

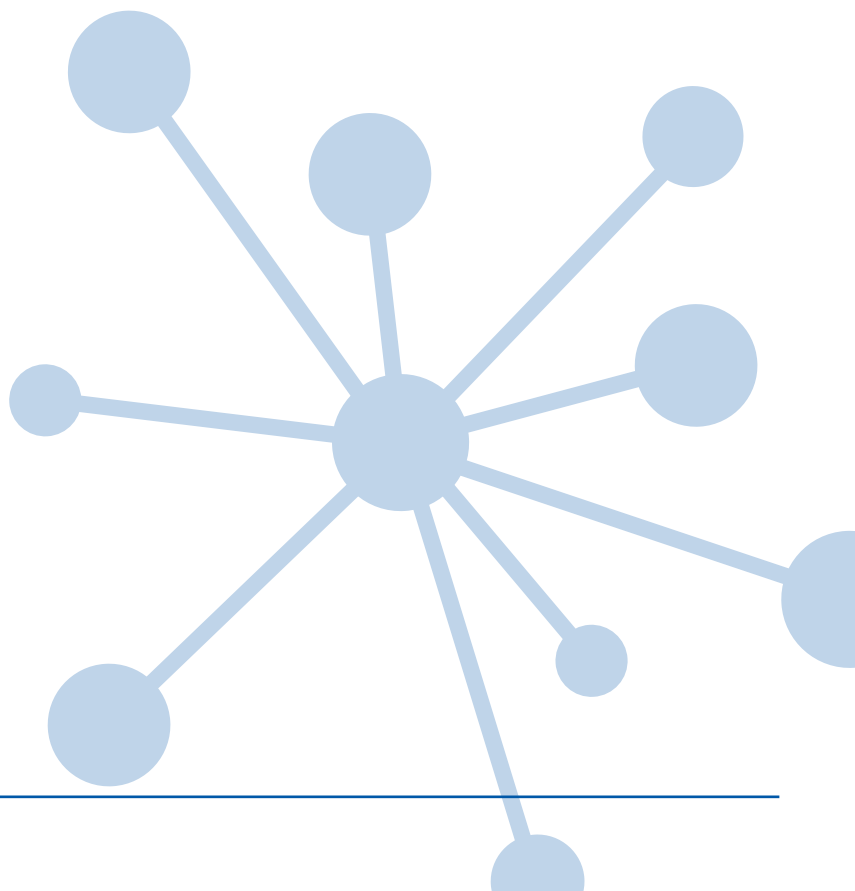
Fairfield Primary School

Parent survey report – November 2016

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Executive summary

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

Summary of results for this survey

- 218 completed questionnaires were returned representing a response rate of 45.3%. The response meant that data could be drawn for all criteria.
- 66 parents answered 'Yes' and 136 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 30.3% and 62.4% respectively.
- The parents gave an excellent overall performance score (88.7%) (see page 5).
- Of the parents whose children were not in their first year at the school 63% said the school had improved over the last year and 1% thought that the school's performance was worse (see page 46).
- Of the parents of new pupils, 1% felt that the school had not lived up to their expectations and 43% said the school was better than they had expected it to be (see page 46).
- With regards to non-academic areas, parents are most happy with Out of school activities, School communication and Control of bullying.
- The parents are least happy with Happiness of child, School discipline and Developing moral values.
- The parents' top priorities for improvement are Levels of homework, School communication and Developing potential.

Summary of results since the previous survey

- The following non-academic areas received significantly higher scores than the previous survey: Out of school activities, Control of bullying, Developing potential, Social health education, School facilities, Range of subjects taught, Teaching quality, Community spirit, Developing confidence, Developing moral values, School discipline and Happiness of child.
- The following additional areas received significantly higher scores than the previous survey: Celebrating and rewarding achievement and Encouraging and listening to pupils' views.

Summary of results over more than two surveys

- The following non-academic areas received significantly higher scores over more than two surveys: School discipline, School facilities, Developing confidence, Suitable class sizes, Control of bullying, Caring teachers, School security, School communication, Library facilities, Developing moral values, Happiness of child, Community spirit, Developing potential, Teaching quality, Use of exams and testing, Range of subjects taught, Out of school activities, Social health education and Computer access.
- The following additional areas received significantly higher scores over more than two surveys: Teaching pupils with special needs, Celebrating and rewarding achievement, Ensuring pupils do their best/make good progress and Encouraging and listening to pupils' views.
- The survey has achieved a good benchmark of performance against which future academic years might be compared.

Strengths and weaknesses

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

Relative strengths for non-academic criteria	Importance	Ranking
89.5% Out of school activities	(18.7%)	15th
87.9% School communication	(72.6%)	7th
87.1% Control of bullying	(77.1%)	5th
86.7% Developing potential	(67.7%)	9th
86.7% Social health education	(8.8%)	18th

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

Response to survey

218 completed questionnaires were returned representing a response rate of 45.3%.

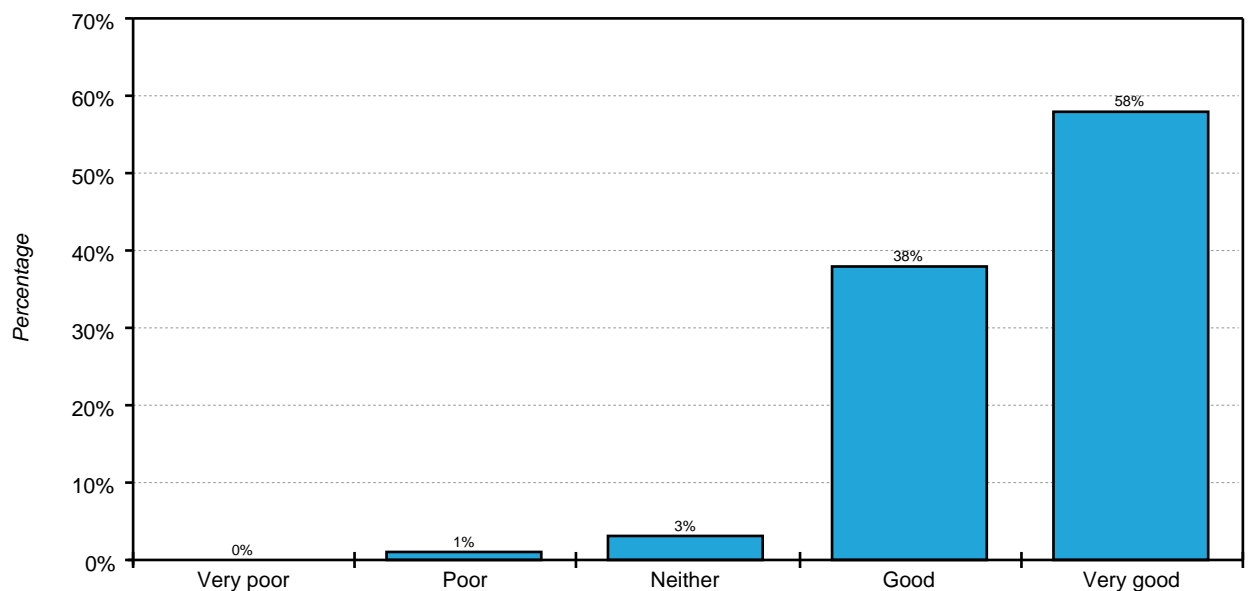
	Proportion of responses (%)	Number of responses
Responses from parents of male pupils	43.8	92
Responses from parents of female pupils	56.2	118
Responses from parents of Nursery and Reception pupils	21.4	46
Responses from parents of Years 1 and 2 pupils	27.9	60
Responses from parents of Years 3 and 4 pupils	30.2	65
Responses from parents of Years 5 and 6 pupils	20.5	44

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	88.7	84.2	+4.6

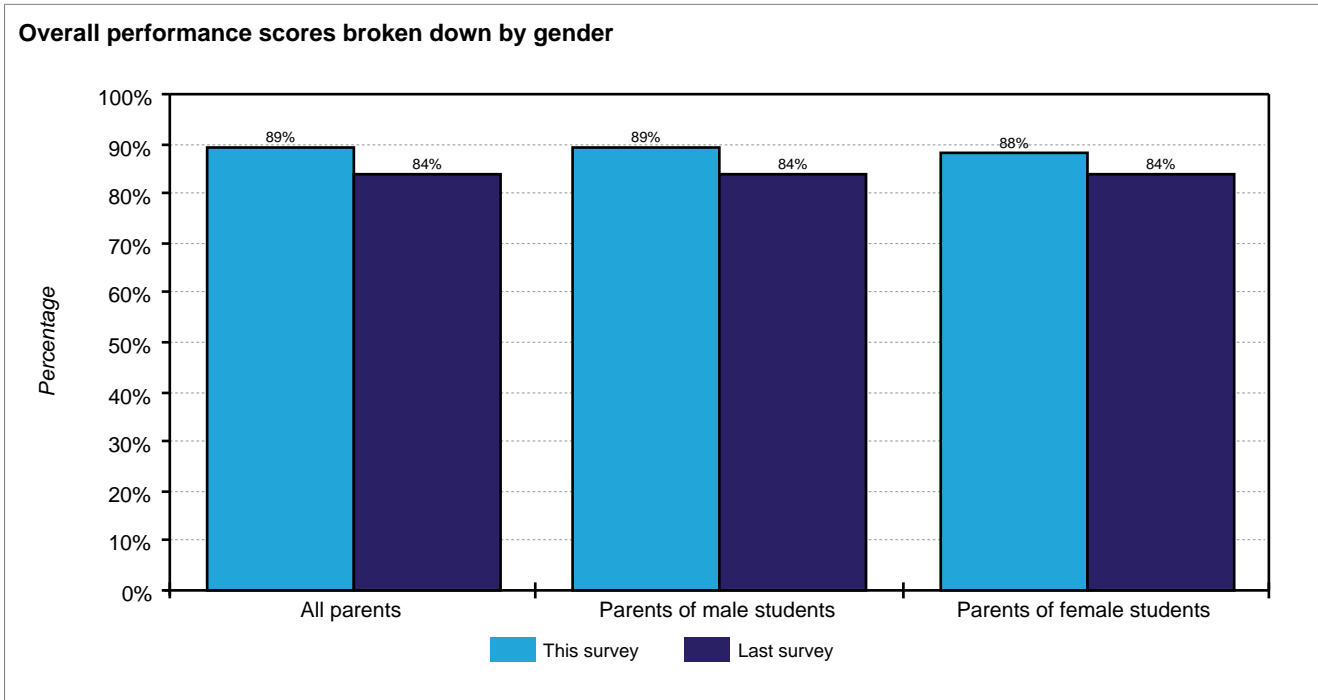
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.9	3.5	-2.6	96.2

Overall parental satisfaction

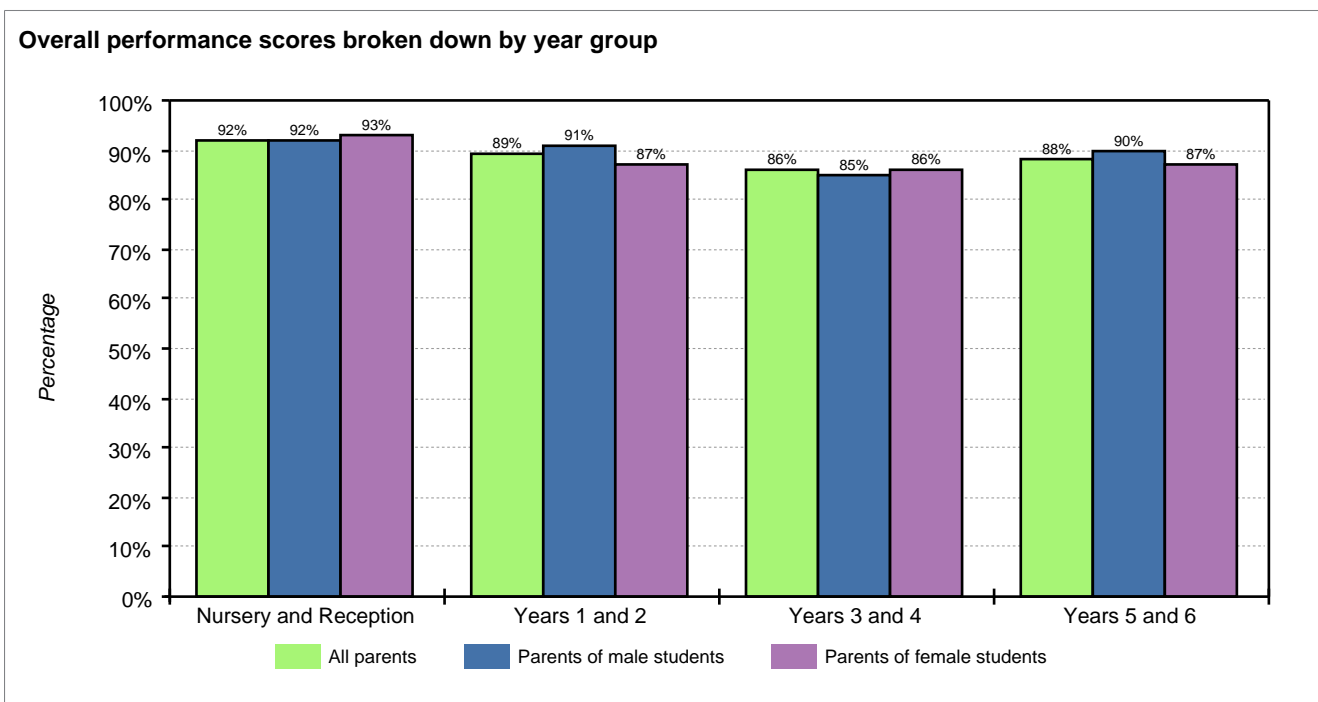


- More parents rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by gender and year group



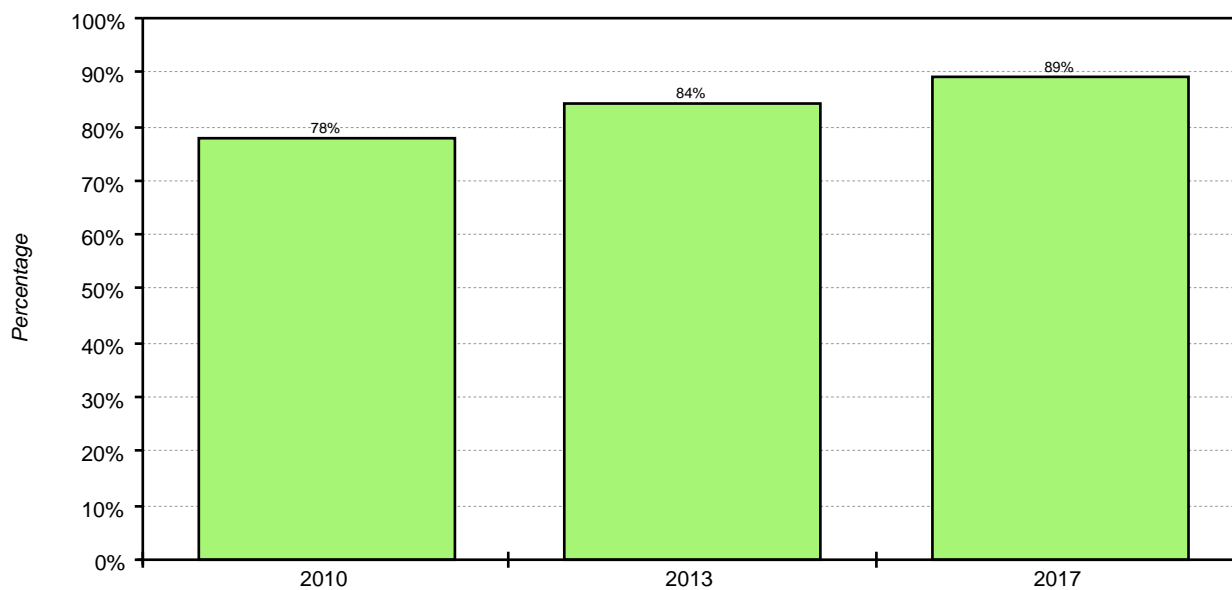
- The parents gave an excellent overall performance score of 88.7%, improved since the last survey.
- Parents of male pupils scored the overall performance of the school broadly in line with the parents of female pupils.



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

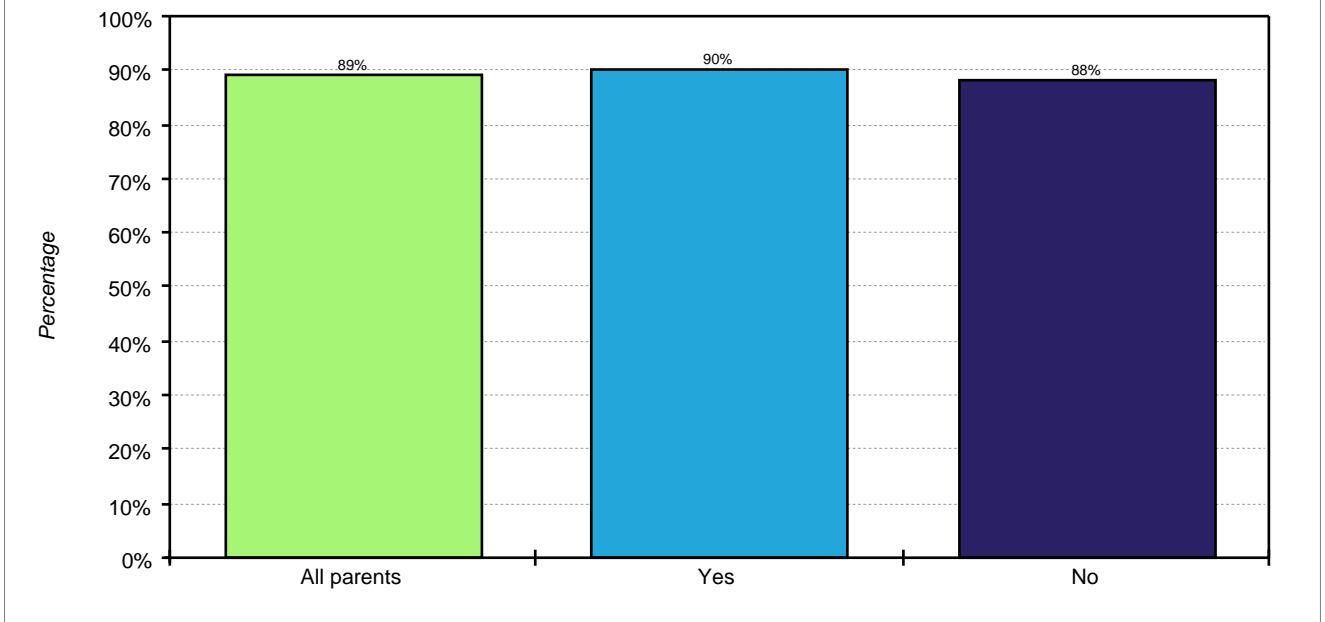
Graph showing the overall performance scores trend broken down over time.



