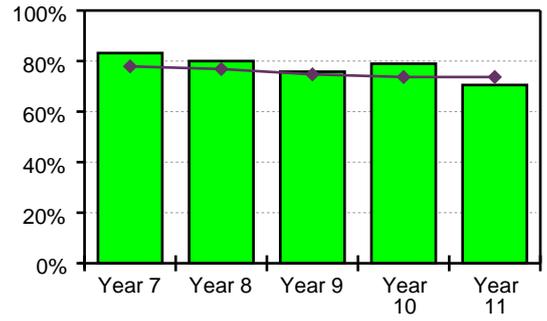
Time series analysis

Graphs showing trends for surveyed criteria over time

The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

Example time series graphs

The score for History has significantly increased over the last three surveys.

The score for Science has significantly decreased since the last survey.

History

Science

Extra curricular activities

Careers advice

The score for Extra curricular activities has significantly increased since the last survey.

There has been no statistical difference in scores for Careers advice over the last three surveys.

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Surveys

Score trends over time for academic criteria

English

Mathematics

Co-ordinated Science

Biology

Chemistry

Physics

P.E.

French
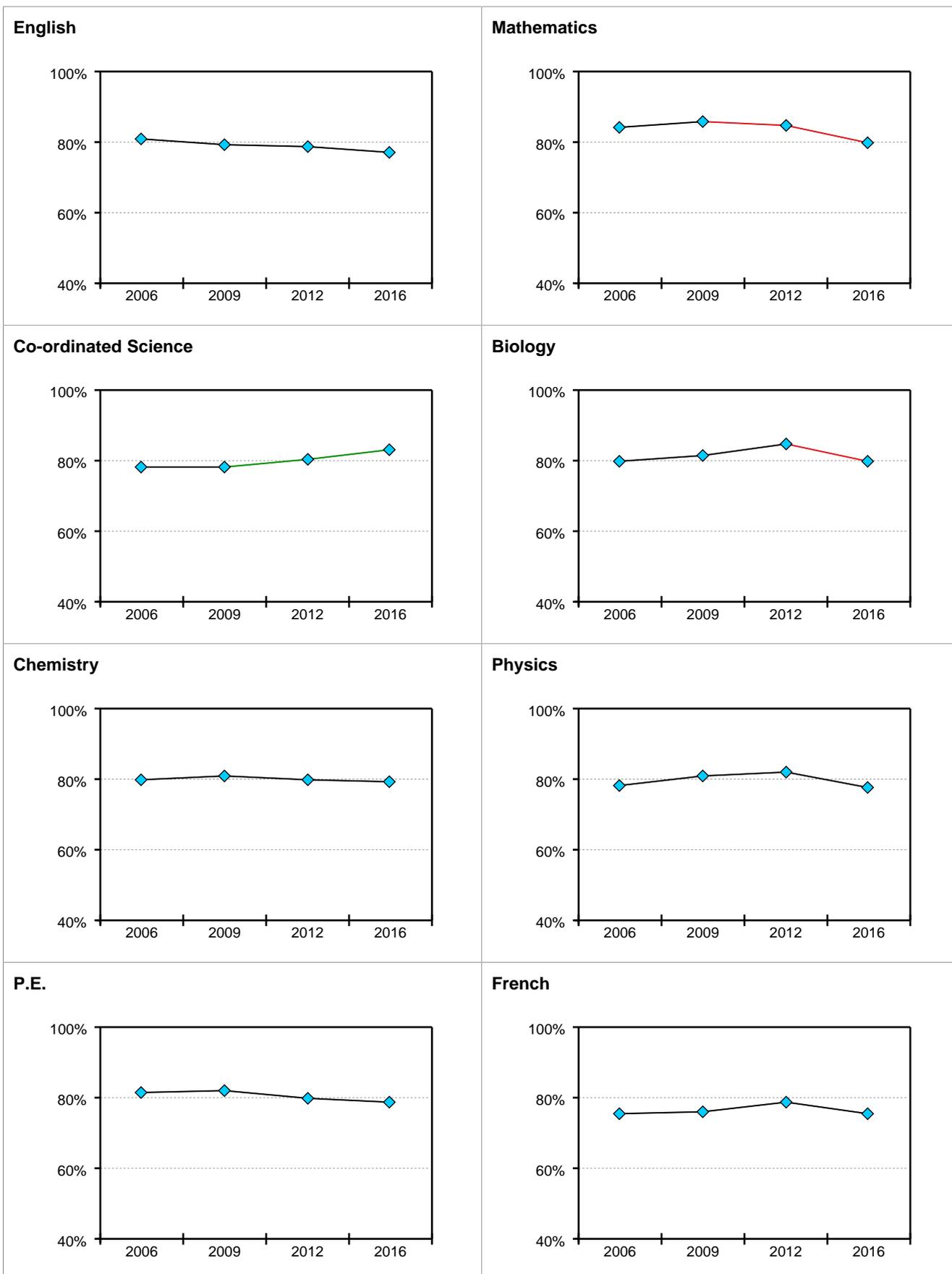
Spanish
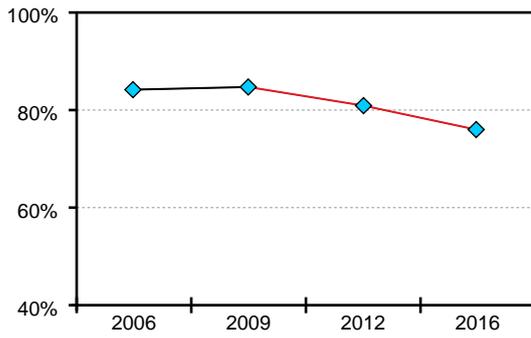
Drama
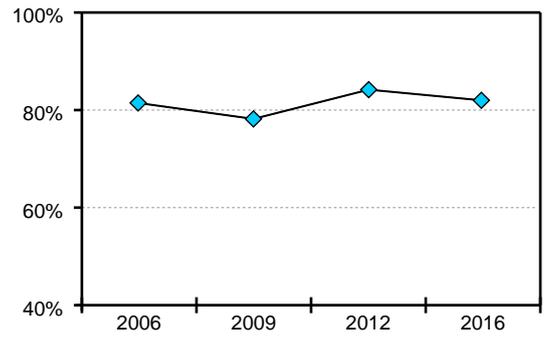
Music
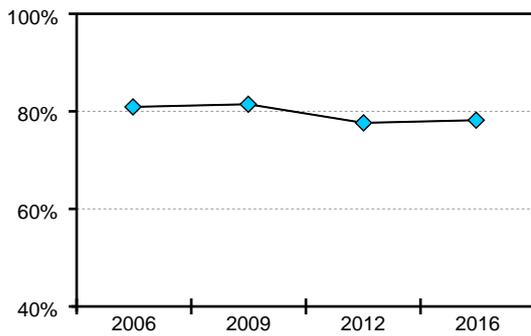
Geography
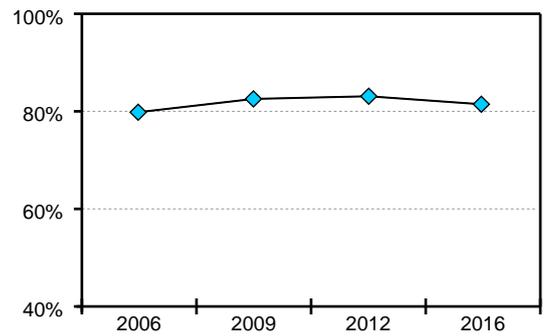
History

