GL Assessment ®

Kirkland Rowell Surveys

Whitmore High School

Parent survey report – October 2022

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Kirkland Rowell Surveys

Executive summary

This report details the findings of the second Kirkland Rowell Parent Survey for Whitmore High 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 October 2022. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 344 completed questionnaires were returned representing a response rate of 31.6%. The response meant that data could be drawn for all criteria.

- 63 parents answered 'Yes' and 274 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 18.3% and 79.7% respectively.

- The parents gave a very good overall performance score (79.4%) (see page 5).

- Of the parents whose children were not in their first year at the school 38% said the school had improved over the last year and 6% thought that the school's performance was worse (see page 42).

- Of the parents of new students, 6% felt that the school had not lived up to their expectations and 39% said the school was better than they had expected it to be (see page 42).

- With regards to non-academic areas, parents are most happy with School facilities, Developing moral values and School discipline.

- The parents are least happy with Levels of homework, Careers advice and Control of bullying.

- The parents' top priorities for improvement are Developing potential, School communication and Control of bullying.

- The parents of male students gave significantly higher scores for Treating all pupils fairly/equally.

- The parents of female students gave significantly higher scores for Levels of homework and Homework building upon school work.

Summary of results since the previous survey

- The following additional areas received significantly higher scores than the previous survey: Regular marking of work and Written reports.

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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
87.2%	School facilities	(53.0%)	10th
78.2%	Developing moral values	(53.2%)	9th
78.0%	School discipline	(82.6%)	2nd
77.9%	Teaching quality	(79.5%)	4th
76.9%	Developing confidence	(72.5%)	6th

Relative weaknesses for non-academic criteria		Importance	Ranking
70.3%	Levels of homework	(26.4%)	15th
71.8%	Careers advice	(27.0%)	14th
72.4%	Control of bullying	(80.2%)	3rd
72.5%	Happiness of child	(88.9%)	1st
72.9%	Truancy control	(15.5%)	20th

Response to survey

344 completed questionnaires were returned representing a response rate of 31.6%.

	Proportion of responses (%)	Number of responses
Responses from parents of male students	49.4	170
Responses from parents of female students	48.3	166
Responses from parents of other students	2.3	8
Responses from parents of Year 7 students	20.3	70
Responses from parents of Year 8 students	14.0	48
Responses from parents of Year 9 students	17.2	59
Responses from parents of Year 10 students	19.5	67
Responses from parents of Year 11 students	18.3	63
Responses from parents of Year 12 students	7.6	26
Responses from parents of Year 13 students	3.2	11

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	79.4	76.9	+2.5

|	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	4.5	6.7	-2.2	86.3

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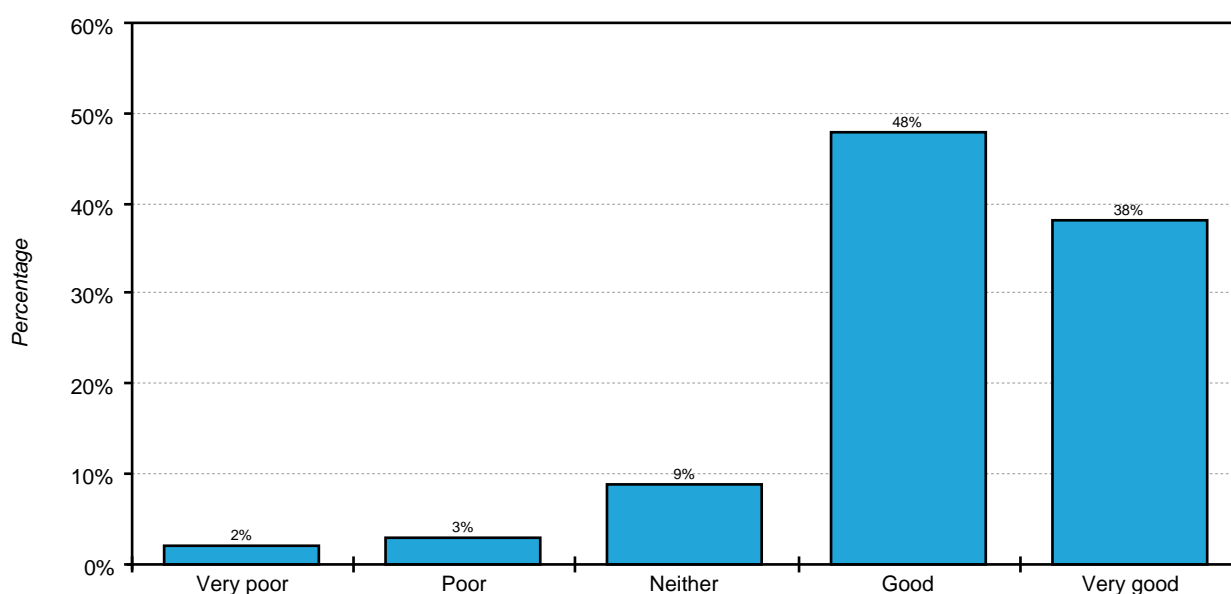
- More parents rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by gender and year group

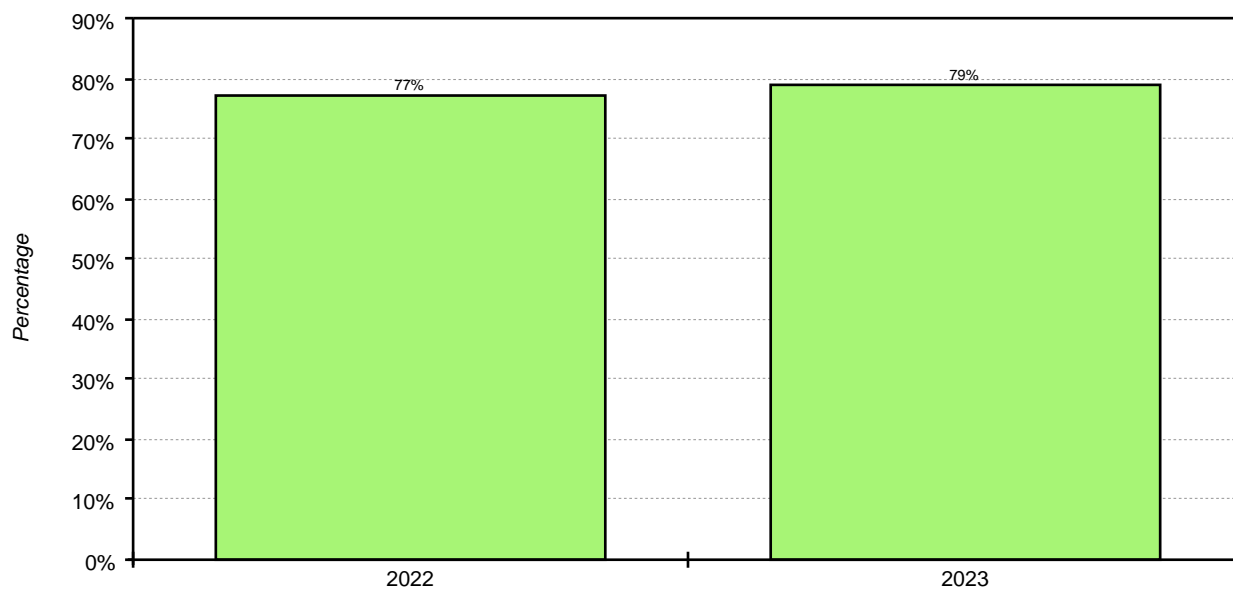**Overall performance scores broken down by gender**
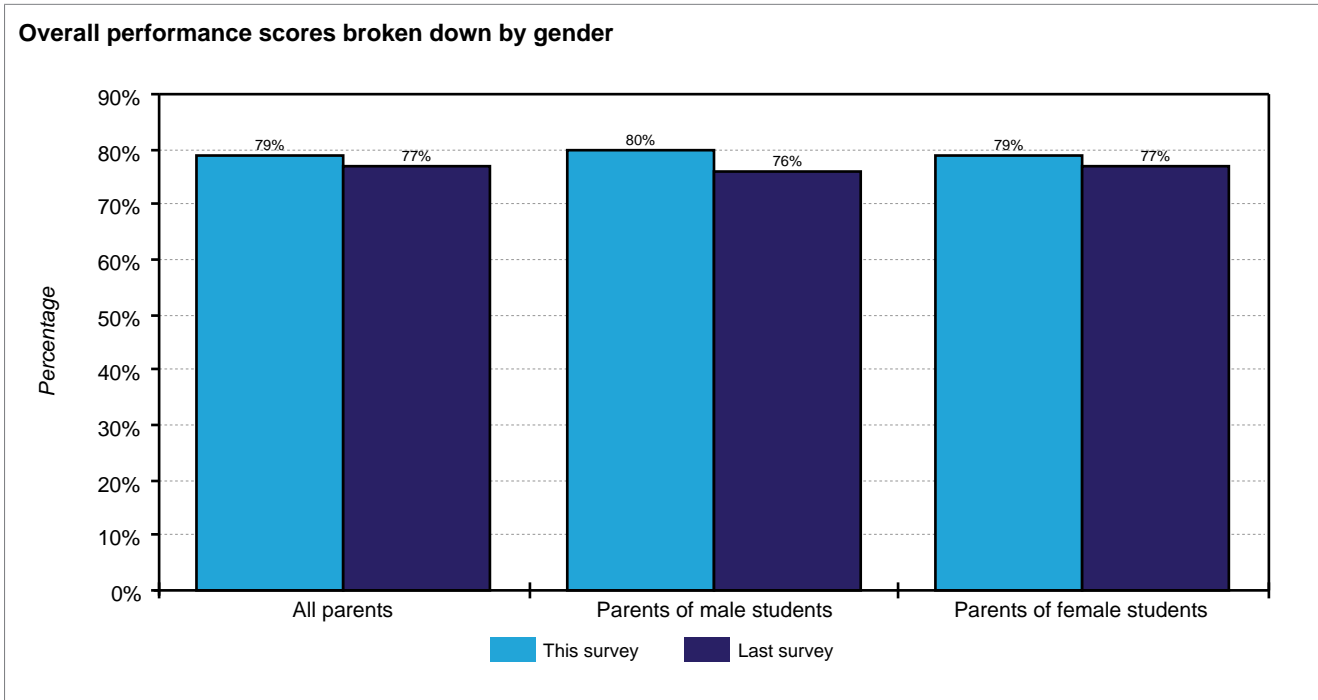
- The parents gave a very good overall performance score of 79.4%, improved since the last survey.

- Parents of male students scored the overall performance of the school the same as parents of female students.

Overall performance scores broken down by year group
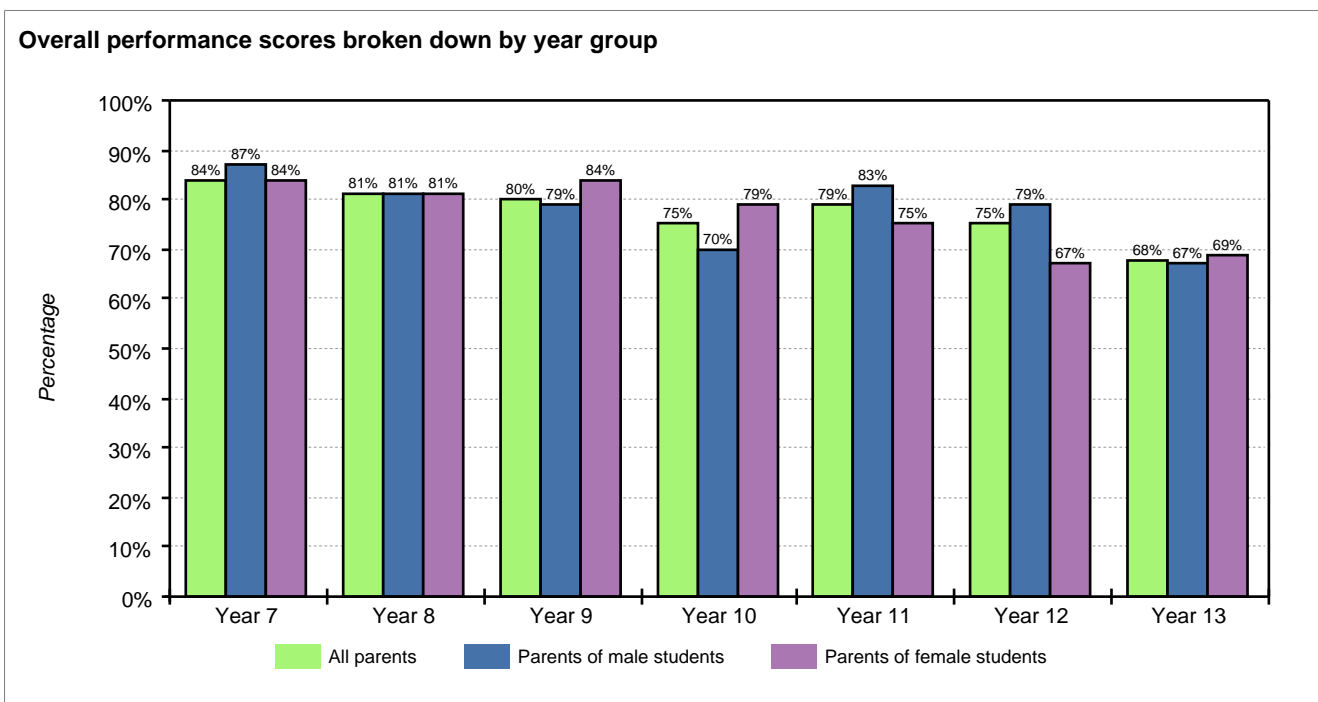
- Parents of Year 7 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

- Parents of Year 7 male students and parents of Year 7 and Year 9 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

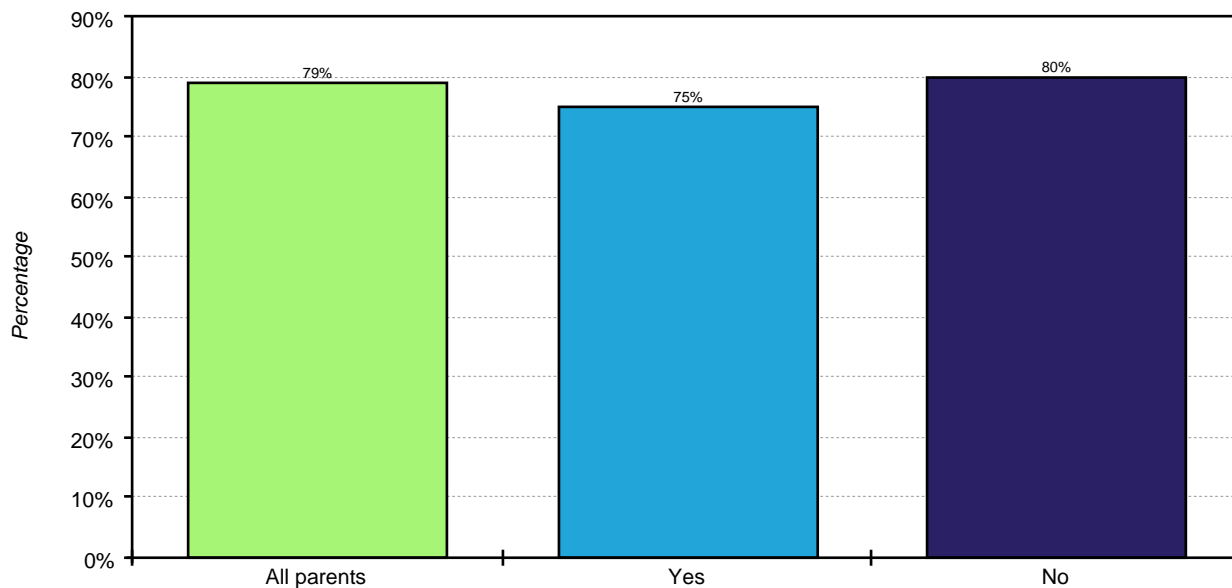**Graph showing the overall performance scores trend broken down over time.**

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

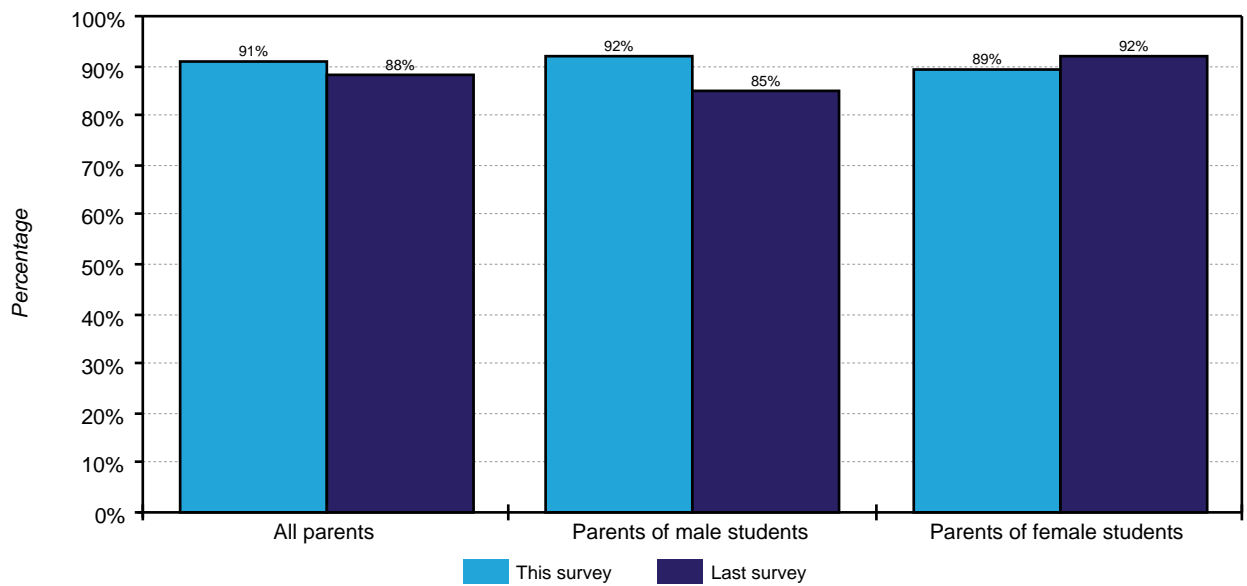# Overall performance scores broken down by extra analysis

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

Recommend this school scores broken down by gender

- 91.2% of parents said they would recommend this school to another parent.

- Parents of male students would recommend this school to another parent broadly in line with parents of female students.

