

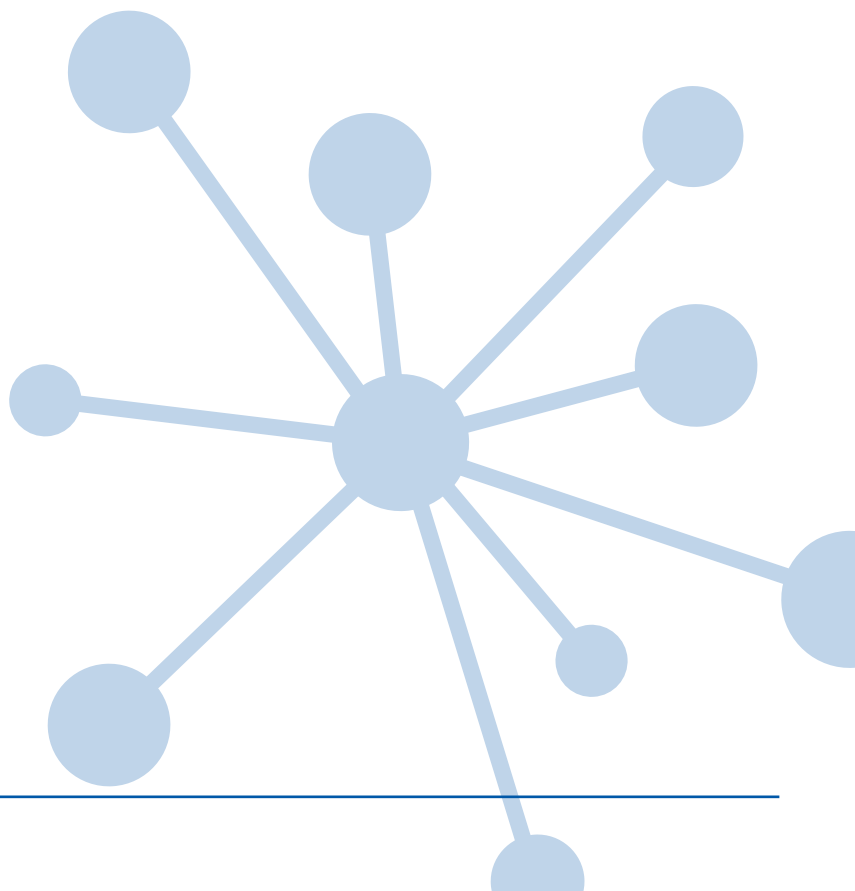
# Ripon Grammar School

## Parent survey report – July 2016

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## Executive summary

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This report details the findings of the fifth Kirkland Rowell Parent Survey for Ripon Grammar School. The report measures the levels of satisfaction among the students' parents for a range of criteria, which have been previously identified as being important to the parents of school students, as well as for the core subjects, taught at the school. The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to July 2016. The report also measures performance with regard to overall satisfaction and improvement.

Due to the low number of responses it was not possible to generate Extra Analysis for the question requested "Has your child ever eligible for free school meals during the last six years?".

## Summary of results for this survey

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- 139 completed questionnaires were returned representing a response rate of 21.7%. The response meant that meaningful data could be drawn for all criteria except for Astronomy, Business Studies, Critical Thinking, General Studies, Latin, Music Technology, Physical Education A level and Product Design.
- The parents gave an excellent overall performance score (89.3%) (see page 6).
- Of the parents whose children were not in their first year at the school 18% said the school had improved over the last year and 3% thought that the school's performance was worse (see page 61).
- Of the parents of new students, 7% felt that the school had not lived up to their expectations and 28% said the school was better than they had expected it to be (see page 61).
- With regard to academic subjects, parents are most happy with the delivery of RE, Art and Chemistry.
- The parents are least happy with the delivery of Drama, PE and Games and Extended Project Qualification.
- With regards to non-academic areas, parents are most happy with Levels of homework, Careers advice and Community spirit.
- The parents are least happy with Choice of subjects, Computer access and School security.
- The parents' top priorities for improvement are Developing confidence, School facilities and Choice of subjects.
- The parents of female students gave significantly higher scores for Art, Students' attitudes to learning, Student targets and Appropriate level of challenge in homework.

## Summary of results since the previous survey

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- The following academic areas received significantly higher scores than the previous survey: RE, Art, Mathematics, ICT, History, PSHCEE, Music, English, Geography and German.
- The following additional area received significantly higher scores than the previous survey: Celebrating and rewarding achievement.

## Summary of results over more than two surveys

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- The following academic areas received significantly higher scores over more than two surveys: English, Mathematics, Biology, Chemistry, RE and Physics.
- The following non-academic area received significantly lower scores over more than two surveys: Computer access.
- The following additional area received significantly lower scores over more than two surveys: Explaining to parents how to help their child.

- 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** is 'attention advised'. Criterion scores in **blue** are only reliable to within 10% and scores in **pink** should only be considered indicative.

### Relative strengths for academic criteria

91.3% RE

88.1% Art

87.8% Chemistry

87.4% Mathematics

86.4% ICT

### Relative weaknesses for academic criteria

70.7% Drama

71.9% PE and Games

75.0% Extended Project Qualification

76.7% DT

77.1% Spanish

### Relative strengths for non-academic criteria

86.7% Levels of homework

85.7% Careers advice

84.7% Community spirit

83.8% School discipline

83.6% Developing potential

### Importance Ranking

(34.8%) 12th

(25.5%) 17th

(29.5%) 15th

(80.1%) 5th

(90.4%) 3rd

### Relative weaknesses for non-academic criteria

72.3% Choice of subjects

73.2% Computer access

### Importance Ranking

(33.4%) 13th

(12.8%) 18th

## Response to survey

139 completed questionnaires were returned representing a response rate of 21.7%.

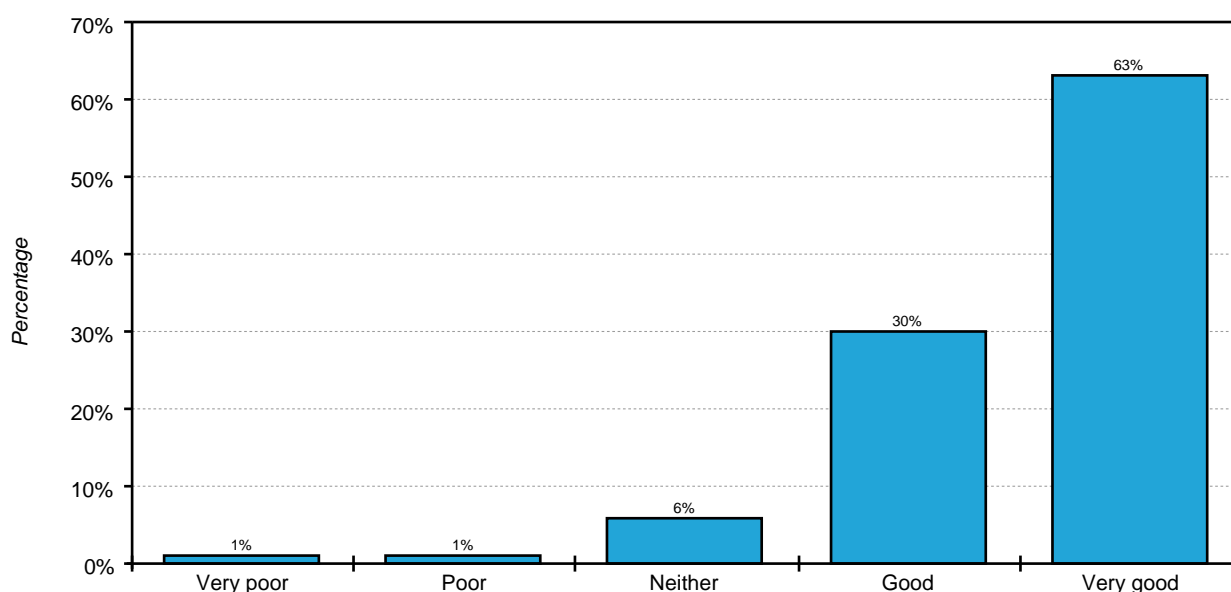
	Proportion of responses (%)	Number of responses
Responses from parents of male students	47.5	66
Responses from parents of female students	52.5	73
Responses from parents of First Form students	27.4	34
Responses from parents of Second Form students	20.2	25
Responses from parents of Third Form students	16.1	20
Responses from parents of Fourth Form students	16.1	20
Responses from parents of L6 students	20.2	25

## Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	89.3	88.9	+0.4

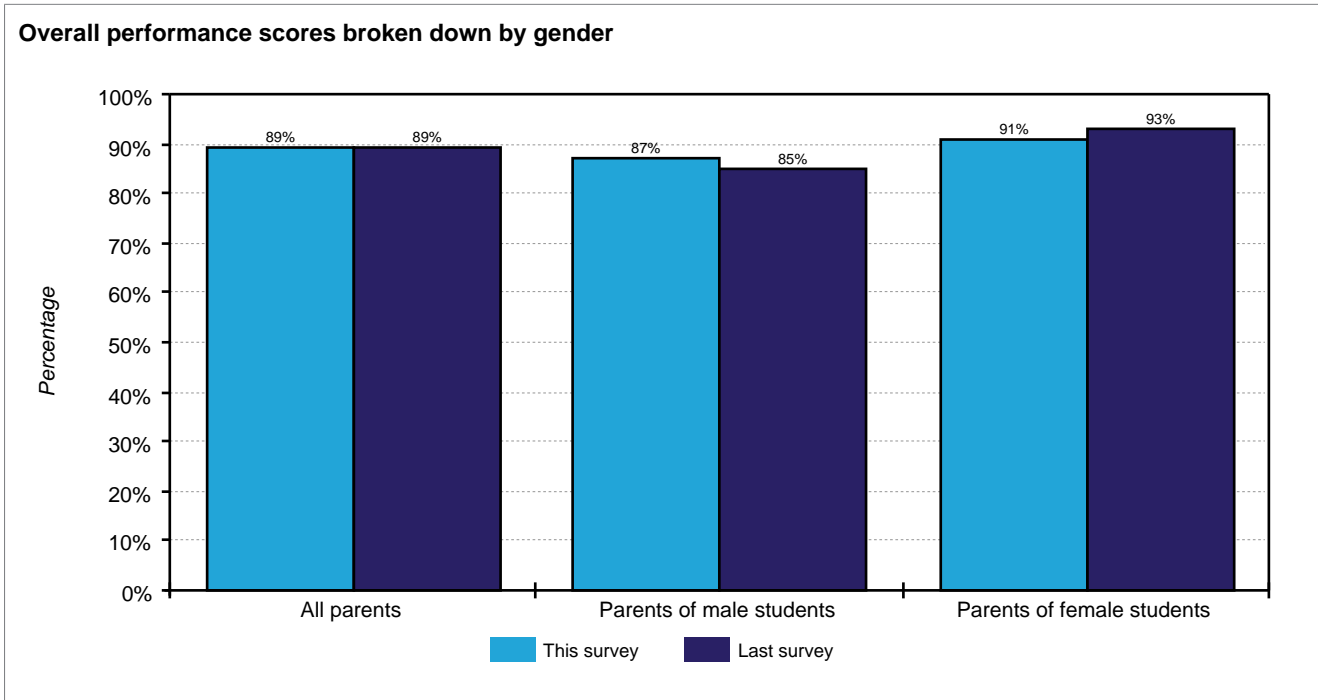
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	1.5	1.1	+0.5	92.7

### Overall parental satisfaction

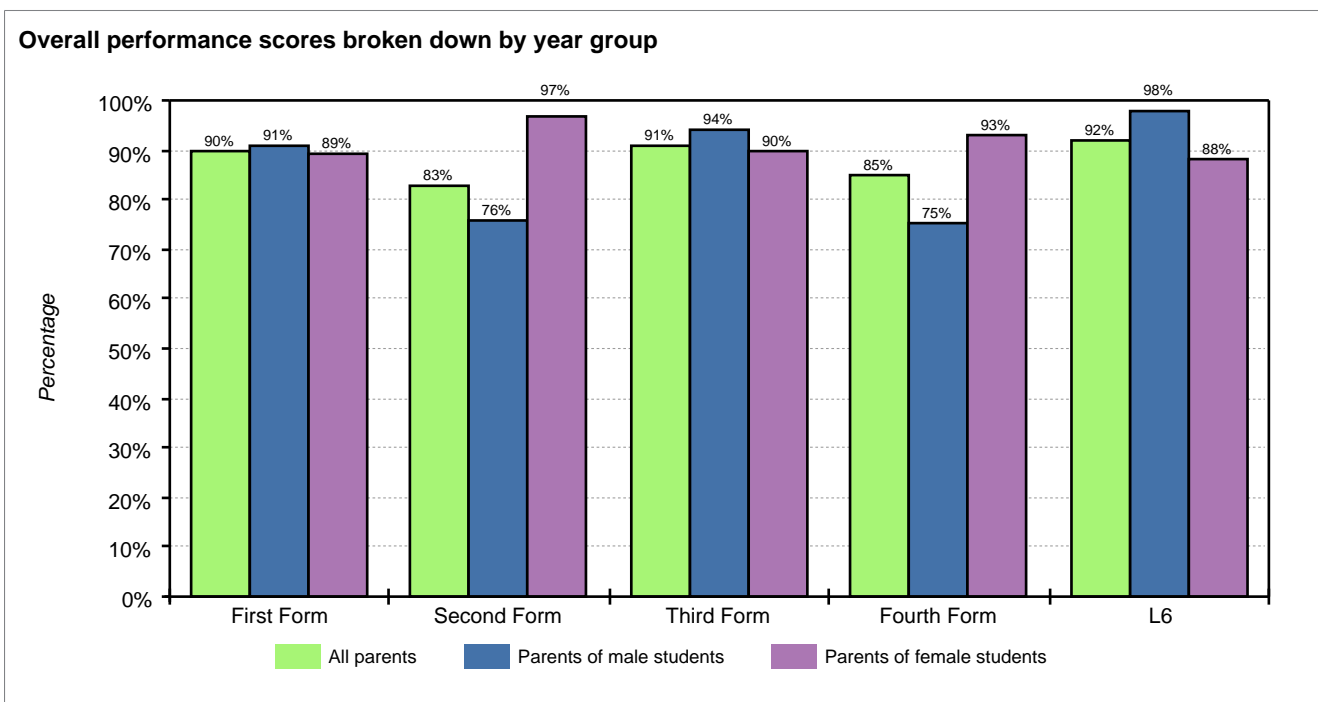


- More parents rate the overall performance of the school as 'good' or 'very good'.

## Overall performance scores broken down by gender and year group



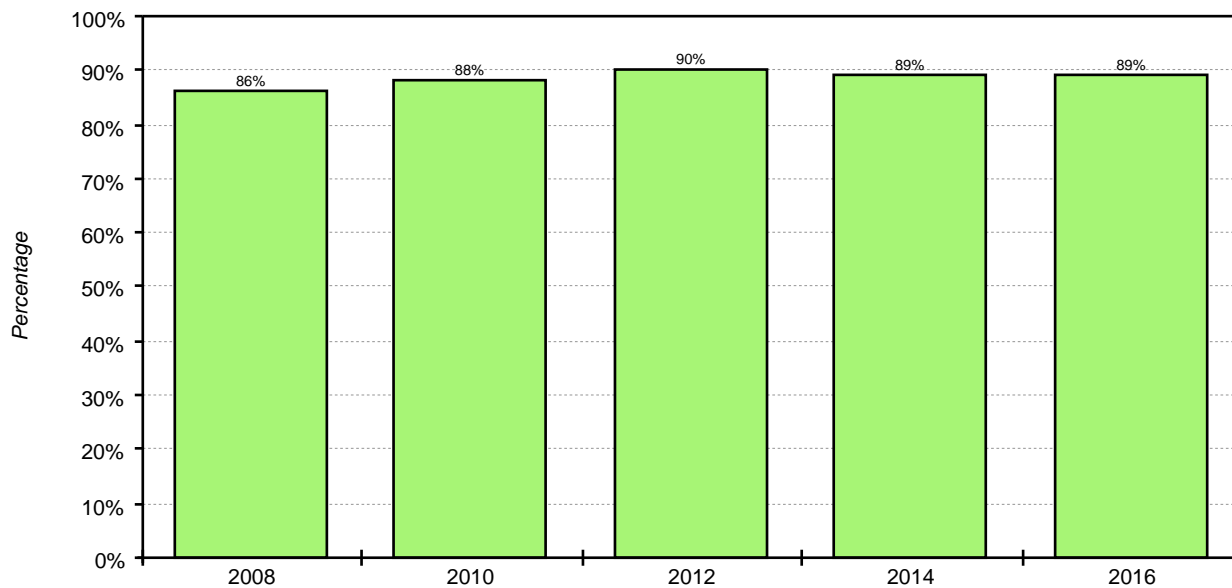
- The parents gave an excellent overall performance score of 89.3%, improved since the last survey.
- Parents of male students scored the overall performance of the school broadly in line with the parents of female students.



- Parents of L6 students scored the highest overall from other year groups and are therefore most satisfied with the school’s performance.
- Parents of L6 male students and parents of Second Form 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

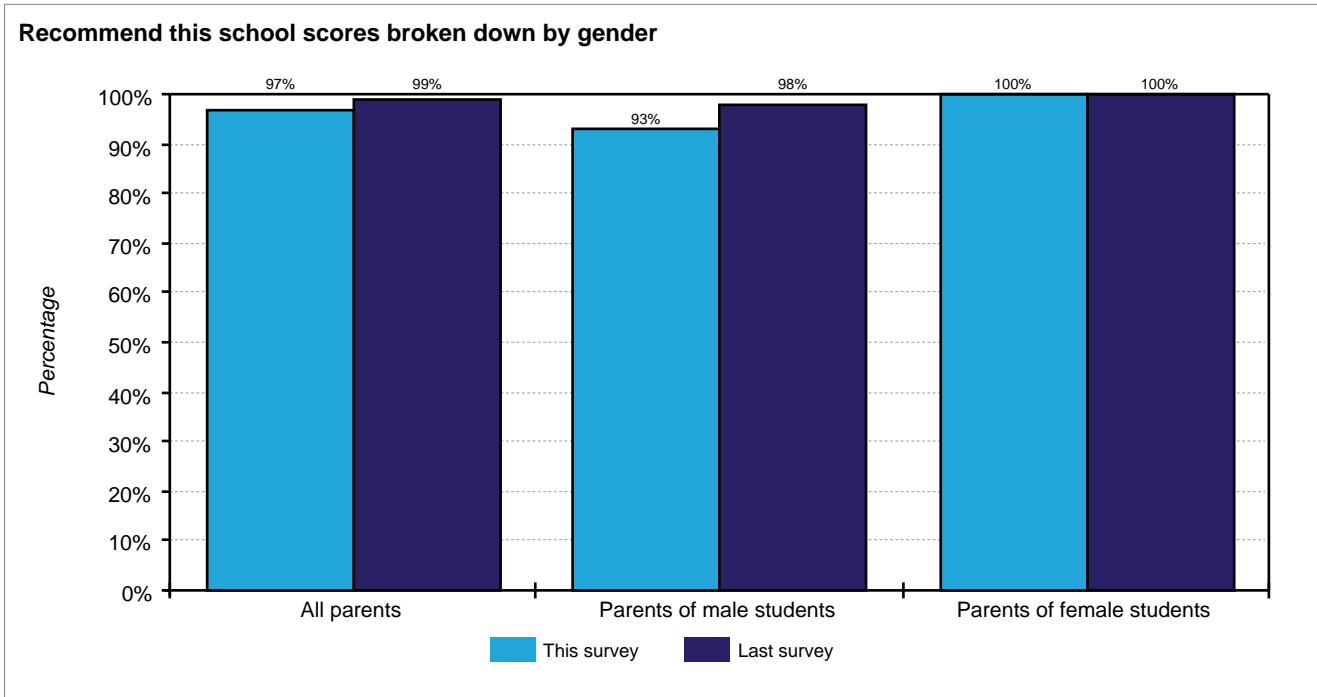
Graph showing the overall performance scores trend broken down over time.



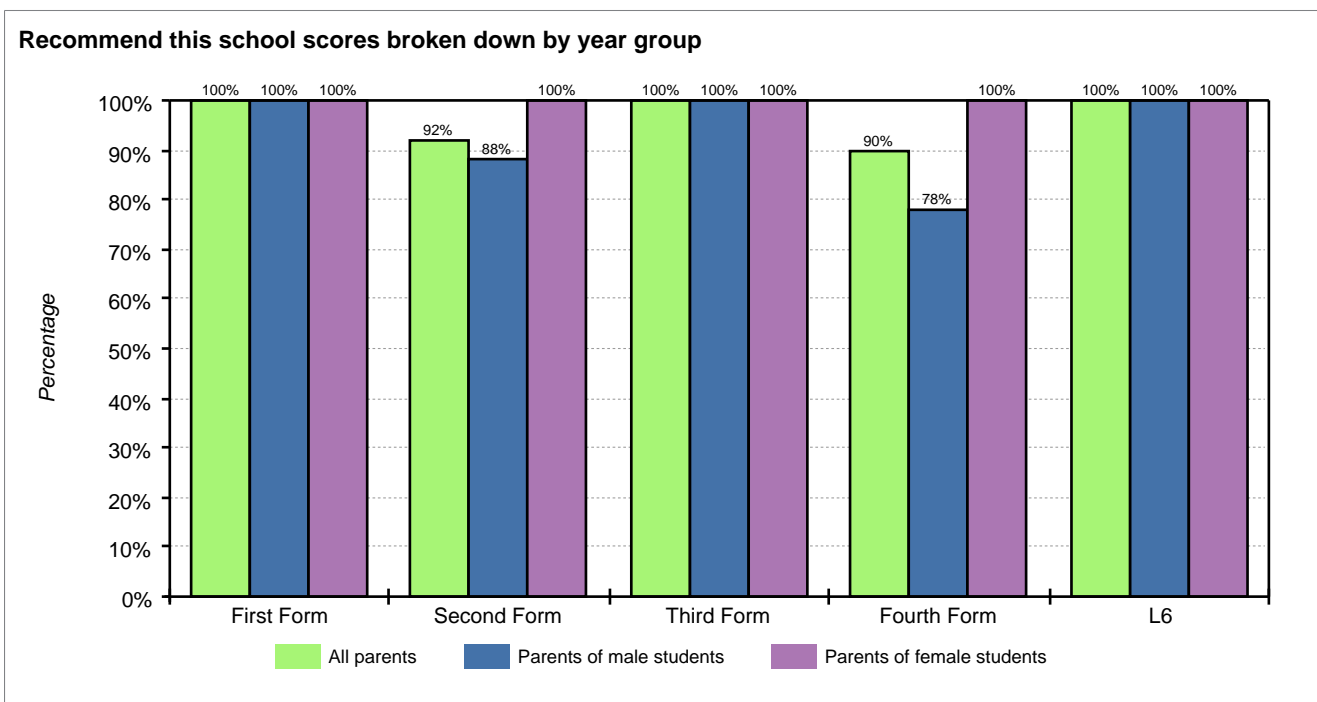
- There was no significant change over five surveys for the overall performance score.



## Parents recommend this school broken down by gender and year group



- 97.0% of parents said they would recommend this school to another parent.
- Parents of male students would recommend this school to another parent broadly in line with parents of female students.



- Parents of First Form and L6 students would recommend this school to another parent more than parents from other year groups.
- Parents of First Form and L6 male students and parents of First Form and L6 female students would recommend this school to another parent more than parents from other year groups.

## Key results

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

### Interpreting results

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

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

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

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

### Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create “weighted” scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a ‘level playing field’. These weighted scores are calculated based upon the average scores achieved from over 330 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 mean score. This is a calculation applied to your raw results using the average scores achieved from over 330 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.

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

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.

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

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

Scores below the red line indicate 'attention advised'.

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

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

## Academic criteria

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

Academic criteria	This survey (%)	Previous survey (%)	% Change
RE	91.3	76.9	+14.4
Art	88.1	79.0	+9.1
Chemistry	87.8	84.9	+2.8
Mathematics	87.4	81.4	+6.0
ICT	86.4	77.1	+9.3
History	85.9	67.8	+18.2
Physics	85.8	79.5	+6.3
PSHCEE	85.3	68.0	+17.3
Classics	83.3		
Music	83.0	64.9	+18.1
English	81.9	73.7	+8.2
Biology	80.8	77.5	+3.3
Geography	80.8	68.9	+11.9
French	80.4	81.8	-1.4
German	77.8	61.4	+16.5
Spanish	77.1	81.9	-4.8
DT	76.7	71.9	+4.8
Extended Project Qualification *	75.0		
PE and Games	71.9	74.3	-2.4
Drama	70.7	54.0	+16.7
Astronomy	Low response		
Business Studies	Low response		
Critical Thinking *	Low response		
General Studies	Low response		
Latin	Low response		
Music Technology	Low response		
Physical Education A level	Low response		
Product Design	Low response		

- Parents consider delivery of the following academic subjects to be 'outstanding': RE, Art, Chemistry, Mathematics, ICT, History, Physics, PSHCEE, Classics, Music, English, Biology, Geography and French.
- Parents consider delivery of the following academic subjects to be 'good': German, Spanish, DT, Extended Project Qualification, PE and Games and Drama.

