

**Education Perceptions Monitor
Parent Survey No.1 To March 2011
For
Ysgol Y Preseli
Crymych, Pembrokeshire**

Prepared and Presented

By

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Introduction

This report details the findings of the first Education Perceptions Monitor for Ysgol Y Preseli.

The report measures the levels of satisfaction among the pupils' parents for a range of criteria, which have been previously identified as being important to the parents of school pupils, 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 March 2011.

The report also measures performance with regard to overall satisfaction and improvement.

The results have been analysed to produce graphical presentations of each criterion and subject for both performance and importance. Criteria have also been analysed against year group and gender of pupil; criteria that produce a significant result for this test are included in the report in graphical form.

Methodology

The sample surveyed was taken from the parents of the pupils of the school. Questionnaires were distributed to all pupils' parents.

Questionnaires were sealed with a letter of explanation requesting help, and a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked parents to give a score of between 1 and 5 for each subject offered by the school as well as for a list of identified parent priorities. Parents were asked to choose the 10 most important criteria from the list of 20 identified priorities. The parents also estimated the time their child spent on homework, identified subjects in which they felt their child was being "pushed" too hard or not hard enough and commented on the overall performance of the school, as well as making specific suggestions regarding possible improvements.

Results

549 completed questionnaires were returned representing a response rate of 56.5%. The survey produced a very good overall response from the parents, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that data could be drawn for all but four minority academic criteria.

For the sake of assessment in most schools, questions receiving a score of 70% or over should be considered a success for academic subjects, with 65% being a realistic target of attainment for non-academic criteria. These scores are based on average figures gathered from similar schools.

Scores of 10% or more higher than these target scores are exceptional, with scores of at least 5% less than these targets indicating room for improvement.

In some schools, the parents might be less likely to award a more generous score of 5, because one problematic issue within the school (such as bullying or discipline) is colouring the parents' perceptions of the other issues surveyed, and hence lowering scores across the board. Where this is the case, the boundary at which results are emboldened, to indicate areas of concern, may be lowered by 5%. This was not the case for this school.

The parents gave an excellent overall performance score (86%), while among the parents whose children were not in their first year at the school 24% said the school had improved over the last year while only 3% thought that the school's performance was worse. Of the parents of new pupils, only 3% felt that the school had not lived up to their expectations while 19% said the school was better than they had expected it to be.

Executive Summary

The survey results reveal that the school has reason to be very happy with most of its activities.

With regard to Academic subjects, parents are most happy with the delivery of Textiles *, Spanish and Leisure & Tourism *. (See page 7)

The parents are least happy with the delivery of Graphic Products *, Applied Science and Chemistry. (See page 7)

With regard to Non-Academic areas, parents are most happy with the delivery of Developing moral values, School discipline and Community spirit. (See page 8)

The parents are least happy with the delivery of Teaching quality, Developing confidence and Caring teachers. (See page 8)

The parents' top priority for improvement is School facilities. (See page 20)

The parents of boys gave a significantly higher score for Physics. (See page 55)

The girls gave a significantly higher score for Art. (See page 55)

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

Criteria marked with a Pink * should only be considered as indicative.

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. 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 50 similar, Welsh schools, and are also included in the appendix of this report.

All of the scores given have been tested to be reliable to within less than 5%, at the 95% confidence level, except for those subjects marked *, which due to the sample achieved, are only reliable to within 10%, or when a result is highlighted in pink to indicate that the score can only be considered as indicative. Remember, ideally, scores should be above the red line; scores above the green line are good, and above the gold line are exceptional.

Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what pupils "usually" say. These unweighted scores are marked * .

Academic Criteria

Academic subjects	Weighted Score %
Textiles	93.1
Spanish	89.3
* Leisure & Tourism	87.5
Welsh	85.0
* BTEC Engineering	84.1
Applied Business	83.8
Religious Studies	83.2
Catering	81.6
Biology	80.7
Art	80.0
Geography	79.5
French	77.4
English	77.2
Design Technology	76.4
History	76.0
ICT	76.0
Music	75.6
Physics	75.3
Science	74.6
BTEC Health & Social Care	73.5
Mathematics	73.2
Drama	73.0
Physical Education	72.6
Chemistry	72.2
* Applied Science	71.6
Graphic Products	70.4
BTEC Construction	low response
Child Development	"
Psychology	"
Salon Services & Hairdressing	"

* - not weighted by average of similar schools

* - only reliable to within 10%

Subject scores in **Pink** should only be considered indicative.

Core Parent Priorities

Criteria	Weighted Score %
Developing moral values	82.2
School discipline	81.3
Community spirit	81.2
School communication	80.4
Careers advice	80.2
School security	79.4
School facilities	79.3
Control of bullying	79.2
Levels of homework	78.9
Availability of resources	78.5
Truancy control	78.1
Developing potential	77.7
Choice of subjects	76.9
Social health education	76.6
Happiness of child	76.3
Computer access	76.1
Exam results	76.1
Caring teachers	76.1
Developing confidence	75.6
Teaching quality	74.5
"Overall" Rating	85.6

Happy Versus Unhappy Parents

Judging performance based solely on the mean score allows for error. It is possible that the views could be polarised so that positive and negative scores cancel each other out. It is therefore useful to use a method of analysis which identifies the % of parents who are unhappy with the School's performance for the criteria surveyed. The list identifies the % of parents giving a rating of "poor" or "very poor" for each criterion. For balance, the % rating "good" or "very good" has also been given. These results could include respondents who failed to answer this question, or who ticked "I don't know".

Academic Subjects

Criteria	% rating "poor" or "very poor"	% rating "good" or "very good"
Spanish	0.0%	89.6%
English	2.3%	82.8%
History	2.6%	85.2%
Geography	3.0%	81.1%
Design Technology	3.3%	87.9%
Welsh	3.6%	84.6%
Art	3.6%	83.5%
Biology	3.7%	79.9%
French	3.9%	79.4%
Religious Studies	4.0%	84.1%
Science	4.9%	79.1%
Chemistry	5.1%	65.6%
ICT	6.4%	78.5%
Physical Education	6.4%	73.8%
Mathematics	7.6%	77.8%
Drama	8.2%	69.8%
Applied Science	8.3%	72.6%
Physics	8.9%	63.5%
Music	8.9%	70.9%

Happy Versus Unhappy Parents

Core Parent Priorities

Criteria	% rating "poor" or "very poor"	% rating "good" or "very good"
Exam results	0.5%	86.3%
Truancy control	0.9%	91.7%
Computer access	1.0%	87.9%
School discipline	1.5%	90.8%
Choice of subjects	2.3%	88.8%
Teaching quality	2.4%	84.8%
Social health education	3.1%	77.6%
Availability of resources	3.4%	84.8%
School security	3.5%	82.3%
School facilities	3.7%	78.9%
Community spirit	3.9%	78.2%
Developing moral values	3.9%	80.8%
Developing potential	4.1%	81.1%
Caring teachers	4.7%	80.1%
Happiness of child	4.8%	83.6%
Developing confidence	5.2%	77.4%
Control of bullying	6.1%	76.6%
Levels of homework	6.6%	72.5%
School communication	7.0%	78.5%
Careers advice	8.5%	70.3%
"Overall" Score	0.5%	94.2%

Additional Criteria

Additional criteria were chosen from a menu, and investigated with regard to parent satisfaction and the following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. For those areas that have been surveyed by at least 30 schools, the Appendix shows the average of similar schools.

In the table below, the "unhappy" parents are those who gave a score of 1 or 2, i.e. poor or very poor. The "happy" parents are those who gave a score of 4 or 5, i.e. good or very good.

Issue	Weighted	%	%
	Score %	Unhappy	Happy
Encouraging local community activity	81.9	8.8	68.4
Handling complaints	81.5	6.7	78.6
Regular marking of work	81.1	4.5	75.7
Tailoring workload to child's needs and ability	80.1	3.8	76.9
Encouraging and listening to parent views	80.0	6.1	74.8
Quality of school management	79.3	1.6	89.6
Written reports	79.3	1.9	87.7
Teaching for special needs	77.8	3.0	85.9
Ensuring pupils do best and make good progress	76.9	4.0	82.0
Parents evening	75.8	5.1	76.7
Encouraging and listening to pupil views	75.5	9.2	70.1
Promoting racial harmony	74.6	5.2	80.9
Celebrating and rewarding achievement	74.3	3.6	81.2
Extra curricular activities	73.2	6.8	72.2
School uniform	72.7	4.3	81.0

Importance Ratings

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 first 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 second column shows how well the school performs for the criteria, ie. 1st = what the school does best, 20th = what the school does least well.

Tip - Remember, green is good, red is bad

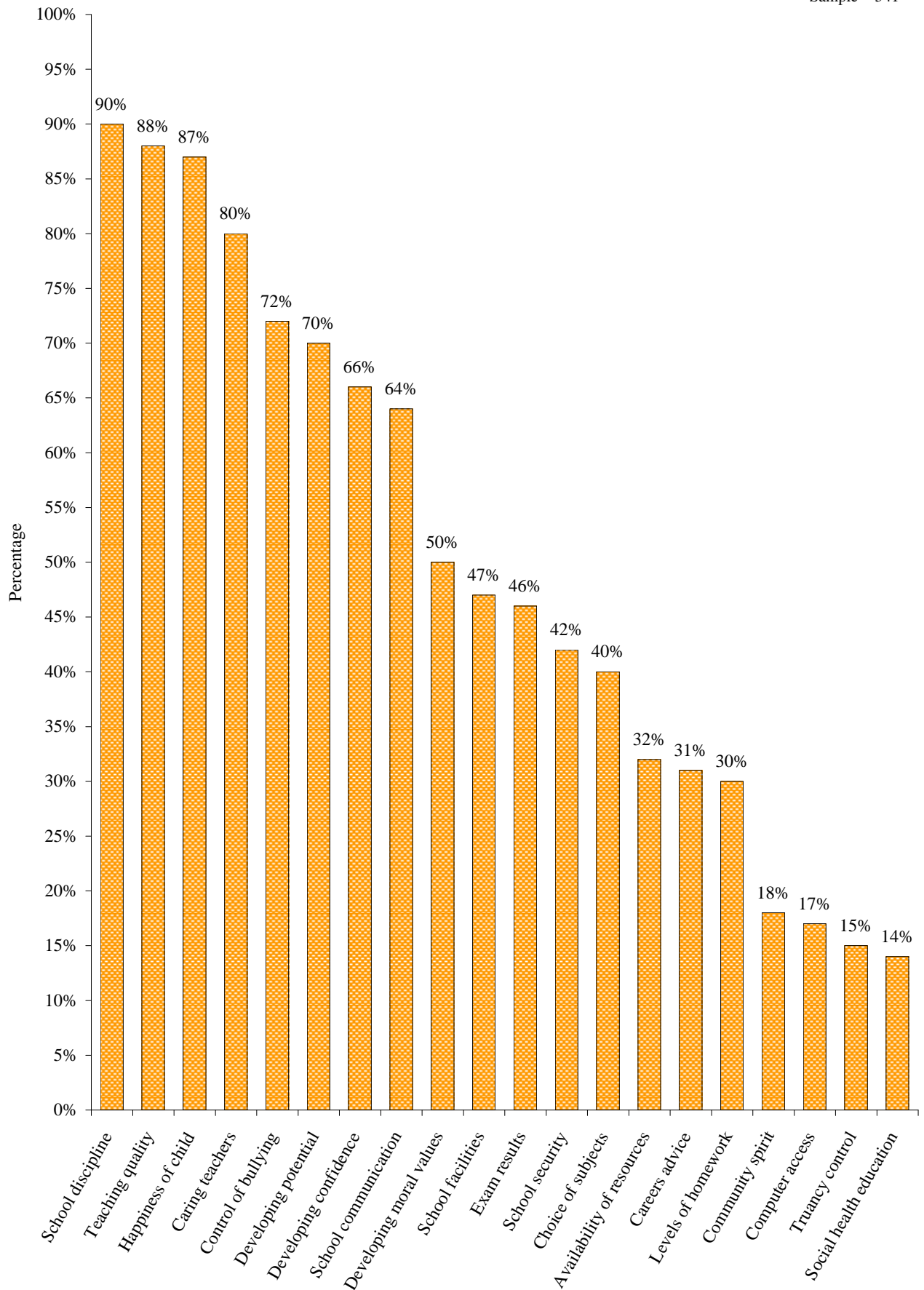
	Importance Score (%)	Ranking
School discipline	89.9%	(2nd)
Teaching quality	88.4%	(20th)
Happiness of child	87.4%	(15th)
Caring teachers	80.0%	(18th)
Control of bullying	72.1%	(8th)
Developing potential	69.6%	(12th)
Developing confidence	66.0%	(19th)
School communication	64.5%	(4th)
Developing moral values	50.0%	(1st)
School facilities	47.2%	(7th)
Exam results	46.1%	(17th)
School security	41.9%	(6th)
Choice of subjects	39.6%	(13th)
Availability of resources	32.2%	(10th)
Careers advice	30.7%	(5th)
Levels of homework	29.7%	(9th)
Community spirit	18.3%	(3rd)
Computer access	16.8%	(16th)
Truancy control	15.2%	(11th)
Social health education	14.3%	(14th)

Graphical and Tabular Analysis
of
Selected Results

Graph to Show Comparative Importance Scores for Each of the Core Parent Priorities.

The parents were asked to choose 10 priorities from a list of 20 criteria. The graph shows the % of parents who selected each criteria as one of their 10 choices.

Sample = 541



Charts to Compare What is Important to the School's Parents with what is Important to Parents from Similar Schools.

There were no significant differences detected.

This School

1st	School discipline
2nd	Teaching quality
3rd	Happiness of child
4th	Caring teachers
5th	Control of bullying
6th	Developing potential
7th	Developing confidence
8th	School communication
9th	Developing moral values
10th	School facilities
11th	Exam results
12th	School security
13th	Choice of subjects
14th	Availability of resources
15th	Careers advice
16th	Levels of homework
17th	Community spirit
18th	Computer access
19th	Truancy control
20th	Social health education

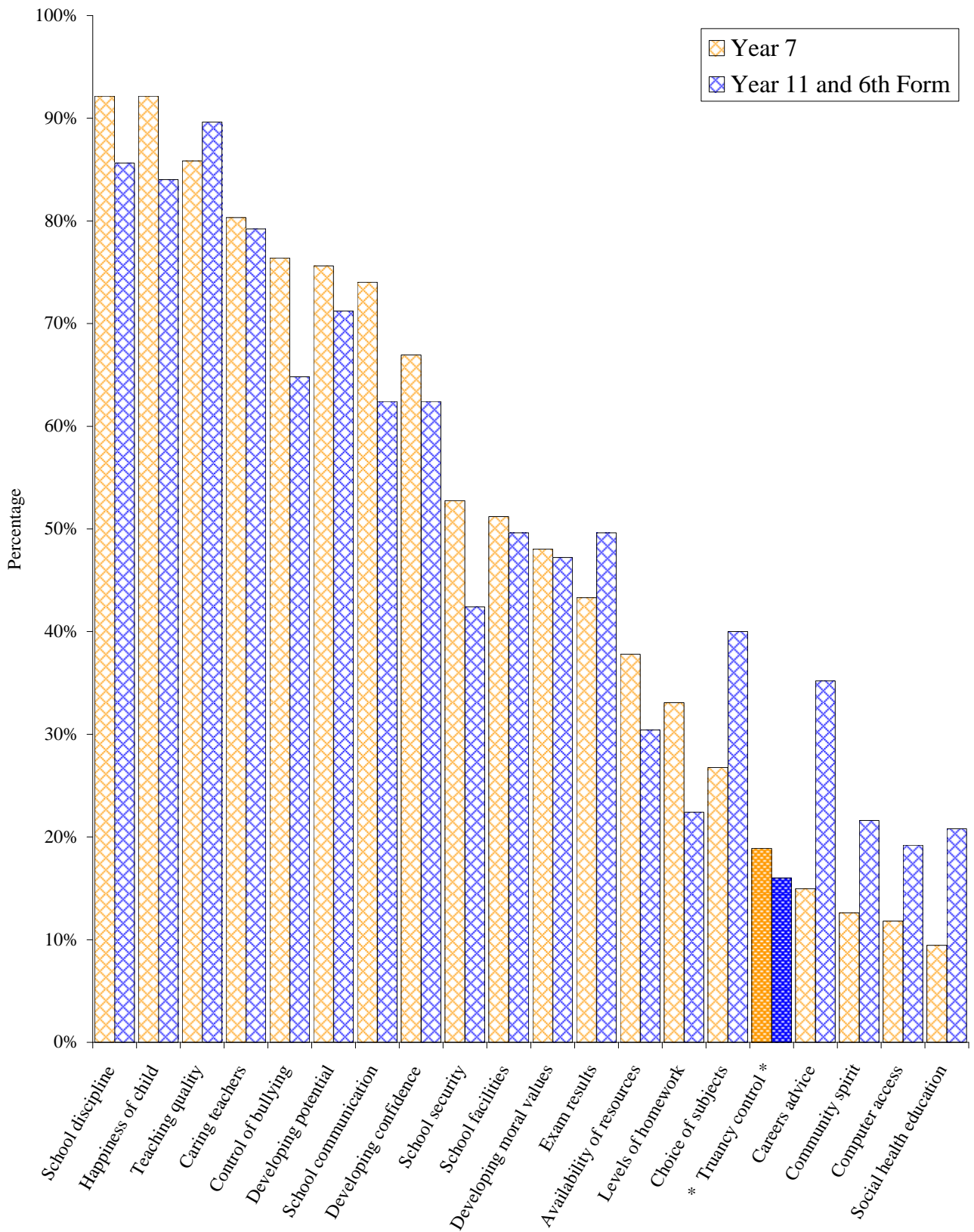
Average of Similar Schools

1st	School discipline
2nd	Teaching quality
3rd	Happiness of child
4th	Control of bullying
5th	Caring teachers
6th	Developing potential
7th	School communication
8th	Developing confidence
9th	School facilities
10th	School security
11th	Exam results
12th	Developing moral values
13th	Choice of subjects
14th	Availability of resources
15th	Levels of homework
16th	Careers advice
17th	Truancy control
18th	Computer access
19th	Community spirit
20th	Social health education

Graph to Show how Parents **Priorities** Change as the Children Get Older.

The parents were asked to choose 10 priorities from a list of 20 criteria. The graph shows the % of parents who selected each criteria as one of their 10 choices.

Differences in ranking of 4 or more positions have been highlighted.



Charts to Show how Parent **Priorities Change as the Children Get Older.**

Position differences of 4 or more have been highlighted.

Priorities of Year 7 Parents

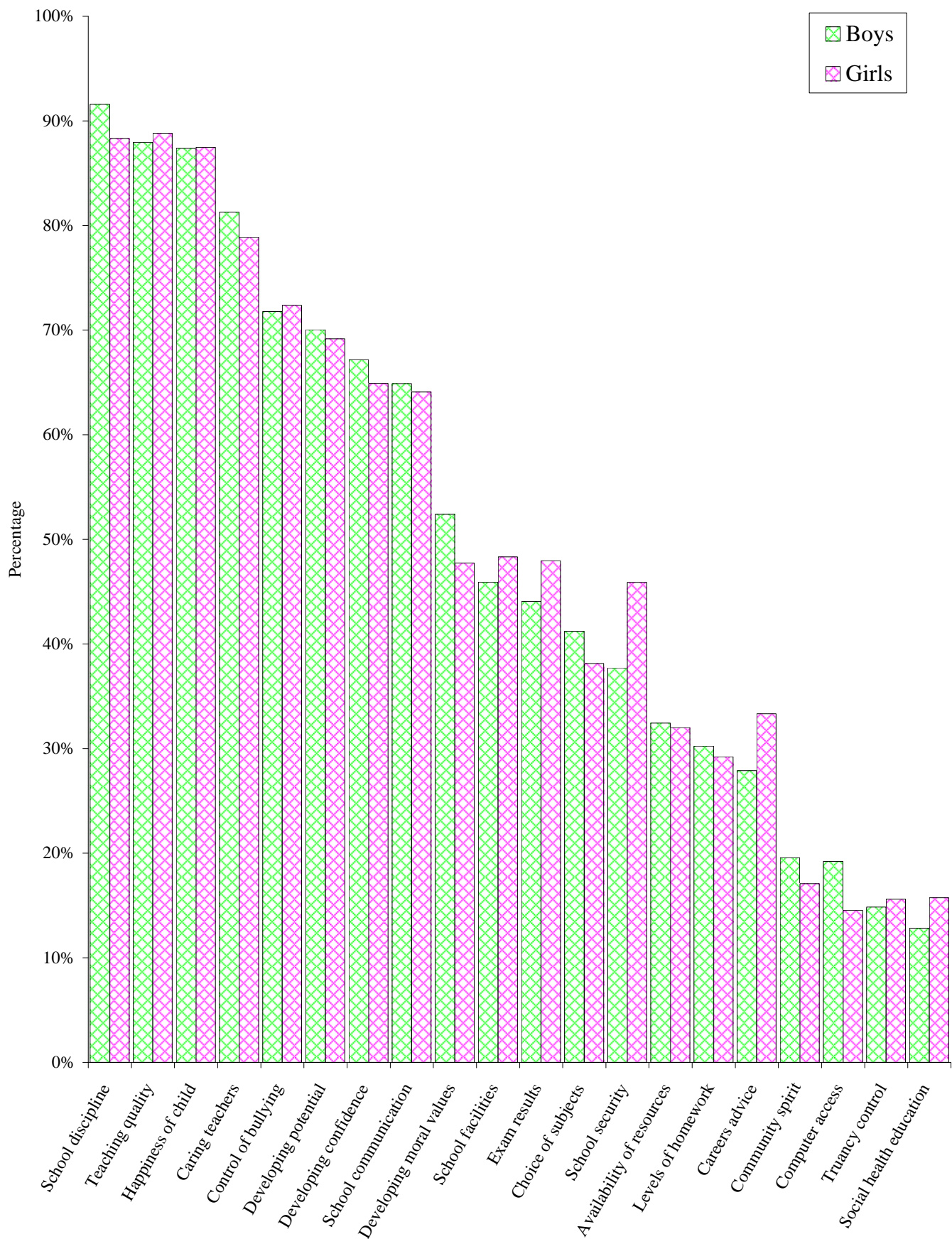
Choose 10	Ranking
Happiness of child	1st
School discipline	1st
Teaching quality	3rd
Caring teachers	4th
Control of bullying	5th
Developing potential	6th
School communication	7th
Developing confidence	8th
School security	9th
School facilities	10th
Developing moral values	11th
Exam results	12th
Availability of resources	13th
Levels of homework	14th
Choice of subjects	15th
Truancy control	16th
Careers advice	17th
Community spirit	18th
Computer access	19th
Social health education	20th

Priorities of Year 11 and 6th Form Parents

Choose 10	Ranking
Teaching quality	1st
School discipline	2nd
Happiness of child	3rd
Caring teachers	4th
Developing potential	5th
Control of bullying	6th
Developing confidence	7th
School communication	7th
Exam results	9th
School facilities	9th
Developing moral values	11th
School security	12th
Choice of subjects	13th
Careers advice	14th
Availability of resources	15th
Levels of homework	16th
Community spirit	17th
Social health education	18th
Computer access	19th
Truancy control	20th

Graph to Show how Parents' **Priorities** Change by Gender of Child.

There were no significant differences between the boys' and girls' parents.



Charts to Show how Parent Priorities Change by Gender of Child.

There were no significant differences between the boys' and girls' parents

Priorities of Boys' Parents

Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Happiness of child	3rd
Caring teachers	4th
Control of bullying	5th
Developing potential	6th
Developing confidence	7th
School communication	8th
Developing moral values	9th
School facilities	10th
Exam results	11th
Choice of subjects	12th
School security	13th
Availability of resources	14th
Levels of homework	15th
Careers advice	16th
Community spirit	17th
Computer access	18th
Truancy control	19th
Social health education	20th

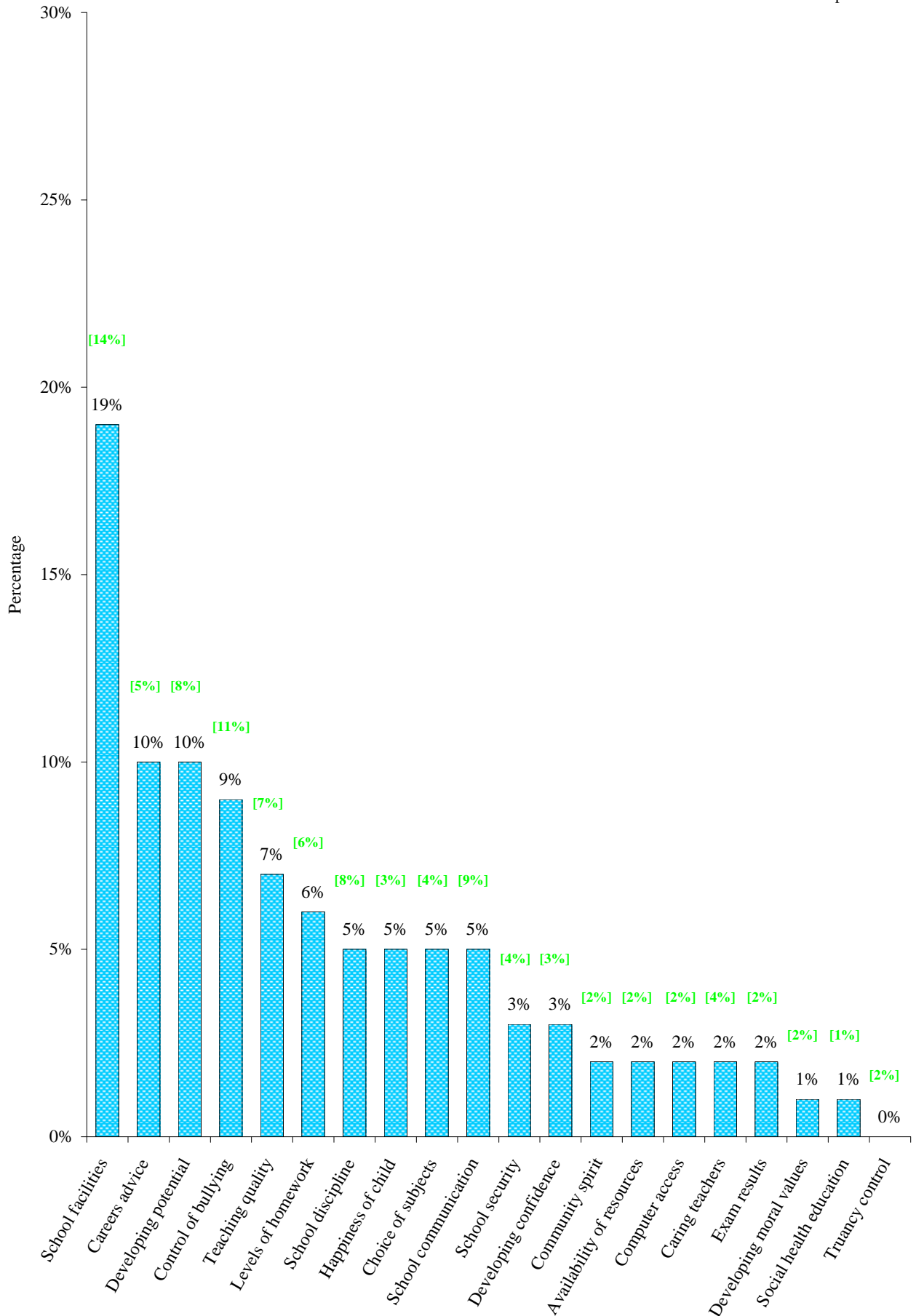
Priorities of Girls' Parents

Choose 10	Ranking
Teaching quality	1st
School discipline	2nd
Happiness of child	3rd
Caring teachers	4th
Control of bullying	5th
Developing potential	6th
Developing confidence	7th
School communication	8th
School facilities	9th
Exam results	10th
Developing moral values	11th
School security	12th
Choice of subjects	13th
Careers advice	14th
Availability of resources	15th
Levels of homework	16th
Community spirit	17th
Social health education	18th
Truancy control	19th
Computer access	20th

Graph to Show Relative Parent Priorities for Improvement.

Average figures from similar schools are given in [brackets].