Recommend this school scores broken down by year group
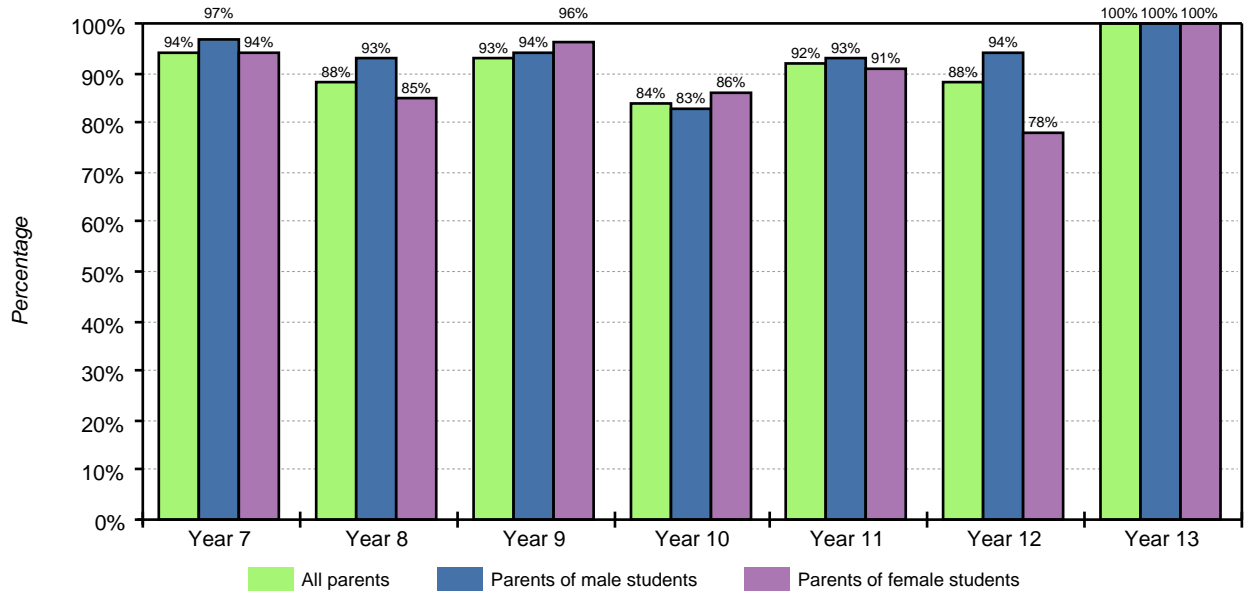
- Parents of Year 13 students would recommend this school to another parent more than parents from other year groups.

- Parents of Year 13 male students and parents of Year 13 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 100 similar, Welsh 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 *.

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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 100 similar, Welsh 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 childs needs	72.1		
Encouraging and listening to pupil views	71.4		
and listening to parent views	70.8		
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
l management	66.5	65.4	+1.1
zes	66.3		
g 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		

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.

* 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.

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 facilities	87.2	86.4	+0.8
Developing moral values	78.2	75.5	+2.7
School discipline	78.0	75.6	+2.4
Teaching quality	77.9	74.4	+3.5
Developing confidence	76.9	73.2	+3.7
Social health education	76.6	72.9	+3.7
Caring teachers	76.6	75.7	+0.9
Choice of subjects	76.3	75.3	+1.0
Computer access	76.0	73.6	+2.4
Availability of resources	75.8	75.5	+0.3
School security	75.1	72.3	+2.8
Developing potential	74.7	73.0	+1.8
School communication	74.2	71.4	+2.7
Community spirit	73.7	74.5	-0.8
Exam results	73.2	69.6	+3.6
Truancy control	72.9	70.1	+2.8
Happiness of child	72.5	70.7	+1.8
Control of bullying	72.4	73.5	-1.2
Careers advice	71.8	65.5	+6.3
Levels of homework	70.3	68.1	+2.2

- Parents consider delivery of the following non-academic areas to be 'outstanding': School facilities, Developing moral values, School discipline, Teaching quality, Developing confidence, Social health education, Caring teachers, Choice of subjects, Computer access, Availability of resources and School security.

- Parents consider delivery of the following non-academic areas to be 'good': Developing potential, School communication, Community spirit, Exam results, Truancy control, Happiness of child, Control of bullying, Careers advice and Levels of homework.

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' (%)
Computer access	2.5	3.9	-1.4	89.8
School facilities	2.8	2.4	+0.5	90.6
Teaching quality	4.1	9.2	-5.1	86.2
Exam results	5.1	6.6	-1.5	76.5
Social health education	6.4	12.5	-6.1	79.9
School security	6.4	7.6	-1.2	82.3
Choice of subjects	6.7	5.0	+1.6	84.8
Availability of resources	7.0	4.2	+2.8	80.2
Truancy control	7.4	13.1	-5.7	83.1
Caring teachers	7.4	8.4	-1.0	80.4
Developing moral values	7.8	13.4	-5.6	76.3
School discipline	7.9	10.1	-2.2	85.5
Developing confidence	8.6	13.8	-5.2	78.3
Happiness of child	9.3	14.5	-5.2	80.2
Developing potential	11.7	13.2	-1.5	75.1
Community spirit	13.0	13.2	-0.2	63.1
School communication	13.5	17.9	-4.4	71.9
Control of bullying	14.1	16.7	-2.6	66.8
Levels of homework	16.4	21.9	-5.5	60.2
Careers advice	19.7	23.3	-3.6	53.9

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
Out of school activities and clubs	82.9	85.0	-2.1
Library facilities	80.6	77.4	+3.2
Regular marking of work	80.1	72.5	+7.5
Quality of school management	77.2	73.8	+3.4
Teaching pupils with special needs	75.6	71.6	+4.0
Ensuring pupils do their best/make good progress	75.1	74.9	+0.2
Encouraging and listening to parents' views	75.1	70.6	+4.5
Treating all pupils fairly/equally	74.7	75.4	-0.7
Encouraging and listening to pupils' views	74.6	74.3	+0.4
Attitude of non-teaching/support staff	74.5	75.9	-1.4
Tailoring child's work to their needs and ability	73.8	73.9	-0.1
Promoting racial harmony	73.7	75.4	-1.7
Encouraging pupils' activity in the local community	73.4	72.1	+1.2
Handling complaints	72.1	71.9	+0.2
Explaining to parents how to help their child	71.7	67.4	+4.3
Suitable class sizes	71.4	72.7	-1.3
Written reports	69.3	58.1	+11.1
Homework building upon school work	68.2	68.2	+0.0

- Parents consider delivery of the following additional criteria to be 'outstanding': Out of school activities and clubs, Library facilities, Regular marking of work, Quality of school management, Teaching pupils with special needs, Ensuring pupils do their best/make good progress and Encouraging and listening to parents' views.

- Parents consider delivery of the following additional criteria to be 'good': Treating all pupils fairly/equally, Encouraging and listening to pupils' views, Attitude of non-teaching/support staff, Tailoring child's work to their needs and ability, Promoting racial harmony, Encouraging pupils' activity in the local community, Handling complaints, Explaining to parents how to help their child, Suitable class sizes, Written reports and Homework building upon school work.

- Parents consider delivery of the following additional criteria to have shown a significant improvement since the last survey: Regular marking of work and Written reports.

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' (%)
Library facilities	5.8	9.1	-3.3	84.6
Quality of school management	5.9	8.5	-2.6	83.7
Promoting racial harmony	6.6	3.7	+2.9	78.7
Attitude of non-teaching/support staff	7.7	3.7	+4.0	80.1
Regular marking of work	8.1	13.3	-5.3	79.3
Out of school activities and clubs	8.1	3.8	+4.3	84.7
Suitable class sizes	8.2	9.8	-1.5	77.0
Ensuring pupils do their best/make good progress	9.9	9.5	+0.4	76.4
Encouraging and listening to pupils' views	12.8	10.9	+1.9	67.8
Written reports	13.0	28.8	-15.7	69.7
Encouraging and listening to parents' views	13.3	19.9	-6.6	66.9
Treating all pupils fairly/equally	13.7	14.5	-0.8	73.0
Homework building upon school work	14.0	14.4	-0.4	64.0
Teaching pupils with special needs	14.8	12.4	+2.4	71.4
Handling complaints	15.5	24.4	-8.9	63.2
Tailoring child's work to their needs and ability	15.6	14.8	+0.8	68.9
Encouraging pupils' activity in the local community	20.1	19.4	+0.7	52.3
Explaining to parents how to help their child	20.2	17.6	+2.6	59.0

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
Happiness of child	88.9	17th	85.7	16th
School discipline	82.6	3rd	75.1	3rd
Control of bullying	80.2	18th	89.6	10th
Teaching quality	79.5	4th	84.9	8th
Developing potential	78.0	12th	73.6	12th
Developing confidence	72.5	5th	67.4	11th
Caring teachers	69.6	7th	77.1	2nd
School communication	65.6	13th	71.0	15th
Developing moral values	53.2	2nd	57.1	5th
School facilities	53.0	1st	58.2	1st
School security	51.4	11th	50.7	14th
Exam results	33.0	15th	25.6	18th
Choice of subjects	33.0	8th	39.1	6th
Careers advice	27.0	19th	25.9	20th
Levels of homework	26.4	20th	29.1	19th
Availability of resources	25.9	10th	24.7	4th
Social health education	22.2	6th	20.5	13th
Community spirit	21.9	14th	11.1	7th
Computer access	20.7	9th	17.5	9th
Truancy control	15.5	16th	16.2	17th

With regard to the five criteria most important to parents:

- The school performs well in: School discipline and Teaching quality.

- The school performs less well in: Happiness of child and Control of bullying.

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
Happiness of child	88.9	1st	3rd	+2
School discipline	82.6	2nd	1st	-1
Control of bullying	80.2	3rd	4th	+1
Teaching quality	79.5	4th	2nd	-2
Developing potential	78.0	5th	5th	0
Developing confidence	72.5	6th	7th	+1
Caring teachers	69.6	7th	6th	-1
School communication	65.6	8th	8th	0
Developing moral values	53.2	9th	12th	+3
School facilities	53.0	10th	10th	0
School security	51.4	11th	9th	-2
Exam results	33.0	12th	11th	-1
Choice of subjects	33.0	12th	14th	+2
Careers advice	27.0	14th	16th	+2
Levels of homework	26.4	15th	13th	-2
Availability of resources	25.9	16th	15th	-1
Social health education	22.2	17th	20th	+3
Community spirit	21.9	18th	19th	+1
Computer access	20.7	19th	18th	-1
Truancy control	15.5	20th	17th	-3

- 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 12 & Year 13 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.
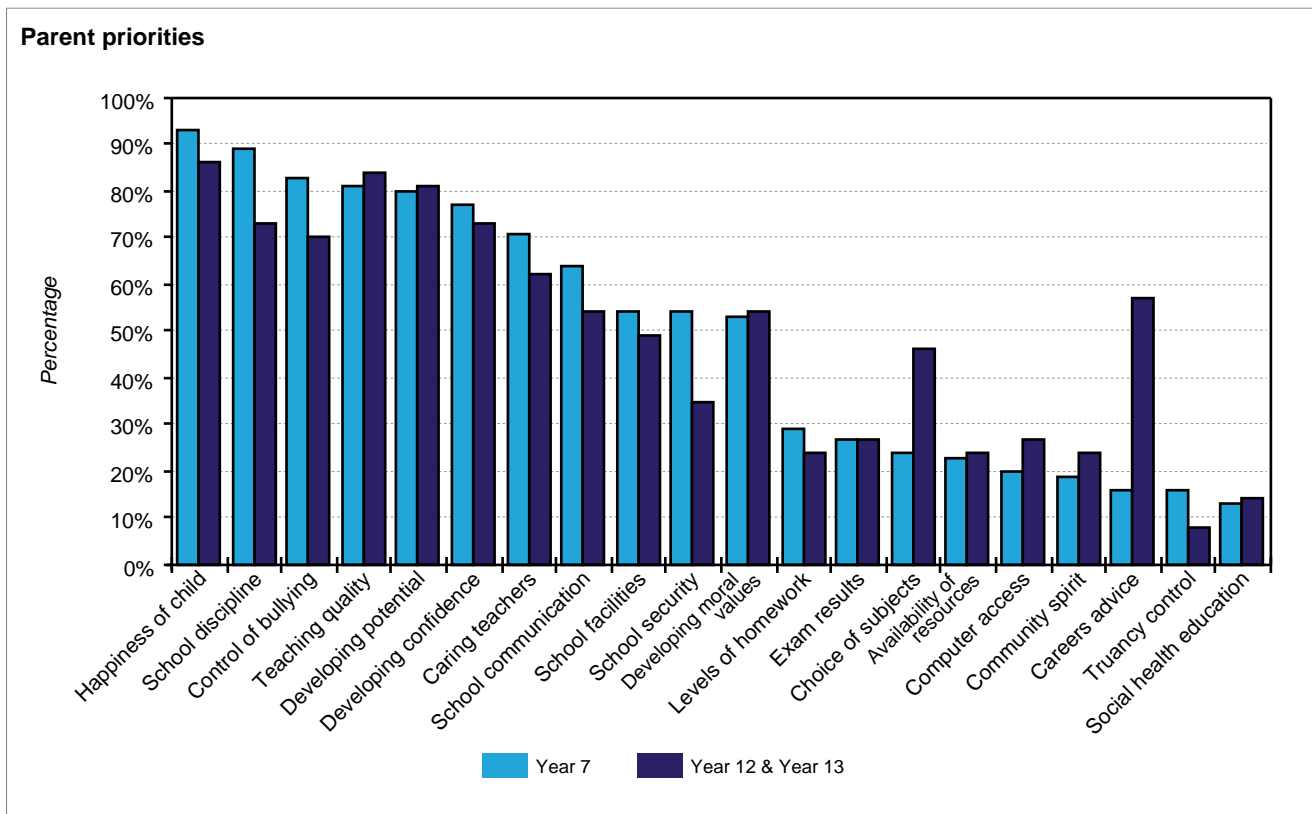
Parent priorities

Criteria where difference in score is significant	Year 7 ranking	Year 12 & Year 13 ranking
Choice of subjects	14th	12th ▼
Careers advice	18th	8th ▼

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.
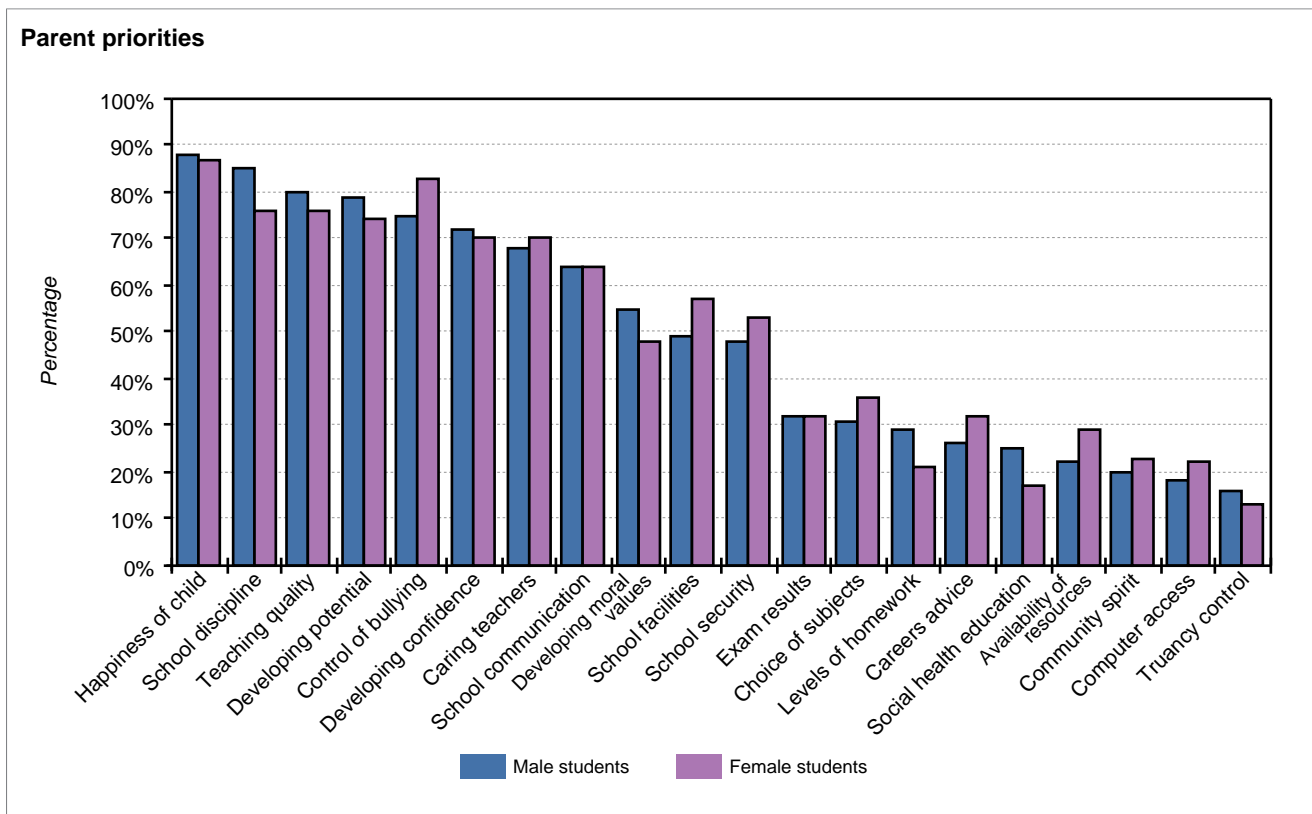
Parent priorities

Criteria where difference in score is significant	Male students ranking	Female students ranking
School discipline	2nd	3rd ▲

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?'. The table shows the criteria where there is a significant difference between the two groups.
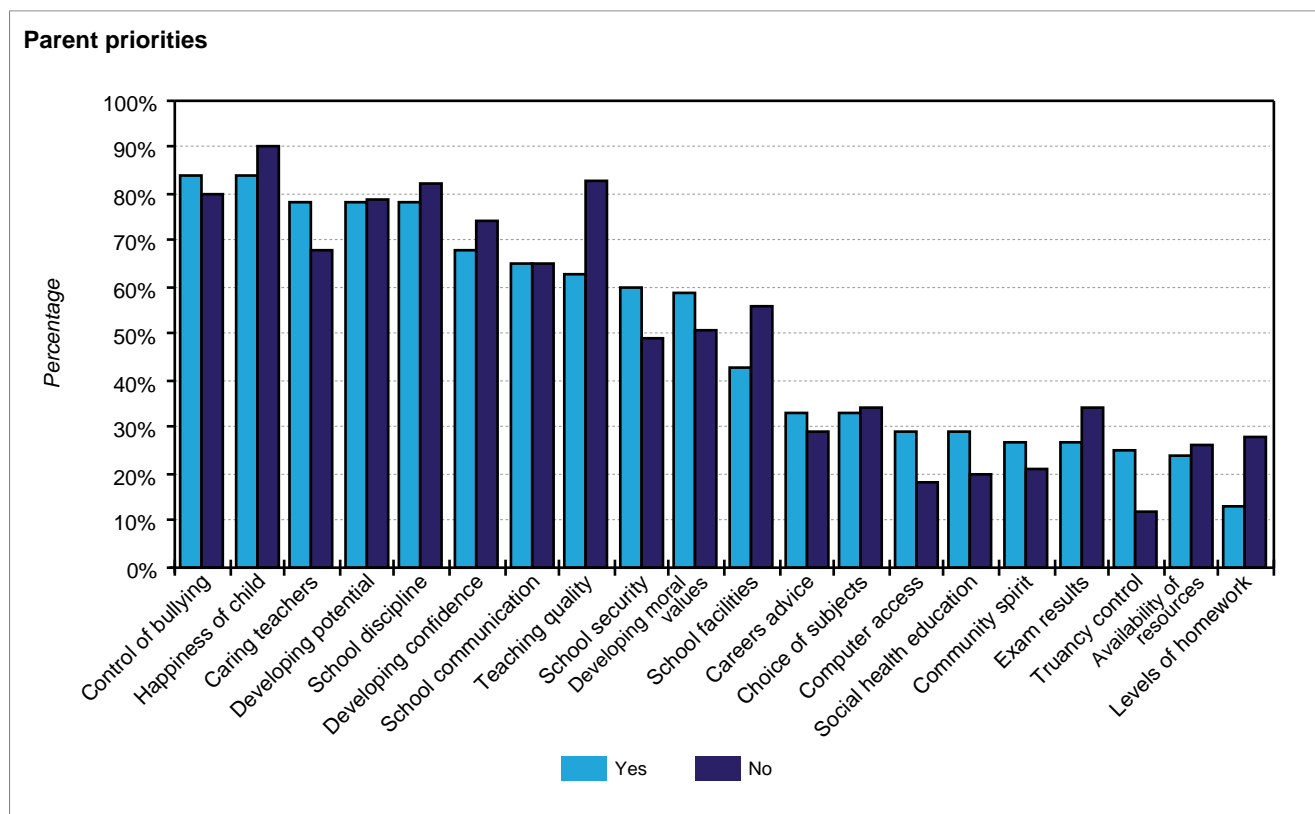
Parent priorities

Criteria where difference in score is significant	Yes ranking	No ranking
Teaching quality	8th	2nd ▼
Truancy control	18th	20th ▲
Levels of homework	20th	15th ▼

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 (%)
Developing potential	14.7	11.6	10.2
School communication	13.9	19.8	9.6
Control of bullying	11.8	4.3	10.5
Levels of homework	11.2	9.9	6.9
Happiness of child	8.4	7.9	3.6
Careers advice	7.0	2.7	5.3
Developing confidence	5.2	7.6	4.9
School discipline	4.2	5.0	7.0
Community spirit	3.5	3.7	1.5
Caring teachers	3.2	3.5	3.6
Developing moral values	2.8	4.0	2.2
Teaching quality	2.7	3.6	9.6
Social health education	2.0	3.2	1.0
Truancy control	1.9	1.5	0.9
School facilities	1.8	1.6	10.4
Availability of resources	1.4	0.6	2.8
Choice of subjects	1.2	3.6	4.0
School security	1.1	1.4	2.4
Exam results	1.1	2.9	2.2
Computer access	0.9	1.6	1.5

- Parents have given a higher priority to the following areas since the last survey: Control of bullying and Careers advice.

