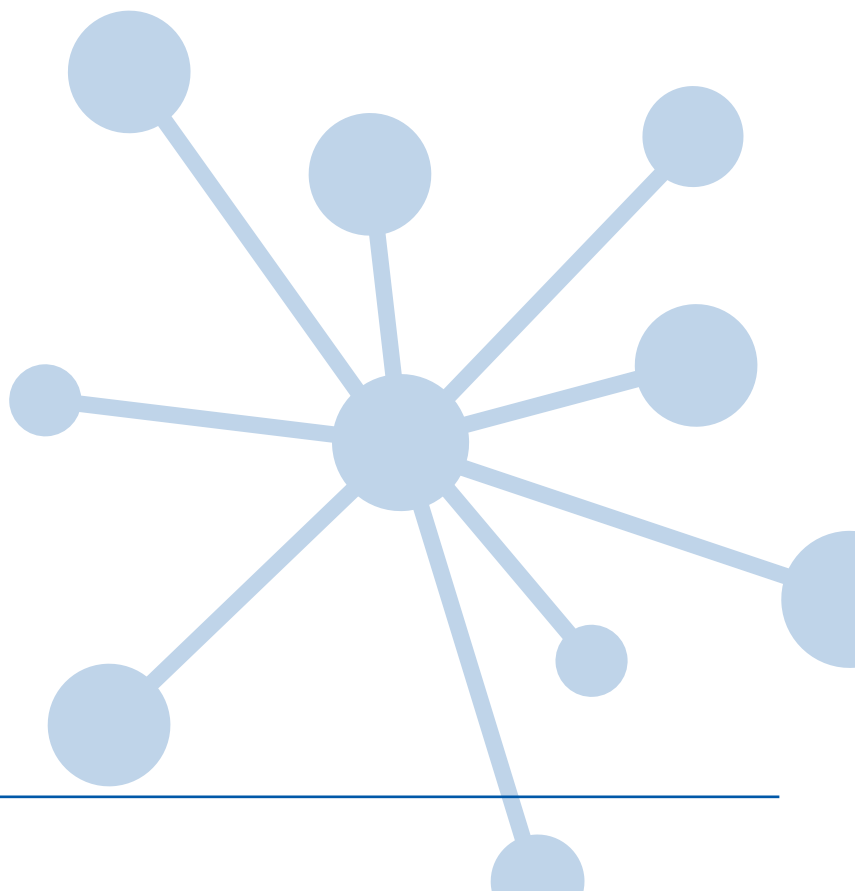


# Fairfield Primary School

## Pupil survey report – December 2020

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## Executive summary

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

### Summary of results for this survey

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- 66 completed questionnaires were returned representing a response rate of 28.7%. 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 Suitable class sizes, School discipline and School facilities.
- The pupils awarded the lowest scores for the delivery of Out of school activities, Use of exams and testing and Happiness of child.
- The pupils' top priorities for improvement are Other, Range of subjects taught and Community spirit.
- The female pupils gave significantly higher scores for Teaching pupils with special needs and Regular marking of work.

### Summary of results since the previous survey

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- The following non-academic areas received significantly higher scores than the previous survey: Suitable class sizes, School facilities, Levels of homework and Teaching quality.
- The following non-academic area received significantly lower scores than the previous survey: Use of exams and testing.
- The following non-academic areas received significantly higher scores than the previous survey: Treating all pupils fairly/equally and Pupils' attitudes to learning.

### Summary of results over more than two surveys

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- The following non-academic area received significantly higher scores over more than two surveys: Library facilities.
- The following additional area received significantly higher scores over more than two surveys: Treating all pupils fairly/equally.
- 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** '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

108.8% Suitable class sizes

106.0% School discipline

97.3% School facilities

97.1% Levels of homework

94.7% Teaching quality

### Relative weaknesses for non-academic criteria

70.1% Out of school activities

## Response to survey

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66 completed questionnaires were returned representing a response rate of 28.7%.

	Proportion of responses (%)	Number of responses
Responses from male pupils	42.4	28
Responses from female pupils	57.6	38
Responses from Year 3 pupils	10.6	7
Responses from Year 4 pupils	15.2	10
Responses from Year 5 pupils	37.9	25
Responses from Year 6 pupils	36.4	24

## Key results

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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

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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% 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 140 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 140 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

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

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Access to staff	72.4	66.1	+6.3
Church links and support	72.3		
Tailoring workload to child's needs	72.1		
Encouraging and listening to pupil views	71.4		
Encouraging and listening to parent views	70.8		
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
Effective classroom management	66.5	65.4	+1.1
Recognising and rewarding achievement	66.3		
Workload of staff	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		

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

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

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

Scores below the red line indicate 'attention advised'.

\* 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.

## 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
Suitable class sizes	108.8	74.5	+34.3
School discipline	106.0	100.9	+5.1
School facilities	97.3	79.3	+18.0
Levels of homework	97.1	81.4	+15.7
Teaching quality	94.7	81.9	+12.8
Library facilities	93.8	79.2	+14.6
Community spirit	92.9	88.2	+4.7
Developing confidence	92.7	84.3	+8.4
School communication	89.3	87.9	+1.4
Computer access	88.8	88.5	+0.4
Social health education	88.8	86.9	+1.9
Caring teachers	88.3	81.7	+6.6
Range of subjects taught	87.8	85.8	+2.0
Control of bullying	87.8	85.9	+1.9
Developing moral values	87.4	84.6	+2.8
School security	87.4	80.6	+6.8
Developing potential	86.9	81.7	+5.2
Happiness of child	85.9	78.4	+7.5
Use of exams and testing	84.3	98.7	-14.3
Out of school activities	70.1	84.9	-14.9

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



- The following non-academic criteria achieved a very low sample; therefore scores should only be considered indicative: Suitable class sizes, Computer access and Out of school activities.

## 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
Treating all pupils fairly/equally	110.4	94.3	+16.1
Pupils' attitudes to learning	96.5	83.3	+13.2
Use of feedback on pupil's work	96.1	87.2	+8.9
Promoting racial harmony	95.3	97.4	-2.1
Regular marking of work	92.9	89.8	+3.1
Attitude of non-teaching/support staff	90.2	90.3	-0.1
Information on different types of bullying	89.7	89.9	-0.3
Looking after pupils well	89.5	85.4	+4.1
Quality of feedback on pupil's work	89.1	79.3	+9.8
Tailoring child's work to their needs and ability	87.9	87.9	+0.1
E-safety	87.8	87.4	+0.4
Ensuring pupils do their best/make good progress	87.7	83.8	+3.8
Celebrating and rewarding achievement	86.2	84.1	+2.1
Pupil targets	86.1	82.4	+3.7
Pupil response to feedback	86.0	81.7	+4.3
Teaching pupils with special needs	85.4	88.8	-3.4
Encouraging and listening to pupils' views	84.8	89.8	-5.0
Appropriate level of challenge in homework	84.1	85.5	-1.4

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

- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: Regular marking of work, Encouraging and listening to pupils' views and Appropriate level of challenge in homework.

## 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	33.5	55.9	33.0
Range of subjects taught	20.0	8.9	0.0
Community spirit	12.4	0.0	2.4
School discipline	7.5	0.0	2.5
Teaching quality	6.4	1.9	3.6
School facilities	4.9	19.5	19.4
Control of bullying	4.6	5.0	4.5
Developing potential	4.1	0.0	3.2
Caring teachers	3.8	0.5	1.7
Out of school activities	2.6	0.6	6.3
Computer access	0.0	7.8	3.4
Developing confidence	0.0	0.0	0.1
Developing moral values	0.0	0.0	0.3
Happiness of child	0.0	0.0	1.1
Levels of homework	0.0	0.0	5.2
Library facilities	0.0	0.0	1.9
School communication	0.0	0.0	0.2
School security	0.0	0.0	0.2
Social health education	0.0	0.0	0.2
Suitable class sizes	0.0	0.0	0.6
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: Range of subjects taught, Community spirit, School discipline, Teaching quality and Developing potential.
- Pupils have given a lower priority to the following areas since the last survey: Other, School facilities and Computer access.
- Pupils have given a higher priority to the following areas compared to similar schools: Range of subjects taught, Community spirit and School discipline.
- Pupils have given a lower priority to the following areas compared to similar schools: School facilities 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
<b>1. My child is happy at this school</b>		
Happiness of child	85.9%	59
<b>2. My child feels safe at this school</b>		
Control of bullying	87.8%	59
School security	87.4%	59
<b>3. My child makes good progress at this school</b>		
Ensuring pupils do their best/make good progress	87.7%	59
Developing potential	86.9%	59
<b>4. My child is well looked after at this school</b>		
Attitude of non-teaching/support staff	90.2%	59
Looking after pupils well	89.5%	59
Caring teachers	88.3%	59
School security	87.4%	59
<b>5. My child is taught well at this school</b>		
Teaching quality	94.7%	59
Tailoring child's work to their needs and ability	87.9%	59
Ensuring pupils do their best/make good progress	87.7%	59
Developing potential	86.9%	59
Teaching pupils with special needs	85.4%	59
Use of exams and testing	84.3%	59
<b>6. My child receives appropriate homework for their age</b>		
Levels of homework	97.1%	59
Tailoring child's work to their needs and ability	87.9%	59

	Score	Sample
<b>7. This school ensures the pupils are well behaved</b>		
School discipline	106.0%	59
<b>8. This school deals effectively with bullying</b>		
Control of bullying	87.8%	59
<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	88.3%	59
<b>11. I receive valuable information from the school about my child's progress</b>		
Regular marking of work	92.9%	59
<b>12. I would recommend this school to another parent</b>		
The school did not ask any questions relevant to this section		

## 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

Tailoring child's work to their needs and ability	87.9%	Outstanding
Range of subjects taught	87.8%	Outstanding
Celebrating and rewarding achievement	86.2%	Outstanding
Pupil targets	86.1%	Outstanding
Teaching pupils with special needs	85.4%	Outstanding
Appropriate level of challenge in homework	84.1%	Outstanding
Your average pupil grade for this section = 1.0 = Outstanding = <b>Grade 1</b>		

### Implementation

Use of feedback on pupil's work	96.1%	Outstanding
Teaching quality	94.7%	Outstanding
Regular marking of work	92.9%	Outstanding
Quality of feedback on pupil's work	89.1%	Outstanding
Caring teachers	88.3%	Outstanding
Tailoring child's work to their needs and ability	87.9%	Outstanding
Ensuring pupils do their best/make good progress	87.7%	Outstanding
Developing potential	86.9%	Outstanding
Pupil response to feedback	86.0%	Outstanding
Appropriate level of challenge in homework	84.1%	Outstanding
Your average pupil grade for this section = 1.0 = Outstanding = <b>Grade 1</b>		

### Impact

Teaching quality	94.7%	Outstanding
Computer access	88.8%	Outstanding
Range of subjects taught	87.8%	Outstanding
Ensuring pupils do their best/make good progress	87.7%	Outstanding
Pupil targets	86.1%	Outstanding
Teaching pupils with special needs	85.4%	Outstanding
Use of exams and testing	84.3%	Outstanding
Your average pupil grade for this section = 1.0 = Outstanding = <b>Grade 1</b>		

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

Not applicable.



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

Not applicable.

**Summary grade – The Quality of Education section**

Your average pupil grade for "The Quality of Education" = 1.0 = 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

Treating all pupils fairly/equally	110.4%	Outstanding
School discipline	106.0%	Outstanding
Pupils' attitudes to learning	96.5%	Outstanding
Community spirit	92.9%	Outstanding
Information on different types of bullying	89.7%	Outstanding
E-safety	87.8%	Outstanding
Control of bullying	87.8%	Outstanding

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

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

Not applicable.

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

Not applicable.

### Summary grade – Behaviour and Attitudes section

Your average pupil 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	110.4%	Outstanding
Promoting racial harmony	95.3%	Outstanding
Community spirit	92.9%	Outstanding
Social health education	88.8%	Outstanding
Healthy Lifestyle - Exercise	100.0%	Good
Healthy Lifestyle - Diet	95.6%	Good

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

### SMSC

Promoting racial harmony	95.3%	Outstanding
Community spirit	92.9%	Outstanding
Attitude of non-teaching/support staff	90.2%	Outstanding
Information on different types of bullying	89.7%	Outstanding
Looking after pupils well	89.5%	Outstanding
Social health education	88.8%	Outstanding
Caring teachers	88.3%	Outstanding
Developing moral values	87.4%	Outstanding
Out of school activities	70.1%	Good

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

### Effectiveness of the Early Years: Personal Development

Not applicable.

