



**Education Perceptions Monitor
Parent Survey No.1 To March 2008
For
Bradfield School
Worrall, Sheffield**

Prepared and Presented

By

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Introduction

This report details the findings of the first Education Perceptions Monitor for Bradfield School.

The report measures the levels of satisfaction among the pupils' parents for a range of criteria, which have been previously identified as being important to the parents of school pupils, as well as for the core subjects, taught at the school.

The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to March 2008.

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 sex of pupil; criteria that produce a significant result for this test are included in the report in graphical form.

Methodology

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

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

Completed questionnaires were returned sealed, to the form tutor.

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

The school's teachers were asked to say what they thought the parents' priorities would be.

Results

501 completed questionnaires were returned representing a response rate of 54.3%. The survey produced a very good overall response from the parents, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that statistically reliable data could be drawn for all but four minority academic criteria.

For the sake of assessment in most schools, questions receiving a score of 70% or over should be considered a success for academic subjects, with 65% being a realistic target of attainment for non-academic criteria. These scores are based on average figures gathered from similar schools. Scores of 10% or more higher than these target scores are exceptional, with scores of at least 5% less than these targets indicating room for improvement.

As parent expectations vary from one school to the next it may be easier or harder to achieve these rather arbitrary benchmarks. In some schools, the parents might be less likely to award a more generous score of 5; either because expectation is higher than average, or because one problematic issue within the school (such as bullying or discipline) is colouring the parents' perceptions of the other issues surveyed, and hence lowering scores across the board. Where this is the case, the boundary at which results are emboldened, to indicate areas of concern, may be lowered by 5%. This was not the case for this school.

The parents gave a very good overall performance score (76%), while among the parents whose children were not in their first year at the school 20% said the school had improved over the last year while only 6% thought that the school's performance was worse. Of the parents of new pupils, only 5% felt that the school had not lived up to their expectations while 19% said the school was better than they had expected it to be.

Executive Summary

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

With regard to Academic subjects, parents are most happy with the delivery of Citizenship, Music and Science.

The parents are least happy with the delivery of Physical Education Core, Product Design and Geography.

With regard to Non-Academic areas, parents are most happy with the delivery of School security, Control of bullying and Careers advice.

The parents are least happy with the delivery of School facilities, School communication and Computer access.

The parents' top priority for improvement is School facilities.

The parents of boys gave significantly higher scores for Physics and Biology. The survey has achieved a good benchmark of performance against which future academic years might be compared.

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 150 similar, English schools, and are also included in the appendix of this report.

All of the scores given have been tested to be reliable to within less than 5%, at the 95% confidence level, except for those subjects marked *, which due to the sample achieved, are only reliable to within 10%. Remember, ideally, scores should be above the red line; scores above the green line are very good, and above the gold line are exceptional.

Important - do not compare your "Satisfaction Table" scores with the average of similar schools. In schools where expectation is high, scores tend to be lowered; where expectation is low, achieving a high score is less difficult. No two schools have the same level of expectation. It is therefore misleading to compare scores in the following tables with the average of similar schools in the appendix. These scores are only used to generate a weighting factor which is independent of expectation.

Academic Criteria

Academic subjects	Weighted Score %
Citizenship	77.3
Music	75.7
Science	74.9
Mathematics	73.1
ICT	72.3
* Physics	71.6
History	71.5
French	71.0
Spanish	71.0
English	71.0
Art	70.6
Religious Studies	69.3
Drama	68.4
Physical Education GCSE	67.6
* Chemistry	67.3
Design Technology	66.0
* Biology	65.8
Geography	65.0
Product Design	63.5
Physical Education Core	62.5
Applied Engineering	low response
College	"
COPE	"
Media Studies	"

* - only reliable to within 10%

Identified Parent Priorities

Criteria	Weighted Score %
School security	72.6
Control of bullying	69.7
Careers advice	68.6
Levels of homework	68.3
School discipline	68.1
Teaching quality	67.5
Exam results	66.6
Developing confidence	65.5
Social health education	65.5
Happiness of child	65.3
Developing moral values	65.2
Truancy control	65.1
Availability of resources	64.9
Developing potential	64.5
Choice of subjects	64.4
Community spirit	63.7
Caring teachers	63.5
Computer access	63.2
School communication	56.5
School facilities	51.6
"Overall" Rating	75.5

Happy Versus Unhappy Parents

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

Academic Subjects

Criteria	% rating "poor" or "very poor"	% rating "good" or "very good"
Science	3.7%	81.0%
English	4.6%	78.6%
Music	5.2%	70.6%
Citizenship	5.7%	66.8%
History	5.7%	75.5%
Design Technology	5.9%	64.3%
Art	5.9%	72.3%
Mathematics	6.3%	79.7%
Spanish	6.5%	64.0%
Drama	6.5%	71.9%
ICT	7.2%	62.1%
Religious Studies	7.5%	57.6%
Physical Education GCSE	7.5%	63.4%
Geography	8.9%	64.5%
French	9.1%	68.2%
Physics	9.5%	55.4%
Biology	11.6%	63.7%
Chemistry	12.0%	66.0%
Physical Education Core	12.9%	62.3%
Product Design	15.3%	51.3%

Happy Versus Unhappy Parents

Identified Parent Priorities

<u>Criteria</u>	<u>% rating "poor" or "very poor"</u>	<u>% rating "good" or "very good"</u>
Teaching quality	2.6%	74.7%
Exam results	5.4%	76.9%
Computer access	5.7%	66.8%
Truancy control	5.7%	69.7%
School security	6.0%	71.2%
School discipline	6.1%	71.8%
Happiness of child	6.4%	69.3%
Choice of subjects	7.7%	71.6%
Availability of resources	7.9%	58.2%
Developing confidence	8.7%	66.4%
Developing moral values	8.7%	51.6%
Social health education	8.8%	55.9%
Developing potential	8.8%	59.7%
Caring teachers	10.8%	64.7%
Control of bullying	11.0%	58.2%
Community spirit	11.3%	48.3%
Levels of homework	11.8%	55.5%
Careers advice	16.3%	44.6%
School communication	24.9%	39.5%
School facilities	25.7%	35.6%
"Overall" Score	3.3%	85.7%

Additional Questions

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

Issue	Weighted Score %	% Unhappy
* Transfer from previous school	73.6	6.6
Tailoring workload to child's needs and ability	64.7	15.3
Ensuring students do best and make good progress	63.9	9.6
Promoting racial harmony	63.2	10.0
Explaining to parents how to help their child	61.7	20.7
Treating all students fairly and equally	61.4	15.3
Quality of school management	59.2	8.4
Encouraging students' activity in the local community	59.1	28.0
Teaching for special needs	58.2	15.3
Encouraging and listening to parent views	57.4	23.2
Extra curricular activities	54.9	23.5

* - not weighted by average of similar schools

Importance Ratings

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

In the following table, the first column shows the percentage of parents who chose each of the criteria as one of their ten choices of what they felt was most important to them. The second column shows how well the school performs for the criteria, ie. 1st = what the school does best, 20th = what the school does least well.

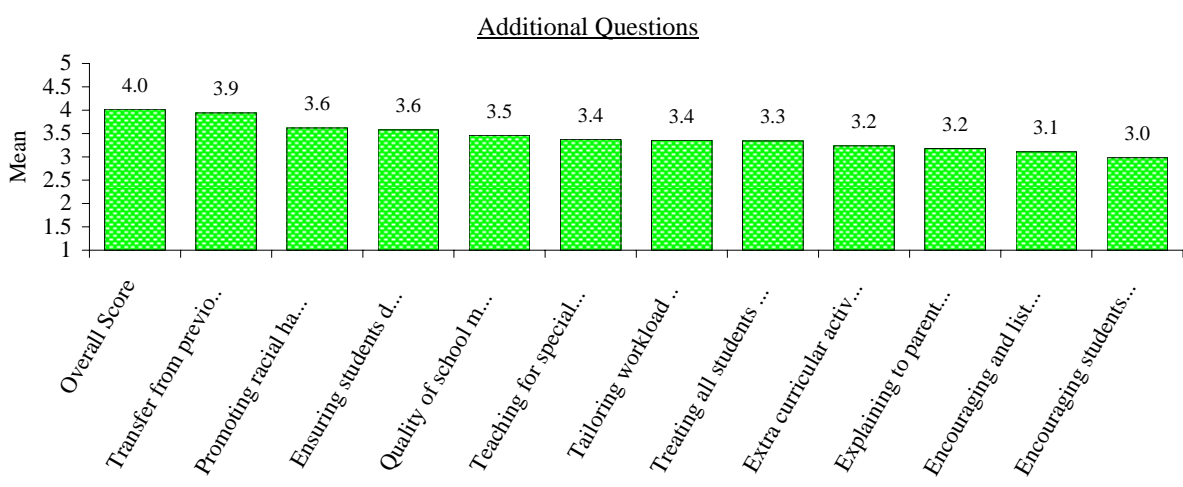
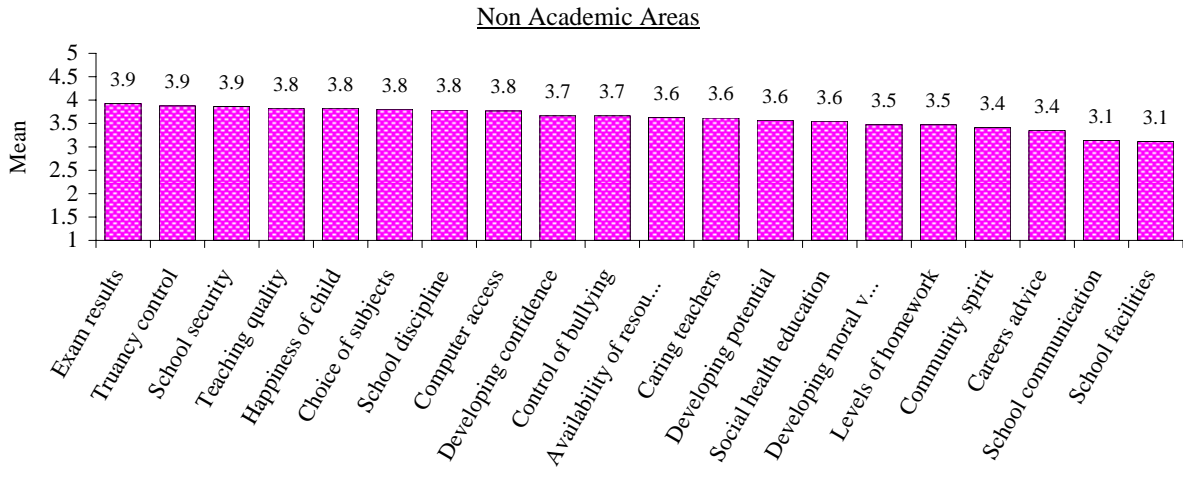
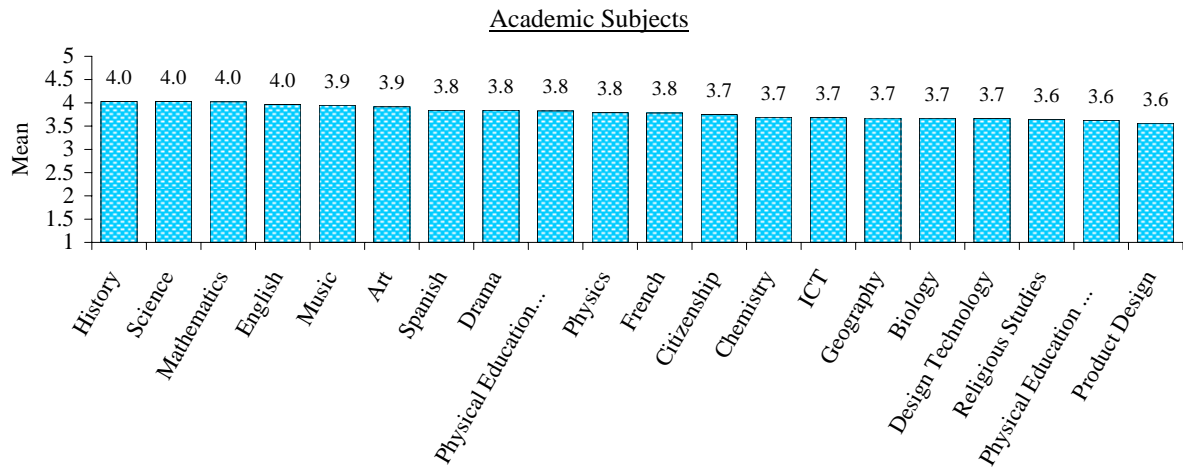
Tip - Remember, green is good, red is bad

	Importance Score (%)	Performance Ranking
Teaching quality	88.5%	(6th)
Happiness of child	82.7%	(10th)
School discipline	82.3%	(5th)
Caring teachers	70.7%	(17th)
Developing potential	70.2%	(14th)
Control of bullying	69.7%	(2nd)
Developing confidence	65.9%	(8th)
Exam results	60.5%	(7th)
School communication	60.0%	(19th)
School facilities	55.0%	(20th)
School security	54.7%	(1st)
Developing moral values	45.2%	(11th)
Careers advice	34.3%	(3rd)
Choice of subjects	32.4%	(15th)
Levels of homework	31.6%	(4th)
Availability of resources	30.5%	(13th)
Computer access	22.3%	(18th)
Truancy control	20.3%	(12th)
Community spirit	12.6%	(16th)
Social health education	10.6%	(9th)

Graphical and Tabular Analysis
of
Selected Results

Graph to Show Mean Performance Score Achieved for Each of the Criteria Surveyed.

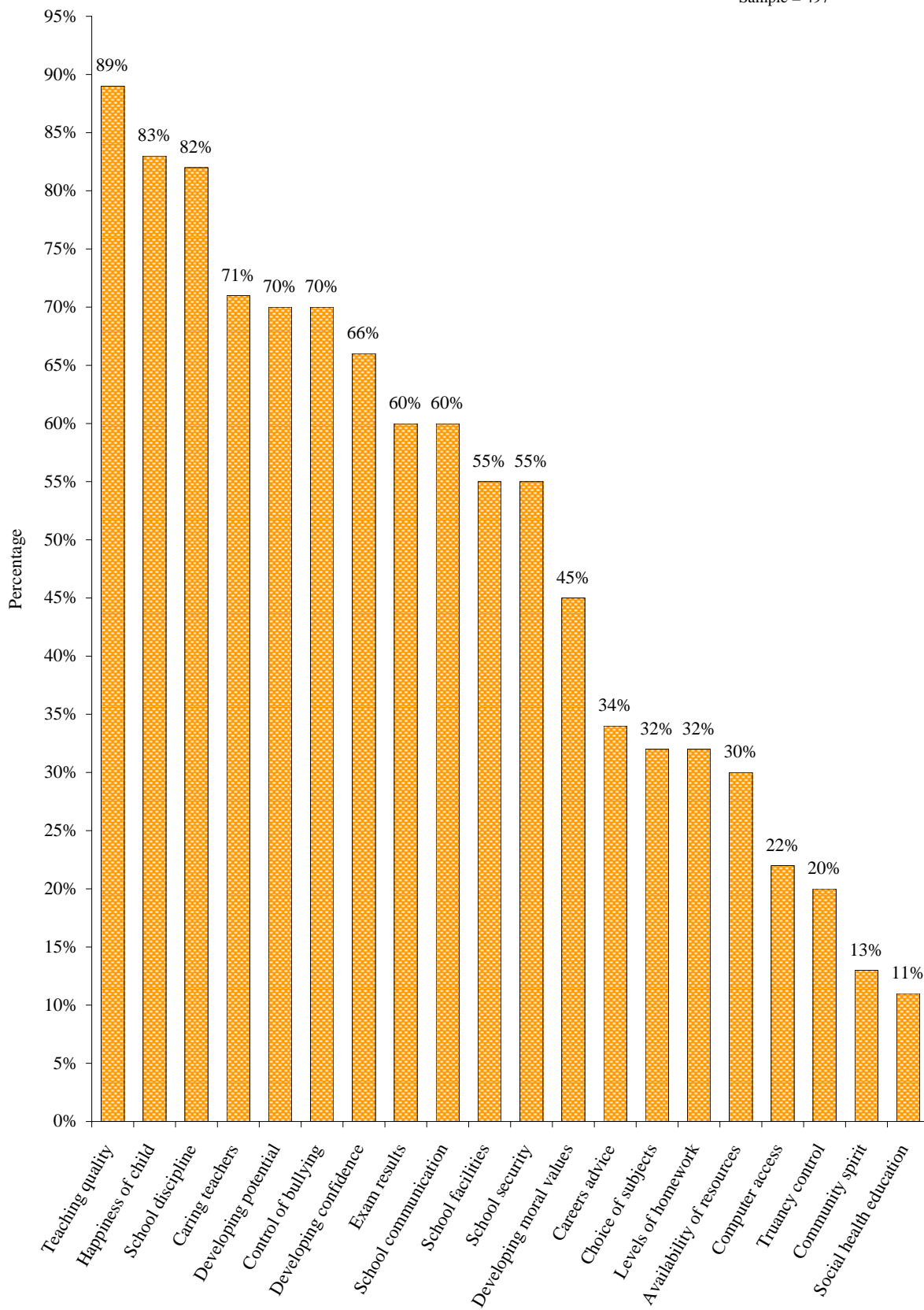
The mean scores below are converted into weighted performance scores as shown in the appendix.



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

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

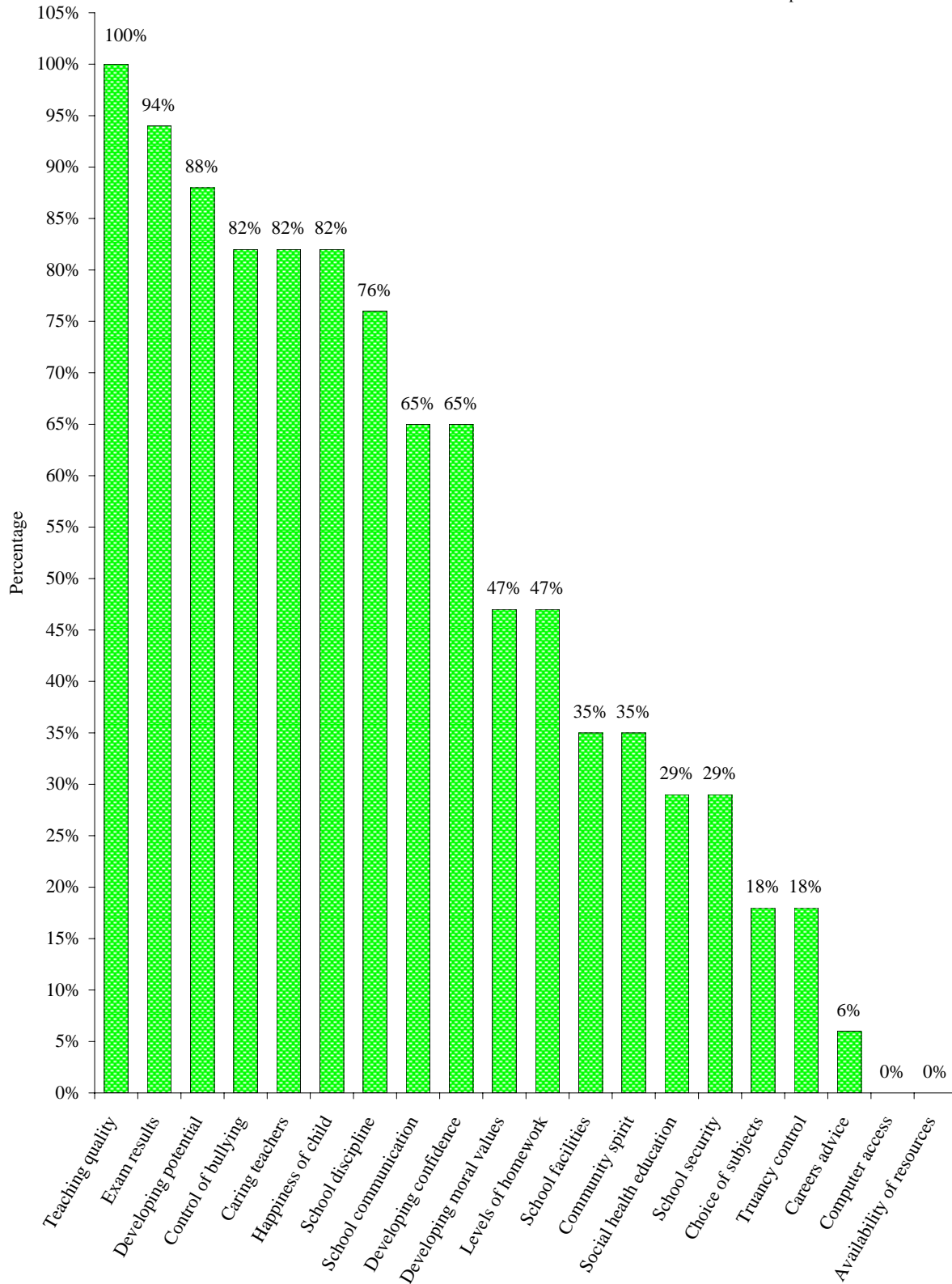
Sample = 497



Graph to Show What the Teaching Staff of the School Thought the Parent Priorities Would Be.