- Parents have given a lower priority to the following areas since the last survey: School communication.

- Parents have given a higher priority to the following areas compared to similar schools: Developing potential, School communication, Levels of homework and Happiness of child.

- Parents have given a lower priority to the following areas compared to similar schools: Teaching quality and School facilities.

Estyn - Questionnaire for Parents and Carers

Below are the questions taken from Estyn's Questionnaire for Parents and Carers.

For each of the questions, we have given the weighted parental scores for any relevant criteria included on your questionnaire.

Remember, gold represents outstanding, green is good, black requires improvement and red is attention advised, in terms of parental perceptions.

	Score	Sample
1. Overall I am satisfied with the school.		
Overall	79.4%	333
2. My child likes this school.		
Happiness of child	72.5%	326
3. My child is making good progress at school.		
Developing potential	74.7%	308
Ensuring pupils do their best/make good progress	75.1%	300
4. Pupils behave well in school.		
School discipline	78.0%	321
5. The teaching is good.		
Teaching quality	77.9%	304
6. Staff expect my child to work hard and do his or her best.		
Developing potential	74.7%	308
Ensuring pupils do their best/make good progress	75.1%	300
7. The homework that is given builds well on what my child learns in school.		
Levels of homework	70.3%	318
8. Staff treat all children fairly and with respect.		
Treating all pupils fairly/equally	74.7%	260
9. My child is encouraged to be healthy and to take regular exercise.		
Healthy Lifestyle - Diet	42.4%	337
Healthy Lifestyle - Exercise	73.9%	337
10. My child is safe at school.		
School security	75.1%	297

	Score	Sample

11. My child receives appropriate additional support in relation to any particular individual needs.

Teaching pupils with special needs	75.6%	136
Developing potential	74.7%	308
Tailoring child's work to their needs and ability	73.8%	259

12. I am kept well informed about my child's progress.

School communication	74.2%	330
Written reports	69.3%	275
Explaining to parents how to help their child	71.7%	282

13. I feel comfortable about approaching the school with questions, suggestions or a problem.

Encouraging and listening to parents' views	75.1%	266

14. I understand the school's procedure for dealing with complaints.

Handling complaints	72.1%	205

15. The school helps my child to become more mature and take on responsibility.

Developing potential	74.7%	308
Developing confidence	76.9%	308

16. My child is well prepared for moving on to the next school or college or into employment.

Careers advice	71.8%	185

17. There is a good range of activities including trips or visits.

Out of school activities and clubs	82.9%	282

18. The school is well run.

Quality of school management	77.2%	258

Estyn - Common Inspection Framework

The following section gives the Parental perceptions for each of the aspects of each of the three Key Questions under the Common Inspection Framework 2010 (CIF).

These headings should form the basis of your school's annual self-evaluation report; which is the starting point of the inspection process. Remember that you must also consider other stakeholders' views and internally generated performance data in preparing a complete viewpoint in your self-evaluation report.

For each of the aspects of the CIF, where we have generated evidence, we list the relevant criteria with their rated score, and a summary grade. These grades follow Estyn's 4 point grading scale, as follows:

Excellent = Many strengths including significant examples of sector leading practice.

Good = Many strengths and no important areas requiring significant improvement.

Adequate = Strengths outweigh areas for improvement.

Unsatisfactory = Important areas for improvement outweigh strengths.

1. How good are Outcomes

CIF 1.1 - Standards and Trends in Performance

CIF 1.1.1 - Results Compared with National Averages, Similar Providers

Ratio of parents saying school improving versus declining

Summary grade for this section = **Excellent**

CIF 1.1.2 - Standards of Groups of Learners

Your own assessment is required here.

CIF 1.1.3 - Achievement and Progress in Learning

Teaching quality	77.9%
Choice of subjects	76.3%
Ensuring pupils do their best/make good progress	75.1%
Developing potential	74.7%
Exam results	73.2%

Summary grade for this section = **Excellent**

CIF 1.1.4 - How Good are Pupils' Skills?

Social health education	76.6%
Choice of subjects	76.3%
Exam results	73.2%
Careers advice	71.8%

Summary grade for this section = **Excellent**

CIF 1.1.5 - Welsh

Your own assessment is required here.

CIF 1.2 - How do we Evaluate Wellbeing?

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

Out of school activities and clubs	82.9%
School discipline	78.0%
Social health education	76.6%
School security	75.1%
Control of bullying	72.4%
Healthy Lifestyle - Exercise	73.9%
Healthy Lifestyle - Diet	42.4%

Summary grade for this section = **Adequate**

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

School discipline	78.0%
Teaching quality	77.9%
Developing confidence	76.9%
Caring teachers	76.6%
Choice of subjects	76.3%
Teaching pupils with special needs	75.6%
Ensuring pupils do their best/make good progress	75.1%
Treating all pupils fairly/equally	74.7%
Developing potential	74.7%
Encouraging and listening to pupils' views	74.6%
Tailoring child's work to their needs and ability	73.8%
Community spirit	73.7%
Truancy control	72.9%
Happiness of child	72.5%
Control of bullying	72.4%

Summary grade for this section = **Excellent**

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

Out of school activities and clubs	82.9%
Encouraging and listening to pupils' views	74.6%
Community spirit	73.7%
Encouraging pupils' activity in the local community	73.4%

Summary grade for this section = **Excellent**

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

Developing moral values	78.2%
Developing confidence	76.9%
Social health education	76.6%
Ensuring pupils do their best/make good progress	75.1%
Developing potential	74.7%
Community spirit	73.7%

Summary grade for this section = **Excellent**

2. How good is provision

CIF 2.1 - How do we evaluate learning experiences?

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

Out of school activities and clubs	82.9%
Library facilities	80.6%
Developing moral values	78.2%
Teaching quality	77.9%
Social health education	76.6%
Caring teachers	76.6%
Choice of subjects	76.3%
Availability of resources	75.8%
Teaching pupils with special needs	75.6%
Treating all pupils fairly/equally	74.7%
Developing potential	74.7%
Promoting racial harmony	73.7%
Community spirit	73.7%
Encouraging pupils' activity in the local community	73.4%
Exam results	73.2%
Careers advice	71.8%

Summary grade for this section = **Excellent**

CIF 2.1.2 - How well do we provide for skills?

Out of school activities and clubs	82.9%
Teaching quality	77.9%
Social health education	76.6%
Choice of subjects	76.3%
Careers advice	71.8%

Summary grade for this section = **Excellent**

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

Your own assessment is required here.

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

Developing moral values	78.2%
Social health education	76.6%
Promoting racial harmony	73.7%
Community spirit	73.7%

Summary grade for this section = **Excellent**

CIF 2.2 - How do we evaluate teaching?

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

Out of school activities and clubs	82.9%
Regular marking of work	80.1%
Teaching quality	77.9%
Caring teachers	76.6%
Choice of subjects	76.3%
Availability of resources	75.8%
Teaching pupils with special needs	75.6%
Ensuring pupils do their best/make good progress	75.1%
Developing potential	74.7%
Attitude of non-teaching/support staff	74.5%
Exam results	73.2%
Levels of homework	70.3%

Summary grade for this section = **Excellent**

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

Regular marking of work	80.1%
Caring teachers	76.6%
Encouraging and listening to parents' views	75.1%
Treating all pupils fairly/equally	74.7%
School communication	74.2%
Handling complaints	72.1%
Explaining to parents how to help their child	71.7%
Levels of homework	70.3%
Written reports	69.3%

Summary grade for this section = **Excellent**

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

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

Out of school activities and clubs	82.9%
School discipline	78.0%
Developing confidence	76.9%
Social health education	76.6%
Caring teachers	76.6%
School security	75.1%
Encouraging and listening to parents' views	75.1%
Encouraging and listening to pupils' views	74.6%
School communication	74.2%
Promoting racial harmony	73.7%
Encouraging pupils' activity in the local community	73.4%
Truancy control	72.9%
Happiness of child	72.5%
Control of bullying	72.4%
Careers advice	71.8%
Healthy Lifestyle - Exercise	73.9%
Healthy Lifestyle - Diet	42.4%

Summary grade for this section = **Adequate**

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

Library facilities	80.6%
Social health education	76.6%
Caring teachers	76.6%
Computer access	76.0%
Teaching pupils with special needs	75.6%
Ensuring pupils do their best/make good progress	75.1%
Treating all pupils fairly/equally	74.7%
Developing potential	74.7%
School communication	74.2%
Careers advice	71.8%
Explaining to parents how to help their child	71.7%
Suitable class sizes	71.4%

Summary grade for this section = **Excellent**

CIF 2.3.3 - How good are our safeguarding arrangements?
Your own assessment is required here.

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

Regular marking of work	80.1%
Teaching quality	77.9%
Caring teachers	76.6%
Choice of subjects	76.3%
Teaching pupils with special needs	75.6%
Ensuring pupils do their best/make good progress	75.1%
Encouraging and listening to parents' views	75.1%
Treating all pupils fairly/equally	74.7%
Developing potential	74.7%
Attitude of non-teaching/support staff	74.5%
School communication	74.2%
Tailoring child's work to their needs and ability	73.8%
Suitable class sizes	71.4%
Written reports	69.3%

Summary grade for this section = **Excellent**

CIF 2.4 - How do we evaluate the learning environment?

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

Developing moral values	78.2%
School discipline	78.0%
Treating all pupils fairly/equally	74.7%
Promoting racial harmony	73.7%
Community spirit	73.7%
Control of bullying	72.4%
Handling complaints	72.1%

Summary grade for this section = **Excellent**

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

School facilities	87.2%
Library facilities	80.6%
Computer access	76.0%
Availability of resources	75.8%
Suitable class sizes	71.4%

Summary grade for this section = **Excellent**

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3. How good are the Leadership and Management

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

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

Quality of school management	77.2%
Caring teachers	76.6%
Ensuring pupils do their best/make good progress	75.1%
Developing potential	74.7%
Attitude of non-teaching/support staff	74.5%
School communication	74.2%
Exam results	73.2%

Summary grade for this section = **Excellent**

CIF 3.1.2 - How good is the work of our governors

Your own assessment is required here.

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

Your own assessment is required here.

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

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

Range of Self-evaluation programme

Commitment to self-evaluation programme

Survey response rate

Summary grade for this section = **Excellent**

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

Ratio of parents saying school improving versus declining

Significant improvements versus significant declines

Summary grade for this section = **Excellent**

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

Your own assessment is required here.

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

Your own assessment is required here.

CIF 3.4 - How do we evaluate resource management?

CIF 3.4.1 - How well do we manage our staff and resources?	
School facilities	87.2%
Out of school activities and clubs	82.9%
Computer access	76.0%
Availability of resources	75.8%
Suitable class sizes	71.4%
Summary grade for this section = **Excellent**	

CIF 3.4.2 - Do we provide value for money?	
Quality of school management	77.2%
Summary grade for this section = **Excellent**	

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 communication'

- The contribution towards the score for School communication was lower than expected for Year 12.

Actual versus expected scores for School communication

Breakdown of parent responses for School communication

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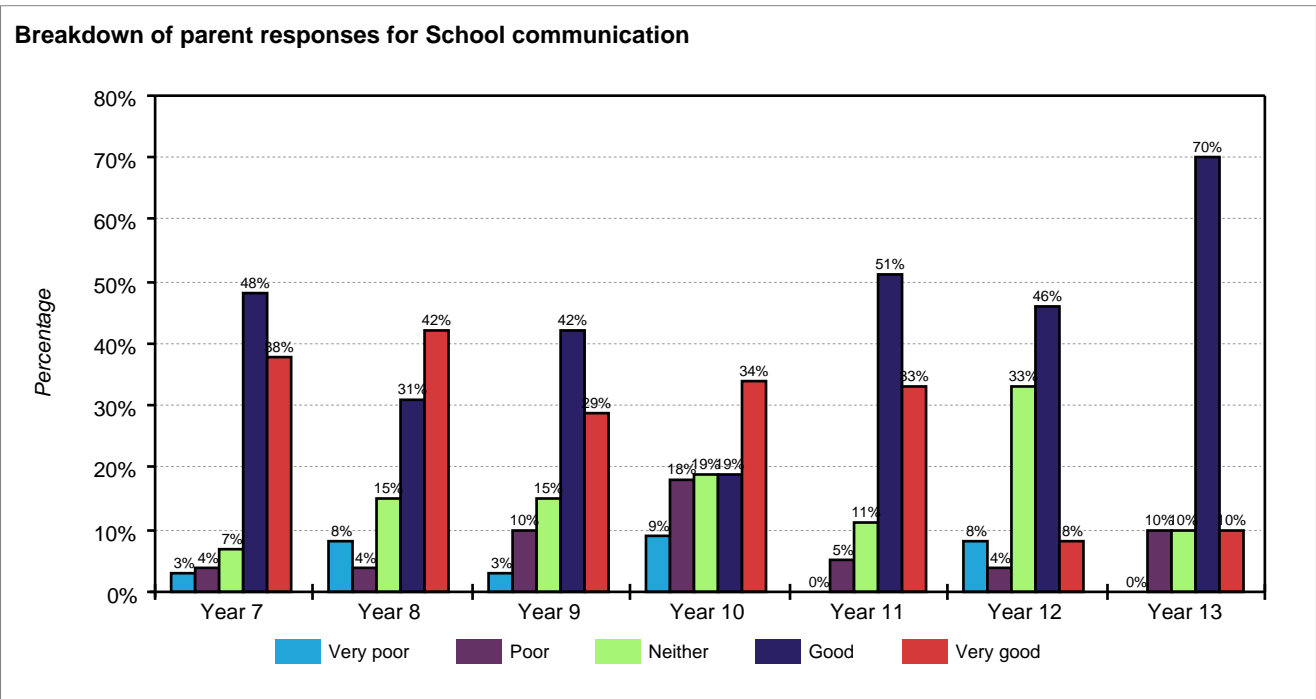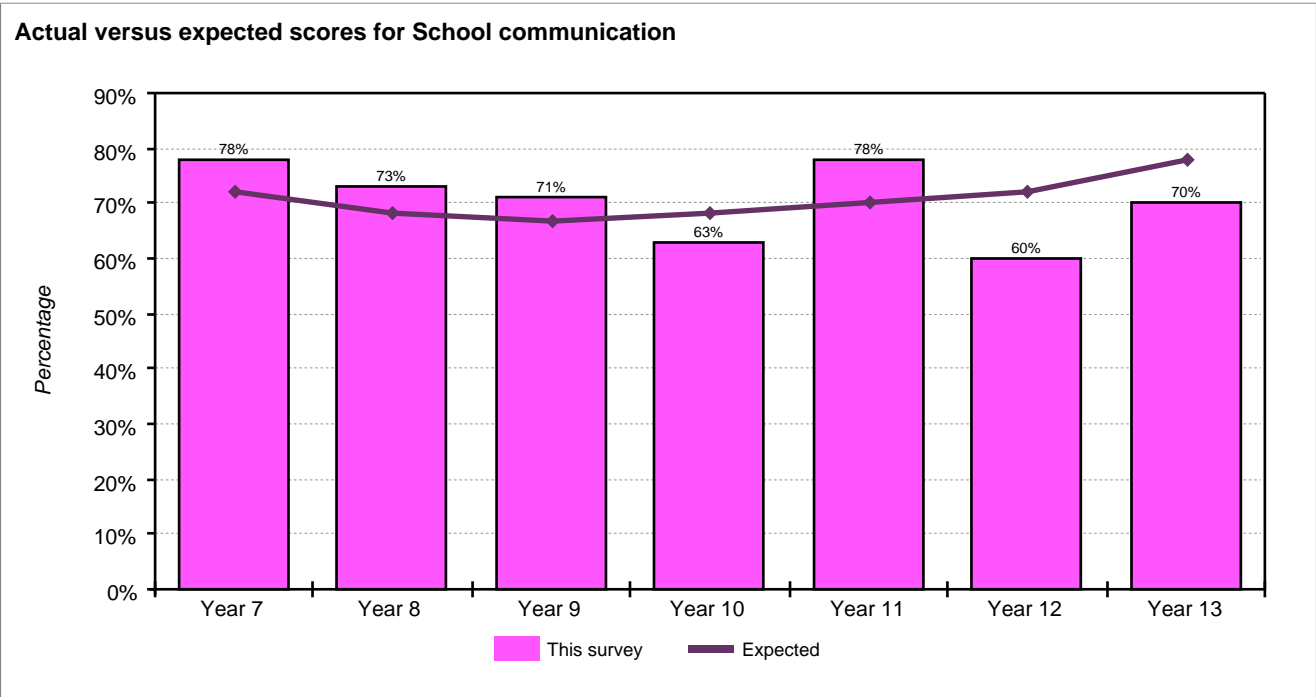
Unexpected results for 'Levels of homework'

- The contribution towards the score for Levels of homework was lower than expected for Year 13.