ICT

Art
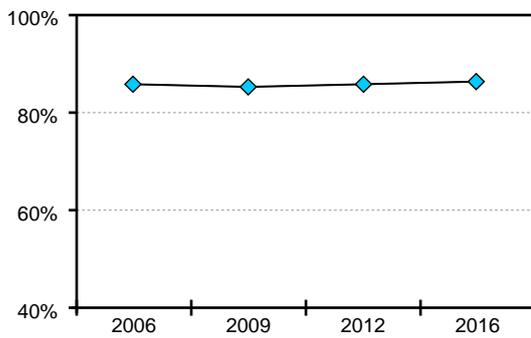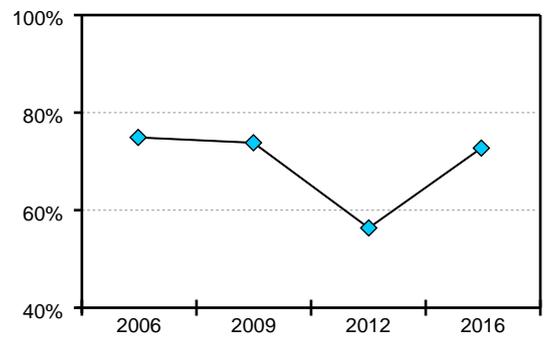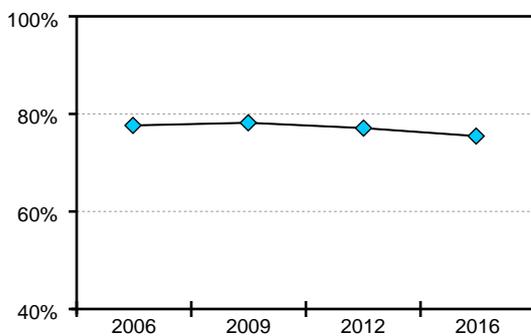
Food Technology
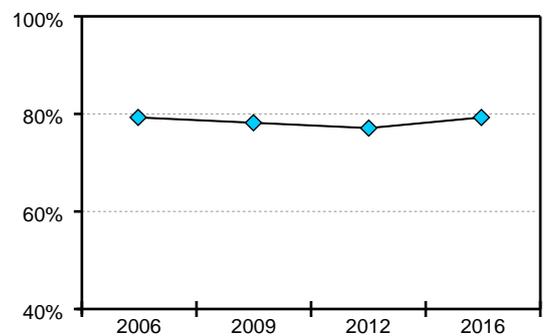
Design Technology
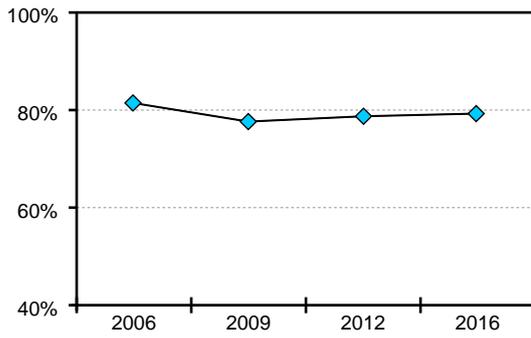
Religious Studies
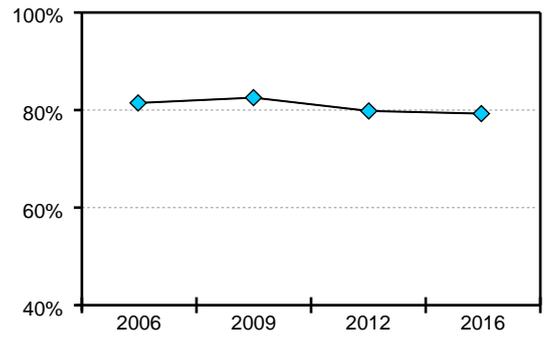
German
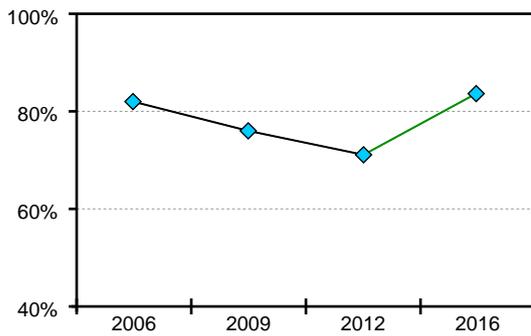
Computing
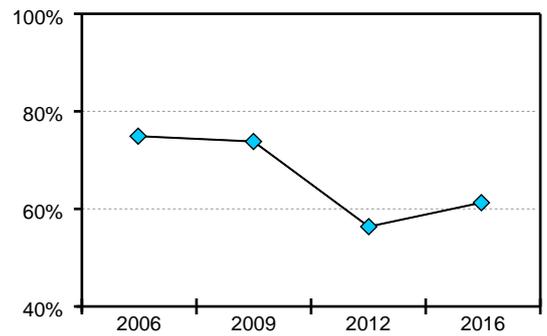
Textiles
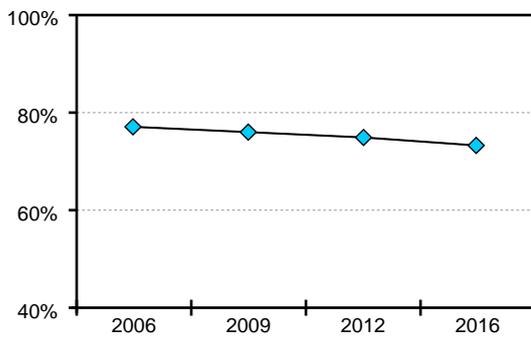
