



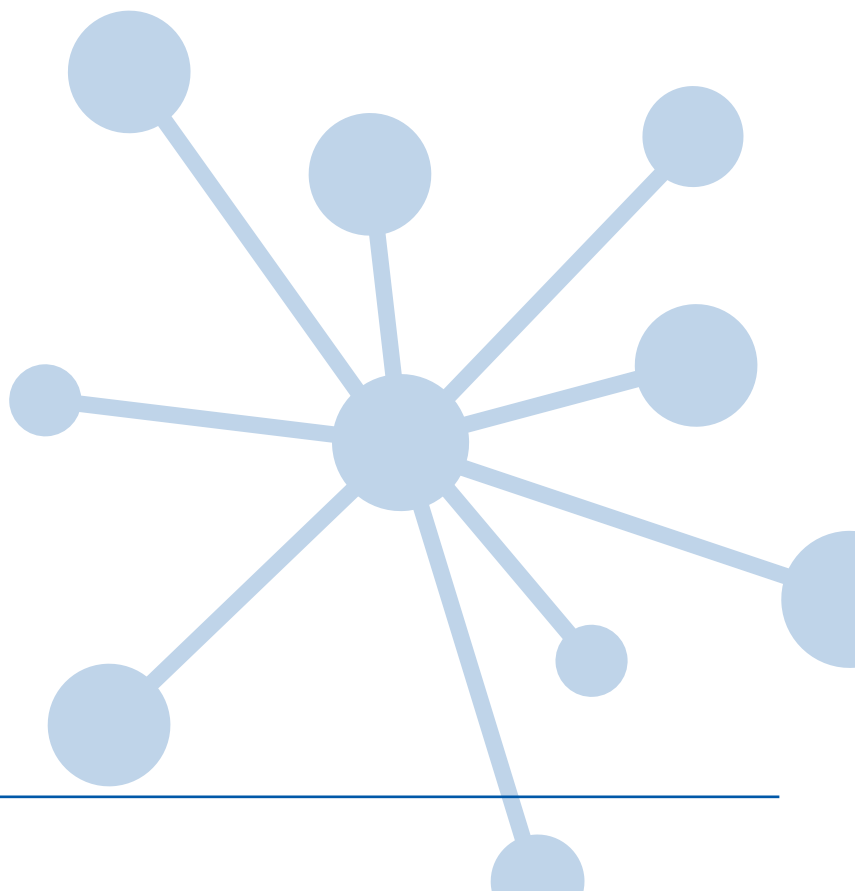
Woodbrook Vale School

Parent survey report – April 2018

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Executive summary

This report details the findings of the 11th Kirkland Rowell Parent Survey for Woodbrook Vale School. The report measures the levels of satisfaction among the students' parents for a range of criteria, which have been previously identified as being important to the parents of school students, 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 April 2018. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 242 completed questionnaires were returned representing a response rate of 31.0%. The response meant that meaningful data could be drawn for all criteria except for Business Studies, Health and Social Care, ICT, Preparation for Working Life and Psychology.
- 28 parents answered 'Yes' and 210 parents answered 'No' to the question 'Has your child ever been eligible for free school meals during the last six years?' representing 11.6% and 86.8% respectively.
- The parents gave a very good overall performance score (77.8%) (see page 6).
- Of the parents whose children were not in their first year at the school 27% said the school had improved over the last year and 14% thought that the school's performance was worse (see page 52).
- Of the parents of new students, 3% felt that the school had not lived up to their expectations and 28% said the school was better than they had expected it to be (see page 52).
- With regard to academic subjects, parents are most happy with the delivery of Product Design, French and Mathematics.
- The parents are least happy with the delivery of Physics, Chemistry and Biology.
- With regards to non-academic areas, parents are most happy with School communication, School facilities and Exam results.
- The parents are least happy with Community spirit, Careers advice and Developing confidence.
- The parents' top priorities for improvement are Developing potential, Control of bullying and School communication.
- The parents of male students gave significantly higher scores for Music and Availability of resources.
- The parents of female students gave significantly higher scores for Media Studies and Levels of homework.

Summary of results since the previous survey

- The following academic areas received significantly higher scores than the previous survey: Computing and English.
- The following non-academic area received significantly lower scores than the previous survey: Caring teachers.

Summary of results over more than two surveys

- The following academic area received significantly higher scores over more than two surveys: French.
- The following academic area received significantly lower scores over more than two surveys: Science.
- The following non-academic areas received significantly lower scores over more than two surveys: Social health education, Happiness of child, Community spirit, Developing potential and Teaching quality.

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

Strengths and weaknesses

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

Relative strengths for academic criteria

84.4% **Product Design**

82.5% **French**

78.9% **Mathematics**

78.7% **Media Studies**

78.4% **Food**

Relative weaknesses for academic criteria

54.6% **Physics**

64.4% **Chemistry**

65.7% **Biology**

67.3% **Sociology**

70.2% **Drama**

Relative strengths for non-academic criteria

73.6% **School communication**

73.6% **School facilities**

73.5% **Exam results**

72.9% **School security**

72.4% **Levels of homework**

Importance Ranking

(58.8%) 9th

(59.1%) 8th

(48.1%) 11th

(51.3%) 10th

(34.2%) 15th

Relative weaknesses for non-academic criteria

65.6% **Community spirit**

65.6% **Careers advice**

68.1% **Developing confidence**

68.3% **Choice of subjects**

68.8% **Developing potential**

Importance Ranking

(20.0%) 17th

(25.8%) 16th

(68.5%) 7th

(41.6%) 13th

(73.5%) **5th**

Response to survey

242 completed questionnaires were returned representing a response rate of 31.0%.

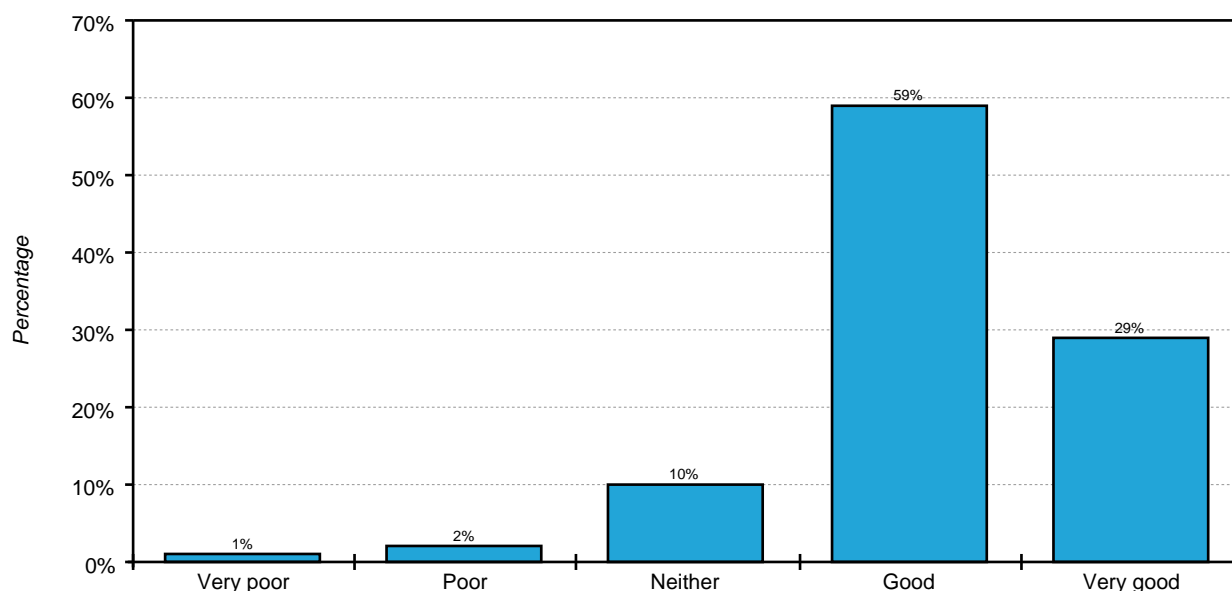
	Proportion of responses (%)	Number of responses
Responses from parents of male students	46.0	110
Responses from parents of female students	54.0	129
Responses from parents of Year 7 students	29.8	72
Responses from parents of Year 8 students	28.5	69
Responses from parents of Year 9 students	14.5	35
Responses from parents of Year 10 students	16.5	40
Responses from parents of Year 11 students	10.7	26

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	77.8	78.1	-0.3

	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	2.5	4.2	-1.7	87.9

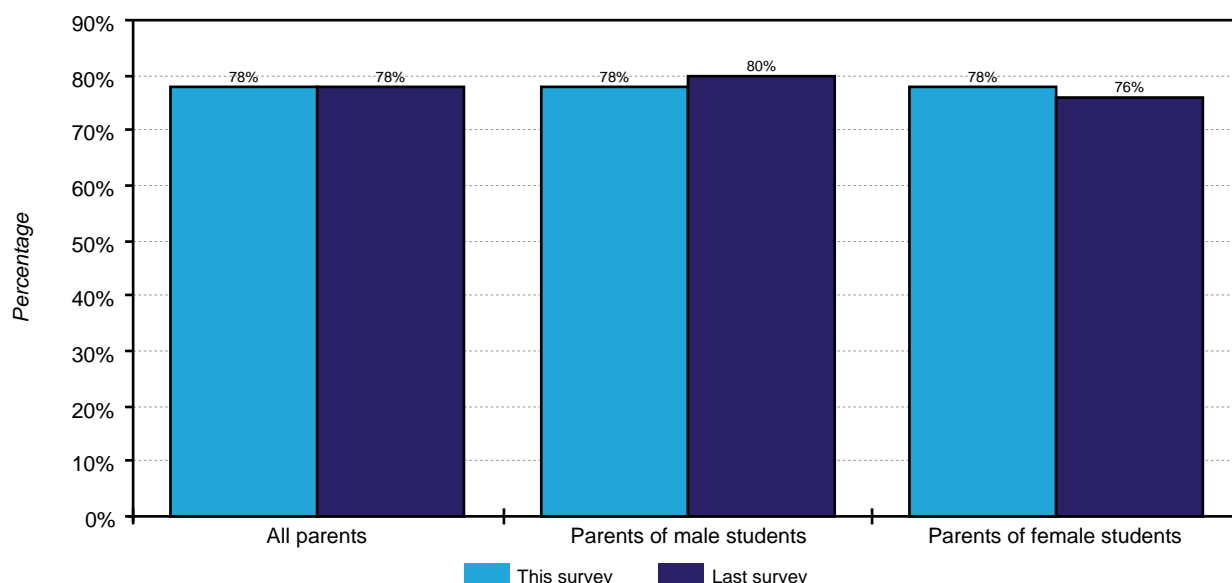
Overall parental satisfaction



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

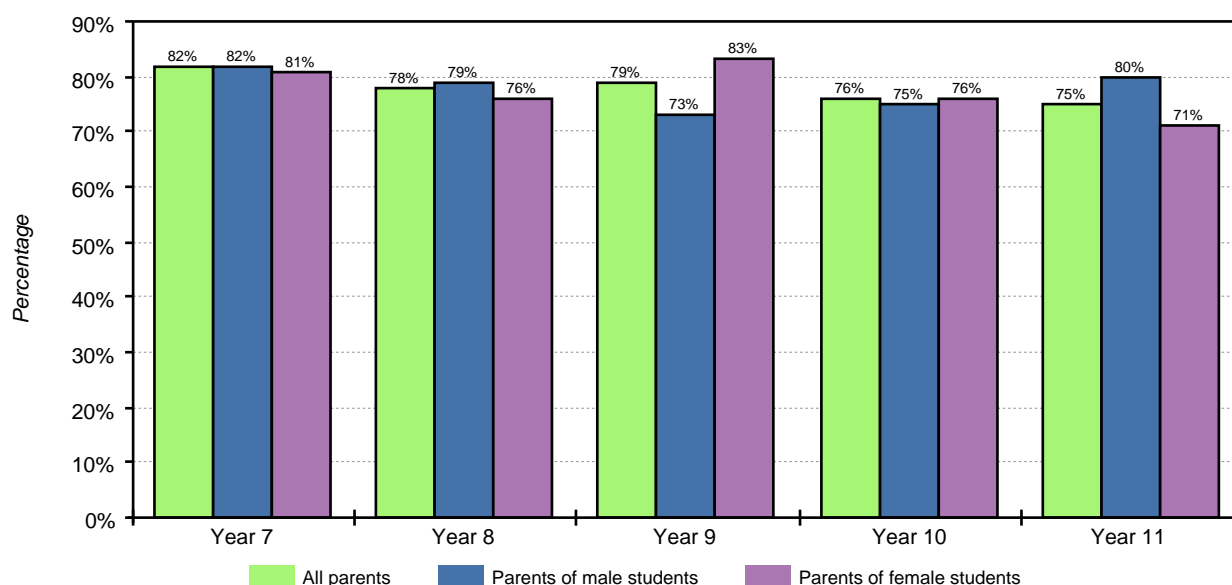
Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender



- The parents gave a very good overall performance score of 77.8%, declined since the last survey.
- Parents of male students scored the overall performance of the school the same as parents of female students.

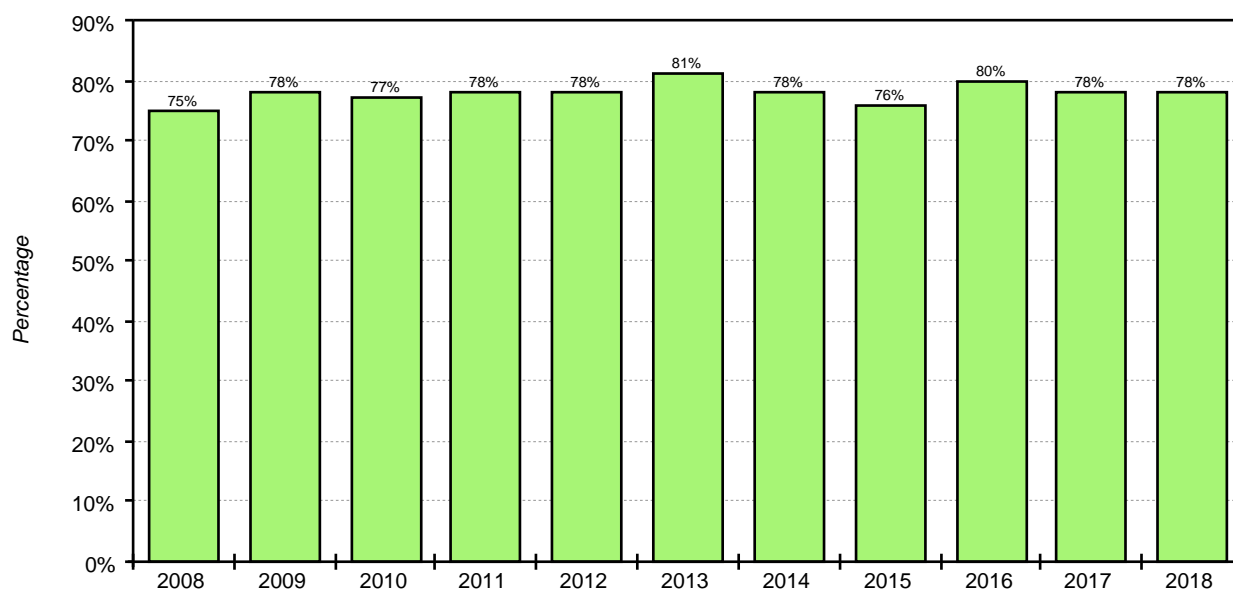
Overall performance scores broken down by year group



- Parents of Year 7 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Parents of Year 7 male students and parents of Year 9 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

Time series analysis of overall performance scores

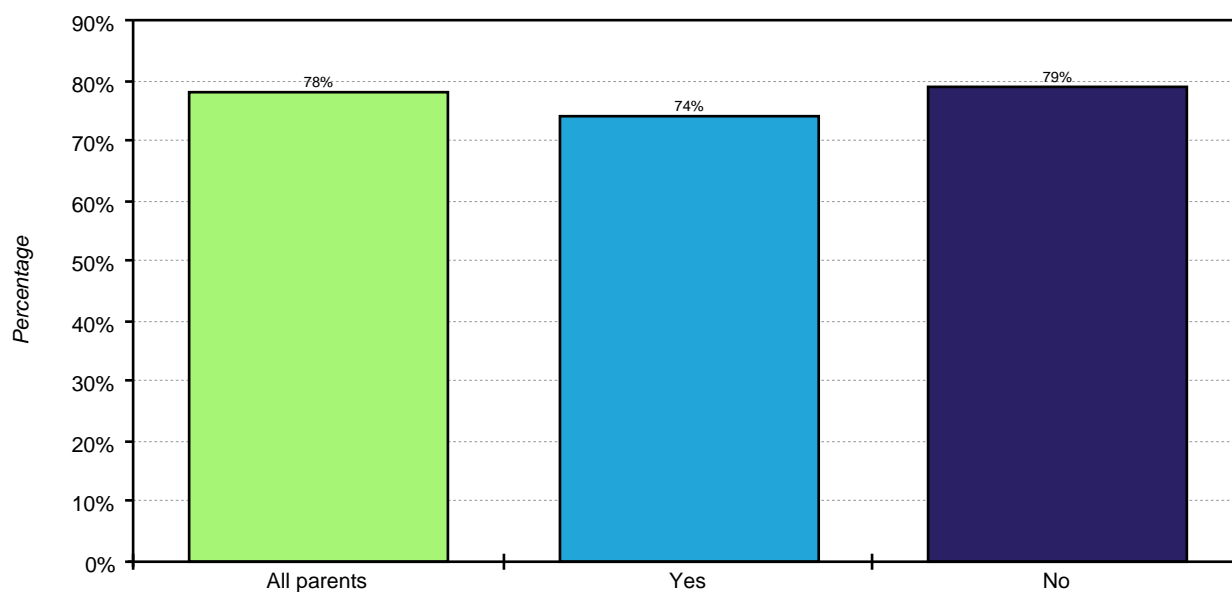
Graph showing the overall performance scores trend broken down over time.



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

Overall performance scores broken down by extra analysis

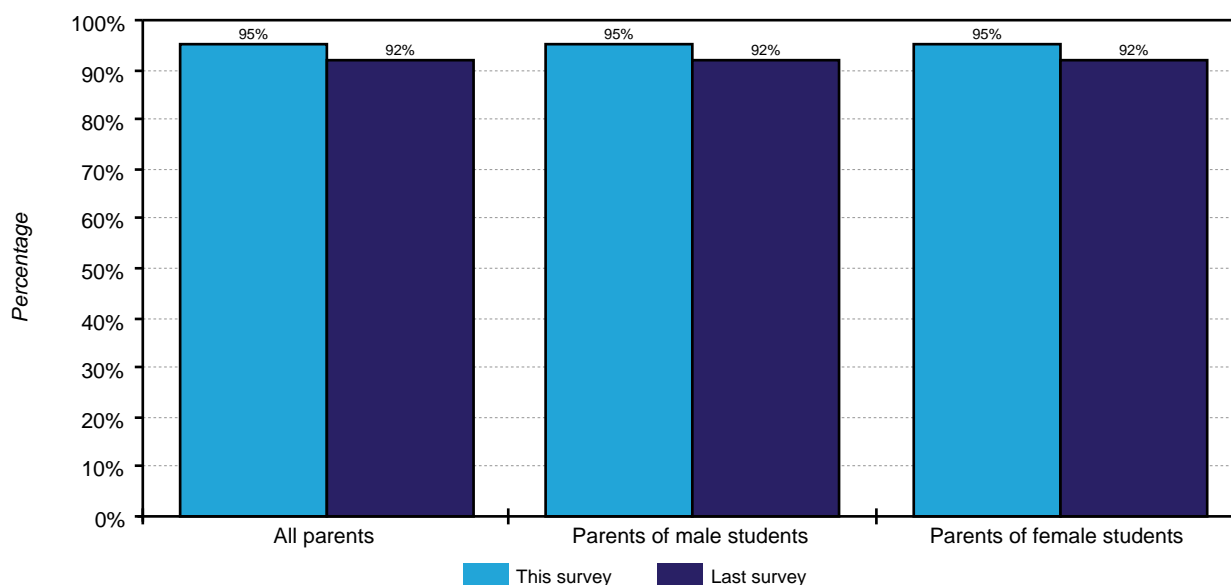
Broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'



- The overall performance scores show no significant difference.

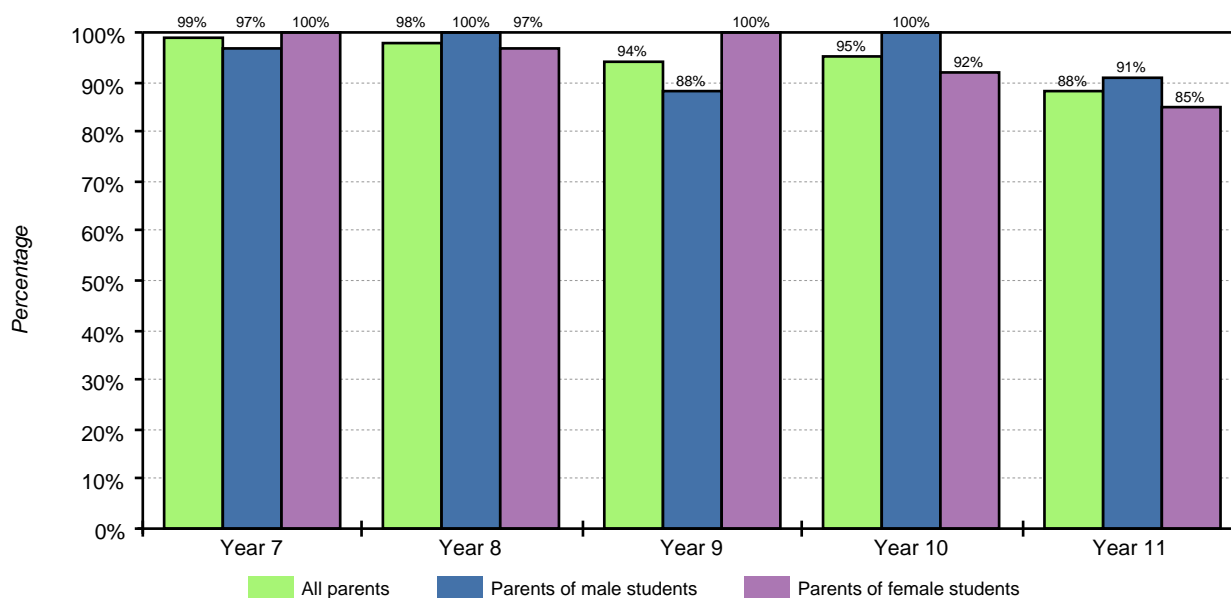
Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender



- 94.9% of parents said they would recommend this school to another parent.
- Parents of male students would recommend this school to another parent the same as parents of female students.

Recommend this school scores broken down by year group



- Parents of Year 7 students would recommend this school to another parent more than parents from other year groups.
- Parents of Year 8 and Year 10 male students and parents of Year 7 and Year 9 female students would recommend this school to another parent more than parents from other year groups.

Key results

The core analysis of your survey data; Proportion making progress for academic, non-academic and additional criteria. Explanations have been provided to help you to interpret your results.

Interpreting results

For the sake of assessment in most schools, **academic questions** receiving a score of:

- Over 80% are 'outstanding' (*above the gold line*)
- 70% to 79.9% are 'good' (*above the green line*)
- 65% to 69.9% indicate 'room for improvement' (*above the red line*)
- Below 65% indicate 'attention advised' (*below the red line*)

Non-academic and **additional** questions receiving a score of:

- Over 75% are 'outstanding' (*above the gold line*)
- 65% to 74.9% are 'good' (*above the green line*)
- 60% to 64.9% indicate 'room for improvement' (*above the red line*)
- Below 60% indicate 'attention advised' (*below the red line*)

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create “weighted” scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a ‘level playing field’. These weighted scores are calculated based upon the average scores achieved from over 150 similar, English schools. Results quoted from the previous survey, if applicable, may show small differences from those originally given, as the weightings applied change slightly from one year to the next.

Statistical reliability

Generally all of our results are quoted as being reliable to within less than 5% at the 95% confidence level. Where this is not possible due to the sample achieved, results are quoted as reliable to within less than 10% at the 95% confidence level and are highlighted in blue. Occasionally when results are even less reliable we show an indicative result and highlight in pink. Where there are fewer than 10 responses we only show “low response” and no further result is quoted. For further information see our website for details. Criteria which have not yet been surveyed in at least 30 schools do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents ‘usually’ say. These un-weighted scores are marked *.

Understanding your results table

Your results are shown as a weighted mean score. This is a calculation applied to your raw results using the average scores achieved from over 150 similar, English schools. It allows each criterion to be compared meaningfully on a 'level playing field'. This score can be over 100%.

The previous survey results may appear to differ slightly from your original report last year. This is because the "weighting" calculation applied changes slightly from one year to the next.

Academic criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Religious Education	72.4	66.1	+6.3
Physical Education	72.3		
Music	72.1		
Food Technology	71.4		
	70.8		
	70.1		
Geography	69.9	64.9	+5.0
Business Studies	67.2		
Design Technology	67.2	62.1	+5.1
	66.5	65.4	+1.1
	66.3		
	65.5	62.8	+2.7
Russian *	64.3		
Science	62.1	74.8	-12.7
Drama	61.5	63.4	-1.9
Engineering	49.5		
Psychology	Low response		

Scores above the **gold** line are 'outstanding'.

Scores above the **green** line are 'good'.

Scores above the **red** line indicate 'room for improvement'.

Only highlighted changes should be considered significant – a green highlight shows a significant improvement, a red highlight shows a significant decline, since the last survey.

