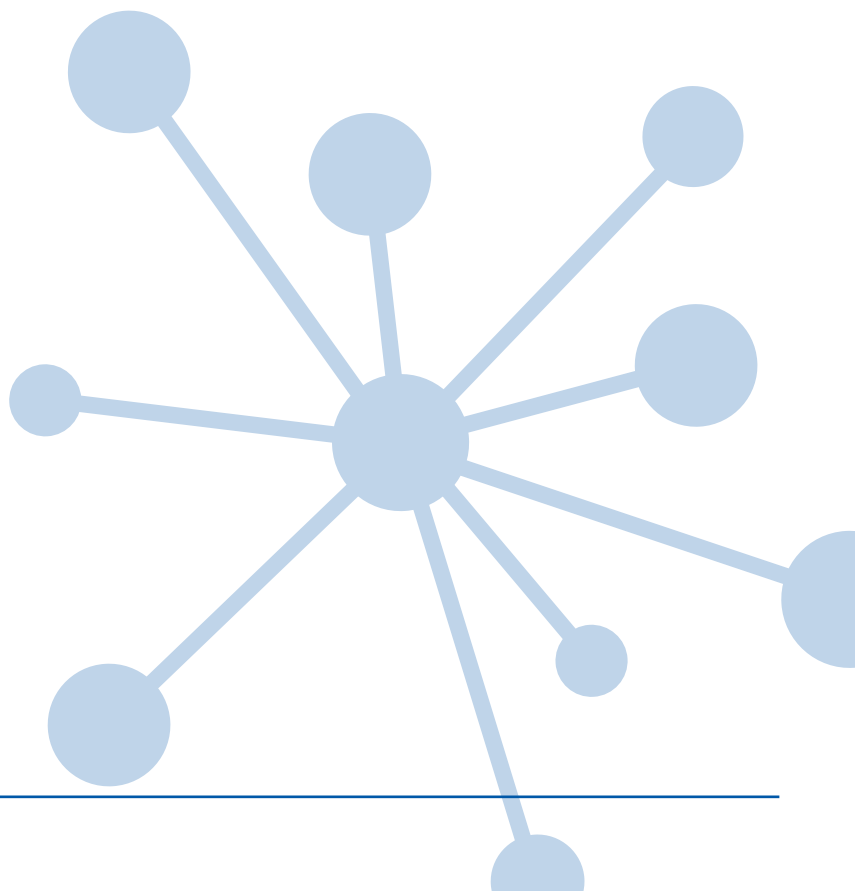


Rainham Mark Grammar School

Parent survey report – March 2017

In case of enquiries please contact Kirkland Rowell Surveys by emailing info@kirkland-rowell.com.
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Executive summary

This report details the findings of the sixth Kirkland Rowell Parent Survey for Rainham Mark Grammar School. 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. 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 2017. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 568 completed questionnaires were returned representing a response rate of 41.8%. The response meant that data could be drawn for all criteria.
- 38 parents answered 'Yes' and 520 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 6.7% and 91.5% respectively.
- The parents gave an excellent overall performance score (82.5%) (see page 5).
- Of the parents whose children were not in their first year at the school 23% said the school had improved over the last year and 9% thought that the school's performance was worse (see page 56).
- Of the parents of new students, 5% felt that the school had not lived up to their expectations and 26% said the school was better than they had expected it to be (see page 56).
- With regards to non-academic areas, parents are most happy with Careers advice, School security and Availability of resources.
- The parents are least happy with Caring teachers, Happiness of child and Developing confidence.
- The parents' top priorities for improvement are School communication, Careers advice and Developing potential.
- The parents of female students gave significantly higher scores for Appropriate level of challenge in homework.

Summary of results since the previous survey

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

Summary of results over more than two surveys

- The following non-academic areas received significantly higher scores over more than two surveys: School facilities, School security, Developing moral values, Truancy control and Availability of resources.
- The following additional areas received significantly higher scores over more than two surveys: Celebrating and rewarding achievement and Ensuring pupils do their best/make good progress.
- The survey has achieved a good benchmark of performance against which future academic years might be compared.

Strengths and weaknesses

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

Relative strengths for non-academic criteria

	Importance	Ranking
80.2% Careers advice	(29.5%)	15th
79.1% School security	(53.3%)	10th
78.9% Availability of resources	(37.6%)	13th
78.6% School facilities	(49.4%)	11th
78.3% Levels of homework	(28.6%)	16th

Relative weaknesses for non-academic criteria

	Importance	Ranking
72.5% Caring teachers	(73.3%)	4th
72.7% Happiness of child	(84.7%)	3rd
73.2% Developing confidence	(72.9%)	6th
73.5% Community spirit	(22.3%)	17th
73.9% Truancy control	(8.5%)	20th

Response to survey

568 completed questionnaires were returned representing a response rate of 41.8%.

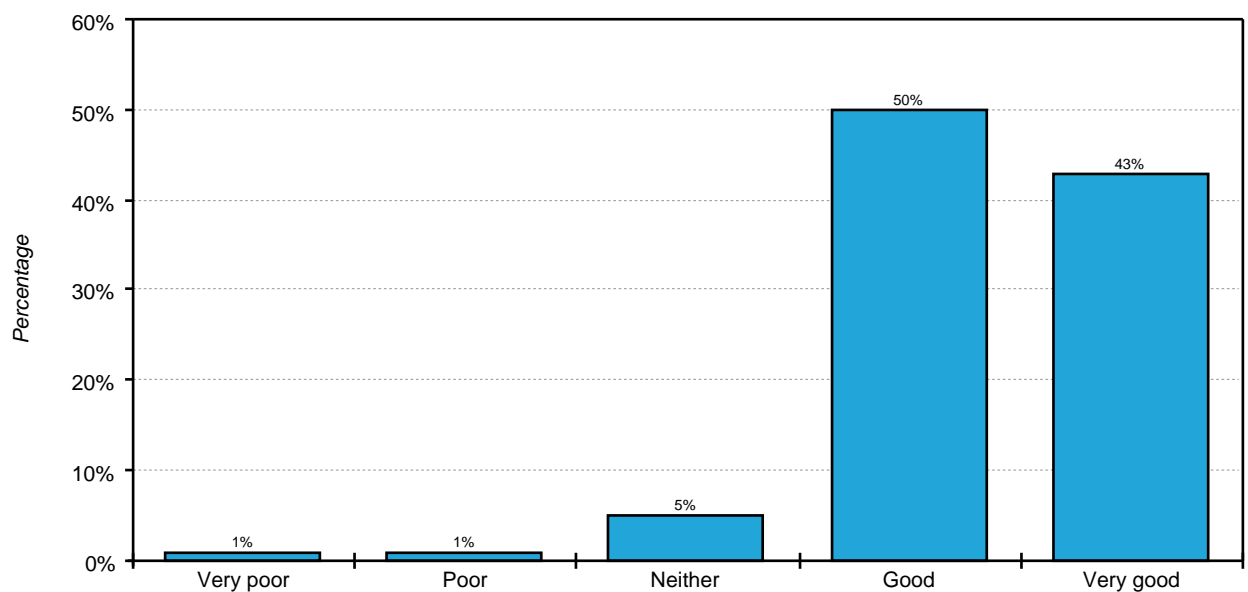
	Proportion of responses (%)	Number of responses
Responses from parents of male students	51.2	288
Responses from parents of female students	48.8	274
Responses from parents of Year 7 students	25.4	144
Responses from parents of Year 8 students	26.1	148
Responses from parents of Year 9 students	16.0	91
Responses from parents of Year 10 students	12.2	69
Responses from parents of Year 11 students	9.3	53
Responses from parents of 6th Form students	10.9	62

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	82.5	83.6	-1.2

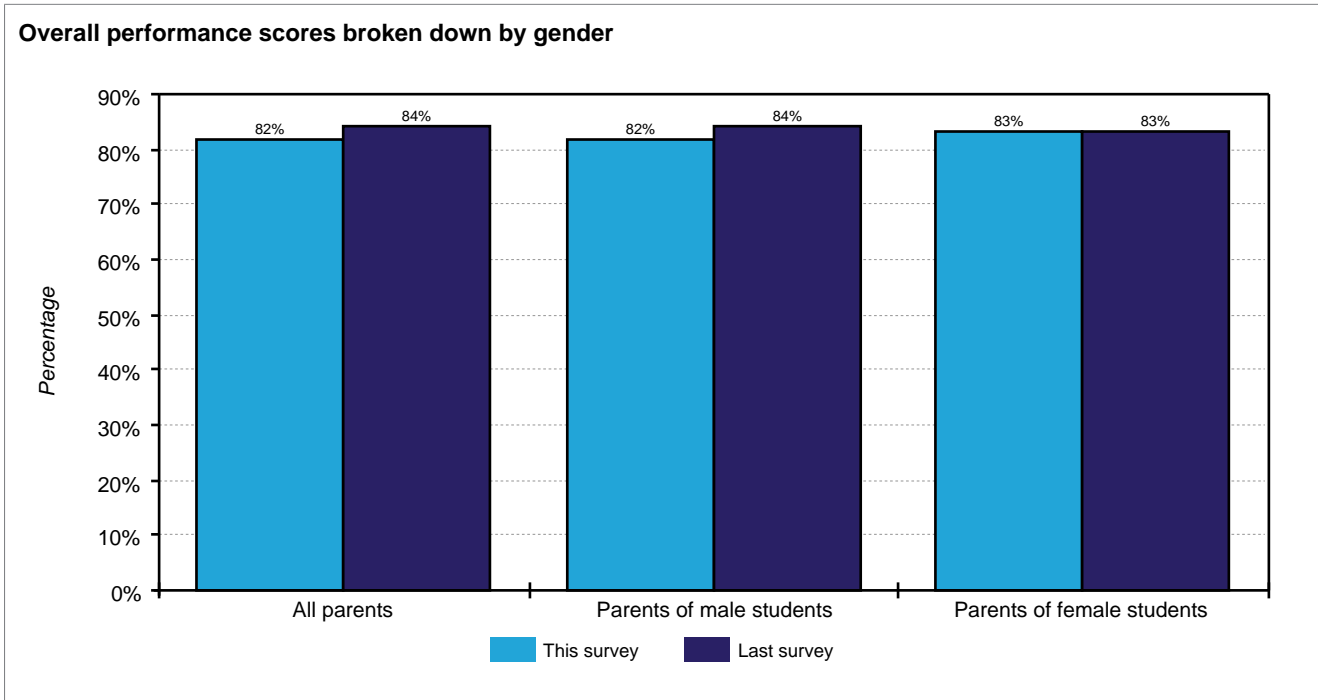
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	1.8	2.0	-0.2	92.9

Overall parental satisfaction

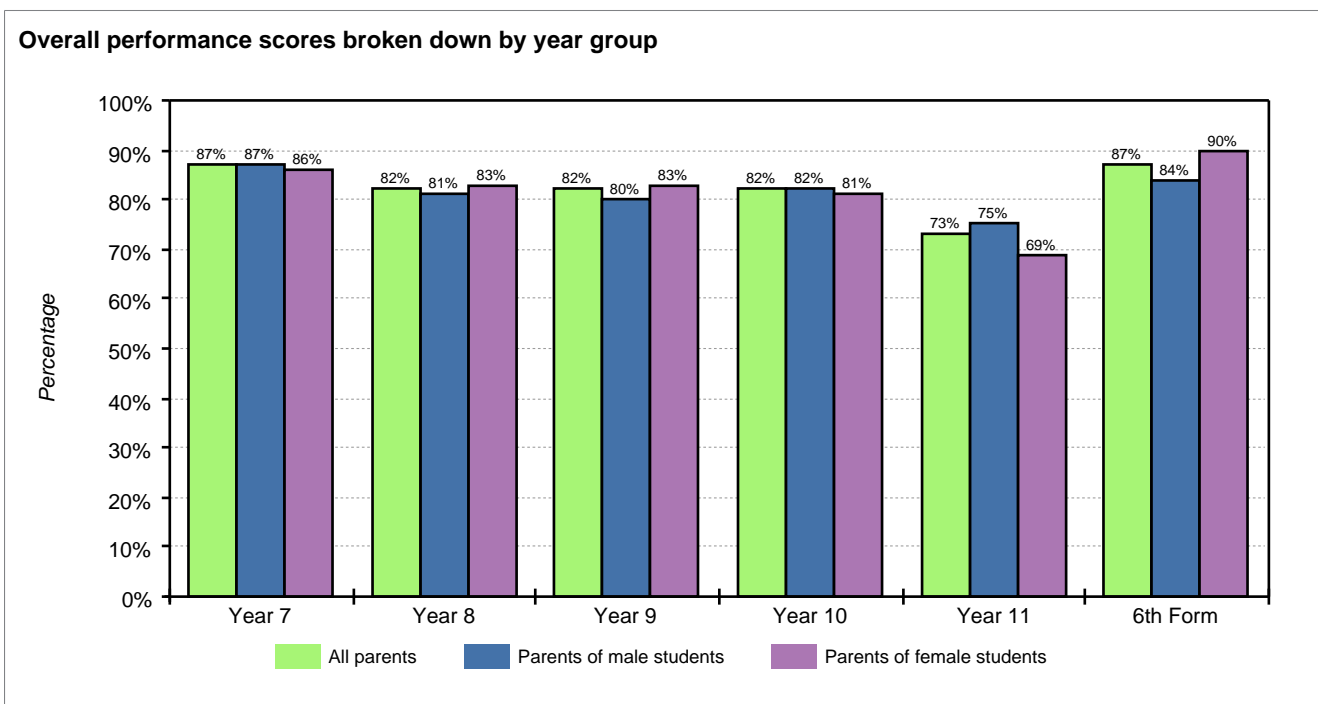


- More parents rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by gender and year group



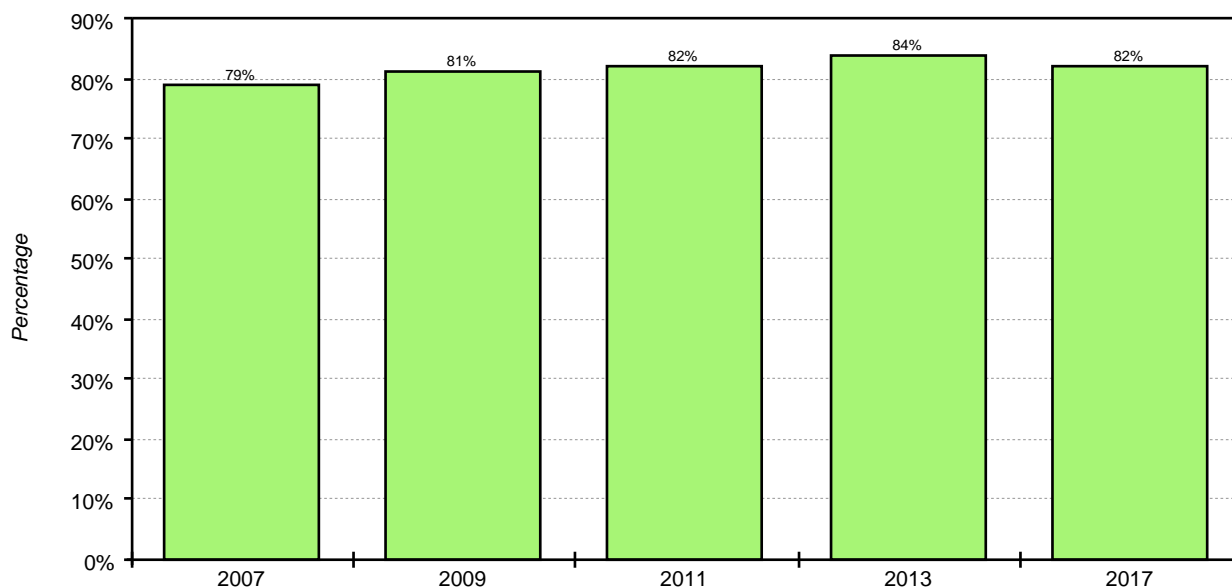
- The parents gave an excellent overall performance score of 82.5%, declined since the last survey.
- Parents of male students scored the overall performance of the school broadly in line with the parents of female students.



- Parents of Year 7 and 6th Form students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Parents of Year 7 male students and parents of 6th Form 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

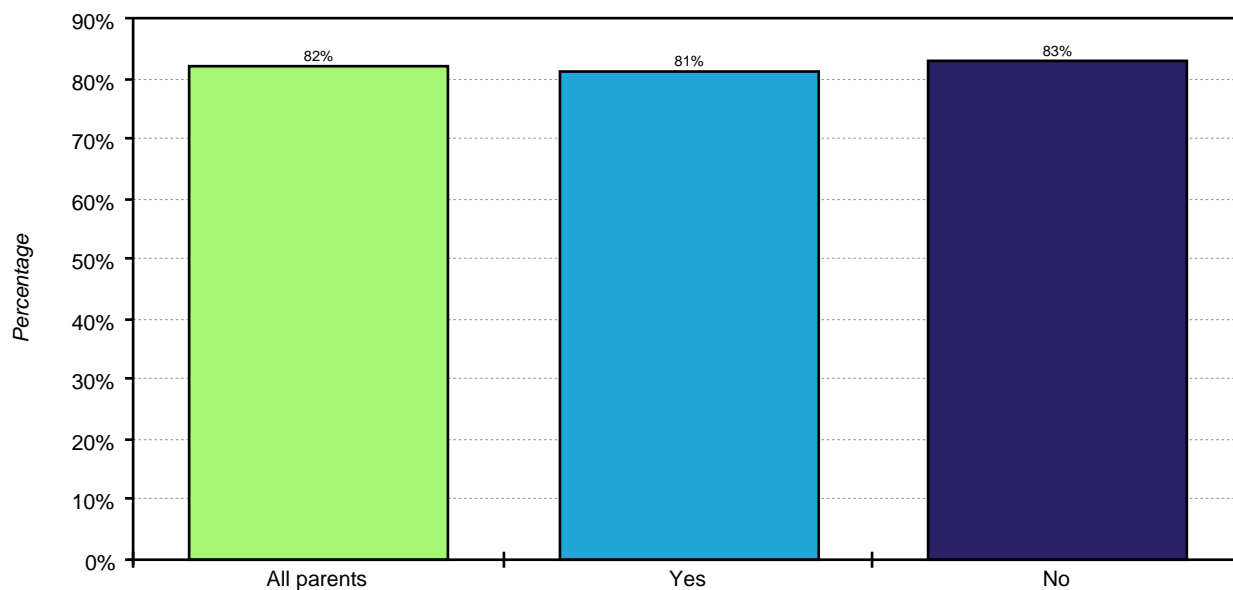
Graph showing the overall performance scores trend broken down over time.