- There was a significant improvement over the last 2 surveys for the overall performance score.

Overall performance scores broken down by extra analysis

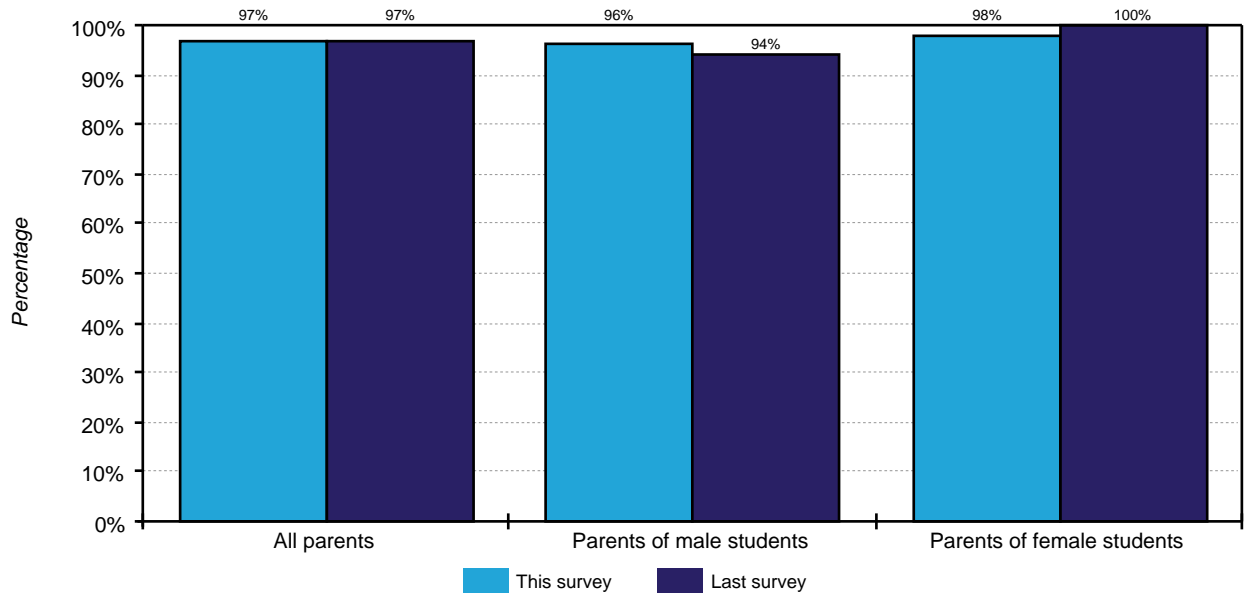
Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'



- The overall performance scores show no significant difference.

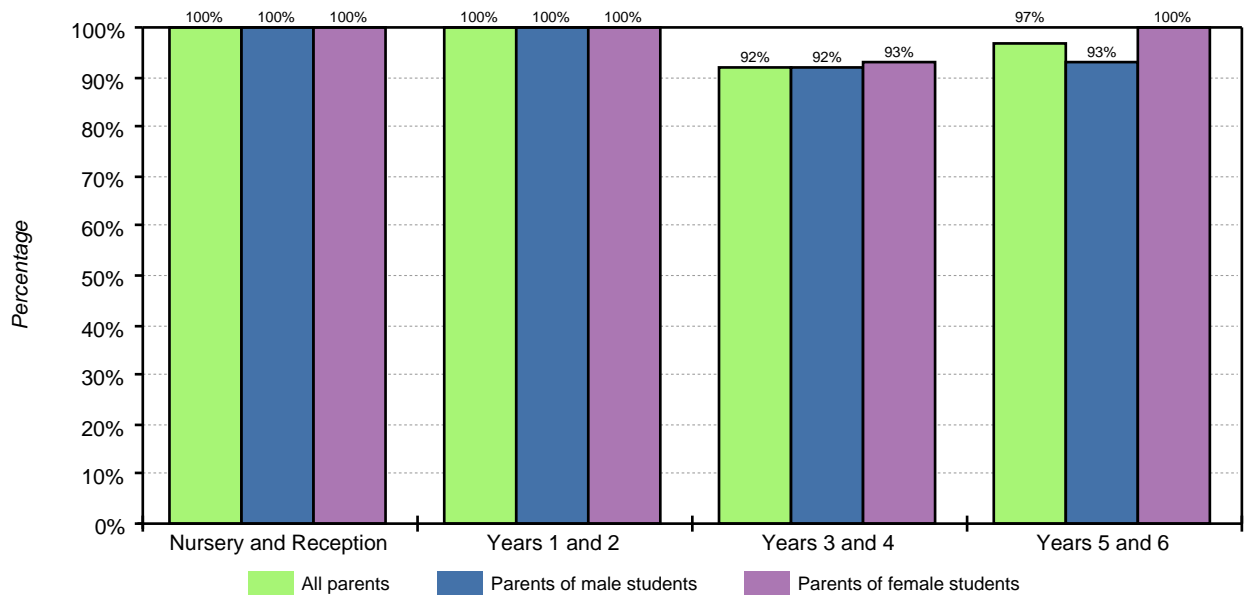
Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender



- 97.3% of parents said they would recommend this school to another parent.
- Parents of male pupils would recommend this school to another parent broadly in line with parents of female pupils.

Recommend this school scores broken down by year group



- Parents of Nursery and Reception and Years 1 and 2 pupils would recommend this school to another parent more than parents from other year groups.
- Parents of Nursery and Reception and Years 1 and 2 male pupils and parents of Nursery and Reception, Years 1 and 2 and Years 5 and 6 female pupils would recommend this school to another parent more than parents from other year groups.

Key results

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

Interpreting results

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

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

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create “weighted” scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a ‘level playing field’. These weighted scores are calculated based upon the average scores achieved from over 160 similar, English schools. Results quoted from the previous survey, if applicable, may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Statistical reliability

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

Understanding your results table

Your results are shown as a weighted mean score. This is a calculation applied to your raw results using the average scores achieved from over 160 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

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

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

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

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

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

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

Scores below the **red** line indicate 'attention advised'.

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

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

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

Non-academic criteria

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

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
Out of school activities	89.5	71.5	+17.9
School communication	87.9	83.7	+4.2
Control of bullying	87.1	78.8	+8.3
Developing potential	86.7	78.2	+8.5
Social health education	86.7	73.5	+13.2
School facilities	86.2	79.8	+6.3
Library facilities	85.6	80.2	+5.4
School security	85.1	83.6	+1.5
Use of exams and testing	84.8	80.8	+4.0
Range of subjects taught	84.3	76.1	+8.2
Computer access	84.1	76.2	+7.9
Teaching quality	84.0	78.4	+5.6
Suitable class sizes	83.0	79.9	+3.2
Community spirit	82.8	75.3	+7.4
Levels of homework	82.4	75.7	+6.6
Developing confidence	82.3	73.6	+8.6
Caring teachers	82.2	77.5	+4.7
Developing moral values	81.8	72.8	+9.0
School discipline	81.6	74.8	+6.7
Happiness of child	81.1	74.7	+6.4

- Parents consider delivery of the following non-academic areas to be 'outstanding': Out of school activities, School communication, Control of bullying, Developing potential, Social health education, School facilities, Library facilities, School security, Use of exams and testing, Range of subjects taught, Computer access, Teaching quality, Suitable class sizes, Community spirit, Levels of homework, Developing confidence, Caring teachers, Developing moral values, School discipline and Happiness of child.
- Parents consider delivery of the following non-academic subjects to have shown a significant improvement since the last survey: Out of school activities, Control of bullying, Developing potential, Social health education, School facilities, Range of subjects taught, Teaching quality, Community spirit, Developing confidence, Developing moral values, School discipline and Happiness of child.

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' (%)
School discipline	1.0	4.8	-3.8	93.3
Happiness of child	1.9	5.3	-3.5	90.2
School facilities	1.9	4.8	-3.0	95.2
Teaching quality	1.9	2.0	-0.1	96.2
Range of subjects taught	2.0	4.0	-2.0	92.7
Social health education	2.5	4.9	-2.4	84.7
Caring teachers	2.8	1.5	+1.3	91.8
Developing moral values	2.9	5.7	-2.8	89.7
Developing potential	3.4	6.8	-3.4	88.2
Community spirit	3.6	3.7	-0.1	86.4
Library facilities	3.7	4.0	-0.2	83.7
School security	3.8	1.4	+2.3	91.5
Out of school activities	4.3	13.1	-8.7	87.7
Developing confidence	4.6	7.2	-2.5	87.1
Control of bullying	5.1	9.8	-4.7	86.8
Use of exams and testing	5.4	4.3	+1.1	78.3
Suitable class sizes	5.8	8.3	-2.5	74.0
Computer access	5.8	8.0	-2.1	86.5
School communication	6.1	7.1	-1.0	85.5
Levels of homework	7.6	13.1	-5.5	73.7

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
Information on different types of bullying	94.2		
Treating all pupils fairly/equally	87.5		
Ensuring pupils do their best/make good progress	86.7	80.7	+6.1
Tailoring child's work to their needs and ability	85.6		
Encouraging and listening to pupils' views	84.9	76.7	+8.1
Looking after pupils well	83.9		
Promoting racial harmony	83.7		
Attitude of non-teaching/support staff	83.0		
Celebrating and rewarding achievement	83.0	76.0	+7.0
Teaching pupils with special needs	83.0	76.7	+6.3
E-safety	82.6		
Regular marking of work	80.1		
Pupils' attitudes to learning	79.7		
Appropriate level of challenge in homework	77.7		
Pupil targets	77.6		
Pupil response to feedback	76.3		
Use of feedback on pupil's work	76.3		
Quality of feedback on pupil's work	75.4		

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

level of challenge in homework, Pupil targets, Pupil response to feedback, Use of feedback on pupil's work and Quality of feedback on pupil's work.

Happy versus unhappy parents for additional criteria

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

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

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Looking after pupils well	1.9			96.2
Attitude of non-teaching/support staff	2.0			91.3
Pupils' attitudes to learning	2.0			91.8
Encouraging and listening to pupils' views	2.2	4.2	-2.0	86.6
Promoting racial harmony	2.6			89.0
E-safety	3.4			89.7
Ensuring pupils do their best/make good progress	3.7	3.5	+0.2	89.6
Pupil targets	4.9			83.3
Treating all pupils fairly/equally	4.9			89.6
Celebrating and rewarding achievement	5.6	5.2	+0.4	89.2
Information on different types of bullying	5.6			84.7
Pupil response to feedback	6.1			72.2
Regular marking of work	7.0			81.6
Tailoring child's work to their needs and ability	7.2			81.6
Appropriate level of challenge in homework	9.8			75.3
Teaching pupils with special needs	10.4	13.6	-3.2	79.2
Use of feedback on pupil's work	11.0			66.2
Quality of feedback on pupil's work	11.6			68.4

Parental priorities

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

Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Happiness of child	93.0	20th	90.4	16th
School discipline	90.1	19th	94.7	15th
School security	84.5	8th	71.9	2nd
Teaching quality	84.5	12th	89.5	8th
Control of bullying	77.1	3rd	85.1	7th
Caring teachers	76.5	17th	71.1	10th
School communication	72.6	2nd	72.8	1st
Developing confidence	70.6	16th	71.1	17th
Developing potential	67.7	4th	63.2	9th
Developing moral values	54.8	18th	45.6	19th
School facilities	53.1	6th	51.8	6th
Suitable class sizes	47.5	13th	49.1	5th
Range of subjects taught	32.3	10th	41.2	12th
Levels of homework	24.3	15th	22.8	13th
Out of school activities	18.7	1st	20.2	20th
Community spirit	17.8	14th	16.7	14th
Computer access	14.7	11th	22.8	11th
Social health education	8.8	5th	13.2	18th
Use of exams and testing	6.4	9th	8.8	3rd
Library facilities	5.1	7th	7.0	4th

With regard to the five criteria most important to parents:

- The school performs well in: Control of bullying.
- The school performs less well in: Happiness of child and School discipline.

Importance: your school vs. similar schools

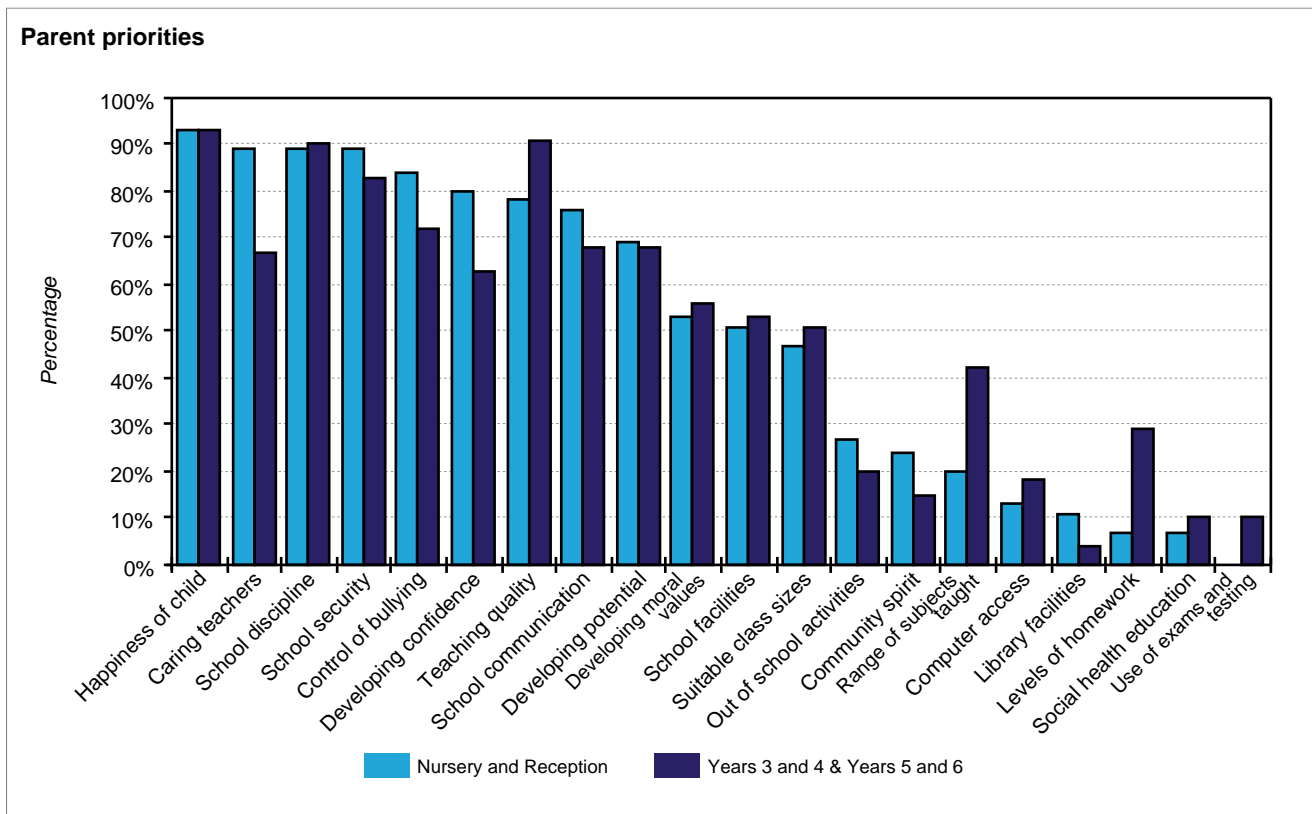
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Happiness of child	93.0	1st	3rd	+2
School discipline	90.1	2nd	2nd	0
School security	84.5	3rd	10th	+7 ▲
Teaching quality	84.5	3rd	1st	-2
Control of bullying	77.1	5th	7th	+2
Caring teachers	76.5	6th	6th	0
School communication	72.6	7th	8th	+1
Developing confidence	70.6	8th	4th	-4 ▼
Developing potential	67.7	9th	5th	-4 ▼
Developing moral values	54.8	10th	9th	-1
School facilities	53.1	11th	12th	+1
Suitable class sizes	47.5	12th	11th	-1
Range of subjects taught	32.3	13th	13th	0
Levels of homework	24.3	14th	14th	0
Out of school activities	18.7	15th	16th	+1
Community spirit	17.8	16th	15th	-1
Computer access	14.7	17th	17th	0
Social health education	8.8	18th	19th	+1
Use of exams and testing	6.4	19th	18th	-1
Library facilities	5.1	20th	20th	0

- Most of the criteria the parents from your school selected as important are in line with the criteria that parents of similar schools select as important.
- Parents from your school selected the following criteria as more important than parents at similar schools: School security.
- Parents from your school selected the following criteria as less important than parents at similar schools: Developing confidence and Developing potential.