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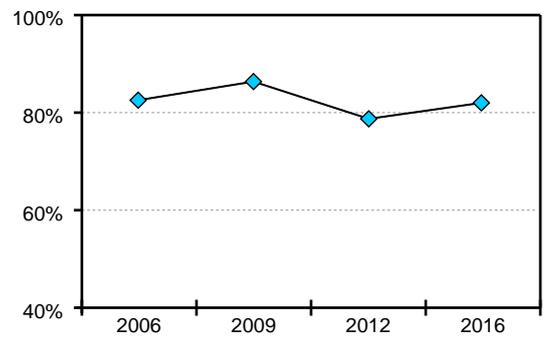
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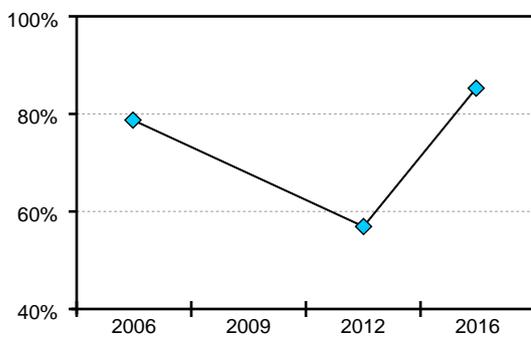
Score trends over time for non-academic criteria
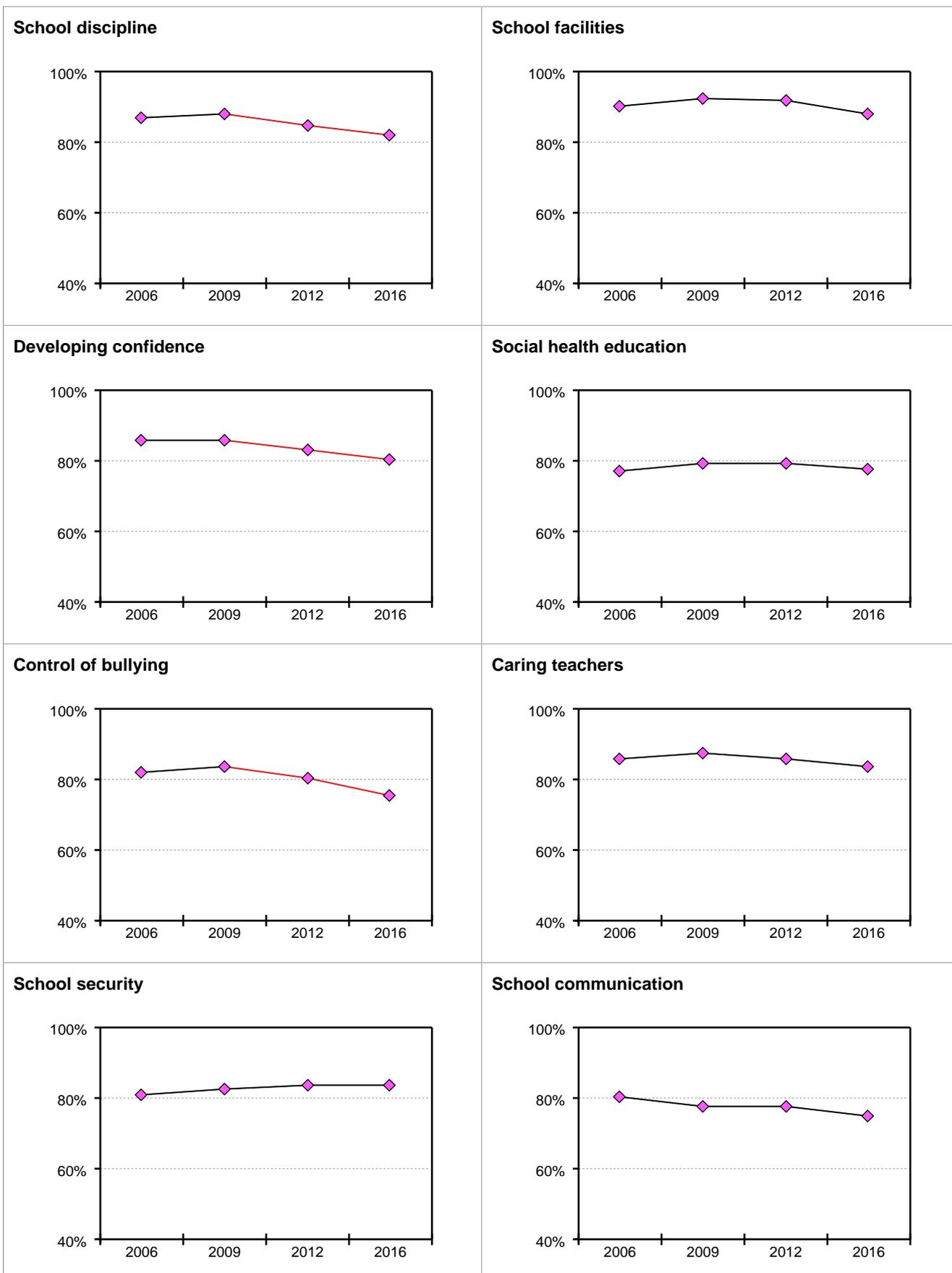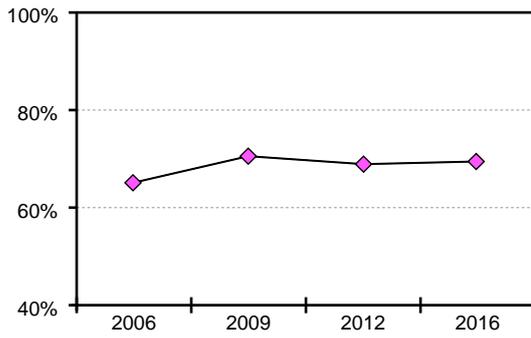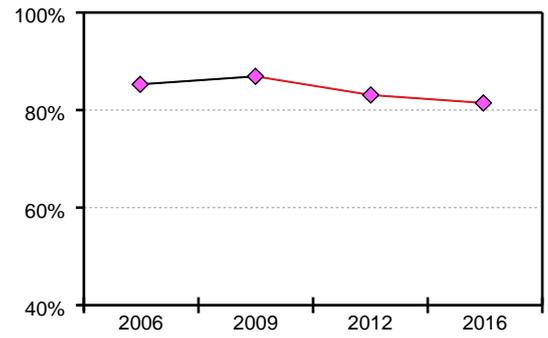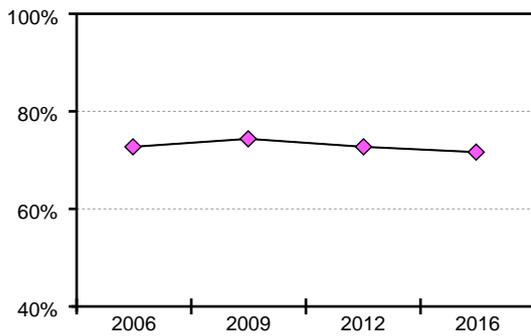
School discipline