Actual versus expected scores for Levels of homework

Breakdown of parent responses for Levels of homework
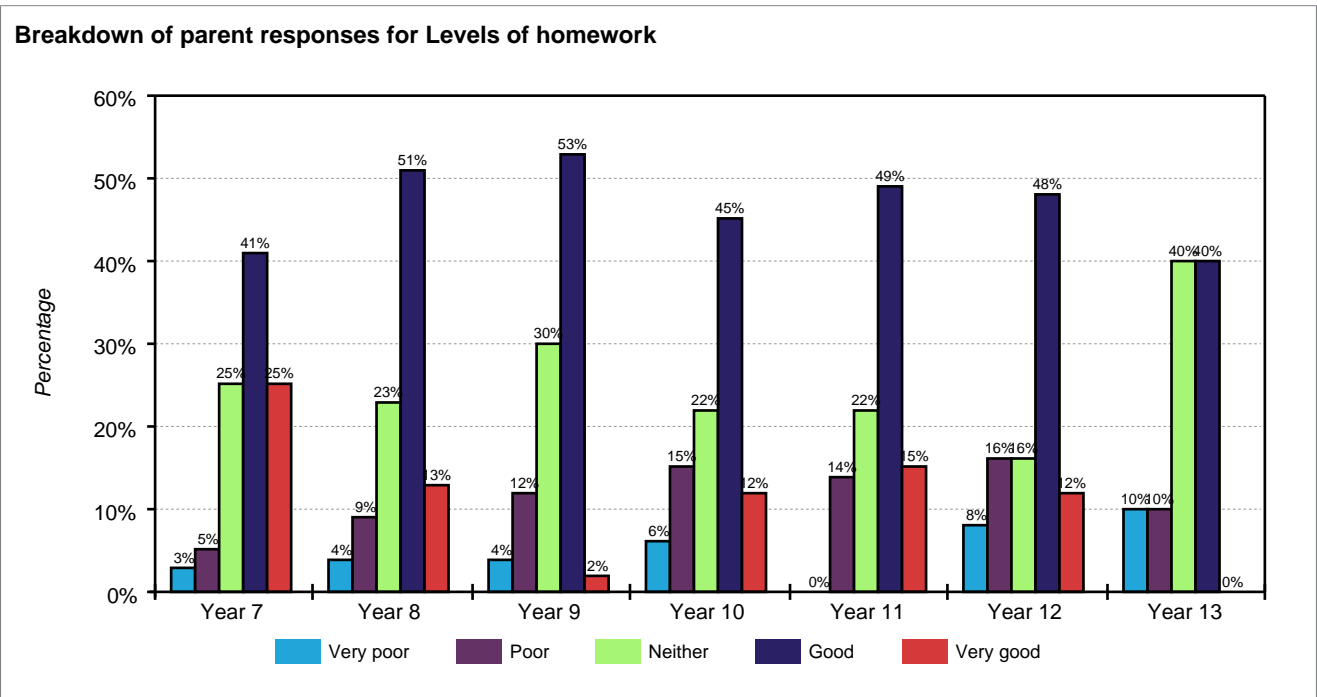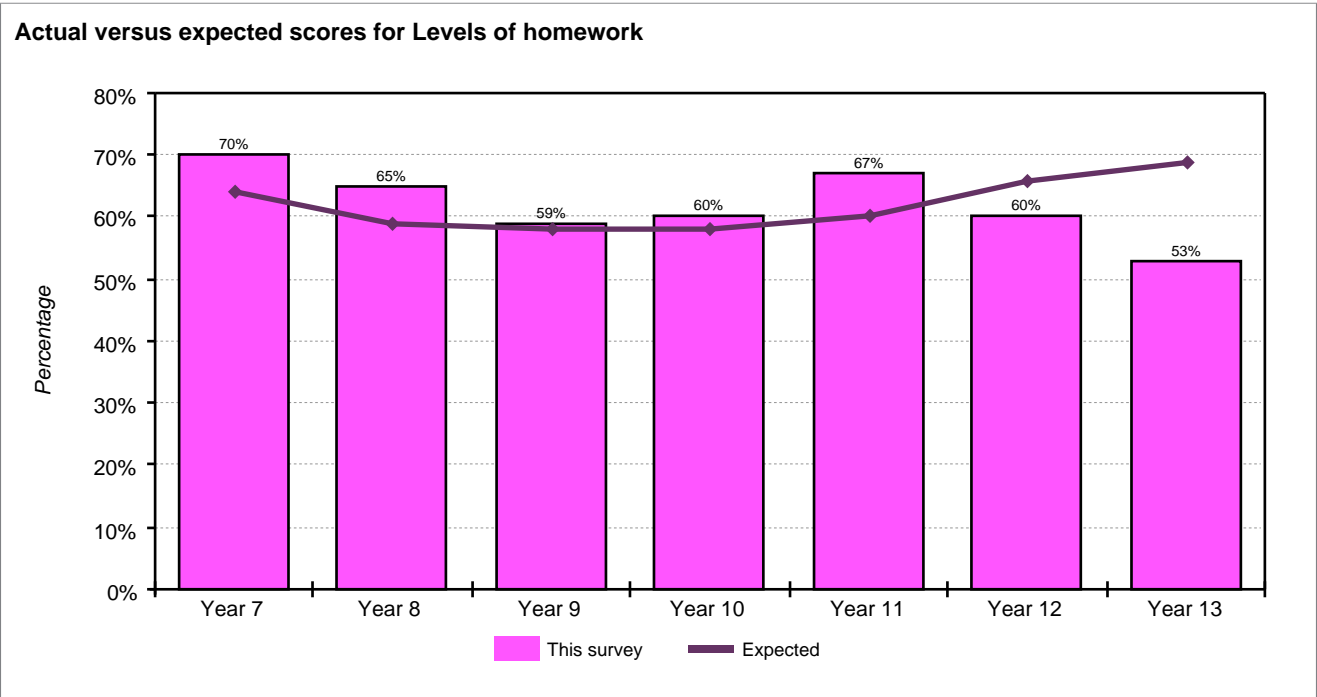
Unexpected results for 'Developing potential'

- The contribution towards the score for Developing potential was lower than expected for Year 13.

Actual versus expected scores for Developing potential

Breakdown of parent responses for Developing potential
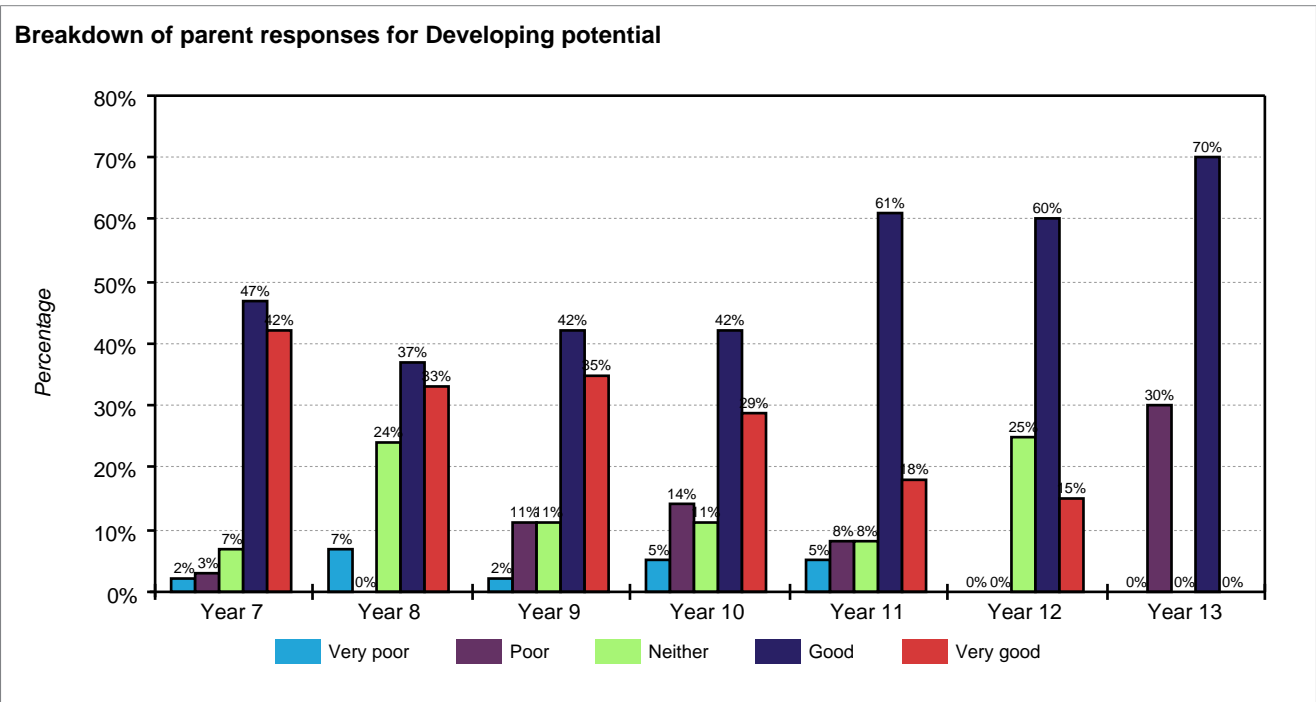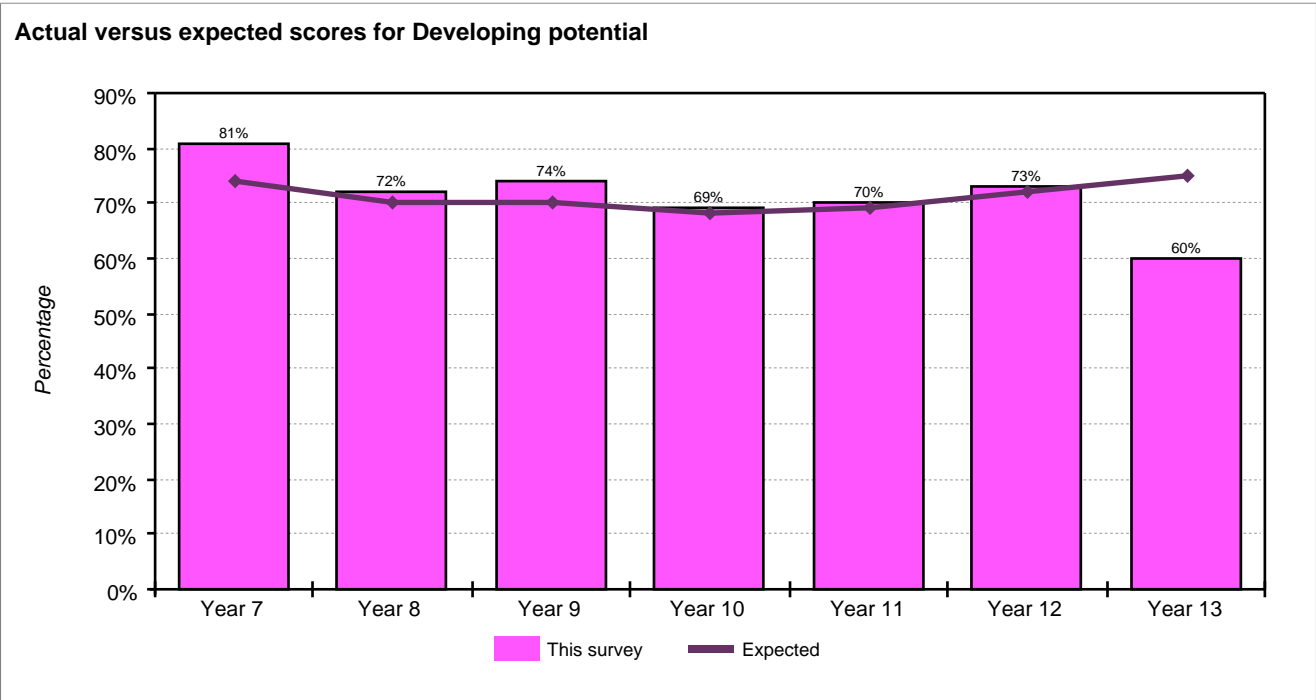
Unexpected results for 'Exam results'

- The contribution towards the score for Exam results was lower than expected for Year 13.

Actual versus expected scores for Exam results
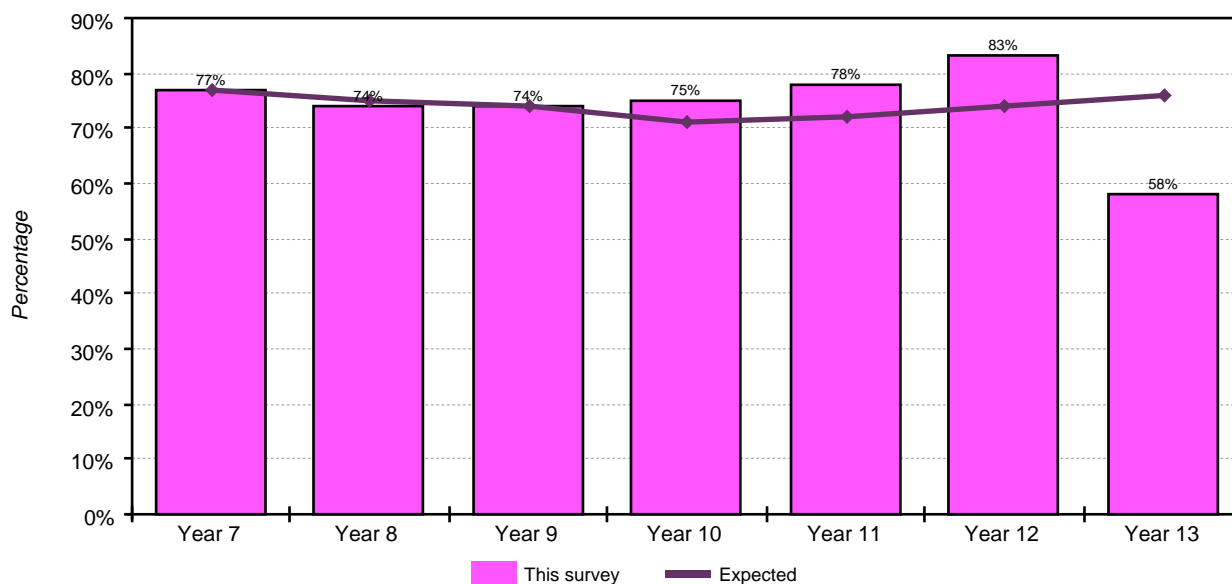
Breakdown of parent responses for Exam results

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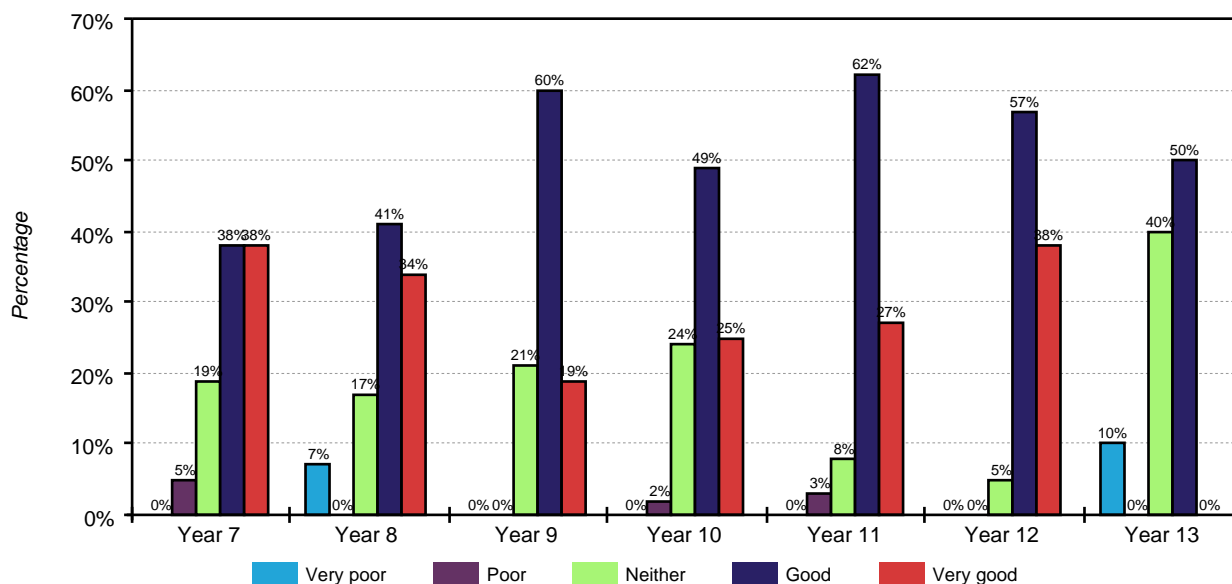
Unexpected results for 'Out of school activities and clubs'

- The contribution towards the score for Out of school activities and clubs was lower than expected for Year 12.

Actual versus expected scores for Out of school activities and clubs
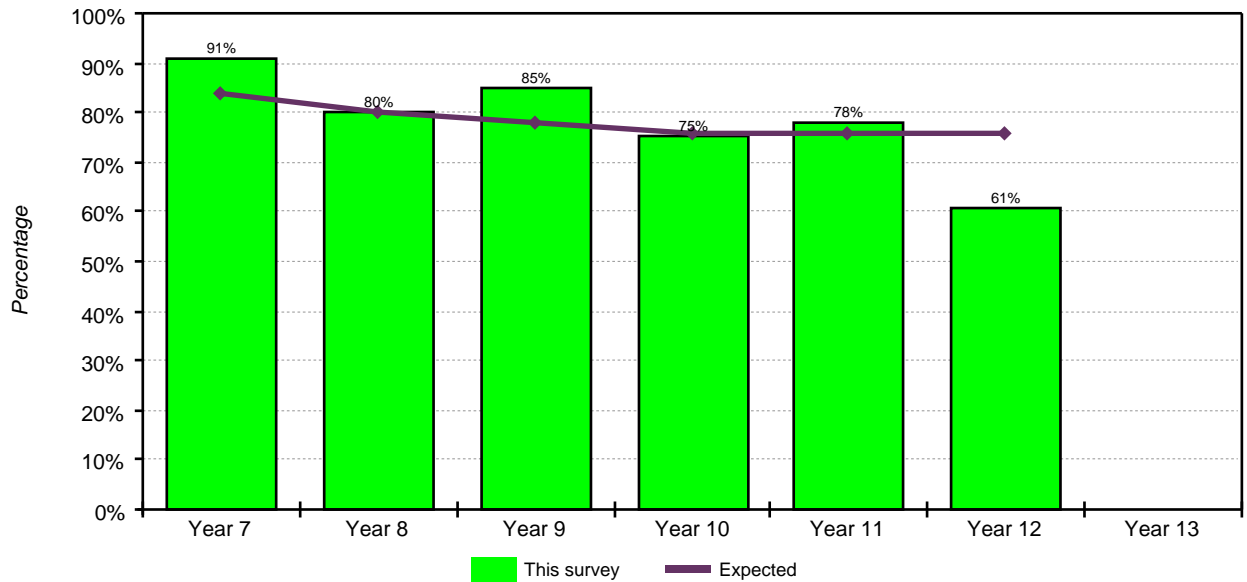
Breakdown of parent responses for Out of school activities and clubs
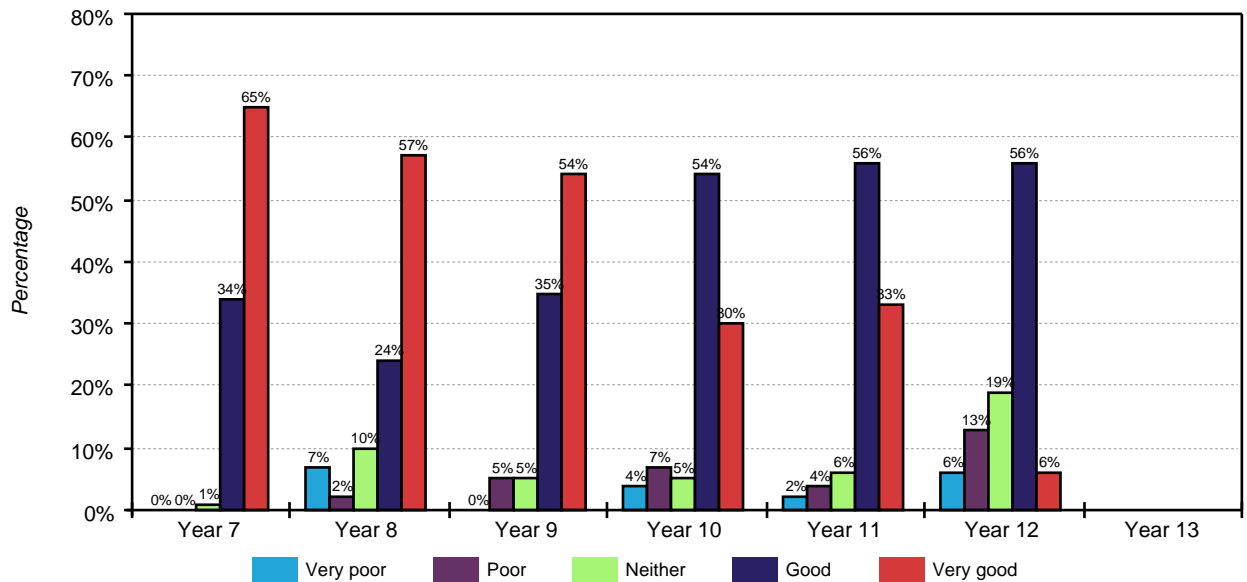
Unexpected results for 'Explaining to parents how to help their child'

- The contribution towards the score for Explaining to parents how to help their child was higher than expected for Year 7.