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

Not applicable.

### Summary grade – Personal Development section

Your average pupil grade for "Personal Development" = 1.2 = 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

Pupils' attitudes to learning	96.5%	Outstanding
Teaching quality	94.7%	Outstanding
Use of exams and testing	84.3%	Outstanding

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

### Governance

Teaching quality	94.7%	Outstanding
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Your average pupil grade for this section = 1.0 = Outstanding = **Grade 1**

### Safeguarding

Treating all pupils fairly/equally	110.4%	Outstanding
School discipline	106.0%	Outstanding
Promoting racial harmony	95.3%	Outstanding
Community spirit	92.9%	Outstanding
Information on different types of bullying	89.7%	Outstanding
Looking after pupils well	89.5%	Outstanding
Social health education	88.8%	Outstanding
E-safety	87.8%	Outstanding
Control of bullying	87.8%	Outstanding
Developing moral values	87.4%	Outstanding
School security	87.4%	Outstanding

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

### Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

### Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

### Summary grade – Leadership and Management section

Your average pupil 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	1.0	Outstanding	<b>Grade 1</b>
Behaviour and Attitudes	1.0	Outstanding	<b>Grade 1</b>
Personal Development	1.2	Outstanding	<b>Grade 1</b>
Leadership and Management	1.0	Outstanding	<b>Grade 1</b>

### Summary grade – Overall effectiveness

Your average 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.

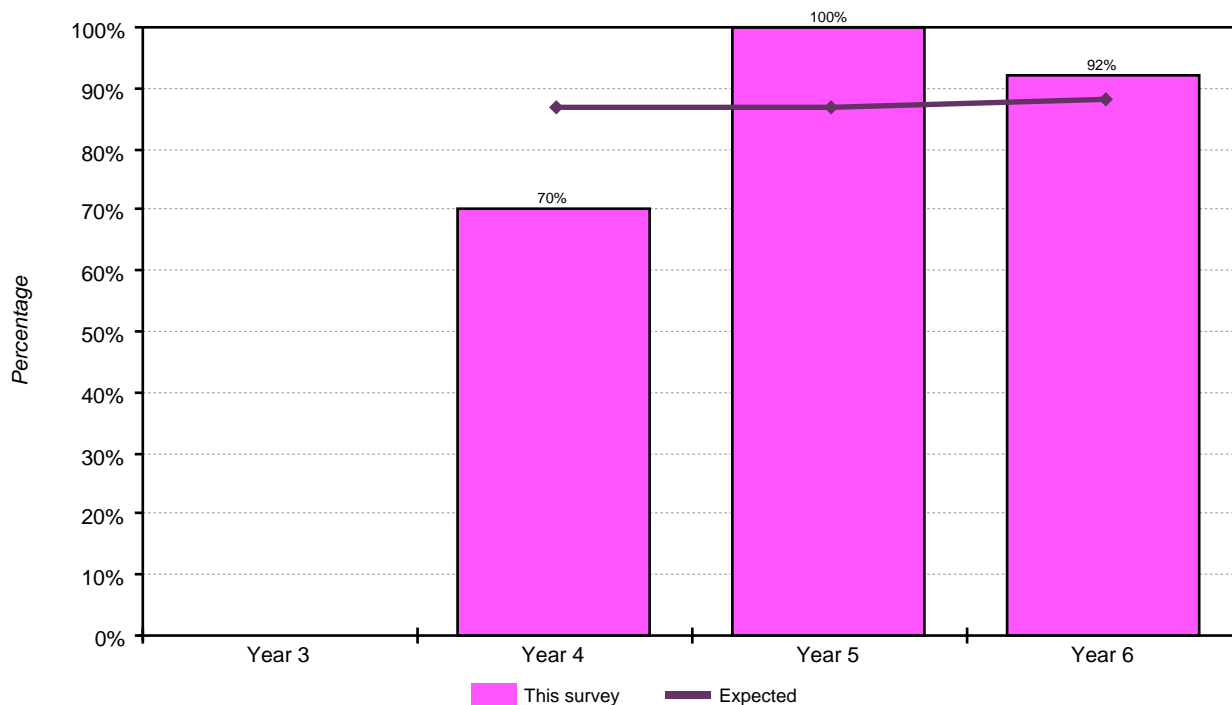
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

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

## Unexpected results for ‘School discipline’

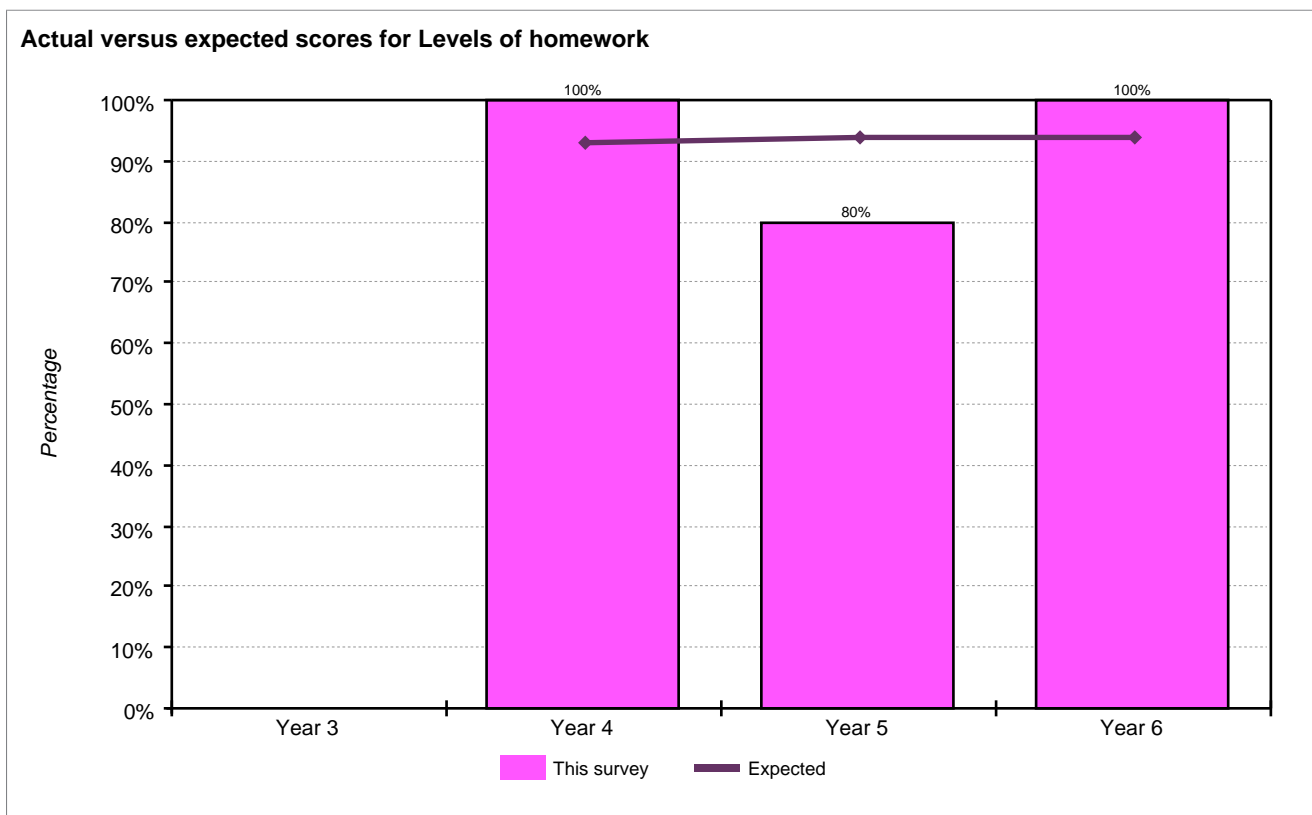
- The contribution towards the score for School discipline was lower than expected for Year 4.
- The contribution towards the score for School discipline was higher than expected for Year 5.

Actual versus expected scores for School discipline



## Unexpected results for ‘Levels of homework’

- The contribution towards the score for Levels of homework was lower than expected for Year 5.