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

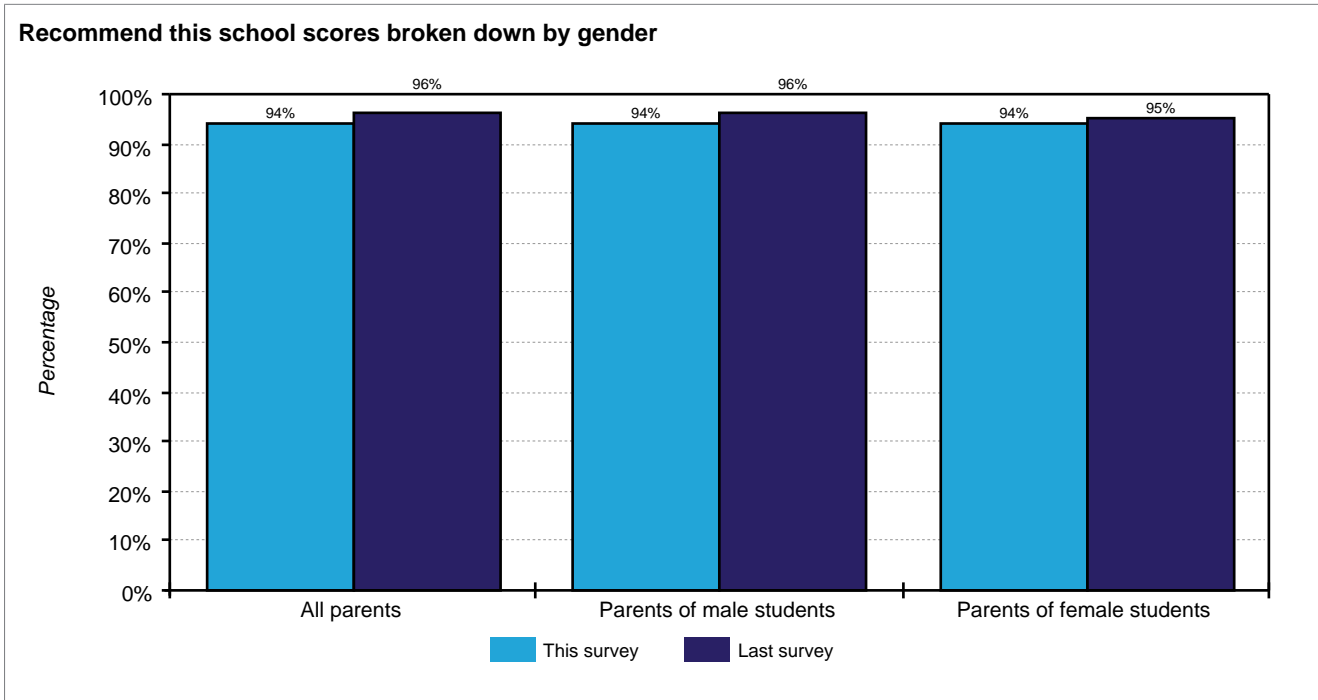
Overall performance scores broken down by extra analysis

Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'

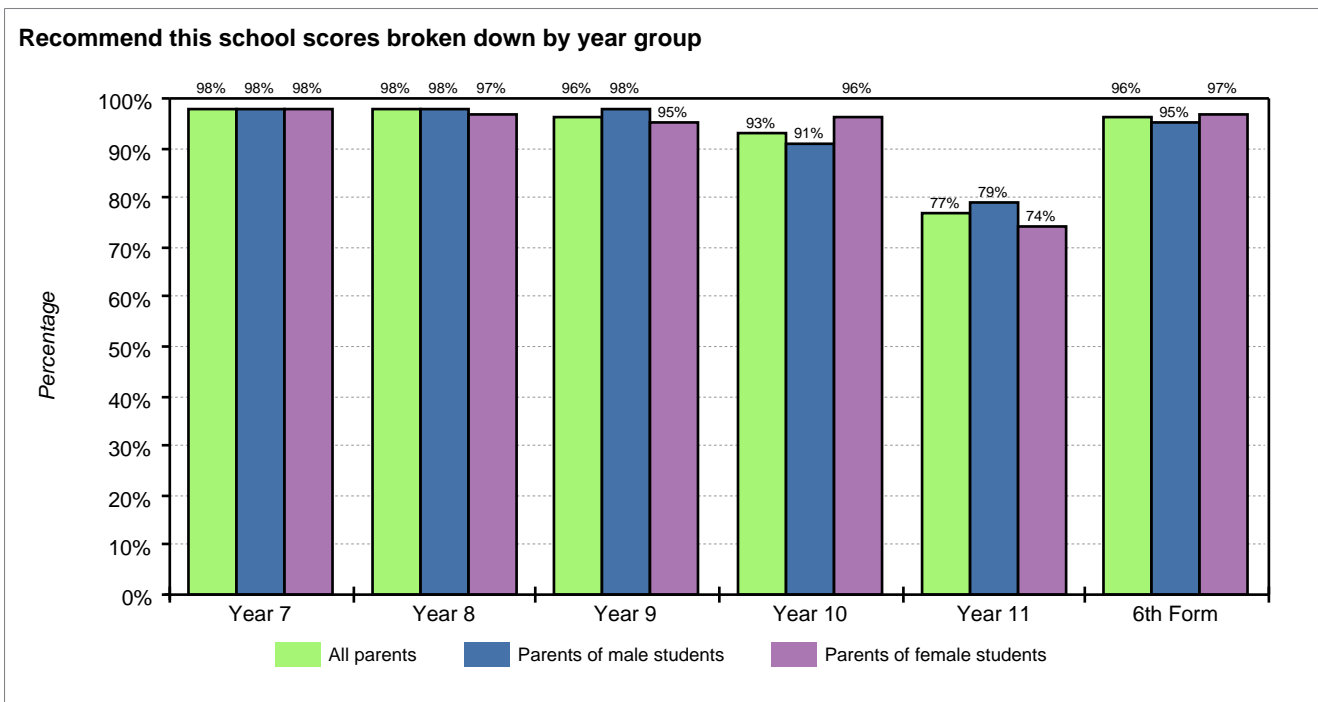


- The overall performance scores show no significant difference.

Parents recommend this school broken down by gender and year group



- 93.7% of parents said they would recommend this school to another parent.
- Parents of male students would recommend this school to another parent the same as parents of female students.



- 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 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 non-academic and additional criteria. Explanations have been provided to help you to interpret your results.

Interpreting results

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 330 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 330 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.

Additional criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Access to staff	72.4	66.1	+6.3
Church links and support	72.3		
Tailoring workload to child's needs	72.1		
Encouraging and listening to pupil views	71.4		
Encouraging and listening to parent views	70.8		
Providing a rewarding achievement	70.1		
Handling complaints	69.9	64.9	+5.0
Explaining to parents how to help child	67.2		
Ensuring pupils make good progress	67.2	62.1	+5.1
Effective classroom management	66.5	65.4	+1.1
Use of resources	66.3		
Organisation of work	65.5	62.8	+2.7
Relationship between tutor and child *	64.3		
Extra curricular activities	62.1	74.8	-12.7
School uniform	61.5	63.4	-1.9
Attitude of non academic staff	49.5		
Encouraging local community activity	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.

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

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

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
Careers advice	80.2	81.5	-1.3
School security	79.1	71.9	+7.2
Availability of resources	78.9	78.2	+0.6
School facilities	78.6	77.6	+1.0
Levels of homework	78.3	78.8	-0.5
Computer access	77.4	76.2	+1.2
Developing moral values	76.8	74.2	+2.6
Social health education	76.8	72.9	+3.9
Exam results	76.5	76.9	-0.4
School communication	76.2	70.6	+5.6
Developing potential	76.1	76.2	-0.1
Choice of subjects	75.7	78.2	-2.6
Teaching quality	75.5	74.7	+0.7
School discipline	74.9	77.0	-2.1
Control of bullying	74.6	76.3	-1.7
Truancy control	73.9	73.9	+0.0
Community spirit	73.5	73.2	+0.3
Developing confidence	73.2	73.0	+0.2
Happiness of child	72.7	71.0	+1.7
Caring teachers	72.5	74.2	-1.6

- Parents consider delivery of the following non-academic areas to be 'outstanding': Careers advice, School security, Availability of resources, School facilities, Levels of homework, Computer access, Developing moral values, Social health education, Exam results, School communication, Developing potential, Choice of subjects and Teaching quality.
- Parents consider delivery of the following non-academic areas to be 'good': School discipline, Control of bullying, Truancy control, Community spirit, Developing confidence, Happiness of child and Caring teachers.
- Parents consider delivery of the following non-academic subjects to have shown a significant improvement since the last survey: School security and School communication.

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' (%)
Choice of subjects	2.6	3.4	-0.9	87.2
Computer access	2.8	2.1	+0.7	91.3
School security	3.2	5.2	-2.0	88.3
Truancy control	3.3	4.6	-1.3	86.8
School facilities	4.3	3.9	+0.4	86.8
Exam results	4.3	3.1	+1.2	88.3
Teaching quality	4.6	2.4	+2.2	85.0
Availability of resources	4.7	3.5	+1.2	85.3
School discipline	5.1	2.9	+2.2	84.7
Social health education	5.2	8.9	-3.6	79.4
Developing moral values	6.0	6.8	-0.8	79.5
Developing confidence	6.2	8.7	-2.4	76.8
Caring teachers	6.6	5.0	+1.6	78.6
Happiness of child	6.9	7.9	-1.0	83.6
School communication	7.9	12.6	-4.8	74.3
Developing potential	7.9	6.4	+1.5	80.0
Levels of homework	9.6	7.5	+2.1	73.1
Community spirit	9.7	8.7	+1.0	68.4
Careers advice	9.9	11.4	-1.4	64.3
Control of bullying	10.7	7.8	+2.9	69.6

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
Encouraging and listening to pupils' views	78.0		
Tailoring child's work to their needs and ability	77.7		
Ensuring pupils do their best/make good progress	76.7	75.7	+1.0
Treating all pupils fairly/equally	76.3		
Regular marking of work	75.9	75.4	+0.6
Teaching pupils with special needs	75.4		
Appropriate level of challenge in homework	74.9		
Promoting racial harmony	74.5	73.8	+0.8
Pupils' attitudes to learning	73.3		
Celebrating and rewarding achievement	73.2	70.0	+3.2
Information on different types of bullying	73.2		
Looking after pupils well	72.5		
Pupil targets	71.6		
Attitude of non-teaching/support staff	70.4		
Quality of feedback on pupil's work	70.2		
Use of feedback on pupil's work	70.0		
Pupil response to feedback	69.0		
E-safety	68.9		

- Parents consider delivery of the following additional criteria to be 'outstanding': Encouraging and listening to pupils' views, Tailoring child's work to their needs and ability, Ensuring pupils do their best/make good progress, Treating all pupils fairly/equally, Regular marking of work and Teaching pupils with special needs.
- Parents consider delivery of the following additional criteria to be 'good': Appropriate level of challenge in homework, Promoting racial harmony, Pupils' attitudes to learning, Celebrating and rewarding achievement, Information on different types of bullying, Looking after pupils well, Pupil targets, Attitude of non-teaching/support staff, Quality of feedback on pupil's work, Use of feedback on pupil's work, Pupil response to feedback and E-safety.
- 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: Encouraging and listening to pupils' views, Tailoring child's work to their needs and ability, Treating all pupils fairly/equally, Teaching pupils with special needs, Appropriate level of challenge in homework, Pupils' attitudes to learning, Information on different types of bullying, Looking after pupils well, Pupil targets, Attitude of non-teaching/support staff, Quality of feedback on pupil's work, Use of feedback on pupil's work, Pupil response to feedback and E-safety.

Happy versus unhappy parents for additional criteria

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

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

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Promoting racial harmony	4.7	3.1	+1.7	83.1
E-safety	4.8			78.6
Pupils' attitudes to learning	5.0			82.6
Pupil targets	5.1			82.1
Looking after pupils well	5.2			83.8
Appropriate level of challenge in homework	6.2			76.5
Ensuring pupils do their best/make good progress	6.3	5.7	+0.5	81.0
Attitude of non-teaching/support staff	6.4			76.4
Pupil response to feedback	6.4			66.1
Encouraging and listening to pupils' views	7.0			75.5
Celebrating and rewarding achievement	7.5	9.7	-2.2	76.0
Treating all pupils fairly/equally	8.0			75.4
Tailoring child's work to their needs and ability	8.1			72.9
Use of feedback on pupil's work	8.5			61.5
Regular marking of work	10.0	8.8	+1.2	66.7
Quality of feedback on pupil's work	10.9			63.3
Information on different types of bullying	11.2			66.1
Teaching pupils with special needs	11.8			72.4

Parental priorities

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

Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	89.9	13th	90.6	11th
School discipline	85.1	14th	88.7	6th
Happiness of child	84.7	19th	82.6	19th
Caring teachers	73.3	20th	73.8	12th
Developing potential	73.0	11th	71.3	10th
Developing confidence	72.9	18th	68.0	16th
Control of bullying	68.5	15th	70.1	8th
School communication	58.7	10th	55.9	20th
Developing moral values	53.6	7th	46.6	13th
School security	53.3	2nd	49.6	18th
School facilities	49.4	4th	54.4	5th
Exam results	45.5	9th	55.4	7th
Availability of resources	37.6	3rd	45.0	3rd
Choice of subjects	37.2	12th	36.2	4th
Careers advice	29.5	1st	29.1	1st
Levels of homework	28.6	5th	33.0	2nd
Community spirit	22.3	17th	18.8	15th
Computer access	16.8	6th	17.0	9th
Social health education	11.5	8th	9.6	17th
Truancy control	8.5	16th	12.6	14th

With regard to the five criteria most important to parents:

- The school performs less well in: Happiness of child and Caring teachers.

Importance: your school vs. similar schools

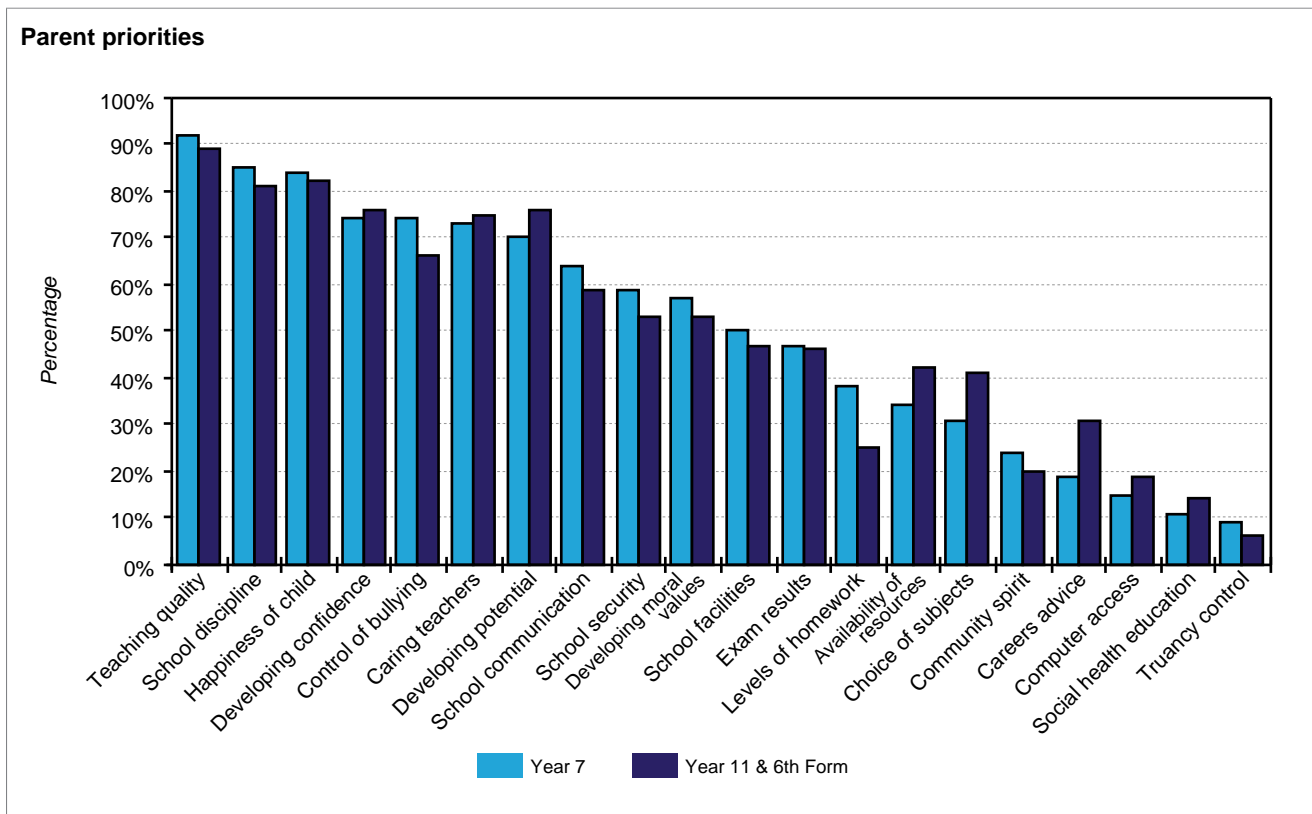
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column 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	89.9	1st	1st	0
School discipline	85.1	2nd	2nd	0
Happiness of child	84.7	3rd	3rd	0
Caring teachers	73.3	4th	5th	+1
Developing potential	73.0	5th	4th	-1
Developing confidence	72.9	6th	6th	0
Control of bullying	68.5	7th	7th	0
School communication	58.7	8th	8th	0
Developing moral values	53.6	9th	10th	+1
School security	53.3	10th	12th	+2
School facilities	49.4	11th	11th	0
Exam results	45.5	12th	9th	-3
Availability of resources	37.6	13th	15th	+2
Choice of subjects	37.2	14th	13th	-1
Careers advice	29.5	15th	16th	+1
Levels of homework	28.6	16th	14th	-2
Community spirit	22.3	17th	17th	0
Computer access	16.8	18th	18th	0
Social health education	11.5	19th	20th	+1
Truancy control	8.5	20th	19th	-1

- All 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.

How parent priorities change as students get older

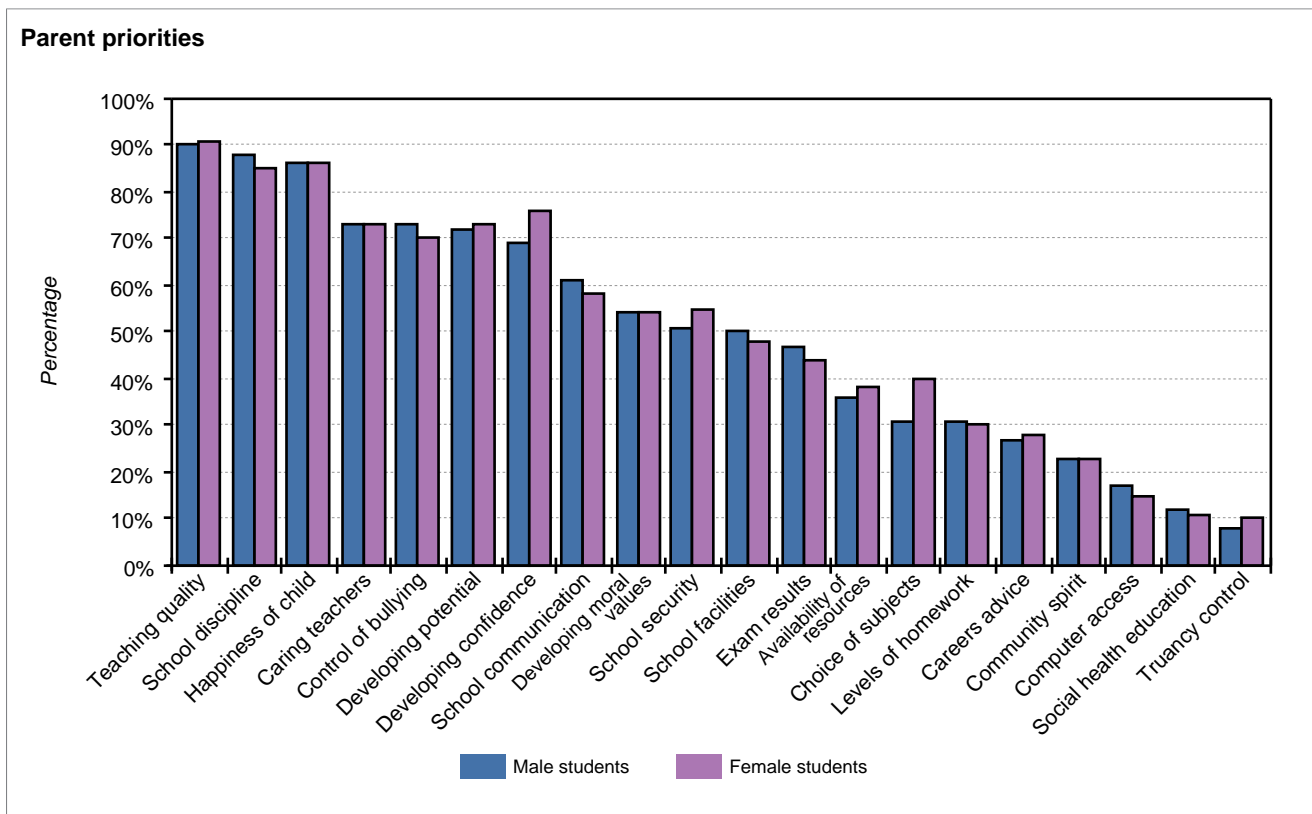
The graph below shows which criteria parents of Year 7 students selected as important compared to which criteria parents of Year 11 & 6th Form students selected as important. This shows us how parent priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Year 7 ranking	Year 11 & 6th Form ranking
Levels of homework	13th	16th ▲
Careers advice	17th	15th ▼