The teachers were asked to project which 10 priorities the parents would choose. The graph shows the % of teachers who selected each criteria as one of their 10 selections.

Sample = 17



Charts to Compare and Contrast what the Parents said was **Important with**

What the Teachers thought the Parents would Choose

Position differences of 4 or more have been highlighted.

Parents Comparative Priorities

What the Teachers thought the

Parents would choose

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

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

Charts to Compare What is Important to the School's Parents with what is Important to Parents Nationally.

There were no significant differences detected.

This School

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

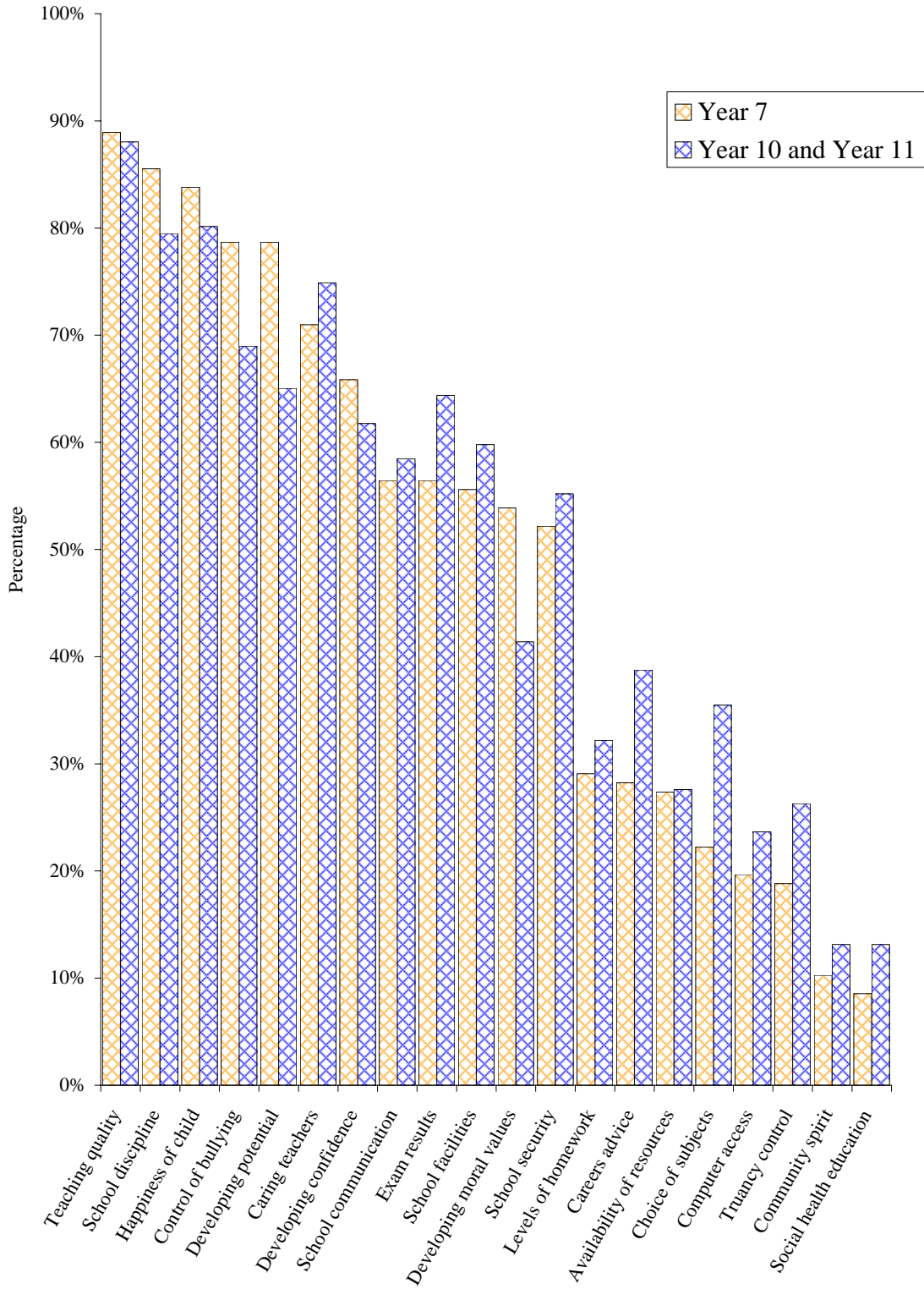
Average of Similar Schools

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

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

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

There were no significant differences between the two age groups.



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

There were no significant differences between the two age groups.

Priorities of Year 7 Parents

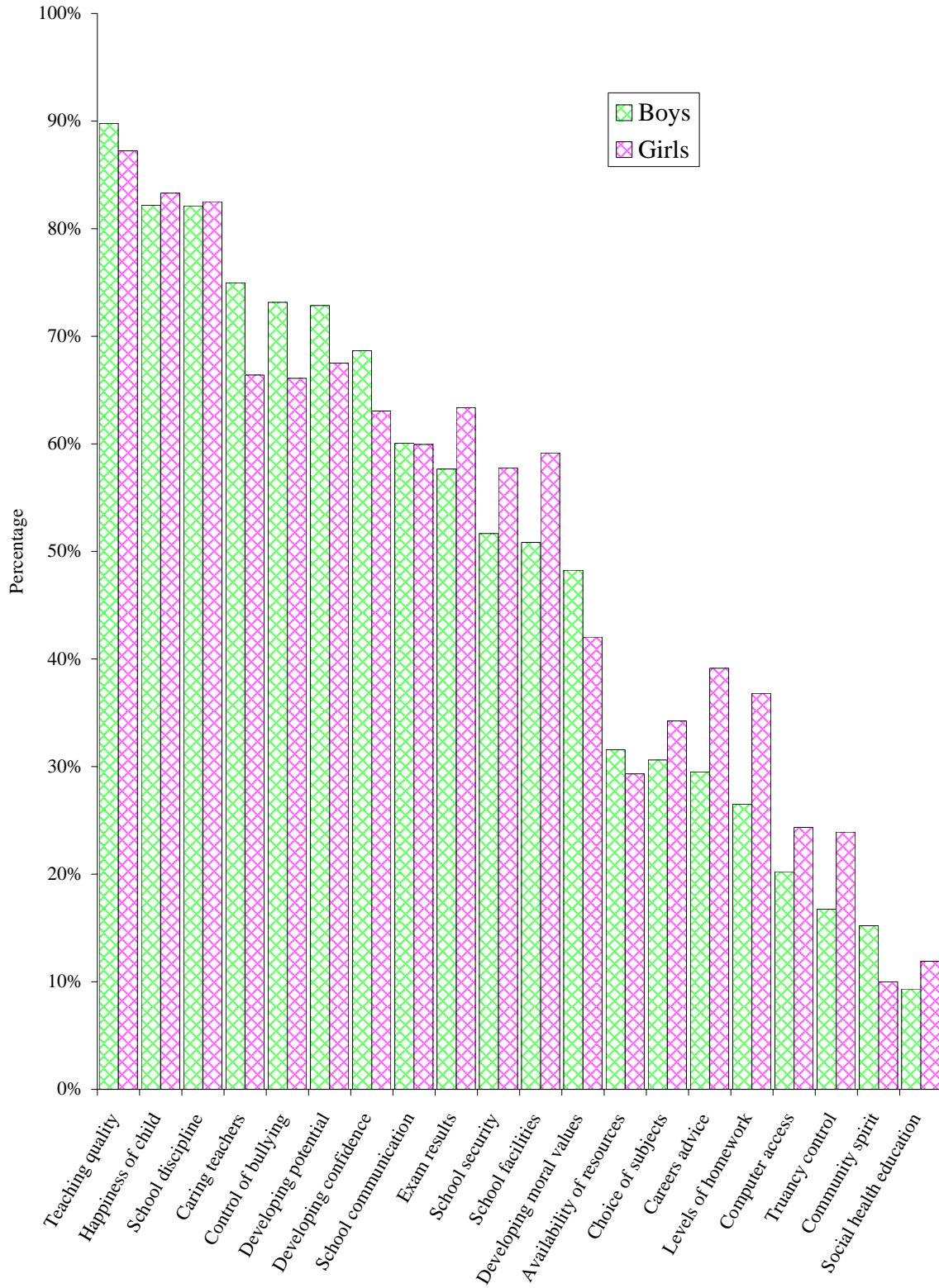
Choose 10	Ranking
Teaching quality	1st
School discipline	2nd
Happiness of child	3rd
Control of bullying	4th
Developing potential	5th
Caring teachers	6th
Developing confidence	7th
School communication	8th
Exam results	9th
School facilities	10th
Developing moral values	11th
School security	12th
Levels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

Priorities of Year 10 and Year 11 Parents

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

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

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



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

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

Priorities of Boys' Parents

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

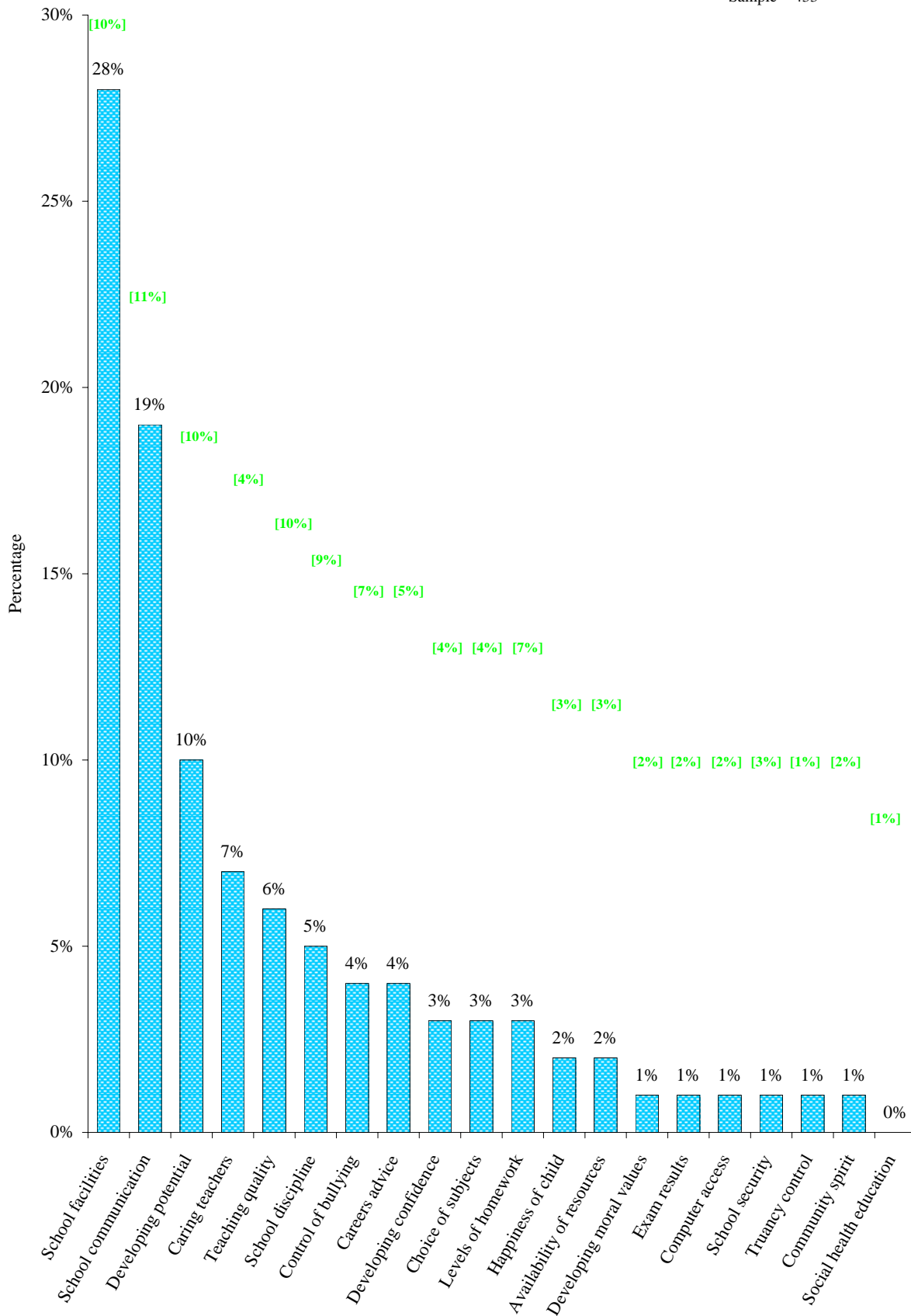
Priorities of Girls' Parents

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

Graph to Show Relative Parent Priorities for Improvement.

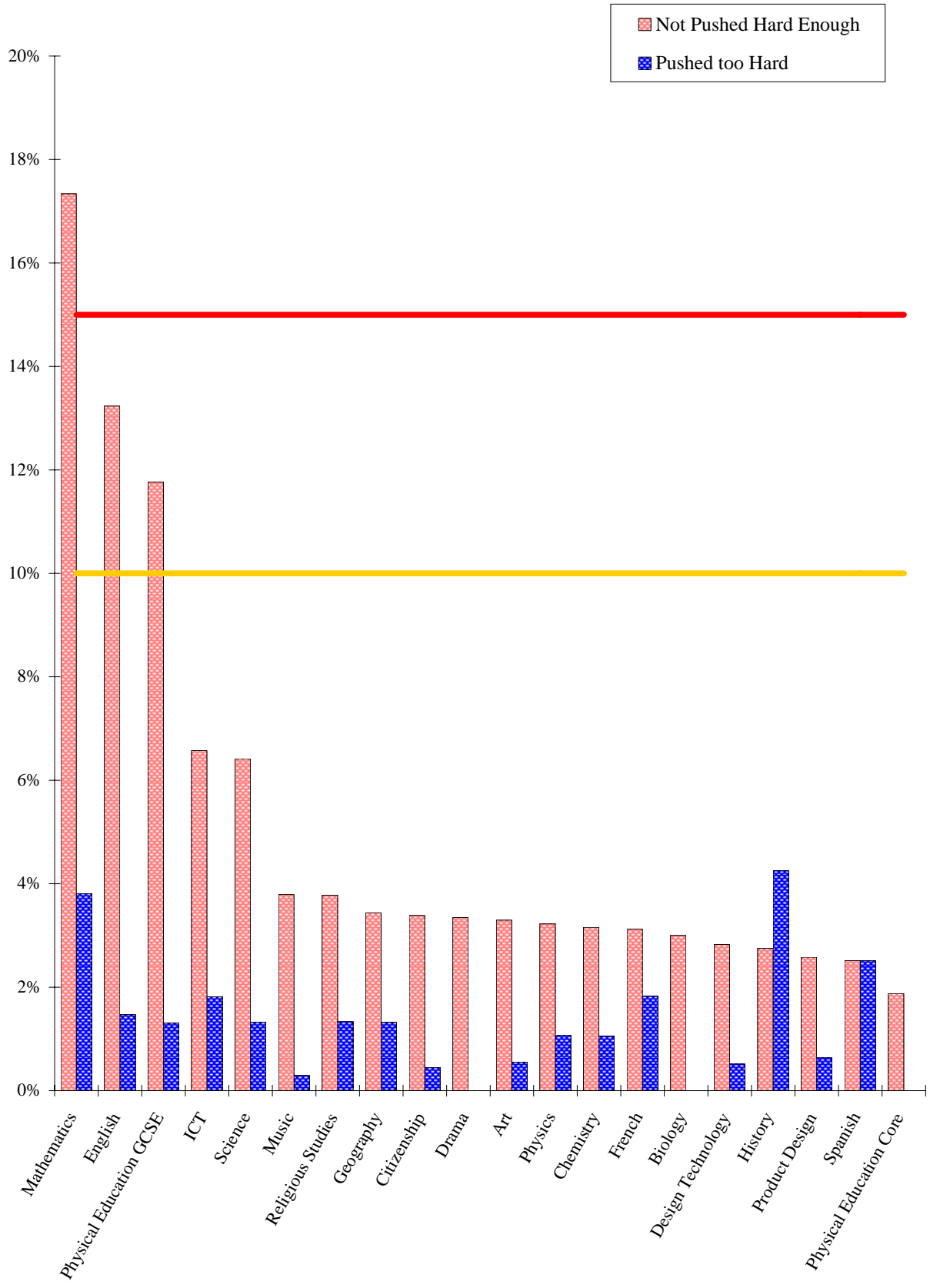
Average figures from similar schools are given in [brackets]

Sample = 433

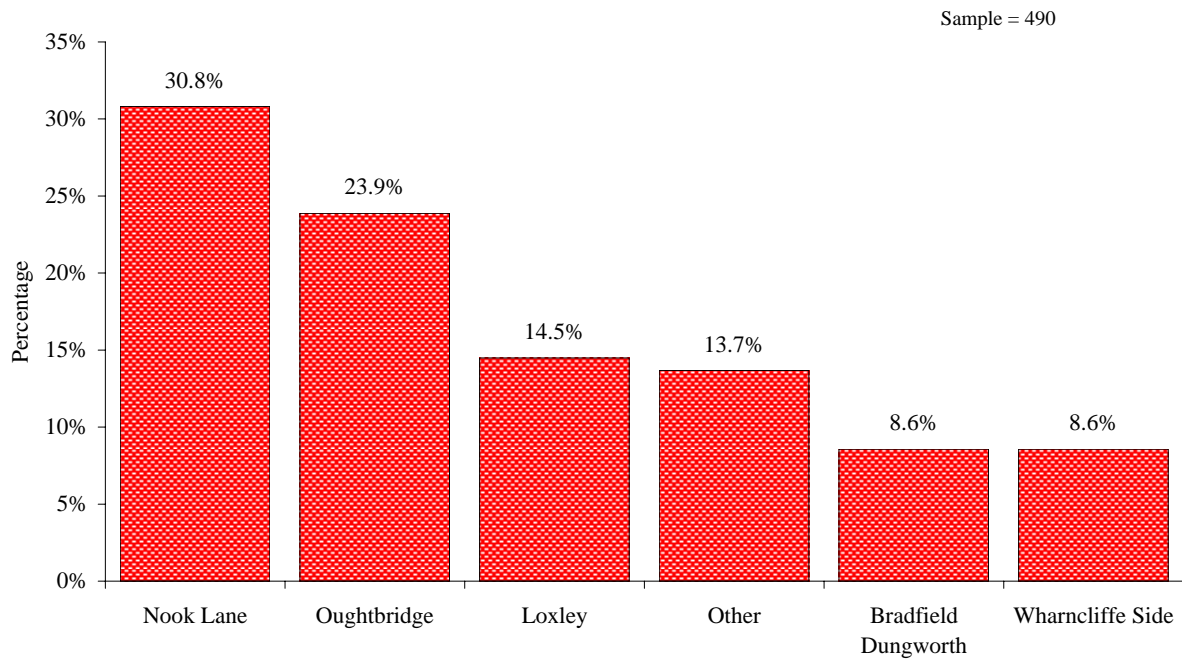


Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough

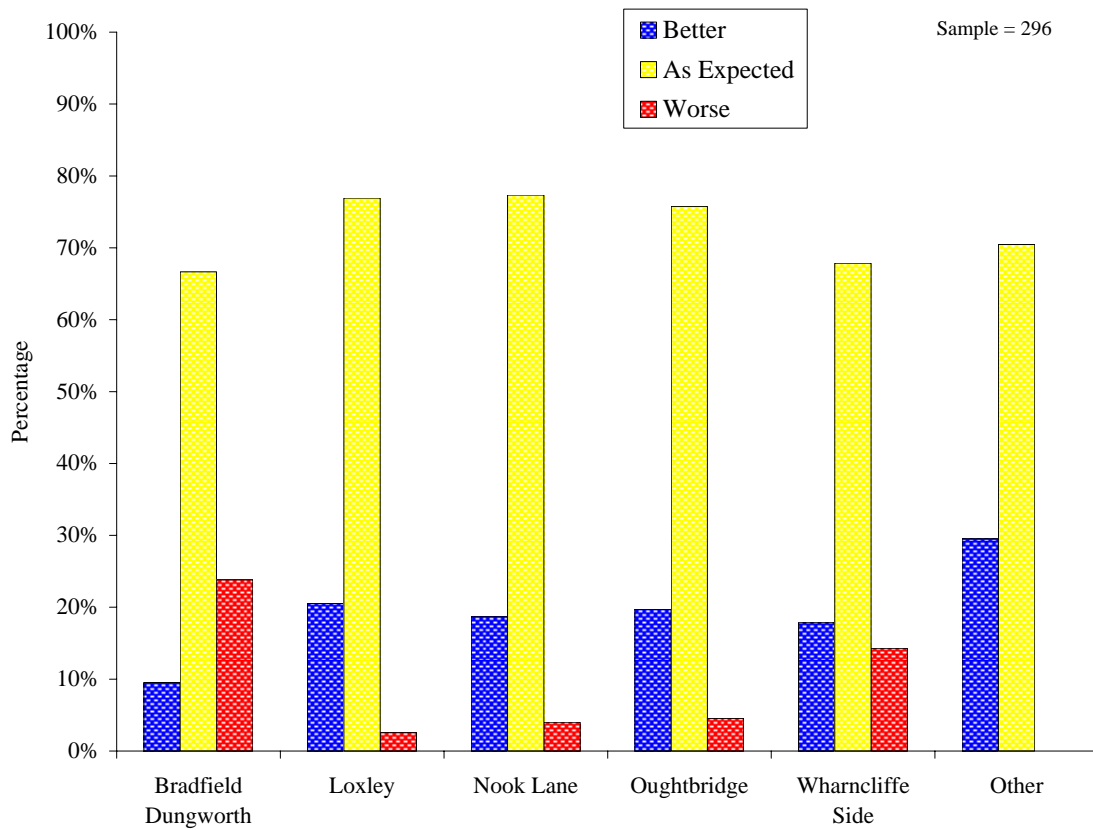
Scores should not exceed the red line.