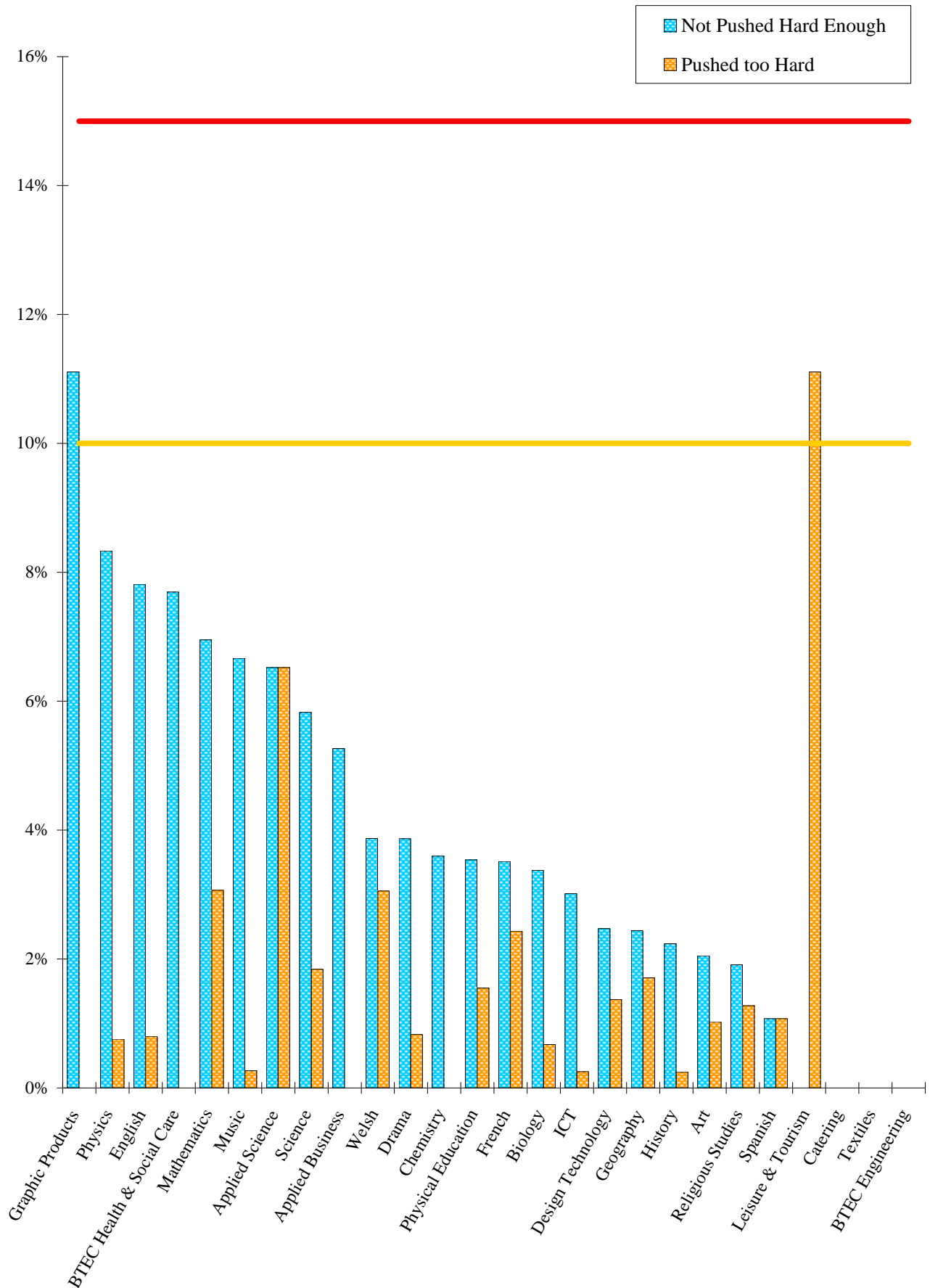
Sample = 387



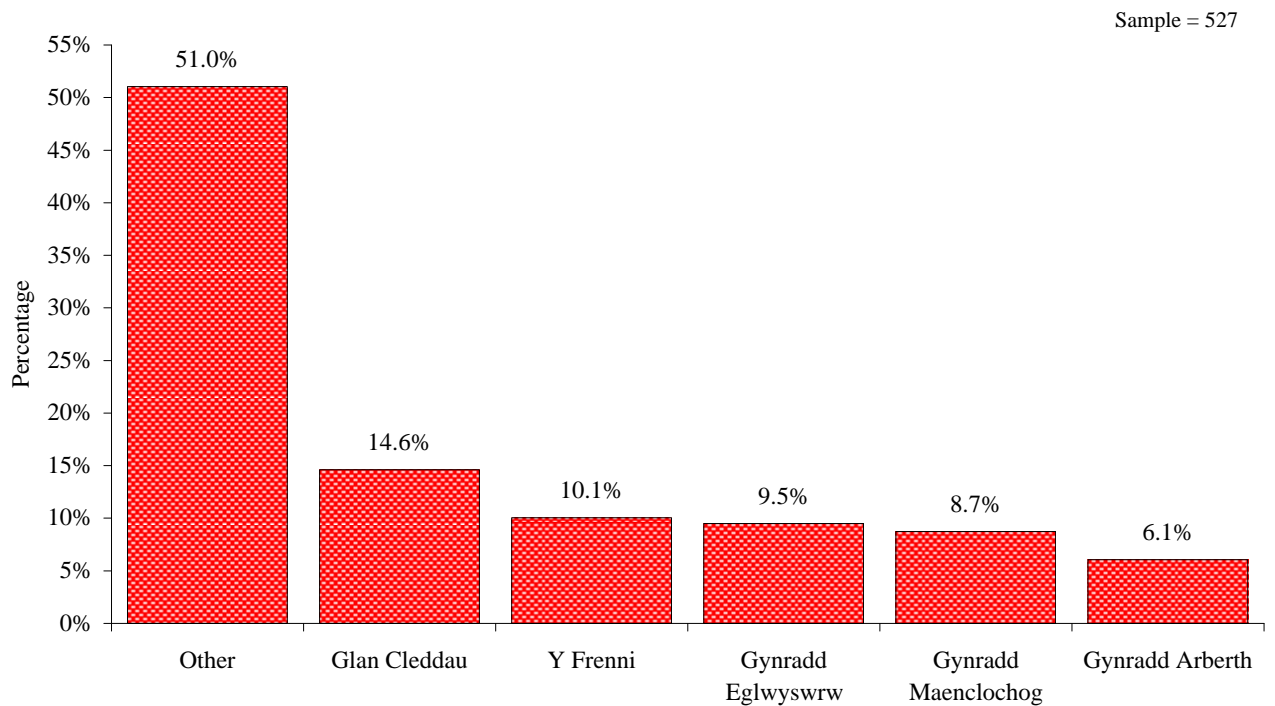
Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough

Scores should not exceed the red line

(English and Mathematics most commonly cross the red line for "Not Pushed Hard Enough")

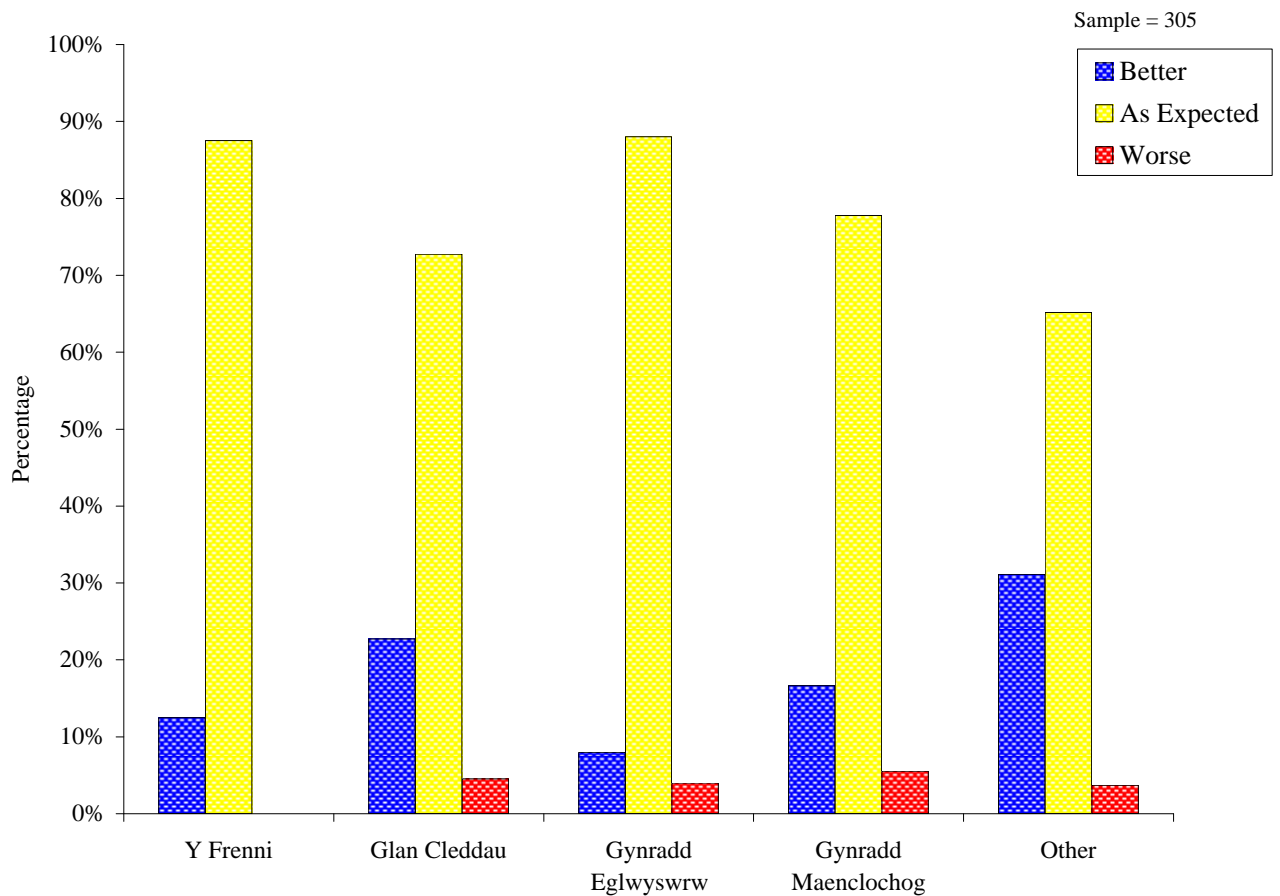


Which School Did Your Child Attend Before Ysgol Y Preseli?



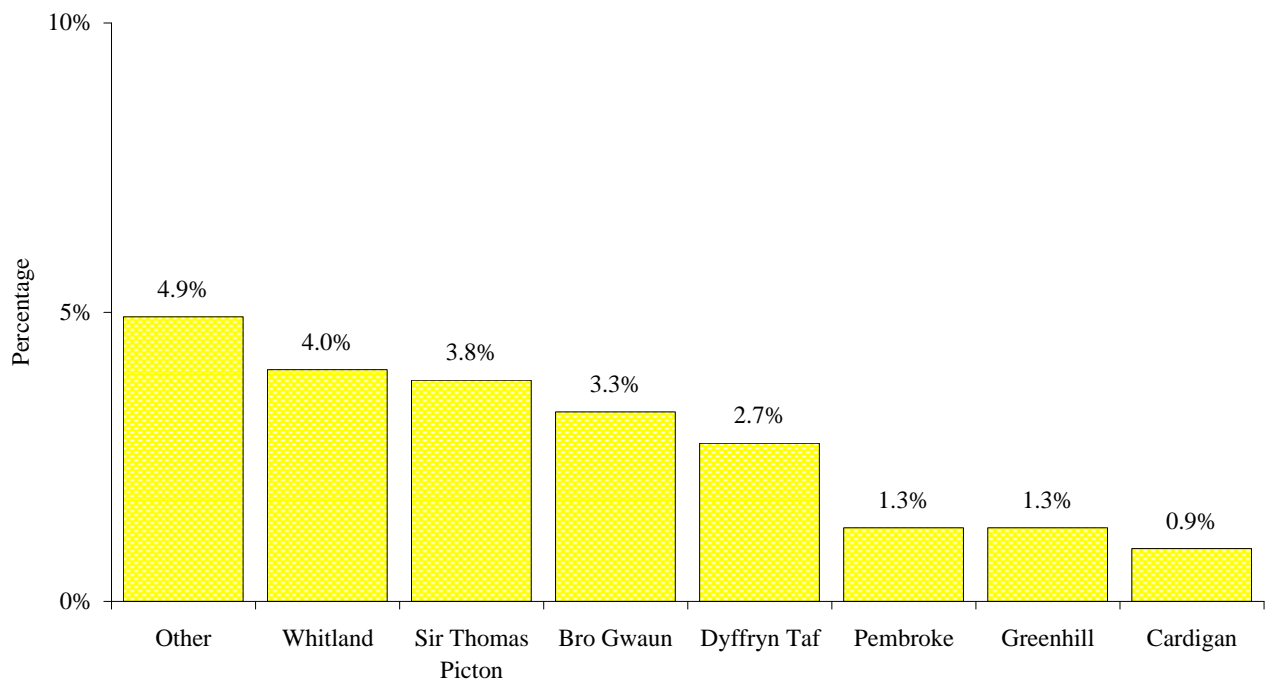
Graph to Show Parents' Perceptions of the School, Broken Down by Feeder School

Schools with less than 12 responses have been added to "Other"

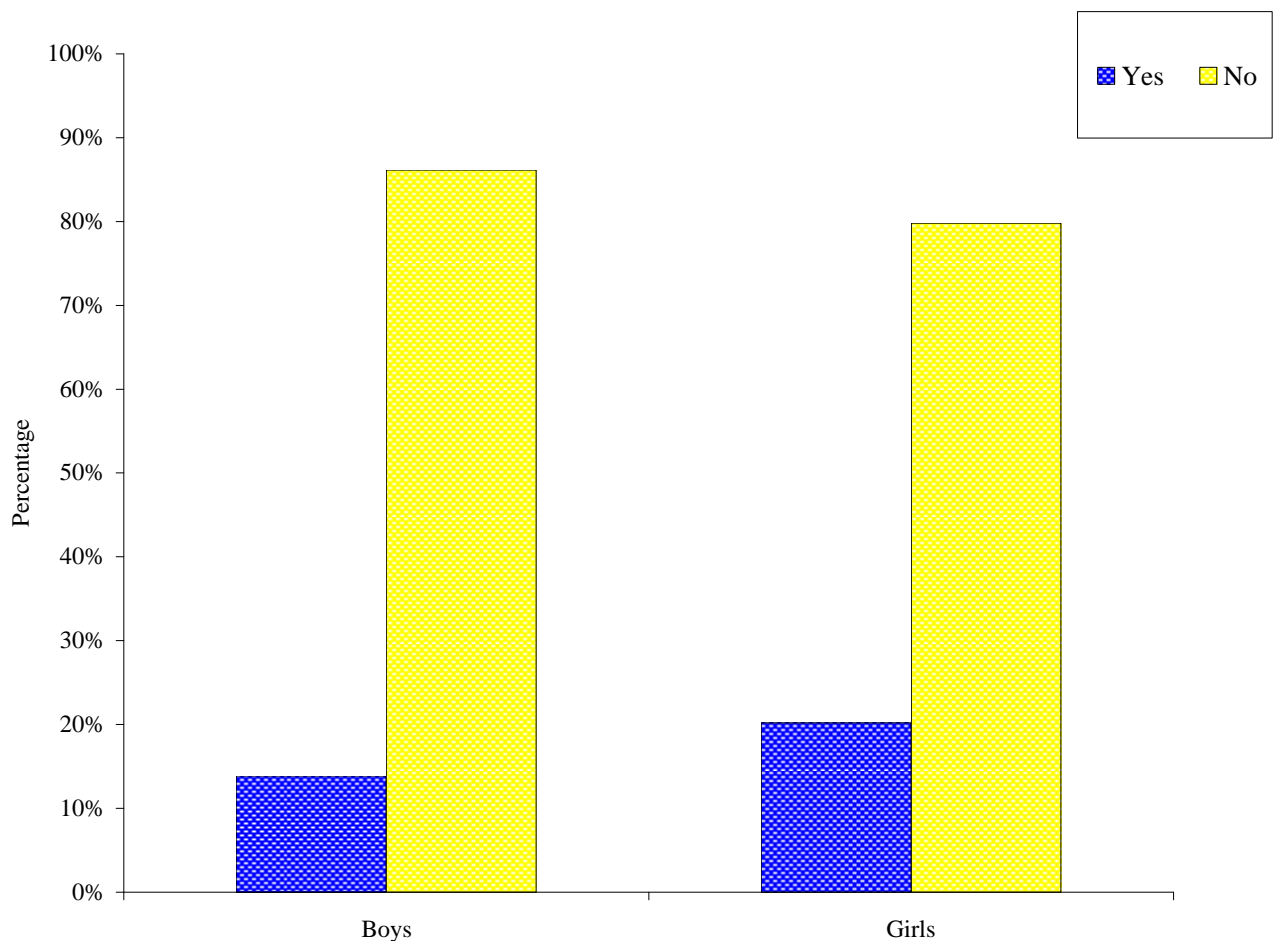


Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"

Some parents chose more than one option



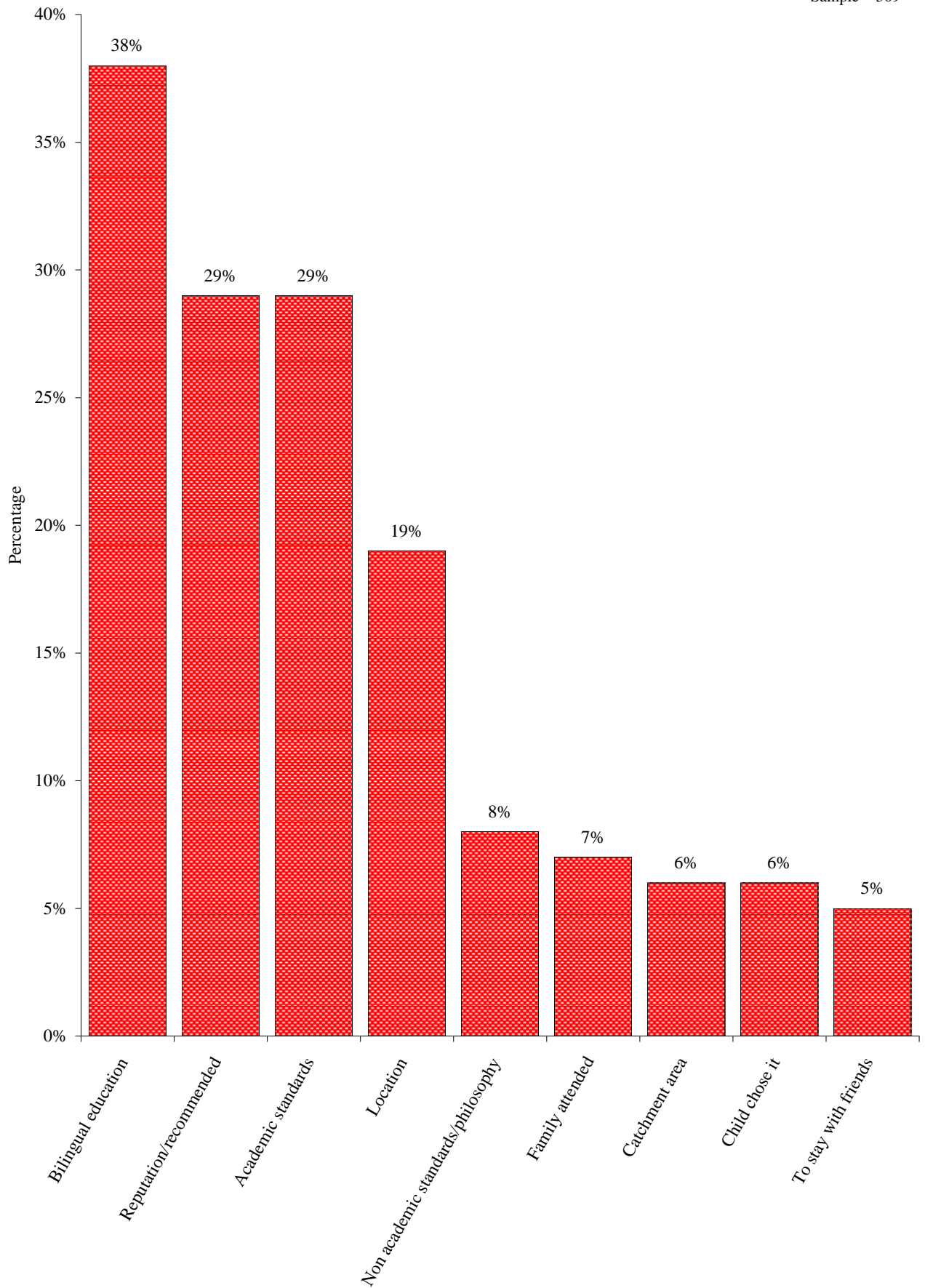
Graph to Show the Breakdown of Whether Another School was Considered, by Gender



Graph to Show Why Parents Chose to Send their Child to the School

Some parents chose more than one option

Sample = 509



Parents' Comments

The specific comments of parents, which occurred on more than one occasion, were as follows.

Many of the parent comments were very positive and many of the negative comments were qualified in light of the parents' overall satisfaction with the school.

The parents were enthusiastic in the number of comments that they made and the comments were diverse in their nature.

Many of the parents who commented said how happy and confident their children had been since starting at Ysgol y Preseli.

Forty eight parents commented that they were happy with the overall performance of the school. However, five parents believed overall improvements to the school and its facilities could be beneficial. Four parents were pleased with their child's progress. Three parents would recommend the school to others. One parent believed that their child had settled in well. One parent felt that their child had grown in confidence.

Seventeen parents were pleased with the overall standard of education provided, with some referring to staff as caring, helpful and dedicated. However, seven parents felt that the quality of teaching in some subjects could be improved. Whilst five parents were pleased with the amount of learning support their child received, three parents felt that additional support was required in weaker areas. Three parents believed that more could be done to encourage their child to reach their full potential. Three parents commented that their child's work did not always seem to be marked. One parent requested more regular PE lessons to take place throughout the school week.

The allocation of homework was considered by six parents to be excessive and by one parent to be inconsistent. One parent believed the amount of homework their child received to be insufficient.

Five parents expressed concerns with regard to the alleged incidence of bullying at the school.

Five parents felt that the school's uniform policy needed to be more strictly enforced. Two parents considered the school uniform to be too expensive. However, one parent commented that there seemed to be too much focus on school uniform. One parent requested that the uniform policy offered more flexibility to students during summer months.

The following comments were received but in lower numbers than those on the previous page.

The questionnaire was welcomed by some as a means to express their views.

Four parents requested the provision of more healthy food options. Three parents suggested that a larger canteen would be beneficial to pupils. One parent felt that the overall lunchtime provision needed to improve.

Four parents commented on the disruptive behaviour of some pupils, and the seeming lack of control in class. Three parents felt that the school needed to take a stronger approach to discipline. However, one parent was pleased with the current levels of discipline within the school.

Three parents requested the provision of more frequent parent evenings. Two parents considered parent evenings to be in need of improved organisation. One parent commented that they were unable to speak to all of their child's subject teachers.

Whilst three parents were pleased with the way the school handled their concerns, one parent believed that communication between the school and parents needed to improve. One parent requested more regular feedback on their child's progress. A further parent would welcome information on topics covered in class and guidance on how they could help to support their child's learning.

Three parents requested a wider range of extra curricular activities be made available. However, one was pleased with the provision of extra-curricular activities.

One parent felt that more could be done to improve school toilet facilities.

A further parent requested the provision of lockers for all pupils.

Strengths and Weaknesses

The following areas are those in which the school had the highest and lowest perceived standards of performance (based on mean percentage scores). The relative importance score and its position are given in brackets. Remember, **gold** is outstanding; **green** - good; **black** - satisfactory, and **red** - inadequate

Relative Strengths - academic

- * **93.1%** **Textiles**
- 89.3%** **Spanish**
- * **87.5%** **Leisure & Tourism**
- 85.0%** **Welsh**
- * **84.1%** **BTEC Engineering**

Relative Weaknesses - academic

- * **70.4%** **Graphic Products**
- 71.6%** **Applied Science**
- 72.2%** **Chemistry**
- 72.6%** **Physical Education**
- 73.0%** **Drama**

Relative Strengths - selected performance criteria

	<u>Importance</u>	
82.2% Developing moral values	(50.0%)	9th
81.3% School discipline	(89.9%)	1st
81.2% Community spirit	(18.3%)	17th
80.4% School communication	(64.5%)	8th
80.2% Careers advice	(30.7%)	15th

Relative Weaknesses - selected performance criteria

	<u>Importance</u>	
74.5% Teaching quality	(88.4%)	2nd
75.6% Developing confidence	(66.0%)	7th
76.1% Caring teachers	(80.0%)	4th
76.1% Exam results	(46.1%)	11th
76.1% Computer access	(16.8%)	18th

Note: even the relative weaknesses achieved good scores
Criteria scores marked with a **Pink *** should only be considered indicative.

Estyn Summary - Common Inspection Framework from September 2010

The following section gives the Parental perceptions for each of the aspects of each of the three Key Questions under the Common Inspection Framework 2010 (CIF). These headings should form the basis of your school's annual self-evaluation report; which is the starting point of the inspection process.

Remember that you must also consider other stakeholders views and internally generated performance data in preparing a complete viewpoint in your self-evaluation report. For each of the aspects of the CIF, where we have generated evidence, we list the relevant criteria with their rated score, and a summary grade. These grades follow Estyn's 4 point grading scale, as follows:

- Excellent** - Many strengths including significant examples of sector leading practice.
- Good** - Many strengths and no important areas requiring significant improvement.
- Adequate** - Strengths outweigh areas for improvement.
- Unsatisfactory** - Important areas for improvement outweigh strengths.

Quality Indicators

Key Question One - How Good are Outcomes?

CIF 1.1 Standards and Trends in Performance

CIF 1.1.1 - Results Compared with National Averages, Similar Providers and Prior Attainment

24% of parents say the school is improving, vs 3% who say it's declining.

Ratio of parents saying school improving versus declining

Good

CIF 1.1.2 Standards of Groups of Learners

Your assessment is required based on your internally generated evidence - see page 20 of "A Self Evaluation Manual for Secondary Schools 2010" on the Estyn website.

CIF 1.1.3 Achievement and Progress in Learning

Developing Potential	77.7%
Ensuring pupils do best and make good progress	76.9%
Exam results	76.1%
Teaching Quality	74.5%

Summary grade for this section = **Excellent**

CIF 1.1.4 How Good are Pupils' Skills?

Welsh	85.0%
Careers advice	80.2%
English	77.2%
Choice of subjects	76.9%
Social health education	76.6%
Exam results	76.1%
ICT	76.0%
Mathematics	73.2%

Summary grade for this section = **Excellent**

CIF 1.1.5 Welsh

Welsh	85.0%
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Summary grade for this section = **Excellent**

CIF 1.2 How do we Evaluate Wellbeing?

CIF 1.2.1 How Good are Pupils' Attitudes to Keeping Healthy and Safe?

School discipline	81.3%
Healthy lifestyle - Exercise	80.6%
School security	79.4%
Control of bullying	79.2%
Social health education	76.6%
Extra curricular activities	73.2%
Physical Education	72.6%
Healthy lifestyle - Diet	64.3%

Summary grade for this section = **Excellent**

CIF 1.2.2 How much do pupils participate in, and enjoy their learning?

School discipline	81.3%
Community spirit	81.2%
Tailoring workload to child's needs and ability	80.1%
Control of bullying	79.2%
Truancy control	78.1%
Teaching for special needs	77.8%
Developing potential	77.7%
Choice of subjects	76.9%
Ensuring pupils do best and make good progress	76.9%
Happiness of child	76.3%
Caring teachers	76.1%
Developing confidence	75.6%
Encouraging and listening to pupil views	75.5%
Teaching quality	74.5%
Celebrating and rewarding achievement	74.3%

Summary grade for this section = **Excellent**

CIF 1.2.3 What is the extent of pupils' community involvement?

Encouraging local community activity	81.9%
Community spirit	81.2%
Encouraging and listening to pupil views	75.5%
Extra curricular activities	73.2%

Summary grade for this section = **Excellent**

CIF 1.2.4 How good are pupils' social and life skills?

Developing moral values	82.2%
Community spirit	81.2%
Developing potential	77.7%
Ensuring pupils do best and make good progress	76.9%
Social health education	76.6%
Developing confidence	75.6%

Summary grade for this section = **Excellent**

Key Question Two - How Good is Provision?

CIF 2.1 How do we evaluate learning experiences?

CIF 2.1.1 - How well do we meet the needs of learners, employers and the community?

Developing moral values	82.2%
Encouraging local community activity	81.9%
Community spirit	81.2%
Careers advice	80.2%
Availability of resources	78.5%
Teaching for special needs	77.8%
Developing potential	77.7%
Choice of subjects	76.9%
Social health education	76.6%
Exam results	76.1%
Caring teachers	76.1%
Promoting racial harmony	74.6%
Teaching quality	74.5%
Extra curricular activities	73.2%

Summary grade for this section = **Excellent**

CIF 2.1.2 How well do we provide for skills?

Welsh	85.0%
Careers advice	80.2%
English	77.2%
Choice of subjects	76.9%
Social health education	76.6%
ICT	76.0%
Teaching quality	74.5%
Mathematics	73.2%
Extra curricular activities	73.2%

Summary grade for this section = **Excellent**

CIF 2.1.3 How well do we provide for Welsh and the Welsh dimension?

Welsh 85.0%

Summary grade for this section = **Excellent**

CIF 2.1.4 How well do we provide education for sustainable development and global citizenship

Developing moral values	82.2%
Community spirit	81.2%
Geography	79.5%
Social health education	76.6%
Promoting racial harmony	74.6%

Summary grade for this section = **Excellent**

CIF 2.2 How do we evaluate teaching?

CIF 2.2.1 - How do we evaluate the range and quality of teaching approaches?

Regular marking of work	81.1%
Levels of homework	78.9%
Availability of resources	78.5%
Teaching for special needs	77.8%
Developing potential	77.7%
Choice of subjects	76.9%
Ensuring pupils do best and make good progress	76.9%
Exam results	76.1%
Caring teachers	76.1%
Teaching quality	74.5%
Celebrating and rewarding achievement	74.3%
Extra curricular activities	73.2%

Summary grade for this section = **Excellent**

CIF 2.2.2 - How well do we raise pupils' achievement through assessment?

Handling complaints	81.5%
Regular marking of work	81.1%
School communication	80.4%
Encouraging and listening to parent views	80.0%
Written reports	79.3%
Levels of homework	78.9%
Caring teachers	76.1%
Parents evening	75.8%

Summary grade for this section = **Excellent**

CIF 2.3 How do we evaluate care, support and guidance?

CIF 2.3.1 - How well do we meet the provision for health and wellbeing, including spiritual, moral, social and cultural development?

Encouraging local community activity	81.9%
School discipline	81.3%
Healthy lifestyle - Exercise	80.6%
School communication	80.4%
Careers advice	80.2%
Encouraging and listening to parent views	80.0%
School security	79.4%
Control of bullying	79.2%
Truancy control	78.1%
Social health education	76.6%
Happiness of child	76.3%
Caring teachers	76.1%
Developing confidence	75.6%
Encouraging and listening to pupil views	75.5%
Promoting racial harmony	74.6%
Extra curricular activities	73.2%
Healthy lifestyle - Diet	64.3%

Summary grade for this section = **Excellent**

CIF 2.3.2 - How well are pupils supported with specialist services, information and guidance?

School communication	80.4%
Careers advice	80.2%
Teaching for special needs	77.8%
Developing potential	77.7%
Ensuring pupils do best and make good progress	76.9%
Social health education	76.6%
Computer access	76.1%
Caring teachers	76.1%

Summary grade for this section = **Excellent**

CIF 2.3.3 How good are our safeguarding arrangements?

Your assessment is required based on your internally generated evidence - see page 37 of "A Self Evaluation Manual for Secondary Schools 2010" on the Estyn website.

CIF 2.3.4 - How well do we meet the needs of pupils with additional learning needs?

Regular marking of work	81.1%
School communication	80.4%
Tailoring workload to child's needs and ability	80.1%
Encouraging and listening to parent views	80.0%
Written reports	79.3%
Teaching for special needs	77.8%
Developing potential	77.7%
Choice of subjects	76.9%
Ensuring pupils do best and make good progress	76.9%
Caring teachers	76.1%
Teaching quality	74.5%

Summary grade for this section = **Excellent**

CIF 2.4 How do we evaluate the learning environment?

CIF 2.4.1 How well do we evaluate the ethos, equality and provision for equality and diversity?

Developing moral values	82.2%
Handling complaints	81.5%
School discipline	81.3%
Community spirit	81.2%
Control of bullying	79.2%
Promoting racial harmony	74.6%

Summary grade for this section = **Excellent**

CIF 2.4.2 - How well do we ensure that the physical environment is appropriate for pupils' needs?

School facilities	79.3%
Availability of resources	78.5%
Computer access	76.1%

Summary grade for this section = **Excellent**

Key Question Three - How Good are the Leadership and Management?

CIF 3.1 How do we evaluate the effectiveness of our leadership?

CIF 3.1.1 - How good is our strategic direction and what is the impact of our leadership?

School communication	80.4%
Quality of school management	79.3%
Developing potential	77.7%
Ensuring pupils do best and make good progress	76.9%
Exam results	76.1%
Caring teachers	76.1%

Summary grade for this section = **Excellent**

CIF 3.1.2 How good is the work of our governors

Your assessment is required based on your internally generated evidence - see page 42 of "A Self Evaluation Manual for Secondary Schools 2010" on the Estyn Website.

CIF 3.1.3 How well do we meet local and national priorities?

Your assessment is required based on your internally generated evidence - see page 43 of "A Self Evaluation Manual for Secondary Schools 2010" on the Estyn Website.

CIF 3.2 How do we improve the quality of what we do?

CIF 3.2.1 How well do we carry out self-evaluation, including listening to learners and others?

Range of self-evaluation programme	Excellent
Survey response rate	56.5%

Summary grade for this section = **Excellent**

CIF 3.2.2 How well do we carry out planning and securing improvement?

Ratio of parents saying school improving versus declining. **Good**

Summary grade for this section = **Good**

CIF 3.2.3 How are we involved in networks of professional practice?

Your assessment is required based on your internally generated evidence - see page 45 of "A Self Evaluation Manual for Secondary Schools 2010" on the Estyn Website.

CIF 3.3 How do we evaluate the effectiveness of our partnership working?

Aspects 3.3.1 Statagic Partnerships, and 3.3.2 Joint Planning. Your assessment is required based on your internal evidence. See pages 47 and 48 of "A Self Evaluation Manual for Secondary Schools 2010" on the Estyn Website.

CIF 3.4 How do we evaluate resource management?

CIF 3.4.1 - How well do we manage our staff and resources?