How parent priorities change as pupils get older

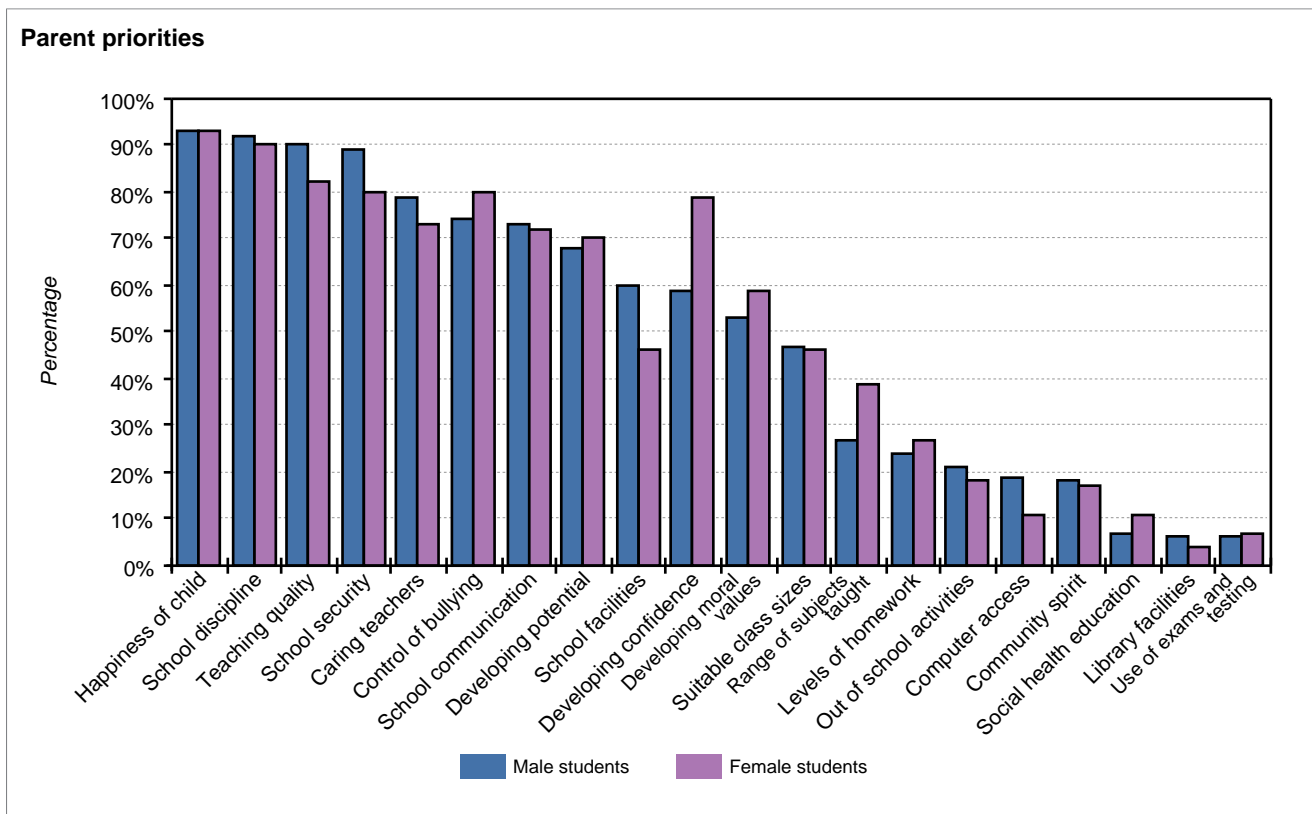
The graph below shows which criteria parents of Nursery and Reception pupils selected as important compared to which criteria parents of Years 3 and 4 & Years 5 and 6 pupils selected as important. This shows us how parent priorities change as the pupils get older. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Nursery and Reception ranking	Years 3 and 4 & Years 5 and 6 ranking
Caring teachers	2nd	8th ▲
Developing confidence	6th	9th ▲
Range of subjects taught	15th	13th ▼
Levels of homework	18th	14th ▼
Use of exams and testing	20th	18th ▼

How parent priorities change by gender of child

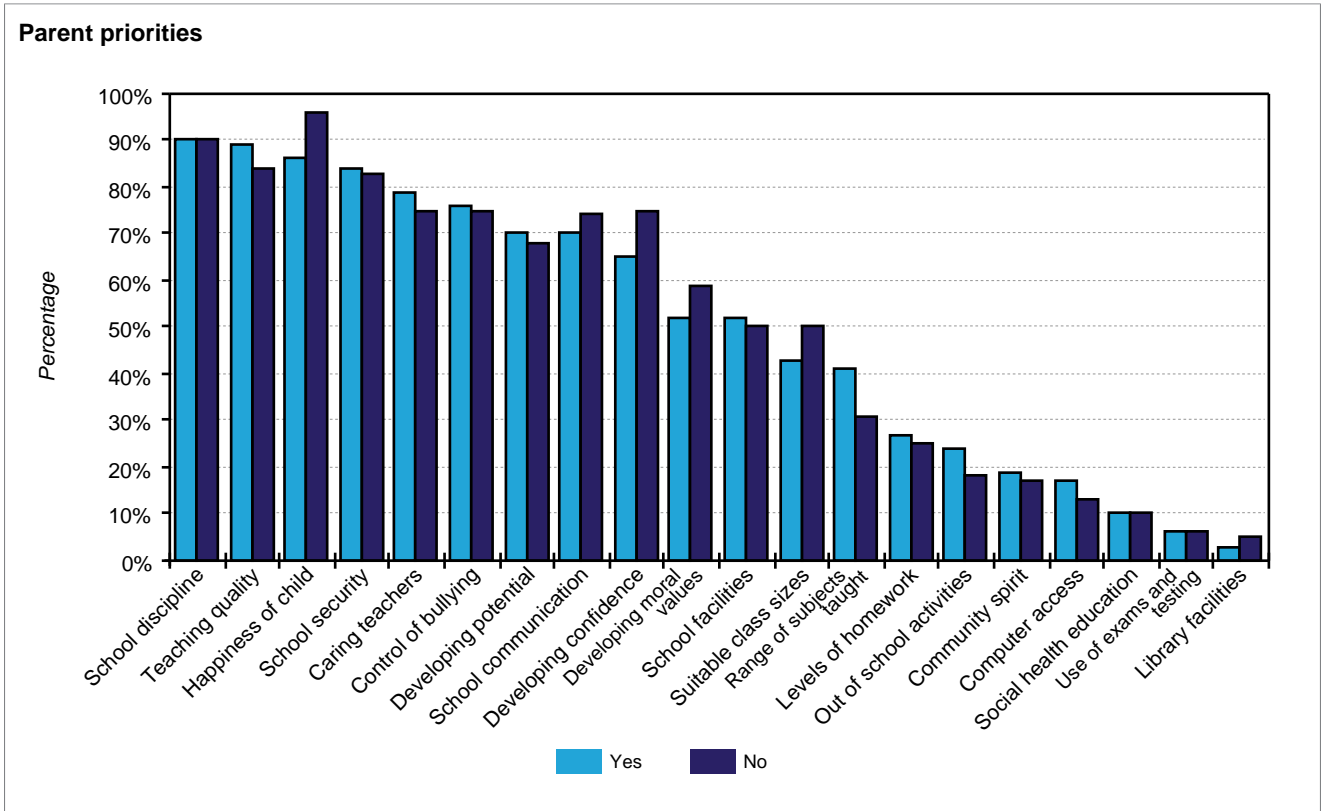
The graph below shows which criteria parents of female pupils selected as important compared to which criteria parents of male pupils selected as important. This shows us how parent priorities change by gender of the child. The table shows the criteria where there is a significant difference between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



Criteria where difference in score is significant	Male students ranking	Female students ranking
School facilities	9th	11th ▲
Developing confidence	10th	6th ▼

How parent priorities change – extra analysis

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



Criteria where difference in score is significant	Yes ranking	No ranking
Happiness of child	3rd	1st ▼

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 (%)
Levels of homework	12.7	9.6	6.3
School communication	12.4	7.1	13.4
Developing potential	11.9	16.5	15.0
Suitable class sizes	8.3	8.7	9.6
Control of bullying	7.7	5.5	6.3
Out of school activities	7.2	14.9	7.5
Developing confidence	7.1	9.3	5.2
Computer access	3.9	0.0	2.9
School discipline	3.8	5.4	4.1
Library facilities	3.2	3.1	2.2
Developing moral values	3.1	1.2	1.5
School security	2.9	1.2	3.7
School facilities	2.8	0.0	7.2
Caring teachers	2.4	0.0	2.0
Happiness of child	2.2	5.1	2.5
Community spirit	2.1	3.2	1.4
Range of subjects taught	2.1	0.0	0.0
Social health education	1.7	0.0	0.7
Teaching quality	1.4	5.1	4.7
Use of exams and testing	1.0	2.1	0.0

- Parents have given a higher priority to the following areas since the last survey: School communication.
- Parents have given a lower priority to the following areas since the last survey: Developing potential and Out of school activities.
- Parents have given a higher priority to the following areas compared to similar schools: Levels of homework.
- Parents have given a lower priority to the following areas compared to similar schools: School facilities.

Parent View summary

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

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

	Score	Sample
1. My child is happy at this school		
Happiness of child	81.1%	205
2. My child feels safe at this school		
Control of bullying	87.1%	170
School security	85.1%	206
3. My child makes good progress at this school		
Ensuring pupils do their best/make good progress	86.7%	202
Developing potential	86.7%	199
4. My child is well looked after at this school		
School security	85.1%	206
Looking after pupils well	83.9%	205
Attitude of non-teaching/support staff	83.0%	186
Caring teachers	82.2%	207
5. My child is taught well at this school		
Ensuring pupils do their best/make good progress	86.7%	202
Developing potential	86.7%	199
Tailoring child's work to their needs and ability	85.6%	187
Use of exams and testing	84.8%	141
Teaching quality	84.0%	202
Teaching pupils with special needs	83.0%	99

	Score	Sample
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	218
Tailoring child's work to their needs and ability	85.6%	187
Levels of homework	82.4%	193
7. This school ensures the pupils are well behaved		
School discipline	81.6%	195
8. This school deals effectively with bullying		
Control of bullying	87.1%	170
9. Quality of school management		
The school did not ask any questions relevant to this section		
10. This school responds well to any concern I raise		
Caring teachers	82.2%	207
11. I receive valuable information from the school about my child's progress		
Regular marking of work	80.1%	164
12. I would recommend this school to another parent		
Recommended	97.3%	170

Ofsted self-evaluation summary

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

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

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

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

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

Remember, for grading comparisons with our colour coded system:

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

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

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

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

School communication	87.9%	Outstanding
Treating all pupils fairly/equally	87.5%	Outstanding
Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Use of exams and testing	84.8%	Outstanding
Teaching quality	84.0%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Teaching pupils with special needs	83.0%	Outstanding
Community spirit	82.8%	Outstanding
Levels of homework	82.4%	Outstanding
Developing confidence	82.3%	Outstanding
Regular marking of work	80.1%	Outstanding
Appropriate level of challenge in homework	77.7%	Good
Pupil targets	77.6%	Good
Pupil response to feedback	76.3%	Good
Use of feedback on pupil's work	76.3%	Good

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

The Accuracy and Impact of Assessment

Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Tailoring child's work to their needs and ability	85.6%	Outstanding
Use of exams and testing	84.8%	Outstanding
Levels of homework	82.4%	Outstanding
Regular marking of work	80.1%	Outstanding
Appropriate level of challenge in homework	77.7%	Good
Use of feedback on pupil's work	76.3%	Good

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

The Impact of the Teaching of Literacy, Including Reading

Developing potential	86.7%	Outstanding
Tailoring child's work to their needs and ability	85.6%	Outstanding

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

The Teaching of Mathematics

Developing potential	86.7%	Outstanding
Tailoring child's work to their needs and ability	85.6%	Outstanding
Computer access	84.1%	Outstanding
Appropriate level of challenge in homework	77.7%	Good

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

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

Teaching pupils with special needs	101.7%	Outstanding
Use of exams and testing	97.5%	Outstanding
Tailoring child's work to their needs and ability	93.6%	Outstanding
Developing potential	93.4%	Outstanding
Ensuring pupils do their best/make good progress	91.9%	Outstanding
Computer access	90.2%	Outstanding
Levels of homework	89.9%	Outstanding
Community spirit	88.9%	Outstanding
Teaching quality	88.2%	Outstanding
School communication	87.7%	Outstanding
Regular marking of work	86.0%	Outstanding
Promoting racial harmony	85.5%	Outstanding
Developing confidence	85.2%	Outstanding
Use of feedback on pupil's work	84.0%	Outstanding
Quality of feedback on pupil's work	83.5%	Outstanding
Pupil response to feedback	83.5%	Outstanding
Appropriate level of challenge in homework	82.0%	Outstanding
Pupil targets	81.4%	Outstanding

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

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

Not applicable.

Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 1.1 = 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.

Control of bullying	87.1%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Community spirit	82.8%	Outstanding
Developing confidence	82.3%	Outstanding
School discipline	81.6%	Outstanding

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

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

Information on different types of bullying	94.2%	Outstanding
Control of bullying	87.1%	Outstanding
Social health education	86.7%	Outstanding
Encouraging and listening to pupils' views	84.9%	Outstanding
Looking after pupils well	83.9%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Attitude of non-teaching/support staff	83.0%	Outstanding
Community spirit	82.8%	Outstanding
E-safety	82.6%	Outstanding
Caring teachers	82.2%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding

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

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

Information on different types of bullying	94.2%	Outstanding
Control of bullying	87.1%	Outstanding
Looking after pupils well	83.9%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Attitude of non-teaching/support staff	83.0%	Outstanding
Community spirit	82.8%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding

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

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

Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Encouraging and listening to pupils' views	84.9%	Outstanding
Celebrating and rewarding achievement	83.0%	Outstanding
Community spirit	82.8%	Outstanding
Developing confidence	82.3%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding
Happiness of child	81.1%	Outstanding

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

Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Encouraging and listening to pupils' views	84.9%	Outstanding
Celebrating and rewarding achievement	83.0%	Outstanding
Teaching pupils with special needs	83.0%	Outstanding
Developing confidence	82.3%	Outstanding
Pupil response to feedback	76.3%	Good

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

Personal Development and Welfare: Choices About Next Stages

Attitude of non-teaching/support staff	83.0%	Outstanding
Celebrating and rewarding achievement	83.0%	Outstanding
Levels of homework	82.4%	Outstanding
Pupil targets	77.6%	Good

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

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

Information on different types of bullying	94.2%	Outstanding
Control of bullying	87.1%	Outstanding
Social health education	86.7%	Outstanding
School security	85.1%	Outstanding
Encouraging and listening to pupils' views	84.9%	Outstanding
Looking after pupils well	83.9%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Attitude of non-teaching/support staff	83.0%	Outstanding
Community spirit	82.8%	Outstanding
E-safety	82.6%	Outstanding
Caring teachers	82.2%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding

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

Personal Development and Welfare: Keeping Healthy

Social health education	86.7%	Outstanding
Exercise	97.1%	Good
Diet	91.6%	Good

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

Personal Development and Welfare: Personal Development

Information on different types of bullying	94.2%	Outstanding
Control of bullying	87.1%	Outstanding
Developing potential	86.7%	Outstanding
Social health education	86.7%	Outstanding
Encouraging and listening to pupils' views	84.9%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Community spirit	82.8%	Outstanding
E-safety	82.6%	Outstanding
Developing confidence	82.3%	Outstanding
Developing moral values	81.8%	Outstanding

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

Attendance and Punctuality

Your own assessment is required here.

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

Information on different types of bullying	102.7%	Outstanding
Teaching pupils with special needs	101.7%	Outstanding
Use of exams and testing	97.5%	Outstanding
Social health education	94.4%	Outstanding
Tailoring child's work to their needs and ability	93.6%	Outstanding
Developing potential	93.4%	Outstanding
Treating all pupils fairly/equally	91.9%	Outstanding
Ensuring pupils do their best/make good progress	91.9%	Outstanding
Encouraging and listening to pupils' views	91.1%	Outstanding
Control of bullying	90.2%	Outstanding
Levels of homework	89.9%	Outstanding
Community spirit	88.9%	Outstanding
Teaching quality	88.2%	Outstanding
School communication	87.7%	Outstanding
Looking after pupils well	87.5%	Outstanding
Attitude of non-teaching/support staff	87.0%	Outstanding
Celebrating and rewarding achievement	86.5%	Outstanding
Developing moral values	86.4%	Outstanding
Regular marking of work	86.0%	Outstanding
Promoting racial harmony	85.5%	Outstanding
Developing confidence	85.2%	Outstanding
E-safety	85.2%	Outstanding
Happiness of child	84.7%	Outstanding
School security	84.1%	Outstanding
Caring teachers	83.6%	Outstanding
Pupil response to feedback	83.5%	Outstanding
School discipline	81.9%	Outstanding
Pupil targets	81.4%	Outstanding

(Continued on the next page)

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

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

Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

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

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

Outcomes for Pupils

Progress

Ratio of parents saying school improving versus declining		Outstanding
Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Use of exams and testing	84.8%	Outstanding
Teaching pupils with special needs	83.0%	Outstanding
Developing confidence	82.3%	Outstanding
Appropriate level of challenge in homework	77.7%	Good
Pupil targets	77.6%	Good
Pupil response to feedback	76.3%	Good
Use of feedback on pupil's work	76.3%	Good
Quality of feedback on pupil's work	75.4%	Good

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

Progress Over Time

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

Your own assessment is required here.

