

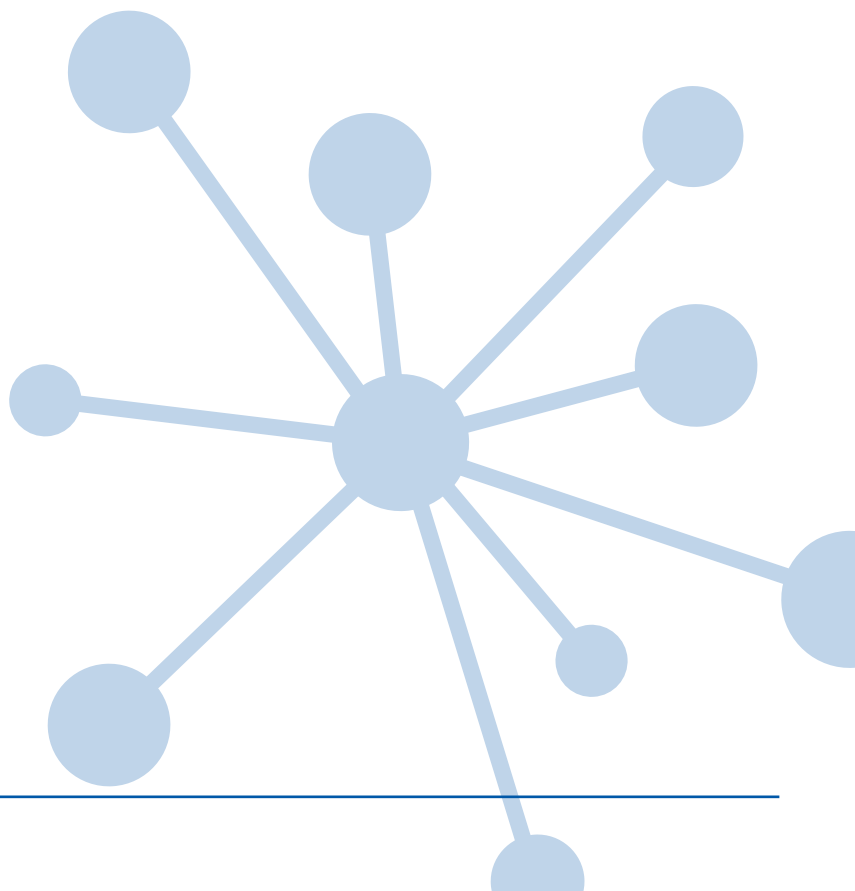
St Aidan's Church of England High School

Student survey report – January 2017

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Executive summary

This report details the findings of the fourth Kirkland Rowell Student Survey for St Aidan's Church of England High School. The report measures the levels of satisfaction among the students 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 January 2017. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 540 completed questionnaires were returned representing a response rate of 80.4%. The response meant that meaningful data could be drawn for all criteria except for Art Graphics, Maths GCSE Resit, Music Technology, Textiles and Travel and Tourism.
- The students gave an excellent overall performance score (80.3%) (see page 6).
- With regard to academic subjects, the highest proportion of students who said they were making good progress was for German, Geology and Music.
- The highest proportion of students who said they were not making good progress was for Art, English GCSE Resit and Statistics.
- With regard to non-academic areas, students awarded the highest scores for the delivery of School facilities, Choice of subjects and Levels of homework.
- The students awarded the lowest scores for the delivery of Social health education, Developing moral values and Developing confidence.
- The students' top priorities for improvement are Happiness of child, Developing confidence and Teaching quality.
- The male students gave significantly higher scores for Happiness of child, Careers advice, Control of bullying, Handling complaints, Regular marking of work and Encouraging local community activity.
- The female students gave significantly higher scores for Physics, School communication and Promoting racial harmony.

Summary of results since the previous survey

- The following academic area received significantly lower scores than the previous survey: Art.
- The following non-academic area received significantly higher scores than the previous survey: Truancy control.
- The following additional areas received significantly lower scores than the previous survey: School meals, Celebrating and rewarding achievement and Encouraging and listening to students' views.

Summary of results over more than two surveys

- The following academic area received significantly lower scores over more than two surveys: Psychology.
- The following non-academic areas received significantly lower scores over more than two surveys: Community spirit, Social health education, Control of bullying, Careers advice, Developing confidence and Happiness of child.
- The following additional area received significantly higher scores over more than two surveys: Library facilities.

- The following additional areas received significantly lower scores over more than two surveys: Promoting racial harmony, Regular marking of work, School meals and Encouraging and listening to students' views.
- The survey has achieved a good benchmark of performance against which future academic years might be compared.

Strengths and weaknesses

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

Relative strengths for academic criteria

- 103.1% **German**
- 100.0% **Geology**
- 98.8% **Music**
- 96.8% **Chemistry**
- 96.7% **Physics**

Relative weaknesses for academic criteria

- 59.8% **Art**
- 63.6% **English GCSE Resit**
- 68.4% **Statistics**
- 69.8% **English Language and Literature**
- 74.4% **Business**

Relative strengths for non-academic criteria

	Importance	Ranking
109.1% School facilities	(61.2%)	7th
99.9% Choice of subjects	(48.7%)	13th
91.4% Levels of homework	(35.0%)	15th
89.2% Careers advice	(67.8%)	3rd
88.3% School discipline	(52.1%)	12th

Relative weaknesses for non-academic criteria

	Importance	Ranking
43.3% Social health education	(27.4%)	16th
72.0% Developing moral values	(44.9%)	14th
73.7% Developing confidence	(62.1%)	6th
74.4% Developing potential	(64.3%)	5th
74.5% Happiness of child	(85.0%)	2nd

Response to survey

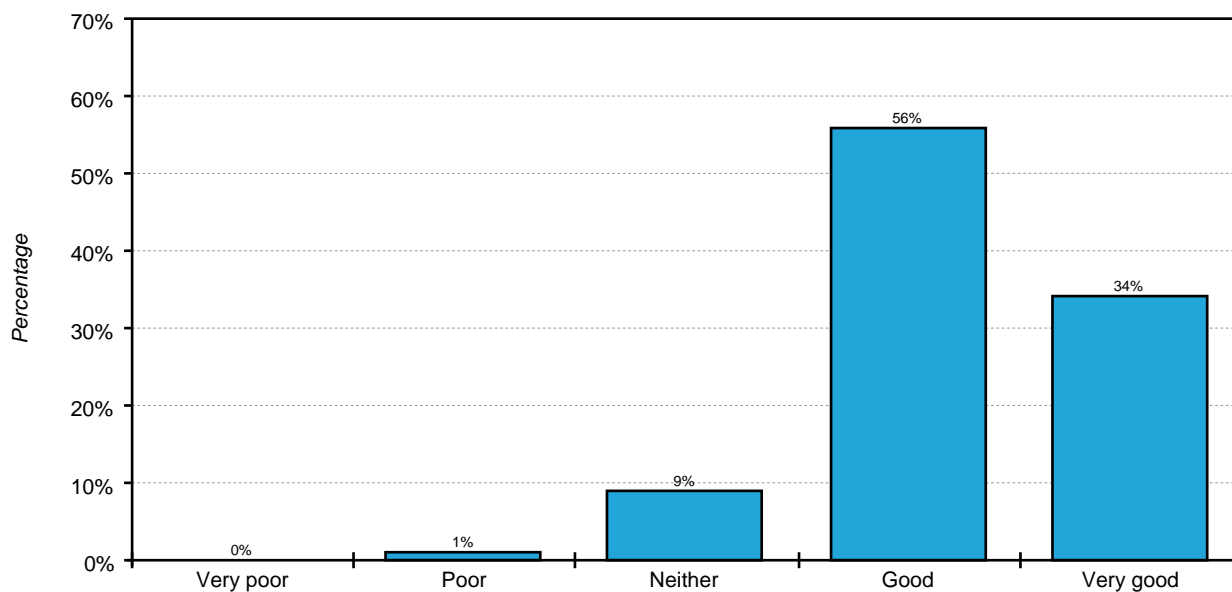
540 completed questionnaires were returned representing a response rate of 80.4%.

	Proportion of responses (%)	Number of responses
Responses from male students	41.4	218
Responses from female students	58.6	308
Responses from Year 12 students	55.4	298
Responses from Year 13 students	44.6	240

Overall student satisfaction

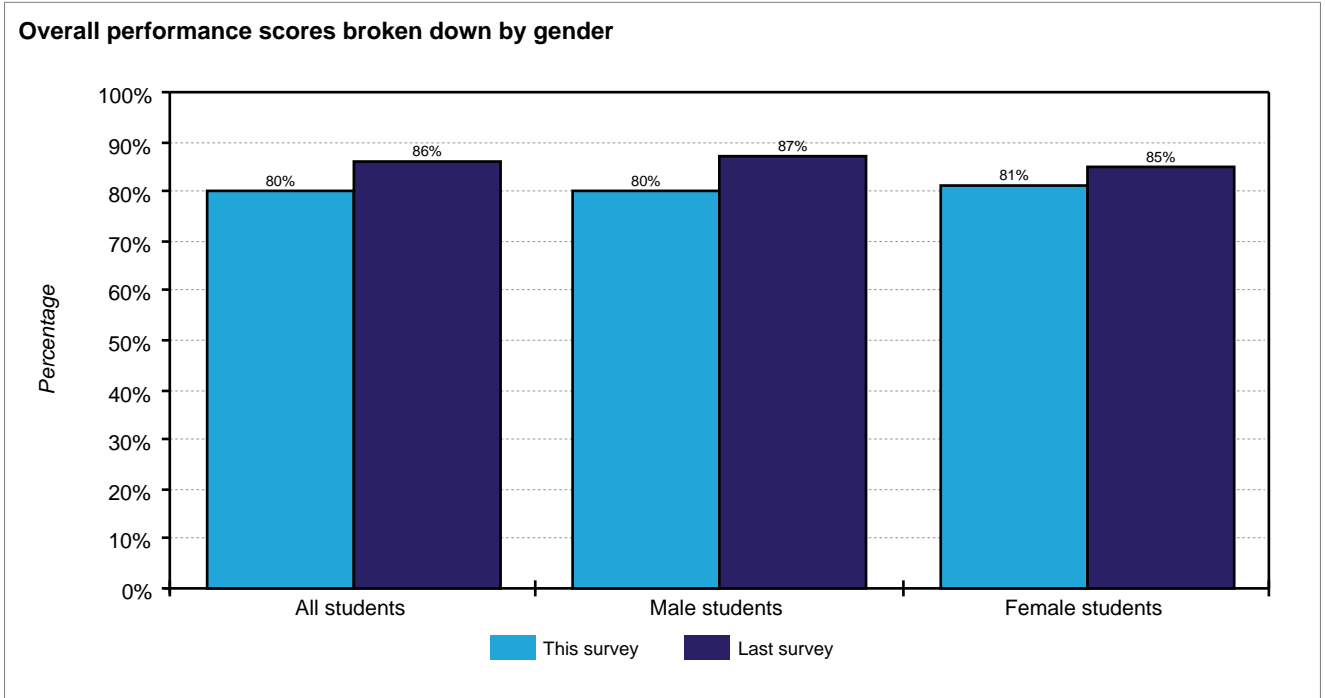
	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	80.3	85.9	-5.6

Overall student satisfaction

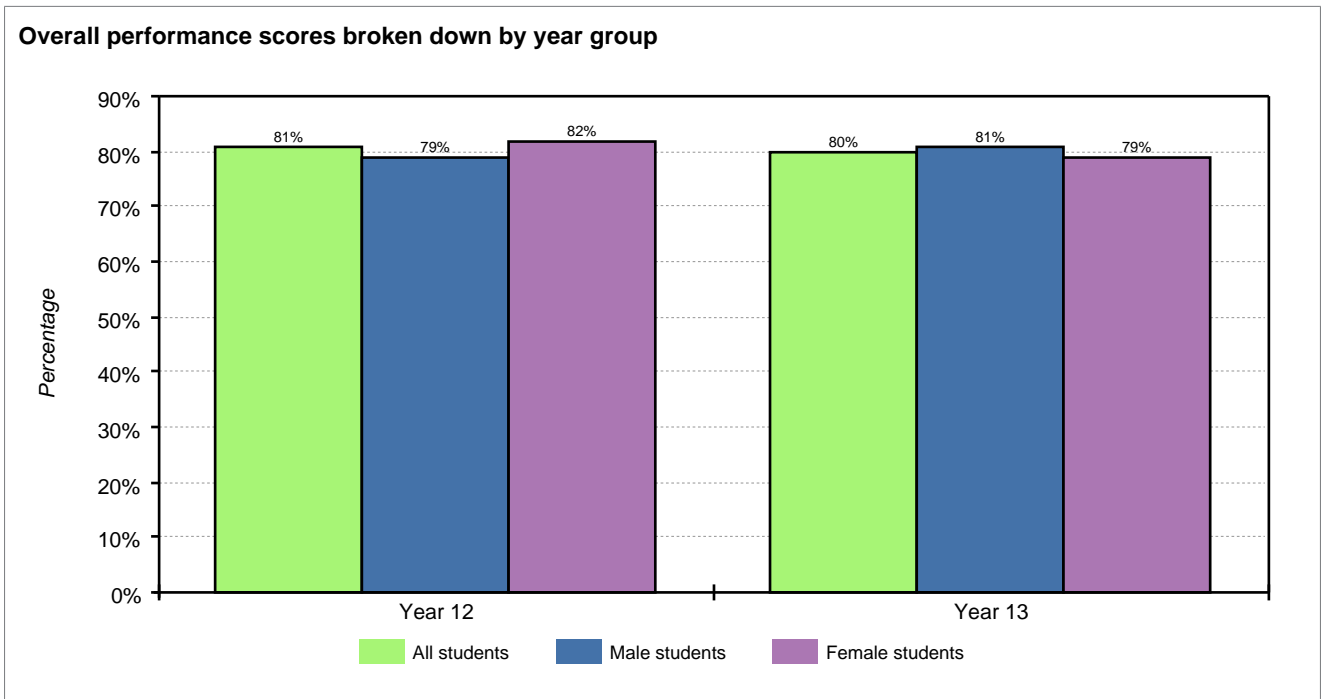


- More students rate the overall performance of the school as 'good' or very good.

Overall performance scores broken down by gender and year group



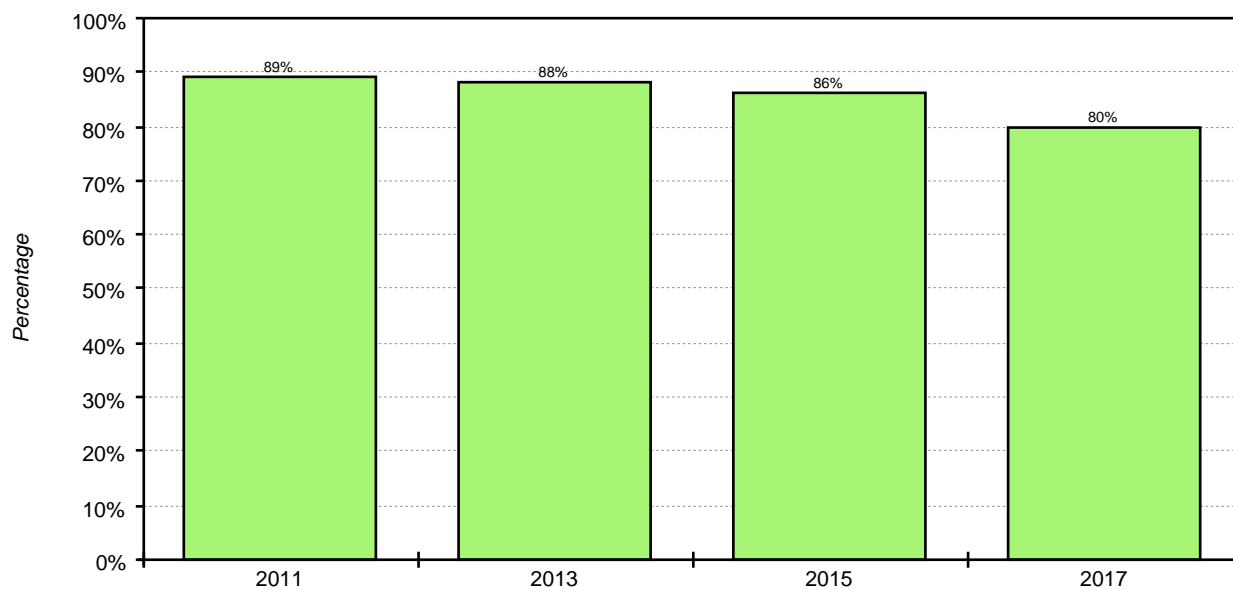
- The students gave an excellent overall performance score of 80.3%, declined since the last survey.
- Male students scored the overall performance of the school broadly in line with female students.



- Year 12 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Year 13 male students and Year 12 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

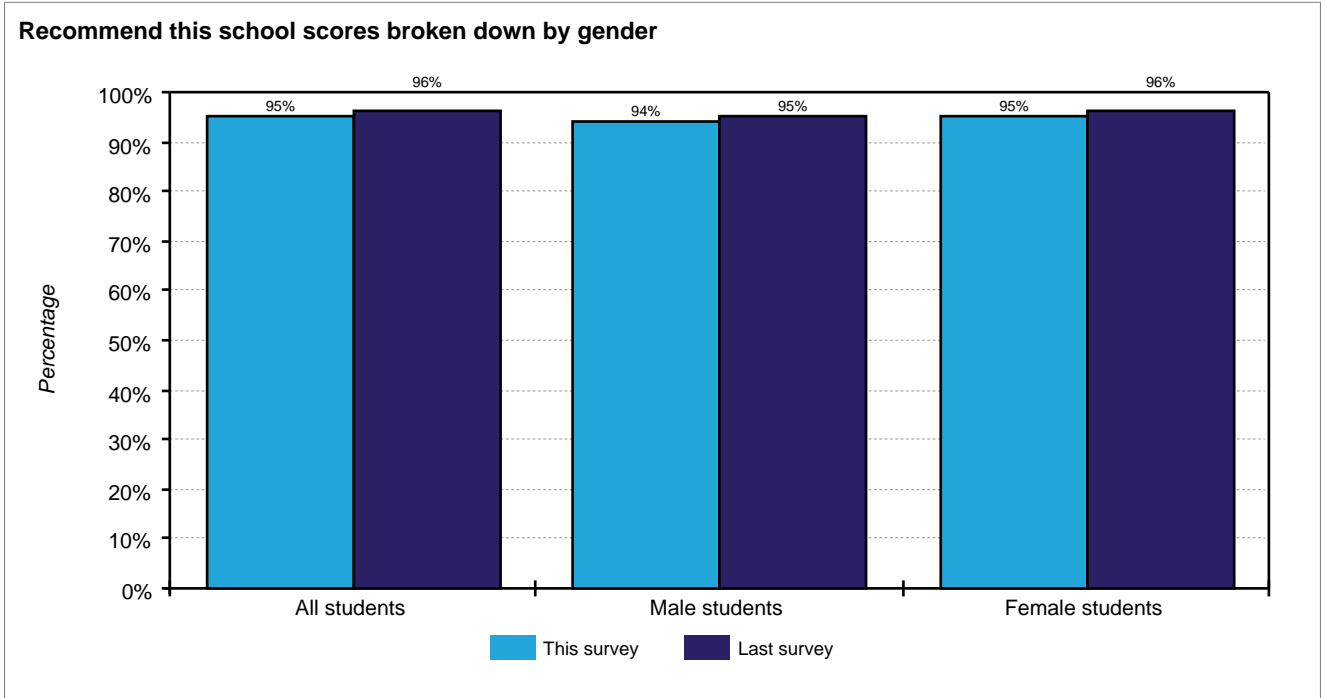
Time series analysis of overall performance scores

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

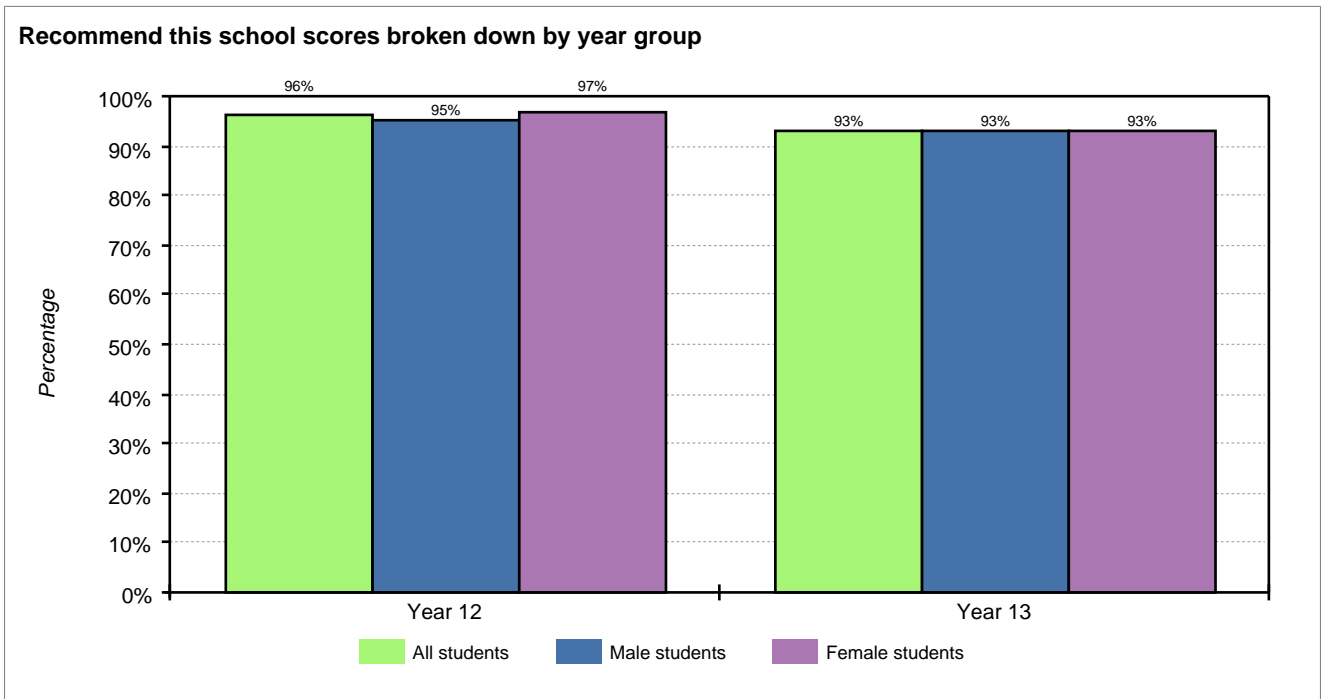


- There was no significant change over four surveys for the overall performance score.

Students recommend this school broken down by gender and year group



- 94.7% of students said they would recommend this school to another student.
- Male students would recommend this school to another student broadly in line with female students.



- Year 12 students would recommend this school to another student more than other year groups.
- Year 12 male students and Year 12 female students would recommend this school to another student more than other year groups.

Key results

The core analysis of your survey data; proportions making progress in academic subjects and satisfaction levels in 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 90% are 'outstanding' (*above* the **gold** line)
- 80% to 89.9% are 'good' (*above* the **green** line)
- 75% to 79.9% indicate 'room for improvement' (*above* the **red** line)
- Below 75% indicates 'attention advised' (*below* the **red** line)

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

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

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how true/false responses were converted to percentages is given on our website. As there is a measurable bias in the way that students 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 280 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 *.

Understanding your results table

Your results are shown as a weighted score. This is a calculation applied to your raw results using the average scores achieved from over 280 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

Scores above the **gold** line are 'outstanding'.

Scores above the **green** line are 'good'.

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

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

Academic criteria	This survey (%)	Previous survey (%)	% Change
	96.2	92.8	+3.4
	92.6	90.9	+1.7
Religious Education	82.4	76.1	+6.3
Physical Education	82.3		
Music	82.1		
Food Technology	81.4		
	80.8		
	80.1		
Geography	79.9	74.9	+5.0
Business Studies	77.2		
Design Technology	77.2	72.1	+5.1
	76.5	75.4	+1.1
	76.3		
	75.5	72.8	+2.7
Russian *	74.3		
Science	72.1	84.8	-12.7
Drama	71.5	73.4	-1.9
Engineering	59.5		
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 **blue** are only reliable to within 10% due to the sample achieved.

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

Academic criteria

The following table shows weighted proportion of students making progress 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
German	103.1		
Geology *	100.0		
Music	98.8	95.6	+3.2
Chemistry	96.8	94.6	+2.2
Physics	96.7	94.3	+2.4
Food Technology	95.2		
Spanish	94.6	89.6	+5.0
Dance	94.3		
Drama	94.2	99.9	-5.7
ICT	93.8	84.4	+9.4
Economics	93.7	95.5	-1.8
Health and Social Care	93.5	93.6	-0.1
History	91.6	91.1	+0.5
Art Photography	91.4	75.3	+16.1
Ancient History	91.1	91.1	+0.0
Government and Politics	91.1	88.9	+2.1
Geography	90.7	87.3	+3.4
Further Mathematics	90.6	88.2	+2.4
Performing Arts	89.9	99.9	-10.0
French	89.9	101.2	-11.3
Product Design	89.5		
Sport (BTEC)	89.3		
Business Applied	87.5	95.2	-7.7
Sociology	86.3	78.9	+7.4
English Literature	85.2	91.3	-6.1
Religious Studies	84.8	93.0	-8.2
Biology	83.6	89.3	-5.7
Mathematics	83.5	88.2	-4.7
Media Studies	83.5	84.7	-1.3
Computer Science	83.3	84.4	-1.1
Physical Education	80.5	82.4	-1.9
Science	79.3	94.5	-15.2
Psychology	78.3	85.0	-6.6

Academic criteria	This survey (%)	Previous survey (%)	% Change
English Language	77.9	78.0	-0.2
Business	74.4	95.2	-20.8
English Language and Literature	69.8	78.0	-8.2
Statistics *	68.4		
English GCSE Resit *	63.6	91.7	-28.0
Art	59.8	97.2	-37.4
Art Graphics	Low response		
Maths GCSE Resit *	Low response		
Music Technology	Low response		
Textiles	Low response		
Travel and Tourism	Low response		

- Student progress in the following academic subjects has been judged as 'outstanding': German, Geology, Music, Chemistry, Physics, Food Technology, Spanish, Dance, Drama, ICT, Economics, Health and Social Care, History, Art Photography, Ancient History, Government and Politics, Geography and Further Mathematics.
- Student progress in the following academic subjects has been judged as 'good': Performing Arts, French, Product Design, Sport (BTEC), Business Applied, Sociology, English Literature, Religious Studies, Biology, Mathematics, Media Studies, Computer Science and Physical Education.
- Student progress in the following academic subjects has been judged as 'room for improvement': Science, Psychology and English Language.
- Student progress in the following academic subjects has been judged as 'attention advised': Business, English Language and Literature, Statistics, English GCSE Resit and Art.
- The proportion of students making progress in the following academic subjects has shown significant decline since the previous survey: Art.
- 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 usually say: Geology, Statistics, English GCSE Resit and Maths GCSE Resit.
- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Physics, Drama, Economics, Health and Social Care, Art Photography, Government and Politics, Geography, Further Mathematics, Business Applied, Sociology, English Literature, Biology, Mathematics and Psychology.
- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: German, Geology, Music, Food Technology, Spanish, Dance, ICT, Ancient History, Performing Arts, French, Product Design, Sport (BTEC), Religious Studies, Media Studies, Computer Science, Physical Education, Science, English Language, Business, English Language and Literature, Statistics, English GCSE Resit, Art, Art Graphics, Maths GCSE Resit, Music Technology, Textiles and Travel and Tourism.
- Previous survey data cannot be provided for comparison for the following subjects: German, Geology, Food Technology, Dance, Product Design, Sport (BTEC) and Statistics.

