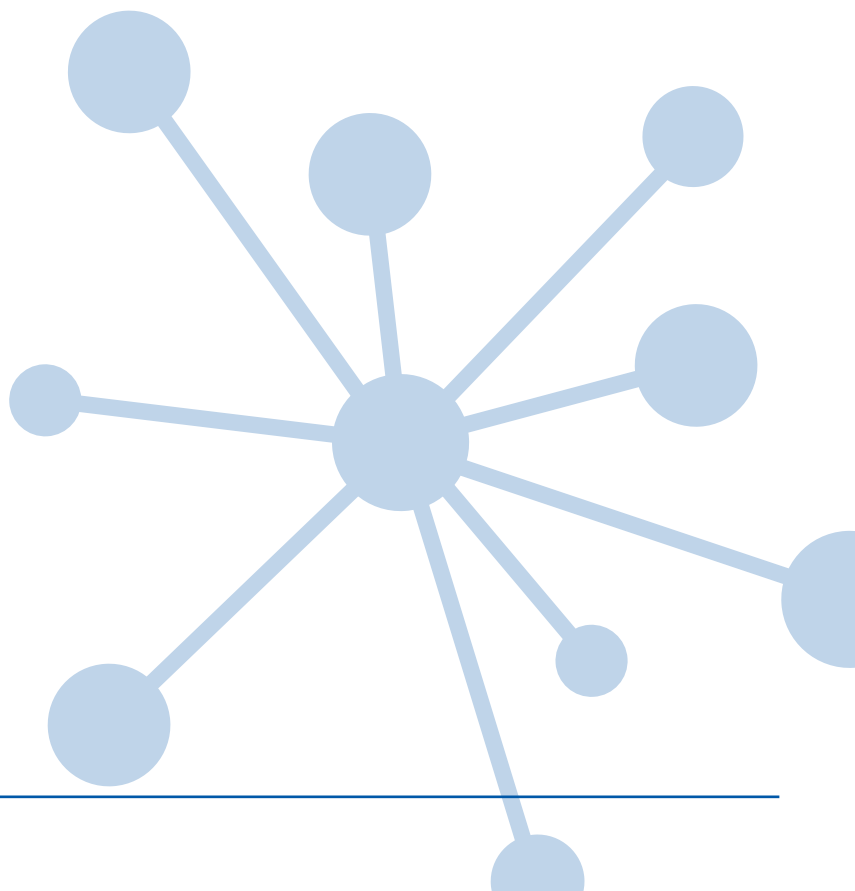


# Fairfield Primary School

## Parent survey report – December 2020

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## Executive summary

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This report details the findings of the fifth 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 December 2020. The report also measures performance with regard to overall satisfaction and improvement.

### Summary of results for this survey

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- 113 completed questionnaires were returned representing a response rate of 24.8%. The response meant that data could be drawn for all criteria.
- 25 parents answered 'Yes' and 83 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 22.1% and 73.5% respectively.
- The parents gave an excellent overall performance score (89.6%) (see page 5).
- 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 (see page 43).
- 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 (see page 43).
- With regards to non-academic areas, parents are most happy with School communication, Library facilities and School security.
- The parents are least happy with Out of school activities, Happiness of child and Suitable class sizes.
- The parents' top priorities for improvement are Out of school activities, Developing potential and School communication.
- The parents of female pupils gave significantly higher scores for Treating all pupils fairly/equally.

### Summary of results since the previous survey

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- The following non-academic area received significantly lower scores than the previous survey: Out of school activities.

### Summary of results over more than two surveys

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- 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, Levels of homework, Happiness of child, Community spirit, Developing potential, Teaching quality, Use of exams and testing, Range of subjects taught, Social health education and Computer access.
- The survey has achieved a good benchmark of performance against which future academic years might be compared.

## Strengths and weaknesses

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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
92.6% School communication	(79.8%)	7th
89.3% Library facilities	(4.7%)	19th
87.9% School security	(59.1%)	10th
87.9% Control of bullying	(82.3%)	4th
87.6% School facilities	(41.4%)	12th

### Relative weaknesses for non-academic criteria

	Importance	Ranking
68.9% Out of school activities	(19.2%)	15th

## Response to survey

113 completed questionnaires were returned representing a response rate of 24.8%.

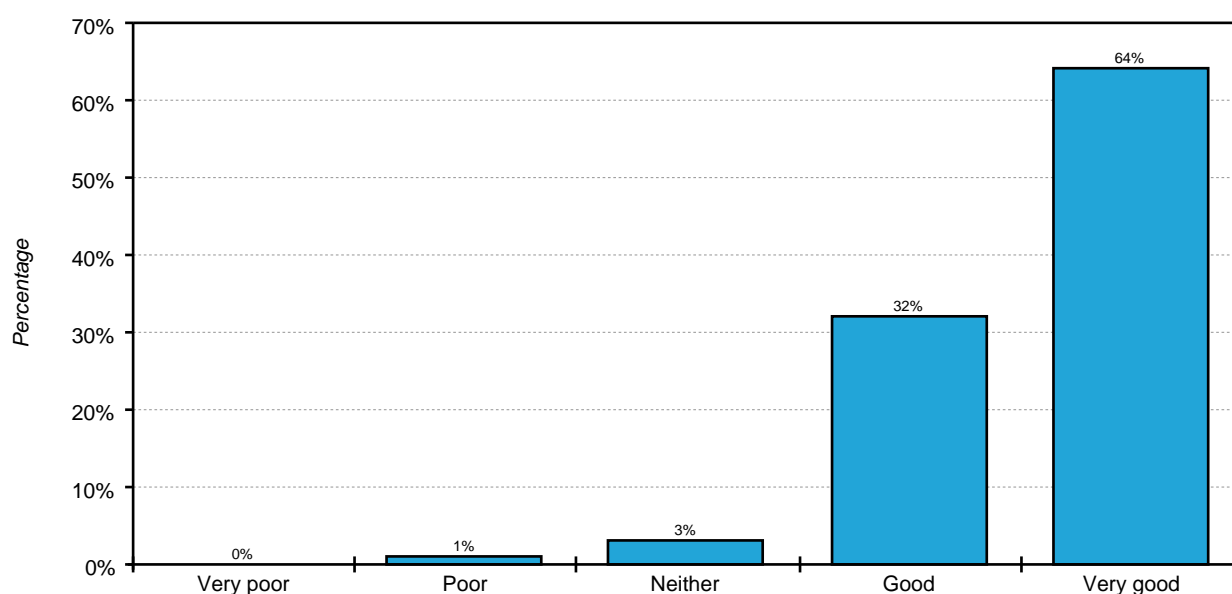
	Proportion of responses (%)	Number of responses
Responses from parents of male pupils	48.7	55
Responses from parents of female pupils	51.3	58
Responses from parents of Nursery pupils	5.3	6
Responses from parents of Reception pupils	16.8	19
Responses from parents of Year 1 pupils	10.6	12
Responses from parents of Year 2 pupils	12.4	14
Responses from parents of Year 3 pupils	10.6	12
Responses from parents of Year 4 pupils	15.0	17
Responses from parents of Year 5 pupils	13.3	15
Responses from parents of Year 6 pupils	15.9	18

## Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	89.6	88.7	+0.8

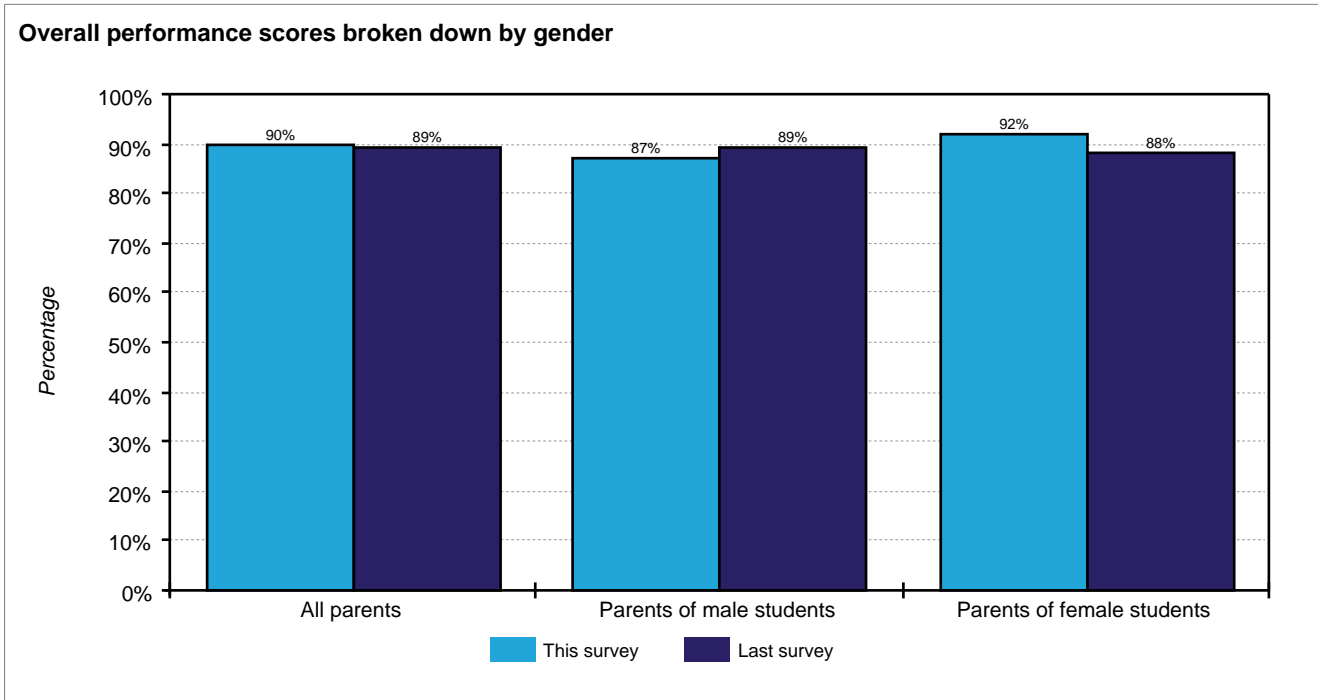
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	1.0	1.8	-0.9	96.2

### Overall parental satisfaction

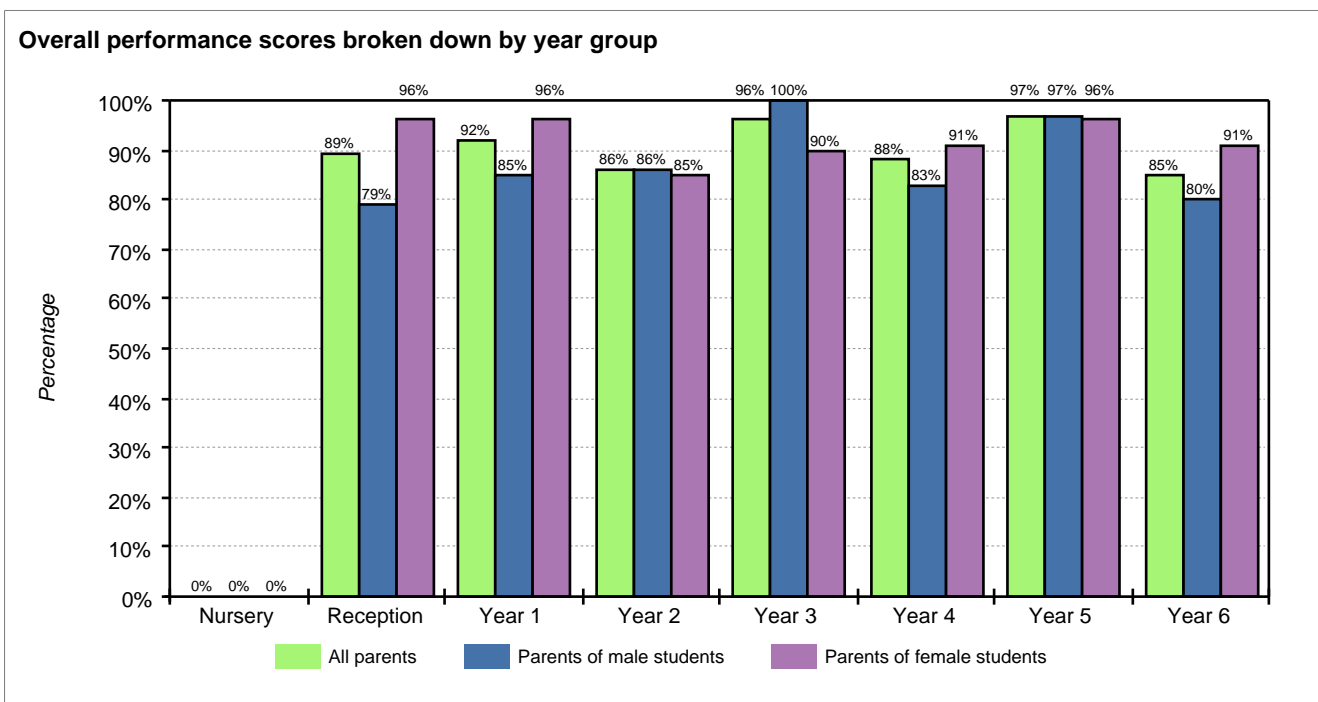


- More parents rate the overall performance of the school as 'good' or 'very good'.

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



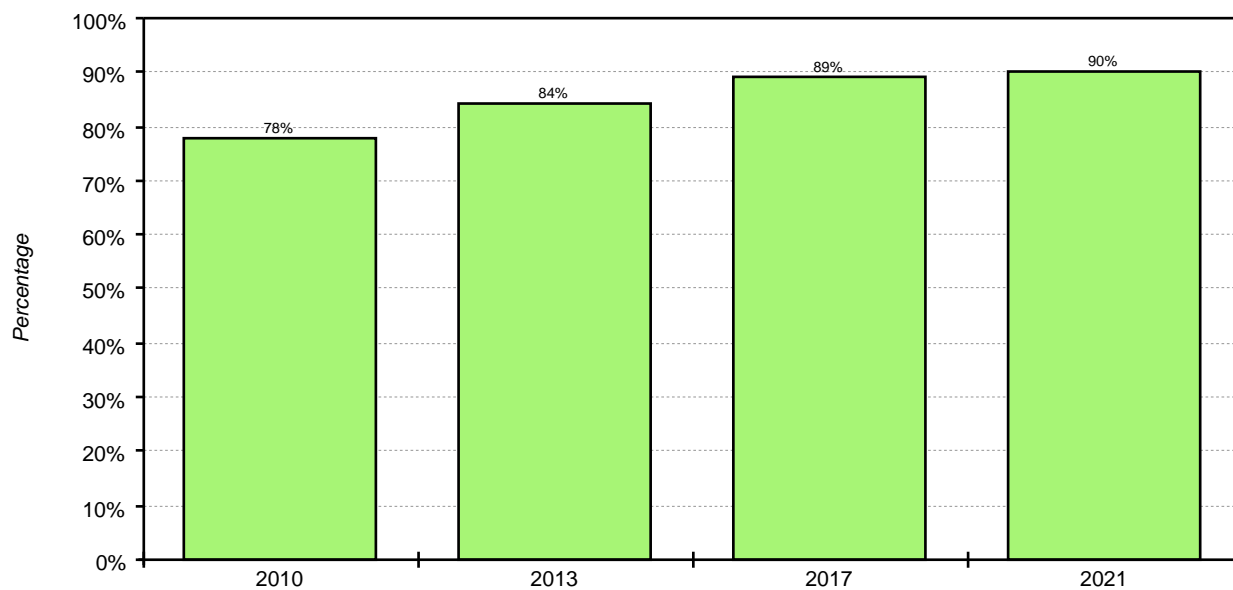
- The parents gave an excellent overall performance score of 89.6%, improved since the last survey.
- Parents of male pupils scored the overall performance of the school broadly in line with the parents of female pupils.



- Parents of Year 5 pupils scored the highest overall from other year groups and are therefore most satisfied with the school’s performance.
- Parents of Year 3 male pupils and parents of Reception, Year 1 and Year 5 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

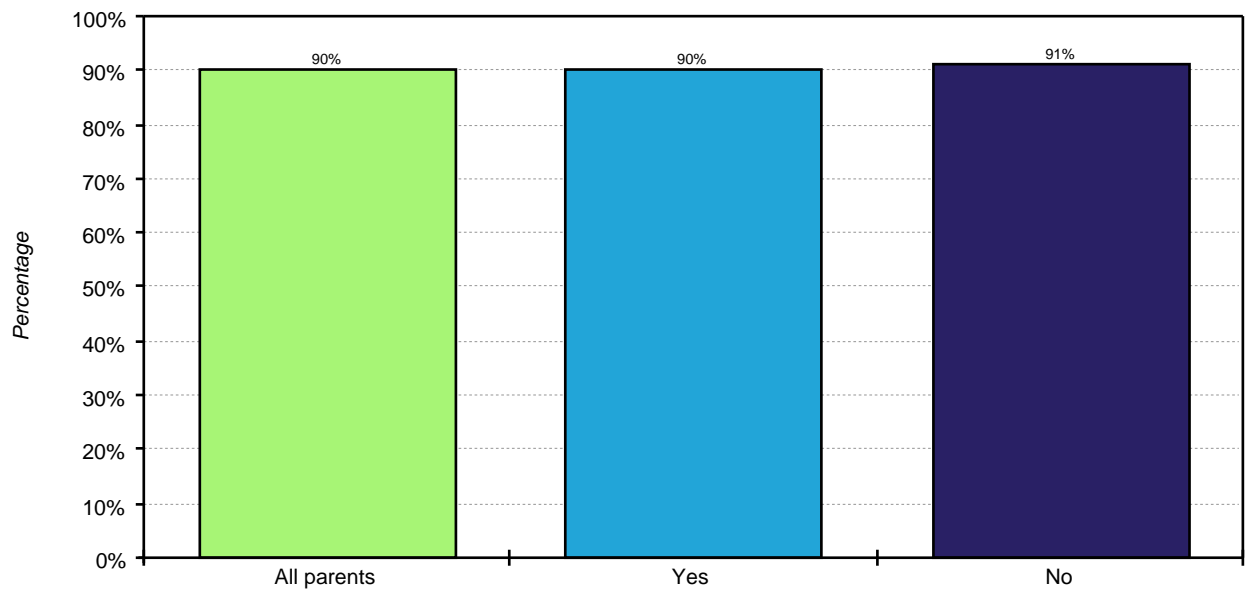
Graph showing the overall performance scores trend broken down over time.



- There was a significant improvement over the last 3 surveys for the overall performance score.

## Overall performance scores broken down by extra analysis

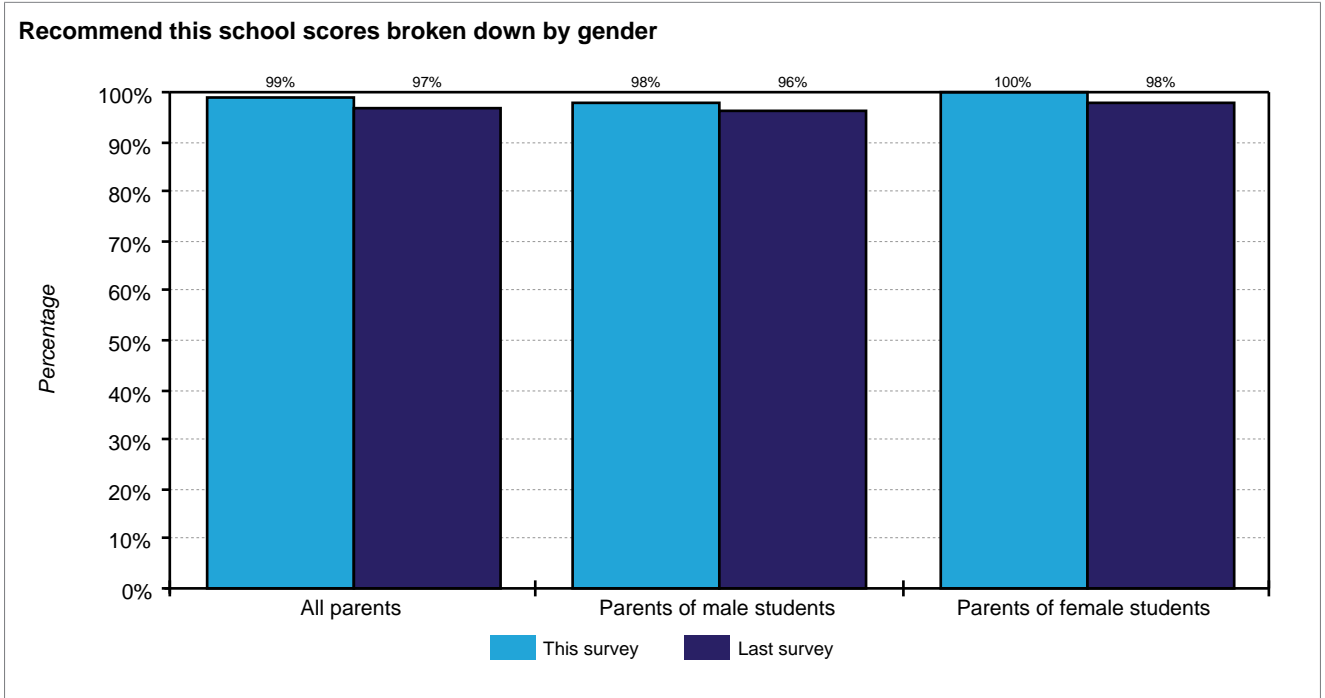
Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'



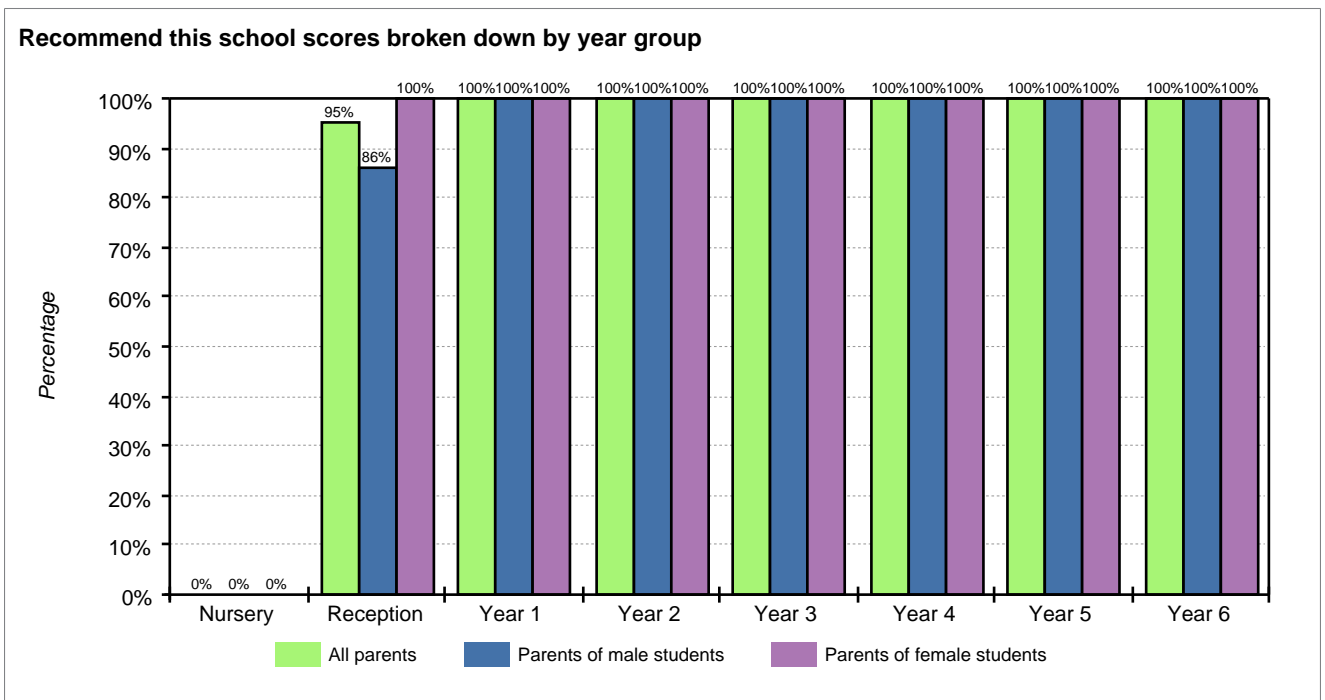
- The overall performance scores show no significant difference.



