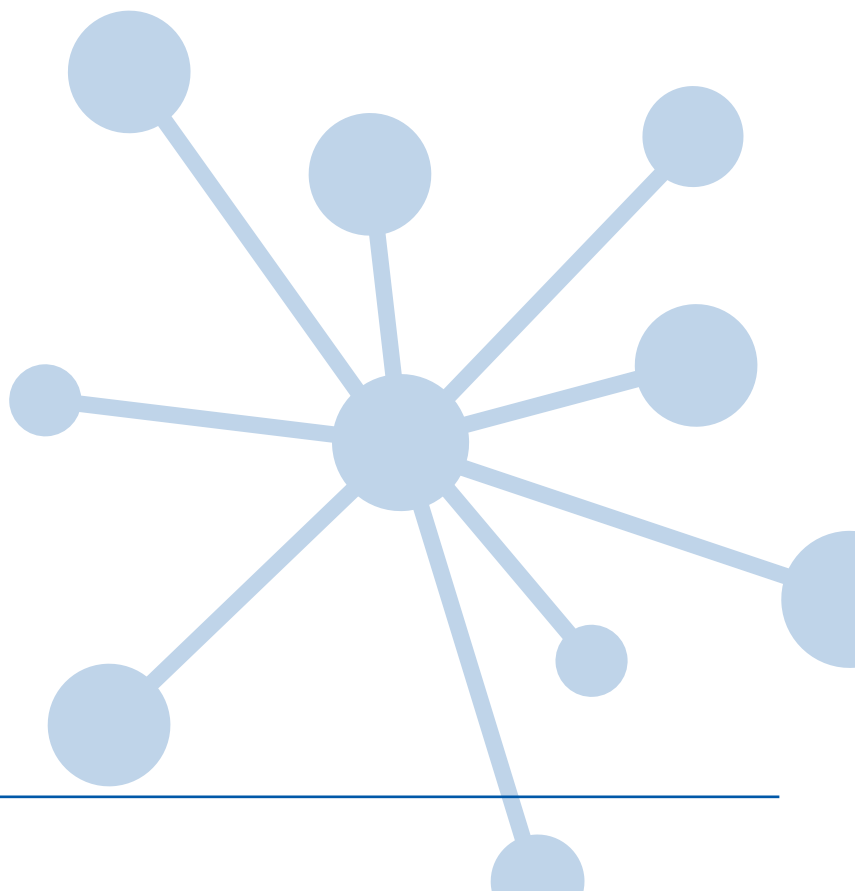


# Whitmore High School

## Staff survey report – October 2022

In case of enquiries please contact Kirkland Rowell Surveys by emailing [KR.Setups@gl-assessment.co.uk](mailto:KR.Setups@gl-assessment.co.uk).  
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## Executive summary

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This report details the findings of the second Kirkland Rowell Staff Survey for Whitmore High School. The report measures the levels of satisfaction among the staff for a range of criteria, which have been selected by the school as well as a range of criteria which are important to the parents of the school. The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to October 2022. The report also measures performance with regard to overall satisfaction and improvement.

Criteria have also been analysed between teaching staff and support staff; criteria that produce a significant result for this test are included in the report in graphical form.

## Summary of results for this survey

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- 60 completed questionnaires were returned representing a response rate of 53.1%. The response meant that data could be drawn for all criteria.
- Staff gave an excellent overall performance score (86.1%) (see page 5).
- 63% of staff said the school had improved over the last year and 2% thought that the school's performance was worse (see page 37).
- With regard to staff core areas, staff are most happy with the delivery of Staff morale, Policy to ensure homework completion and Opportunities for professional development.
- Staff are least happy with the delivery of Organisation of timetable, Accessibility of resources e.g. library and Resources for external use e.g. trips.
- With regards to selected parental priorities, staff are most happy with School discipline, School facilities and Developing moral values.
- Staff are least happy with Truancy control, Availability of resources and Happiness of child.
- Staffs' top priorities for improvement are Truancy control, School discipline and Developing confidence.
- Support staff gave significantly higher scores for Effectiveness of pastoral care, Formal recognition of pupil achievement, Policy to ensure homework completion, Usefulness of outside links e.g. industry, Organisation of timetable, Accessibility of resources e.g. library, Pupil punctuality, School facilities, Careers advice, Computer access, Community spirit, Availability of resources, Truancy control, Encouraging and listening to parents' views, Promoting racial harmony, Encouraging pupils' activity in the local community and Suitable class sizes.

## 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 **pink** should only be considered indicative.

### Relative strengths for staff core areas

- 93.1% Staff morale
- 91.1% Policy to ensure homework completion
- 89.5% Opportunities for professional development
- 89.1% Pupils' respect for staff/others
- 88.8% Pupils' attitudes to learning

### Relative weaknesses for staff core areas

- 63.6% Organisation of timetable
- 63.9% Accessibility of resources e.g. library

### Relative strengths for selected parental priorities

	<b>Importance</b>	<b>Ranking</b>
94.3% School discipline	(88.7%)	1st
94.0% School facilities	(42.6%)	12th
87.6% Developing moral values	(60.7%)	7th
86.8% Control of bullying	(53.9%)	9th
85.6% Levels of homework	(6.6%)	20th

### Relative weaknesses for selected parental priorities

	<b>Importance</b>	<b>Ranking</b>
69.3% Truancy control	(51.3%)	10th
71.9% Availability of resources	(30.3%)	14th

## Response to survey

60 completed questionnaires were returned representing a response rate of 53.1%.

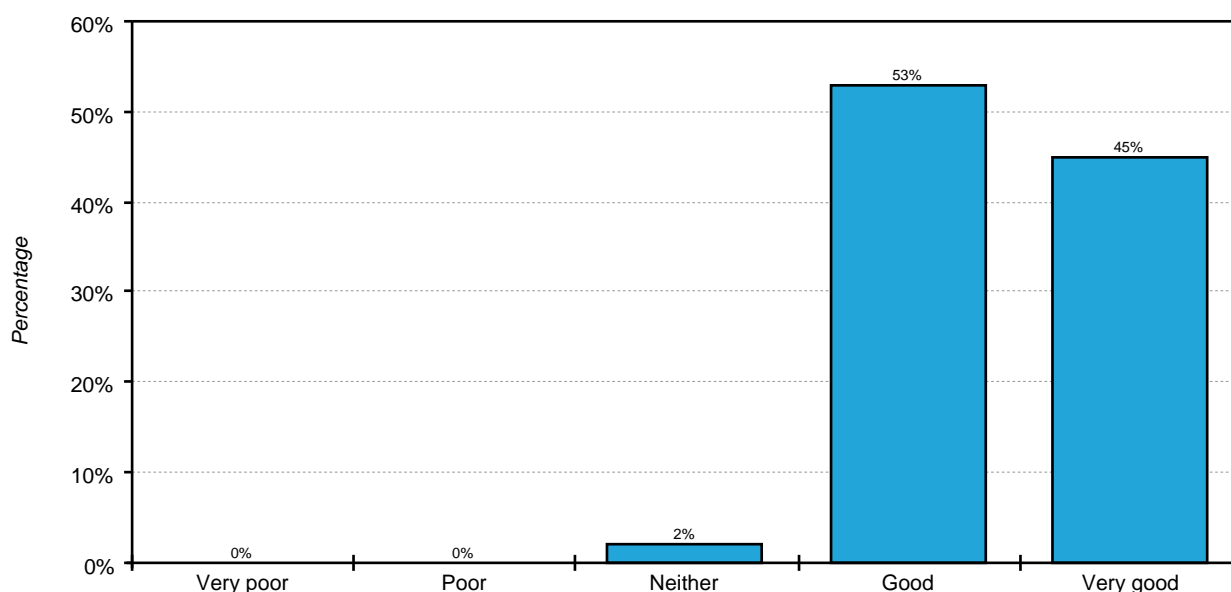
	Proportion of responses (%)	Number of responses
Responses from teaching staff	70.0	42
Responses from support staff	30.0	18

## Overall staff satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	86.1		

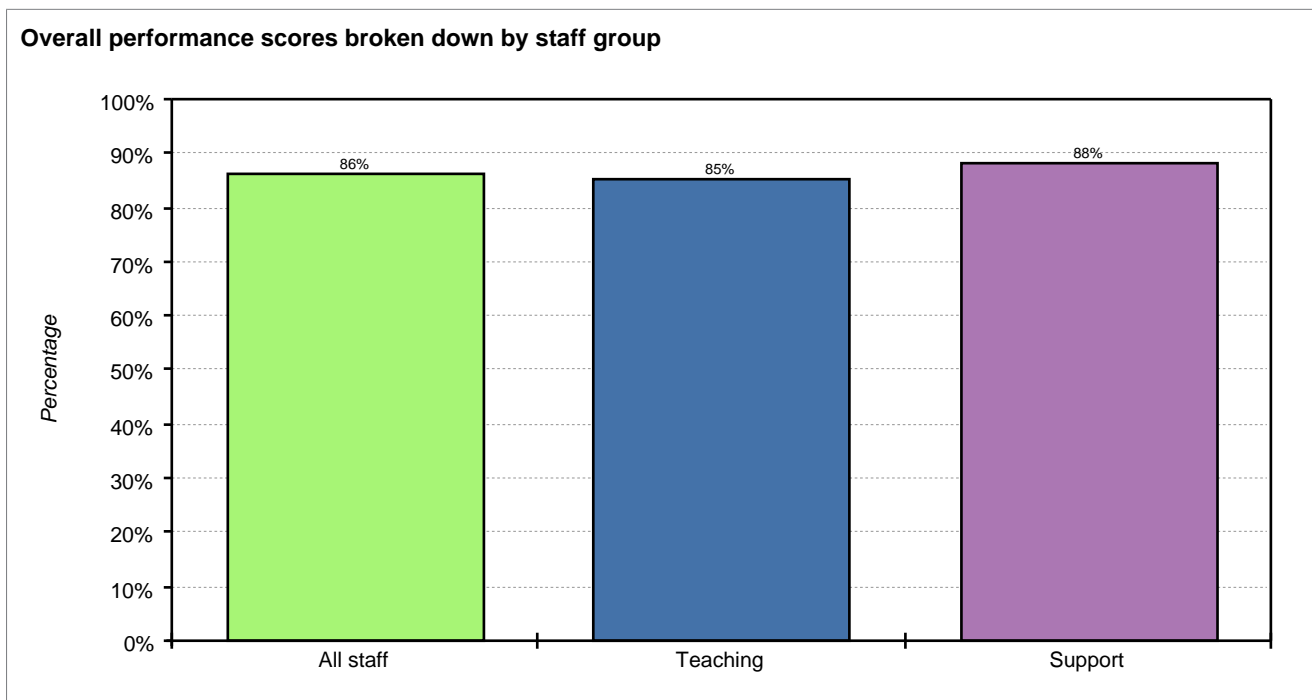
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.0			98.3

