



**Education Perceptions Monitor  
Parent Survey No.2 To November 2009  
For  
Ysgol Y Pant School  
Pontyclun, Rhondda Cynon Taff**

**Prepared and Presented**

**By**

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## Contents

	Page
Introduction	2
Methodology	3
Results	4
Executive Summary	5
Results Tables	7
Happy Versus Unhappy Parents	10
Additional Questions	12
Graphical Results of Selected Analysis	14
Parents Comments	28
Strengths and Weaknesses	30
Information for Estyn Evidence	31
Graphical Results	39
Bar Charts For All Criteria	42
Cross Tabular Graphical Analysis of Results	51
All Academic and Non-Academic Criteria shown by Year Group	59
Appendix	69

## **Introduction**

This report details the findings of the second Education Perceptions Monitor for Ysgol Y Pant School.

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

The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to November 2009.

The report also measures performance with regard to overall satisfaction and improvement.

The results have been analysed to produce graphical presentations of each criterion and subject for both performance and importance. Criteria have also been analysed against year group and gender of pupil; criteria that produce a significant result for this test are included in the report in graphical form.

## **Methodology**

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

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

Completed questionnaires were returned sealed, to the form tutor.

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

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

## **Results**

262 completed questionnaires were returned representing a response rate of 21.8%. The survey produced an acceptable overall response from the parents, who gave good performance scores for most of the academic subjects and the chosen performance criteria. The response meant that statistically reliable data could be drawn for all but six minority academic criteria.

For the sake of assessment in most schools, questions receiving a score of 70% or over should be considered a success for academic subjects, with 65% being a realistic target of attainment for non-academic criteria. These scores are based on average figures gathered from similar schools.

Scores of 10% or more higher than these target scores are exceptional, with scores of at least 5% less than these targets indicating room for improvement.

In some schools, the parents might be less likely to award a more generous score of 5, because one problematic issue within the school (such as bullying or discipline) is colouring the parents' perceptions of the other issues surveyed, and hence lowering scores across the board. Where this is the case, the boundary at which results are emboldened, to indicate areas of concern, may be lowered by 5%. This was not the case for this school.

The parents gave an excellent overall performance score (82%), while among the parents whose children were not in their first year at the school 19% said the school had improved over the last year while only 3% thought that the school's performance was worse. Of the parents of new pupils, only 4% felt that the school had not lived up to their expectations while 20% said the school was better than they had expected it to be.

## **Executive Summary**

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

With regard to Academic subjects, parents are most happy with the delivery of Spanish, Coordinated Science and Chemistry.

The parents are least happy with the delivery of Religious Studies, History and Learnsmart.

With regard to Non-Academic areas, parents are most happy with the delivery of Social health education, Levels of homework and School discipline.

The parents are least happy with the delivery of School communication, School facilities and Careers advice.

The parents' top priority for improvement is School facilities.

The parents of girls gave significantly higher scores for Welsh and Spanish.

### **Since The Previous Survey**

The following academic areas received significantly **higher** scores than the previous survey: **Coordinated Science, Music, English and ICT.**

There were **11 non-academic** areas which received significantly **higher** scores than the previous survey.

The survey has achieved a good benchmark of performance against which future academic years might be compared; although a higher response from the parents of sixth form pupils should be sought in future surveys.

## Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given in the Appendix. As there is a measurable bias in the way that parents score criteria, it is necessary to create "weighted" scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on "a level playing field". These weighted scores are calculated based upon the average scores achieved from over 40 similar, Welsh schools, and are also included in the appendix of this report.

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

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 pupils "usually" say. These unweighted scores are marked \*.

The previous survey was completed in the school year ending in 2004. Results quoted from the previous survey may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

## Academic Criteria

Academic subjects	Weighted Score %	Previous Survey	% Change
Spanish	82.1	82.6	-0.5
Coordinated Science	81.1	71.3	+9.8
Chemistry	79.2	74.9	+4.3
Drama	78.7	79.5	-0.8
Music	78.7	64.1	+14.6
French	78.5	74.9	+3.6
Physics	77.5	74.2	+3.3
Design Technology	77.0	72.5	+4.5
English	76.8	68.9	+7.9
Biology	76.7	79.4	-2.7
ICT	76.2	69.9	+6.4
Welsh	75.4	80.7	-5.3
Geography	73.1	72.8	+0.3
Mathematics	72.8	74.1	-1.4
Art	72.5	66.9	+5.5
PSHEE	72.1		
Physical Education	70.7	68.5	+2.2
* Learnsmart	70.2		
History	68.1	71.7	-3.6
Religious Studies	65.8	60.0	+5.8
Business Studies	low response		
COPE	"		
Ethics & Philosophy	"		
Food Technology	"		
Graphic Products	"		
Resistant Materials	"		

Only highlighted changes should be considered significant.

\* - not weighted by average of similar schools

\* - only reliable to within 10%

## Core Parent Priorities

<b>Criteria</b>	<b>Weighted Score %</b>	<b>Previous Survey</b>	<b>% Change</b>
Social health education	75.6	69.6	+6.0
Levels of homework	74.8	68.0	+6.8
School discipline	74.5	73.6	+0.9
Exam results	74.1	75.6	-1.5
Developing moral values	73.8	68.7	+5.1
Developing potential	73.8	68.8	+5.0
Community spirit	73.6	65.9	+7.7
Teaching quality	72.3	70.2	+2.1
Control of bullying	71.5	65.5	+6.0
Happiness of child	71.0	66.7	+4.3
Computer access	70.7	65.5	+5.2
School security	70.5	58.7	+11.8
Choice of subjects	70.3	65.4	+4.9
Availability of resources	70.1	67.7	+2.4
Truancy control	69.9	63.8	+6.1
Caring teachers	69.8	63.3	+6.5
Developing confidence	69.2	65.4	+3.8
Careers advice	68.3	69.6	-1.3
School facilities	63.8	62.5	+1.3
School communication	63.0	56.8	+6.2
"Overall" Rating	<b>81.6</b>	76.1	+5.5

Only highlighted changes should be considered significant.

## Happy Versus Unhappy Parents

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

## Academic Subjects

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
Coordinated Science	0.0%	4.8%	-4.8	87.3%
Spanish	0.0%			88.1%
Biology	1.3%	3.2%	-2.0	81.6%
English	1.6%	10.0%	<b>-8.5</b>	83.0%
Design Technology	2.9%	5.4%	-2.6	80.7%
Chemistry	3.0%	4.2%	-1.2	75.2%
French	3.1%	4.3%	-1.2	78.1%
Physical Education	3.5%	7.3%	-3.8	66.1%
Drama	3.9%	4.7%	-0.8	78.5%
Music	4.1%	13.3%	<b>-9.2</b>	76.8%
ICT	4.7%	7.9%	-3.1	74.0%
Mathematics	5.2%	5.7%	-0.5	80.8%
Geography	5.3%	4.9%	+0.4	73.5%
Welsh	5.3%	3.6%	+1.8	72.8%
History	6.0%	3.7%	+2.3	70.7%
Art	6.4%	11.6%	-5.2	71.7%
Learnsmart	7.7%			66.1%
Physics	8.6%	9.2%	-0.6	70.2%
PSHEE	12.0%			62.7%
Religious Studies	17.5%	16.2%	+1.3	56.8%

## Happy Versus Unhappy Parents

### Core Parent Priorities

Criteria	% rating "poor" or "very poor"	Previous Survey	Change	% rating "good" or "very good"
Truancy control	1.9%	9.0%	<b>-7.0</b>	80.9%
Teaching quality	2.0%	4.2%	-2.1	81.6%
Exam results	2.5%	1.8%	+0.6	86.9%
Computer access	2.8%	8.3%	<b>-5.5</b>	77.8%
Choice of subjects	3.3%	10.0%	<b>-6.7</b>	80.6%
School discipline	3.5%	6.0%	-2.5	82.5%
Social health education	3.6%	7.3%	-3.8	73.4%
Happiness of child	4.3%	11.0%	<b>-6.7</b>	77.9%
Developing confidence	5.5%	12.8%	<b>-7.2</b>	69.6%
Developing moral values	6.2%	8.6%	-2.4	63.1%
Developing potential	6.2%	10.7%	-4.5	68.5%
School security	6.8%	21.9%	<b>-15.1</b>	63.8%
Community spirit	7.4%	18.1%	<b>-10.7</b>	62.8%
Caring teachers	8.2%	14.7%	-6.5	66.4%
Control of bullying	8.6%	22.5%	<b>-14.0</b>	60.2%
Levels of homework	10.1%	16.9%	-6.8	61.7%
Availability of resources	12.0%	11.0%	+1.0	67.7%
School facilities	17.6%	17.3%	+0.4	48.3%
School communication	18.8%	25.8%	-7.0	52.5%
Careers advice	24.0%	15.6%	+8.4	48.3%
"Overall" Score	<b>1.1%</b>	0.0%	+1.1	93.4%

## Additional Criteria

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

In the table below, the "unhappy" parents are those who gave a score of 1 or 2, i.e. poor or very poor. The "happy" parents are those who gave a score of 4 or 5, i.e. good or very good.

Issue	Weighted Previous		Change	% Unhappy		% Happy	
	Score	% Survey		Survey	Change	Survey	Change
Extra curricular activities	86.7	49.8	+36.9	0.5	0.3	+0.2	93.0
School's image in the local community	83.9			2.0			87.3
Personal planners	76.3			2.5			88.1
Transfer from previous school	73.0			3.1			85.9
Ensuring pupils do best and make good progress	70.7	63.3	+7.3	4.8	0.1	+4.7	69.7
* Teaching for special needs	68.5	73.6	-5.1	14.5	0.1	+14.4	69.8
Making sure that the new pupils settle in well	68.5	63.3	+5.2	5.5	0.1	+5.4	78.7
Celebrating and rewarding achievement	67.2	60.5	+6.7	6.8	0.2	+6.6	76.3
Suitable class sizes	65.7			9.4			61.0
Explaining to parents how to help their child	64.8			19.1			46.4
Access to staff	64.8			13.2			58.4

\* - only reliable to within 10%

## Importance Ratings

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

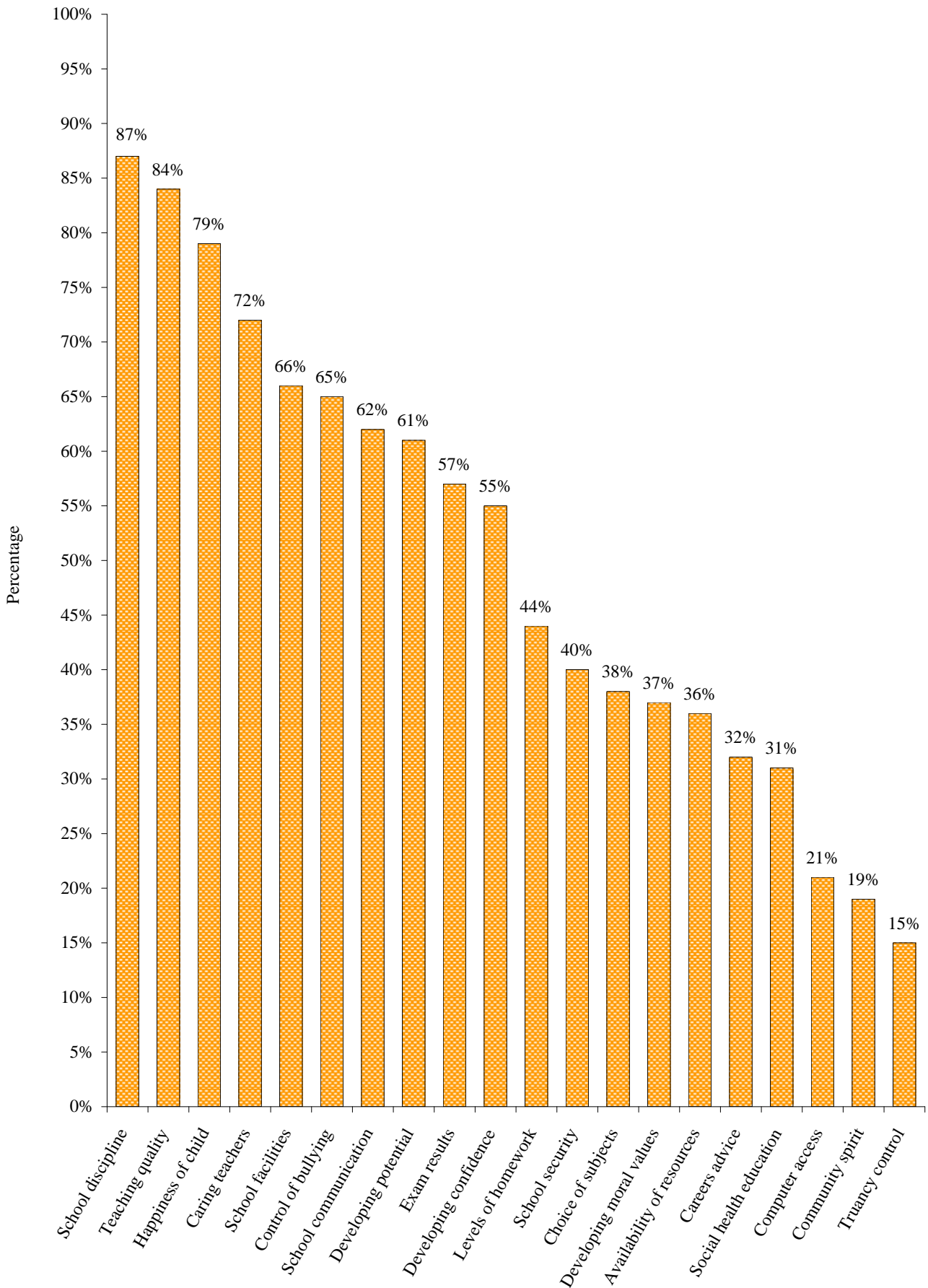
Tip - Remember, green is good, red is bad

	<b>Importance Score (%)</b>	<b>Ranking</b>
School discipline	87.3%	<b>(3rd)</b>
Teaching quality	84.0%	(8th)
Happiness of child	78.7%	(10th)
Caring teachers	72.0%	<b>(16th)</b>
School facilities	65.9%	<b>(19th)</b>
Control of bullying	64.8%	(9th)
School communication	61.5%	(20th)
Developing potential	61.1%	(6th)
Exam results	56.5%	(4th)
Developing confidence	54.9%	(17th)
Levels of homework	43.6%	(2nd)
School security	40.2%	(12th)
Choice of subjects	38.5%	(13th)
Developing moral values	37.4%	(5th)
Availability of resources	36.0%	(14th)
Careers advice	31.8%	(18th)
Social health education	31.3%	(1st)
Computer access	21.3%	(11th)
Community spirit	18.5%	(7th)
Truancy control	14.6%	(15th)

**Graphical and Tabular Analysis**  
**of**  
**Selected Results**

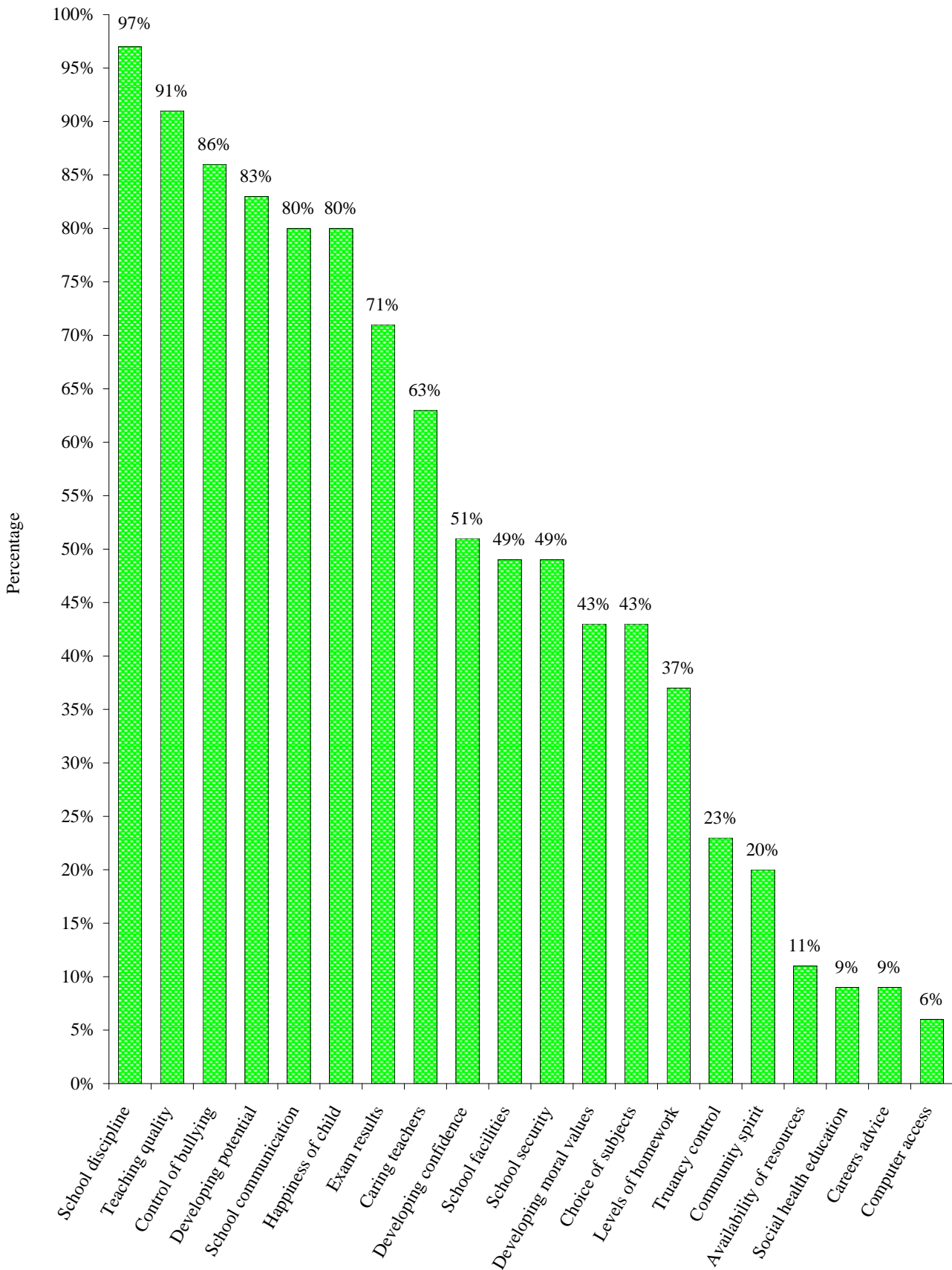
## Graph to Show Comparative Importance Scores for Each of the Core Parent Priorities.

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



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

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



**Charts to Compare and Contrast what the Parents said was **Important** with  
What the Teachers thought the Parents would Choose**

Position differences of 4 or more have been highlighted.

**Parents Comparative Priorities**

**What the Teachers thought the Parents would choose**

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

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

**Charts to Compare What is **Important** to the School's Parents with what is Important to Parents from Similar Schools.**

Position differences of 4 or more have been highlighted.

**This School**

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

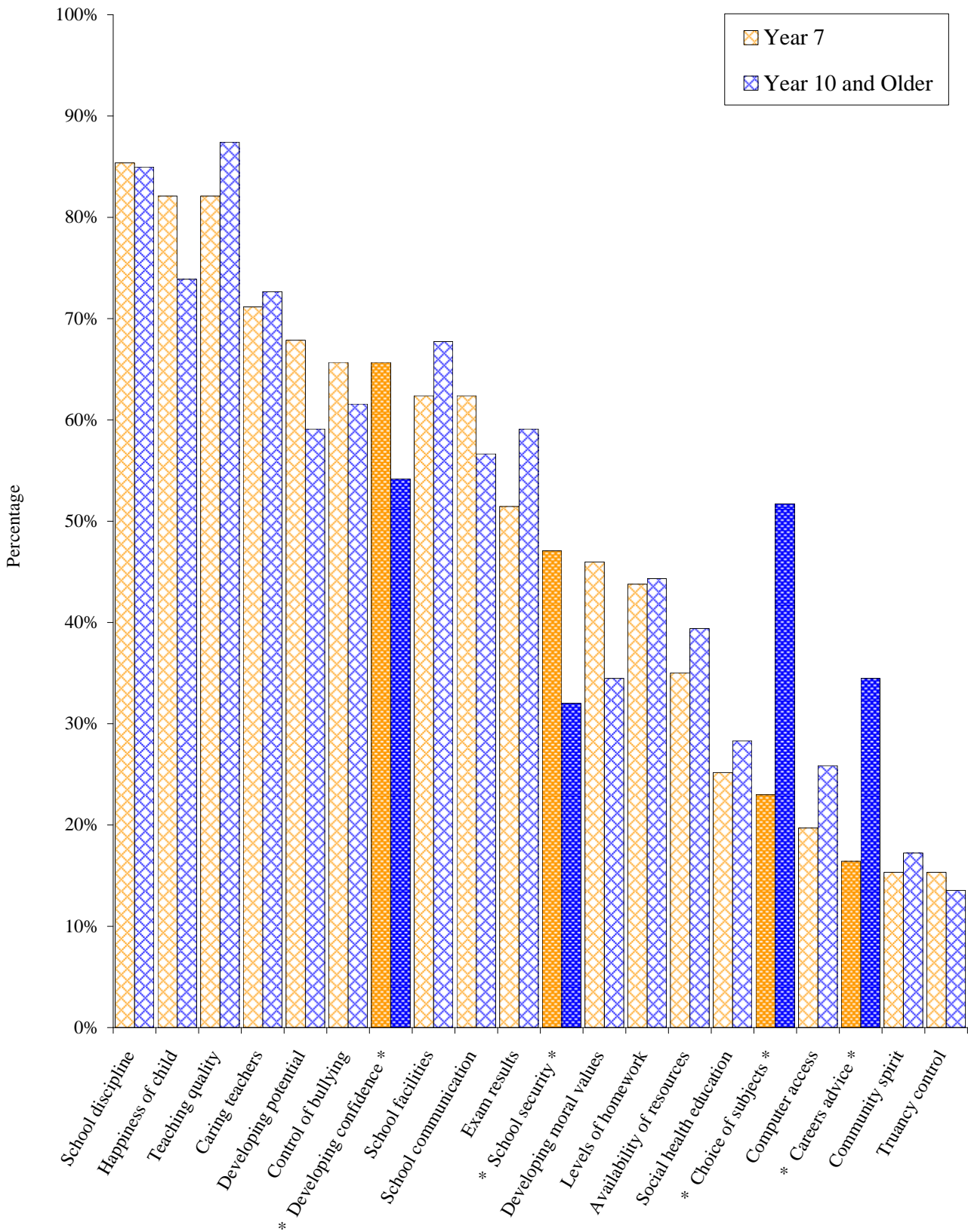
**Average of Similar Schools**

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

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

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

Differences in ranking of 4 or more positions have been highlighted.



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

Position differences of 4 or more have been highlighted.

### Priorities of Year 7 Parents

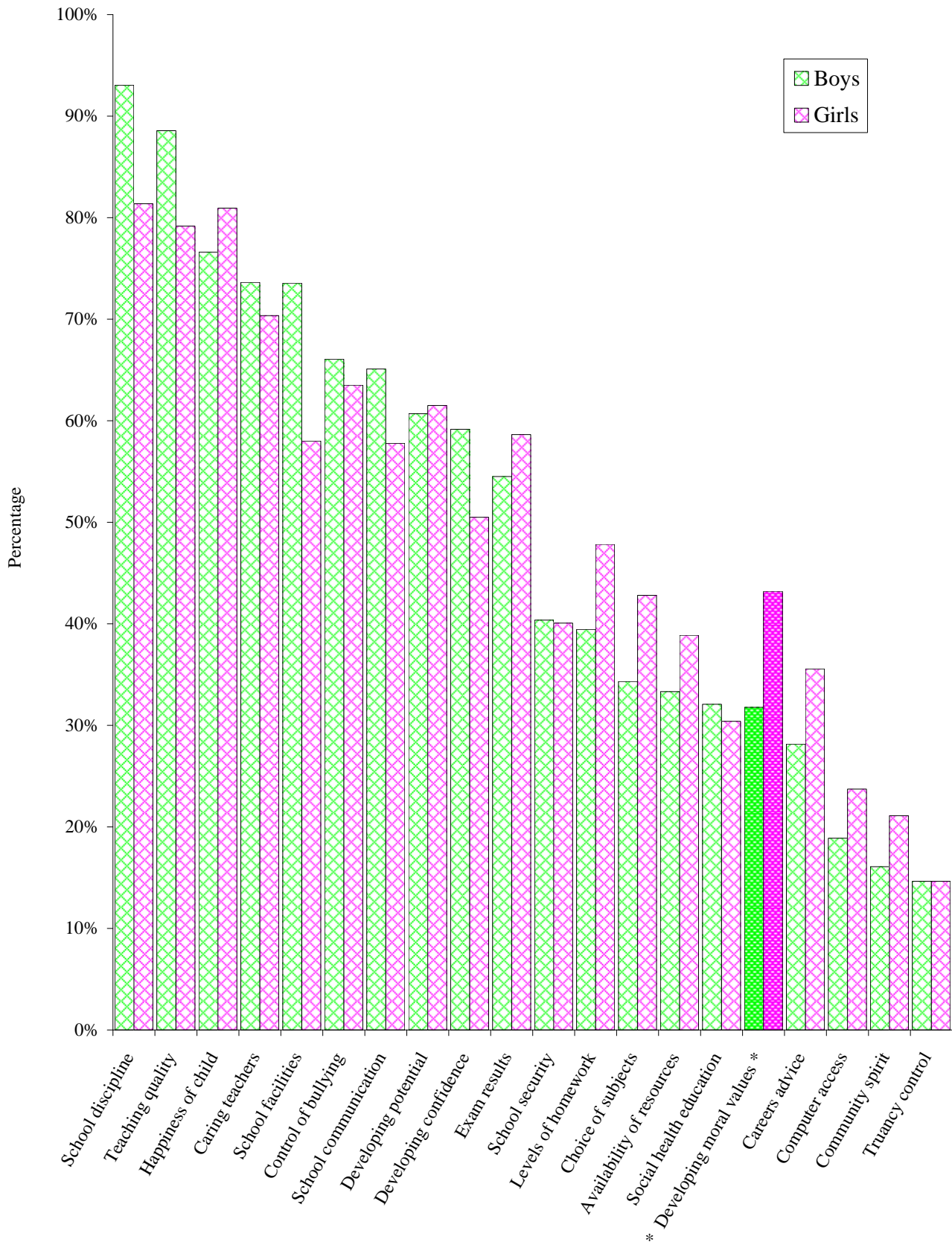
Choose 10	Ranking
School discipline	1st
Happiness of child	2nd
Teaching quality	2nd
Caring teachers	4th
Developing potential	5th
Control of bullying	6th
<b>Developing confidence</b>	<b>6th</b>
School communication	8th
School facilities	8th
Exam results	10th
<b>School security</b>	<b>11th</b>
Developing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

### Priorities of Parents of Year 10 and Older

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

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

Differences in ranking of 4 or more positions have been highlighted.