Achievements of Those Eligible for the Pupil Premium

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

Developing confidence	86.1%	Outstanding
Developing potential	82.3%	Outstanding
Tailoring child's work to their needs and ability	79.2%	Good
Use of exams and testing	78.4%	Good

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

The Most Able Pupils

Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Tailoring child's work to their needs and ability	85.6%	Outstanding
Developing confidence	82.3%	Outstanding
Appropriate level of challenge in homework	77.7%	Good
Pupil targets	77.6%	Good

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

Disabled Pupils and Those with Special Educational Needs

Treating all pupils fairly/equally	87.5%	Outstanding
Developing potential	86.7%	Outstanding
Tailoring child's work to their needs and ability	85.6%	Outstanding
Teaching pupils with special needs	83.0%	Outstanding
Developing confidence	82.3%	Outstanding

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Teaching pupils with special needs	101.7%	Outstanding
Use of exams and testing	97.5%	Outstanding
Tailoring child's work to their needs and ability	93.6%	Outstanding
Developing potential	93.4%	Outstanding
Treating all pupils fairly/equally	91.9%	Outstanding
Ensuring pupils do their best/make good progress	91.9%	Outstanding
Developing confidence	85.2%	Outstanding
Use of feedback on pupil's work	84.0%	Outstanding
Quality of feedback on pupil's work	83.5%	Outstanding
Pupil response to feedback	83.5%	Outstanding
Appropriate level of challenge in homework	82.0%	Outstanding
Pupil targets	81.4%	Outstanding

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

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

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

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

Effectiveness of the Early Years Provision

Quality of Teaching, Learning and Assessment

Teaching pupils with special needs	101.7%	Outstanding
Use of exams and testing	97.5%	Outstanding
Tailoring child's work to their needs and ability	93.6%	Outstanding
Developing potential	93.4%	Outstanding
Treating all pupils fairly/equally	91.9%	Outstanding
Ensuring pupils do their best/make good progress	91.9%	Outstanding
Computer access	90.2%	Outstanding
Levels of homework	89.9%	Outstanding
Community spirit	88.9%	Outstanding
Teaching quality	88.2%	Outstanding
School communication	87.7%	Outstanding
Regular marking of work	86.0%	Outstanding
Promoting racial harmony	85.5%	Outstanding
Developing confidence	85.2%	Outstanding
Use of feedback on pupil's work	84.0%	Outstanding
Quality of feedback on pupil's work	83.5%	Outstanding
Pupil response to feedback	83.5%	Outstanding
Appropriate level of challenge in homework	82.0%	Outstanding
Pupil targets	81.4%	Outstanding

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

Personal Development, Behaviour and Welfare

Information on different types of bullying	102.7%	Outstanding
Teaching pupils with special needs	101.7%	Outstanding
Use of exams and testing	97.5%	Outstanding
Social health education	94.4%	Outstanding
Tailoring child's work to their needs and ability	93.6%	Outstanding
Developing potential	93.4%	Outstanding
Treating all pupils fairly/equally	91.9%	Outstanding
Ensuring pupils do their best/make good progress	91.9%	Outstanding
Encouraging and listening to pupils' views	91.1%	Outstanding
Control of bullying	90.2%	Outstanding
Levels of homework	89.9%	Outstanding
Community spirit	88.9%	Outstanding
Teaching quality	88.2%	Outstanding
School communication	87.7%	Outstanding
Looking after pupils well	87.5%	Outstanding
Attitude of non-teaching/support staff	87.0%	Outstanding
Celebrating and rewarding achievement	86.5%	Outstanding
Developing moral values	86.4%	Outstanding
Regular marking of work	86.0%	Outstanding
Promoting racial harmony	85.5%	Outstanding
Developing confidence	85.2%	Outstanding
E-safety	85.2%	Outstanding
Happiness of child	84.7%	Outstanding
School security	84.1%	Outstanding
Caring teachers	83.6%	Outstanding
Pupil response to feedback	83.5%	Outstanding
School discipline	81.9%	Outstanding
Pupil targets	81.4%	Outstanding

(Continued on the next page)

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

Outcomes for Pupils

Teaching pupils with special needs	101.7%	Outstanding
Use of exams and testing	97.5%	Outstanding
Tailoring child's work to their needs and ability	93.6%	Outstanding
Developing potential	93.4%	Outstanding
Treating all pupils fairly/equally	91.9%	Outstanding
Ensuring pupils do their best/make good progress	91.9%	Outstanding
Developing confidence	85.2%	Outstanding
Use of feedback on pupil's work	84.0%	Outstanding
Quality of feedback on pupil's work	83.5%	Outstanding
Pupil response to feedback	83.5%	Outstanding
Appropriate level of challenge in homework	82.0%	Outstanding
Pupil targets	81.4%	Outstanding

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

Summary grade – Effectiveness of the Early Years Provision section

Your average parental grade for "Effectiveness of the Early Years Provision" = 1.0 = 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

School communication	87.9%	Outstanding
Control of bullying	87.1%	Outstanding
Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Use of exams and testing	84.8%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Celebrating and rewarding achievement	83.0%	Outstanding
Community spirit	82.8%	Outstanding
Developing confidence	82.3%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding

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

Self-evaluation and Improvement

Ratio of parents saying school improving versus declining		Outstanding
Significant improvements versus significant declines		Outstanding
Encouraging and listening to pupils' views	84.9%	Outstanding
Use of exams and testing	84.8%	Outstanding
Pupil targets	77.6%	Good
Use of feedback on pupil's work	76.3%	Good
Quality of feedback on pupil's work	75.4%	Good

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

Curriculum

Out of school activities	89.5%	Outstanding
Ensuring pupils do their best/make good progress	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Tailoring child's work to their needs and ability	85.6%	Outstanding
Use of exams and testing	84.8%	Outstanding
Range of subjects taught	84.3%	Outstanding
Teaching pupils with special needs	83.0%	Outstanding
Pupil targets	77.6%	Good
Pupil response to feedback	76.3%	Good
Use of feedback on pupil's work	76.3%	Good
Your average parental grade for this section = 1.3 = Outstanding = Grade 1 (-)		

Citizenship

Information on different types of bullying	94.2%	Outstanding
Treating all pupils fairly/equally	87.5%	Outstanding
Control of bullying	87.1%	Outstanding
Social health education	86.7%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Community spirit	82.8%	Outstanding
E-safety	82.6%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding
Your average parental grade for this section = 1.0 = Outstanding = Grade 1		

Leadership

School communication	87.9%	Outstanding
Encouraging and listening to pupils' views	84.9%	Outstanding
Pupil targets	77.6%	Good
Use of feedback on pupil's work	76.3%	Good
Your average parental grade for this section = 1.5 = Outstanding = Grade 1 (-)		

Continuous Professional Development

Your own assessment is required here.

Safeguarding

Information on different types of bullying	94.2%	Outstanding
Treating all pupils fairly/equally	87.5%	Outstanding
Control of bullying	87.1%	Outstanding
Social health education	86.7%	Outstanding
School security	85.1%	Outstanding
Looking after pupils well	83.9%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Attitude of non-teaching/support staff	83.0%	Outstanding
Community spirit	82.8%	Outstanding
E-safety	82.6%	Outstanding
Caring teachers	82.2%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding

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

Governance

School communication	87.9%	Outstanding
Treating all pupils fairly/equally	87.5%	Outstanding
Tailoring child's work to their needs and ability	85.6%	Outstanding
School security	85.1%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Teaching pupils with special needs	83.0%	Outstanding
Appropriate level of challenge in homework	77.7%	Good

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

Use of the Pupil Premium

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

Ratio of parents saying school improving versus declining Outstanding

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

Effectiveness of the Early Years Provision: Leadership and Management

Information on different types of bullying	102.7%	Outstanding
Teaching pupils with special needs	101.7%	Outstanding
Use of exams and testing	97.5%	Outstanding
Social health education	94.4%	Outstanding
Tailoring child's work to their needs and ability	93.6%	Outstanding
Developing potential	93.4%	Outstanding
Treating all pupils fairly/equally	91.9%	Outstanding
Ensuring pupils do their best/make good progress	91.9%	Outstanding
Out of school activities	91.2%	Outstanding
Encouraging and listening to pupils' views	91.1%	Outstanding
Control of bullying	90.2%	Outstanding
Community spirit	88.9%	Outstanding
Range of subjects taught	88.2%	Outstanding
School communication	87.7%	Outstanding
Looking after pupils well	87.5%	Outstanding
Attitude of non-teaching/support staff	87.0%	Outstanding
Celebrating and rewarding achievement	86.5%	Outstanding
Developing moral values	86.4%	Outstanding
Promoting racial harmony	85.5%	Outstanding
Developing confidence	85.2%	Outstanding
E-safety	85.2%	Outstanding
School security	84.1%	Outstanding
Use of feedback on pupil's work	84.0%	Outstanding
Caring teachers	83.6%	Outstanding
Quality of feedback on pupil's work	83.5%	Outstanding
Pupil response to feedback	83.5%	Outstanding
Appropriate level of challenge in homework	82.0%	Outstanding
School discipline	81.9%	Outstanding
Pupil targets	81.4%	Outstanding

(Continued on the next page)

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

Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 1.2 = 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

Encouraging and listening to pupils' views	84.9%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Community spirit	82.8%	Outstanding
Happiness of child	81.1%	Outstanding

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

Moral Development

Social health education	86.7%	Outstanding
Community spirit	82.8%	Outstanding
Developing moral values	81.8%	Outstanding
School discipline	81.6%	Outstanding

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

Social Development

Out of school activities	89.5%	Outstanding
Control of bullying	87.1%	Outstanding
Social health education	86.7%	Outstanding
Promoting racial harmony	83.7%	Outstanding
Community spirit	82.8%	Outstanding
Developing confidence	82.3%	Outstanding
Developing moral values	81.8%	Outstanding

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

Cultural Development

Promoting racial harmony	83.7%	Outstanding
Community spirit	82.8%	Outstanding

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

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.0 = 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	Grade 1
Personal Development, Behaviour and Welfare	1.1	Outstanding	Grade 1
Outcomes for Pupils	1.2	Outstanding	Grade 1
Effectiveness of the Early Years Provision	1.0	Outstanding	Grade 1
Effectiveness of Leadership and Management	1.2	Outstanding	Grade 1
Spiritual, Moral, Social and Cultural Development	1.0	Outstanding	Grade 1

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 1.1 = Outstanding = **Grade 1**

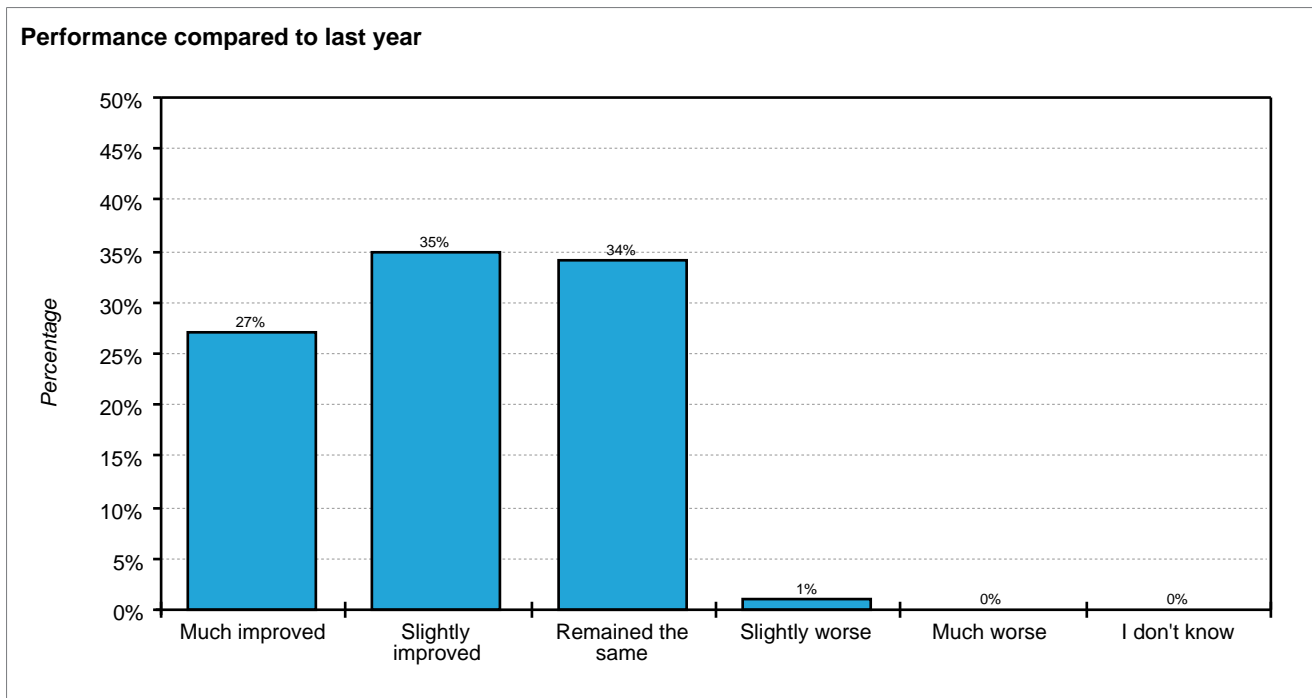
To reach the next grade

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.

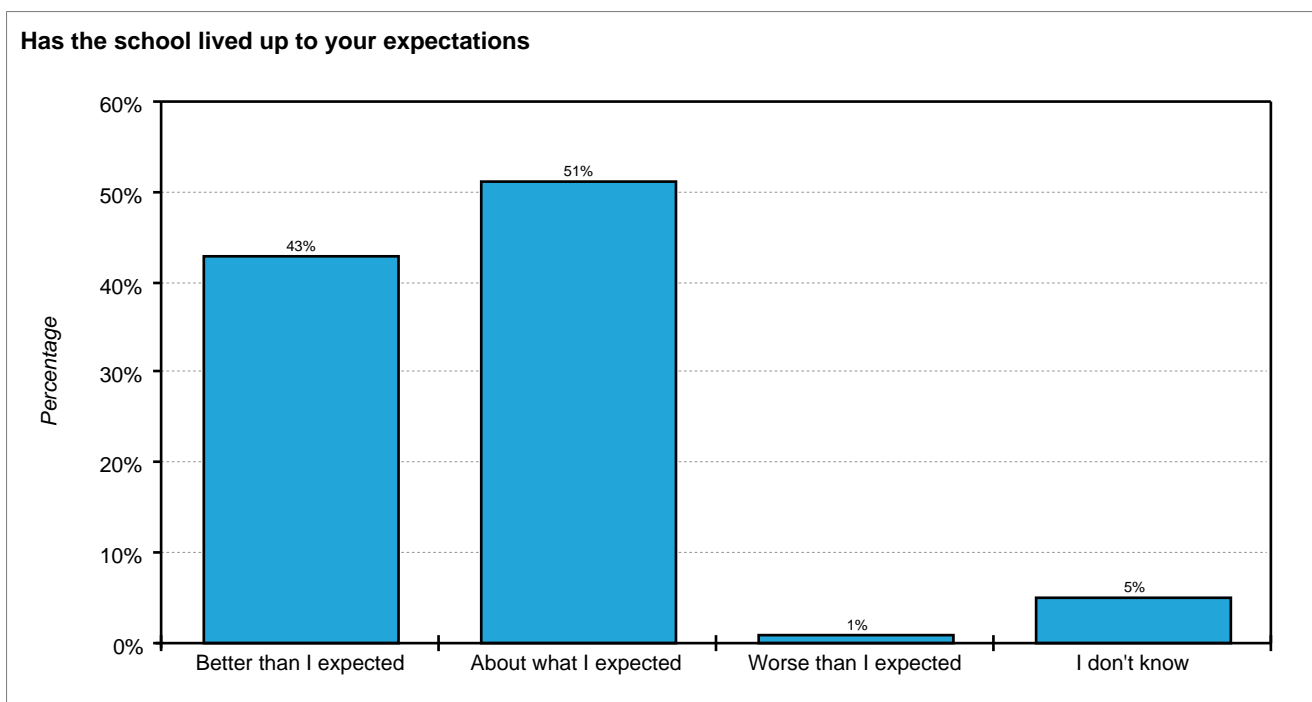
Standard analysis

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

Performance and expectations



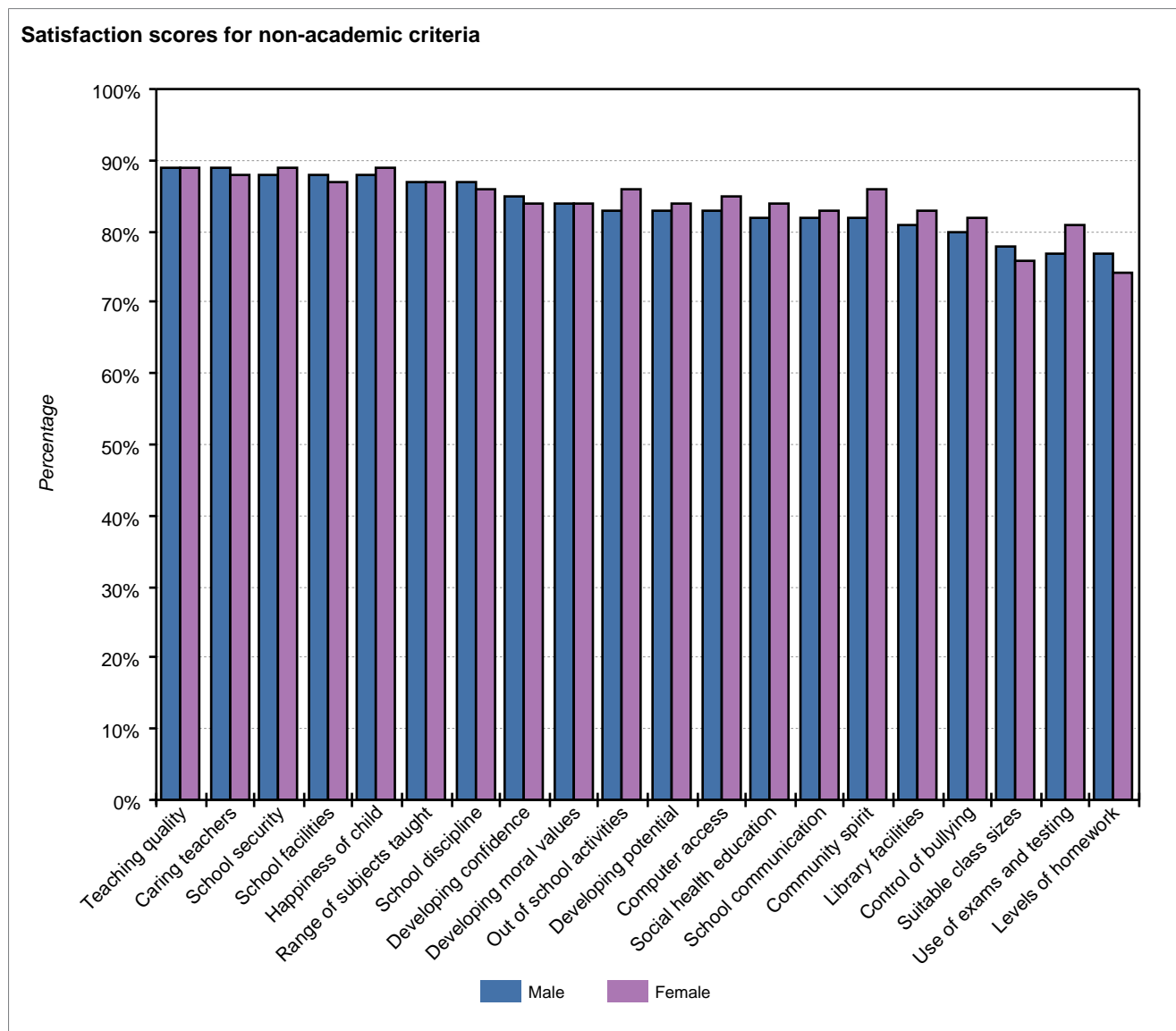
- Of the parents whose children were not in their first year at the school 63% said the school had improved over the last year and 1% thought that the school's performance was worse.