Overall staff satisfaction



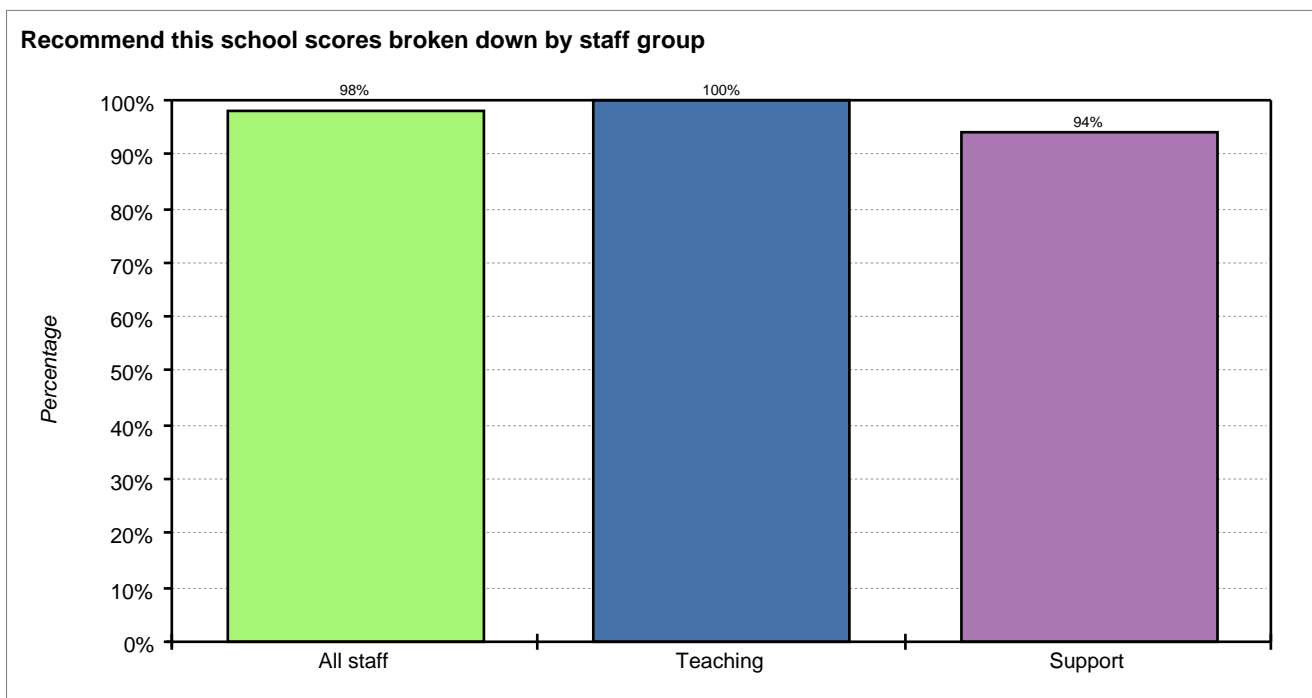
- More staff rate the overall performance of the school as 'good' or 'very good'.

## Overall performance scores broken down by staff group



- Staff gave an excellent overall performance score of 86.1%.
- Teaching staff scored the overall performance of the school broadly in line with support staff.

## Staff recommend this school broken down by staff group



- 97.8% of staff said they would recommend this school to prospective parents.
- Teaching staff would recommend this school to a prospective parent more than support staff.

## Key results

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The core analysis of your survey data; Proportion making progress for staff core areas, selected parental priorities and additional criteria. Explanations have been provided to help you to interpret your results.

### Interpreting results

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For the sake of assessment in most schools, staff criteria receiving a score of:

- Over 70% are 'outstanding' (*above the gold line*)
- 60% to 69.9% are 'good' (*above the green line*)
- 55% to 59.9% indicate 'room for improvement' (*above the red line*)
- Below 55% indicate 'attention advised' (*below the red line*)

**Selected parental priorities** 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 staff 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 70 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 10% at the 95% confidence level. When results are less reliable we show an indicative result and highlight in pink. Where reliable data cannot be produced 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 staff ‘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 70 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.

Staff core areas	This survey (%)	Previous survey (%)	% Change
external	76.2	72.8	+3.4
external	72.6	70.9	+1.7
Developing self esteem in staff	69.2	65.1	+4.1
Opportunities for staff initiative	66.5		
Staff morale	66.3		
Equal opportunities for staff	65.5		
to learning	64.3		
for staff	62.1		
Staff workload - in house	59.5	55.4	+4.1
Support from colleagues	59.4		
Recognition of pupil achievement	59.3	58.6	+0.7
the managers	59.1	58.3	+0.8
der schools	58.4		
staff to offer ideas	55.8	55.0	+0.8
Relationship with head of department *	50.1		
Arrangements for staff cover	49.9	54.9	-5.0
Communication between SMT and staff	47.2	43.8	+3.4
Resources for external use	45.5		
Induction of new staff	Low response		

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

Scores below the **red** line indicate 'attention advised'.

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

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



## Staff core areas

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

Staff core areas	This survey (%)	Previous survey (%)	% Change
Staff morale	93.1		
Policy to ensure homework completion	91.1		
Opportunities for professional development	89.5		
Pupils' respect for staff/others	89.1		
Pupils' attitudes to learning	88.8		
Organisation of decision making	83.2		
School ethos	82.2		
Opportunities for staff initiative/responsibility	81.6		
Overall sense of common purpose	81.3		
Clarity/relevance of vision of Headteacher	79.6		
Equality of opportunities for staff	78.1		
Pupil appearance	77.9		
Target setting for staff	77.6		
Usefulness of outside links e.g. industry	77.3		
Opportunity for staff to offer ideas	76.8		
Delegation by SMT	75.2		
Effectiveness of pastoral care	75.2		
Job satisfaction	75.0		
Support from line managers	74.6		
Organisation of curriculum	74.4		
Clarity/relevance of development plan	74.4		
Pupil punctuality	73.6		
Equality of opportunities for pupils	73.3		
Child protection procedures	73.0		
Organisation of resource allocation	72.8		
Pupil grouping/setting	72.1		
Formal recognition of pupil achievement	71.3		
Resources for external use e.g. trips	70.1		
Accessibility of resources e.g. library	63.9		
Organisation of timetable	63.6		

- Staff consider delivery of the following staff core areas to be 'outstanding': Staff morale, Policy to ensure homework completion, Opportunities for professional development, Pupils' respect for staff/others, Pupils'

attitudes to learning, Organisation of decision making, School ethos, Opportunities for staff initiative/responsibility, Overall sense of common purpose, Clarity/relevance of vision of Headteacher, Equality of opportunities for staff, Pupil appearance, Target setting for staff, Usefulness of outside links e.g. industry, Opportunity for staff to offer ideas, Delegation by SMT, Effectiveness of pastoral care, Job satisfaction, Support from line managers, Organisation of curriculum, Clarity/relevance of development plan, Pupil punctuality, Equality of opportunities for pupils, Child protection procedures, Organisation of resource allocation, Pupil grouping/setting, Formal recognition of pupil achievement and Resources for external use e.g. trips.

- Staff consider delivery of the following staff core areas to be 'good': Accessibility of resources e.g. library and Organisation of timetable.

## Happy versus unhappy staff for staff core areas

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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.

Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Child protection procedures	0.0			98.3
Clarity/relevance of vision of Headteacher	0.0			95.0
Resources for external use e.g. trips	0.0			50.0
School ethos	0.0			100.0
Equality of opportunities for pupils	1.7			91.7
Organisation of curriculum	1.7			80.0
Organisation of decision making	1.7			73.3
Overall sense of common purpose	1.7			88.3
Pupils' attitudes to learning	1.7			85.0
Support from line managers	1.7			81.7
Opportunities for professional development	3.3			88.3
Opportunities for staff initiative/responsibility	3.3			83.3
Opportunity for staff to offer ideas	3.3			71.7
Target setting for staff	3.3			70.0
Organisation of resource allocation	5.0			68.3
Policy to ensure homework completion	5.0			56.7
Pupils' respect for staff/others	5.0			85.0
Clarity/relevance of development plan	6.7			71.7
Effectiveness of pastoral care	6.7			83.3

Staff core areas	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Formal recognition of pupil achievement	6.7			73.3
Staff morale	6.7			73.3
Usefulness of outside links e.g. industry	6.7			38.3
Job satisfaction	8.3			83.3
Delegation by SMT	10.0			51.7
Pupil appearance	10.0			78.3
Equality of opportunities for staff	13.3			73.3
Pupil grouping/setting	15.0			51.7
Pupil punctuality	16.7			53.3
Organisation of timetable	18.3			61.7
Accessibility of resources e.g. library	21.7			48.3

## Selected parental priorities

The following table shows selected parental priorities. 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.

Selected parental priorities	This survey (%)	Previous survey (%)	% Change
School discipline	94.3		
School facilities	94.0		
Developing moral values	87.6		
Control of bullying	86.8		
Levels of homework	85.6		
Choice of subjects	83.1		
Teaching quality	82.4		
Developing confidence	82.1		
Social health education	82.1		
Developing potential	81.9		
School communication	81.2		
School security	81.0		
Computer access	80.9		
Caring teachers	80.4		
Exam results	79.7		
Careers advice	79.2		
Community spirit	79.1		
Happiness of child	78.3		
Availability of resources	71.9		
Truancy control	69.3		

- Staff consider delivery of the following selected parental priorities to be 'outstanding': School discipline, School facilities, Developing moral values, Control of bullying, Levels of homework, Choice of subjects, Teaching quality, Developing confidence, Social health education, Developing potential, School communication, School security, Computer access, Caring teachers, Exam results, Careers advice, Community spirit and Happiness of child.
- Staff consider delivery of the following selected parental priorities to be 'good': Availability of resources and Truancy control.

## Happy versus unhappy staff for selected parental priorities

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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.