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



- 99.0% 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.



- Parents of Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 pupils would recommend this school to another parent more than parents from other year groups.
- Parents of Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 male pupils and parents of Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 female pupils would recommend this school to another parent more than parents from other year groups.

## Key results

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

### Interpreting results

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**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 240 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 240 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
	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		
Recognising and 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
Behaviour management	66.5	65.4	+1.1
Resources	66.3		
Quality 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		

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 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
School communication	92.6	87.5	+5.1
Library facilities	89.3	85.2	+4.2
School security	87.9	84.4	+3.5
Control of bullying	87.9	86.6	+1.3
School facilities	87.6	86.4	+1.3
Use of exams and testing	87.2	83.8	+3.3
Social health education	86.6	85.7	+0.9
Levels of homework	86.4	81.7	+4.7
Developing potential	86.1	85.8	+0.3
School discipline	85.2	81.7	+3.5
Teaching quality	84.6	84.0	+0.6
Developing moral values	84.3	80.9	+3.4
Developing confidence	84.2	81.8	+2.5
Computer access	84.2	83.6	+0.5
Range of subjects taught	83.8	83.7	+0.1
Caring teachers	83.5	82.2	+1.3
Community spirit	83.4	82.2	+1.2
Suitable class sizes	82.7	80.4	+2.3
Happiness of child	82.2	81.4	+0.7
Out of school activities	68.9	88.5	-19.5

- Parents consider delivery of the following non-academic areas to be 'outstanding': School communication, Library facilities, School security, Control of bullying, School facilities, Use of exams and testing, Social health education, Levels of homework, Developing potential, School discipline, Teaching quality, Developing moral values, Developing confidence, Computer access, Range of subjects taught, Caring teachers, Community spirit, Suitable class sizes and Happiness of child.
- Parents consider delivery of the following non-academic areas to show 'room for improvement': Out of school activities.
- Parents consider delivery of the following non-academic subjects to have declined since the last survey: Out of school activities.
- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Out of school activities.

## 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' (%)
Community spirit	0.0	3.6	-3.6	86.8
Developing moral values	0.0	2.9	-2.9	96.2
Library facilities	0.0	3.7	-3.7	95.4
Range of subjects taught	0.0	2.0	-2.0	94.5
School facilities	0.0	1.9	-1.9	94.6
School security	0.0	3.8	-3.8	98.2
Social health education	0.0	2.5	-2.5	87.3
Suitable class sizes	0.0	5.8	-5.8	76.0
Use of exams and testing	0.0	5.4	-5.4	84.1
Developing confidence	1.8	4.6	-2.8	91.0
School discipline	1.9	1.0	+0.8	94.4
Happiness of child	1.9	1.9	+0.0	92.6
Developing potential	1.9	3.4	-1.5	86.1
Teaching quality	1.9	1.9	+0.0	98.1
Computer access	2.0	5.8	-3.8	83.3
Control of bullying	2.1	5.1	-2.9	85.3
Caring teachers	3.4	2.8	+0.6	94.8
Levels of homework	3.7	7.6	-3.9	85.0
School communication	7.2	6.1	+1.1	87.4
Out of school activities	18.6	4.3	+14.2	53.9

## 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	92.2	94.0	-1.7
Teaching pupils with special needs	91.3	84.1	+7.2
Treating all pupils fairly/equally	88.5	86.4	+2.0
Tailoring child's work to their needs and ability	87.2	84.7	+2.4
Promoting racial harmony	86.0	82.2	+3.8
E-safety	85.2	82.5	+2.7
Regular marking of work	84.5	80.0	+4.5
Appropriate level of challenge in homework	84.4	78.4	+6.0
Ensuring pupils do their best/make good progress	83.7	85.9	-2.2
Use of feedback on pupil's work	83.6	77.8	+5.8
Encouraging and listening to pupils' views	83.5	83.8	-0.3
Attitude of non-teaching/support staff	83.4	81.5	+1.9
Looking after pupils well	83.3	83.4	-0.1
Pupil response to feedback	82.6	76.3	+6.4
Pupil targets	82.6	79.2	+3.4
Quality of feedback on pupil's work	81.5	75.8	+5.7
Pupils' attitudes to learning	80.9	79.0	+1.8
Celebrating and rewarding achievement	78.6	83.0	-4.4

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

## 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' (%)
Attitude of non-teaching/support staff	0.0	2.0	-2.0	98.0
E-safety	0.0	3.4	-3.4	89.9
Pupil targets	0.0	4.9	-4.9	89.3
Pupils' attitudes to learning	0.0	2.0	-2.0	91.4
Regular marking of work	0.0	7.0	-7.0	89.1
Looking after pupils well	1.9	1.9	+0.1	94.4
Ensuring pupils do their best/make good progress	1.9	3.7	-1.8	90.7
Promoting racial harmony	2.5	2.6	0.0	94.9
Tailoring child's work to their needs and ability	3.8	7.2	-3.3	89.7
Treating all pupils fairly/equally	4.0	4.9	-0.9	92.1
Appropriate level of challenge in homework	4.1	9.8	-5.7	82.3
Encouraging and listening to pupils' views	6.0	2.2	+3.8	83.9
Use of feedback on pupil's work	6.6	11.0	-4.4	79.7
Celebrating and rewarding achievement	7.0	5.6	+1.4	82.3
Pupil response to feedback	7.2	6.1	+1.2	81.0
Information on different types of bullying	9.1	5.6	+3.5	75.4
Quality of feedback on pupil's work	12.9	11.6	+1.3	78.2

## 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	90.0	19th	93.0	18th
Teaching quality	89.2	11th	84.5	9th
School discipline	85.8	10th	90.1	17th
Control of bullying	82.3	4th	77.1	3rd
Caring teachers	81.6	16th	76.5	13th
Developing confidence	80.0	13th	70.6	15th
School communication	79.8	1st	72.6	2nd
Developing potential	73.9	9th	67.7	5th
Developing moral values	61.5	12th	54.8	19th
School security	59.1	3rd	84.5	8th
Range of subjects taught	41.7	15th	32.3	11th
School facilities	41.4	5th	53.1	4th
Suitable class sizes	37.2	18th	47.5	20th
Social health education	22.0	7th	8.8	6th
Out of school activities	19.2	20th	18.7	1st
Community spirit	18.7	17th	17.8	14th
Computer access	14.9	14th	14.7	12th
Levels of homework	13.9	8th	24.3	16th
Library facilities	4.7	2nd	5.1	7th
Use of exams and testing	3.1	6th	6.4	10th

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 Caring teachers.



## Importance: your school vs. similar schools

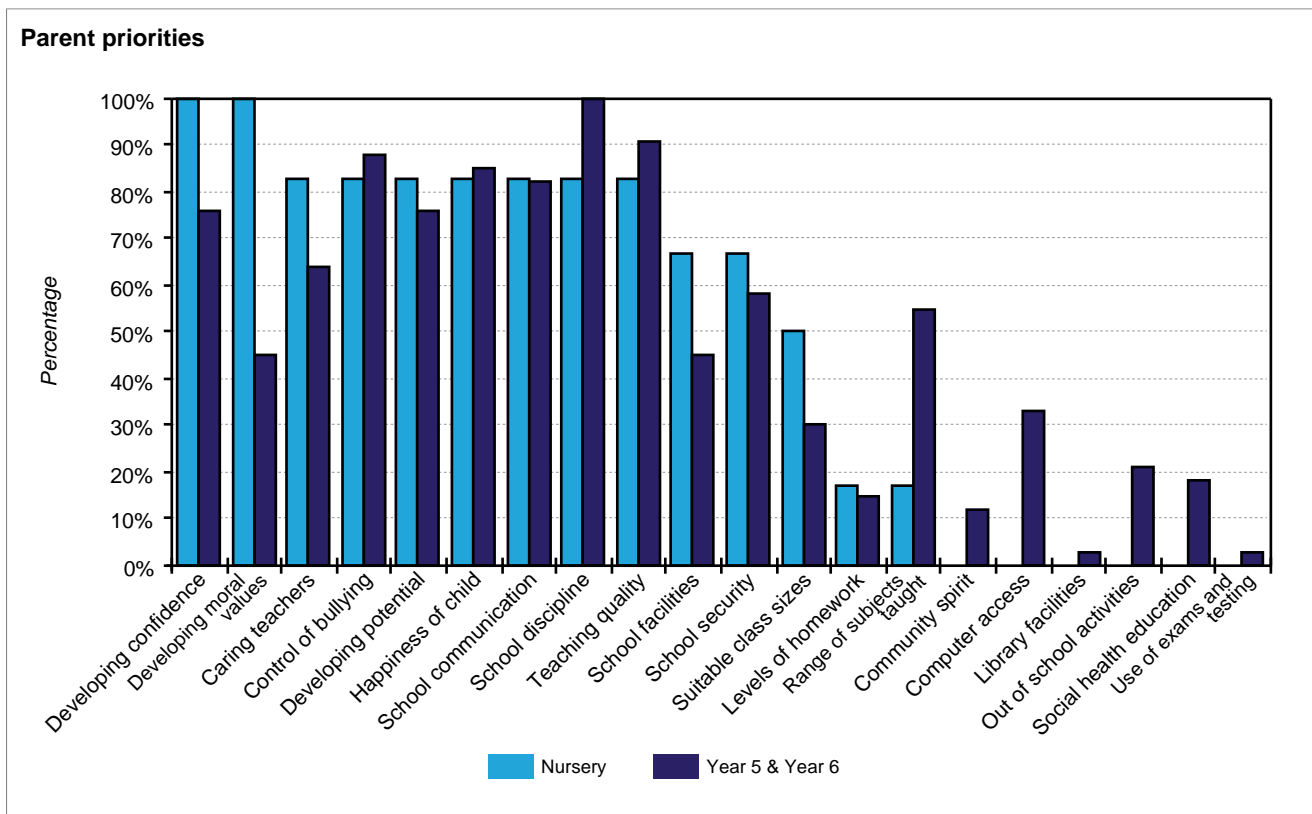
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column 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	90.0	1st	2nd	+1
Teaching quality	89.2	2nd	1st	-1
School discipline	85.8	3rd	3rd	0
Control of bullying	82.3	4th	7th	+3
Caring teachers	81.6	5th	6th	+1
Developing confidence	80.0	6th	4th	-2
School communication	79.8	7th	8th	+1
Developing potential	73.9	8th	5th	-3
Developing moral values	61.5	9th	9th	0
School security	59.1	10th	10th	0
Range of subjects taught	41.7	11th	13th	+2
School facilities	41.4	12th	12th	0
Suitable class sizes	37.2	13th	11th	-2
Social health education	22.0	14th	19th	+5 ▲
Out of school activities	19.2	15th	16th	+1
Community spirit	18.7	16th	15th	-1
Computer access	14.9	17th	17th	0
Levels of homework	13.9	18th	14th	-4 ▼
Library facilities	4.7	19th	20th	+1
Use of exams and testing	3.1	20th	18th	-2

- 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: Social health education.
- Parents from your school selected the following criteria as less important than parents at similar schools: Levels of homework.

## How parent priorities change as pupils get older

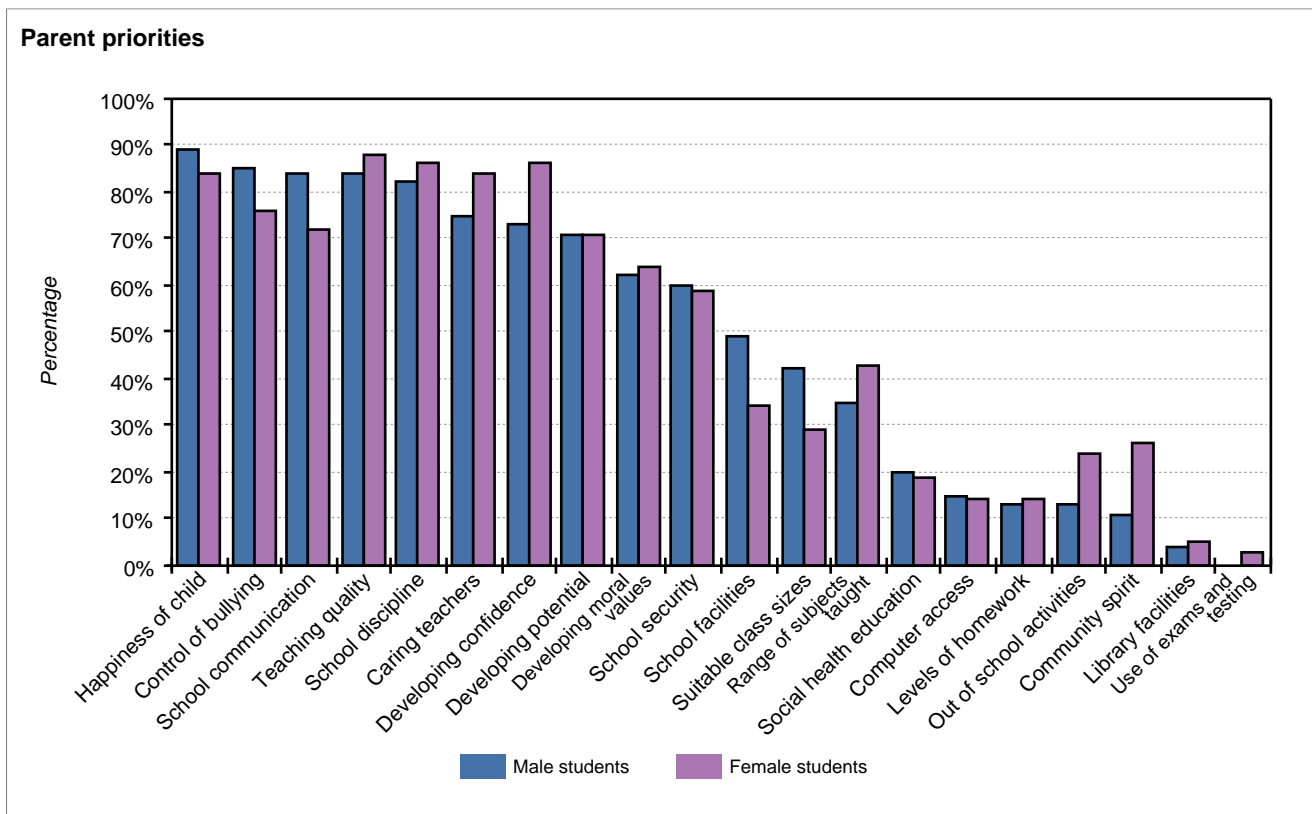
The graph below shows which criteria parents of Nursery pupils selected as important compared to which criteria parents of Year 5 & Year 6 pupils selected as important. This shows us how parent priorities change as the pupils get older. The table shows the criteria where there is a significant difference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



Criteria where difference in score is significant	Nursery ranking	Year 5 & Year 6 ranking
Developing confidence	1st	6th ▲
Developing moral values	1st	11th ▲
Community spirit	15th	18th ▲
Computer access	15th	13th ▼
Out of school activities	15th	15th ▲
Social health education	15th	16th ▲

## How parent priorities change by gender of child

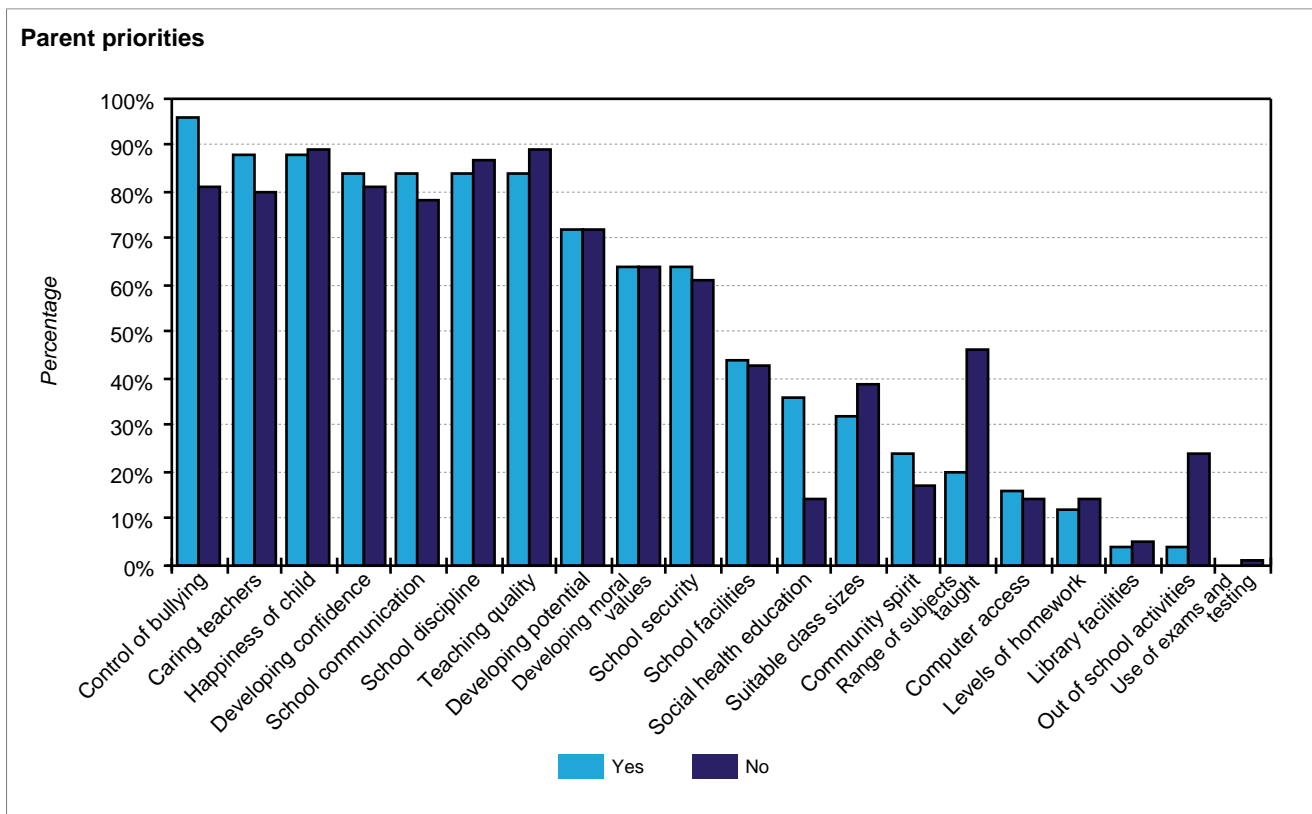
The graph below shows which criteria parents of female pupils selected as important compared to which criteria parents of male pupils selected as important. This shows us how parent priorities change by gender of the child. The table shows the criteria where there is a significant difference between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



Criteria where difference in score is significant	Male students ranking	Female students ranking
Community spirit	18th	14th ▼

## 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
Control of bullying	1st	4th ▲
Social health education	12th	16th ▲
Range of subjects taught	15th	11th ▼
Out of school activities	18th	14th ▼

## 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 (%)
Out of school activities	35.2	7.2	7.5
Developing potential	9.1	11.9	14.1
School communication	8.3	12.4	13.5
Developing confidence	7.1	7.1	5.5
Suitable class sizes	7.1	8.3	8.1
Control of bullying	6.1	7.7	6.7
Developing moral values	4.7	3.1	1.7
Computer access	3.9	3.9	2.8
Happiness of child	3.8	2.2	2.9
School facilities	2.7	2.8	7.4
Levels of homework	2.6	12.7	6.1
School security	2.1	2.9	3.7
Social health education	1.9	1.7	0.9
Range of subjects taught	1.2	2.1	0.0
Use of exams and testing	1.0	1.0	0.0
Library facilities	1.0	3.2	2.3
Community spirit	0.9	2.1	1.6
School discipline	0.6	3.8	4.3
Teaching quality	0.6	1.4	4.8
Caring teachers	0.0	2.4	2.0

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

## Parent View summary

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

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

	Score	Sample
<b>1. My child is happy at this school</b>		
Happiness of child	82.2%	107
<b>2. My child feels safe at this school</b>		
School security	87.9%	107
Control of bullying	87.9%	76
<b>3. My child makes good progress at this school</b>		
Developing potential	86.1%	105
Ensuring pupils do their best/make good progress	83.7%	105
<b>4. My child is well looked after at this school</b>		
School security	87.9%	107
Caring teachers	83.5%	107
Attitude of non-teaching/support staff	83.4%	100
Looking after pupils well	83.3%	106
<b>5. My child is taught well at this school</b>		
Teaching pupils with special needs	91.3%	44
Use of exams and testing	87.2%	51
Tailoring child's work to their needs and ability	87.2%	98
Developing potential	86.1%	105
Teaching quality	84.6%	106
Ensuring pupils do their best/make good progress	83.7%	105

	Score	Sample
<b>6. My child receives appropriate homework for their age</b>		
Respondents saying 'Right' for homework amount	Outstanding	110
Tailoring child's work to their needs and ability	87.2%	98
Levels of homework	86.4%	99
<b>7. This school ensures the pupils are well behaved</b>		
School discipline	85.2%	106
<b>8. This school deals effectively with bullying</b>		
Control of bullying	87.9%	76
<b>9. Quality of school management</b>		
The school did not ask any questions relevant to this section		
<b>10. This school responds well to any concern I raise</b>		
Caring teachers	83.5%	107
<b>11. I receive valuable information from the school about my child's progress</b>		
Regular marking of work	84.5%	67
<b>12. I would recommend this school to another parent</b>		
Recommended	99.0%	107

## Ofsted self-evaluation summary

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The September 2019 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 as a predictor of school inspection outcomes. The self-evaluation evidence is presented under the four main judgements: 'The Quality of Education', 'Personal Development, Behaviour and Attitudes', 'Personal Development' and 'Leadership and Management'. The effectiveness of Early Years and Sixth Form provision, where relevant, and the school's promotion of 'Spiritual, Moral, Social and Cultural Development' (SMSC) are also included.