School facilities

Developing confidence

Social health education

Control of bullying

Caring teachers

School security

School communication

Careers advice

Developing moral values

Levels of homework

Happiness of child

Community spirit

Developing potential

Teaching quality

Exam results

Choice of subjects

Truancy control

Availability of resources

Computer access
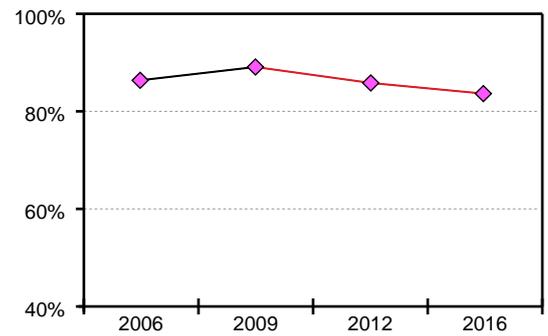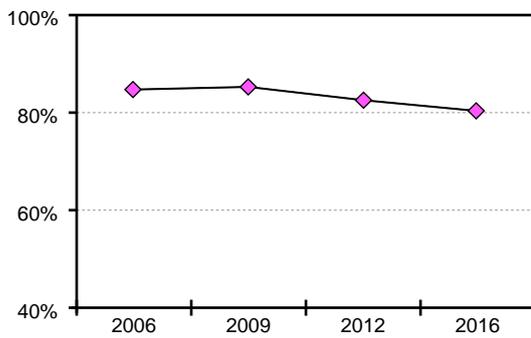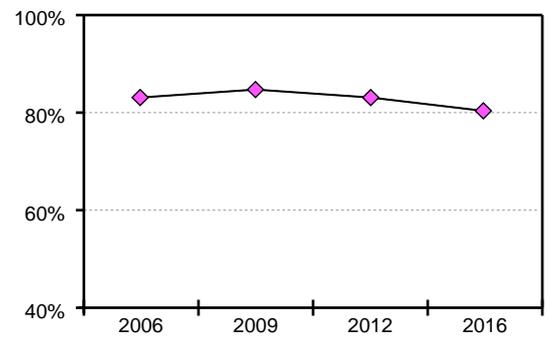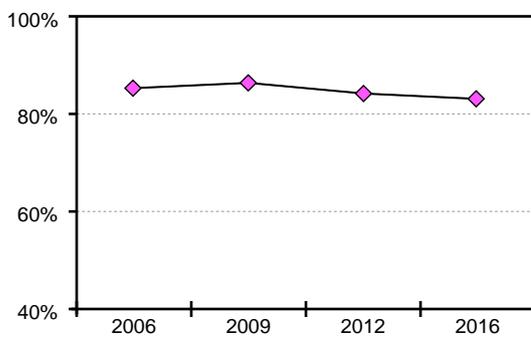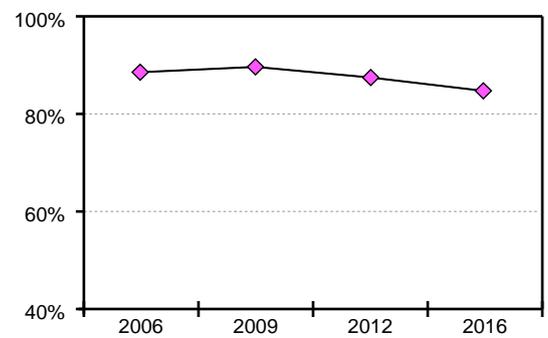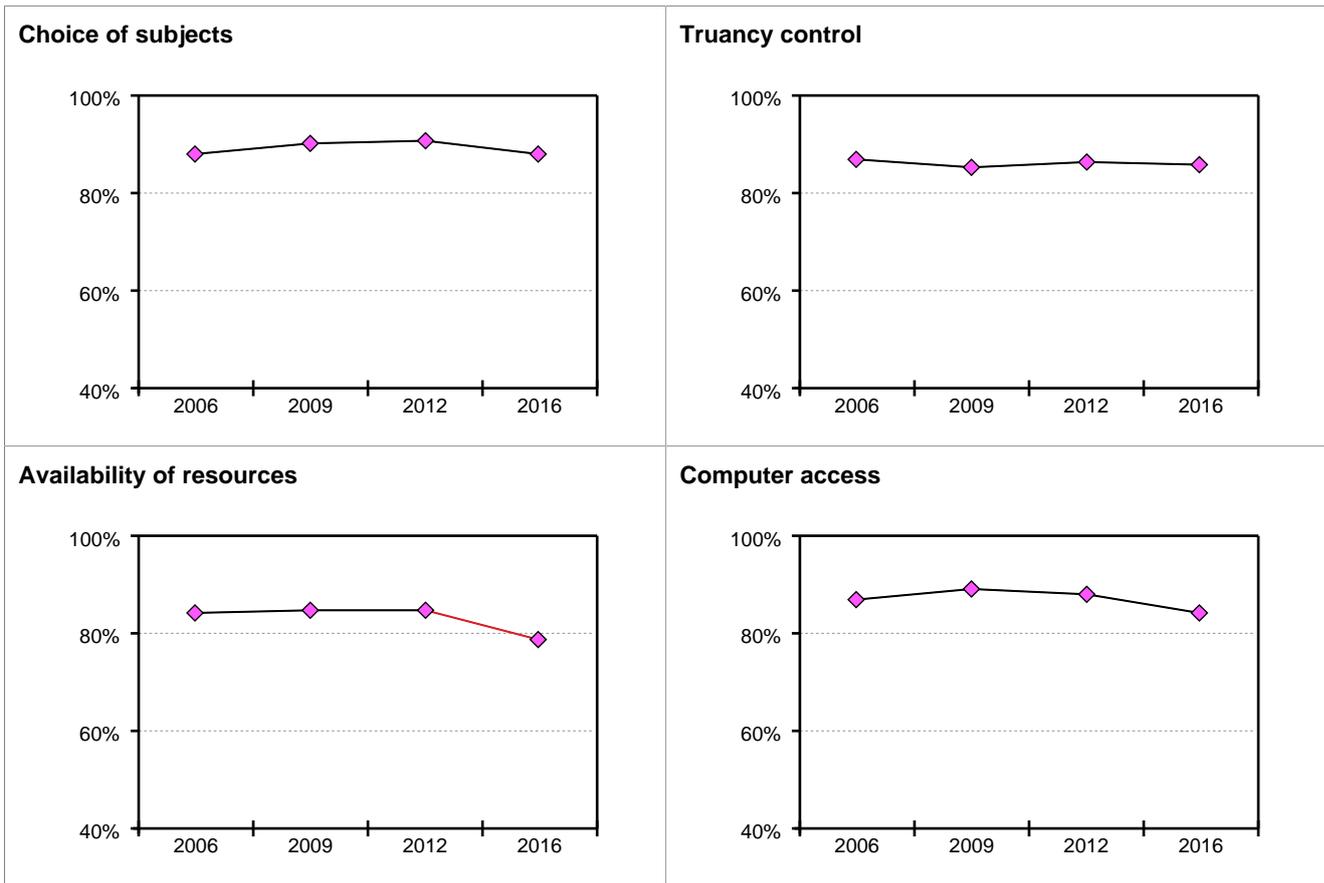
Score trends over time for additional criteria
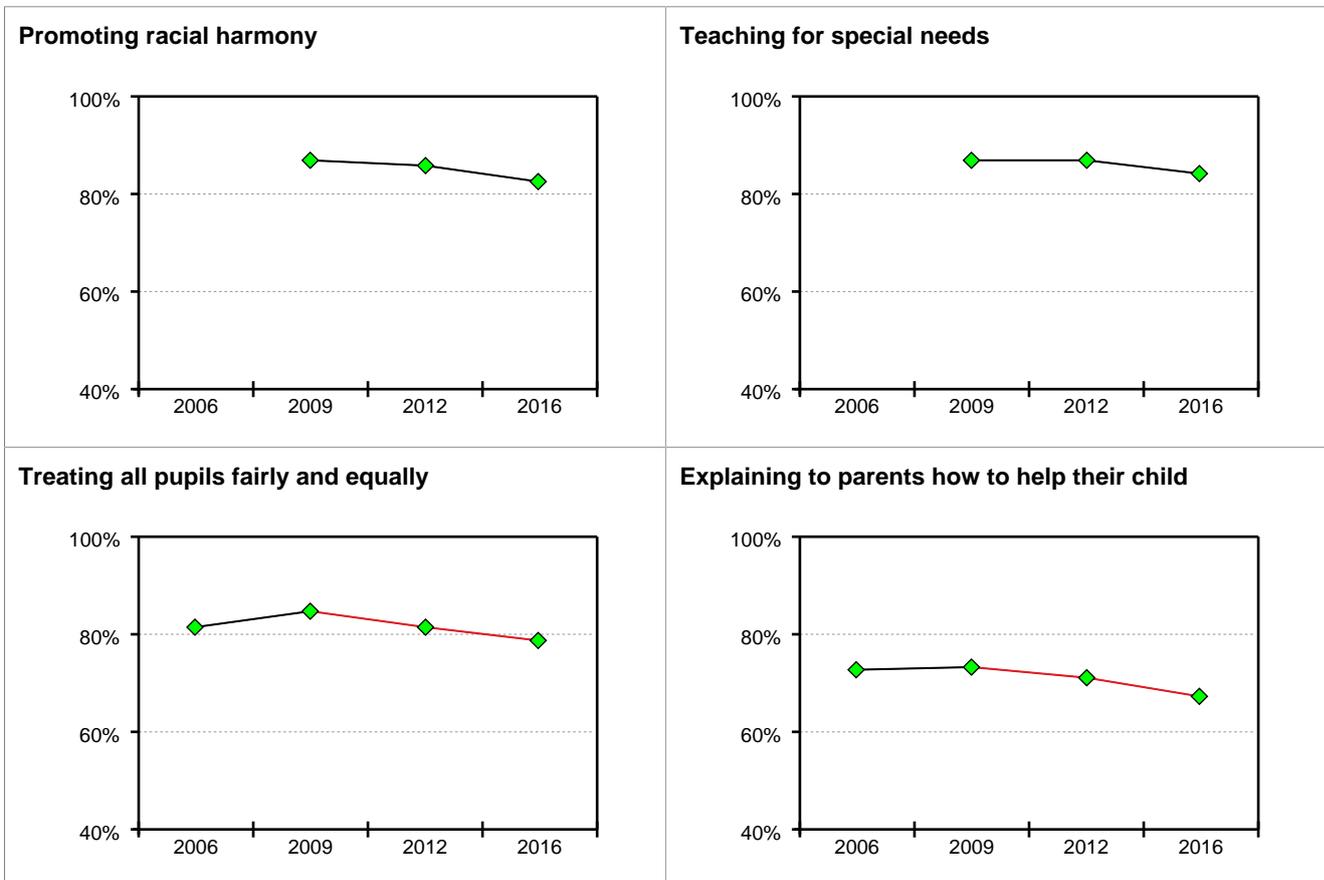
Promoting racial harmony