- Parents consider delivery of the following academic subjects to have shown a significant improvement since the last survey: RE, Art, Mathematics, ICT, History, PSHCEE, Music , English, Geography and German.
- The following academic subjects have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Extended Project Qualification and Critical Thinking.
- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: DT.
- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Classics, German, Spanish, Extended Project Qualification, Drama, Astronomy, Business Studies, Critical Thinking, General Studies, Latin, Music Technology, Physical Education A level and Product Design.
- The following academic subjects were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Classics and Extended Project Qualification.

## Happy versus unhappy parents for academic criteria

Judging performance based solely on the mean score allows for error: It is possible that the views of parents might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of parents who are unhappy with the school's performance for the criteria surveyed.

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

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 5% & 10% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 10% of parents unhappy with a particular area may suggest 'attention advised' (below the red line).

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

Academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
History	0.0	15.9	-15.9	95.7
Art	2.1	2.9	-0.8	88.9
RE	2.1	9.3	-7.1	89.7
ICT	2.2	6.4	-4.2	84.7
Mathematics	4.5	2.1	+2.5	89.6
Music	4.9	14.9	-10.0	81.3
DT	5.4	6.7	-1.2	73.7
Physics	6.2	6.0	+0.2	80.8
PSHCEE	7.3	15.9	-8.6	73.1
Geography	7.9	10.2	-2.3	84.5
Chemistry	8.3	3.4	+4.9	82.4
English	10.3	6.2	+4.2	75.9
PE and Games	12.5	8.1	+4.4	69.6
French	12.7	4.1	+8.6	76.4
Biology	14.0	8.4	+5.6	76.0

## Non-academic criteria

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

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
Levels of homework	86.7	81.3	+5.4
Careers advice	85.7	80.5	+5.3
Community spirit	84.7	81.0	+3.7
School discipline	83.8	80.6	+3.2
Developing potential	83.6	81.9	+1.7
Developing moral values	83.0	78.1	+4.9
Social health education	82.2	76.5	+5.7
School communication	81.8	77.0	+4.8
Developing confidence	81.7	76.9	+4.8
Teaching quality	81.5	79.3	+2.2
Control of bullying	80.9	77.8	+3.1
Exam results	79.8	78.8	+1.0
Caring teachers	79.2	76.8	+2.4
Availability of resources	79.1	81.8	-2.7
Truancy control	78.4	79.8	-1.4
School facilities	78.4	73.7	+4.7
Happiness of child	77.7	77.9	-0.3
School security	75.9	73.3	+2.6
Computer access	73.2	78.6	-5.4
Choice of subjects	72.3	73.7	-1.3

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

## Happy versus unhappy parents for non-academic criteria

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

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

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

Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Exam results	3.2	2.4	+0.8	87.1
Computer access	3.3	5.0	-1.7	84.4
School facilities	4.2	3.3	+1.0	84.2
Teaching quality	4.4	0.0	+4.4	84.4
Developing moral values	4.5	7.4	-2.9	74.2
Availability of resources	4.8	3.4	+1.4	83.3
School security	5.3	6.8	-1.5	80.9
Social health education	5.4	6.9	-1.5	81.9
Truancy control	5.6	1.4	+4.2	87.0
Happiness of child	5.8	7.8	-2.0	78.4
Levels of homework	5.9	8.9	-3.1	79.8
Developing potential	5.9	5.5	+0.4	80.5
Community spirit	6.4	8.1	-1.8	79.6
Choice of subjects	6.4	4.4	+2.0	77.3
School discipline	7.3	3.2	+4.1	84.9
Caring teachers	7.8	6.2	+1.5	82.2
School communication	8.9	8.9	0.0	75.5
Developing confidence	11.5	9.3	+2.2	79.0
Careers advice	12.2	11.8	+0.3	62.7
Control of bullying	12.3	7.2	+5.1	73.1



## Additional criteria

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
Boarding facilities*	83.0		
Regular marking of work	81.7	75.9	+5.8
Encouraging and listening to pupil views	80.9	76.4	+4.5
Students' attitudes to learning	80.8		
Tailoring workload to child's needs and ability	80.4	79.5	+0.9
Celebrating and rewarding achievement	80.3	71.7	+8.6
Ensuring pupils do best and make good progress	80.0	78.4	+1.5
Appropriate level of challenge in homework	78.2		
Looking after pupils well	77.1	75.5	+1.6
Out of school activities and clubs	76.6	77.7	-1.1
Student targets	76.5		
Treating all pupils fairly and equally	76.4	78.8	-2.5
Student response to feedback	76.3		
Information on different types of bullying	72.9		
Promoting racial harmony	72.8	77.1	-4.3
E-safety	71.5		
Explaining to parents how to help their child	70.2	70.4	-0.2
Teaching for special needs	61.4	69.0	-7.6

- Parents consider delivery of the following additional criteria to be 'outstanding': Boarding facilities, Regular marking of work, Encouraging and listening to pupil views, Students' attitudes to learning, Tailoring workload to child's needs and ability, Celebrating and rewarding achievement, Ensuring pupils do best and make good progress, Appropriate level of challenge in homework, Looking after pupils well, Out of school activities and clubs, Student targets, Treating all pupils fairly and equally and Student response to feedback.
- Parents consider delivery of the following additional criteria to be 'good': Information on different types of bullying, Promoting racial harmony, E-safety and Explaining to parents how to help their child.
- Parents consider delivery of the following additional criteria to show 'room for improvement': Teaching for special needs.
- Parents consider delivery of the following additional criteria to have shown a significant improvement since the last survey: Celebrating and rewarding achievement.
- The following additional criteria have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students' parents usually say: Boarding facilities.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Information on different types of bullying.
- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: Boarding facilities and Teaching for special needs.
- The following additional criteria were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Boarding facilities, Students' attitudes to learning, Appropriate level of challenge in homework, Student targets, Student response to feedback, Information on different types of bullying and E-safety.

## Happy versus unhappy parents for additional criteria

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

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

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Celebrating and rewarding achievement	2.9	9.0	-6.1	86.5
Student response to feedback	4.0			81.8
Student targets	4.3			80.1
Appropriate level of challenge in homework	4.4			80.6
Students' attitudes to learning	6.0			82.3
Looking after pupils well	6.1	6.7	-0.6	83.4
Regular marking of work	7.9	11.7	-3.8	76.8
Promoting racial harmony	8.3	4.6	+3.7	77.1
Ensuring pupils do best and make good progress	8.7	6.5	+2.2	77.4
E-safety	9.3			78.5
Out of school activities and clubs	9.3	6.9	+2.5	80.2
Encouraging and listening to pupil views	10.6	11.5	-1.0	72.5
Tailoring workload to child's needs and ability	10.6	8.7	+1.9	72.7
Information on different types of bullying	15.9			58.1
Treating all pupils fairly and equally	15.9	7.4	+8.5	73.1
Explaining to parents how to help their child	16.3	19.0	-2.7	54.0

## Parental priorities

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

### Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	97.2	10th	96.9	8th
Happiness of child	95.2	17th	90.6	12th
Developing potential	90.4	5th	88.0	1st
Developing confidence	87.0	9th	80.7	15th
School discipline	80.1	4th	86.5	5th
Caring teachers	78.5	13th	79.7	16th
Developing moral values	67.2	6th	57.8	11th
Exam results	65.2	12th	59.4	9th
School communication	54.6	8th	47.4	14th
Control of bullying	42.3	11th	56.8	13th
School facilities	38.0	16th	41.7	18th
Levels of homework	34.8	1st	32.3	3rd
Choice of subjects	33.4	20th	36.5	19th
School security	32.6	18th	34.4	20th
Community spirit	29.5	3rd	24.0	4th
Availability of resources	27.0	14th	30.7	2nd
Careers advice	25.5	2nd	28.6	6th
Computer access	12.8	19th	14.6	10th
Social health education	4.9	7th	11.5	17th
Truancy control	3.7	15th	2.6	7th

With regard to the five criteria most important to parents:

- The school performs well in: Developing potential and School discipline.
- The school performs less well in: Happiness of child.

## Importance: your school vs. similar schools

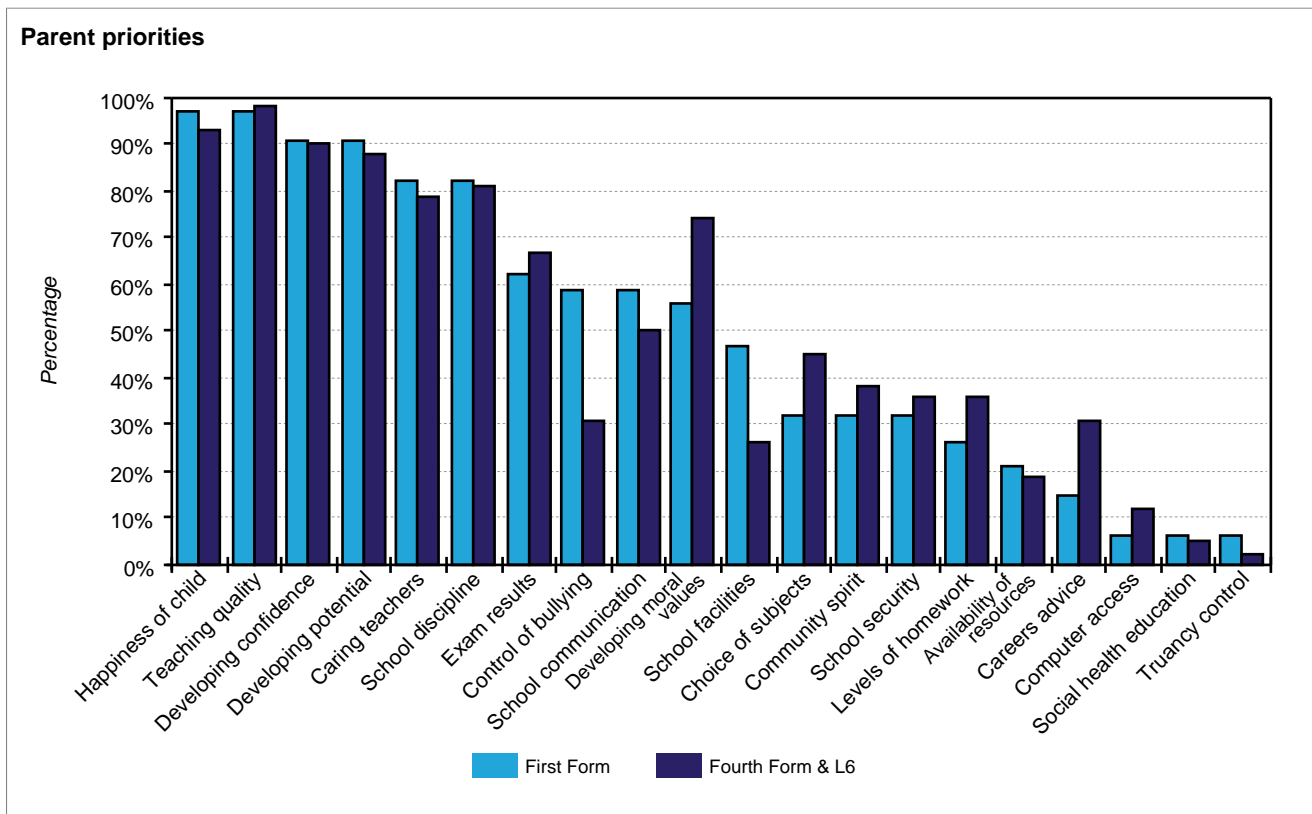
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	97.2	1st	1st	0
Happiness of child	95.2	2nd	3rd	+1
Developing potential	90.4	3rd	4th	+1
Developing confidence	87.0	4th	6th	+2
School discipline	80.1	5th	2nd	-3
Caring teachers	78.5	6th	5th	-1
Developing moral values	67.2	7th	10th	+3
Exam results	65.2	8th	9th	+1
School communication	54.6	9th	8th	-1
Control of bullying	42.3	10th	7th	-3
School facilities	38.0	11th	11th	0
Levels of homework	34.8	12th	14th	+2
Choice of subjects	33.4	13th	13th	0
School security	32.6	14th	12th	-2
Community spirit	29.5	15th	17th	+2
Availability of resources	27.0	16th	15th	-1
Careers advice	25.5	17th	16th	-1
Computer access	12.8	18th	18th	0
Social health education	4.9	19th	20th	+1
Truancy control	3.7	20th	19th	-1

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

## How parent priorities change as students get older

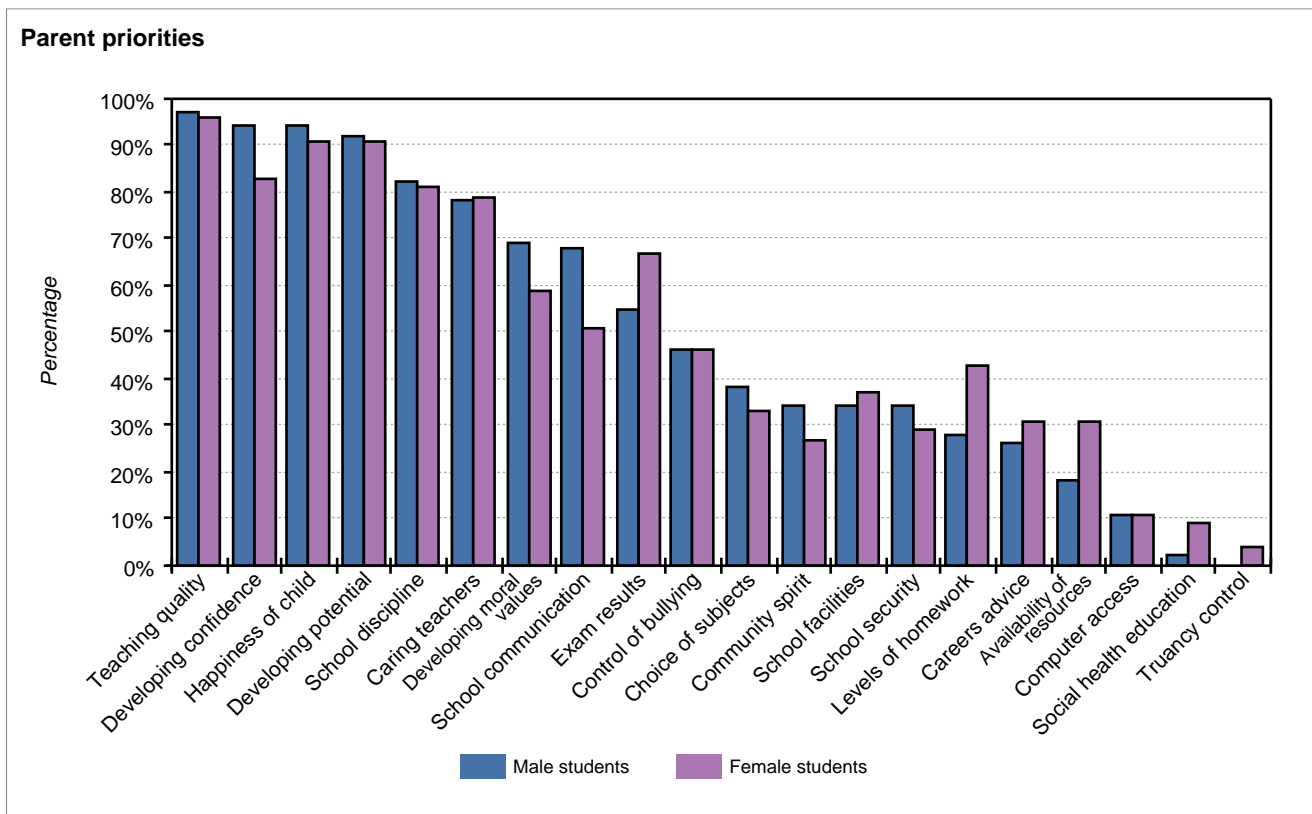
The graph below shows which criteria parents of First Form students selected as important compared to which criteria parents of Fourth Form & L6 students selected as important. This shows us how parent priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	First Form ranking	Fourth Form & L6 ranking
Control of bullying	8th	14th ▲

## How parent priorities change by gender of child

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



Criteria where difference in score is significant	Male students ranking	Female students ranking
Developing confidence	2nd	4th ▲

## Relative parent priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Developing confidence	14.9	8.3	5.2
School facilities	14.7	11.9	8.8
Choice of subjects	8.7	11.5	4.1
Careers advice	7.8	10.4	7.0
School communication	7.8	9.7	10.3
Teaching quality	6.8	6.2	13.2
Developing potential	6.3	8.4	11.2
Computer access	4.9	4.0	2.0
Happiness of child	4.8	5.3	3.3
Caring teachers	4.4	2.4	3.5
Developing moral values	4.3	4.8	2.0
School security	2.8	3.6	1.9
Availability of resources	2.2	2.1	3.2
Community spirit	2.1	1.3	1.7
Exam results	2.0	0.5	2.9
School discipline	2.0	3.1	6.9
Control of bullying	1.9	1.5	4.7
Levels of homework	1.6	5.0	6.6
Social health education	0.0	0.0	0.9
Truancy control	0.0	0.0	0.5

- Parents have given a higher priority to the following areas since the last survey: Developing confidence.
- Parents have given a higher priority to the following areas compared to similar schools: Developing confidence, School facilities and Choice of subjects.
- Parents have given a lower priority to the following areas compared to similar schools: Teaching quality, Developing potential, School discipline and Levels of homework.



## Parent View summary

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

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

	Score	Sample
<b>1. My child is happy at this school</b>		
Happiness of child	77.7%	122
<b>2. My child feels safe at this school</b>		
Control of bullying	80.9%	99
School security	75.9%	118
<b>3. My child makes good progress at this school</b>		
Developing potential	83.6%	122
Ensuring pupils do best and make good progress	80.0%	119
<b>4. My child is well looked after at this school</b>		
Caring teachers	79.2%	121
Looking after pupils well	77.1%	116
School security	75.9%	118
<b>5. My child is taught well at this school</b>		
Developing potential	83.6%	122
Teaching quality	81.5%	119
Tailoring workload to child's needs and ability	80.4%	106
Ensuring pupils do best and make good progress	80.0%	119
Exam results	79.8%	113
Teaching for special needs	61.4%	39
<b>6. My child receives appropriate homework for their age</b>		
Respondents saying 'Right' for homework amount	Outstanding	135
Levels of homework	86.7%	121
Tailoring workload to child's needs and ability	80.4%	106

	Score	Sample
<b>7. This school ensures the pupils are well behaved</b>		
School discipline	83.8%	121
<b>8. This school deals effectively with bullying</b>		
Control of bullying	80.9%	99
<b>9. Quality of school management</b>		
The school did not ask any questions relevant to this section		
<b>10. This school responds well to any concern I raise</b>		
Caring teachers	79.2%	121
<b>11. I receive valuable information from the school about my child's progress</b>		
Regular marking of work	81.7%	114
Explaining to parents how to help their child	70.2%	109
<b>12. I would recommend this school to another parent</b>		
Recommended	97.0%	124

## Ofsted self-evaluation summary

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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:

<b>Gold</b>	<b>= Outstanding</b>	<b>= Grade 1</b>
<b>Green</b>	<b>= Good</b>	<b>= Grade 2</b>
<b>Black</b>	<b>= Requires improvement</b>	<b>= Grade 3</b>
<b>Red</b>	<b>= Inadequate</b>	<b>= Grade 4</b>

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

Mathematics	87.4%	Outstanding
Levels of homework	86.7%	Outstanding
Community spirit	84.7%	Outstanding
Developing potential	83.6%	Outstanding
English	81.9%	Outstanding
School communication	81.8%	Outstanding
Developing confidence	81.7%	Outstanding
Regular marking of work	81.7%	Outstanding
Teaching quality	81.5%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Exam results	79.8%	Outstanding
Appropriate level of challenge in homework	78.2%	Outstanding
Student targets	76.5%	Outstanding
Treating all pupils fairly and equally	76.4%	Outstanding
Student response to feedback	76.3%	Outstanding
Promoting racial harmony	72.8%	Good
Explaining to parents how to help their child	70.2%	Good
Teaching for special needs	61.4%	Requires improvement

#### Strengths

- Mathematics
- Levels of homework
- Community spirit

#### Weaknesses

- Teaching for special needs
- Explaining to parents how to help their child
- Promoting racial harmony

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

### The Accuracy and Impact of Assessment

Levels of homework	86.7%	Outstanding
Developing potential	83.6%	Outstanding
Regular marking of work	81.7%	Outstanding
Tailoring workload to childs needs and ability	80.4%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Exam results	79.8%	Outstanding
Appropriate level of challenge in homework	78.2%	Outstanding

#### Strengths

- Levels of homework
- Developing potential

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

### The Impact of the Teaching of Literacy, Including Reading

Developing potential	83.6%	Outstanding
English	81.9%	Outstanding
Tailoring workload to childs needs and ability	80.4%	Outstanding
Drama	70.7%	Good

#### Strengths

- Developing potential

#### Weaknesses

- Drama

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

### The Teaching of Mathematics

Chemistry	87.8%	Outstanding
Mathematics	87.4%	Outstanding
ICT	86.4%	Outstanding
Physics	85.8%	Outstanding
Developing potential	83.6%	Outstanding
Biology	80.8%	Outstanding
Tailoring workload to child's needs and ability	80.4%	Outstanding
Appropriate level of challenge in homework	78.2%	Outstanding
Computer access	73.2%	Good

#### Strengths

- Chemistry
- Mathematics
- ICT

#### Weaknesses

- Computer access

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

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

Not applicable.

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

Regular marking of work	91.8%	Outstanding
Chemistry	89.4%	Outstanding
Physics	89.4%	Outstanding
Levels of homework	89.4%	Outstanding
English	88.4%	Outstanding
Community spirit	88.0%	Outstanding
Developing potential	87.5%	Outstanding
Appropriate level of challenge in homework	85.8%	Outstanding
School communication	85.6%	Outstanding
Developing confidence	85.1%	Outstanding
Mathematics	83.5%	Outstanding
Tailoring workload to child's needs and ability	82.9%	Outstanding
Ensuring pupils do best and make good progress	82.4%	Outstanding
Teaching quality	82.2%	Outstanding
Biology	81.8%	Outstanding
Student response to feedback	81.0%	Outstanding
Promoting racial harmony	80.7%	Outstanding
Student targets	80.0%	Outstanding
Explaining to parents how to help their child	78.8%	Outstanding
Computer access	74.3%	Good
Teaching for special needs	66.2%	Good

#### Strengths

- Regular marking of work
- Chemistry
- Physics

#### Weaknesses

- Teaching for special needs
- Computer access

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

### Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 1.1 = Outstanding = **Grade 1**

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

## Personal Development, Behaviour and Welfare

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

PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing confidence	81.7%	Outstanding
Control of bullying	80.9%	Outstanding
Promoting racial harmony	72.8%	Good

#### Strengths

- PSHCEE
- Community spirit

#### Weaknesses

- Promoting racial harmony

Your average parental 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.

PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing moral values	83.0%	Outstanding
Social health education	82.2%	Outstanding
Control of bullying	80.9%	Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Caring teachers	79.2%	Outstanding
Looking after pupils well	77.1%	Outstanding
Information on different types of bullying	72.9%	Good
Promoting racial harmony	72.8%	Good
E-safety	71.5%	Good

### Strengths

- PSHCEE
- Community spirit
- School discipline

### Weaknesses

- E-safety
- Promoting racial harmony
- Information on different types of bullying

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

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

PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing moral values	83.0%	Outstanding
Control of bullying	80.9%	Outstanding
Looking after pupils well	77.1%	Outstanding
Information on different types of bullying	72.9%	Good
Promoting racial harmony	72.8%	Good

#### Strengths

- PSHCEE
- Community spirit
- School discipline

#### Weaknesses

- Promoting racial harmony
- Information on different types of bullying

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

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

Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing potential	83.6%	Outstanding
Developing moral values	83.0%	Outstanding
Developing confidence	81.7%	Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Celebrating and rewarding achievement	80.3%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Happiness of child	77.7%	Outstanding

#### Strengths

- Community spirit
- School discipline
- Developing potential

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

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

Developing potential	83.6%	Outstanding
Developing confidence	81.7%	Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Celebrating and rewarding achievement	80.3%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Student response to feedback	76.3%	Outstanding
Teaching for special needs	61.4%	Requires improvement

#### Strengths

- Developing potential
- Developing confidence

#### Weaknesses

- Teaching for special needs

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

### Personal Development and Welfare: Choices About Next Stages

Levels of homework	86.7%	Outstanding
Careers advice	85.7%	Outstanding
Celebrating and rewarding achievement	80.3%	Outstanding
Student targets	76.5%	Outstanding
Explaining to parents how to help their child	70.2%	Good

#### Strengths

- Levels of homework

#### Weaknesses

- Explaining to parents how to help their child

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

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

PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing moral values	83.0%	Outstanding
Social health education	82.2%	Outstanding
Control of bullying	80.9%	Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Caring teachers	79.2%	Outstanding
Looking after pupils well	77.1%	Outstanding
School security	75.9%	Outstanding
Information on different types of bullying	72.9%	Good
Promoting racial harmony	72.8%	Good
E-safety	71.5%	Good

#### Strengths

- PSHCEE
- Community spirit
- School discipline

#### Weaknesses

- E-safety
- Promoting racial harmony
- Information on different types of bullying

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

### Personal Development and Welfare: Keeping Healthy

PSHCEE	85.3%	Outstanding
Social health education	82.2%	Outstanding
Exercise	77.4%	Good
Diet	56.2%	Requires improvement

#### Strengths

- PSHCEE

#### Weaknesses

- Diet

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

### Personal Development and Welfare: Personal Development

RE	91.3%	Outstanding
Careers advice	85.7%	Outstanding
PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
Developing potential	83.6%	Outstanding
Developing moral values	83.0%	Outstanding
Social health education	82.2%	Outstanding
Developing confidence	81.7%	Outstanding
Control of bullying	80.9%	Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Information on different types of bullying	72.9%	Good
Promoting racial harmony	72.8%	Good
E-safety	71.5%	Good

#### Strengths

- RE
- Careers advice
- PSHCEE

#### Weaknesses

- E-safety
- Promoting racial harmony
- Information on different types of bullying

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

### Attendance and Punctuality

Truancy control	78.4%	Outstanding
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Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

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

Not applicable.