How parent priorities change by gender of child

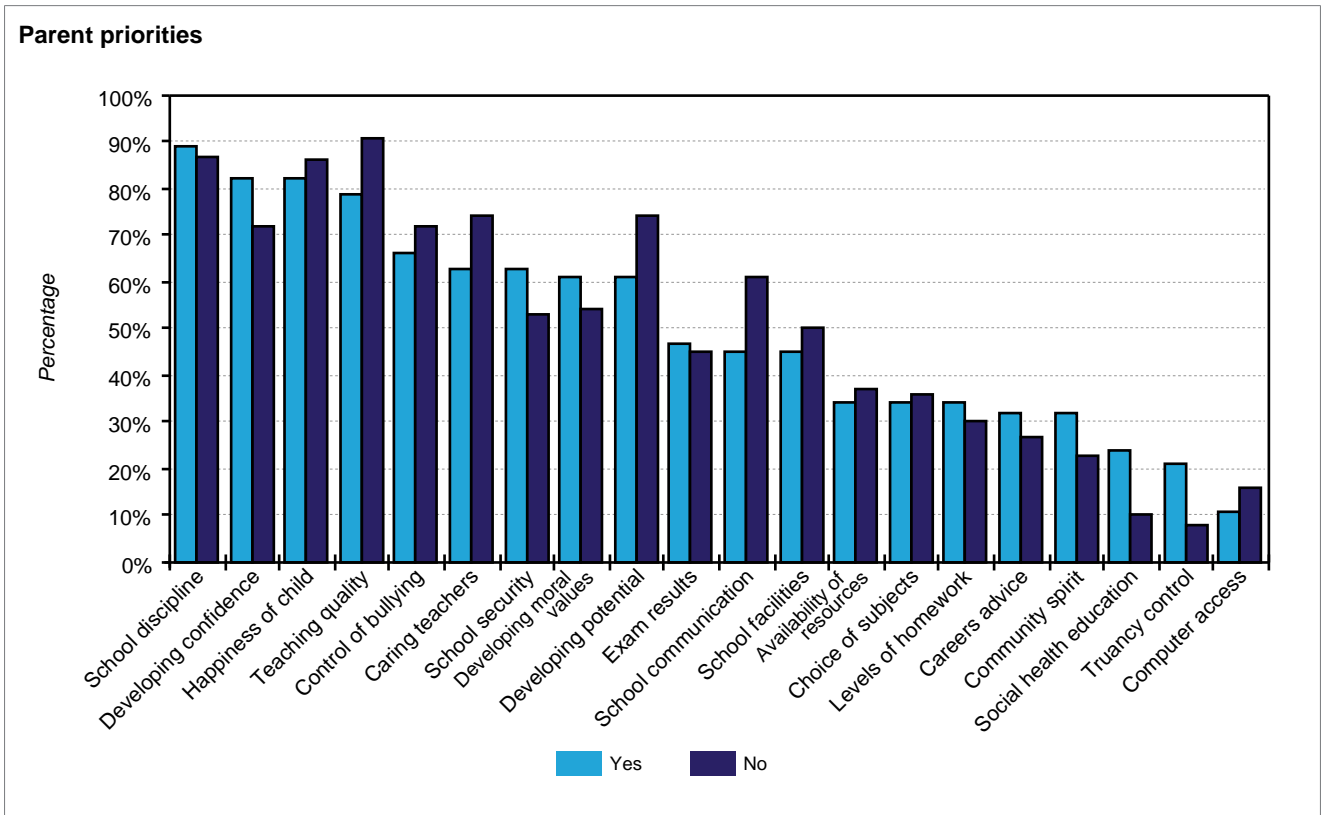
The graph below shows which criteria parents of female students selected as important compared to which criteria parents of male students selected as important. This shows us how parent priorities change by gender of the child. The table shows the criteria where there is a significant difference between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



Criteria where difference in score is significant	Male students ranking	Female students ranking
Choice of subjects	14th	13th ▼

How parent priorities change – extra analysis

The graph below shows which criteria were important to parents, broken down by their response to the question ‘Has your child ever been eligible for free school meals during the last six years?’.



- There are no noteworthy differences between the priorities for parents broken down by the question ‘Has your child ever been eligible for free school meals during the last six years?’.

Relative parent priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
School communication	13.3	14.9	10.2
Careers advice	11.5	8.5	6.9
Developing potential	9.5	9.5	11.3
Levels of homework	9.3	7.1	6.6
Developing confidence	7.8	7.6	5.4
Teaching quality	7.3	12.8	13.1
Control of bullying	5.7	3.1	4.9
Happiness of child	5.2	4.5	3.3
School discipline	5.0	3.3	6.9
School facilities	4.7	6.3	8.7
Caring teachers	4.4	3.9	3.5
Availability of resources	4.2	3.3	3.2
Choice of subjects	3.4	3.2	4.1
Community spirit	2.2	3.5	1.7
Developing moral values	1.9	2.0	2.1
School security	1.5	2.9	1.9
Computer access	1.1	0.6	2.0
Social health education	1.0	0.9	1.0
Exam results	1.0	1.9	2.8
Truancy control	0.0	0.2	0.5

- Parents have given a lower priority to the following areas since the last survey: Teaching quality.
- Parents have given a higher priority to the following areas compared to similar schools: Careers advice.
- Parents have given a lower priority to the following areas compared to similar schools: Teaching quality.

Parent View summary

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

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

	Score	Sample
1. My child is happy at this school		
Happiness of child	72.7%	556
2. My child feels safe at this school		
School security	79.1%	525
Control of bullying	74.6%	479
3. My child makes good progress at this school		
Ensuring pupils do their best/make good progress	76.7%	547
Developing potential	76.1%	534
4. My child is well looked after at this school		
School security	79.1%	525
Caring teachers	72.5%	544
Looking after pupils well	72.5%	537
Attitude of non-teaching/support staff	70.4%	359
5. My child is taught well at this school		
Tailoring child's work to their needs and ability	77.7%	480
Ensuring pupils do their best/make good progress	76.7%	547
Exam results	76.5%	472
Developing potential	76.1%	534
Teaching quality	75.5%	537
Teaching pupils with special needs	75.4%	170

	Score	Sample
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	568
Levels of homework	78.3%	556
Tailoring child's work to their needs and ability	77.7%	480
7. This school ensures the pupils are well behaved		
School discipline	74.9%	533
8. This school deals effectively with bullying		
Control of bullying	74.6%	479
9. Quality of school management		
The school did not ask any questions relevant to this section		
10. This school responds well to any concern I raise		
Caring teachers	72.5%	544
11. I receive valuable information from the school about my child's progress		
Regular marking of work	75.9%	508
12. I would recommend this school to another parent		
Recommended	93.7%	497

Ofsted self-evaluation summary

The September 2016 Ofsted Common Inspection Framework asserts the increased importance of a school's own self-evaluation data as the starting point of the inspection process.

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

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

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

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

Remember, for grading comparisons with our colour coded system:

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

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

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

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

Levels of homework	78.3%	Outstanding
Ensuring pupils do their best/make good progress	76.7%	Outstanding
Exam results	76.5%	Outstanding
Treating all pupils fairly/equally	76.3%	Outstanding
School communication	76.2%	Outstanding
Developing potential	76.1%	Outstanding
Regular marking of work	75.9%	Outstanding
Teaching quality	75.5%	Outstanding
Teaching pupils with special needs	75.4%	Outstanding
Appropriate level of challenge in homework	74.9%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Developing confidence	73.2%	Good
Pupil targets	71.6%	Good
Use of feedback on pupil's work	70.0%	Good
Pupil response to feedback	69.0%	Good

Strengths

- Levels of homework
- Ensuring pupils do their best/make good progress
- Exam results

Weaknesses

- Pupil response to feedback
- Use of feedback on pupil's work
- Pupil targets

Your average parental grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

The Accuracy and Impact of Assessment

Levels of homework	78.3%	Outstanding
Tailoring child's work to their needs and ability	77.7%	Outstanding
Ensuring pupils do their best/make good progress	76.7%	Outstanding
Exam results	76.5%	Outstanding
Developing potential	76.1%	Outstanding
Regular marking of work	75.9%	Outstanding
Appropriate level of challenge in homework	74.9%	Good
Use of feedback on pupil's work	70.0%	Good

Strengths

- Levels of homework
- Tailoring child's work to their needs and ability
- Ensuring pupils do their best/make good progress

Weaknesses

- Use of feedback on pupil's work
- Appropriate level of challenge in homework

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1**

The Impact of the Teaching of Literacy, Including Reading

Tailoring child's work to their needs and ability	77.7%	Outstanding
Developing potential	76.1%	Outstanding

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

The Teaching of Mathematics

Tailoring child's work to their needs and ability	77.7%	Outstanding
Computer access	77.4%	Outstanding
Developing potential	76.1%	Outstanding
Appropriate level of challenge in homework	74.9%	Good

Strengths

- Tailoring child's work to their needs and ability

Weaknesses

- Appropriate level of challenge in homework

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1**

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

Tailoring child's work to their needs and ability	82.6%	Outstanding
Levels of homework	80.8%	Outstanding
Developing potential	80.8%	Outstanding
Regular marking of work	80.5%	Outstanding
Ensuring pupils do their best/make good progress	80.4%	Outstanding
Computer access	79.4%	Outstanding
Appropriate level of challenge in homework	79.4%	Outstanding
Teaching quality	78.5%	Outstanding
Community spirit	77.0%	Outstanding
Teaching pupils with special needs	76.4%	Outstanding
School communication	76.2%	Outstanding
Promoting racial harmony	75.7%	Outstanding
Developing confidence	74.9%	Good
Quality of feedback on pupil's work	73.6%	Good
Pupil targets	73.2%	Good
Use of feedback on pupil's work	72.0%	Good
Pupil response to feedback	71.1%	Good

Strengths

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

Weaknesses

- Pupil response to feedback
- Use of feedback on pupil's work
- Pupil targets

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 1.2 = Outstanding = **Grade 1**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Personal Development, Behaviour and Welfare

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

School discipline	74.9%	Good
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Developing confidence	73.2%	Good

Strengths

- School discipline

Weaknesses

- Developing confidence

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

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

Encouraging and listening to pupils' views	78.0%	Outstanding
Developing moral values	76.8%	Outstanding
Social health education	76.8%	Outstanding
School discipline	74.9%	Good
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Information on different types of bullying	73.2%	Good
Caring teachers	72.5%	Good
Looking after pupils well	72.5%	Good
Attitude of non-teaching/support staff	70.4%	Good
E-safety	68.9%	Good

Strengths

- Encouraging and listening to pupils' views
- Developing moral values
- Social health education

Weaknesses

- E-safety
- Attitude of non-teaching/support staff
- Looking after pupils well

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

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

Developing moral values	76.8%	Outstanding
School discipline	74.9%	Good
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Information on different types of bullying	73.2%	Good
Looking after pupils well	72.5%	Good
Attitude of non-teaching/support staff	70.4%	Good

Strengths

- Developing moral values
- School discipline
- Control of bullying

Weaknesses

- Attitude of non-teaching/support staff
- Looking after pupils well
- Information on different types of bullying

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

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

Encouraging and listening to pupils' views	78.0%	Outstanding
Developing moral values	76.8%	Outstanding
Ensuring pupils do their best/make good progress	76.7%	Outstanding
Developing potential	76.1%	Outstanding
School discipline	74.9%	Good
Community spirit	73.5%	Good
Developing confidence	73.2%	Good
Celebrating and rewarding achievement	73.2%	Good
Happiness of child	72.7%	Good

Strengths

- Encouraging and listening to pupils' views
- Developing moral values
- Ensuring pupils do their best/make good progress

Weaknesses

- Happiness of child
- Celebrating and rewarding achievement
- Developing confidence

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

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

Encouraging and listening to pupils' views	78.0%	Outstanding
Ensuring pupils do their best/make good progress	76.7%	Outstanding
Developing potential	76.1%	Outstanding
Teaching pupils with special needs	75.4%	Outstanding
Developing confidence	73.2%	Good
Celebrating and rewarding achievement	73.2%	Good
Pupil response to feedback	69.0%	Good

Strengths

- Encouraging and listening to pupils' views
- Ensuring pupils do their best/make good progress

Weaknesses

- Pupil response to feedback
- Celebrating and rewarding achievement

Your average parental grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Personal Development and Welfare: Choices About Next Stages

Careers advice	80.2%	Outstanding
Levels of homework	78.3%	Outstanding
Celebrating and rewarding achievement	73.2%	Good
Pupil targets	71.6%	Good
Attitude of non-teaching/support staff	70.4%	Good

Strengths

- Careers advice

Weaknesses

- Attitude of non-teaching/support staff

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

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

School security	79.1%	Outstanding
Encouraging and listening to pupils' views	78.0%	Outstanding
Developing moral values	76.8%	Outstanding
Social health education	76.8%	Outstanding
School discipline	74.9%	Good
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Information on different types of bullying	73.2%	Good
Caring teachers	72.5%	Good
Looking after pupils well	72.5%	Good
Attitude of non-teaching/support staff	70.4%	Good
E-safety	68.9%	Good

Strengths

- School security
- Encouraging and listening to pupils' views
- Developing moral values

Weaknesses

- E-safety
- Attitude of non-teaching/support staff
- Looking after pupils well

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

Personal Development and Welfare: Keeping Healthy

Social health education	76.8%	Outstanding
Exercise	72.8%	Requires improvement
Diet	54.4%	Requires improvement
Your average parental grade for this section = 2.3 = Good = Grade 2 (-)		

Personal Development and Welfare: Personal Development

Careers advice	80.2%	Outstanding
Encouraging and listening to pupils' views	78.0%	Outstanding
Developing moral values	76.8%	Outstanding
Social health education	76.8%	Outstanding
Developing potential	76.1%	Outstanding
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Developing confidence	73.2%	Good
Information on different types of bullying	73.2%	Good
E-safety	68.9%	Good

Strengths

- Careers advice
- Encouraging and listening to pupils' views
- Developing moral values

Weaknesses

- E-safety
- Information on different types of bullying
- Developing confidence

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

Attendance and Punctuality

Truancy control	73.9%	Good
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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

Control of bullying	83.4%	Outstanding
Encouraging and listening to pupils' views	83.0%	Outstanding
School security	82.9%	Outstanding
Tailoring child's work to their needs and ability	82.6%	Outstanding
Levels of homework	80.8%	Outstanding
Developing potential	80.8%	Outstanding
Treating all pupils fairly/equally	80.6%	Outstanding
Regular marking of work	80.5%	Outstanding
Ensuring pupils do their best/make good progress	80.4%	Outstanding
Exam results	79.8%	Outstanding
School discipline	79.2%	Outstanding
Careers advice	78.8%	Outstanding
Teaching quality	78.5%	Outstanding
Developing moral values	77.0%	Outstanding
Community spirit	77.0%	Outstanding
Teaching pupils with special needs	76.4%	Outstanding
Social health education	76.4%	Outstanding
School communication	76.2%	Outstanding
Promoting racial harmony	75.7%	Outstanding
Happiness of child	75.6%	Outstanding
Caring teachers	75.4%	Outstanding
Looking after pupils well	75.0%	Outstanding
Celebrating and rewarding achievement	75.0%	Good
Truancy control	74.9%	Good
Developing confidence	74.9%	Good
Attitude of non-teaching/support staff	74.7%	Good
Pupil targets	73.2%	Good
Pupil response to feedback	71.1%	Good
Information on different types of bullying	68.6%	Good
E-safety	68.3%	Good

(Continued on the next page)

Strengths

- Control of bullying
- Encouraging and listening to pupils' views
- School security

Weaknesses

- E-safety
- Information on different types of bullying
- Pupil response to feedback

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

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: 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

Ensuring pupils do their best/make good progress	76.7%	Outstanding
Exam results	76.5%	Outstanding
Developing potential	76.1%	Outstanding
Teaching pupils with special needs	75.4%	Outstanding
Ratio of parents saying school improving versus declining		Good
Appropriate level of challenge in homework	74.9%	Good
Developing confidence	73.2%	Good
Pupil targets	71.6%	Good
Quality of feedback on pupil's work	70.2%	Good
Use of feedback on pupil's work	70.0%	Good
Pupil response to feedback	69.0%	Good

Strengths

- Ensuring pupils do their best/make good progress
- Exam results
- Developing potential

Weaknesses

- Pupil response to feedback
- Use of feedback on pupil's work
- Quality of feedback on pupil's work

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

Progress Over Time

Significant improvements versus significant declines Outstanding

Your average parental grade for this section = 1.0 = Outstanding = **Grade 1**

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

Your own assessment is required here.

Achievements of Those Eligible for the Pupil Premium

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'

Exam results	80.5%	Outstanding
Developing potential	76.4%	Outstanding
Developing confidence	71.6%	Good
Tailoring child's work to their needs and ability	68.3%	Good

Strengths

- Exam results

Weaknesses

- Tailoring child's work to their needs and ability

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

The Most Able Pupils

Tailoring child's work to their needs and ability	77.7%	Outstanding
Ensuring pupils do their best/make good progress	76.7%	Outstanding
Developing potential	76.1%	Outstanding
Appropriate level of challenge in homework	74.9%	Good
Developing confidence	73.2%	Good
Pupil targets	71.6%	Good

Strengths

- Tailoring child's work to their needs and ability
- Ensuring pupils do their best/make good progress

Weaknesses

- Pupil targets
- Developing confidence

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

Disabled Pupils and Those with Special Educational Needs

Tailoring child's work to their needs and ability	77.7%	Outstanding
Treating all pupils fairly/equally	76.3%	Outstanding
Developing potential	76.1%	Outstanding
Teaching pupils with special needs	75.4%	Outstanding
Developing confidence	73.2%	Good

Strengths

- Tailoring child's work to their needs and ability

Weaknesses

- Developing confidence

Your average parental grade for this section = 1.2 = Outstanding = **Grade 1**

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Tailoring child's work to their needs and ability	82.6%	Outstanding
Developing potential	80.8%	Outstanding
Treating all pupils fairly/equally	80.6%	Outstanding
Ensuring pupils do their best/make good progress	80.4%	Outstanding
Exam results	79.8%	Outstanding
Appropriate level of challenge in homework	79.4%	Outstanding
Teaching pupils with special needs	76.4%	Outstanding
Developing confidence	74.9%	Good
Quality of feedback on pupil's work	73.6%	Good
Pupil targets	73.2%	Good
Use of feedback on pupil's work	72.0%	Good
Pupil response to feedback	71.1%	Good

Strengths

- Tailoring child's work to their needs and ability
- Developing potential
- Treating all pupils fairly/equally

Weaknesses

- Pupil response to feedback
- Use of feedback on pupil's work
- Pupil targets

Your average parental grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 1.4 = Outstanding = **Grade 1 (-)**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Effectiveness of the Sixth Form Provision

Quality of Teaching, Learning and Assessment

Tailoring child's work to their needs and ability	82.6%	Outstanding
Levels of homework	80.8%	Outstanding
Developing potential	80.8%	Outstanding
Treating all pupils fairly/equally	80.6%	Outstanding
Regular marking of work	80.5%	Outstanding
Ensuring pupils do their best/make good progress	80.4%	Outstanding
Computer access	79.4%	Outstanding
Appropriate level of challenge in homework	79.4%	Outstanding
Teaching quality	78.5%	Outstanding
Community spirit	77.0%	Outstanding
Teaching pupils with special needs	76.4%	Outstanding
School communication	76.2%	Outstanding
Promoting racial harmony	75.7%	Outstanding
Developing confidence	74.9%	Good
Quality of feedback on pupil's work	73.6%	Good
Pupil targets	73.2%	Good
Use of feedback on pupil's work	72.0%	Good
Pupil response to feedback	71.1%	Good

Strengths

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

Weaknesses

- Pupil response to feedback
- Use of feedback on pupil's work
- Pupil targets

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Personal Development, Behaviour and Welfare

Control of bullying	83.4%	Outstanding
Encouraging and listening to pupils' views	83.0%	Outstanding
School security	82.9%	Outstanding
Tailoring child's work to their needs and ability	82.6%	Outstanding
Levels of homework	80.8%	Outstanding
Developing potential	80.8%	Outstanding
Treating all pupils fairly/equally	80.6%	Outstanding
Regular marking of work	80.5%	Outstanding
Ensuring pupils do their best/make good progress	80.4%	Outstanding
Exam results	79.8%	Outstanding
School discipline	79.2%	Outstanding
Careers advice	78.8%	Outstanding
Teaching quality	78.5%	Outstanding
Developing moral values	77.0%	Outstanding
Community spirit	77.0%	Outstanding
Teaching pupils with special needs	76.4%	Outstanding
Social health education	76.4%	Outstanding
School communication	76.2%	Outstanding
Promoting racial harmony	75.7%	Outstanding
Happiness of child	75.6%	Outstanding
Caring teachers	75.4%	Outstanding
Looking after pupils well	75.0%	Outstanding
Celebrating and rewarding achievement	75.0%	Good
Truancy control	74.9%	Good
Developing confidence	74.9%	Good
Attitude of non-teaching/support staff	74.7%	Good
Pupil targets	73.2%	Good
Pupil response to feedback	71.1%	Good
Information on different types of bullying	68.6%	Good
E-safety	68.3%	Good

