

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

Prepared and Presented

By

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Introduction

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

The report measures the levels of satisfaction among the pupils for a range of criteria, which have been previously identified as being important to the parents of school pupils, as well as asking about perceptions of progress 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 pupils of the school. Questionnaires were distributed to all pupils.

Questionnaires were sealed with a reply envelope.

Completed questionnaires were returned sealed, to the form tutor.

The questionnaire asked pupils to give an assessment of whether or not they thought they were making good progress in each subject offered by the school as well as indicating either "true" or "false" to a statement relating to each criterion on a list of identified parent priorities.

Each statement offered a positive hypothesis for each criterion, the ideal result would therefore have been achieved if 100% of pupils thought that the statement was true.

Pupils were then asked to identify their top 10 priorities from the list of 20 and to choose their single top priority for improvement in the school.

Pupils also answered either "true" or "false" to a number of questions which were designed to assess the degree to which the pupils' home environment was conducive to good progress at school.

The pupils also estimated the time that they thought they spent doing homework, as well as making specific suggestions regarding possible improvements.

Results

960 completed questionnaires were returned representing a response rate of 80.0%. The survey produced an excellent overall response from the pupils, 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 four minority academic criteria.

For the sake of assessment, in most schools, academic subjects receiving a score of 80% or above should be considered a success; with 70% being a realistic target of attainment for non-academic criteria. These scores are based on averages gathered from over 40 "similar" schools across the country. Scores of 10% or more above these targets are exceptional; while scores of 5% or more lower should suggest room for improvement.

In some schools the pupils may be less likely to say that a positive statement is true, because one problematic issue within the school (such as bullying or discipline) is colouring the pupils' 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 pupils gave an excellent overall performance score (76%), while among the pupils who had been attending the school for over a year, 47% said the school had improved over the last year while only 17% thought that the school's performance was worse.

Executive Summary

The survey results reveal that the school has reason to be happy with most of its activities; particularly the number of criteria showing improvement in scores since the previous survey.

With regard to Academic criteria, the highest proportion of pupils who said they were making good progress was for Welsh, Ethics & Philosophy and Chemistry.

The highest proportion of pupils who said they were not making good progress was for Religious Studies, History and Art.

With regard to Non-Academic areas, pupils awarded the highest scores for the delivery of Availability of resources, Community spirit and School discipline.

The pupils awarded the lowest scores for the delivery of School facilities, Levels of homework and Careers advice.

The pupils' top priority for improvement is School facilities.

The boys gave significantly higher scores for Physics, Computer access, Careers advice and Parents check my homework.

The girls gave significantly higher scores for Art, Religious Studies, Welsh, Happiness of child, Personal planners and School uniform.

Since The Previous Survey

There were 13 academic areas which received significantly higher scores than the previous survey.

There were 20 non-academic areas which received significantly higher scores than the previous survey.

The following non-academic area received a significantly lower score than the previous survey: School uniform.

The survey has achieved a good benchmark of performance against which future academic years might be compared.

Results Tables

In the following table the mean scores achieved are given as a %. A full explanation of how mean scores were converted to percentages is given in the Appendix. As there is a measurable bias in the way that pupils 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.

Scores 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 * .

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 good, and above the gold line are exceptional.

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 % making good progress	Previous Survey	% Change	Weighted % not making good progress
Welsh	100.2	94.0	+6.2	-0.2
** Ethics & Philosophy	100.0			0.0
Chemistry	96.8	78.2	+18.6	3.2
Drama	94.9	72.3	+22.6	5.1
Music	94.1	66.8	+27.3	5.9
French	93.2	81.4	+11.9	6.8
Spanish	93.2	84.4	+8.8	6.8
Biology	91.9	87.0	+4.9	8.1
Physics	91.4	80.1	+11.2	8.6
Co-ordinated Science	89.7	85.9	+3.8	10.3
English	89.4	80.9	+8.4	10.6
PSHEE	88.6			11.4
* Business Studies	88.3	70.6	+17.7	11.7
Mathematics	88.3	87.4	+0.8	11.7
Physical Education	88.1	80.3	+7.9	11.9
Geography	88.0	80.8	+7.2	12.0
ICT	87.7	79.2	+8.5	12.3
Design Technology	86.8	80.6	+6.2	13.2
* Learnsmart	86.3			13.7
Art	84.5	73.8	+10.7	15.5
History	83.0	79.0	+4.0	17.0
Religious Studies	78.8	60.8	+18.0	21.2
COPE	low response			
Food Technology	"			
Graphic Products	"			
Resistant Materials	"			

Only highlighted changes should be considered significant.

* - not weighted by Similar School average figure

* - only reliable to within 10%

Selected Performance Criteria

Criteria	Weighted % who	Previous Survey	% Change	Weighted % who
	said statement was true			said statement was false
Availability of resources	94.4	75.3	+19.1	5.6
Community spirit	83.4	60.9	+22.5	16.6
School discipline	82.3	74.5	+7.8	17.7
Developing confidence	80.3	59.3	+21.0	19.7
Choice of subjects	79.5	60.4	+19.1	20.5
Control of bullying	77.5	55.8	+21.7	22.5
Exam results	76.9	70.9	+6.1	23.1
School security	76.3	66.6	+9.7	23.7
Social health education	76.0	65.6	+10.4	24.0
Teaching quality	75.9	63.7	+12.1	24.1
Happiness of child	75.6	69.9	+5.7	24.4
Developing moral values	75.6	67.0	+8.5	24.4
Truancy control	75.1	70.5	+4.5	24.9
Developing potential	73.8	64.8	+9.0	26.2
Caring teachers	73.6	63.3	+10.3	26.4
School communication	73.5	61.0	+12.5	26.5
Computer access	70.9	60.8	+10.1	29.1
Careers advice	70.1	66.6	+3.5	29.9
Levels of homework	68.7	66.1	+2.6	31.3
School facilities	65.2	51.0	+14.2	34.8
"Overall" Rating Score	76.4			

Only highlighted changes should be considered significant.

Additional Questions

Additional subject areas were investigated with regard to pupil happiness and the following results were achieved with regard to those pupils 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 Similar Schools Average figures.

Issue	Weighted % who			Weighted % who
	said statement was true	Previous Survey	% Change	
School's image in the local community	92.2			7.8
Extra curricular activities	87.1	62.5	+24.6	12.9
School uniform	85.5	126.1	-40.6	14.5
Personal planners	83.3			16.7
Handling complaints	81.4			18.6
Teaching for special needs	77.1	51.1	+26.0	22.9
Celebrating and rewarding achievement	76.5	72.8	+3.8	23.5
Parents evening	76.3	51.7	+24.6	23.7
Transfer from previous school	75.4			24.6
Ensuring pupils do best and make progress	74.1	66.8	+7.2	25.9
Explaining to parents how to help their child	71.6			28.4
Encouraging and listening to pupils' views	68.4			31.6
Suitable class sizes	68.0			32.0
Access to staff	65.6			34.4

Importance Ratings

Ideally those criteria which are most important to pupils will be the criteria to which pupils award the highest performance scores.

In the following table, the first column shows the percentage of pupils 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 pupils say the school performs, ie. 1st = what the school does best, 20th = what the school does least well.

Tip - Remember, green is good, red is bad

	Importance Score (%)	Performance Ranking
Control of bullying	72.0%	(6th)
School facilities	71.9%	(20th)
Happiness of child	70.7%	(11th)
School discipline	66.4%	(3rd)
Exam results	65.9%	(7th)
Teaching quality	63.5%	(10th)
School security	61.8%	(8th)
Levels of homework	59.7%	(19th)
Choice of subjects	52.4%	(5th)
Careers advice	50.1%	(18th)
Developing potential	47.2%	(14th)
Caring teachers	46.9%	(15th)
Social health education	41.5%	(9th)
Computer access	41.1%	(17th)
Availability of resources	38.8%	(1st)
Developing confidence	36.2%	(4th)
School communication	31.7%	(16th)
Truancy control	31.5%	(13th)
Developing moral values	29.8%	(12th)
Community spirit	20.8%	(2nd)

Graphical and Tabular Analysis
of
Selected Results

Charts to Compare and Contrast where the Pupils said they were making good progress, with a ranking of parent satisfaction for each subject

Position differences of 6 or more have been highlighted.

Pupils

Parents

Subject	Ranking
Welsh	1st
Chemistry	2nd
Drama	3rd
Music	4th
French	5th
Spanish	6th
Biology	7th
Physics	8th
Co-ordinated Science	9th
English	10th
PSHEE	11th
Mathematics	12th
Physical Education	13th
Geography	14th
ICT	15th
Design Technology	16th
Learnsmart	17th
Art	18th
History	19th
Religious Studies	20th

Subject	Ranking
Spanish	1st
Co-ordinated Science	2nd
Chemistry	3rd
Drama	4th
Music	5th
French	6th
Physics	7th
Design Technology	8th
English	9th
Biology	10th
ICT	11th
Welsh	12th
Geography	13th
Mathematics	14th
Art	15th
PSHEE	16th
Physical Education	17th
Learnsmart	18th
History	19th
Religious Studies	20th

Charts to Compare and Contrast how the Pupils and Parents thought the school was performing

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

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

Charts to Compare and Contrast how the Pupils and Parents thought the school was performing

There were no significant differences detected.

Pupils

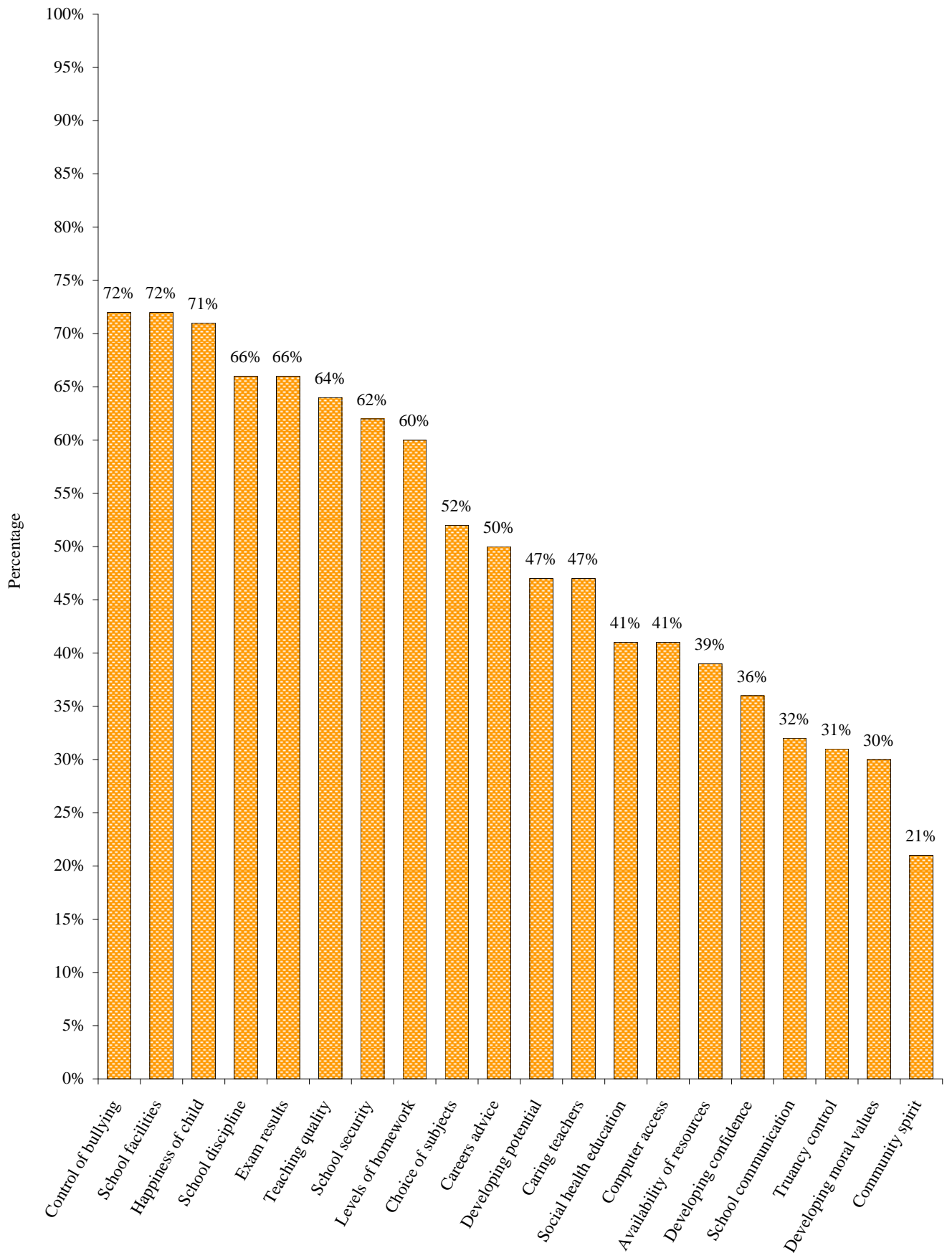
Additional criteria	Ranking
School's image in the local community	1st
Extra curricular activities	2nd
Personal planners	3rd
Teaching for special needs	4th
Celebrating and rewarding achievement	5th
Transfer from previous school	6th
Ensuring pupils do best and make progress	7th
Explaining to parents how to help their child	8th
Suitable class sizes	9th
Access to staff	10th

Parents

Additional criteria	Ranking
Extra curricular activities	1st
School's image in the local community	2nd
Personal planners	3rd
Transfer from previous school	4th
Ensuring pupils do best and make progress	5th
Teaching for special needs	6th
Celebrating and rewarding achievement	7th
Suitable class sizes	8th
Explaining to parents how to help their child	9th
Access to staff	10th

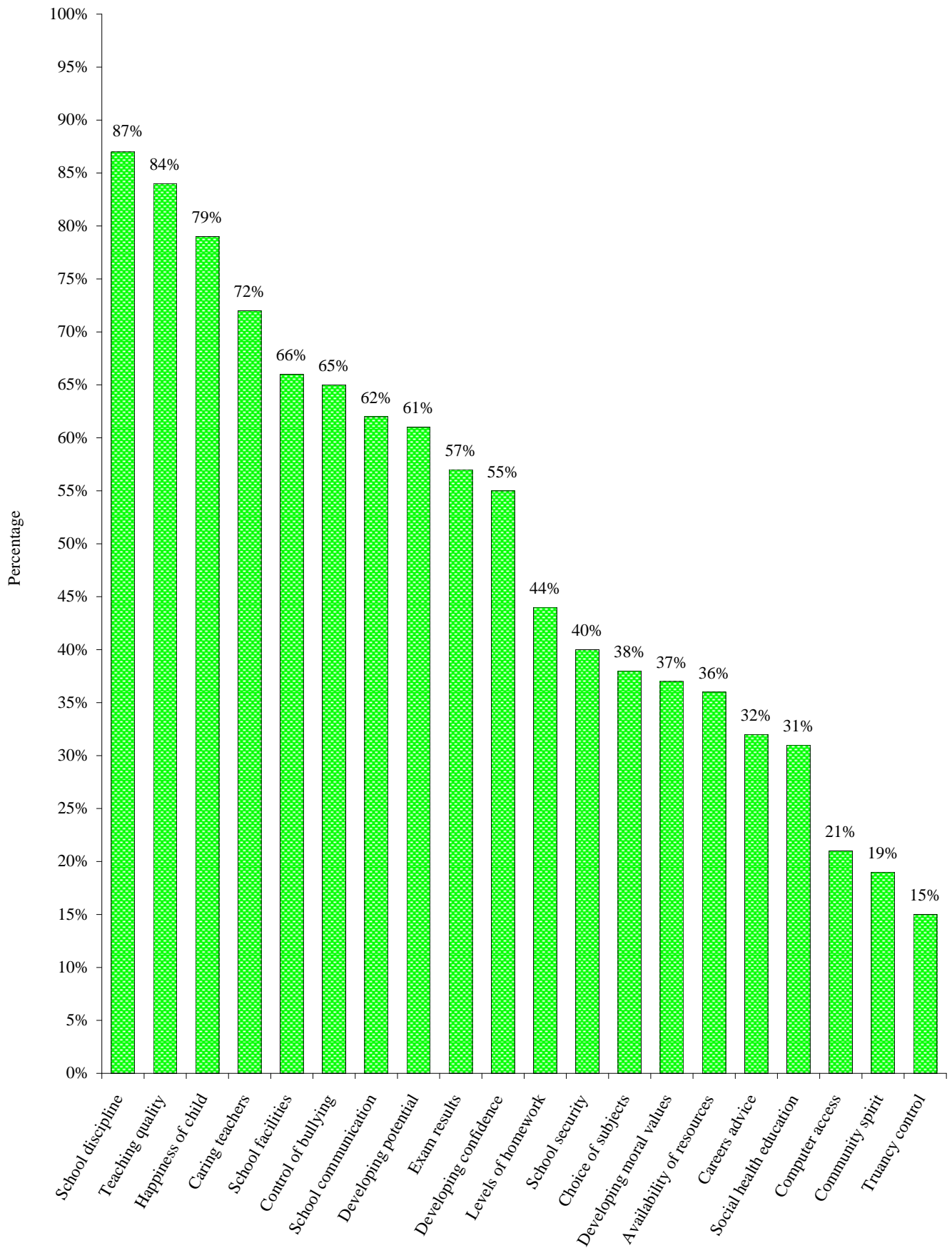
Graph to Show Pupil Comparative Importance Scores for Each of the Identified Priorities.

The pupils were asked to choose 10 priorities from a list of 20 criteria.



Graph to Show Parent Comparative Importance Scores for Each of the Identified 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.



The parent results quoted, are from the survey completed in the 2009/10 academic year.

Charts to Compare and Contrast Pupils' and Parents' Importance

Position differences of 6 or more have been highlighted.

Pupils

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

Parents

Chosen criteria	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
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
Truancy control	20th

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

Position differences of 4 or more have been highlighted.

This School

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

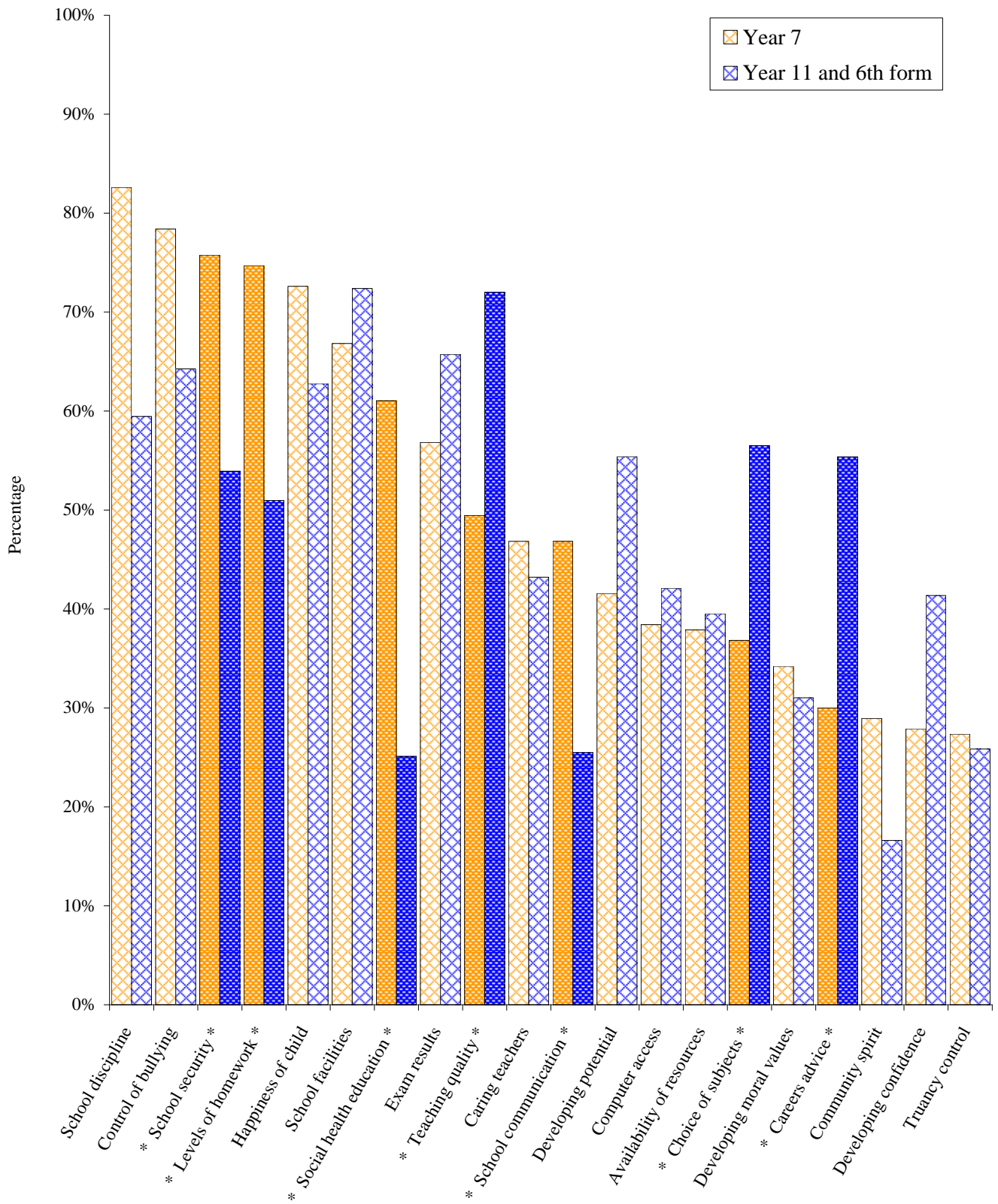
Average of Similar Schools

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

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

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

Differences in ranking of 6 or more positions have been highlighted.



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

Position differences of 6 or more have been highlighted.

Priorities of Year 7 pupils

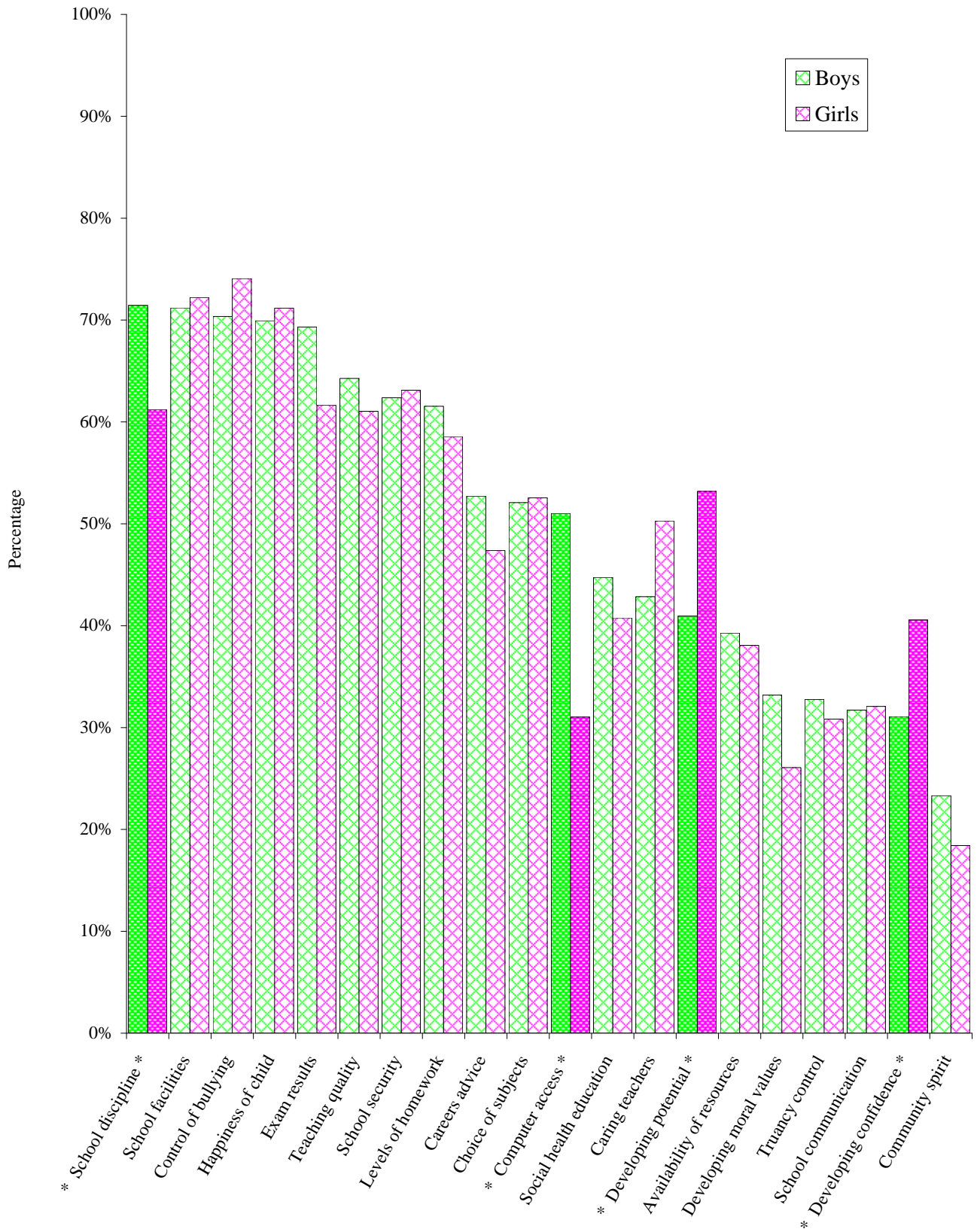
Choose 10	Ranking
School discipline	1st
Control of bullying	2nd
School security	3rd
Levels of homework	4th
Happiness of child	5th
School facilities	6th
Social health education	7th
Exam results	8th
Teaching quality	9th
Caring teachers	10th
School communication	10th
Developing potential	12th
Computer access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

Priorities of Year 11 and 6th form pupils

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

Graph to Show how Pupils' **Priorities** Differ by Gender.

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



Charts to Show how Pupil **Priorities** Differ by Gender.

Position differences of 4 or more have been highlighted.

