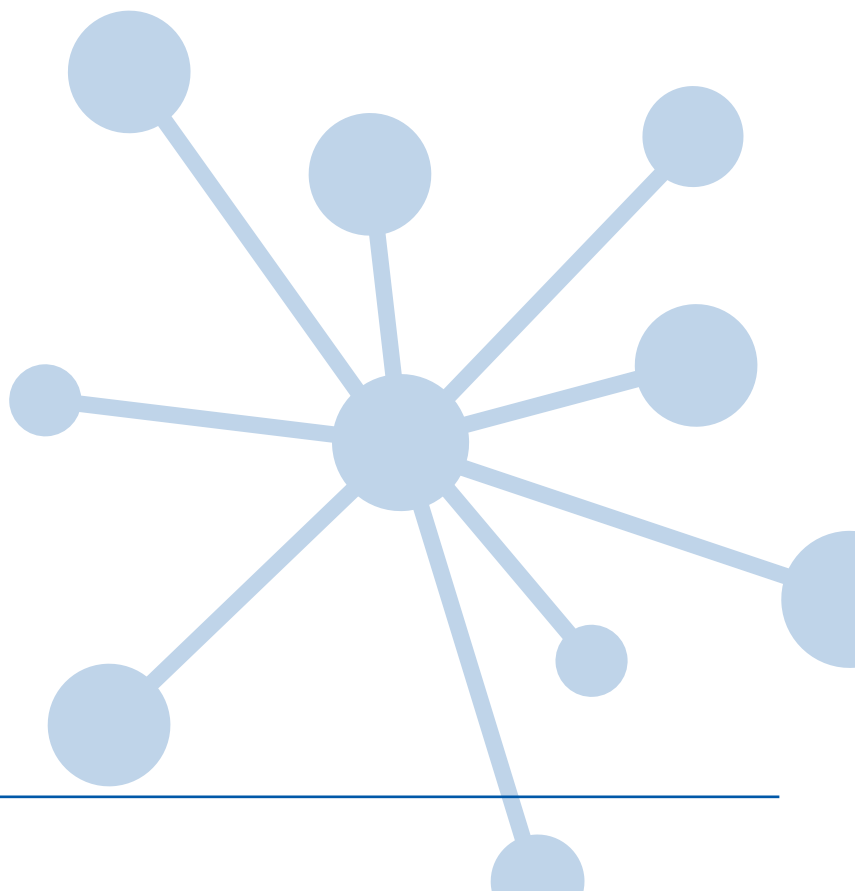


# Aylesford School and Sixth Form College

## Parent survey report – June 2016

In case of enquiries please contact Kirkland Rowell Surveys by emailing [info@kirkland-rowell.com](mailto:info@kirkland-rowell.com).  
Copyright © 2016 Kirkland Rowell Limited.  
Kirkland Rowell is part of GL Assessment, a division of the GL Education Group.



## Contents

---

			Page
1.	Executive summary	An overview of findings for this survey with comparison to the previous survey if applicable.	3
2.	Key results	Satisfaction levels for academic, non-academic and additional criteria.	9
3.	Parental priorities	Importance ratings and priorities for improvement.	17
4.	Parent View summary	Your survey data linked to the 12 questions in Ofsted's Parent View.	22
5.	Ofsted self-evaluation summary	Linking your survey data to the current Ofsted evaluation schedule.	24
6.	Unexpected results	Highlighting any particularly unusual or unexpected results.	44
7.	Standard analysis	Analysis of all remaining data which may include gender analysis, academic stretch, healthy lifestyle, parental values and homework.	47
8.	Year group analysis	Year group scores compared to national averages.	57
9.	Time series analysis	Trends for surveyed criteria over time.	62
10.	Appendix	Supplementary data and further information.	67

## Executive summary

---

This report details the findings of the third Kirkland Rowell Parent Survey for Aylesford School and Sixth Form College. The report measures the levels of satisfaction among the students' parents for a range of criteria, which have been previously identified as being important to the parents of school students, as well as for the core subjects, taught at the school. The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to June 2016. The report also measures performance with regard to overall satisfaction and improvement.

Due to the low number of responses it was not possible to generate Extra Analysis for the question requested "Has your child ever been eligible for free school meals during the last six years?".

## Summary of results for this survey

---

- 59 completed questionnaires were returned representing a response rate of 10.6%. The response meant that meaningful data could be drawn for all criteria except for Art, English, Geography, History, ICT, Languages, Mathematics, P.E., Religious Education and Science.
- The parents gave a very good overall performance score (73.8%) (see page 5).
- Of the parents whose children were not in their first year at the school 11% said the school had improved over the last year and 13% thought that the school's performance was worse (see page 47).
- Of the parents of new students, 5% felt that the school had not lived up to their expectations and 37% said the school was better than they had expected it to be (see page 47).
- With regards to non-academic areas, parents are most happy with School discipline, Developing moral values and Caring teachers.
- The parents are least happy with Exam results, Careers advice and Choice of subjects.
- The parents' top priorities for improvement are Teaching quality, School communication and Computer access.
- The parents of male students gave significantly higher scores for Social health education and Teaching quality.

## Summary of results since the previous survey

---

- The following non-academic area received significantly higher scores than the previous survey: School security.

## Summary of results over more than two surveys

---

- The following non-academic area received significantly higher scores over more than two surveys: School security.
- The survey has achieved a good benchmark of performance against which future academic years might be compared.

## Strengths and weaknesses

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

There are no strengths for this section as all surveyed academic criteria have scored "Attention advised".

There are no weaknesses for this section as all surveyed academic criteria have scored "Outstanding".

### Relative strengths for non-academic criteria

	<b>Importance</b>	<b>Ranking</b>
77.2% School discipline	(82.8%)	3rd
75.7% Developing moral values	(49.8%)	11th
75.6% Caring teachers	(70.7%)	5th
75.1% School security	(50.9%)	10th
75.0% Developing confidence	(76.4%)	4th

### Relative weaknesses for non-academic criteria

	<b>Importance</b>	<b>Ranking</b>
62.0% Exam results	(46.8%)	12th
65.9% Careers advice	(19.5%)	17th
66.2% Choice of subjects	(39.2%)	14th
66.3% Developing potential	(69.1%)	6th
66.7% School communication	(62.6%)	8th

## Response to survey

59 completed questionnaires were returned representing a response rate of 10.6%.

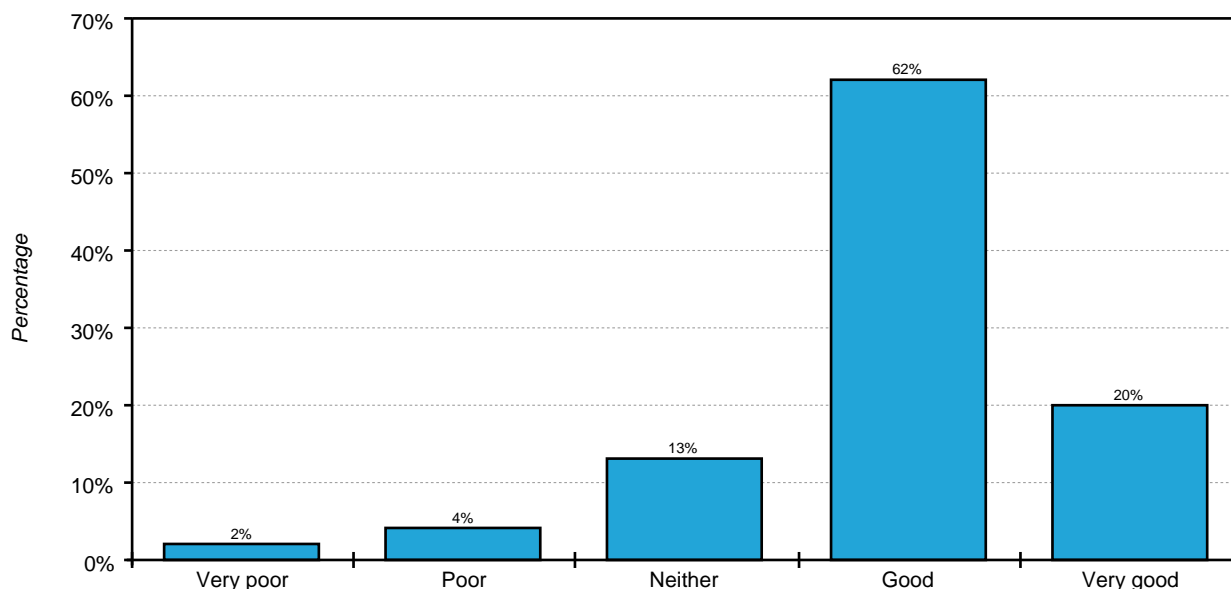
	Proportion of responses (%)	Number of responses
Responses from parents of male students	53.4	31
Responses from parents of female students	46.6	27
Responses from parents of Year 7 students	20.7	12
Responses from parents of Year 8 students	24.1	14
Responses from parents of Year 9 students	25.9	15
Responses from parents of Year 10 students	25.9	15
Responses from parents of 6th Form students	3.4	2

## Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	73.8	76.9	-3.1

	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	5.3	4.7	+0.6	82.2

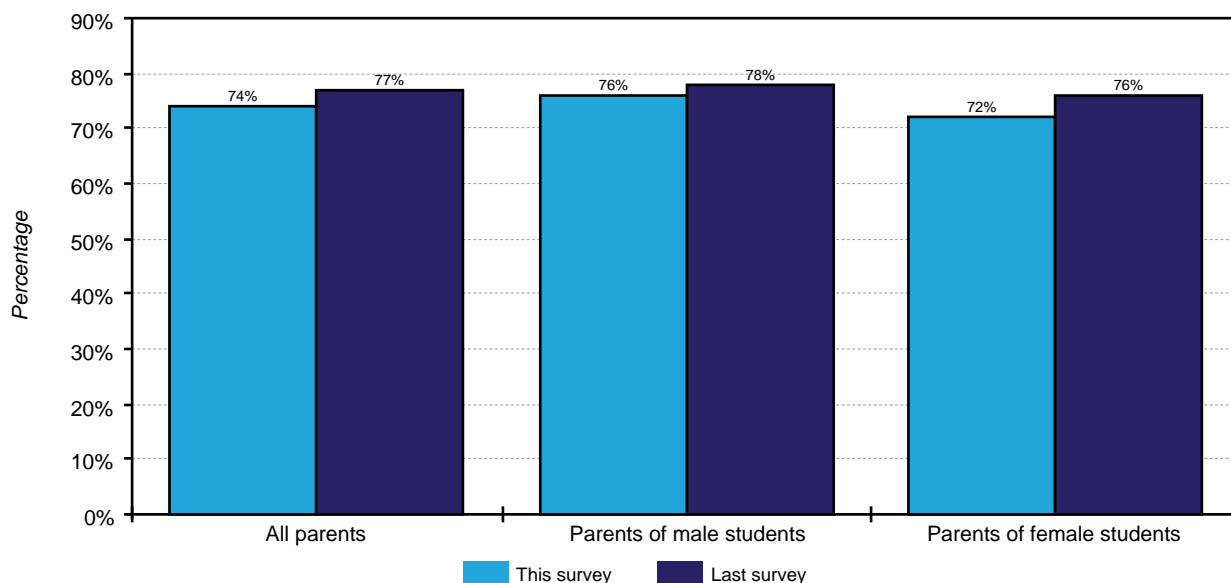
### Overall parental satisfaction



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

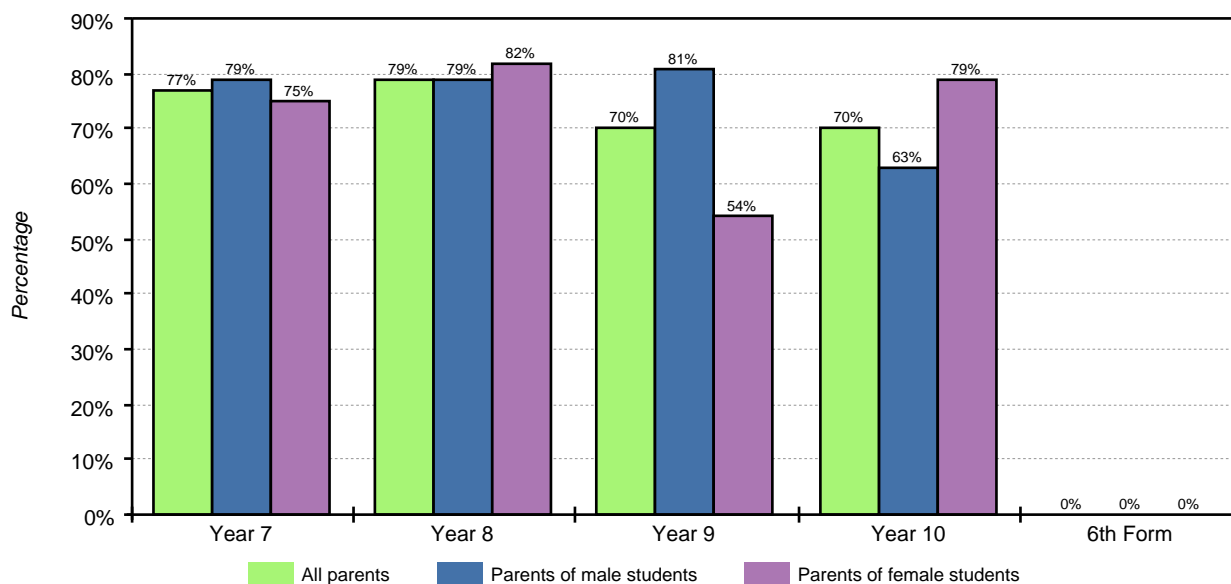
## Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender



- The parents gave a very good overall performance score of 73.8%, declined since the last survey.
- Parents of male students scored the overall performance of the school broadly in line with the parents of female students.

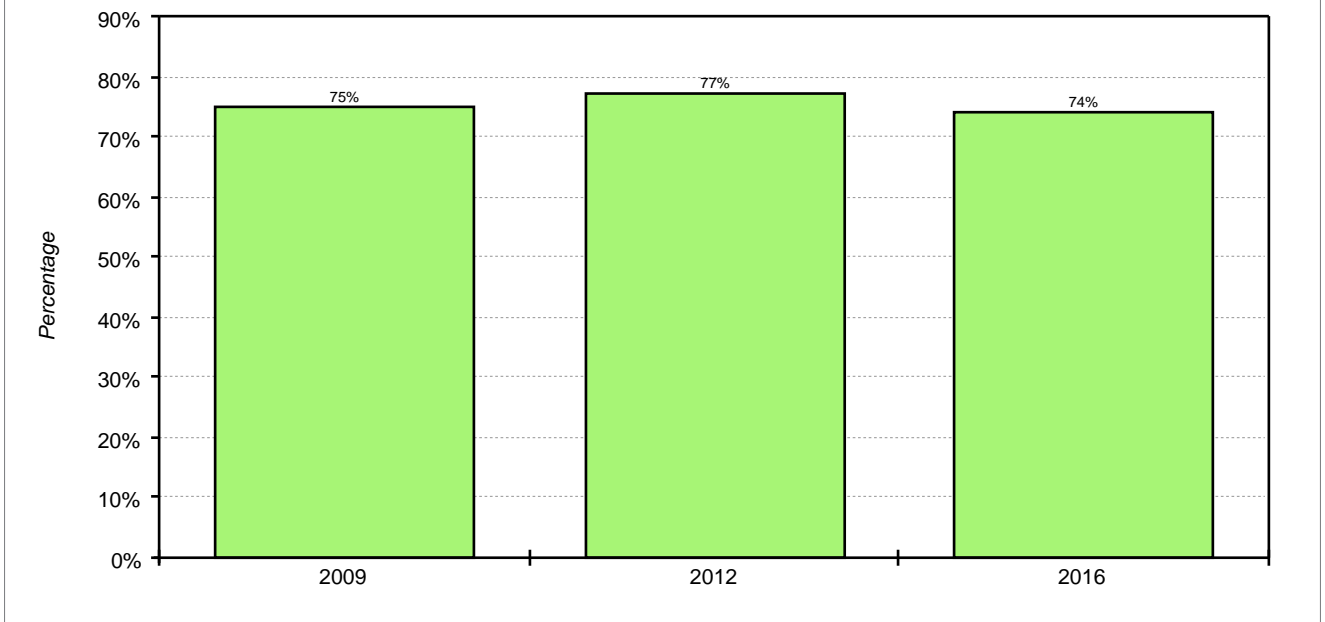
Overall performance scores broken down by year group



- Parents of Year 8 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Parents of Year 9 male students and parents of Year 8 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

## Time series analysis of overall performance scores

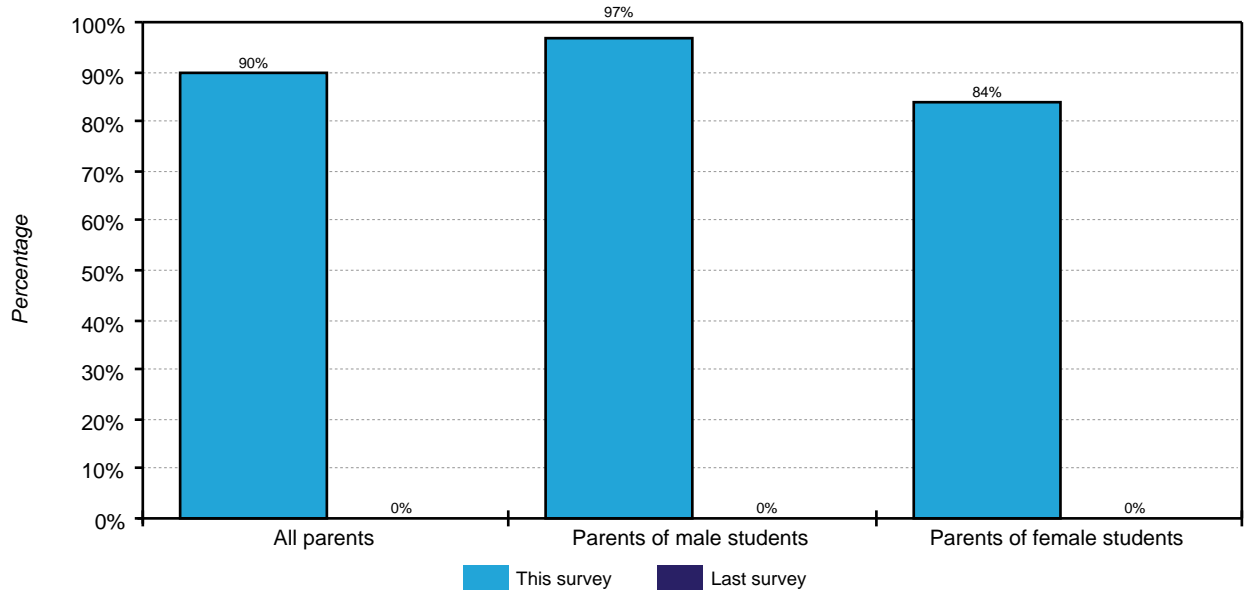
Graph showing the overall performance scores trend broken down over time.



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

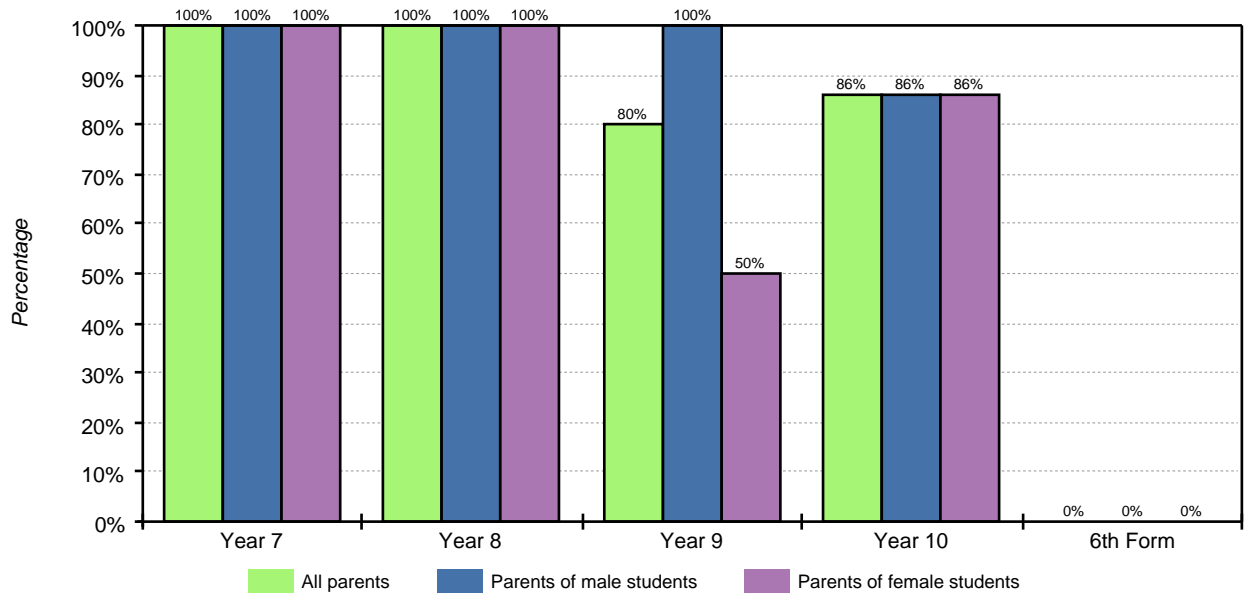
## Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender



- 90.3% of parents said they would recommend this school to another parent.
- Parents of male students would recommend this school to another parent more than the parents of female students.

