Clyst Vale Community College

Parent survey report – January 2016

Contents

Executive summary

This report details the findings of the eighth Kirkland Rowell Parent Survey for Clyst Vale Community College. The report measures the levels of satisfaction among the students' parents for a range of criteria, which have been previously identified as being important to the parents of school students, as well as for the core subjects, taught at 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 January 2016. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 163 completed questionnaires were returned representing a response rate of 17.9%. The response meant that data could be drawn for all criteria.

- 14 parents answered 'Yes' and 147 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 8.6% and 90.2% respectively.

- The parents gave a very good overall performance score (77.5%) (see page 5).

- Of the parents whose children were not in their first year at the school 24% said the school had improved over the last year and 3% thought that the school's performance was worse (see page 54).

- Of the parents of new students, 5% felt that the school had not lived up to their expectations and 27% said the school was better than they had expected it to be (see page 54).

- With regard to academic subjects, parents are most happy with the delivery of Read to Learn, Biology and Art & Design.

- The parents are least happy with the delivery of Spanish, Music and French.

- With regards to non-academic areas, parents are most happy with School communication, Developing moral values and School discipline.

- The parents are least happy with School facilities, Computer access and Choice of subjects.

- The parents' top priorities for improvement are Developing potential, School facilities and Teaching quality.

- The parents of female students gave significantly higher scores for Art Photography.

Summary of results since the previous survey

- There were no significant differences in satisfaction scores, at the 95% confidence level, since the previous survey.

Summary of results over more than two surveys

- The following academic area received significantly higher scores over more than two surveys: Beliefs & Values.

- The following non-academic area received significantly higher scores over more than two surveys: Exam results.

- The survey has achieved a good benchmark of performance against which future academic years might be compared.

Strengths and weaknesses

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

Relative strengths for academic criteria

81.4%   Read to Learn

79.0%   Biology

79.0%   Art & Design

78.9%   Resistant Materials

78.8%   Physics

Relative weaknesses for academic criteria

66.4%   Spanish

68.8%   Music

69.6%   French

69.7%   Business Studies

70.0%   History

Relative strengths for non-academic criteria	Importance	Ranking
75.3% School communication	(55.3%)	9th
75.2% Developing moral values	(62.3%)	8th
74.4% School discipline	(83.8%)	4th
73.8% Caring teachers	(73.7%)	6th
73.7% Control of bullying	(73.1%)	7th

Relative weaknesses for non-academic criteria	Importance	Ranking
65.3% School facilities	(40.6%)	13th
65.9% Computer access	(12.3%)	19th
66.1% Choice of subjects	(46.3%)	10th
67.9% Truancy control	(11.7%)	20th
68.3% Availability of resources	(25.9%)	14th

Response to survey

163 completed questionnaires were returned representing a response rate of 17.9%.

	Proportion of responses (%)	Number of responses
Responses from parents of male students	51.9	82
Responses from parents of female students	48.1	76
Responses from parents of Year 7 students	31.5	51
Responses from parents of Year 8 students	21.6	35
Responses from parents of Year 9 students	17.3	28
Responses from parents of Year 10 students	19.1	31
Responses from parents of Year 11 students	7.4	12
Responses from parents of 6th Form students	3.1	5

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	77.5	78.1	-0.6

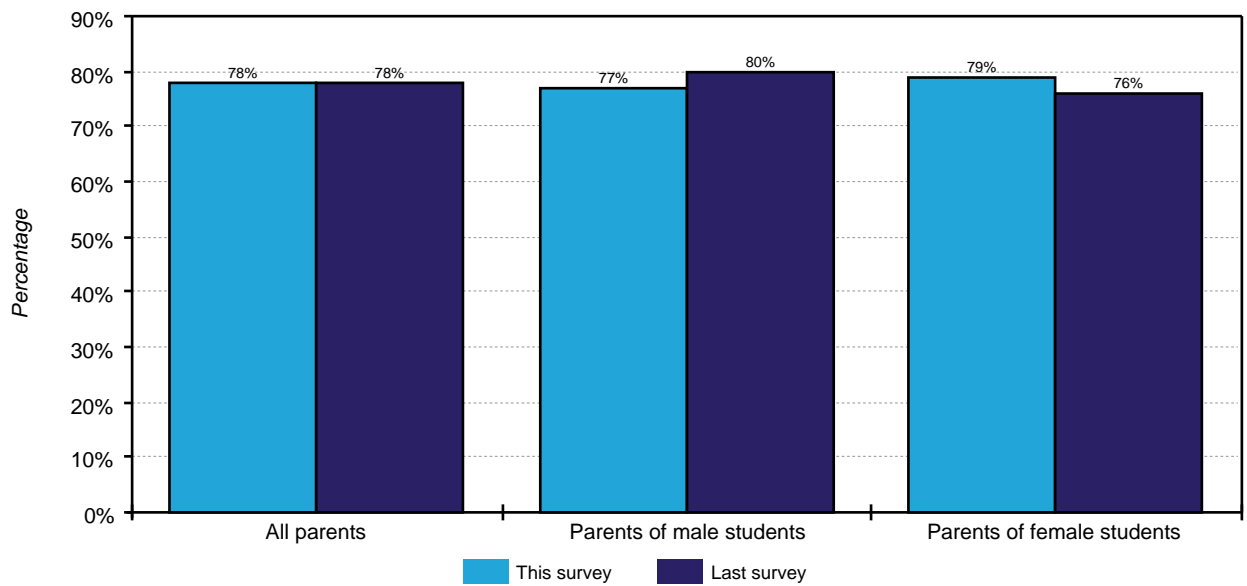|	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	2.1	2.9	-0.8	87.4

Overall parental satisfaction
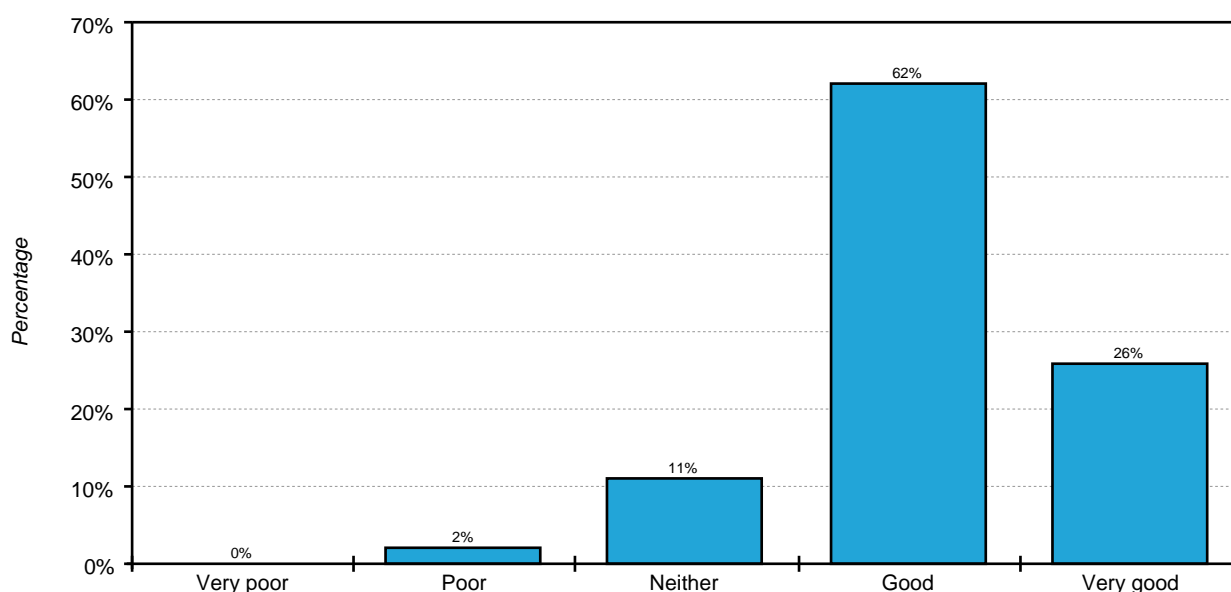
- More parents rate the overall performance of the school as 'good' or 'very good'.
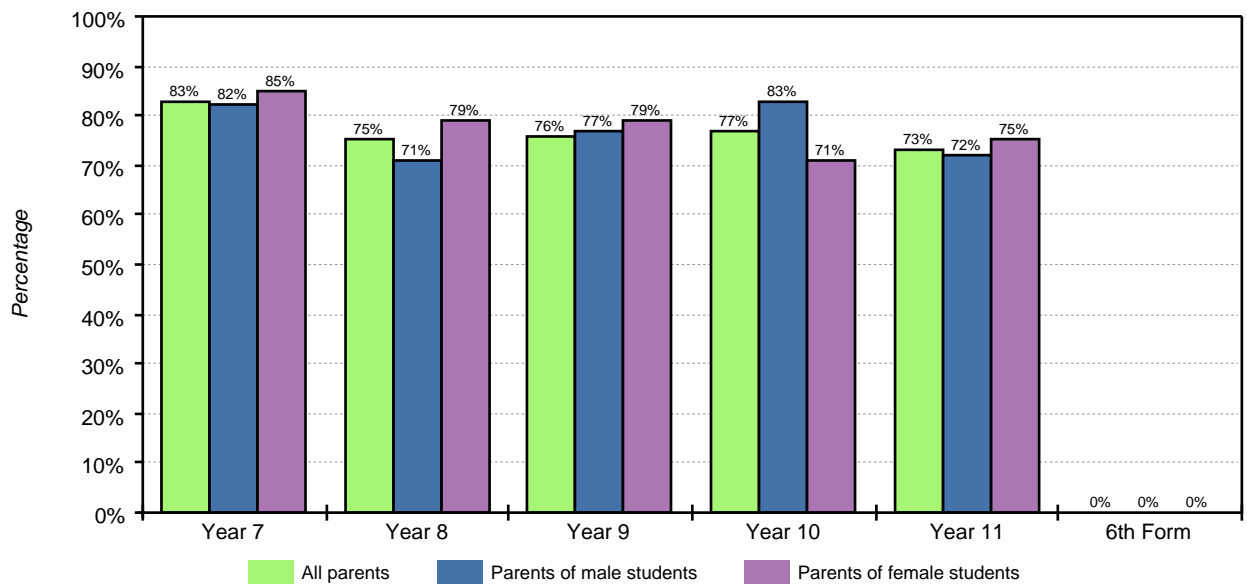
Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender

- The parents gave a very good overall performance score of 77.5%, declined since the last survey.

- Parents of male students scored the overall performance of the school broadly in line with the parents of female students.
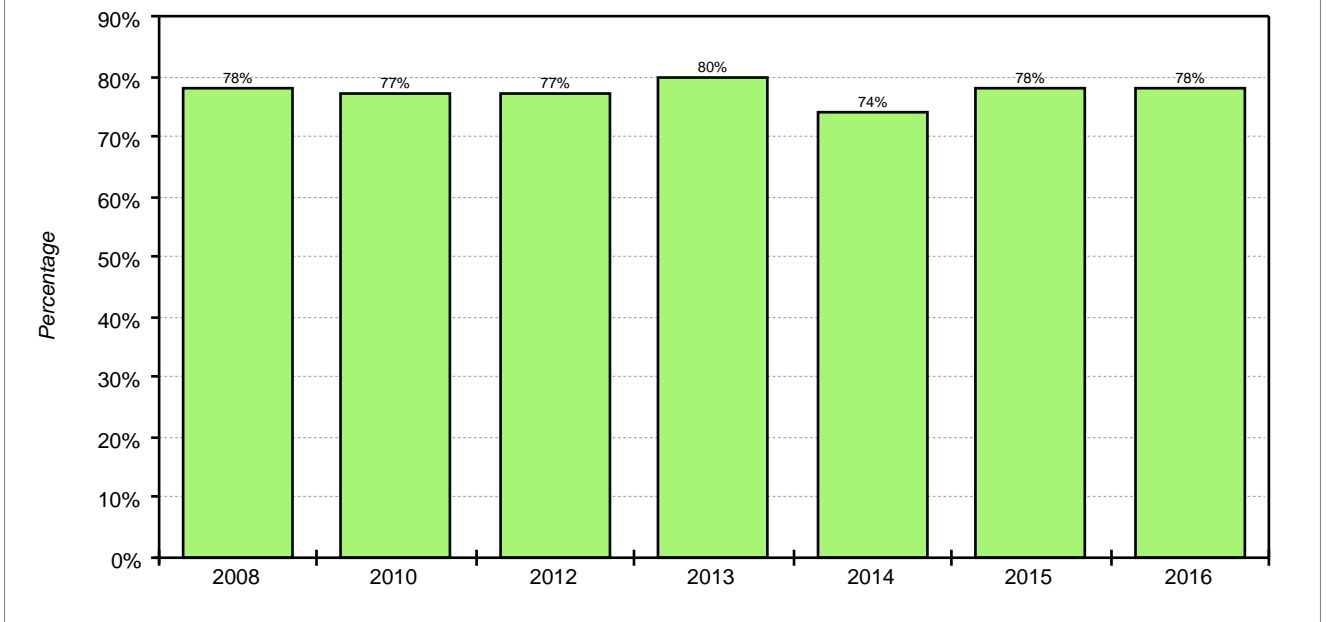
Overall performance scores broken down by year group

- Parents of Year 7 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

- Parents of Year 10 male students and parents of Year 7 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

## Time series analysis of overall performance scores

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

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

Overall performance scores broken down by extra analysis

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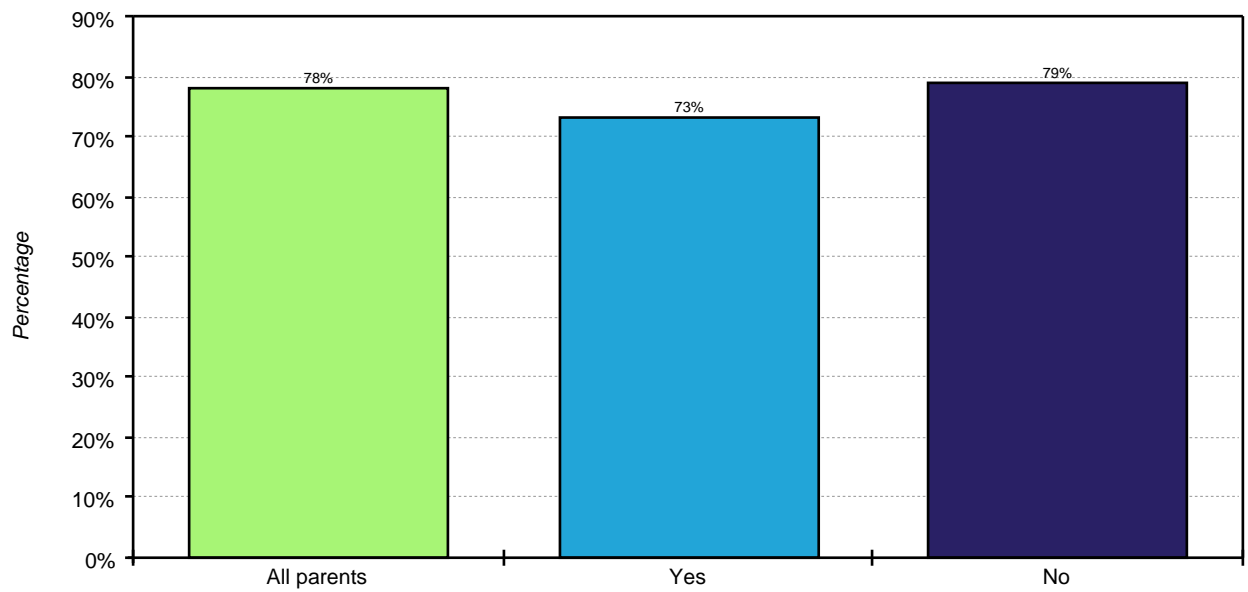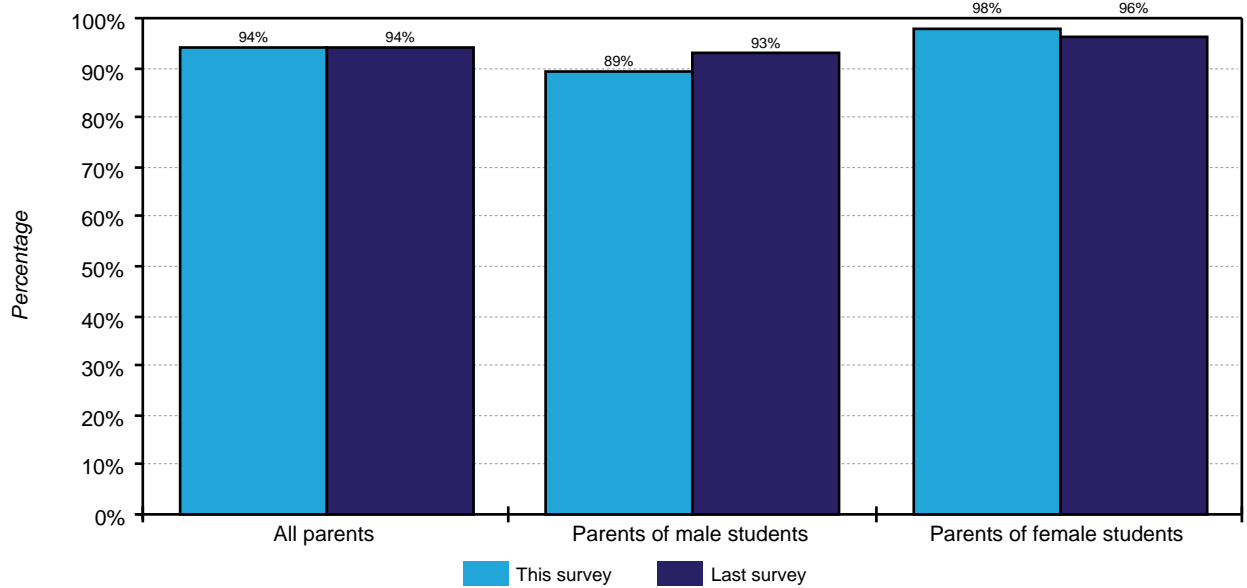

- The overall performance scores show no significant difference.

Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender

- 93.6% of parents said they would recommend this school to another parent.

- Parents of male students would recommend this school to another parent broadly in line with parents of female students.

Recommend this school scores broken down by year group
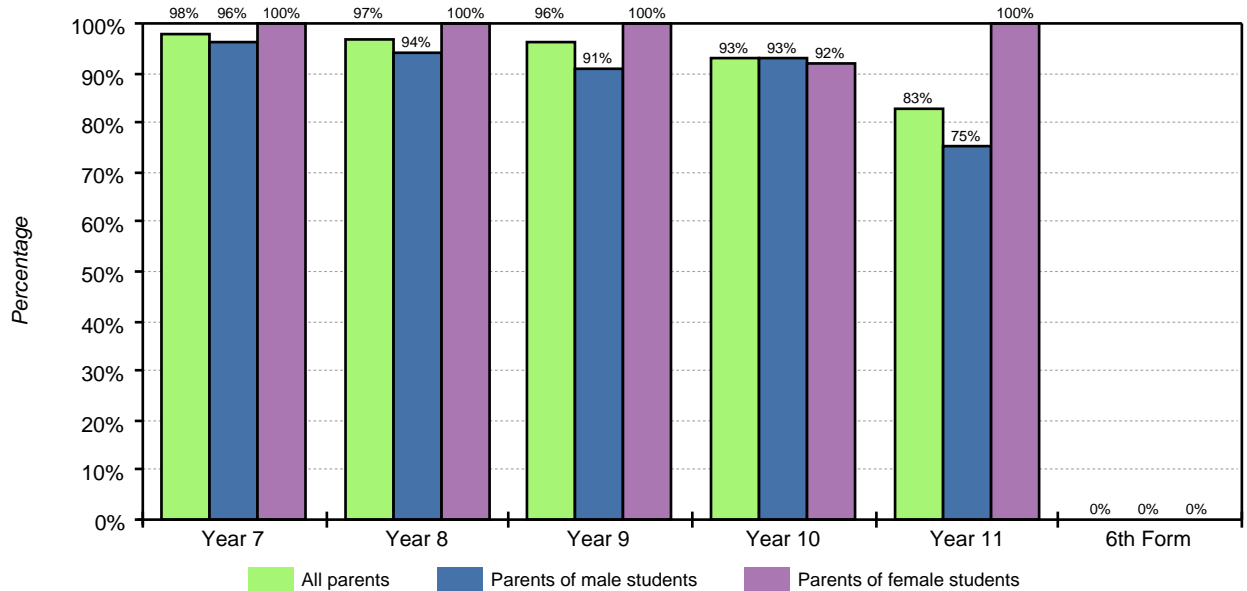
- Parents of Year 7 students would recommend this school to another parent more than parents from other year groups.

- Parents of Year 7 male students and parents of Year 7, Year 8, Year 9 and Year 11 female students would recommend this school to another parent more than parents from other year groups.

Key results

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

Interpreting results

For the sake of assessment in most schools, **academic questions** receiving a score of:

- Over 80% are 'outstanding' (*above* the gold line)
- 70% to 79.9% are 'good' (*above* the green line)
- 65% to 69.9% indicate 'room for improvement' (*above* the red line)
- Below 65% indicate 'attention advised' (*below* the red line)

Non-academic and **additional** questions receiving a score of:

- Over 75% are 'outstanding' (*above* the gold line)
- 65% to 74.9% are 'good' (*above* the green line)
- 60% to 64.9% indicate 'room for improvement' (*above* the red line)
- Below 60% indicate 'attention advised' (*below* the red line)

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a 'level playing field'. These weighted scores are calculated based upon the average scores achieved from 230 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 students parents 'usually' say. These un-weighted scores are marked *.

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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 230 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.

Academic criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Religious Education	72.4	66.1	+6.3
Physical Education	72.3		
Music	72.1		
Food Technology	71.4		
	70.8		
	70.1		
Geography	69.9	64.9	+5.0
Business Studies	67.2		
Design Technology	67.2	62.1	+5.1
	66.5	65.4	+1.1
	66.3		
	65.5	62.8	+2.7
Russian *	64.3		
Science	62.1	74.8	-12.7
Drama	61.5	63.4	-1.9
Engineering	49.5		
Psychology	Low response		

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

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

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

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

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

Academic criteria

The following table shows parents' scores for all academic subjects taught 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.

Academic criteria	This survey (%)	Previous survey (%)	% Change
Read to Learn	81.4	79.4	+2.0
Biology	79.0	76.1	+3.0
Art & Design	79.0	73.1	+5.9
Resistant Materials	78.9	73.1	+5.8
Physics	78.8	72.1	+6.7
Mathematics	78.0	76.3	+1.7
ICT	77.5	72.0	+5.5
Course 42	77.2	79.3	-2.1
Chemistry	76.6	72.7	+4.0
Beliefs & Values	76.6	71.9	+4.6
Geography	74.6	76.6	-2.0
Technology	74.5	69.6	+4.9
Science	74.4	77.3	-3.0
Art Photography	74.3		
Food & Nutrition	74.3	71.8	+2.5
Performing Arts/Drama	74.3	73.1	+1.2
Dance	74.2	66.7	+7.5
English	74.0	73.6	+0.4
Health & Social Care	73.8	71.4	+2.4
P.E.	72.7	72.4	+0.3
Graphic Products	72.6		
Product Design	71.8	71.7	+0.1
History	70.0	71.2	-1.1
Business Studies	69.7	62.5	+7.2
French	69.6	67.7	+1.9
Music	68.8	69.2	-0.3
Spanish	66.4	72.8	-6.4

- Parents consider delivery of the following academic subjects to be 'outstanding': Read to Learn.

- Parents consider delivery of the following academic subjects to be 'good': Biology, Art & Design, Resistant Materials, Physics, Mathematics, ICT, Course 42, Chemistry, Beliefs & Values, Geography, Technology, Science, Art Photography, Food & Nutrition, Performing Arts/Drama, Dance, English, Health & Social Care, P.E., Graphic Products, Product Design and History.

- Parents consider delivery of the following academic subjects to show 'room for improvement': Business Studies, French, Music and Spanish.

- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Dance, Health & Social Care, French and Spanish.

- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Resistant Materials, Art Photography, Graphic Products, Product Design and Business Studies.

- The following academic subjects were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Art Photography and Graphic Products.

Happy versus unhappy parents for academic criteria

Judging performance based solely on the mean score allows for error: It is possible that the views of parents 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 parents who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of parents who are unhappy (rating poor or very poor) alongside those who are happy (rating 'good' or 'very good') for the school's performance in each area. Note that these results do not include respondents who chose 'neither good nor poor', 'I don't know' or failed to answer the question.

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 10% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 10% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

Only highlighted changes should be considered significant; green shows improvement, red shows decline.

Academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Health & Social Care	0.0	6.7	-6.7	75.4
Mathematics	1.2	3.3	-2.0	85.2
Course 42	1.9	2.3	-0.4	66.8
Art & Design	2.3	5.9	-3.6	85.6
ICT	2.3	9.5	-7.2	78.1
Geography	2.9	4.1	-1.2	75.9
English	3.7	10.0	-6.3	80.5
Technology	4.1	2.1	+2.0	82.1
Beliefs & Values	5.5	4.1	+1.4	73.3
Read to Learn	5.7	7.1	-1.4	79.3
Performing Arts/Drama	6.0	4.3	+1.7	77.4
Dance	6.2	12.1	-5.9	69.6
Food & Nutrition	6.5	12.8	-6.4	79.7
History	6.5	9.4	-2.9	74.2
P.E.	7.2	5.4	+1.8	75.7
Biology	8.0	10.7	-2.7	77.5
Spanish	8.4	8.2	+0.2	55.3
Science	10.2	4.9	+5.3	69.7
French	11.2	10.9	+0.3	65.0
Physics	13.1	17.6	-4.6	72.1

Academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Music	14.1	8.8	+5.2	69.1
Chemistry	14.6	12.9	+1.6	65.2

Non-academic criteria

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

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
School communication	75.3	76.9	-1.6
Developing moral values	75.2	72.4	+2.9
School discipline	74.4	72.0	+2.4
Caring teachers	73.8	72.4	+1.4
Control of bullying	73.7	75.3	-1.6
Careers advice	73.3	76.9	-3.6
Social health education	72.5	74.9	-2.4
School security	71.9	74.9	-3.0
Happiness of child	71.6	69.3	+2.3
Community spirit	71.2	73.8	-2.6
Developing confidence	71.1	72.3	-1.1
Levels of homework	70.9	71.5	-0.6
Exam results	70.4	63.6	+6.7
Teaching quality	69.8	70.4	-0.5
Developing potential	68.9	67.8	+1.1
Availability of resources	68.3	74.1	-5.8
Truancy control	67.9	73.6	-5.7
Choice of subjects	66.1	68.1	-2.0
Computer access	65.9	70.6	-4.7
School facilities	65.3	66.3	-1.0

- Parents consider delivery of the following non-academic areas to be 'outstanding': School communication and Developing moral values.