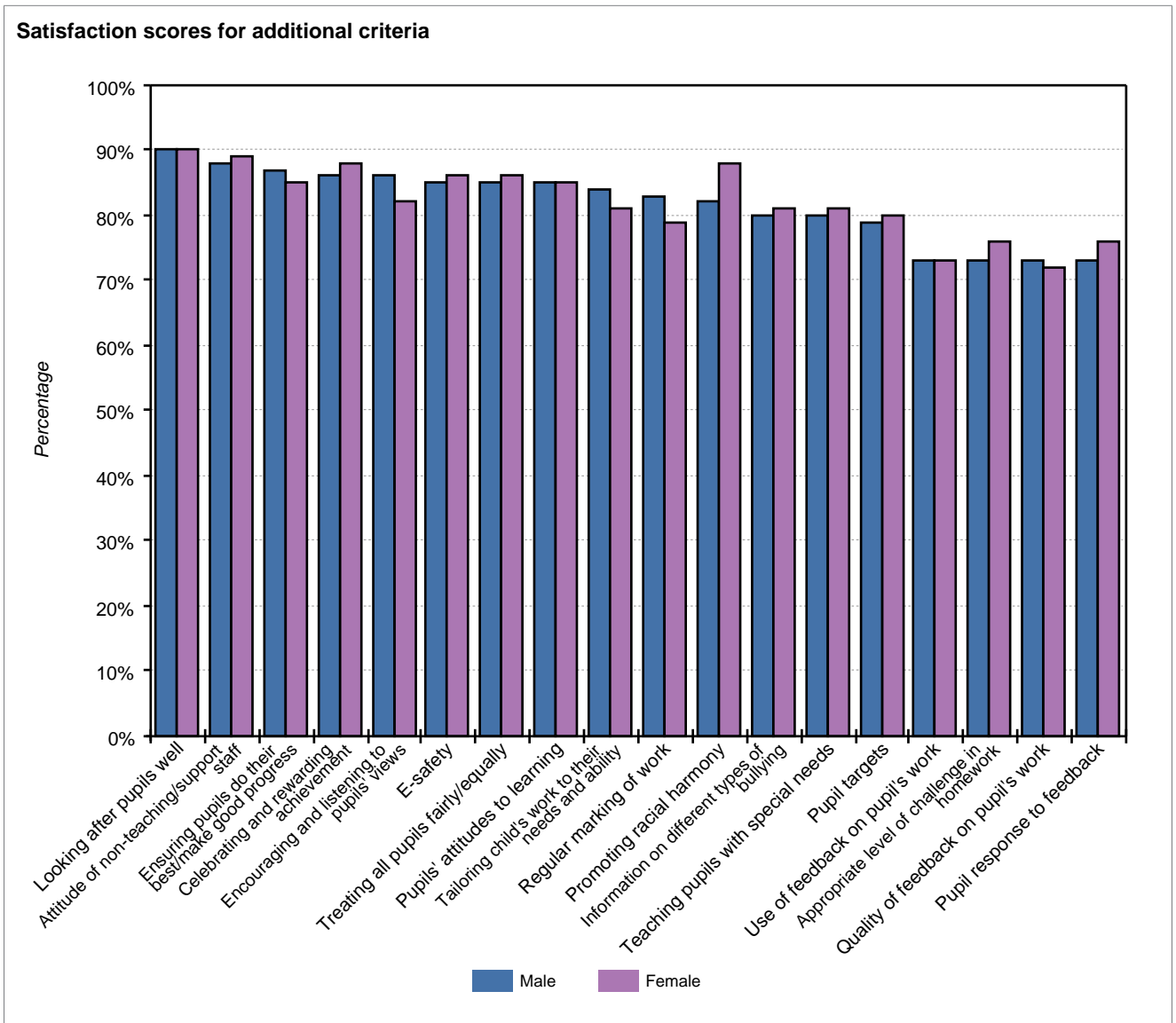
- Of the parents of new pupils, 1% felt that the school had not lived up to their expectations and 43% said the school was better than they had expected it to be.

Gender analysis

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



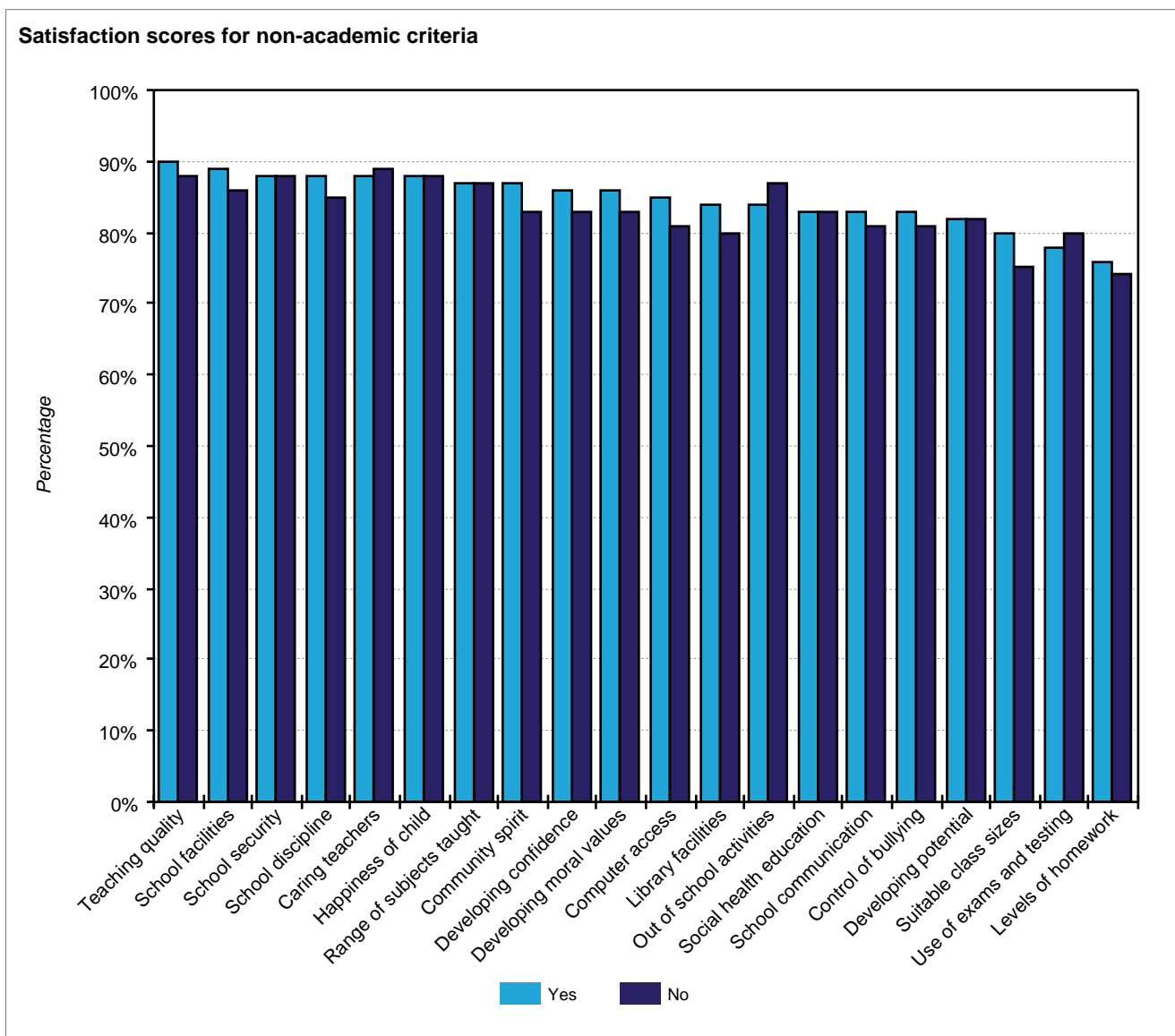
- There are no significant differences between the non-academic satisfaction scores for parents of female pupils and parents of male pupils.



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

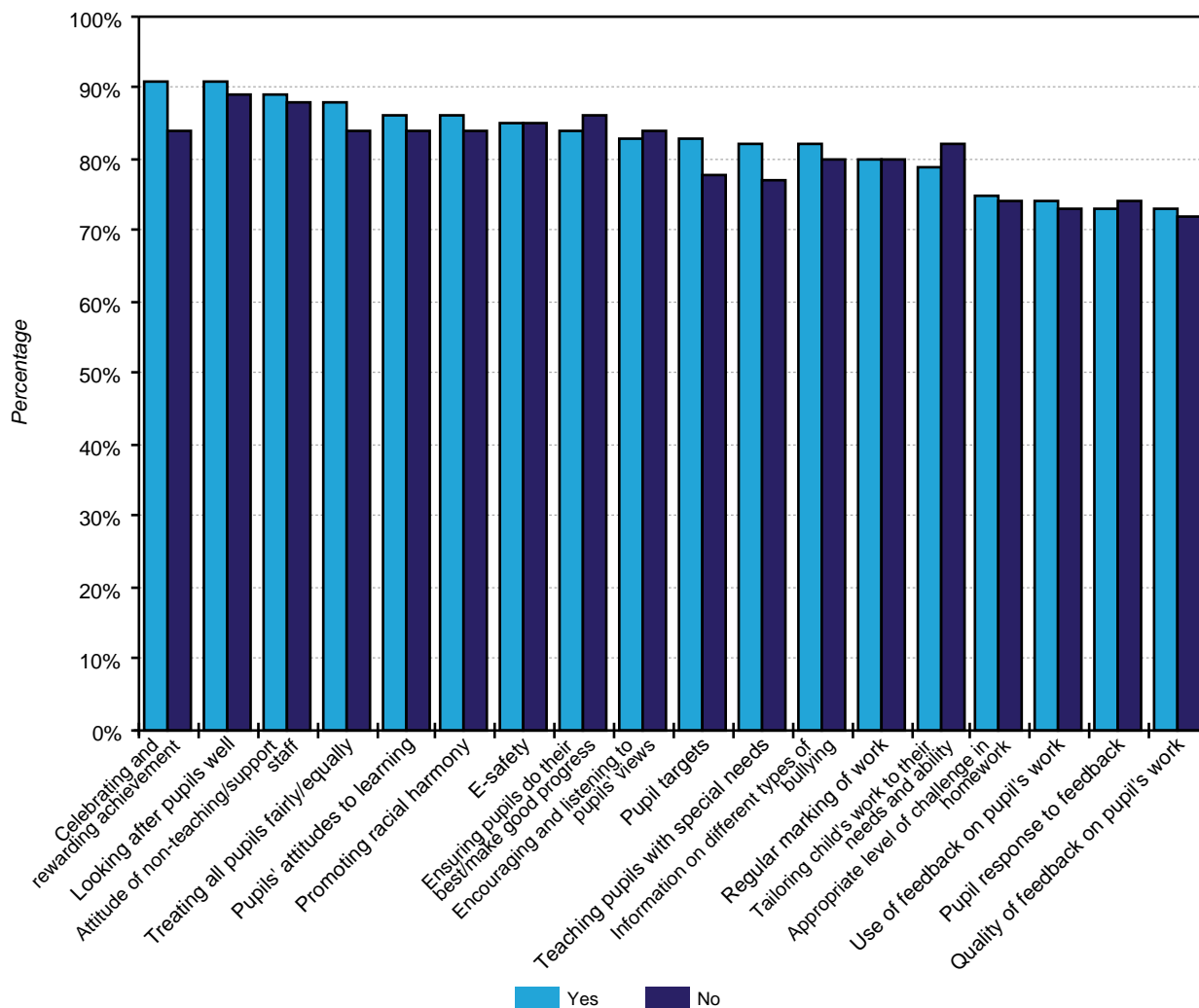
Extra analysis

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



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

Satisfaction scores for additional criteria

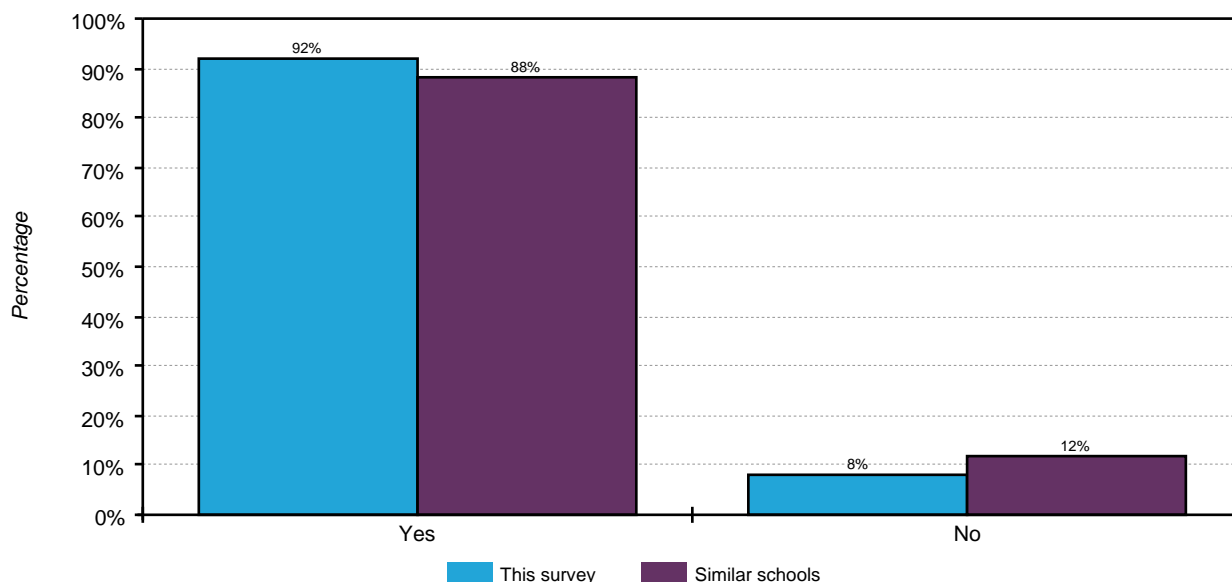


Additional criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
Celebrating and rewarding achievement	90.6	84.5 ▼

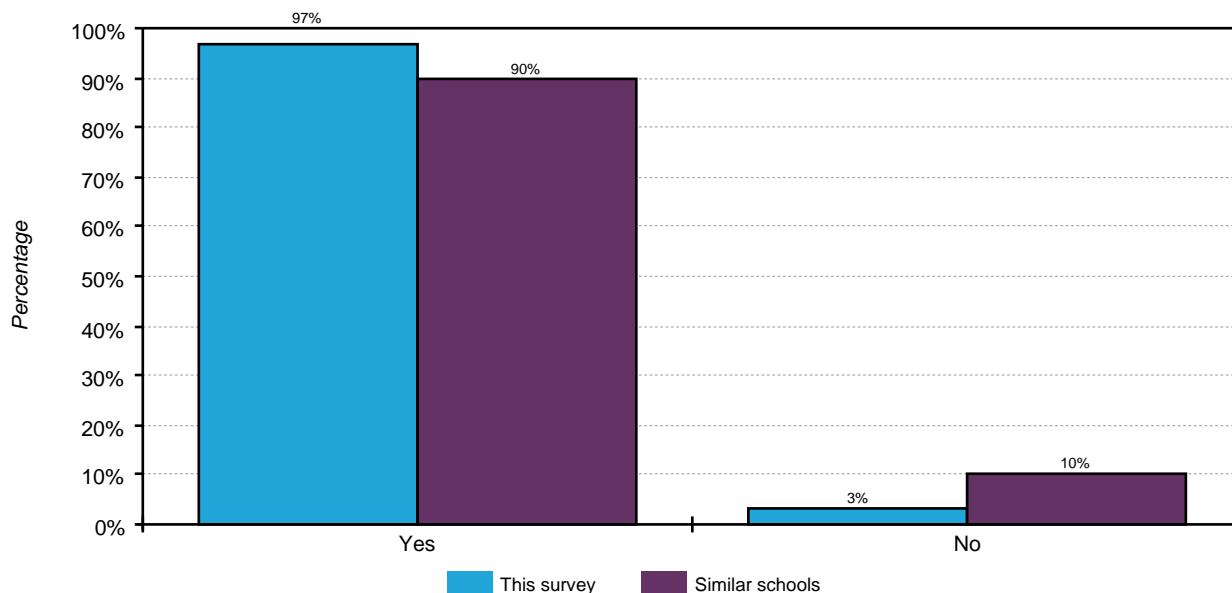
Healthy lifestyle

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

Parents' responses to the question: 'Eating a healthy diet?'