Priorities of Boys

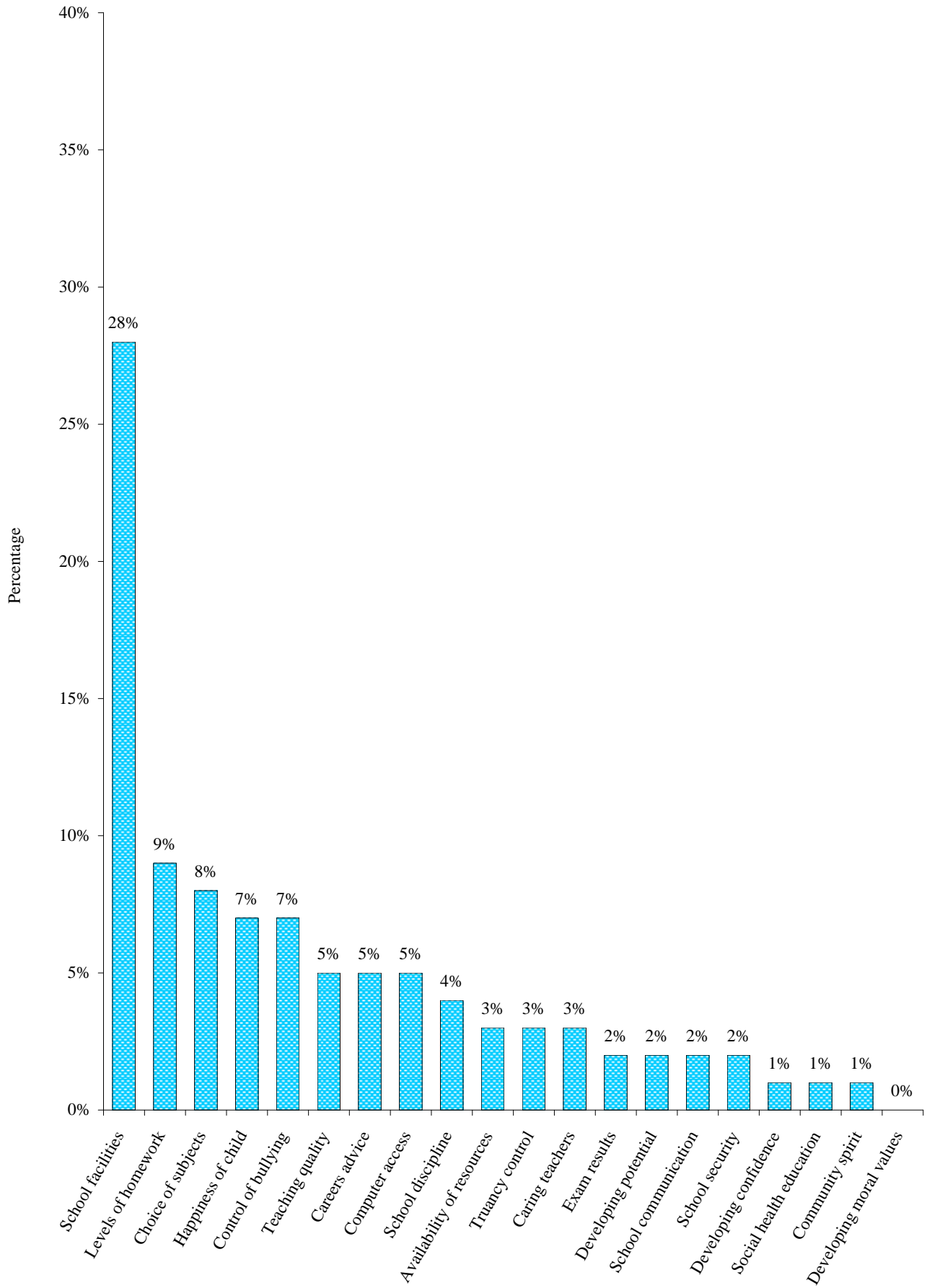
Choose 10	Ranking
School discipline	1st
School facilities	2nd
Control of bullying	3rd
Happiness of child	4th
Exam results	5th
Teaching quality	6th
School security	7th
Levels of homework	8th
Careers advice	9th
Choice of subjects	10th
Computer access	11th
Social health education	12th
Caring teachers	13th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

Priorities of Girls

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

Graph to Show Relative Pupil Priorities for Improvement.

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



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: green is very good, red is bad and gold is exceptional.)

Relative Strengths - academic

- 100.2% Welsh
- 100.0% Ethics & Philosophy
- 96.8% Chemistry
- 94.9% Drama
- 94.1% Music

Relative Weaknesses - academic

- 78.8% Religious Studies
- 83.0% History
- 84.5% Art
- 86.3% Learnsmart
- 86.8% Design Technology

Relative Strengths - selected performance criteria

- 94.4% Availability of resources
- 83.4% Community spirit
- 82.3% School discipline
- 80.3% Developing confidence
- 79.5% Choice of subjects

Importance

- (38.8%) 15th
- (20.8%) 20th
- (66.4%) 4th
- (36.2%) 16th
- (52.4%) 9th

Relative Weaknesses - selected performance criteria

- 65.2% School facilities
- 68.7% Levels of homework
- 70.1% Careers advice
- 70.9% Computer access
- 73.5% School communication

Importance

- (71.9%) 2nd
- (59.7%) 8th
- (50.1%) 10th
- (41.1%) 14th
- (31.7%) 17th

Estyn Summary - based on Estyn as of September 2008

Important - the following grades only reflect the views gathered from the pupil 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:

Gold	=	Outstanding
Green	=	Good
Black	=	Satisfactory
Red	=	Inadequate

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

Teaching for special needs	77.1%
Exam results	76.9%
Celebrating and rewarding achievement	76.5%
Quality of teaching	75.9%
Ensuring pupils do their best and make good progress	74.1%

Their progress in learning.

Criteria

Ensuring pupils do their best and make good progress	74.1%
Developing potential	73.8%

The development of their personal, social and learning skills.

Criteria

Extra curricular activities	87.1%
Community spirit	83.4%
School discipline	82.3%
Developing confidence	80.3%
Social health education	76.0%
Developing moral values	75.6%
Truancy control	75.1%
Careers advice	70.1%

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

Celebrating and rewarding achievement	76.5%
Teaching quality	75.9%
Ensuring pupils do their best and make good progress	74.1%
Developing potential	73.8%
Caring teachers	73.6%

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

Criteria

Personal planners	83.3%
School communication	73.5%

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

Extra curricular activities	87.1%
Community spirit	83.4%
Developing confidence	80.3%
Choice of subjects	79.5%
Social health education	76.0%
Developing moral values	75.6%
Developing potential	73.8%

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

Criteria

Community spirit	83.4%
Careers advice	70.1%

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

School discipline	82.3%
Handling complaints	81.4%
Control of bullying	77.5%
School security	76.3%
Social health education	76.0%
Happiness of child	75.6%
Transfer from previous school	75.4%
Truancy control	75.1%
Caring teachers	73.6%
School communication	73.5%
Careers advice	70.1%
Healthy lifestyle - Exercise	69.8%
Healthy lifestyle - Diet	59.1%

The quality of provision for additional learning needs.

Criteria

School discipline	82.3%
Teaching for special needs	77.1%

The quality of provision for equal opportunities.

Criteria

Community spirit	83.4%
Control of bullying	77.5%
Teaching for special needs	77.1%
Developing moral values	75.6%

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.

Criteria

Encouraging and listening to pupils' views **68.4%**

The effectiveness of planning for improvement.

Criteria

Availability of resources **94.4%**
School facilities **65.2%**

Improvement in scores.

Of the pupils who were not new to the school, 47% said the school had improved, while 17% 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

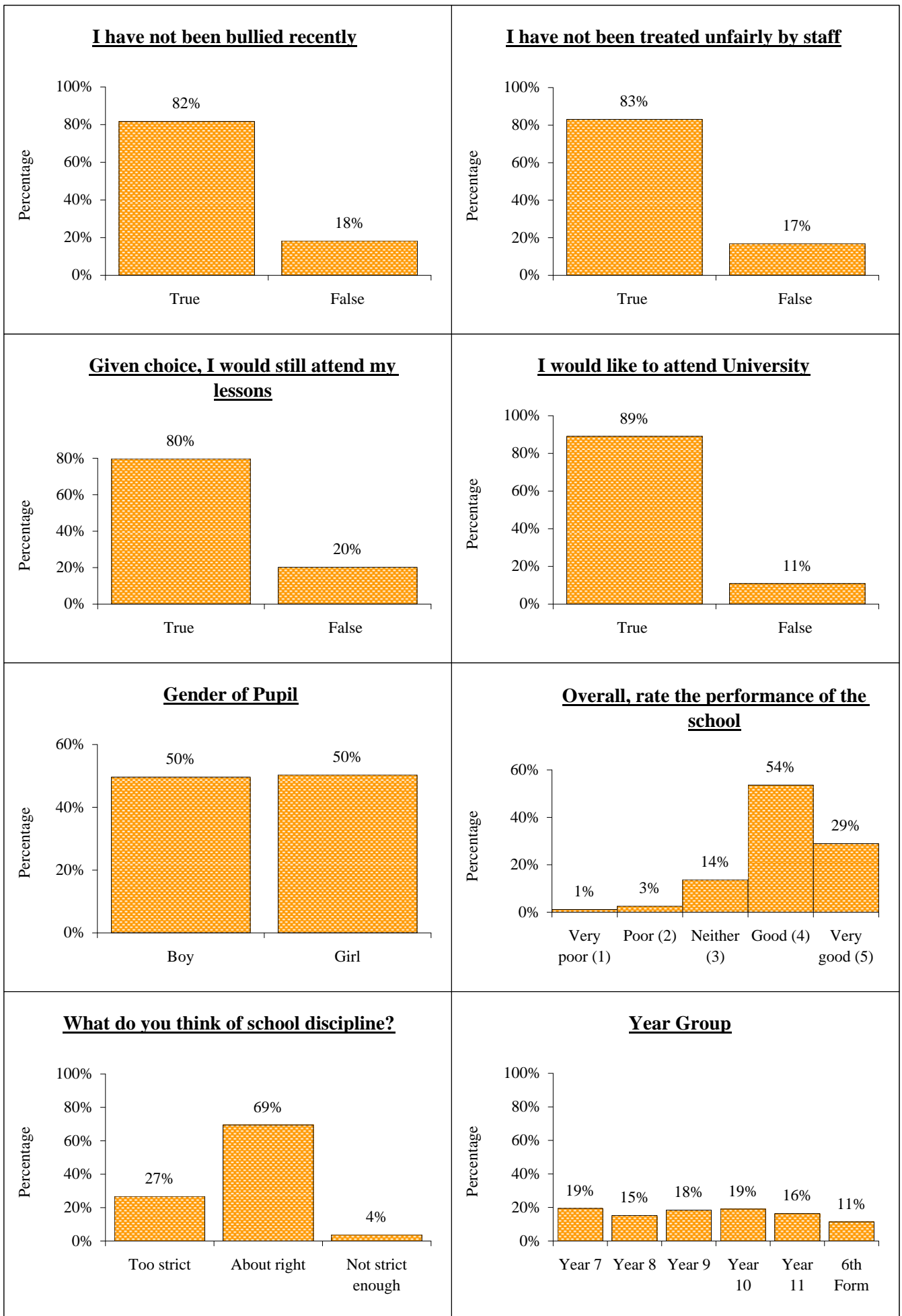
Availability of resources	94.4%
Extra curricular activities	87.1%
Teaching quality	75.9%
Computer access	70.9%
Suitable class sizes	68.0%
School facilities	65.2%

How efficiently resources are managed to achieve value for money.

Criteria

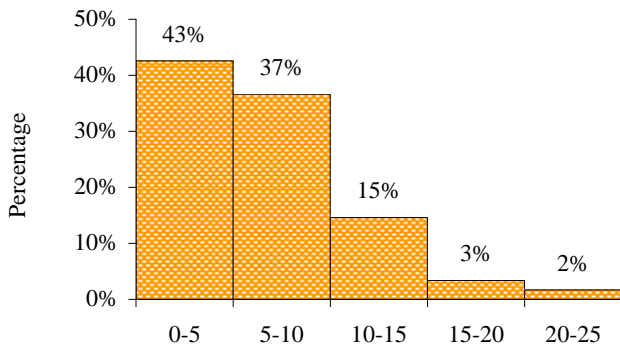
Availability of resources	94.4%
Extra curricular activities	87.1%
Computer access	70.9%
Suitable class sizes	68.0%

Graphical Analysis of Results for all Questions and Criteria

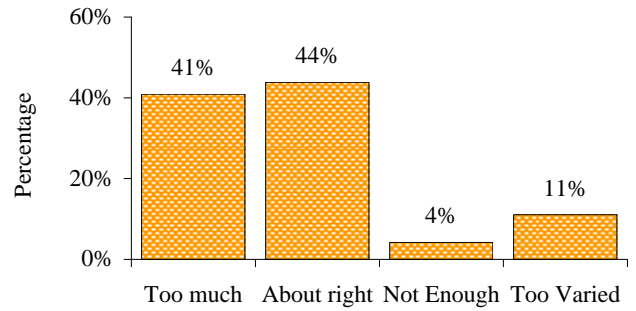


Average figures from similar schools are given in [brackets].

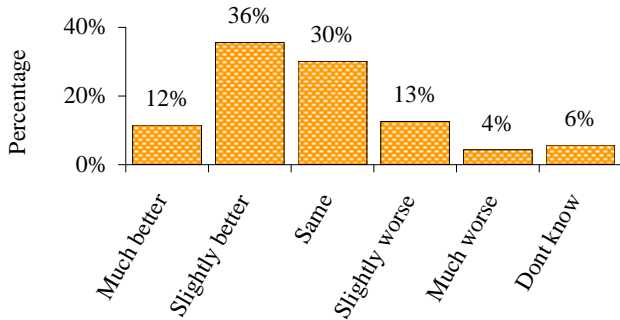
Hours of Homework per Week



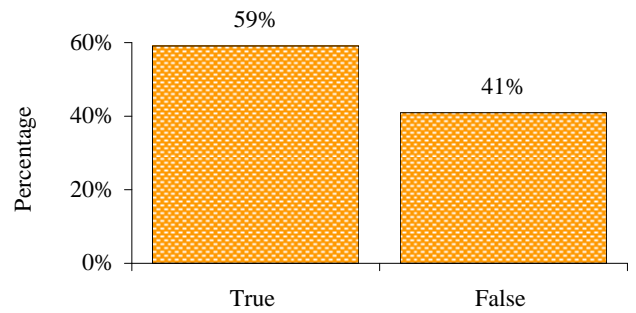
Describe the Amount of Homework Given



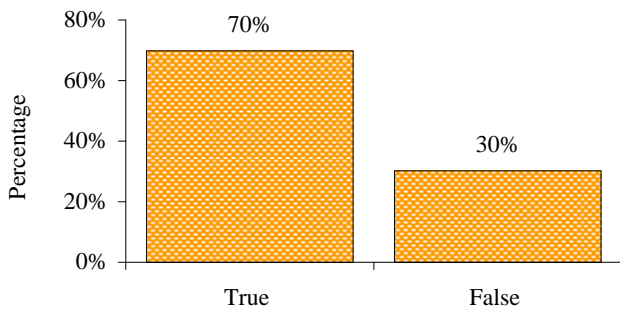
Performance compared to last year



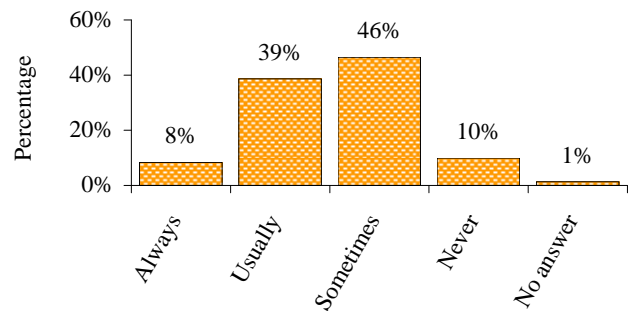
The school encourages a healthy lifestyle through diet



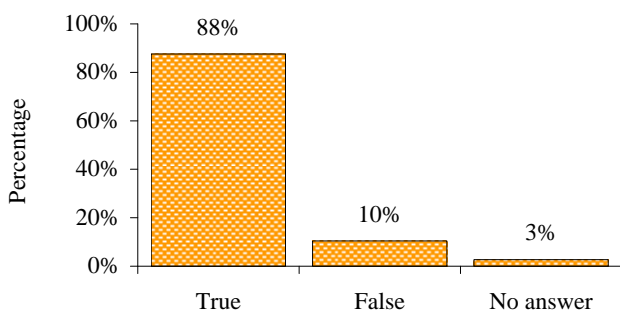
The school encourages a healthy lifestyle through exercise



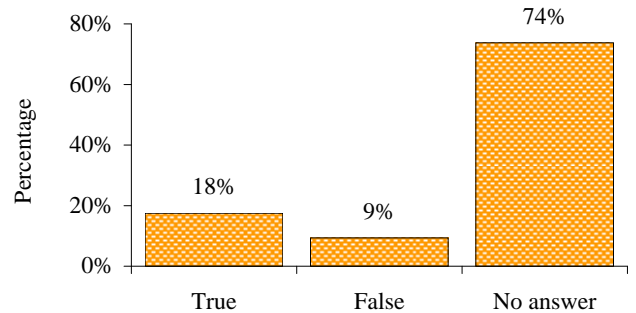
Do you look forward to coming to school?



I know how to improve my work in most subjects.

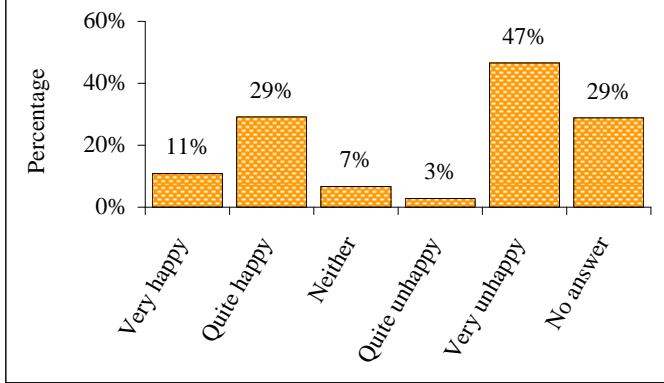


The new mentoring system helps me to make progress in school.



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

Are you happy with the range of subject options available to you at KS 4 & 5?

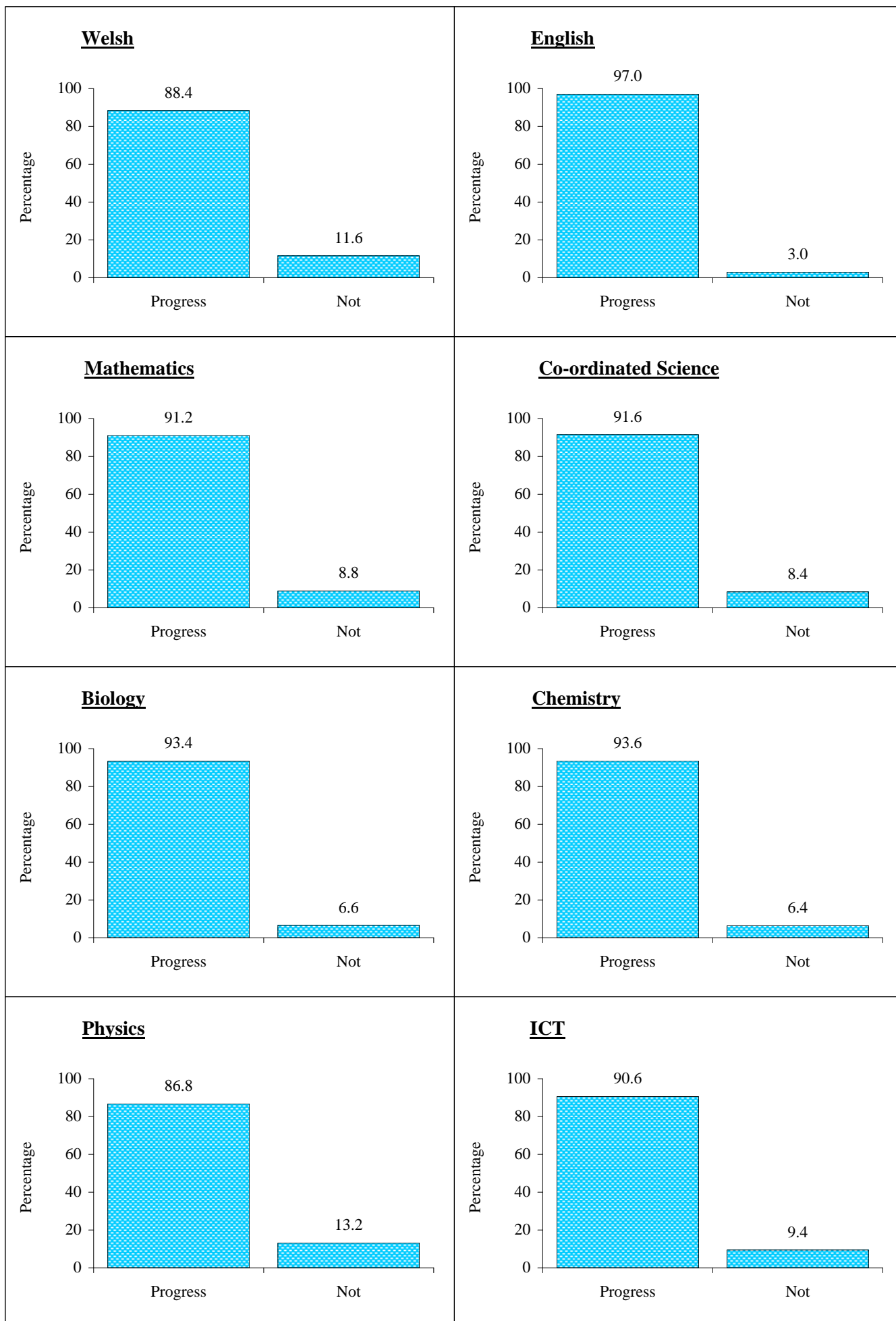


Average figures from similar schools are given in **[brackets]**.

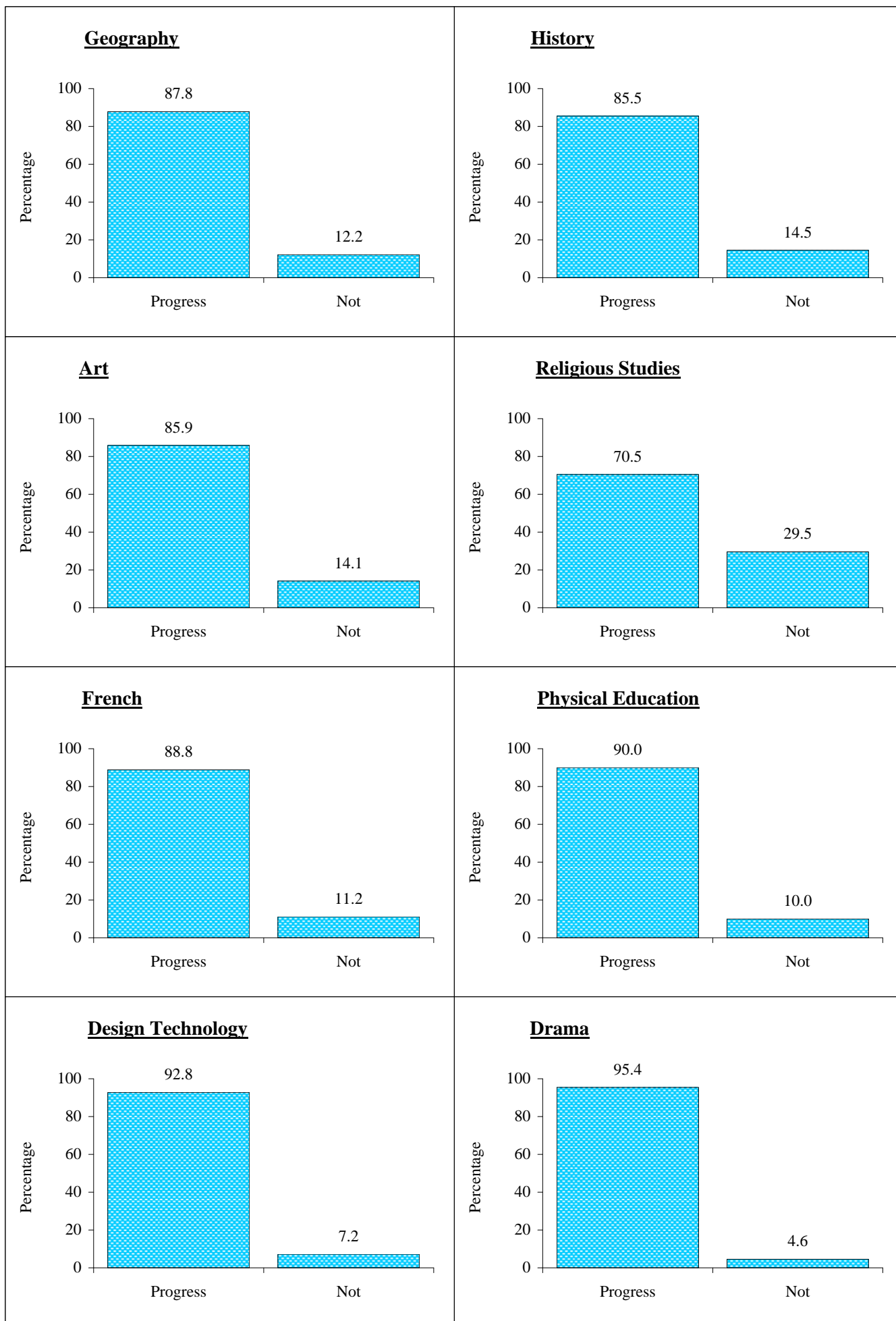
Bar Chart Results

The following Bar Charts show the percentage of pupils answering each question either positively or negatively.

The following graphs have been adjusted to be representative of year group size and gender.

