

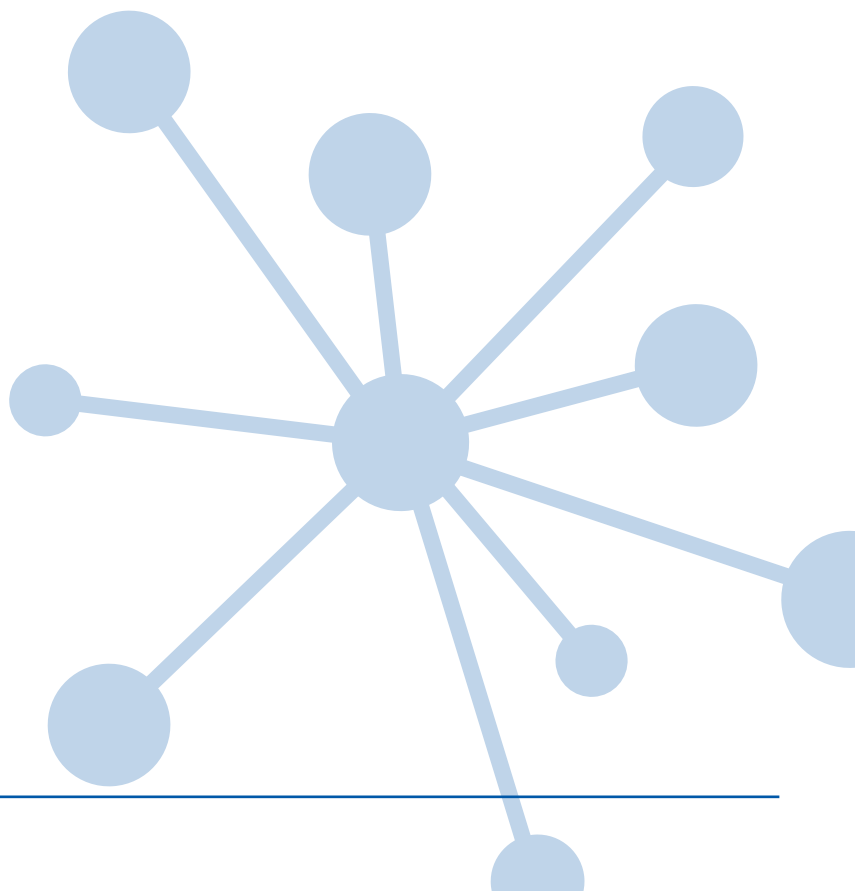
Fairfield Primary School

Pupil survey report – November 2016

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Contents

			Page
1.	Executive summary	An overview of findings for this survey with comparison to the previous survey if applicable.	3
2.	Key results	Satisfaction levels for non-academic and additional criteria.	6
3.	Parent View : Pupil summary	Your survey data linked to the 12 questions in Ofsted's Parent View.	12
4.	Ofsted self-evaluation summary	Linking your survey data to the current Ofsted evaluation schedule.	14
5.	Unexpected results	Highlighting any particularly unusual or unexpected results.	28
6.	Standard analysis	Analysis of all remaining data which may include gender analysis and values.	37
7.	Year group analysis	Year group scores compared to national averages.	40
9.	Appendix	Supplementary data and further information.	51

Executive summary

This report details the findings of the third Kirkland Rowell Pupil Survey for Fairfield Primary School. The report measures the levels of satisfaction among the pupils 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

- 222 completed questionnaires were returned representing a response rate of 46.2%. The response meant that data could be drawn for all criteria.
- With regard to non-academic areas, pupils awarded the highest scores for the delivery of School discipline, Use of exams and testing and Community spirit.
- The pupils awarded the lowest scores for the delivery of Happiness of child, School facilities and Suitable class sizes.
- The pupils' top priorities for improvement are Other, School facilities and Range of subjects taught.
- The male pupils gave significantly higher scores for Caring teachers.
- The female pupils gave significantly higher scores for Happiness of child.

Summary of results since the previous survey

- The following non-academic area received significantly higher scores than the previous survey: Library facilities.
- The following non-academic areas received significantly lower scores than the previous survey: Developing potential, Caring teachers and Suitable class sizes.
- The following non-academic area received significantly higher scores than the previous survey: Treating all pupils fairly/equally.
- The following additional area received significantly lower scores than the previous survey: Encouraging and listening to pupils' views.

Summary of results over more than two surveys

- The following non-academic area received significantly higher scores over more than two surveys: Use of exams and testing.
- The following additional area received significantly higher scores over more than two surveys: Promoting racial harmony.
- The survey has achieved a good benchmark of performance against which future academic years might be compared.

Strengths and weaknesses

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

Relative strengths for non-academic criteria

- 100.8% School discipline
- 99.3% Use of exams and testing
- 88.4% Community spirit
- 87.1% School communication
- 86.2% Social health education

Relative weaknesses for non-academic criteria

- 77.6% Happiness of child
- 78.7% School facilities
- 79.4% Suitable class sizes

Response to survey

222 completed questionnaires were returned representing a response rate of 46.2%.

	Proportion of responses (%)	Number of responses
Responses from male pupils	44.7	98
Responses from female pupils	55.3	121
Responses from Year 3 pupils	25.6	56
Responses from Year 4 pupils	23.7	52
Responses from Year 5 pupils	26.5	58
Responses from Year 6 pupils	24.2	53

Key results

The core analysis of your survey data; satisfaction levels in 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% indicates 'attention advised' (*below the red line*)

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how true/false responses were converted to percentages is given on our website. As there is a measurable bias in the way that pupils 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 80 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 score. This is a calculation applied to your raw results using the average scores achieved from over 80 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.

Additional criteria	This survey (%)	Previous survey (%)	% Change
	96.2	92.8	+3.4
	92.6	90.9	+1.7
Access to staff	82.4	76.1	+6.3
Church links and support	82.3		
Tailoring workload to child's needs	82.1		
Encouraging and listening to pupil views	81.4		
Listening to parent views	80.8		
Rewarding achievement	80.1		
Handling complaints	79.9	74.9	+5.0
Explaining to parents how to help child	77.2		
Ensuring pupils make good progress	77.2	72.1	+5.1
Behaviour management	76.5	75.4	+1.1
Prizes	76.3		
Organisation of work	75.5	72.8	+2.7
Relationship between tutor and child *	74.3		
Extra curricular activities	72.1	84.8	-12.7
School uniform	71.5	73.4	-1.9
Attitude of non academic staff	59.5		
Encouraging local community activity	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.

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

Non-academic criteria

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

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
School discipline	100.8	104.8	-4.0
Use of exams and testing	99.3	97.5	+1.8
Community spirit	88.4	92.4	-4.0
School communication	87.1	91.8	-4.7
Social health education	86.2	90.2	-4.0
Control of bullying	85.2	88.6	-3.4
Range of subjects taught	85.2	87.1	-1.9
Computer access	85.1	85.5	-0.4
Out of school activities	84.3	87.5	-3.2
Developing moral values	83.7	84.3	-0.5
Developing confidence	83.5	83.0	+0.5
Library facilities	81.3	57.7	+23.6
Developing potential	81.2	87.8	-6.6
Caring teachers	81.0	89.7	-8.7
Levels of homework	80.9	83.7	-2.8
Teaching quality	80.8	86.0	-5.3
School security	80.0	84.7	-4.7
Suitable class sizes	79.4	109.7	-30.3
School facilities	78.7	88.2	-9.5
Happiness of child	77.6	84.6	-6.9

- Pupil scores in the following non-academic criteria have been judged as 'outstanding': School discipline, Use of exams and testing, Community spirit, School communication, Social health education, Control of bullying, Range of subjects taught, Computer access, Out of school activities, Developing moral values, Developing confidence, Library facilities, Developing potential, Caring teachers, Levels of homework, Teaching quality and School security.
- Pupil scores in the following non-academic criteria have been judged as 'good': Suitable class sizes, School facilities and Happiness of child.
- The scores given by pupils in the following non-academic criteria have shown significant improvement since the previous survey: Library facilities.
- The scores given by pupils in the following non-academic criteria have shown significant decline since the previous survey: Developing potential, Caring teachers and Suitable class sizes.
- The following non-academic criteria achieved a low sample; therefore scores are only reliable within 10%: Computer access, Out of school activities, Library facilities, Levels of homework, Suitable class sizes, School facilities and Happiness of child.

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to pupil satisfaction. The following results were achieved with regard to those pupils 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
Promoting racial harmony	97.0	91.1	+5.8
Treating all pupils fairly/equally	94.7	74.3	+20.4
Information on different types of bullying	91.0		
Attitude of non-teaching/support staff	88.6		
Appropriate level of challenge in homework	88.4		
Regular marking of work	88.3	97.9	-9.6
Encouraging and listening to pupils' views	88.2	104.7	-16.4
Teaching pupils with special needs	87.8	88.7	-0.9
E-safety	87.8		
Tailoring child's work to their needs and ability	87.5		
Use of feedback on pupil's work	84.9		
Looking after pupils well	84.4		
Ensuring pupils do their best/make good progress	83.5	86.1	-2.7
Celebrating and rewarding achievement	82.7	86.8	-4.2
Pupil response to feedback	81.3		
Pupil targets	81.2		
Pupils' attitudes to learning	79.1		
Quality of feedback on pupil's work	76.7		

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

Encouraging and listening to pupils' views, Pupil targets, Pupils' attitudes to learning and Quality of feedback on pupil's work.

- Previous survey data cannot be provided for comparison for the following criteria: Information on different types of bullying, Attitude of non-teaching/support staff, Appropriate level of challenge in homework, E-safety, Tailoring child's work to their needs and ability, Use of feedback on pupil's work, Looking after pupils well, Pupil response to feedback, Pupil targets, Pupils' attitudes to learning and Quality of feedback on pupil's work.

Relative pupil priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Other	55.9	32.8	32.9
School facilities	19.5	32.9	22.1
Range of subjects taught	8.9	17.2	0.0
Computer access	7.8	2.6	3.2
Control of bullying	5.0	0.0	4.1
Teaching quality	1.9	1.4	3.5
Out of school activities	0.6	2.8	5.6
Caring teachers	0.5	0.0	1.8
Community spirit	0.0	1.3	0.9
Developing confidence	0.0	0.0	0.1
Developing moral values	0.0	0.0	0.2
Developing potential	0.0	0.0	1.4
Happiness of child	0.0	0.7	1.3
Levels of homework	0.0	2.0	4.5
Library facilities	0.0	5.8	2.2
School communication	0.0	0.0	0.2
School discipline	0.0	0.0	2.1
School security	0.0	0.0	0.2
Social health education	0.0	0.0	0.2
Suitable class sizes	0.0	0.6	0.7
Use of exams and testing	0.0	0.0	0.0

- Pupils have given a higher priority to the following areas since the last survey: Other, Computer access and Control of bullying.
- Pupils have given a lower priority to the following areas since the last survey: School facilities, Range of subjects taught and Library facilities.
- Pupils have given a higher priority to the following areas compared to similar schools: Other, Range of subjects taught and Computer access.
- Pupils have given a lower priority to the following areas compared to similar schools: Out of school activities and Levels of homework.

Parent View : Pupil summary

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

In terms of pupil 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	77.6%	219
2. My child feels safe at this school		
Control of bullying	85.2%	219
School security	80.0%	218
3. My child makes good progress at this school		
Ensuring pupils do their best/make good progress	83.5%	219
Developing potential	81.2%	219
4. My child is well looked after at this school		
Attitude of non-teaching/support staff	88.6%	219
Looking after pupils well	84.4%	219
Caring teachers	81.0%	219
School security	80.0%	218
5. My child is taught well at this school		
Use of exams and testing	99.3%	219
Teaching pupils with special needs	87.8%	219
Tailoring child's work to their needs and ability	87.5%	219
Ensuring pupils do their best/make good progress	83.5%	219
Developing potential	81.2%	219
Teaching quality	80.8%	218
6. My child receives appropriate homework for their age		
Tailoring child's work to their needs and ability	87.5%	219
Levels of homework	80.9%	219

	Score	Sample
7. This school ensures the pupils are well behaved		
School discipline	100.8%	218
8. This school deals effectively with bullying		
Control of bullying	85.2%	219
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	81.0%	219
11. I receive valuable information from the school about my child's progress		
Regular marking of work	88.3%	218
12. I would recommend this school to another parent		
The school did not ask any questions relevant to this section		

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

Use of exams and testing	99.3%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Treating all pupils fairly/equally	94.7%	Outstanding
Community spirit	88.4%	Outstanding
Appropriate level of challenge in homework	88.4%	Outstanding
Regular marking of work	88.3%	Outstanding
Teaching pupils with special needs	87.8%	Outstanding
School communication	87.1%	Outstanding
Use of feedback on pupil's work	84.9%	Outstanding
Developing confidence	83.5%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Pupil response to feedback	81.3%	Outstanding
Pupil targets	81.2%	Outstanding
Developing potential	81.2%	Outstanding
Levels of homework	80.9%	Outstanding
Teaching quality	80.8%	Outstanding

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

The Accuracy and Impact of Assessment

Use of exams and testing	99.3%	Outstanding
Appropriate level of challenge in homework	88.4%	Outstanding
Regular marking of work	88.3%	Outstanding
Tailoring child's work to their needs and ability	87.5%	Outstanding
Use of feedback on pupil's work	84.9%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Developing potential	81.2%	Outstanding
Levels of homework	80.9%	Outstanding

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

The Impact of the Teaching of Literacy, Including Reading

Tailoring child's work to their needs and ability	87.5%	Outstanding
Developing potential	81.2%	Outstanding

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

The Teaching of Mathematics

Appropriate level of challenge in homework	88.4%	Outstanding
Tailoring child's work to their needs and ability	87.5%	Outstanding
Computer access	85.1%	Outstanding
Developing potential	81.2%	Outstanding

Your average pupil grade for this section = 1.0 = 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

Not applicable.

Summary grade – Quality of teaching, Learning and Assessment section

Your average pupil grade for "Quality of teaching, Learning and Assessment" = 1.0 = 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.