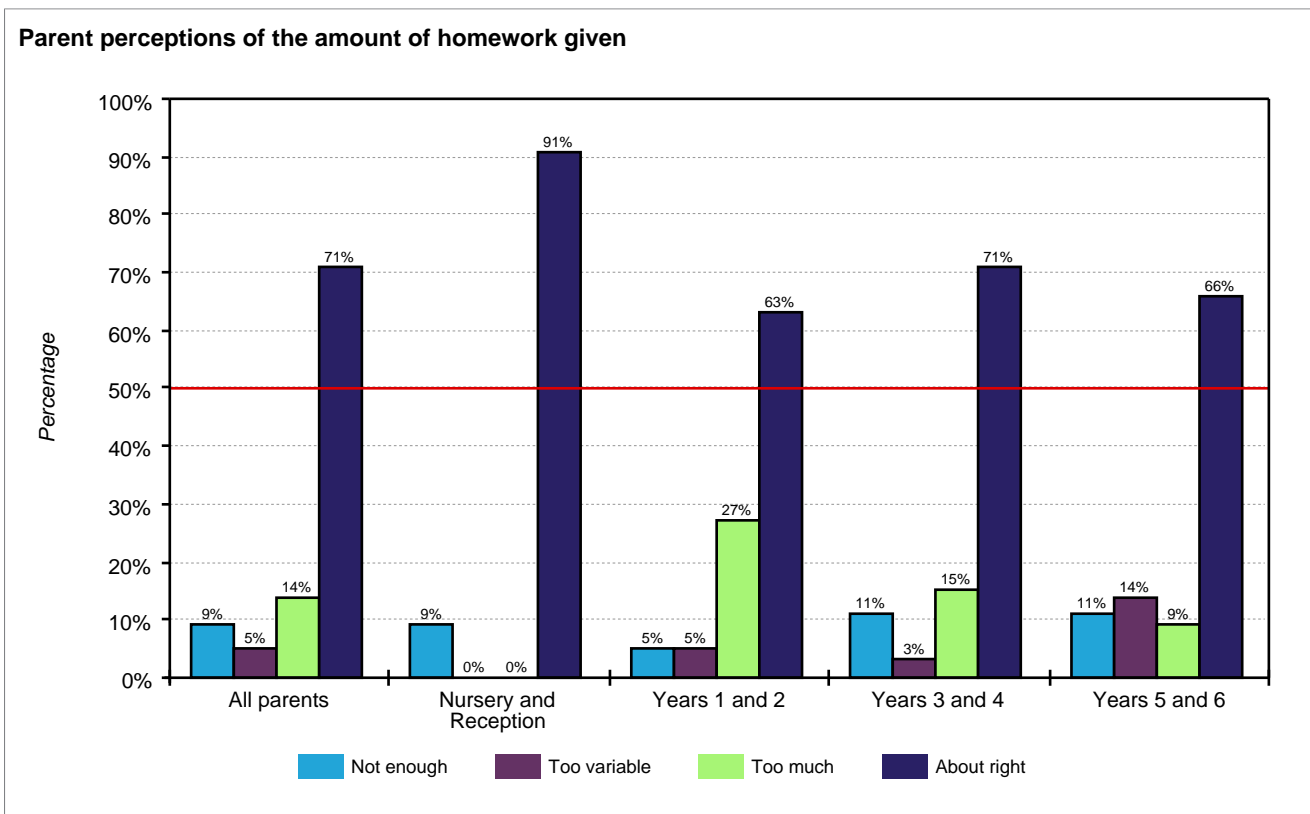
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'



Homework

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

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



Year group analysis

Analysis of year group scores compared to national average

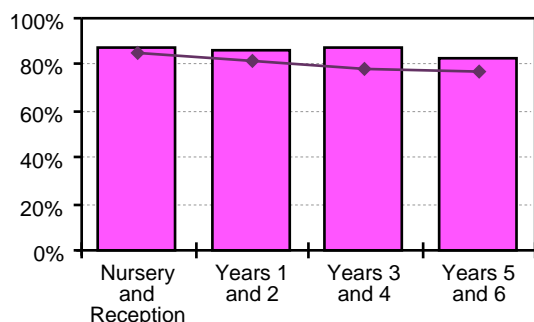
The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the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

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

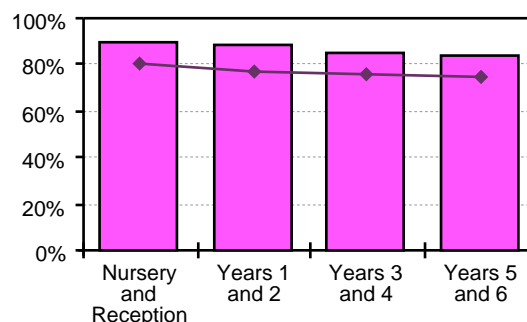
Year groups where there were fewer than 12 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

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

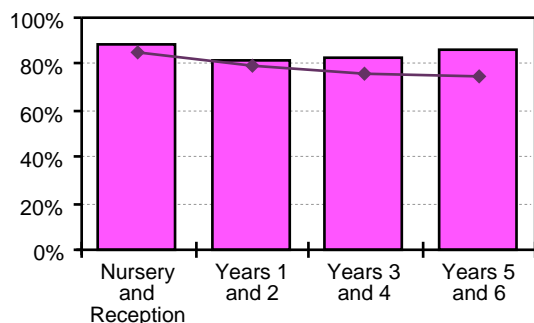
School discipline



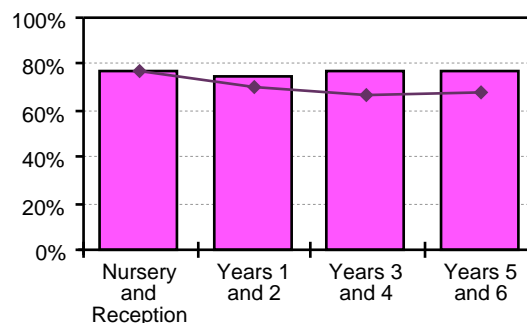
School facilities



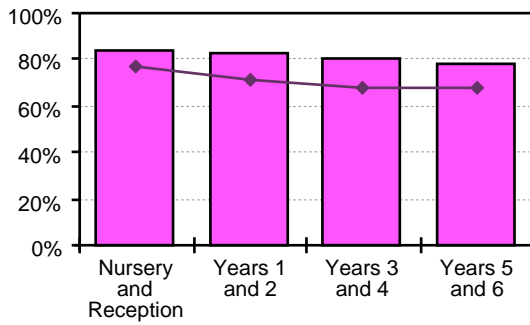
Developing confidence



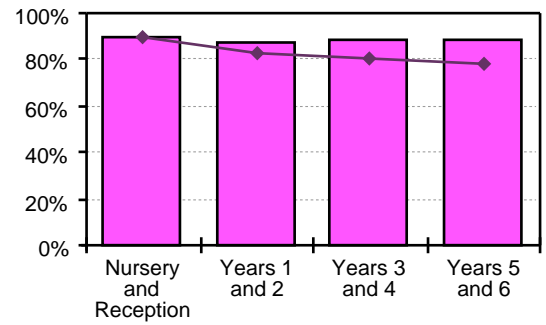
Suitable class sizes



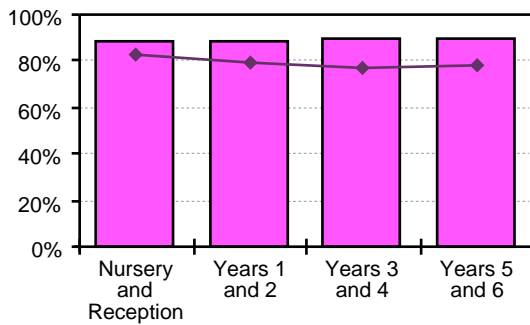
Control of bullying



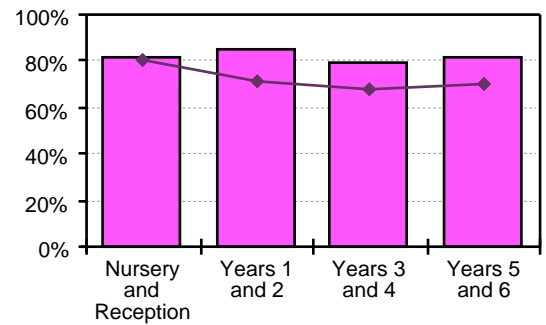
Caring teachers



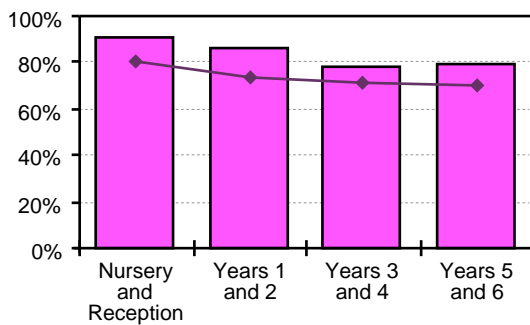
School security



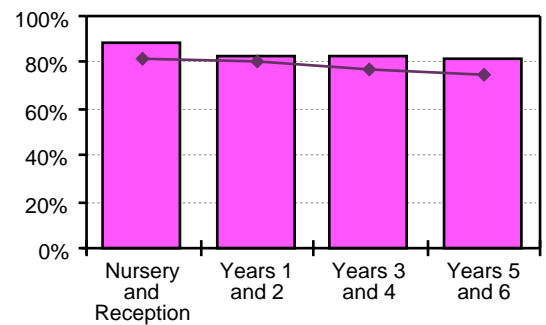
School communication



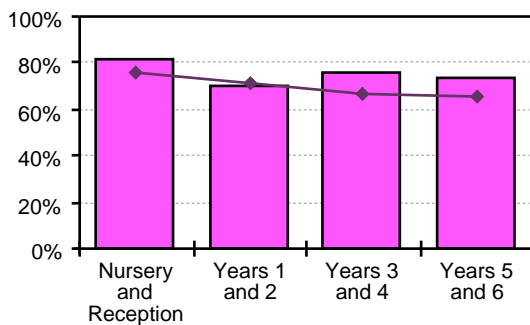
Library facilities



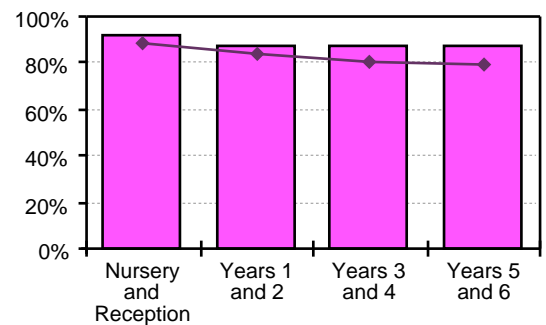
Developing moral values



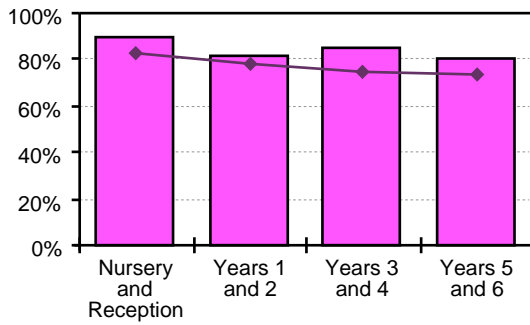
Levels of homework



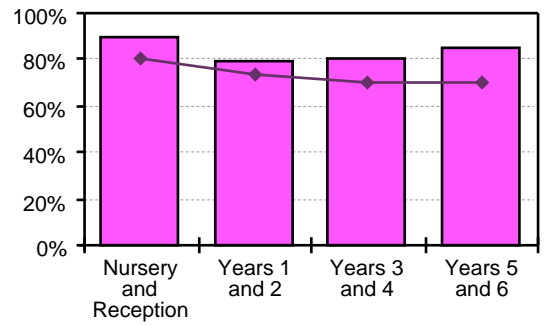
Happiness of child



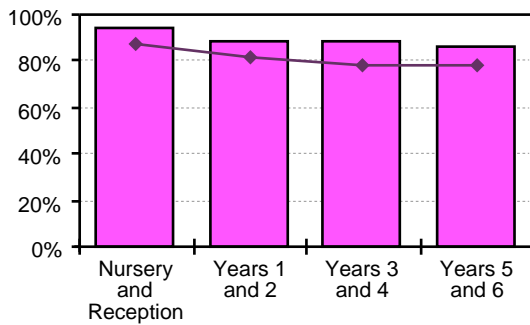
Community spirit



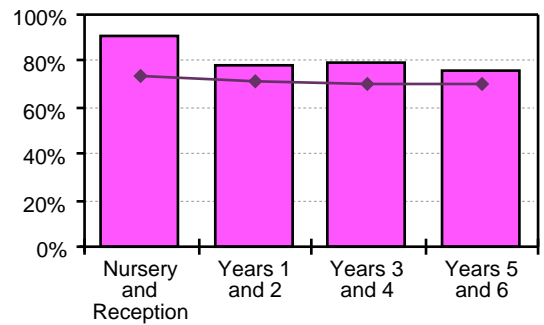
Developing potential



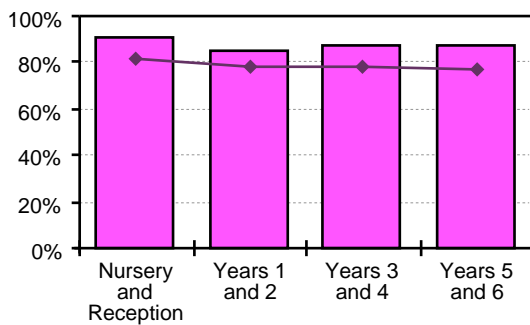
Teaching quality



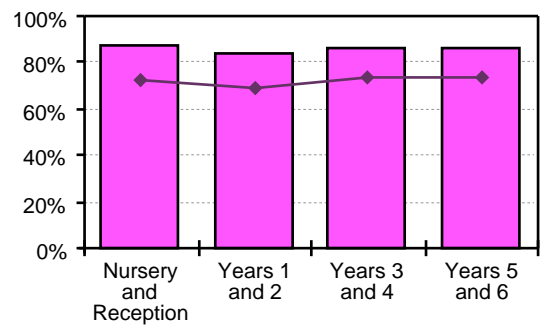
Use of exams and testing



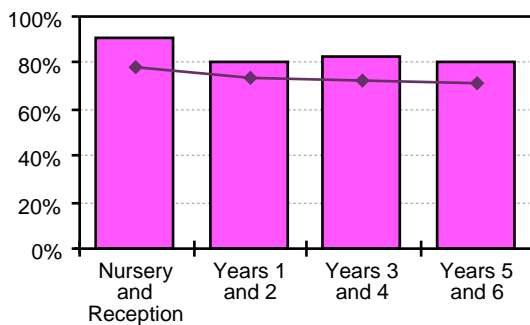
Range of subjects taught



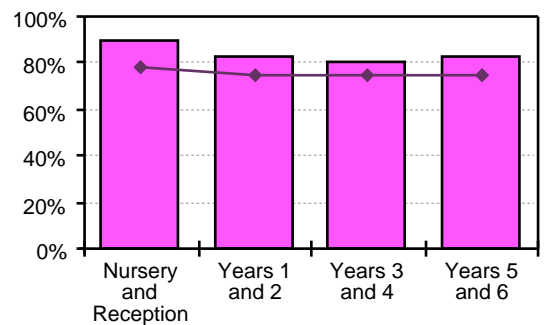
Out of school activities



Social health education

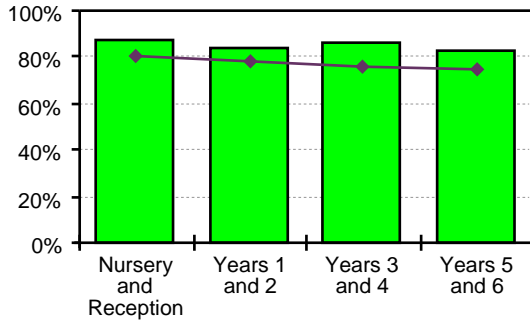


Computer access

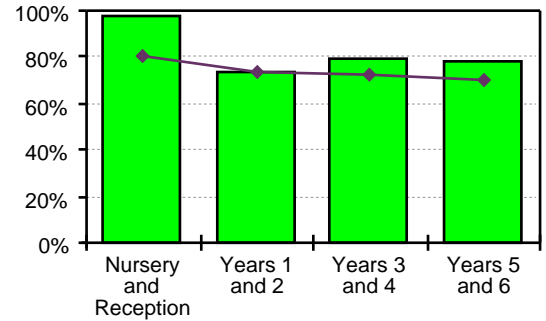


Year group analysis compared to national averages for your additional surveyed criteria

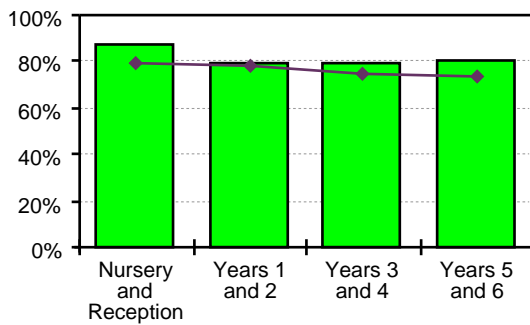
Promoting racial harmony



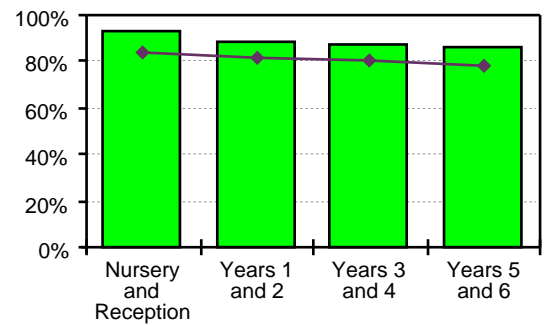
Teaching pupils with special needs



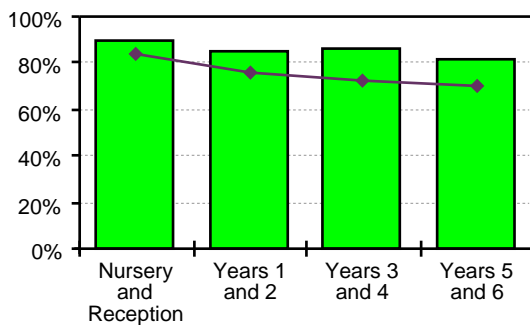
Regular marking of work



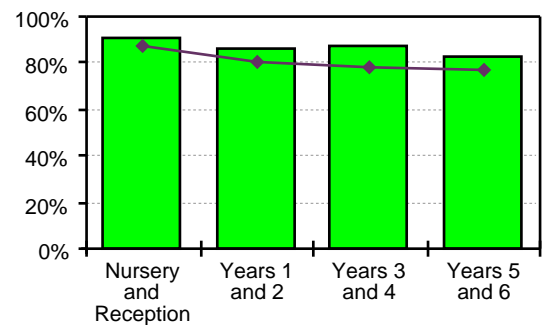
Attitude of non-teaching/support staff



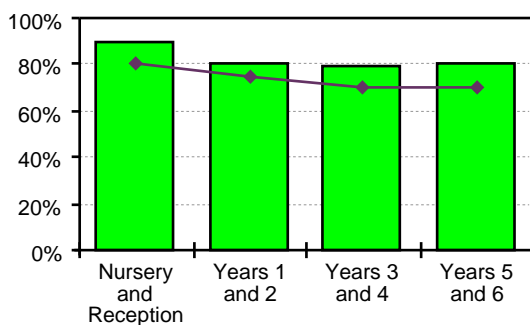
Treating all pupils fairly/equally



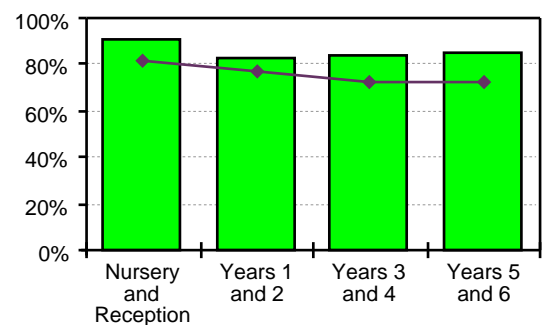
Celebrating and rewarding achievement



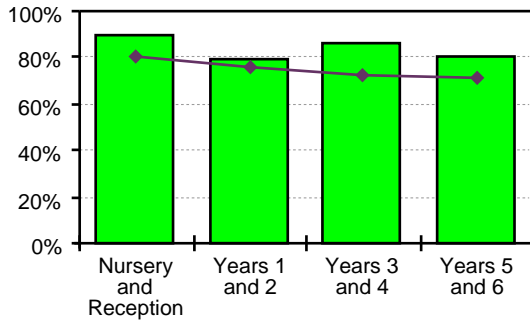
Tailoring child's work to their needs and ability