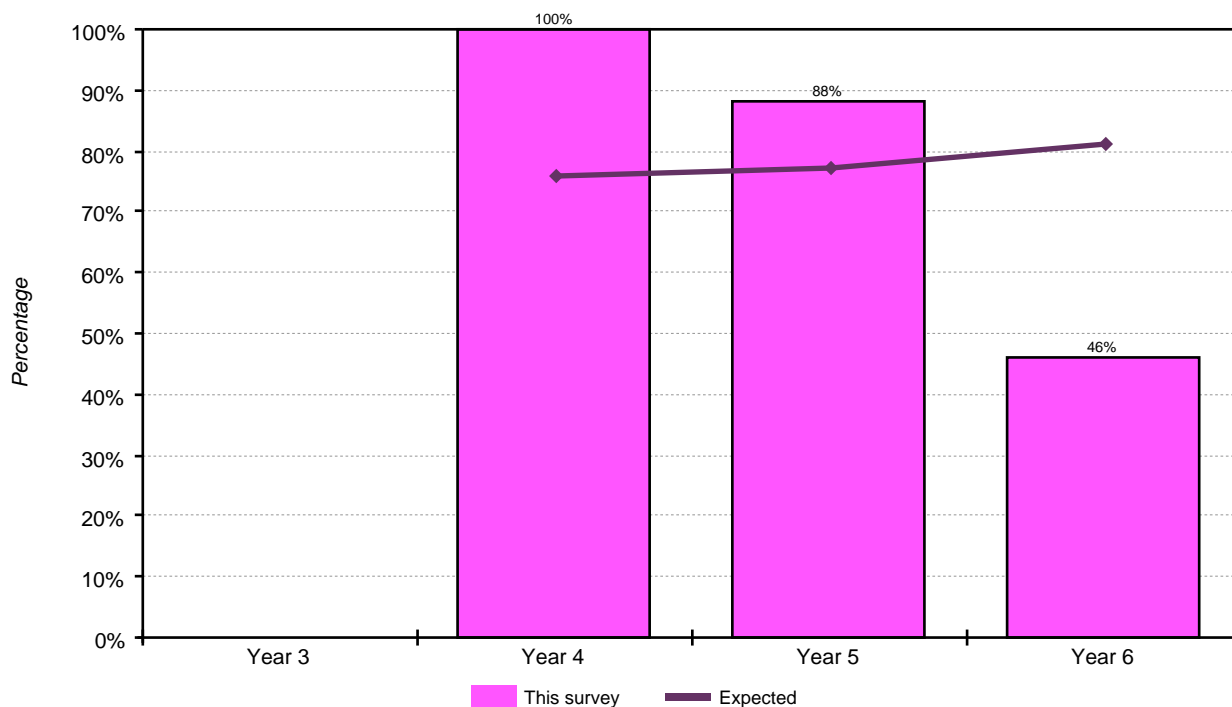




## Unexpected results for ‘Computer access’

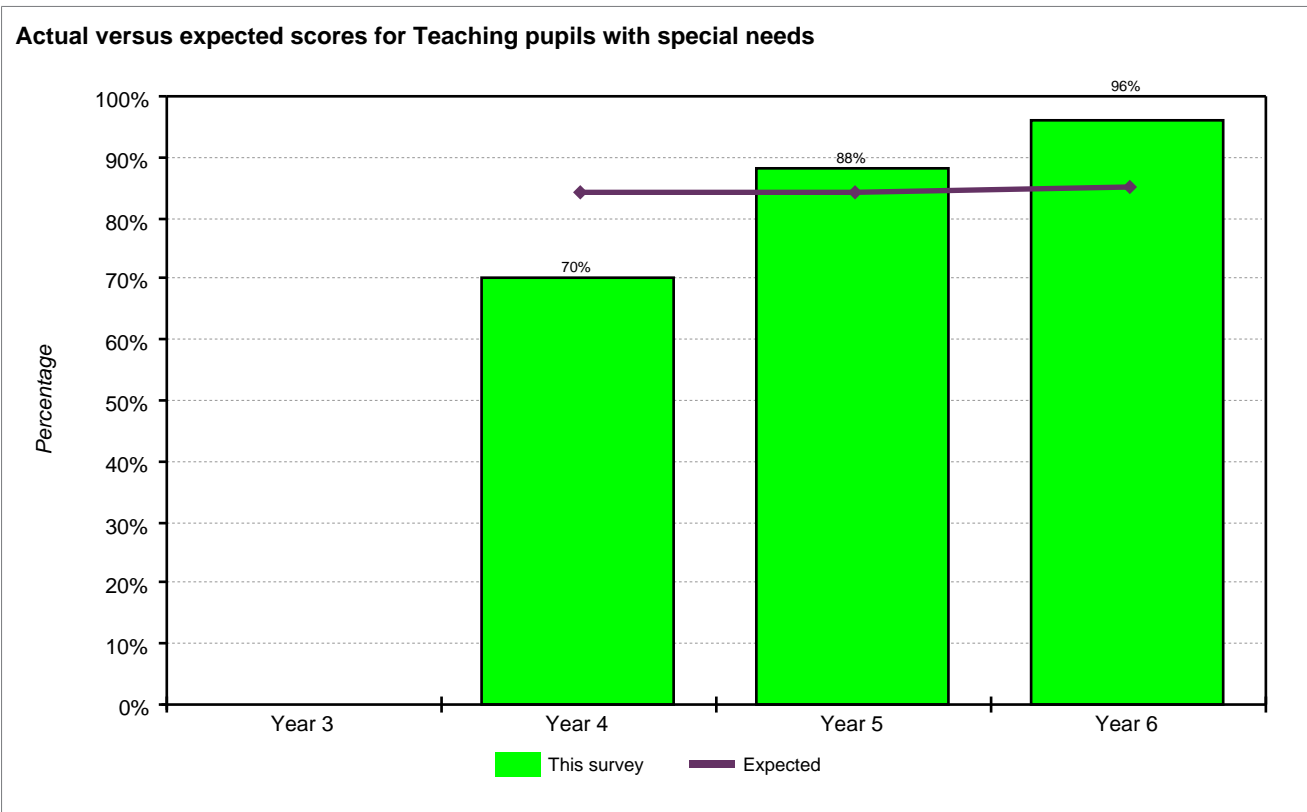
- The contribution towards the score for Computer access was higher than expected for Year 4.
- The contribution towards the score for Computer access was lower than expected for Year 6.

Actual versus expected scores for Computer access



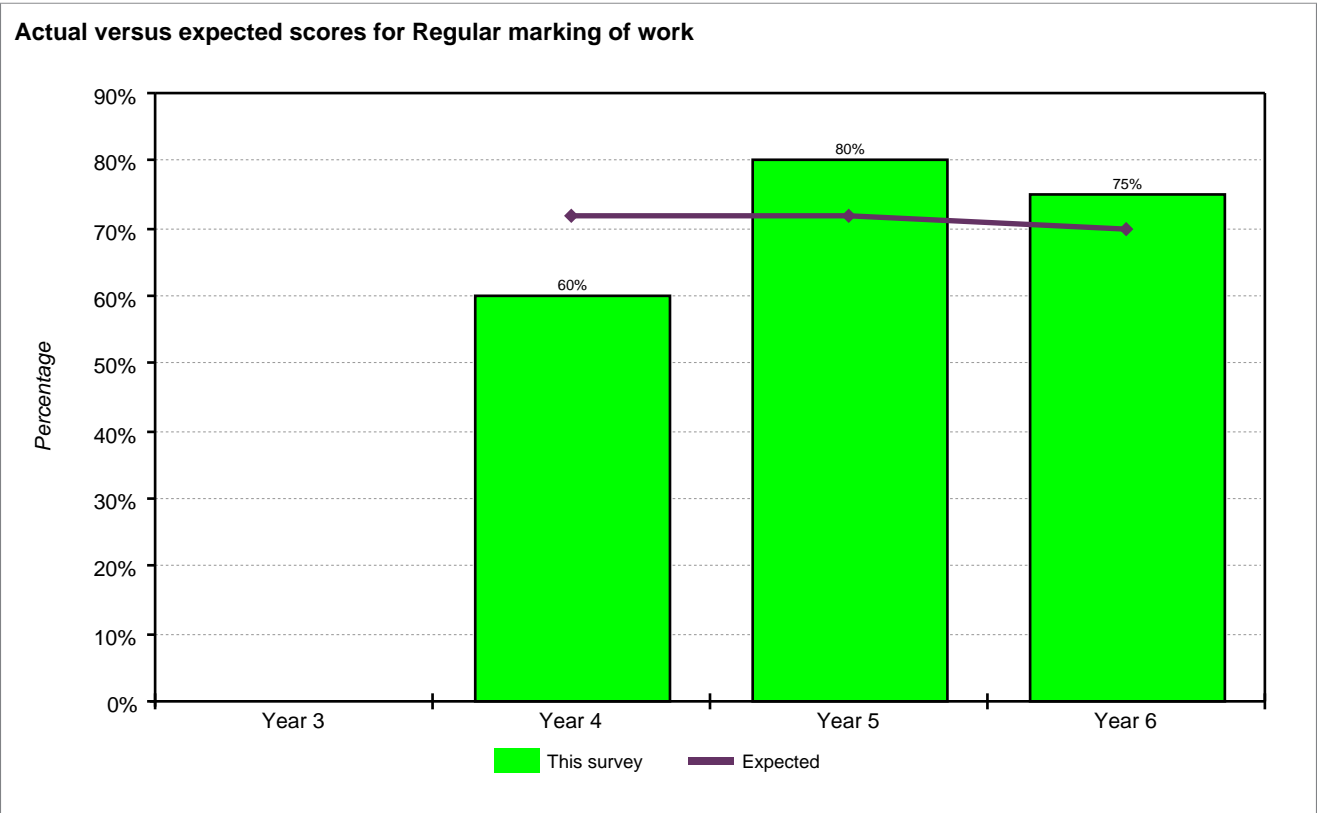
## Unexpected results for ‘Teaching pupils with special needs’

- The contribution towards the score for Teaching pupils with special needs was lower than expected for Year 4.



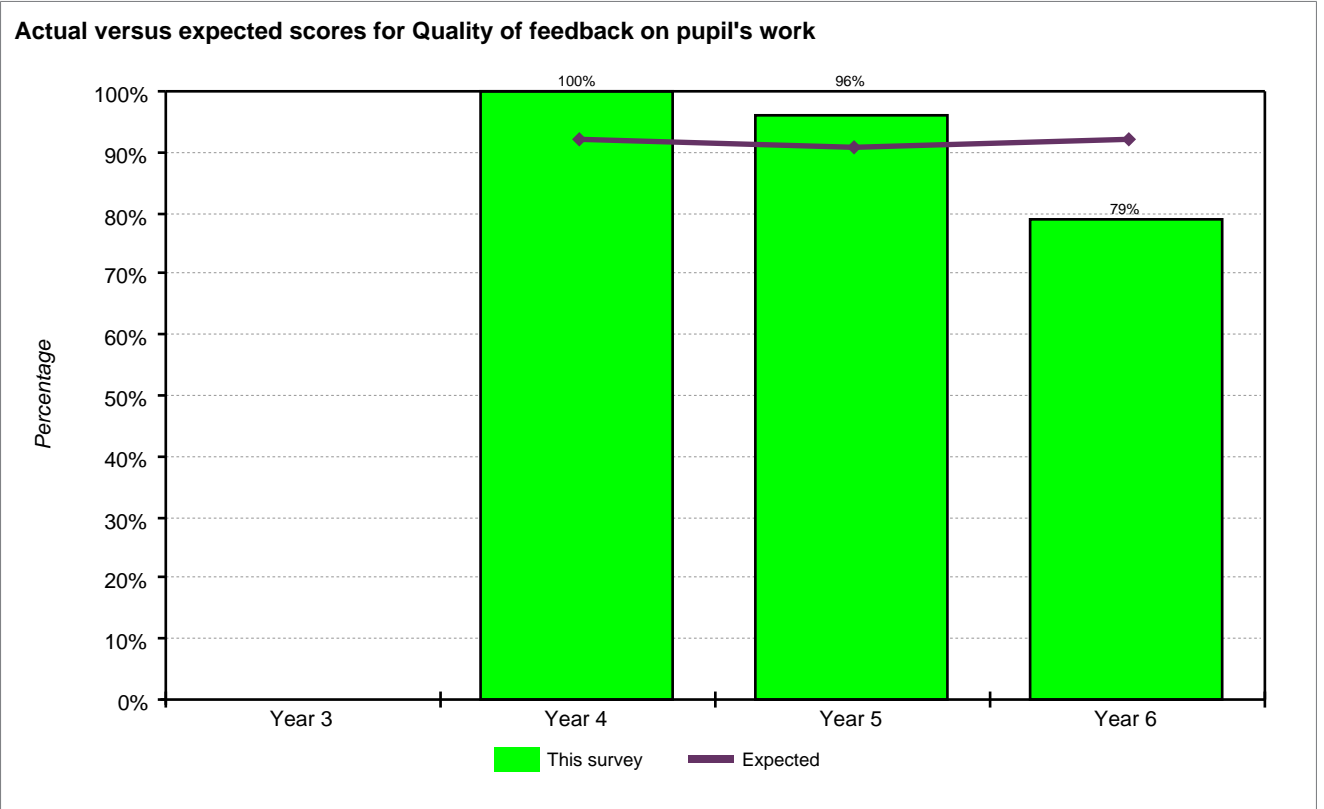
## Unexpected results for 'Regular marking of work'

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



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

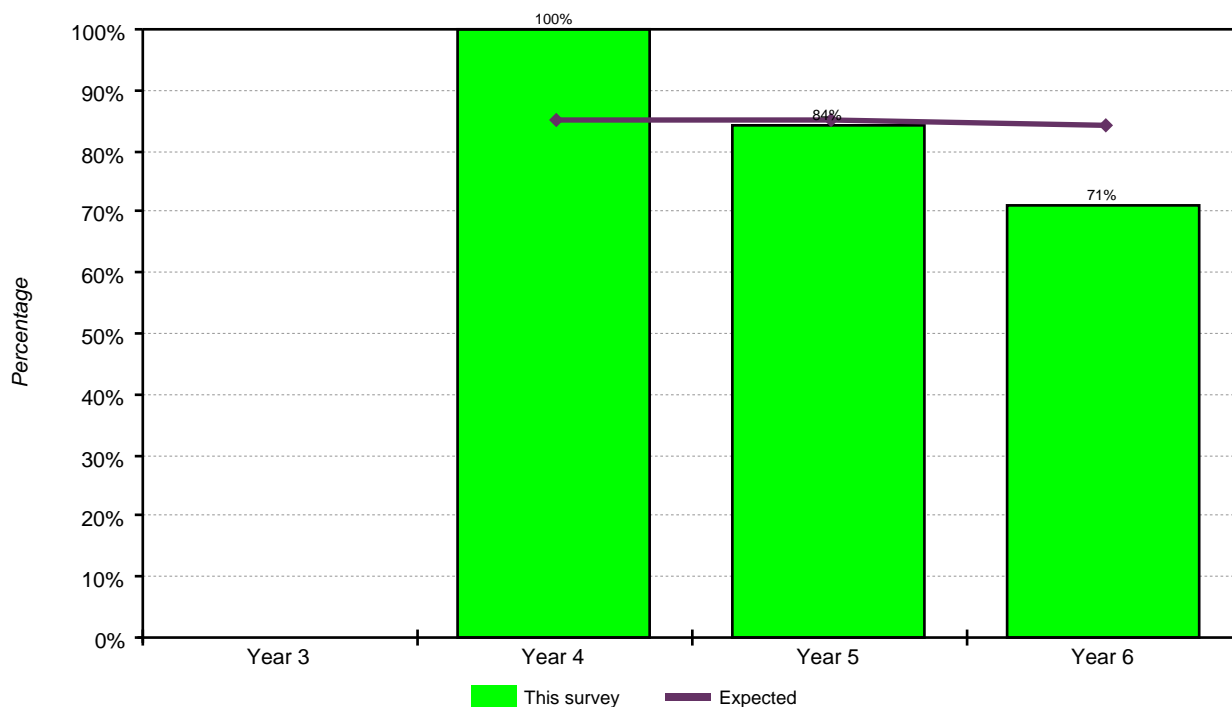
- The contribution towards the score for Quality of feedback on pupil's work was lower than expected for Year 6.