School discipline	100.8%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Community spirit	88.4%	Outstanding
Control of bullying	85.2%	Outstanding
Developing confidence	83.5%	Outstanding

Your average pupil 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.

School discipline	100.8%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Information on different types of bullying	91.0%	Outstanding
Attitude of non-teaching/support staff	88.6%	Outstanding
Community spirit	88.4%	Outstanding
Encouraging and listening to pupils' views	88.2%	Outstanding
E-safety	87.8%	Outstanding
Social health education	86.2%	Outstanding
Control of bullying	85.2%	Outstanding
Looking after pupils well	84.4%	Outstanding
Developing moral values	83.7%	Outstanding
Caring teachers	81.0%	Outstanding

Your average pupil 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.

School discipline	100.8%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Information on different types of bullying	91.0%	Outstanding
Attitude of non-teaching/support staff	88.6%	Outstanding
Community spirit	88.4%	Outstanding
Control of bullying	85.2%	Outstanding
Looking after pupils well	84.4%	Outstanding
Developing moral values	83.7%	Outstanding

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

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

School discipline	100.8%	Outstanding
Community spirit	88.4%	Outstanding
Encouraging and listening to pupils' views	88.2%	Outstanding
Developing moral values	83.7%	Outstanding
Developing confidence	83.5%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Celebrating and rewarding achievement	82.7%	Outstanding
Developing potential	81.2%	Outstanding
Happiness of child	77.6%	Good

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

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

Encouraging and listening to pupils' views	88.2%	Outstanding
Teaching pupils with special needs	87.8%	Outstanding
Developing confidence	83.5%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Celebrating and rewarding achievement	82.7%	Outstanding
Pupil response to feedback	81.3%	Outstanding
Developing potential	81.2%	Outstanding

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

Personal Development and Welfare: Choices About Next Stages

Attitude of non-teaching/support staff	88.6%	Outstanding
Celebrating and rewarding achievement	82.7%	Outstanding
Pupil targets	81.2%	Outstanding
Levels of homework	80.9%	Outstanding

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

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

School discipline	100.8%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Information on different types of bullying	91.0%	Outstanding
Attitude of non-teaching/support staff	88.6%	Outstanding
Community spirit	88.4%	Outstanding
Encouraging and listening to pupils' views	88.2%	Outstanding
E-safety	87.8%	Outstanding
Social health education	86.2%	Outstanding
Control of bullying	85.2%	Outstanding
Looking after pupils well	84.4%	Outstanding
Developing moral values	83.7%	Outstanding
Caring teachers	81.0%	Outstanding
School security	80.0%	Outstanding

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

Personal Development and Welfare: Keeping Healthy

Social health education	86.2%	Outstanding
Diet	93.0%	Good
Exercise	91.1%	Requires improvement

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

Personal Development and Welfare: Personal Development

Promoting racial harmony	97.0%	Outstanding
Information on different types of bullying	91.0%	Outstanding
Community spirit	88.4%	Outstanding
Encouraging and listening to pupils' views	88.2%	Outstanding
E-safety	87.8%	Outstanding
Social health education	86.2%	Outstanding
Control of bullying	85.2%	Outstanding
Developing moral values	83.7%	Outstanding
Developing confidence	83.5%	Outstanding
Developing potential	81.2%	Outstanding

Your average pupil 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

Not applicable.

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

Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

Your average pupil 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

Use of exams and testing	99.3%	Outstanding
Appropriate level of challenge in homework	88.4%	Outstanding
Teaching pupils with special needs	87.8%	Outstanding
Use of feedback on pupil's work	84.9%	Outstanding
Developing confidence	83.5%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Pupil response to feedback	81.3%	Outstanding
Pupil targets	81.2%	Outstanding
Developing potential	81.2%	Outstanding
Quality of feedback on pupil's work	76.7%	Good

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

Progress Over Time

Significant improvements versus significant declines

Requires improvement

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

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

Your own assessment is required here.

The Most Able Pupils

Appropriate level of challenge in homework	88.4%	Outstanding
Tailoring child's work to their needs and ability	87.5%	Outstanding
Developing confidence	83.5%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Pupil targets	81.2%	Outstanding
Developing potential	81.2%	Outstanding

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

Disabled Pupils and Those with Special Educational Needs

Treating all pupils fairly/equally	94.7%	Outstanding
Teaching pupils with special needs	87.8%	Outstanding
Tailoring child's work to their needs and ability	87.5%	Outstanding
Developing confidence	83.5%	Outstanding
Developing potential	81.2%	Outstanding

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

Your average pupil grade for "Outcomes for Pupils" = 1.5 = Good = **Grade 2 (+)**

To reach the next grade

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

- Progress Over Time

Effectiveness of Leadership and Management

Vision and Values

School discipline	100.8%	Outstanding
Use of exams and testing	99.3%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Community spirit	88.4%	Outstanding
School communication	87.1%	Outstanding
Control of bullying	85.2%	Outstanding
Developing moral values	83.7%	Outstanding
Developing confidence	83.5%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Celebrating and rewarding achievement	82.7%	Outstanding
Developing potential	81.2%	Outstanding

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

Self-evaluation and Improvement

Use of exams and testing	99.3%	Outstanding
Encouraging and listening to pupils' views	88.2%	Outstanding
Use of feedback on pupil's work	84.9%	Outstanding
Pupil targets	81.2%	Outstanding
Quality of feedback on pupil's work	76.7%	Good
Significant improvements versus significant declines		Requires improvement

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

Curriculum

Use of exams and testing	99.3%	Outstanding
Teaching pupils with special needs	87.8%	Outstanding
Tailoring child's work to their needs and ability	87.5%	Outstanding
Range of subjects taught	85.2%	Outstanding
Use of feedback on pupil's work	84.9%	Outstanding
Out of school activities	84.3%	Outstanding
Ensuring pupils do their best/make good progress	83.5%	Outstanding
Pupil response to feedback	81.3%	Outstanding
Pupil targets	81.2%	Outstanding
Developing potential	81.2%	Outstanding

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

Citizenship

School discipline	100.8%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Treating all pupils fairly/equally	94.7%	Outstanding
Information on different types of bullying	91.0%	Outstanding
Community spirit	88.4%	Outstanding
E-safety	87.8%	Outstanding
Social health education	86.2%	Outstanding
Control of bullying	85.2%	Outstanding
Developing moral values	83.7%	Outstanding

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

Leadership

Encouraging and listening to pupils' views	88.2%	Outstanding
School communication	87.1%	Outstanding
Use of feedback on pupil's work	84.9%	Outstanding
Pupil targets	81.2%	Outstanding

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

School discipline	100.8%	Outstanding
Promoting racial harmony	97.0%	Outstanding
Treating all pupils fairly/equally	94.7%	Outstanding
Information on different types of bullying	91.0%	Outstanding
Attitude of non-teaching/support staff	88.6%	Outstanding
Community spirit	88.4%	Outstanding
E-safety	87.8%	Outstanding
Social health education	86.2%	Outstanding
Control of bullying	85.2%	Outstanding
Looking after pupils well	84.4%	Outstanding
Developing moral values	83.7%	Outstanding
Caring teachers	81.0%	Outstanding
School security	80.0%	Outstanding

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

Governance

Promoting racial harmony	97.0%	Outstanding
Treating all pupils fairly/equally	94.7%	Outstanding
Appropriate level of challenge in homework	88.4%	Outstanding
Teaching pupils with special needs	87.8%	Outstanding
Tailoring child's work to their needs and ability	87.5%	Outstanding
School communication	87.1%	Outstanding
School security	80.0%	Outstanding

Your average pupil grade for this section = 1.0 = 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

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average pupil grade for "Effectiveness of Leadership and Management" = 1.1 = 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

Promoting racial harmony	97.0%	Outstanding
Community spirit	88.4%	Outstanding
Encouraging and listening to pupils' views	88.2%	Outstanding
Happiness of child	77.6%	Good

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

Moral Development

School discipline	100.8%	Outstanding
Community spirit	88.4%	Outstanding
Social health education	86.2%	Outstanding
Developing moral values	83.7%	Outstanding

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

Social Development

Promoting racial harmony	97.0%	Outstanding
Community spirit	88.4%	Outstanding
Social health education	86.2%	Outstanding
Control of bullying	85.2%	Outstanding
Out of school activities	84.3%	Outstanding
Developing moral values	83.7%	Outstanding
Developing confidence	83.5%	Outstanding

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

Cultural Development

Promoting racial harmony	97.0%	Outstanding
Community spirit	88.4%	Outstanding

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

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

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

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

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	1.0	Outstanding	Grade 1
Personal Development, Behaviour and Welfare	1.1	Outstanding	Grade 1
Outcomes for Pupils	1.5	Good	Grade 2 (+)
Effectiveness of Leadership and Management	1.1	Outstanding	Grade 1
Spiritual, Moral, Social and Cultural Development	1.1	Outstanding	Grade 1

Summary grade – Overall effectiveness

Your average 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. In this instance, the school needs to improve the following sections:

- Outcomes for Pupils

Unexpected results

Analysis to investigate unexpected or unusual year group results

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

Our research shows us that typically, average scores of many criteria do change as pupils 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 pupils progress through the school.

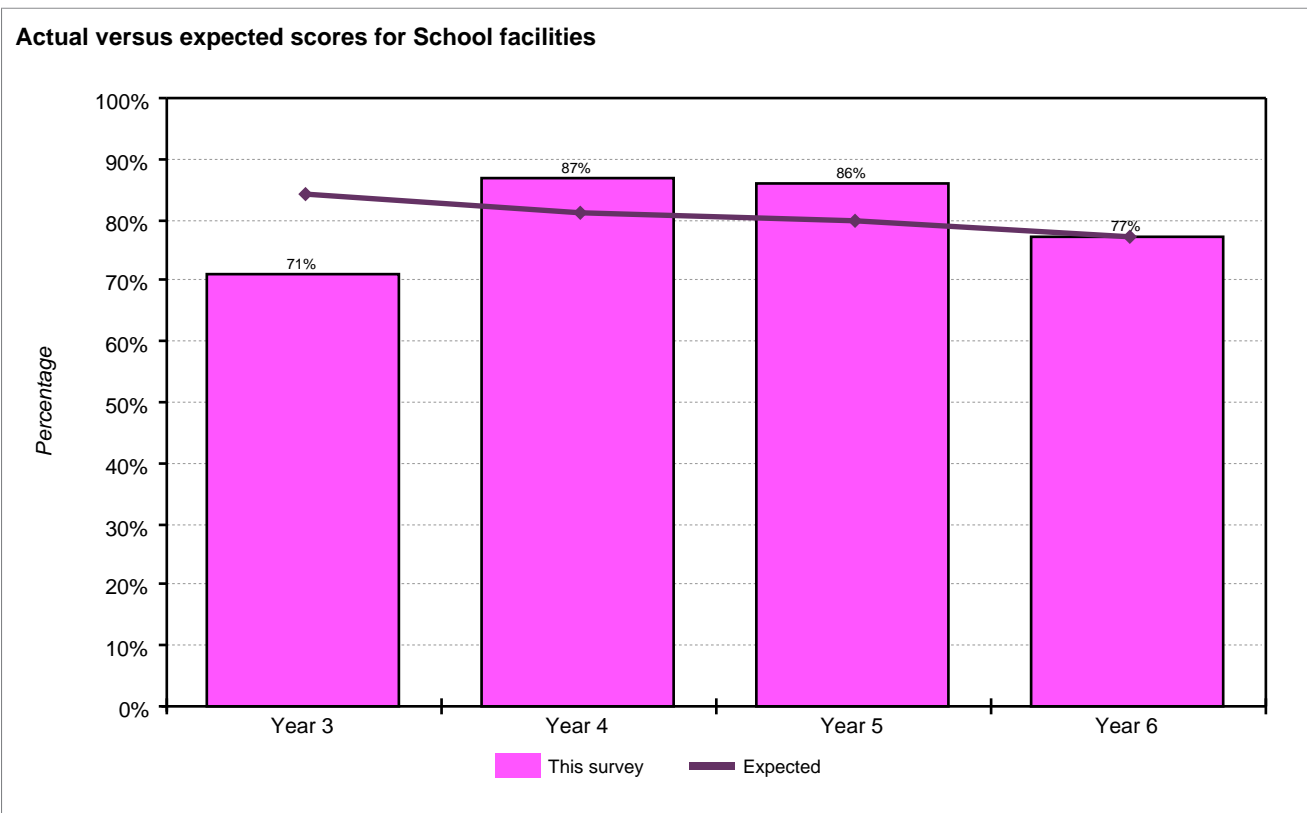
We are able to apply these national patterns to the scores from your school, and as a result, make a prediction of the scores we would have expected from each year group. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools which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

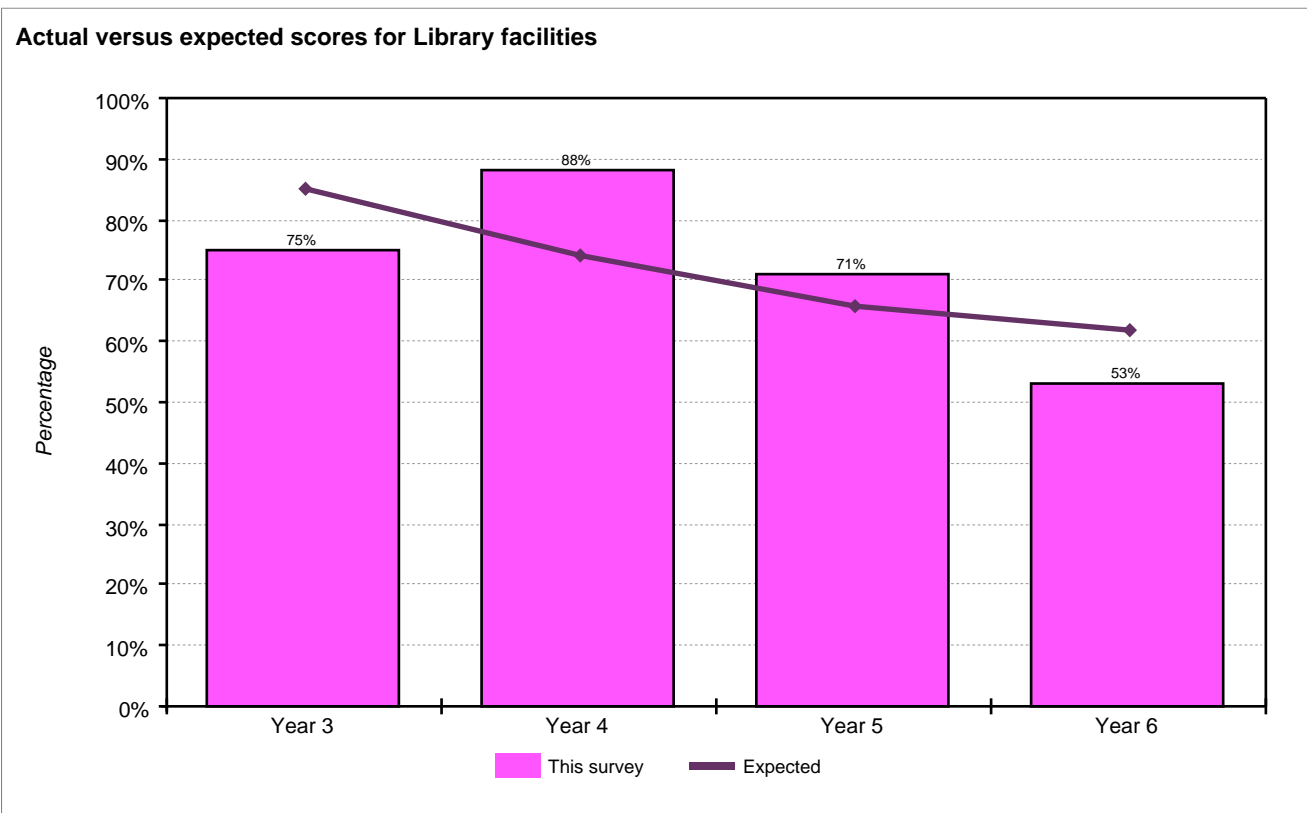
Unexpected results for ‘School facilities’

- The contribution towards the score for School facilities was lower than expected for Year 3.



