

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

Prepared and Presented

By

Kirkland Rowell Marketing

Contents

	Page
Introduction	2
Methodology	3
Results	4
Executive Summary	5
Results Tables	6
Additional Questions	9
Graphical Results of Selected Analysis	11
Strengths and Weaknesses	24
Information for Estyn Evidence	25
Bar Charts For All Criteria	40
Cross Tabular Graphical Analysis of Results	52
All Academic and Non-Academic Criteria shown by Year Group	59
Appendix	79

Introduction

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

The report measures the levels of satisfaction among the pupils for a range of criteria, which have been previously identified as being important to the parents of school pupils, as well as asking about perceptions of progress 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 pupils of the school. Questionnaires were distributed to all pupils.

Questionnaires were sealed with a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked pupils to give an assessment of whether or not they thought they were making good progress in each subject offered by the school as well as indicating either "true" or "false" to a statement relating to each criterion on a list of identified parent priorities.

Each statement offered a positive hypothesis for each criterion, the ideal result would therefore have been achieved if 100% of pupils thought that the statement was true.

Pupils were then asked to identify their top 10 priorities from the list of 20 and to choose their single top priority for improvement in the school.

Pupils also answered either "true" or "false" to a number of questions which were designed to assess the degree to which the pupils' home environment was conducive to good progress at school.

The pupils also estimated the time that they thought they spent doing homework, as well as making specific suggestions regarding possible improvements.

Results

843 completed questionnaires were returned representing a response rate of 86.8%. The survey produced an excellent overall response from the pupils, 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 criteria except Psychology and Salon Services & Hairdressing.

For the sake of assessment, in most schools, academic subjects receiving a score of 80% or above should be considered a success; with 70% being a realistic target of attainment for non-academic criteria. These scores are based on averages gathered from over 50 "similar" schools across the country. Scores of 10% or more above these targets are exceptional; while scores of 5% or more lower should suggest room for improvement.

In some schools the pupils may be less likely to say that a positive statement is true, because one problematic issue within the school (such as bullying or discipline) is colouring the pupils' 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 pupils gave a very good overall performance score (72%), while among the pupils who had been attending the school for over a year, 45% said the school had improved over the last year while only 14% thought that the school's performance was worse.

Executive Summary

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

With regard to Academic criteria, the highest proportion of pupils who said they were making good progress was for Welsh, Religious Studies and Applied Business *. (See page 7)

The highest proportion of pupils who said they were not making good progress was for BTEC Health & Social Care *, Drama and Graphic Products *. (See page 7)

With regard to Non-Academic areas, pupils awarded the highest scores for the delivery of Community spirit, Availability of resources and Social health education. (See page 8)

The pupils awarded the lowest scores for the delivery of Levels of homework, Caring teachers and Developing potential. (See page 8)

The pupils' top priority for improvement is School facilities. (See page 23)

The boys gave significantly higher scores for 10 of the criteria surveyed. (See page 53 and page 54)

The girls gave significantly higher scores for 11 of the criteria surveyed. (See page 53 and page 54)

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 were converted to percentages is given in the Appendix. As there is a measurable bias in the way that pupils score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 50 similar Welsh schools, and are also included in the appendix of this report.

Scores 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 * .

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.

Academic Criteria

Academic subjects	Weighted % making good progress	Weighted % not making good progress
Welsh	101.8	-1.8
Religious Studies	96.4	3.6
Applied Business	94.4	5.6
* Spanish	93.8	6.2
Leisure & Tourism	93.4	6.6
* BTEC Construction	93.1	6.9
BTEC Engineering	92.8	7.2
Biology	92.8	7.2
Music	91.1	8.9
Child Development	89.9	10.1
Textiles	88.1	11.9
ICT	87.9	12.1
Design Technology	87.8	12.2
* Catering	87.4	12.6
Geography	86.0	14.0
French	85.9	14.1
Art	85.2	14.8
History	84.9	15.1
Science	83.4	16.6
English	82.5	17.5
Mathematics	82.2	17.8
* Physics	81.1	18.9
Physical Education	81.1	18.9
* Chemistry	80.9	19.1
* Applied Science	79.7	20.3
Graphic Products	78.6	21.4
Drama	77.4	22.6
BTEC Health & Social Care	72.9	27.1
Psychology	low response	
Salon Services & Hairdressing	"	

* - not weighted by Similar School average figure

* - only reliable to within 10%

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

Selected Performance Criteria

Criteria	Weighted % who said statement was true	Weighted % who said statement was false
Community spirit	105.2	-5.2
Availability of resources	92.0	8.0
Social health education	89.5	10.5
School discipline	87.7	12.3
School facilities	84.7	15.3
Computer access	84.1	15.9
Developing confidence	84.0	16.0
Happiness of child	82.3	17.7
School security	80.4	19.6
School communication	78.5	21.5
Careers advice	77.2	22.8
Developing moral values	75.6	24.4
Control of bullying	75.5	24.5
Teaching quality	75.0	25.0
Exam results	74.6	25.4
Choice of subjects	74.1	25.9
Truancy control	72.8	27.2
Developing potential	70.5	29.5
Caring teachers	69.9	30.1
Levels of homework	59.2	40.8
"Overall" Rating Score	71.7	

Additional Questions

Additional subject areas were investigated with regard to pupil happiness and the following results were achieved with regard to those pupils 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 Similar Schools Average figures.

Issue	Weighted % who said statement was true	Weighted % who said statement was false
Marking pupils work	83.8	16.2
Encouraging local community activity	82.4	17.6
Quality of school management	81.0	19.0
Encouraging and listening to parents views	79.7	20.3
Handling complaints	78.1	21.9
Parents evening	77.4	22.6
Workload tailored to child	73.9	26.1
Written reports	72.8	27.2
Teaching for special needs	72.4	27.6
Ensuring pupils do best and make progress	70.5	29.5
Celebrating and rewarding achievement	70.4	29.6
Extra curricular activities	67.9	32.1
Promoting racial harmony	67.3	32.7
Encouraging and listening to pupils' views	61.9	38.1
School uniform	54.2	45.8

Importance Ratings

Ideally those criteria which are most important to pupils will be the criteria to which pupils award the highest performance scores.

In the following table, the first column shows the percentage of pupils 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 pupils say the school performs, ie. 1st = what the school does best, 20th = what the school does least well.

Tip - Remember, green is good, red is bad

	Importance Score (%)	Performance Ranking
Happiness of child	78.0%	(8th)
Control of bullying	69.7%	(13th)
School security	68.4%	(9th)
Choice of subjects	67.7%	(16th)
School discipline	65.7%	(4th)
Exam results	60.1%	(15th)
School facilities	60.1%	(5th)
Teaching quality	50.4%	(14th)
Developing potential	48.1%	(18th)
Developing confidence	48.1%	(7th)
School communication	47.2%	(10th)
Levels of homework	46.7%	(20th)
Caring teachers	43.6%	(19th)
Social health education	42.8%	(3rd)
Availability of resources	38.7%	(2nd)
Careers advice	36.6%	(11th)
Computer access	34.1%	(6th)
Developing moral values	32.9%	(12th)
Truancy control	31.4%	(17th)
Community spirit	29.8%	(1st)

Graphical and Tabular Analysis
of
Selected Results

Charts to Compare and Contrast where the Pupils said they were making good progress, with a ranking of parent satisfaction for each subject

Position differences of 6 or more have been highlighted.

Pupils

Subject	Ranking
Welsh	1st
Religious Studies	2nd
Applied Business	3rd
Spanish	4th
Leisure & Tourism	5th
BTEC Engineering	6th
Biology	7th
Music	8th
Textiles	9th
ICT	10th
Design Technology	11th
Catering	12th
Geography	13th
French	14th
Art	15th
History	16th
Science	17th
English	18th
Mathematics	19th
Physics	20th
Physical Education	21th
Chemistry	22th
Applied Science	23th
Graphic Products	24th
Drama	25th
BTEC Health & Social Care	26th

Parents

Subject	Ranking
Textiles	1st
Spanish	2nd
Leisure & Tourism	3rd
Welsh	4th
BTEC Engineering	5th
Applied Business	6th
Religious Studies	7th
Catering	8th
Biology	9th
Art	10th
Geography	11th
French	12th
English	13th
Design Technology	14th
History	15th
ICT	16th
Music	17th
Physics	18th
Science	19th
BTEC Health & Social Care	20th
Mathematics	21th
Drama	22th
Physical Education	23th
Chemistry	24th
Applied Science	25th
Graphic Products	26th

Charts to Compare and Contrast how the Pupils and Parents thought the school was performing

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

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

Charts to Compare and Contrast how the Pupils and Parents thought the school was performing

There were no significant differences detected.

Pupils

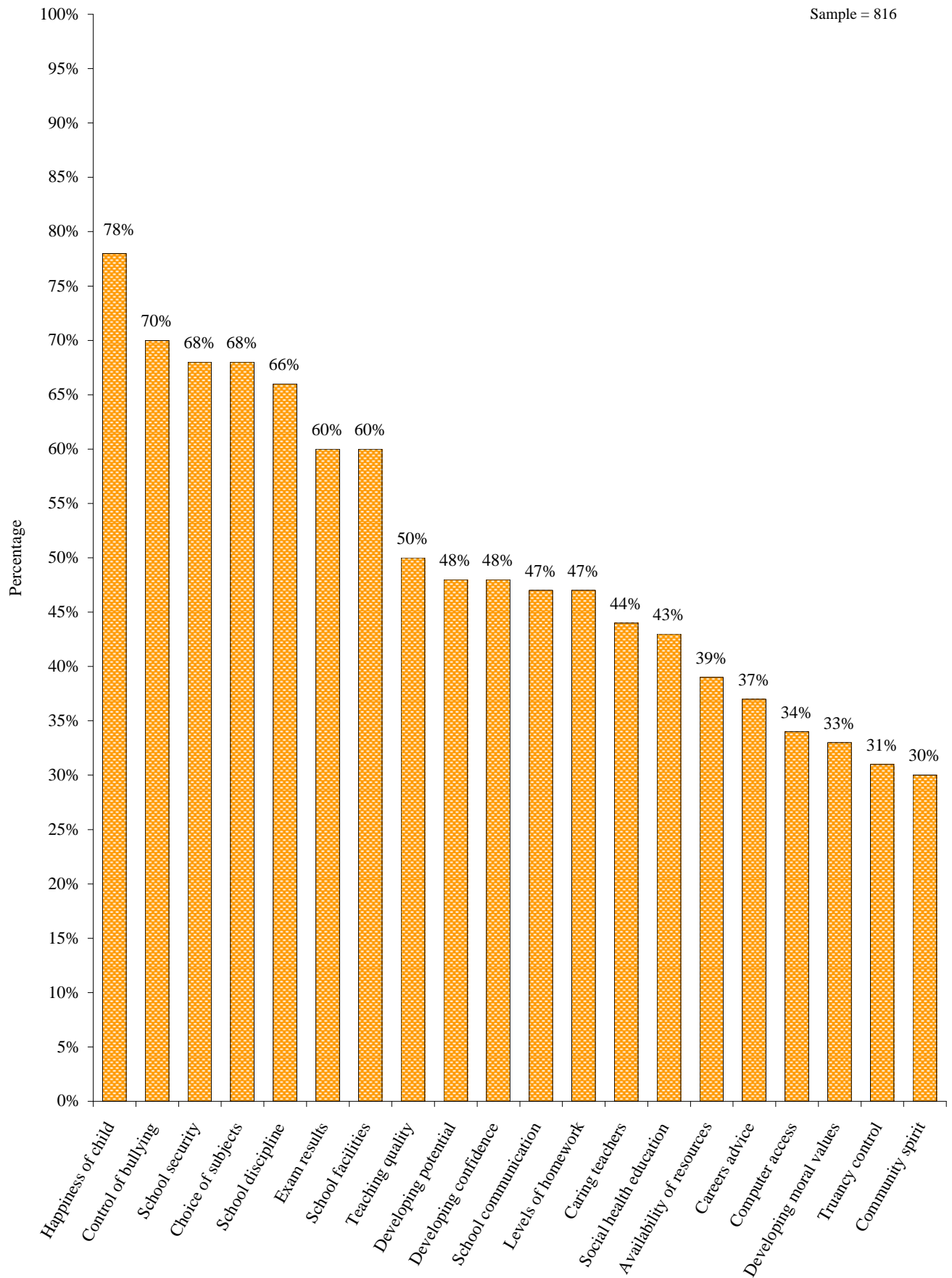
Additional criteria	Ranking
Marking pupils work	1st
Encouraging local community activity	2nd
Quality of school management	3rd
Encouraging and listening to parents views	4th
Handling complaints	5th
Parents evening	6th
Workload tailored to child	7th
Written reports	8th
Teaching for special needs	9th
Ensuring pupils do best and make progress	10th
Celebrating and rewarding achievement	11th
Extra curricular activities	12th
Promoting racial harmony	13th
Encouraging and listening to pupils' views	14th
School uniform	15th

Parents

Additional criteria	Ranking
Encouraging local community activity	1st
Handling complaints	2nd
Marking pupils work	3rd
Workload tailored to child	4th
Encouraging and listening to parents views	5th
Quality of school management	6th
Written reports	7th
Teaching for special needs	8th
Ensuring pupils do best and make progress	9th
Parents evening	10th
Encouraging and listening to pupils' views	11th
Promoting racial harmony	12th
Celebrating and rewarding achievement	13th
Extra curricular activities	14th
School uniform	15th

Graph to Show Pupil Comparative Importance Scores for Each of the Identified Priorities.

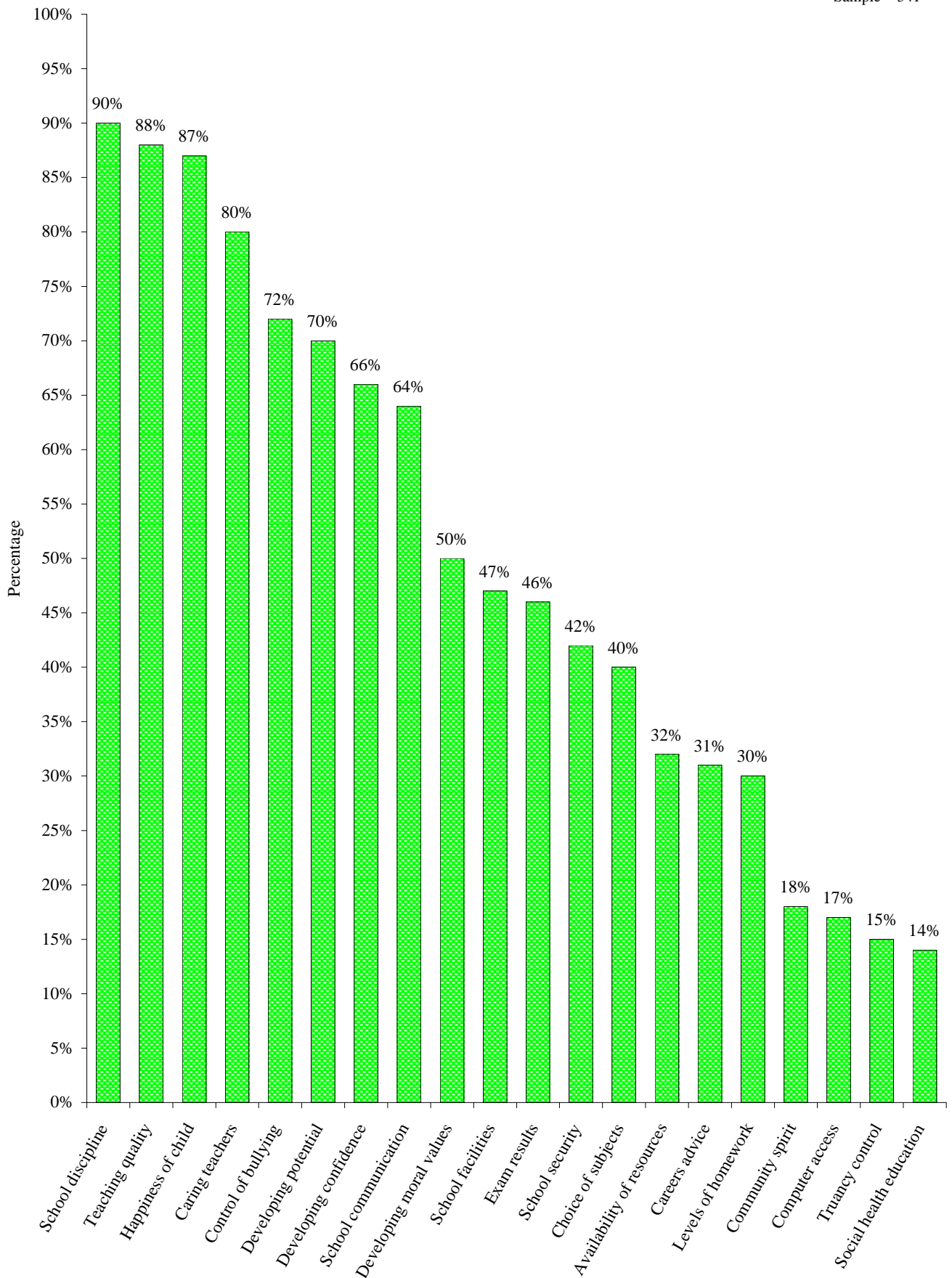
The pupils were asked to choose 10 priorities from a list of 20 criteria.



Graph to Show Parent Comparative Importance Scores for Each of the Identified 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



The parent results quoted, are from the survey completed in the 2010/11 academic year.

Charts to Compare and Contrast Pupils' and Parents' Importance

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

Chosen criteria	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
School security	12th
Choice of subjects	13th
Availability of resources	14th
Careers advice	15th
Levels of homework	16th
Community spirit	17th
Computer access	18th
Truancy control	19th
Social health education	20th

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

Position differences of 4 or more have been highlighted.

This School

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

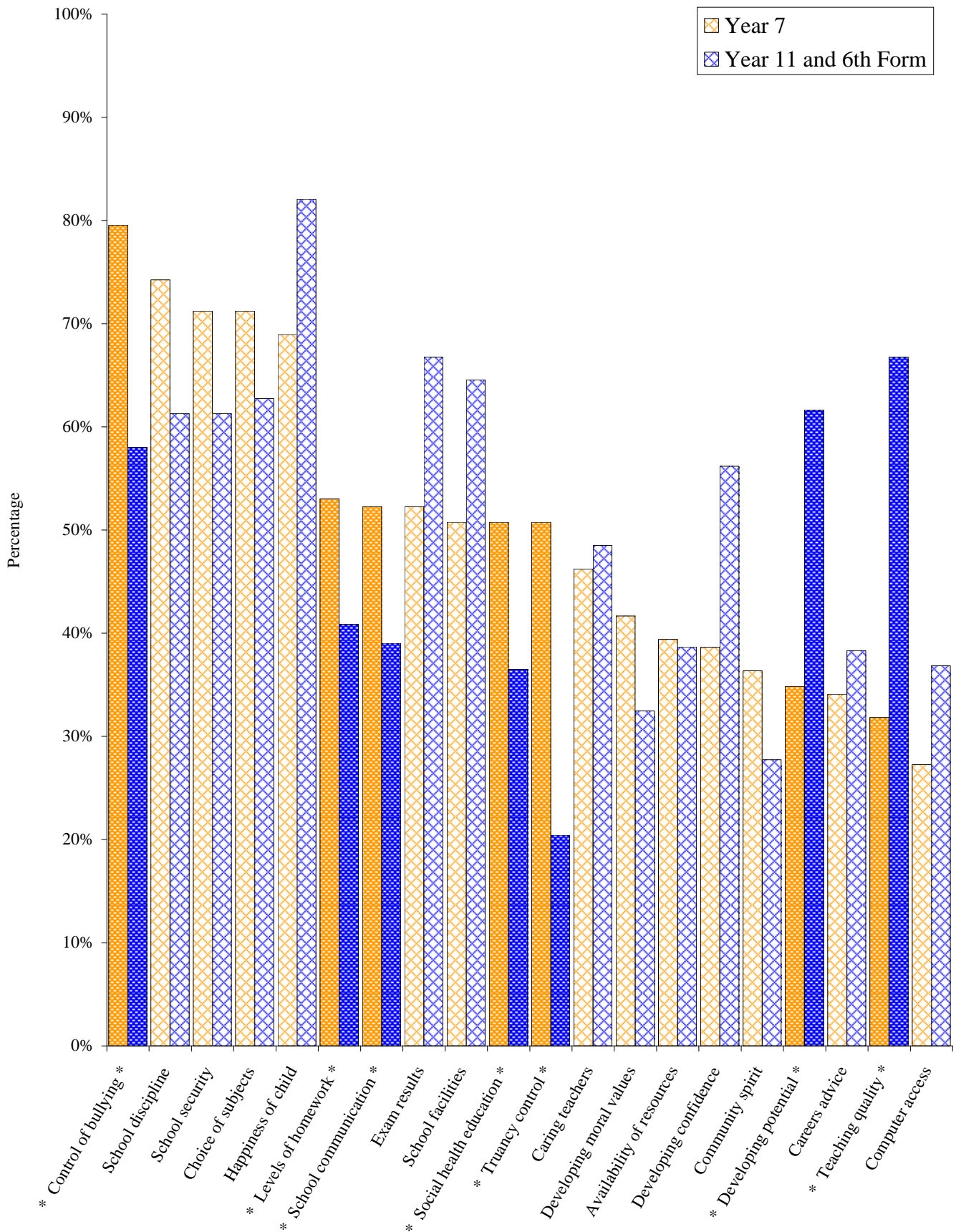
Average of Similar Schools

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

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

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

Differences in ranking of 6 or more positions have been highlighted.



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

Position differences of 6 or more have been highlighted.

Priorities of Year 7 pupils

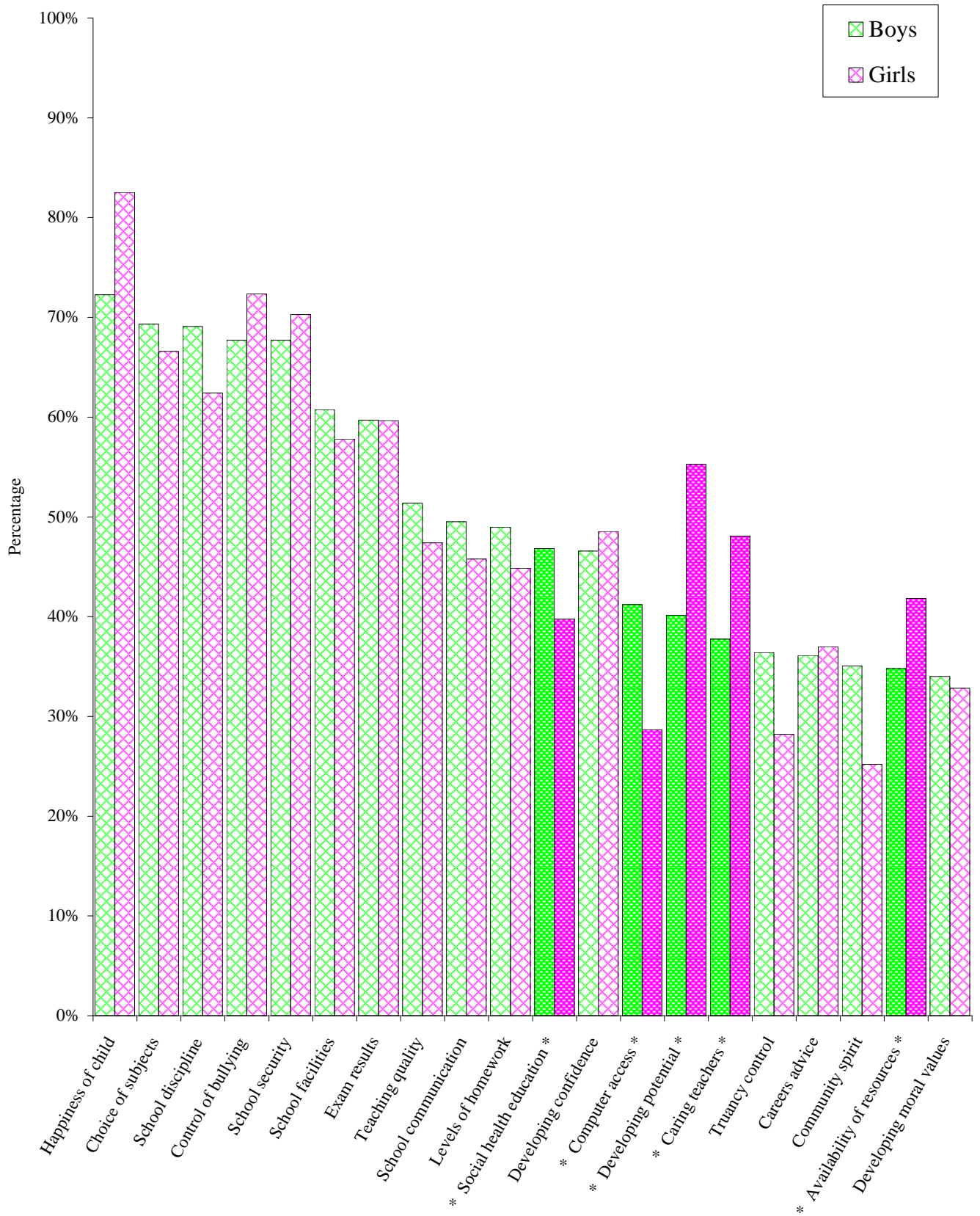
Choose 10	Ranking
Control of bullying	1st
School discipline	2nd
Choice of subjects	3rd
School security	3rd
Happiness of child	5th
Levels of homework	6th
Exam results	7th
School communication	7th
School facilities	9th
Social health education	9th
Truancy control	9th
Caring teachers	12th
Developing moral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

Priorities of Year 11 and 6th Form pupils

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

Graph to Show how Pupils' **Priorities** Differ by Gender.

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



Charts to Show how Pupil **Priorities** Differ by Gender.

Position differences of 4 or more have been highlighted.

Priorities of Boys

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

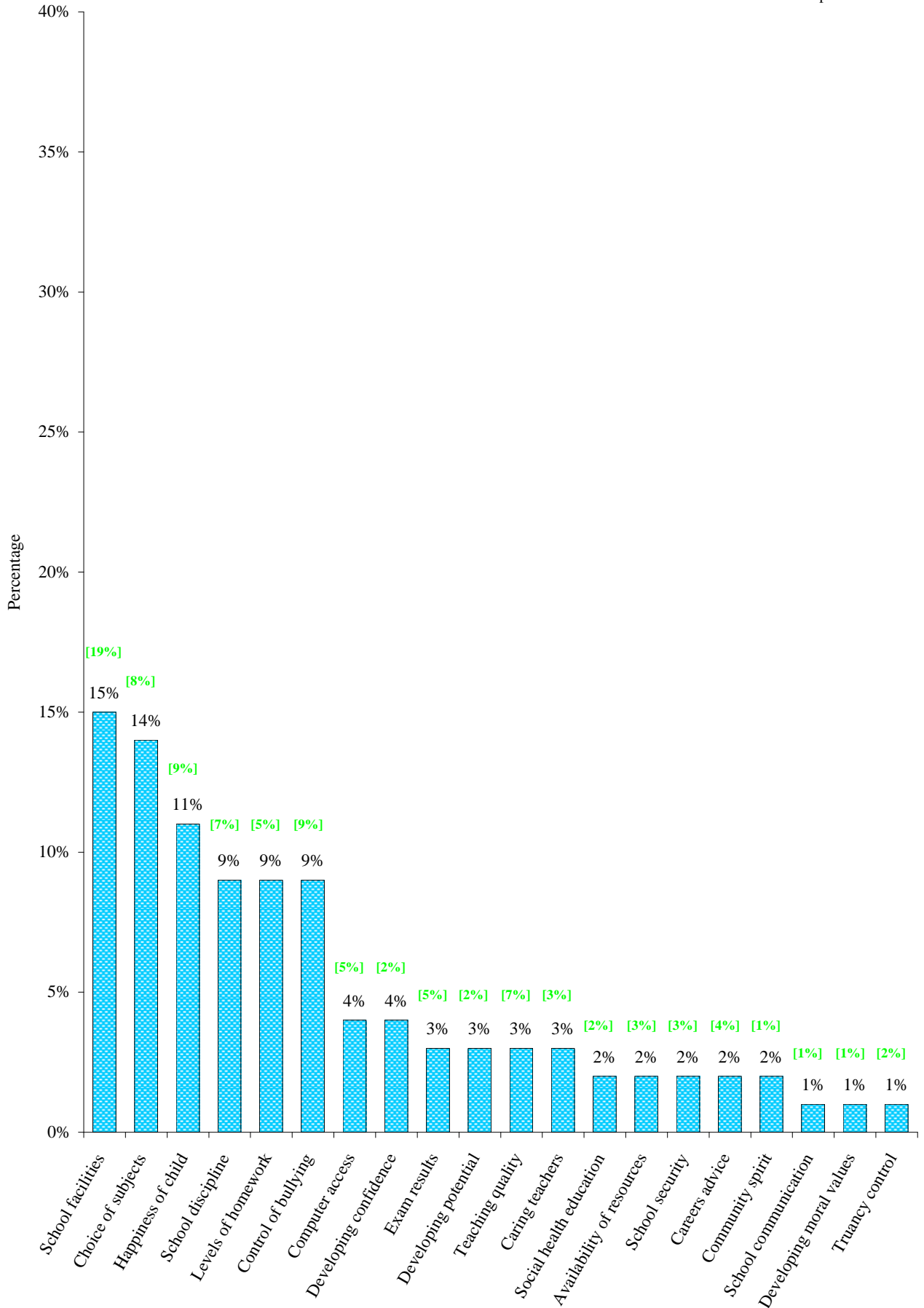
Priorities of Girls

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

Graph to Show Relative Pupil Priorities for Improvement.