School facilities	79.3%
Availability of resources	78.5%
Computer access	76.1%
Extra curricular activities	73.2%

Summary grade for this section = **Excellent**

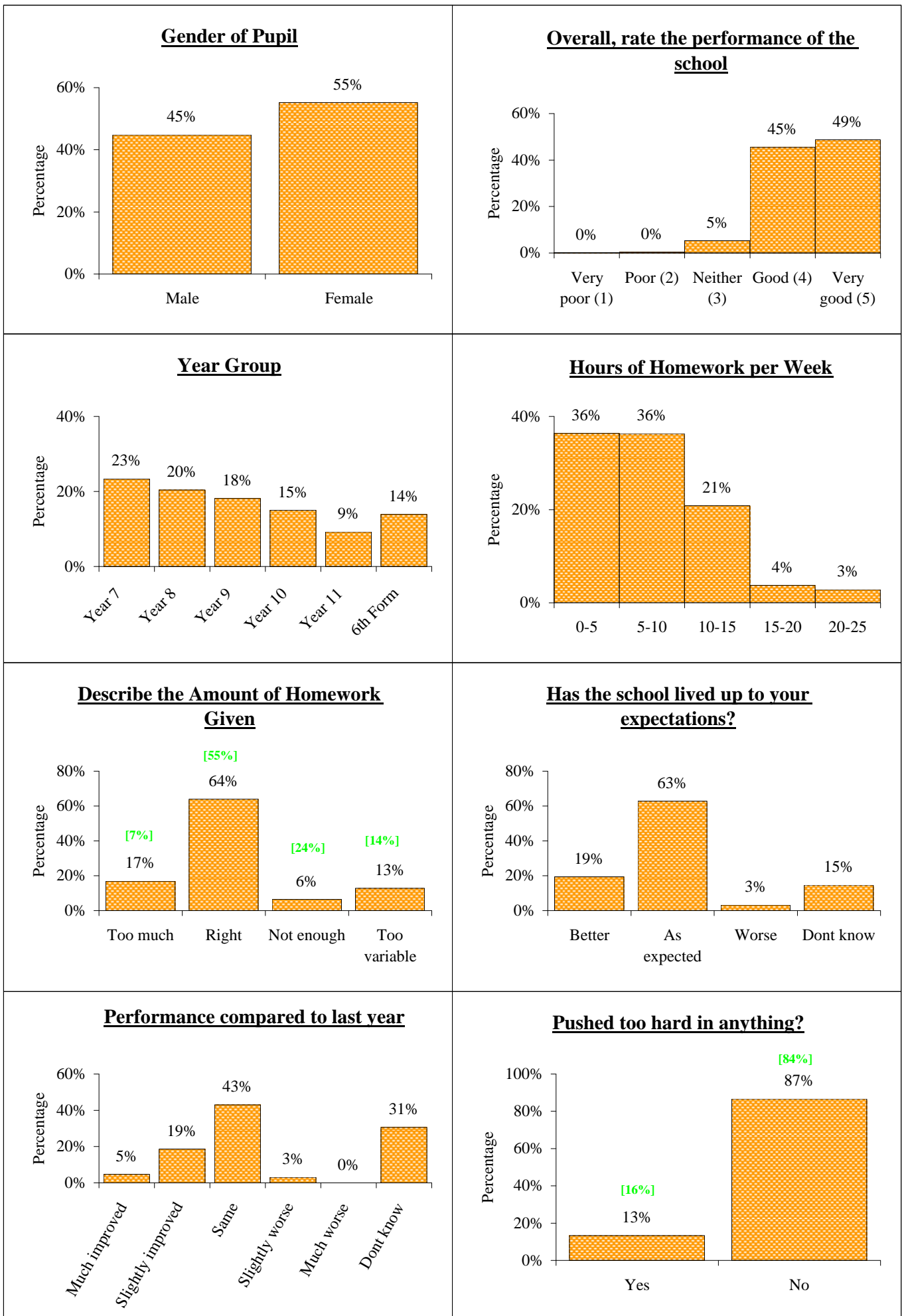
CIF 3.4.2 - Do we provide value for money?

Overall Parental Satisfaction Score	85.6%
Quality of school management	79.3%

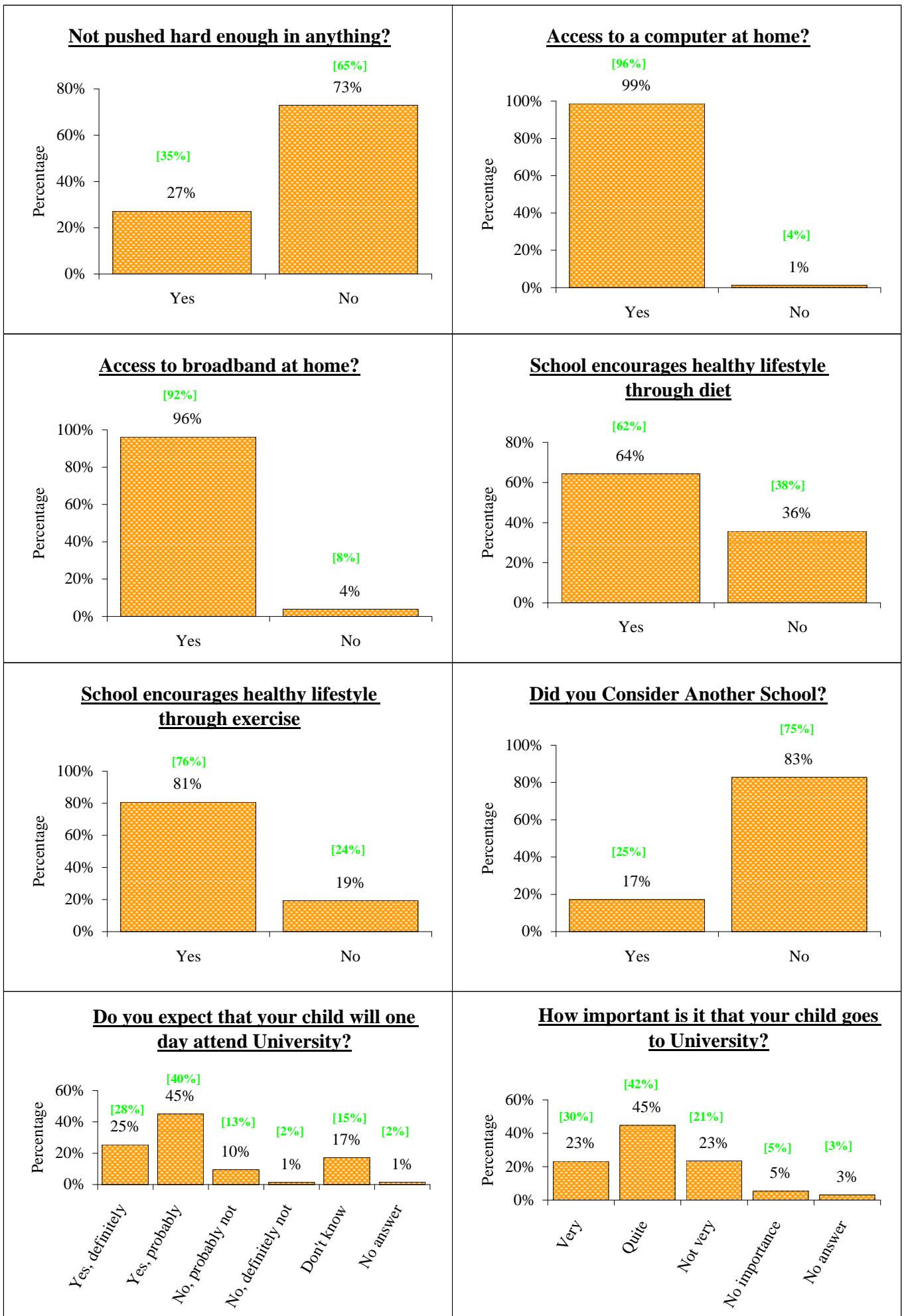
Summary grade for this section = **Excellent**

Graphical Analysis of Results for all Questions and Criteria

Where a National Average figure is quoted, this is an average from similar schools.

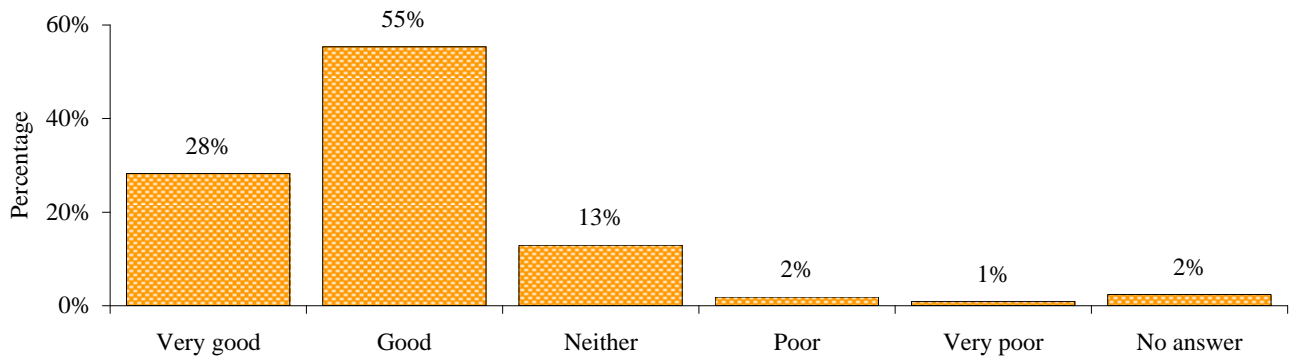


Average figures from similar schools are given in [brackets].

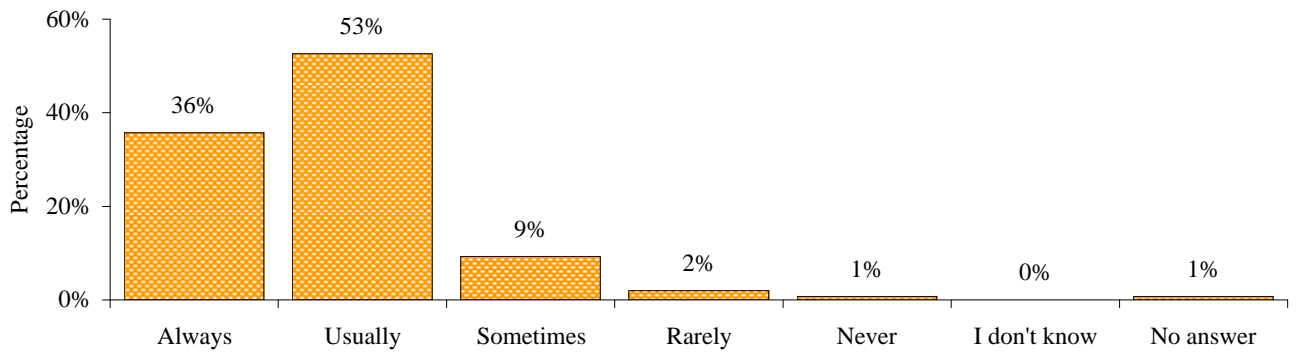


Average figures from similar schools are given in [brackets].

How would you rate the school's performance with regard to pupil safety?

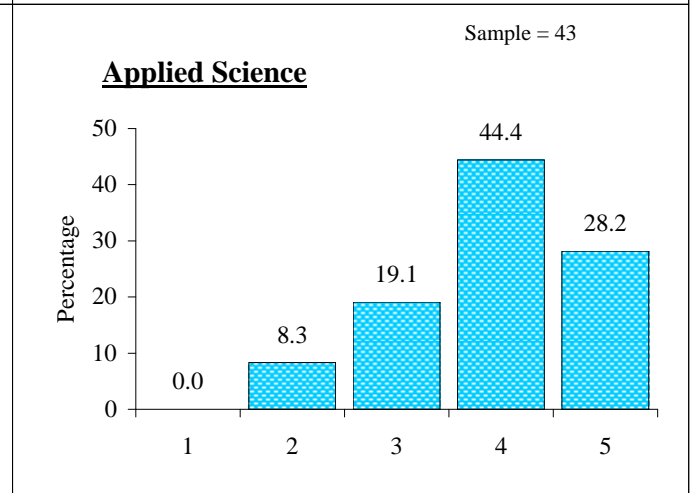
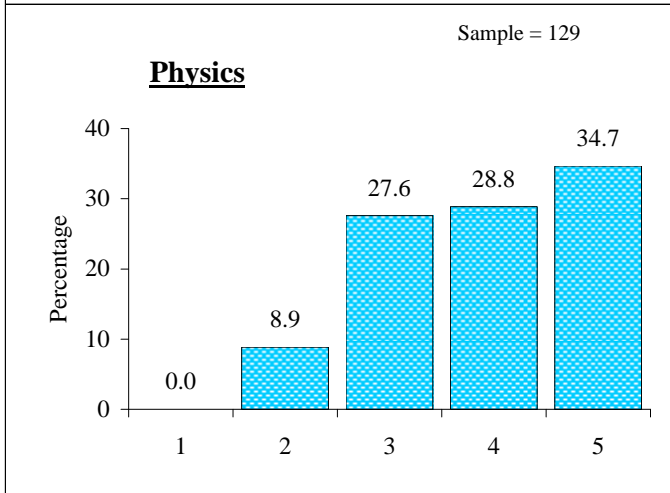
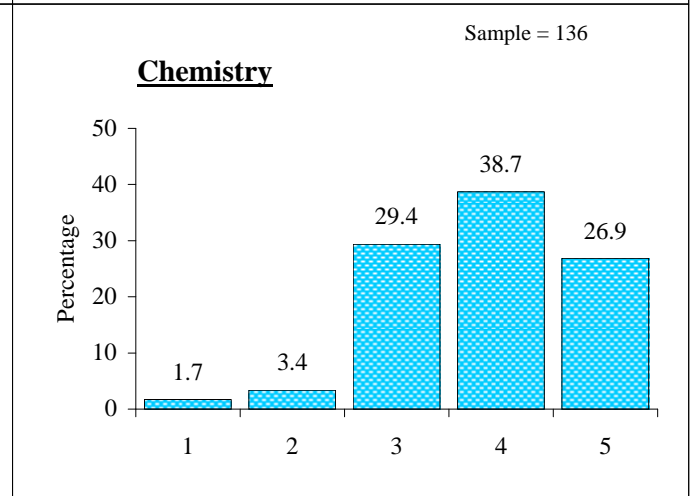
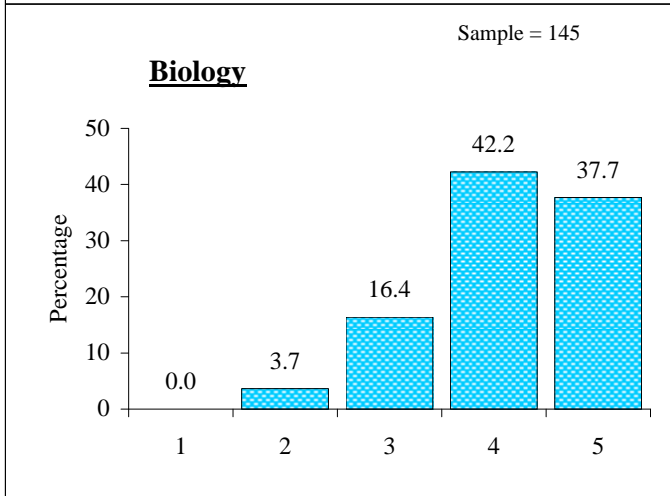
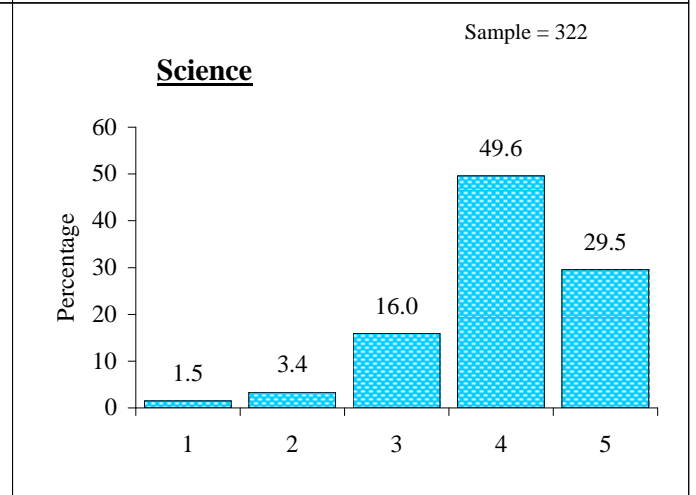
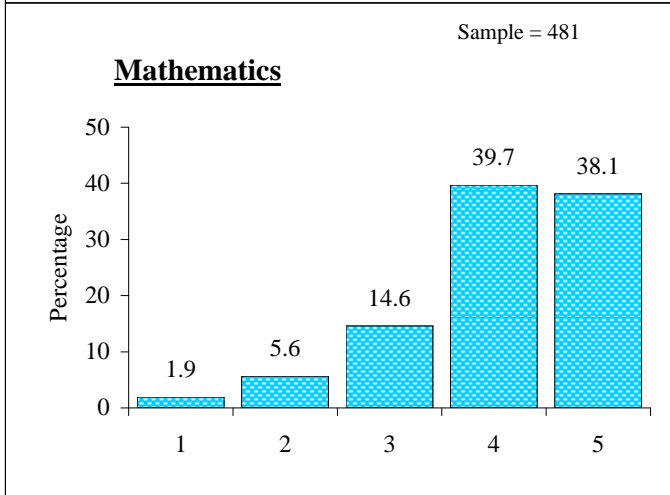
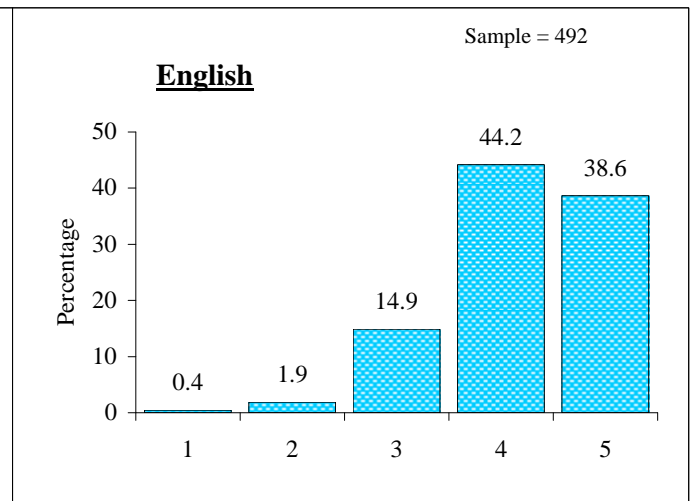
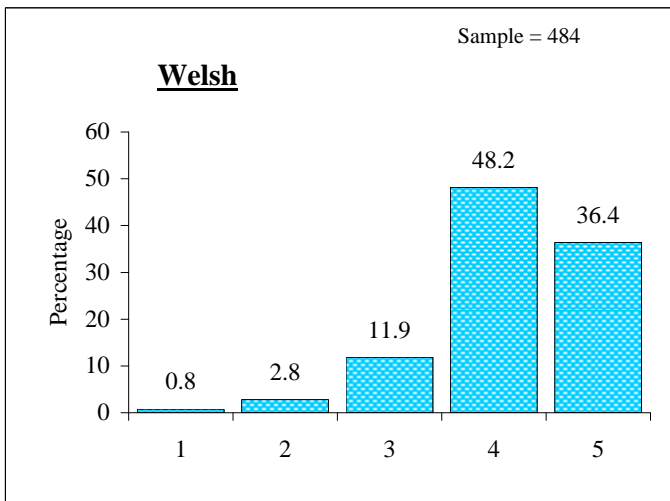


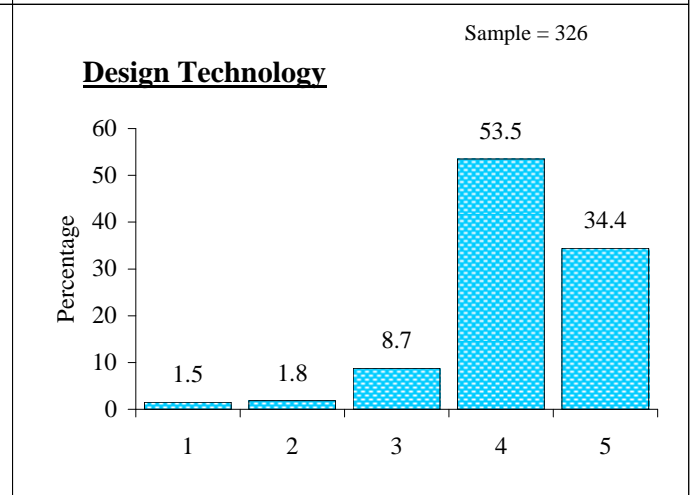
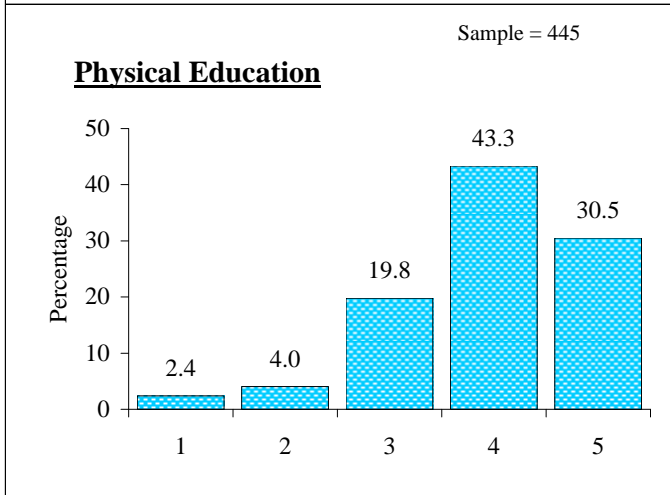
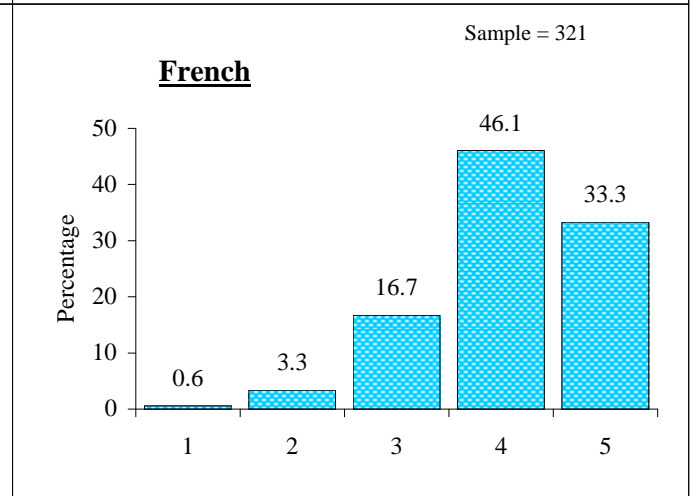
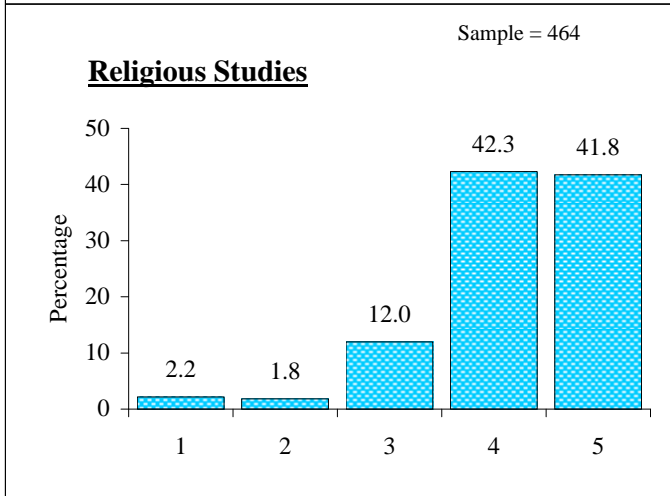
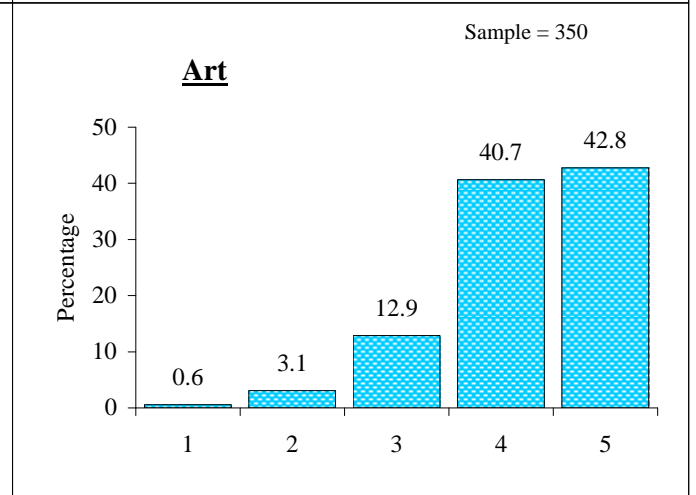
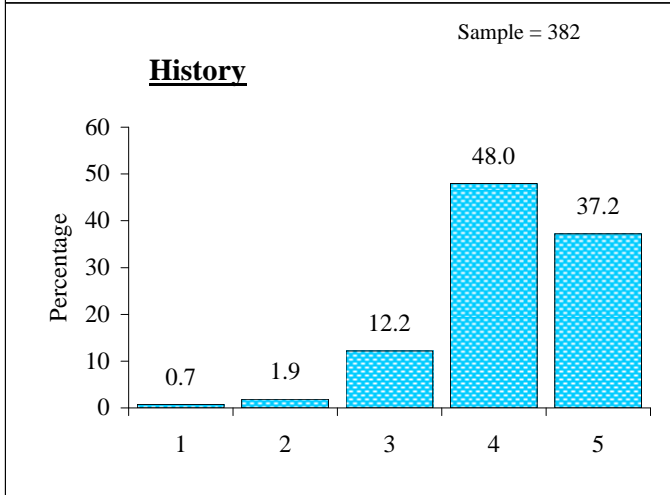
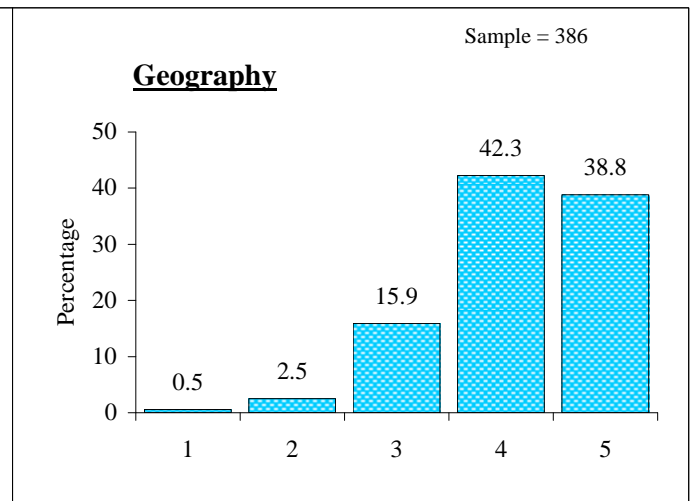
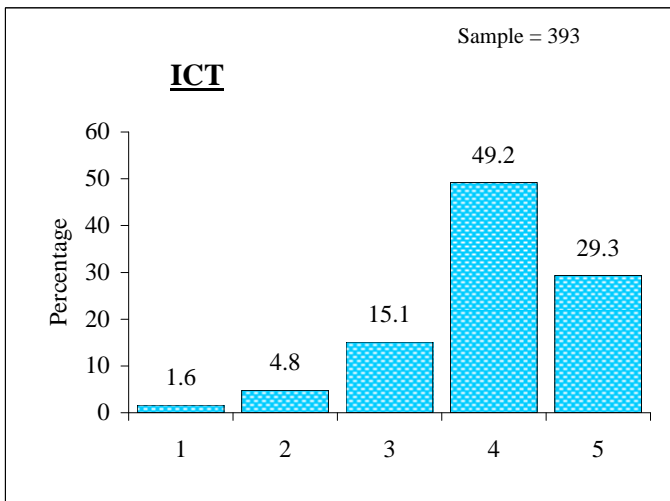
Is your child happy in school?

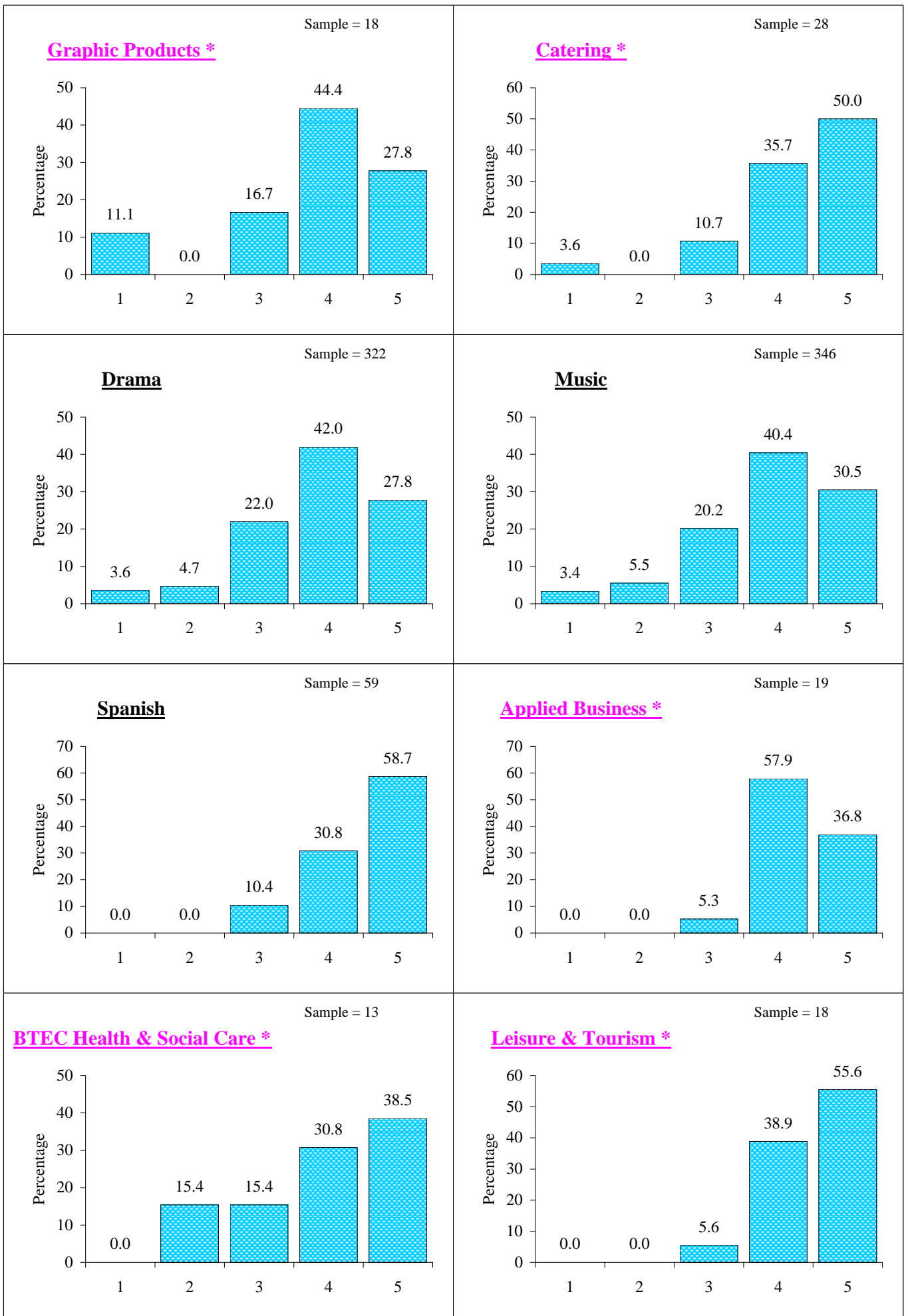


Bar Chart Results

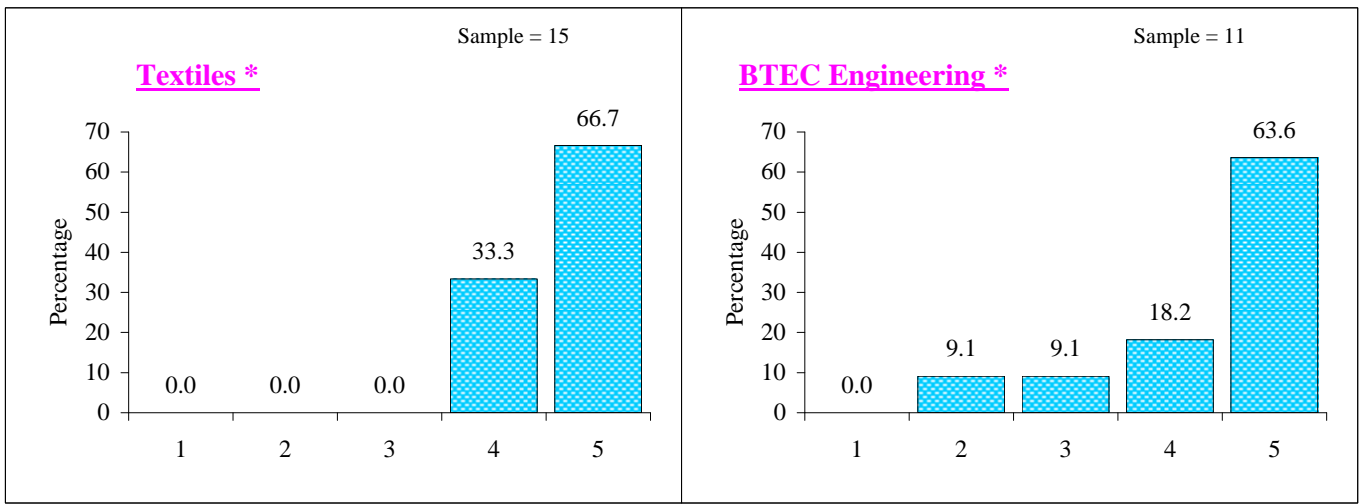
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good". The following graphs have been adjusted to be representative of year group size and gender.