Teaching for special needs

Treating all pupils fairly and equally

Explaining to parents how to help their child

Celebrating and rewarding achievement
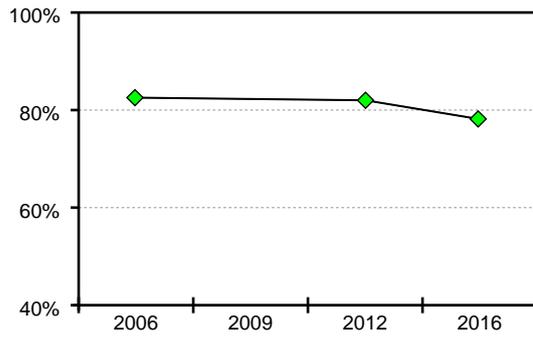
Tailoring workload to childs needs and ability
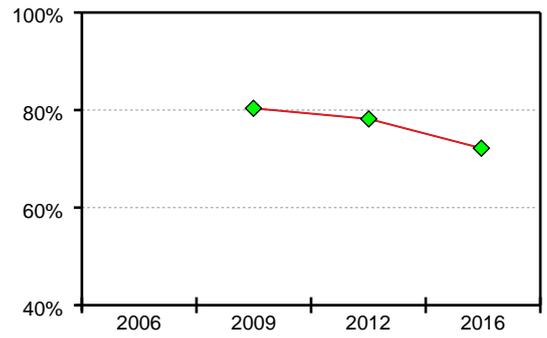
Ensuring pupils do best and make good progress
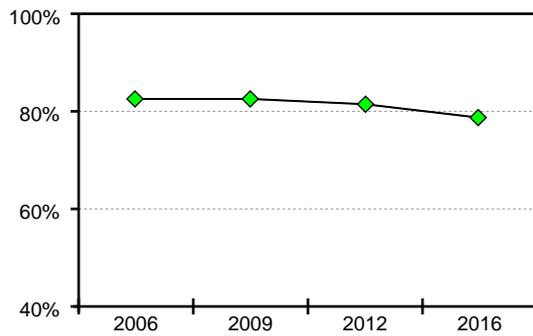
Appendix

Supplementary data and score breakdowns.