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

Sample = 552



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: **green** is very good, **red** is bad and **gold** is exceptional.)

Relative Strengths - academic

- 101.8%** Welsh
- 96.4%** Religious Studies
- * **94.4%** Applied Business
- 93.8%** Spanish
- * **93.4%** Leisure & Tourism

Relative Weaknesses - academic

- * **72.9%** BTEC Health & Social Care
- 77.4%** Drama
- * **78.6%** Graphic Products
- 79.7%** Applied Science
- 80.9%** Chemistry

Relative Strengths - selected performance criteria

Importance

105.2% Community spirit	(29.8%) 20th
92.0% Availability of resources	(38.7%) 15th
89.5% Social health education	(42.8%) 14th
87.7% School discipline	(65.7%) 5th
84.7% School facilities	(60.1%) 7th

Relative Weaknesses - selected performance criteria

Importance

59.2% Levels of homework	(46.7%) 12th
69.9% Caring teachers	(43.6%) 13th
70.5% Developing potential	(48.1%) 9th
72.8% Truancy control	(31.4%) 19th
74.1% Choice of subjects	(67.7%) 4th

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

Estyn Summary - Common Inspection Framework from September 2010

The following section gives the Pupil 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

45% of pupils say the school is improving, vs 14% who say it's declining.

Ratio of pupils saying school improving versus declining **Excellent**

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

Teaching Quality	75.0%
Exam results	74.6%
Ensuring pupils do best and make progress	70.5%
Developing Potential	70.5%

Summary grade for this section = **Good**

CIF 1.1.4 How Good are Pupils' Skills?

Welsh	101.8%
Social health education	89.5%
ICT	87.9%
English	82.5%
Mathematics	82.2%
Careers advice	77.2%
Exam results	74.6%
Choice of subjects	74.1%

Summary grade for this section = **Excellent**

CIF 1.1.5 Welsh

Welsh	101.8%
--------------	---------------

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?

Social health education	89.5%
School discipline	87.7%
Physical Education	81.1%
School security	80.4%
Control of bullying	75.5%
Healthy lifestyle - Exercise	70.0%
Extra curricular activities	67.9%
Healthy lifestyle - Diet	59.3%

Summary grade for this section = **Excellent**

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

Community spirit	105.2%
School discipline	87.7%
Developing confidence	84.0%
Happiness of child	82.3%
Control of bullying	75.5%
Teaching quality	75.0%
Choice of subjects	74.1%
Workload tailored to child	73.9%
Truancy control	72.8%
Teaching for special needs	72.4%
Ensuring pupils do best and make progress	70.5%
Developing potential	70.5%
Celebrating and rewarding achievement	70.4%
Caring teachers	69.9%
Encouraging and listening to pupils' views	61.9%

Summary grade for this section = **Adequate**

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

Community spirit	105.2%
Encouraging local community activity	82.4%
Extra curricular activities	67.9%
Encouraging and listening to pupils' views	61.9%

Summary grade for this section = **Adequate**

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

Community spirit	105.2%
Social health education	89.5%
Developing confidence	84.0%
Developing moral values	75.6%
Ensuring pupils do best and make progress	70.5%
Developing potential	70.5%

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?

Community spirit	105.2%
Availability of resources	92.0%
Social health education	89.5%
Encouraging local community activity	82.4%
Careers advice	77.2%
Developing moral values	75.6%
Teaching quality	75.0%
Exam results	74.6%
Choice of subjects	74.1%
Teaching for special needs	72.4%
Developing potential	70.5%
Caring teachers	69.9%
Extra curricular activities	67.9%
Promoting racial harmony	67.3%

Summary grade for this section = **Excellent**

CIF 2.1.2 How well do we provide for skills?

Welsh	101.8%
Social health education	89.5%
ICT	87.9%
English	82.5%
Mathematics	82.2%
Careers advice	77.2%
Teaching quality	75.0%
Choice of subjects	74.1%
Extra curricular activities	67.9%

Summary grade for this section = **Excellent**

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

Welsh **101.8%**

Summary grade for this section = **Excellent**

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

Community spirit	105.2%
Social health education	89.5%
Geography	86.0%
Developing moral values	75.6%
Promoting racial harmony	67.3%

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?

Availability of resources	92.0%
Marking pupils work	83.8%
Teaching quality	75.0%
Exam results	74.6%
Choice of subjects	74.1%
Teaching for special needs	72.4%
Ensuring pupils do best and make progress	70.5%
Developing potential	70.5%
Celebrating and rewarding achievement	70.4%
Caring teachers	69.9%
Extra curricular activities	67.9%
Levels of homework	59.2%

Summary grade for this section = **Adequate**

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

Marking pupils work	83.8%
Encouraging and listening to parents views	79.7%
School communication	78.5%
Handling complaints	78.1%
Parents evening	77.4%
Written reports	72.8%
Caring teachers	69.9%
Levels of homework	59.2%

Summary grade for this section = **Adequate**

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?

Social health education	89.5%
School discipline	87.7%
Developing confidence	84.0%
Encouraging local community activity	82.4%
Happiness of child	82.3%
School security	80.4%
Encouraging and listening to parents views	79.7%
School communication	78.5%
Careers advice	77.2%
Control of bullying	75.5%
Truancy control	72.8%
Healthy lifestyle - Exercise	70.0%
Caring teachers	69.9%
Extra curricular activities	67.9%
Promoting racial harmony	67.3%
Encouraging and listening to pupils' views	61.9%
Healthy lifestyle - Diet	59.3%

Summary grade for this section = **Adequate**

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

Social health education	89.5%
Computer access	84.1%
School communication	78.5%
Careers advice	77.2%
Teaching for special needs	72.4%
Ensuring pupils do best and make progress	70.5%
Developing potential	70.5%
Caring teachers	69.9%

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?

Marking pupils work	83.8%
Encouraging and listening to parents views	79.7%
School communication	78.5%
Teaching quality	75.0%
Choice of subjects	74.1%
Workload tailored to child	73.9%
Written reports	72.8%
Teaching for special needs	72.4%
Ensuring pupils do best and make progress	70.5%
Developing potential	70.5%
Caring teachers	69.9%

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?

Community spirit	105.2%
School discipline	87.7%
Handling complaints	78.1%
Developing moral values	75.6%
Control of bullying	75.5%
Promoting racial harmony	67.3%

Summary grade for this section = **Excellent**

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

Availability of resources	92.0%
School facilities	84.7%
Computer access	84.1%

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?

Quality of school management	81.0%
School communication	78.5%
Exam results	74.6%
Ensuring pupils do best and make progress	70.5%
Developing potential	70.5%
Caring teachers	69.9%

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	86.8%

Summary grade for this section = **Excellent**

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

Ratio of pupils saying school improving versus declining. **Excellent**

Summary grade for this section = **Excellent**

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?

Availability of resources	92.0%
School facilities	84.7%
Computer access	84.1%
Extra curricular activities	67.9%

Summary grade for this section = **Excellent**

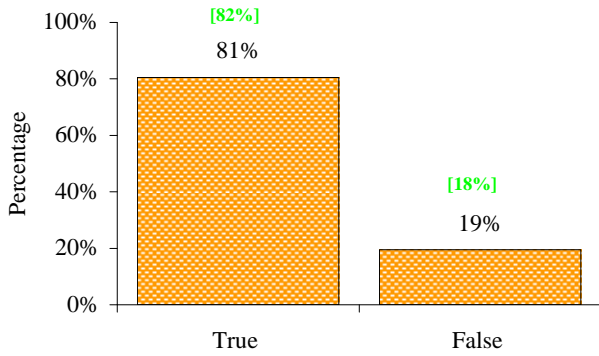
CIF 3.4.2 - Do we provide value for money?

Quality of school management	81.0%
Overall Pupil Satisfaction Score	71.7%

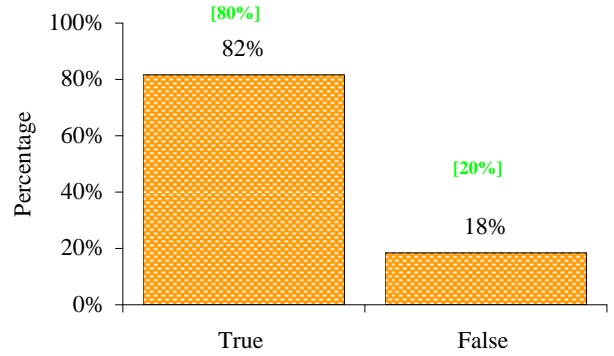
Summary grade for this section = **Excellent**

Graphical Analysis of Results for all Questions and Criteria

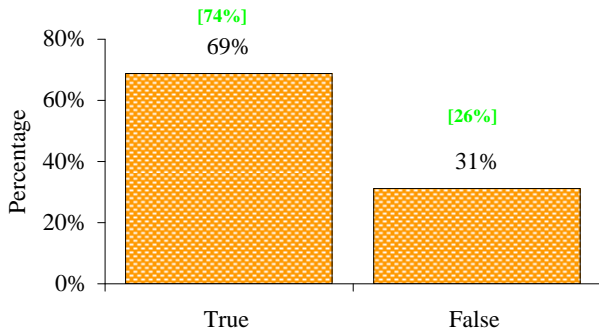
I have not been bullied recently



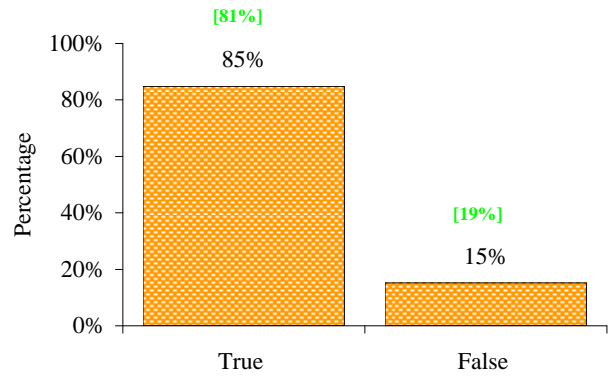
I have not been treated unfairly by staff



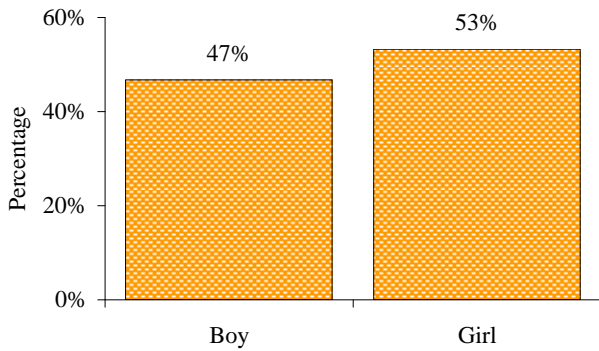
Given choice, I would still attend my lessons



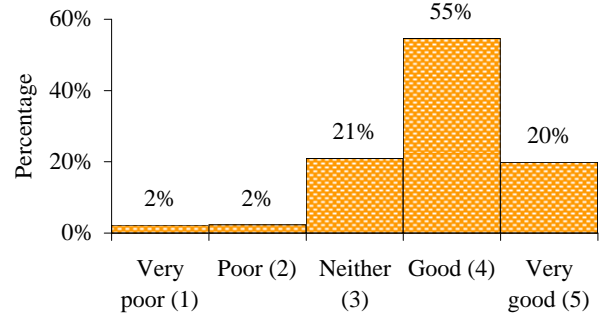
I would like to attend University



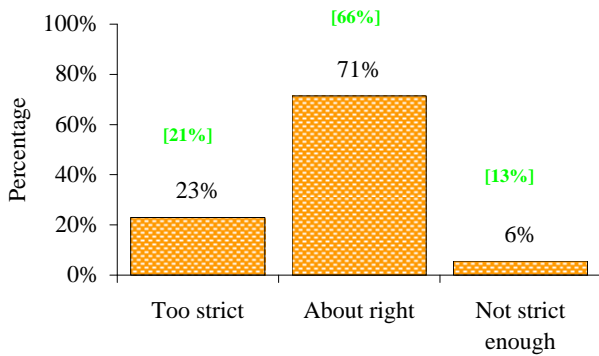
Gender of Pupil



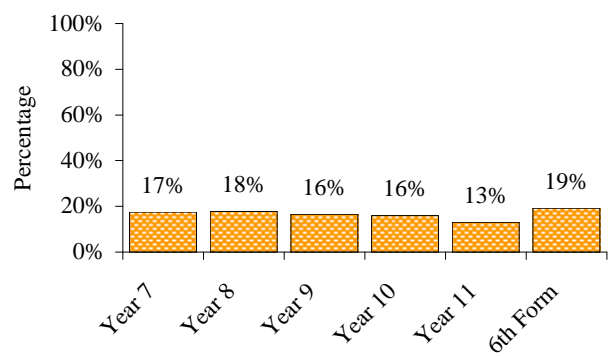
Overall, rate the performance of the school



What do you think of school discipline?

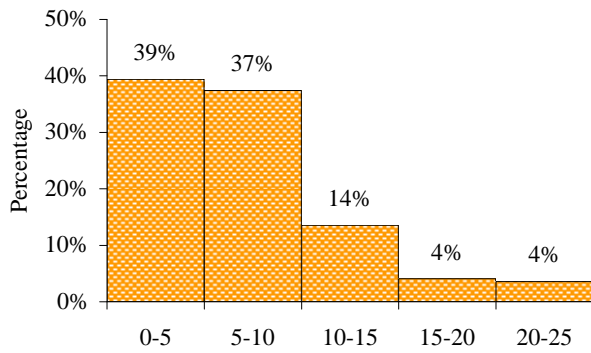


Year Group

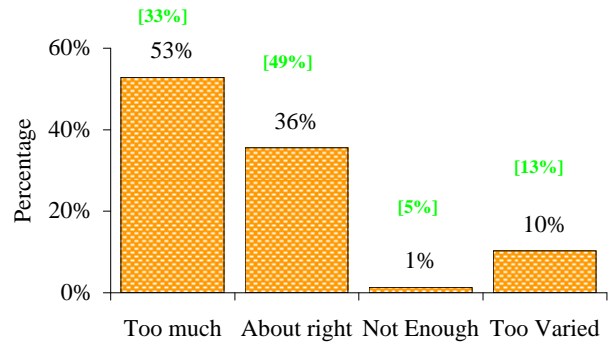


Average figures from similar schools are given in [brackets].

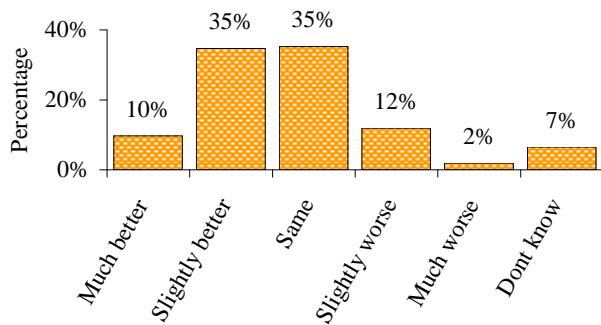
Hours of Homework per Week



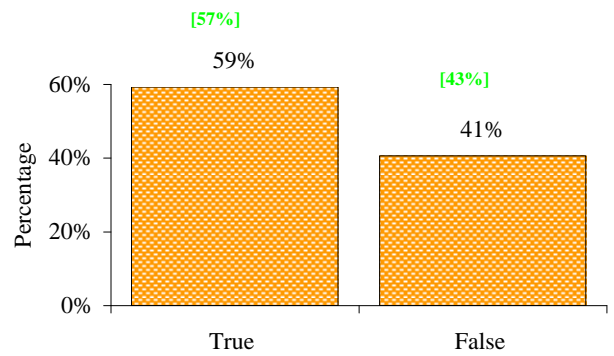
Describe the Amount of Homework Given



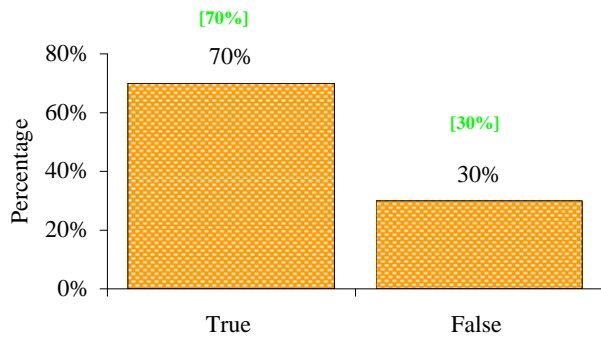
Performance compared to last year



The school encourages a healthy lifestyle through diet



The school encourages a healthy lifestyle through exercise

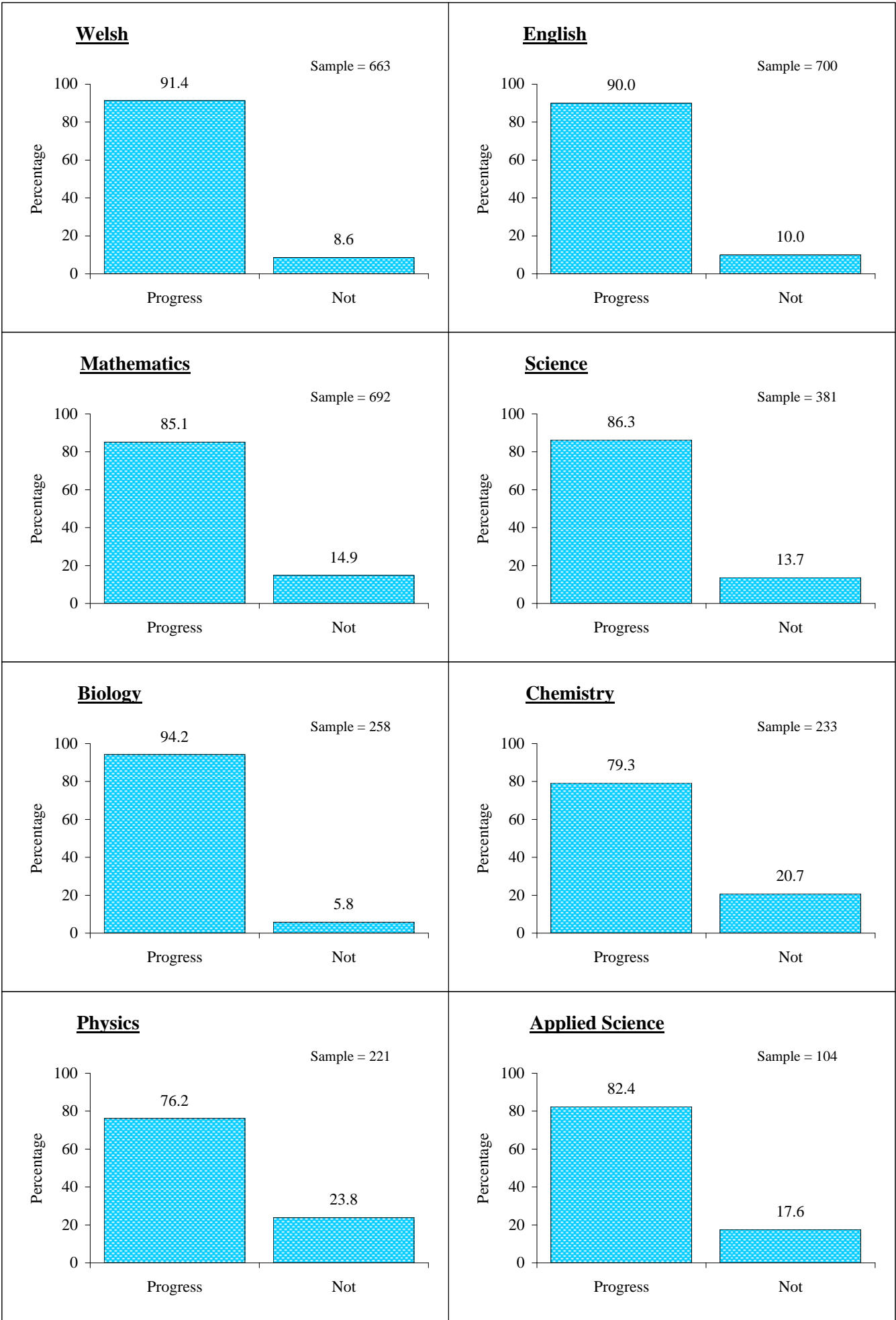


Average figures from similar schools are given in [brackets].

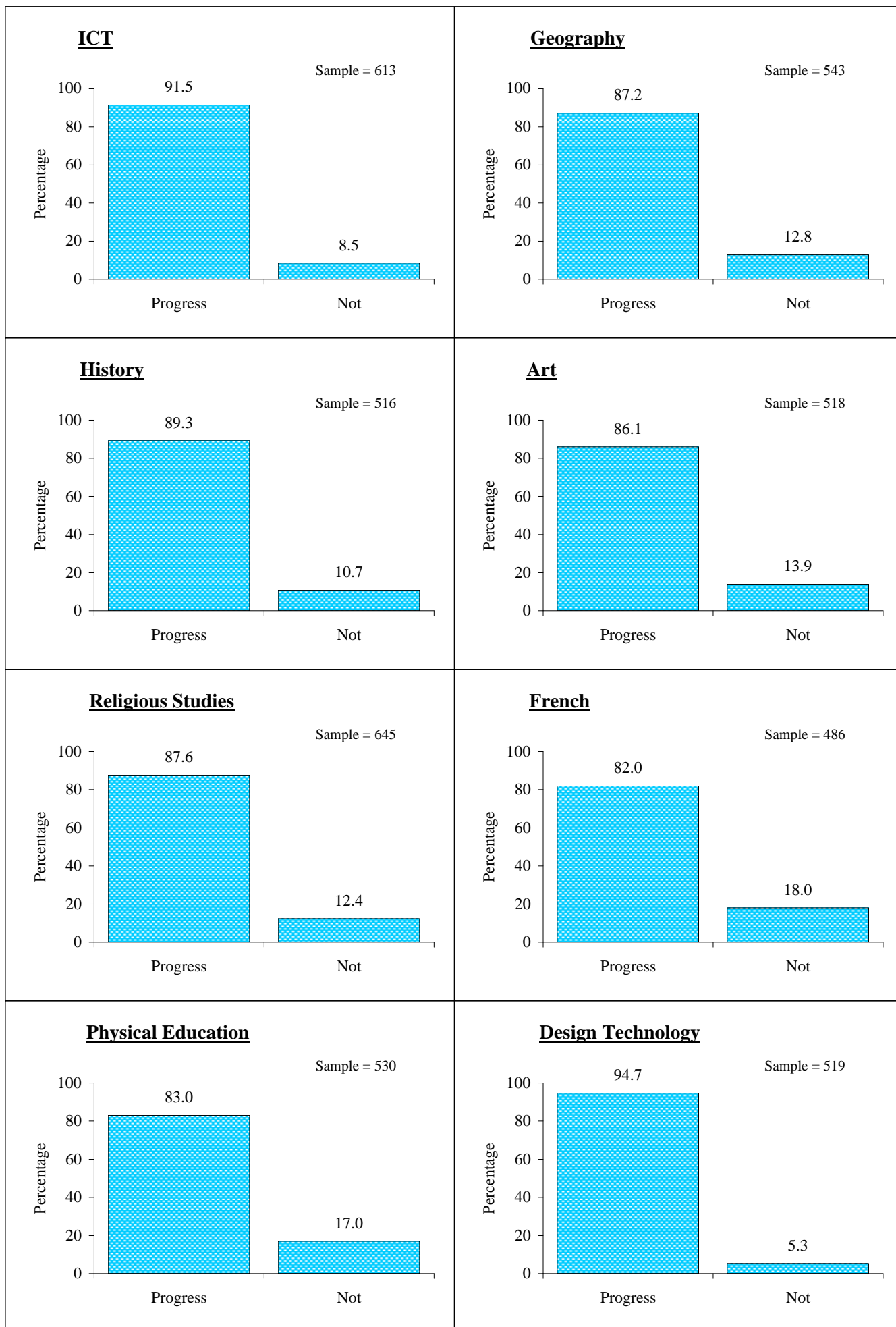
Bar Chart Results

The following Bar Charts show the percentage of pupils answering each question either positively or negatively.

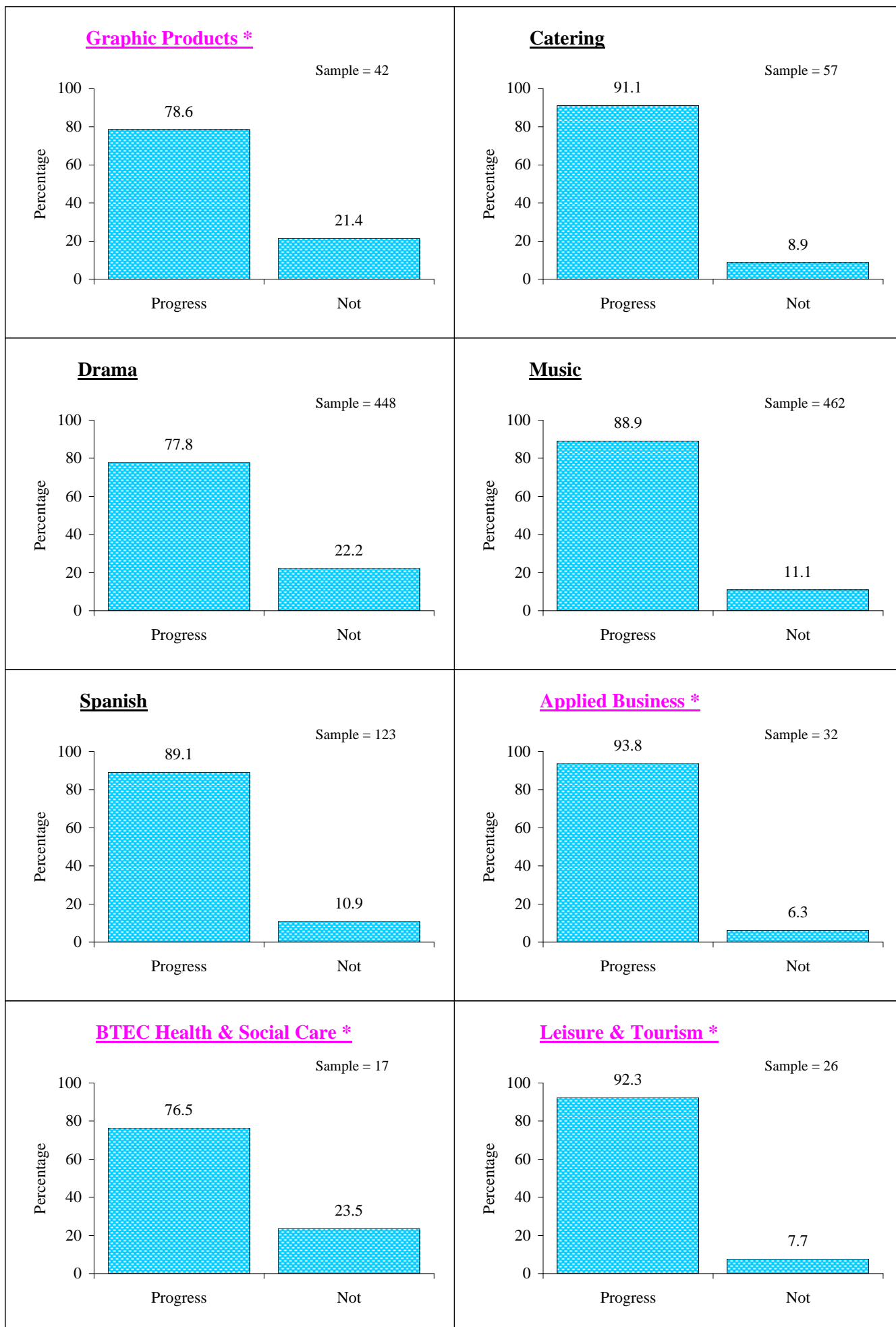
The following graphs have been adjusted to be representative of year group size and gender.