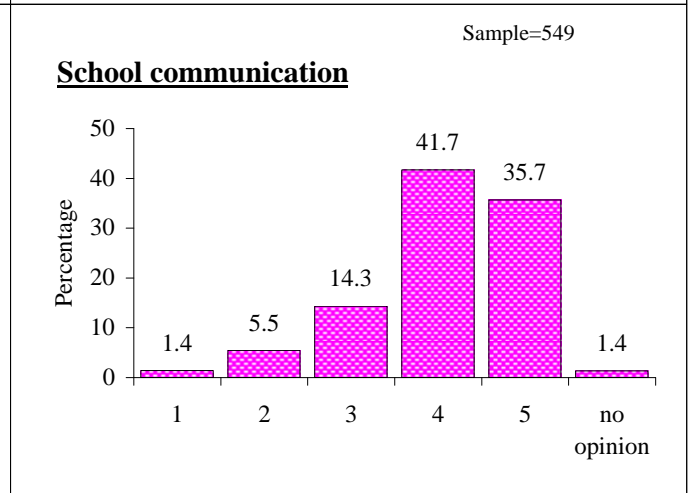
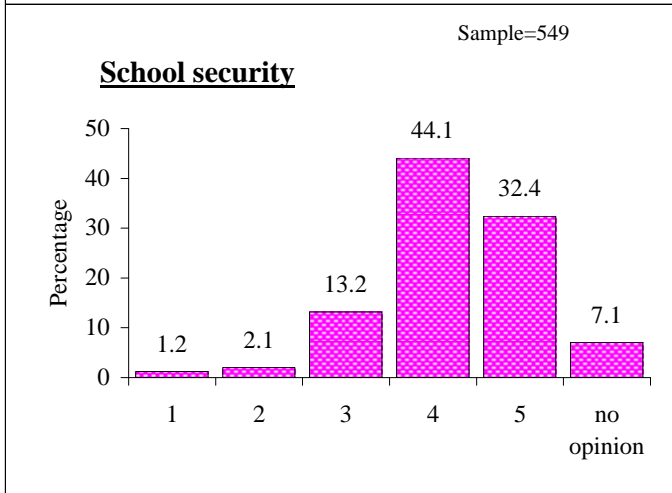
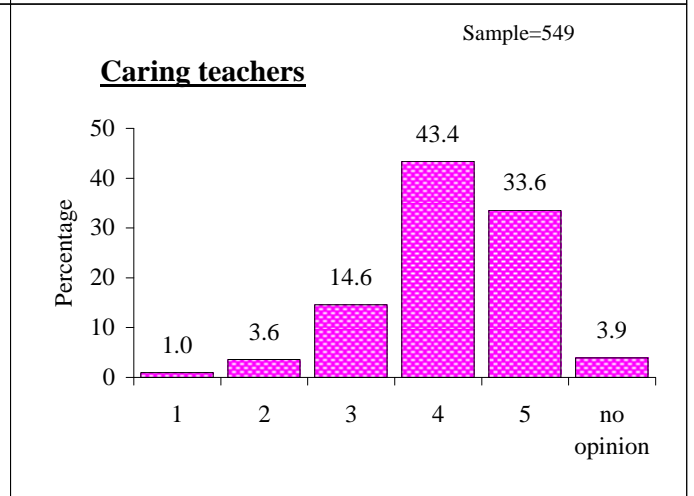
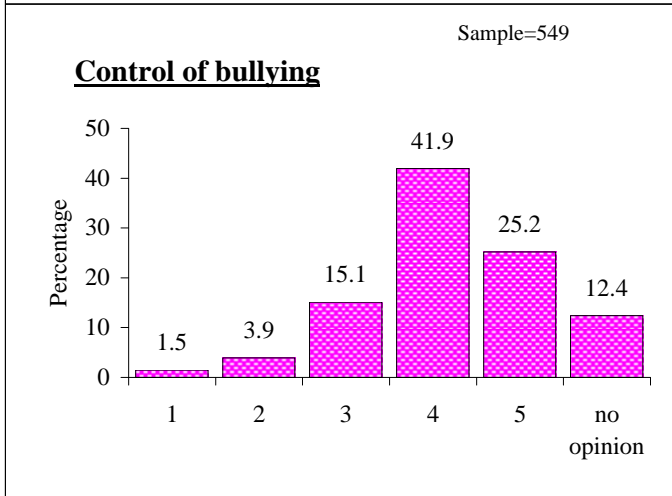
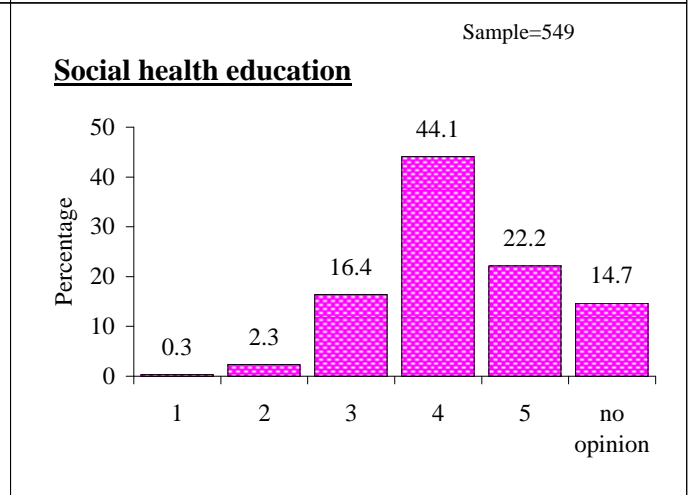
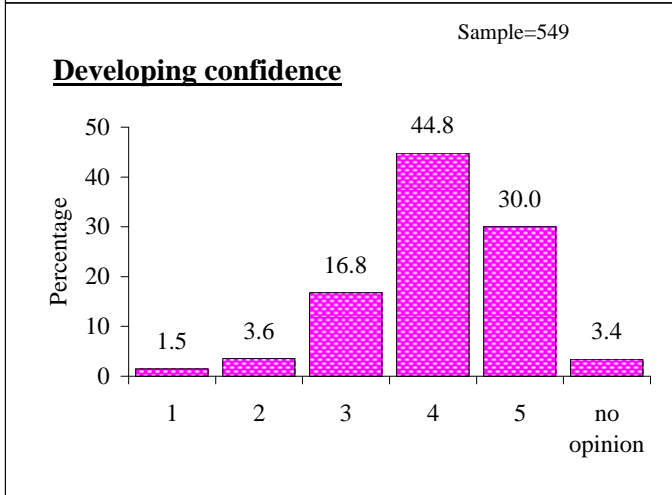
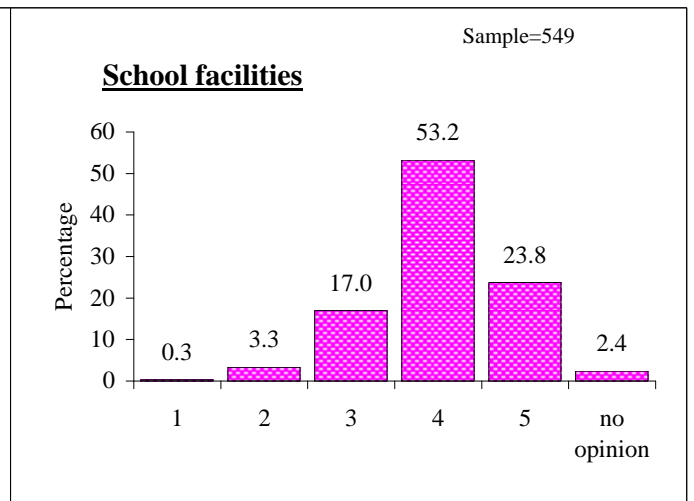
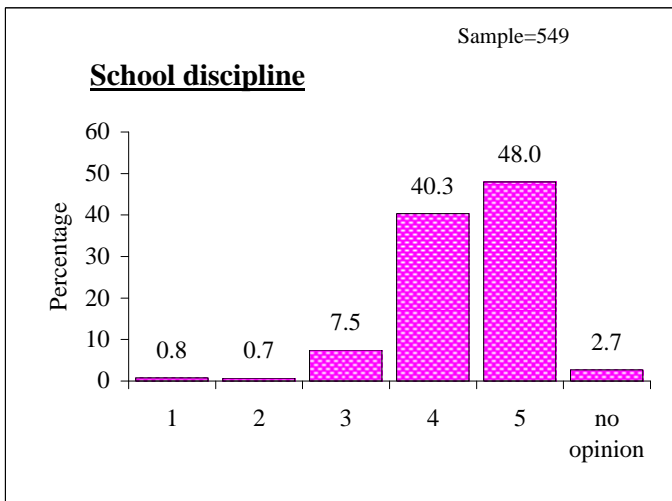


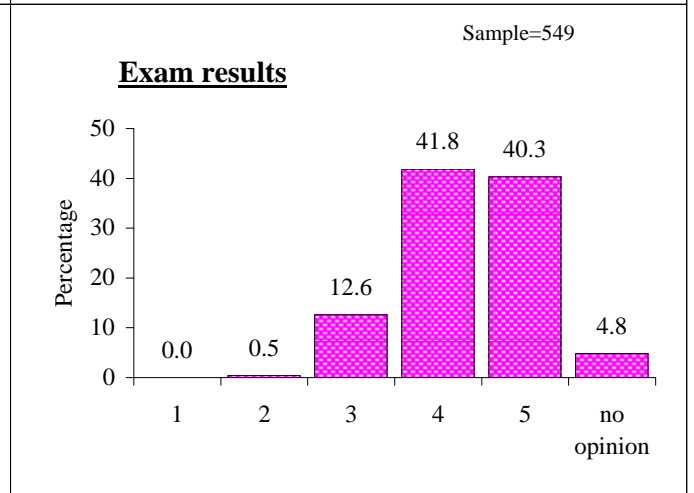
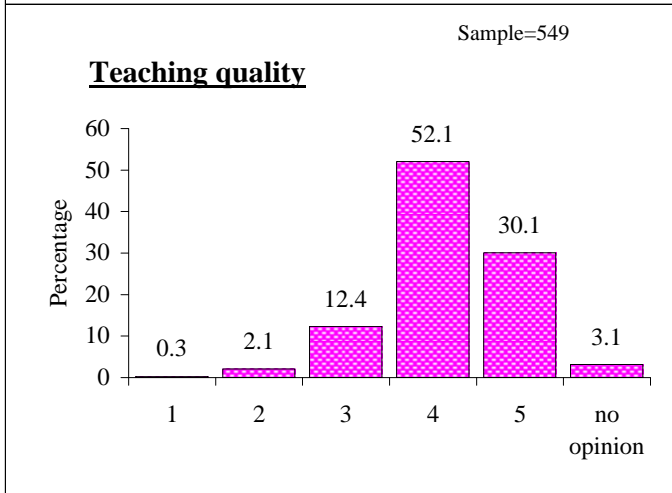
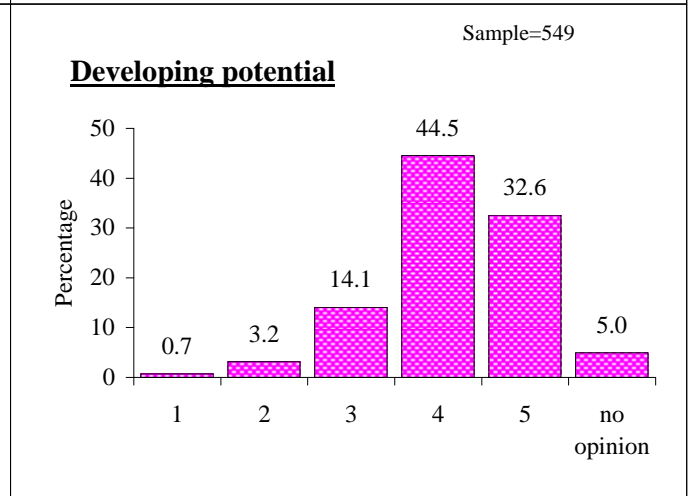
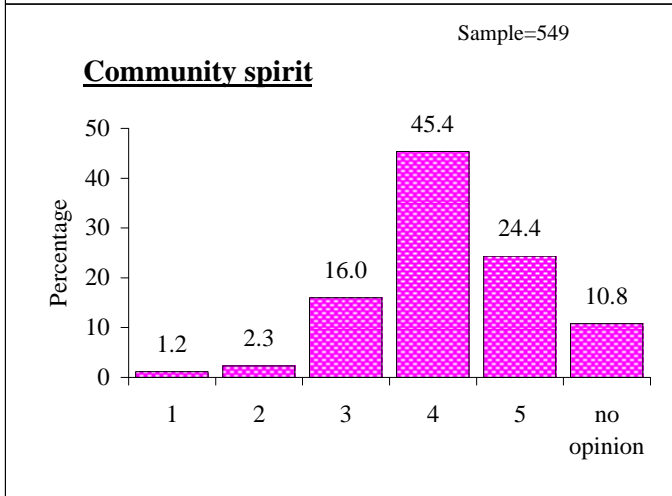
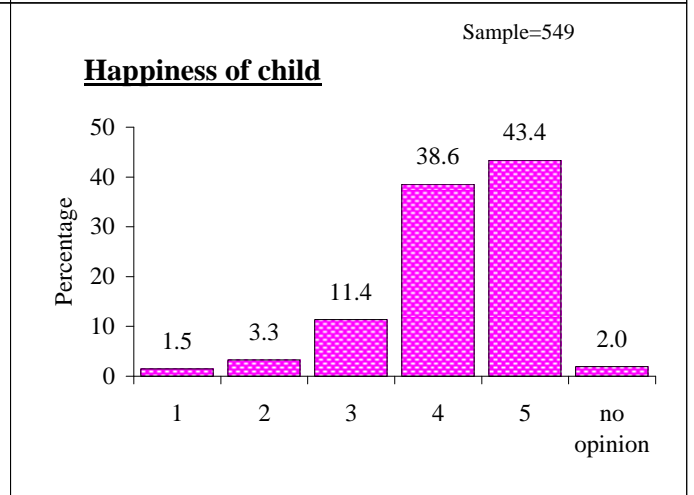
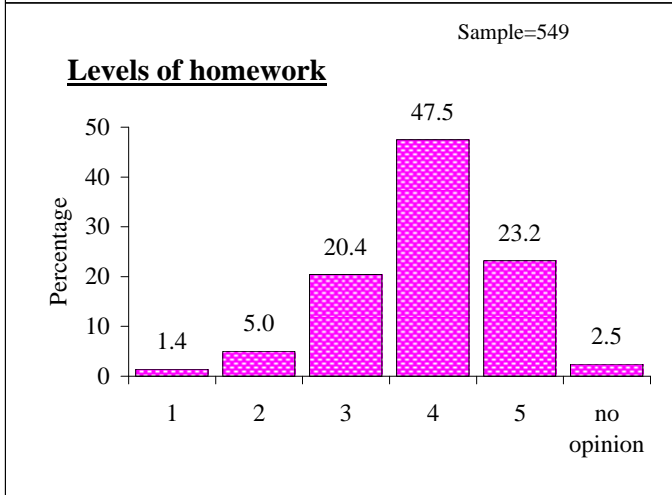
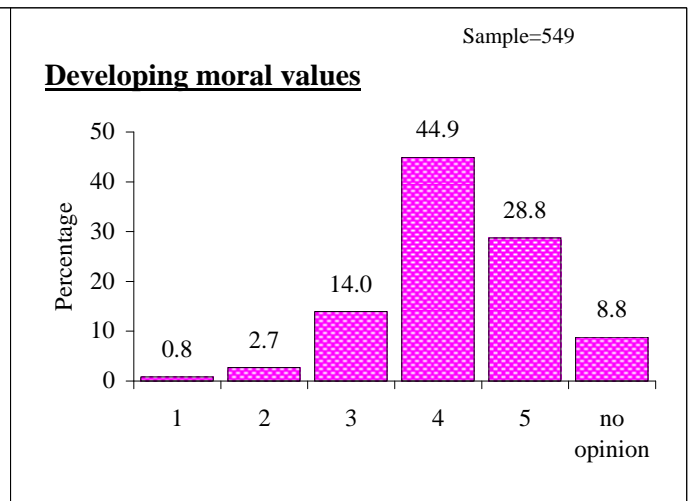
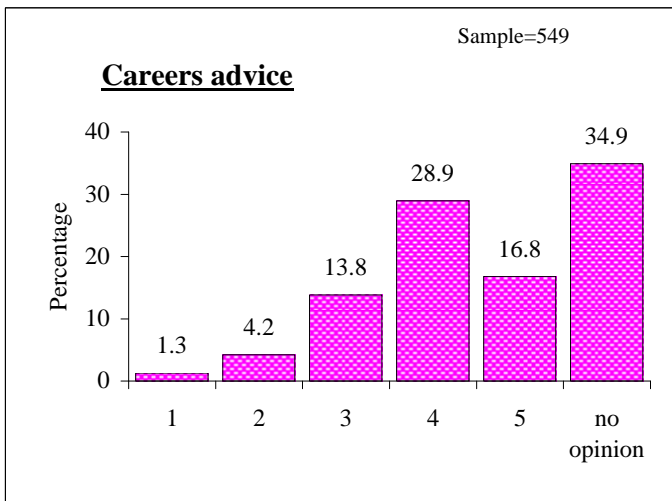


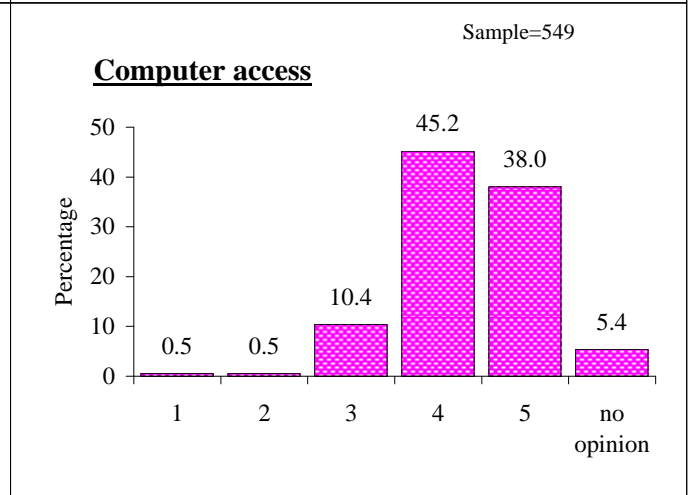
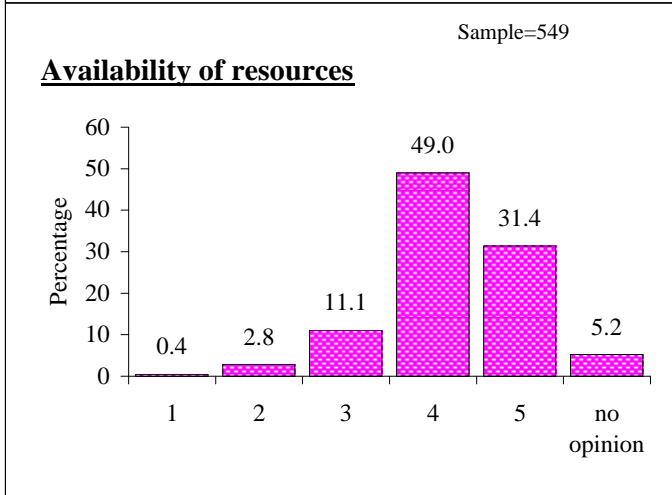
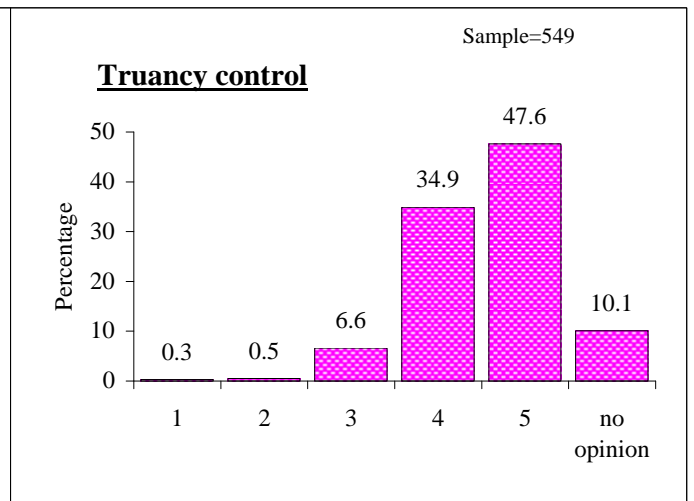
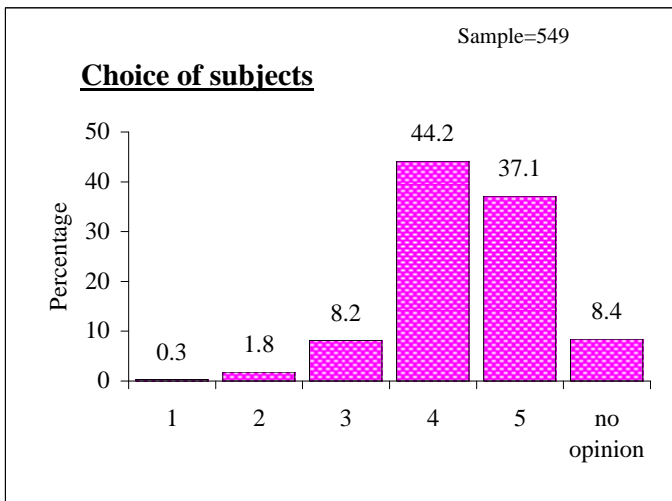
Subjects marked in **Pink** should only be considered indicative.

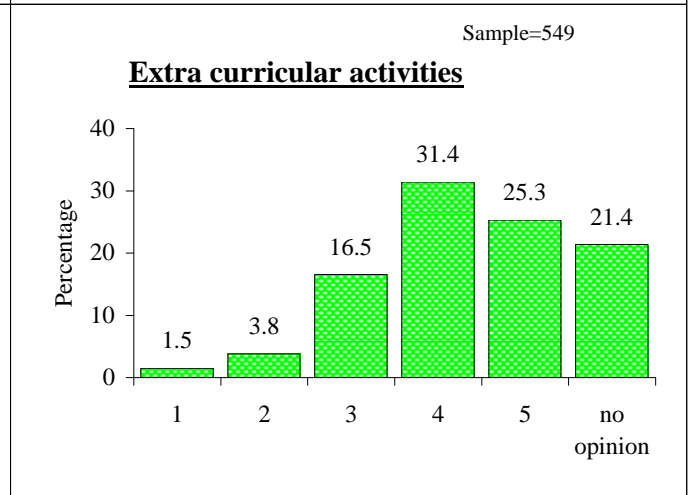
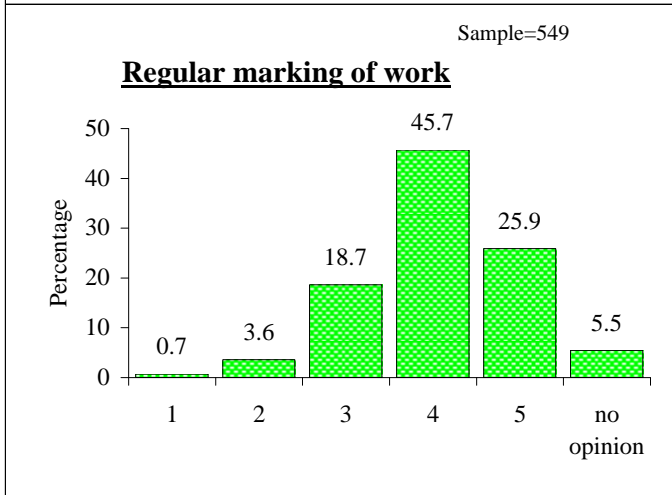
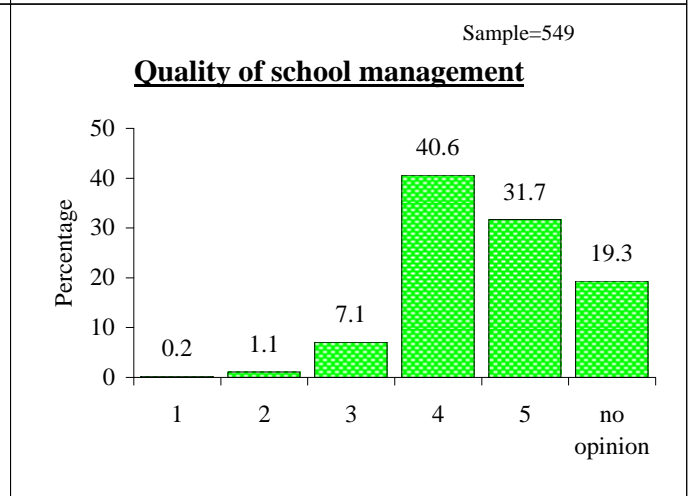
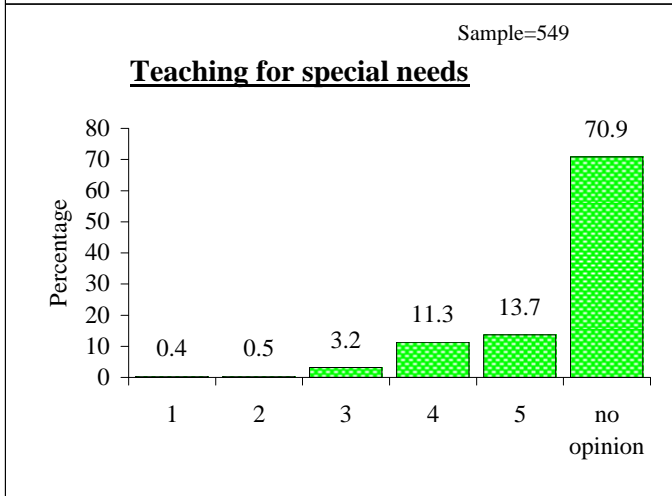
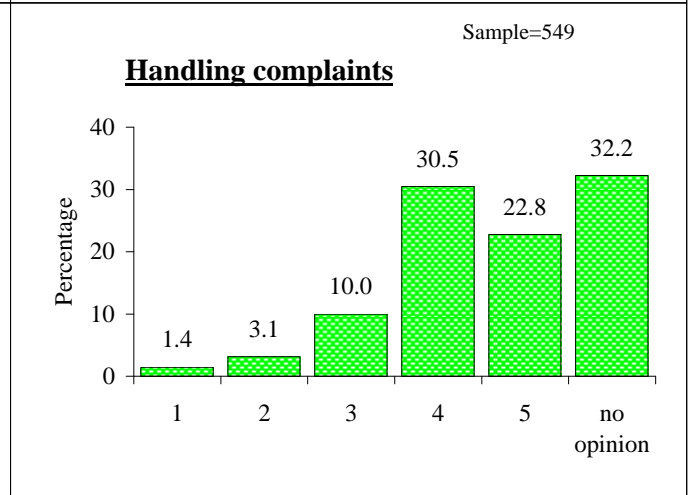
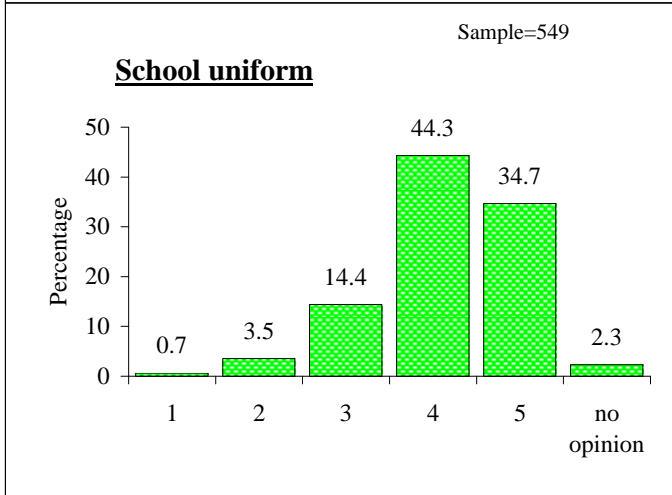
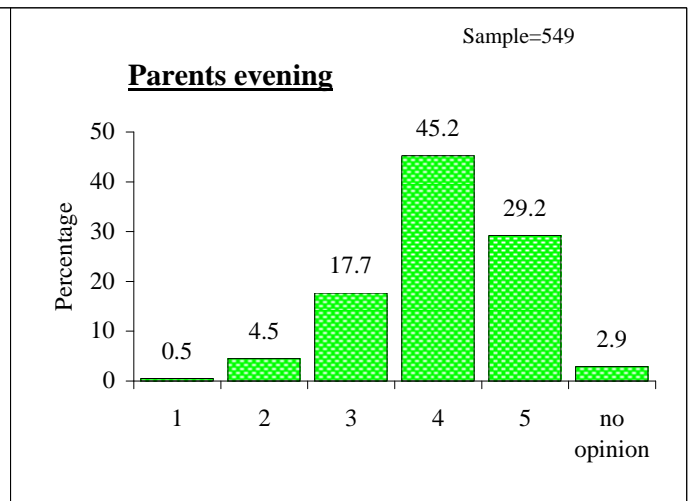
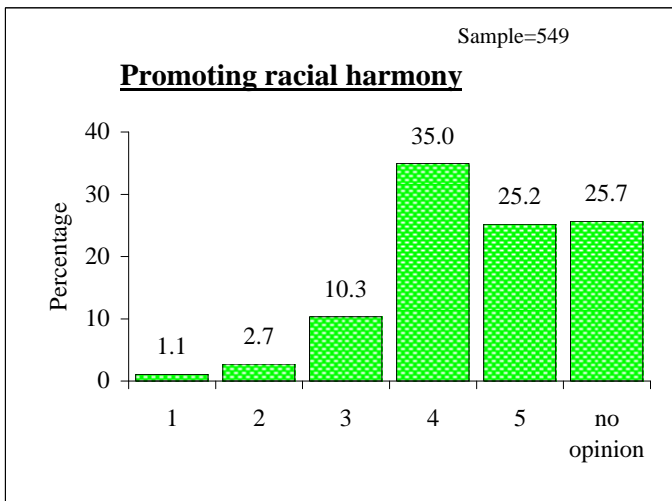