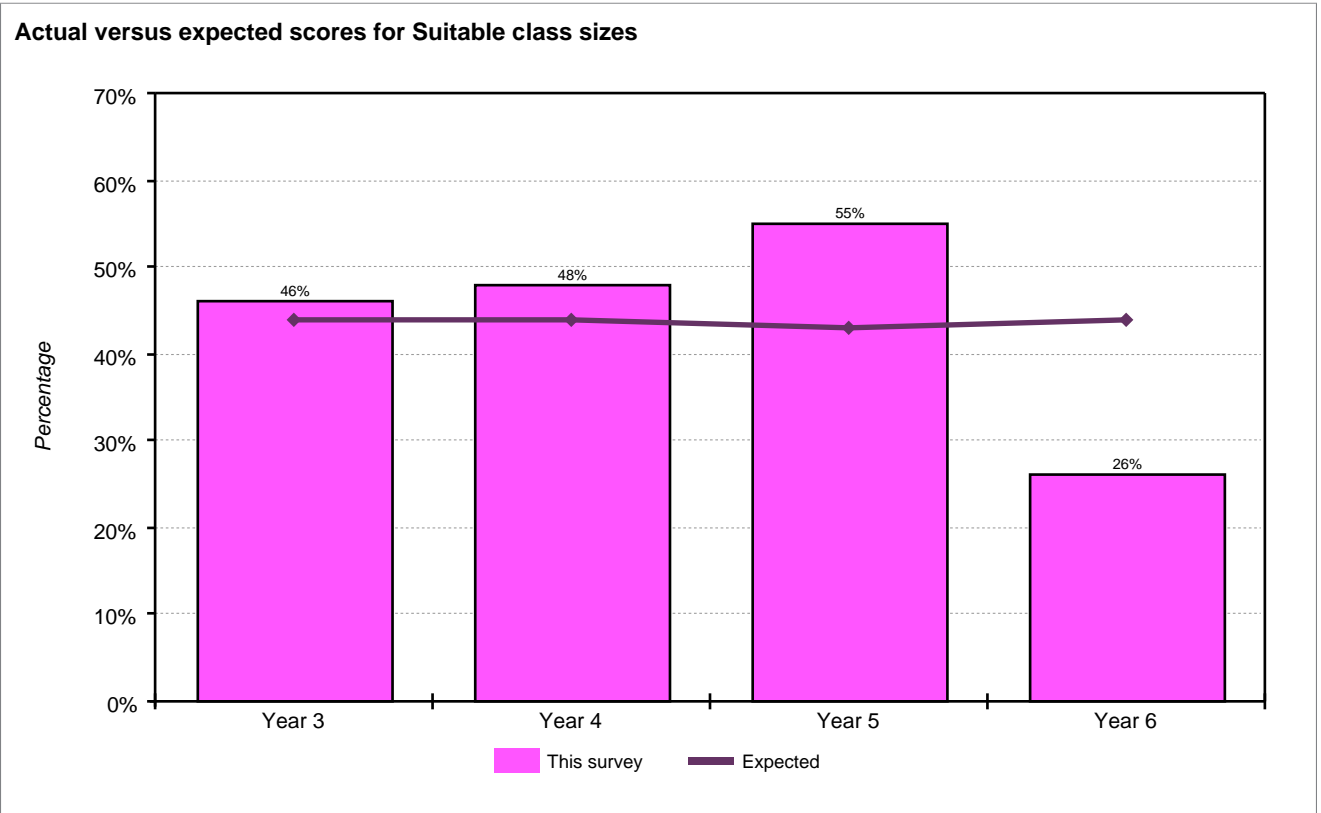
Unexpected results for ‘Library facilities’

- The contribution towards the score for Library facilities was higher than expected for Year 4.



Unexpected results for ‘Suitable class sizes’

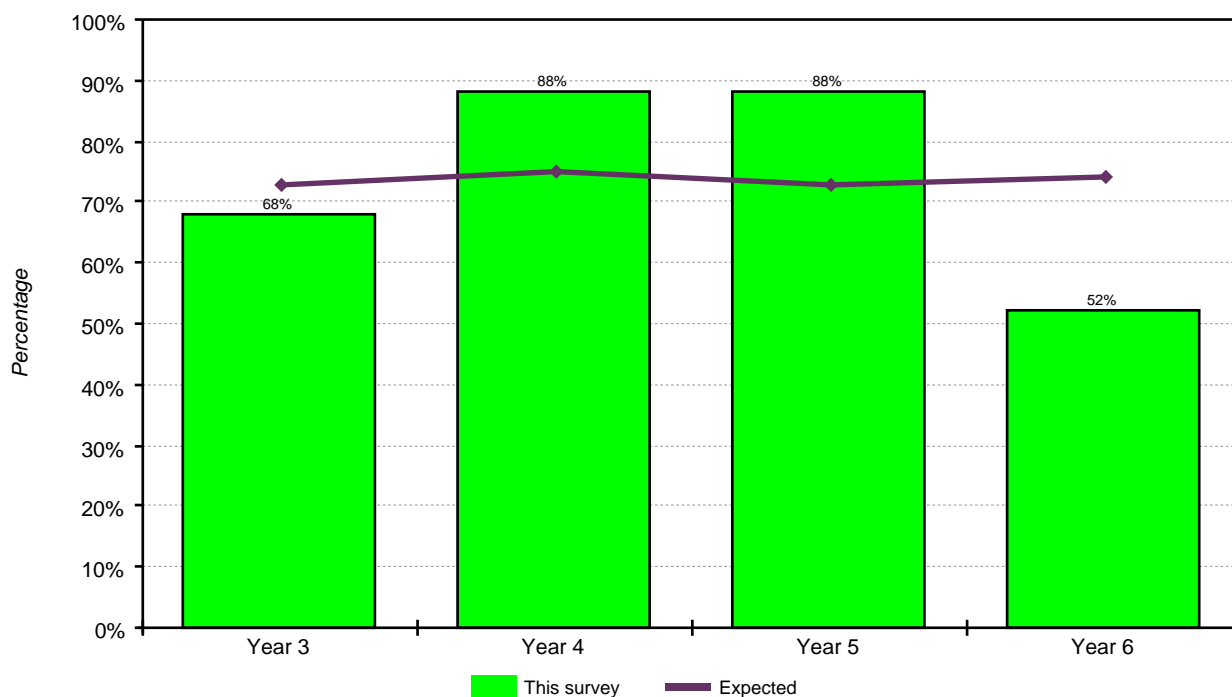
- The contribution towards the score for Suitable class sizes was lower than expected for Year 6.



Unexpected results for ‘Regular marking of work’

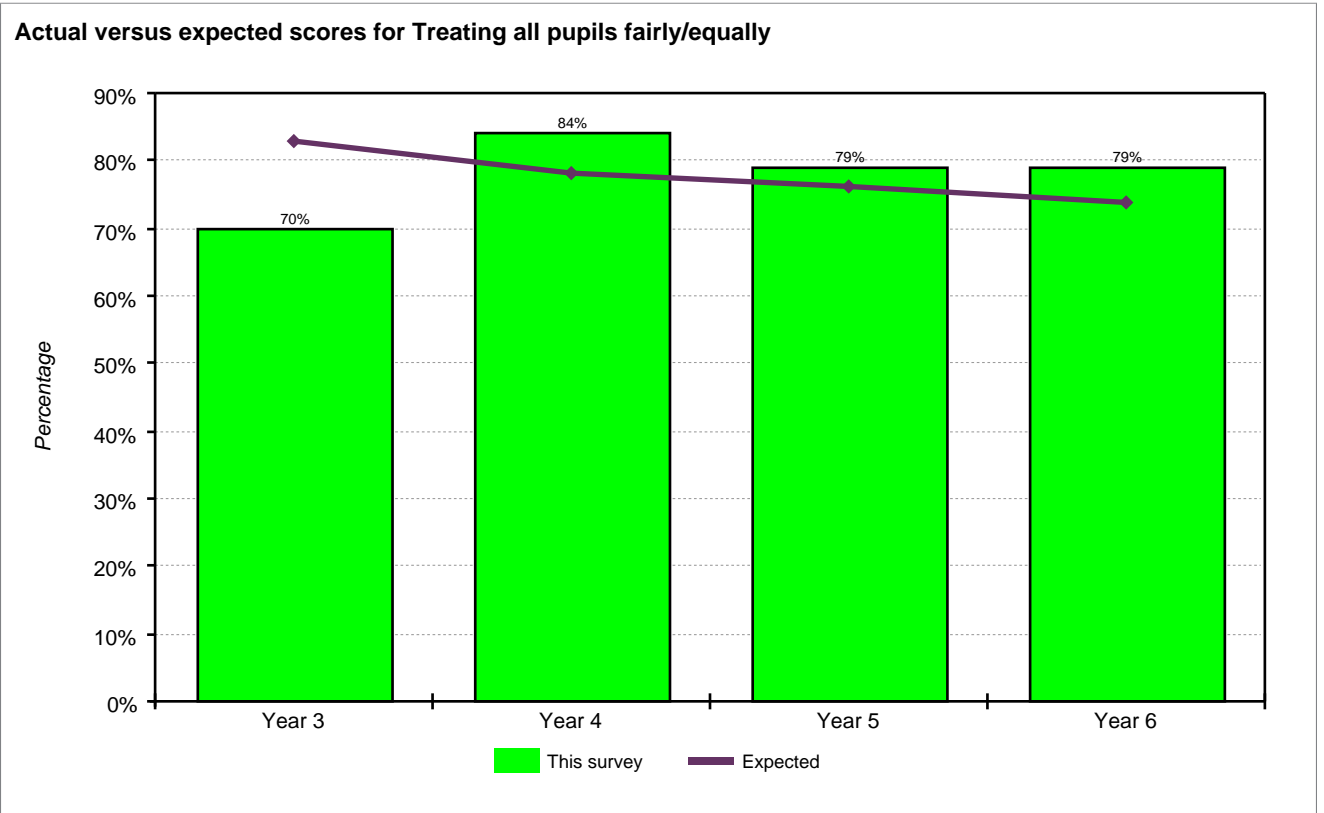
- The contribution towards the score for Regular marking of work was higher than expected for Year 4.
- The contribution towards the score for Regular marking of work was higher than expected for Year 5.
- The contribution towards the score for Regular marking of work was lower than expected for Year 6.

Actual versus expected scores for Regular marking of work



Unexpected results for ‘Treating all pupils fairly/equally’

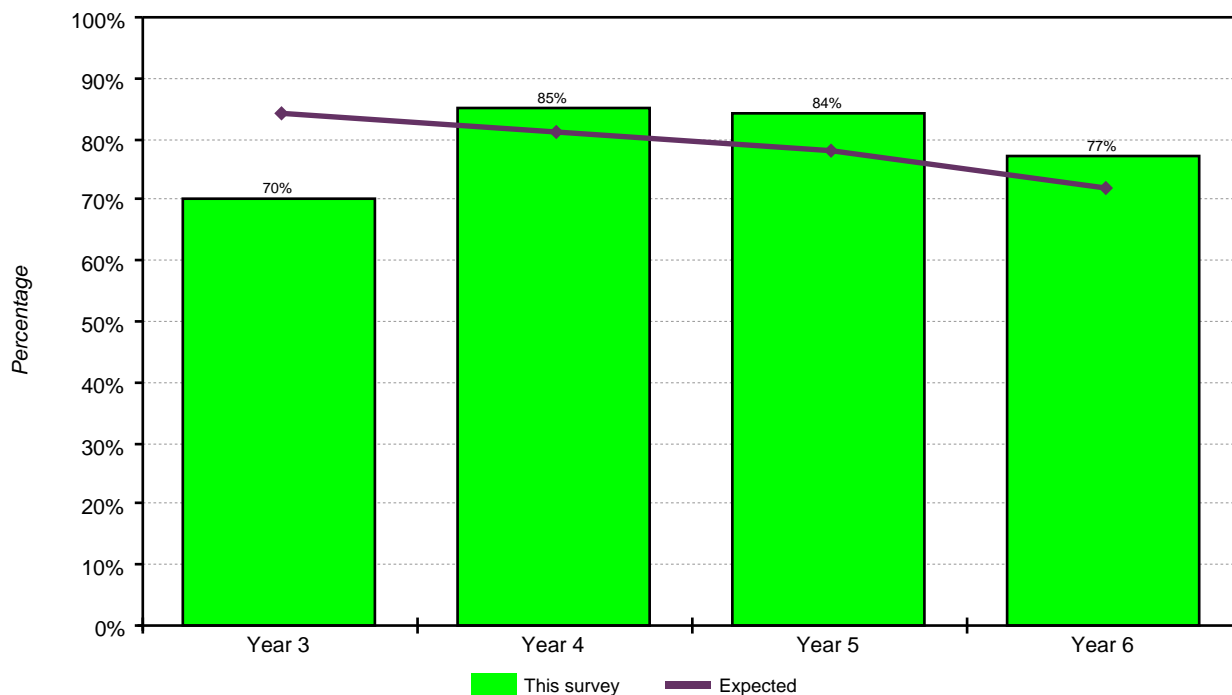
- The contribution towards the score for Treating all pupils fairly/equally was lower than expected for Year 3.