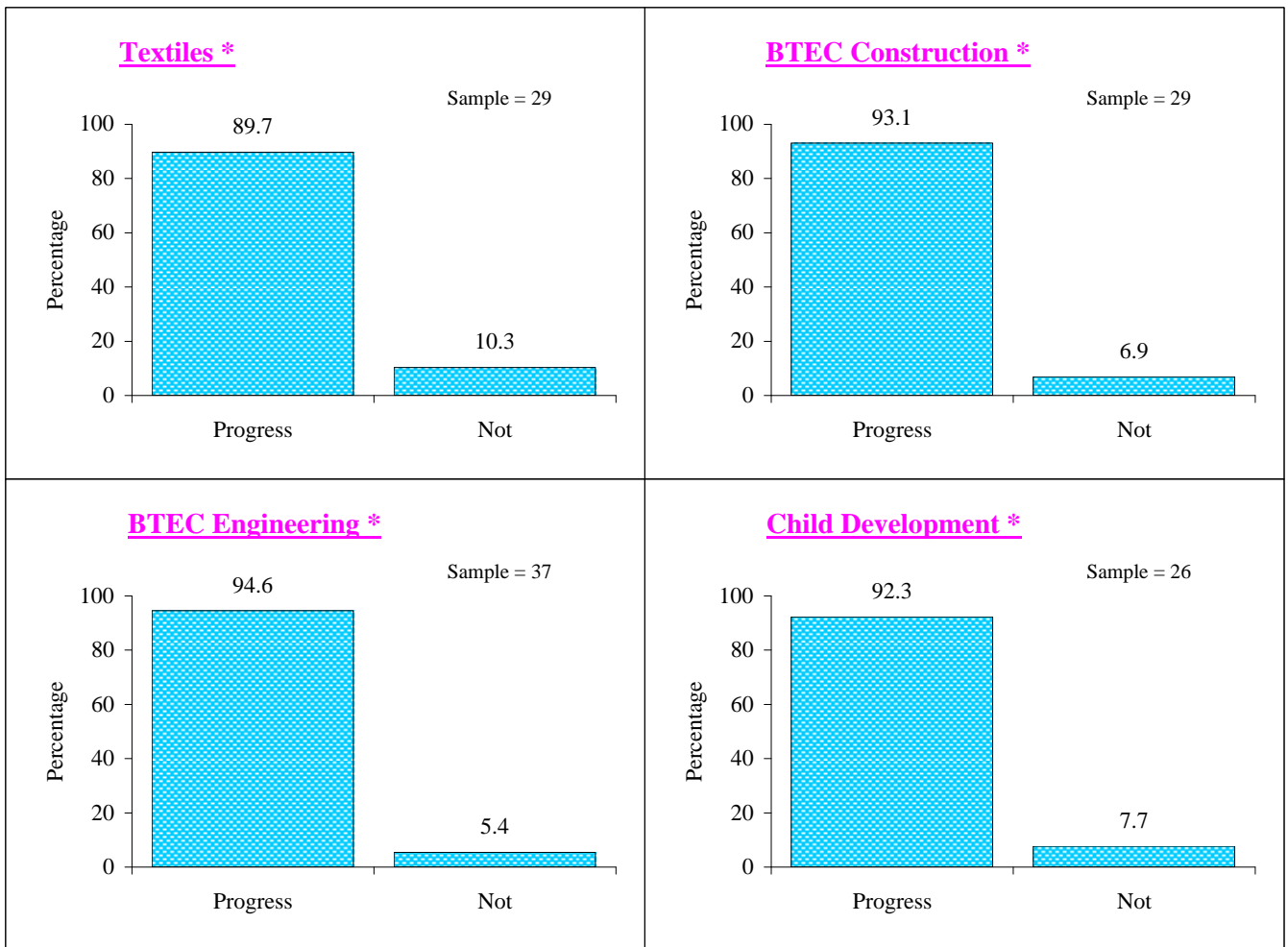
The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.



The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

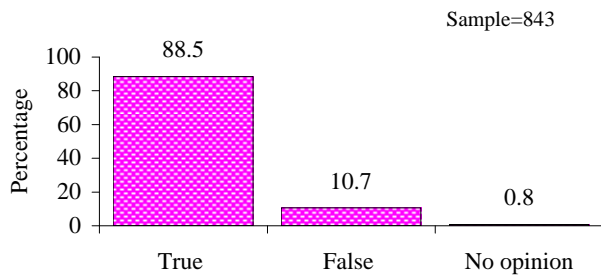


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say. Subjects marked in **Pink** should only be considered indicative.

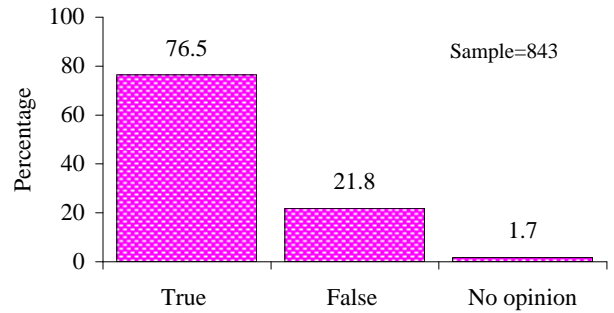


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say. Subjects marked in **Pink** should only be considered indicative.

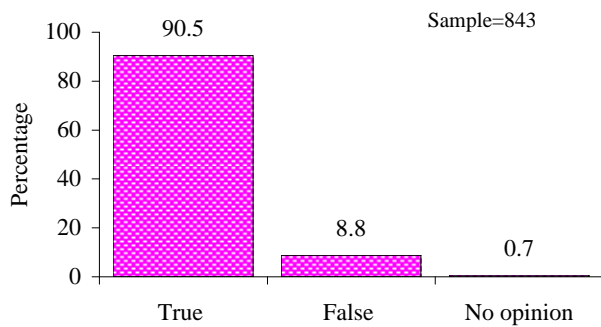
School discipline/behaviour: "There is usually a good level of discipline/behaviour in the classroom during lessons."



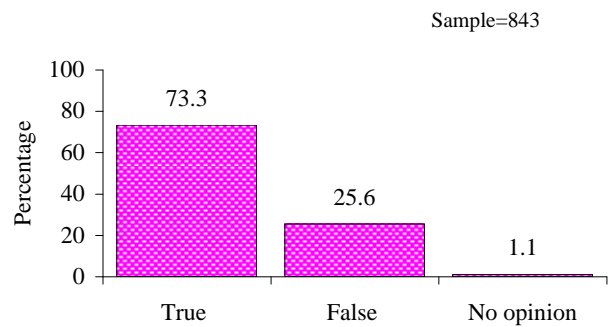
Community spirit: "Pupils care about one another."



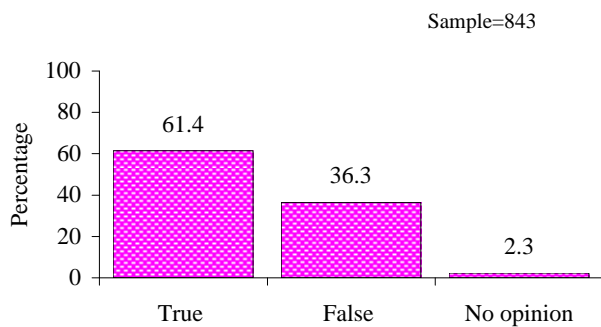
School security: "I usually feel safe when I am at school."



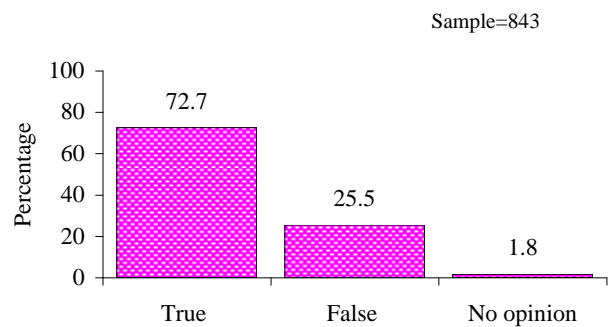
Social health education: "I am taught how to stay healthy and to deal with problems."



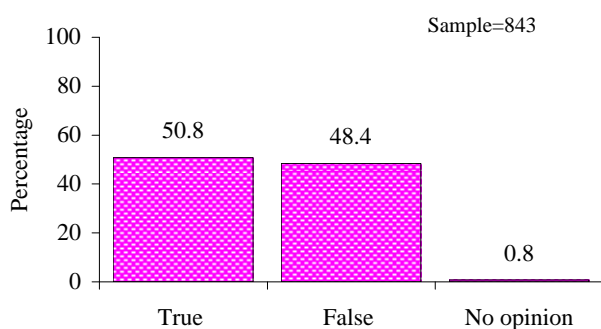
Control of bullying: "If I reported bullying to a teacher it would be stopped."



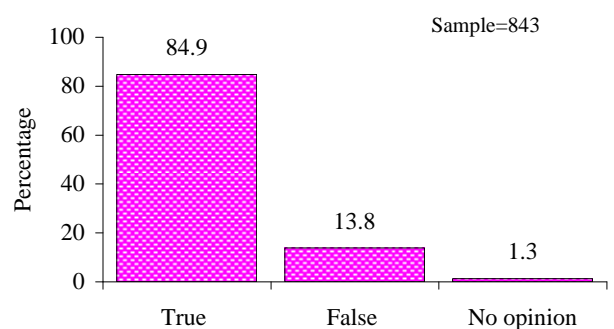
Careers advice: "I get all the help and advice that I need about my future career options."



Levels of homework: "Amount of homework is regular and fair."



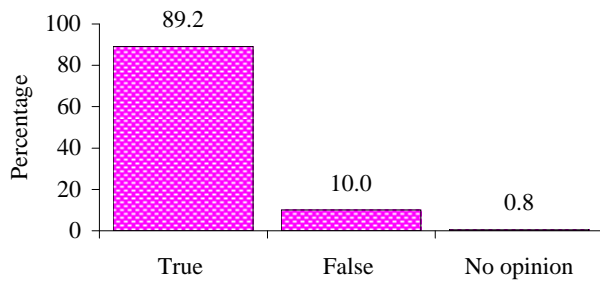
Developing potential: "Teachers encourage me to do my best."



The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

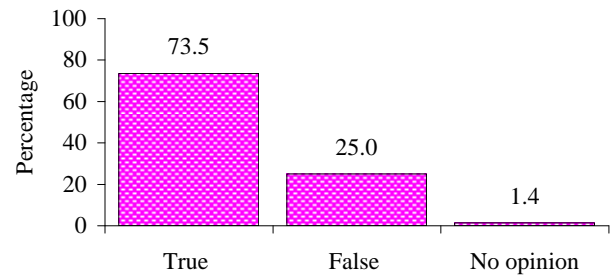
Exam results: "I have a good chance of achieving the exam results I would like."

Sample=843



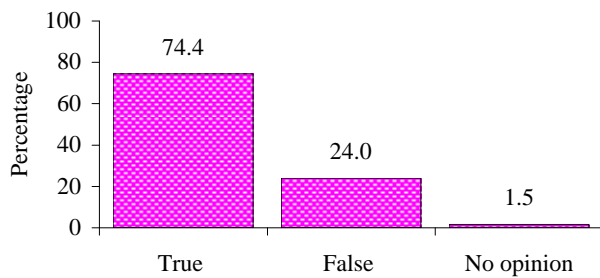
Developing confidence: "School helps me to be proud of who I am."

Sample=843



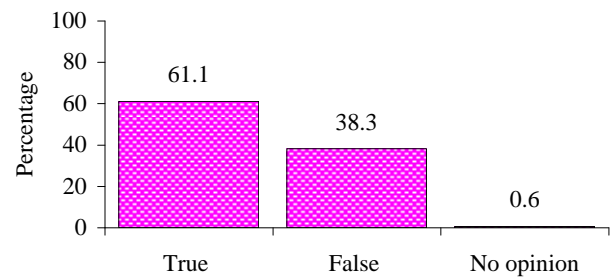
Resource availability: "There are usually enough resources e.g. textbooks for everyone."

Sample=843



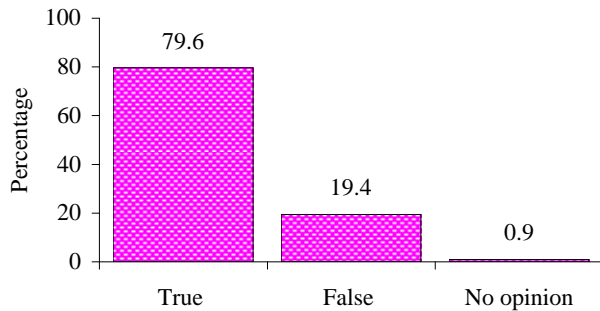
School facilities: "The buildings and equipment are mostly clean and modern."

Sample=843



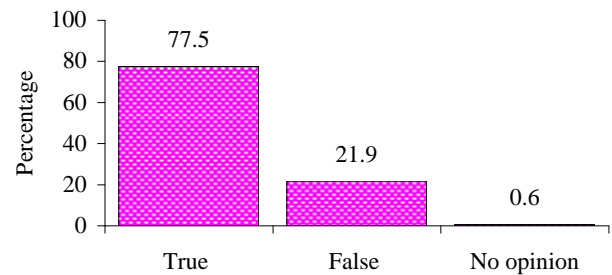
Caring teachers: "Most teachers would listen carefully if I had a problem."

Sample=843



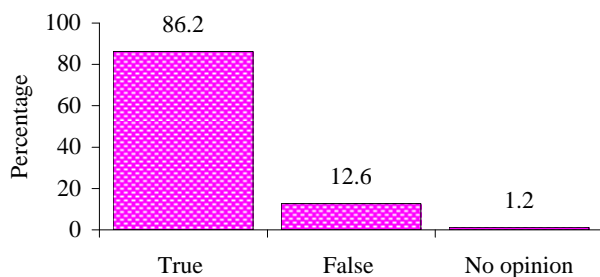
School communication: "My parents are kept up to date with my progress and with what is going on at school."

Sample=843



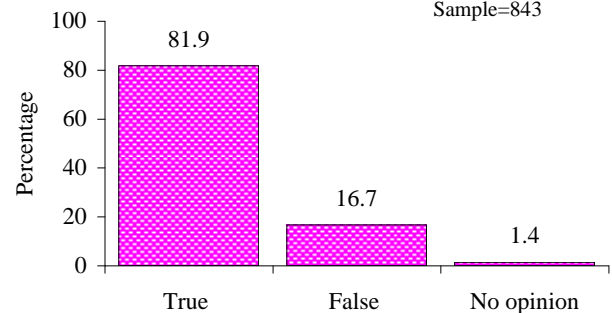
Developing moral values: "School teaches the difference between right and wrong."

Sample=843



Happiness of child: "I am usually happy at school."

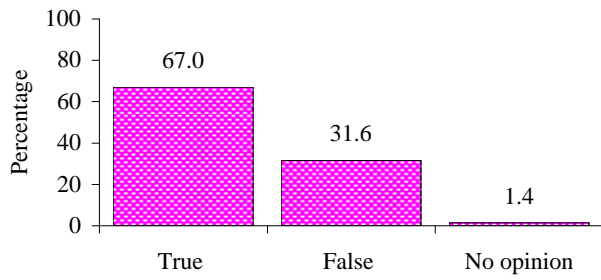
Sample=843



The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

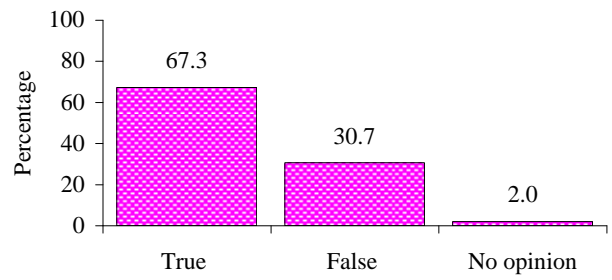
Choice of subjects: "The school offers all of the subjects that I would like to be taught."

Sample=843



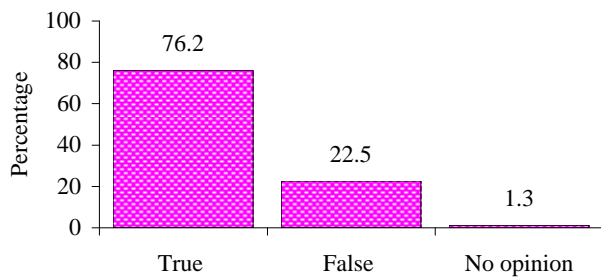
Teaching quality: "I enjoy being taught by most of my teachers because they make the lessons interesting."

Sample=843



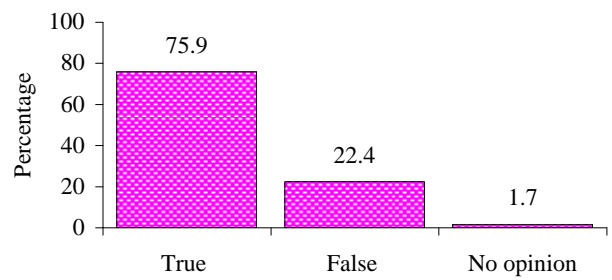
Computer access: "There are enough computers in the school and we use them regularly."

Sample=843



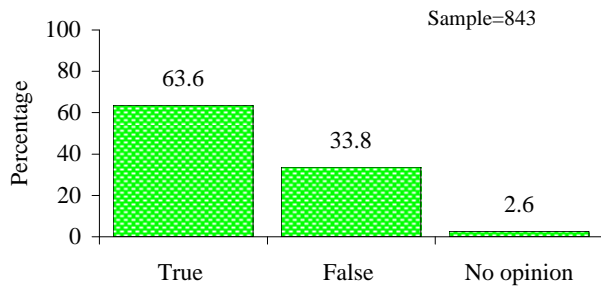
Truancy control: "If I was to deliberately miss lessons then I would probably be caught and punished."

Sample=843

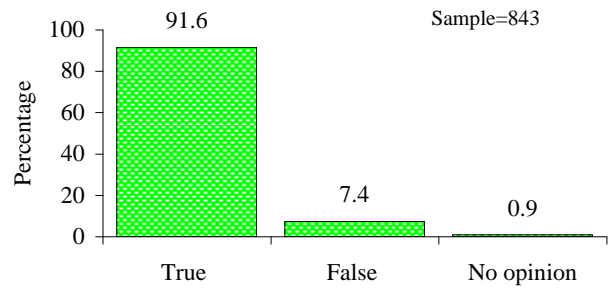


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

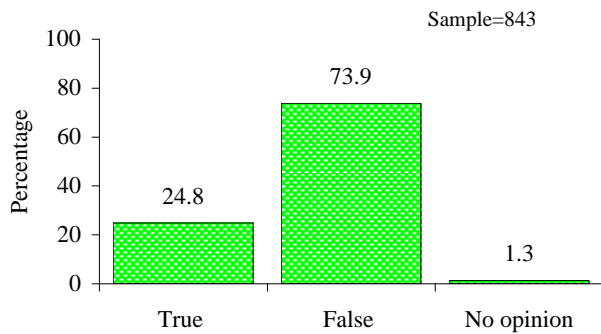
Promoting racial harmony: "Children from another country or background are not teased."



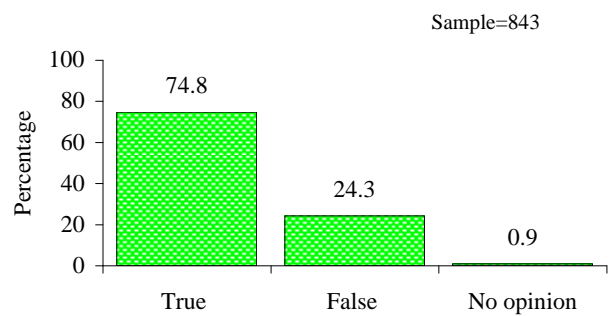
Parents evening: "Parents evenings keep my parents up to date on how I am doing."



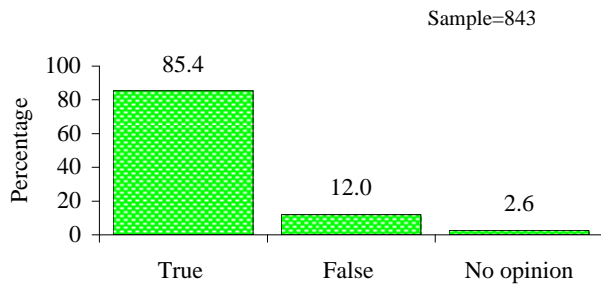
School uniform: "I like wearing my school uniform."



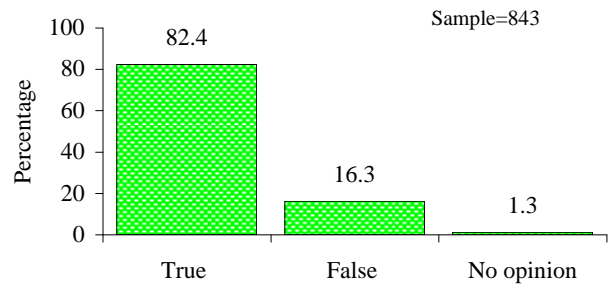
Handling complaints: "If my parents had to complain to the school, action would be taken to put things right."



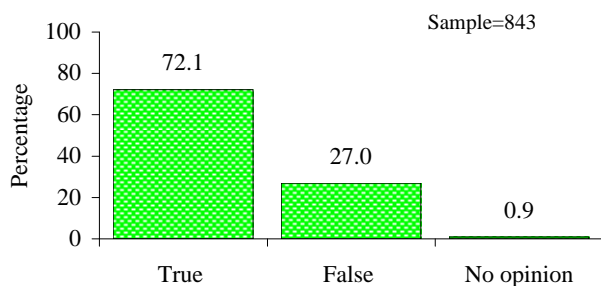
Teaching for special needs: "Pupils with special teaching needs receive all the extra help and support they require."



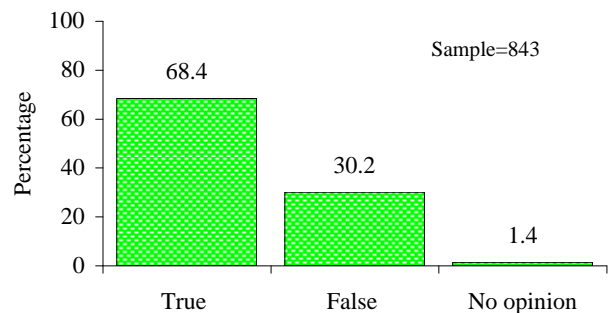
Quality of school management: "The people in charge of running the school do a good job."



Extra curricular activities: "There are plenty of extra-curricular clubs and activities."



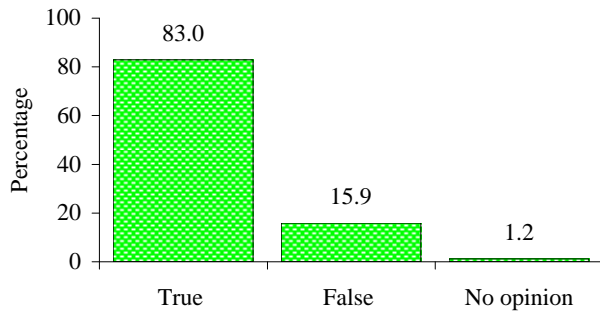
Marking pupils work: "My school work is marked regularly."



The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

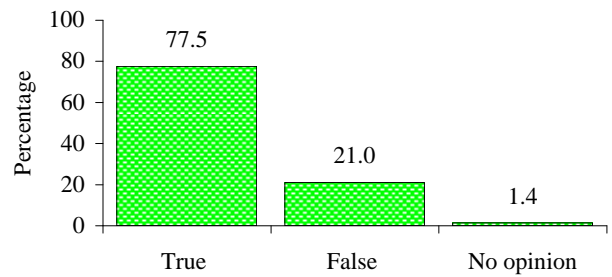
Written reports: "My school reports are usually accurate and fair."

Sample=843



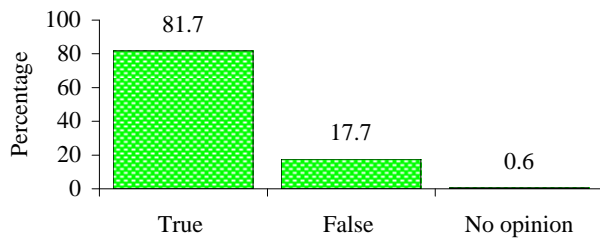
Encouraging and listening to parents views: "Parents who want to, can get involved in what goes on at the school."

Sample=843



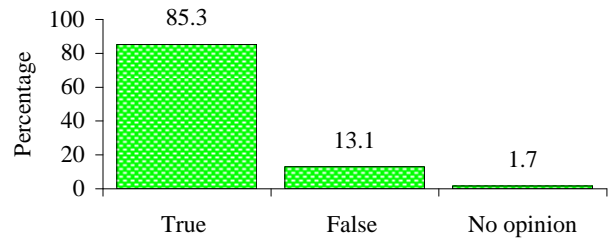
Celebrating and rewarding achievement: "My teachers tell me when they are happy and when I have done well."

Sample=843



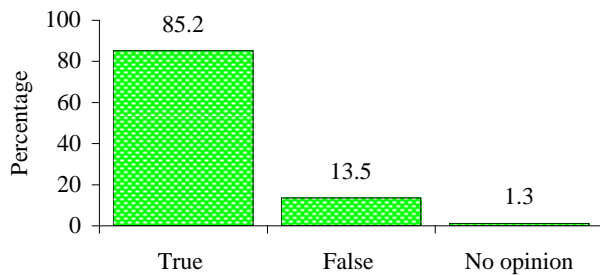
Workload tailored to child: "I am given the right amount of school work for someone with my ability."

Sample=843



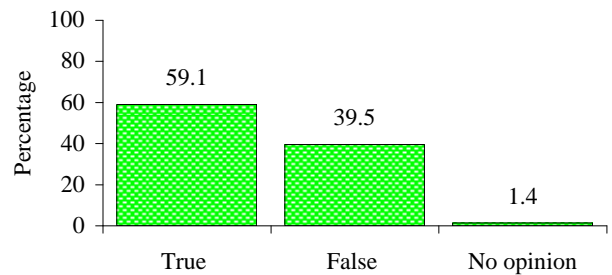
Ensuring pupils do their best and make progress: "My teachers encourage me to do my best and make progress."

Sample=843



Encouraging local community activity: "School encourages my participation in the local community."

Sample=843



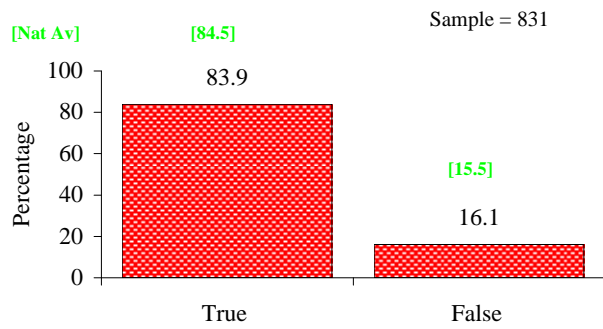
Encouraging and listening to pupils' views: "My school listens to the views of pupils."