## Unexpected results for ‘Pupil targets’

- The contribution towards the score for Pupil targets was higher than expected for Year 4.
- The contribution towards the score for Pupil targets was lower than expected for Year 6.

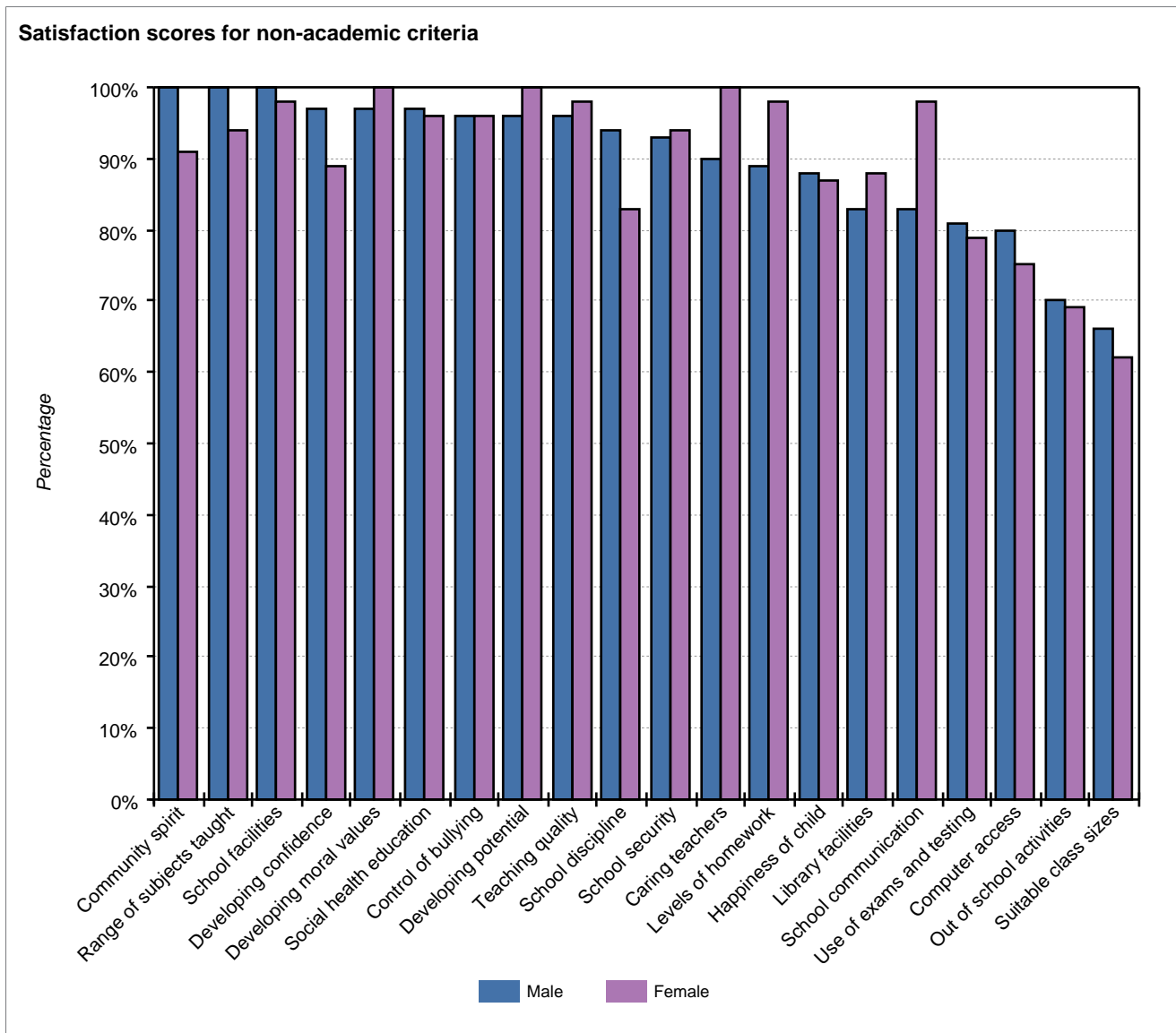
Actual versus expected scores for Pupil targets



# Standard analysis

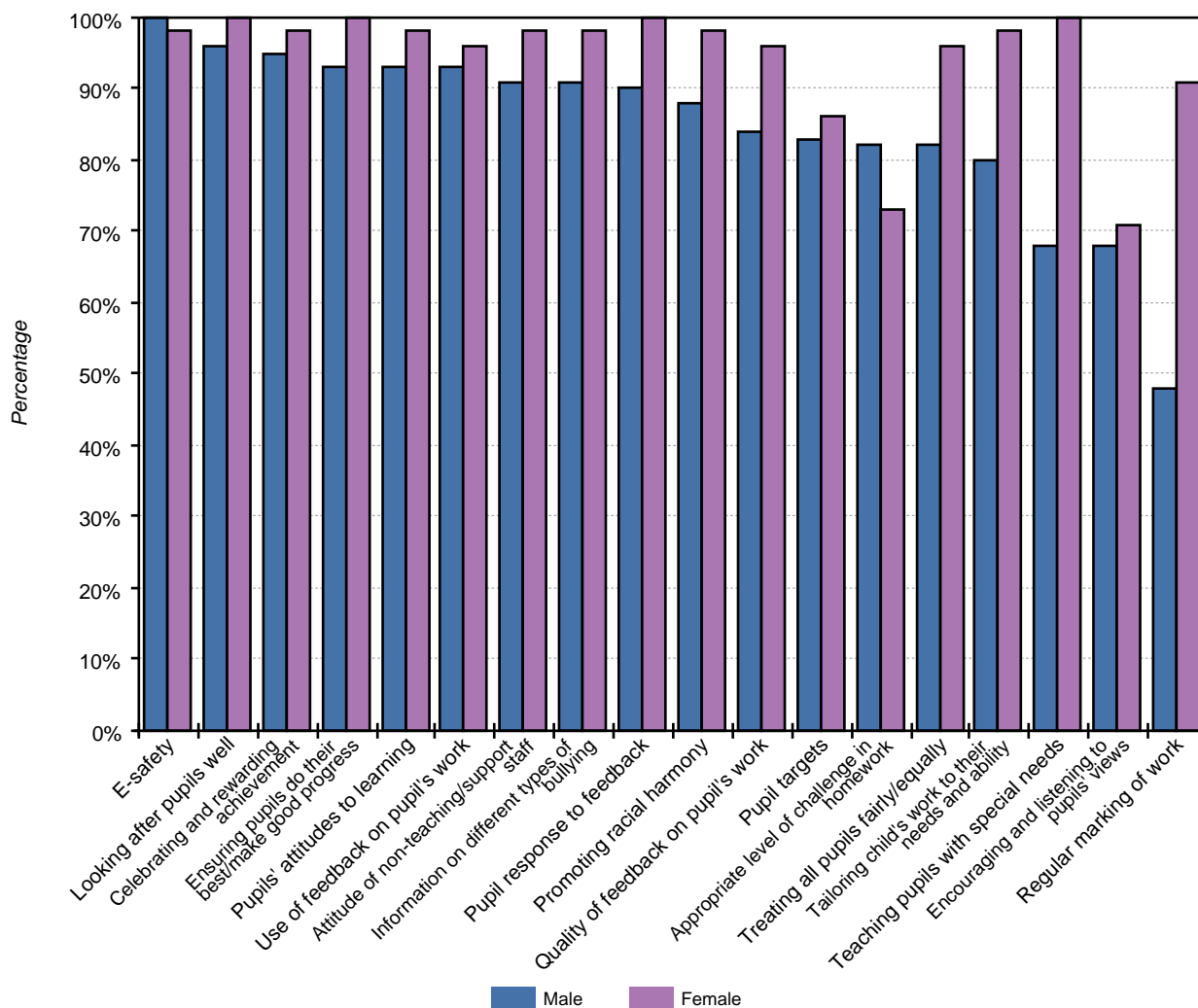
## Gender analysis

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.



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

### Satisfaction scores for additional criteria

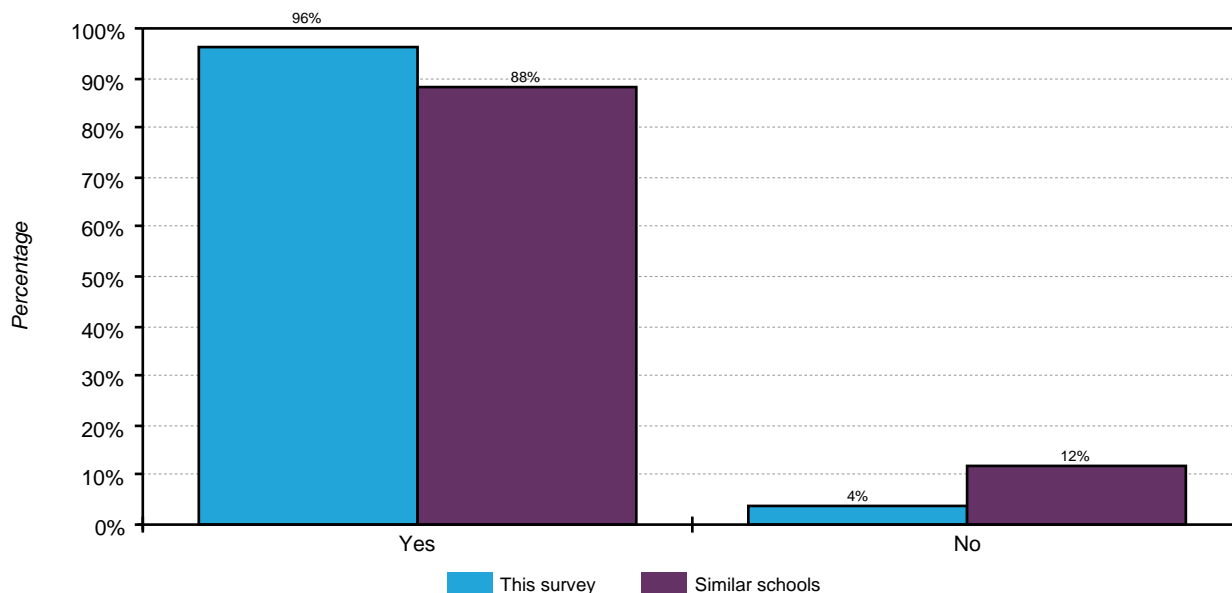


Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Teaching pupils with special needs	68.1	100.0 ▲
Regular marking of work	48.4	90.6 ▲

