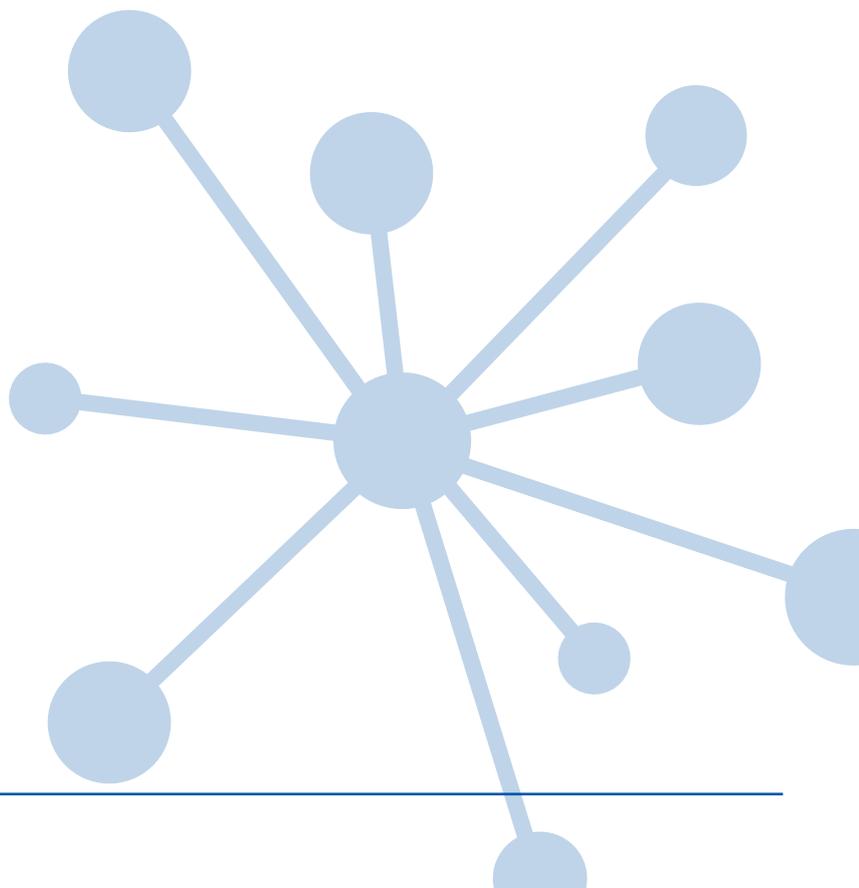


# Fairfield Primary School

## Combined executive report – 2020-21

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## Introduction

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Surveys were conducted by Kirkland Rowell for Fairfield Primary School in the 2020-21 academic year.

- Previous parent surveys: 2010, 2013 and 2017.
- Previous pupil surveys: 2010, 2013 and 2017.
- Previous staff surveys: 2015.

Responses were gathered from:

- 113 parents.
- 66 pupils.
- 39 staff.

All quoted parent and pupil scores have been tested to be reliable to within less than 5%, at the 95% confidence level and all staff scores have been tested to be reliable to within less than 10% at the 95% confidence level, unless otherwise stated.

All quoted scores were weighted against national averages; where available, national average figures are generated from data gathered from similar schools across the country.

The results of these surveys reveal that Fairfield Primary School has reason to be happy with most of its activities.

## Judgement grades

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Throughout both your reports and this commentary our judgements use the following categories:

- 'Outstanding' - shown in **gold**
- 'Good' - shown in **green**
- 'Room for improvement' - shown in black
- 'Attention advised' - shown in **red**

These grades are defined, for the sake of assessment in most schools, by the following boundary levels:

- In a parental survey, academic criteria and non-academic criteria receiving scores of 70% and over are graded as **good** and should be considered a success.
- In a pupil survey, academic criteria receiving scores of 80% and over and non-academic criteria receiving scores of 70% and over are graded as **'good'** and should be considered a success.
- In a staff survey, staff core criteria receiving scores of 70% and over and parental priority criteria receiving scores of 75% and over are graded as **'good'** and should be considered a success.

Scores of 10% or more higher than these benchmark figures are **'outstanding'**.

Scores of at least 5% less than these benchmark figures indicate **'attention advised'**.

## Overall performance

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### The overall level of satisfaction:

- The overall performance of Fairfield Primary School was given as excellent by parents (89.6%) and very good by staff (89.9%).