Sample=843

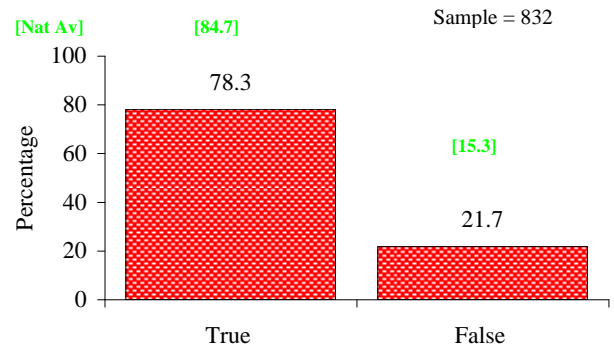


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

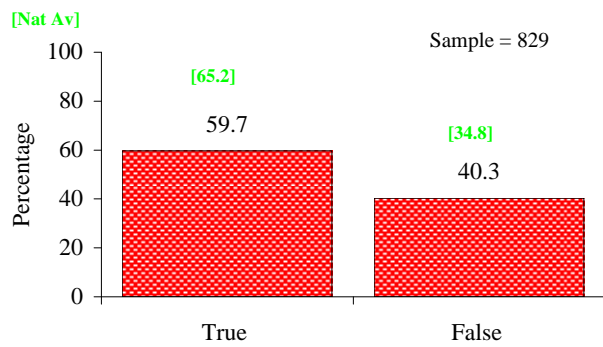
Parents want to know what I do: "My parents want to know what I am learning."



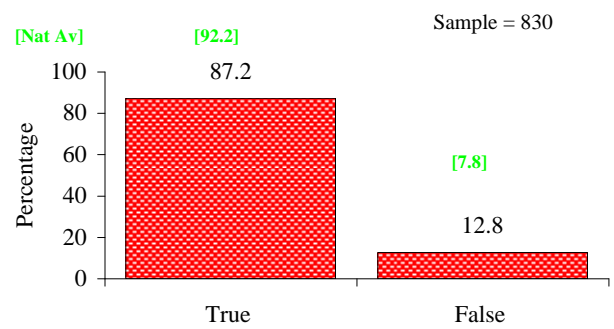
I have a homework area at home: "At home I can work in peace and quiet."



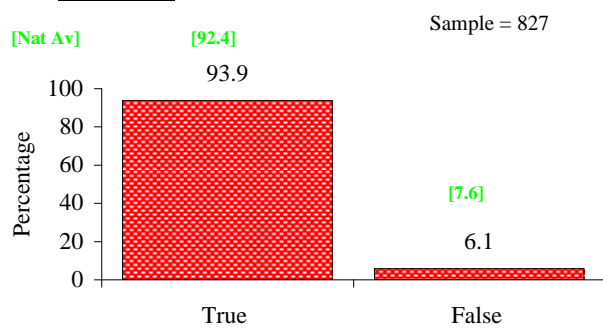
My parents look at my work: "My parents often look at my work."



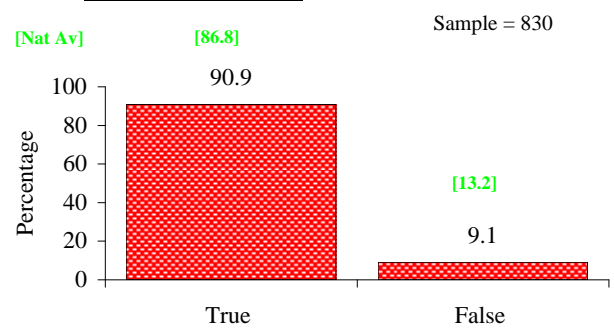
My parents help with homework: "My parents would try to help me with homework if I asked."



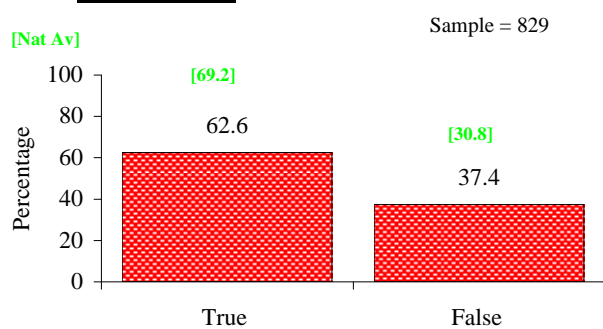
I have access to a computer at home: "There is a computer at home which I can use."



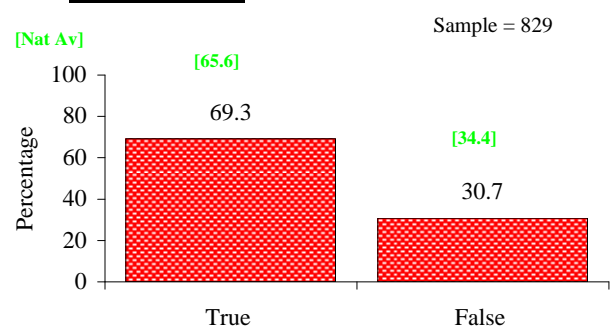
We have an internet link at home: "At home, there is a link to the internet which I can use."



Parents check my homework: "My parents check that I have done my homework."

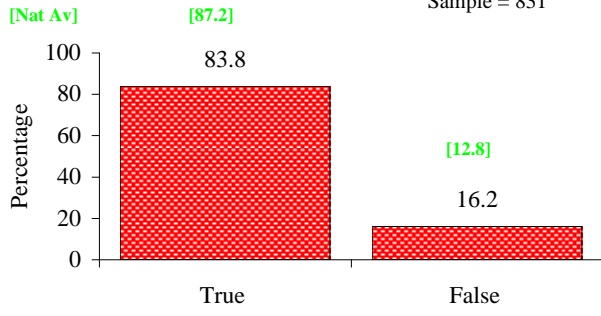


There are books at home to help me: "I have books at home to help me with my school work."



Parents would talk to school about my problems: "If I had a problem, my parents would visit school."

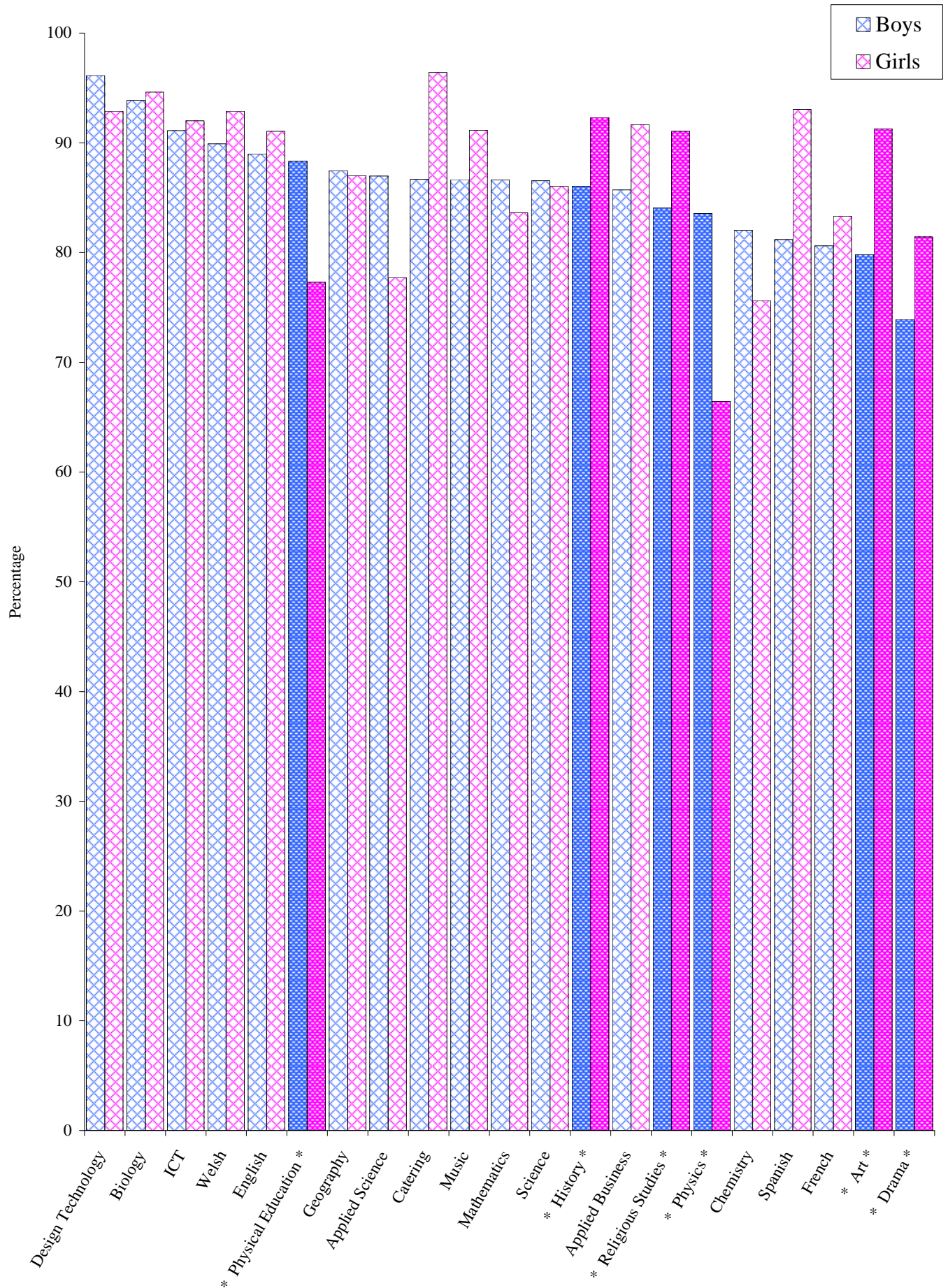
Sample = 831



Cross Tabular Graphical Analysis of Results

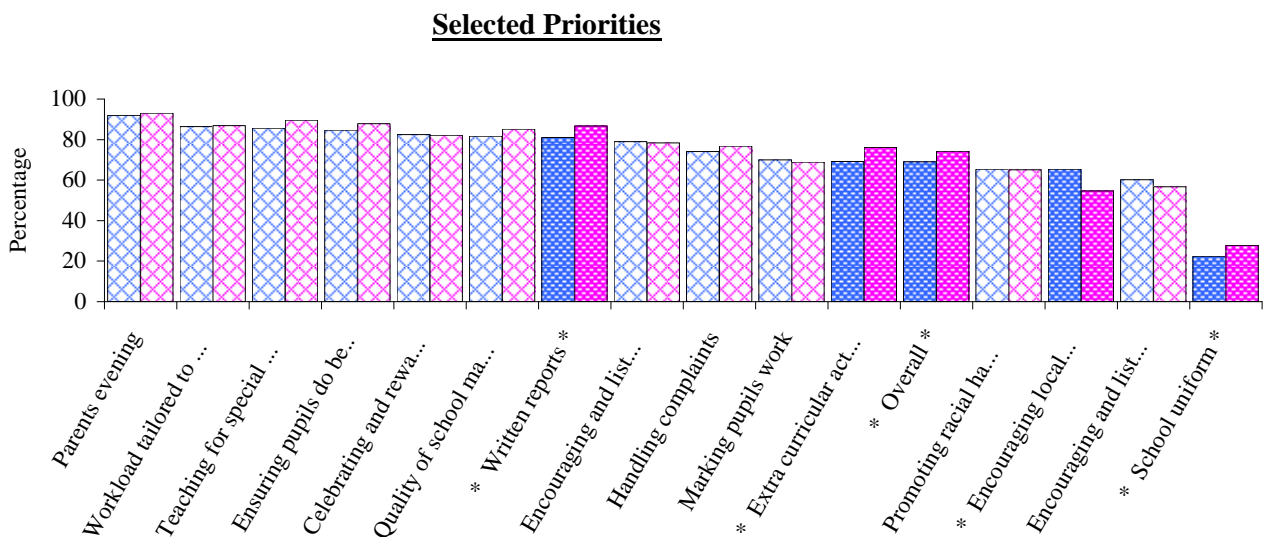
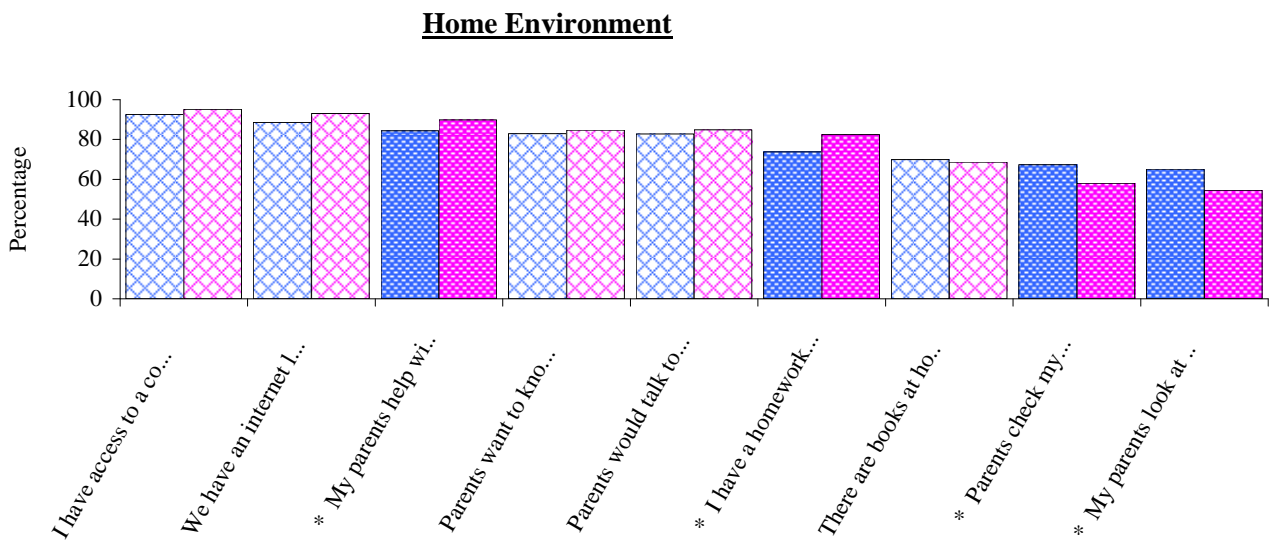
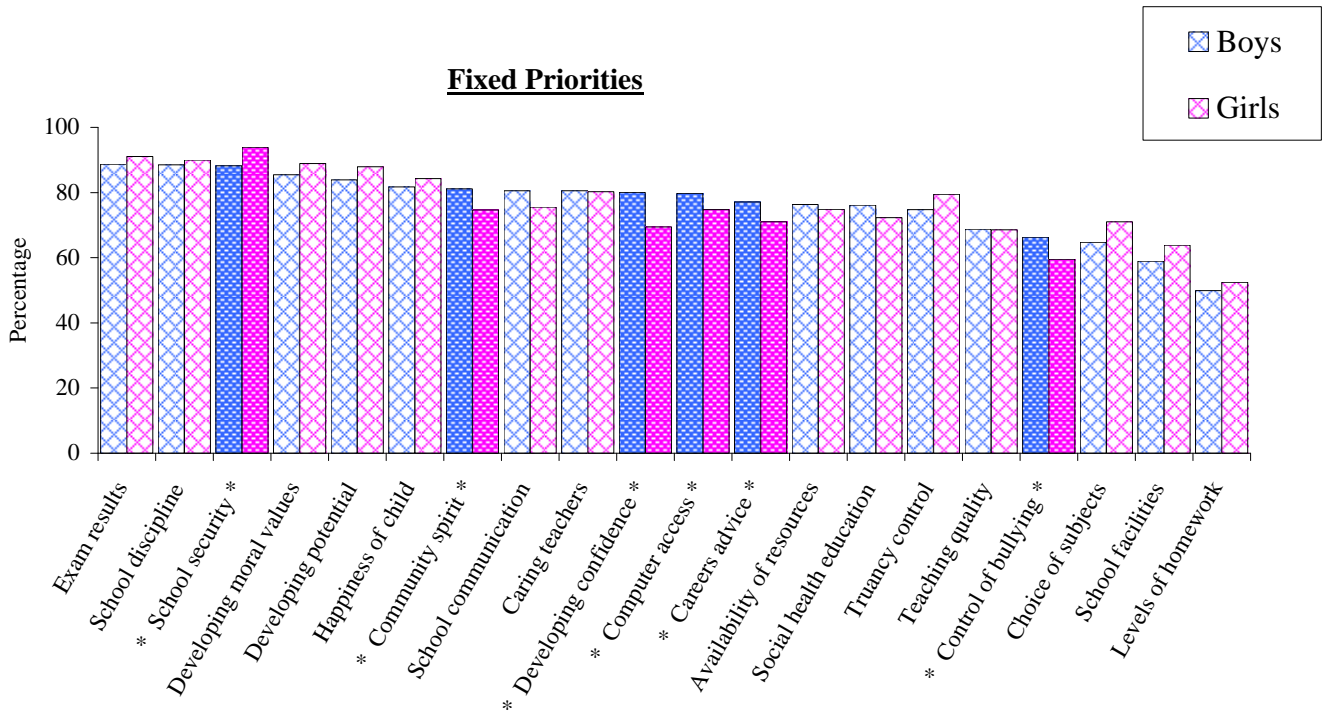
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

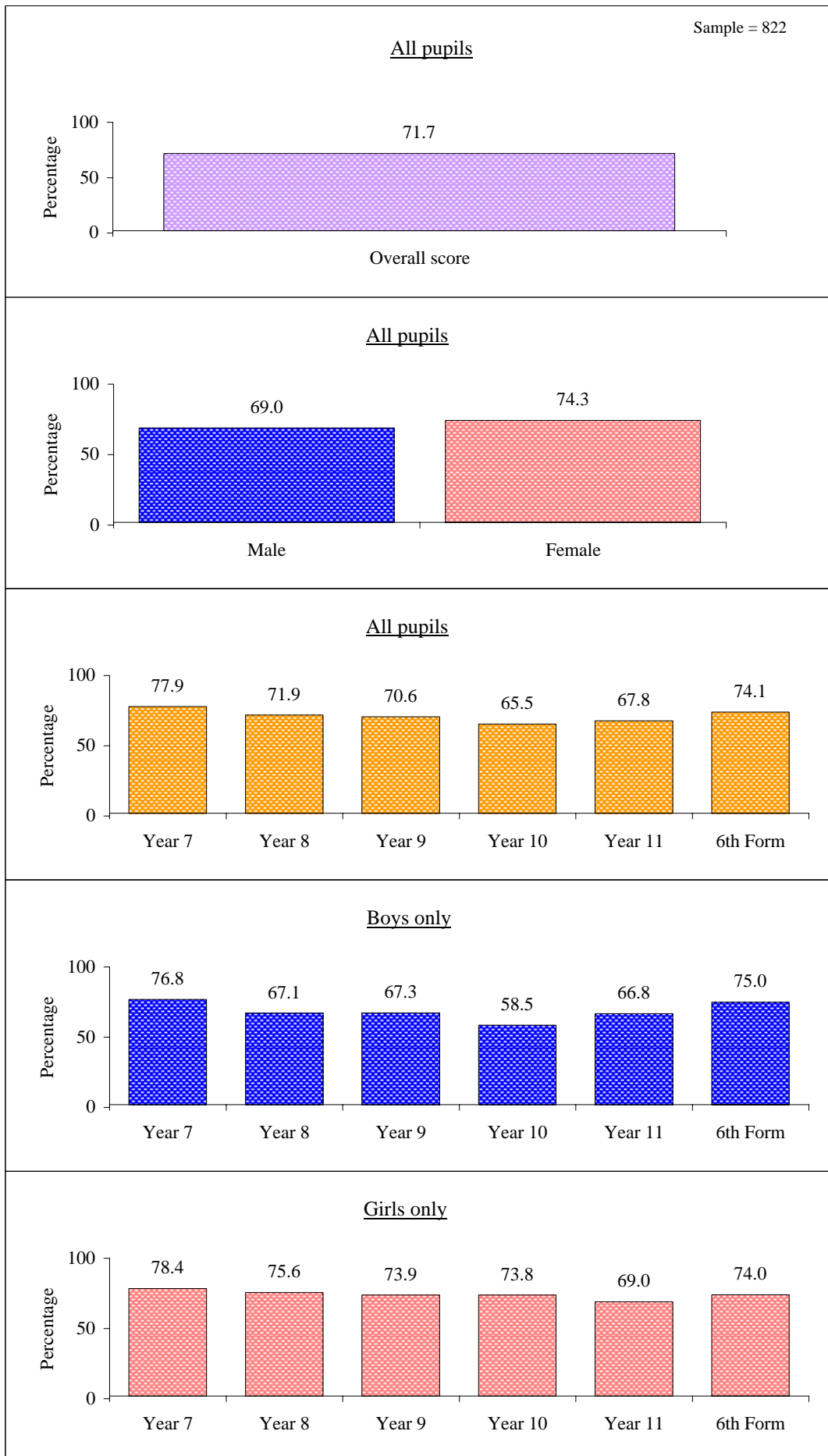


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

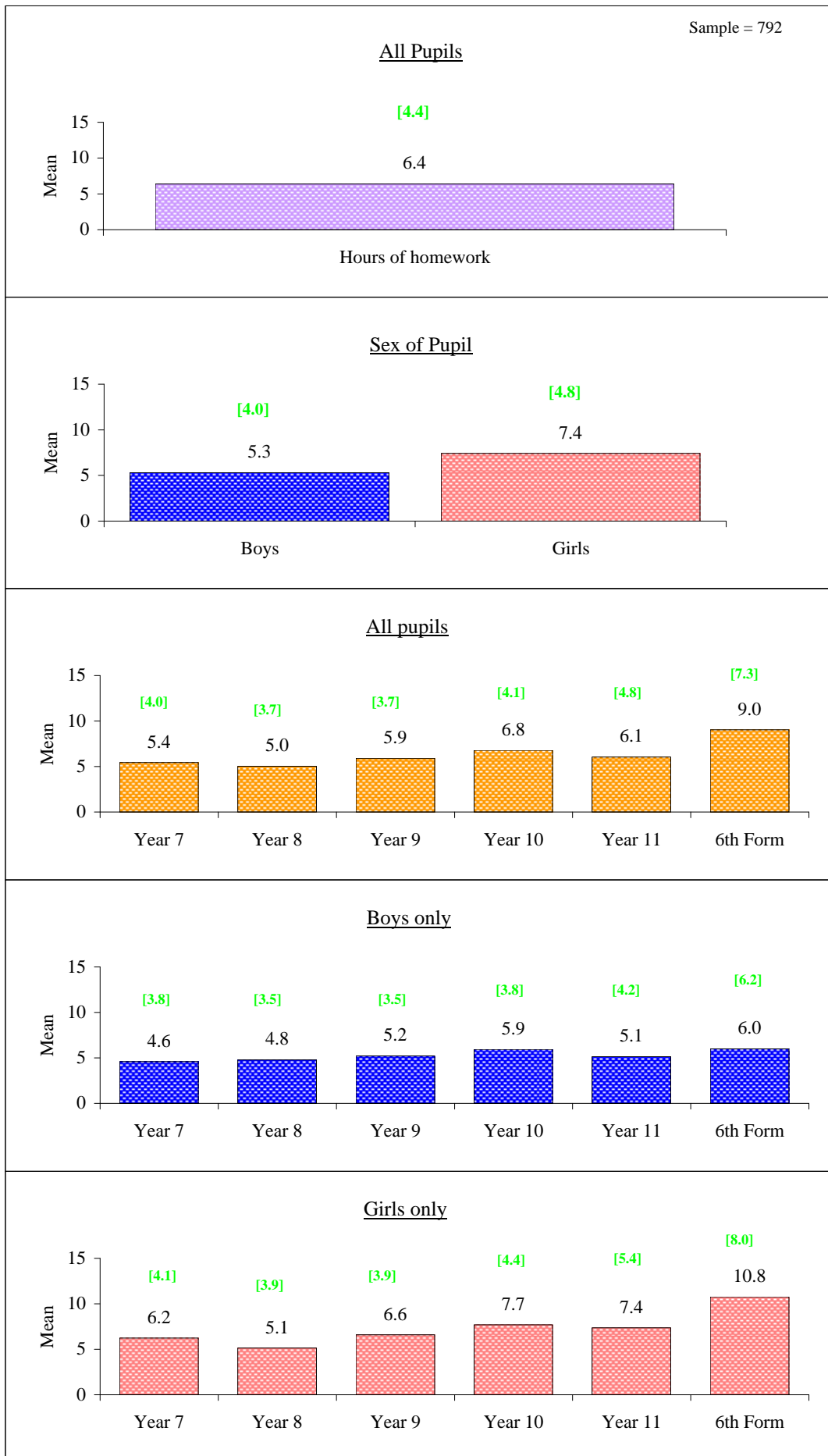


**Graphs to Show the Overall Performance Scores Given by Pupils,
Broken Down by Year Group and Gender of Pupil.**

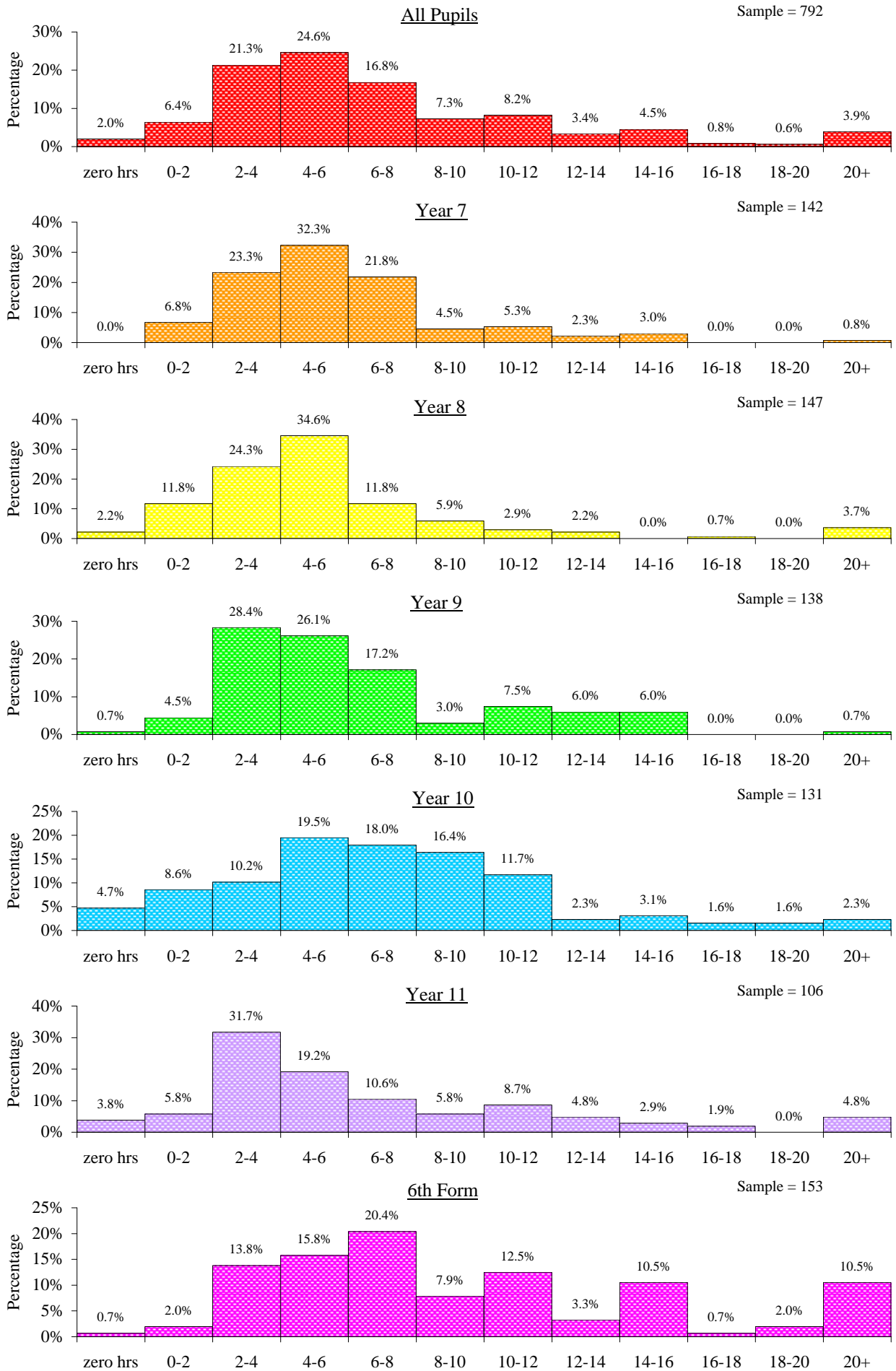


Graphs to show the Mean Number of Hours that Pupils Actually Spend on Homework, Broken Down by Year Group and Gender of Pupil.