Recommend this school scores broken down by year group



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



## Key results

---

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

### Interpreting results

---

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

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

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

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

### Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create “weighted” scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a ‘level playing field’. These weighted scores are calculated based upon the average scores achieved from over 200 similar, English schools. Results quoted from the previous survey, if applicable, may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

### Statistical reliability

Generally all of our results are quoted as being reliable to within less than 5% at the 95% confidence level. Where this is not possible due to the sample achieved, results are quoted as reliable to within less than 10% at the 95% confidence level and are highlighted in blue. Occasionally when results are even less reliable we show an indicative result and highlight in pink. Where there are fewer than 10 responses we only show “low response” and no further result is quoted. For further information see our website for details. Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents ‘usually’ say. These un-weighted scores are marked \*.

## Understanding your results table

Your results are shown as a weighted mean score. This is a calculation applied to your raw results using the average scores achieved from over 200 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

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

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

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

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

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

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

Scores below the red line indicate 'attention advised'.

"Low response" indicates that there were fewer than 10 responses.

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

Subject scores in pink should only be considered indicative due to a low sample size, or high polarisation.

## Academic criteria

The following table shows parents' scores for all academic subjects taught within the school. Where data is available, these are compared to the same score from the previous year's survey, and the percentage change shown. Only highlighted changes should be considered significant.

Academic criteria	This survey (%)	Previous survey (%)	% Change
Art	Low response		
English	Low response		
Geography	Low response		
History	Low response		
ICT	Low response		
Languages	Low response		
Mathematics	Low response		
P.E.	Low response		
Religious Education	Low response		
Science	Low response		

- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Art, English, Geography, History, ICT, Languages, Mathematics, P.E., Religious Education and Science.

## Non-academic criteria

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

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
School discipline	77.2	70.6	+6.6
Developing moral values	75.7	72.2	+3.4
Caring teachers	75.6	75.3	+0.3
School security	75.1	66.4	+8.7
Developing confidence	75.0	73.3	+1.7
Happiness of child	73.7	72.1	+1.6
Control of bullying	73.0	69.0	+4.0
Truancy control	71.2	69.4	+1.7
School facilities	70.9	72.4	-1.5
Community spirit	70.8	72.8	-2.1
Availability of resources	70.3	70.8	-0.6
Social health education	70.2	74.2	-4.1
Levels of homework	68.4	70.1	-1.6
Computer access	67.6	69.1	-1.5
Teaching quality	67.3	71.9	-4.6
School communication	66.7	69.9	-3.2
Developing potential	66.3	69.9	-3.6
Choice of subjects	66.2	68.5	-2.3
Careers advice	65.9	72.3	-6.4
Exam results	62.0	69.2	-7.2

- Parents consider delivery of the following non-academic areas to be 'outstanding': School discipline, Developing moral values, Caring teachers, School security and Developing confidence.
- Parents consider delivery of the following non-academic areas to be 'good': Happiness of child, Control of bullying, Truancy control, School facilities, Community spirit, Availability of resources, Social health education, Levels of homework, Computer access, Teaching quality, School communication, Developing potential, Choice of subjects and Careers advice.
- Parents consider delivery of the following non-academic areas to show 'room for improvement': Exam results.
- Parents consider delivery of the following non-academic subjects to have shown a significant improvement since the last survey: School security.
- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Developing moral values, Caring teachers, School security, Developing confidence, Happiness of child, Control of bullying, Truancy control, School facilities, Community spirit, Availability of resources, Social health education, Levels of homework, Computer access, School communication, Developing potential, Choice of subjects, Careers advice and Exam results.

## Happy versus unhappy parents for non-academic criteria

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

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (below the red line).

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

Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Social health education	0.0	4.0	-4.0	59.3
School security	3.0	10.7	-7.7	80.5
School discipline	3.3	6.0	-2.7	84.2
Developing moral values	3.4	11.2	-7.8	73.2
Availability of resources	3.6	9.9	-6.3	72.1
School facilities	6.0	4.7	+1.3	63.7
Teaching quality	6.6	4.1	+2.5	64.3
Happiness of child	6.8	9.9	-3.1	76.9
Computer access	7.3	5.7	+1.6	72.7
Truancy control	8.4	5.9	+2.5	82.7
Developing confidence	10.1	11.9	-1.8	67.6
Control of bullying	10.5	16.4	-5.9	56.4
Choice of subjects	12.5	8.9	+3.6	70.9
Caring teachers	13.5	5.6	+7.8	73.0
Developing potential	14.3	11.8	+2.4	55.2
Community spirit	15.7	9.2	+6.5	62.4
School communication	18.4	12.8	+5.6	52.8
Careers advice	23.7	18.7	+4.9	55.3
Exam results	24.2	3.9	+20.3	54.4
Levels of homework	24.5	14.5	+10.0	57.5

## Additional criteria

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
Attitude of non-teaching support staff	75.7	68.3	+7.4
Out of school activities / clubs*	74.5		
Treating all students fairly and equally	72.8	68.8	+4.0
Encouraging and listening to students' views	72.1	71.6	+0.5
Promoting racial harmony	71.5	67.9	+3.6
Encouraging and listening to parents' views	71.3	73.8	-2.5
Handling complaints	71.3		
Suitable class sizes	70.4	69.0	+1.4
Quality of school management	70.1	69.4	+0.7
Looking after students well	69.7		
Encouraging students activity in the local community	69.2	73.2	-3.9
Teaching students with special needs	69.2	72.3	-3.1
Celebrating and rewarding achievement	69.0	74.5	-5.5
Tailoring child's work to their needs and ability	69.0	71.3	-2.3
Ensuring students do best and make good progress	69.0	70.6	-1.6
Explaining to parents how to help their child	67.6		
Parents evening	66.8	71.0	-4.3
Written reports	63.6	68.2	-4.5

- Parents consider delivery of the following additional criteria to be 'outstanding': Attitude of non-teaching support staff.
- Parents consider delivery of the following additional criteria to be 'good': Out of school activities / clubs, Treating all students fairly and equally, Encouraging and listening to students' views, Promoting racial harmony, Encouraging and listening to parents' views, Handling complaints, Suitable class sizes, Quality of school management, Looking after students well, Encouraging students activity in the local community, Teaching students with special needs, Celebrating and rewarding achievement, Tailoring child's work to their needs and ability, Ensuring students do best and make good progress, Explaining to parents how to help their child and Parents evening.
- Parents consider delivery of the following additional criteria to show 'room for improvement': Written reports.
- The following additional criteria have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Out of school activities / clubs.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Out of school activities / clubs, Treating all students fairly and equally, Encouraging and listening to students' views, Promoting racial harmony, Encouraging and listening to parents' views, Handling complaints, Suitable class sizes, Quality of school management, Looking after students well, Celebrating and rewarding achievement, Tailoring child's work to their needs and ability, Ensuring students do best and make good progress, Explaining to parents how to help their child, Parents evening and Written reports.
- The following additional criteria achieved a very low sample; therefore scores should only be considered indicative: Attitude of non-teaching support staff, Encouraging students activity in the local community and Teaching students with special needs.
- The following additional criteria were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Out of school activities / clubs, Handling complaints, Looking after students well and Explaining to parents how to help their child.

## Happy versus unhappy parents for additional criteria

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

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 5% & 15% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 15% of parents unhappy with a particular area may suggest 'attention advised' (below the red line).

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Looking after students well	3.5			70.2
Promoting racial harmony	4.3	8.0	-3.7	79.4
Quality of school management	7.0	4.8	+2.2	68.3
Out of school activities / clubs	9.3			74.6
Suitable class sizes	9.6	5.5	+4.1	70.0
Ensuring students do best and make good progress	10.0	9.4	+0.6	64.4
Encouraging and listening to parents' views	11.0	11.0	0.0	54.6
Encouraging and listening to students' views	11.3	11.3	-0.1	62.8
Celebrating and rewarding achievement	14.0	7.3	+6.7	67.1
Treating all students fairly and equally	14.6	13.0	+1.6	67.7
Parents evening	16.0	12.5	+3.5	57.5
Written reports	20.1	9.5	+10.5	55.6
Tailoring child's work to their needs and ability	20.7	11.1	+9.7	63.8
Explaining to parents how to help their child	24.5			51.1
Handling complaints	30.7			55.9



## Parental priorities

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

### Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	88.9	15th	89.8	9th
Happiness of child	84.9	6th	82.6	8th
School discipline	82.8	1st	87.4	11th
Developing confidence	76.4	5th	71.9	3rd
Caring teachers	70.7	3rd	71.3	1st
Developing potential	69.1	17th	71.3	13th
Control of bullying	63.3	7th	67.7	18th
School communication	62.6	16th	61.1	14th
School facilities	55.7	9th	53.9	5th
School security	50.9	4th	45.5	20th
Developing moral values	49.8	2nd	55.1	7th
Exam results	46.8	20th	41.3	16th
Levels of homework	42.7	13th	29.3	12th
Choice of subjects	39.2	18th	39.5	19th
Availability of resources	26.8	11th	36.5	10th
Computer access	23.8	14th	24.6	17th
Careers advice	19.5	19th	32.9	6th
Truancy control	19.1	8th	21.6	15th
Community spirit	16.6	10th	18.0	4th
Social health education	10.4	12th	9.0	2nd

With regard to the five criteria most important to parents:

- The school performs well in: School discipline, Developing confidence and Caring teachers.

## Importance: your school vs. similar schools

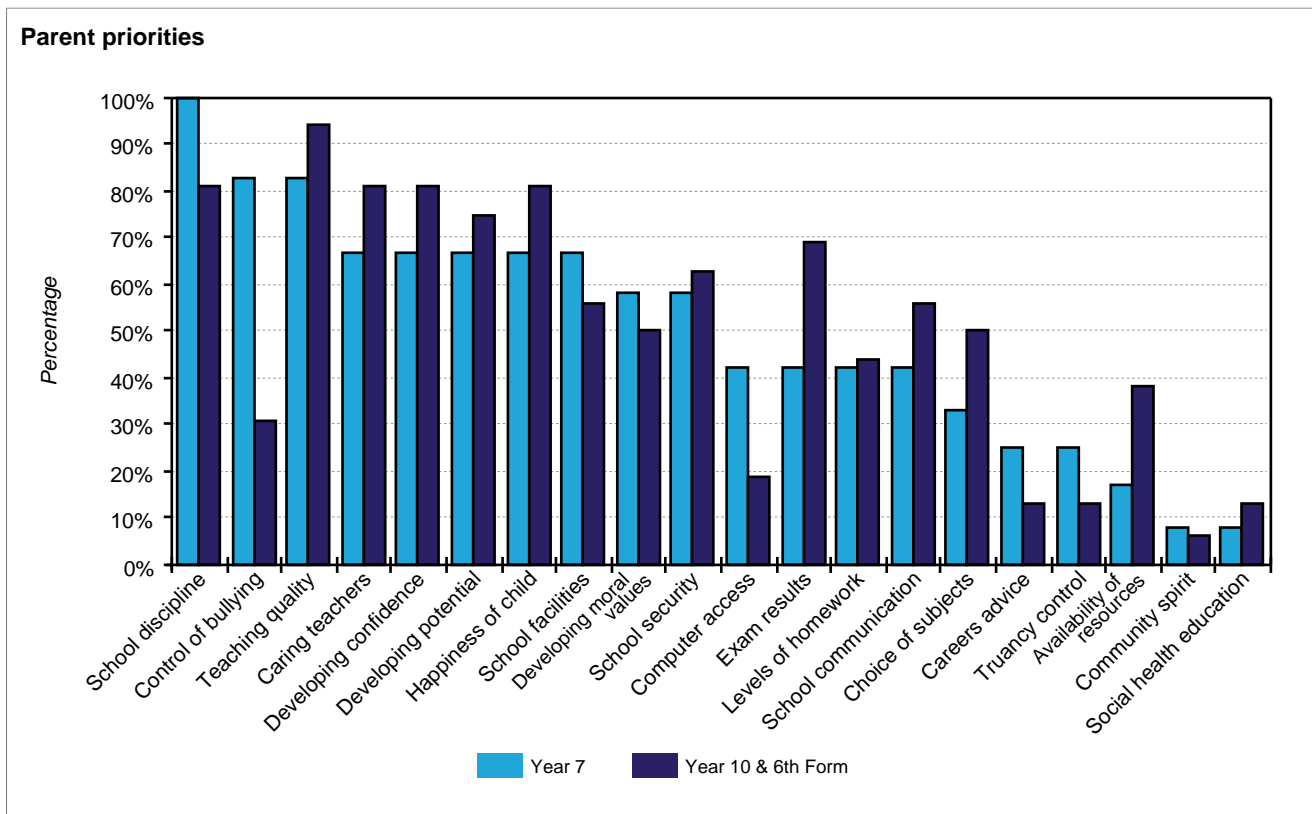
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	88.9	1st	2nd	+1
Happiness of child	84.9	2nd	3rd	+1
School discipline	82.8	3rd	1st	-2
Developing confidence	76.4	4th	8th	+4 ▲
Caring teachers	70.7	5th	5th	0
Developing potential	69.1	6th	6th	0
Control of bullying	63.3	7th	4th	-3
School communication	62.6	8th	7th	-1
School facilities	55.7	9th	11th	+2
School security	50.9	10th	9th	-1
Developing moral values	49.8	11th	12th	+1
Exam results	46.8	12th	10th	-2
Levels of homework	42.7	13th	13th	0
Choice of subjects	39.2	14th	15th	+1
Availability of resources	26.8	15th	14th	-1
Computer access	23.8	16th	18th	+2
Careers advice	19.5	17th	16th	-1
Truancy control	19.1	18th	17th	-1
Community spirit	16.6	19th	19th	0
Social health education	10.4	20th	20th	0

- Most of the criteria the parents from your school selected as important are in line with the criteria that parents of similar schools select as important.
- Parents from your school selected the following criteria as more important than parents at similar schools: Developing confidence.

## How parent priorities change as students get older

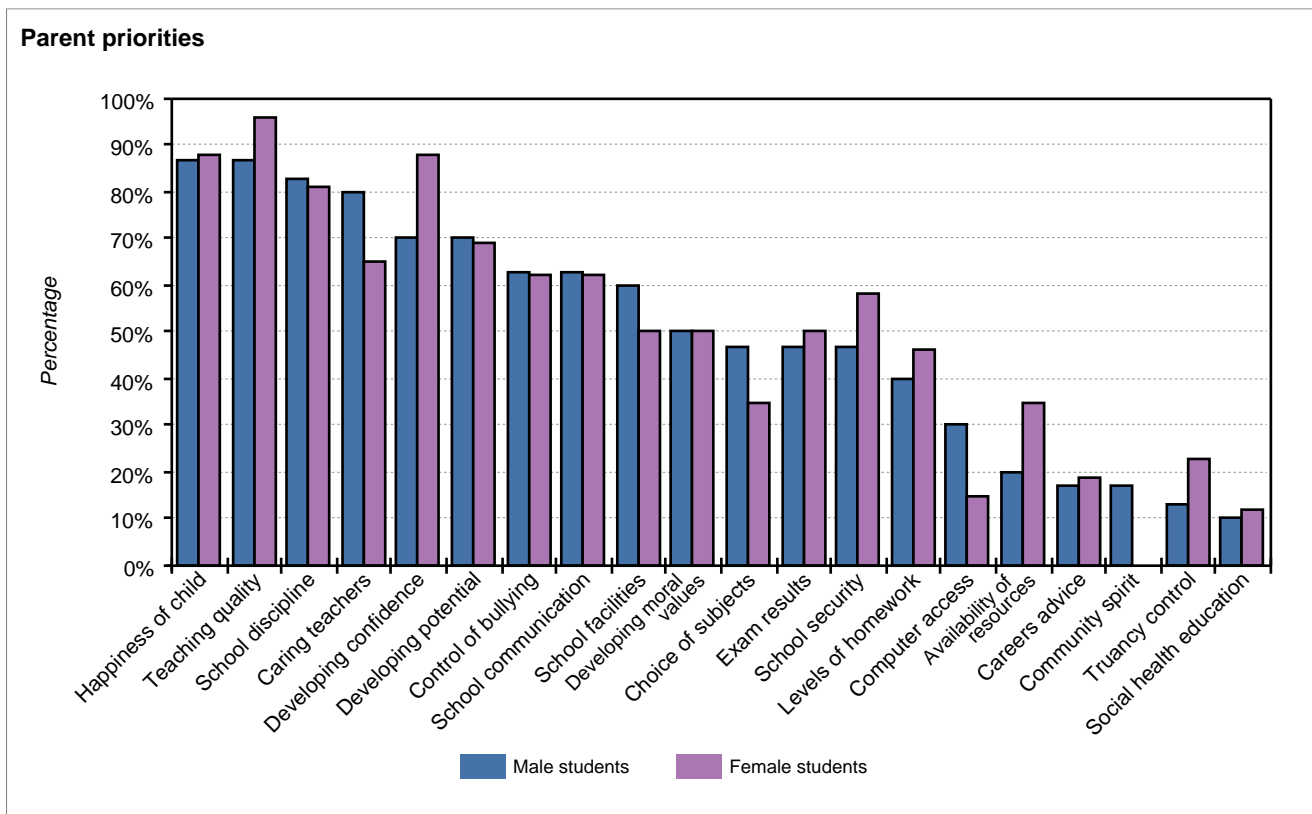
The graph below shows which criteria parents of Year 7 students selected as important compared to which criteria parents of Year 10 & 6th Form students selected as important. This shows us how parent priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Year 7 ranking	Year 10 & 6th Form ranking
Control of bullying	2nd	15th ▲

## How parent priorities change by gender of child

The graph below shows which criteria parents of female students selected as important compared to which criteria parents of male students selected as important. This shows us how parent priorities change by gender of the child. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Male students ranking	Female students ranking
Community spirit	17th	20th ▲

## Relative parent priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Teaching quality	22.9	3.5	10.9
School communication	22.6	15.7	9.5
Computer access	9.7	2.0	2.0
Control of bullying	8.5	10.3	8.2
Developing confidence	5.8	8.4	4.1
Levels of homework	5.8	7.3	6.7
Choice of subjects	5.8	3.8	4.1
Developing potential	4.8	8.3	8.5
Careers advice	4.1	6.4	5.0
School facilities	2.5	4.1	8.3
Happiness of child	2.4	3.0	4.1
Availability of resources	1.7	2.4	3.0
Caring teachers	1.7	1.6	4.2
Social health education	1.7	2.4	0.8
Community spirit	0.0	4.8	1.6
Developing moral values	0.0	2.8	2.4
Exam results	0.0	5.8	4.5
School discipline	0.0	2.3	9.1
School security	0.0	2.2	2.3
Truancy control	0.0	2.8	1.0

- Parents have given a higher priority to the following areas since the last survey: Teaching quality, School communication and Computer access.
- Parents have given a lower priority to the following areas since the last survey: Community spirit and Exam results.
- Parents have given a higher priority to the following areas compared to similar schools: Teaching quality, School communication and Computer access.
- Parents have given a lower priority to the following areas compared to similar schools: School facilities, Exam results and School discipline.