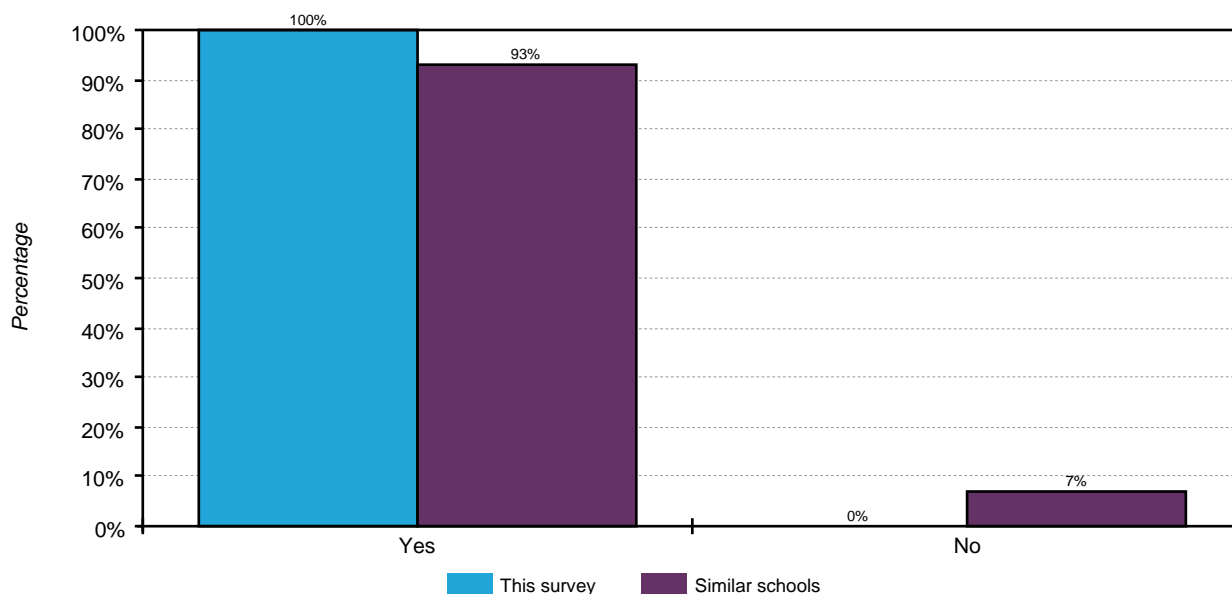
## Healthy lifestyle

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

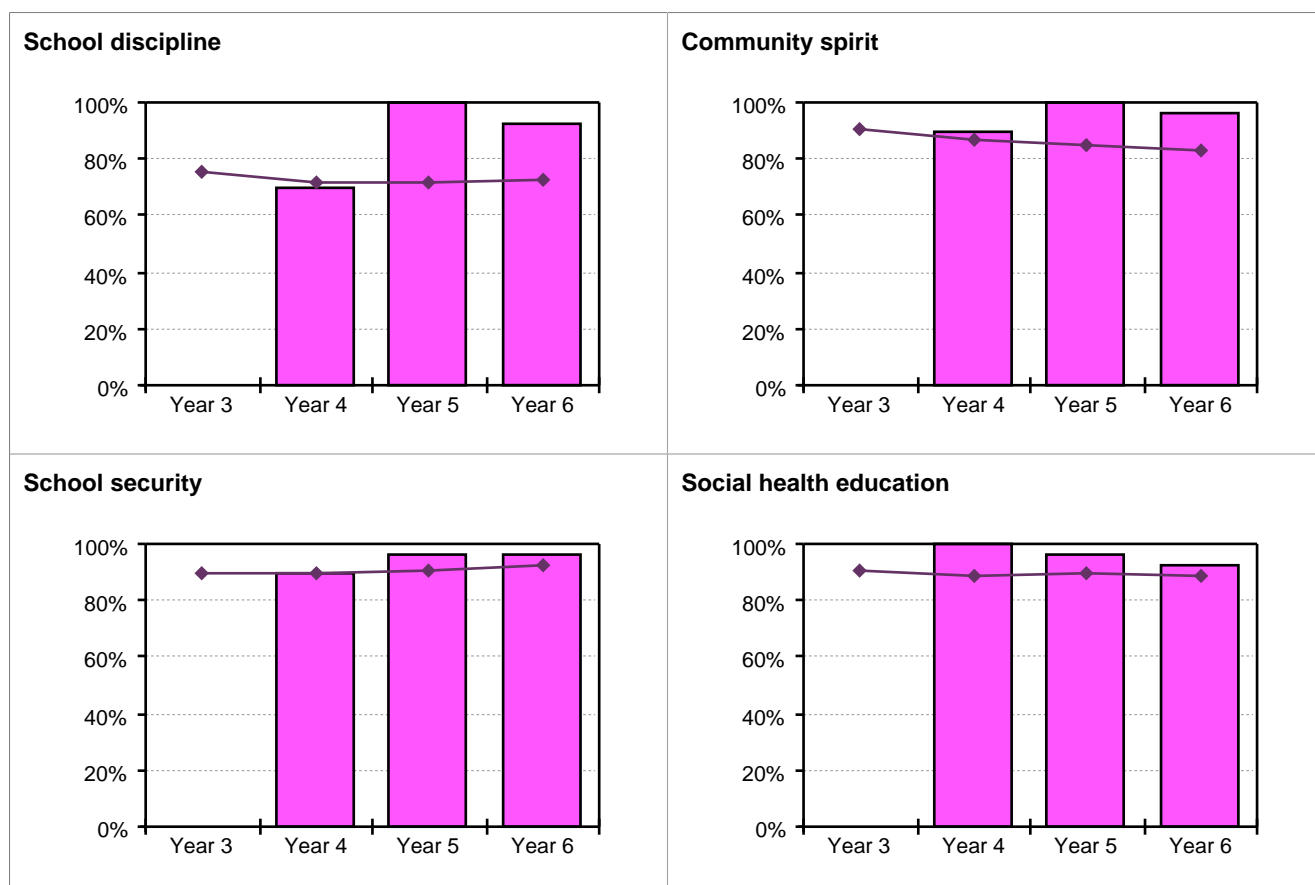
### Analysis of year group scores compared to national average

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 22).

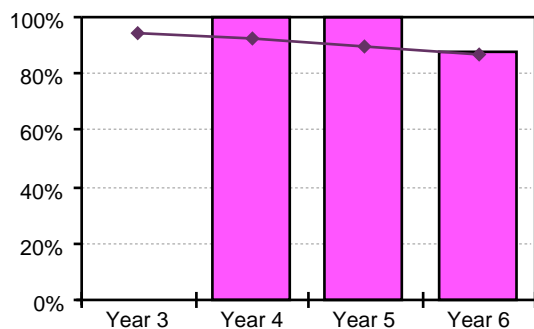
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

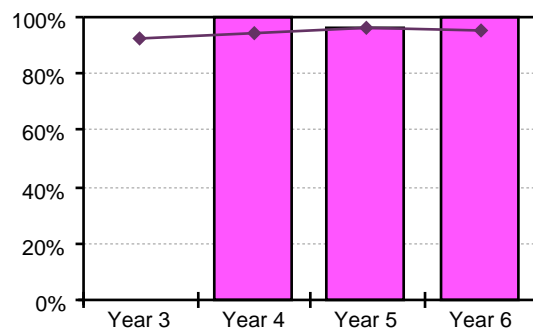
### Year group analysis compared to national averages for non-academic criteria