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

Significant differences have been highlighted.

**Priorities of Boys' Parents**

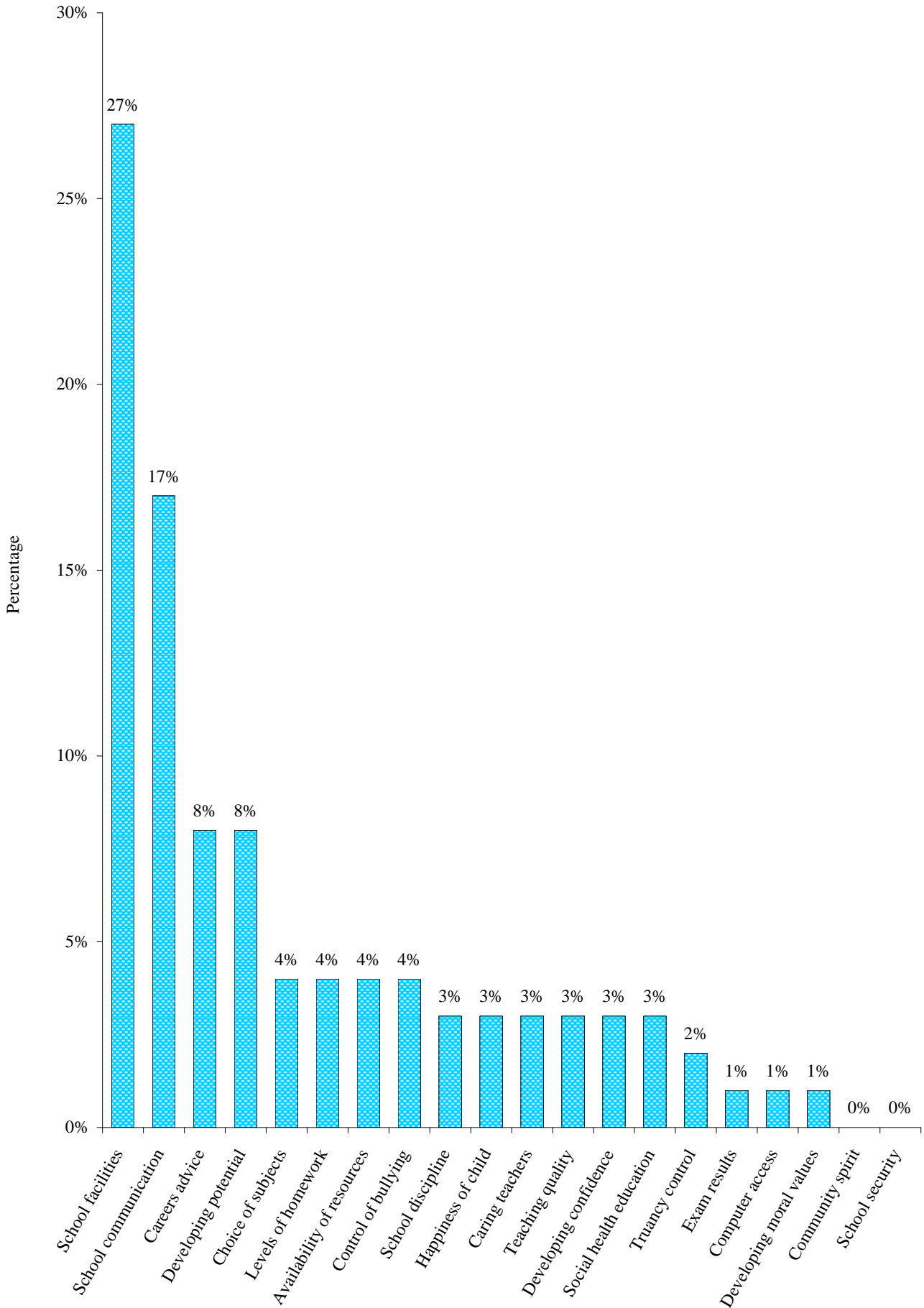
Choose 10	Ranking
School discipline	1st
Teaching quality	2nd
Happiness of child	3rd
Caring teachers	4th
School facilities	5th
Control of bullying	6th
School communication	7th
Developing potential	8th
Developing confidence	9th
Exam results	10th
School security	11th
Levels of homework	12th
Choice of subjects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

**Priorities of Girls' Parents**

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

**Graph to Show Relative Parent Priorities for Improvement.**

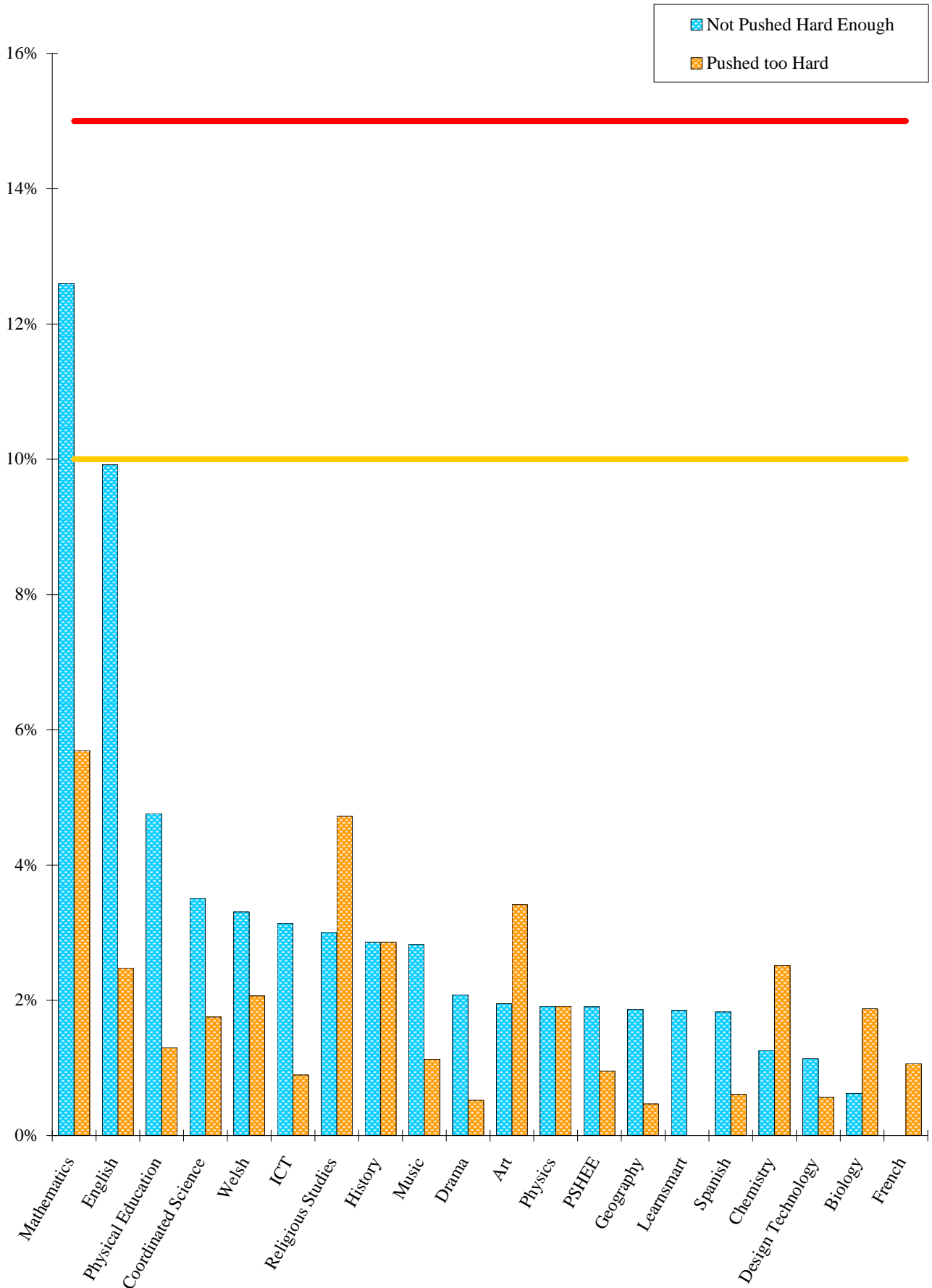
Average figures from similar schools are given in [brackets] , this school's last survey figures in [brackets].



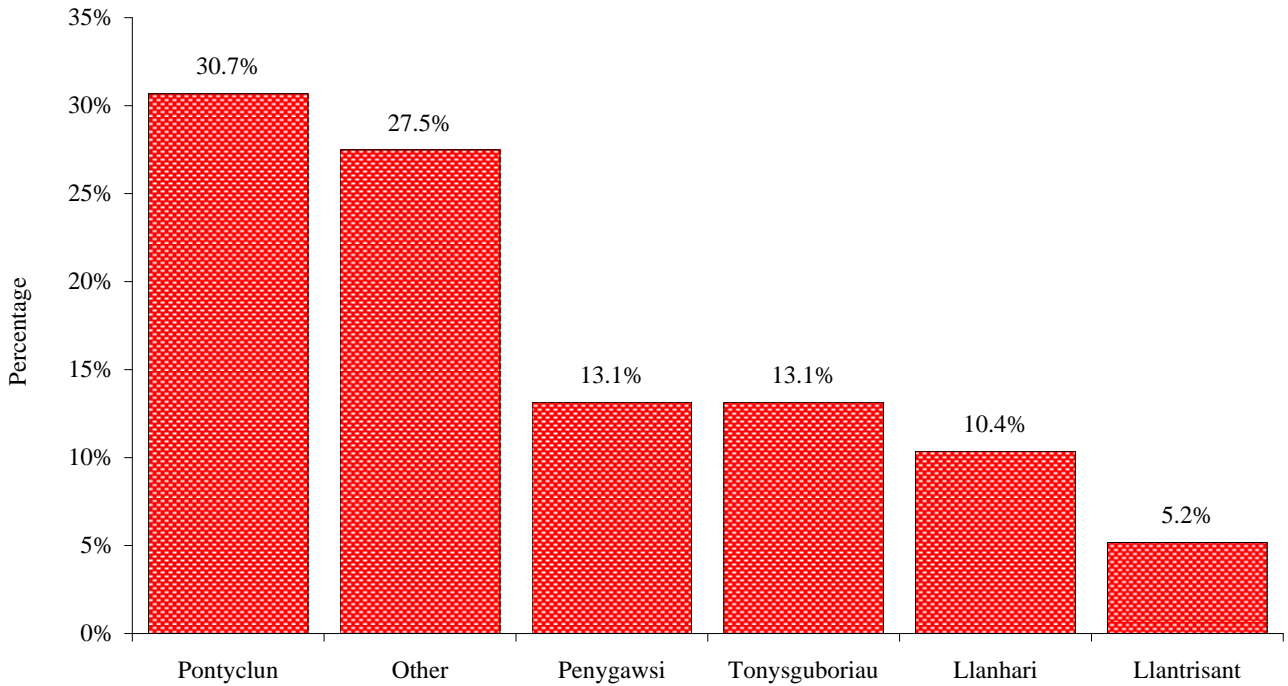
# Graph to Show Percentage of Parents Who Felt that their Children were being Pushed Too Hard or Not Hard Enough

Scores should not exceed the red line

(English and Mathematics most commonly cross the red line for "Not Pushed Hard Enough")

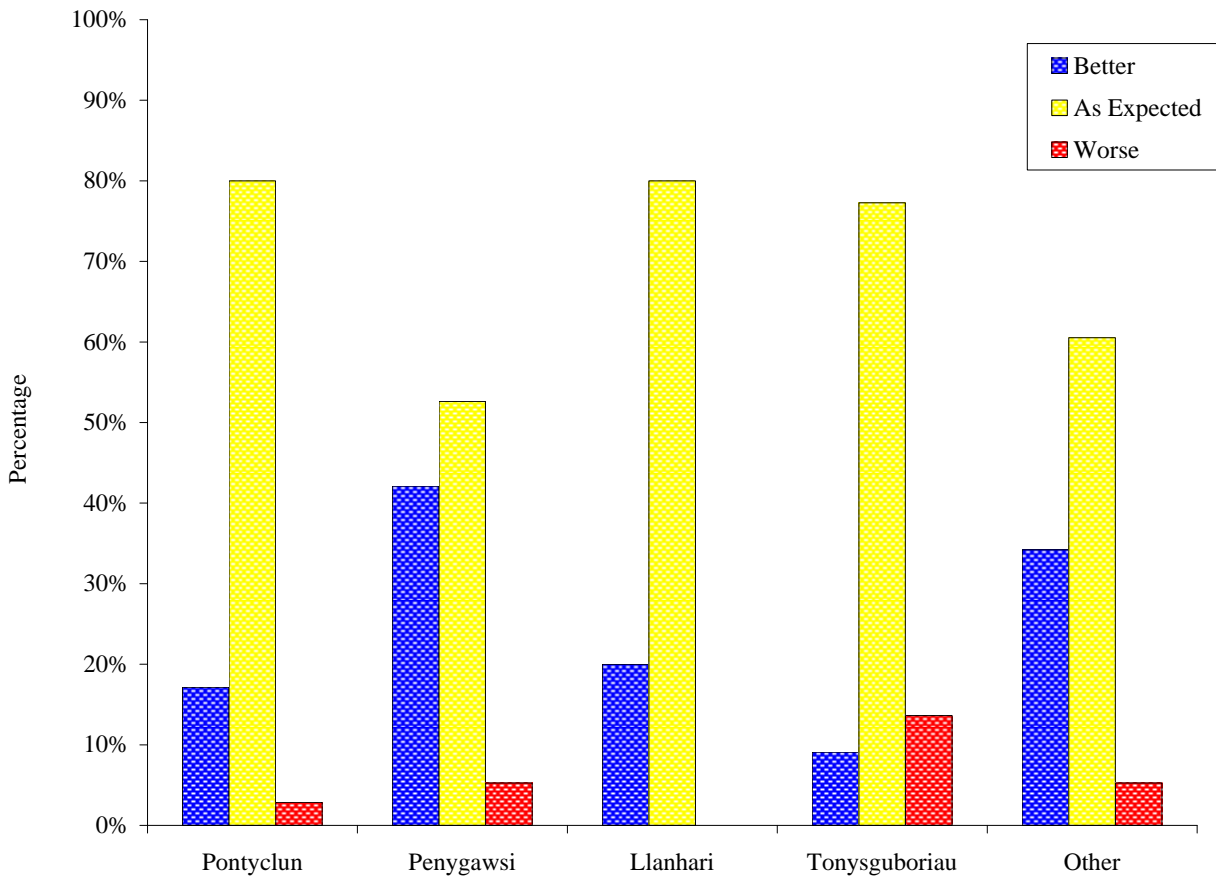


**Which School Did Your Child Attend Before Ysgol Y Pant School?**



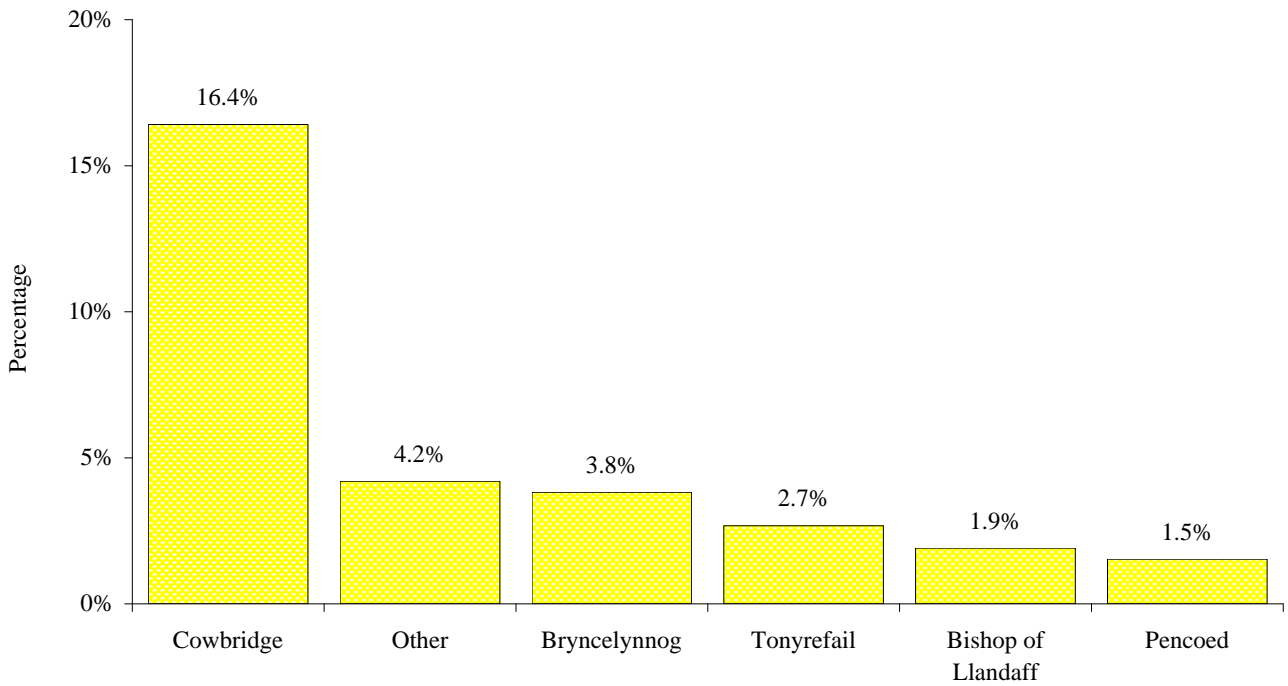
**Graph to Show Parents' Perceptions of the School, Broken Down by Feeder School**

Schools with less than 12 responses have been added to "Other"

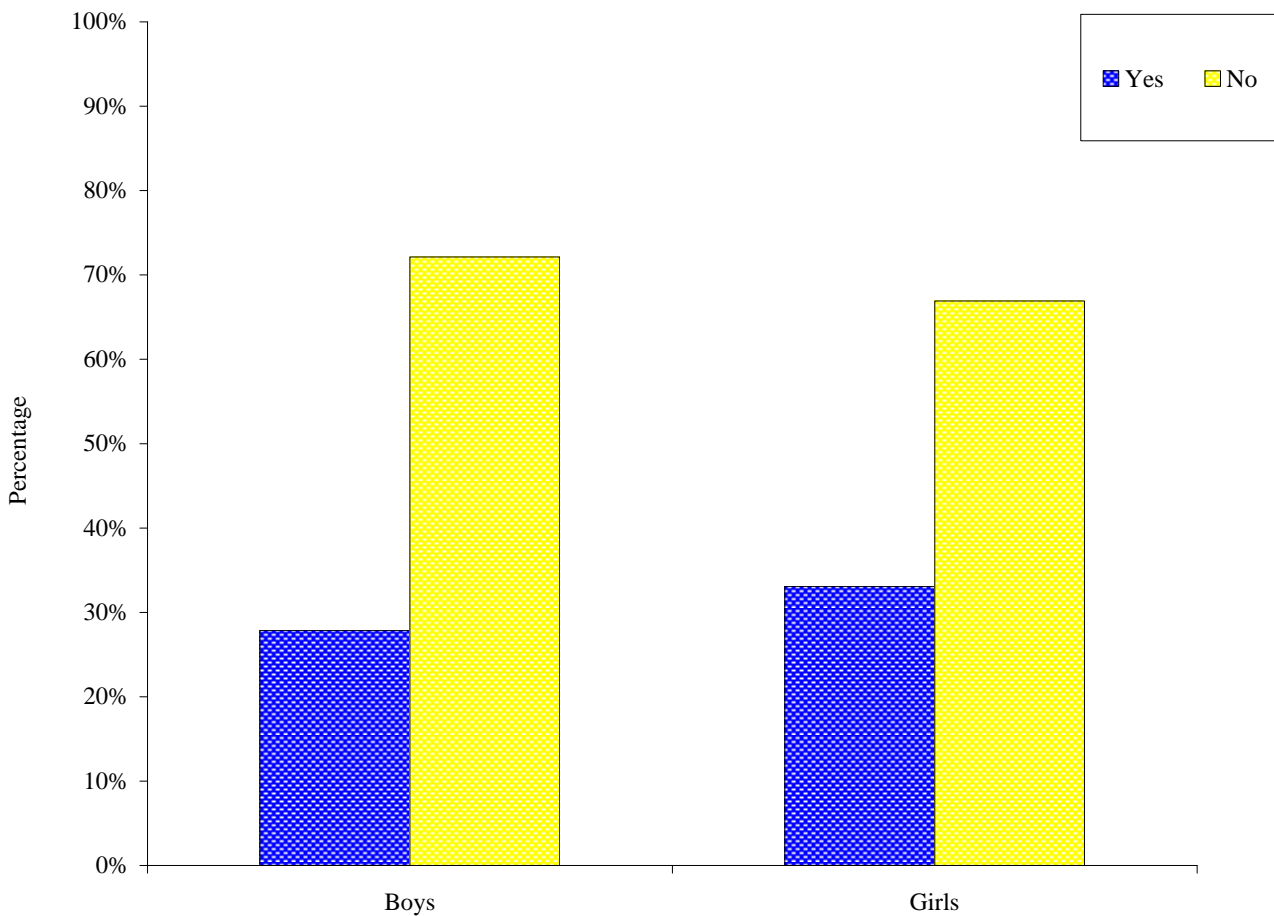


**Graph to Show Responses to the Question "If You Considered Sending Your Child to Another School, Please Say Which One?"**

Some parents chose more than one option

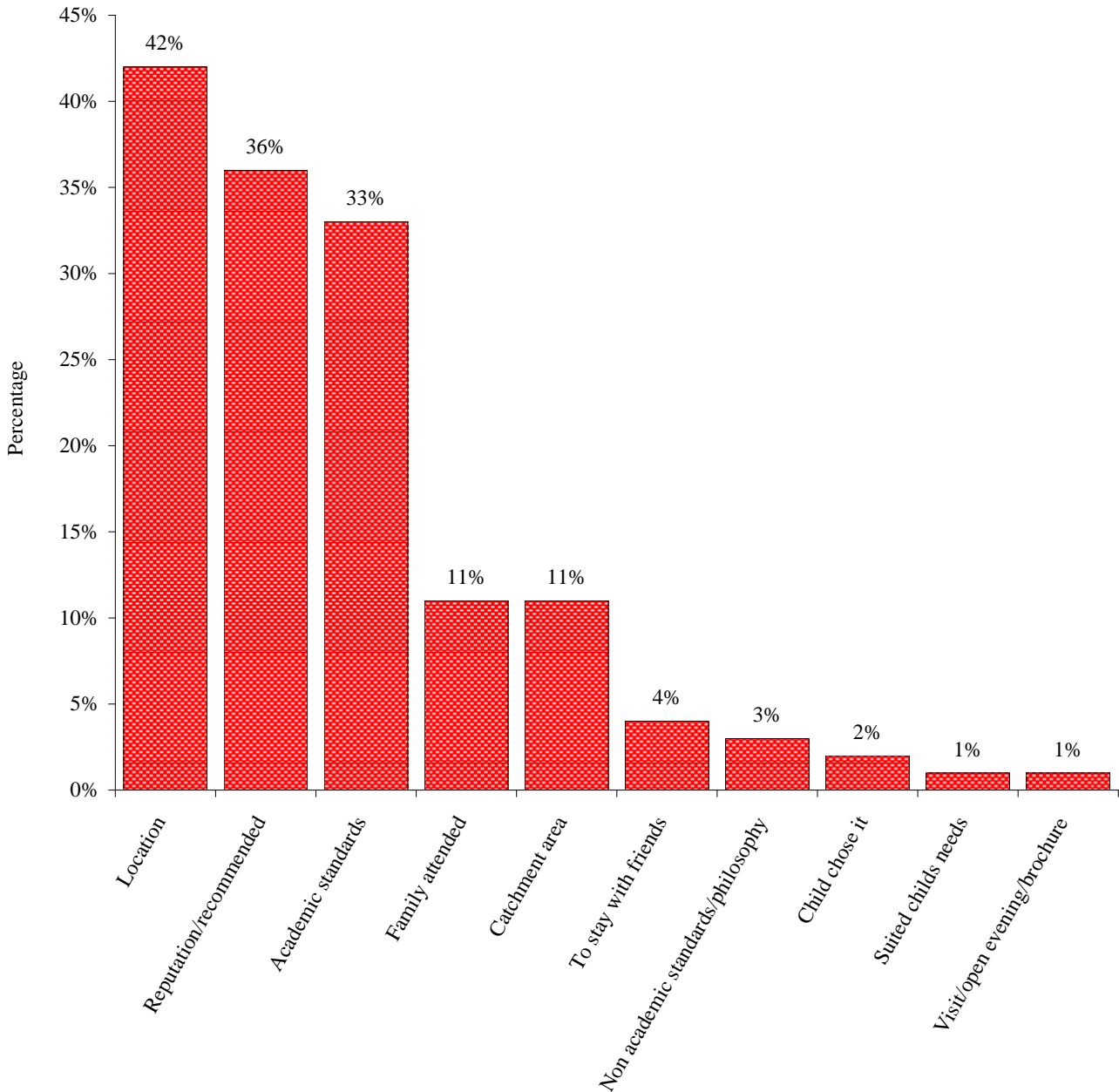


**Graph to Show the Breakdown of Whether Another School was Considered, by Gender**



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

Some parents chose more than one option



## **Parents' Comments**

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

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

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

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

Many parents commented that they were happy with the overall performance of the school. Parents were pleased with the overall standard of education provided, with some referring to staff as helpful, supportive and dedicated. A number of parents commented on the incidence of staff absence, and the use of supply teachers. Some parents felt that more should be done to encourage their child to enable them to reach their potential. Two parents requested more written reports to be processed each academic year. A number of parents commented that students should be given extra help and revision sessions outside lessons, and that perhaps some new teaching methods should be introduced.