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

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

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

### Remember, for grading comparisons with our colour coded system:

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

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

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



## The Quality of Education

### Intent

Teaching pupils with special needs	91.3%	Outstanding
Tailoring child's work to their needs and ability	87.2%	Outstanding
Appropriate level of challenge in homework	84.4%	Outstanding
Range of subjects taught	83.8%	Outstanding
Pupil targets	82.6%	Outstanding
Celebrating and rewarding achievement	78.6%	Good
Your average parental grade for this section = 1.2 = Outstanding = <b>Grade 1</b>		

### Implementation

Tailoring child's work to their needs and ability	87.2%	Outstanding
Developing potential	86.1%	Outstanding
Teaching quality	84.6%	Outstanding
Regular marking of work	84.5%	Outstanding
Appropriate level of challenge in homework	84.4%	Outstanding
Ensuring pupils do their best/make good progress	83.7%	Outstanding
Use of feedback on pupil's work	83.6%	Outstanding
Caring teachers	83.5%	Outstanding
Pupil response to feedback	82.6%	Outstanding
Quality of feedback on pupil's work	81.5%	Outstanding
Your average parental grade for this section = 1.0 = Outstanding = <b>Grade 1</b>		

### Impact

Teaching pupils with special needs	91.3%	Outstanding
Use of exams and testing	87.2%	Outstanding
Teaching quality	84.6%	Outstanding
Computer access	84.2%	Outstanding
Range of subjects taught	83.8%	Outstanding
Ensuring pupils do their best/make good progress	83.7%	Outstanding
Pupil targets	82.6%	Outstanding
Your average parental grade for this section = 1.0 = Outstanding = <b>Grade 1</b>		

### Effectiveness of the Early Years Provision: The Quality of Education

Caring teachers	87.9%	Outstanding
Teaching quality	86.7%	Outstanding
Developing potential	86.7%	Outstanding
Tailoring child's work to their needs and ability	86.3%	Outstanding
Appropriate level of challenge in homework	86.2%	Outstanding
Ensuring pupils do their best/make good progress	86.0%	Outstanding
Pupil targets	83.1%	Outstanding
Range of subjects taught	82.8%	Outstanding
Computer access	82.5%	Outstanding
Use of feedback on pupil's work	81.5%	Outstanding
Pupil response to feedback	79.3%	Good
Regular marking of work	79.1%	Good
Quality of feedback on pupil's work	75.2%	Good
Celebrating and rewarding achievement	74.1%	Good
Your average parental grade for this section = 1.3 = Outstanding = <b>Grade 1 ( - )</b>		

### Effectiveness of the Sixth Form Provision: The Quality of Education

Not applicable.

### Summary grade – The Quality of Education section

Your average parental grade for "The Quality of Education" = 1.1 = Outstanding = **Grade 1**

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

## Behaviour and Attitudes

### Behaviour and Attitudes

Information on different types of bullying	92.2%	Outstanding
Treating all pupils fairly/equally	88.5%	Outstanding
Control of bullying	87.9%	Outstanding
School discipline	85.2%	Outstanding
E-safety	85.2%	Outstanding
Community spirit	83.4%	Outstanding
Pupils' attitudes to learning	80.9%	Outstanding

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

### Effectiveness of the Early Years Provision: Behaviour and Attitudes

Information on different types of bullying	95.1%	Outstanding
Treating all pupils fairly/equally	91.7%	Outstanding
Control of bullying	89.1%	Outstanding
School discipline	85.6%	Outstanding
E-safety	84.6%	Outstanding
Community spirit	82.2%	Outstanding
Pupils' attitudes to learning	80.9%	Outstanding

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

### Effectiveness of the Sixth Form Provision: Behaviour and Attitudes

Not applicable.

### Summary grade – Behaviour and Attitudes section

Your average parental grade for "Behaviour and Attitudes" = 1.0 = Outstanding = **Grade 1**

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

## Personal Development

### Personal Development

Treating all pupils fairly/equally	88.5%	Outstanding
Social health education	86.6%	Outstanding
Promoting racial harmony	86.0%	Outstanding
Community spirit	83.4%	Outstanding
Healthy Lifestyle - Exercise	97.1%	Good
Healthy Lifestyle - Diet	89.4%	Good

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

### SMSC

Information on different types of bullying	92.2%	Outstanding
Social health education	86.6%	Outstanding
Promoting racial harmony	86.0%	Outstanding
Developing moral values	84.3%	Outstanding
Caring teachers	83.5%	Outstanding
Attitude of non-teaching/support staff	83.4%	Outstanding
Community spirit	83.4%	Outstanding
Looking after pupils well	83.3%	Outstanding
Out of school activities	68.9%	Requires improvement

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

### Effectiveness of the Early Years: Personal Development

Information on different types of bullying	95.1%	Outstanding
Treating all pupils fairly/equally	91.7%	Outstanding
Caring teachers	87.9%	Outstanding
Promoting racial harmony	86.9%	Outstanding
Looking after pupils well	85.3%	Outstanding
Attitude of non-teaching/support staff	83.3%	Outstanding
Community spirit	82.2%	Outstanding
Developing moral values	82.0%	Outstanding
Healthy Lifestyle - Exercise	97.1%	Good
Healthy Lifestyle - Diet	89.4%	Good

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

### Effectiveness of the Sixth Form Provision: Personal Development

Not applicable.

### Summary grade – Personal Development section

Your average parental grade for "Personal Development" = 1.3 = Outstanding = **Grade 1 ( - )**

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

## Leadership and Management

### Leadership and Management

Use of exams and testing	87.2%	Outstanding
Teaching quality	84.6%	Outstanding
Pupils' attitudes to learning	80.9%	Outstanding

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

### Governance

Teaching quality	84.6%	Outstanding
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Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

### Safeguarding

Information on different types of bullying	92.2%	Outstanding
Treating all pupils fairly/equally	88.5%	Outstanding
School security	87.9%	Outstanding
Control of bullying	87.9%	Outstanding
Social health education	86.6%	Outstanding
Promoting racial harmony	86.0%	Outstanding
School discipline	85.2%	Outstanding
E-safety	85.2%	Outstanding
Developing moral values	84.3%	Outstanding
Community spirit	83.4%	Outstanding
Looking after pupils well	83.3%	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	95.1%	Outstanding
Treating all pupils fairly/equally	91.7%	Outstanding
Control of bullying	89.1%	Outstanding
School security	87.8%	Outstanding
Promoting racial harmony	86.9%	Outstanding
Teaching quality	86.7%	Outstanding
School discipline	85.6%	Outstanding
Looking after pupils well	85.3%	Outstanding
E-safety	84.6%	Outstanding
Community spirit	82.2%	Outstanding
Developing moral values	82.0%	Outstanding
Pupils' attitudes to learning	80.9%	Outstanding

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 – Leadership and Management section

Your average parental grade for "Leadership and Management" = 1.0 = Outstanding = **Grade 1**

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

## Overall effectiveness

### Summary

The Quality of Education	1.1	Outstanding	<b>Grade 1</b>
Behaviour and Attitudes	1.0	Outstanding	<b>Grade 1</b>
Personal Development	1.3	Outstanding	<b>Grade 1 (-)</b>
Leadership and Management	1.0	Outstanding	<b>Grade 1</b>

### 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.



## Unexpected results

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

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

Our research shows us that typically, average scores of many criteria do change as 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.

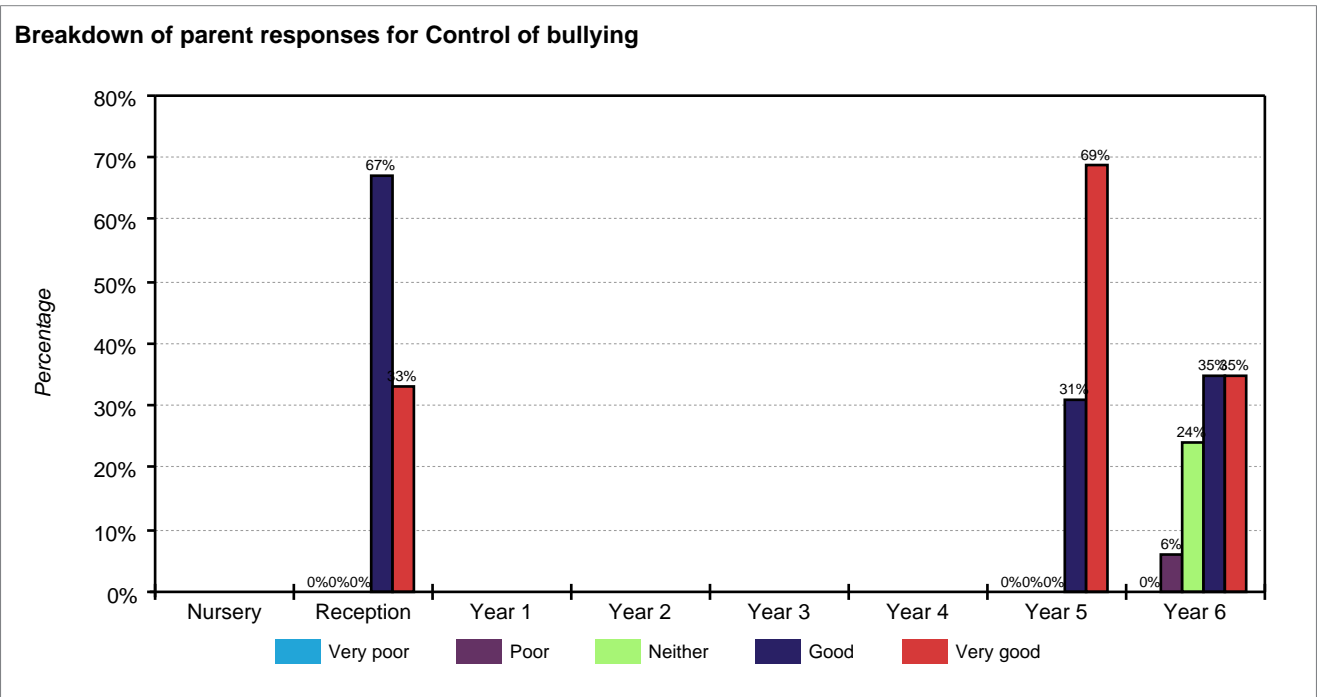
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

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

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

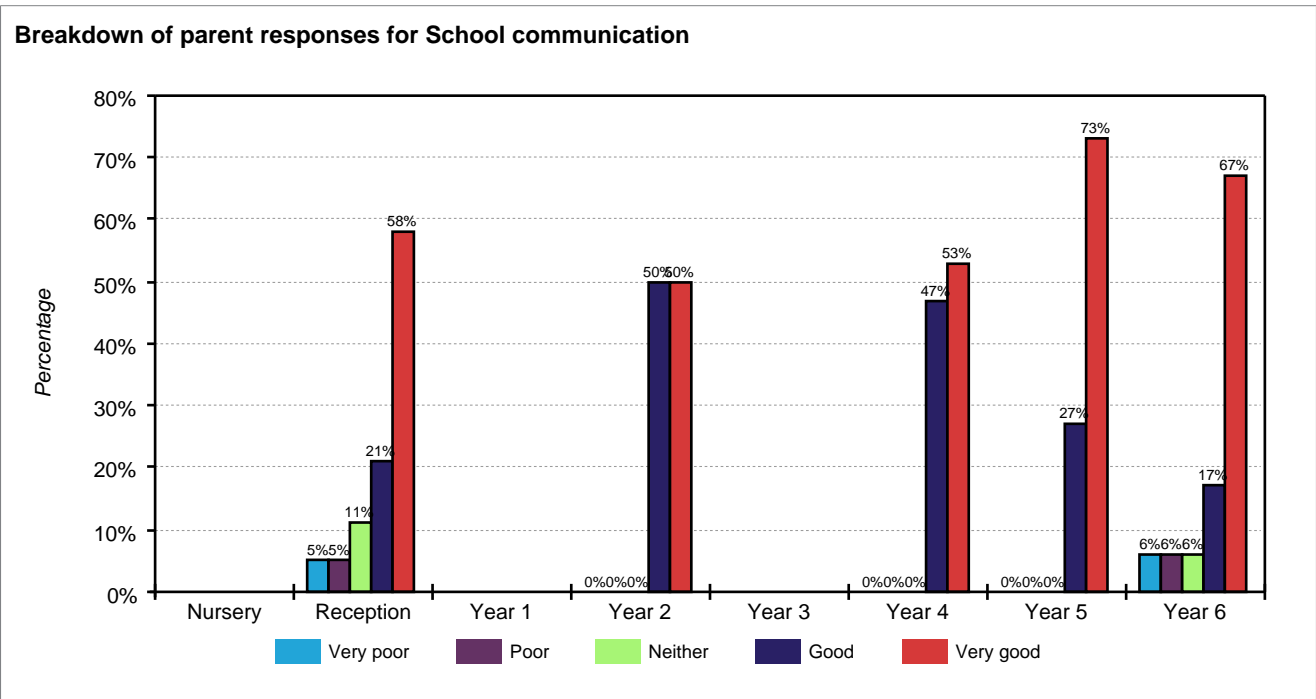
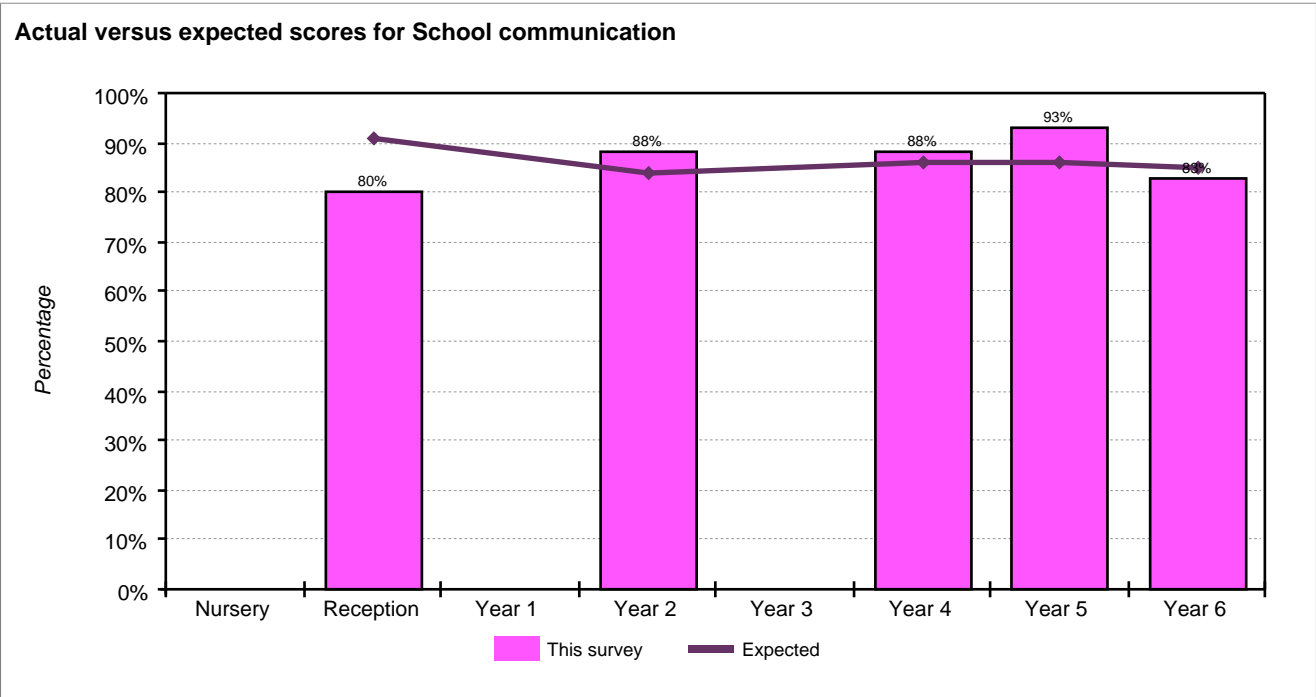
## Unexpected results for ‘Control of bullying’

- The contribution towards the score for Control of bullying was higher than expected for Year 5.



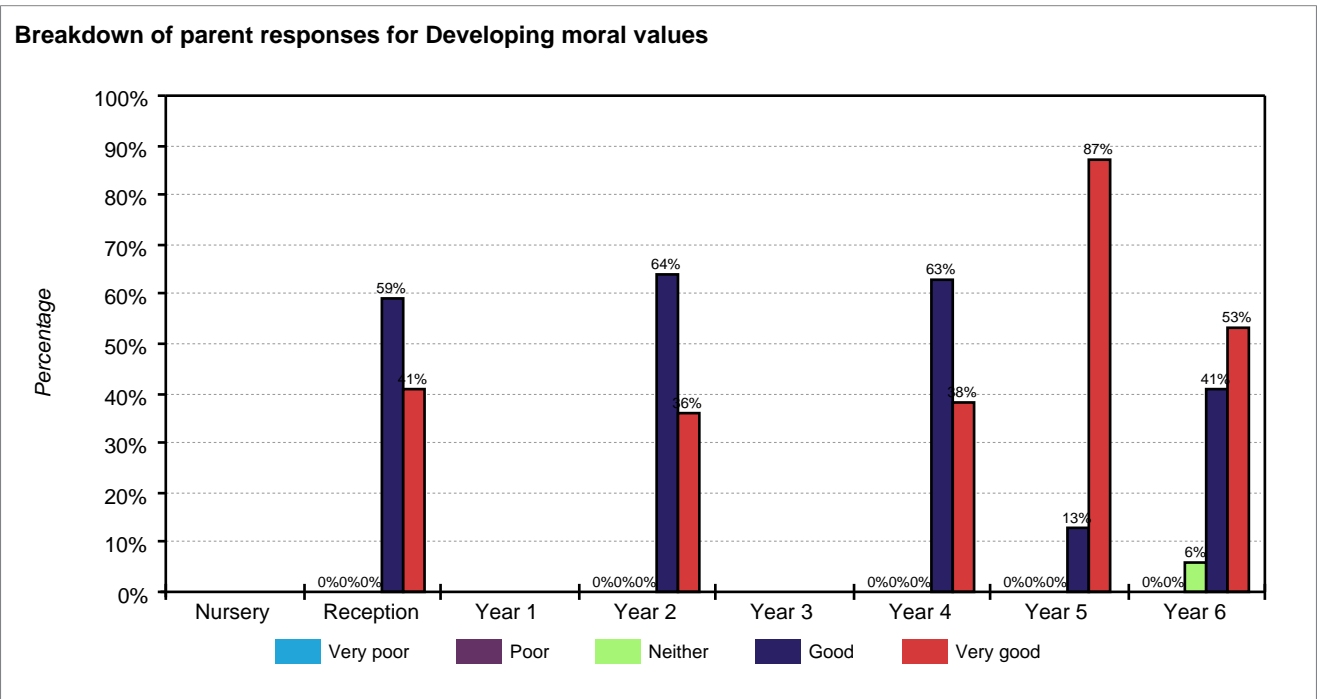
## Unexpected results for ‘School communication’

- The contribution towards the score for School communication was lower than expected for Reception.