(Continued on the next page)

Strengths

- Control of bullying
- Encouraging and listening to pupils' views
- School security

Weaknesses

- E-safety
- Information on different types of bullying
- Pupil response to feedback

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Outcomes for Pupils

Tailoring child's work to their needs and ability	82.6%	Outstanding
Developing potential	80.8%	Outstanding
Treating all pupils fairly/equally	80.6%	Outstanding
Ensuring pupils do their best/make good progress	80.4%	Outstanding
Exam results	79.8%	Outstanding
Appropriate level of challenge in homework	79.4%	Outstanding
Teaching pupils with special needs	76.4%	Outstanding
Developing confidence	74.9%	Good
Quality of feedback on pupil's work	73.6%	Good
Pupil targets	73.2%	Good
Use of feedback on pupil's work	72.0%	Good
Pupil response to feedback	71.1%	Good

Strengths

- Tailoring child's work to their needs and ability
- Developing potential
- Treating all pupils fairly/equally

Weaknesses

- Pupil response to feedback
- Use of feedback on pupil's work
- Pupil targets

Your average parental grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Summary grade – Effectiveness of the Sixth Form Provision section

Your average parental grade for "Effectiveness of the Sixth Form Provision" = 1.3 = Outstanding = **Grade 1 (-)**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Effectiveness of Leadership and Management

Vision and Values

Developing moral values	76.8%	Outstanding
Ensuring pupils do their best/make good progress	76.7%	Outstanding
Exam results	76.5%	Outstanding
School communication	76.2%	Outstanding
Developing potential	76.1%	Outstanding
School discipline	74.9%	Good
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Developing confidence	73.2%	Good
Celebrating and rewarding achievement	73.2%	Good

Strengths

- Developing moral values
- Ensuring pupils do their best/make good progress
- Exam results

Weaknesses

- Celebrating and rewarding achievement
- Developing confidence
- Community spirit

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

Self-evaluation and Improvement

Significant improvements versus significant declines		Outstanding
Encouraging and listening to pupils' views	78.0%	Outstanding
Exam results	76.5%	Outstanding
Ratio of parents saying school improving versus declining		Good
Pupil targets	71.6%	Good
Quality of feedback on pupil's work	70.2%	Good
Use of feedback on pupil's work	70.0%	Good

Strengths

- Significant improvements versus significant declines
- Encouraging and listening to pupils' views

Weaknesses

- Use of feedback on pupil's work
- Quality of feedback on pupil's work

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

Curriculum

Careers advice	80.2%	Outstanding
Tailoring child's work to their needs and ability	77.7%	Outstanding
Ensuring pupils do their best/make good progress	76.7%	Outstanding
Exam results	76.5%	Outstanding
Developing potential	76.1%	Outstanding
Choice of subjects	75.7%	Outstanding
Teaching pupils with special needs	75.4%	Outstanding
Pupil targets	71.6%	Good
Use of feedback on pupil's work	70.0%	Good
Pupil response to feedback	69.0%	Good

Strengths

- Careers advice
- Tailoring child's work to their needs and ability
- Ensuring pupils do their best/make good progress

Weaknesses

- Pupil response to feedback
- Use of feedback on pupil's work
- Pupil targets

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Citizenship

Developing moral values	76.8%	Outstanding
Social health education	76.8%	Outstanding
Treating all pupils fairly/equally	76.3%	Outstanding
School discipline	74.9%	Good
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Information on different types of bullying	73.2%	Good
E-safety	68.9%	Good

Strengths

- Developing moral values
- Social health education
- Treating all pupils fairly/equally

Weaknesses

- E-safety
- Information on different types of bullying
- Community spirit

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

Leadership

Encouraging and listening to pupils' views	78.0%	Outstanding
School communication	76.2%	Outstanding
Pupil targets	71.6%	Good
Use of feedback on pupil's work	70.0%	Good

Strengths

- Encouraging and listening to pupils' views

Weaknesses

- Use of feedback on pupil's work

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

School security	79.1%	Outstanding
Developing moral values	76.8%	Outstanding
Social health education	76.8%	Outstanding
Treating all pupils fairly/equally	76.3%	Outstanding
School discipline	74.9%	Good
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Truancy control	73.9%	Good
Community spirit	73.5%	Good
Information on different types of bullying	73.2%	Good
Caring teachers	72.5%	Good
Looking after pupils well	72.5%	Good
Attitude of non-teaching/support staff	70.4%	Good
E-safety	68.9%	Good

Strengths

- School security
- Developing moral values
- Social health education

Weaknesses

- E-safety
- Attitude of non-teaching/support staff
- Looking after pupils well

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

Governance

School security	79.1%	Outstanding
Tailoring child's work to their needs and ability	77.7%	Outstanding
Treating all pupils fairly/equally	76.3%	Outstanding
School communication	76.2%	Outstanding
Teaching pupils with special needs	75.4%	Outstanding
Appropriate level of challenge in homework	74.9%	Good
Promoting racial harmony	74.5%	Good

Strengths

- School security
- Tailoring child's work to their needs and ability

Weaknesses

- Promoting racial harmony
- Appropriate level of challenge in homework

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Use of the Pupil Premium

The following scores are for those eligible for the Pupil Premium who answered yes to 'Has your child ever been eligible for free school meals during the last six years?'

Ratio of parents saying school improving versus declining Good

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

Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

Effectiveness of the Sixth Form Provision: Leadership and Management

Control of bullying	83.4%	Outstanding
Encouraging and listening to pupils' views	83.0%	Outstanding
School security	82.9%	Outstanding
Tailoring child's work to their needs and ability	82.6%	Outstanding
Developing potential	80.8%	Outstanding
Treating all pupils fairly/equally	80.6%	Outstanding
Ensuring pupils do their best/make good progress	80.4%	Outstanding
Exam results	79.8%	Outstanding
Appropriate level of challenge in homework	79.4%	Outstanding
School discipline	79.2%	Outstanding
Careers advice	78.8%	Outstanding
Choice of subjects	77.4%	Outstanding
Developing moral values	77.0%	Outstanding
Community spirit	77.0%	Outstanding
Teaching pupils with special needs	76.4%	Outstanding
Social health education	76.4%	Outstanding
School communication	76.2%	Outstanding
Promoting racial harmony	75.7%	Outstanding
Caring teachers	75.4%	Outstanding
Looking after pupils well	75.0%	Outstanding
Celebrating and rewarding achievement	75.0%	Good
Truancy control	74.9%	Good
Developing confidence	74.9%	Good
Attitude of non-teaching/support staff	74.7%	Good
Quality of feedback on pupil's work	73.6%	Good
Pupil targets	73.2%	Good
Use of feedback on pupil's work	72.0%	Good
Pupil response to feedback	71.1%	Good
Information on different types of bullying	68.6%	Good
E-safety	68.3%	Good

(Continued on the next page)

Strengths

- Control of bullying
- Encouraging and listening to pupils' views
- School security

Weaknesses

- E-safety
- Information on different types of bullying
- Pupil response to feedback

Your average parental grade for this section = 1.3 = Outstanding = **Grade 1 (-)**

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 1.5 = 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
- Citizenship
- Safeguarding
- Use of the Pupil Premium

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Encouraging and listening to pupils' views	78.0%	Outstanding
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Happiness of child	72.7%	Good

Strengths

- Encouraging and listening to pupils' views

Weaknesses

- Happiness of child

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

Moral Development

Developing moral values	76.8%	Outstanding
Social health education	76.8%	Outstanding
School discipline	74.9%	Good
Community spirit	73.5%	Good

Strengths

- Developing moral values

Weaknesses

- Community spirit

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

Social Development

Developing moral values	76.8%	Outstanding
Social health education	76.8%	Outstanding
Control of bullying	74.6%	Good
Promoting racial harmony	74.5%	Good
Community spirit	73.5%	Good
Developing confidence	73.2%	Good

Strengths

- Developing moral values
- Social health education

Weaknesses

- Developing confidence
- Community spirit

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

Cultural Development

Promoting racial harmony	74.5%	Good
Community spirit	73.5%	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" = 1.7 = Good = **Grade 2 (+)**

To reach the next grade

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

- Spiritual Development
- Social Development
- Cultural Development

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	1.2	Outstanding	Grade 1
Personal Development, Behaviour and Welfare	1.7	Good	Grade 2 (+)
Outcomes for Pupils	1.4	Outstanding	Grade 1 (-)
Effectiveness of the Sixth Form Provision	1.3	Outstanding	Grade 1 (-)
Effectiveness of Leadership and Management	1.5	Good	Grade 2 (+)
Spiritual, Moral, Social and Cultural Development	1.7	Good	Grade 2 (+)

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 1.5 = Outstanding = **Grade 1 (-)**

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:

- Personal Development, Behaviour and Welfare
- 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.

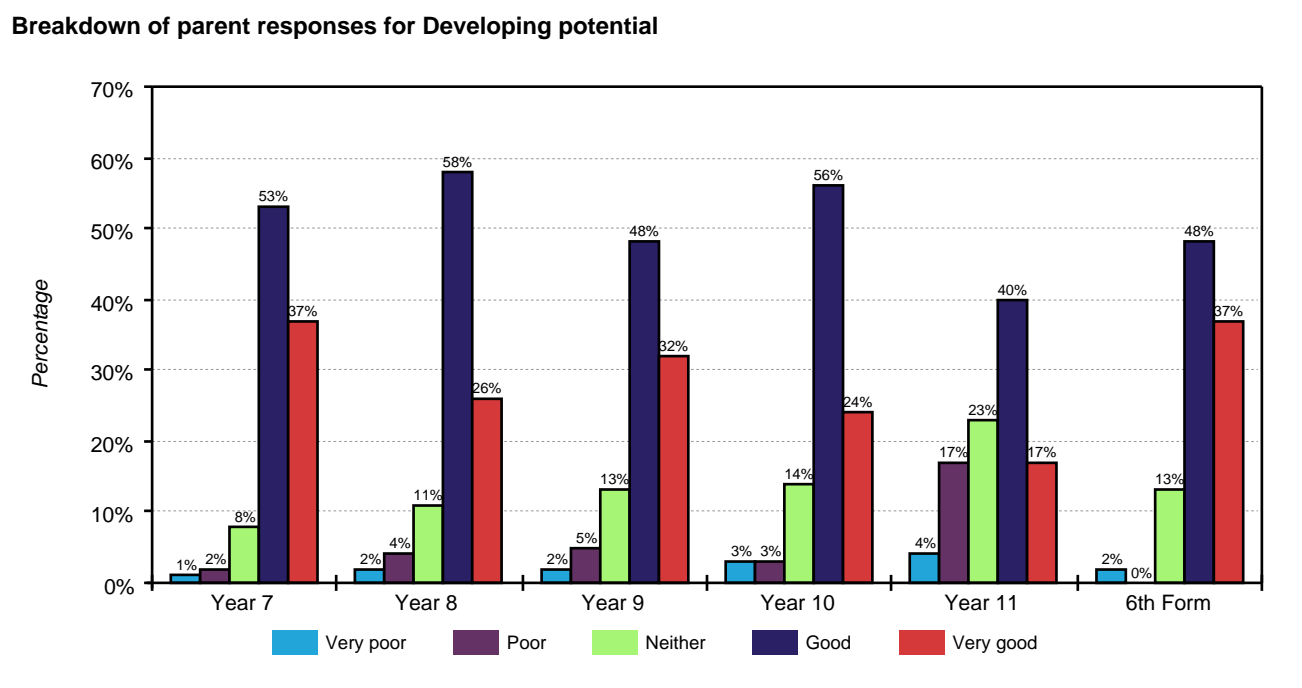
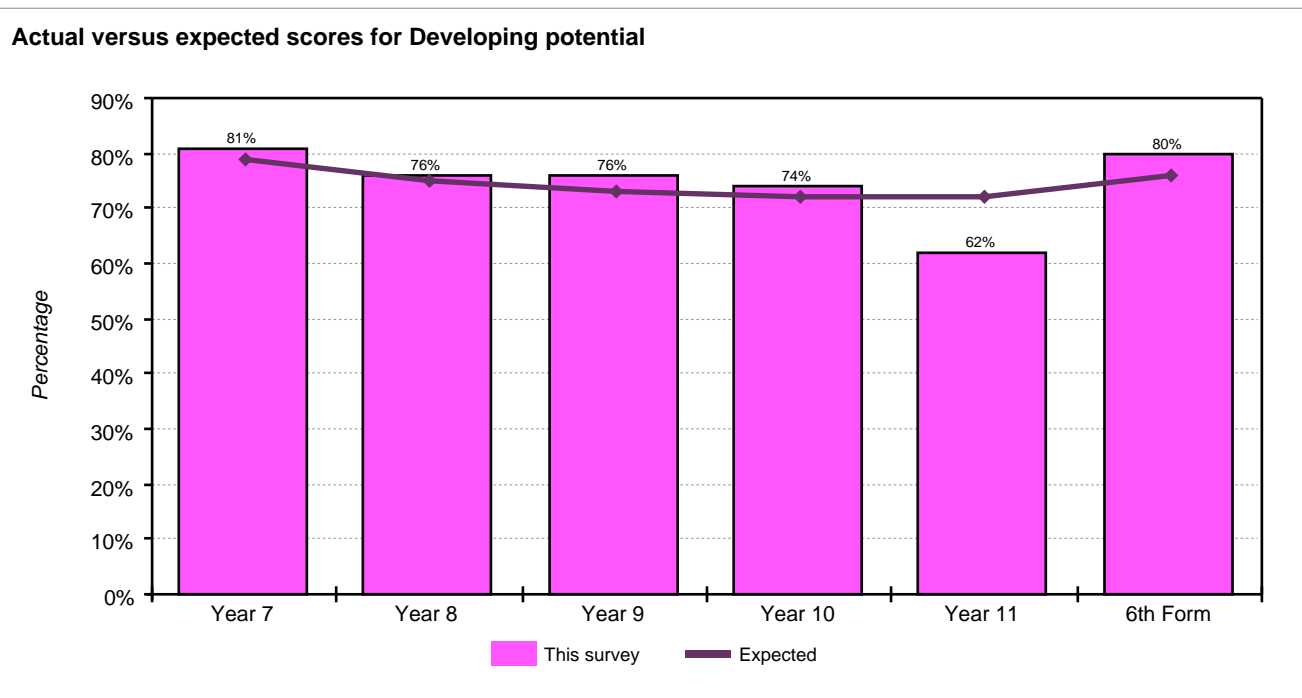
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

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 ‘Developing potential’

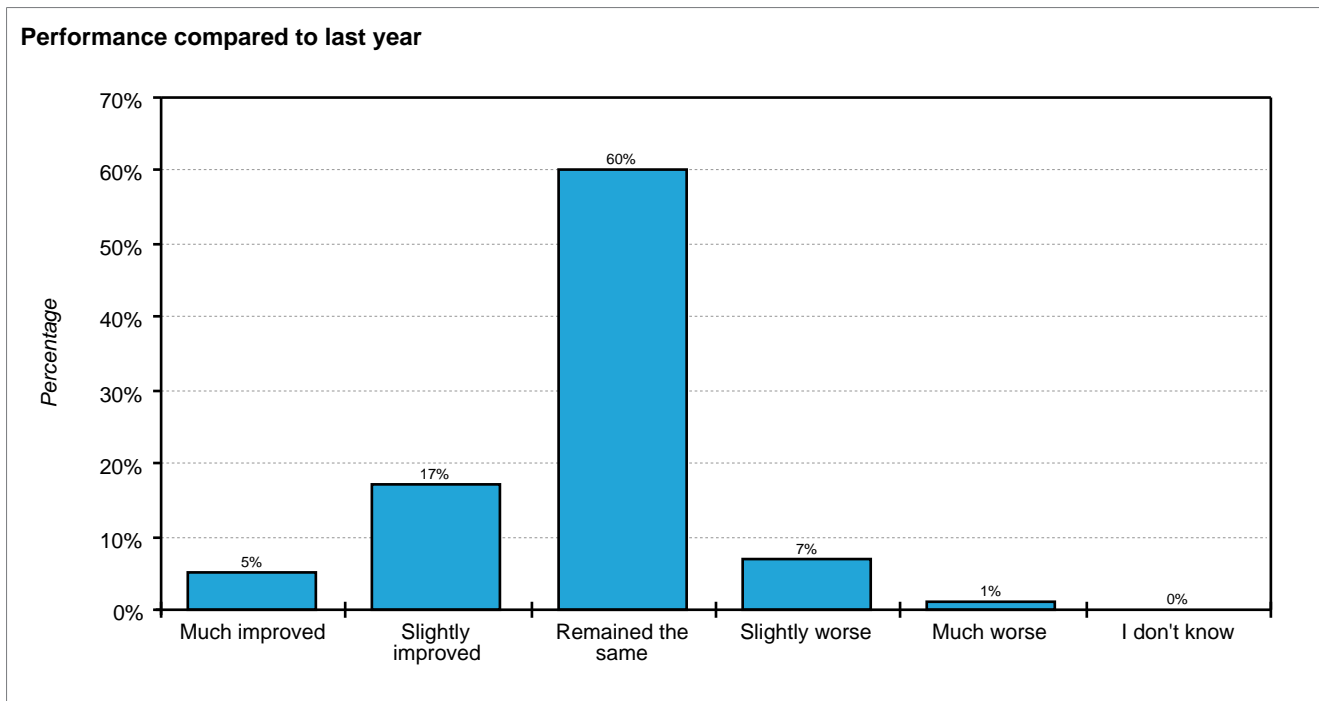
- The contribution towards the score for Developing potential was lower than expected for Year 11.