### Improvement and decline:

- Of the parents whose children were not in their first year at the school 44% said the school had improved over the last year and 5% thought that the school's performance was worse.
- Of the parents of new pupils, 2% felt that the school had not lived up to their expectations and 45% said the school was better than they had expected it to be.
- 49% of staff said the school had improved over the last year and 5% thought that the school's performance was worse.

There were 8 criteria showing significant improvement since the previous surveys:

- Levels of homework, School facilities, Teaching quality, Suitable class sizes, Treating all pupils fairly/equally and Pupils' attitudes to learning from your pupil survey.
- Pupils' respect for staff/others and Staff workload - in house from your staff survey.

There were 2 criteria showing significant declines since the previous surveys:

- Out of school activities from your parent survey.
- Use of exams and testing from your pupil survey.

There were 22 criteria showing significant improvement over more than two surveys:

- 19 criteria from your parent survey.
- Developing confidence, Library facilities and Treating all pupils fairly/equally from your pupil survey.

There were no criteria showing a significant decline over more than two surveys.

### Outstanding criteria:

- 36 criteria from your parent survey.
- 37 criteria from your pupil survey.
- 49 criteria from your staff survey.

### Attention advised criteria:

- None from your parent survey.
- None from your pupil survey.
- None from your staff survey.

## 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’. Criteria followed by a **blue \*** are only reliable to within 10% and criteria with a **pink \*** should only be considered indicative. Criteria which have strengths or weaknesses across more than one survey type have the number of occurrences shown in square brackets [ ].

### Academic criteria

Academic criteria were not covered in these surveys

### Staff core areas

#### Strengths

| Staff survey                                    |
|---|
| Staff workload - in house                       |
| Developing self esteem in staff                 |
| Sensitivity in handling staff personal issues   |
| Organisation of decision making                 |
| Appreciation of staff achievement/ contribution |

#### Weaknesses

| Staff survey                            |
|---|
| Formal recognition of pupil achievement |
| Pupils' attitudes to learning           |
| Equality of opportunities for pupils    |

Staff were not asked to comment on academic criteria, but on thirty core areas:

- Staff rated twenty seven as ‘outstanding’, three as ‘good’, zero as ‘room for improvement’ and zero as ‘attention advised’.

### Non-academic criteria

#### Strengths

| Parent survey            | Pupil survey               | Staff survey             |
|--------------------------|----------------------------|--------------------------|
| School communication [2] | Suitable class sizes * [2] | School discipline [2]    |
| Library facilities       | School discipline * [2]    | School facilities [3]    |
| School security [2]      | School facilities [3]      | School security [2]      |
| Control of bullying      | Levels of homework * [2]   | School communication [2] |
| School facilities [3]    | Teaching quality           | Social Education         |

#### Weaknesses

| Parent survey                  | Pupil survey                   | Staff survey  |
|--------------------------------|--------------------------------|---|
| Out of school activities * [3] | Out of school activities * [3] | Out of school activities [3]<br>Suitable class sizes<br>Happiness of child<br>Control of bullying<br>Developing potential |

Of the twenty one non-academic criteria which were surveyed by parents, pupils and staff:

- Parents rated nineteen criteria as ‘outstanding’, zero as ‘good’, one as ‘room for improvement’ and zero as ‘attention advised’.

- Pupils rated nineteen criteria as 'outstanding', one as 'good', zero as 'room for improvement' and zero as 'attention advised'.
- Staff rated fifteen criteria as 'outstanding', five as 'good', zero as 'room for improvement' and zero as 'attention advised'.

## Additional criteria

### Strengths

| Parent survey   | Pupil survey                             | Staff survey                                   |
|---|--|--|
| Information on different types of bullying * [2]      | Treating all pupils fairly/equally * [2] | Pupil response to feedback                     |
| Teaching pupils with special needs * [2]              | Pupils' attitudes to learning * [2]      | Information on different types of bullying [2] |
| Treating all pupils fairly/equally [2]                | Use of feedback on pupil's work * [2]    | E-safety                                       |
| Tailoring child's work to their needs and ability [2] | Promoting racial harmony * [2]           | Attitude of non-teaching/support staff         |
| Promoting racial harmony [2]                          | Regular marking of work *                | Pupil targets                                  |