Eight parents requested the provision of lockers for all students. Five parents commented that the school appeared run down and in need of improving. A number of parents commented that the toilet facilities needed to improve. Six parents requested cloakrooms for the use of students. Some parents felt that facilities are required for lunch breaks when the weather is poor.

Several parents believed that communication between the school and parents needed to improve. Four parents requested more paper rather than electronic information. Two parents commented that letters were often received giving parents insufficient time in which to respond.

Parents' evenings were considered to be in need of improved organisation. Three parents requested the more frequent provision of parents' evenings. Two parents felt that teachers tended to generalise about students at parents' evenings.

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

The allocation of homework was considered by two parents to be excessive and by two parents to be insufficient. Four parents commented that their child's work did not always seem to be marked. One parent found that homework wasn't always thoroughly explained to their child.

Two parents commented on long lunch queues, which left students with insufficient time in which to eat. Three parents requested the provision of more healthy food options. It was felt by two parents that school lunches were expensive.

A number of parents commented on the disruptive behaviour of some students, and the seeming lack of control in class. Two parents commented that punishments were often given for minor reasons.

Pastoral care is considered good by one parent, but three parents felt that this area could be improved.

Two parents commented that there seemed to be too much focus on school uniform. It was requested by two parents that students should be allowed to wear non regulation coats in the winter time.

Three parents expressed concerns with regard to the incidence of bullying at the school.

Parents considered the choice of GCSE Language subject options to be restrictive.

One parents considered the SEN provision to be excellent.

One parents expressed concerns with regard to large class sizes.

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

## Strengths and Weaknesses

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

### Relative Strengths - academic

- 82.1% Spanish
- 81.1% Coordinated Science
- 79.2% Chemistry
- 78.7% Drama
- 78.7% Music

### Relative Weaknesses - academic

- 65.8% Religious Studies
- 68.1% History
- 70.2% Learnsmart
- 70.7% Physical Education
- 72.1% PSHEE

### Relative Strengths - selected performance criteria

### Importance

75.6% Social health education	(31.3%)	17th
74.8% Levels of homework	(43.6%)	11th
74.5% School discipline	(87.3%)	1st
74.1% Exam results	(56.5%)	9th
73.8% Developing moral values	(37.4%)	14th

### Relative Weaknesses - selected performance criteria

### Importance

63.0% School communication	(61.5%)	7th
63.8% School facilities	(65.9%)	5th
68.3% Careers advice	(31.8%)	16th
69.2% Developing confidence	(54.9%)	10th
69.8% Caring teachers	(72.0%)	4th

## **Estyn Summary - based on Estyn as of September 2008**

**Important - the following grades only reflect the views gathered from the parent survey; when completing your Estyn evidence, you must also to draw upon other stakeholder views and the full range of internal data/evidence.**

Remember, for comparisons with our colour coded system:

<b>Gold</b>	= <b>Outstanding</b>
<b>Green</b>	= <b>Good</b>
<b>Black</b>	= <b>Satisfactory</b>
<b>Red</b>	= <b>Inadequate</b>

## **Evidence Summary**

Estyn request that evidence be presented under the headings of the Common Inspection Framework. These headings are comprised of the 7 Estyn Key Questions. In the following pages we present the evidence which the survey has generated for each of the questions, broken down into the Estyn sub-headings for each questions

### **Question 1 - How well do Learners achieve?**

The following criteria were considered relevant in producing Estyn evidence for this question.

#### **Their success in attaining agreed learning goals**

##### **Criteria**

<b>Exam results</b>	<b>74.1%</b>
<b>Quality of teaching</b>	<b>72.3%</b>
<b>Ensuring pupils do their best and make good progress</b>	<b>70.7%</b>
<b>Teaching for special needs</b>	<b>68.5%</b>
<b>Celebrating and rewarding achievement</b>	<b>67.2%</b>

#### **Their progress in learning.**

##### **Criteria**

<b>Developing potential</b>	<b>73.8%</b>
<b>Ensuring pupils do their best and make good progress</b>	<b>70.7%</b>

#### **The development of their personal, social and learning skills.**

##### **Criteria**

<b>Extra curricular activities</b>	<b>86.7%</b>
<b>Social health education</b>	<b>75.6%</b>
<b>School discipline</b>	<b>74.5%</b>
<b>Developing moral values</b>	<b>73.8%</b>
<b>Community spirit</b>	<b>73.6%</b>
<b>Truancy control</b>	<b>69.9%</b>
<b>Developing confidence</b>	<b>69.2%</b>
<b>Careers advice</b>	<b>68.3%</b>

## **Question 2 - How effective are teaching, training and assessment?**

The following criteria were considered relevant in producing Estyn evidence for this question.

### **How well teaching and training meet learners' needs and the curricular or course requirements.**

#### **Criteria**

<b>Developing potential</b>	<b>73.8%</b>
<b>Teaching quality</b>	<b>72.3%</b>
<b>Ensuring pupils do their best and make good progress</b>	<b>70.7%</b>
<b>Caring teachers</b>	<b>69.8%</b>
<b>Celebrating and rewarding achievement</b>	<b>67.2%</b>

### **The rigour of assessment and it's use in planning, and improving learners.**

#### **Criteria**

<b>Personal planners</b>	<b>76.3%</b>
<b>School communication</b>	<b>63.0%</b>

**Question 3 - How well do learners experiences meet the needs and interests of learners and the wider community?**

The following criteria were considered relevant in producing Estyn evidence for this question.

**The extent to which learning experiences meet learners' needs and interests.**

**Criteria**

<b>Extra curricular activities</b>	<b>86.7%</b>
<b>Social health education</b>	<b>75.6%</b>
<b>Developing moral values</b>	<b>73.8%</b>
<b>Developing potential</b>	<b>73.8%</b>
<b>Community spirit</b>	<b>73.6%</b>
<b>Choice of subjects</b>	<b>70.3%</b>
<b>Developing confidence</b>	<b>69.2%</b>

**The extent to which learning experiences respond to the needs of employers and the wider community.**

**Criteria**

<b>Community spirit</b>	<b>73.6%</b>
<b>Careers advice</b>	<b>68.3%</b>

#### **Question 4 - How well are learners guided and supported?**

The following criteria were considered relevant in producing Estyn evidence for this question.

#### **The quality of care, support and guidance for learners**

##### **Criteria**

Healthy lifestyle - Exercise	76.6%
Social health education	75.6%
School discipline	74.5%
Transfer from junior school	73.0%
Control of bullying	71.5%
Happiness of child	71.0%
School security	70.5%
Truancy control	69.9%
Caring teachers	69.8%
Making sure that the new pupils settle in well	68.5%
Careers advice	68.3%
School communication	63.0%
Healthy lifestyle - Diet	56.6%

#### **The quality of provision for additional learning needs.**

##### **Criteria**

School discipline	74.5%
Teaching for special needs	68.5%

#### **The quality of provision for equal opportunities.**

##### **Criteria**

Developing moral values	73.8%
Community spirit	73.6%
Control of bullying	71.5%
Teaching for special needs	68.5%

**Question 5 - How effective are leadership and strategic management?**

The were no criteria surveyed that were considered relevant in producing Estyn evidence for this question.

**How well leaders and managers provide clear direction and promote high standards.**

Your assessment required.

**How well governors or other supervisory bodies meet their responsibilities.**

Your assessment required.

**Question 6 - How well do leaders and managers evaluate and improve quality and standards?**

The following criteria were considered relevant in producing Estyn evidence for this question.

**How effectively the providers performance is monitored and evaluated.**

Your assessment required.

**The effectiveness of planning for improvement.**

**Criteria**

**Availability of resources**

**70.1%**

**School facilities**

**63.8%**

**Improvement in scores.**

Of the parents whose children were not new to the school, 19% said the school had improved, while 3% said that school performance was worse.

**Question 7 - How efficient are leaders and managers at using resources?**

The following criteria were considered relevant in producing Estyn evidence for this question.

**The adequacy, suitability and use made of staffing, learning resources and accommodation.**

**Criteria**

<b>Extra curricular activities</b>	<b>86.7%</b>
<b>Teaching quality</b>	<b>72.3%</b>
<b>Computer access</b>	<b>70.7%</b>
<b>Availability of resources</b>	<b>70.1%</b>
<b>Suitable class sizes</b>	<b>65.7%</b>
<b>School facilities</b>	<b>63.8%</b>

**How efficiently resources are managed to achieve value for money.**

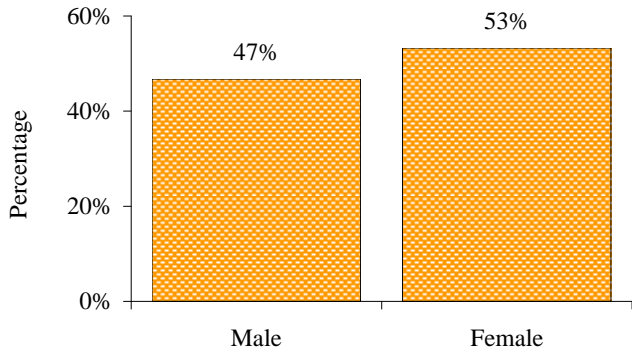
**Criteria**

<b>Extra curricular activities</b>	<b>86.7%</b>
<b>Computer access</b>	<b>70.7%</b>
<b>Availability of resources</b>	<b>70.1%</b>
<b>Suitable class sizes</b>	<b>65.7%</b>

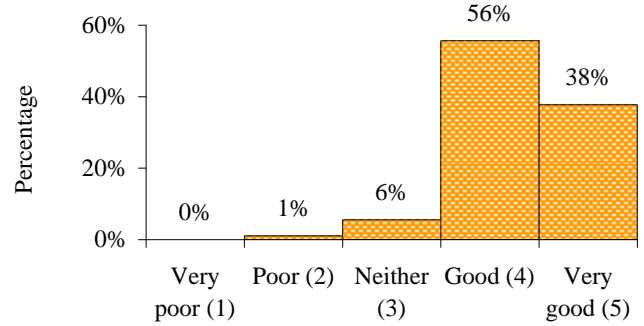
## **Graphical Analysis of Results for all Questions and Criteria**

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

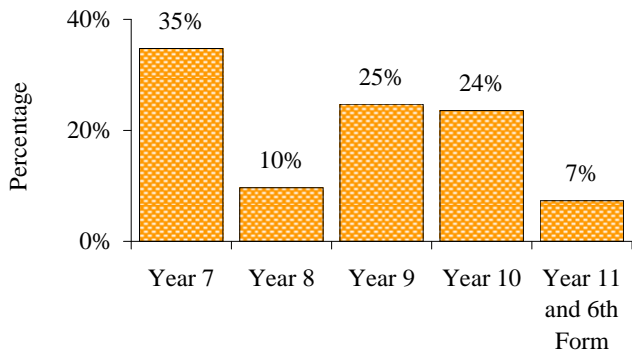
### Gender of Pupil



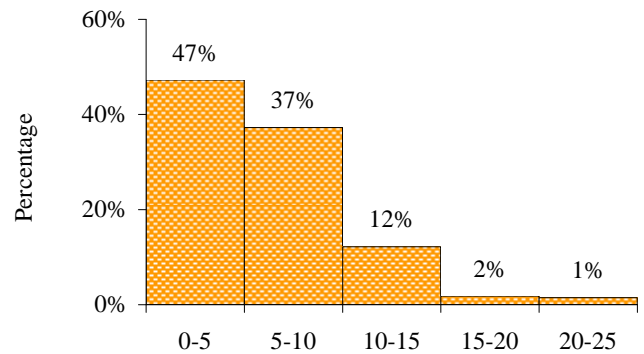
### Overall, rate the performance of the school



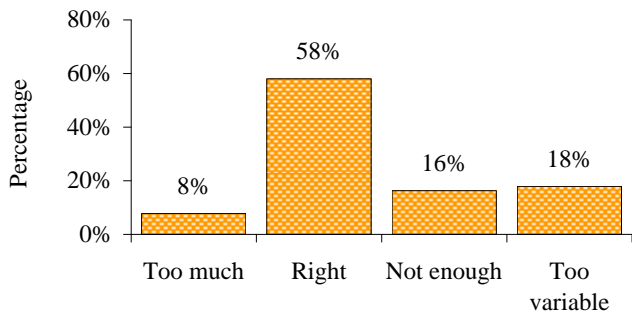
### Year Group



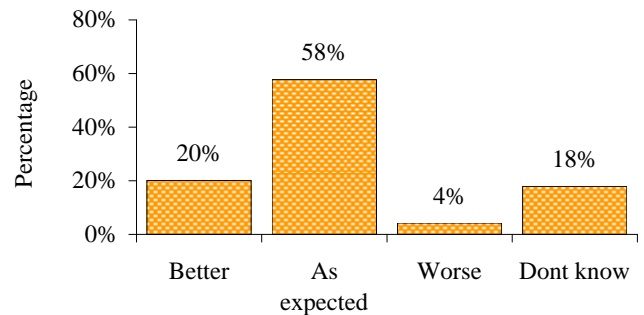
### Hours of Homework per Week



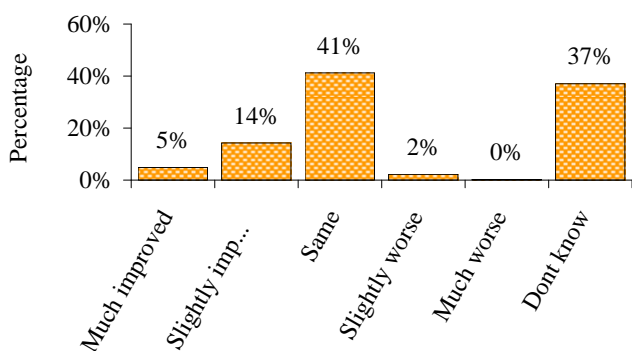
### Describe the Amount of Homework Given



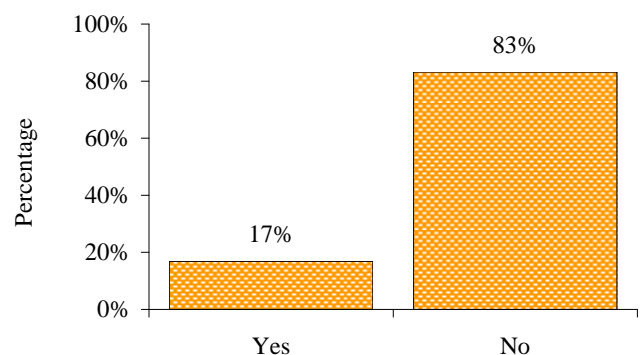
### Has the school lived up to your expectations?



### Performance compared to last year

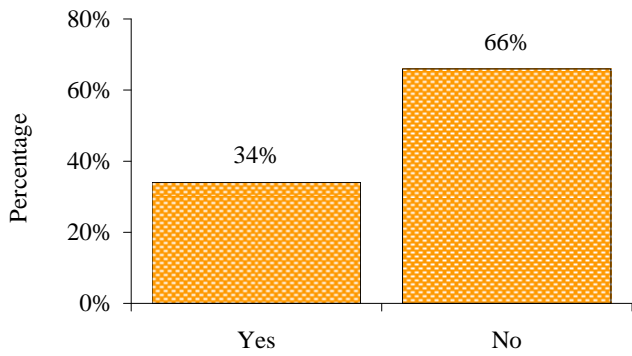


### Pushed too hard in anything?

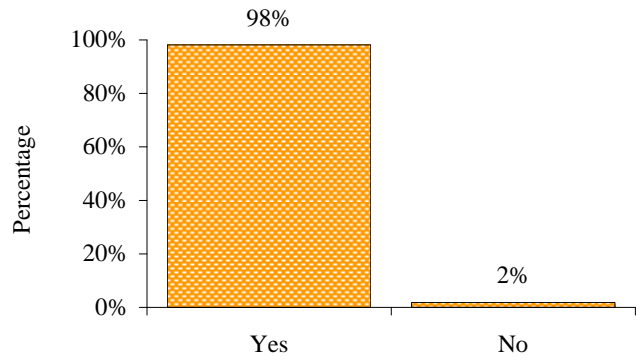


Average figures from similar schools are given in [brackets].

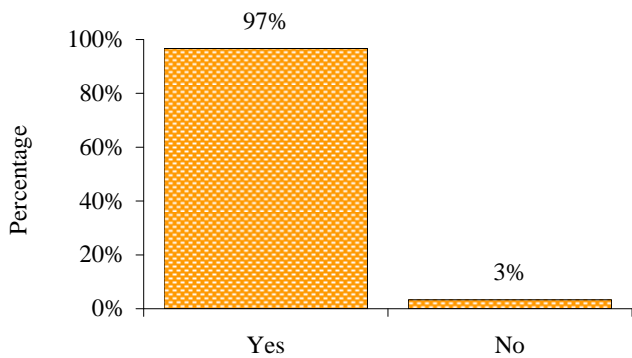
**Not pushed hard enough in anything?**



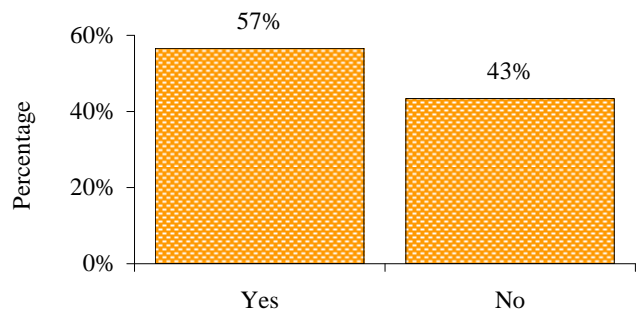
**Access to a computer at home?**



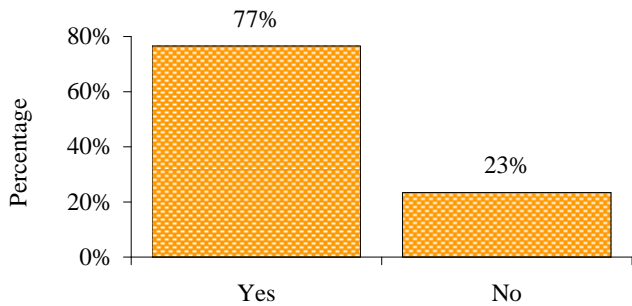
**Are you on the Internet at home?**



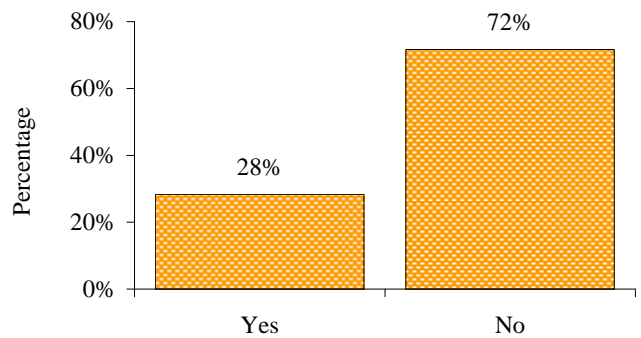
**School encourages healthy lifestyle through diet**



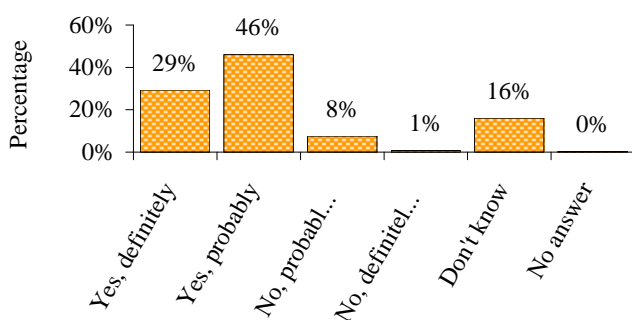
**School encourages healthy lifestyle through exercise**



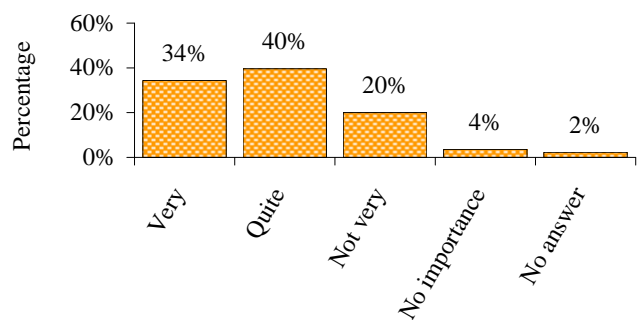
**Did you Consider Another School?**



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



**How important is it that your child goes to University?**

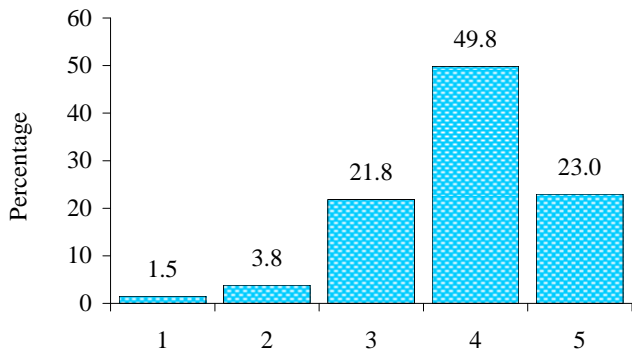


Average figures from similar schools are given in [brackets].

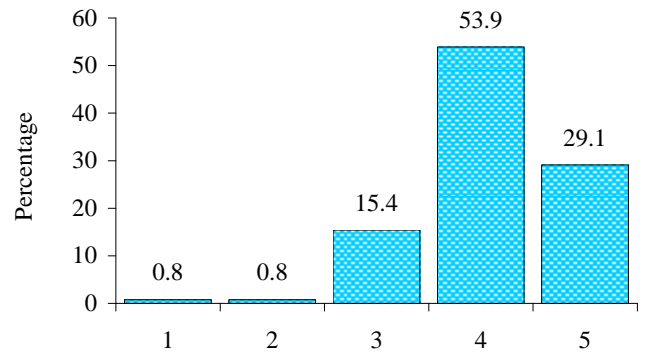
## **Bar Chart Results**

The following Bar Charts show the percentage of parents answering each question who gave a score from 1 - 5, where 1 represents "very poor" and 5 represents "very good". The following graphs have been adjusted to be representative of year group size and gender.