Selected parental priorities	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Caring teachers	0.0			100.0
Choice of subjects	0.0			91.7
Developing potential	0.0			95.0
Exam results	0.0			86.7
Happiness of child	0.0			88.3
Teaching quality	0.0			96.7
Control of bullying	1.7			81.7
Developing confidence	1.7			88.3
Developing moral values	1.7			85.0
School communication	1.7			90.0
Social health education	1.7			71.7
School facilities	3.3			91.7
School security	3.3			86.7
Careers advice	5.0			63.3
School discipline	5.0			86.7
Community spirit	6.7			61.7
Levels of homework	6.7			63.3
Availability of resources	13.3			53.3
Computer access	13.3			66.7
Truancy control	18.3			60.0

## Additional criteria

Additional criteria were chosen by the school, and investigated with regard to staff satisfaction. The following results were achieved with regard to those staff 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
Quality of school management	87.4		
Out of school activities and clubs	87.1		
Explaining to parents how to help their child	84.3		
Regular marking of work	84.1		
Treating all pupils fairly/equally	82.3		
Tailoring child's work to their needs and ability	80.9		
Ensuring pupils do their best/make good progress	80.4		
Handling complaints	78.9		
Homework building upon school work	78.7		
Encouraging and listening to parents' views	78.7		
Teaching pupils with special needs	78.1		
Written reports	77.4		
Encouraging pupils' activity in the local community	76.7		
Library facilities	75.3		
Promoting racial harmony	74.4		
Encouraging and listening to pupils' views	72.8		
Attitude of non-teaching/support staff	72.0		
Suitable class sizes	69.5		

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

## Happy versus unhappy staff for additional criteria

Judging performance based solely on the mean score allows for error: It is possible that the views of staff might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of staff who are unhappy with the school's performance for the criteria surveyed.

The following table identifies the percentage of staff 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 staff who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 10% of staff who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 10.1% & 20% of staff who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 20% of staff 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' (%)
Ensuring pupils do their best/make good progress	0.0			93.3
Out of school activities and clubs	0.0			96.7
Quality of school management	0.0			91.7
Tailoring child's work to their needs and ability	0.0			88.3
Treating all pupils fairly/equally	0.0			98.3
Attitude of non-teaching/support staff	1.7			88.3
Explaining to parents how to help their child	1.7			78.3
Handling complaints	1.7			65.0
Regular marking of work	1.7			71.7
Teaching pupils with special needs	1.7			85.0
Encouraging and listening to parents' views	3.3			61.7
Homework building upon school work	5.0			65.0
Promoting racial harmony	5.0			73.3
Written reports	5.0			71.7
Encouraging and listening to pupils' views	6.7			76.7
Encouraging pupils' activity in the local community	11.7			33.3
Library facilities	20.0			55.0



Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Suitable class sizes	25.0			55.0

## Staff priorities

Staff 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.

### Staff priorities importance

Ideally those criteria which are most important to staff will be the criteria to which staff award the highest scores. In the following table, the second column shows the percentage of staff 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 staff, a red highlight shows that the school performs less well within a criterion that is important to staff. 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
School discipline	88.7	1st		
Teaching quality	86.9	7th		
Happiness of child	85.8	18th		
Developing confidence	80.1	8th		
Developing potential	77.3	10th		
Caring teachers	74.9	14th		
Developing moral values	60.7	3rd		
School communication	54.0	11th		
Control of bullying	53.9	4th		
Truancy control	51.3	20th		
School security	43.5	12th		
School facilities	42.6	2nd		
Exam results	35.7	15th		
Availability of resources	30.3	19th		
Computer access	29.3	13th		
Choice of subjects	26.6	6th		
Social health education	25.9	9th		
Community spirit	25.7	17th		
Careers advice	20.3	16th		
Levels of homework	6.6	5th		

With regard to the five criteria most important to staff:

- The school performs well in: School discipline.
- The school performs less well in: Happiness of child.

## Importance: your school vs. similar schools

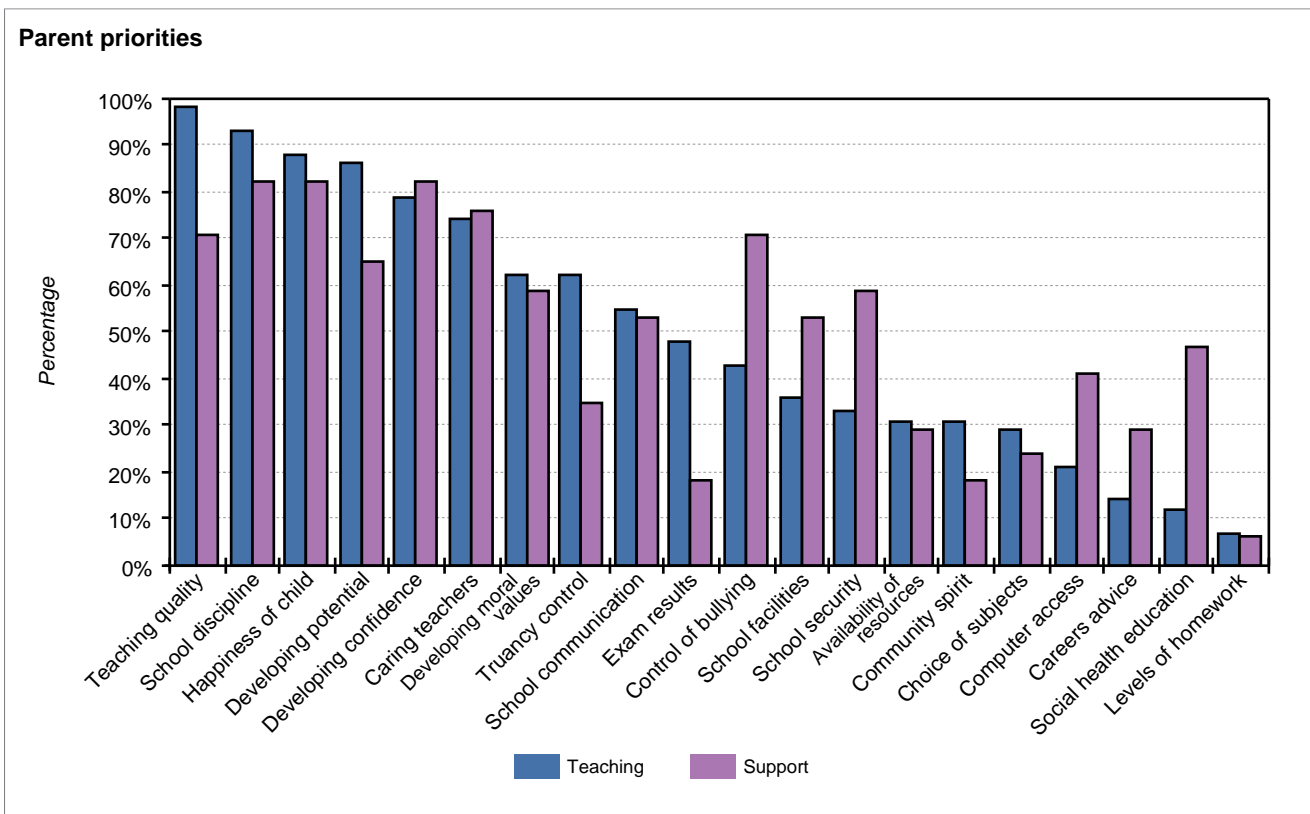
Staff were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the staff from your school selected as most important. The second column shows you the percentage of staff who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from staff 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
School discipline	88.7	1st	1st	0
Teaching quality	86.9	2nd	2nd	0
Happiness of child	85.8	3rd	4th	+1
Developing confidence	80.1	4th	5th	+1
Developing potential	77.3	5th	3rd	-2
Caring teachers	74.9	6th	6th	0
Developing moral values	60.7	7th	7th	0
School communication	54.0	8th	9th	+1
Control of bullying	53.9	9th	8th	-1
Truancy control	51.3	10th	14th	+4 ▲
School security	43.5	11th	11th	0
School facilities	42.6	12th	12th	0
Exam results	35.7	13th	10th	-3
Availability of resources	30.3	14th	13th	-1
Computer access	29.3	15th	17th	+2
Choice of subjects	26.6	16th	16th	0
Social health education	25.9	17th	19th	+2
Community spirit	25.7	18th	15th	-3
Careers advice	20.3	19th	18th	-1
Levels of homework	6.6	20th	20th	0

- Most of the criteria the staff from your school selected as important are in line with the criteria that staff of similar schools select as important.
- Staff from your school selected the following criteria as more important than staff at similar schools: Truancy control.

## How priorities change by staff category

The graph below shows which criteria support staff selected as important compared to which criteria teaching staff selected as important. This shows us how priorities change by staff category. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Teaching ranking	Support ranking
Teaching quality	1st	5th ▲
Exam results	10th	18th ▲
Social health education	19th	12th ▼

## Relative staff priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Truancy control	22.4		1.7
School discipline	20.3		37.1
Developing confidence	11.3		4.6
Computer access	9.5		5.7
Community spirit	5.2		3.2
Happiness of child	5.2		2.6
Availability of resources	4.3		3.2
Careers advice	4.3		1.8
School security	3.8		2.1
Control of bullying	2.3		1.4
Levels of homework	2.3		1.3
School facilities	2.3		8.7
Teaching quality	2.3		4.3
Developing moral values	1.4		5.3
Exam results	1.4		3.4
School communication	1.4		2.1
Caring teachers	0.0		1.0
Choice of subjects	0.0		2.8
Developing potential	0.0		6.3
Social health education	0.0		1.1

- Staff have given a higher priority to the following areas compared to similar schools: Truancy control and Developing confidence.
- Staff have given a lower priority to the following areas compared to similar schools: School discipline, School facilities and Developing potential.

## 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 staff 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 staff perceptions.