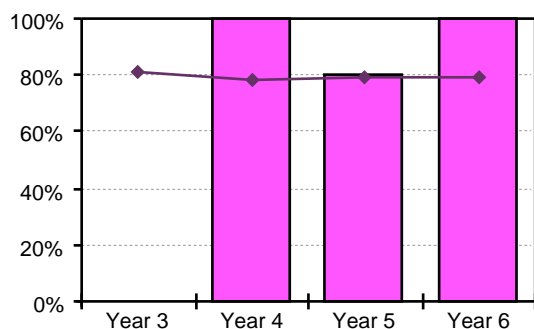
### Control of bullying



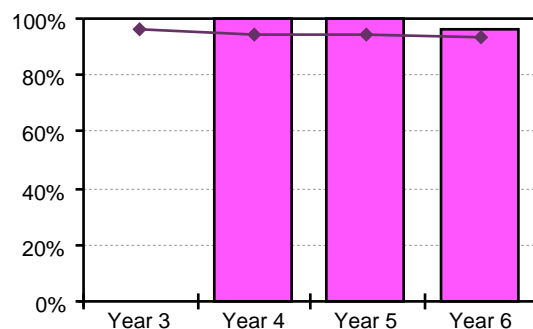
### Developing moral values



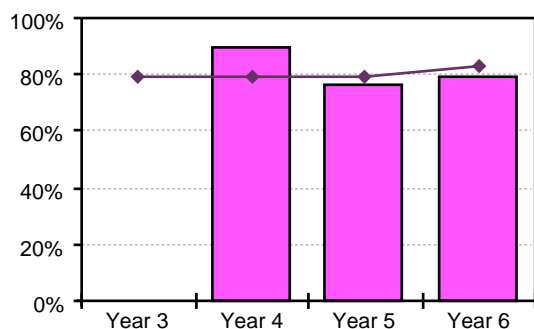
### Levels of homework



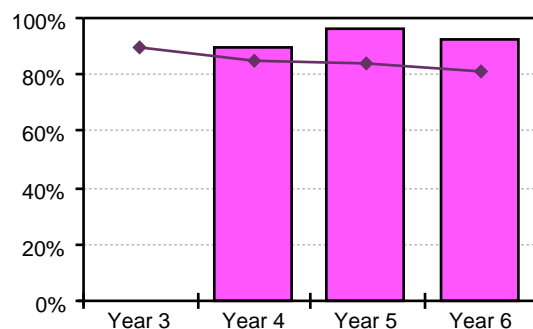
### Developing potential



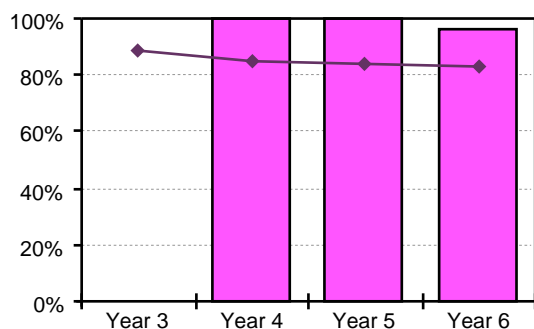
### Use of exams and testing



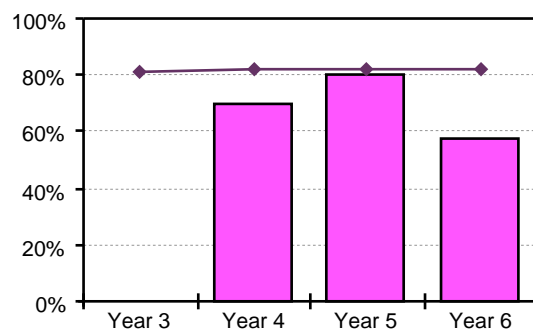
### Developing confidence



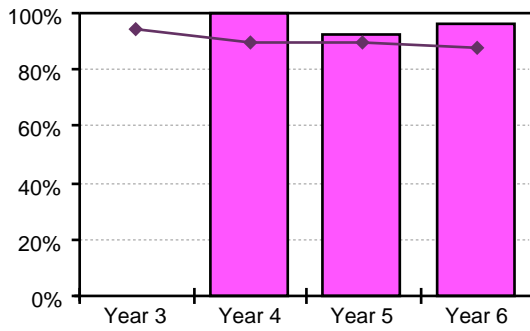
### School facilities



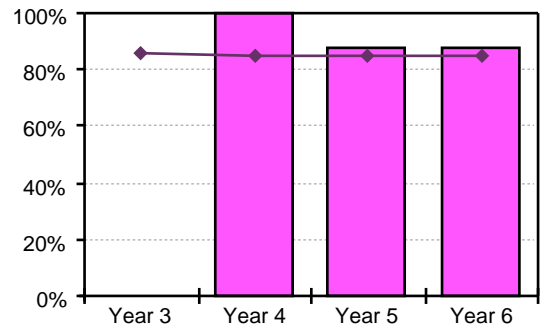
### Out of school activities



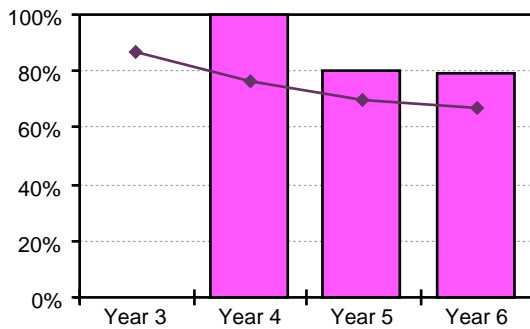
**Caring teachers**



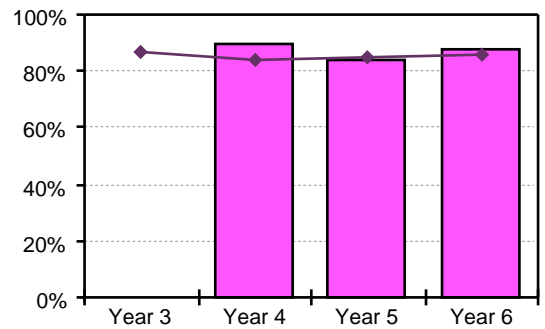
**School communication**



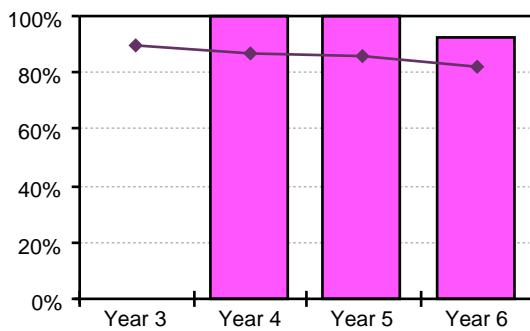
**Library facilities**



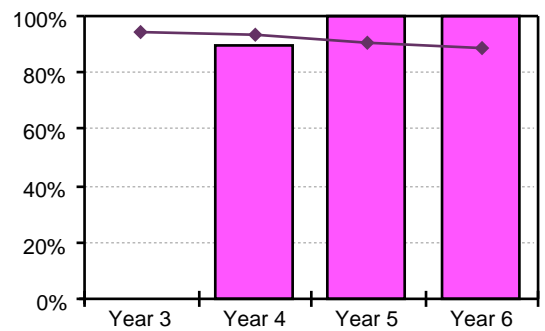
**Happiness of child**



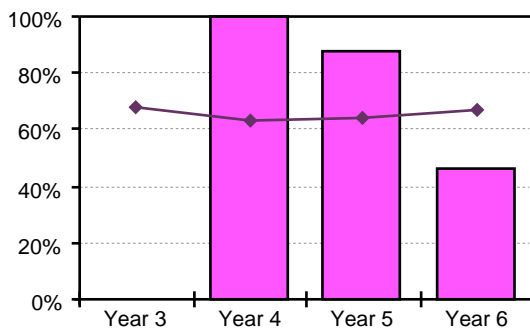
**Teaching quality**



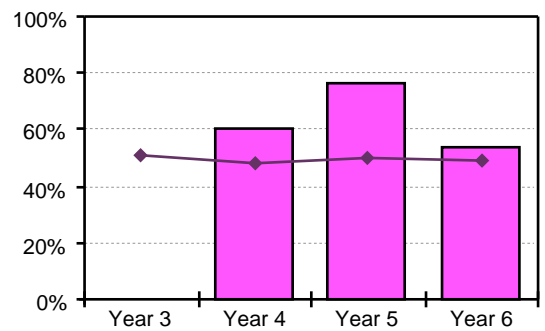
**Range of subjects taught**



**Computer access**



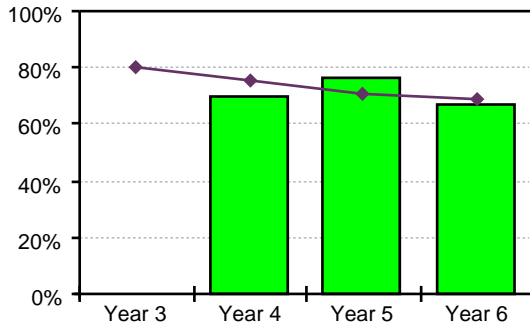
**Suitable class sizes**



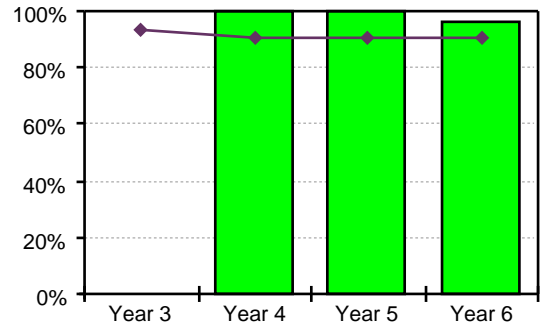
## Year group analysis compared to national averages for your additional surveyed criteria



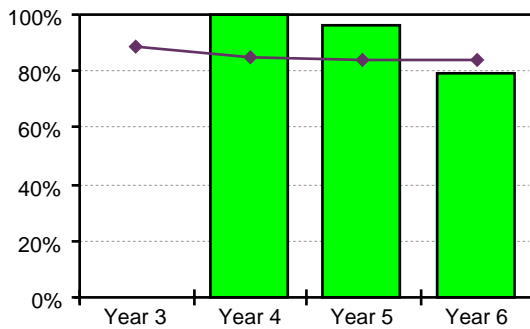
**Encouraging and listening to pupils' views**



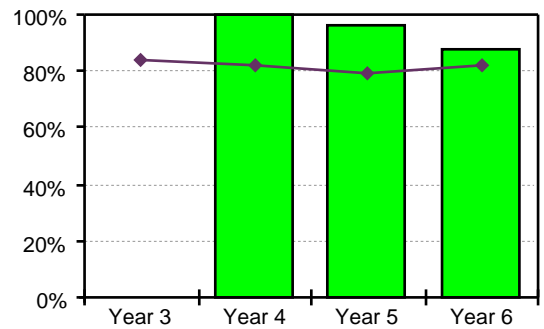
**Looking after pupils well**



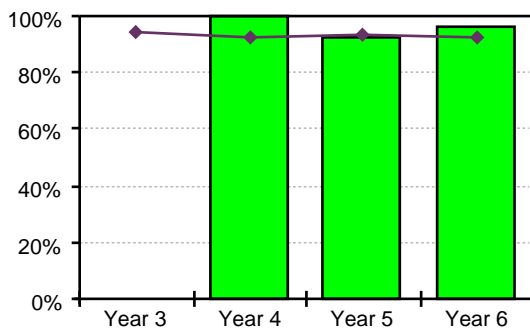
**Quality of feedback on pupil's work**



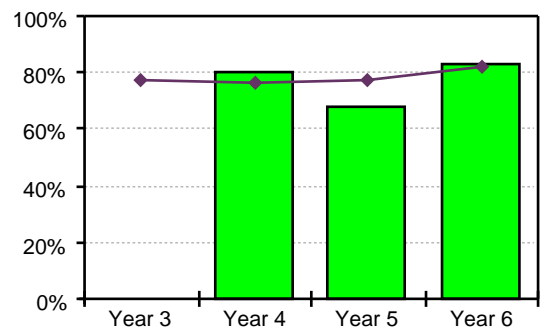
**Use of feedback on pupil's work**



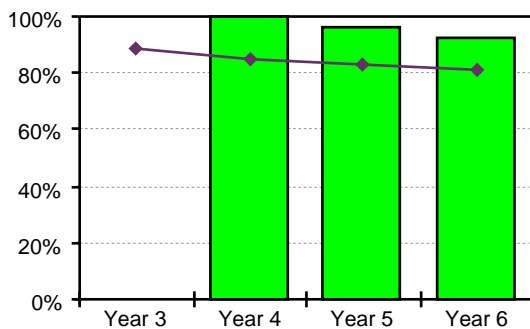
**Pupil response to feedback**



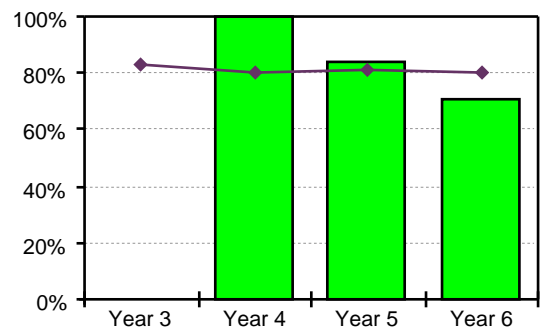
**Appropriate level of challenge in homework**