Unexpected results for 'Encouraging and listening to pupils' views'

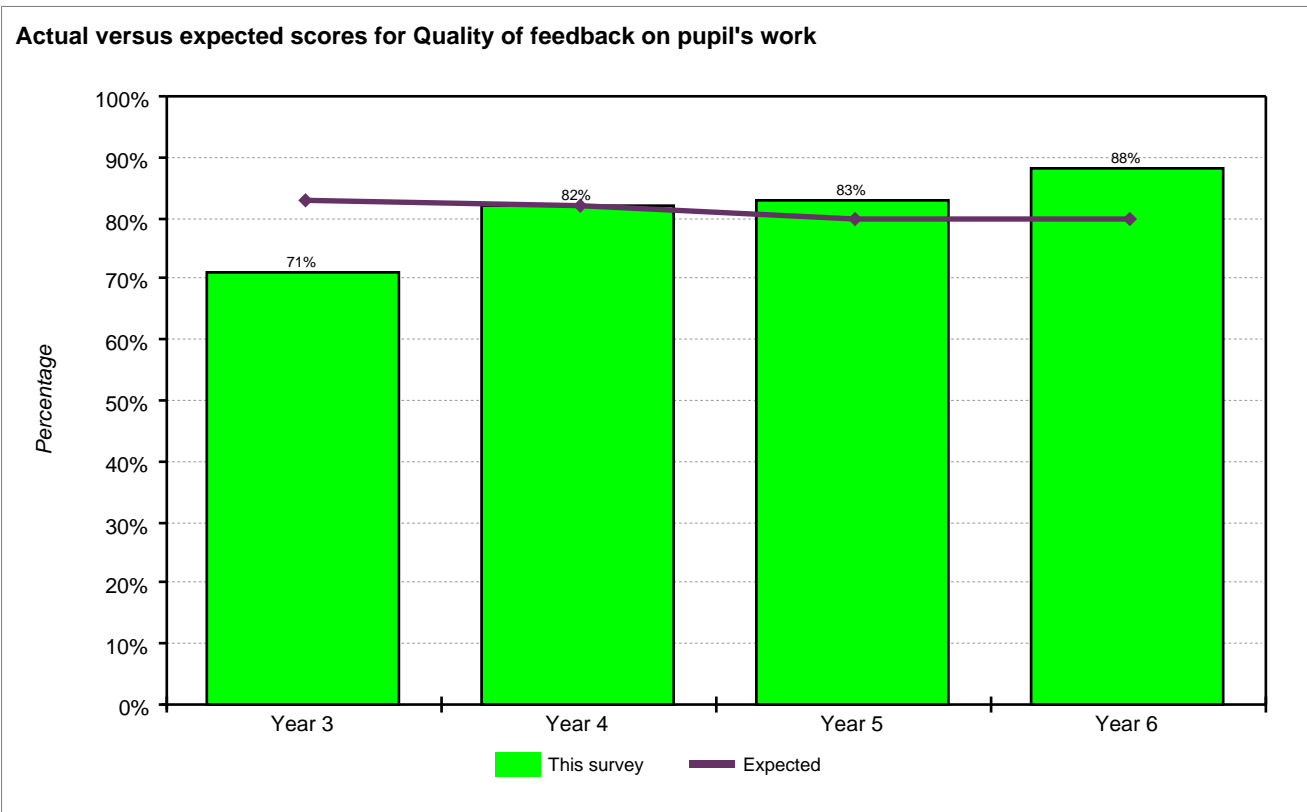
- The contribution towards the score for Encouraging and listening to pupils' views was lower than expected for Year 3.

Actual versus expected scores for Encouraging and listening to pupils' views



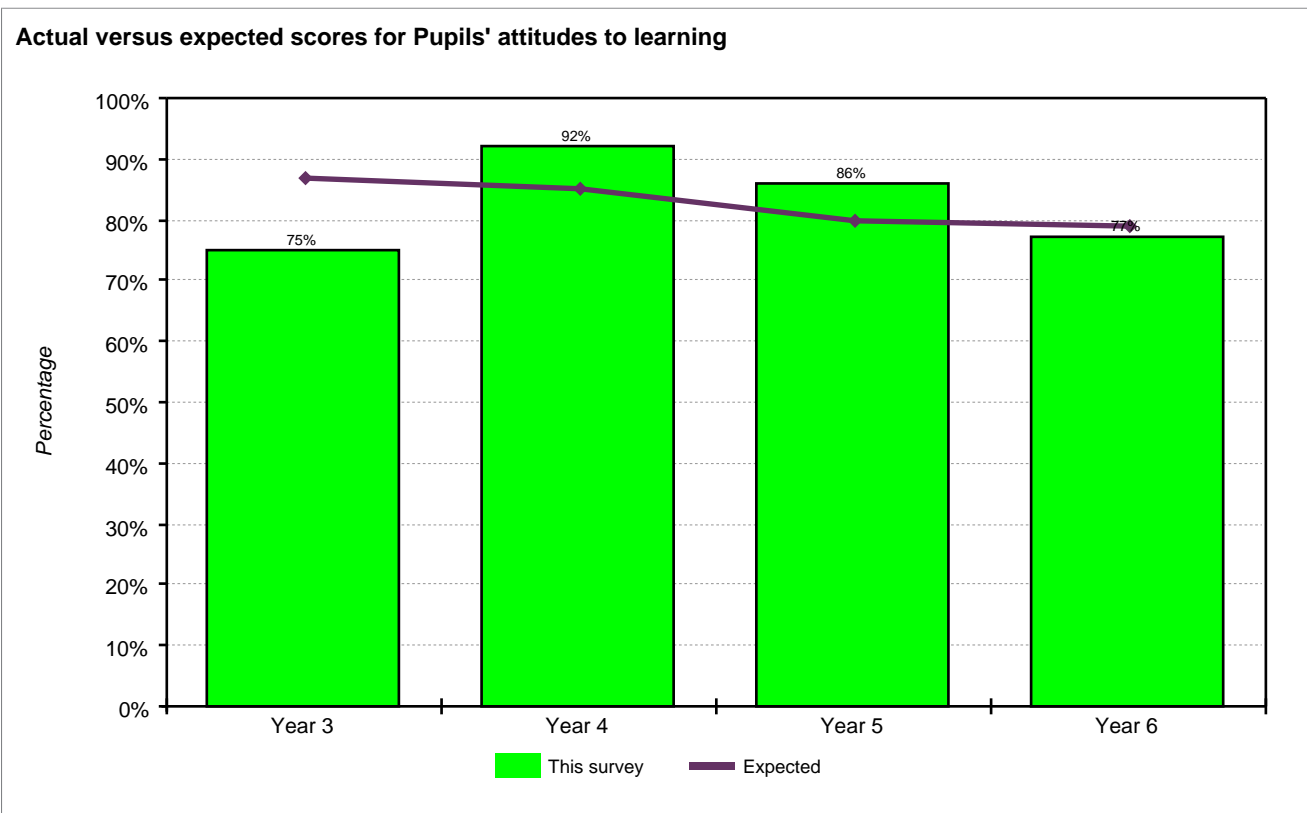
Unexpected results for 'Quality of feedback on pupil's work'

- The contribution towards the score for Quality of feedback on pupil's work was lower than expected for Year 3.



Unexpected results for 'Pupils' attitudes to learning'

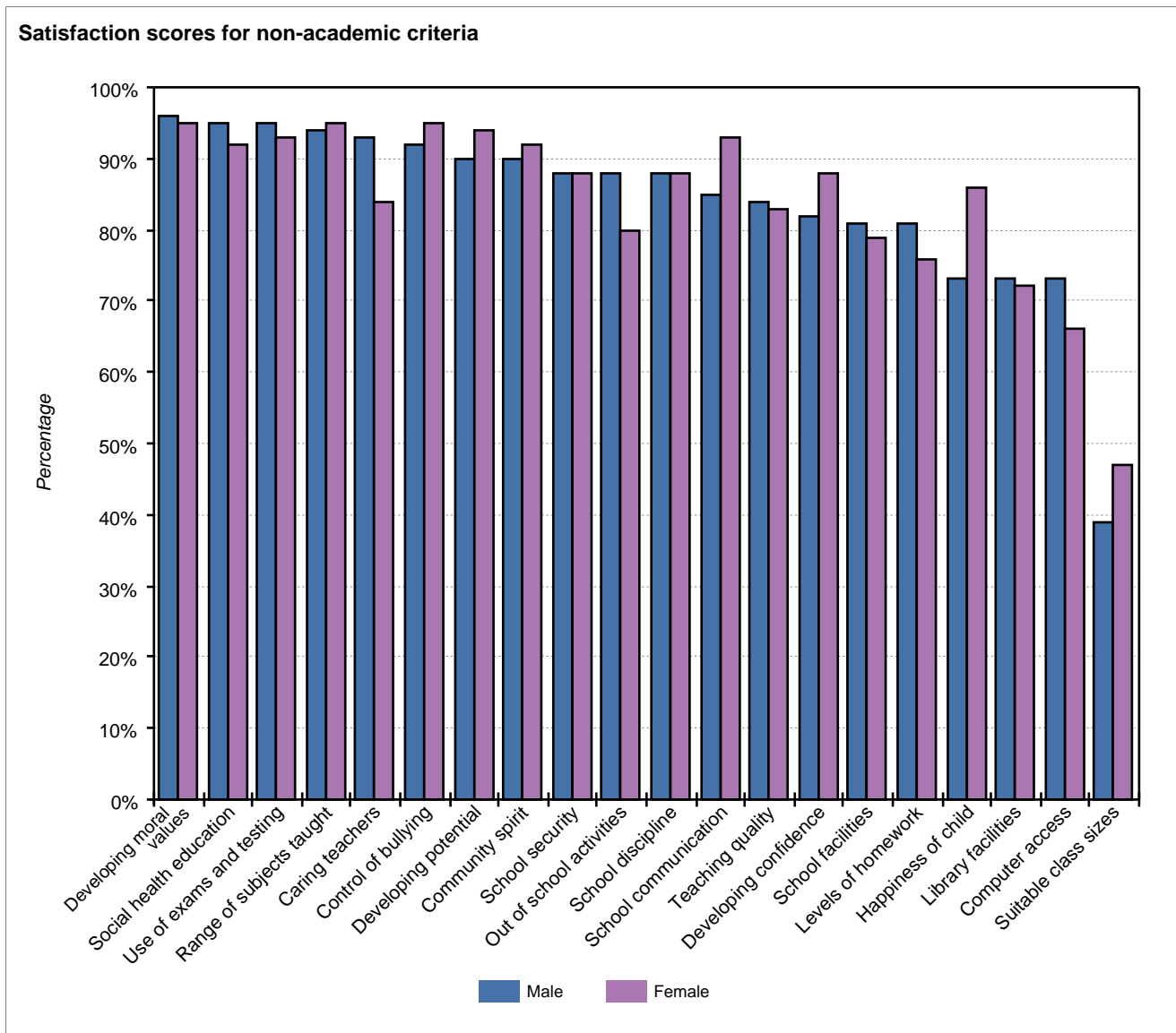
- The contribution towards the score for Pupils' attitudes to learning was lower than expected for Year 3.