Actual versus expected scores for Explaining to parents how to help their child
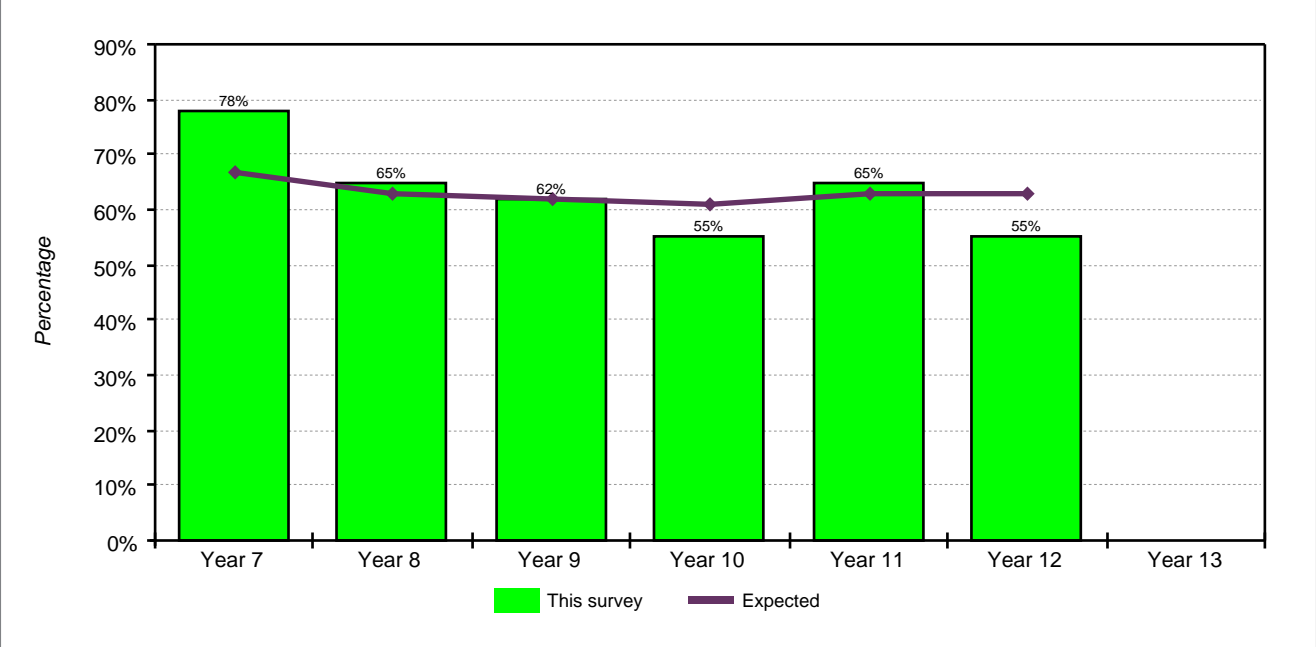
Breakdown of parent responses for Explaining to parents how to help their child
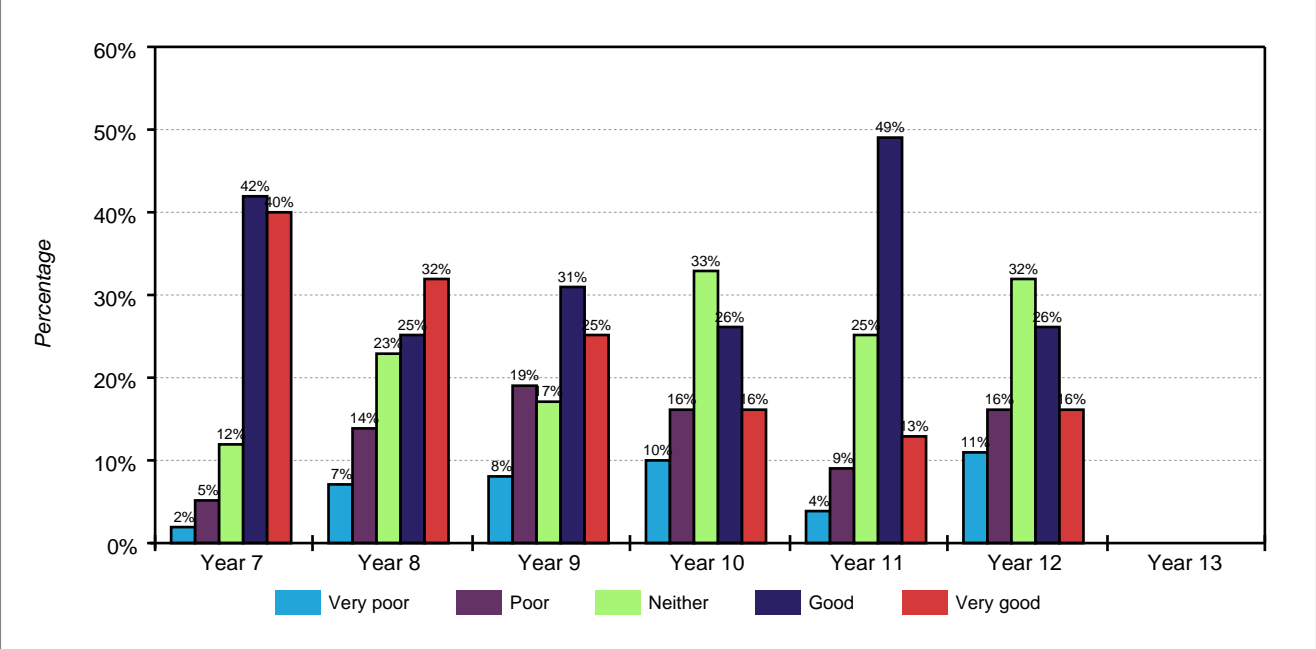
Unexpected results for 'Encouraging pupils' activity in the local community'

- The contribution towards the score for Encouraging pupils' activity in the local community was lower than expected for Year 12.

Actual versus expected scores for Encouraging pupils' activity in the local community

Breakdown of parent responses for Encouraging pupils' activity in the local community
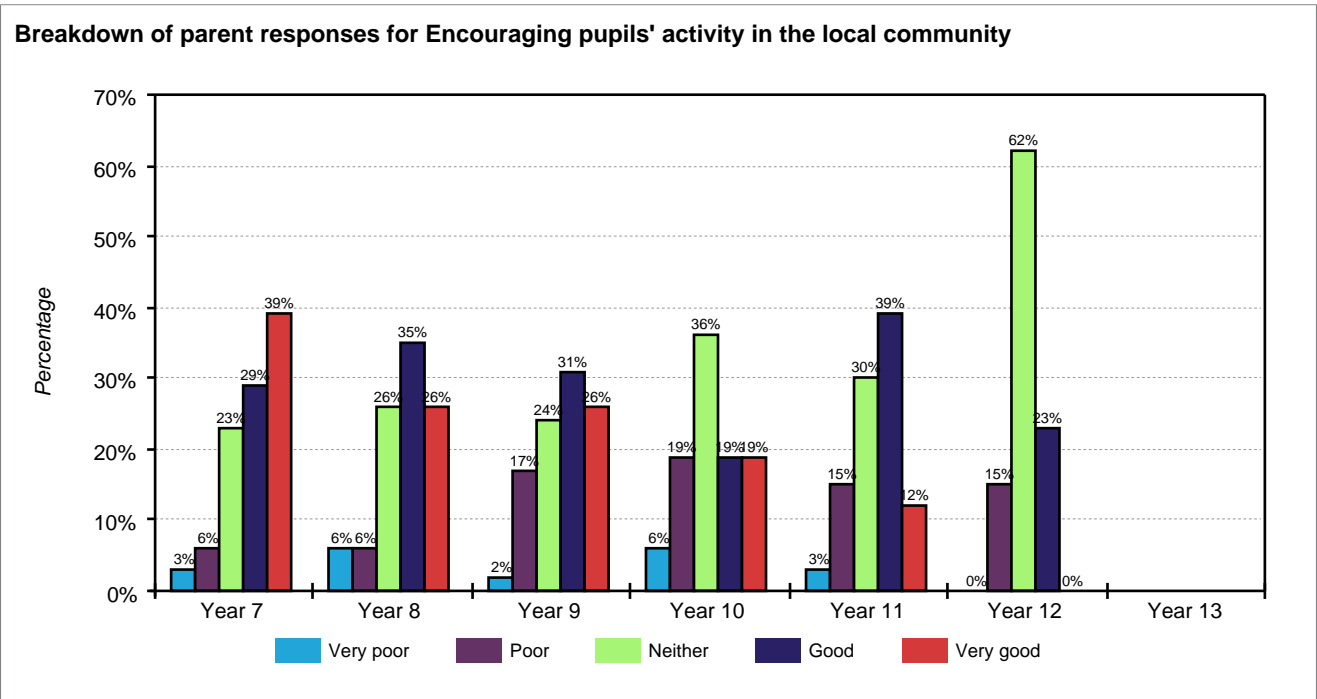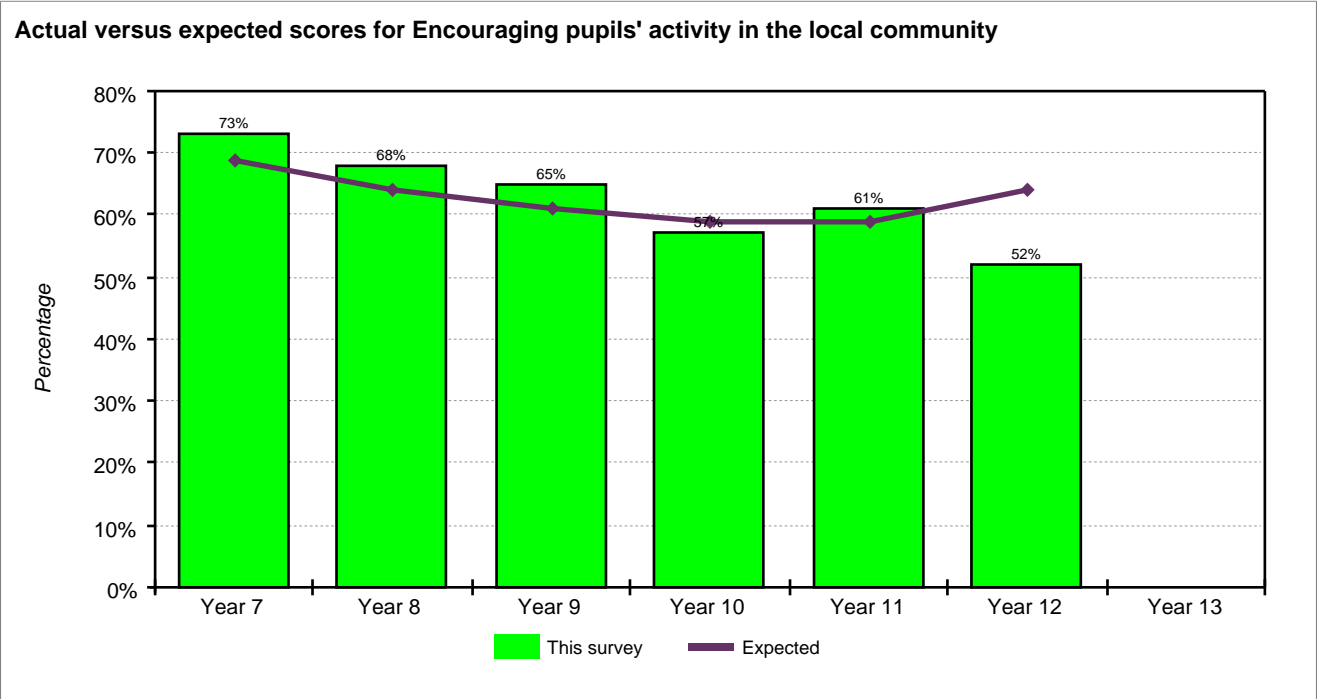
Standard analysis

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

Performance and expectations
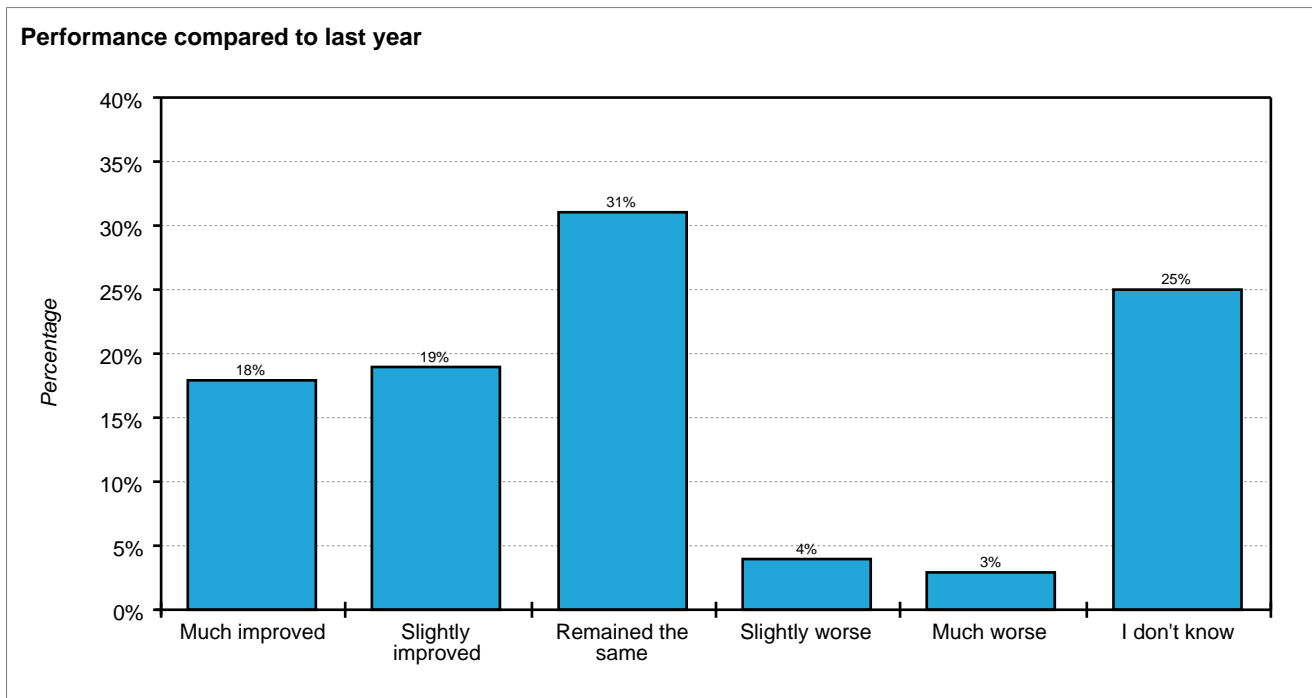
Performance compared to last year

- Of the parents whose children were not in their first year at the school 38% said the school had improved over the last year and 6% thought that the school's performance was worse.

Has the school lived up to your expectations

- Of the parents of new students, 6% felt that the school had not lived up to their expectations and 39% said the school was better than they had expected it to be.

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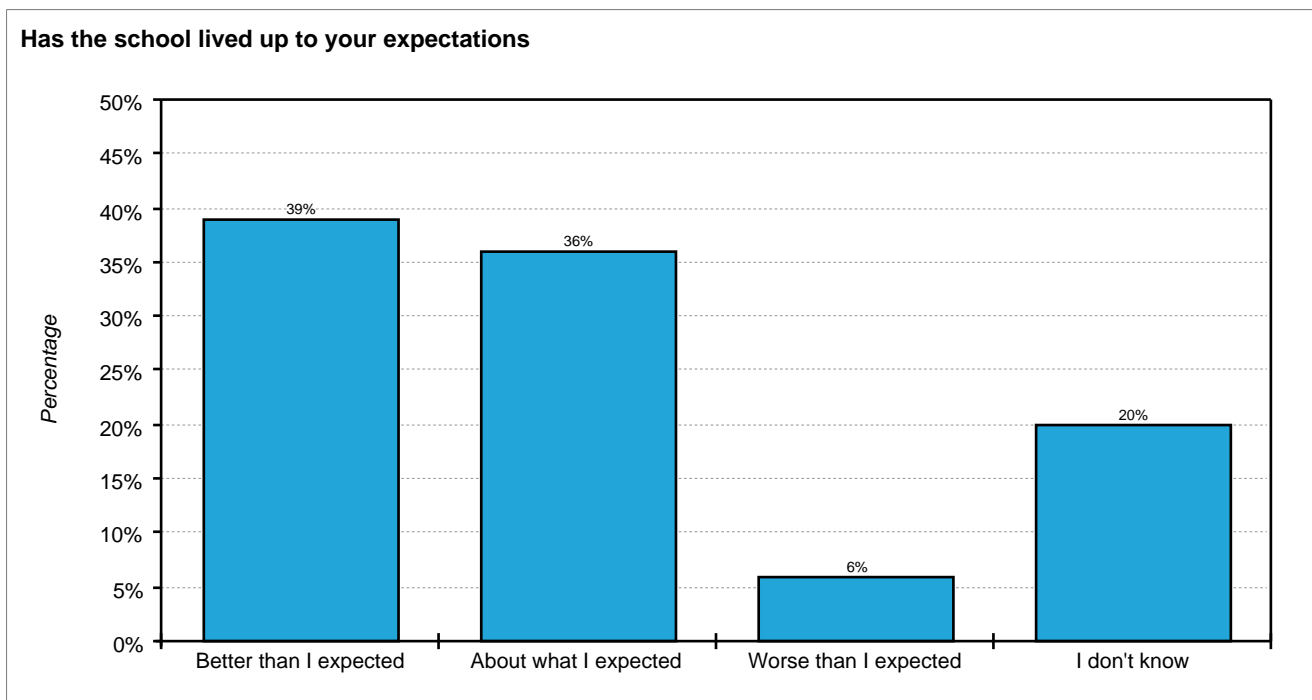
Gender analysis