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

Regular marking of work	91.8%	Outstanding
Levels of homework	89.4%	Outstanding
School discipline	88.1%	Outstanding
Community spirit	88.0%	Outstanding
Developing potential	87.5%	Outstanding
School communication	85.6%	Outstanding
Developing confidence	85.1%	Outstanding
Tailoring workload to child's needs and ability	82.9%	Outstanding
Ensuring pupils do best and make good progress	82.4%	Outstanding
Developing moral values	82.3%	Outstanding
Exam results	82.3%	Outstanding
Teaching quality	82.2%	Outstanding
Control of bullying	81.9%	Outstanding
Encouraging and listening to pupil views	81.8%	Outstanding
Happiness of child	81.0%	Outstanding
Student response to feedback	81.0%	Outstanding
Celebrating and rewarding achievement	80.9%	Outstanding
Promoting racial harmony	80.7%	Outstanding
Student targets	80.0%	Outstanding
Social health education	79.2%	Outstanding
Caring teachers	79.2%	Outstanding
Explaining to parents how to help their child	78.8%	Outstanding
Treating all pupils fairly and equally	78.8%	Outstanding
Looking after pupils well	78.3%	Outstanding
School security	76.7%	Outstanding
Truancy control	74.9%	Good
Information on different types of bullying	74.4%	Good
E-safety	71.3%	Good
Careers advice	70.1%	Good
Teaching for special needs	66.2%	Good

*(Continued on the next page)*

**Strengths**

- Regular marking of work
- Levels of homework
- School discipline

**Weaknesses**

- Teaching for special needs
- Careers advice
- E-safety

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

**Summary grade – Personal Development, Behaviour and Welfare section**

Your average parental grade for "Personal Development, Behaviour and Welfare" = 1.2 = Outstanding = **Grade 1**

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

## Outcomes for Pupils

### Progress

Mathematics	87.4%	Outstanding
Developing potential	83.6%	Outstanding
English	81.9%	Outstanding
Developing confidence	81.7%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Exam results	79.8%	Outstanding
Appropriate level of challenge in homework	78.2%	Outstanding
Student targets	76.5%	Outstanding
Student response to feedback	76.3%	Outstanding
Ratio of parents saying school improving versus declining		Good
Teaching for special needs	61.4%	Requires improvement

### Strengths

- Mathematics
- Developing potential
- English

### Weaknesses

- Teaching for special needs
- Ratio of parents saying school improving versus declining

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

### Progress Over Time

Average of academic subject ratings	Outstanding
Significant improvements versus significant declines	Outstanding

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

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

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

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

### Achievements of Those Eligible for the Pupil Premium

Your own assessment is required here.



### The Most Able Pupils

Developing potential	83.6%	Outstanding
Developing confidence	81.7%	Outstanding
Tailoring workload to child's needs and ability	80.4%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Appropriate level of challenge in homework	78.2%	Outstanding
Student targets	76.5%	Outstanding

#### Strengths

- Developing potential
- Developing confidence

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

### Disabled Pupils and Those with Special Educational Needs

Developing potential	83.6%	Outstanding
Developing confidence	81.7%	Outstanding
Tailoring workload to child's needs and ability	80.4%	Outstanding
Treating all pupils fairly and equally	76.4%	Outstanding
Teaching for special needs	61.4%	Requires improvement

#### Strengths

- Developing potential

#### Weaknesses

- Teaching for special needs

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

### Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

### Effectiveness of the Sixth Form Provision: Outcomes for Pupils

English	88.4%	Outstanding
Developing potential	87.5%	Outstanding
Appropriate level of challenge in homework	85.8%	Outstanding
Developing confidence	85.1%	Outstanding
Mathematics	83.5%	Outstanding
Tailoring workload to child's needs and ability	82.9%	Outstanding
Ensuring pupils do best and make good progress	82.4%	Outstanding
Exam results	82.3%	Outstanding
Student response to feedback	81.0%	Outstanding
Student targets	80.0%	Outstanding
Treating all pupils fairly and equally	78.8%	Outstanding
Teaching for special needs	66.2%	Good

#### Strengths

- English
- Developing potential
- Appropriate level of challenge in homework

#### Weaknesses

- Teaching for special needs

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

### Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 1.1 = Outstanding = **Grade 1**

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

## Effectiveness of the Sixth Form Provision

### Quality of Teaching, Learning and Assessment

Regular marking of work	91.8%	Outstanding
Chemistry	89.4%	Outstanding
Physics	89.4%	Outstanding
Levels of homework	89.4%	Outstanding
English	88.4%	Outstanding
Community spirit	88.0%	Outstanding
Developing potential	87.5%	Outstanding
Appropriate level of challenge in homework	85.8%	Outstanding
School communication	85.6%	Outstanding
Developing confidence	85.1%	Outstanding
Mathematics	83.5%	Outstanding
Tailoring workload to child's needs and ability	82.9%	Outstanding
Ensuring pupils do best and make good progress	82.4%	Outstanding
Teaching quality	82.2%	Outstanding
Biology	81.8%	Outstanding
Student response to feedback	81.0%	Outstanding
Promoting racial harmony	80.7%	Outstanding
Student targets	80.0%	Outstanding
Explaining to parents how to help their child	78.8%	Outstanding
Treating all pupils fairly and equally	78.8%	Outstanding
Computer access	74.3%	Good
Teaching for special needs	66.2%	Good

### Strengths

- Regular marking of work
- Chemistry
- Physics

### Weaknesses

- Teaching for special needs
- Computer access

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

## Personal Development, Behaviour and Welfare

Regular marking of work	91.8%	Outstanding
Levels of homework	89.4%	Outstanding
School discipline	88.1%	Outstanding
Community spirit	88.0%	Outstanding
Developing potential	87.5%	Outstanding
School communication	85.6%	Outstanding
Developing confidence	85.1%	Outstanding
Tailoring workload to child's needs and ability	82.9%	Outstanding
Ensuring pupils do best and make good progress	82.4%	Outstanding
Developing moral values	82.3%	Outstanding
Exam results	82.3%	Outstanding
Teaching quality	82.2%	Outstanding
Control of bullying	81.9%	Outstanding
Encouraging and listening to pupil views	81.8%	Outstanding
Happiness of child	81.0%	Outstanding
Student response to feedback	81.0%	Outstanding
Celebrating and rewarding achievement	80.9%	Outstanding
Promoting racial harmony	80.7%	Outstanding
Student targets	80.0%	Outstanding
Social health education	79.2%	Outstanding
Caring teachers	79.2%	Outstanding
Explaining to parents how to help their child	78.8%	Outstanding
Treating all pupils fairly and equally	78.8%	Outstanding
Looking after pupils well	78.3%	Outstanding
School security	76.7%	Outstanding
Truancy control	74.9%	Good
Information on different types of bullying	74.4%	Good
E-safety	71.3%	Good
Careers advice	70.1%	Good
Teaching for special needs	66.2%	Good

*(Continued on the next page)*

### Strengths

- Regular marking of work
- Levels of homework
- School discipline

### Weaknesses

- Teaching for special needs
- Careers advice
- E-safety

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

### Outcomes for Pupils

English	88.4%	Outstanding
Developing potential	87.5%	Outstanding
Appropriate level of challenge in homework	85.8%	Outstanding
Developing confidence	85.1%	Outstanding
Mathematics	83.5%	Outstanding
Tailoring workload to child's needs and ability	82.9%	Outstanding
Ensuring pupils do best and make good progress	82.4%	Outstanding
Exam results	82.3%	Outstanding
Student response to feedback	81.0%	Outstanding
Student targets	80.0%	Outstanding
Treating all pupils fairly and equally	78.8%	Outstanding
Teaching for special needs	66.2%	Good

### Strengths

- English
- Developing potential
- Appropriate level of challenge in homework

### Weaknesses

- Teaching for special needs

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

### Summary grade – Effectiveness of the Sixth Form Provision section

Your average parental grade for "Effectiveness of the Sixth Form Provision" = 1.1 = Outstanding = **Grade 1**

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

## Effectiveness of Leadership and Management

### Vision and Values

Average of academic subject ratings		Outstanding
Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing potential	83.6%	Outstanding
Developing moral values	83.0%	Outstanding
School communication	81.8%	Outstanding
Developing confidence	81.7%	Outstanding
Control of bullying	80.9%	Outstanding
Celebrating and rewarding achievement	80.3%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Exam results	79.8%	Outstanding
Promoting racial harmony	72.8%	Good

### Strengths

- Average of academic subject ratings
- Community spirit
- School discipline

### Weaknesses

- Promoting racial harmony

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

### Self-evaluation and Improvement

Criteria improving since previous surveys		Outstanding
Significant improvements versus significant declines		Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Exam results	79.8%	Outstanding
Student targets	76.5%	Outstanding
Ratio of parents saying school improving versus declining		Good

### Strengths

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

### Weaknesses

- Ratio of parents saying school improving versus declining

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

## Curriculum

RE	91.3%	Outstanding
Art	88.1%	Outstanding
Mathematics	87.4%	Outstanding
Careers advice	85.7%	Outstanding
PSHCEE	85.3%	Outstanding
Developing potential	83.6%	Outstanding
English	81.9%	Outstanding
Tailoring workload to childs needs and ability	80.4%	Outstanding
Ensuring pupils do best and make good progress	80.0%	Outstanding
Exam results	79.8%	Outstanding
Student targets	76.5%	Outstanding
Student response to feedback	76.3%	Outstanding
Choice of subjects	72.3%	Good
PE and Games	71.9%	Good
Drama	70.7%	Good
Teaching for special needs	61.4%	Requires improvement

### Strengths

- RE
- Art
- Mathematics

### Weaknesses

- Teaching for special needs
- Drama
- PE and Games

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

## Citizenship

RE	91.3%	Outstanding
PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing moral values	83.0%	Outstanding
Social health education	82.2%	Outstanding
Control of bullying	80.9%	Outstanding
Treating all pupils fairly and equally	76.4%	Outstanding
Information on different types of bullying	72.9%	Good
Promoting racial harmony	72.8%	Good
E-safety	71.5%	Good

### Strengths

- RE
- PSHCEE
- Community spirit

### Weaknesses

- E-safety
- Promoting racial harmony
- Information on different types of bullying

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

## Leadership

Average of academic subject ratings		Outstanding
Criteria improving since previous surveys		Outstanding
School communication	81.8%	Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Student targets	76.5%	Outstanding
Explaining to parents how to help their child	70.2%	Good

### Strengths

- Average of academic subject ratings
- Criteria improving since previous surveys

### Weaknesses

- Explaining to parents how to help their child

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



## Continuous Professional Development

Your own assessment is required here.

### Safeguarding

Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing moral values	83.0%	Outstanding
Social health education	82.2%	Outstanding
Control of bullying	80.9%	Outstanding
Caring teachers	79.2%	Outstanding
Truancy control	78.4%	Outstanding
Looking after pupils well	77.1%	Outstanding
Treating all pupils fairly and equally	76.4%	Outstanding
School security	75.9%	Outstanding
Information on different types of bullying	72.9%	Good
Promoting racial harmony	72.8%	Good
E-safety	71.5%	Good

### Strengths

- Community spirit
- School discipline
- Developing moral values

### Weaknesses

- E-safety
- Promoting racial harmony
- Information on different types of bullying

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

### Governance

School communication	81.8%	Outstanding
Tailoring workload to child's needs and ability	80.4%	Outstanding
Appropriate level of challenge in homework	78.2%	Outstanding
Treating all pupils fairly and equally	76.4%	Outstanding
School security	75.9%	Outstanding
Promoting racial harmony	72.8%	Good
Teaching for special needs	61.4%	Requires improvement

### Strengths

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

### Weaknesses

- Teaching for special needs
- Promoting racial harmony

Your average parental grade for this section = 1.4 = 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

Average of academic subject ratings		Outstanding
Art	96.2%	Outstanding
English	88.4%	Outstanding
School discipline	88.1%	Outstanding
Community spirit	88.0%	Outstanding
Developing potential	87.5%	Outstanding
Appropriate level of challenge in homework	85.8%	Outstanding
School communication	85.6%	Outstanding
Developing confidence	85.1%	Outstanding
Mathematics	83.5%	Outstanding
Tailoring workload to child's needs and ability	82.9%	Outstanding
Ensuring pupils do best and make good progress	82.4%	Outstanding
Developing moral values	82.3%	Outstanding
Exam results	82.3%	Outstanding
Control of bullying	81.9%	Outstanding
Encouraging and listening to pupil views	81.8%	Outstanding
Student response to feedback	81.0%	Outstanding
Celebrating and rewarding achievement	80.9%	Outstanding
Promoting racial harmony	80.7%	Outstanding
Student targets	80.0%	Outstanding
Social health education	79.2%	Outstanding
Caring teachers	79.2%	Outstanding
Explaining to parents how to help their child	78.8%	Outstanding
Treating all pupils fairly and equally	78.8%	Outstanding
Looking after pupils well	78.3%	Outstanding
School security	76.7%	Outstanding
Truancy control	74.9%	Good
Information on different types of bullying	74.4%	Good
PE and Games	74.3%	Good
Choice of subjects	74.0%	Good
E-safety	71.3%	Good
Careers advice	70.1%	Good
Teaching for special needs	66.2%	Good

(Continued on the next page)

**Strengths**

- Average of academic subject ratings
- Art
- English

**Weaknesses**

- Teaching for special needs
- Careers advice
- E-safety

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

**Summary grade – Effectiveness of Leadership and Management section**

Your average parental grade for "Effectiveness of Leadership and Management" = 1.2 = Outstanding = **Grade 1**

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

## Spiritual, Moral, Social and Cultural Development

### Spiritual Development

RE	91.3%	Outstanding
Art	88.1%	Outstanding
Community spirit	84.7%	Outstanding
English	81.9%	Outstanding
Encouraging and listening to pupil views	80.9%	Outstanding
Happiness of child	77.7%	Outstanding
Promoting racial harmony	72.8%	Good
Drama	70.7%	Good

#### Strengths

- RE
- Art
- Community spirit

#### Weaknesses

- Drama
- Promoting racial harmony

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

### Moral Development

RE	91.3%	Outstanding
PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
School discipline	83.8%	Outstanding
Developing moral values	83.0%	Outstanding
Social health education	82.2%	Outstanding

#### Strengths

- RE
- PSHCEE

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

## Social Development

PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
Developing moral values	83.0%	Outstanding
Social health education	82.2%	Outstanding
Developing confidence	81.7%	Outstanding
Control of bullying	80.9%	Outstanding
Promoting racial harmony	72.8%	Good

### Strengths

- PSHCEE
- Community spirit

### Weaknesses

- Promoting racial harmony

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

## Cultural Development

RE	91.3%	Outstanding
Art	88.1%	Outstanding
History	85.9%	Outstanding
PSHCEE	85.3%	Outstanding
Community spirit	84.7%	Outstanding
Classics	83.3%	Outstanding
English	81.9%	Outstanding
Promoting racial harmony	72.8%	Good
PE and Games	71.9%	Good
Drama	70.7%	Good

### Strengths

- RE
- Art
- History

### Weaknesses

- Drama
- PE and Games
- Promoting racial harmony

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

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.2 = Outstanding = **Grade 1**

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

## Overall effectiveness

### Summary

Quality of teaching, Learning and Assessment	1.1	Outstanding	<b>Grade 1</b>
Personal Development, Behaviour and Welfare	1.2	Outstanding	<b>Grade 1</b>
Outcomes for Pupils	1.1	Outstanding	<b>Grade 1</b>
Effectiveness of the Sixth Form Provision	1.1	Outstanding	<b>Grade 1</b>
Effectiveness of Leadership and Management	1.2	Outstanding	<b>Grade 1</b>
Spiritual, Moral, Social and Cultural Development	1.2	Outstanding	<b>Grade 1</b>

### Summary grade – Overall effectiveness

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

### To reach the next grade

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



## Unexpected results

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### Analysis to investigate unexpected or unusual year group results

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

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

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

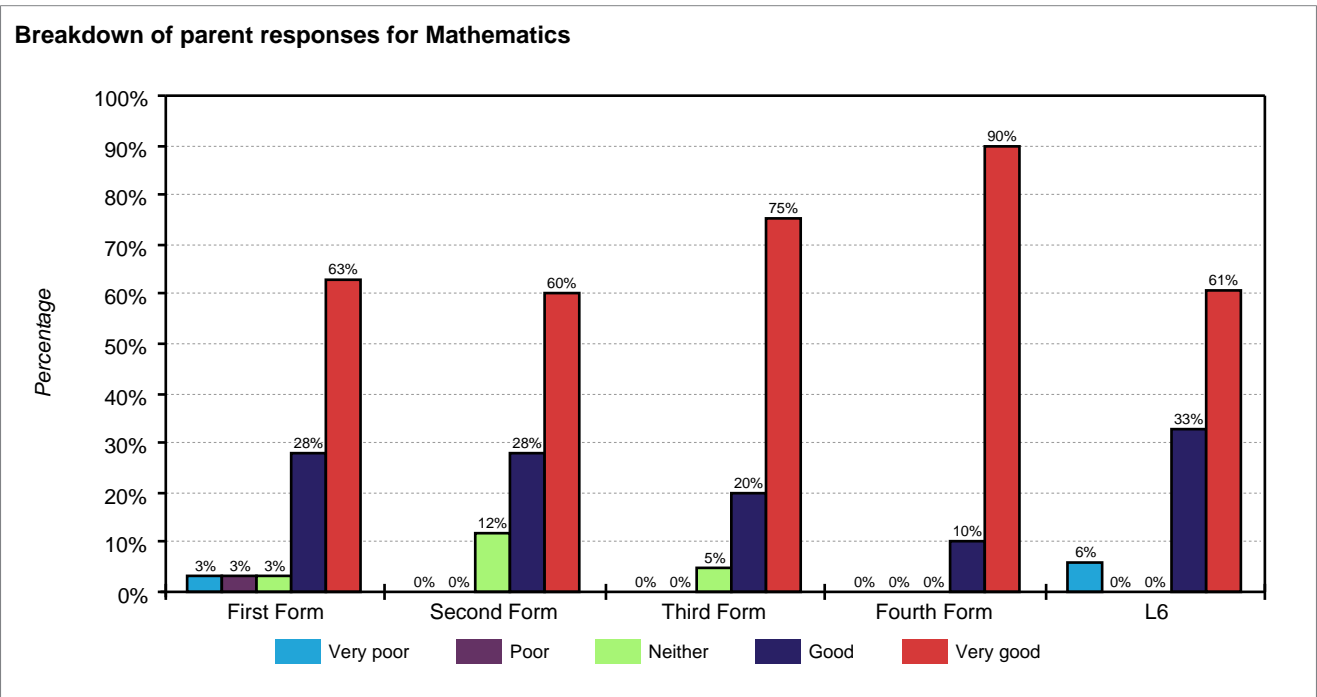
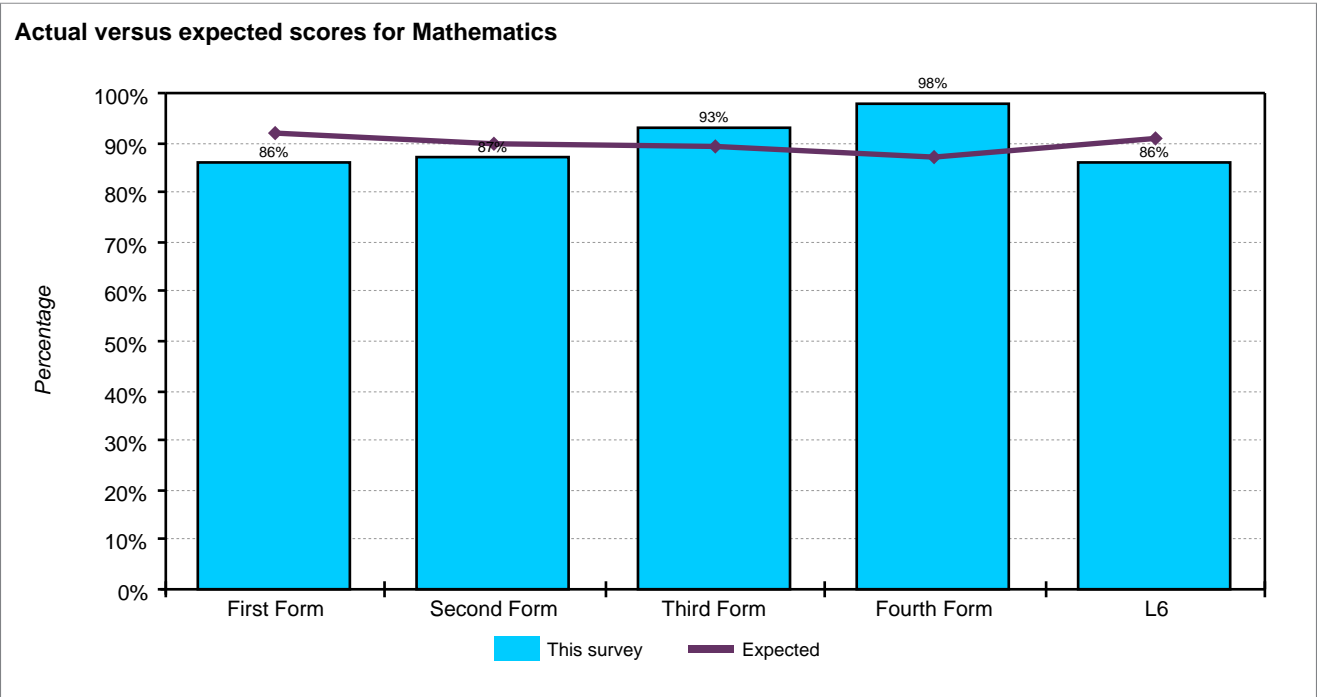
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

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

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

## Unexpected results for ‘Mathematics’

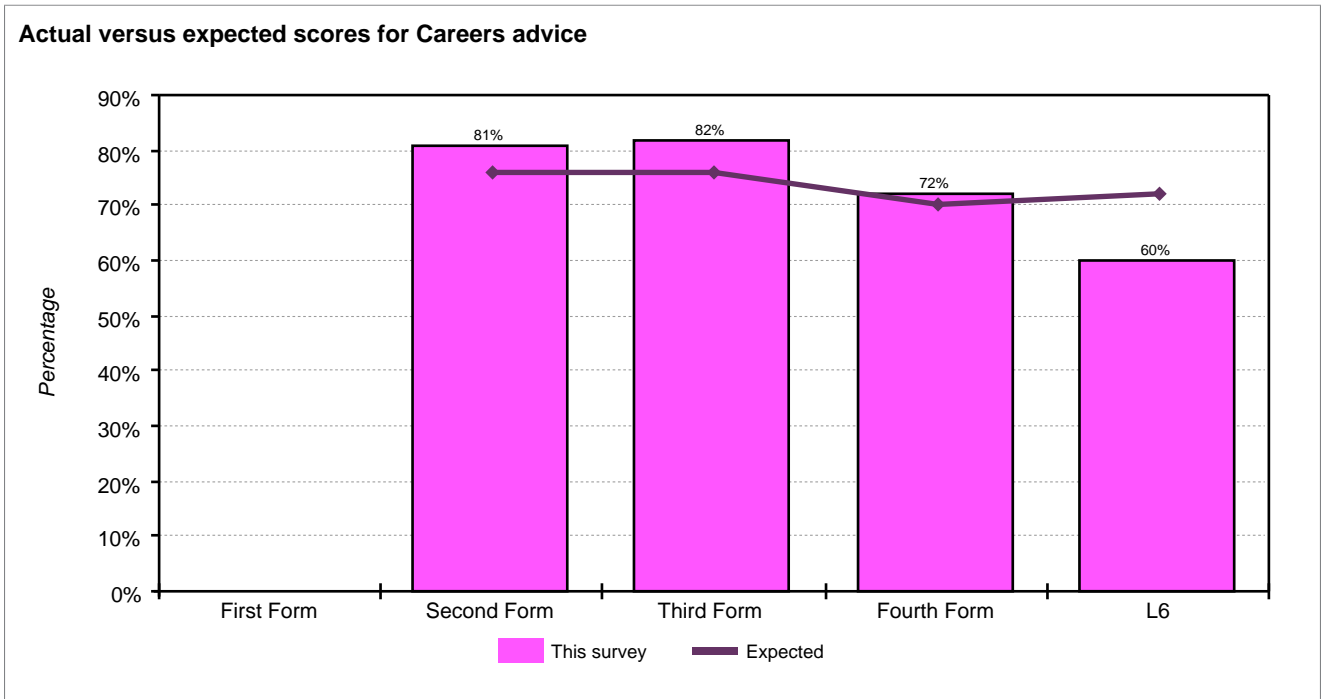
- The contribution towards the score for Mathematics was higher than expected for Fourth Form.