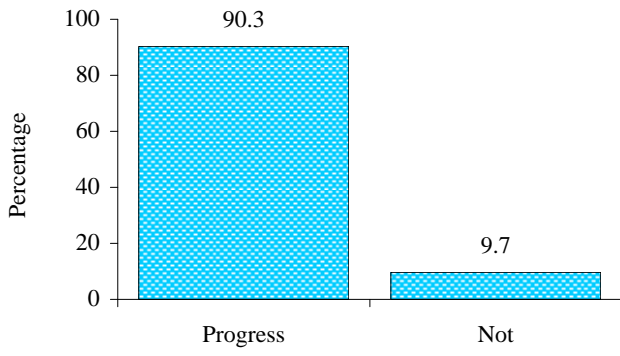


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

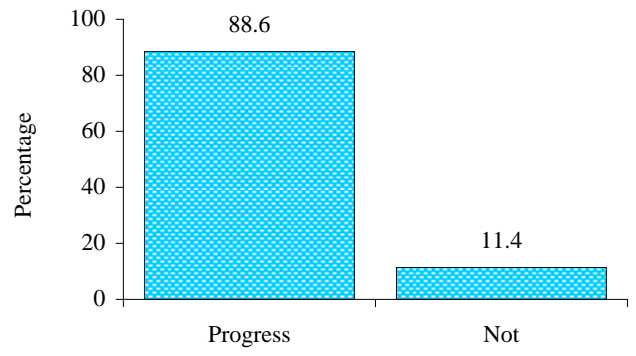


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

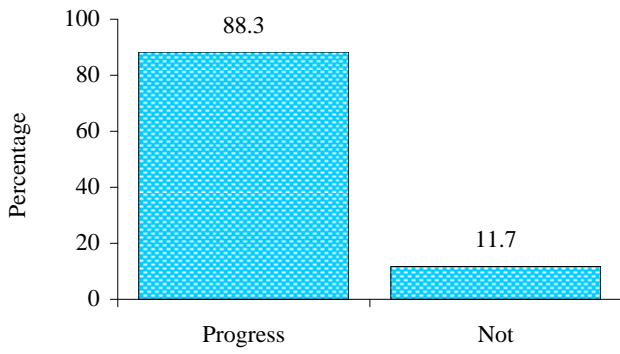
Music



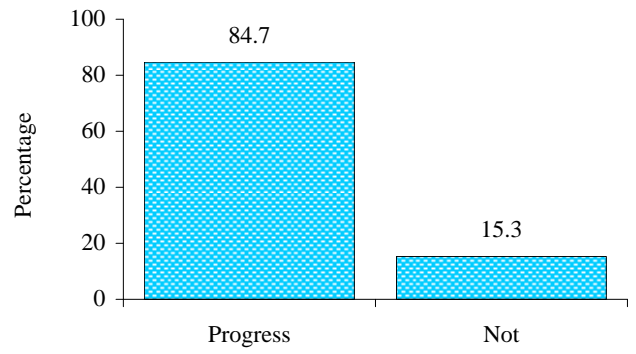
Spanish



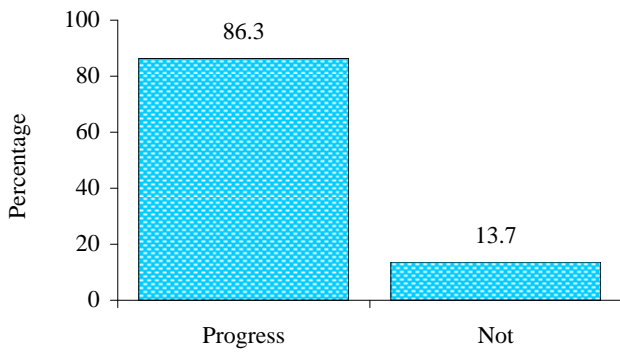
Business Studies



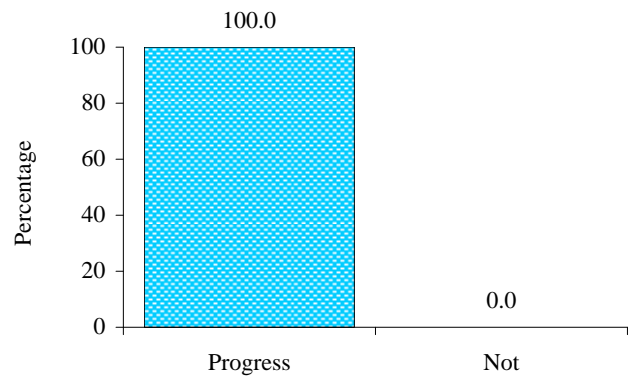
PSHEE



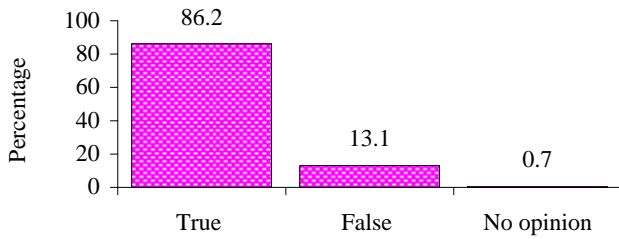
Learnsmart



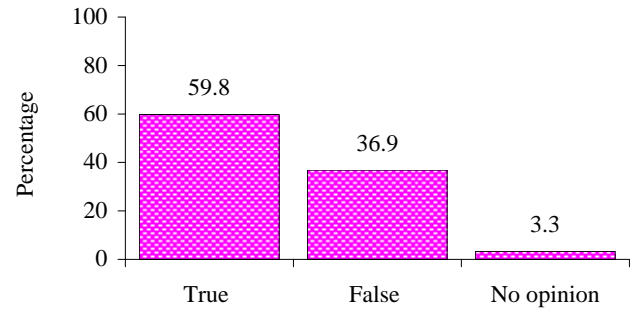
Ethics & Philosophy



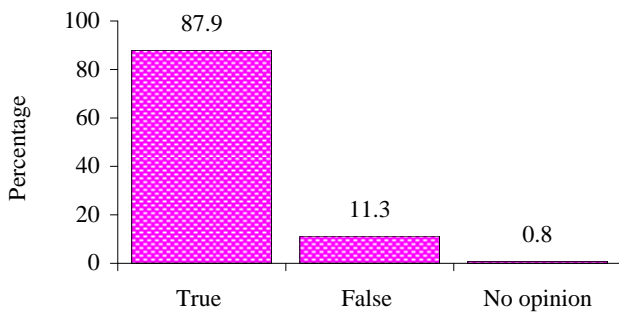
School discipline/behaviour: "There is usually a good level of discipline/behaviour in the classroom during lessons."



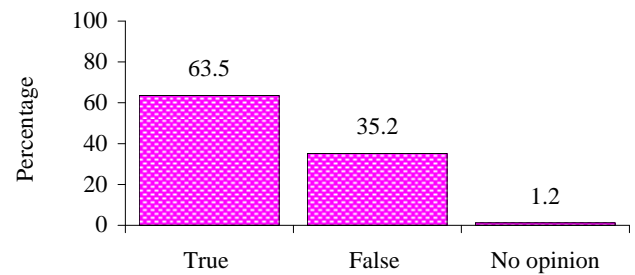
Community spirit: "Pupils care about one another."



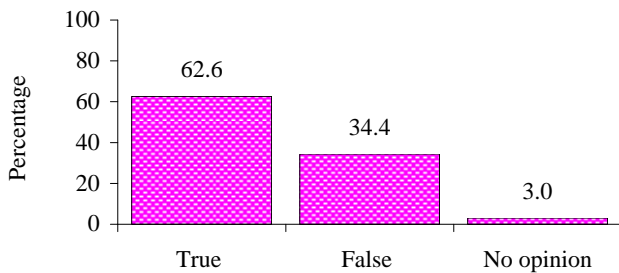
School security: "I usually feel safe when I am at school."



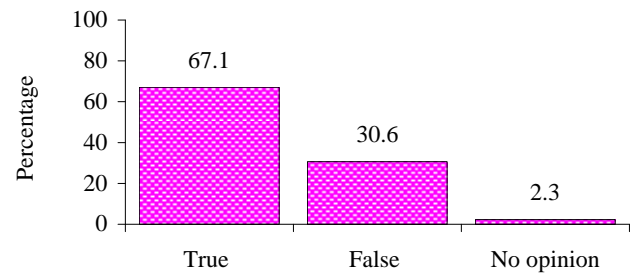
Social health education: "I am taught how to stay healthy and to deal with problems."



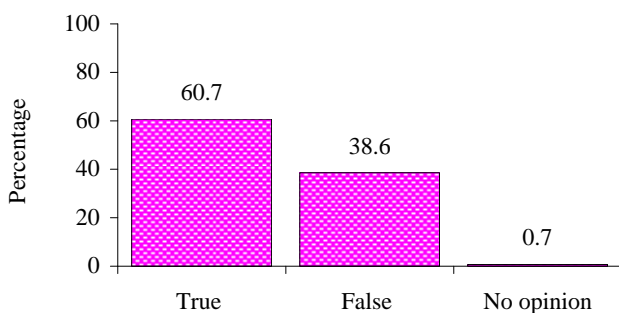
Control of bullying: "If I reported bullying to a teacher it would be stopped."



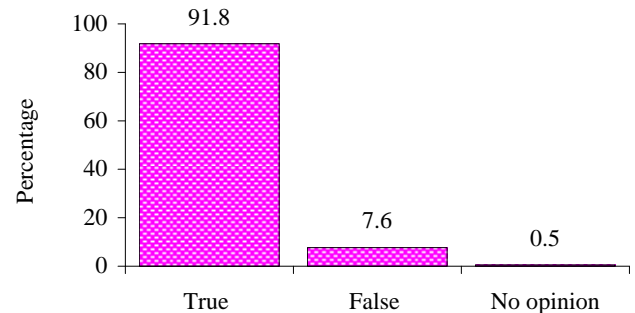
Careers advice: "I get all the help and advice that I need about my future career options."



Levels of homework: "Amount of homework is regular and fair."

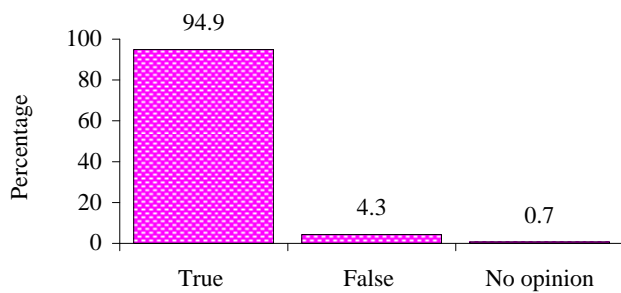


Developing potential: "Teachers encourage me to do my best."

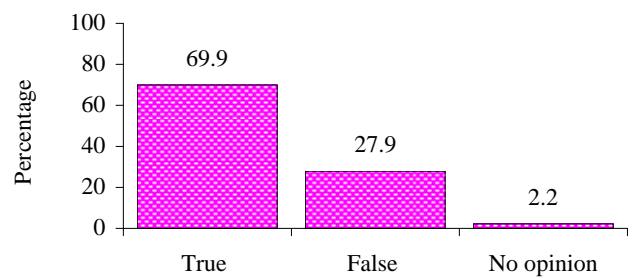


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

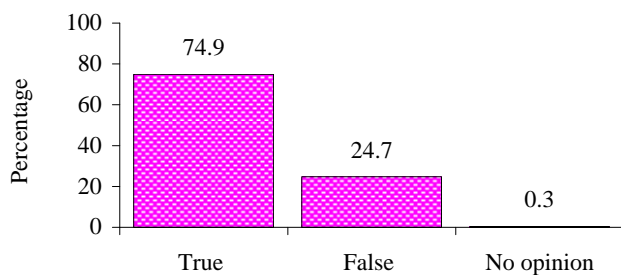
Exam results: "I have a good chance of achieving the exam results I would like."



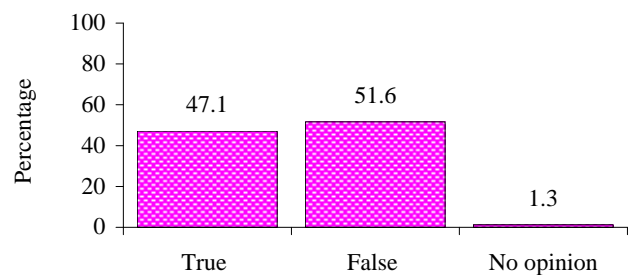
Developing confidence: "School helps me to be proud of who I am."



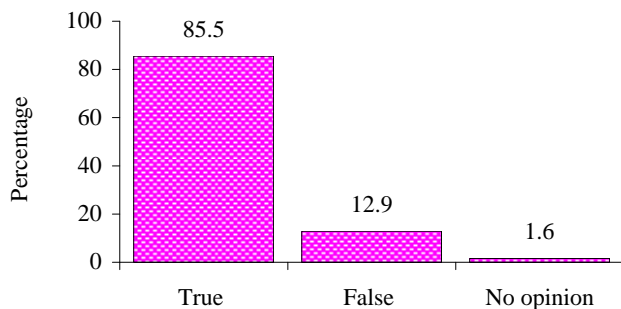
Resource availability: "There are usually enough resources e.g. textbooks for everyone."



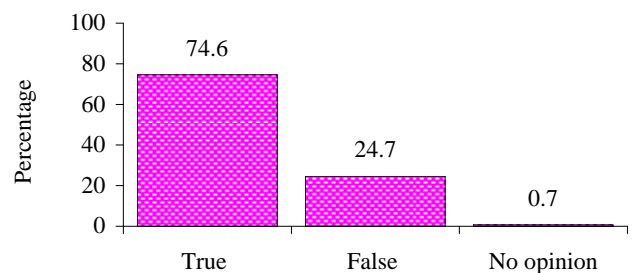
School facilities: "The buildings and equipment are mostly clean and modern."



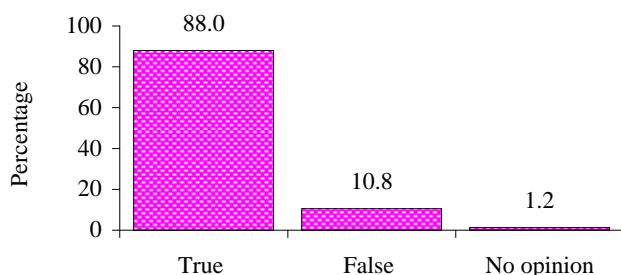
Caring teachers: "Most teachers would listen carefully if I had a problem."



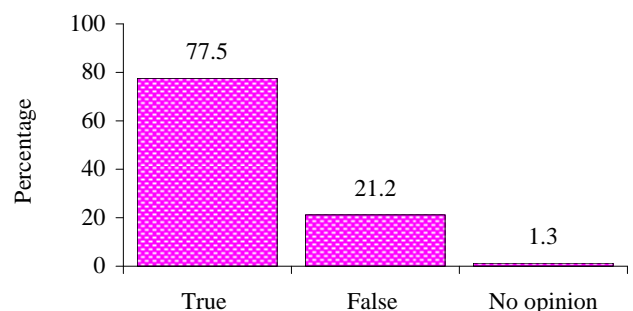
School communication: "My parents are kept up to date with my progress and with what is going on at school."



Developing moral values: "School teaches the difference between right and wrong."

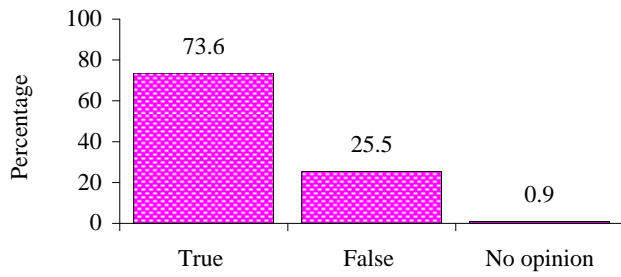


Happiness of child: "I am usually happy at school."

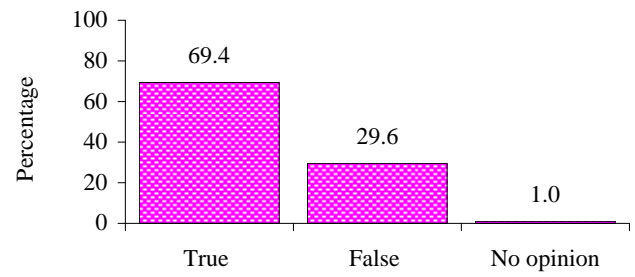


The above graphs show unweighted results, before an adjustment was made for what pupils normally say.

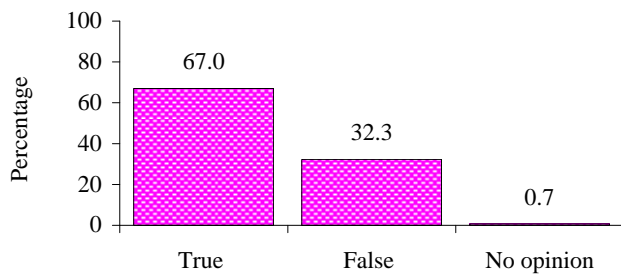
Choice of subjects: "The school offers all of the subjects that I would like to be taught."



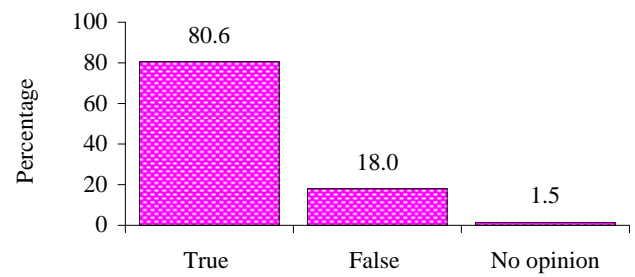
Teaching quality: "I enjoy being taught by most of my teachers because they make the lessons interesting."



Computer access: "There are enough computers in the school and we use them regularly."

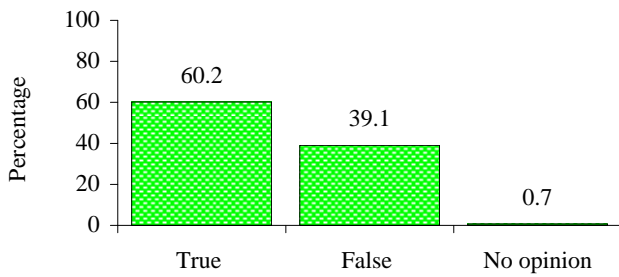


Truancy control: "If I was to deliberately miss lessons then I would probably be caught and punished."

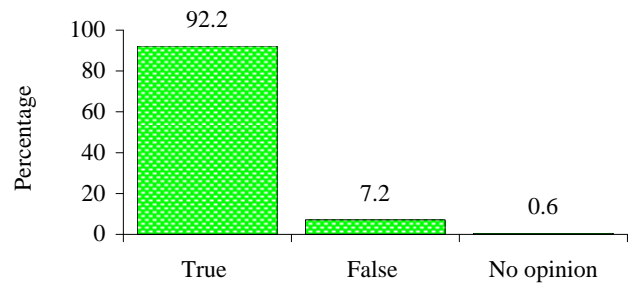


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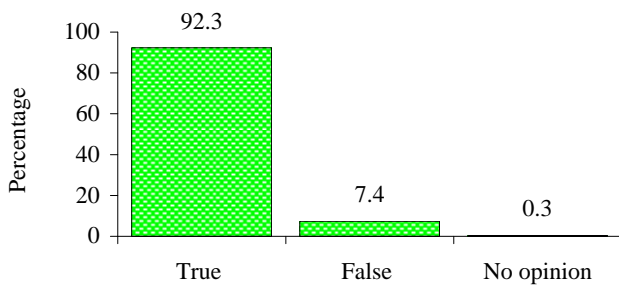
Suitable class sizes: "There are not too many pupils in my lessons."



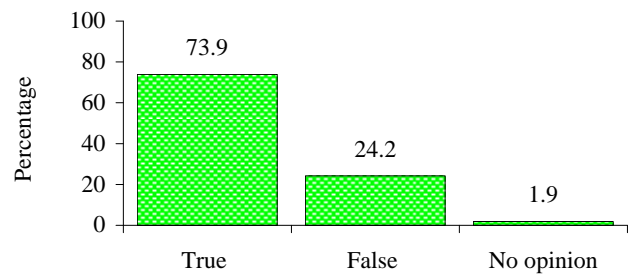
Parents evening: "Parents evenings keep my parents up to date on how I am doing."



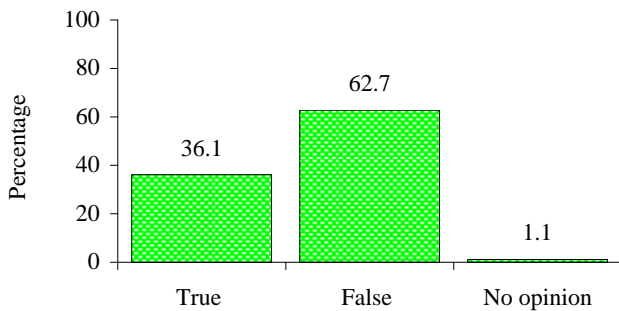
Personal planners: "Personal planners are a good way of helping pupils to organise their work."



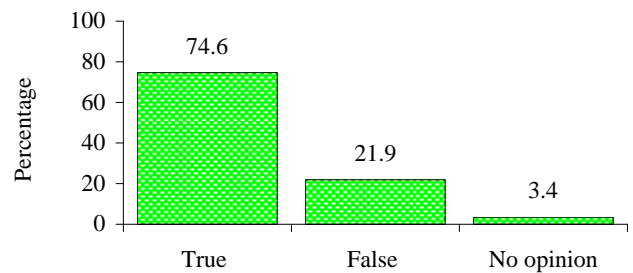
Access to staff: "My parents could easily arrange a meeting with a member of staff if necessary."



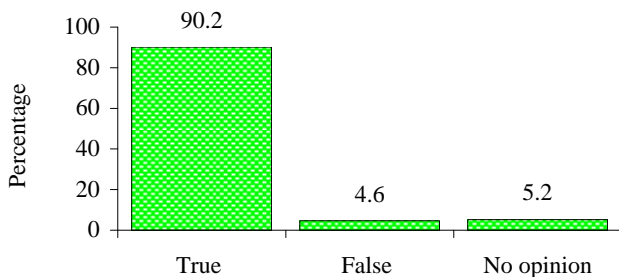
School uniform: "I like wearing my school uniform."



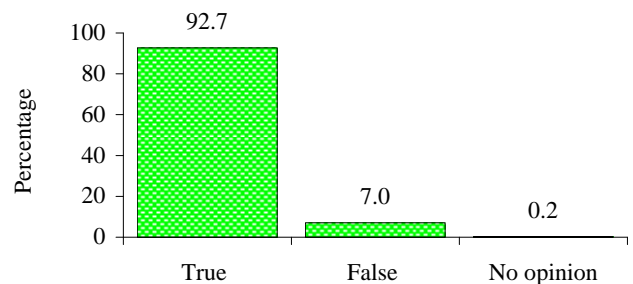
Handling complaints: "If my parents had to complain to the school, action would be taken to put things right."



Teaching for special needs: "pupils with special teaching needs receive all the extra help and support they require."

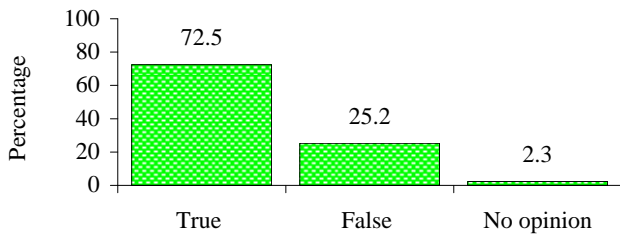


Extra curricular activities: "There are plenty of extra-curricular clubs and activities."

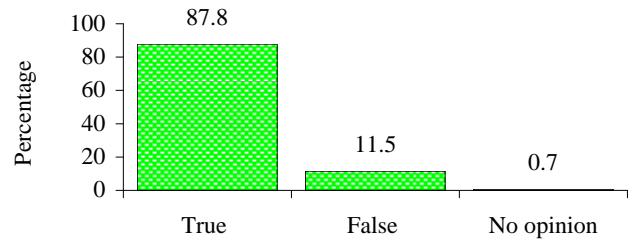


The above graphs show raw unweighted results, before an adjustment was made for what pupils normally say.

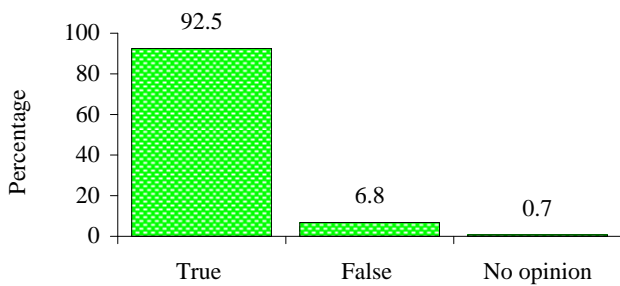
Explaining to parents how to help their child: "My parents are told what I am being taught and what is expected of me."



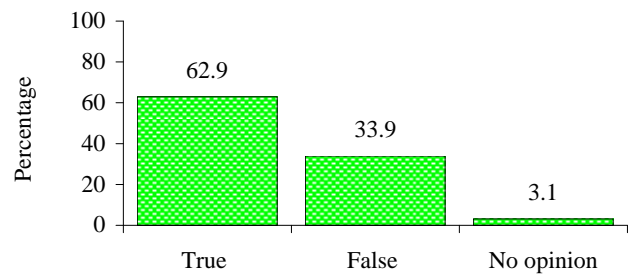
Celebrating and rewarding achievement: "My teachers tell me when they are happy and when I have done well."



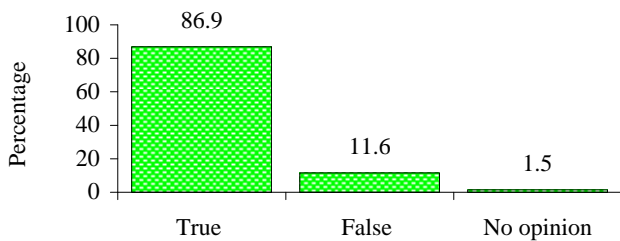
Ensuring pupils do their best and make progress: "My teachers encourage me to do my best and make progress."



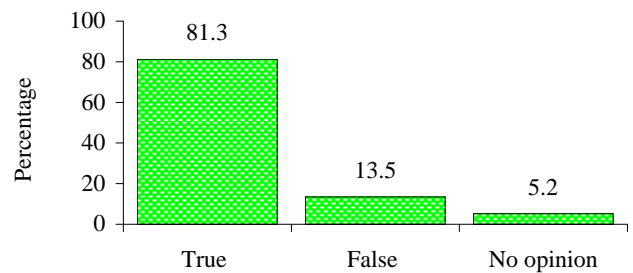
Encouraging and listening to pupils' views: "My school listens to the views of pupils"



School's image in the local community: "The school has a good image in the local community"

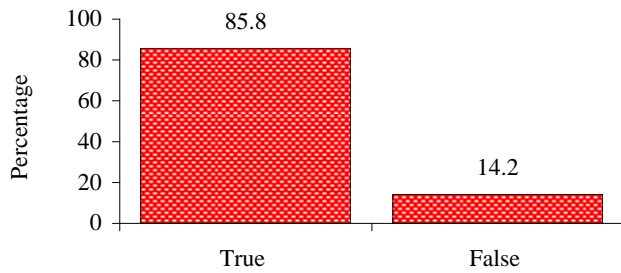


Transfer from previous school: "When new pupils start at the school the transfer is well-organised."