Which School Did Your Child Attend Before Bradfield School?

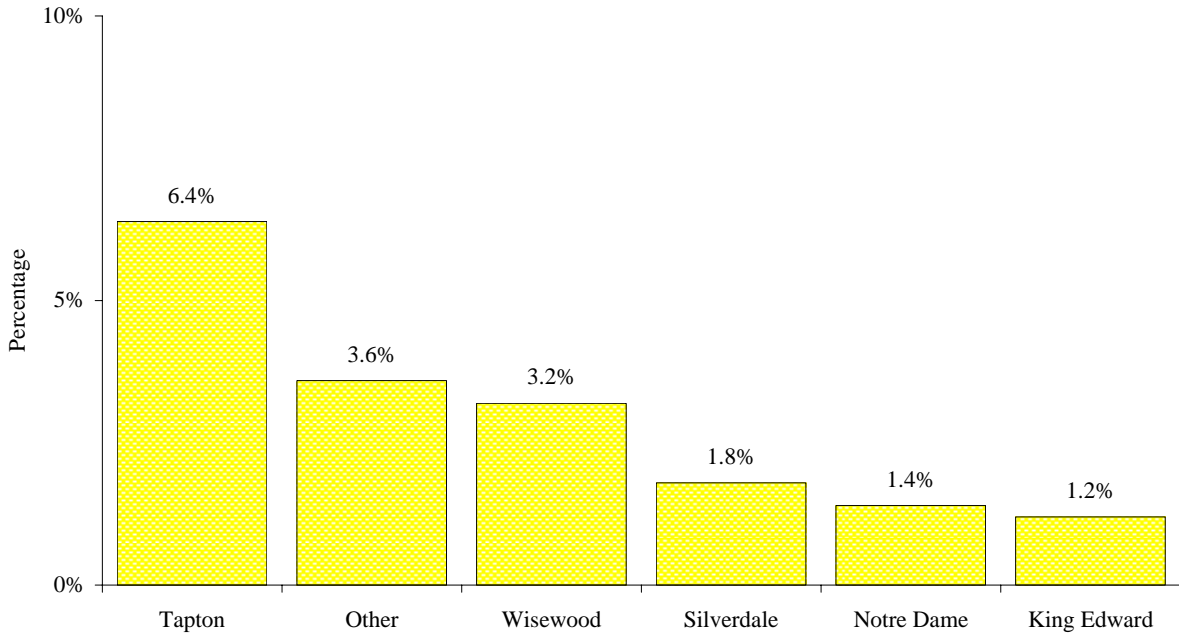


Graph to Show Parents' Perceptions of the School, Broken Down by Feeder School

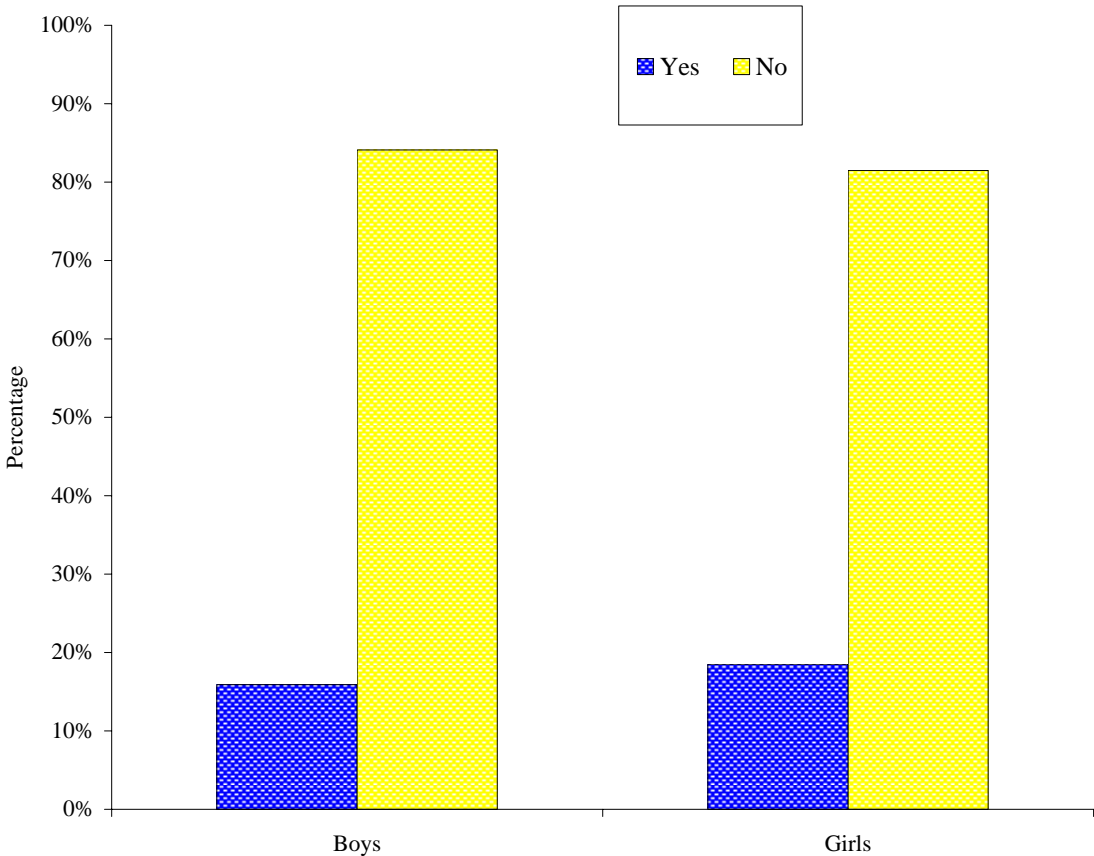


Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"

Some parents chose more than one option

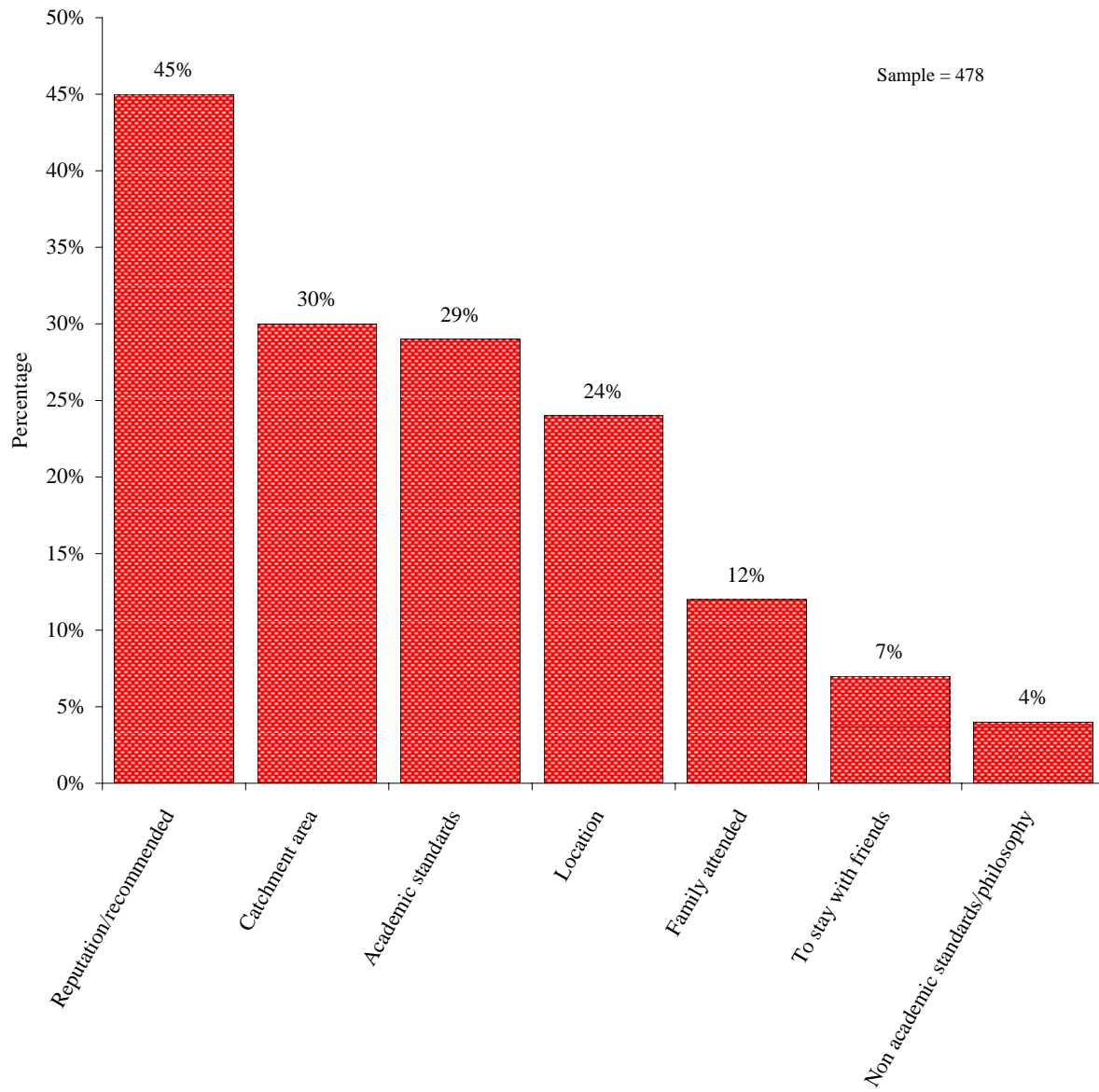


Graph to Show the Breakdown of Whether Another School was Considered, by Sex



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

Some parents chose more than one option



Parents' Comments

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

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

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

Many of the parents who commented said how happy and confident their children had been since starting at Bradfield School.

Teaching standards were regarded as good overall; however some parents expressed concerns with regard to teaching standards in some subjects.

A number of parents felt that the school facilities and buildings were in need of improvement. Five parents commented on the lack of sporting facilities; a further parent requested the provision of new school computers. Six parents requested the provision of lockers for all students.

Communication and feedback was felt by several parents as being in need of improvement. Two parents praised the postcards sent home; a further parent welcomed the school newsletters being made available on the school's website.

Nine parents requested the provision of more extra-curricular activities.

Four parent felt that school meals were in need of improvement; a further three parents requested healthier food options be made available. Two parents commented that students who attended last sitting often had little or no choice of food options.

Toilet facilities were regarded by four parent as being in need of improvement; a further four parents commented that the facilities lacked basic toilet requisites.

Homework allocation was regarded by some parents as variable.

Four parents would welcome more parents' evenings; a further parent requested parents' evenings for years seven students were held earlier in the year. One parent would welcome the opportunity to meet with all of their child's subject teachers.

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

Five parents expressed concerns with regard to the apparent lack of control of disruptive students in some classes. Whole class punishments for the poor behaviour of a minority were thought to be unfair.

A stricter enforcement of the uniform policy would be welcomed by five parents.

Three parents expressed concerns with regard to the apparent incidence of bullying at the school; a further parent praised the manner in which this problem was handled.

Four parents felt that more could be done to encourage their child to enable them to reach their full potential.

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

Strengths and Weaknesses

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

Relative Strengths - academic

77.3% Citizenship
75.7% Music
74.9% Science
73.1% Mathematics
72.3% ICT

Relative Weaknesses - academic

62.5% Physical Education Core
63.5% Product Design
65.0% Geography
65.8% Biology
66.0% Design Technology

Relative Strengths - selected performance criteria

Importance

72.6% School security	(54.7%)	11th
69.7% Control of bullying	(69.7%)	6th
68.6% Careers advice	(34.3%)	13th
68.3% Levels of homework	(31.6%)	15th
68.1% School discipline	(82.3%)	3rd

Relative Weaknesses - selected performance criteria

Importance

51.6% School facilities	(55.0%)	10th
56.5% School communication	(60.0%)	9th
63.2% Computer access	(22.3%)	17th
63.5% Caring teachers	(70.7%)	4th
63.7% Community spirit	(12.6%)	19th

Every Child Matters

The headings below are the 5 "Every Child Matters" outcomes. For each of the outcomes, we have given the weighted parental scores for any relevant criteria included on your questionnaire. Remember, **gold** is outstanding; **green** - good; **black** - satisfactory, and **red** - inadequate, in terms of parental perceptions.

<u>1. Being Healthy:</u>	Healthy lifestyle - Exercise	69.6%
	Social Health Education	65.5%
	Healthy lifestyle - Diet	65.1%
	Physical Education	62.5%
	Out of school activities/clubs	54.9%
<u>2. Staying Safe:</u>	School security/safety	72.6%
	Control and prevention of bullying	69.7%
	Caring/approachable attitude of teachers	63.5%
	Treating all pupils fairly and equally	61.4%
<u>3. Enjoying and Achieving:</u>	Exam results	66.6%
	Developing self confidence/esteem	65.5%
	Personal Social Health Education	65.5%
	Happiness of child	65.3%
	Developing strong moral values in pupils	65.2%
	Developing potential	64.5%
	Developing community spirit in pupils	63.7%
	Out of school activities/clubs	54.9%
<u>4. Making a Positive Contribution:</u>	School discipline/good behaviour	68.1%
	Personal Social Health Education	65.5%
	Developing community spirit in pupils	63.7%
	Promoting racial harmony	63.2%
	Encouraging pupil activity in the local community	59.1%
<u>5. Economic Well-being:</u>	Careers advice and guidance	68.6%
	Exam results	66.6%
	Developing a pupil's potential	64.5%
	Treating all pupils fairly and equally	61.4%

SEF Summary - based on SEF as of September 2007

When completing your SEF, you will wish to draw upon a range of evidence including your parental survey results. This summary draws together the evidence from your parental survey which you may wish to include, under the SEF headings. Remember, for SEF grading comparisons with our colour coded system:

Gold	= Outstanding	= Grade 1
Green	= Good	= Grade 2
Black	= Satisfactory	= Grade 3
Red	= Inadequate	= Grade 4

SEF Part A

Section 1 Characteristics of your School

This section is largely factual, and should be completed using your internal management data.

Section 2. Views of Learners, Parents/Carers and other Stakeholders

2a. and 2b.

To complete sections 2a and 2b we suggest that you may consider including the information given in the Methodology and Summary pages of your Kirkland Rowell reports.

2c.

Note here the methods that you have used to give feedback of your survey results to parents.

2d.

After completing subsequent Kirkland Rowell surveys, you will have data available which will show significant changes in parental opinions for inclusion here.

Section 3. Achievement and Standards

This section should be completed based on your factual test and examination results.

Section 4. Personal Development and Well-being

The following criteria were considered relevant in producing SEF guidance for Section 4.

Core Parent Areas

Happiness of pupil
Developing potential
Developing moral values
Control and prevention of bullying
Careers advice and guidance
Truancy control
Personal Social Health Education
Community spirit
School security/safety
Developing confidence
Caring/approachable attitude of teachers
School discipline
Exam results

Additional Areas

Promoting racial harmony
Treating all pupils fairly and equally
Encouraging pupils' activity in the local community
Out of school activities/clubs
Tailoring workload to child's needs and ability

Academic Areas

Physical Education
Citizenship
English
Mathematics
ICT

Other Criteria

Healthy lifestyle - Diet
Healthy lifestyle - Exercise

4a. To what extent do learners adopt healthy lifestyles?

Healthy lifestyle - Exercise	69.6%
Social Health Education	65.5%
Healthy lifestyle - Diet	65.1%
Physical Education	62.5%
Out of school activities/clubs	54.9%

Your average parental grade for this section = 2.8 = Satisfactory = **SEF Grade 3**

4b. To what extent do learners feel safe and adopt safe practices?

School security/safety	72.6%
Control and prevention of bullying	69.7%
Caring/approachable attitude of teachers	63.5%
Promoting racial harmony	63.2%
Treating all pupils fairly and equally	61.4%

Your average parental grade for this section = 2.6 = Satisfactory = **SEF Grade 3**

4c. How much do learners enjoy their education?:

School discipline	68.1%
Personal Social Health Education	65.5%
Happiness of pupil	65.3%
Developing strong moral values	65.2%
Control of attendance/truancy	65.1%
Developing community spirit	63.7%
Encouraging pupils' activity in the local community	59.1%

Your average parental grade for this section = 2.4 = Good = **SEF Grade 2**

4d. How good is the behaviour of learners?

School discipline	68.1%
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Your average parental grade for this section = 2.0 = Good = **SEF Grade 2**

4e. How well do learners make a positive contribution to the community?

Citizenship	77.3%
Personal Social Health Education	65.5%
Developing moral values	65.2%
Developing community spirit in pupils	63.7%
Encouraging pupils' activity in the local community	59.1%
Out of school activities/clubs	54.9%

Your average parental grade for this section = 2.8 = Satisfactory = **SEF Grade 3**

4f. How well do learners prepare for their future economic well-being?:

Mathematics	73.1%
ICT	72.3%
English	71.0%
Careers advice and guidance	68.6%
Exam results	66.6%
Developing confidence	65.5%
Personal Social Health Education	65.5%
Tailoring workload to child's needs and ability	64.7%
Developing potential	64.5%
Developing community spirit	63.7%

Your average parental grade for this section = 2.3 = Good = **SEF Grade 2**

4g. How good are learners' personal development and well-being in the Sixth Form?:

This section is not relevant to this school.

4h. On the basis of your evaluation, what are your key priorities for development?:

From those criteria which are relevant to "Learners Personal Development and Well-Being" the following are the parents' top ranking priorities for improvement.

	<u>% of parents</u>
Developing potential	10%
Caring teachers	7%
School discipline	5%

You may also wish to include in this section of your SEF, the following criteria which achieved a score below the red line on the results pages.

- Physical Education Core
- Extra curricular activities

4 Grade. Overall suggested grading:

		Grading
Learners' personal development and well-being	Whole school	Good (2.5)
	Sixth Form	n/a

Section 5. Quality of Provision

The following criteria were considered relevant in producing SEF guidance for Section 5.

Core Parent Areas

Choice of subjects
Quality of teaching
Developing potential
School discipline
School security/safety
Community spirit
Personal Social Health Education
Careers advice
Truancy control
Communication between school and parents
Exam results
Caring/approachable attitude of teachers
Levels of homework

Additional Areas

Encouraging and listening to parent views
Explaining to parents how to help their child
Encouraging pupils' activity in the local community
Tailoring workload to child's needs and ability
Treating all pupils fairly and equally
Ensuring pupils do their best and make good progress
Teaching for special needs
Out of school activities/clubs

Other Criteria

Healthy lifestyle - Diet
Healthy lifestyle - Exercise

5a. How good is the quality of teaching and learning?