- Parents consider delivery of the following non-academic areas to be 'good': School discipline, Caring teachers, Control of bullying, Careers advice, Social health education, School security, Happiness of child, Community spirit, Developing confidence, Levels of homework, Exam results, Teaching quality, Developing potential, Availability of resources, Truancy control, Choice of subjects, Computer access and School facilities.

- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Careers advice.

Happy versus unhappy parents for non-academic criteria

The following table identifies the percentage of parents who are unhappy (rating poor or very poor) alongside those who are happy (rating 'good' or 'very good') for the school's performance in each area. Note that these results do not include respondents who chose 'neither good nor poor', 'I don't know' or failed to answer the question.

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

Only highlighted changes should be considered significant; green shows improvement, red shows decline.

Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Computer access	2.9	5.3	-2.3	70.3
Social health education	3.1	2.4	+0.7	73.0
Truancy control	3.9	0.0	+3.9	78.7
Caring teachers	5.1	4.8	+0.3	77.0
School facilities	5.1	7.4	-2.3	64.3
Developing moral values	5.8	6.4	-0.7	73.2
Availability of resources	6.0	5.6	+0.4	71.5
Happiness of child	6.5	11.1	-4.6	76.6
Teaching quality	6.8	3.3	+3.4	72.8
Exam results	7.3	5.3	+2.0	81.6
Choice of subjects	8.9	5.5	+3.4	75.1
School communication	9.1	10.0	-0.9	74.6
School security	9.3	1.8	+7.4	75.3
Community spirit	10.4	14.3	-3.9	64.0
School discipline	10.5	7.6	+3.0	76.3
Developing potential	10.7	8.4	+2.3	61.4
Control of bullying	12.1	12.3	-0.2	69.2
Developing confidence	12.2	10.8	+1.4	70.3
Levels of homework	12.9	12.1	+0.9	58.5
Careers advice	16.2	17.3	-1.1	50.9

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to parent satisfaction. The following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. Only highlighted changes should be considered significant.

Additional criteria	This survey (%)	Previous survey (%)	% Change
Encouraging and listening to parents' views	75.1	73.3	+1.8
Regular marking of work	74.8	76.1	-1.3
Celebrating and rewarding achievement	73.7	73.3	+0.3
Treating all students fairly and equally	72.7	73.7	-1.0
Explaining to parents how to help their child	72.2	72.8	-0.6
Encouraging and listening to students' views	71.5	71.6	-0.1
Home-college agreement	71.4	69.2	+2.1
Teaching students with special needs	71.2	76.0	-4.8
Tailoring child's work to their needs and ability	70.9	73.4	-2.5
Quality of college management	69.2	67.9	+1.4
Promoting racial harmony	69.2	74.0	-4.9
Ensuring students do their best and make good progress	69.0	69.9	-0.9
College's image in the local community	67.5	68.7	-1.3
Encouraging students' activity in the local community	64.6	68.6	-4.0

- Parents consider delivery of the following additional criteria to be 'outstanding': Encouraging and listening to parents' views.

- Parents consider delivery of the following additional criteria to be 'good': Regular marking of work, Celebrating and rewarding achievement, Treating all students fairly and equally, Explaining to parents how to help their child, Encouraging and listening to students' views, Home-college agreement, Teaching students with special needs, Tailoring child's work to their needs and ability, Quality of college management, Promoting racial harmony, Ensuring students do their best and make good progress and College's image in the local community.

- Parents consider delivery of the following additional criteria to show 'room for improvement': Encouraging students' activity in the local community.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Teaching students with special needs.

Happy versus unhappy parents for additional criteria

The following table identifies the percentage of parents who are unhappy (rating poor or very poor) alongside those who are happy (rating 'good' or 'very good') for the school's performance in each area. Note that these results do not include respondents who chose 'neither good nor poor', 'I don't know' or failed to answer the question.

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (*above* the gold line).

- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (*above* the green line).

- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (*above* the red line).

- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (*below* the red line).

Only highlighted changes should be considered significant; green shows improvement, red shows decline.

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Promoting racial harmony	5.1	5.9	-0.7	72.9
College's image in the local community	6.2	5.3	+0.8	68.7
Home-college agreement	6.3	10.0	-3.8	71.6
Encouraging and listening to students' views	7.0	11.8	-4.9	62.6
Celebrating and rewarding achievement	7.3	8.2	-1.0	76.9
Ensuring students do their best and make good progress	7.9	6.5	+1.4	71.3
Quality of college management	8.1	10.0	-1.9	78.1
Regular marking of work	9.5	8.1	+1.4	63.1
Encouraging and listening to parents' views	10.5	9.6	+0.9	68.5
Treating all students fairly and equally	11.0	13.3	-2.3	68.8
Tailoring child's work to their needs and ability	13.4	15.3	-1.9	65.3
Explaining to parents how to help their child	15.8	13.9	+1.9	58.8
Teaching students with special needs	17.4	8.3	+9.1	61.3
Encouraging students' activity in the local community	19.8	20.9	-1.1	45.7

Parental priorities

Parents were asked to choose the ten criteria which were most important to them from a list of twenty. This section shows the analysis of these importance ratings and of the priorities for improvement.

Parental priorities importance

Ideally those criteria which are most important to parents will be the criteria to which parents award the highest scores. In the following table, the second column shows the percentage of parents who chose each of the criteria as one of their ten choices of what they felt was most important to them. The third column shows how well the school performs for the criteria ie. 1st = what the school does best, 20th = what the school does least well. Only highlighted rankings should be considered as being worthy of note. A green highlight shows that the school performs well within a criterion that is important to parents, a red highlight shows that the school performs less well within a criterion that is important to parents. The final two columns show the same information for the previous survey, for comparison.

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	93.2	14th	92.4	15th
Happiness of child	89.8	9th	91.6	16th
Developing potential	86.7	15th	73.2	18th
School discipline	83.8	3rd	91.7	12th
Developing confidence	81.0	11th	73.9	11th
Caring teachers	73.7	4th	77.4	9th
Control of bullying	73.1	5th	74.9	3rd
Developing moral values	62.3	2nd	59.7	10th
School communication	55.3	1st	44.9	2nd
Choice of subjects	46.3	18th	29.1	17th
Exam results	43.0	13th	51.6	20th
School security	42.7	8th	59.9	5th
School facilities	40.6	20th	42.7	19th
Availability of resources	25.9	16th	25.7	6th
Levels of homework	25.8	12th	27.8	13th
Careers advice	24.8	6th	26.5	1st
Community spirit	14.2	10th	17.0	7th
Social health education	14.0	7th	12.5	4th
Computer access	12.3	19th	14.2	14th
Truancy control	11.7	17th	13.3	8th

With regard to the five criteria most important to parents:

- The school performs well in: School discipline.

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Surveys

Importance: your school vs. similar schools

Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from parents from similar schools. Position differences of four or more have been highlighted as being worthy of note.

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	93.2	1st	1st	0
Happiness of child	89.8	2nd	3rd	+1
Developing potential	86.7	3rd	5th	+2
School discipline	83.8	4th	2nd	-2
Developing confidence	81.0	5th	7th	+2
Caring teachers	73.7	6th	6th	0
Control of bullying	73.1	7th	4th	-3
Developing moral values	62.3	8th	10th	+2
School communication	55.3	9th	8th	-1
Choice of subjects	46.3	10th	14th	+4 ▲
Exam results	43.0	11th	11th	0
School security	42.7	12th	12th	0
School facilities	40.6	13th	9th	-4 ▼
Availability of resources	25.9	14th	13th	-1
Levels of homework	25.8	15th	15th	0
Careers advice	24.8	16th	16th	0
Community spirit	14.2	17th	19th	+2
Social health education	14.0	18th	20th	+2
Computer access	12.3	19th	17th	-2
Truancy control	11.7	20th	18th	-2

- Most of the criteria the parents from your school selected as important are in line with the criteria that parents of similar schools select as important.

- Parents from your school selected the following criteria as more important than parents at similar schools: Choice of subjects.

- Parents from your school selected the following criteria as less important than parents at similar schools: School facilities.

How parent priorities change as students get older

The graph below shows which criteria parents of Year 7 students selected as important compared to which criteria parents of Year 11 & 6th Form students selected as important. This shows us how parent priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups.
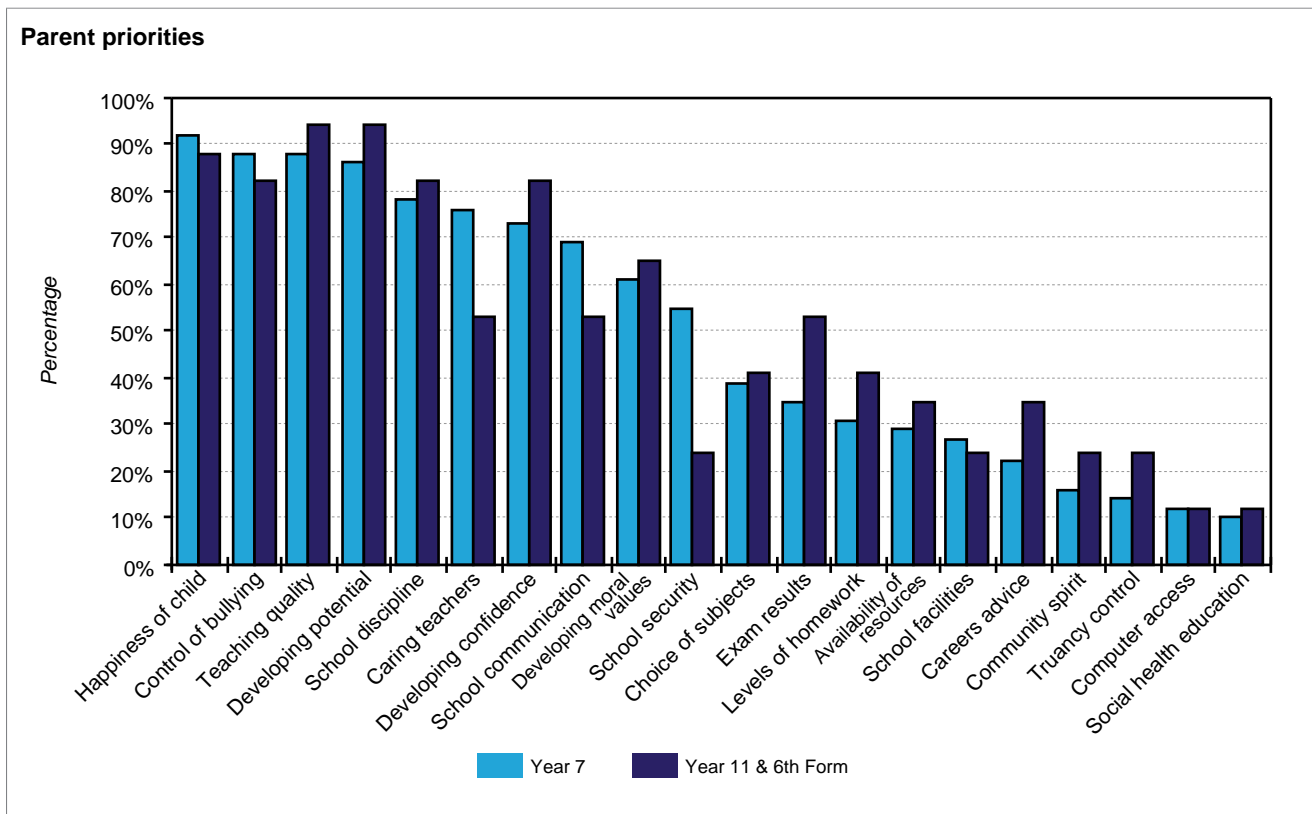
Parent priorities

Criteria where difference in score is significant	Year 7 ranking	Year 11 & 6th Form ranking
School security	10th	15th ▲

How parent priorities change by gender of child

The graph below shows which criteria parents of female students selected as important compared to which criteria parents of male students selected as important. This shows us how parent priorities change by gender of the child.
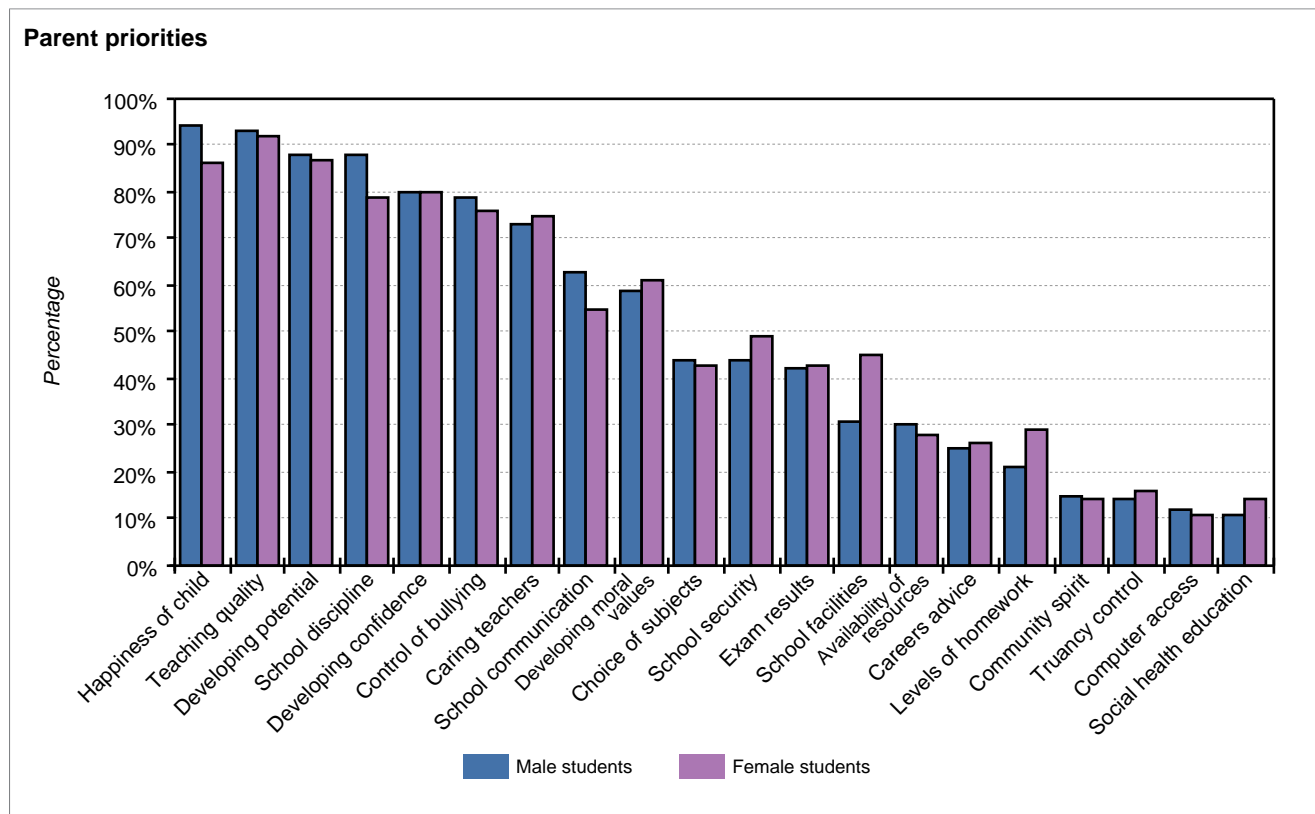
Parent priorities

- There are no noteworthy differences between the priorities for parents of female students and parents of male students.

How parent priorities change – extra analysis

The graph below shows which criteria were important to parents, broken down by their response to the question 'Has your child ever been eligible for free school meals during the last six years?'.
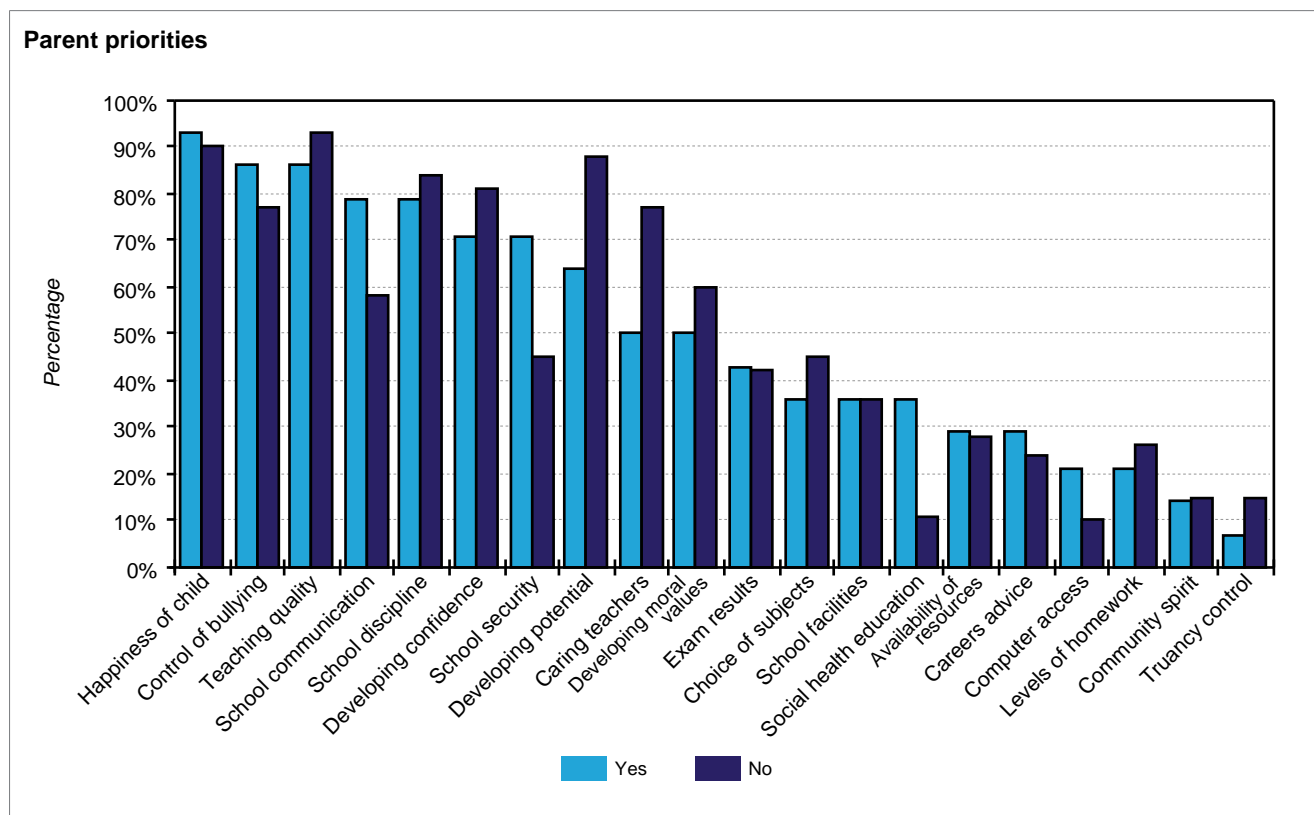
Parent priorities

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

Relative parent priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Developing potential	21.7	10.4	9.9
School facilities	10.9	10.6	8.3
Teaching quality	10.8	14.7	13.0
Levels of homework	10.2	7.2	6.9
Choice of subjects	8.7	3.5	3.5
School communication	8.4	4.1	10.3
Caring teachers	4.8	1.6	3.7
Availability of resources	4.2	1.7	3.1
Control of bullying	3.9	5.5	6.0
Careers advice	3.4	2.9	6.3
School discipline	3.3	8.0	8.8
Exam results	2.5	5.6	3.0
Computer access	1.8	2.6	1.8
Developing confidence	1.7	6.8	4.4
Developing moral values	1.4	0.6	2.1
Happiness of child	0.9	5.3	3.1
Community spirit	0.9	0.0	1.6
Social health education	0.4	6.1	0.9
School security	0.0	2.8	2.1
Truancy control	0.0	0.0	0.6

- Parents have given a higher priority to the following areas since the last survey: Developing potential, Choice of subjects and School communication.

- Parents have given a lower priority to the following areas since the last survey: School discipline, Developing confidence, Happiness of child and Social health education.

- Parents have given a higher priority to the following areas compared to similar schools: Developing potential and Choice of subjects.

- Parents have given a lower priority to the following areas compared to similar schools: School discipline.

Parent View summary

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

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

	Score	Sample
1. My child is happy at this school		
Happiness of child	71.6%	147
2. My child feels safe at this school		
Control of bullying	73.7%	132
School security	71.9%	142
3. My child makes good progress at this school		
Ensuring students do their best and make good progress	69.0%	140
Developing potential	68.9%	143
4. My child is well looked after at this school		
Caring teachers	73.8%	143
School security	71.9%	142
5. My child is taught well at this school		
Teaching students with special needs	71.2%	58
Tailoring child's work to their needs and ability	70.9%	136
Exam results	70.4%	96
Teaching quality	69.8%	141
Ensuring students do their best and make good progress	69.0%	140
Developing potential	68.9%	143
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	161
Levels of homework	70.9%	144
Tailoring child's work to their needs and ability	70.9%	136

	Score	Sample

7. This school ensures the pupils are well behaved

School discipline	74.4%	144

8. This school deals effectively with bullying

Control of bullying	73.7%	132

9. Quality of school management

Quality of college management	69.2%	108

10. This school responds well to any concern I raise

Encouraging and listening to parents' views	75.1%	138
Caring teachers	73.8%	143

11. I receive valuable information from the school about my child's progress

Regular marking of work	74.8%	140
Explaining to parents how to help their child	72.2%	127

12. I would recommend this school to another parent

Recommended	93.6%	140

Ofsted self-evaluation summary

The September 2015 Ofsted Common Inspection Framework asserts the increased importance of a school's own self-evaluation data as the starting point of the inspection process.

The following summary is presented to allow schools to summarise their inspection self-evaluation evidence under the four main judgements: 'The Quality of Teaching, Learning and Assessment', 'Personal Development, Behaviour and Welfare', 'Outcomes for Pupils' and 'Leadership and Management'. The effectiveness of Early Years and Sixth Form provision, where relevant, and the school's promotion of 'Spiritual, Moral, Social and Cultural Development' (SMSC) are also included.

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

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

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

Remember, for grading comparisons with our colour coded system:

Gold	**= Outstanding**	**= Grade 1**
Green	**= Good**	**= Grade 2**
Black	**= Requires improvement**	**= Grade 3**
Red	**= Inadequate**	**= Grade 4**

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

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

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

School communication	75.3%	Outstanding
Encouraging and listening to parents' views	75.1%	Outstanding
Mathematics	78.0%	Good
Regular marking of work	74.8%	Good
English	74.0%	Good
Treating all students fairly and equally	72.7%	Good
Explaining to parents how to help their child	72.2%	Good
Teaching students with special needs	71.2%	Good
Community spirit	71.2%	Good
Developing confidence	71.1%	Good
Levels of homework	70.9%	Good
Exam results	70.4%	Good
Teaching quality	69.8%	Good
Promoting racial harmony	69.2%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good

Strengths

- School communication
- Encouraging and listening to parents' views
- Mathematics

Weaknesses

- Developing potential
- Ensuring students do their best and make good progress
- Promoting racial harmony

Your average parental grade for this section = 1.9 = Good = **Grade 2**

The Accuracy and Impact of Assessment

Regular marking of work	74.8%	Good
Levels of homework	70.9%	Good
Tailoring child's work to their needs and ability	70.9%	Good
Exam results	70.4%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good

Strengths

- Regular marking of work
- Levels of homework

Weaknesses

- Developing potential
- Ensuring students do their best and make good progress

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

The Impact of the Teaching of Literacy, Including Reading

English	74.0%	Good
Tailoring child's work to their needs and ability	70.9%	Good
Developing potential	68.9%	Good

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

The Teaching of Mathematics

Biology	79.0%	Good
Physics	78.8%	Good
Mathematics	78.0%	Good
ICT	77.5%	Good
Chemistry	76.6%	Good
Science	74.4%	Good
Tailoring child's work to their needs and ability	70.9%	Good
Developing potential	68.9%	Good
Computer access	65.9%	Good

Strengths

- Biology
- Physics
- Mathematics

Weaknesses

- Computer access
- Developing potential
- Tailoring child's work to their needs and ability

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

Effectiveness of the Early Years Provision: Quality of Teaching, Learning and Assessment
Not applicable.

Effectiveness of the Sixth Form Provision: Quality of Teaching, Learning and Assessment
Not applicable.

Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- The Effectiveness of Teaching, Learning and Assessment
- The Accuracy and Impact of Assessment
- The Impact of the Teaching of Literacy, Including Reading
- The Teaching of Mathematics

Personal Development, Behaviour and Welfare

Behaviour: Pupils' Attitudes to School, Conduct and Behaviour, During and Outside of Lessons.

Course 42	77.2%	Good
School discipline	74.4%	Good
Control of bullying	73.7%	Good
Community spirit	71.2%	Good
Developing confidence	71.1%	Good
Promoting racial harmony	69.2%	Good

Strengths

- Course 42
- School discipline

Weaknesses

- Promoting racial harmony
- Developing confidence

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

Kirkland Rowell Surveys

Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.

Developing moral values	75.2%	Outstanding
Course 42	77.2%	Good
School discipline	74.4%	Good
Caring teachers	73.8%	Good
Control of bullying	73.7%	Good
Social health education	72.5%	Good
Encouraging and listening to students' views	71.5%	Good
Community spirit	71.2%	Good
Promoting racial harmony	69.2%	Good

Strengths

- Developing moral values
- Course 42
- School discipline

Weaknesses

- Promoting racial harmony
- Community spirit
- Encouraging and listening to students' views

Your average parental grade for this section = 1.9 = Good = **Grade 2**

Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle Discriminatory and Derogatory Language.