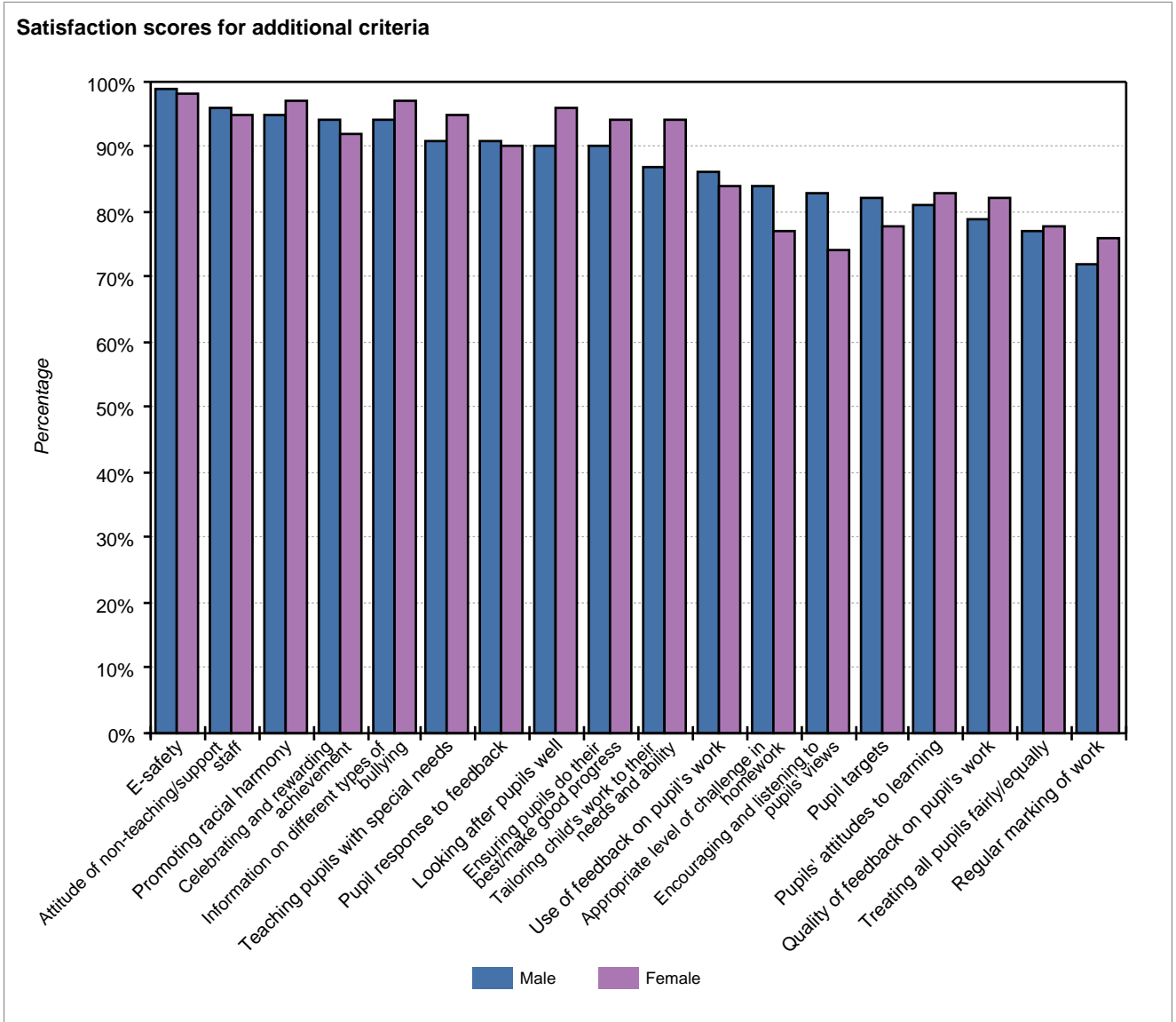
Standard analysis

Gender analysis

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



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Caring teachers	93.3	84.0 ▼
Happiness of child	73.0	86.0 ▲

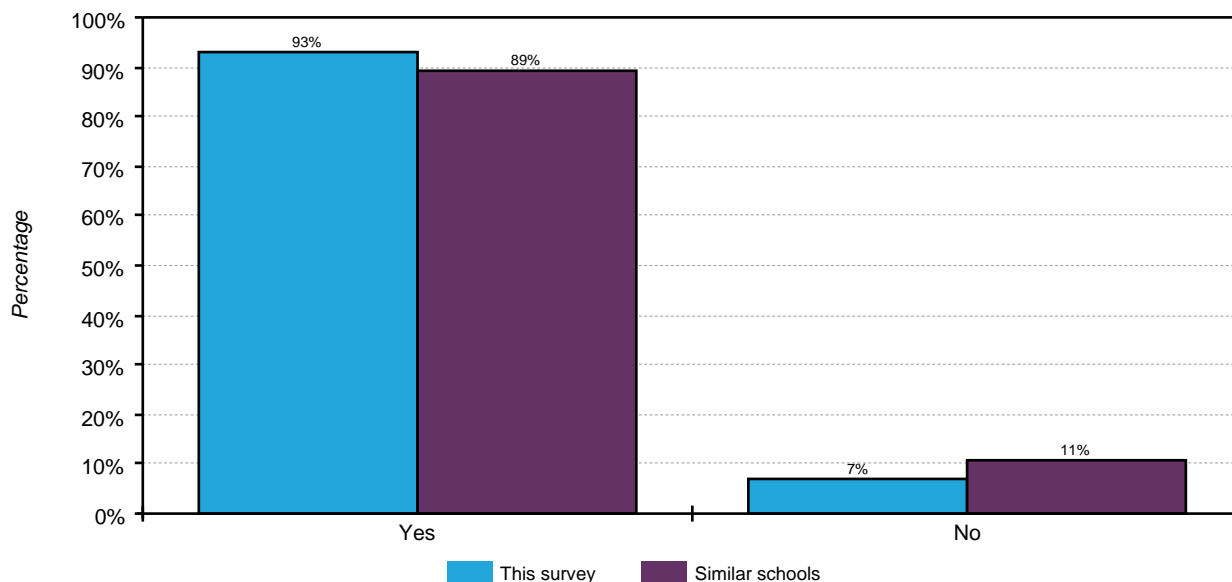


- There are no significant differences between the additional satisfaction scores for female pupils and male pupils.

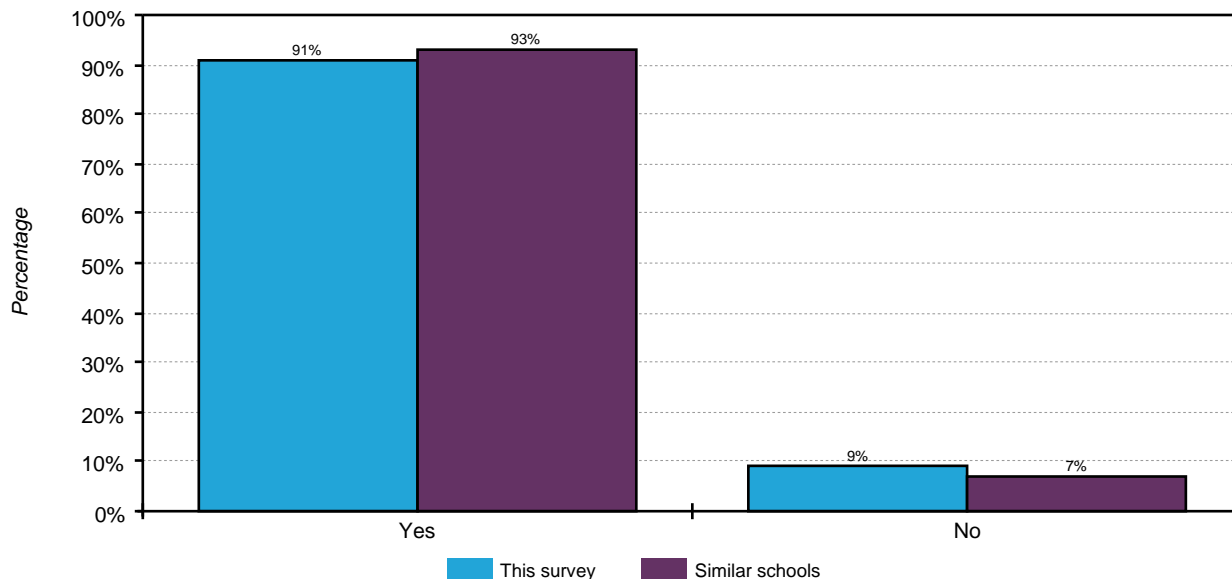
Healthy lifestyle

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

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



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



Year group analysis

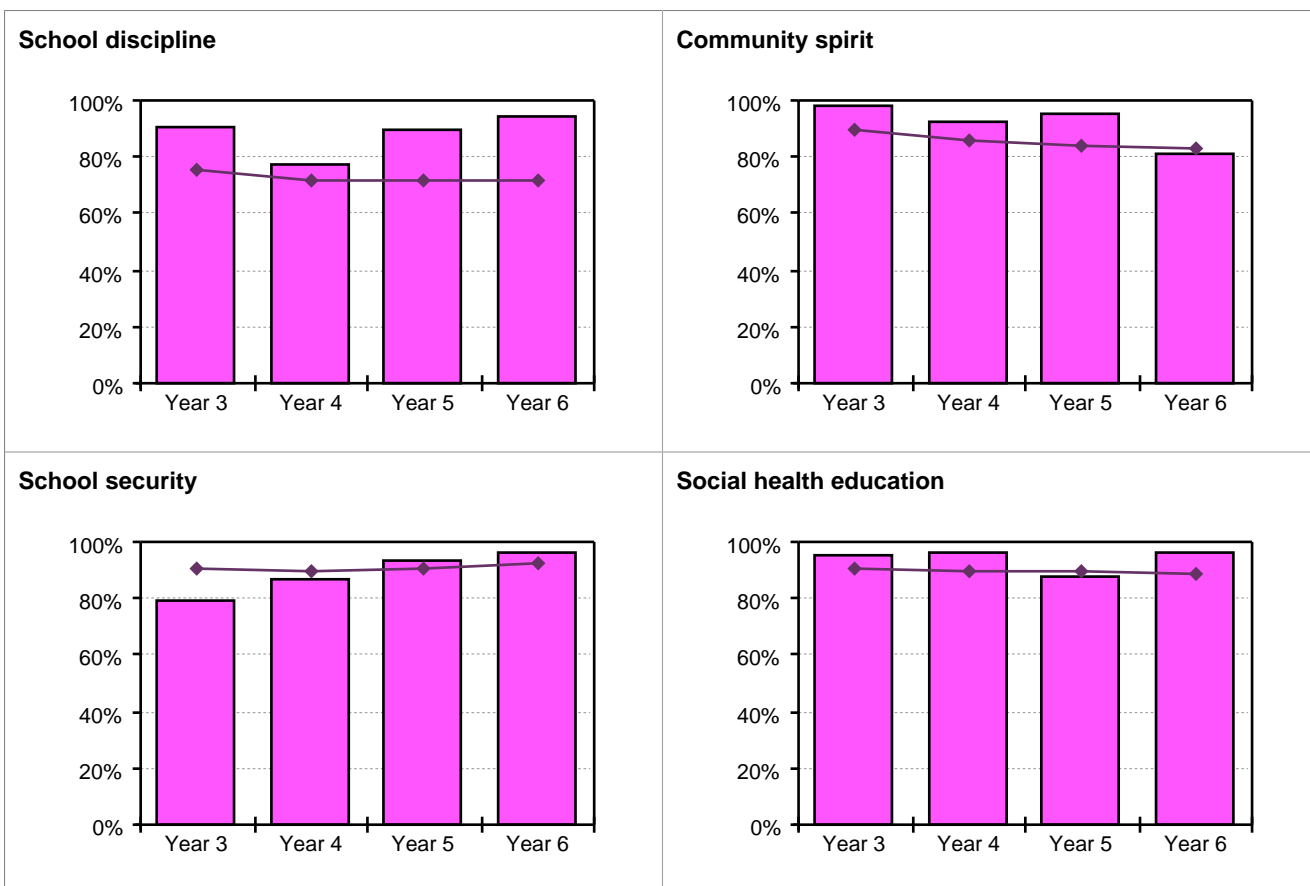
Analysis of year group scores compared to national average

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. Any unusual results are explained in more detail in the unexpected results section of this report (see page 28).

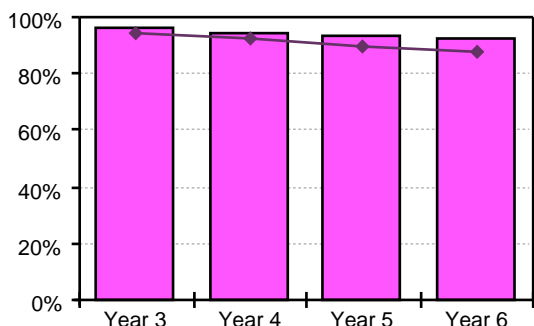
Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 9 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

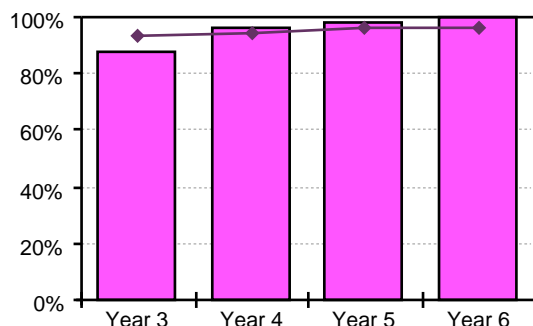
Year group analysis compared to national averages for non-academic criteria