## Parent View summary

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

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

	Score	Sample
<b>1. My child is happy at this school</b>		
Happiness of child	73.7%	55
<b>2. My child feels safe at this school</b>		
School security	75.1%	50
Control of bullying	73.0%	40
<b>3. My child makes good progress at this school</b>		
Ensuring students do best and make good progress	69.0%	51
Developing potential	66.3%	53
<b>4. My child is well looked after at this school</b>		
Attitude of non-teaching support staff	75.7%	31
Caring teachers	75.6%	54
School security	75.1%	50
Looking after students well	69.7%	44
<b>5. My child is taught well at this school</b>		
Teaching students with special needs	69.2%	21
Tailoring child's work to their needs and ability	69.0%	37
Ensuring students do best and make good progress	69.0%	51
Teaching quality	67.3%	47
Developing potential	66.3%	53
Exam results	62.0%	30

	Score	Sample
<b>6. My child receives appropriate homework for their age</b>		
Respondents saying 'Right' for homework amount	Inadequate	59
Tailoring child's work to their needs and ability	69.0%	37
Levels of homework	68.4%	53
<b>7. This school ensures the pupils are well behaved</b>		
School discipline	77.2%	54
<b>8. This school deals effectively with bullying</b>		
Control of bullying	73.0%	40
<b>9. Quality of school management</b>		
Quality of school management	70.1%	33
<b>10. This school responds well to any concern I raise</b>		
Caring teachers	75.6%	54
Encouraging and listening to parents' views	71.3%	42
Handling complaints	71.3%	33
<b>11. I receive valuable information from the school about my child's progress</b>		
Explaining to parents how to help their child	67.6%	43
Parents evening	66.8%	55
Written reports	63.6%	43
<b>12. I would recommend this school to another parent</b>		
Recommended	90.3%	54

## Ofsted self-evaluation summary

---

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

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

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

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

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

### Remember, for grading comparisons with our colour coded system:

<b>Gold</b>	<b>= Outstanding</b>	<b>= Grade 1</b>
<b>Green</b>	<b>= Good</b>	<b>= Grade 2</b>
<b>Black</b>	<b>= Requires improvement</b>	<b>= Grade 3</b>
<b>Red</b>	<b>= Inadequate</b>	<b>= Grade 4</b>

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

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



## Quality of teaching, Learning and Assessment

### The Effectiveness of Teaching, Learning and Assessment

Developing confidence	75.0%	Outstanding
Treating all students fairly and equally	72.8%	Good
Promoting racial harmony	71.5%	Good
Encouraging and listening to parents' views	71.3%	Good
Community spirit	70.8%	Good
Teaching students with special needs	69.2%	Good
Ensuring students do best and make good progress	69.0%	Good
Levels of homework	68.4%	Good
Explaining to parents how to help their child	67.6%	Good
Teaching quality	67.3%	Good
School communication	66.7%	Good
Developing potential	66.3%	Good
Written reports	63.6%	Requires improvement
Exam results	62.0%	Requires improvement

#### Strengths

- Developing confidence
- Treating all students fairly and equally
- Promoting racial harmony

#### Weaknesses

- Exam results
- Written reports
- Developing potential

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

### The Accuracy and Impact of Assessment

Tailoring child's work to their needs and ability	69.0%	Good
Ensuring students do best and make good progress	69.0%	Good
Levels of homework	68.4%	Good
Developing potential	66.3%	Good
Exam results	62.0%	Requires improvement

#### Strengths

- Tailoring child's work to their needs and ability

#### Weaknesses

- Exam results

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

### The Impact of the Teaching of Literacy, Including Reading

Tailoring child's work to their needs and ability	69.0%	Good
Developing potential	66.3%	Good

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

### The Teaching of Mathematics

Tailoring child's work to their needs and ability	69.0%	Good
Computer access	67.6%	Good
Developing potential	66.3%	Good

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

### Effectiveness of the Early Years Provision: Quality of Teaching, Learning and Assessment

Not applicable.

### Effectiveness of the Sixth Form Provision: Quality of Teaching, Learning and Assessment

Not applicable.

### Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 2.1 = Good = **Grade 2**

### To reach the next grade

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

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

## Personal Development, Behaviour and Welfare

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

School discipline	77.2%	Outstanding
Developing confidence	75.0%	Outstanding
Control of bullying	73.0%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good

#### Strengths

- School discipline

#### Weaknesses

- Community spirit

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

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

School discipline	77.2%	Outstanding
Attitude of non-teaching support staff	75.7%	Outstanding
Developing moral values	75.7%	Outstanding
Caring teachers	75.6%	Outstanding
Control of bullying	73.0%	Good
Encouraging and listening to students' views	72.1%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Social health education	70.2%	Good
Looking after students well	69.7%	Good

#### Strengths

- School discipline
- Attitude of non-teaching support staff
- Developing moral values

#### Weaknesses

- Looking after students well
- Social health education
- Community spirit

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

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

School discipline	77.2%	Outstanding
Attitude of non-teaching support staff	75.7%	Outstanding
Developing moral values	75.7%	Outstanding
Control of bullying	73.0%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Looking after students well	69.7%	Good

#### Strengths

- School discipline
- Attitude of non-teaching support staff

#### Weaknesses

- Looking after students well
- Community spirit

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

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

School discipline	77.2%	Outstanding
Developing moral values	75.7%	Outstanding
Developing confidence	75.0%	Outstanding
Happiness of child	73.7%	Good
Encouraging and listening to students' views	72.1%	Good
Community spirit	70.8%	Good
Celebrating and rewarding achievement	69.0%	Good
Ensuring students do best and make good progress	69.0%	Good
Developing potential	66.3%	Good

#### Strengths

- School discipline
- Developing moral values
- Developing confidence

#### Weaknesses

- Developing potential
- Ensuring students do best and make good progress
- Celebrating and rewarding achievement

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

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

Developing confidence	75.0%	Outstanding
Encouraging and listening to students' views	72.1%	Good
Teaching students with special needs	69.2%	Good
Celebrating and rewarding achievement	69.0%	Good
Ensuring students do best and make good progress	69.0%	Good
Developing potential	66.3%	Good

**Strengths**

- Developing confidence
- Encouraging and listening to students' views

**Weaknesses**

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

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

### Personal Development and Welfare: Choices About Next Stages

Attitude of non-teaching support staff	75.7%	Outstanding
Celebrating and rewarding achievement	69.0%	Good
Levels of homework	68.4%	Good
Explaining to parents how to help their child	67.6%	Good
Careers advice	65.9%	Good

**Strengths**

- Attitude of non-teaching support staff

**Weaknesses**

- Careers advice

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

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

School discipline	77.2%	Outstanding
Attitude of non-teaching support staff	75.7%	Outstanding
Developing moral values	75.7%	Outstanding
Caring teachers	75.6%	Outstanding
School security	75.1%	Outstanding
Control of bullying	73.0%	Good
Encouraging and listening to students' views	72.1%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Social health education	70.2%	Good
Looking after students well	69.7%	Good

#### Strengths

- School discipline
- Attitude of non-teaching support staff
- Developing moral values

#### Weaknesses

- Looking after students well
- Social health education
- Community spirit

Your average parental grade for this section = 1.5 = Good = **Grade 2 ( + )**

### Personal Development and Welfare: Keeping Healthy

Exercise	81.7%	Outstanding
Social health education	70.2%	Good
Diet	66.3%	Good

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

### Personal Development and Welfare: Personal Development

Developing moral values	75.7%	Outstanding
Developing confidence	75.0%	Outstanding
Control of bullying	73.0%	Good
Encouraging and listening to students' views	72.1%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Social health education	70.2%	Good
Encouraging students activity in the local community	69.2%	Good
Developing potential	66.3%	Good
Careers advice	65.9%	Good

#### Strengths

- Developing moral values
- Developing confidence
- Control of bullying

#### Weaknesses

- Careers advice
- Developing potential
- Encouraging students activity in the local community

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

### Attendance and Punctuality

Truancy control	71.2%	Good
-----------------	-------	------

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

### Effectiveness of the Early Years Provision: Personal Development, Behaviour and Welfare

Not applicable.

### Effectiveness of the Sixth Form Provision: Personal Development, Behaviour and Welfare

Not applicable.

### Summary grade – Personal Development, Behaviour and Welfare section

Your average parental grade for "Personal Development, Behaviour and Welfare" = 1.7 = Good = **Grade 2 (+)**



### To reach the next grade

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

- Behaviour: Pupils' Attitudes to School, Conduct and Behaviour, During and Outside of Lessons.
- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.
- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle Discriminatory and Derogatory Language.
- Personal Development and Welfare: Pride in Achievement and Commitment to Learning
- Personal Development and Welfare: Self-confidence, Self-awareness and Understanding How to be a Successful Learner
- Personal Development and Welfare: Choices About Next Stages
- Personal Development and Welfare: Keeping Safe from Abuse, Exploitation and Extremism
- Personal Development and Welfare: Keeping Healthy
- Personal Development and Welfare: Personal Development
- Attendance and Punctuality

## Outcomes for Pupils

### Progress

Developing confidence	75.0%	Outstanding
Teaching students with special needs	69.2%	Good
Ensuring students do best and make good progress	69.0%	Good
Developing potential	66.3%	Good
Exam results	62.0%	Requires improvement
Ratio of parents saying school improving versus declining		Inadequate

### Strengths

- Developing confidence
- Teaching students with special needs

### Weaknesses

- Ratio of parents saying school improving versus declining
- Exam results

Your average parental grade for this section = 2.3 = Good = **Grade 2 ( - )**

### Progress Over Time

Significant improvements versus significant declines	Requires improvement
Average of academic subject ratings	Inadequate

Your average parental grade for this section = 3.5 = Requires improvement = **Grade 3 ( - )**

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

Achievement in relation to national standards	Requires improvement
Average of academic subject ratings	Inadequate

Your average parental grade for this section = 3.5 = Requires improvement = **Grade 3 ( - )**

### Achievements of Those Eligible for the Pupil Premium

Your own assessment is required here.

### The Most Able Pupils

Developing confidence	75.0%	Outstanding
Tailoring child's work to their needs and ability	69.0%	Good
Ensuring students do best and make good progress	69.0%	Good
Developing potential	66.3%	Good

#### Strengths

- Developing confidence

#### Weaknesses

- Developing potential

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

### Disabled Pupils and Those with Special Educational Needs

Developing confidence	75.0%	Outstanding
Treating all students fairly and equally	72.8%	Good
Teaching students with special needs	69.2%	Good
Tailoring child's work to their needs and ability	69.0%	Good
Developing potential	66.3%	Good

#### Strengths

- Developing confidence

#### Weaknesses

- Developing potential

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

### Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

### Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

### Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 2.6 = Requires improvement = **Grade 3 ( + )**

### To reach the next grade

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

- Progress Over Time
- Pupils' Attainment in Relation to National Standards and Compared With All Schools

## Effectiveness of Leadership and Management

### Vision and Values

School discipline	77.2%	Outstanding
Developing moral values	75.7%	Outstanding
Developing confidence	75.0%	Outstanding
Control of bullying	73.0%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Celebrating and rewarding achievement	69.0%	Good
Ensuring students do best and make good progress	69.0%	Good
School communication	66.7%	Good
Developing potential	66.3%	Good
Exam results	62.0%	Requires improvement
Average of academic subject ratings		Inadequate

### Strengths

- School discipline
- Developing moral values
- Developing confidence

### Weaknesses

- Average of academic subject ratings
- Exam results
- Developing potential

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

### Self-evaluation and Improvement

Encouraging and listening to students' views	72.1%	Good
Encouraging and listening to parents' views	71.3%	Good
Criteria improving since previous surveys		Requires improvement
Significant improvements versus significant declines		Requires improvement
Exam results	62.0%	Requires improvement
Ratio of parents saying school improving versus declining		Inadequate

#### Strengths

- Encouraging and listening to students' views
- Encouraging and listening to parents' views

#### Weaknesses

- Ratio of parents saying school improving versus declining
- Exam results

Your average parental grade for this section = 2.8 = Requires improvement = **Grade 3**

### Curriculum

Encouraging students activity in the local community	69.2%	Good
Teaching students with special needs	69.2%	Good
Tailoring child's work to their needs and ability	69.0%	Good
Ensuring students do best and make good progress	69.0%	Good
Developing potential	66.3%	Good
Choice of subjects	66.2%	Good
Careers advice	65.9%	Good
Exam results	62.0%	Requires improvement

#### Strengths

- Encouraging students activity in the local community
- Teaching students with special needs
- Tailoring child's work to their needs and ability

#### Weaknesses

- Exam results
- Careers advice
- Choice of subjects

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

### Citizenship

School discipline	77.2%	Outstanding
Developing moral values	75.7%	Outstanding
Control of bullying	73.0%	Good
Treating all students fairly and equally	72.8%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Social health education	70.2%	Good

#### Strengths

- School discipline
- Developing moral values

#### Weaknesses

- Social health education
- Community spirit

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

### Leadership

Encouraging and listening to students' views	72.1%	Good
Encouraging and listening to parents' views	71.3%	Good
Quality of school management	70.1%	Good
Explaining to parents how to help their child	67.6%	Good
School communication	66.7%	Good
Criteria improving since previous surveys		Requires improvement
Average of academic subject ratings		Inadequate

#### Strengths

- Encouraging and listening to students' views
- Encouraging and listening to parents' views

#### Weaknesses

- Average of academic subject ratings
- Criteria improving since previous surveys

Your average parental grade for this section = 2.4 = Good = **Grade 2 ( - )**

### Continuous Professional Development

Your own assessment is required here.

## Safeguarding

School discipline	77.2%	Outstanding
Attitude of non-teaching support staff	75.7%	Outstanding
Developing moral values	75.7%	Outstanding
Caring teachers	75.6%	Outstanding
School security	75.1%	Outstanding
Control of bullying	73.0%	Good
Treating all students fairly and equally	72.8%	Good
Promoting racial harmony	71.5%	Good
Truancy control	71.2%	Good
Community spirit	70.8%	Good
Social health education	70.2%	Good
Quality of school management	70.1%	Good
Looking after students well	69.7%	Good

### Strengths

- School discipline
- Attitude of non-teaching support staff
- Developing moral values

### Weaknesses

- Looking after students well
- Quality of school management
- Social health education

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

## Governance

School security	75.1%	Outstanding
Treating all students fairly and equally	72.8%	Good
Promoting racial harmony	71.5%	Good
Quality of school management	70.1%	Good
Teaching students with special needs	69.2%	Good
Tailoring child's work to their needs and ability	69.0%	Good

### Strengths

- School security
- Treating all students fairly and equally

### Weaknesses

- Tailoring child's work to their needs and ability
- Teaching students with special needs

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

## Use of the Pupil Premium

Your own assessment is required here.

## Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

## Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

## Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 2.1 = Good = **Grade 2**

## To reach the next grade

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

- Vision and Values
- Self-evaluation and Improvement
- Curriculum
- Citizenship
- Leadership
- Safeguarding
- Governance



## Spiritual, Moral, Social and Cultural Development

### Spiritual Development

Happiness of child	73.7%	Good
Encouraging and listening to students' views	72.1%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good

#### Strengths

- Happiness of child

#### Weaknesses

- Community spirit

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

### Moral Development

School discipline	77.2%	Outstanding
Developing moral values	75.7%	Outstanding
Community spirit	70.8%	Good
Social health education	70.2%	Good

#### Strengths

- School discipline

#### Weaknesses

- Social health education

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

### Social Development

Developing moral values	75.7%	Outstanding
Developing confidence	75.0%	Outstanding
Control of bullying	73.0%	Good
Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Social health education	70.2%	Good
Encouraging students activity in the local community	69.2%	Good

#### Strengths

- Developing moral values
- Developing confidence

#### Weaknesses

- Encouraging students activity in the local community
- Social health education

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

### Cultural Development

Promoting racial harmony	71.5%	Good
Community spirit	70.8%	Good
Encouraging students activity in the local community	69.2%	Good

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

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

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 1.8 = Good = **Grade 2**

### To reach the next grade

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

- Spiritual Development
- Social Development
- Cultural Development

## Overall effectiveness

### Summary

Quality of teaching, Learning and Assessment	2.1	Good	Grade 2
Personal Development, Behaviour and Welfare	1.7	Good	Grade 2 ( + )
Outcomes for Pupils	2.6	Requires improvement	Grade 3 ( + )
Effectiveness of Leadership and Management	2.1	Good	Grade 2
Spiritual, Moral, Social and Cultural Development	1.8	Good	Grade 2

### Summary grade – Overall effectiveness

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

### To reach the next grade

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

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

## Unexpected results

---

### Analysis to investigate unexpected or unusual year group results

---

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

Our research shows us that typically, average scores of many criteria do change as students get older; some scores improve whilst others decline, or show a dip or a spike in a particular year group. There are many reasons for why these differences occur; for example because a subject is dropped in year 9 or because some issues become more or less important as students progress through the school.

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

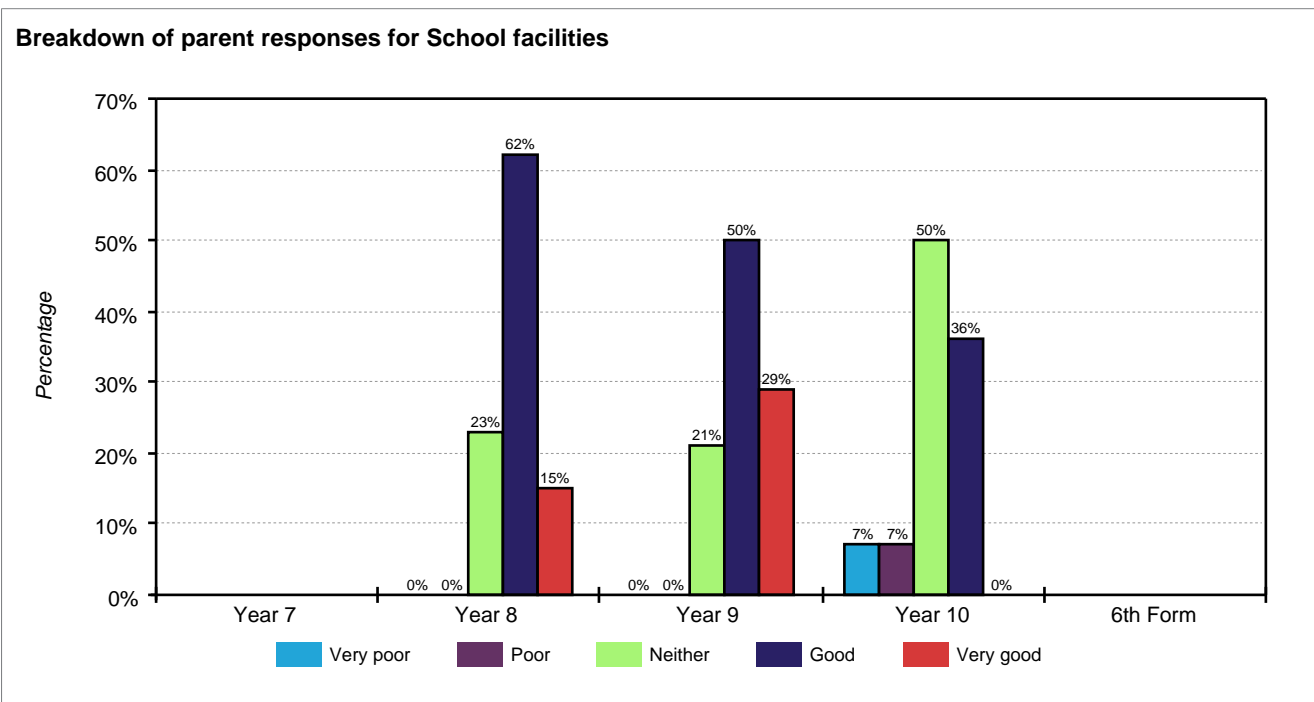
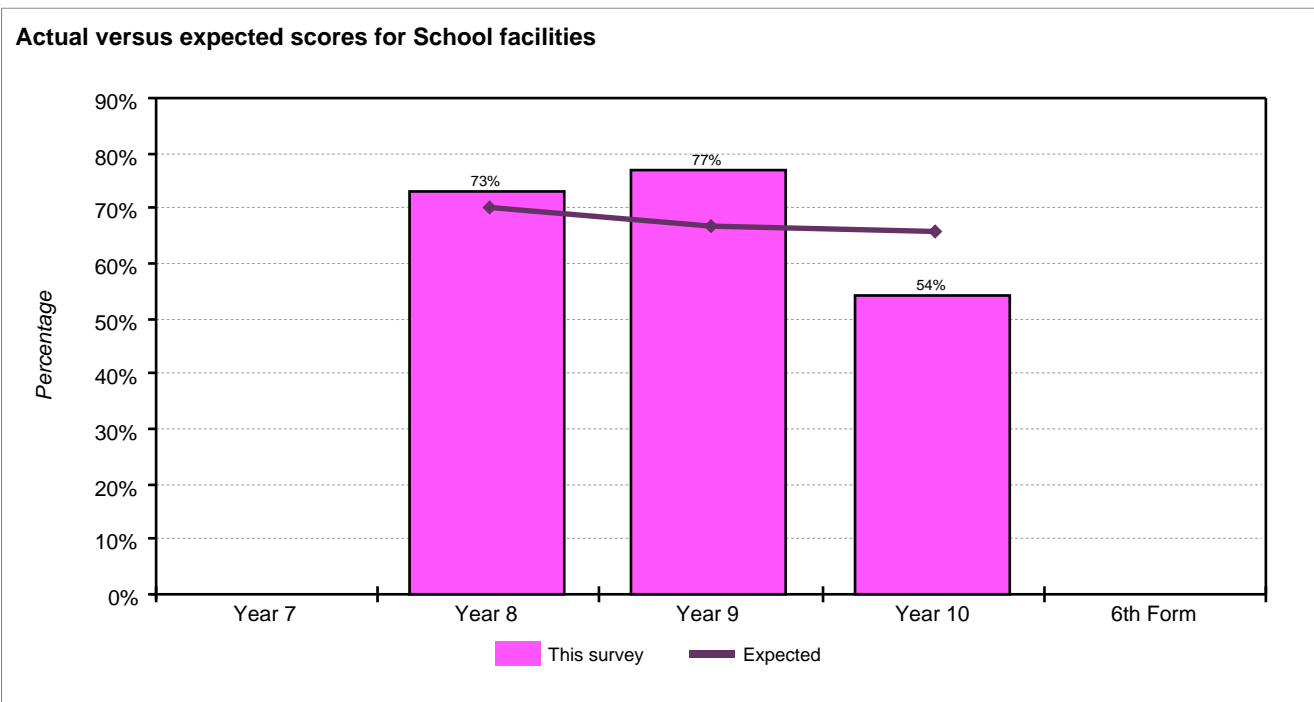
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