Academic criteria analysis

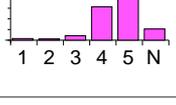A breakdown of how parents scored the satisfaction of academic subjects.

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
English	1.0%	3.6%	13.0%	50.7%	31.6%		498
Mathematics	1.5%	4.1%	8.6%	46.0%	39.9%		486
Co-ordinated Science	0.0%	2.9%	8.9%	45.1%	43.1%		202
Biology	2.4%	3.1%	10.6%	47.1%	36.8%		243
Chemistry	2.0%	5.1%	10.0%	43.2%	39.6%		241
Physics	1.6%	3.8%	14.0%	48.2%	32.4%		243
P.E.	0.9%	2.2%	15.9%	42.7%	38.4%		472
French	1.3%	4.5%	18.4%	46.0%	29.8%		404
Spanish	3.5%	4.2%	15.8%	42.9%	33.6%		203
Drama	9.5%	0.0%	4.8%	23.8%	61.9%		21
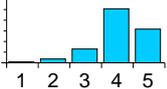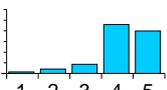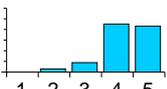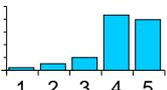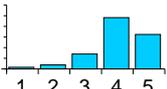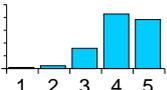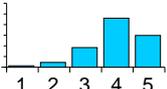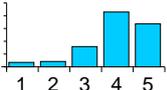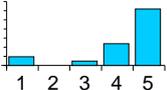
Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Music	1.2%	0.8%	14.7%	48.8%	34.3%		373
Geography	0.5%	1.8%	10.6%	47.1%	40.0%		429
History	1.3%	1.9%	6.0%	37.3%	53.5%		449
ICT	2.1%	3.6%	19.9%	49.9%	24.4%		360
Art	1.1%	5.8%	16.8%	46.6%	29.7%		394
Food Technology	0.7%	4.8%	12.7%	46.9%	34.8%		341
Design Technology	0.7%	2.6%	12.7%	49.8%	34.2%		341
Religious Studies	0.9%	3.2%	11.4%	49.5%	35.2%		474
German	2.4%	5.5%	4.7%	40.5%	46.9%		98
Dance	0.0%	9.1%	0.0%	36.4%	54.5%		11
Business Studies	0.0%	5.4%	8.6%	57.9%	28.0%		30
English Literature	1.6%	5.7%	14.5%	50.1%	28.1%		122
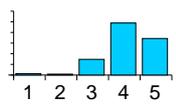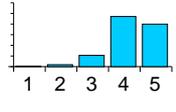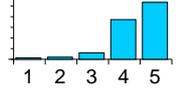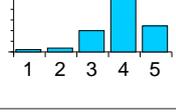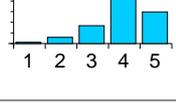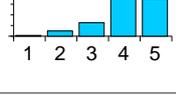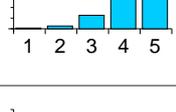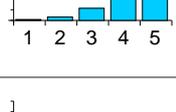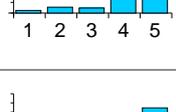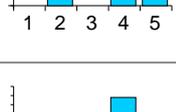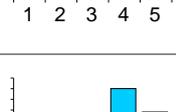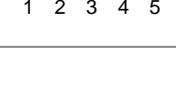
Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Art Graphics	0.0%	0.0%	20.9%	20.9%	58.1%		27
Engineering	0.0%	3.7%	7.4%	37.0%	51.9%		27
Computing	5.6%	22.2%	16.7%	33.3%	22.2%		18
Textiles	1.9%	5.7%	21.0%	47.8%	23.7%		233
GCSE PE	0.0%	3.8%	15.4%	30.8%	50.0%		26
Media Studies	0.0%	0.0%	10.0%	40.0%	50.0%		20
Health and Social Care	0.0%	0.0%	13.3%	60.0%	26.7%		15
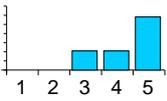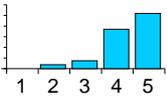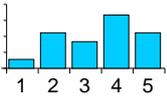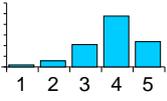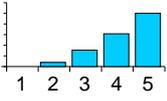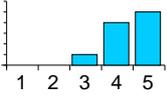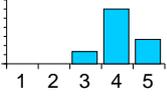
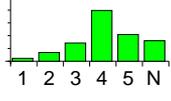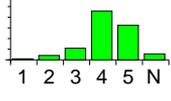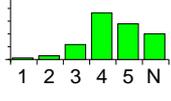# Non-academic criteria analysis

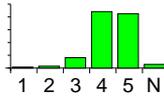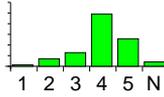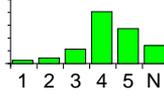How parents scored the delivery and management of non-academic criteria.