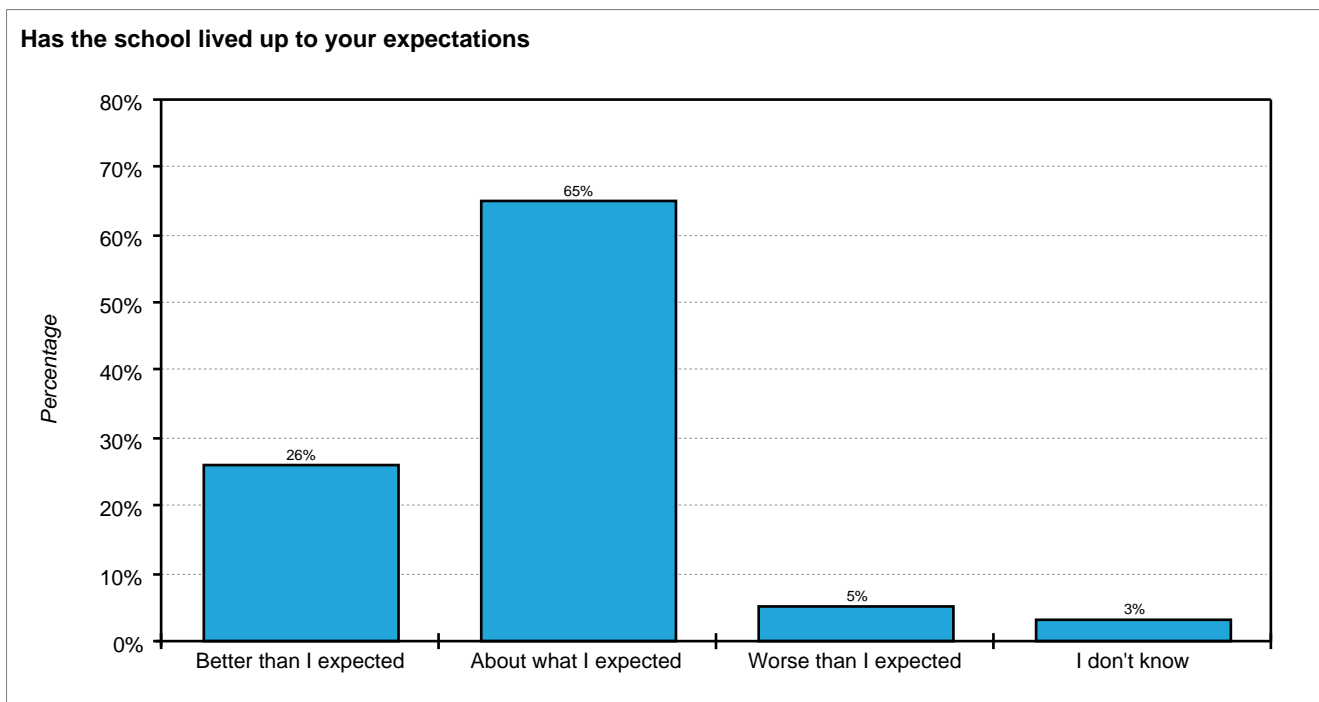
Standard analysis

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

Performance and expectations



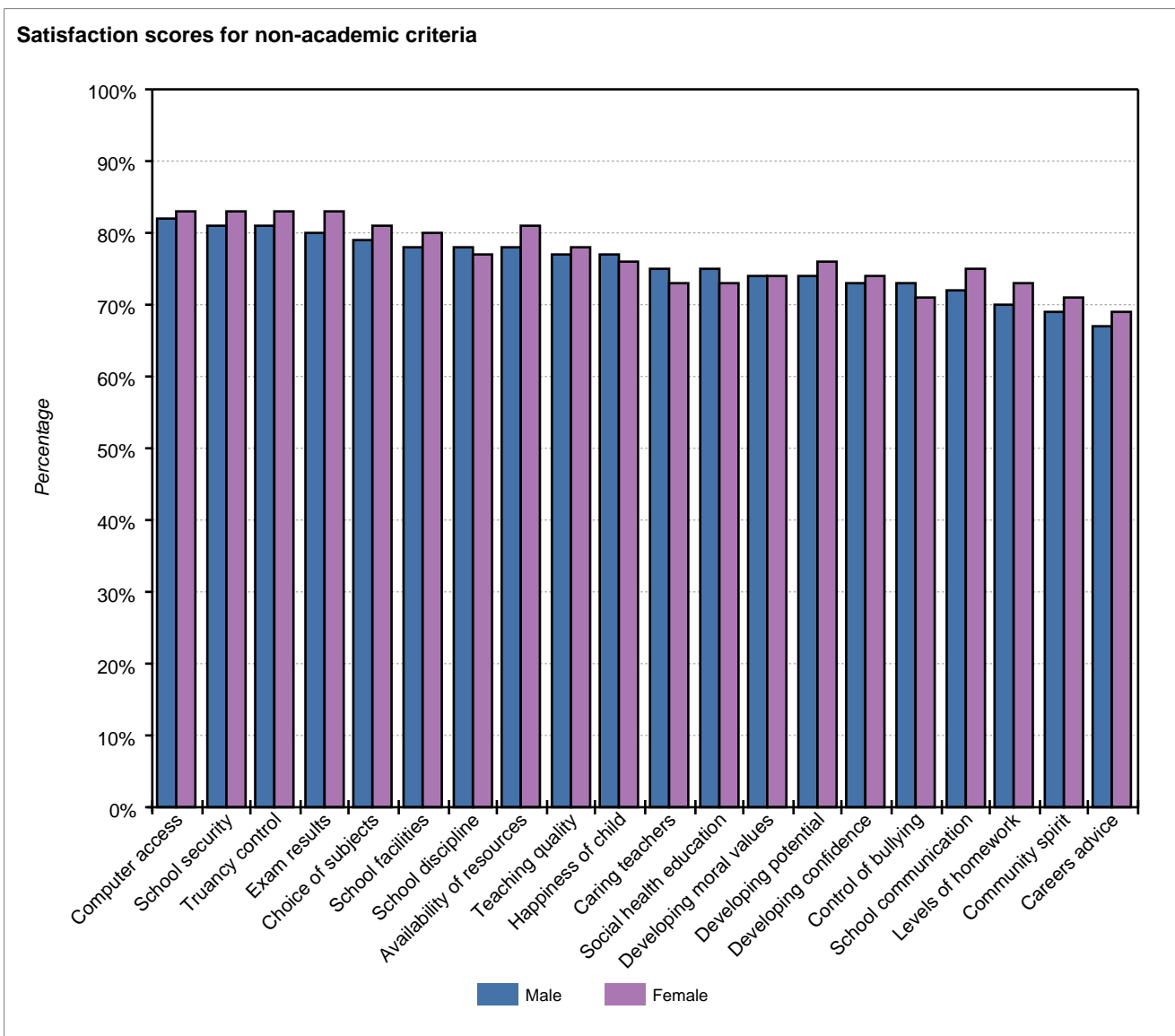
- Of the parents whose children were not in their first year at the school 23% said the school had improved over the last year and 9% thought that the school’s performance was worse.



- Of the parents of new students, 5% felt that the school had not lived up to their expectations and 26% said the school was better than they had expected it to be.

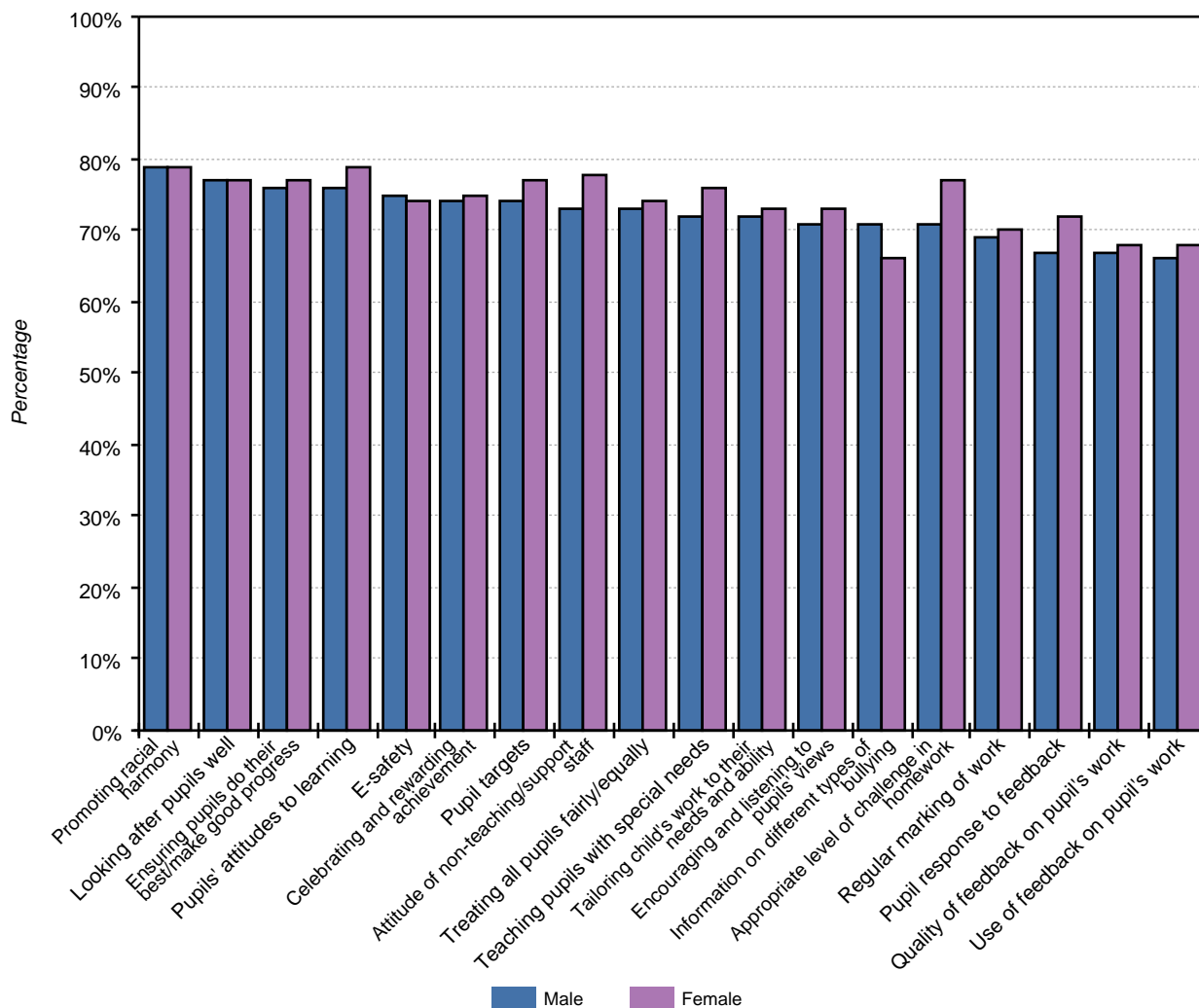
Gender analysis

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.



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

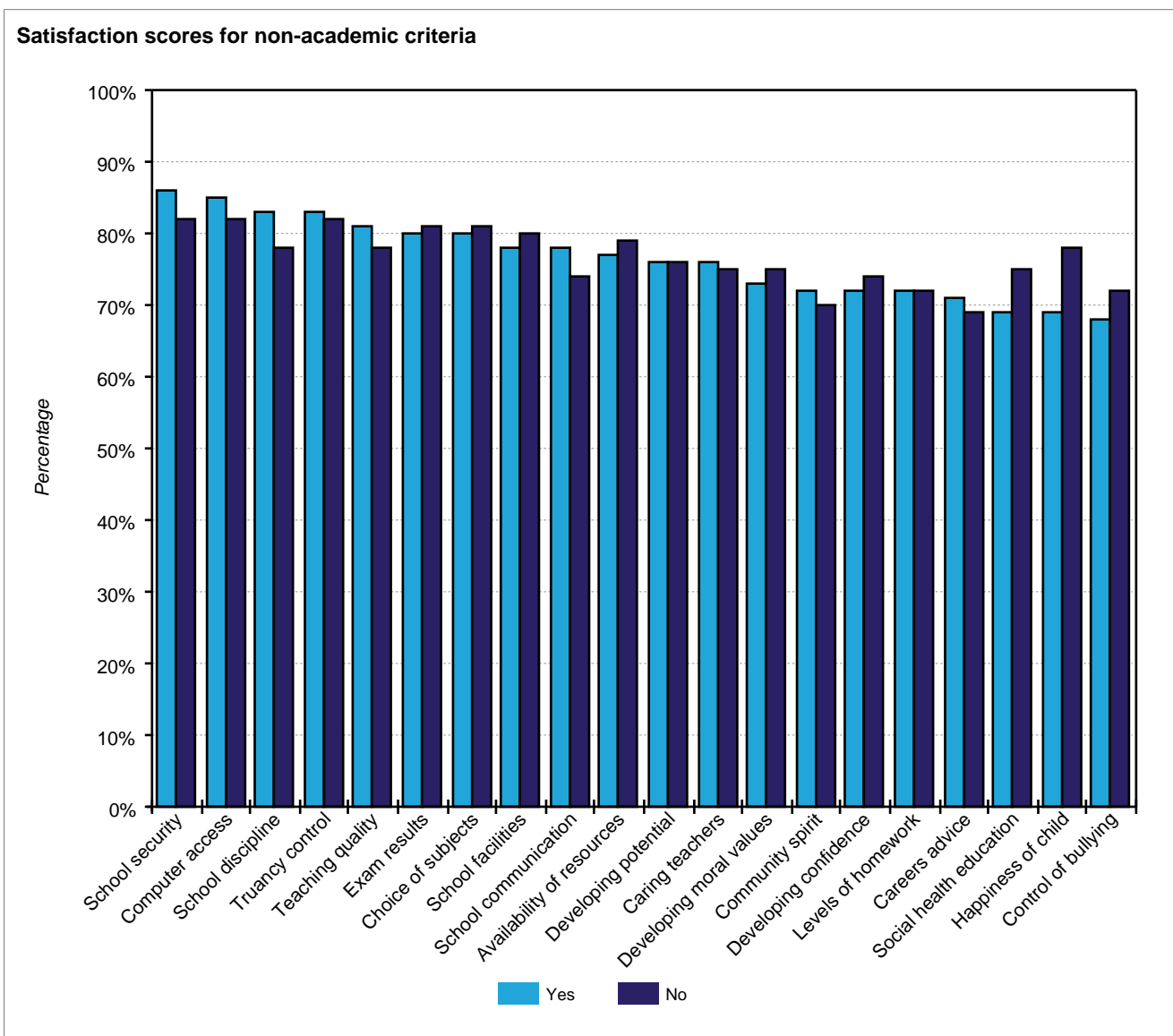
Satisfaction scores for additional criteria



Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Appropriate level of challenge in homework	70.5	77.2 ▲

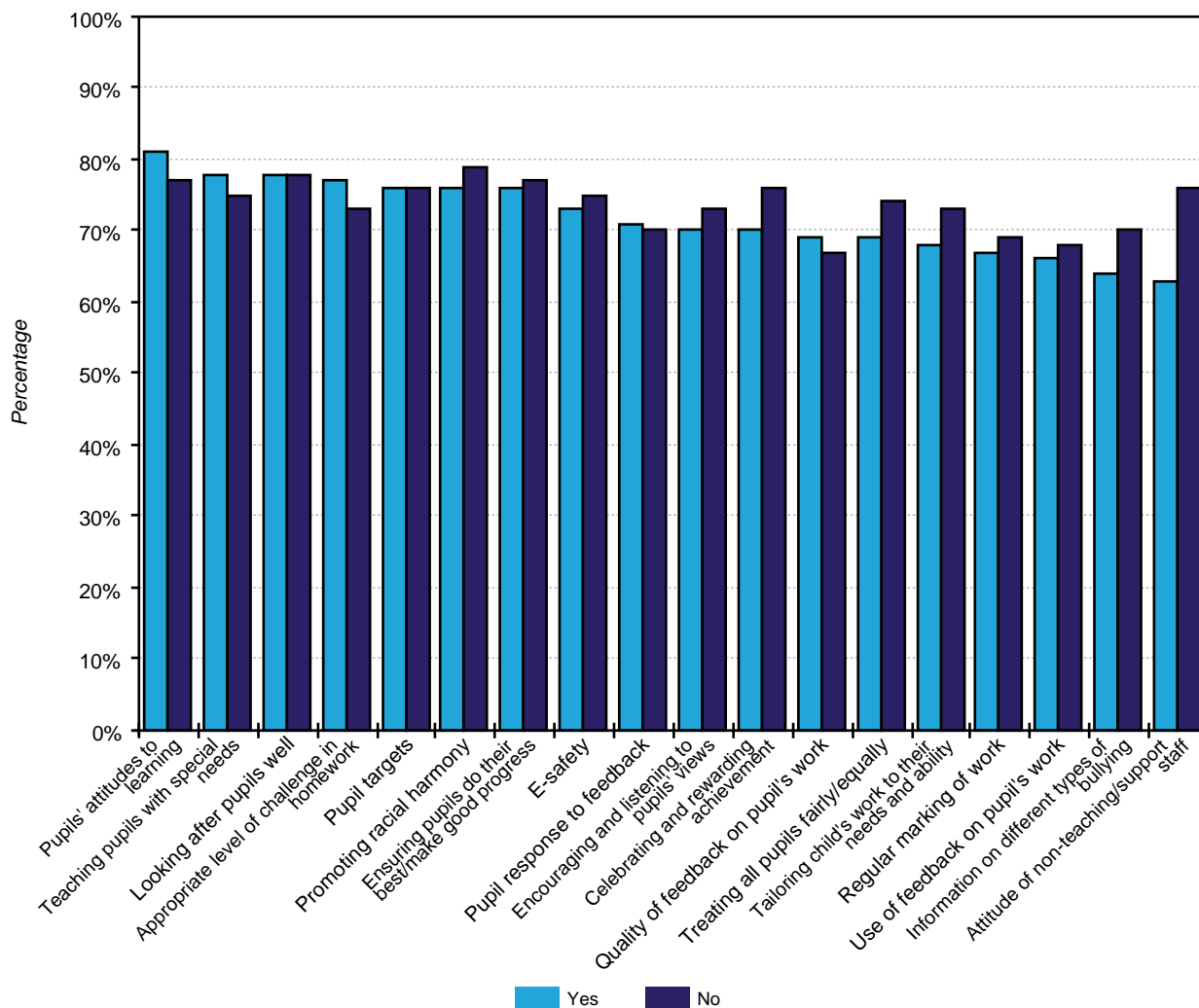
Extra analysis

This section of the report provides an analysis of parent scores broken down by the response to the question ‘Has your child ever been eligible for free school meals during the last six years?’.



Non-academic criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
School discipline	83.1	77.6 ▼

Satisfaction scores for additional criteria

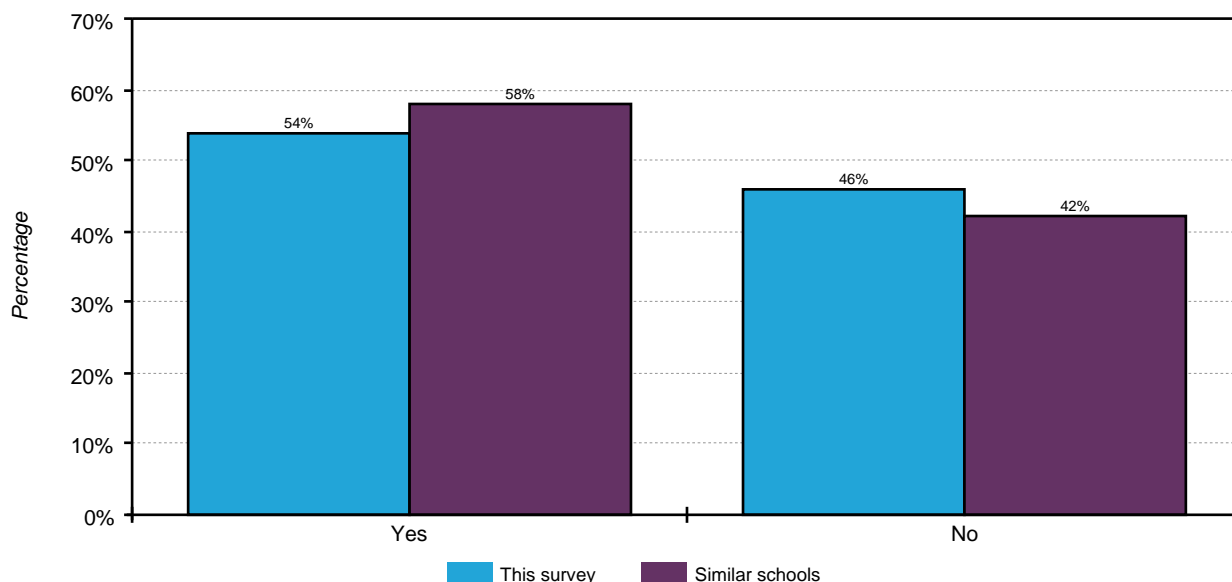


Additional criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
Attitude of non-teaching/support staff	63.0	76.3 ▲

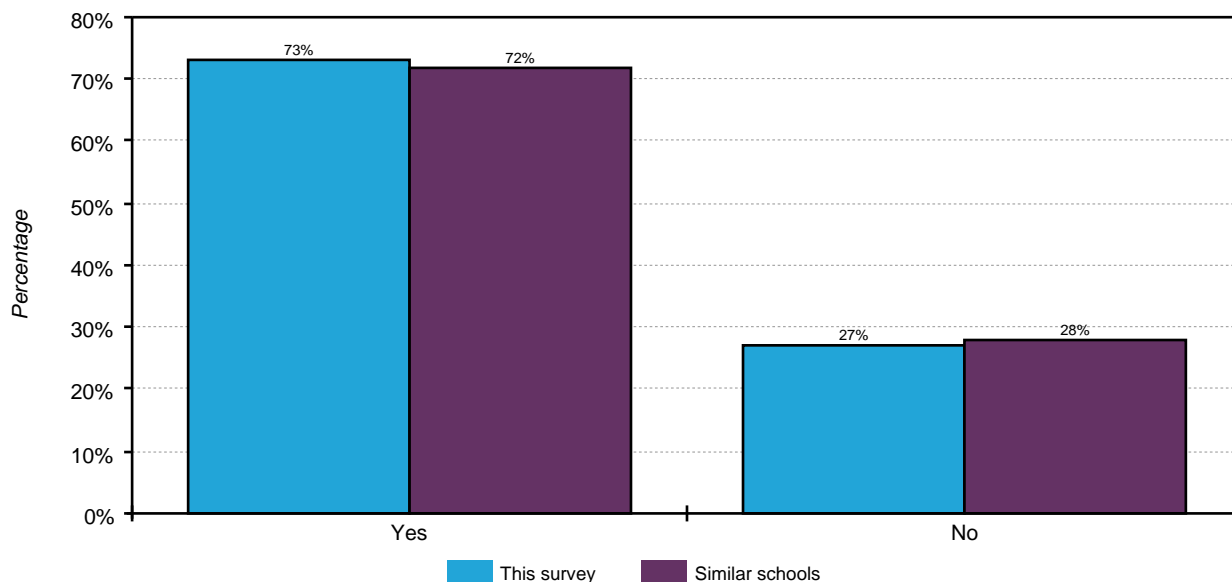
Healthy lifestyle

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

Parents’ responses to the question: ‘Eating a healthy diet?’