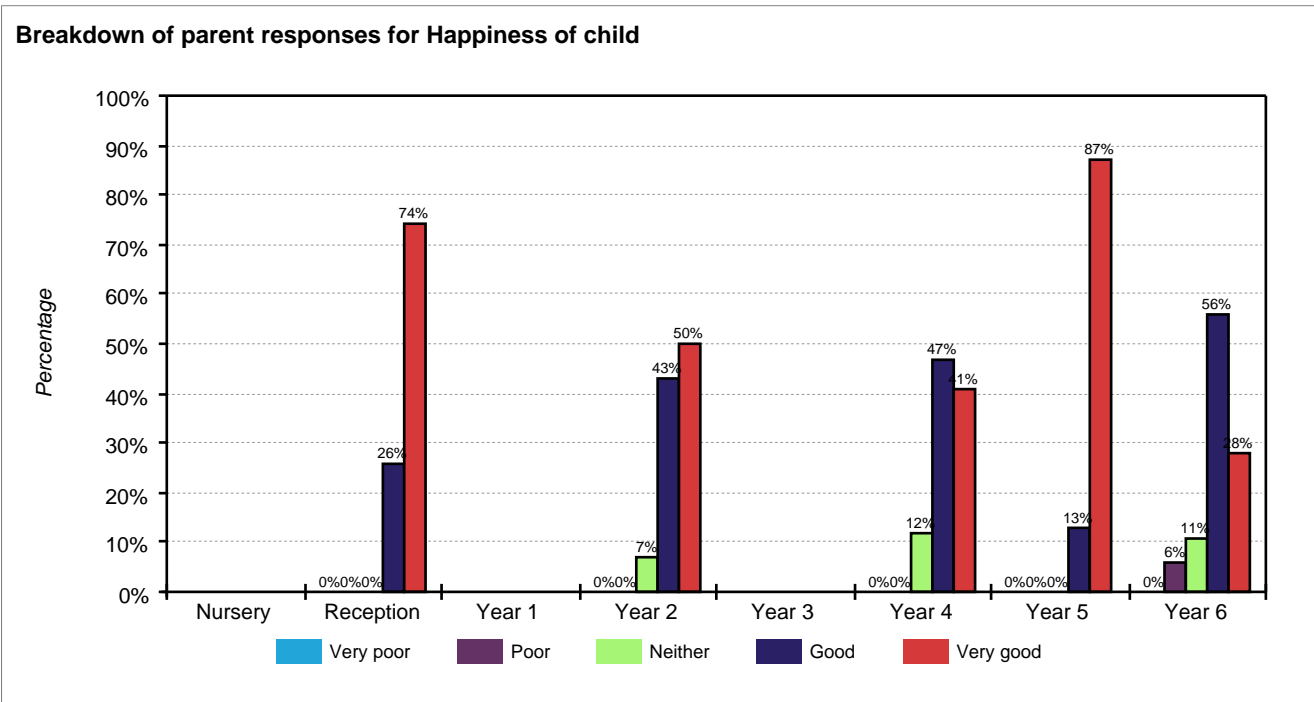
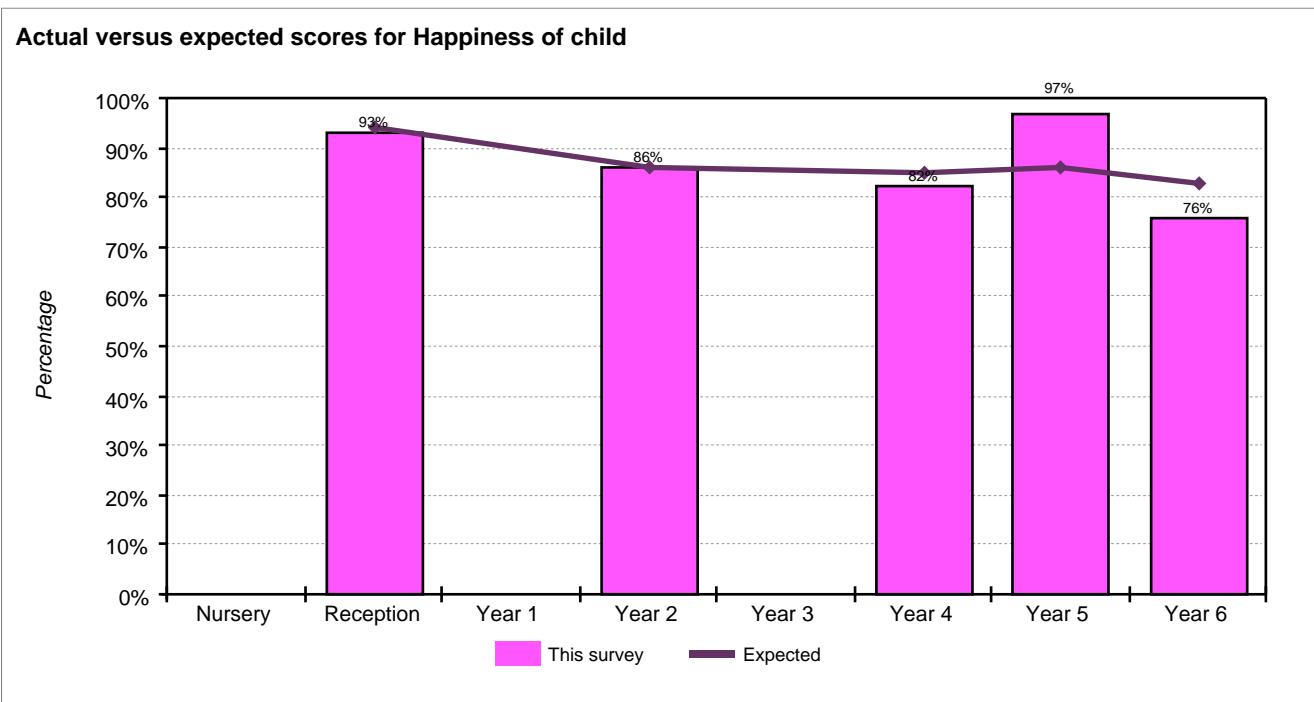
## Unexpected results for ‘Developing moral values’

- The contribution towards the score for Developing moral values was higher than expected for Year 5.



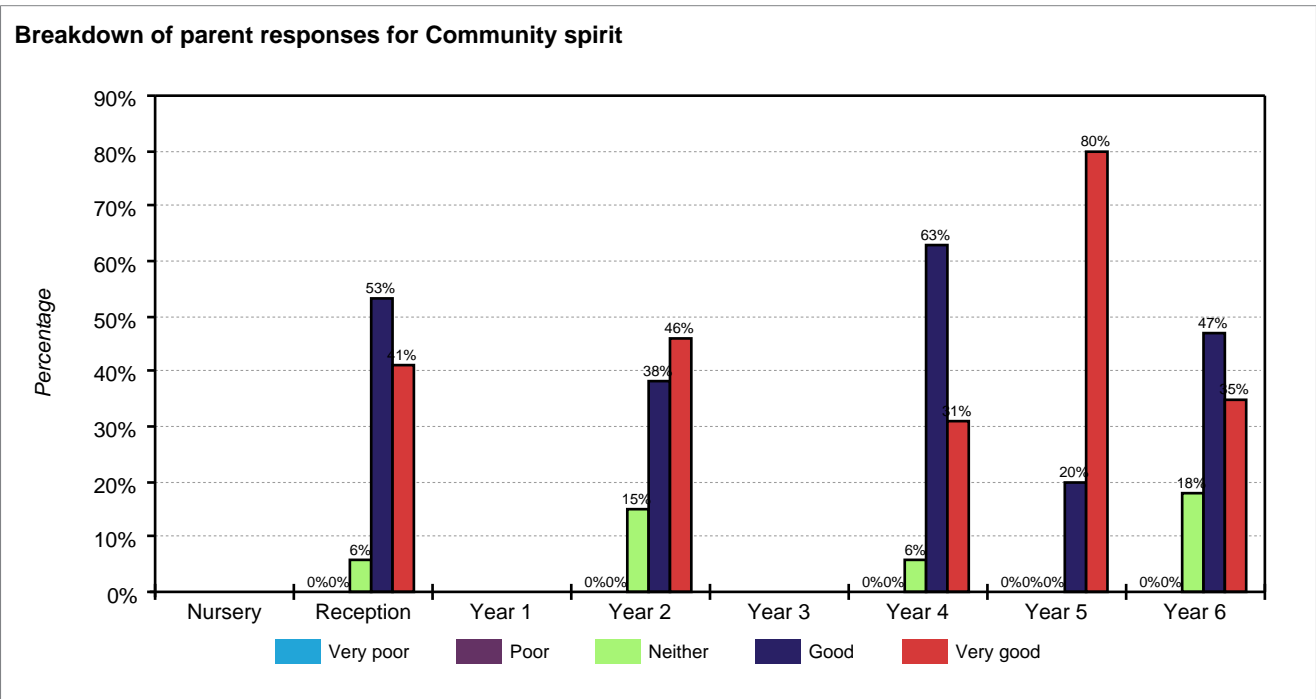
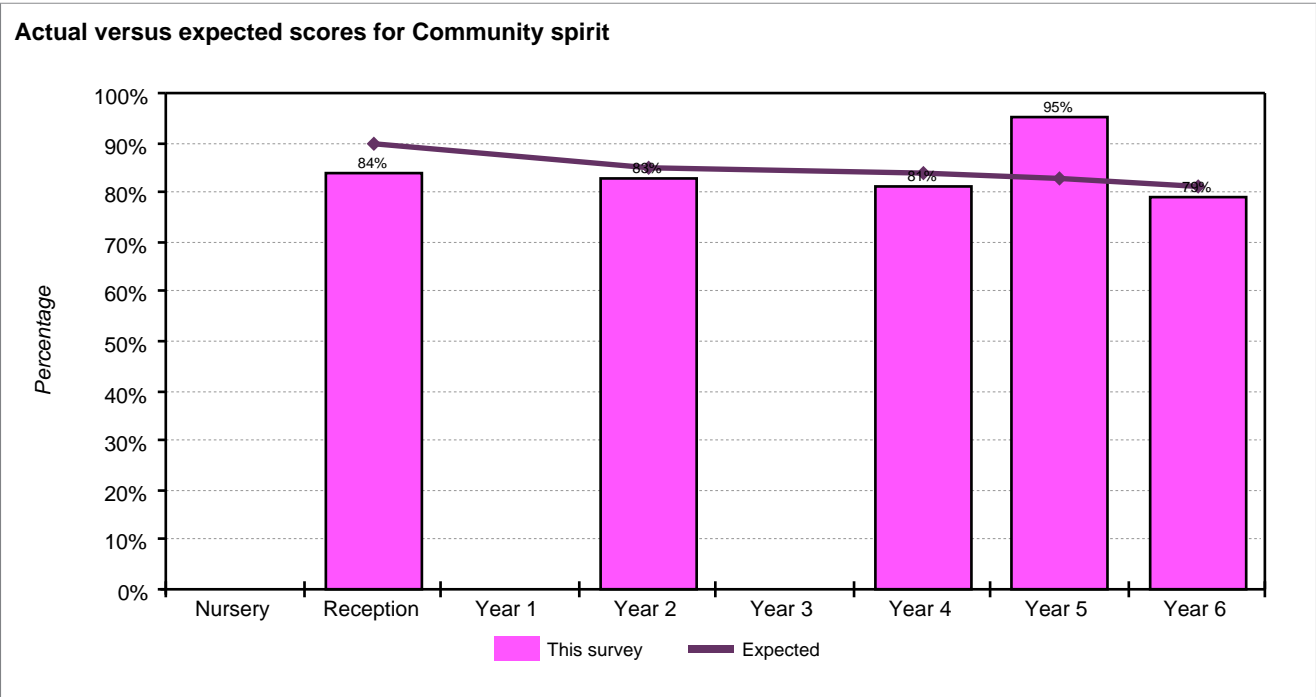
## Unexpected results for ‘Happiness of child’

- The contribution towards the score for Happiness of child was higher than expected for Year 5.



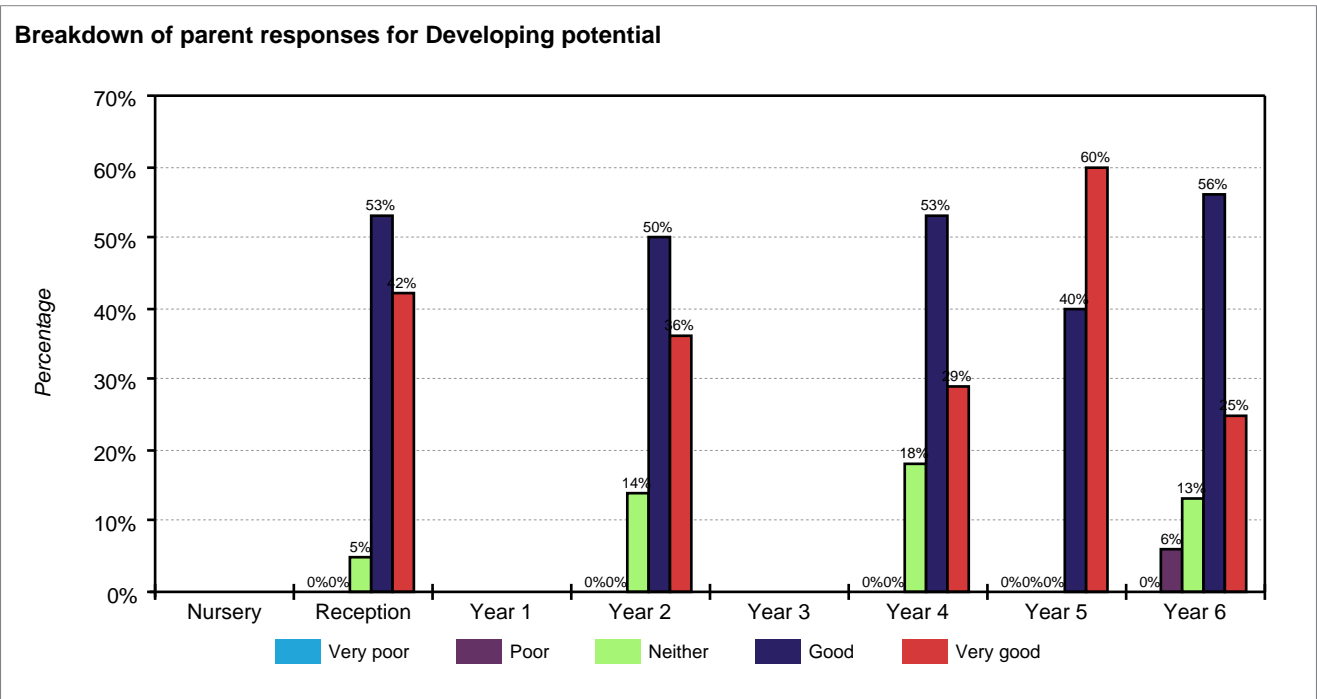
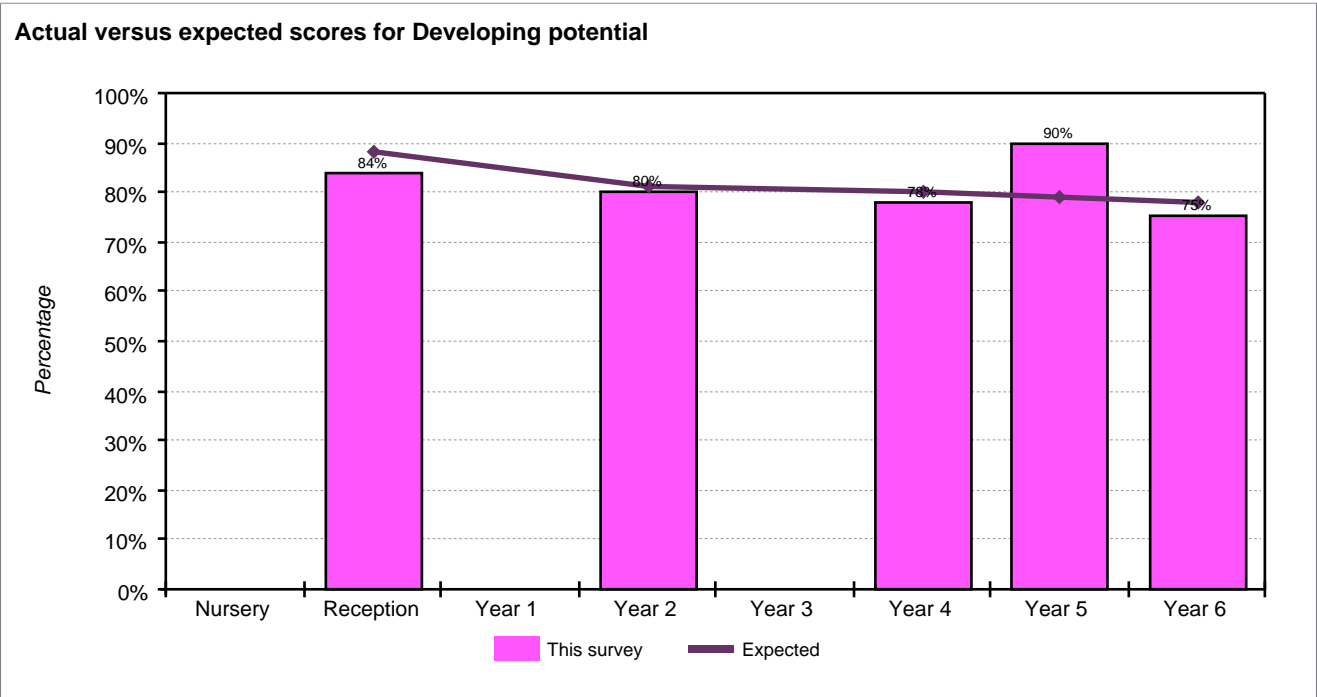
## Unexpected results for ‘Community spirit’

- The contribution towards the score for Community spirit was higher than expected for Year 5.



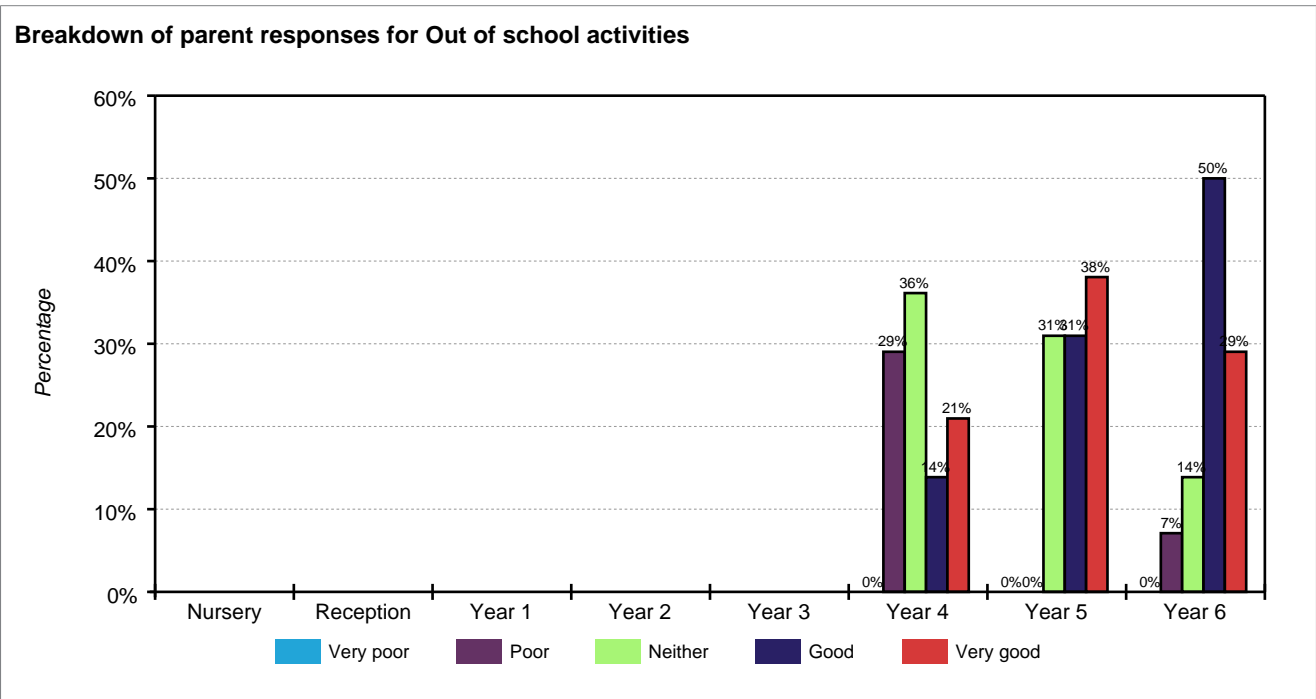
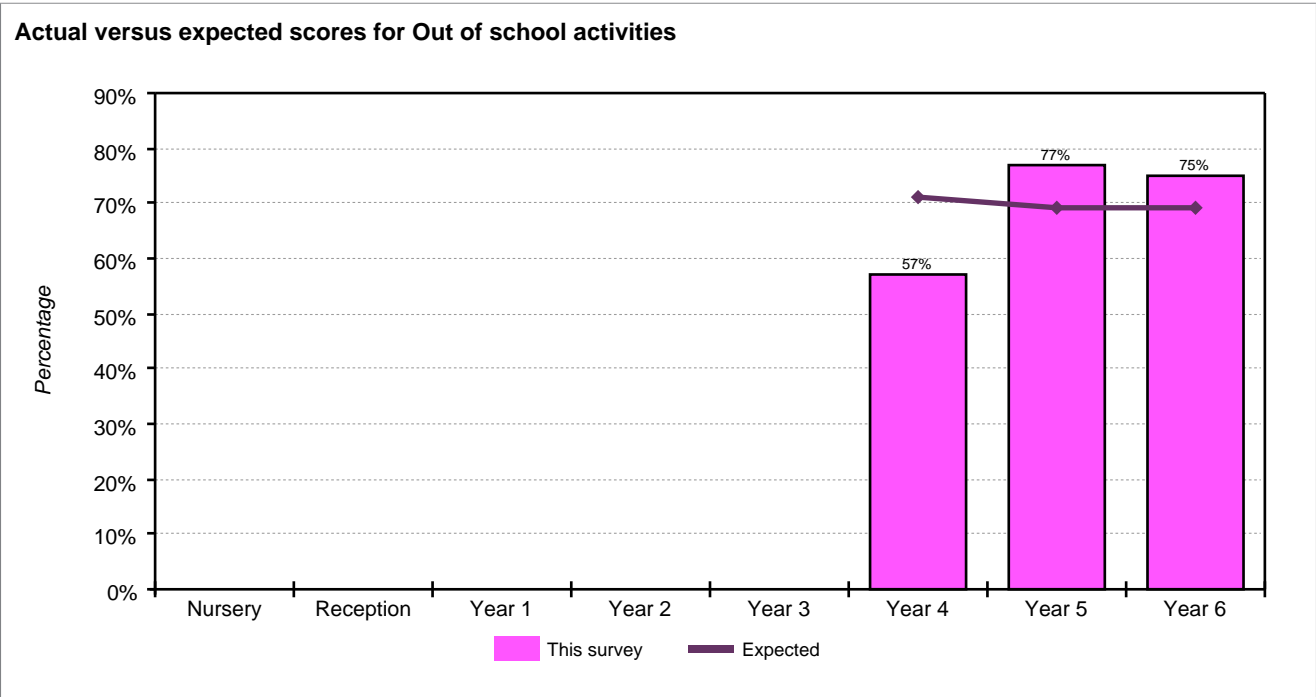
## Unexpected results for ‘Developing potential’

- The contribution towards the score for Developing potential was higher than expected for Year 5.