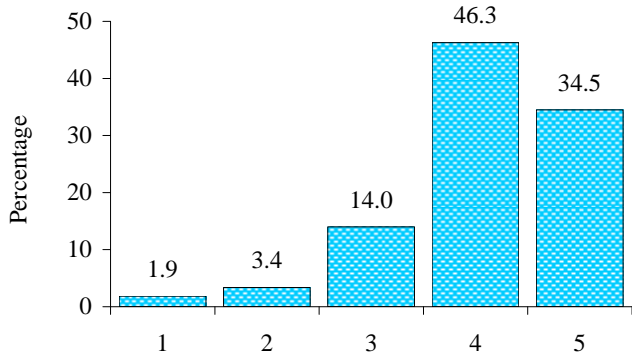
**Welsh**



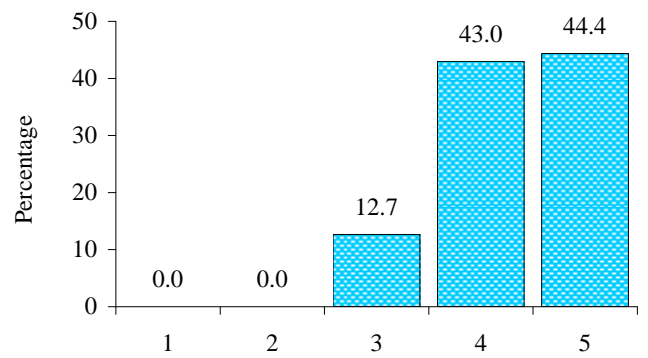
**English**



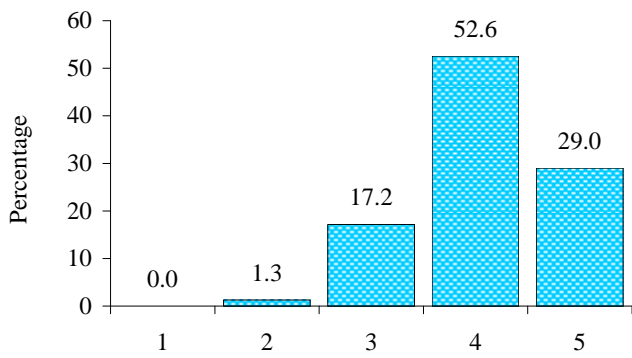
**Mathematics**



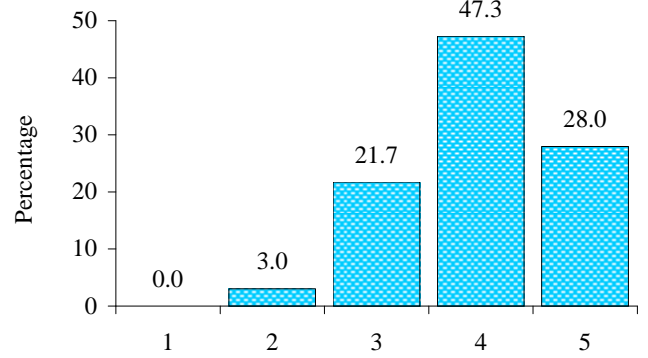
**Coordinated Science**



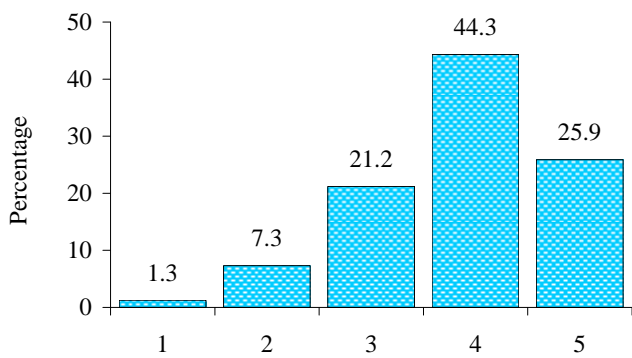
**Biology**



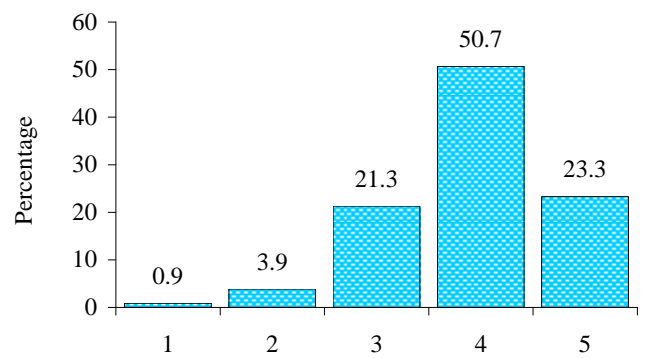
**Chemistry**



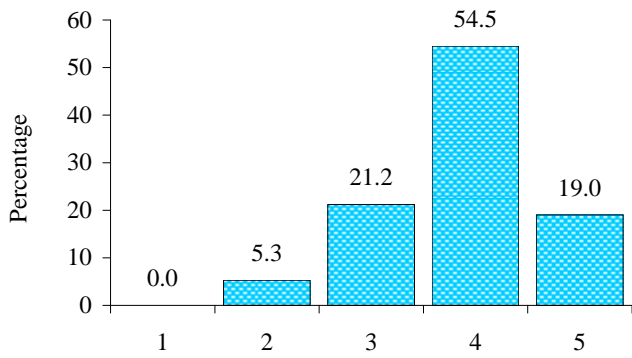
**Physics**



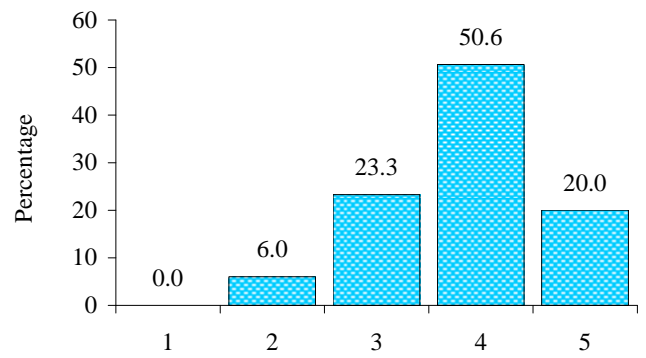
**ICT**



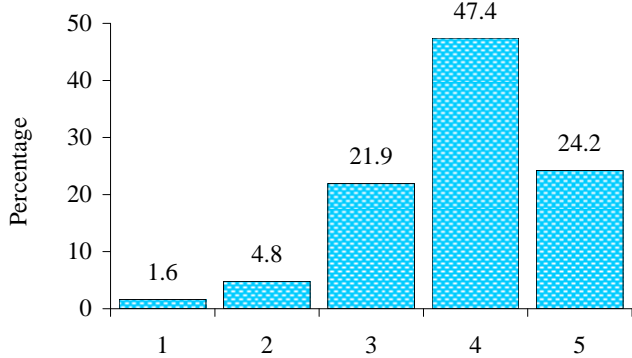
### Geography



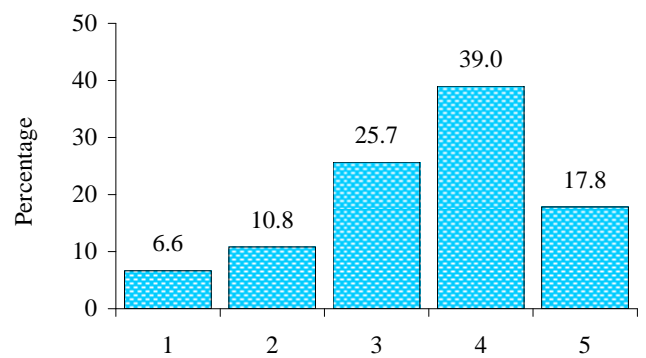
### History



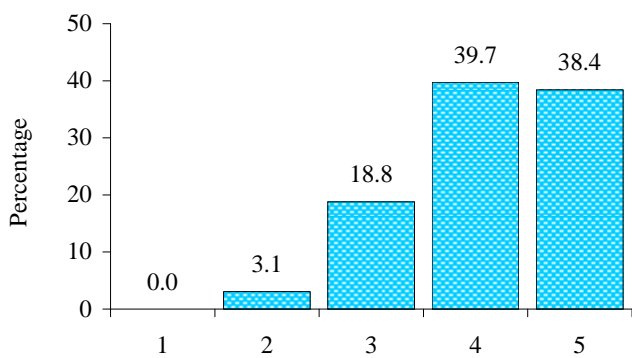
### Art



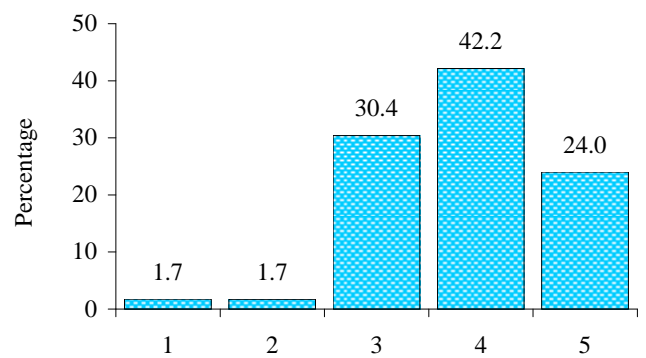
### Religious Studies



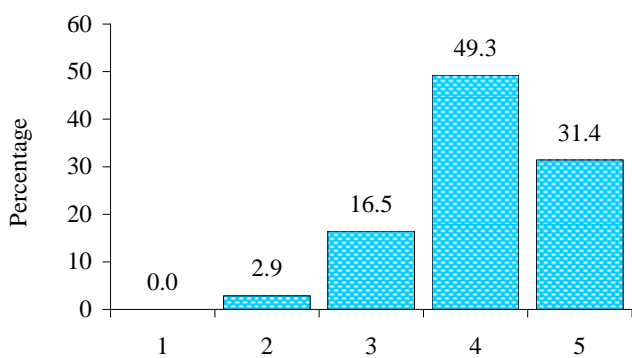
### French



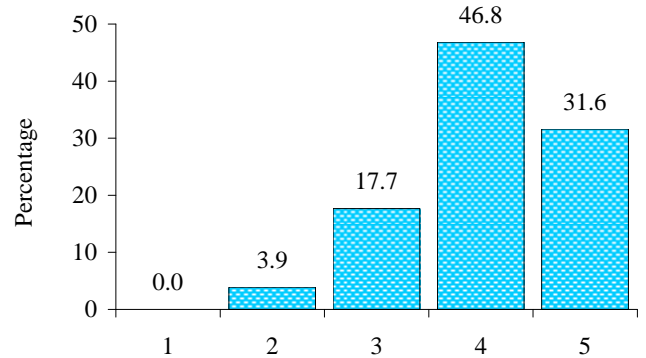
### Physical Education



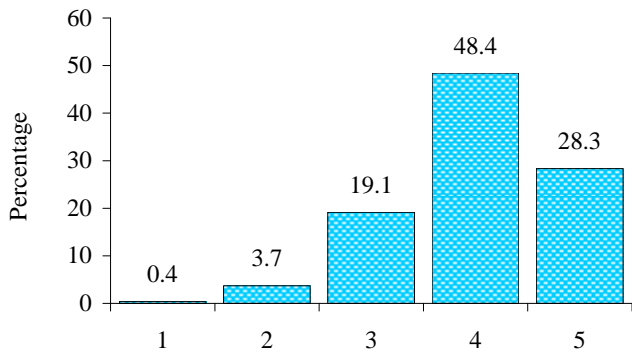
### Design Technology



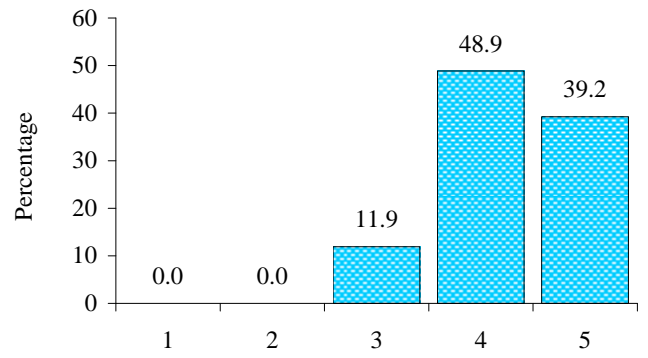
### Drama



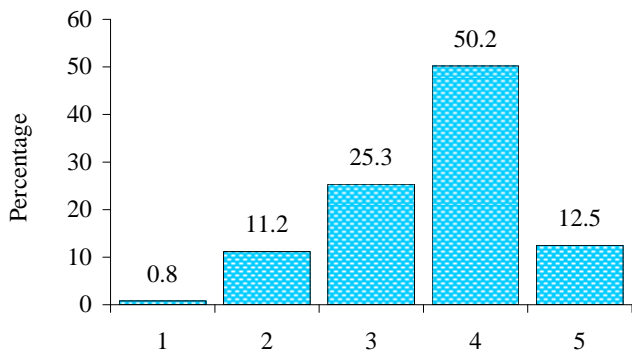
**Music**



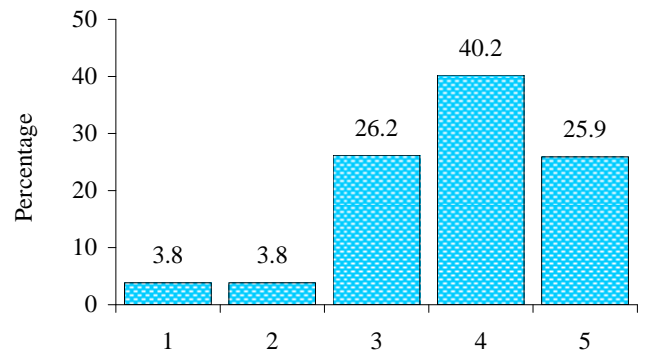
**Spanish**



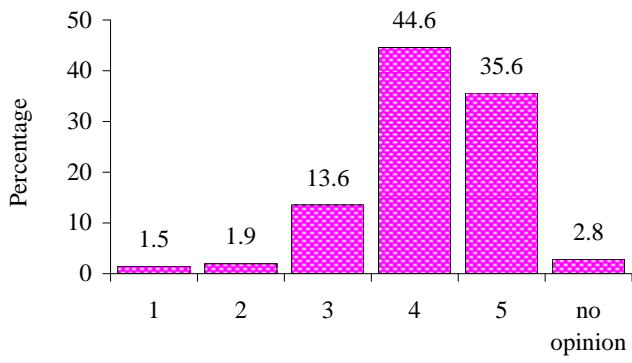
**PSHEE**



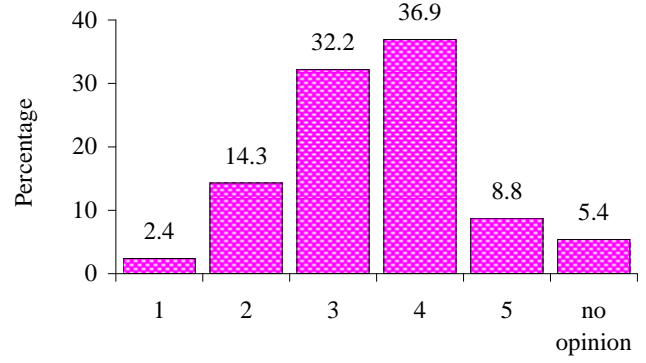
**Learnsmart**



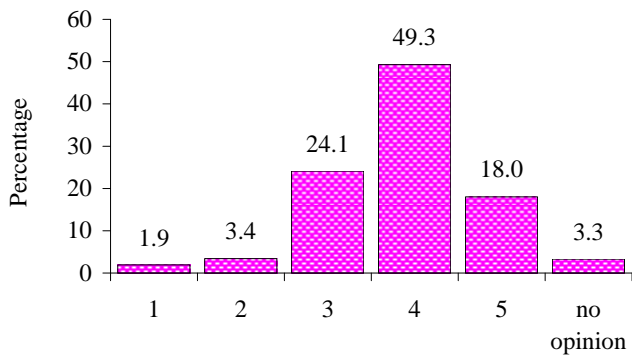
### School discipline



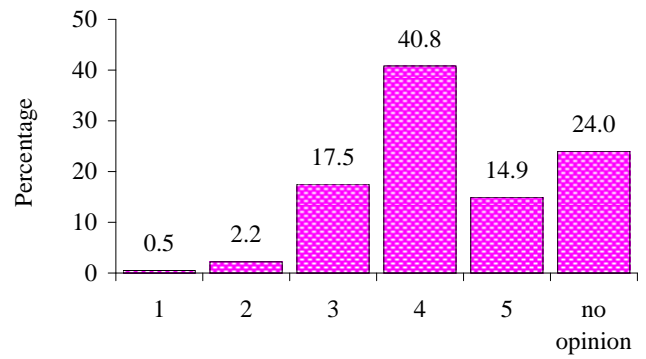
### School facilities



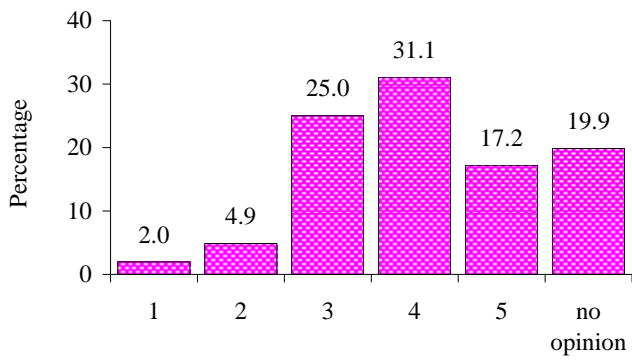
### Developing confidence



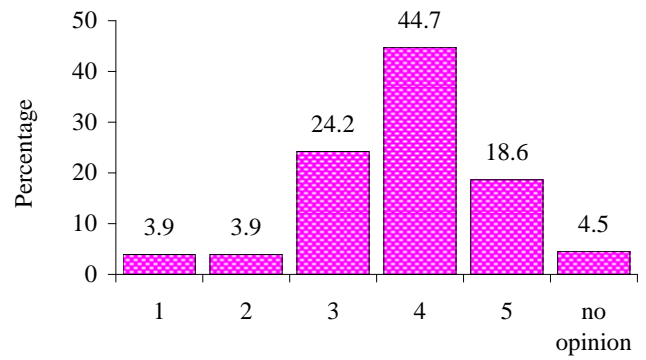
### Social health education



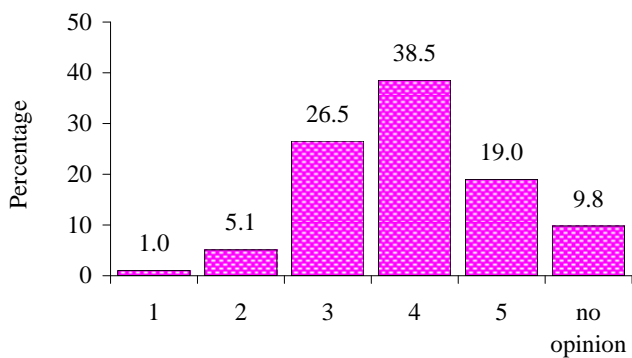
### Control of bullying



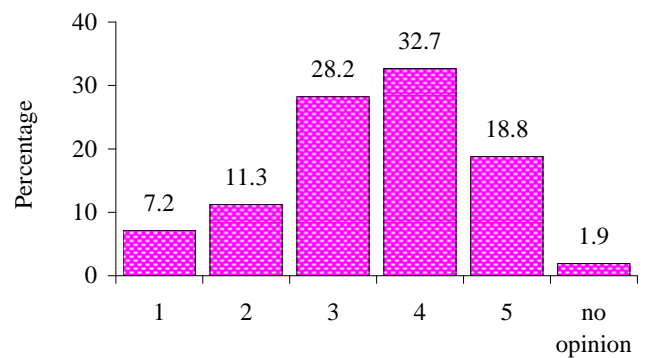
### Caring teachers



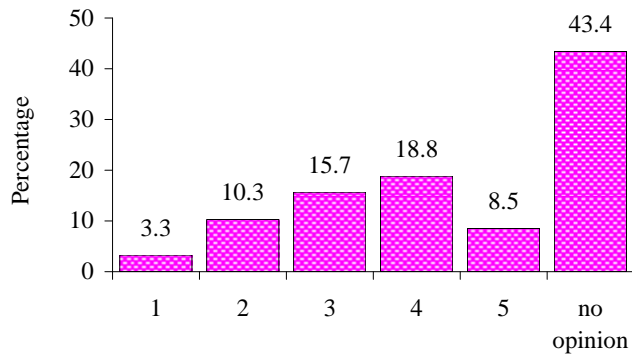
### School security



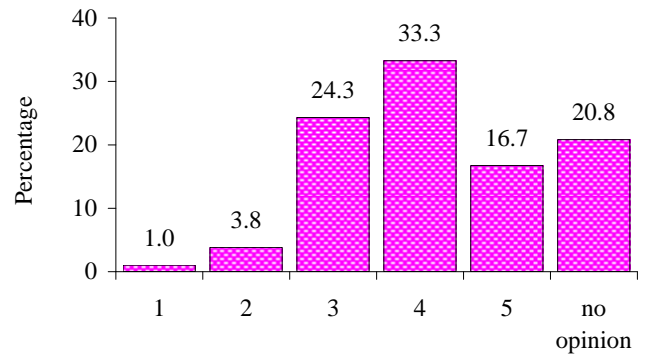
### School communication



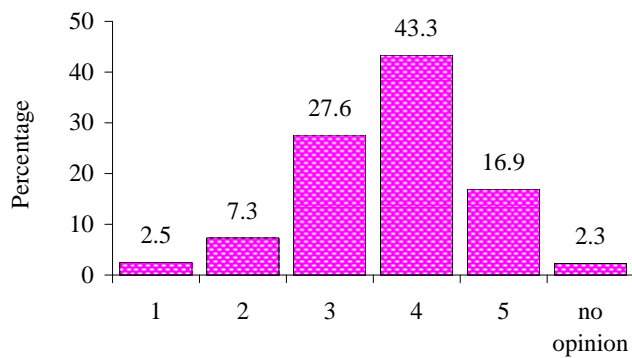
### Careers advice



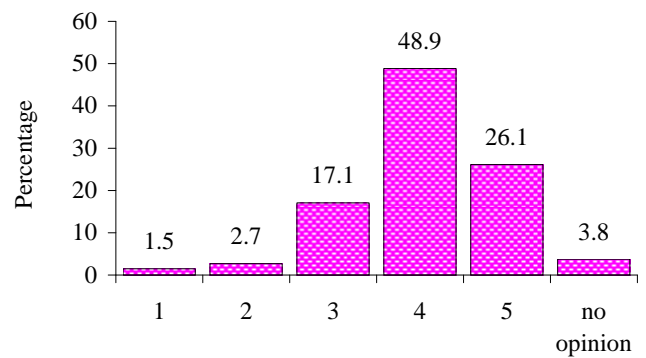
### Developing moral values



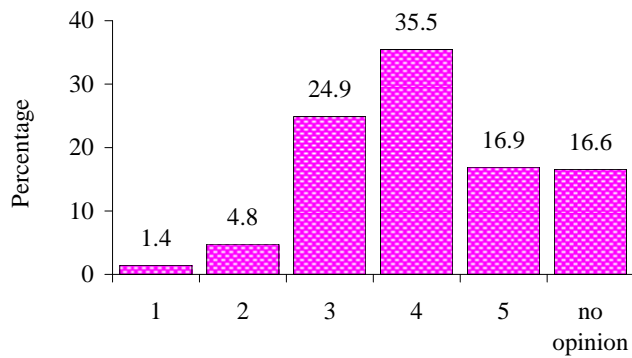
### Levels of homework



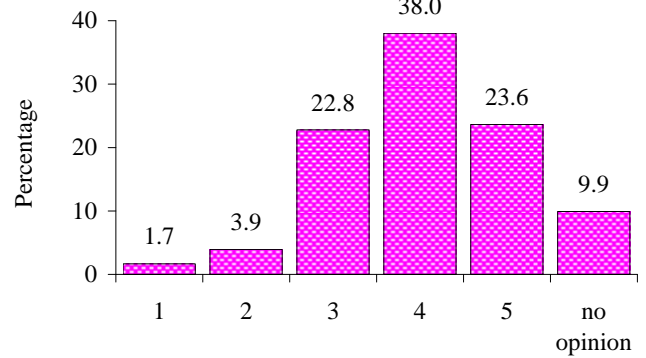
