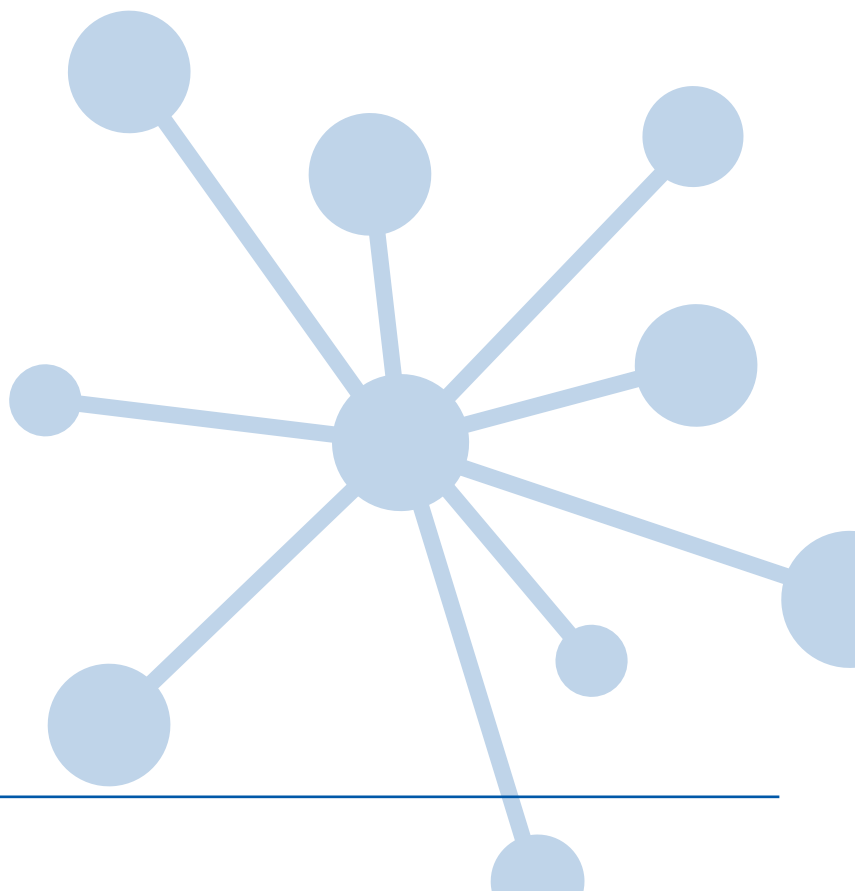


Christopher Whitehead Language College

Parent survey report – July 2022

In case of enquiries please contact Kirkland Rowell Surveys by emailing KR.Setups@gl-assessment.co.uk.
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Contents

			Page
1.	Executive summary	An overview of findings for this survey with comparison to the previous survey if applicable.	3
2.	Key results	Satisfaction levels for academic, non-academic and additional criteria.	10
3.	Parental priorities	Importance ratings and priorities for improvement.	20
4.	Parent View summary	Your survey data linked to the 12 questions in Ofsted's Parent View.	25
5.	Ofsted self-evaluation summary	Linking your survey data to the current Ofsted evaluation schedule.	27
6.	Unexpected results	Highlighting any particularly unusual or unexpected results.	37
7.	Standard analysis	Analysis of all remaining data which may include gender analysis, academic stretch, healthy lifestyle, parental values and homework.	43
8.	Year group analysis	Year group scores compared to national averages.	55
9.	Time series analysis	Trends for surveyed criteria over time.	63
10.	Appendix	Supplementary data and further information.	72

Executive summary

This report details the findings of the 17th Kirkland Rowell Parent Survey for Christopher Whitehead Language College. 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 July 2022. The report also measures performance with regard to overall satisfaction and improvement.

Due to the low number of responses it was not possible to generate Extra Analysis for the question requested "Has your child ever been eligible for free school meals during the last six years?".

Summary of results for this survey

- 115 completed questionnaires were returned representing a response rate of 9.1%. The response meant that meaningful data could be drawn for all criteria except for Business Studies, Foundation Learning, Graphical Communication, Hair & Beauty Therapy, Photography, Sport Science (CNAT), Textiles and Travel & Leisure.
- The parents gave an excellent overall performance score (83.4%) (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 7% thought that the school's performance was worse (see page 43).
- Of the parents of new students, 4% felt that the school had not lived up to their expectations and 36% said the school was better than they had expected it to be (see page 43).
- With regard to academic subjects, parents are most happy with the delivery of Health & Social Care, Religious Studies and French.
- The parents are least happy with the delivery of German, ESOL - EAL and Dance.
- With regards to non-academic areas, parents are most happy with Social health education, School communication and Careers advice.
- The parents are least happy with Exam results, Computer access and School facilities.
- The parents' top priorities for improvement are Developing potential, School facilities and Developing confidence.
- The parents of female students gave significantly higher scores for Music and Dance.