## Unexpected results for ‘Out of school activities’

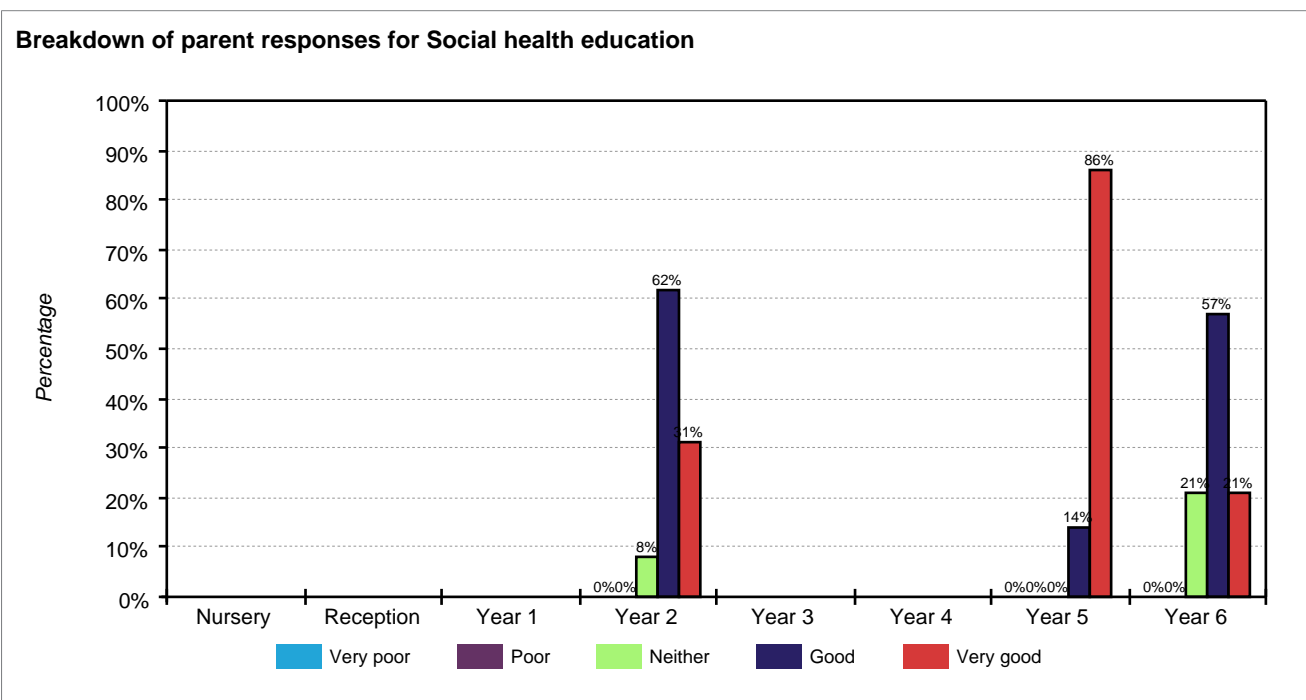
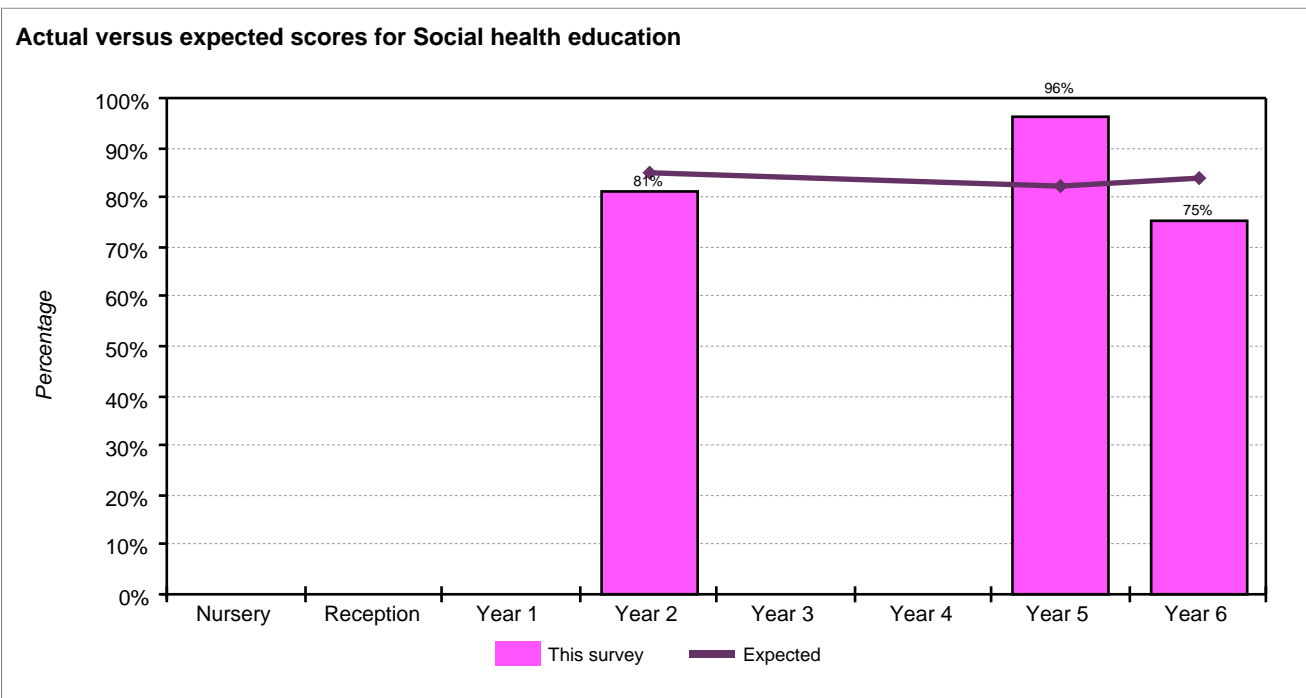
- The contribution towards the score for Out of school activities was lower than expected for Year 4.





## Unexpected results for ‘Social health education’

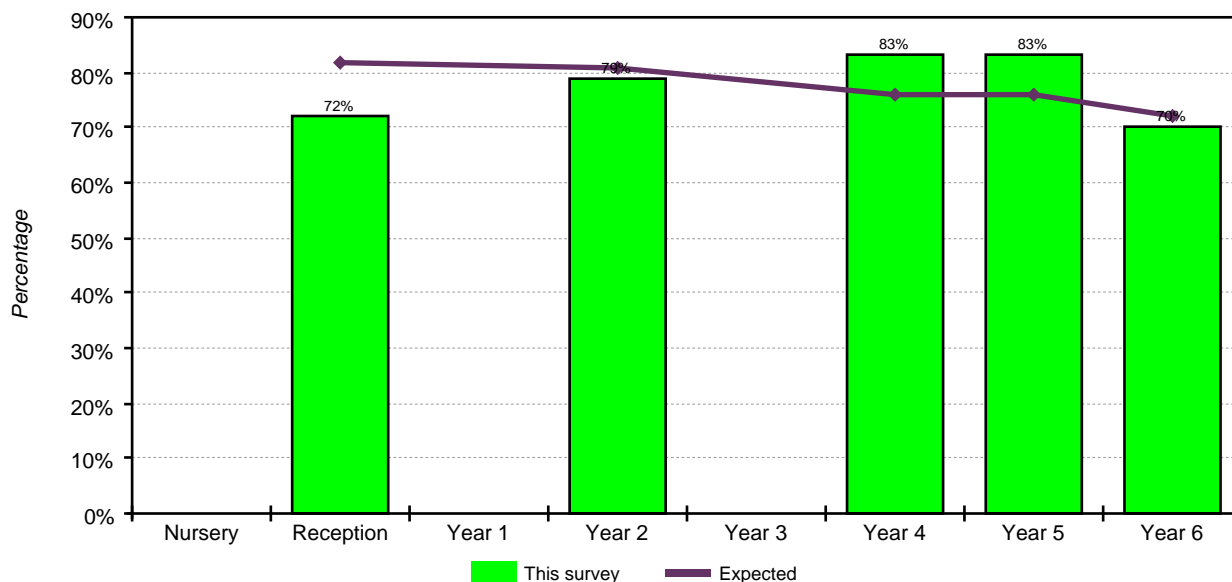
- The contribution towards the score for Social health education was higher than expected for Year 5.



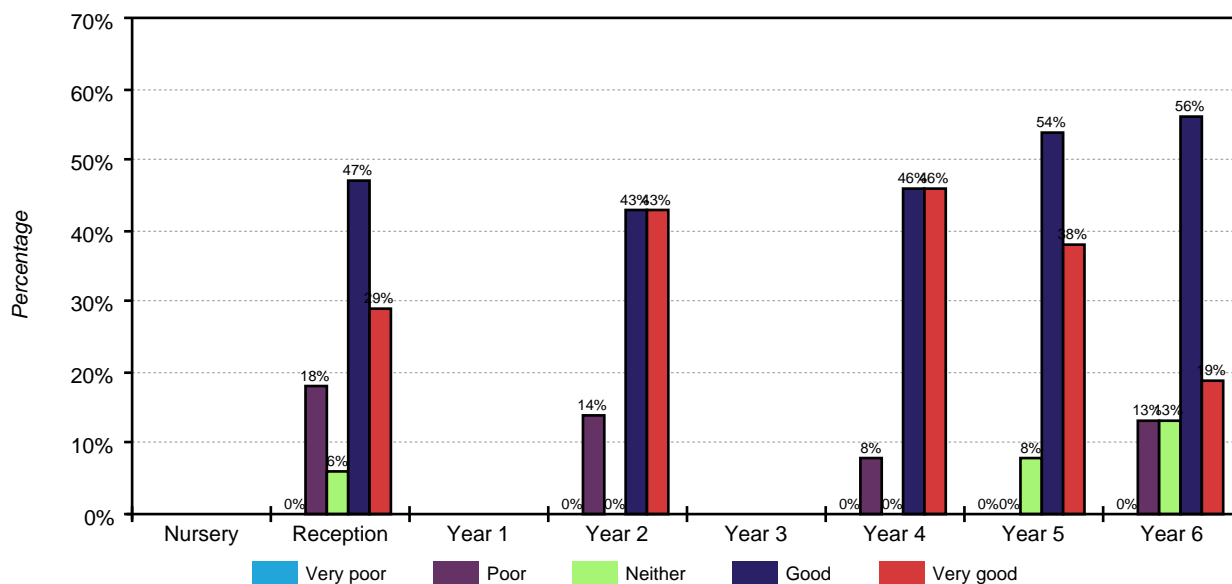
## Unexpected results for 'Quality of feedback on pupil's work'

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

Actual versus expected scores for Quality of feedback on pupil's work



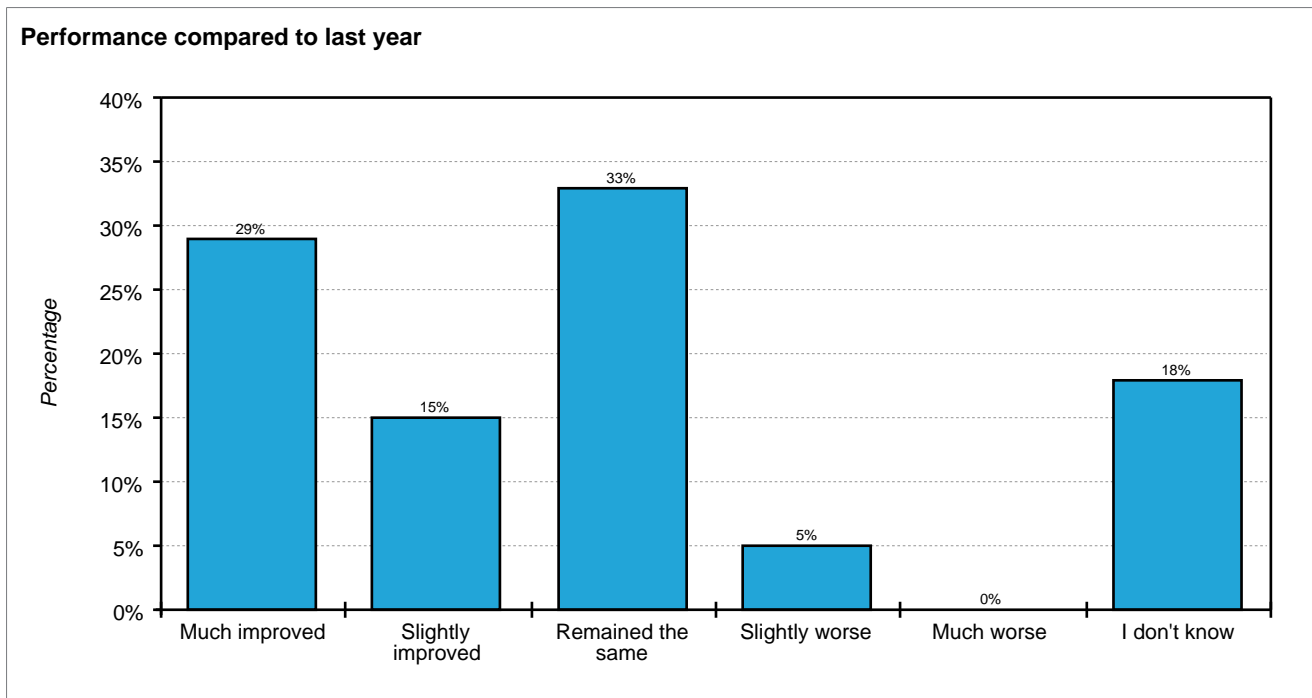
Breakdown of parent responses for Quality of feedback on pupil's work



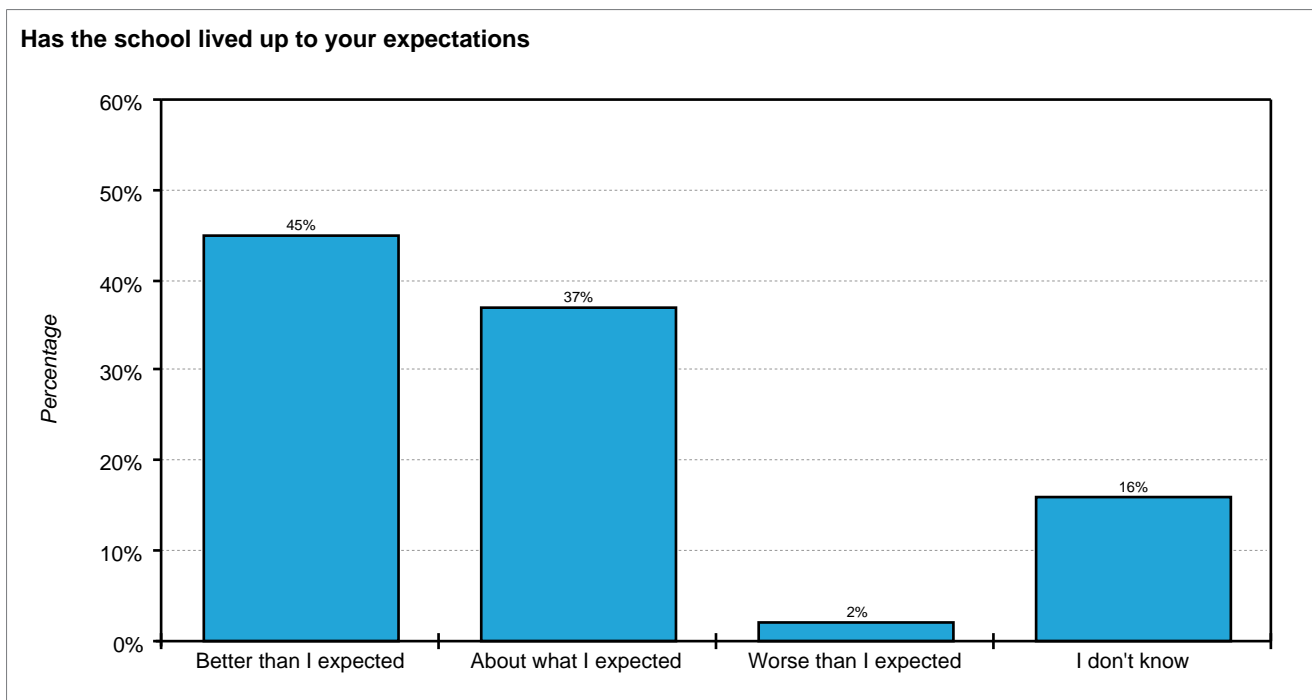
## Standard analysis

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

### Performance and expectations



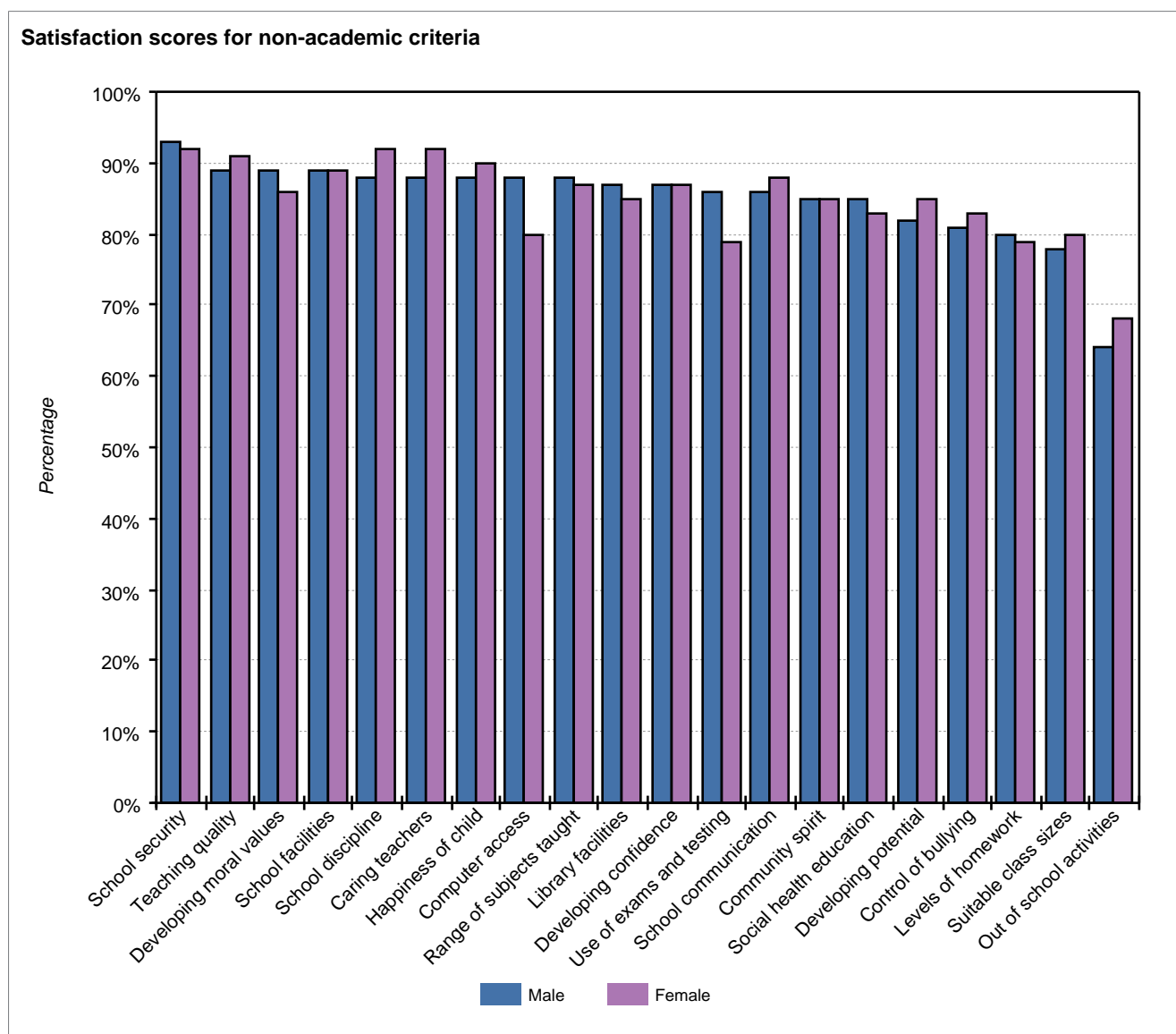
- Of the parents whose children were not in their first year at the school 44% said the school had improved over the last year and 5% thought that the school’s performance was worse.



- 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.

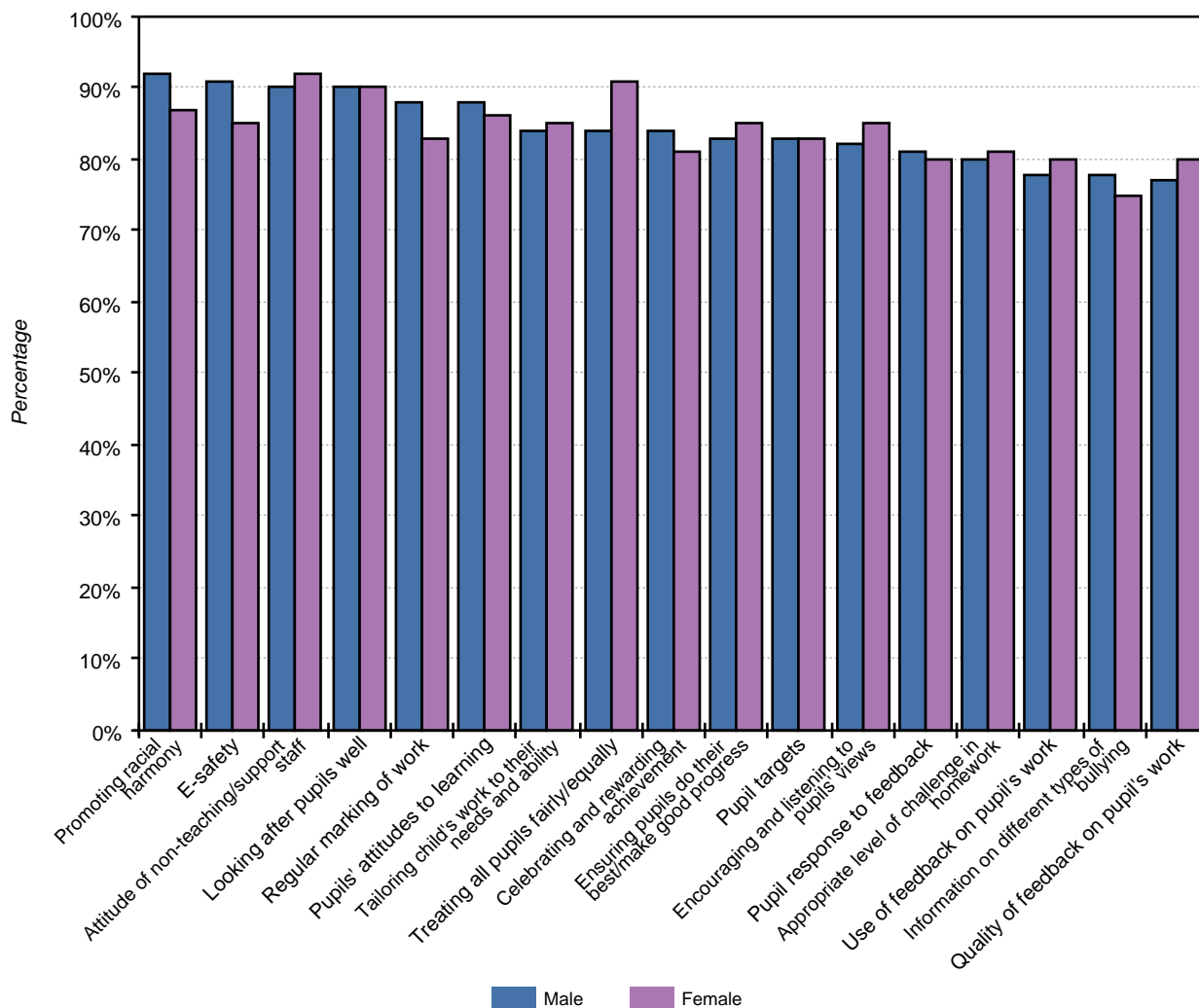
## Gender analysis

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.