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

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

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

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

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

Academic criteria

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

Academic criteria	This survey (%)	Previous survey (%)	% Change
Product Design	84.4		
French	82.5	81.1	+1.3
Mathematics	78.9	79.3	-0.5
Media Studies	78.7		
Food	78.4	76.7	+1.7
Computing	78.1	69.6	+8.5
Music	77.9	74.4	+3.6
Design	77.1	73.2	+3.9
History	76.7	77.9	-1.2
Fine Art	75.9	70.5	+5.4
Geography	75.8	78.4	-2.6
Personal Development	74.6	75.5	-0.9
Religious Studies	74.3	76.6	-2.3
English	74.1	68.4	+5.7
Physical Education	73.4	74.4	-1.1
Science	71.7	74.4	-2.7
Spanish	70.8	64.0	+6.8
Drama	70.2	70.2	+0.0
Sociology	67.3	54.6	+12.8
Biology	65.7		
Chemistry	64.4		
Physics	54.6		
Business Studies	Low response		
Health and Social Care	Low response		
ICT	Low response		
Preparation for Working Life *	Low response		
Psychology	Low response		

- Parents consider delivery of the following academic subjects to be 'outstanding': Product Design and French.
- Parents consider delivery of the following academic subjects to be 'good': Mathematics, Media Studies, Food, Computing, Music, Design, History, Fine Art, Geography, Personal Development, Religious Studies, English, Physical Education, Science, Spanish and Drama.

- Parents consider delivery of the following academic subjects to show 'room for improvement': Sociology and Biology.
- Parents consider delivery of the following academic subjects to show 'attention advised': Chemistry and Physics.
- Parents consider delivery of the following academic subjects to have shown a significant improvement since the last survey: Computing and English.
- The following academic subjects have not been surveyed in at least 30 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students parents usually say: Preparation for Working Life.
- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Spanish, Biology, Chemistry and Physics.
- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Product Design, Media Studies, Sociology, Business Studies, Health and Social Care, ICT, Preparation for Working Life and Psychology.
- The following academic subjects were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Product Design, Media Studies, Biology, Chemistry and Physics.

Happy versus unhappy parents for academic criteria

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 proportion of parents who are unhappy with the school's performance for the criteria surveyed.

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

- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 5% & 10% of parents who are unhappy with a particular area should be considered as showing 'room for improvement' (above the red line).
- Having more than 10% of parents unhappy with a particular area may suggest 'attention advised' (below the red line).

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

Academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
French	2.9	4.5	-1.6	84.2
Fine Art	4.2	7.8	-3.6	77.0
Food	4.8	4.1	+0.7	83.0
Geography	4.9	6.8	-1.9	82.9
Mathematics	4.9	5.6	-0.7	81.2
History	5.0	5.2	-0.2	84.6
Design	6.1	10.0	-3.9	85.1
English	6.3	12.2	-5.9	80.3
Science	7.3	11.4	-4.1	76.6
Physical Education	8.2	10.2	-1.9	69.4
Spanish	8.3	11.7	-3.5	55.9
Music	8.6	9.3	-0.7	74.4
Computing	9.3	17.3	-8.0	75.7
Religious Studies	9.4	3.7	+5.6	63.7
Drama	10.0	8.9	+1.1	67.0
Personal Development	11.8	8.2	+3.6	64.8
Biology	18.7			65.3
Chemistry	21.2			62.9
Physics	34.0			44.0

Non-academic criteria

The following table shows parents priorities for non-academic areas. Where data is available, these are compared to the same score from the previous year's survey, and the percentage change shown. Only highlighted changes should be considered significant.

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
School communication	73.6	73.6	0.0
School facilities	73.6	76.5	-2.9
Exam results	73.5	72.9	+0.6
School security	72.9	74.4	-1.5
Levels of homework	72.4	70.6	+1.8
School discipline	72.0	74.3	-2.3
Control of bullying	71.3	73.9	-2.5
Truancy control	71.3	73.9	-2.5
Teaching quality	70.4	72.3	-1.8
Computer access	70.2	71.8	-1.6
Availability of resources	69.9	72.4	-2.6
Caring teachers	69.8	77.2	-7.5
Social health education	69.2	71.9	-2.7
Happiness of child	68.8	71.6	-2.8
Developing moral values	68.8	73.3	-4.6
Developing potential	68.8	72.4	-3.6
Choice of subjects	68.3	70.3	-2.0
Developing confidence	68.1	70.5	-2.3
Careers advice	65.6	69.7	-4.1
Community spirit	65.6	68.9	-3.3

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

Happy versus unhappy parents for non-academic criteria

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

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

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

Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Exam results	4.1	4.7	-0.7	81.6
Truancy control	4.5	7.6	-3.1	84.6
Choice of subjects	4.7	8.5	-3.8	71.9
School facilities	4.9	5.1	-0.2	78.7
Computer access	6.2	4.0	+2.2	82.2
School security	8.5	8.1	+0.4	80.1
Teaching quality	8.9	7.0	+1.9	73.0
Happiness of child	9.1	8.2	+0.9	72.2
Social health education	9.2	6.3	+2.9	67.6
School communication	9.9	11.8	-2.0	70.8
Caring teachers	10.0	6.1	+4.0	76.1
School discipline	10.6	8.8	+1.7	72.0
Availability of resources	10.8	8.5	+2.3	73.1
Developing confidence	11.9	10.7	+1.2	66.1
Developing moral values	12.7	8.1	+4.6	66.8
Developing potential	13.2	8.8	+4.5	65.7
Control of bullying	15.7	14.3	+1.3	63.6
Levels of homework	16.9	16.7	+0.2	63.8
Community spirit	17.7	13.2	+4.4	57.7
Careers advice	22.8	17.0	+5.8	49.0

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to parent satisfaction. The following results were achieved with regard to those parents who answered the question. The percentage scores are given in descending order. Only highlighted changes should be considered significant.

Additional criteria	This survey (%)	Previous survey (%)	% Change
Parent evenings	74.8	80.6	-5.9
Explaining to parents how to help their child	73.7	71.7	+2.1
Encouraging and listening to parents' views	72.1	73.3	-1.3
Written reports	72.0	75.4	-3.4
Handling complaints	71.6	71.6	+0.0
Ensuring students do their best/make good progress	70.7	72.6	-1.9
Regular marking of work, with next steps	70.6	72.1	-1.6
Quality of school management	70.2	73.6	-3.4
Looking after students well	69.2	71.9	-2.7

- Parents consider delivery of the following additional criteria to be 'good': Parent evenings, Explaining to parents how to help their child, Encouraging and listening to parents' views, Written reports, Handling complaints, Ensuring students do their best/make good progress, Regular marking of work, with next steps, Quality of school management and Looking after students well.

Happy versus unhappy parents for additional criteria

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

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

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Looking after students well	7.5	7.9	-0.4	76.8
Written reports	7.9	10.0	-2.1	75.0
Quality of school management	8.0	7.9	+0.1	75.1
Ensuring students do their best/make good progress	8.3	10.5	-2.2	72.9
Regular marking of work, with next steps	9.7	11.1	-1.4	64.9
Parent evenings	9.8	8.6	+1.3	72.1
Handling complaints	11.4	14.0	-2.7	66.8
Encouraging and listening to parents' views	12.3	13.5	-1.3	67.1
Explaining to parents how to help their child	12.9	17.3	-4.4	63.6

Parental priorities

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

Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	87.7	9th	89.5	12th
School discipline	85.8	6th	89.9	4th
Happiness of child	79.7	14th	81.1	15th
Control of bullying	75.0	7th	82.2	6th
Developing potential	73.5	16th	70.9	11th
Caring teachers	69.4	12th	65.6	1st
Developing confidence	68.5	18th	66.8	17th
School facilities	59.1	2nd	54.5	2nd
School communication	58.8	1st	58.9	7th
School security	51.3	4th	64.6	3rd
Exam results	48.1	3rd	45.8	9th
Developing moral values	44.2	15th	43.2	8th
Choice of subjects	41.6	17th	32.6	18th
Availability of resources	35.5	11th	33.4	10th
Levels of homework	34.2	5th	35.5	16th
Careers advice	25.8	19th	27.8	19th
Community spirit	20.0	20th	18.7	20th
Computer access	16.0	10th	16.5	14th
Truancy control	14.2	8th	14.4	5th
Social health education	11.7	13th	8.1	13th

With regard to the five criteria most important to parents:

- The school performs less well in: Developing potential.

Importance: your school vs. similar schools

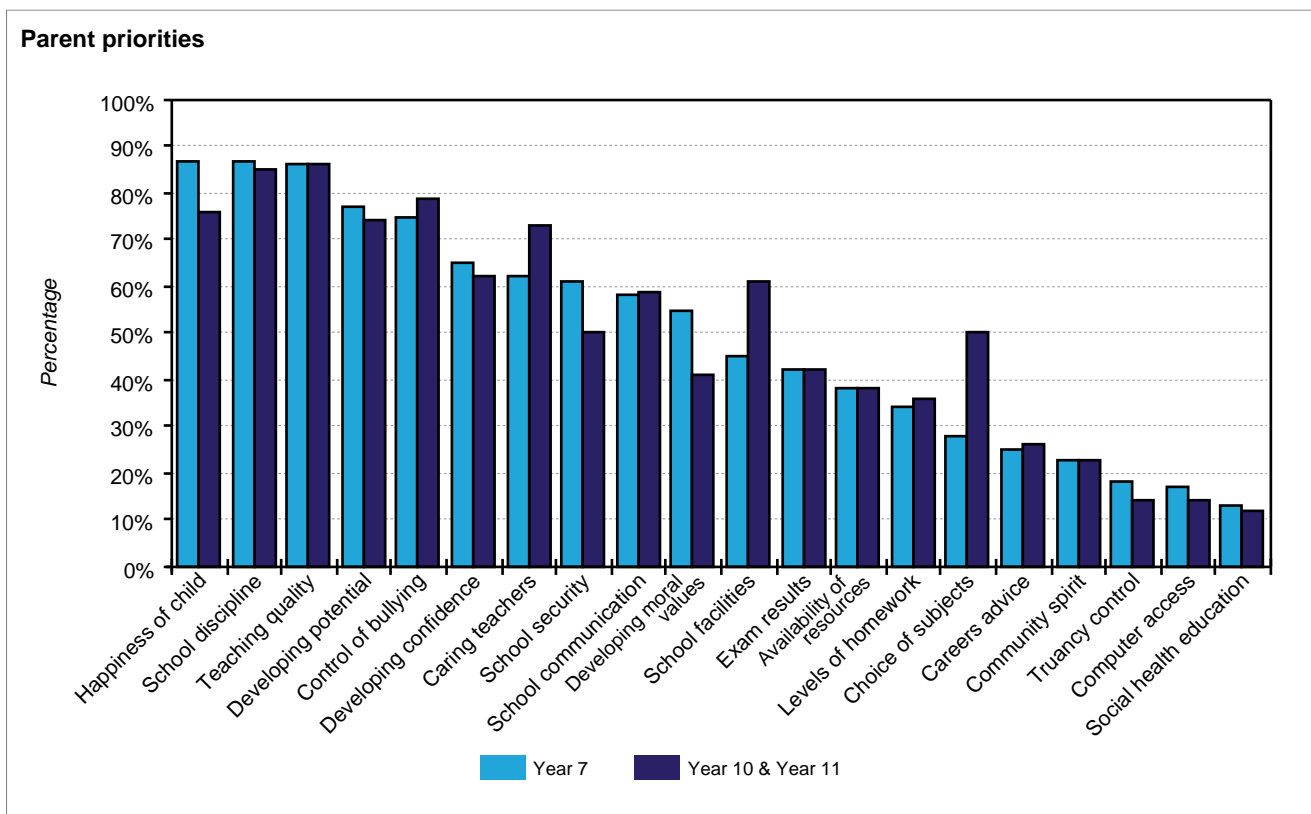
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column compares your school's data to the views from parents from similar schools. Position differences of four or more have been highlighted as being worthy of note.

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	87.7	1st	1st	0
School discipline	85.8	2nd	2nd	0
Happiness of child	79.7	3rd	3rd	0
Control of bullying	75.0	4th	4th	0
Developing potential	73.5	5th	5th	0
Caring teachers	69.4	6th	6th	0
Developing confidence	68.5	7th	7th	0
School facilities	59.1	8th	11th	+3
School communication	58.8	9th	8th	-1
School security	51.3	10th	10th	0
Exam results	48.1	11th	12th	+1
Developing moral values	44.2	12th	9th	-3
Choice of subjects	41.6	13th	13th	0
Availability of resources	35.5	14th	15th	+1
Levels of homework	34.2	15th	14th	-1
Careers advice	25.8	16th	16th	0
Community spirit	20.0	17th	18th	+1
Computer access	16.0	18th	17th	-1
Truancy control	14.2	19th	19th	0
Social health education	11.7	20th	20th	0

- All of the criteria the parents from your school selected as important are in line with the criteria that parents of similar schools select as important.

How parent priorities change as students get older

The graph below shows which criteria parents of Year 7 students selected as important compared to which criteria parents of Year 10 & Year 11 students selected as important. This shows us how parent priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups.

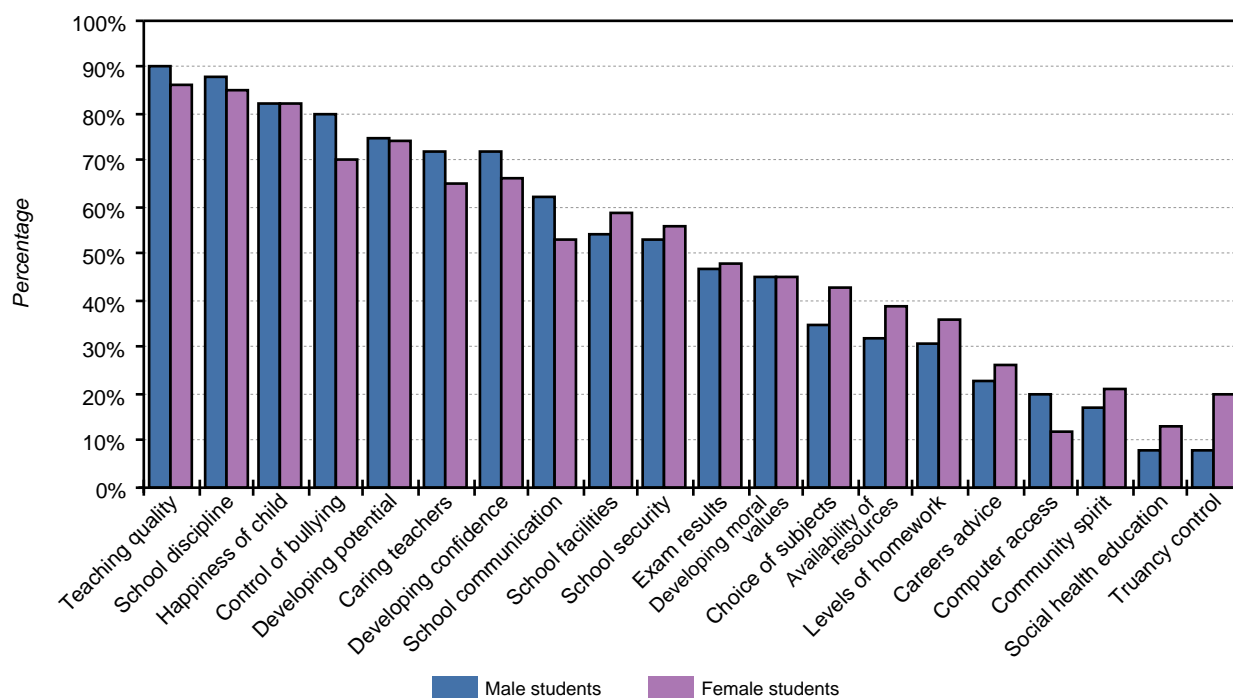


Criteria where difference in score is significant	Year 7 ranking	Year 10 & Year 11 ranking
Choice of subjects	15th	10th ▼

How parent priorities change by gender of child

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

Parent priorities

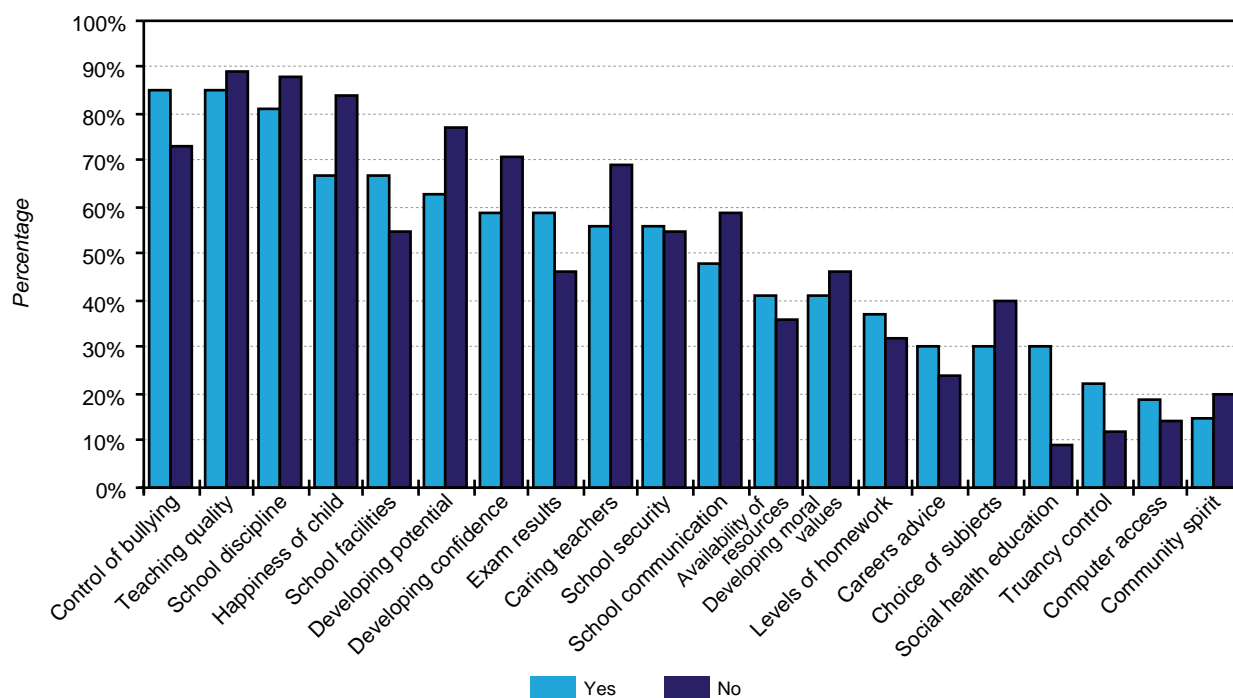


Criteria where difference in score is significant	Male students ranking	Female students ranking
Truancy control	19th	18th ▼

How parent priorities change – extra analysis

The graph below shows which criteria were important to parents, broken down by their response to the question 'Has your child ever been eligible for free school meals during the last six years?'. The table shows the criteria where there is a significant difference between the two groups.

Parent priorities



Criteria where difference in score is significant	Yes ranking	No ranking
Social health education	15th	20th ▲

Relative parent priorities for improvement

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

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Developing potential	12.2	9.1	11.2
Control of bullying	11.3	12.3	8.0
School communication	9.7	7.3	10.2
Teaching quality	8.1	12.1	10.6
Levels of homework	7.7	7.6	7.7
Developing confidence	6.6	6.8	5.1
Community spirit	6.4	2.6	1.6
Choice of subjects	6.1	6.8	4.0
Careers advice	5.5	6.6	4.5
Happiness of child	4.7	6.6	4.0
School discipline	4.1	7.4	8.4
School facilities	4.1	2.1	7.6
Availability of resources	3.7	2.1	2.7
Developing moral values	3.7	1.8	2.1
Exam results	2.0	2.2	2.9
Caring teachers	1.6	1.8	3.4
School security	1.4	3.6	1.9
Truancy control	0.9	0.0	0.7
Computer access	0.3	0.6	1.5
Social health education	0.0	0.5	0.9

- Parents have given a lower priority to the following areas since the last survey: Teaching quality.
- Parents have given a higher priority to the following areas compared to similar schools: Community spirit.
- Parents have given a lower priority to the following areas compared to similar schools: School discipline.

Parent View summary

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

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

	Score	Sample
1. My child is happy at this school		
Happiness of child	68.8%	235
2. My child feels safe at this school		
School security	72.9%	227
Control of bullying	71.3%	220
3. My child makes good progress at this school		
Ensuring students do their best/make good progress	70.7%	234
Developing potential	68.8%	233
4. My child is well looked after at this school		
School security	72.9%	227
Caring teachers	69.8%	230
Looking after students well	69.2%	235
5. My child is taught well at this school		
Exam results	73.5%	169
Ensuring students do their best/make good progress	70.7%	234
Teaching quality	70.4%	233
Developing potential	68.8%	233
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	242
Levels of homework	72.4%	235
7. This school ensures the pupils are well behaved		
School discipline	72.0%	236

	Score	Sample
8. This school deals effectively with bullying		
Control of bullying	71.3%	220
9. Quality of school management		
Quality of school management	70.2%	210
10. This school responds well to any concern I raise		
Encouraging and listening to parents' views	72.1%	210
Handling complaints	71.6%	156
Caring teachers	69.8%	230
11. I receive valuable information from the school about my child's progress		
Parent evenings	74.8%	234
Explaining to parents how to help their child	73.7%	224
Written reports	72.0%	234
12. I would recommend this school to another parent		
Recommended	94.9%	228

Ofsted self-evaluation summary

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

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

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

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

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

Remember, for grading comparisons with our colour coded system:

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

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

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

Quality of teaching, Learning and Assessment

The Effectiveness of Teaching, Learning and Assessment

Mathematics	78.9%	Good
English	74.1%	Good
Explaining to parents how to help their child	73.7%	Good
School communication	73.6%	Good
Exam results	73.5%	Good
Levels of homework	72.4%	Good
Encouraging and listening to parents' views	72.1%	Good
Written reports	72.0%	Good
Ensuring students do their best/make good progress	70.7%	Good
Regular marking of work, with next steps	70.6%	Good
Teaching quality	70.4%	Good
Developing potential	68.8%	Good
Developing confidence	68.1%	Good
Community spirit	65.6%	Good

Strengths

- Mathematics
- English
- Explaining to parents how to help their child

Weaknesses

- Community spirit
- Developing confidence
- Developing potential

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

The Accuracy and Impact of Assessment

Exam results	73.5%	Good
Levels of homework	72.4%	Good
Ensuring students do their best/make good progress	70.7%	Good
Regular marking of work, with next steps	70.6%	Good
Developing potential	68.8%	Good

Strengths

- Exam results

Weaknesses

- Developing potential

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

The Impact of the Teaching of Literacy, Including Reading

English	74.1%	Good
Drama	70.2%	Good
Developing potential	68.8%	Good

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

The Teaching of Mathematics

Mathematics	78.9%	Good
Computing	78.1%	Good
Science	71.7%	Good
Computer access	70.2%	Good
Developing potential	68.8%	Good
Biology	65.7%	Requires improvement
Chemistry	64.4%	Inadequate
Physics	54.6%	Inadequate

Strengths

- Mathematics
- Computing
- Science

Weaknesses

- Physics
- Chemistry
- Biology

Your average parental grade for this section = 2.6 = Requires improvement = **Grade 3 (+)**

Effectiveness of the Early Years Provision: Quality of Teaching, Learning and Assessment

Not applicable.

Effectiveness of the Sixth Form Provision: Quality of Teaching, Learning and Assessment

Not applicable.

Summary grade – Quality of teaching, Learning and Assessment section

Your average parental grade for "Quality of teaching, Learning and Assessment" = 2.2 = Good = **Grade 2**

To reach the next grade

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

- The Effectiveness of Teaching, Learning and Assessment
- The Accuracy and Impact of Assessment
- The Impact of the Teaching of Literacy, Including Reading
- The Teaching of Mathematics

Personal Development, Behaviour and Welfare

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

School discipline	72.0%	Good
Control of bullying	71.3%	Good
Developing confidence	68.1%	Good
Community spirit	65.6%	Good

Strengths

- School discipline

Weaknesses

- Community spirit

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

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

School discipline	72.0%	Good
Control of bullying	71.3%	Good
Caring teachers	69.8%	Good
Looking after students well	69.2%	Good
Social health education	69.2%	Good
Developing moral values	68.8%	Good
Community spirit	65.6%	Good

Strengths

- School discipline
- Control of bullying

Weaknesses

- Community spirit
- Developing moral values

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

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

School discipline	72.0%	Good
Control of bullying	71.3%	Good
Looking after students well	69.2%	Good
Developing moral values	68.8%	Good
Community spirit	65.6%	Good

Strengths

- School discipline

Weaknesses

- Community spirit

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

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

School discipline	72.0%	Good
Ensuring students do their best/make good progress	70.7%	Good
Happiness of child	68.8%	Good
Developing moral values	68.8%	Good
Developing potential	68.8%	Good
Developing confidence	68.1%	Good
Community spirit	65.6%	Good

Strengths

- School discipline
- Ensuring students do their best/make good progress

Weaknesses

- Community spirit
- Developing confidence

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

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

Ensuring students do their best/make good progress	70.7%	Good
Developing potential	68.8%	Good
Developing confidence	68.1%	Good

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

Personal Development and Welfare: Choices About Next Stages

Explaining to parents how to help their child	73.7%	Good
Levels of homework	72.4%	Good
Careers advice	65.6%	Good

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

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

School security	72.9%	Good
School discipline	72.0%	Good
Control of bullying	71.3%	Good
Caring teachers	69.8%	Good
Looking after students well	69.2%	Good
Social health education	69.2%	Good
Developing moral values	68.8%	Good
Community spirit	65.6%	Good

Strengths

- School security
- School discipline
- Control of bullying

Weaknesses

- Community spirit
- Developing moral values
- Social health education

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

Personal Development and Welfare: Keeping Healthy

Social health education	69.2%	Good
Exercise	66.4%	Inadequate
Diet	51.1%	Inadequate

Your average parental grade for this section = 3.3 = Requires improvement = **Grade 3 (-)**

Personal Development and Welfare: Personal Development

Religious Studies	74.3%	Good
Control of bullying	71.3%	Good
Social health education	69.2%	Good
Developing moral values	68.8%	Good
Developing potential	68.8%	Good
Developing confidence	68.1%	Good
Careers advice	65.6%	Good
Community spirit	65.6%	Good

Strengths

- Religious Studies
- Control of bullying
- Social health education

Weaknesses

- Community spirit
- Careers advice
- Developing confidence

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

Attendance and Punctuality

Truancy control	71.3%	Good
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Your average parental grade for this section = 2.0 = Good = **Grade 2**

Effectiveness of the Early Years Provision: Personal Development, Behaviour and Welfare

Not applicable.