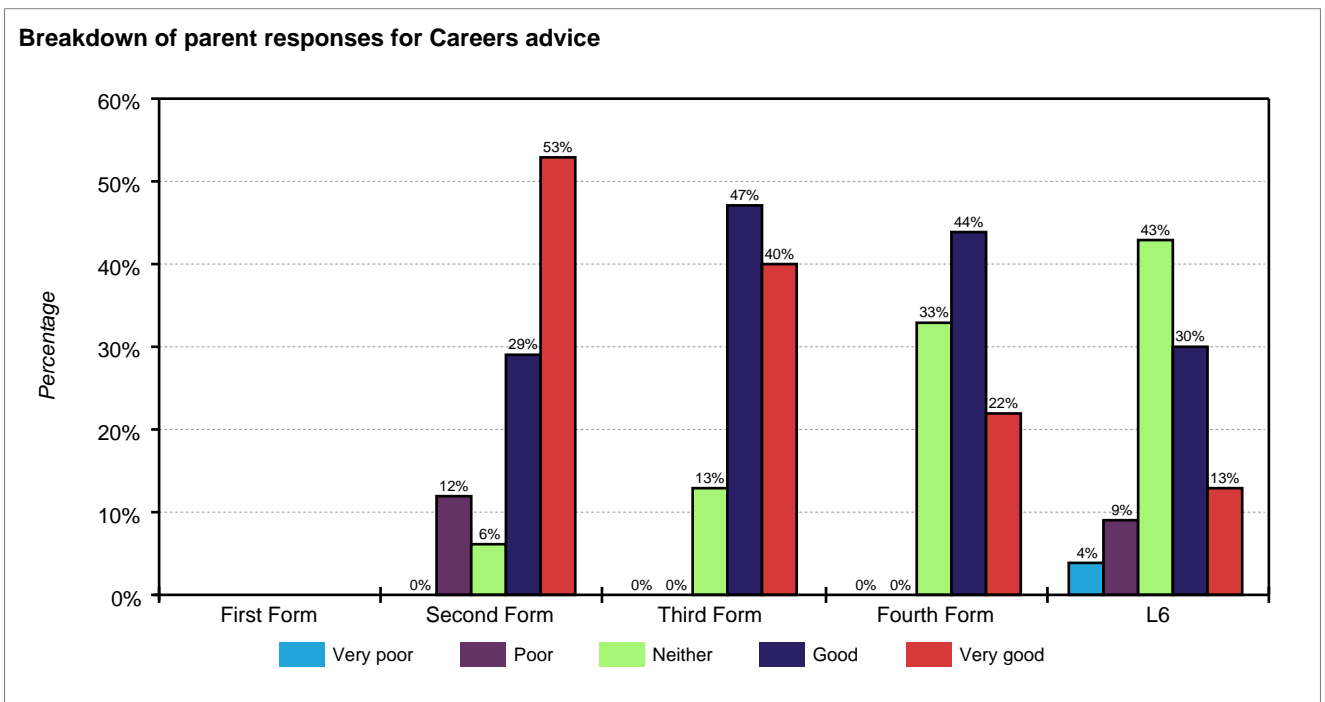
## Unexpected results for 'Careers advice'

- The contribution towards the score for Careers advice was lower than expected for L6.

Actual versus expected scores for Careers advice



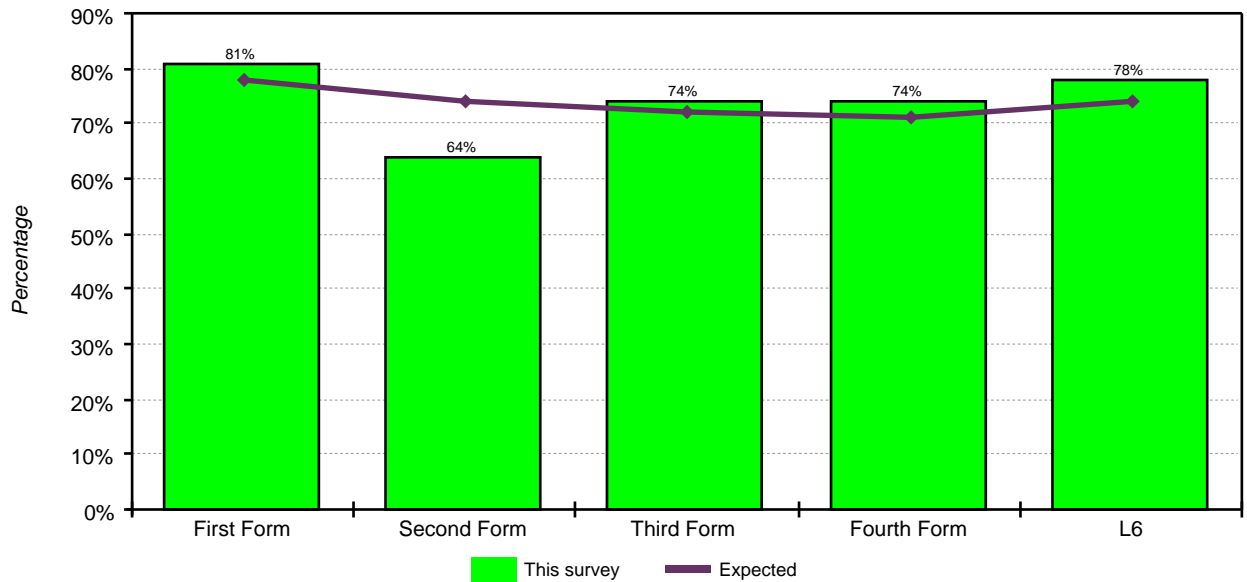
Breakdown of parent responses for Careers advice



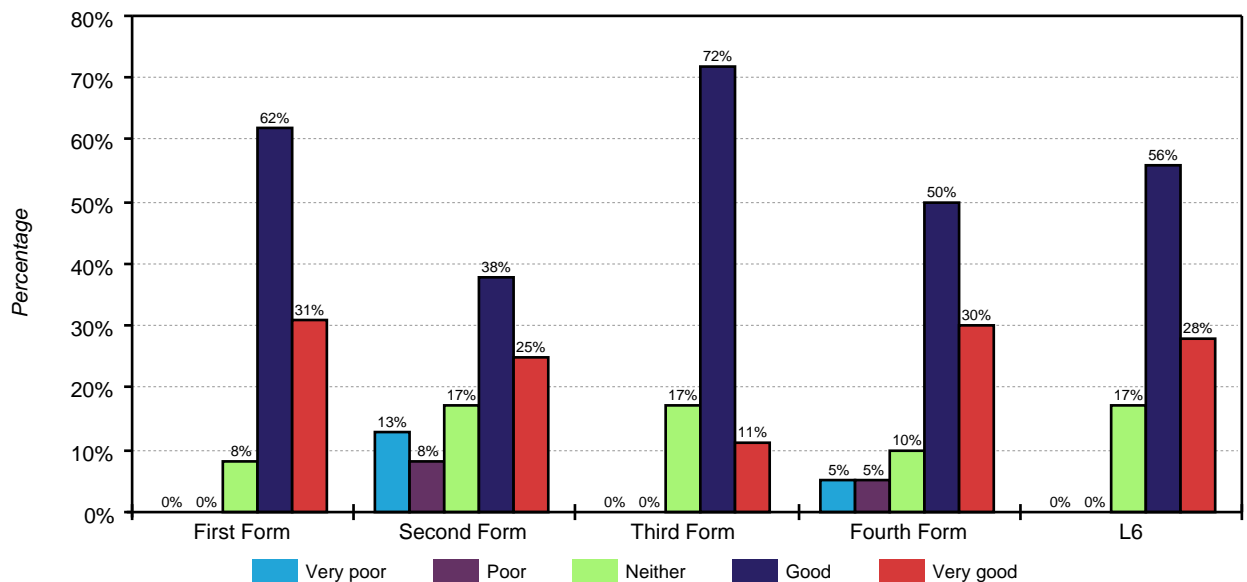
## Unexpected results for ‘Tailoring workload to childs needs and ability’

- The contribution towards the score for Tailoring workload to childs needs and ability was lower than expected for Second Form.

Actual versus expected scores for Tailoring workload to childs needs and ability



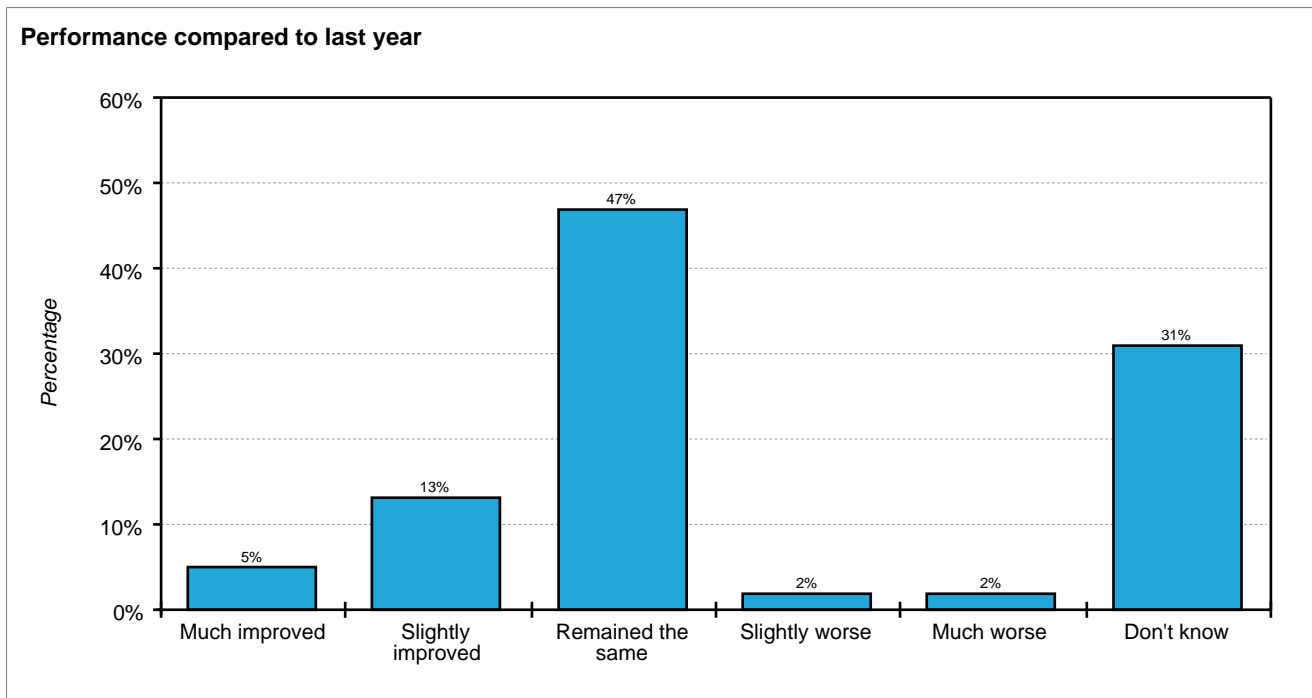
Breakdown of parent responses for Tailoring workload to childs needs and ability



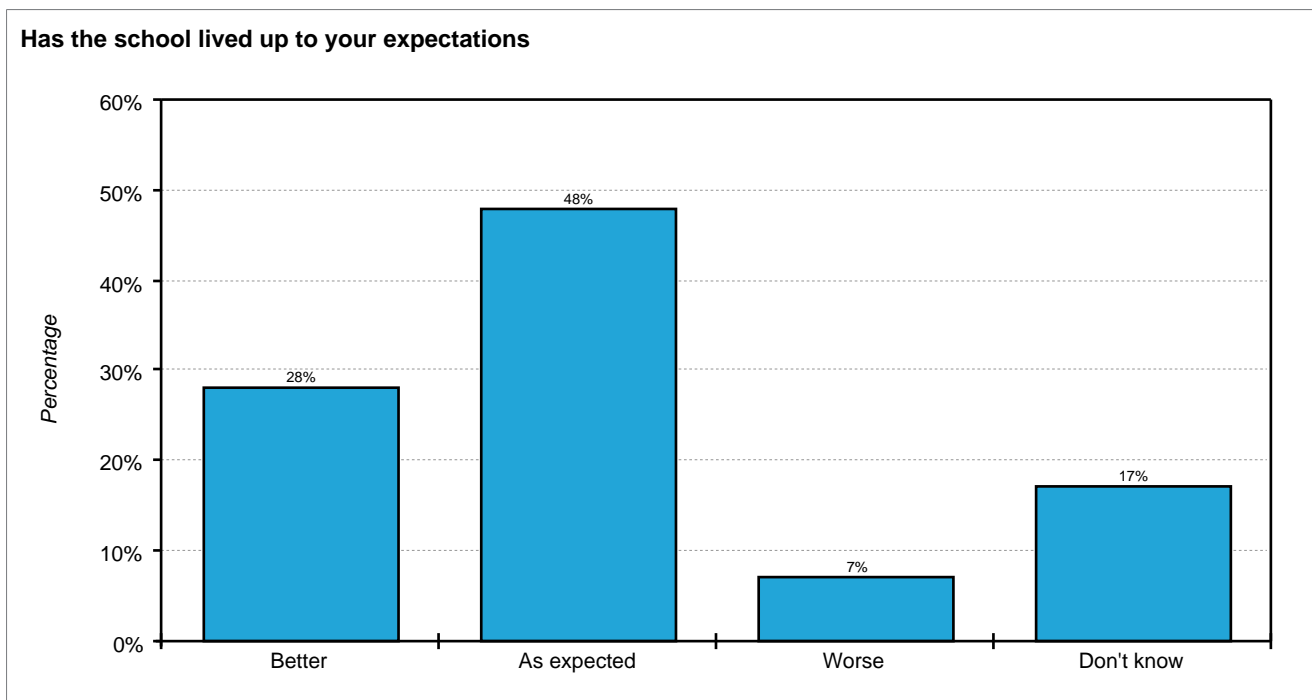
## Standard analysis

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

### Performance and expectations



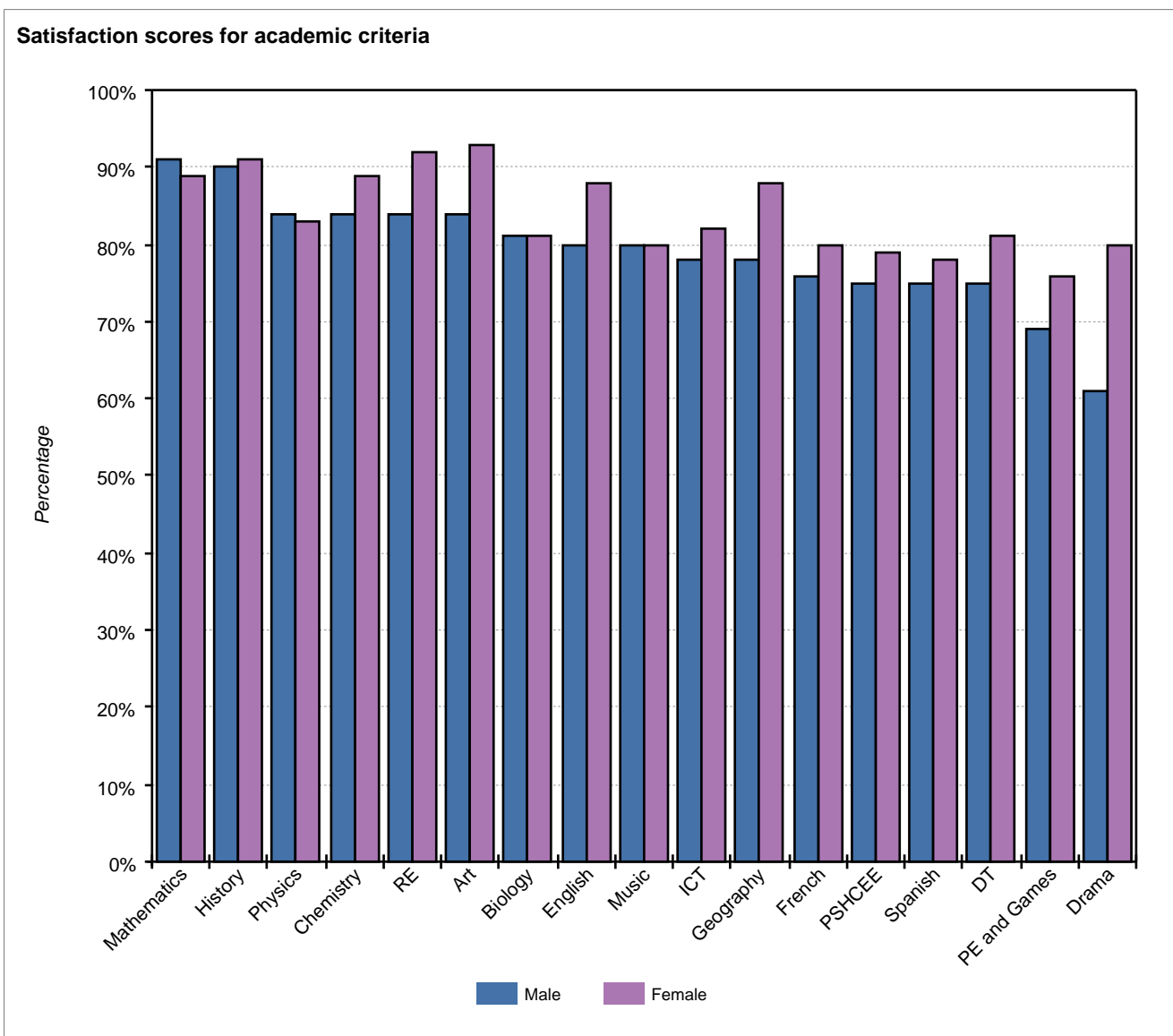
- Of the parents whose children were not in their first year at the school 18% said the school had improved over the last year and 3% thought that the school's performance was worse.



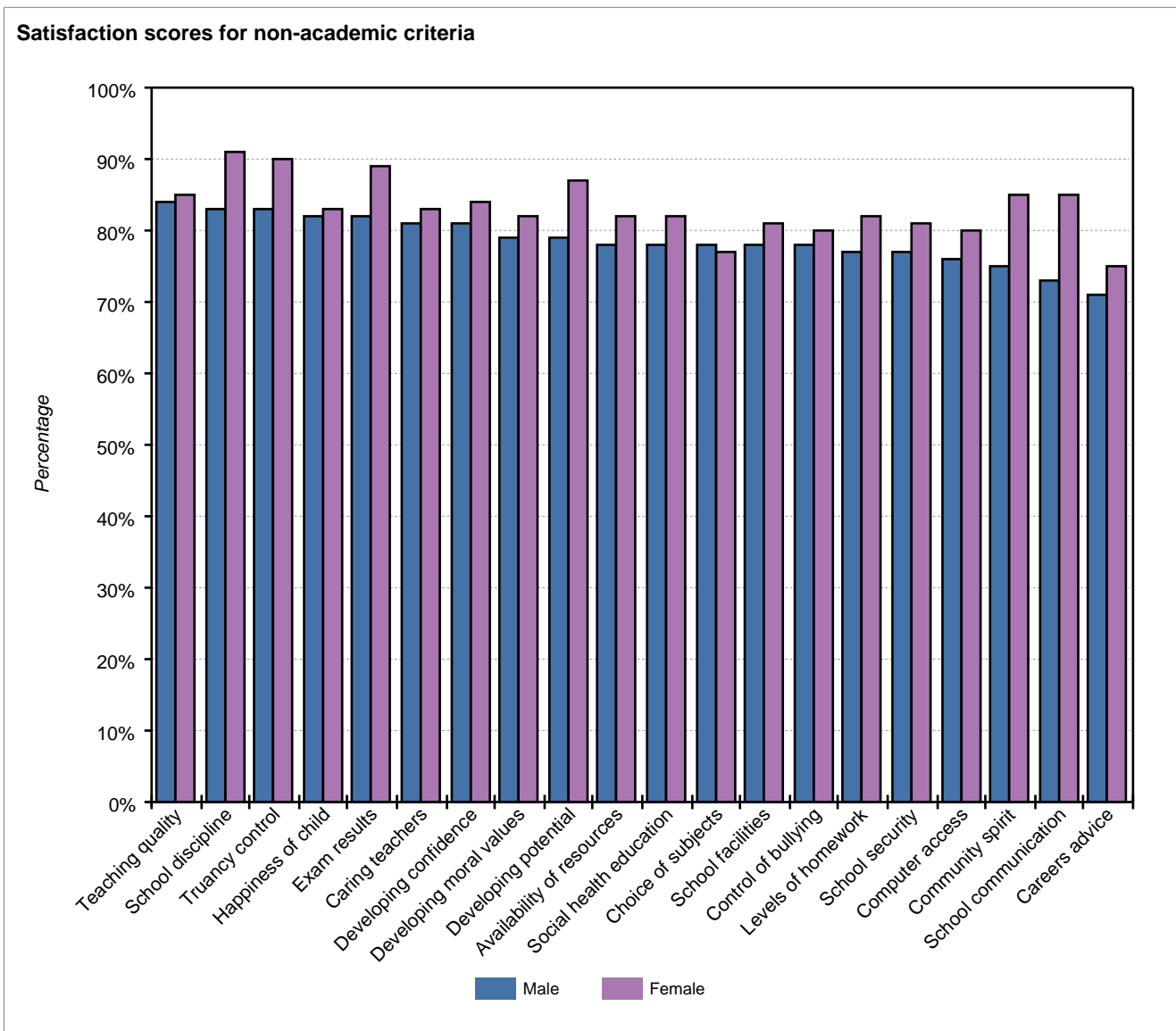
- Of the parents of new students, 7% felt that the school had not lived up to their expectations and 28% said the school was better than they had expected it to be.