Non-academic criteria

The following table shows the scores given by students 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	109.1	109.2	-0.1
Choice of subjects	99.9	100.6	-0.7
Levels of homework	91.4	86.6	+4.7
Careers advice	89.2	95.8	-6.6
School discipline	88.3	87.4	+0.9
Community spirit	87.8	92.1	-4.3
Teaching quality	87.3	92.6	-5.3
Computer access	86.4	88.5	-2.0
Truancy control	82.9	56.5	+26.4
Control of bullying	81.0	86.5	-5.5
Availability of resources	80.4	86.0	-5.6
Caring teachers	80.0	82.4	-2.3
School security	79.8	79.8	0.0
School communication	78.0	80.4	-2.3
Exam results	76.5	78.6	-2.2
Happiness of child	74.5	76.0	-1.5
Developing potential	74.4	75.3	-0.9
Developing confidence	73.7	77.2	-3.5
Developing moral values	72.0	73.4	-1.4
Social health education	43.3	52.6	-9.3

- Student scores in the following non-academic criteria have been judged as 'outstanding': School facilities, Choice of subjects, Levels of homework, Careers advice, School discipline, Community spirit, Teaching quality, Computer access, Truancy control, Control of bullying, Availability of resources and Caring teachers.
- Student scores in the following non-academic criteria have been judged as 'good': School security, School communication, Exam results, Happiness of child, Developing potential, Developing confidence and Developing moral values.
- Student scores in the following non-academic criteria have been judged as 'attention advised': Social health education.
- The scores given by students in the following non-academic criteria have shown significant improvement since the previous survey: Truancy control.

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to student satisfaction. The following results were achieved with regard to those students 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
School meals	99.7	108.1	-8.4
Treating all students fairly and equally	93.0	91.6	+1.4
Library facilities	90.1	89.2	+0.9
Handling complaints	87.4	85.9	+1.5
Quality of school management	87.1	89.6	-2.5
Promoting racial harmony	85.1	89.0	-3.9
Access to staff	84.6	87.1	-2.5
Regular marking of work	84.1	85.3	-1.2
Transfer from previous school	82.0	81.5	+0.5
Out of school activities and clubs	78.8	79.5	-0.7
Attitude of non-teaching support staff	77.0	79.2	-2.2
Encouraging and listening to students' views	75.6	85.7	-10.0
Celebrating and rewarding achievement	75.6	80.3	-4.7
Tailoring workload to child's needs and ability	75.2	76.0	-0.8
Encouraging local community activity	67.5	78.9	-11.4

- Student scores in the following additional criteria have been judged as 'outstanding': School meals, Treating all students fairly and equally, Library facilities, Handling complaints, Quality of school management, Promoting racial harmony, Access to staff, Regular marking of work and Transfer from previous school.
- Student scores in the following additional criteria have been judged as 'good': Out of school activities and clubs, Attitude of non-teaching support staff, Encouraging and listening to students' views, Celebrating and rewarding achievement and Tailoring workload to child's needs and ability.
- Student scores in the following additional criteria have been judged as 'room for improvement': Encouraging local community activity.
- The scores given by students in the following additional criteria have shown significant decline since the previous survey: School meals, Encouraging and listening to students' views and Celebrating and rewarding achievement.

Student priorities

Students 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.

Student priorities importance

Ideally those criteria which are most important to students will be the criteria to which students award the highest scores. In the following table, the second column shows the percentage of students 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 students, a red highlight shows that the school performs less well within a criterion that is important to students. 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	87.9	7th	88.9	4th
Happiness of child	85.0	16th	83.4	16th
Careers advice	67.8	4th	68.2	3rd
Caring teachers	67.2	12th	65.9	11th
Developing potential	64.3	17th	71.2	17th
Developing confidence	62.1	18th	56.9	15th
School facilities	61.2	1st	65.2	1st
Exam results	60.1	15th	64.9	14th
Availability of resources	56.3	11th	54.6	10th
Control of bullying	55.0	10th	57.6	9th
School security	53.7	13th	48.8	13th
School discipline	52.1	5th	49.7	7th
Choice of subjects	48.7	2nd	48.7	2nd
Developing moral values	44.9	19th	41.8	18th
Levels of homework	35.0	3rd	39.4	8th
Social health education	27.4	20th	20.1	20th
Computer access	25.7	8th	27.1	6th
Community spirit	16.2	6th	15.0	5th
Truancy control	15.8	9th	13.2	19th
School communication	13.8	14th	19.4	12th

With regard to the five criteria most important to students:

- The school performs well in: Careers advice.
- The school performs less well in: Happiness of child and Developing potential.

Importance: your school vs. similar schools

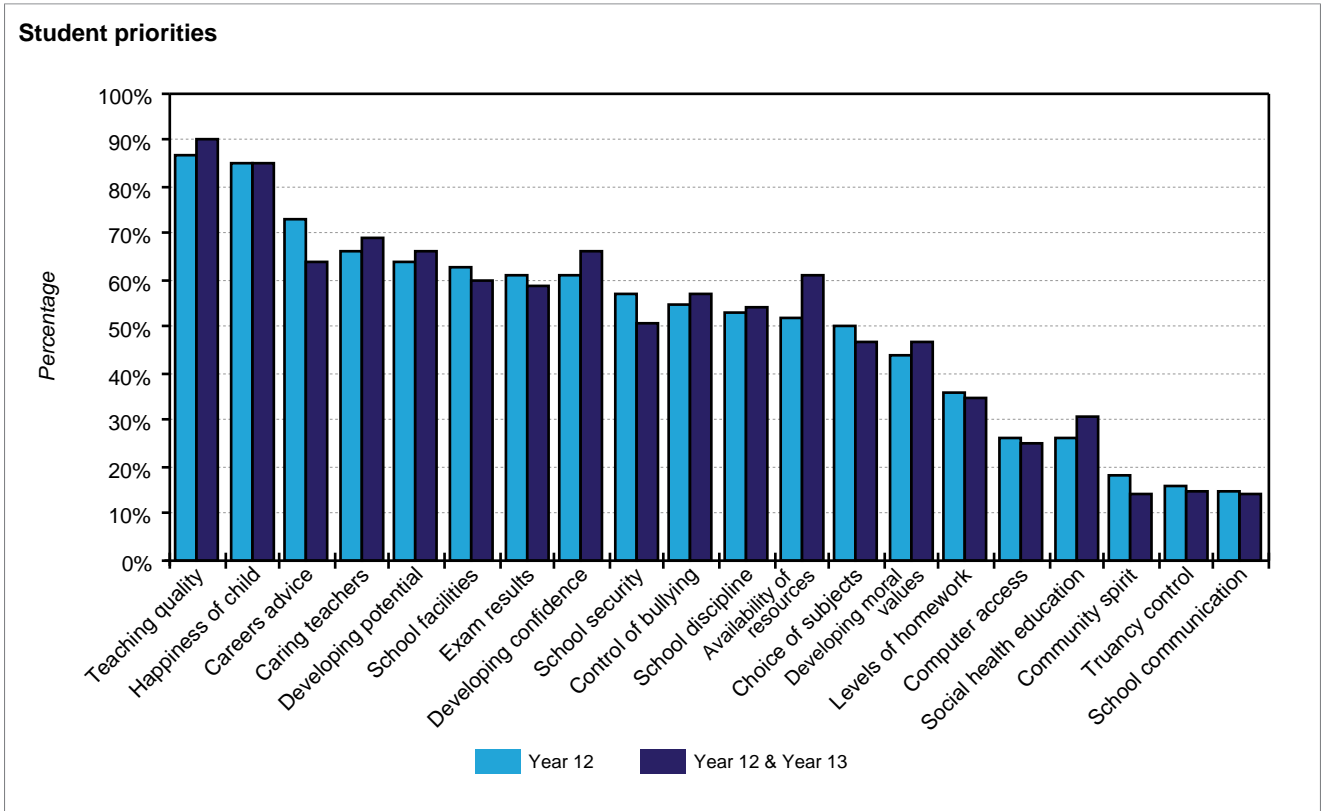
Students were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the students from your school selected as most important. The second column shows you the percentage of students who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from students from similar schools. Position differences of six 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	87.9	1st	2nd	+1
Happiness of child	85.0	2nd	1st	-1
Careers advice	67.8	3rd	10th	+7 ▲
Caring teachers	67.2	4th	8th	+4 ▲
Developing potential	64.3	5th	11th	+6 ▲
Developing confidence	62.1	6th	12th	+6 ▲
School facilities	61.2	7th	4th	-3
Exam results	60.1	8th	5th	-3
Availability of resources	56.3	9th	14th	+5 ▲
Control of bullying	55.0	10th	3rd	-7 ▼
School security	53.7	11th	7th	-4 ▼
School discipline	52.1	12th	6th	-6 ▼
Choice of subjects	48.7	13th	9th	-4 ▼
Developing moral values	44.9	14th	16th	+2
Levels of homework	35.0	15th	13th	-2
Social health education	27.4	16th	17th	+1
Computer access	25.7	17th	15th	-2
Community spirit	16.2	18th	19th	+1
Truancy control	15.8	19th	20th	+1
School communication	13.8	20th	18th	-2

- Students from your school selected the following criteria as more important than students at similar schools: Careers advice, Caring teachers, Developing potential, Developing confidence and Availability of resources.
- Students from your school selected the following criteria as less important than students at similar schools: Control of bullying, School security, School discipline and Choice of subjects.

How priorities change as students get older

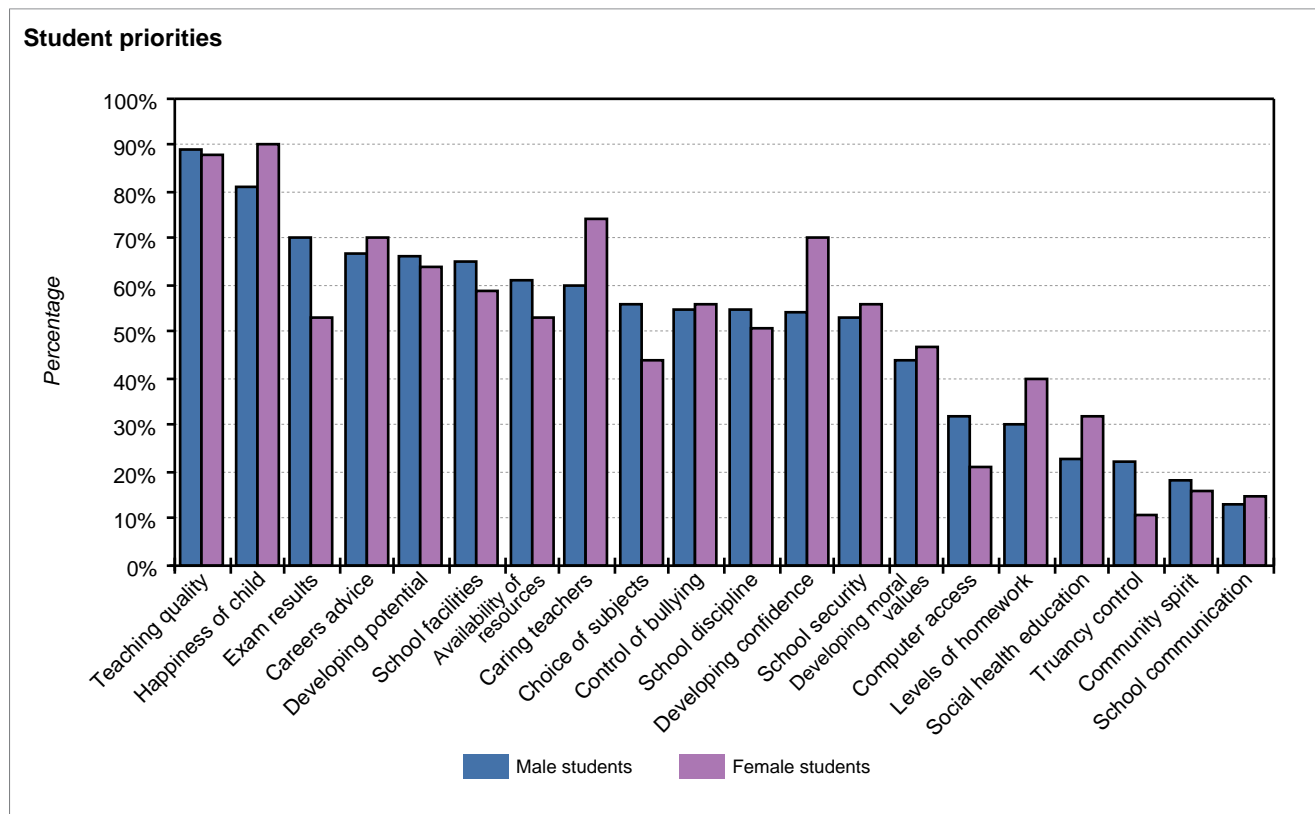
The graph below shows which criteria Year 12 students selected as important compared to which criteria Year 12 & Year 13 students selected as important. This shows us how priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups



Criteria where difference in ranking is six or more	Year 12 ranking	Year 12 & Year 13 ranking
Careers advice	3rd	6th ▲

How priorities change by gender of student

The graph below shows which criteria female students selected as important compared to which criteria male students selected as important. This shows us how priorities change by gender of the student. The table shows the criteria where there is a significant difference between the two groups



Criteria where difference in ranking is six or more	Male students ranking	Female students ranking
Happiness of child	2nd	1st ▼
Exam results	3rd	10th ▲
Caring teachers	8th	3rd ▼
Choice of subjects	9th	14th ▲
Developing confidence	12th	5th ▼
Computer access	15th	17th ▲
Levels of homework	16th	15th ▼
Social health education	17th	16th ▼
Truancy control	18th	20th ▲

Relative student priorities for improvement

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

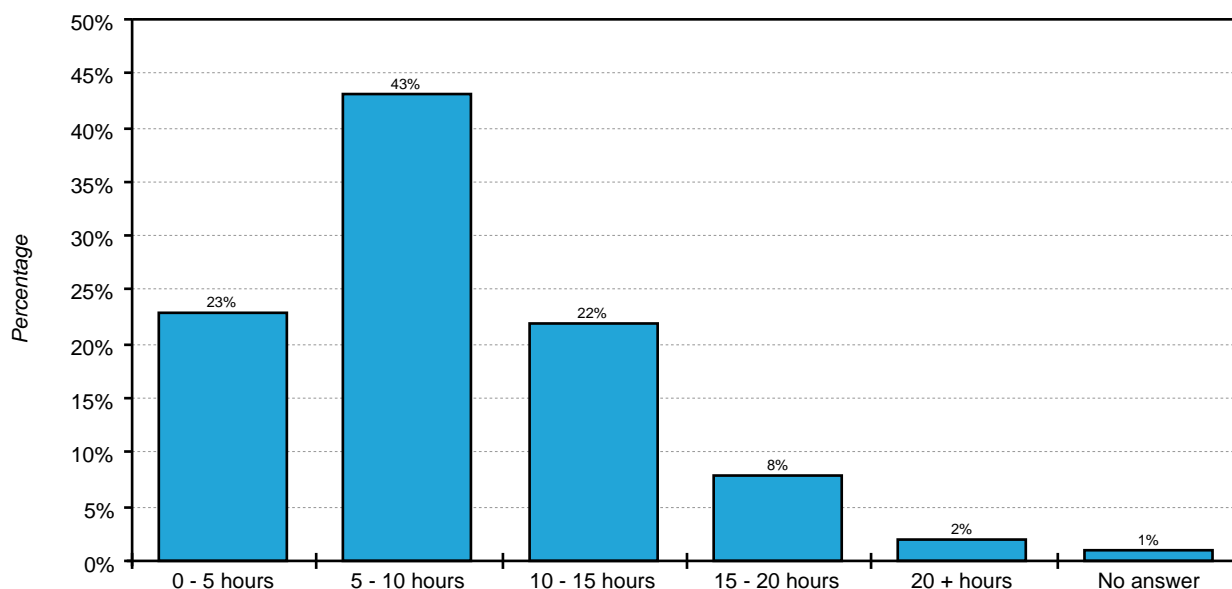
Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Happiness of child	17.0	9.5	8.7
Developing confidence	11.7	11.9	4.7
Teaching quality	8.4	9.6	11.0
Developing potential	8.2	8.4	3.5
Availability of resources	7.3	6.4	3.5
Careers advice	6.7	5.9	6.2
Developing moral values	5.4	5.1	1.6
Social health education	5.1	7.1	1.9
School communication	4.8	3.0	2.4
Levels of homework	3.9	6.6	7.4
Caring teachers	3.4	3.0	3.9
School facilities	3.0	2.7	12.9
Truancy control	2.9	3.4	1.5
Community spirit	2.3	4.9	1.8
Choice of subjects	2.1	0.7	6.6
School discipline	2.0	1.3	6.0
Exam results	1.8	4.1	4.0
Control of bullying	1.7	4.0	6.1
Computer access	1.4	2.4	3.7
School security	0.8	0.0	1.9

- Students have given a higher priority to the following areas since the last survey: Happiness of child.
- Students have given a higher priority to the following areas compared to similar schools: Happiness of child, Developing confidence and Developing potential.
- Students have given a lower priority to the following areas compared to similar schools: School facilities, Choice of subjects and Control of bullying.

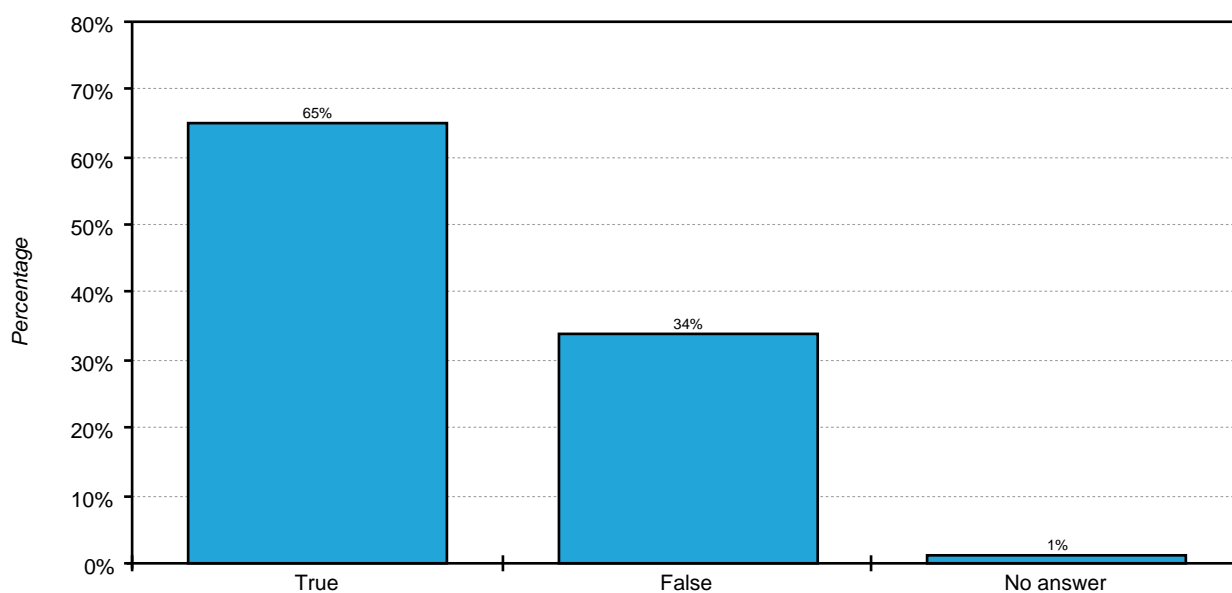
Unique questions

Results for your unique questions are shown below.

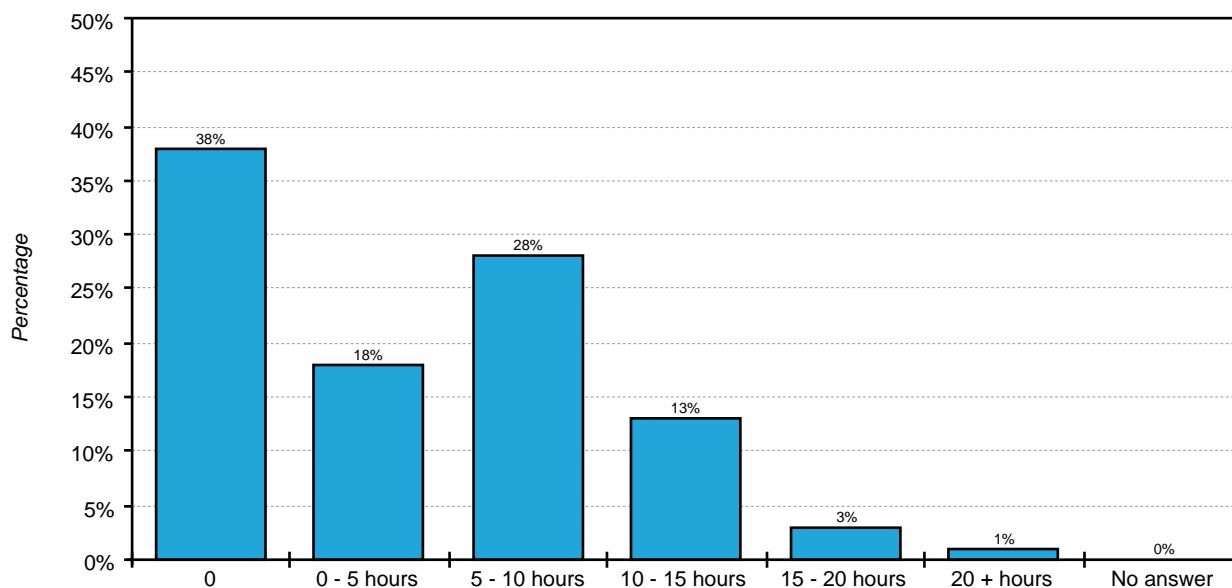
Students' responses to the question: 'How many hours of homework do you usually do in a week, during term time?'



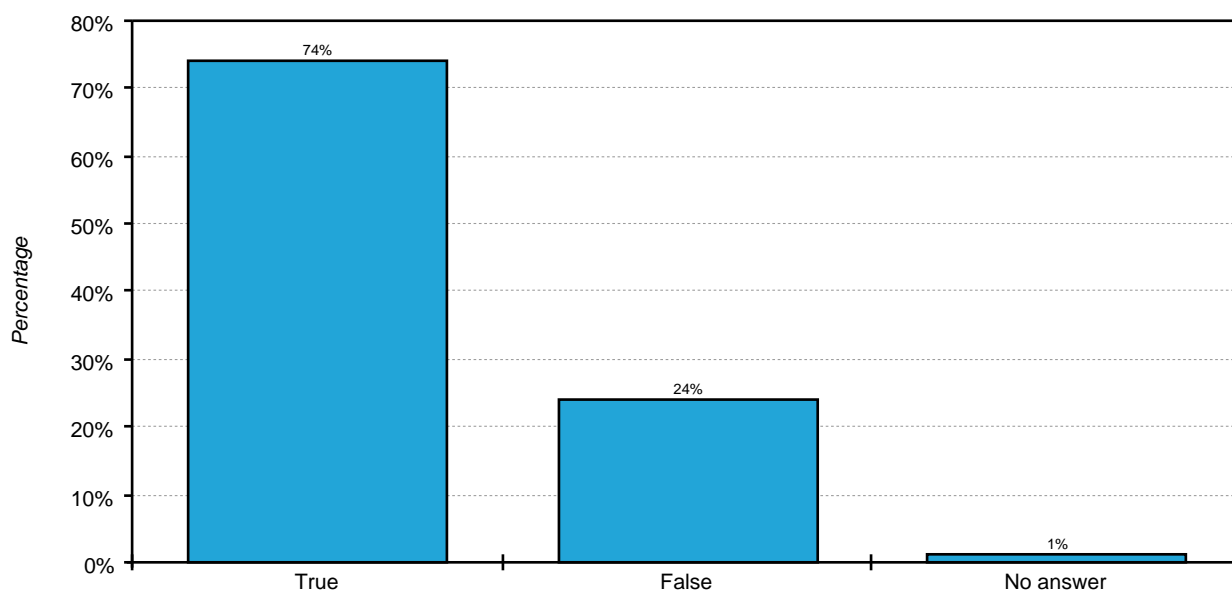
Students' responses to the question: 'I have access to a tablet/ipad which I can use to help me with my homework.'



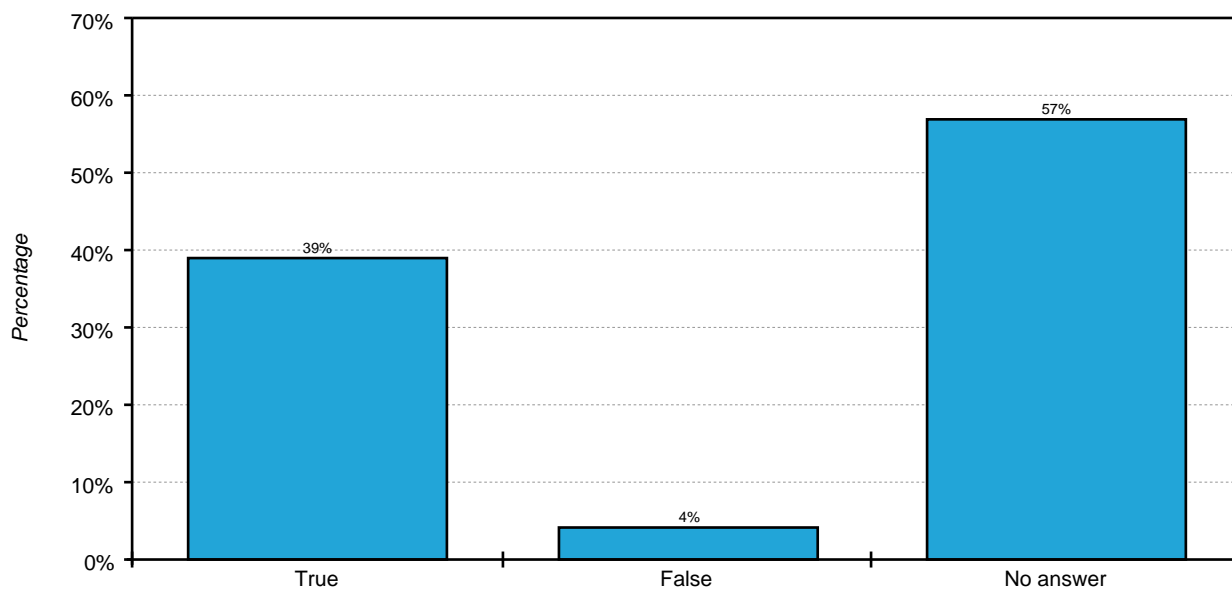
Students' responses to the question: 'How many hours of part-time employment do you do in a normal week?'



Students' responses to the question: 'I received useful advice on which courses to study in sixth form.'