Effectiveness of the Sixth Form Provision: Personal Development, Behaviour and Welfare

Not applicable.

Summary grade – Personal Development, Behaviour and Welfare section

Your average parental grade for "Personal Development, Behaviour and Welfare" = 2.1 = Good = **Grade 2**

To reach the next grade

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

- Behaviour: Pupils' Attitudes to School, Conduct and Behaviour, During and Outside of Lessons.
- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle All Forms of Bullying and Harassment.
- Behaviour: The Effectiveness of the School's Actions to Prevent and Tackle Discriminatory and Derogatory Language.
- Personal Development and Welfare: Pride in Achievement and Commitment to Learning
- Personal Development and Welfare: Self-confidence, Self-awareness and Understanding How to be a Successful Learner
- Personal Development and Welfare: Choices About Next Stages
- Personal Development and Welfare: Keeping Safe from Abuse, Exploitation and Extremism
- Personal Development and Welfare: Keeping Healthy
- Personal Development and Welfare: Personal Development
- Attendance and Punctuality

Outcomes for Pupils

Progress

Ratio of parents saying school improving versus declining		Good
Mathematics	78.9%	Good
English	74.1%	Good
Exam results	73.5%	Good
Ensuring students do their best/make good progress	70.7%	Good
Regular marking of work, with next steps	70.6%	Good
Developing potential	68.8%	Good
Developing confidence	68.1%	Good

Strengths

- Ratio of parents saying school improving versus declining
- Mathematics
- English

Weaknesses

- Developing confidence
- Developing potential
- Regular marking of work, with next steps

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

Progress Over Time

Average of academic subject ratings Good

Significant improvements versus significant declines Inadequate

Your average parental grade for this section = 3.0 = Requires improvement = **Grade 3**

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

Average of academic subject ratings Good

Achievement in relation to national standards Requires improvement

Your average parental grade for this section = 2.5 = Good = **Grade 2 (-)**

Achievements of Those Eligible for the Pupil Premium

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

Mathematics	84.3%	Outstanding
English	80.0%	Outstanding
Exam results	79.5%	Outstanding
Average of academic subject ratings		Good
Developing potential	70.4%	Good
Developing confidence	68.8%	Good

Strengths

- Mathematics
- English

Weaknesses

- Developing confidence
- Developing potential

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

The Most Able Pupils

Ensuring students do their best/make good progress	70.7%	Good
Developing potential	68.8%	Good
Developing confidence	68.1%	Good

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

Disabled Pupils and Those with Special Educational Needs

Developing potential	68.8%	Good
Developing confidence	68.1%	Good

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

Effectiveness of the Early Years Provision: Outcomes for Pupils

Not applicable.

Effectiveness of the Sixth Form Provision: Outcomes for Pupils

Not applicable.

Summary grade – Outcomes for Pupils section

Your average parental grade for "Outcomes for Pupils" = 2.2 = Good = **Grade 2**

To reach the next grade

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

- Progress
- Progress Over Time
- Pupils' Attainment in Relation to National Standards and Compared With All Schools
- The Most Able Pupils
- Disabled Pupils and Those with Special Educational Needs

Effectiveness of Leadership and Management

Vision and Values

Average of academic subject ratings		Good
School communication	73.6%	Good
Exam results	73.5%	Good
School discipline	72.0%	Good
Control of bullying	71.3%	Good
Ensuring students do their best/make good progress	70.7%	Good
Developing moral values	68.8%	Good
Developing potential	68.8%	Good
Developing confidence	68.1%	Good
Community spirit	65.6%	Good

Strengths

- Average of academic subject ratings
- School communication
- Exam results

Weaknesses

- Community spirit
- Developing confidence
- Developing potential

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

Self-evaluation and Improvement

Criteria improving since previous surveys		Good
Ratio of parents saying school improving versus declining		Good
Exam results	73.5%	Good
Encouraging and listening to parents' views	72.1%	Good
Regular marking of work, with next steps	70.6%	Good
Significant improvements versus significant declines		Inadequate

Strengths

- Criteria improving since previous surveys
- Ratio of parents saying school improving versus declining

Weaknesses

- Significant improvements versus significant declines
- Regular marking of work, with next steps

Your average parental grade for this section = 2.3 = Good = **Grade 2 (-)**

Curriculum

Mathematics	78.9%	Good
Fine Art	75.9%	Good
Religious Studies	74.3%	Good
English	74.1%	Good
Exam results	73.5%	Good
Physical Education	73.4%	Good
Ensuring students do their best/make good progress	70.7%	Good
Regular marking of work, with next steps	70.6%	Good
Drama	70.2%	Good
Developing potential	68.8%	Good
Choice of subjects	68.3%	Good
Careers advice	65.6%	Good

Strengths

- Mathematics
- Fine Art
- Religious Studies

Weaknesses

- Careers advice
- Choice of subjects
- Developing potential

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

Citizenship

Religious Studies	74.3%	Good
School discipline	72.0%	Good
Control of bullying	71.3%	Good
Social health education	69.2%	Good
Developing moral values	68.8%	Good
Community spirit	65.6%	Good

Strengths

- Religious Studies
- School discipline

Weaknesses

- Community spirit
- Developing moral values

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

Leadership

Average of academic subject ratings		Good
Criteria improving since previous surveys		Good
Explaining to parents how to help their child	73.7%	Good
School communication	73.6%	Good
Encouraging and listening to parents' views	72.1%	Good
Regular marking of work, with next steps	70.6%	Good
Quality of school management	70.2%	Good

Strengths

- Average of academic subject ratings
- Criteria improving since previous surveys

Weaknesses

- Quality of school management
- Regular marking of work, with next steps

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

Continuous Professional Development

Your own assessment is required here.

Safeguarding

School security	72.9%	Good
School discipline	72.0%	Good
Control of bullying	71.3%	Good
Truancy control	71.3%	Good
Quality of school management	70.2%	Good
Caring teachers	69.8%	Good
Looking after students well	69.2%	Good
Social health education	69.2%	Good
Developing moral values	68.8%	Good
Community spirit	65.6%	Good

Strengths

- School security
- School discipline
- Control of bullying

Weaknesses

- Community spirit
- Developing moral values
- Social health education

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

Governance

School communication	73.6%	Good
School security	72.9%	Good
Quality of school management	70.2%	Good

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

Use of the Pupil Premium

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

Mathematics	84.3%	Outstanding
English	80.0%	Outstanding
Average of academic subject ratings		Good
Ratio of parents saying school improving versus declining		Good

Strengths

- Mathematics

Weaknesses

- Ratio of parents saying school improving versus declining

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

Effectiveness of the Early Years Provision: Leadership and Management

Not applicable.

Effectiveness of the Sixth Form Provision: Leadership and Management

Not applicable.

Summary grade – Effectiveness of Leadership and Management section

Your average parental grade for "Effectiveness of Leadership and Management" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Vision and Values
- Self-evaluation and Improvement
- Curriculum
- Citizenship
- Leadership
- Safeguarding
- Governance

Spiritual, Moral, Social and Cultural Development

Spiritual Development

Music	77.9%	Good
Fine Art	75.9%	Good
Religious Studies	74.3%	Good
English	74.1%	Good
Drama	70.2%	Good
Happiness of child	68.8%	Good
Community spirit	65.6%	Good

Strengths

- Music
- Fine Art

Weaknesses

- Community spirit
- Happiness of child

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

Moral Development

Religious Studies	74.3%	Good
School discipline	72.0%	Good
Social health education	69.2%	Good
Developing moral values	68.8%	Good
Community spirit	65.6%	Good

Strengths

- Religious Studies

Weaknesses

- Community spirit

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

Social Development

Control of bullying	71.3%	Good
Social health education	69.2%	Good
Developing moral values	68.8%	Good
Developing confidence	68.1%	Good
Community spirit	65.6%	Good

Strengths

- Control of bullying

Weaknesses

- Community spirit

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

Cultural Development

Music	77.9%	Good
History	76.7%	Good
Fine Art	75.9%	Good
Religious Studies	74.3%	Good
English	74.1%	Good
Physical Education	73.4%	Good
Drama	70.2%	Good
Community spirit	65.6%	Good

Strengths

- Music
- History
- Fine Art

Weaknesses

- Community spirit
- Drama
- Physical Education

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

Summary grade – Spiritual, Moral, Social and Cultural Development section

Your average parental grade for "Spiritual, Moral, Social and Cultural Development" = 2.0 = Good = **Grade 2**

To reach the next grade

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

- Spiritual Development
- Moral Development
- Social Development
- Cultural Development

Overall effectiveness

Summary

Quality of teaching, Learning and Assessment	2.2	Good	Grade 2
Personal Development, Behaviour and Welfare	2.1	Good	Grade 2
Outcomes for Pupils	2.2	Good	Grade 2
Effectiveness of Leadership and Management	2.0	Good	Grade 2
Spiritual, Moral, Social and Cultural Development	2.0	Good	Grade 2

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 2.1 = Good = **Grade 2**

To reach the next grade

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

- Quality of teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Pupils
- Effectiveness of Leadership and Management
- Spiritual, Moral, Social and Cultural Development

Unexpected results

Analysis to investigate unexpected or unusual year group results

This section of the report identifies results that were particularly unexpected or unusual that may be of interest to you.

Our research shows us that typically, average scores of many criteria do change as students get older; some scores improve whilst others decline, or show a dip or a spike in a particular year group. There are many reasons for why these differences occur; for example because a subject is dropped in year 9 or because some issues become more or less important as students progress through the school.

We are able to apply these national patterns to the scores from your school, and as a result, make a prediction of the scores we would have expected from each year group. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools which enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

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

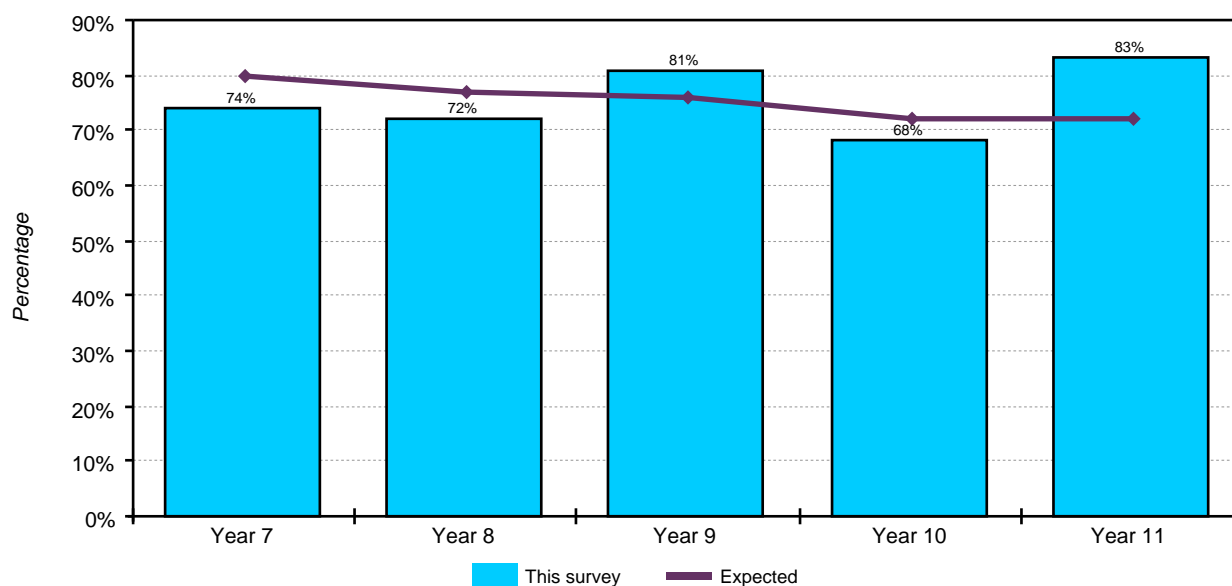
The first graph on each page shows the satisfaction scores for each year group. The line shows the score that we would have expected.

The second graph breaks this information down further by showing you how the parents from each year group scored, from 'very poor' through to 'very good'.

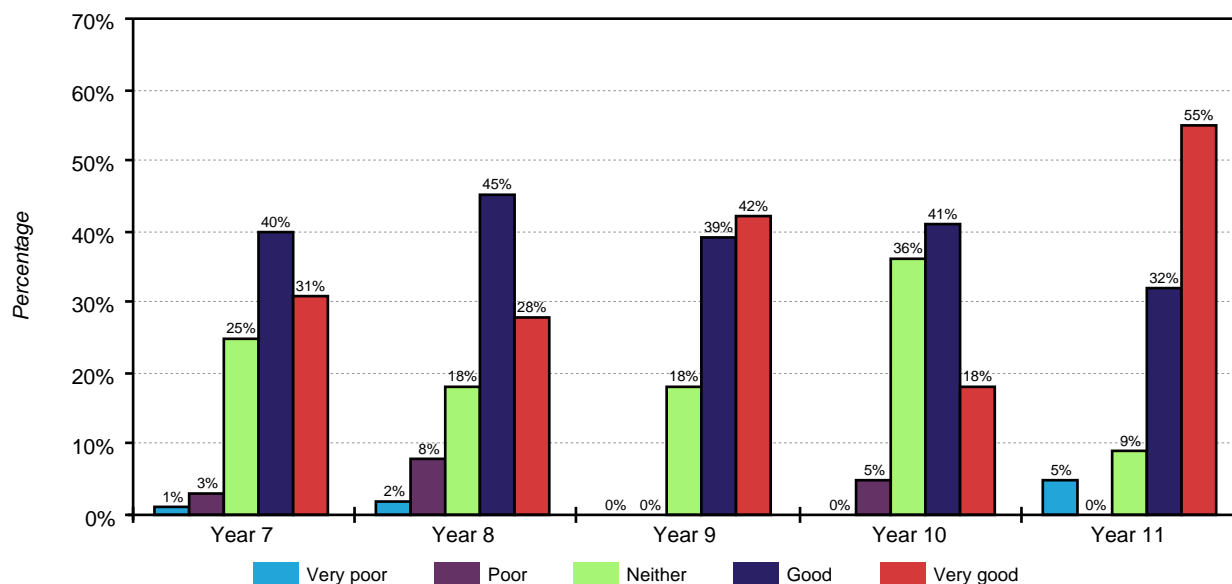
Unexpected results for 'Physical Education'

- The contribution towards the score for Physical Education was higher than expected for Year 11.

Actual versus expected scores for Physical Education



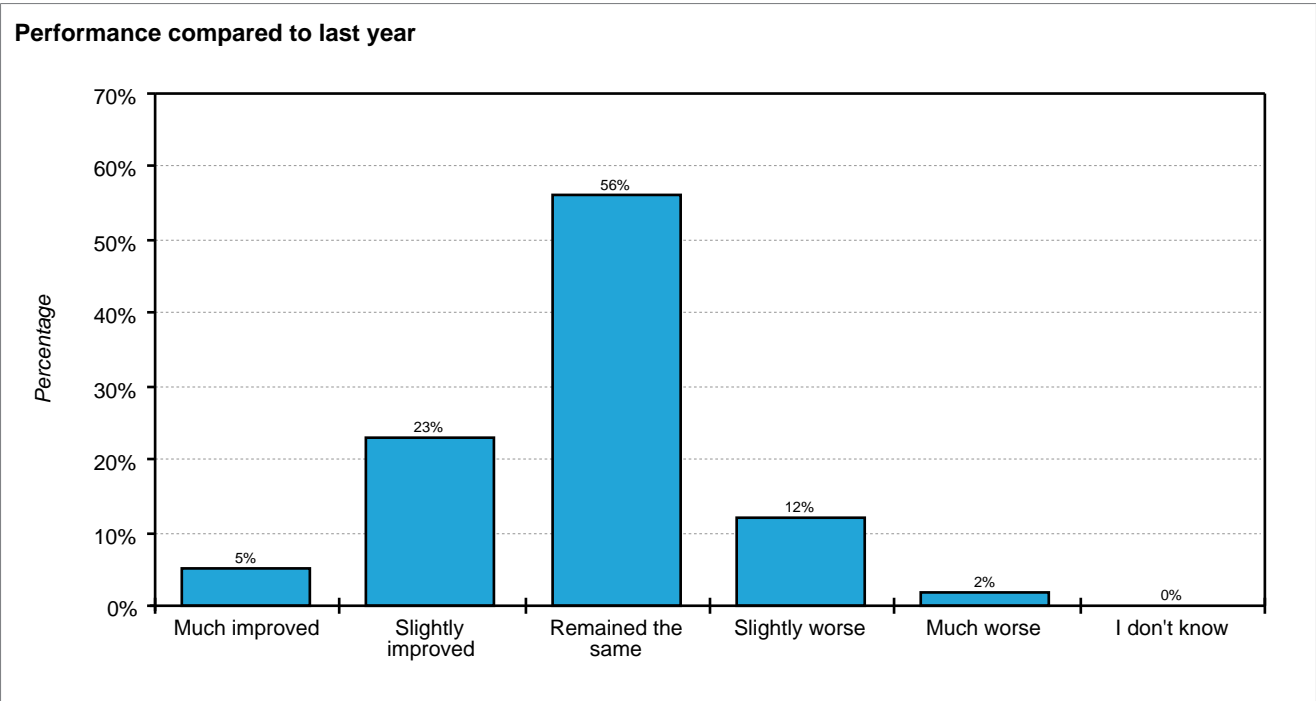
Breakdown of parent responses for Physical Education



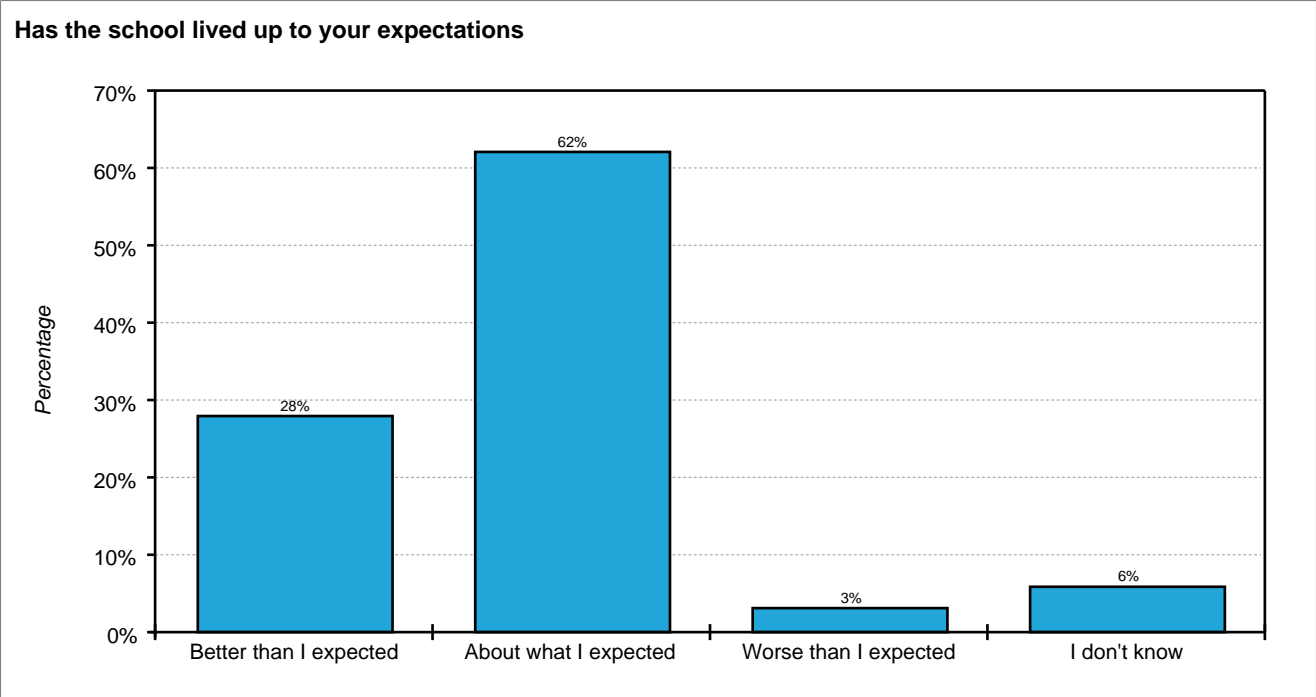
Standard analysis

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

Performance and expectations



- Of the parents whose children were not in their first year at the school 27% said the school had improved over the last year and 14% thought that the school's performance was worse.

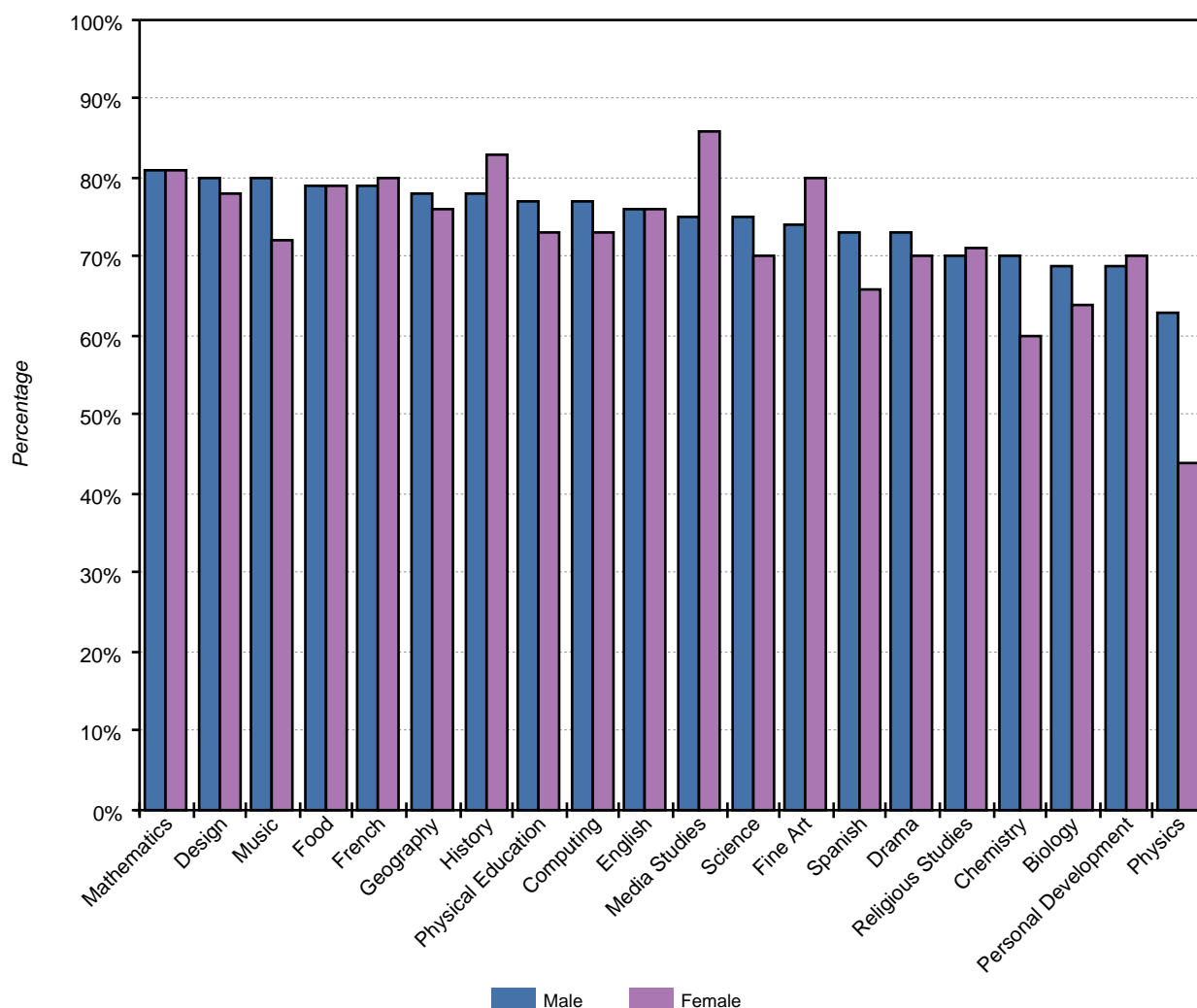


- Of the parents of new students, 3% felt that the school had not lived up to their expectations and 28% said the school was better than they had expected it to be.

Gender analysis

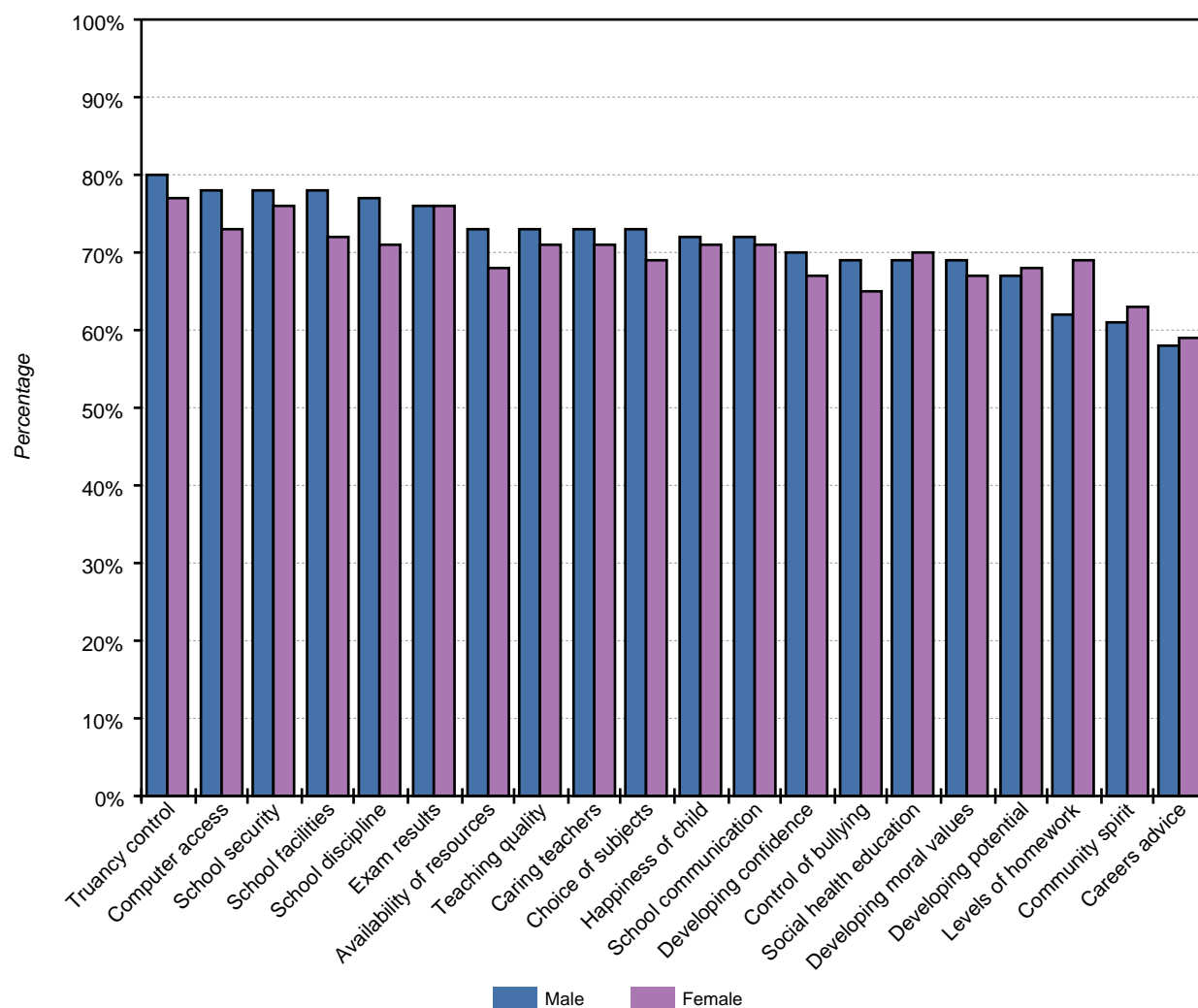
This section of the report provides an analysis of parent scores and priorities broken down by gender, to see if there are any differences of significance worth noting.