Summary of results since the previous survey

- The following academic areas received significantly higher scores than the previous survey: Religious Studies and Science (KS3).

Summary of results over more than two surveys

- The following academic area received significantly higher scores over more than two surveys: Religious Studies.
- The following non-academic area received significantly lower scores over more than two surveys: Exam results.
- The following additional area received significantly higher scores over more than two surveys: School's image in the local community.

- 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

- 93.4% Health & Social Care
- 85.1% Religious Studies
- 85.0% French
- 85.0% Values & Ethics
- 82.8% Spanish

Relative weaknesses for academic criteria

- 63.7% German
- 67.5% ESOL - EAL
- 73.9% Dance
- 74.0% Chinese (Mandarin)
- 74.0% PE (Core)

Relative strengths for non-academic criteria

- 80.1% Social health education
- 79.8% School communication
- 79.6% Careers advice
- 78.7% Developing moral values
- 78.5% Control of bullying

Importance	Ranking
(12.1%)	20th
(69.8%)	6th
(30.1%)	13th
(60.0%)	9th
(71.6%)	5th

Relative weaknesses for non-academic criteria

- 68.4% Exam results
- 71.9% Computer access
- 73.5% School facilities
- 74.1% Truancy control
- 74.4% Happiness of child

Importance	Ranking
(26.0%)	15th
(19.8%)	18th
(56.6%)	10th
(17.7%)	19th
(88.5%)	1st

Response to survey

115 completed questionnaires were returned representing a response rate of 9.1%.

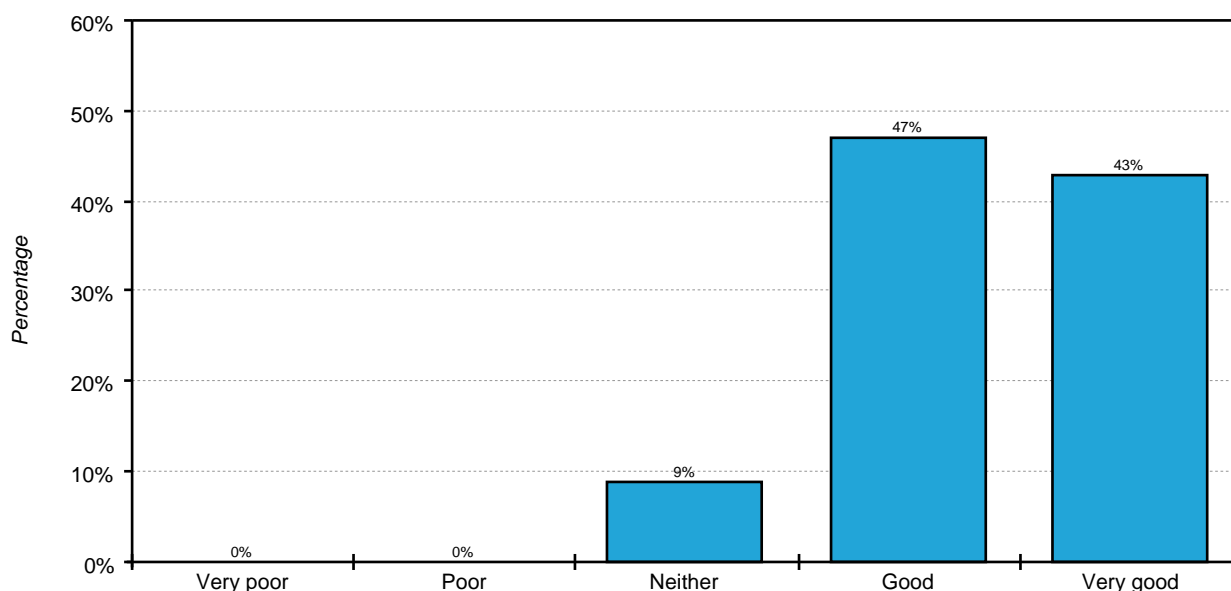
	Proportion of responses (%)	Number of responses
Responses from parents of male students	49.6	57
Responses from parents of female students	50.4	58
Responses from parents of Year 7 students	27.8	32
Responses from parents of Year 8 students	23.5	27
Responses from parents of Year 9 students	23.5	27
Responses from parents of Year 10 students	20.9	24
Responses from parents of Year 11 students	4.3	5

