GL Assessment ®

Kirkland Rowell Surveys

Clyst Vale Community College

Parent survey report – February 2018

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Executive summary

This report details the findings of the tenth 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 February 2018. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 113 completed questionnaires were returned representing a response rate of 14.4%. The response meant that data could be drawn for all criteria.

- 12 parents answered 'Yes' and 99 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 10.6% and 87.6% respectively.

- The parents gave a very good overall performance score (77.9%) (see page 5).

- Of the parents whose children were not in their first year at the school 17% said the school had improved over the last year and 7% thought that the school's performance was worse (see page 54).

- Of the parents of new students, 9% felt that the school had not lived up to their expectations and 38% 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 Beliefs & Values, Course 42 (Years 7 - 10 only) and Read to Learn (Year 7 only).

- The parents are least happy with the delivery of Resistant Materials, Health & Social Care and Physics.

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

- The parents are least happy with Computer access, Availability of resources and School facilities.

- The parents' top priorities for improvement are School facilities, Teaching quality and Levels of homework.

- The parents of female students gave significantly higher scores for History, Art & Design, Geography and Celebrating and rewarding achievement.

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 areas received significantly higher scores over more than two surveys: English, ICT and Technology.

- 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

83.8%   Beliefs & Values

82.3%   Course 42 (Years 7 - 10 only)

81.7%   Read to Learn (Year 7 only)

81.2%   ICT

80.9%   Mathematics

Relative weaknesses for academic criteria

71.6%   Resistant Materials

72.5%   Health & Social Care

73.3%   Physics

73.4%   Geography

74.2%   Food & Nutrition

Relative strengths for non-academic criteria

		Importance	Ranking
80.3%	School communication	(69.9%)	8th
76.1%	Developing moral values	(56.9%)	9th
75.9%	Developing confidence	(87.4%)	4th
75.0%	Careers advice	(18.7%)	16th
74.7%	Caring teachers	(82.7%)	6th

Relative weaknesses for non-academic criteria

		Importance	Ranking
65.2%	Computer access	(10.0%)	19th
65.7%	Availability of resources	(28.0%)	15th
67.3%	School facilities	(36.4%)	11th
67.3%	Choice of subjects	(32.5%)	13th
68.9%	Truancy control	(8.5%)	20th

Response to survey

113 completed questionnaires were returned representing a response rate of 14.4%.

	Proportion of responses (%)	Number of responses
Responses from parents of male students	52.2	59
Responses from parents of female students	47.8	54
Responses from parents of Year 7 students	27.4	31
Responses from parents of Year 8 students	26.5	30
Responses from parents of Year 9 students	15.0	17
Responses from parents of Year 10 students	18.6	21
Responses from parents of Year 11 students	12.4	14

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	77.9	80.5	-2.6

|	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	2.5	1.7	+0.8	83.1

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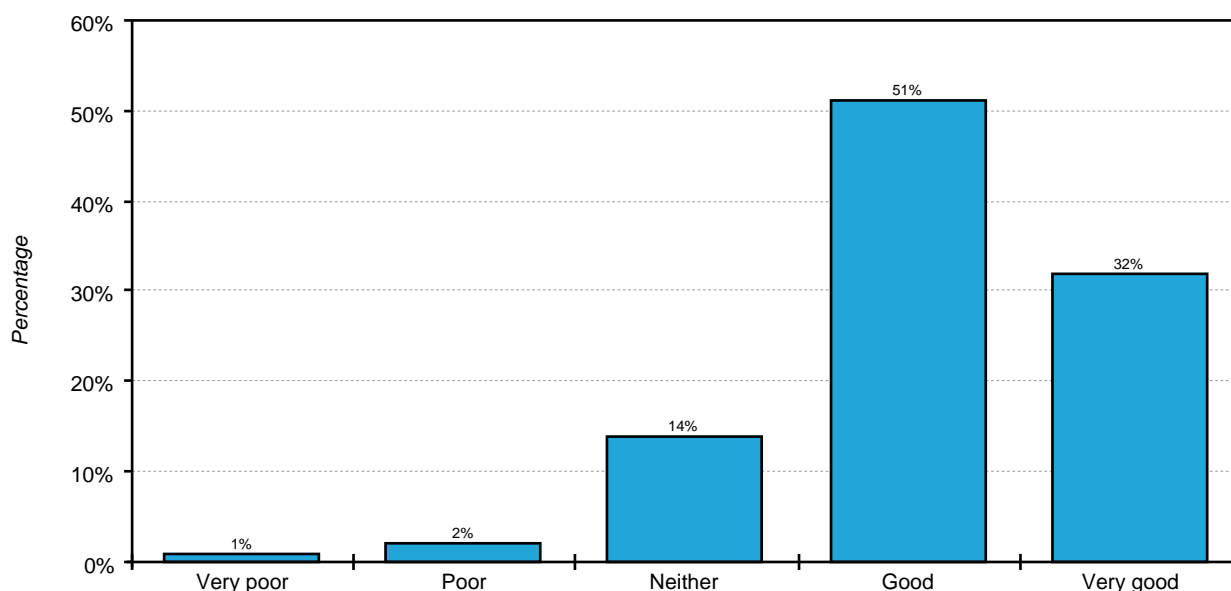
- More parents rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by gender and year group

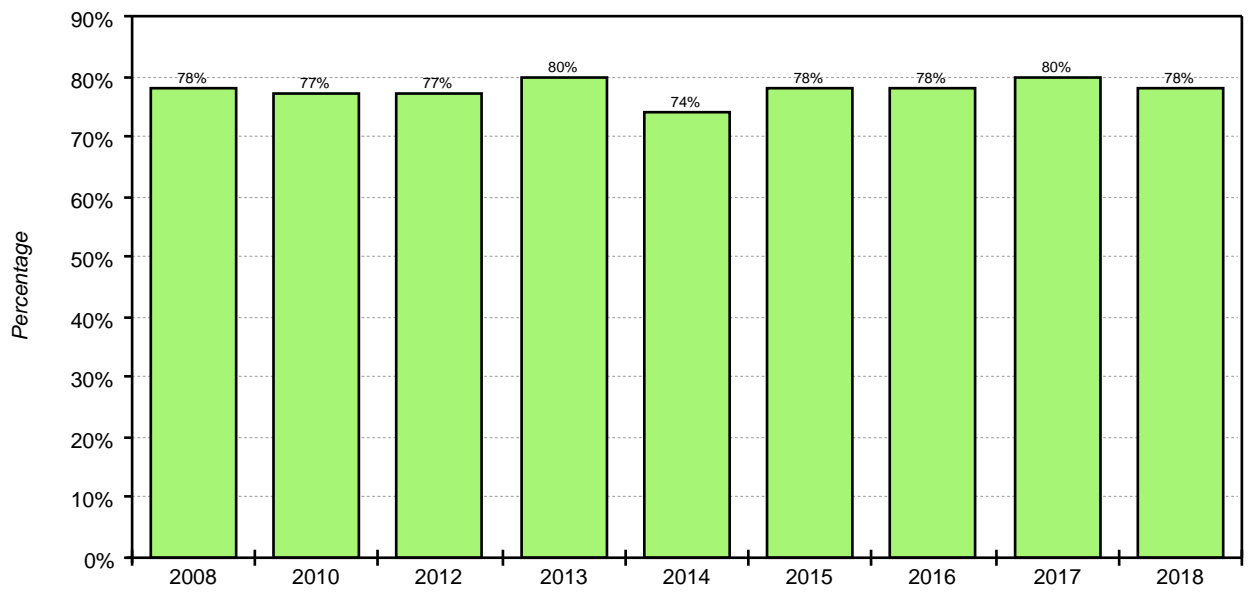**Overall performance scores broken down by gender**
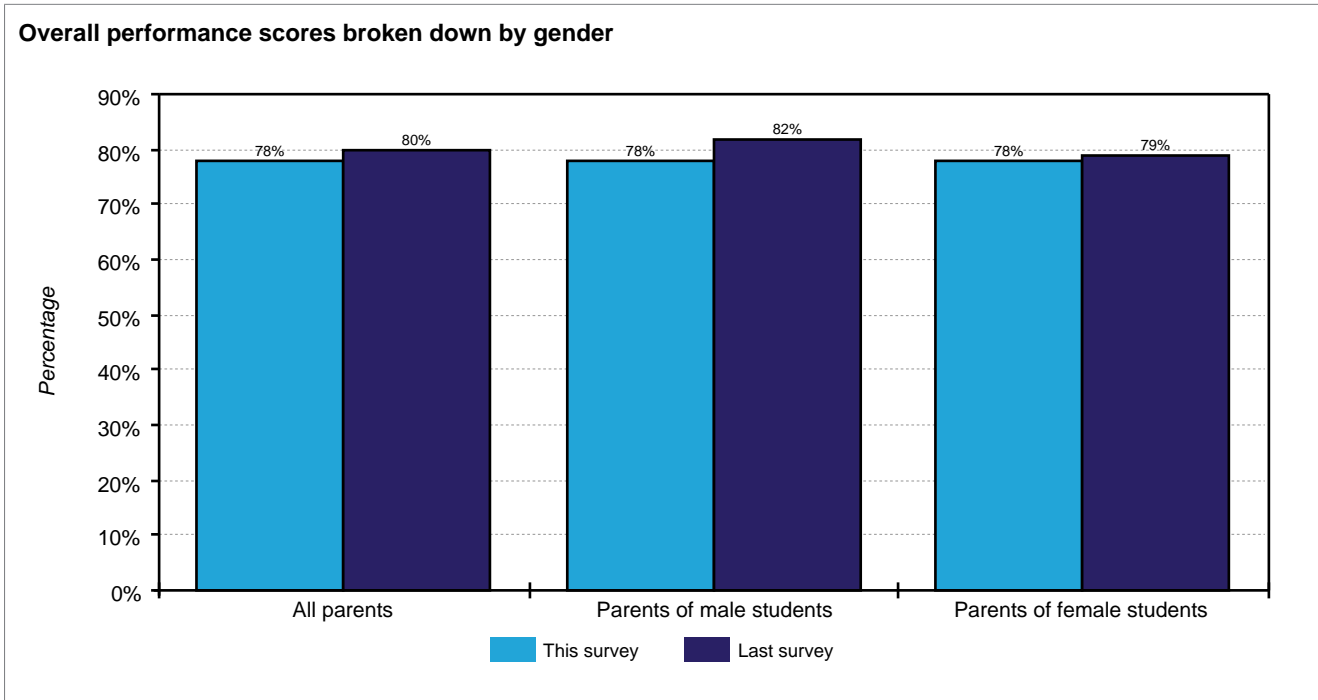
- The parents gave a very good overall performance score of 77.9%, declined since the last survey.

- Parents of male students scored the overall performance of the school the same as parents of female students.

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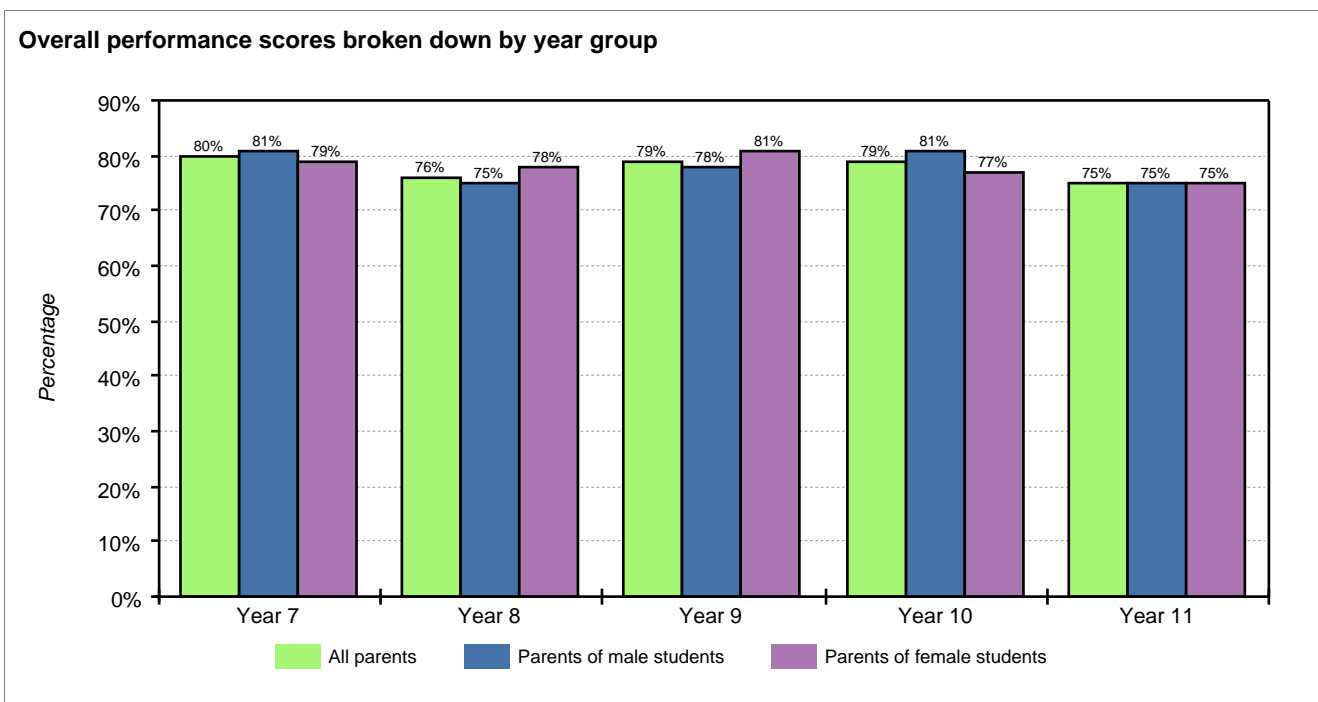
- Parents of Year 7 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

- Parents of Year 7 and Year 10 male students and parents of Year 9 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
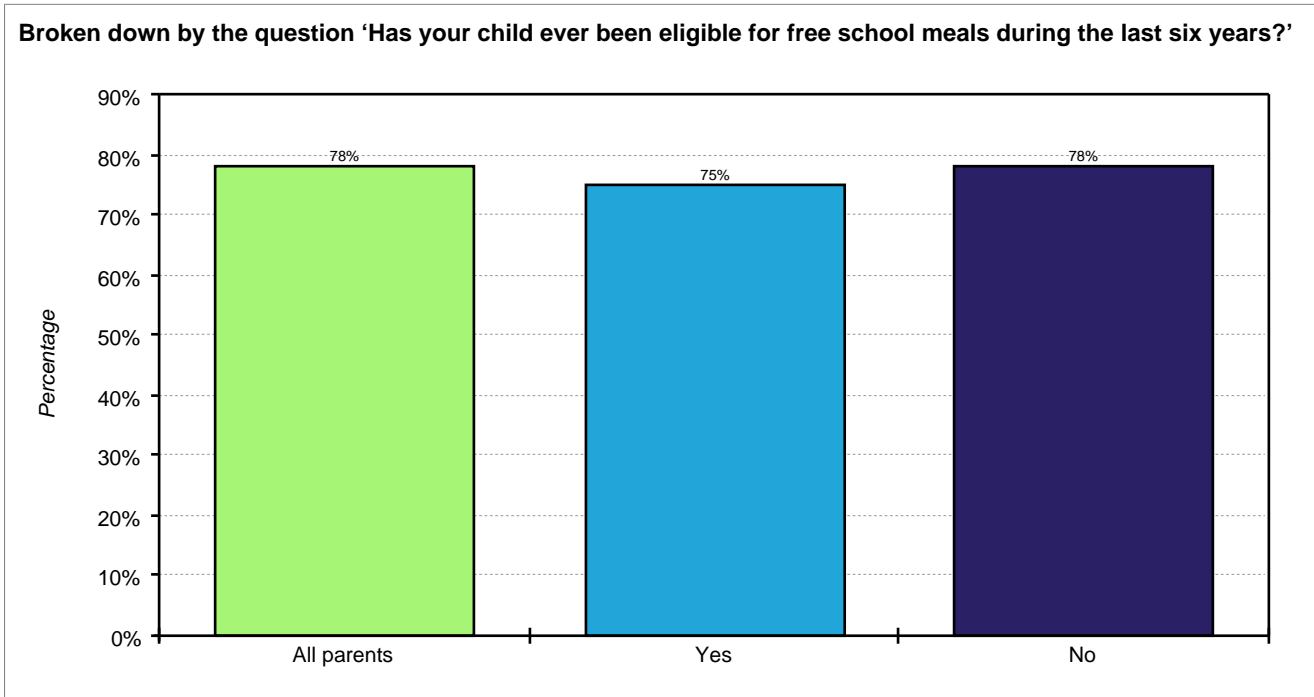
Time series analysis of overall performance scores

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

- There was no significant change over nine 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.

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Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender
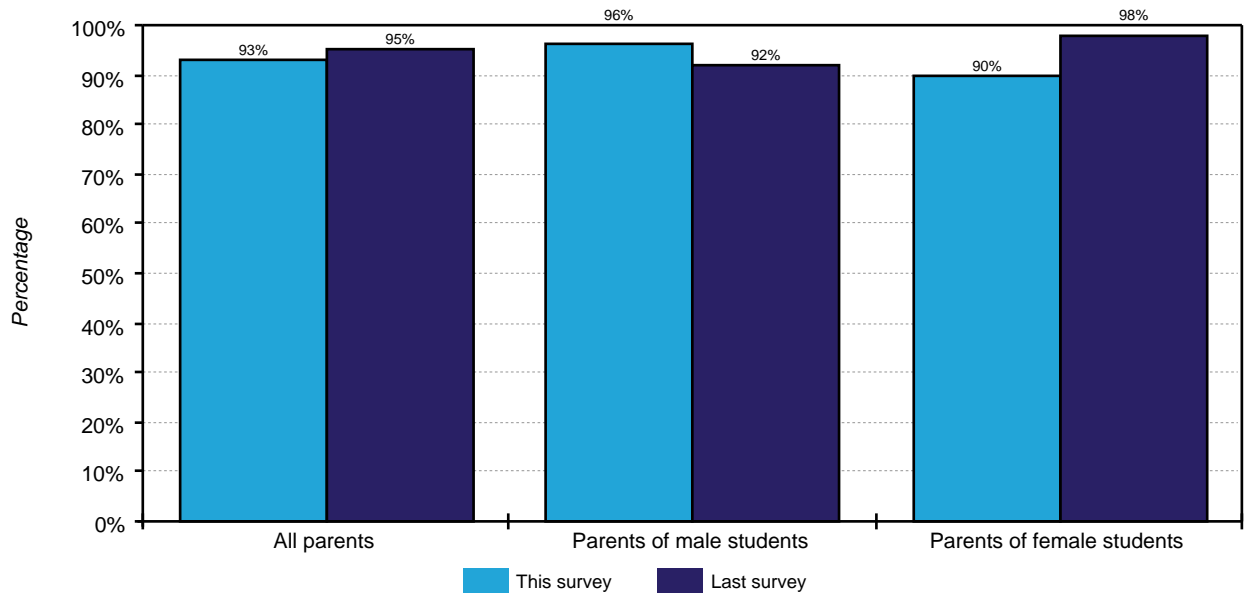
- 93.1% of parents said they would recommend this school to another parent.

- Parents of male students would recommend this school to another parent more than the parents of female students.

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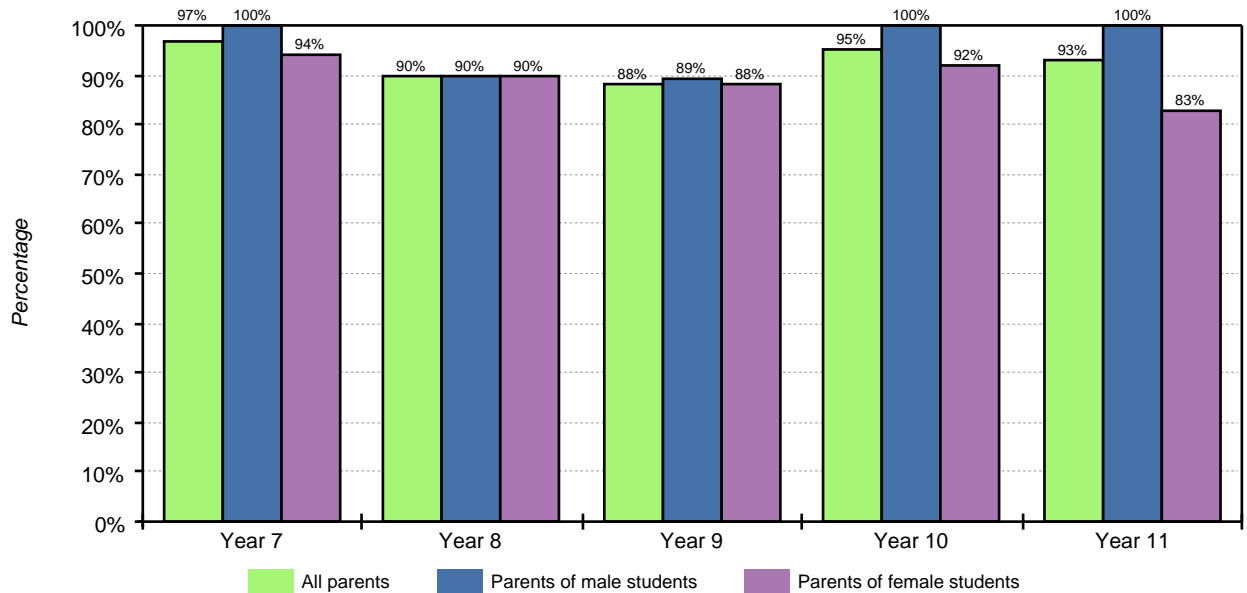
- Parents of Year 7 students would recommend this school to another parent more than parents from other year groups.

- Parents of Year 7, Year 10 and Year 11 male students and parents of Year 7 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 over 160 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 *.

Understanding your results table

Your results are shown as a weighted mean score. This is a calculation applied to your raw results using the average scores achieved from over 160 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

Scores above the gold line are 'outstanding'.

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.

Scores above the green line are 'good'.

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

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

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		

* 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
Beliefs & Values	83.8	83.9	-0.1
Course 42 (Years 7 - 10 only)	82.3	78.4	+3.9
Read to Learn (Year 7 only) *	81.7		
ICT	81.2	79.3	+2.0
Mathematics	80.9	76.6	+4.3
English	80.5	75.8	+4.7
Art & Design	79.5	77.8	+1.6
Art Photography	78.8	74.4	+4.4
Chemistry	78.6	77.3	+1.2
Science	78.4	75.8	+2.5
Biology	77.9	76.6	+1.3
French	77.2	71.1	+6.1
P.E.	76.9	73.3	+3.6
History	76.9	74.3	+2.5
Drama and Performing Arts	76.3	76.0	+0.3
Technology	76.1	76.0	+0.1
Music	76.0	75.8	+0.2
Spanish	75.9	73.8	+2.1
Graphic Products	75.1	79.7	-4.6
Food & Nutrition	74.2	74.5	-0.3
Geography	73.4	77.0	-3.5
Physics	73.3	76.8	-3.5
Health & Social Care	72.5	76.0	-3.5
Resistant Materials	71.6	81.6	-10.0

- Parents consider delivery of the following academic subjects to be 'outstanding': Beliefs & Values, Course 42 (Years 7 - 10 only), Read to Learn (Year 7 only), ICT, Mathematics and English.

- Parents consider delivery of the following academic subjects to be 'good': Art & Design, Art Photography, Chemistry, Science, Biology, French, P.E., History, Drama and Performing Arts, Technology, Music, Spanish, Graphic Products, Food & Nutrition, Geography, Physics, Health & Social Care and Resistant Materials.

- The following academic subjects have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Read to Learn (Year 7 only).

- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Read to Learn (Year 7 only), Chemistry, French, Spanish, Food & Nutrition and Physics.

- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Art Photography, Graphic Products, Health & Social Care and Resistant Materials.

- 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: Read to Learn (Year 7 only).