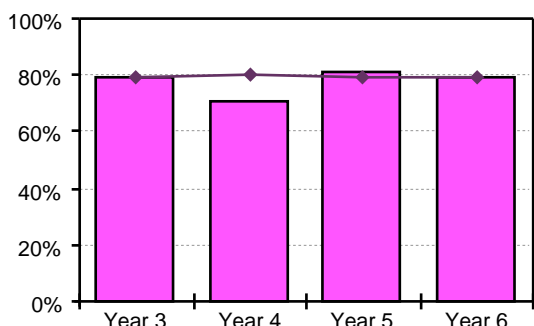
Control of bullying



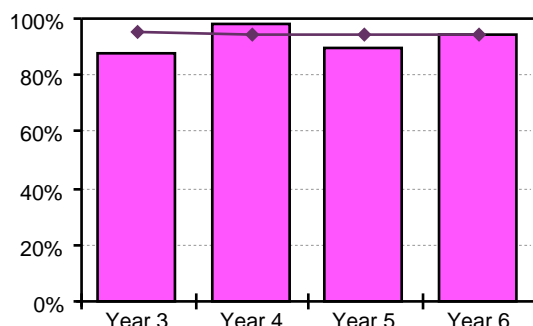
Developing moral values



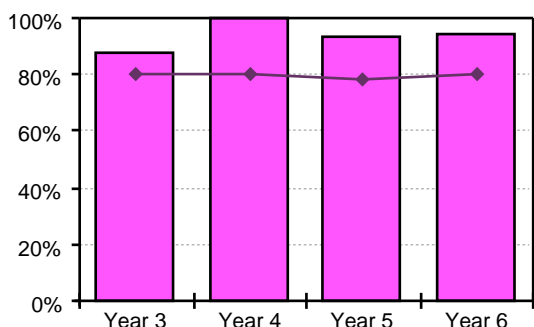
Levels of homework



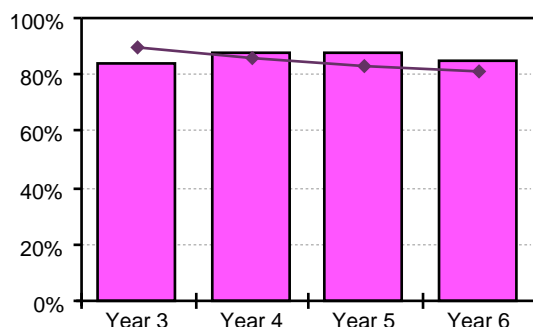
Developing potential



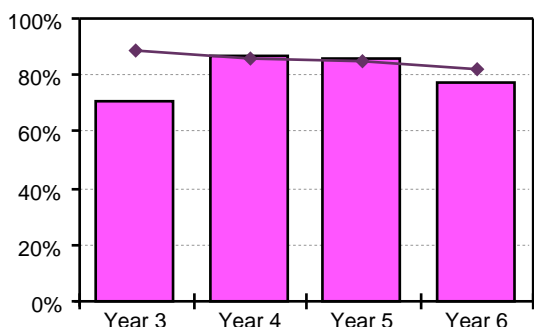
Use of exams and testing



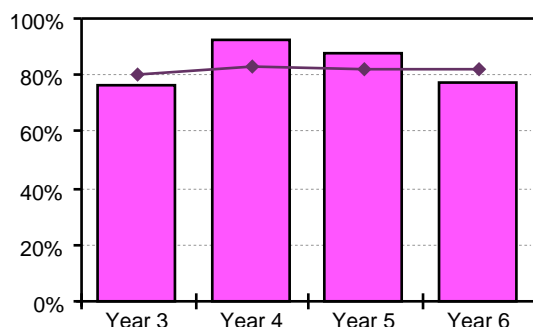
Developing confidence



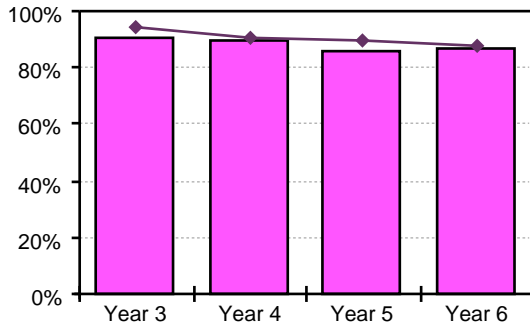
School facilities



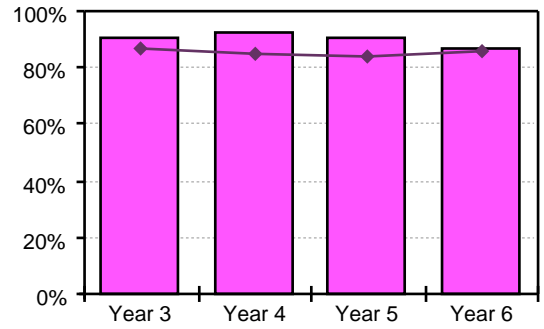
Out of school activities



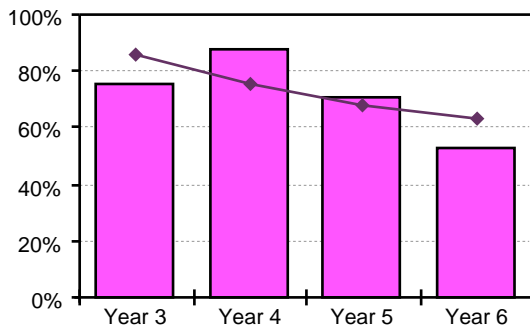
Caring teachers



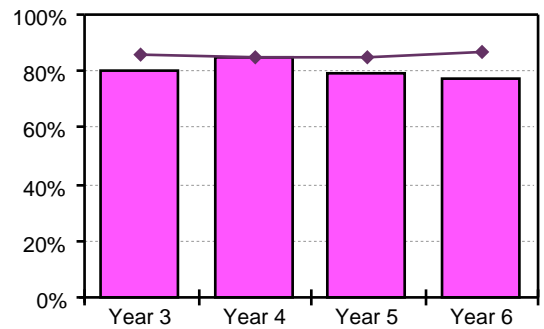
School communication



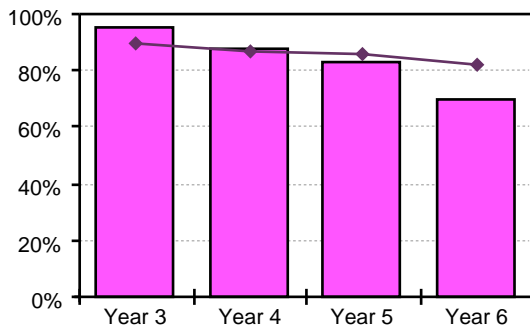
Library facilities



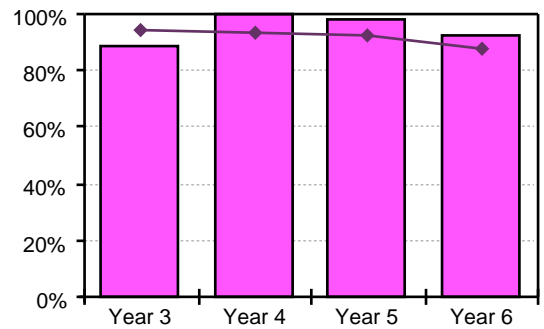
Happiness of child



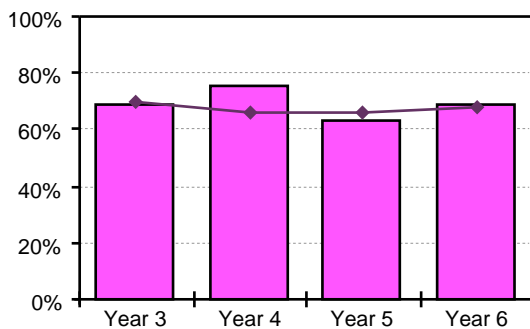
Teaching quality



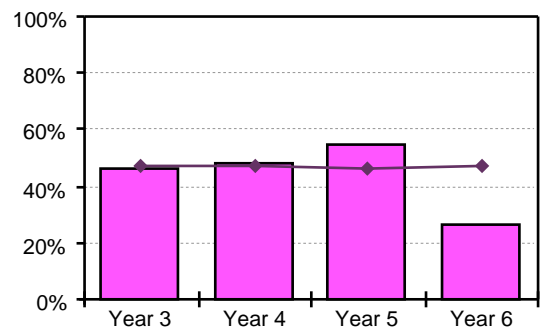
Range of subjects taught



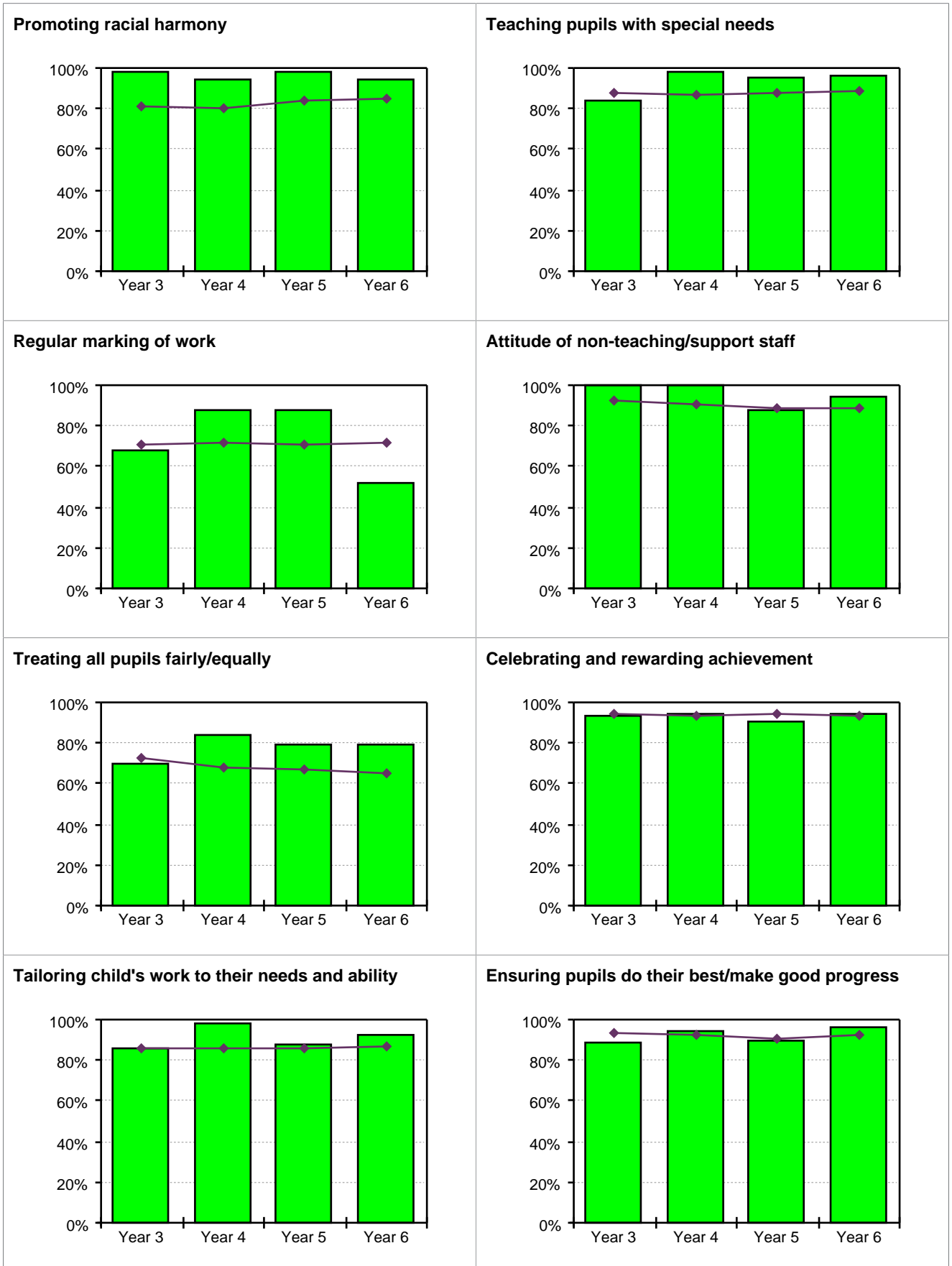
Computer access



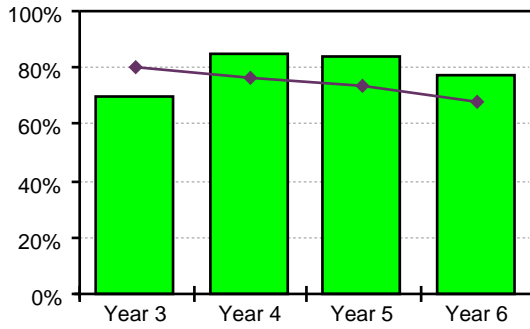
Suitable class sizes



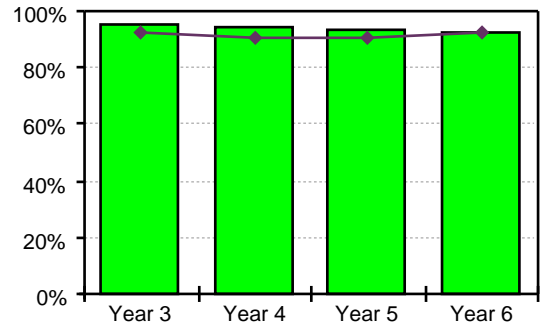
Year group analysis compared to national averages for your additional surveyed criteria



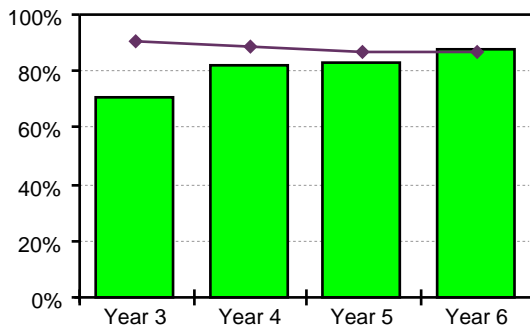
Encouraging and listening to pupils' views



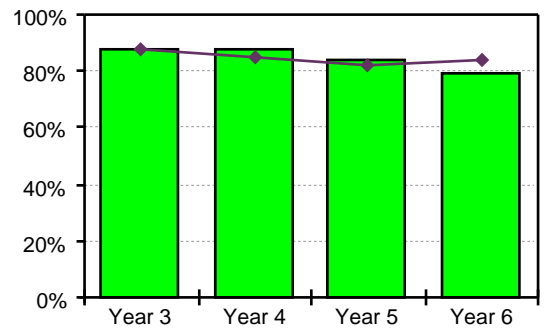
Looking after pupils well



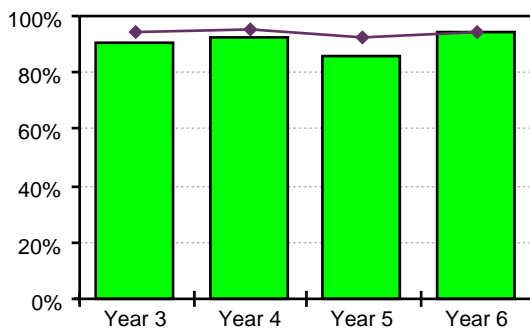
Quality of feedback on pupil's work



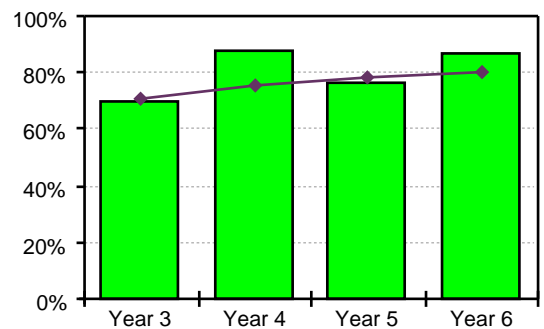
Use of feedback on pupil's work



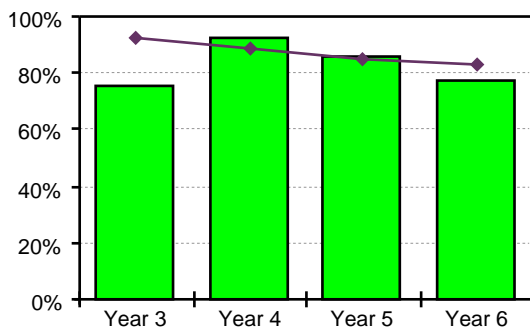
Pupil response to feedback



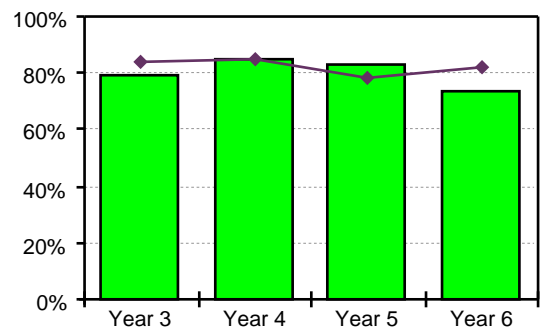
Appropriate level of challenge in homework