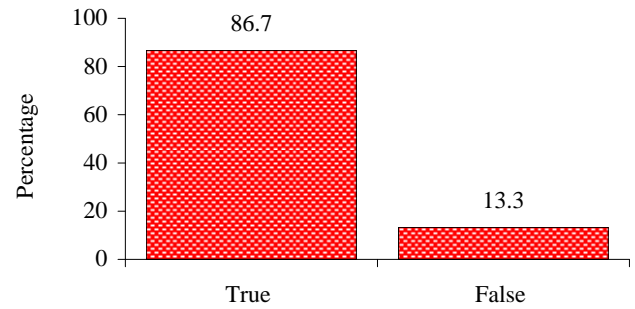


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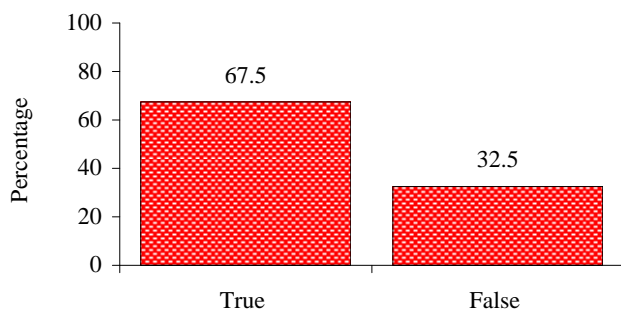
Parents want to know what I do: "My parents want to know what I am learning."



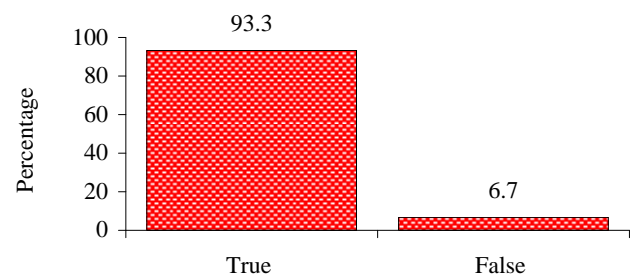
I have a homework area at home: "At home I can work in peace and quiet."



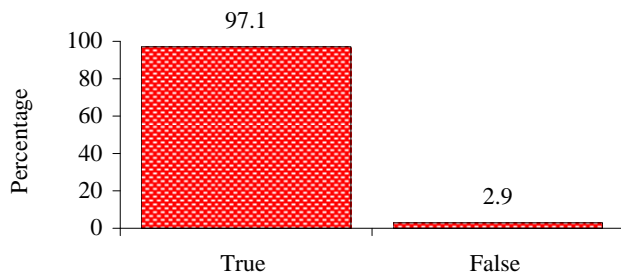
My parents look at my work: "My parents often look at my work."



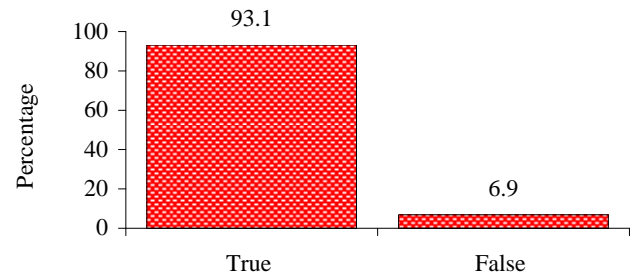
My parents help with homework: "My parents would try to help me with homework if I asked."



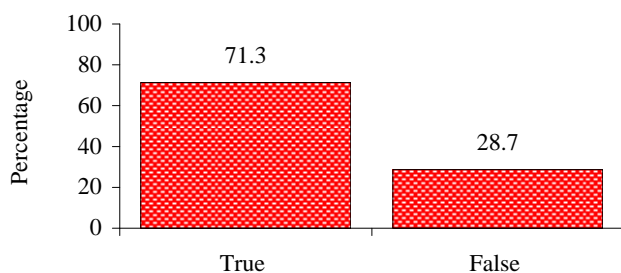
I have access to a computer at home: "There is a computer at home which I can use."



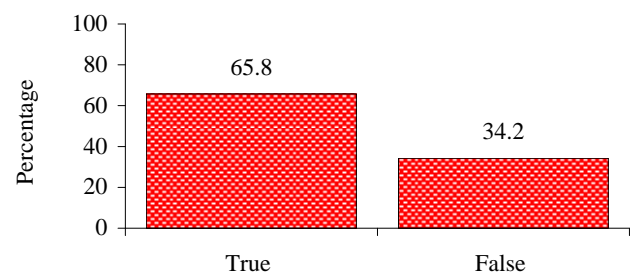
We have an internet link at home: "At home, there is a link to the internet which I can use."



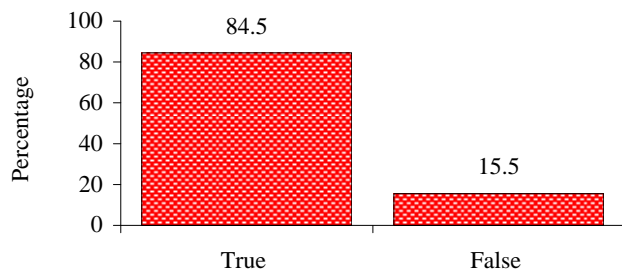
Parents check my homework: "My parents check that I have done my homework."



There are books at home to help me: "I have books at home to help me with my school work."



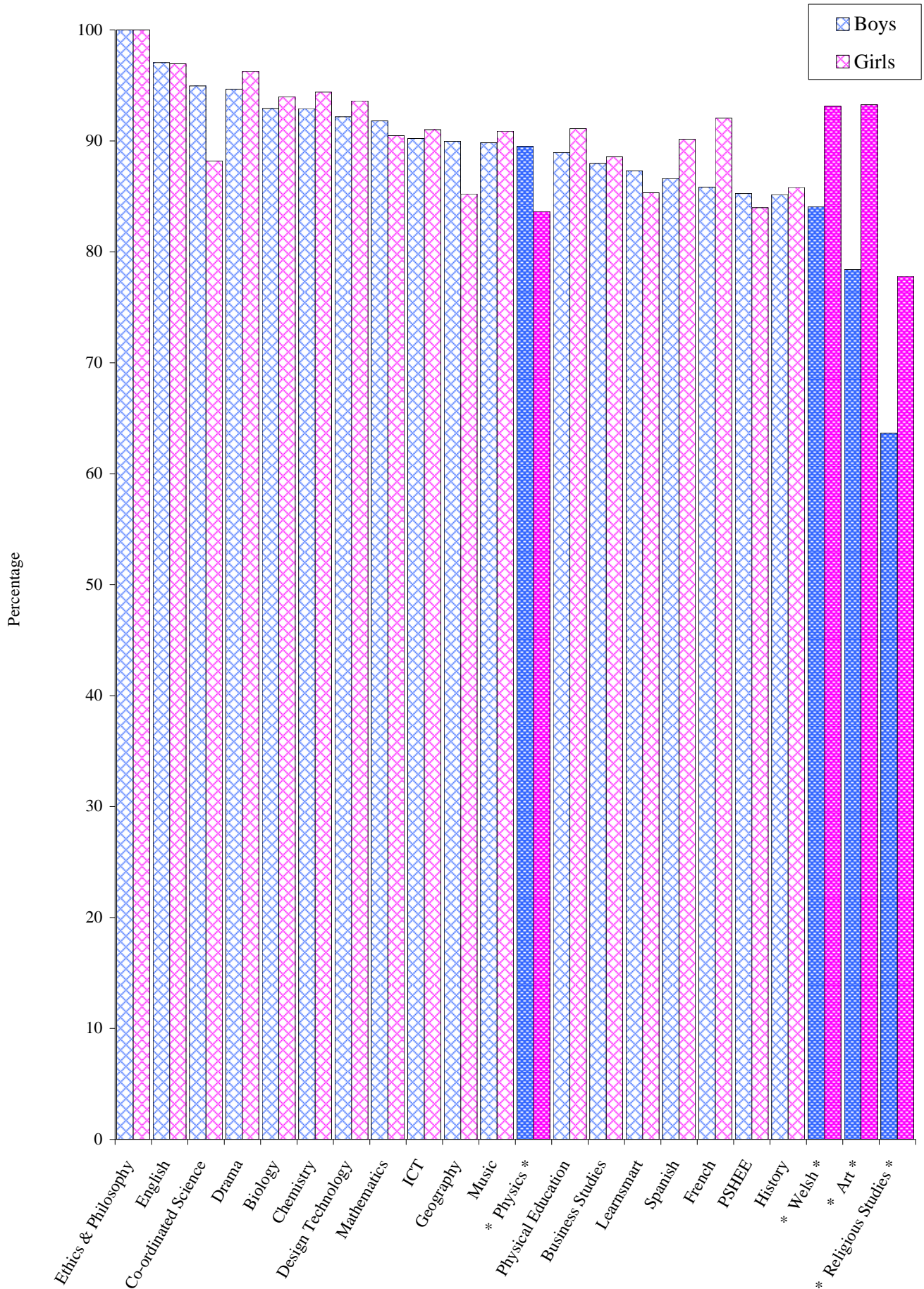
Parents would talk to school about my problems: "If I had a problem, my parents would visit school."



Cross Tabular Graphical Analysis of Results

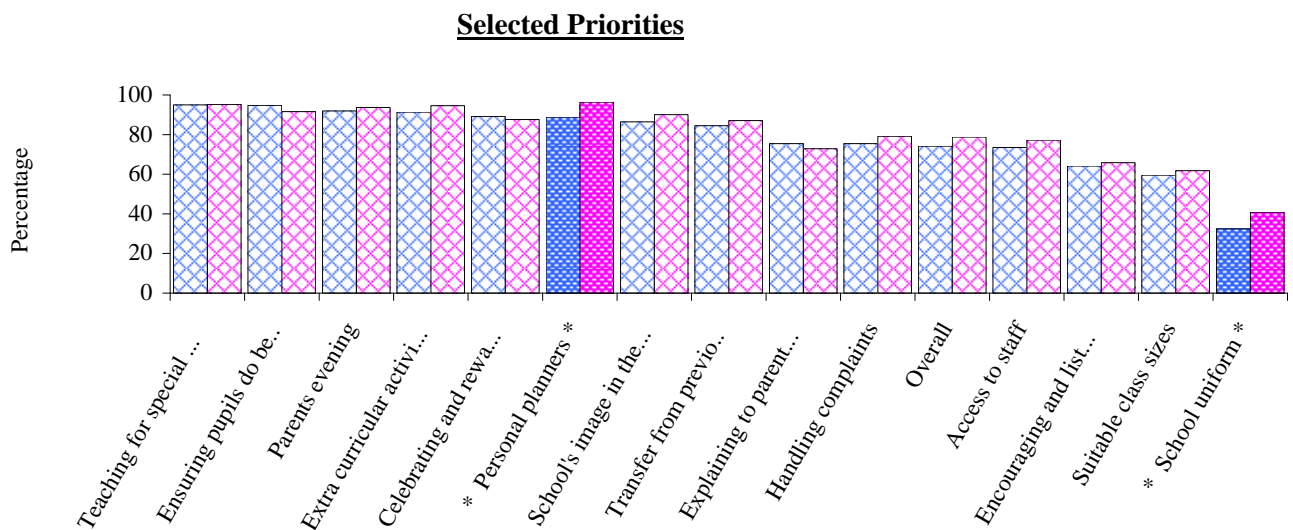
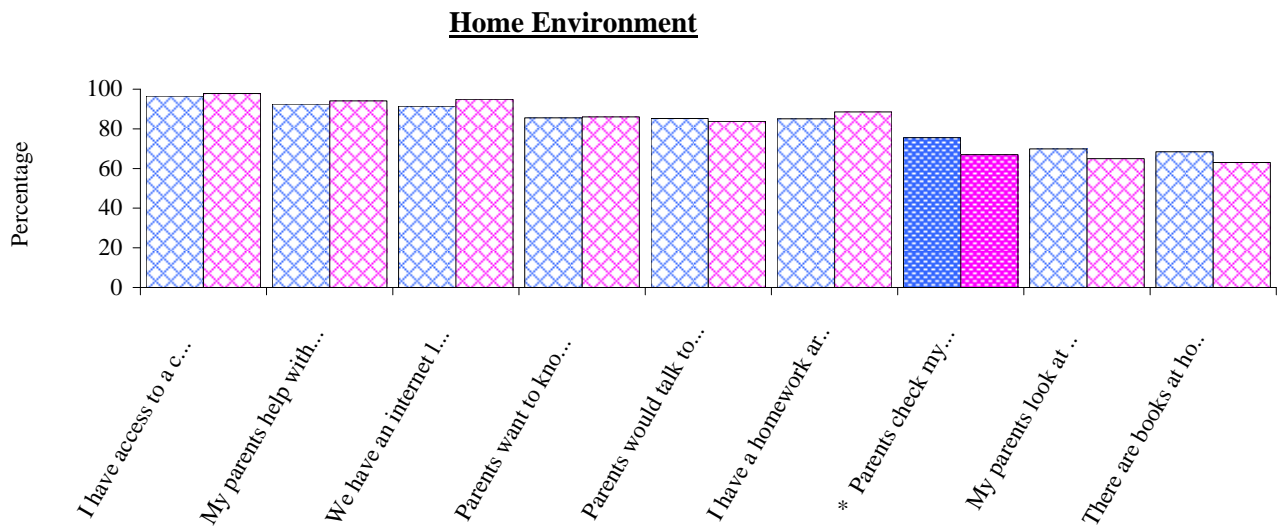
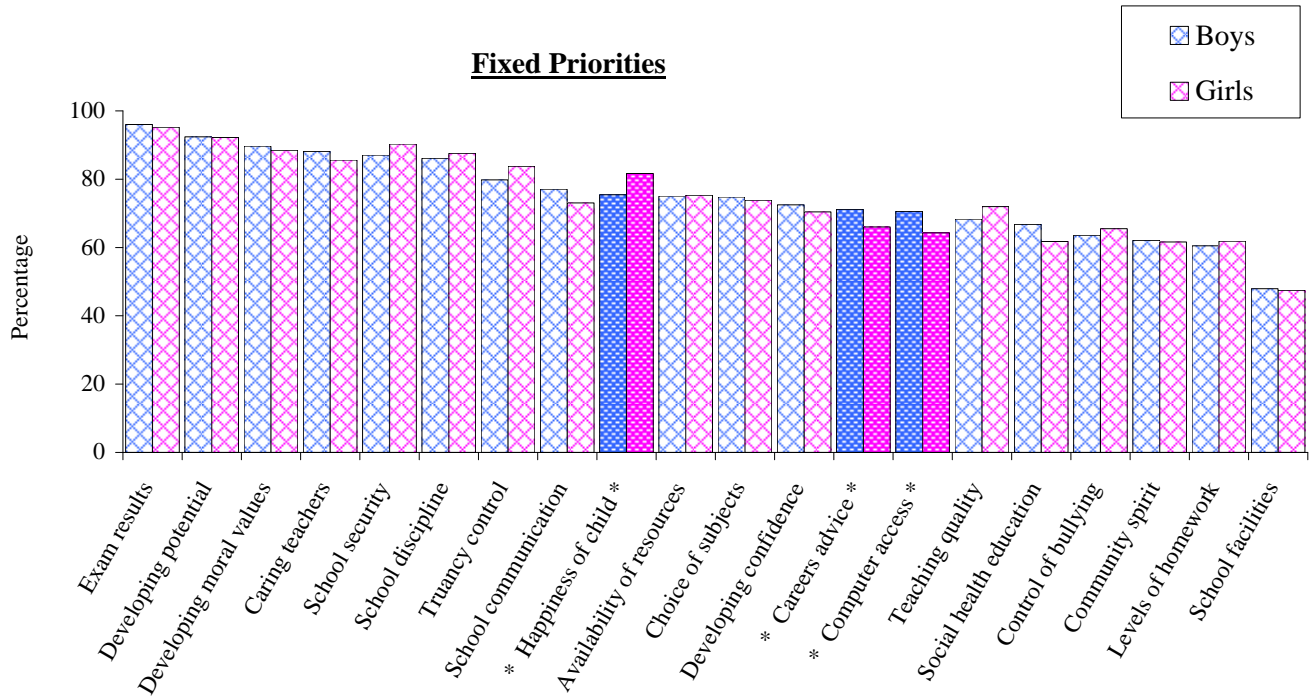
Graph to Show the Percentage Performance Scores Achieved for Each of the Academic Criteria Surveyed, Broken Down by Gender of Pupil

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

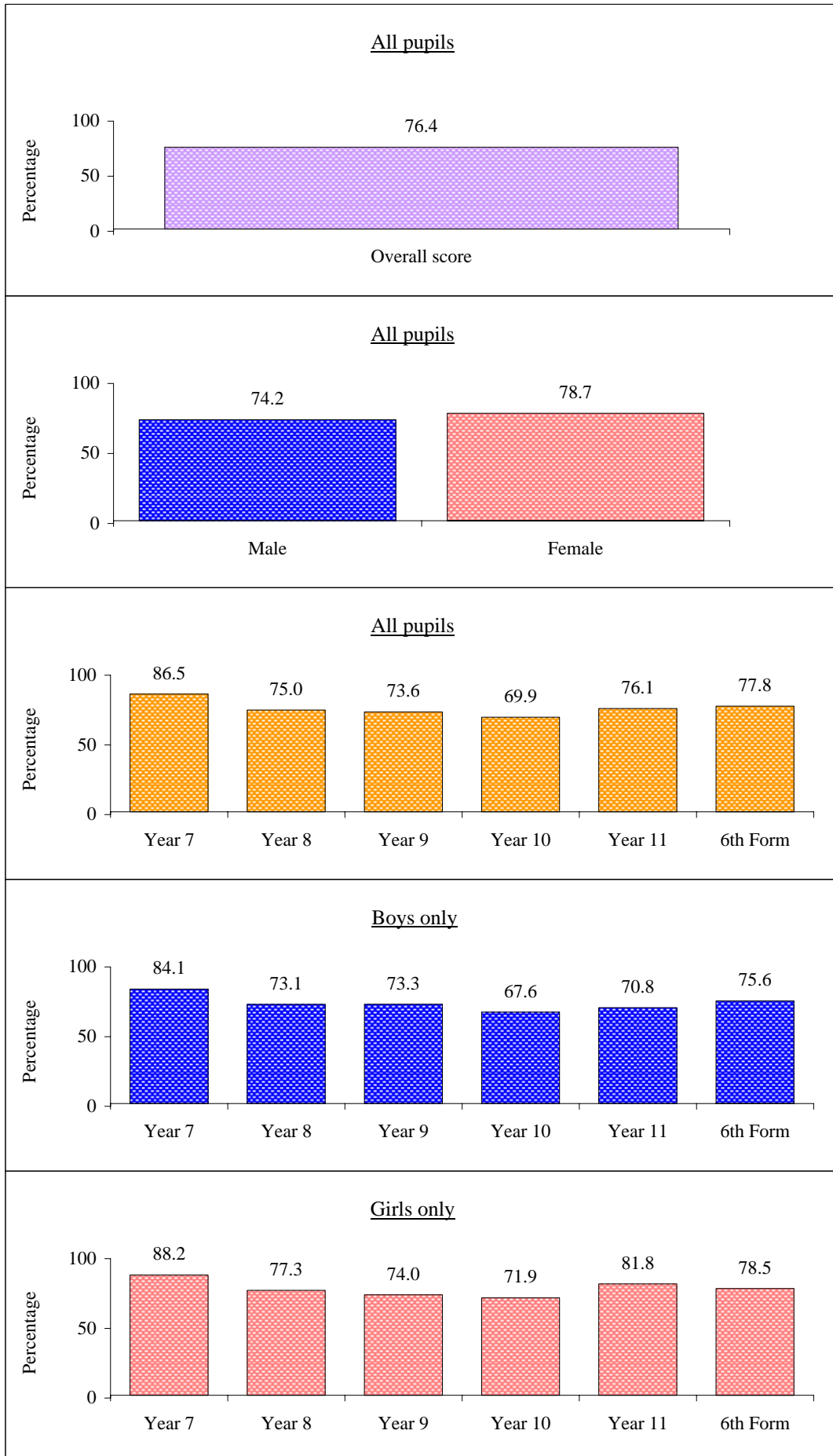


Graph to show the Percentage Performance Scores Achieved for Each of the Non Academic Criteria Surveied, Broken Down by Gender of Pupil