### Happiness of child



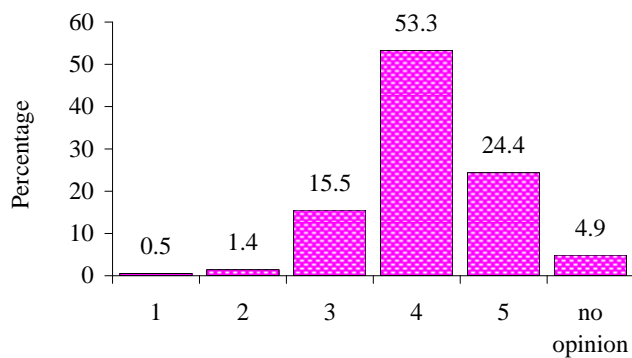
### Community spirit



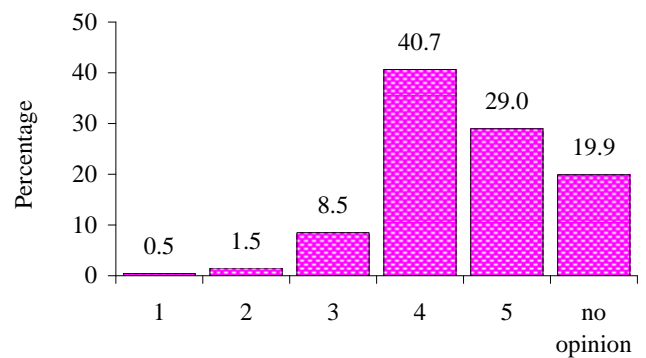
### Developing potential



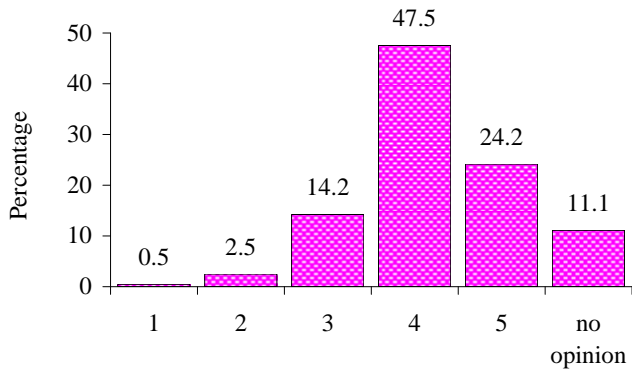
### Teaching quality



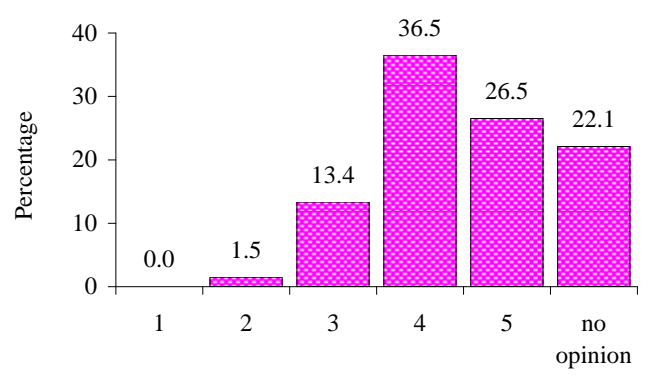
### Exam results



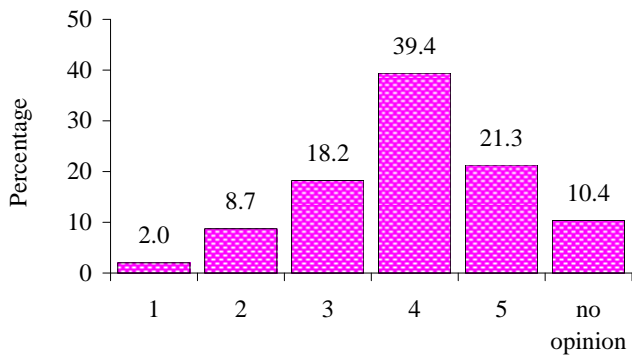
### Choice of subjects



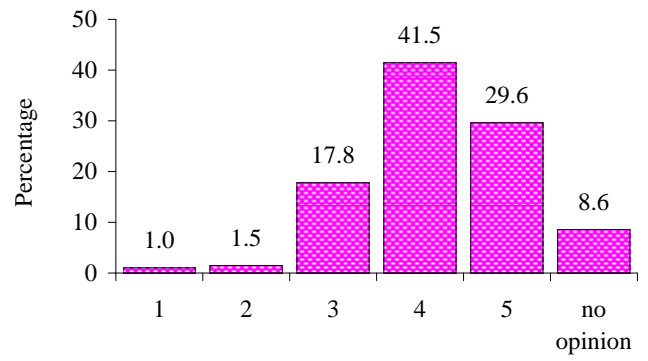
### Truancy control



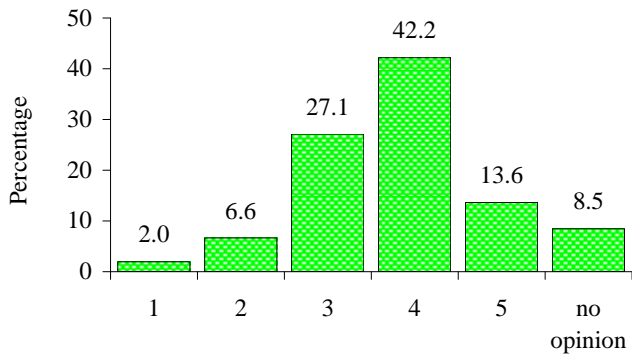
### Availability of resources



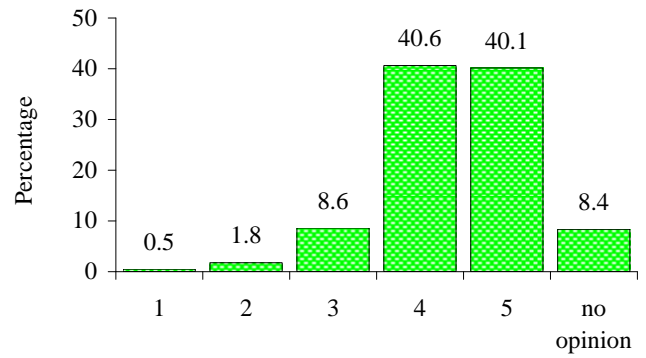
### Computer access



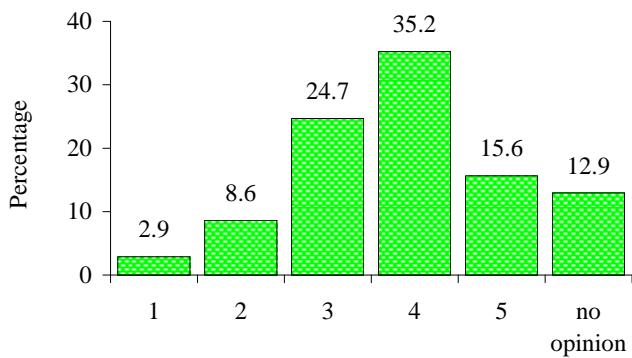
### Suitable class sizes



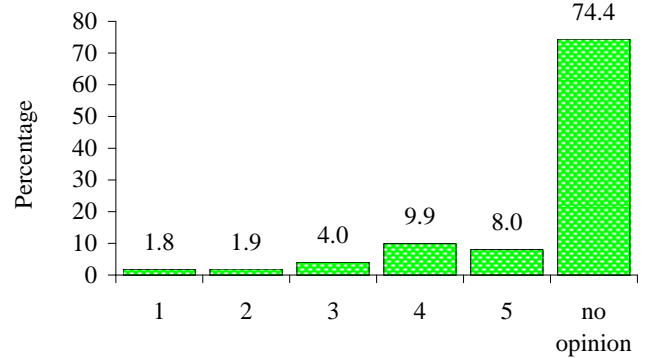
### Personal planners



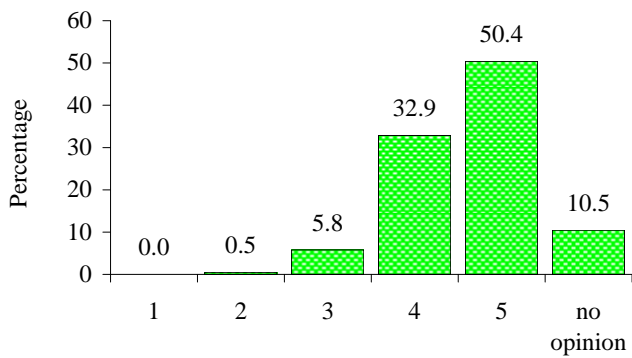
### Access to staff



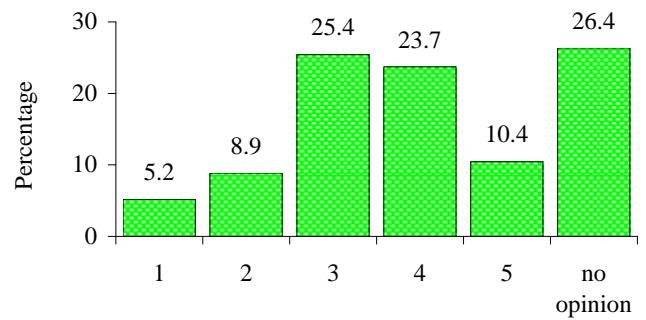
### Teaching for special needs



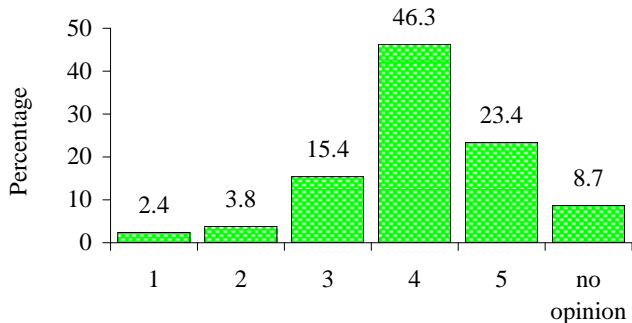
### Extra curricular activities



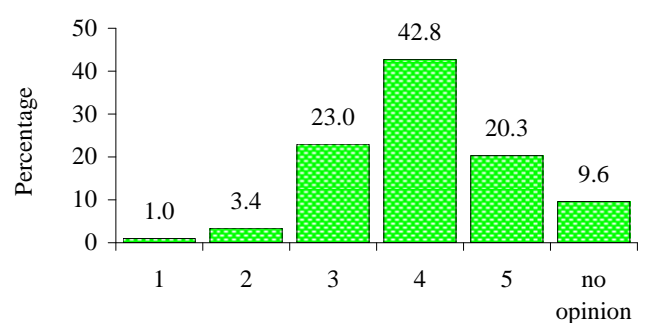
### Explaining to parents how to help their child



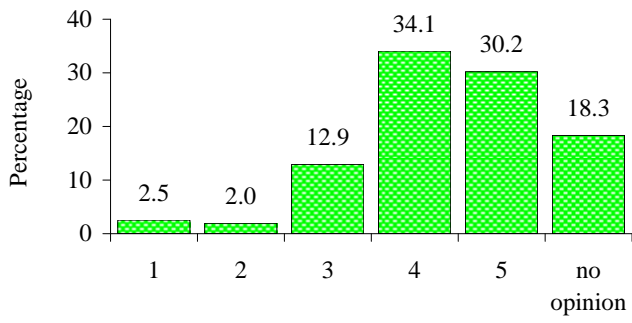
### Celebrating and rewarding achievement



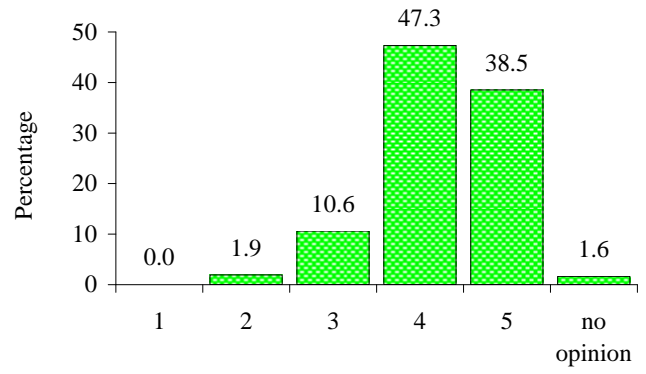
### Ensuring pupils do best and make good progress



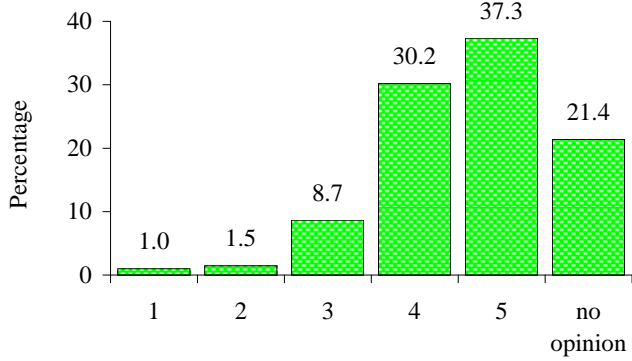
**Making sure that the new pupils settle in well**



**School's image in the local community**



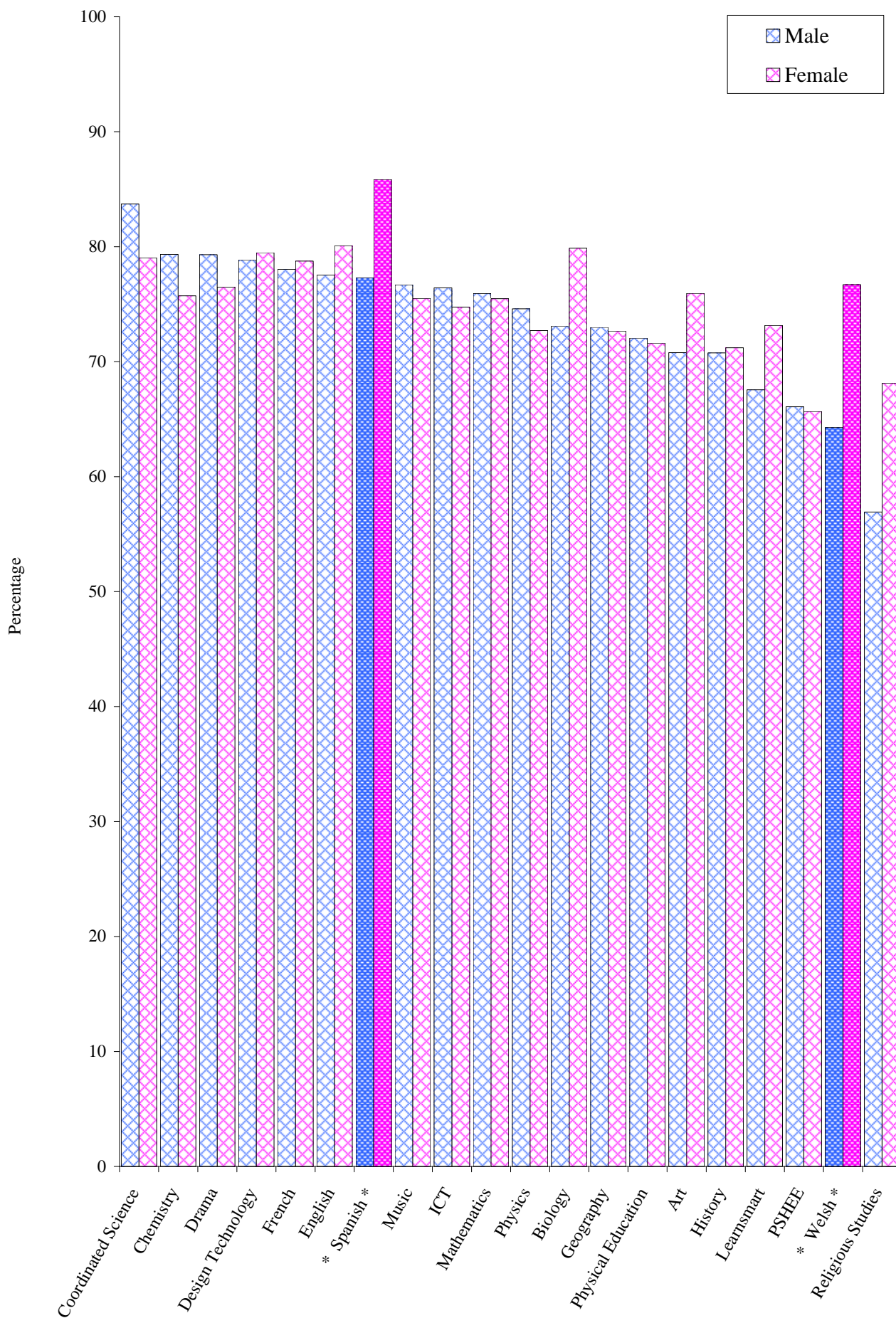
**Transfer from previous school**



## **Cross Tabular Graphical Analysis of Results**

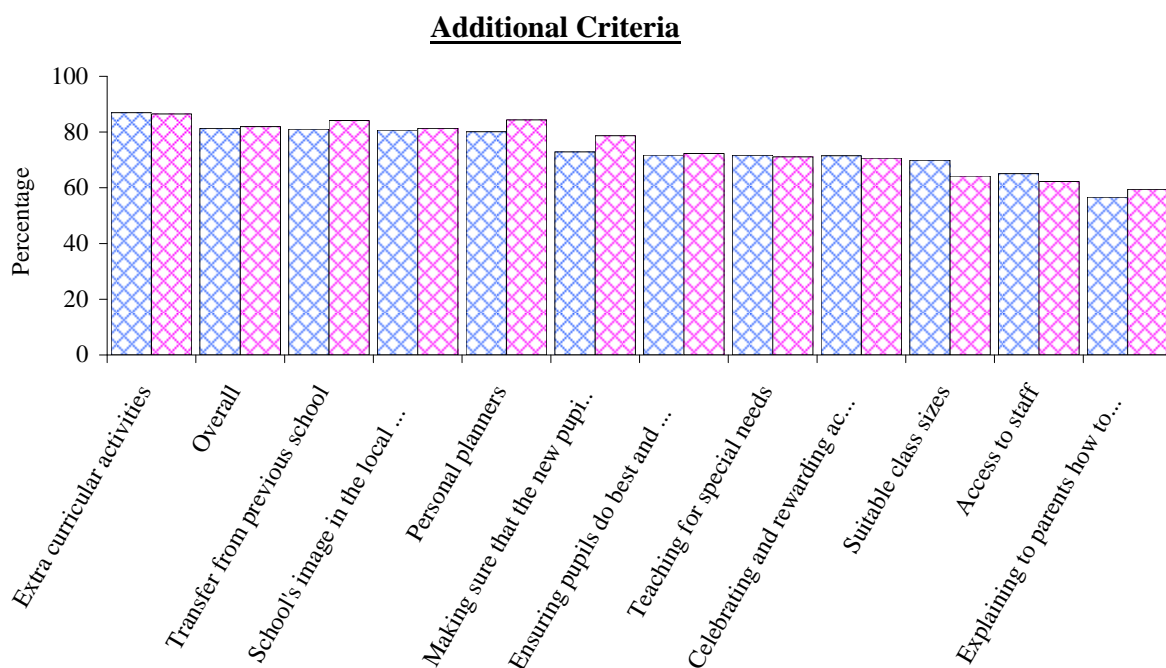
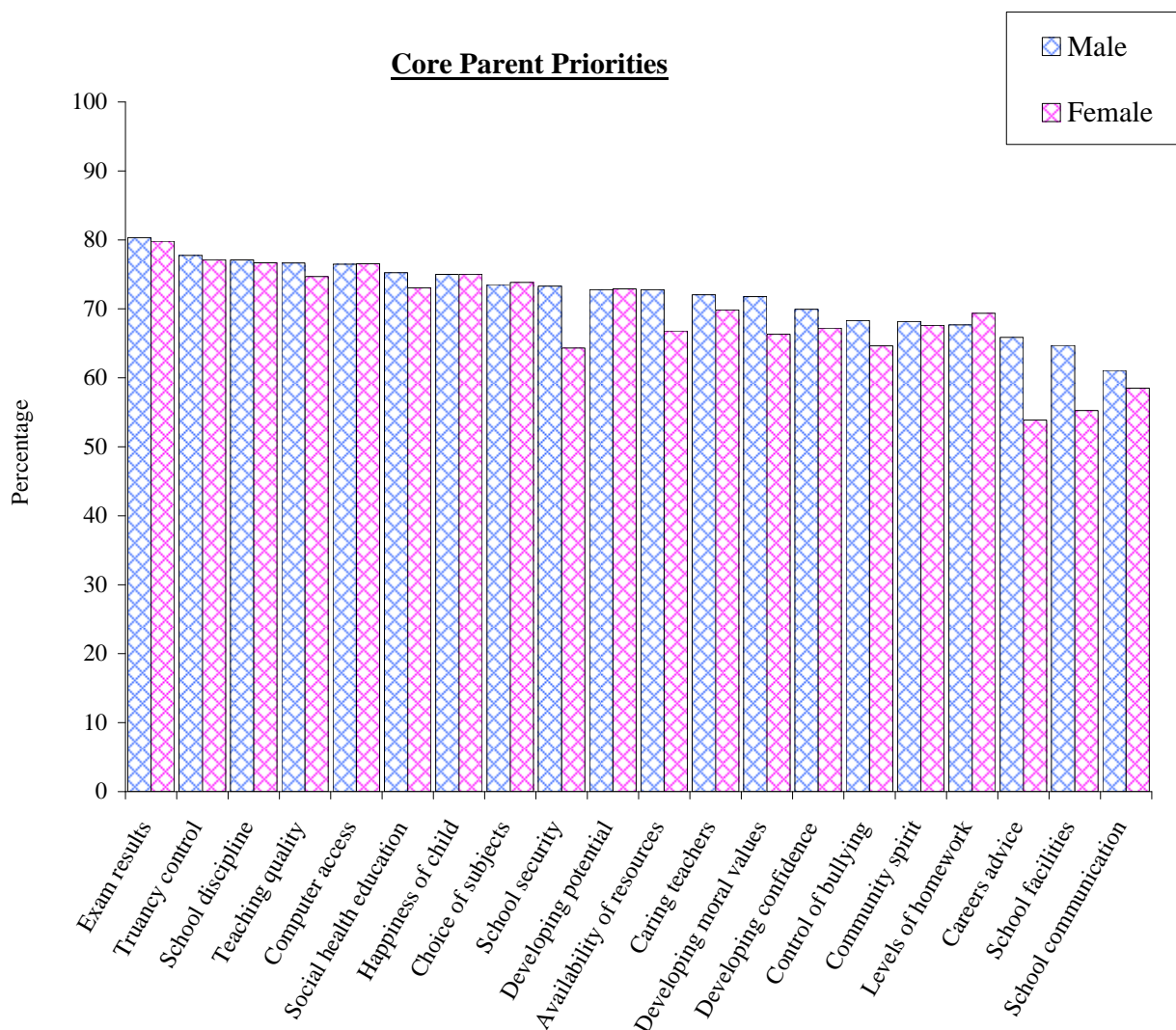
**Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil**

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



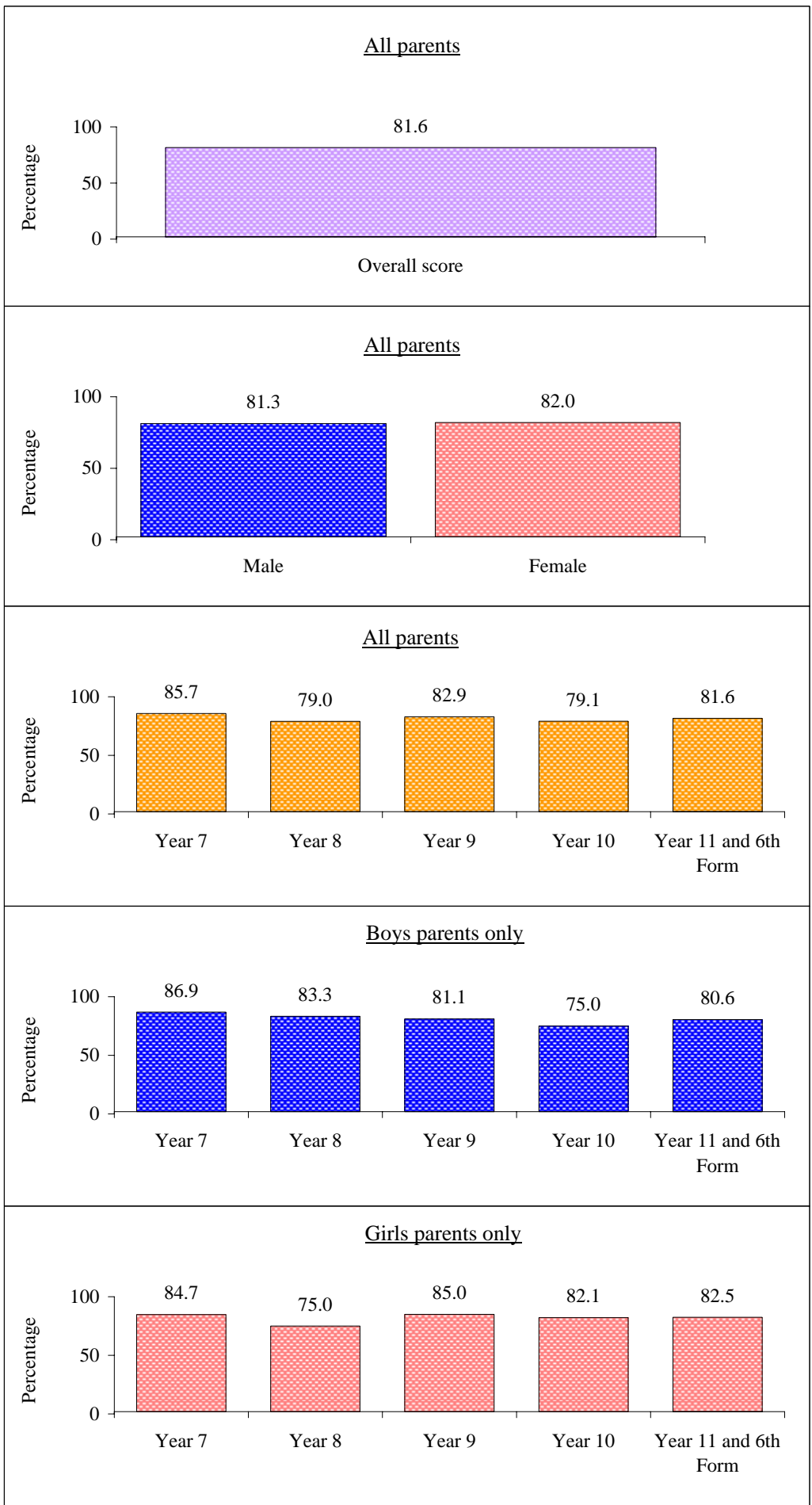
**Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveyed, Broken Down by Gender of Pupil**

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



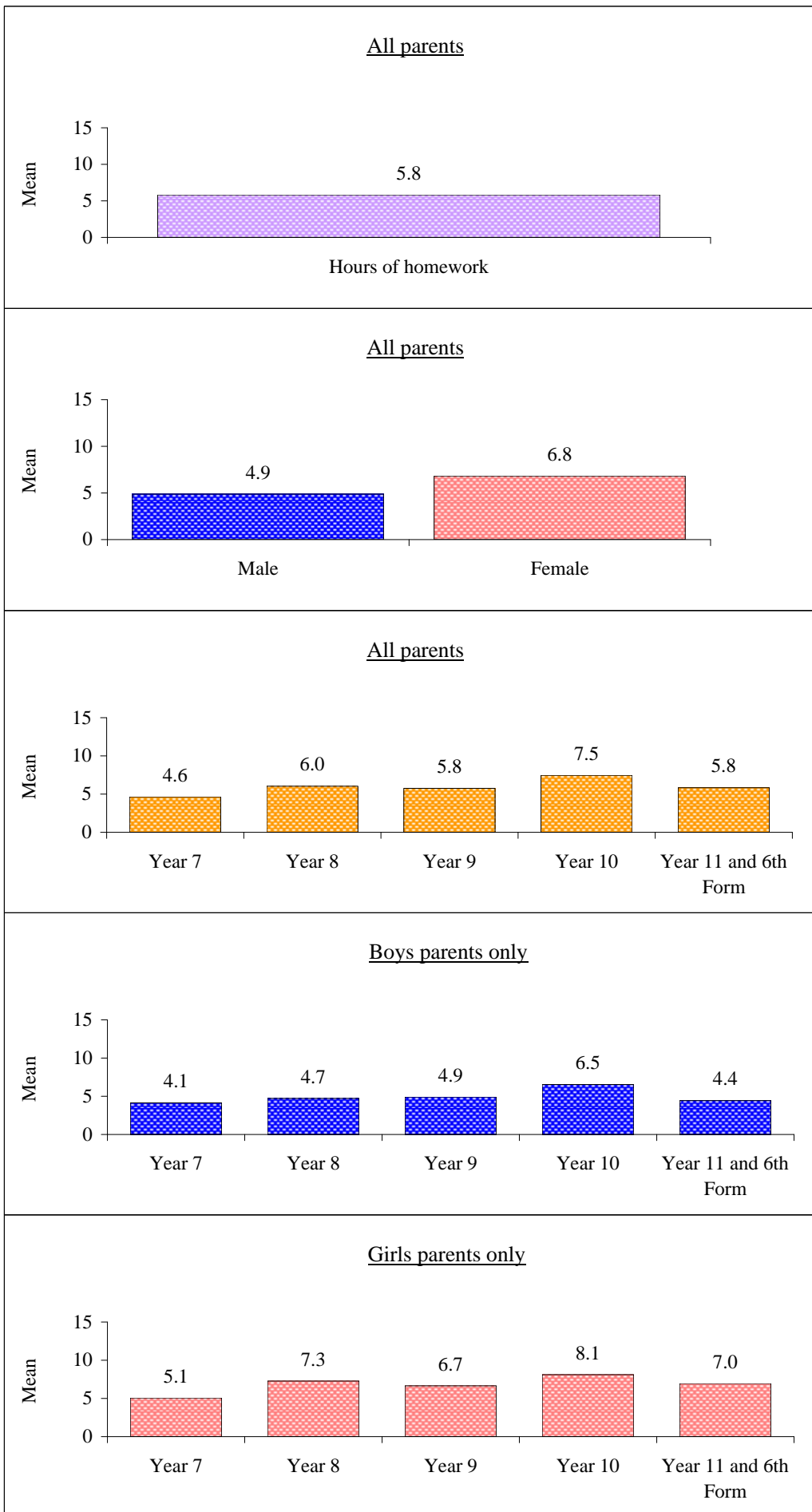
**Graphs to Show the Overall Performance Scores Given by Parents,  
Broken Down by Year Group and Gender of Pupil.**