	Score	Sample
<b>1. Overall I am satisfied with the school.</b>		
Overall	86.1%	60
<b>2. My child likes this school.</b>		
Happiness of child	78.3%	58
<b>3. My child is making good progress at school.</b>		
Developing potential	81.9%	58
Ensuring pupils do their best/make good progress	80.4%	58
<b>4. Pupils behave well in school.</b>		
School discipline	94.3%	60
<b>5. The teaching is good.</b>		
Teaching quality	82.4%	58
<b>6. Staff expect my child to work hard and do his or her best.</b>		
Developing potential	81.9%	58
Ensuring pupils do their best/make good progress	80.4%	58
<b>7. The homework that is given builds well on what my child learns in school.</b>		
Levels of homework	85.6%	52
<b>8. Staff treat all children fairly and with respect.</b>		
Treating all pupils fairly/equally	82.3%	59
<b>9. My child is safe at school.</b>		
School security	81.0%	59

	Score	Sample
<b>10. My child receives appropriate additional support in relation to any particular individual needs.</b>		
Teaching pupils with special needs	78.1%	58
Developing potential	81.9%	58
Tailoring child's work to their needs and ability	80.9%	58
<b>11. I am kept well informed about my child's progress.</b>		
School communication	81.2%	58
Written reports	77.4%	51
Explaining to parents how to help their child	84.3%	50
<b>12. I feel comfortable about approaching the school with questions, suggestions or a problem.</b>		
Encouraging and listening to parents' views	78.7%	44
<b>13. I understand the school's procedure for dealing with complaints.</b>		
Handling complaints	78.9%	47
<b>14. The school helps my child to become more mature and take on responsibility.</b>		
Developing potential	81.9%	58
Developing confidence	82.1%	58
<b>15. My child is well prepared for moving on to the next school or college or into employment.</b>		
Careers advice	79.2%	48
<b>16. There is a good range of activities including trips or visits.</b>		
Out of school activities and clubs	87.1%	58
<b>17. The school is well run.</b>		
Quality of school management	87.4%	59

## ***Estyn - Common Inspection Framework***

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The following section gives the Staff 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 staff 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

Pupils' attitudes to learning	88.8%
Choice of subjects	83.1%
Teaching quality	82.4%
Developing potential	81.9%
Ensuring pupils do their best/make good progress	80.4%
Exam results	79.7%

Summary grade for this section = **Excellent**

#### CIF 1.1.4 - How Good are Pupils' Skills?

Pupils' attitudes to learning	88.8%
Choice of subjects	83.1%
Social health education	82.1%
Exam results	79.7%
Careers advice	79.2%
Pupil punctuality	73.6%

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?

School discipline	94.3%
Out of school activities and clubs	87.1%
Control of bullying	86.8%
Social health education	82.1%
School security	81.0%
Effectiveness of pastoral care	75.2%
Child protection procedures	73.0%
Summary grade for this section = <b>Excellent</b>	

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

School discipline	94.3%
Pupils' attitudes to learning	88.8%
Control of bullying	86.8%
Choice of subjects	83.1%
Teaching quality	82.4%
Treating all pupils fairly/equally	82.3%
Developing confidence	82.1%
Developing potential	81.9%
Tailoring child's work to their needs and ability	80.9%
Ensuring pupils do their best/make good progress	80.4%
Caring teachers	80.4%
Community spirit	79.1%
Happiness of child	78.3%
Teaching pupils with special needs	78.1%
Formal recognition of pupil achievement	71.3%
Encouraging and listening to pupils' views	72.8%
Truancy control	69.3%
Summary grade for this section = <b>Excellent</b>	

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

Out of school activities and clubs	87.1%
Community spirit	79.1%
Usefulness of outside links e.g. industry	77.3%
Encouraging pupils' activity in the local community	76.7%
Resources for external use e.g. trips	70.1%
Encouraging and listening to pupils' views	72.8%
Summary grade for this section = <b>Excellent</b>	

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

Pupils' respect for staff/others	89.1%
Developing moral values	87.6%
Developing confidence	82.1%
Social health education	82.1%
Developing potential	81.9%
Ensuring pupils do their best/make good progress	80.4%
Community spirit	79.1%
Pupil appearance	77.9%
Effectiveness of pastoral care	75.2%
Pupil punctuality	73.6%
Summary grade for this section = <b>Excellent</b>	

## 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?

Developing moral values	87.6%
Out of school activities and clubs	87.1%
Choice of subjects	83.1%
Teaching quality	82.4%
Treating all pupils fairly/equally	82.3%
Social health education	82.1%
Developing potential	81.9%
Caring teachers	80.4%
Exam results	79.7%
Careers advice	79.2%
Community spirit	79.1%
Teaching pupils with special needs	78.1%
Encouraging pupils' activity in the local community	76.7%
Library facilities	75.3%
Equality of opportunities for pupils	73.3%
Child protection procedures	73.0%
Promoting racial harmony	74.4%
Availability of resources	71.9%
Accessibility of resources e.g. library	63.9%

Summary grade for this section = **Excellent**

#### CIF 2.1.2 - How well do we provide for skills?

Policy to ensure homework completion	91.1%
Pupils' attitudes to learning	88.8%
Out of school activities and clubs	87.1%
Choice of subjects	83.1%
Teaching quality	82.4%
Social health education	82.1%
Careers advice	79.2%
Usefulness of outside links e.g. industry	77.3%
Pupil punctuality	73.6%

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

Pupils' respect for staff/others	89.1%
Developing moral values	87.6%
Social health education	82.1%
Community spirit	79.1%
Usefulness of outside links e.g. industry	77.3%
Effectiveness of pastoral care	75.2%
Resources for external use e.g. trips	70.1%
Promoting racial harmony	74.4%

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?

Policy to ensure homework completion	91.1%
Pupils' attitudes to learning	88.8%
Out of school activities and clubs	87.1%
Levels of homework	85.6%
Regular marking of work	84.1%
Choice of subjects	83.1%
Teaching quality	82.4%
Developing potential	81.9%
Ensuring pupils do their best/make good progress	80.4%
Caring teachers	80.4%
Exam results	79.7%
Teaching pupils with special needs	78.1%
Organisation of curriculum	74.4%
Pupil grouping/setting	72.1%
Formal recognition of pupil achievement	71.3%
Attitude of non-teaching/support staff	72.0%
Availability of resources	71.9%
Organisation of timetable	63.6%

Summary grade for this section = **Excellent**

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

Policy to ensure homework completion	91.1%
Levels of homework	85.6%
Explaining to parents how to help their child	84.3%
Regular marking of work	84.1%
Treating all pupils fairly/equally	82.3%
School communication	81.2%
Caring teachers	80.4%
Handling complaints	78.9%
Encouraging and listening to parents' views	78.7%
Written reports	77.4%
Pupil grouping/setting	72.1%
Summary grade for this section = <b>Excellent</b>	

## 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?

School discipline	94.3%
Pupils' respect for staff/others	89.1%
Out of school activities and clubs	87.1%
Control of bullying	86.8%
Developing confidence	82.1%
Social health education	82.1%
School communication	81.2%
School security	81.0%
Caring teachers	80.4%
Careers advice	79.2%
Encouraging and listening to parents' views	78.7%
Happiness of child	78.3%
Encouraging pupils' activity in the local community	76.7%
Effectiveness of pastoral care	75.2%
Pupil punctuality	73.6%
Equality of opportunities for pupils	73.3%
Child protection procedures	73.0%
Promoting racial harmony	74.4%
Encouraging and listening to pupils' views	72.8%
Truancy control	69.3%

Summary grade for this section = **Excellent**

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

Explaining to parents how to help their child	84.3%
Treating all pupils fairly/equally	82.3%
Social health education	82.1%
Developing potential	81.9%
School communication	81.2%
Computer access	80.9%
Ensuring pupils do their best/make good progress	80.4%
Caring teachers	80.4%
Careers advice	79.2%
Teaching pupils with special needs	78.1%
Usefulness of outside links e.g. industry	77.3%
Library facilities	75.3%
Effectiveness of pastoral care	75.2%
Equality of opportunities for pupils	73.3%
Resources for external use e.g. trips	70.1%
Suitable class sizes	69.5%
Accessibility of resources e.g. library	63.9%
Summary grade for this section = <b>Excellent</b>	

### 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	84.1%
Choice of subjects	83.1%
Teaching quality	82.4%
Treating all pupils fairly/equally	82.3%
Developing potential	81.9%
School communication	81.2%
Tailoring child's work to their needs and ability	80.9%
Ensuring pupils do their best/make good progress	80.4%
Caring teachers	80.4%
Encouraging and listening to parents' views	78.7%
Teaching pupils with special needs	78.1%
Written reports	77.4%
Organisation of curriculum	74.4%
Equality of opportunities for pupils	73.3%
Pupil grouping/setting	72.1%
Attitude of non-teaching/support staff	72.0%
Suitable class sizes	69.5%
Summary grade for this section = <b>Excellent</b>	

### 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?

School discipline	94.3%
Developing moral values	87.6%
Control of bullying	86.8%
Treating all pupils fairly/equally	82.3%
School ethos	82.2%
Community spirit	79.1%
Handling complaints	78.9%
Effectiveness of pastoral care	75.2%
Equality of opportunities for pupils	73.3%
Promoting racial harmony	74.4%
Summary grade for this section = <b>Excellent</b>	

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

School facilities	94.0%
Computer access	80.9%
Library facilities	75.3%
Availability of resources	71.9%
Suitable class sizes	69.5%
Accessibility of resources e.g. library	63.9%
Summary grade for this section = <b>Excellent</b>	

### 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 strategic direction and what is the impact of our leadership?

Quality of school management	87.4%
Organisation of decision making	83.2%
Developing potential	81.9%
Overall sense of common purpose	81.3%
School communication	81.2%
Ensuring pupils do their best/make good progress	80.4%
Caring teachers	80.4%
Exam results	79.7%
Delegation by SMT	75.2%
Clarity/relevance of development plan	74.4%
Attitude of non-teaching/support staff	72.0%
Summary grade for this section = <b>Excellent</b>	

##### 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

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 staff saying school improving versus declining

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	94.0%
Staff morale	93.1%
Opportunities for professional development	89.5%
Out of school activities and clubs	87.1%
Opportunities for staff initiative/responsibility	81.6%
Computer access	80.9%
Target setting for staff	77.6%
Opportunity for staff to offer ideas	76.8%
Job satisfaction	75.0%
Support from line managers	74.6%
Equality of opportunities for pupils	73.3%
Organisation of resource allocation	72.8%
Availability of resources	71.9%
Suitable class sizes	69.5%
Organisation of timetable	63.6%
Summary grade for this section = <b>Excellent</b>	