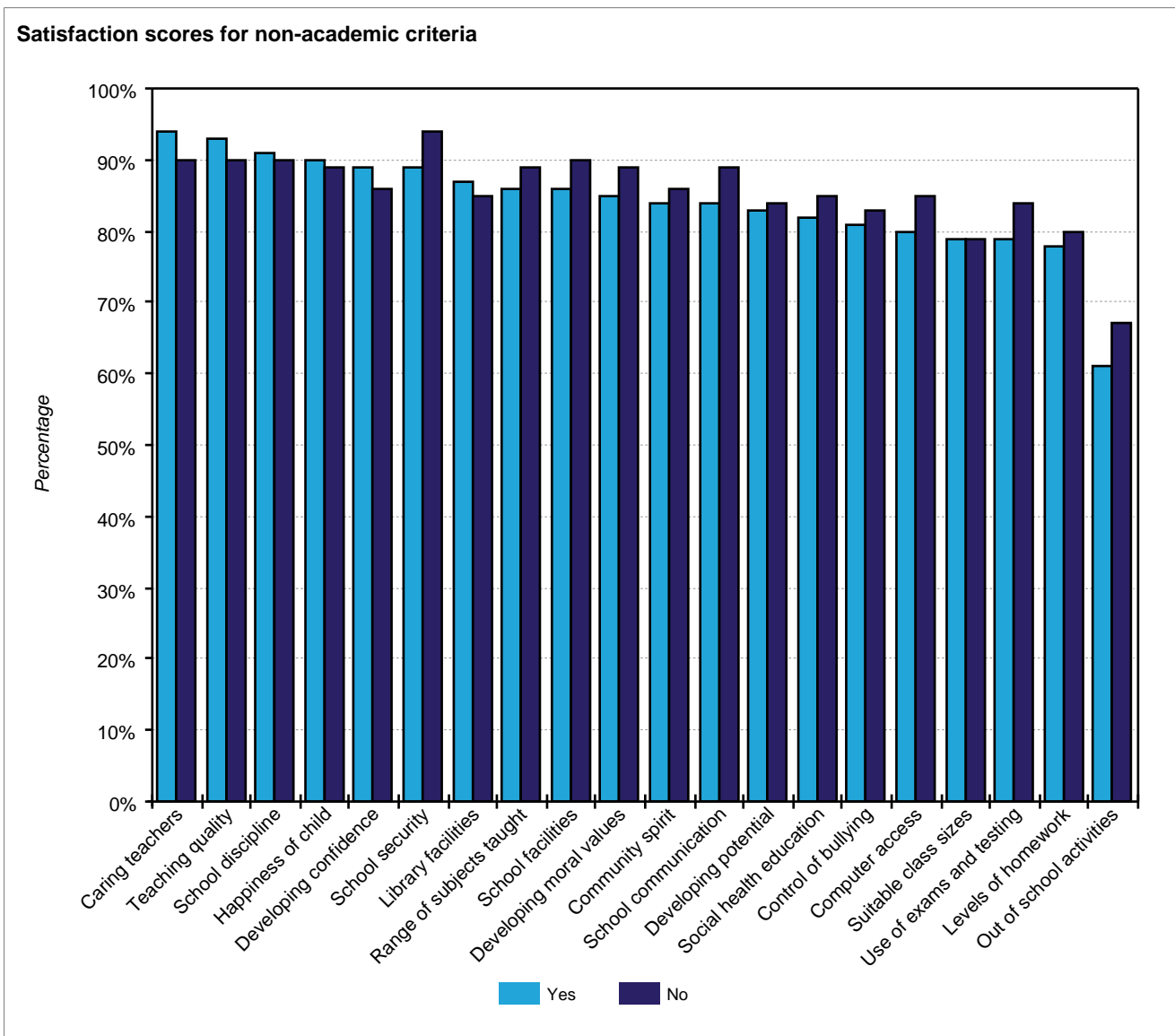
Satisfaction scores for additional criteria



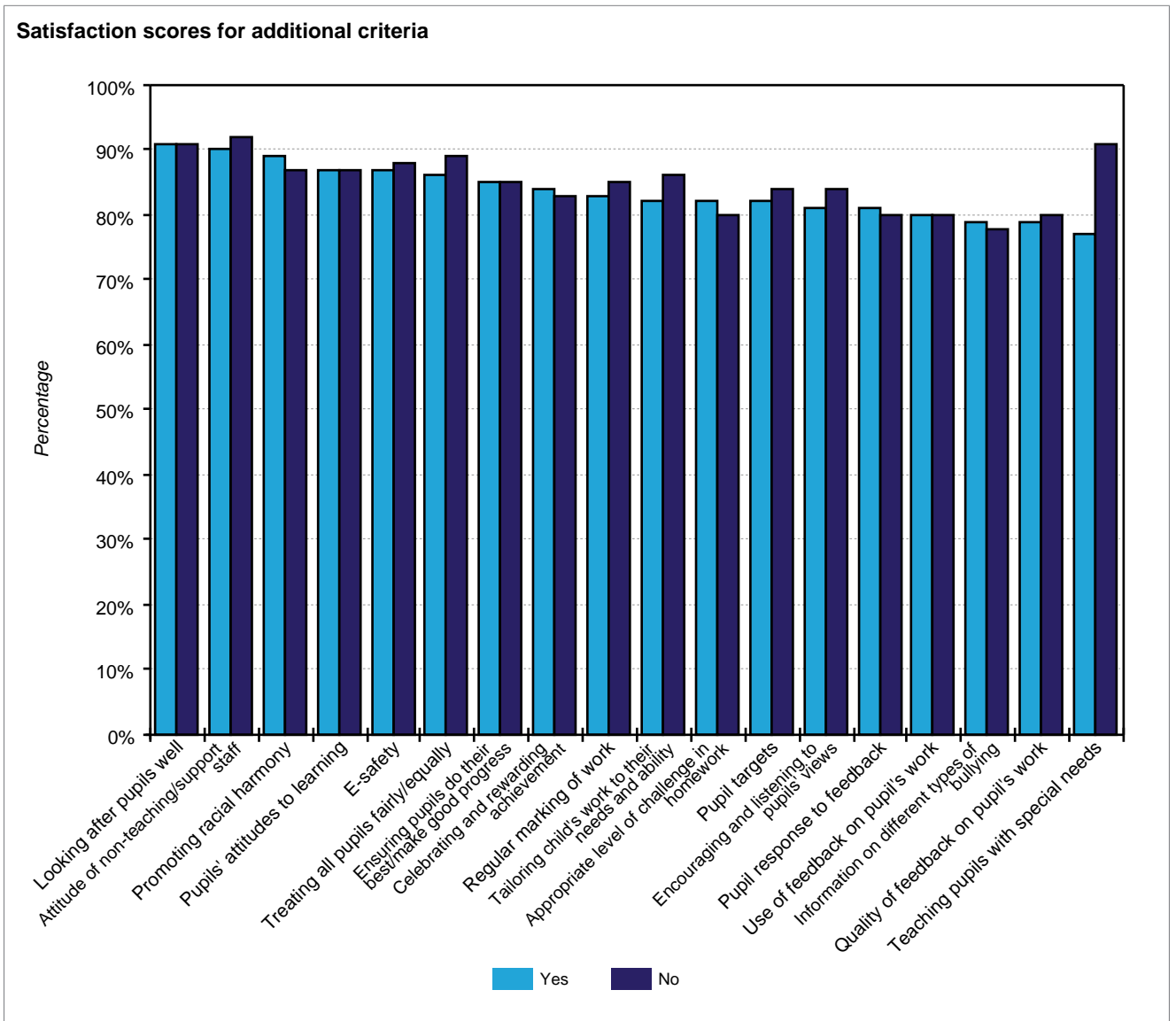
Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Treating all pupils fairly/equally	84.2	91.0 ▲

## 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?’.

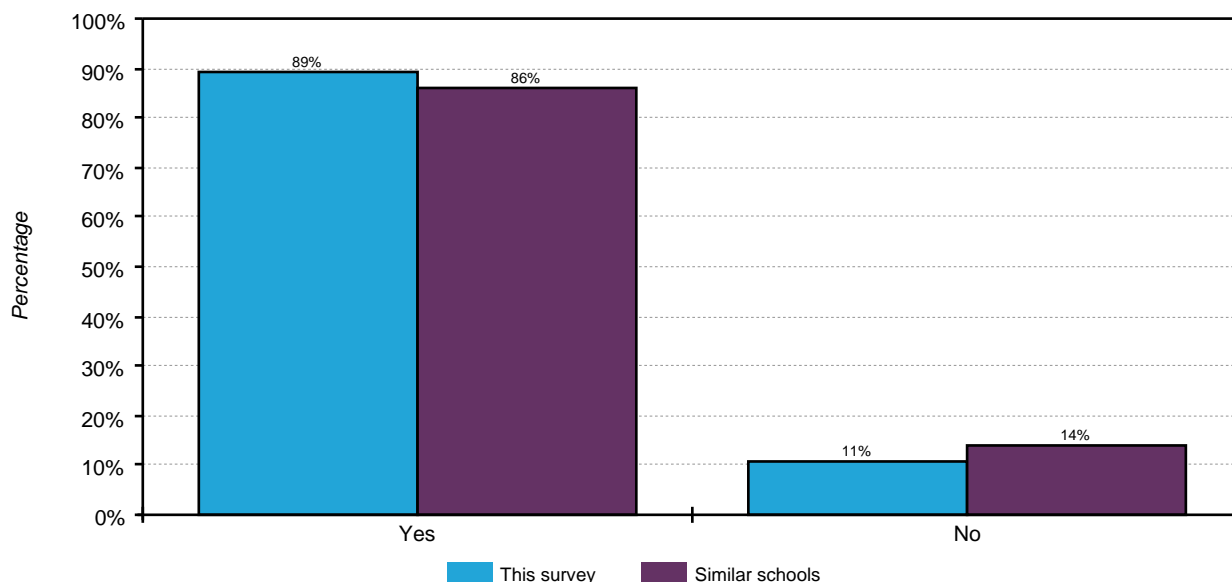


- There are no significant differences between the additional satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

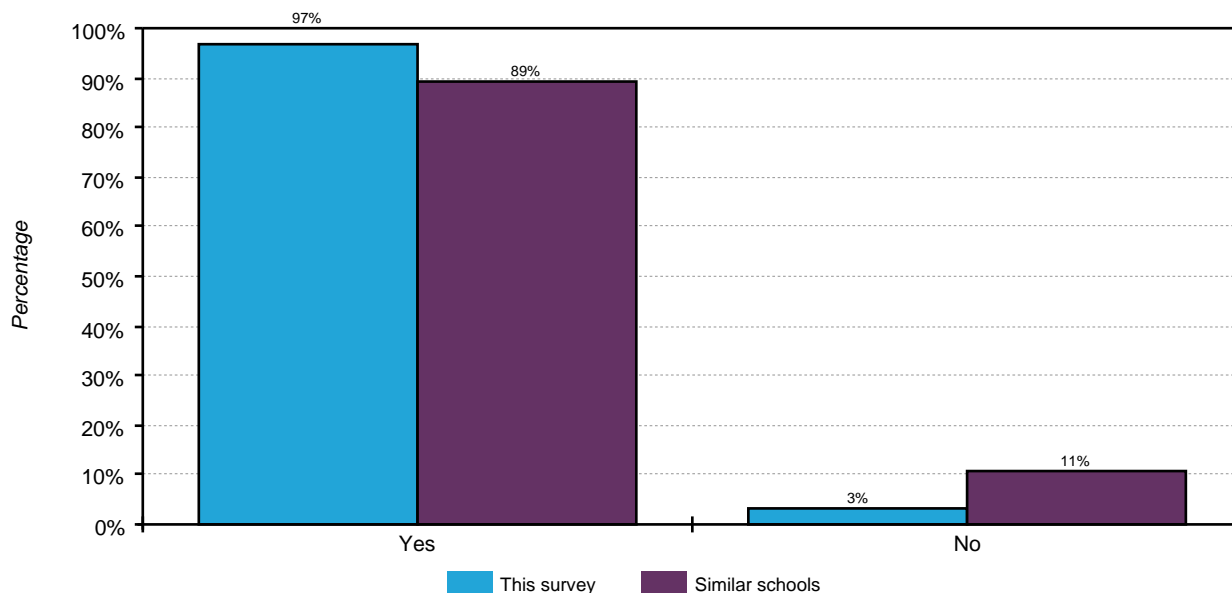
## Healthy lifestyle

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’

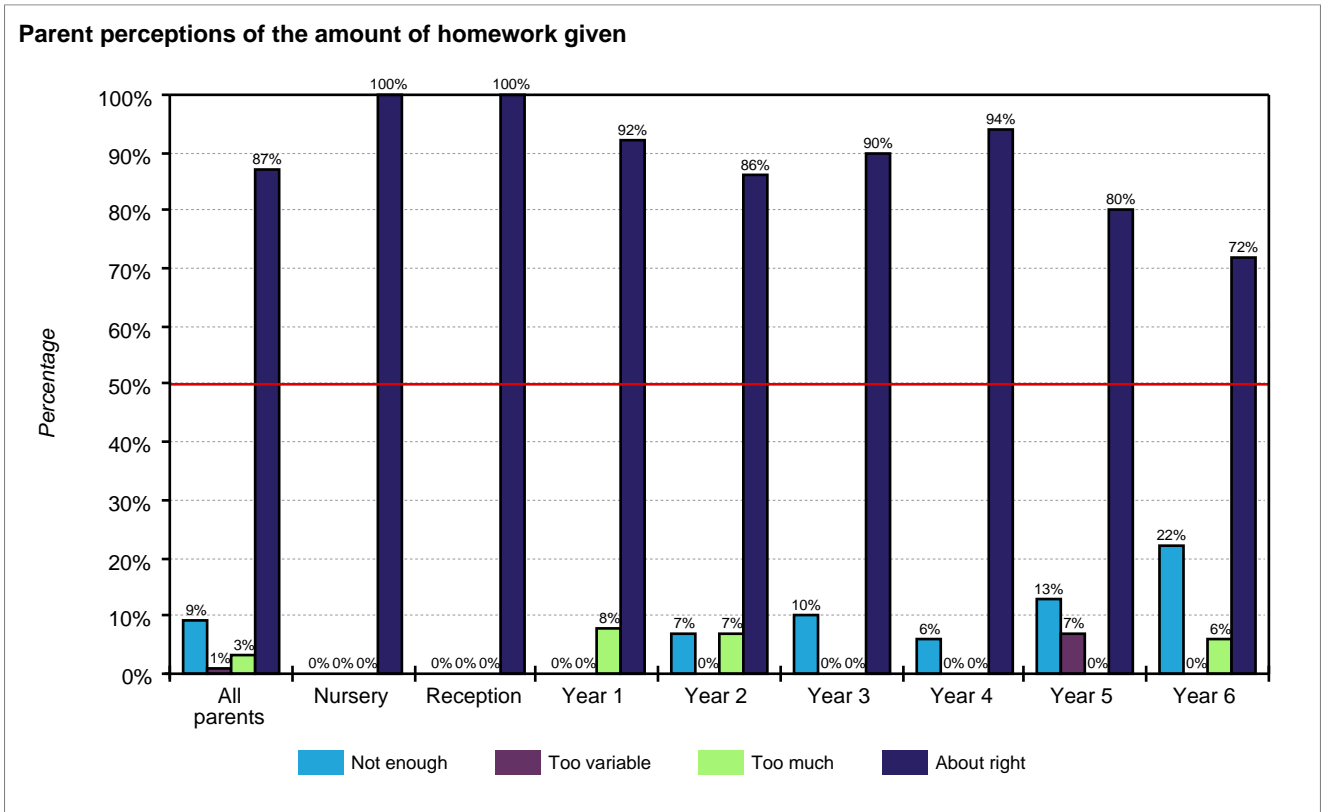




## Homework

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

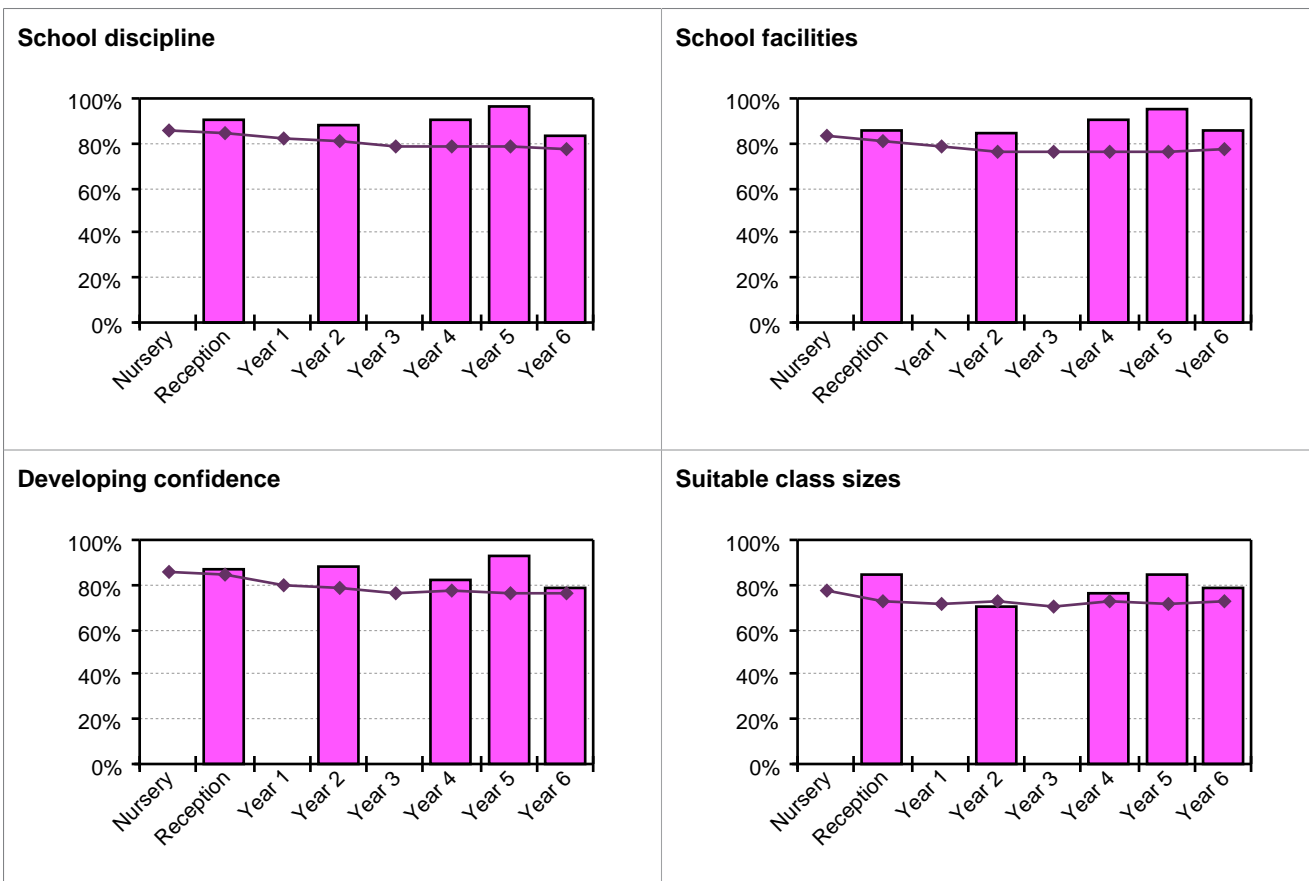
### Analysis of year group scores compared to national average

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. Any unusual results are explained in more detail in the unexpected results section of this report (see page 33).