This school's last survey figures are given in [brackets]



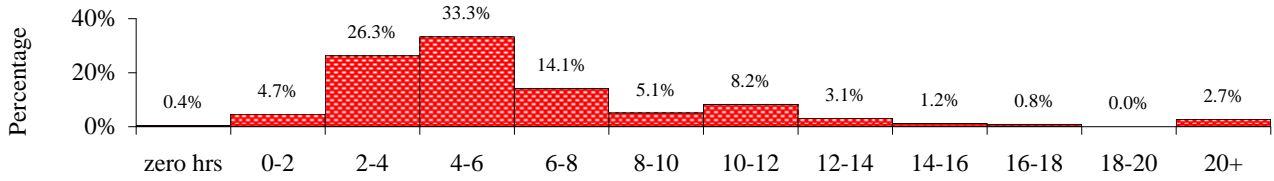
**Graphs to show the Mean Number of Hours that Pupils Spend on Homework,  
Broken Down by Year Group and Gender of Pupil.**

Average figures from similar schools are given in [brackets], this school's last survey figures in [brackets]

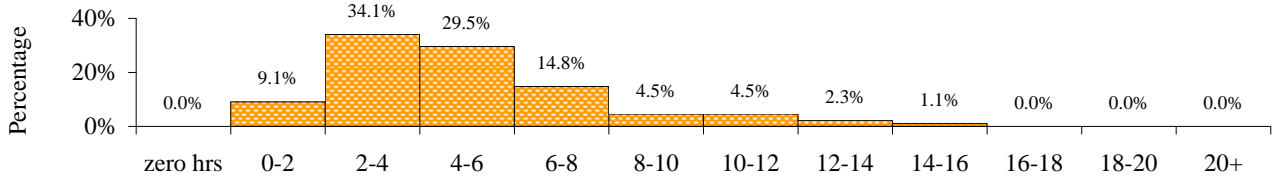


**Graphs to Show the Range of Time spent on Homework, Broken Down by Year Group**

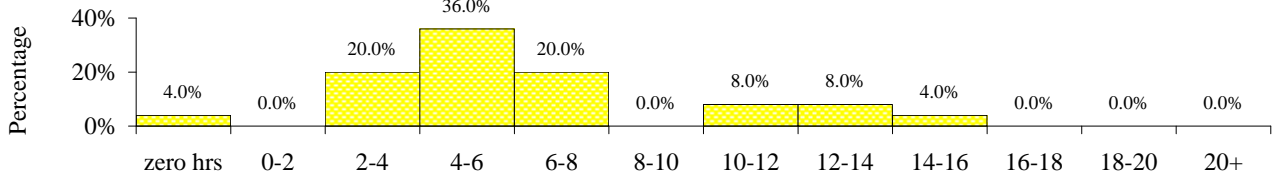
All Parents



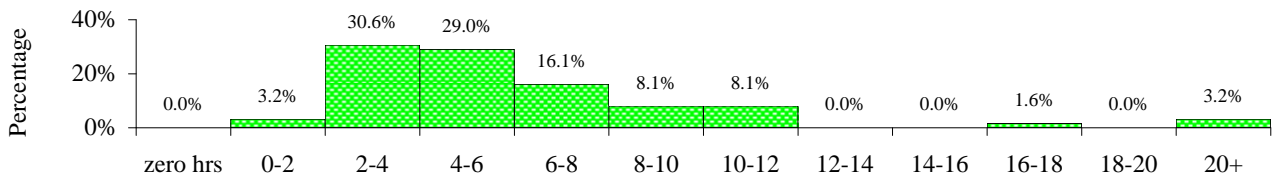
Year 7



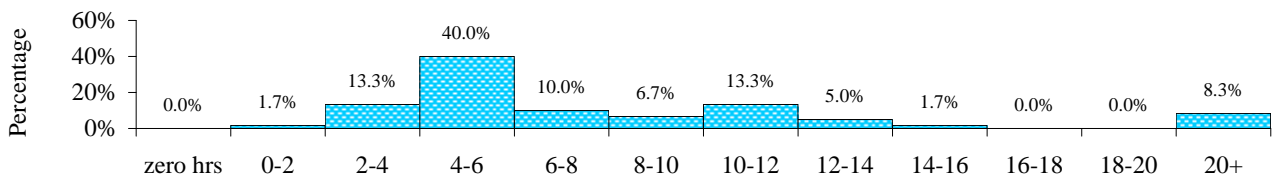
Year 8



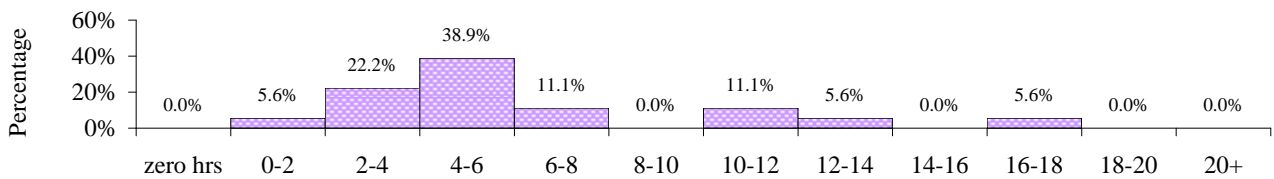
Year 9



Year 10

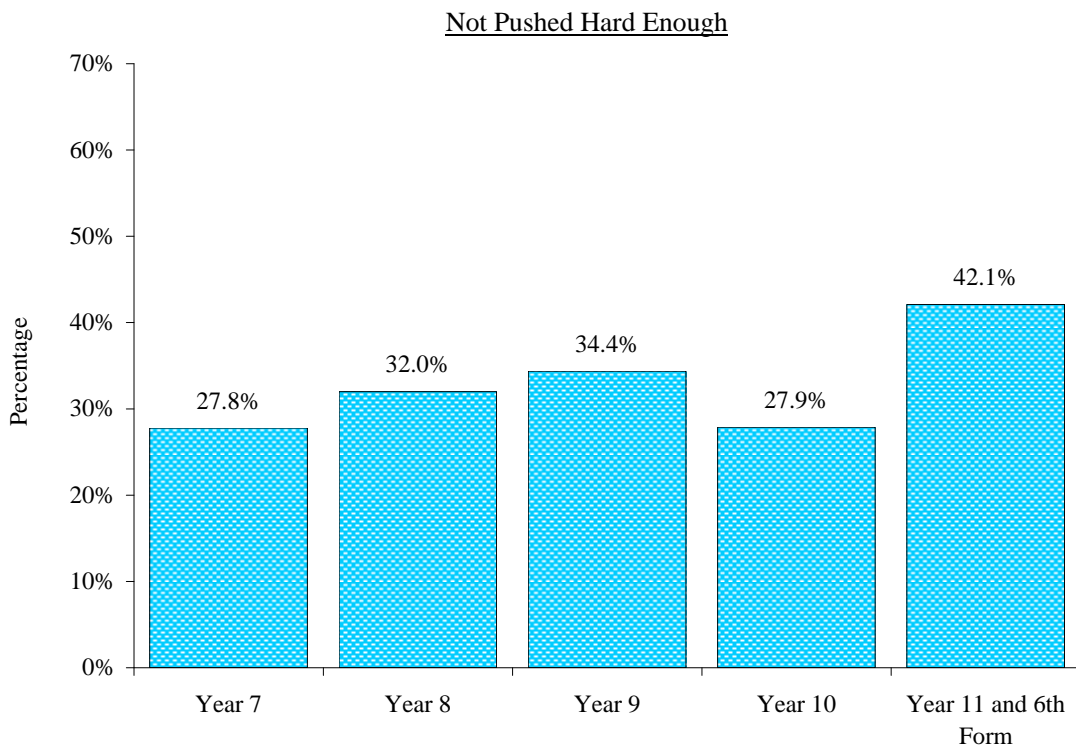
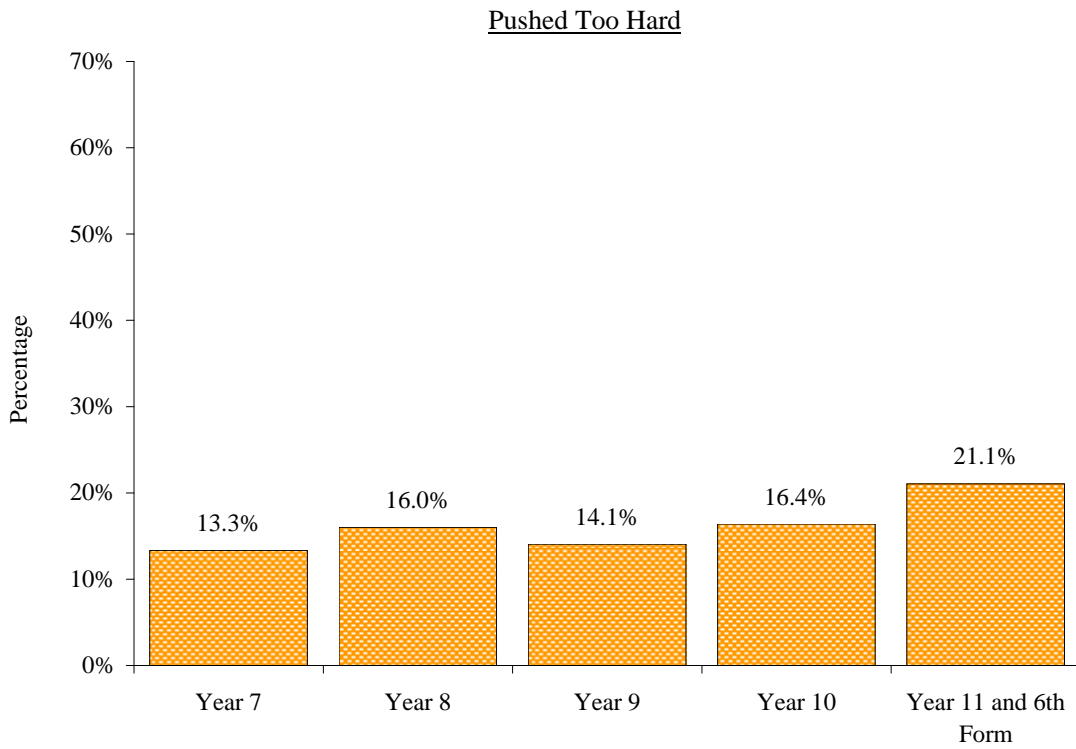


Year 11 and 6th Form



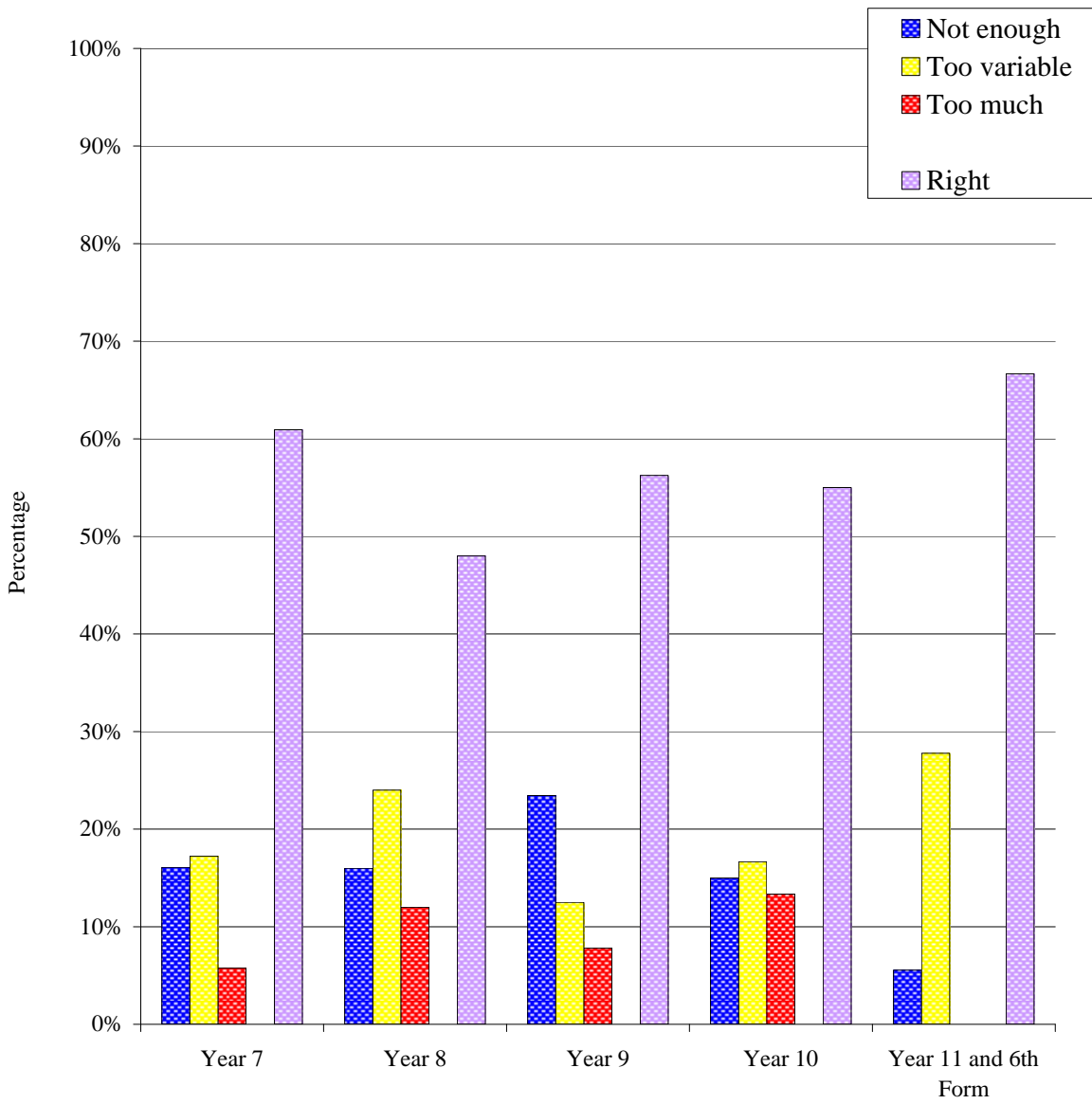
**Graphs to show whether Parents think their Child is being "Pushed" Too Hard or Not Hard Enough for any Academic Subject, Broken Down by Year Group**

Average figures from similar schools are given in [brackets], this school's last survey figures in [brackets]



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

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



### **All Academic and Non-Academic Criteria shown by Year Group**

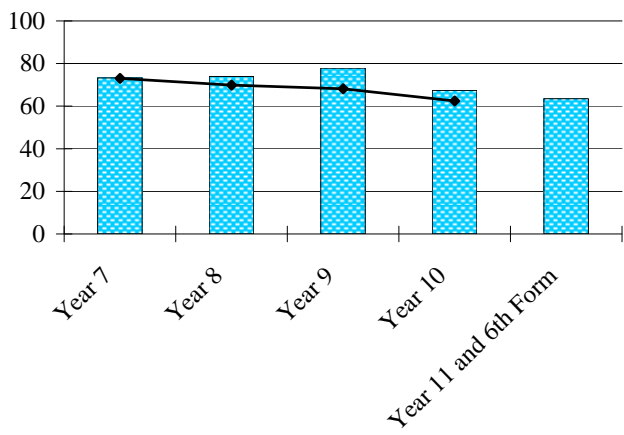
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

The black line shows the scores achieved from the average of similar schools, (where these averages are available).

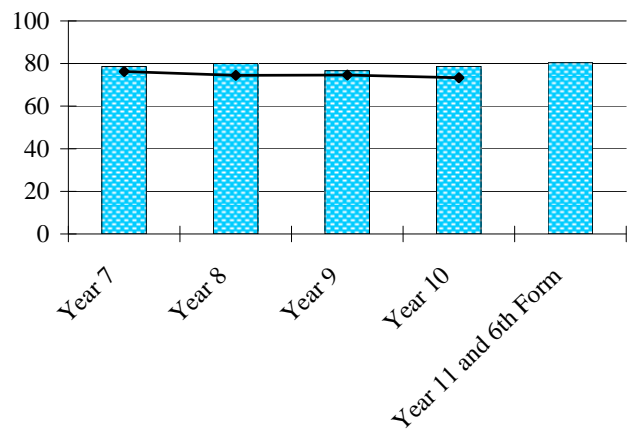
Year groups where there were less than 12 respondents for a criterion are not shown.

Please note: these year group scores are unweighted.