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

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

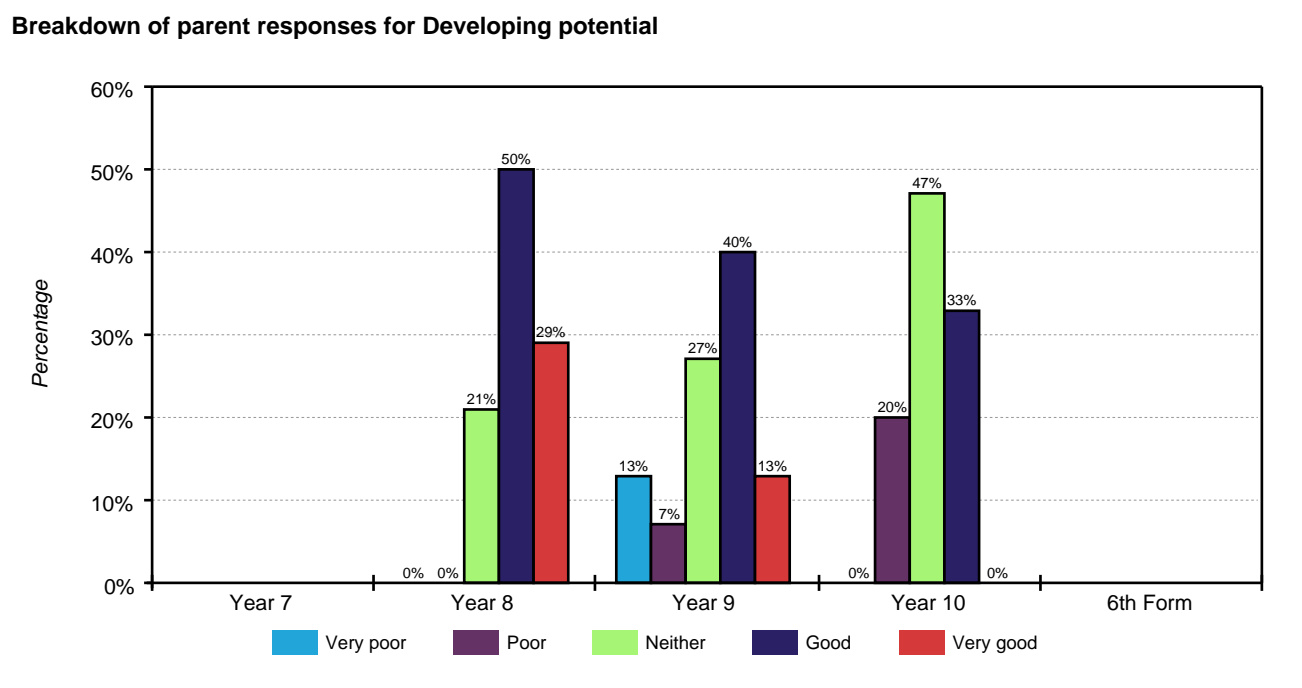
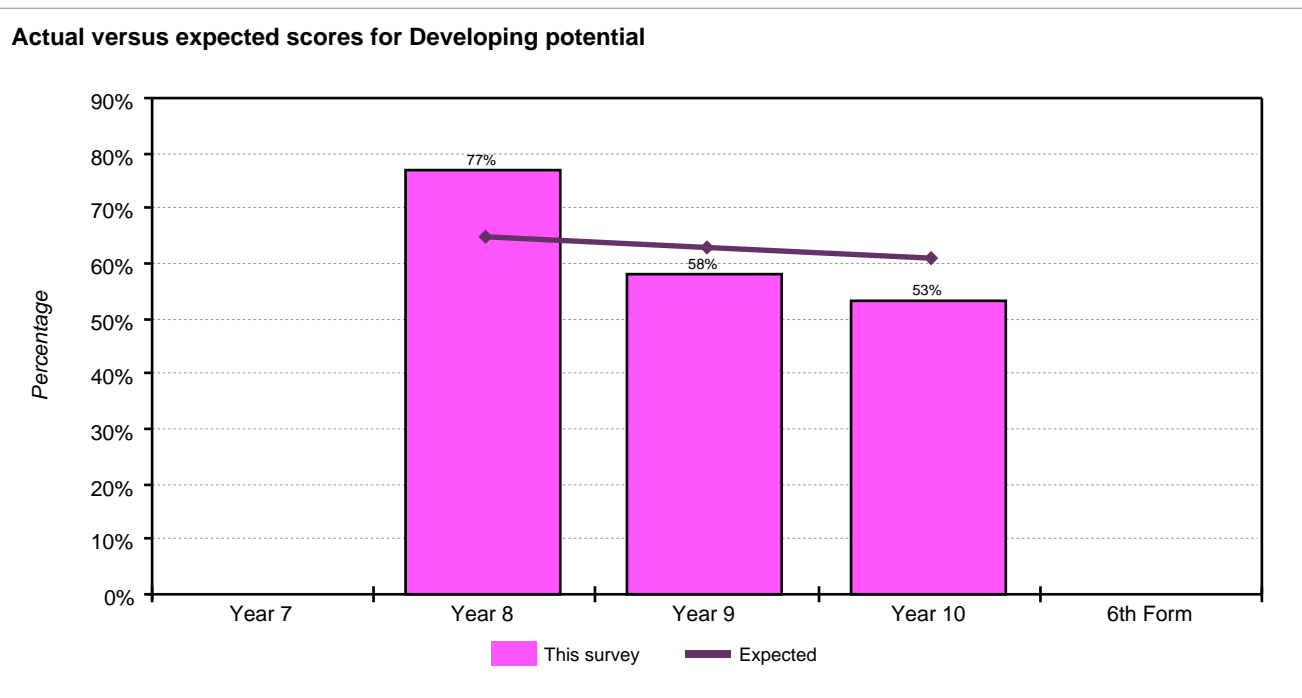
## Unexpected results for ‘School facilities’

- The contribution towards the score for School facilities was lower than expected for Year 10.



## Unexpected results for ‘Developing potential’

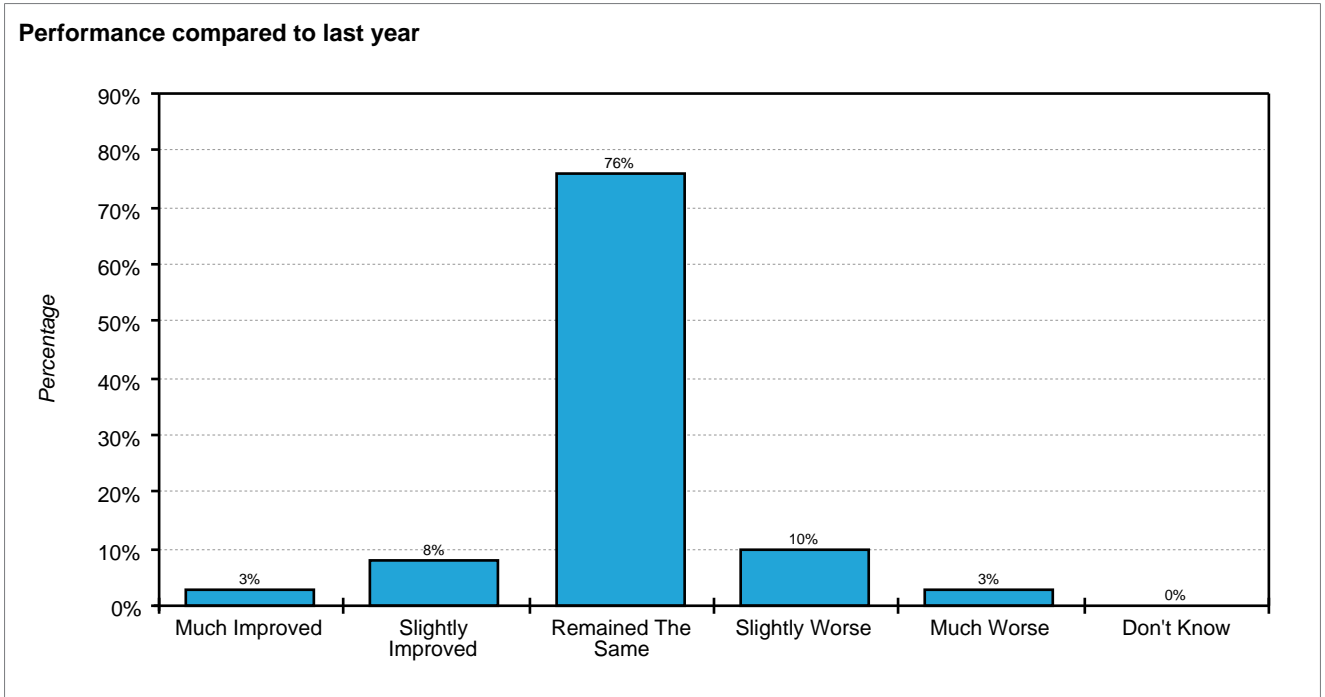
- The contribution towards the score for Developing potential was higher than expected for Year 8.



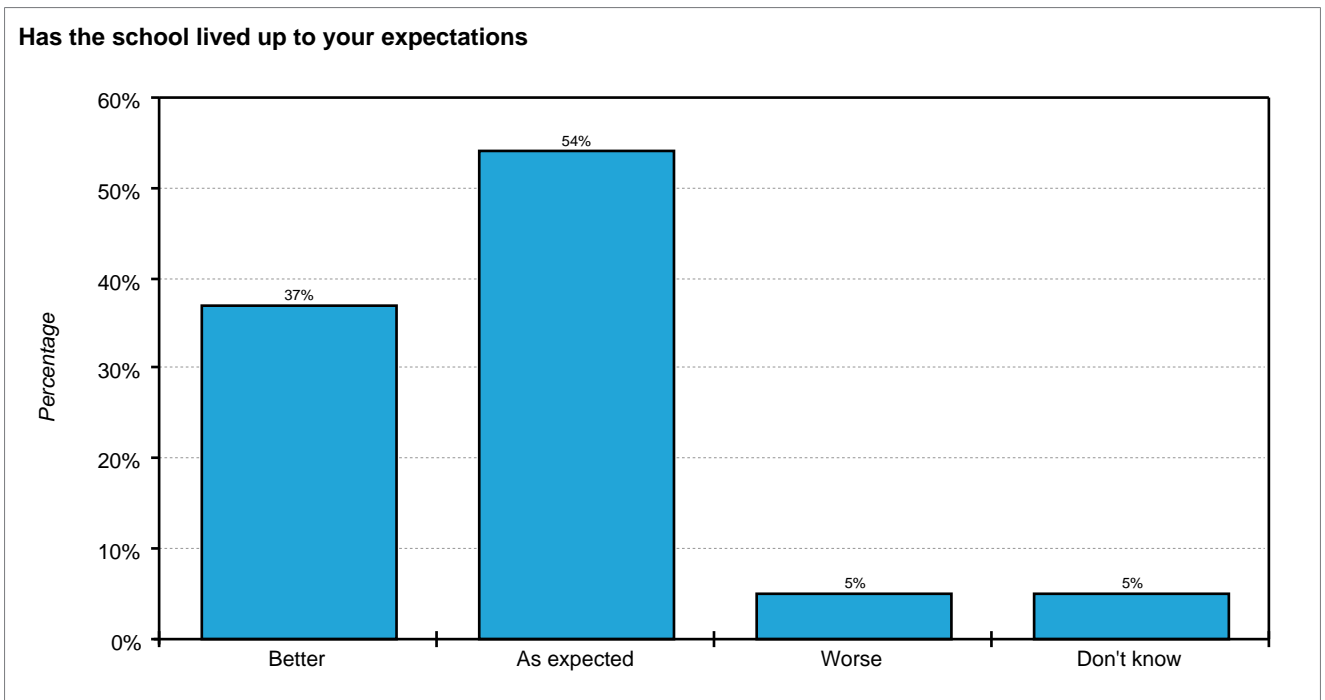
## Standard analysis

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

### Performance and expectations



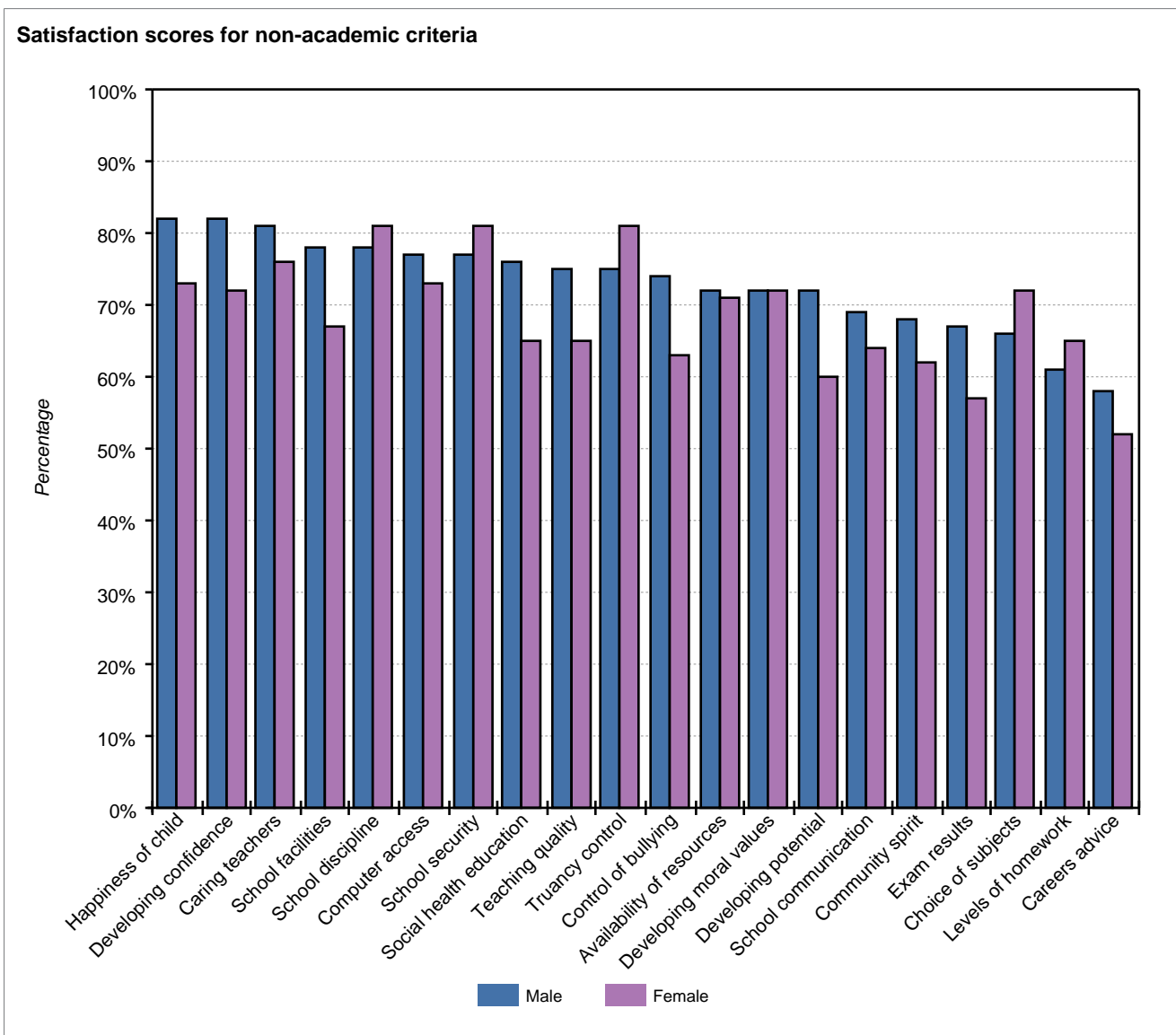
- Of the parents whose children were not in their first year at the school 11% said the school had improved over the last year and 13% thought that the school's performance was worse.



- Of the parents of new students, 5% felt that the school had not lived up to their expectations and 37% said the school was better than they had expected it to be.

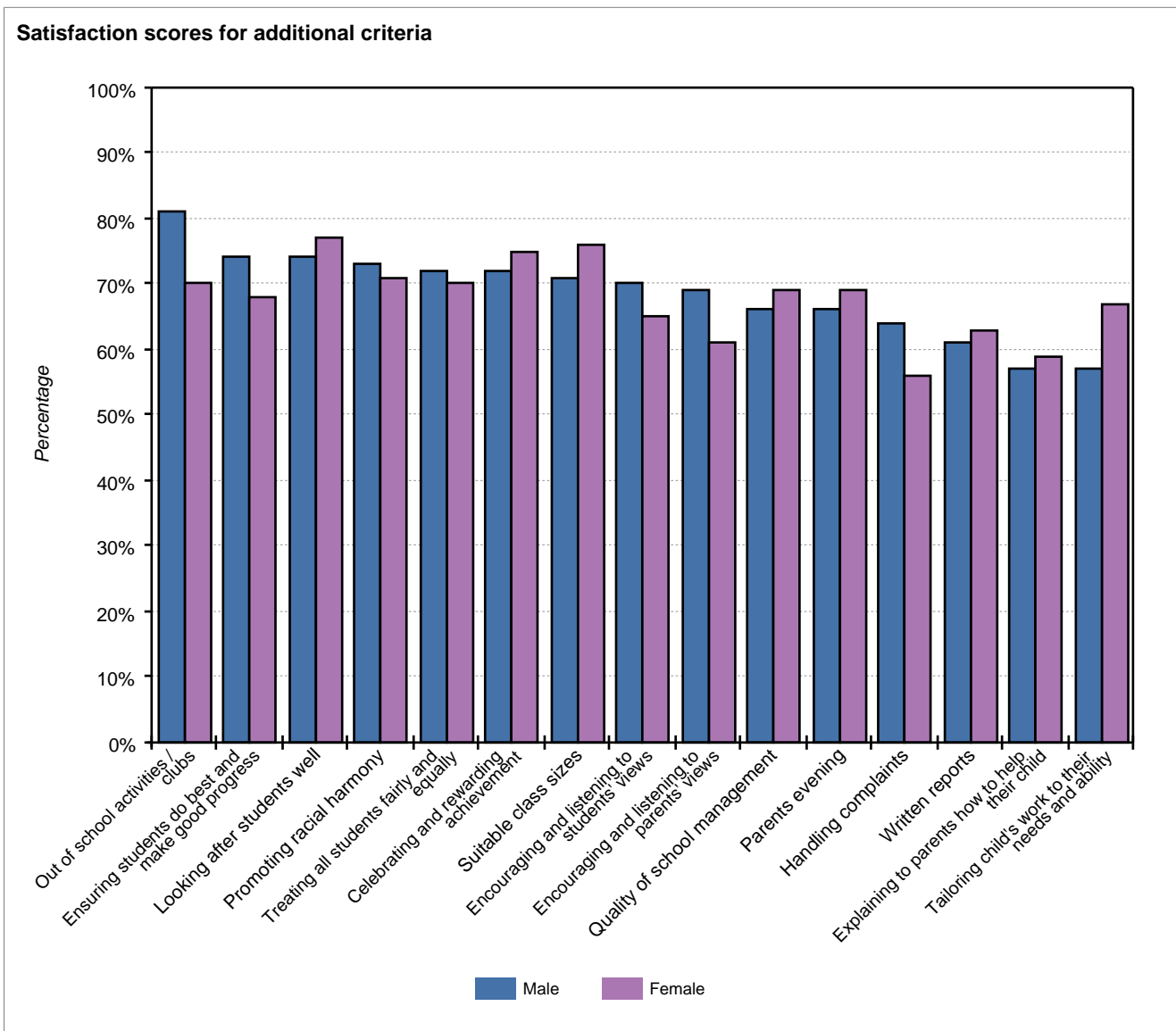
## Gender analysis

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



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Social health education	76.3	65.0 ▼
Teaching quality	74.7	65.0 ▼