Developing moral values	75.2%	Outstanding
Course 42	77.2%	Good
School discipline	74.4%	Good
Control of bullying	73.7%	Good
Community spirit	71.2%	Good
Promoting racial harmony	69.2%	Good

Strengths

- Developing moral values
- Course 42

Weaknesses

- Promoting racial harmony
- Community spirit

Your average parental grade for this section = 1.8 = Good = **Grade 2**

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

Developing moral values	75.2%	Outstanding
School discipline	74.4%	Good
Celebrating and rewarding achievement	73.7%	Good
Happiness of child	71.6%	Good
Encouraging and listening to students' views	71.5%	Good
Community spirit	71.2%	Good
Developing confidence	71.1%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good

Strengths

- Developing moral values
- School discipline
- Celebrating and rewarding achievement

Weaknesses

- Developing potential
- Ensuring students do their best and make good progress
- Developing confidence

Your average parental grade for this section = 1.9 = Good = **Grade 2**

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

Celebrating and rewarding achievement	73.7%	Good
Encouraging and listening to students' views	71.5%	Good
Teaching students with special needs	71.2%	Good
Developing confidence	71.1%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good

Strengths

- Celebrating and rewarding achievement
- Encouraging and listening to students' views

Weaknesses

- Developing potential
- Ensuring students do their best and make good progress

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

Personal Development and Welfare: Choices About Next Stages

Celebrating and rewarding achievement	73.7%	Good
Careers advice	73.3%	Good
Explaining to parents how to help their child	72.2%	Good
Levels of homework	70.9%	Good

Strengths

- Celebrating and rewarding achievement

Weaknesses

- Levels of homework

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

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

Developing moral values	75.2%	Outstanding
Course 42	77.2%	Good
School discipline	74.4%	Good
Caring teachers	73.8%	Good
Control of bullying	73.7%	Good
Social health education	72.5%	Good
School security	71.9%	Good
Encouraging and listening to students' views	71.5%	Good
Community spirit	71.2%	Good
Promoting racial harmony	69.2%	Good

Strengths

- Developing moral values
- Course 42
- School discipline

Weaknesses

- Promoting racial harmony
- Community spirit
- Encouraging and listening to students' views

Your average parental grade for this section = 1.9 = Good = **Grade 2**

Kirkland Rowell
Surveys

Personal Development and Welfare: Keeping Healthy

Exercise	80.5%	Good
Course 42	77.2%	Good
Social health education	72.5%	Good
Diet	36.6%	Inadequate

Strengths

- Exercise

Weaknesses

- Diet

Your average parental grade for this section = 2.5 = Good = **Grade 2 (-)**

Personal Development and Welfare: Personal Development

Developing moral values	75.2%	Outstanding
Course 42	77.2%	Good
Beliefs & Values	76.6%	Good
Control of bullying	73.7%	Good
Careers advice	73.3%	Good
Social health education	72.5%	Good
Encouraging and listening to students' views	71.5%	Good
Community spirit	71.2%	Good
Developing confidence	71.1%	Good
Promoting racial harmony	69.2%	Good
Developing potential	68.9%	Good
Encouraging students' activity in the local community	64.6%	Requires improvement

Strengths

- Developing moral values
- Course 42
- Beliefs & Values

Weaknesses

- Encouraging students' activity in the local community
- Developing potential
- Promoting racial harmony

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

Attendance and Punctuality

Truancy control   67.9%   Good

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

Effectiveness of the Early Years Provision: Personal Development, Behaviour and Welfare
Not applicable.

Effectiveness of the Sixth Form Provision: Personal Development, Behaviour and Welfare
Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

Your average parental grade for "Personal Development, Behaviour and Welfare" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Behaviour: Pupils' Attitudes to School, Conduct and Behaviour, During and Outside of Lessons.

- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.

- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle Discriminatory and Derogatory Language.

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

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

- Personal Development and Welfare: Choices About Next Stages

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

- Personal Development and Welfare: Keeping Healthy

- Personal Development and Welfare: Personal Development

- Attendance and Punctuality

Outcomes for Pupils

Progress

Ratio of parents saying school improving versus declining		Good
Mathematics	78.0%	Good
English	74.0%	Good
Teaching students with special needs	71.2%	Good
Developing confidence	71.1%	Good
Exam results	70.4%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good

Strengths

- Ratio of parents saying school improving versus declining
- Mathematics
- English

Weaknesses

- Developing potential
- Ensuring students do their best and make good progress
- Exam results

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

Progress Over Time

Average of academic subject ratings	Good
Significant improvements versus significant declines	Good

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

Pupils' Attainment in Relation to National Standards and Compared With All Schools

Achievement in relation to national standards	Good
Average of academic subject ratings	Good

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

Achievements of Those Eligible for the Pupil Premium

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'.

English	84.6%	Outstanding
Average of academic subject ratings		Good
Mathematics	78.8%	Good
Tailoring child's work to their needs and ability	71.2%	Good
Developing potential	67.3%	Good
Developing confidence	66.1%	Good
Exam results	65.9%	Good

Strengths

- English

- Average of academic subject ratings

Weaknesses

- Exam results

- Developing confidence

Your average parental grade for this section = 1.9 = Good = **Grade 2**

The Most Able Pupils

Developing confidence	71.1%	Good
Tailoring child's work to their needs and ability	70.9%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good

Strengths

- Developing confidence

Weaknesses

- Developing potential

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

Disabled Pupils and Those with Special Educational Needs

Treating all students fairly and equally	72.7%	Good
Teaching students with special needs	71.2%	Good
Developing confidence	71.1%	Good
Tailoring child's work to their needs and ability	70.9%	Good
Developing potential	68.9%	Good

Strengths

- Treating all students fairly and equally

Weaknesses

- Developing potential

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Progress
- Progress Over Time
- Pupils' Attainment in Relation to National Standards and Compared With All Schools
- Achievements of Those Eligible for the Pupil Premium
- The Most Able Pupils
- Disabled Pupils and Those with Special Educational Needs

Effectiveness of Leadership and Management

Vision and Values

School communication	75.3%	Outstanding
Developing moral values	75.2%	Outstanding
Average of academic subject ratings		Good
School discipline	74.4%	Good
Control of bullying	73.7%	Good
Celebrating and rewarding achievement	73.7%	Good
Community spirit	71.2%	Good
Developing confidence	71.1%	Good
Exam results	70.4%	Good
Promoting racial harmony	69.2%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good

Strengths

- School communication

- Developing moral values

- Average of academic subject ratings

Weaknesses

- Developing potential

- Ensuring students do their best and make good progress

- Promoting racial harmony

Your average parental grade for this section = 1.8 = Good = **Grade 2**

Self-evaluation and Improvement

Encouraging and listening to parents' views	75.1%	Outstanding
Criteria improving since previous surveys		Good
Ratio of parents saying school improving versus declining		Good
Significant improvements versus significant declines		Good
Encouraging and listening to students' views	71.5%	Good
Exam results	70.4%	Good

Strengths

- Encouraging and listening to parents' views
- Criteria improving since previous surveys

Weaknesses

- Exam results
- Encouraging and listening to students' views

Your average parental grade for this section = 1.8 = Good = **Grade 2**

Curriculum

Art & Design	79.0%	Good
Mathematics	78.0%	Good
Course 42	77.2%	Good
Beliefs & Values	76.6%	Good
English	74.0%	Good
Careers advice	73.3%	Good
P.E.	72.7%	Good
Teaching students with special needs	71.2%	Good
Tailoring child's work to their needs and ability	70.9%	Good
Exam results	70.4%	Good
Ensuring students do their best and make good progress	69.0%	Good
Developing potential	68.9%	Good
Choice of subjects	66.1%	Good
Encouraging students' activity in the local community	64.6%	Requires improvement

Strengths

- Art & Design
- Mathematics
- Course 42

Weaknesses

- Encouraging students' activity in the local community
- Choice of subjects
- Developing potential

Your average parental grade for this section = 2.1 = Good = **Grade 2**

Citizenship

Developing moral values	75.2%	Outstanding
Course 42	77.2%	Good
Beliefs & Values	76.6%	Good
School discipline	74.4%	Good
Control of bullying	73.7%	Good
Treating all students fairly and equally	72.7%	Good
Social health education	72.5%	Good
Community spirit	71.2%	Good
Promoting racial harmony	69.2%	Good
College's image in the local community	67.5%	Good

Strengths

- Developing moral values
- Course 42
- Beliefs & Values

Weaknesses

- College's image in the local community
- Promoting racial harmony
- Community spirit

Your average parental grade for this section = 1.9 = Good = **Grade 2**

Leadership

School communication	75.3%	Outstanding
Encouraging and listening to parents' views	75.1%	Outstanding
Average of academic subject ratings		Good
Criteria improving since previous surveys		Good
Explaining to parents how to help their child	72.2%	Good
Encouraging and listening to students' views	71.5%	Good
Home-college agreement	71.4%	Good
Quality of college management	69.2%	Good

Strengths

- School communication
- Encouraging and listening to parents' views
- Average of academic subject ratings

Weaknesses

- Quality of college management
- Home-college agreement
- Encouraging and listening to students' views

Your average parental grade for this section = 1.8 = Good = **Grade 2 (+)**

Continuous Professional Development

Your own assessment is required here.

Safeguarding

Developing moral values	75.2%	Outstanding
School discipline	74.4%	Good
Caring teachers	73.8%	Good
Control of bullying	73.7%	Good
Treating all students fairly and equally	72.7%	Good
Social health education	72.5%	Good
School security	71.9%	Good
Community spirit	71.2%	Good
Quality of college management	69.2%	Good
Promoting racial harmony	69.2%	Good
Truancy control	67.9%	Good

Strengths

- Developing moral values
- School discipline
- Caring teachers

Weaknesses

- Truancy control
- Promoting racial harmony
- Quality of college management

Your average parental grade for this section = 1.9 = Good = **Grade 2**

Governance

Treating all students fairly and equally	72.7%	Good
School security	71.9%	Good
Teaching students with special needs	71.2%	Good
Tailoring child's work to their needs and ability	70.9%	Good
Quality of college management	69.2%	Good
Promoting racial harmony	69.2%	Good

Strengths

- Treating all students fairly and equally
- School security

Weaknesses

- Promoting racial harmony
- Quality of college management

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

Use of the Pupil Premium

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'.

English	84.6%	Outstanding
Average of academic subject ratings		Good
Ratio of parents saying school improving versus declining		Good
Mathematics	78.8%	Good

Strengths

- English

Weaknesses

- Mathematics

Your average parental grade for this section = 1.8 = Good = **Grade 2 (+)**

Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 1.9 = Good = **Grade 2**

To reach the next grade

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

- Vision and Values
- Self-evaluation and Improvement
- Curriculum
- Citizenship
- Leadership
- Safeguarding
- Governance
- Use of the Pupil Premium

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Art & Design	79.0%	Good
Beliefs & Values	76.6%	Good
English	74.0%	Good
Happiness of child	71.6%	Good
Encouraging and listening to students' views	71.5%	Good
Community spirit	71.2%	Good
Promoting racial harmony	69.2%	Good
Music	68.8%	Requires improvement

Strengths

- Art & Design
- Beliefs & Values
- English

Weaknesses

- Music
- Promoting racial harmony
- Community spirit

Your average parental grade for this section = 2.1 = Good = **Grade 2**

Moral Development

Developing moral values	75.2%	Outstanding
Course 42	77.2%	Good
Beliefs & Values	76.6%	Good
School discipline	74.4%	Good
Social health education	72.5%	Good
Community spirit	71.2%	Good

Strengths

- Developing moral values
- Course 42

Weaknesses

- Community spirit
- Social health education

Your average parental grade for this section = 1.8 = Good = **Grade 2**

Social Development

Developing moral values	75.2%	Outstanding
Course 42	77.2%	Good
Control of bullying	73.7%	Good
Social health education	72.5%	Good
Community spirit	71.2%	Good
Developing confidence	71.1%	Good
Promoting racial harmony	69.2%	Good
Encouraging students' activity in the local community	64.6%	Requires improvement

Strengths

- Developing moral values
- Course 42
- Control of bullying

Weaknesses

- Encouraging students' activity in the local community
- Promoting racial harmony
- Developing confidence

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

Cultural Development

Art & Design	79.0%	Good
Course 42	77.2%	Good
Beliefs & Values	76.6%	Good
English	74.0%	Good
P.E.	72.7%	Good
Community spirit	71.2%	Good
History	70.0%	Good
Promoting racial harmony	69.2%	Good
Music	68.8%	Requires improvement
Encouraging students' activity in the local community	64.6%	Requires improvement

Strengths

- Art & Design
- Course 42
- Beliefs & Values

Weaknesses

- Encouraging students' activity in the local community
- Music
- Promoting racial harmony

Your average parental grade for this section = 2.2 = Good = **Grade 2**

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Spiritual Development
- Moral Development
- Social Development
- Cultural Development

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	2.0	Good	**Grade 2**
Personal Development, Behaviour and Welfare	2.0	Good	**Grade 2**
Outcomes for Pupils	2.0	Good	**Grade 2**
Effectiveness of Leadership and Management	1.9	Good	**Grade 2**
Spiritual, Moral, Social and Cultural Development	2.0	Good	**Grade 2**

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Quality of teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Pupils
- Effectiveness of Leadership and Management
- Spiritual, Moral, Social and Cultural Development

Unexpected results

Analysis to investigate unexpected or unusual year group results

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

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

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

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

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

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

Unexpected results for 'Control of bullying'

- The contribution towards the score for Control of bullying was higher than expected for Year 9.

Actual versus expected scores for Control of bullying
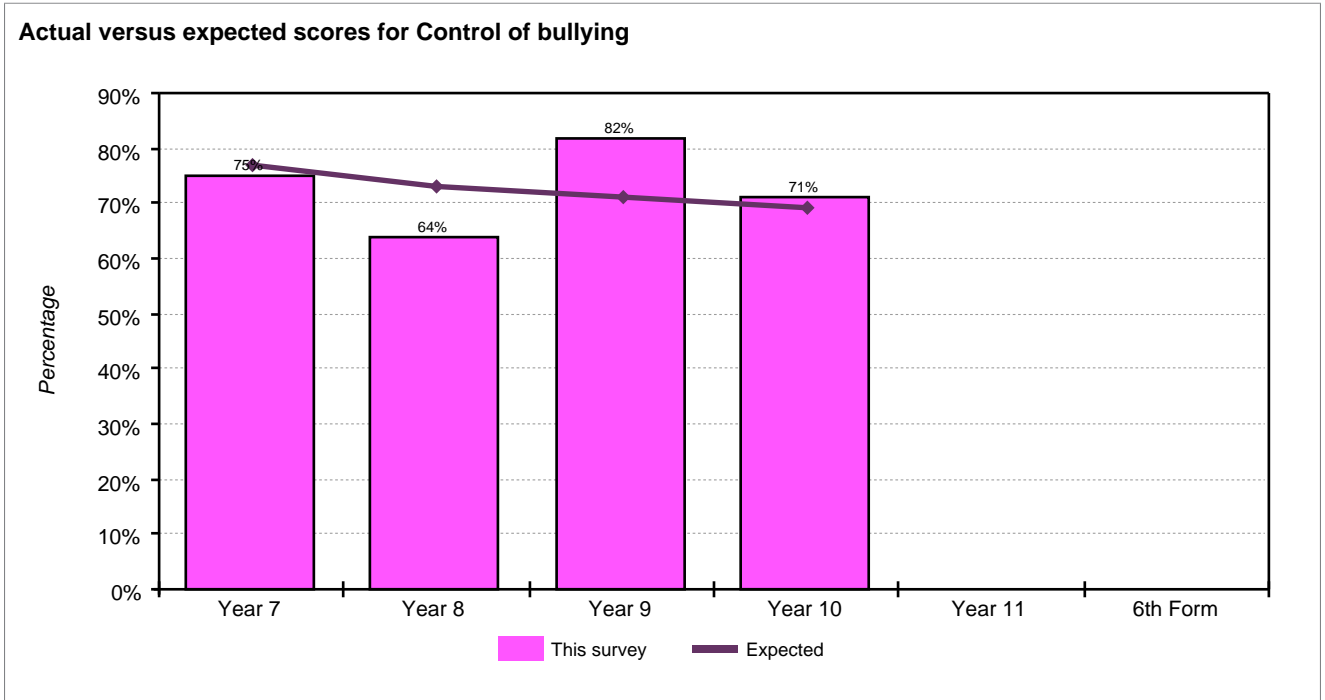
Breakdown of parent responses for Control of bullying
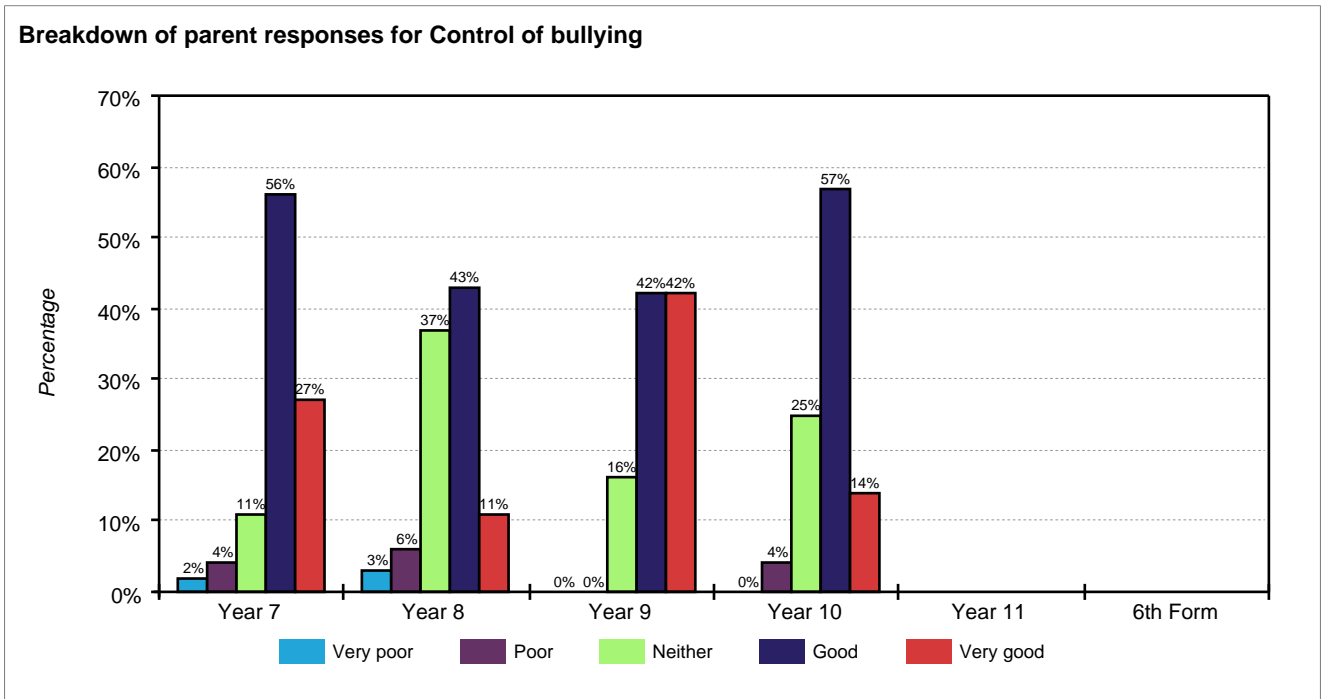
Standard analysis

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

Performance and expectations
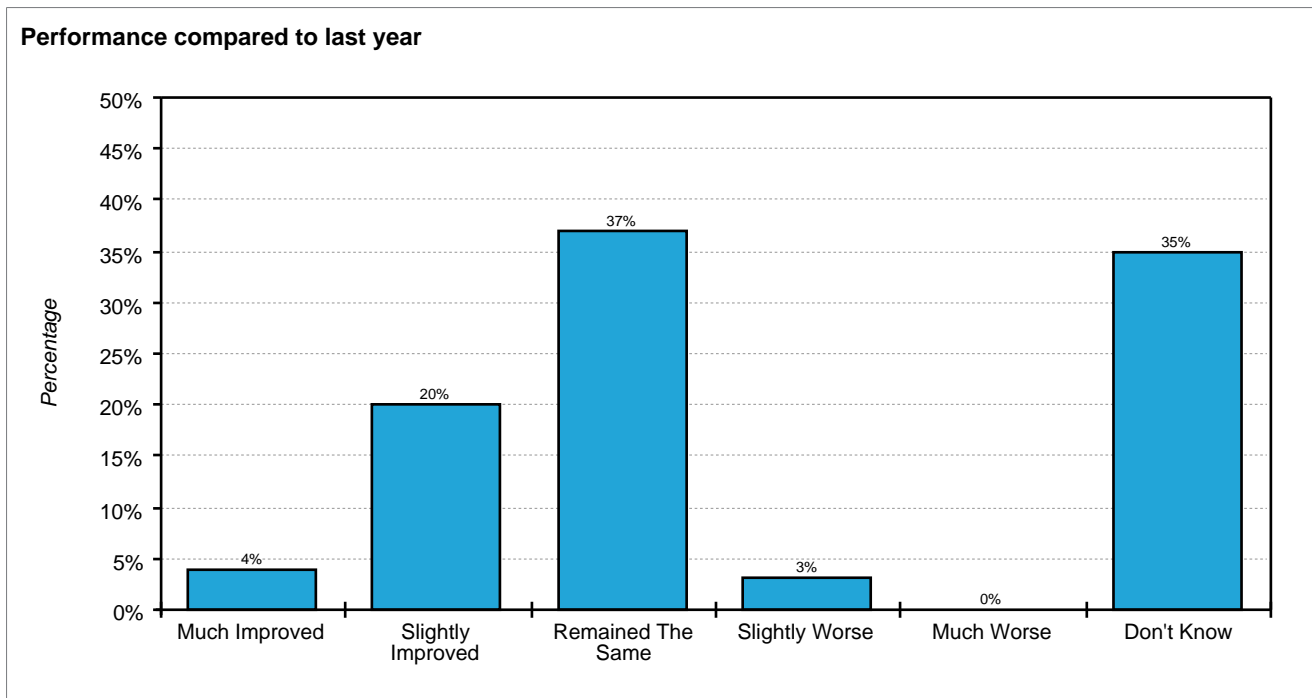
Performance compared to last year

- Of the parents whose children were not in their first year at the school 24% said the school had improved over the last year and 3% thought that the school's performance was worse.

Has the school lived up to your expectations
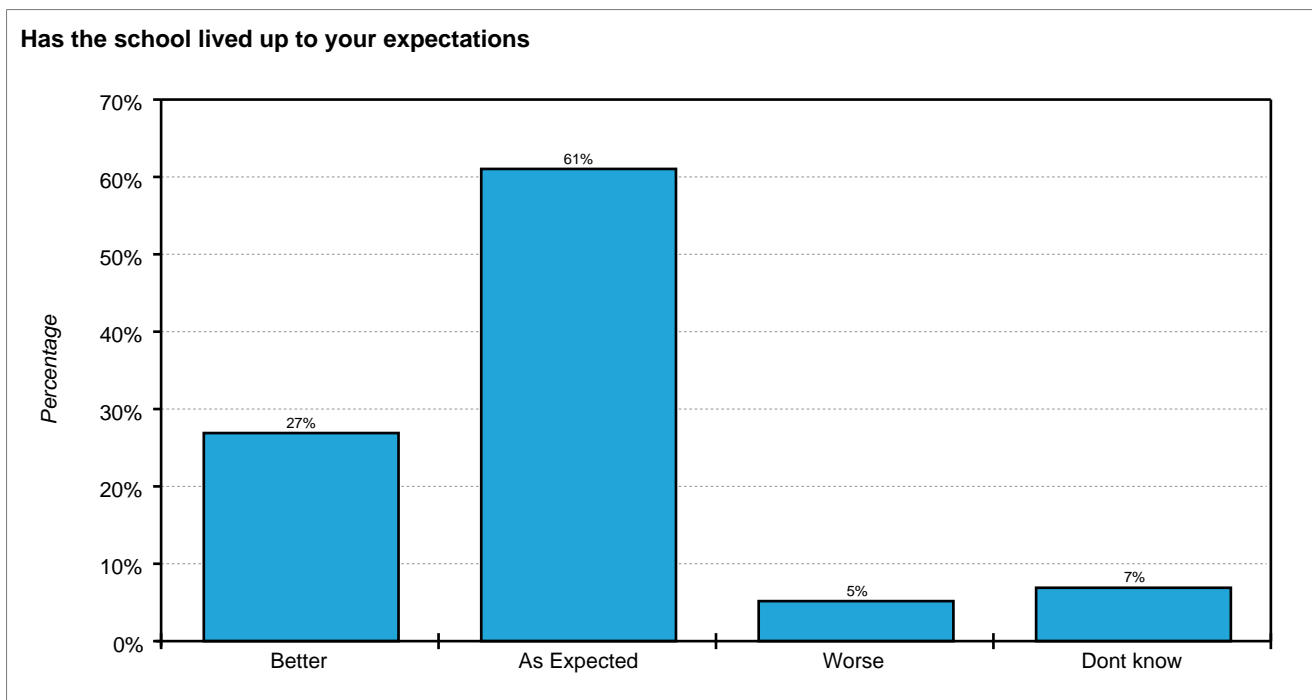
- Of the parents of new students, 5% felt that the school had not lived up to their expectations and 27% said the school was better than they had expected it to be.

