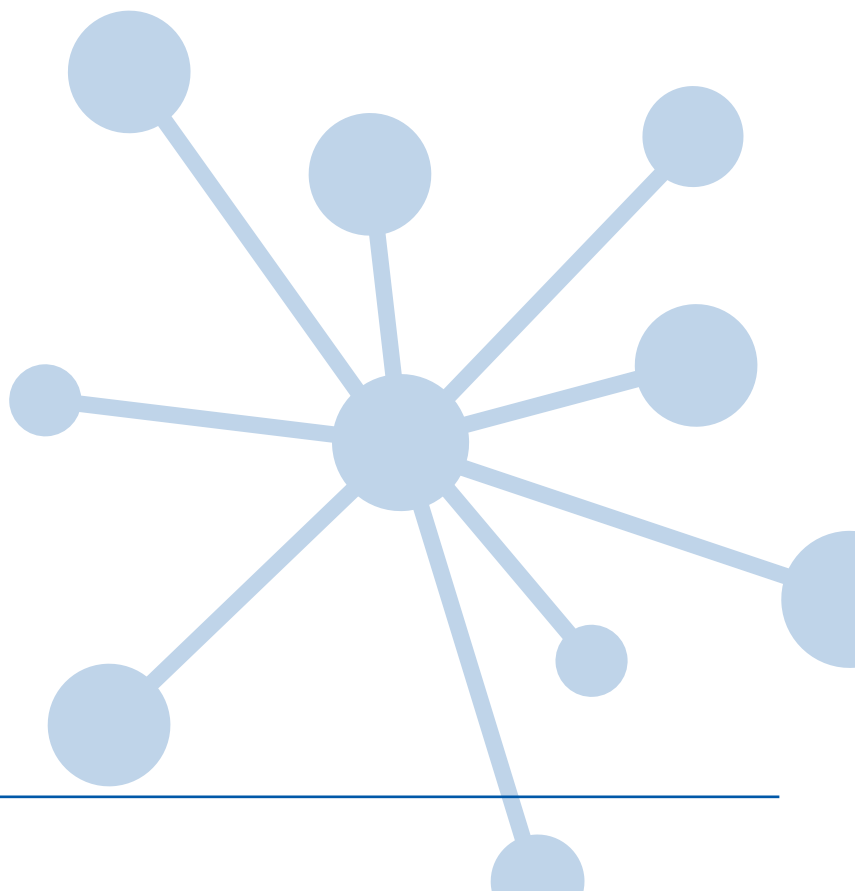


# Fairfield Primary School

## Staff survey report – December 2020

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## Executive summary

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This report details the findings of the second Kirkland Rowell Staff Survey for Fairfield Primary School. The report measures the levels of satisfaction among the staff for a range of criteria, which have been selected by the school as well as a range of criteria which are important to the parents of the school. 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.

Criteria have also been analysed between teaching staff and support staff; criteria that produce a significant result for this test are included in the report in graphical form.

## Summary of results for this survey

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- 39 completed questionnaires were returned representing a response rate of 66.1%. The response meant that data could be drawn for all criteria.
- Staff gave a very good overall performance score (89.9%) (see page 5).
- 49% of staff said the school had improved over the last year and 5% thought that the school's performance was worse (see page 32).
- With regard to staff core areas, staff are most happy with the delivery of Staff workload - in house, Developing self esteem in staff and Sensitivity in handling staff personal issues.
- Staff are least happy with the delivery of Formal recognition of pupil achievement, Pupils' attitudes to learning and Equality of opportunities for pupils.
- With regards to selected parental priorities, staff are most happy with School discipline, School facilities and School security.
- Staff are least happy with Out of school activities, Suitable class sizes and Happiness of child.
- Staffs' top priorities for improvement are Suitable class sizes, Out of school activities and Computer access.
- Support staff gave significantly higher scores for Job satisfaction and Computer access.

## Summary of results since the previous survey

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- The following staff core areas received significantly higher scores than the previous survey: Staff workload - in house and Pupils' respect for staff/others.

## Strengths and weaknesses

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

### Relative strengths for staff core areas

- 103.1% Staff workload - in house
- 91.4% Developing self esteem in staff
- 90.7% Sensitivity in handling staff personal issues
- 90.4% Organisation of decision making
- 90.2% Appreciation of staff achievement/contribution

### Relative weaknesses for staff core areas

- 75.6% Formal recognition of pupil achievement
- 76.7% Pupils' attitudes to learning
- 76.8% Equality of opportunities for pupils

### Relative strengths for selected parental priorities

	Importance	Ranking
95.0% School discipline	(76.9%)	8th
93.8% School facilities	(20.4%)	14th
89.5% School security	(62.0%)	9th
89.4% School communication	(84.9%)	5th
88.8% Social Education	(20.2%)	15th

### Relative weaknesses for selected parental priorities

	Importance	Ranking
79.2% Out of school activities	(8.0%)	17th
80.1% Suitable class sizes	(10.4%)	16th
82.4% Happiness of child	(92.2%)	1st
83.0% Control of bullying	(54.9%)	11th
84.2% Developing potential	(89.8%)	4th

## Response to survey

39 completed questionnaires were returned representing a response rate of 66.1%.

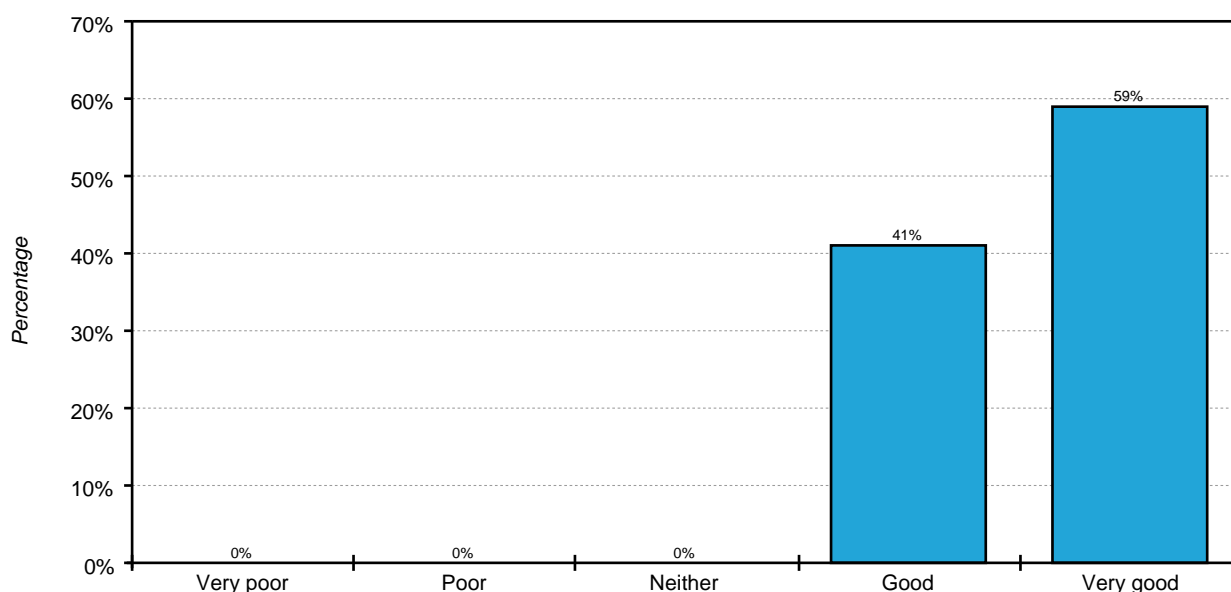
	Proportion of responses (%)	Number of responses
Responses from teaching staff	46.2	18
Responses from support staff	53.8	21

## Overall staff satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	89.9	84.9	+5.0

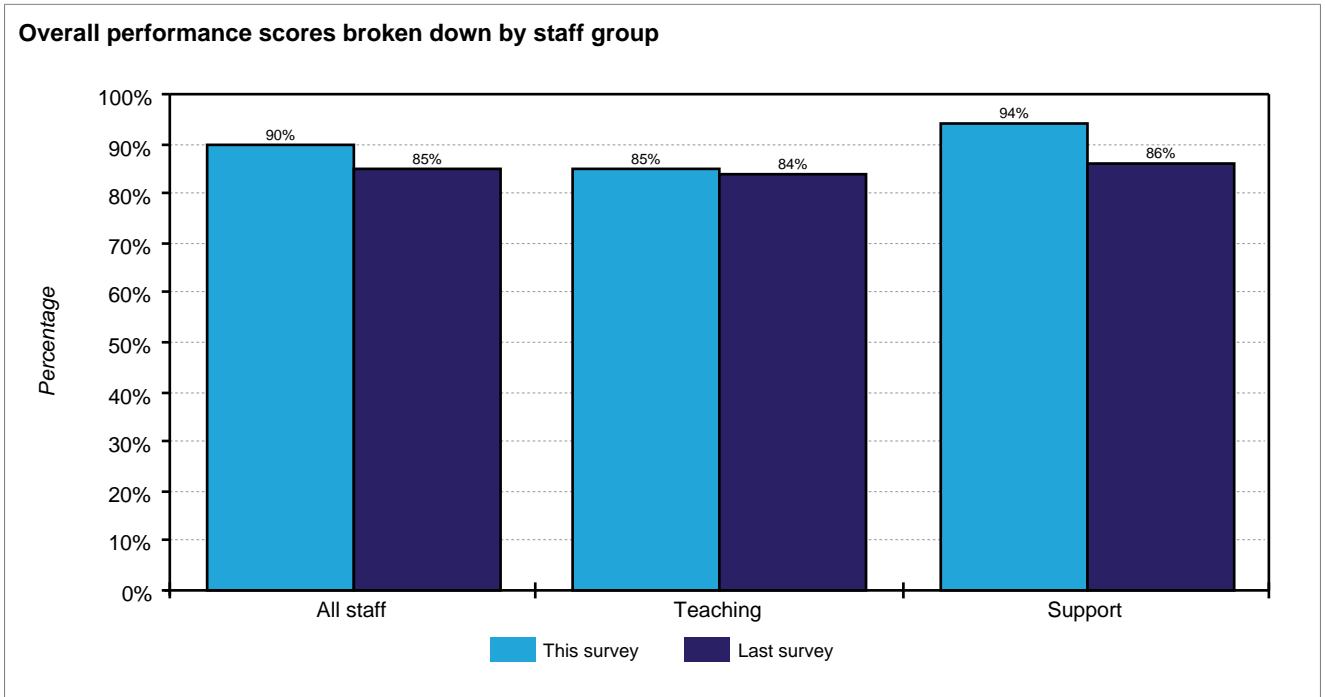
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.0	0.0	0.0	100.0