## Gender analysis

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

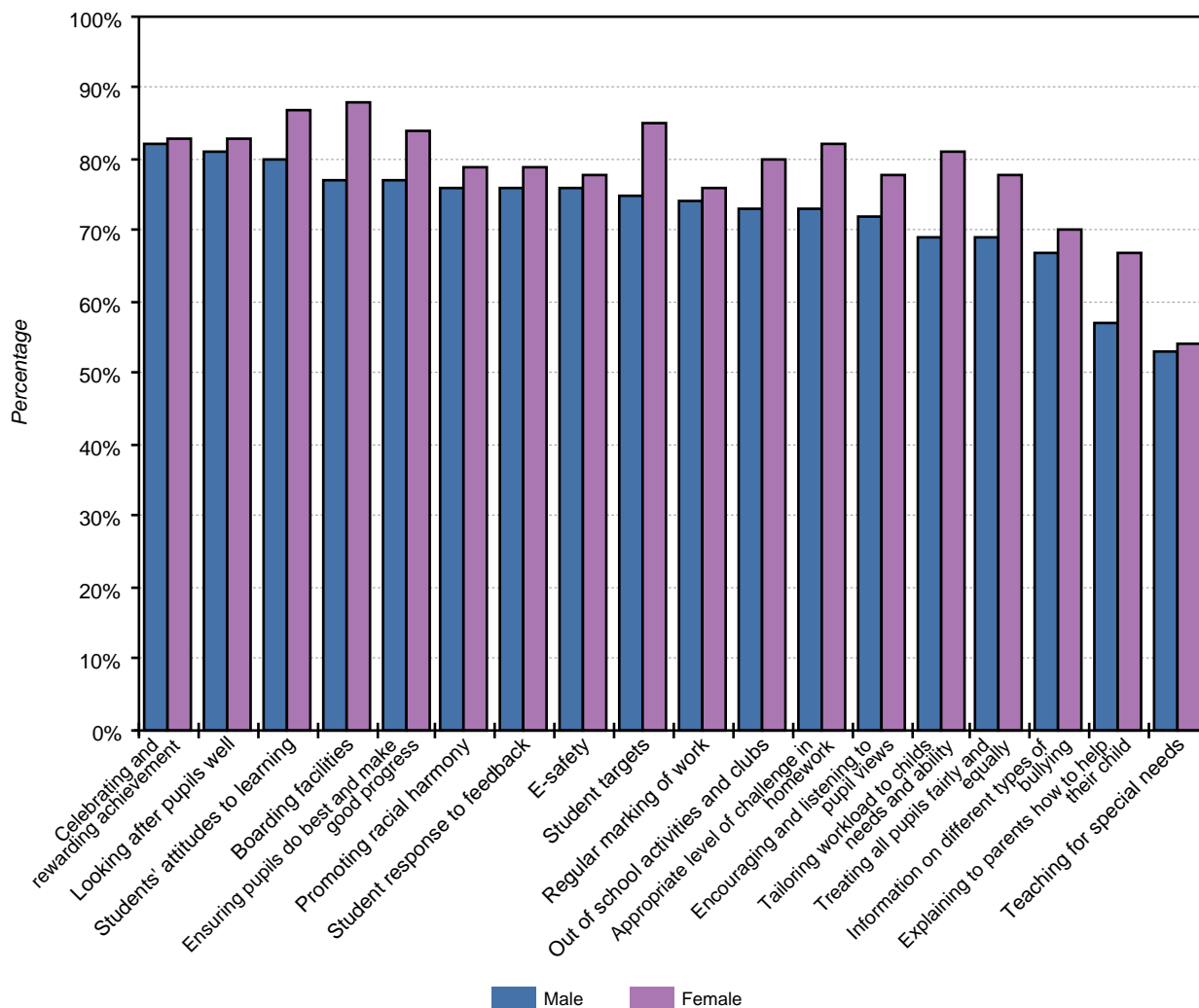


Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Art	83.5	93.3 ▲



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

### Satisfaction scores for additional criteria



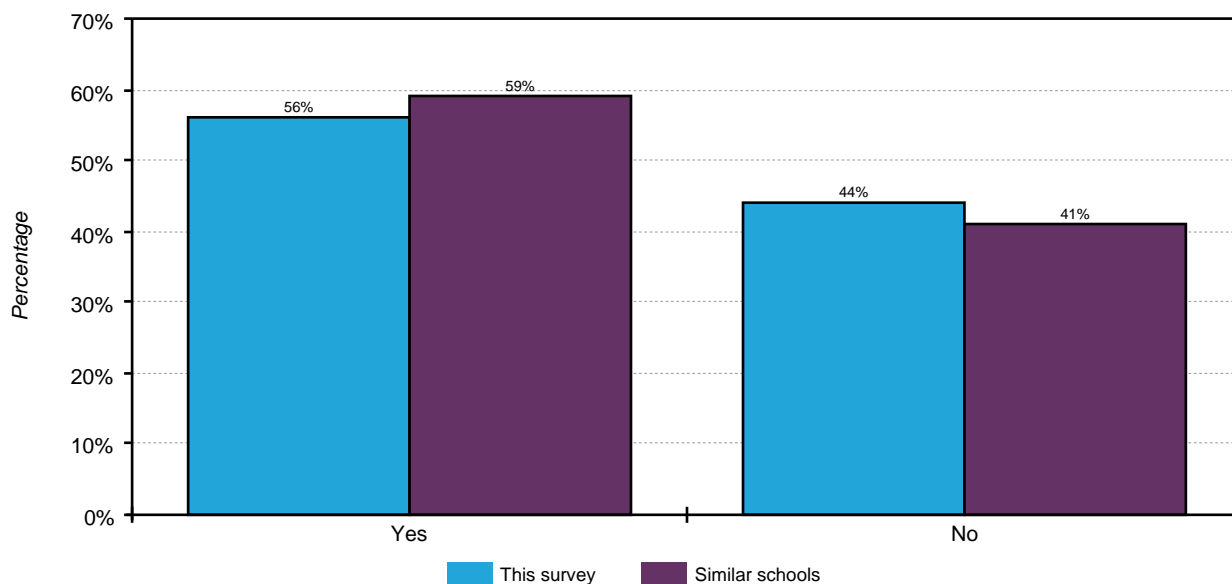
Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Students' attitudes to learning	79.9	86.6 ▲
Student targets	75.3	84.5 ▲
Appropriate level of challenge in homework	72.5	82.2 ▲



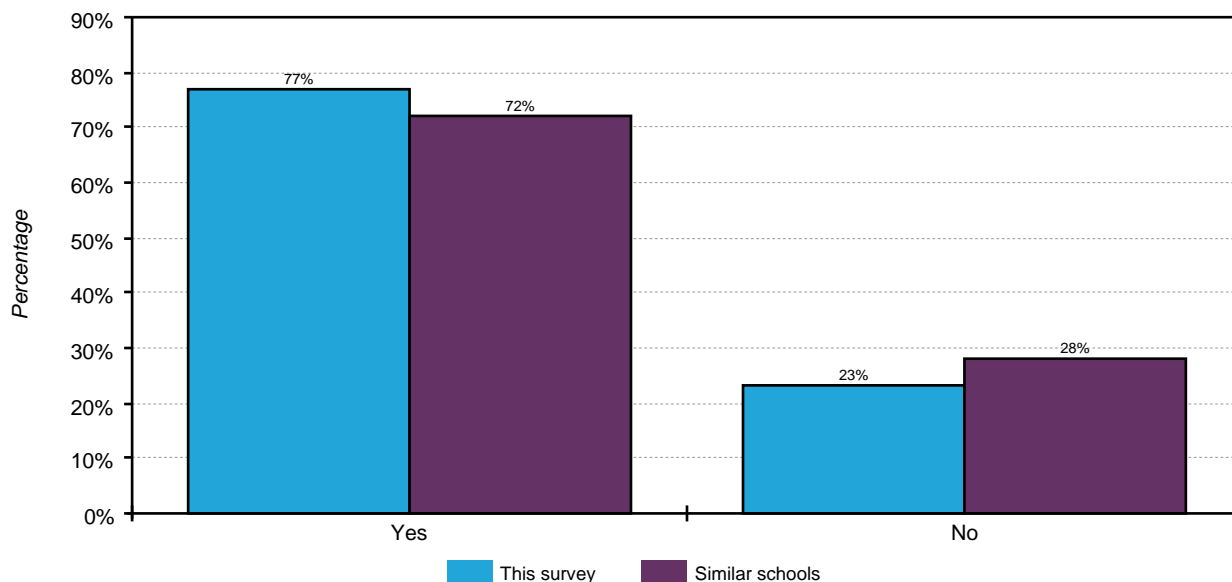
## Healthy lifestyle

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

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



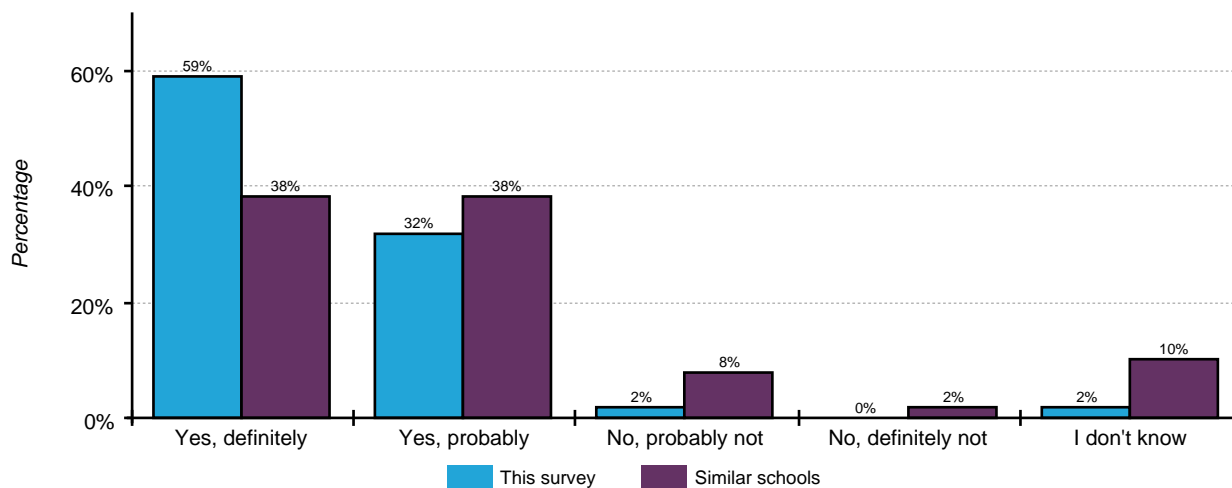
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'



## Parental values

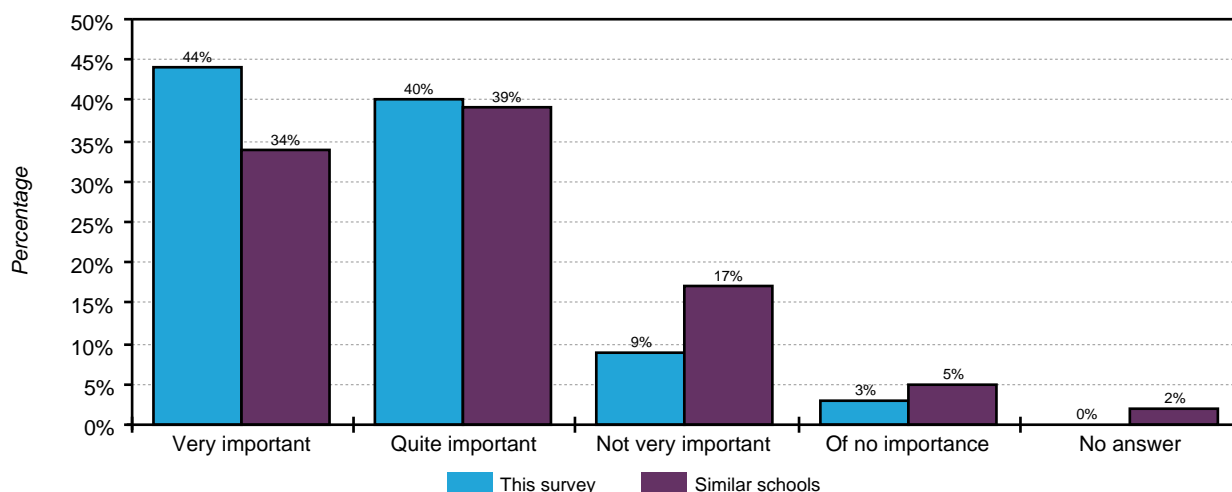
This section of the report summarises parental values and expectations.

Parents’ responses to the question: ‘Do you expect that your child will one day attend University?’



- 59.3% of parents think their child will definitely attend university – this differs from the views of parents at similar schools. 32.4% of parents think their child will probably attend university – this differs from the views of parents at similar schools.
- 2.4% of parents think their child will probably not attend university – this differs from the views of parents at similar schools. 0.0% of parents think their child will definitely not attend university – this is broadly in line with views from parents at similar schools.

Parents’ responses to the question: ‘How important is it that your child goes to University?’

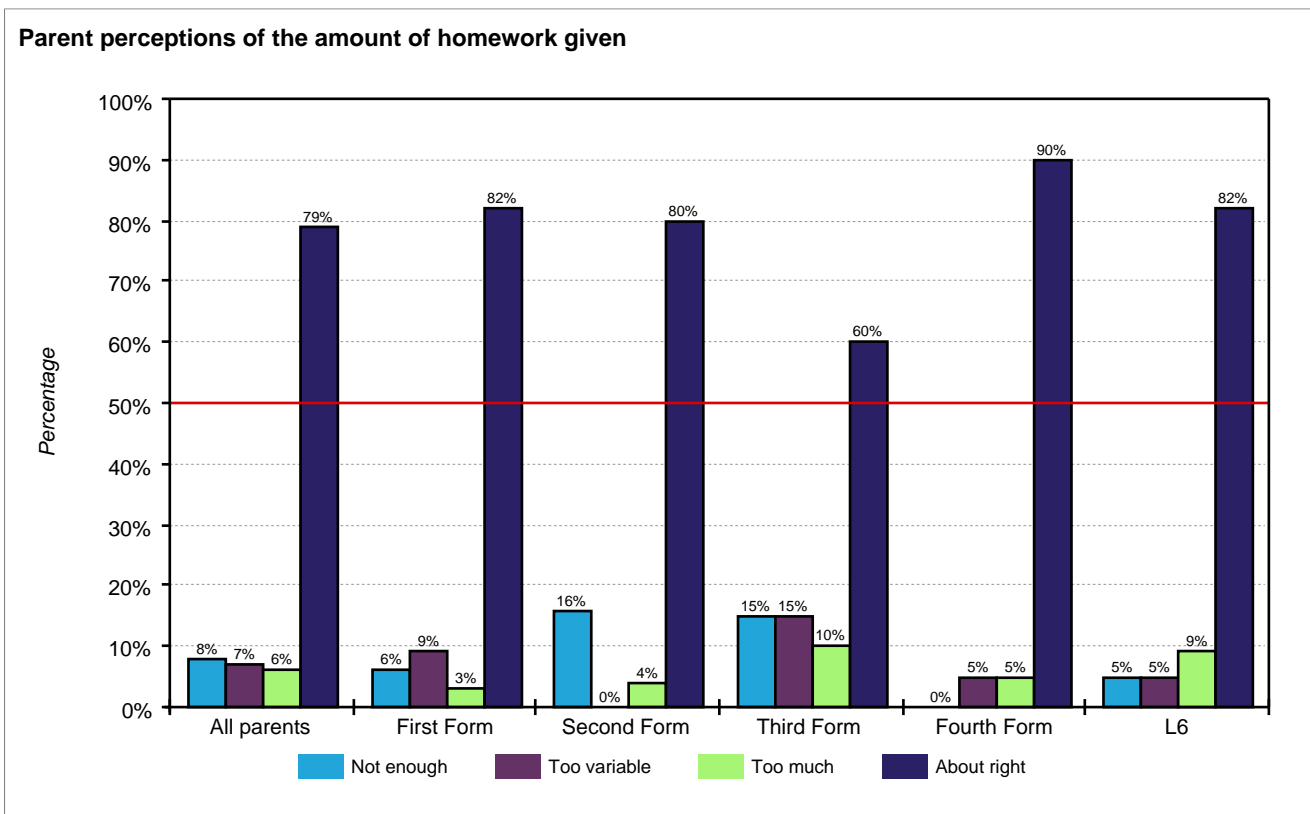


- 43.9% of parents think it is very important that their child goes to university – this differs from the views of parents at similar schools. 39.8% of parents think it is quite important that their child goes to university – this is broadly in line with views from parents at similar schools.
- 8.7% of parents think it is not very important that their child goes to university – this differs from the views of parents at similar schools. 3.2% of parents think it is not at all important that their child goes to university – this is broadly in line with views from parents at similar schools.

## Homework

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

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



## Year group analysis

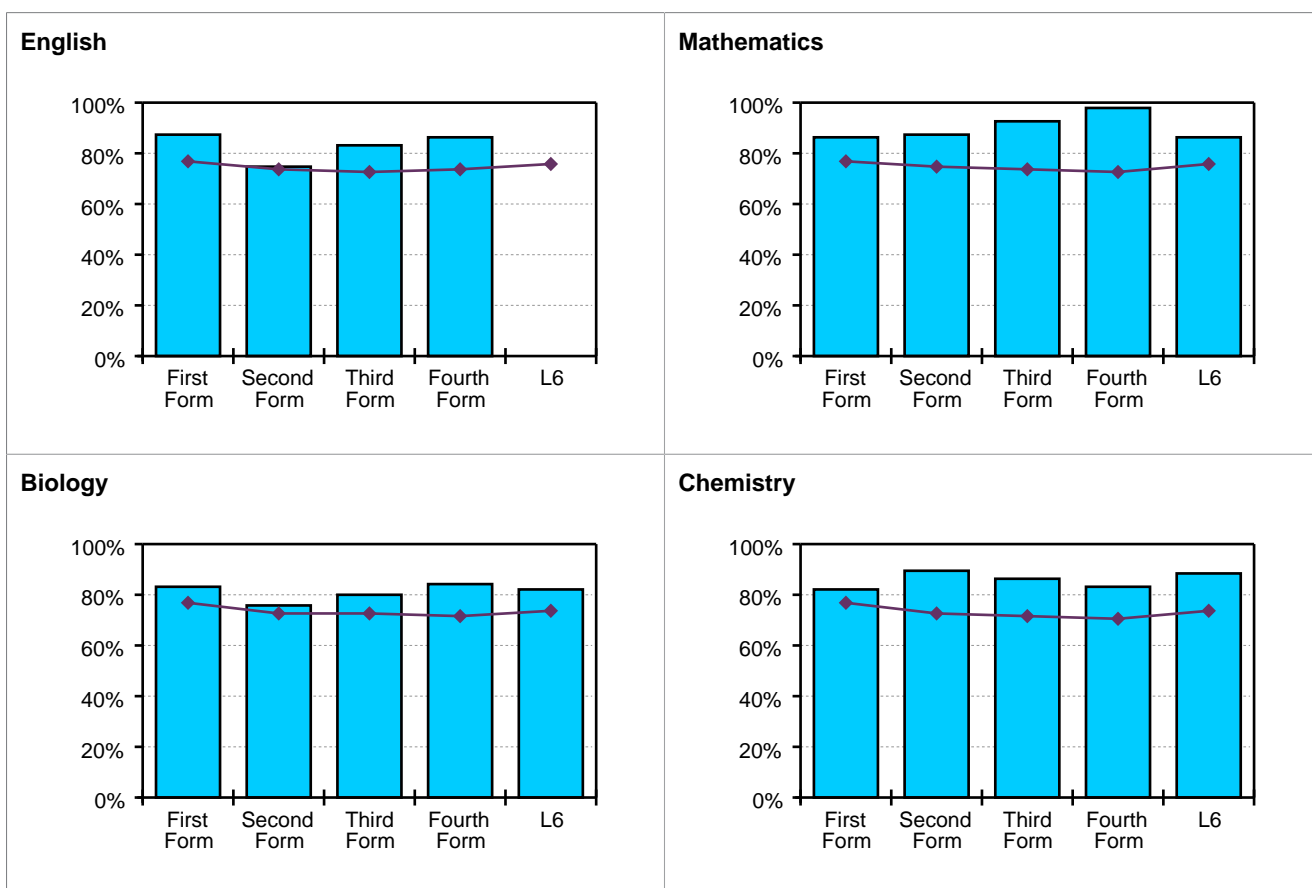
### Analysis of year group scores compared to national average

The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the line, students in that year group are more satisfied than the national average. If the bar is below the line, students in that year group are less satisfied than the national average. Any unusual results are explained in more detail in the unexpected results section of this report (see page 57).

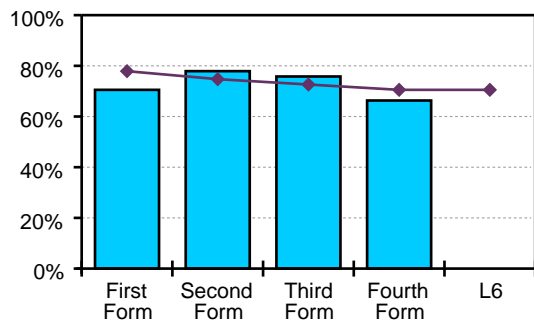
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

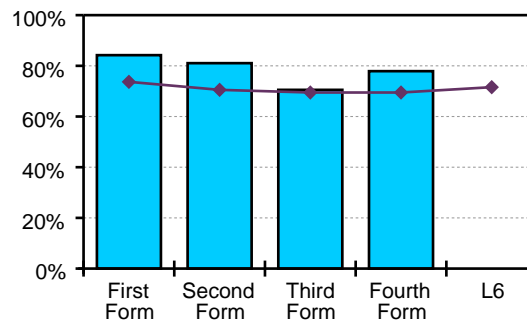
### Year group analysis compared to national averages for academic criteria



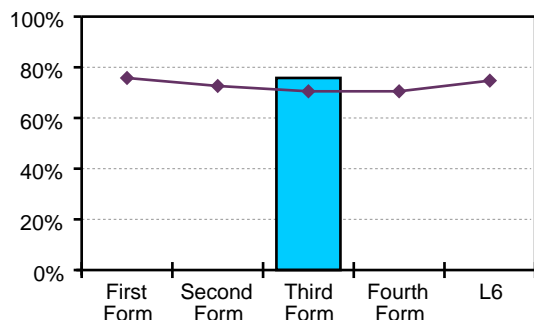
### PE and Games



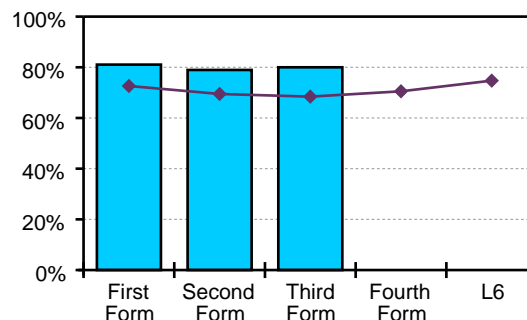
### French



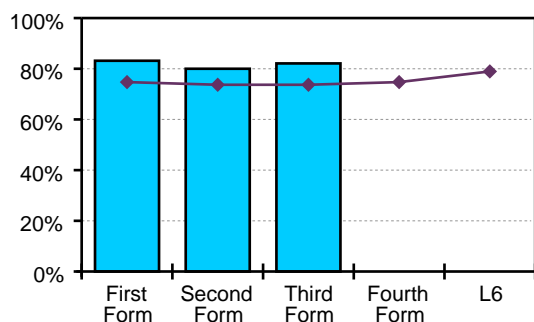
### Spanish



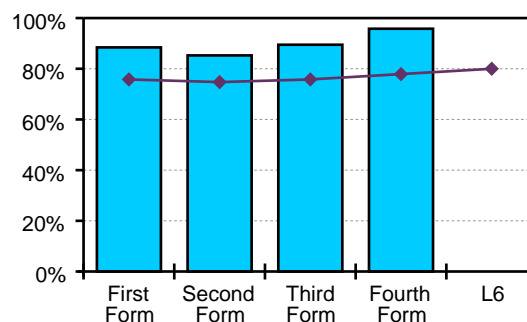
### Music



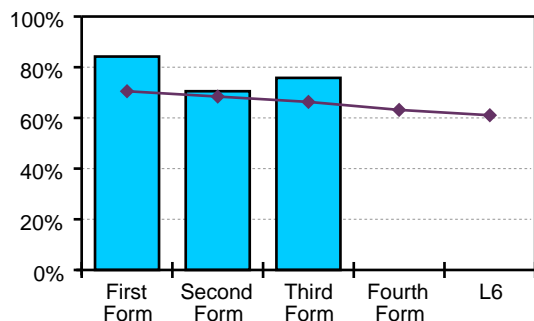
### Geography



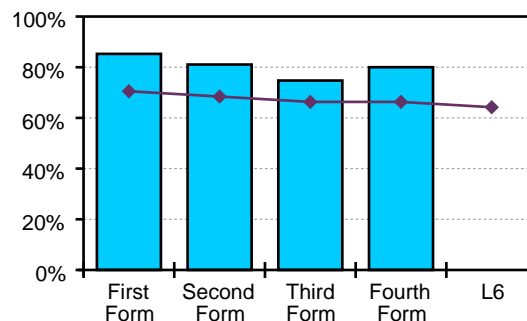
### History

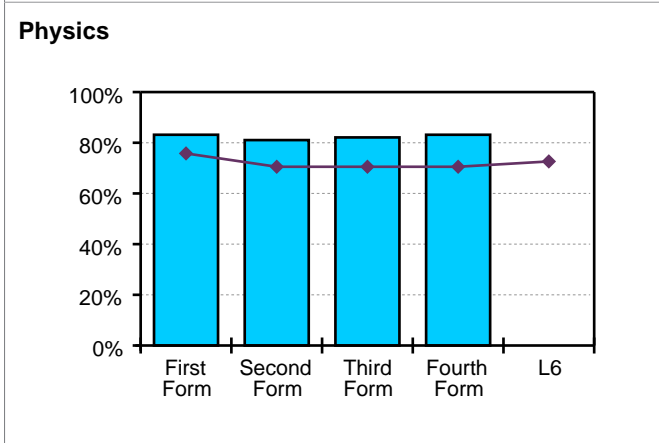
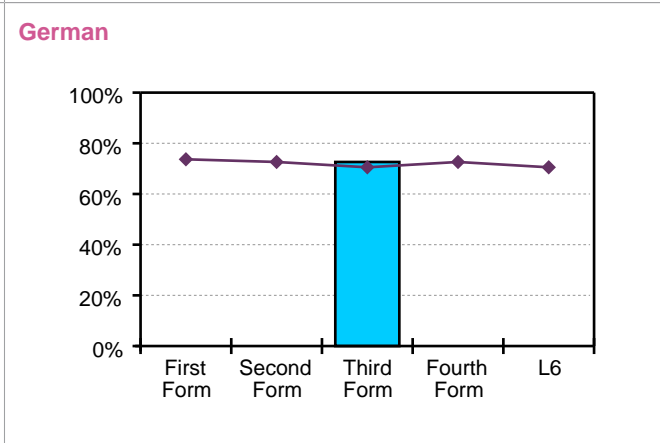
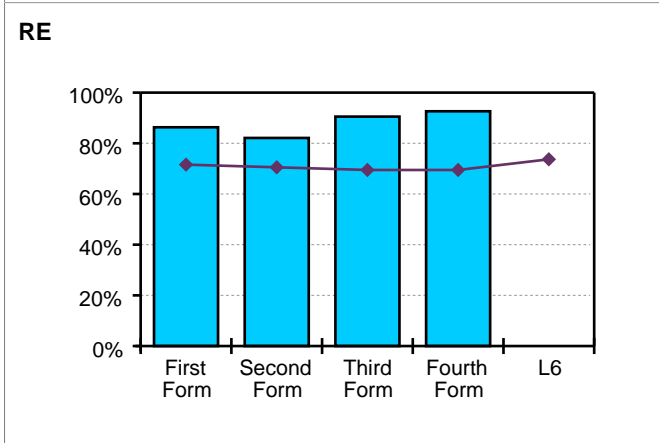
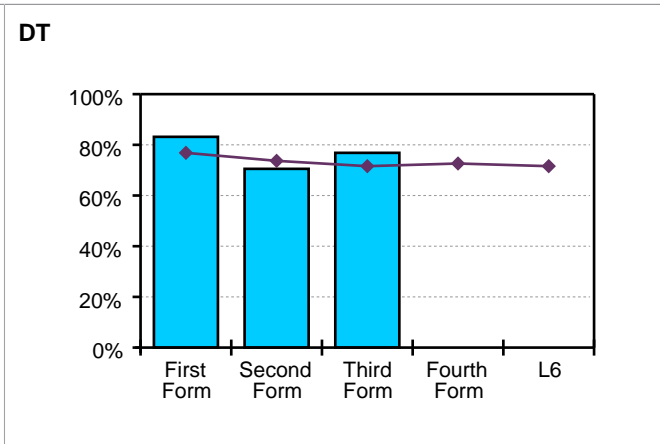
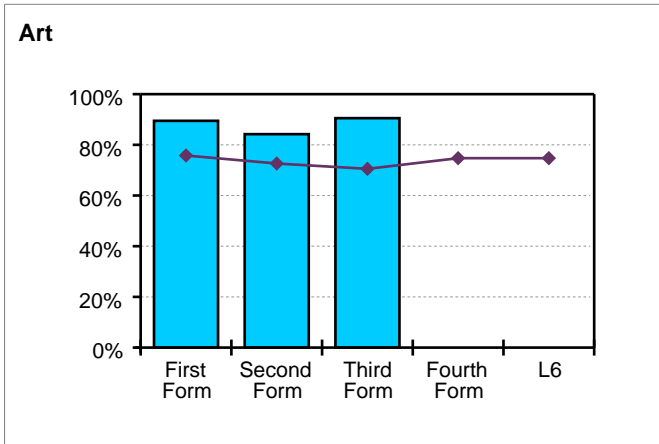