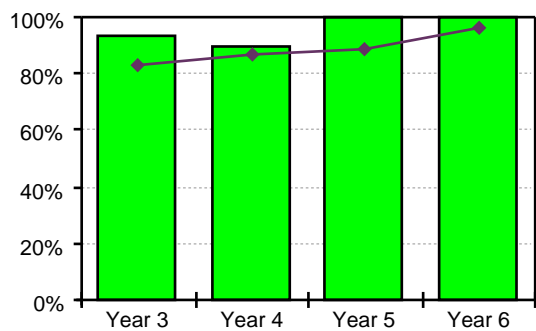
Pupils' attitudes to learning



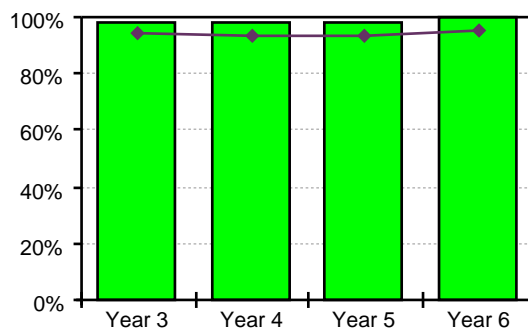
Pupil targets



Information on different types of bullying



E-safety



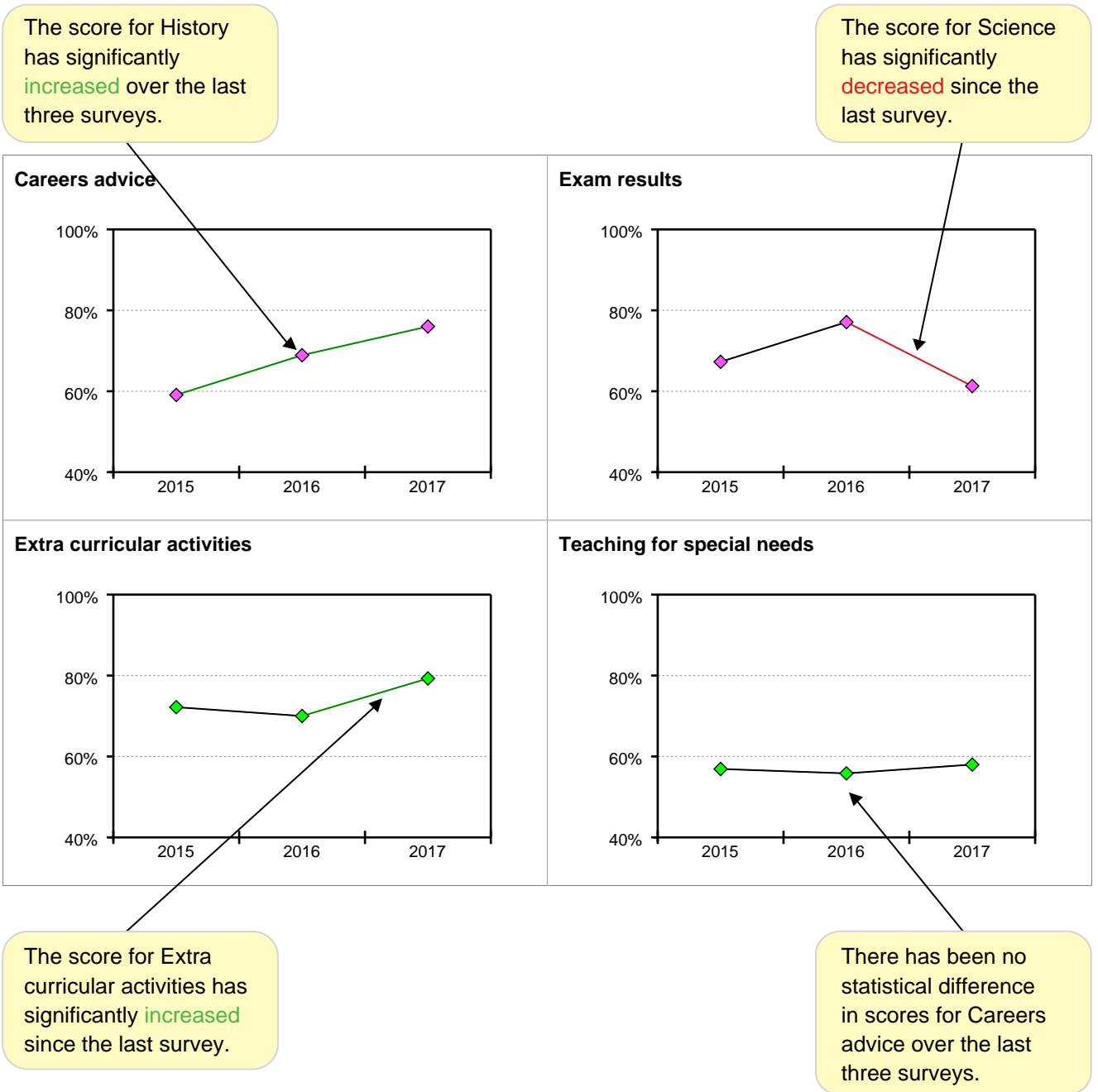
Time series analysis

Graphs showing trends for surveyed criteria over time

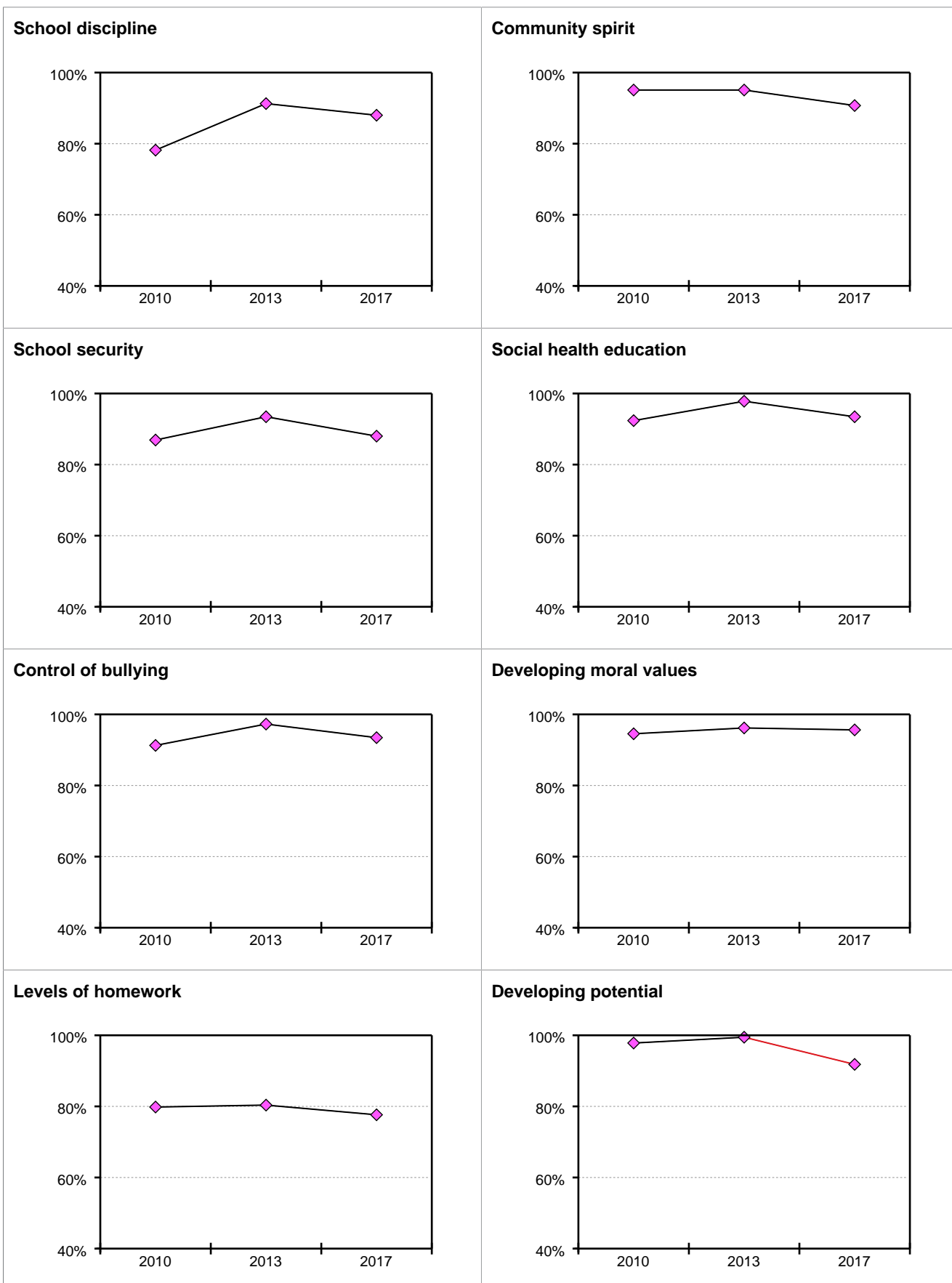
The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

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.