Overall staff satisfaction



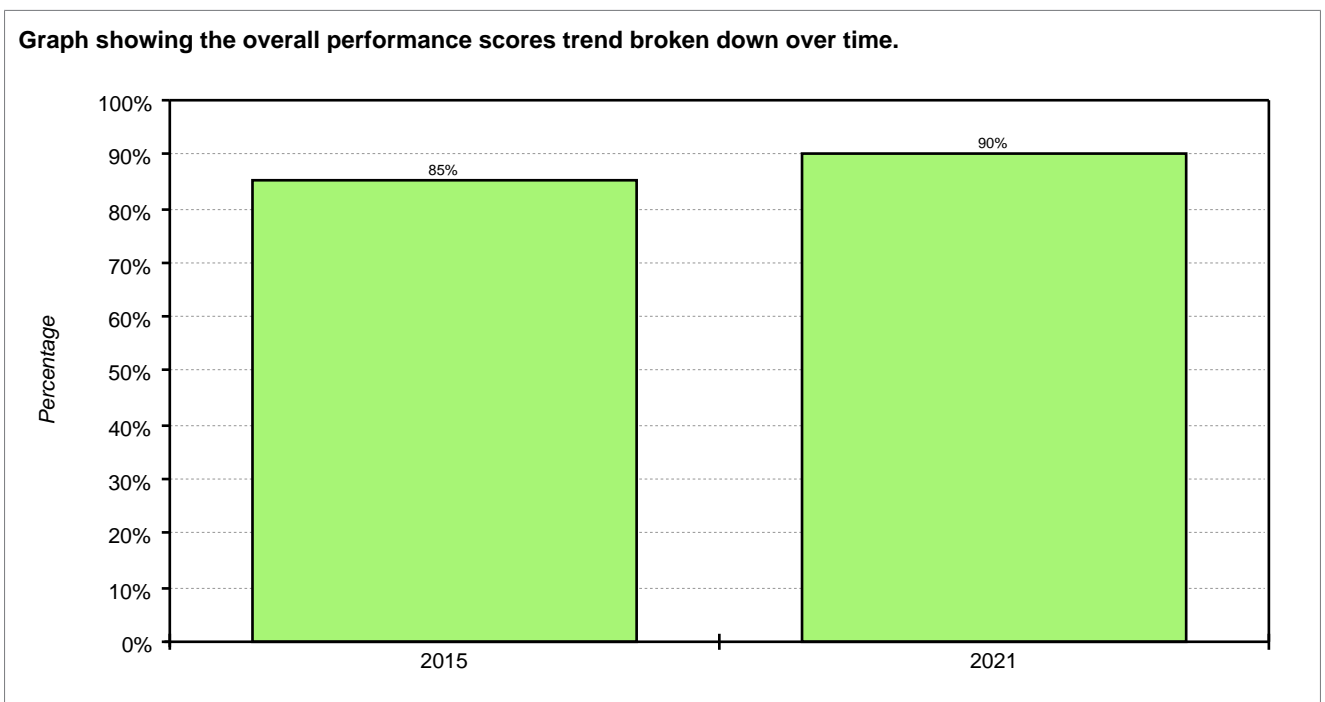
- More staff rate the overall performance of the school as 'good' or 'very good'.

## Overall performance scores broken down by staff group



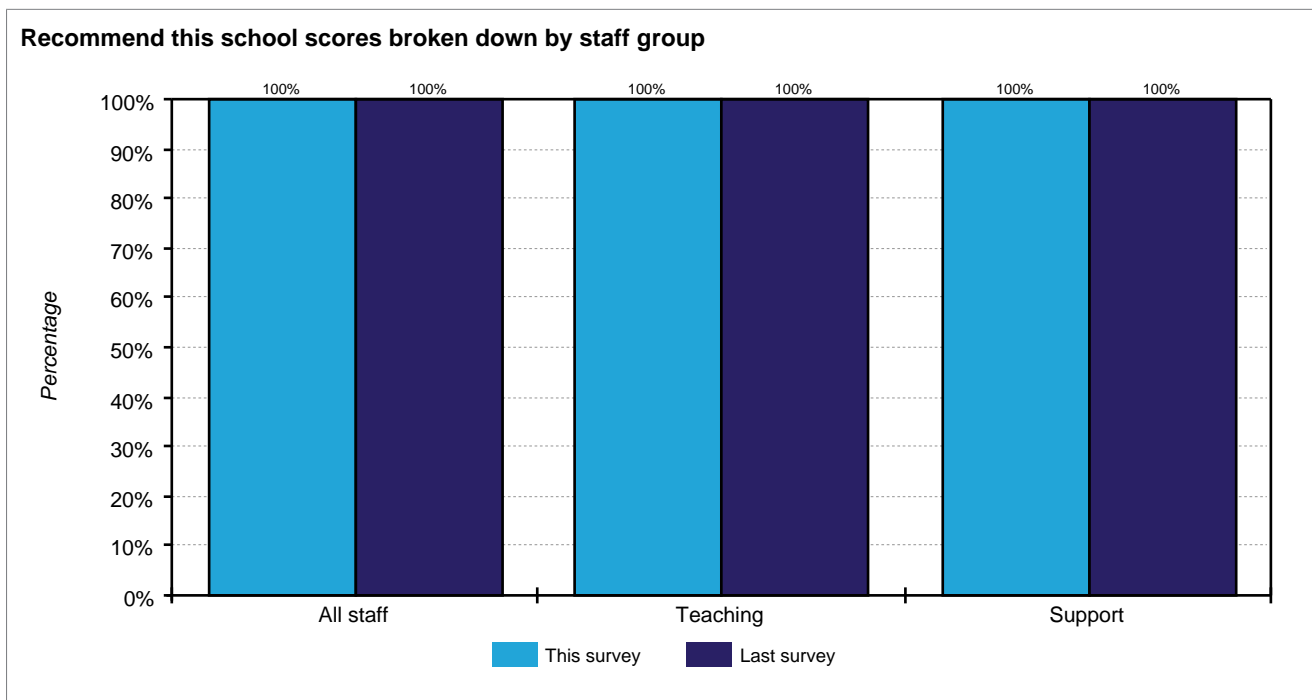
- Staff gave a very good overall performance score of 89.9%, improved since the last survey.
- Teaching staff scored the overall performance of the school broadly in line with support staff.

## Time series analysis of overall performance scores



- There was no significant change over two surveys for the overall performance score.

## Staff recommend this school broken down by staff group



- 100.0% of staff said they would recommend this school to prospective parents.
- Teaching staff would recommend this school to a prospective parent the same as support staff.

## Key results

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The core analysis of your survey data; Proportion making progress for staff core areas, selected parental priorities and additional criteria. Explanations have been provided to help you to interpret your results.

### Interpreting results

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For the sake of assessment in most schools, staff criteria 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*)

**Selected parental priorities** and **additional** questions receiving a score of:

- Over 85% are 'outstanding' (*above the gold line*)
- 75% to 84.9% are 'good' (*above the green line*)
- 70% to 74.9% indicate 'room for improvement' (*above the red line*)
- Below 70% 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 staff 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 10% at the 95% confidence level. When results are less reliable we show an indicative result and highlight in pink. Where reliable data cannot be produced 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 staff ‘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 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.

Staff core areas	This survey (%)	Previous survey (%)	% Change
external	86.2	82.8	+3.4
external	82.6	80.9	+1.7
Developing self esteem in staff	72.4	66.1	+6.3
Opportunities for staff initiative	72.3		
Staff morale	72.1		
Equal opportunities for staff	71.4		
to learning	70.8		
for staff	70.1		
Staff workload - in house	69.9	64.9	+5.0
Support from colleagues	67.2		
Recognition of pupil achievement	67.2	62.1	+5.1
Senior managers	66.5	65.4	+1.1
Other schools	66.3		
Staff to offer ideas	65.5	62.8	+2.7
Relationship with head of department *	64.3		
Arrangements for staff cover	62.1	74.8	-12.7
Communication between SMT and staff	61.5	63.4	-1.9
Resources for external use	49.5		
Induction of new staff	Low response		

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

Scores below the red line indicate 'attention advised'.

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

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

## Staff core areas

The following table shows staff scores for all staff core areas within the school. 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.

Staff core areas	This survey (%)	Previous survey (%)	% Change
Staff workload - in house	103.1	84.8	+18.3
Developing self esteem in staff	91.4	80.7	+10.7
Sensitivity in handling staff personal issues	90.7	83.2	+7.5
Organisation of decision making	90.4	81.0	+9.4
Appreciation of staff achievement/ contribution	90.2	78.8	+11.3
Smoothness of routine administration	89.6	84.2	+5.4
Pupils' respect for staff/others	89.5	76.9	+12.5
Induction of new staff	88.4	86.1	+2.2
Support from line managers	87.6	81.0	+6.6
Opportunities for professional development	86.3	77.0	+9.3
Staff morale	85.9	84.5	+1.5
Clarity/relevance of development plan	85.7	76.2	+9.5
Opportunity for staff to offer ideas	85.7	84.9	+0.8
Communication between SMT and staff	85.7	76.3	+9.4
Overall sense of common purpose	85.5	78.1	+7.4
Clarity/relevance of vision of Headteacher	85.4	78.6	+6.8
Job satisfaction	84.6	78.4	+6.2
Appearance/maintenance of school	84.3	81.3	+3.0
Equality of opportunities for staff	84.1	78.6	+5.5
Opportunities for staff initiative/ responsibility	83.9	82.8	+1.1
Use of support staff	83.3	82.5	+0.8
Organisation of curriculum	83.0	79.5	+3.5
School ethos	82.6	79.7	+2.9
Effectiveness of pastoral care	82.5	79.4	+3.1
Safety procedures for staff	81.2	83.6	-2.3
Support from colleagues	80.9	77.0	+3.9
Child protection procedures	80.4	79.5	+0.9
Equality of opportunities for pupils	76.8	79.3	-2.5
Pupils' attitudes to learning	76.7	72.2	+4.6
Formal recognition of pupil achievement	75.6	77.7	-2.1

- Staff consider delivery of the following staff core areas to be 'outstanding': Staff workload - in house, Developing self esteem in staff, Sensitivity in handling staff personal issues, Organisation of decision making, Appreciation of staff achievement/contribution, Smoothness of routine administration, Pupils' respect for staff/others, Induction of new staff, Support from line managers, Opportunities for professional development, Staff morale, Clarity/relevance of development plan, Opportunity for staff to offer ideas, Communication between SMT and staff, Overall sense of common purpose, Clarity/relevance of vision of Headteacher, Job satisfaction, Appearance/maintenance of school, Equality of opportunities for staff, Opportunities for staff initiative/responsibility, Use of support staff, Organisation of curriculum, School ethos, Effectiveness of pastoral care, Safety procedures for staff, Support from colleagues and Child protection procedures.
- Staff consider delivery of the following staff core areas to be 'good': Equality of opportunities for pupils, Pupils' attitudes to learning and Formal recognition of pupil achievement.
- Staff consider delivery of the following staff core areas to have shown a significant improvement since the last survey: Staff workload - in house and Pupils' respect for staff/others.