Satisfaction scores for academic criteria



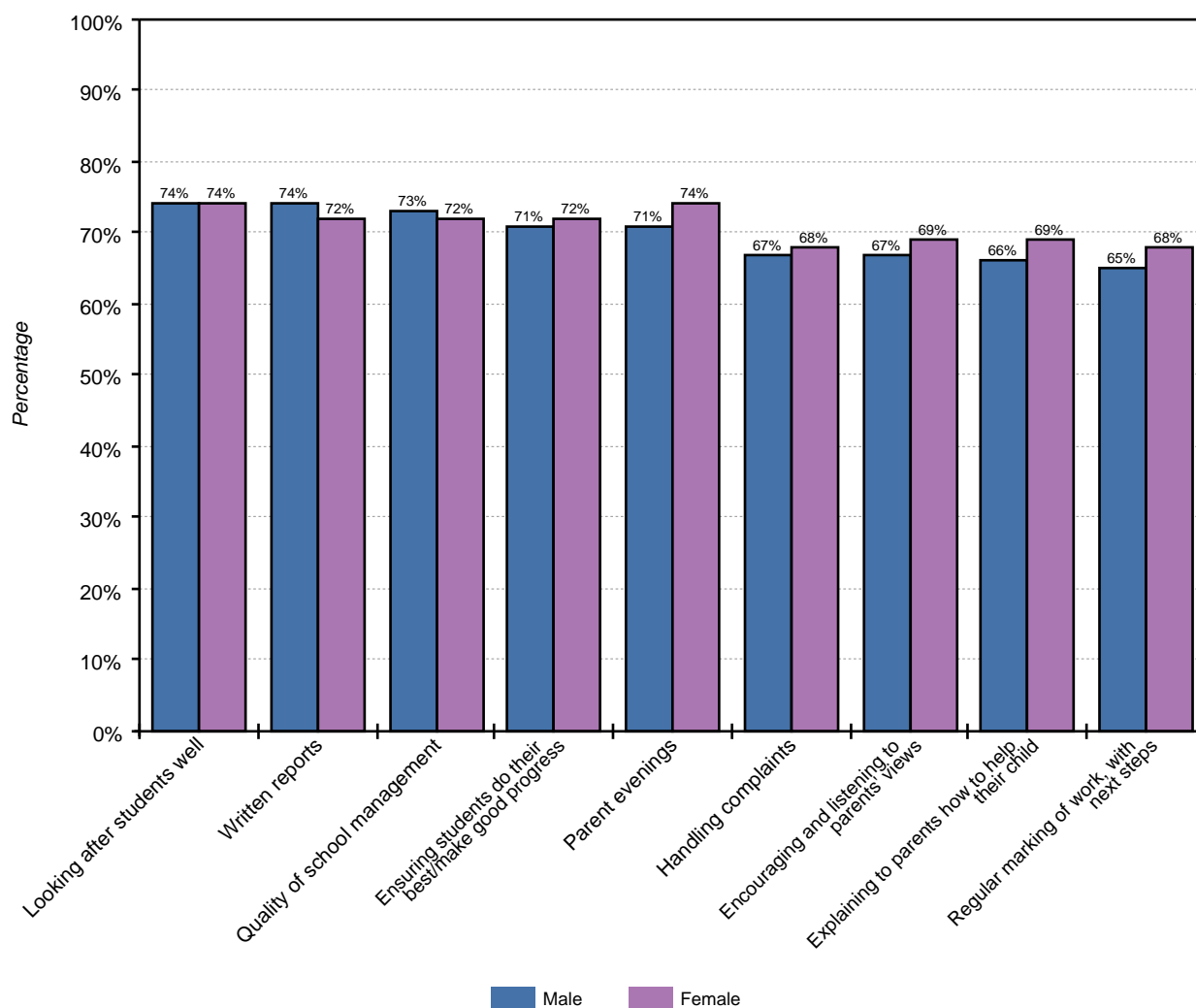
Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Music	79.8	71.5 ▼
Media Studies	75.0	86.1 ▲

Satisfaction scores for non-academic criteria



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Availability of resources	73.5	67.9 ▼
Levels of homework	61.9	68.9 ▲

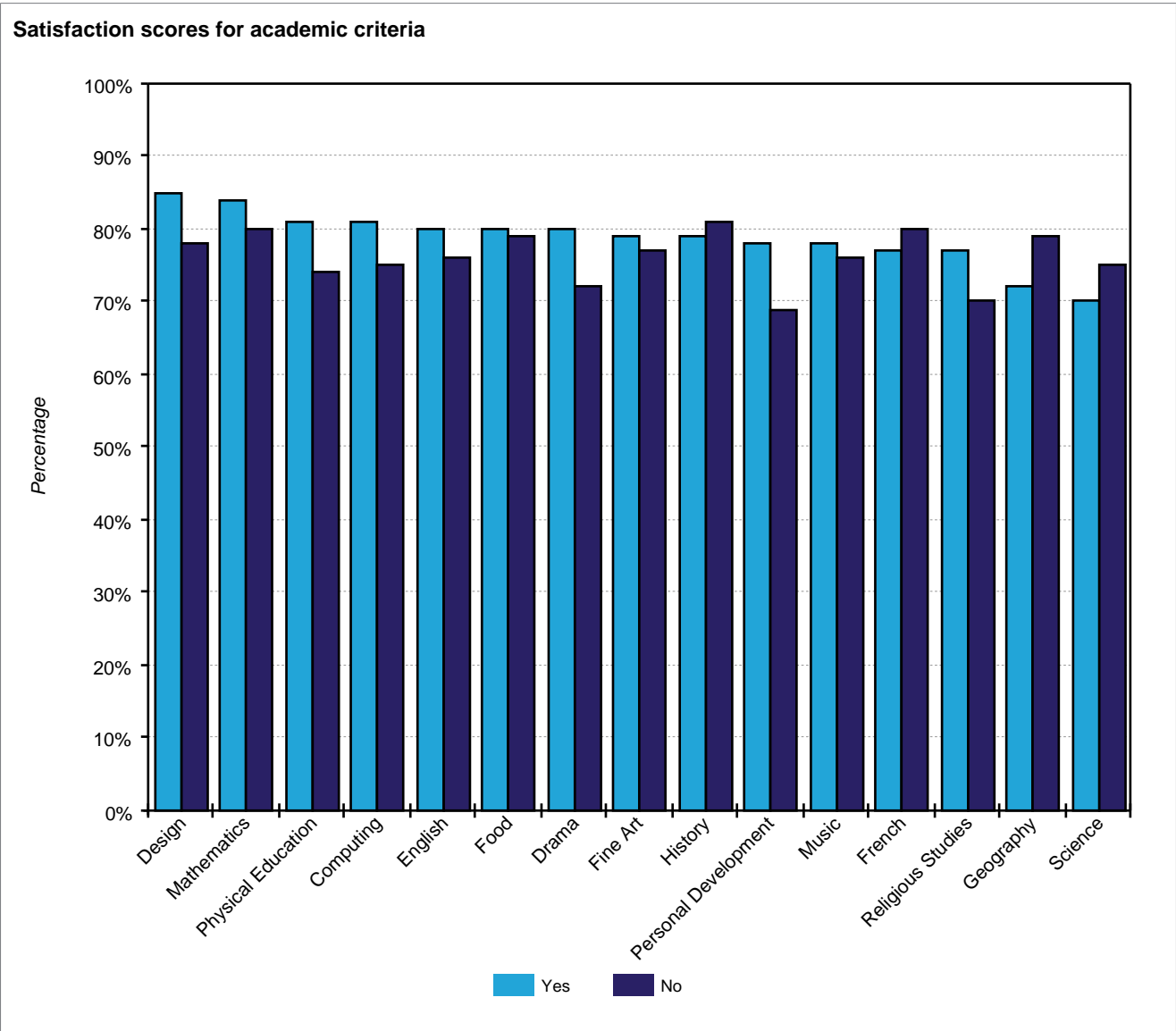
Satisfaction scores for additional criteria



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

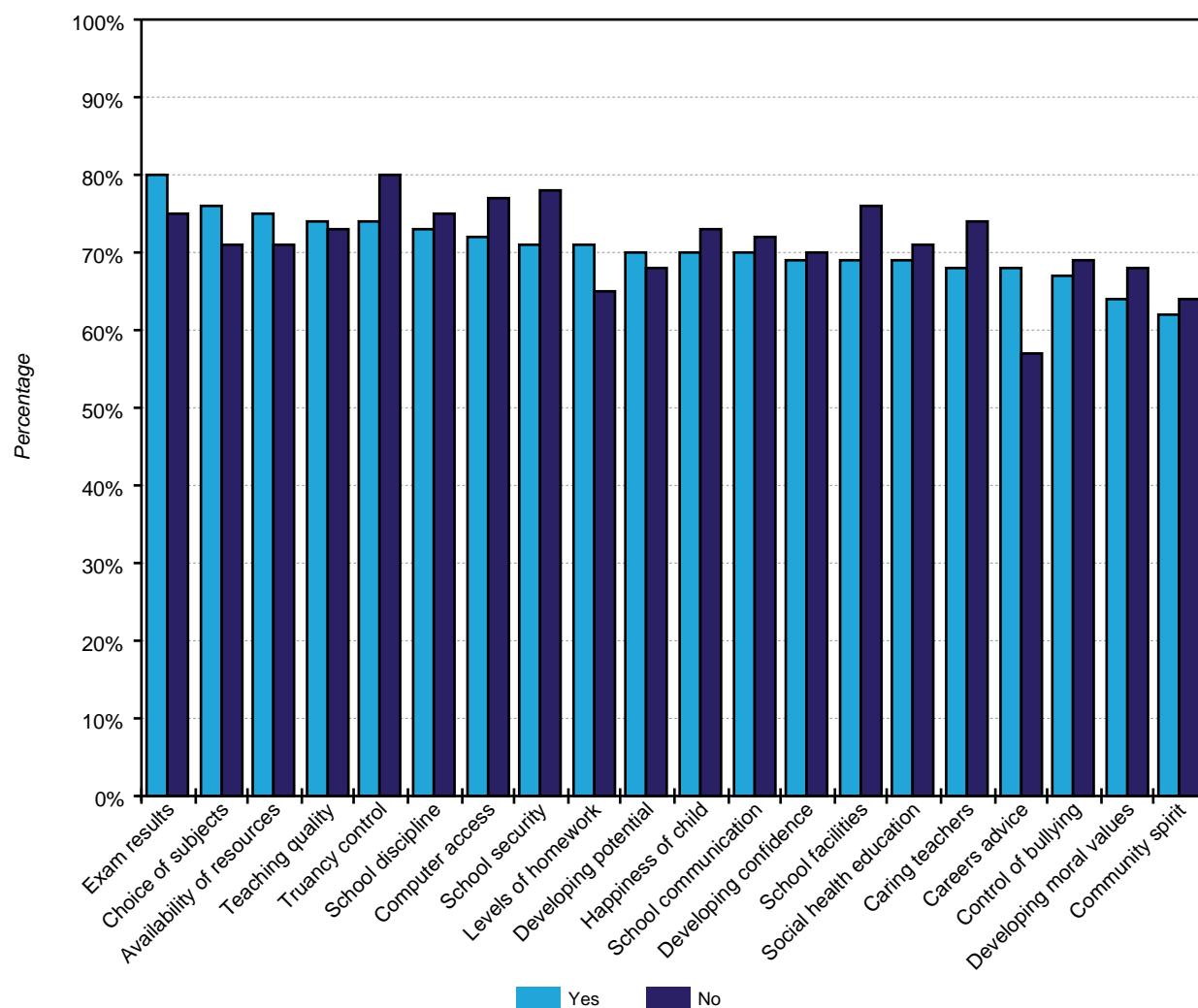
Extra analysis

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



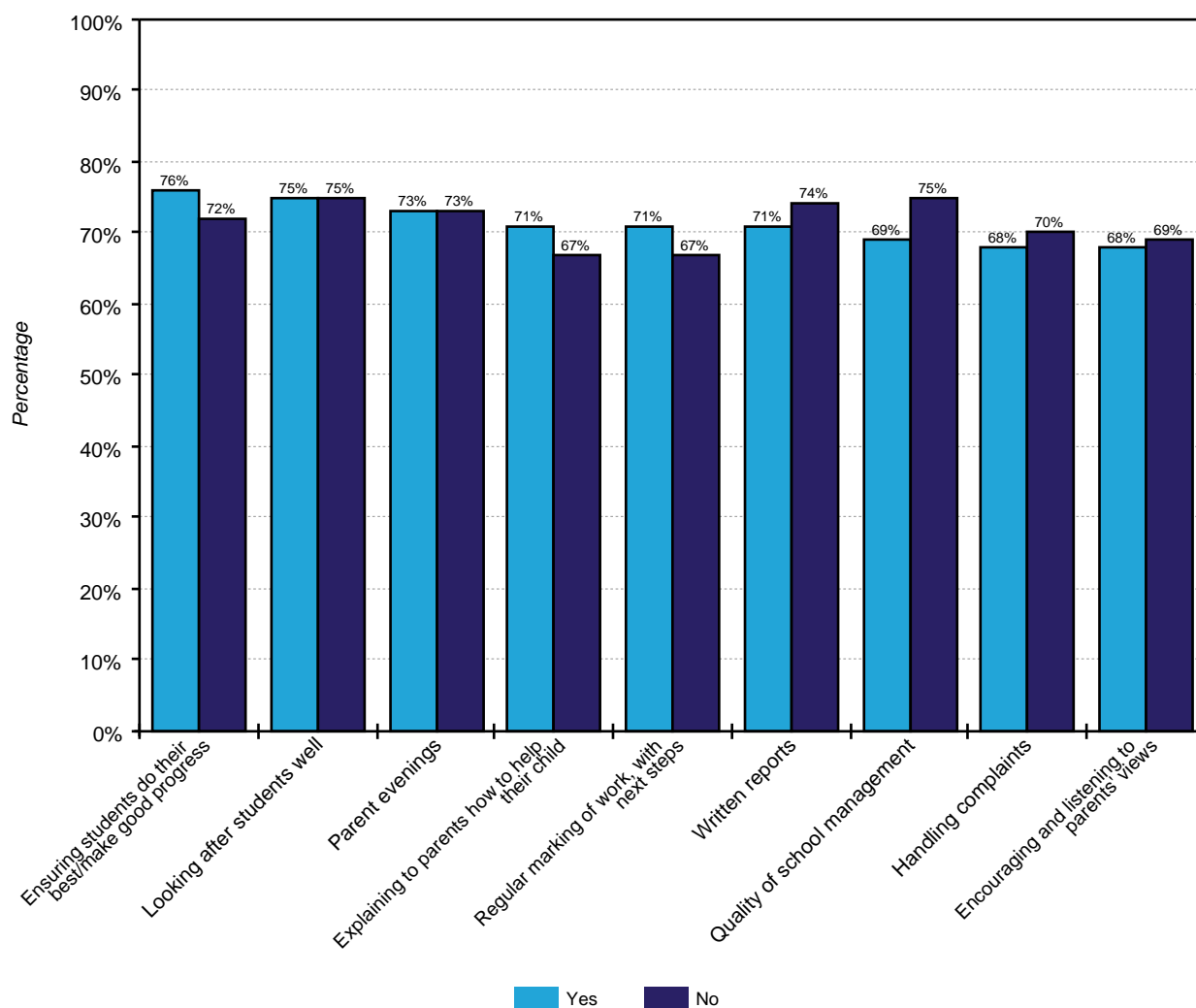
- There are no significant differences between the academic satisfaction scores for parents broken down by the question ‘Has your child ever been eligible for free school meals during the last six years?’.

Satisfaction scores for non-academic criteria



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

Satisfaction scores for additional criteria



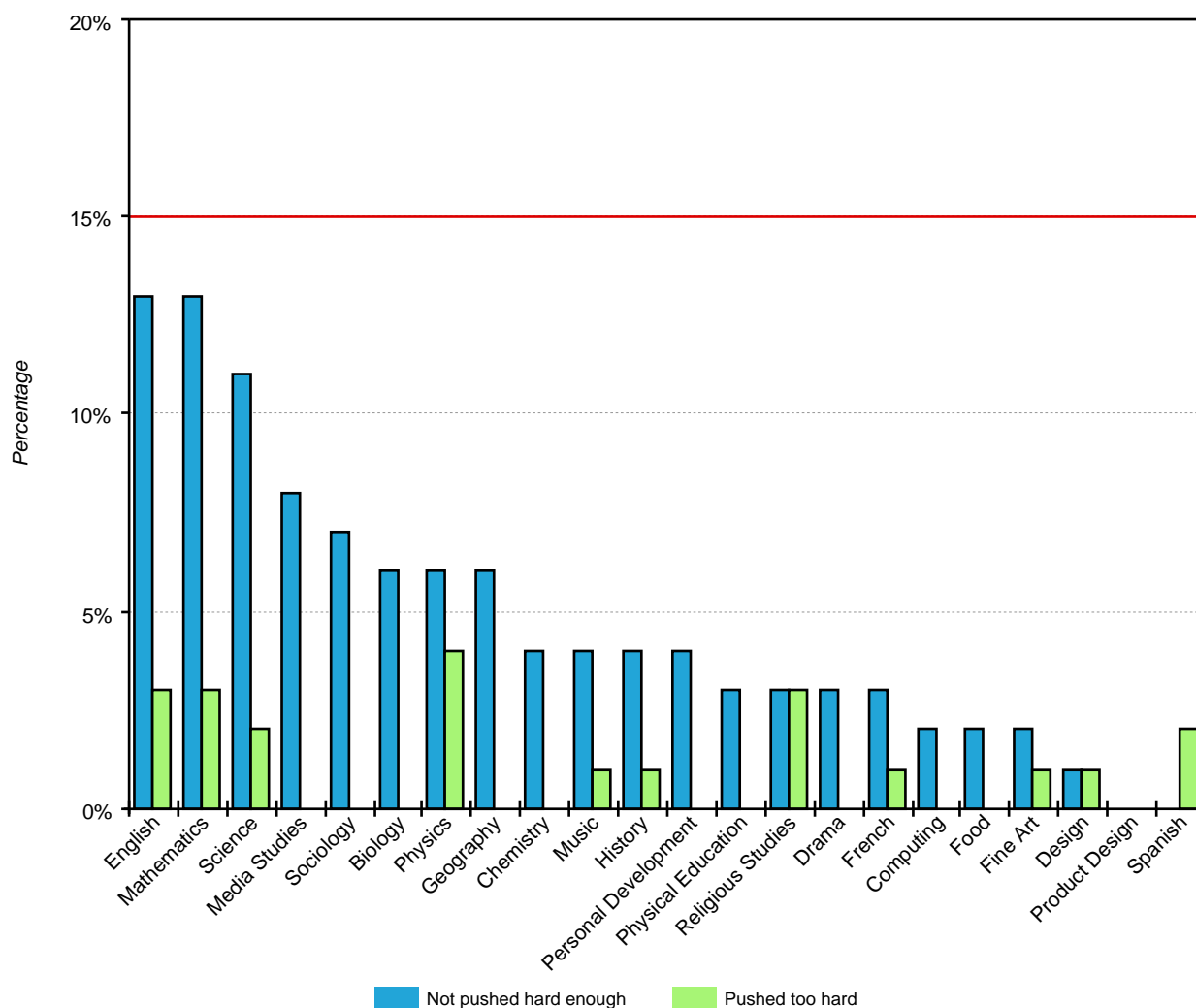
- There are no significant differences between the additional satisfaction scores for parents broken down by the question 'Has your child ever been eligible for free school meals during the last six years?'.

Academic stretch

This section of the report summarises parents' perceptions of whether their children are pushed too hard or not hard enough.

Scores should ideally not exceed the red line. We find that English and Mathematics, however, do commonly cross the red line for 'not pushed hard enough'.

Parents' views on whether their children are being pushed too hard or not hard enough broken down by subject:

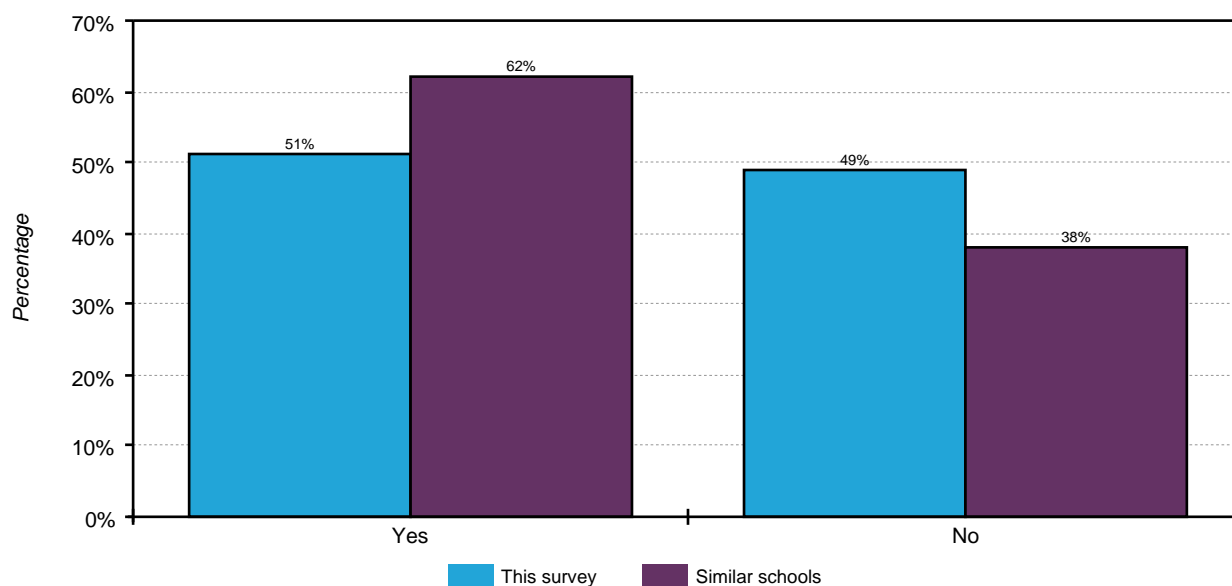


Academic stretch percentages		Not pushed hard enough		Pushed too hard	
		Yes	No	Yes	No
This survey		34.6	65.4	12.0	88.0
Similar schools		42.0	58.0	15.1	84.9
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'	Yes	14.3	85.7	10.7	89.3
	No	37.1	62.9	11.4	88.6

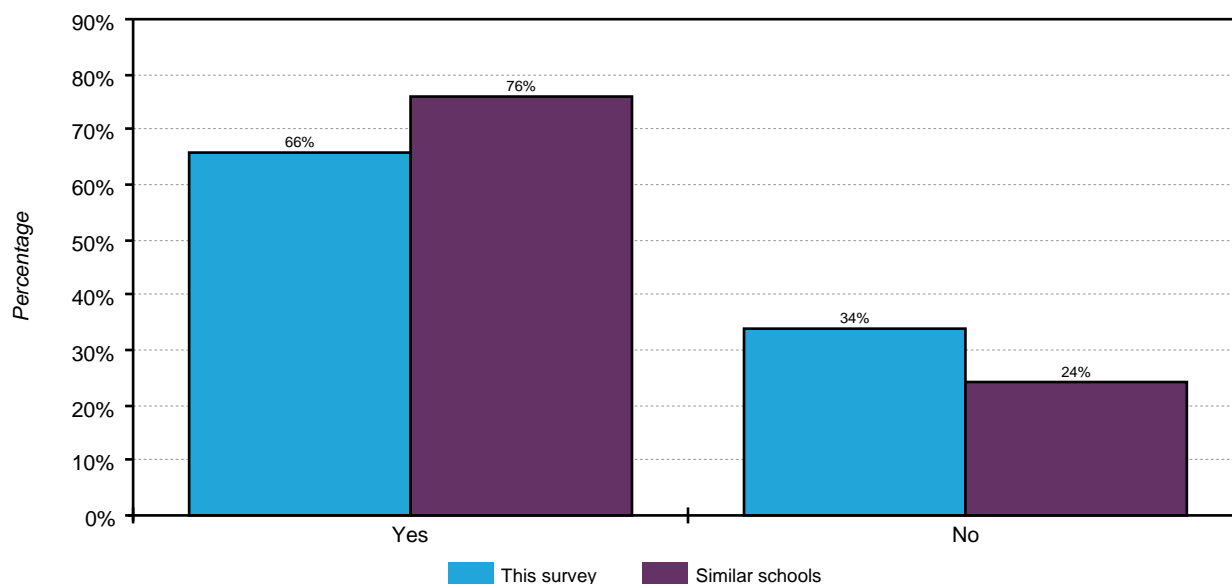
Healthy lifestyle

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

Parents' responses to the question: 'Eating a healthy diet?'