Students' responses to the question: 'I have had help and advice on applications to university/college. (Year 13 only)'



Parent View : Student summary

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

In terms of student 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	74.5%	521
2. My child feels safe at this school		
Control of bullying	81.0%	495
School security	79.8%	525
3. My child makes good progress at this school		
Developing potential	74.4%	521
4. My child is well looked after at this school		
Caring teachers	80.0%	520
School security	79.8%	525
Attitude of non-teaching support staff	77.0%	519
5. My child is taught well at this school		
Teaching quality	87.3%	524
Exam results	76.5%	518
Tailoring workload to child's needs and ability	75.2%	520
Developing potential	74.4%	521
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Outstanding	540
Levels of homework	91.4%	522
Tailoring workload to child's needs and ability	75.2%	520
7. This school ensures the pupils are well behaved		
School discipline	88.3%	521

	Score	Sample
8. This school deals effectively with bullying		
Control of bullying	81.0%	495
9. Quality of school management		
Quality of school management	87.1%	518
10. This school responds well to any concern I raise		
Handling complaints	87.4%	500
Access to staff	84.6%	517
Caring teachers	80.0%	520
11. I receive valuable information from the school about my child's progress		
Regular marking of work	84.1%	514
12. I would recommend this school to another parent		
Recommended	94.7%	448

Ofsted self-evaluation summary

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

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

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

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

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

Remember, for grading comparisons with our colour coded system:

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

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

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

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

Treating all students fairly and equally	93.0%	Outstanding
Levels of homework	91.4%	Outstanding
Further Mathematics	90.6%	Outstanding
Community spirit	87.8%	Outstanding
Teaching quality	87.3%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Regular marking of work	84.1%	Outstanding
English Literature	85.2%	Good
Mathematics	83.5%	Good
School communication	78.0%	Good
Exam results	76.5%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good
English Language	77.9%	Requires improvement
English Language and Literature	69.8%	Inadequate

Strengths

- Treating all students fairly and equally
- Levels of homework
- Further Mathematics

Weaknesses

- English Language and Literature
- English Language
- Developing confidence

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

The Accuracy and Impact of Assessment

Levels of homework	91.4%	Outstanding
Regular marking of work	84.1%	Outstanding
Exam results	76.5%	Good
Tailoring workload to child's needs and ability	75.2%	Good
Developing potential	74.4%	Good

Strengths

- Levels of homework

Weaknesses

- Developing potential

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

The Impact of the Teaching of Literacy, Including Reading

Drama	94.2%	Outstanding
Performing Arts	89.9%	Good
English Literature	85.2%	Good
Tailoring workload to child's needs and ability	75.2%	Good
Developing potential	74.4%	Good
English Language	77.9%	Requires improvement
English Language and Literature	69.8%	Inadequate

Strengths

- Drama
- Performing Arts

Weaknesses

- English Language and Literature
- English Language

Your average student grade for this section = 2.3 = Good = **Grade 2 (-)**

The Teaching of Mathematics

Chemistry	96.8%	Outstanding
Physics	96.7%	Outstanding
ICT	93.8%	Outstanding
Further Mathematics	90.6%	Outstanding
Computer access	86.4%	Outstanding
Biology	83.6%	Good
Mathematics	83.5%	Good
Computer Science	83.3%	Good
Tailoring workload to child's needs and ability	75.2%	Good
Developing potential	74.4%	Good
Science	79.3%	Requires improvement

Strengths

- Chemistry
- Physics
- ICT

Weaknesses

- Science
- Developing potential
- Tailoring workload to child's needs and ability

Your average student grade for this section = 1.6 = 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

ICT	105.5%	Outstanding
Chemistry	96.7%	Outstanding
Physics	96.7%	Outstanding
Drama	94.2%	Outstanding
Levels of homework	92.0%	Outstanding
Further Mathematics	90.6%	Outstanding
Community spirit	88.6%	Outstanding
Teaching quality	86.8%	Outstanding
Computer access	86.7%	Outstanding
Promoting racial harmony	85.2%	Outstanding
Regular marking of work	83.1%	Outstanding
English Literature	86.5%	Good
Biology	83.6%	Good
Mathematics	83.5%	Good
School communication	78.2%	Good
Tailoring workload to child's needs and ability	75.5%	Good
Developing potential	74.4%	Good
Developing confidence	74.0%	Good
Science	79.3%	Requires improvement
English Language	77.3%	Requires improvement
Computer Science	73.9%	Inadequate

Strengths

- ICT
- Chemistry
- Physics

Weaknesses

- Computer Science
- English Language
- Science

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

Summary grade – Quality of teaching, Learning and Assessment section

Your average student grade for "Quality of teaching, Learning and Assessment" = 1.8 = Good = **Grade 2**

To reach the next grade

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

- The Effectiveness of Teaching, Learning and Assessment
- The Accuracy and Impact of Assessment
- The Impact of the Teaching of Literacy, Including Reading
- The Teaching of Mathematics
- Effectiveness of the Sixth Form Provision: Quality of Teaching, Learning and Assessment

Personal Development, Behaviour and Welfare

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

School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Developing confidence	73.7%	Good

Strengths

- School discipline

Weaknesses

- Developing confidence

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

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

School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Caring teachers	80.0%	Outstanding
Attitude of non-teaching support staff	77.0%	Good
Encouraging and listening to students' views	75.6%	Good
Developing moral values	72.0%	Good
Social health education	43.3%	Inadequate

Strengths

- School discipline
- Community spirit
- Promoting racial harmony

Weaknesses

- Social health education
- Developing moral values
- Encouraging and listening to students' views

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

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

School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Attitude of non-teaching support staff	77.0%	Good
Developing moral values	72.0%	Good

Strengths

- School discipline
- Community spirit

Weaknesses

- Developing moral values
- Attitude of non-teaching support staff

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

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

School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Encouraging and listening to students' views	75.6%	Good
Celebrating and rewarding achievement	75.6%	Good
Happiness of child	74.5%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good
Developing moral values	72.0%	Good

Strengths

- School discipline
- Community spirit
- Encouraging and listening to students' views

Weaknesses

- Developing moral values
- Developing confidence
- Developing potential

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

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

Encouraging and listening to students' views	75.6%	Good
Celebrating and rewarding achievement	75.6%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good

Strengths

- Encouraging and listening to students' views

Weaknesses

- Developing confidence

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

Personal Development and Welfare: Choices About Next Stages

Levels of homework	91.4%	Outstanding
Careers advice	89.2%	Outstanding
Attitude of non-teaching support staff	77.0%	Good
Celebrating and rewarding achievement	75.6%	Good

Strengths

- Levels of homework

Weaknesses

- Celebrating and rewarding achievement

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

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

School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Caring teachers	80.0%	Outstanding
School security	79.8%	Good
Attitude of non-teaching support staff	77.0%	Good
Encouraging and listening to students' views	75.6%	Good
Developing moral values	72.0%	Good
Social health education	43.3%	Inadequate

Strengths

- School discipline
- Community spirit
- Promoting racial harmony

Weaknesses

- Social health education
- Developing moral values
- Encouraging and listening to students' views

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

Personal Development and Welfare: Keeping Healthy

Social health education	43.3%	Inadequate
Diet	34.6%	Inadequate
Exercise	31.4%	Inadequate

Your average student grade for this section = 4.0 = Inadequate = **Grade 4 (+)**

Personal Development and Welfare: Personal Development

Careers advice	89.2%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Religious Studies	84.8%	Good
Encouraging and listening to students' views	75.6%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good
Developing moral values	72.0%	Good
Encouraging local community activity	67.5%	Requires improvement
Social health education	43.3%	Inadequate

Strengths

- Careers advice
- Community spirit
- Promoting racial harmony

Weaknesses

- Social health education
- Encouraging local community activity
- Developing moral values

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

Attendance and Punctuality

Truancy control	82.9%	Outstanding
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Your average student 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

Treating all students fairly and equally	93.2%	Outstanding
Levels of homework	92.0%	Outstanding
Careers advice	88.9%	Outstanding
Community spirit	88.6%	Outstanding
School discipline	88.4%	Outstanding
Teaching quality	86.8%	Outstanding
Promoting racial harmony	85.2%	Outstanding
Truancy control	83.2%	Outstanding
Regular marking of work	83.1%	Outstanding
Control of bullying	80.2%	Outstanding
Religious Studies	84.8%	Good
Caring teachers	79.9%	Good
School security	79.8%	Good
School communication	78.2%	Good
Attitude of non-teaching support staff	77.0%	Good
Exam results	76.6%	Good
Encouraging and listening to students' views	75.6%	Good
Tailoring workload to child's needs and ability	75.5%	Good
Celebrating and rewarding achievement	75.0%	Good
Happiness of child	74.5%	Good
Developing potential	74.4%	Good
Developing confidence	74.0%	Good
Developing moral values	72.0%	Good
Encouraging local community activity	67.0%	Requires improvement
Social health education	43.6%	Inadequate

Strengths

- Treating all students fairly and equally
- Levels of homework
- Careers advice

Weaknesses

- Social health education
- Encouraging local community activity
- Developing moral values

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

Summary grade – Personal Development, Behaviour and Welfare section

Your average student grade for "Personal Development, Behaviour and Welfare" = 1.8 = Good = **Grade 2**

To reach the next grade

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

- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.
- Personal Development and Welfare: Pride in Achievement and Commitment to Learning
- Personal Development and Welfare: Self-confidence, Self-awareness and Understanding How to be a Successful Learner
- Personal Development and Welfare: Keeping Safe from Abuse, Exploitation and Extremism
- Personal Development and Welfare: Keeping Healthy
- Personal Development and Welfare: Personal Development
- Effectiveness of the Sixth Form Provision: Personal Development, Behaviour and Welfare

Outcomes for Pupils

Progress

Further Mathematics	90.6%	Outstanding
English Literature	85.2%	Good
Mathematics	83.5%	Good
Exam results	76.5%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good
English Language	77.9%	Requires improvement
English Language and Literature	69.8%	Inadequate

Strengths

- Further Mathematics
- English Literature
- Mathematics

Weaknesses

- English Language and Literature
- English Language
- Developing confidence

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

Progress Over Time

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

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

Achievements of Those Eligible for the Pupil Premium

Your own assessment is required here.

The Most Able Pupils

Tailoring workload to child's needs and ability	75.2%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good

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

Disabled Pupils and Those with Special Educational Needs

Treating all students fairly and equally	93.0%	Outstanding
Tailoring workload to child's needs and ability	75.2%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good

Strengths

- Treating all students fairly and equally

Weaknesses

- Developing confidence

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Treating all students fairly and equally	93.2%	Outstanding
Further Mathematics	90.6%	Outstanding
English Literature	86.5%	Good
Mathematics	83.5%	Good
Exam results	76.6%	Good
Tailoring workload to child's needs and ability	75.5%	Good
Developing potential	74.4%	Good
Developing confidence	74.0%	Good
English Language	77.3%	Requires improvement

Strengths

- Treating all students fairly and equally
- Further Mathematics
- English Literature

Weaknesses

- English Language
- Developing confidence
- Developing potential

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

Summary grade – Outcomes for Pupils section

Your average student grade for "Outcomes for Pupils" = 2.1 = Good = **Grade 2**

To reach the next grade

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

- Progress
- Progress Over Time
- The Most Able Pupils
- Disabled Pupils and Those with Special Educational Needs
- Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Effectiveness of the Sixth Form Provision

Quality of Teaching, Learning and Assessment

ICT	105.5%	Outstanding
Chemistry	96.7%	Outstanding
Physics	96.7%	Outstanding
Drama	94.2%	Outstanding
Treating all students fairly and equally	93.2%	Outstanding
Levels of homework	92.0%	Outstanding
Further Mathematics	90.6%	Outstanding
Community spirit	88.6%	Outstanding
Teaching quality	86.8%	Outstanding
Computer access	86.7%	Outstanding
Promoting racial harmony	85.2%	Outstanding
Regular marking of work	83.1%	Outstanding
English Literature	86.5%	Good
Biology	83.6%	Good
Mathematics	83.5%	Good
School communication	78.2%	Good
Tailoring workload to child's needs and ability	75.5%	Good
Developing potential	74.4%	Good
Developing confidence	74.0%	Good
Science	79.3%	Requires improvement
English Language	77.3%	Requires improvement
Computer Science	73.9%	Inadequate

Strengths

- ICT
- Chemistry
- Physics

Weaknesses

- Computer Science
- English Language
- Science

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

Personal Development, Behaviour and Welfare

Treating all students fairly and equally	93.2%	Outstanding
Levels of homework	92.0%	Outstanding
Careers advice	88.9%	Outstanding
Community spirit	88.6%	Outstanding
School discipline	88.4%	Outstanding
Teaching quality	86.8%	Outstanding
Promoting racial harmony	85.2%	Outstanding
Truancy control	83.2%	Outstanding
Regular marking of work	83.1%	Outstanding
Control of bullying	80.2%	Outstanding
Religious Studies	84.8%	Good
Caring teachers	79.9%	Good
School security	79.8%	Good
School communication	78.2%	Good
Attitude of non-teaching support staff	77.0%	Good
Exam results	76.6%	Good
Encouraging and listening to students' views	75.6%	Good
Tailoring workload to child's needs and ability	75.5%	Good
Celebrating and rewarding achievement	75.0%	Good
Happiness of child	74.5%	Good
Developing potential	74.4%	Good
Developing confidence	74.0%	Good
Developing moral values	72.0%	Good
Encouraging local community activity	67.0%	Requires improvement
Social health education	43.6%	Inadequate

Strengths

- Treating all students fairly and equally
- Levels of homework
- Careers advice

Weaknesses

- Social health education
- Encouraging local community activity
- Developing moral values

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

Outcomes for Pupils

Treating all students fairly and equally	93.2%	Outstanding
Further Mathematics	90.6%	Outstanding
English Literature	86.5%	Good
Mathematics	83.5%	Good
Exam results	76.6%	Good
Tailoring workload to child's needs and ability	75.5%	Good
Developing potential	74.4%	Good
Developing confidence	74.0%	Good
English Language	77.3%	Requires improvement

Strengths

- Treating all students fairly and equally
- Further Mathematics
- English Literature

Weaknesses

- English Language
- Developing confidence
- Developing potential

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

Summary grade – Effectiveness of the Sixth Form Provision section

Your average student grade for "Effectiveness of the Sixth Form Provision" = 1.7 = Good = **Grade 2 (+)**

To reach the next grade

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

- Quality of Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Pupils

Effectiveness of Leadership and Management

Vision and Values

School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Average of academic subject ratings		Good
School communication	78.0%	Good
Exam results	76.5%	Good
Celebrating and rewarding achievement	75.6%	Good
Developing potential	74.4%	Good
Developing confidence	73.7%	Good
Developing moral values	72.0%	Good

Strengths

- School discipline
- Community spirit
- Promoting racial harmony

Weaknesses

- Developing moral values
- Developing confidence
- Developing potential

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

Self-evaluation and Improvement

Exam results	76.5%	Good
Encouraging and listening to students' views	75.6%	Good
Criteria improving since previous surveys		Requires improvement
Significant improvements versus significant declines		Inadequate

Strengths

- Exam results

Weaknesses

- Significant improvements versus significant declines

Your average student grade for this section = 2.8 = Requires improvement = **Grade 3 (+)**

Curriculum

Choice of subjects	99.9%	Outstanding
Drama	94.2%	Outstanding
Further Mathematics	90.6%	Outstanding
Careers advice	89.2%	Outstanding
Performing Arts	89.9%	Good
English Literature	85.2%	Good
Religious Studies	84.8%	Good
Mathematics	83.5%	Good
Physical Education	80.5%	Good
Exam results	76.5%	Good
Tailoring workload to child's needs and ability	75.2%	Good
Developing potential	74.4%	Good
English Language	77.9%	Requires improvement
Encouraging local community activity	67.5%	Requires improvement
English Language and Literature	69.8%	Inadequate
Art	59.8%	Inadequate

Strengths

- Choice of subjects
- Drama
- Further Mathematics

Weaknesses

- Art
- English Language and Literature
- Encouraging local community activity

Your average student grade for this section = 2.1 = Good = **Grade 2**

Citizenship

Treating all students fairly and equally	93.0%	Outstanding
School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Religious Studies	84.8%	Good
Developing moral values	72.0%	Good
Social health education	43.3%	Inadequate

Strengths

- Treating all students fairly and equally
- School discipline
- Community spirit

Weaknesses

- Social health education
- Developing moral values
- Religious Studies

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

Leadership

Quality of school management	87.1%	Outstanding
Average of academic subject ratings		Good
School communication	78.0%	Good
Encouraging and listening to students' views	75.6%	Good
Criteria improving since previous surveys		Requires improvement

Strengths

- Quality of school management

Weaknesses

- Criteria improving since previous surveys

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

Treating all students fairly and equally	93.0%	Outstanding
School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Quality of school management	87.1%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Truancy control	82.9%	Outstanding
Control of bullying	81.0%	Outstanding
Caring teachers	80.0%	Outstanding
School security	79.8%	Good
Attitude of non-teaching support staff	77.0%	Good
Developing moral values	72.0%	Good
Social health education	43.3%	Inadequate

Strengths

- Treating all students fairly and equally
- School discipline
- Community spirit

Weaknesses

- Social health education
- Developing moral values
- Attitude of non-teaching support staff

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

Governance

Treating all students fairly and equally	93.0%	Outstanding
Quality of school management	87.1%	Outstanding
Promoting racial harmony	85.1%	Outstanding
School security	79.8%	Good
School communication	78.0%	Good
Tailoring workload to child's needs and ability	75.2%	Good

Strengths

- Treating all students fairly and equally
- Quality of school management

Weaknesses

- Tailoring workload to child's needs and ability
- School communication

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

Use of the Pupil Premium

Your own assessment is required here.

Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

Effectiveness of the Sixth Form Provision: Leadership and Management

Choice of subjects	100.3%	Outstanding
Drama	94.2%	Outstanding
Treating all students fairly and equally	93.2%	Outstanding
Further Mathematics	90.6%	Outstanding
Careers advice	88.9%	Outstanding
Community spirit	88.6%	Outstanding
School discipline	88.4%	Outstanding
Quality of school management	87.1%	Outstanding
Promoting racial harmony	85.2%	Outstanding
Truancy control	83.2%	Outstanding
Control of bullying	80.2%	Outstanding
Average of academic subject ratings		Good
English Literature	86.5%	Good
Religious Studies	84.8%	Good
Mathematics	83.5%	Good
Physical Education	80.5%	Good
Caring teachers	79.9%	Good
School security	79.8%	Good
School communication	78.2%	Good
Attitude of non-teaching support staff	77.0%	Good
Exam results	76.6%	Good
Encouraging and listening to students' views	75.6%	Good
Tailoring workload to child's needs and ability	75.5%	Good
Celebrating and rewarding achievement	75.0%	Good
Developing potential	74.4%	Good
Developing confidence	74.0%	Good
Developing moral values	72.0%	Good
English Language	77.3%	Requires improvement
Encouraging local community activity	67.0%	Requires improvement
Art	62.6%	Inadequate
Social health education	43.6%	Inadequate

(Continued on the next page)

Strengths

- Choice of subjects
- Drama
- Treating all students fairly and equally

Weaknesses

- Social health education
- Art
- Encouraging local community activity

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

Summary grade – Effectiveness of Leadership and Management section

Your average student grade for "Effectiveness of Leadership and Management" = 1.9 = Good = **Grade 2**

To reach the next grade

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

- Vision and Values
- Self-evaluation and Improvement
- Curriculum
- Citizenship
- Leadership
- Effectiveness of the Sixth Form Provision: Leadership and Management

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Music	98.8%	Outstanding
Drama	94.2%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Performing Arts	89.9%	Good
English Literature	85.2%	Good
Religious Studies	84.8%	Good
Encouraging and listening to students' views	75.6%	Good
Happiness of child	74.5%	Good
English Language	77.9%	Requires improvement
English Language and Literature	69.8%	Inadequate
Art	59.8%	Inadequate

Strengths

- Music
- Drama
- Community spirit

Weaknesses

- Art
- English Language and Literature
- English Language

Your average student grade for this section = 2.1 = Good = **Grade 2**

Moral Development

School discipline	88.3%	Outstanding
Community spirit	87.8%	Outstanding
Religious Studies	84.8%	Good
Developing moral values	72.0%	Good
Social health education	43.3%	Inadequate

Strengths

- School discipline

Weaknesses

- Social health education

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

Social Development

Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Control of bullying	81.0%	Outstanding
Developing confidence	73.7%	Good
Developing moral values	72.0%	Good
Encouraging local community activity	67.5%	Requires improvement
Social health education	43.3%	Inadequate

Strengths

- Community spirit
- Promoting racial harmony

Weaknesses

- Social health education
- Encouraging local community activity

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

Cultural Development

Music	98.8%	Outstanding
Drama	94.2%	Outstanding
History	91.6%	Outstanding
Ancient History	91.1%	Outstanding
Community spirit	87.8%	Outstanding
Promoting racial harmony	85.1%	Outstanding
Performing Arts	89.9%	Good
English Literature	85.2%	Good
Religious Studies	84.8%	Good
Physical Education	80.5%	Good
English Language	77.9%	Requires improvement
Encouraging local community activity	67.5%	Requires improvement
English Language and Literature	69.8%	Inadequate
Art	59.8%	Inadequate

Strengths

- Music
- Drama
- History

Weaknesses

- Art
- English Language and Literature
- Encouraging local community activity

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

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

Your average student grade for "Spiritual, Moral, Social and Cultural Development" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Spiritual Development
- Moral Development
- Social Development
- Cultural Development

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	1.8	Good	Grade 2
Personal Development, Behaviour and Welfare	1.8	Good	Grade 2
Outcomes for Pupils	2.1	Good	Grade 2
Effectiveness of the Sixth Form Provision	1.7	Good	Grade 2 (+)
Effectiveness of Leadership and Management	1.9	Good	Grade 2
Spiritual, Moral, Social and Cultural Development	2.0	Good	Grade 2

Summary grade – Overall effectiveness

Your average grade for "Overall effectiveness" = 1.9 = Good = **Grade 2**

To reach the next grade

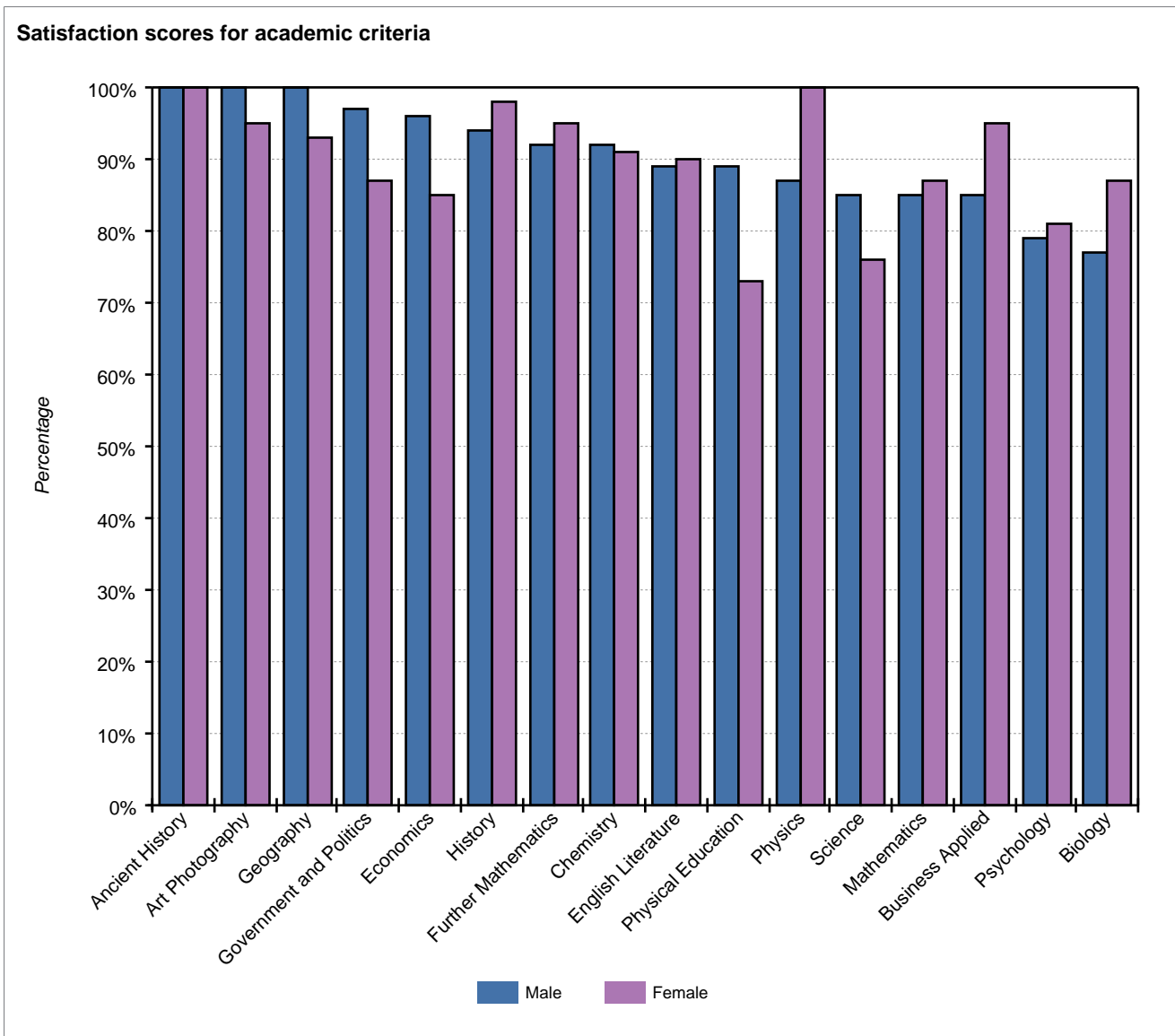
In order to reach the next grade (**Outstanding**), the school needs to improve anything with a score below the next grade border, and maintain or improve other criteria. In this instance, the school needs to improve the following sections:

- Quality of teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Pupils
- Effectiveness of the Sixth Form Provision
- Effectiveness of Leadership and Management
- Spiritual, Moral, Social and Cultural Development

Standard analysis

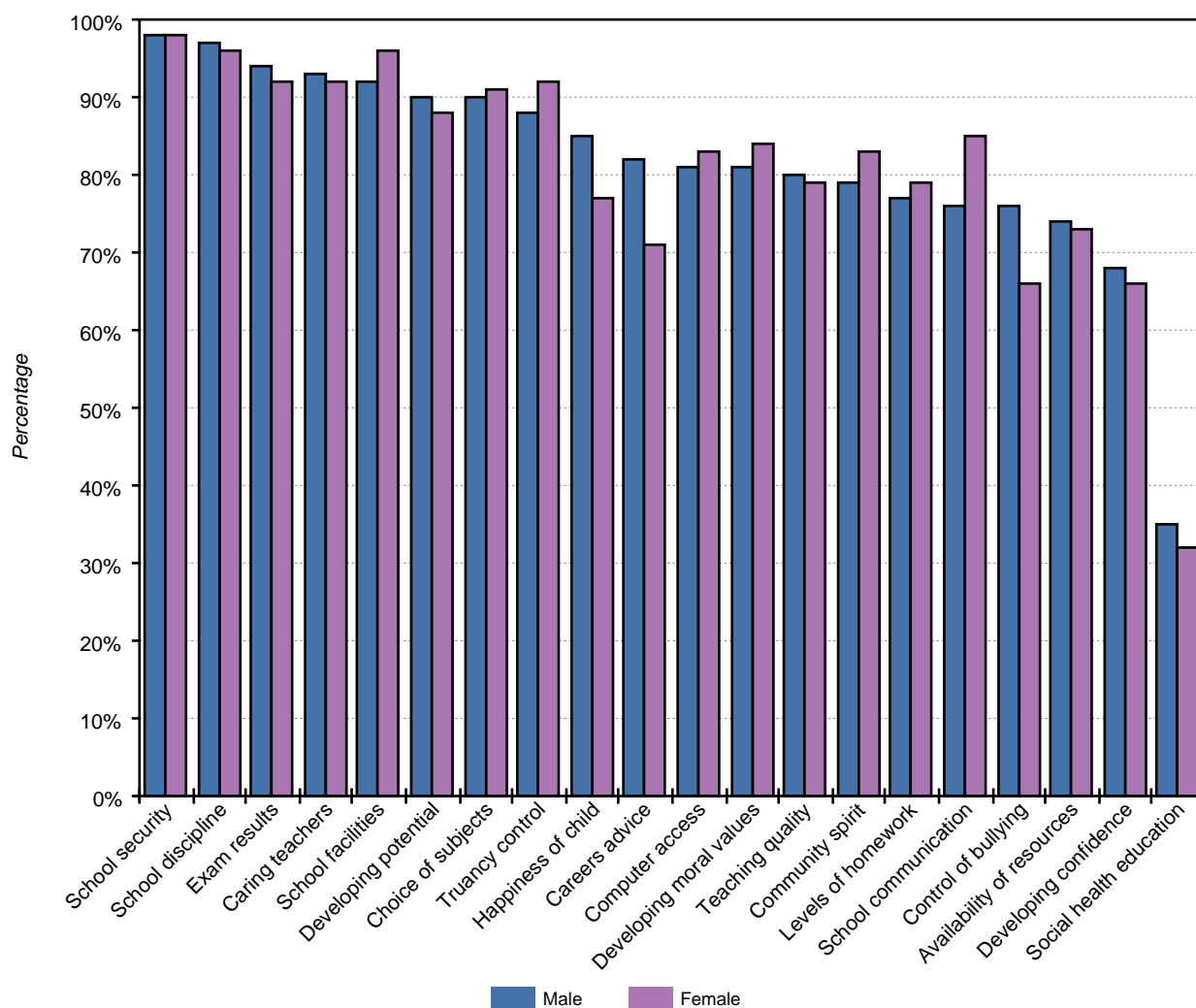
Gender analysis

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



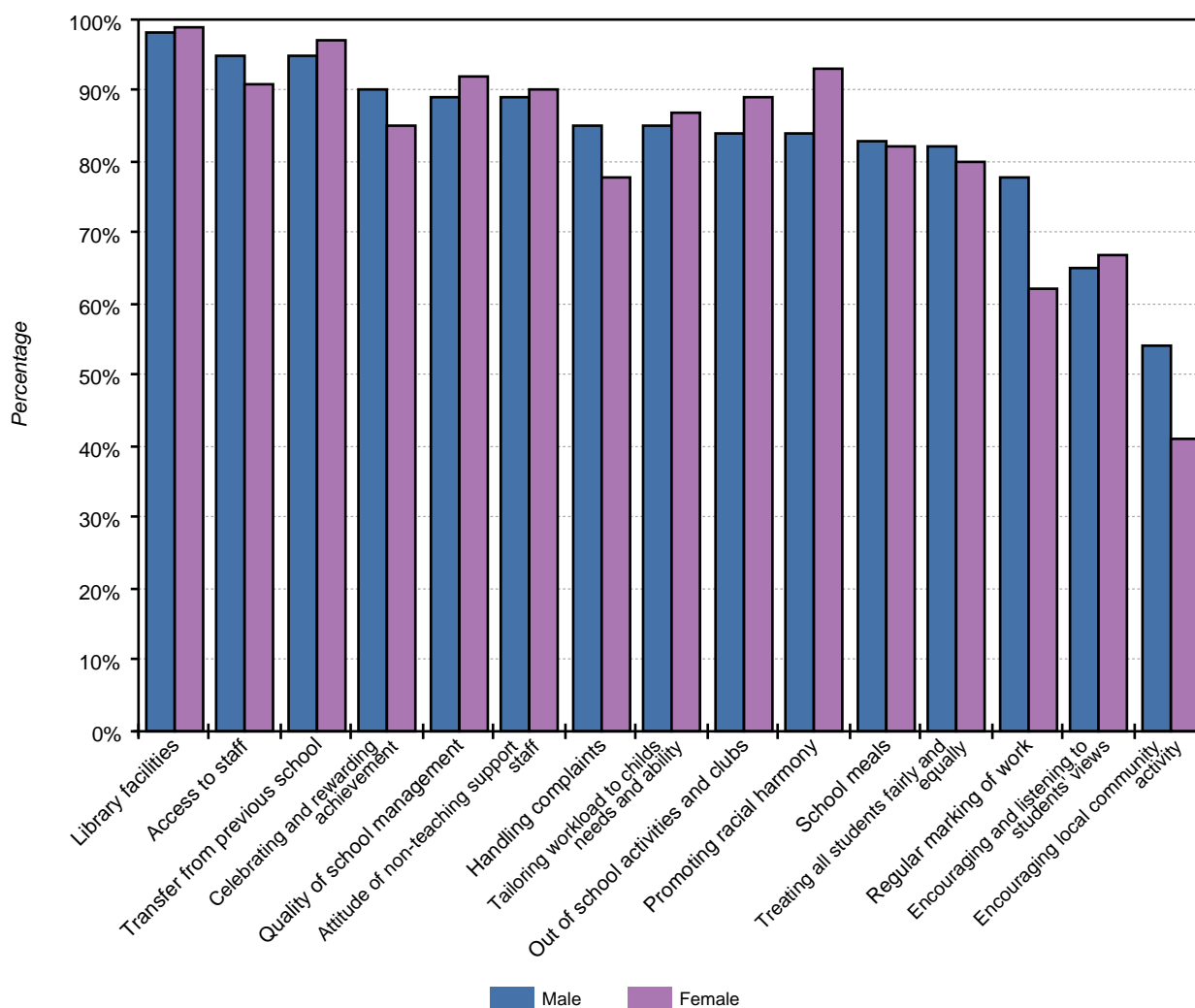
Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Physics	87.4	100.0 ▲