Gender analysis

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

Satisfaction scores for academic criteria
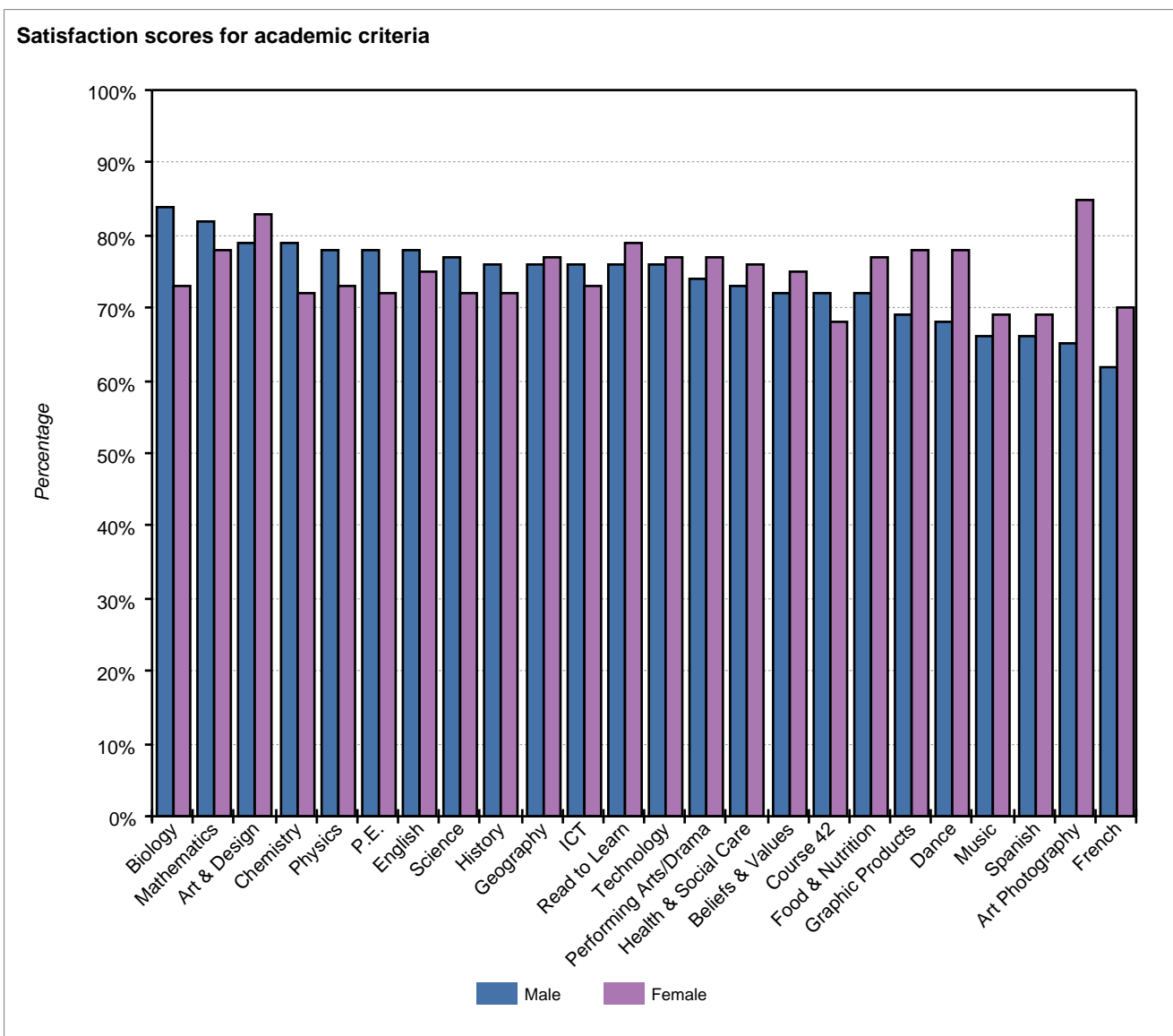
Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Art Photography	65.0	85.4 ▲
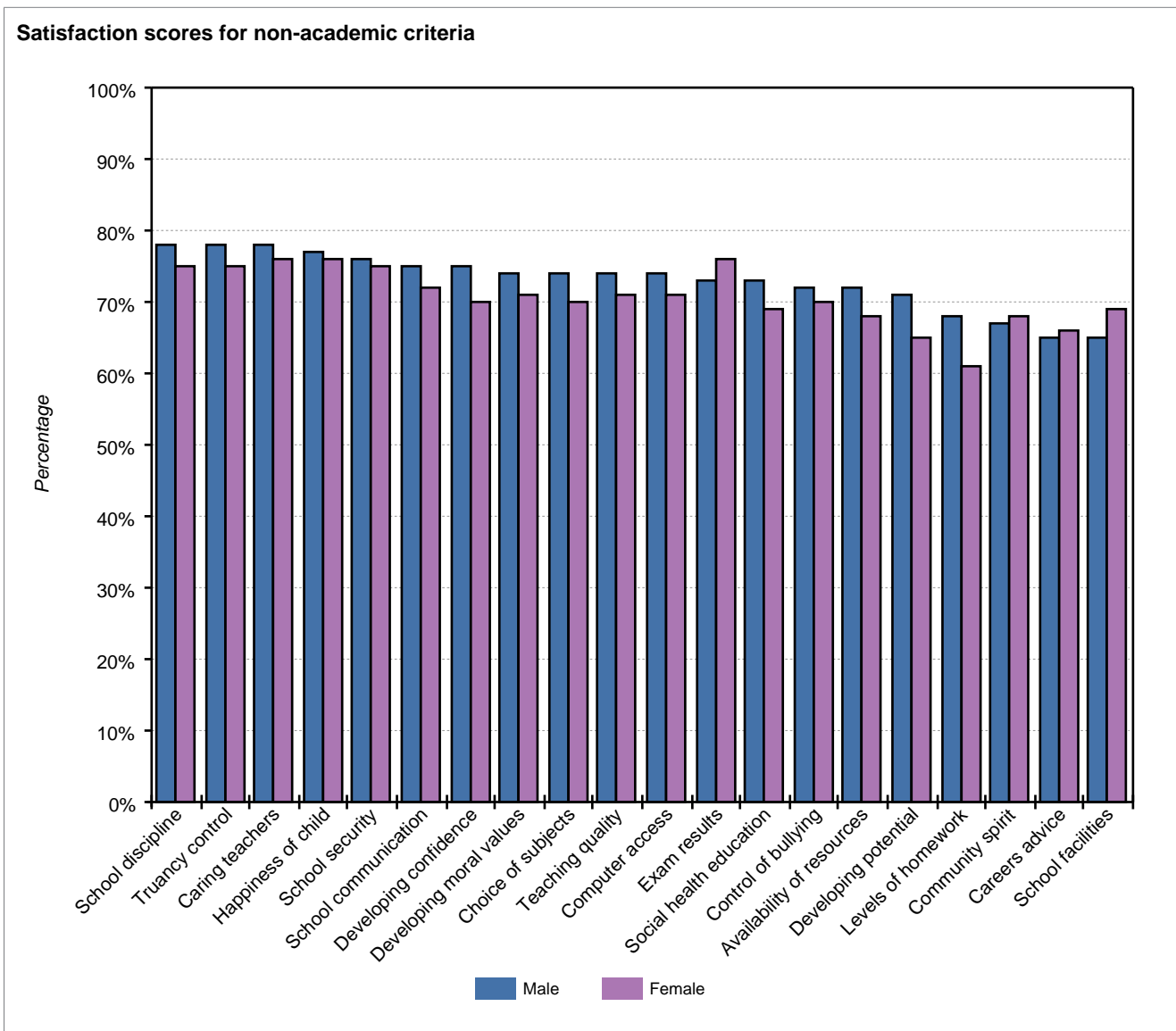
Satisfaction scores for non-academic criteria

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

Satisfaction scores for additional criteria
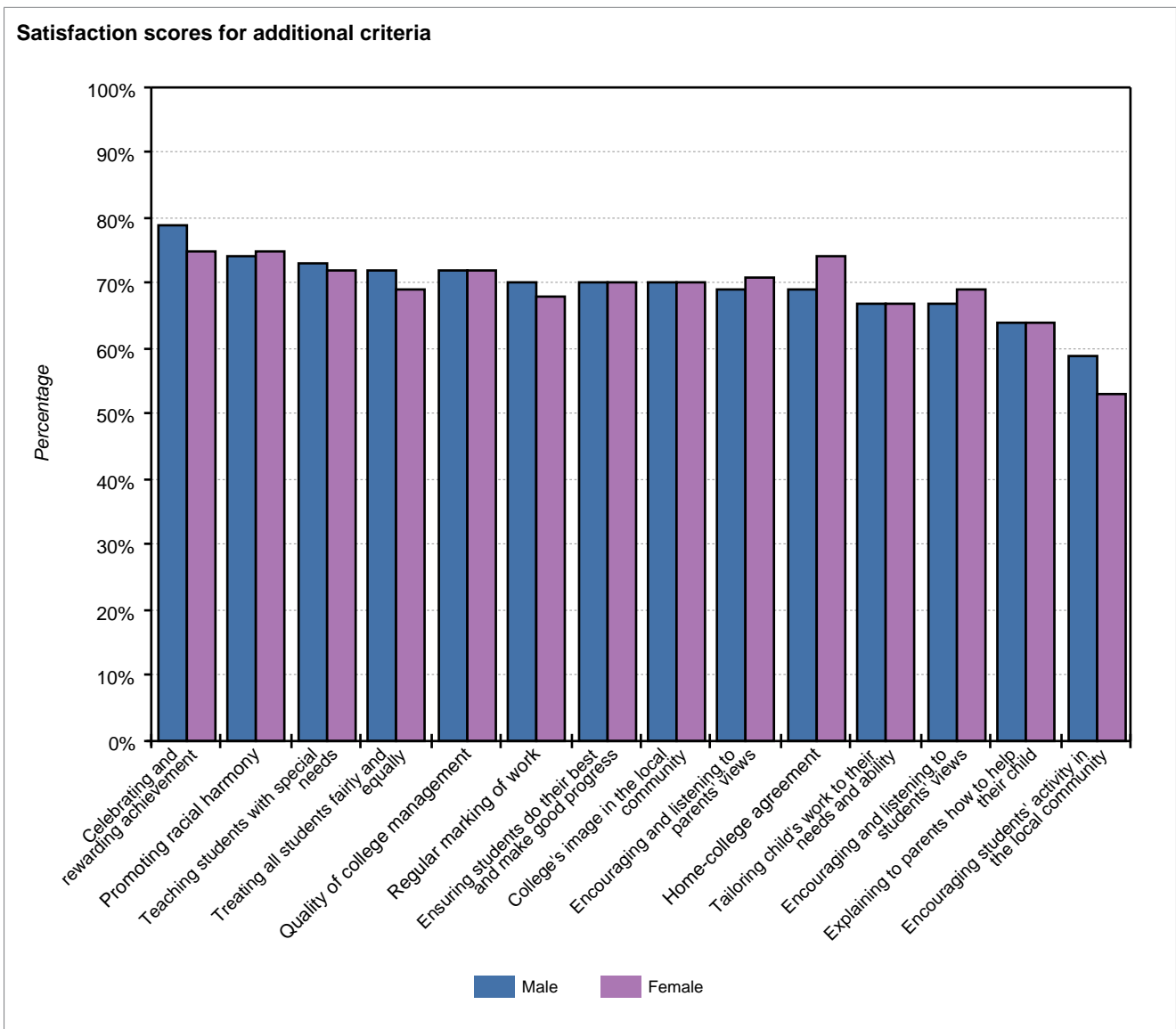
- There are no significant differences between the additional satisfaction scores for parents of female students and parents of male students.

Extra analysis

This section of the report provides an analysis of parent scores broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'.

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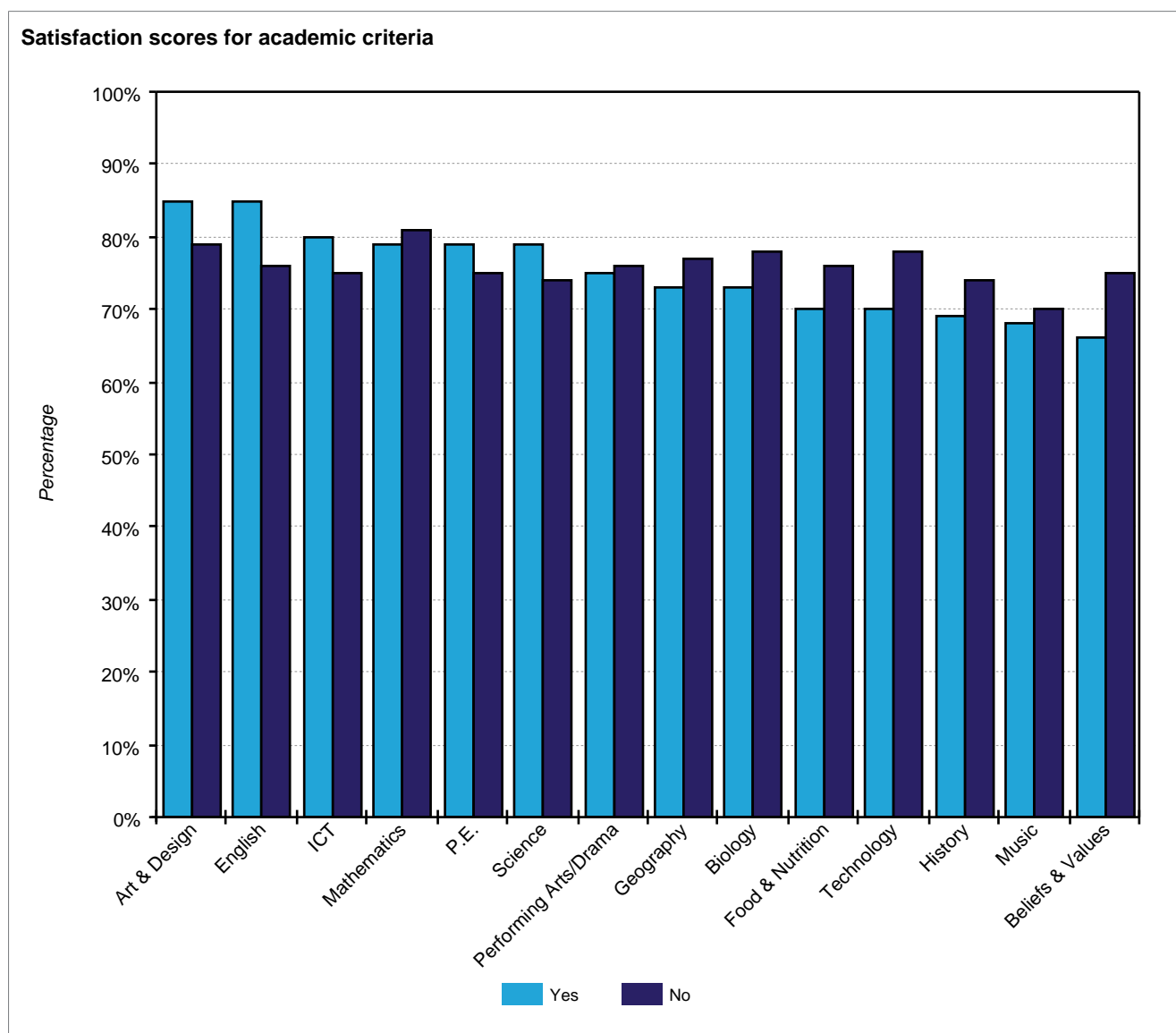
- There are no significant differences between the academic satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

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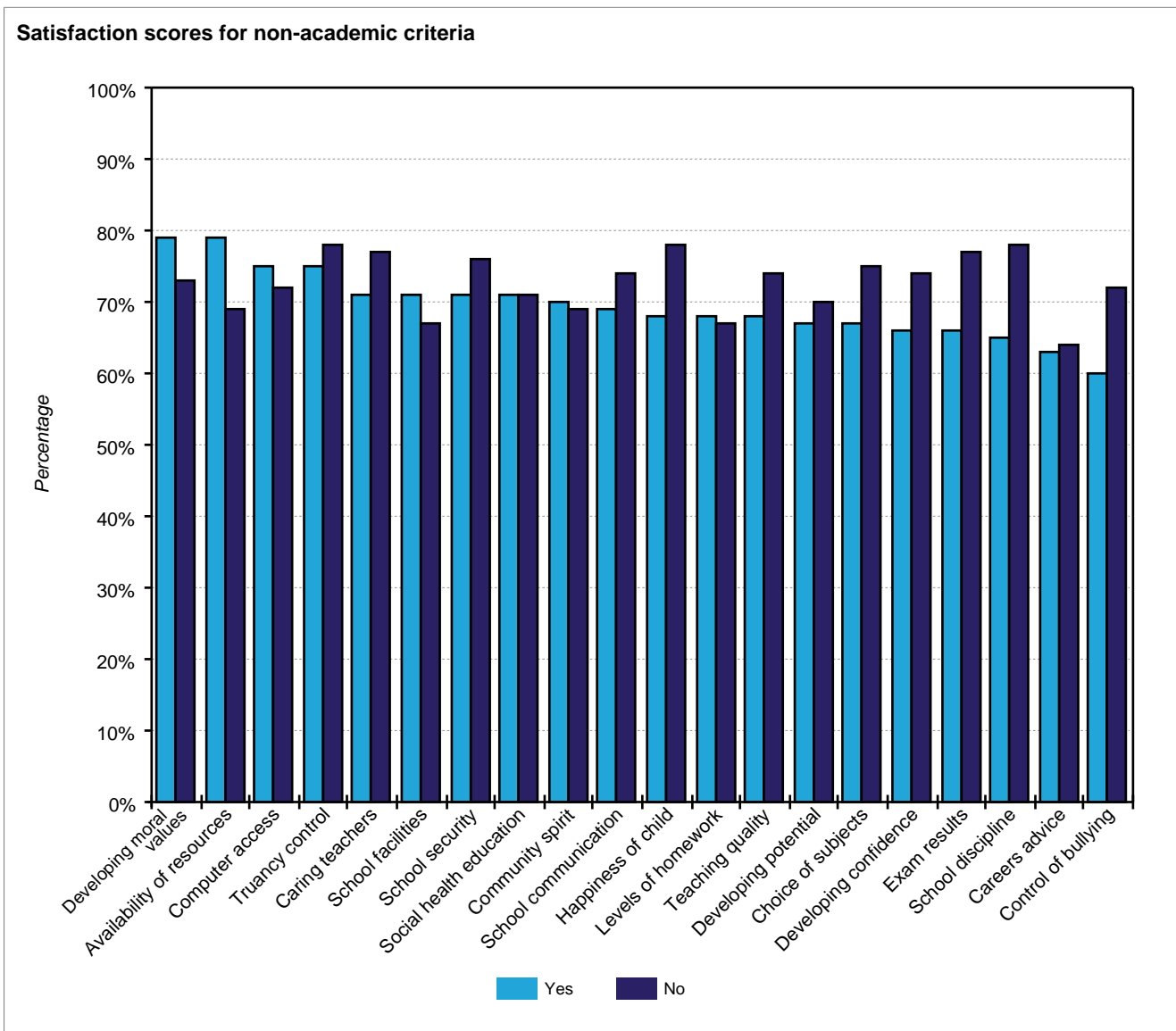
- There are no significant differences between the non-academic satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

Satisfaction scores for additional criteria
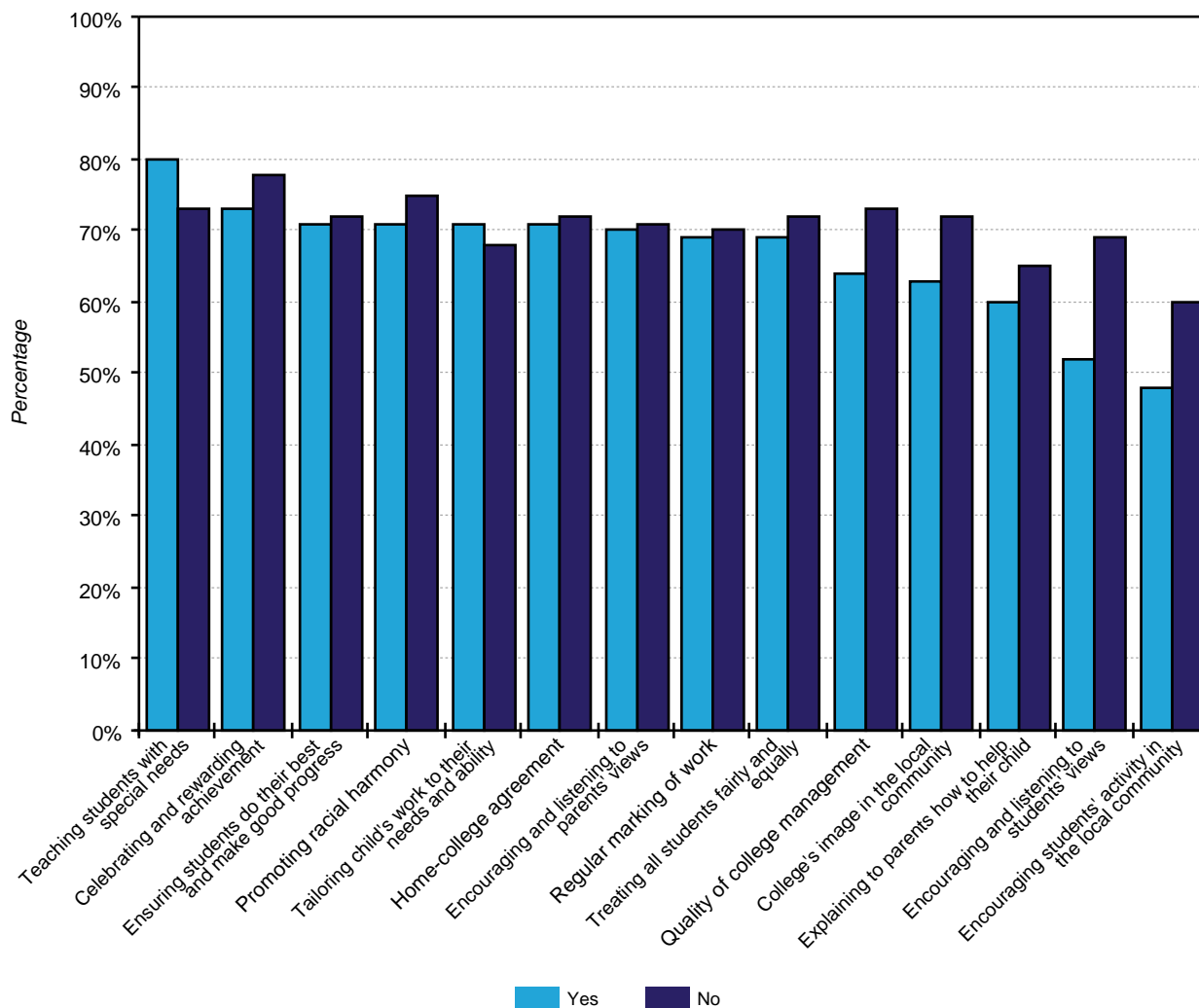
Additional criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
College's image in the local community	63.5	72.1 ▲
Encouraging and listening to students' views	52.1	68.8 ▲

Academic stretch

This section of the report summarises parents' perceptions of whether their children are pushed too hard or not hard enough.

Scores should ideally not exceed the red line. We find that English and Mathematics, however, do commonly cross the red line for 'not pushed hard enough'.

Parents' views on whether their children are being pushed too hard or not hard enough broken down by subject:
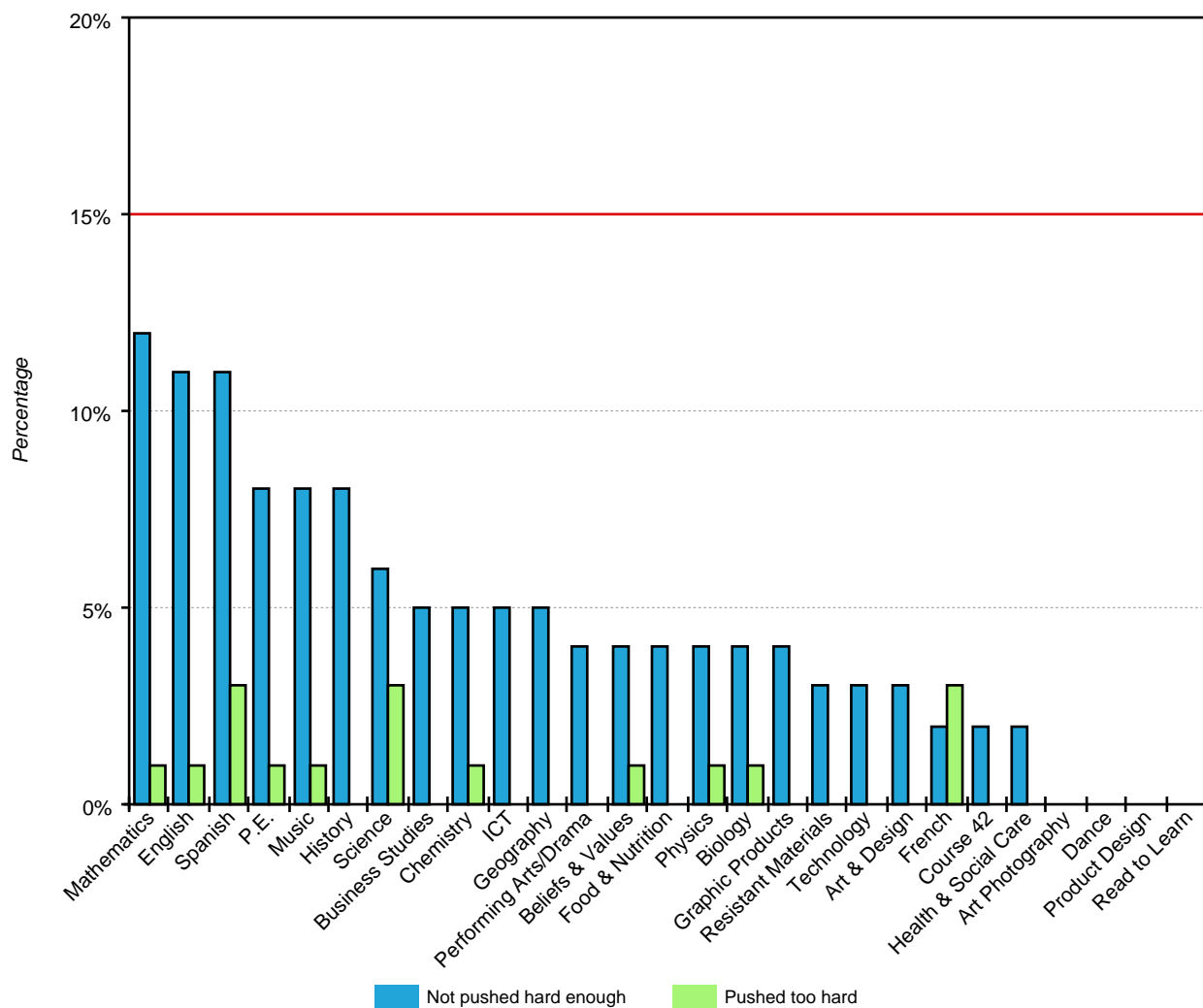
Academic stretch percentages		Not pushed hard enough		Pushed too hard	
		Yes	**No**	**Yes**	**No**
This survey		37.3	62.7	4.2	95.8
Similar schools		39.8	60.2	13.3	86.7
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'	Yes	14.3	85.7	0.0	100.0
	No	32.7	67.3	5.4	94.6

Healthy lifestyle

This section of the report summarises parents' perceptions of whether their children are encouraged to live healthy lifestyles.