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' (%)
Art & Design	0.0	4.9	-4.9	83.4
Chemistry	0.0	6.6	-6.6	78.5
Drama and Performing Arts	0.0	7.8	-7.8	79.7
ICT	0.0	1.2	-1.2	84.4
Physics	0.0	8.1	-8.1	78.6
Read to Learn (Year 7 only)	0.0			87.6
P.E.	1.7	4.3	-2.6	84.8
English	1.7	5.7	-4.0	87.9
Science	1.7	5.2	-3.4	89.6
Course 42 (Years 7 - 10 only)	2.7	5.3	-2.6	78.2
Biology	3.3	6.5	-3.2	83.3
Music	4.8	8.9	-4.1	72.1
Mathematics	4.9	2.6	+2.3	84.1
Technology	5.6	4.6	+1.0	85.8
Beliefs & Values	6.2	3.8	+2.4	78.0
History	9.6	1.3	+8.3	79.0
Spanish	9.9	7.4	+2.5	70.9
Geography	11.1	3.0	+8.1	71.0
French	12.6	8.2	+4.4	73.5
Food & Nutrition	14.9	9.9	+5.0	72.1

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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	80.3	79.8	+0.5
Developing moral values	76.1	75.8	+0.3
Developing confidence	75.9	72.5	+3.4
Careers advice	75.0	73.8	+1.2
Caring teachers	74.7	75.7	-0.9
Levels of homework	74.6	75.2	-0.6
School security	74.4	73.6	+0.8
Social health education	74.4	75.1	-0.7
School discipline	73.8	75.7	-1.8
Community spirit	73.8	74.8	-1.0
Teaching quality	73.8	72.0	+1.8
Happiness of child	73.2	69.5	+3.8
Developing potential	71.6	71.8	-0.2
Control of bullying	71.4	73.5	-2.1
Exam results	69.7	73.9	-4.2
Truancy control	68.9	73.1	-4.2
Choice of subjects	67.3	72.5	-5.2
School facilities	67.3	65.0	+2.2
Availability of resources	65.7	71.4	-5.7
Computer access	65.2	70.0	-4.8

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

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

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

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' (%)
Exam results	2.9	2.4	+0.4	79.4
Truancy control	5.0	2.3	+2.7	86.4
School security	5.2	5.5	-0.3	85.3
Teaching quality	5.4	4.2	+1.2	82.7
Choice of subjects	5.7	3.1	+2.5	77.4
Developing confidence	7.1	9.2	-2.1	81.1
Careers advice	7.8	12.7	-4.9	54.5
School communication	8.0	7.7	+0.3	75.7
Developing moral values	8.1	5.8	+2.3	75.0
Happiness of child	8.2	8.8	-0.6	78.6
Social health education	8.6	6.3	+2.3	77.1
Caring teachers	9.7	4.8	+4.9	78.4
School discipline	9.7	4.8	+4.9	74.2
Computer access	9.9	4.9	+5.0	67.6
School facilities	11.6	7.9	+3.7	70.4
Community spirit	12.5	7.8	+4.7	68.4
Developing potential	14.4	9.2	+5.3	67.1
Control of bullying	14.8	11.3	+3.5	65.0
Levels of homework	15.5	12.5	+3.0	65.8
Availability of resources	16.9	8.3	+8.6	62.8

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
Regular marking of work	76.4	79.3	-2.9
Attitude of non-teaching/support staff	73.4	73.1	+0.3
Ensuring students do their best and make good progress	72.6	72.9	-0.3
Promoting racial harmony	72.5	73.7	-1.2
Treating all students fairly and equally	72.0	75.8	-3.8
Tailoring child's work to their needs and ability	71.3	75.3	-4.0
Explaining to parents how to help their child	71.0	74.2	-3.2
Encouraging and listening to students' views	71.0	74.6	-3.6
Student response to feedback	70.6	70.6	-0.1
Encouraging students' activity in the local community	70.5	75.8	-5.3
Celebrating and rewarding achievement	70.1	74.5	-4.4
Looking after students well	69.3	71.4	-2.1
Students' attitudes to learning	68.7	70.5	-1.8
Appropriate level of challenge in homework	68.4	72.4	-4.0
E-safety	68.3	70.1	-1.8
Information on different types of bullying	67.5	71.3	-3.8
Teaching students with special needs	67.3	70.4	-3.1
Student targets	67.2	71.6	-4.4

- Parents consider delivery of the following additional criteria to be 'outstanding': Regular marking of work.

- Parents consider delivery of the following additional criteria to be 'good': Attitude of non-teaching/support staff, Ensuring students do their best and make good progress, Promoting racial harmony, Treating all students fairly and equally, Tailoring child's work to their needs and ability, Explaining to parents how to help their child, Encouraging and listening to students' views, Student response to feedback, Encouraging students' activity in the local community, Celebrating and rewarding achievement, Looking after students well, Students' attitudes to learning, Appropriate level of challenge in homework, E-safety, Information on different types of bullying, Teaching students with special needs and Student targets.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Explaining to parents how to help their child, Encouraging and listening to students' views, Student response to feedback and Information on different types of bullying.

- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: 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	0.0	3.3	-3.3	75.1
Attitude of non-teaching/support staff	2.6	5.9	-3.3	80.8
Student targets	4.0	7.4	-3.3	71.7
E-safety	7.4	7.6	-0.3	76.9
Student response to feedback	7.4	7.5	-0.1	68.3
Regular marking of work	7.8	7.1	+0.7	73.1
Ensuring students do their best and make good progress	9.0	9.8	-0.8	79.0
Looking after students well	9.9	6.4	+3.5	76.8
Celebrating and rewarding achievement	11.5	6.4	+5.0	67.7
Students' attitudes to learning	12.2	5.2	+7.0	73.9
Tailoring child's work to their needs and ability	12.5	10.1	+2.3	65.1
Appropriate level of challenge in homework	13.0	7.8	+5.1	64.9
Treating all students fairly and equally	13.2	10.4	+2.8	74.5
Encouraging and listening to students' views	14.6	11.4	+3.2	62.3
Encouraging students' activity in the local community	18.6	11.5	+7.1	49.0
Information on different types of bullying	20.0	16.0	+4.0	55.6
Explaining to parents how to help their child	20.0	12.1	+7.9	57.4

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	94.2	11th	88.0	15th
Happiness of child	93.4	12th	87.0	19th
Developing potential	89.1	13th	77.6	16th
Developing confidence	87.4	3rd	77.5	14th
School discipline	86.2	9th	84.7	3rd
Caring teachers	82.7	5th	80.0	4th
Control of bullying	75.3	14th	71.7	11th
School communication	69.9	1st	64.7	1st
Developing moral values	56.9	2nd	56.1	2nd
School security	37.7	7th	49.4	10th
School facilities	36.4	18th	37.6	20th
Exam results	34.2	15th	43.9	8th
Choice of subjects	32.5	17th	42.3	13th
Levels of homework	28.3	6th	26.1	5th
Availability of resources	28.0	19th	31.6	17th
Careers advice	18.7	4th	27.7	9th
Community spirit	16.0	10th	12.5	7th
Social health education	14.8	8th	12.5	6th
Computer access	10.0	20th	15.7	18th
Truancy control	8.5	16th	13.4	12th

With regard to the five criteria most important to parents:

- The school performs well in: Developing confidence.

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	94.2	1st	2nd	+1
Happiness of child	93.4	2nd	3rd	+1
Developing potential	89.1	3rd	5th	+2
Developing confidence	87.4	4th	7th	+3
School discipline	86.2	5th	1st	-4 ▼
Caring teachers	82.7	6th	6th	0
Control of bullying	75.3	7th	4th	-3
School communication	69.9	8th	8th	0
Developing moral values	56.9	9th	11th	+2
School security	37.7	10th	9th	-1
School facilities	36.4	11th	10th	-1
Exam results	34.2	12th	12th	0
Choice of subjects	32.5	13th	15th	+2
Levels of homework	28.3	14th	14th	0
Availability of resources	28.0	15th	13th	-2
Careers advice	18.7	16th	16th	0
Community spirit	16.0	17th	19th	+2
Social health education	14.8	18th	20th	+2
Computer access	10.0	19th	17th	-2
Truancy control	8.5	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 less important than parents at similar schools: School discipline.

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 10 & Year 11 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.
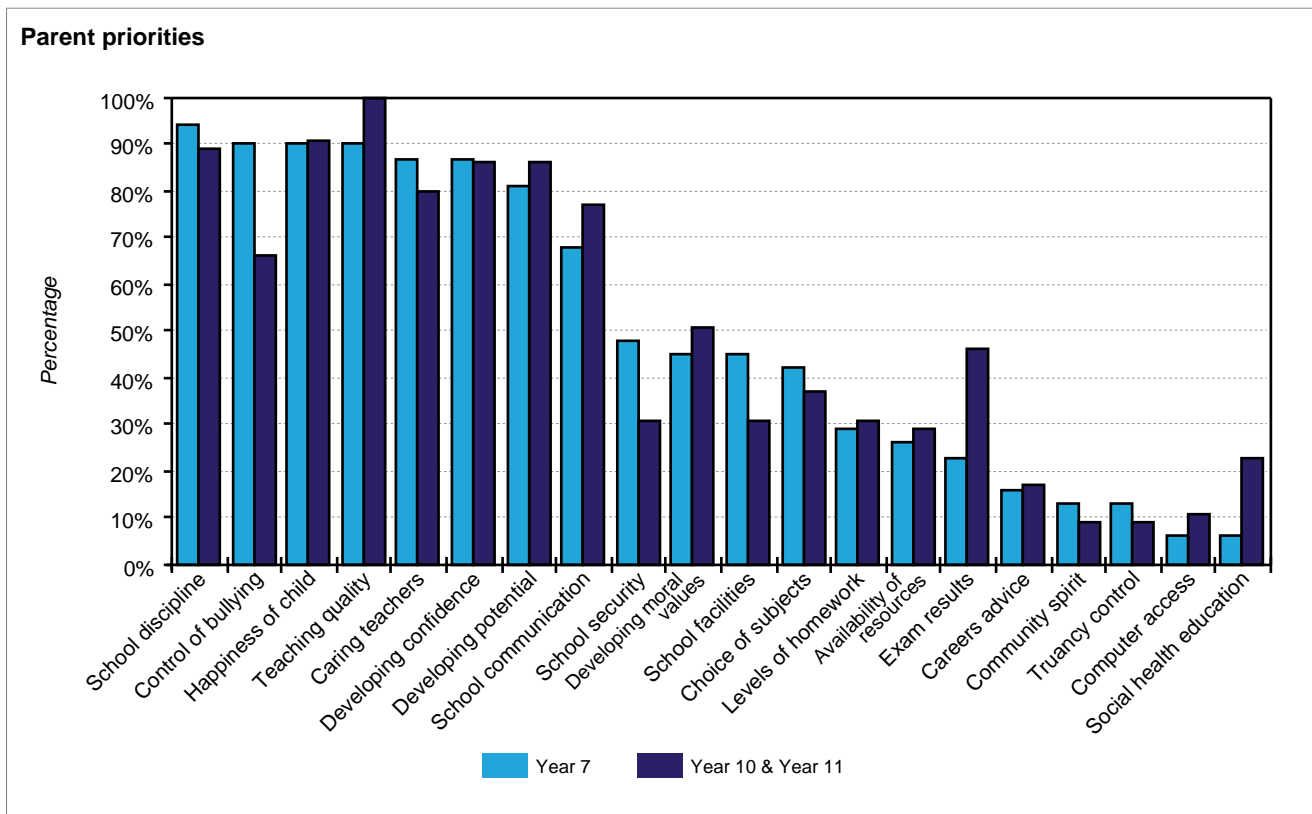
Parent priorities

Criteria where difference in score is significant	Year 7 ranking	Year 10 & Year 11 ranking
Control of bullying	2nd	8th ▲
Exam results	15th	10th ▼

Kirkland Rowell
Surveys

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. The table shows the criteria where there is a significant difference between the two groups.
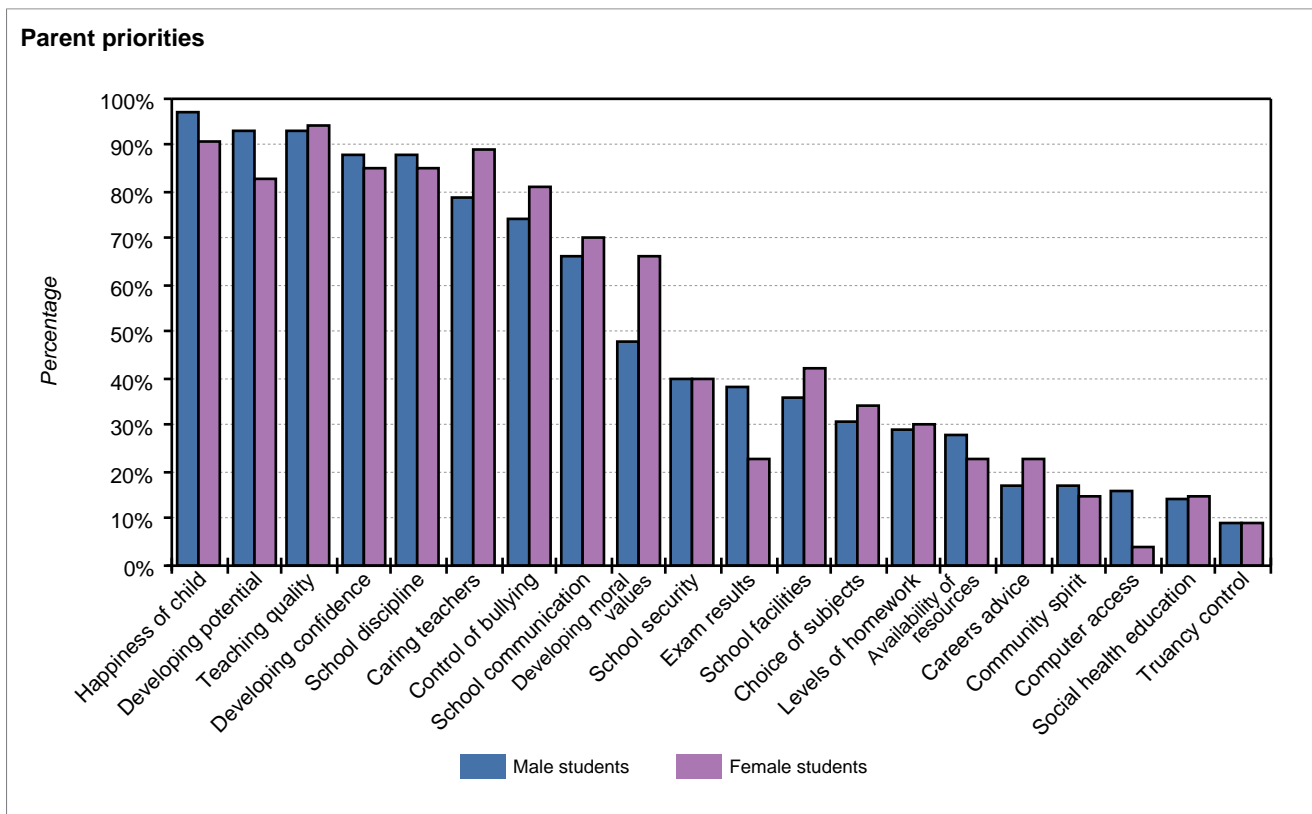
Parent priorities

Criteria where difference in score is significant	Male students ranking	Female students ranking
Computer access	18th	20th ▲

How parent priorities change – extra analysis

The graph below shows which criteria were important to parents, broken down by their response to the question 'Has your child ever been eligible for free school meals during the last six years?'. The table shows the criteria where there is a significant difference between the two groups.
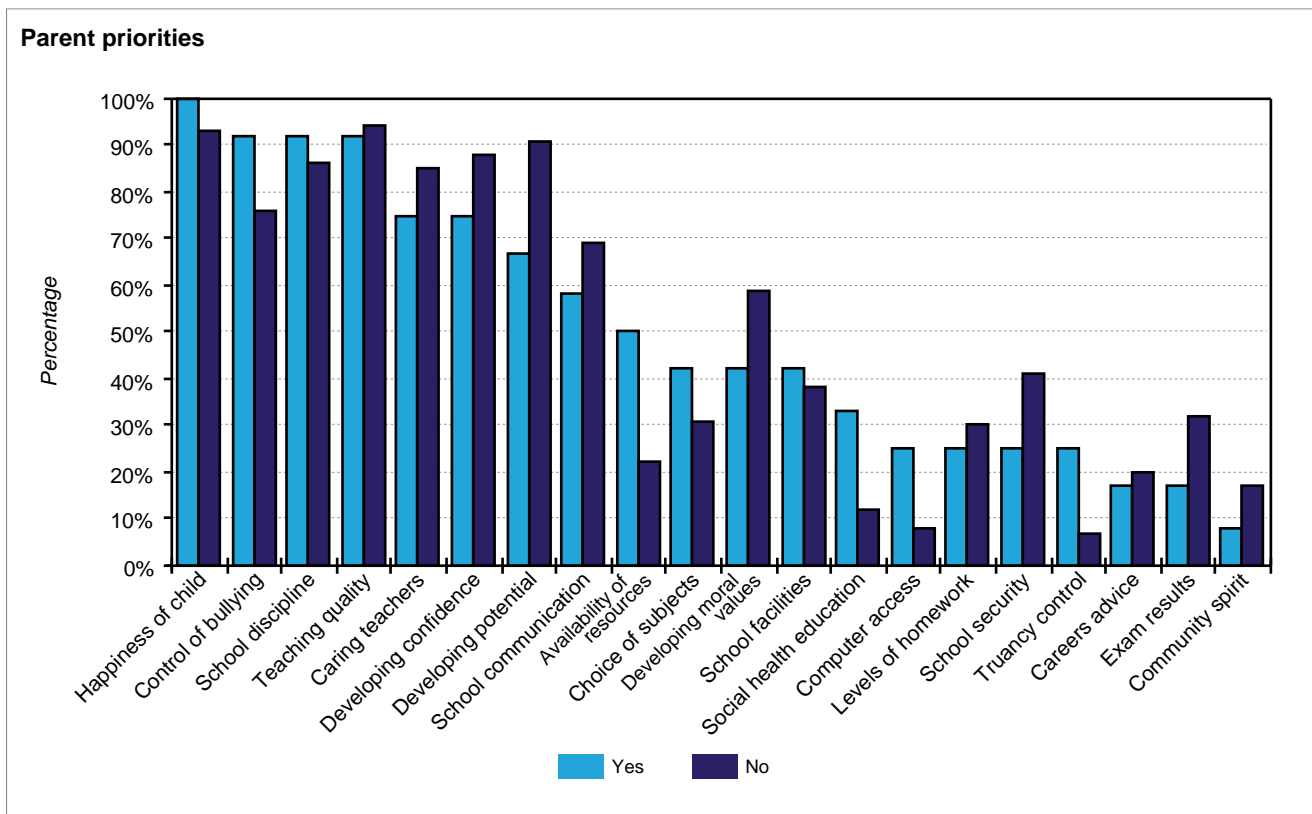
Parent priorities

Criteria where difference in score is significant	Yes ranking	No ranking
Happiness of child	1st	2nd ▲

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 (%)
School facilities	17.4	15.3	8.1
Teaching quality	10.7	8.6	10.9
Levels of homework	10.3	6.7	8.0
Developing potential	9.5	13.4	11.2
Careers advice	6.4	3.9	4.9
Choice of subjects	6.1	3.6	3.3
Control of bullying	5.9	4.8	7.1
Developing confidence	4.9	7.1	4.5
School communication	4.8	6.2	11.7
Exam results	4.4	3.8	3.4
School discipline	4.1	6.0	8.2
Availability of resources	3.1	1.6	2.9
Developing moral values	2.7	3.3	2.4
Community spirit	2.6	0.3	1.4
Caring teachers	2.4	3.5	3.4
Happiness of child	2.0	5.4	3.4
Social health education	1.9	0.0	0.8
Computer access	1.1	2.7	1.5
School security	0.0	3.8	2.1
Truancy control	0.0	0.0	0.7

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

- Parents have given a lower priority to the following areas compared to similar schools: School communication and 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	73.2%	113
2. My child feels safe at this school		
School security	74.4%	103
Control of bullying	71.4%	95
3. My child makes good progress at this school		
Ensuring students do their best and make good progress	72.6%	105
Developing potential	71.6%	110
4. My child is well looked after at this school		
Caring teachers	74.7%	110
School security	74.4%	103
Attitude of non-teaching/support staff	73.4%	66
Looking after students well	69.3%	109
5. My child is taught well at this school		
Teaching quality	73.8%	110
Ensuring students do their best and make good progress	72.6%	105
Developing potential	71.6%	110
Tailoring child's work to their needs and ability	71.3%	93
Exam results	69.7%	46
Teaching students with special needs	67.3%	35

	Score	Sample
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	111
Levels of homework	74.6%	112
Tailoring child's work to their needs and ability	71.3%	93
7. This school ensures the pupils are well behaved		
School discipline	73.8%	111
8. This school deals effectively with bullying		
Control of bullying	71.4%	95
9. Quality of school management		
The school did not ask any questions relevant to this section		
10. This school responds well to any concern I raise		
Caring teachers	74.7%	110
11. I receive valuable information from the school about my child's progress		
Regular marking of work	76.4%	100
Explaining to parents how to help their child	71.0%	97
12. I would recommend this school to another parent		
Recommended	93.1%	113

Ofsted self-evaluation summary

The September 2016 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

Read to Learn (Year 7 only)	81.7%	Outstanding
Mathematics	80.9%	Outstanding
English	80.5%	Outstanding
School communication	80.3%	Outstanding
Regular marking of work	76.4%	Outstanding
Developing confidence	75.9%	Outstanding
Levels of homework	74.6%	Good
Community spirit	73.8%	Good
Teaching quality	73.8%	Good
Ensuring students do their best and make good progress	72.6%	Good
Promoting racial harmony	72.5%	Good
Treating all students fairly and equally	72.0%	Good
Developing potential	71.6%	Good
Explaining to parents how to help their child	71.0%	Good
Student response to feedback	70.6%	Good
Exam results	69.7%	Good
Appropriate level of challenge in homework	68.4%	Good
Teaching students with special needs	67.3%	Good
Student targets	67.2%	Good

Strengths

- Read to Learn (Year 7 only)
- Mathematics
- English

Weaknesses

- Student targets
- Teaching students with special needs
- Appropriate level of challenge in homework

Your average parental grade for this section = 1.7 = Good = **Grade 2 (+)**

The Accuracy and Impact of Assessment

Regular marking of work	76.4%	Outstanding
Levels of homework	74.6%	Good
Ensuring students do their best and make good progress	72.6%	Good
Developing potential	71.6%	Good
Tailoring child's work to their needs and ability	71.3%	Good
Exam results	69.7%	Good
Appropriate level of challenge in homework	68.4%	Good

Strengths

- Regular marking of work
- Levels of homework

Weaknesses

- Appropriate level of challenge in homework
- Exam results

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

The Impact of the Teaching of Literacy, Including Reading

Read to Learn (Year 7 only)	81.7%	Outstanding
English	80.5%	Outstanding
Drama and Performing Arts	76.3%	Good
Developing potential	71.6%	Good
Tailoring child's work to their needs and ability	71.3%	Good

Strengths

- Read to Learn (Year 7 only)

Weaknesses

- Tailoring child's work to their needs and ability

Your average parental grade for this section = 1.6 = Good = **Grade 2 (+)**

The Teaching of Mathematics

ICT	81.2%	Outstanding
Mathematics	80.9%	Outstanding
Chemistry	78.6%	Good
Science	78.4%	Good
Biology	77.9%	Good
Physics	73.3%	Good
Developing potential	71.6%	Good
Tailoring child's work to their needs and ability	71.3%	Good
Appropriate level of challenge in homework	68.4%	Good
Computer access	65.2%	Good

Strengths

- ICT
- Mathematics
- Chemistry

Weaknesses

- Computer access
- Appropriate level of challenge in homework
- Tailoring child's work to their needs and ability

Your average parental grade for this section = 1.8 = 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" = 1.7 = 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.

Developing confidence	75.9%	Outstanding
School discipline	73.8%	Good
Community spirit	73.8%	Good
Promoting racial harmony	72.5%	Good
Control of bullying	71.4%	Good

Strengths

- Developing confidence

Weaknesses

- Control of bullying

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

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

Developing moral values	76.1%	Outstanding
Caring teachers	74.7%	Good
Social health education	74.4%	Good
School discipline	73.8%	Good
Community spirit	73.8%	Good
Attitude of non-teaching/support staff	73.4%	Good
Promoting racial harmony	72.5%	Good
Control of bullying	71.4%	Good
Encouraging and listening to students' views	71.0%	Good
Looking after students well	69.3%	Good
E-safety	68.3%	Good
Information on different types of bullying	67.5%	Good

Strengths

- Developing moral values
- Caring teachers
- Social health education

Weaknesses

- Information on different types of bullying
- E-safety
- Looking after students well

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	76.1%	Outstanding
School discipline	73.8%	Good
Community spirit	73.8%	Good
Attitude of non-teaching/support staff	73.4%	Good
Promoting racial harmony	72.5%	Good
Control of bullying	71.4%	Good
Looking after students well	69.3%	Good
Information on different types of bullying	67.5%	Good

Strengths

- Developing moral values
- School discipline
- Community spirit

Weaknesses

- Information on different types of bullying
- Looking after students well
- Control of bullying

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

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

Developing moral values	76.1%	Outstanding
Developing confidence	75.9%	Outstanding
School discipline	73.8%	Good
Community spirit	73.8%	Good
Happiness of child	73.2%	Good
Ensuring students do their best and make good progress	72.6%	Good
Developing potential	71.6%	Good
Encouraging and listening to students' views	71.0%	Good
Celebrating and rewarding achievement	70.1%	Good

Strengths

- Developing moral values
- Developing confidence
- School discipline

Weaknesses

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

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

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

Developing confidence	75.9%	Outstanding
Ensuring students do their best and make good progress	72.6%	Good
Developing potential	71.6%	Good
Encouraging and listening to students' views	71.0%	Good
Student response to feedback	70.6%	Good
Celebrating and rewarding achievement	70.1%	Good
Teaching students with special needs	67.3%	Good

Strengths

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

Weaknesses

- Teaching students with special needs
- Celebrating and rewarding achievement

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

Personal Development and Welfare: Choices About Next Stages

Careers advice	75.0%	Good
Levels of homework	74.6%	Good
Attitude of non-teaching/support staff	73.4%	Good
Explaining to parents how to help their child	71.0%	Good
Celebrating and rewarding achievement	70.1%	Good
Student targets	67.2%	Good

Strengths

- Careers advice
- Levels of homework

Weaknesses

- Student targets
- Celebrating and rewarding achievement

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	76.1%	Outstanding
Caring teachers	74.7%	Good
School security	74.4%	Good
Social health education	74.4%	Good
School discipline	73.8%	Good
Community spirit	73.8%	Good
Attitude of non-teaching/support staff	73.4%	Good
Promoting racial harmony	72.5%	Good
Control of bullying	71.4%	Good
Encouraging and listening to students' views	71.0%	Good
Looking after students well	69.3%	Good
E-safety	68.3%	Good
Information on different types of bullying	67.5%	Good

Strengths

- Developing moral values
- Caring teachers
- School security

Weaknesses

- Information on different types of bullying
- E-safety
- Looking after students well

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

Personal Development and Welfare: Keeping Healthy

Social health education	74.4%	Good
Exercise	68.6%	Inadequate
Diet	48.6%	Inadequate

Your average parental grade for this section = 3.3 = Requires improvement = **Grade 3 (-)**

Personal Development and Welfare: Personal Development

Beliefs & Values	83.8%	Outstanding
Developing moral values	76.1%	Outstanding
Developing confidence	75.9%	Outstanding
Careers advice	75.0%	Good
Social health education	74.4%	Good
Community spirit	73.8%	Good
Promoting racial harmony	72.5%	Good
Developing potential	71.6%	Good
Control of bullying	71.4%	Good
Encouraging and listening to students' views	71.0%	Good
Encouraging students' activity in the local community	70.5%	Good
E-safety	68.3%	Good
Information on different types of bullying	67.5%	Good

Strengths

- Beliefs & Values
- Developing moral values
- Developing confidence

Weaknesses

- Information on different types of bullying
- E-safety
- Encouraging students' activity in the local community

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

Attendance and Punctuality

Truancy control	68.9%	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

Read to Learn (Year 7 only)	81.7%	Outstanding
Mathematics	80.9%	Outstanding
English	80.5%	Outstanding
Developing confidence	75.9%	Outstanding
Ensuring students do their best and make good progress	72.6%	Good
Developing potential	71.6%	Good
Student response to feedback	70.6%	Good
Exam results	69.7%	Good
Appropriate level of challenge in homework	68.4%	Good
Teaching students with special needs	67.3%	Good
Student targets	67.2%	Good
Ratio of parents saying school improving versus declining		Requires improvement

Strengths

- Read to Learn (Year 7 only)
- Mathematics
- English

Weaknesses

- Ratio of parents saying school improving versus declining
- Student targets
- Teaching students with special needs

Your average parental grade for this section = 1.8 = 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?'.