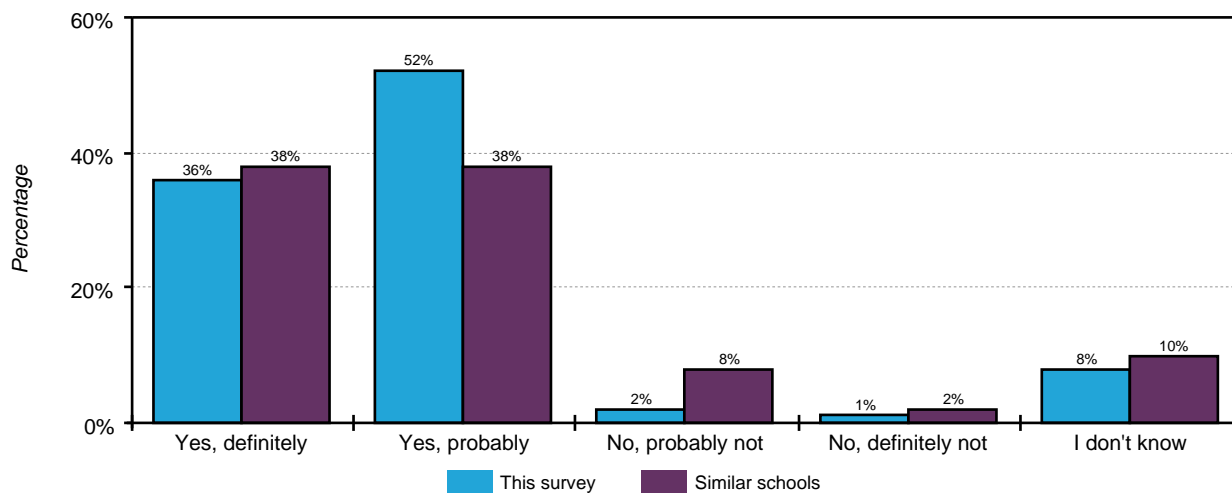
Parents’ responses to the question: ‘School encourages healthy lifestyle through exercise’



Parental values

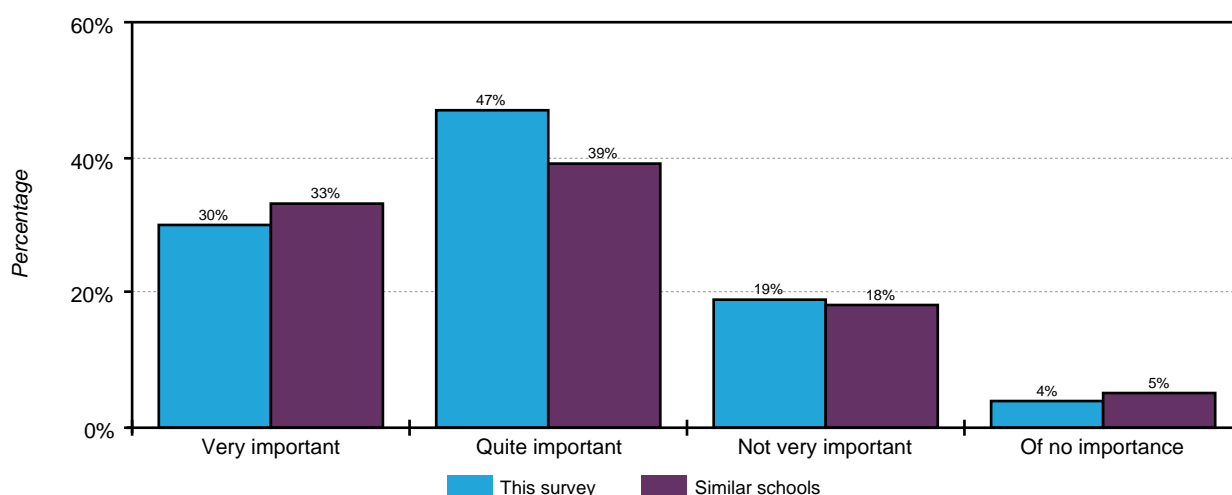
This section of the report summarises parental values and expectations.

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



- 36.4% of parents think their child will definitely attend university – this is broadly in line with views from parents at similar schools. 52.0% of parents think their child will probably attend university – this differs from the views of parents at similar schools.
- 2.3% of parents think their child will probably not attend university – this differs from the views of parents at similar schools. 1.0% 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?’

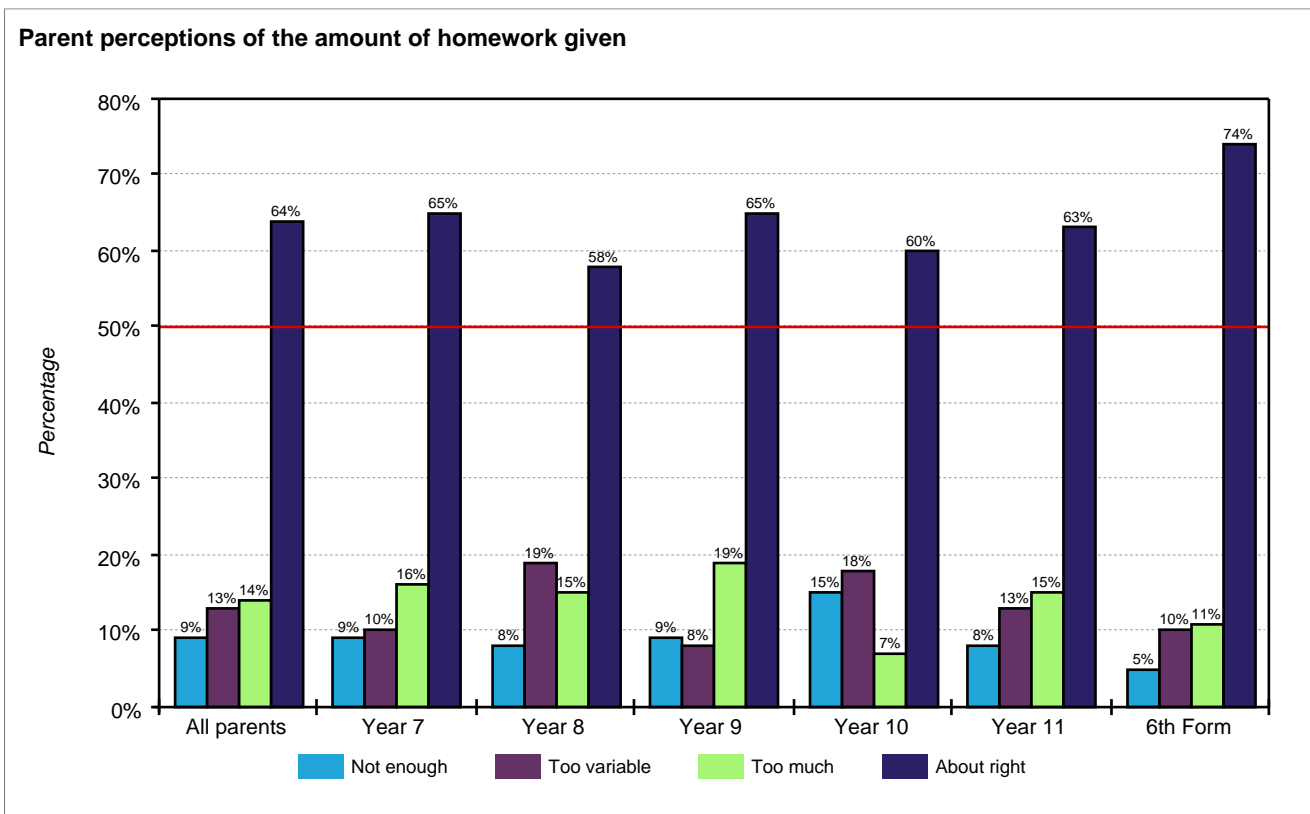


- 29.5% of parents think it is very important that their child goes to university – this is broadly in line with views from parents at similar schools. 47.2% of parents think it is quite important that their child goes to university – this differs from the views of parents at similar schools.
- 19.0% of parents think it is not very important that their child goes to university – this is broadly in line with views from parents at similar schools. 4.2% of parents think it is not at all important that their child goes to university – this is broadly in line with views from parents at similar schools.

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”.



Year group analysis

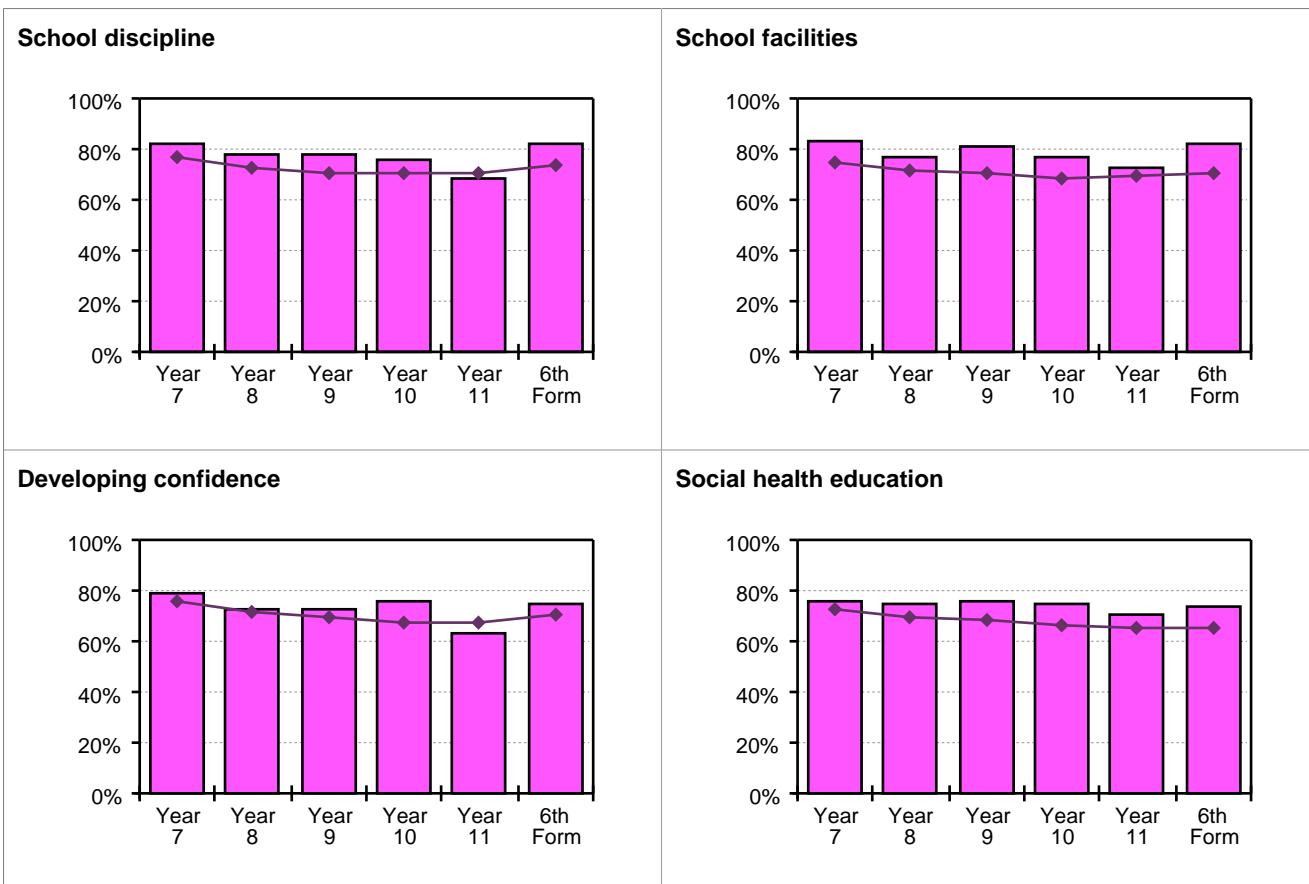
Analysis of year group scores compared to national average

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 54).

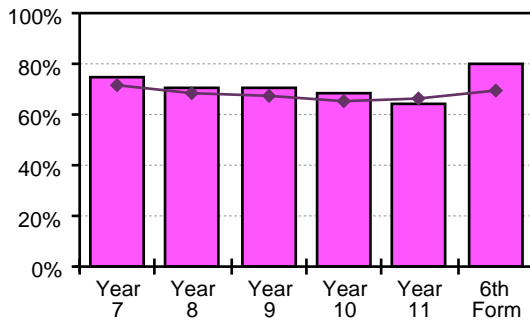
Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 13 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

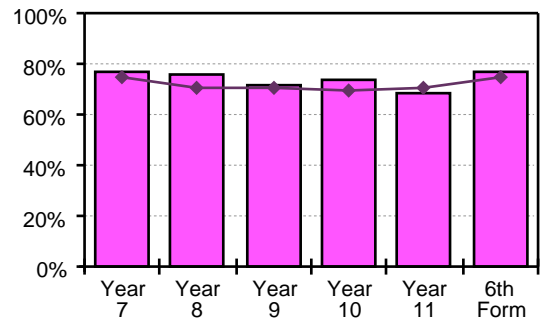
Year group analysis compared to national averages for non-academic criteria