Parents' responses to the question: 'School encourages healthy lifestyle through diet'
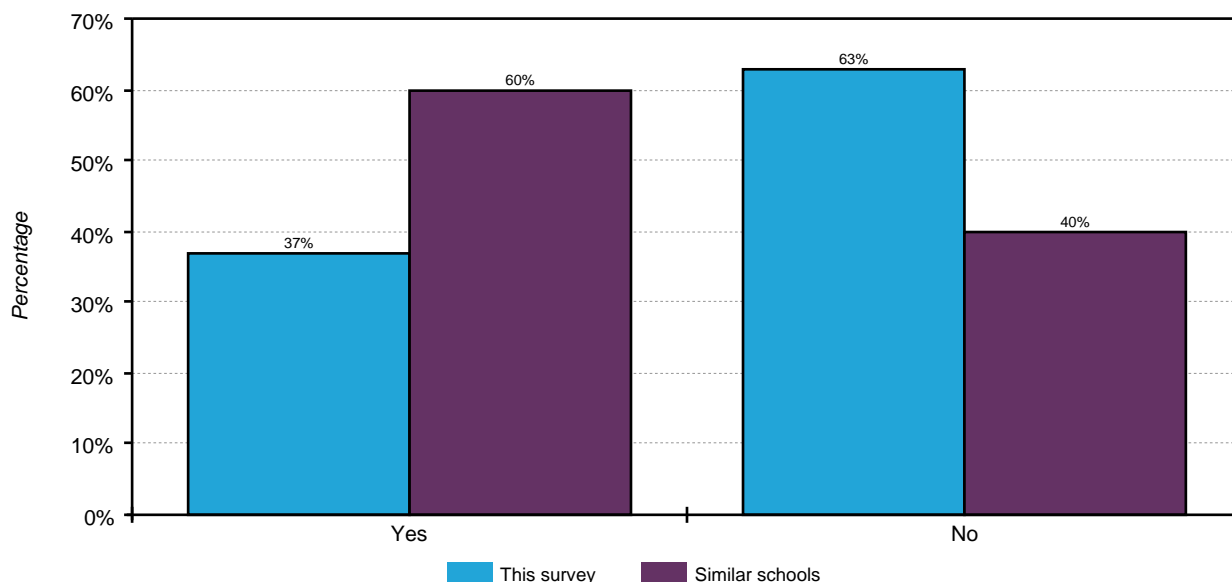
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'
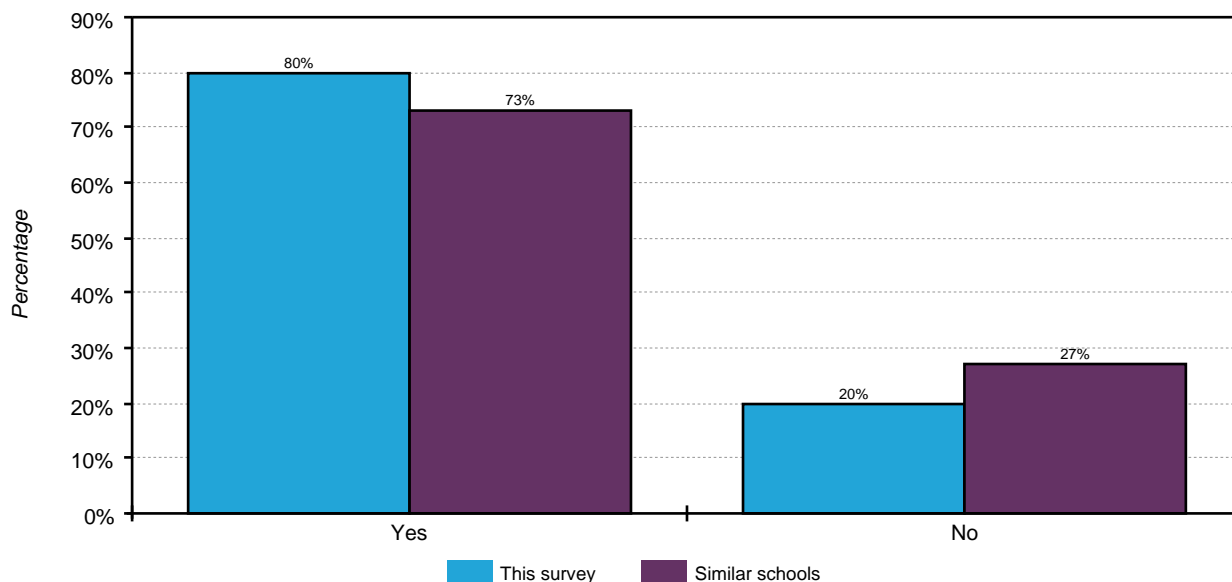
Parental values

This section of the report summarises parental values and expectations.

Parents' responses to the question: 'Do you expect that your child will one day attend University?'
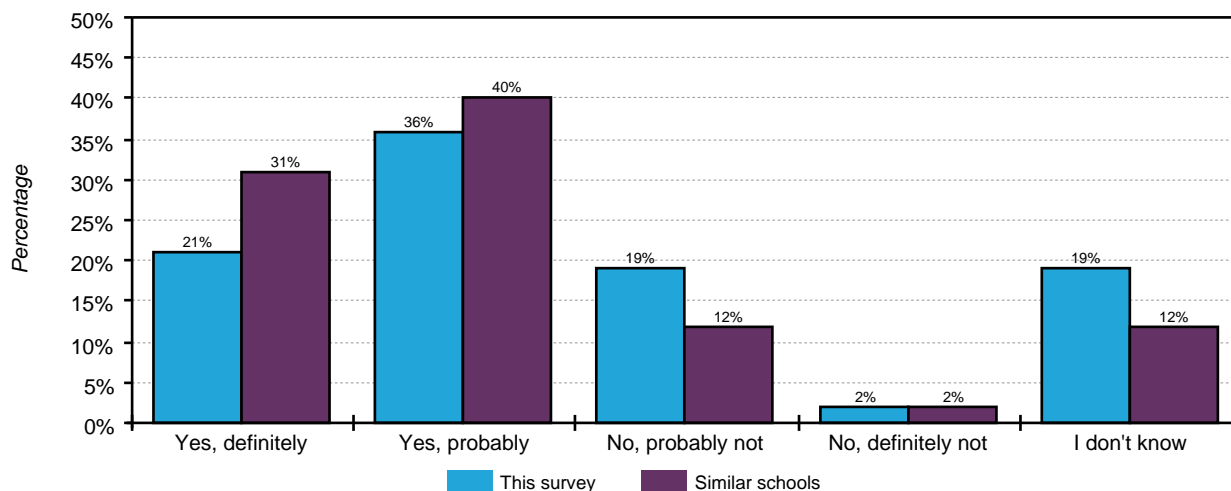
- 21.4% of parents think their child will definitely attend university – this differs from the views of parents at similar schools.   36.3% of parents think their child will probably attend university – this is broadly in line with views from parents at similar schools.

- 19.4% of parents think their child will probably not attend university – this differs from the views of parents at similar schools.   2.0% of parents think their child will definitely not attend university – this is broadly in line with views from parents at similar schools.

Parents' responses to the question: 'How important is it that your child goes to University?'
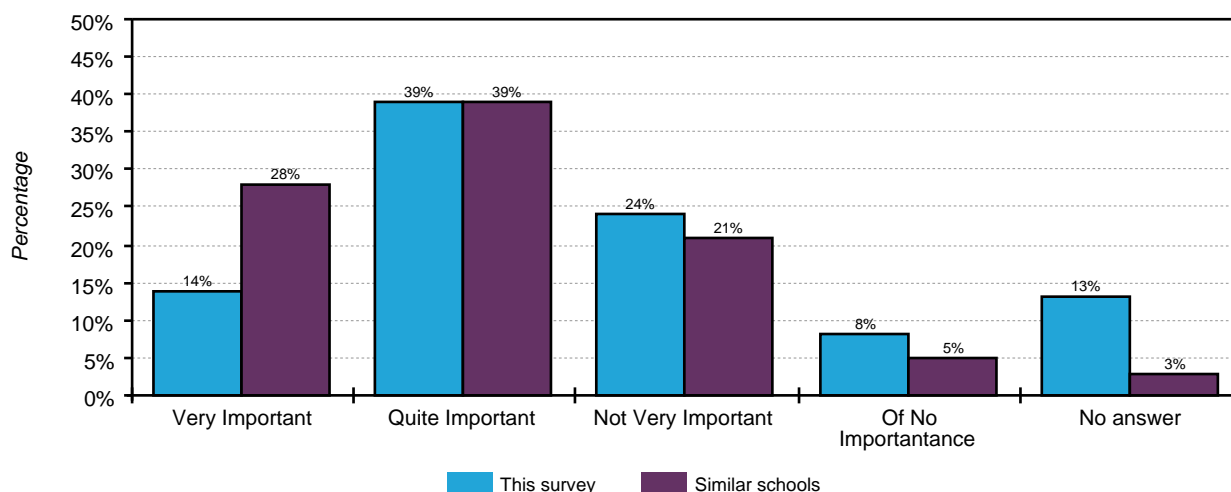
- 13.9% of parents think it is very important that their child goes to university – this differs from the views of parents at similar schools.   39.3% of parents think it is quite important that their child goes to university – this is broadly in line with views from parents at similar schools.

- 23.9% of parents think it is not very important that their child goes to university – this is broadly in line with views from parents at similar schools.   7.7% of parents think it is not at all important that their child goes to university – this is broadly in line with views from parents at similar schools.

Parents' responses to the question: 'If you considered sending your child to another school please say which one.'
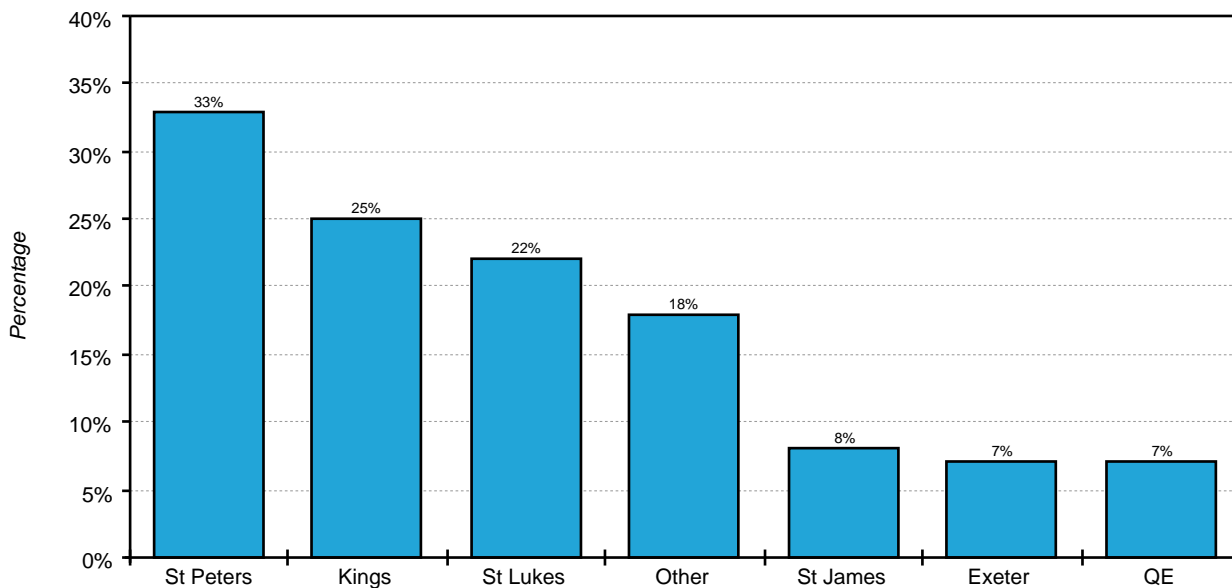
Parents' responses to the question: 'Why did you decide to send your child to Clyst Vale Community College?'
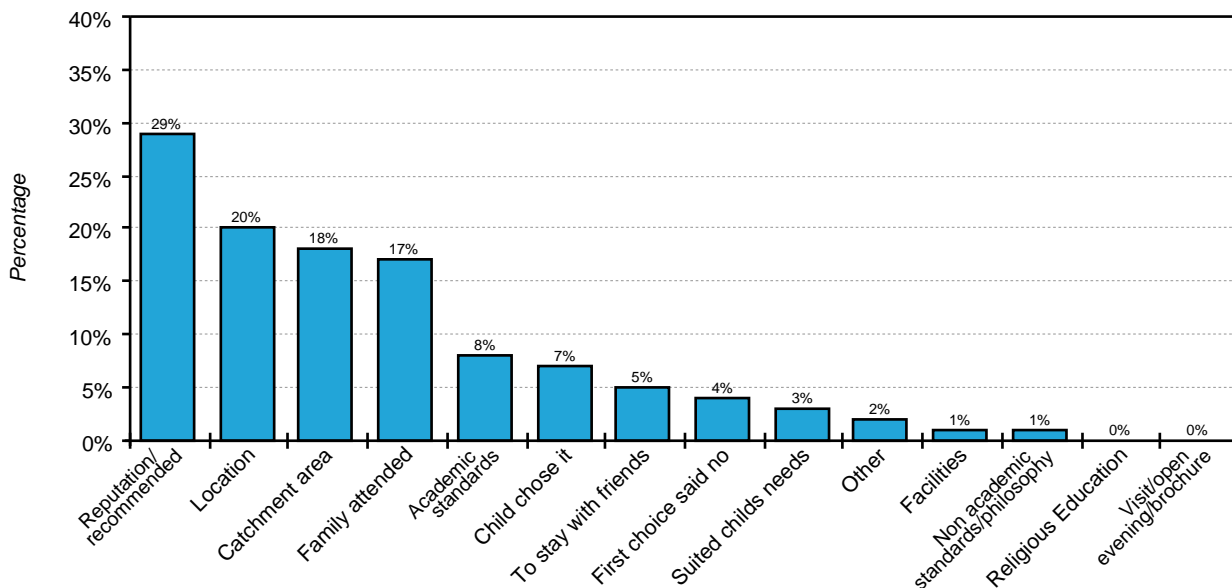
Some parents chose more than one option.

Parents' responses to the question: 'Which school did your child attend before Clyst Vale Community College?'
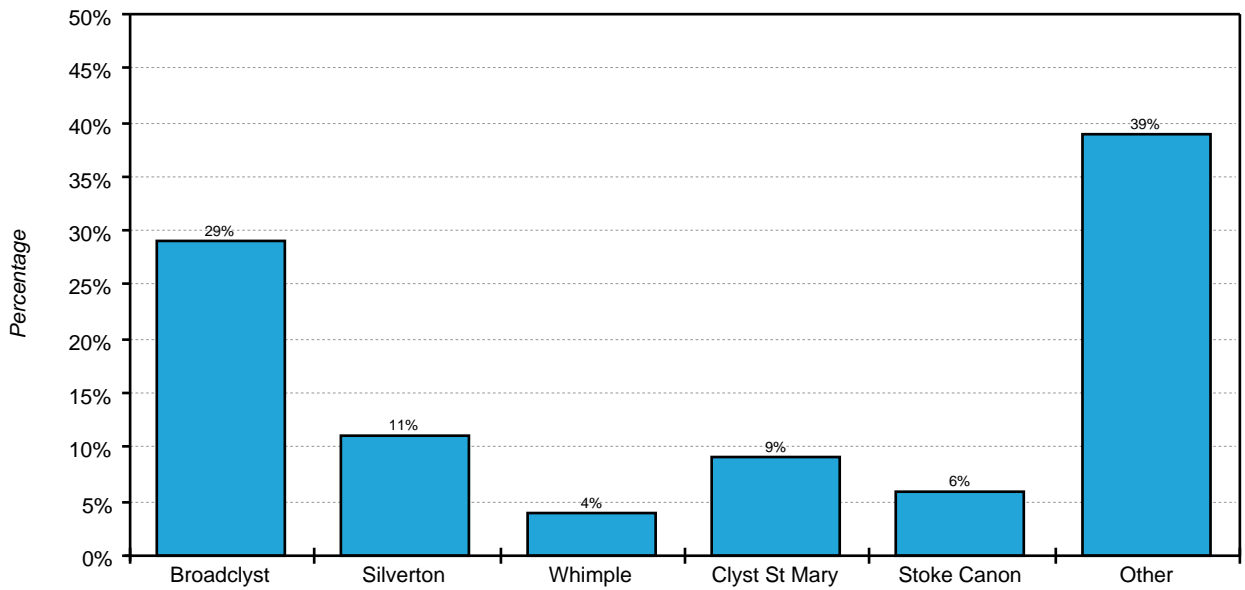
- Schools with fewer than 12 responses have been added to the 'Other' totals.

- Before attending Clyst Vale Community College, 28.8% attended Broadclyst. 38.7% attended Other.

Parents' responses to the question: 'If your child has been at the school for less than two years, has the school lived up to your expectations?' broken down by previous school attended
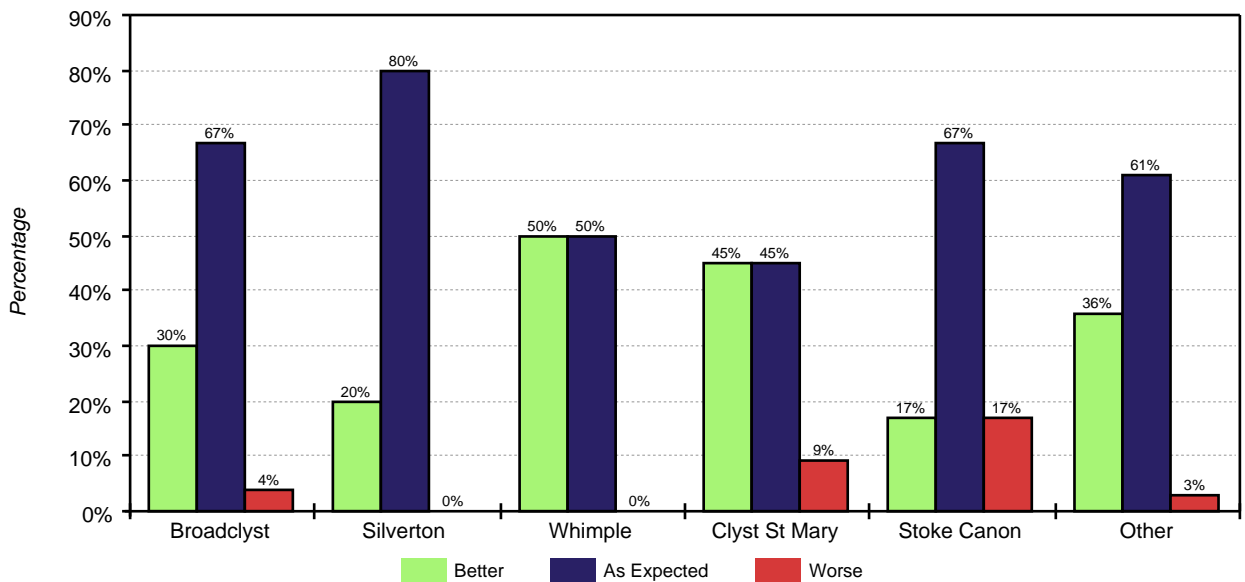
Homework

This section of the report provides a summary of time spent on homework broken down by year group. Comparable data is provided from the last survey and from similar schools.

For this question, schools typically achieve more than 50% of parents who choose "about right".

Parent perceptions of the amount of homework given
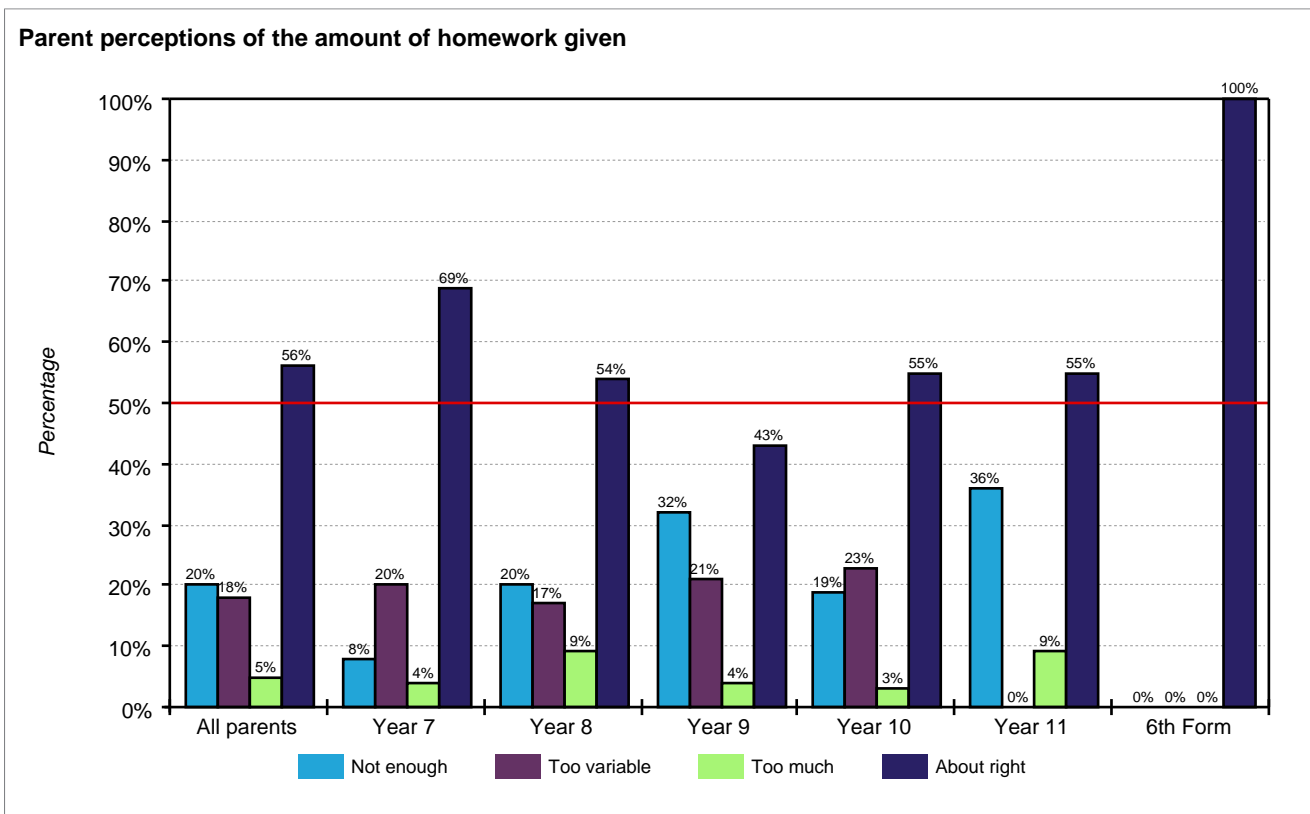
Hours of homework		Hours
This survey		4.5 hrs
Similar schools		5.9 hrs
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'	Yes	4.6 hrs
	No	4.5 hrs

Homework hours for All parents

Mean hours spent on homework weekly				All parents – distribution of hours (Sample: 163)
	This survey	**Previous survey**	**Similar schools**	
All students	4.5 hrs	5.2 hrs	5.9 hrs	
All male students	3.6 hrs	3.9 hrs	5.0 hrs	
All female students	5.4 hrs	6.6 hrs	6.8 hrs	

Homework hours for Year 7

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	3.3 hrs	4.9 hrs	4.5 hrs
All male students	2.9 hrs	3.4 hrs	3.9 hrs
All female students	3.7 hrs	6.5 hrs	4.8 hrs

Year 7 – distribution of hours (Sample: 51)

Homework hours for Year 8

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	4.8 hrs	3.4 hrs	4.5 hrs
All male students	2.4 hrs	2.2 hrs	3.7 hrs
All female students	7.2 hrs	4.3 hrs	4.9 hrs

Year 8 – distribution of hours (Sample: 35)

Homework hours for Year 9

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	3.6 hrs	5.0 hrs	4.7 hrs
All male students	3.5 hrs	4.8 hrs	3.8 hrs
All female students	4.1 hrs	5.2 hrs	5.3 hrs

Year 9 – distribution of hours (Sample: 28)

Homework hours for Year 10

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	6.4 hrs	6.4 hrs	5.8 hrs
All male students	5.9 hrs	4.6 hrs	4.5 hrs
All female students	6.2 hrs		6.6 hrs

Year 10 – distribution of hours (Sample: 31)

Homework hours for Year 11

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	5.1 hrs	10.2 hrs	6.9 hrs
All male students			5.6 hrs
All female students			7.7 hrs

Year 11 – distribution of hours (Sample: 12)

Homework hours for 6th Form

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	8.0 hrs	7.0 hrs	10.4 hrs
All male students			8.9 hrs
All female students			11.6 hrs

6th Form – distribution of hours (Sample: 5)

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, students in that year group are more satisfied than the national average. If the bar is below the line, students 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 52).

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

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

Year group analysis compared to national averages for academic criteria
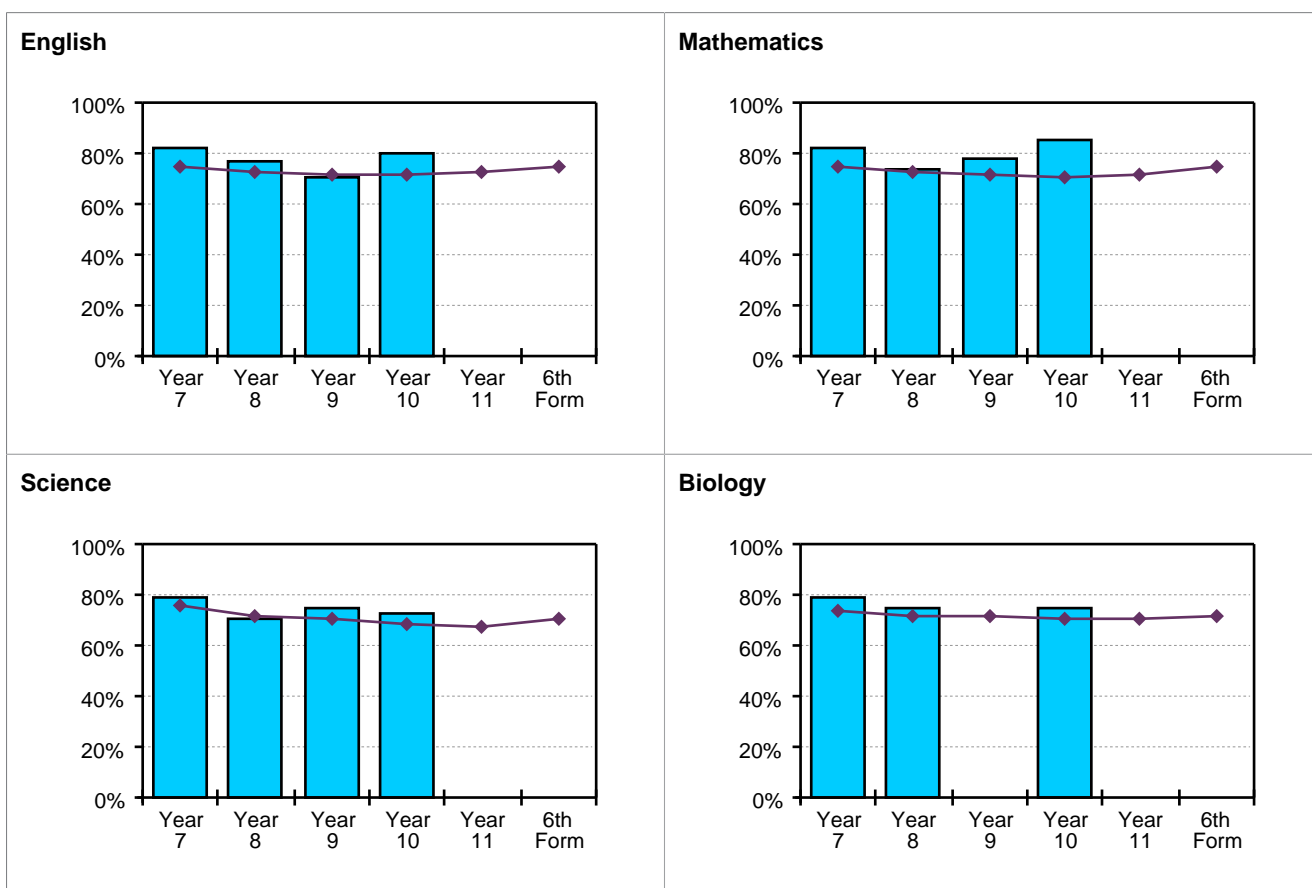
Chemistry
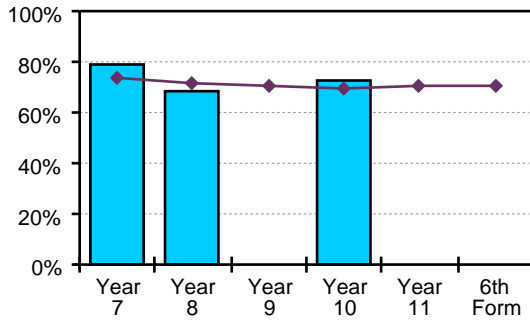
Physics
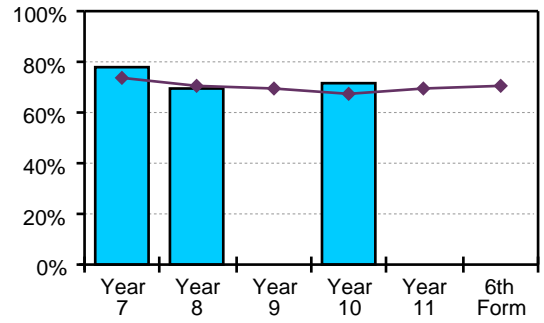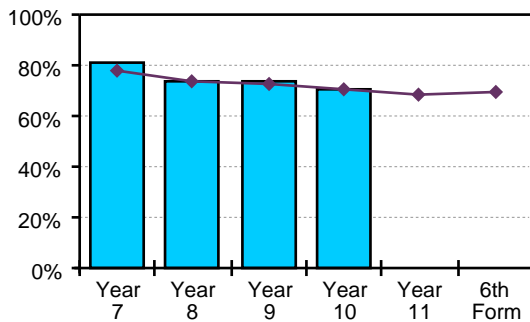
P.E.