Average of academic subject ratings		Outstanding
Mathematics	85.0%	Outstanding
English	80.0%	Outstanding
Developing confidence	68.8%	Good
Tailoring child's work to their needs and ability	66.7%	Good
Developing potential	64.6%	Requires improvement

Strengths

- Average of academic subject ratings
- Mathematics

Weaknesses

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

Your average parental grade for this section = 1.7 = Good = **Grade 2 (+)**

The Most Able Pupils

Developing confidence	75.9%	Outstanding
Ensuring students do their best and make good progress	72.6%	Good
Developing potential	71.6%	Good
Tailoring child's work to their needs and ability	71.3%	Good
Appropriate level of challenge in homework	68.4%	Good
Student targets	67.2%	Good

Strengths

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

Weaknesses

- Student targets
- Appropriate level of challenge in homework

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

Disabled Pupils and Those with Special Educational Needs

Developing confidence	75.9%	Outstanding
Treating all students fairly and equally	72.0%	Good
Developing potential	71.6%	Good
Tailoring child's work to their needs and ability	71.3%	Good
Teaching students with special needs	67.3%	Good

Strengths

- Developing confidence

Weaknesses

- Teaching students with special needs

Your average parental grade for this section = 1.8 = 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" = 1.8 = 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	80.3%	Outstanding
Developing moral values	76.1%	Outstanding
Developing confidence	75.9%	Outstanding
Average of academic subject ratings		Good
School discipline	73.8%	Good
Community spirit	73.8%	Good
Ensuring students do their best and make good progress	72.6%	Good
Promoting racial harmony	72.5%	Good
Developing potential	71.6%	Good
Control of bullying	71.4%	Good
Celebrating and rewarding achievement	70.1%	Good
Exam results	69.7%	Good

Strengths

- School communication
- Developing moral values
- Developing confidence

Weaknesses

- Exam results
- Celebrating and rewarding achievement
- Control of bullying

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

Self-evaluation and Improvement

Criteria improving since previous surveys		Good
Significant improvements versus significant declines		Good
Encouraging and listening to students' views	71.0%	Good
Exam results	69.7%	Good
Student targets	67.2%	Good
Ratio of parents saying school improving versus declining		Requires improvement

Strengths

- Criteria improving since previous surveys
- Significant improvements versus significant declines

Weaknesses

- Ratio of parents saying school improving versus declining
- Student targets

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

Curriculum

Beliefs & Values	83.8%	Outstanding
Read to Learn (Year 7 only)	81.7%	Outstanding
Mathematics	80.9%	Outstanding
English	80.5%	Outstanding
Art & Design	79.5%	Good
P.E.	76.9%	Good
Drama and Performing Arts	76.3%	Good
Careers advice	75.0%	Good
Ensuring students do their best and make good progress	72.6%	Good
Developing potential	71.6%	Good
Tailoring child's work to their needs and ability	71.3%	Good
Student response to feedback	70.6%	Good
Encouraging students' activity in the local community	70.5%	Good
Exam results	69.7%	Good
Choice of subjects	67.3%	Good
Teaching students with special needs	67.3%	Good
Student targets	67.2%	Good

Strengths

- Beliefs & Values
- Read to Learn (Year 7 only)
- Mathematics

Weaknesses

- Student targets
- Teaching students with special needs
- Choice of subjects

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

Citizenship

Beliefs & Values	83.8%	Outstanding
Developing moral values	76.1%	Outstanding
Social health education	74.4%	Good
School discipline	73.8%	Good
Community spirit	73.8%	Good
Promoting racial harmony	72.5%	Good
Treating all students fairly and equally	72.0%	Good
Control of bullying	71.4%	Good
E-safety	68.3%	Good
Information on different types of bullying	67.5%	Good

Strengths

- Beliefs & Values
- Developing moral values
- Social health education

Weaknesses

- Information on different types of bullying
- E-safety
- Control of bullying

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

Leadership

School communication	80.3%	Outstanding
Average of academic subject ratings		Good
Criteria improving since previous surveys		Good
Explaining to parents how to help their child	71.0%	Good
Encouraging and listening to students' views	71.0%	Good
Student targets	67.2%	Good

Strengths

- School communication
- Average of academic subject ratings

Weaknesses

- Student targets
- 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	76.1%	Outstanding
Caring teachers	74.7%	Good
School security	74.4%	Good
Social health education	74.4%	Good
School discipline	73.8%	Good
Community spirit	73.8%	Good
Attitude of non-teaching/support staff	73.4%	Good
Promoting racial harmony	72.5%	Good
Treating all students fairly and equally	72.0%	Good
Control of bullying	71.4%	Good
Looking after students well	69.3%	Good
Truancy control	68.9%	Good
E-safety	68.3%	Good
Information on different types of bullying	67.5%	Good

Strengths

- Developing moral values
- Caring teachers
- School security

Weaknesses

- Information on different types of bullying
- E-safety
- Truancy control

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

Governance

School communication	80.3%	Outstanding
School security	74.4%	Good
Promoting racial harmony	72.5%	Good
Treating all students fairly and equally	72.0%	Good
Tailoring child's work to their needs and ability	71.3%	Good
Appropriate level of challenge in homework	68.4%	Good
Teaching students with special needs	67.3%	Good

Strengths

- School communication
- School security

Weaknesses

- Teaching students with special needs
- Appropriate level of challenge in homework

Your average parental grade for this section = 1.9 = 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?'.

Average of academic subject ratings		Outstanding
Mathematics	85.0%	Outstanding
English	80.0%	Outstanding
Ratio of parents saying school improving versus declining		Requires improvement

Strengths

- Average of academic subject ratings

Weaknesses

- Ratio of parents saying school improving versus declining

Your average parental grade for this section = 1.5 = Outstanding = **Grade 1 (-)**

Effectiveness of the Early Years Provision: Leadership and Management
Not applicable.

Effectiveness of the Sixth Form Provision: Leadership and Management
Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 1.8 = 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

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Beliefs & Values	83.8%	Outstanding
Read to Learn (Year 7 only)	81.7%	Outstanding
English	80.5%	Outstanding
Art & Design	79.5%	Good
Drama and Performing Arts	76.3%	Good
Music	76.0%	Good
Community spirit	73.8%	Good
Happiness of child	73.2%	Good
Promoting racial harmony	72.5%	Good
Encouraging and listening to students' views	71.0%	Good

Strengths

- Beliefs & Values
- Read to Learn (Year 7 only)
- English

Weaknesses

- Encouraging and listening to students' views
- Promoting racial harmony
- Happiness of child

Your average parental grade for this section = 1.7 = Good = **Grade 2 (+)**

Moral Development

Beliefs & Values	83.8%	Outstanding
Developing moral values	76.1%	Outstanding
Social health education	74.4%	Good
School discipline	73.8%	Good
Community spirit	73.8%	Good

Strengths

- Beliefs & Values

Weaknesses

- Community spirit

Your average parental grade for this section = 1.6 = Good = **Grade 2 (+)**

Social Development

Developing moral values	76.1%	Outstanding
Developing confidence	75.9%	Outstanding
Social health education	74.4%	Good
Community spirit	73.8%	Good
Promoting racial harmony	72.5%	Good
Control of bullying	71.4%	Good
Encouraging students' activity in the local community	70.5%	Good

Strengths

- Developing moral values
- Developing confidence

Weaknesses

- Encouraging students' activity in the local community
- Control of bullying

Your average parental grade for this section = 1.7 = Good = **Grade 2 (+)**

Cultural Development

Beliefs & Values	83.8%	Outstanding
Read to Learn (Year 7 only)	81.7%	Outstanding
English	80.5%	Outstanding
Art & Design	79.5%	Good
P.E.	76.9%	Good
History	76.9%	Good
Drama and Performing Arts	76.3%	Good
Music	76.0%	Good
Community spirit	73.8%	Good
Promoting racial harmony	72.5%	Good
Encouraging students' activity in the local community	70.5%	Good

Strengths

- Beliefs & Values
- Read to Learn (Year 7 only)
- English

Weaknesses

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

Your average parental grade for this section = 1.7 = Good = **Grade 2 (+)**

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.7 = 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	1.7	Good	**Grade 2 (+)**
Personal Development, Behaviour and Welfare	2.0	Good	**Grade 2**
Outcomes for Pupils	1.8	Good	**Grade 2**
Effectiveness of Leadership and Management	1.8	Good	**Grade 2**
Spiritual, Moral, Social and Cultural Development	1.7	Good	**Grade 2 (+)**

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 1.8 = 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

Standard analysis

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

Performance and expectations
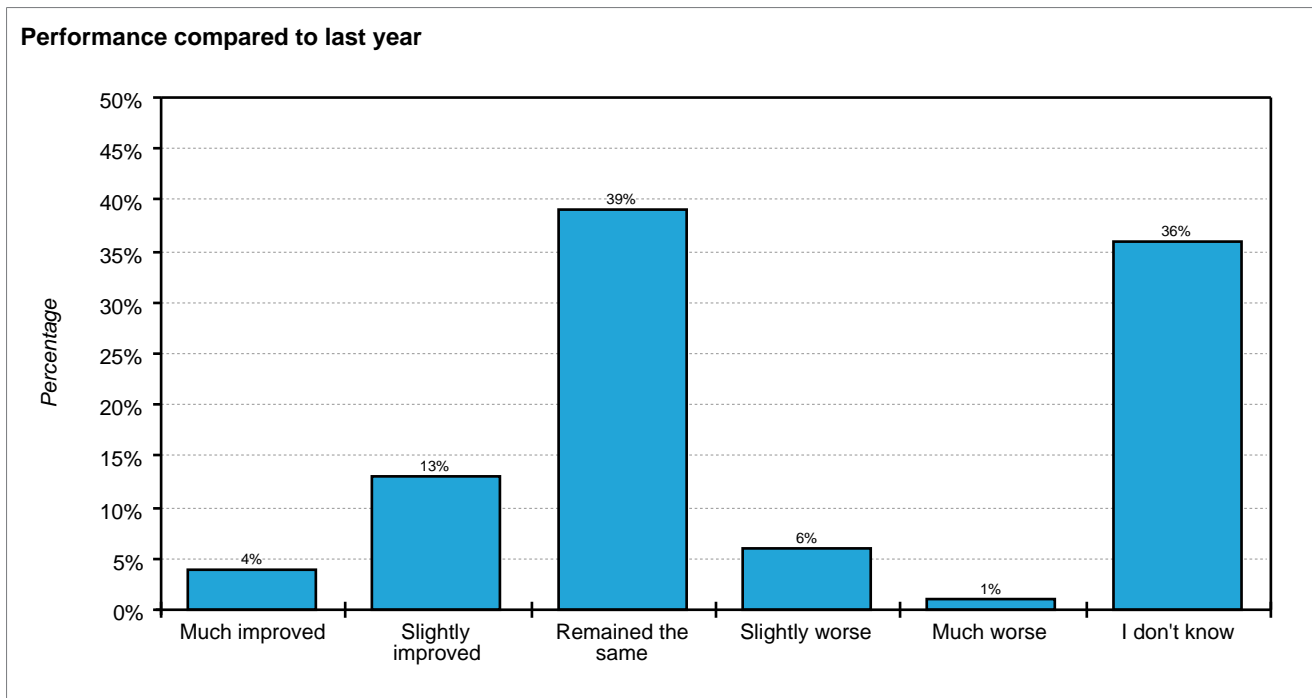
Performance compared to last year

- Of the parents whose children were not in their first year at the school 17% said the school had improved over the last year and 7% thought that the school's performance was worse.

Has the school lived up to your expectations
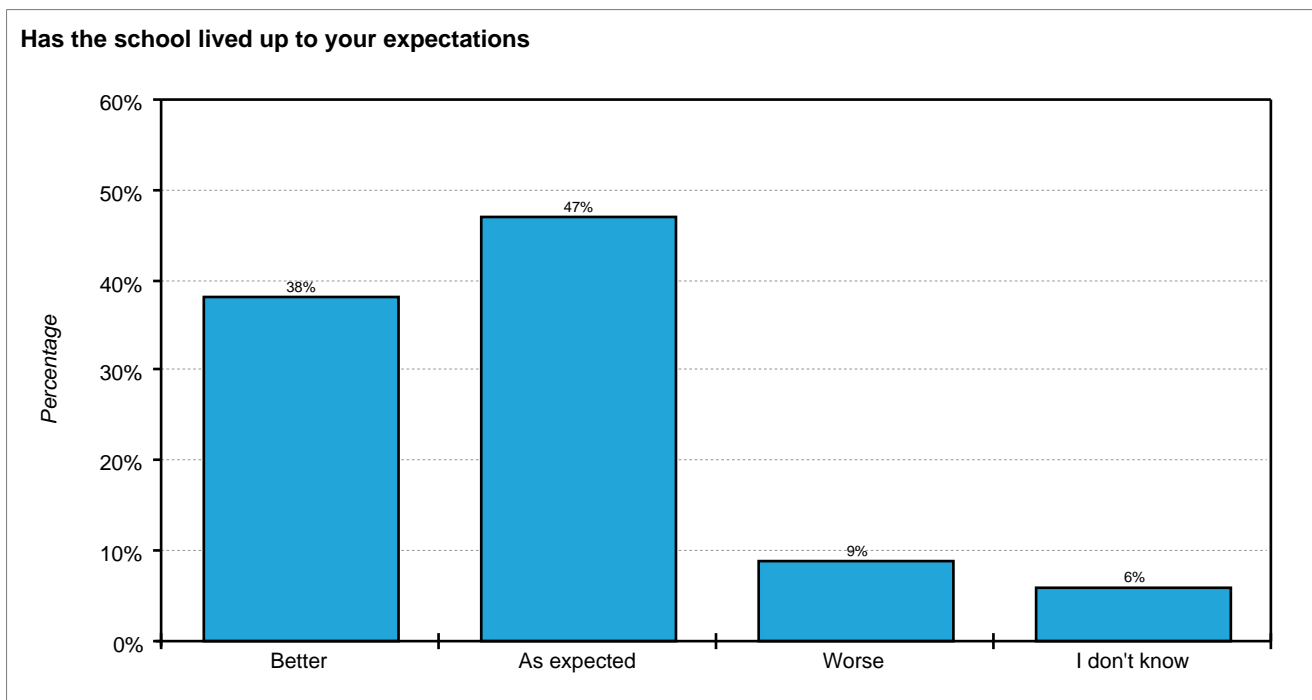
- Of the parents of new students, 9% felt that the school had not lived up to their expectations and 38% said the school was better than they had expected it to be.

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
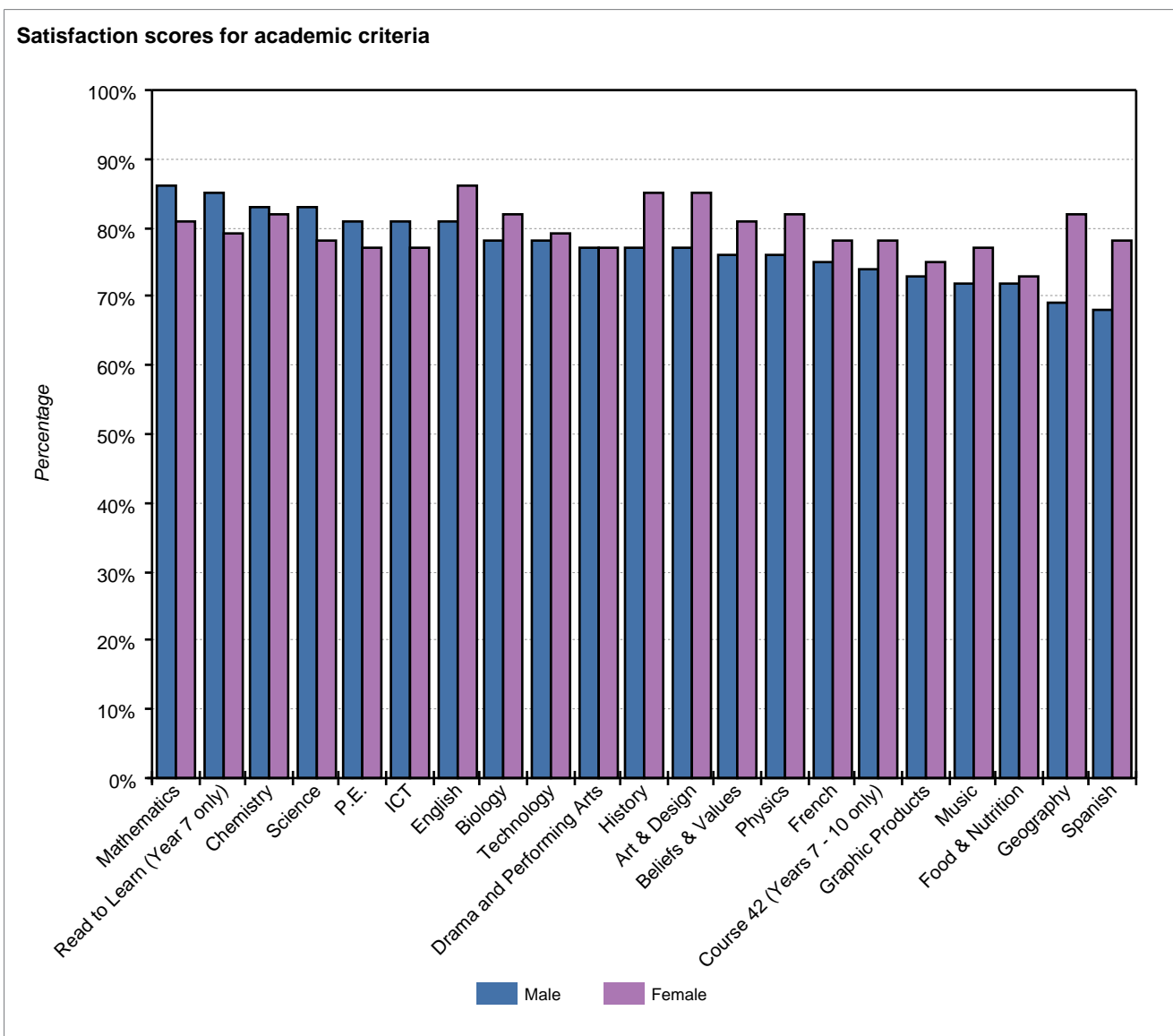
Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
History	77.1	85.3 ▲
Art & Design	76.7	85.2 ▲
Geography	69.3	82.3 ▲
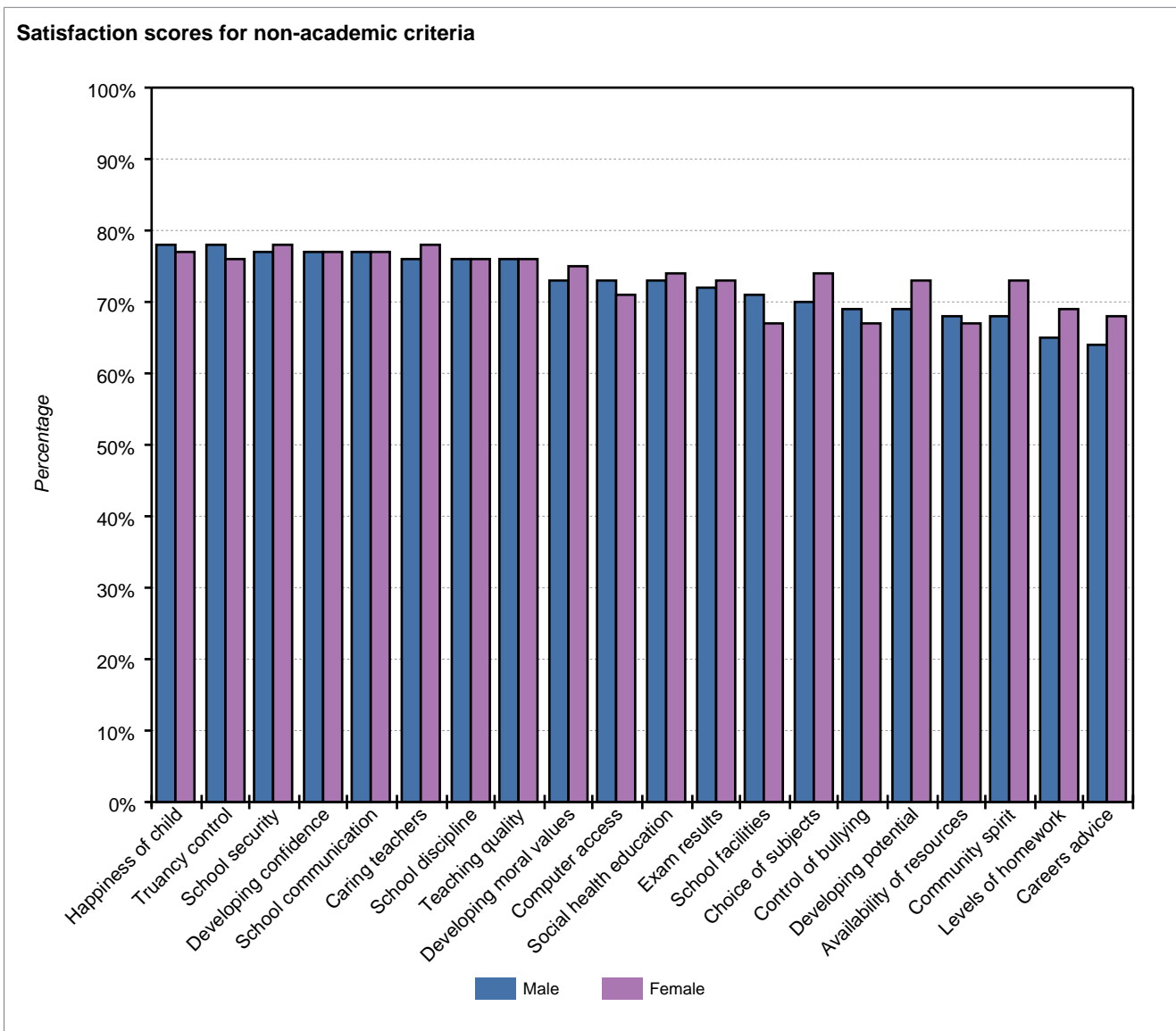
Satisfaction scores for non-academic criteria

- 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
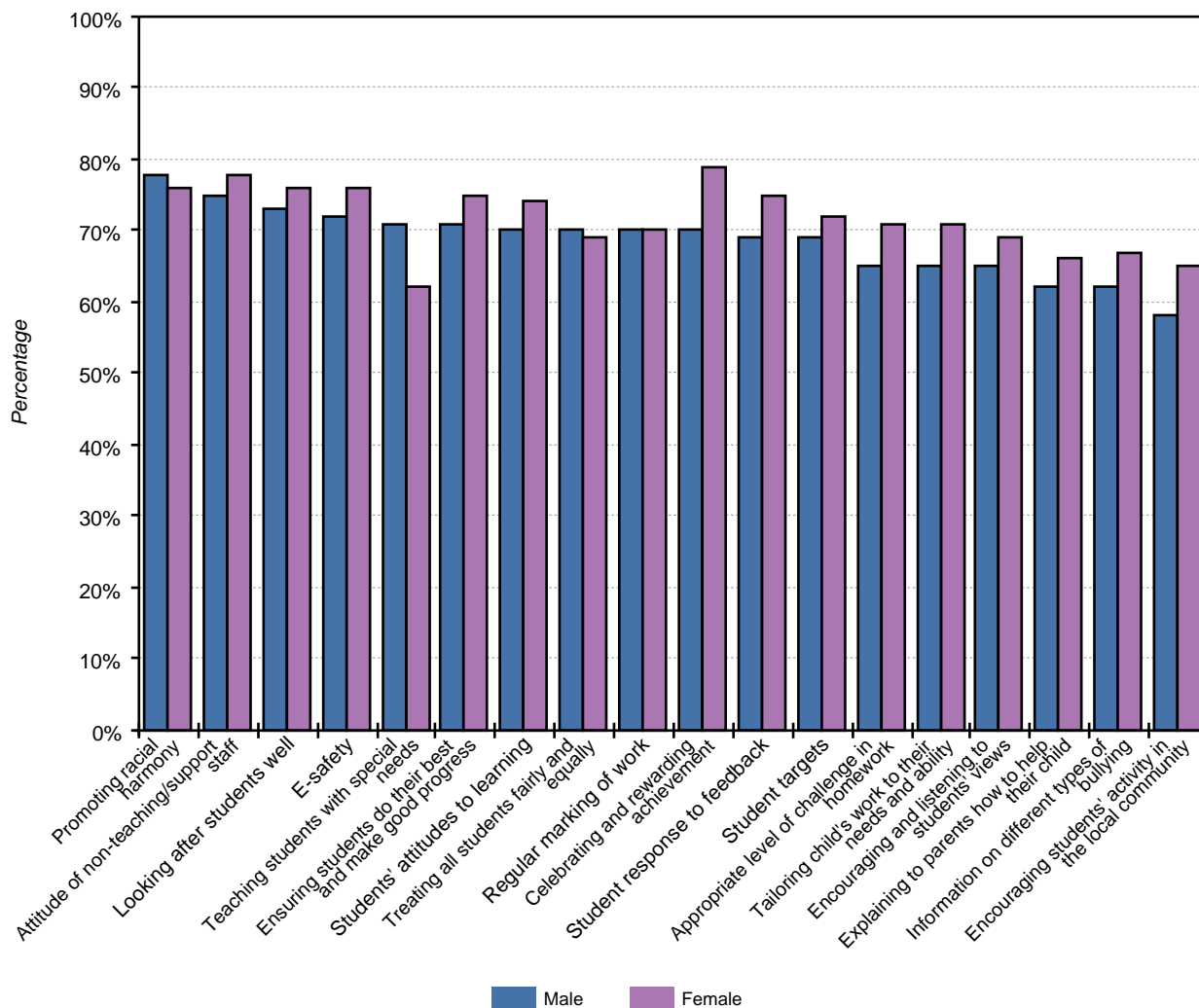
Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Celebrating and rewarding achievement	69.6	78.7 ▲