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

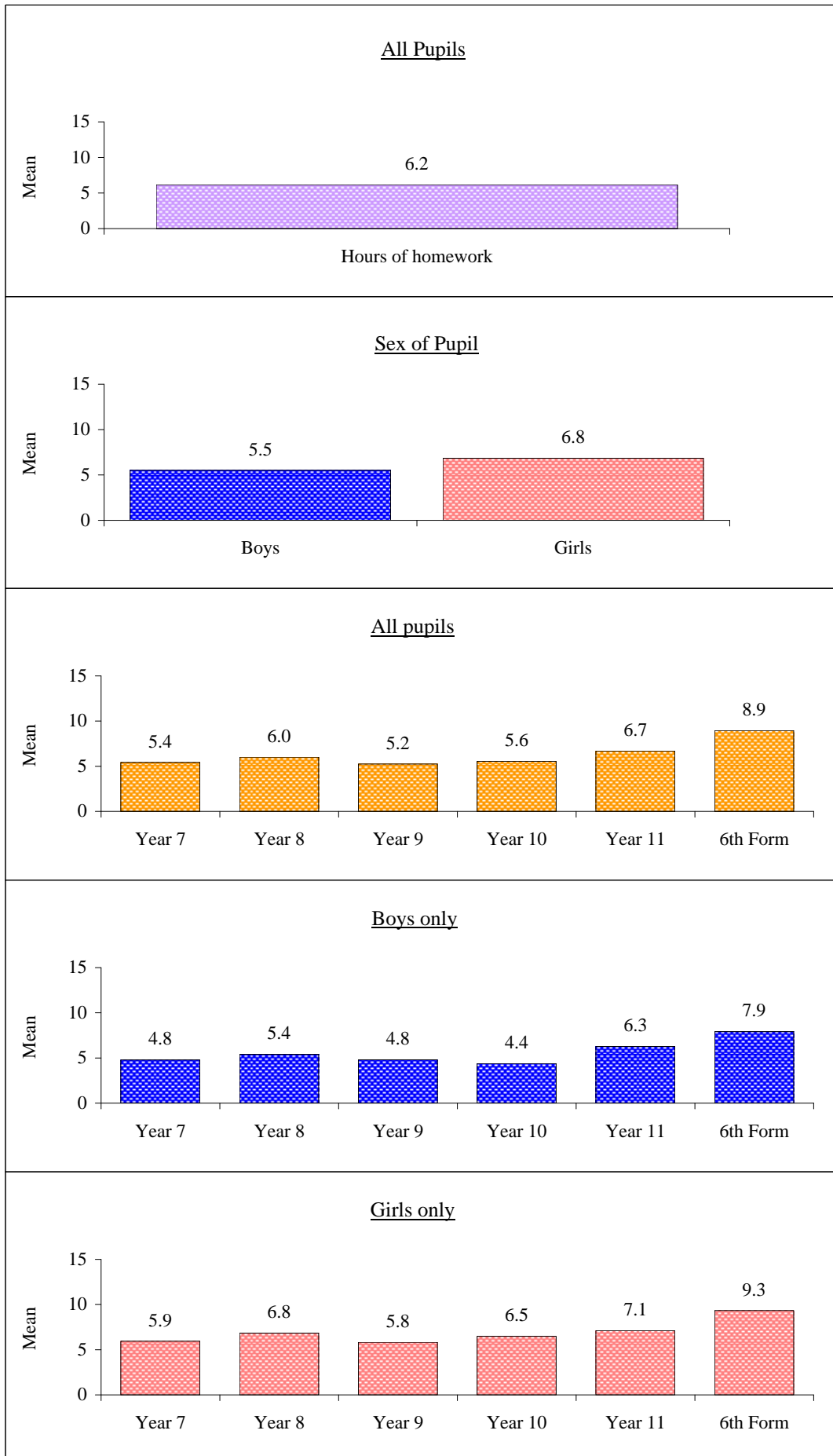


**Graphs to Show the Overall Performance Scores Given by Pupils,
Broken Down by Year Group and Gender of Pupil.**

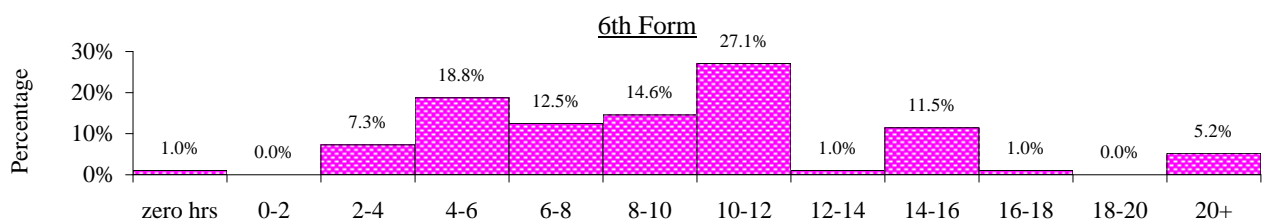
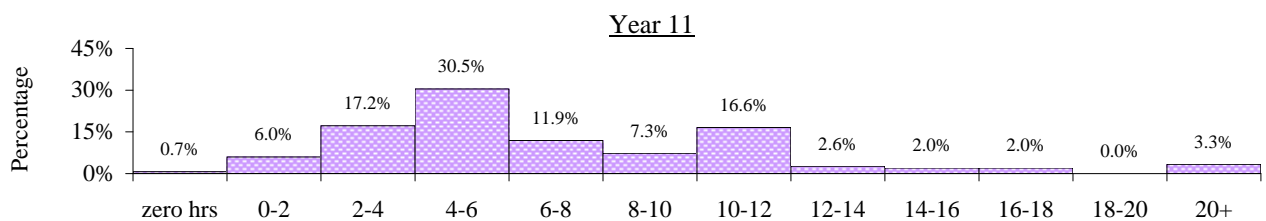
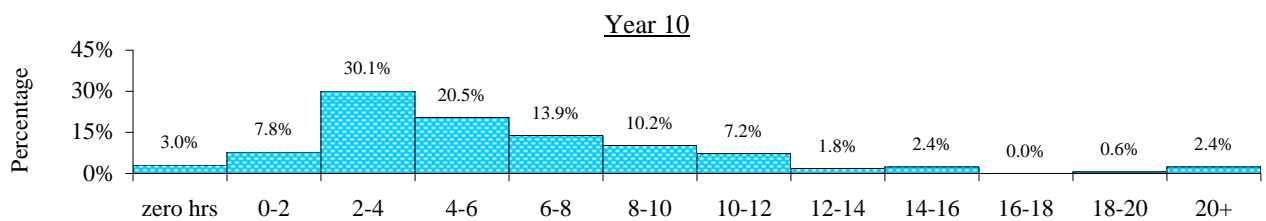
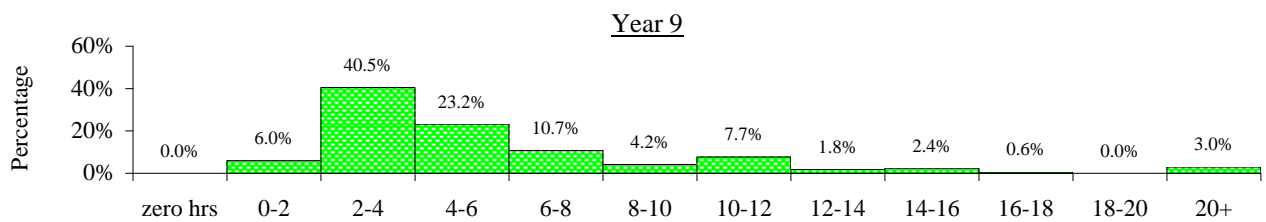
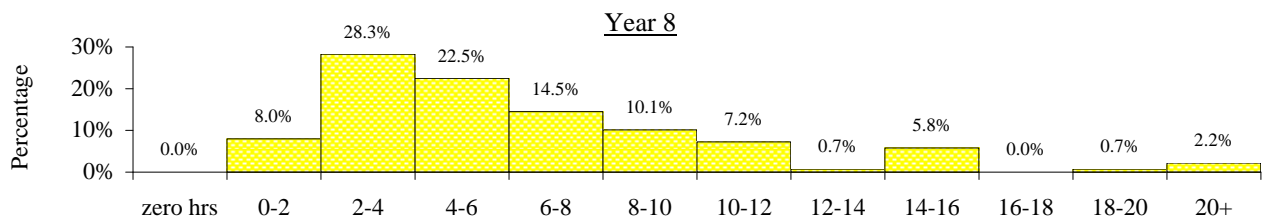
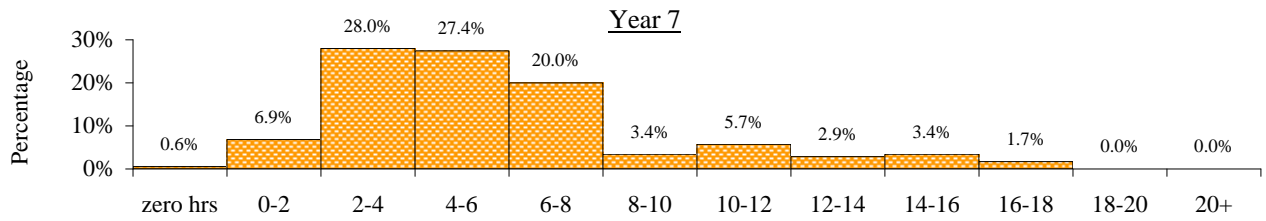
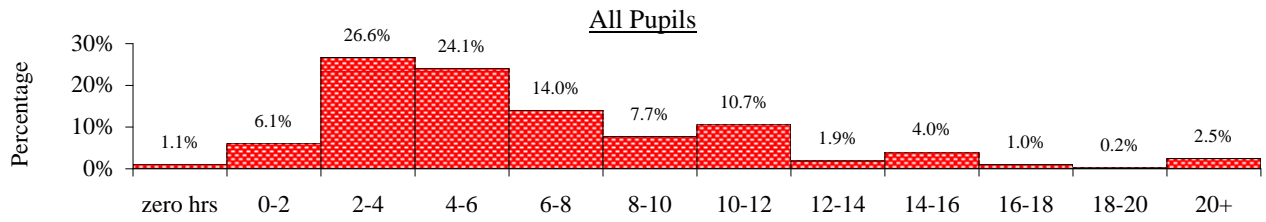


Graphs to show the Mean Number of Hours that Pupils Actually Spend on Homework, Broken Down by Year Group and Gender of Pupil.

Similar School average figures are given in [brackets], this school's last year figures in [brackets]

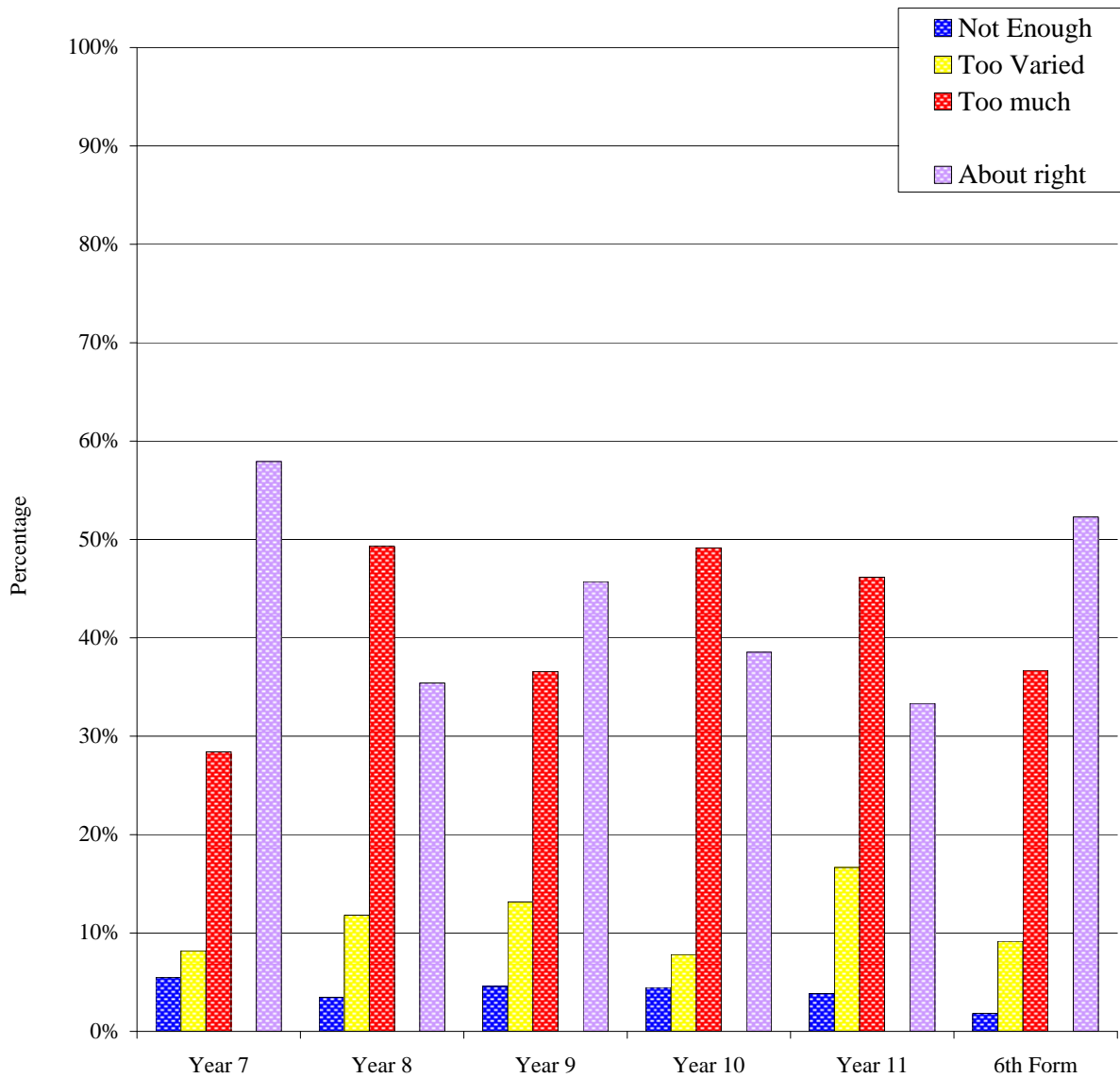


Graphs to show the Range of Time Spent on Homework, Broken Down by Year Group



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

For this question, schools typically achieve more than 40% of pupils who choose "Right".
This level was not achieved for Year 8, Year 10 and Year 11.



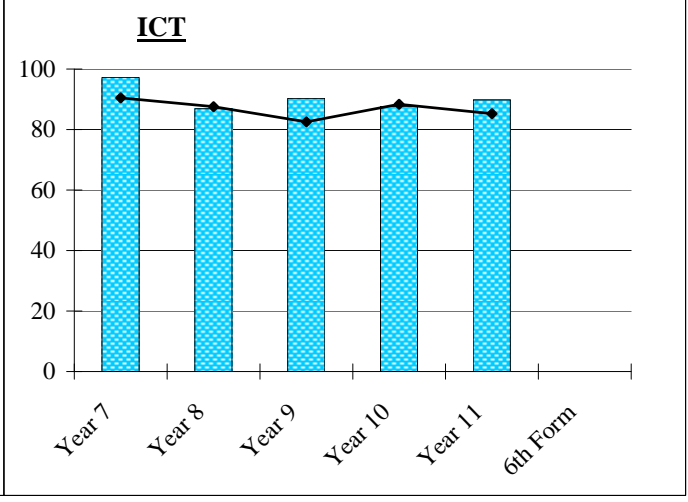
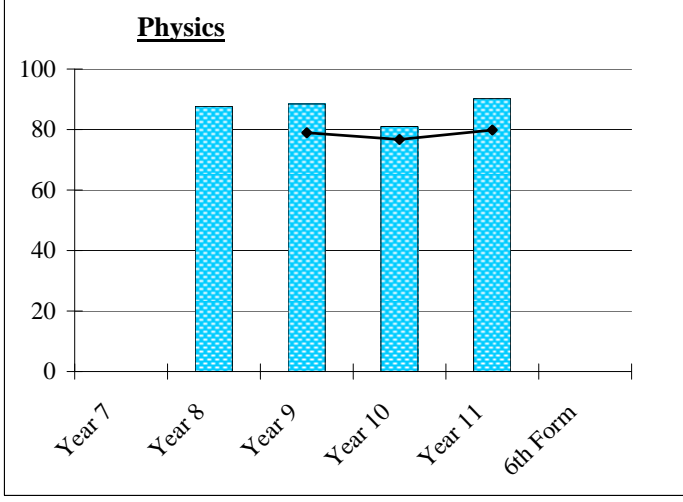
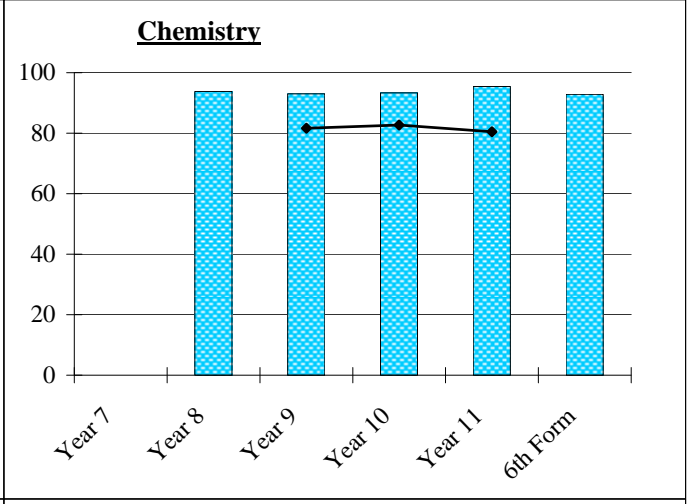
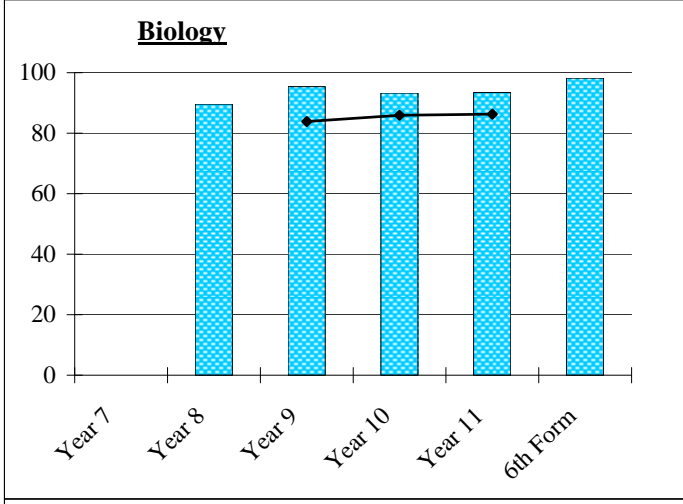
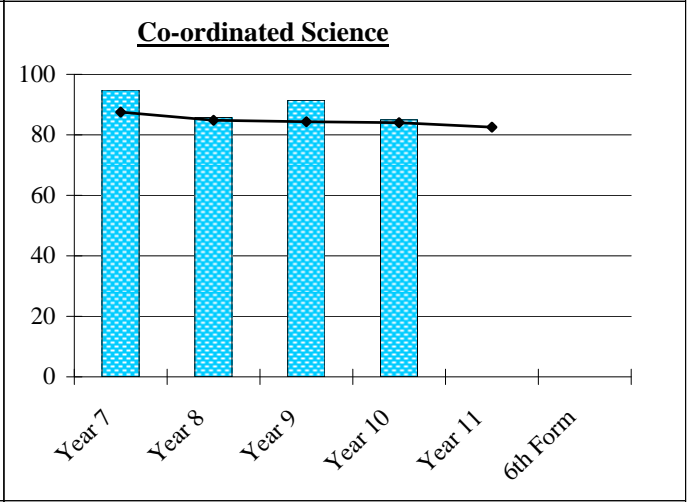
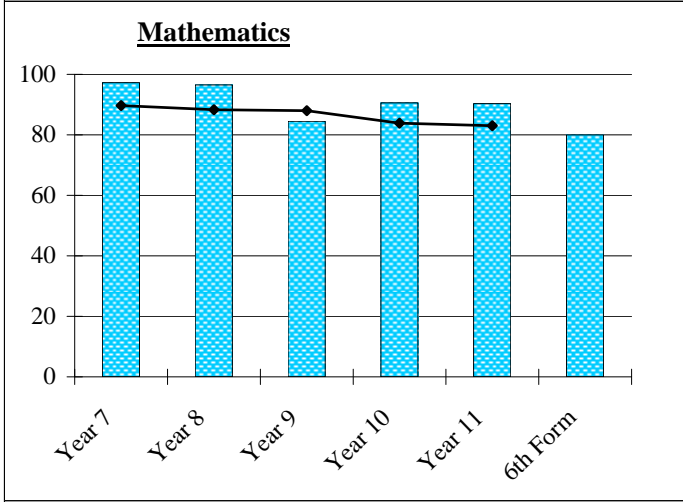
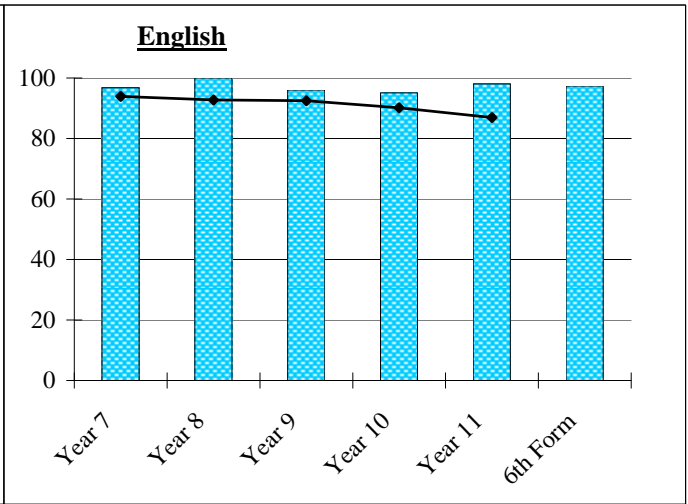
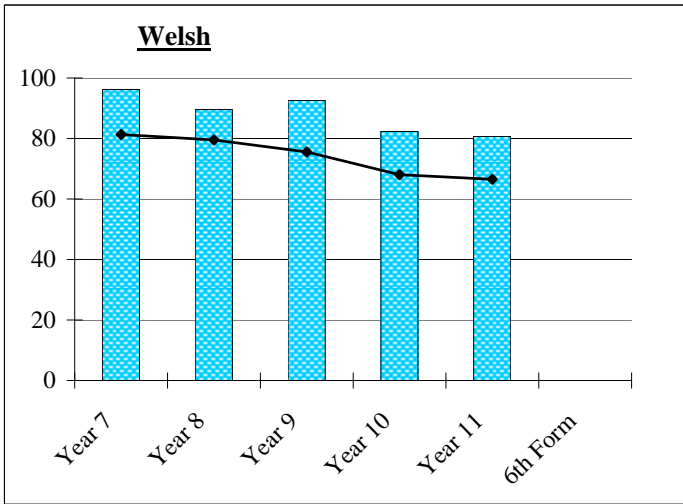
All Academic and Non-Academic Criteria shown by Year Group

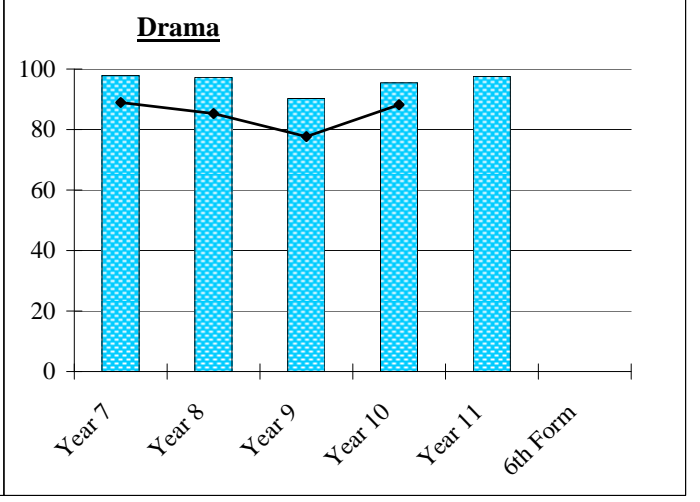
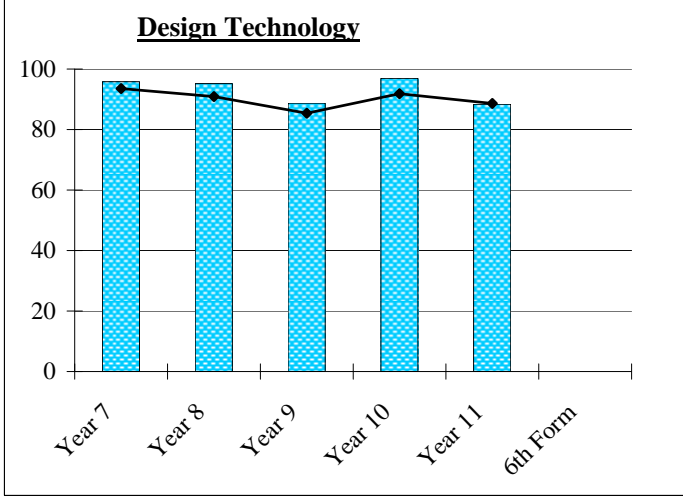
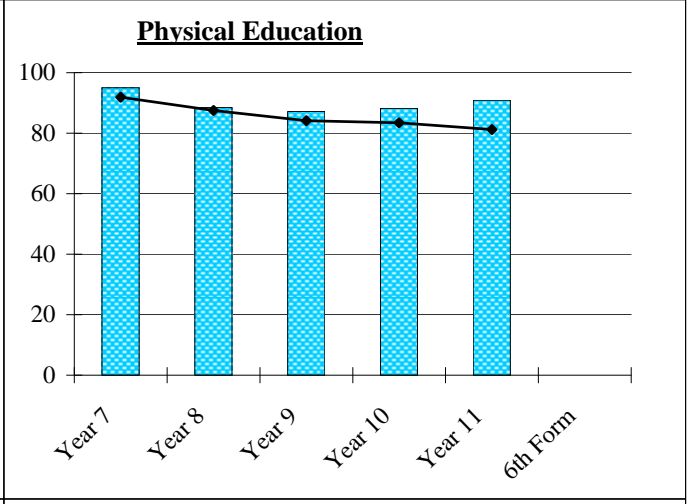
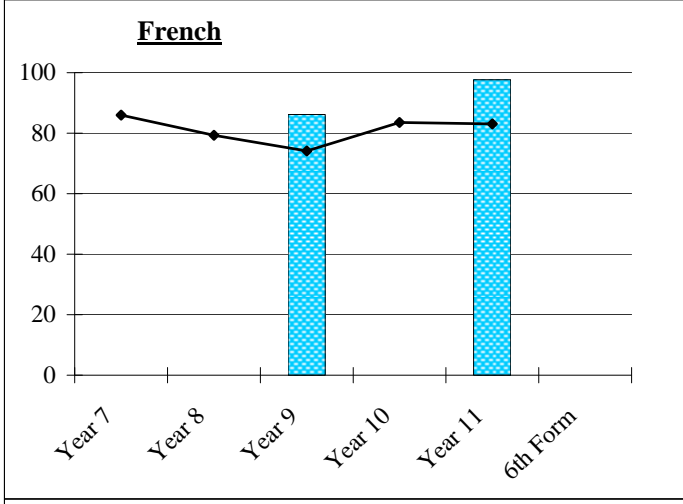
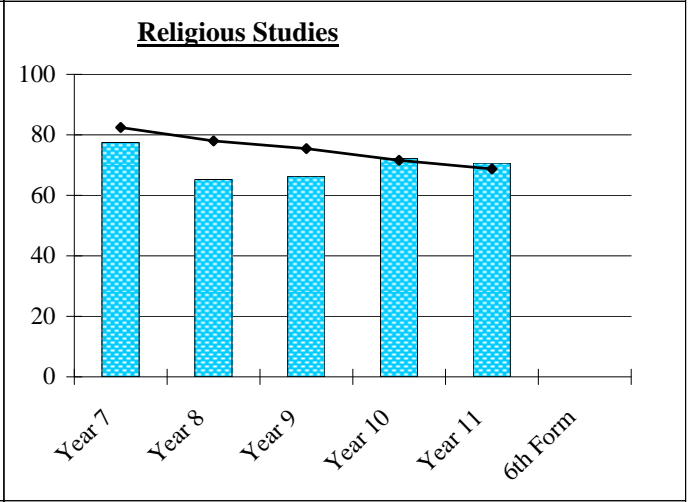
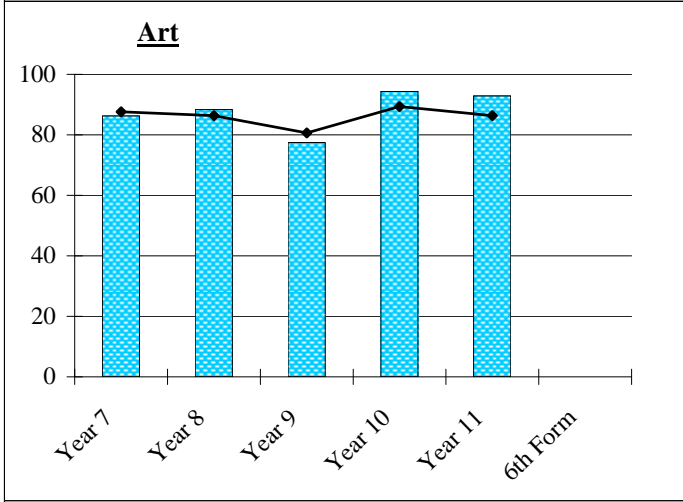
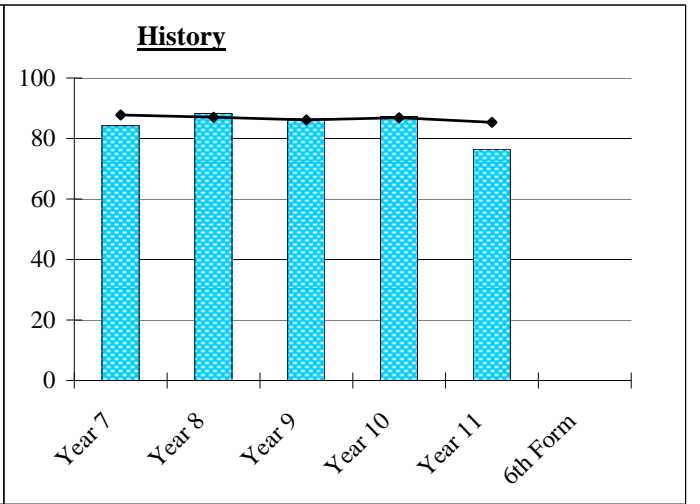
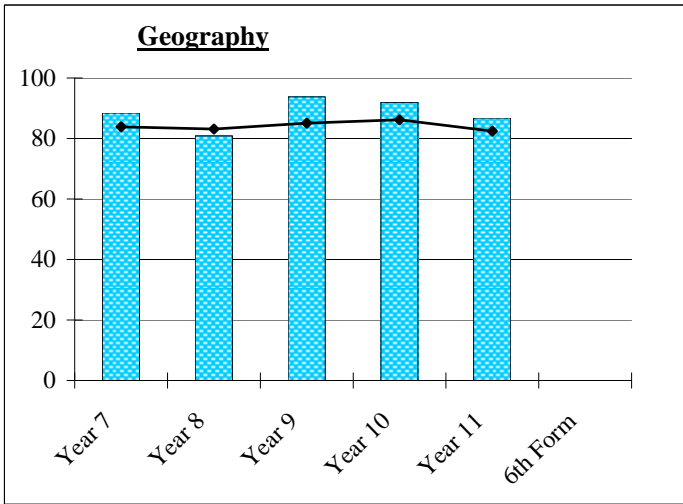
The following graphs show the scores achieved for each of the surveyed criteria, broken down by year group.