French

Spanish

Performing Arts/Drama

Music

Geography

Kirkland Rowell
Surveys
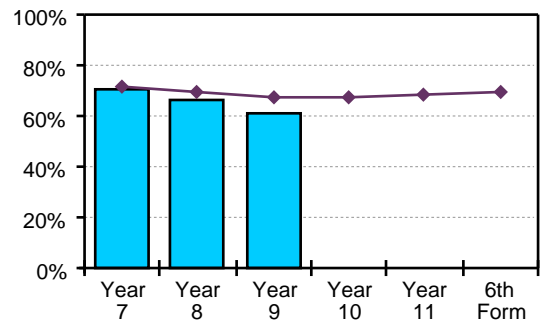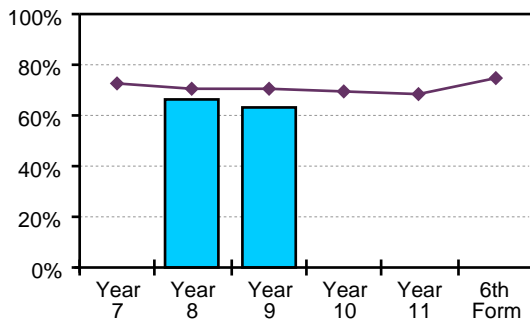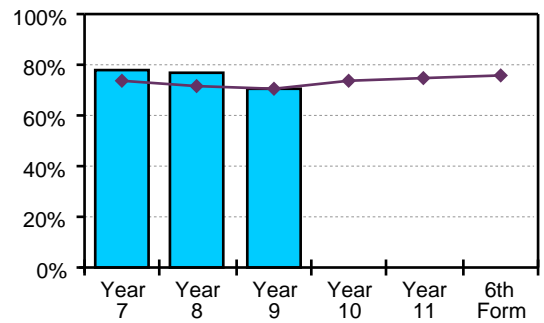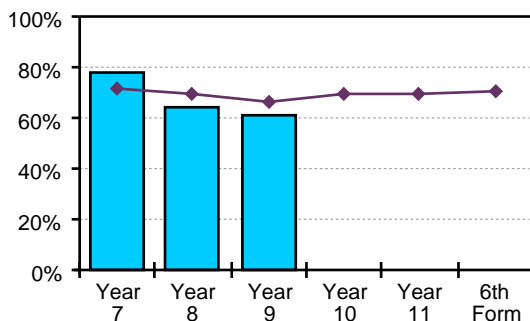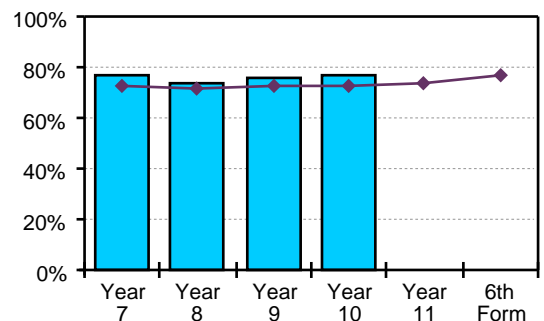
History
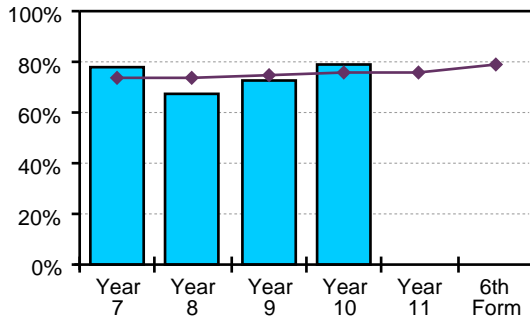
Health & Social Care
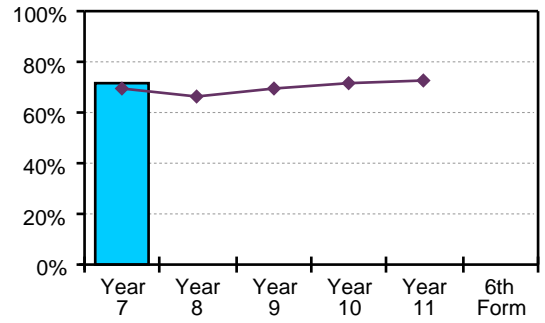
ICT
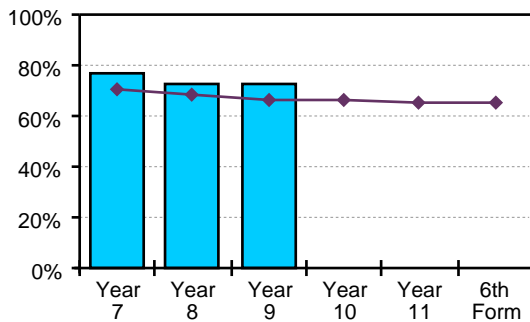
Art & Design
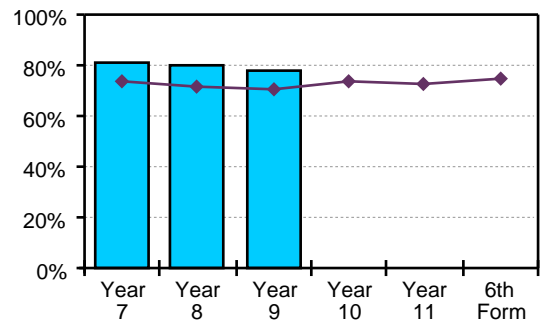
Food & Nutrition
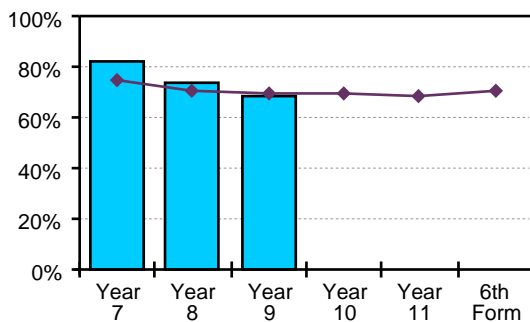
Technology
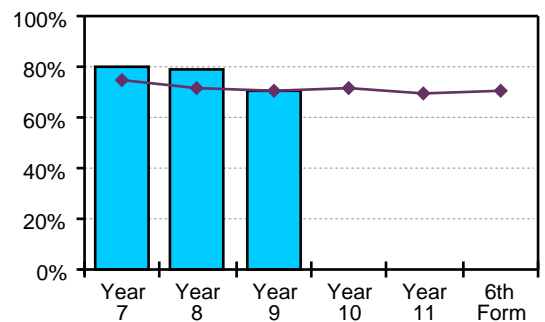
Beliefs & Values
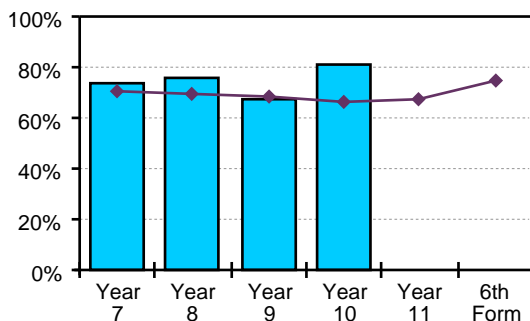
Dance
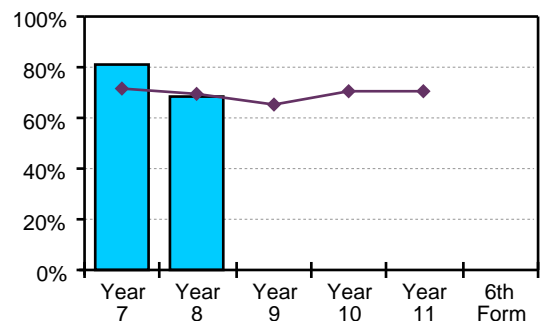
Course 42
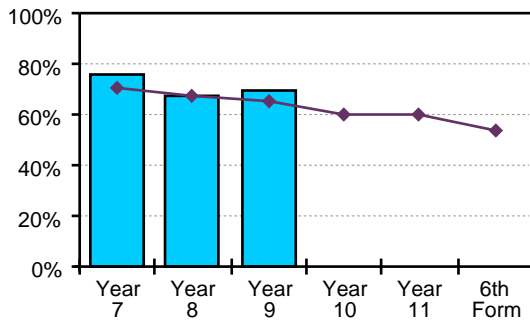
Read to Learn
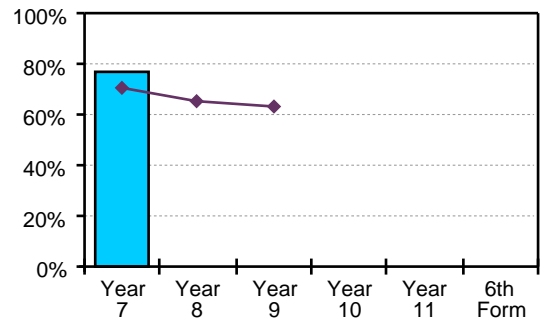
Year group analysis compared to national averages for non-academic criteria
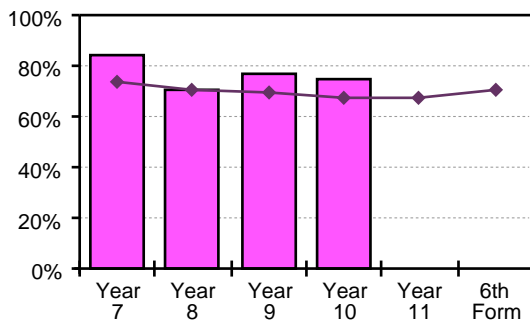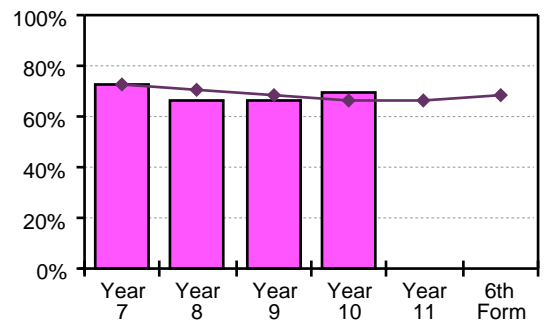
School discipline

School facilities

Developing confidence

Social health education

Control of bullying

Caring teachers

School security

School communication

Careers advice

Developing moral values

Levels of homework

Happiness of child

Community spirit

Developing potential

Kirkland Rowell
Surveys
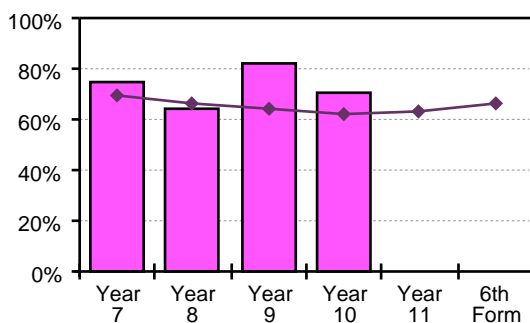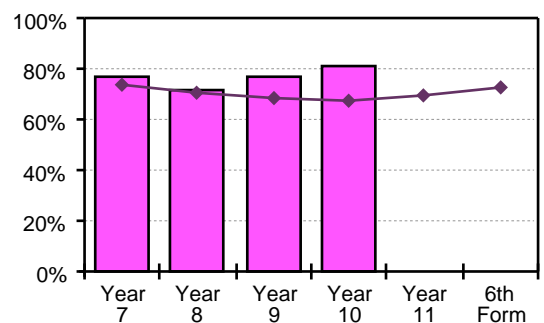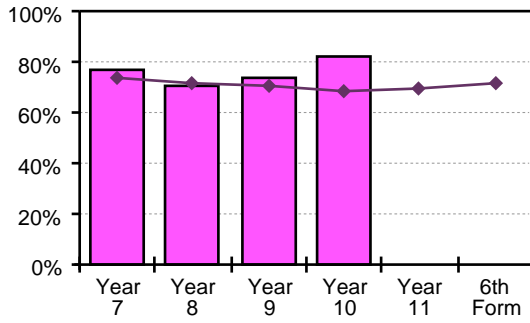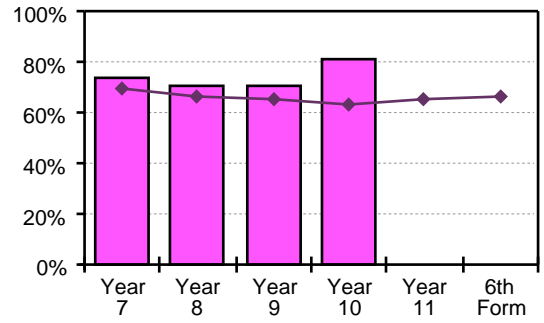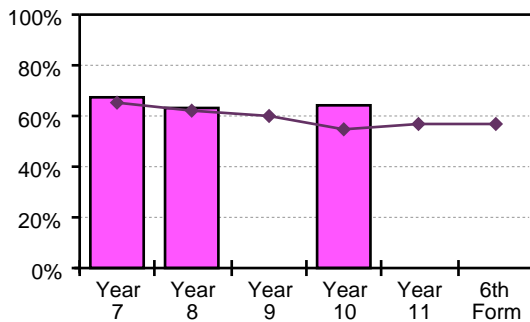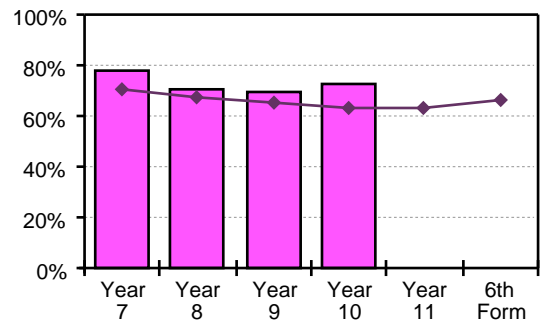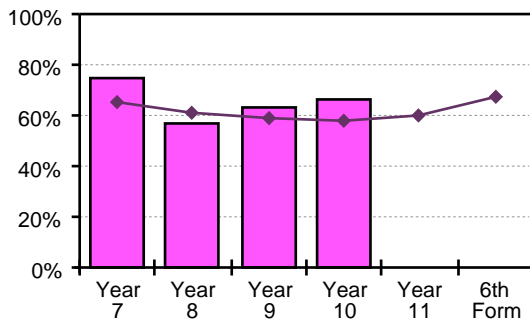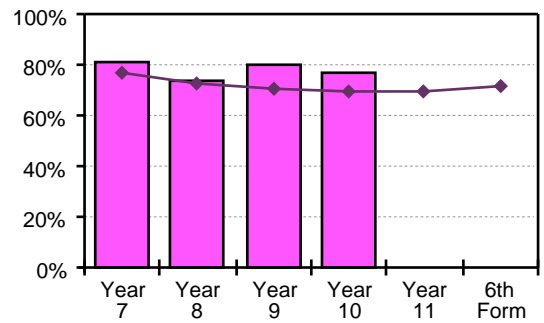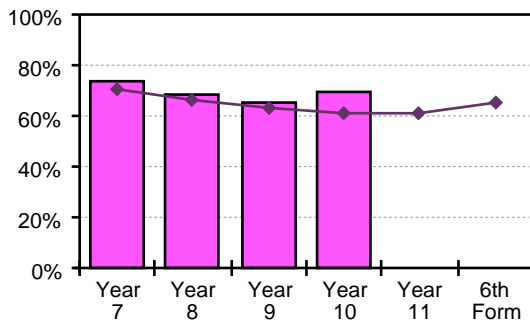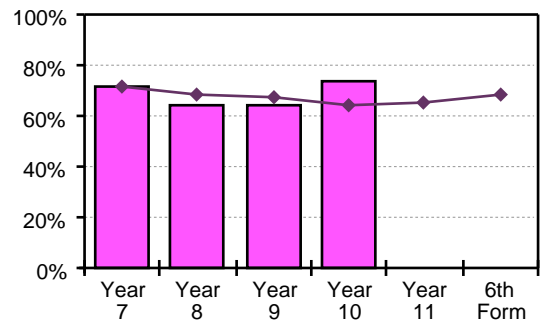
Teaching quality
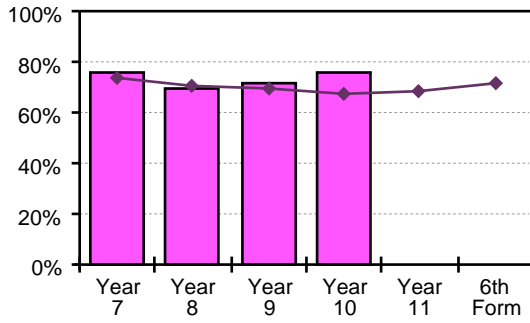
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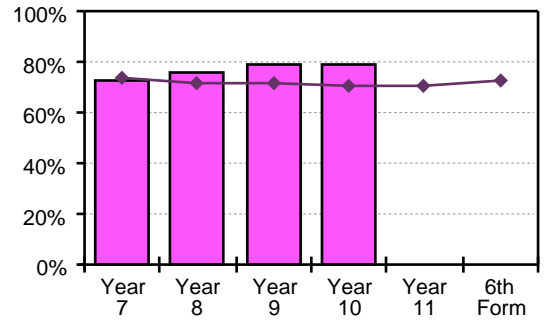
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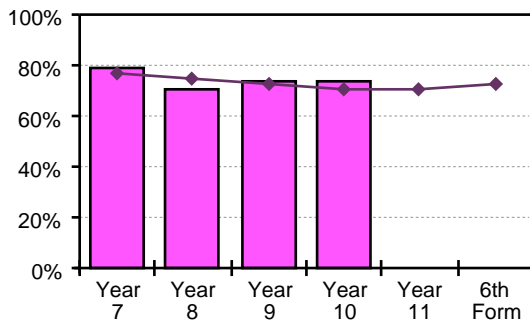
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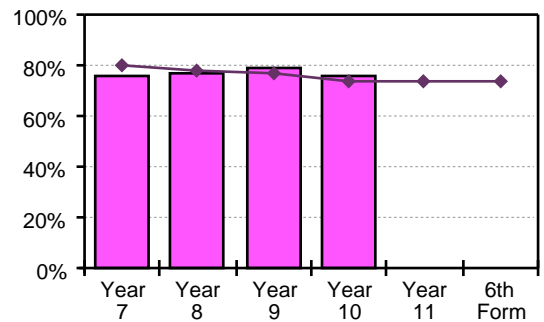
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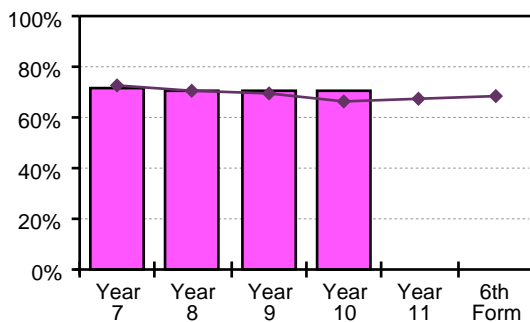
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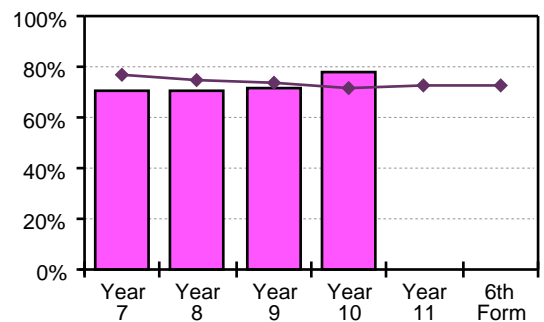
Year group analysis compared to national averages for your additional surveyed criteria

Promoting racial harmony
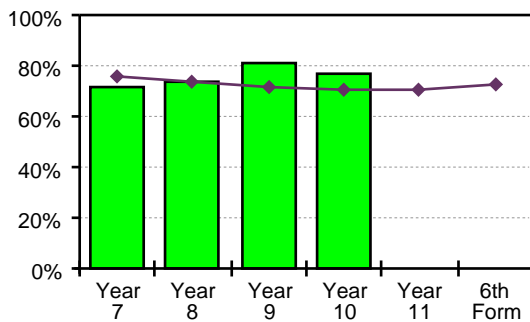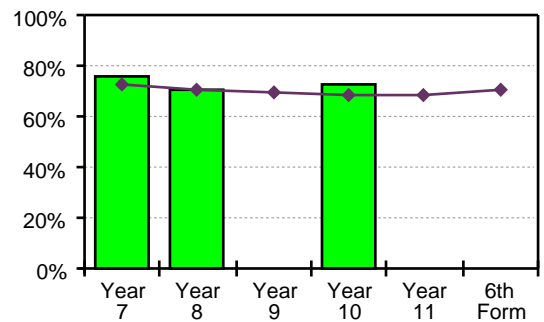
Teaching students with special needs

Quality of college management

Regular marking of work

Home-college agreement

Treating all students fairly and equally

Encouraging and listening to parents' views

Explaining to parents how to help their child

Celebrating and rewarding achievement

Tailoring child's work to their needs and ability

Kirkland Rowell Surveys
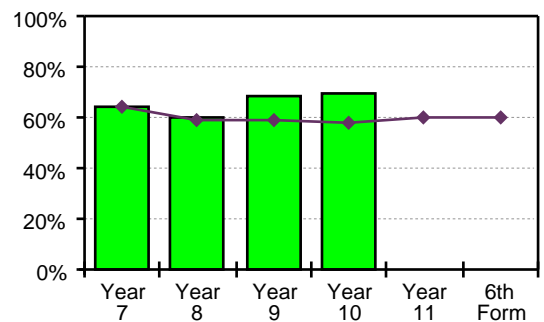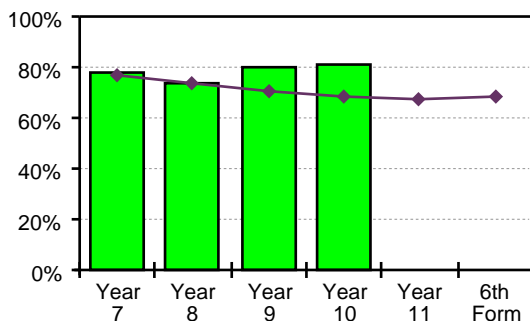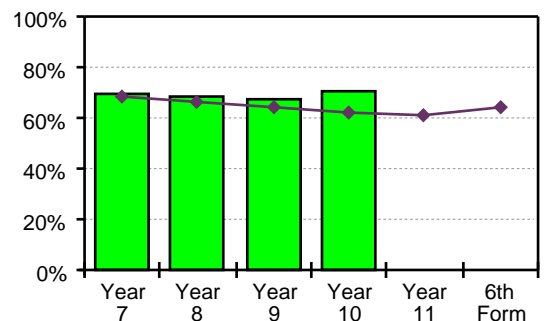
Ensuring students do their best and make good progress

Encouraging students' activity in the local community
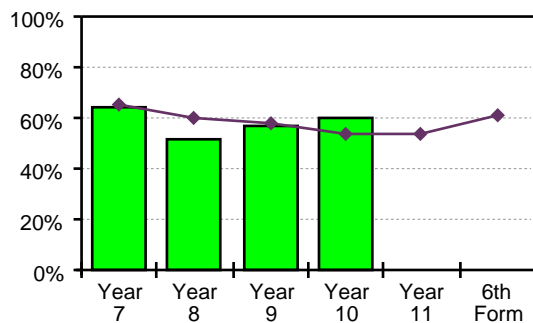
College's image in the local community
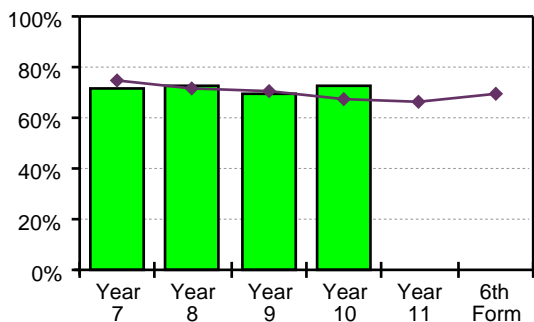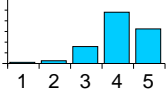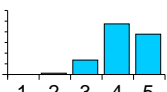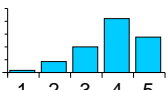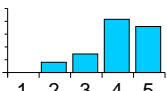

Encouraging and listening to students' views
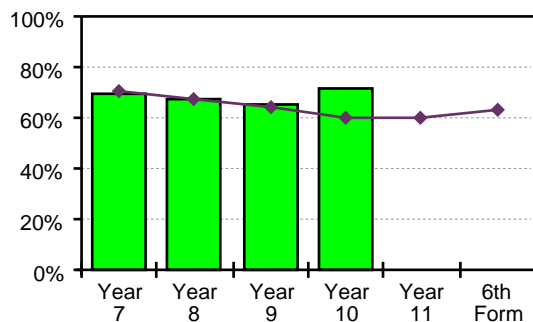
Time series analysis

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

The score for History has significantly increased over the last three surveys.