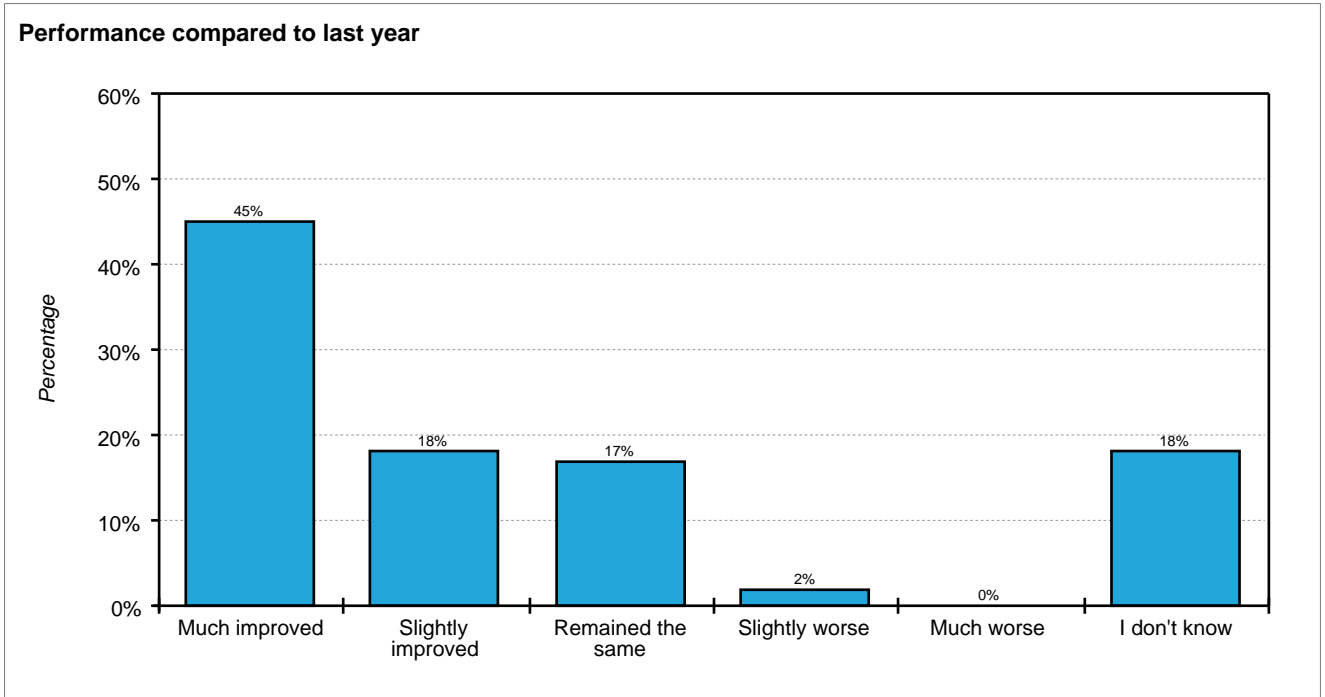
#### CIF 3.4.2 - Do we provide value for money?

Quality of school management	87.4%
Summary grade for this section = <b>Excellent</b>	

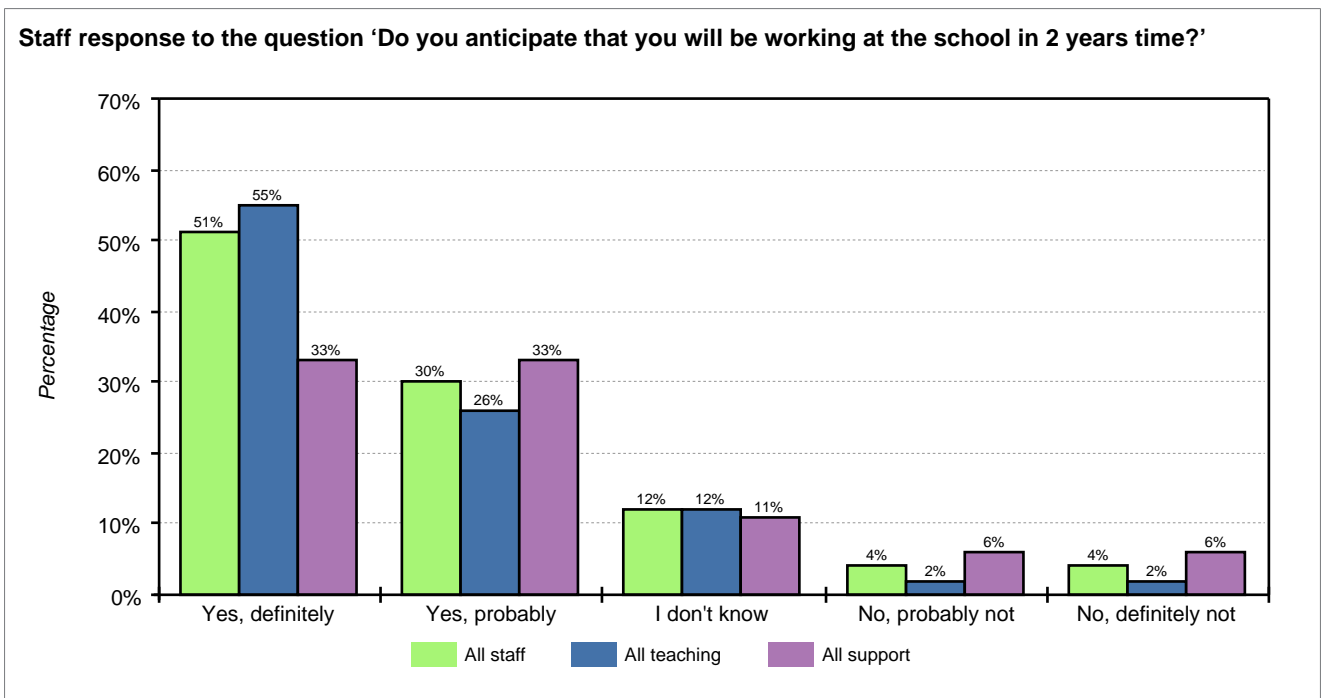
## Standard analysis

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

### Performance and future employment



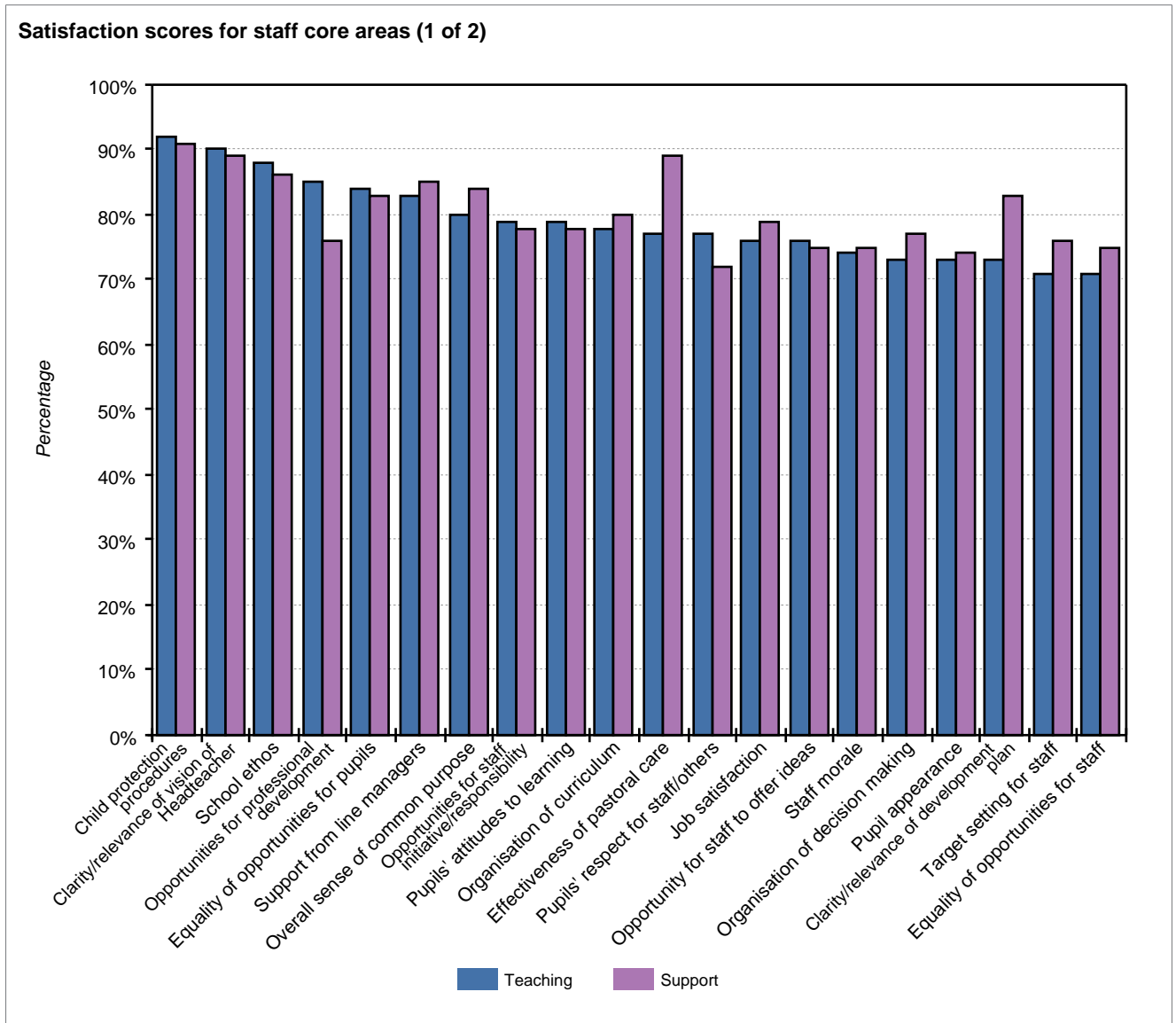
- 63% of staff said the school had improved over the last year and 2% thought that the school's performance was worse.