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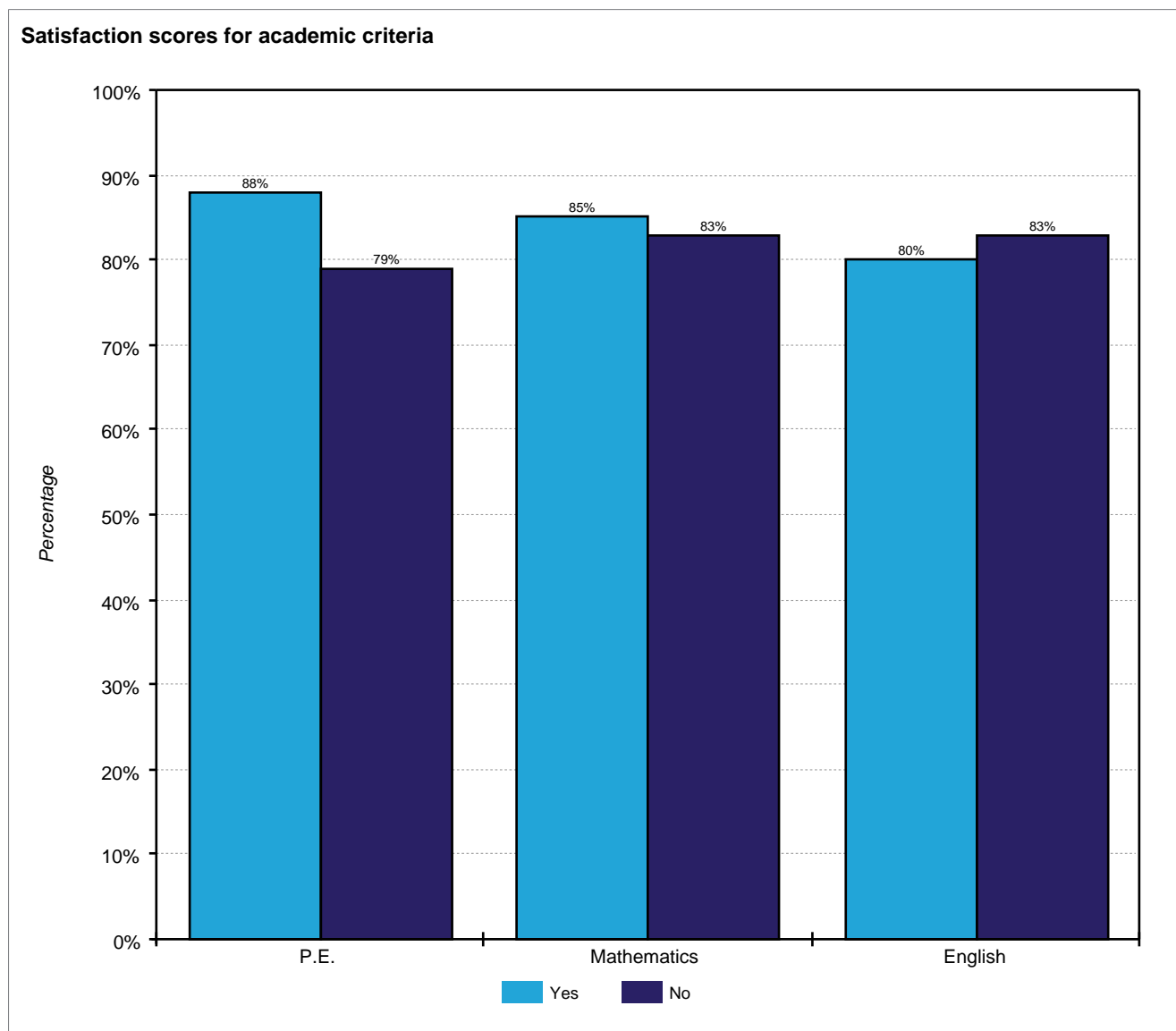
- There are no significant differences between the academic satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

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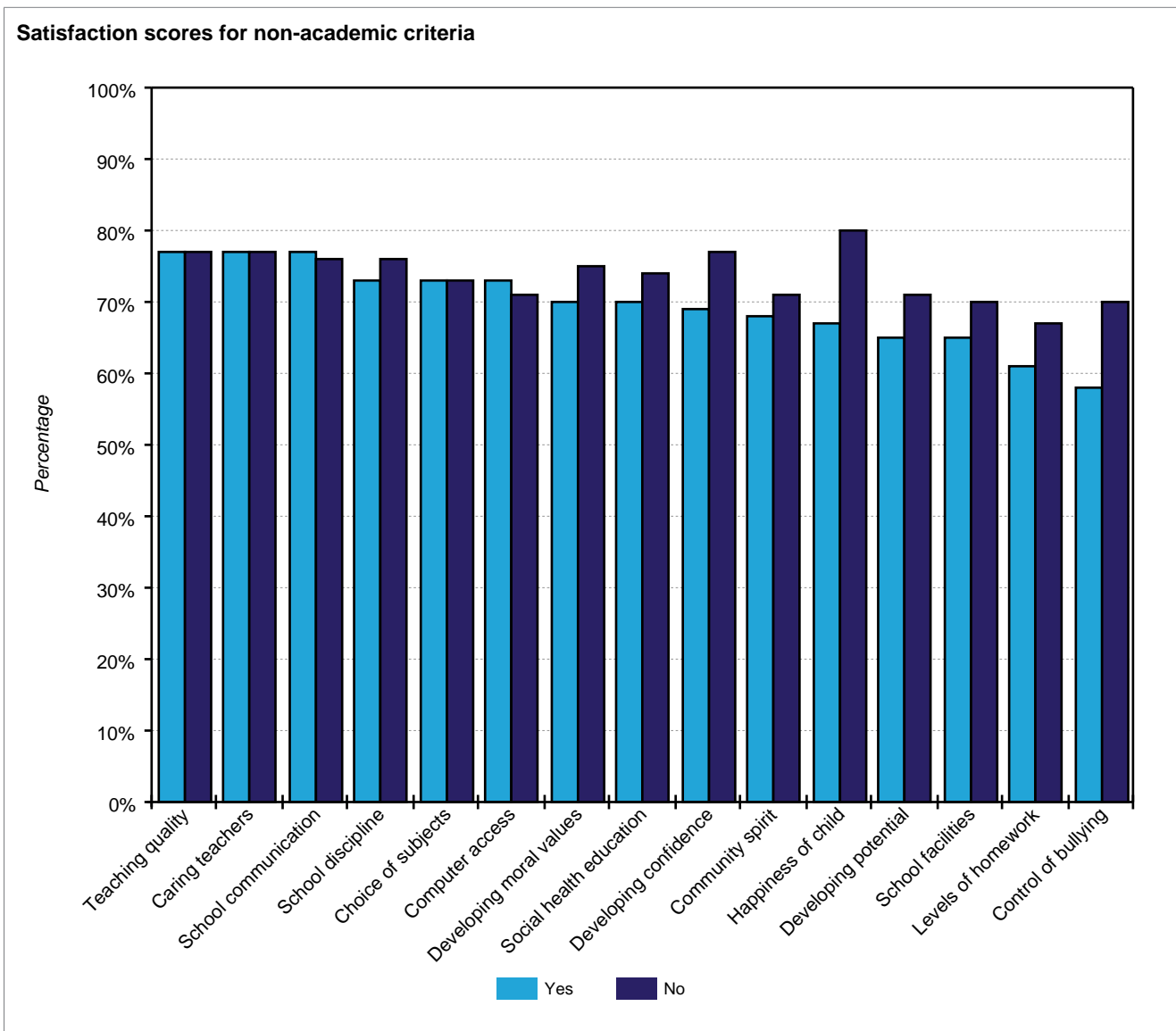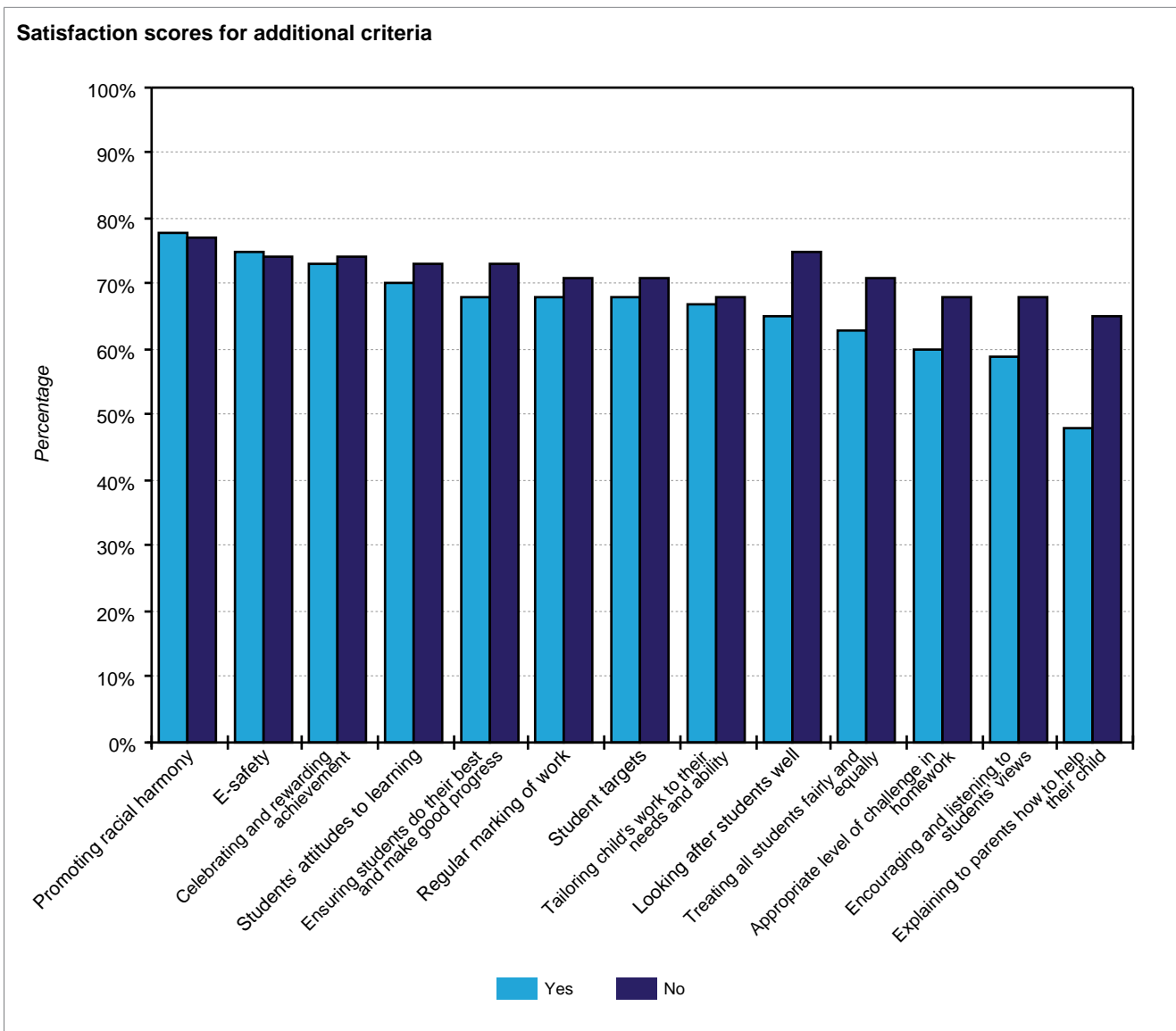
- There are no significant differences between the additional satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

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:

Legend: Not pushed hard enough | Pushed too hard
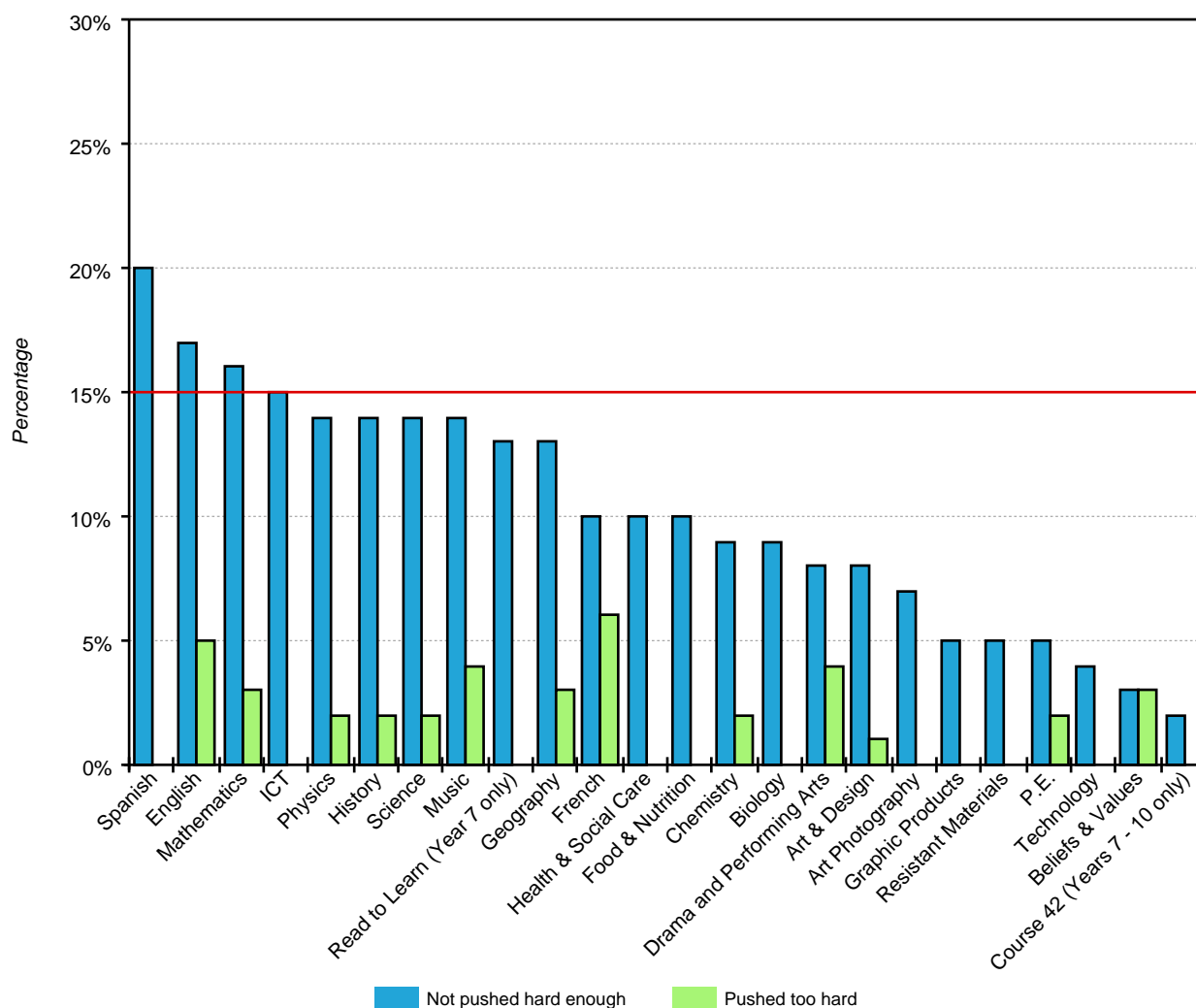
Academic stretch percentages		Not pushed hard enough		Pushed too hard	
		Yes	**No**	**Yes**	**No**
This survey		59.3	40.7	12.7	87.3
Similar schools		40.9	59.1	13.6	86.4
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'	Yes	66.7	33.3	25.0	75.0
	No	59.6	40.4	13.1	86.9

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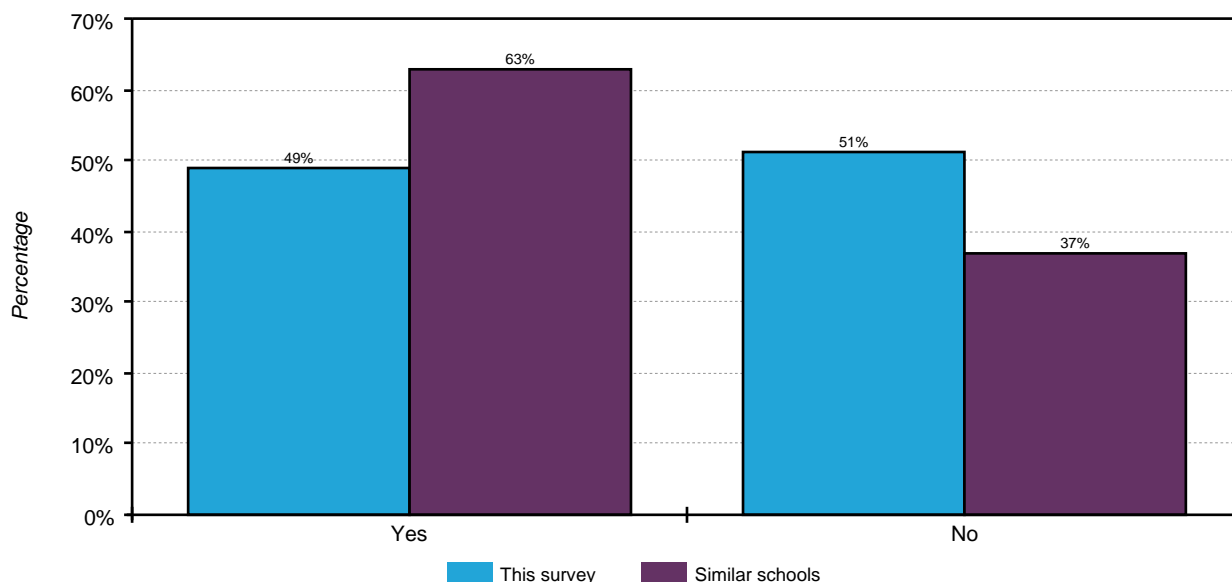
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'
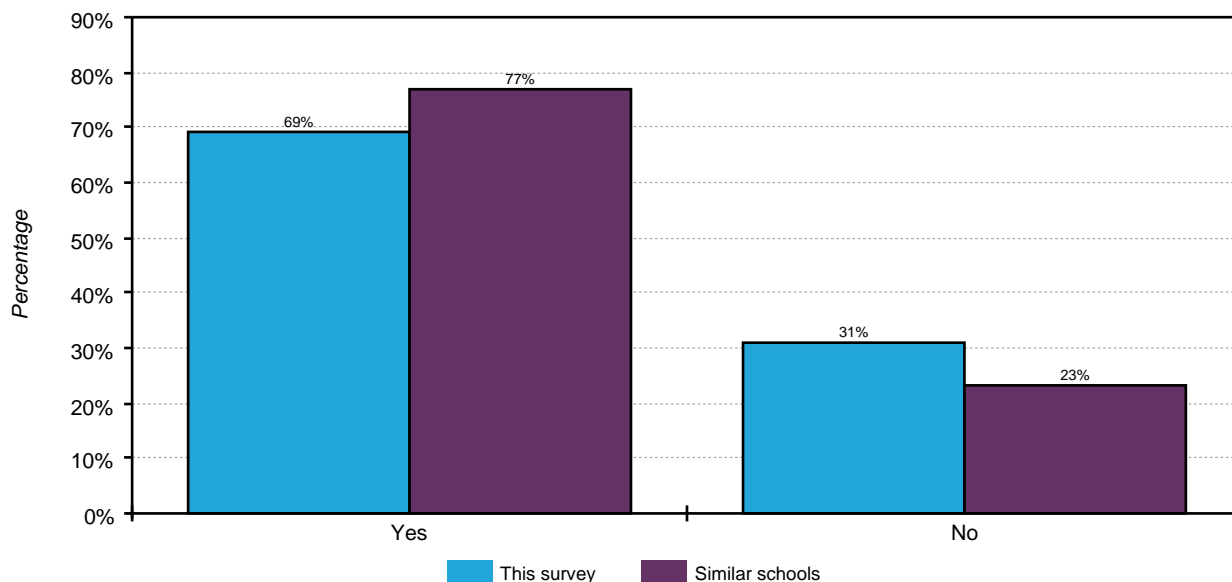
Parental values

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?'
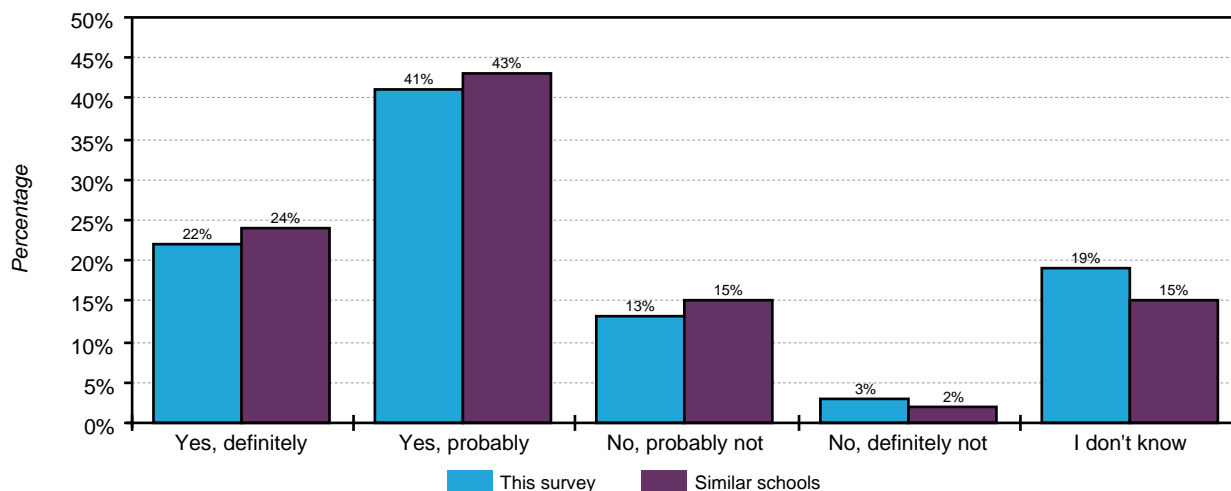
- 22.2% of parents think their child will definitely attend university – this is broadly in line with views from parents at similar schools.   41.3% of parents think their child will probably attend university – this is broadly in line with views from parents at similar schools.

- 12.6% of parents think their child will probably not attend university – this is broadly in line with views from parents at similar schools.   2.5% 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?'
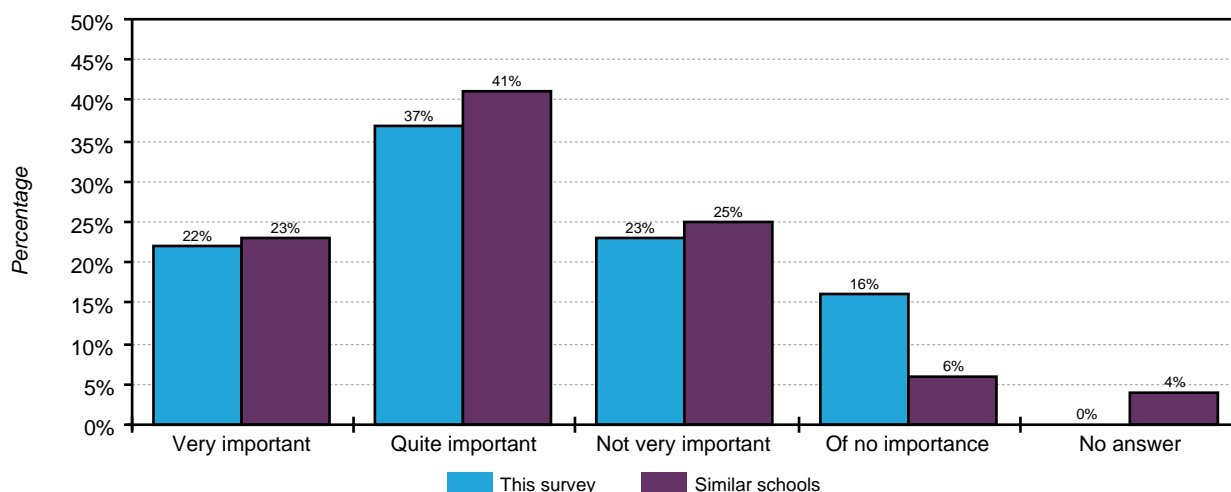
- 22.0% of parents think it is very important that their child goes to university – this is broadly in line with views from parents at similar schools.   37.2% of parents think it is quite important that their child goes to university – this is broadly in line with views from parents at similar schools.

- 22.5% 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.   15.6% of parents think it is not at all important that their child goes to university – this differs from the views of parents at similar schools.