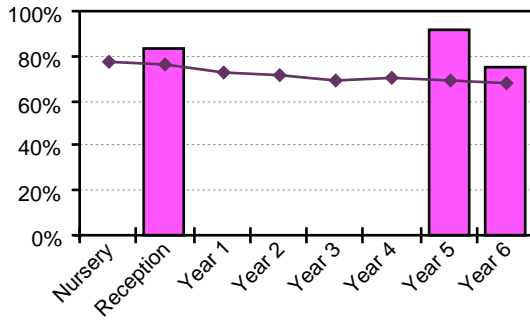
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

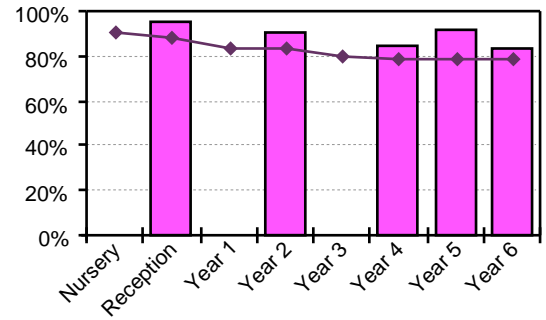
### Year group analysis compared to national averages for non-academic criteria



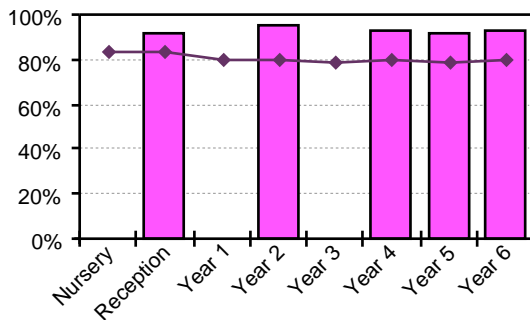
**Control of bullying**



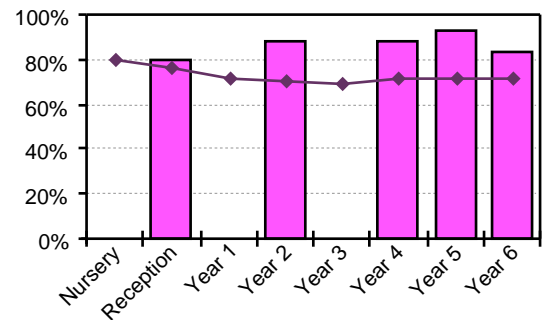
**Caring teachers**



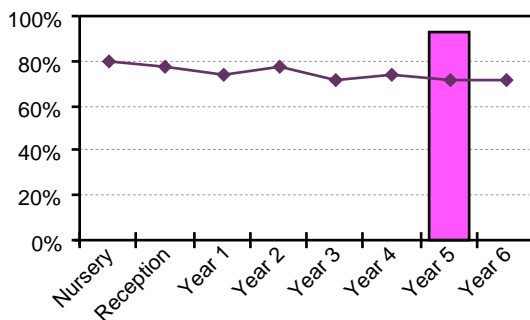
**School security**



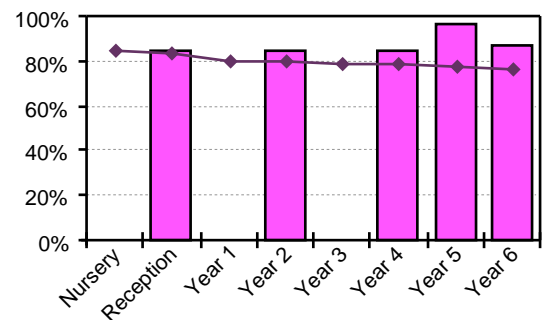
**School communication**



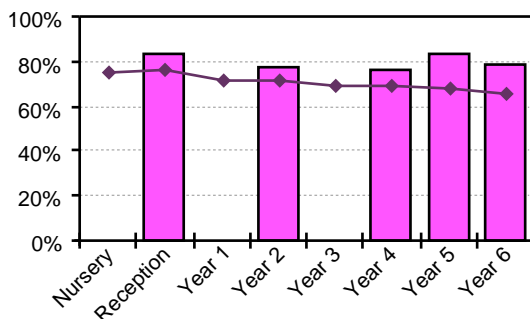
**Library facilities**



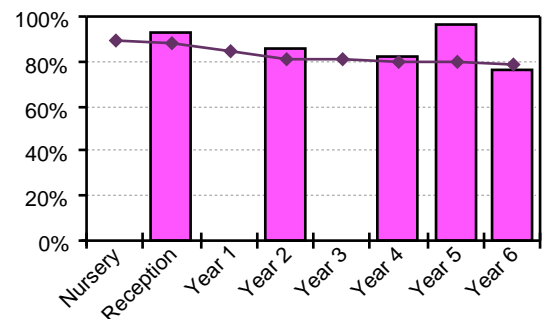
**Developing moral values**



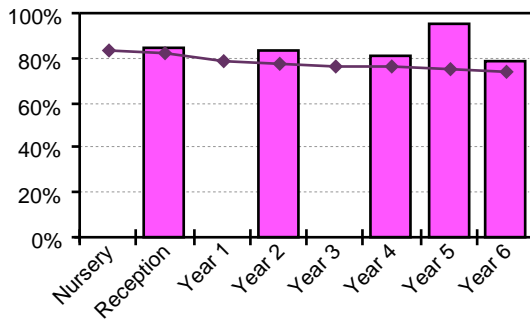
**Levels of homework**



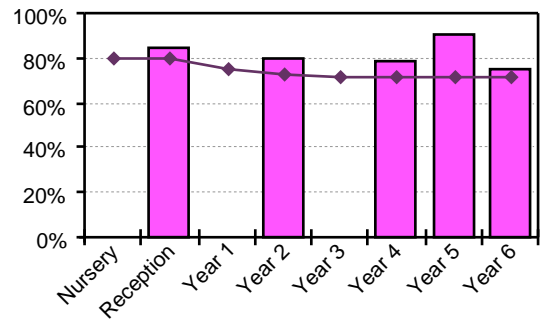
**Happiness of child**



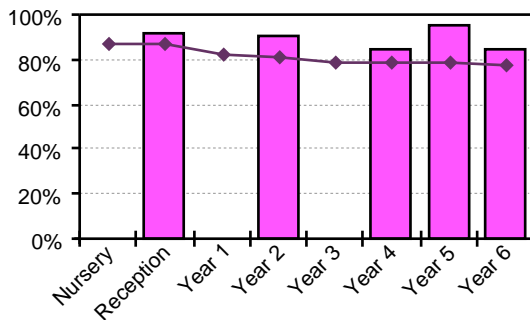
**Community spirit**



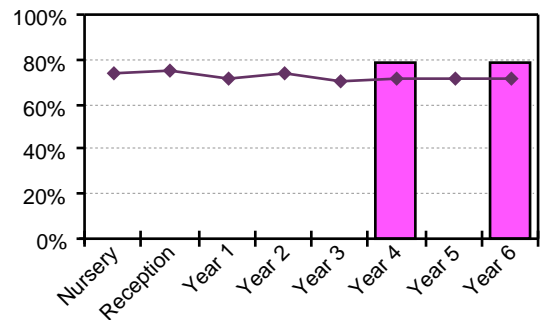
**Developing potential**



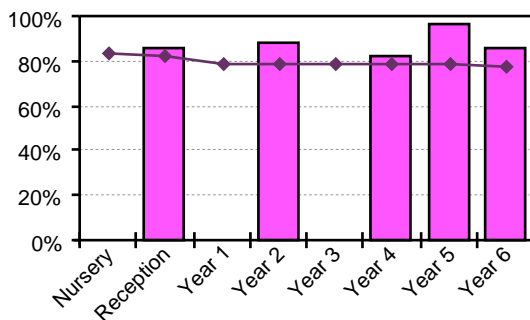
**Teaching quality**



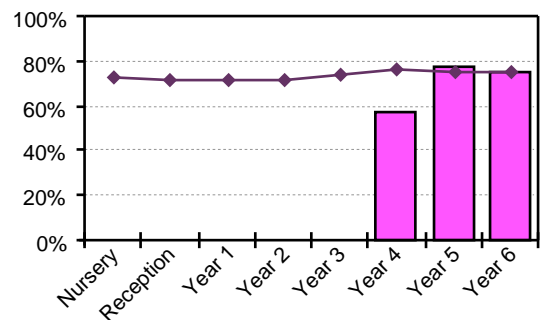
**Use of exams and testing**



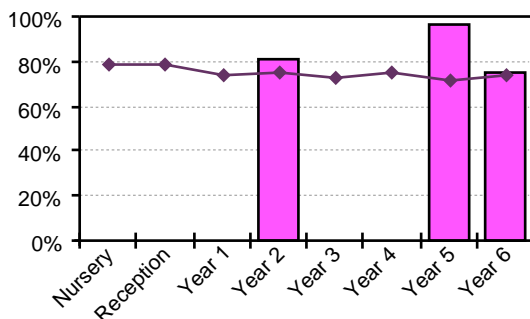
**Range of subjects taught**



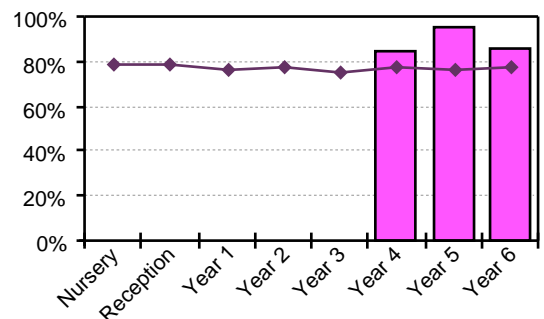
**Out of school activities**



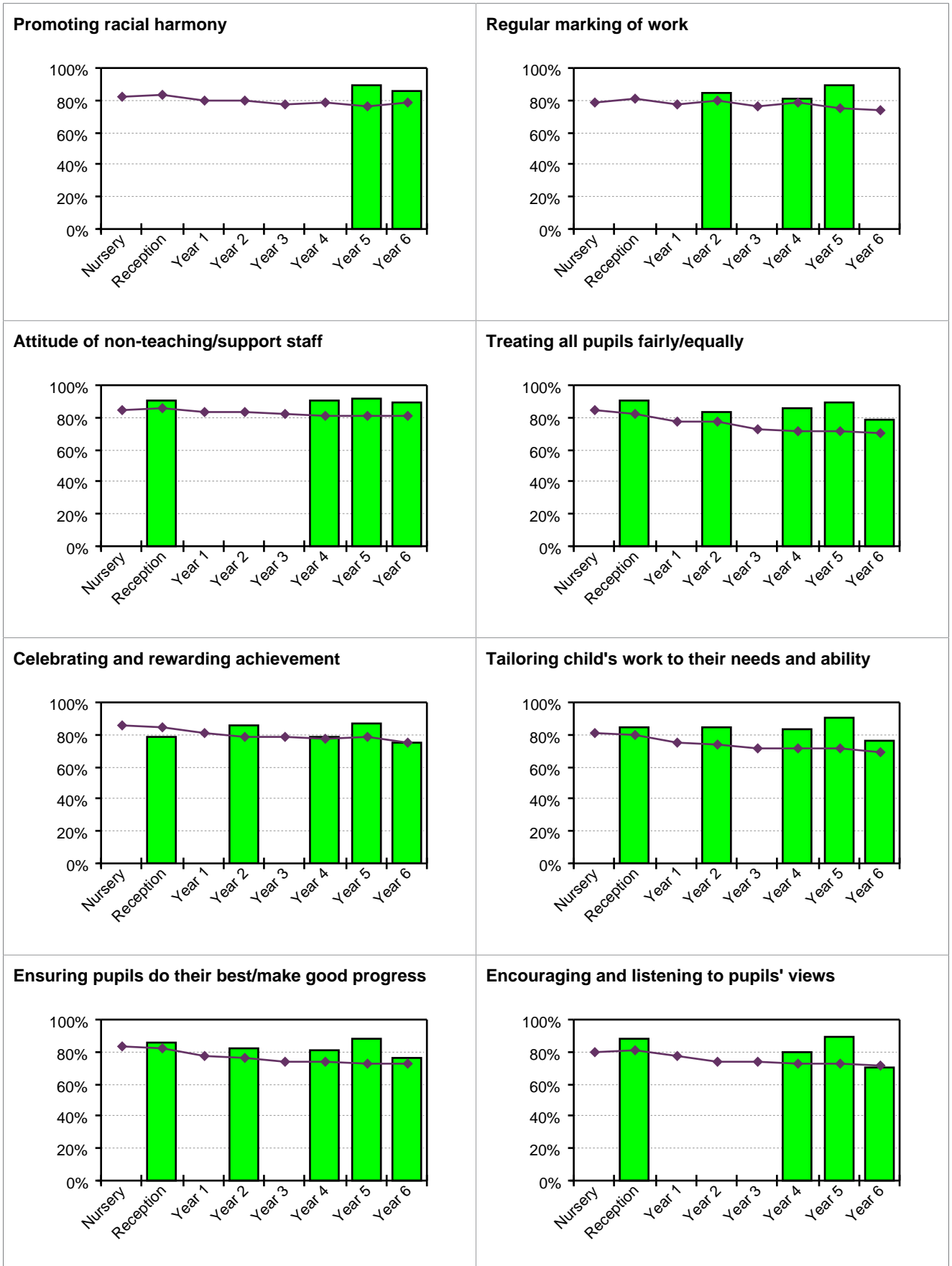
**Social health education**



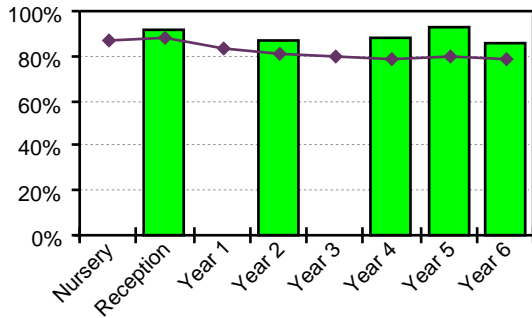
**Computer access**



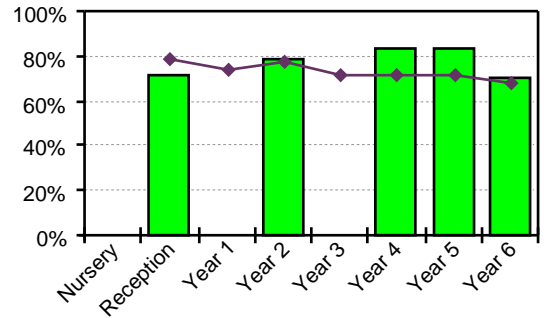
## Year group analysis compared to national averages for your additional surveyed criteria



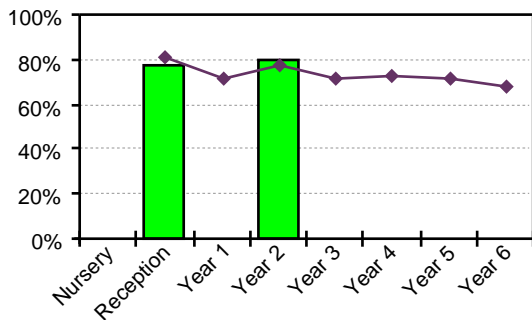
**Looking after pupils well**



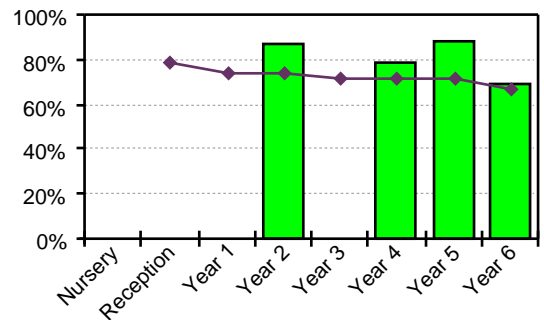
**Quality of feedback on pupil's work**



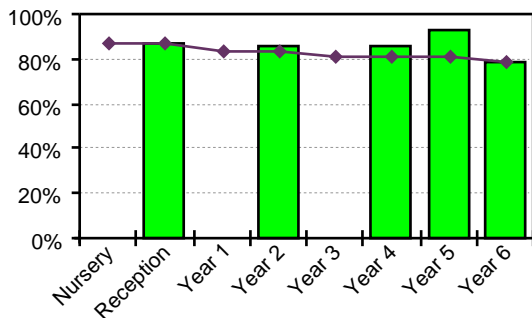
**Use of feedback on pupil's work**



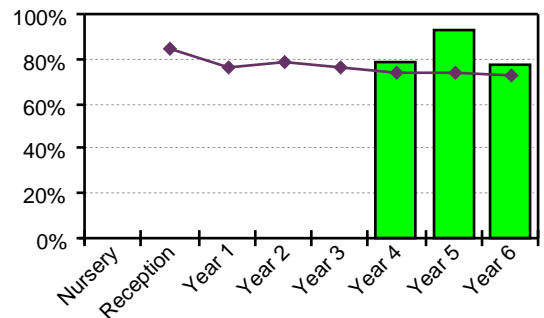
**Appropriate level of challenge in homework**



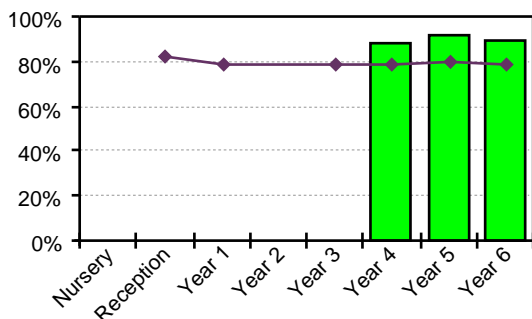
**Pupils' attitudes to learning**



**Pupil targets**



**E-safety**



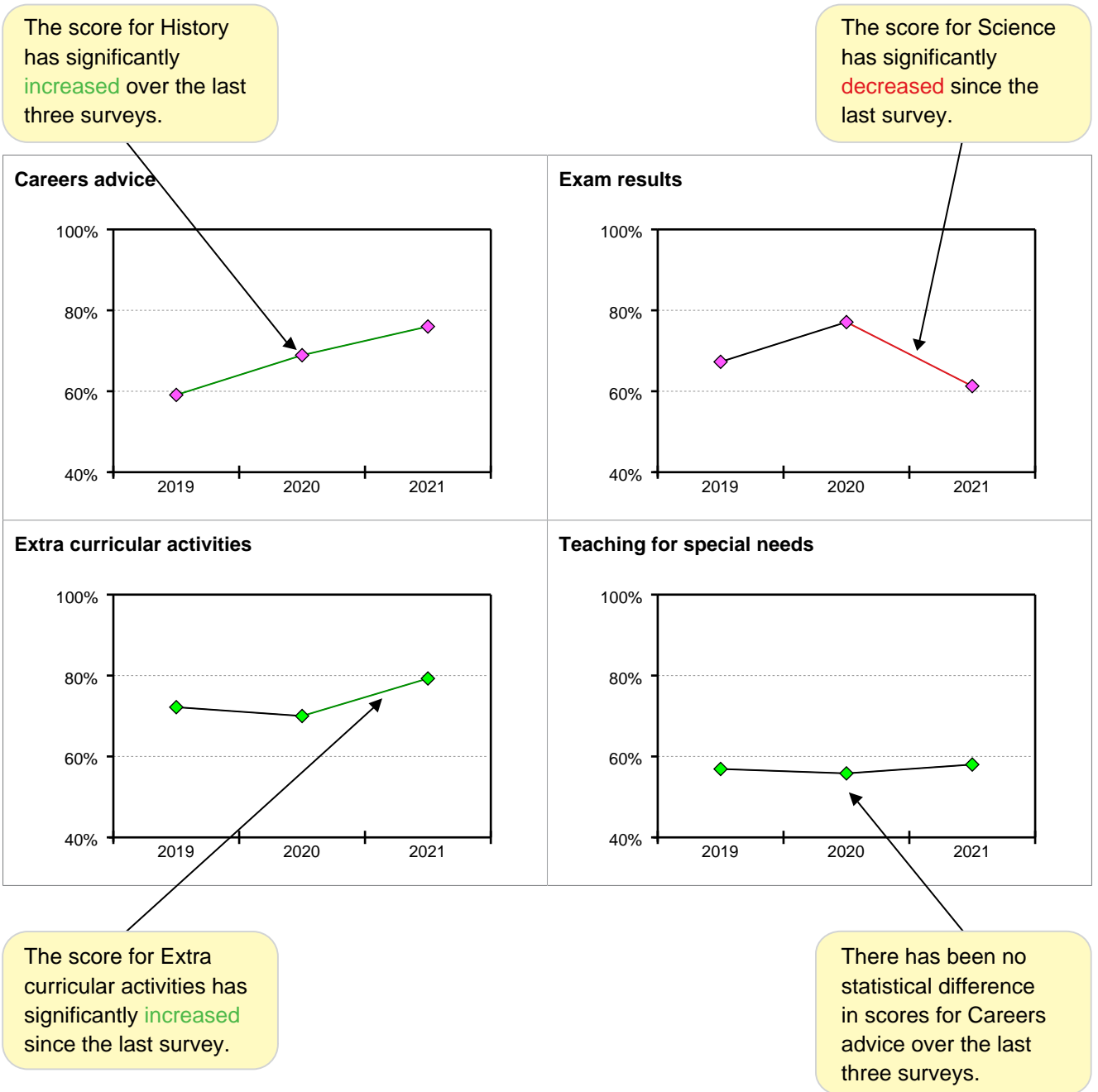
# Time series analysis

## Graphs showing trends for surveyed criteria over time

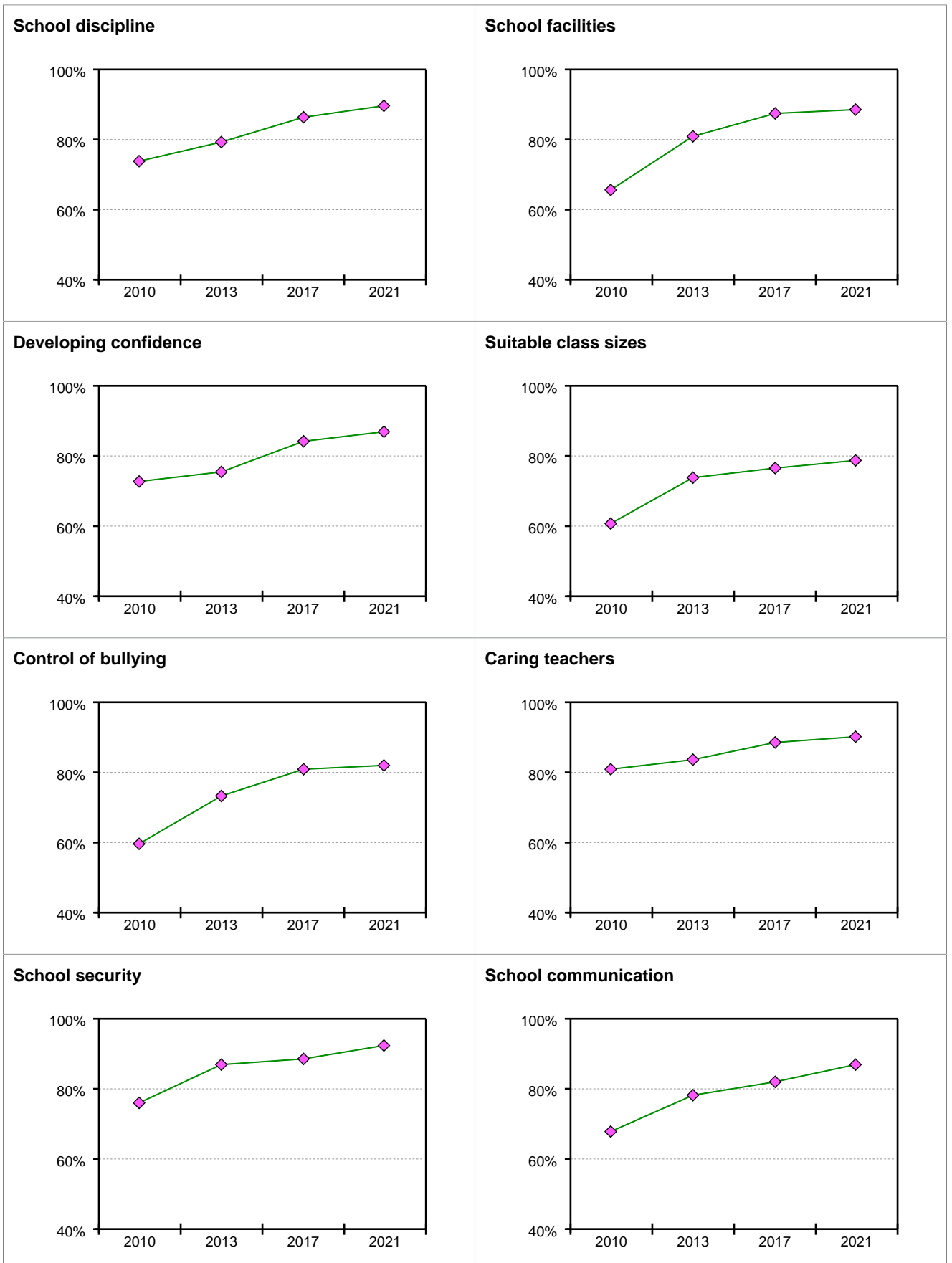
The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