Levels of homework	68.3%
School discipline	68.1%
Quality of teaching	67.5%
Exam results	66.6%
Tailoring workload to child's needs and ability	64.7%
Written reports	64.7%
Developing potential	64.5%
Choice of subjects available	64.4%
Ensuring pupils do their best and make good progress	63.9%
Explaining to parents how to help their child	61.7%
Teaching for special needs	58.2%
Encouraging and listening to parent views	57.4%

Your average parental grade for this section = 2.8 = Satisfactory = **SEF Grade 3**

5b. How well does the curriculum meet the range of needs and interests of learners?

School security	72.6%
Healthy lifestyle - Exercise	69.6%
Careers advice	68.6%
Personal Social Health Education	65.5%
Healthy lifestyle - Diet	65.1%
Tailoring workload to child's needs and ability	64.7%
Developing potential	64.5%
Choice of subjects	64.4%
Encouraging pupils' activity in the local community	59.1%
Teaching for special needs	58.2%
Extra curricular activities	54.9%

Your average parental grade for this section = 2.8 = Satisfactory = **SEF Grade 3**

5c. How well are learners guided and supported?:

Careers advice and guidance	68.6%
Personal Social Health Education	65.5%
Truancy control	65.1%
Tailoring workload to child's needs and ability	64.7%
Developing potential	64.5%
Caring/approachable teachers	63.5%
Treating pupils fairly and equally	61.4%
Teaching for special needs	58.2%
Communication between school and parents	56.5%

Your average parental grade for this section = 2.9 = Satisfactory = **SEF Grade 3**

5d. What is the quality of provision in the Sixth Form?:

This section is not relevant to this school.

5e. On the basis of your evaluation, what are your key priorities for development?:

From those criteria which are relevant to "Quality of Provision", the following are the parents' top ranking priorities for improvement.

	<u>% of parents</u>
School communication	19%
Developing potential	10%
Caring teachers	7%

You may also wish to include in this section of your SEF, the following criteria which achieved a score below the red line on the results pages.

- School communication
- Teaching for special needs
- Encouraging and listening to parent views
- Extra curricular activities

5 Grade. Overall suggested grading:

		Grading
Quality of teaching and learning	Whole school	Satisfactory (2.8)
	6th Form	n/a
Quality of curriculum and other activities	Whole school	Satisfactory (2.8)
	6th Form	n/a
Quality of care, guidance and support for learners	Whole school	Satisfactory (2.9)
	6th Form	n/a

Figures in brackets show the mean grading score for those criteria relevant to each heading.

Section 6. Leadership and Management

The following criteria were considered relevant in producing SEF guidance for Section 6.

Core Parent Areas

Standard of school facilities
Quality of teaching
Access to computer/IT facilities
Availability of resources
Developing potential
Caring/approachable attitude of teachers

Additional Areas

Quality of school management
Promoting racial harmony
Tailoring workload to child's needs and ability
Teaching for special needs
Treating pupils fairly and equally

6a. What is the overall effectiveness of leadership and management?

Quality of teaching	67.5%
Availability of resources	64.9%
Tailoring workload to child's needs and ability	64.7%
Developing potential	64.5%
Caring/approachable teachers	63.5%
Promoting racial harmony	63.2%
Computer access	63.2%
Treating pupils fairly and equally	61.4%
Quality of school management	59.2%
Teaching for special needs	58.2%
School facilities	51.6%

Your average parental grade for this section = 3.2 = Satisfactory = **SEF Grade 3**

6b. What is the effectiveness of leadership and management in the Sixth Form?:

This section is not relevant to this school.

6c. On the basis of your evaluation, what are your key priorities for development?:

From those criteria which are relevant to "Leadership and Management", the following are the parents' top ranking priorities for improvement.

	<u>% of parents</u>
School facilities	28%
Developing potential	10%
Caring teachers	7%

You may also wish to include in this section of your SEF, the following criteria which achieved a score below the red line on the results pages.

- School facilities
- Quality of school management
- Teaching for special needs

6 Grade. Overall suggested grading:

		Grading
Effectiveness of leadership and management	Whole school	Satisfactory (3.2)
	Sixth Form	n/a

Section 7. Overall Effectiveness

7a. What is the effectiveness of any steps taken to promote improvement?

We have no information from previous surveys.

Of the parents whose children were not new to the school, 20% said the school had improved, while 6% said that school performance was worse.

With regard to the school's specialist status in Engineering: 29% described the status as either important, or very important, for their child's education; while 61% said it was either not very, or not important.

7b. How effective and inclusive is the provision overall?

Parents' "Overall" satisfaction survey rating: **75.5% = Good**

Average rating from SEF categories results = 2.8 = Satisfactory = **SEF Grade 3**

You may also wish to quote the percentage of parents who were happy and unhappy overall:

Percentage selecting poor or very poor	3.3%
Percentage selecting good or very good	85.7%

With regard to strengths and weaknesses, please refer to the results given in full on the Strengths & Weaknesses summary on page 30 of this report.

7c. How well does the school work in partnerships with others?

This section should be completed based on your knowledge of the school and other organisations.

7d. What is the overall effectiveness of the sixth form, including specialist school targets?

This section is not relevant to this school.

7e. What are your main priorities to further improve the overall effectiveness?

The following five criteria are the parents top priority for improvement.

	<u>% of parents</u>
School facilities	28%
School communication	19%
Developing potential	10%
Caring teachers	7%
Teaching quality	6%

The following criteria achieved scores below the red line, and therefore, should be considered for having the capacity for further improvement.

- Product Design
- Physical Education Core
- Quality of school management
- Encouraging students' activity in the local community
- Teaching for special needs
- Encouraging and listening to parent views
- School communication
- Extra curricular activities
- School facilities

7f. What is the capacity to make further improvement?

This section should be completed based on your knowledge of the school.

7 Grade

	Grading
Overall effectiveness *	a/ Good (2.0) b/ Satisfactory (2.8)
Capacity to make further improvements	Your assessment required
Improvement since last inspection	Your assessment required
Effectiveness of 6th Form *	n/a n/a

* Two suggested Overall scores are given:

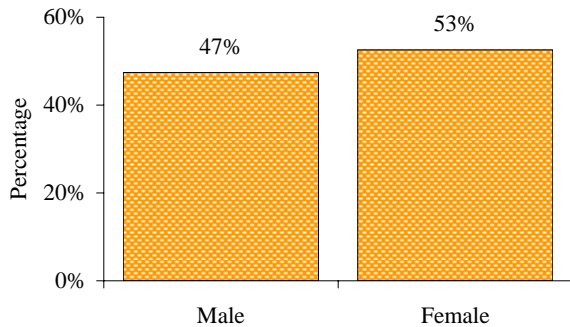
a/ the overall parental satisfaction rating given for the school.

b/ the average grade achieved for the SEF categories.

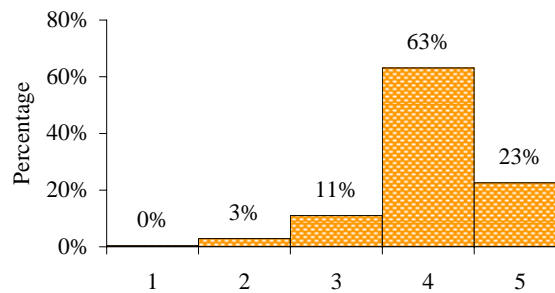
Graphical Analysis of Results for all Questions and Criteria

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

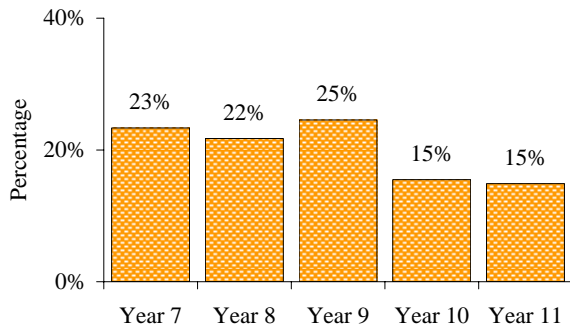
Sex of Pupil



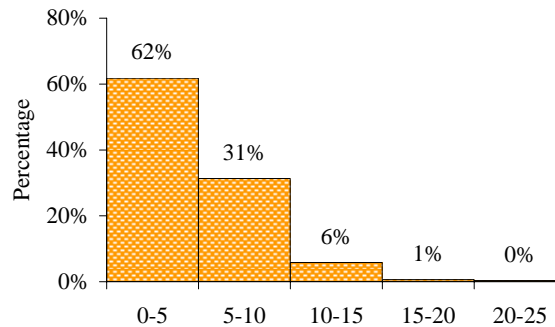
Overall, rate the performance of the school



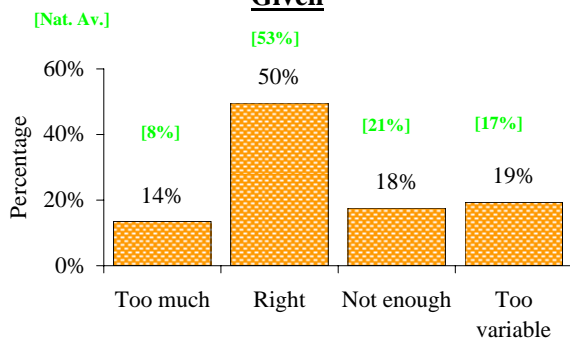
Year Group



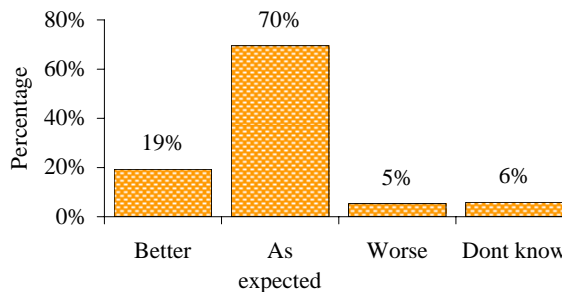
Hours of Homework per Week



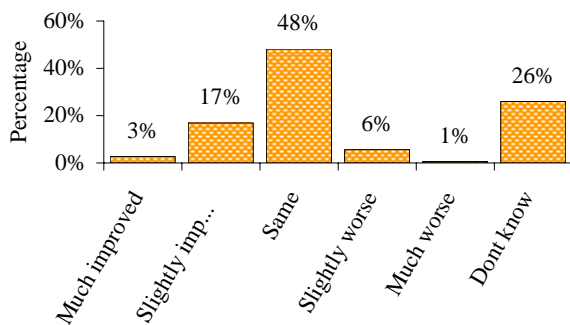
Describe the Amount of Homework Given



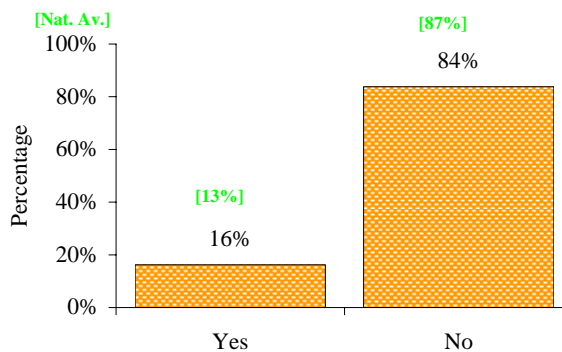
Has the school lived up to your expectations?



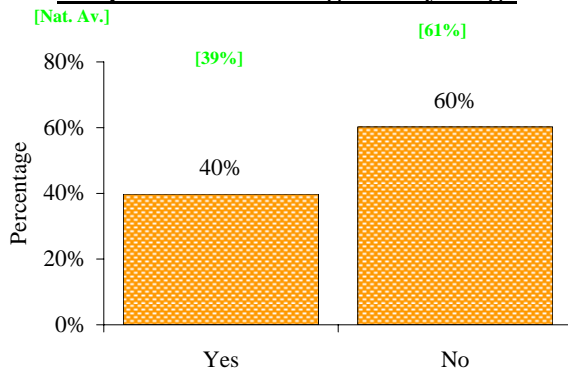
Performance compared to last year



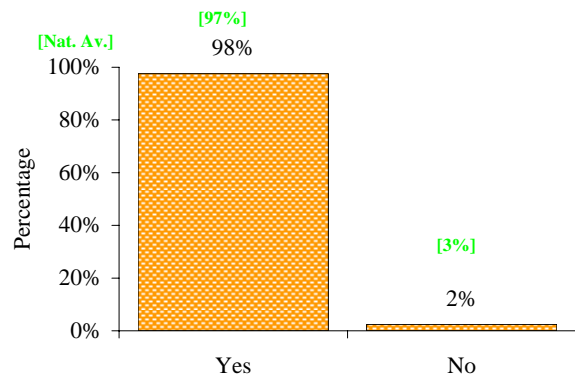
Pushed too hard in anything?



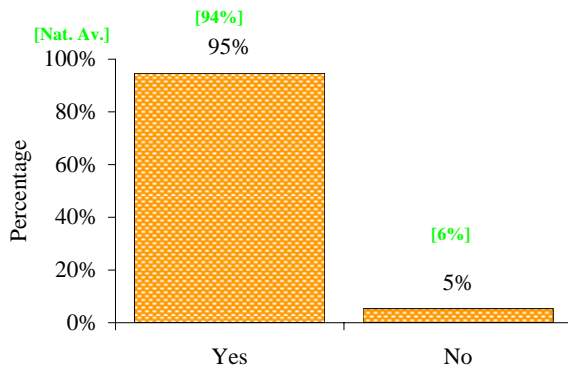
Not pushed hard enough in anything?



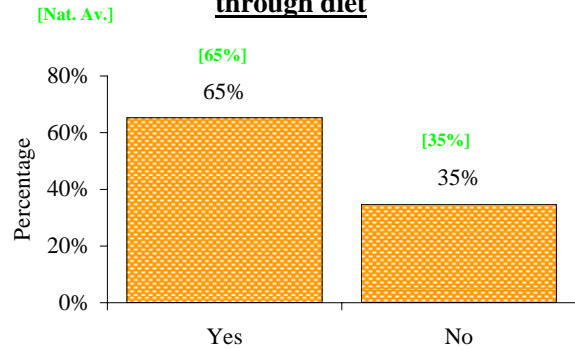
Access to a computer at home?



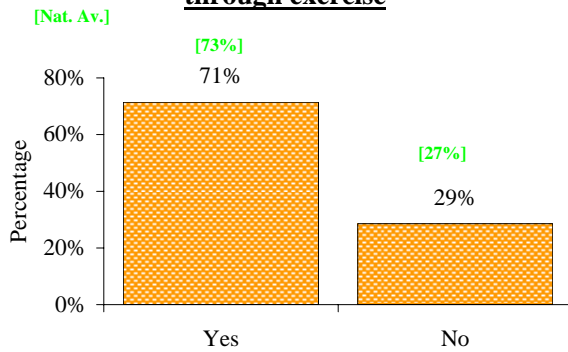
Are you on the Internet at home?



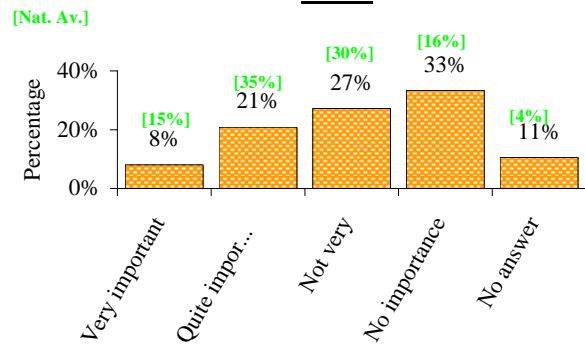
School encourages healthy lifestyle through diet



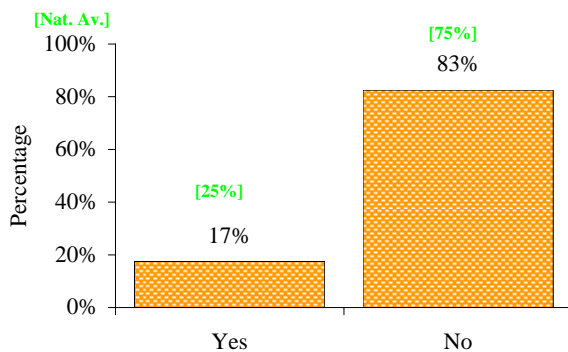
School encourages healthy lifestyle through exercise



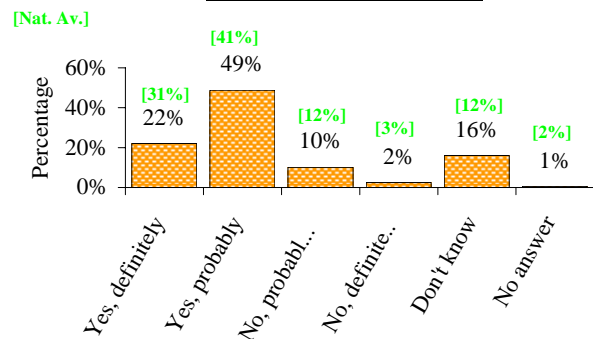
Importance of Engineering Specialist status



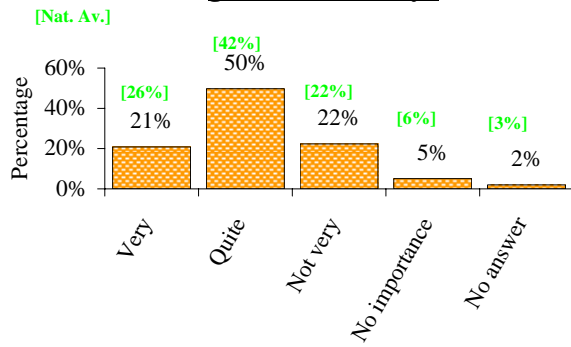
Did you Consider Another School?



Do you expect that your child will one day attend University?



How important is it that your child goes to University?