### Weaknesses

| Parent survey                             | Pupil survey | Staff survey                               |
|---|--------------|--|
| Celebrating and rewarding achievement [2] |              | Celebrating and rewarding achievement [2]  |
|   |              | Looking after pupils well                  |
|   |              | Encouraging and listening to pupils' views |
|   |              | Regular marking of work                    |
|   |              | Quality of feedback on pupil's work        |

Of the eighteen additional criteria which were surveyed by parents, pupils and staff:

- Parents rated seventeen criteria as 'outstanding', one as 'good', zero as 'room for improvement' and zero as 'attention advised'.
- Pupils rated eighteen criteria as 'outstanding', zero as 'good', zero as 'room for improvement' and zero as 'attention advised'.
- Staff rated seven criteria as 'outstanding', eleven as 'good', zero as 'room for improvement' and zero as 'attention advised'.

## Priorities

A key measure of a school’s performance is a comparison of how well stakeholders feel the school performs with regard to a set of priorities versus how important they feel that each of these priorities is. Rankings highlighted in **green** show criteria where there is a strong, positive link between what is important to stakeholders and stakeholder satisfaction. Rankings highlighted in **red** show criteria where there is a strong, negative link between what is important to stakeholders and stakeholder satisfaction. Criterion which have top importance across more than one survey type have the number of occurrences shown in square brackets [ ].

### Top five importance vs. satisfaction

| Parent survey       |            |              |     | Pupil survey  |                       |       |            | Staff survey |                    |       |      |     |
|---------------------|------------|--------------|-----|---|-----------------------|-------|------------|--------------|--------------------|-------|------|-----|
|                     | Importance | Satisfaction |     |   |                       |       | Importance | Satisfaction |                    |       |      |     |
| Happiness of child  | 90.0%      | 19th         | [2] | Pupils were not asked to comment on importance in their survey. | Happiness of child    | 92.2% | 18th       | [2]          | Happiness of child | 92.2% | 18th | [2] |
| Teaching quality    | 89.2%      | 11th         | [2] |   | Teaching quality      | 92.2% | 13th       | [2]          |                    |       |      |     |
| School discipline   | 85.8%      | 10th         |     |   | Developing confidence | 92.0% | 12th       |              |                    |       |      |     |
| Control of bullying | 82.3%      | 4th          |     |   | Developing potential  | 89.8% | 16th       |              |                    |       |      |     |
| Caring teachers     | 81.6%      | 16th         |     |   | School communication  | 84.9% | 4th        |              |                    |       |      |     |

- Parents say the school is performing well in Control of bullying and less well in Happiness of child and Caring teachers.
- Staff say the school is performing well in School communication and less well in Happiness of child and Developing potential.

### Top priorities for improvement

| Parent survey            |             |                 |     | Pupil survey             |             |                 |  | Staff survey             |                 |       |     |
|--------------------------|-------------|-----------------|-----|--------------------------|-------------|-----------------|--|--------------------------|-----------------|-------|-----|
|                          | This school | Similar schools |     |                          | This school | Similar schools |  | This school              | Similar schools |       |     |
| Out of school activities | 35.2%       | 7.6%            | [2] | Other                    | 33.5%       | 32.9%           |  | Suitable class sizes     | 15.8%           | 4.2%  | [2] |
| Developing potential     | 9.1%        | 14.1%           | [2] | Range of subjects taught | 20.0%       | 0.0%            |  | Out of school activities | 12.9%           | 2.8%  | [2] |
| School communication     | 8.3%        | 13.5%           |     | Community spirit         | 12.4%       | 2.5%            |  | Computer access          | 12.5%           | 12.3% |     |
| Developing confidence    | 7.1%        | 5.5%            |     | School discipline        | 7.5%        | 2.5%            |  | Developing potential     | 10.4%           | 7.1%  | [2] |
| Suitable class sizes     | 7.1%        | 8.1%            | [2] | Teaching quality         | 6.4%        | 3.6%            |  | Developing moral values  | 10.2%           | 4.1%  |     |

Priorities for improvement which were not amongst the twenty fixed priorities were grouped together as “Other”; it is perfectly normal for junior school pupils to select criteria other than one of the fixed priorities as their priority for improvement.