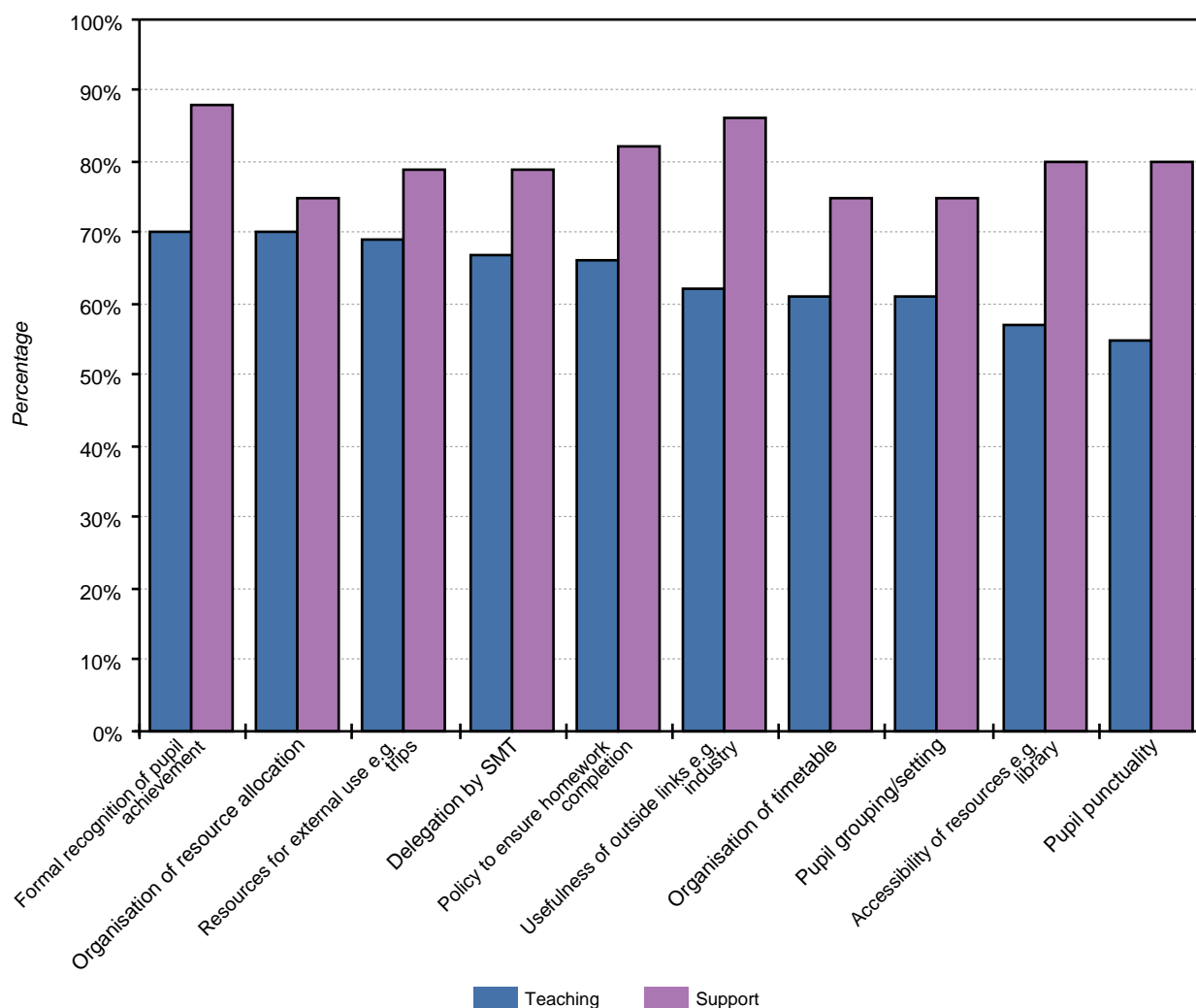
- More teaching staff anticipating to still be working at the school in 2 years time than support staff.

## Staff group analysis

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

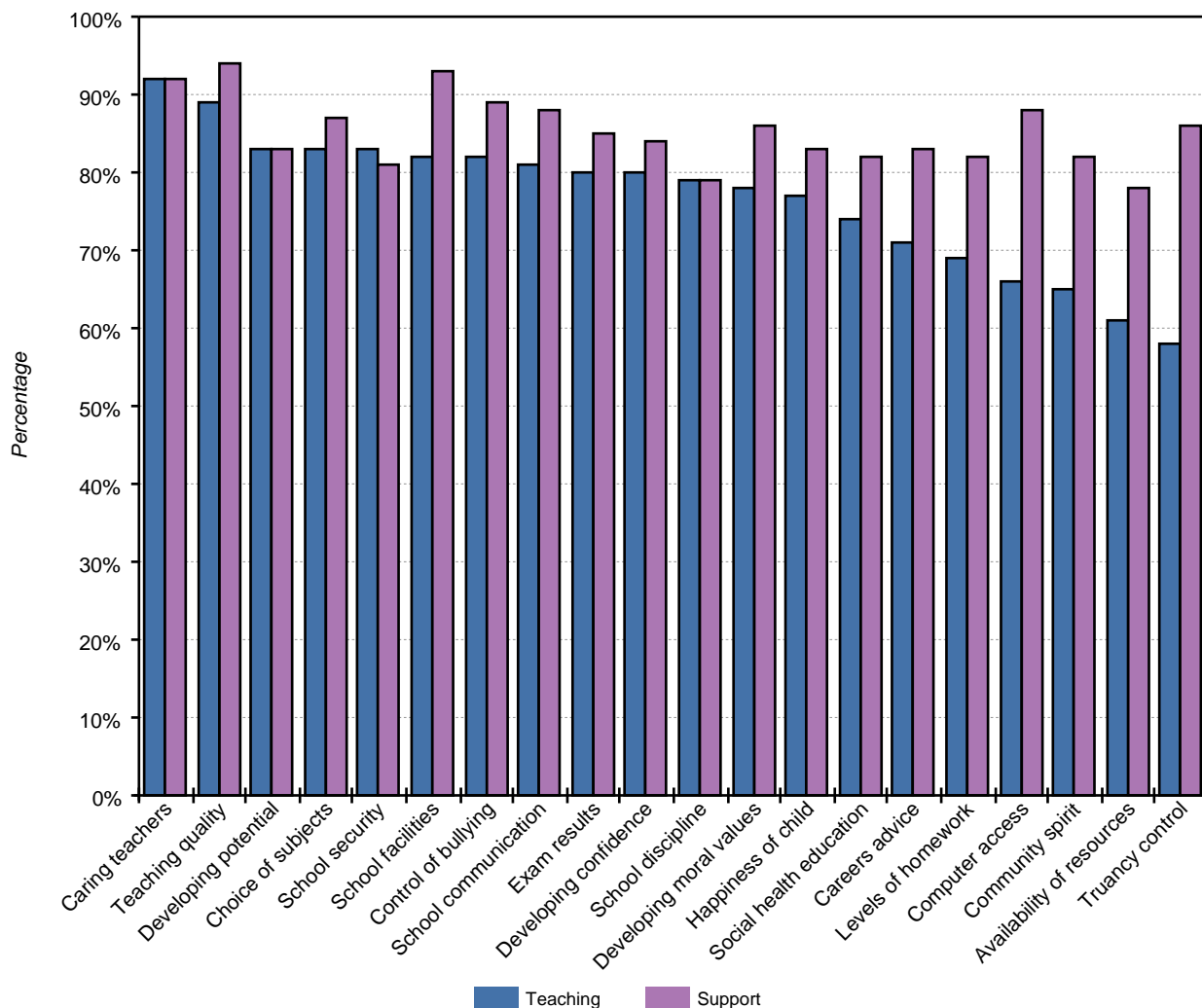


Satisfaction scores for staff core areas (2 of 2)



Staff core areas where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
Effectiveness of pastoral care	77.4	89.3 ▲
Formal recognition of pupil achievement	70.2	87.5 ▲
Policy to ensure homework completion	66.3	81.8 ▲
Usefulness of outside links e.g. industry	62.1	86.1 ▲
Organisation of timetable	60.7	75.0 ▲
Accessibility of resources e.g. library	56.6	80.4 ▲
Pupil punctuality	55.4	80.0 ▲

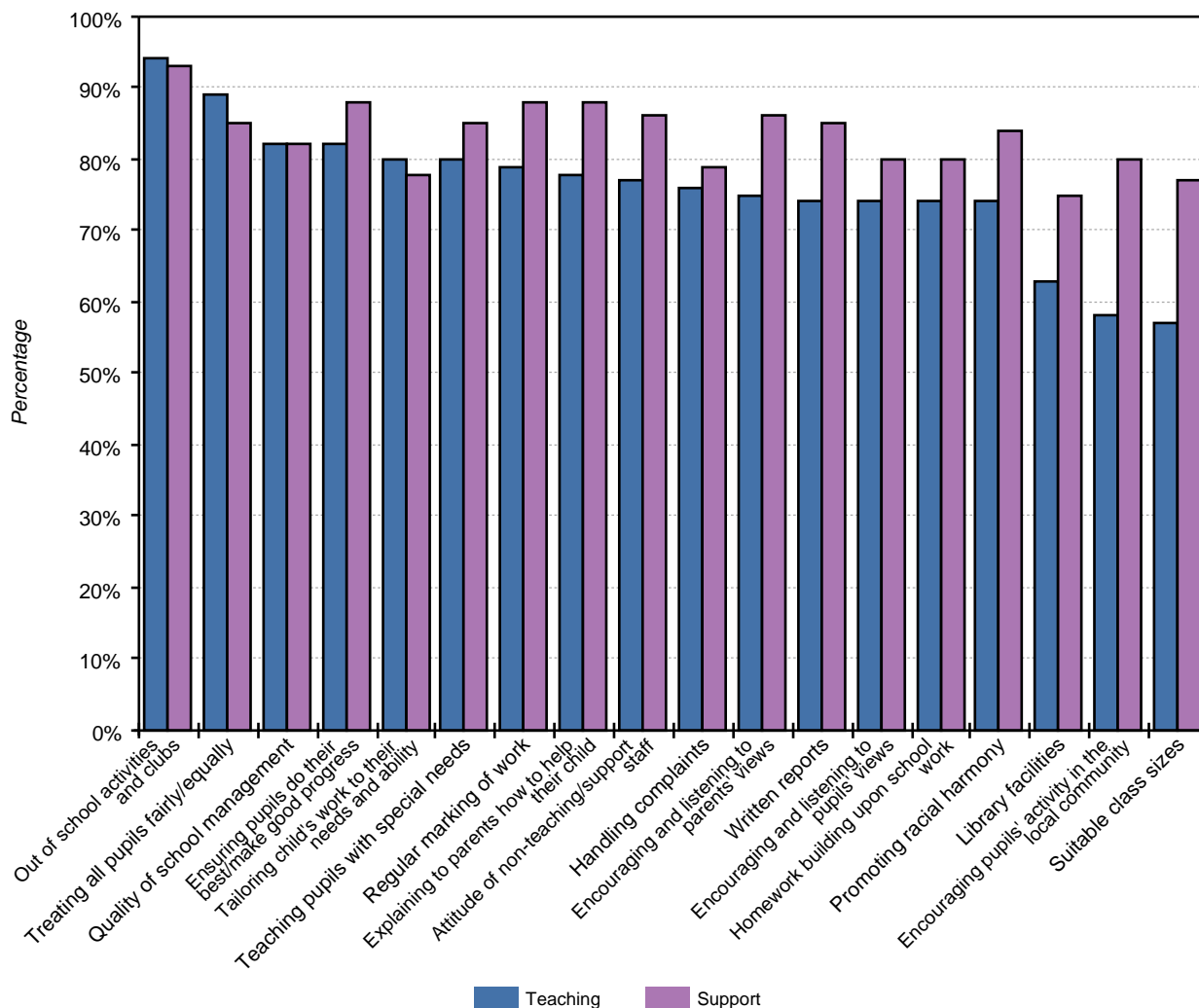
Satisfaction scores for selected parental priorities