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.
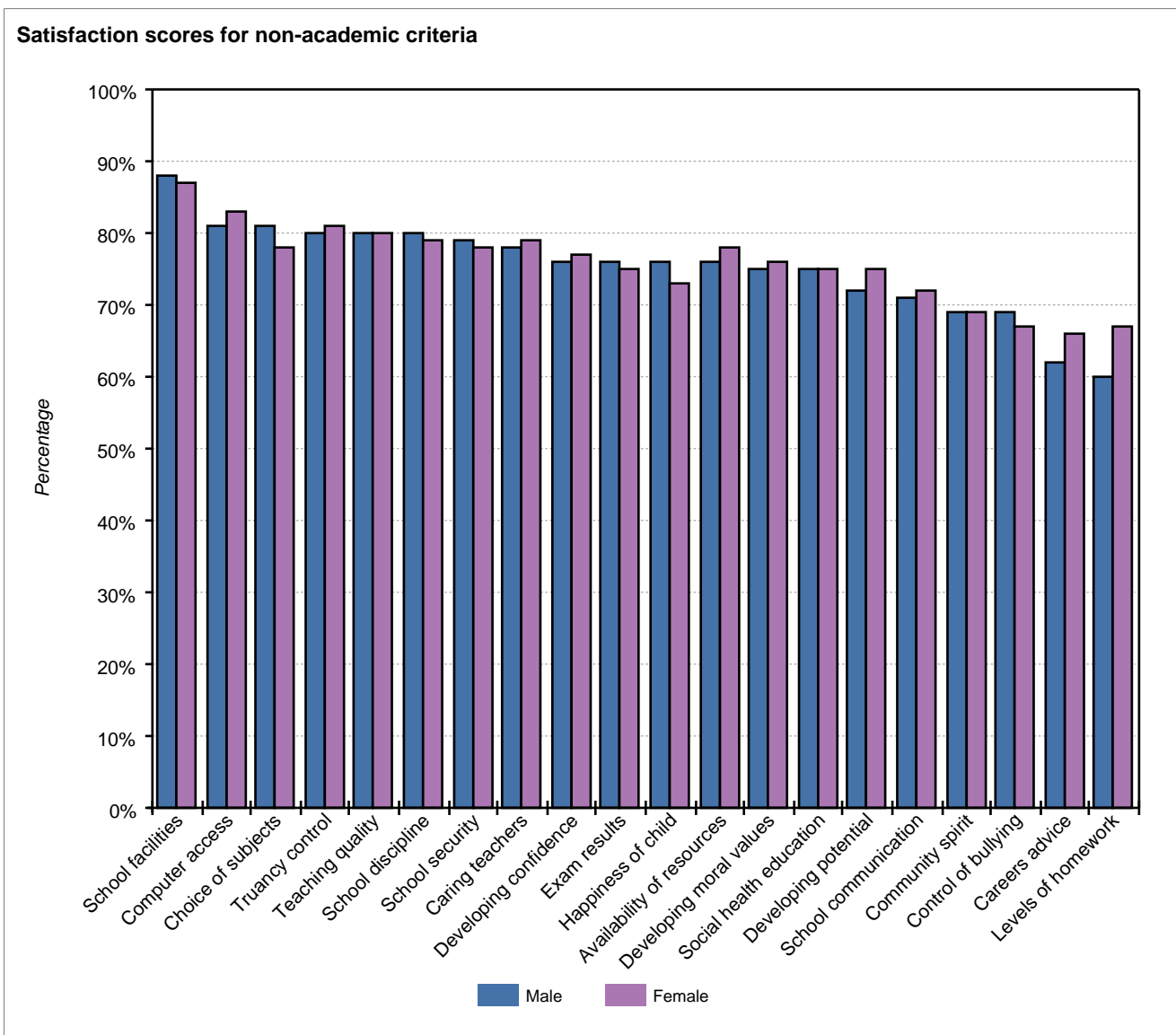
Satisfaction scores for non-academic criteria

Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Levels of homework	60.3	67.2 ▲

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Satisfaction scores for additional criteria
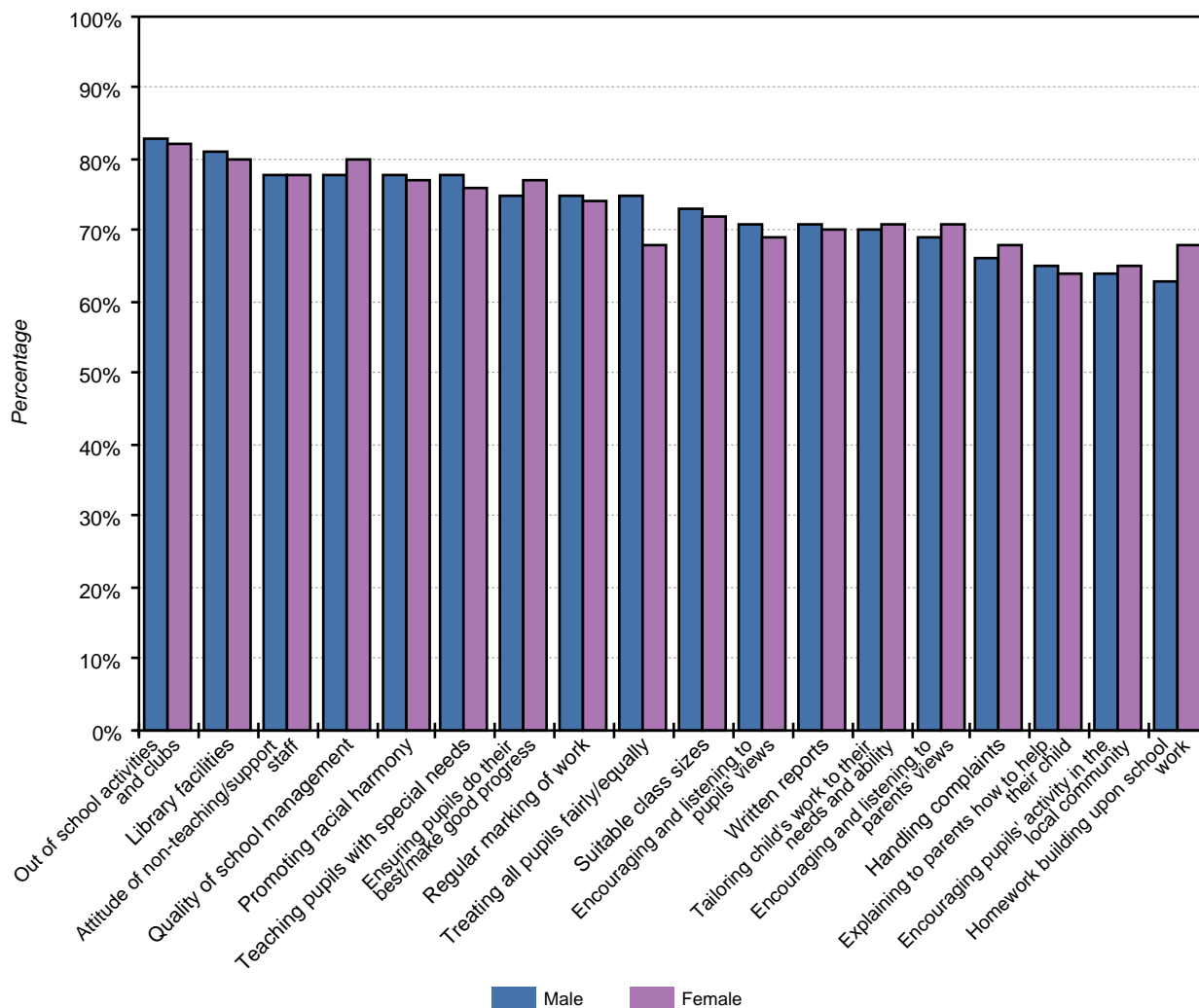
Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Treating all pupils fairly/equally	74.5	67.8 ▼
Homework building upon school work	62.6	68.2 ▲

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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?'.

Satisfaction scores for non-academic criteria
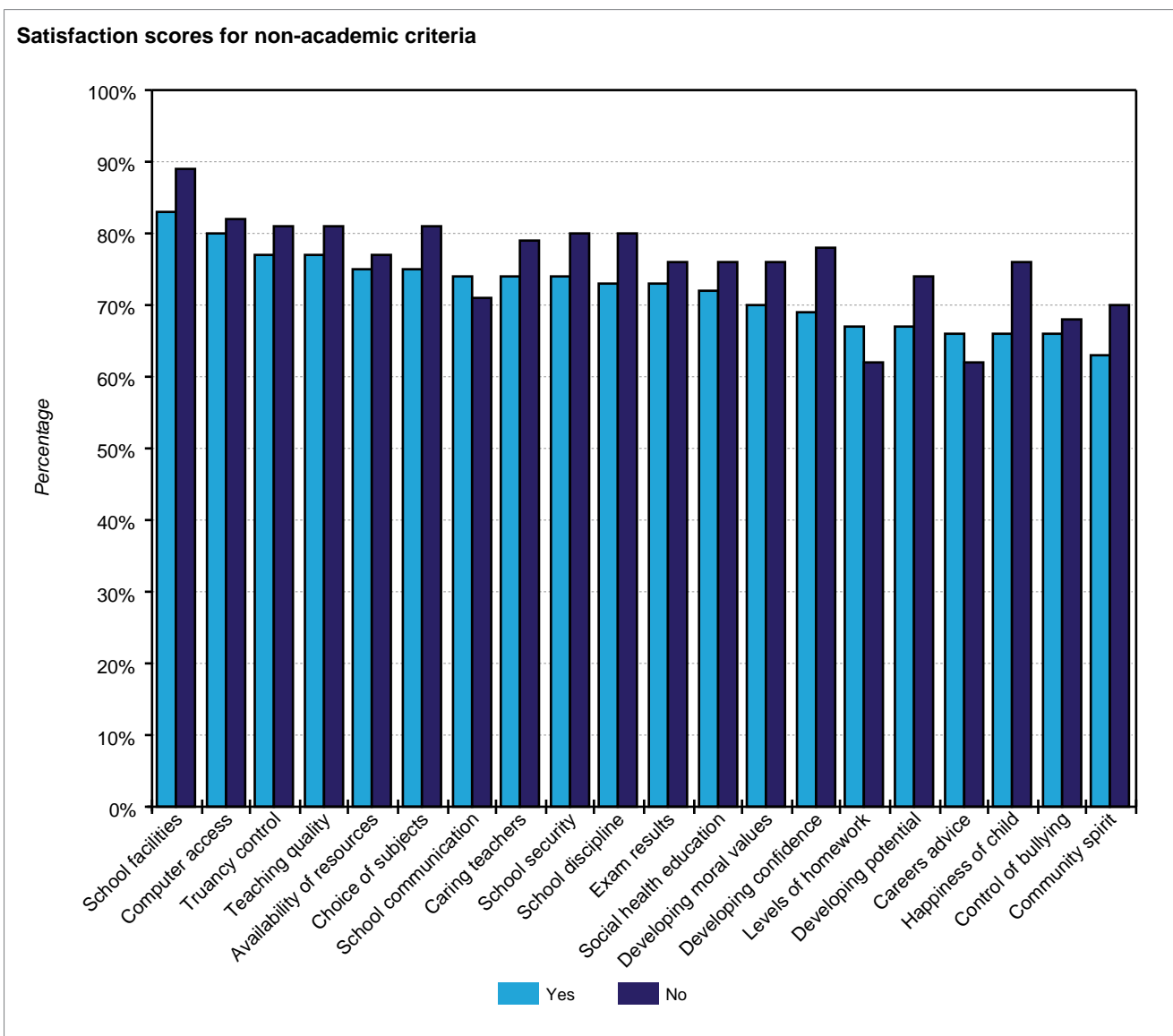
Non-academic criteria where difference is significant	Yes satisfaction score (%)	No satisfaction score (%)
School discipline	73.0	80.2 ▲
Developing confidence	69.0	77.6 ▲
Happiness of child	65.9	76.2 ▲

Satisfaction scores for additional criteria
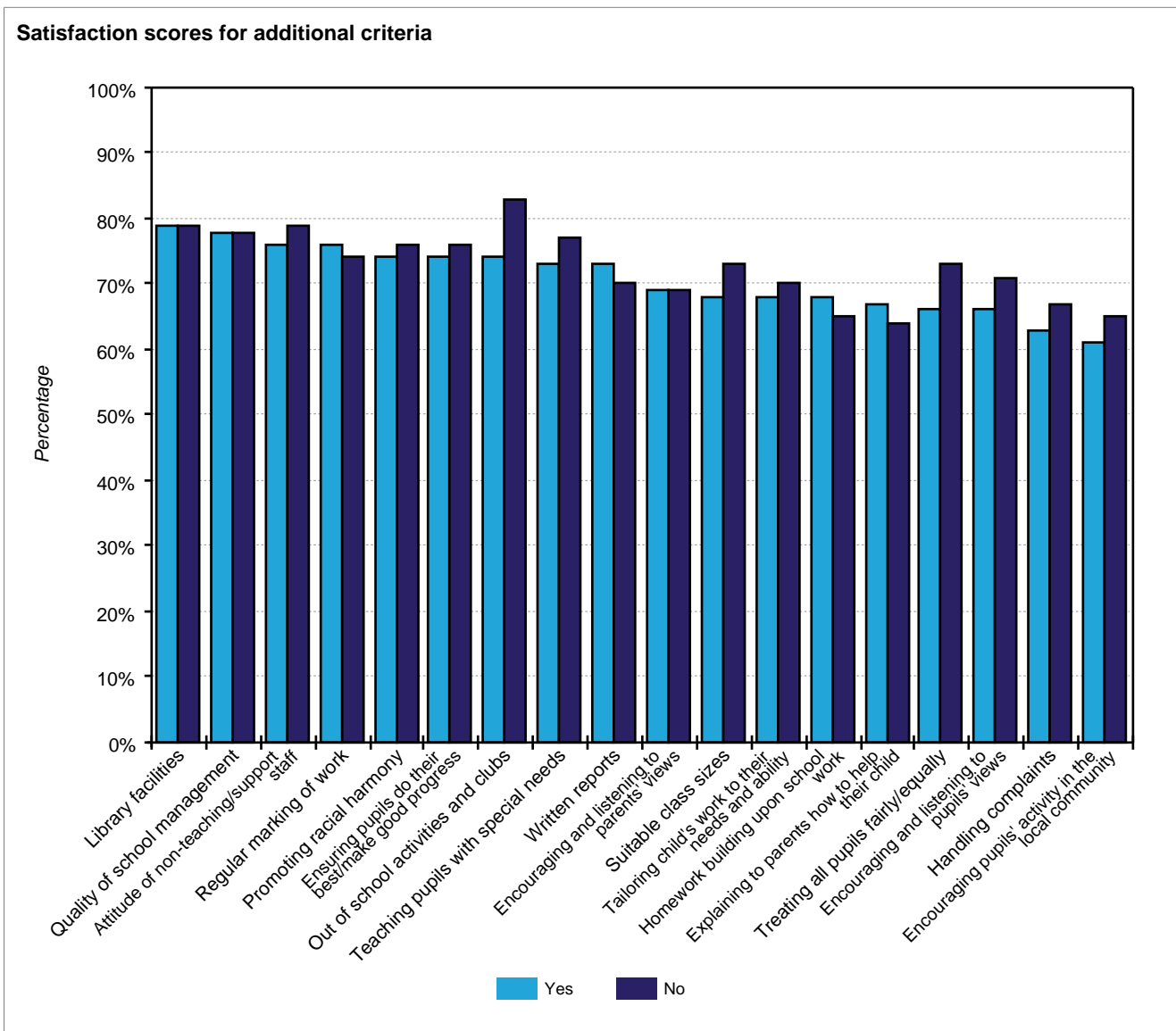
- There are no significant differences between the additional satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

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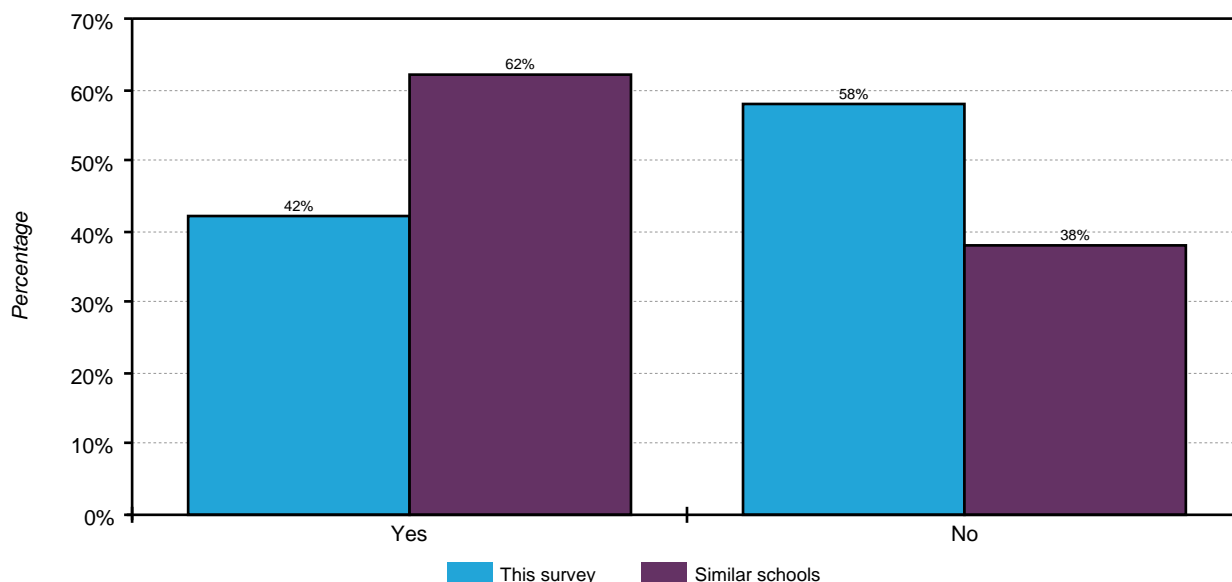
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'
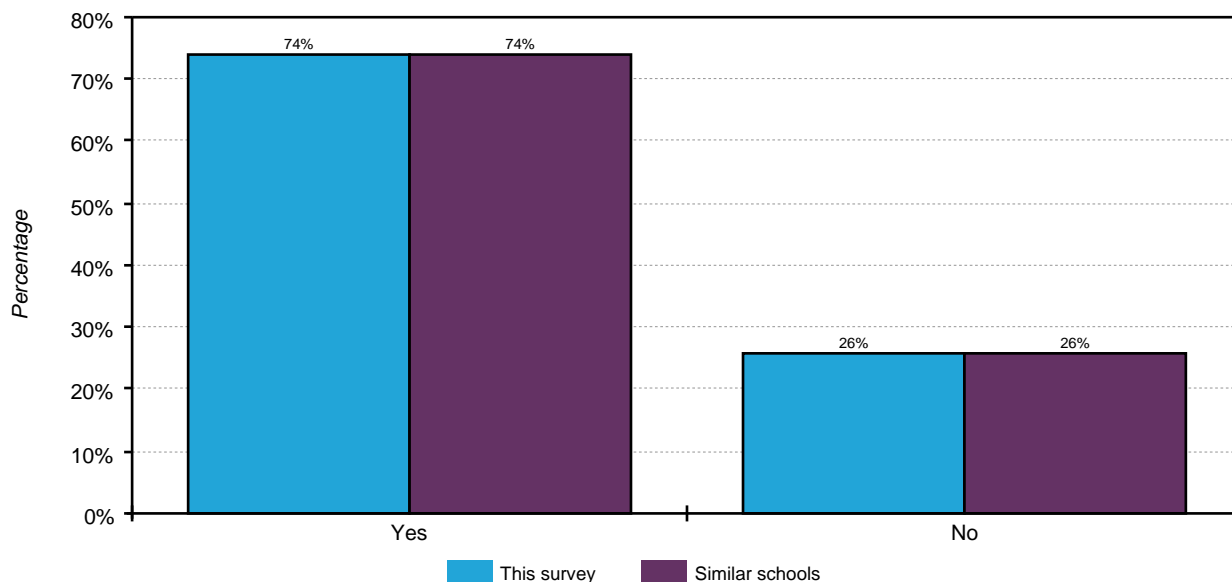
Parental values

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?'
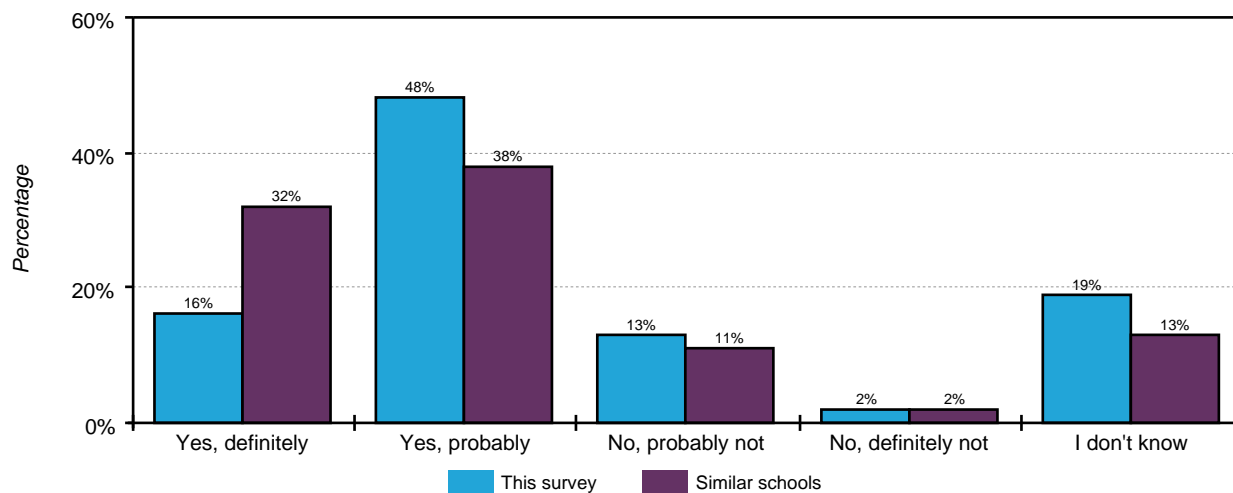
- 16.4% of parents think their child will definitely attend university – this differs from the views of parents at similar schools.   48.1% of parents think their child will probably attend university – this differs from the views of parents at similar schools.