- Compared to similar schools, parents have given a higher priority to Out of school activities and a lower priority to Developing potential, School communication, School facilities and Teaching quality.
- Compared to similar schools, pupils have given a higher priority to Range of subjects taught, Community spirit and School discipline and a lower priority to School facilities.
- Compared to similar schools, staff have given a higher priority to Suitable class sizes, Out of school activities, Developing moral values, Caring teachers and Use of exams and testing and a lower priority to School discipline, School communication and School facilities.

## Gender analysis

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- The parents of Female pupils gave a significantly higher score for Treating all pupils fairly/equally.
- Female pupils gave a significantly higher score for Teaching pupils with special needs and Regular marking of work.

## Staff group analysis

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- Support staff gave significantly higher scores for Job satisfaction and Computer access.

## Extra analysis

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A further set of analysis were requested by the school to investigate any potential differences in parent views.

### Parent survey extra analysis broken down by the question

#### 'Has your child ever been eligible for free school meals during the last six years?'

- There are no significant differences between the satisfaction scores for parents broken down by the extra analysis question.
- The parents who answered 'Yes' to the extra analysis question gave higher importance for Control of bullying and Social health education.
- The parents who answered 'No' to the extra analysis question gave higher importance for Range of subjects taught and Out of school activities.

## Unexpected results

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Parent and pupil year group contributions were compared against patterns of predicted scores from national averages of similar schools for each of the Academic Criteria, Fixed Priorities and Additional Criteria. It is expected that year group contributions should differ from their predicted values by no more than 10% on parent surveys and by no more than 12% on pupil surveys.

On your parent survey nine criteria showed unusual year group contributions.

- Scores were higher than expected in Year 5 for Control of bullying, Developing moral values, Happiness of child, Community spirit, Developing potential and Social health education.
- Scores were lower than expected in Reception for School communication and Quality of feedback on pupil's work.
- Scores were lower than expected in Year 4 for Out of school activities.

On your pupil survey seven criteria showed unusual year group contributions.

- Scores were higher than expected in Year 5 for School discipline.
- Scores were higher than expected in Year 4 for Computer access and Pupil targets.
- Scores were lower than expected in Year 4 for School discipline, Teaching pupils with special needs and Regular marking of work.
- Scores were lower than expected in Year 5 for Levels of homework.
- Scores were lower than expected in Year 6 for Computer access, Quality of feedback on pupil's work and Pupil targets.

## Self-evaluation summary

| Area  | Parent      | Pupil       | Staff       |
|---|-------------|-------------|-------------|
| <b>Overall effectiveness</b>  | Grade 1     | Grade 1     | Grade 1 (-) |
| <b>The Quality of Education</b>                                       | Grade 1     | Grade 1     | Grade 1 (-) |
| Intent  | Grade 1     | Grade 1     | Grade 1 (-) |
| Implementation  | Grade 1     | Grade 1     | Grade 1 (-) |
| Impact  | Grade 1     | Grade 1     | Grade 1     |
| Effectiveness of the Early Years Provision: The Quality of Education  | Grade 1 (-) | *           | *           |
| Effectiveness of the Sixth Form Provision: The Quality of Education   | *           | *           | *           |
| <b>Behaviour and Attitudes</b>  | Grade 1     | Grade 1     | Grade 1 (-) |
| Behaviour and Attitudes   | Grade 1     | Grade 1     | Grade 1 (-) |
| Effectiveness of the Early Years Provision: Behaviour and Attitudes   | Grade 1     | *           | *           |
| Effectiveness of the Sixth Form Provision: Behaviour and Attitudes    | *           | *           | *           |
| <b>Personal Development</b>   | Grade 1 (-) | Grade 1     | Grade 1 (-) |
| Personal Development  | Grade 1 (-) | Grade 1 (-) | Grade 1 (-) |
| SMSC  | Grade 1     | Grade 1     | Grade 1 (-) |
| Effectiveness of the Early Years: Personal Development                | Grade 1     | *           | *           |
| Effectiveness of the Sixth Form Provision: Personal Development       | *           | *           | *           |
| <b>Leadership and Management</b>                                      | Grade 1     | Grade 1     | Grade 1     |
| Leadership and Management   | Grade 1     | Grade 1     | Grade 1     |
| Governance  | Grade 1     | Grade 1     | Grade 1     |
| Safeguarding  | Grade 1     | Grade 1     | Grade 1     |
| Effectiveness of the Early Years Provision: Leadership and Management | Grade 1     | *           | *           |
| Effectiveness of the Sixth Form Provision: Leadership and Management  | *           | *           | *           |

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

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