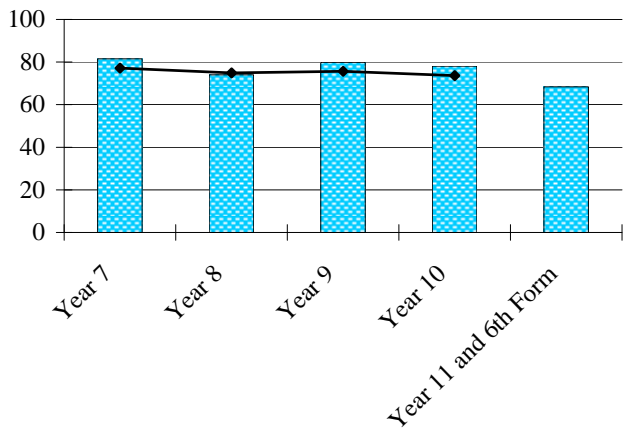
**Welsh**



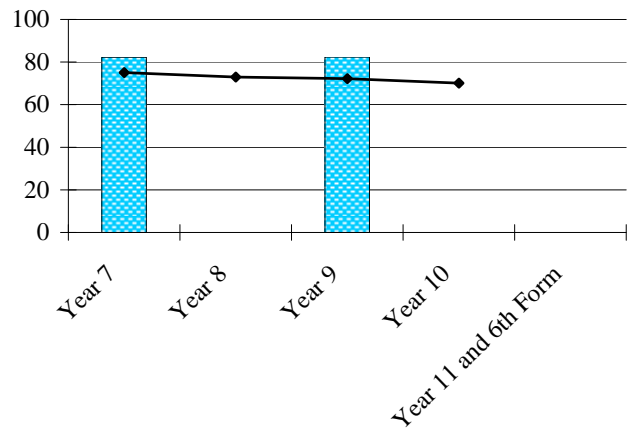
**English**



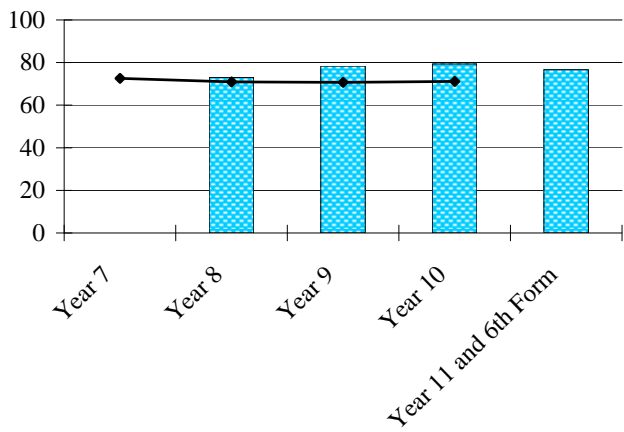
**Mathematics**



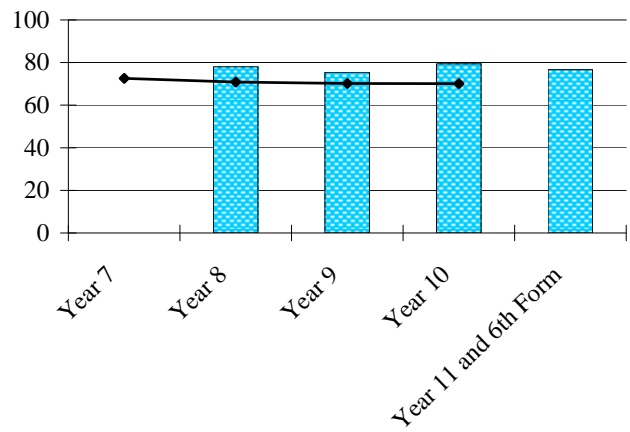
**Coordinated Science**



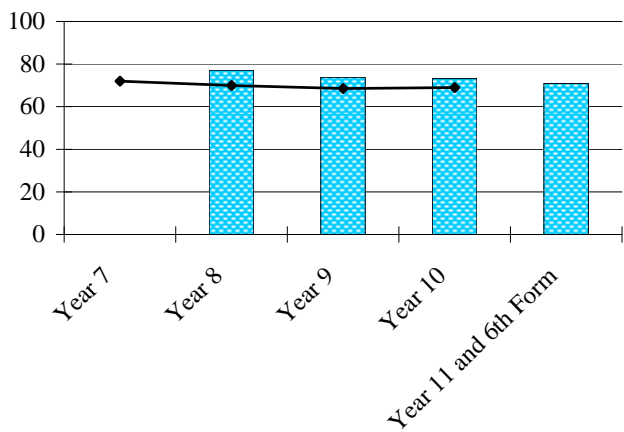
**Biology**



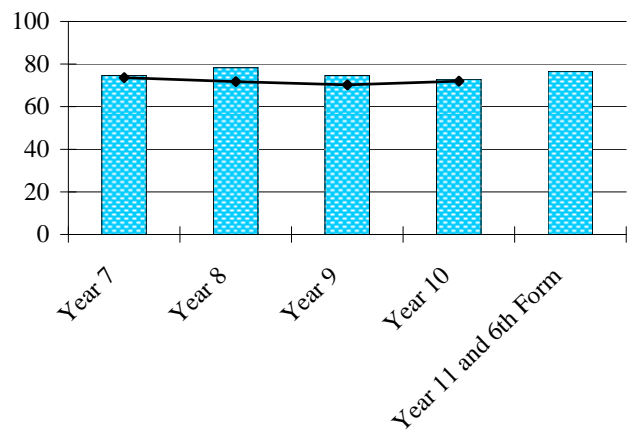
**Chemistry**



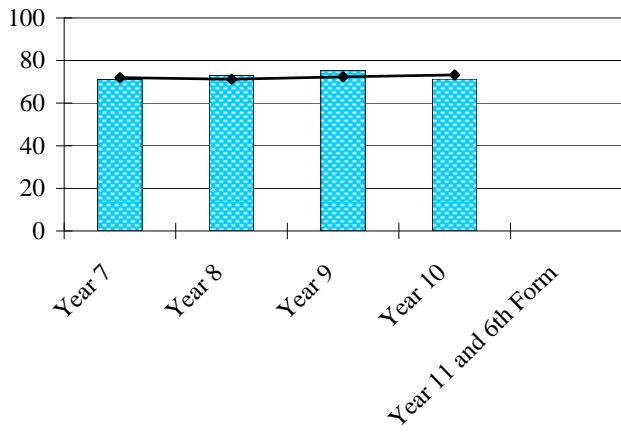
**Physics**



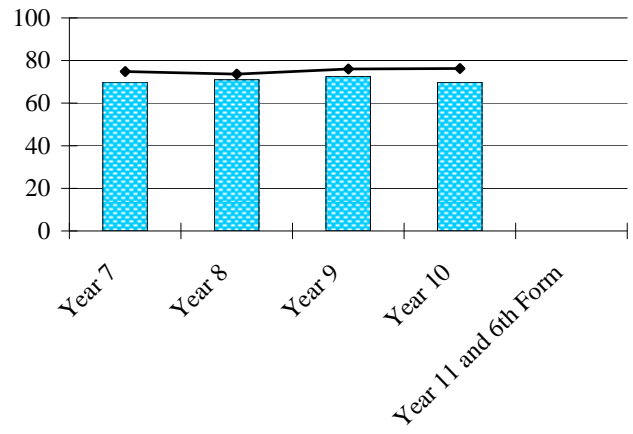
**ICT**



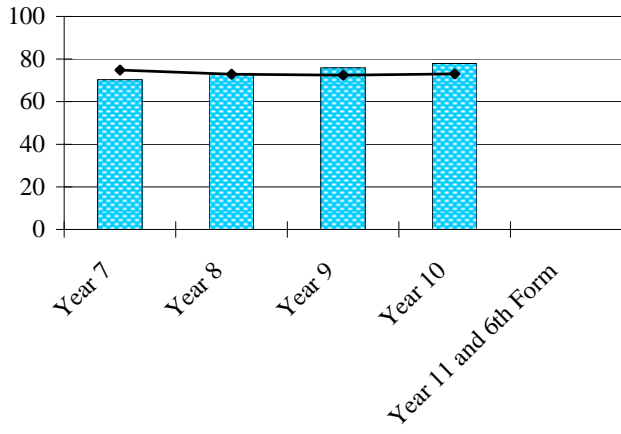
### Geography



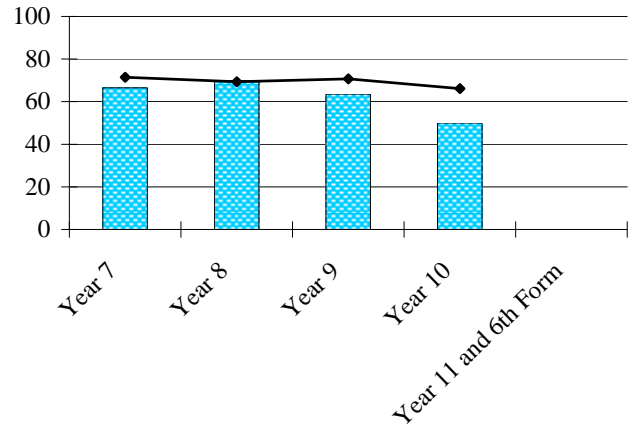
### History



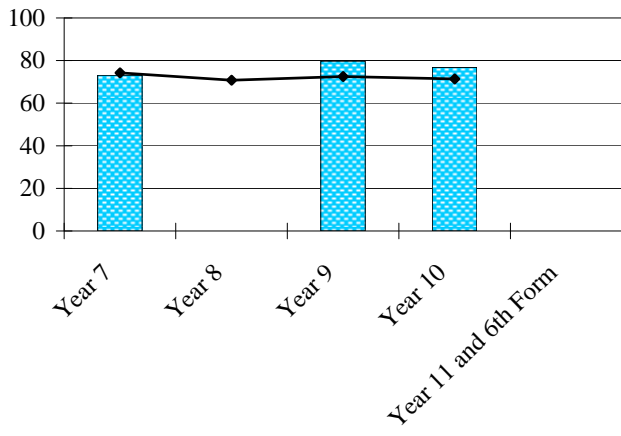
### Art



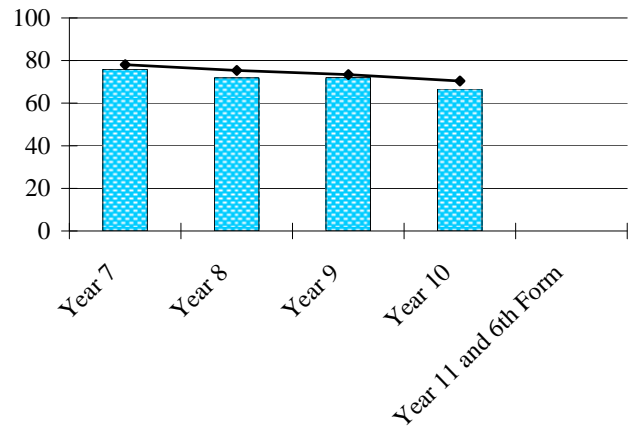
### Religious Studies



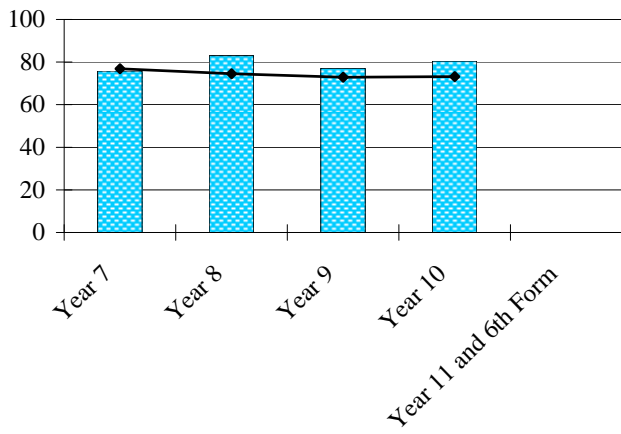
### French



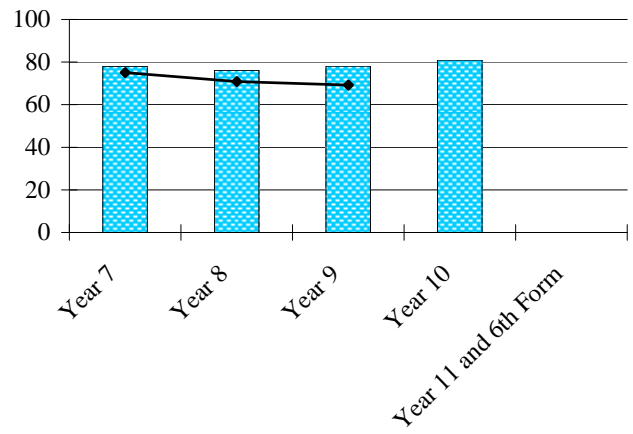
### Physical Education



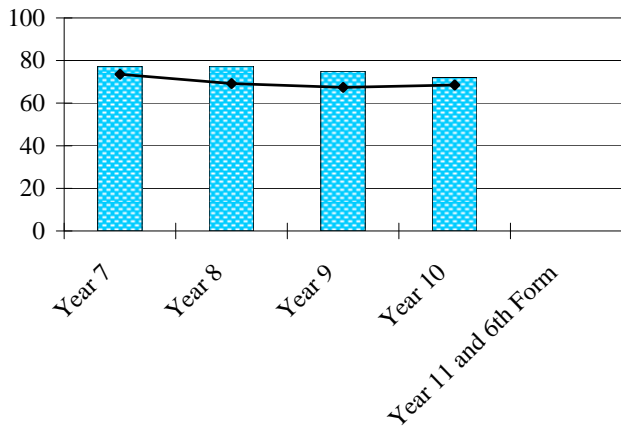
### Design Technology



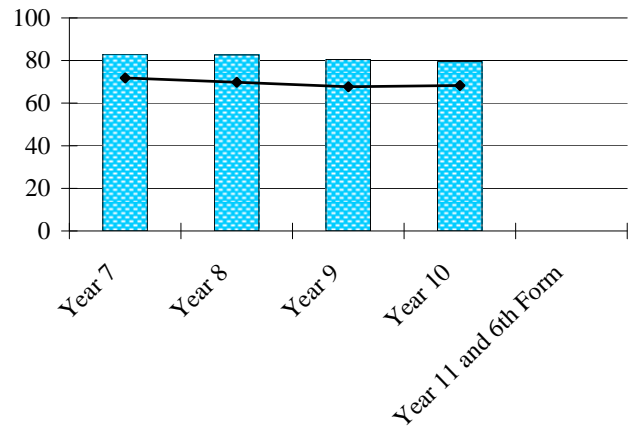
### Drama



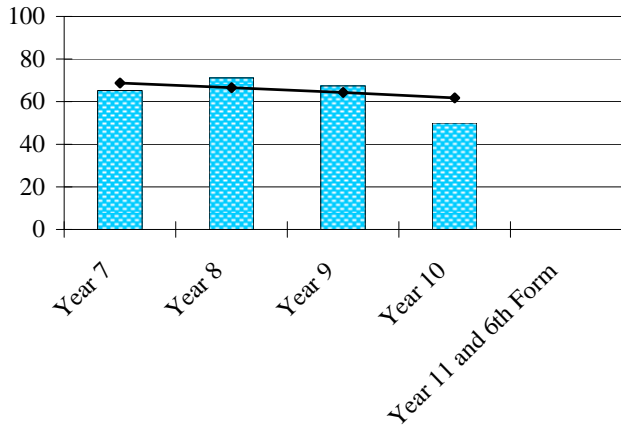
### Music



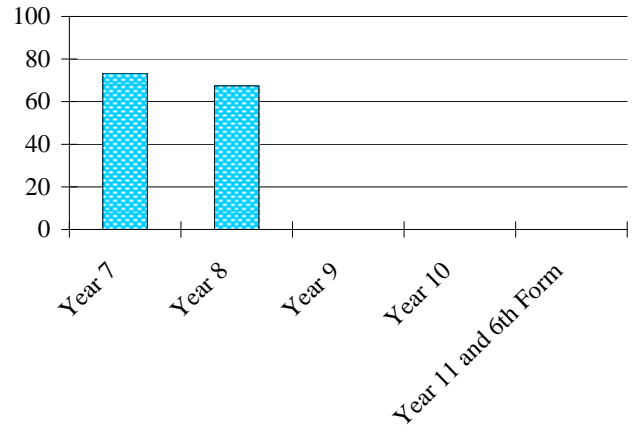
### Spanish



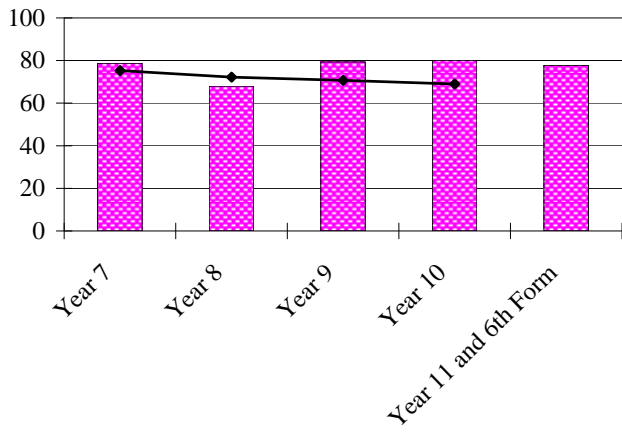
### PSHEE



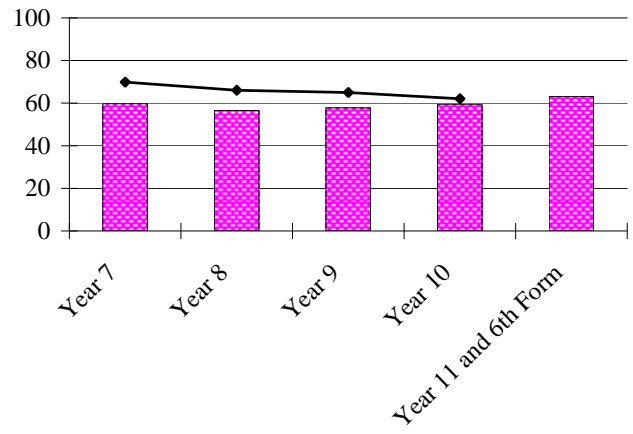
### Learnsmart



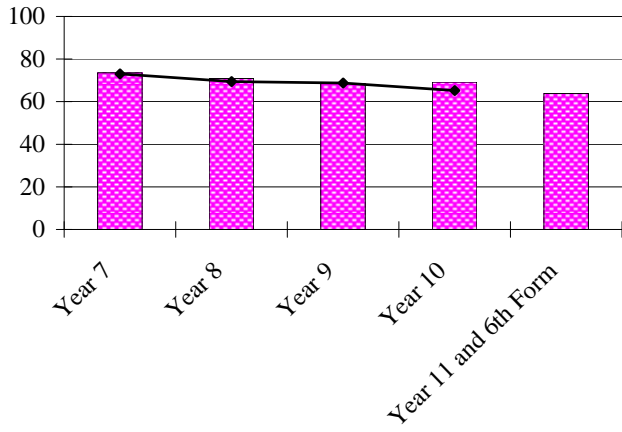
### School discipline



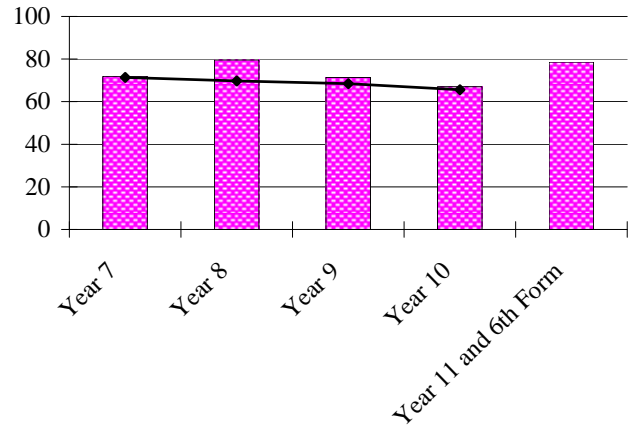
### School facilities



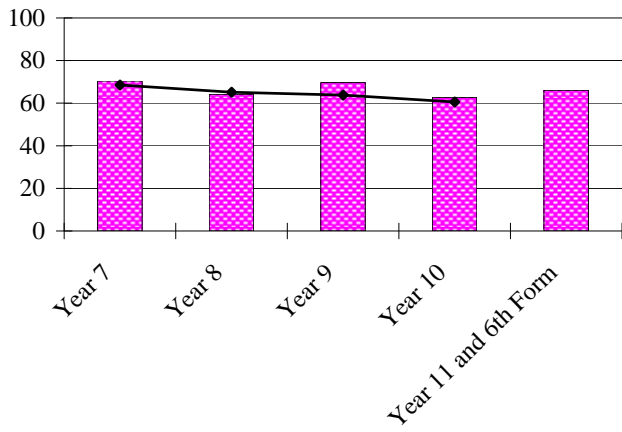
### Developing confidence



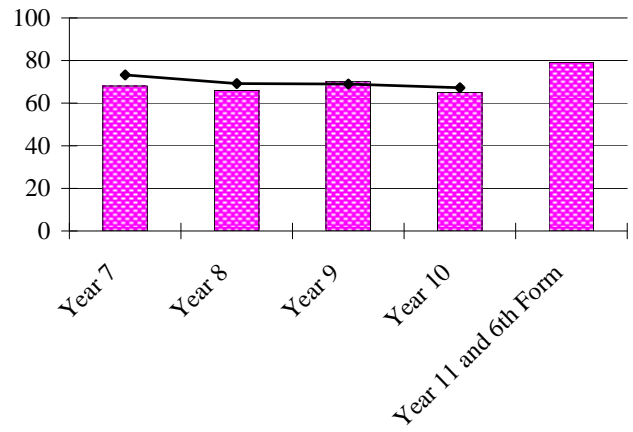
### Social health education



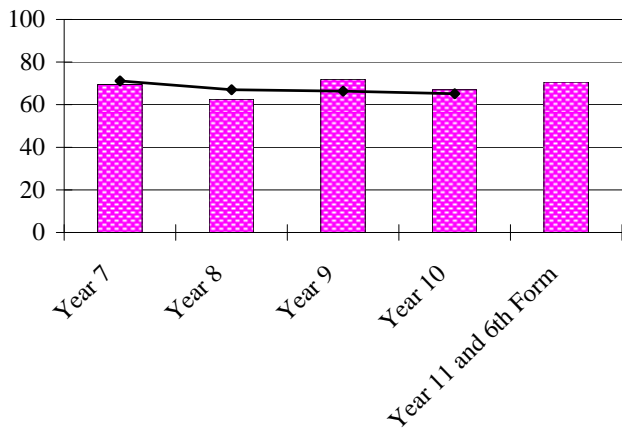
### Control of bullying



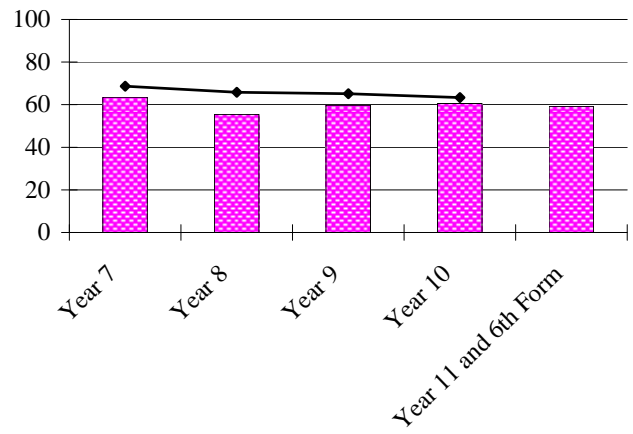
### Caring teachers



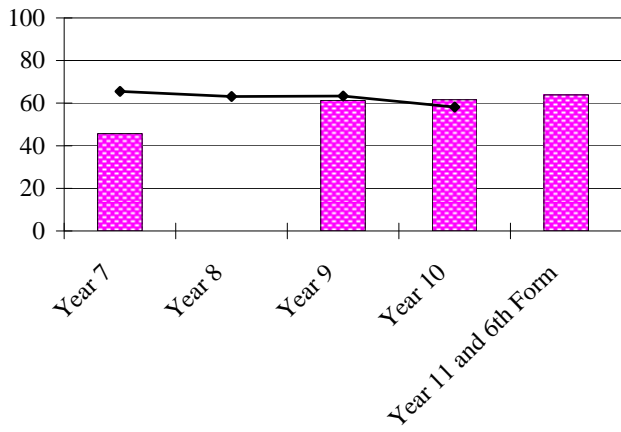
### School security



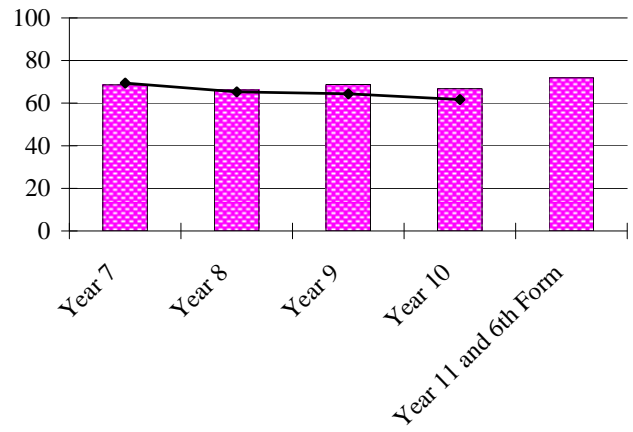
### School communication



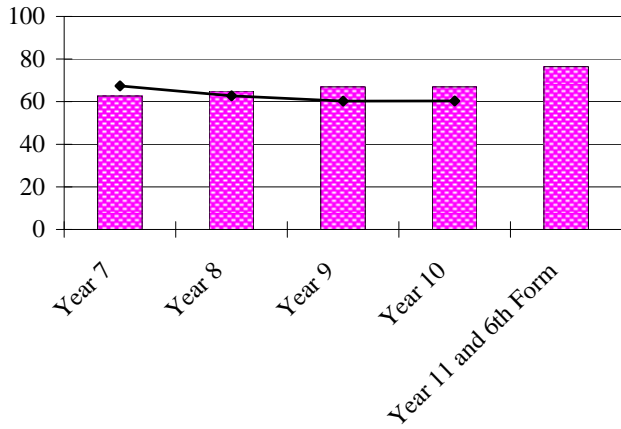
### Careers advice



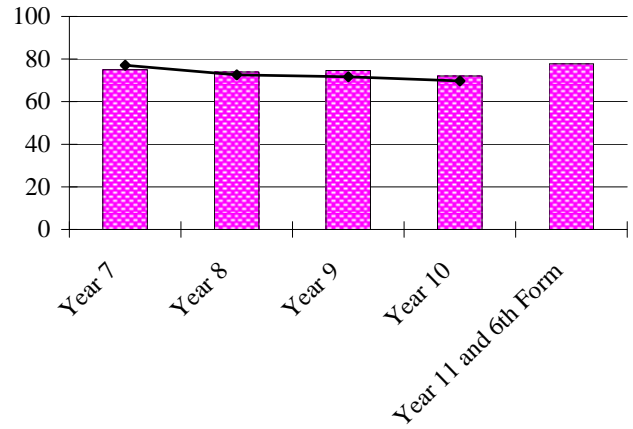
### Developing moral values



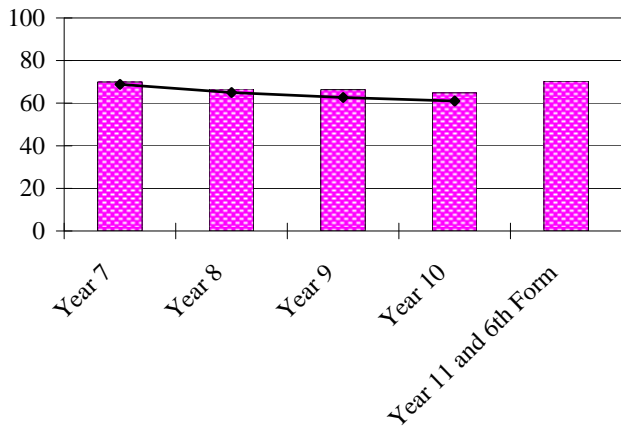
### Levels of homework



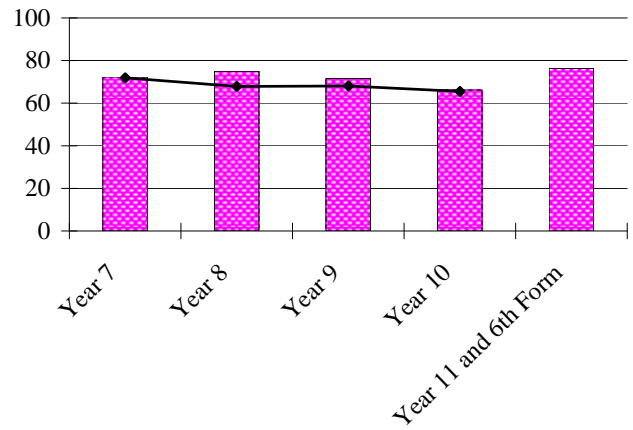
### Happiness of child



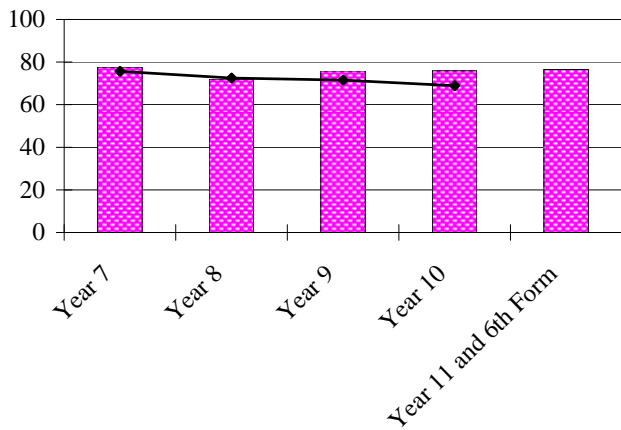
### Community spirit



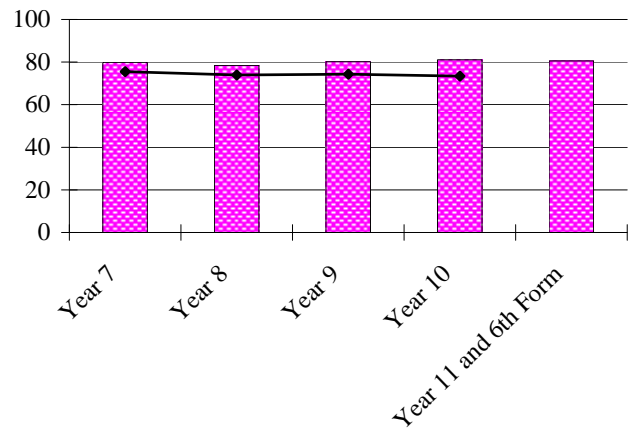
### Developing potential



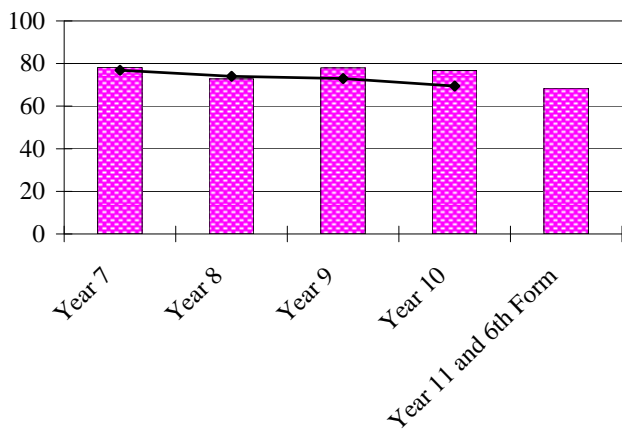
### Teaching quality



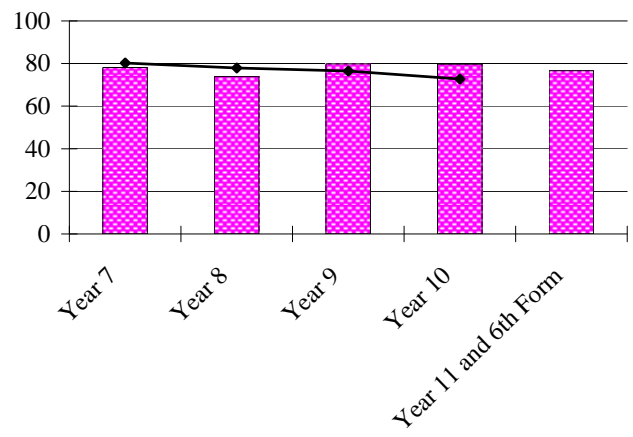
### Exam results



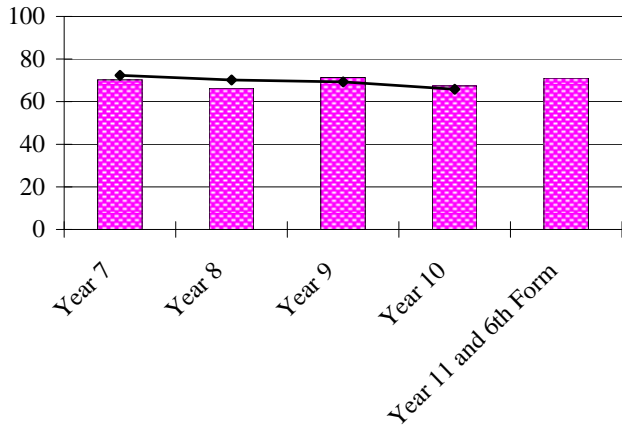
**Choice of subjects**



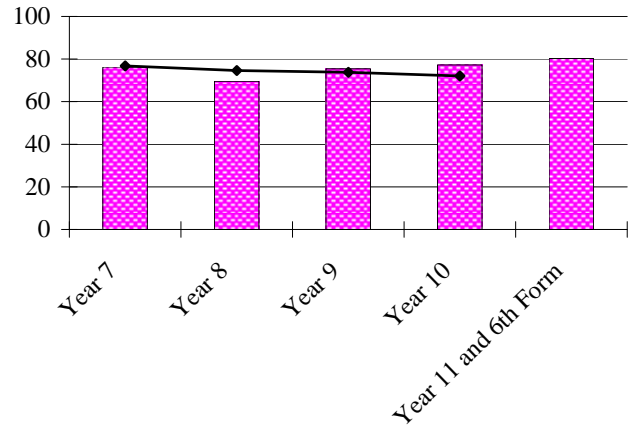
**Truancy control**



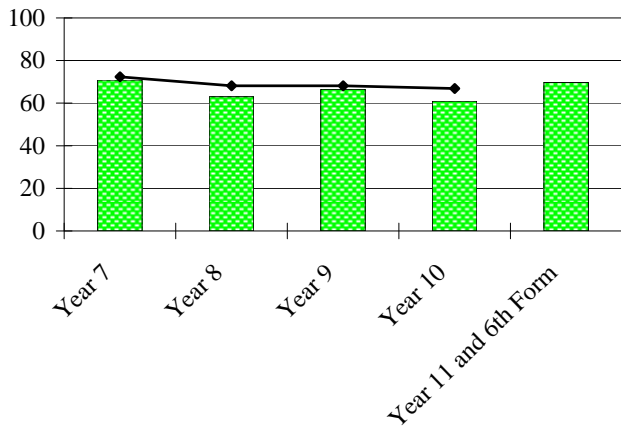
**Availability of resources**



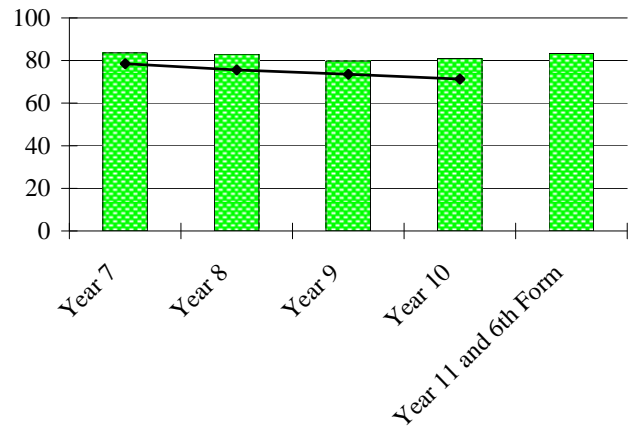
**Computer access**



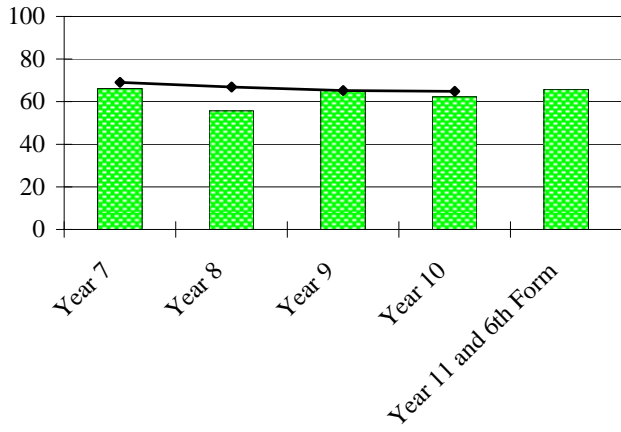
**Suitable class sizes**



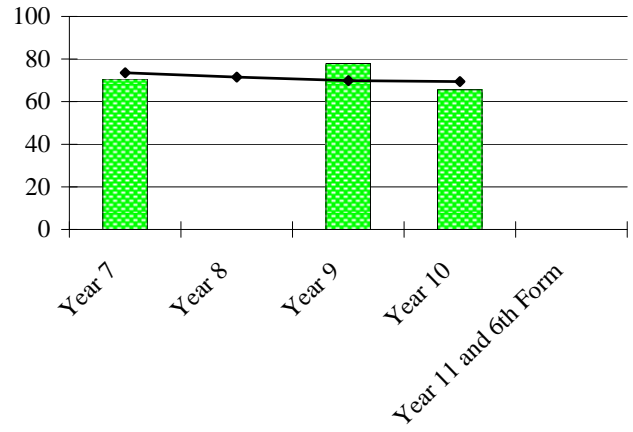
**Personal planners**



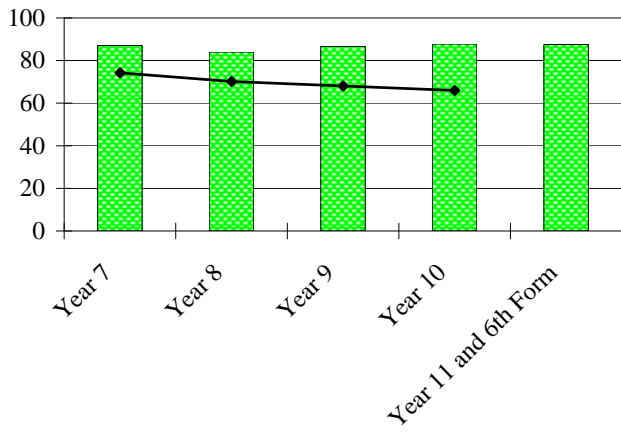
**Access to staff**



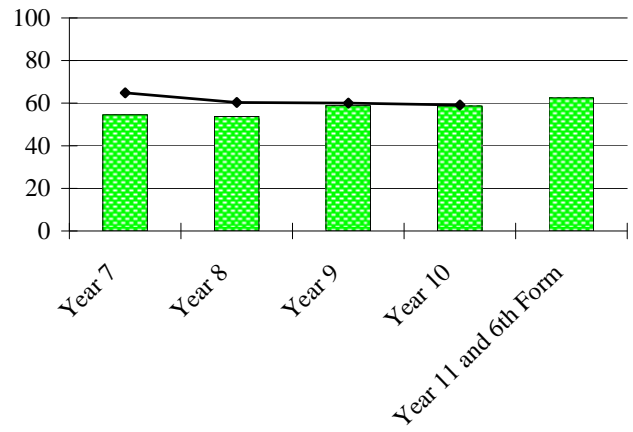
**Teaching for special needs**



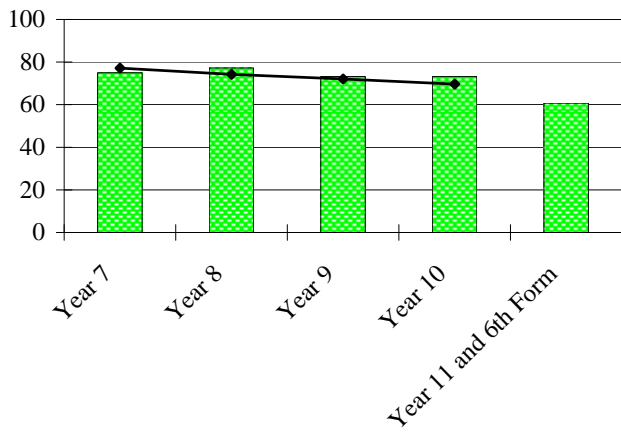
**Extra curricular activities**



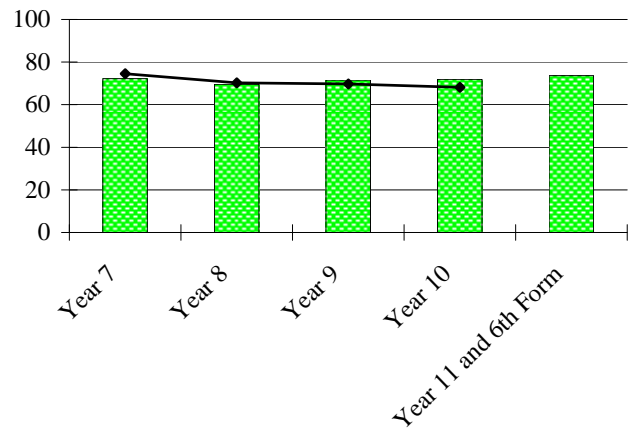
**Explaining to parents how to help their child**



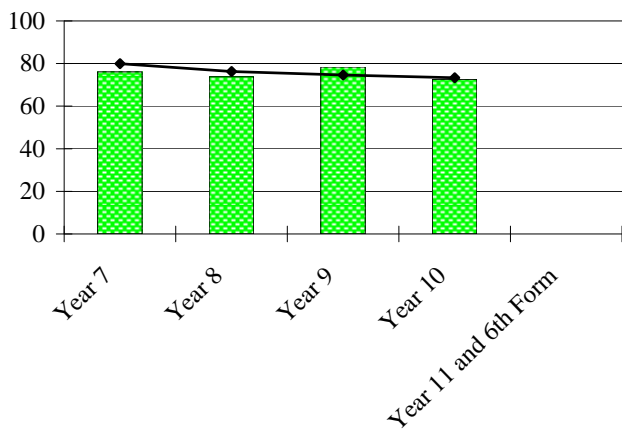
**Celebrating and rewarding achievement**



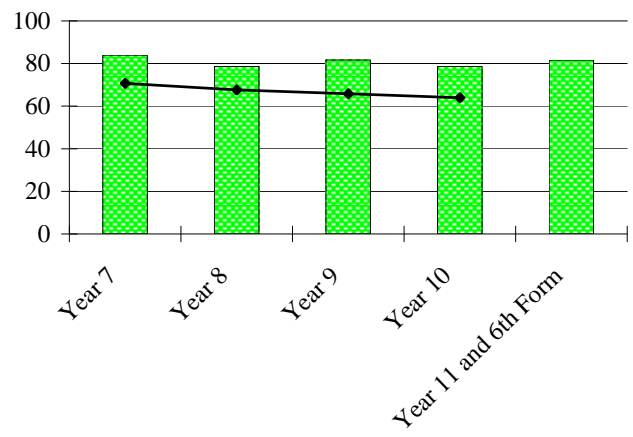
**Ensuring pupils do best and make good**



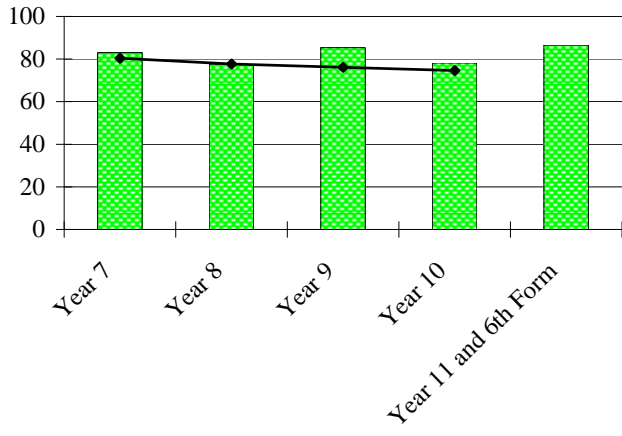
**Making sure that the new pupils settle in**



**School's image in the local community**



**Transfer from previous school**



## **Analysis to Investigate Unexpected or Unusual Year Group Results.**

Earlier Kirkland Rowell reports were only able to tell you if a difference between 2 year groups was statistically significant. Now, using the patterns which we have extracted from analysing the year group results of similar schools, we are able to go one step further and tell you when differences are unexpected and meaningful.

As you can see from the previous section of the report; when broken down by year group, the averages of similar schools change as pupils get older. Some scores improve as pupils get older while others decline or show a dip, or a spike, in a particular year group. There are many reasons why these differences occur; for example because a subject is usually dropped in Year 9 or because some issues become more or less important as pupils progress through the school.

By applying these national patterns to the scores that your school achieved, we can make a prediction of the contributions that we would have expected from each year group, towards your whole school scores. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools. Doing this enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

Where there is a large difference between the actual score and the predicted score, we know that we have identified a year group where parents are either more satisfied or less satisfied than we would have expected, compared to the rest of the school.

This analysis was carried out for this school, however, no unusual differences were identified i.e. all year group scores are within reasonable boundaries of what we expected to see, based on the overall scores achieved.

## **Appendix**

## **Performance**

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

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

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

The following assumptions are made:

- 1) The likelihood of a questionnaire being returned correctly completed is independent of the subjects that the pupils study.
- 2) The ratio of boys to girls does not fluctuate across the year groups of the school.
- 3) For Non-academic areas, it is assumed that boy's and girl's parents are equally likely to have an opinion. This assumption does not apply to academic subjects, where some (e.g.. Dance) may be taught to differing proportions of boys:girls. Where this is the case, an adjustment is made based on the ratio of respondents.

## Calculating the performance score

The following example is for the subject of Religious Studies.

Where Religious Studies is only taught in years 9, 10, and 11 in a mixed gender school with years 7 to 11.

In order for a year group to be included in the final score for Religious Studies, 2 questions need to be satisfied:

- 1) Are there a minimum number of respondents giving a score for Religious Studies in that year? For small surveys (less than 300 total returned questionnaires) the minimum is 8. For larger surveys, the minimum is  $8+2\%$  total number questionnaires exceeding 300. (i.e.. If 500 returned,  $\text{min}=8+2\%(500-300) = 12$ )
- 2) Is the number responding in any year greater than 5% of total respondents giving a score for Religious Studies?

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

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

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

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

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

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

Repeat this process for other years where year =Y (i.e. years 10 and 11 in this case) to achieve P10boys, and P11boys (Religious Studies).

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

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

Repeat this process for F10boys (RS) and F11boys (RS).

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

We then repeat the process above for girls to achieve Fgirls (Religious Studies).

In order to combine the boys score with the girls score for each academic subject, it is now necessary to weight them in proportion to the number of boys and girls returns, to take into account the possibility that the subject has significantly higher numbers of one gender studying that subject (e.g.. Dance say).