## Happy versus unhappy staff for staff core areas

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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.

Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Child protection procedures	0.0	0.0	0.0	97.4
Effectiveness of pastoral care	0.0	0.0	0.0	94.9
Equality of opportunities for pupils	0.0	0.0	0.0	87.2
Formal recognition of pupil achievement	0.0	0.0	0.0	87.2
Induction of new staff	0.0	2.9	-2.9	64.1
Job satisfaction	0.0	0.0	0.0	92.3
Opportunities for professional development	0.0	2.9	-2.9	71.8
Organisation of curriculum	0.0	0.0	0.0	87.2
Overall sense of common purpose	0.0	0.0	0.0	94.9
Pupils' respect for staff/others	0.0	2.9	-2.9	100.0
Safety procedures for staff	0.0	0.0	0.0	92.3
School ethos	0.0	0.0	0.0	97.4
Sensitivity in handling staff personal issues	0.0	2.9	-2.9	92.3
Smoothness of routine administration	0.0	0.0	0.0	84.6
Staff workload - in house	0.0	2.9	-2.9	76.9
Support from colleagues	0.0	0.0	0.0	100.0
Support from line managers	0.0	2.9	-2.9	97.4
Use of support staff	0.0	0.0	0.0	87.2
Clarity/relevance of development plan	2.6	0.0	+2.6	76.9

Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Clarity/relevance of vision of Headteacher	2.6	0.0	+2.6	92.3
Communication between SMT and staff	2.6	5.7	-3.2	76.9
Developing self esteem in staff	2.6	5.7	-3.2	76.9
Equality of opportunities for staff	2.6	8.6	-6.0	71.8
Opportunities for staff initiative/ responsibility	2.6	0.0	+2.6	79.5
Organisation of decision making	2.6	2.9	-0.3	76.9
Pupils' attitudes to learning	2.6	0.0	+2.6	82.1
Opportunity for staff to offer ideas	5.1	0.0	+5.1	84.6
Staff morale	5.1	0.0	+5.1	74.4
Appearance/maintenance of school	7.7	0.0	+7.7	92.3
Appreciation of staff achievement/ contribution	7.7	5.7	+2.0	84.6

## Selected parental priorities

The following table shows selected parental priorities. 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.

Selected parental priorities	This survey (%)	Previous survey (%)	% Change
School discipline	95.0	84.7	+10.3
School facilities	93.8	84.3	+9.5
School security	89.5	87.0	+2.5
School communication	89.4	83.5	+5.8
Social Education	88.8	80.4	+8.5
Range of subjects	88.4	82.4	+6.0
Levels of homework	88.1	84.7	+3.4
Developing moral values	87.5	81.3	+6.2
Use of exams and testing	87.5	86.4	+1.1
Community spirit	87.3	79.9	+7.4
Library facilities	87.2	77.4	+9.8
Developing confidence	87.1	83.5	+3.6
Teaching quality	87.0	84.7	+2.4
Computer access	86.6	81.5	+5.1
Caring teachers	85.1	82.3	+2.8
Developing potential	84.2	81.7	+2.6
Control of bullying	83.0	85.8	-2.7
Happiness of child	82.4	78.4	+4.0
Suitable class sizes	80.1	70.9	+9.3
Out of school activities	79.2	74.4	+4.7

- Staff consider delivery of the following selected parental priorities to be 'outstanding': School discipline, School facilities, School security, School communication, Social Education, Range of subjects, Levels of homework, Developing moral values, Use of exams and testing, Community spirit, Library facilities, Developing confidence, Teaching quality, Computer access and Caring teachers.
- Staff consider delivery of the following selected parental priorities to be 'good': Developing potential, Control of bullying, Happiness of child, Suitable class sizes and Out of school activities.

## Happy versus unhappy staff for selected parental priorities

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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.

Selected parental priorities	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Caring teachers	0.0	0.0	0.0	100.0
Community spirit	0.0	2.9	-2.9	92.3
Control of bullying	0.0	0.0	0.0	92.3
Developing confidence	0.0	0.0	0.0	97.4
Developing moral values	0.0	0.0	0.0	97.4
Developing potential	0.0	0.0	0.0	92.3
Happiness of child	0.0	0.0	0.0	94.9
Levels of homework	0.0	0.0	0.0	71.8
Library facilities	0.0	8.6	-8.6	74.4
Out of school activities	0.0	0.0	0.0	69.2
Range of subjects	0.0	0.0	0.0	82.1
School communication	0.0	0.0	0.0	89.7
School discipline	0.0	5.7	-5.7	97.4
School facilities	0.0	2.9	-2.9	97.4
School security	0.0	0.0	0.0	97.4
Social Education	0.0	2.9	-2.9	82.1
Teaching quality	0.0	0.0	0.0	94.9
Use of exams and testing	0.0	0.0	0.0	71.8
Computer access	2.6	0.0	+2.6	74.4
Suitable class sizes	2.6	14.3	-11.7	82.1

## Additional criteria

Additional criteria were chosen by the school, and investigated with regard to staff satisfaction. The following results were achieved with regard to those staff 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
Pupil response to feedback	88.7	83.9	+4.8
Information on different types of bullying	88.1	81.0	+7.0
E-safety	87.8	86.9	+0.9
Attitude of non-teaching/support staff	86.8	85.4	+1.4
Pupil targets	85.5	80.7	+4.8
Appropriate level of challenge in homework	85.4	87.0	-1.6
Treating all pupils fairly/equally	85.0	84.9	+0.1
Use of feedback on pupil's work	84.4	79.5	+4.9
Teaching pupils with special needs	84.4	88.3	-3.9
Pupils' attitudes to learning	83.8	78.3	+5.5
Tailoring child's work to their needs and ability	83.6	80.9	+2.7
Promoting racial harmony	83.5	83.3	+0.2
Ensuring pupils do their best/make good progress	82.1	81.9	+0.2
Quality of feedback on pupil's work	81.9	77.3	+4.6
Regular marking of work	81.6	84.1	-2.5
Encouraging and listening to pupils' views	80.9	85.8	-4.9
Looking after pupils well	80.4	84.1	-3.7
Celebrating and rewarding achievement	80.0	82.8	-2.8

- Staff consider delivery of the following additional criteria to be 'outstanding': Pupil response to feedback, Information on different types of bullying, E-safety, Attitude of non-teaching/support staff, Pupil targets, Appropriate level of challenge in homework and Treating all pupils fairly/equally.
- Staff consider delivery of the following additional criteria to be 'good': Use of feedback on pupil's work, Teaching pupils with special needs, Pupils' attitudes to learning, Tailoring child's work to their needs and ability, Promoting racial harmony, Ensuring pupils do their best/make good progress, Quality of feedback on pupil's work, Regular marking of work, Encouraging and listening to pupils' views, Looking after pupils well and Celebrating and rewarding achievement.



## Happy versus unhappy staff for additional criteria

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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' (%)
Appropriate level of challenge in homework	0.0	0.0	0.0	59.0
Attitude of non-teaching/support staff	0.0	0.0	0.0	94.9
Celebrating and rewarding achievement	0.0	0.0	0.0	92.3
E-safety	0.0	0.0	0.0	97.4
Encouraging and listening to pupils' views	0.0	0.0	0.0	89.7
Ensuring pupils do their best/make good progress	0.0	0.0	0.0	89.7
Information on different types of bullying	0.0	2.9	-2.9	82.1
Looking after pupils well	0.0	0.0	0.0	94.9
Promoting racial harmony	0.0	0.0	0.0	100.0
Pupil response to feedback	0.0	0.0	0.0	59.0
Pupil targets	0.0	0.0	0.0	71.8
Quality of feedback on pupil's work	0.0	0.0	0.0	69.2
Regular marking of work	0.0	0.0	0.0	69.2
Tailoring child's work to their needs and ability	0.0	0.0	0.0	82.1
Use of feedback on pupil's work	0.0	0.0	0.0	71.8
Pupils' attitudes to learning	2.6	0.0	+2.6	79.5
Teaching pupils with special needs	2.6	0.0	+2.6	87.2
Treating all pupils fairly/equally	2.6	0.0	+2.6	97.4

## Staff priorities

Staff 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.

### Staff priorities importance

Ideally those criteria which are most important to staff will be the criteria to which staff award the highest scores. In the following table, the second column shows the percentage of staff 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 staff, a **red** highlight shows that the school performs less well within a criterion that is important to staff. 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	92.2	18th	91.0	17th
Teaching quality	92.2	13th	100.0	5th
Developing confidence	92.0	12th	88.6	9th
Developing potential	89.8	16th	100.0	12th
School communication	84.9	4th	69.0	8th
Caring teachers	84.2	15th	85.5	11th
Developing moral values	80.0	8th	79.8	14th
School discipline	76.9	1st	97.3	6th
School security	62.0	3rd	77.1	1st
Community spirit	55.8	10th	20.8	16th
Control of bullying	54.9	17th	50.1	3rd
Range of subjects	44.9	6th	20.5	10th
Computer access	20.7	14th	14.5	13th
School facilities	20.4	2nd	26.2	7th
Social Education	20.2	5th	20.2	15th
Suitable class sizes	10.4	19th	22.3	20th
Out of school activities	8.0	20th	17.2	19th
Use of exams and testing	5.3	9th	2.7	2nd
Levels of homework	2.7	7th	11.4	4th
Library facilities	2.4	11th	6.0	18th

With regard to the five criteria most important to staff:

- The school performs well in: School communication.
- The school performs less well in: Happiness of child and Developing potential.