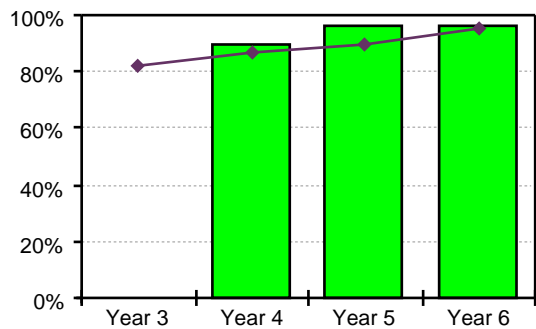
**Pupils' attitudes to learning**



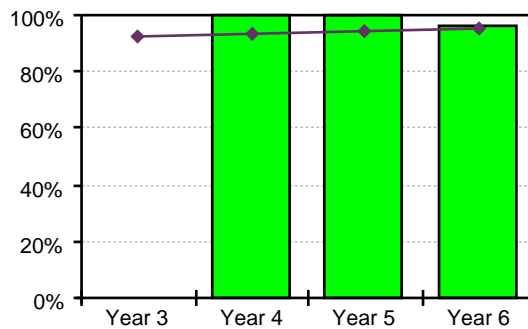
**Pupil targets**



### Information on different types of bullying



### E-safety



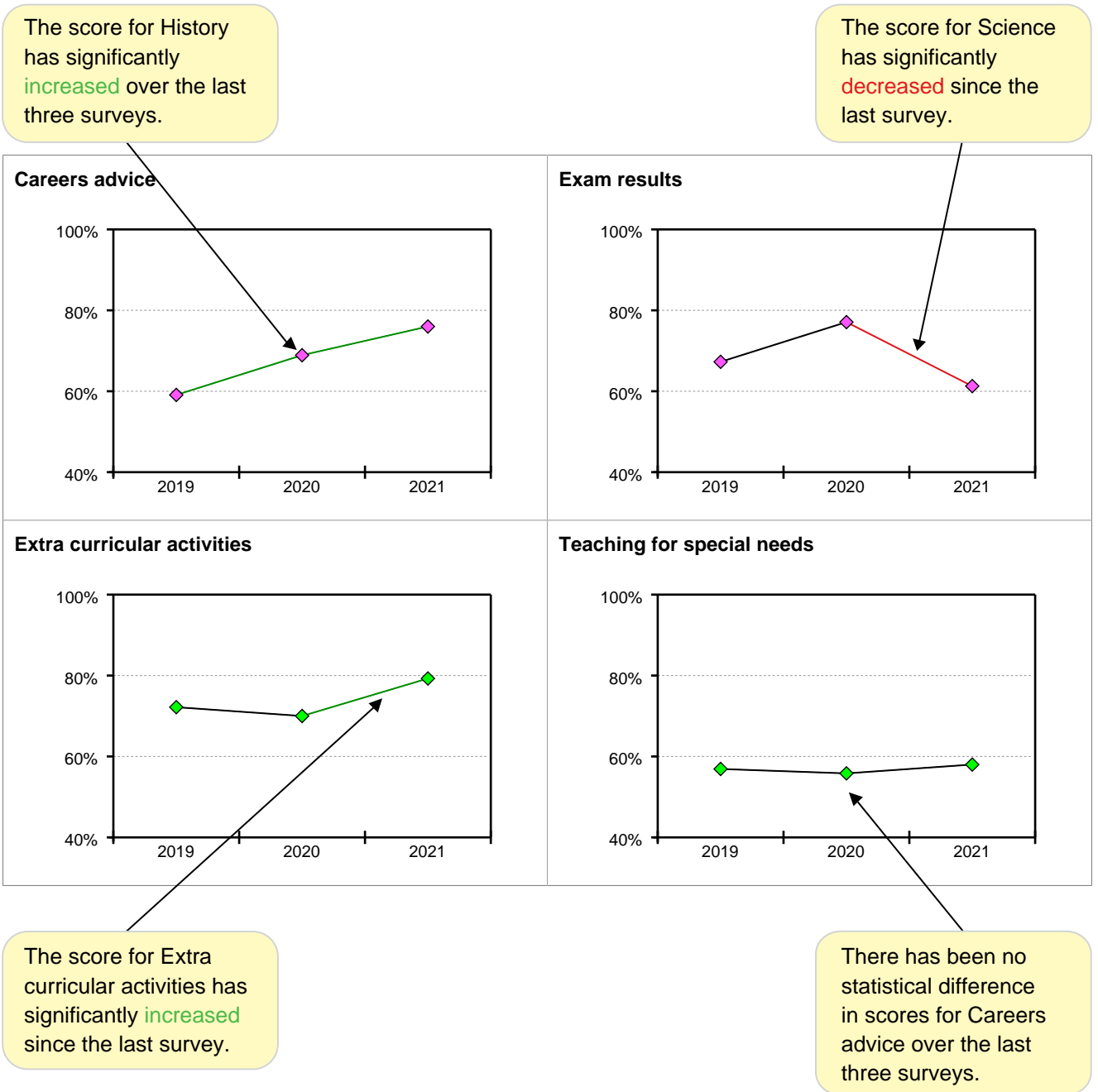
# Time series analysis

## Graphs showing trends for surveyed criteria over time

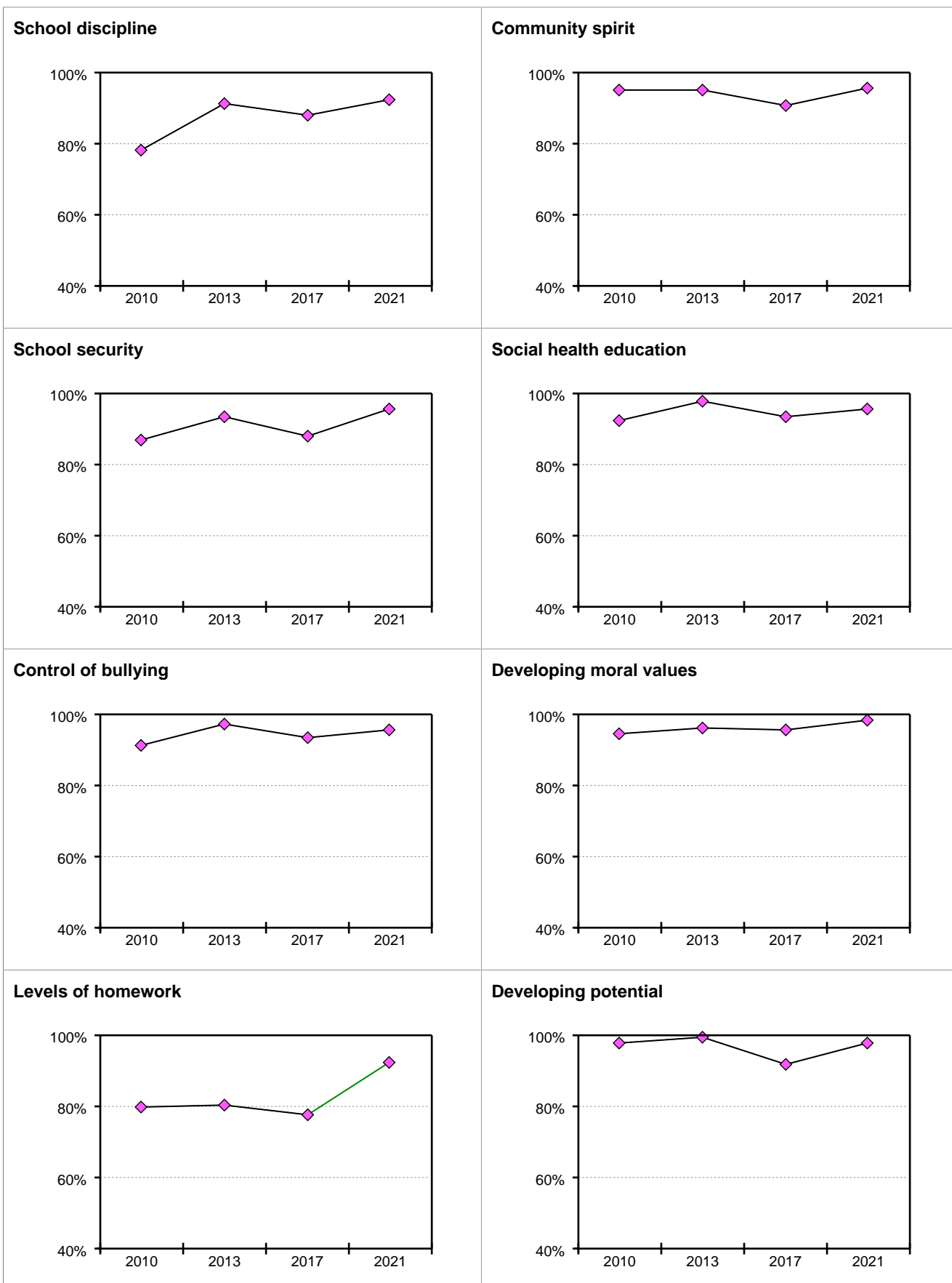
The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

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

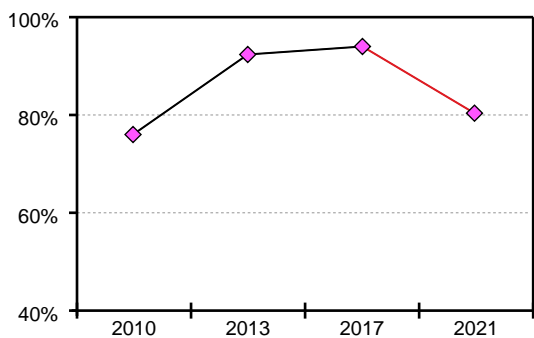


## Score trends over time for non-academic criteria

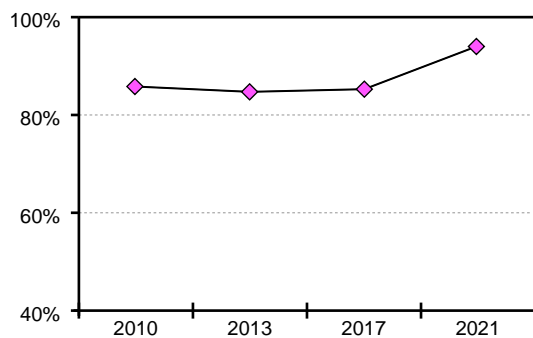




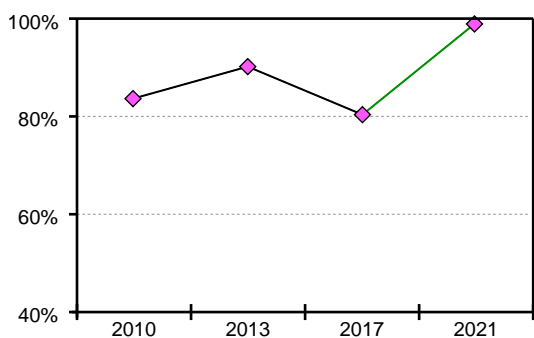
**Use of exams and testing**



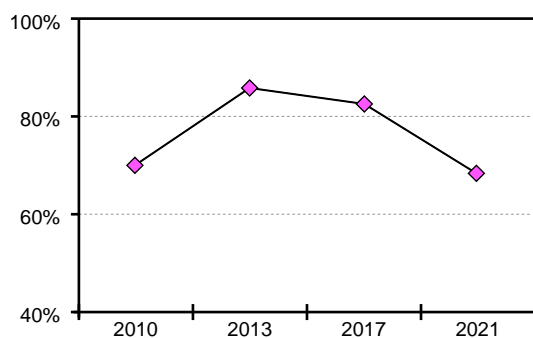
**Developing confidence**



**School facilities**



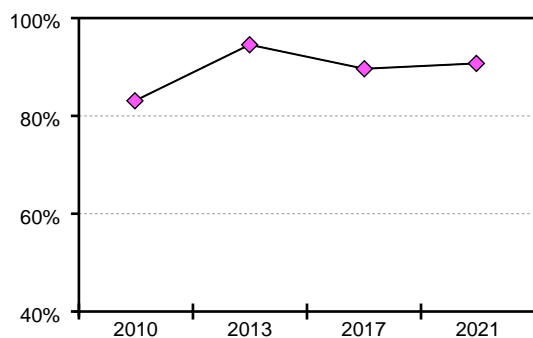
**Out of school activities**



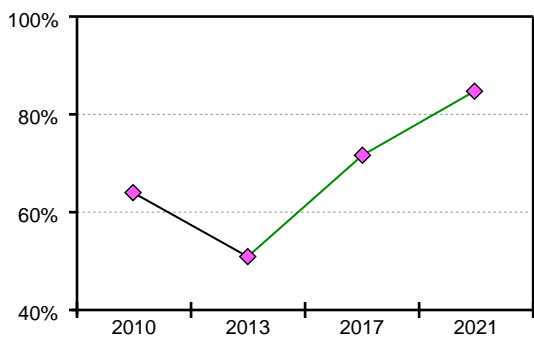
**Caring teachers**



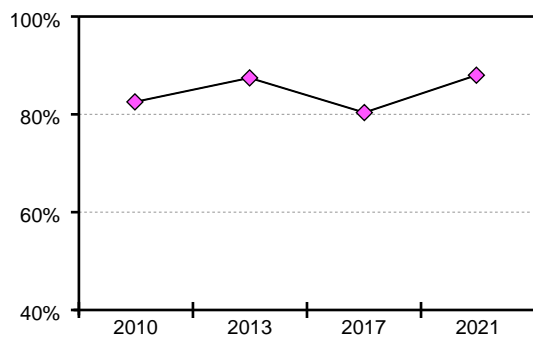
**School communication**

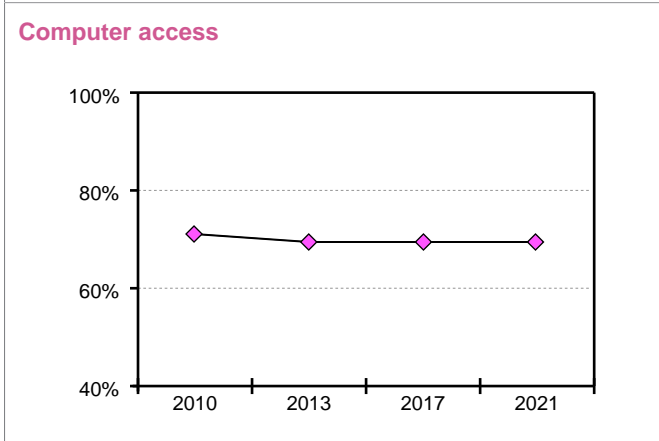
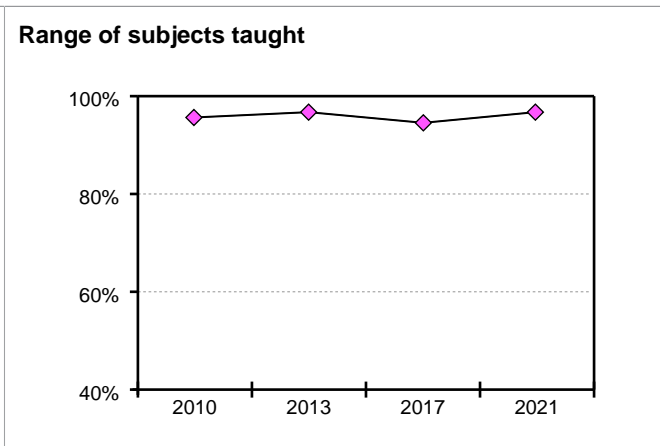
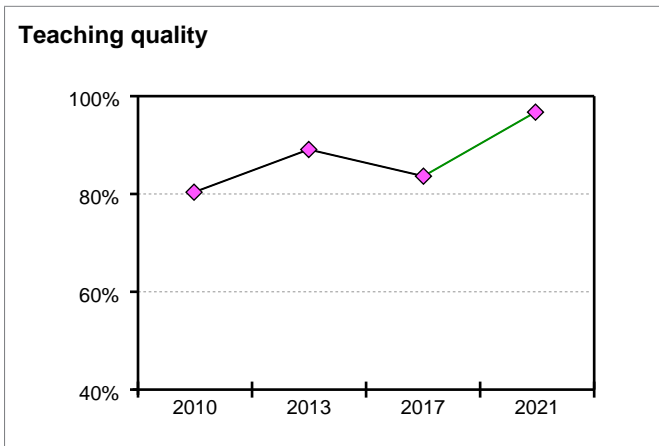