- 12.8% of parents think their child will probably not attend university – this is broadly in line with views from parents at similar schools.   1.8% 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?'
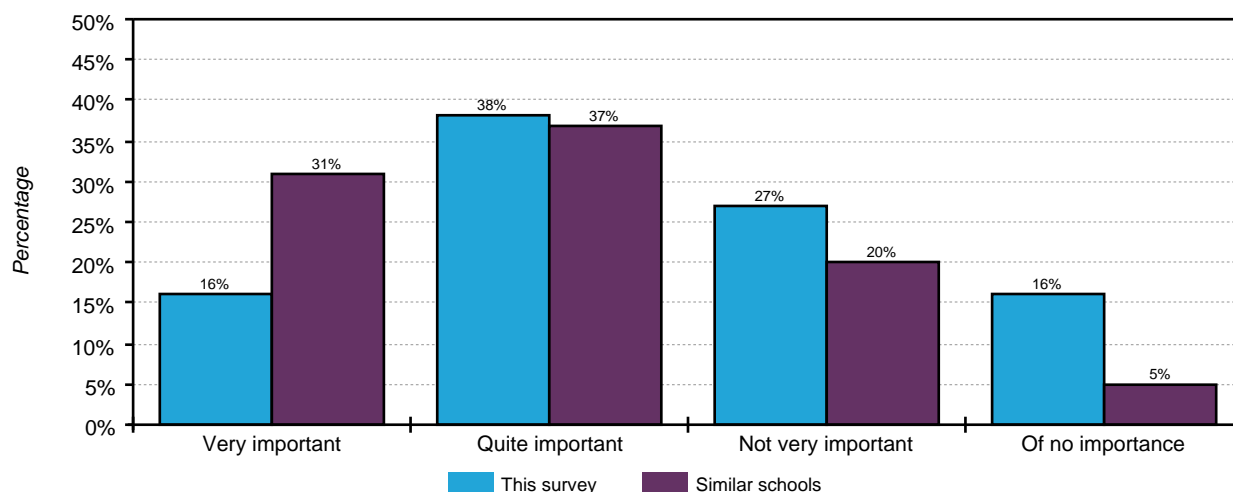
- 16.4% of parents think it is very important that their child goes to university – this differs from the views of parents at similar schools.   37.9% of parents think it is quite important that their child goes to university – this is broadly in line with views from parents at similar schools.

- 27.3% 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.

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".

Parent perceptions of the amount of homework given
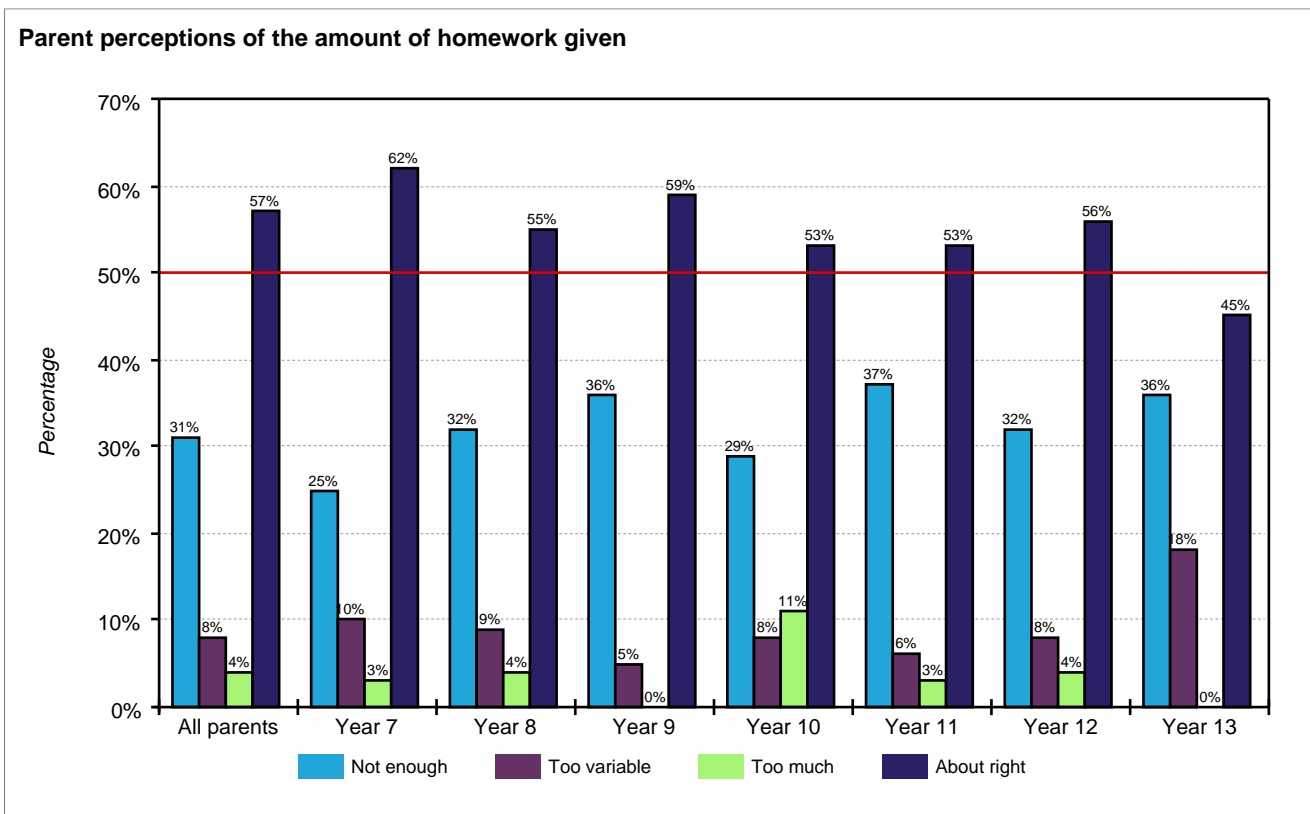
Year group analysis

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 34).

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

Year groups where there were fewer than 9 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

School discipline

School facilities

Developing confidence

Social health education
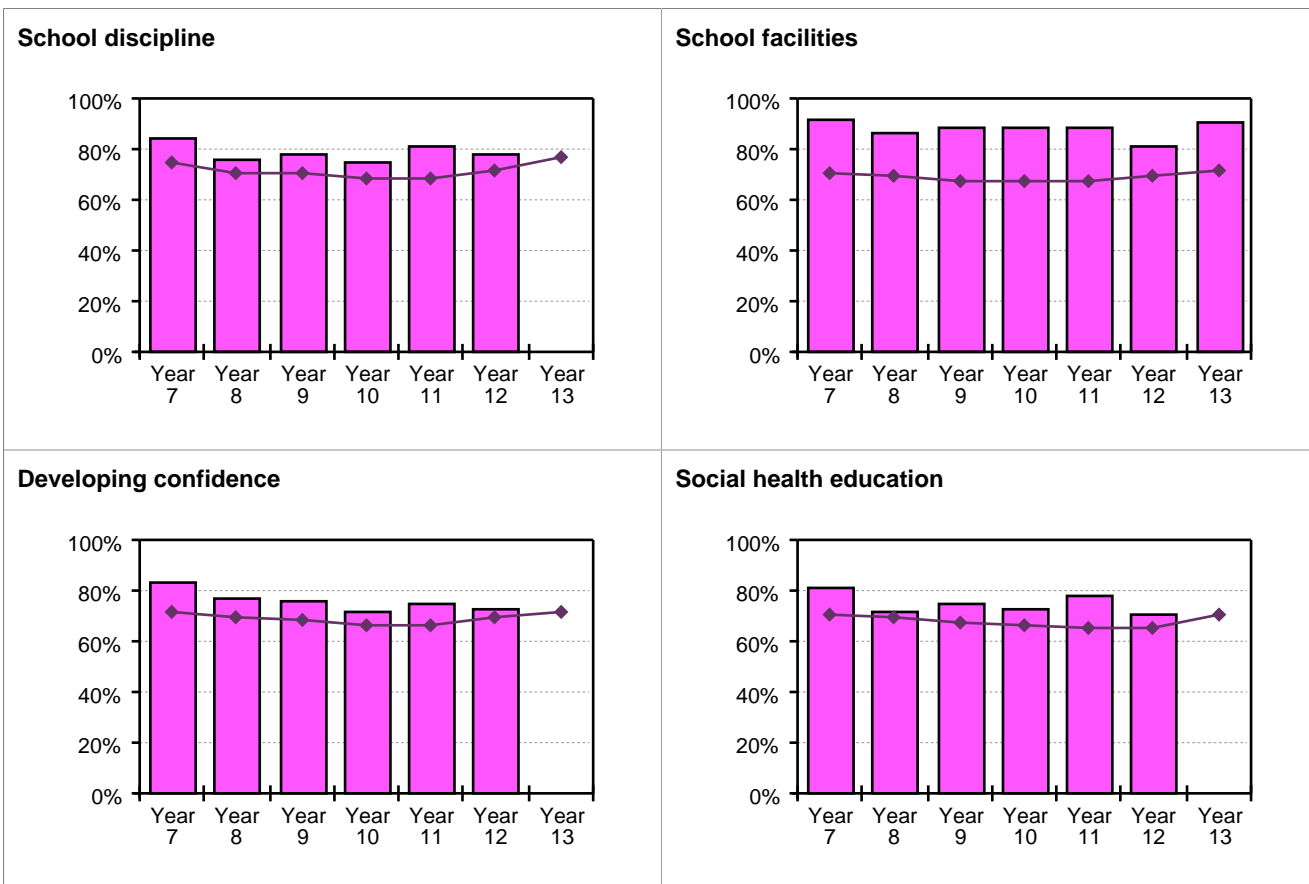
Control of bullying
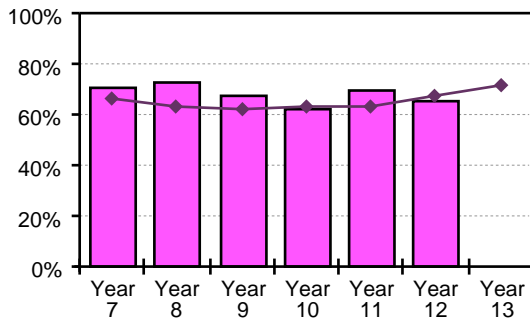
Caring teachers
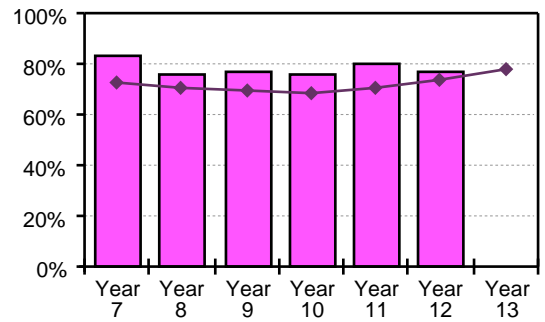
School security
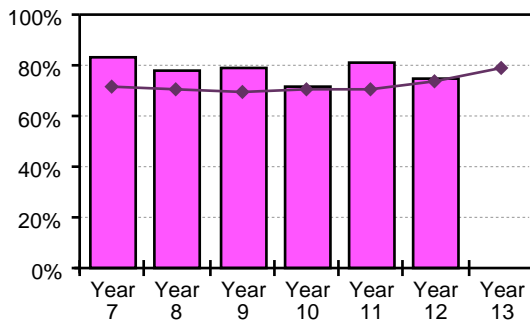
School communication
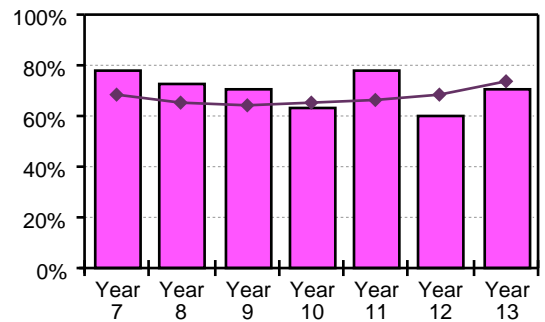
Careers advice
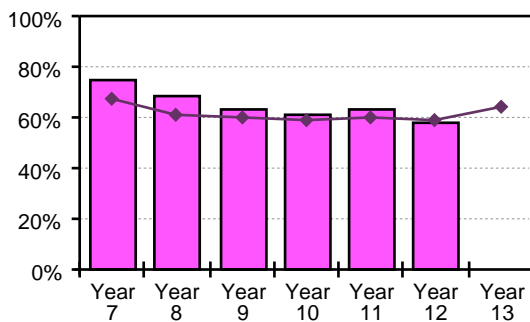
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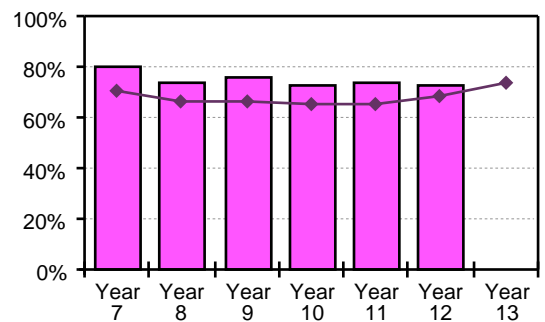
Levels of homework
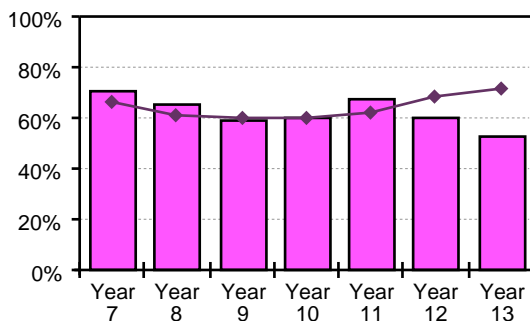
Happiness of child
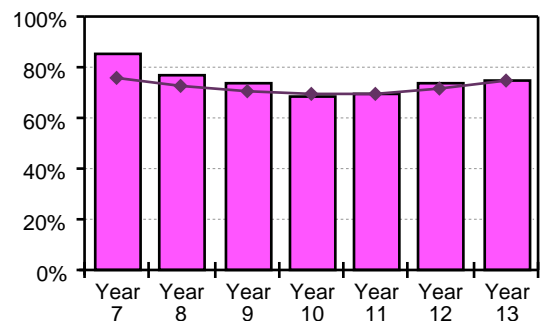
Community spirit
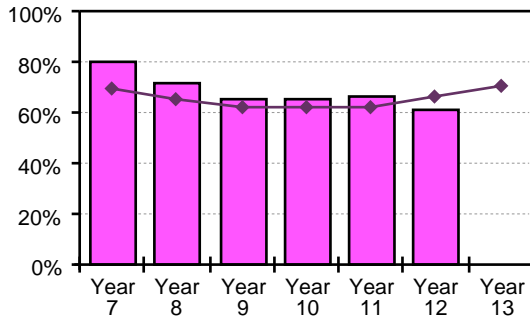
Developing potential
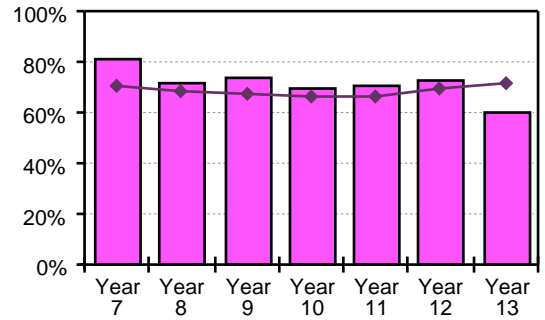
Teaching quality
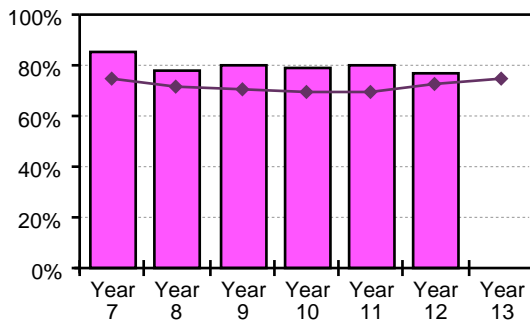
Exam results
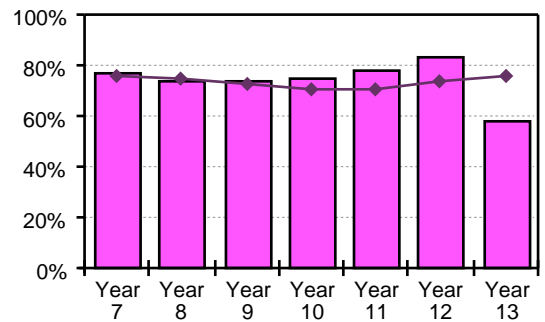
Choice of subjects
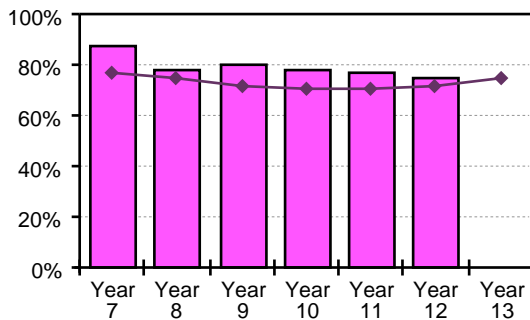
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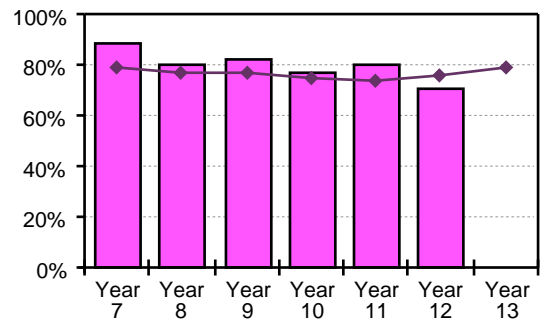
Availability of resources