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	2.5%	2.7%	7.2%	37.7%	41.0%	8.9%	
School facilities	2.1%	2.3%	4.1%	30.1%	56.3%	5.1%	
Developing confidence	2.8%	4.1%	10.7%	35.8%	39.3%	7.2%	
Social health education	0.8%	2.3%	10.6%	38.1%	22.1%	26.3%	
Control of bullying	4.1%	4.3%	11.7%	31.8%	27.1%	21.1%	
Caring teachers	1.1%	2.2%	8.4%	39.7%	44.1%	4.3%	
School security	2.1%	2.6%	5.5%	38.6%	42.4%	8.8%	
School communication	3.0%	6.9%	14.7%	38.5%	32.5%	4.4%	
Careers advice	2.1%	3.2%	11.7%	15.4%	11.8%	55.7%	
Developing moral values	1.3%	1.5%	10.4%	39.4%	40.1%	7.2%	
Levels of homework	1.0%	8.2%	18.4%	42.6%	26.3%	3.5%	
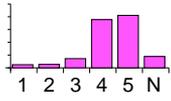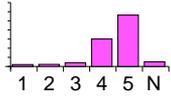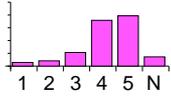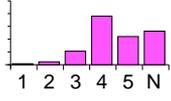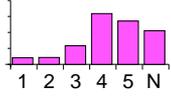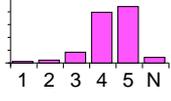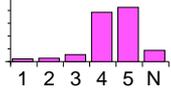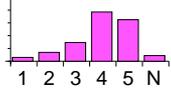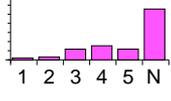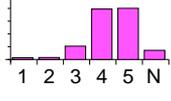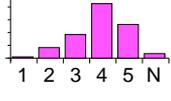
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	2.8%	1.7%	7.5%	36.6%	49.3%	2.1%	
Community spirit	1.5%	2.9%	10.5%	39.8%	39.1%	6.2%	
Developing potential	0.6%	3.0%	11.6%	41.2%	35.9%	7.7%	
Teaching quality	0.9%	1.5%	6.0%	47.2%	39.3%	5.0%	
Exam results	1.5%	1.1%	6.6%	25.4%	39.1%	26.2%	
Choice of subjects	1.5%	1.2%	4.2%	31.3%	51.4%	10.5%	
Truancy control	1.1%	1.9%	4.0%	25.4%	35.5%	32.1%	
Availability of resources	1.1%	4.9%	11.4%	38.8%	34.8%	8.9%	
Computer access	0.8%	2.9%	5.8%	36.7%	44.9%	8.9%	
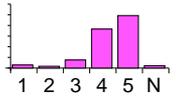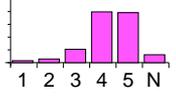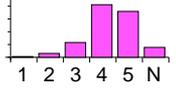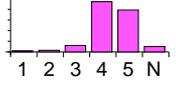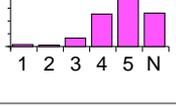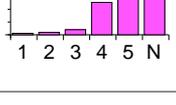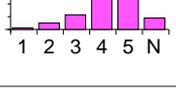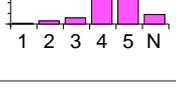
Additional criteria analysis