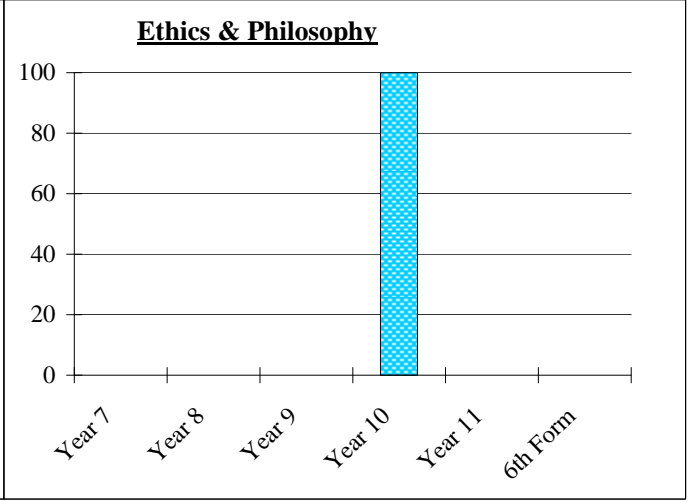
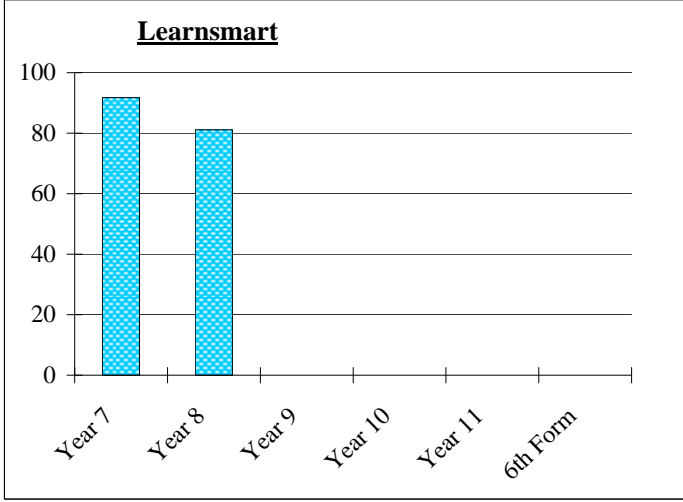
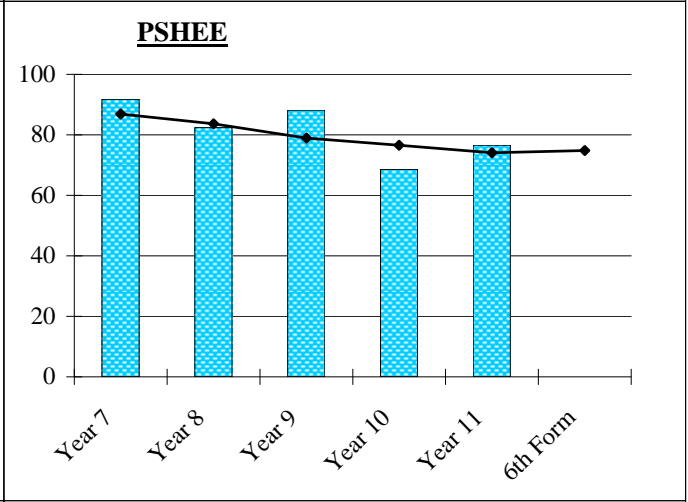
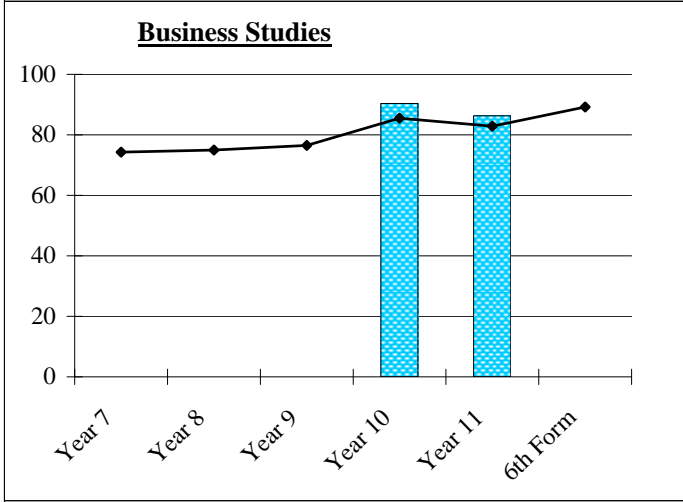
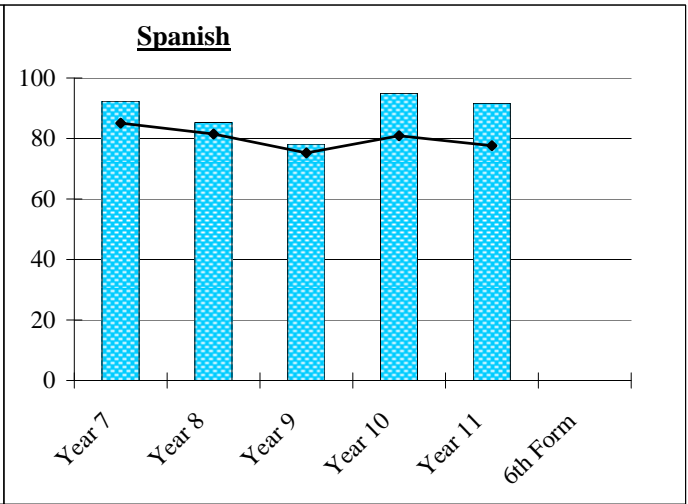
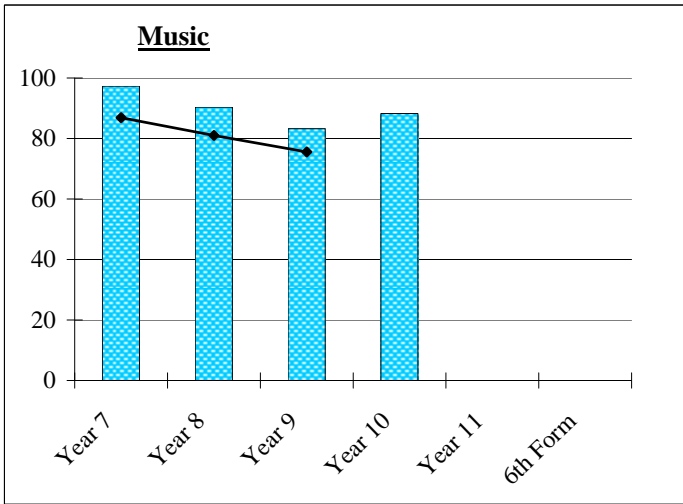
The black line shows the scores achieved from the average of similar schools, (where these averages are available).

Year groups where there were less than 21 respondents for a criterion are not shown.

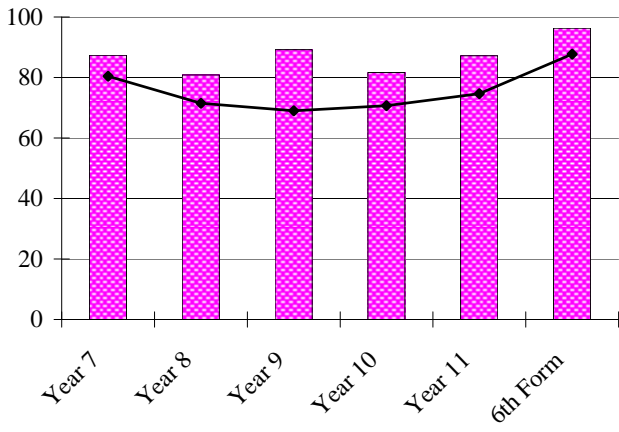
Please note: these year group scores are unweighted.



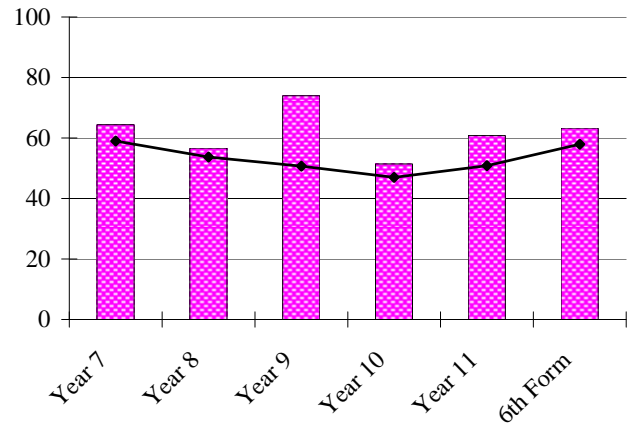




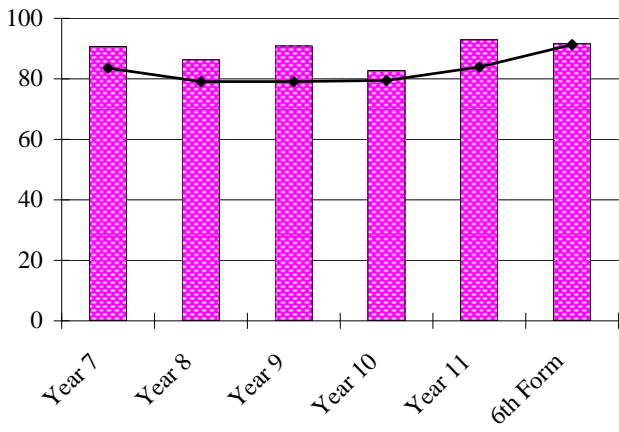
School discipline



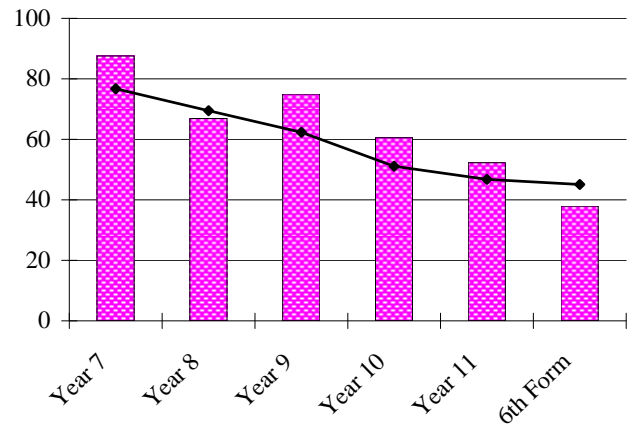
Community spirit



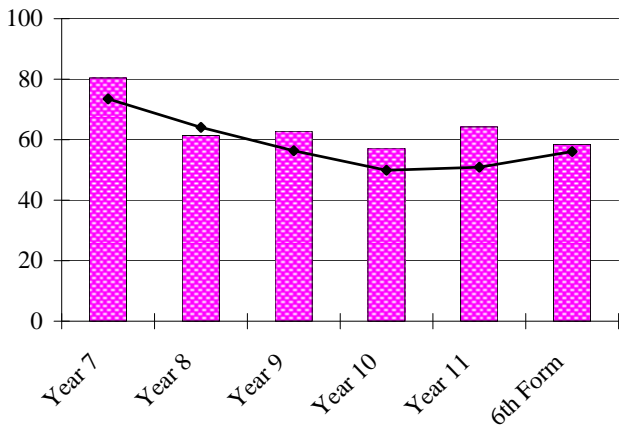
School security



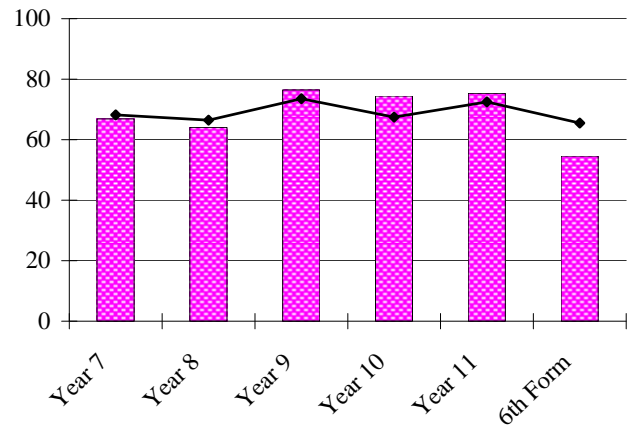
Social health education



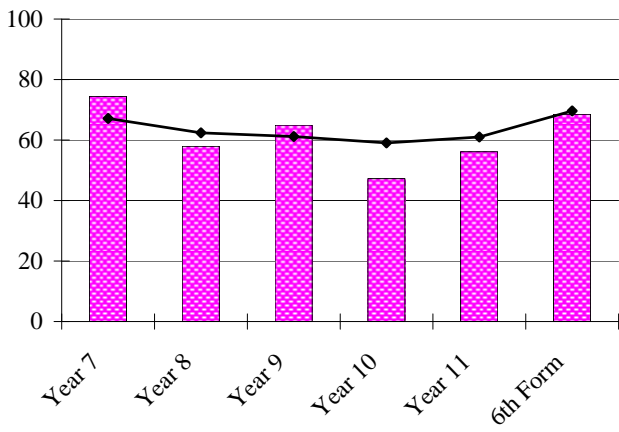
Control of bullying



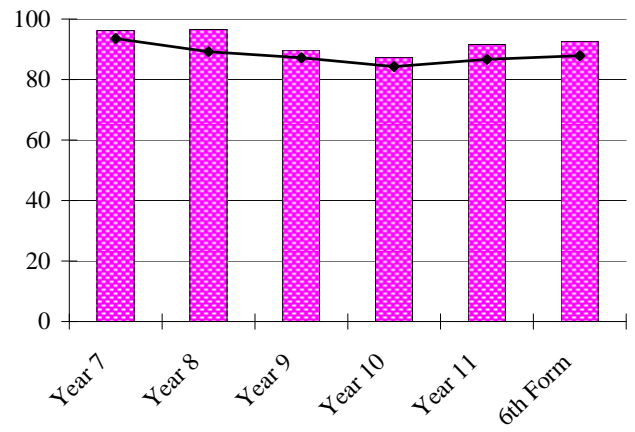
Careers advice

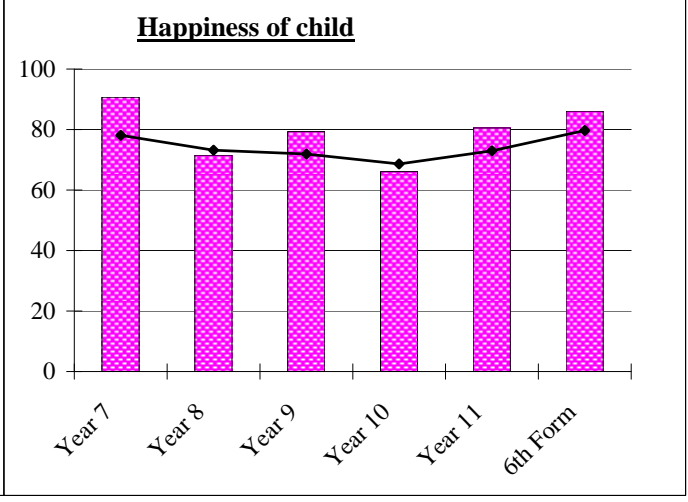
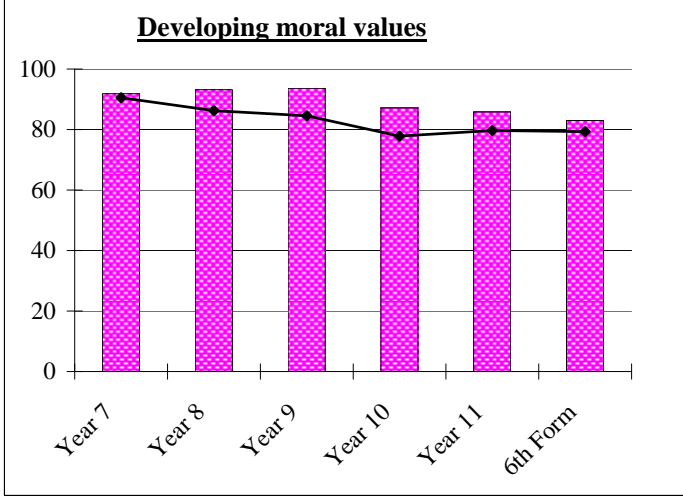
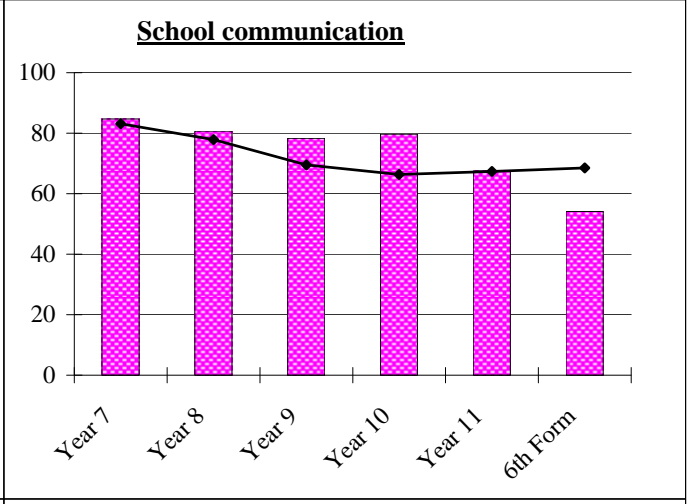
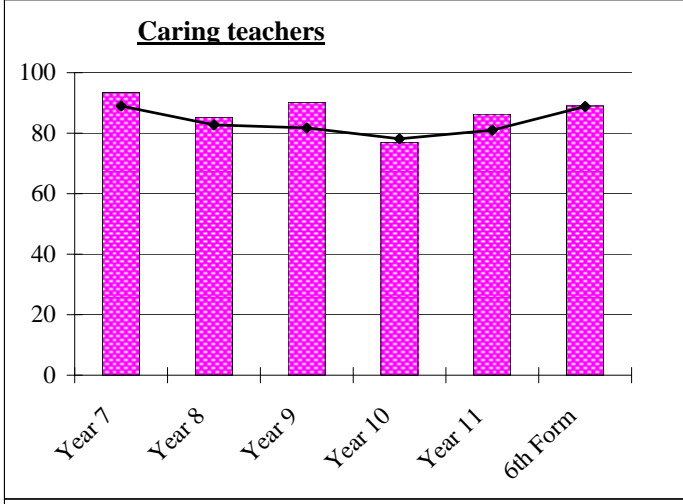
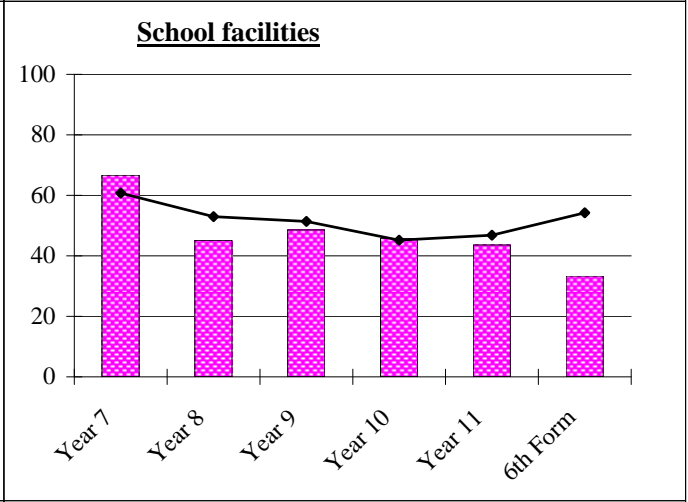
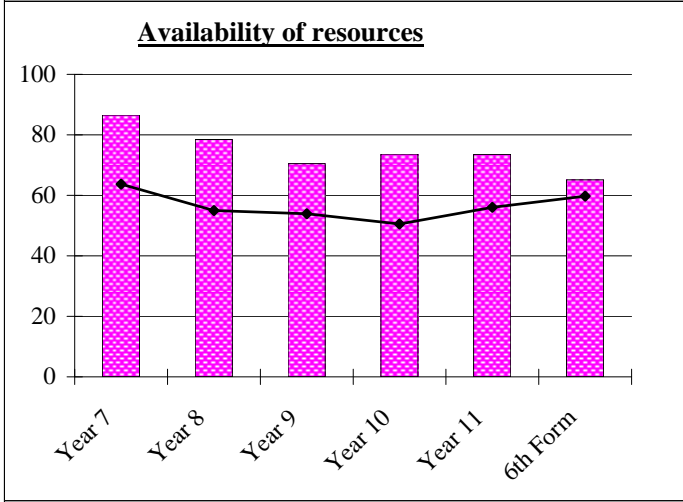
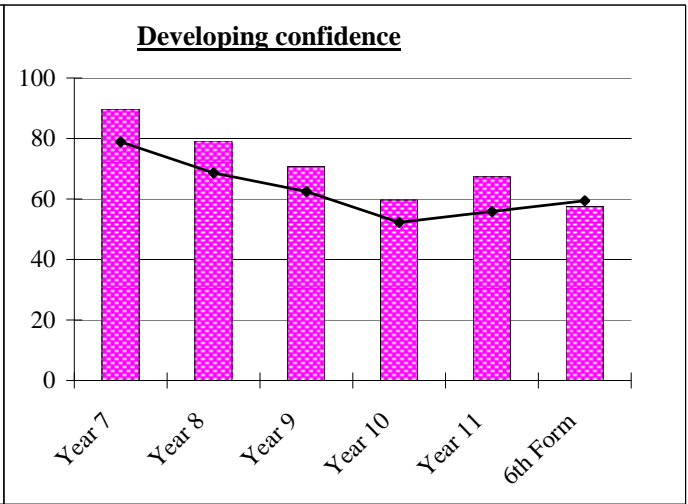
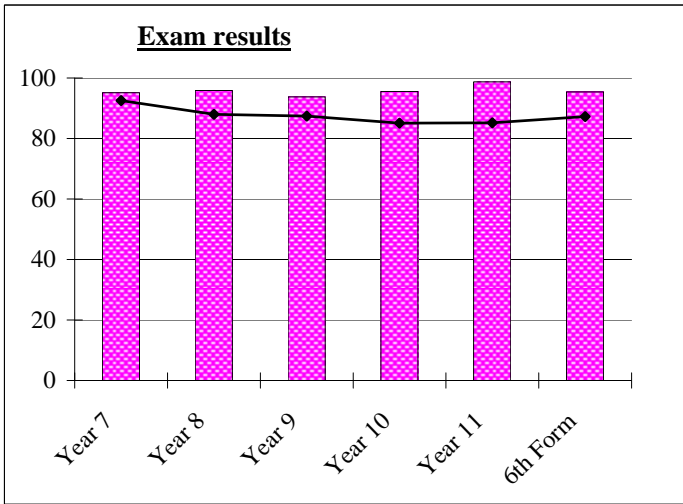