Similar School average figures are given in [brackets]

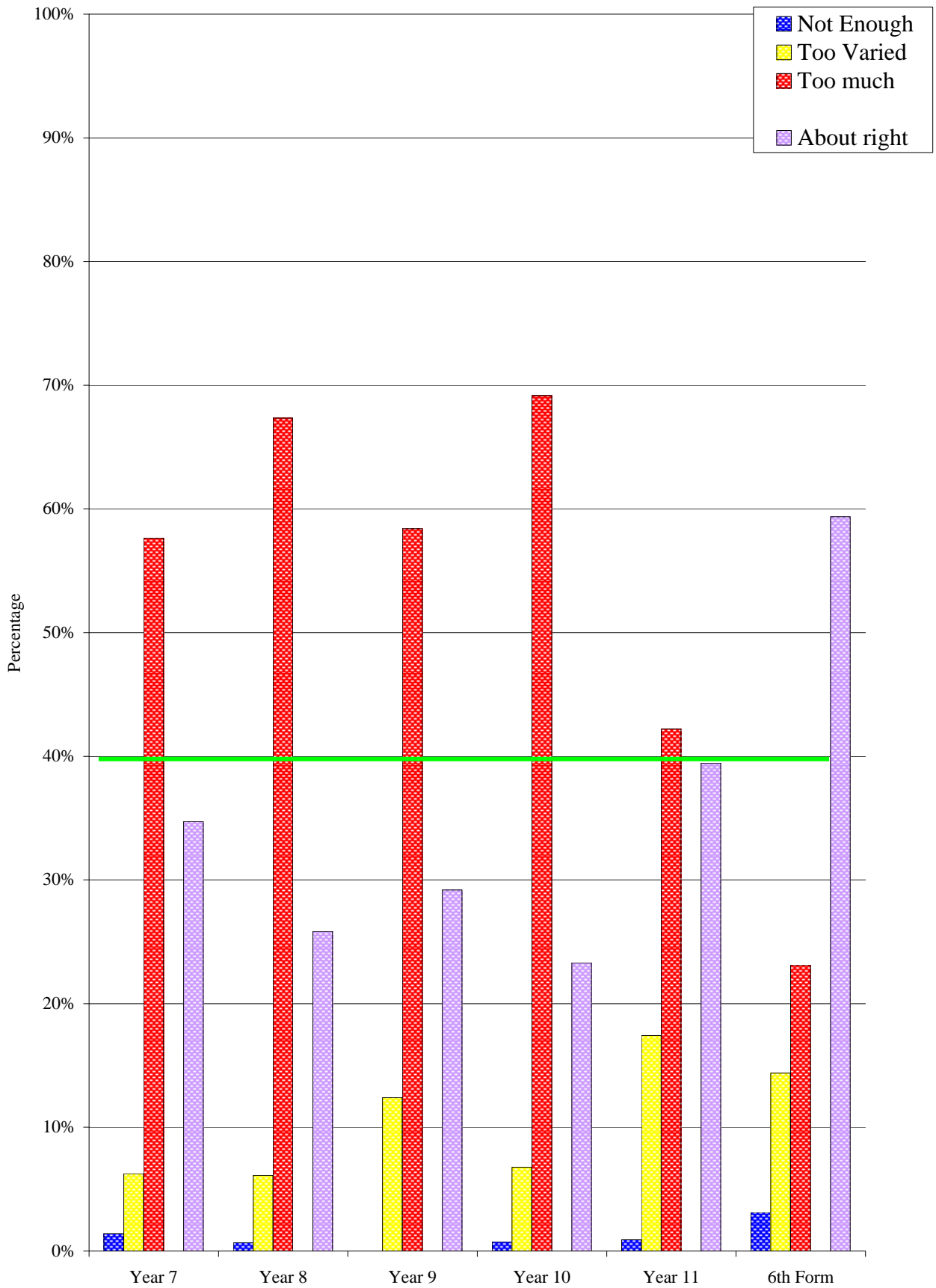


Graphs to show the Range of Time Spent on Homework, Broken Down by Year Group



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

For this question, schools typically achieve more than 40% of pupils who choose "Right".
This level was not achieved for Year 7, Year 8, Year 9, Year 10 and Year 11.



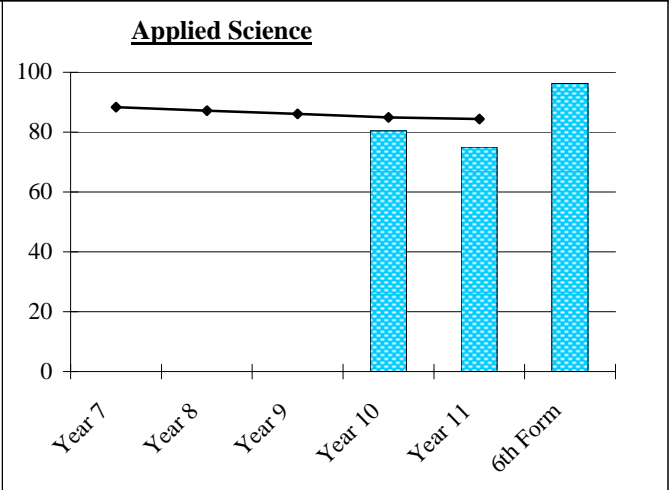
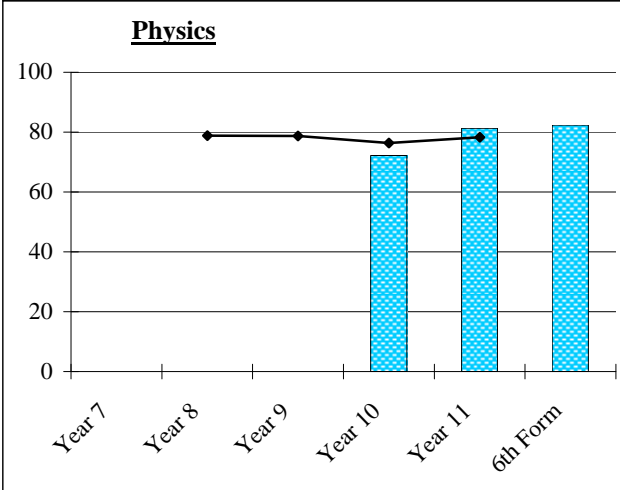
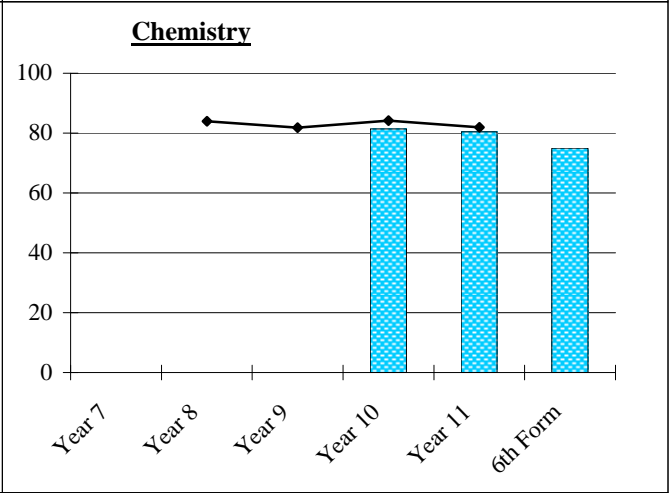
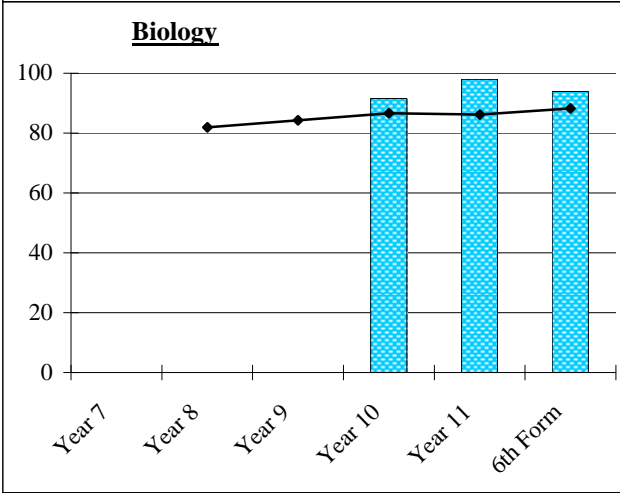
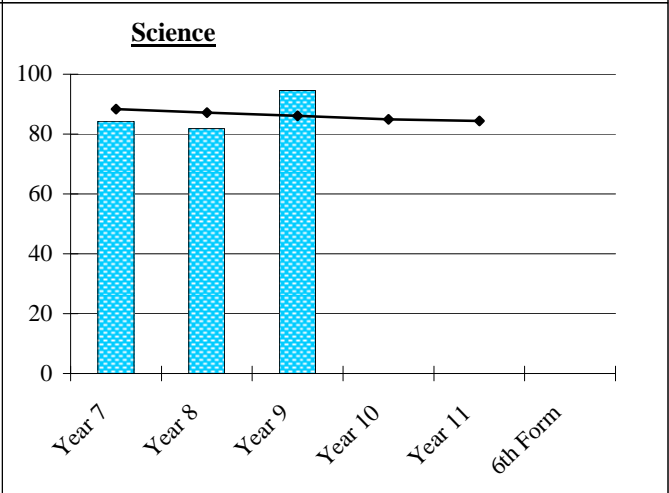
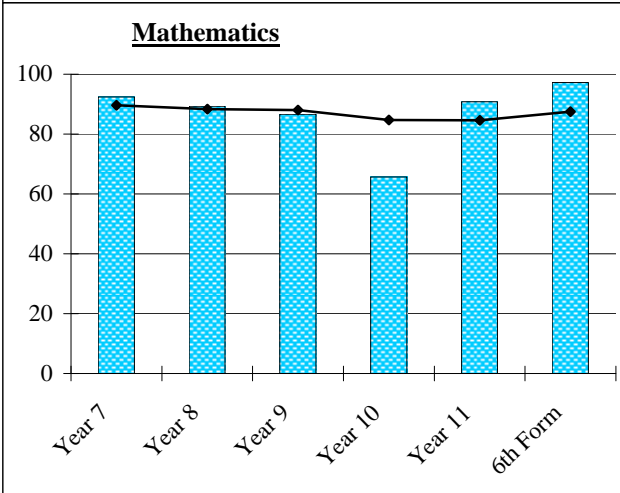
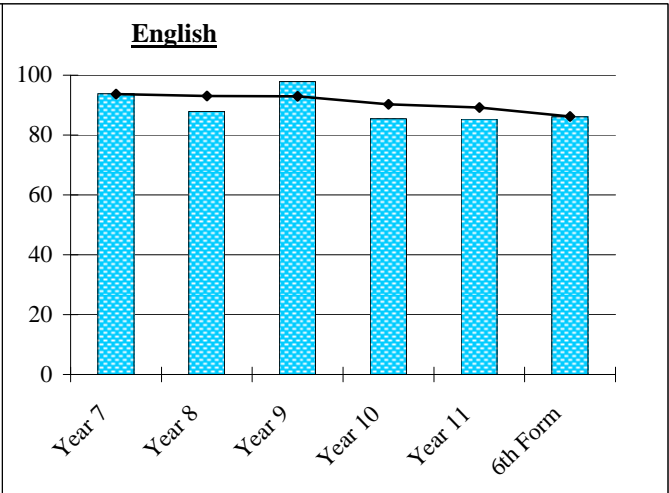
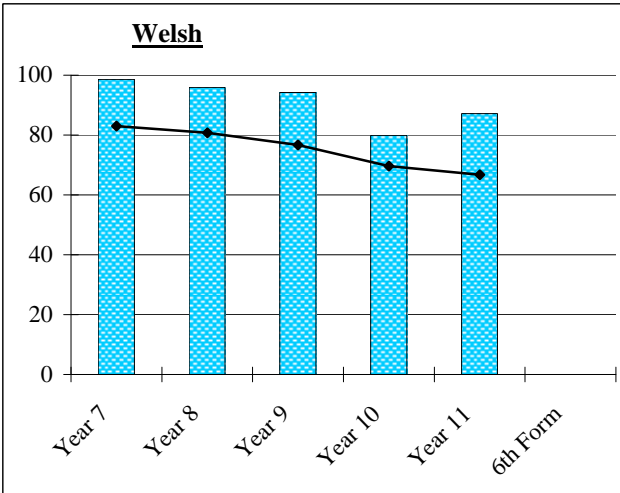
All Academic and Non-Academic Criteria shown by Year Group

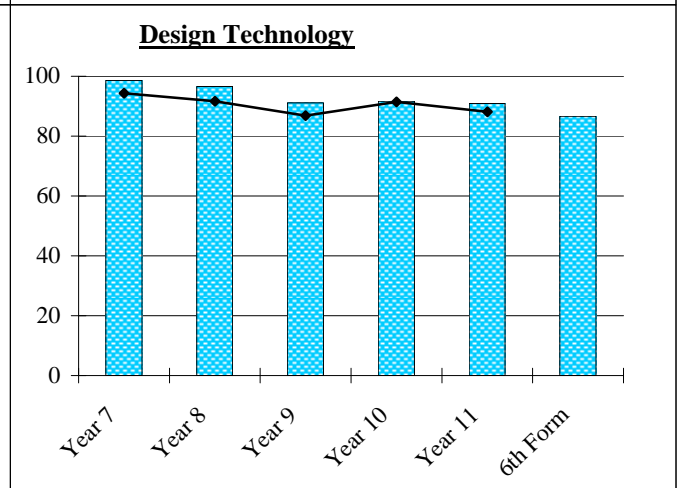
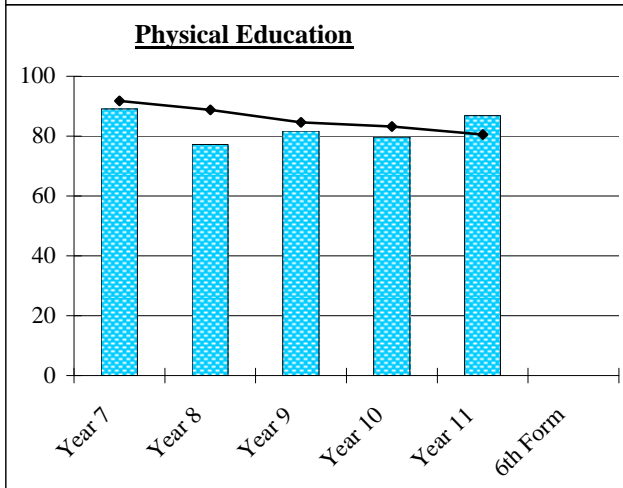
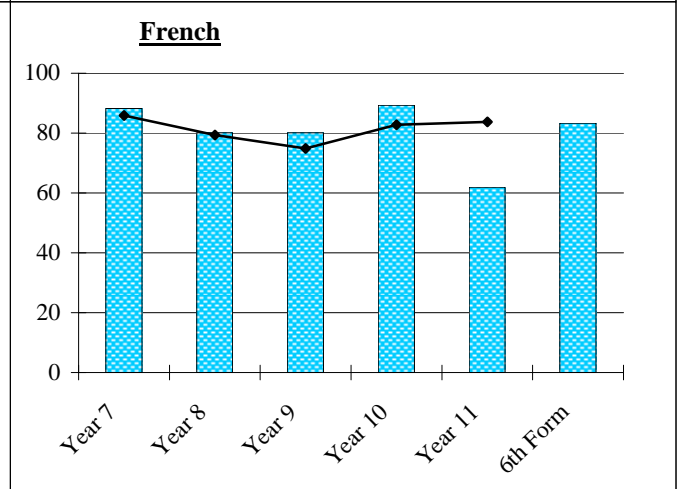
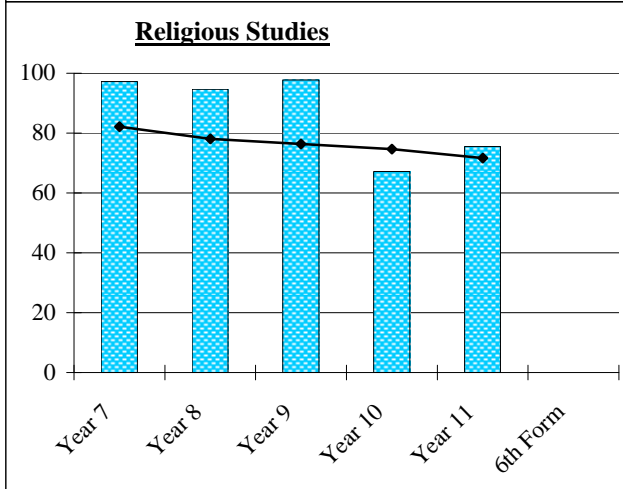
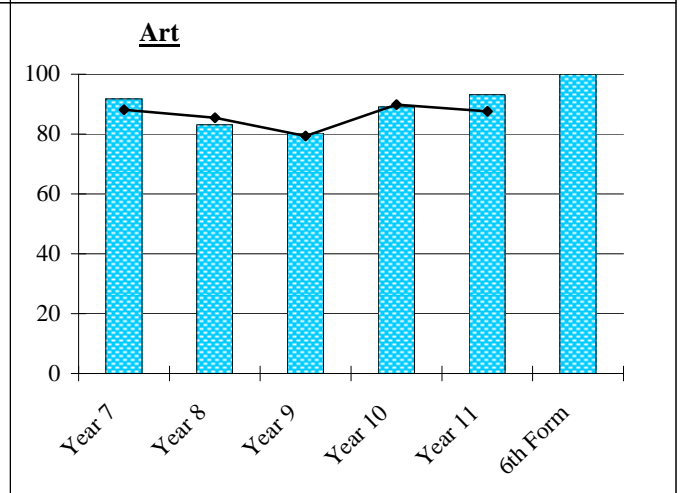
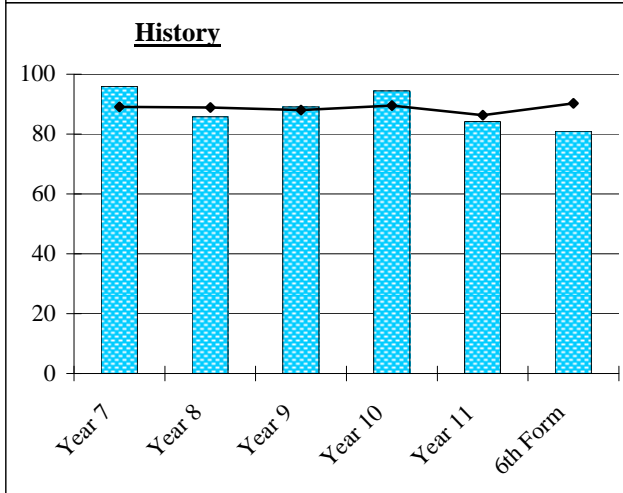
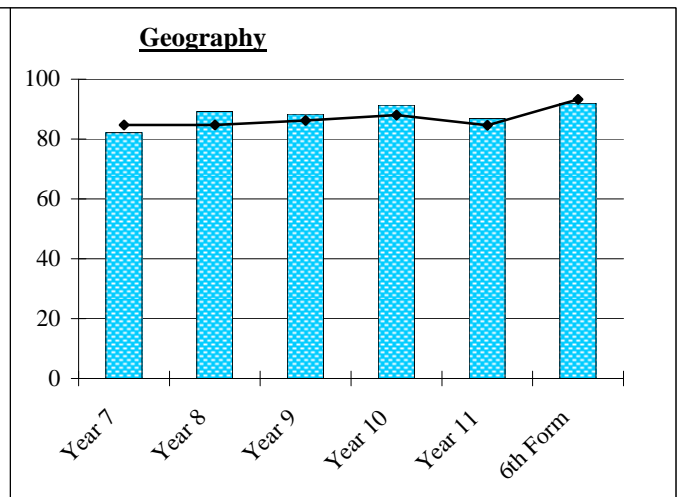
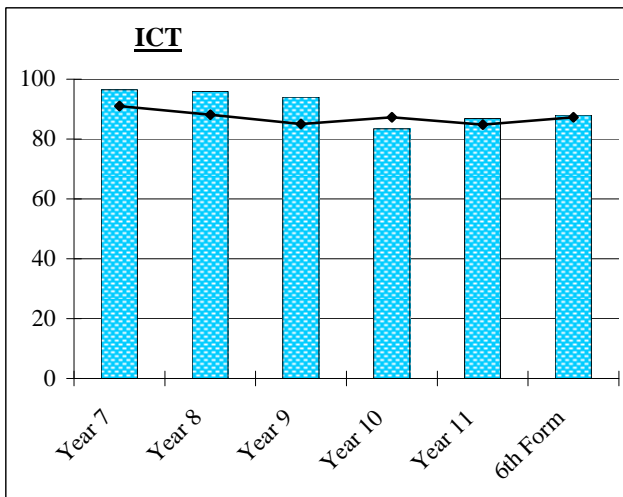
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

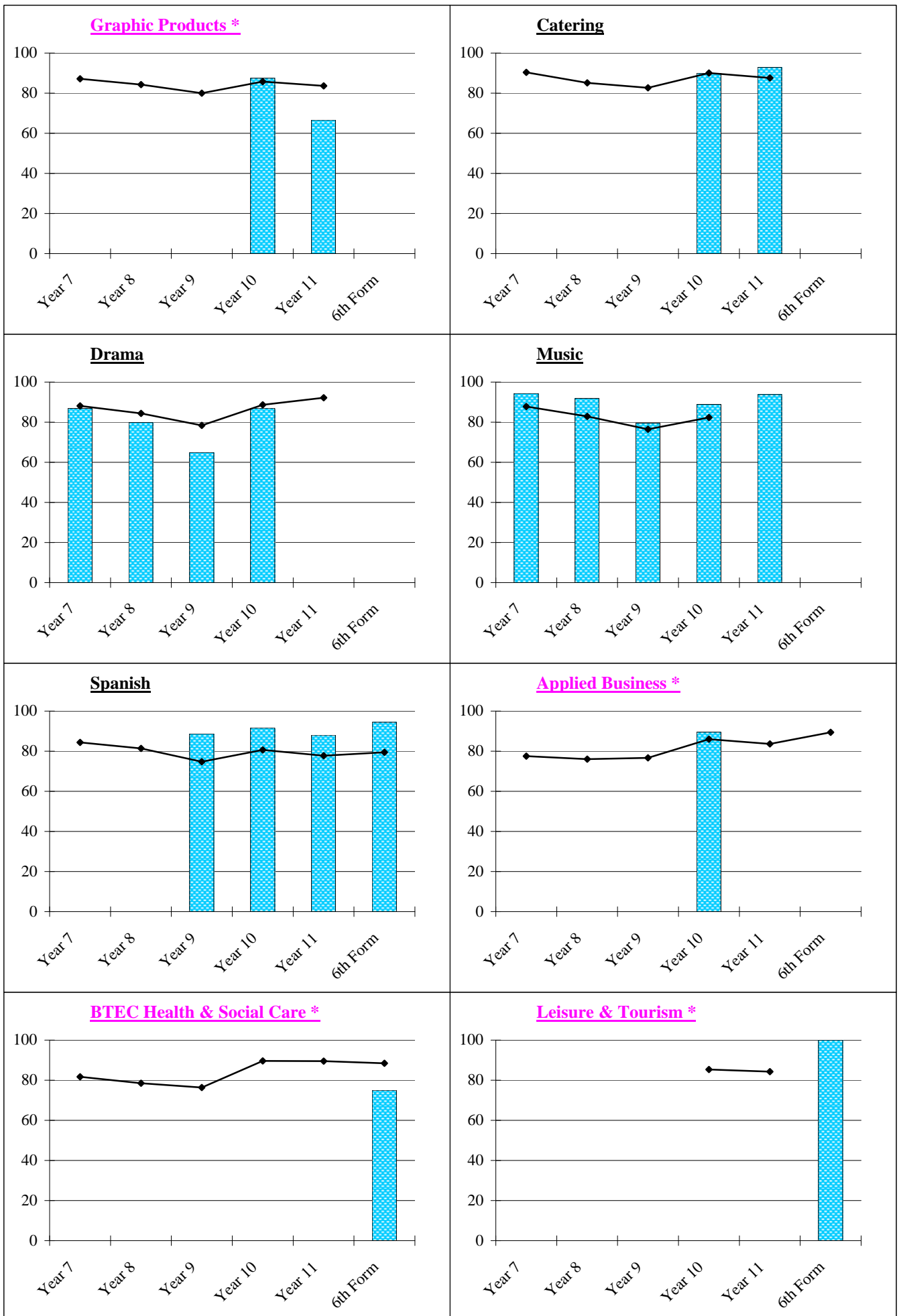
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

Year groups where there were less than 16 respondents for a criterion are not shown.

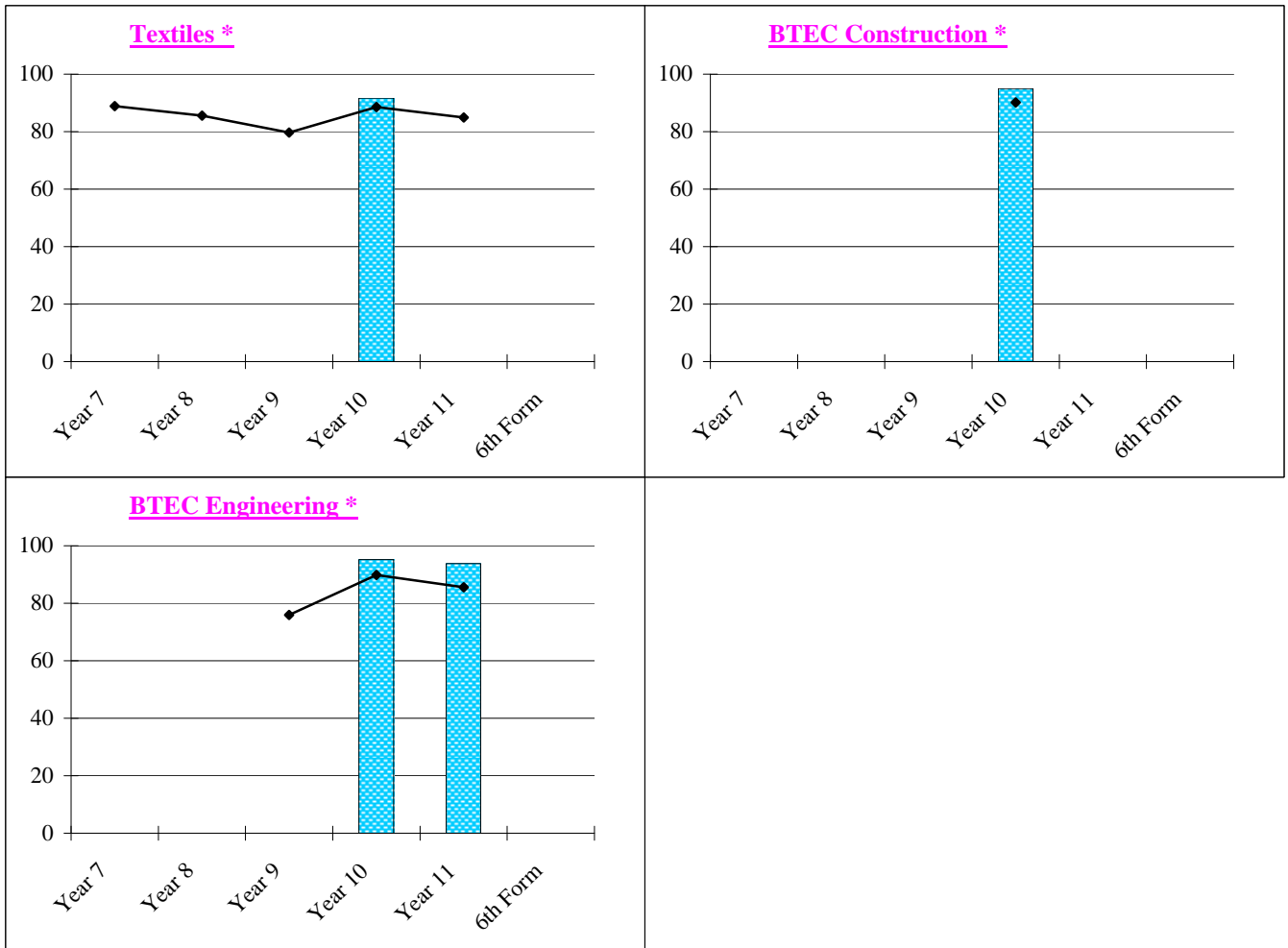
Please note: these year group scores are unweighted.