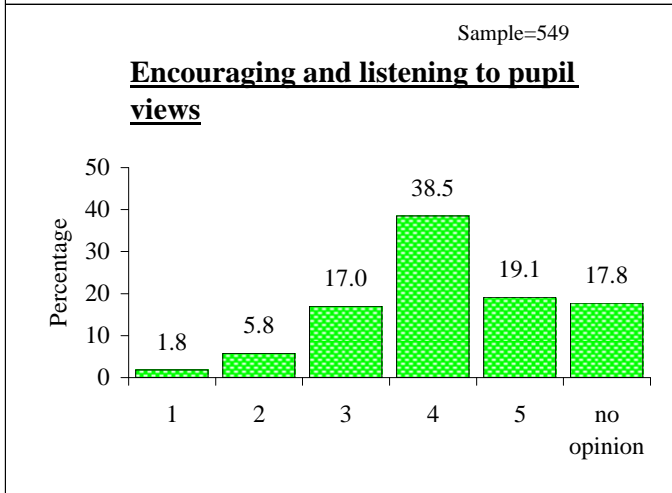
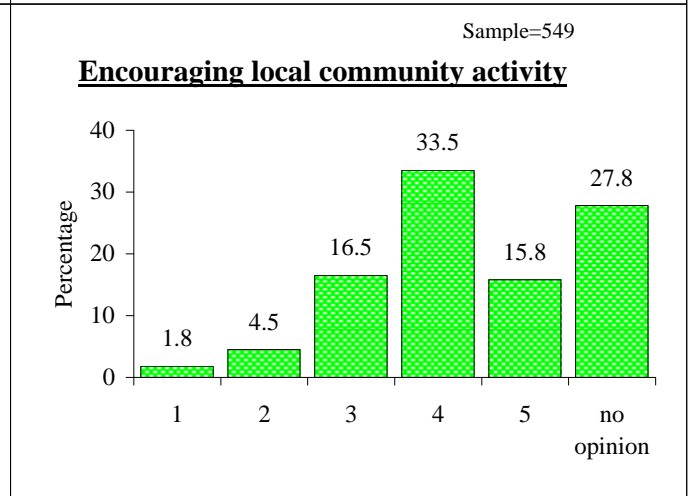
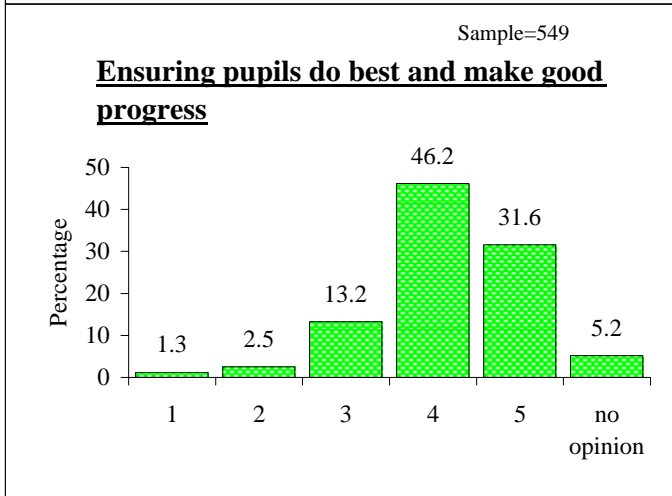
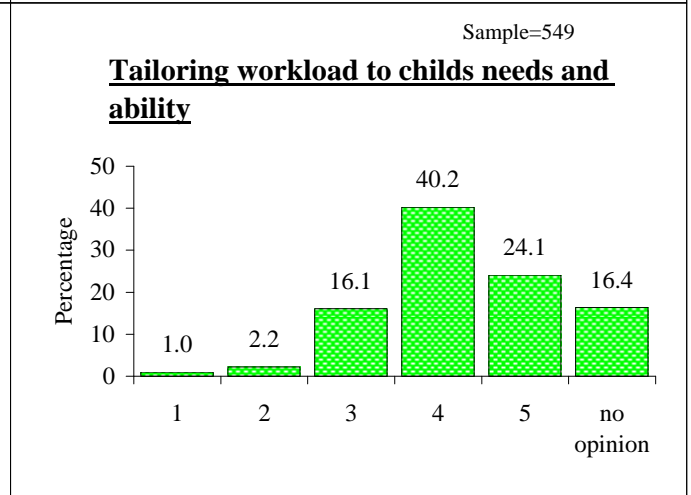
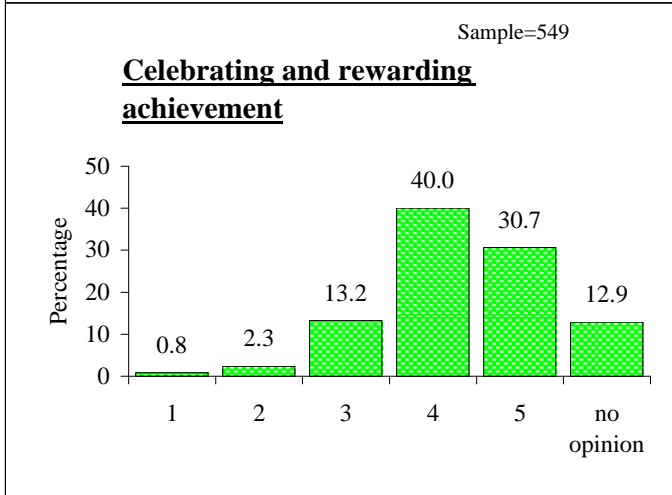
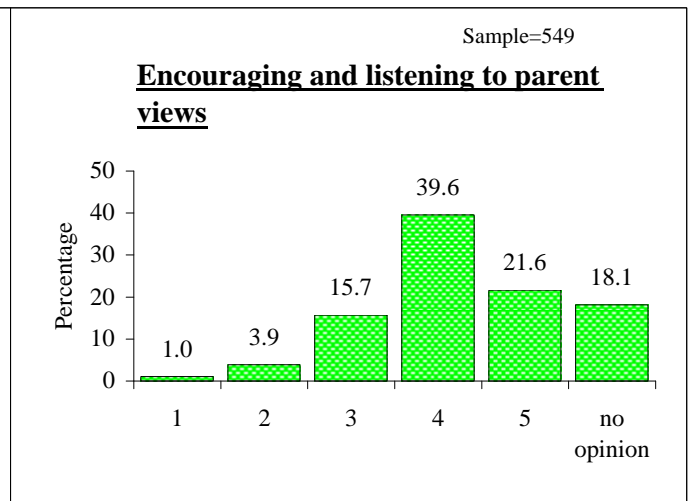
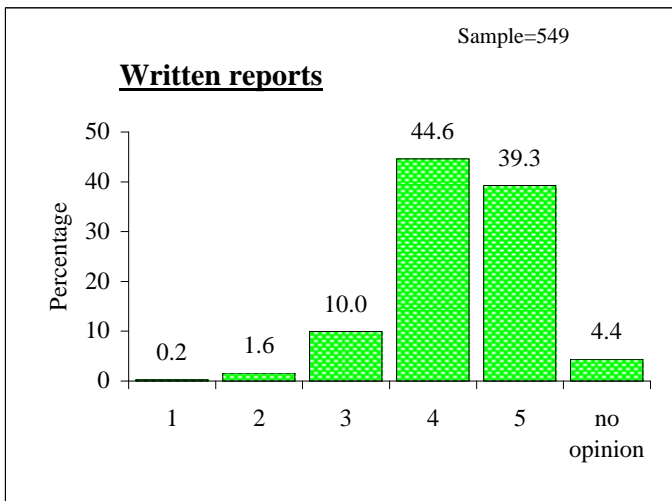
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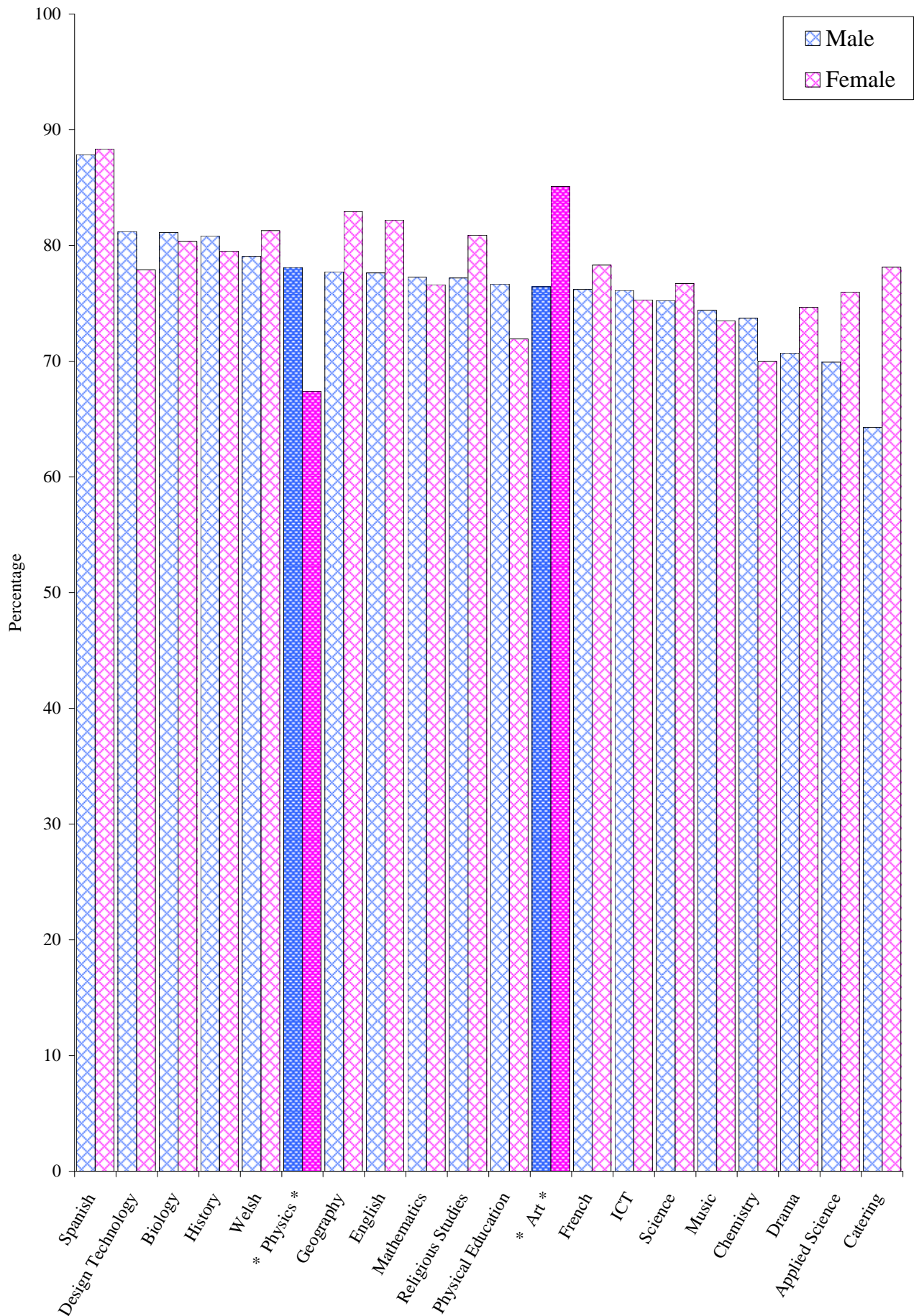




Cross Tabular Graphical Analysis of Results

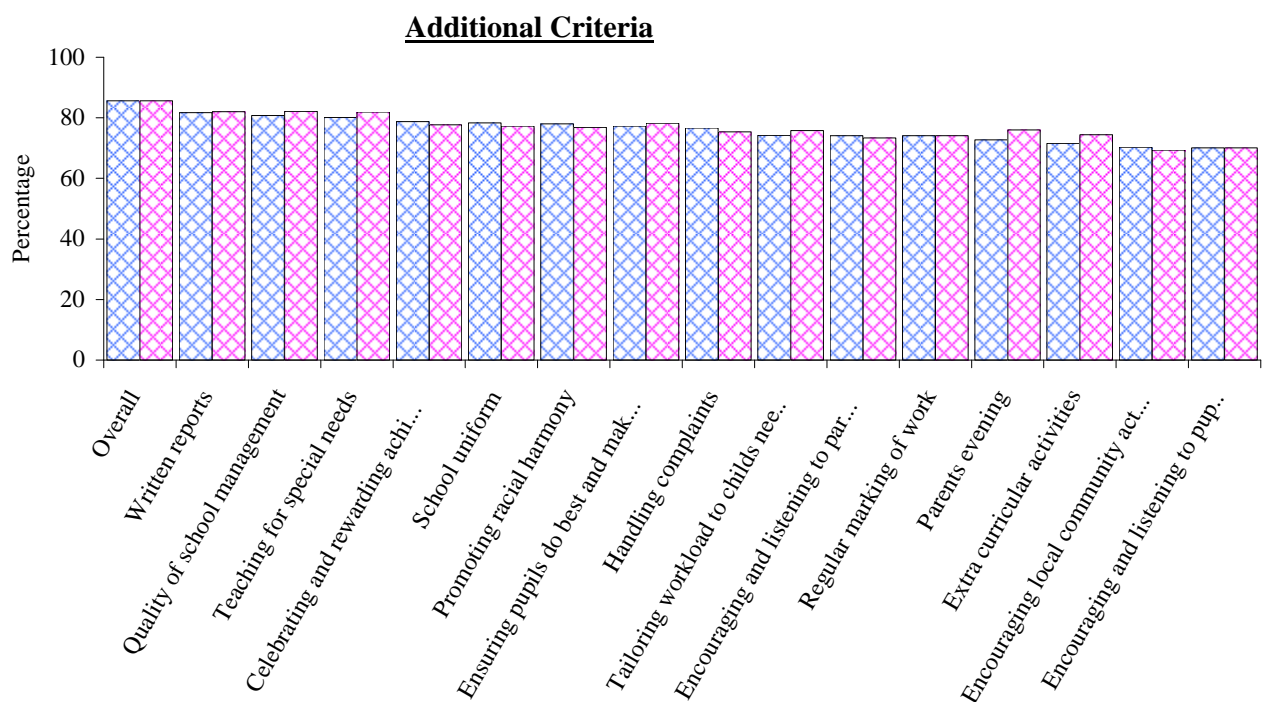
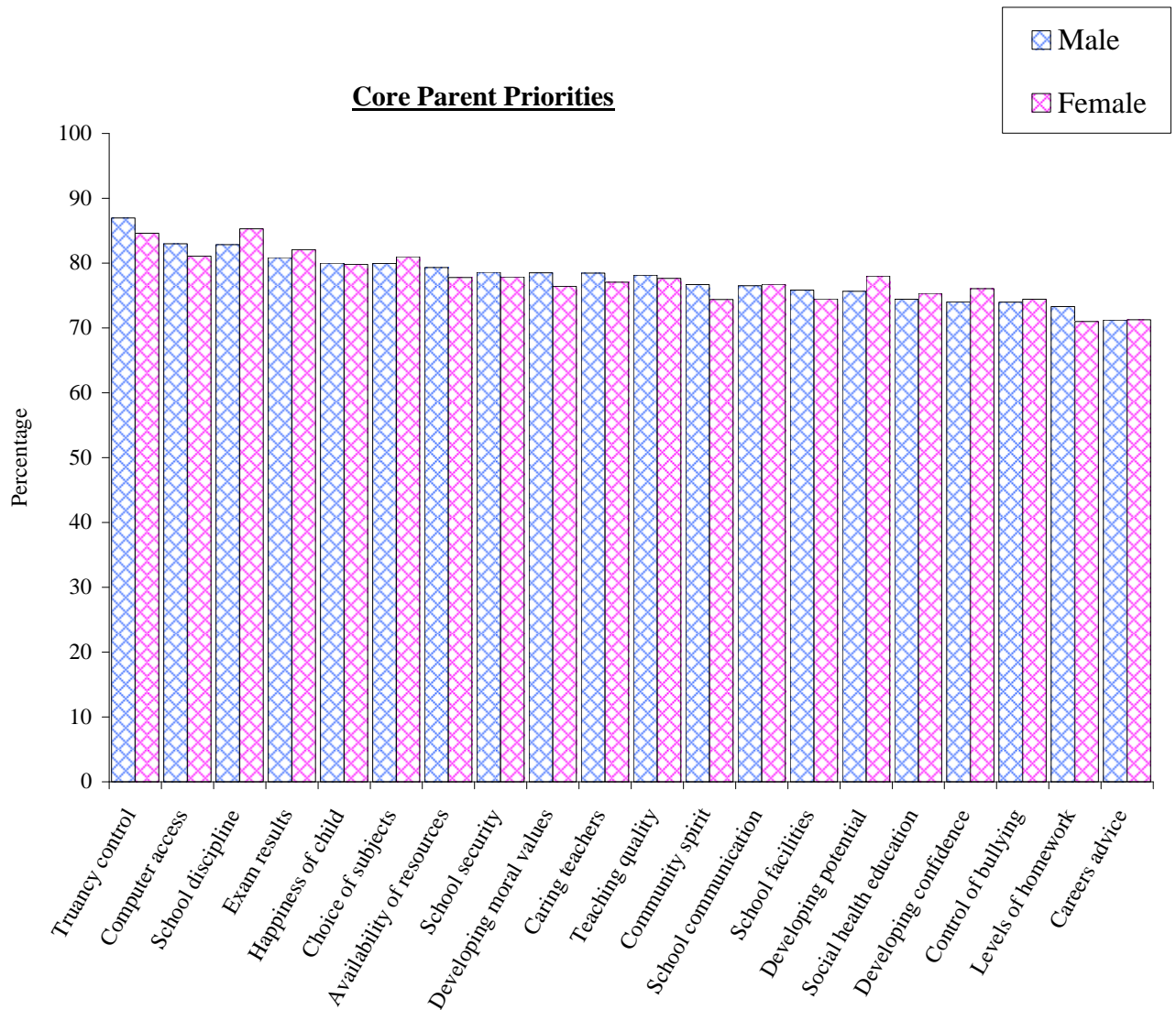
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

Criteria where scores showed significant differences are highlighted in bold colour, and * subject *

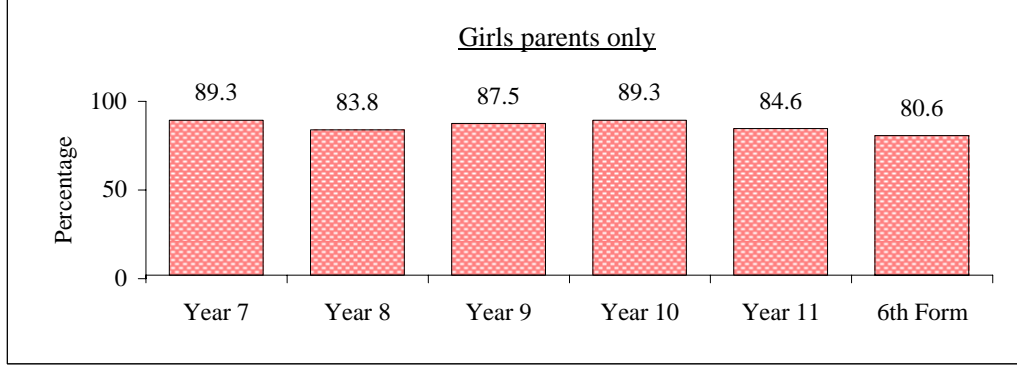
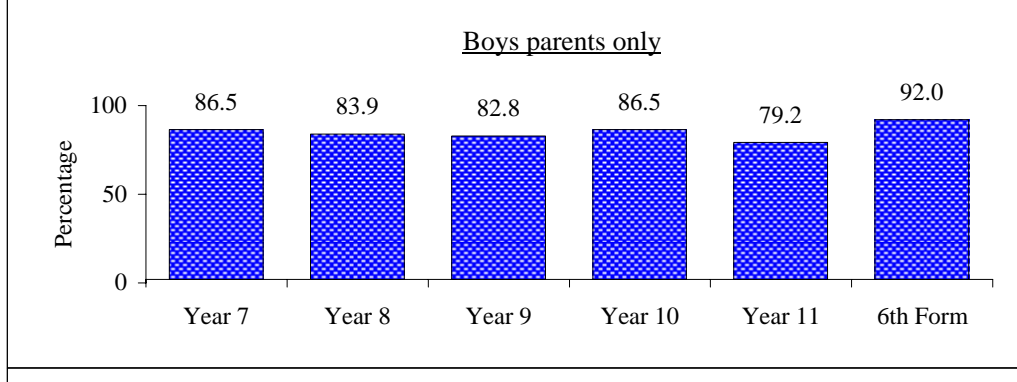
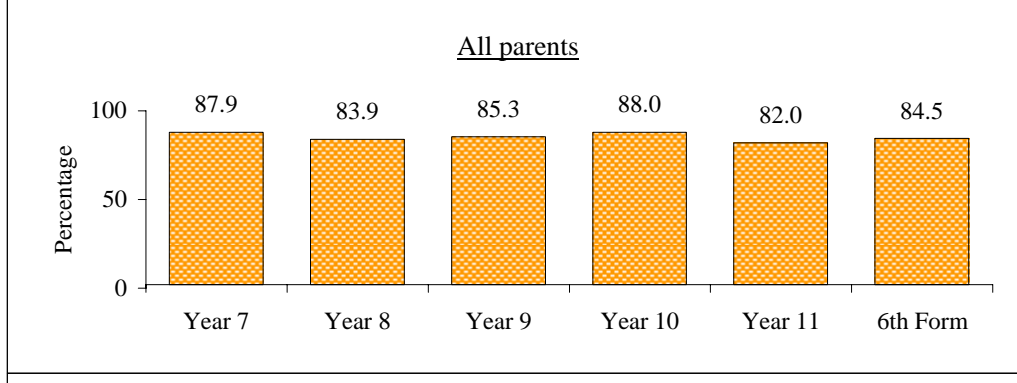
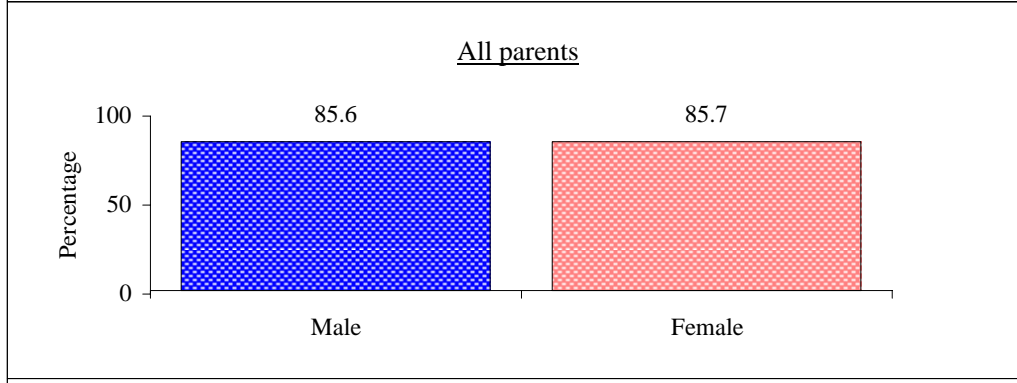
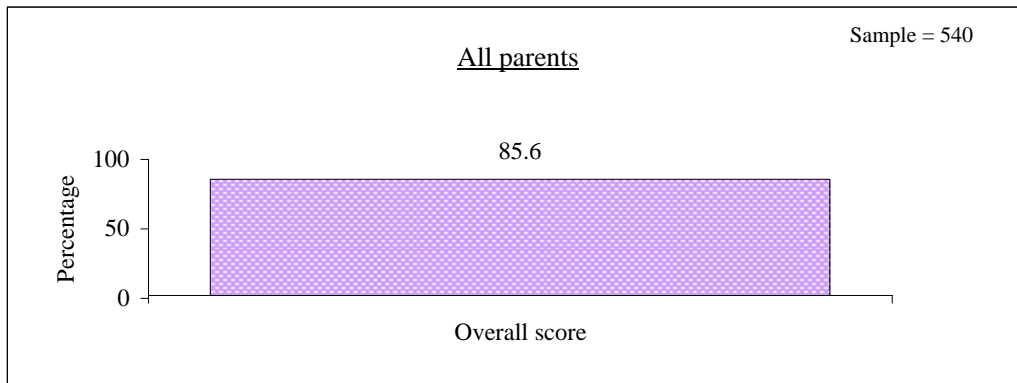


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

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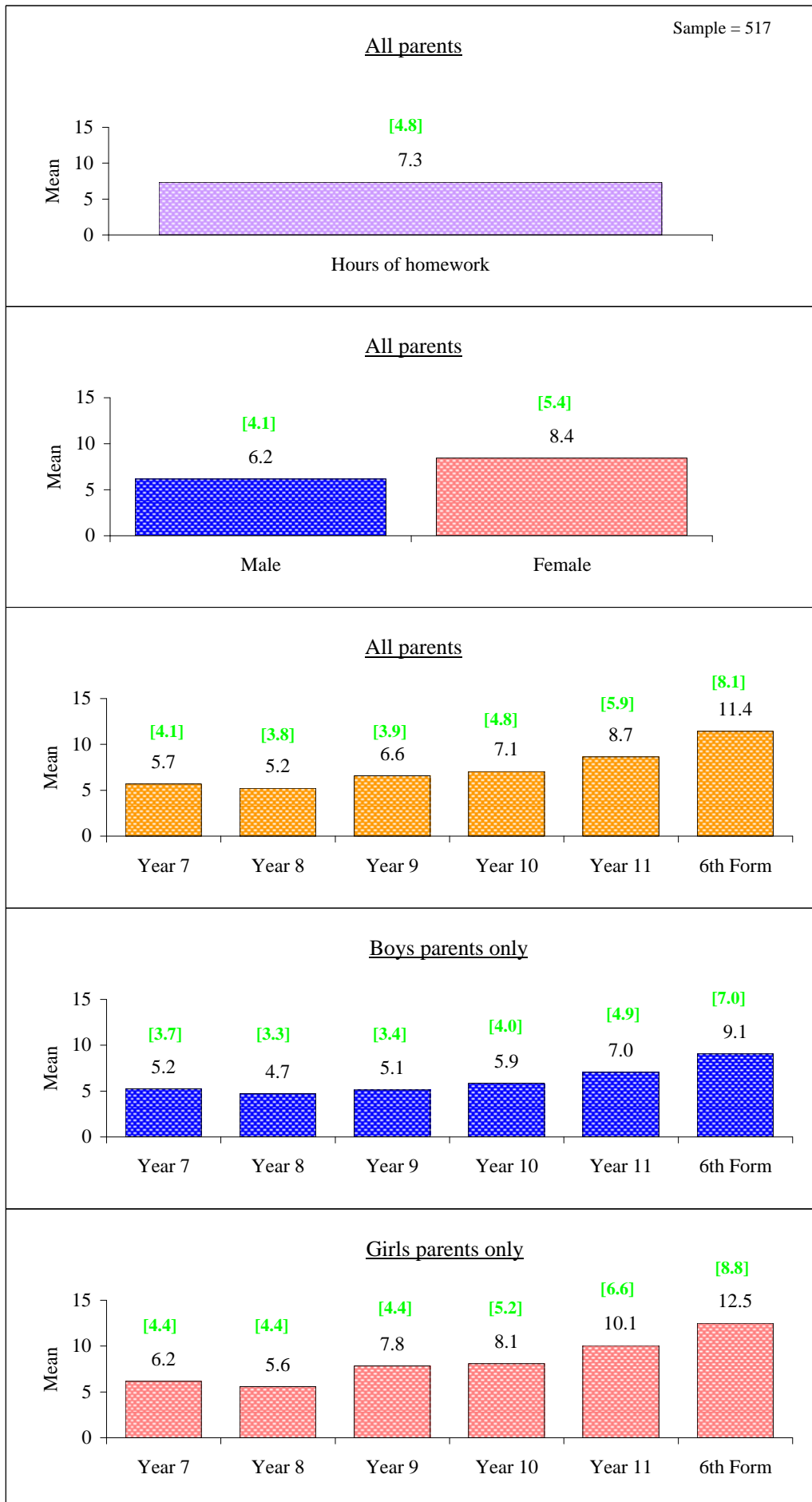


**Graphs to Show the Overall Performance Scores Given by Parents,
Broken Down by Year Group and Gender of Pupil.**

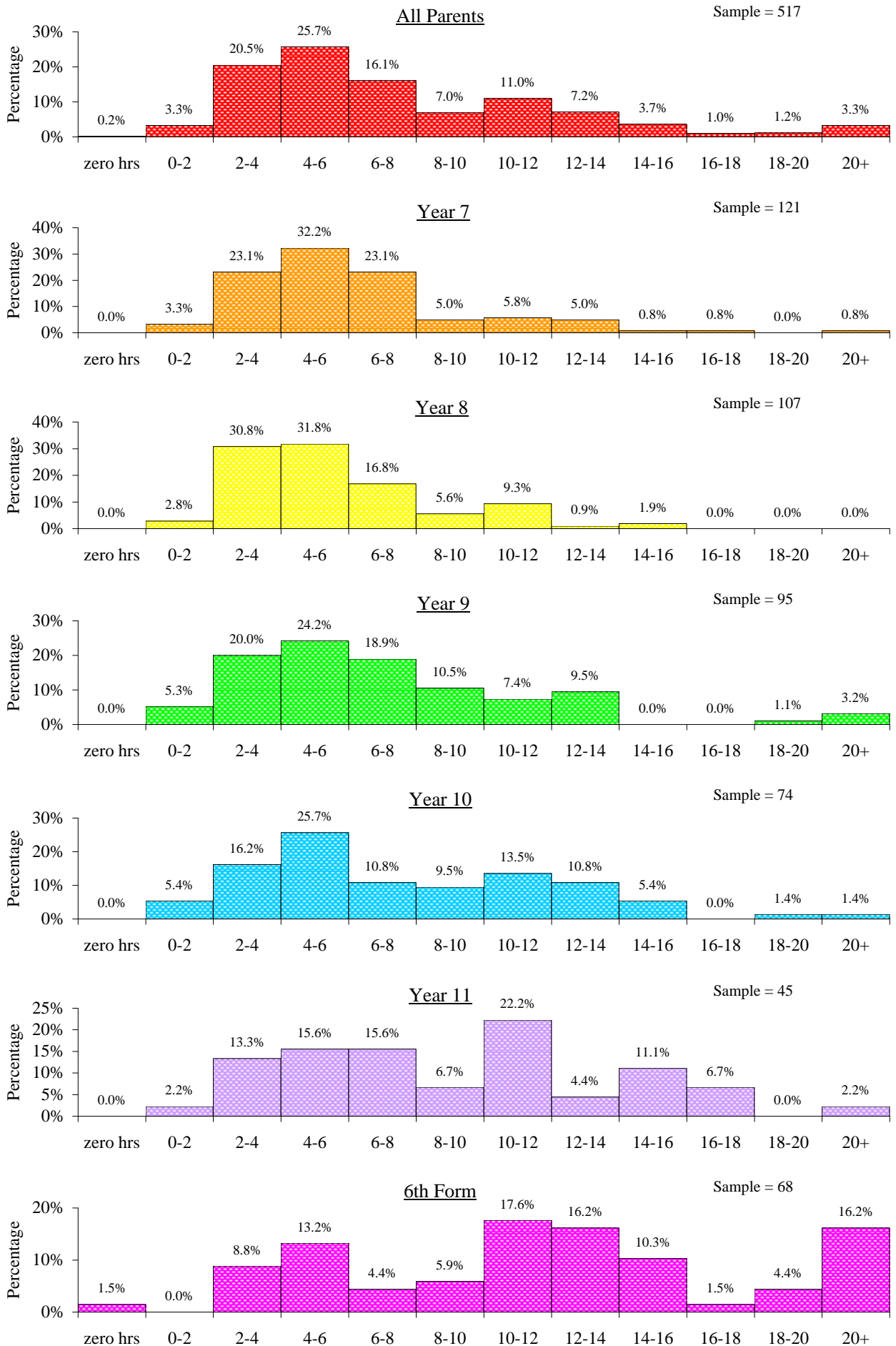


Graphs to show the Mean Number of Hours that Pupils Spend on Homework, Broken Down by Year Group and Gender of Pupil.