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

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

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

Similarly,

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

Now, final Academic scores can be calculated as:

$$\text{Final (Religious Studies) Score} = \text{GPfs} \times \text{Fgirls (RS)} + \text{BPfs} \times \text{Fboys (RS)}$$

(unless GPfs = 0, in which case, Final Religious Studies Score = Fboys (RS) )  
 ( or BPfs = 0, in which case, Final Religious Studies Score = Fgirls (RS) )

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

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

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

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

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

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

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

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

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

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

## **Measuring Reliability**

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

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

5% = 0.2 on our scale of 1 - 5

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

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

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

We calculate the standard error of the mean as follows:

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

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

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

## **Significant Differences**

We require that differences between two given results (e.g.. When comparing this year's scores with last year's scores) are highlighted to indicate a significant difference if the given difference is greater than 5% on our scale and is greater than might be expected as a result of sample variations at the 95% confidence level.

Changes are therefore highlighted as significant if they fulfil the following condition.

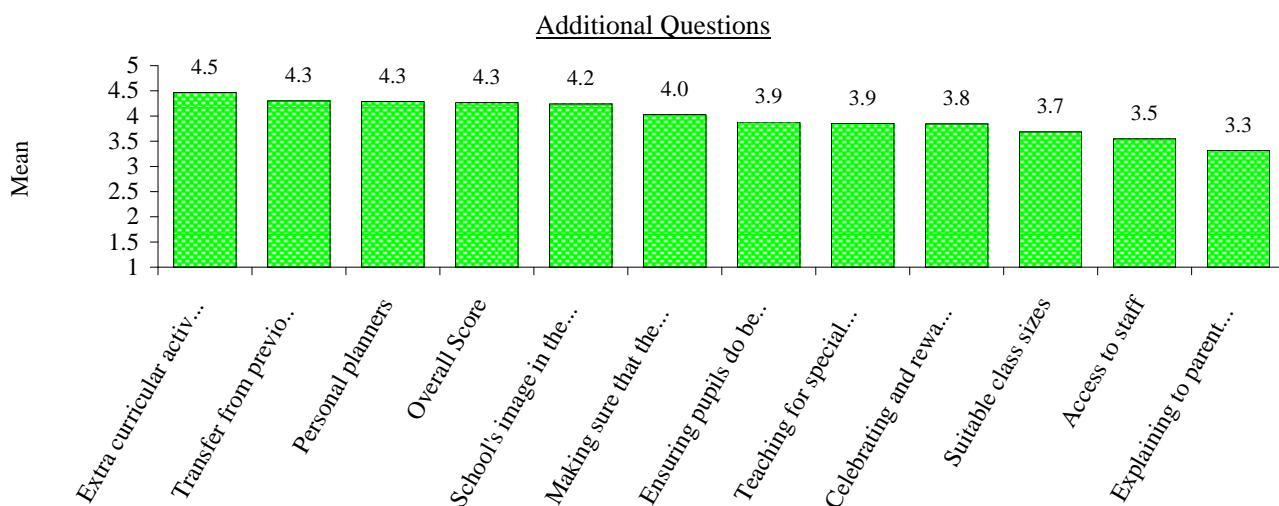
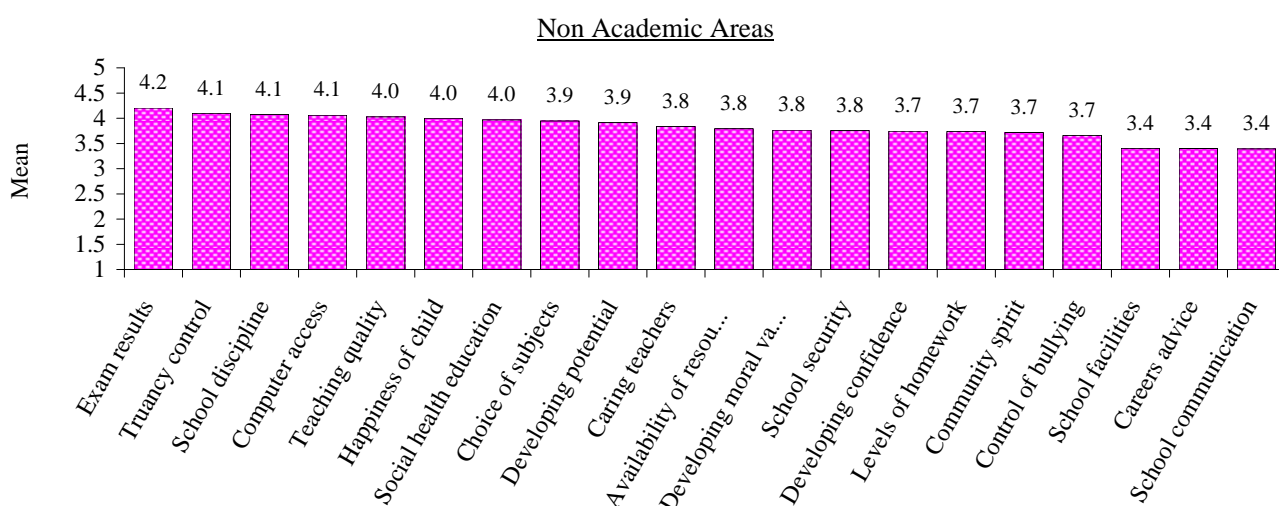
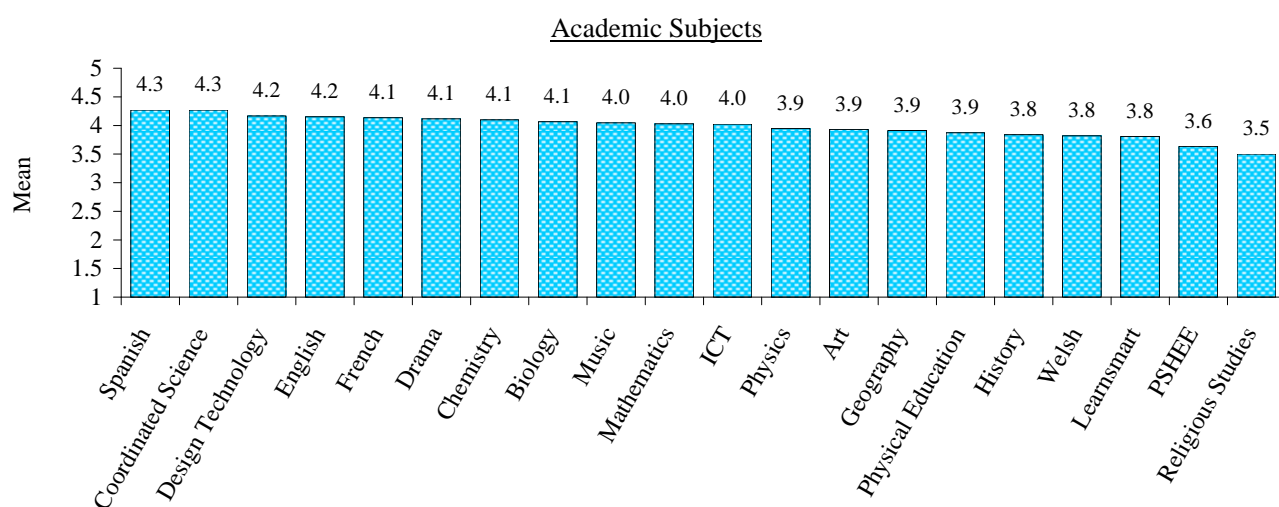
If greater than 5% of our scale, and greater than 2 X SEM of first result + 2 X SEM of second result.

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

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

**Graphs to Show Raw, Adjusted Satisfaction Score Achieved for Each of the Criteria Surveyed. (These are the results before the weightings are applied.)**

The mean scores below are converted into weighted performance scores in the results pages.



Similar School Averages to November 2009 - Academic Subjects

ACADEMIC SUBJECTS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
8101	40	73.1%	70.1%	76.0%	Art
6640	38	74.3%	74.7%	74.0%	Design Technology
5601	31	71.6%		73.2%	Drama
10219	41	74.2%	72.4%	75.7%	English
6987	36	72.2%	70.6%	73.6%	French
8604	41	72.0%	72.7%	71.5%	Geography
8719	41	75.4%	75.3%	75.4%	History
8141	40	71.7%	71.8%	71.7%	IT
10272	41	75.2%	76.3%	74.2%	Mathematics
7587	41	70.0%	68.9%	70.9%	Music
9436	40	73.5%	74.8%	72.3%	Physical Education
9419	41	68.8%	66.8%	70.5%	Religious Studies
6904	36	72.8%	73.5%	72.1%	Science
9011	39	67.6%	65.4%	69.7%	Welsh

REMAINING SUBJECTS SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
2750	23	72.3%	73.1%	70.1%	Biology
2707	23	71.9%	74.1%	69.6%	Chemistry
2131	14	64.0%	65.4%	62.5%	Citizenship
2893	21	72.7%	73.0%	72.3%	Food Technology
2373	17	70.6%	70.2%	70.9%	German
2650	23	70.1%	73.0%	67.0%	Physics

Similar School Averages to November 2009 - Non-academic Subjects

CORE AREAS - RELIABLE AVERAGES

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
7077	43	60.1%	61.1%	59.2%	Careers advice
11155	43	69.7%	70.2%	69.2%	Caring teachers
10252	43	71.8%	72.1%	71.5%	Choice of subjects
9763	43	63.2%	63.1%	63.3%	Community spirit
10691	43	74.1%	74.8%	73.3%	Computer access
10052	43	63.7%	63.9%	63.5%	Control of bullying
11201	43	67.8%	68.0%	67.7%	Developing confidence
9866	43	64.1%	63.9%	64.2%	Developing moral values
10774	43	67.6%	67.1%	67.9%	Developing potential
8394	33	69.7%	69.3%	70.5%	Ensuring pupils do their best and make good progress
8874	43	73.9%	73.1%	74.7%	Exam results
11553	43	72.3%	72.7%	72.0%	Happiness of child
11089	42	4.8	4.2	5.4	Hours of Homework
11503	43	62.7%	60.9%	64.4%	Levels of homework
11485	42	75.3%	75.1%	75.5%	Overall
11479	43	65.0%	64.3%	65.8%	School communication
11342	43	70.7%	70.8%	70.5%	School discipline
11374	43	64.5%	65.5%	63.6%	School facilities
10616	43	66.9%	66.9%	66.8%	School security
9469	43	67.2%	67.2%	67.1%	Social health education
11124	43	71.7%	71.8%	71.6%	Teaching quality
10304	43	68.2%	67.9%	68.5%	Textbook availability
9863	43	75.8%	76.3%	75.4%	Truancy control

REMAINING CRITERIA SURVEYED

<u>No. of parent opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
3282	11	67.7%	68.9%	67.8%	Access to staff
3494	17	71.2%	70.8%	71.9%	Celebrating and rewarding achievement
4388	19	62.7%	64.0%	62.5%	Encouraging and listening to parent views
2826	13	62.8%	62.1%	63.1%	Encouraging and listening to pupil views
3594	15	60.9%	61.8%	59.8%	Explaining to parents how to help their child
6304	27	68.5%	67.3%	69.8%	Extra curricular activities
3886	17	63.5%	63.4%	63.7%	Handling complaints
3148	15	76.1%	76.2%	76.3%	Making sure that the new pupils settle in well
5802	23	67.3%	67.2%	68.1%	Parents evening
2684	11	74.8%	72.8%	76.7%	Personal planners
4083	18	71.7%	71.7%	72.2%	Quality of school management
3947	16	64.4%	65.1%	64.5%	Regular marking of work
3122	13	73.5%	73.8%	73.8%	School uniform
3992	17	64.4%	63.7%	63.7%	School's image in the local community
4513	22	65.6%	65.9%	65.8%	Tailoring workload to child's needs and ability
1444	15	70.5%	67.5%	70.5%	Teaching for special needs
4222	18	65.3%	66.9%	63.7%	Treating all pupils fairly and equally
5889	20	73.3%	72.2%	74.4%	Written reports

## Similar School Results for Parents Choosing each of the Ranking Priorities - by Gender

### Average percentage selecting each

<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>Perceptions Areas</u>	<u>All</u>	<u>Boys</u>	<u>Girls</u>
10263	4475	5708	School discipline	85.0%	85.8%	86.0%
10126	4431	5636	Teaching quality	84.8%	86.0%	85.2%
9918	4295	5559	Happiness of child	81.7%	81.2%	83.6%
9248	3983	5230	Control of bullying	75.7%	74.6%	78.2%
8194	3590	4541	Caring teachers	68.2%	68.6%	69.0%
7981	3590	4321	Developing potential	67.0%	71.2%	64.3%
7303	3309	3945	School communication	60.4%	63.8%	58.4%
7068	3139	3857	Developing confidence	58.3%	60.1%	57.7%
6386	2775	3586	School facilities	54.3%	54.7%	55.0%
6159	2502	3680	School security	51.6%	48.6%	55.3%
5444	2320	3088	Exam results	47.7%	46.8%	49.7%
5486	2453	2970	Developing moral values	45.5%	47.4%	44.5%
4120	1736	2361	Choice of subjects	36.2%	35.9%	37.1%
3714	1654	2032	Availability of resources	32.0%	33.8%	31.1%
3819	1672	2133	Levels of homework	31.2%	32.3%	30.7%
3406	1423	1920	Careers advice	30.1%	30.2%	30.4%
3534	1488	2083	Truancy control	29.9%	28.2%	32.0%
2555	1168	1376	Computer access	22.9%	24.9%	21.5%
2427	978	1390	Social health education	19.7%	18.5%	21.2%
2234	976	1208	Community spirit	18.5%	18.7%	18.7%

Parent priorities ranked in descending order of importance.

### All Parents

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

### Boys' parents

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

### Girls' parents

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

Total boys surveyed = 5081

Total girls surveyed = 6472

Total sample= 11553

From 43 Schools