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

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	1.5%	2.9%	5.7%	29.1%	32.7%	28.1%	
Teaching for special needs	0.9%	1.3%	4.9%	15.6%	24.7%	52.5%	
Regular marking of work	1.5%	5.7%	16.3%	47.9%	23.9%	4.6%	
Attitude of non-teaching support staff	0.8%	2.7%	6.9%	24.6%	26.1%	38.9%	
Treating all pupils fairly and equally	3.2%	2.1%	9.9%	39.7%	33.6%	11.6%	
Explaining to parents how to help their child	1.9%	9.3%	24.6%	35.3%	19.2%	9.8%	
Celebrating and rewarding achievement	2.2%	4.0%	13.6%	36.3%	35.1%	8.8%	
Tailoring workload to childs needs and ability	2.3%	6.8%	14.2%	39.8%	20.9%	16.0%	
Ensuring pupils do best and make good progress	0.9%	4.1%	10.9%	45.9%	32.5%	5.6%	
Encouraging local community activity	1.2%	2.9%	11.7%	36.3%	27.9%	20.0%	
Encouraging and listening to pupil views	1.5%	3.6%	12.4%	37.2%	20.5%	24.8%	
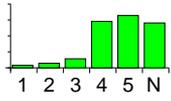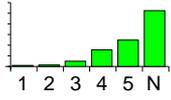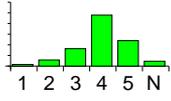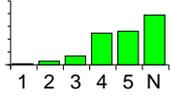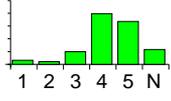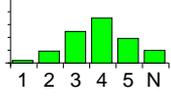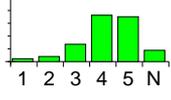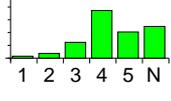
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Looking after pupils well	0.8%	1.5%	8.1%	44.2%	42.6%	2.9%	
Pupil response to feedback	0.4%	3.4%	12.6%	33.7%	18.1%	31.8%	
Appropriate level of challenge in homework	1.3%	7.0%	12.8%	48.9%	25.8%	4.1%	
Pupils' attitudes to learning	1.7%	3.4%	10.2%	41.8%	37.1%	5.8%	
Pupil targets	2.4%	4.3%	11.3%	40.6%	27.3%	14.1%	
Information on different types of bullying	2.3%	4.4%	13.2%	22.8%	16.5%	40.7%	
E-safety	2.1%	1.7%	10.9%	36.8%	24.7%	23.7%	
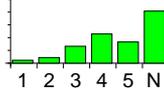
Graphs to show raw, adjusted satisfaction scores achieved for each of the criterion surveyed, before weightings are applied.
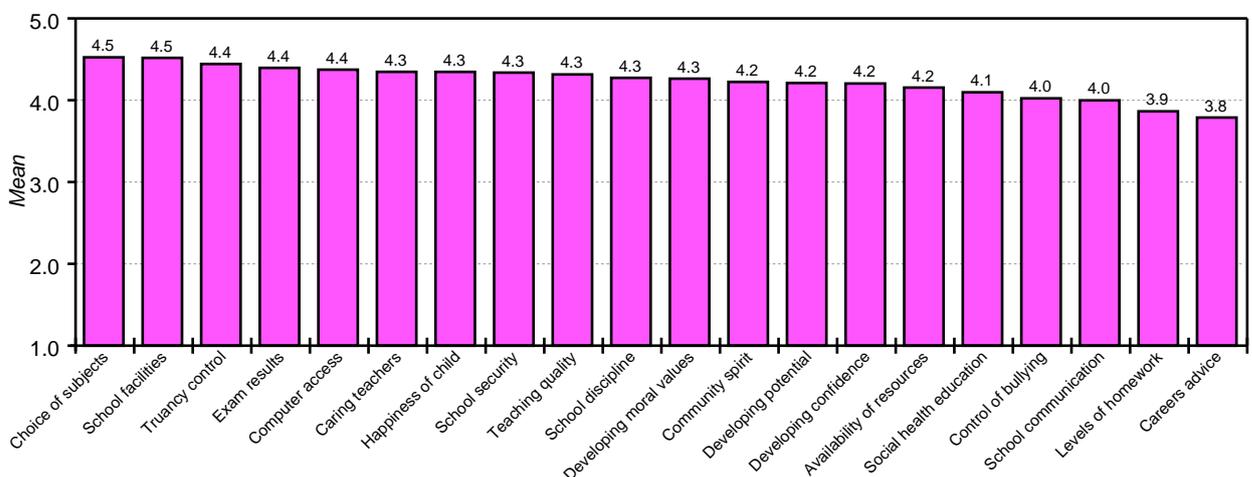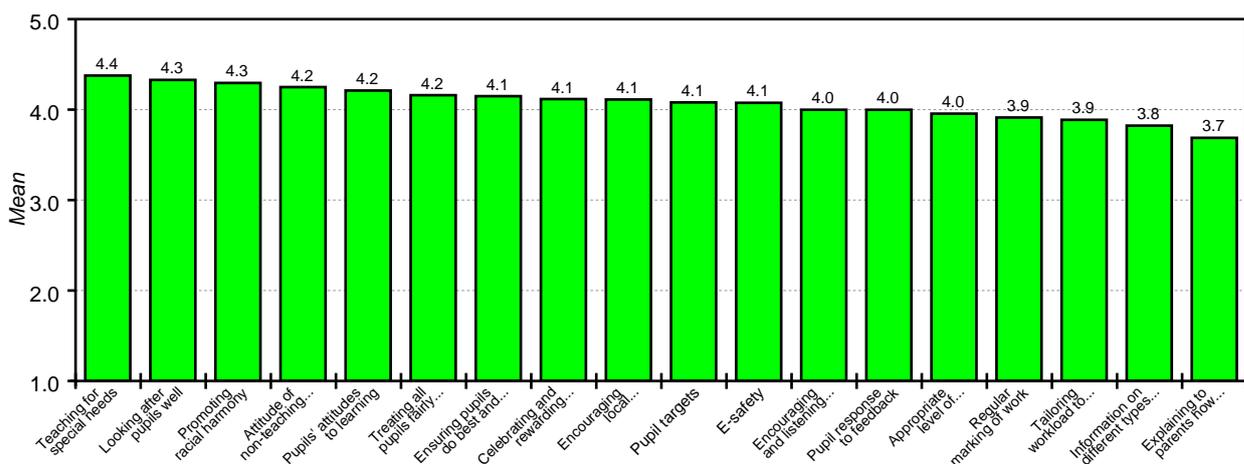
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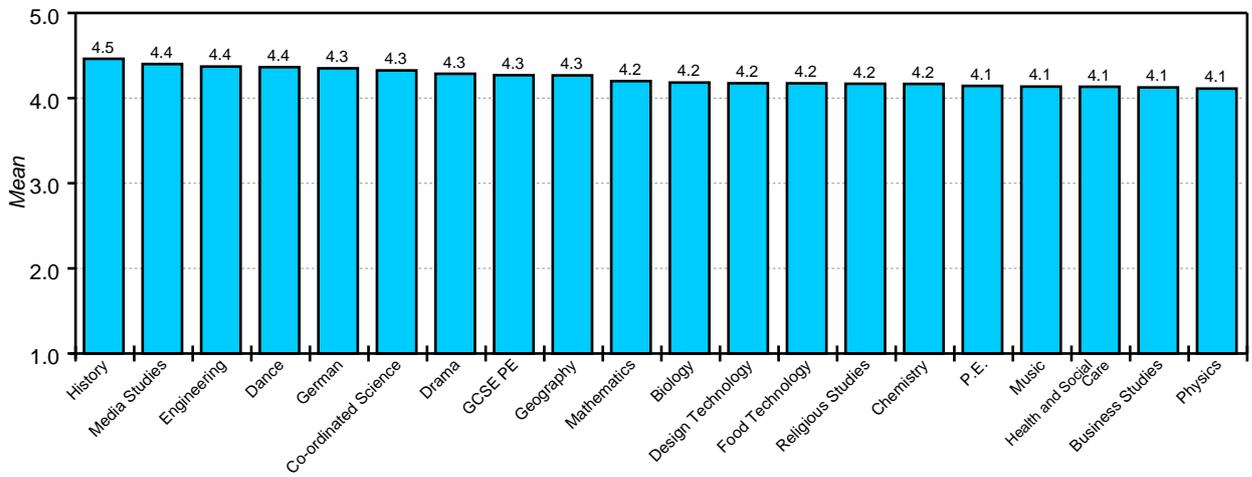
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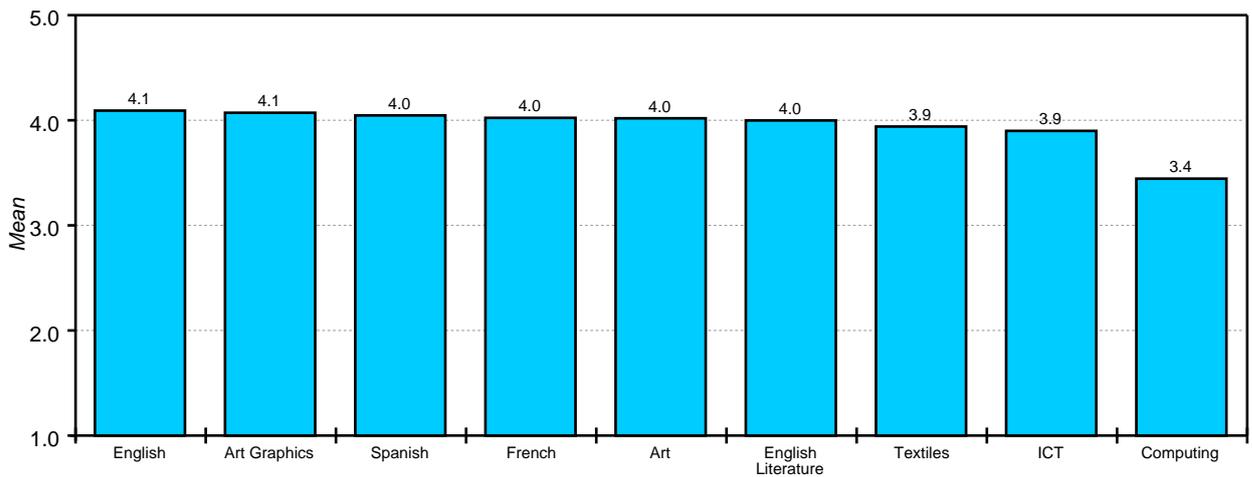
Non-academic areas

Additional questions

A word on Quality Assurance

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

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