The score for Science has significantly decreased since the last survey.

The score for Extra curricular activities has significantly increased since the last survey.

There has been no statistical difference in scores for Careers advice over the last three surveys.
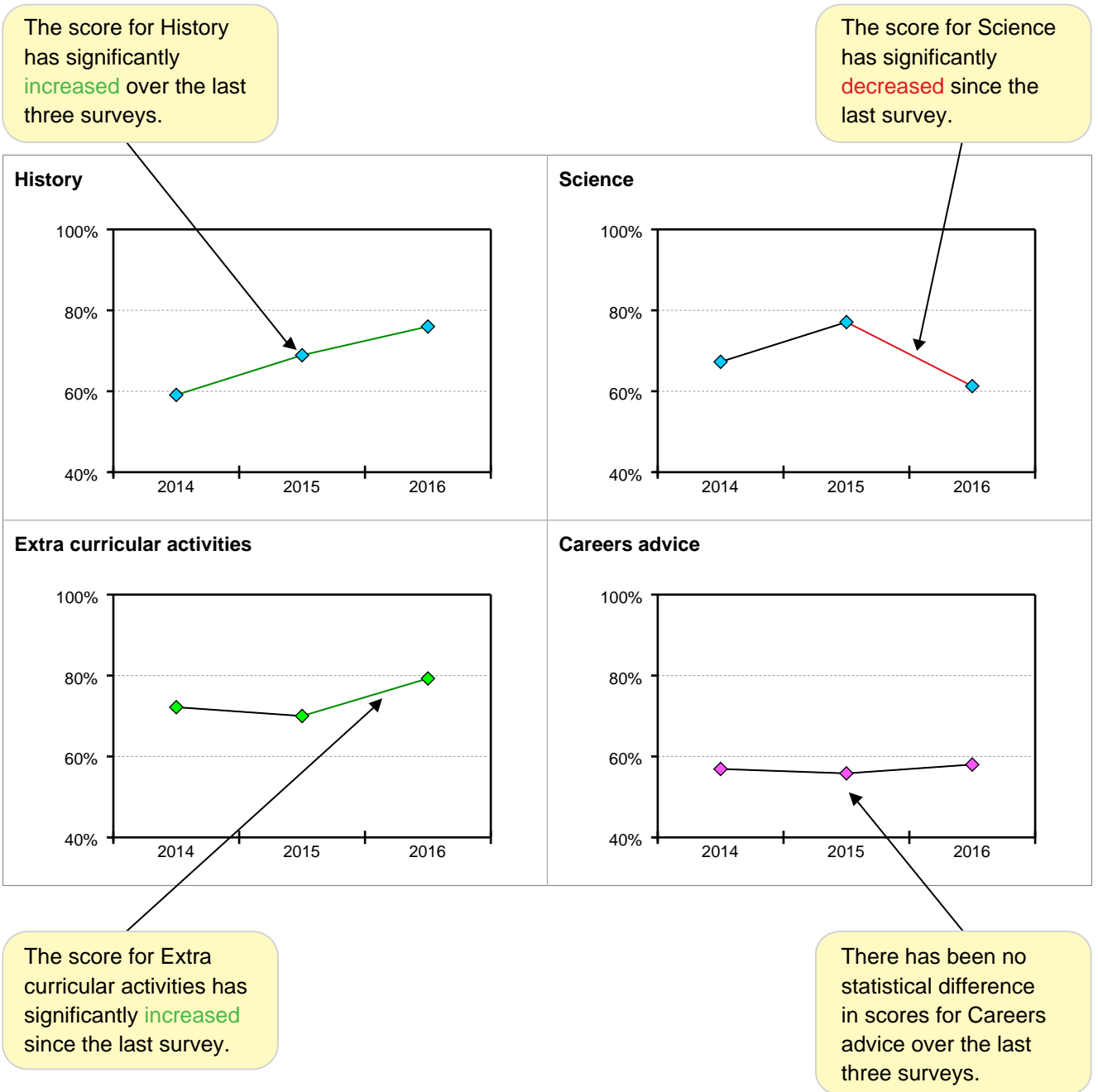
Score trends over time for academic criteria

English

Mathematics

Science

Biology

Chemistry

Physics

P.E.

French
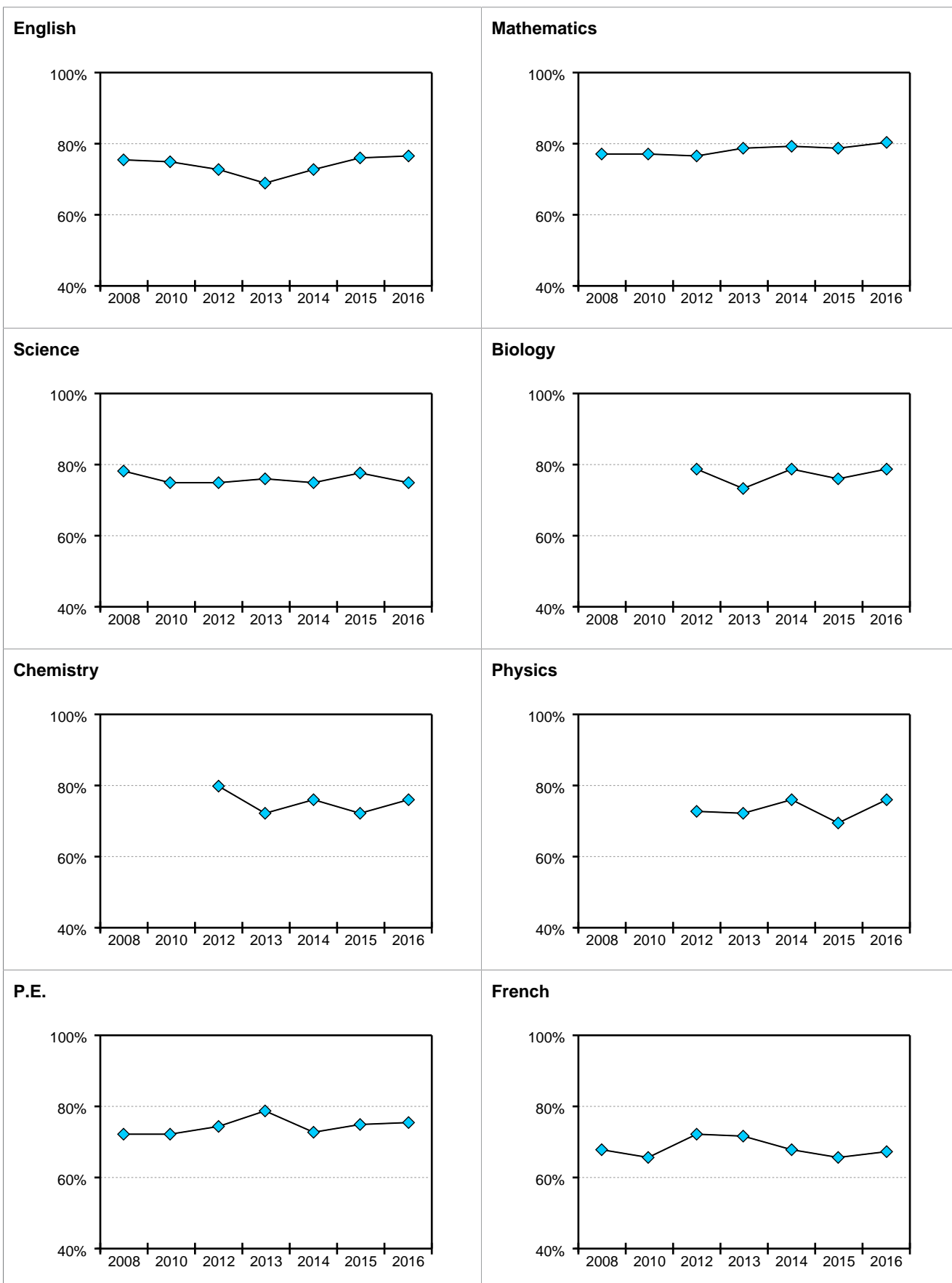
Spanish
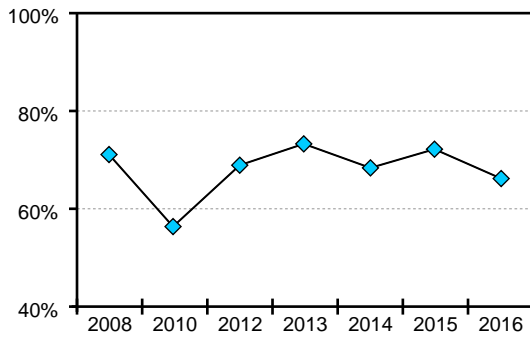
Performing Arts/Drama
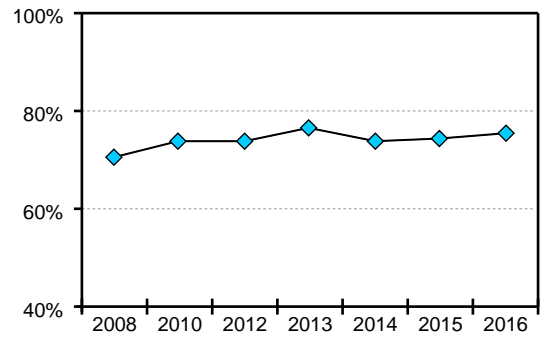
Music
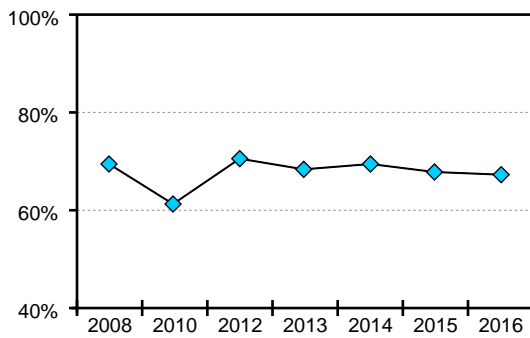
Geography

History

Health & Social Care

ICT

Art & Design

Kirkland Rowell
Surveys
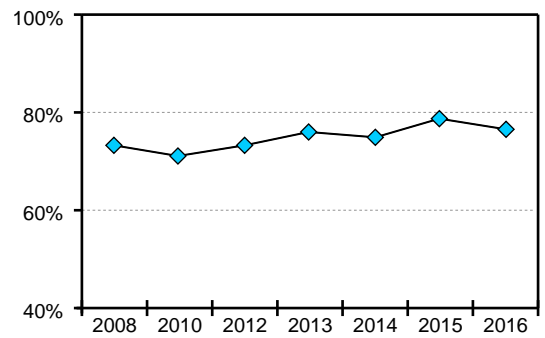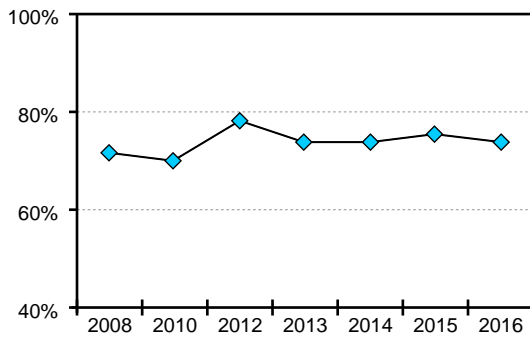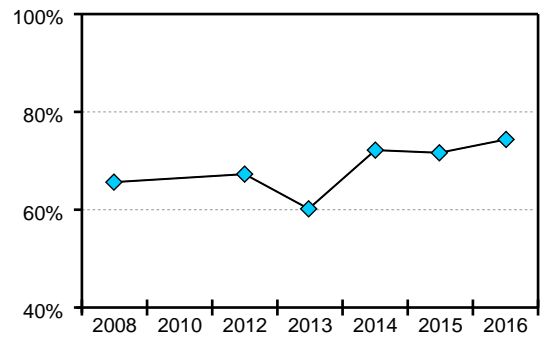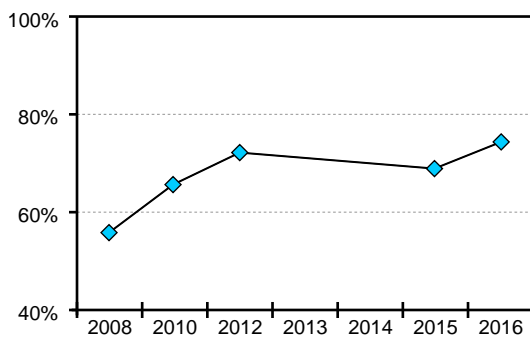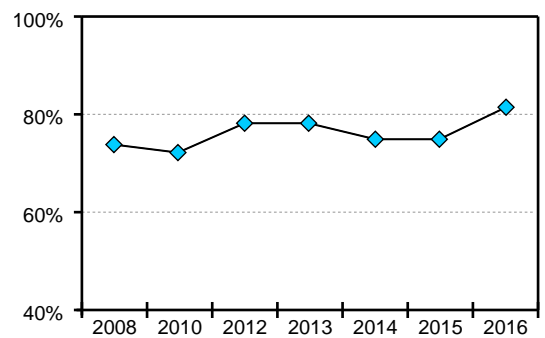
Food & Nutrition
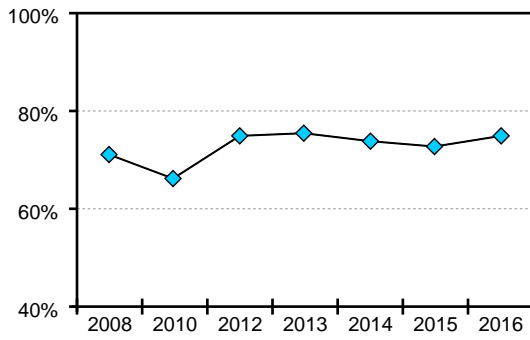
Beliefs & Values
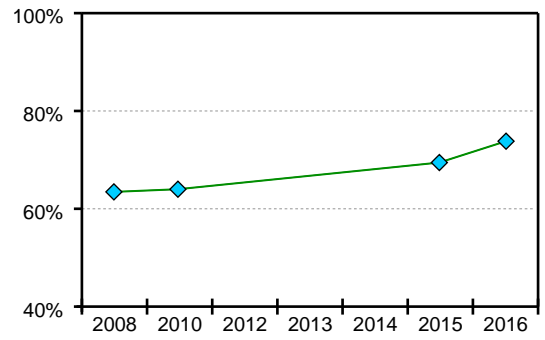
Resistant Materials
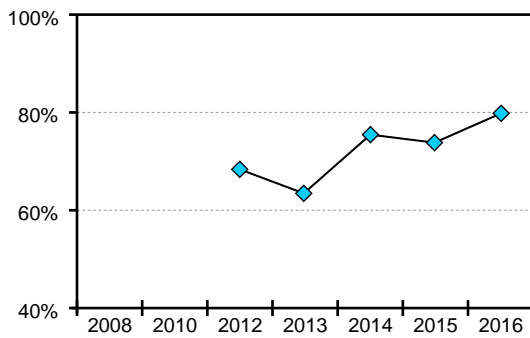
Dance
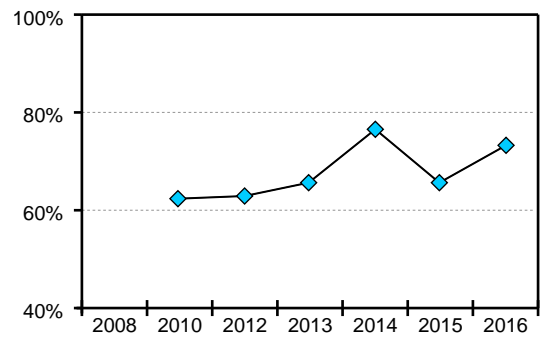
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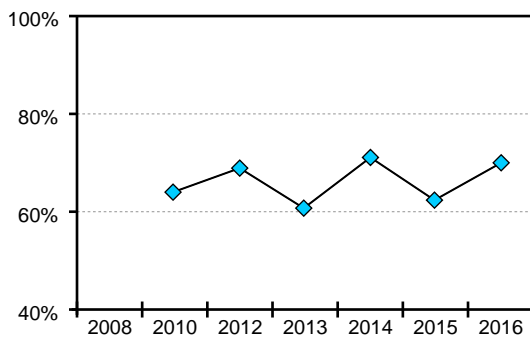
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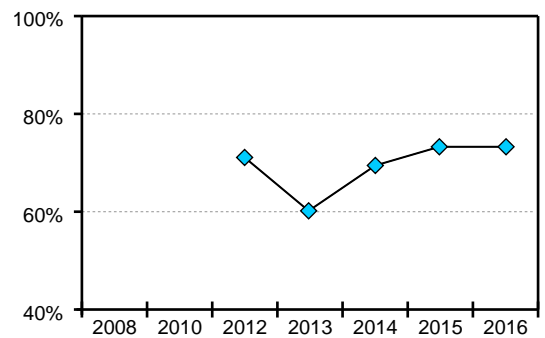
Course 42
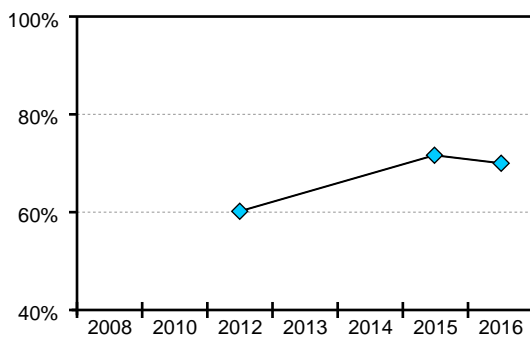
Score trends over time for non-academic criteria
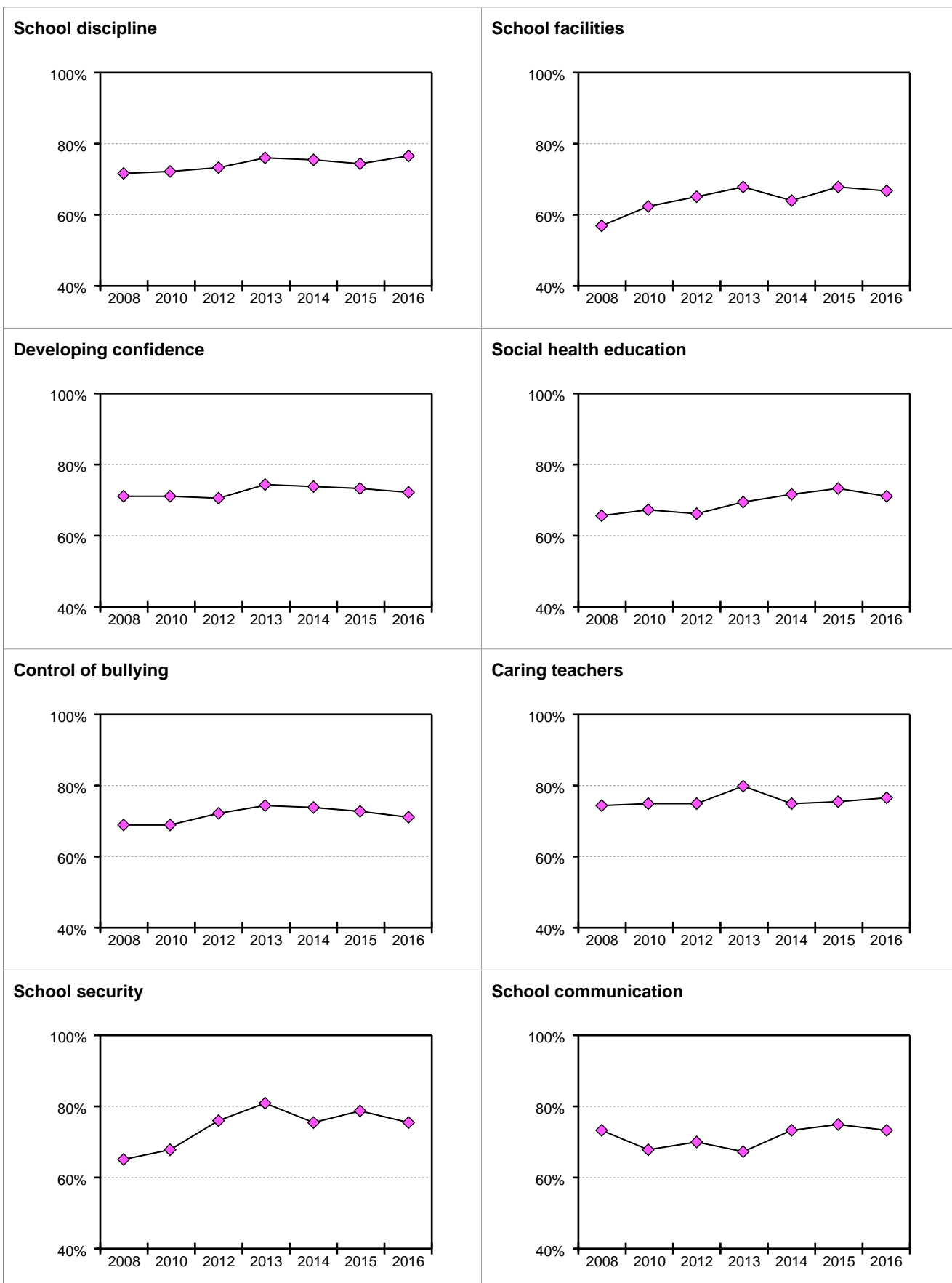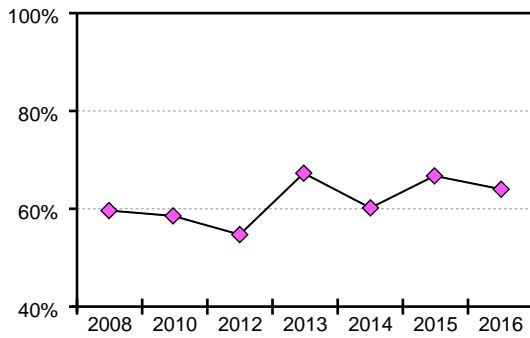
School discipline

School facilities

Developing confidence

Social health education

Control of bullying

Caring teachers

School security

School communication

Careers advice

Developing moral values
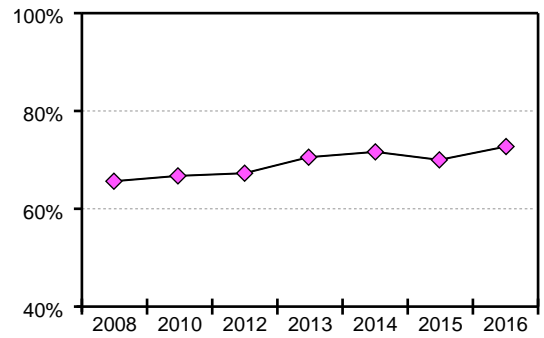
Levels of homework
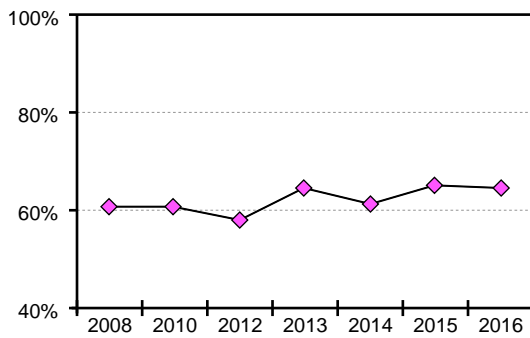
Happiness of child
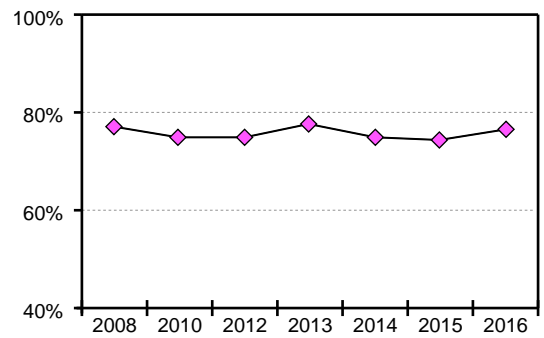
Community spirit
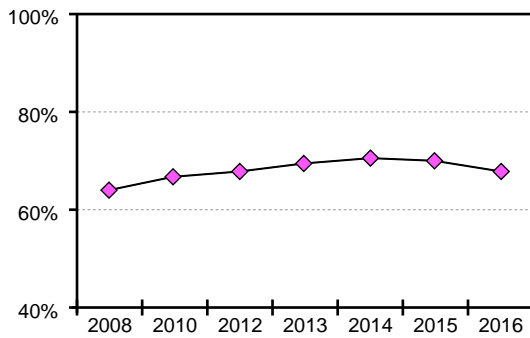
Developing potential
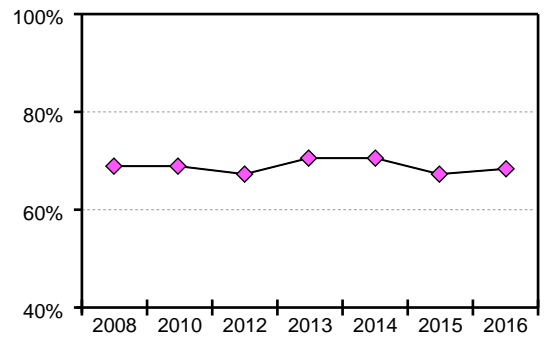
Teaching quality
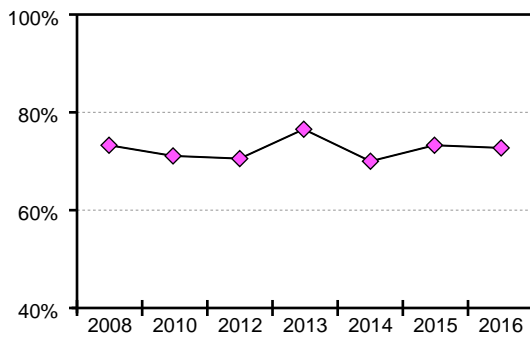
Exam results
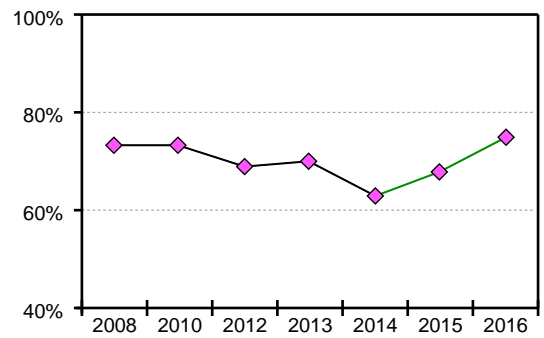
Choice of subjects
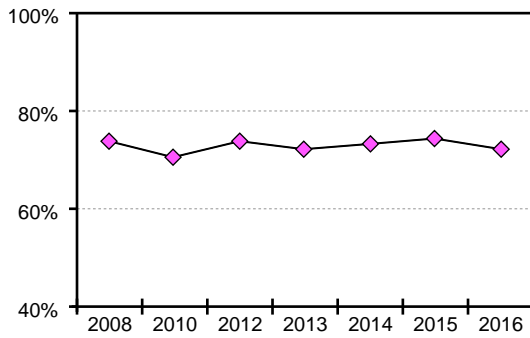
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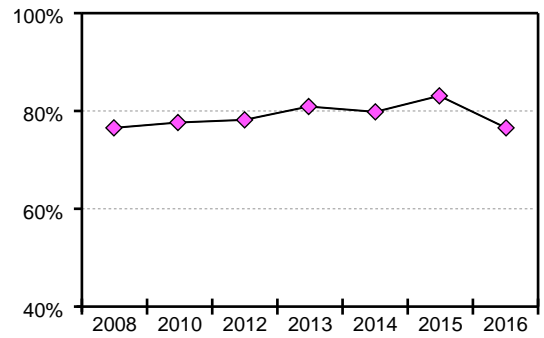
Availability of resources
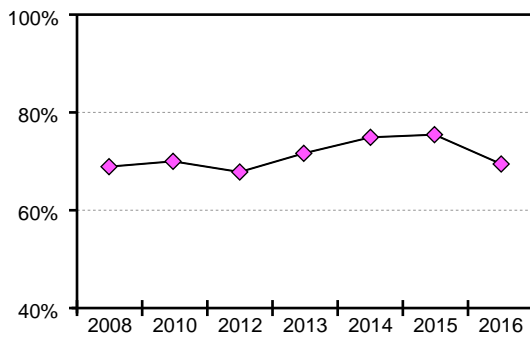
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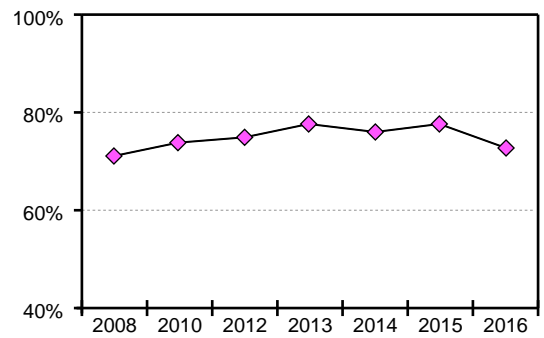
Score trends over time for additional criteria