### PSHCEE

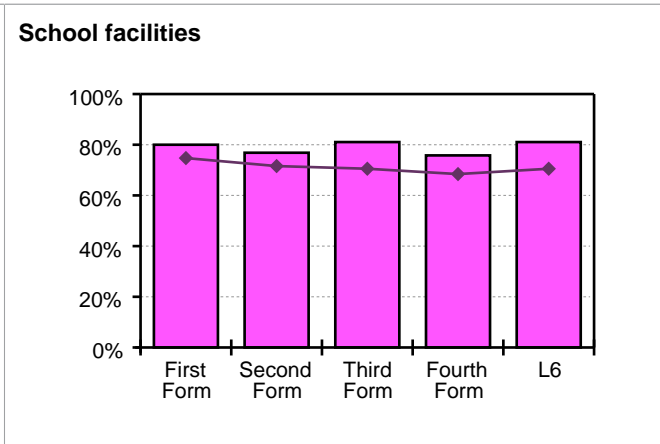
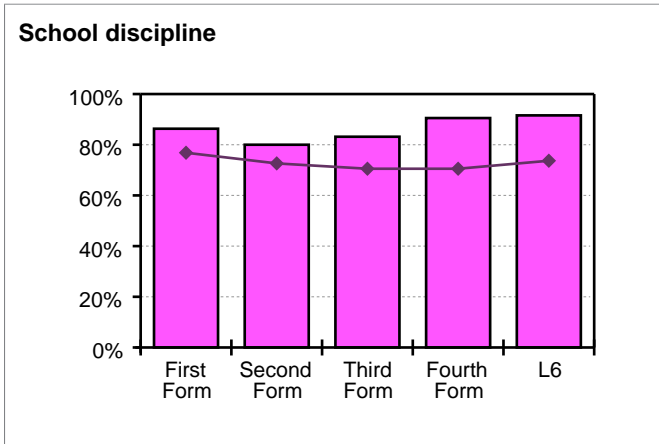


### ICT

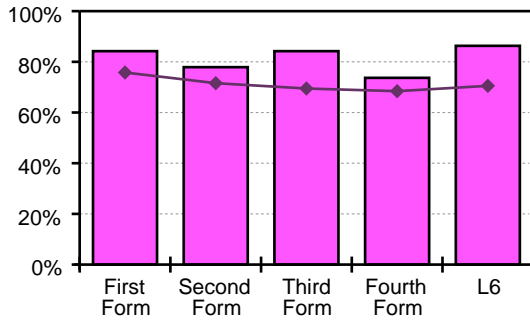




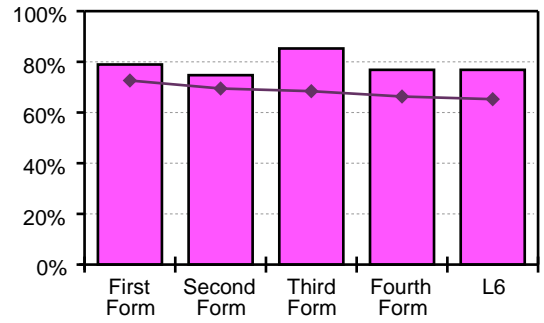
## Year group analysis compared to national averages for non-academic criteria



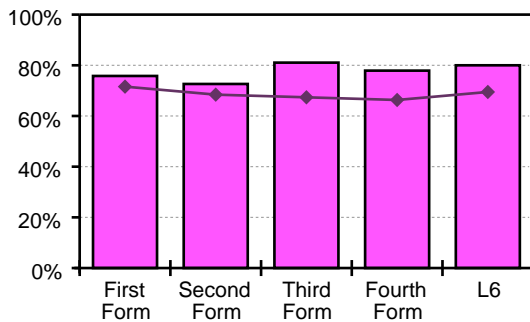
**Developing confidence**



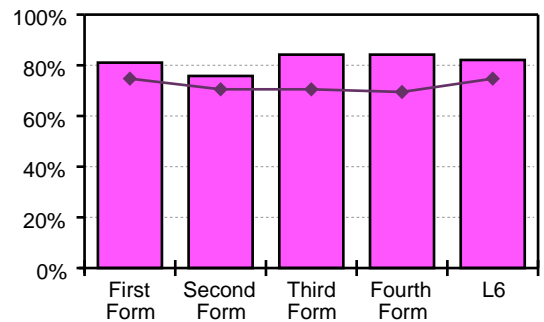
**Social health education**



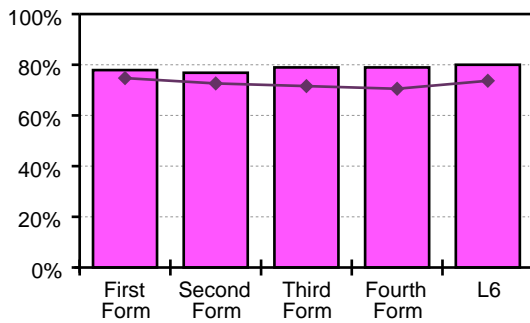
**Control of bullying**



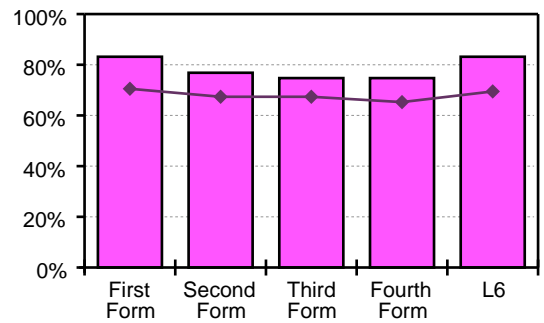
**Caring teachers**



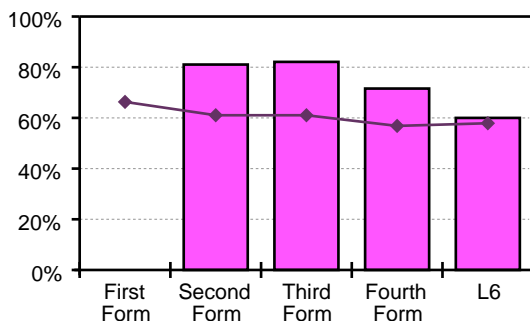
**School security**



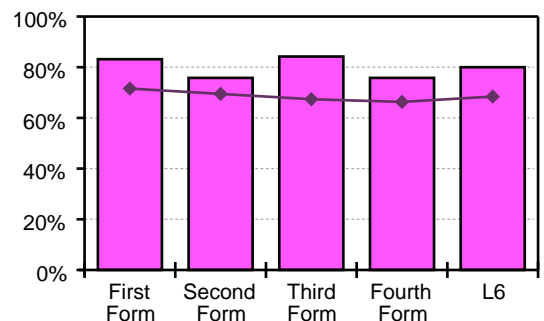
**School communication**



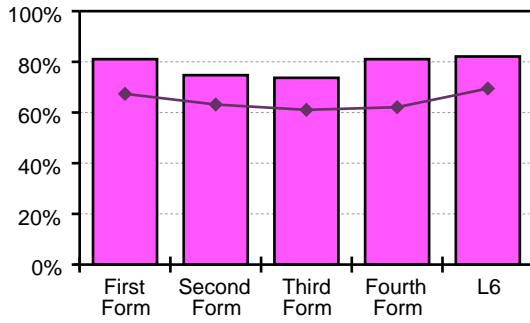
**Careers advice**



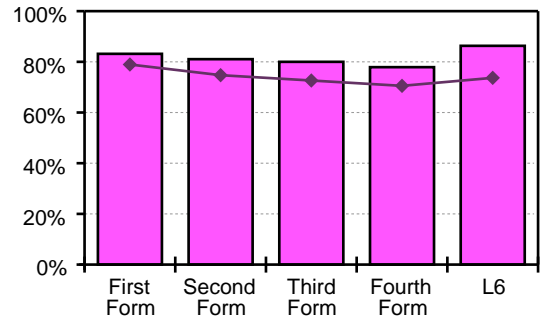
**Developing moral values**



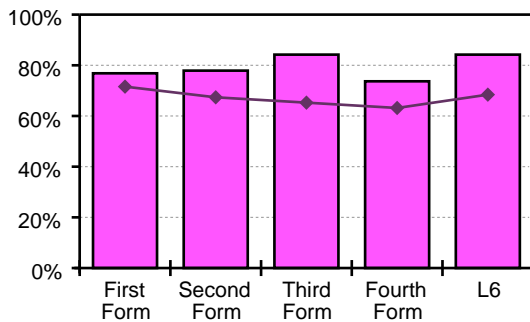
**Levels of homework**



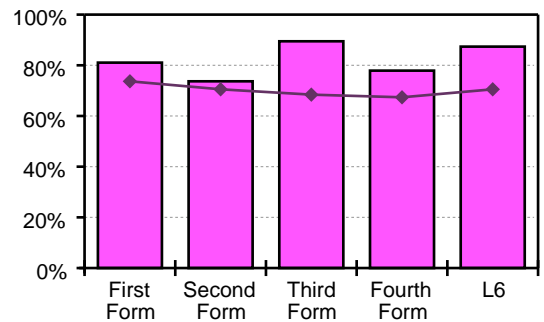
**Happiness of child**



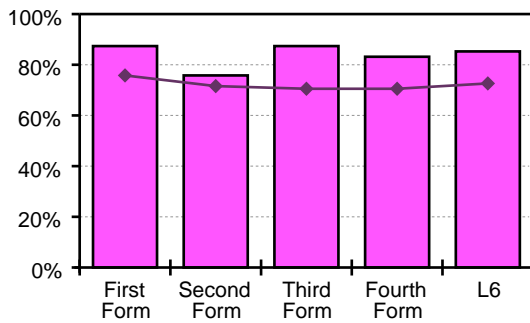
**Community spirit**



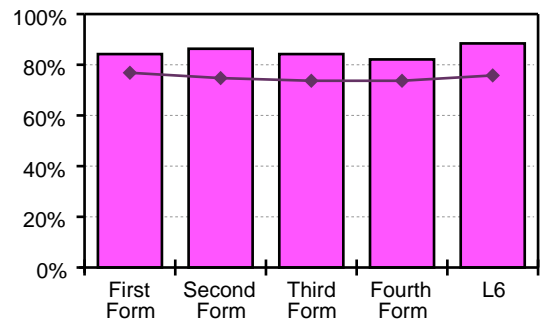
**Developing potential**



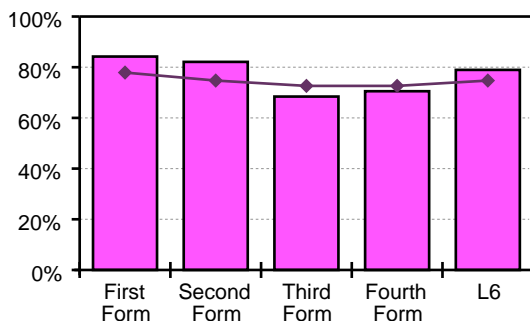
**Teaching quality**



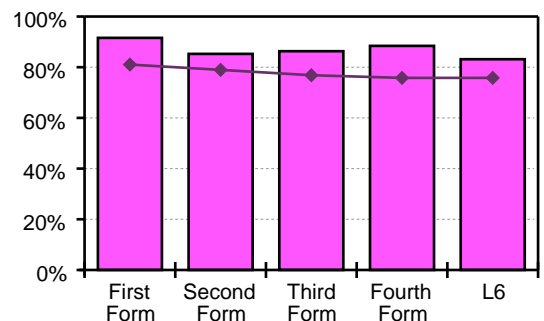
**Exam results**



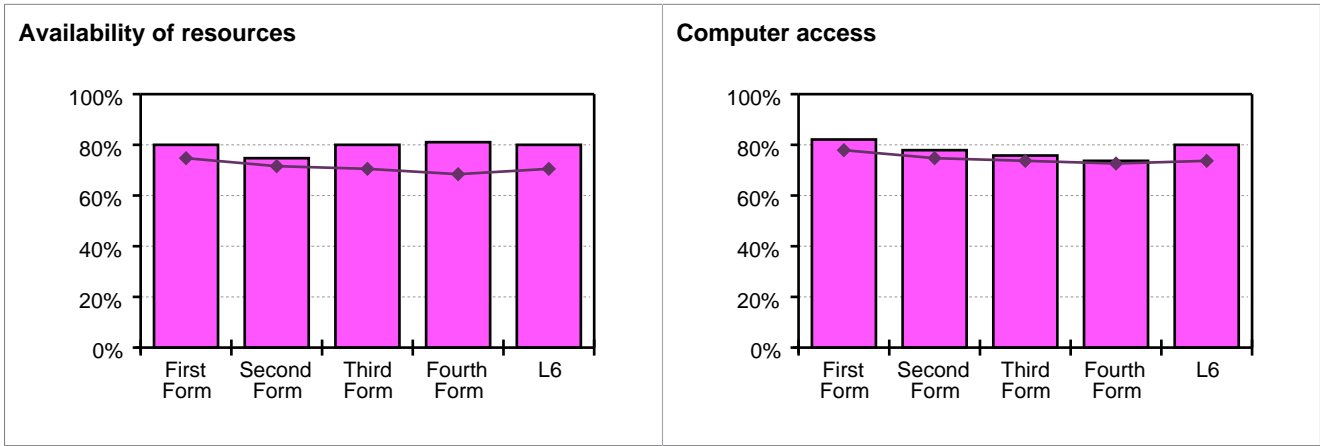
**Choice of subjects**



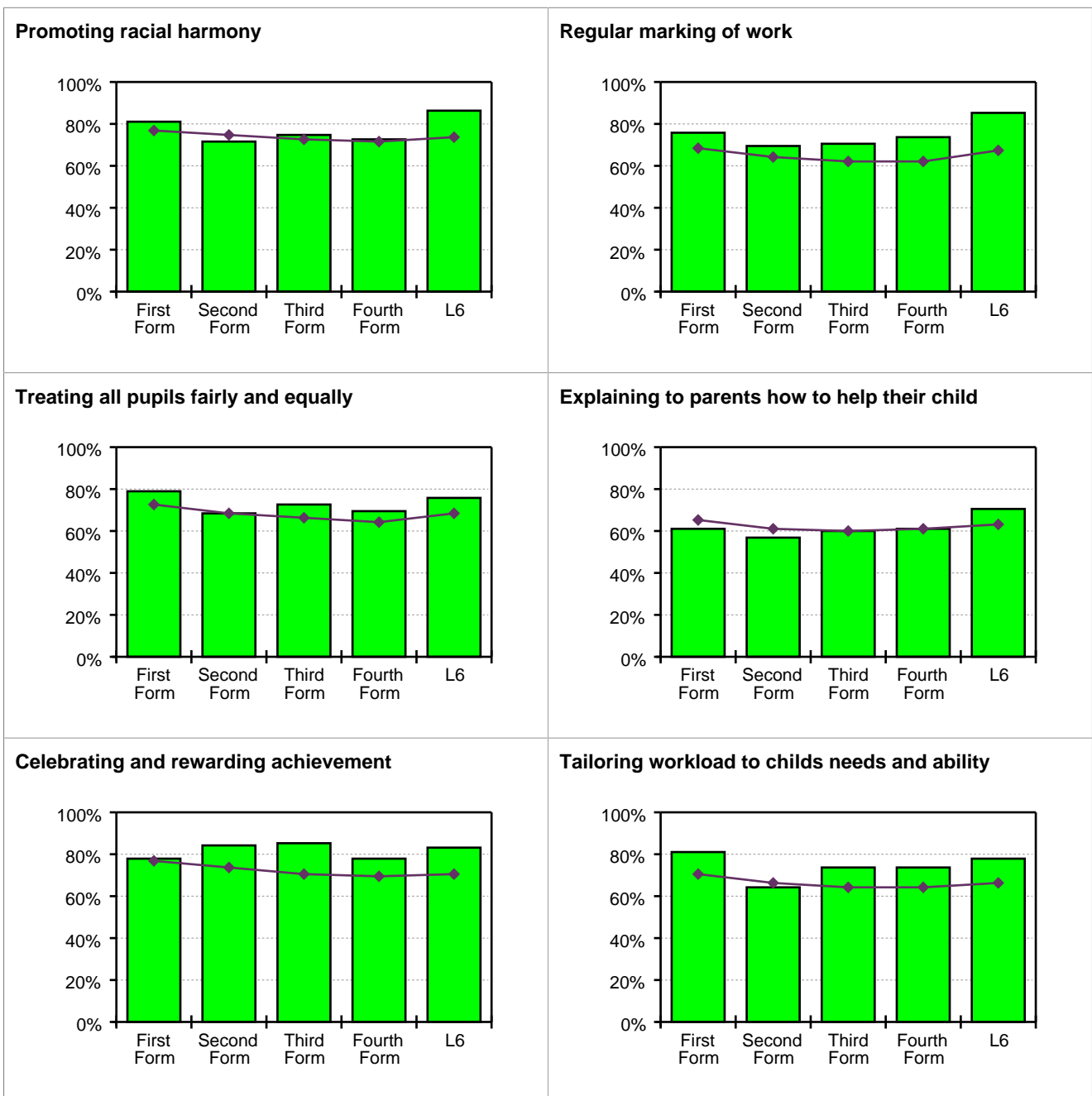
**Truancy control**



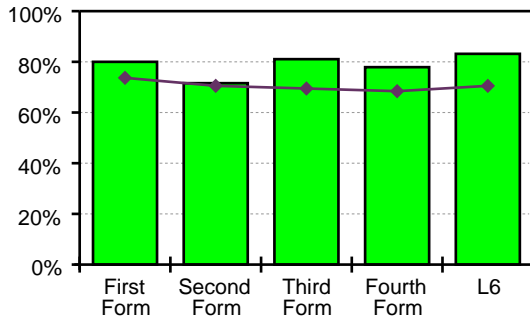




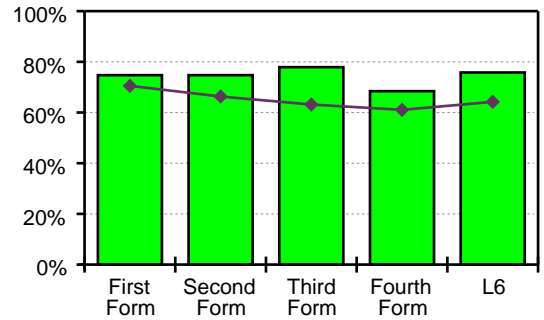
## Year group analysis compared to national averages for your additional surveyed criteria



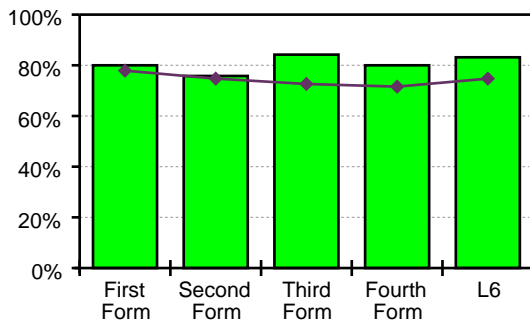
**Ensuring pupils do best and make good progress**



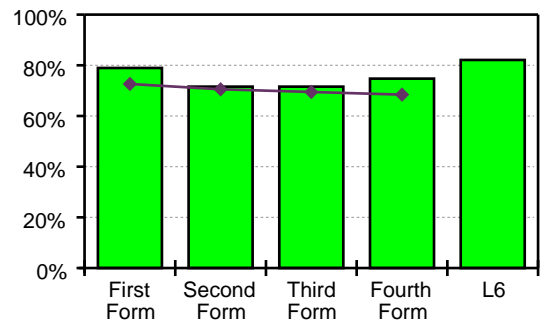
**Encouraging and listening to pupil views**



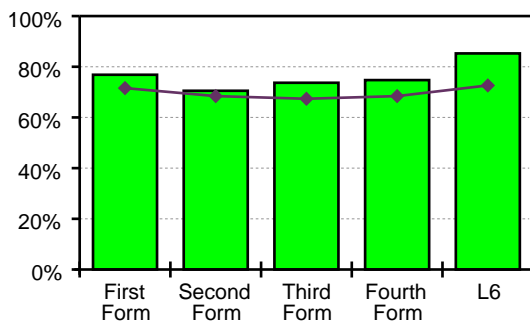
**Looking after pupils well**



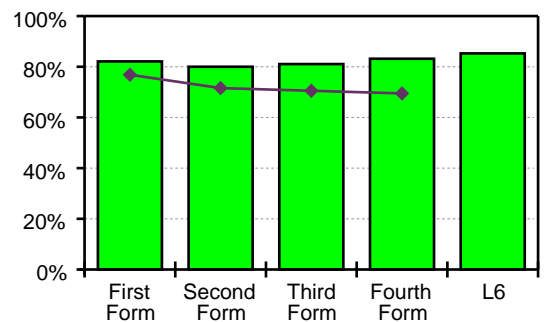
**Student response to feedback**



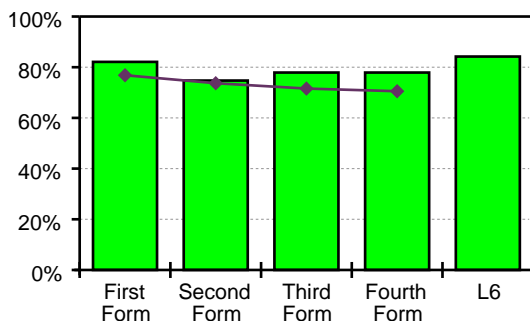
**Appropriate level of challenge in homework**



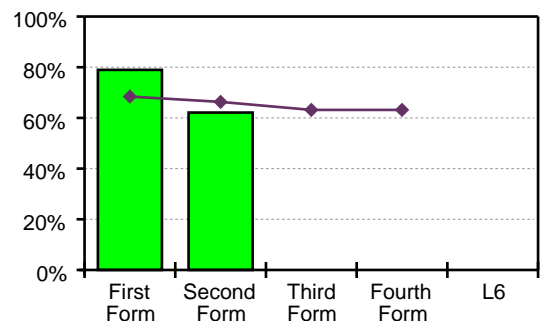
**Students' attitudes to learning**



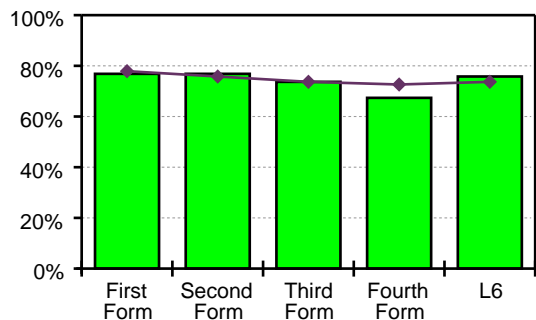
**Student targets**



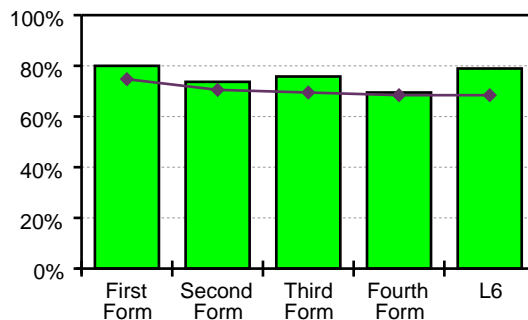
**Information on different types of bullying**