Satisfaction scores for non-academic criteria



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Happiness of child	85.3	77.0 ▼
Careers advice	82.0	71.0 ▼
School communication	76.5	84.6 ▲
Control of bullying	75.6	66.3 ▼

Satisfaction scores for additional criteria

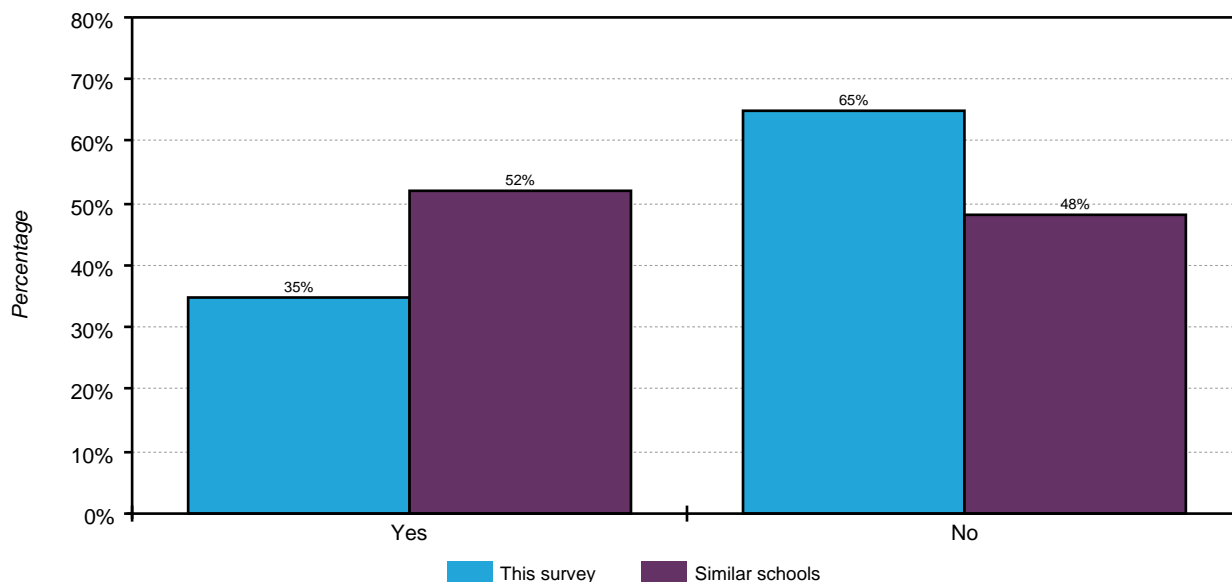


Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Handling complaints	85.2	78.0 ▼
Promoting racial harmony	84.1	93.5 ▲
Regular marking of work	78.4	62.1 ▼
Encouraging local community activity	53.8	41.2 ▼

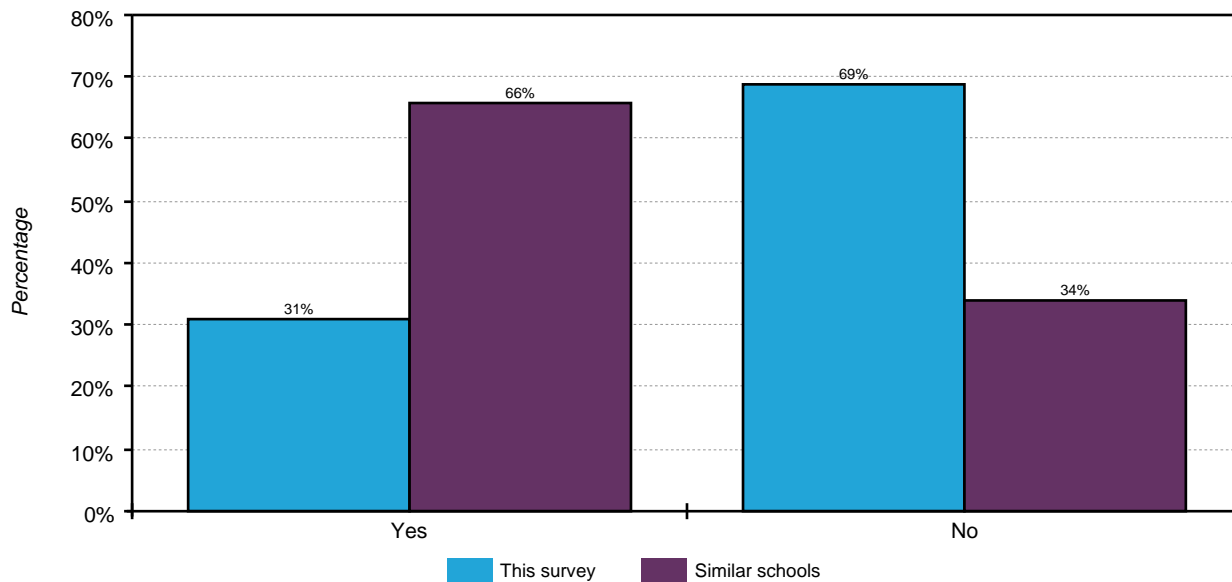
Healthy lifestyle

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

Students' responses to the question: 'School encourages healthy lifestyle through diet'



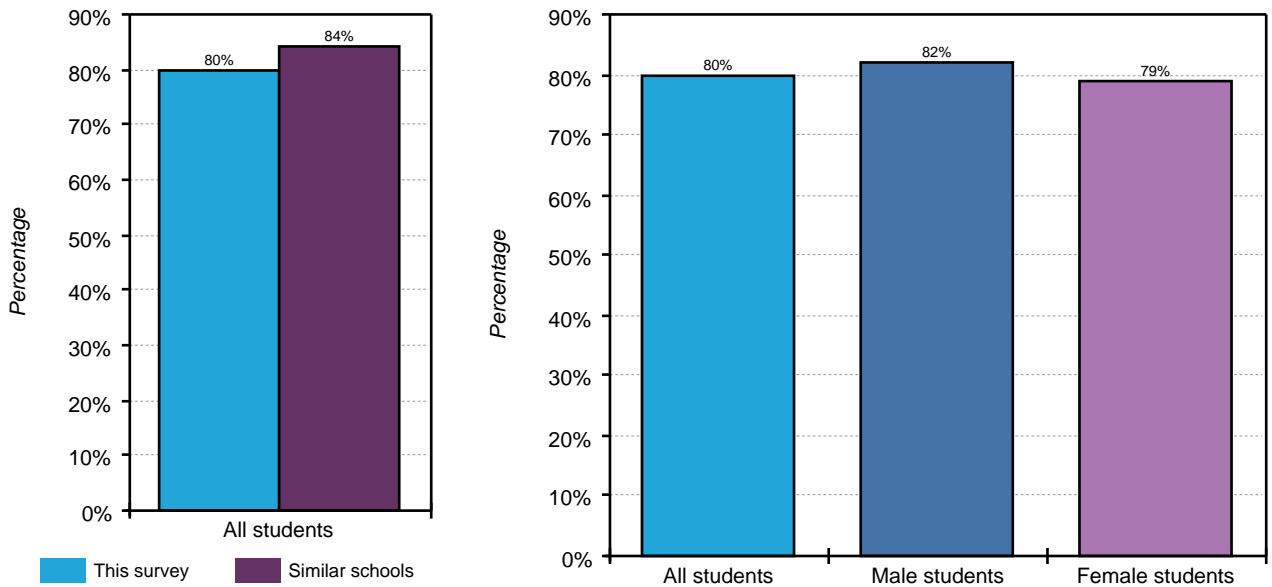
Students' responses to the question: 'School encourages healthy lifestyle through exercise'



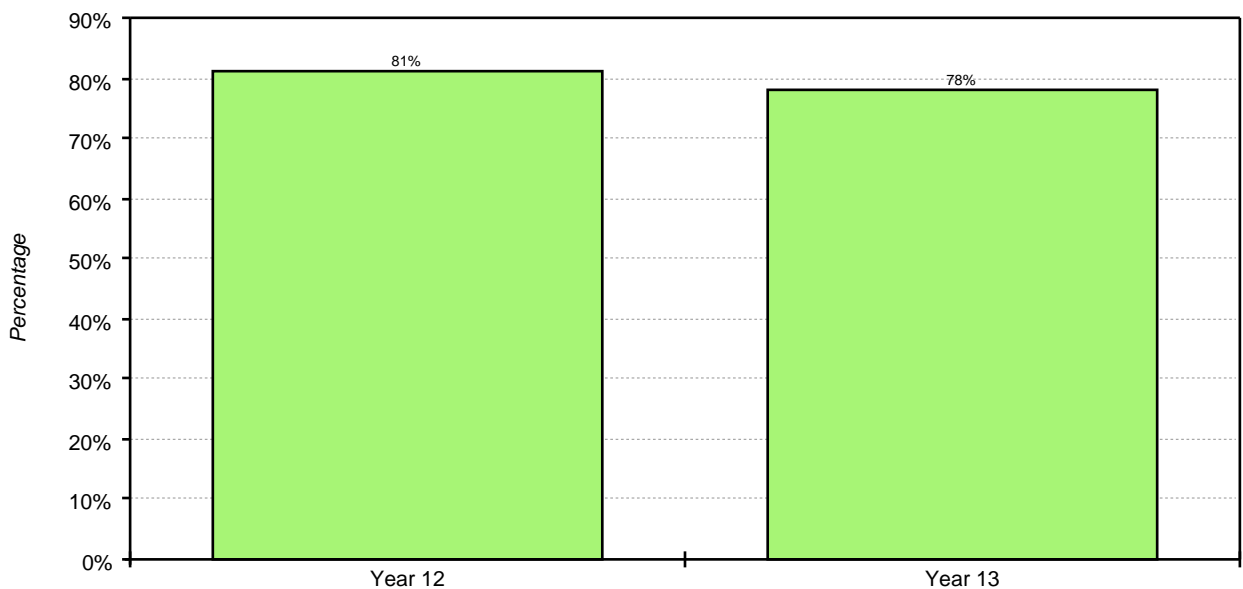
Student home environment

This section of the report summarises student responses to the home environment questions, broken down by year group and gender.

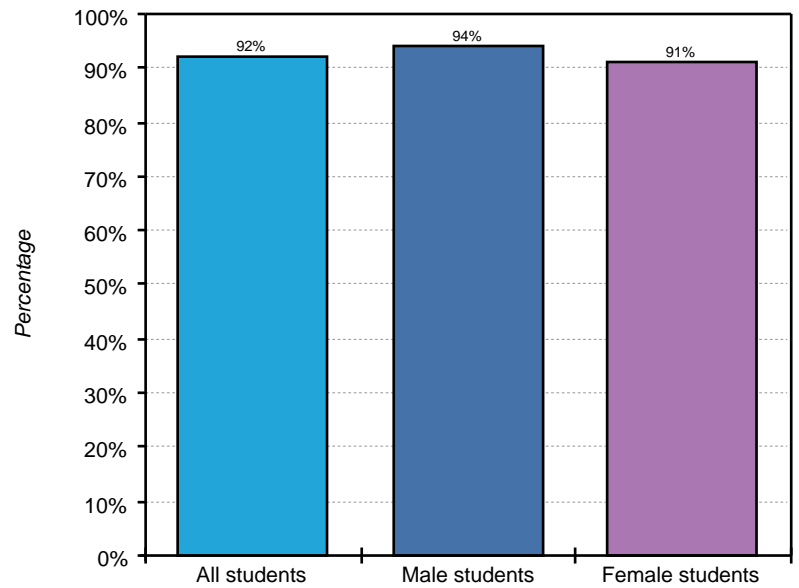
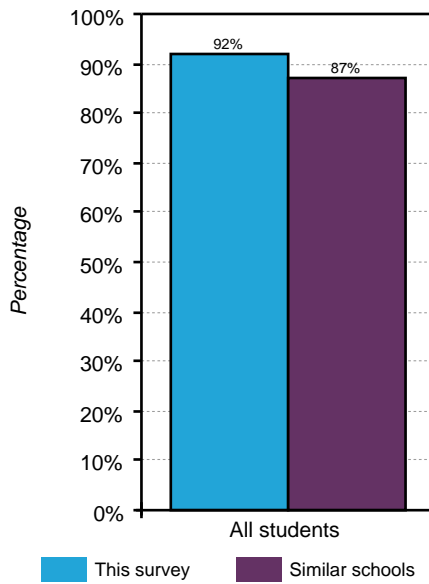
Students' responses to the question: 'My parents want to know what I am learning about at school.' broken down by gender



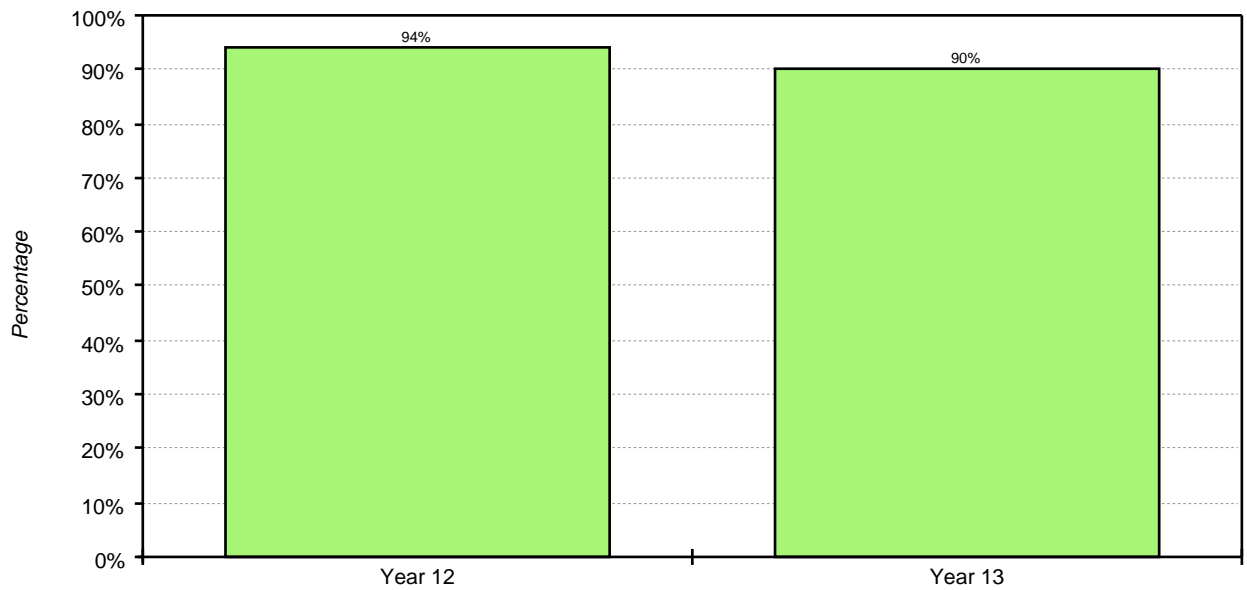
Students' responses to the question: 'My parents want to know what I am learning about at school.' broken down by year group



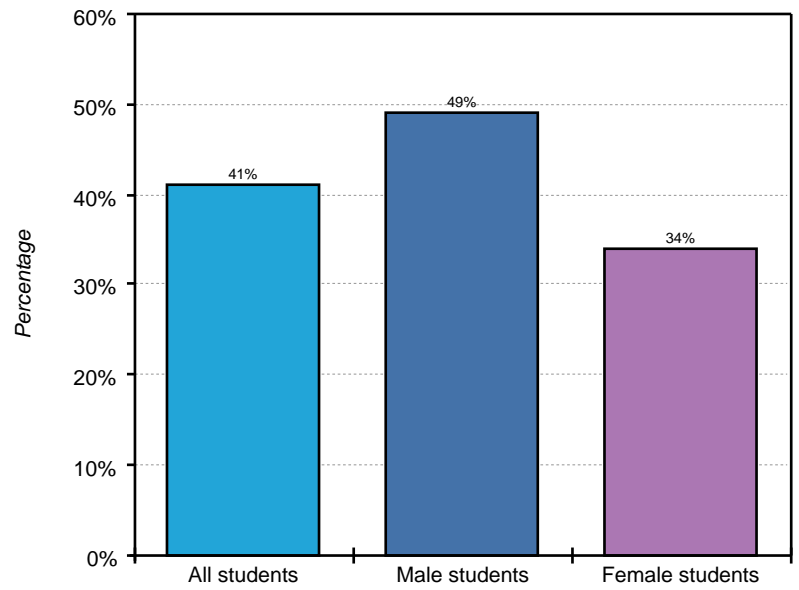
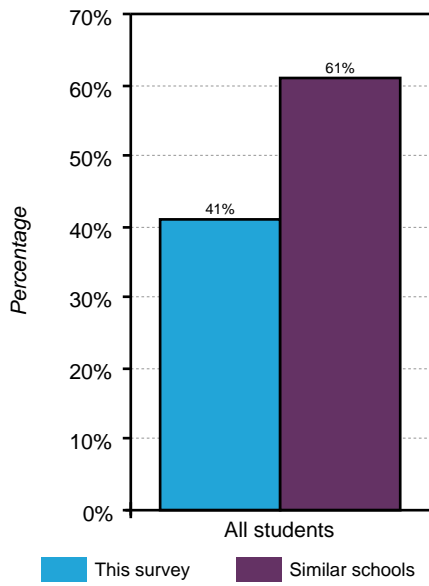
Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by gender



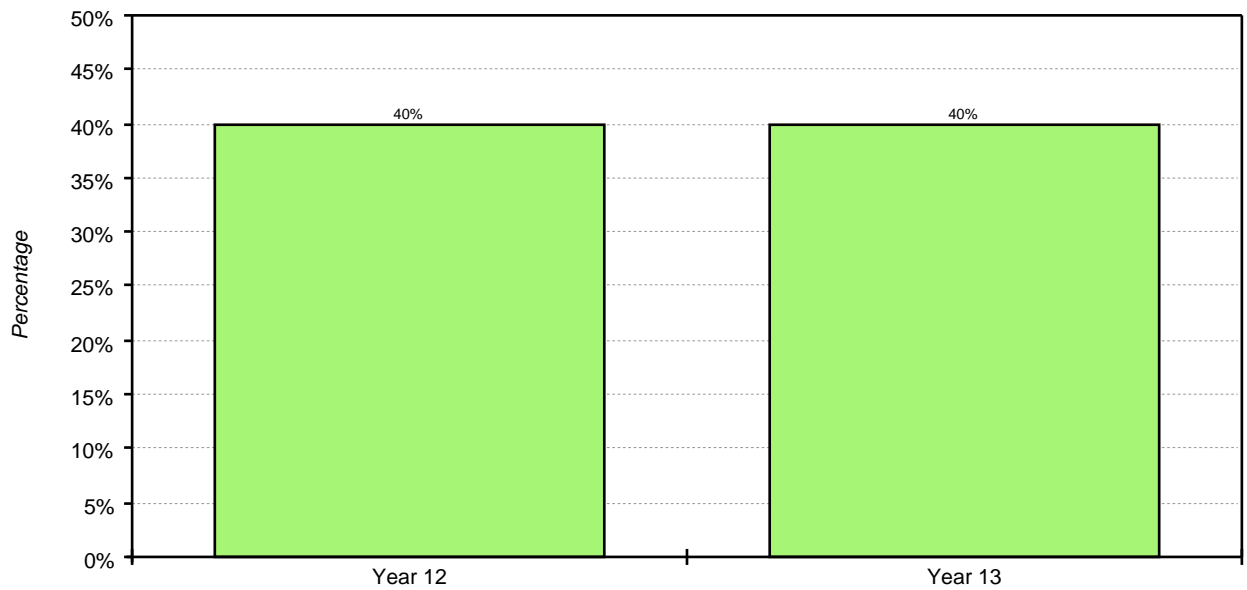
Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by year group



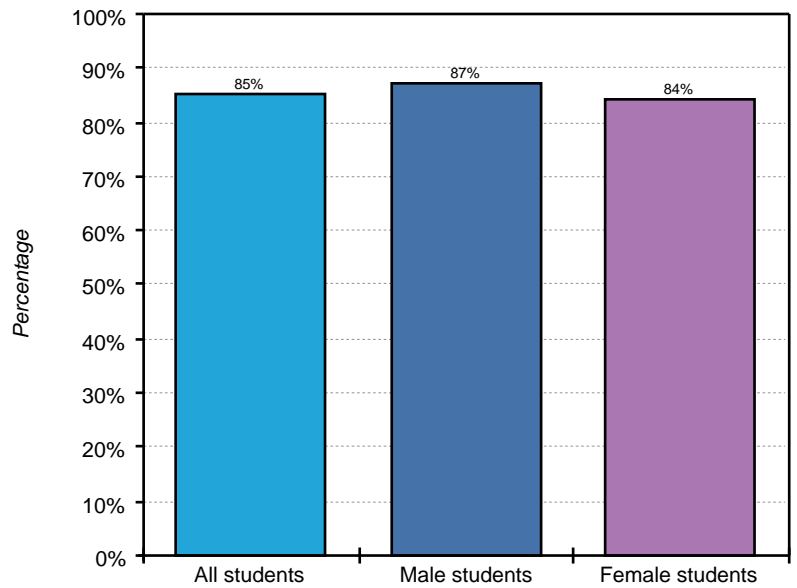
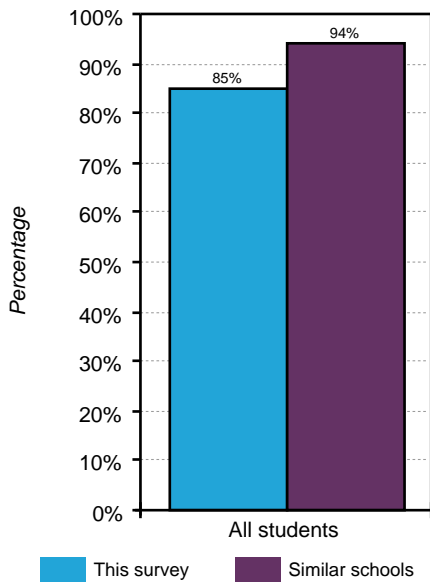
Students' responses to the question: 'My parents often look at my work to see how well I am doing at school.' broken down by gender



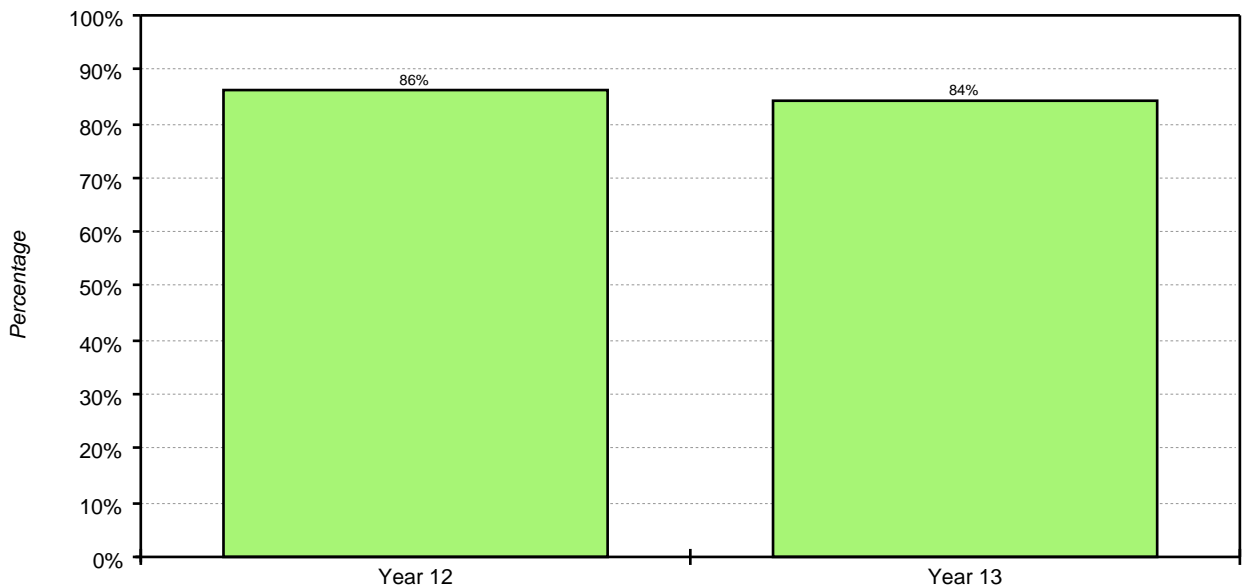
Students' responses to the question: 'My parents often look at my work to see how well I am doing at school.' broken down by year group