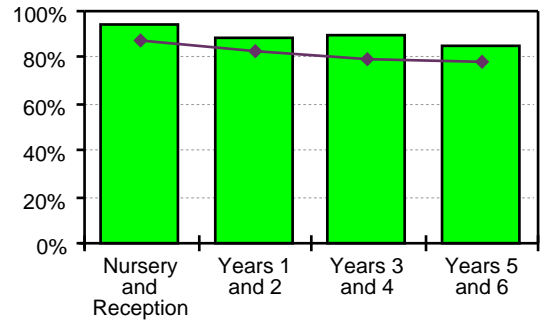
Ensuring pupils do their best/make good progress



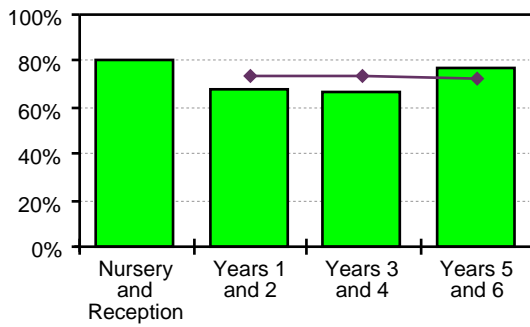
Encouraging and listening to pupils' views



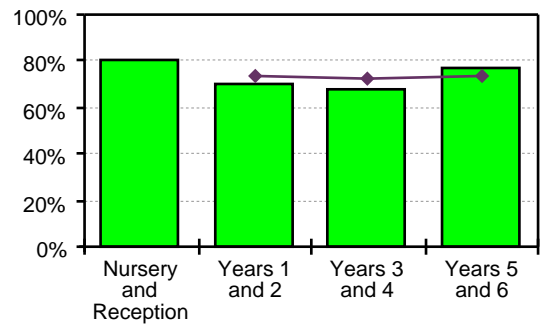
Looking after pupils well



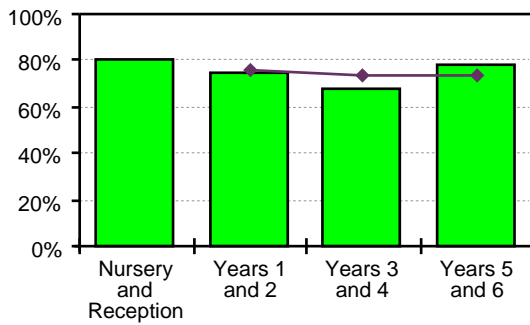
Quality of feedback on pupil's work



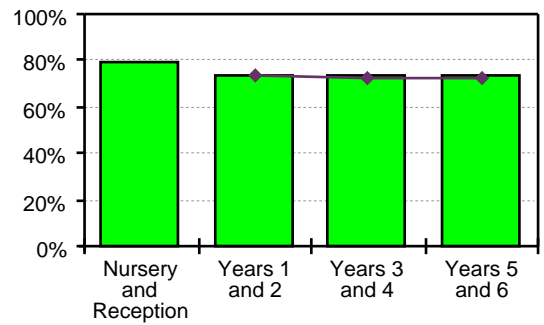
Use of feedback on pupil's work



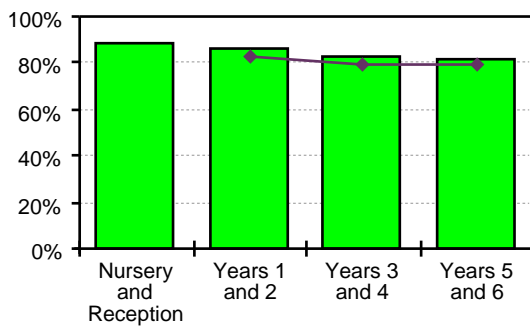
Pupil response to feedback



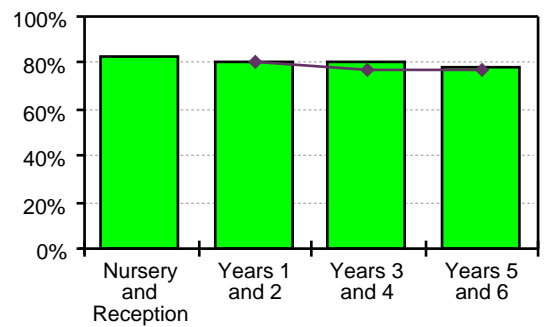
Appropriate level of challenge in homework



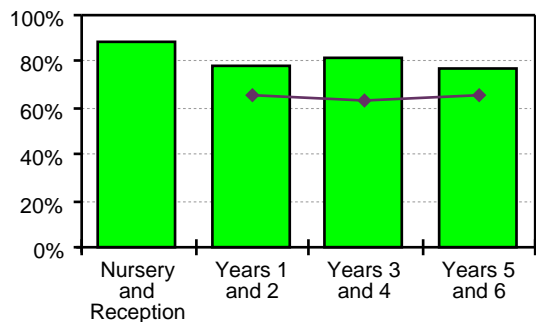
Pupils' attitudes to learning



Pupil targets



Information on different types of bullying



E-safety



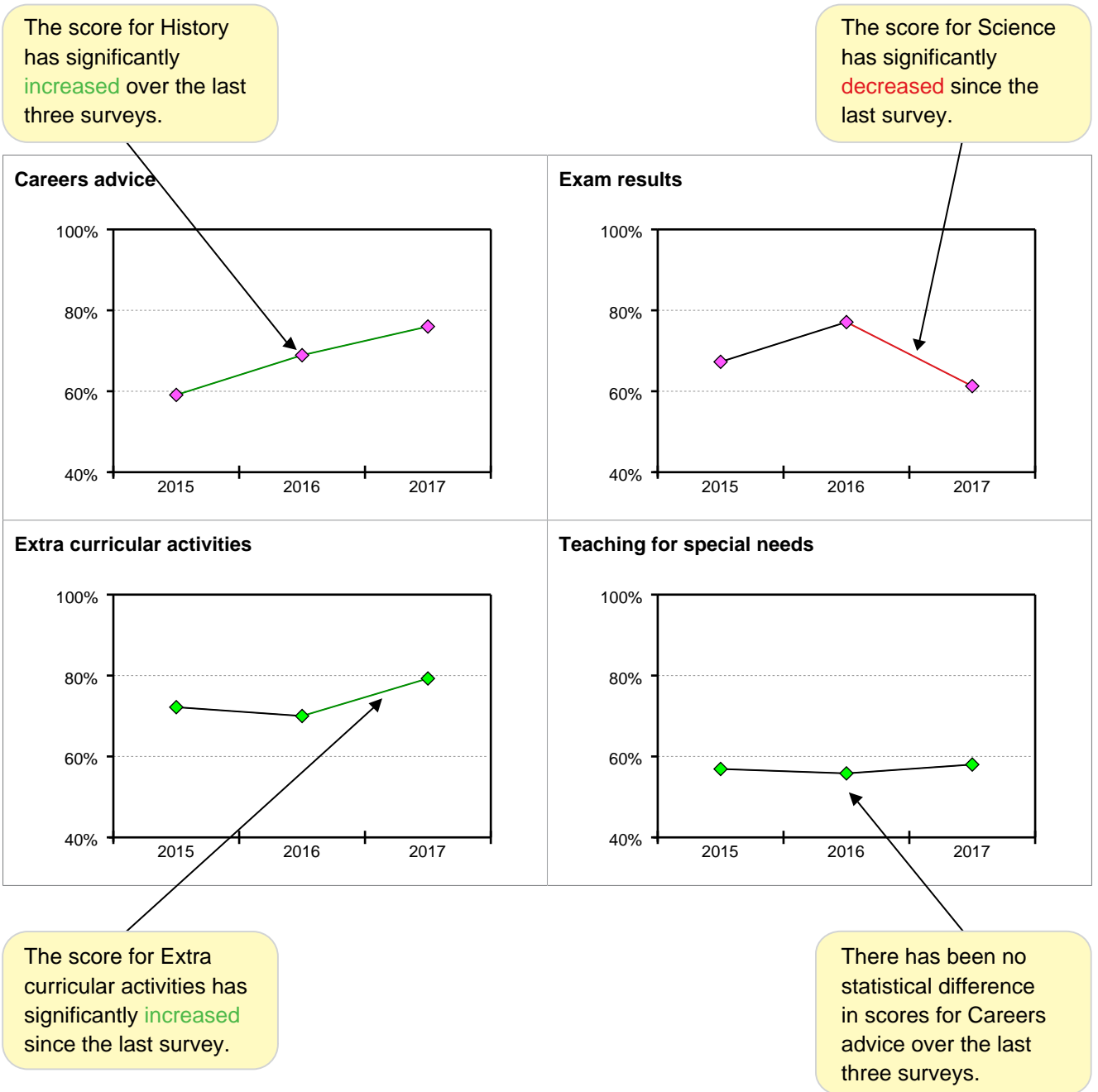
Time series analysis

Graphs showing trends for surveyed criteria over time

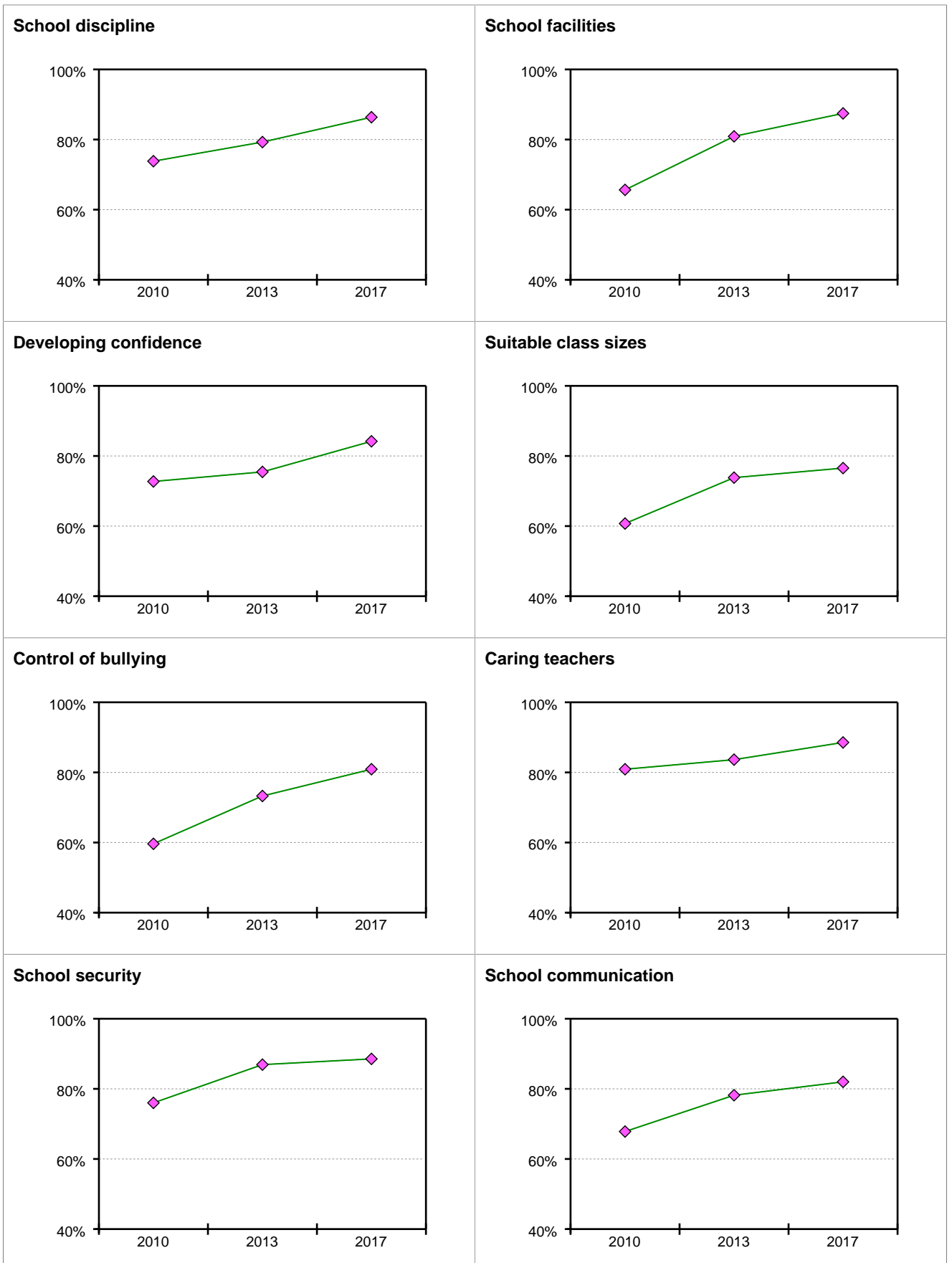
The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

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

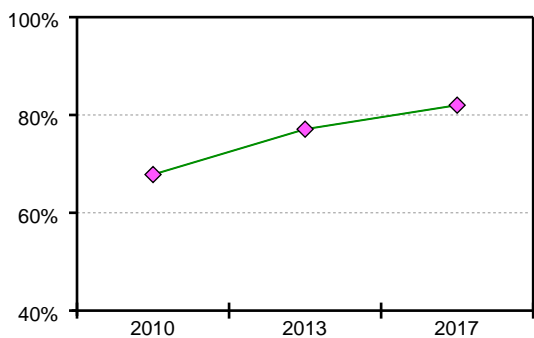
Example time series graphs



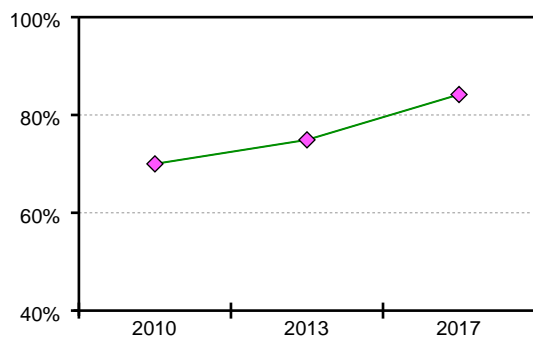
Score trends over time for non-academic criteria