## Importance: your school vs. similar schools

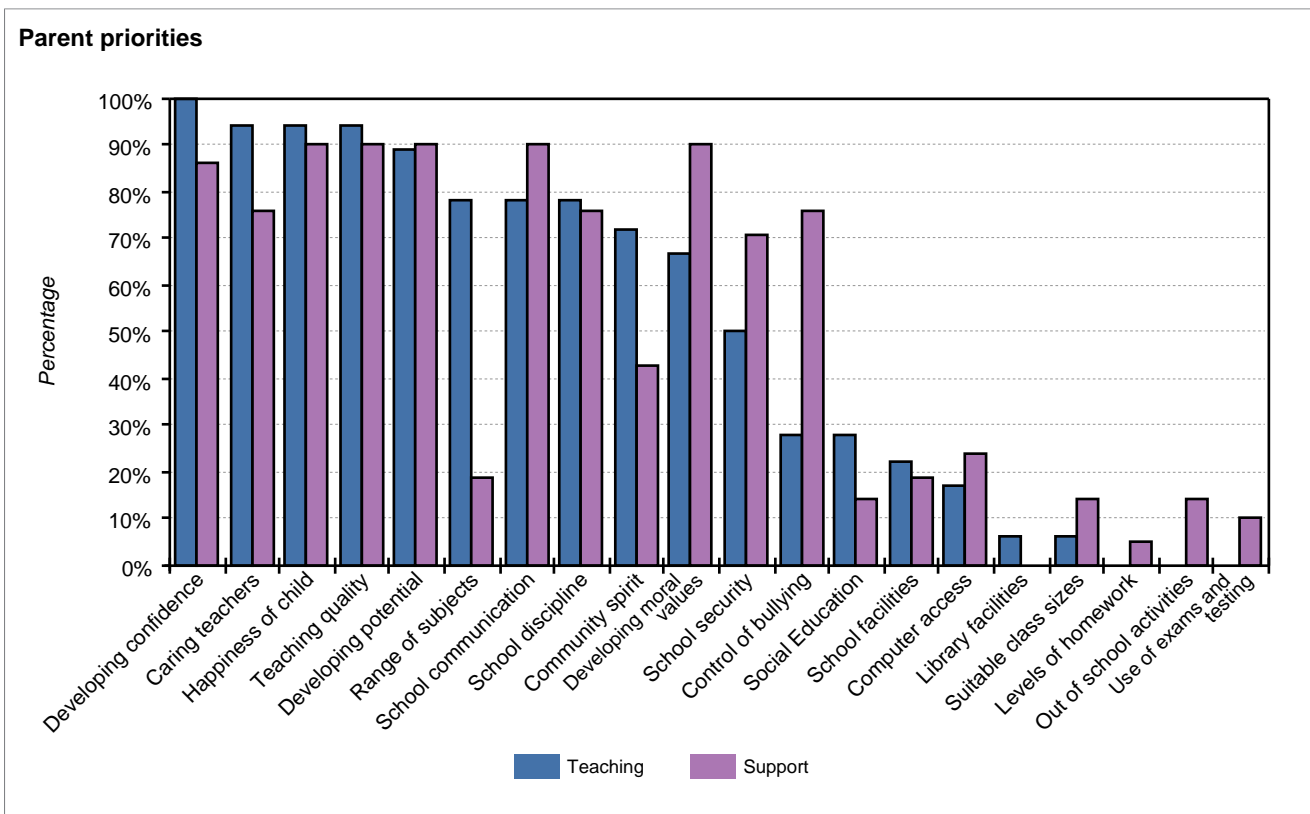
Staff were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the staff from your school selected as most important. The second column shows you the percentage of staff who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from staff 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	92.2	1st	3rd	+2
Teaching quality	92.2	1st	1st	0
Developing confidence	92.0	3rd	4th	+1
Developing potential	89.8	4th	5th	+1
School communication	84.9	5th	8th	+3
Caring teachers	84.2	6th	6th	0
Developing moral values	80.0	7th	7th	0
School discipline	76.9	8th	2nd	-6 ▼
School security	62.0	9th	9th	0
Community spirit	55.8	10th	14th	+4 ▲
Control of bullying	54.9	11th	10th	-1
Range of subjects	44.9	12th	12th	0
Computer access	20.7	13th	15th	+2
School facilities	20.4	14th	11th	-3
Social Education	20.2	15th	16th	+1
Suitable class sizes	10.4	16th	13th	-3
Out of school activities	8.0	17th	17th	0
Use of exams and testing	5.3	18th	18th	0
Levels of homework	2.7	19th	19th	0
Library facilities	2.4	20th	20th	0

- Most of the criteria the staff from your school selected as important are in line with the criteria that staff of similar schools select as important.
- Staff from your school selected the following criteria as more important than staff at similar schools: Community spirit.
- Staff from your school selected the following criteria as less important than staff at similar schools: School discipline.

## How priorities change by staff category

The graph below shows which criteria support staff selected as important compared to which criteria teaching staff selected as important. This shows us how priorities change by staff category. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Teaching ranking	Support ranking
Range of subjects	6th	13th ▲
Control of bullying	12th	7th ▼

## Relative staff priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Suitable class sizes	15.8	17.5	4.2
Out of school activities	12.9	9.0	2.7
Computer access	12.5	2.7	12.2
Developing potential	10.4	8.4	7.0
Developing moral values	10.2	5.4	4.1
Caring teachers	7.6	0.0	1.0
Use of exams and testing	5.3	0.0	0.0
Library facilities	5.1	11.4	5.3
Community spirit	4.9	14.2	5.2
Happiness of child	2.7	0.0	2.2
School discipline	2.7	2.7	17.2
School security	2.7	0.0	2.2
Developing confidence	2.4	3.0	5.3
Levels of homework	2.4	0.0	1.6
Social Education	2.4	2.7	2.6
Control of bullying	0.0	2.7	0.9
Range of subjects	0.0	0.0	0.0
School communication	0.0	11.7	4.3
School facilities	0.0	2.7	13.9
Teaching quality	0.0	5.7	3.9

- Staff have given a higher priority to the following areas since the last survey: Computer access, Developing moral values, Caring teachers and Use of exams and testing.
- Staff have given a lower priority to the following areas since the last survey: Library facilities, Community spirit, School communication and Teaching quality.
- Staff have given a higher priority to the following areas compared to similar schools: Suitable class sizes, Out of school activities, Developing moral values, Caring teachers and Use of exams and testing.
- Staff have given a lower priority to the following areas compared to similar schools: School discipline, School communication and School facilities.

## Parent View : Staff summary

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

In terms of staff 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	82.4%	38
<b>2. My child feels safe at this school</b>		
School security	89.5%	38
Control of bullying	83.0%	38
<b>3. My child makes good progress at this school</b>		
Developing potential	84.2%	37
Ensuring pupils do their best/make good progress	82.1%	36
<b>4. My child is well looked after at this school</b>		
School security	89.5%	38
Attitude of non-teaching/support staff	86.8%	38
Caring teachers	85.1%	39
Looking after pupils well	80.4%	37
<b>5. My child is taught well at this school</b>		
Use of exams and testing	87.5%	30
Teaching quality	87.0%	37
Teaching pupils with special needs	84.4%	38
Developing potential	84.2%	37
Tailoring child's work to their needs and ability	83.6%	35
Ensuring pupils do their best/make good progress	82.1%	36
<b>6. My child receives appropriate homework for their age</b>		
Levels of homework	88.1%	30
Tailoring child's work to their needs and ability	83.6%	35

	Score	Sample
<b>7. This school ensures the pupils are well behaved</b>		
School discipline	95.0%	39
<b>8. This school deals effectively with bullying</b>		
Control of bullying	83.0%	38
<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	85.1%	39
<b>11. I receive valuable information from the school about my child's progress</b>		
Regular marking of work	81.6%	28
<b>12. I would recommend this school to another parent</b>		
Recommended	100.0%	39

## 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

Range of subjects	88.4%	Outstanding
Pupil targets	85.5%	Outstanding
Overall sense of common purpose	85.5%	Outstanding
Appropriate level of challenge in homework	85.4%	Outstanding
Organisation of curriculum	83.0%	Outstanding
Teaching pupils with special needs	84.4%	Good
Tailoring child's work to their needs and ability	83.6%	Good
Celebrating and rewarding achievement	80.0%	Good
Your average staff grade for this section = 1.4 = Outstanding = <b>Grade 1 ( - )</b>		

### Implementation

Staff workload - in house	103.1%	Outstanding
Pupil response to feedback	88.7%	Outstanding
Teaching quality	87.0%	Outstanding
Appropriate level of challenge in homework	85.4%	Outstanding
Caring teachers	85.1%	Outstanding
Organisation of curriculum	83.0%	Outstanding
Use of feedback on pupil's work	84.4%	Good
Developing potential	84.2%	Good
Tailoring child's work to their needs and ability	83.6%	Good
Ensuring pupils do their best/make good progress	82.1%	Good
Quality of feedback on pupil's work	81.9%	Good
Regular marking of work	81.6%	Good
Your average staff grade for this section = 1.5 = Outstanding = <b>Grade 1 ( - )</b>		

### Impact

Range of subjects	88.4%	Outstanding
Use of exams and testing	87.5%	Outstanding
Teaching quality	87.0%	Outstanding
Computer access	86.6%	Outstanding
Pupil targets	85.5%	Outstanding
Organisation of curriculum	83.0%	Outstanding
Teaching pupils with special needs	84.4%	Good
Ensuring pupils do their best/make good progress	82.1%	Good

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

### 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 staff grade for "The Quality of Education" = 1.4 = 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

School discipline	95.0%	Outstanding
Pupils' respect for staff/others	89.5%	Outstanding
Information on different types of bullying	88.1%	Outstanding
E-safety	87.8%	Outstanding
Community spirit	87.3%	Outstanding
Treating all pupils fairly/equally	85.0%	Outstanding
Child protection procedures	80.4%	Outstanding
Pupils' attitudes to learning	83.8%	Good
Control of bullying	83.0%	Good
Equality of opportunities for pupils	76.8%	Good

Your average staff grade for this section = 1.3 = 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 staff grade for "Behaviour and Attitudes" = 1.3 = Outstanding = **Grade 1 ( - )**