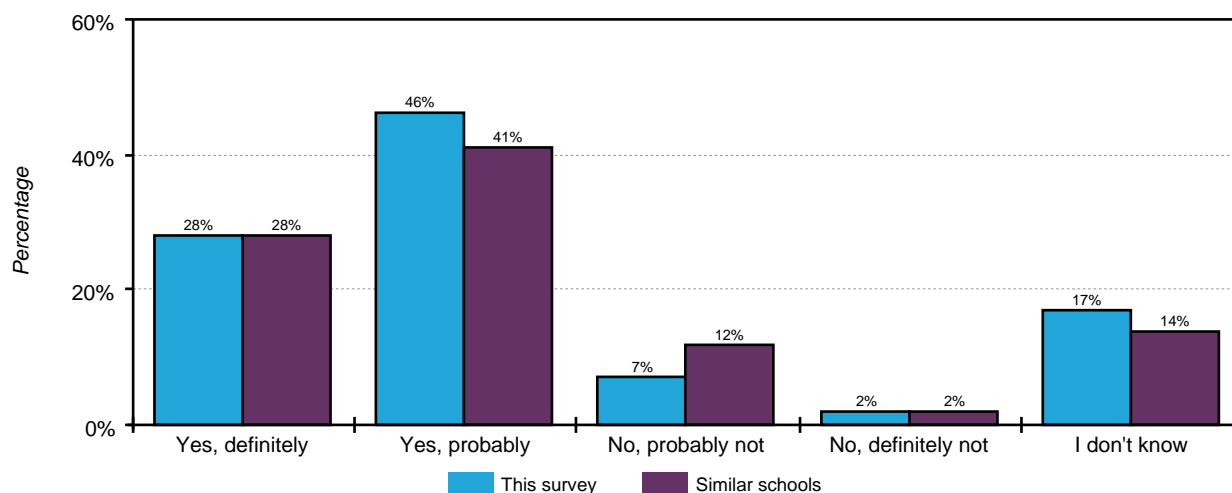
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'



Parental values

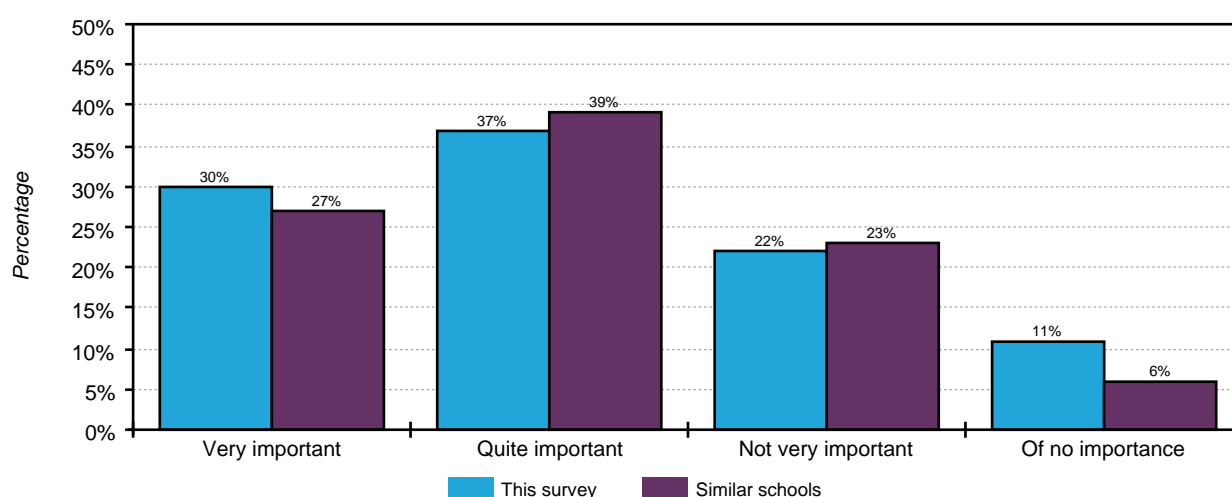
This section of the report summarises parental values and expectations.

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



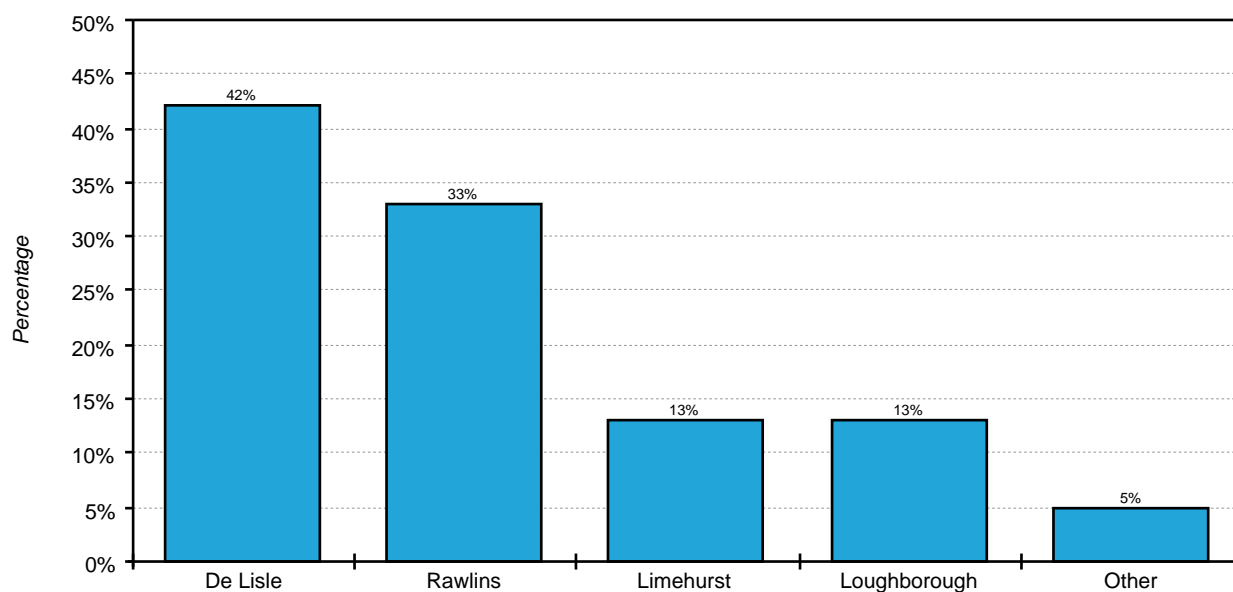
- 28.2% of parents think their child will definitely attend university – this is broadly in line with views from parents at similar schools. 45.6% of parents think their child will probably attend university – this is broadly in line with views from parents at similar schools.
- 6.7% of parents think their child will probably not attend university – this differs from the views of parents at similar schools. 2.5% of parents think their child will definitely not attend university – this is broadly in line with views from parents at similar schools.

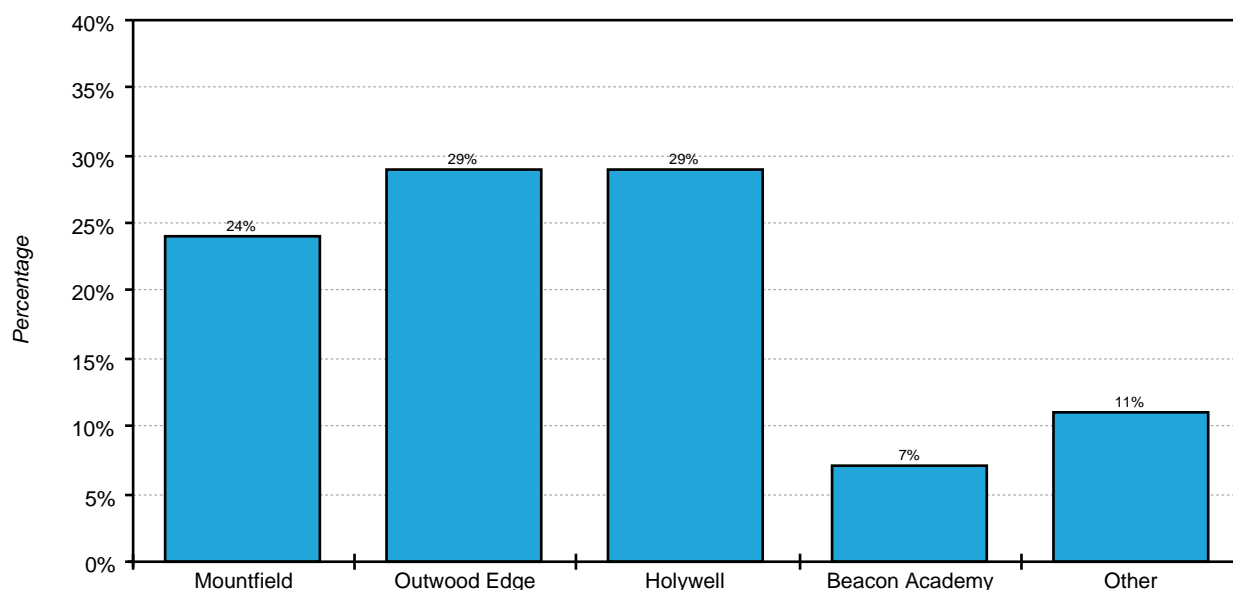
Parents' responses to the question: 'How important is it that your child goes to University?'



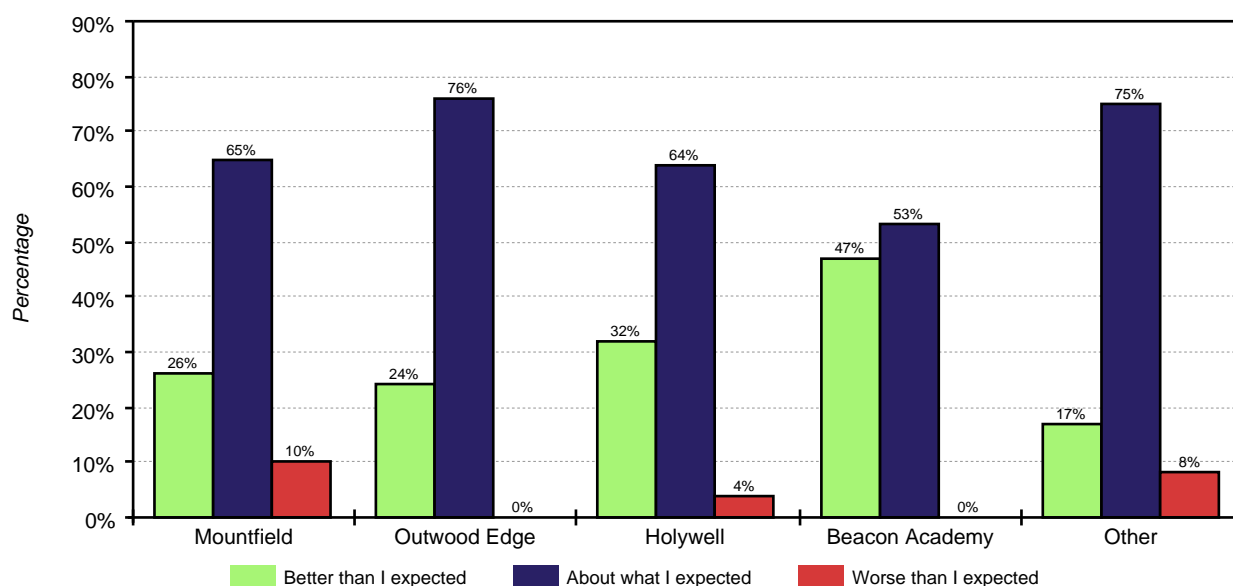
- 29.8% of parents think it is very important that their child goes to university – this is broadly in line with views from parents at similar schools. 37.3% of parents think it is quite important that their child goes to university – this is broadly in line with views from parents at similar schools.
- 22.3% of parents think it is not very important that their child goes to university – this is broadly in line with views from parents at similar schools. 10.5% of parents think it is not at all important that their child goes to university – this is broadly in line with views from parents at similar schools.

Parents' responses to the question: 'If you considered sending your child to another school please say which one.'



Parents' responses to the question: 'Which school did your child attend before Woodbrook Vale School?'


- Schools with fewer than 12 responses have been added to the 'Other' totals.
- Before attending Woodbrook Vale School, 24.0% attended Mountfield. 28.5% attended Outwood Edge. 28.9% attended Holywell. The other students attended a variety of other schools.

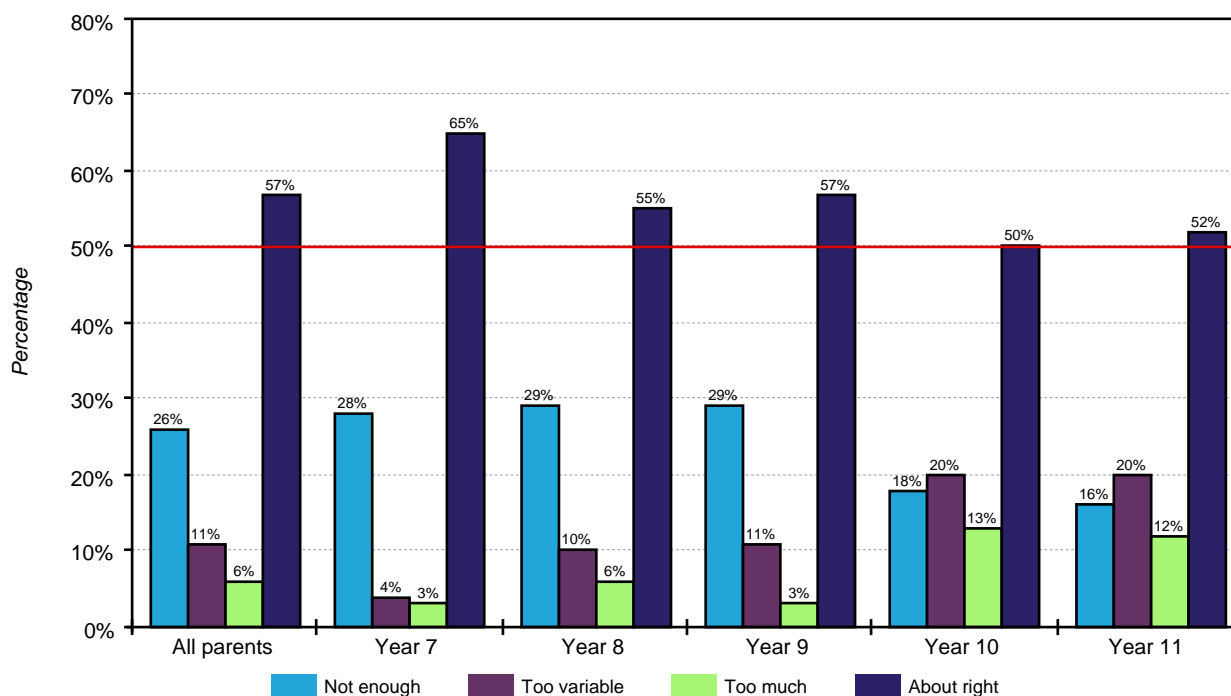
Parents' responses to the question: 'If your child has been at the school for less than two years, has the school lived up to your expectations?' broken down by previous school attended


Homework

This section of the report provides a summary of time spent on homework broken down by year group. Comparable data is provided from the last survey and from similar schools.

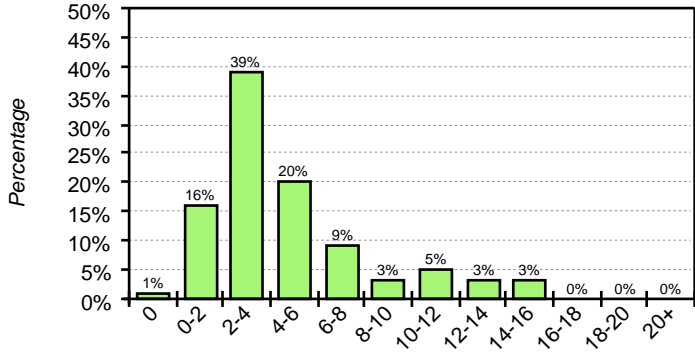
For this question, schools typically achieve more than 50% of parents who choose “about right”.

Parent perceptions of the amount of homework given

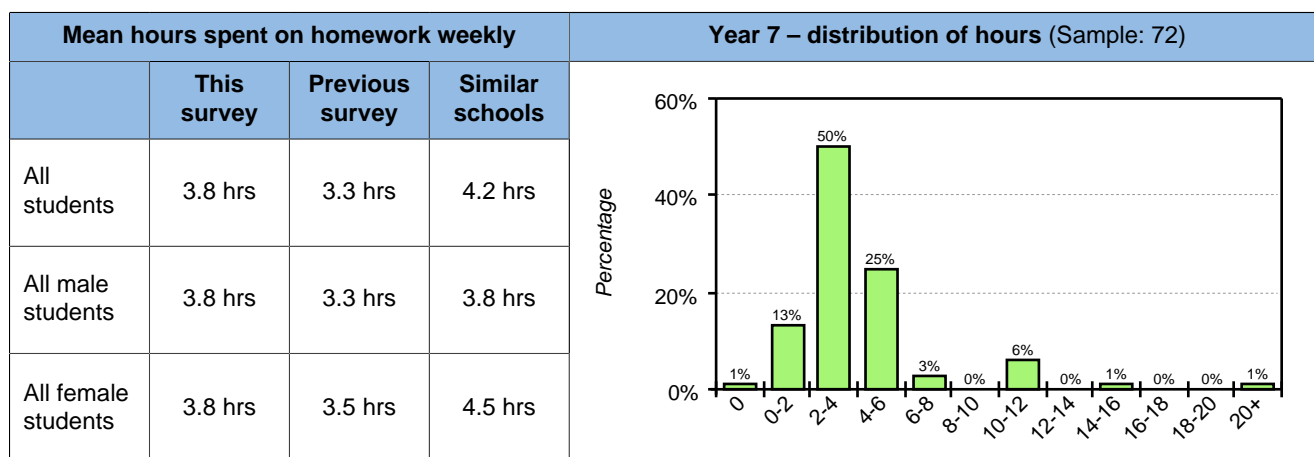


Hours of homework		Hours
This survey		4.3 hrs
Similar schools		4.8 hrs
Extra analysis broken down by the response to the question 'Has your child ever been eligible for free school meals during the last six years?'	Yes	5.2 hrs
	No	4.2 hrs

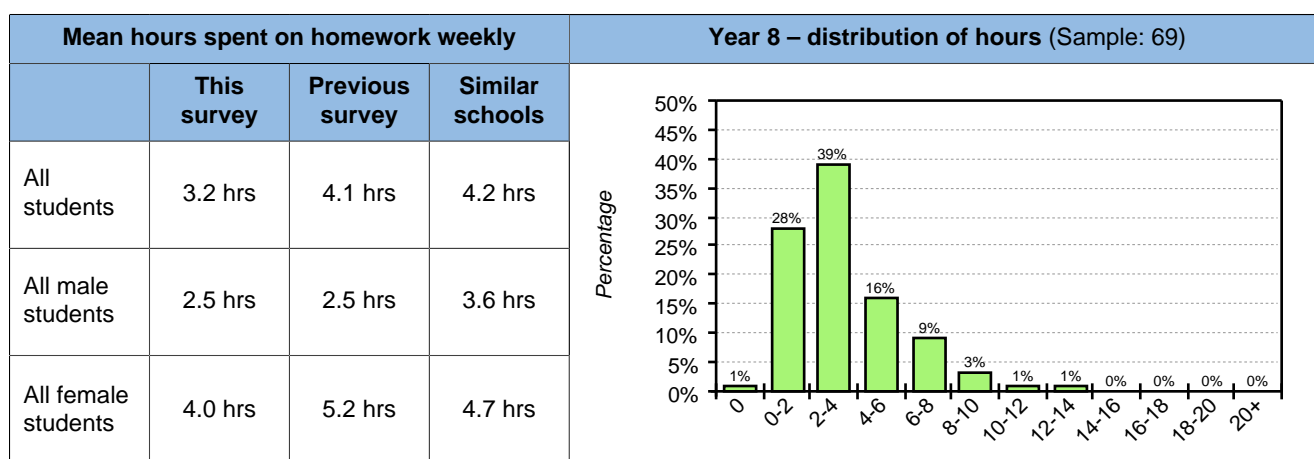
Homework hours for All parents

Mean hours spent on homework weekly				All parents – distribution of hours (Sample: 242)	
	This survey	Previous survey	Similar schools		
All students	4.3 hrs	4.9 hrs	4.8 hrs		
All male students	3.3 hrs	3.7 hrs	4.1 hrs		
All female students	5.2 hrs	5.9 hrs	5.5 hrs		