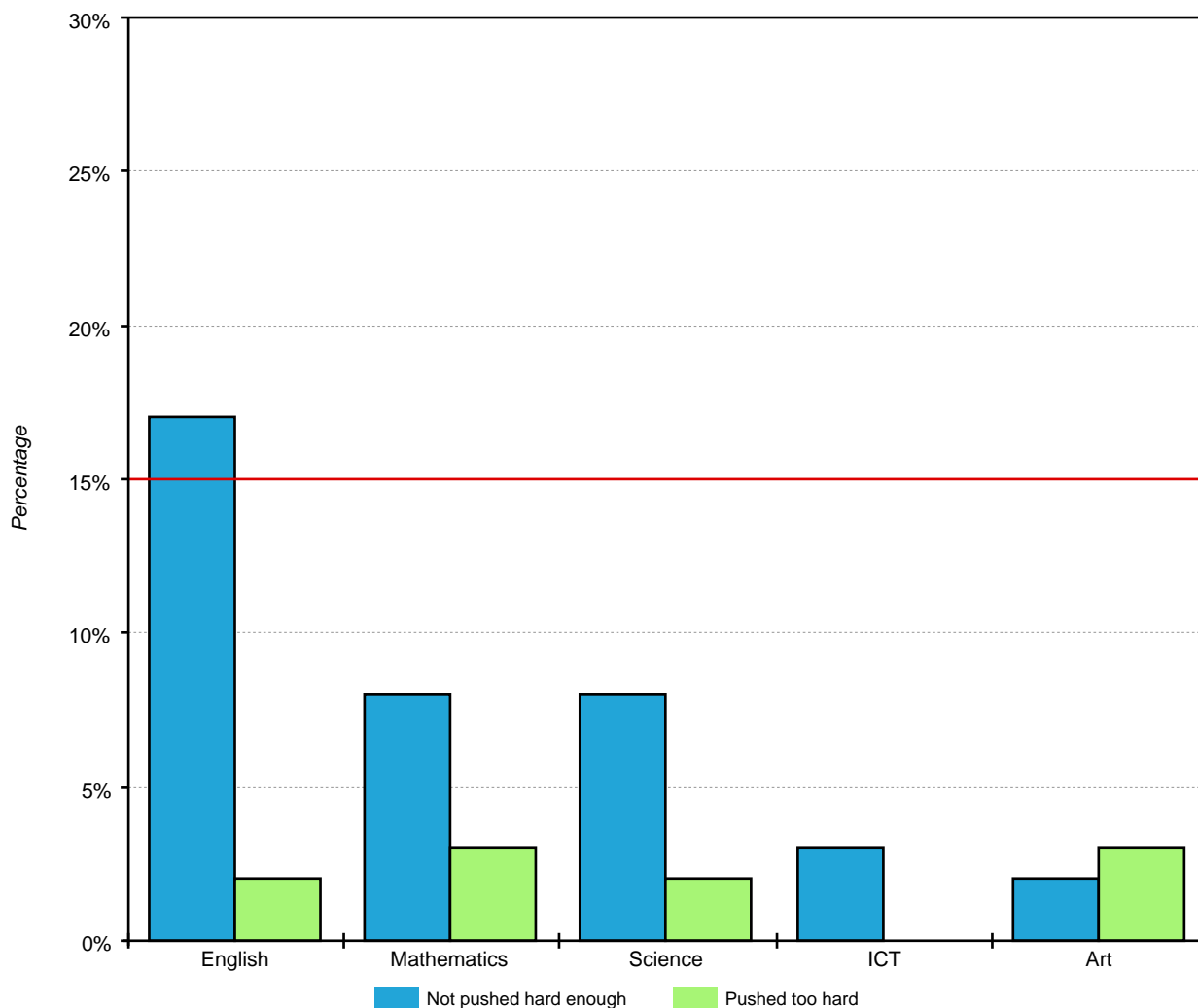
- There are no significant differences between the additional satisfaction scores for parents of female students and parents of male students.

## Academic stretch

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

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

Parents’ views on whether their children are being pushed too hard or not hard enough broken down by subject:

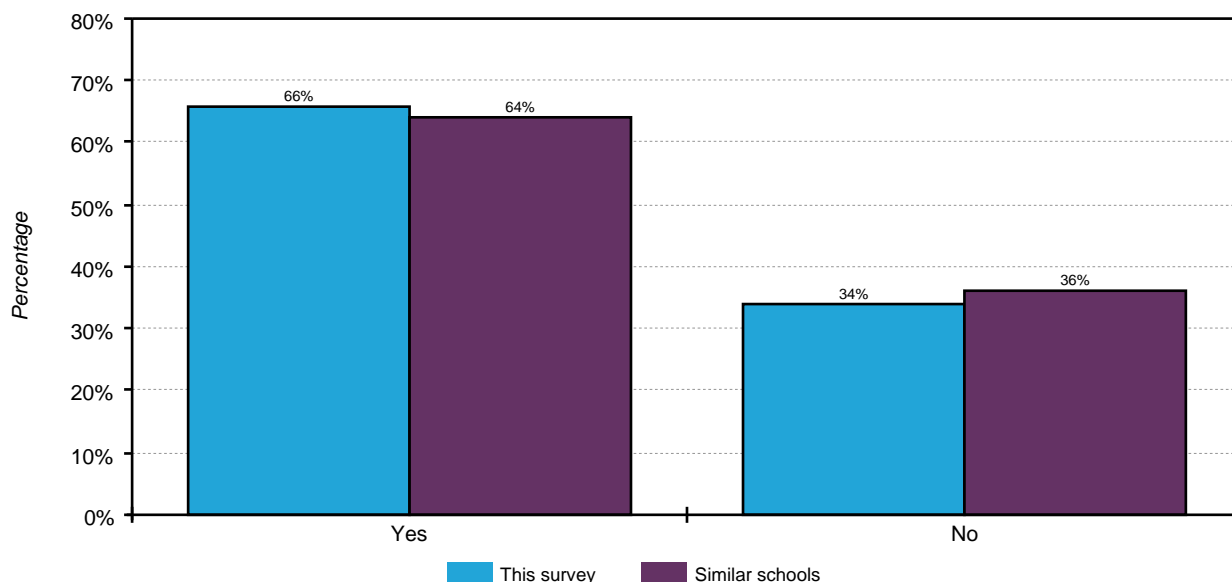


Academic stretch percentages	Not pushed hard enough		Pushed too hard	
	Yes	No	Yes	No
<b>This survey</b>	32.4	67.6	8.9	91.1
<b>Similar schools</b>	38.6	61.4	17.2	82.8

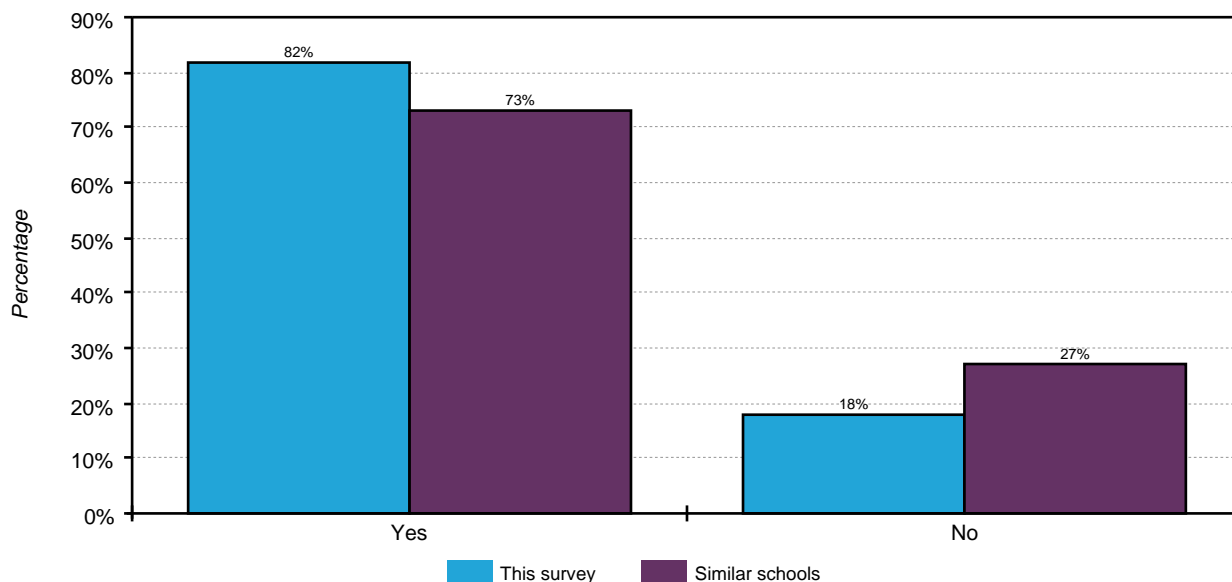
## Healthy lifestyle

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

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



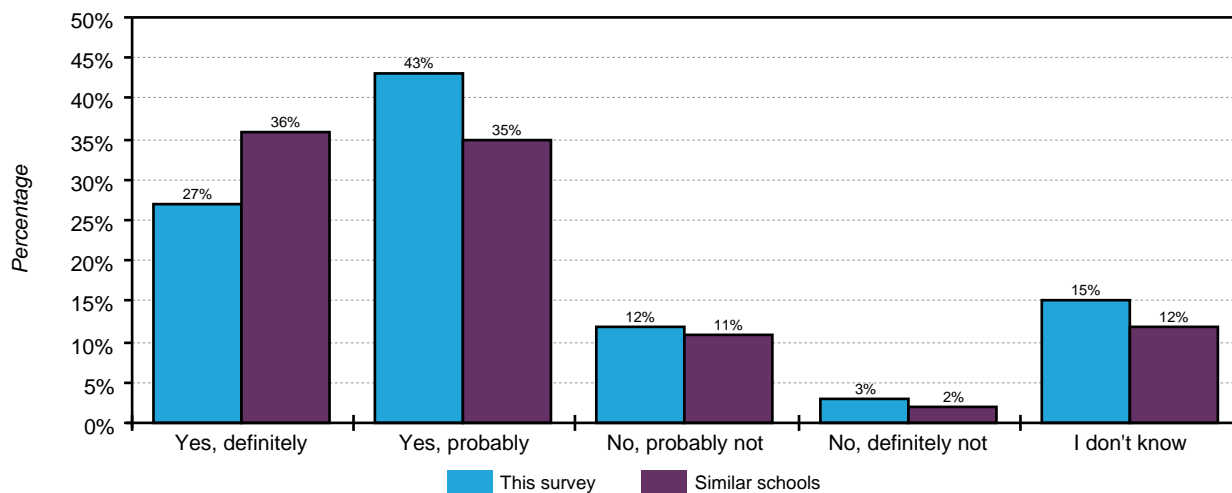
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'



## Parental values

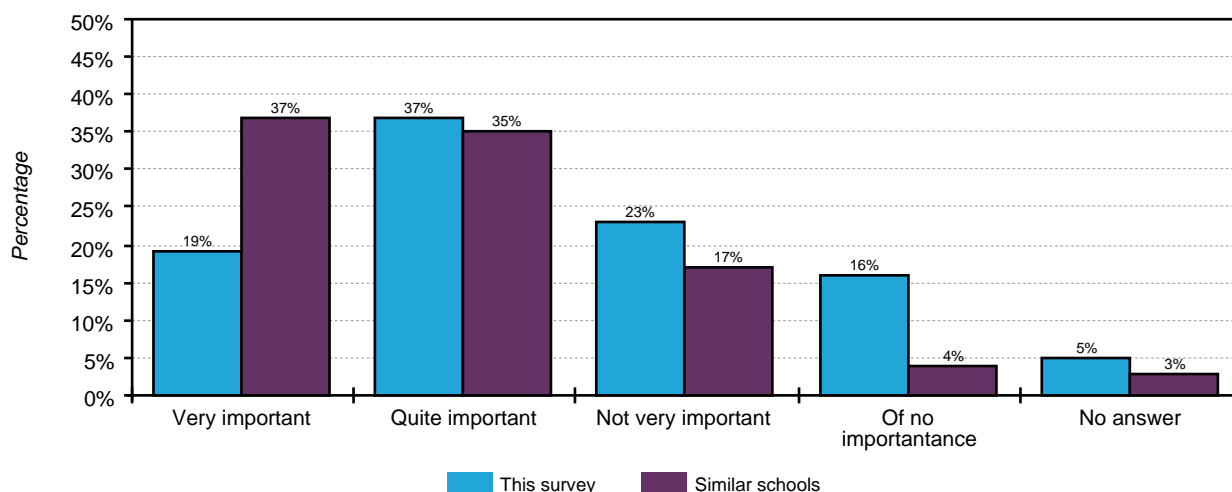
This section of the report summarises parental values and expectations.

Parents’ responses to the question: ‘Do you expect that your child will one day attend University?’



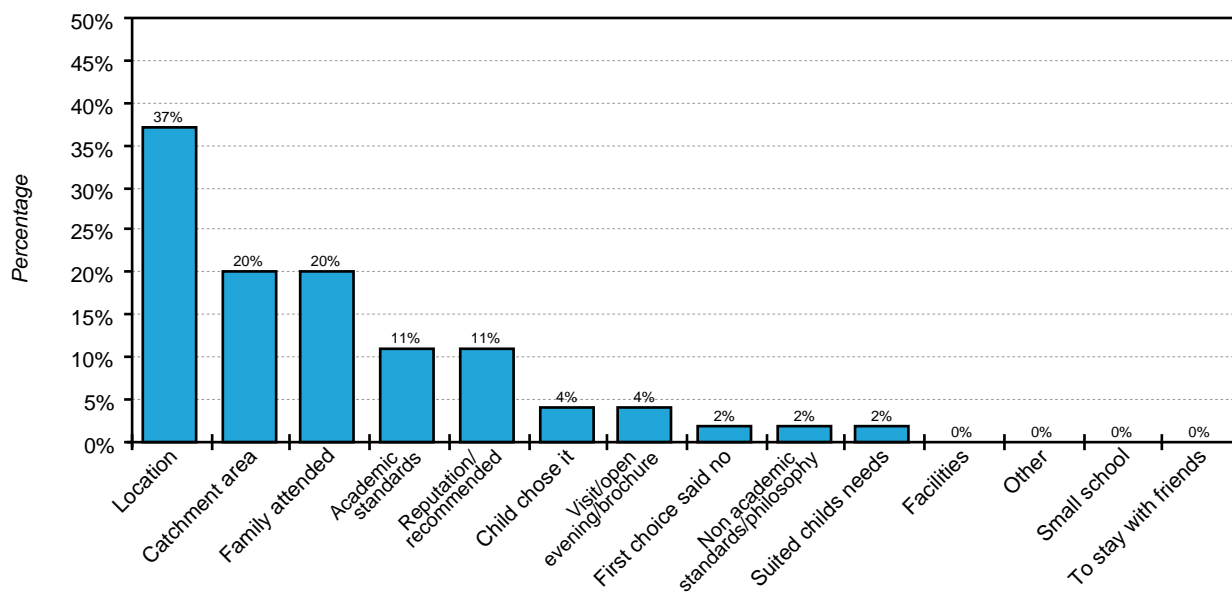
- 26.8% of parents think their child will definitely attend university – this differs from the views of parents at similar schools. 42.9% of parents think their child will probably attend university – this differs from the views of parents at similar schools.
- 11.9% of parents think their child will probably not attend university – this is broadly in line with views from parents at similar schools. 3.5% of parents think their child will definitely not attend university – this is broadly in line with views from parents at similar schools.

Parents’ responses to the question: ‘How important is it that your child goes to University?’



- 18.6% of parents think it is very important that their child goes to university – this differs from the views of parents at similar schools. 37.0% of parents think it is quite important that their child goes to university – this is broadly in line with views from parents at similar schools.
- 22.6% of parents think it is not very important that their child goes to university – this differs from the views of parents at similar schools. 16.4% of parents think it is not at all important that their child goes to university – this differs from the views of parents at similar schools.

**Parents’ responses to the question: ‘Why did you decide to send your child to Aylesford School and Sixth Form College?’**

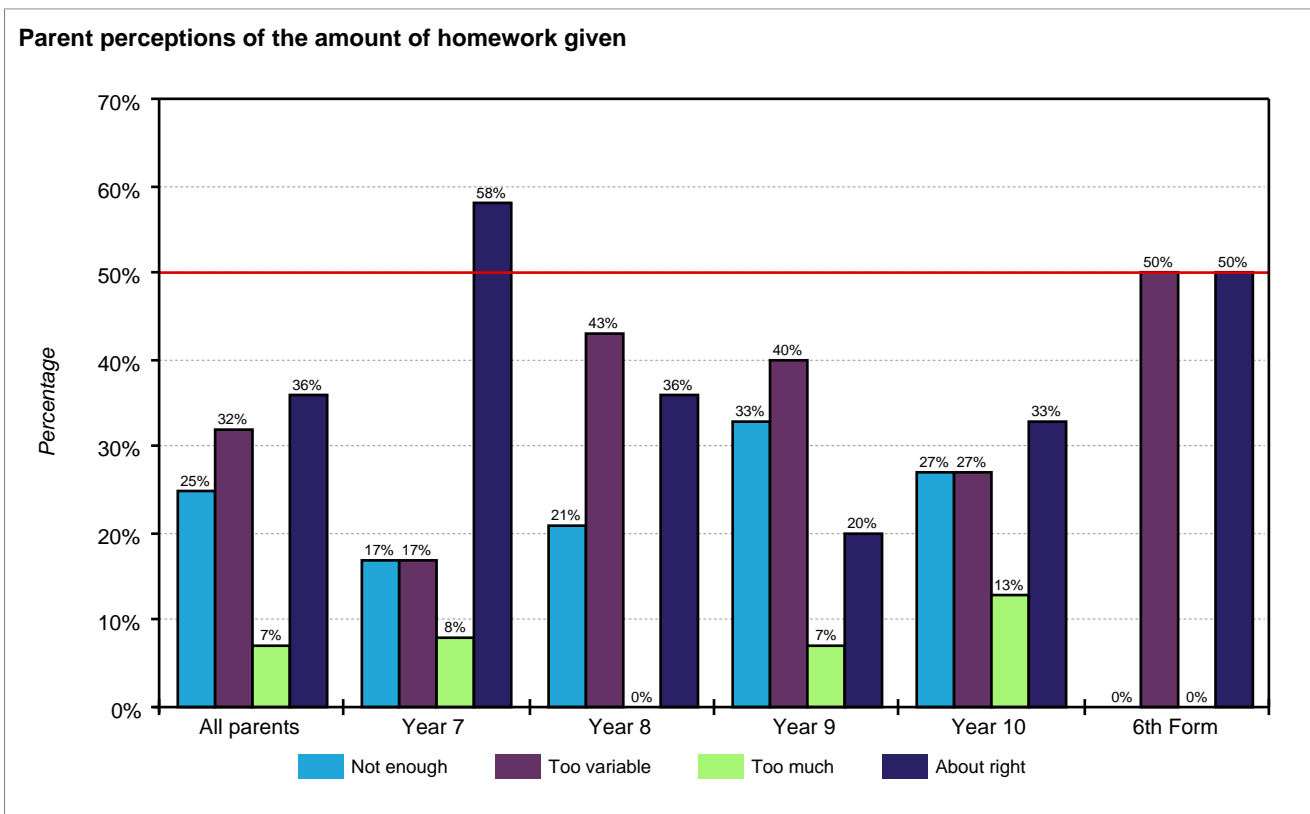


Some parents chose more than one option.