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

## Personal Development

### Personal Development

Pupils' respect for staff/others	89.5%	Outstanding
Social Education	88.8%	Outstanding
Community spirit	87.3%	Outstanding
Treating all pupils fairly/equally	85.0%	Outstanding
Promoting racial harmony	83.5%	Good
Equality of opportunities for pupils	76.8%	Good
Your average staff grade for this section = 1.3 = Outstanding = <b>Grade 1 ( - )</b>		

### SMSC

Social Education	88.8%	Outstanding
Information on different types of bullying	88.1%	Outstanding
Developing moral values	87.5%	Outstanding
Community spirit	87.3%	Outstanding
Attitude of non-teaching/support staff	86.8%	Outstanding
Caring teachers	85.1%	Outstanding
Effectiveness of pastoral care	82.5%	Outstanding
Promoting racial harmony	83.5%	Good
Looking after pupils well	80.4%	Good
Out of school activities	79.2%	Good
Equality of opportunities for pupils	76.8%	Good
Your average staff grade for this section = 1.4 = Outstanding = <b>Grade 1 ( - )</b>		

### 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 staff 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

Staff workload - in house	103.1%	Outstanding
Use of exams and testing	87.5%	Outstanding
Teaching quality	87.0%	Outstanding
Opportunities for professional development	86.3%	Outstanding
Staff morale	85.9%	Outstanding
Overall sense of common purpose	85.5%	Outstanding
School ethos	82.6%	Outstanding
Pupils' attitudes to learning	83.8%	Good
Equality of opportunities for pupils	76.8%	Good

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

### Governance

Teaching quality	87.0%	Outstanding
Opportunities for professional development	86.3%	Outstanding
Clarity/relevance of development plan	85.7%	Outstanding
Overall sense of common purpose	85.5%	Outstanding
School ethos	82.6%	Outstanding

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

### Safeguarding

School discipline	95.0%	Outstanding
School security	89.5%	Outstanding
Social Education	88.8%	Outstanding
Information on different types of bullying	88.1%	Outstanding
E-safety	87.8%	Outstanding
Developing moral values	87.5%	Outstanding
Community spirit	87.3%	Outstanding
Treating all pupils fairly/equally	85.0%	Outstanding
Effectiveness of pastoral care	82.5%	Outstanding
Child protection procedures	80.4%	Outstanding
Promoting racial harmony	83.5%	Good
Control of bullying	83.0%	Good
Looking after pupils well	80.4%	Good

Your average staff grade for this section = 1.2 = 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 staff grade for "Leadership and Management" = 1.2 = 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	1.4	Outstanding	Grade 1 ( - )
Behaviour and Attitudes	1.3	Outstanding	Grade 1 ( - )
Personal Development	1.3	Outstanding	Grade 1 ( - )
Leadership and Management	1.2	Outstanding	Grade 1

### Summary grade – Overall effectiveness

Your average staff grade for "Overall effectiveness" = 1.3 = Outstanding = **Grade 1 ( - )**

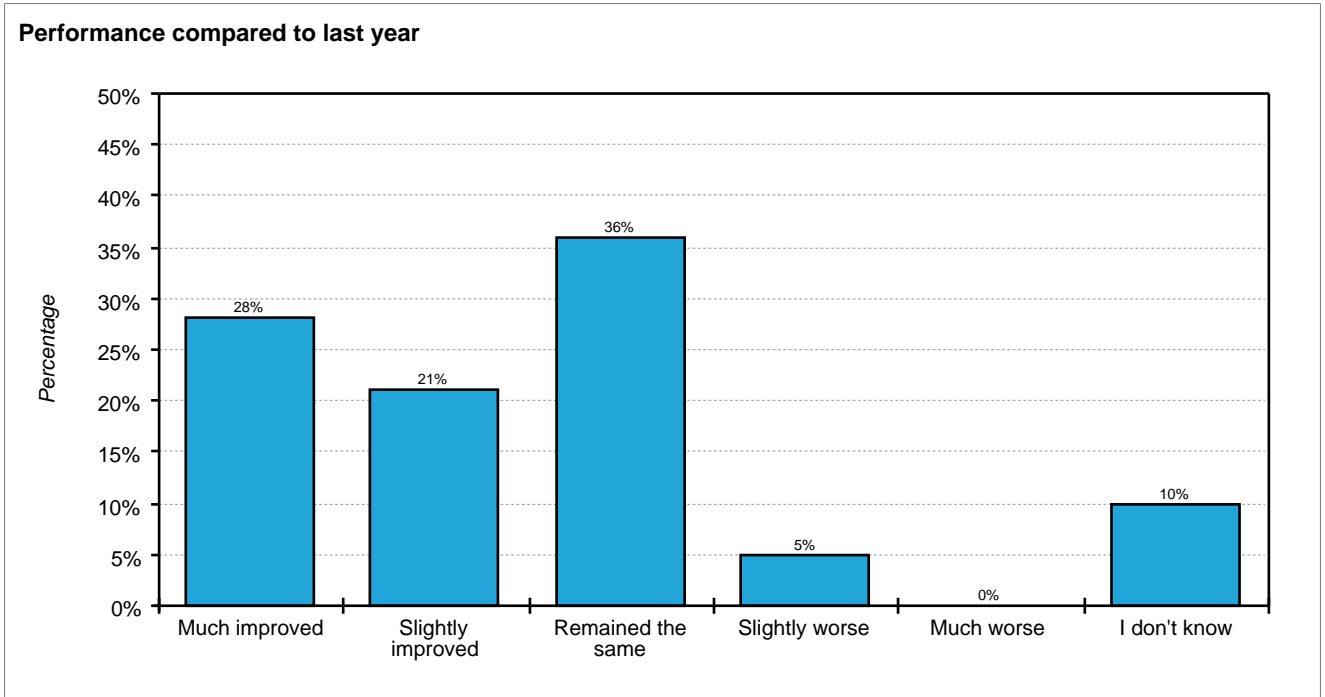
### To reach the next grade

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

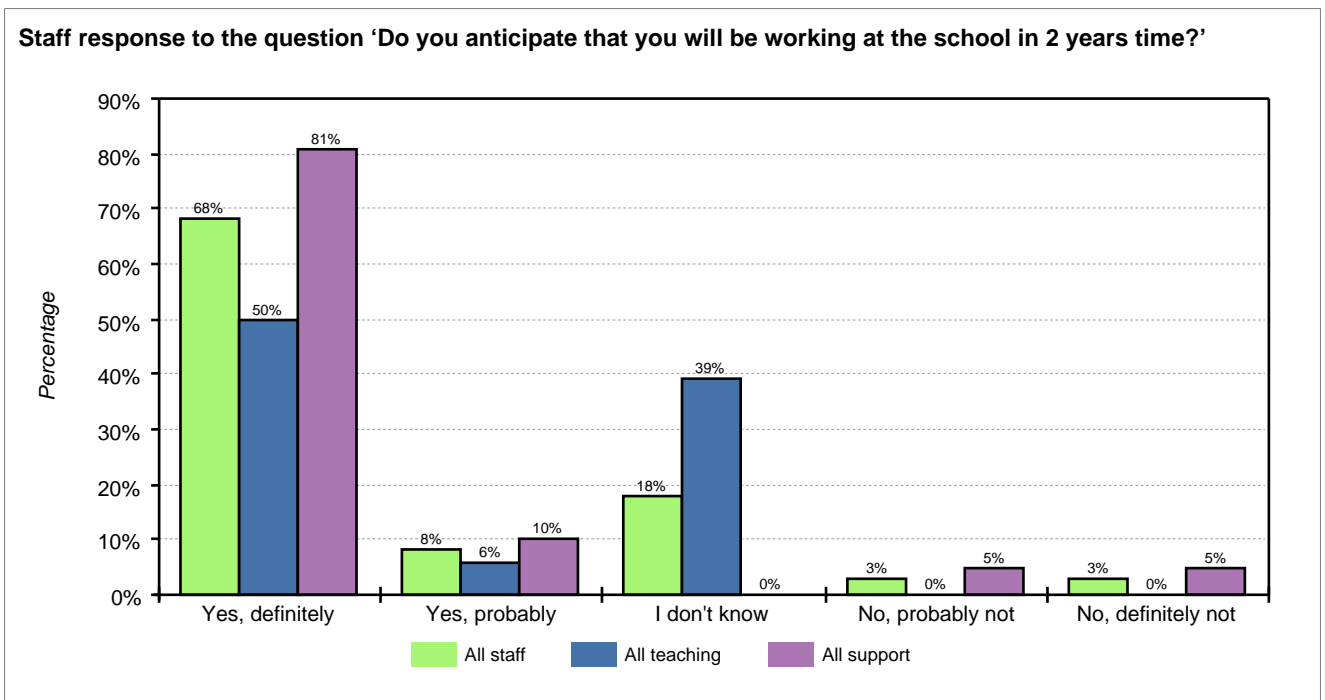
## Standard analysis

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

### Performance and future employment



- 49% of staff said the school had improved over the last year and 5% thought that the school's performance was worse.