**Library facilities**

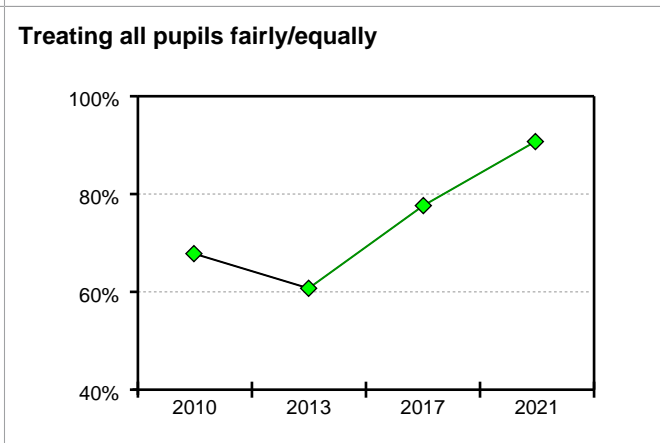
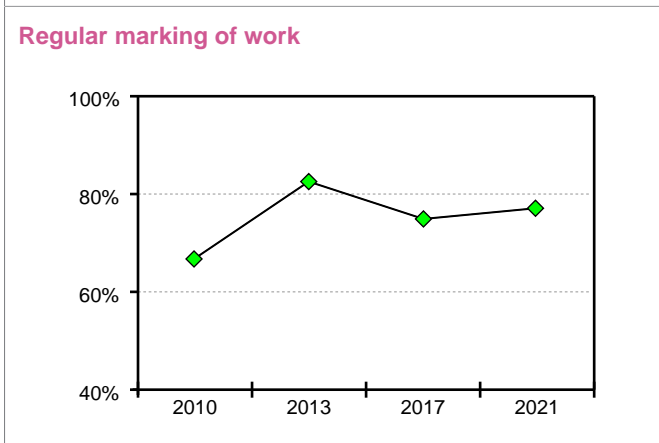
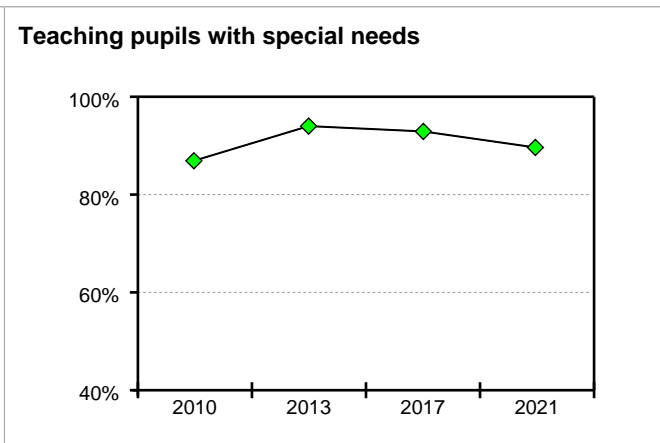
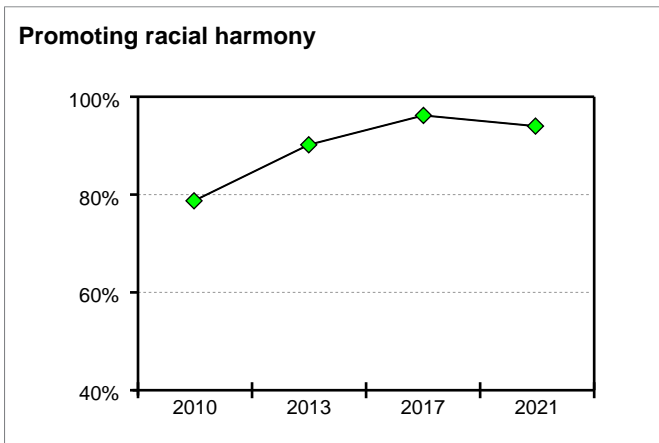


**Happiness of child**

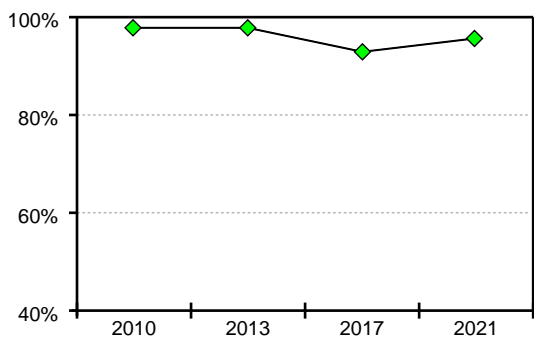




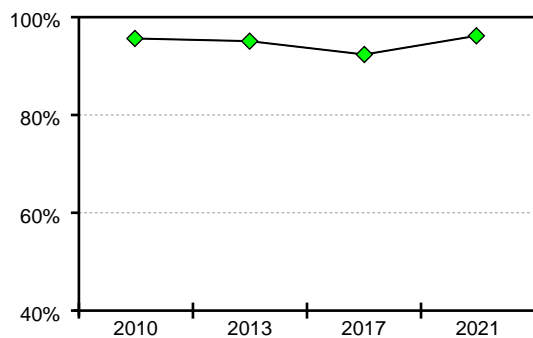
## Score trends over time for additional criteria



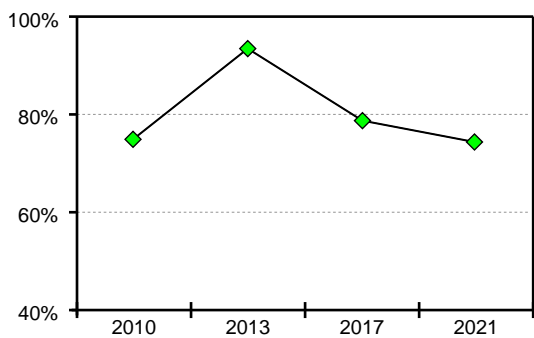
### Celebrating and rewarding achievement



### Ensuring pupils do their best/make good progress



### Encouraging and listening to pupils' views















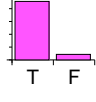

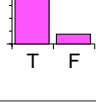
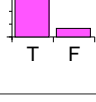
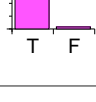

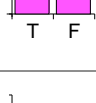

## Appendix

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	89.6%	10.4%		59
Community spirit	94.1%	5.9%		59
School security	91.4%	8.6%		59
Social health education	91.1%	8.9%		59
Control of bullying	95.3%	4.7%		59
Developing moral values	97.1%	2.9%		59
Levels of homework	92.6%	7.4%		59
Developing potential	96.9%	3.1%		59
Use of exams and testing	77.9%	22.1%		59
Developing confidence	88.5%	11.5%		59

Non-academic criteria	True (T)	False (F)	Graph	Sample size
School facilities	96.9%	3.1%		59
Out of school activities	67.8%	32.2%		59
Caring teachers	91.4%	8.6%		59
School communication	87.0%	13.0%		59
Library facilities	84.8%	15.2%		59
Happiness of child	86.7%	13.3%		59
Teaching quality	96.8%	3.2%		59
Range of subjects taught	97.1%	2.9%		59
Computer access	70.2%	29.8%		59
Suitable class sizes	64.9%	35.1%		59

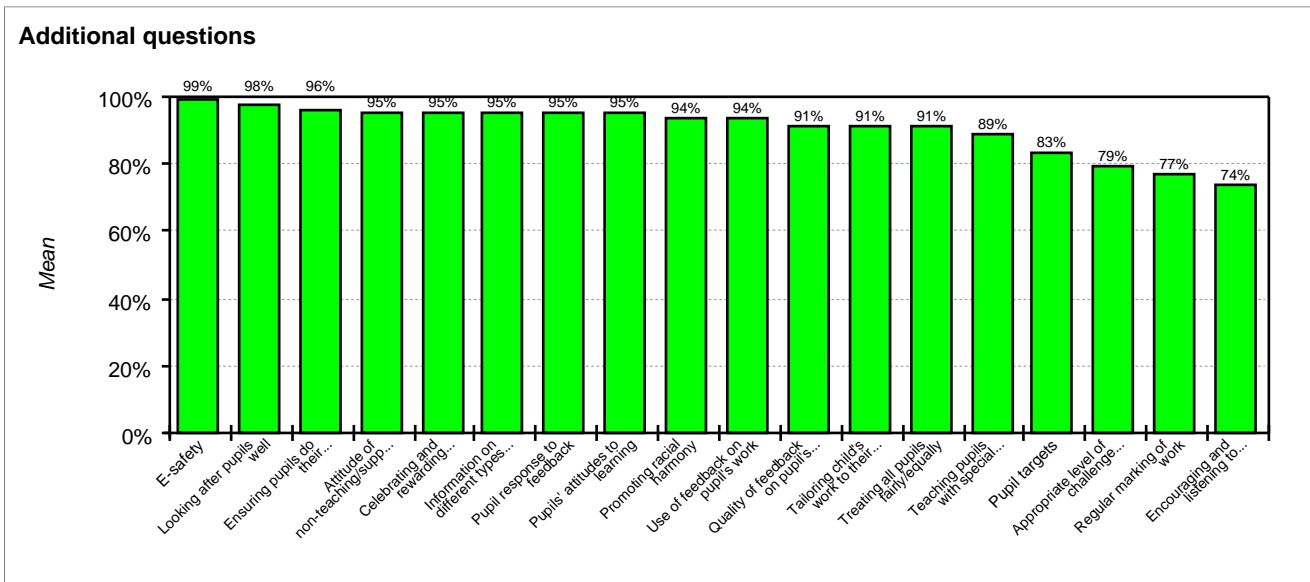
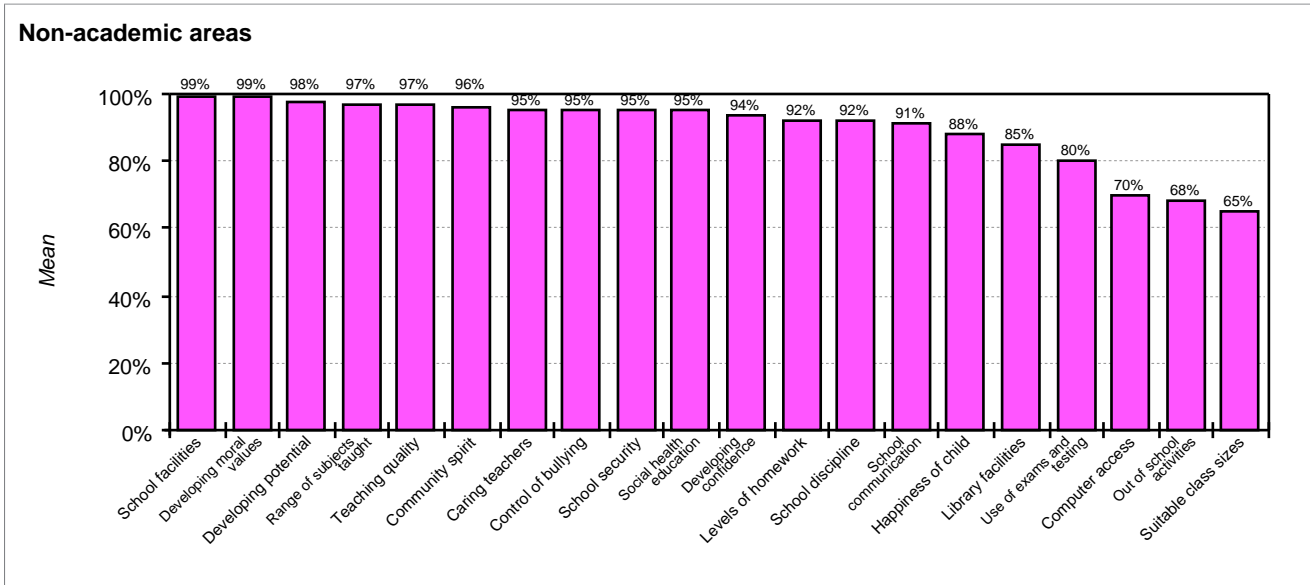
## Additional criteria analysis

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	92.4%	7.6%		59
Teaching pupils with special needs	81.2%	18.8%		59
Regular marking of work	73.0%	27.0%		59
Attitude of non-teaching/support staff	94.3%	5.7%		59
Treating all pupils fairly/equally	88.1%	11.9%		59
Celebrating and rewarding achievement	91.4%	8.6%		59
Tailoring child's work to their needs and ability	85.7%	14.3%		59
Ensuring pupils do their best/make good progress	94.1%	5.9%		59
Encouraging and listening to pupils' views	74.2%	25.8%		59
Looking after pupils well	96.9%	3.1%		59
Quality of feedback on pupil's work	89.3%	10.7%		59

Additional criteria	True (T)	False (F)	Graph	Sample size
Use of feedback on pupil's work	92.5%	7.5%		59
Pupil response to feedback	91.4%	8.6%		59
Appropriate level of challenge in homework	76.8%	23.2%		59
Pupils' attitudes to learning	94.0%	6.0%		59
Pupil targets	83.1%	16.9%		59
Information on different types of bullying	91.4%	8.6%		59
E-safety	96.9%	3.1%		59

## 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.

For further details please visit our website [www.gl-assessment.co.uk](http://www.gl-assessment.co.uk).