Average figures from similar schools are given in [brackets]

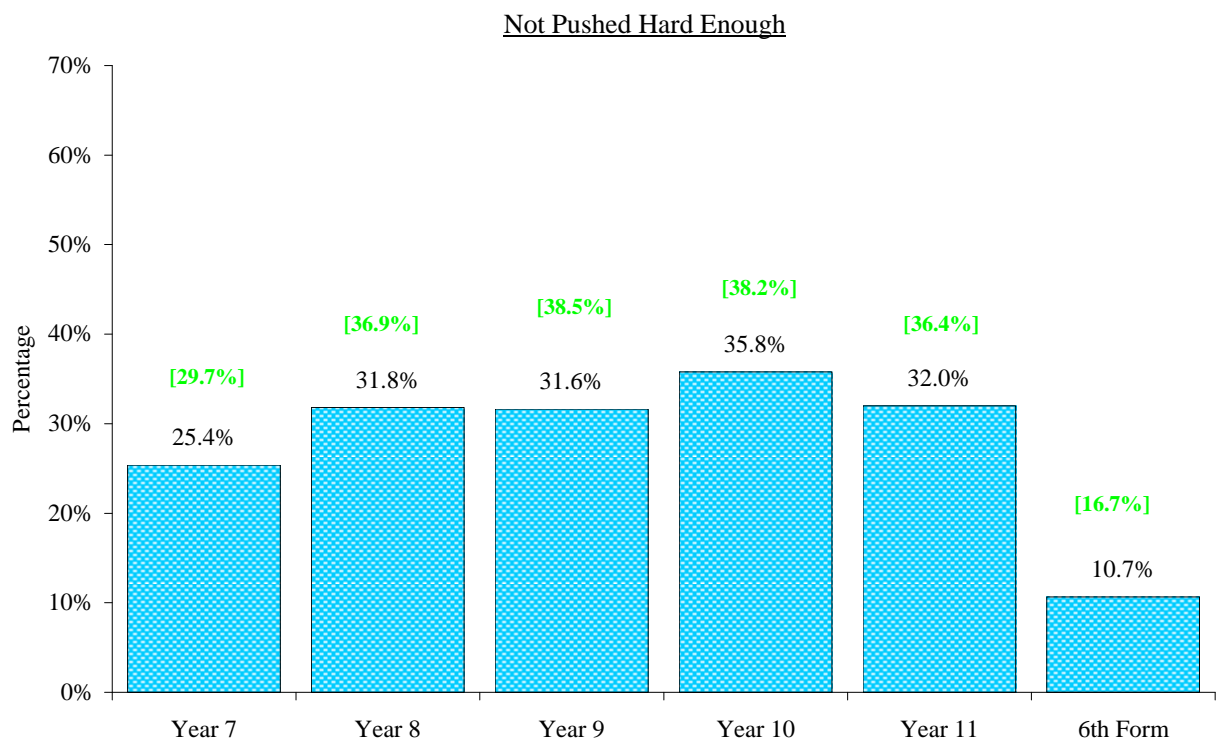
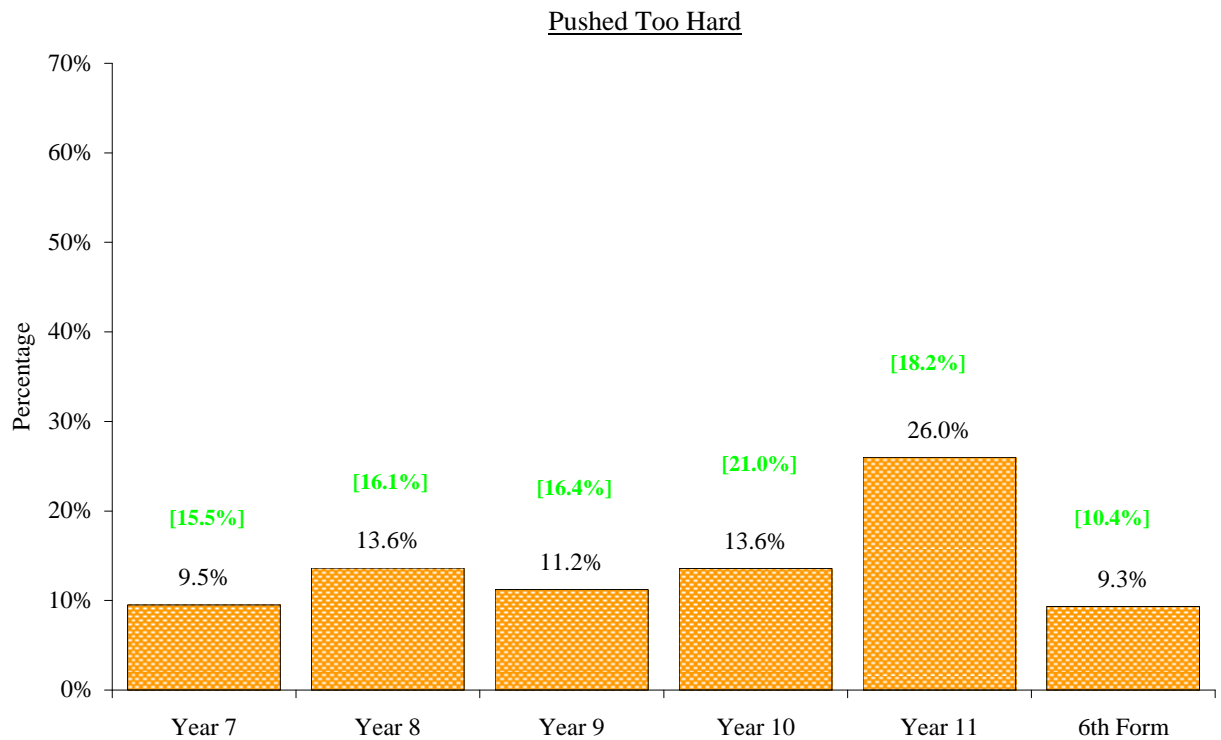


Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group



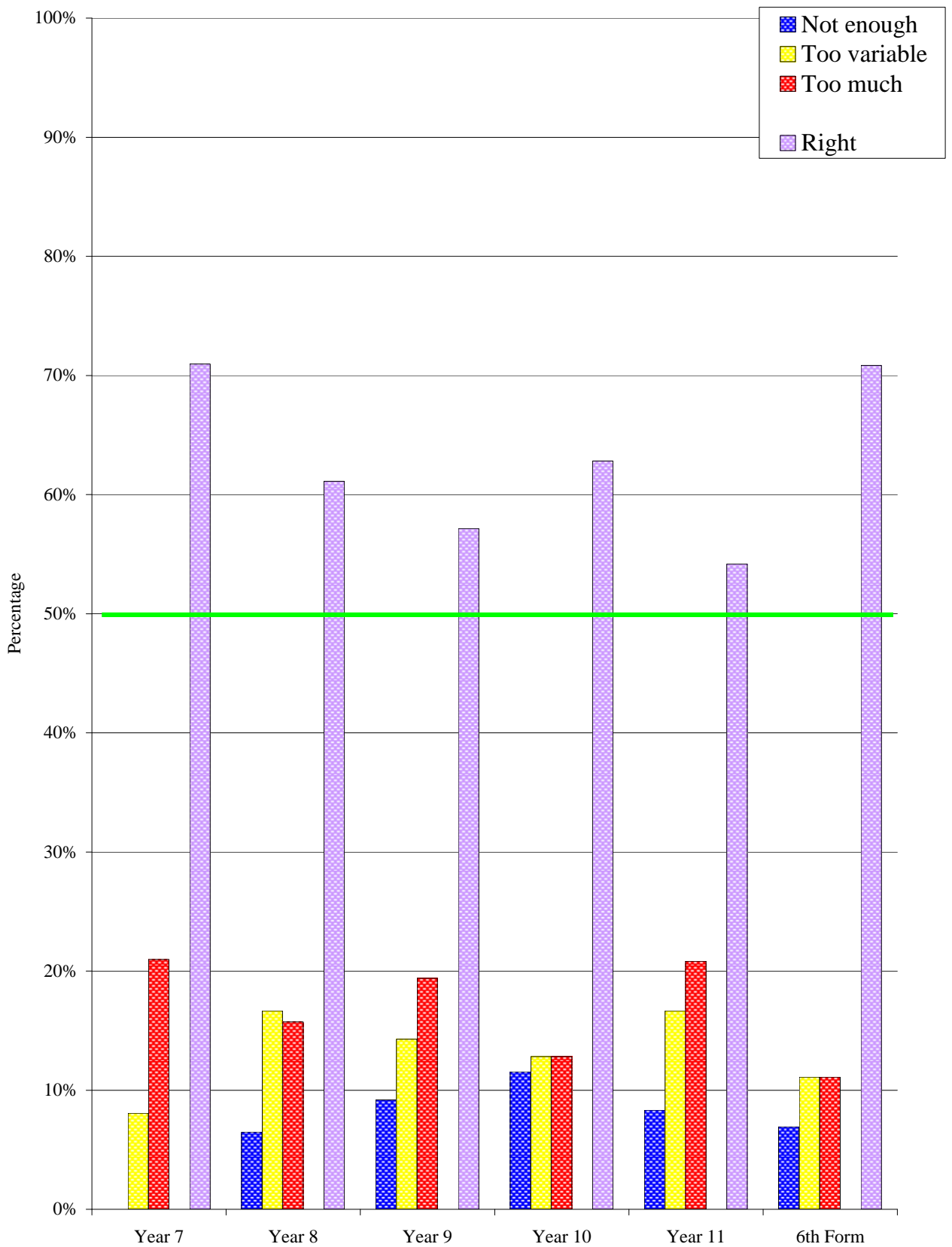
Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in [brackets]



Graph to Show Parents' Perception of the Amount of Homework Given, Broken Down by Year Group

For this question, schools typically achieve more than 50% of parents who choose "Right".
This level was achieved for all year groups.



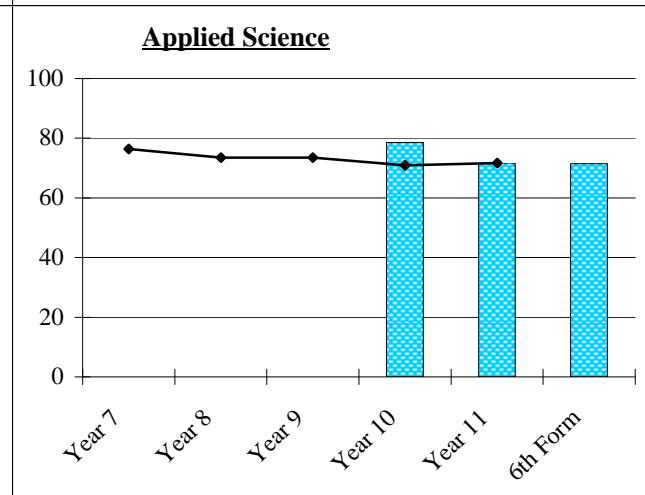
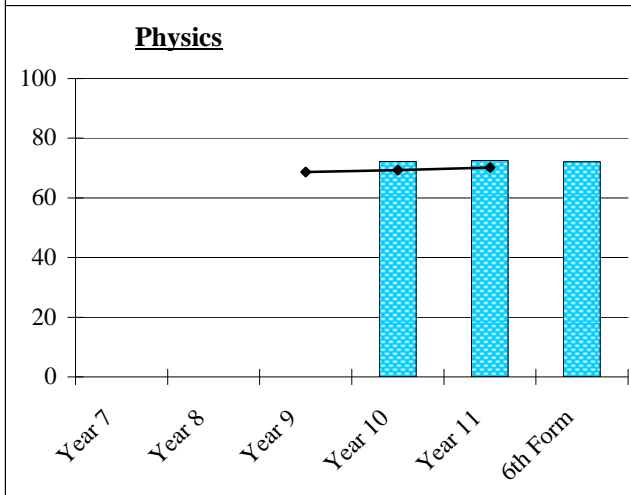
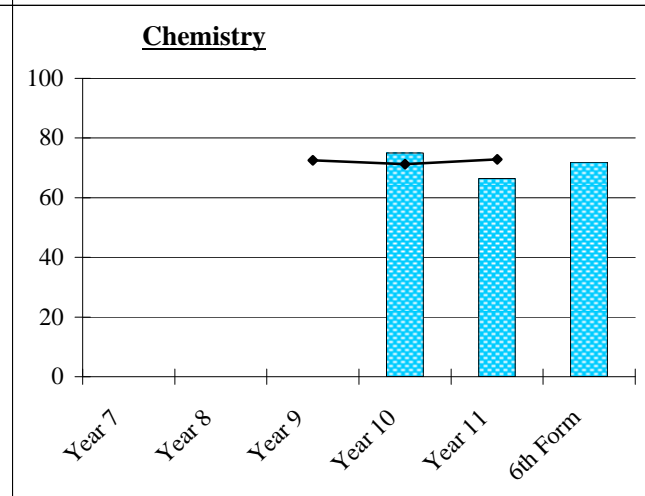
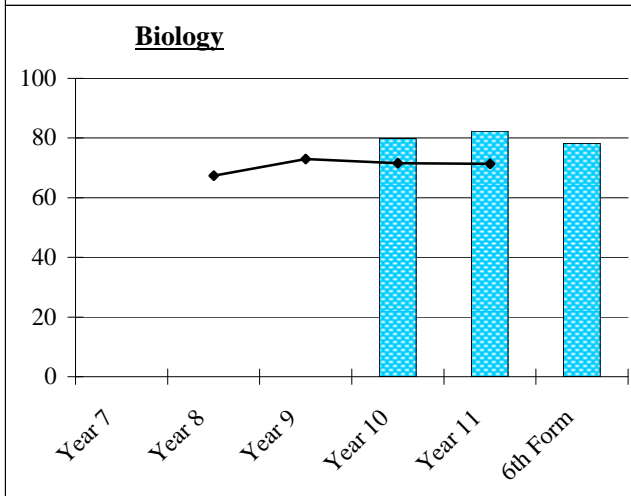
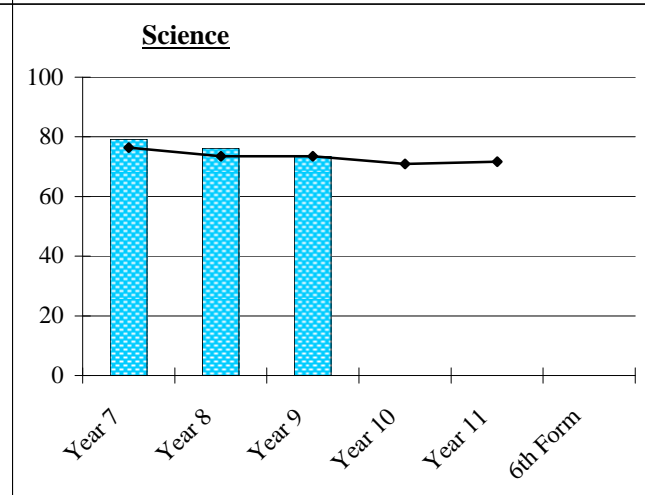
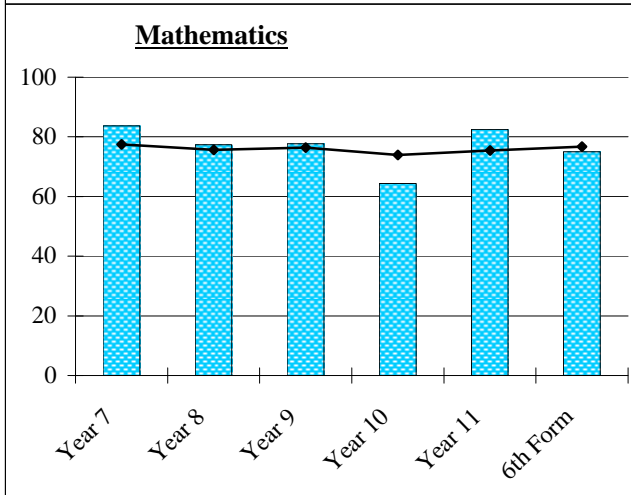
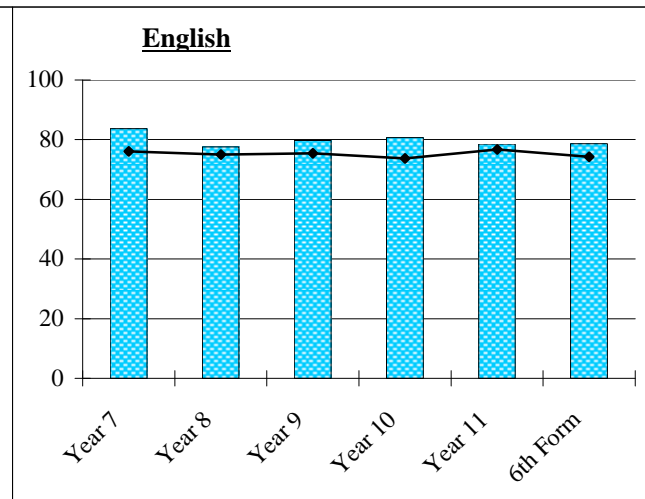
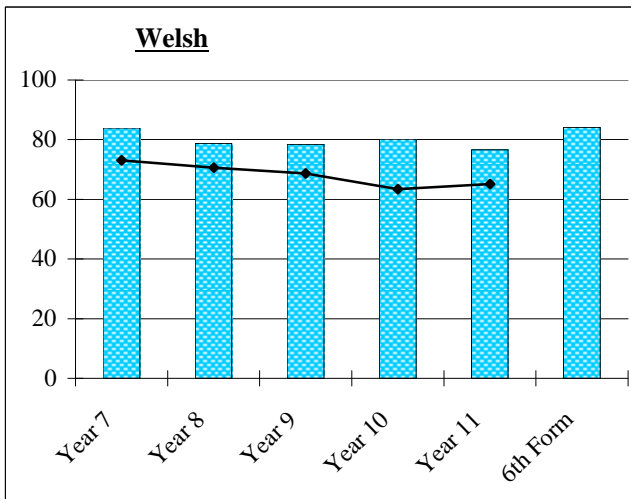
All Academic and Non-Academic Criteria shown by Year Group

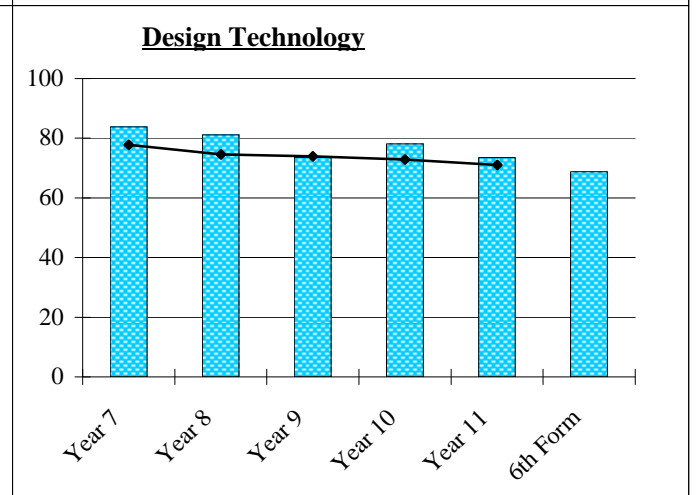
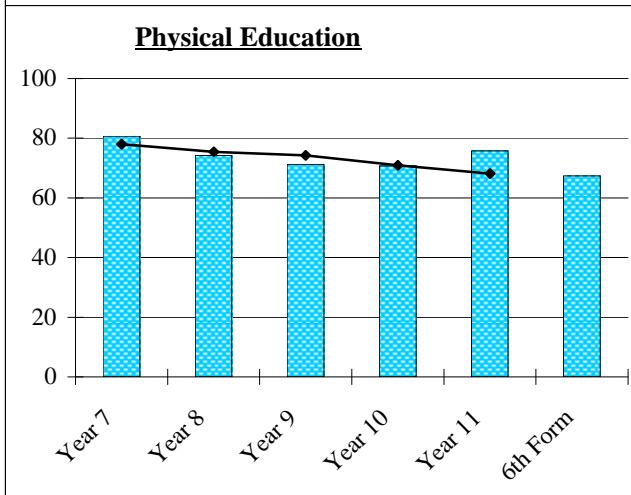
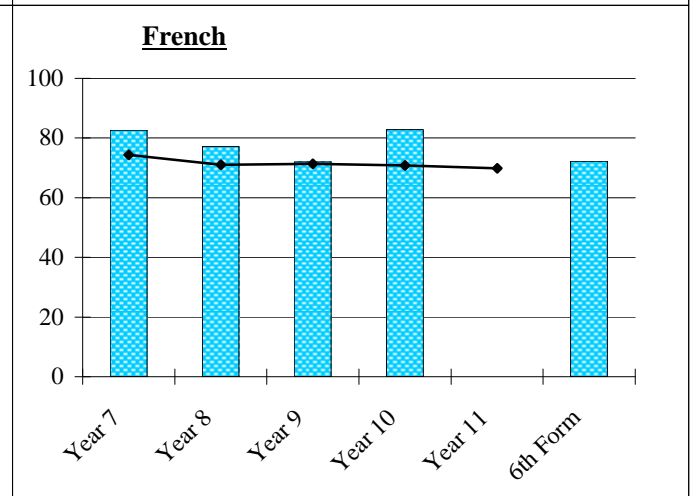
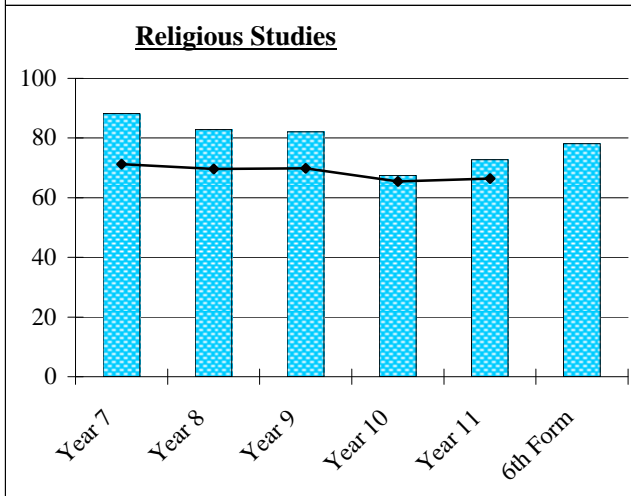
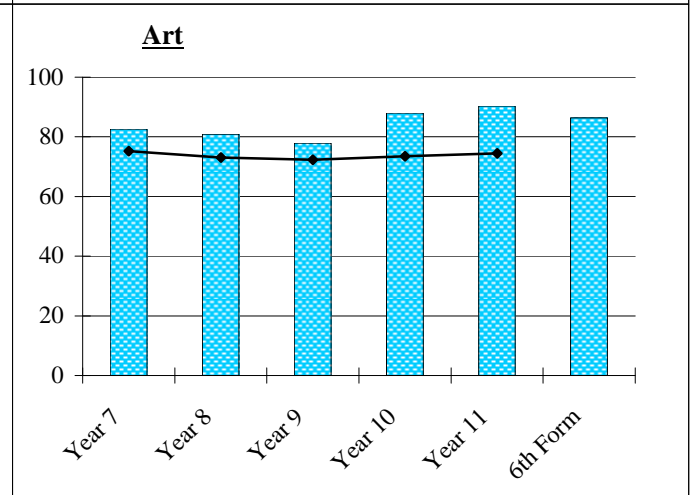
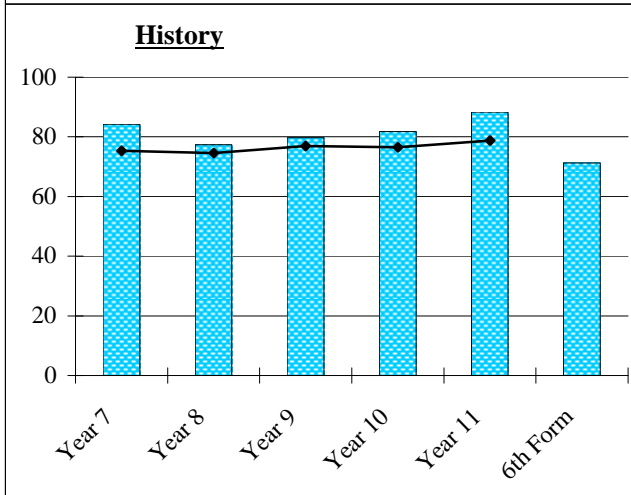
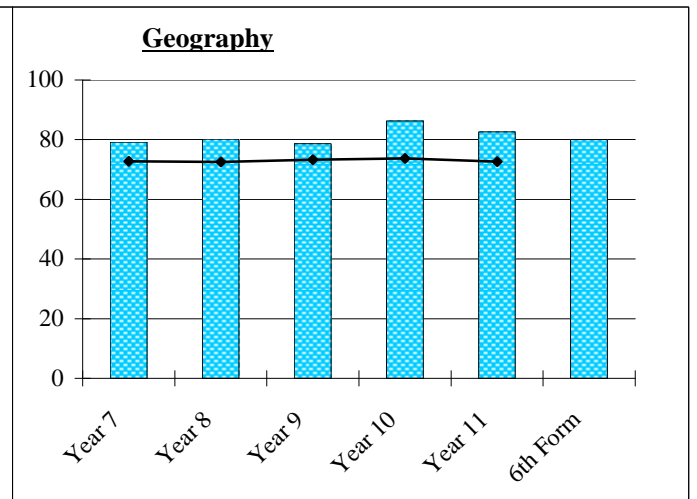
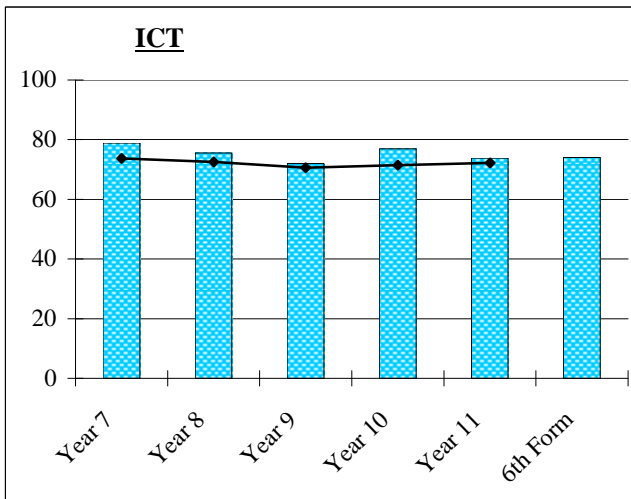
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

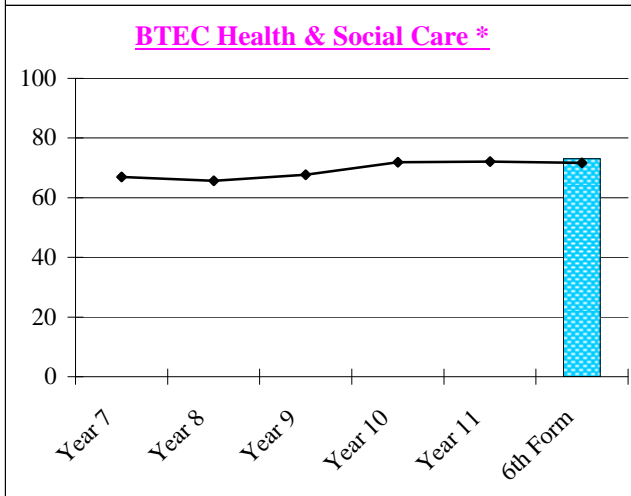
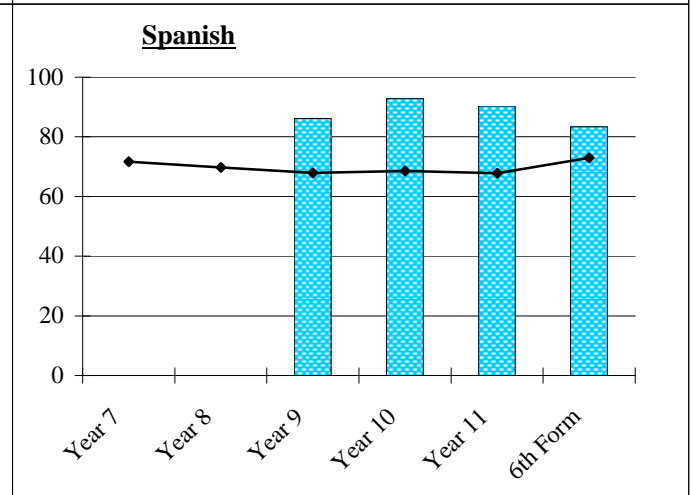
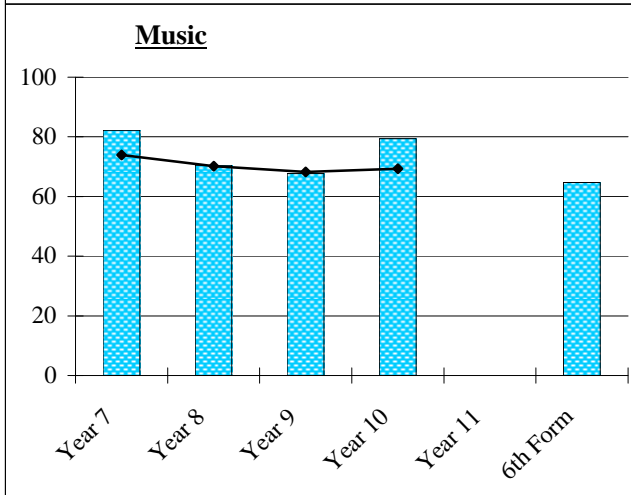
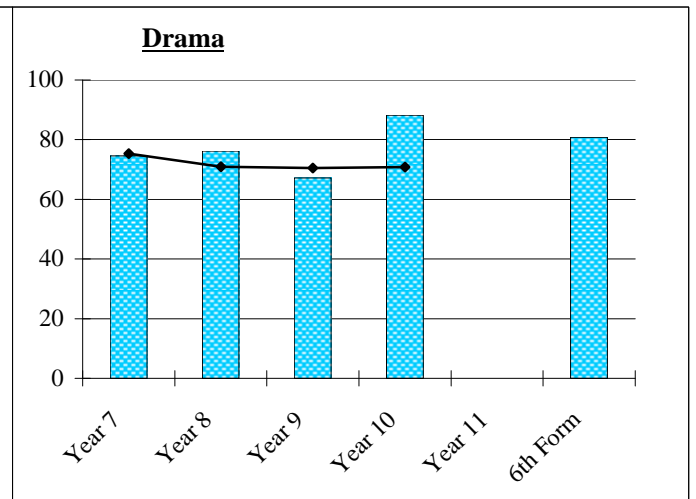
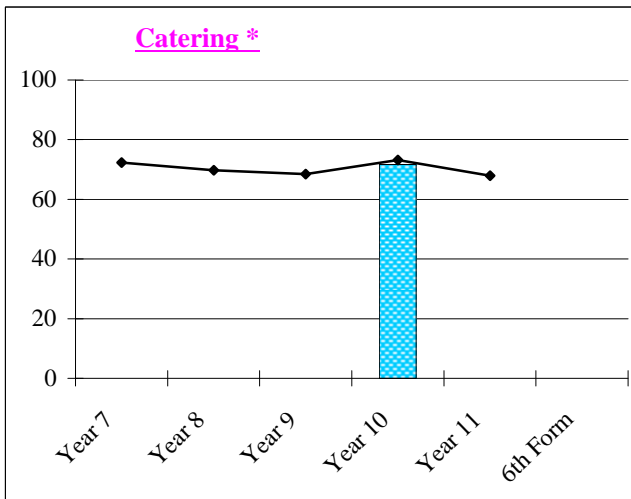
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

Year groups where there were less than 13 respondents for a criterion are not shown.