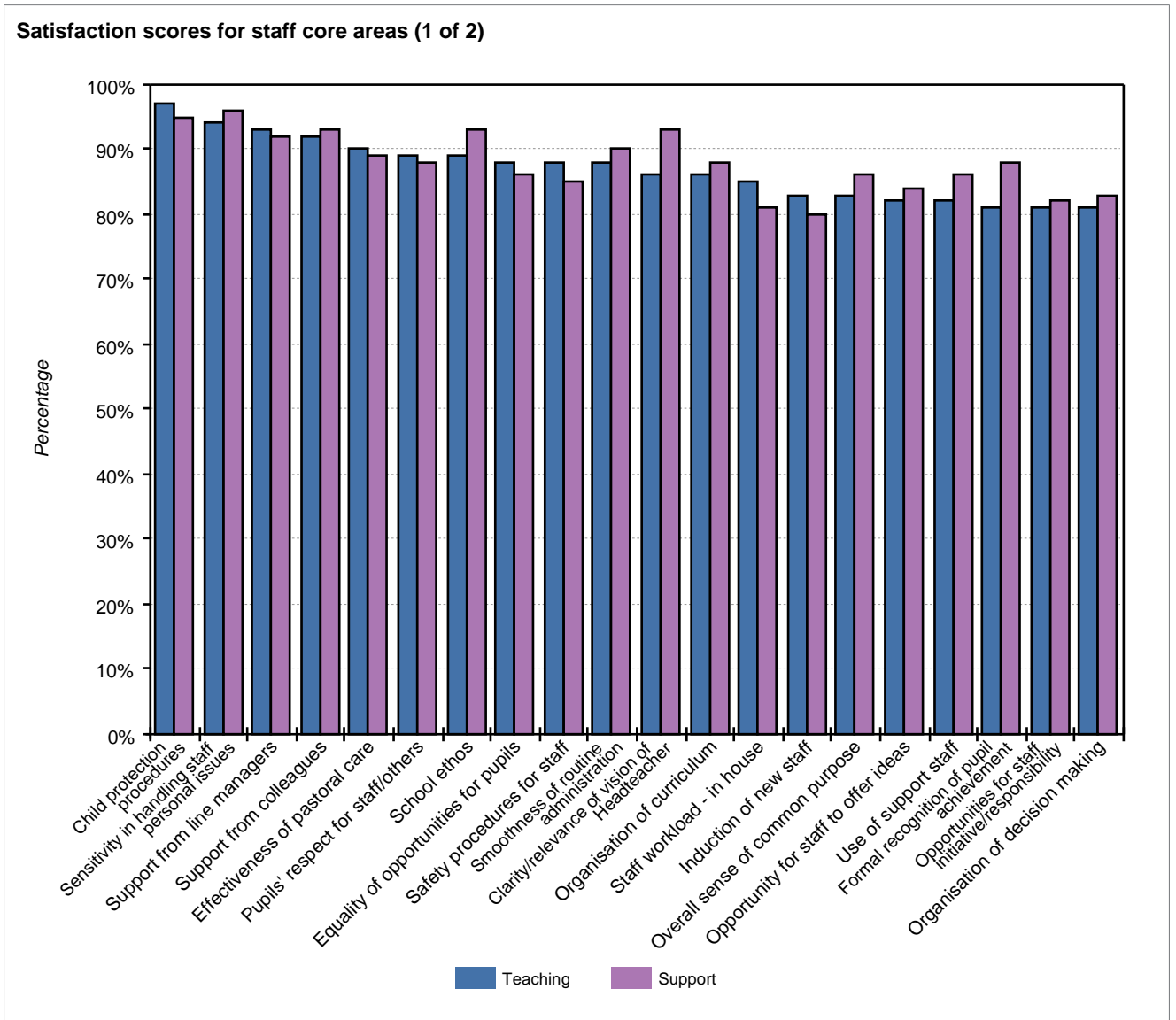


- More support staff anticipating to still be working at the school in 2 years time than teaching staff.

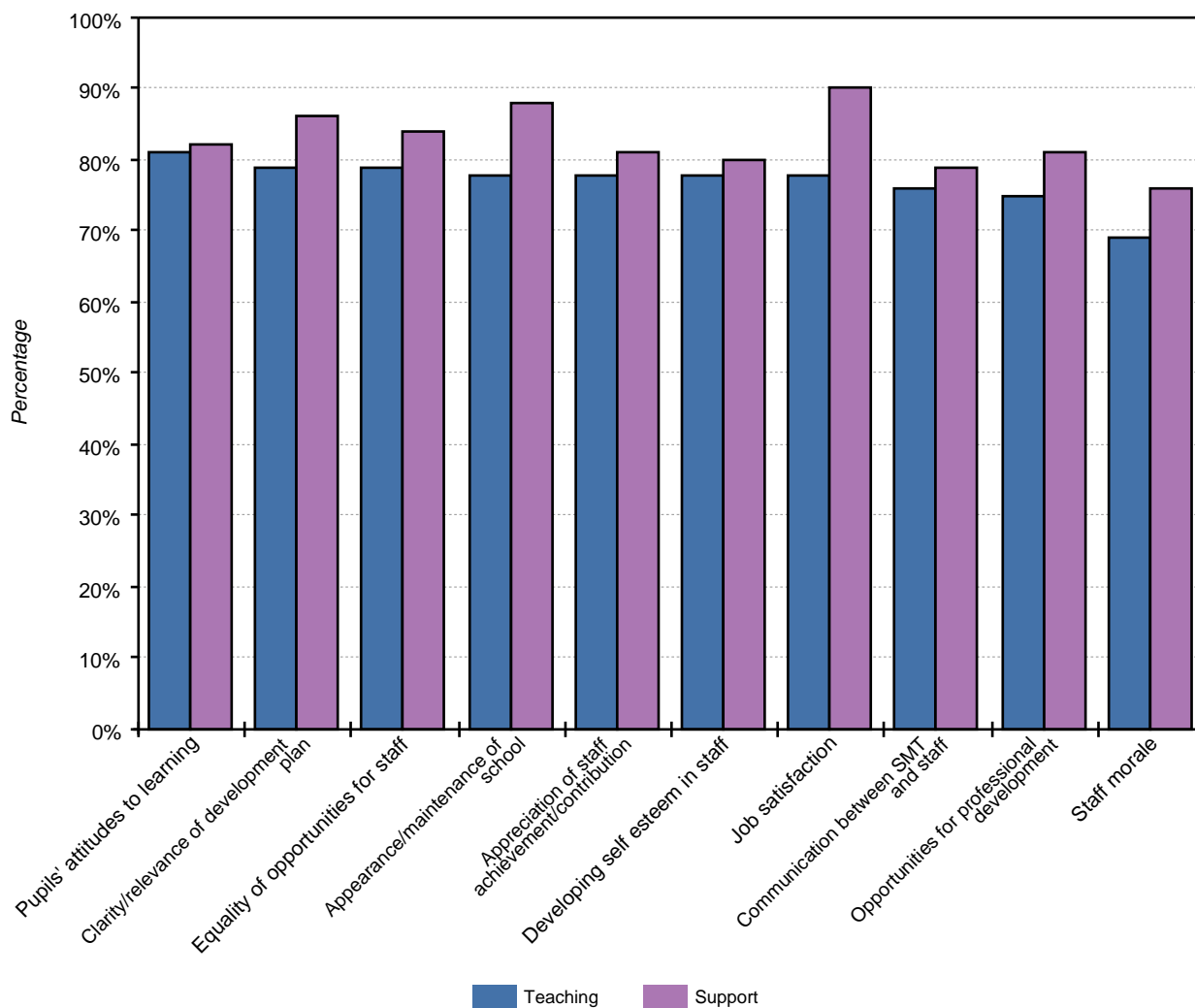


## Staff group analysis

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

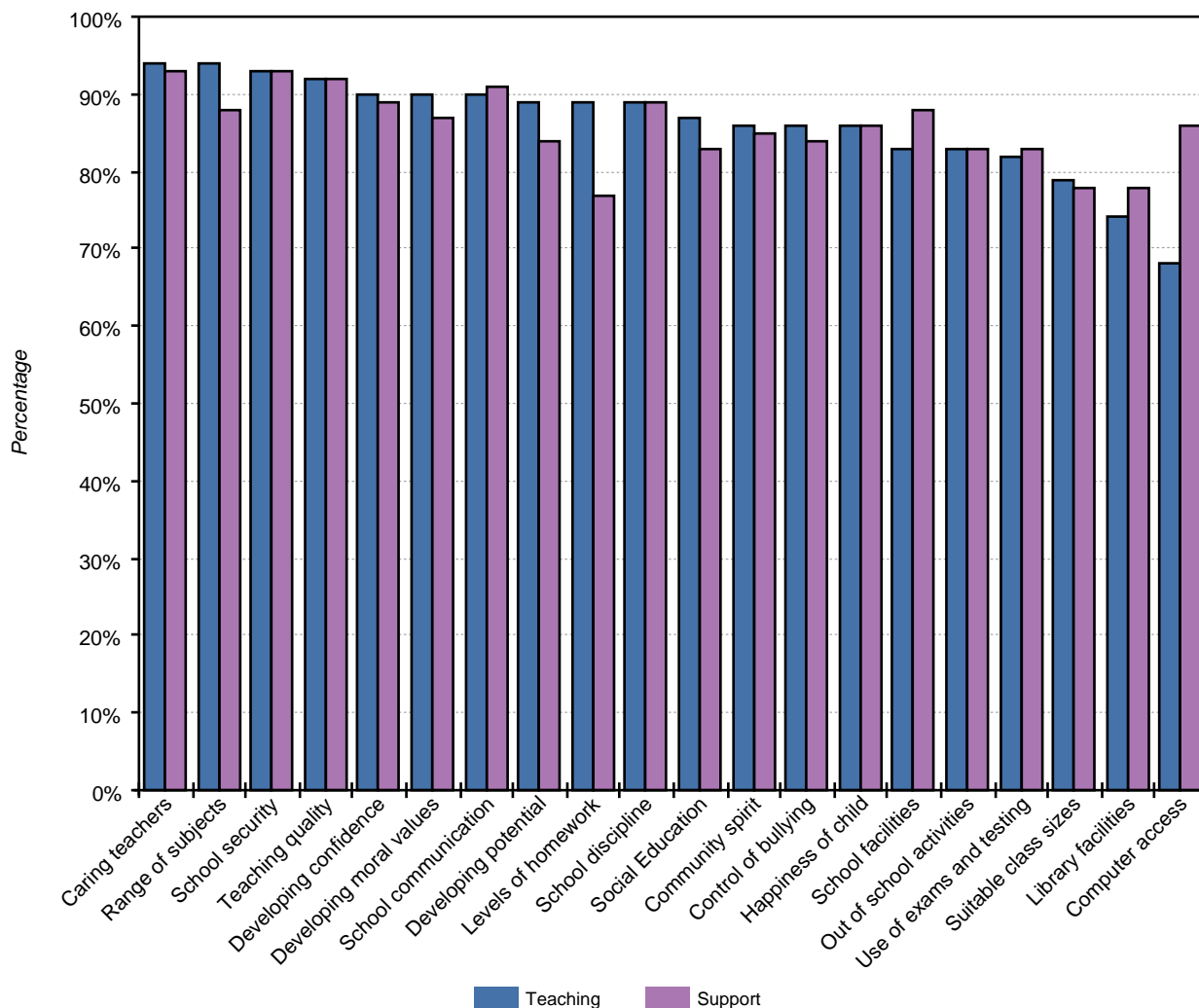


Satisfaction scores for staff core areas (2 of 2)