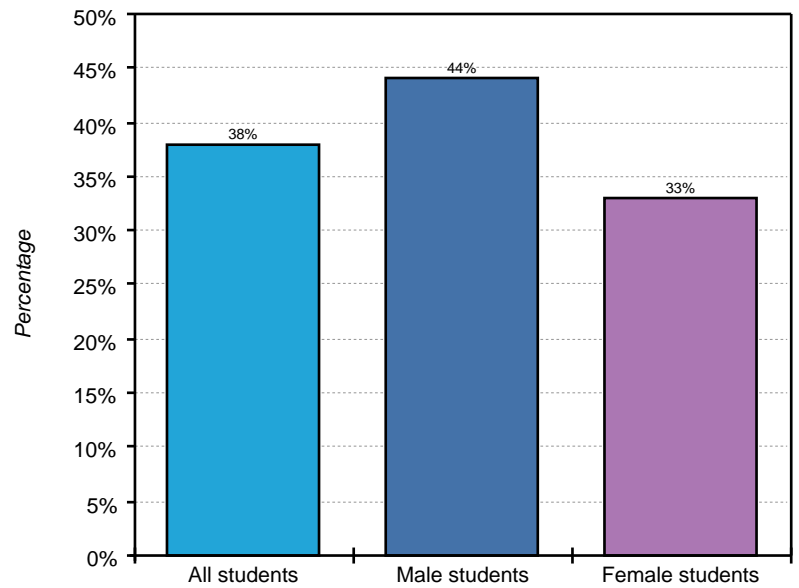
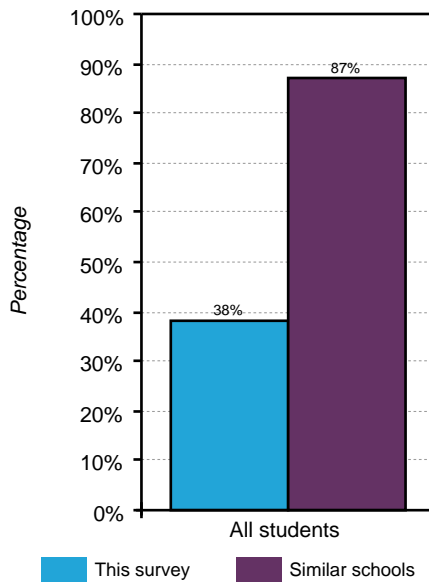
Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by gender



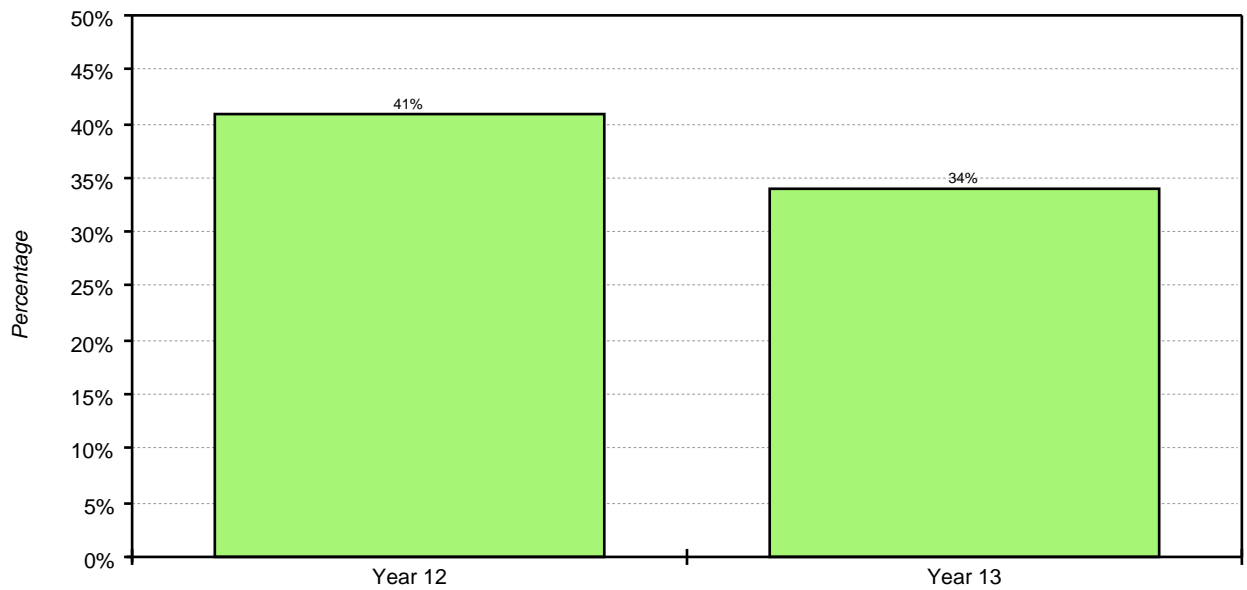
Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by year group



Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by gender



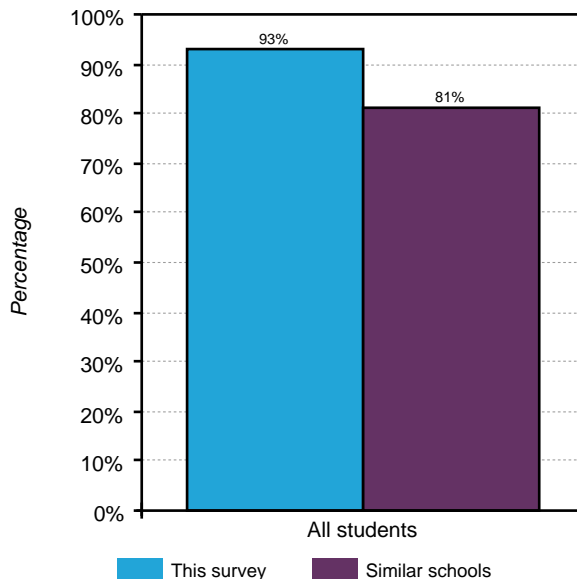
Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by year group



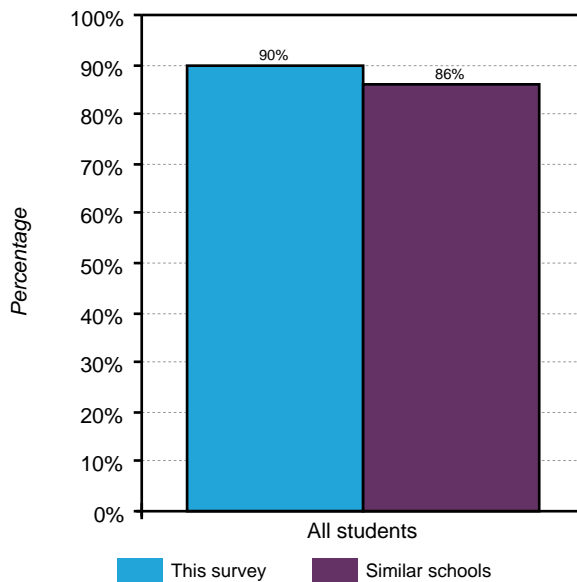
Student values

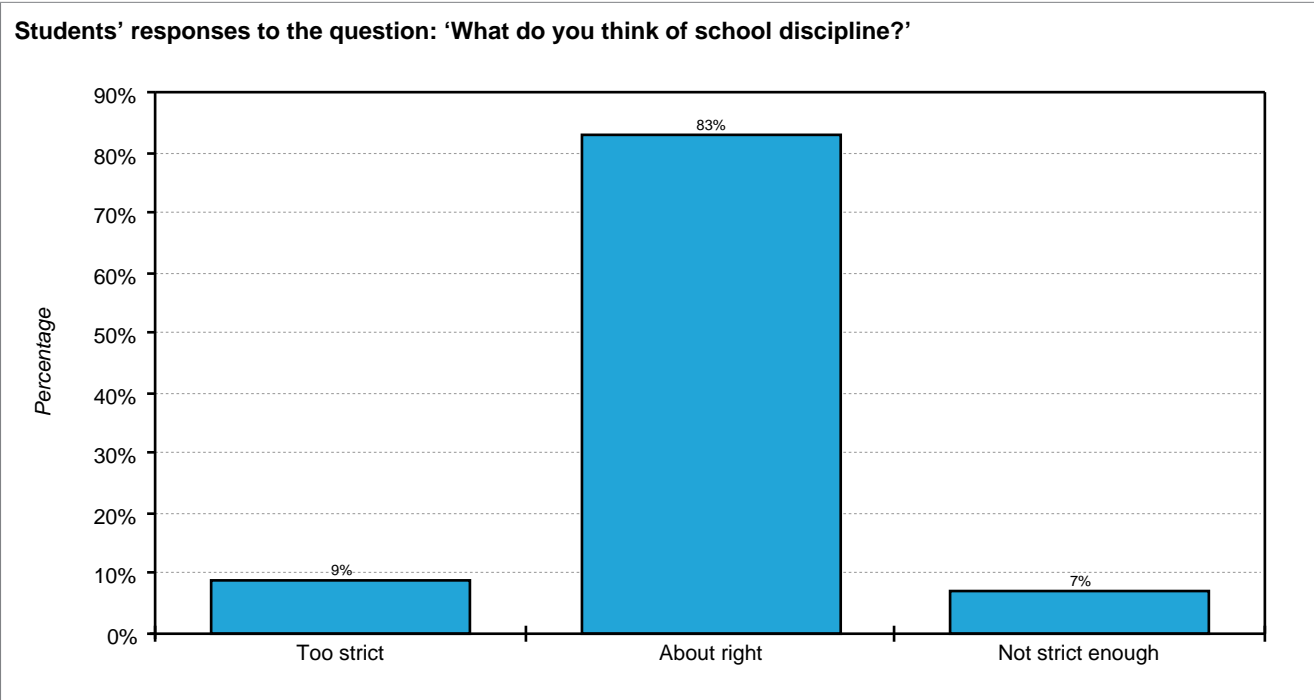
This section of the report summarises student values and experiences.

Students' responses to the question: 'I have not been bullied by other students recently.'



Students' responses to the question: 'I am usually treated fairly by teachers or other members of staff.'

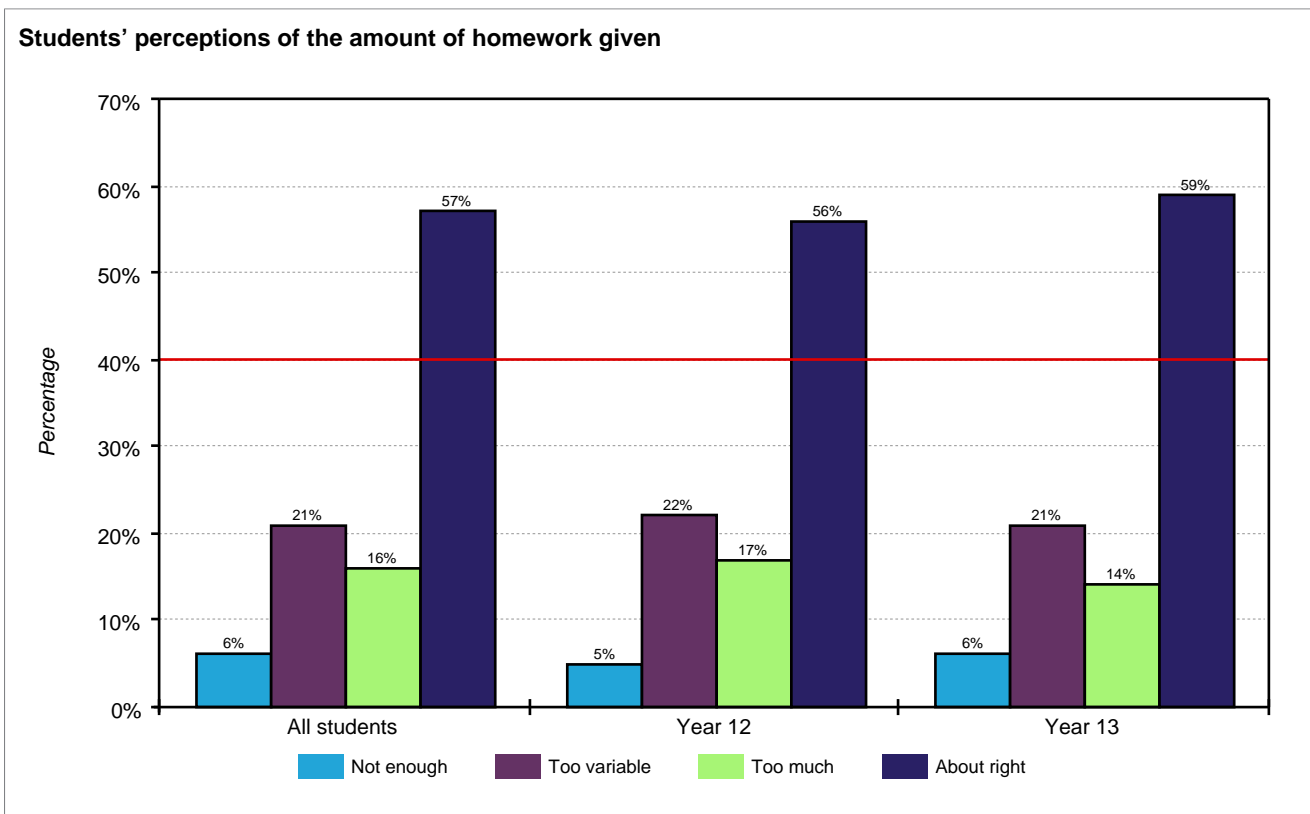




Homework

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 40% of students who choose “about right”.



Year group analysis

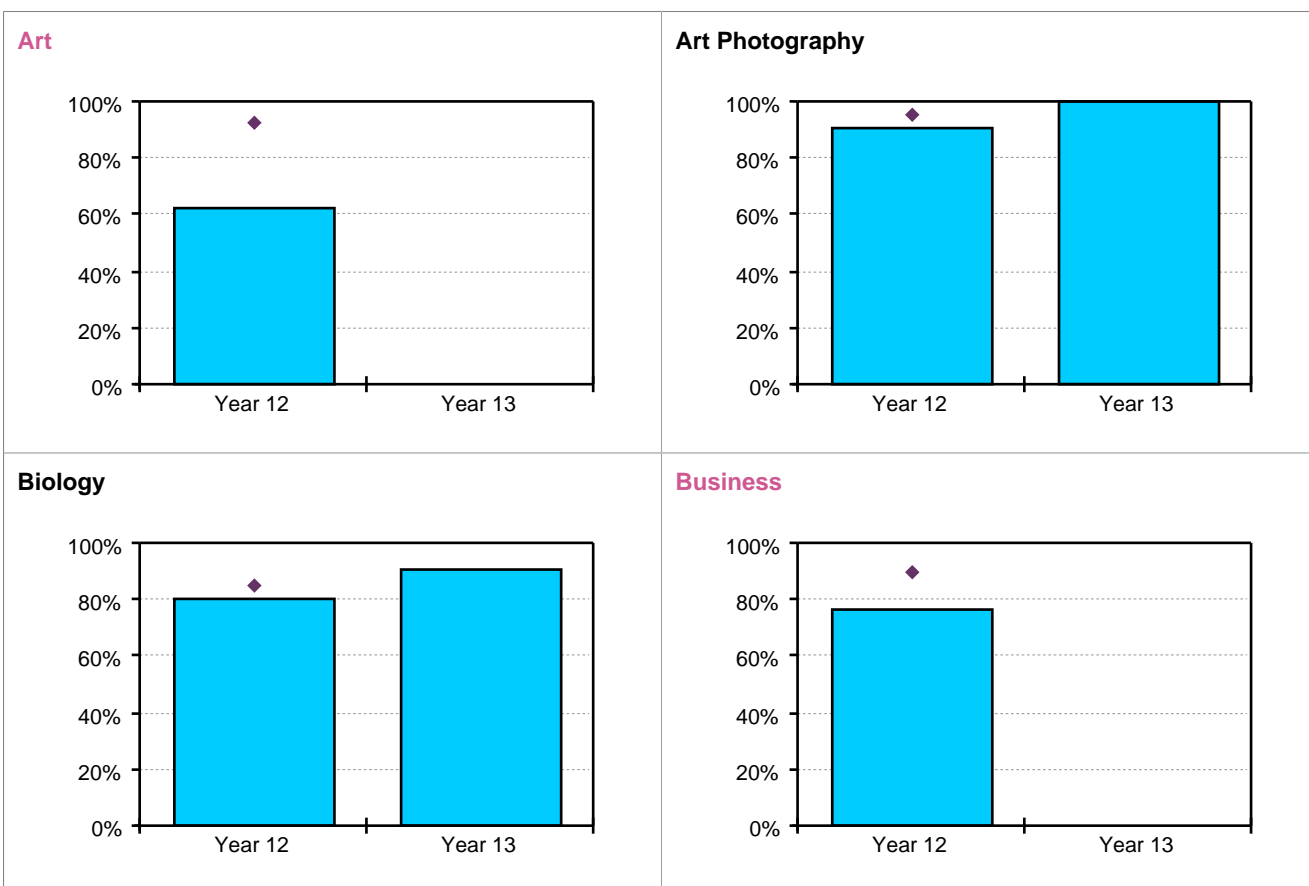
Analysis of year group scores compared to national average

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

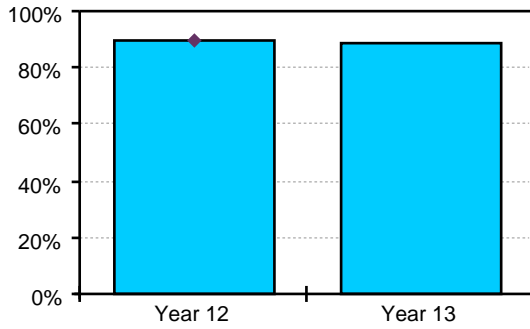
Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 10 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

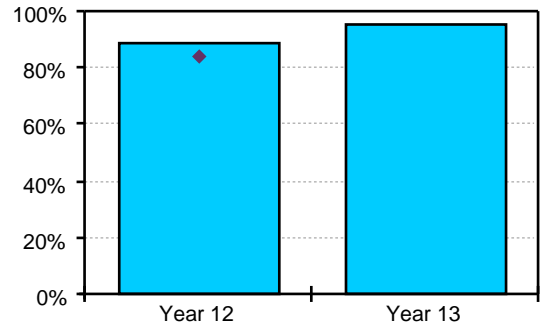
Year group analysis compared to national averages for academic criteria