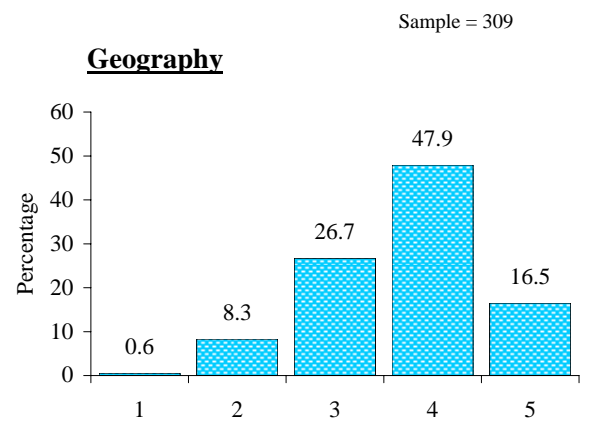
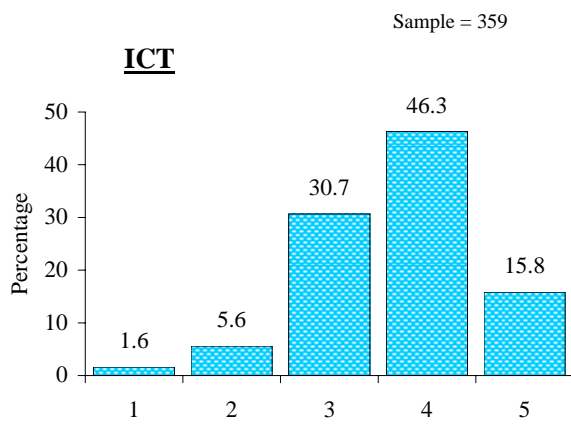
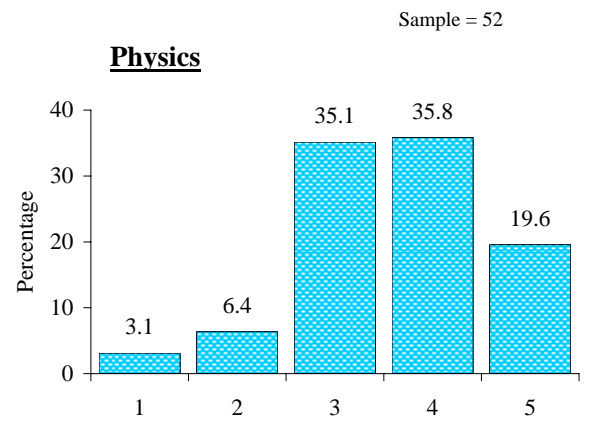
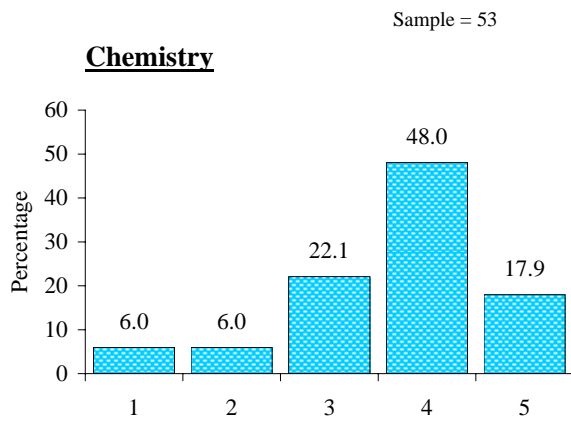
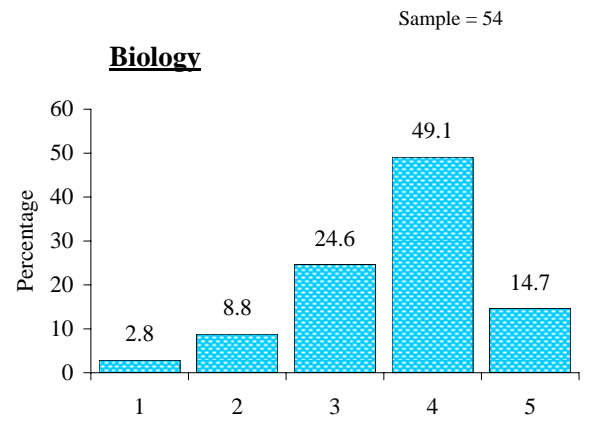
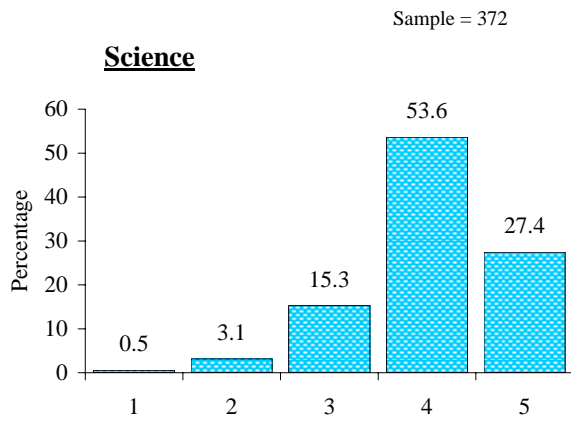
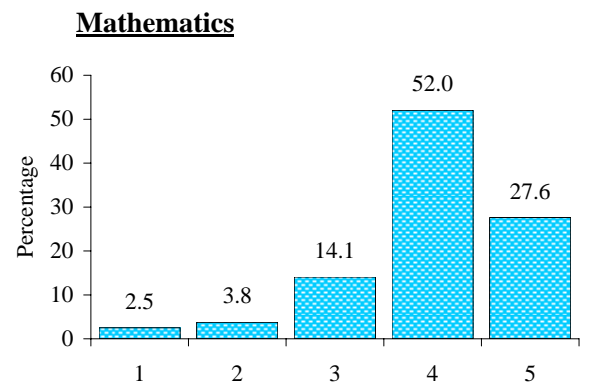
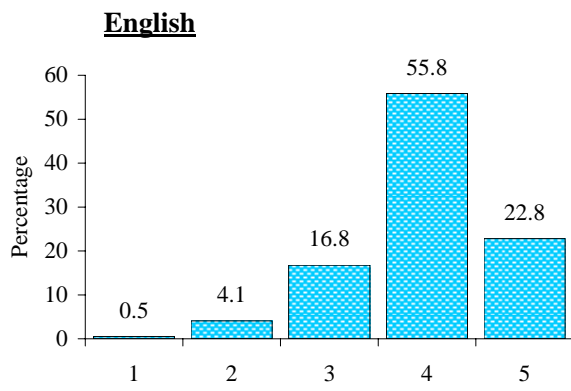


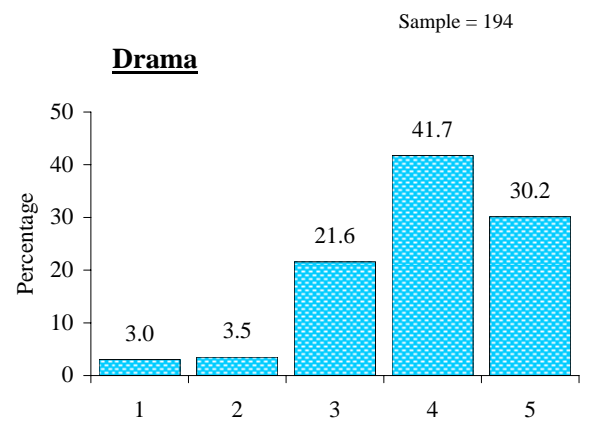
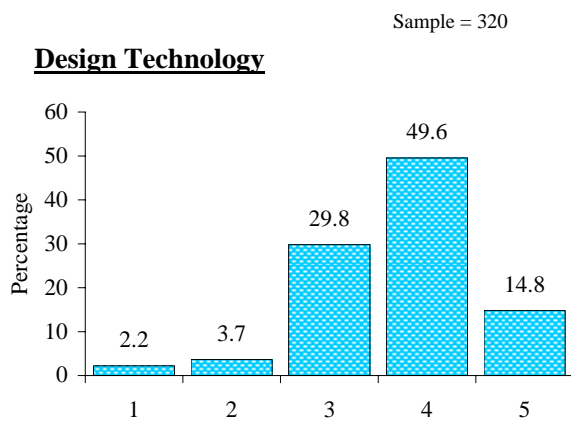
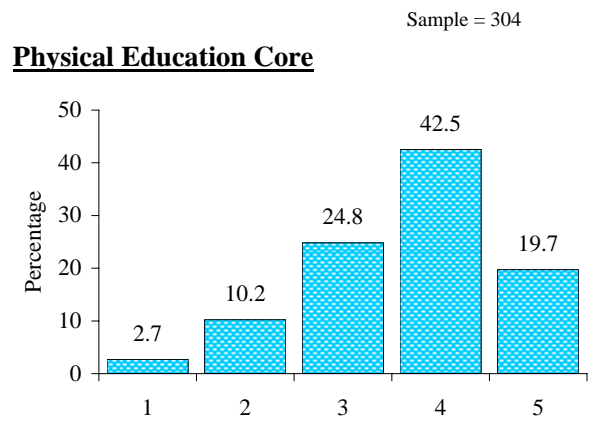
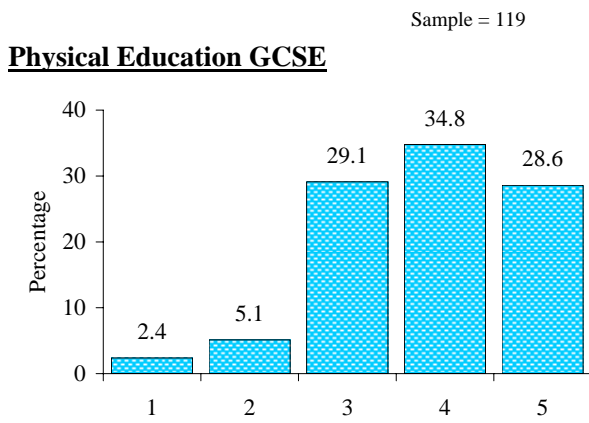
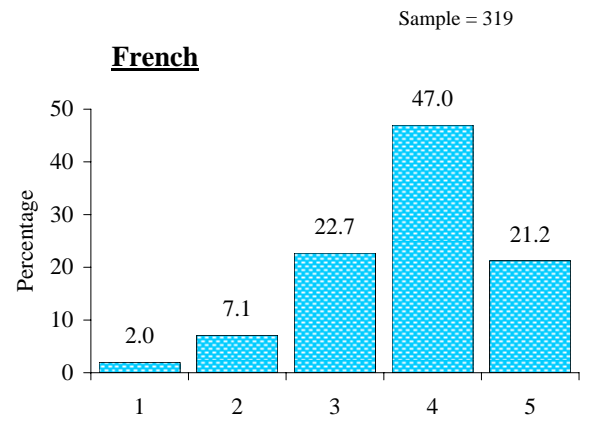
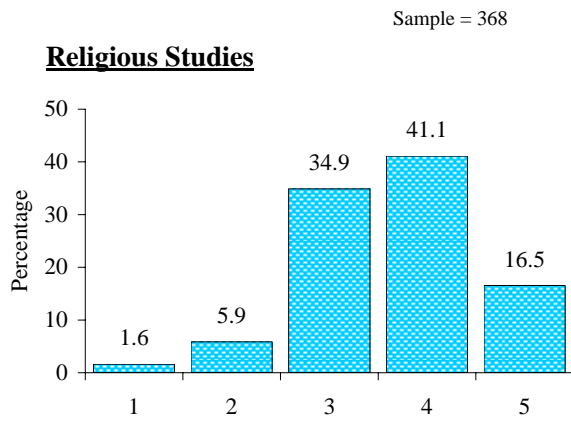
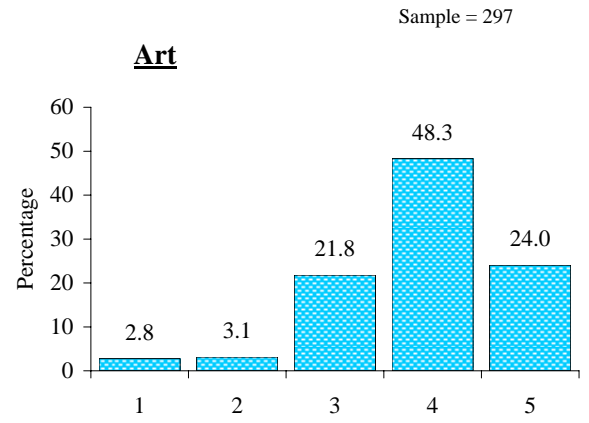
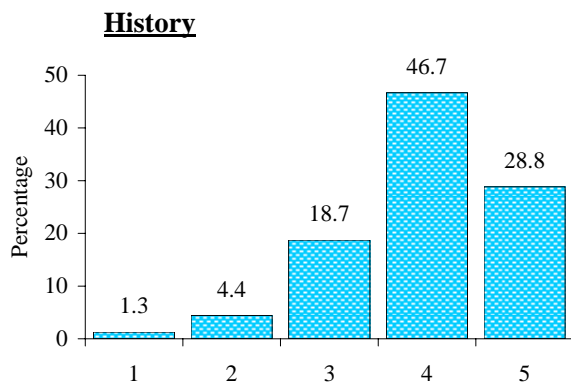
Bar Chart Results

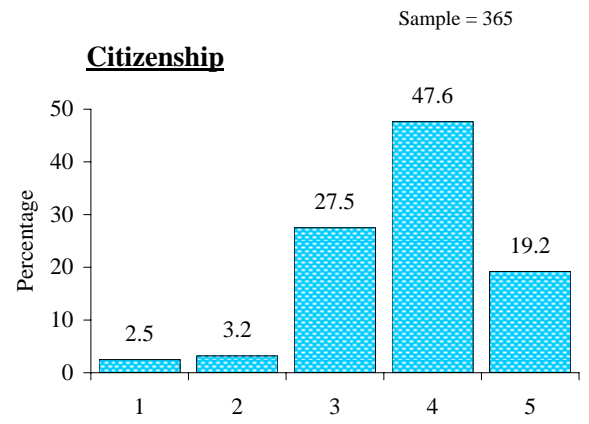
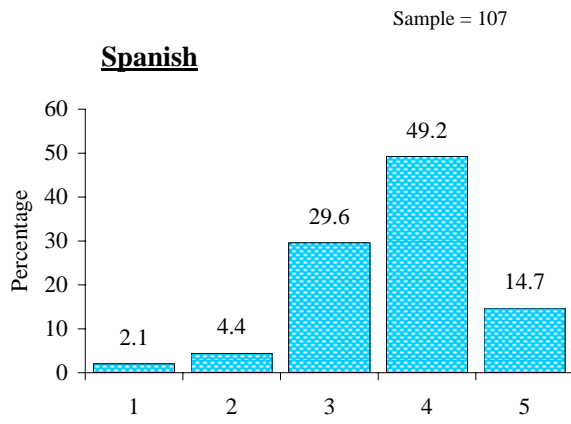
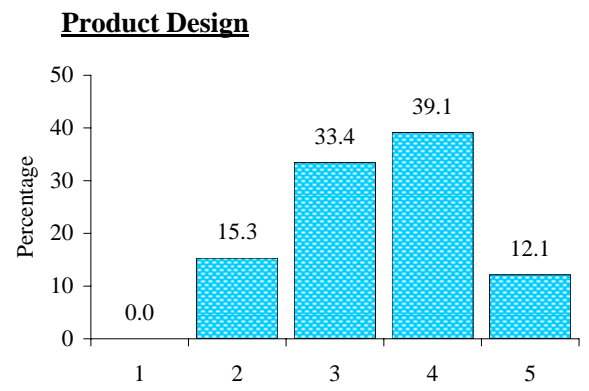
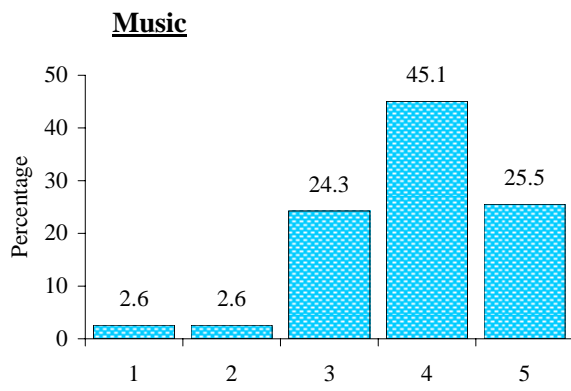
The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good"

Academic Subjects

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





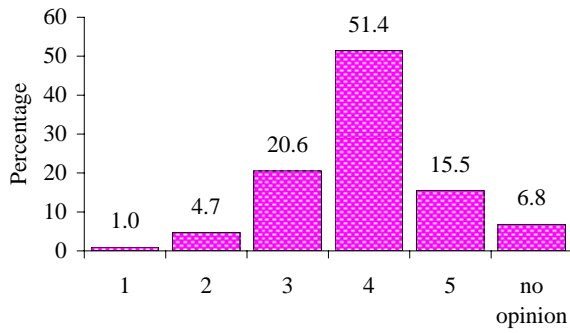


Non-Academic
Selected Parent Priorities

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

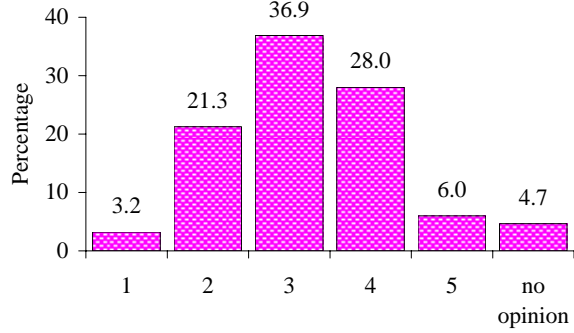
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School discipline



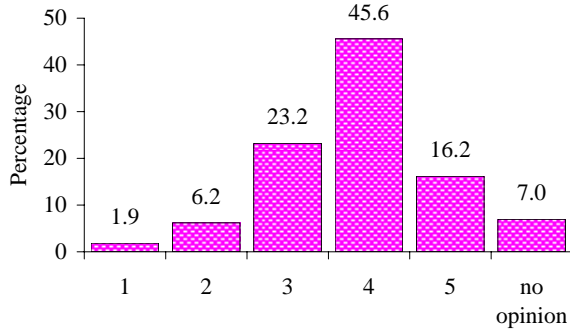
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School facilities



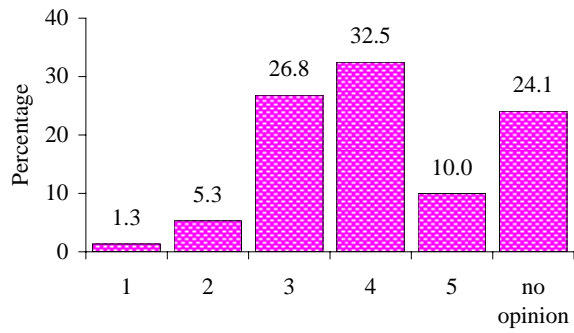
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Developing confidence



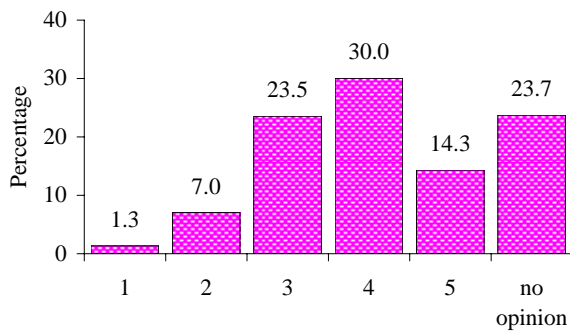
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Social health education



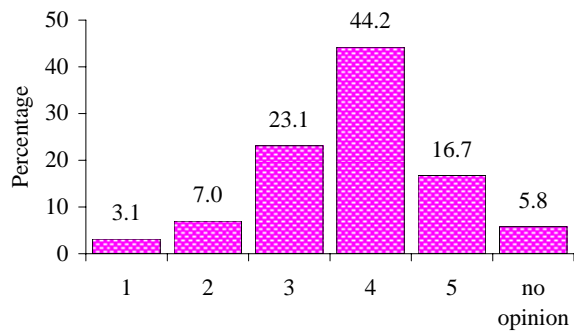
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Control of bullying



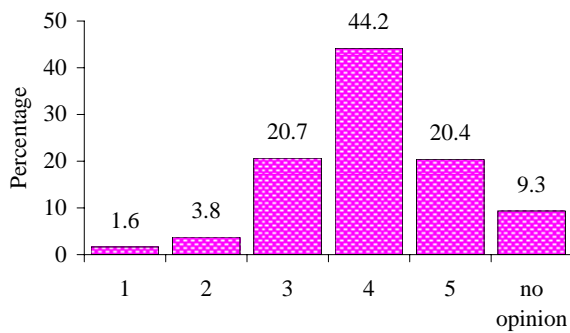
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Caring teachers



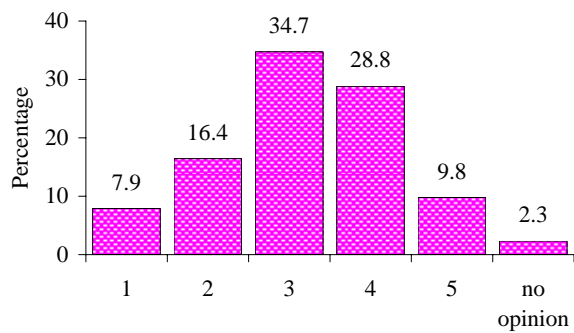
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School security



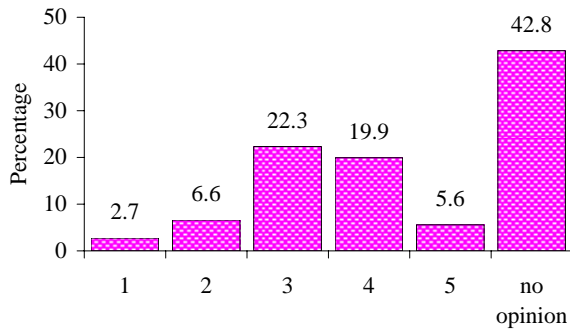
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School communication



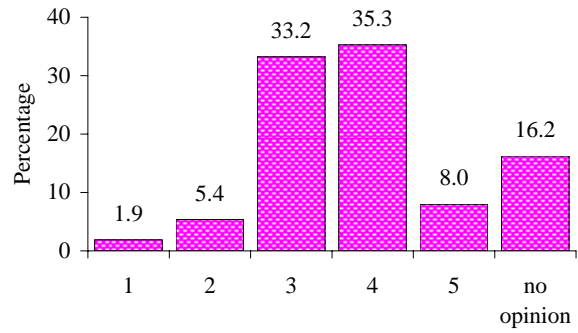
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Careers advice