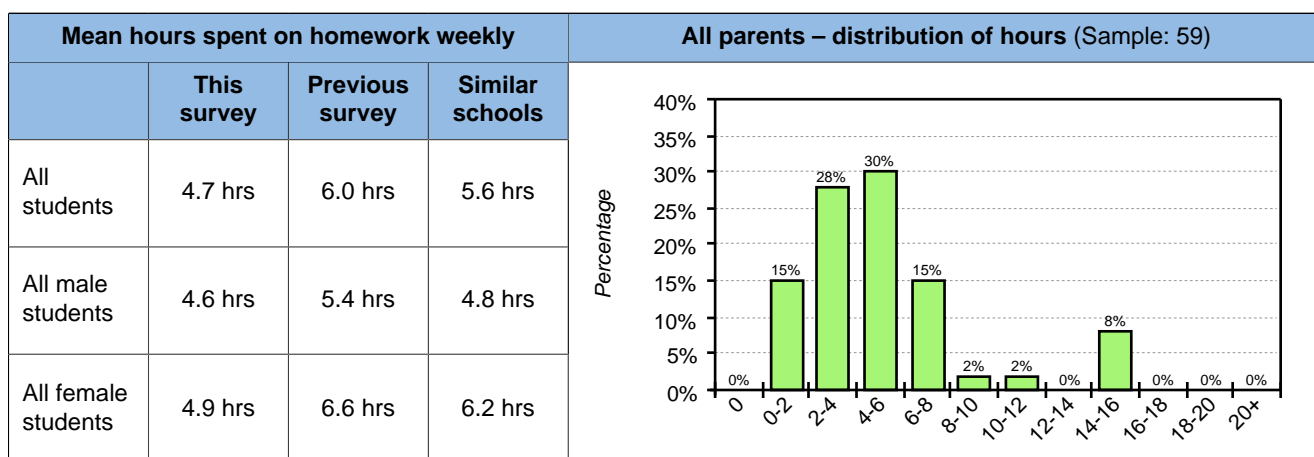
## Homework

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

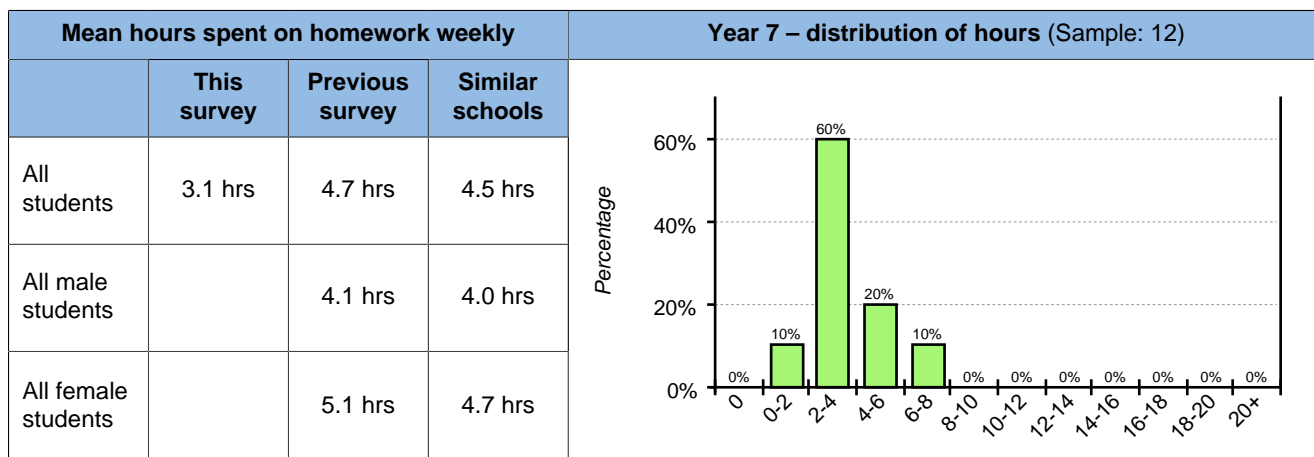
For this question, schools typically achieve more than 50% of parents who choose “about right”.



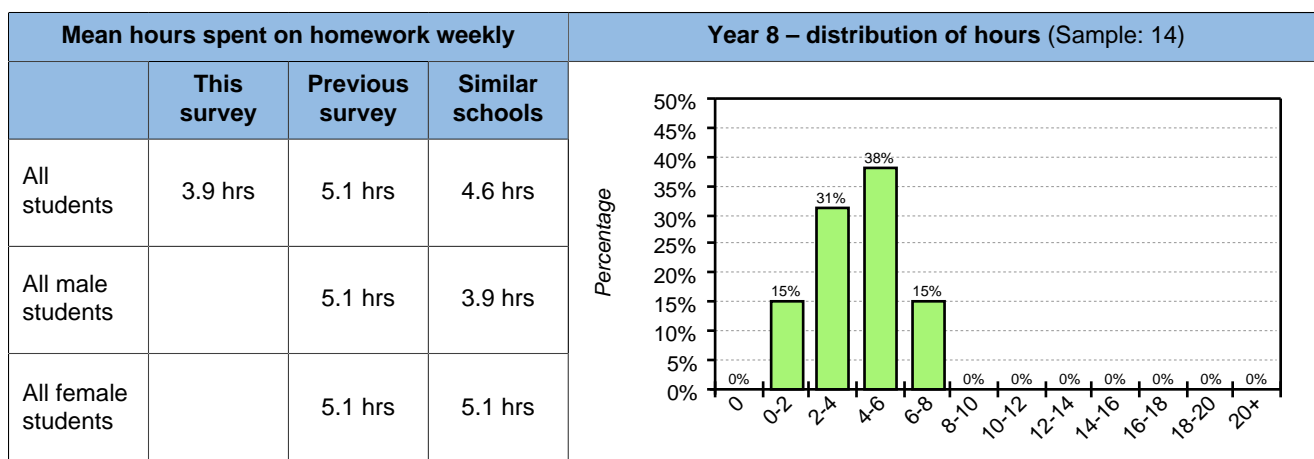
## Homework hours for All parents



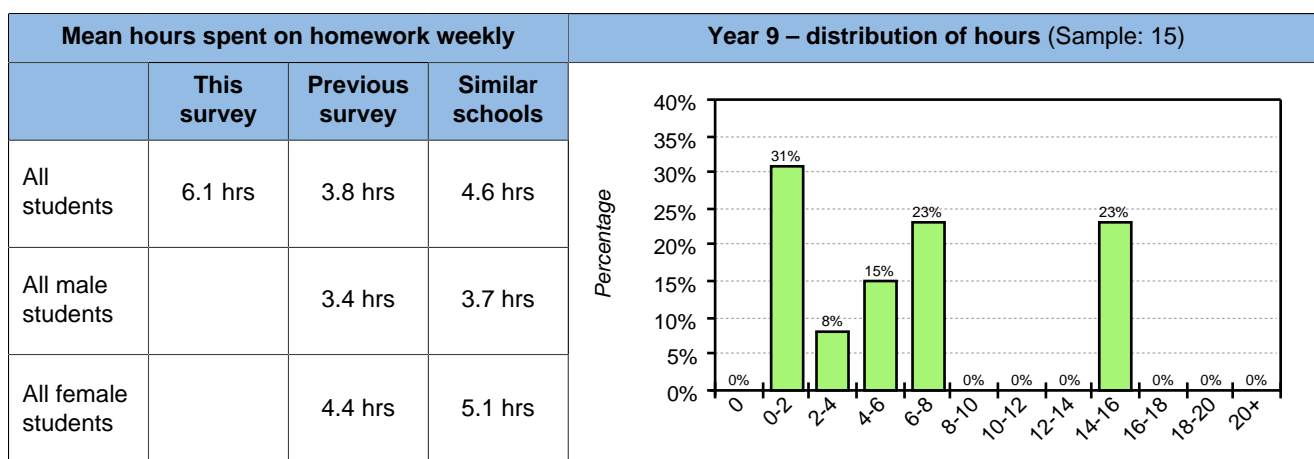
### Homework hours for Year 7



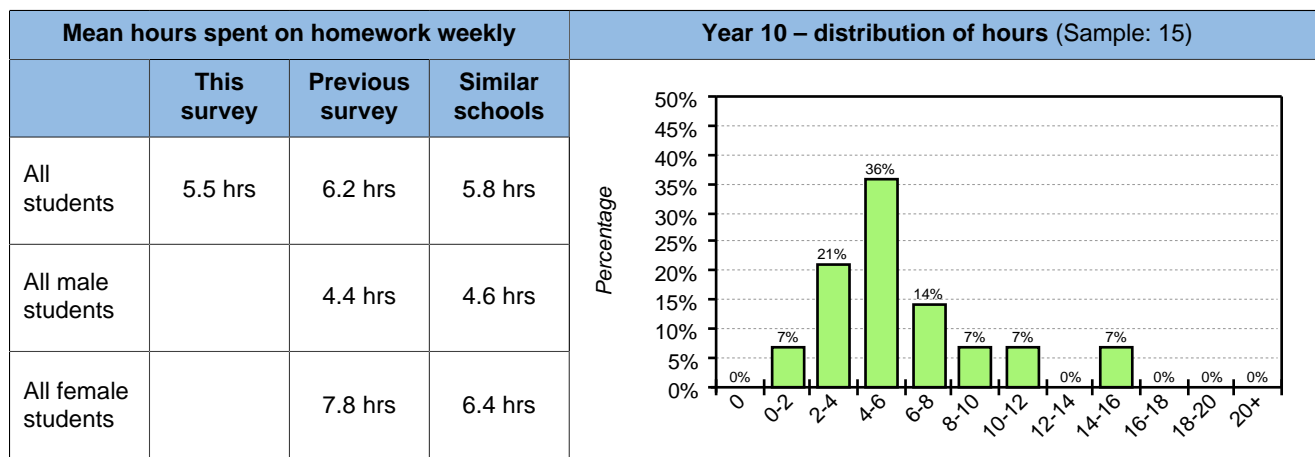
### Homework hours for Year 8



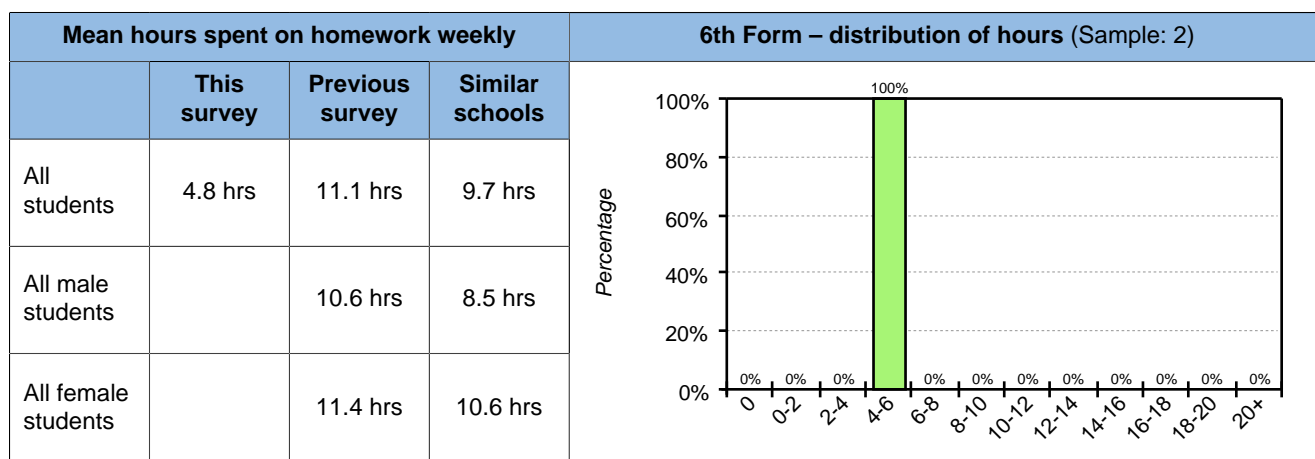
### Homework hours for Year 9



### Homework hours for Year 10



### Homework hours for 6th Form





## Year group analysis

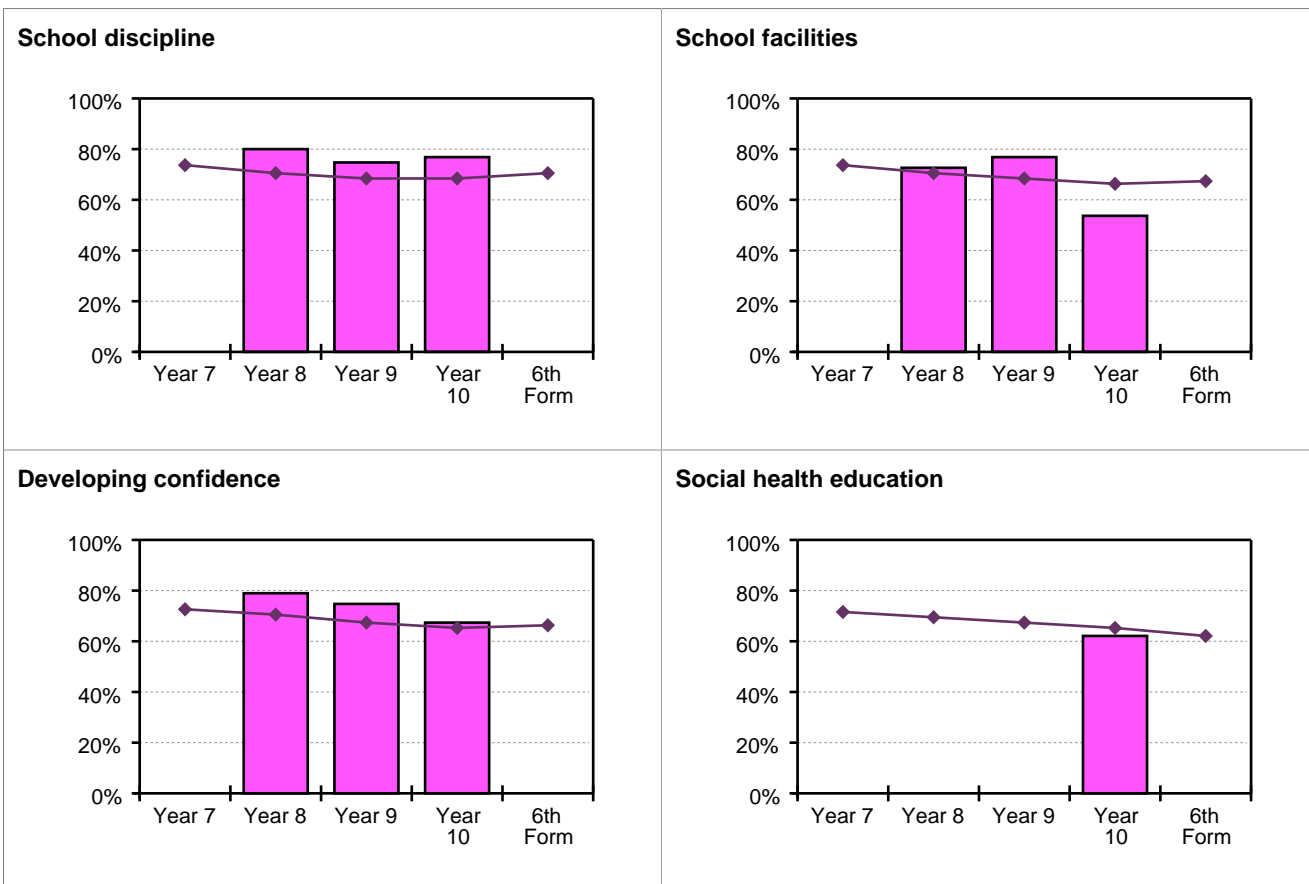
### Analysis of year group scores compared to national average

The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the line, students in that year group are more satisfied than the national average. If the bar is below the line, students in that year group are less satisfied than the national average. Any unusual results are explained in more detail in the unexpected results section of this report (see page 44).

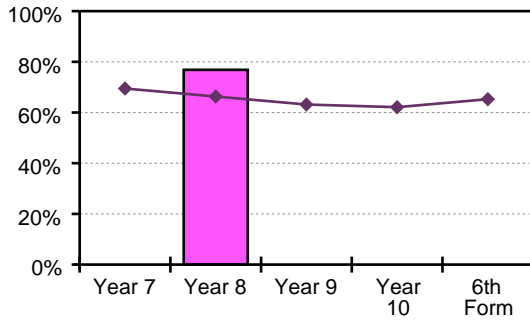
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

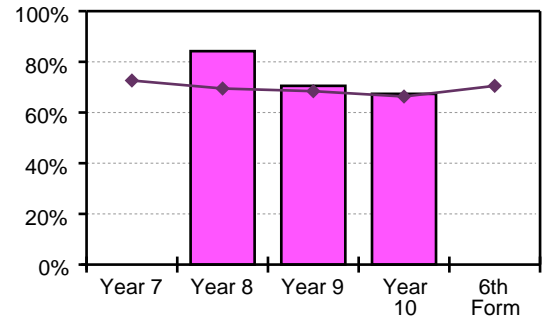
### Year group analysis compared to national averages for non-academic criteria