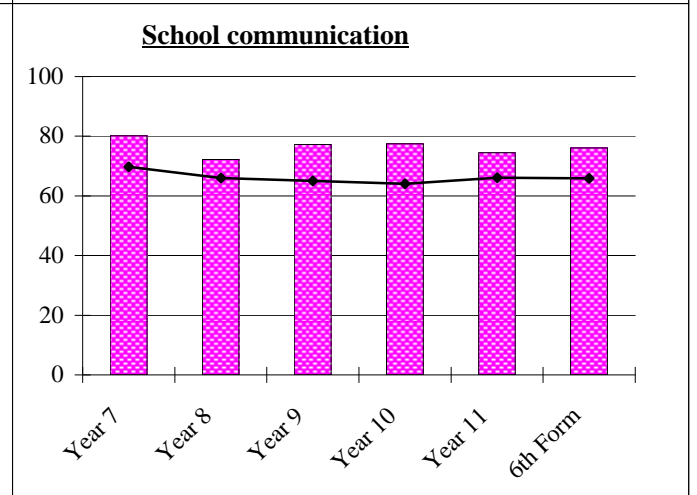
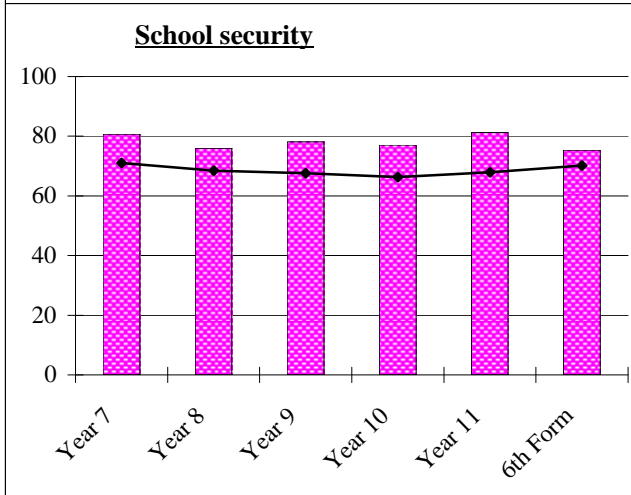
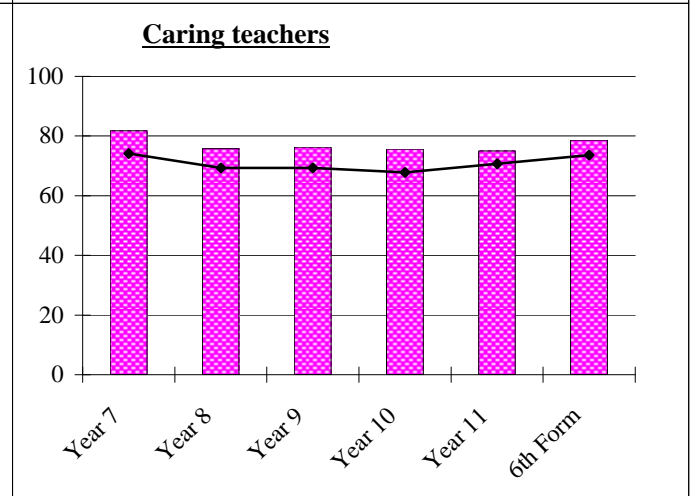
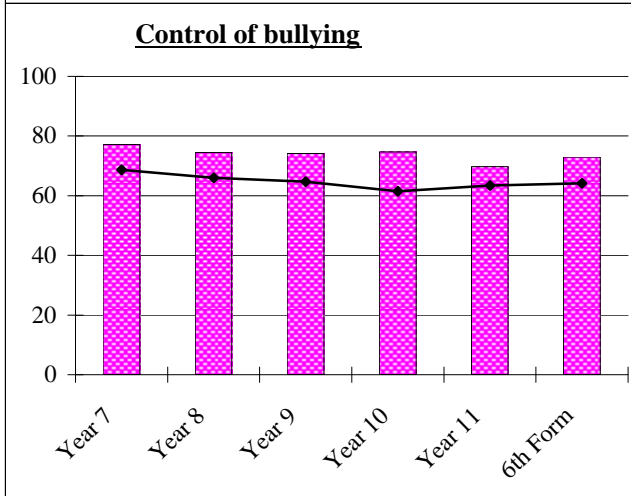
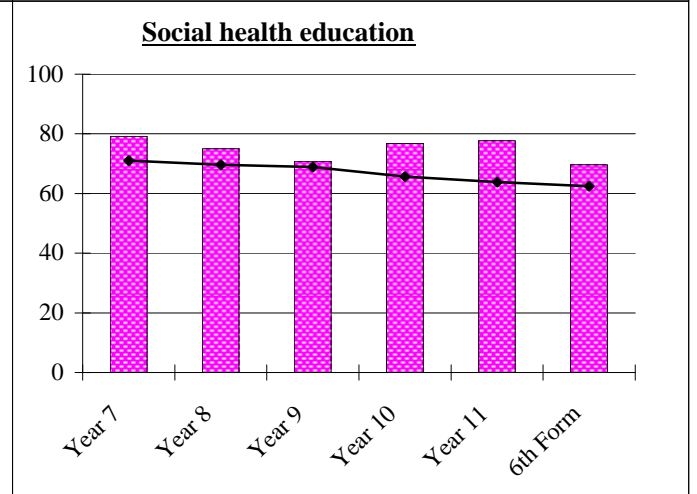
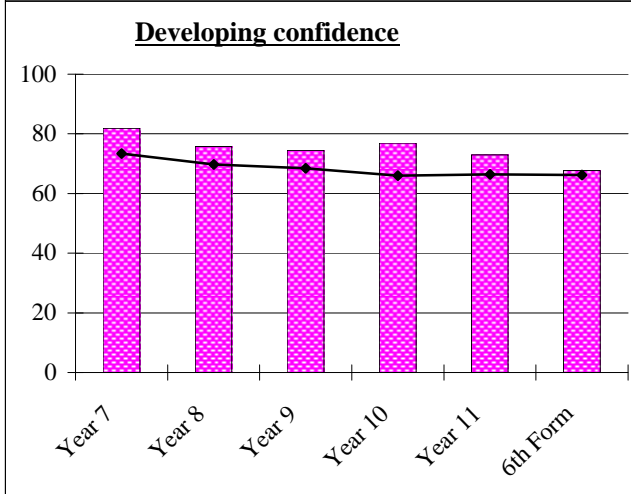
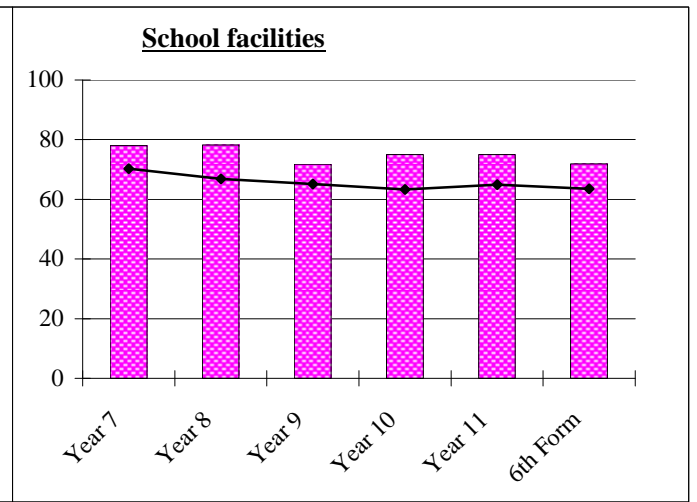
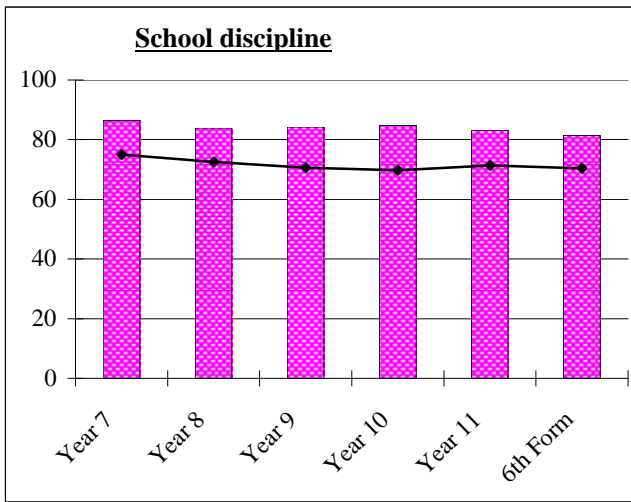
Please note: these year group scores are unweighted.

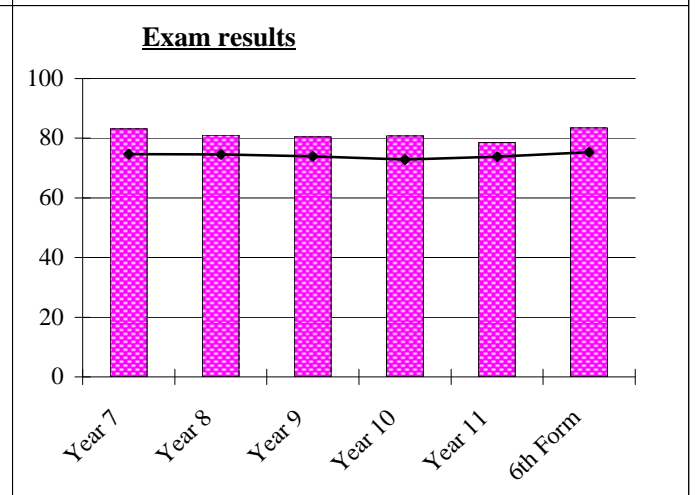
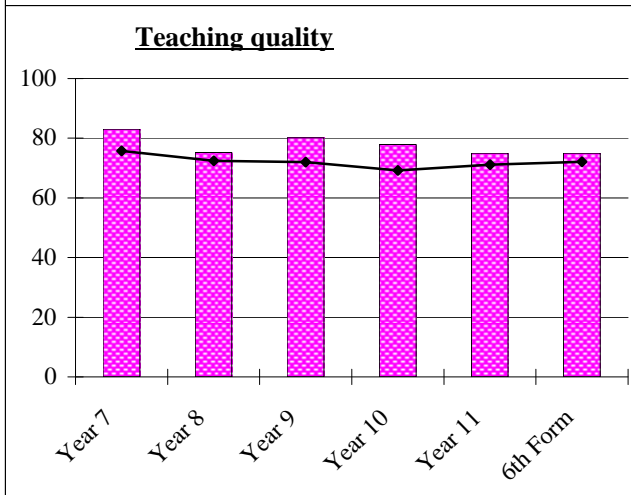
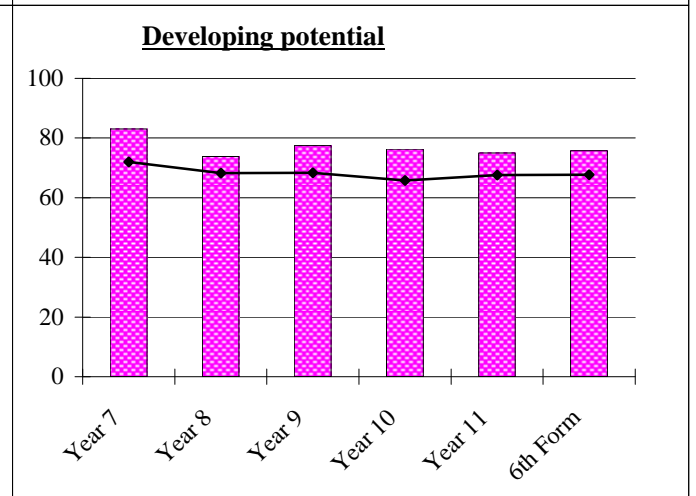
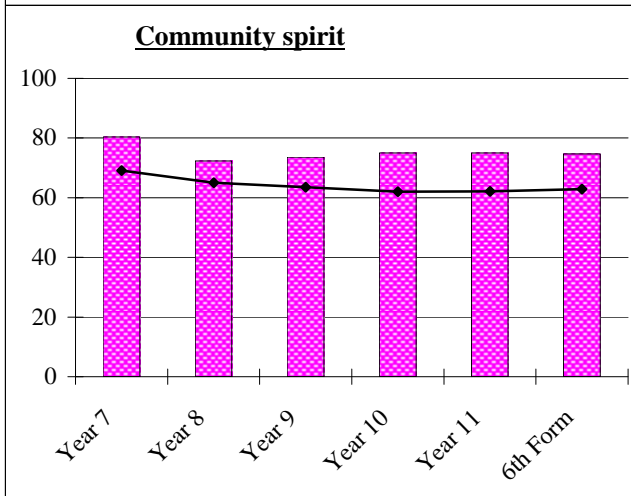
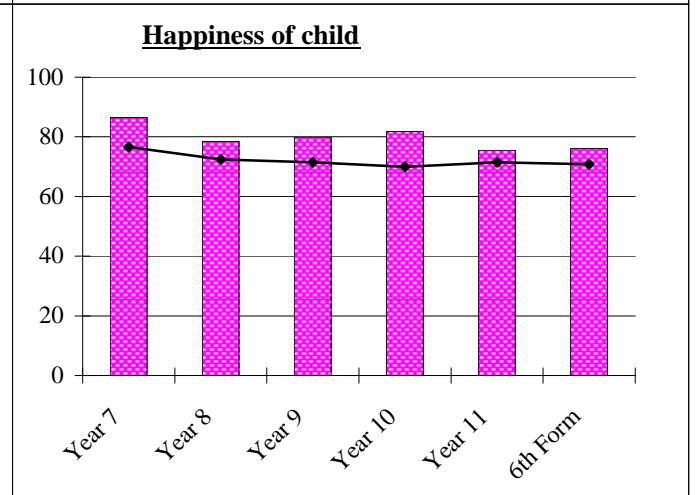
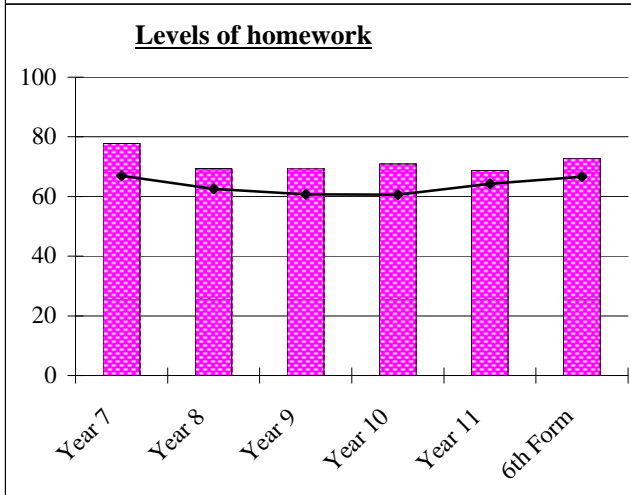
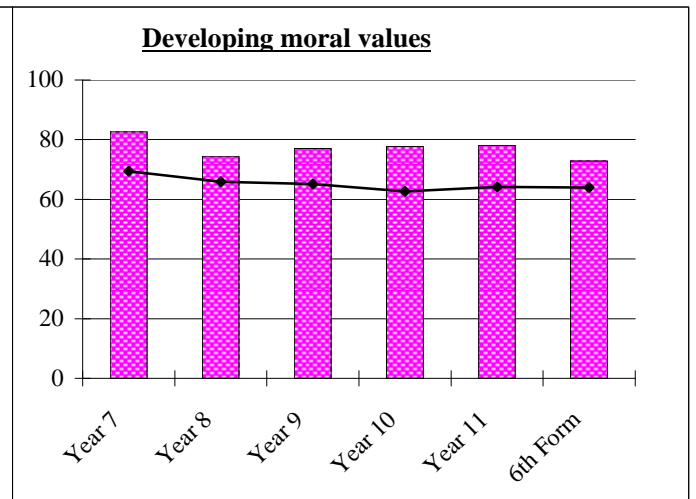


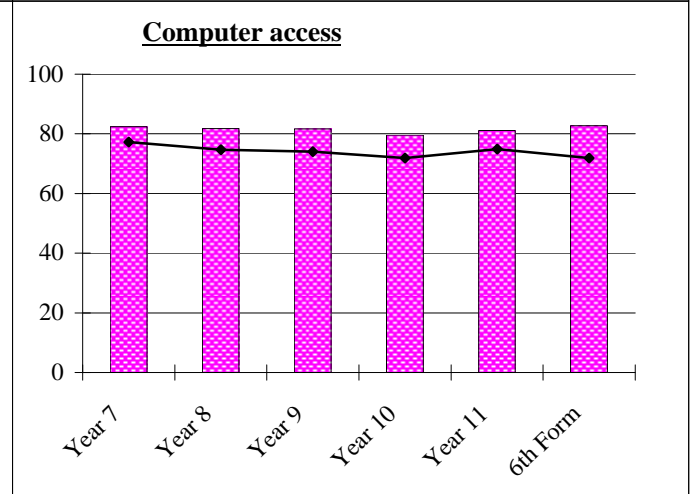
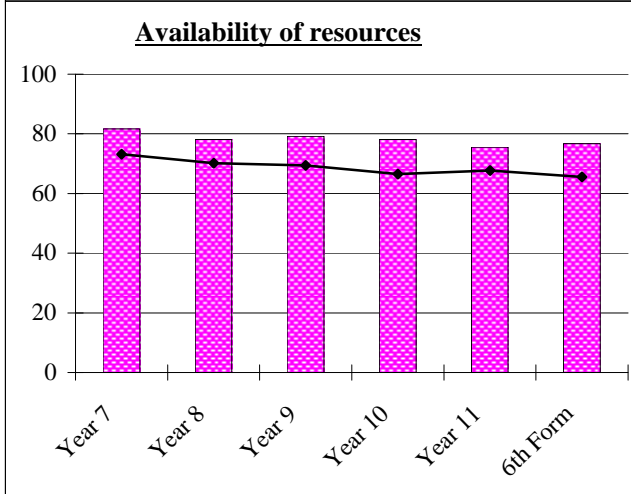
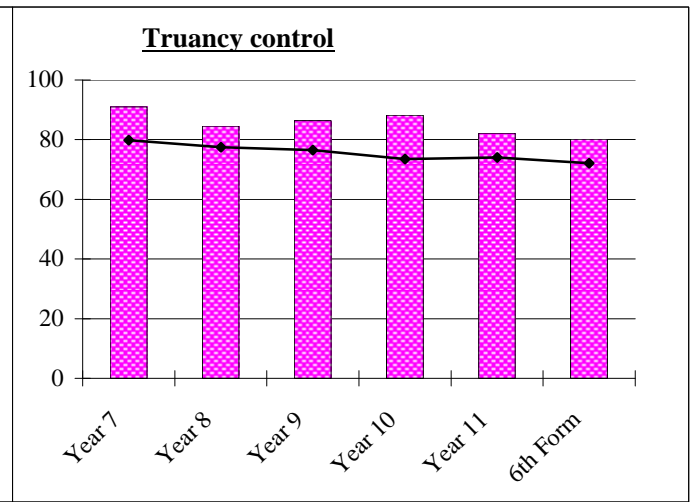
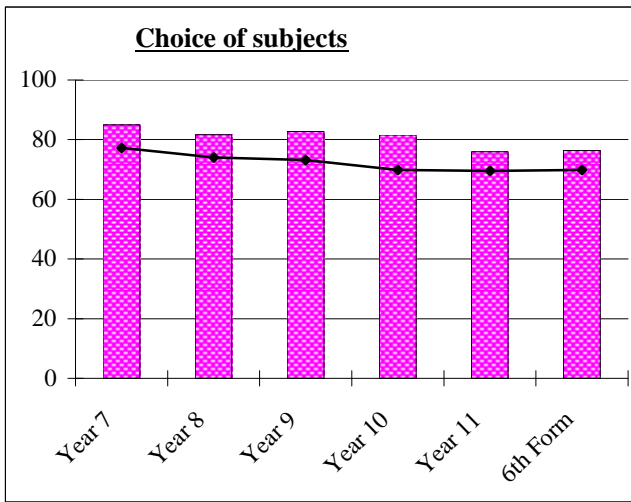


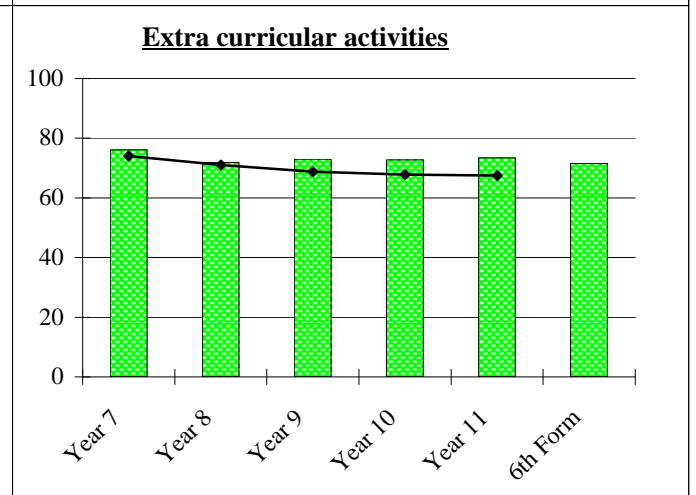
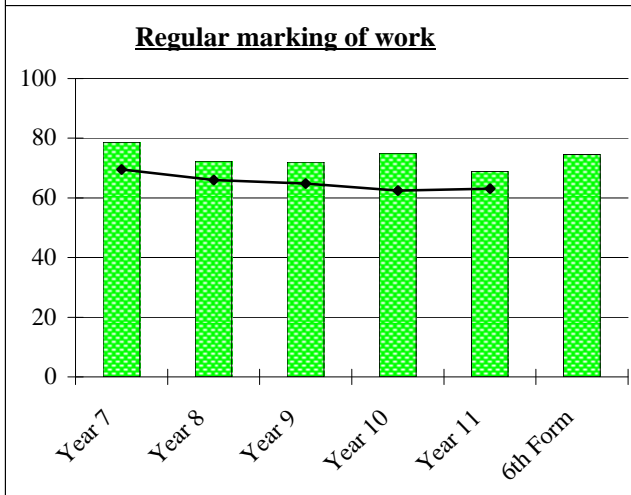
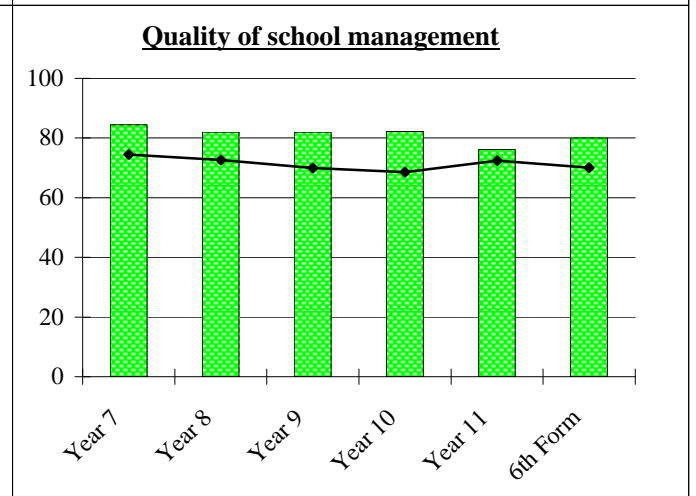
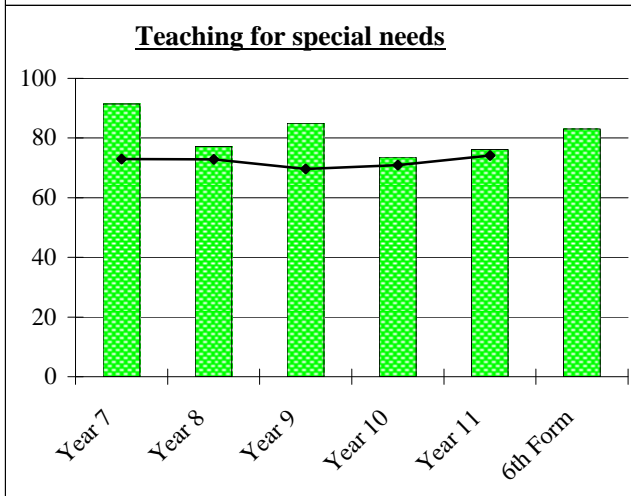
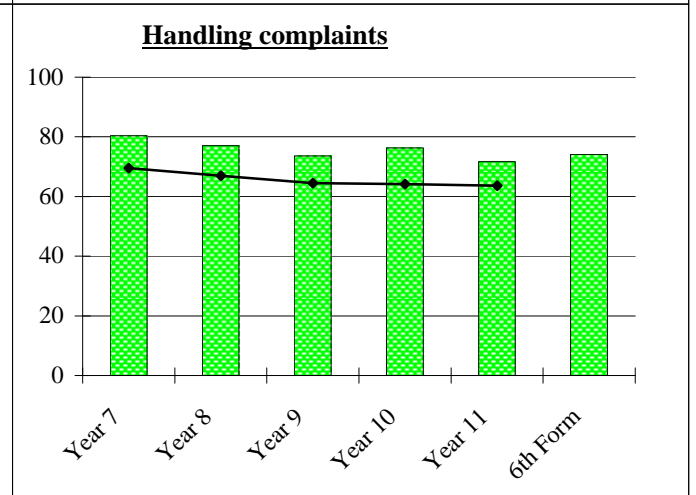
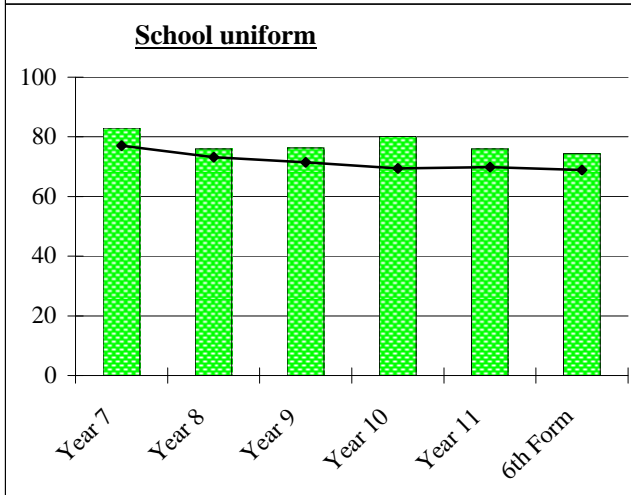
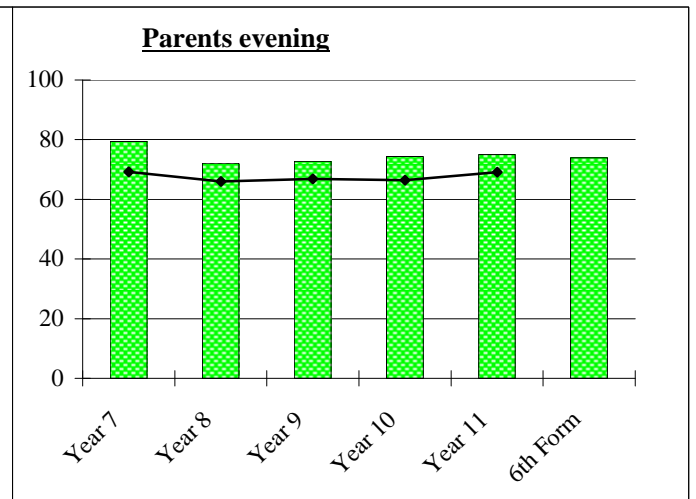
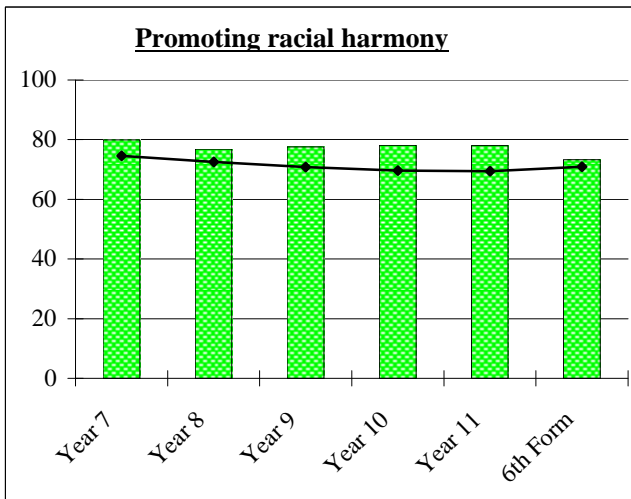


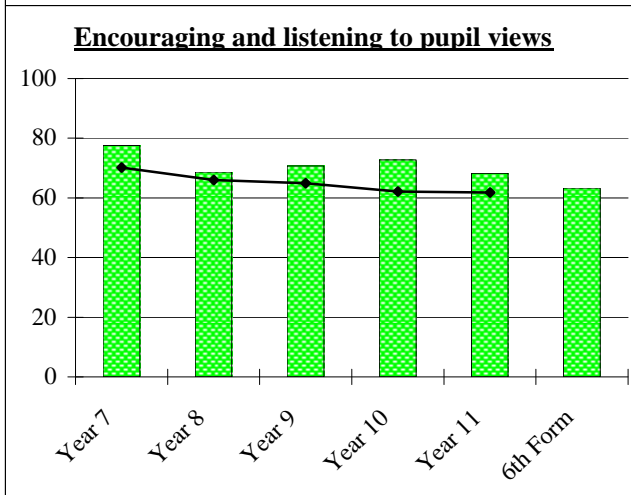
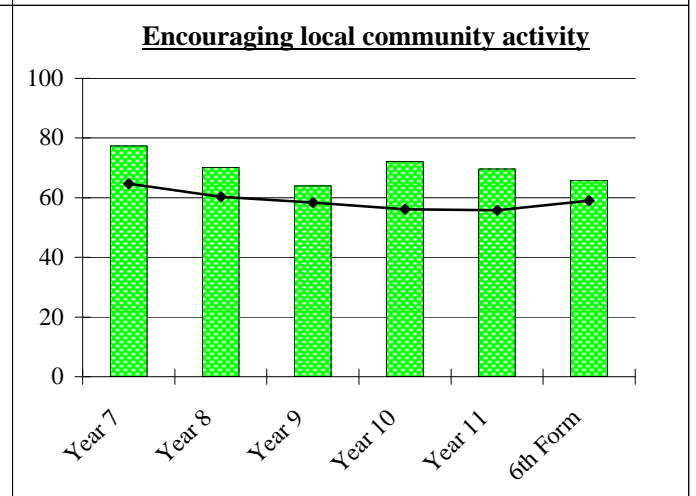
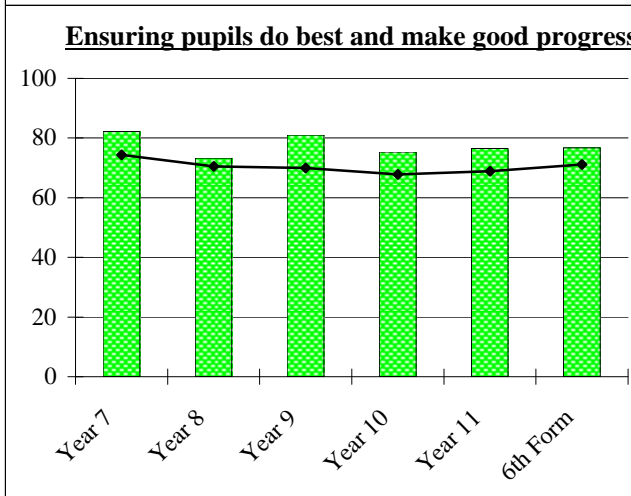
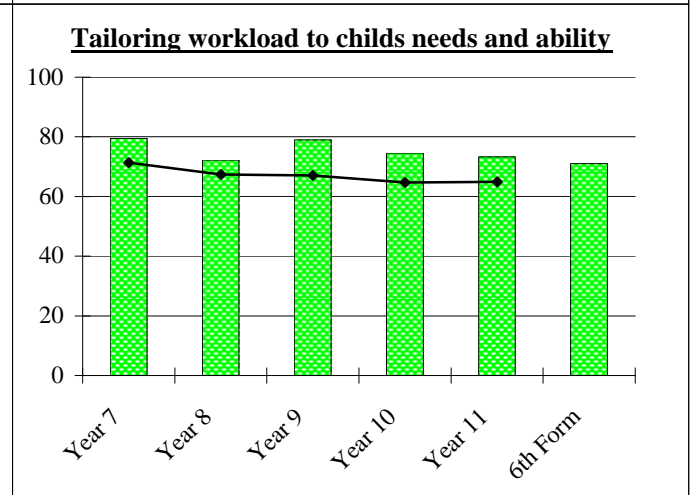
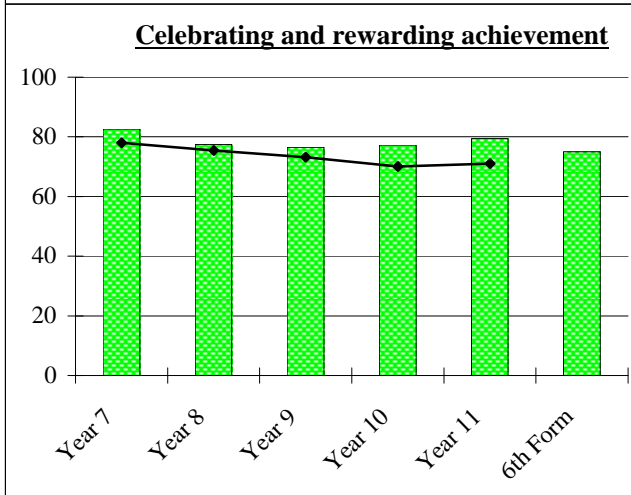
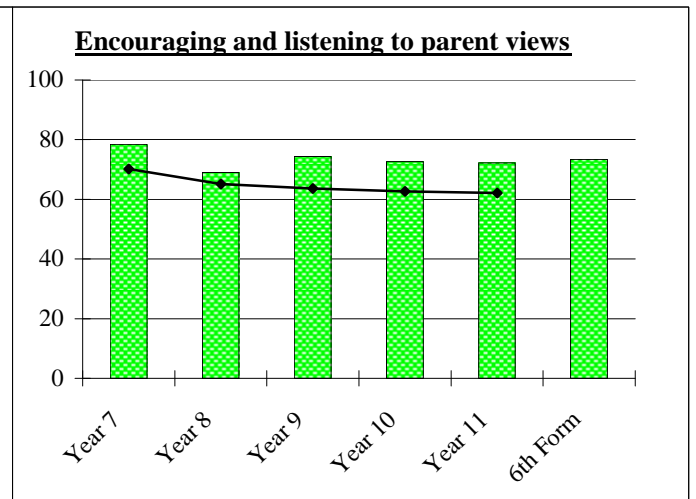
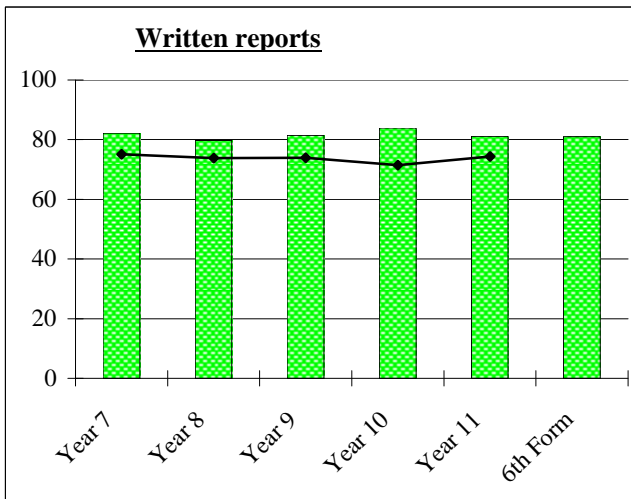
Subjects marked in **Pink** should only be considered indicative.