### E-safety



### Out of school activities and clubs



# Time series analysis

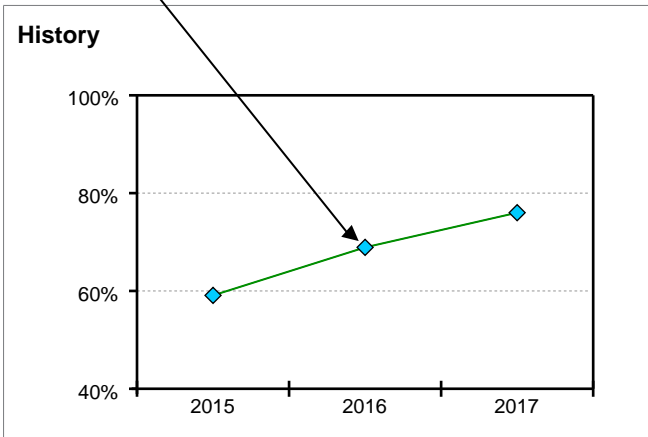
## Graphs showing trends for surveyed criteria over time

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

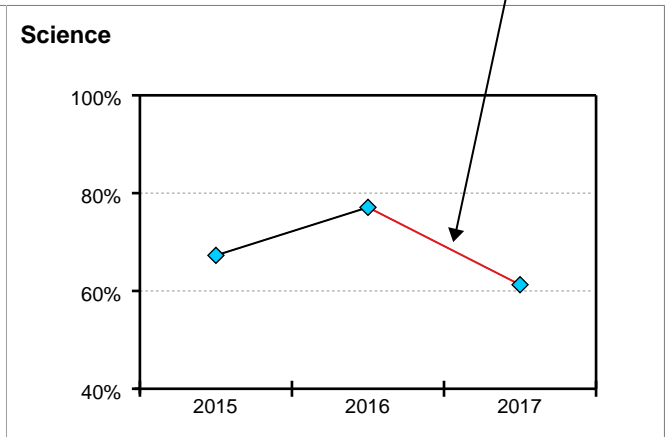
Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

## Example time series graphs

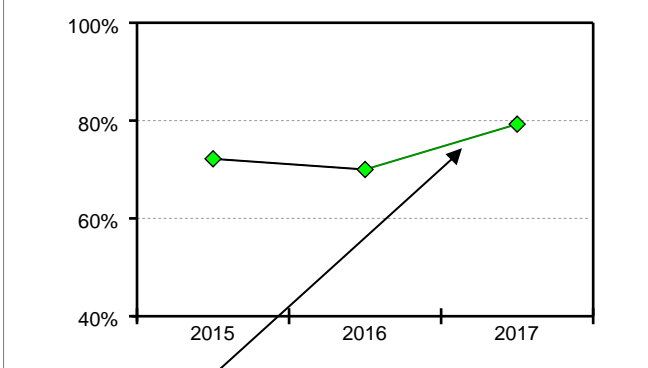
The score for History has significantly increased over the last three surveys.



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

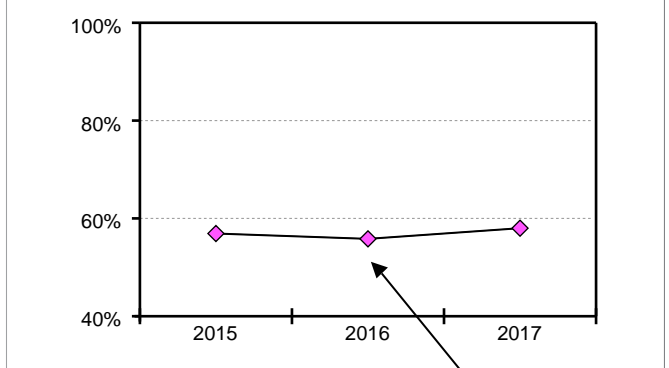


Extra curricular activities



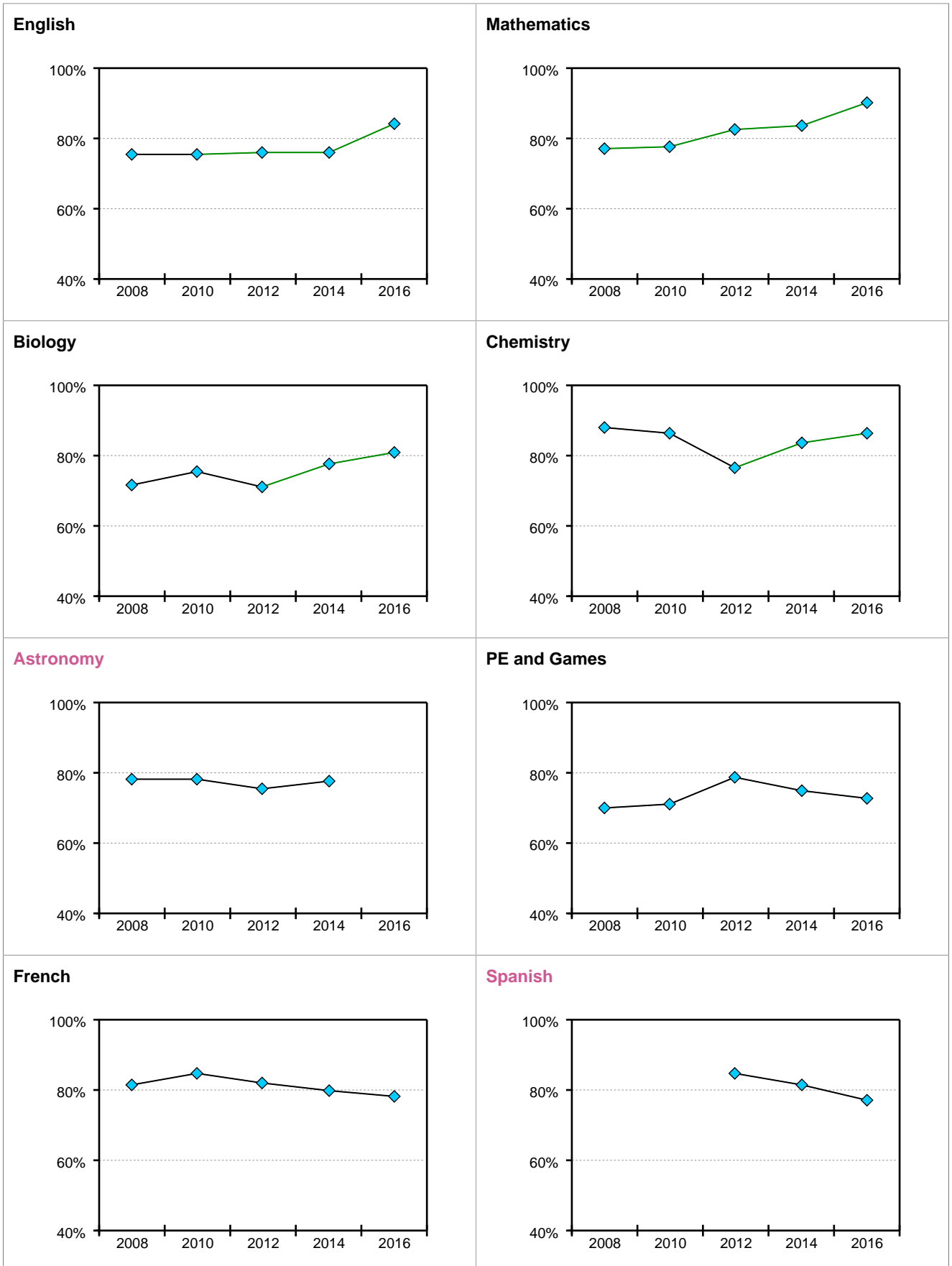
The score for Extra curricular activities has significantly increased since the last survey.

Careers advice

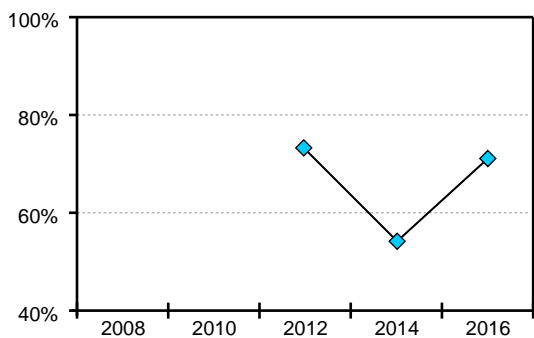


There has been no statistical difference in scores for Careers advice over the last three surveys.

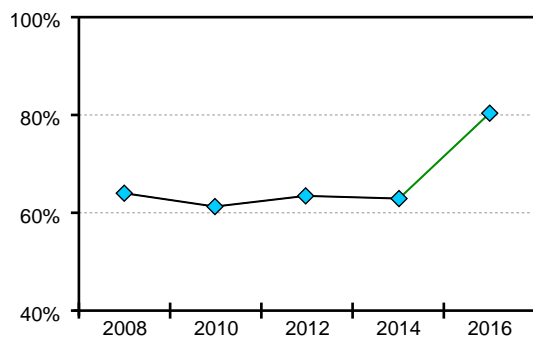
## Score trends over time for academic criteria



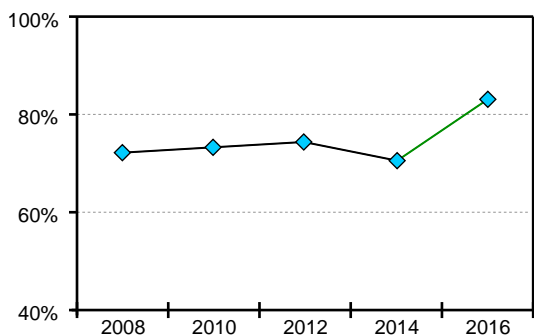
**Drama**



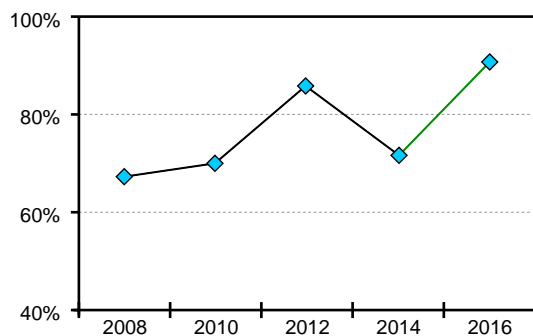
**Music**



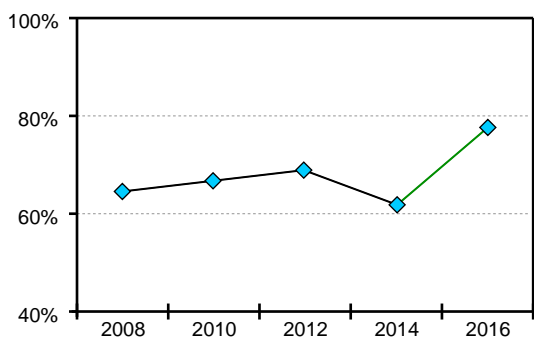
**Geography**



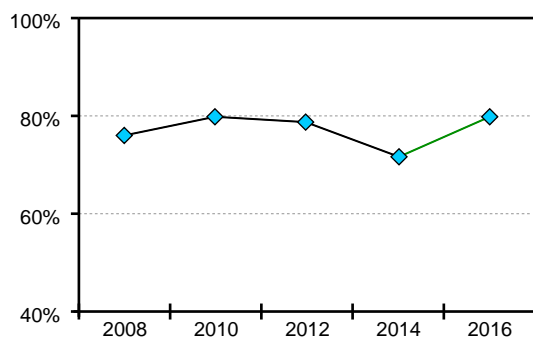
**History**



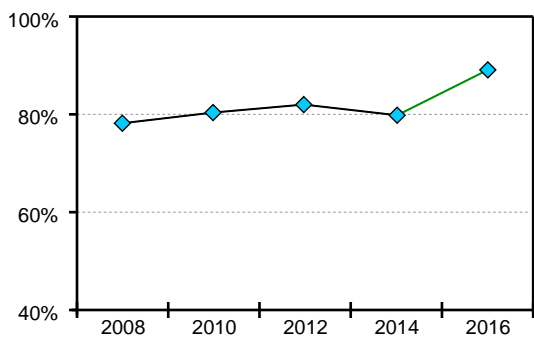
**PSHCEE**



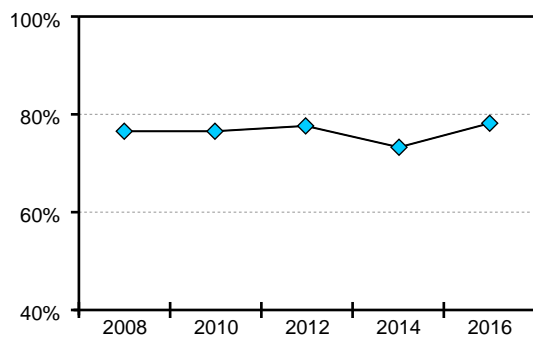
**ICT**

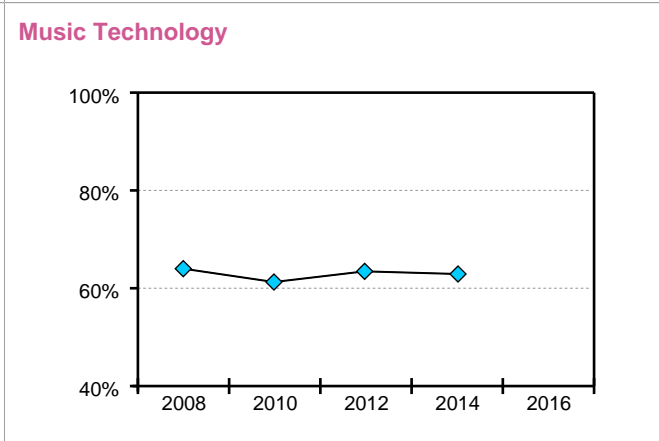
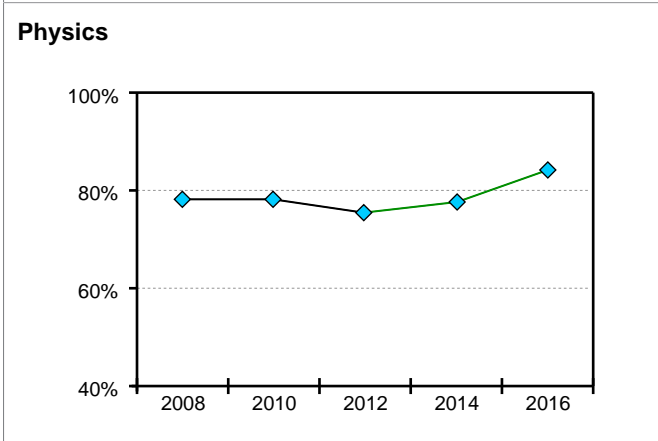
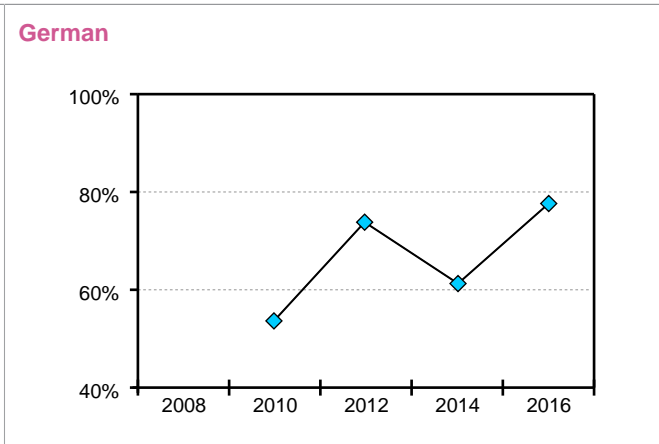
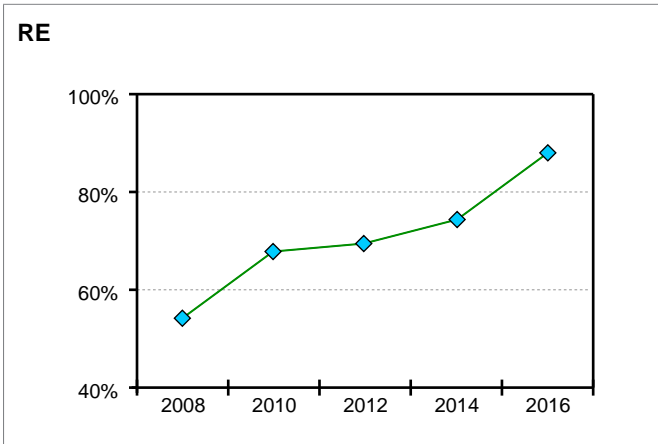


**Art**

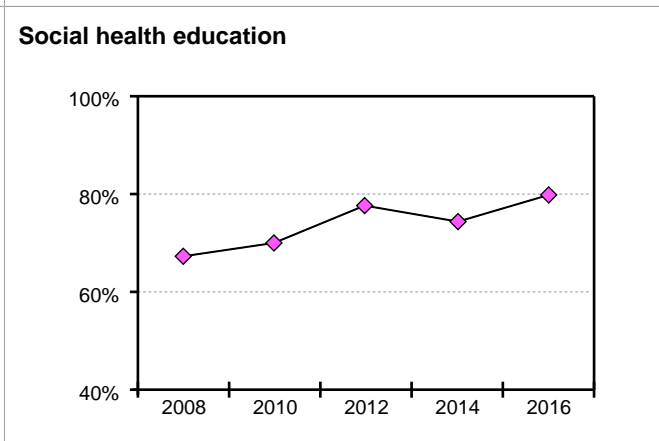
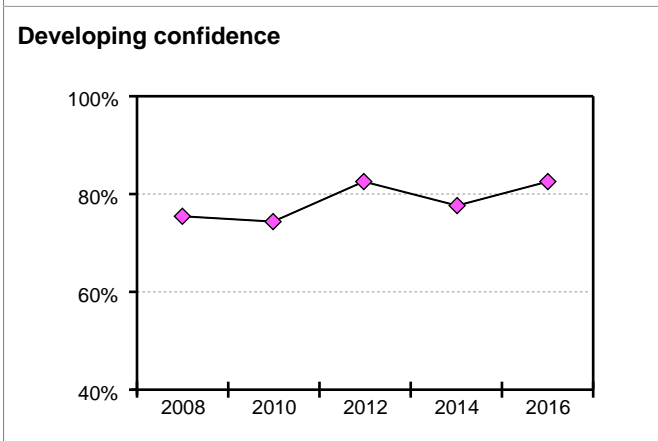
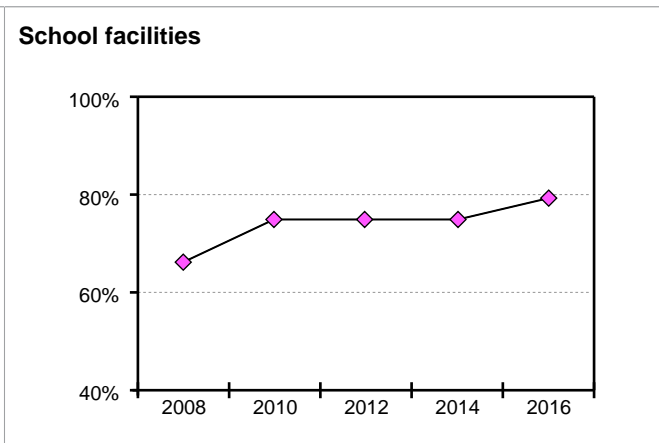
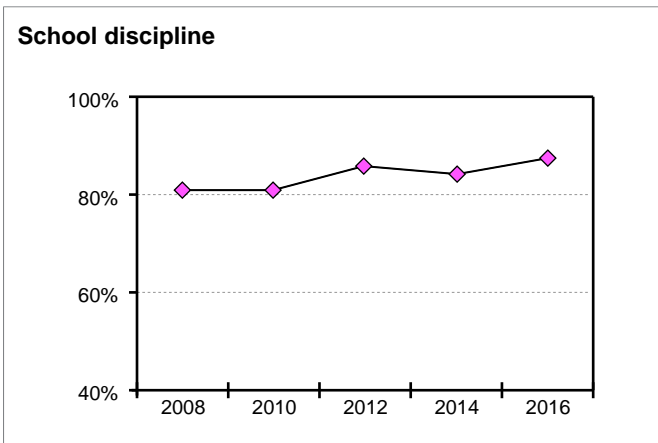


**DT**





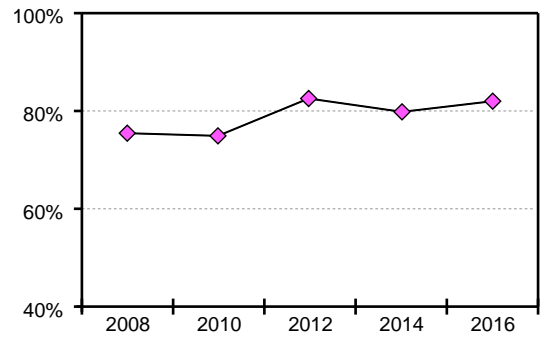
## Score trends over time for non-academic criteria