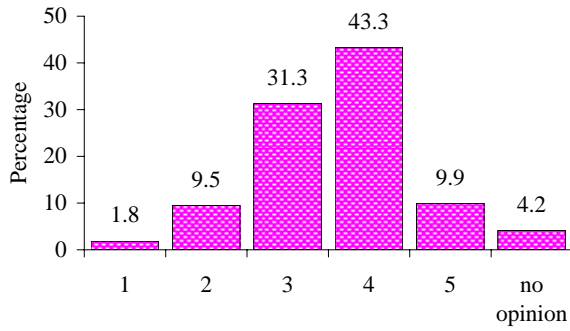
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Developing moral values



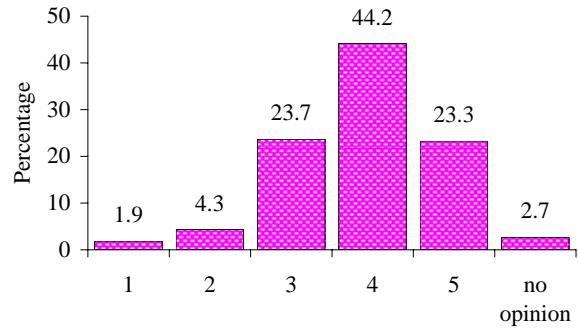
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Levels of homework



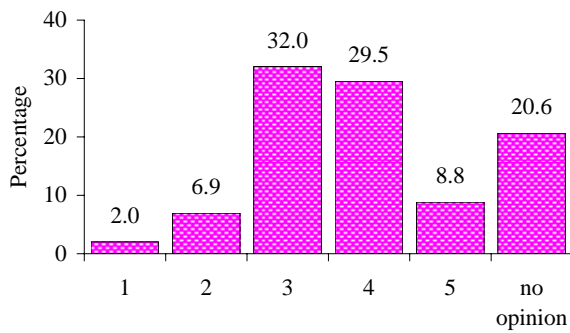
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Happiness of child



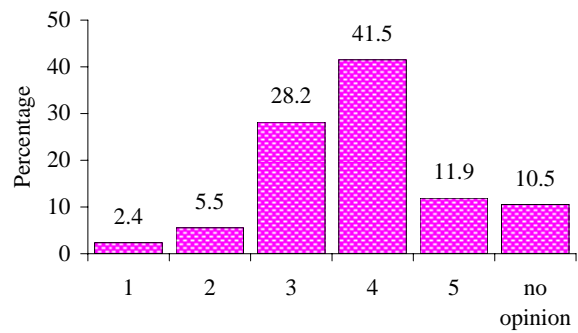
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Community spirit



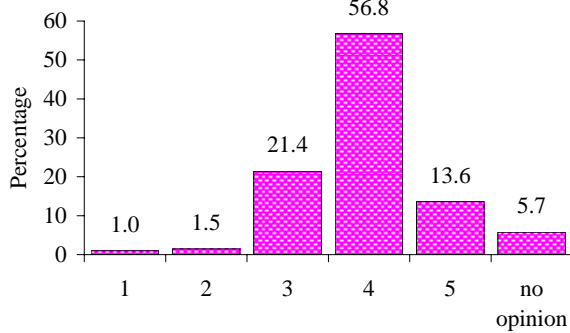
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Developing potential



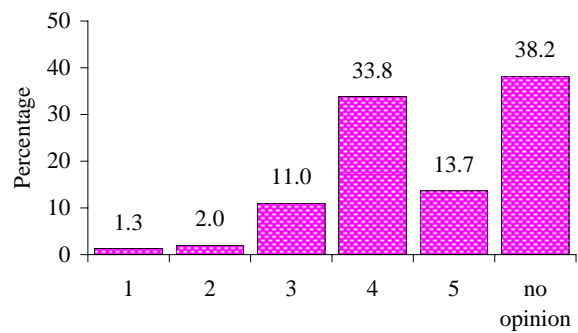
Sample=501

Teaching quality



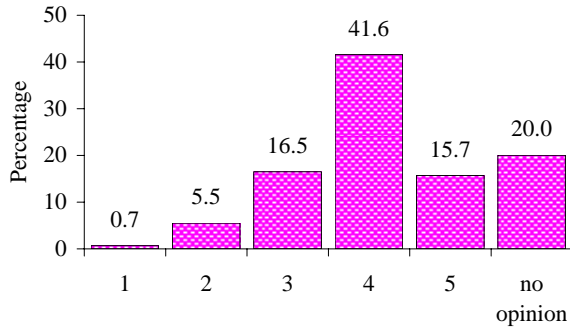
Sample=501

Exam results



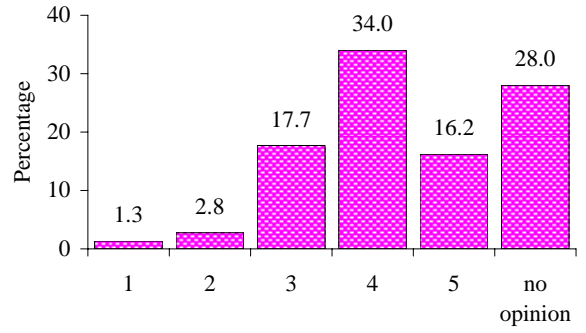
Sample=501

Choice of subjects



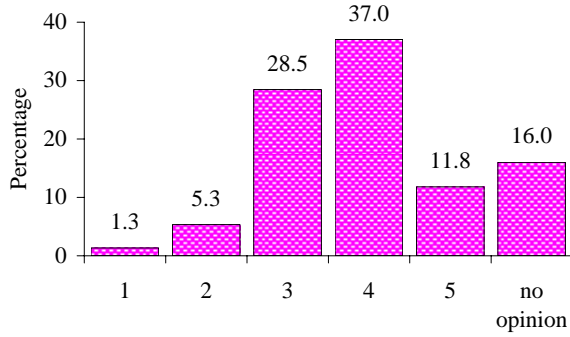
Sample=501

Truancy control



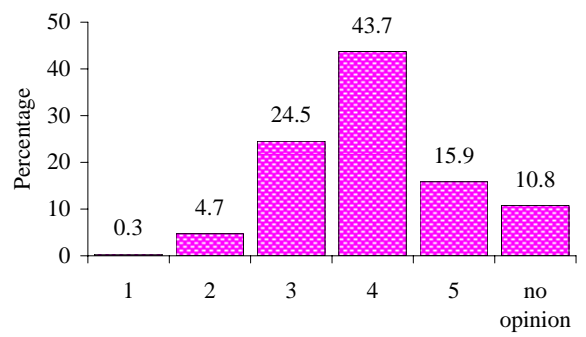
Sample=501

Availability of resources



Sample=501

Computer access

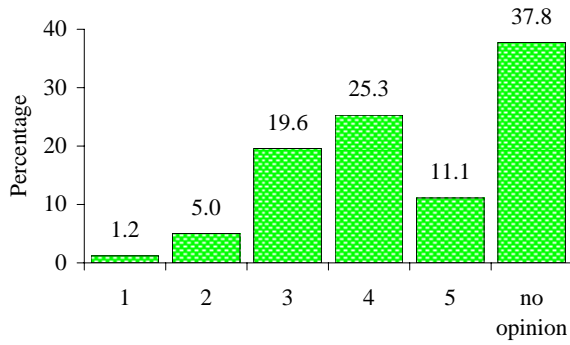


Additional Selected Criteria

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

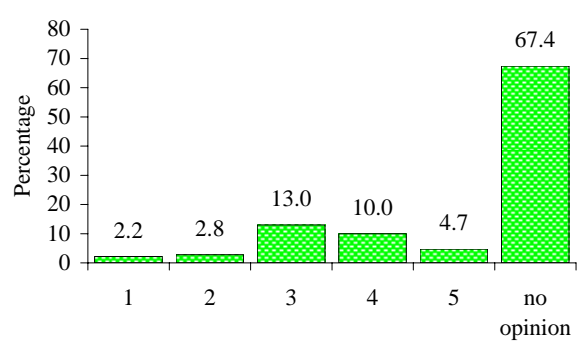
Sample=501

Promoting racial harmony



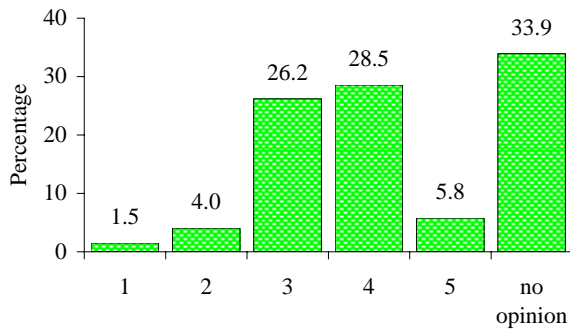
Sample=501

Teaching for special needs



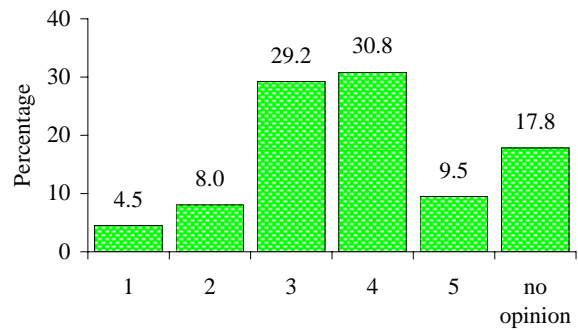
Sample=501

Quality of school management



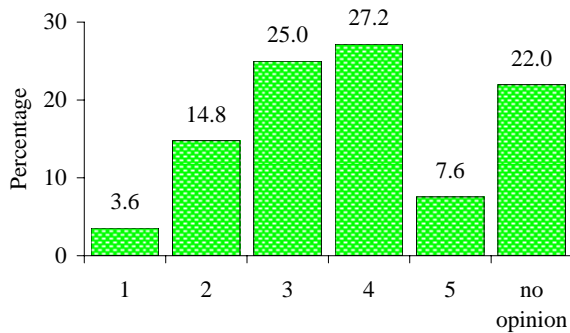
Sample=501

Treating all students fairly and equally



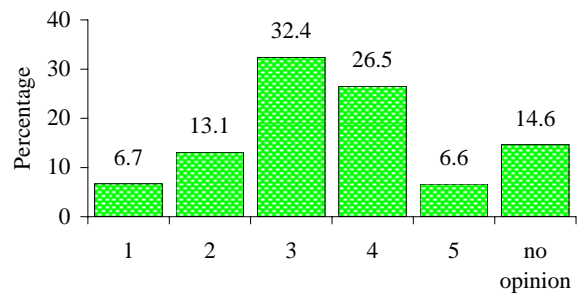
Sample=501

Extra curricular activities



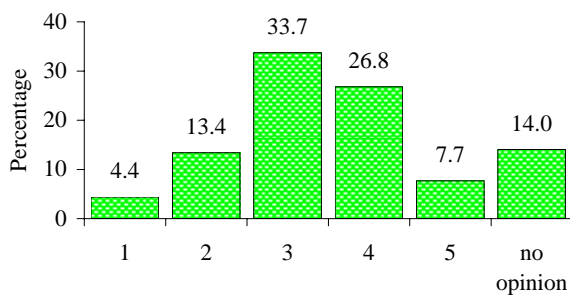
Sample=501

Encouraging and listening to parent views



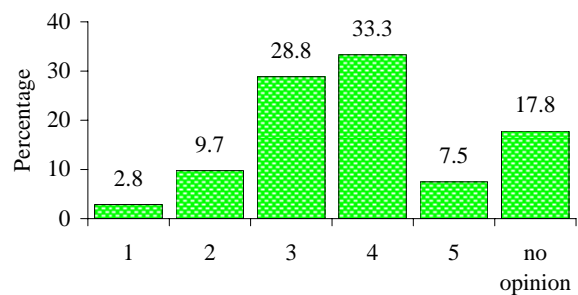
Sample=501

Explaining to parents how to help their child



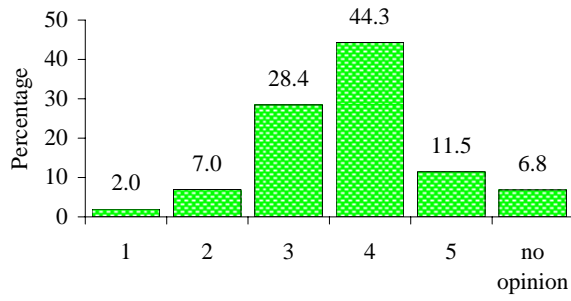
Sample=501

Tailoring workload to childs needs and ability



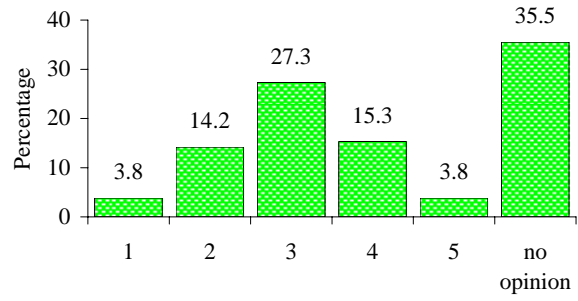
Sample=501

Ensuring students do best and make good progress



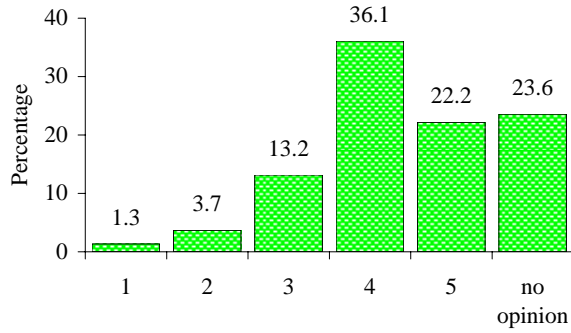
Sample=501

Encouraging students' activity in the local community



Sample=501

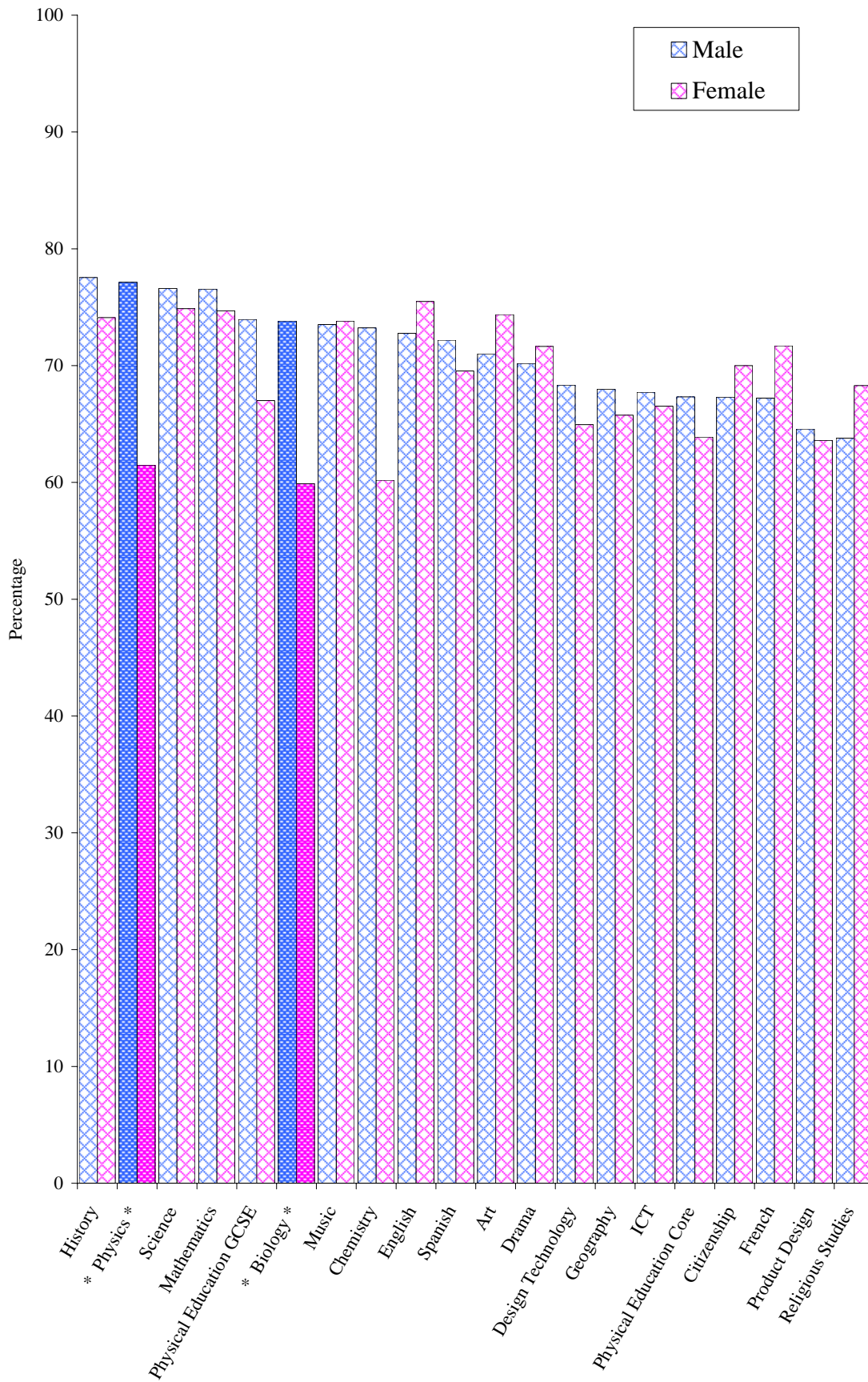
Transfer from previous school



Cross Tabular Graphical Analysis of Results

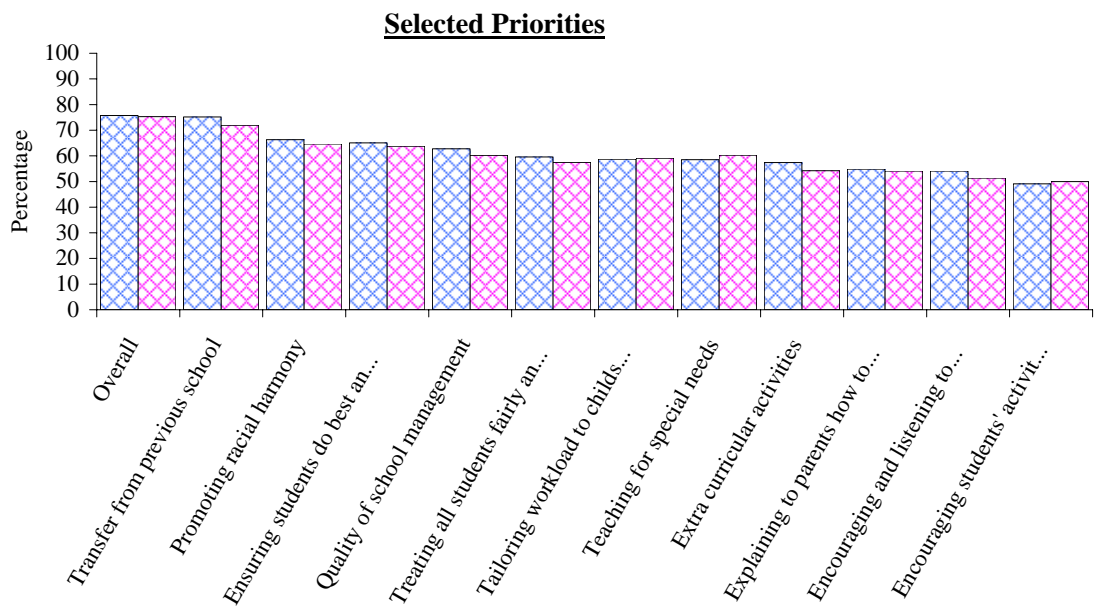
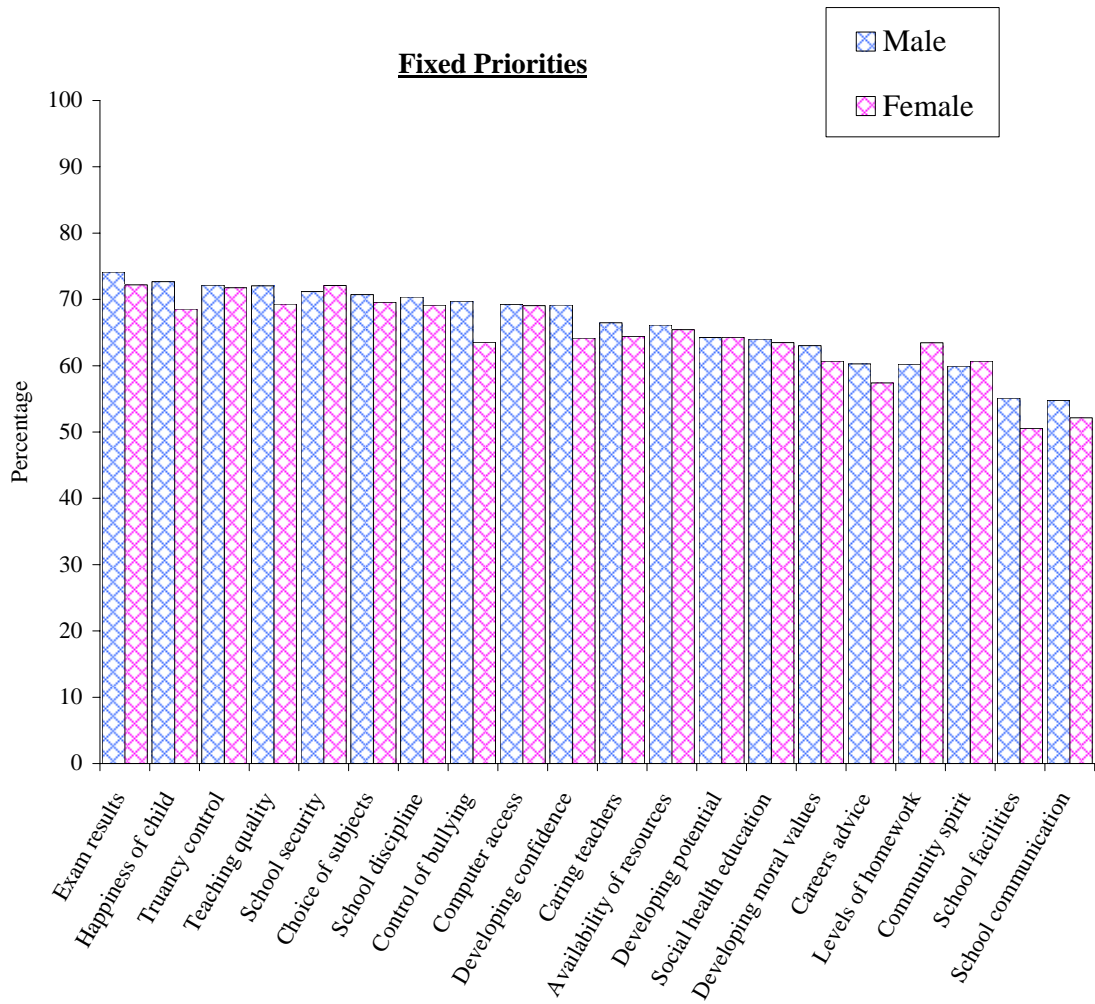
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Sex of Pupil