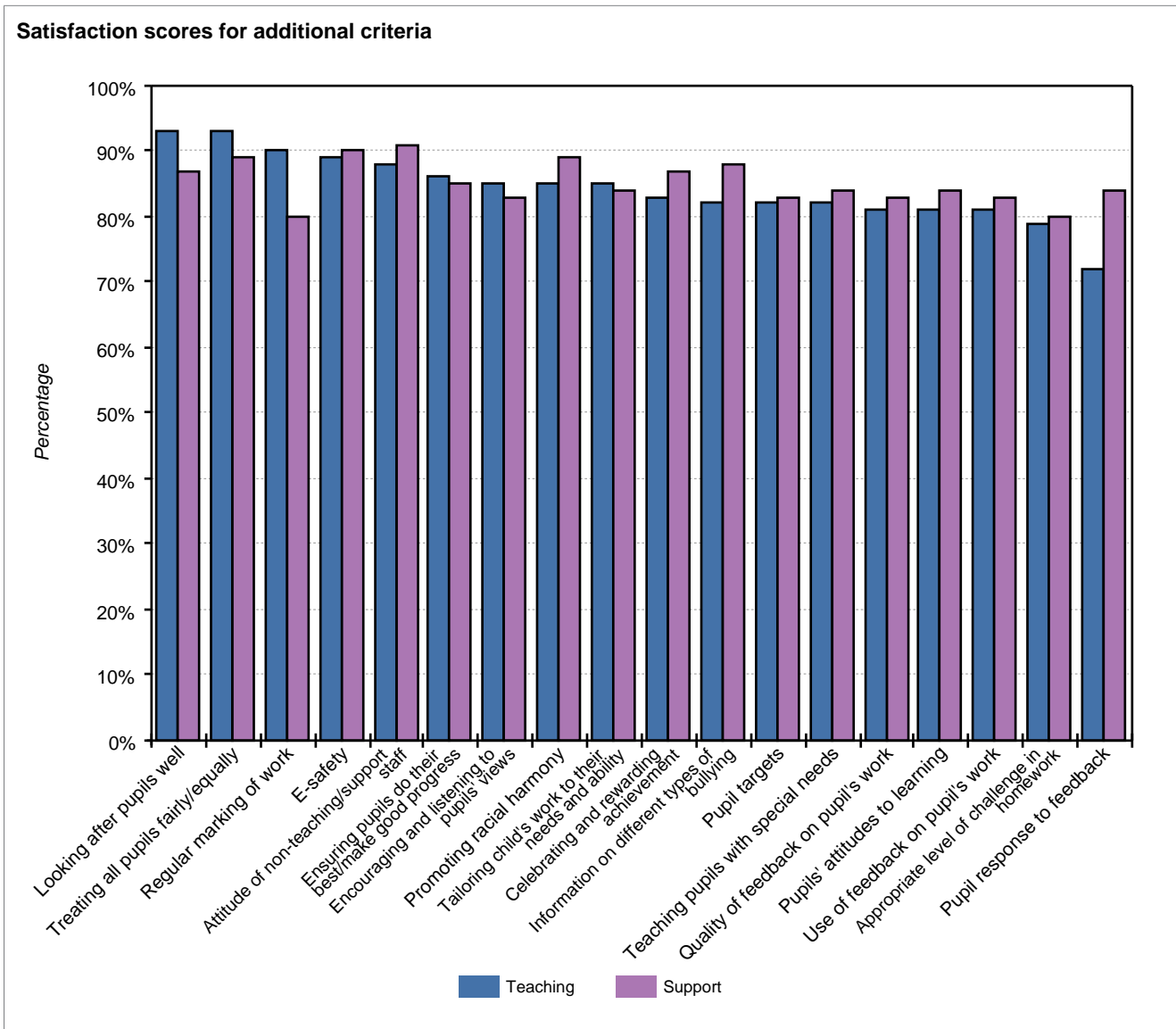


Staff core areas where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
Job satisfaction	77.8	90.5 ▲

Satisfaction scores for selected parental priorities



Selected parental priorities where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
Computer access	67.6	86.3 ▲



- There are no significant differences between the additional satisfaction scores for support staff and teaching staff.

## Working hours

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This section of the report would usually provide a summary of time spent working outside normal school hours, with comparable data from the last survey and from similar schools where applicable. However, in this survey the question was not asked therefore the analysis cannot be generated.

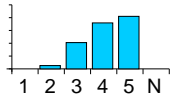
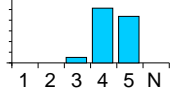
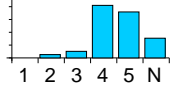
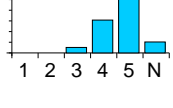
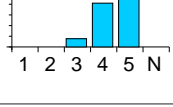

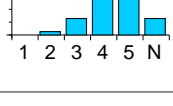

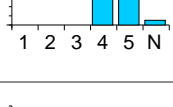
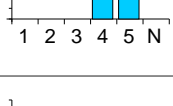


## Appendix

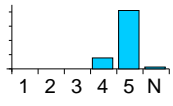
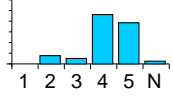
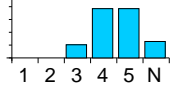
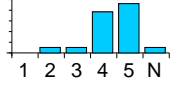
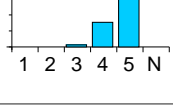



Supplementary data and score breakdowns.

### Staff core area analysis

A breakdown of how staff scored the satisfaction of staff core areas.

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Organisation of curriculum	0.0%	0.0%	0.0%	46.2%	41.0%	12.8%	
Use of support staff	0.0%	0.0%	7.7%	46.2%	41.0%	5.1%	
Sensitivity in handling staff personal issues	0.0%	0.0%	2.6%	12.8%	79.5%	5.1%	
Organisation of decision making	0.0%	2.6%	15.4%	30.8%	46.2%	5.1%	
Clarity/relevance of vision of Headteacher	0.0%	2.6%	2.6%	28.2%	64.1%	2.6%	
Staff morale	0.0%	5.1%	20.5%	51.3%	23.1%	0.0%	
Job satisfaction	0.0%	0.0%	7.7%	46.2%	46.2%	0.0%	
Support from colleagues	0.0%	0.0%	0.0%	30.8%	69.2%	0.0%	
Support from line managers	0.0%	0.0%	2.6%	25.6%	71.8%	0.0%	
Induction of new staff	0.0%	0.0%	10.3%	33.3%	30.8%	25.6%	

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Developing self esteem in staff	0.0%	2.6%	20.5%	35.9%	41.0%	0.0%	
Overall sense of common purpose	0.0%	0.0%	5.1%	51.3%	43.6%	0.0%	
Clarity/relevance of development plan	0.0%	2.6%	5.1%	41.0%	35.9%	15.4%	
Smoothness of routine administration	0.0%	0.0%	5.1%	30.8%	53.8%	10.3%	
Safety procedures for staff	0.0%	0.0%	7.7%	41.0%	51.3%	0.0%	
Equality of opportunities for pupils	0.0%	0.0%	5.1%	38.5%	48.7%	7.7%	
Equality of opportunities for staff	0.0%	2.6%	12.8%	30.8%	41.0%	12.8%	
Pupils' attitudes to learning	0.0%	2.6%	7.7%	46.2%	35.9%	7.7%	
Effectiveness of pastoral care	0.0%	0.0%	0.0%	38.5%	56.4%	5.1%	
Pupils' respect for staff/others	0.0%	0.0%	0.0%	46.2%	53.8%	0.0%	
Formal recognition of pupil achievement	0.0%	0.0%	5.1%	48.7%	38.5%	7.7%	
Opportunities for staff initiative/responsibility	0.0%	2.6%	7.7%	43.6%	35.9%	10.3%	

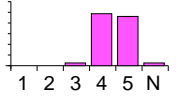







Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Child protection procedures	0.0%	0.0%	0.0%	15.4%	82.1%	2.6%	
Appreciation of staff achievement/ contribution	0.0%	7.7%	5.1%	46.2%	38.5%	2.6%	
Staff workload - in house	0.0%	0.0%	10.3%	38.5%	38.5%	12.8%	
Opportunity for staff to offer ideas	0.0%	5.1%	5.1%	38.5%	46.2%	5.1%	
School ethos	0.0%	0.0%	2.6%	30.8%	66.7%	0.0%	
Communication between SMT and staff	0.0%	2.6%	12.8%	48.7%	28.2%	7.7%	
Opportunities for professional development	0.0%	0.0%	17.9%	43.6%	28.2%	10.3%	
Appearance/ maintenance of school	0.0%	7.7%	0.0%	43.6%	48.7%	0.0%	



## Selected parental priority analysis

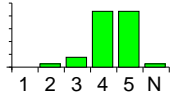
How staff scored the delivery and management of selected parental priorities.

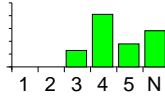
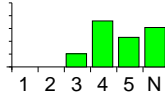
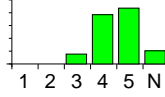
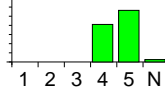
Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	0.0%	0.0%	2.6%	38.5%	59.0%	0.0%	
School facilities	0.0%	0.0%	2.6%	51.3%	46.2%	0.0%	
Developing confidence	0.0%	0.0%	2.6%	35.9%	61.5%	0.0%	
Suitable class sizes	0.0%	2.6%	12.8%	51.3%	30.8%	2.6%	
Control of bullying	0.0%	0.0%	5.1%	48.7%	43.6%	2.6%	
Caring teachers	0.0%	0.0%	0.0%	25.6%	74.4%	0.0%	
School security	0.0%	0.0%	0.0%	28.2%	69.2%	2.6%	
School communication	0.0%	0.0%	0.0%	33.3%	56.4%	10.3%	
Library facilities	0.0%	0.0%	17.9%	53.8%	20.5%	7.7%	
Developing moral values	0.0%	0.0%	2.6%	41.0%	56.4%	0.0%	
Levels of homework	0.0%	0.0%	5.1%	38.5%	33.3%	23.1%	

Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	0.0%	0.0%	2.6%	48.7%	46.2%	2.6%	
Community spirit	0.0%	0.0%	5.1%	46.2%	46.2%	2.6%	
Developing potential	0.0%	0.0%	2.6%	46.2%	46.2%	5.1%	
Teaching quality	0.0%	0.0%	0.0%	30.8%	64.1%	5.1%	
Use of exams and testing	0.0%	0.0%	5.1%	43.6%	28.2%	23.1%	
Range of subjects	0.0%	0.0%	2.6%	23.1%	59.0%	15.4%	
Out of school activities	0.0%	0.0%	10.3%	33.3%	35.9%	20.5%	
Social Education	0.0%	0.0%	2.6%	46.2%	35.9%	15.4%	
Computer access	2.6%	0.0%	17.9%	38.5%	35.9%	5.1%	