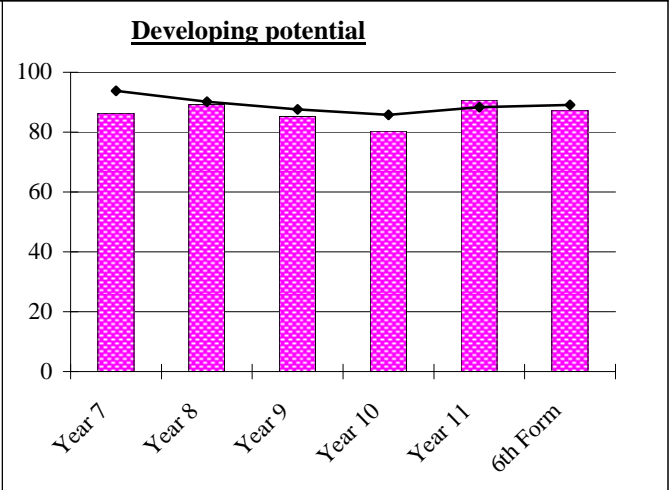
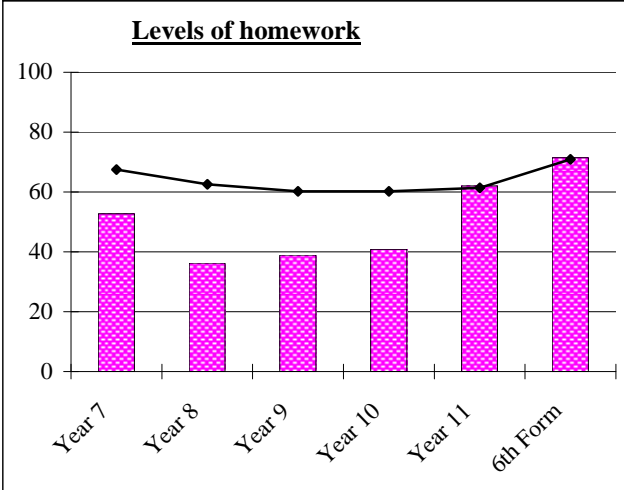
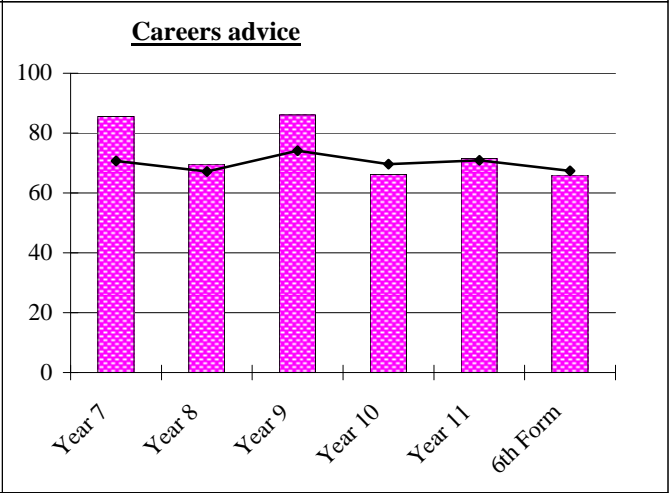
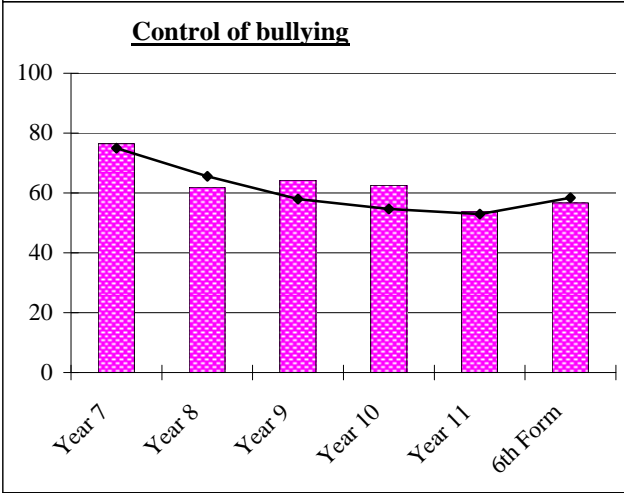
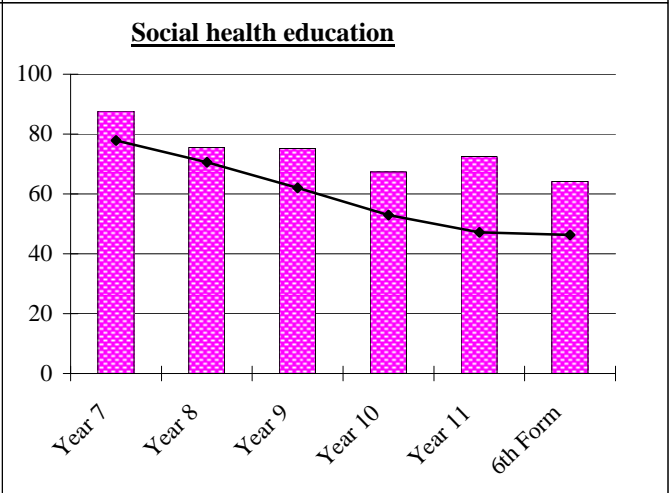
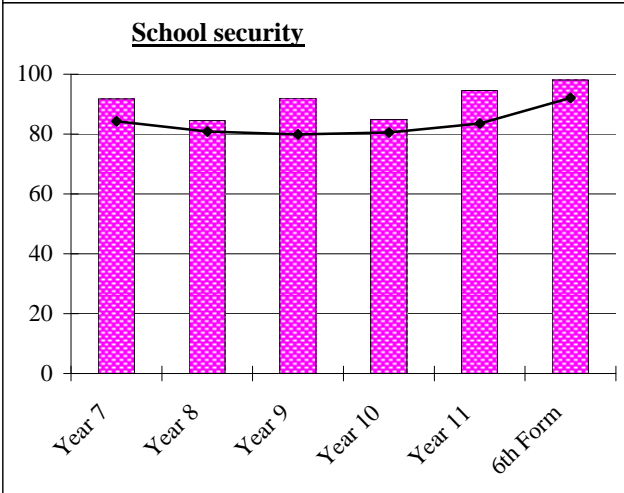
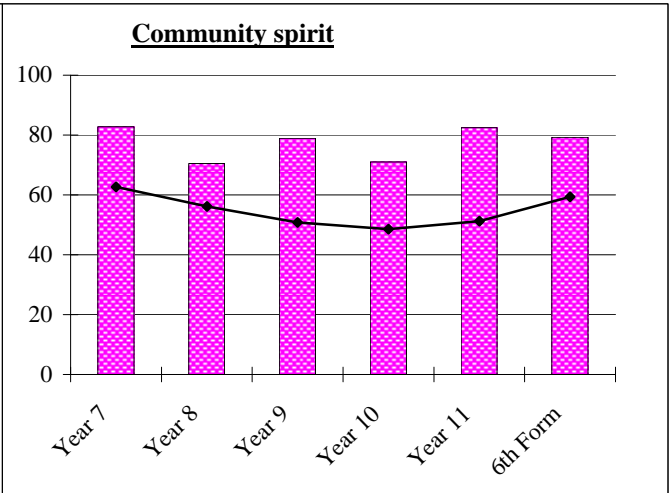
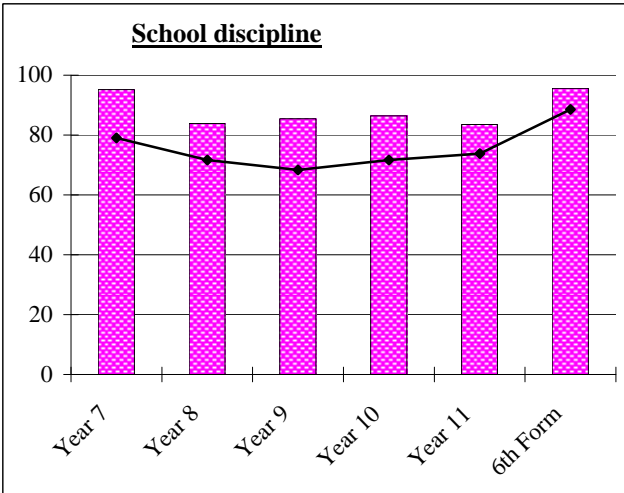


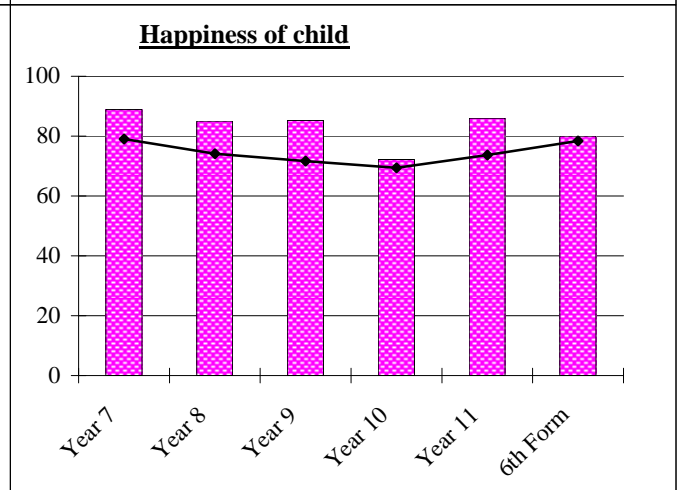
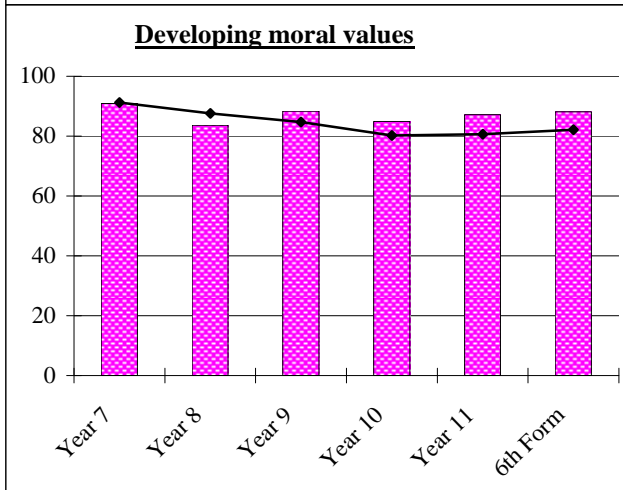
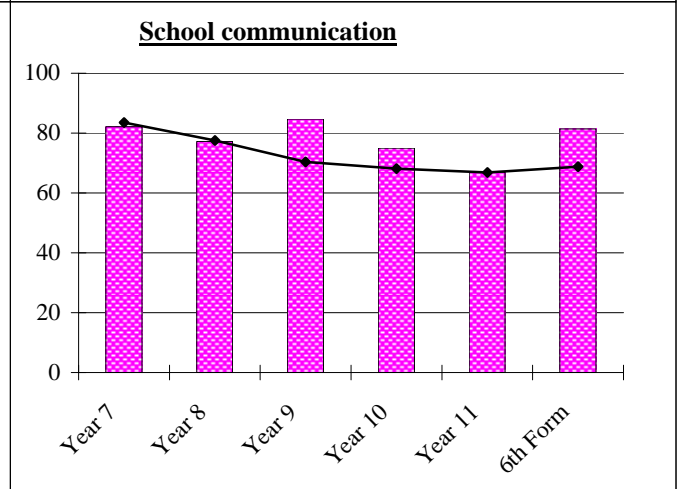
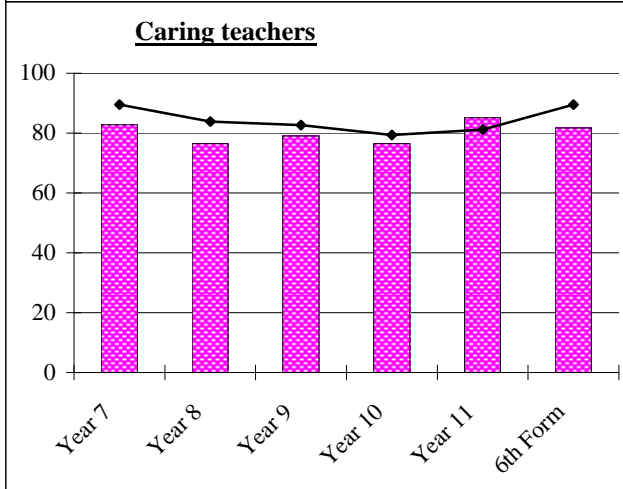
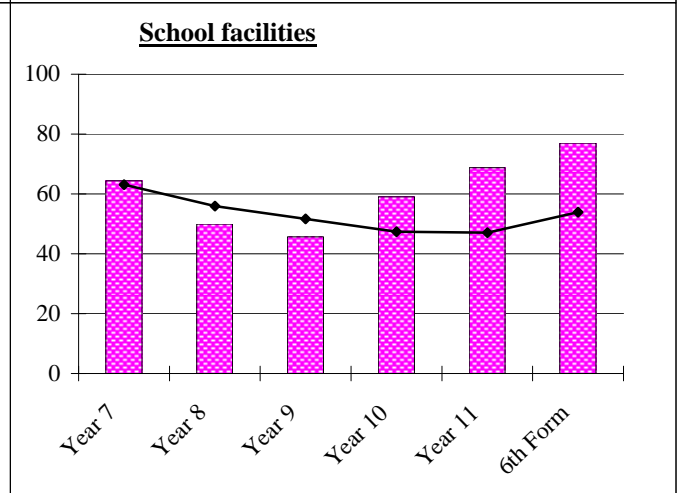
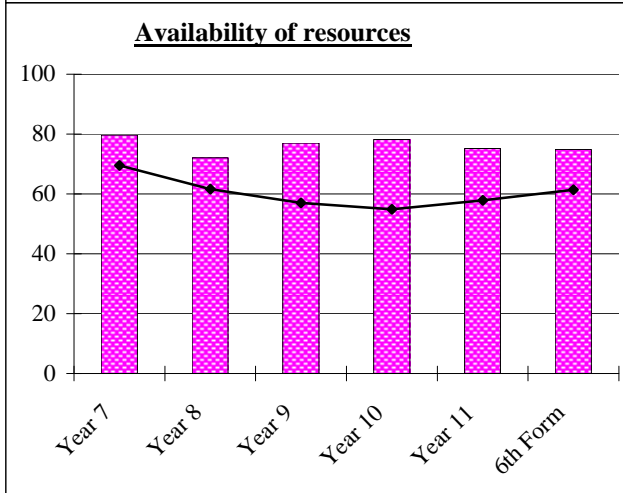
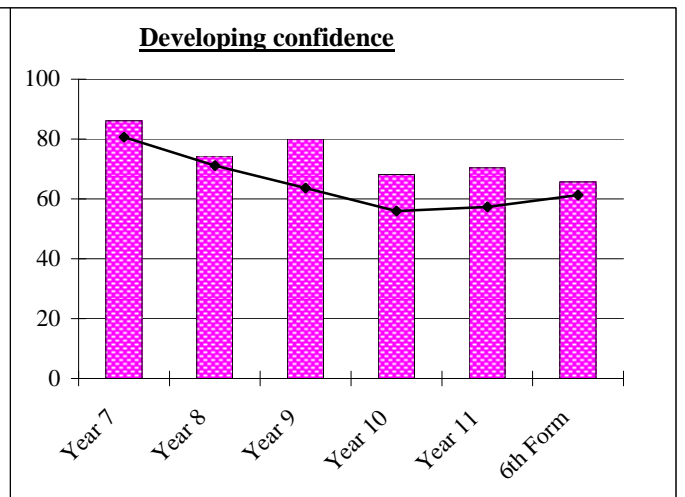
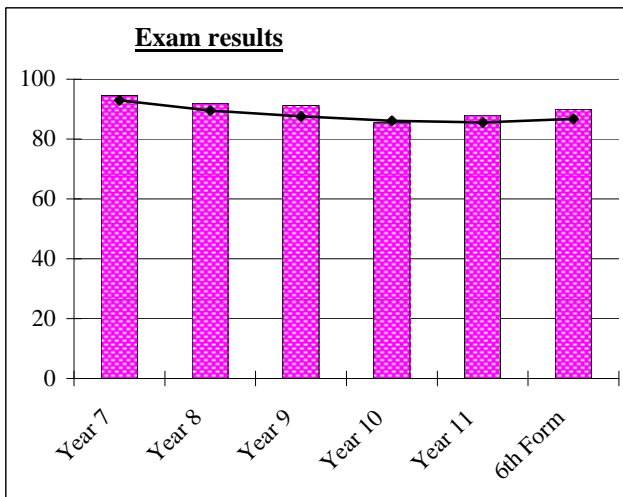


Subjects marked in **Pink** should only be considered indicative.

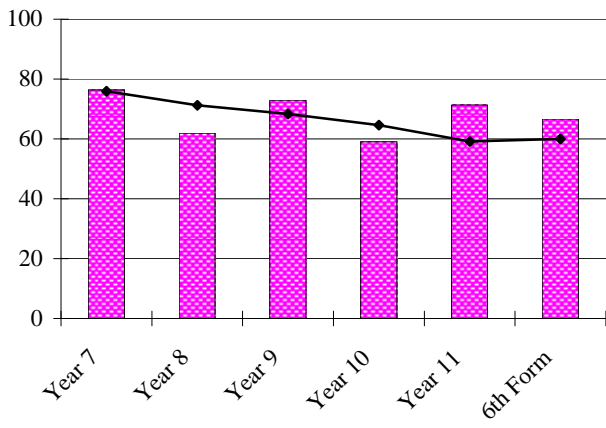


Subjects marked in **Pink** should only be considered indicative.

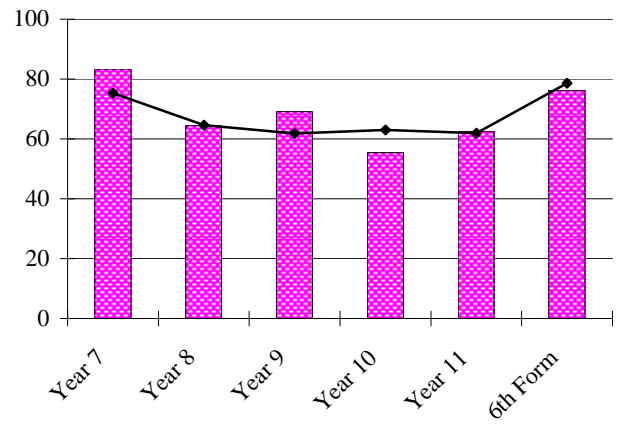




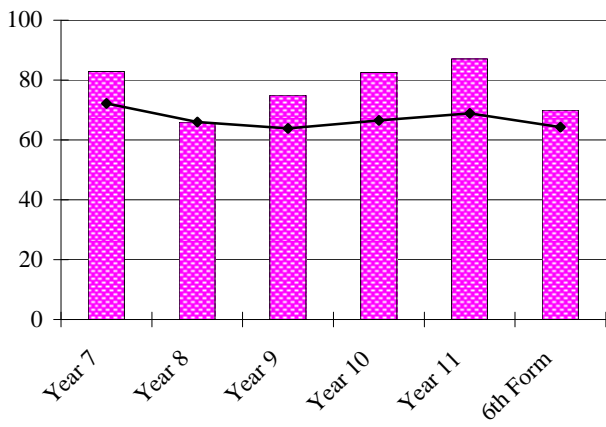
Choice of subjects



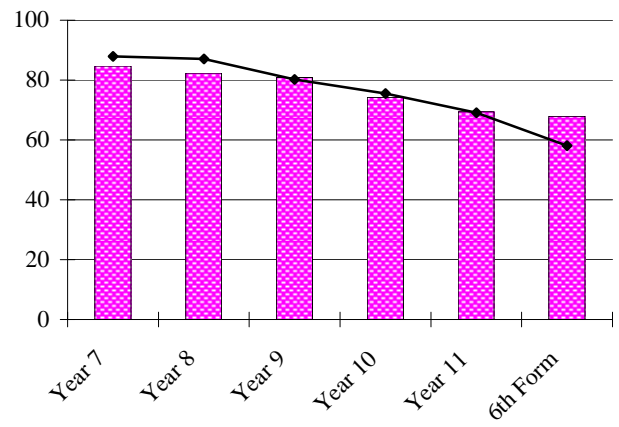
Teaching quality



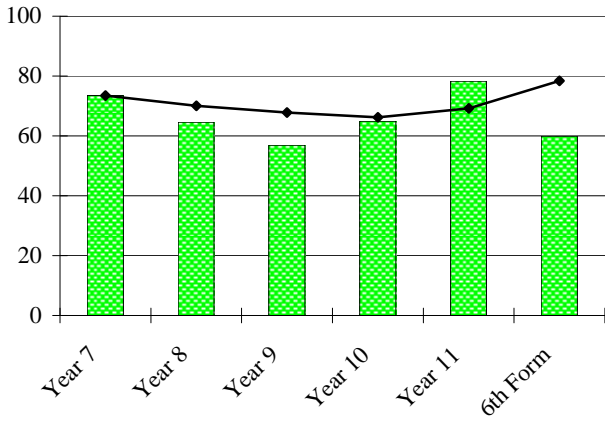
Computer access



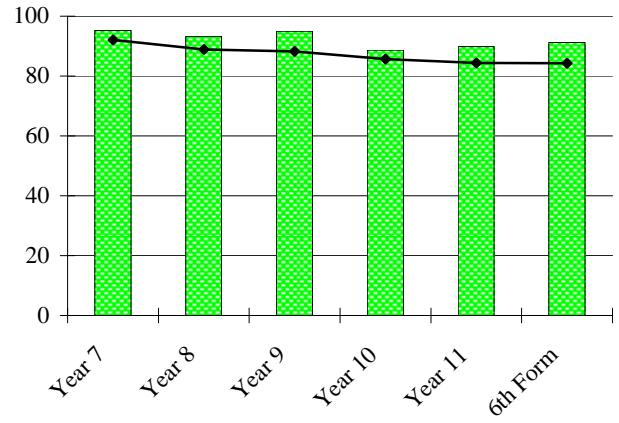
Truancy control



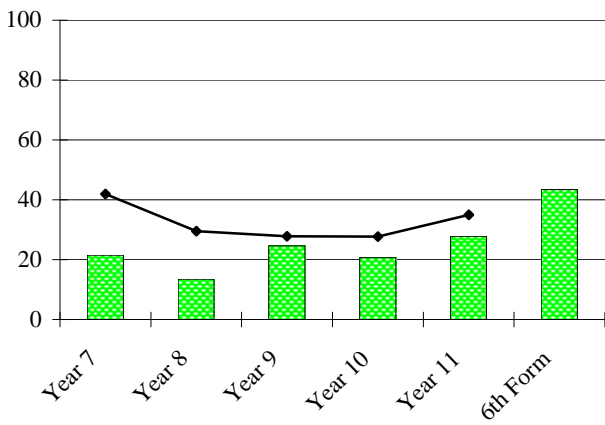
Promoting racial harmony



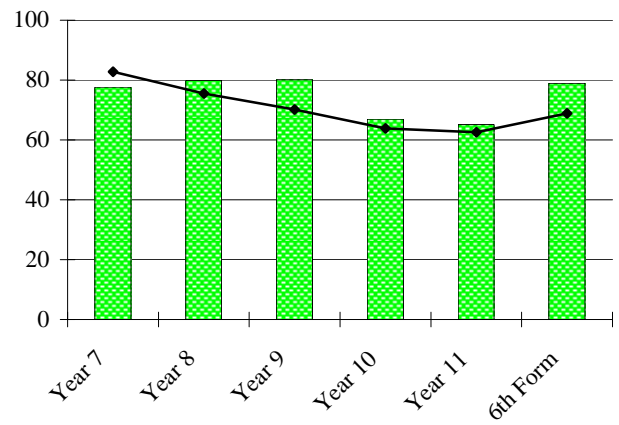
Parents evening



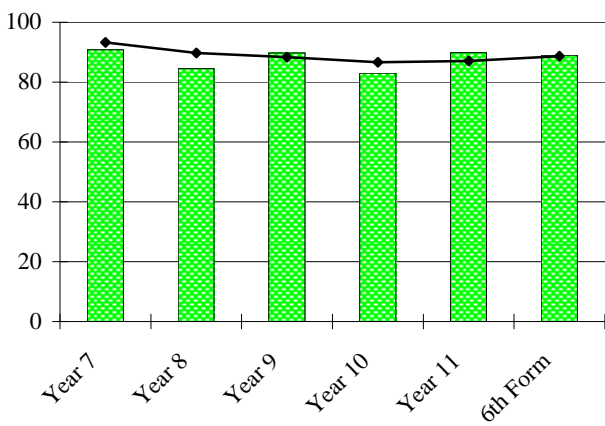
School uniform



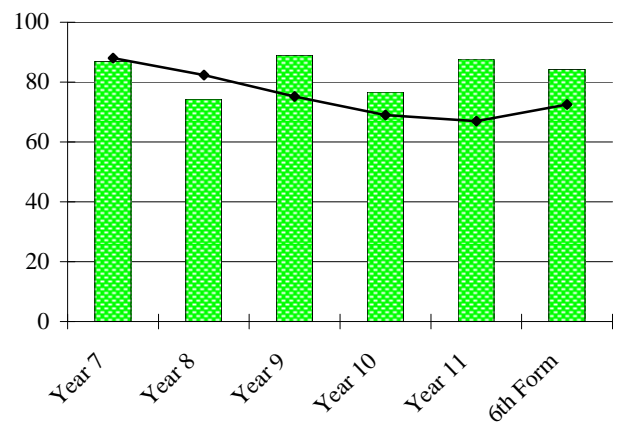
Handling complaints



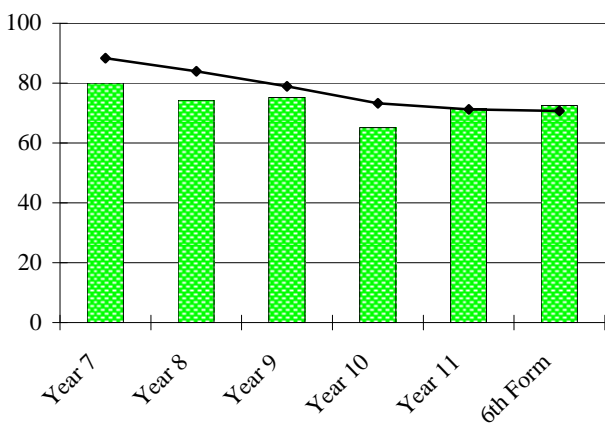
Teaching for special needs



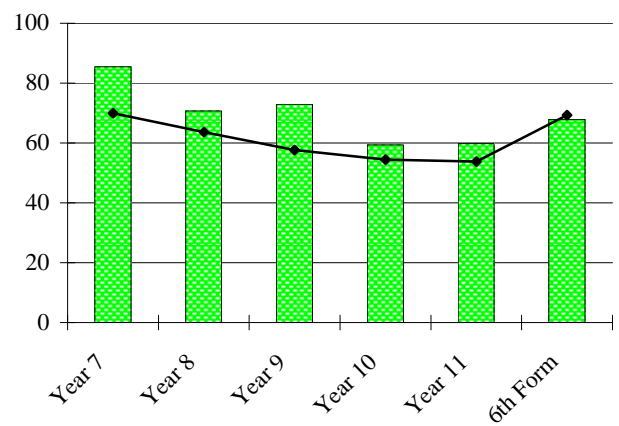
Quality of school management



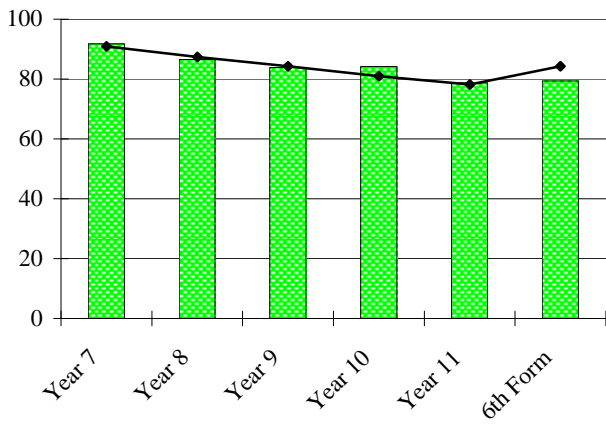
Extra curricular activities



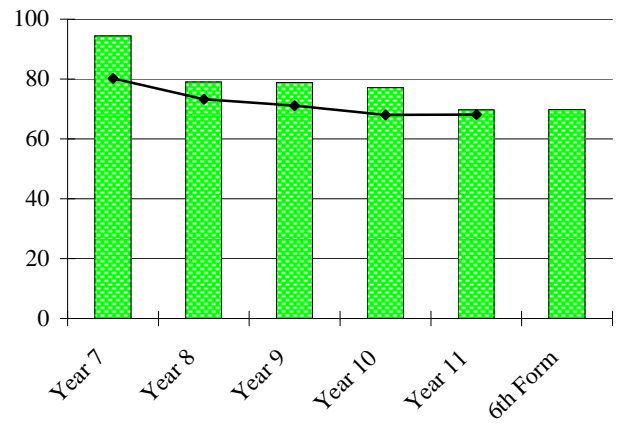
Marking pupils work



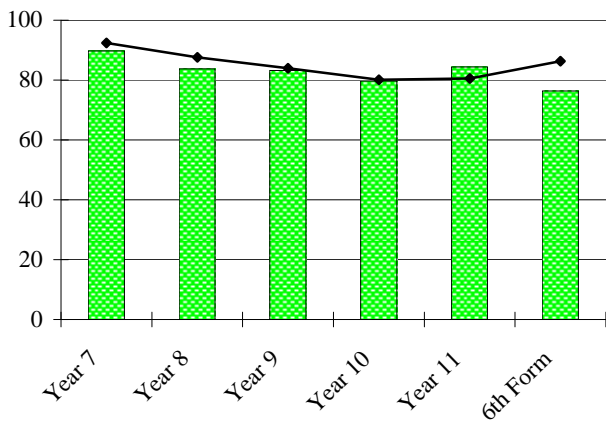
Written reports



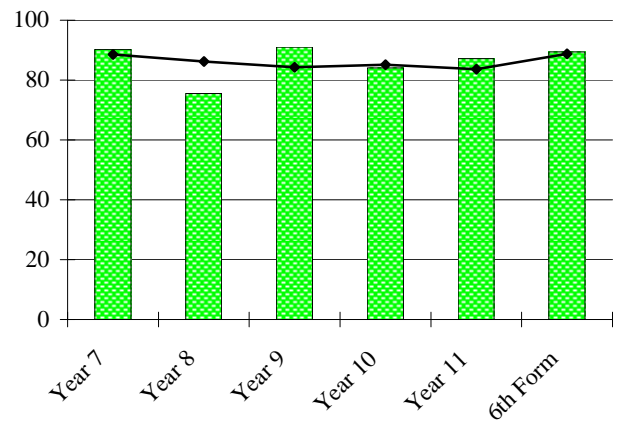
Encouraging and listening to parents views