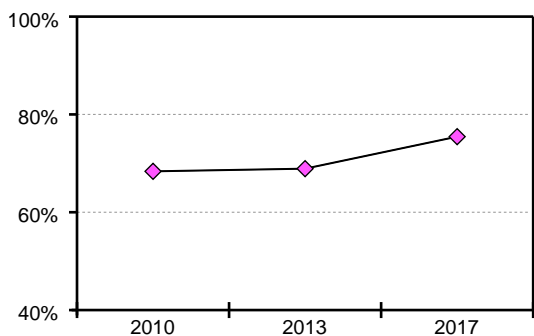
Library facilities



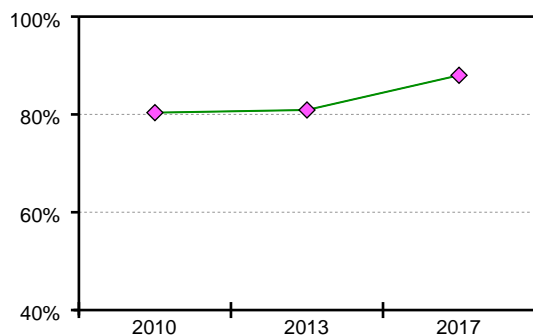
Developing moral values



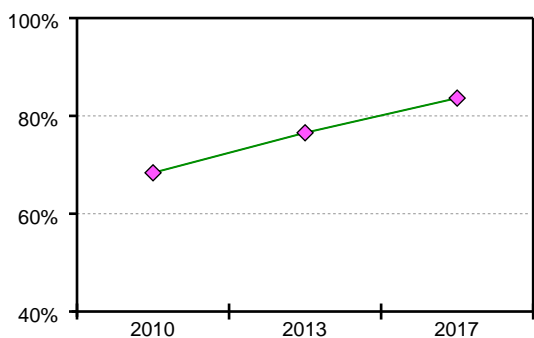
Levels of homework



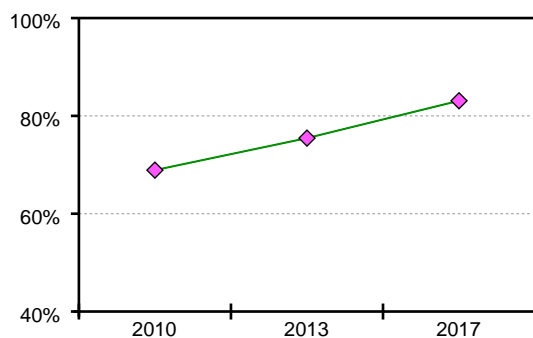
Happiness of child



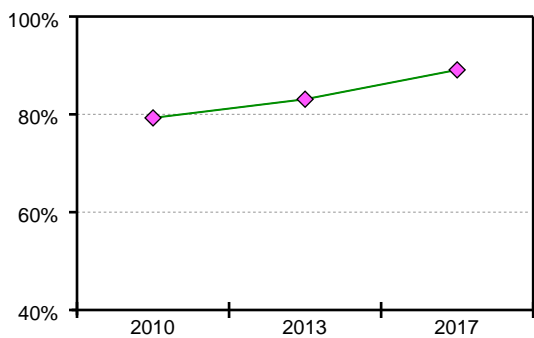
Community spirit



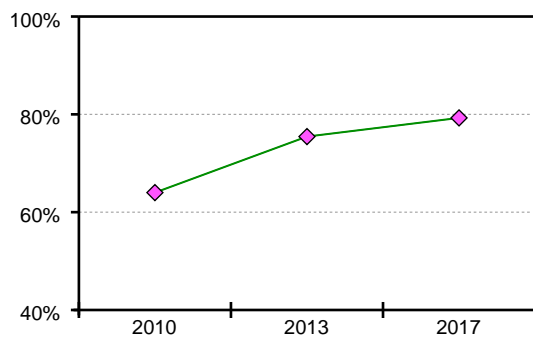
Developing potential

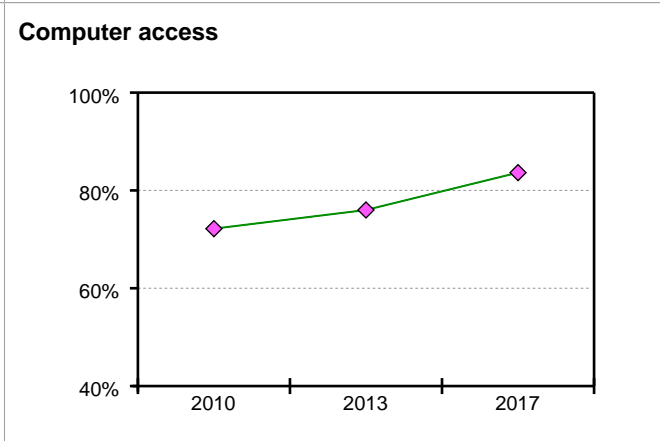
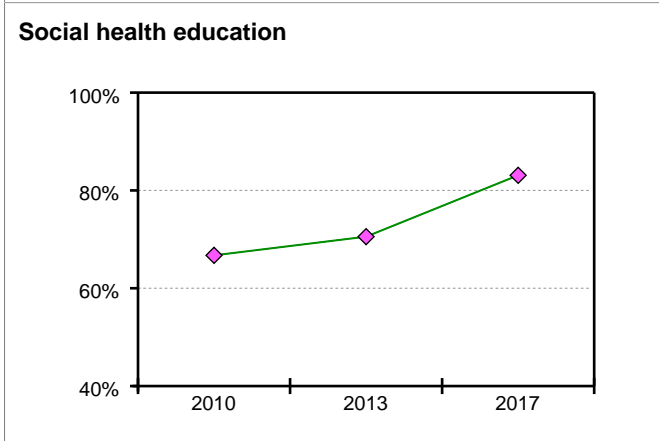
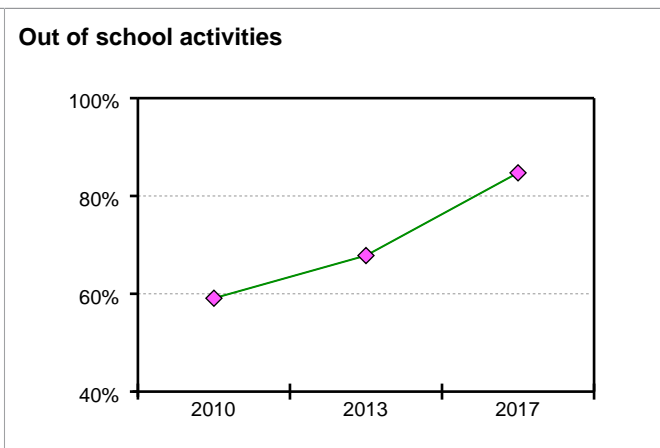
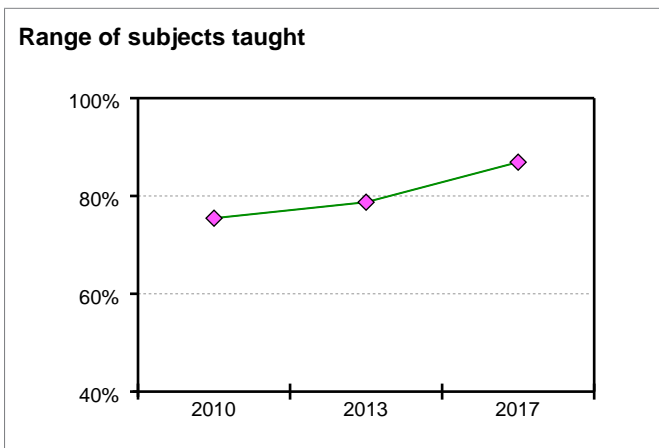


Teaching quality

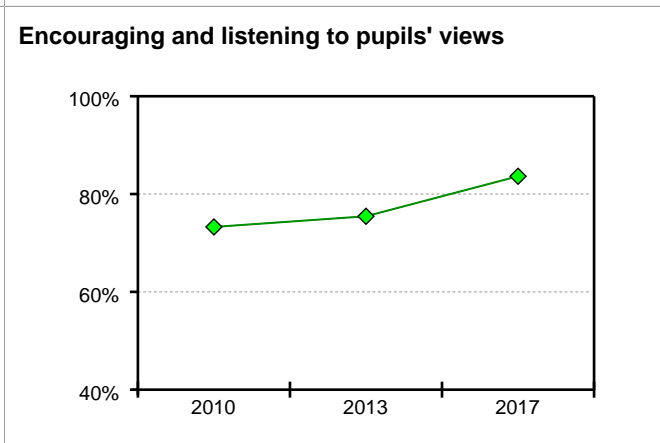
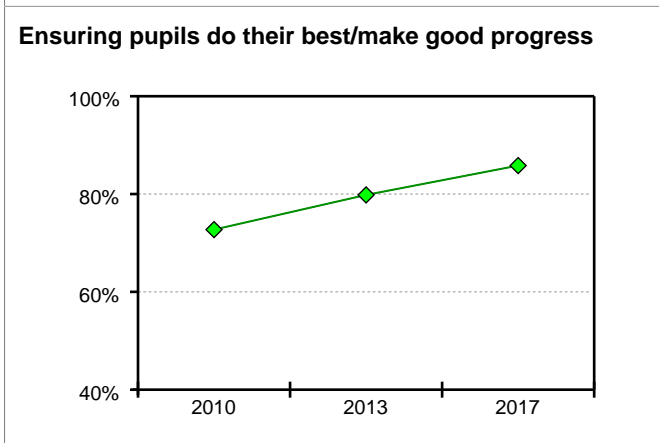
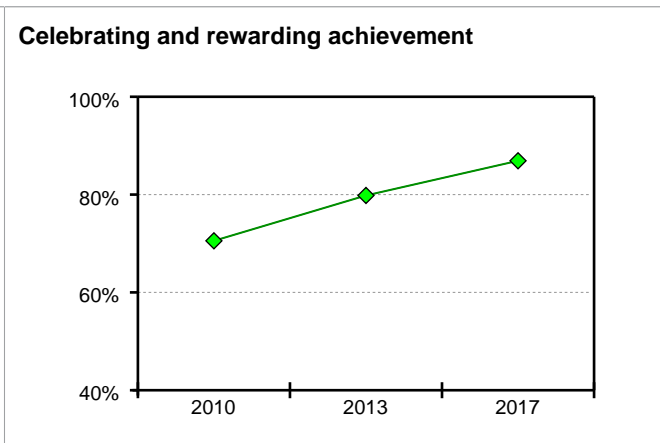
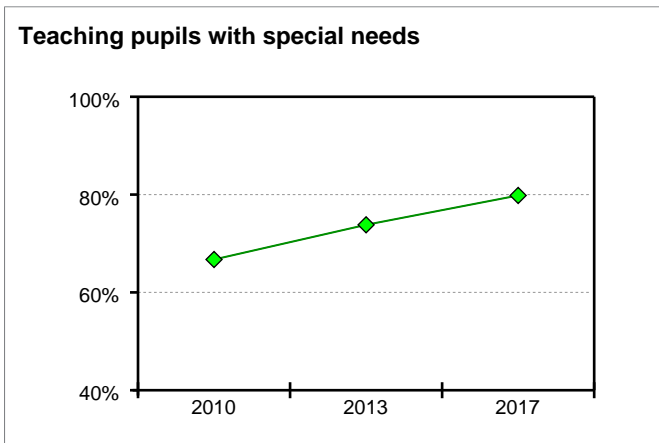


Use of exams and testing





Score trends over time for additional criteria

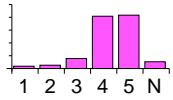


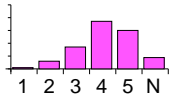
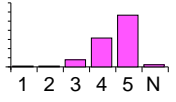
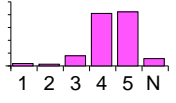
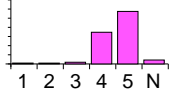
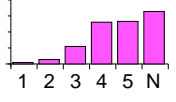
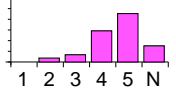
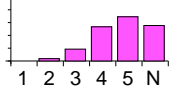
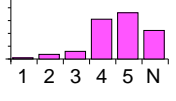
Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis

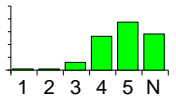
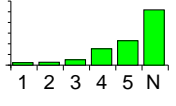
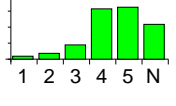
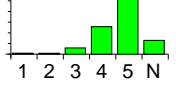
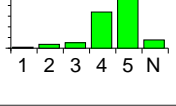
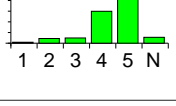
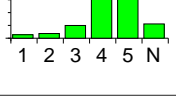
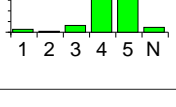
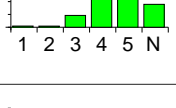


How parents scored the delivery and management of non-academic criteria.

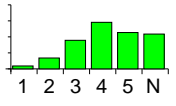
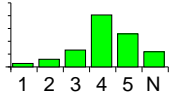
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	0.9%	0.0%	5.2%	38.5%	47.7%	7.6%	
School facilities	0.9%	0.9%	2.8%	40.5%	50.7%	4.2%	
Developing confidence	1.8%	2.6%	7.8%	40.8%	41.7%	5.3%	
Suitable class sizes	2.7%	2.8%	19.1%	36.8%	33.1%	5.5%	
Control of bullying	0.9%	3.2%	6.6%	37.7%	32.7%	18.8%	
Caring teachers	0.9%	1.9%	5.2%	29.3%	60.7%	1.9%	
School security	1.9%	1.8%	4.6%	29.3%	60.1%	2.3%	
School communication	1.8%	4.2%	8.4%	37.9%	46.8%	0.9%	
Library facilities	0.9%	1.8%	9.2%	26.5%	34.7%	26.9%	
Developing moral values	0.9%	1.8%	6.8%	42.0%	40.8%	7.6%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	0.9%	6.0%	17.1%	37.1%	30.0%	8.8%	
Happiness of child	0.9%	0.9%	7.8%	31.6%	56.5%	2.3%	
Community spirit	0.9%	2.2%	8.7%	30.4%	44.7%	13.0%	
Developing potential	1.8%	1.4%	7.9%	41.0%	42.2%	5.7%	
Teaching quality	0.9%	0.9%	1.8%	34.6%	57.4%	4.3%	
Use of exams and testing	0.9%	2.7%	10.9%	26.1%	26.6%	32.7%	
Range of subjects taught	0.9%	0.9%	4.6%	34.1%	48.1%	11.3%	
Out of school activities	0.0%	3.7%	6.8%	29.1%	45.3%	15.1%	
Social health education	0.0%	1.8%	9.3%	26.7%	34.5%	27.7%	
Computer access	0.9%	3.6%	6.0%	31.1%	36.1%	22.3%	

Additional criteria analysis

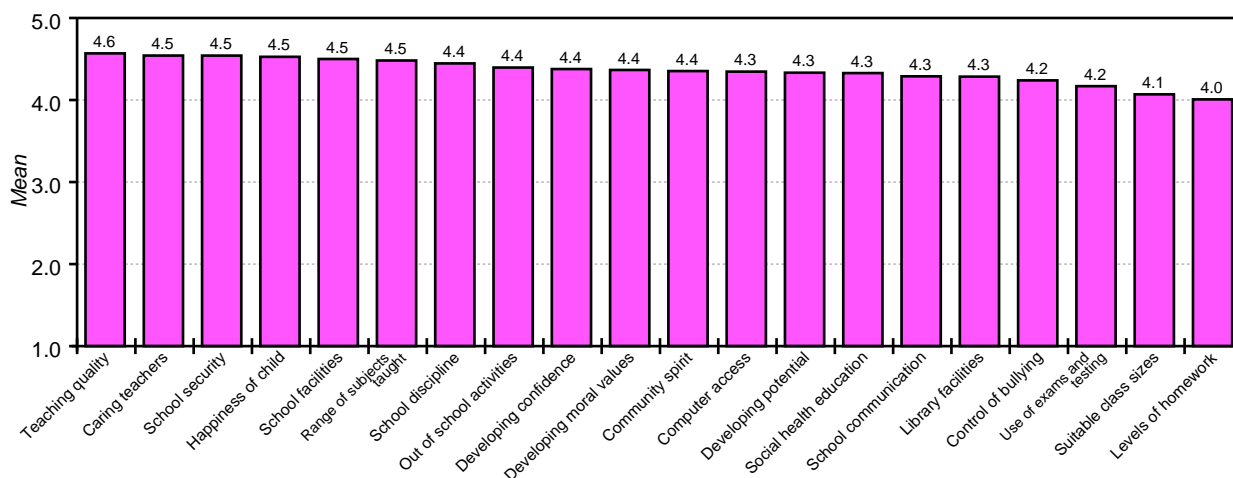
How parents scored the delivery and management of your additional non-academic criteria.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.9%	0.9%	6.0%	26.4%	37.5%	28.2%	
Teaching pupils with special needs	2.3%	2.7%	5.0%	15.3%	22.9%	51.8%	
Regular marking of work	1.8%	3.6%	8.9%	31.4%	32.4%	21.7%	
Attitude of non-teaching/support staff	0.9%	0.9%	5.8%	25.7%	53.7%	12.9%	
Treating all pupils fairly/equally	0.9%	3.6%	5.1%	33.9%	48.8%	7.7%	
Celebrating and rewarding achievement	0.9%	4.4%	4.9%	29.9%	54.4%	5.5%	
Tailoring child's work to their needs and ability	2.7%	3.7%	9.9%	31.2%	41.3%	11.2%	
Ensuring pupils do their best/make good progress	2.7%	0.9%	6.3%	36.1%	49.4%	4.5%	
Encouraging and listening to pupils' views	0.9%	0.9%	9.2%	34.3%	36.8%	17.9%	
Looking after pupils well	0.9%	0.9%	1.9%	32.7%	60.5%	3.2%	
Quality of feedback on pupil's work	1.8%	8.3%	17.6%	36.5%	23.6%	12.1%	

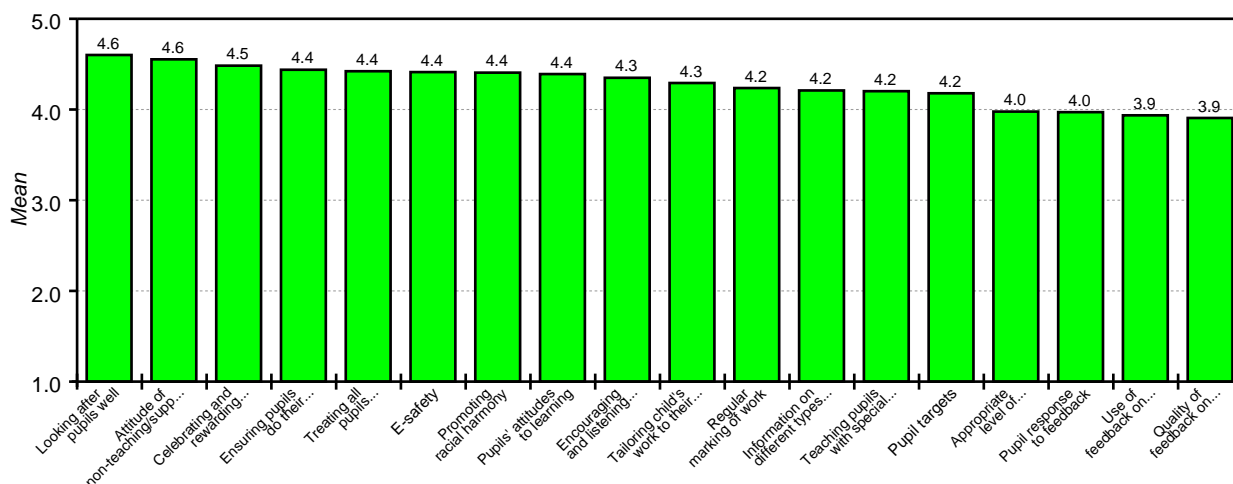
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Use of feedback on pupil's work	1.8%	6.8%	17.8%	29.1%	22.7%	21.8%	
Pupil response to feedback	1.9%	2.3%	15.1%	30.5%	19.6%	30.6%	
Appropriate level of challenge in homework	2.7%	6.0%	13.2%	40.6%	25.8%	11.8%	
Pupils' attitudes to learning	0.9%	0.9%	5.5%	39.9%	41.7%	11.1%	
Pupil targets	0.9%	2.7%	8.8%	34.9%	27.0%	25.7%	
Information on different types of bullying	1.8%	2.7%	7.8%	35.8%	32.5%	19.4%	
E-safety	2.7%	0.0%	5.6%	30.9%	41.5%	19.3%	

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

Non-academic areas



Additional questions



A word on Quality Assurance

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

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