## Additional criteria analysis

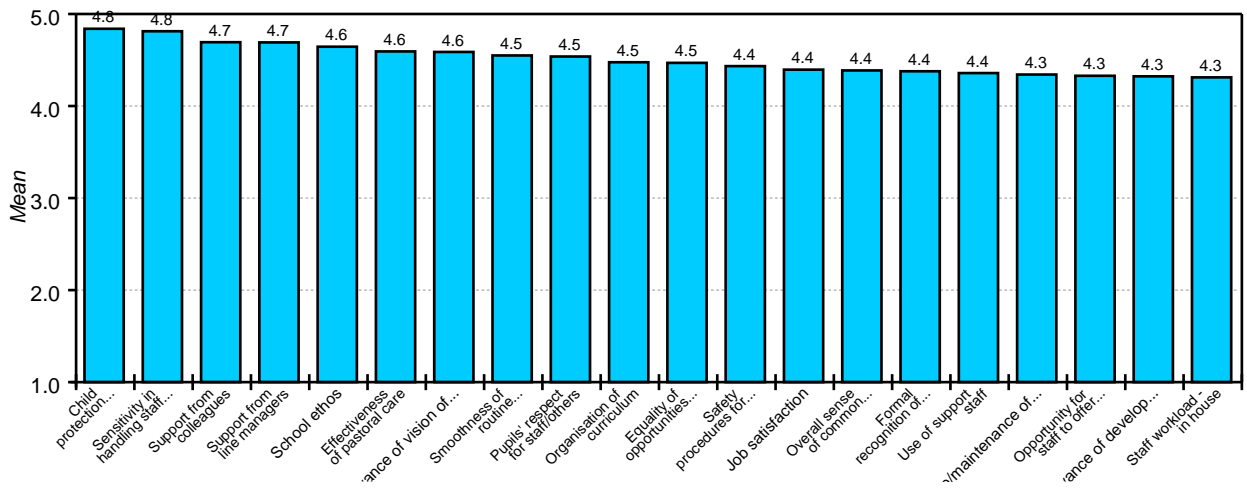
How staff scored the delivery and management of your additional selected parental priorities.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	0.0%	0.0%	51.3%	48.7%	0.0%	
Teaching pupils with special needs	0.0%	2.6%	7.7%	43.6%	43.6%	2.6%	
Regular marking of work	0.0%	0.0%	2.6%	33.3%	35.9%	28.2%	
Attitude of non-teaching/support staff	0.0%	0.0%	2.6%	35.9%	59.0%	2.6%	
Treating all pupils fairly/equally	0.0%	2.6%	0.0%	28.2%	69.2%	0.0%	
Celebrating and rewarding achievement	0.0%	0.0%	2.6%	51.3%	41.0%	5.1%	
Tailoring child's work to their needs and ability	0.0%	0.0%	7.7%	41.0%	41.0%	10.3%	
Ensuring pupils do their best/make good progress	0.0%	0.0%	2.6%	48.7%	41.0%	7.7%	
Encouraging and listening to pupils' views	0.0%	0.0%	5.1%	51.3%	38.5%	5.1%	
Looking after pupils well	0.0%	0.0%	0.0%	38.5%	56.4%	5.1%	
Quality of feedback on pupil's work	0.0%	0.0%	5.1%	43.6%	25.6%	25.6%	

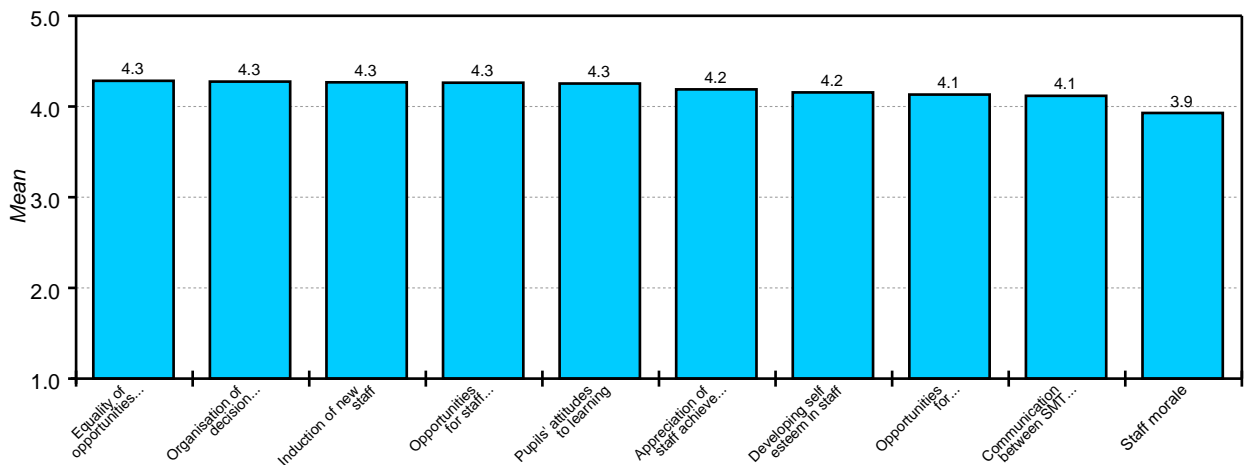
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Use of feedback on pupil's work	0.0%	0.0%	5.1%	46.2%	25.6%	23.1%	
Pupil response to feedback	0.0%	0.0%	12.8%	41.0%	17.9%	28.2%	
Appropriate level of challenge in homework	0.0%	0.0%	10.3%	35.9%	23.1%	30.8%	
Pupils' attitudes to learning	0.0%	2.6%	5.1%	43.6%	35.9%	12.8%	
Pupil targets	0.0%	0.0%	5.1%	43.6%	28.2%	23.1%	
Information on different types of bullying	0.0%	0.0%	7.7%	38.5%	43.6%	10.3%	
E-safety	0.0%	0.0%	0.0%	41.0%	56.4%	2.6%	

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

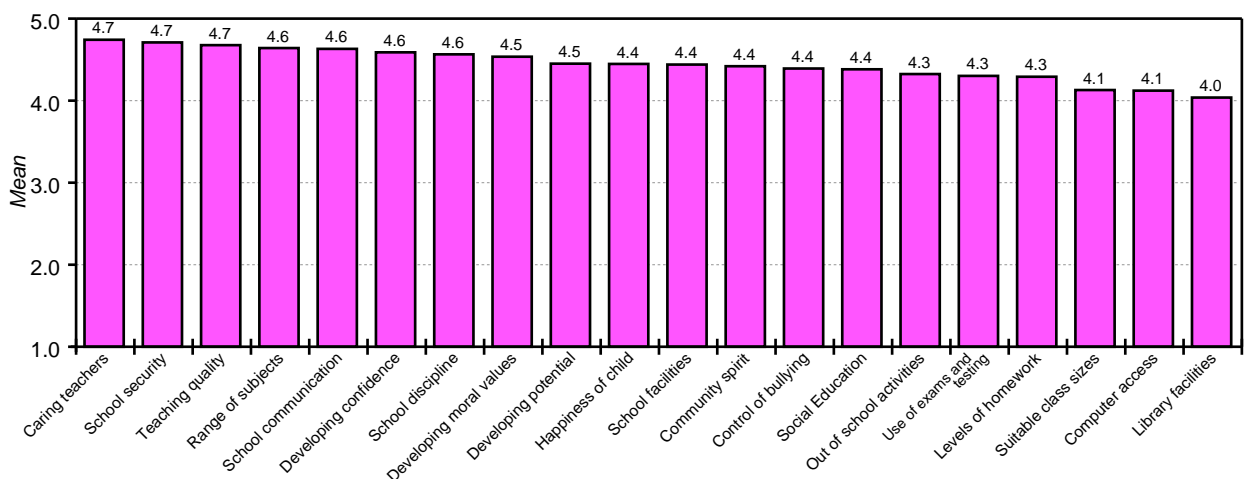
Staff core areas (1 of 2)



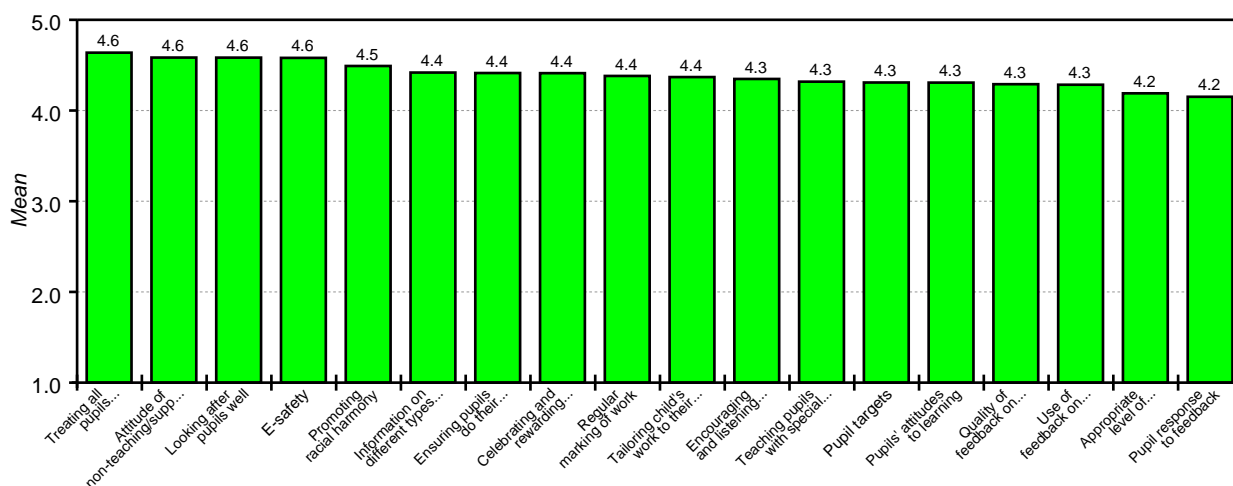
Staff core areas (2 of 2)



Selected parental priorities



### Additional questions



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

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

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