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

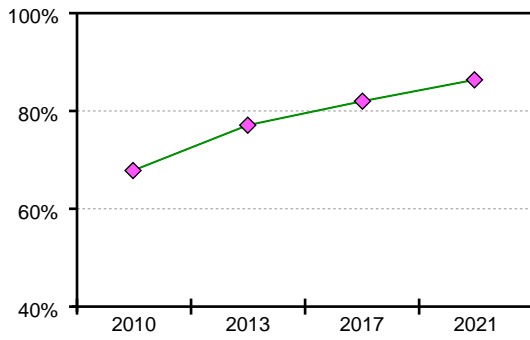


## Score trends over time for non-academic criteria

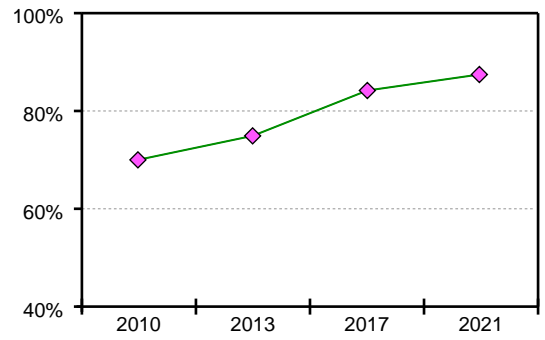




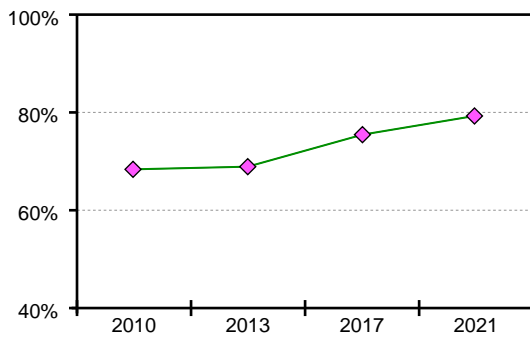
**Library facilities**



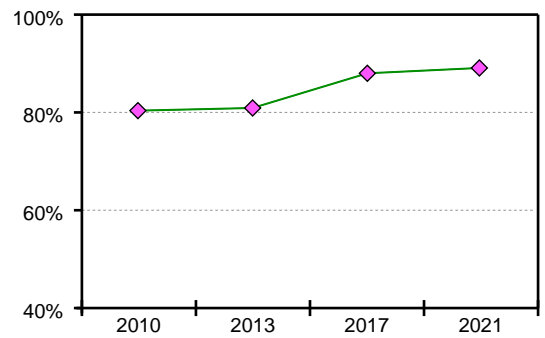
**Developing moral values**



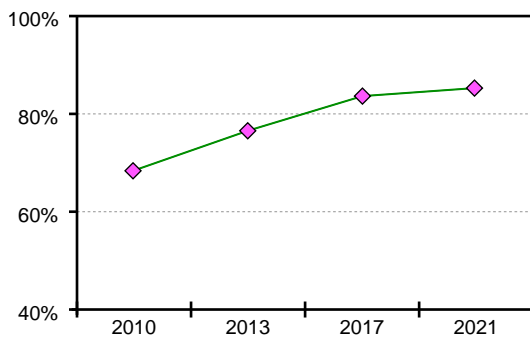
**Levels of homework**



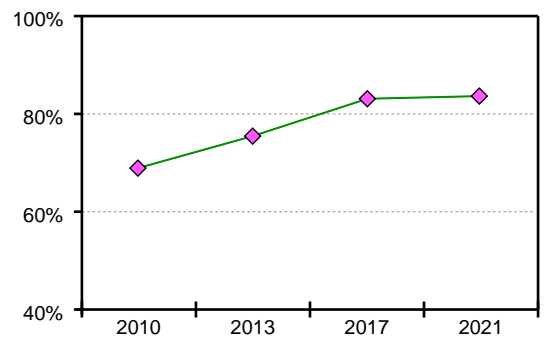
**Happiness of child**



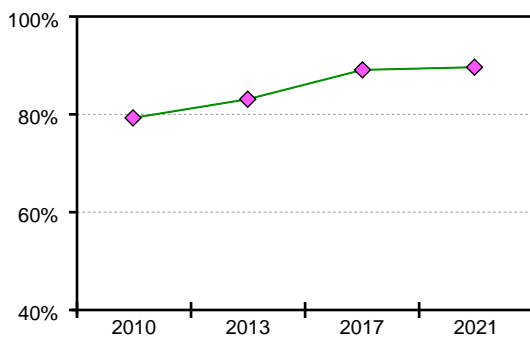
**Community spirit**



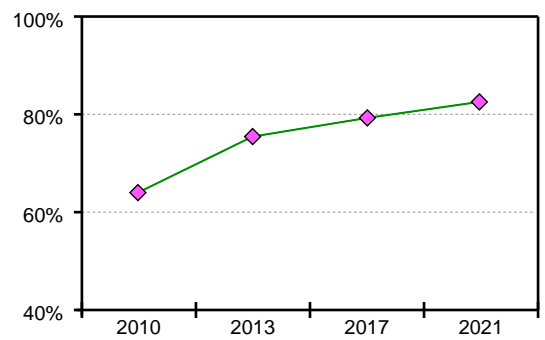
**Developing potential**

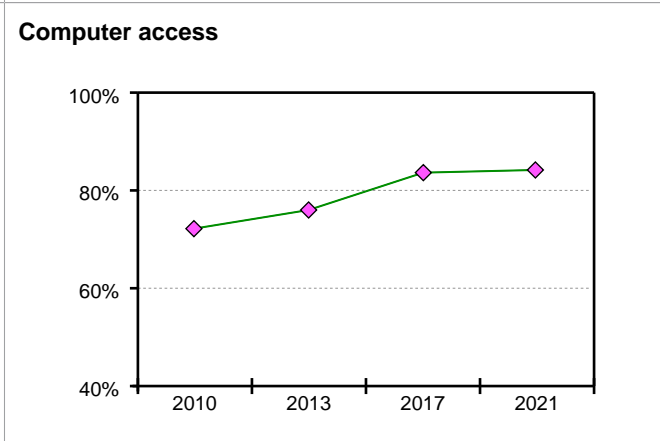
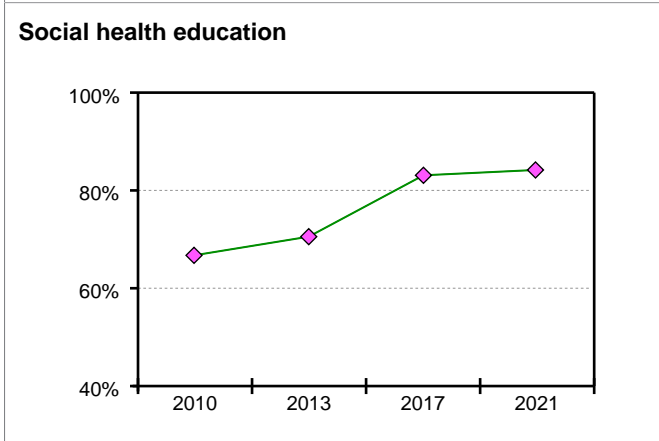
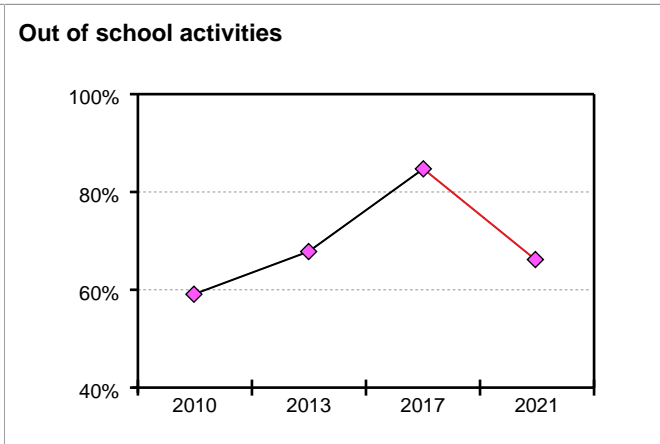
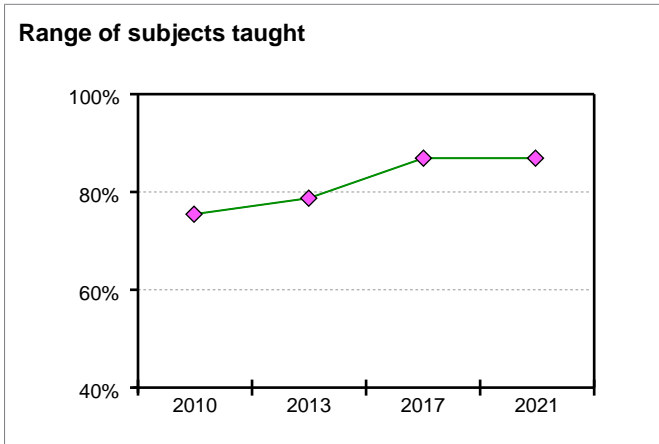


**Teaching quality**

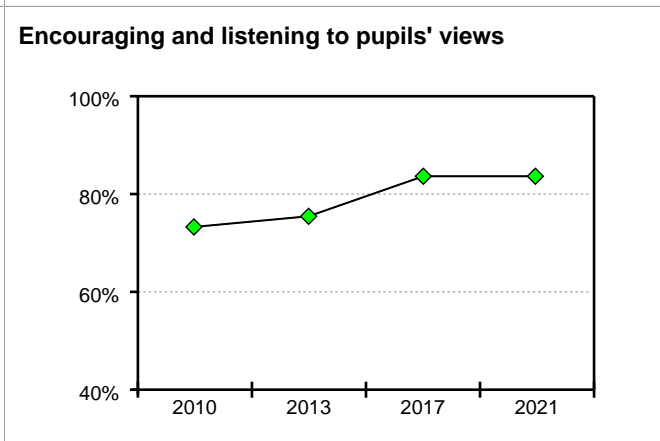
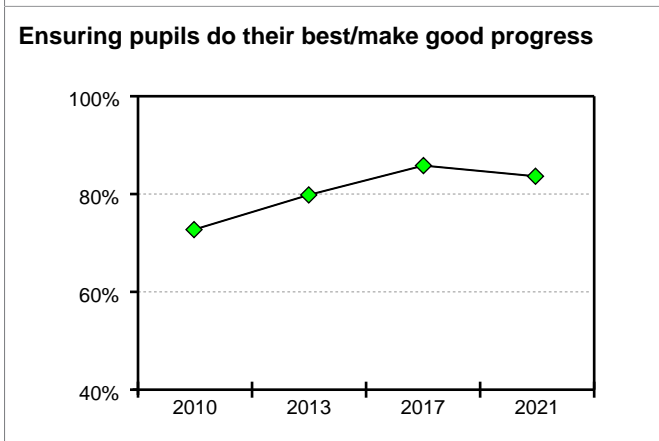
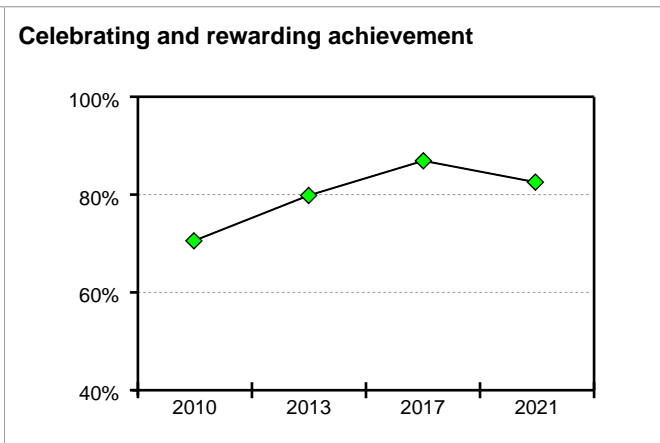
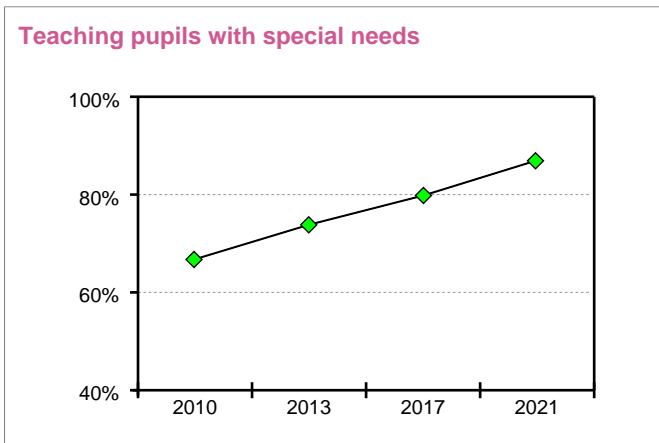


**Use of exams and testing**





## Score trends over time for additional criteria



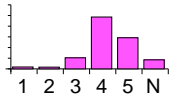
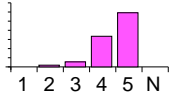
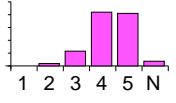
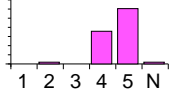
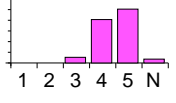

## Appendix

Supplementary data and score breakdowns.

### Non-academic criteria analysis

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

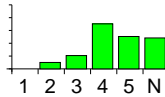
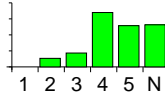
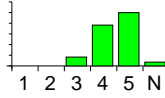
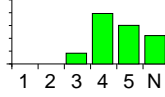
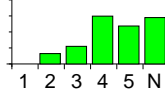
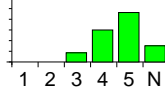
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	0.0%	1.8%	3.7%	33.5%	59.3%	1.7%	
School facilities	0.0%	0.0%	5.4%	39.9%	54.7%	0.0%	
Developing confidence	1.8%	0.0%	7.1%	39.8%	51.2%	0.0%	
Suitable class sizes	0.0%	0.0%	23.6%	39.9%	34.9%	1.6%	
Control of bullying	0.0%	1.7%	10.3%	32.7%	36.9%	18.3%	
Caring teachers	0.0%	3.4%	1.7%	33.6%	61.3%	0.0%	
School security	0.0%	0.0%	1.8%	29.0%	69.2%	0.0%	
School communication	3.6%	3.6%	5.4%	28.1%	59.3%	0.0%	
Library facilities	0.0%	0.0%	3.3%	33.2%	35.8%	27.7%	
Developing moral values	0.0%	0.0%	3.5%	41.7%	47.8%	6.9%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	1.8%	1.6%	10.4%	48.6%	29.2%	8.5%	
Happiness of child	0.0%	1.9%	5.5%	33.5%	59.2%	0.0%	
Community spirit	0.0%	0.0%	12.3%	38.7%	42.1%	6.9%	
Developing potential	0.0%	1.8%	11.5%	42.0%	41.0%	3.7%	
Teaching quality	0.0%	1.9%	0.0%	35.7%	60.5%	1.9%	
Use of exams and testing	0.0%	0.0%	11.9%	31.9%	31.0%	25.1%	
Range of subjects taught	0.0%	0.0%	5.3%	40.7%	50.5%	3.6%	
Out of school activities	2.2%	13.0%	22.5%	22.7%	21.5%	18.1%	
Social health education	0.0%	0.0%	9.8%	34.3%	33.0%	22.9%	
Computer access	1.6%	0.0%	11.8%	29.3%	37.6%	19.7%	

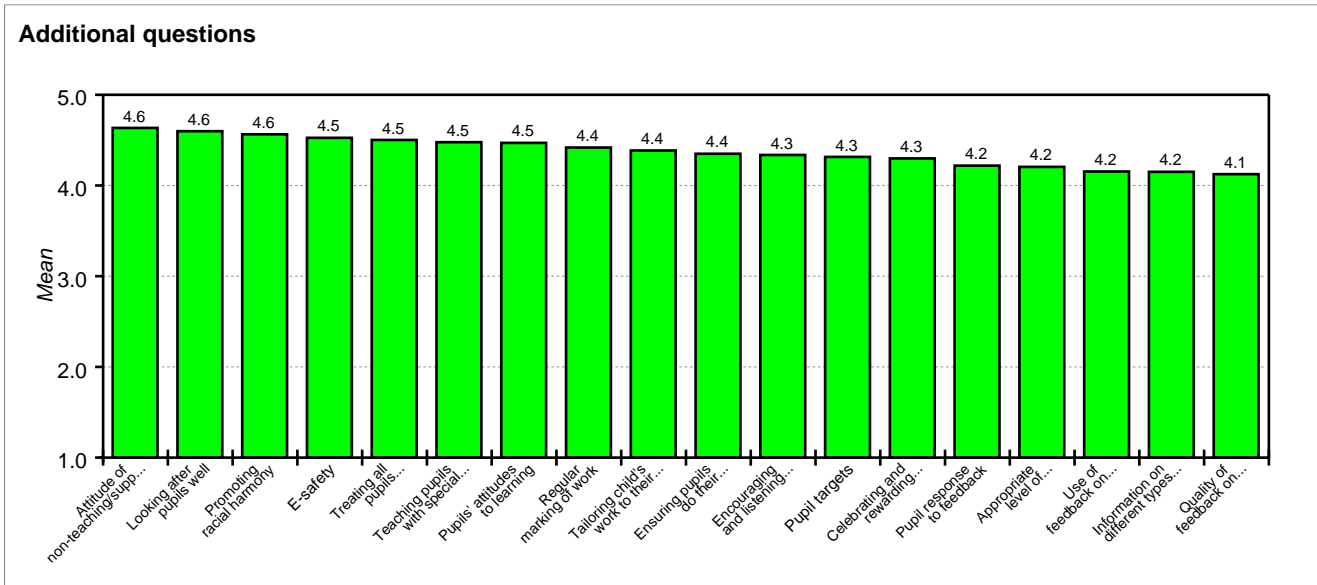
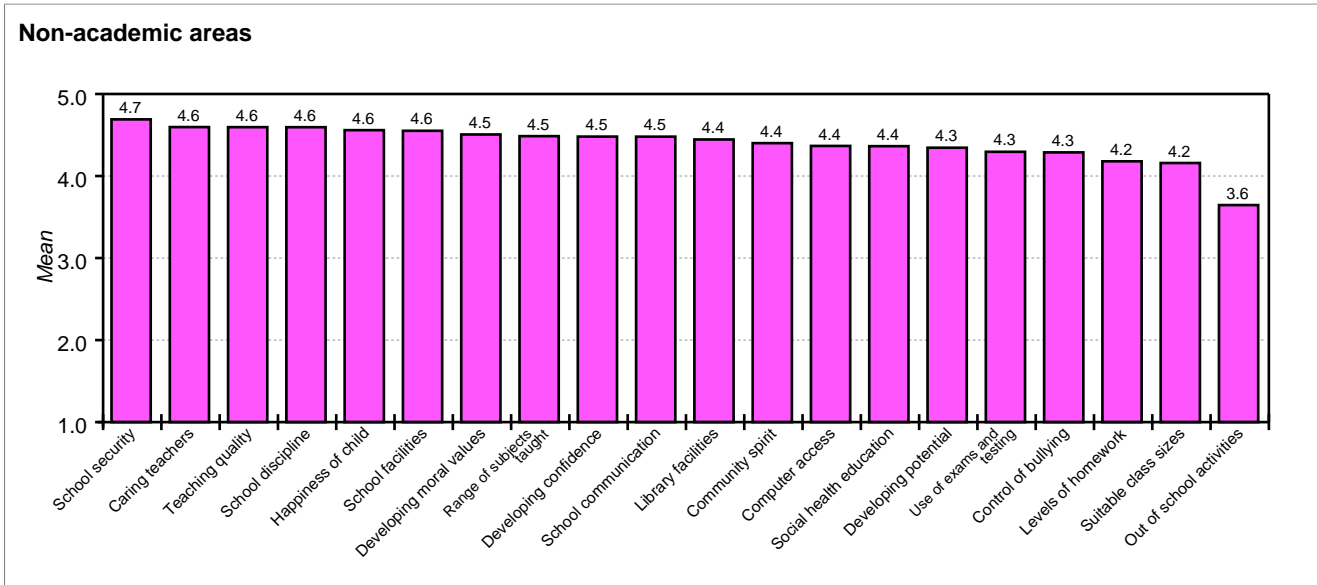
## Additional criteria analysis

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	0.0%	1.8%	1.8%	26.5%	40.7%	29.2%	
Teaching pupils with special needs	0.0%	2.3%	6.8%	31.8%	59.1%	0.0%	
Regular marking of work	0.0%	0.0%	8.3%	34.3%	33.7%	23.7%	
Attitude of non-teaching/support staff	0.0%	0.0%	1.8%	30.4%	57.2%	10.5%	
Treating all pupils fairly/equally	0.0%	3.7%	3.5%	34.2%	49.7%	8.9%	
Celebrating and rewarding achievement	3.5%	3.3%	10.3%	39.2%	40.2%	3.5%	
Tailoring child's work to their needs and ability	1.7%	1.8%	6.1%	42.3%	41.1%	7.0%	
Ensuring pupils do their best/make good progress	0.0%	1.8%	7.1%	47.7%	39.7%	3.6%	
Encouraging and listening to pupils' views	0.0%	4.9%	8.2%	36.5%	31.9%	18.5%	
Looking after pupils well	0.0%	1.9%	3.7%	31.5%	61.1%	1.9%	
Quality of feedback on pupil's work	0.0%	11.0%	7.6%	36.6%	30.1%	14.7%	

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	0.0%	5.0%	10.4%	35.1%	25.3%	24.2%	
Pupil response to feedback	0.0%	5.3%	8.7%	34.0%	25.7%	26.3%	
Appropriate level of challenge in homework	0.0%	3.4%	11.3%	39.3%	29.2%	16.9%	
Pupils' attitudes to learning	0.0%	0.0%	8.3%	38.2%	49.9%	3.6%	
Pupil targets	0.0%	0.0%	8.4%	39.4%	30.1%	22.1%	
Information on different types of bullying	0.0%	6.5%	11.0%	29.9%	23.7%	29.0%	
E-safety	0.0%	0.0%	8.6%	30.0%	46.3%	15.2%	

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



### **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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