Levels of homework

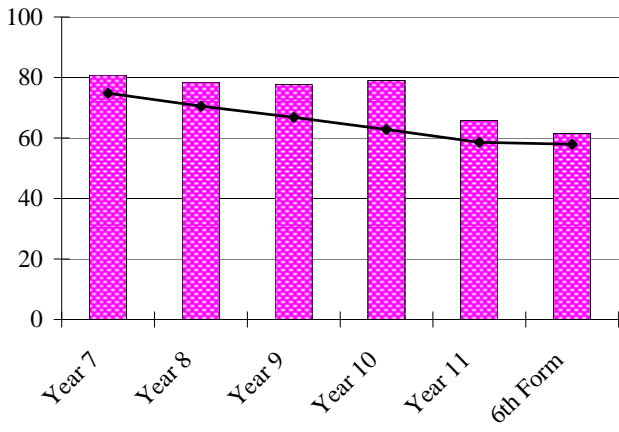


Developing potential

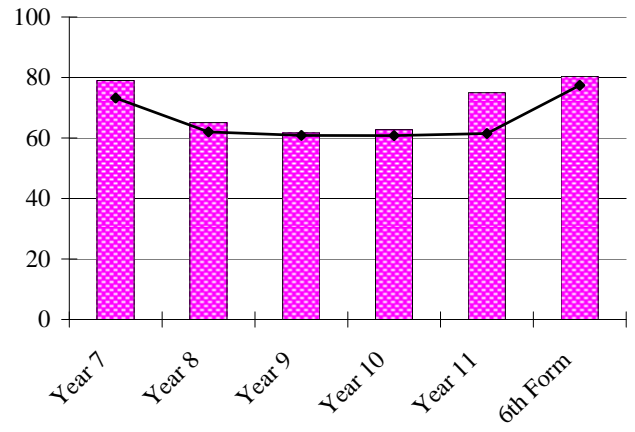




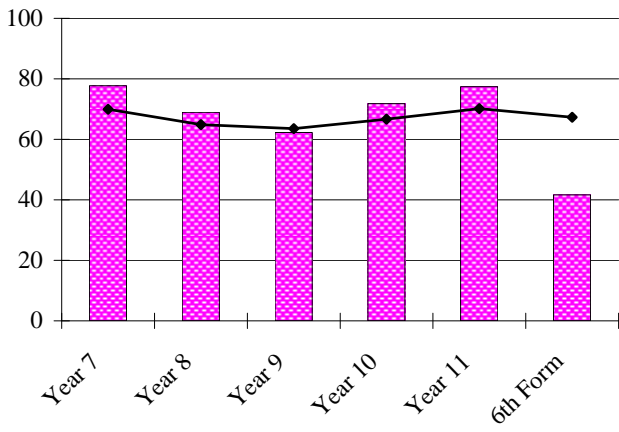
Choice of subjects



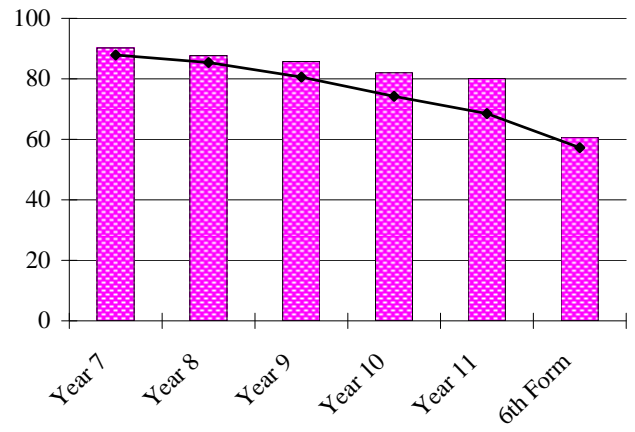
Teaching quality



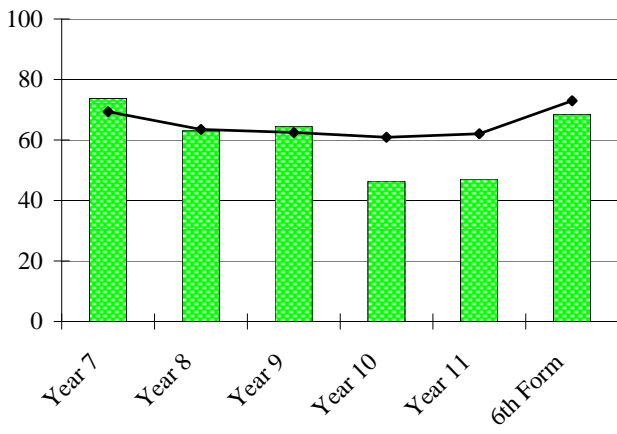
Computer access



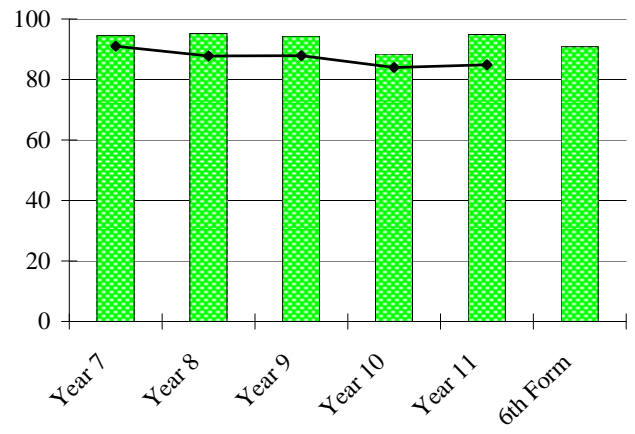
Truancy control



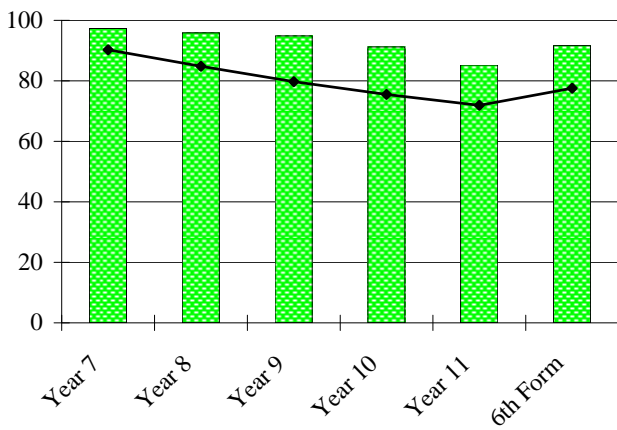
Suitable class sizes



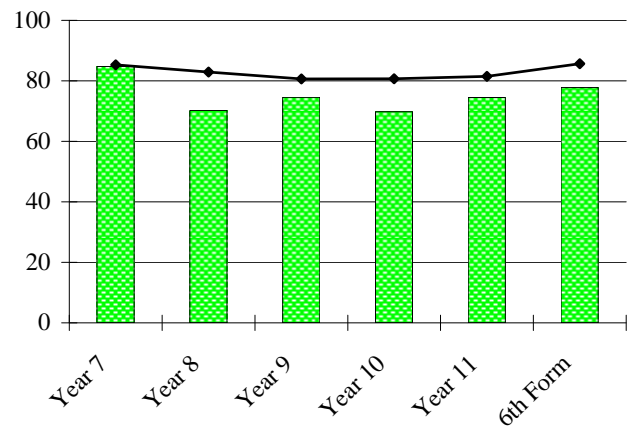
Parents evening



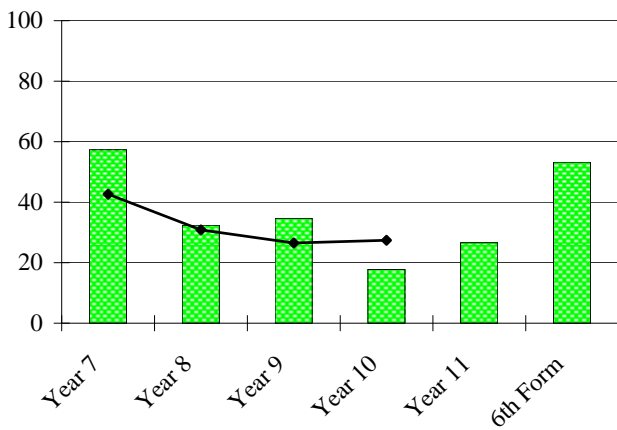
Personal planners



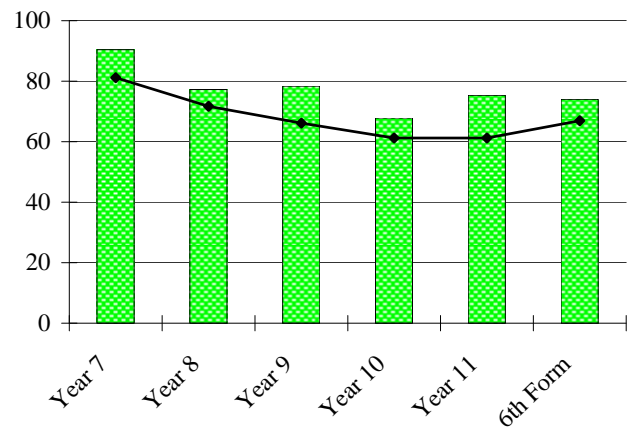
Access to staff



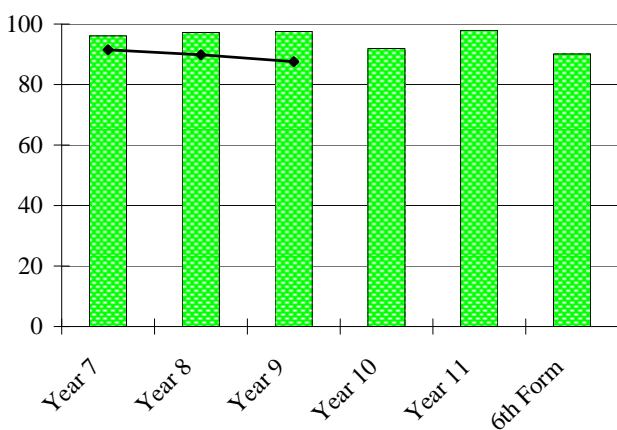
School uniform



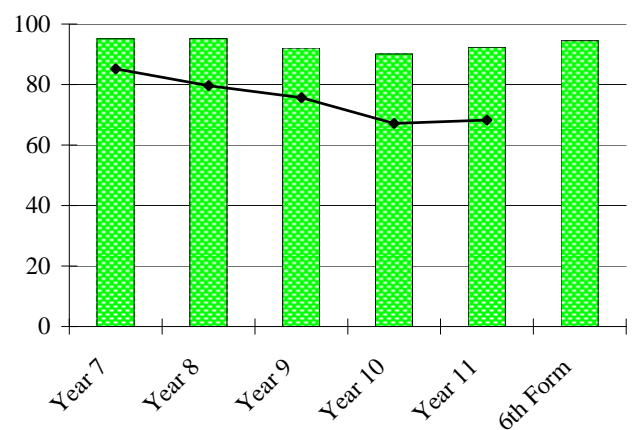
Handling complaints



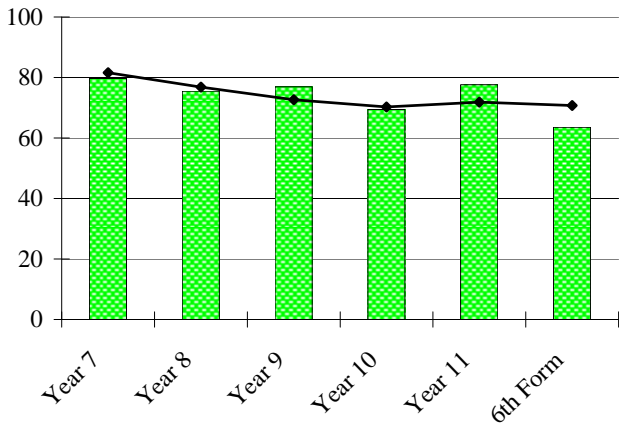
Teaching for special needs



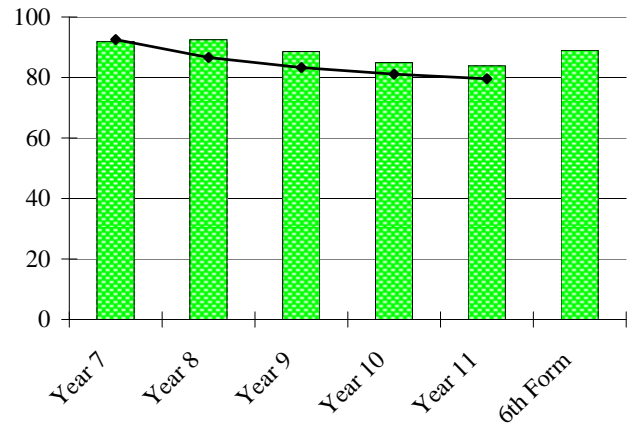
Extra curricular activities



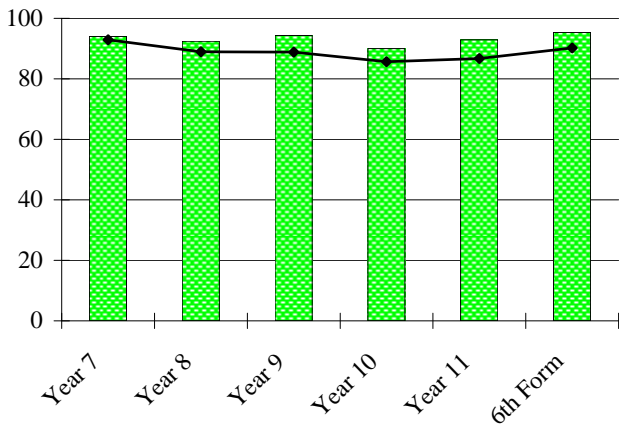
Explaining to parents how to help their child



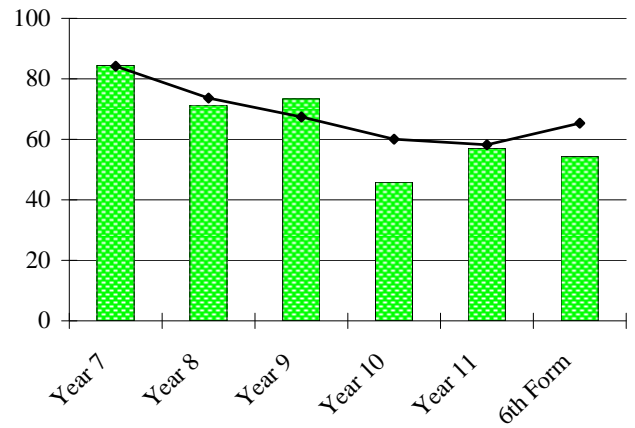
Celebrating and rewarding achievement



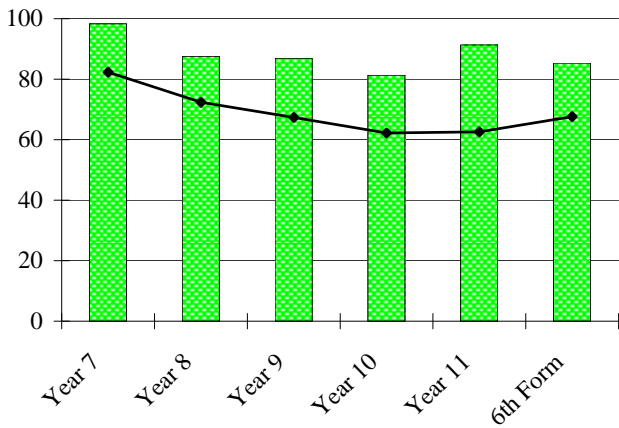
Ensuring pupils do best and make progress



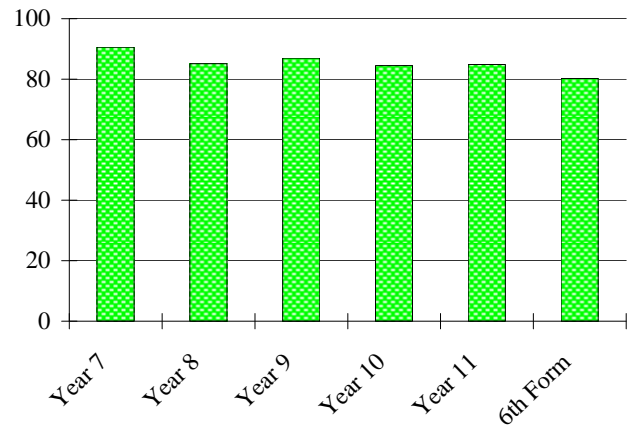
Encouraging and listening to pupils' views



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 pupils from one year group against those from another.

On the following pages we have plotted your actual score for each year group against the score that we would have expected each year group to contribute towards the whole school score that you received.

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

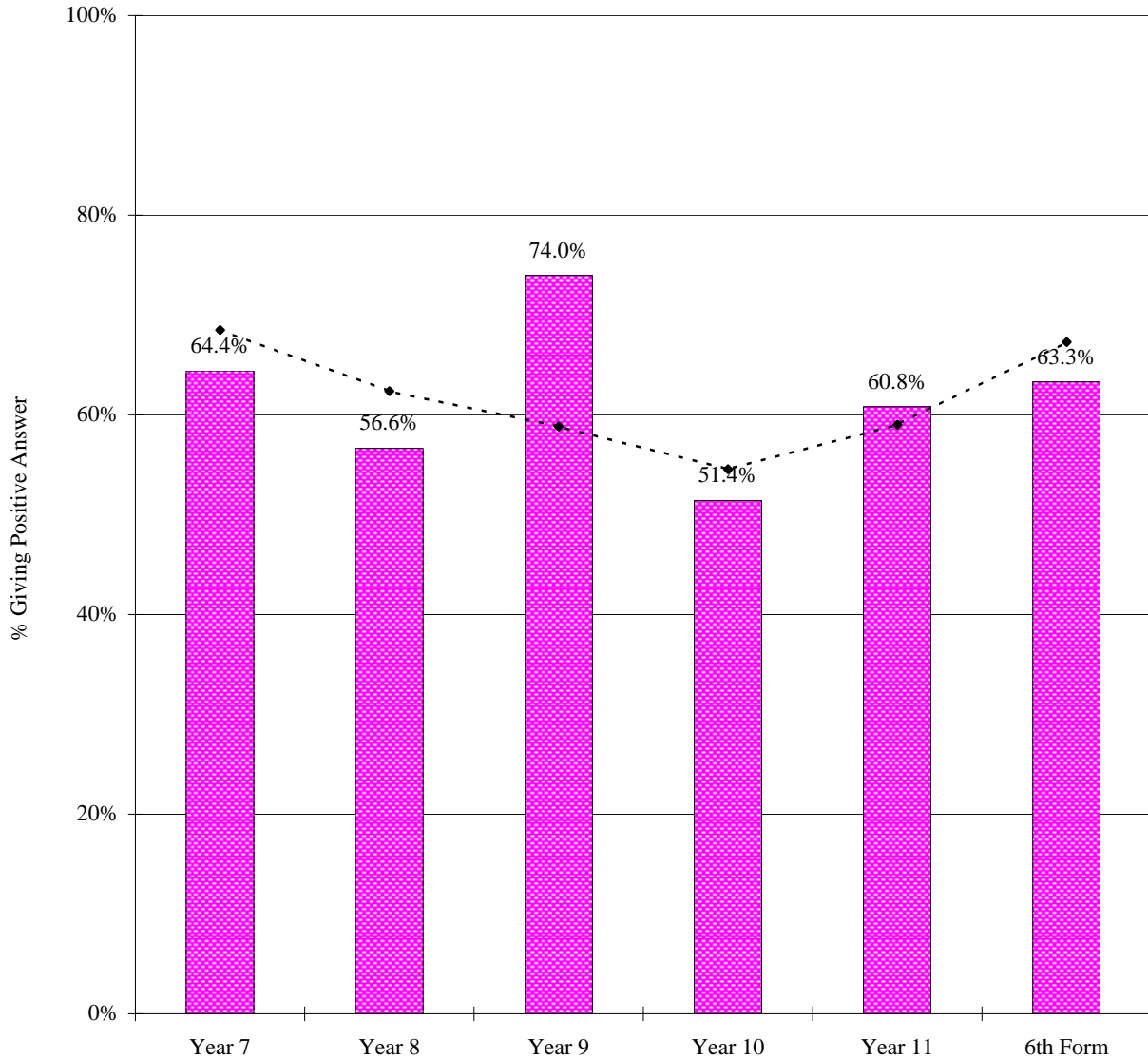
All actual scores were compared against the predicted scores, for each year group.

We have included in the following pages those criteria which show the largest differences between the scores achieved and the predicted scores i.e. those criteria where the pupils were more or less happy than expected.

The Graphs Below for Community spirit Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Community spirit was higher than expected in Year 9.

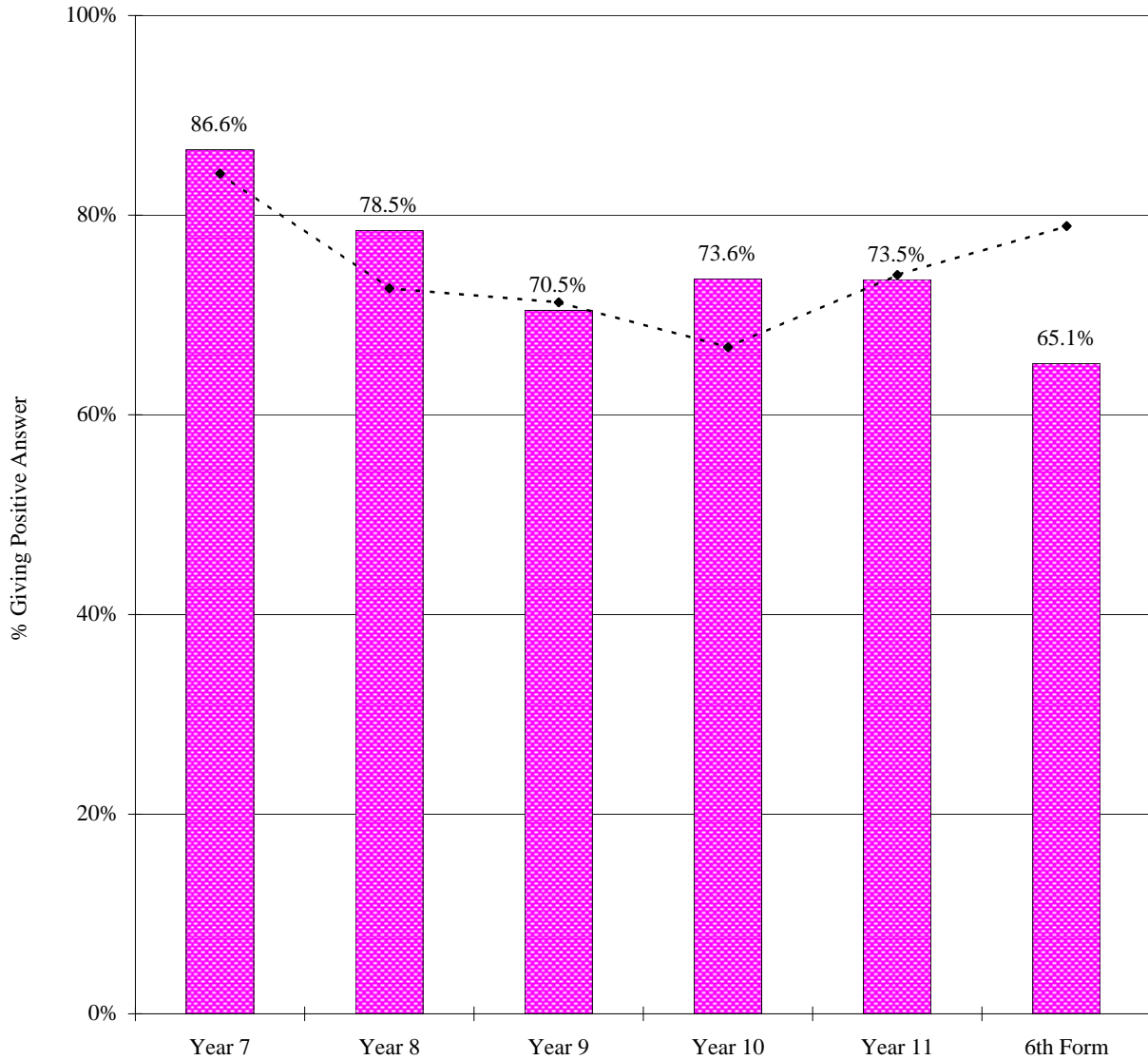
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Availability of resources Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Availability of resources was lower than expected in the 6th Form.

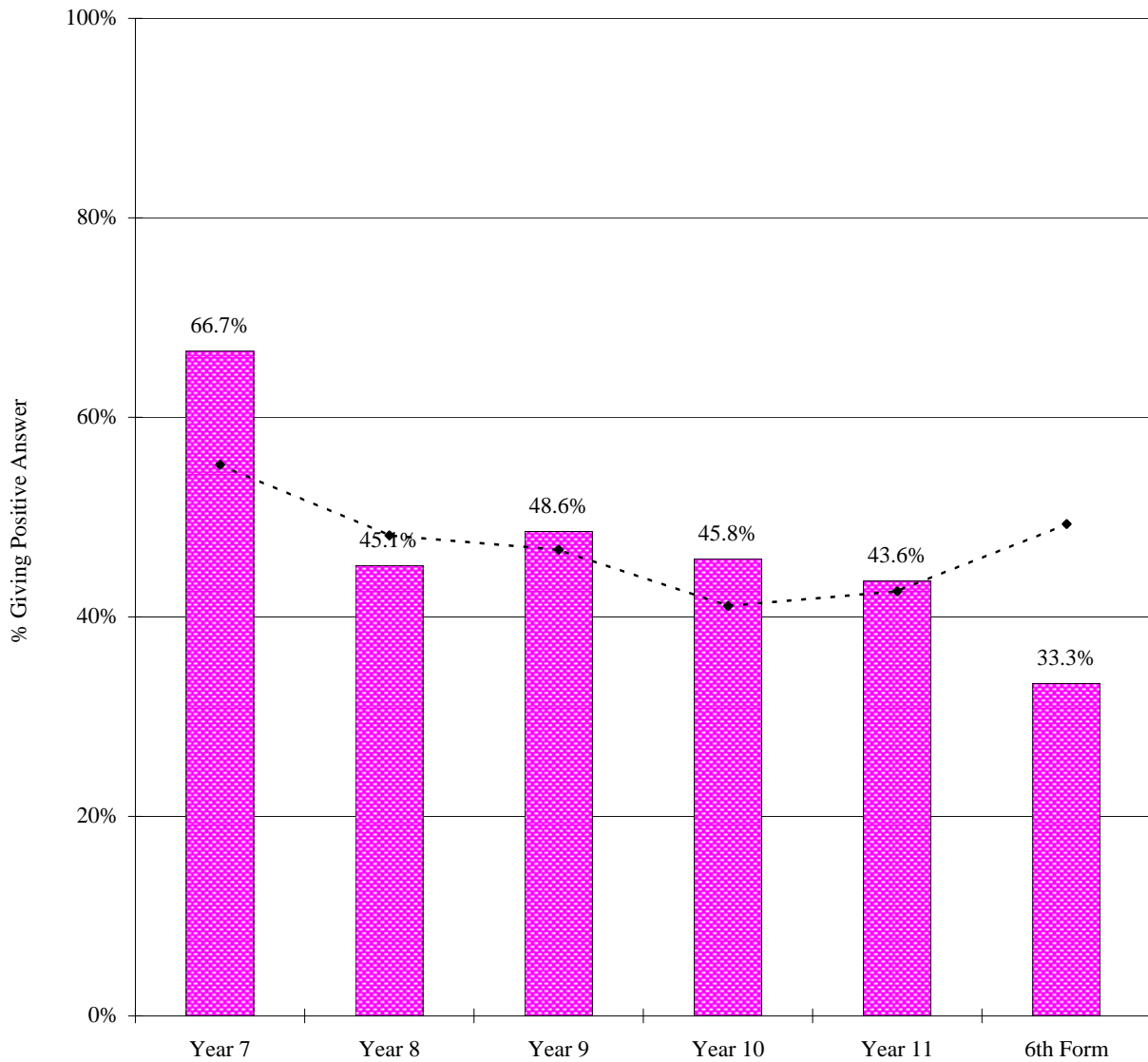
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for School facilities Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for School facilities was lower than expected in the 6th Form.