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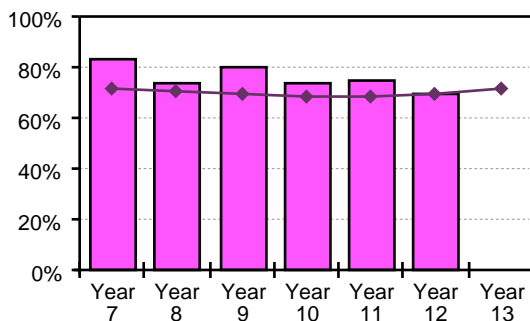
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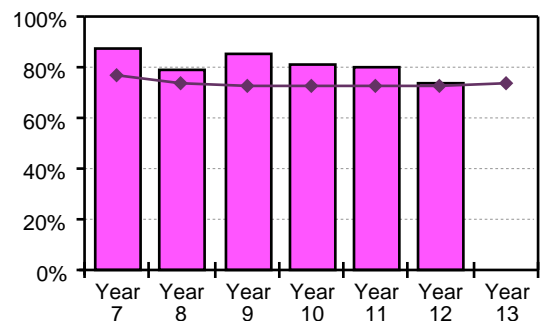
Year group analysis compared to national averages for your additional surveyed criteria

Promoting racial harmony
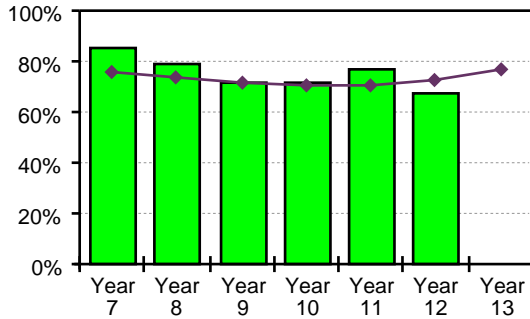
Suitable class sizes
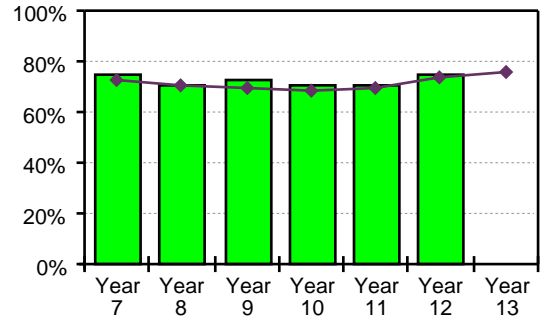
Handling complaints
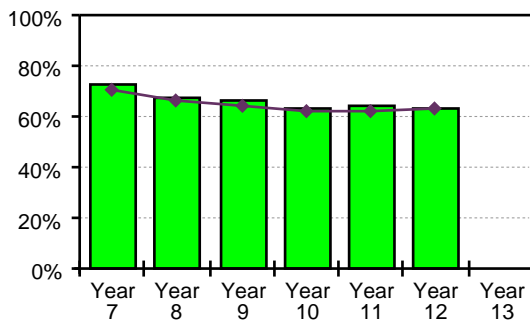
Teaching pupils with special needs
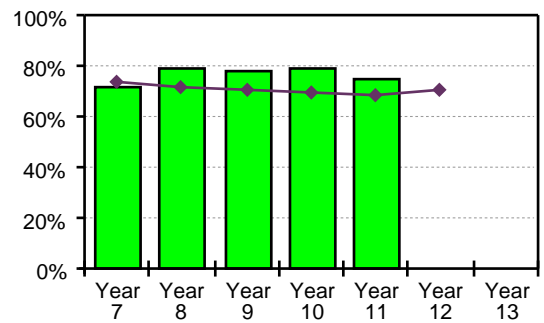
Quality of school management
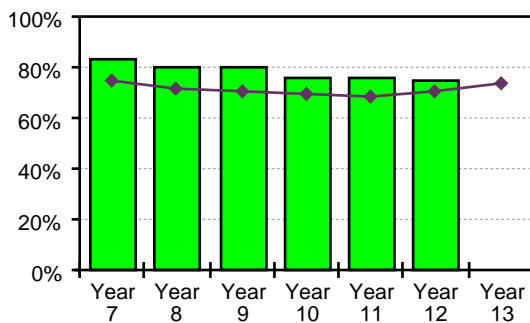
Regular marking of work
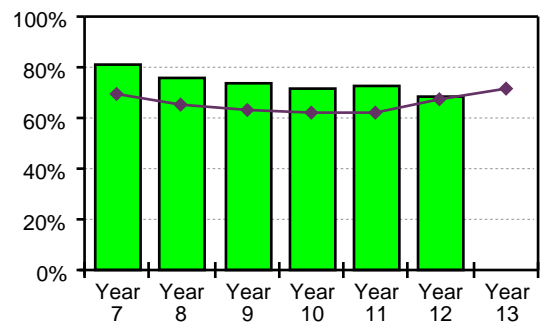
Treating all pupils fairly/equally
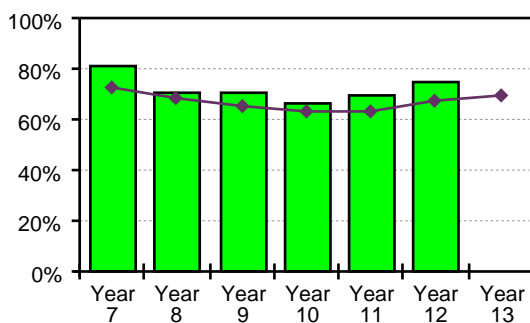
Attitude of non-teaching/support staff
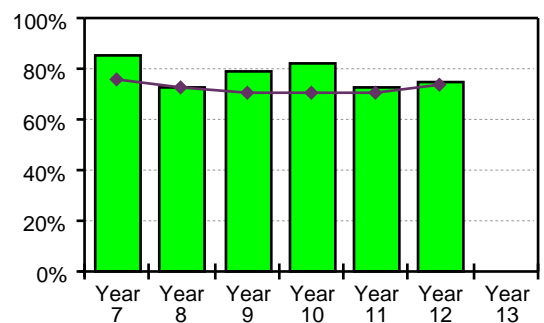
Out of school activities and clubs
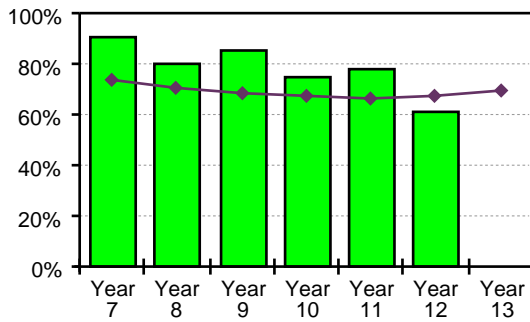
Written reports
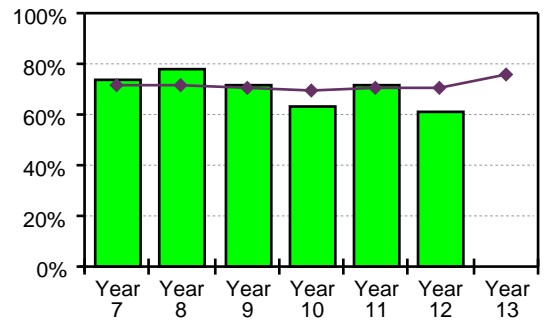
Library facilities
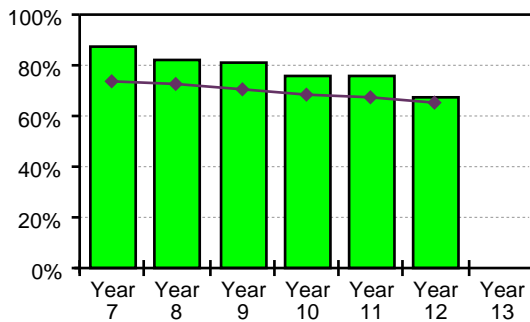
Encouraging and listening to parents' views
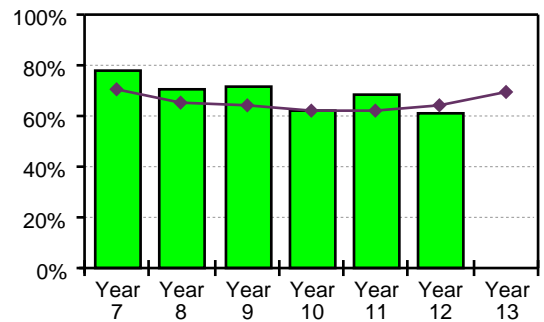
Explaining to parents how to help their child
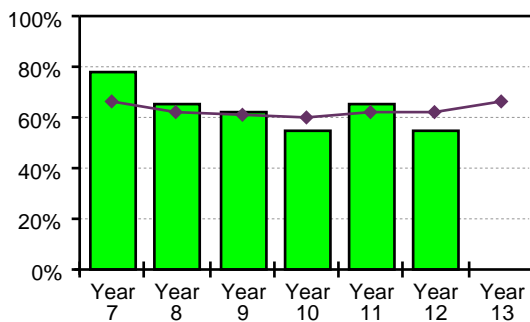
Tailoring child's work to their needs and ability
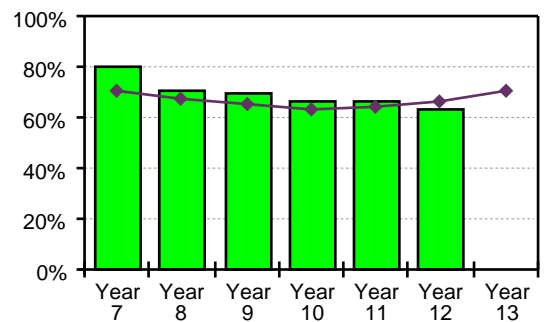
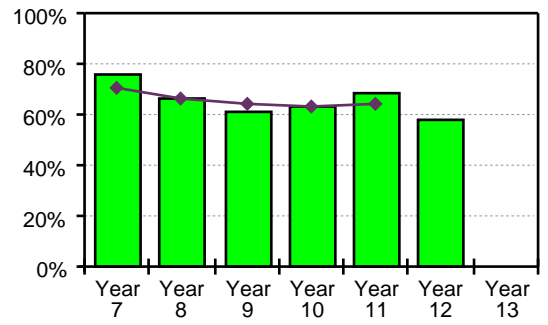## Ensuring pupils do their best/make good progress
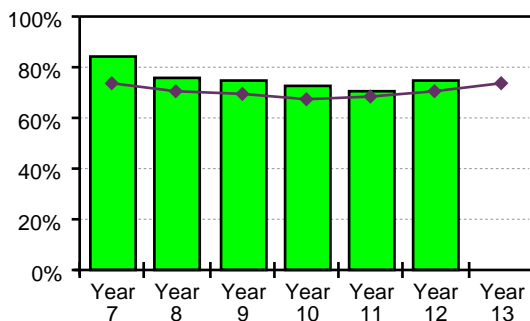
Encouraging pupils' activity in the local community

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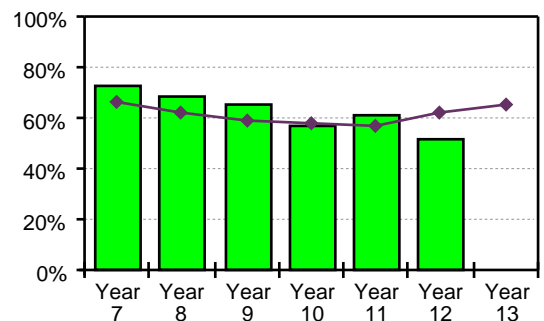
Encouraging and listening to pupils' views

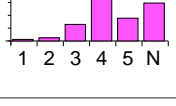**Homework building upon school work**
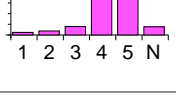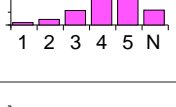
Kirkland Rowell Surveys
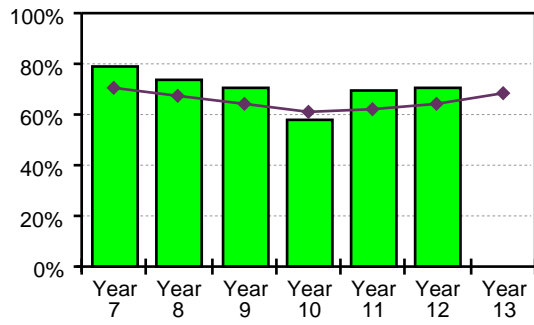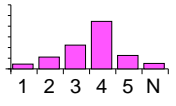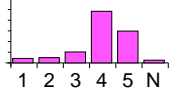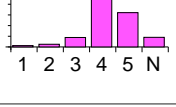
Appendix

Supplementary data and score breakdowns.
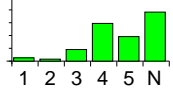
Non-academic criteria analysis
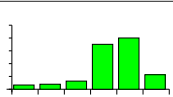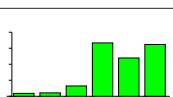
How parents scored the delivery and management of non-academic criteria.
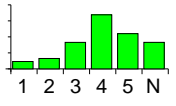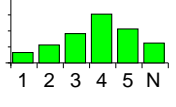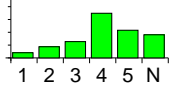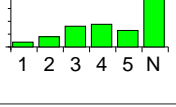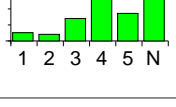
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	2.1%	5.5%	6.3%	46.8%	35.3%	4.0%	
School facilities	1.2%	1.6%	6.5%	30.2%	59.3%	1.3%	
Developing confidence	3.5%	4.5%	12.2%	41.9%	30.8%	7.2%	
Social health education	1.5%	3.5%	10.8%	40.7%	21.8%	21.7%	
Control of bullying	4.0%	6.4%	14.1%	32.8%	16.4%	26.5%	
Caring teachers	3.0%	4.0%	11.6%	41.8%	35.0%	4.5%	
School security	3.1%	2.8%	10.1%	43.1%	31.0%	10.0%	
School communication	4.7%	8.7%	14.5%	38.2%	33.3%	0.6%	
Careers advice	3.1%	8.1%	14.9%	20.4%	10.2%	43.3%	
Developing moral values	3.0%	4.0%	14.1%	43.4%	24.6%	10.9%	

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Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	4.5%	11.1%	22.3%	44.5%	12.6%	5.1%	
Happiness of child	4.2%	4.9%	10.2%	48.4%	29.8%	2.5%	
Community spirit	5.2%	5.5%	19.6%	32.7%	19.0%	18.0%	
Developing potential	3.3%	7.4%	12.1%	42.1%	26.9%	8.2%	
Teaching quality	1.2%	2.5%	8.9%	46.3%	32.1%	9.0%	
Exam results	1.2%	2.4%	12.9%	36.1%	17.8%	29.6%	
Choice of subjects	2.4%	3.7%	7.9%	45.0%	33.4%	7.6%	
Truancy control	2.2%	4.0%	8.0%	32.7%	37.0%	16.1%	
Availability of resources	1.9%	4.4%	11.3%	44.3%	26.6%	11.6%	
Computer access	0.9%	1.2%	6.3%	40.3%	33.5%	17.8%	

Additional criteria analysis

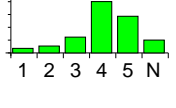How parents scored the delivery and management of your additional non-academic criteria.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	2.6%	1.5%	9.0%	29.4%	19.1%	38.3%	
Suitable class sizes	1.8%	5.3%	12.8%	49.9%	16.9%	13.3%	
Handling complaints	4.2%	6.1%	14.0%	26.7%	15.1%	33.9%	
Teaching pupils with special needs	2.6%	4.5%	6.5%	15.3%	18.6%	52.5%	
Quality of school management	2.5%	2.2%	8.2%	39.3%	26.1%	21.8%	
Regular marking of work	1.5%	4.1%	8.8%	39.9%	15.1%	30.6%	
Treating all pupils fairly/ equally	3.9%	7.0%	10.6%	36.3%	22.0%	20.1%	
Attitude of non-teaching/support staff	1.8%	2.7%	7.2%	26.8%	20.4%	41.0%	
Out of school activities and clubs	3.3%	3.9%	6.4%	35.1%	40.0%	11.3%	
Written reports	3.9%	6.9%	14.3%	39.7%	18.0%	17.3%	
Library facilities	1.8%	2.1%	6.4%	33.3%	23.9%	32.4%	

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Encouraging and listening to parents' views	4.6%	6.5%	16.6%	33.8%	22.0%	16.6%	
Explaining to parents how to help their child	6.5%	11.2%	18.3%	30.5%	21.2%	12.4%	
Tailoring child's work to their needs and ability	4.0%	8.7%	12.7%	34.9%	21.6%	18.1%	
Ensuring pupils do their best/ make good progress	3.6%	5.4%	12.3%	40.1%	28.6%	10.0%	
Encouraging pupils' activity in the local community	3.7%	8.0%	16.2%	17.7%	12.9%	41.6%	
Encouraging and listening to pupils' views	5.1%	4.1%	14.0%	31.8%	17.2%	27.7%	
Homework building upon school work	4.0%	6.6%	16.7%	36.8%	11.7%	24.1%	

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

Non-academic areas

Criterion	Mean
School facilities	4.5
Computer access	4.3
Truancy control	4.2
Teaching quality	4.2
Choice of subjects	4.2
School discipline	4.2
School security	4.1
Caring teachers	4.1
Availability of resources	4.1
Developing confidence	4.1
Exam results	4.0
Developing moral values	4.0
Social health education	4.0
Happiness of child	4.0
Developing potential	3.9
School communication	3.9
Community spirit	3.8
Control of bullying	3.7
Careers advice	3.6
Levels of homework	3.5

Additional questions

Criterion	Mean
Out of school activities and...	4.3
Library facilities	4.2
Quality of school...	4.2
Attitude of non-teaching/supp...	4.1
Promoting racial harmony	4.1
Teaching pupils with special...	4.1
Ensuring pupils do their...	4.0
Regular marking of work	4.0
Suitable class sizes	3.9
Treating all pupils...	3.9
Written reports	3.8
Tailoring child's work to their...	3.8
Encouraging and listening...	3.8
Encouraging and listening...	3.8
Handling complaints	3.7
Homework building upon...	3.6
Explaining to parents how...	3.6
Encouraging pupils activity...	3.6

A word on Quality Assurance

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