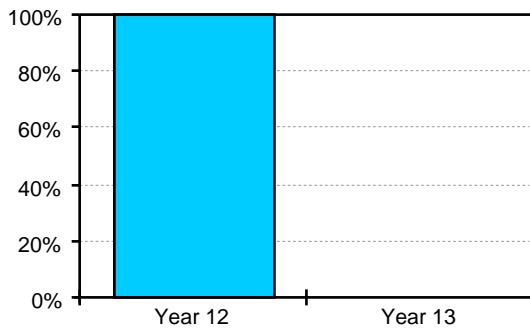
Business Applied



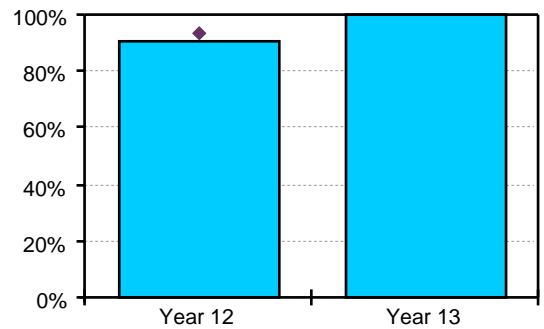
Chemistry



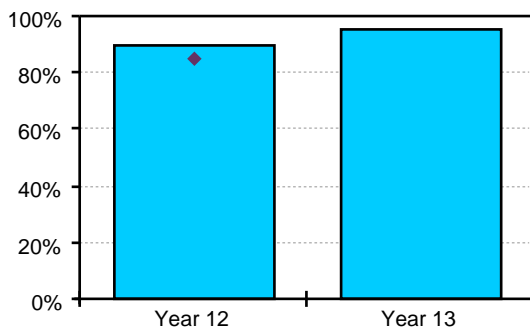
Dance



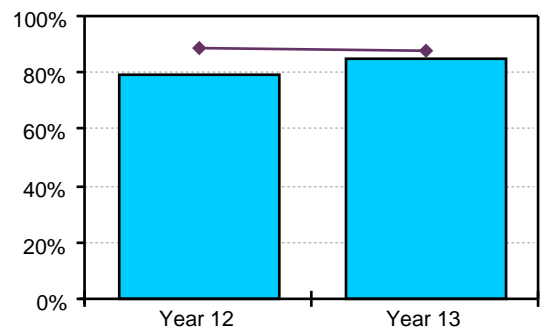
Drama



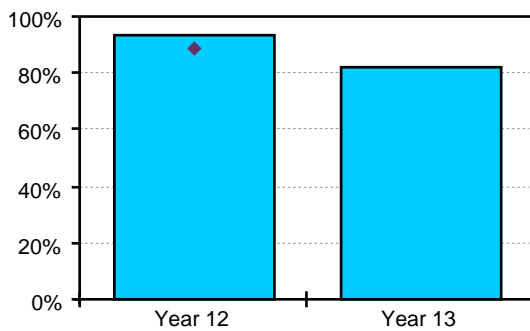
Economics



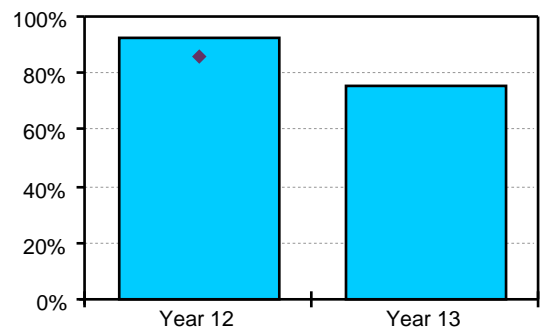
English Language



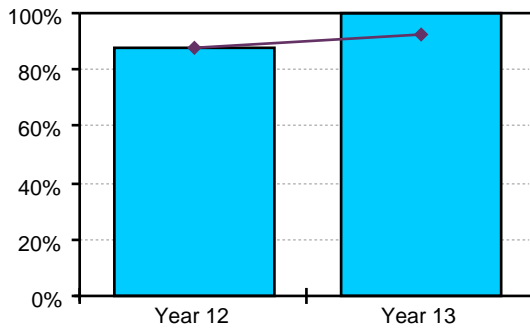
English Literature



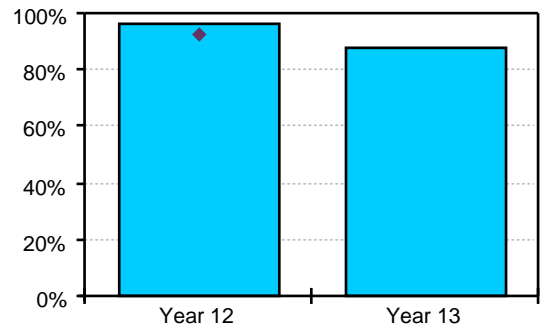
French



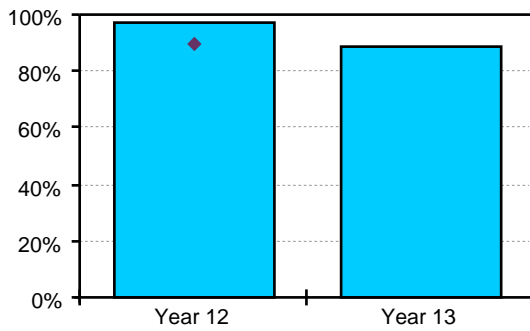
Further Mathematics



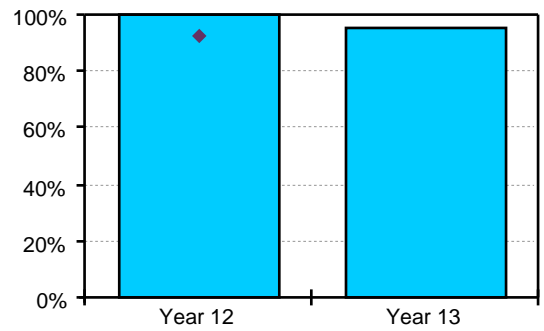
Geography



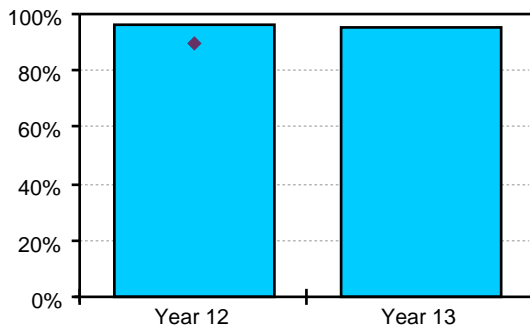
Government and Politics



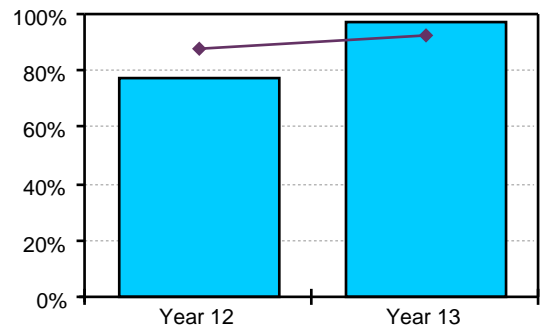
Health and Social Care



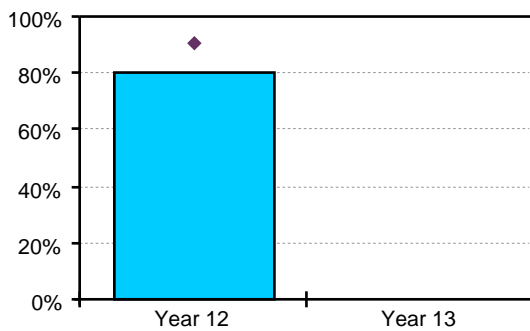
History



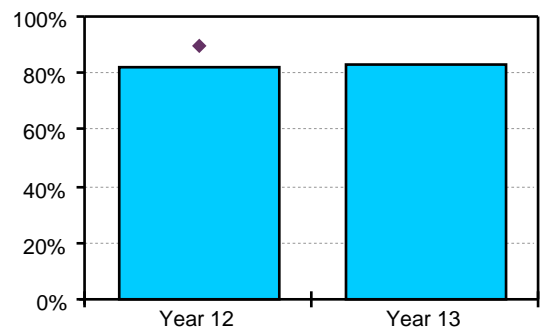
Mathematics

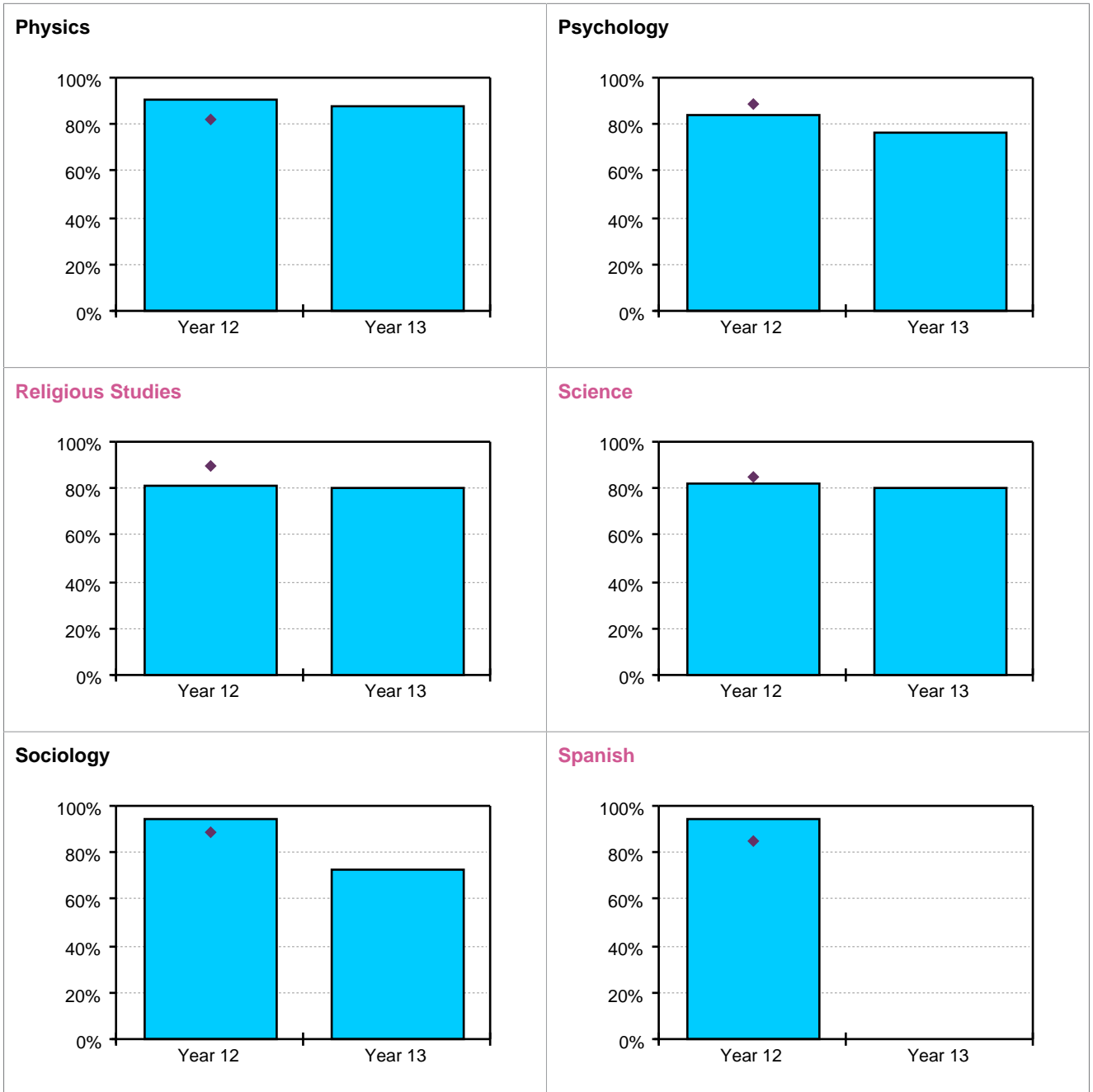


Media Studies

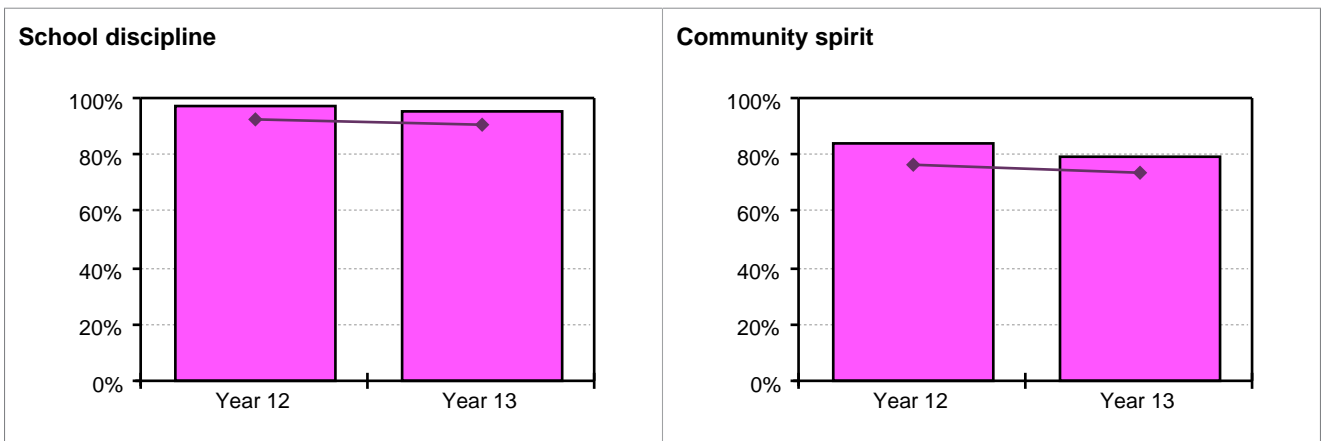


Physical Education

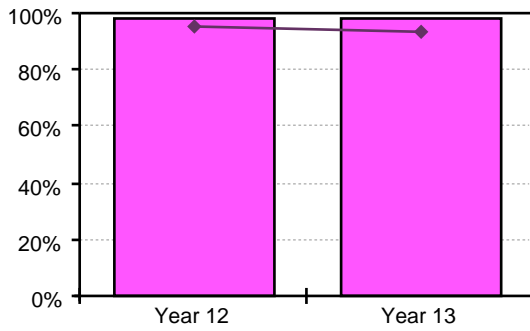




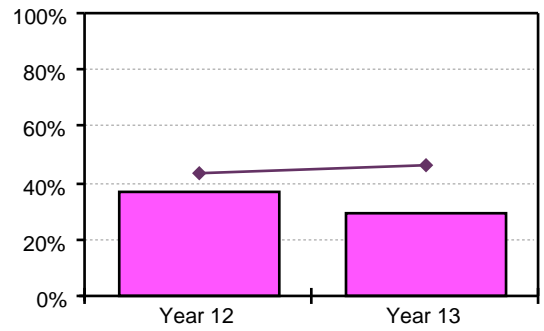
Year group analysis compared to national averages for non-academic criteria



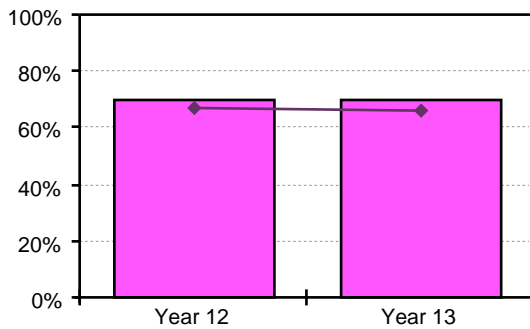
School security



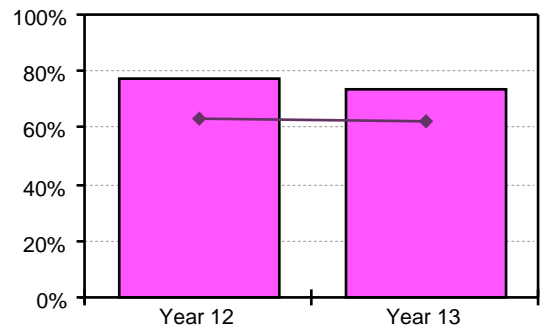
Social health education



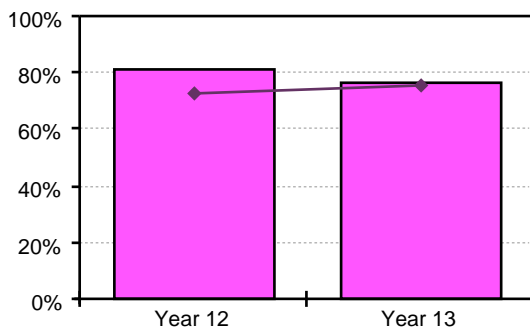
Control of bullying



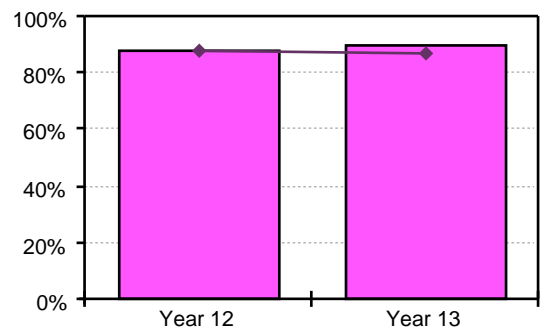
Careers advice



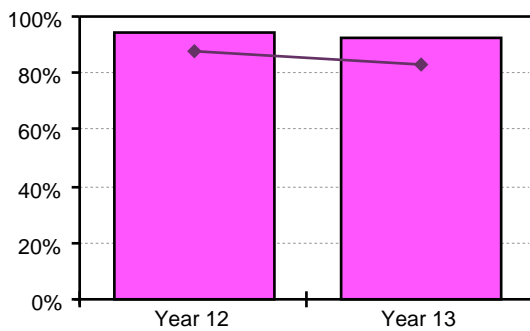
Levels of homework



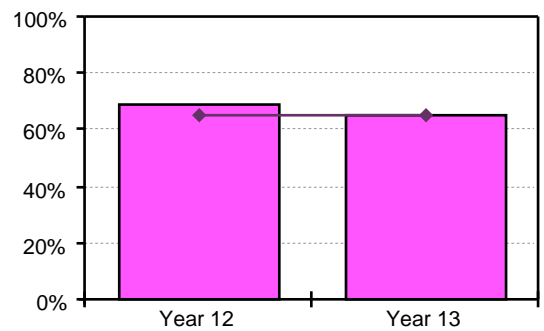
Developing potential



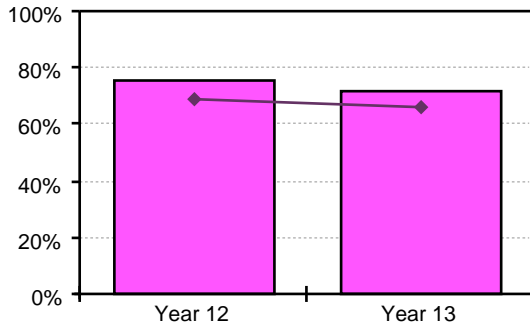
Exam results



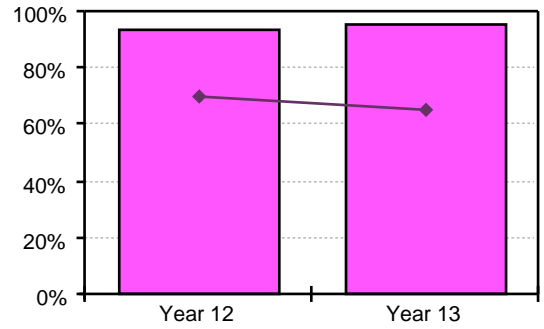
Developing confidence



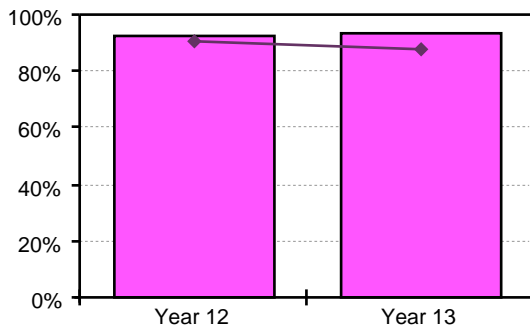
Availability of resources



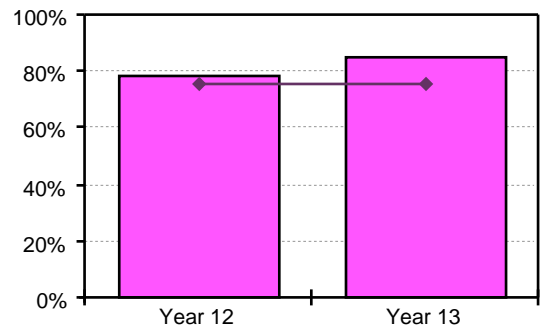
School facilities



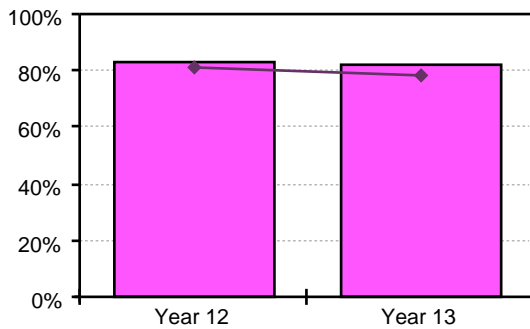
Caring teachers



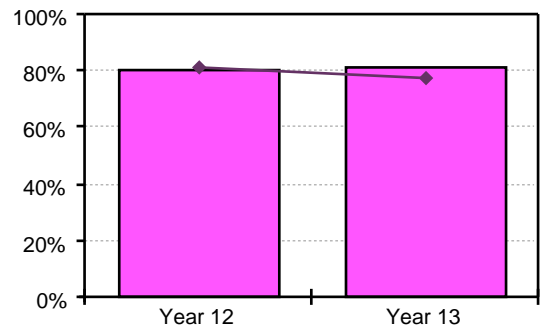
School communication



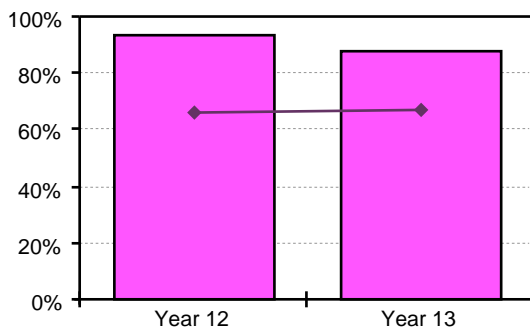
Developing moral values



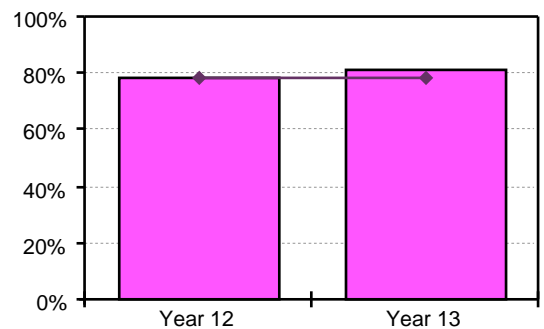
Happiness of child

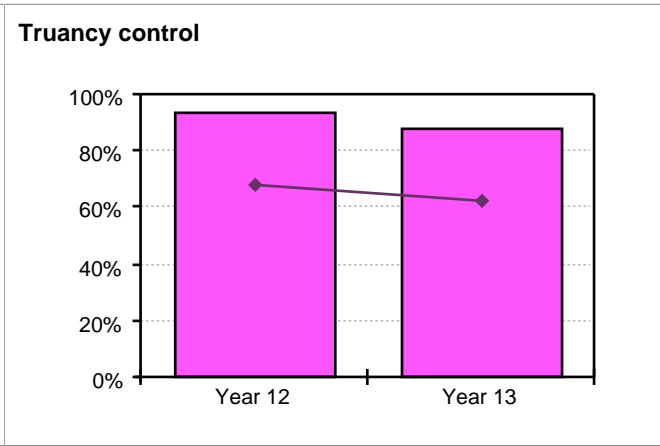
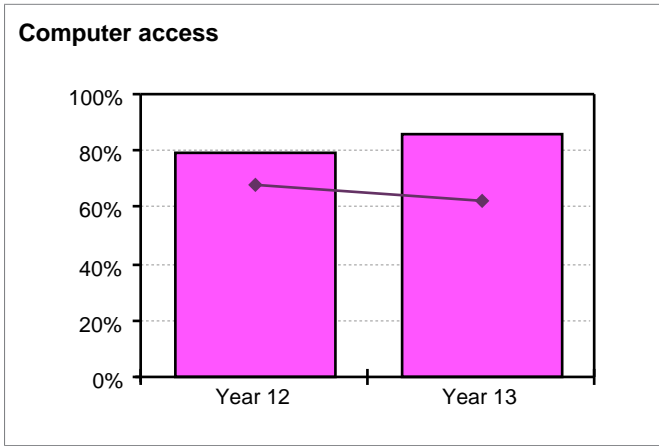


Choice of subjects

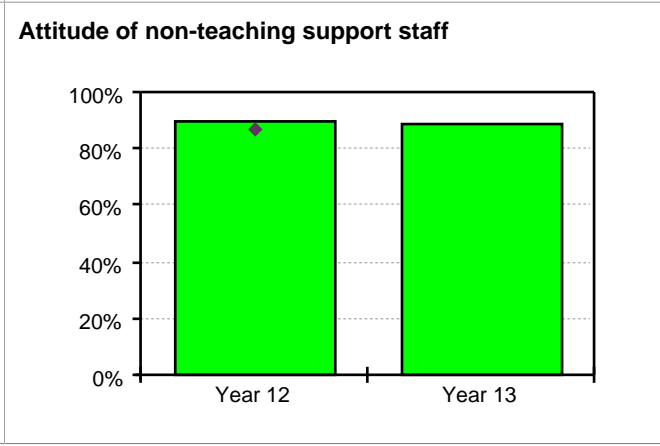
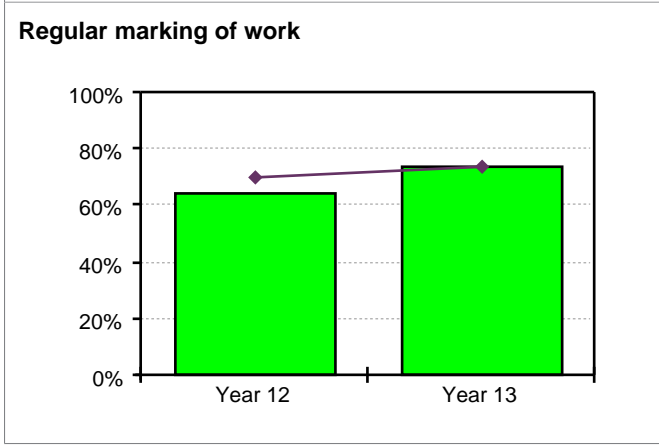
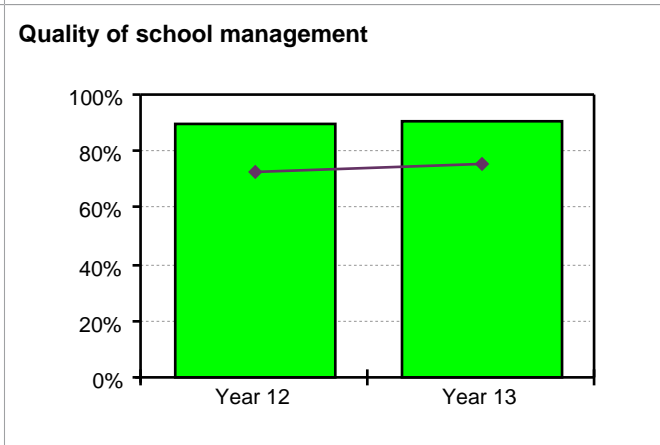
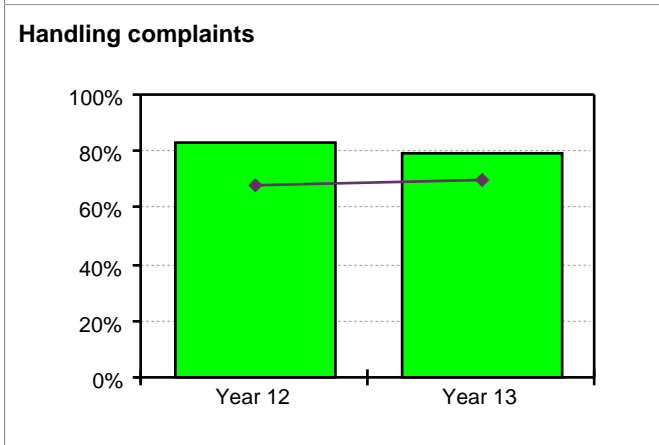
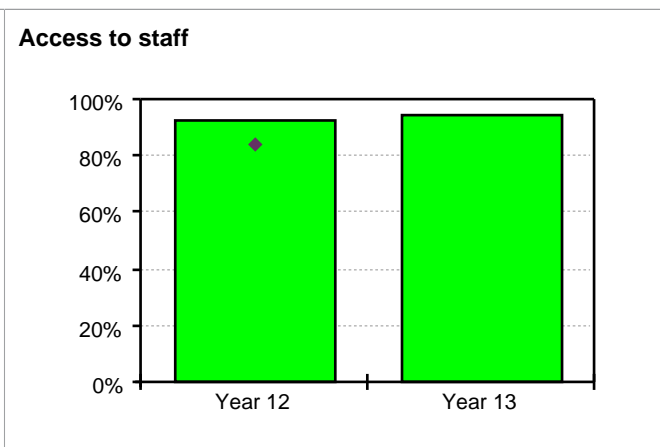
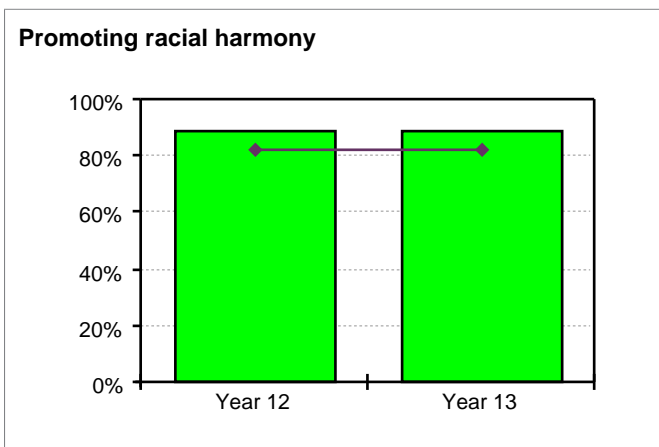


Teaching quality

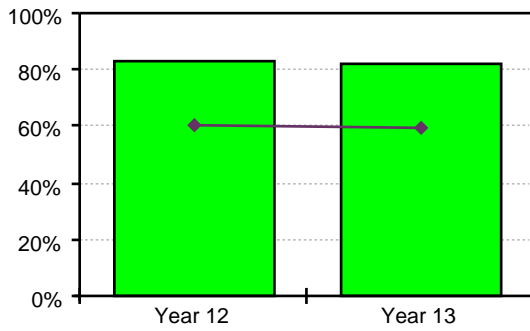




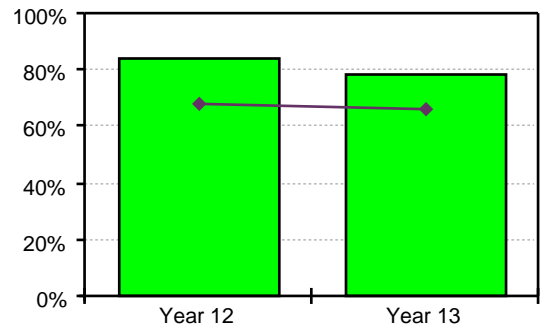
Year group analysis compared to national averages for your additional surveyed criteria



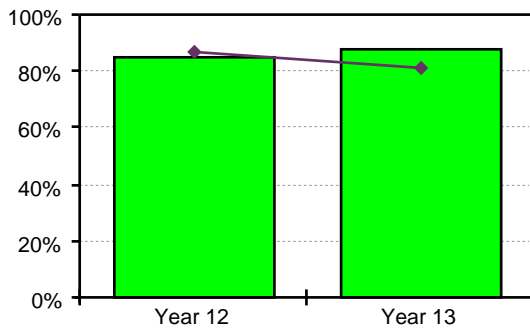
School meals



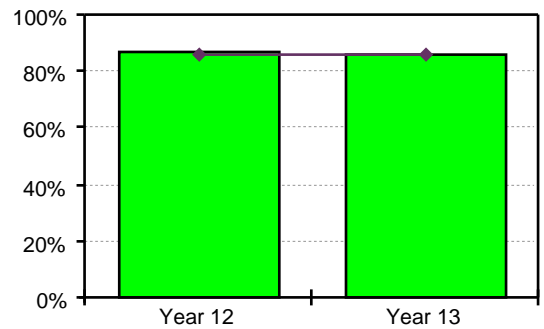
Treating all students fairly and equally



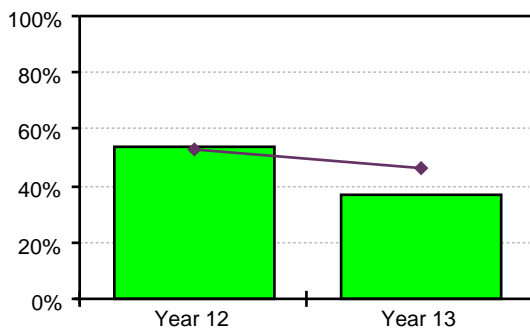
Celebrating and rewarding achievement



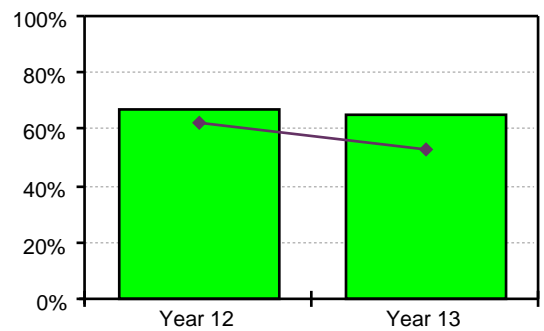
Tailoring workload to child's needs and ability



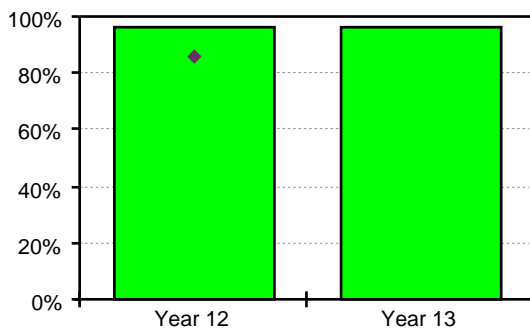
Encouraging local community activity



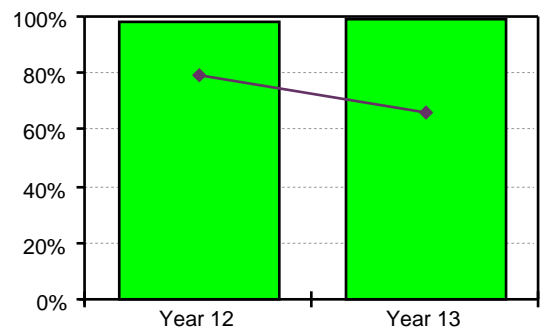
Encouraging and listening to students' views

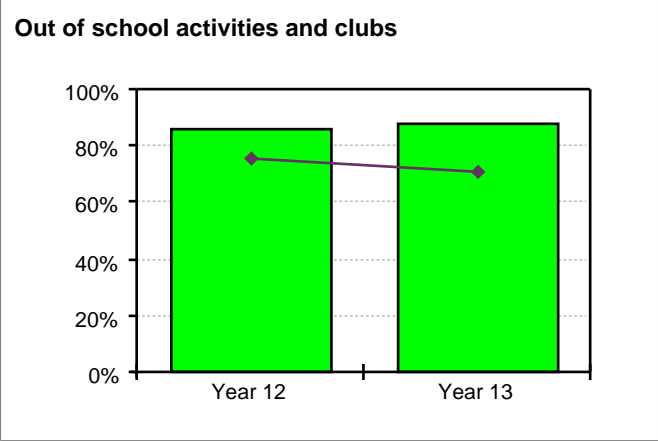


Transfer from previous school



Library facilities





Time series analysis

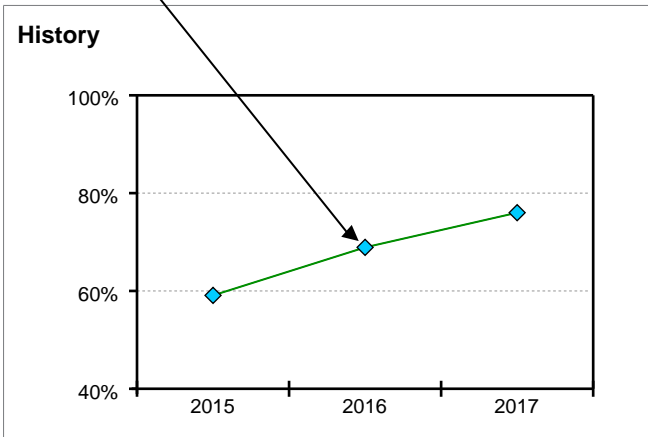
Graphs showing trends for surveyed criteria over time

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

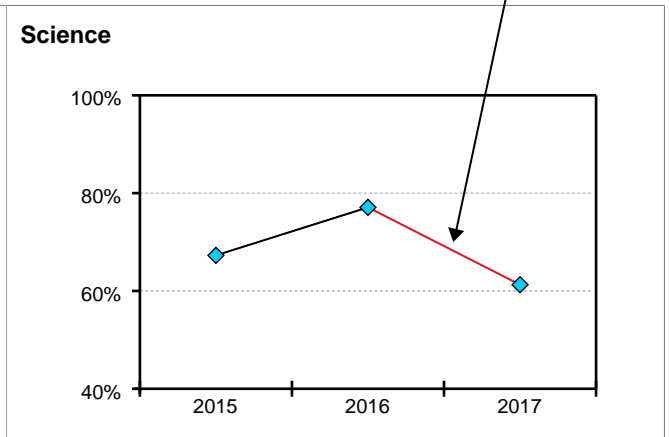
Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

Example time series graphs

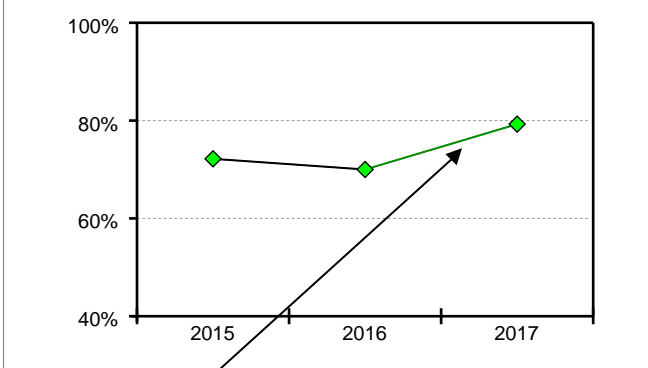
The score for History has significantly increased over the last three surveys.