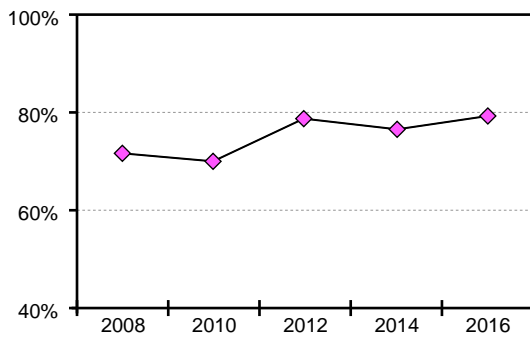
**Control of bullying**



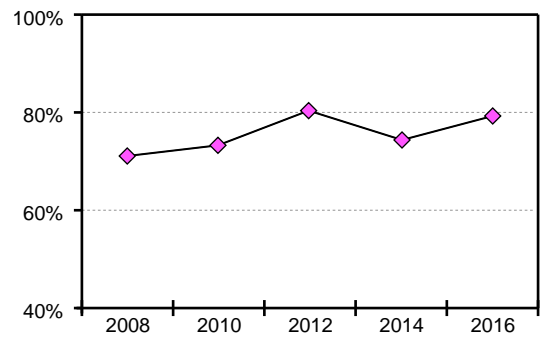
**Caring teachers**



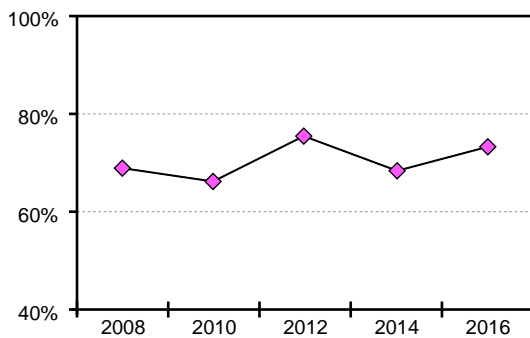
**School security**



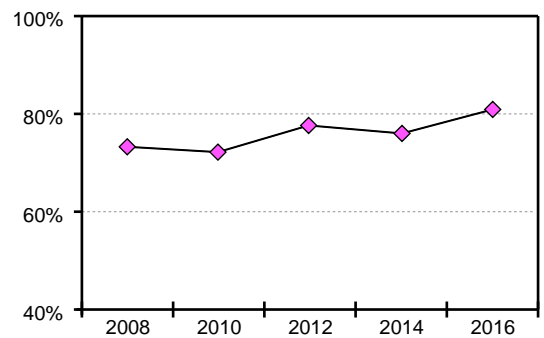
**School communication**



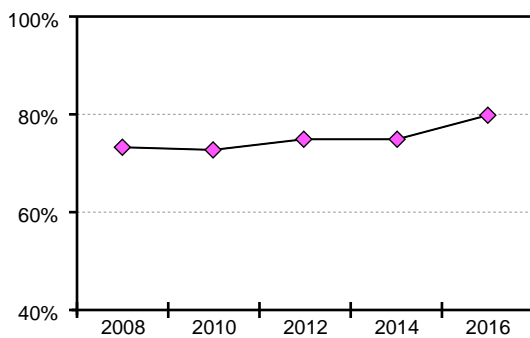
**Careers advice**



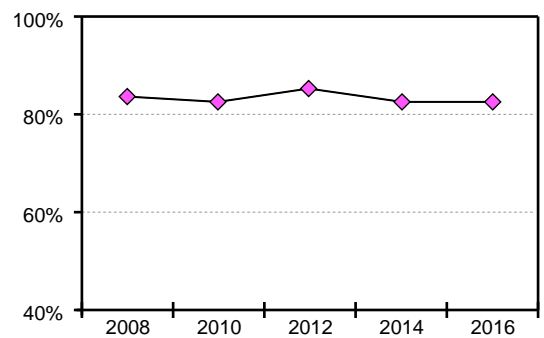
**Developing moral values**



**Levels of homework**

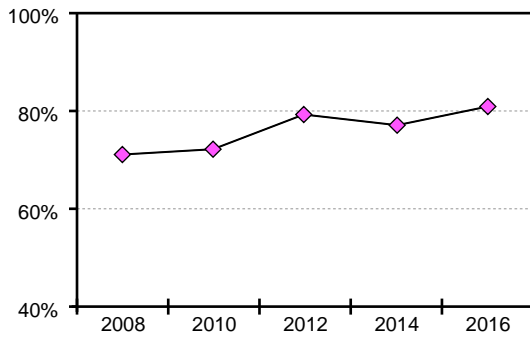


**Happiness of child**

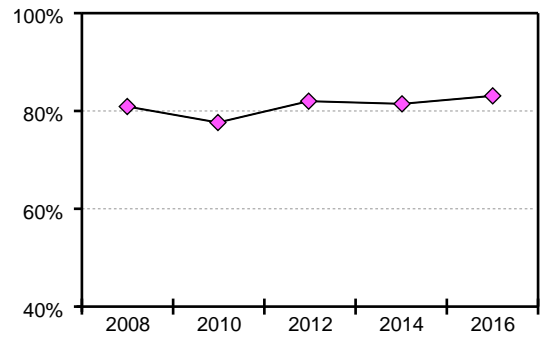




**Community spirit**



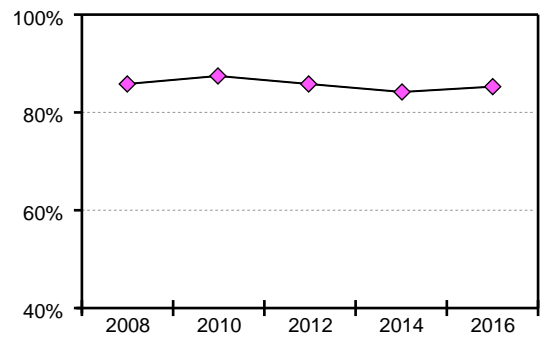
**Developing potential**



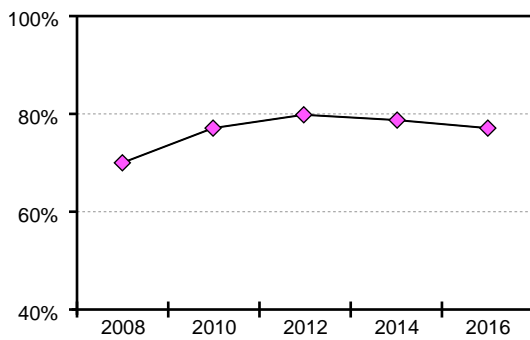
**Teaching quality**



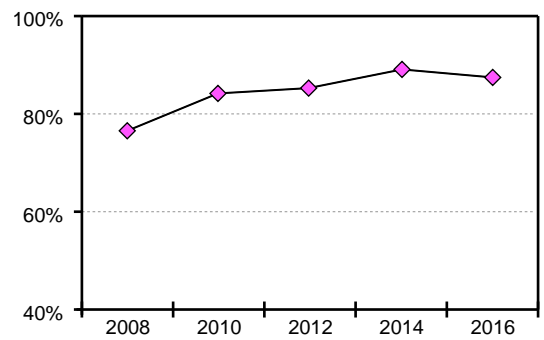
**Exam results**



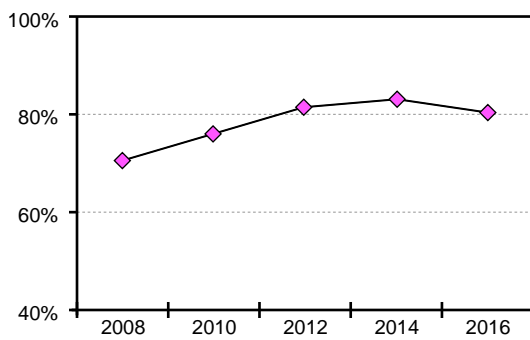
**Choice of subjects**



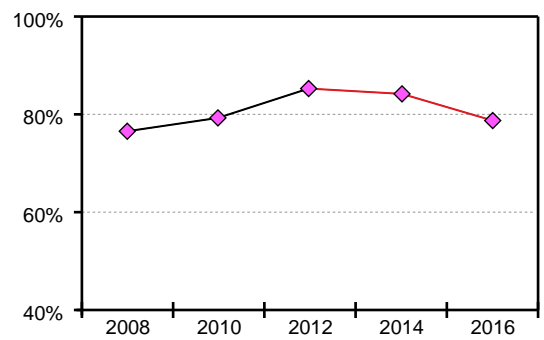
**Truancy control**



**Availability of resources**

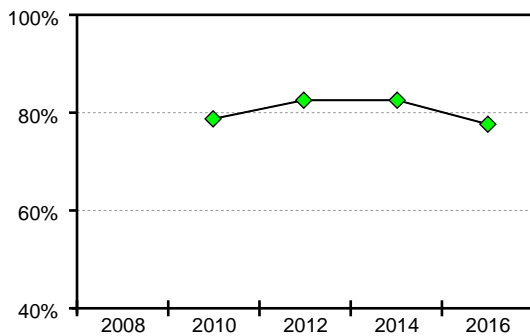


**Computer access**

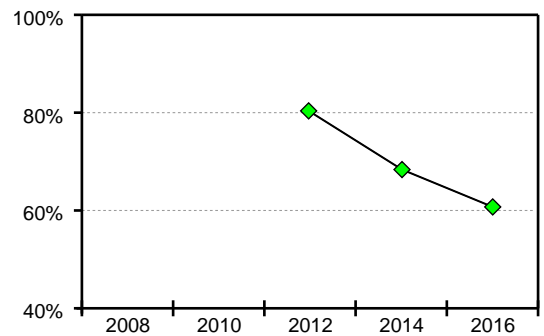


## Score trends over time for additional criteria

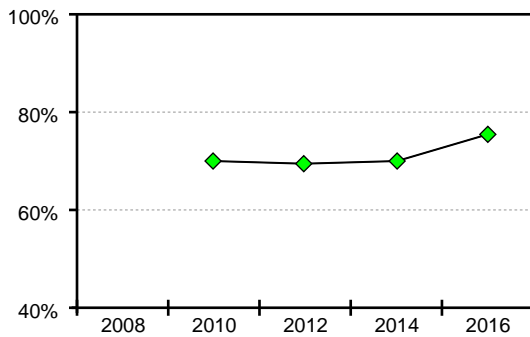
**Promoting racial harmony**



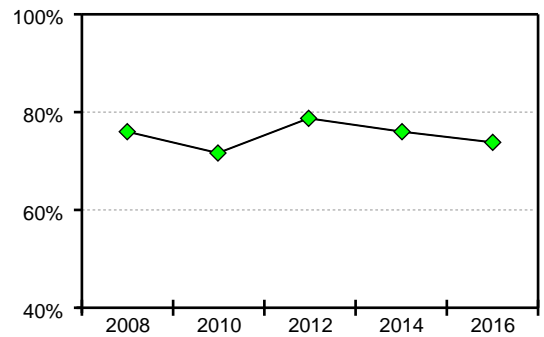
**Teaching for special needs**



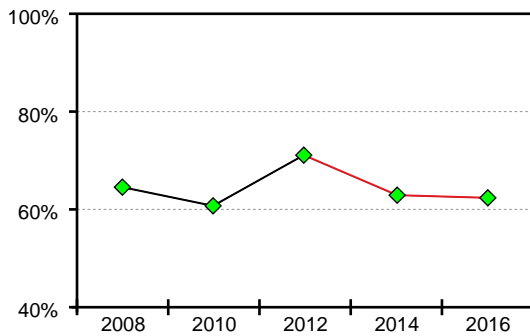
**Regular marking of work**



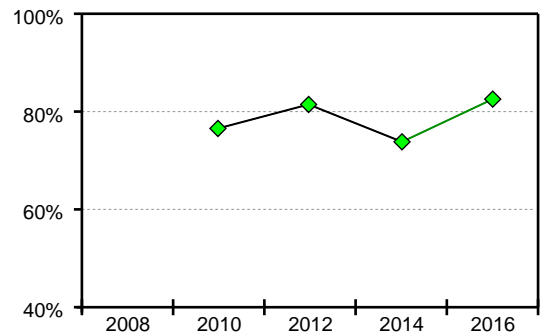
**Treating all pupils fairly and equally**



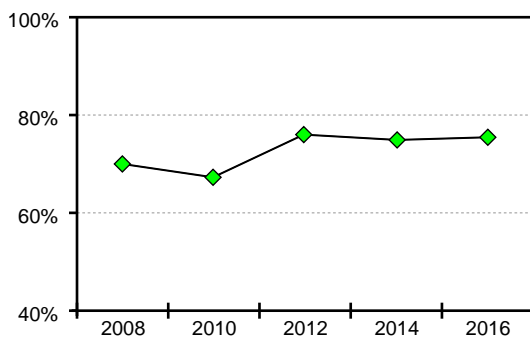
**Explaining to parents how to help their child**



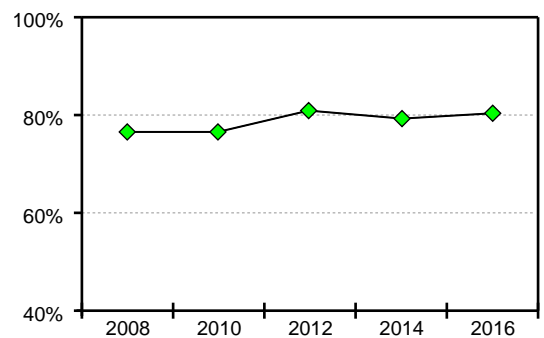
**Celebrating and rewarding achievement**



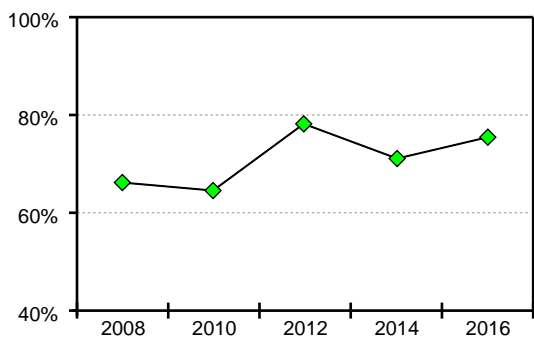
**Tailoring workload to child's needs and ability**



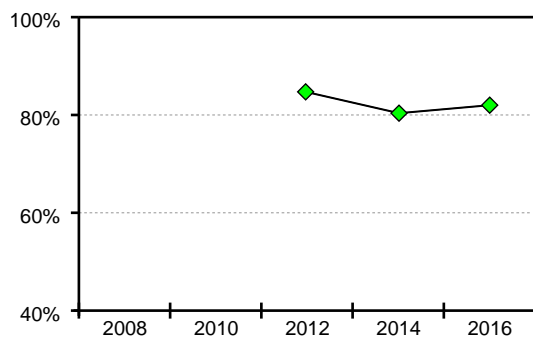
**Ensuring pupils do best and make good progress**



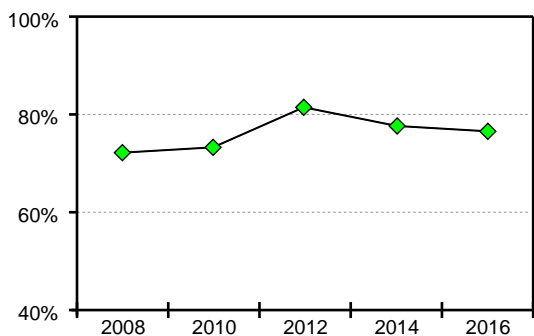
### Encouraging and listening to pupil views



### Looking after pupils well



### Out of school activities and clubs



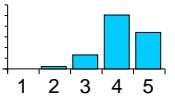
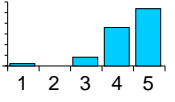
## Appendix

Supplementary data and score breakdowns.

### Academic criteria analysis

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

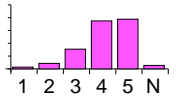
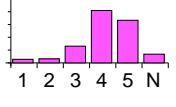
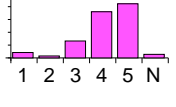

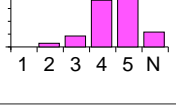
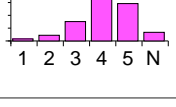
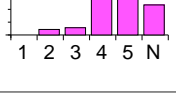


Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
English	3.5%	6.9%	13.8%	26.5%	49.4%		108
Mathematics	3.0%	1.6%	5.9%	24.3%	65.3%		115
Biology	3.2%	10.8%	10.0%	27.8%	48.2%		109
Chemistry	3.2%	5.1%	9.3%	28.8%	53.7%		108
PE and Games	0.0%	12.5%	17.8%	39.7%	30.0%		101
French	3.7%	9.0%	10.8%	35.1%	41.3%		97
Spanish	0.0%	3.8%	15.4%	50.0%	30.8%		26
Drama	8.0%	0.0%	20.0%	44.0%	28.0%		25
Music	0.0%	4.9%	13.8%	45.1%	36.2%		76
Geography	5.3%	2.6%	7.7%	41.2%	43.2%		80

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
History	0.0%	0.0%	4.3%	40.1%	55.6%		101
PSHCEE	4.9%	2.4%	19.6%	42.6%	30.4%		82
ICT	0.0%	2.2%	13.1%	50.5%	34.2%		88
Art	0.0%	2.1%	9.0%	30.4%	58.5%		92
DT	2.7%	2.7%	20.8%	38.4%	35.3%		67
RE	2.1%	0.0%	8.2%	36.0%	53.6%		89
German	0.0%	0.0%	22.2%	44.4%	33.3%		18
Classics	0.0%	8.3%	0.0%	16.7%	75.0%		12
Physics	3.9%	2.3%	13.0%	39.1%	41.7%		94
Extended Project Qualification	0.0%	10.0%	20.0%	30.0%	40.0%		10

## Non-academic criteria analysis

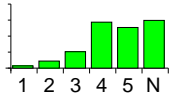
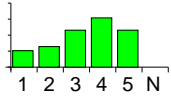
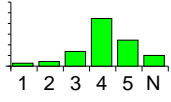
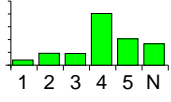
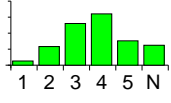
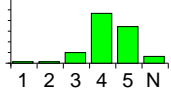
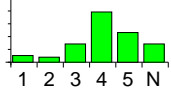
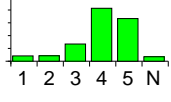
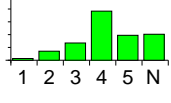
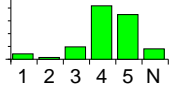
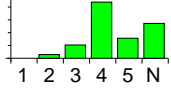
How parents scored the delivery and management of non-academic criteria.

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	4.3%	2.9%	7.6%	27.0%	56.0%	2.2%	
School facilities	0.0%	4.2%	11.4%	48.1%	34.9%	1.4%	
Developing confidence	2.7%	8.6%	9.4%	34.3%	43.7%	1.3%	
Social health education	1.4%	3.1%	10.7%	40.0%	29.0%	15.7%	
Control of bullying	4.2%	5.9%	11.9%	32.8%	26.7%	18.6%	
Caring teachers	4.5%	3.0%	9.6%	37.4%	41.3%	4.2%	
School security	2.8%	2.0%	12.5%	41.3%	32.6%	8.7%	
School communication	2.8%	5.9%	15.4%	34.6%	39.9%	1.4%	
Careers advice	2.1%	7.7%	20.2%	25.9%	24.6%	19.5%	
Developing moral values	2.7%	1.3%	19.4%	32.3%	35.0%	9.3%	
Levels of homework	1.4%	4.2%	13.7%	46.1%	30.1%	4.4%	

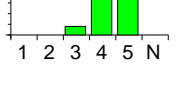
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	1.4%	4.3%	15.4%	37.5%	38.8%	2.7%	
Community spirit	2.8%	3.1%	13.1%	40.9%	33.3%	6.8%	
Developing potential	4.2%	1.5%	13.2%	36.0%	42.3%	2.8%	
Teaching quality	2.8%	1.4%	10.6%	38.5%	42.3%	4.4%	
Exam results	0.0%	2.9%	8.5%	36.5%	40.5%	11.6%	
Choice of subjects	1.6%	4.4%	15.1%	43.0%	29.2%	6.7%	
Truancy control	0.0%	4.3%	5.6%	29.8%	36.8%	23.4%	
Availability of resources	0.0%	4.2%	10.4%	46.1%	26.6%	12.7%	
Computer access	0.0%	2.8%	10.4%	48.0%	23.8%	14.9%	

## Additional criteria analysis

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

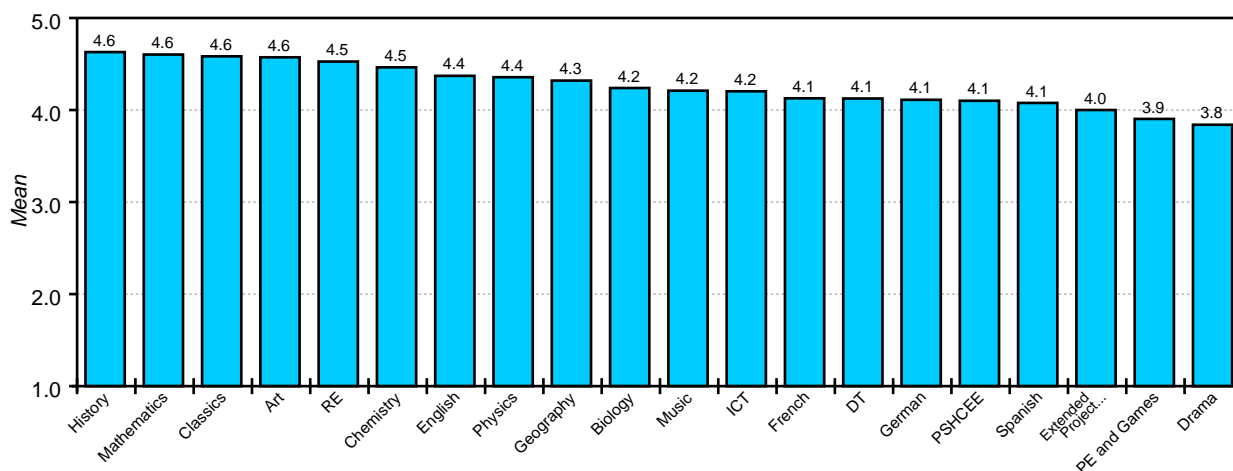
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	1.4%	4.4%	10.3%	28.7%	25.4%	29.8%	
Teaching for special needs	10.3%	12.8%	23.1%	30.8%	23.1%	0.0%	
Regular marking of work	2.8%	4.3%	13.8%	44.7%	24.4%	10.0%	
Treating all pupils fairly and equally	4.0%	9.3%	9.1%	40.3%	20.6%	16.7%	
Explaining to parents how to help their child	2.6%	11.6%	26.0%	32.1%	15.2%	12.5%	
Celebrating and rewarding achievement	1.4%	1.4%	9.9%	46.7%	34.3%	6.4%	
Tailoring workload to child's needs and ability	5.2%	3.9%	14.3%	39.2%	23.1%	14.3%	
Ensuring pupils do best and make good progress	4.2%	4.3%	13.4%	41.4%	33.3%	3.5%	
Encouraging and listening to pupil views	1.4%	7.1%	13.5%	38.3%	19.5%	20.3%	
Looking after pupils well	4.2%	1.4%	9.7%	41.7%	34.9%	8.1%	
Student response to feedback	0.0%	2.9%	10.4%	43.8%	15.7%	27.2%	



Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Appropriate level of challenge in homework	1.3%	2.7%	13.5%	52.2%	20.8%	9.6%	
Students' attitudes to learning	1.4%	4.4%	11.2%	40.9%	38.0%	4.1%	
Student targets	1.3%	2.7%	14.8%	41.7%	33.9%	5.6%	
Information on different types of bullying	7.1%	2.1%	15.1%	20.4%	13.3%	42.0%	
E-safety	2.9%	4.6%	9.7%	43.3%	19.7%	19.8%	
Out of school activities and clubs	1.4%	7.1%	9.5%	46.6%	26.3%	9.2%	
Boarding facilities	0.0%	0.0%	8.0%	52.0%	40.0%	0.0%	

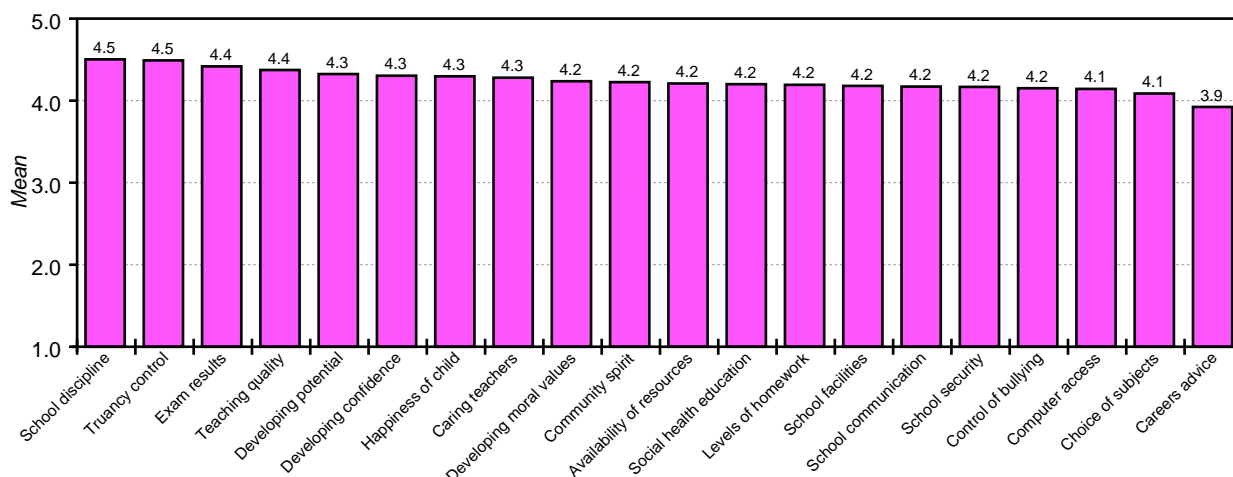
## Graphs to show raw, adjusted satisfaction scores achieved for each of the criterion surveyed, before weightings are applied.

### Academic subjects (1 of 2)

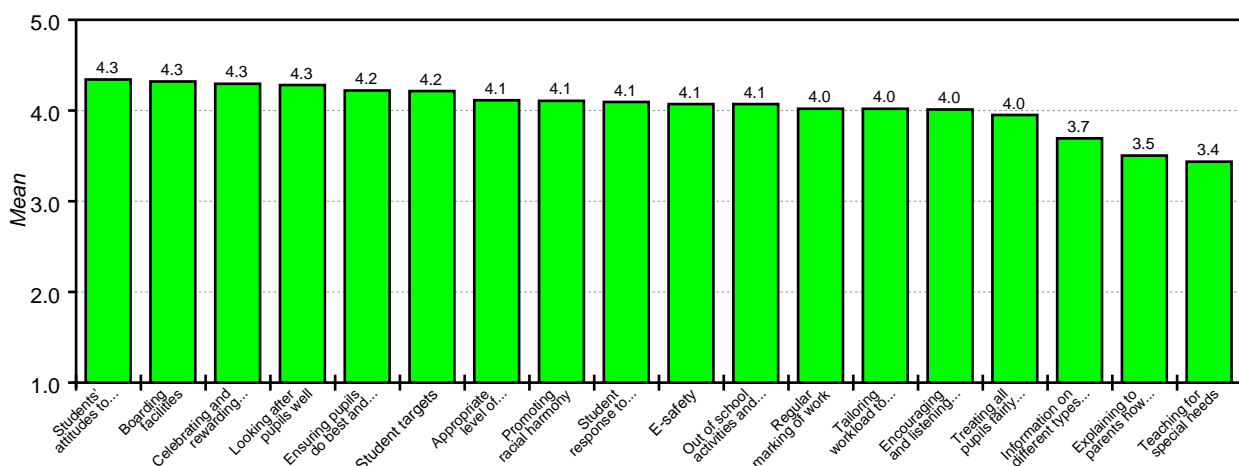


### Academic subjects (2 of 2)

### Non-academic areas



### Additional questions



### **A word on Quality Assurance**

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