Analysis to Investigate Unexpected or Unusual Year Group Results.

Earlier Kirkland Rowell reports were only able to tell you if a difference between 2 year groups was statistically significant. Now, using the patterns which we have extracted from analysing the year group results of similar schools, we are able to go one step further and tell you when differences are unexpected and meaningful.

As you can see from the previous section of the report; when broken down by year group, the averages of similar schools change as pupils get older. Some scores improve as pupils get older while others decline or show a dip, or a spike, in a particular year group. There are many reasons why these differences occur; for example because a subject is usually dropped in Year 9 or because some issues become more or less important as pupils progress through the school.

By applying these national patterns to the scores that your school achieved, we can make a prediction of the contributions that we would have expected from each year group, towards your whole school scores. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools. Doing this enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

On the following pages we have plotted your actual score for each year group against the score that we would have expected each year group to contribute towards the whole school score that you received.

Where there is a large difference between the actual score and the predicted score, we know that we have identified a year group where parents are either more satisfied or less satisfied than we would have expected, compared to the rest of the school.

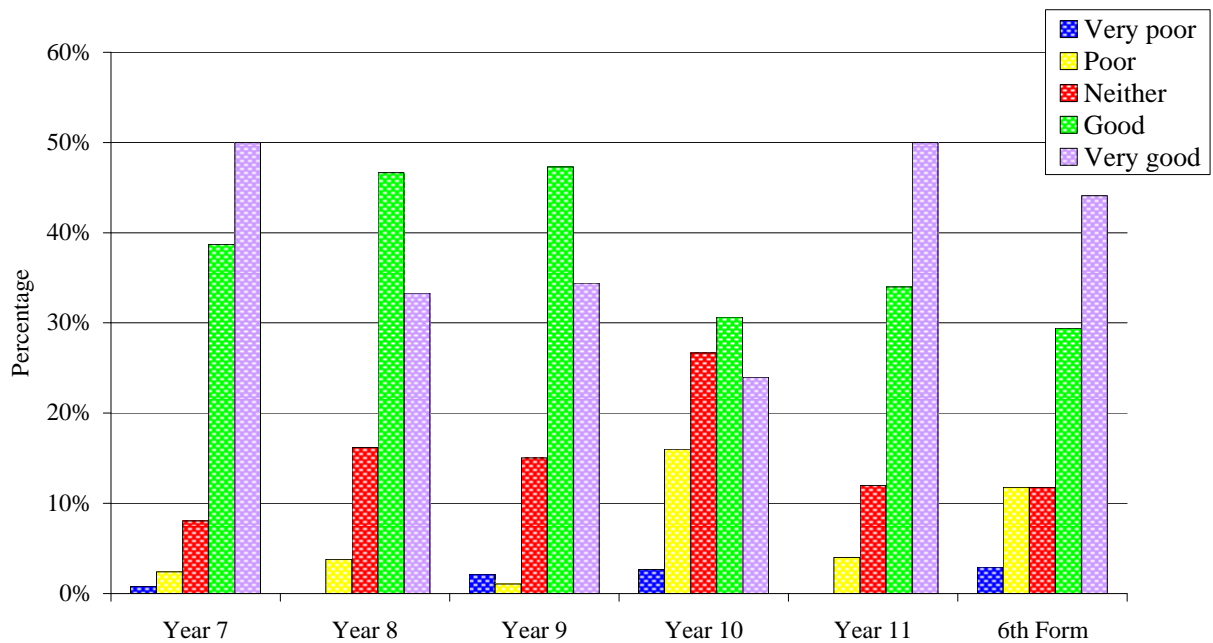
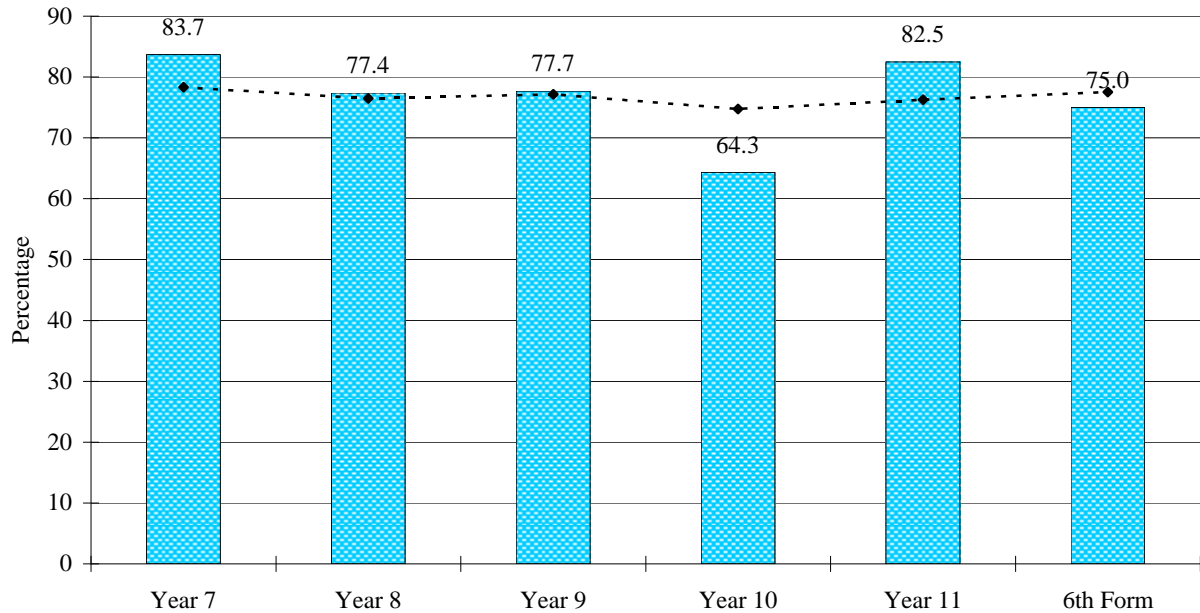
All actual scores were compared against the predicted scores, for each year group.

We have included in the following pages those criteria which show the largest differences between the scores achieved and the predicted scores i.e. those criteria where the parents were more or less happy than expected.

The Graphs Below for Mathematics Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Mathematics was lower than expected in Year 10.

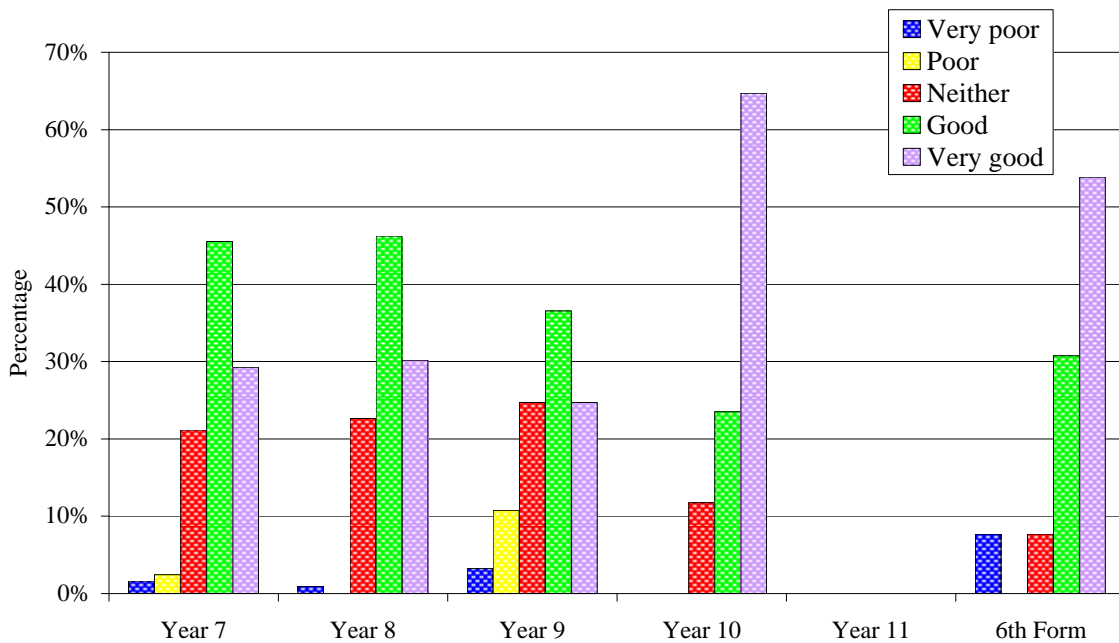
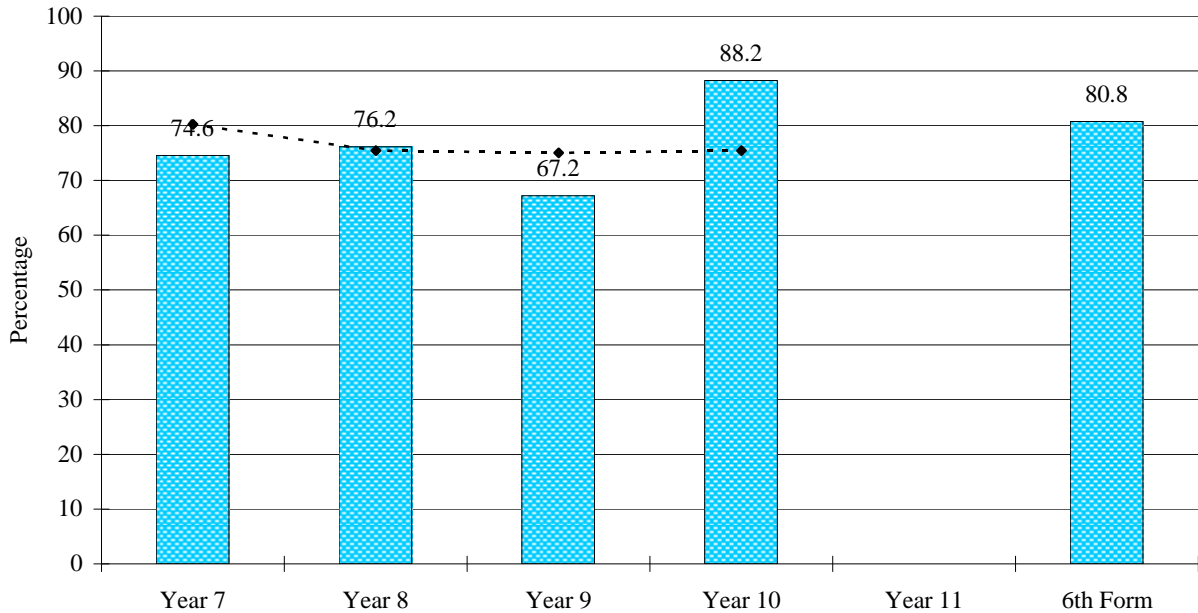
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Drama Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Drama was higher than expected in Year 10.

The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



Appendix

Performance

The following method is used to produce the given percentage score for each of the criteria surveyed.

The scores are calculated to ensure that the final given results are as representative of the school as possible, and have been adjusted to reflect the following factors regardless of fluctuations in response rate.

- 1) The number of pupils in each year group.
- 2) The proportion of pupils studying a subject in each year group.
- 3) The ratio of boys to girls in the school.

The following assumptions are made:

- 1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.
- 2) The ratio of boys to girls does not fluctuate across the year groups of the school.
- 3) For Non-academic areas, it is assumed that boy's and girl's parents are equally likely to have an opinion. This assumption does not apply to academic subjects, where some (e.g.. Dance) may be taught to differing proportions of boys:girls. Where this is the case, an adjustment is made based on the ratio of respondents.

Calculating the performance score

The following example is for the subject of Religious Studies.

Where Religious Studies is only taught in years 9, 10, and 11 in a mixed gender school with years 7 to 11.

In order for a year group to be included in the final score for Religious Studies, 2 questions need to be satisfied:

- 1) Are there a minimum number of respondents giving a score for Religious Studies in that year? For small surveys (less than 300 total returned questionnaires) the minimum is 8. For larger surveys, the minimum is $8+2\%$ total number questionnaires exceeding 300. (i.e.. If 500 returned, $\text{min}=8+2\%(500-300) = 12$)
- 2) Is the number responding in any year greater than 5% of total respondents giving a score for Religious Studies?

If "yes" to both, then label that year Y, if "no" label that year N.

In this school therefore Year 7 = N, Year 8 = N, Year 9 = Y, Year 10 = Y, Year 11 = Y.

Years which = N should not contribute to the final score.

Calculate that proportion of the final score which should be contributed by each year where the year = Y.

First calculate the proportion of each years contribution which should come from boys' parents.

$$P9_{\text{boys}}(\text{RS}) = \frac{\text{Number of boys in year 9}}{\text{Number of boys in years =Y}} \times \frac{\text{Number of year 9 boys respondents to Religious Studies}}{\text{Total number of year 9 boys respondents}}$$

Repeat this process for other years where year =Y (i.e. years 10 and 11 in this case) to achieve P10boys, and P11boys (Religious Studies).

We now calculate the final proportions contributed by each year group.

$$\text{Final proportion } F9_{\text{boys}}(\text{RS}) = \frac{P9_{\text{boys}}(\text{Religious Studies})}{(P9_{\text{boys}}(\text{RS}) + P10_{\text{boys}}(\text{RS}) + P11_{\text{boys}}(\text{RS}))} \times \text{Mean score for year 9 Religious Studies, boys}$$

Repeat this process for F10boys (RS) and F11boys (RS).

To achieve the final boys score $F_{\text{boys}}(\text{RS}) = F9_{\text{boys}}(\text{RS}) + F10_{\text{boys}}(\text{RS}) + F11_{\text{boys}}(\text{RS})$.

We then repeat the process above for girls to achieve Fgirls (Religious Studies).

In order to combine the boys score with the girls score for each academic subject, it is now necessary to weight them in proportion to the number of boys and girls returns, to take into account the possibility that the subject has significantly higher numbers of one gender studying that subject (e.g.. Dance say).

$$\text{Girls Weighting (GW)} = \frac{\% \text{ of girls in school}}{\text{Total number of girl responses in whole survey}}$$

$$\text{Girls Fair Voice (GFV)} = \text{GW} \times \text{Number of girl responses for Religious Studies}$$

$$\text{Girls Proportion of final score (GPfs)} = \frac{\text{GFV}}{\text{GFV} + \text{BFV}}$$

Similarly,

$$\text{Boys Proportion of final score (BPfs)} = \frac{\text{BFV}}{\text{GFV} + \text{BFV}}$$

Now, final Academic scores can be calculated as:

$$\begin{aligned} \text{Final (Religious Studies) Score} &= \text{GPfs} \times \text{Fgirls (RS)} + \text{BPfs} \times \text{Fboys (RS)} \\ & \text{(unless GPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fboys (RS))} \\ & \text{(or BPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fgirls (RS))} \end{aligned}$$

In order to combine the boys score with the girls score for non-academic subjects, the above gender weighting is not necessary as boy's and girls parents are considered equally likely to have an opinion (e.g.. School discipline). Thus, final scores are calculated as:

$$\begin{aligned} \text{Final (school discipline) score} &= \\ & (\text{Fboys (sch discipline)} \times \text{ratio of boys in school}) + (\text{Fgirls (sch discipline)} \times \text{ratio of girls in school}) \end{aligned}$$

The Final Scores can now be converted into percentages, as given in the report, in the following way.

$$\text{Final Religious Studies Score (which lies between 1 and 5)} \times 20 = \text{(a figure lying between 20 and 100)}$$

$$\text{Then subtract 20} = \text{(a figure lying between 0 and 80)}$$

$$\text{Then multiply by 1.25} = \text{(a figure lying between 0 and 100 i.e. a percentage score)}$$

This final score for Religious Studies is then weighted based upon the average bias which has been measured in relation to Religious Studies. This weighting is applied so that the scores for each academic subject in the school might be compared with one another on a level playing field, having adjusted each subject in line with its measured parent bias.

Religious Studies usually scores more poorly than most other subjects and hence receives a positive weighting factor.

In this case the final school score for Religious Studies is multiplied by 1.06 (say)

This process produces the final weighted score for Religious Studies which is given in the report as shown on the first results page (Academic Criteria)

Measuring Reliability

We require that any final result given is within 5% of the true value 19 times out of twenty.

We require that any criteria has at least 25 responses so that we can be confident that the mean value which the sample produces will follow the rules of a normal distribution. If we have less than 25 responses the result is labelled as "low response".

5% = 0.2 on our scale of 1 - 5

We then require that 2 X the standard error of the mean has a value of less than 0.2

In other words the standard error of the mean must have a value of less than 0.1

If this is the case then the result fulfils our criteria and we know the result is within 5% of the true value at the 95% confidence level. If the standard error of the mean lies between 0.1 and 0.2 then we have the 95% confidence level to within 10%. If the standard error of the mean is greater than 0.2 then the result is labelled as "low response".

We calculate the standard error of the mean as follows:

$$\text{Standard Error Of The Mean (S.E.M.)} = \frac{\mathbf{S}}{\text{The square root of } \mathbf{n}}$$

where \mathbf{S} is the standard deviation and \mathbf{n} is the sample size

The standard deviation is calculated as a function of Microsoft Excel.

Significant Differences

We require that differences between two given results (e.g.. When comparing this year's scores with last year's scores) are highlighted to indicate a significant difference if the given difference is greater than 5% on our scale and is greater than might be expected as a result of sample variations at the 95% confidence level.

Changes are therefore highlighted as significant if they fulfil the following condition.

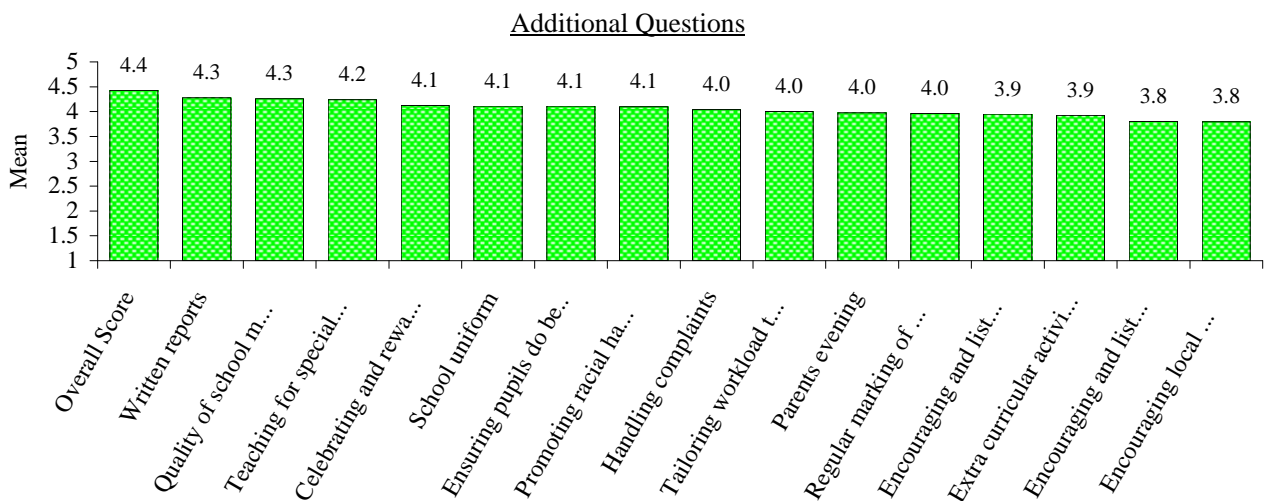
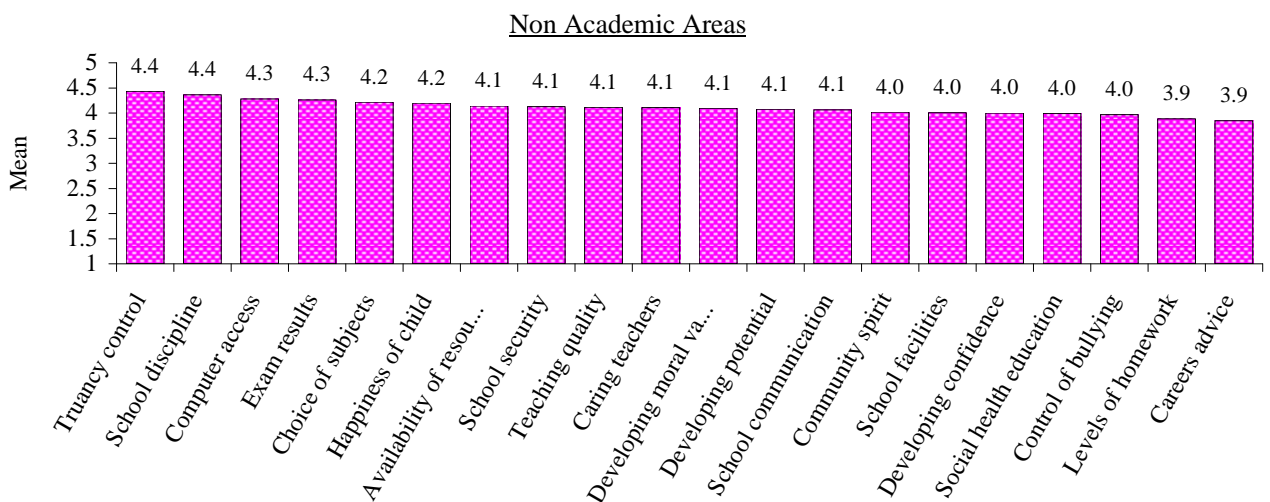
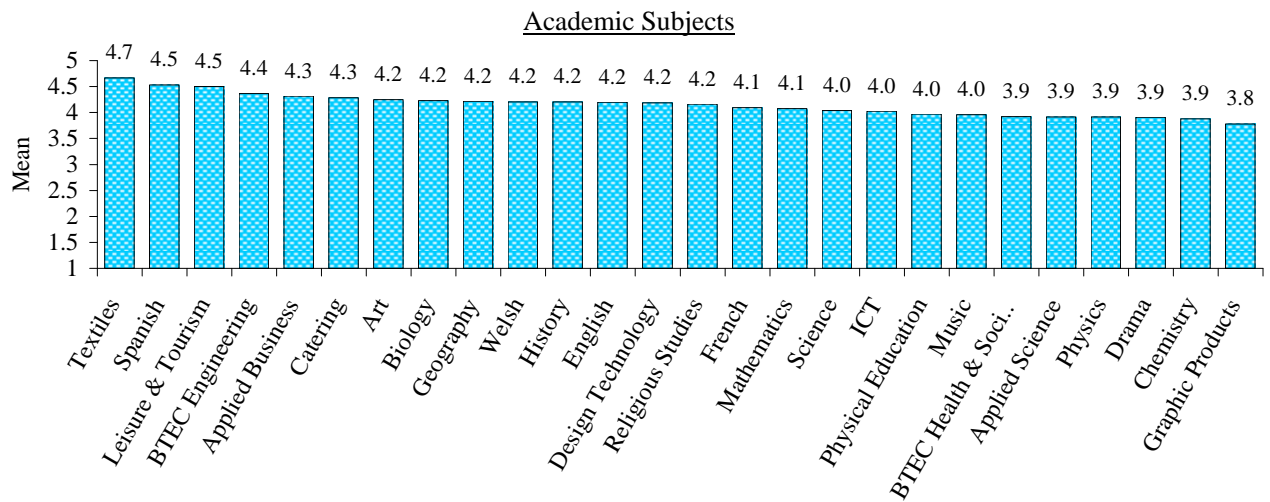
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

Where we look for significant differences between the scores for individual year groups (e.g.. As shown in the cross-tabular analysis for individual subjects), the sample may often be less than 30. It is therefore necessary to use a T test to establish if the difference between the 2 years is significant at the 95% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 95% confidence level, we consider changes/differences of this magnitude to be of no practical use in management terms and therefore only highlight those figures greater than 5%.

Graphs to Show Raw, Adjusted Satisfaction Score Achieved for Each of the Criteria Surveyed. (These are the results before the weightings are applied.)

The mean scores below are converted into weighted performance scores in the results pages.



Similar School Averages to March 2011 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
10903	55	73.3%	70.0%	76.5%	Art
3906	33	72.3%	72.9%	71.1%	Biology
3833	33	72.0%	74.0%	70.2%	Chemistry
4972	31	66.3%	67.3%	65.4%	Citizenship
7998	51	75.2%	75.3%	75.1%	Design Technology
6977	43	72.0%	70.9%	73.7%	Drama
13610	56	74.8%	73.4%	76.2%	English
9046	52	72.1%	70.7%	73.5%	French
11335	56	73.0%	73.6%	72.5%	Geography
11595	56	76.1%	76.0%	76.2%	History
11050	55	71.9%	72.3%	71.6%	IT
13651	56	75.9%	76.8%	75.1%	Mathematics
10129	56	70.6%	69.7%	71.6%	Music
12554	55	73.8%	75.2%	72.6%	Physical Education
3747	33	69.9%	72.7%	67.8%	Physics
12381	56	68.7%	66.7%	70.3%	Religious Studies
9701	50	73.6%	74.5%	72.7%	Science
12434	55	68.1%	66.1%	70.1%	Welsh

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
4036	29	72.4%	71.8%	72.9%	Food Technology
2551	20	71.0%	71.3%	71.0%	German
1469	14	70.4%	70.0%	71.0%	Resistant Materials
1734	17	71.1%	67.6%	72.2%	Spanish

Similar School Averages to March 2011 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
9687	58	61.3%	62.3%	60.4%	Careers advice
14788	58	70.5%	71.0%	70.0%	Caring teachers
13607	58	72.2%	72.3%	72.0%	Choice of subjects
13051	58	64.1%	64.3%	64.0%	Community spirit
14172	58	74.3%	75.2%	73.5%	Computer access
13382	58	64.6%	65.2%	64.1%	Control of bullying
14850	58	68.5%	69.1%	68.0%	Developing confidence
13298	58	65.0%	65.1%	65.0%	Developing moral values
14312	58	68.2%	67.9%	68.6%	Developing potential
11738	58	73.8%	73.0%	74.9%	Exam results
15213	58	72.2%	72.6%	72.0%	Happiness of child
14822	58	4.7	4.1	5.4	Hours of Homework
15188	58	63.0%	61.6%	64.7%	Levels of homework
15443	58	75.9%	75.9%	76.1%	Overall
15178	58	65.7%	65.1%	66.5%	School communication
15029	58	71.3%	71.7%	71.2%	School discipline
15016	58	65.4%	66.5%	64.0%	School facilities
14109	58	67.9%	67.9%	68.1%	School security
12174	58	67.4%	67.4%	67.5%	Social health education
14745	58	72.1%	72.4%	71.9%	Teaching quality
13790	58	69.0%	69.0%	69.0%	Textbook availability
13205	58	75.8%	76.2%	75.5%	Truancy control

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
2450	13	72.0%	72.5%	73.6%	Celebrating and rewarding achievement
3216	13	63.4%	64.7%	63.7%	Encouraging and listening to parent views
6717	26	69.9%	69.5%	71.1%	Ensuring pupils do their best and make good progress
5290	22	68.1%	68.5%	70.8%	Extra curricular activities
3025	12	64.9%	64.9%	65.1%	Handling complaints
2812	13	76.1%	75.6%	75.9%	Making sure that the new pupils settle in well
4498	18	67.7%	67.1%	68.1%	Parents evening
3415	14	72.8%	71.1%	71.3%	Quality of school management
2967	12	63.7%	65.5%	65.6%	Regular marking of work
2927	13	64.4%	66.1%	65.8%	School's image in the local community
3407	17	66.5%	67.0%	67.1%	Tailoring workload to child's needs and ability
1333	14	70.7%	71.3%	72.2%	Teaching for special needs
3913	16	65.1%	67.2%	64.3%	Treating all pupils fairly and equally
4854	16	73.1%	72.6%	74.2%	Written reports

Similar School Results for Parents Choosing each of the Ranking Priorities - by Gender

Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
13749	6136	7403	School discipline	86.9%	88.0%	86.1%
13283	5930	7176	Teaching quality	84.5%	85.7%	83.6%
12800	5646	6987	Happiness of child	80.6%	80.2%	81.1%
12157	5356	6656	Control of bullying	76.1%	75.4%	76.6%
10752	4759	5844	Caring teachers	68.2%	68.3%	68.2%
10403	4747	5501	Developing potential	65.9%	69.5%	62.6%
9663	4454	5074	School communication	60.7%	64.0%	57.5%
9314	4199	4969	Developing confidence	58.3%	59.8%	57.0%
8433	3770	4559	School facilities	54.5%	55.4%	53.9%
8117	3394	4669	School security	51.2%	48.8%	53.5%
7327	3161	4068	Exam results	48.3%	47.8%	49.1%
7174	3238	3810	Developing moral values	45.1%	46.8%	43.6%
5467	2349	3047	Choice of subjects	35.9%	35.6%	36.3%
5211	2313	2813	Availability of resources	33.8%	34.2%	33.8%
5153	2306	2791	Levels of homework	32.1%	32.6%	31.9%
4578	1976	2477	Careers advice	30.8%	31.5%	30.2%
4629	1969	2655	Truancy control	29.5%	27.9%	31.0%
3426	1546	1826	Computer access	22.8%	23.7%	22.2%
2854	1270	1493	Community spirit	17.7%	18.0%	17.4%
2849	1144	1620	Social health education	17.1%	15.8%	18.6%

Parent priorities ranked in descending order of importance.

All Parents

School discipline
Teaching quality
Happiness of child
Control of bullying
Caring teachers
Developing potential
School communication
Developing confidence
School facilities
School security
Exam results
Developing moral values
Choice of subjects
Availability of resources
Levels of homework
Careers advice
Truancy control
Computer access
Community spirit
Social health education

Boys' parents

School discipline
Teaching quality
Happiness of child
Control of bullying
Developing potential
Caring teachers
School communication
Developing confidence
School facilities
School security
Exam results
Developing moral values
Choice of subjects
Availability of resources
Levels of homework
Careers advice
Truancy control
Computer access
Community spirit
Social health education

Girls' parents

School discipline
Teaching quality
Happiness of child
Control of bullying
Caring teachers
Developing potential
School communication
Developing confidence
School facilities
School security
Exam results
Developing moral values
Choice of subjects
Availability of resources
Levels of homework
Truancy control
Careers advice
Computer access
Social health education
Community spirit

Total boys surveyed = 6950

Total girls surveyed = 8493

Total sample= 15443

From 58 Schools