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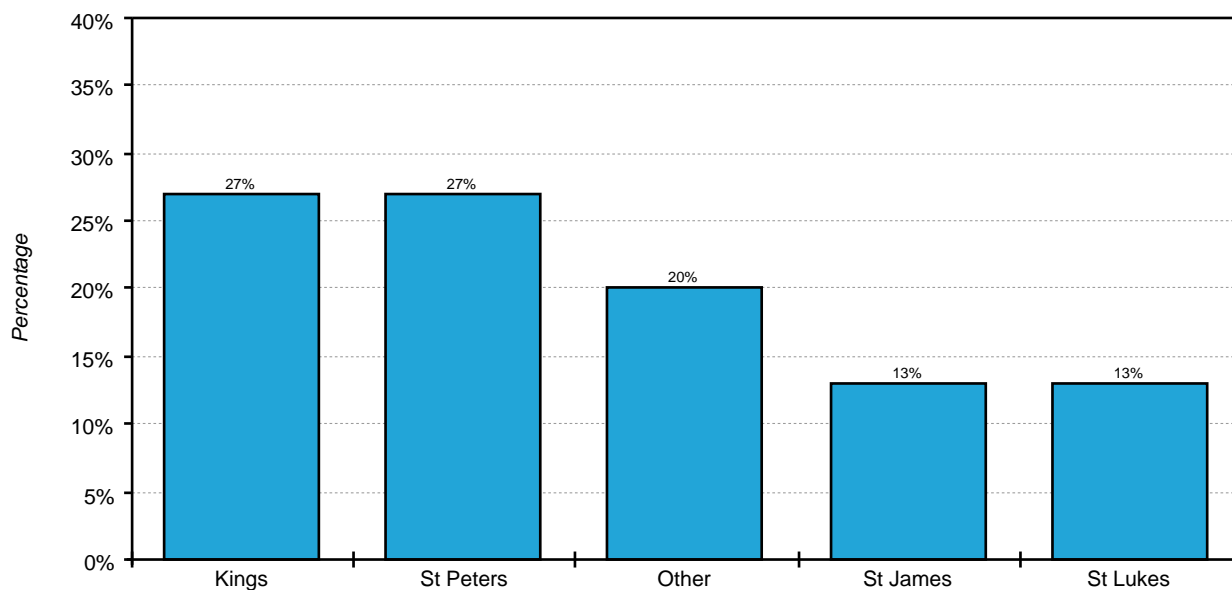
Parents' responses to the question: 'Why did you decide to send your child to Clyst Vale Community College?'
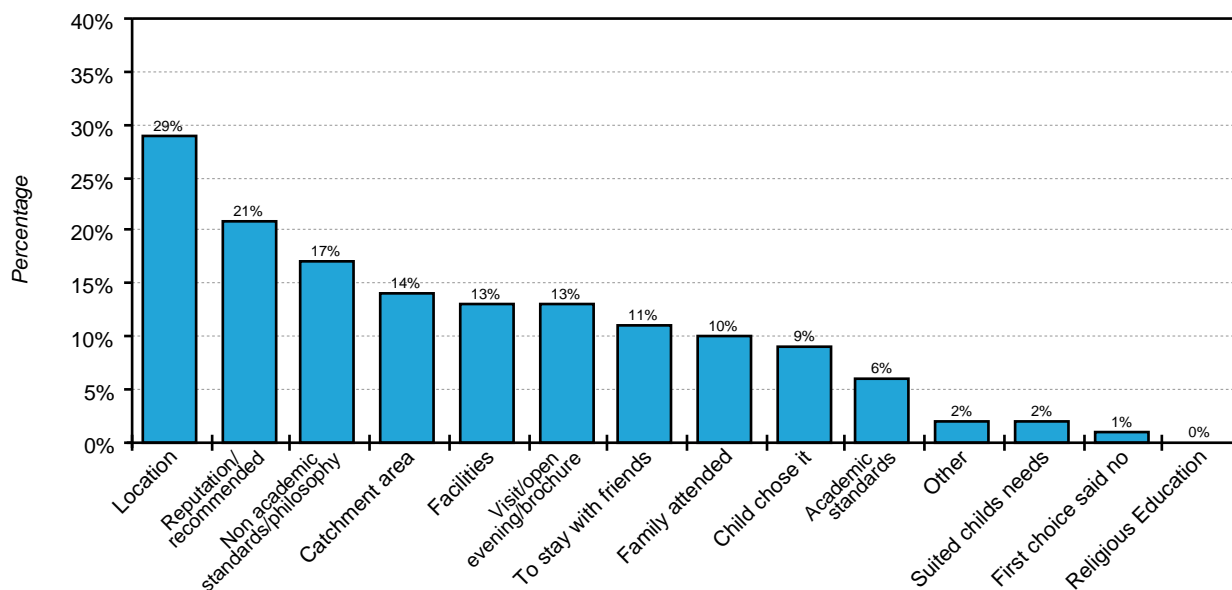
Some parents chose more than one option.

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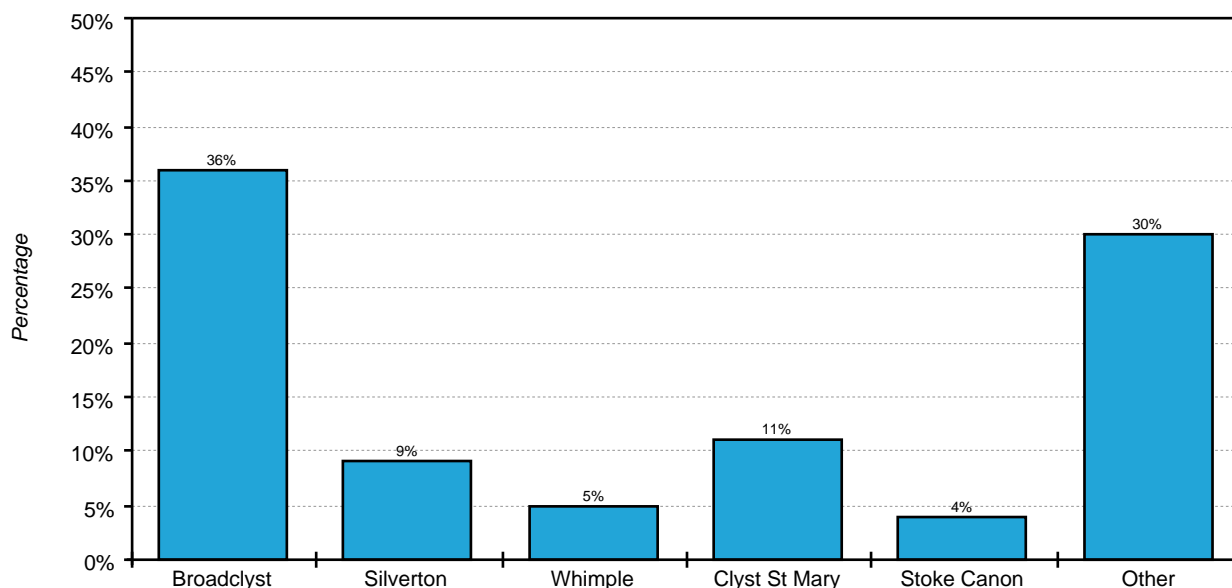
- Schools with fewer than 12 responses have been added to the 'Other' totals.

- Before attending Clyst Vale Community College, 36.3% attended Broadclyst. 30.1% 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
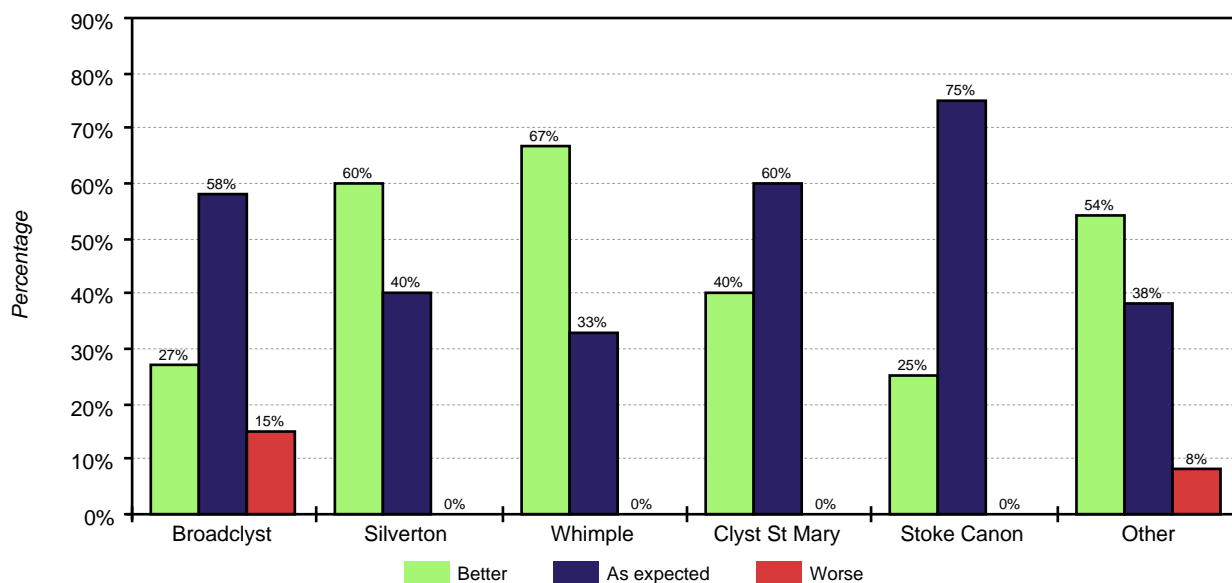
Homework

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
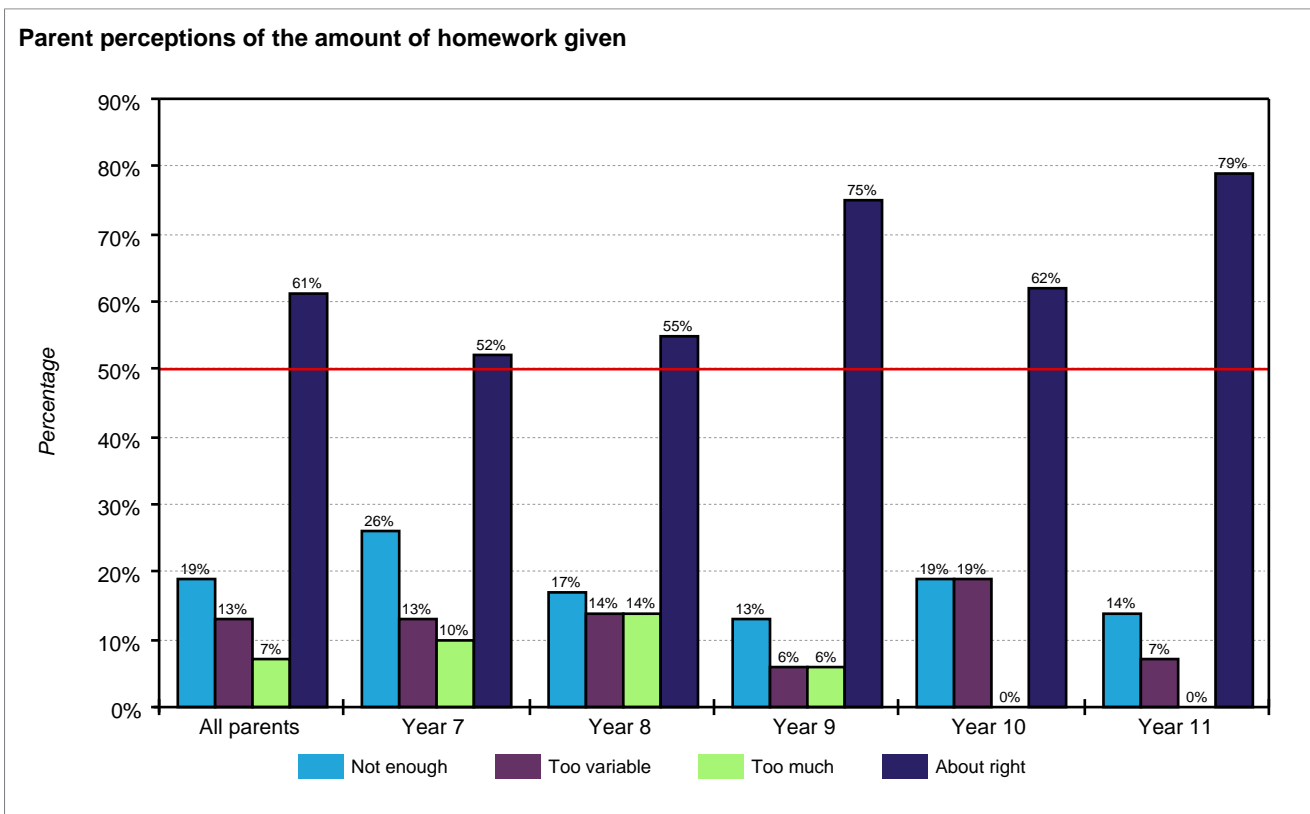
Hours of homework		Hours
This survey		4.3 hrs
Similar schools		4.5 hrs
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'	Yes	4.1 hrs
	No	4.3 hrs

Homework hours for All parents

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	4.3 hrs	4.6 hrs	4.5 hrs
All male students	3.6 hrs	3.8 hrs	3.9 hrs
All female students	5.1 hrs	5.6 hrs	5.1 hrs

All parents – distribution of hours (Sample: 113)

Homework hours for Year 7

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	3.6 hrs	3.1 hrs	4.0 hrs
All male students	2.7 hrs	2.7 hrs	3.6 hrs
All female students	4.3 hrs	3.5 hrs	4.4 hrs

Year 7 – distribution of hours (Sample: 31)

Homework hours for Year 8

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	4.5 hrs	3.7 hrs	3.9 hrs
All male students	4.3 hrs	3.2 hrs	3.4 hrs
All female students		4.3 hrs	4.4 hrs

Year 8 – distribution of hours (Sample: 30)

Homework hours for Year 9

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	3.4 hrs	5.1 hrs	4.2 hrs
All male students		3.0 hrs	3.5 hrs
All female students		7.1 hrs	4.7 hrs

Year 9 – distribution of hours (Sample: 17)

Homework hours for Year 10

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	5.3 hrs	5.2 hrs	5.0 hrs
All male students		4.6 hrs	4.3 hrs
All female students	6.3 hrs	5.5 hrs	5.7 hrs

Year 10 – distribution of hours (Sample: 21)

Homework hours for Year 11

Mean hours spent on homework weekly			
	This survey	**Previous survey**	**Similar schools**
All students	5.3 hrs	6.6 hrs	5.9 hrs
All male students			4.7 hrs
All female students		7.4 hrs	6.8 hrs

Year 11 – distribution of hours (Sample: 14)

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.

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
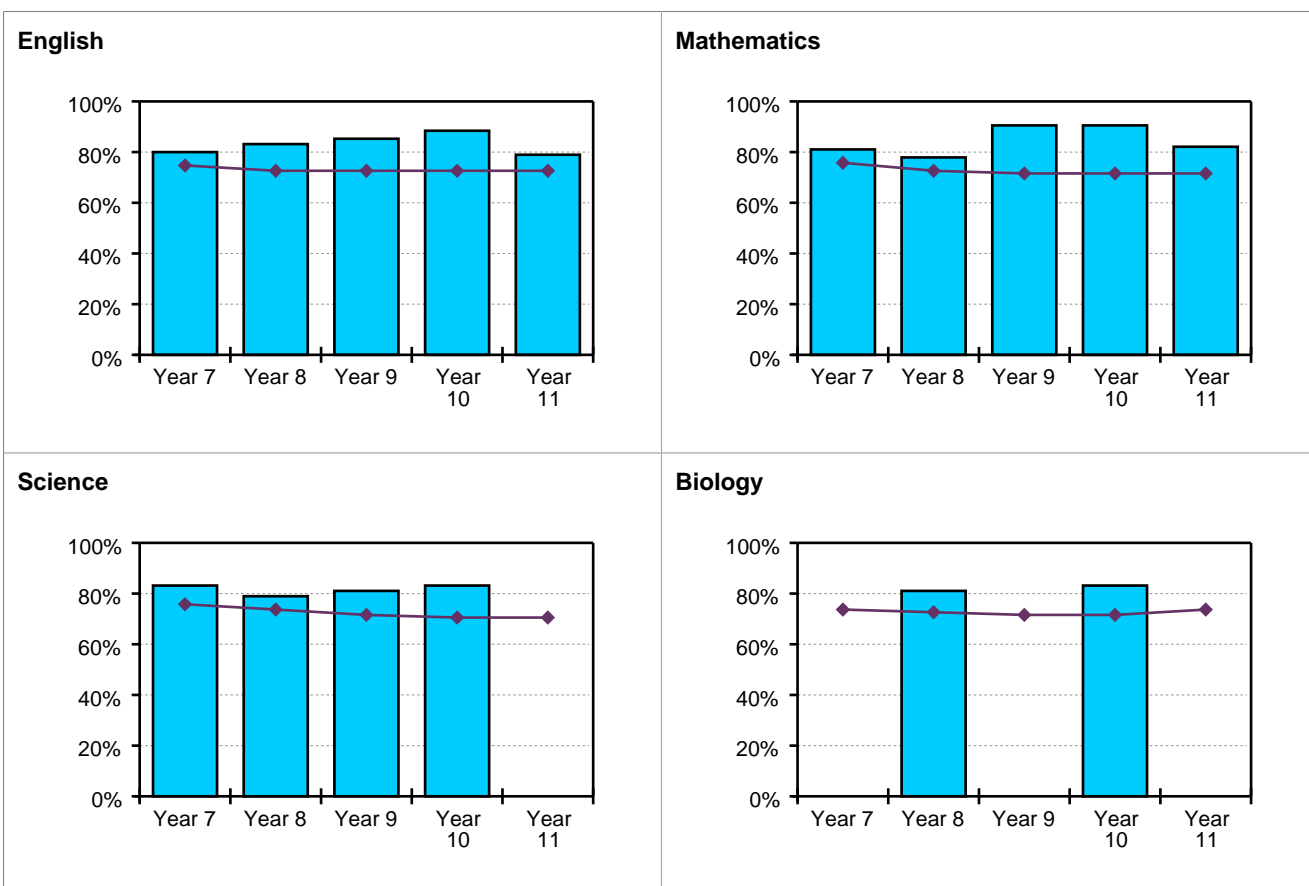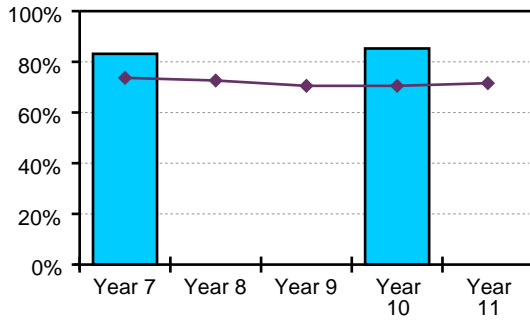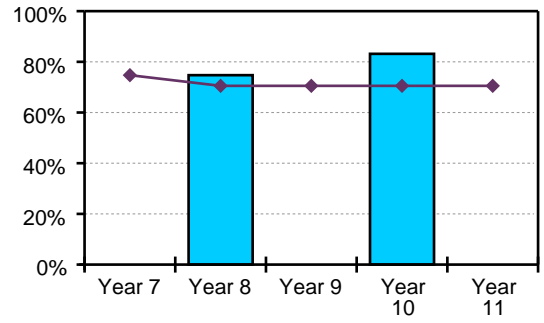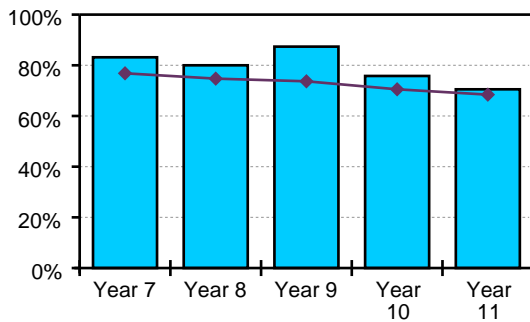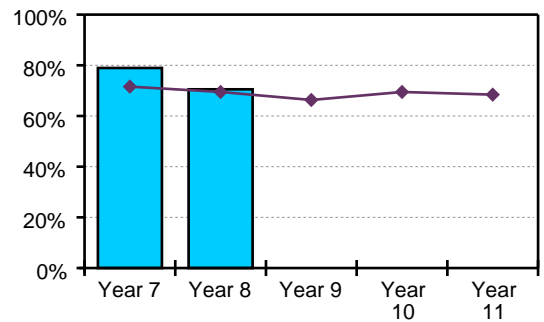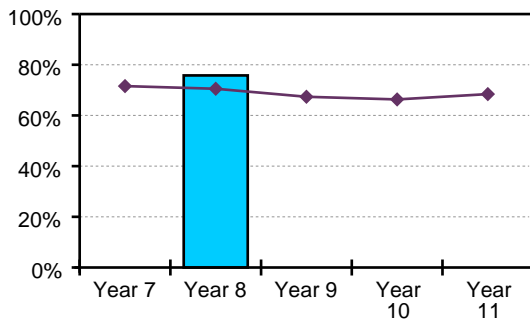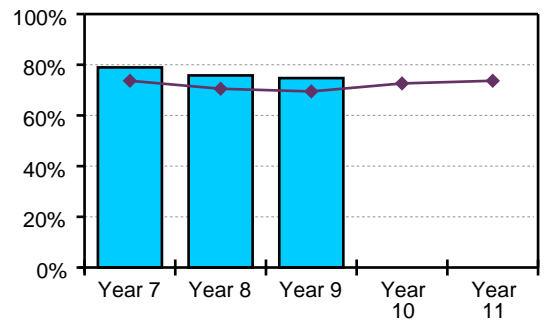
English

Mathematics

Science

Biology

Chemistry

Physics

P.E.

French

Spanish

Drama and Performing Arts

Music

Geography

History

Course 42 (Years 7 - 10 only)

ICT

Art & Design

Food & Nutrition

Technology

Beliefs & Values

Read to Learn (Year 7 only)