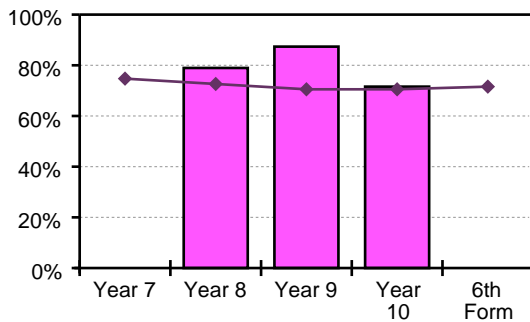
**Control of bullying**



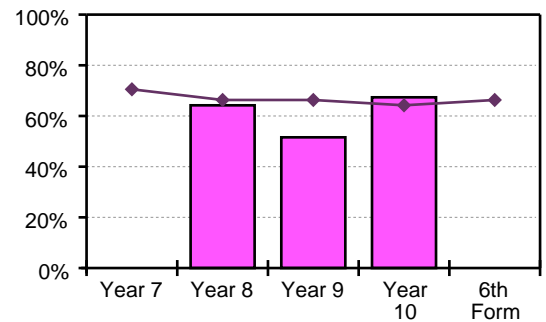
**Caring teachers**



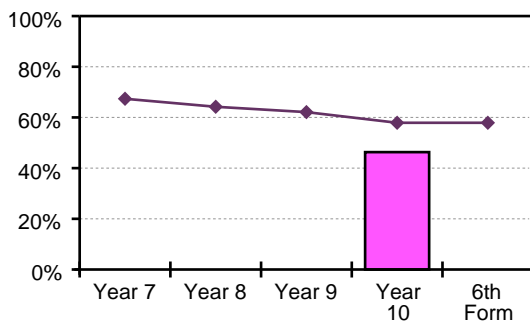
**School security**



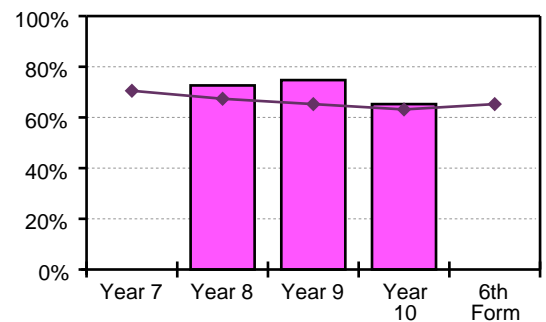
**School communication**



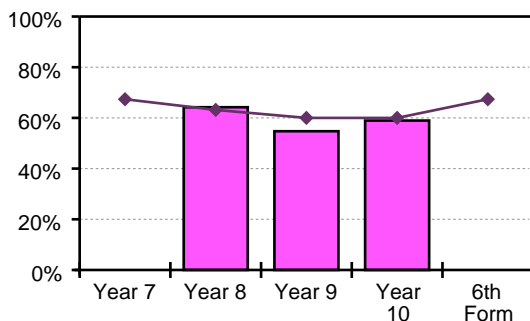
**Careers advice**



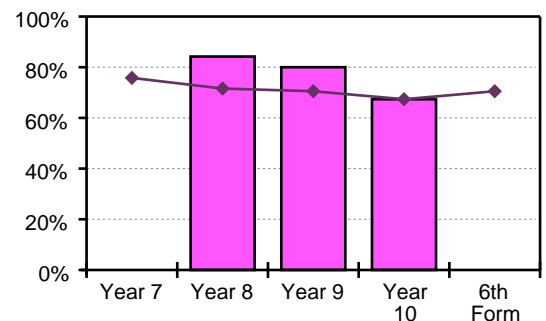
**Developing moral values**



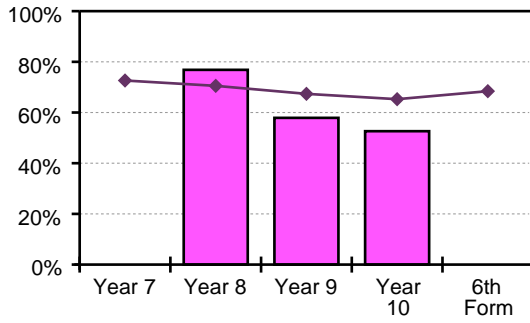
**Levels of homework**



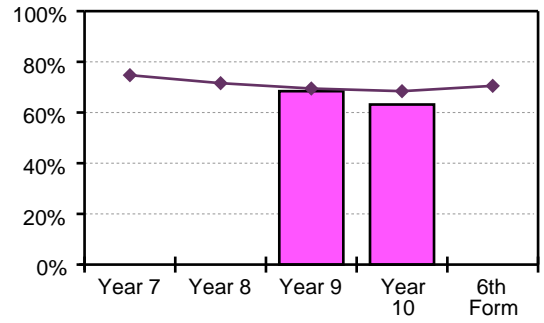
**Happiness of child**



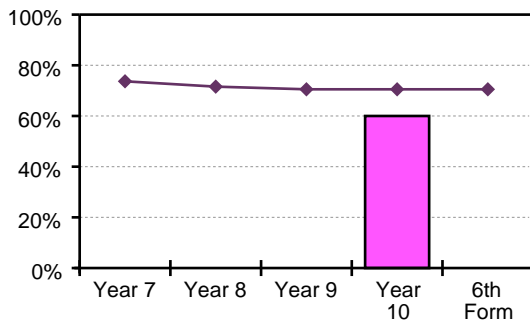
**Developing potential**



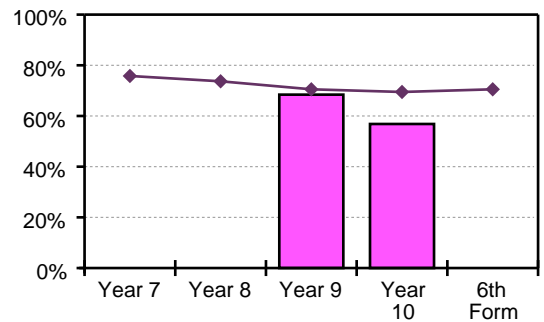
**Teaching quality**



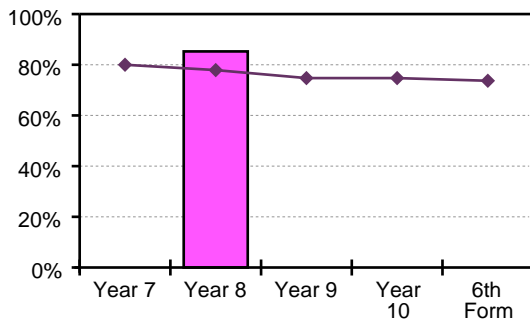
**Exam results**



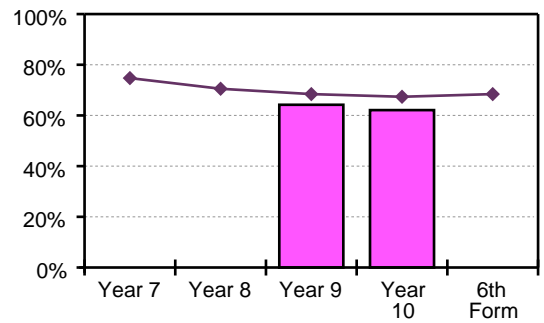
**Choice of subjects**



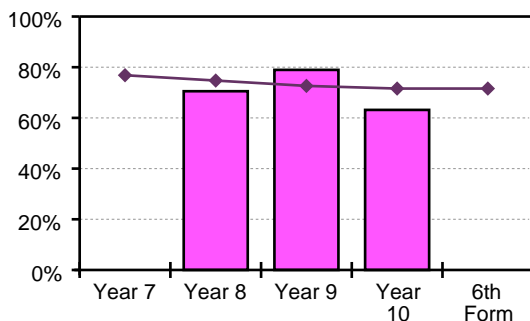
**Truancy control**



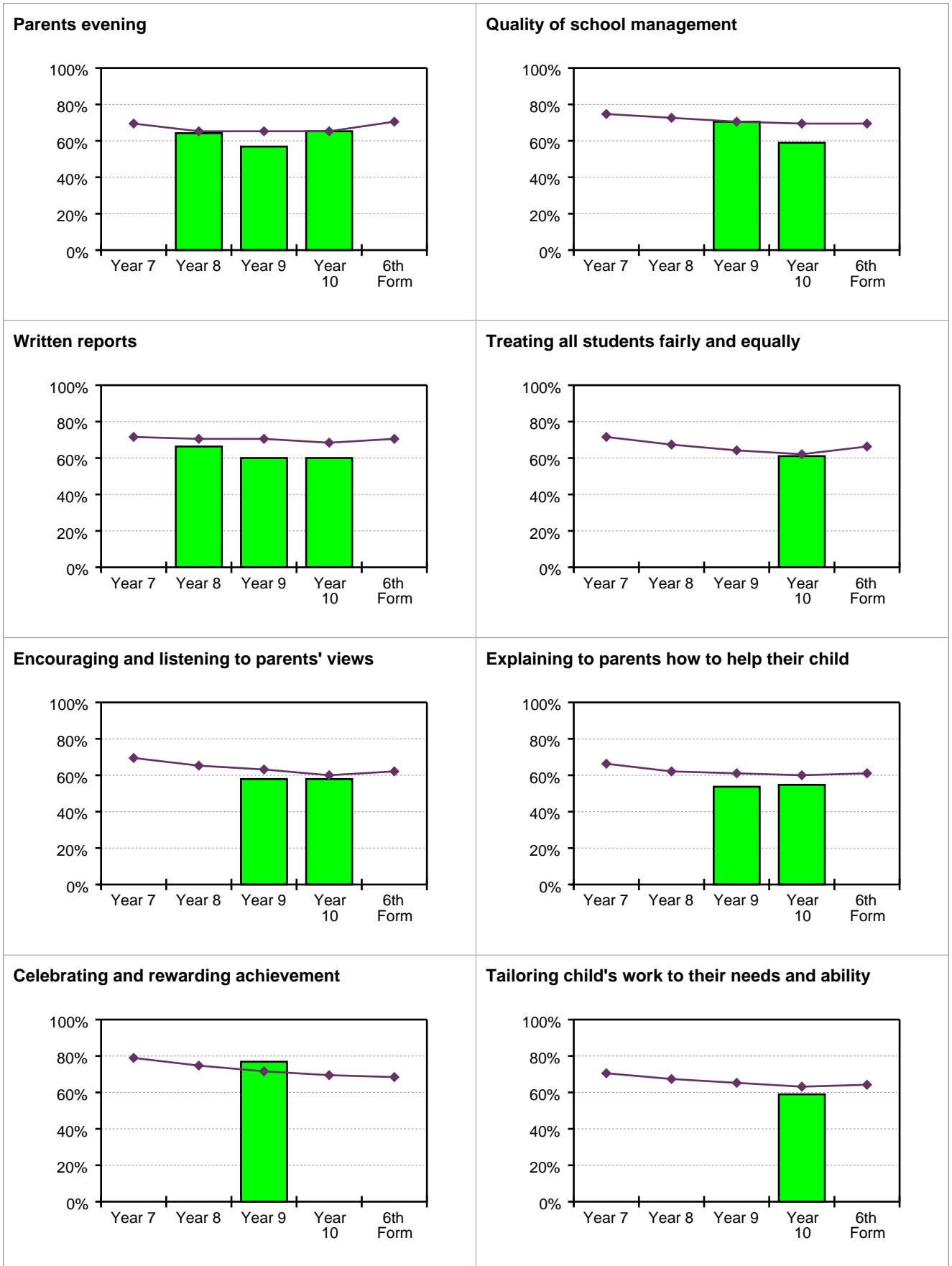
**Availability of resources**



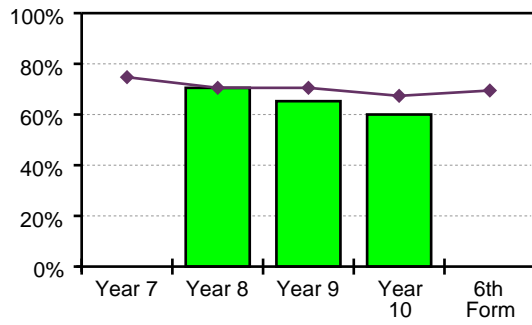
**Computer access**



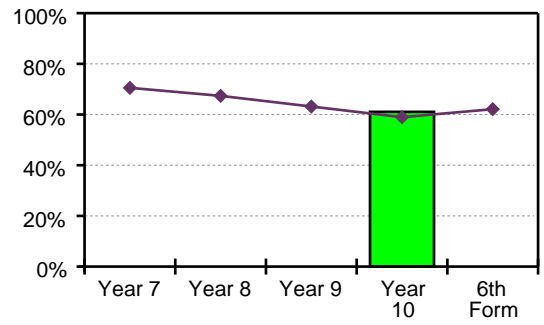
## Year group analysis compared to national averages for your additional surveyed criteria



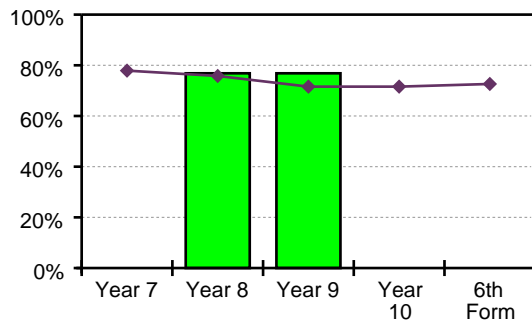
**Ensuring students do best and make good progress**



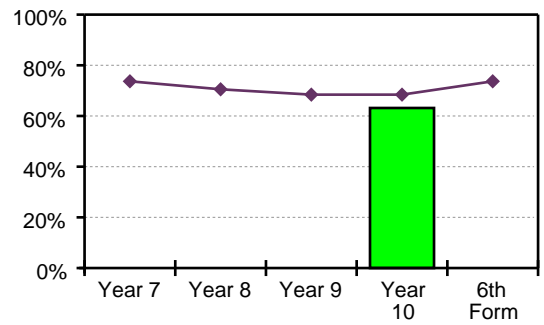
**Encouraging and listening to students' views**



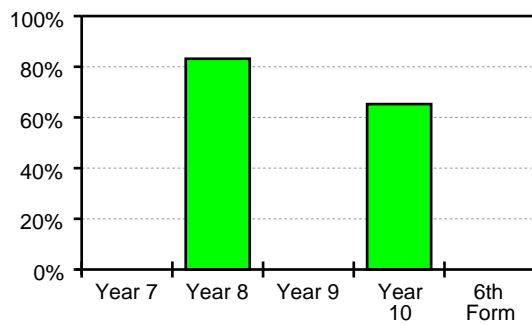
**Looking after students well**



**Suitable class sizes**



**Out of school activities / clubs**



# Time series analysis

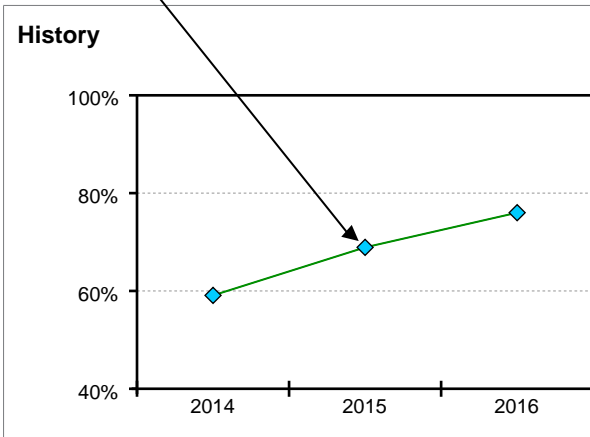
## Graphs showing trends for surveyed criteria over time

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

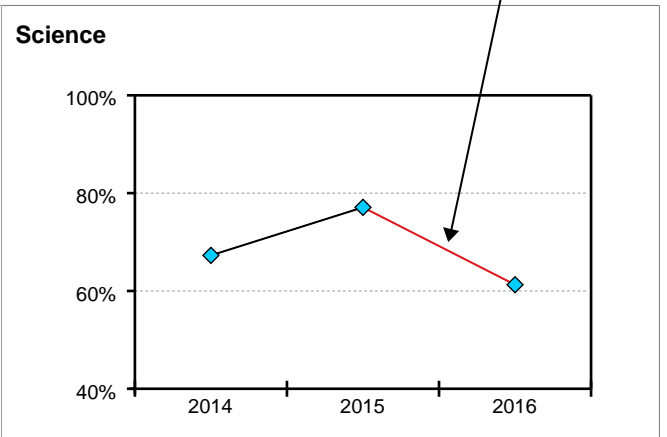
Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

## Example time series graphs

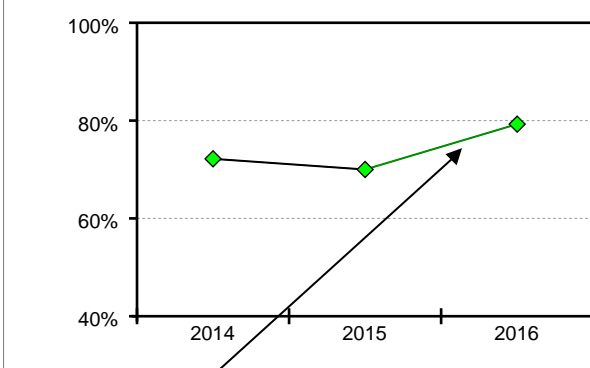
The score for History has significantly **increased** over the last three surveys.



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

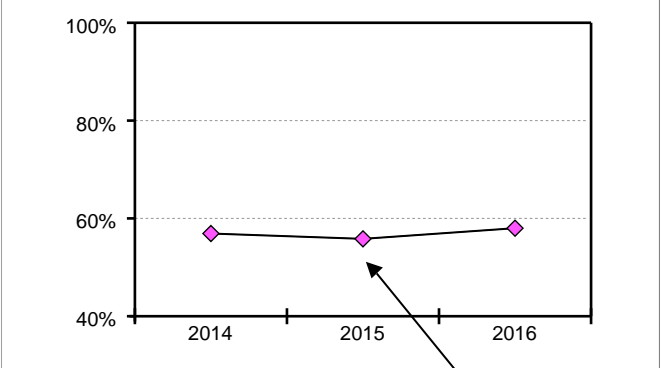


Extra curricular activities



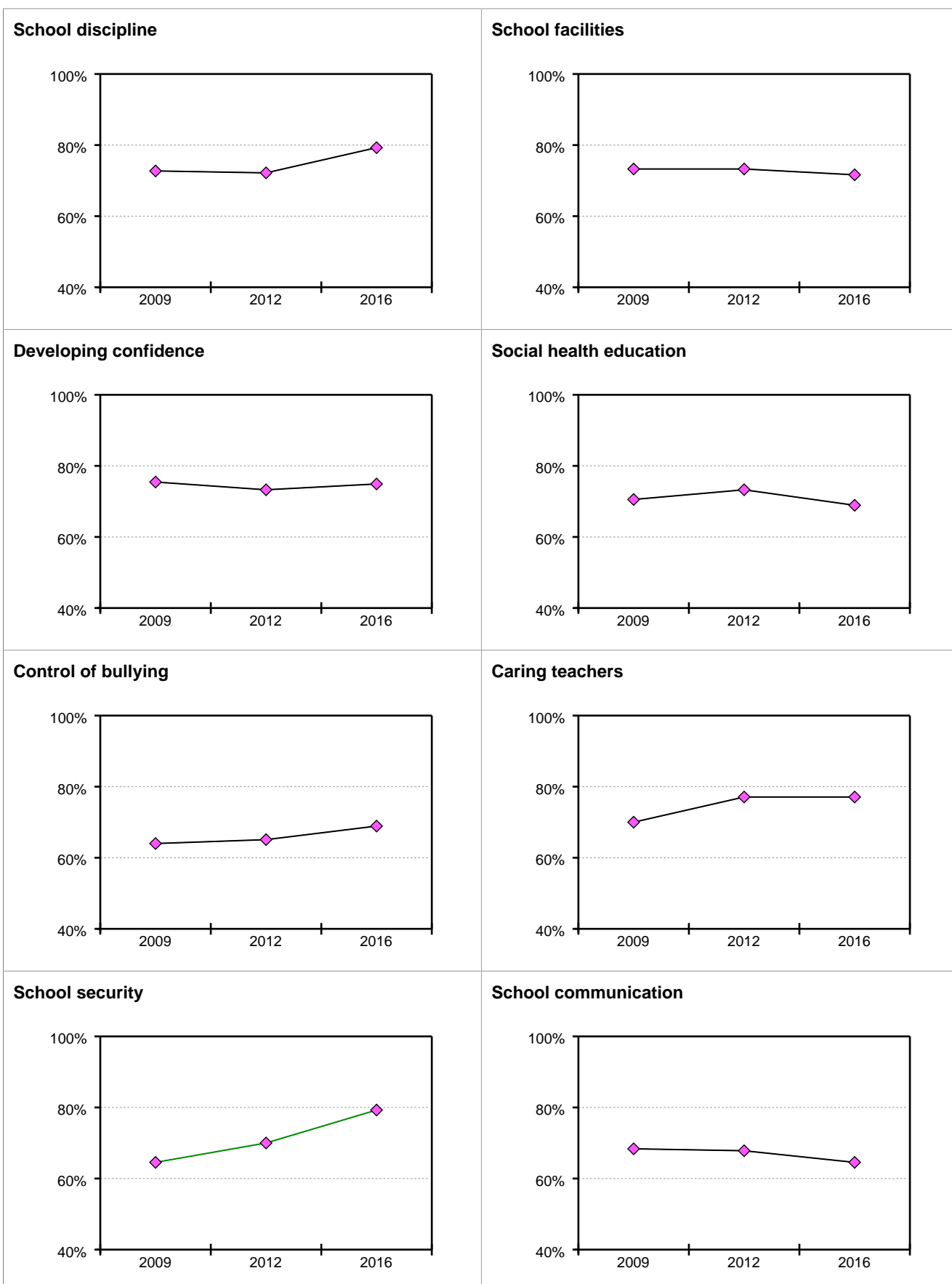
The score for Extra curricular activities has significantly **increased** since the last survey.

Careers advice

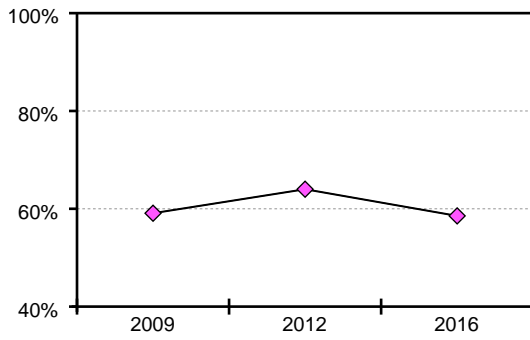


There has been no statistical difference in scores for Careers advice over the last three surveys.