Selected parental priorities where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
School facilities	82.1	92.6 ▲
Careers advice	71.2	83.3 ▲
Computer access	66.1	87.5 ▲
Community spirit	64.6	82.1 ▲
Availability of resources	60.7	78.3 ▲
Truancy control	57.5	85.9 ▲



Satisfaction scores for additional criteria

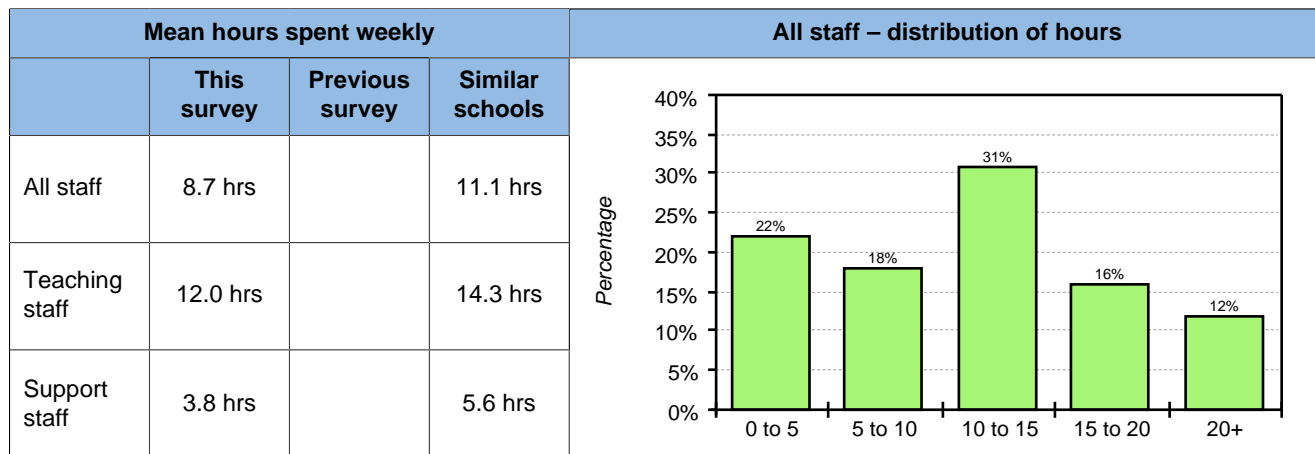


Additional criteria where difference is significant	Teaching satisfaction score (%)	Support satisfaction score (%)
Encouraging and listening to parents' views	75.0	86.4 ▲
Promoting racial harmony	73.7	84.4 ▲
Encouraging pupils' activity in the local community	57.6	79.5 ▲
Suitable class sizes	56.5	76.7 ▲

## Working hours

This section of the report provides a summary of time spent working outside normal school hours. Comparable data is provided from the last survey and from similar schools.

### Hours worked outside normal school hours

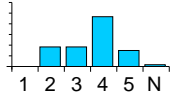
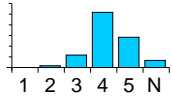
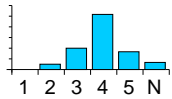
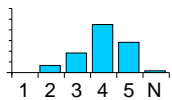
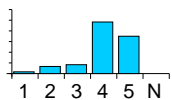
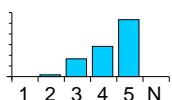
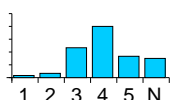


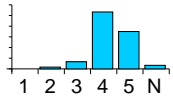
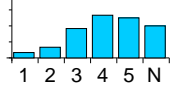
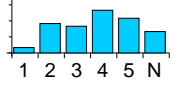



## Appendix

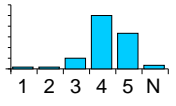
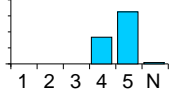
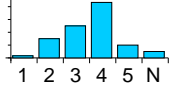
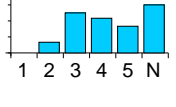




Supplementary data and score breakdowns.

### Staff core area analysis

A breakdown of how staff scored the satisfaction of staff core areas.

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Organisation of timetable	0.0%	18.3%	18.3%	46.7%	15.0%	1.7%	
Organisation of curriculum	0.0%	1.7%	11.7%	51.7%	28.3%	6.7%	
Organisation of decision making	0.0%	1.7%	21.7%	51.7%	21.7%	3.3%	
Organisation of resource allocation	0.0%	5.0%	20.0%	51.7%	16.7%	6.7%	
Clarity/relevance of vision of Headteacher	0.0%	0.0%	3.3%	35.0%	60.0%	1.7%	
Staff morale	0.0%	6.7%	18.3%	45.0%	28.3%	1.7%	
Job satisfaction	1.7%	6.7%	8.3%	48.3%	35.0%	0.0%	
Target setting for staff	0.0%	3.3%	23.3%	48.3%	21.7%	3.3%	
Support from line managers	0.0%	1.7%	16.7%	28.3%	53.3%	0.0%	
Policy to ensure homework completion	1.7%	3.3%	23.3%	40.0%	16.7%	15.0%	

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Overall sense of common purpose	0.0%	1.7%	6.7%	53.3%	35.0%	3.3%	
Clarity/relevance of development plan	0.0%	6.7%	16.7%	40.0%	31.7%	5.0%	
Delegation by SMT	3.3%	6.7%	18.3%	26.7%	25.0%	20.0%	
Accessibility of resources e.g. library	3.3%	18.3%	16.7%	26.7%	21.7%	13.3%	
Equality of opportunities for pupils	0.0%	1.7%	6.7%	46.7%	45.0%	0.0%	
Equality of opportunities for staff	1.7%	11.7%	13.3%	43.3%	30.0%	0.0%	
Pupils' attitudes to learning	0.0%	1.7%	10.0%	58.3%	26.7%	3.3%	
Pupil grouping/setting	3.3%	11.7%	25.0%	33.3%	18.3%	8.3%	
Effectiveness of pastoral care	0.0%	6.7%	3.3%	46.7%	36.7%	6.7%	
Pupils' respect for staff/others	1.7%	3.3%	10.0%	60.0%	25.0%	0.0%	
Pupil appearance	1.7%	8.3%	11.7%	53.3%	25.0%	0.0%	
Formal recognition of pupil achievement	0.0%	6.7%	13.3%	48.3%	25.0%	6.7%	

Staff core areas	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Opportunities for staff initiative/ responsibility	1.7%	1.7%	10.0%	50.0%	33.3%	3.3%	
Child protection procedures	0.0%	0.0%	0.0%	33.3%	65.0%	1.7%	
Pupil punctuality	1.7%	15.0%	25.0%	43.3%	10.0%	5.0%	
Usefulness of outside links e.g. industry	0.0%	6.7%	25.0%	21.7%	16.7%	30.0%	
Resources for external use e.g. trips	0.0%	0.0%	23.3%	36.7%	13.3%	26.7%	
Opportunity for staff to offer ideas	1.7%	1.7%	20.0%	41.7%	30.0%	5.0%	
School ethos	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	
Opportunities for professional development	0.0%	3.3%	6.7%	45.0%	43.3%	1.7%	

## Selected parental priority analysis

How staff scored the delivery and management of selected parental priorities.

Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	0.0%	5.0%	8.3%	53.3%	33.3%	0.0%	
School facilities	0.0%	3.3%	3.3%	41.7%	50.0%	1.7%	
Developing confidence	0.0%	1.7%	6.7%	55.0%	33.3%	3.3%	
Social health education	0.0%	1.7%	15.0%	48.3%	23.3%	11.7%	
Control of bullying	0.0%	1.7%	6.7%	40.0%	41.7%	10.0%	
Caring teachers	0.0%	0.0%	0.0%	33.3%	66.7%	0.0%	
School security	1.7%	1.7%	8.3%	41.7%	45.0%	1.7%	
School communication	0.0%	1.7%	5.0%	50.0%	40.0%	3.3%	
Careers advice	1.7%	3.3%	11.7%	40.0%	23.3%	20.0%	
Developing moral values	0.0%	1.7%	10.0%	51.7%	33.3%	3.3%	
Levels of homework	0.0%	6.7%	16.7%	45.0%	18.3%	13.3%	

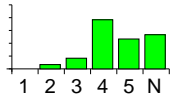
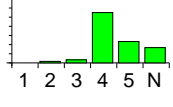
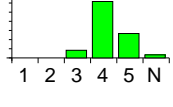
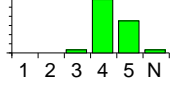
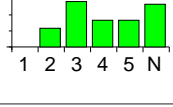
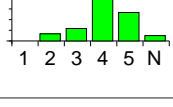

Selected parental priorities	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	0.0%	0.0%	8.3%	66.7%	21.7%	3.3%	
Community spirit	0.0%	6.7%	23.3%	46.7%	15.0%	8.3%	
Developing potential	0.0%	0.0%	1.7%	61.7%	33.3%	3.3%	
Teaching quality	0.0%	0.0%	0.0%	38.3%	58.3%	3.3%	
Exam results	0.0%	0.0%	3.3%	61.7%	25.0%	10.0%	
Choice of subjects	0.0%	0.0%	6.7%	50.0%	41.7%	1.7%	
Truancy control	1.7%	16.7%	15.0%	41.7%	18.3%	6.7%	
Availability of resources	1.7%	11.7%	28.3%	33.3%	20.0%	5.0%	
Computer access	3.3%	10.0%	16.7%	31.7%	35.0%	3.3%	