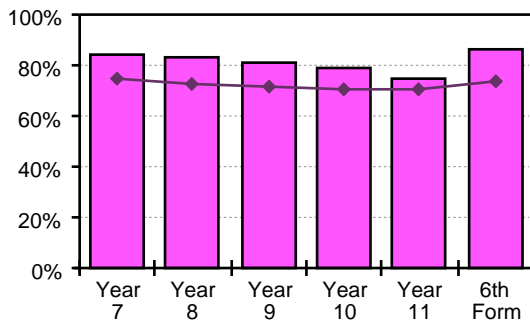
Control of bullying



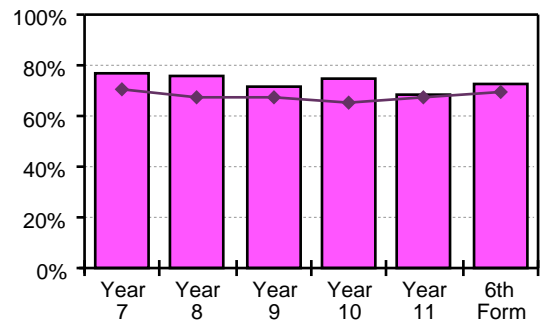
Caring teachers



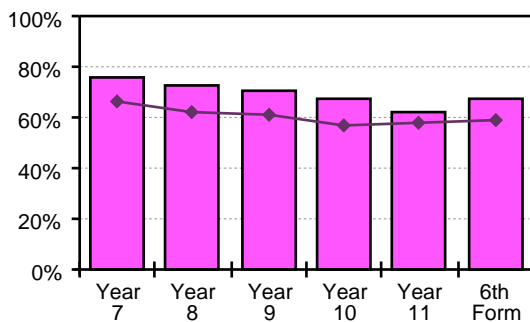
School security



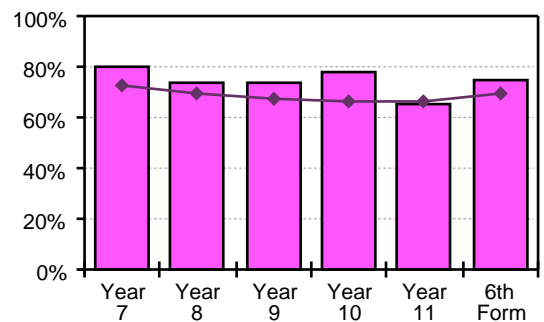
School communication



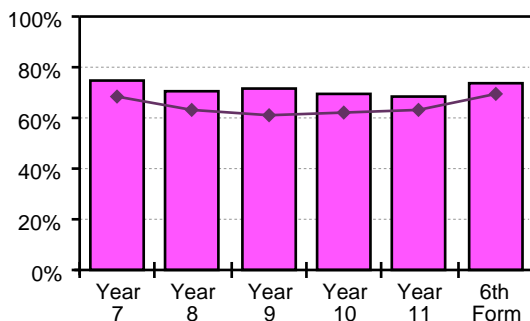
Careers advice



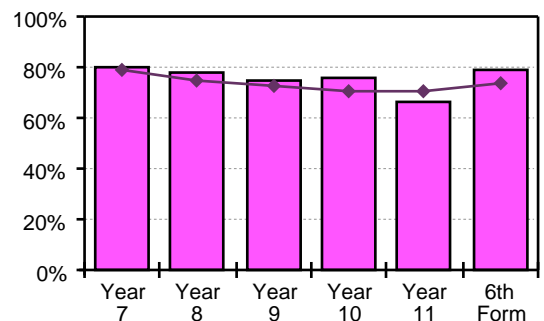
Developing moral values



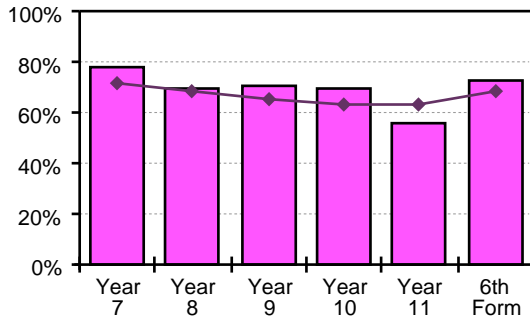
Levels of homework



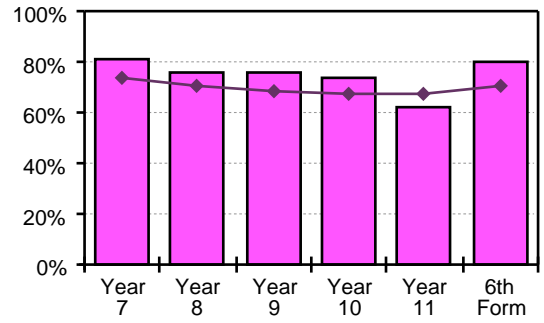
Happiness of child



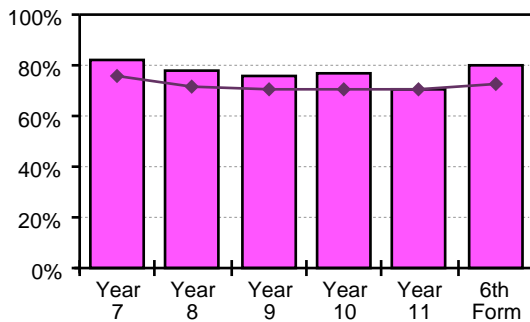
Community spirit



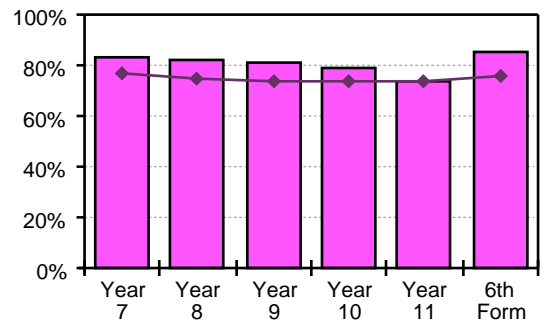
Developing potential



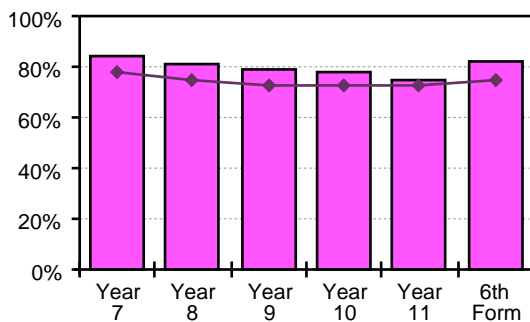
Teaching quality



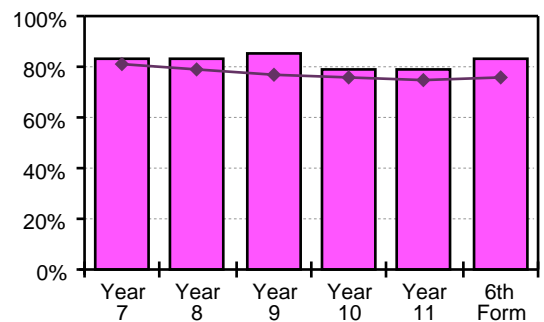
Exam results



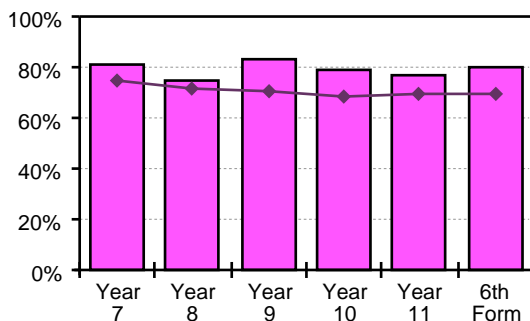
Choice of subjects



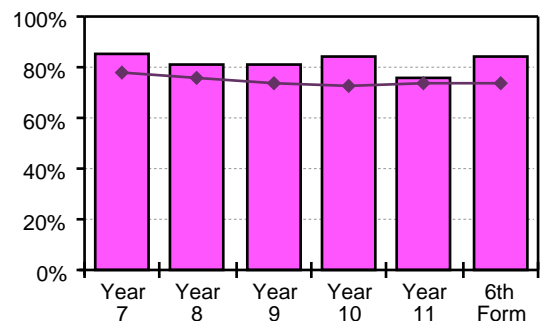
Truancy control



Availability of resources

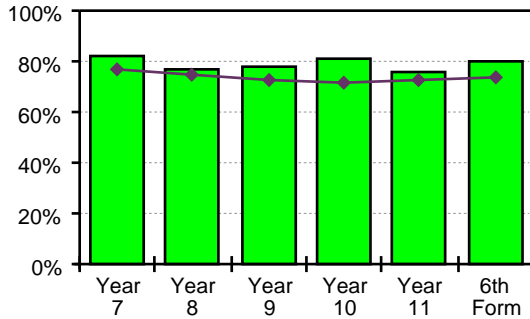


Computer access

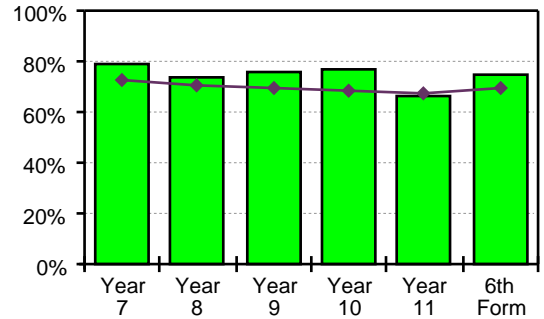


Year group analysis compared to national averages for your additional surveyed criteria

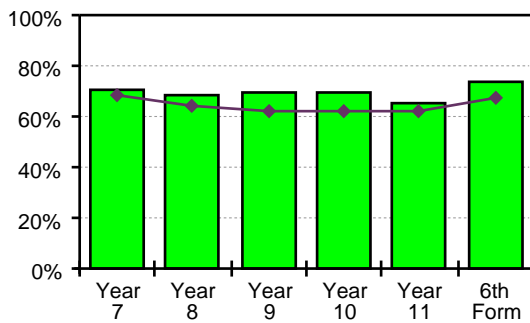
Promoting racial harmony



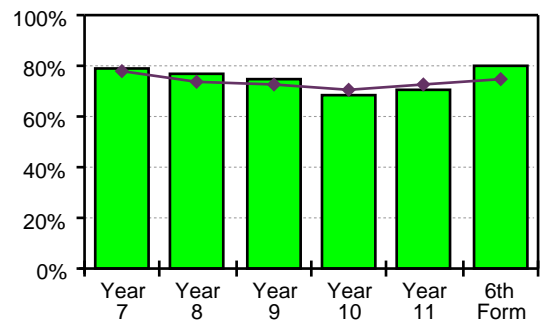
Teaching pupils with special needs



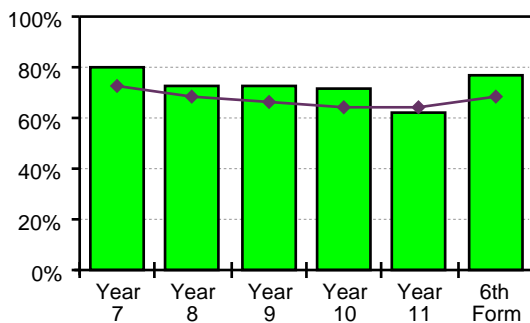
Regular marking of work



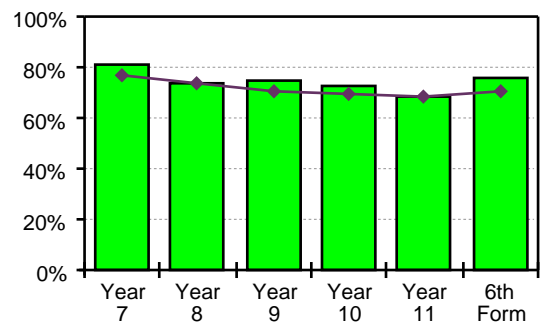
Attitude of non-teaching/support staff



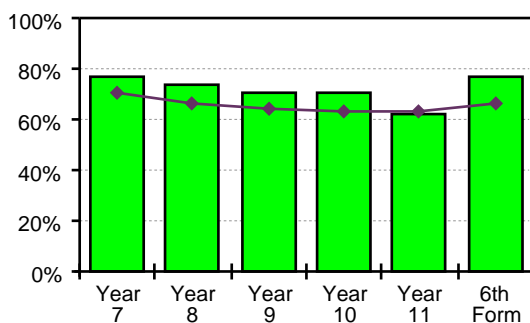
Treating all pupils fairly/equally



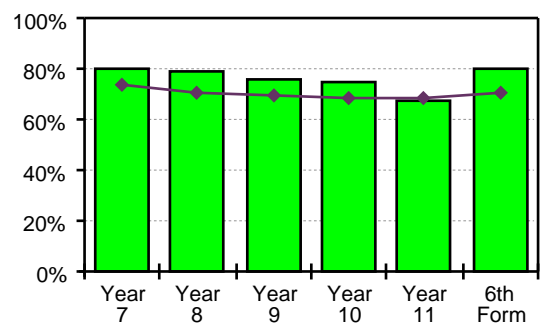
Celebrating and rewarding achievement



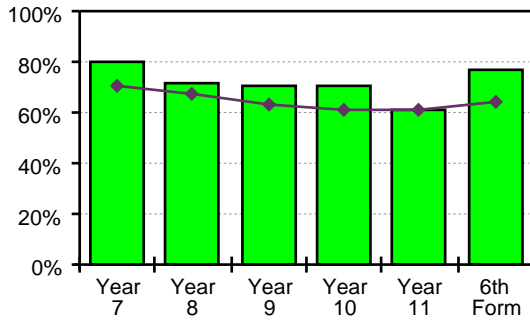
Tailoring child's work to their needs and ability



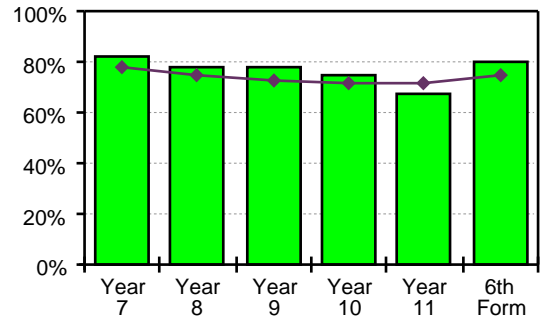
Ensuring pupils do their best/make good progress



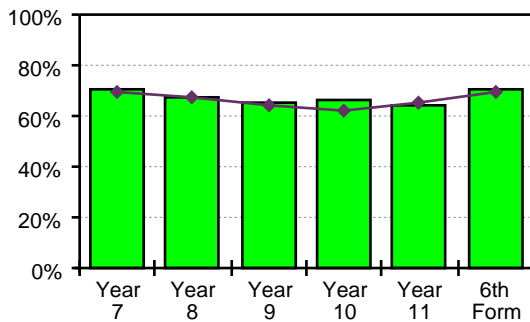
Encouraging and listening to pupils' views



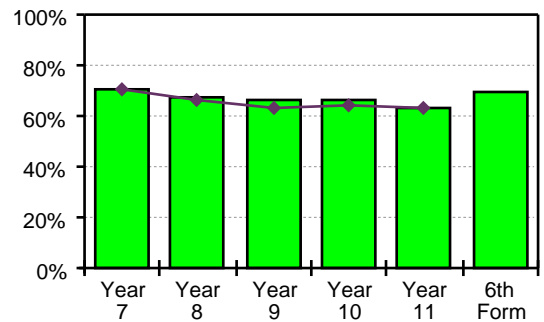
Looking after pupils well



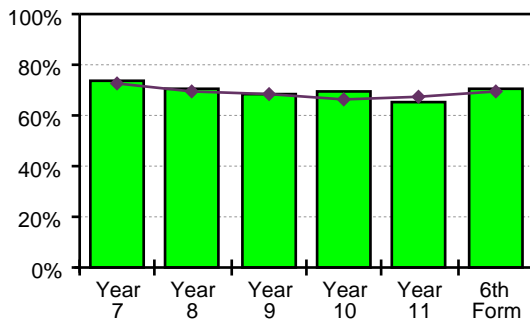
Quality of feedback on pupil's work



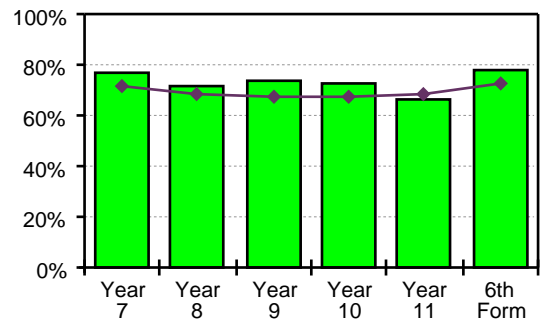
Use of feedback on pupil's work



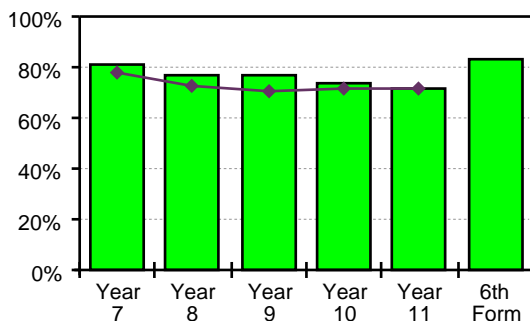
Pupil response to feedback



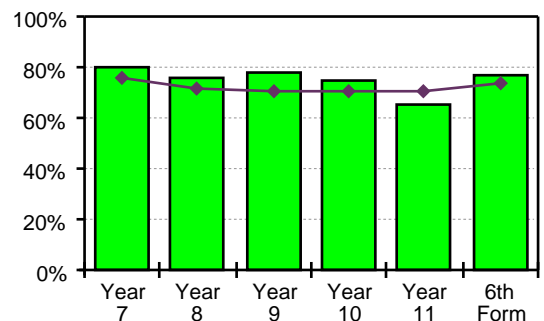
Appropriate level of challenge in homework



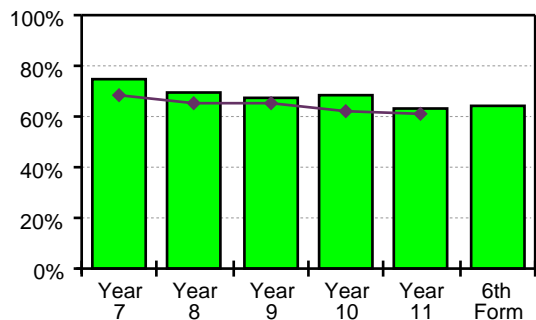
Pupils' attitudes to learning



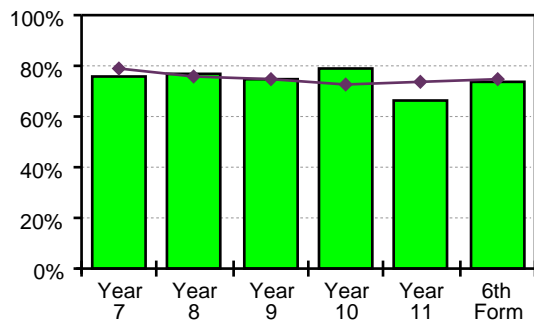
Pupil targets



Information on different types of bullying



E-safety



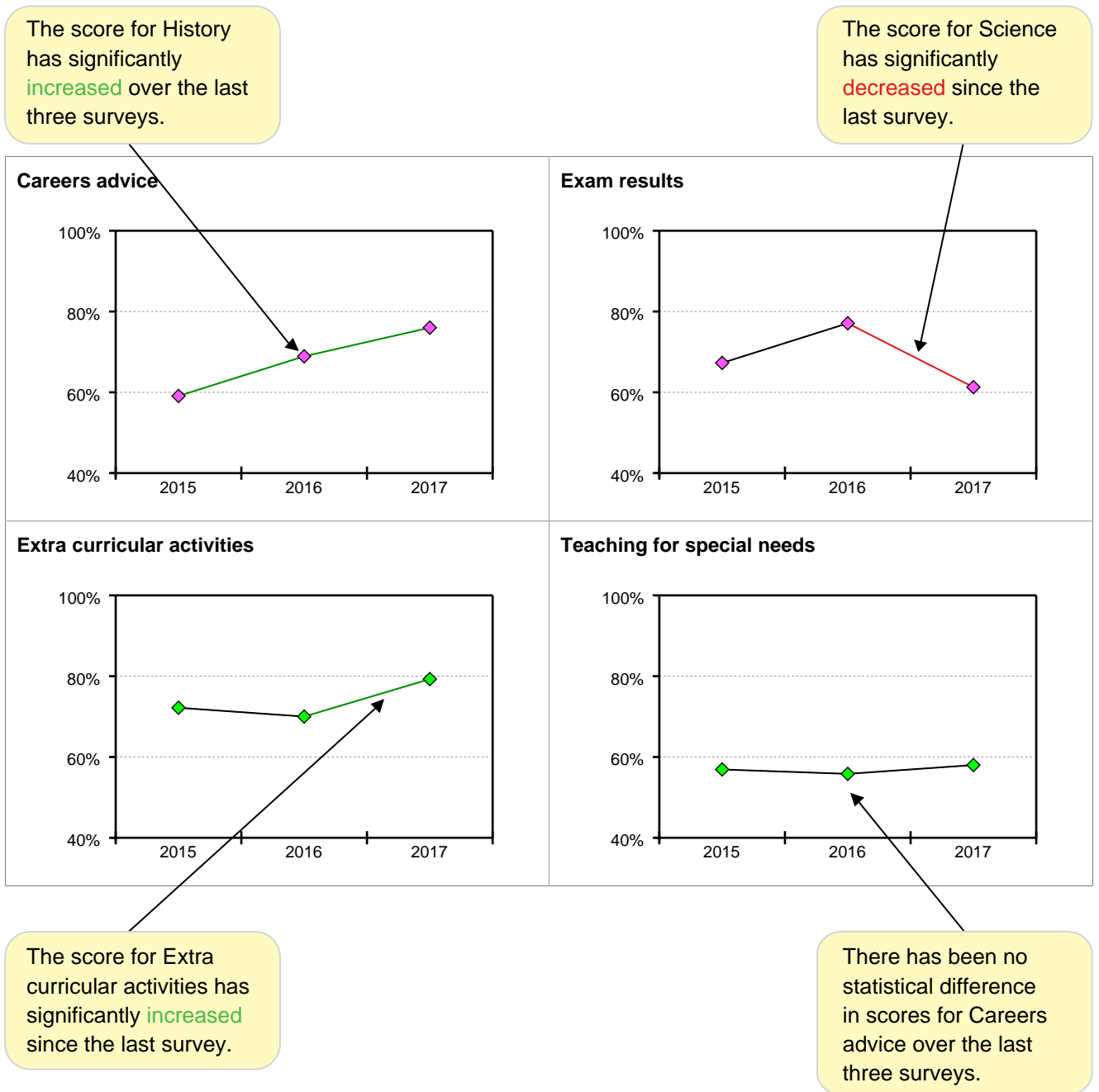
Time series analysis

Graphs showing trends for surveyed criteria over time

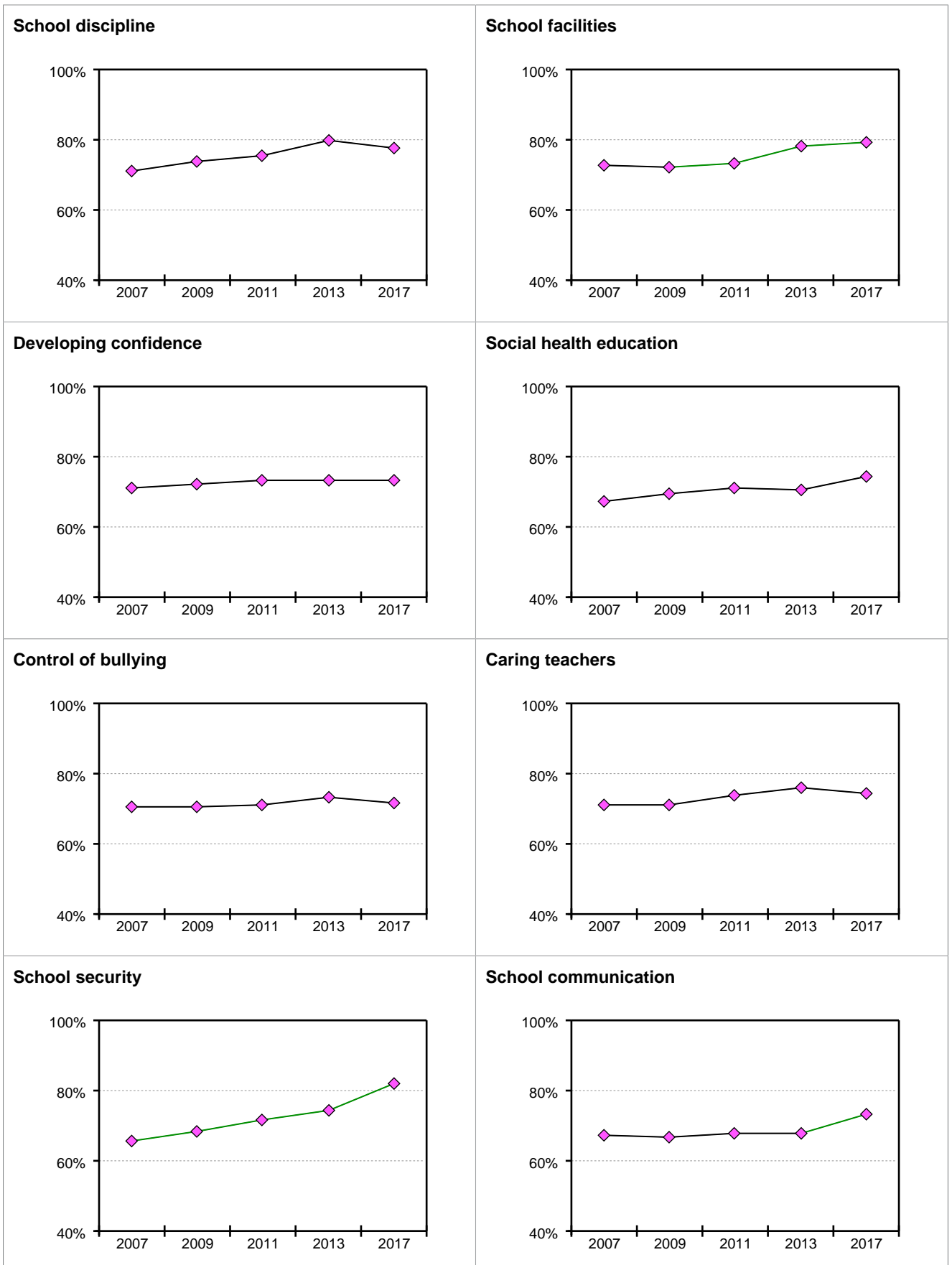
The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

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.