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

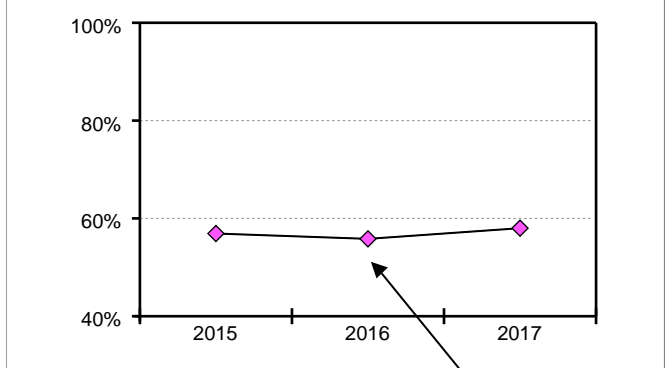


Extra curricular activities



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

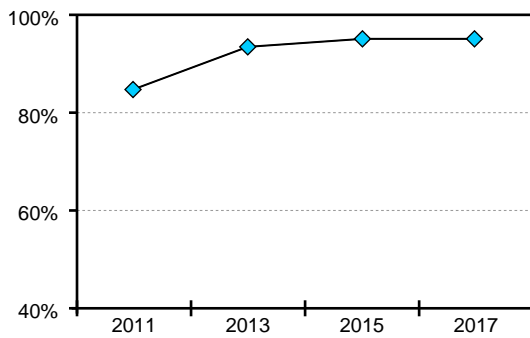
Careers advice



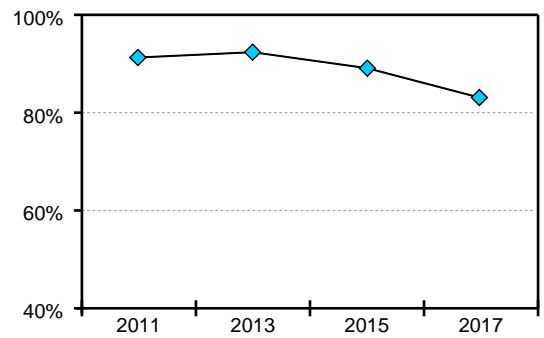
There has been no statistical difference in scores for Careers advice over the last three surveys.

Score trends over time for academic criteria

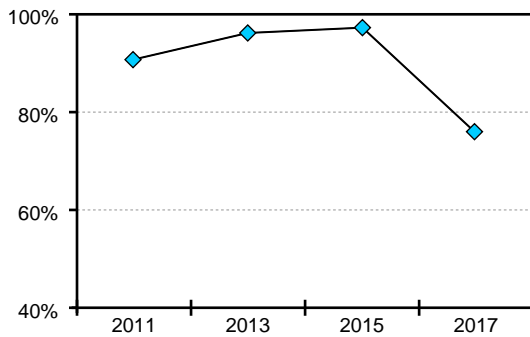
Ancient History



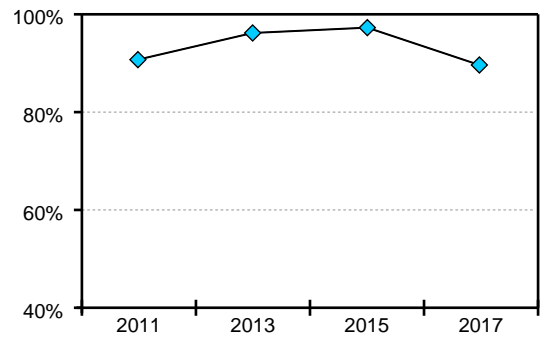
Biology



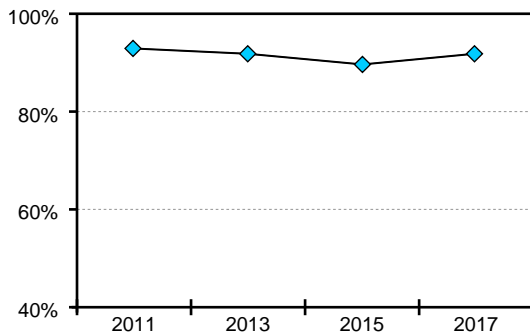
Business



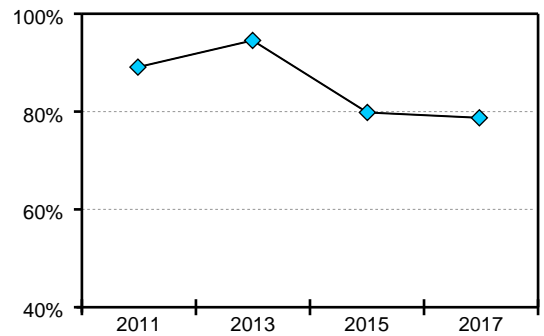
Business Applied



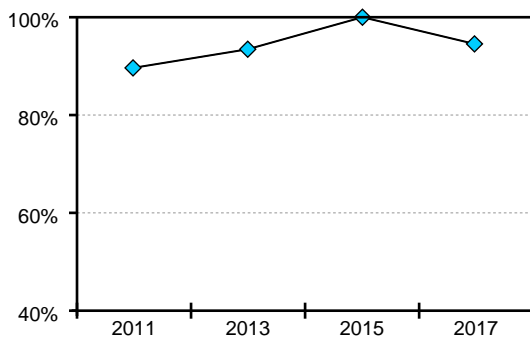
Chemistry



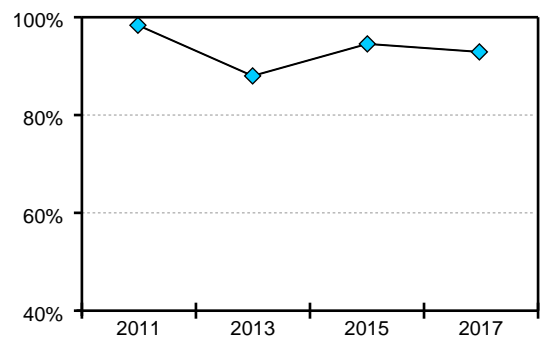
Computer Science



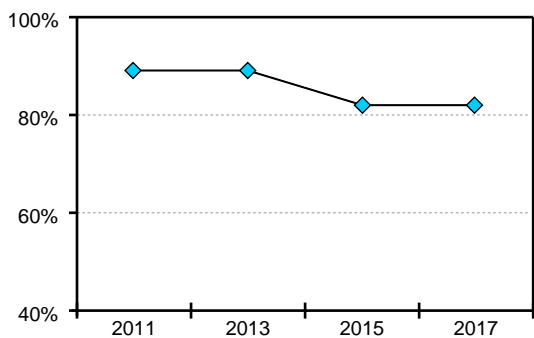
Drama



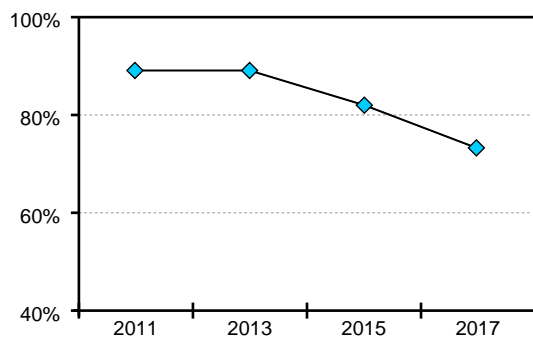
Economics



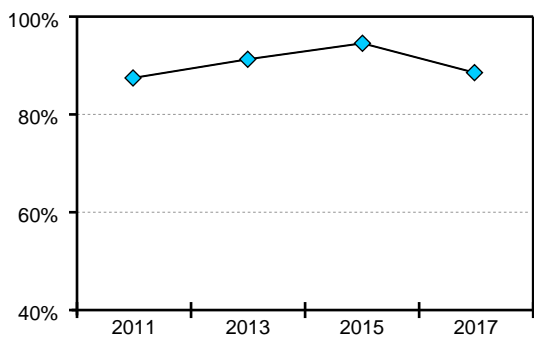
English Language



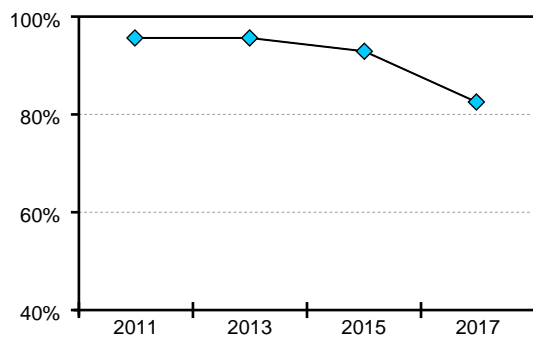
English Language and Literature



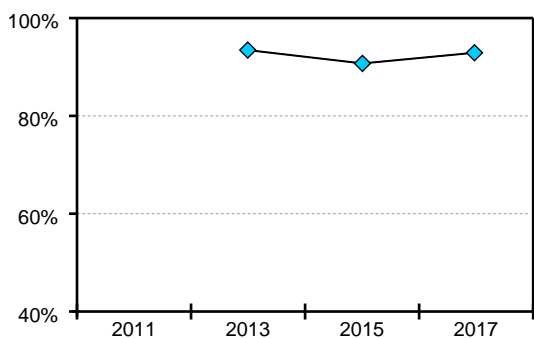
English Literature



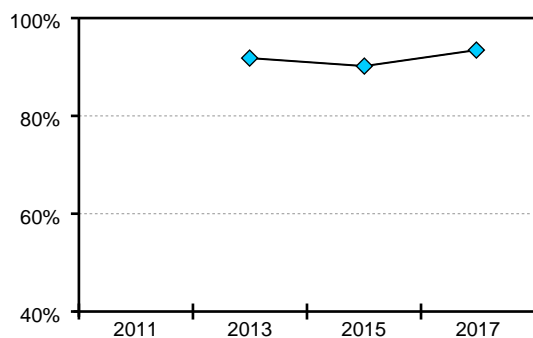
French



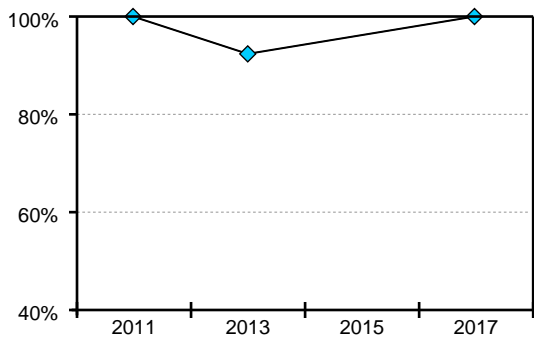
Further Mathematics



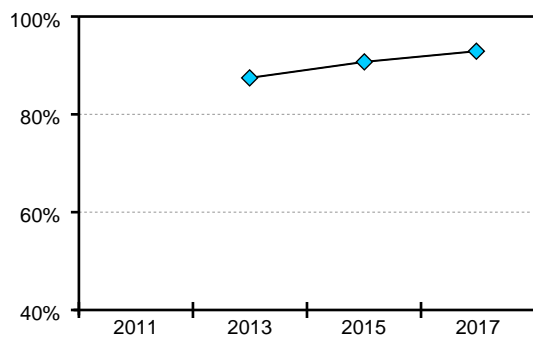
Geography



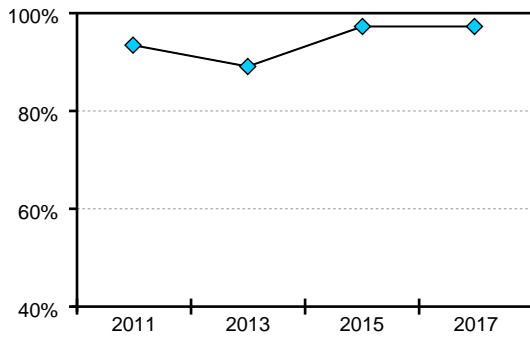
German



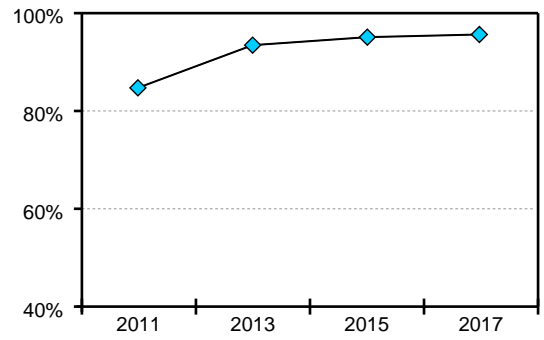
Government and Politics



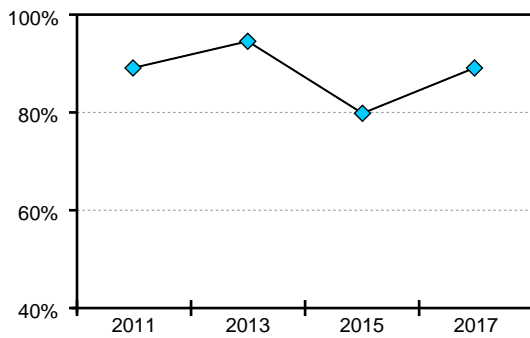
Health and Social Care



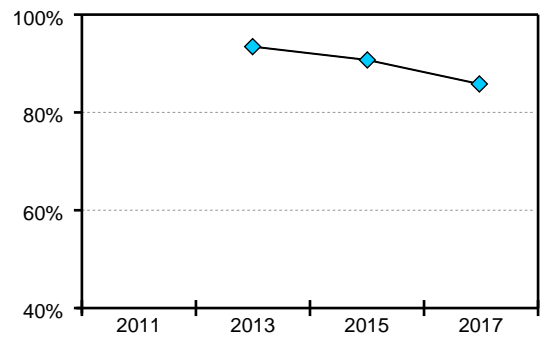
History



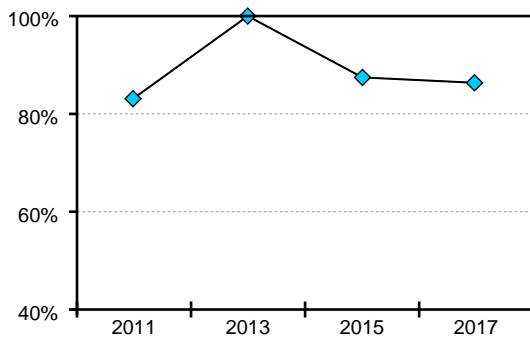
ICT



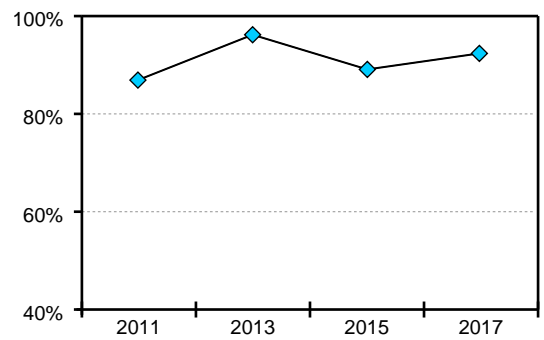
Mathematics



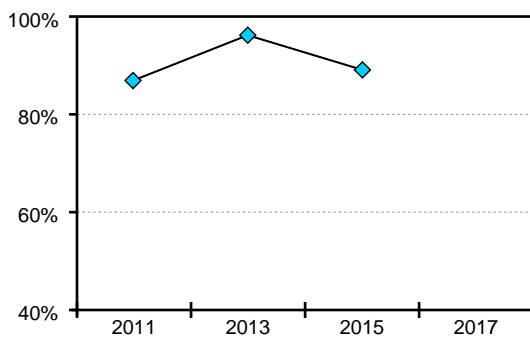
Media Studies



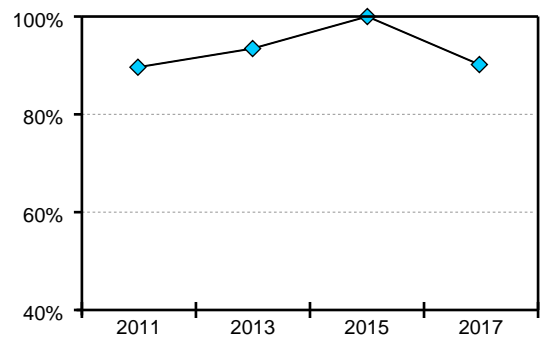
Music



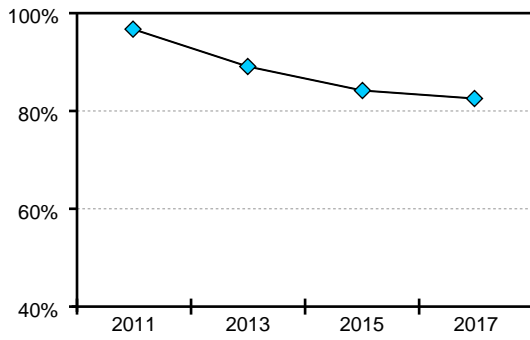
Music Technology



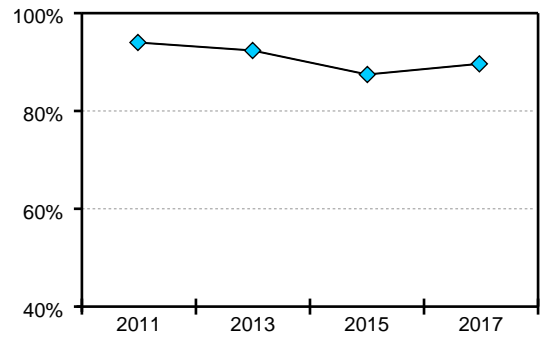
Performing Arts



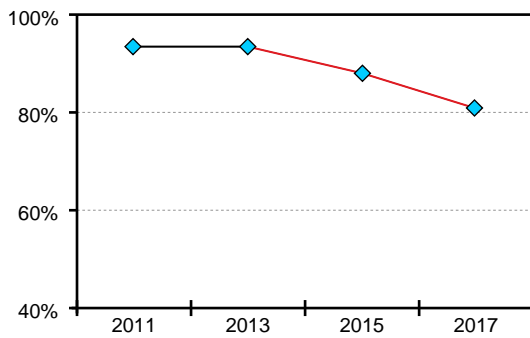
Physical Education



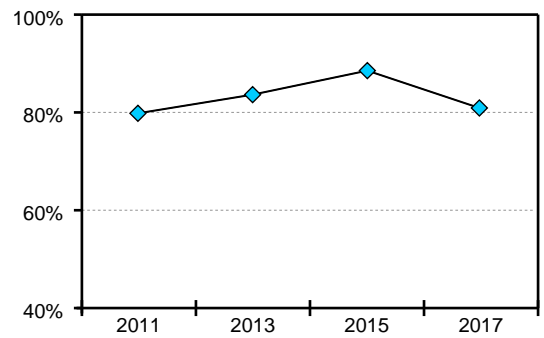
Physics



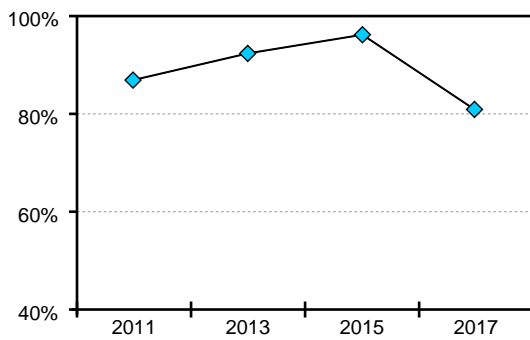
Psychology



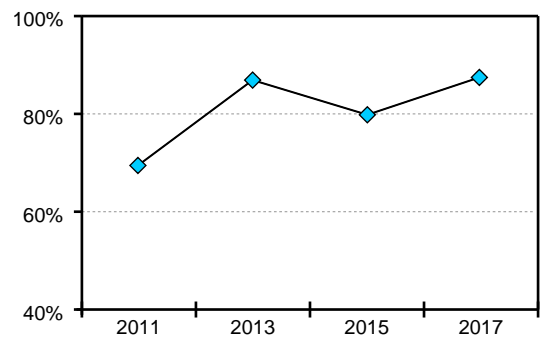
Religious Studies



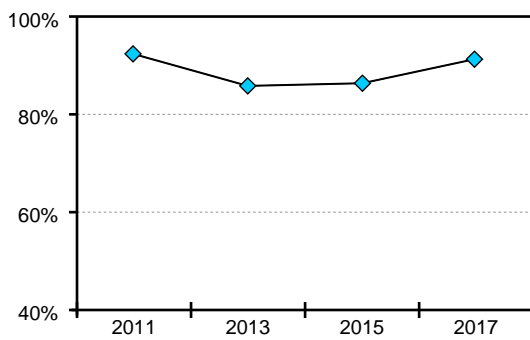
Science



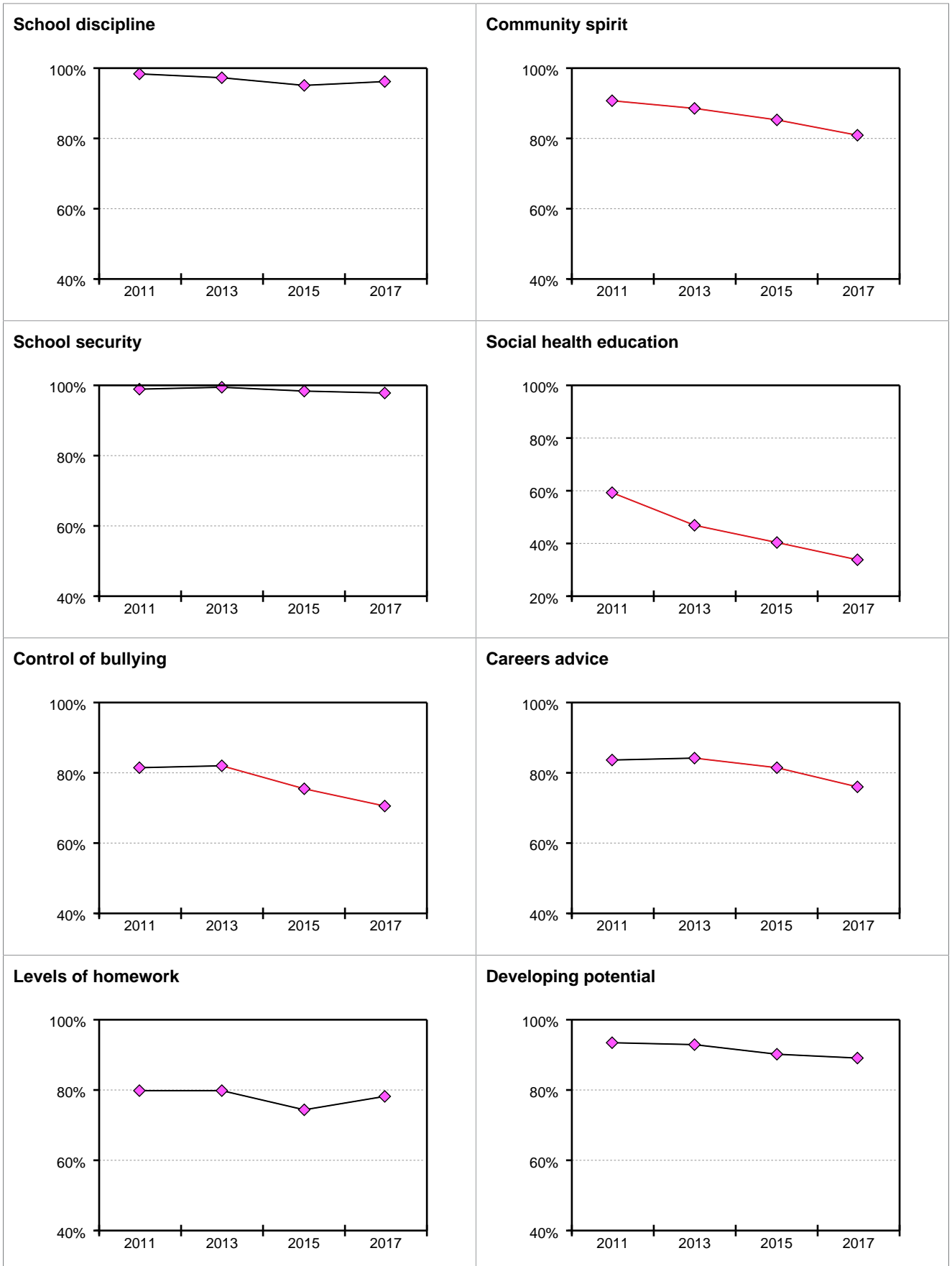
Sociology



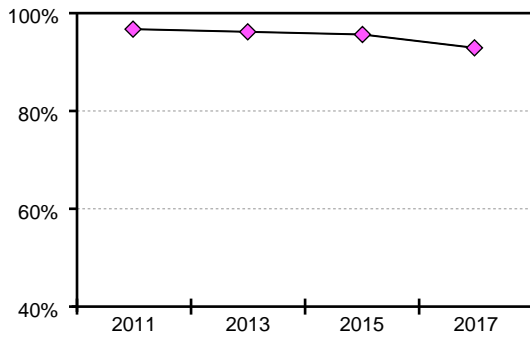
Spanish



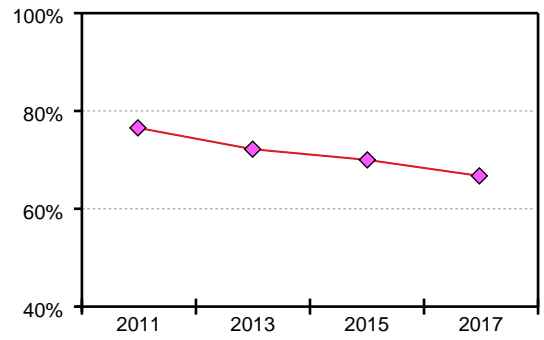
Score trends over time for non-academic criteria