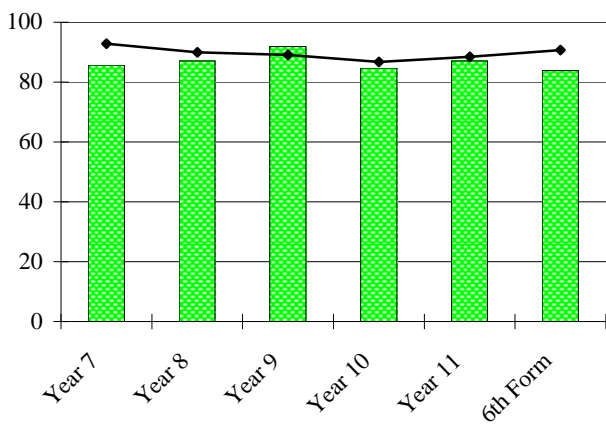
Celebrating and rewarding achievement



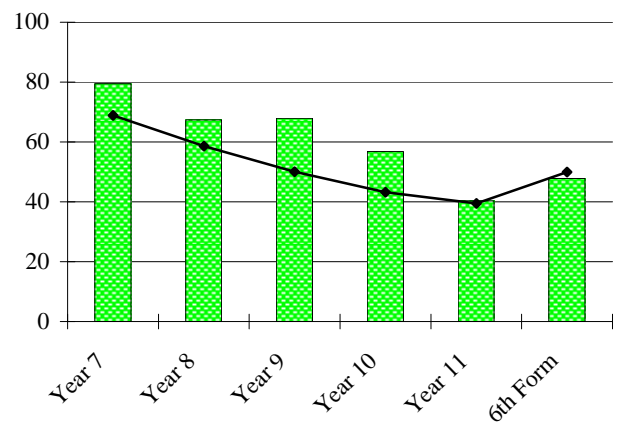
Workload tailored to child



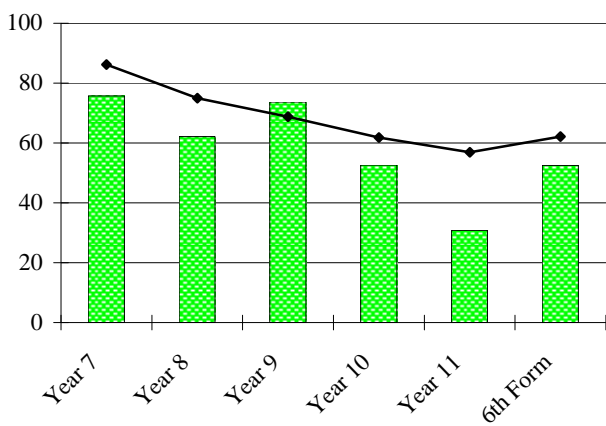
Ensuring pupils do best and make progress



Encouraging local community activity



Encouraging and listening to pupils' views



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 pupils 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 pupils are either more satisfied or less satisfied than we would have expected, compared to the rest of the school.

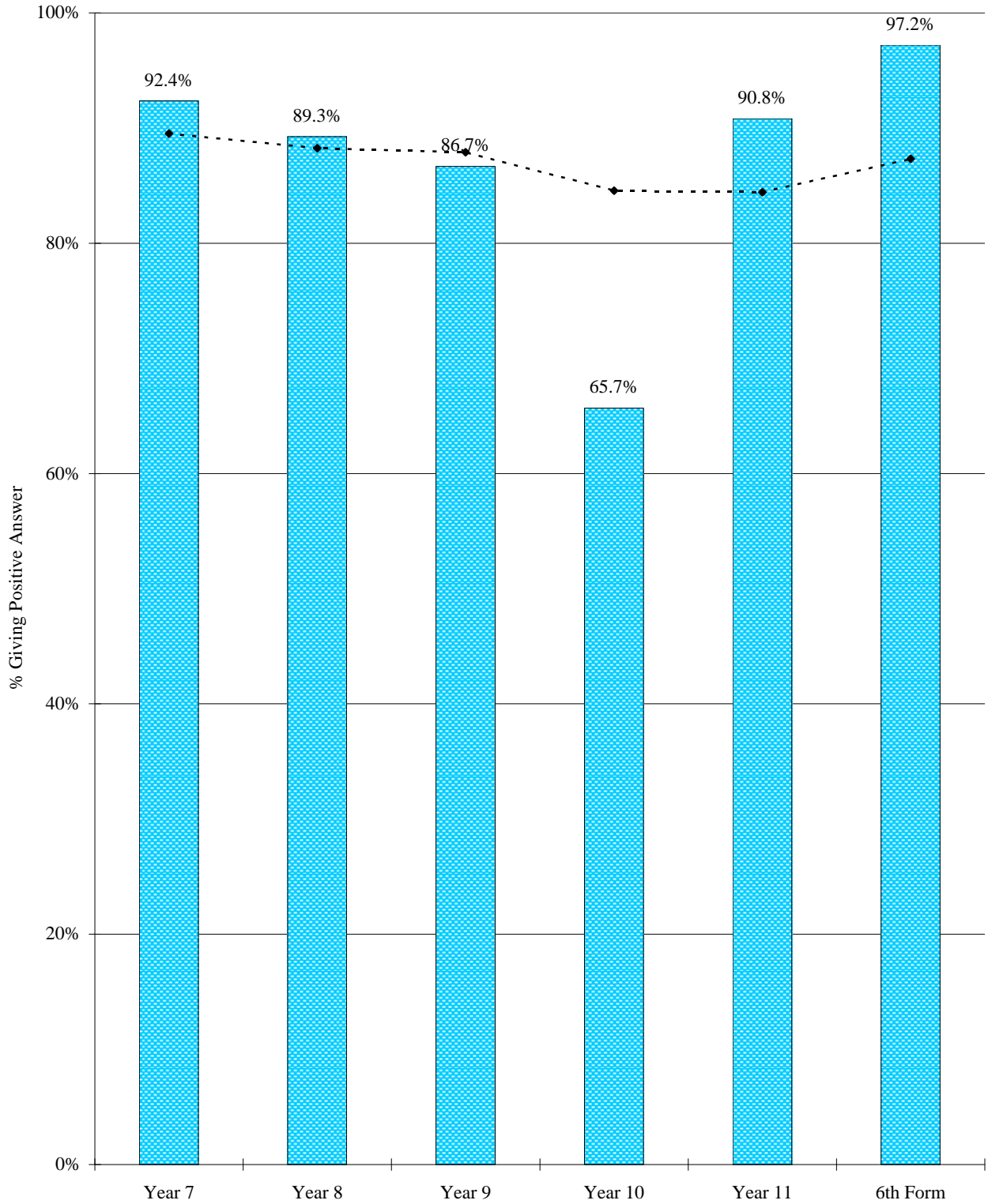
All actual scores were compared against the predicted scores, for each year group.

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 pupils 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.

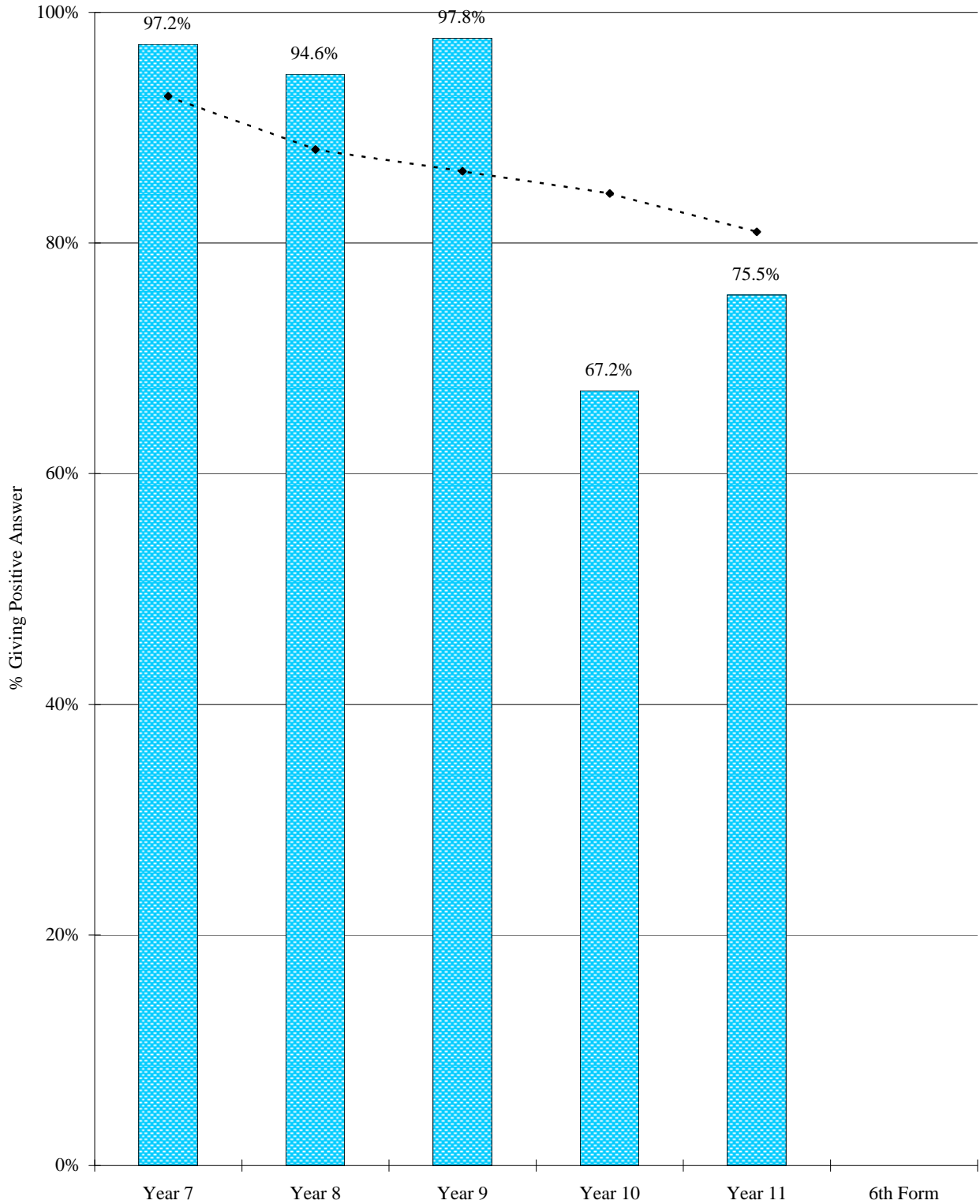
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

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

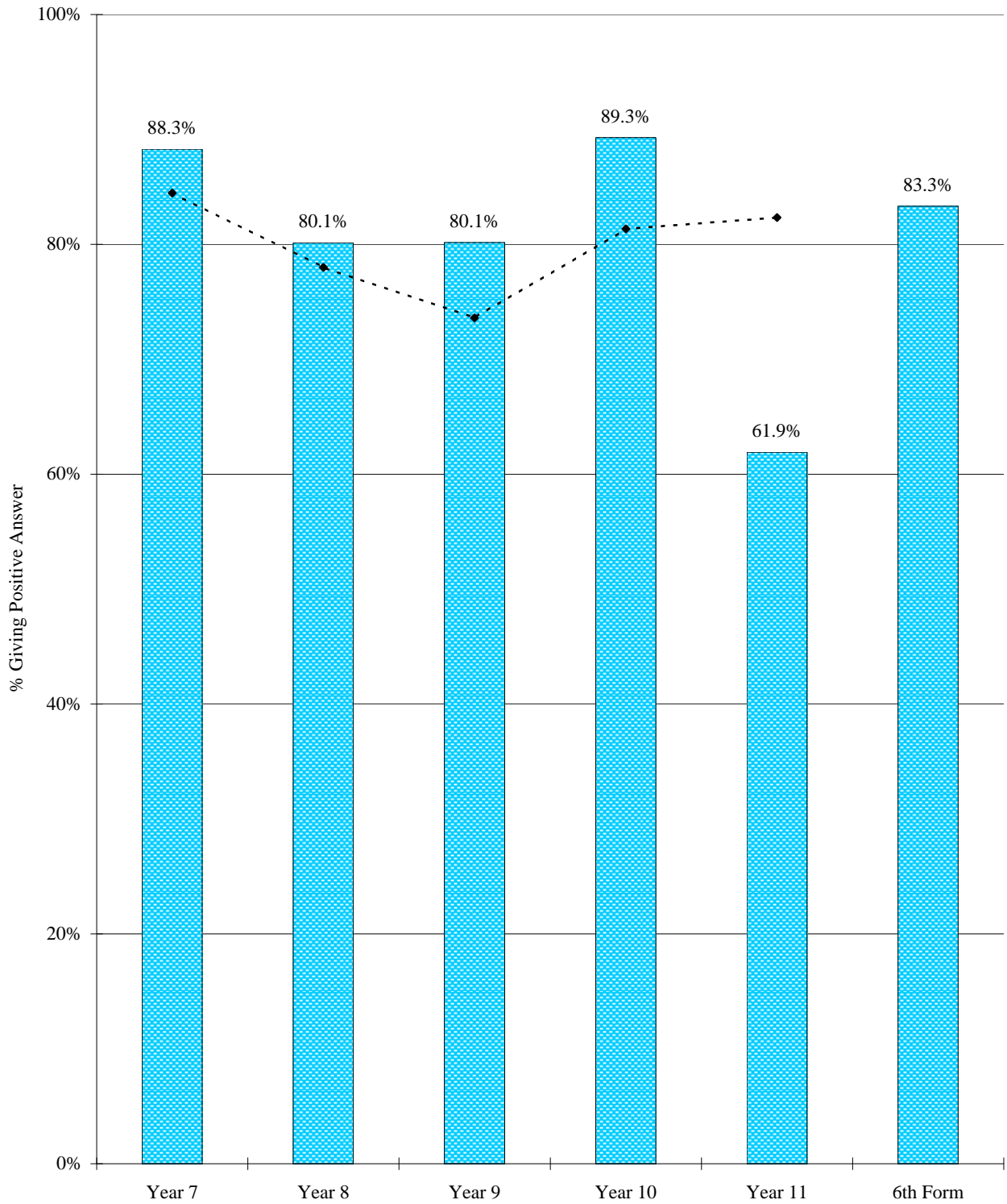
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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

The contribution towards the score for French was lower than expected in Year 11.

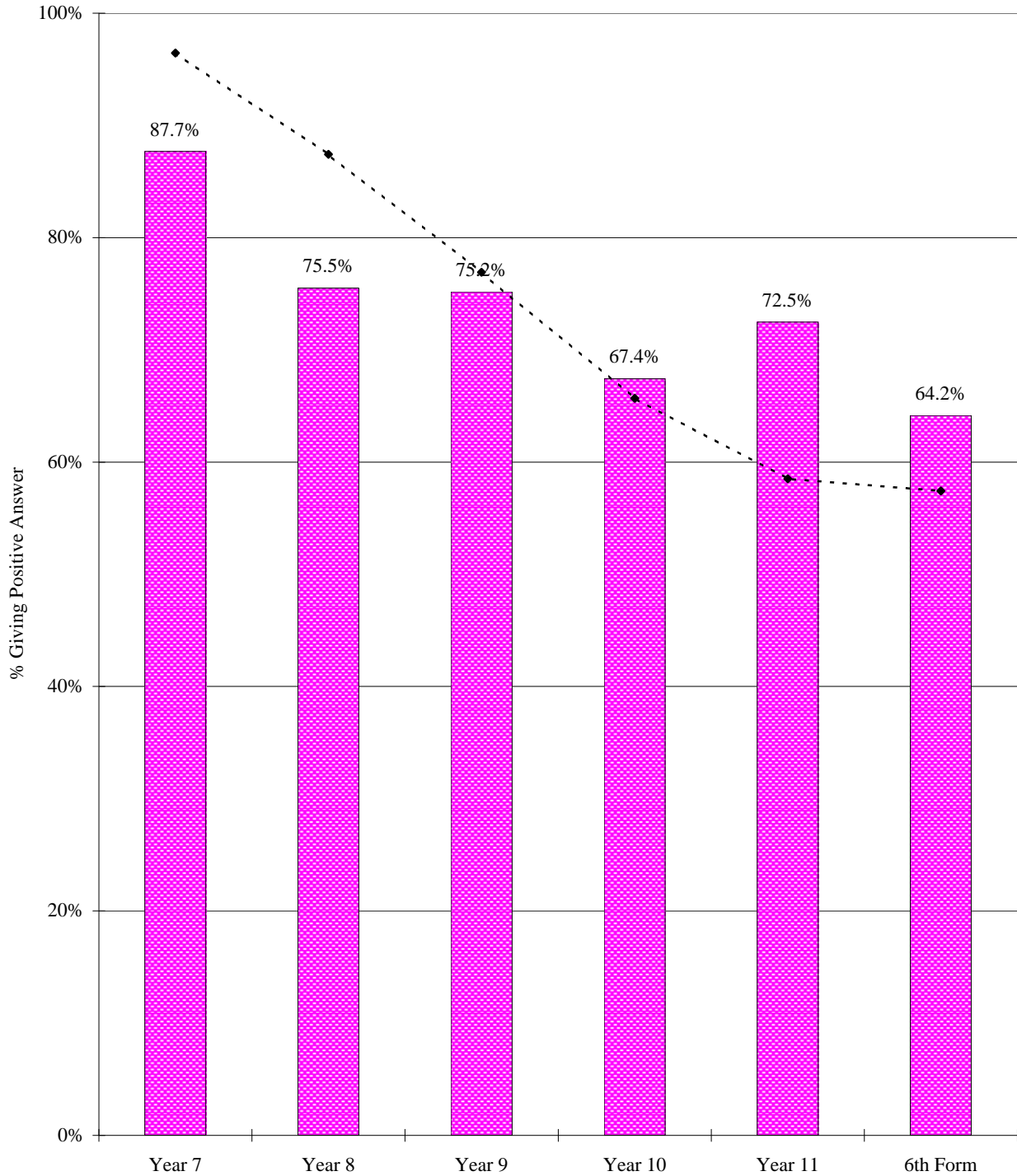
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Social health education Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Social health education was higher than expected in Year 11.

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.

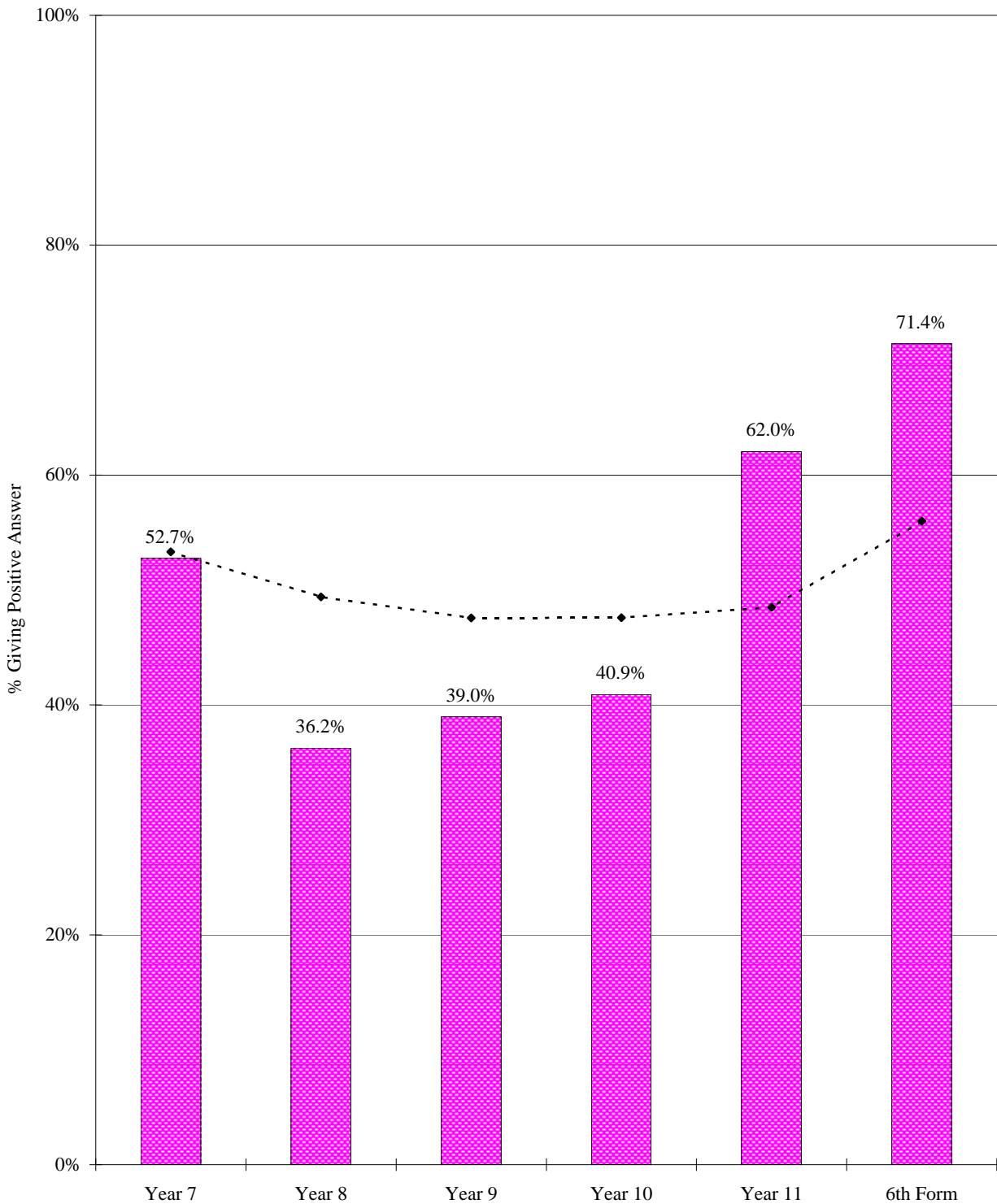


The Graphs Below for Levels of homework Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Levels of homework was higher than expected in Year 11 and the 6th Form.

The contribution towards the score for Levels of homework was lower than expected in Year 8.

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.

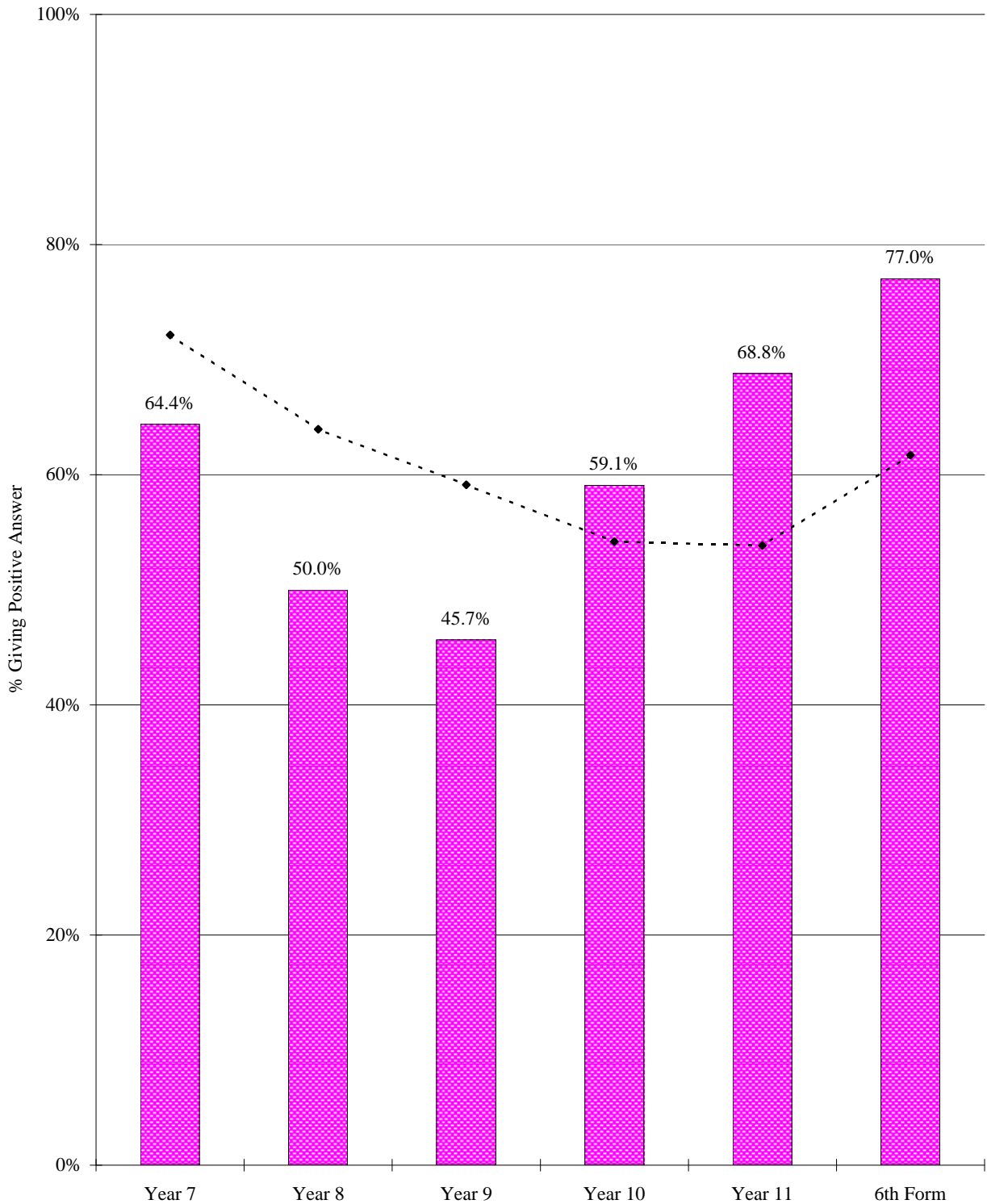


The Graphs Below for School facilities Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for School facilities was higher than expected in Year 11 and the 6th Form.