Kirkland Rowell
Surveys
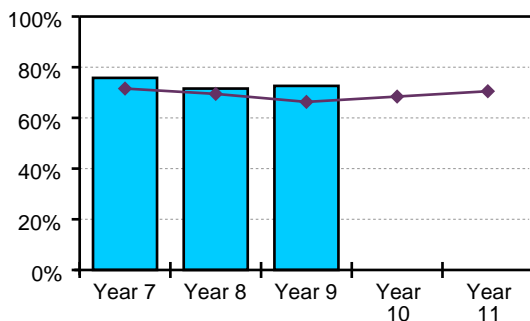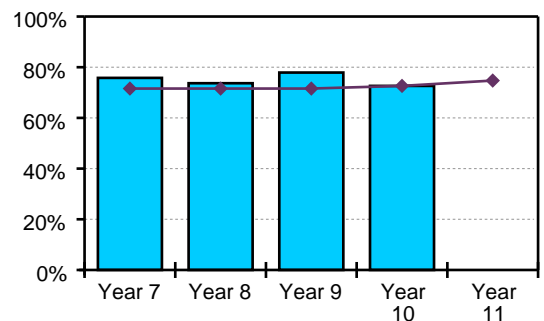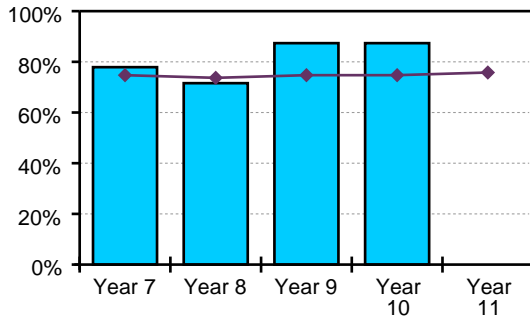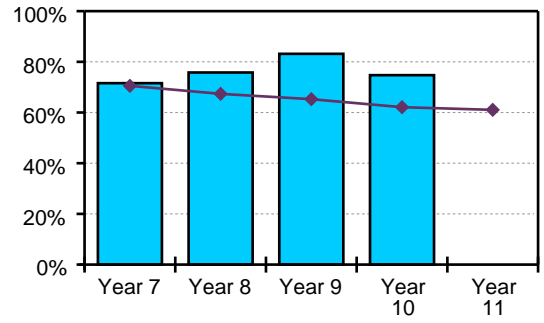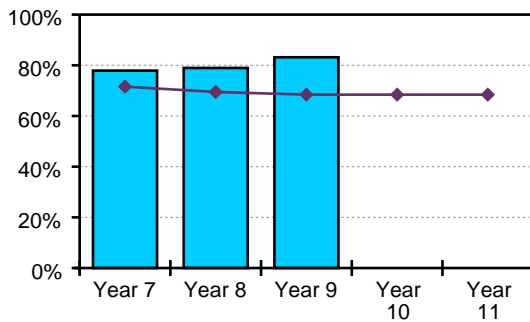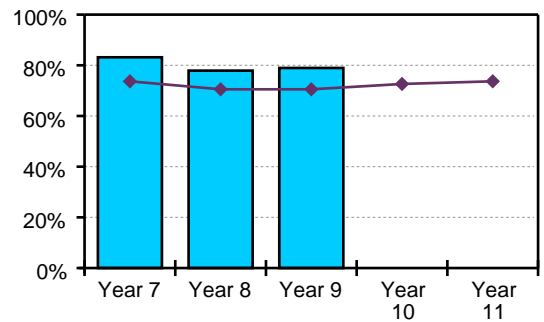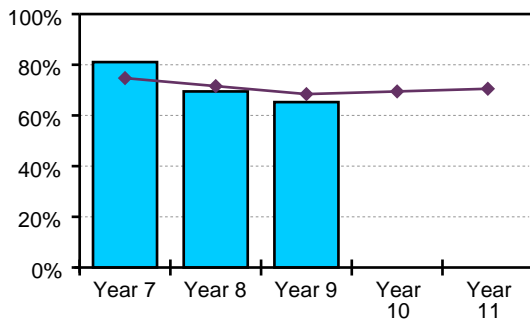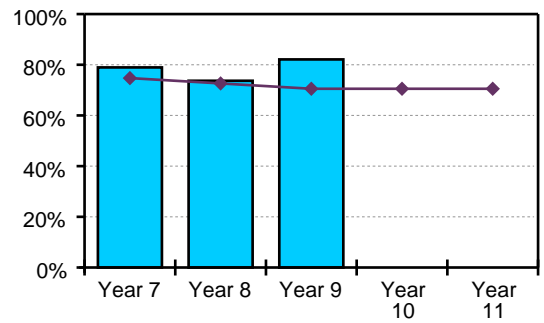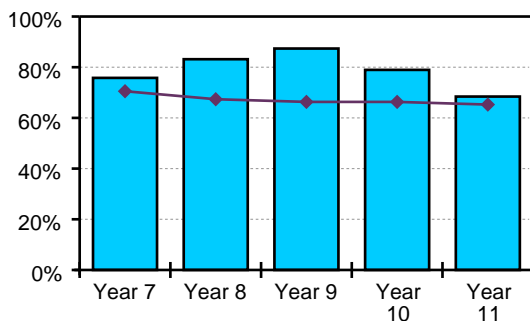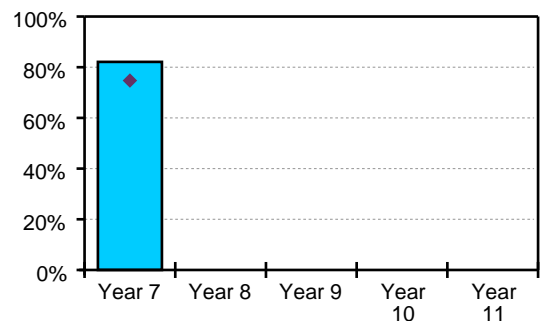
Year group analysis compared to national averages for non-academic criteria
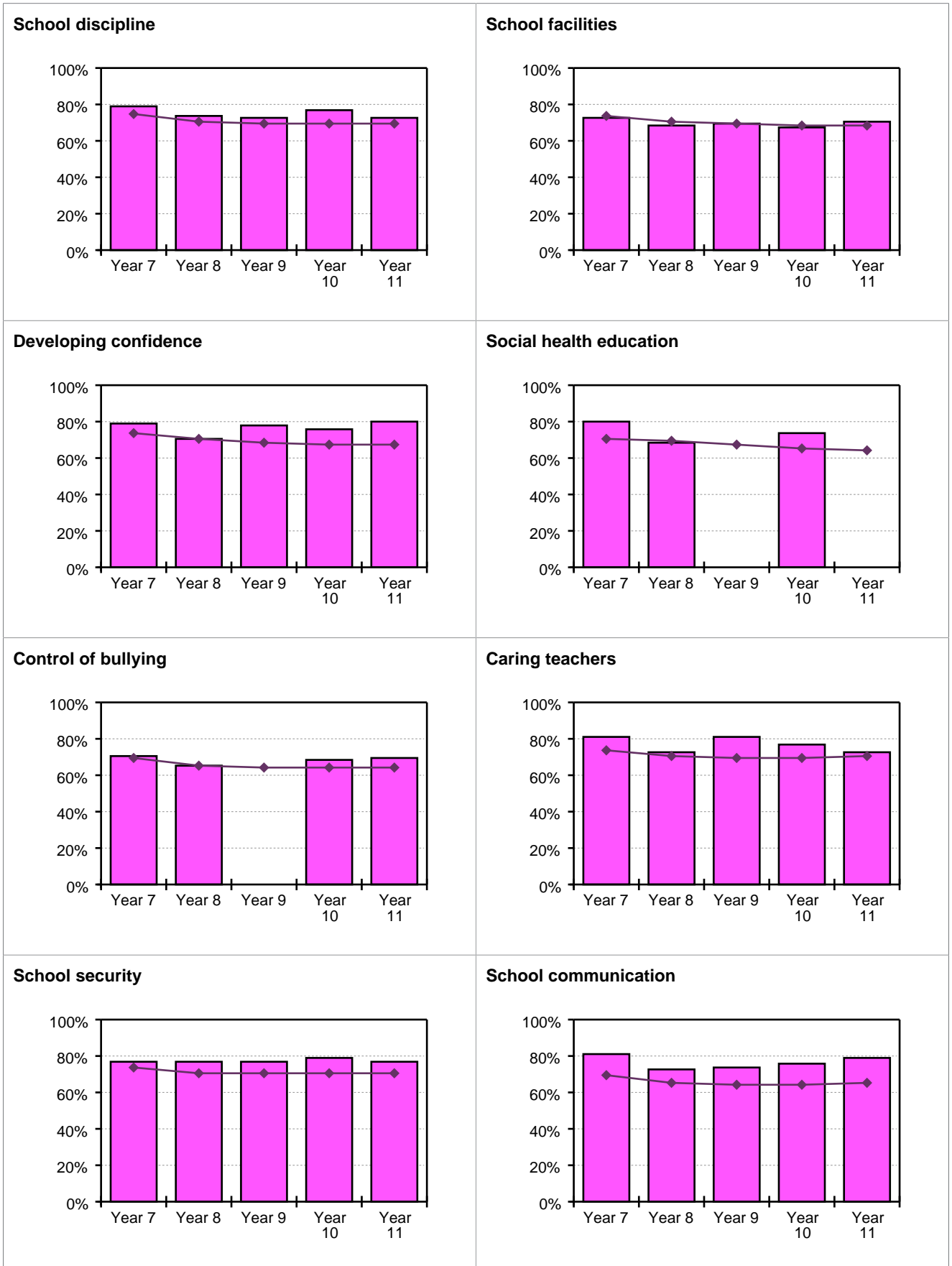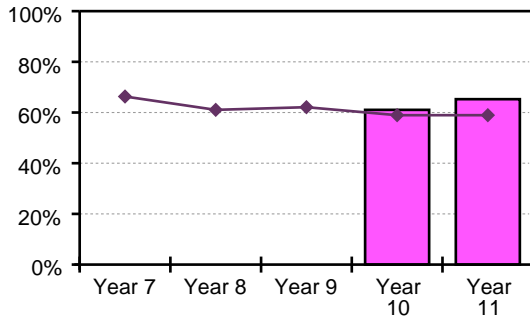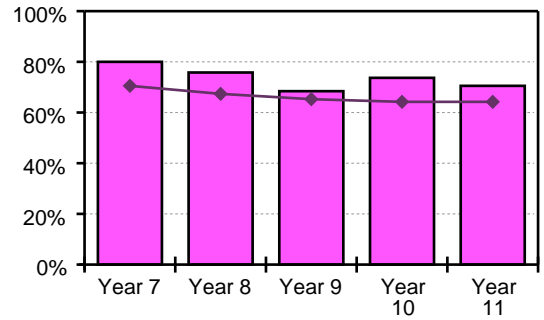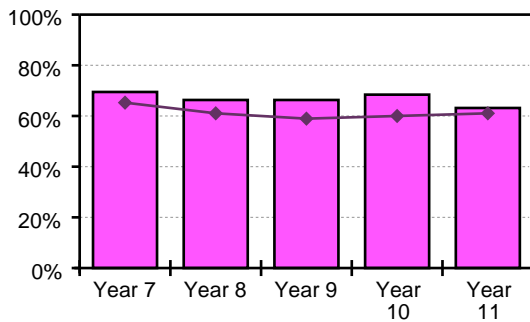
School discipline

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

Teaching quality

Exam results

Choice of subjects

Truancy control

Availability of resources

Computer access
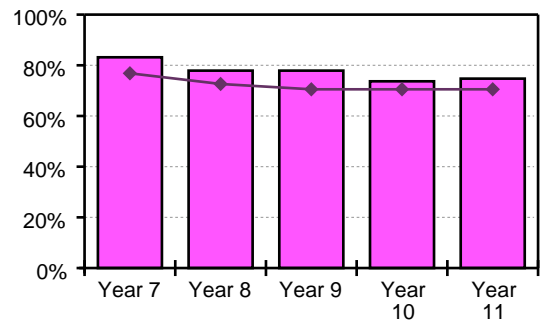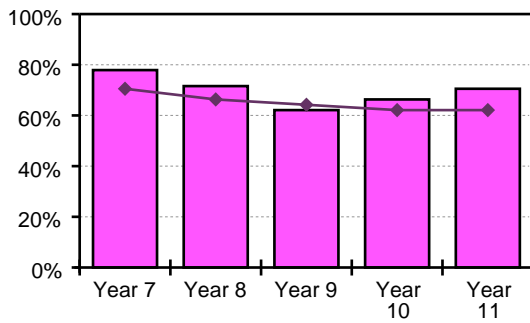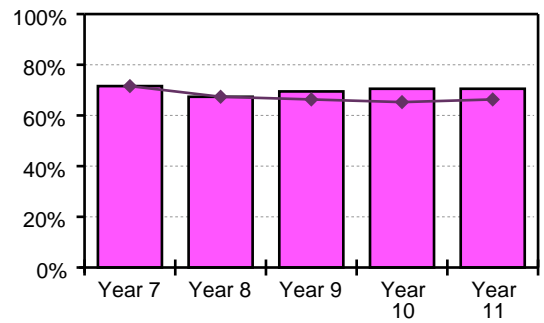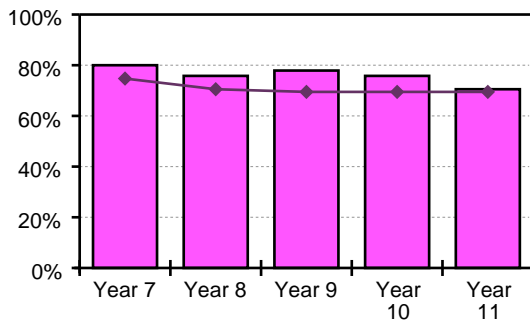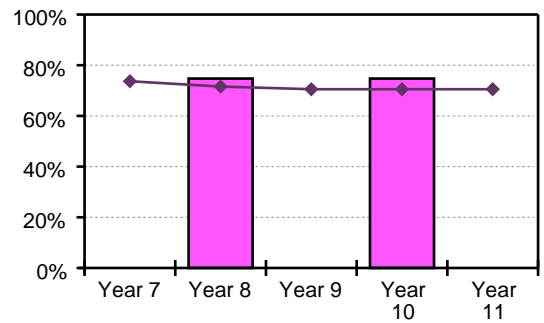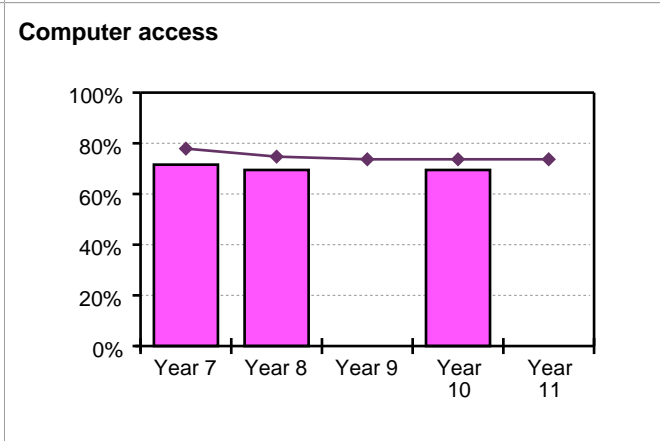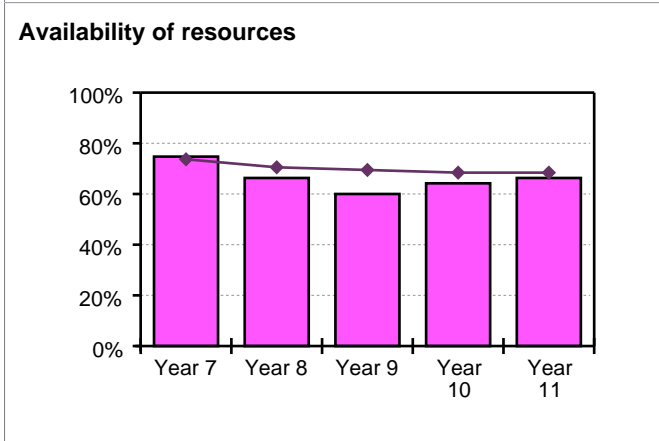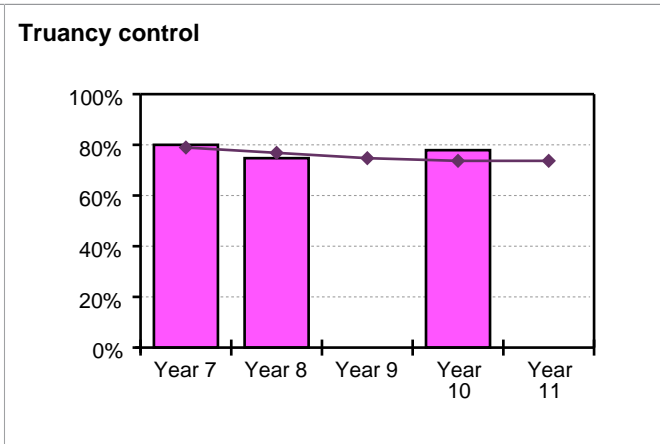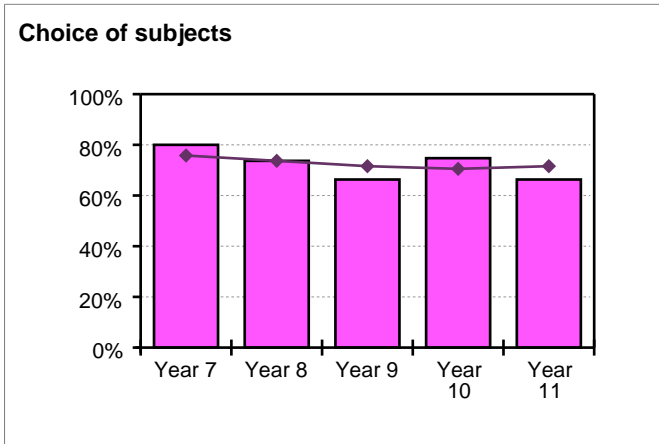
Year group analysis compared to national averages for your additional surveyed criteria
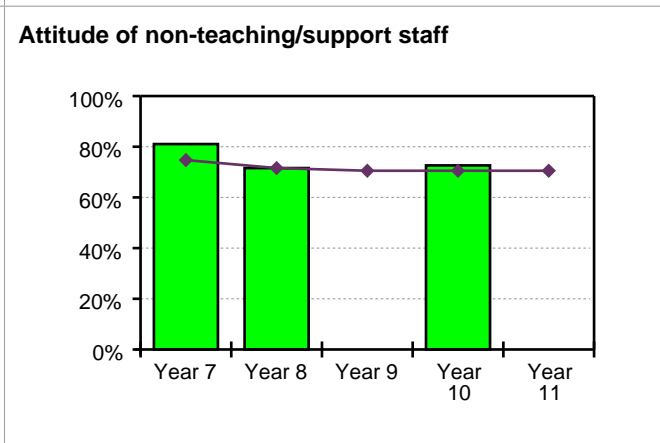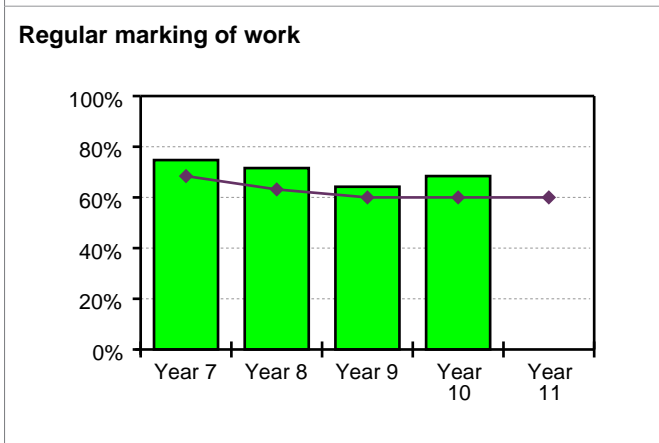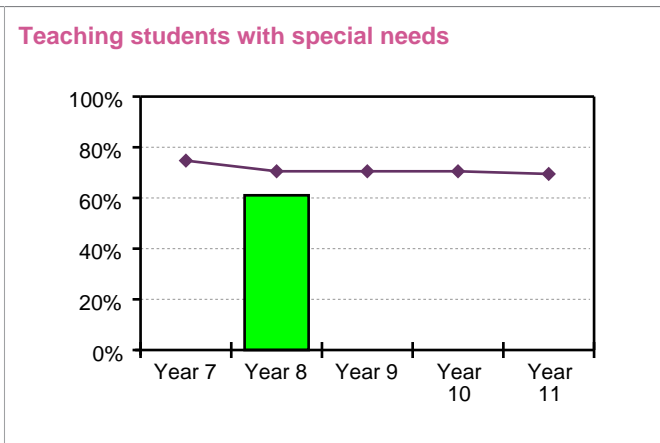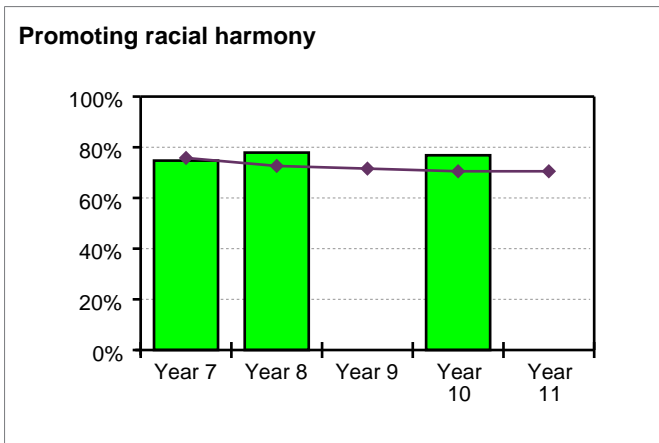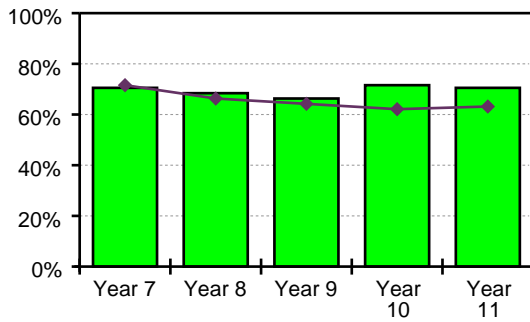
Promoting racial harmony

Teaching students with special needs

Regular marking of work

Attitude of non-teaching/support staff

**Treating all students fairly and equally**

**Explaining to parents how to help their child**
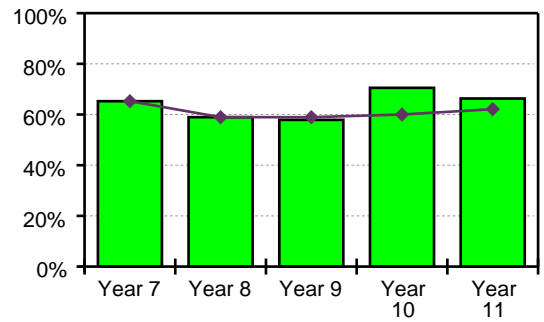
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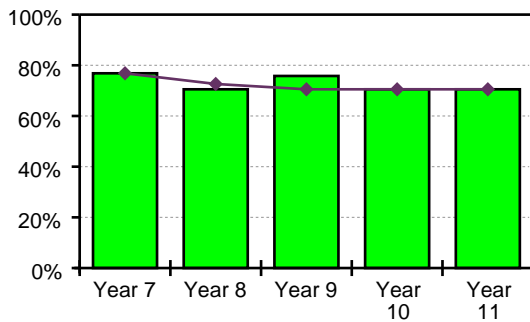
Tailoring child's work to their needs and ability
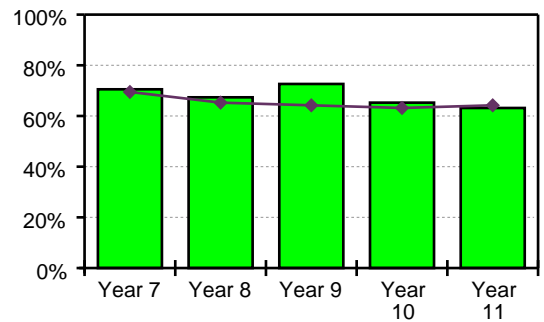
Ensuring students do their best and make good progress
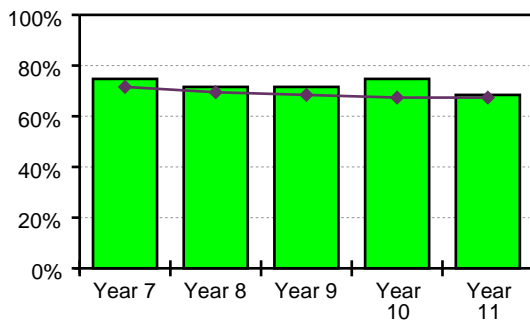
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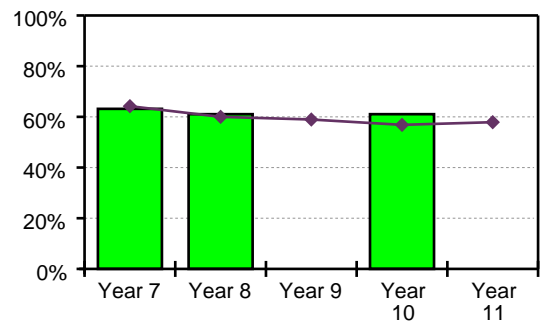
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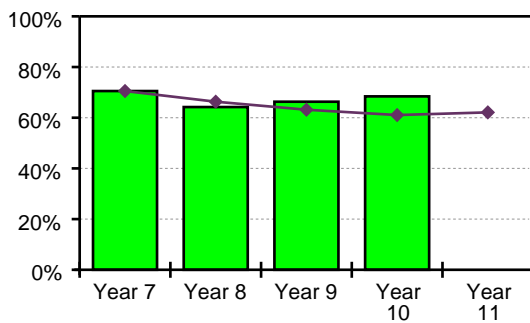
Looking after students well
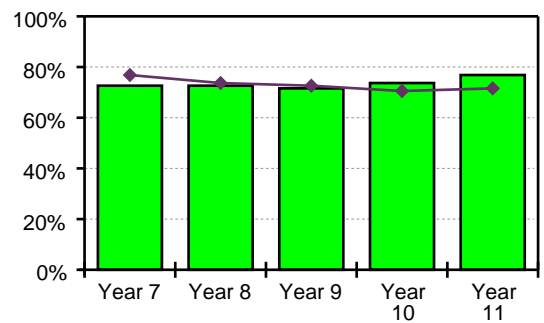
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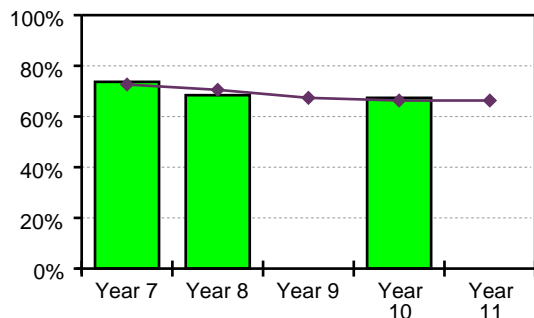
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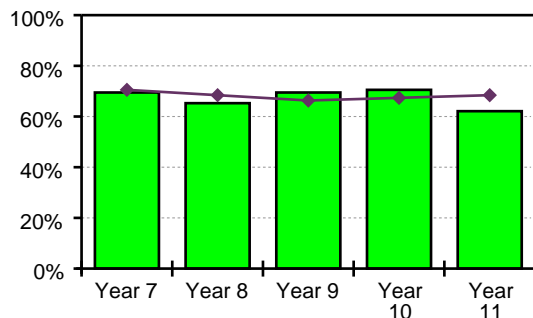
Student targets
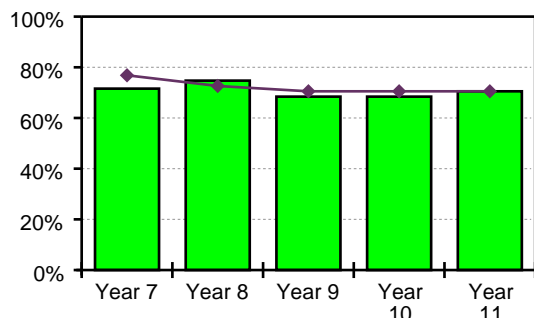
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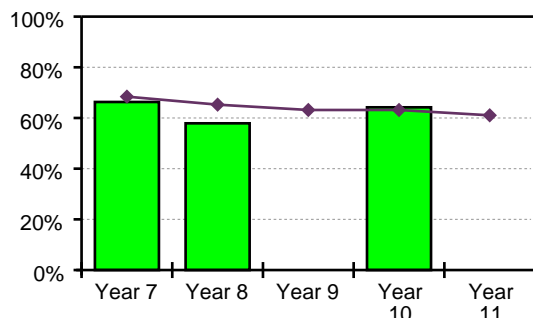
E-safety
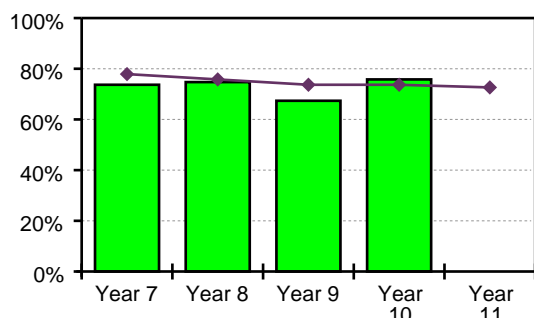
Students' attitudes to learning
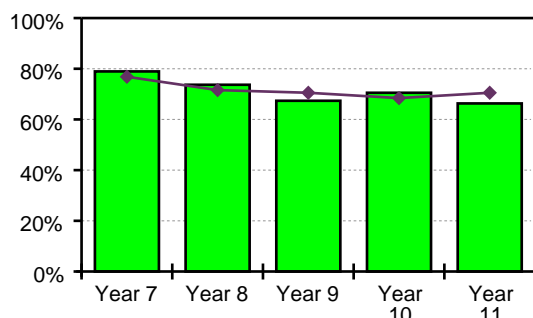
Time series analysis

Graphs showing trends for surveyed criteria over time

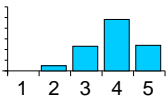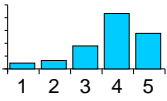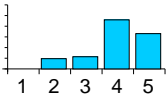The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

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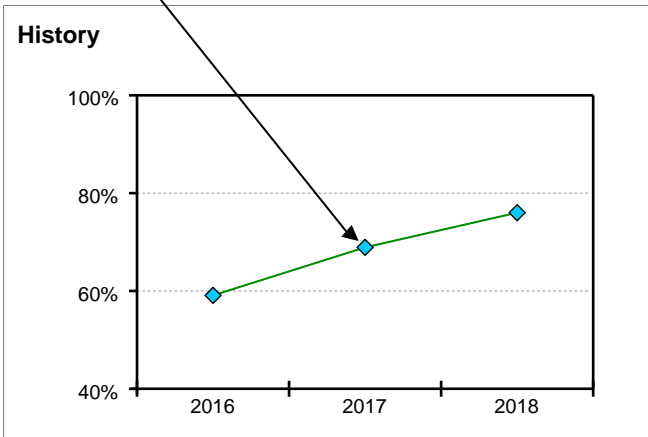
The score for Science has significantly decreased since the last survey.