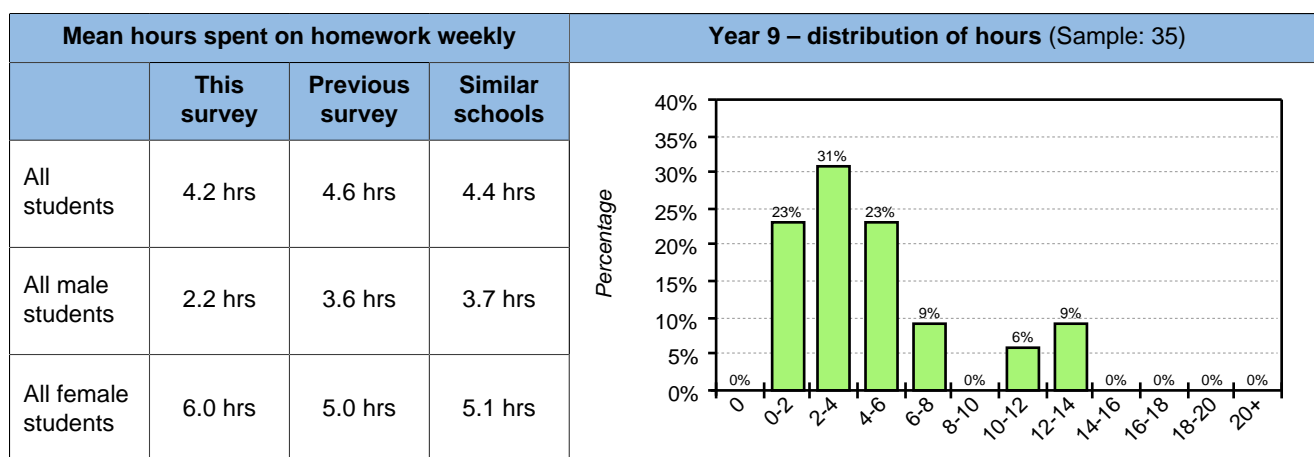
Homework hours for Year 7



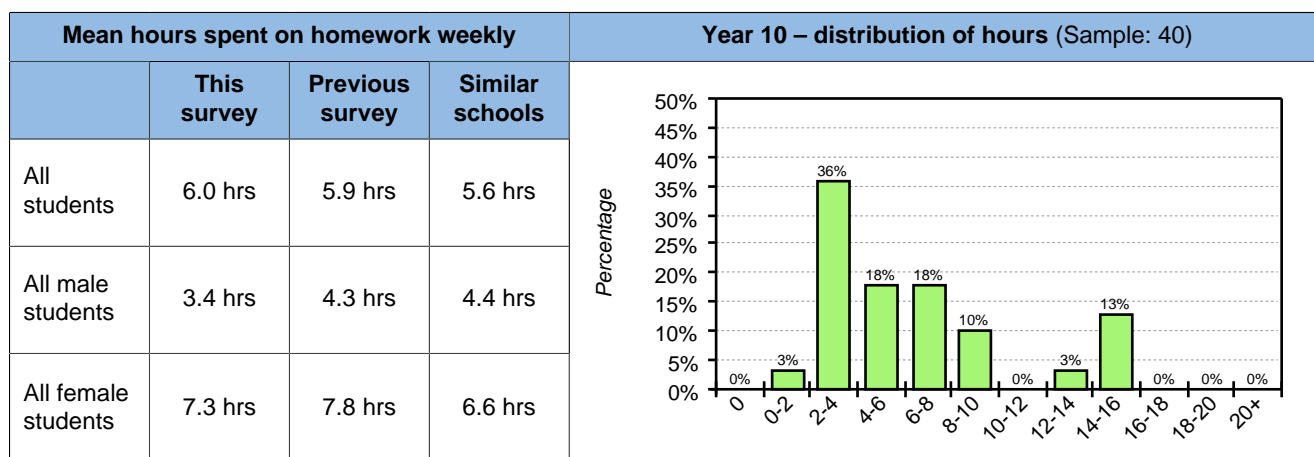
Homework hours for Year 8



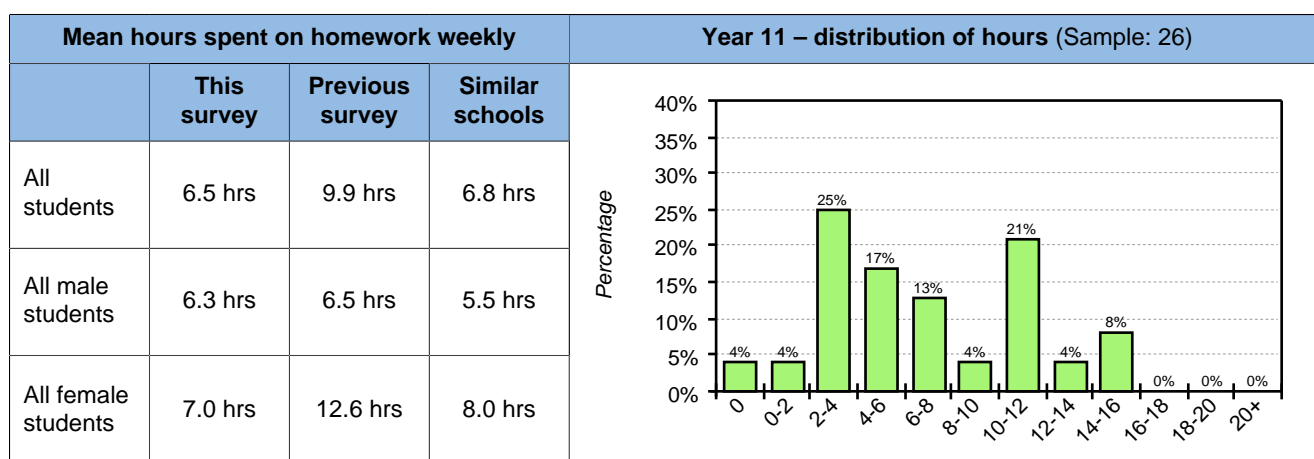
Homework hours for Year 9



Homework hours for Year 10



Homework hours for Year 11



Year group analysis

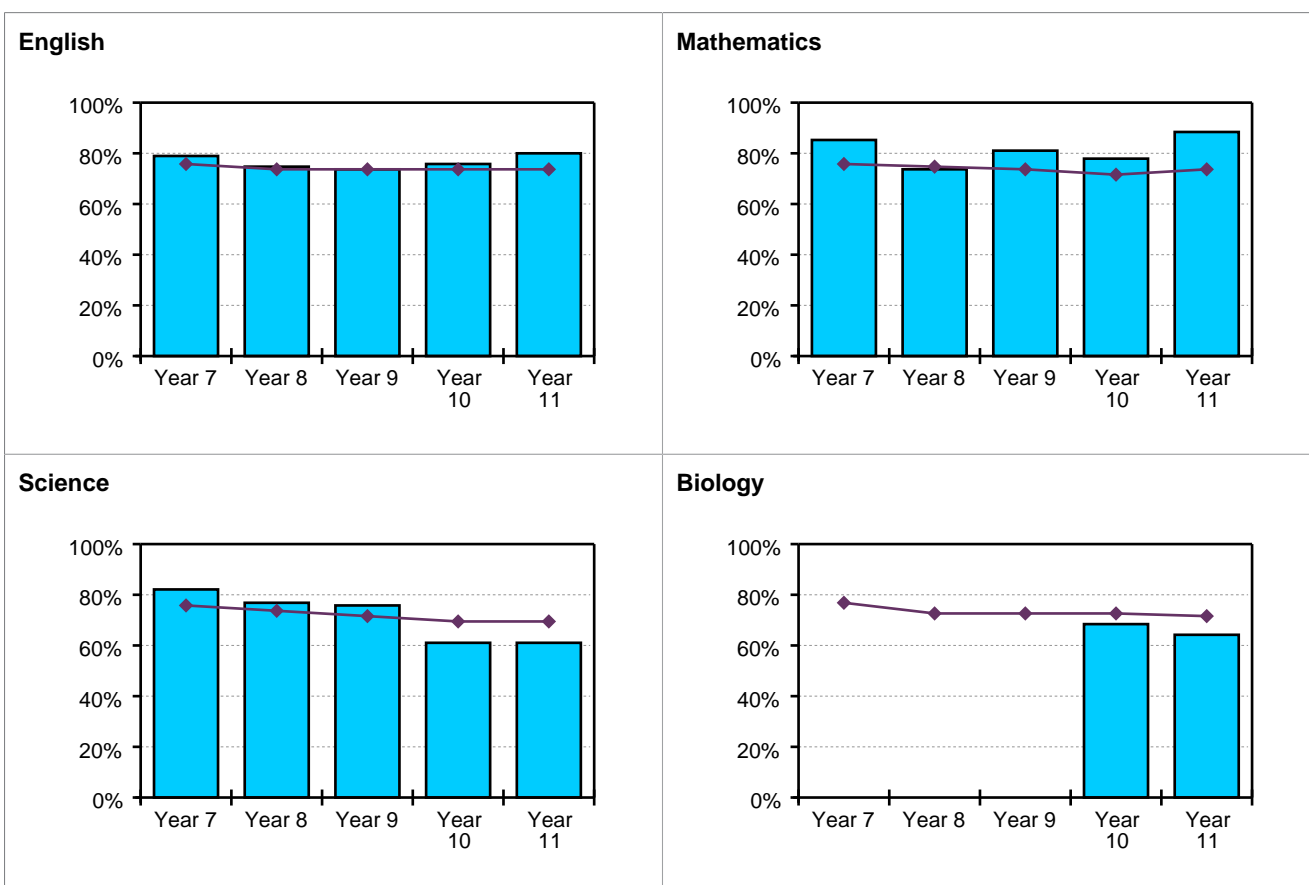
Analysis of year group scores compared to national average

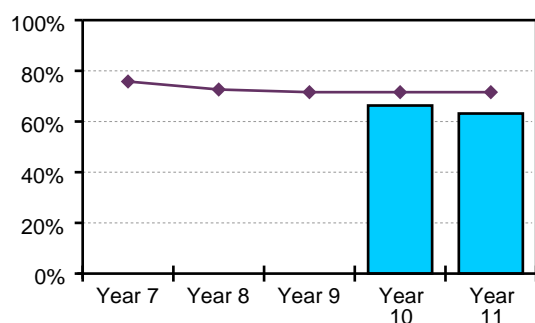
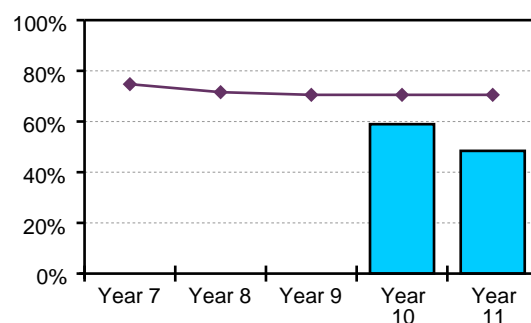
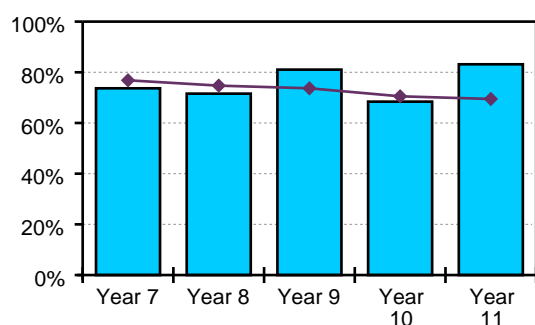
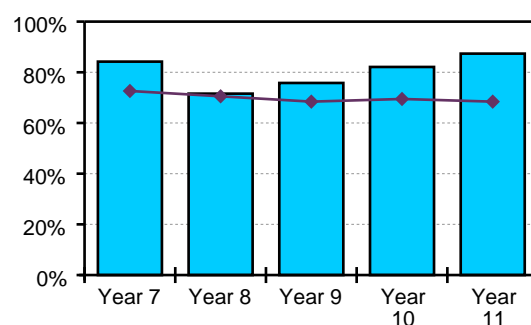
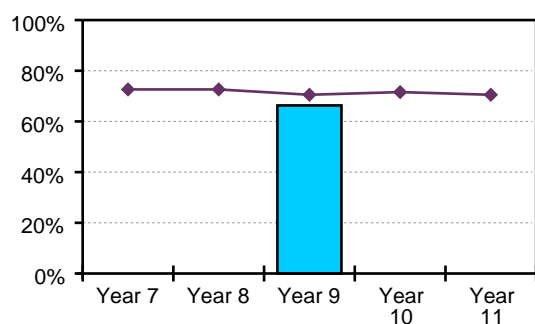
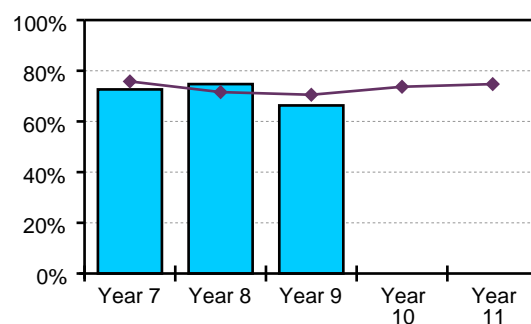
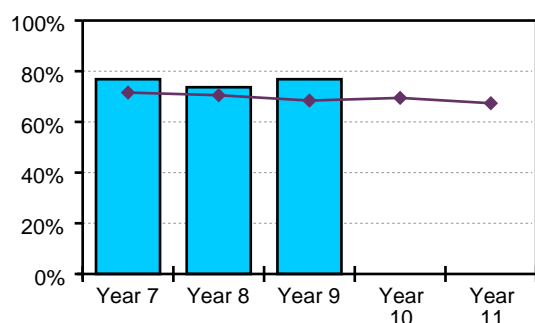
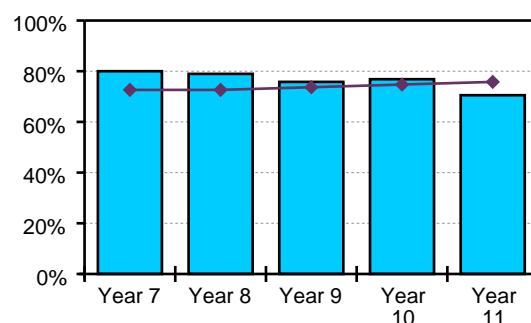
The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the line, students in that year group are more satisfied than the national average. If the bar is below the line, students in that year group are less satisfied than the national average. Any unusual results are explained in more detail in the unexpected results section of this report (see page 50).

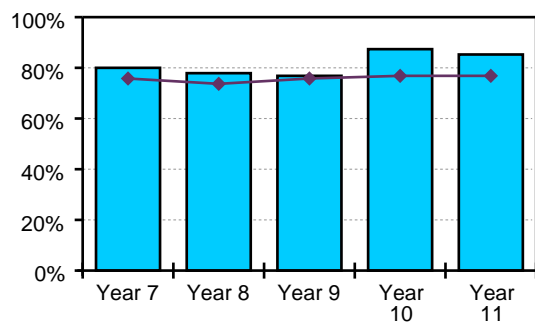
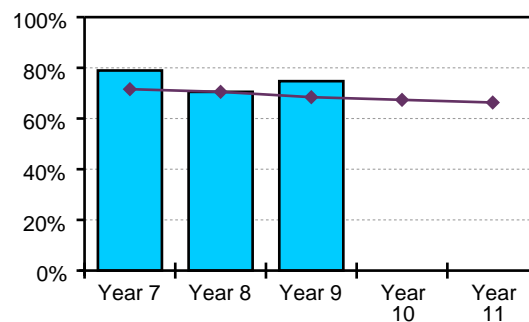
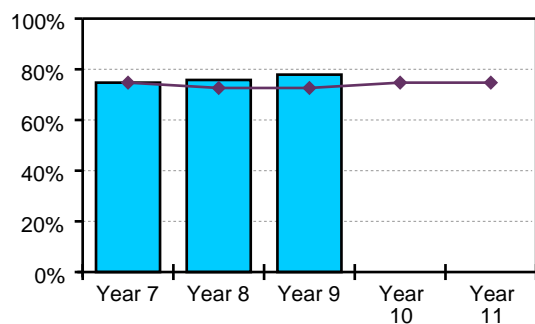
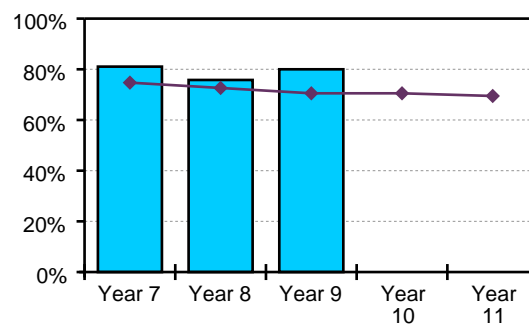
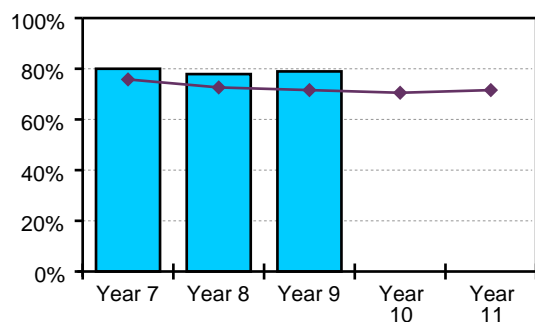
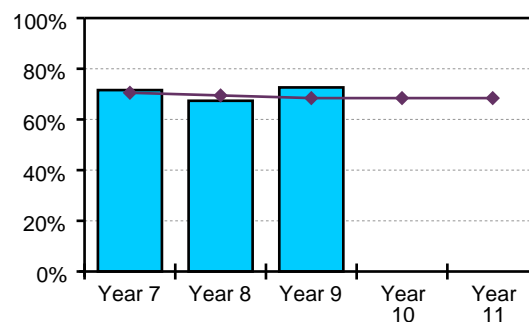
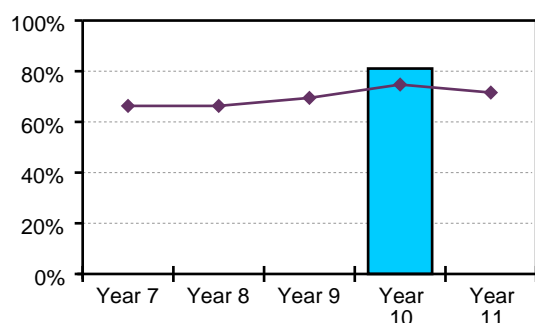
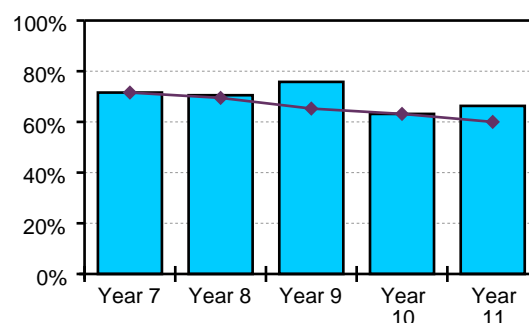
Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 12 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

Year group analysis compared to national averages for academic criteria

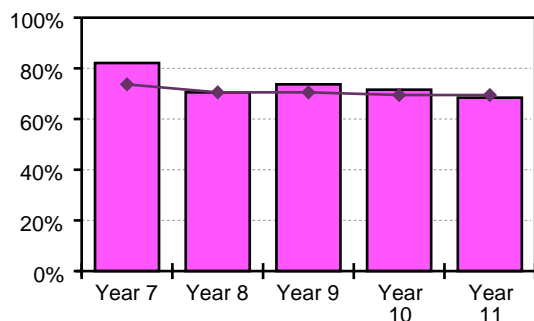


Chemistry**Physics****Physical Education****French****Spanish****Drama****Music****Geography**

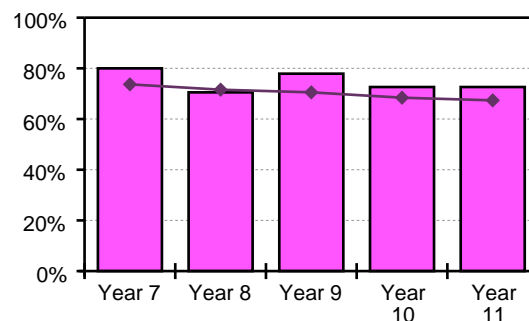
History**Computing****Fine Art****Food****Design****Religious Studies****Media Studies****Personal Development**

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

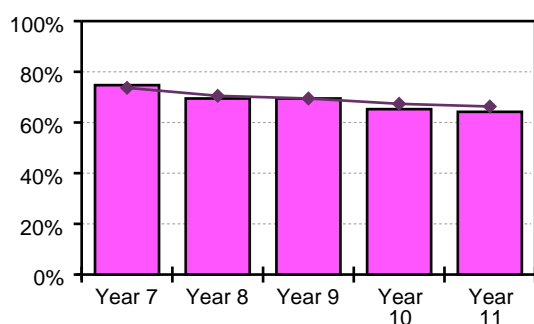
School discipline



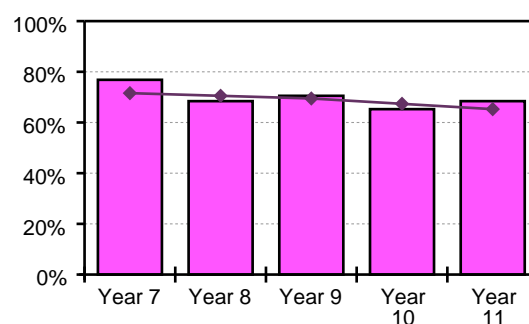
School facilities



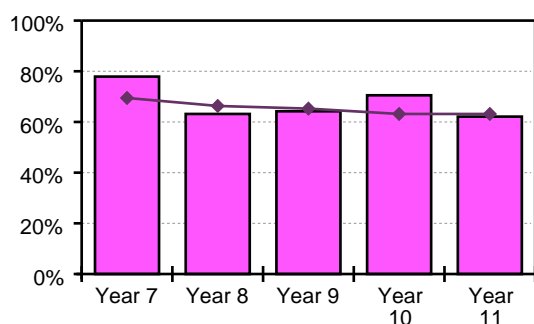
Developing confidence



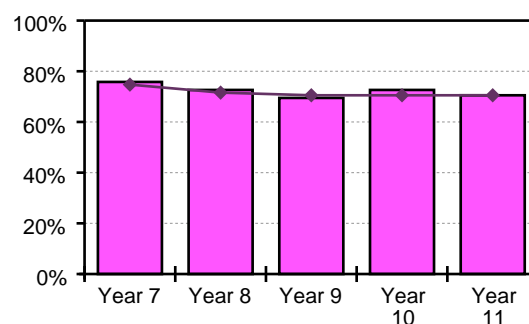
Social health education



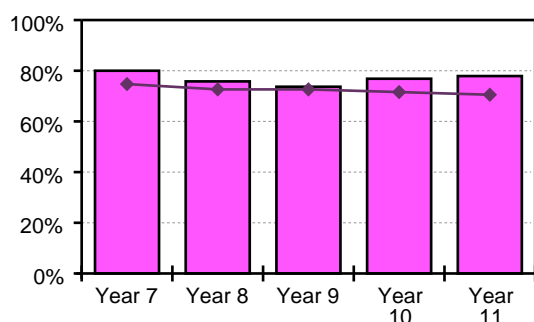
Control of bullying



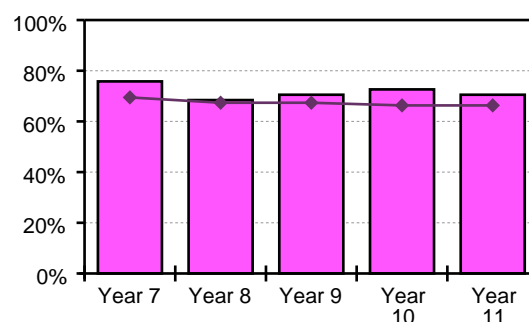
Caring teachers



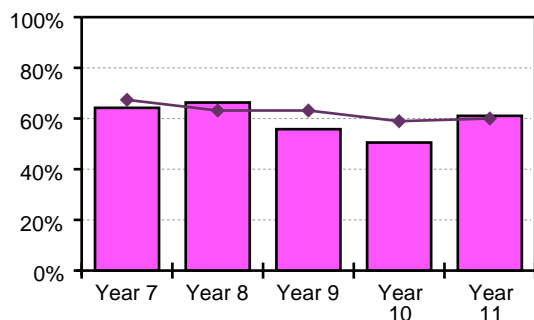
School security



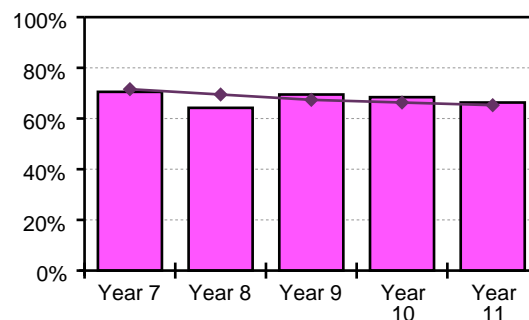
School communication



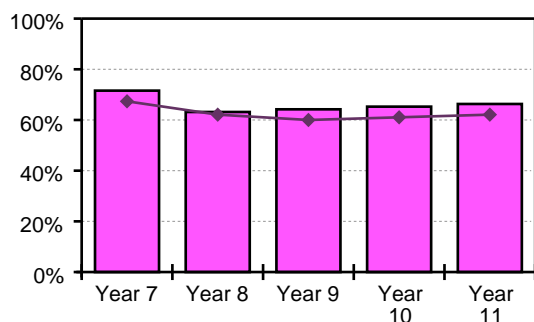
Careers advice



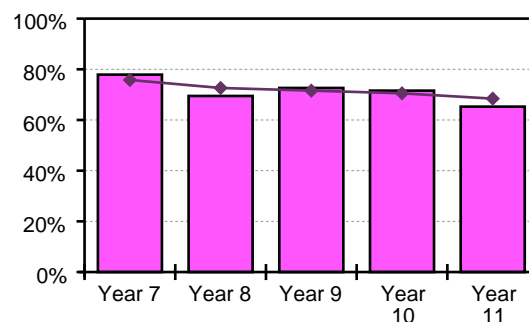
Developing moral values



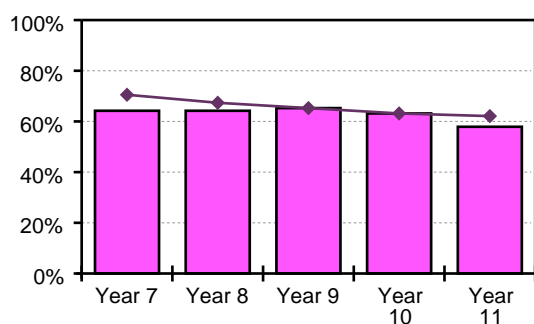
Levels of homework



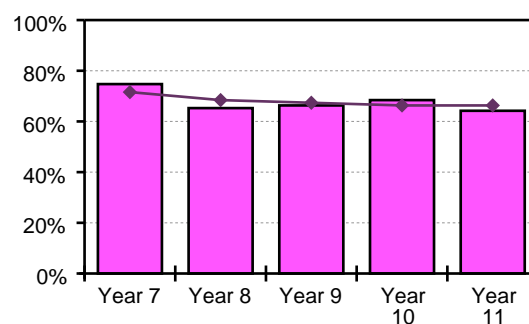
Happiness of child



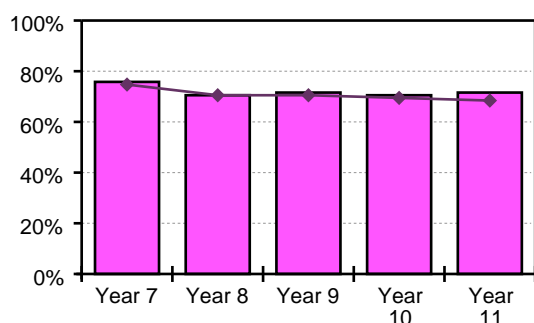
Community spirit



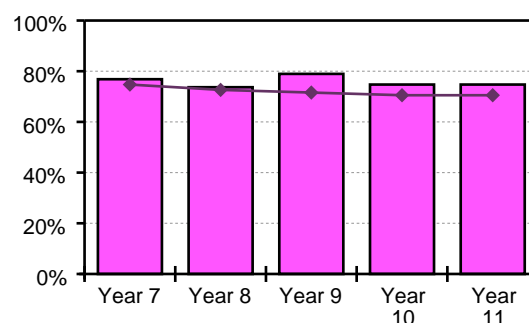
Developing potential

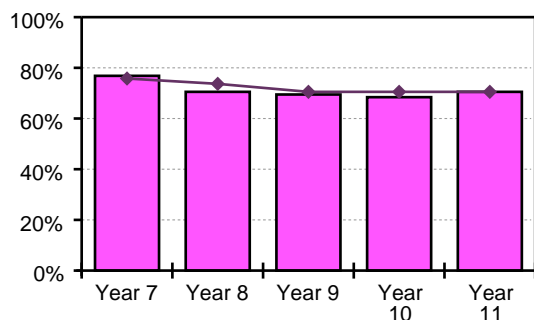
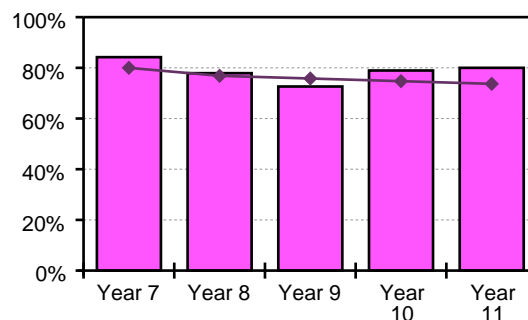
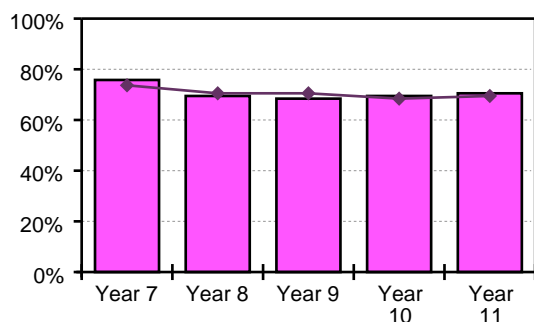
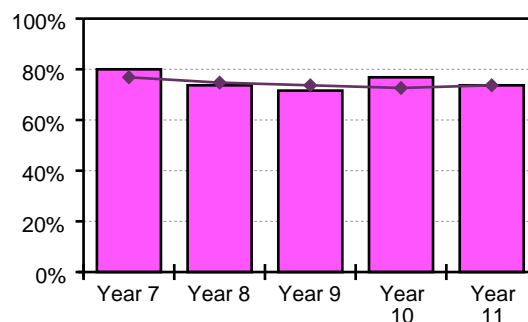