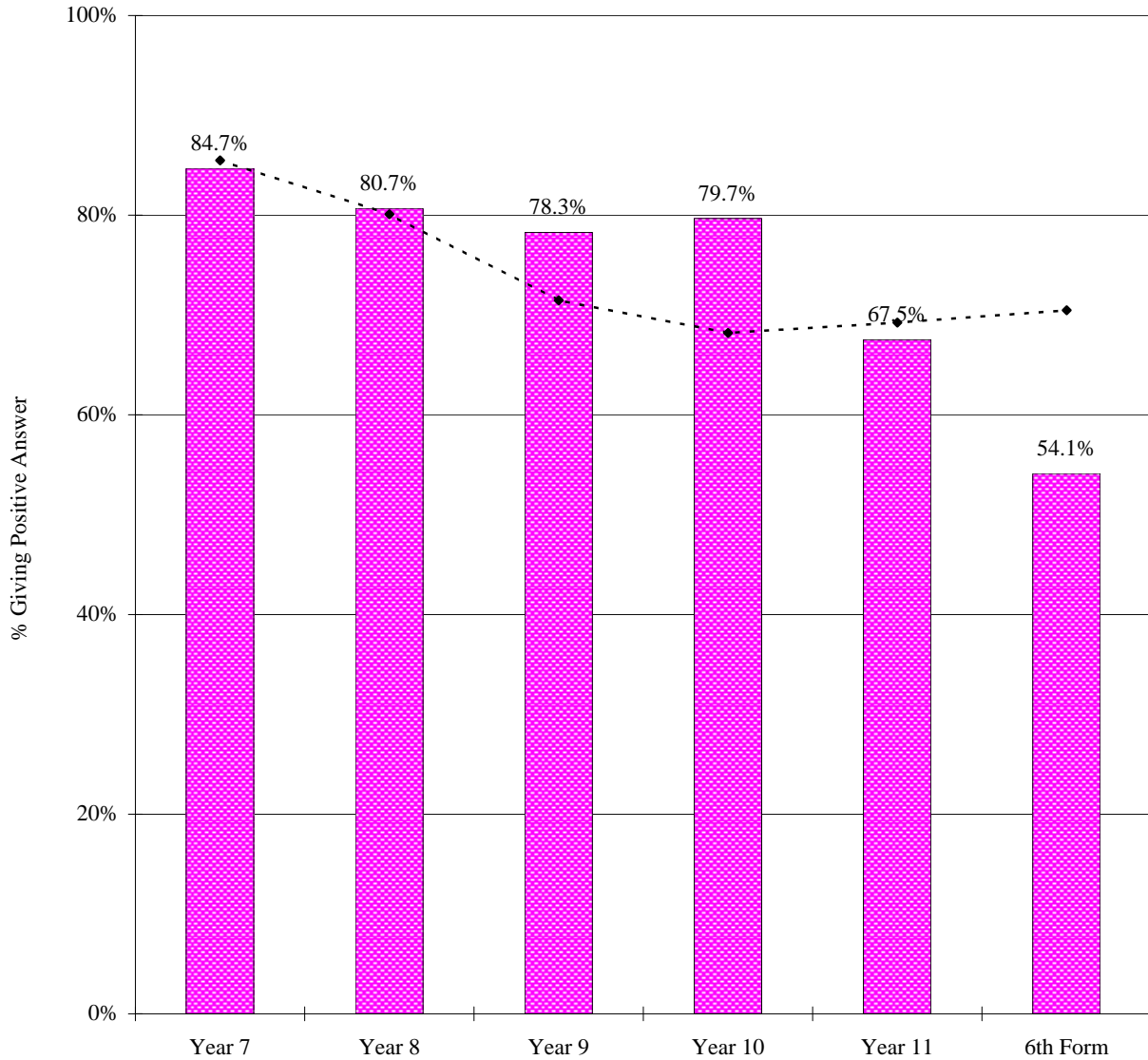
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for School communication Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for School communication was lower than expected in the 6th Form.

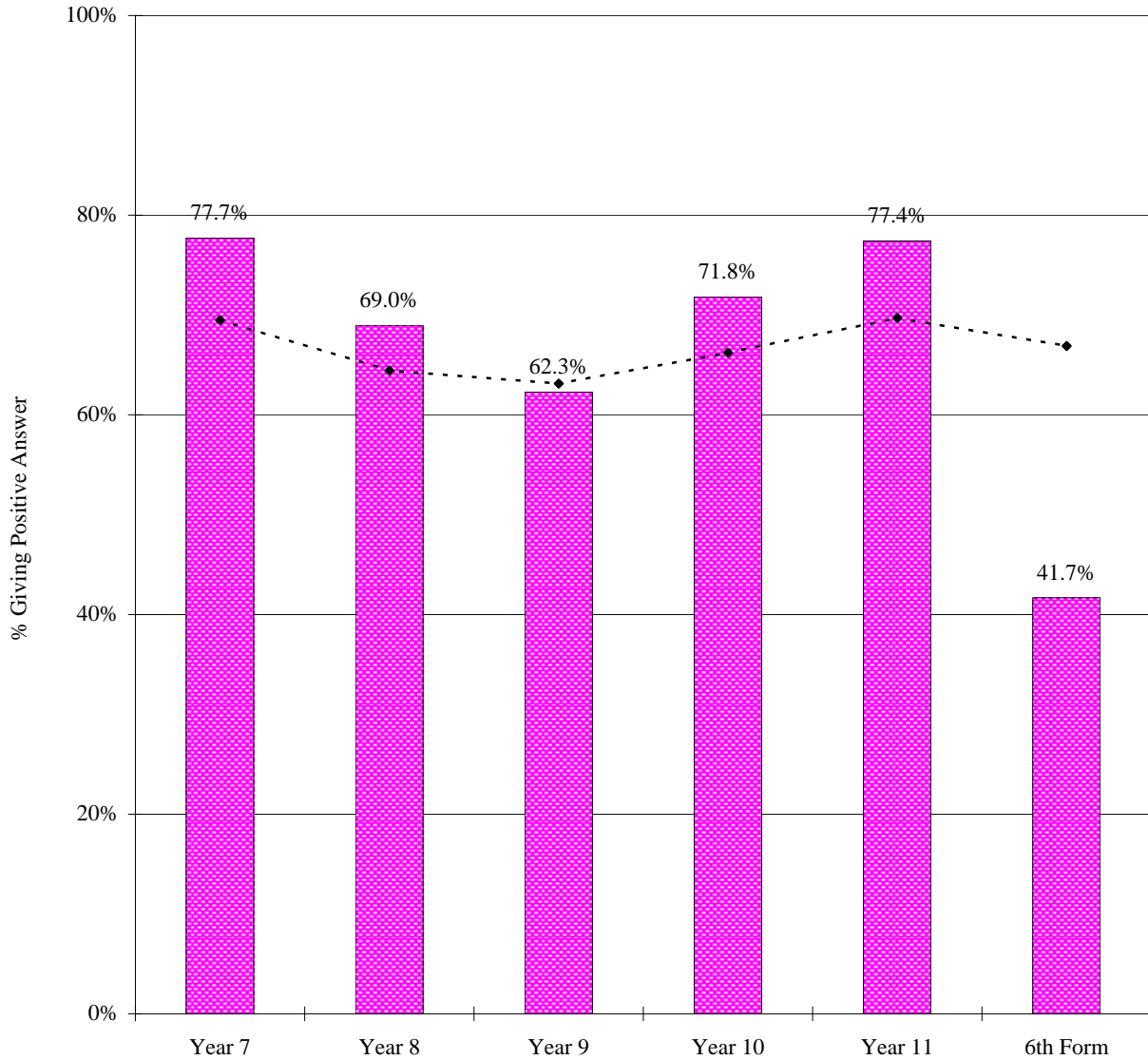
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for Computer access Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for Computer access was lower than expected in the 6th Form.

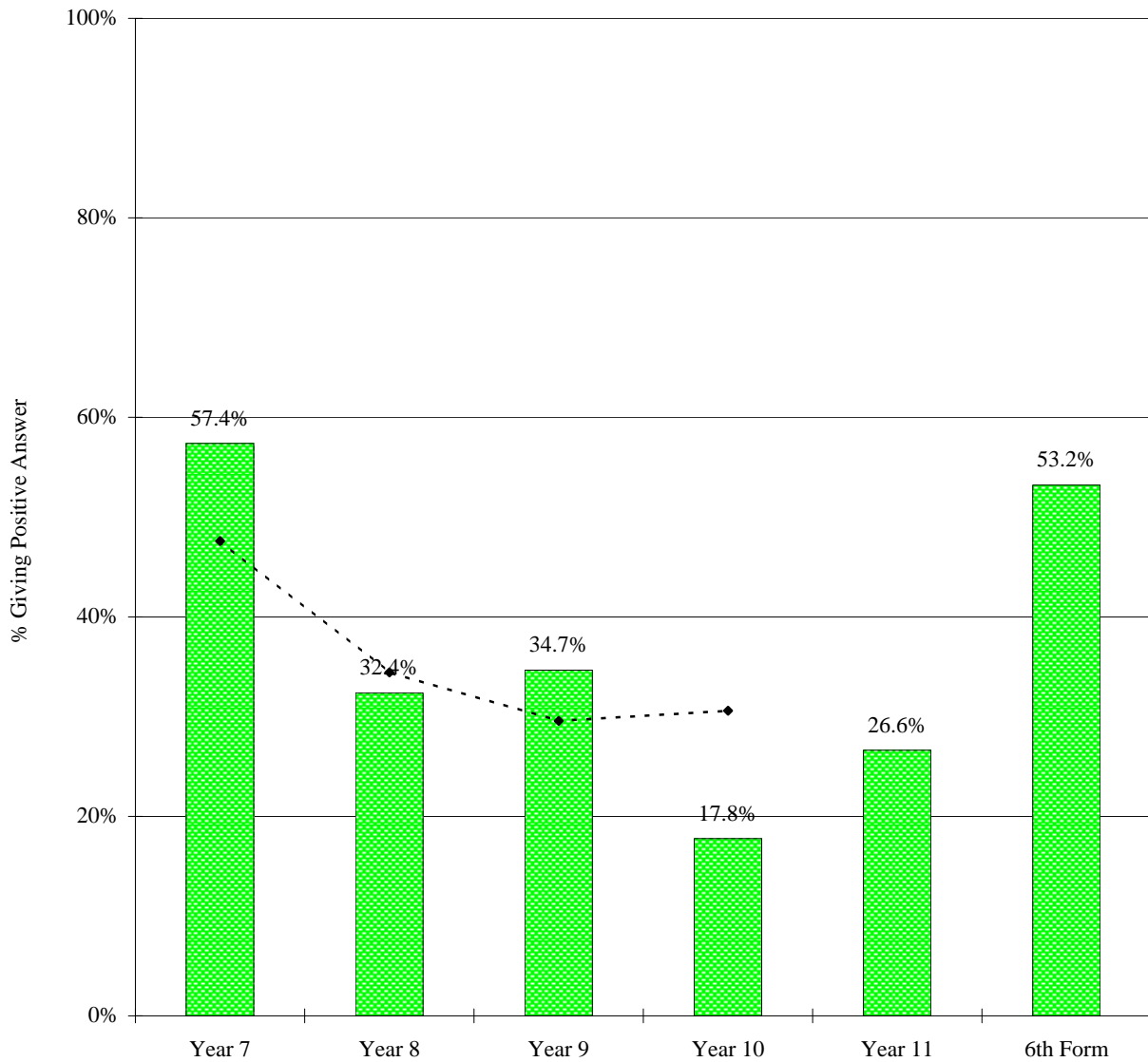
The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



The Graphs Below for School uniform Show That The Contribution from Individual Year Groups, was Unusual.

The contribution towards the score for School uniform was lower than expected in Year 10.

The dotted line shows the contribution that we would have expected from each year group, based on your whole school score for this criterion . Note - this is not the Average of Similar Schools.



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 boys and girls 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" 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.

$$P9\text{boys(R Stds.)} = \frac{\text{Number of boys in year 9}}{\text{Number of boys in years =Y}} \times \frac{\text{Number of year 9 boys respondents to Religious Studies}}{\text{Total number of year 9 boys respondents}}$$

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.

Final proportion

$$F9\text{boys(Religious Studies)} = \frac{P9\text{boys(Religious Studies)} \times \text{Mean score for year 9 Religious Studies, boys}}{(P9\text{boys (Religious Studies)} + P10\text{boys (Religious Studies)} + P11\text{boys (Religious Studies)})}$$

Repeat this process for F10boys (Religious Studies) and F11boys (Religious Studies).

To achieve the final boys score $F\text{boys (Religious Studies)} = F9\text{boys (Religious Studies)} + F10\text{boys (Religious Studies)} + F11\text{boys (Religious Studies)}$.

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:

$$\begin{aligned} \text{Final (Religious Studies) Score} &= \text{GPfs} \times \text{Fgirls (Religious Studies)} + \text{BPfs} \times \text{Fboys (Religious Studies)} \\ & \text{(unless GPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fboys (Religious Studies))} \\ & \text{(or BPfs} = 0, \text{ in which case, Final Religious Studies Score} = \text{Fgirls (Religious Studies))} \end{aligned}$$

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:

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

This final score for Religious Studies is then weighted based upon the similar school 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 1.08

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 score 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% = 0.05 on this scale of 0 - 1

We then require that 2 X the standard error of the proportion has a value of less than 0.05

In other words the standard error of the proportion must have a value of less than 0.025

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 proportion lies between 0.025 and 0.05 then we have the 95% confidence level to within 10%. If the standard error of the proportion is greater than 0.05 then the result is labelled as "low response".

We calculate the standard error of the proportion as follows:

$$\text{Standard Error Of The Proportion (S.E.P.)} = \sqrt{\frac{\text{mean} (1-\text{mean})}{n}}$$

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.

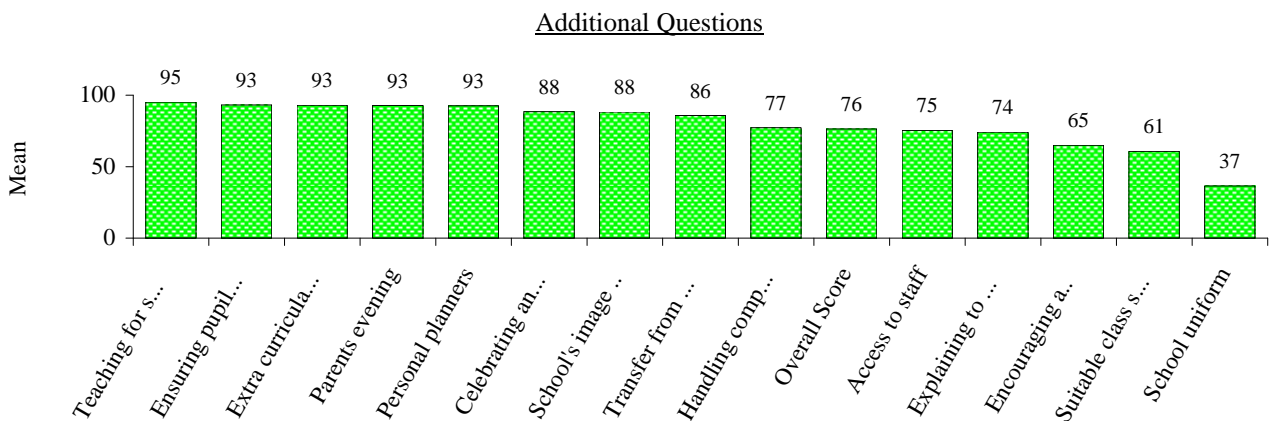
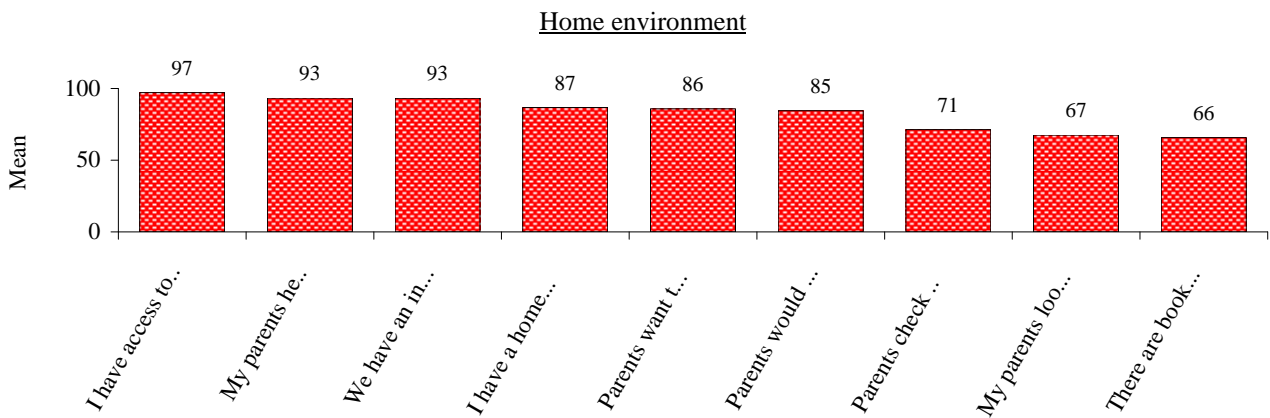
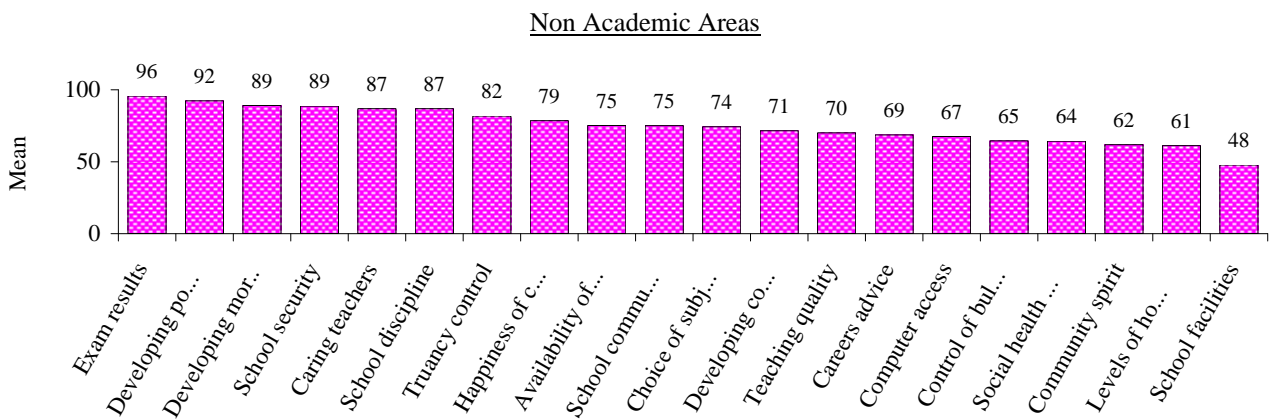
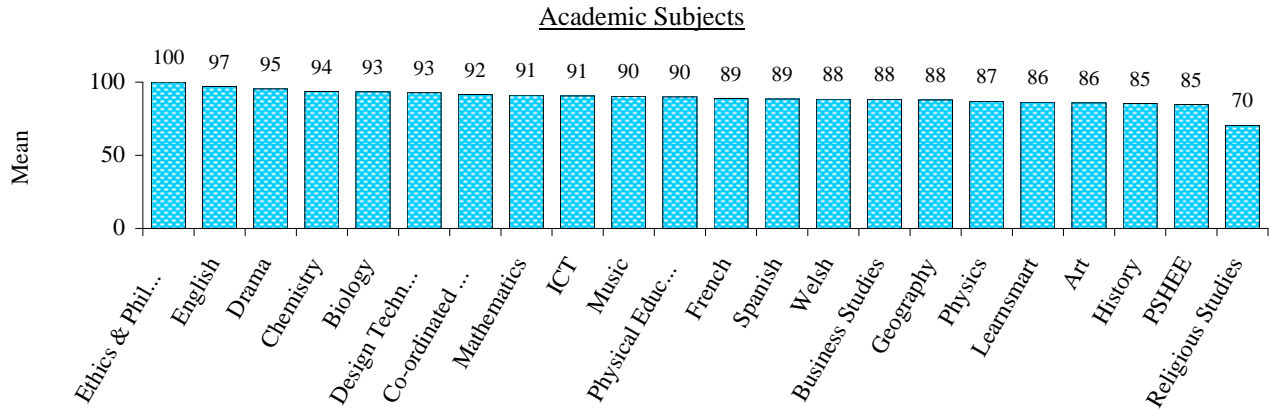
If greater than 5% of our scale, and greater than 2 X SEP of first result + 2 X SEP of second result.

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 99% confidence level.

While changes or differences of less than 5% of our scale may be significant at the 99% 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 Showing the Raw, Adjusted Percentage Giving a Positive Answer to 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 pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
16016	42	85.4%	80.7%	89.5%	Art
14149	41	89.8%	90.1%	89.7%	Design Technology
10594	36	84.5%	80.9%	87.5%	Drama
21874	42	91.2%	89.9%	92.3%	English
13321	39	80.0%	76.6%	83.2%	French
16778	42	83.8%	84.6%	83.1%	Geography
17366	42	86.5%	86.6%	86.4%	History
17564	42	86.8%	86.7%	86.7%	IT
21835	42	86.8%	88.4%	85.3%	Mathematics
14477	42	80.6%	77.4%	83.5%	Music
19567	42	85.8%	88.5%	83.2%	Physical Education
18963	41	75.1%	70.2%	79.5%	Religious Studies
15397	41	85.8%	88.4%	83.9%	Science
18913	40	74.1%	69.7%	78.1%	Welsh

REMAINING SUBJECTS SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Academic Subjects</u>
7936	29	85.0%	85.4%	84.9%	Biology
2164	24	82.3%	79.9%	85.0%	Business Studies
7726	29	82.1%	84.5%	79.8%	Chemistry
6992	27	90.3%	87.4%	92.6%	Food Technology
3290	21	80.4%	75.9%	84.0%	German
1609	11	76.1%	77.5%	73.7%	Graphic Media
897	13	86.6%	83.0%	87.9%	Health and Social Care
7686	29	79.1%	84.0%	74.3%	Physics
2091	14	84.2%	85.5%	84.0%	Resistant Materials
2473	13	79.6%	75.2%	87.8%	Spanish

CORE AREAS - RELIABLE AVERAGES

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
24323	44	56.1%	57.8%	54.5%	Availability of resources
23741	44	69.0%	70.7%	67.4%	Careers advice
24198	44	83.2%	82.6%	83.7%	Caring teachers
24230	44	65.9%	66.6%	65.1%	Choice of subjects
23686	44	52.3%	51.7%	52.8%	Community spirit
24261	44	67.1%	67.6%	66.6%	Computer access
24152	43	91.6%	91.8%	91.4%	Computer at home
23735	44	58.6%	60.0%	57.4%	Control of bullying
24031	44	62.7%	65.7%	59.8%	Developing confidence
24094	44	83.1%	82.5%	83.6%	Developing moral values
24295	44	88.1%	88.1%	88.1%	Developing potential
17778	33	88.6%	89.2%	88.1%	Ensuring pupils do their best and make good progress
24191	44	87.6%	88.4%	86.7%	Exam results
23771	43	73.3%	71.2%	75.2%	Given choice, would still attend
24097	44	73.2%	70.6%	75.6%	Happiness of child
24102	43	85.3%	86.4%	84.3%	Home internet link
24085	43	66.6%	67.7%	65.6%	Home library
24170	43	85.0%	84.1%	85.8%	Homework area
21693	43	4.5	4.2	4.9	Hours of Homework
24289	44	62.7%	61.8%	63.6%	Levels of homework
24089	43	68.2%	71.8%	64.9%	Parents check homework
24143	43	92.3%	91.7%	92.9%	Parents help with homework
24055	43	65.5%	66.9%	64.2%	Parents look at work
23907	43	84.5%	85.1%	83.9%	Parents want to know
24007	43	86.9%	86.8%	86.9%	Parents would visit school
24046	43	81.2%	81.8%	80.8%	Recent bullying
24249	44	72.0%	72.3%	71.8%	School communication
23845	44	74.3%	74.2%	74.5%	School discipline
24200	44	51.5%	52.1%	50.9%	School facilities
24128	44	81.9%	81.3%	82.4%	School security
24130	44	59.6%	62.5%	56.9%	Social health education
24169	44	65.1%	65.7%	64.6%	Teaching quality
24162	44	76.7%	74.9%	78.4%	Truancy control
23913	43	78.3%	77.1%	79.4%	Unfair treatment by staff
23566	43	79.9%	76.4%	83.1%	Wish to go to University

REMAINING CRITERIA SURVEYED

<u>No. of pupil opinions</u>	<u>No. of schools</u>	<u>Schools Average</u>	<u>Boys' Average</u>	<u>Girls' Average</u>	<u>Non-academic Criteria</u>
7596	15	82.9%	85.4%	80.9%	Access to staff
13370	25	85.2%	87.0%	83.5%	Celebrating and rewarding achievement
7134	16	72.7%	72.6%	72.7%	Encouraging and listening to parents views
9675	18	68.8%	70.1%	67.2%	Encouraging and listening to pupils' views
10694	19	82.1%	82.3%	82.0%	Ensuring new pupils settle well
5473	12	70.0%	70.6%	69.3%	Explaining to parents how to help their child
16320	26	74.4%	73.0%	75.6%	Extra curricular activities
9562	16	68.4%	68.4%	68.4%	Handling complaints
8803	14	68.8%	67.2%	70.4%	Overall
12895	22	86.8%	85.6%	88.0%	Parents evening
11654	19	79.6%	77.2%	81.7%	Personal planners
8582	16	73.8%	72.1%	75.9%	Quality of school management
11000	21	58.7%	63.3%	54.6%	Regular marking of work
10569	20	33.1%	32.7%	33.5%	School uniform
8407	14	69.6%	71.6%	67.8%	School's image in the local community
12797	21	84.5%	83.1%	85.9%	Tailoring workload to child's needs and ability
10798	18	87.4%	85.6%	89.3%	Teaching for special needs
9213	19	62.7%	64.3%	59.2%	Treating all pupils fairly and equally
11863	21	83.9%	82.6%	85.0%	Written reports

Similar School Results for Pupils 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>
18267	7806	10926	Happiness of child	76.1%	73.5%	78.4%
18223	7752	10964	Control of bullying	75.1%	73.1%	77.5%
16387	7196	9552	School facilities	67.2%	66.7%	67.4%
16542	7215	9778	School security	67.1%	67.0%	68.5%
15417	6873	8912	Exam results	63.7%	63.3%	63.5%
14820	6838	8281	School discipline	60.8%	63.3%	58.8%
14243	6413	8069	Teaching quality	60.1%	60.4%	58.6%
12659	5473	7418	Choice of subjects	52.0%	50.9%	52.8%
12245	5677	6804	Careers advice	50.3%	52.1%	47.8%
11724	4734	7207	Caring teachers	48.6%	44.5%	51.9%
11579	4810	6928	Developing potential	48.6%	45.7%	50.8%
11374	5009	6725	Levels of homework	46.0%	46.7%	47.0%
10712	5283	5660	Computer access	43.7%	48.8%	38.9%
9828	4007	5969	Developing confidence	41.5%	38.0%	43.6%
9708	4543	5318	Social health education	38.1%	41.1%	37.0%
8452	3629	5129	Truancy control	34.5%	33.8%	36.0%
8380	3750	4703	Availability of resources	33.8%	34.3%	32.8%
7851	3640	4293	Developing moral values	32.7%	34.3%	31.4%
8269	3644	4778	School communication	32.3%	33.8%	32.6%
6296	2999	3326	Community spirit	24.9%	27.5%	23.0%

Pupil priorities ranked in descending order of importance.

All Pupils

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

Boys

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

Girls

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

Total boys surveyed = 10621

Total girls surveyed = 13702

Total sample= 24323

From 44 Schools