History

Science
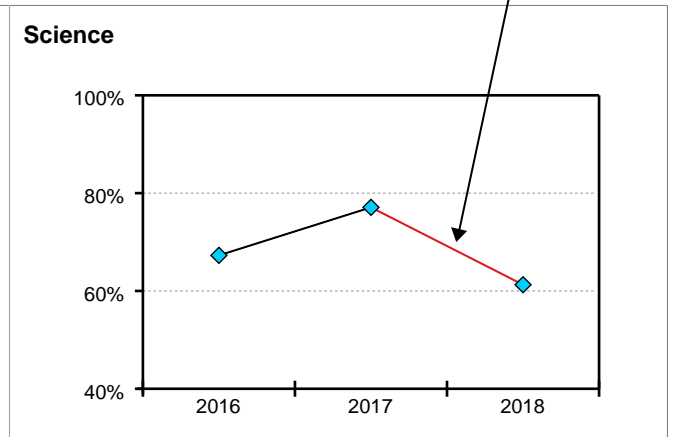
Extra curricular activities
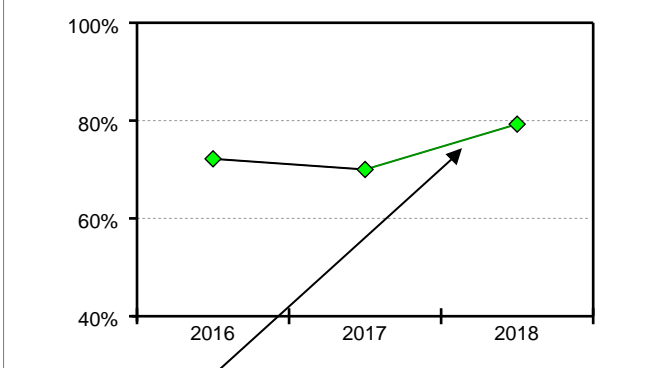
Careers advice

The score for Extra curricular activities has significantly increased since the last survey.
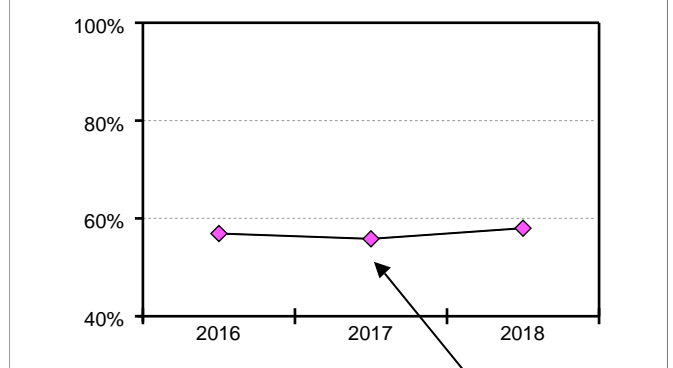
There has been no statistical difference in scores for Careers advice over the last three surveys.

Score trends over time for academic criteria
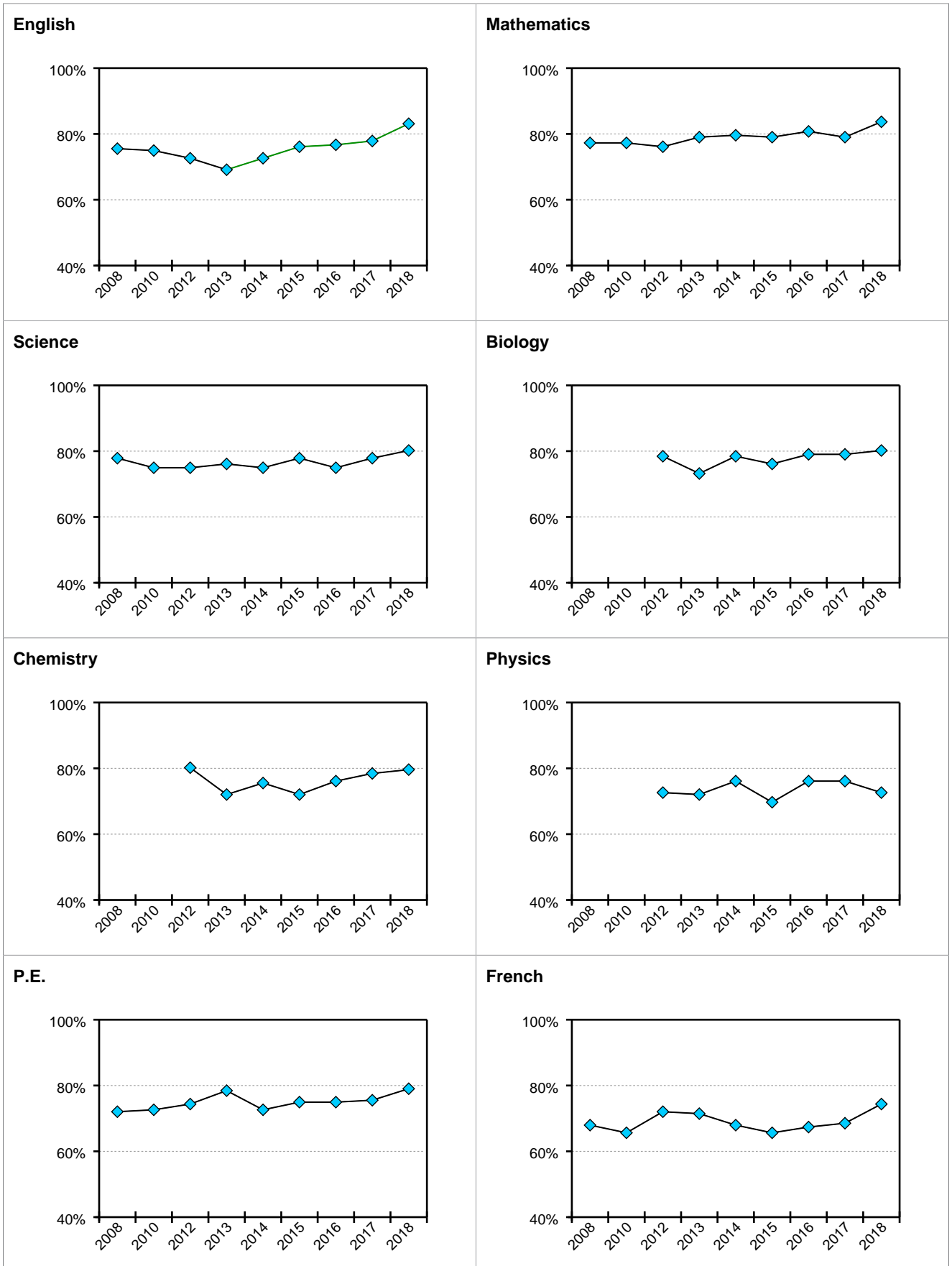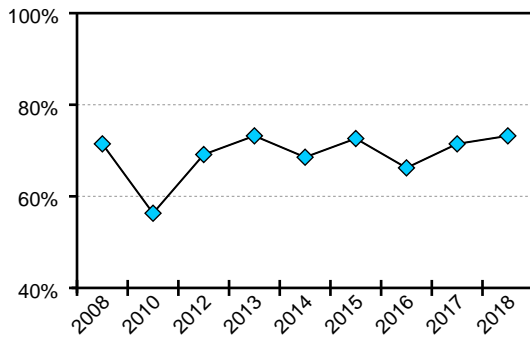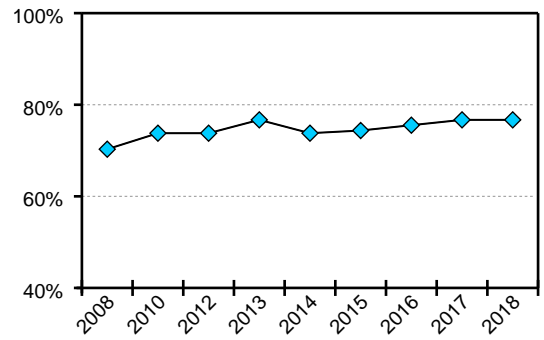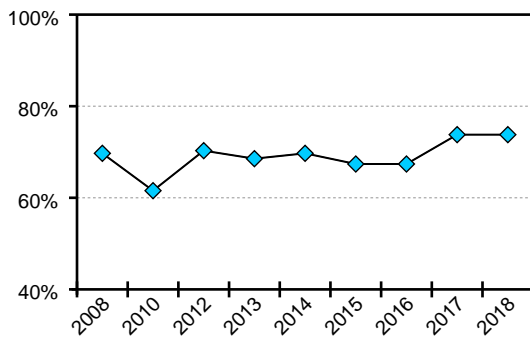
English

Mathematics

Science

Biology

Chemistry

Physics

P.E.

French

Spanish

Drama and Performing Arts

Music

Geography

History

Course 42 (Years 7 - 10 only)

ICT
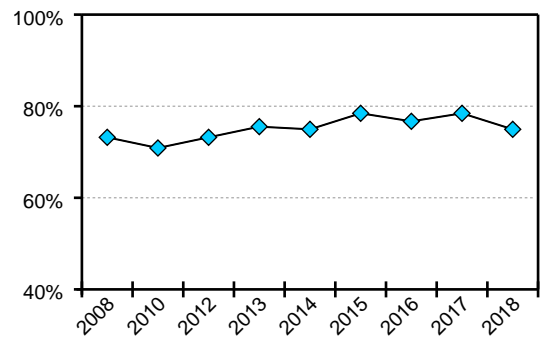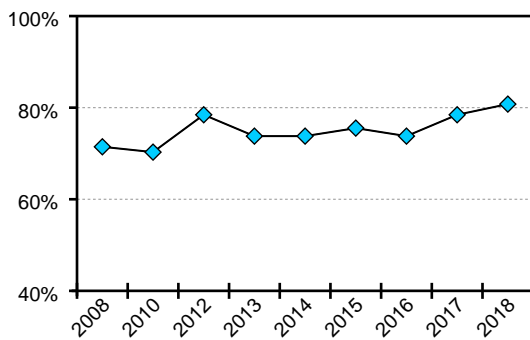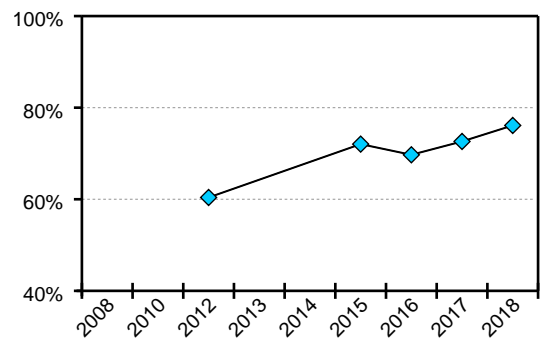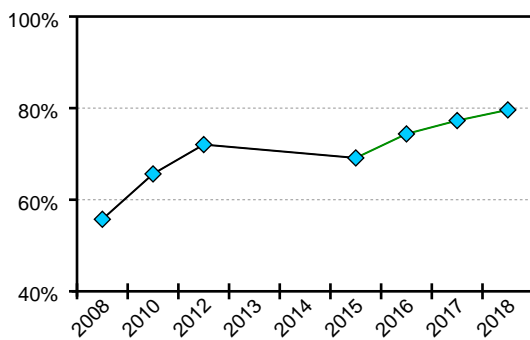
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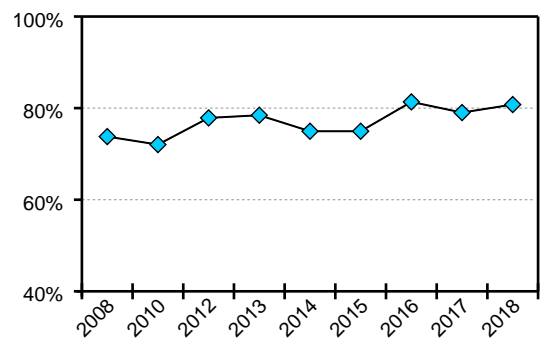
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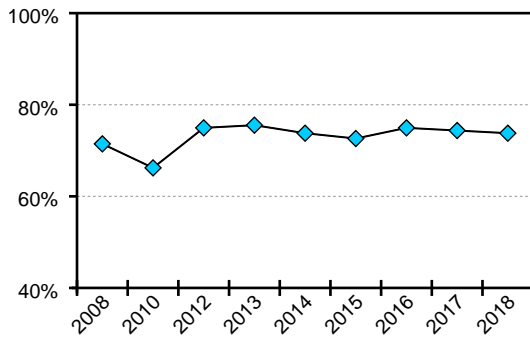
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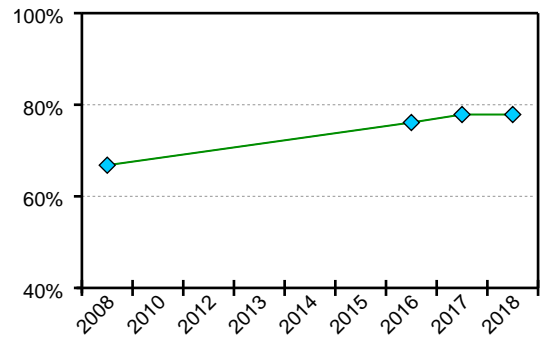
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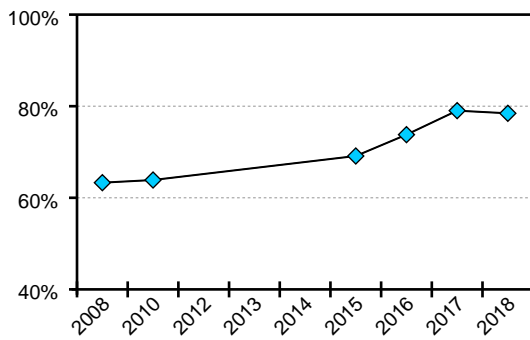
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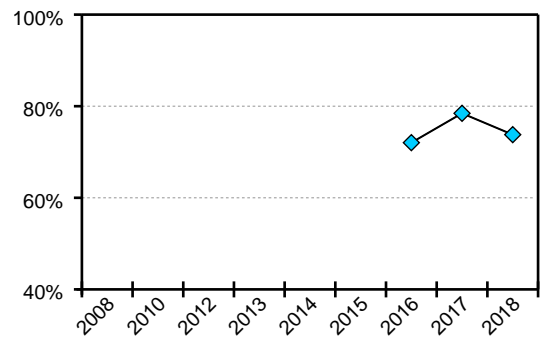
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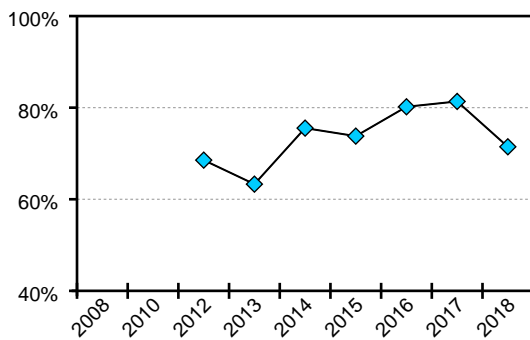
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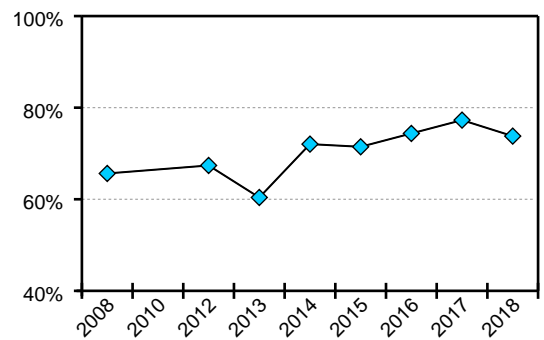
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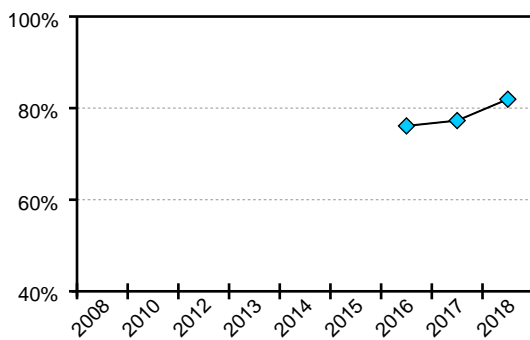
Score trends over time for non-academic criteria
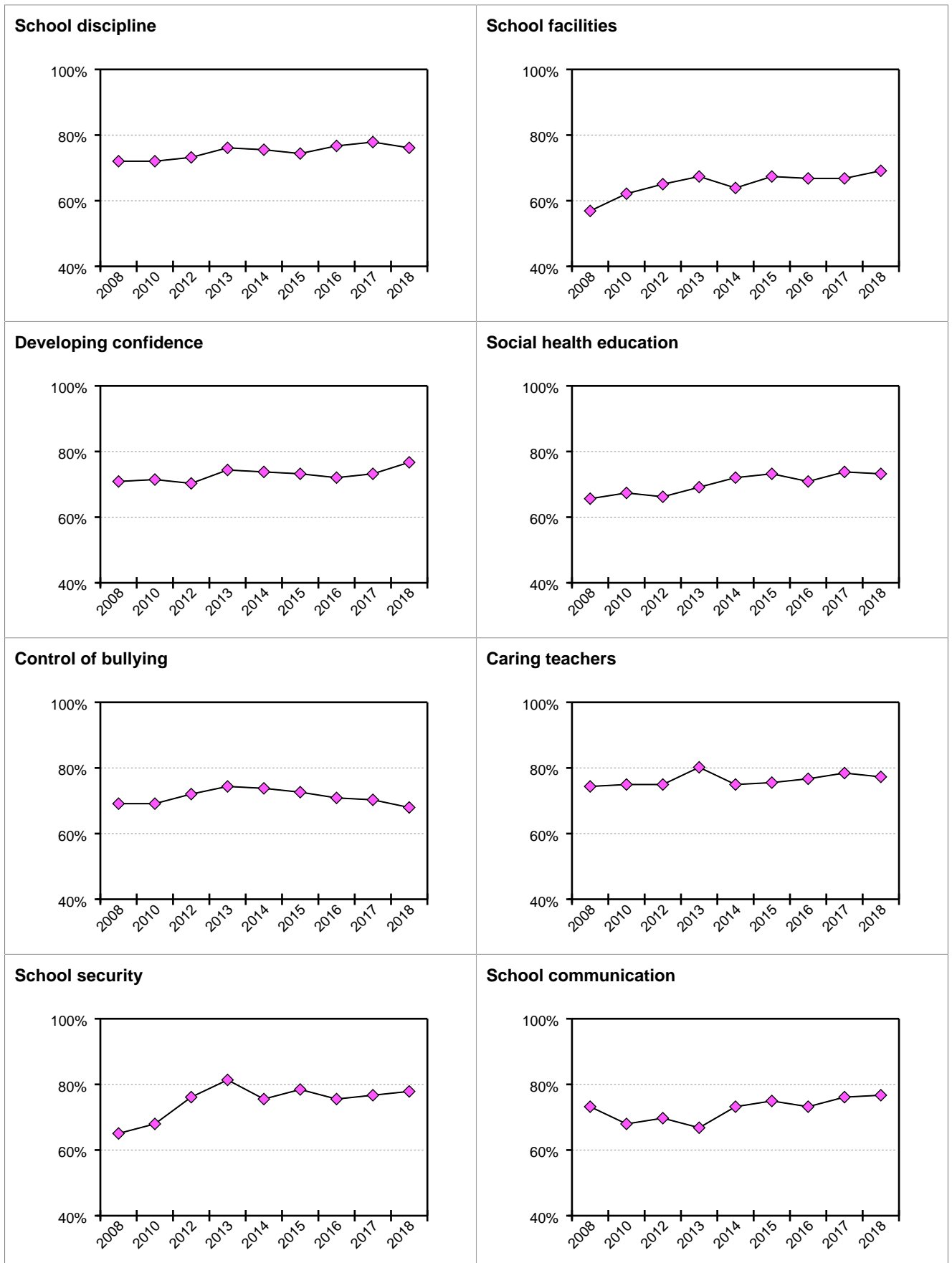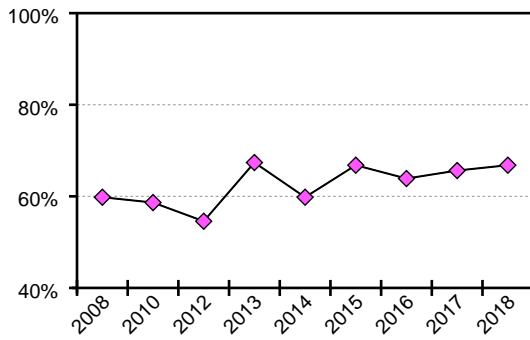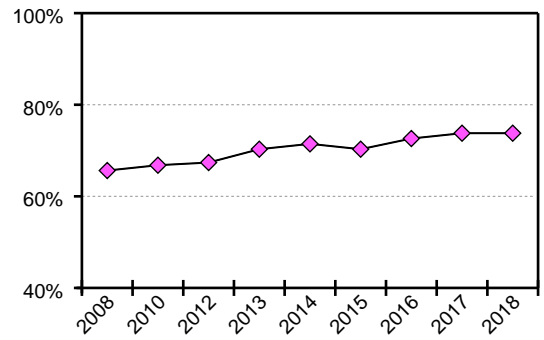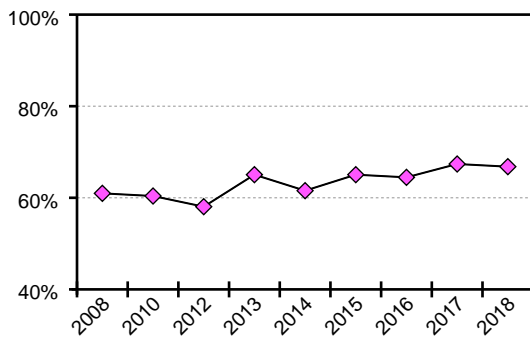
School discipline