Teaching quality

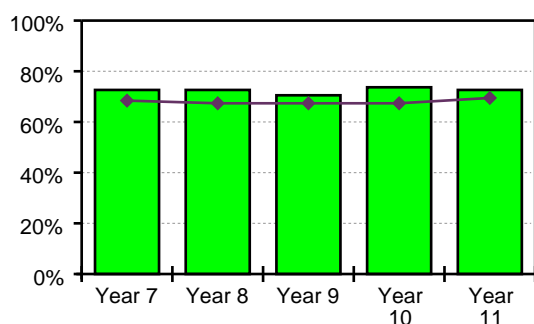
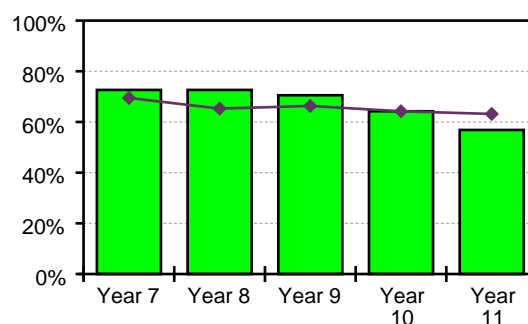
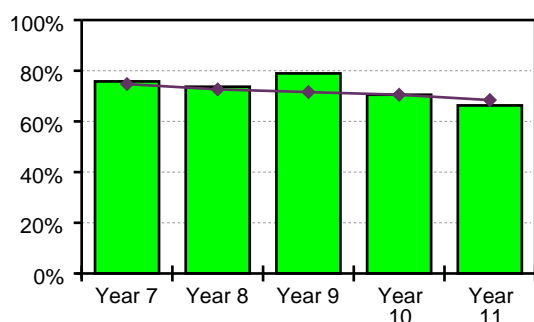
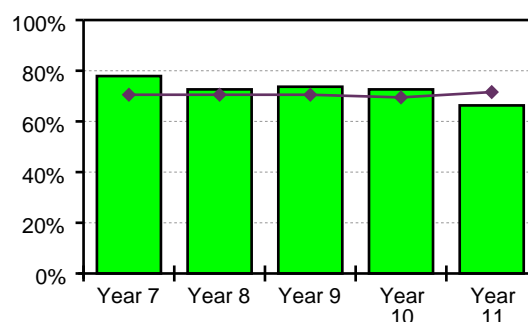


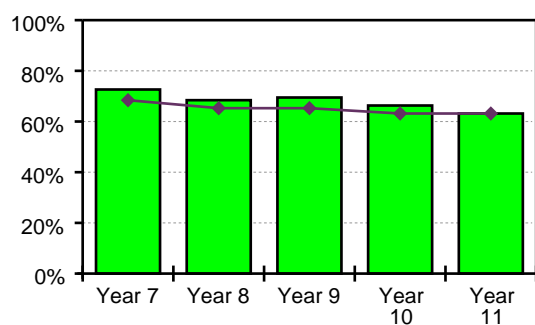
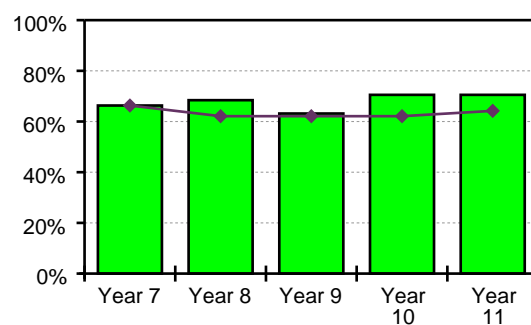
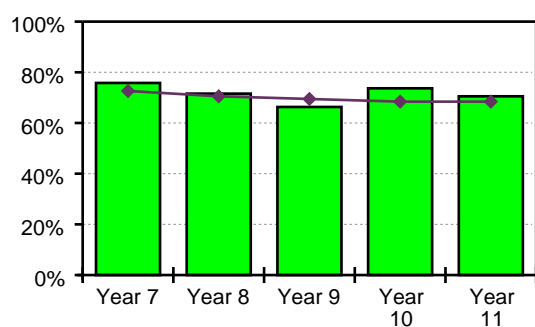
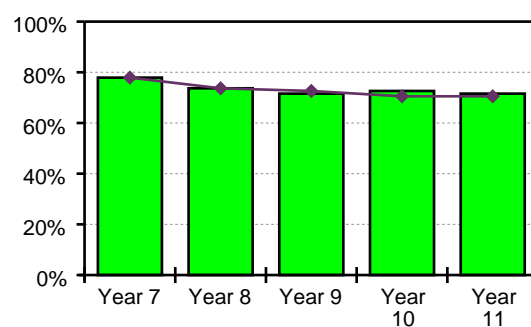
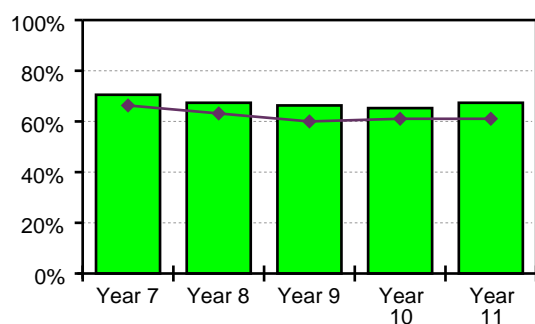
Exam results



Choice of subjects**Truancy control****Availability of resources****Computer access**

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

Parent evenings**Handling complaints****Quality of school management****Written reports**

Encouraging and listening to parents' views**Explaining to parents how to help their child****Ensuring students do their best/make good progress****Looking after students well****Regular marking of work, with next steps**

Time series analysis

Graphs showing trends for surveyed criteria over time

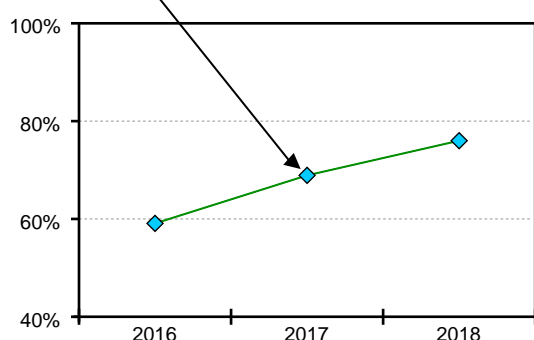
The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in **green**. Statistically significant decreases in scores over time are shown in **red**.

Example time series graphs

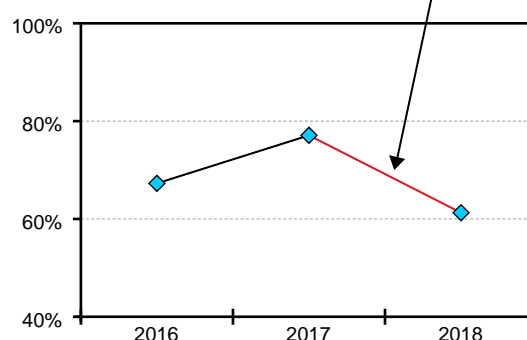
The score for History has significantly **increased** over the last three surveys.

History

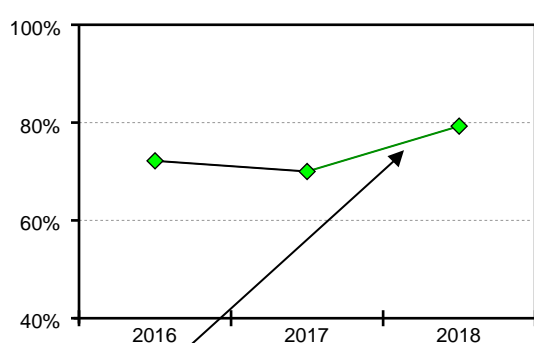


The score for Science has significantly **decreased** since the last survey.

Science

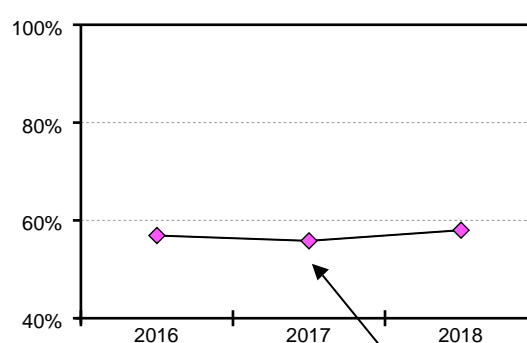


Extra curricular activities



The score for Extra curricular activities has significantly **increased** since the last survey.

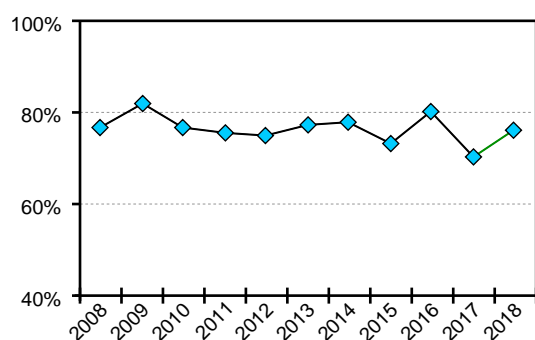
Careers advice



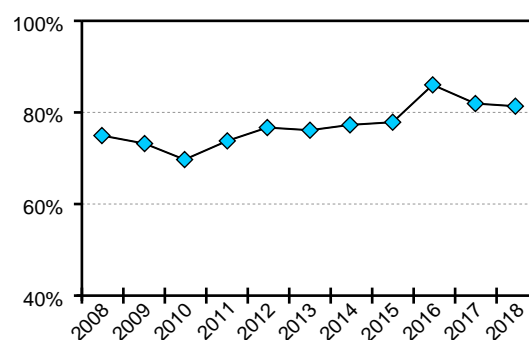
There has been no statistical difference in scores for Careers advice over the last three surveys.

Score trends over time for academic criteria

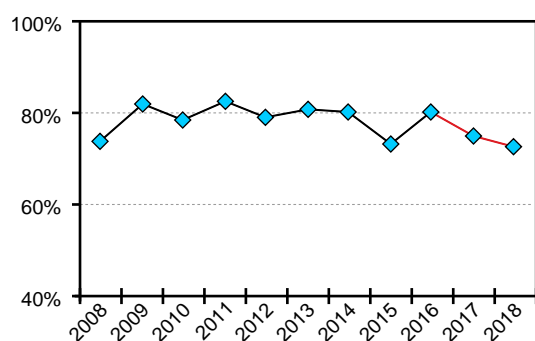
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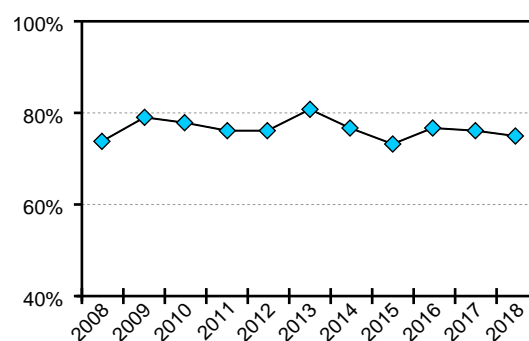
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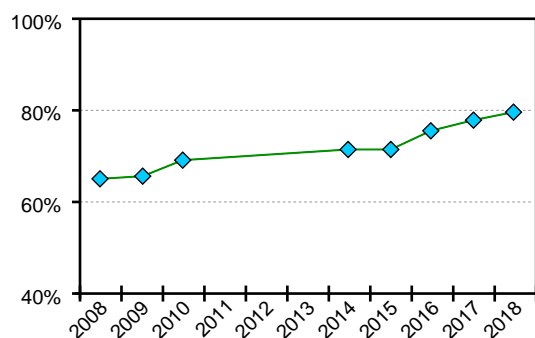
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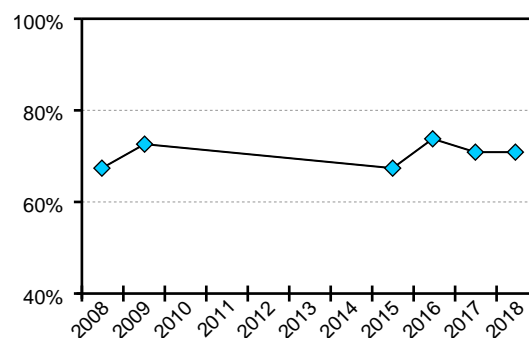
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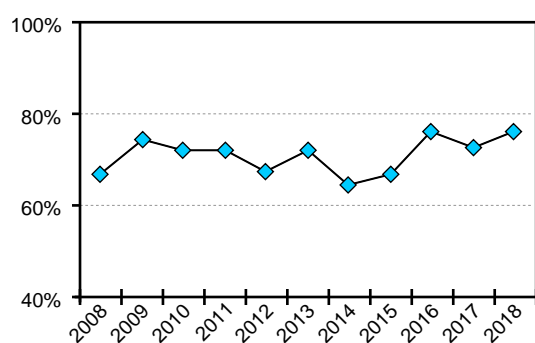
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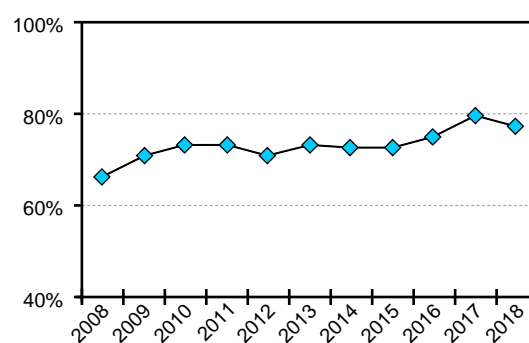
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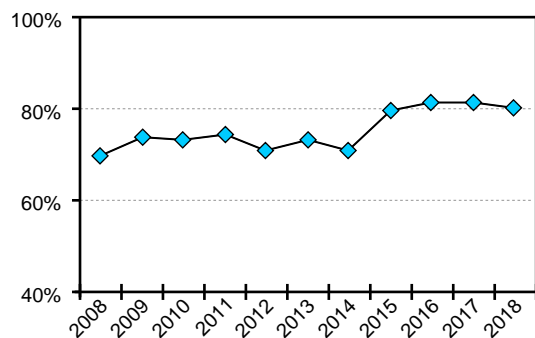
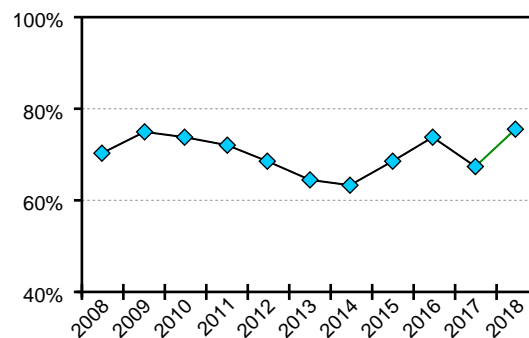
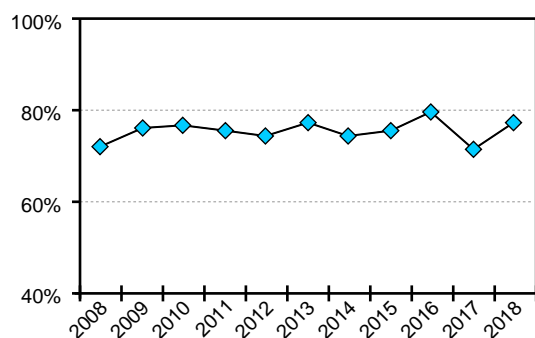
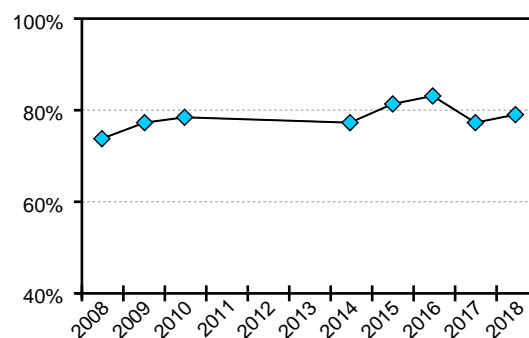
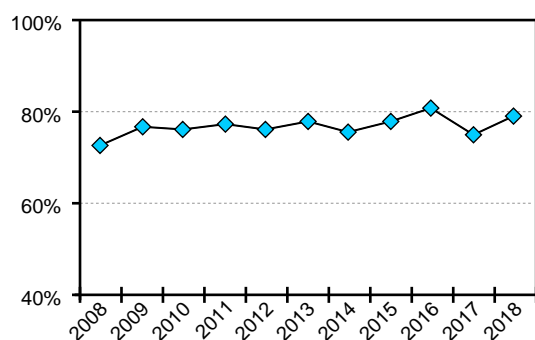
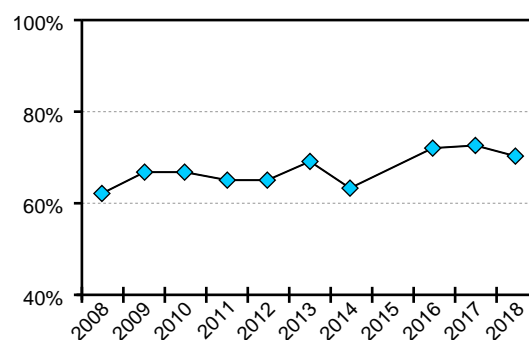
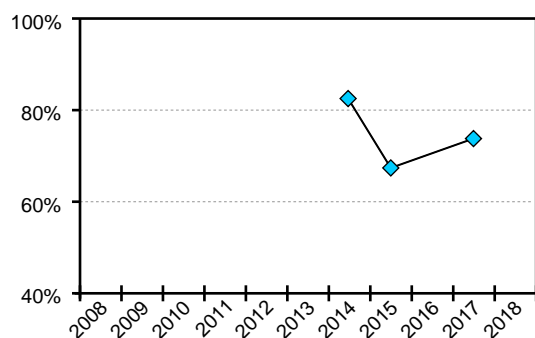
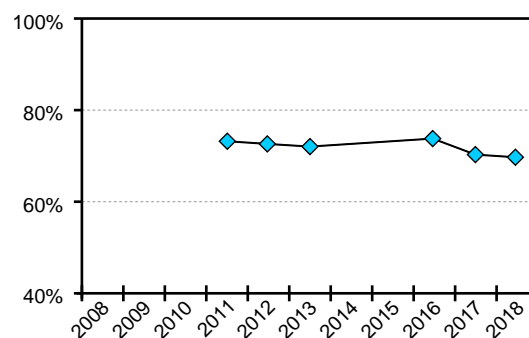


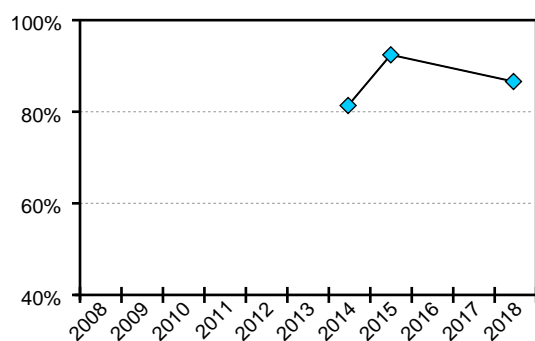
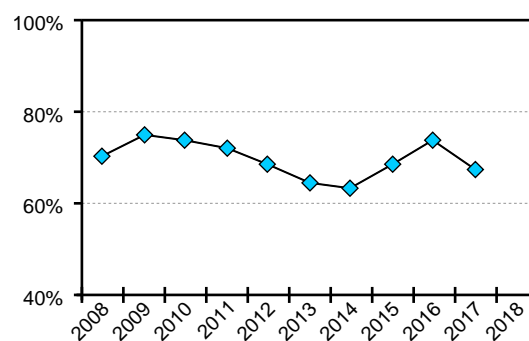
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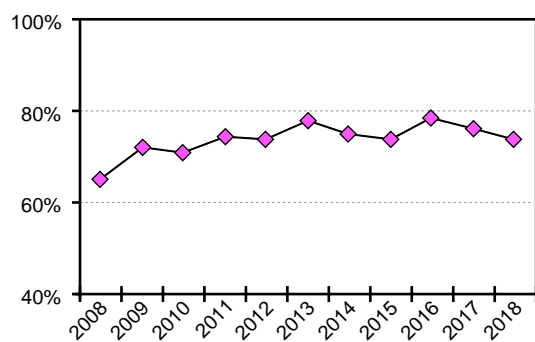
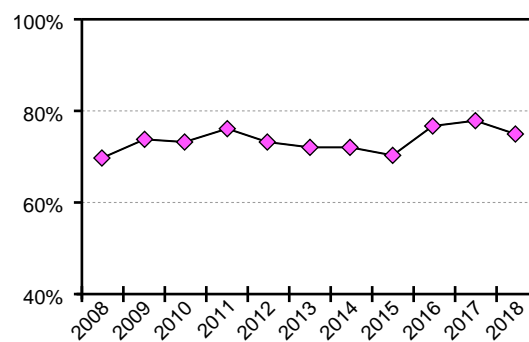
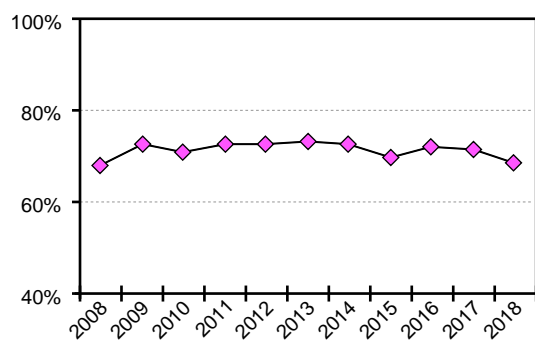
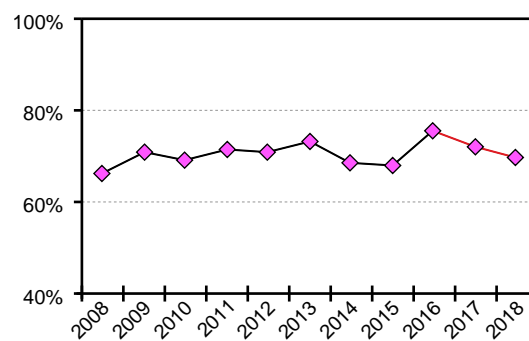
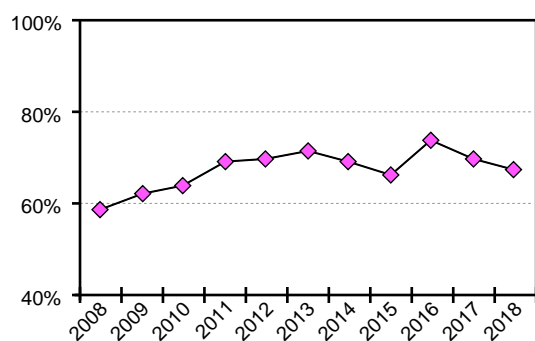
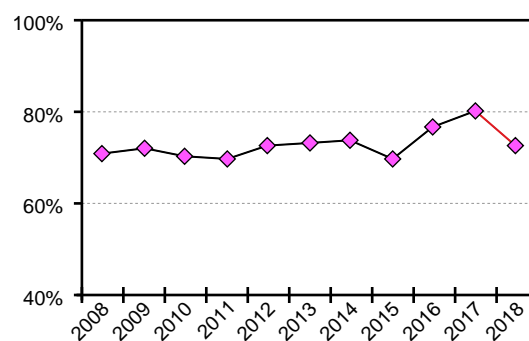
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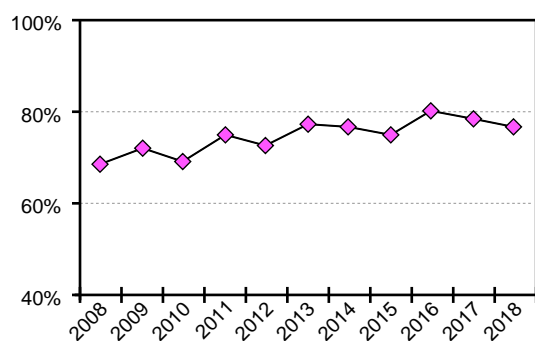
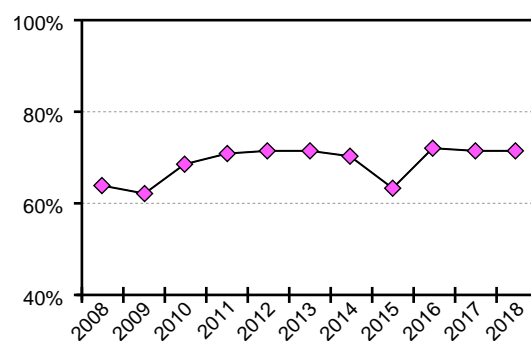
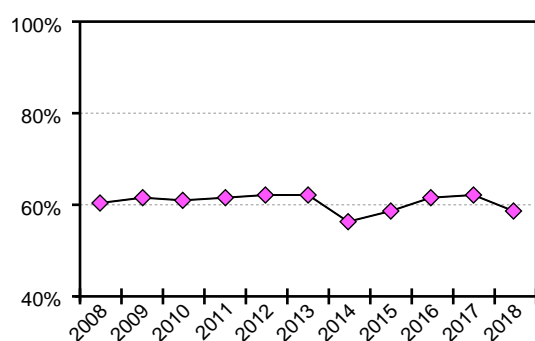
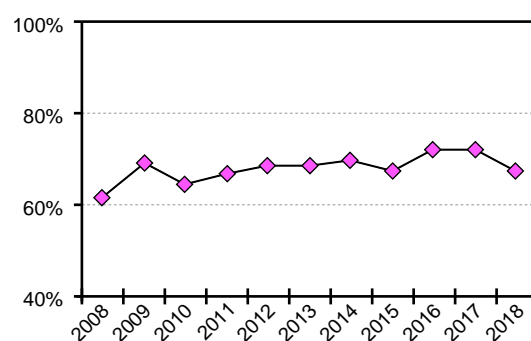
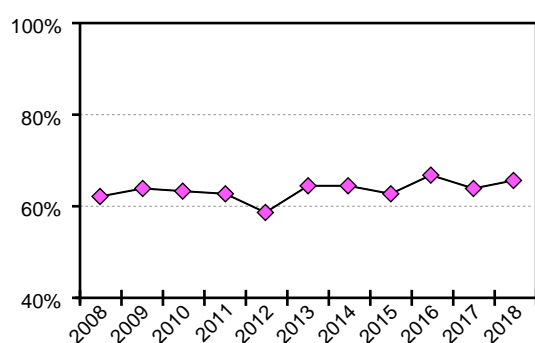
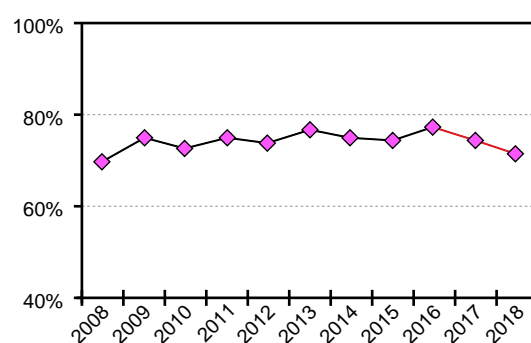
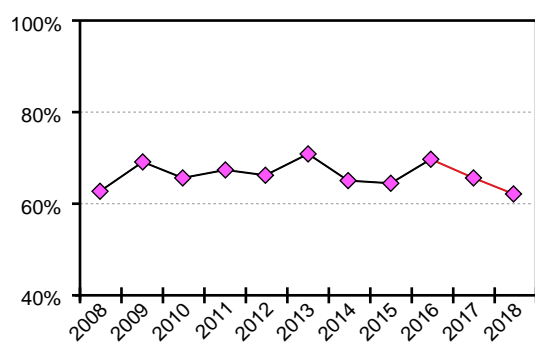
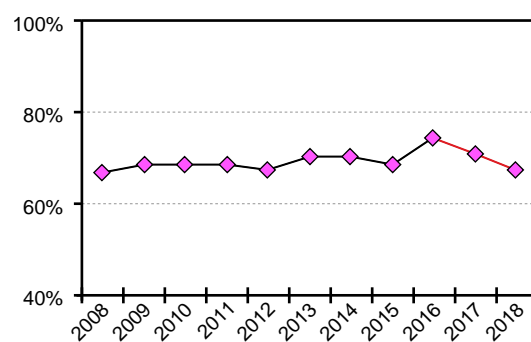