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

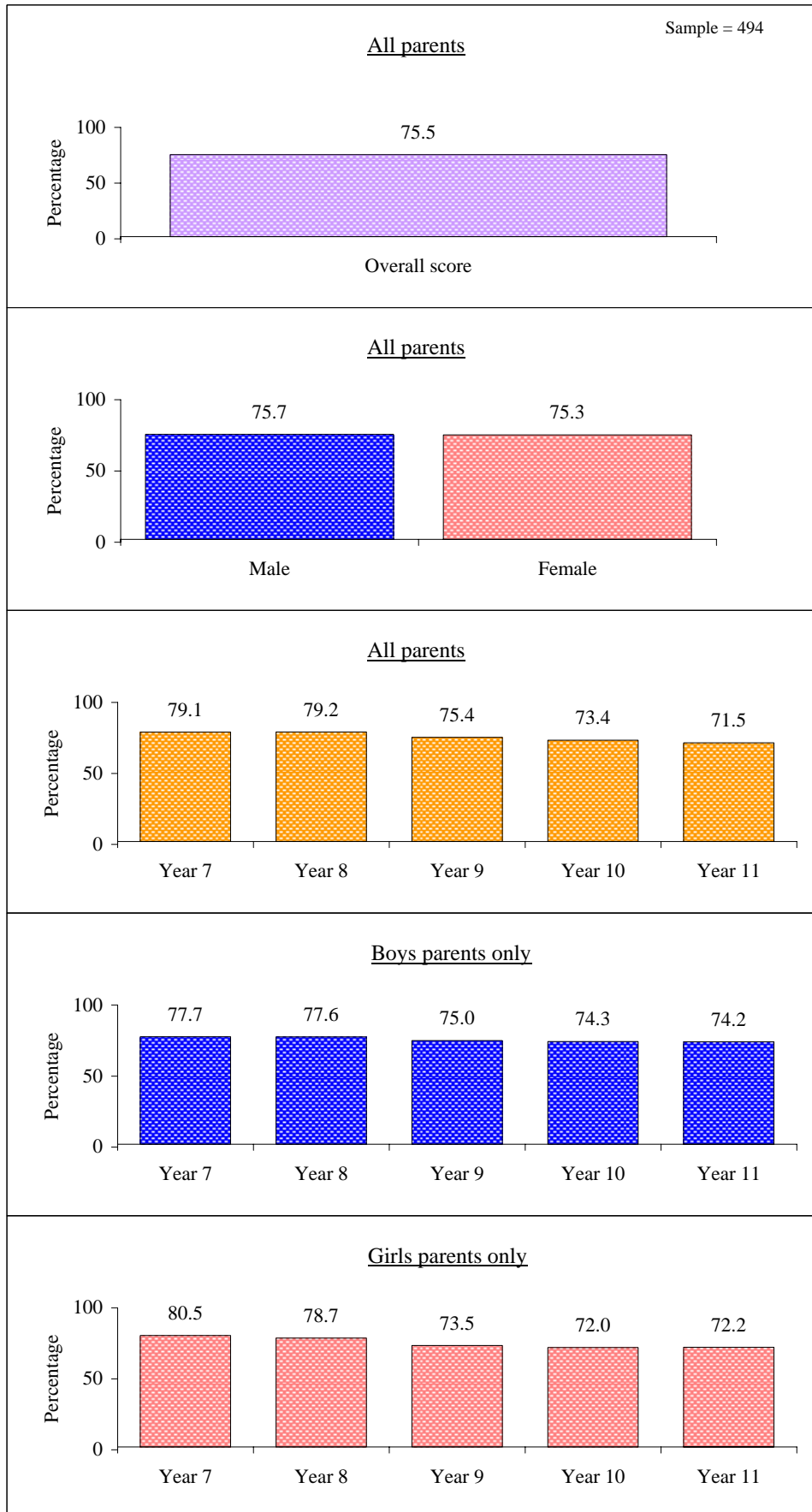


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Sex of Pupil

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

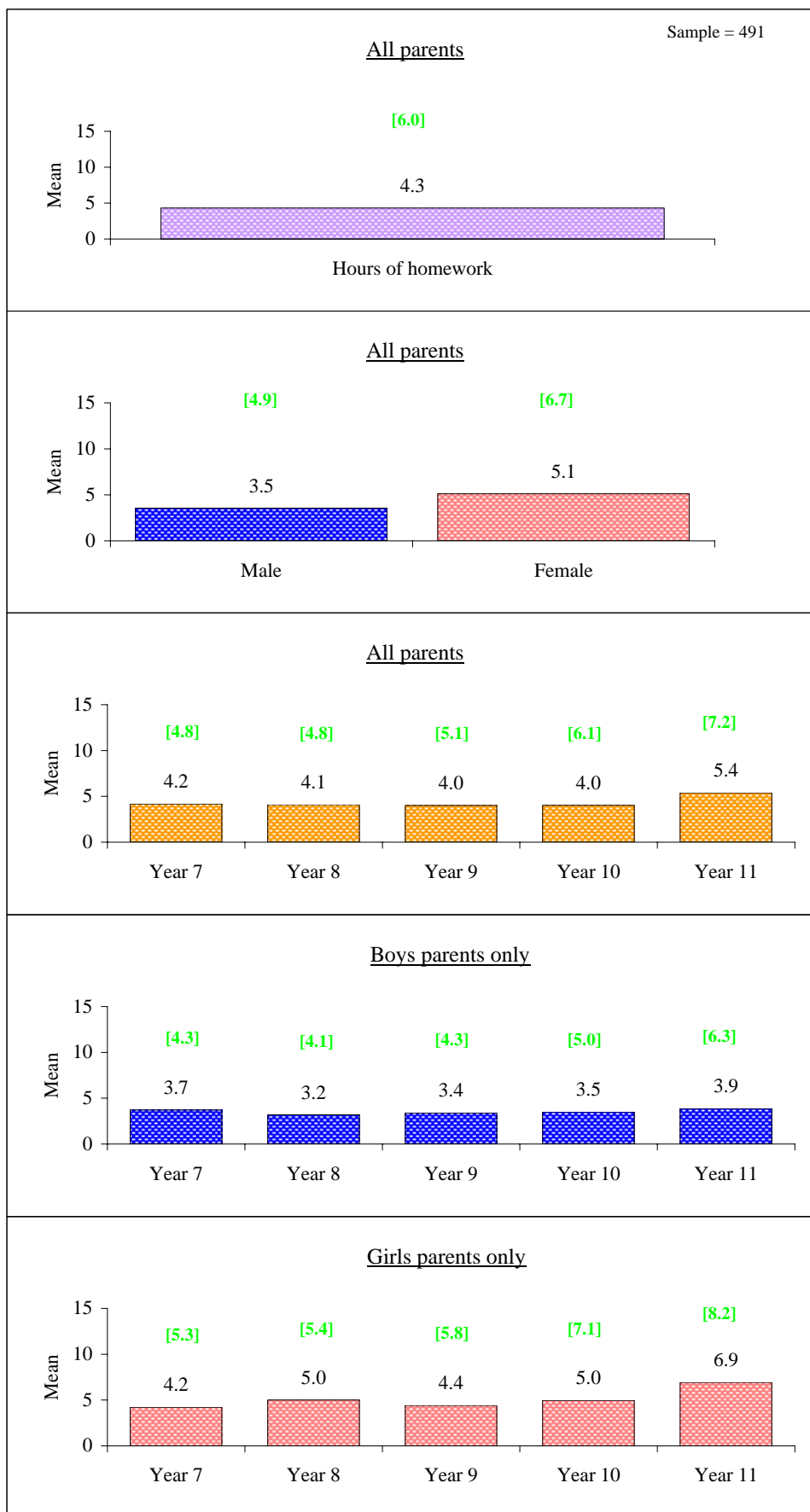


**Graphs to Show the Overall Performance Scores Given by Parents,
Broken Down by Year Group and Sex of Pupil.**



Graphs to show the Mean Number of Hours that Pupils actually spend on Homework, broken down by Year Group and Sex of Pupil.

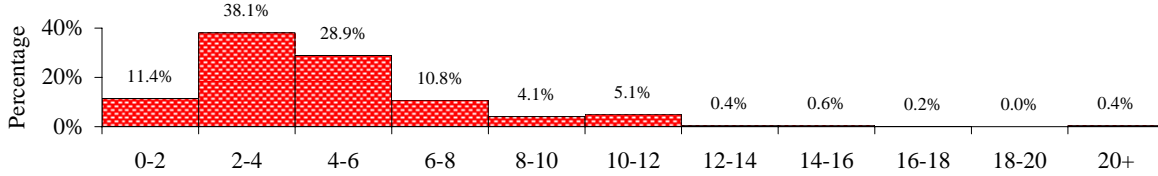
Average figures from similar schools are given in [brackets]



**Graphs to show the Range of Time spent on Homework,
broken down by Year Group**

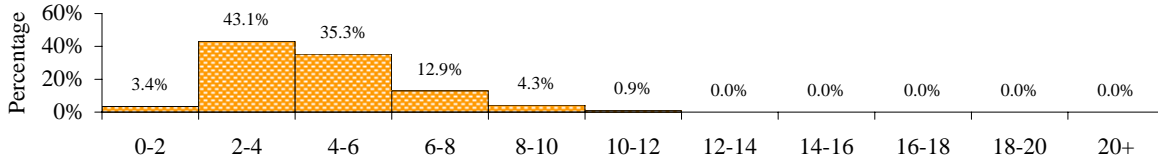
Sample = 491

All Parents



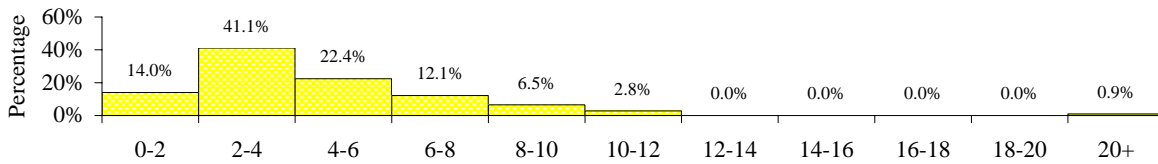
Sample = 116

Year 7



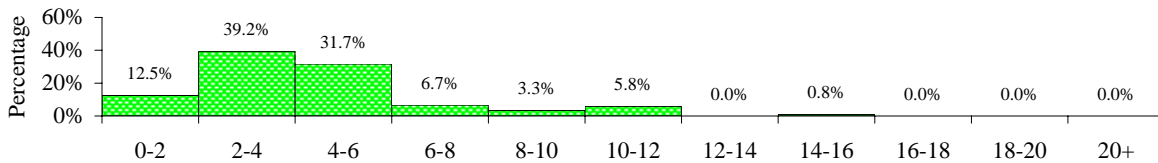
Sample = 107

Year 8



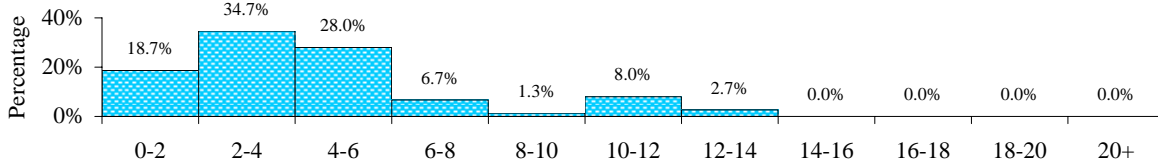
Sample = 120

Year 9



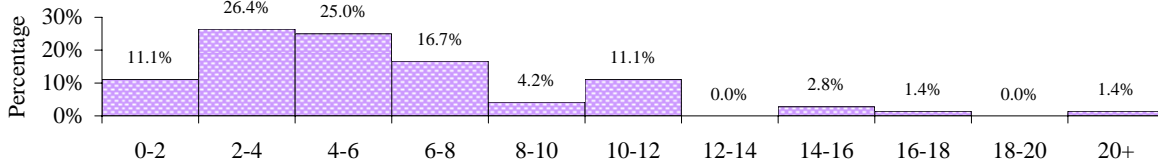
Sample = 75

Year 10



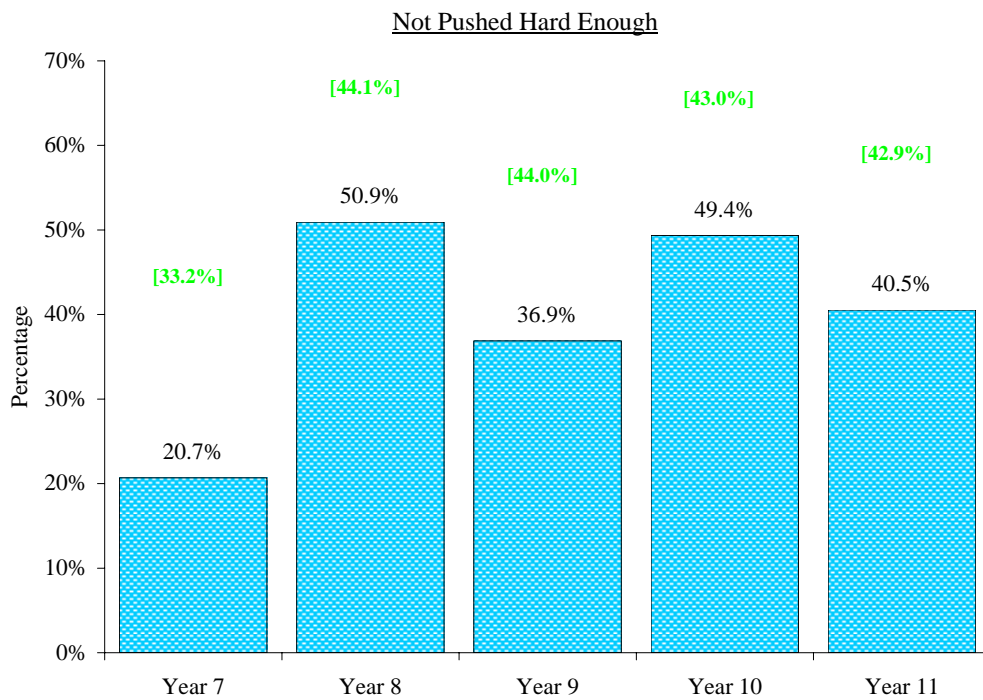
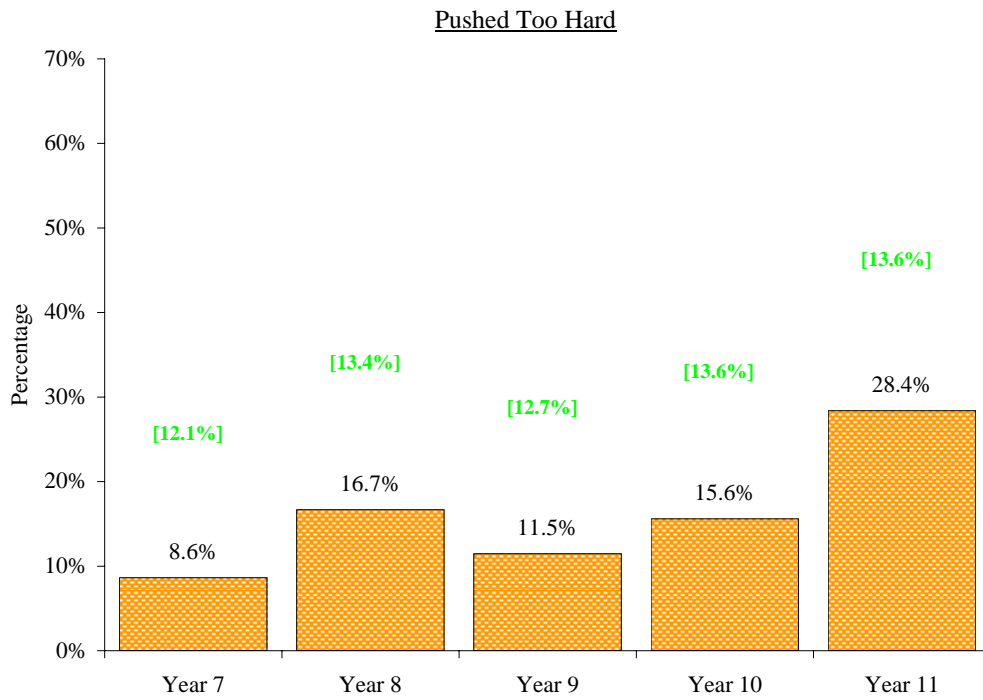
Sample = 72

Year 11



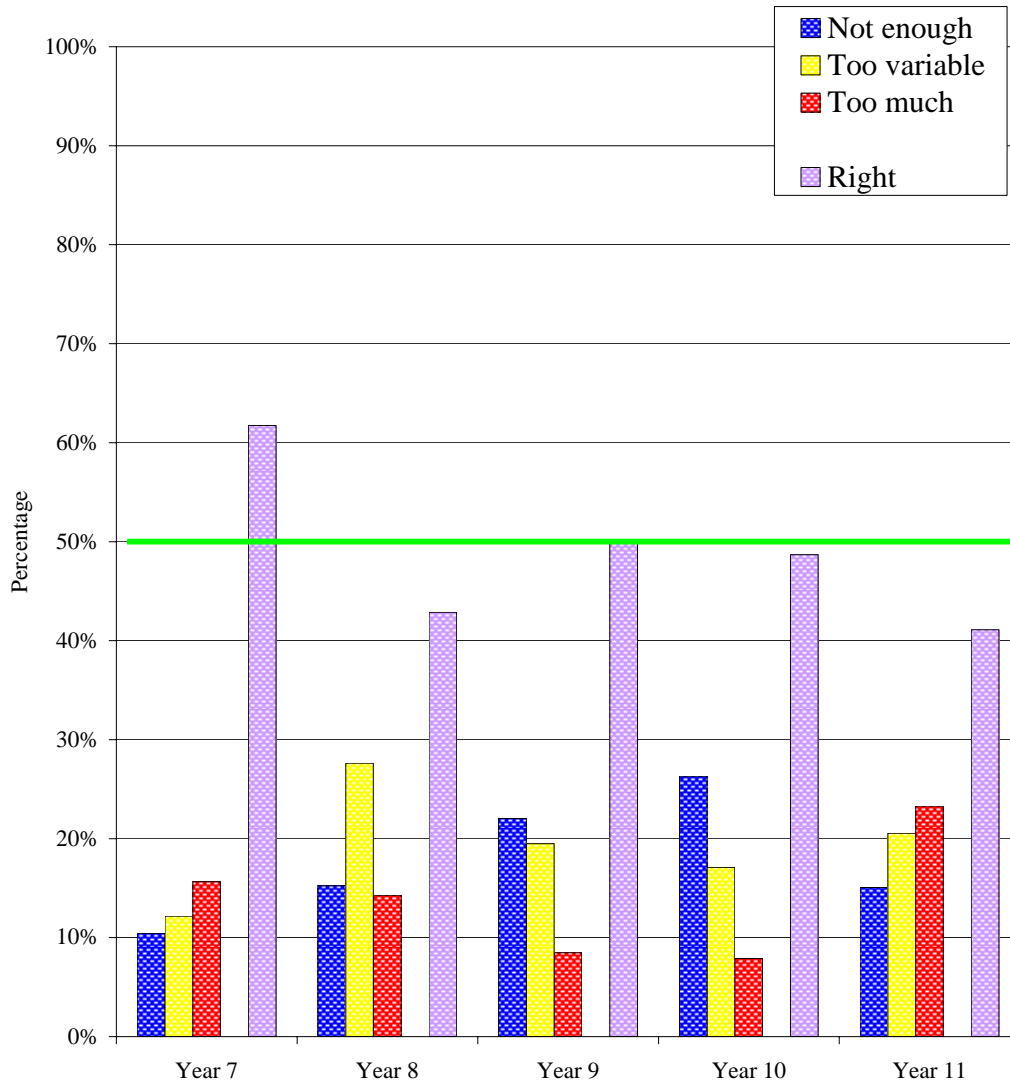
Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group

Average figures from similar schools are given in [brackets]



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

For this question, schools typically achieve more than 50% of parents who choose "Right".
This level was not achieved for Year 8, Year 10 and Year 11.