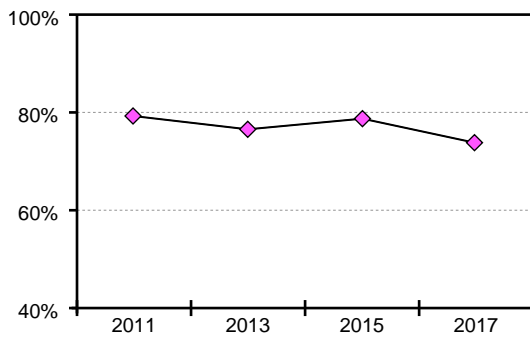
Exam results



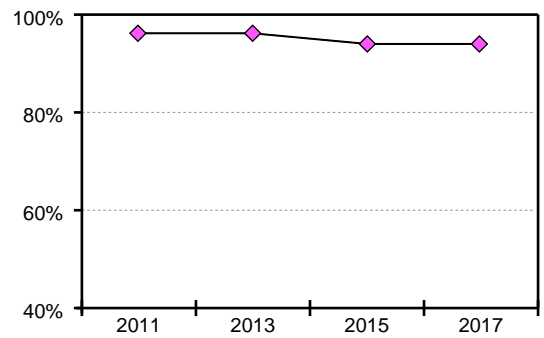
Developing confidence



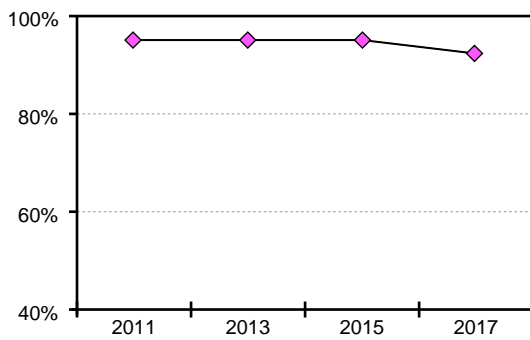
Availability of resources



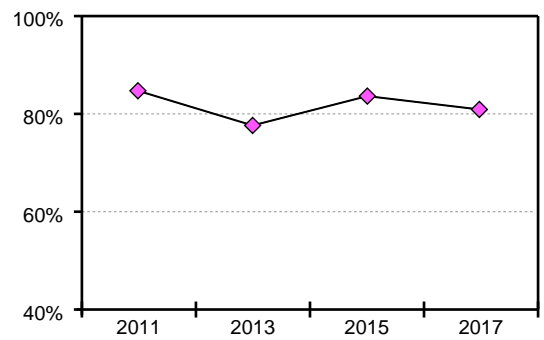
School facilities



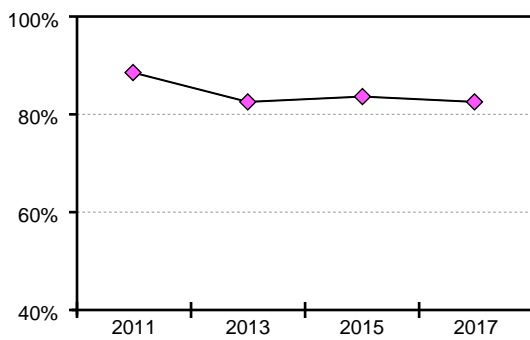
Caring teachers



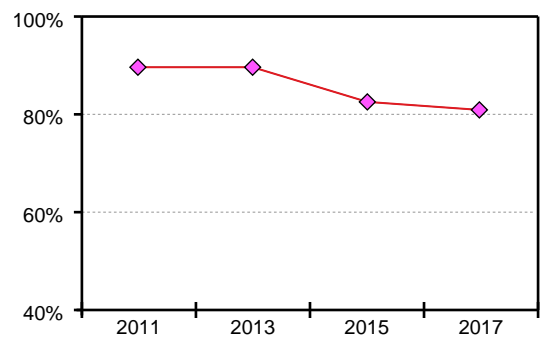
School communication

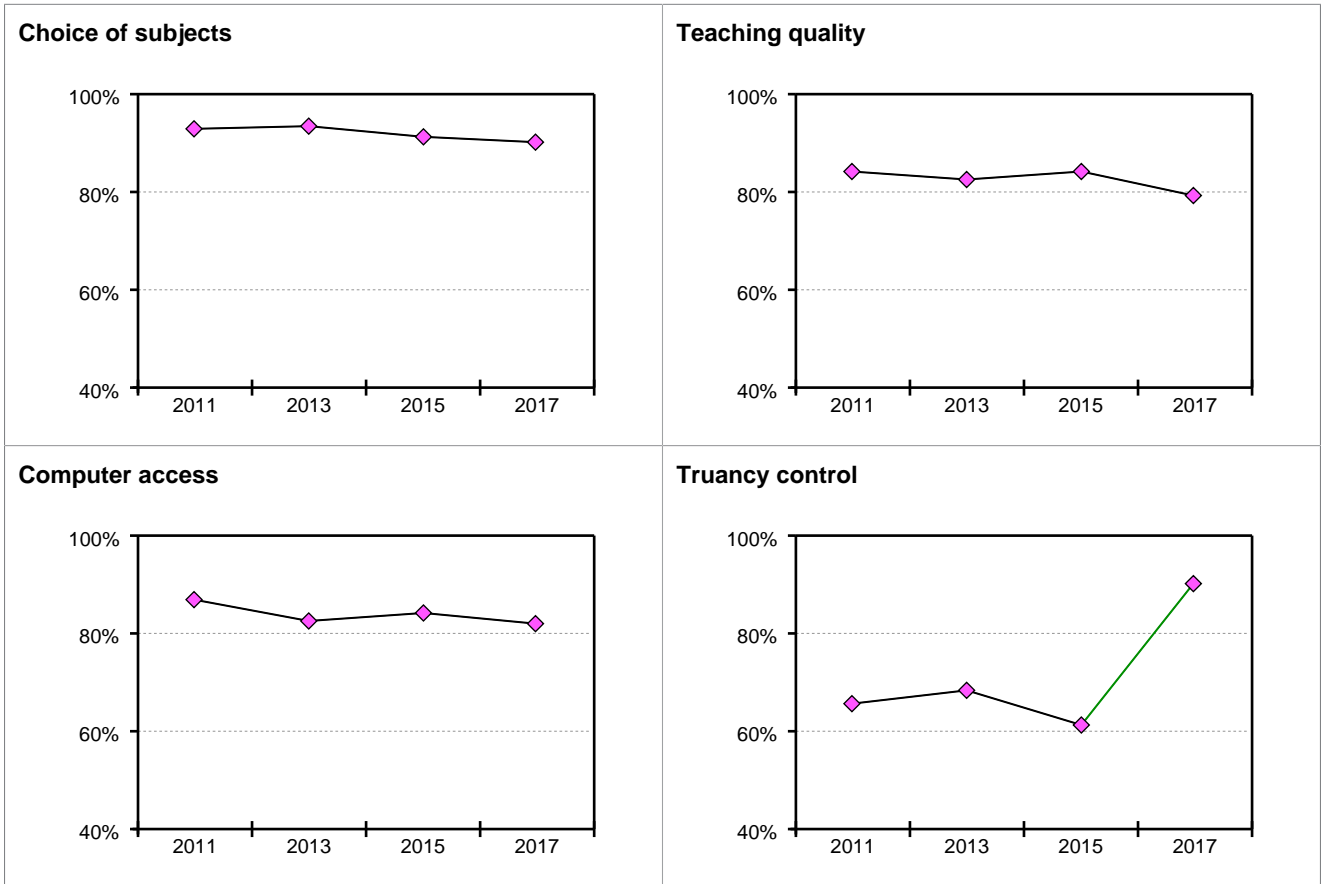


Developing moral values

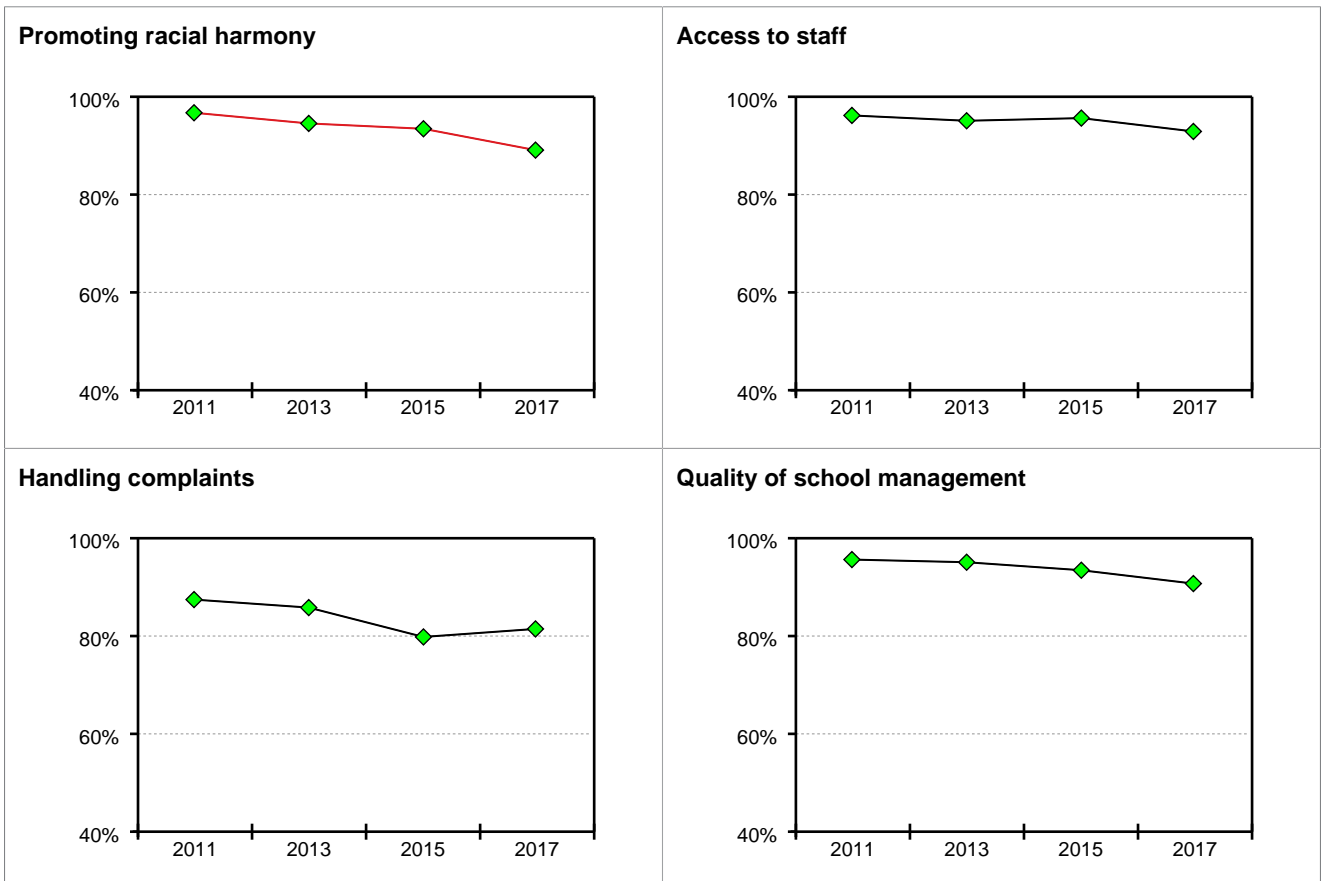


Happiness of child

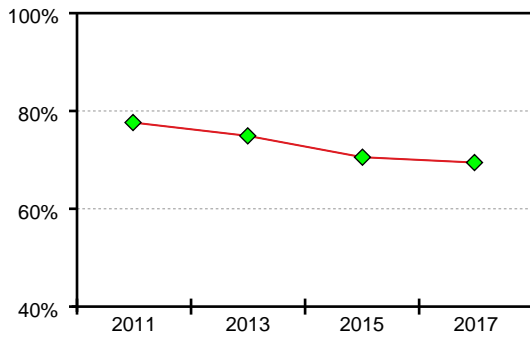




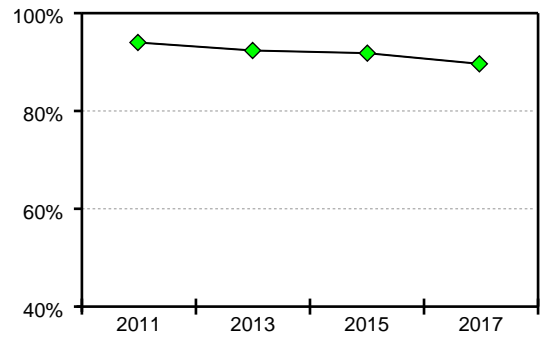
Score trends over time for additional criteria



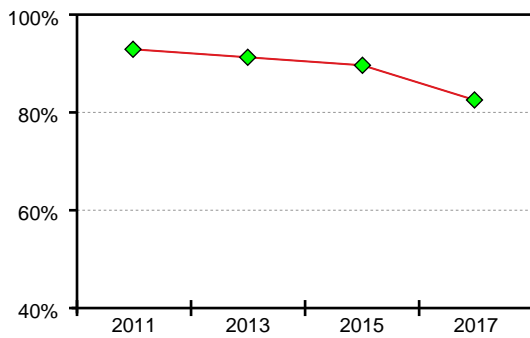
Regular marking of work



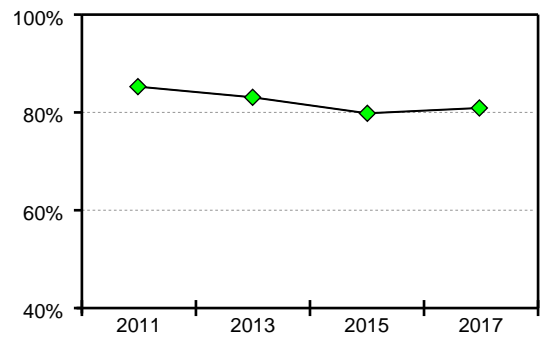
Attitude of non-teaching support staff



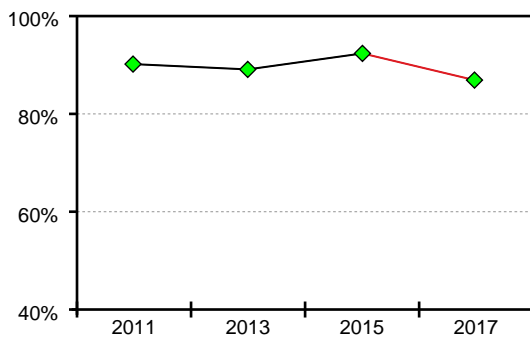
School meals



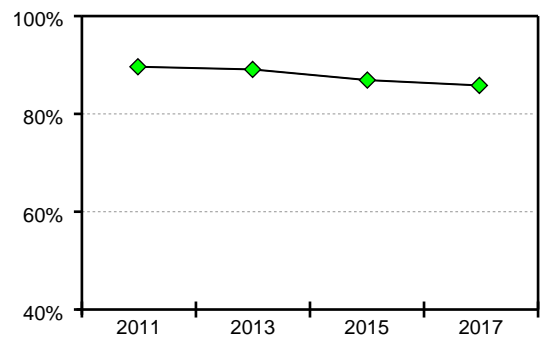
Treating all students fairly and equally



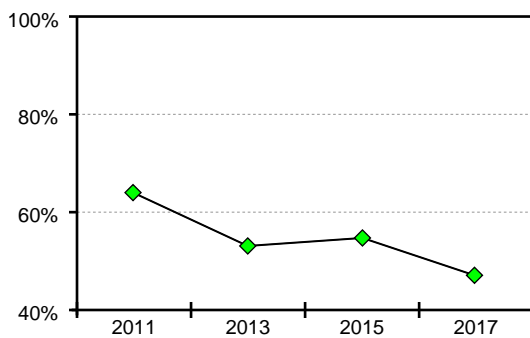
Celebrating and rewarding achievement



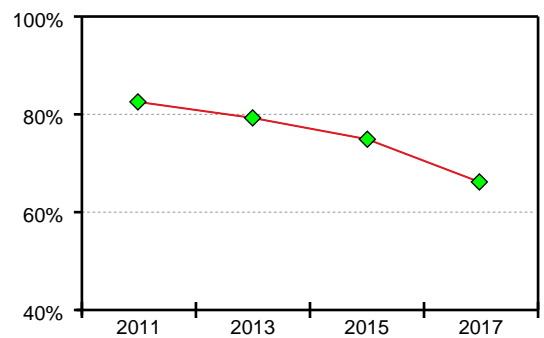
Tailoring workload to child's needs and ability



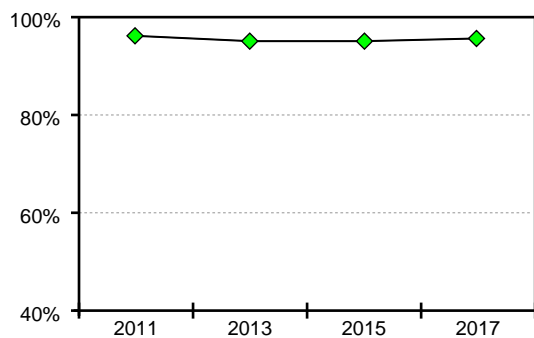
Encouraging local community activity



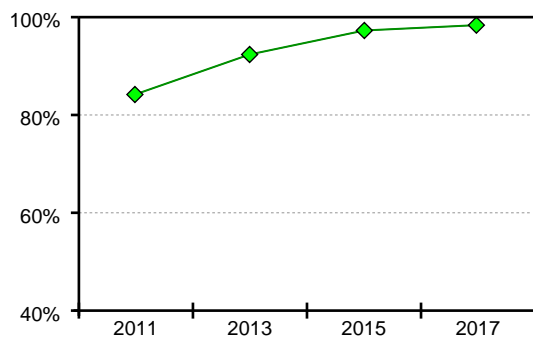
Encouraging and listening to students' views



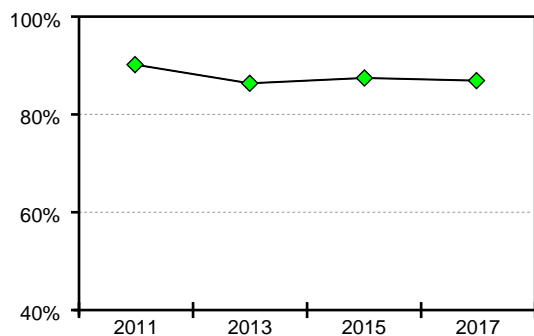
Transfer from previous school



Library facilities



Out of school activities and clubs













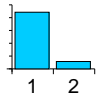
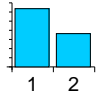
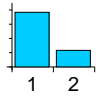
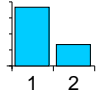
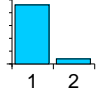




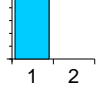
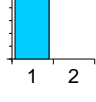
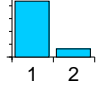
Appendix

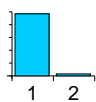
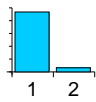
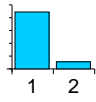


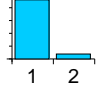




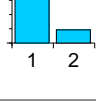

Supplementary data and score breakdowns.






Academic criteria analysis

A breakdown of how students scored their progress in academic subjects.

Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Ancient History	95.0%	5.0%		20
Art	58.8%	41.2%		17
Art Photography	92.0%	8.0%		29
Biology	83.0%	17.0%		143
Business	75.4%	24.6%		21
Business Applied	85.8%	14.2%		46
Chemistry	91.2%	8.8%		154
Computer Science	78.9%	21.1%		19
Dance	89.5%	10.5%		19
Drama	91.5%	8.5%		27



Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Economics	88.5%	11.5%		41
English GCSE Resit	63.6%	36.4%		11
English Language	76.8%	23.2%		26
English Language and Literature	73.3%	26.7%		15
English Literature	92.2%	7.8%		63
Food Technology	100.0%	0.0%		14
French	79.0%	21.0%		25
Further Mathematics	91.5%	8.5%		42
Geography	94.3%	5.7%		70
Geology	100.0%	0.0%		13
German	100.0%	0.0%		10
Government and Politics	87.3%	12.7%		57







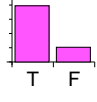
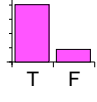

Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Health and Social Care	96.9%	3.1%		33
History	93.6%	6.4%		93
ICT	88.9%	11.1%		18
Mathematics	84.2%	15.8%		172
Media Studies	80.0%	20.0%		27
Music	92.3%	7.7%		13
Performing Arts	90.0%	10.0%		10
Physical Education	87.8%	12.2%		38
Physics	86.1%	13.9%		93
Product Design	92.9%	7.1%		14
Psychology	81.6%	18.4%		103
Religious Studies	74.2%	25.8%		54

Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Science	80.7%	19.3%		41
Sociology	87.7%	12.3%		47
Spanish	91.3%	8.7%		23
Sport (BTEC)	92.3%	7.7%		13
Statistics	68.4%	31.6%		19

Non-academic criteria analysis






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





Non-academic criteria	True (T)	False (F)	Graph	Sample size
School discipline	95.6%	3.6%		521
Community spirit	79.9%	17.9%		514
School security	97.2%	2.8%		525
Social health education	33.4%	65.5%		521
Control of bullying	65.7%	28.6%		495
Careers advice	74.5%	24.6%		521
Levels of homework	77.9%	20.9%		522
Developing potential	87.4%	11.1%		521
Exam results	91.5%	7.1%		518
Developing confidence	65.4%	32.3%		513
Availability of resources	73.0%	25.9%		522

Non-academic criteria	True (T)	False (F)	Graph	Sample size
School facilities	93.1%	5.7%		522
Caring teachers	91.3%	7.4%		520
School communication	80.0%	18.4%		518
Developing moral values	79.7%	16.8%		512
Happiness of child	79.3%	19.8%		521
Choice of subjects	89.7%	9.1%		522
Teaching quality	78.9%	20.7%		524
Computer access	80.5%	17.7%		520
Truancy control	90.4%	9.2%		524

Additional criteria analysis

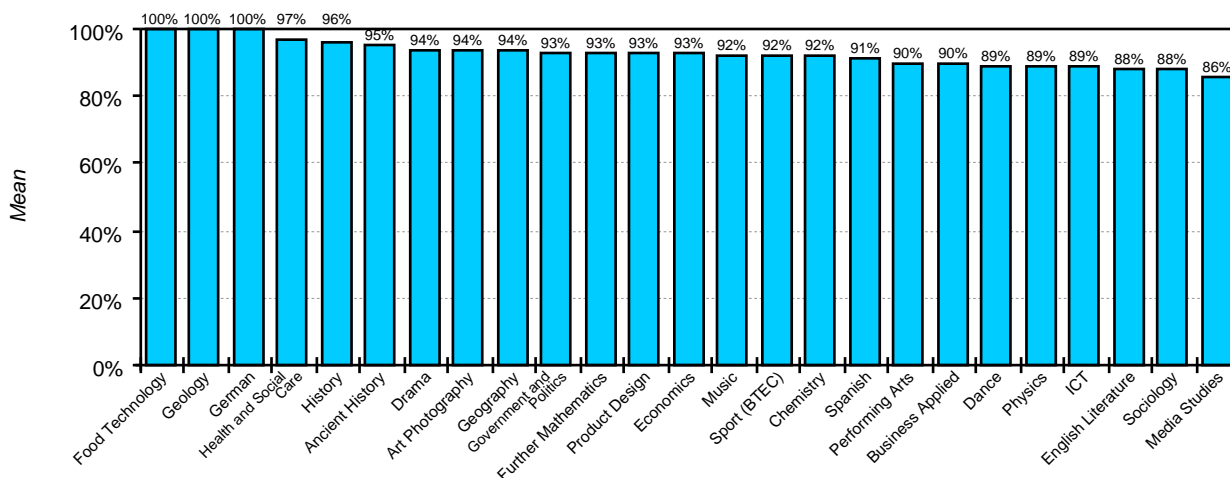
How students scored the delivery and management of your additional non-academic criteria.

Additional criteria	True (T)	False (F)	Graph	Sample size
Promoting racial harmony	89.0%	9.9%		519
Access to staff	91.1%	7.2%		517
Handling complaints	77.0%	18.1%		500
Quality of school management	89.6%	9.0%		518
Regular marking of work	66.1%	31.7%		514
Attitude of non-teaching support staff	88.6%	10.2%		519
School meals	81.8%	17.4%		521
Treating all students fairly and equally	79.7%	18.4%		520
Celebrating and rewarding achievement	85.8%	13.4%		522
Tailoring workload to child's needs and ability	84.7%	13.5%		520
Encouraging local community activity	46.3%	52.4%		520

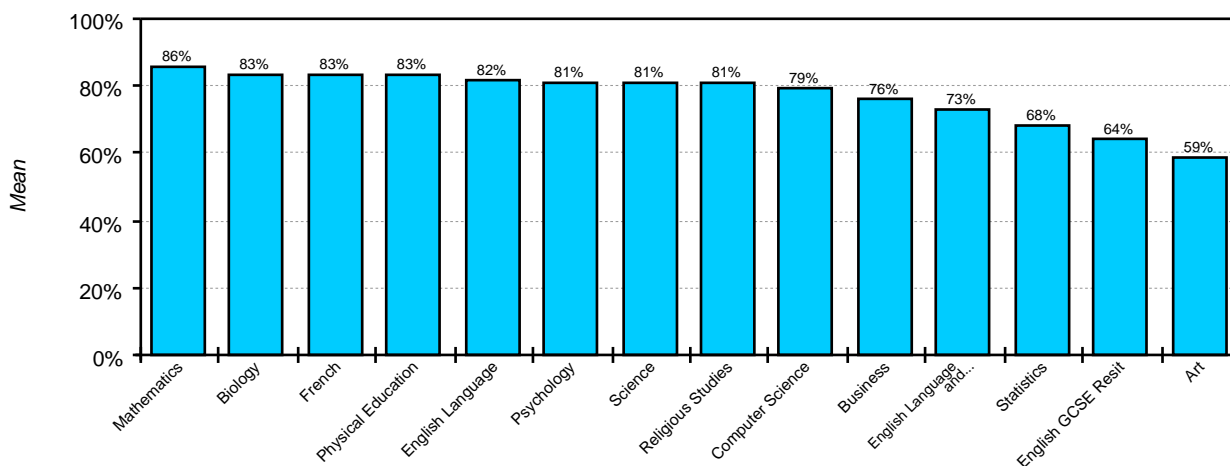
Additional criteria	True (T)	False (F)	Graph	Sample size
Encouraging and listening to students' views	64.5%	32.8%		511
Transfer from previous school	89.5%	3.7%		490
Library facilities	96.6%	1.9%		519
Out of school activities and clubs	85.4%	12.6%		516

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

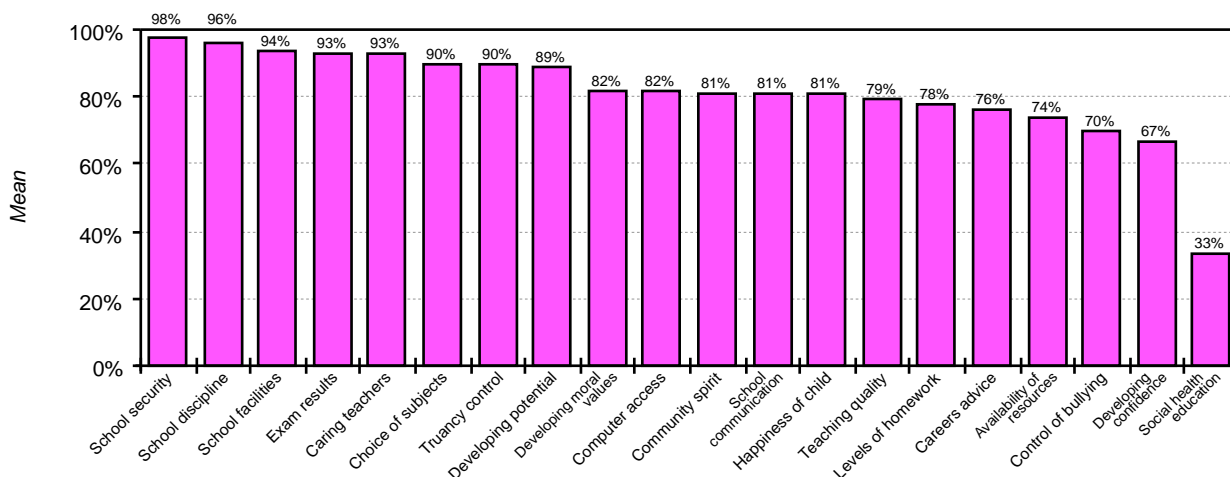
Academic subjects (1 of 2)



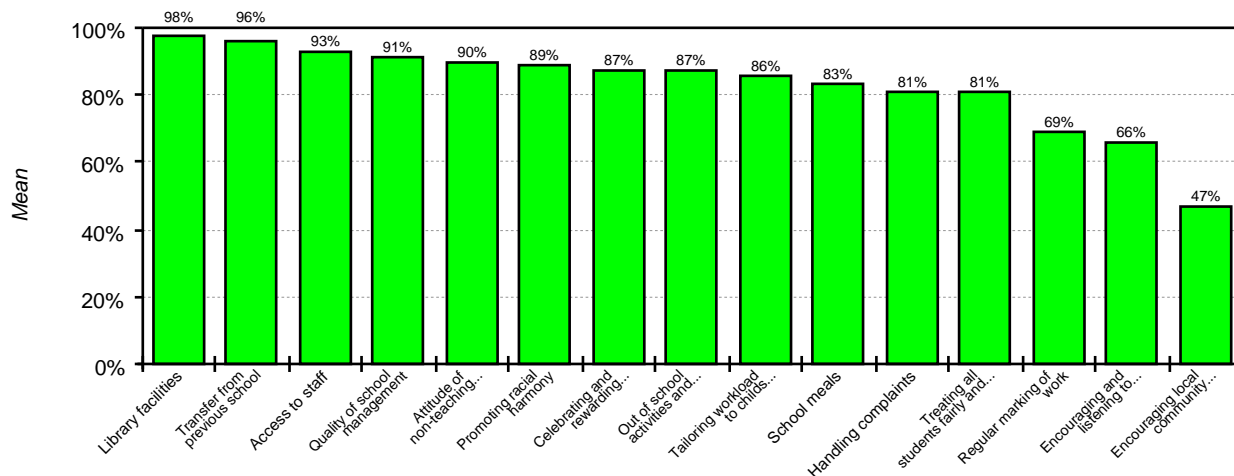
Academic subjects (2 of 2)



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.

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