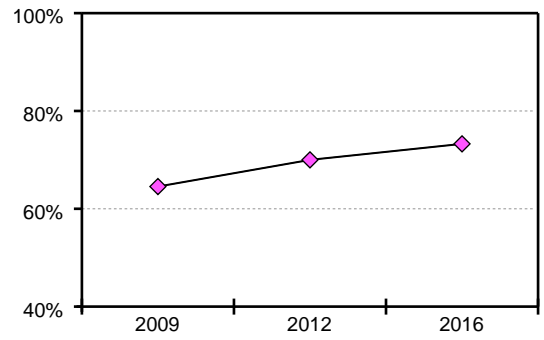
## Score trends over time for non-academic criteria



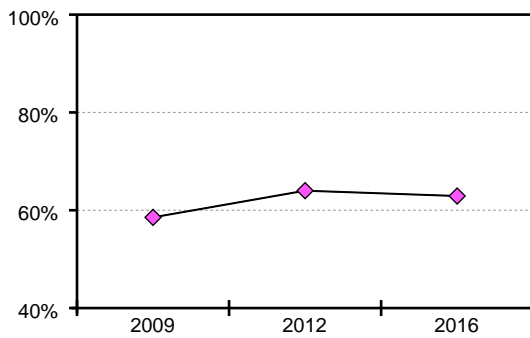
**Careers advice**



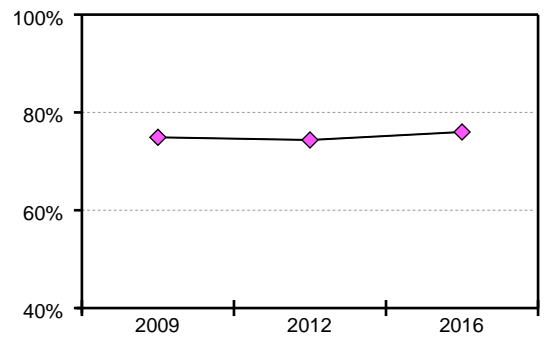
**Developing moral values**



**Levels of homework**



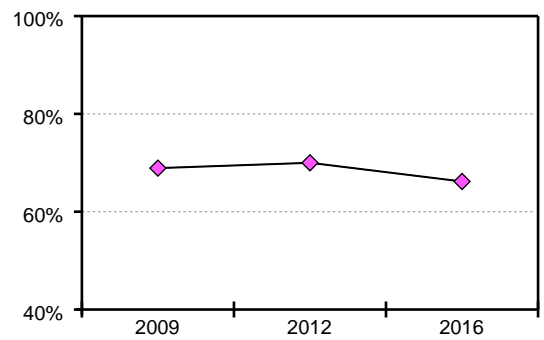
**Happiness of child**



**Community spirit**



**Developing potential**



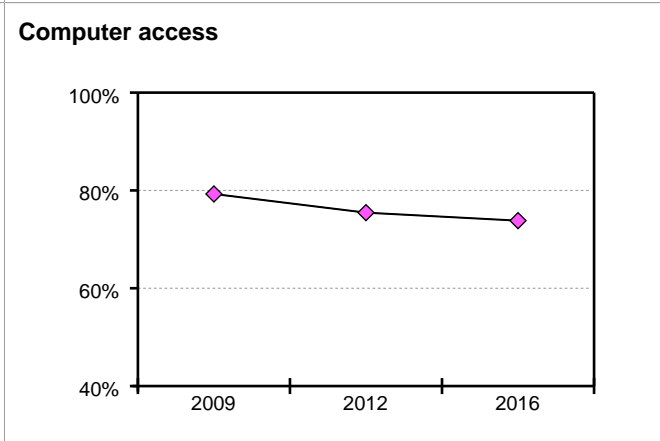
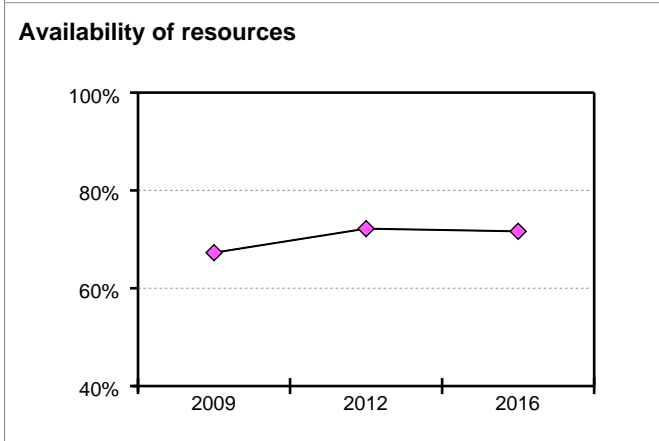
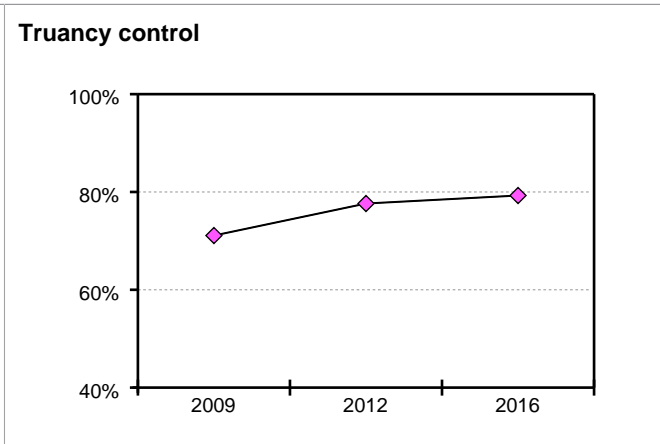
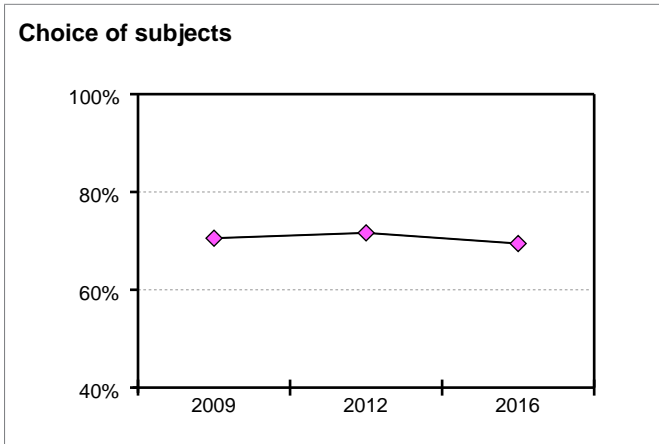
**Teaching quality**



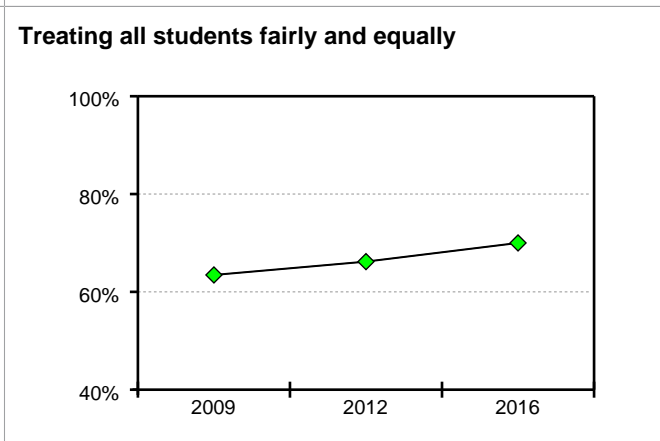
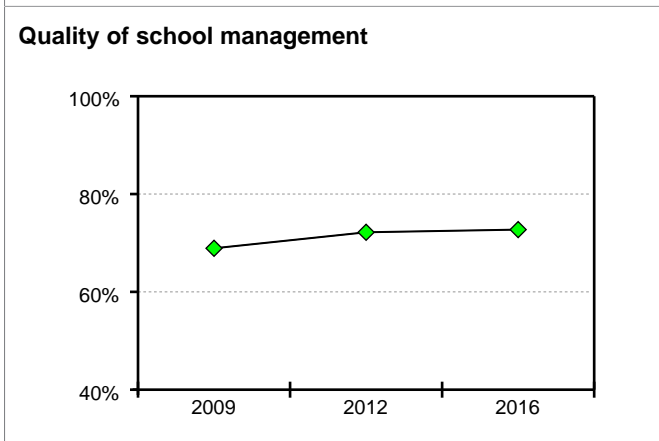
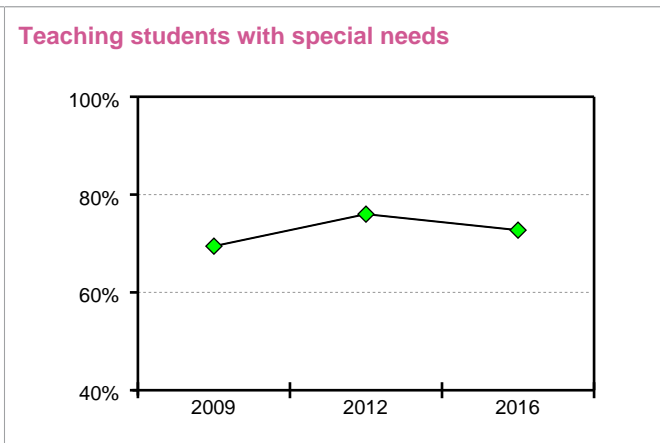
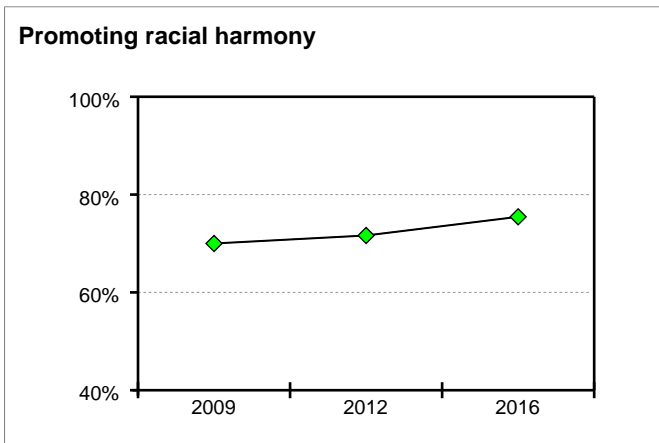
**Exam results**



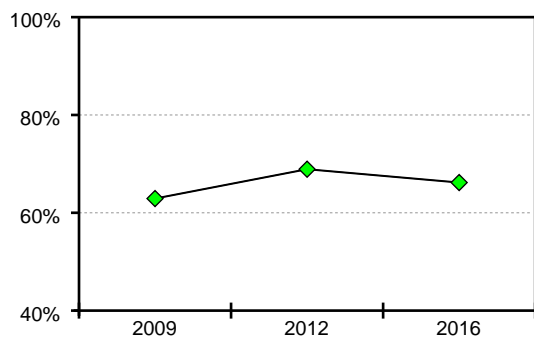




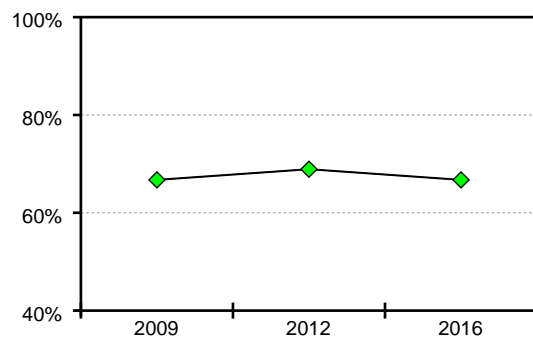
## Score trends over time for additional criteria



### Encouraging and listening to parents' views



### Tailoring child's work to their needs and ability



### Ensuring students do best and make good progress



### Encouraging students activity in the local community



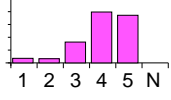
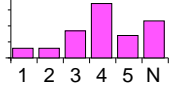

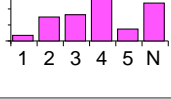
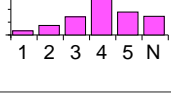
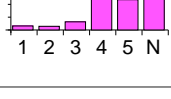
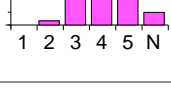
## Appendix

Supplementary data and score breakdowns.

### Non-academic criteria analysis

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

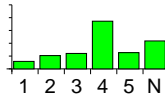
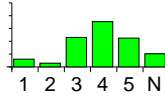
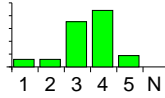
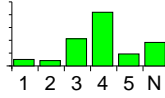
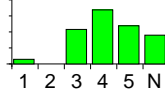
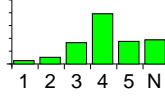
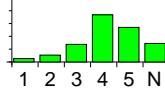
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	0.0%	3.1%	12.0%	55.4%	25.6%	3.8%	
School facilities	2.6%	2.6%	25.9%	33.0%	21.7%	14.3%	
Developing confidence	0.0%	9.7%	21.5%	31.4%	33.6%	3.8%	
Social health education	0.0%	0.0%	30.8%	30.4%	14.4%	24.3%	
Control of bullying	5.6%	2.7%	26.3%	27.3%	17.5%	20.6%	
Caring teachers	0.0%	12.9%	13.1%	34.6%	35.7%	3.8%	
School security	2.6%	0.0%	14.6%	42.4%	28.5%	12.0%	
School communication	3.0%	14.7%	27.8%	27.8%	23.2%	3.4%	
Careers advice	7.9%	15.8%	21.1%	44.7%	10.5%	0.0%	
Developing moral values	0.0%	3.0%	21.0%	42.1%	23.5%	10.4%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	7.2%	15.9%	16.9%	38.1%	16.0%	6.0%	
Happiness of child	3.6%	3.3%	16.3%	39.7%	37.2%	0.0%	
Community spirit	6.0%	6.0%	16.9%	34.0%	14.0%	23.1%	
Developing potential	6.1%	7.2%	28.4%	34.4%	17.1%	6.8%	
Teaching quality	0.0%	5.8%	25.5%	41.1%	15.2%	12.4%	
Exam results	3.5%	15.0%	16.4%	34.1%	7.4%	23.7%	
Choice of subjects	3.2%	7.4%	14.2%	42.7%	17.9%	14.6%	
Truancy control	3.1%	2.9%	6.4%	35.5%	23.6%	28.5%	
Availability of resources	0.0%	3.2%	21.9%	42.1%	22.9%	9.8%	
Computer access	2.8%	3.4%	17.0%	43.3%	18.4%	15.1%	

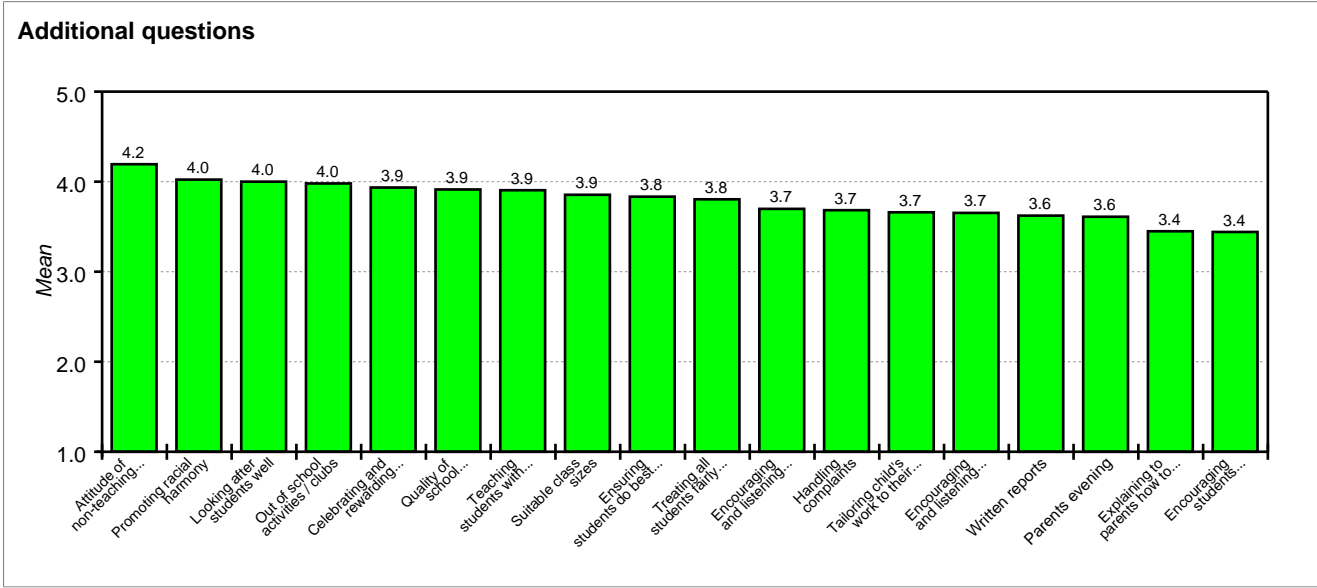
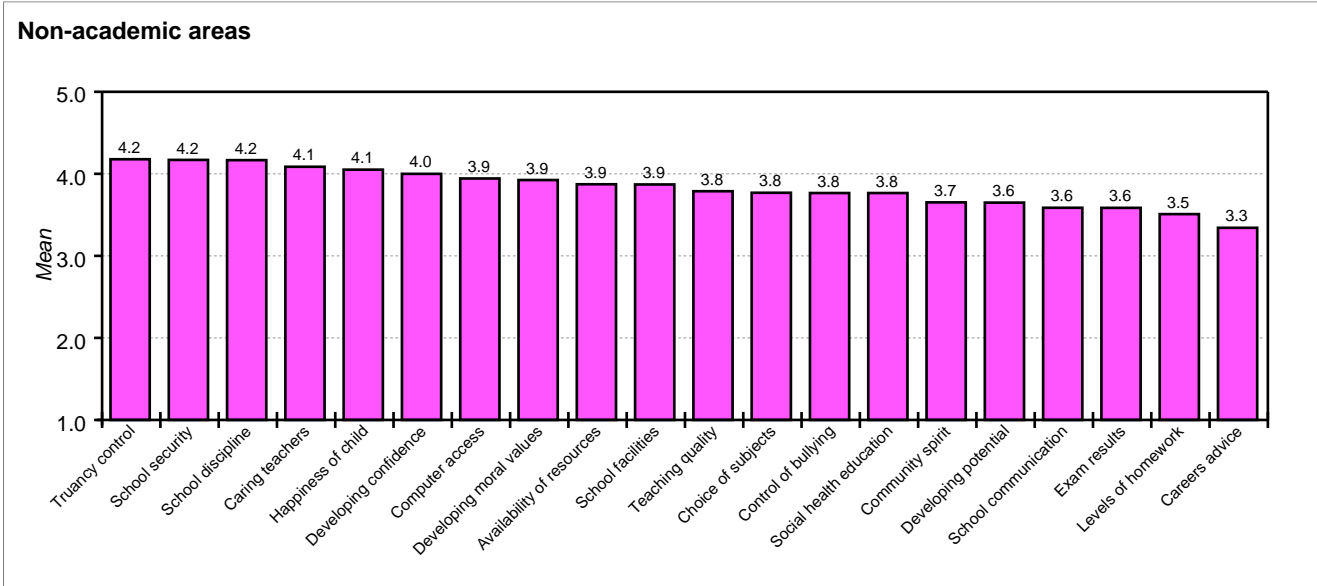
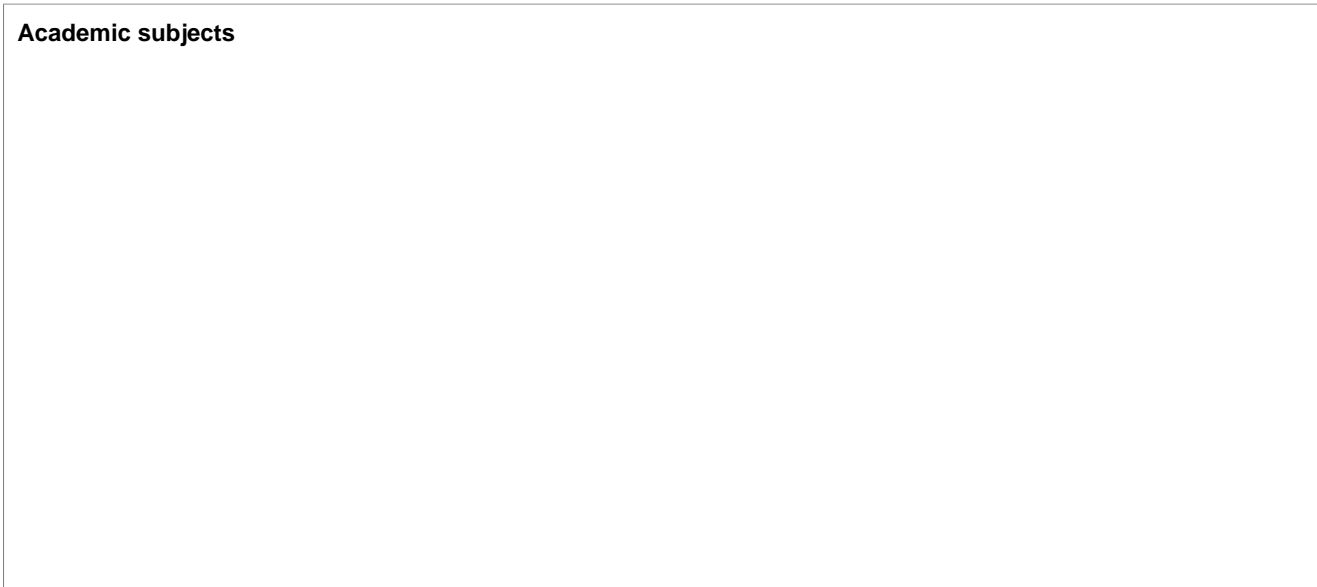
## Additional criteria analysis

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

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	3.3%	12.5%	40.6%	20.5%	23.0%	
Parents evening	3.3%	12.7%	26.5%	35.2%	22.3%	0.0%	
Handling complaints	14.0%	10.6%	10.7%	30.5%	14.5%	19.7%	
Teaching students with special needs	0.0%	19.0%	9.5%	33.3%	38.1%	0.0%	
Quality of school management	2.7%	3.0%	20.0%	27.1%	28.1%	19.2%	
Attitude of non-teaching support staff	0.0%	3.2%	16.1%	38.7%	41.9%	0.0%	
Written reports	4.7%	15.4%	24.3%	44.3%	11.3%	0.0%	
Treating all students fairly and equally	5.9%	6.2%	14.6%	29.9%	26.2%	17.1%	
Encouraging and listening to parents' views	3.1%	6.0%	28.5%	29.3%	15.9%	17.1%	
Explaining to parents how to help their child	8.0%	14.0%	21.9%	29.6%	16.3%	10.2%	
Celebrating and rewarding achievement	4.3%	7.7%	16.2%	30.9%	26.5%	14.3%	

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Tailoring child's work to their needs and ability	5.9%	10.4%	12.1%	37.2%	12.7%	21.8%	
Ensuring students do best and make good progress	6.1%	2.9%	23.0%	35.3%	22.5%	10.2%	
Encouraging students activity in the local community	5.9%	5.9%	35.3%	44.1%	8.8%	0.0%	
Encouraging and listening to students' views	5.1%	4.1%	21.2%	41.9%	9.3%	18.3%	
Looking after students well	2.9%	0.0%	21.6%	33.7%	23.8%	18.0%	
Suitable class sizes	2.6%	5.2%	16.6%	39.2%	17.6%	18.8%	
Out of school activities / clubs	2.6%	5.4%	13.7%	36.8%	27.0%	14.5%	

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



### **A word on Quality Assurance**

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

For further details please visit our website [www.gl-assessment.co.uk](http://www.gl-assessment.co.uk).