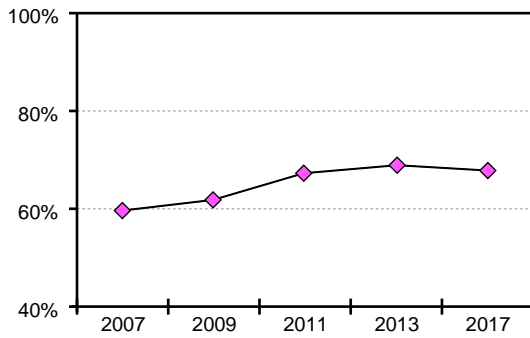
Example time series graphs



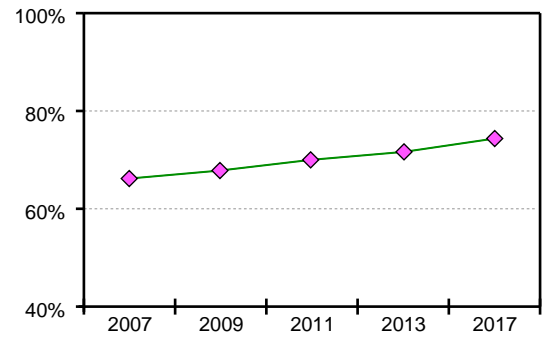
Score trends over time for non-academic criteria



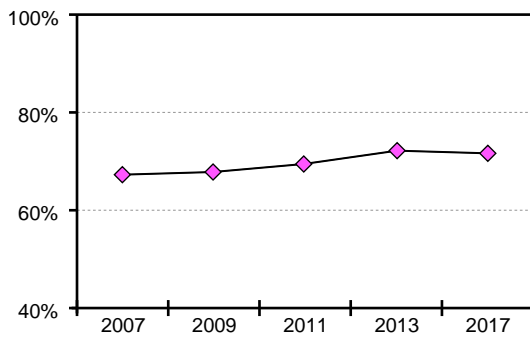
Careers advice



Developing moral values



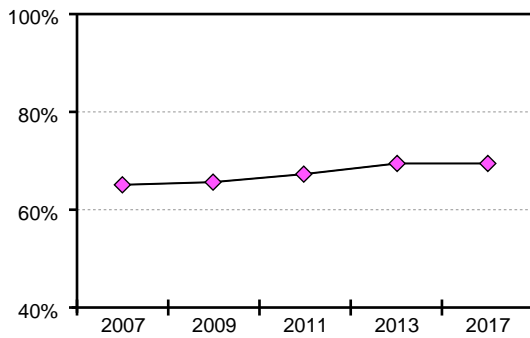
Levels of homework



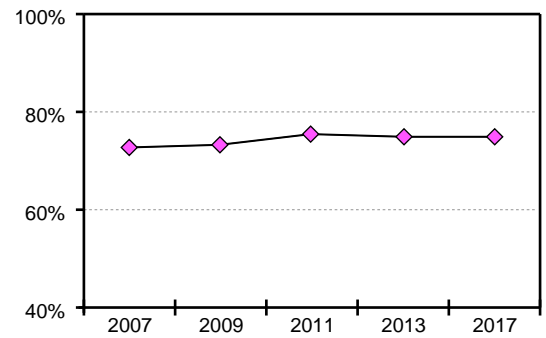
Happiness of child



Community spirit



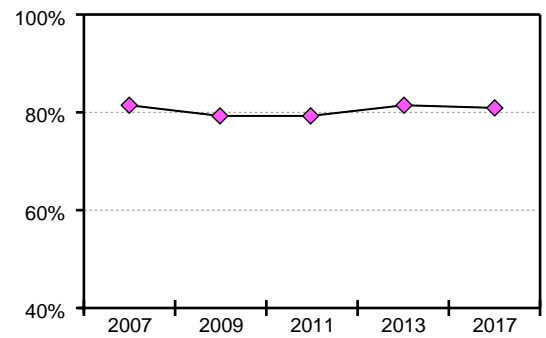
Developing potential

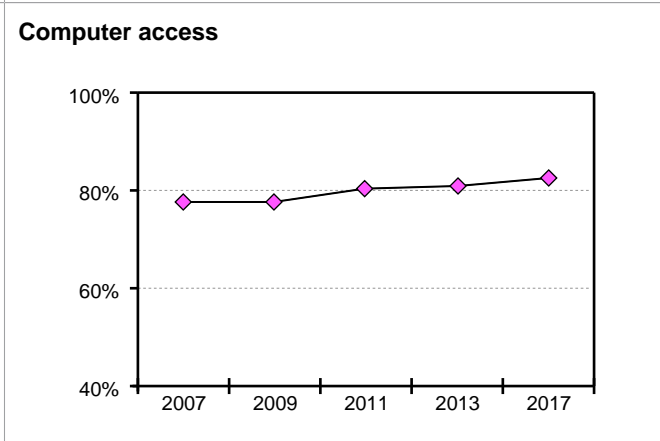
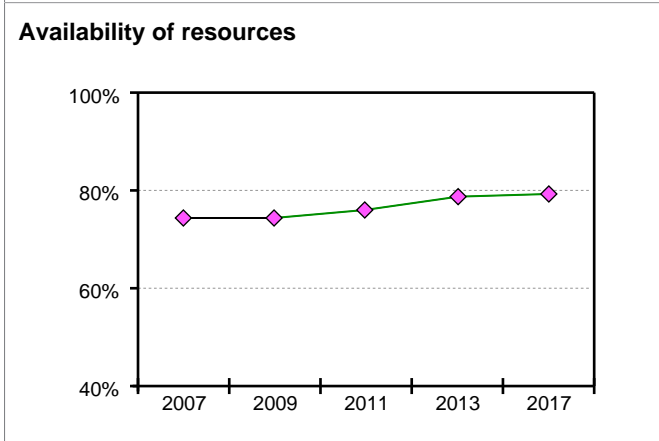
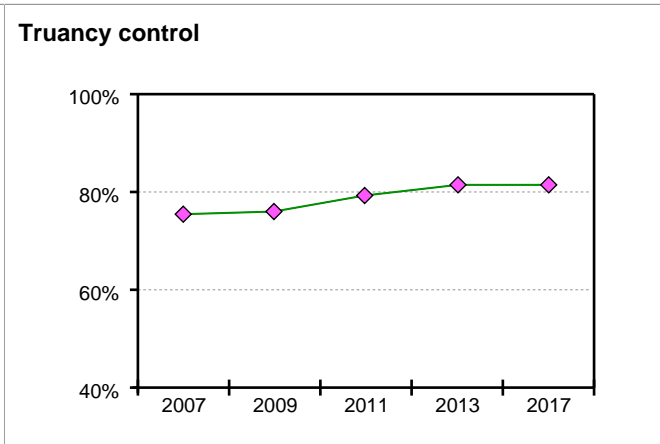
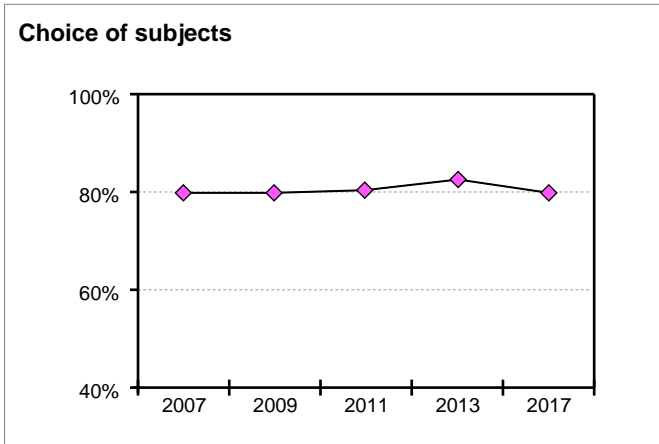


Teaching quality

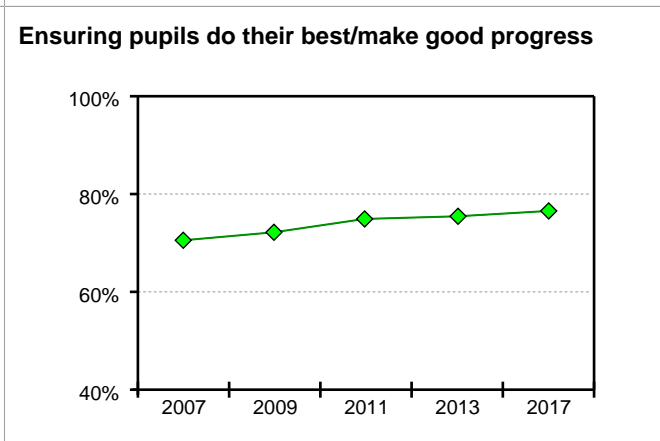
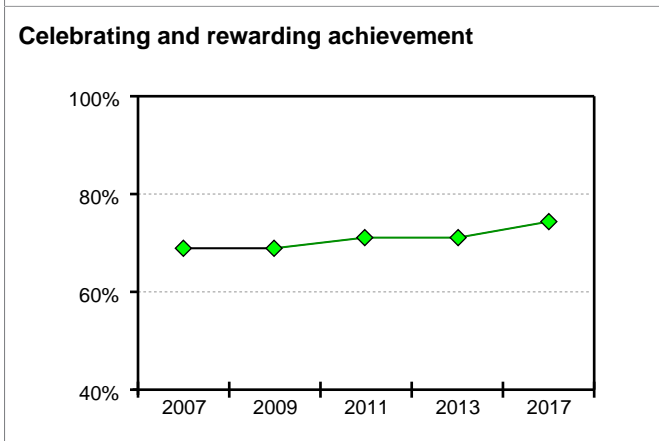
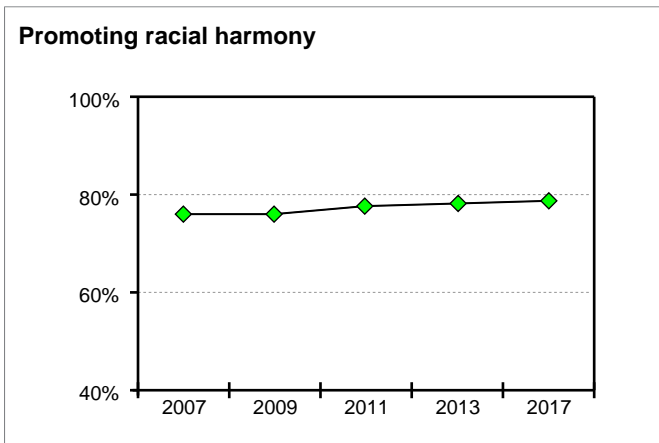


Exam results





Score trends over time for additional criteria




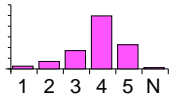
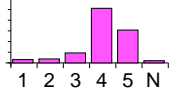
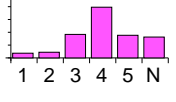
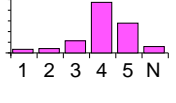

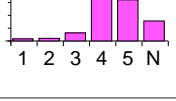
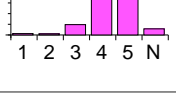
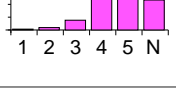
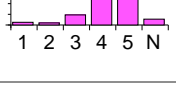

Appendix

Supplementary data and score breakdowns.

Non-academic criteria analysis

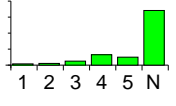
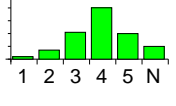
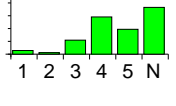
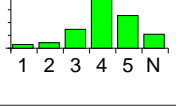
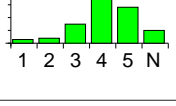
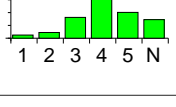
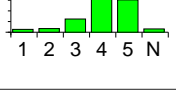
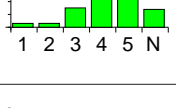
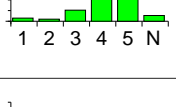

How parents scored the delivery and management of non-academic criteria.

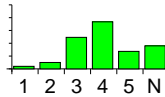
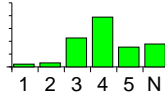
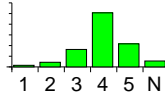
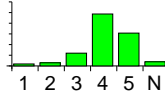
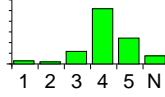
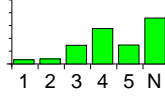
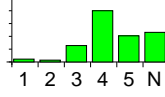
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	1.3%	3.5%	9.6%	48.3%	31.3%	6.0%	
School facilities	1.9%	2.2%	8.5%	49.9%	33.3%	4.2%	
Developing confidence	1.7%	4.3%	16.4%	49.3%	24.7%	3.6%	
Social health education	1.5%	2.4%	11.5%	44.3%	15.3%	25.0%	
Control of bullying	3.3%	5.8%	16.7%	36.4%	22.6%	15.1%	
Caring teachers	2.1%	4.2%	14.2%	47.3%	28.2%	3.9%	
School security	1.6%	1.4%	7.8%	42.6%	39.7%	6.9%	
School communication	2.8%	5.0%	17.6%	44.3%	29.1%	1.3%	
Careers advice	1.8%	4.2%	15.6%	25.5%	13.3%	39.7%	
Developing moral values	1.9%	3.6%	13.2%	48.0%	24.8%	8.5%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	2.5%	7.0%	17.1%	49.7%	22.6%	1.2%	
Happiness of child	3.1%	3.7%	9.3%	51.1%	30.8%	2.0%	
Community spirit	3.7%	4.4%	18.4%	39.6%	17.7%	16.3%	
Developing potential	3.4%	4.1%	11.4%	47.4%	27.9%	6.0%	
Teaching quality	1.3%	3.1%	9.9%	52.4%	28.5%	4.9%	
Exam results	1.6%	2.0%	6.3%	42.5%	32.1%	15.6%	
Choice of subjects	1.3%	1.1%	9.7%	47.2%	35.0%	5.7%	
Truancy control	0.7%	1.9%	7.6%	35.1%	31.4%	23.4%	
Availability of resources	2.5%	1.9%	9.4%	48.9%	31.8%	5.5%	
Computer access	1.3%	1.3%	5.5%	47.6%	36.6%	7.7%	

Additional criteria analysis

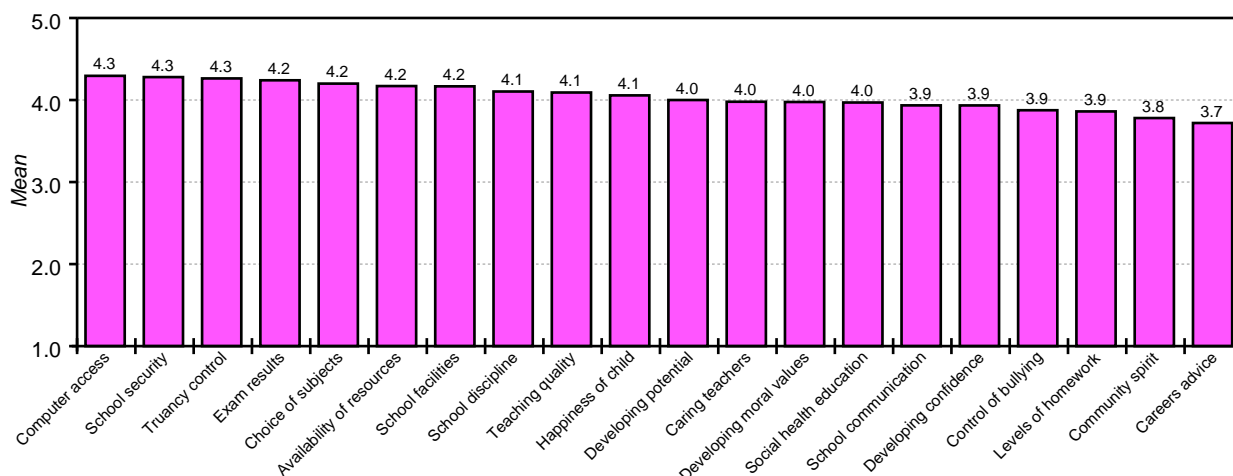
How parents scored the delivery and management of your additional non-academic criteria.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	1.6%	1.9%	9.1%	35.2%	27.0%	25.2%	
Teaching pupils with special needs	1.6%	2.1%	5.0%	13.0%	10.0%	68.3%	
Regular marking of work	1.9%	7.1%	21.0%	40.1%	19.9%	10.0%	
Attitude of non-teaching/support staff	2.9%	1.2%	10.9%	29.1%	19.4%	36.5%	
Treating all pupils fairly/equally	2.9%	4.3%	14.7%	41.8%	25.4%	10.9%	
Celebrating and rewarding achievement	2.9%	3.9%	14.9%	40.3%	28.1%	10.0%	
Tailoring child's work to their needs and ability	2.5%	4.5%	16.3%	42.2%	20.2%	14.5%	
Ensuring pupils do their best/make good progress	2.7%	3.4%	12.4%	48.2%	30.3%	3.1%	
Encouraging and listening to pupils' views	3.0%	3.0%	15.1%	42.0%	23.0%	13.9%	
Looking after pupils well	2.9%	2.0%	10.4%	48.8%	30.6%	5.4%	
Quality of feedback on pupil's work	2.8%	7.6%	24.4%	42.1%	18.0%	5.2%	

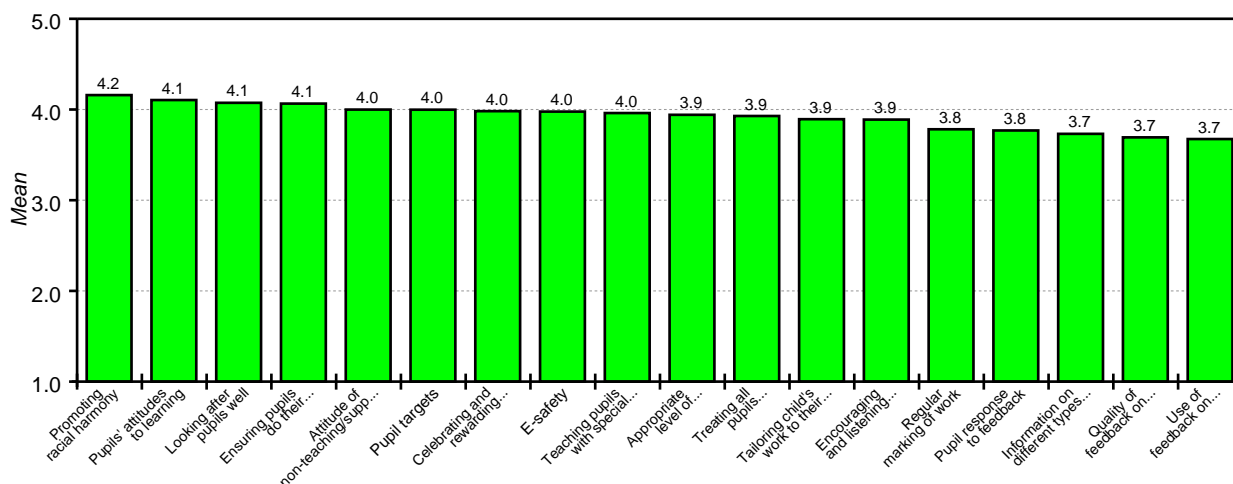
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Use of feedback on pupil's work	2.0%	5.0%	24.6%	36.7%	13.7%	18.0%	
Pupil response to feedback	2.1%	3.1%	22.6%	38.9%	15.4%	17.9%	
Appropriate level of challenge in homework	1.5%	4.3%	16.4%	50.7%	21.6%	5.5%	
Pupils' attitudes to learning	1.8%	2.9%	12.0%	48.7%	30.8%	3.9%	
Pupil targets	2.8%	1.9%	11.8%	51.7%	24.2%	7.5%	
Information on different types of bullying	3.3%	3.9%	14.6%	27.6%	14.8%	35.8%	
E-safety	2.2%	1.4%	12.8%	40.0%	20.4%	23.1%	

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

Non-academic areas



Additional questions



A word on Quality Assurance

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

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