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	83.4	82.2	+1.2

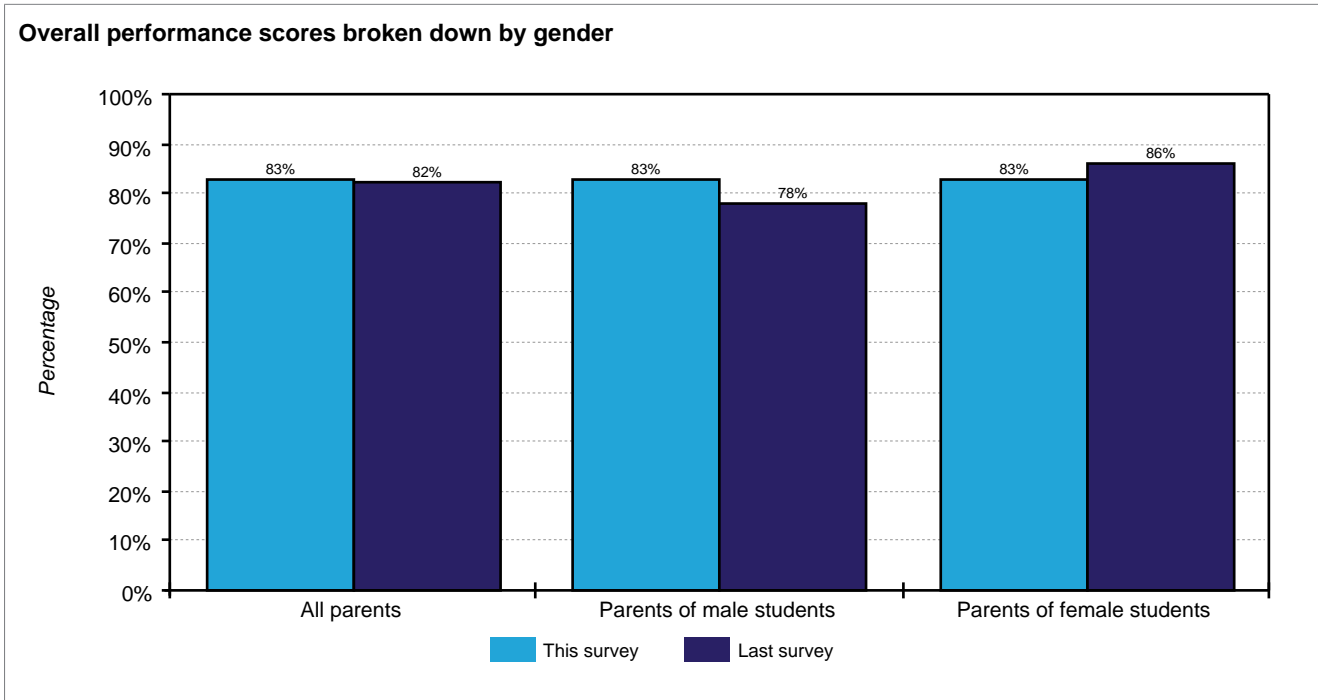
	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.0	7.8	-7.8	90.9