Analysis Showing Significant Results for Criteria Surveyed by Year Group

Cross-tabular graphical analysis was carried out for each subject and criterion by year group. The following graphs are those where a significant difference was identified for this analysis.

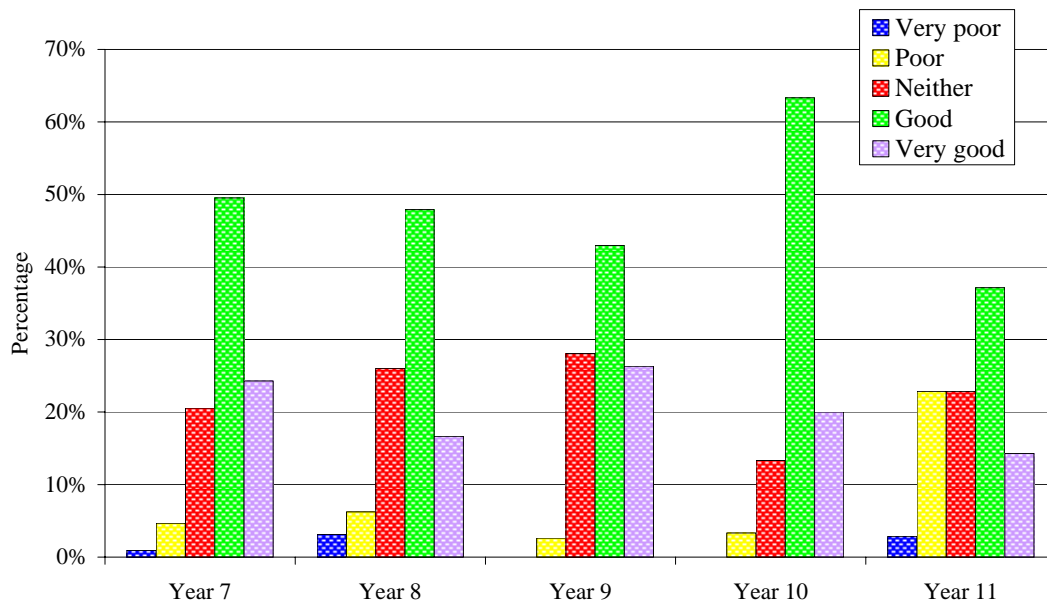
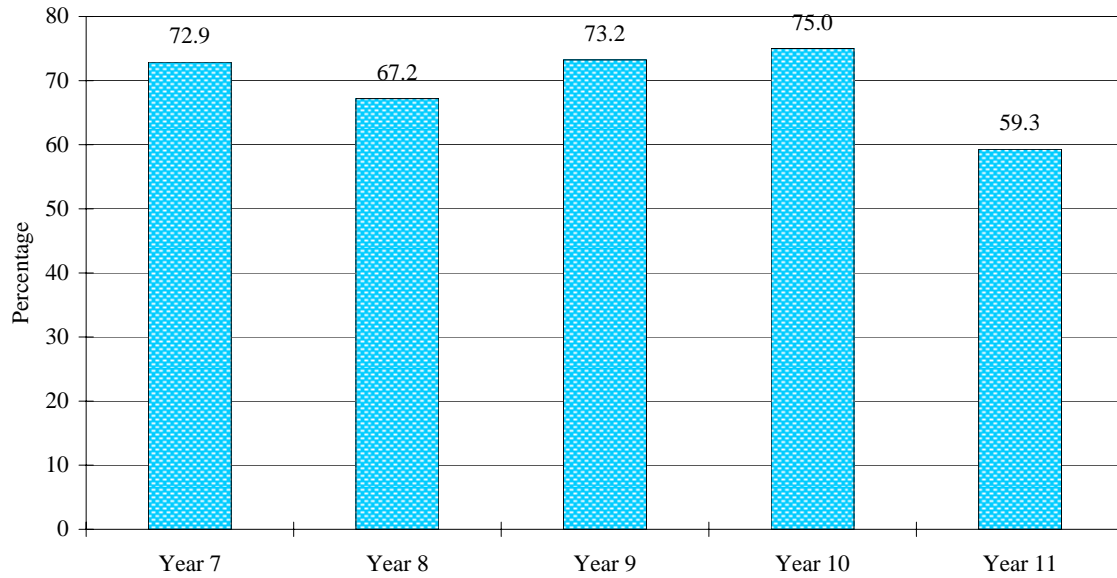
Throughout this report we have set the standard, that results quoted should be reliable at the 95% confidence level.

Please note: the difference between one year group and another has been tested to the 95% confidence level using a t- test; however, the scores for the individual year groups will often be taken from a sample too small to produce results that are reliable to within less than 5%, and should therefore only be taken as indicative of the true value.

Please note that where the word "significant" is used, it means that the difference identified is statistically significant, i.e. that it is meaningful and reliable, and not that the difference is necessarily large. Indeed, a "significant" difference may be quite small in numerical value.

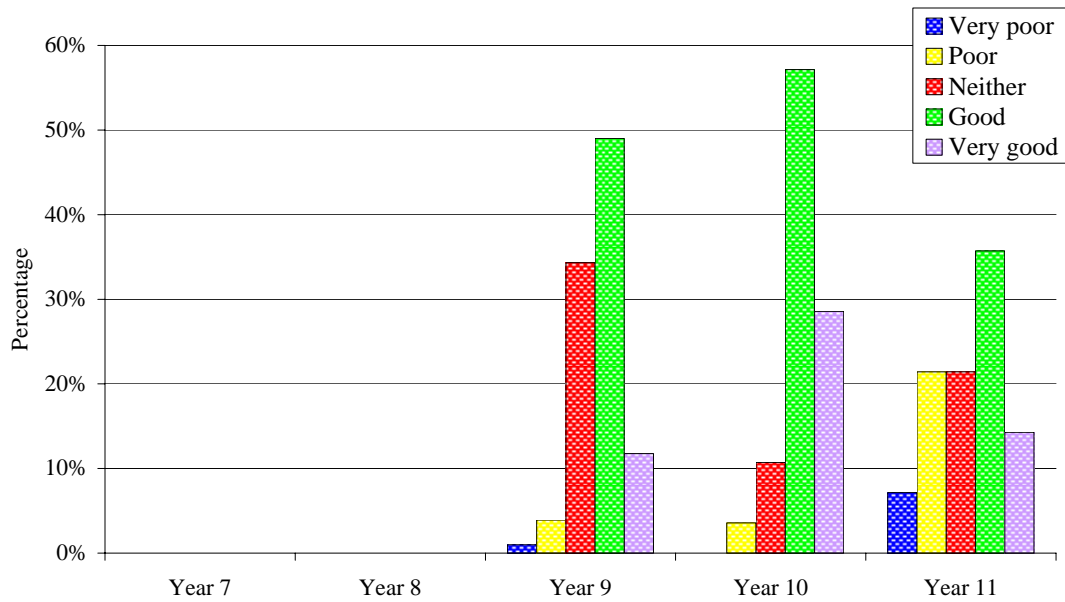
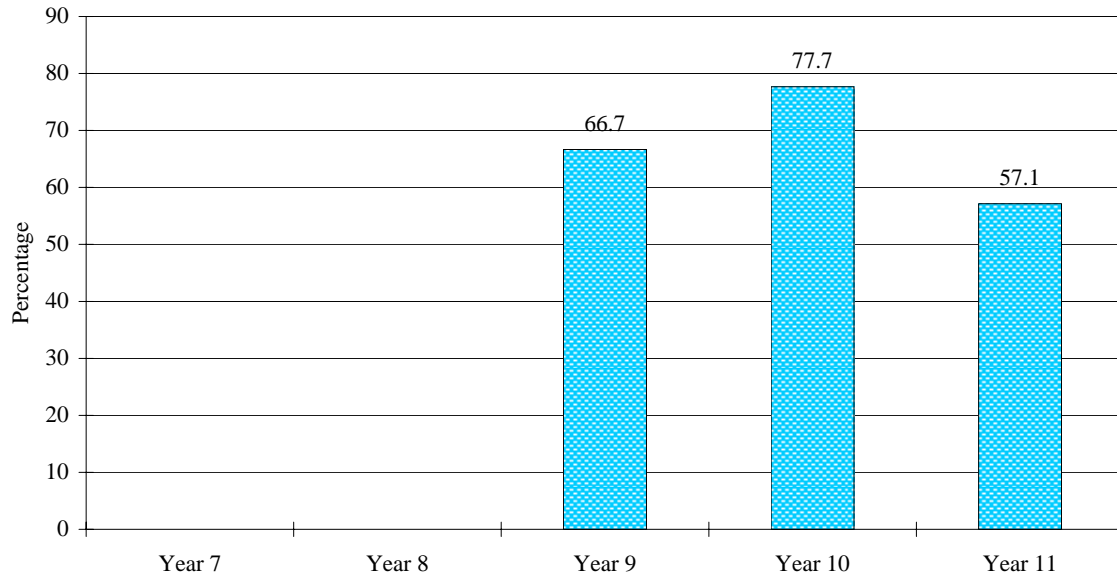
**The Graphs Below for French Show Significant Differences
Between the Parents of Pupils in Year 11 and Year 10**

Scores fall in Year 11.



The Graphs Below for Spanish Show Significant Differences
Between the Parents of Pupils in Year 11 and Year 10

Scores are higher in Year 10.



Appendix

Performance

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

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

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

The following assumptions are made:

- 1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.
- 2) The ratio of boys to girls does not fluctuate across the year groups of the school.
- 3) For Non-academic areas, it is assumed that boy's and girl's parents are equally likely to have an opinion. This assumption does not apply to academic subjects, where some (eg. 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. (ie. If 500 returned, $\text{min} = 8 + 2\%(500 - 300) = 12$)
- 2) Is the number responding in any year greater than 5% of total respondents giving a score for Religious Studies?

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

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

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

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

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

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

Repeat this process for other years where year = Y (ie years 10 and 11 in this case) to achieve P10_{boys}, and P11_{boys} (Religious Studies).

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

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

Repeat this process for F10_{boys} (RS) and F11_{boys} (RS).

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

We then repeat the process above for girls to achieve F_{girls} (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 (eg. Dance say).

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

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

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

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

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

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

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

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

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

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

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

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

Measuring Reliability

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

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

5% = 0.2 on our scale of 1 - 5

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

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

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

We calculate the standard error of the mean as follows:

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

where S is the standard deviation and n is the sample size

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

Significant Differences

We require that differences between two given results (eg. 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 fulfill the following condition.

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

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

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

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
38039	149	71.8%	17842	68.7%	22770	74.6%	Art
9496	70	70.5%	4776	70.6%	5775	70.1%	Biology
3759	53	69.9%	1727	69.0%	1837	69.9%	Business Studies
8988	66	69.5%	4785	70.9%	5335	67.4%	Chemistry
15414	79	61.8%	7217	62.1%	8719	61.9%	Citizenship
24532	123	70.2%	13019	70.0%	13233	70.9%	Design Technology
28102	127	72.3%	13258	70.3%	16391	73.4%	Drama
48195	150	72.6%	23456	71.4%	28141	73.8%	English
23687	115	69.7%	10439	69.1%	13388	70.8%	Food Technology
35671	149	68.1%	17259	66.3%	21303	69.5%	French
40154	151	71.5%	19920	71.0%	23076	71.9%	Geography
19543	123	69.9%	8819	69.1%	11448	71.1%	German
40603	151	73.7%	19976	73.4%	23418	73.9%	History
40459	148	64.6%	19876	65.0%	23162	64.3%	IT
49320	151	72.0%	24307	72.5%	28527	71.3%	Mathematics
33683	148	67.7%	16312	67.0%	19498	68.1%	Music
44931	150	73.0%	22325	74.4%	25961	71.6%	Physical Education
8817	66	67.8%	4825	69.3%	5064	65.2%	Physics
42415	149	66.3%	20695	64.6%	24568	67.6%	Religious Studies
5955	51	69.2%	2766	70.3%	3203	68.5%	Resistant Materials
38038	140	70.3%	17901	71.2%	21693	69.7%	Science
7676	63	69.6%	3014	68.3%	4936	70.5%	Spanish
7552	48	68.6%	2480	64.9%	5151	72.1%	Textiles

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
4191	26	70.3%	1268	66.5%	3344	72.6%	Dance
1454	15	67.5%	619	69.1%	588	66.1%	Electronics
1956	18	66.0%	646	69.3%	1370	66.8%	Graphic Media
730	11	71.2%	315	68.0%	319	73.9%	Media Studies

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
27907	152	57.6%	12896	57.6%	16857	57.5%	Careers advice
51064	152	69.2%	24749	69.9%	30473	68.4%	Caring teachers
18161	56	70.1%	8589	69.8%	10887	70.3%	Celebrating and rewarding achievement
46614	152	73.1%	22538	72.8%	27877	73.2%	Choice of subjects
44760	152	63.5%	21484	63.3%	26839	63.6%	Community spirit
48872	152	73.4%	23689	73.8%	29147	73.0%	Computer access
42933	152	64.1%	21043	64.7%	25026	63.4%	Control of bullying
51347	152	68.3%	24911	68.6%	30580	67.9%	Developing confidence
45228	152	63.6%	21970	64.1%	26819	63.1%	Developing moral values
49461	152	66.8%	24017	66.0%	29402	67.5%	Developing potential
38437	130	61.7%	18576	61.7%	22934	61.6%	Encouraging and listening to parent views
11586	54	56.2%	5486	56.2%	7084	56.2%	Encouraging pupils' activity in the local community
43992	133	67.7%	21720	66.7%	26009	68.5%	Ensuring pupils do their best and make good progress
38702	152	73.7%	18410	73.0%	23541	74.6%	Exam results
34871	116	59.2%	17187	59.0%	20152	59.3%	Explaining to parents how to help their child
38918	133	68.3%	19518	67.6%	22694	68.9%	Extra curricular activities
14986	63	63.9%	7042	65.0%	9091	62.7%	Handling complaints
52741	152	72.6%	25620	72.5%	31405	72.6%	Happiness of child
51809	153	6.0	24784	4.9	30813	6.7	Hours of Homework
52335	152	60.7%	25377	58.7%	31211	62.6%	Levels of homework
16561	55	76.9%	8226	77.1%	10232	76.6%	Making sure that the new pupils settle in well
53084	153	75.4%	24959	75.3%	28643	74.7%	Overall
17477	56	64.1%	9357	63.9%	10437	64.3%	Parents evening
9559	41	69.5%	4450	69.8%	5803	69.0%	Promoting racial harmony
30613	113	69.7%	14607	69.9%	18614	69.4%	Quality of school management
14449	45	60.4%	7355	61.0%	7864	59.2%	Regular marking of work
52459	152	63.4%	25482	63.2%	31229	63.5%	School communication
51536	152	68.7%	25110	69.2%	30588	68.1%	School discipline
52047	152	68.7%	25279	69.0%	30944	68.3%	School facilities
7555	33	60.6%	3172	60.4%	4980	60.8%	School meals
47802	152	66.2%	23017	66.0%	28609	66.3%	School security
13721	36	70.1%	5904	71.7%	9134	68.7%	School uniform
43612	152	65.3%	20956	65.6%	26195	64.9%	Social health education
20107	70	61.0%	9157	60.0%	12407	61.9%	Tailoring workload to child's needs and ability
6789	60	68.4%	2736	68.4%	3603	69.7%	Teaching for special needs
50553	152	70.2%	24525	70.4%	30131	70.0%	Teaching quality
47303	152	68.1%	22816	67.9%	28332	68.2%	Textbook availability
30563	92	76.2%	14551	76.0%	19959	76.4%	Transfer from junior school
31745	108	64.0%	15015	64.8%	18936	63.3%	Treating all pupils fairly and equally
39012	152	74.2%	18706	74.7%	23128	73.6%	Truancy control
16936	54	69.4%	8609	68.8%	9682	69.8%	Written reports

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>No. of boys</u>	<u>Boys' Average</u>	<u>No. of girls</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
5253	17	64.7%	2501	64.8%	3154	64.6%	Access to staff
6294	20	73.8%	4039	72.4%	2807	75.5%	Personal planners
8209	22	72.6%	3710	72.8%	4769	72.5%	School's image in the local community
3915	17	67.3%	1761	67.5%	2086	67.0%	Transport to and from school

National Results for Parents Choosing each of the Ranking Priorities - by Sex

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>
49349	23924	29197	Teaching quality	91.0%	91.7%	91.1%
45958	22631	26652	School discipline	83.8%	84.8%	82.8%
45758	21983	27324	Happiness of child	83.6%	83.2%	84.6%
40146	19898	23464	Developing potential	73.9%	76.0%	72.4%
39573	19099	23552	Caring teachers	73.1%	73.5%	73.4%
39313	19051	22849	Control of bullying	71.0%	71.2%	71.2%
37073	18233	21850	Developing confidence	67.7%	69.0%	66.9%
32257	16178	18242	School communication	59.0%	61.8%	56.8%
28298	13529	16661	School facilities	52.2%	52.0%	52.5%
28146	13999	16369	Developing moral values	51.1%	52.7%	49.7%
24930	12014	15125	Exam results	47.1%	46.4%	48.1%
24793	11079	15484	School security	44.3%	41.0%	47.9%
18193	8553	11172	Availability of resources	34.5%	33.9%	35.6%
18697	9162	11103	Levels of homework	34.1%	34.5%	34.1%
17920	8195	11126	Choice of subjects	34.1%	32.7%	35.7%
14856	7000	8983	Careers advice	29.5%	29.1%	30.2%
11303	5566	6531	Computer access	21.6%	22.6%	20.9%
10789	5399	6329	Community spirit	19.9%	20.5%	19.2%
9566	4417	5608	Truancy control	17.8%	16.9%	18.7%
6807	3058	4112	Social health education	11.9%	10.9%	12.8%

Parent priorities ranked in descending order of importance.

All Parents

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

Boys' parents

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

Girls' parents

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

Boys' parents sample = 24959
 Girls' parents sample = 28643
 Total sample= 53602
 From 153 Schools