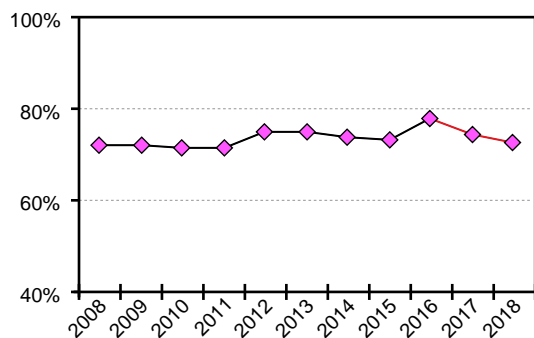
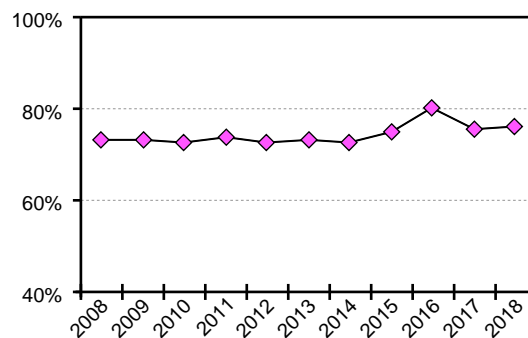
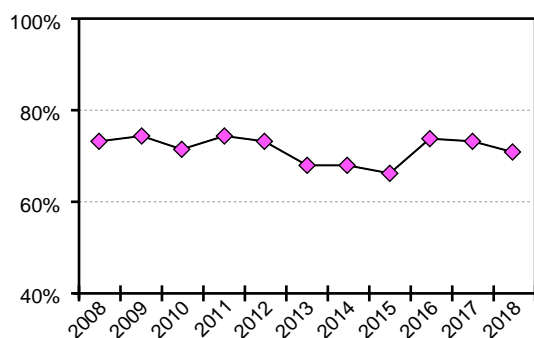
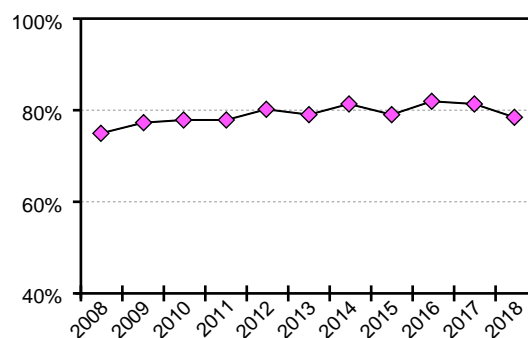
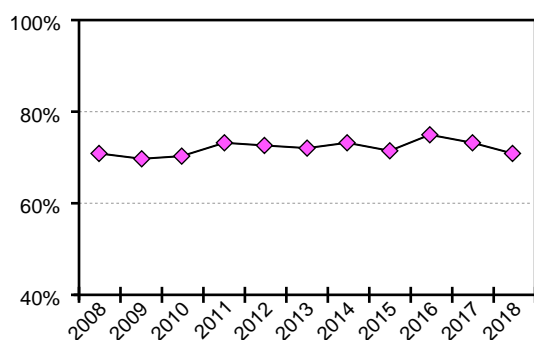
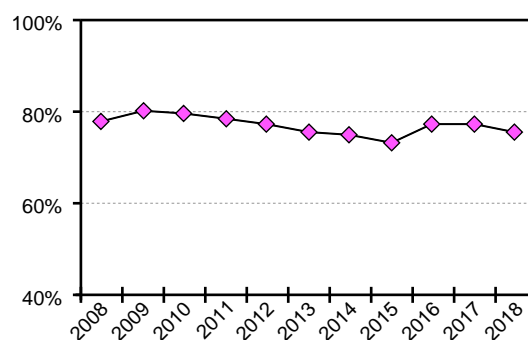
History**Computing****Fine Art****Food****Design****Religious Studies****Psychology****Personal Development**

Product Design**ICT**

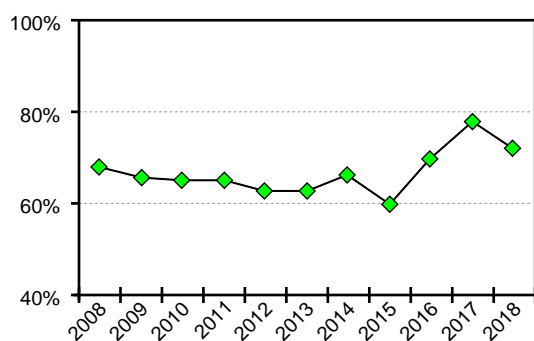
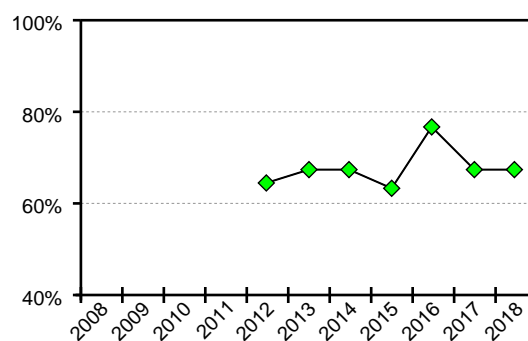
Score trends over time for non-academic criteria

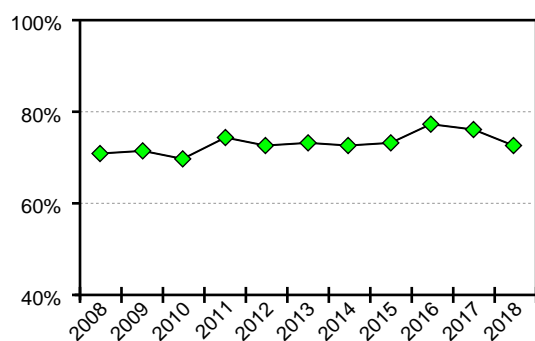
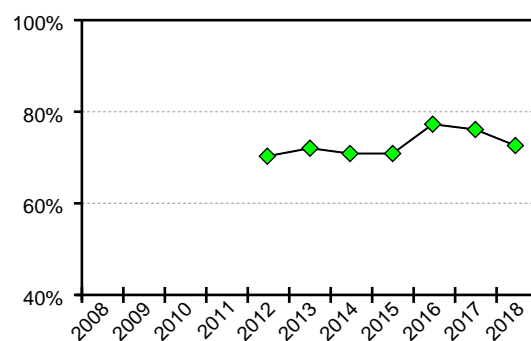
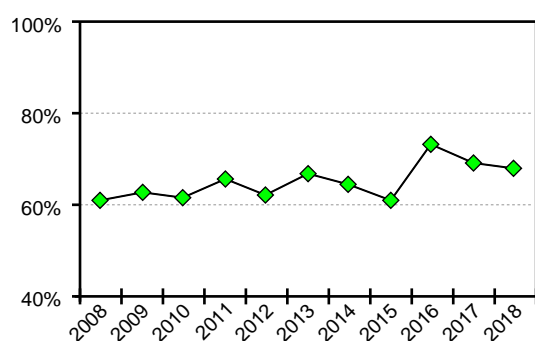
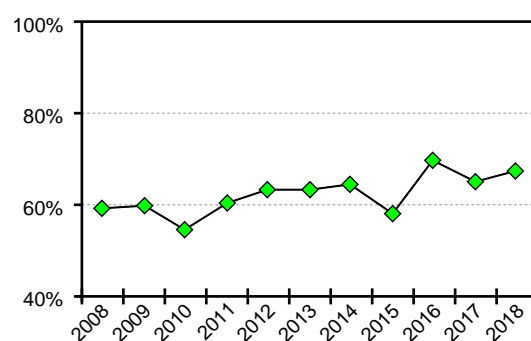
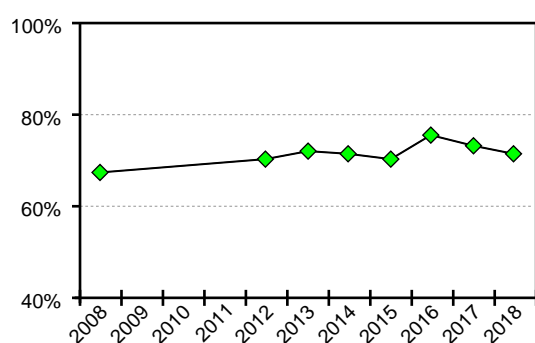
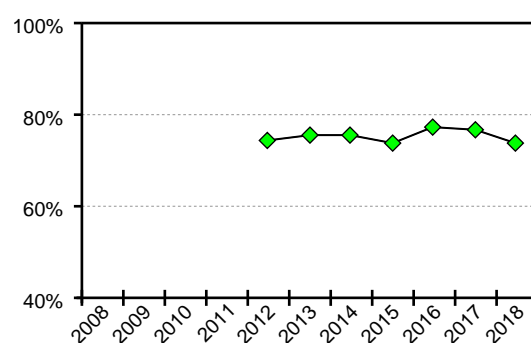
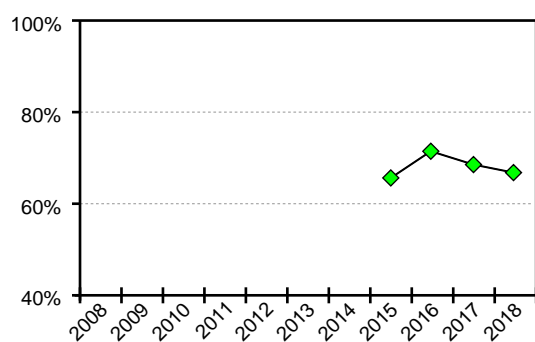
School discipline**School facilities****Developing confidence****Social health education****Control of bullying****Caring teachers**

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**

Score trends over time for additional criteria

Parent evenings**Handling complaints**

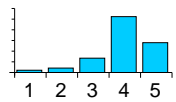
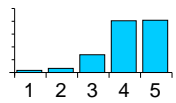
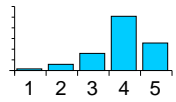
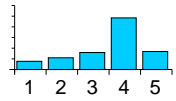
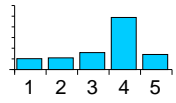
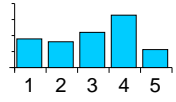
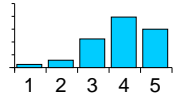
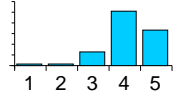
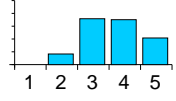
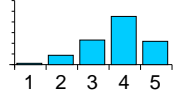
Quality of school management**Written reports****Encouraging and listening to parents' views****Explaining to parents how to help their child****Ensuring students do their best/make good progress****Looking after students well****Regular marking of work, with next steps**

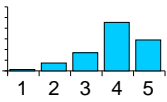
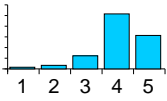
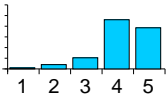
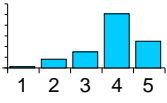
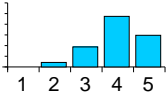
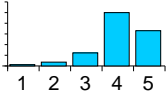
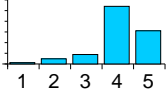
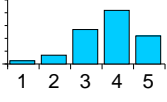
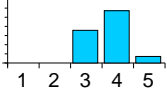
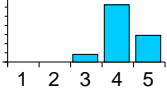
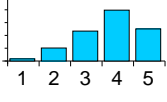
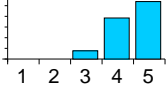
Appendix

Supplementary data and score breakdowns.

Academic criteria analysis

A breakdown of how parents scored the satisfaction of academic subjects.

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
English	2.1%	4.1%	13.4%	52.4%	28.0%		233
Mathematics	1.7%	3.2%	13.9%	40.4%	40.8%		234
Science	1.5%	5.8%	16.1%	50.8%	25.8%		218
Biology	7.7%	11.0%	15.9%	48.4%	16.9%		48
Chemistry	10.2%	11.0%	15.9%	48.8%	14.1%		47
Physics	17.9%	16.1%	22.0%	32.7%	11.2%		48
Physical Education	2.5%	5.7%	22.4%	39.4%	30.0%		224
French	1.5%	1.5%	12.8%	51.0%	33.3%		211
Spanish	0.0%	8.3%	35.8%	35.1%	20.8%		42
Drama	1.2%	8.7%	23.0%	45.2%	21.8%		158

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Music	1.3%	7.3%	17.0%	45.4%	29.0%		161
Geography	1.5%	3.3%	12.3%	51.5%	31.3%		195
History	1.0%	4.0%	10.4%	46.1%	38.5%		207
Computing	1.2%	8.2%	15.0%	50.7%	25.0%		174
Fine Art	0.0%	4.2%	18.7%	47.4%	29.7%		146
Food	1.2%	3.6%	12.2%	50.0%	33.0%		177
Design	1.2%	4.8%	8.9%	54.0%	31.1%		162
Religious Studies	2.5%	6.9%	26.9%	41.9%	21.9%		160
Sociology	0.0%	0.0%	35.7%	57.1%	7.1%		14
Media Studies	0.0%	0.0%	8.3%	62.5%	29.2%		24
Personal Development	1.7%	10.2%	23.4%	39.7%	25.1%		196
Product Design	0.0%	0.0%	7.7%	38.5%	53.8%		13

Non-academic criteria analysis

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

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	1.6%	8.7%	17.0%	39.8%	30.5%	2.3%	
School facilities	0.8%	3.9%	15.7%	52.0%	23.3%	4.3%	
Developing confidence	4.4%	7.2%	21.3%	41.7%	22.2%	3.2%	
Social health education	1.6%	5.9%	18.9%	39.5%	15.5%	18.6%	
Control of bullying	4.5%	10.0%	19.1%	35.4%	23.3%	7.7%	
Caring teachers	3.2%	6.3%	13.2%	51.6%	21.0%	4.7%	
School security	1.6%	6.4%	10.8%	46.9%	29.0%	5.3%	
School communication	5.3%	4.5%	19.1%	44.1%	26.2%	0.8%	
Careers advice	4.7%	8.6%	16.5%	19.3%	9.4%	41.5%	
Developing moral values	2.5%	9.1%	18.8%	47.4%	13.7%	8.5%	
Levels of homework	2.5%	13.9%	18.6%	45.4%	16.3%	3.2%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	3.6%	5.2%	18.0%	45.6%	24.3%	3.3%	
Community spirit	4.8%	10.4%	21.2%	38.4%	11.3%	13.8%	
Developing potential	3.3%	9.6%	20.5%	45.5%	18.3%	2.9%	
Teaching quality	2.4%	6.2%	17.5%	52.3%	18.1%	3.5%	
Exam results	0.0%	2.8%	10.0%	41.8%	15.4%	30.0%	
Choice of subjects	0.0%	4.1%	20.5%	49.0%	14.1%	12.2%	
Truancy control	1.2%	2.4%	8.6%	40.6%	26.6%	20.6%	
Availability of resources	1.2%	8.5%	14.5%	48.8%	17.1%	9.8%	
Computer access	0.8%	4.9%	10.5%	52.6%	22.5%	8.6%	

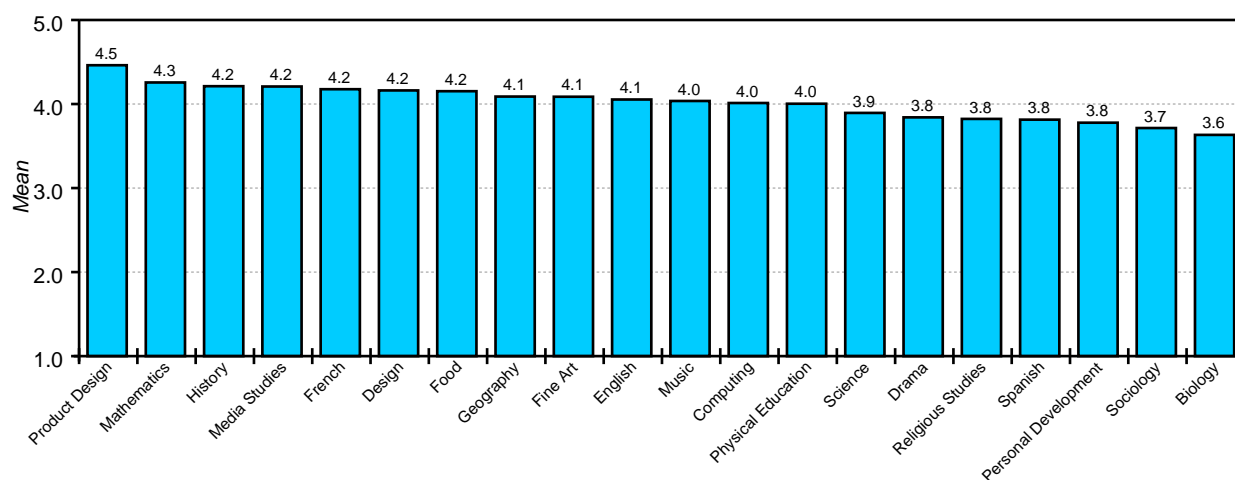
Additional criteria analysis

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

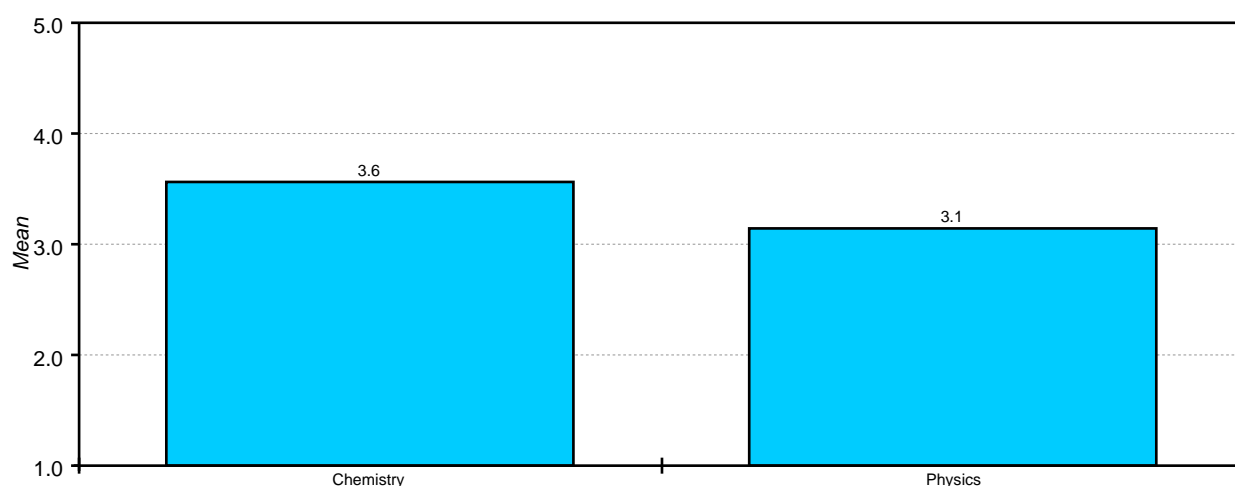
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Parent evenings	4.8%	4.8%	17.5%	45.0%	25.1%	2.8%	
Handling complaints	3.1%	4.6%	14.8%	31.2%	14.0%	32.2%	
Quality of school management	2.8%	4.3%	15.0%	46.6%	19.7%	11.7%	
Written reports	3.2%	4.4%	16.4%	48.2%	23.8%	4.1%	
Encouraging and listening to parents' views	4.0%	6.8%	18.1%	43.5%	15.4%	12.1%	
Explaining to parents how to help their child	2.9%	8.9%	21.6%	40.1%	18.3%	8.2%	
Ensuring students do their best/make good progress	3.3%	4.8%	18.2%	49.1%	21.5%	3.2%	
Looking after students well	2.9%	4.4%	15.4%	49.9%	25.3%	2.1%	
Regular marking of work, with next steps	3.1%	5.5%	22.5%	46.0%	11.5%	11.5%	

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

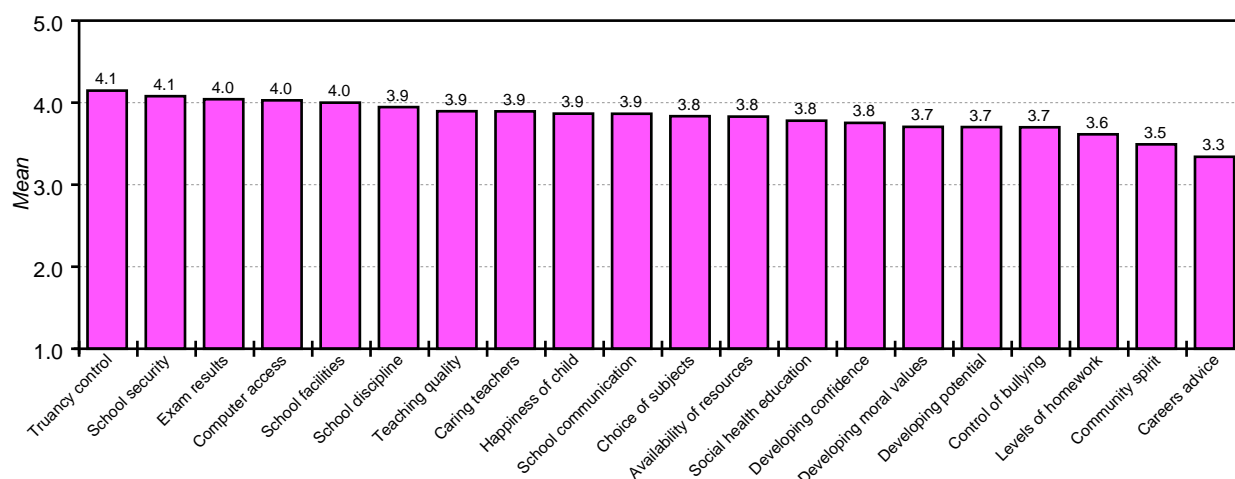
Academic subjects (1 of 2)

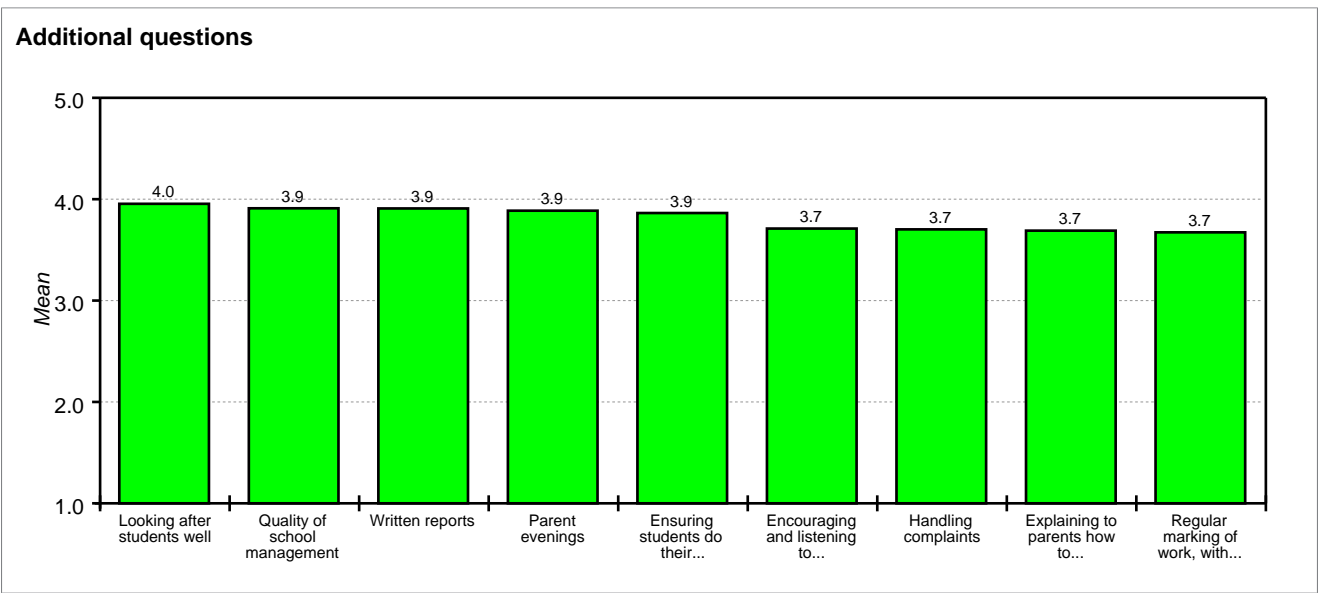


Academic subjects (2 of 2)



Non-academic areas





A word on Quality Assurance

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

For further details please visit our website www.gl-assessment.co.uk.