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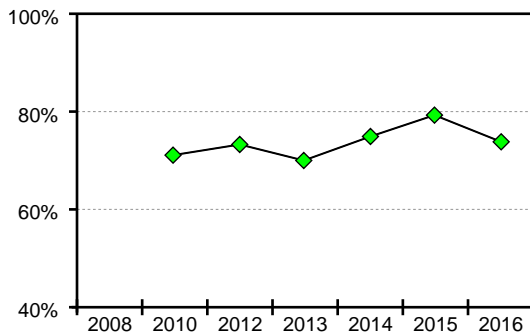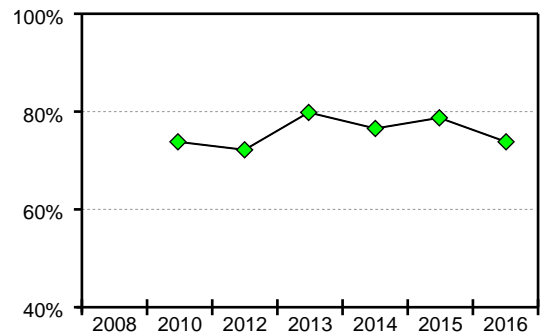
Teaching students with special needs

Quality of college management
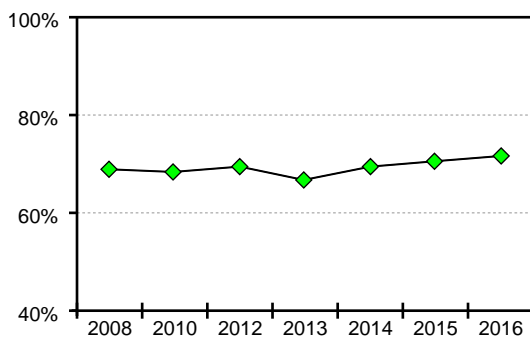
Regular marking of work
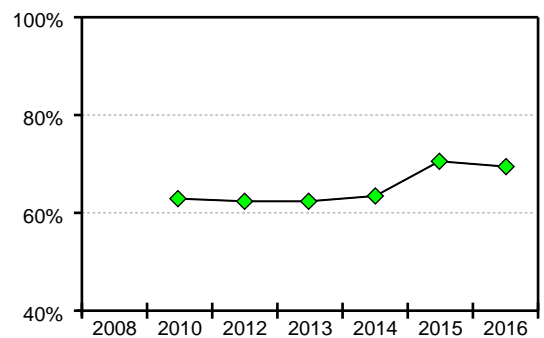
Home-college agreement
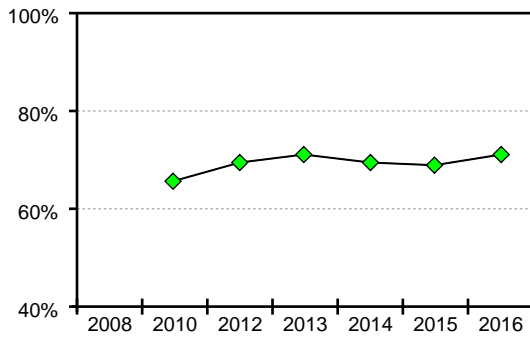
Treating all students fairly and equally
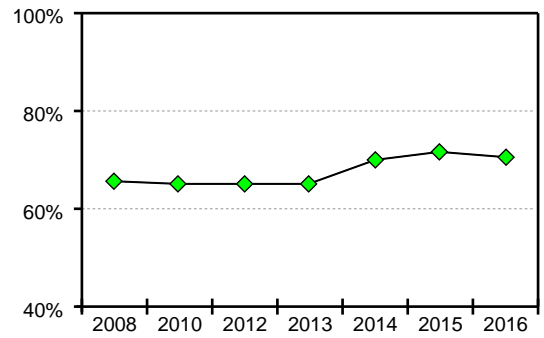
Encouraging and listening to parents' views
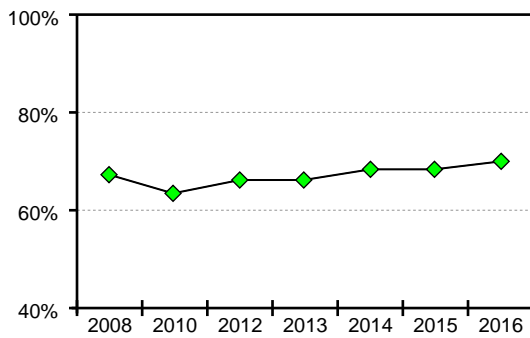
Explaining to parents how to help their child
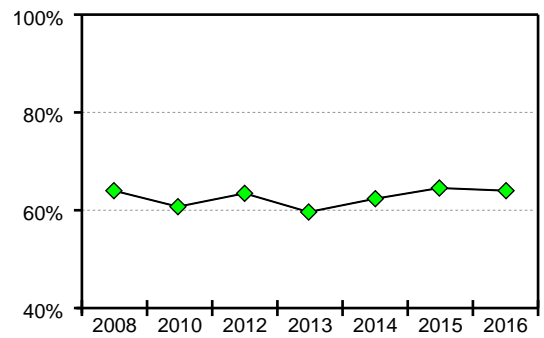
Celebrating and rewarding achievement
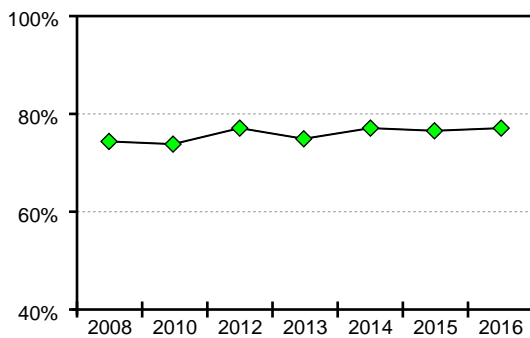
Tailoring child's work to their needs and ability
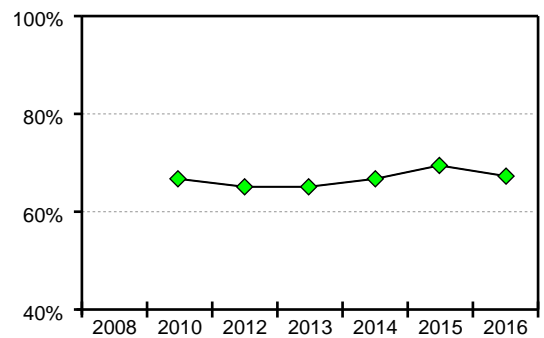
Ensuring students do their best and make good progress
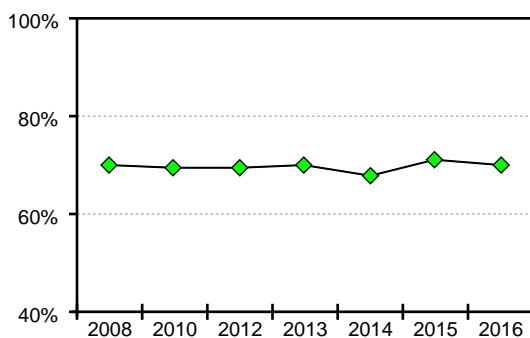
Encouraging students' activity in the local community
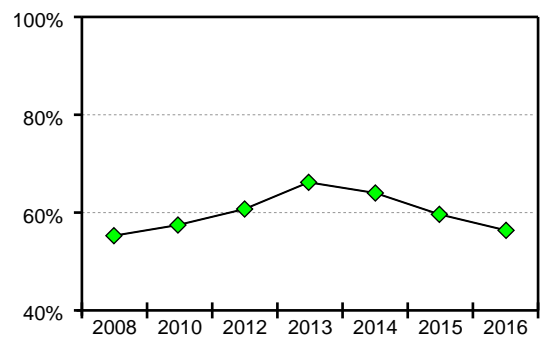
College's image in the local community
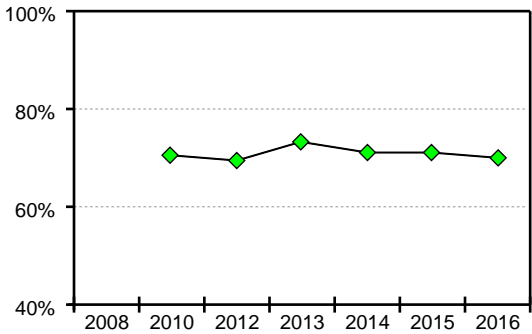
Encouraging and listening to students' views
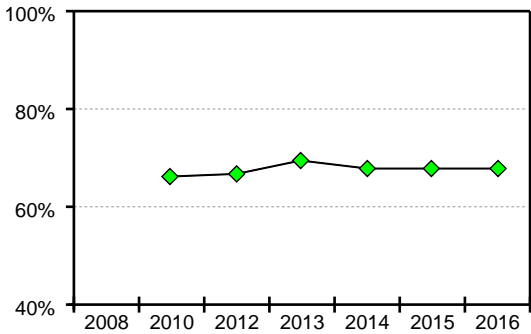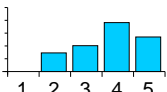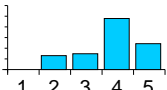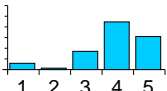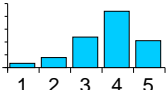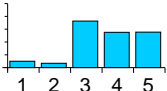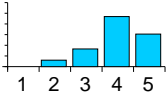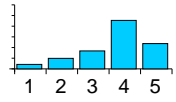
Appendix
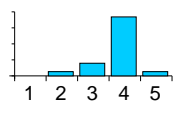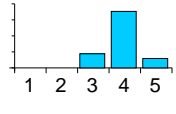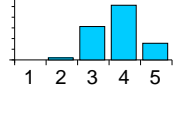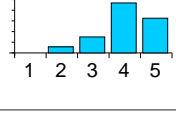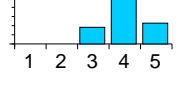
Supplementary data and score breakdowns.

Academic criteria analysis

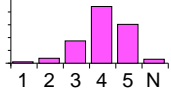A breakdown of how parents scored the satisfaction of academic subjects.

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
English	1.1%	2.6%	15.9%	48.0%	32.4%		143
Mathematics	0.0%	1.2%	13.5%	47.4%	37.8%		143
Science	1.7%	8.5%	20.0%	42.1%	27.7%		135
Biology	0.0%	8.0%	14.5%	41.6%	35.9%		69
Chemistry	0.0%	14.6%	20.2%	38.2%	27.0%		69
Physics	0.0%	13.1%	14.8%	47.8%	24.3%		68
P.E.	5.9%	1.3%	17.1%	44.7%	31.0%		138
French	3.3%	7.8%	23.8%	44.0%	21.0%		86
Spanish	5.0%	3.4%	36.4%	27.6%	27.7%		53
Performing Arts/ Drama	0.0%	6.0%	16.6%	46.9%	30.5%		105
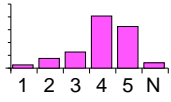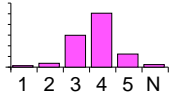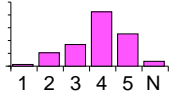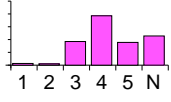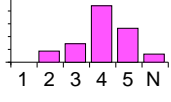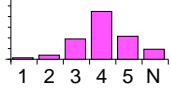
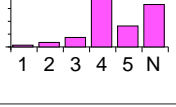| Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Music	4.2%	9.9%	16.8%	45.4%	23.7%		107
Geography	0.0%	2.9%	21.2%	46.7%	29.2%		113
History	0.0%	6.5%	19.3%	49.1%	25.1%		108
Health & Social Care	0.0%	0.0%	24.6%	59.3%	16.1%		41
ICT	0.7%	1.6%	19.6%	55.8%	22.2%		112
Art & Design	0.0%	2.3%	12.2%	51.7%	33.8%		109
Food & Nutrition	2.1%	4.3%	13.8%	48.9%	30.8%		112
Technology	0.0%	4.1%	13.8%	52.1%	29.9%		105
Beliefs & Values	0.0%	5.5%	21.2%	47.1%	26.2%		127
Graphic Products	3.6%	7.1%	10.7%	53.6%	25.0%		28
Resistant Materials	0.0%	3.3%	6.7%	56.7%	33.3%		30
Dance	6.2%	0.0%	24.2%	37.4%	32.2%		33
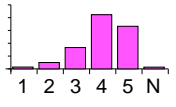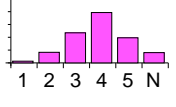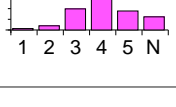
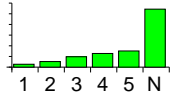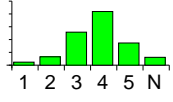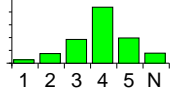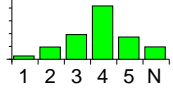| Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Business Studies	0.0%	5.3%	15.8%	73.7%	5.3%		19
Product Design	0.0%	0.0%	17.6%	70.6%	11.8%		17
Course 42	0.0%	1.9%	31.3%	51.2%	15.6%		90
Read to Learn	0.0%	5.7%	15.0%	46.8%	32.5%		59
Art Photography	0.0%	0.0%	18.2%	59.1%	22.7%		22

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Non-academic criteria analysis

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

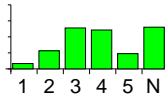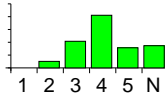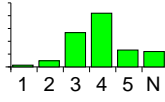| Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	2.5%	7.6%	12.6%	40.7%	32.5%	4.1%	
School facilities	1.4%	3.6%	29.9%	50.5%	12.3%	2.4%	
Developing confidence	1.3%	10.4%	16.9%	42.4%	25.2%	3.8%	
Social health education	1.3%	1.1%	18.5%	38.6%	17.8%	22.8%	
Control of bullying	3.4%	7.3%	16.7%	40.5%	21.2%	10.9%	
Caring teachers	1.1%	3.8%	17.4%	44.3%	30.3%	3.1%	
School security	0.0%	8.7%	14.4%	44.1%	26.5%	6.3%	
School communication	2.8%	5.8%	15.4%	42.6%	27.4%	6.1%	
Careers advice	3.9%	4.8%	17.5%	18.5%	8.6%	46.8%	
Developing moral values	1.4%	3.8%	19.1%	44.8%	21.5%	9.4%	
Levels of homework	1.3%	11.3%	28.0%	43.3%	13.8%	2.4%	

| Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	1.4%	5.0%	16.7%	42.3%	33.3%	1.4%	
Community spirit	1.3%	8.3%	23.5%	39.3%	19.6%	8.0%	
Developing potential	1.4%	8.8%	26.4%	38.6%	19.6%	5.2%	
Teaching quality	1.4%	5.1%	19.6%	49.0%	20.9%	4.0%	
Exam results	1.4%	3.5%	7.4%	38.2%	16.4%	33.1%	
Choice of subjects	2.7%	4.7%	13.4%	41.4%	21.3%	16.5%	
Truancy control	0.0%	2.9%	13.2%	38.9%	20.9%	24.1%	
Availability of resources	1.3%	3.9%	19.8%	44.9%	17.8%	12.3%	
Computer access	0.0%	2.6%	23.5%	42.4%	19.4%	12.2%	

Additional criteria analysis

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

| Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	3.6%	15.1%	34.2%	16.1%	31.1%	
Teaching students with special needs	2.7%	5.2%	9.7%	12.8%	15.2%	54.3%	
Quality of college management	1.0%	5.1%	10.4%	42.6%	16.6%	24.3%	
Regular marking of work	2.4%	6.5%	25.8%	41.9%	17.3%	6.1%	
Home-college agreement	2.4%	2.4%	17.0%	36.4%	18.8%	22.9%	
Treating all students fairly and equally	2.7%	7.5%	18.6%	43.7%	19.7%	7.8%	
Encouraging and listening to parents' views	1.4%	8.4%	19.6%	45.5%	18.4%	6.7%	
Explaining to parents how to help their child	3.8%	10.1%	22.3%	33.6%	18.2%	11.9%	
Celebrating and rewarding achievement	2.7%	4.3%	15.2%	41.2%	32.9%	3.7%	
Tailoring child's work to their needs and ability	2.6%	9.5%	19.2%	41.6%	17.4%	9.7%	
Ensuring students do their best and make good progress	2.7%	4.8%	19.7%	46.3%	21.2%	5.4%	

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Encouraging students' activity in the local community	3.3%	11.3%	25.6%	24.3%	9.5%	26.0%	
College's image in the local community	0.0%	5.1%	20.8%	41.1%	15.7%	17.3%	
Encouraging and listening to students' views	1.4%	4.8%	26.8%	41.9%	13.2%	12.0%	

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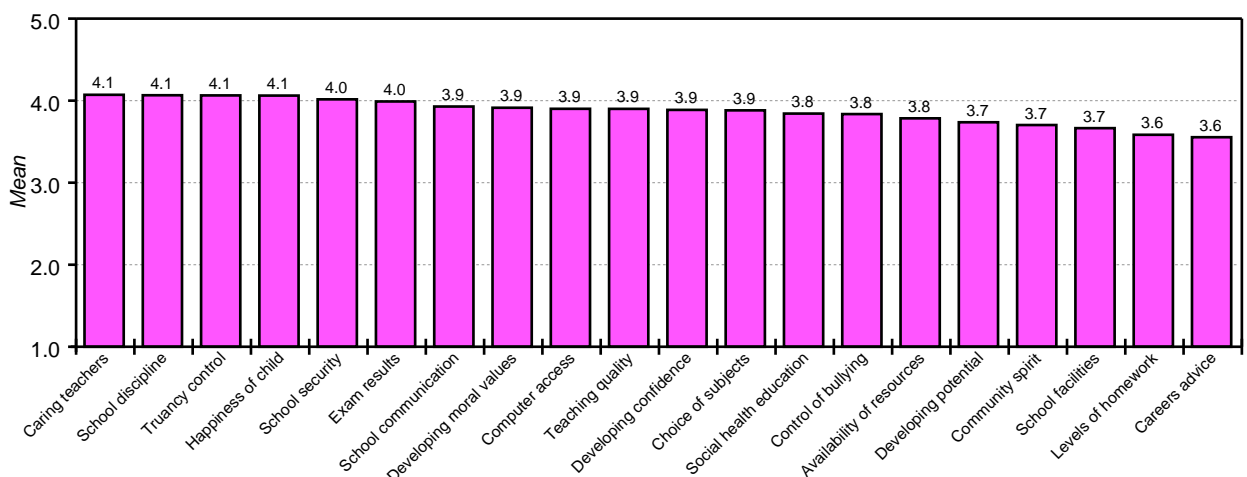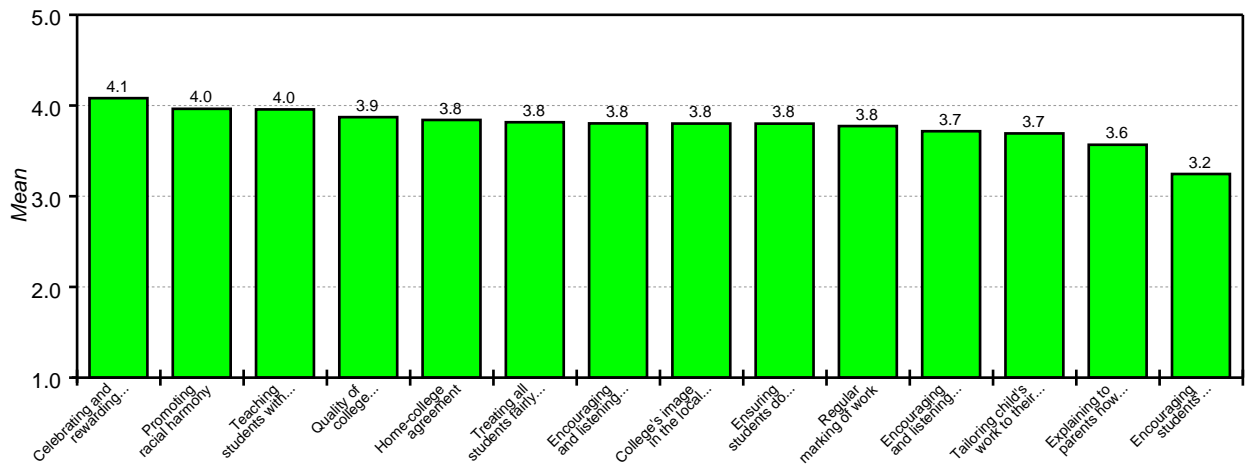
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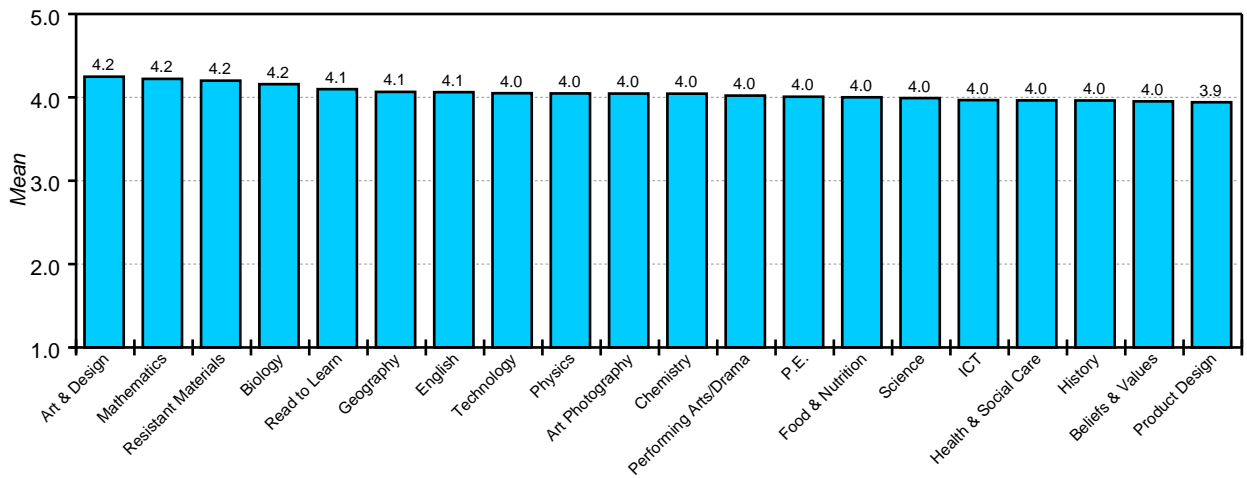
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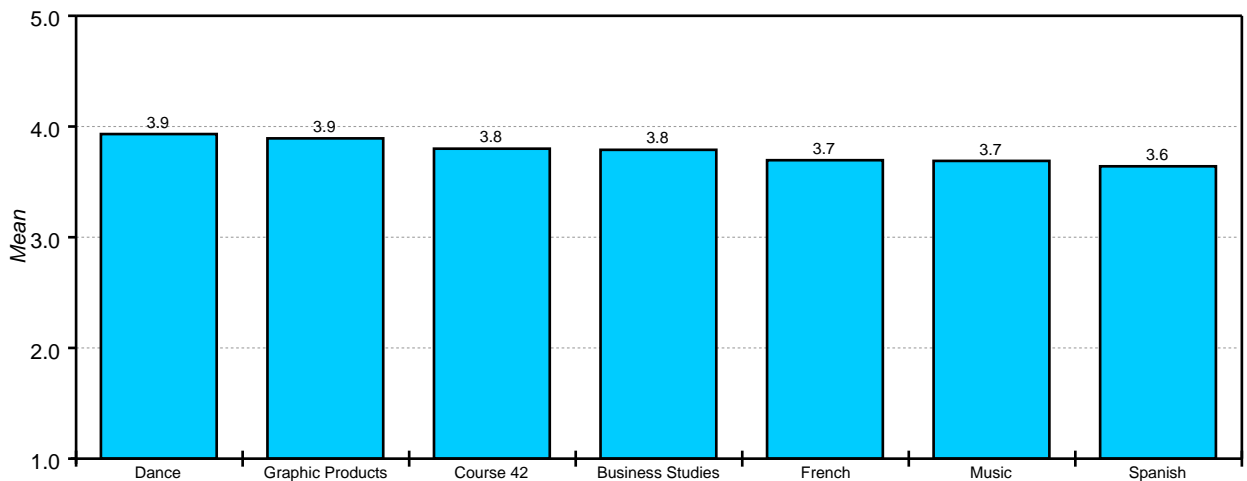
Non-academic areas

Additional questions

A word on Quality Assurance

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

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