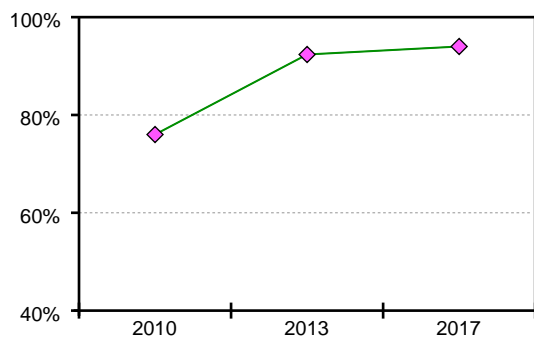
Example time series graphs



Score trends over time for non-academic criteria



Use of exams and testing



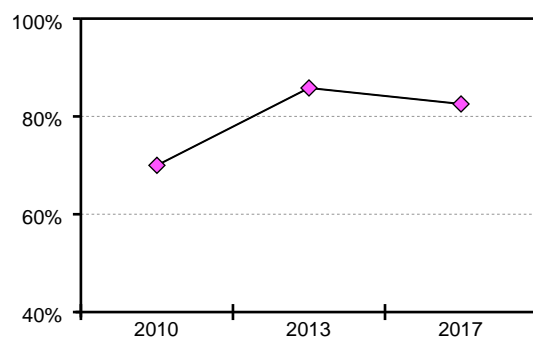
Developing confidence



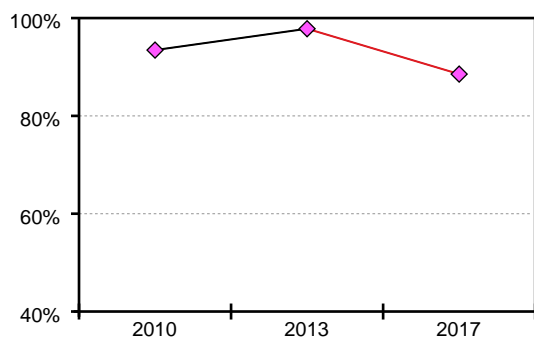
School facilities



Out of school activities



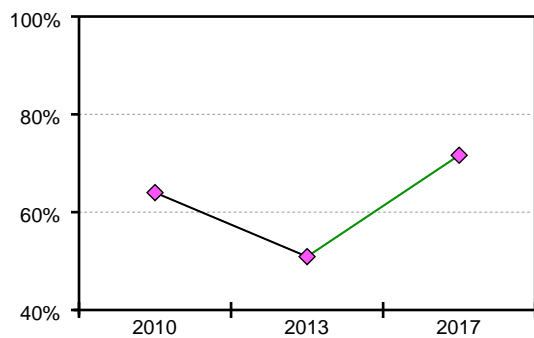
Caring teachers



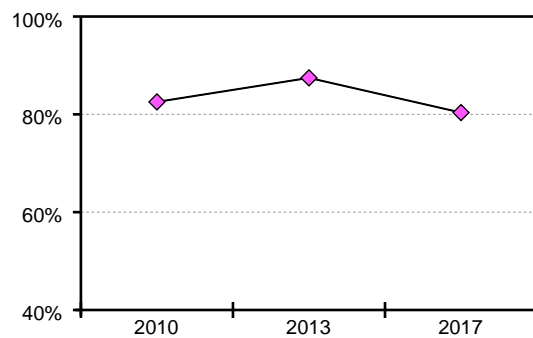
School communication

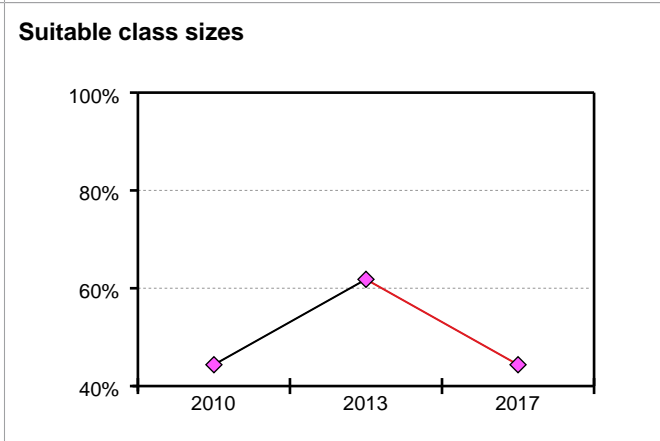
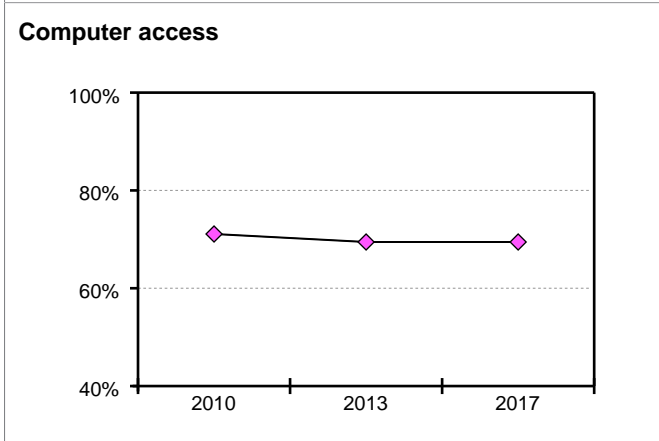
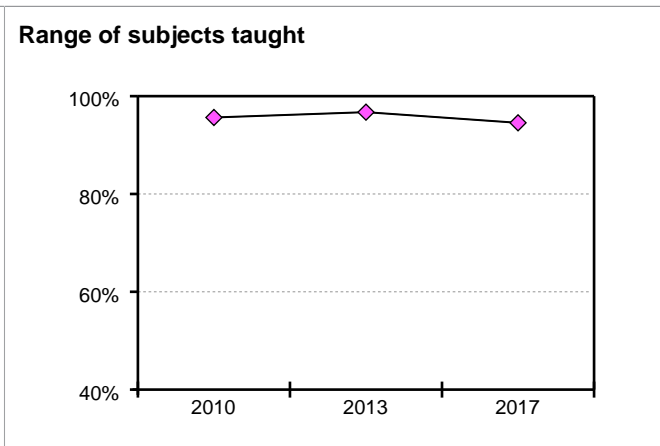
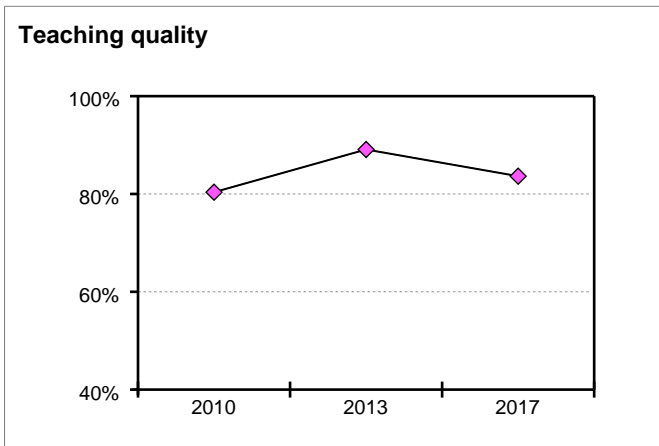


Library facilities

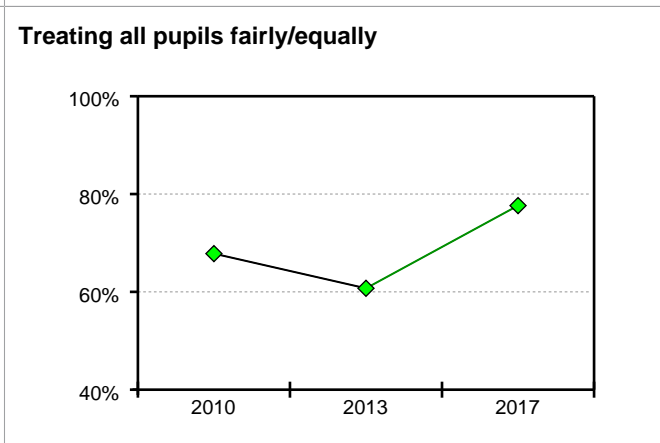
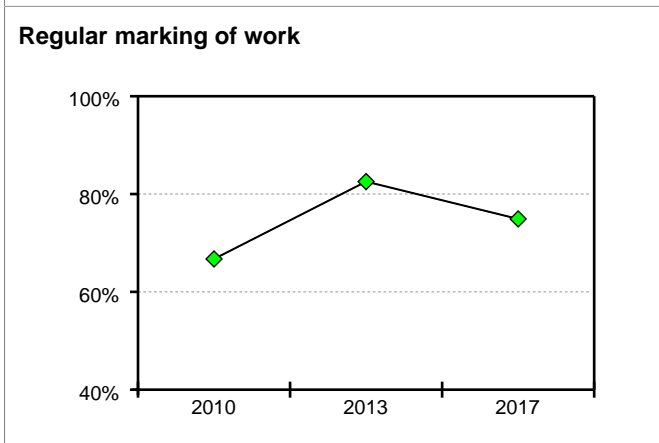
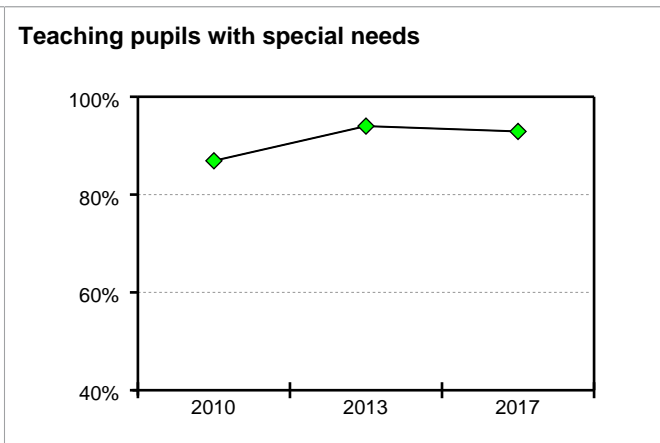
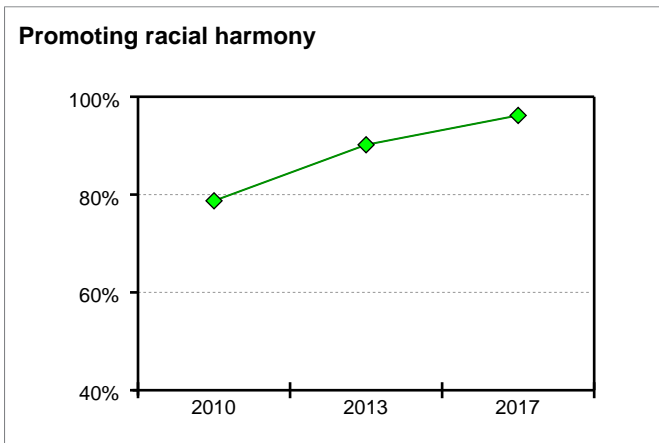


Happiness of child





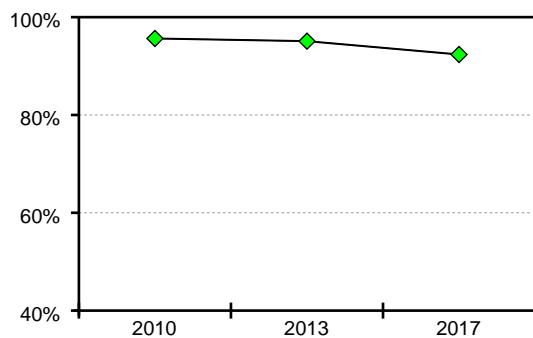
Score trends over time for additional criteria



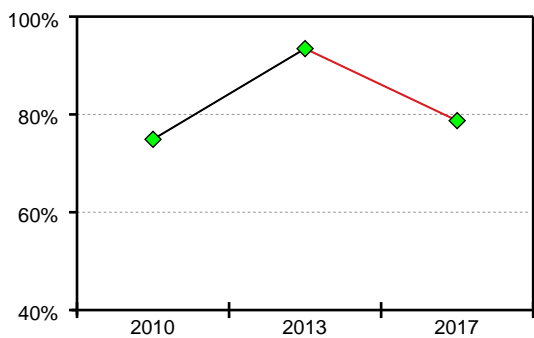
Celebrating and rewarding achievement



Ensuring pupils do their best/make good progress



Encouraging and listening to pupils' views








Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis












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








Non-academic criteria	True (T)	False (F)	Graph	Sample size
School discipline	87.3%	11.8%		218
Community spirit	91.6%	8.4%		219
School security	87.6%	11.6%		218
Social health education	93.5%	6.5%		219
Control of bullying	94.2%	5.8%		219
Developing moral values	94.1%	5.9%		219
Levels of homework	77.5%	22.5%		219
Developing potential	91.8%	8.2%		219
Use of exams and testing	92.4%	7.6%		219
Developing confidence	85.6%	13.5%		218

Non-academic criteria	True (T)	False (F)	Graph	Sample size
School facilities	80.2%	19.8%		219
Out of school activities	81.5%	16.7%		216
Caring teachers	86.4%	13.6%		219
School communication	88.1%	9.2%		216
Library facilities	71.8%	28.2%		219
Happiness of child	80.7%	19.3%		219
Teaching quality	83.3%	15.7%		218
Range of subjects taught	93.7%	5.5%		218
Computer access	66.9%	30.4%		216
Suitable class sizes	44.6%	55.4%		219

Additional criteria analysis

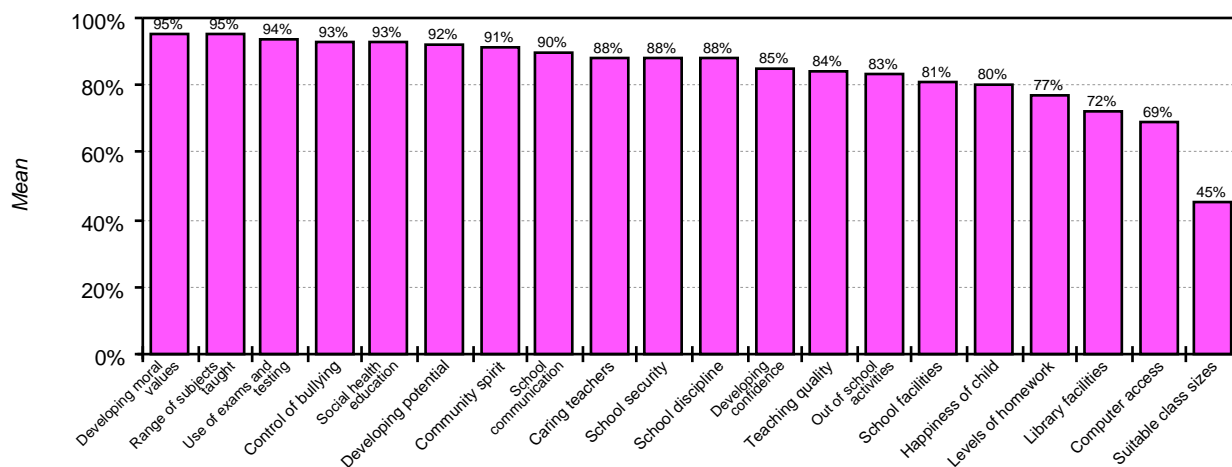
How pupils scored the delivery and management of your additional non-academic criteria.

Additional criteria	True (T)	False (F)	Graph	Sample size
Promoting racial harmony	95.5%	4.5%		219
Teaching pupils with special needs	92.7%	7.3%		219
Regular marking of work	73.8%	25.3%		218
Attitude of non-teaching/support staff	95.5%	4.5%		219
Treating all pupils fairly/equally	76.3%	21.9%		216
Celebrating and rewarding achievement	93.1%	6.9%		219
Tailoring child's work to their needs and ability	90.6%	9.4%		219
Ensuring pupils do their best/make good progress	92.3%	7.7%		219
Encouraging and listening to pupils' views	77.0%	21.2%		217
Looking after pupils well	93.8%	6.2%		219
Quality of feedback on pupil's work	79.6%	18.6%		217

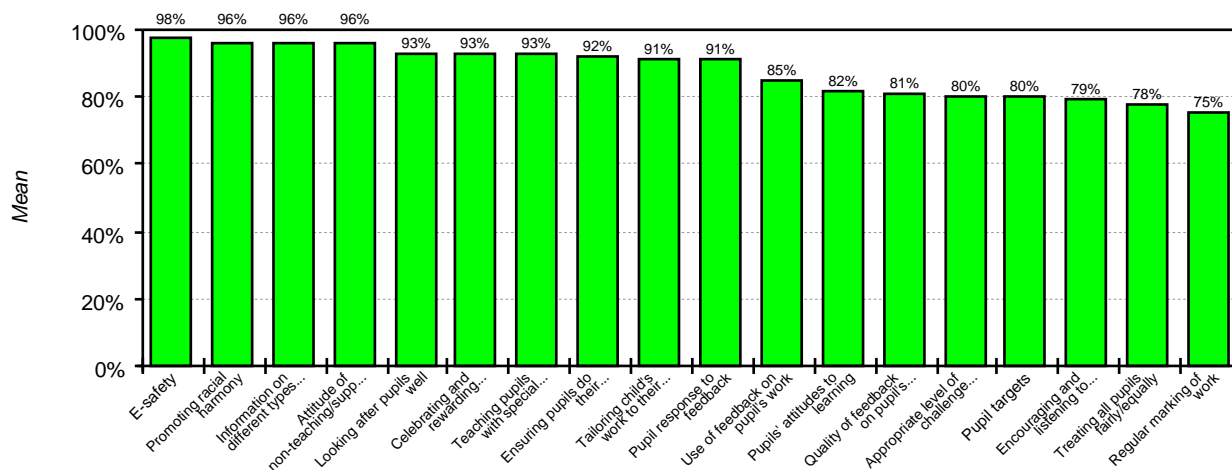
Additional criteria	True (T)	False (F)	Graph	Sample size
Use of feedback on pupil's work	84.9%	15.1%		219
Pupil response to feedback	90.8%	9.2%		219
Appropriate level of challenge in homework	76.6%	22.6%		218
Pupils' attitudes to learning	82.6%	17.4%		219
Pupil targets	79.8%	20.2%		219
Information on different types of bullying	95.9%	4.1%		219
E-safety	97.3%	2.7%		219

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.

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