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

Truancy control

Availability of resources

Computer access
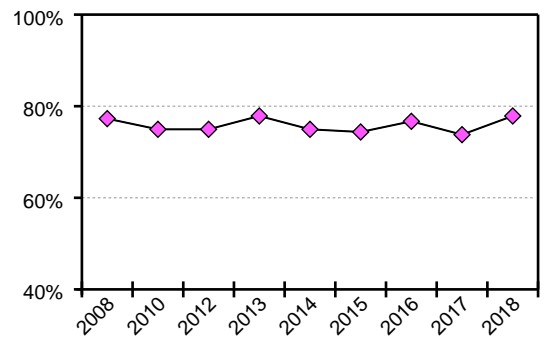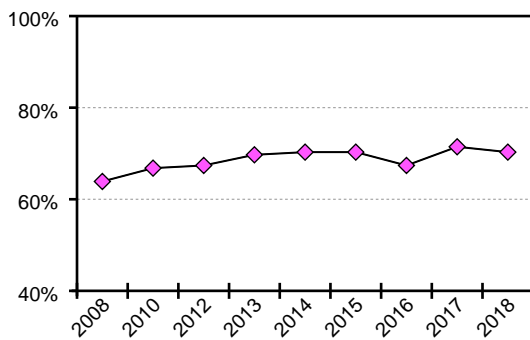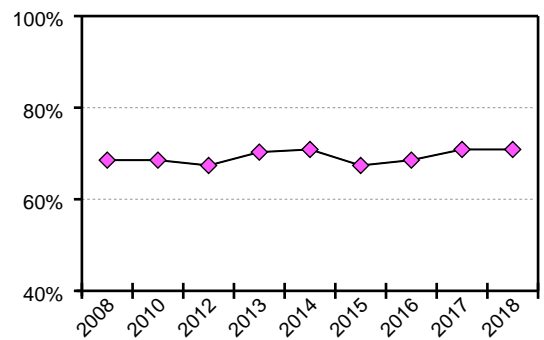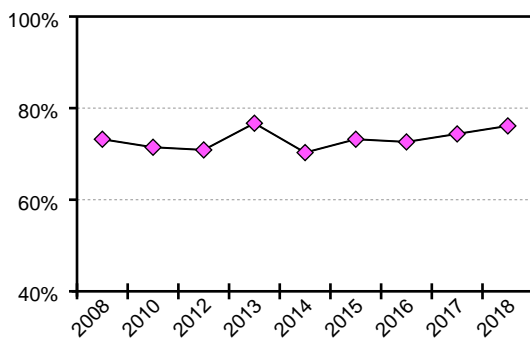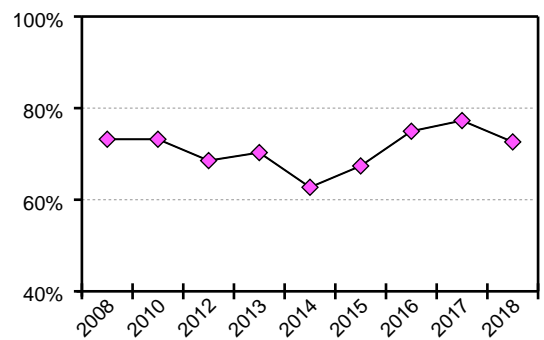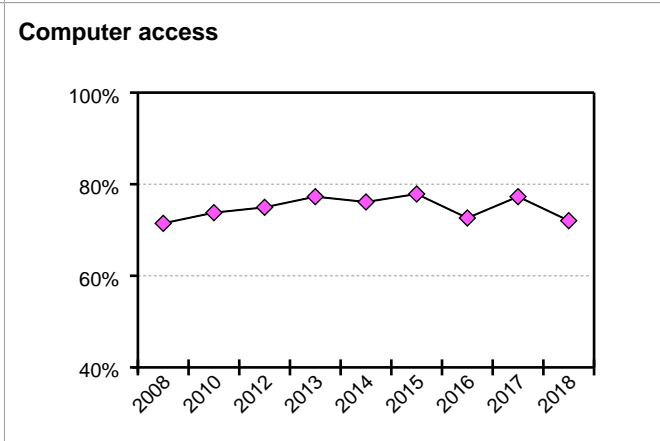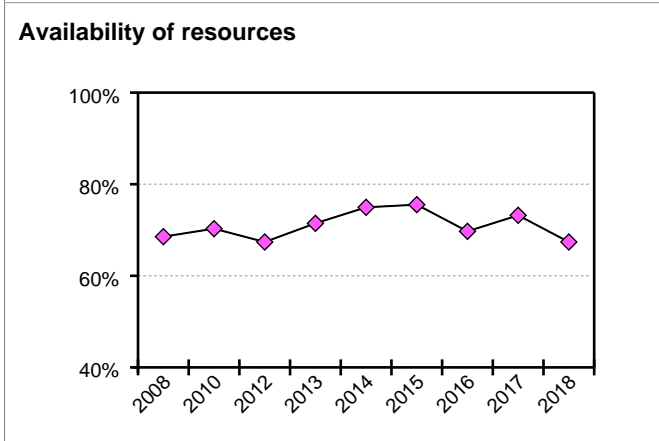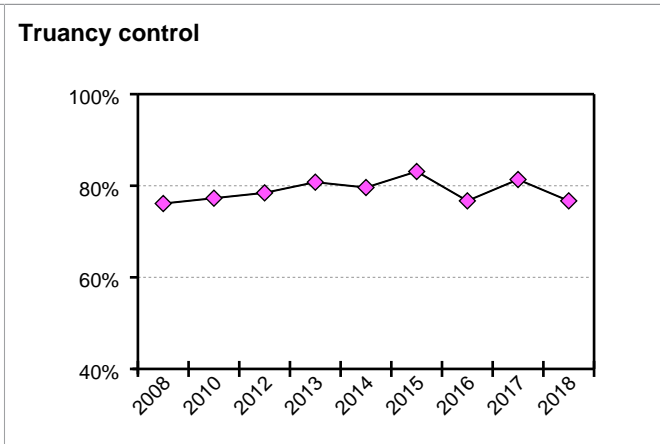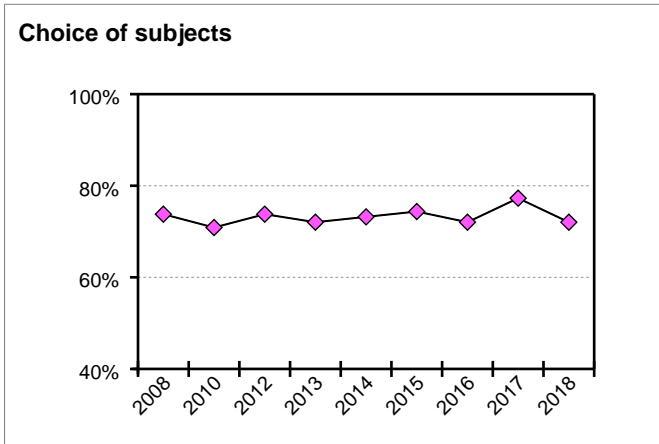
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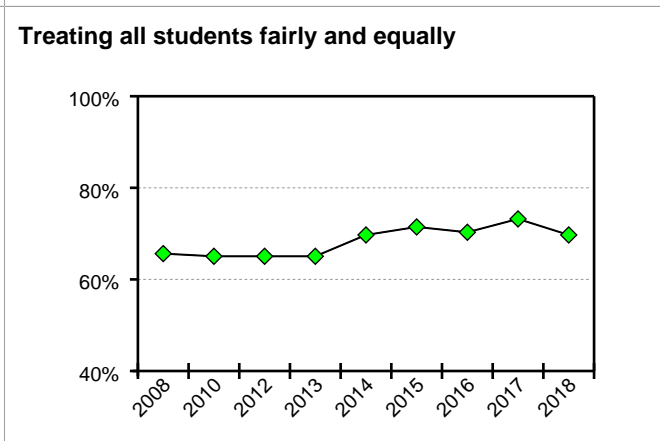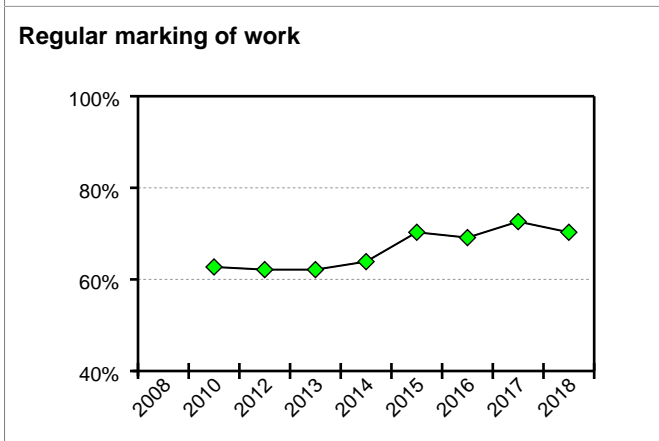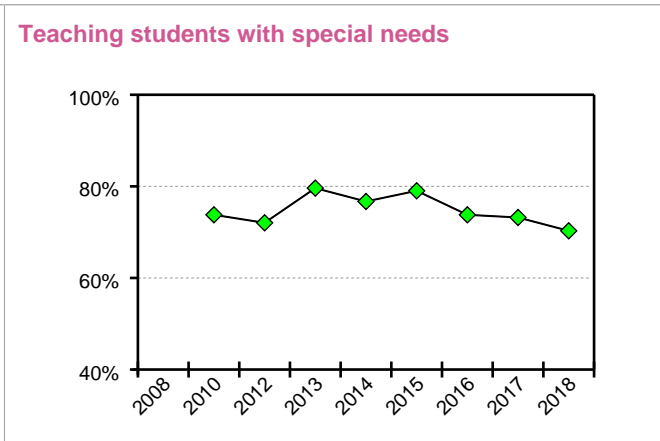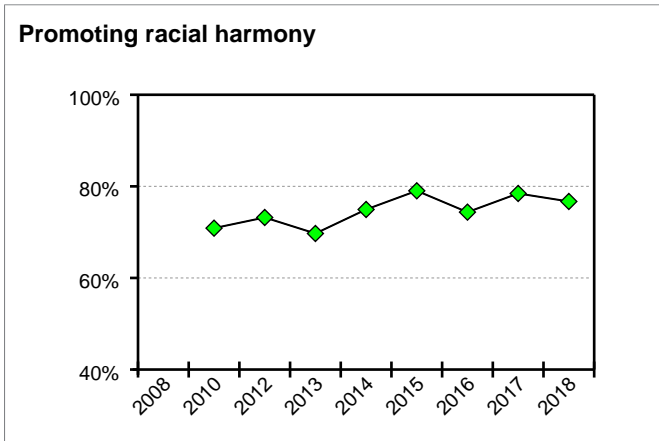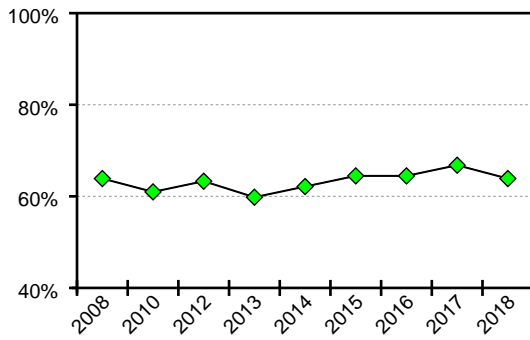
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Celebrating and rewarding achievement
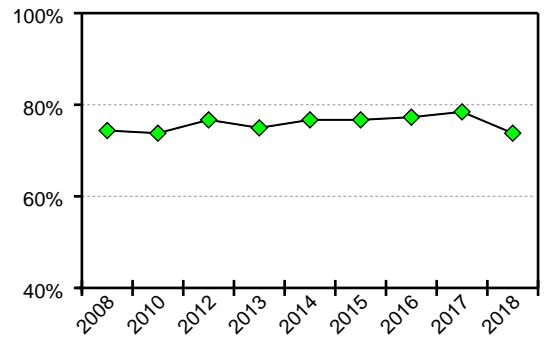
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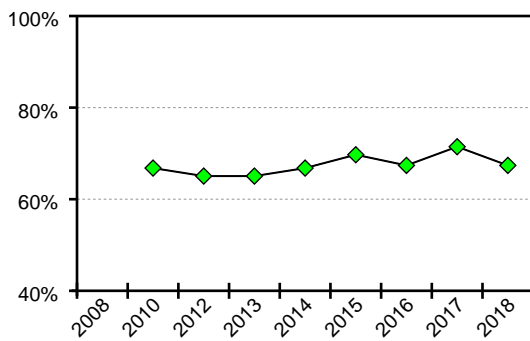
Ensuring students do their best and make good progress
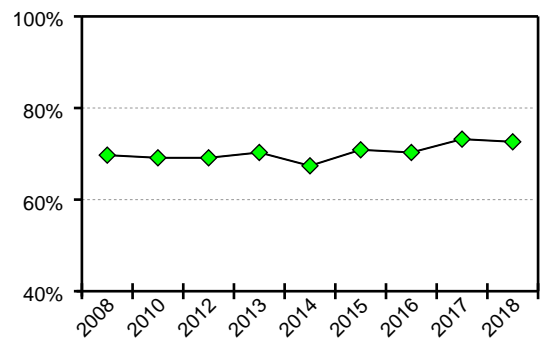
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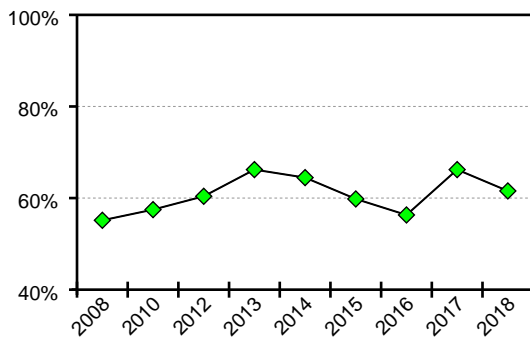
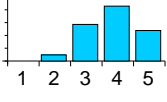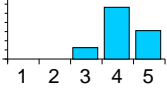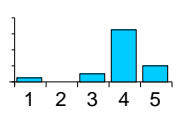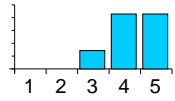**Encouraging and listening to students' views**
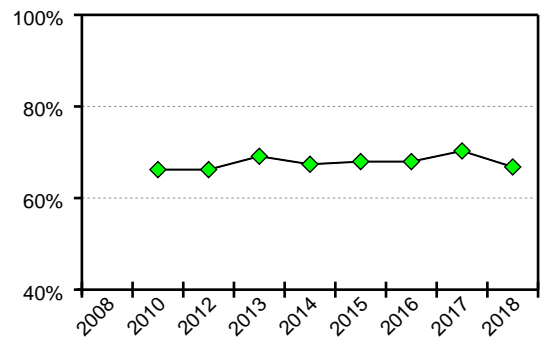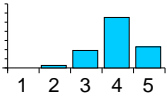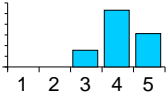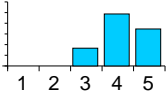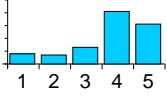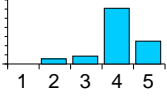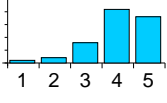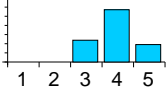
Appendix

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	0.0%	1.7%	10.4%	50.9%	37.1%		110
Mathematics	1.6%	3.3%	11.0%	40.5%	43.6%		111
Science	0.0%	1.7%	8.7%	56.0%	33.5%		102
Biology	0.0%	3.3%	13.4%	48.6%	34.7%		50
Chemistry	0.0%	0.0%	21.5%	38.6%	40.0%		40
Physics	0.0%	0.0%	21.4%	46.7%	31.9%		46
P.E.	1.7%	0.0%	13.6%	48.3%	36.5%		107
French	3.2%	9.5%	13.8%	44.1%	29.4%		56
Spanish	0.0%	9.9%	19.2%	49.2%	21.7%		52
Drama and Performing Arts	0.0%	0.0%	20.3%	53.2%	26.5%		72
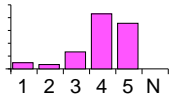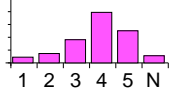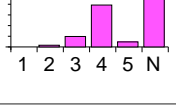
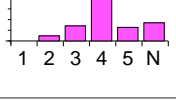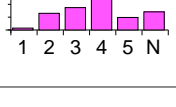| Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Music	0.0%	4.8%	23.1%	48.2%	23.9%		78
Geography	4.5%	6.6%	17.9%	43.2%	27.7%		87
History	0.0%	9.6%	11.4%	46.0%	33.1%		79
Course 42 (Years 7 - 10 only)	0.0%	2.7%	19.1%	55.2%	23.1%		81
ICT	0.0%	0.0%	15.6%	53.1%	31.2%		73
Art & Design	0.0%	0.0%	16.6%	48.7%	34.6%		78
Food & Nutrition	7.9%	7.0%	13.0%	41.0%	31.1%		76
Technology	0.0%	5.6%	8.6%	60.9%	24.9%		75
Beliefs & Values	2.1%	4.1%	15.8%	41.9%	36.1%		101
Graphic Products	0.0%	0.0%	23.8%	57.1%	19.0%		21
Resistant Materials	0.0%	4.8%	28.6%	42.9%	23.8%		21
Read to Learn (Year 7 only)	0.0%	0.0%	12.4%	56.6%	31.0%		30

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Health & Social Care	5.0%	0.0%	10.0%	65.0%	20.0%		20
Art Photography	0.0%	0.0%	14.3%	42.9%	42.9%		14

Kirkland Rowell Surveys

Non-academic criteria analysis

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

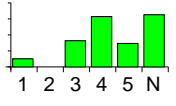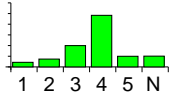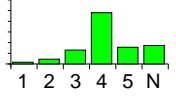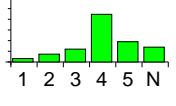| Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	1.3%	8.1%	15.6%	45.6%	26.4%	3.0%	
School facilities	1.6%	9.7%	17.7%	57.6%	11.5%	1.8%	
Developing confidence	4.1%	3.0%	11.6%	52.9%	26.9%	1.5%	
Social health education	3.5%	3.1%	10.9%	43.7%	15.3%	23.5%	
Control of bullying	5.6%	6.8%	16.8%	38.2%	15.9%	16.7%	
Caring teachers	3.0%	6.4%	11.5%	45.5%	30.3%	3.3%	
School security	0.0%	4.6%	8.3%	57.8%	17.2%	12.0%	
School communication	3.2%	4.7%	16.3%	45.2%	30.5%	0.0%	
Careers advice	0.0%	4.8%	23.5%	24.1%	9.9%	37.7%	
Developing moral values	4.5%	2.9%	15.5%	46.9%	21.6%	8.7%	
Levels of homework	6.1%	9.1%	18.4%	51.3%	13.5%	1.7%	

| Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	4.8%	3.4%	13.3%	43.0%	35.6%	0.0%	
Community spirit	4.5%	7.3%	18.1%	39.5%	25.1%	5.6%	
Developing potential	4.8%	9.2%	17.9%	46.7%	18.3%	3.2%	
Teaching quality	1.6%	3.6%	11.5%	58.4%	21.5%	3.4%	
Exam results	0.0%	1.6%	9.8%	39.3%	4.7%	44.7%	
Choice of subjects	0.0%	4.7%	14.1%	51.5%	12.7%	17.0%	
Truancy control	1.6%	1.6%	5.7%	42.6%	14.5%	33.9%	
Availability of resources	1.5%	13.0%	17.5%	44.1%	9.8%	14.1%	
Computer access	1.6%	6.3%	18.1%	41.5%	13.0%	19.5%	

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%	0.0%	15.3%	30.8%	15.2%	38.7%	
Teaching students with special needs	5.7%	2.9%	28.6%	31.4%	31.4%	0.0%	
Regular marking of work	3.3%	3.3%	16.3%	49.9%	12.5%	14.7%	
Attitude of non-teaching/support staff	1.6%	0.0%	10.6%	33.1%	18.4%	36.3%	
Treating all students fairly and equally	3.8%	7.6%	10.6%	52.8%	11.4%	13.8%	
Explaining to parents how to help their child	5.7%	11.5%	19.5%	35.3%	14.2%	13.8%	
Celebrating and rewarding achievement	3.1%	8.1%	20.5%	43.0%	23.7%	1.6%	
Tailoring child's work to their needs and ability	4.8%	5.6%	18.7%	38.3%	16.0%	16.5%	
Ensuring students do their best and make good progress	5.0%	3.2%	11.0%	55.7%	16.5%	8.6%	
Encouraging students' activity in the local community	2.8%	10.5%	23.2%	27.2%	7.8%	28.6%	
Encouraging and listening to students' views	5.8%	6.0%	18.7%	36.7%	13.7%	19.0%	

Kirkland Rowell
Surveys

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Looking after students well	4.8%	4.5%	12.5%	51.5%	20.6%	6.2%	
Student response to feedback	5.0%	0.0%	16.3%	31.4%	14.7%	32.6%	
Appropriate level of challenge in homework	4.3%	7.3%	19.9%	48.3%	10.0%	10.1%	
Student targets	3.4%	0.0%	20.5%	49.6%	10.9%	15.5%	
Information on different types of bullying	9.4%	3.9%	16.2%	26.9%	10.1%	33.4%	
E-safety	1.6%	4.5%	13.0%	48.0%	15.6%	17.3%	
Students' attitudes to learning	3.2%	7.3%	12.0%	44.6%	19.0%	13.9%	

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

Academic subjects

Non-academic areas

Additional questions
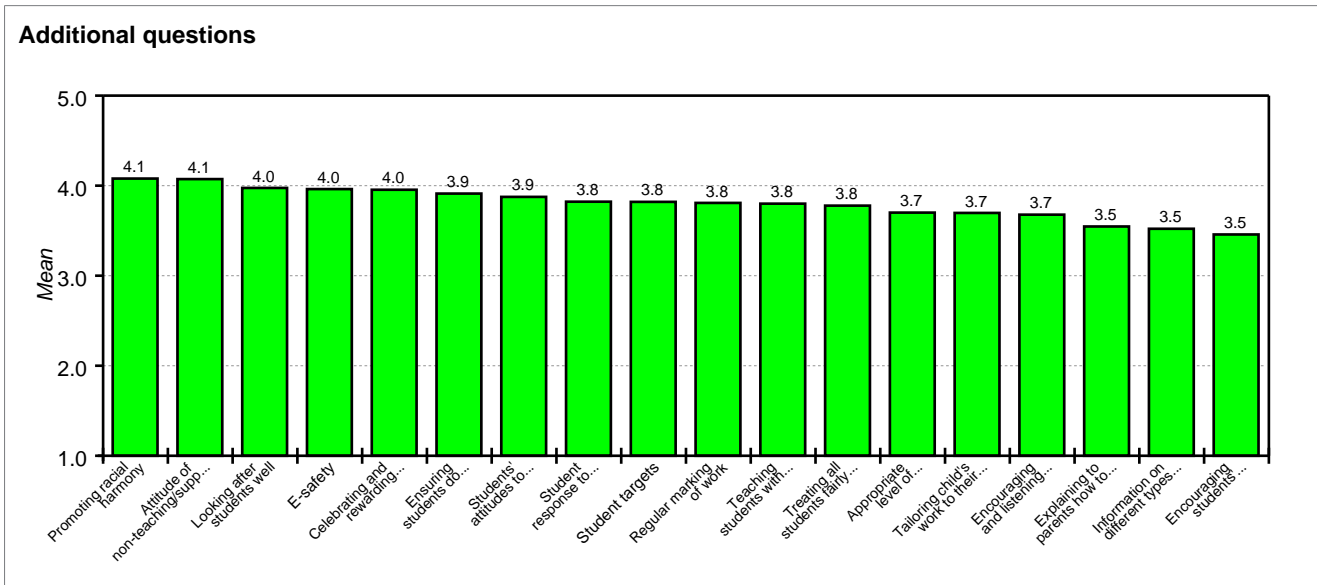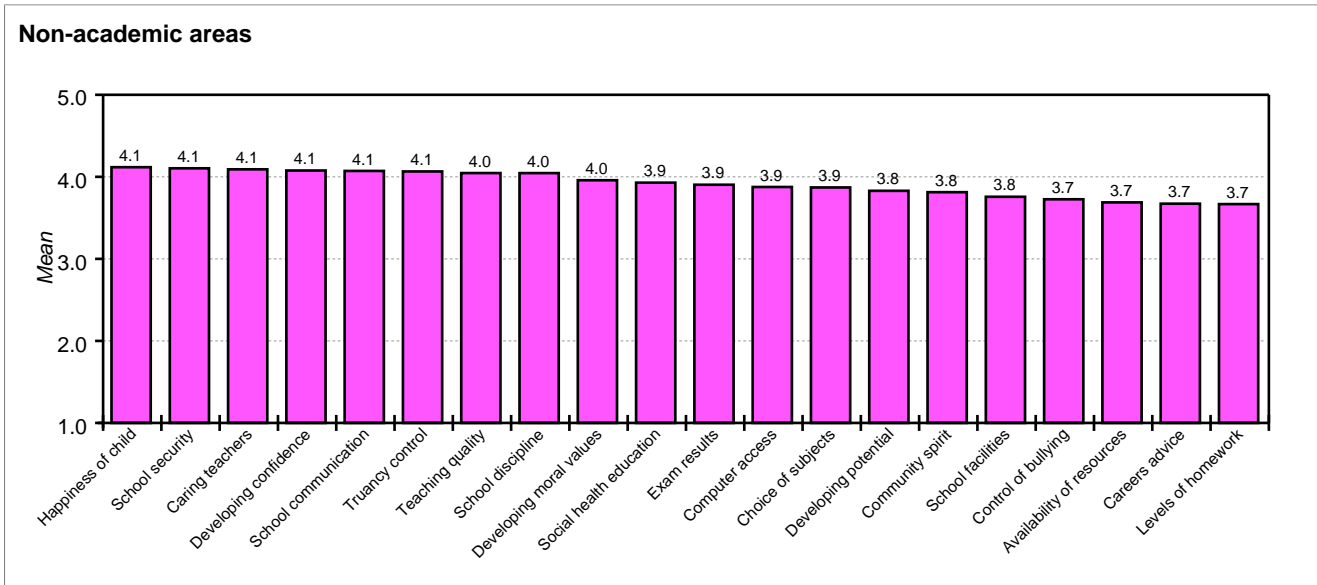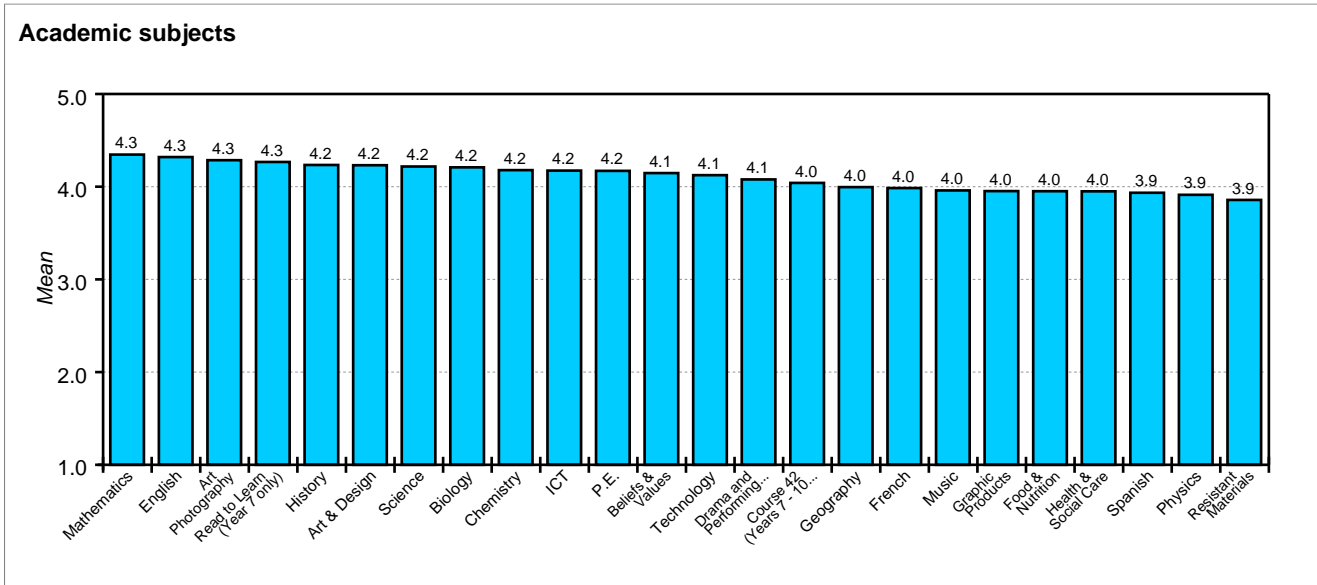
A word on Quality Assurance

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.