The contribution towards the score for School facilities was lower than expected in Year 8 and Year 9.

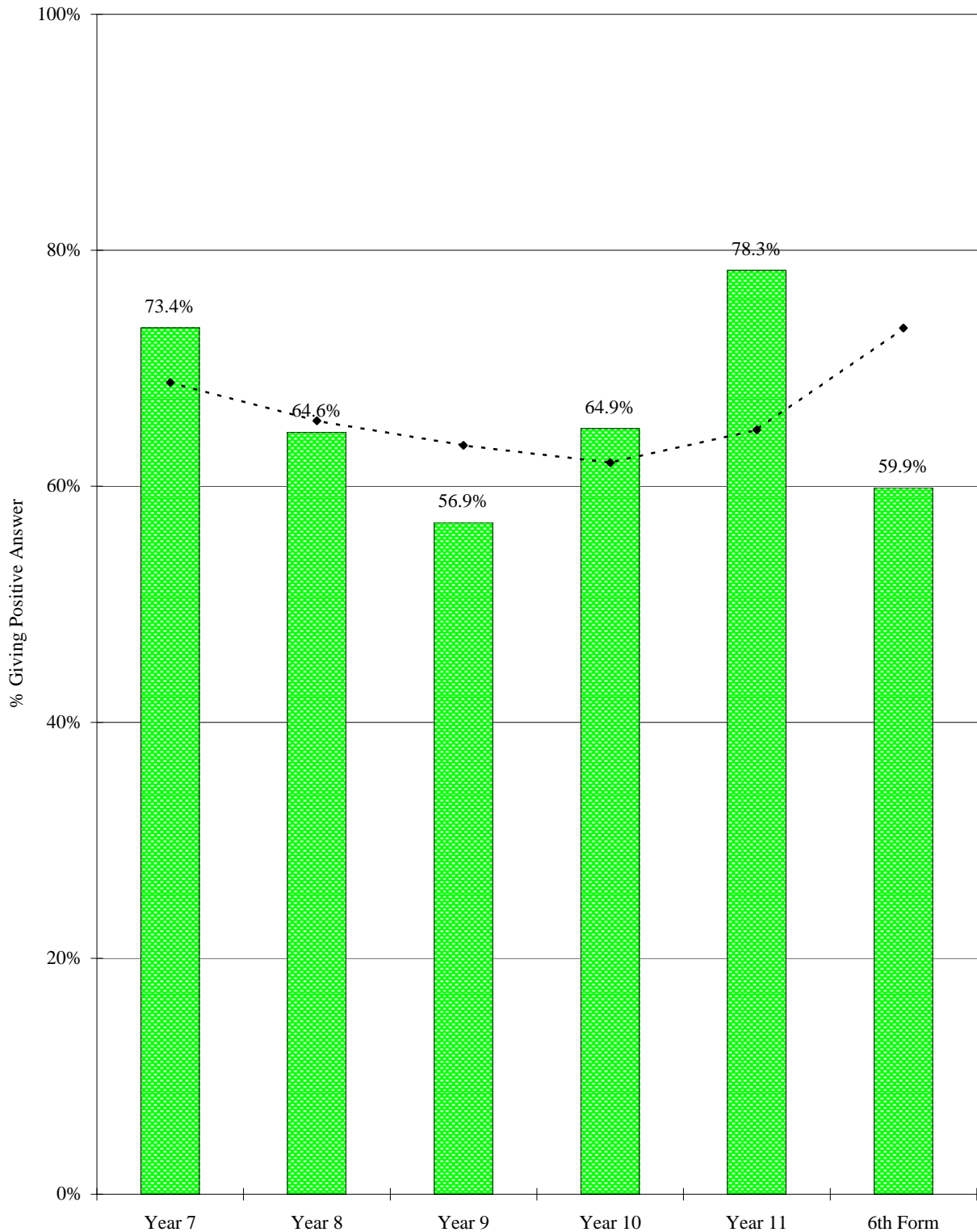
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Promoting racial harmony Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Promoting racial harmony was higher than expected in Year 11. The contribution towards the score for Promoting racial harmony was lower than expected in the 6th Form.

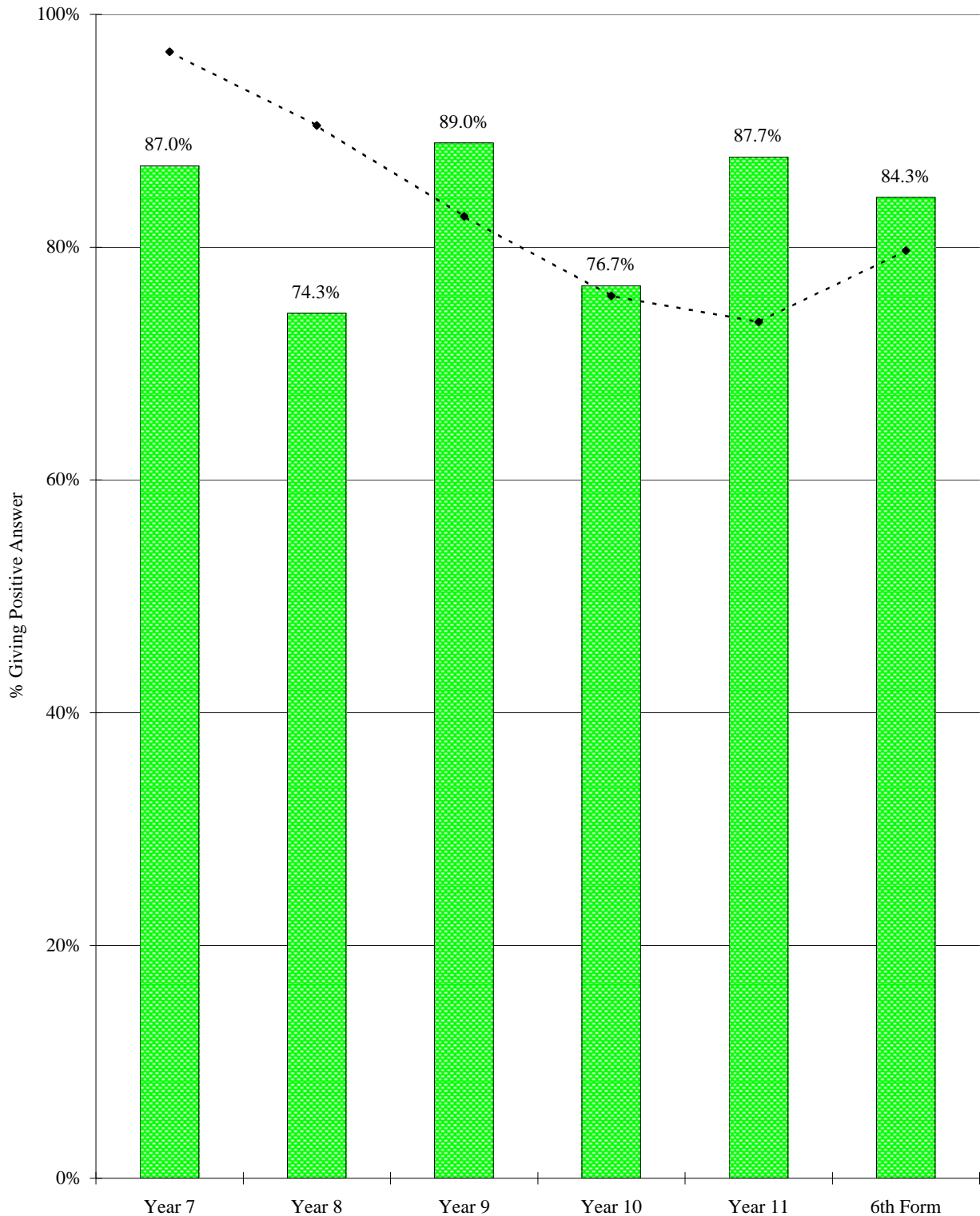
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Quality of school management Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Quality of school management was higher than expected in Year 11. The contribution towards the score for Quality of school management was lower than expected in Year 8.

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.

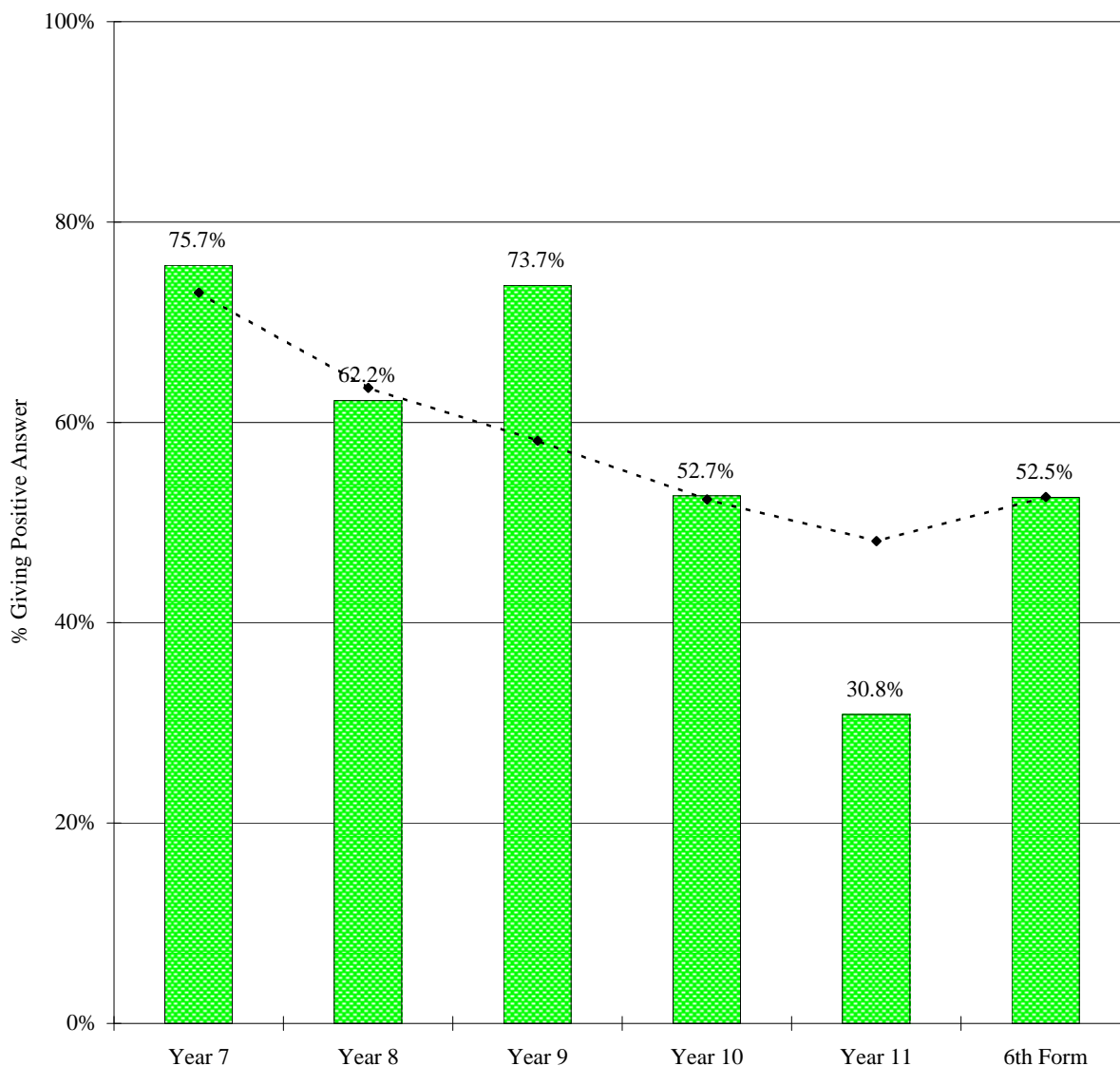


The Graphs Below for Encouraging and listening to pupils' views Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Encouraging and listening to pupils' views was higher than expected in Year 9.

The contribution towards the score for Encouraging and listening to pupils' views was lower than expected in Year 11.

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 boys and girls 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" 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.

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

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.

Final proportion

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

Repeat this process for F10boys (Religious Studies) and F11boys (Religious Studies).

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

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:

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

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:

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

This final score for Religious Studies is then weighted based upon the similar school 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 1.08

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 score 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% = 0.05 on this scale of 0 - 1

We then require that 2 X the standard error of the proportion has a value of less than 0.05

In other words the standard error of the proportion must have a value of less than 0.025

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 proportion lies between 0.025 and 0.05 then we have the 95% confidence level to within 10%. If the standard error of the proportion is greater than 0.05 then the result is labelled as "low response".

We calculate the standard error of the proportion as follows:

$$\text{Standard Error Of The Proportion (S.E.P.)} = \sqrt{\frac{\text{mean} (1-\text{mean})}{n}}$$

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.

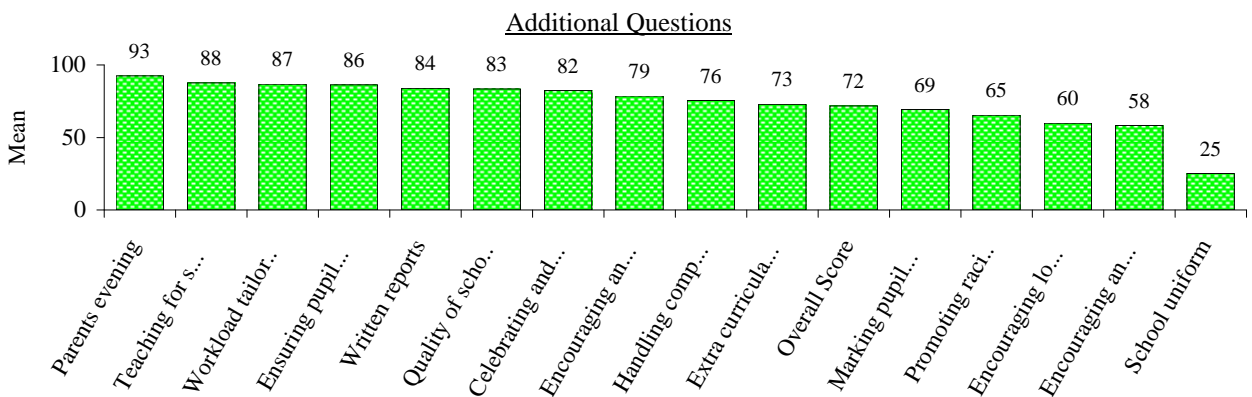
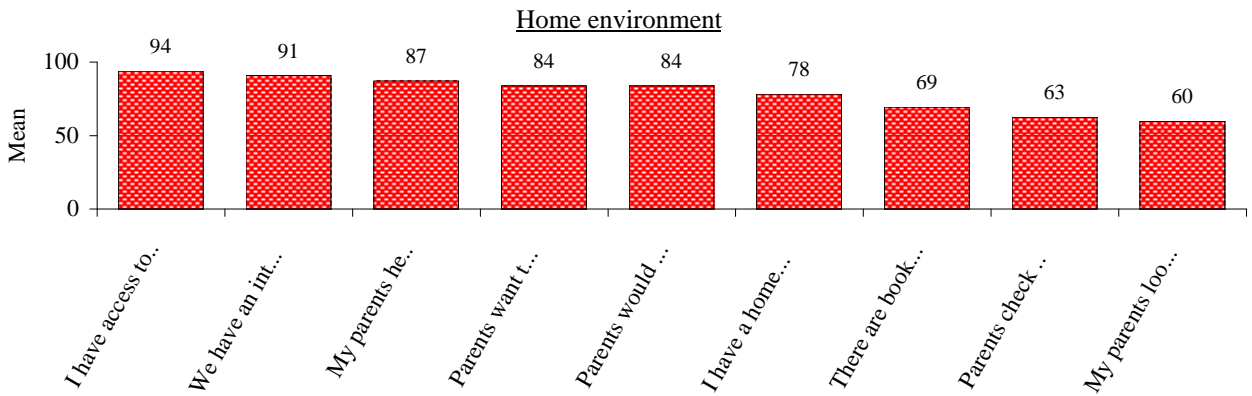
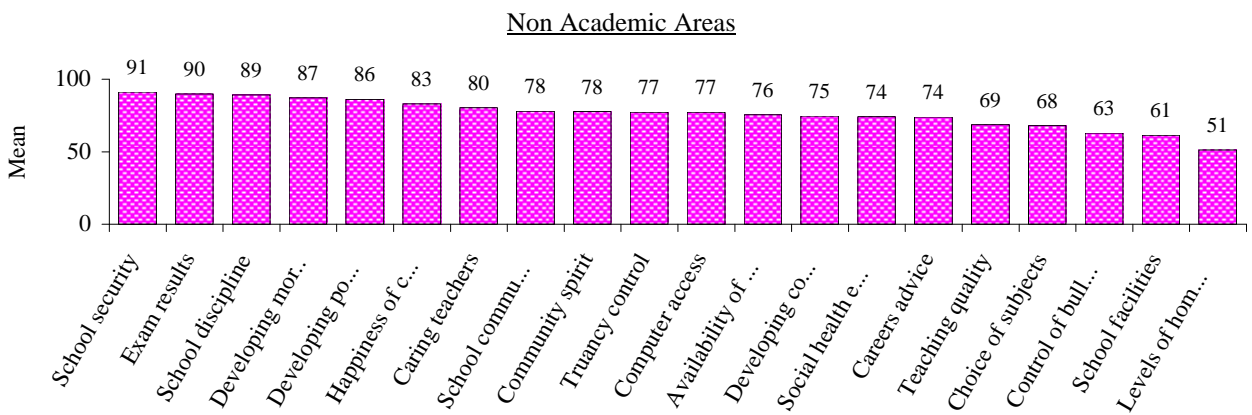
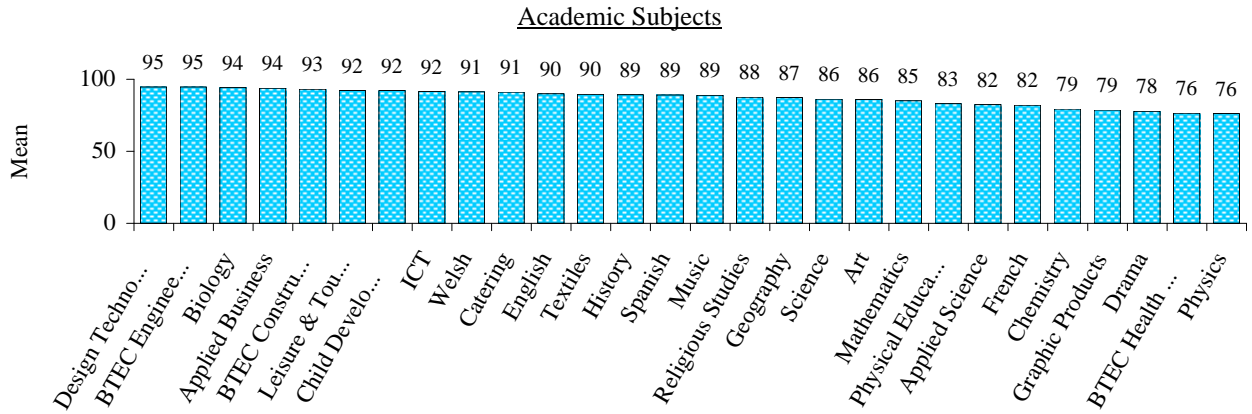
If greater than 5% of our scale, and greater than 2 X SEP of first result + 2 X SEP of second result.

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 99% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 99% 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 Showing the Raw, Adjusted Percentage Giving a Positive Answer to 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 pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
21592	57	84.9%	79.6%	89.8%	Art
10750	38	85.3%	85.9%	85.1%	Biology
2756	33	83.5%			Business Studies
10429	38	82.4%	85.8%	81.1%	Chemistry
19025	56	90.6%	90.7%	90.7%	Design Technology
14188	48	84.5%	81.3%	87.8%	Drama
29122	57	91.7%	90.8%	92.6%	English
8896	36	89.7%	86.9%	92.2%	Food Technology
18353	55	80.3%	76.8%	83.7%	French
22236	57	85.3%	85.9%	84.4%	Geography
22891	57	88.3%	88.2%	88.3%	History
24183	57	87.5%	87.4%	87.5%	IT
29087	57	87.1%	88.4%	85.9%	Mathematics
19324	57	82.0%	78.9%	85.1%	Music
26039	57	86.1%	88.8%	83.5%	Physical Education
10224	36	78.9%	83.5%	73.7%	Physics
25025	55	76.4%	72.0%	80.5%	Religious Studies
19458	52	86.9%	89.2%	84.8%	Science
26252	56	75.4%	71.1%	79.6%	Welsh

REMAINING SUBJECTS SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
1218	11	87.5%	79.1%	91.6%	Catering
11797	27	83.0%	83.2%	82.5%	Citizenship
3753	23	78.3%	75.5%	80.8%	German
2421	17	79.9%	80.9%	77.7%	Graphic Media
933	14	85.0%	75.9%	87.5%	Health and Social Care
3369	22	84.6%	84.8%	85.2%	Resistant Materials
3964	21	79.8%	73.8%	86.8%	Spanish
1818	13	85.0%	73.1%	89.1%	Textiles

CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
32364	59	60.0%	61.1%	58.6%	Availability of resources
31670	59	70.0%	71.8%	68.0%	Careers advice
32225	59	84.0%	83.5%	84.5%	Caring teachers
21116	40	85.3%	87.3%	83.5%	Celebrating and rewarding achievement
32235	59	67.0%	67.9%	65.9%	Choice of subjects
31477	59	54.0%	54.1%	54.1%	Community spirit
32237	59	67.1%	67.4%	66.4%	Computer access
32174	58	92.4%	92.3%	92.5%	Computer at home
31667	59	60.8%	62.0%	59.7%	Control of bullying
31973	59	64.9%	67.9%	61.8%	Developing confidence
32098	59	84.3%	84.0%	84.6%	Developing moral values
32307	59	89.1%	88.9%	89.1%	Developing potential
17621	33	68.9%	69.8%	67.9%	Encouraging and listening to pupils' views
24323	45	89.3%	89.5%	89.3%	Ensuring pupils do their best and make good progress
32172	59	88.1%	89.0%	87.1%	Exam results
23455	40	78.3%	77.3%	78.9%	Extra curricular activities
31705	58	73.6%	71.8%	75.4%	Given choice, would still attend
32099	59	73.7%	71.2%	76.2%	Happiness of child
32073	58	86.8%	87.6%	86.1%	Home internet link
32083	58	65.6%	66.9%	64.5%	Home library
32204	58	84.7%	83.6%	85.7%	Homework area
29157	58	4.4	4.0	4.8	Hours of Homework
32299	59	63.2%	61.9%	64.4%	Levels of homework
19484	35	68.3%	67.0%	69.6%	Overall
32095	58	69.2%	72.4%	65.9%	Parents check homework
18316	31	87.4%	86.3%	88.6%	Parents evening
32156	58	92.2%	91.6%	92.8%	Parents help with homework
32057	58	65.2%	66.3%	64.1%	Parents look at work
31896	58	84.5%	84.8%	84.1%	Parents want to know
32000	58	87.2%	86.9%	87.5%	Parents would visit school
32048	58	81.4%	82.6%	80.3%	Recent bullying
16600	32	60.5%	65.3%	55.7%	Regular marking of work
32272	59	72.5%	72.9%	72.1%	School communication
31710	59	74.3%	74.5%	74.1%	School discipline
32222	59	53.0%	53.7%	51.9%	School facilities
32065	59	82.8%	82.6%	83.0%	School security
32075	59	60.5%	63.4%	57.6%	Social health education
17489	31	85.7%	84.8%	86.6%	Tailoring workload to child's needs and ability
32170	59	66.9%	67.6%	66.2%	Teaching quality
32139	59	77.5%	76.1%	78.9%	Truancy control
31886	58	79.7%	78.5%	80.6%	Unfair treatment by staff
31471	58	81.1%	77.9%	84.2%	Wish to go to University
17086	33	84.2%	82.9%	85.6%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
10431	20	82.7%	84.2%	81.1%	Access to staff
12461	27	72.1%	72.3%	71.5%	Encouraging and listening to parents views
7955	15	54.6%	56.0%	53.2%	Encouraging local community activity
13019	23	82.2%	82.0%	82.4%	Ensuring new pupils settle well
8674	17	71.9%	73.8%	69.8%	Explaining to parents how to help their child
16684	30	70.6%	70.9%	70.2%	Handling complaints
15020	24	80.7%	78.4%	82.7%	Personal planners
7274	16	70.3%	71.0%	69.6%	Promoting racial harmony
15235	29	75.3%	74.1%	76.6%	Quality of school management
7323	14	53.4%	54.8%	52.0%	School meals
13353	24	33.9%	33.3%	34.5%	School uniform
13105	23	72.4%	74.1%	70.5%	School's image in the local community
16819	30	88.5%	87.1%	90.1%	Teaching for special needs
8338	13	83.8%	82.9%	84.4%	Transfer from previous school
12185	25	64.0%	65.8%	60.8%	Treating all pupils fairly and equally

Similar School Results for Pupils 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>
23935	10497	13791	Happiness of child	74.7%	71.9%	76.8%
23686	10388	13684	Control of bullying	73.3%	71.4%	75.8%
21614	9809	12061	School facilities	67.2%	66.8%	67.1%
21725	9745	12338	School security	66.8%	66.5%	68.4%
20545	9400	11417	Exam results	64.4%	63.7%	63.5%
20538	9723	10998	School discipline	64.0%	66.4%	61.7%
18802	8752	10200	Teaching quality	59.8%	60.2%	56.6%
16829	7444	9530	Choice of subjects	52.2%	50.4%	52.6%
16095	7636	8614	Careers advice	50.2%	51.5%	48.1%
15393	6378	9156	Caring teachers	48.1%	43.8%	51.6%
15091	6379	8799	Developing potential	47.7%	44.2%	49.6%
15109	6845	8557	Levels of homework	45.7%	46.5%	47.4%
13978	7100	7036	Computer access	43.1%	48.0%	38.4%
13262	5668	7677	Developing confidence	42.2%	39.2%	44.2%
12722	6142	6679	Social health education	37.6%	40.7%	36.6%
11985	5431	6547	Availability of resources	37.2%	37.0%	36.1%
10980	4970	6256	Truancy control	34.1%	34.2%	34.8%
11177	5151	6121	School communication	33.3%	35.3%	33.3%
10291	4952	5372	Developing moral values	32.4%	34.0%	31.4%
8094	3979	4117	Community spirit	24.0%	26.6%	22.4%

Pupil priorities ranked in descending order of importance.

All Pupils

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

Boys

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

Girls

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

Total boys surveyed = 14668

Total girls surveyed = 17696

Total sample= 32364

From 59 Schools