## Additional criteria analysis

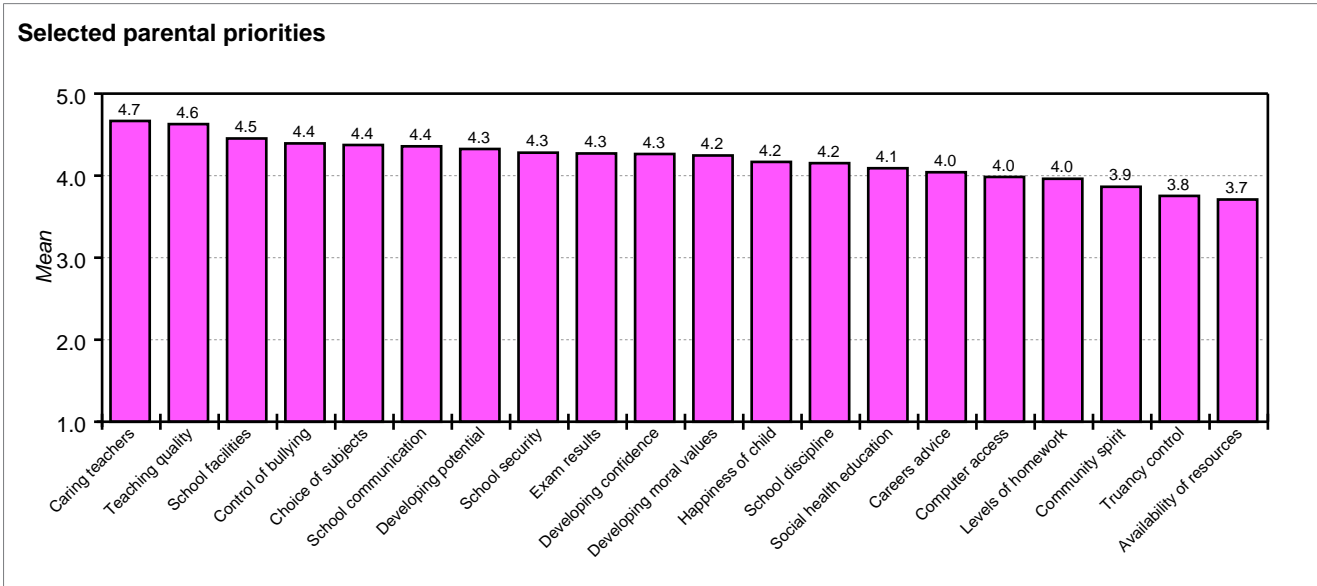
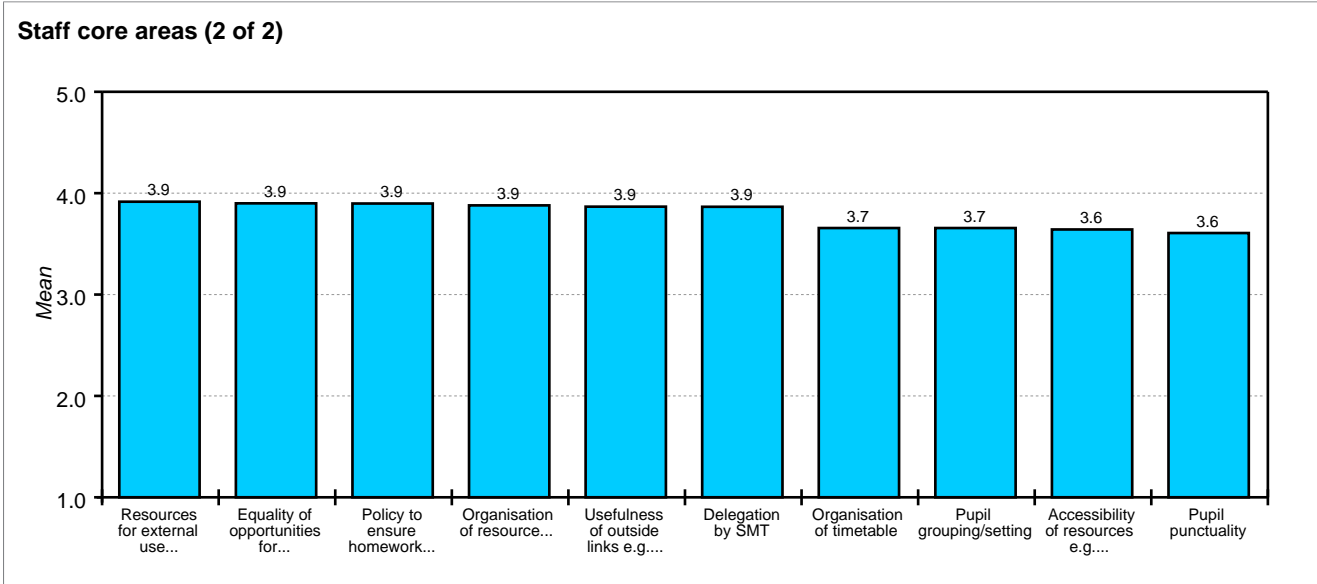
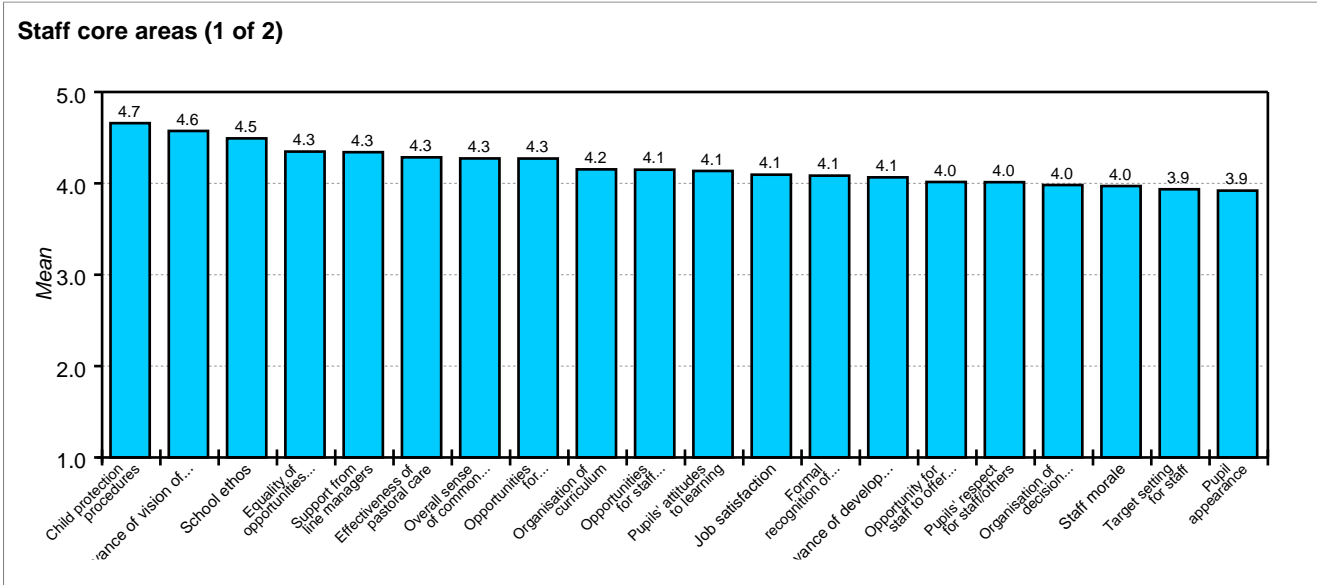
How staff scored the delivery and management of your additional selected parental priorities.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	5.0%	13.3%	43.3%	30.0%	8.3%	
Suitable class sizes	5.0%	20.0%	15.0%	35.0%	20.0%	5.0%	
Handling complaints	0.0%	1.7%	11.7%	43.3%	21.7%	21.7%	
Teaching pupils with special needs	0.0%	1.7%	10.0%	46.7%	38.3%	3.3%	
Quality of school management	0.0%	0.0%	6.7%	56.7%	35.0%	1.7%	
Regular marking of work	0.0%	1.7%	6.7%	43.3%	28.3%	20.0%	
Treating all pupils fairly/ equally	0.0%	0.0%	0.0%	48.3%	50.0%	1.7%	
Attitude of non-teaching/support staff	0.0%	1.7%	10.0%	55.0%	33.3%	0.0%	
Out of school activities and clubs	0.0%	0.0%	0.0%	25.0%	71.7%	3.3%	
Written reports	0.0%	5.0%	8.3%	48.3%	23.3%	15.0%	
Library facilities	3.3%	16.7%	8.3%	31.7%	23.3%	16.7%	

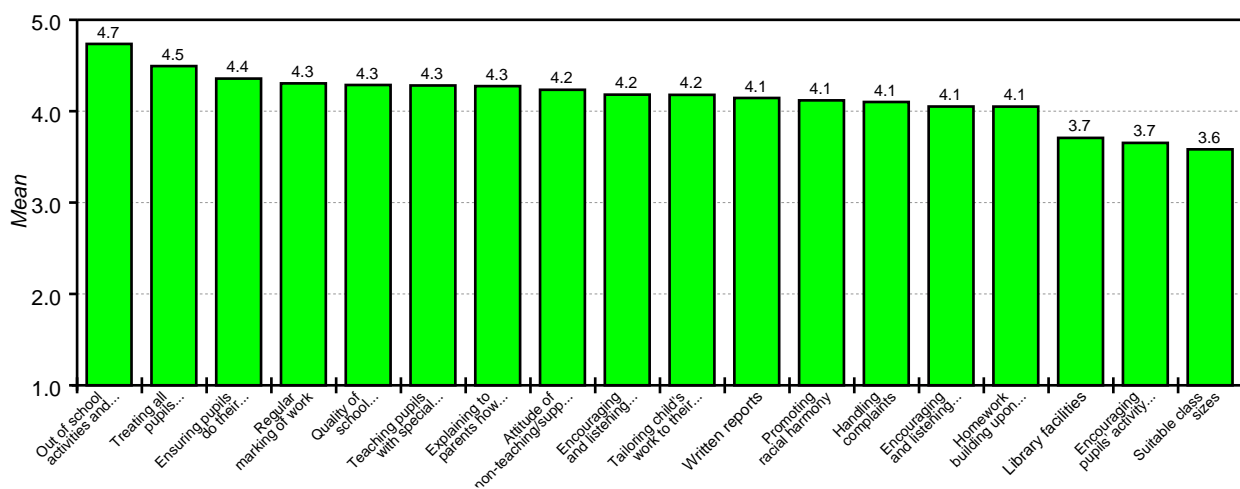


Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Encouraging and listening to parents' views	0.0%	3.3%	8.3%	38.3%	23.3%	26.7%	
Explaining to parents how to help their child	0.0%	1.7%	3.3%	55.0%	23.3%	16.7%	
Tailoring child's work to their needs and ability	0.0%	0.0%	8.3%	61.7%	26.7%	3.3%	
Ensuring pupils do their best/ make good progress	0.0%	0.0%	3.3%	58.3%	35.0%	3.3%	
Encouraging pupils' activity in the local community	0.0%	11.7%	28.3%	16.7%	16.7%	26.7%	
Encouraging and listening to pupils' views	0.0%	6.7%	11.7%	50.0%	26.7%	5.0%	
Homework building upon school work	0.0%	5.0%	15.0%	40.0%	25.0%	15.0%	

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



### 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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