Overall parental satisfaction

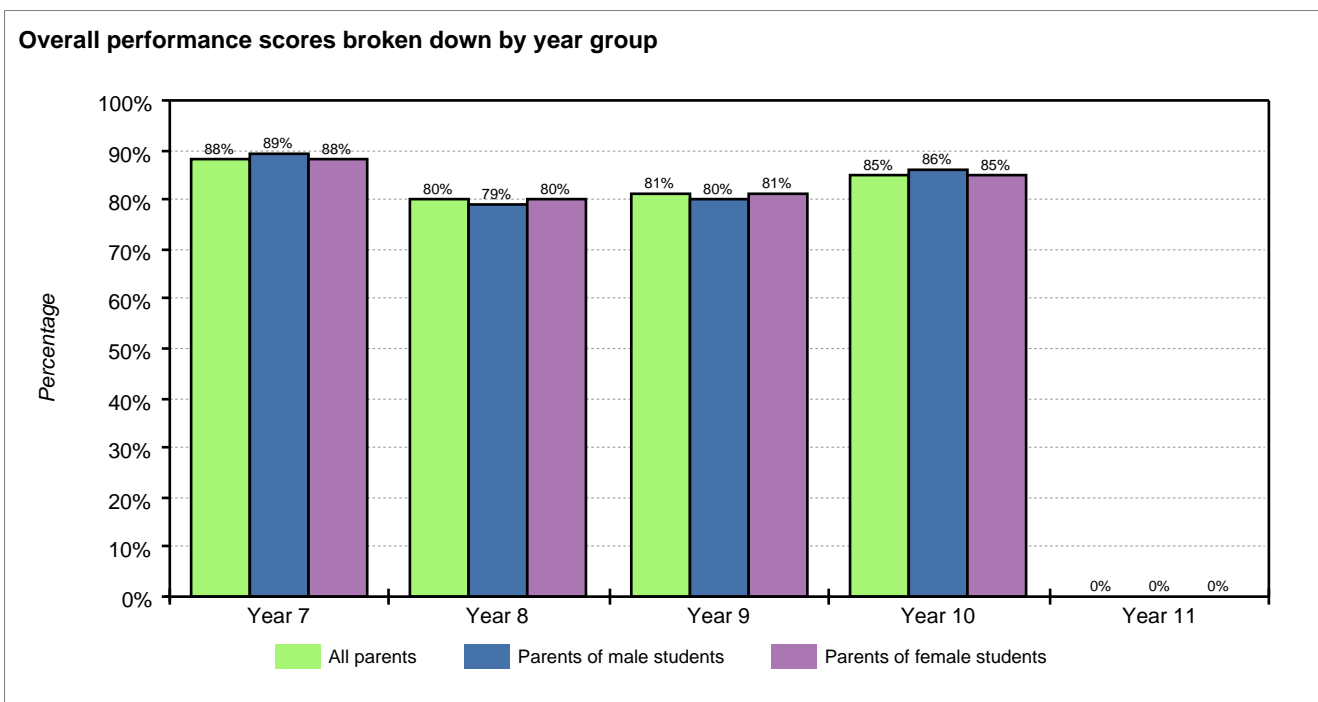


- More parents rate the overall performance of the school as 'good' or 'very good'.

Overall performance scores broken down by gender and year group



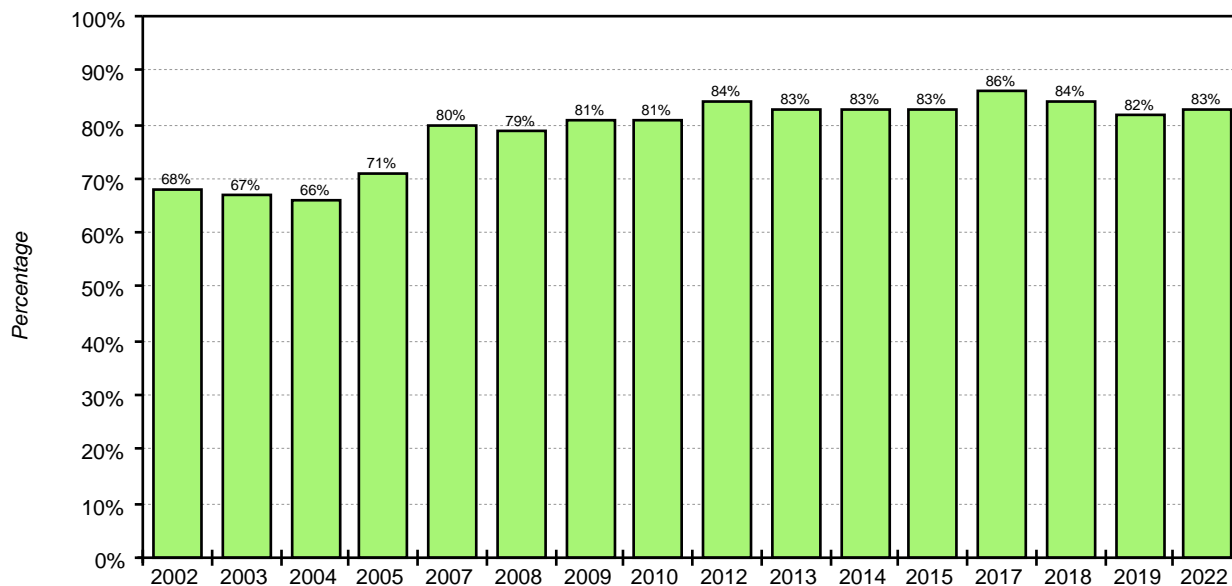
- The parents gave an excellent overall performance score of 83.4%, improved since the last survey.
- Parents of male students scored the overall performance of the school the same as parents of female students.



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

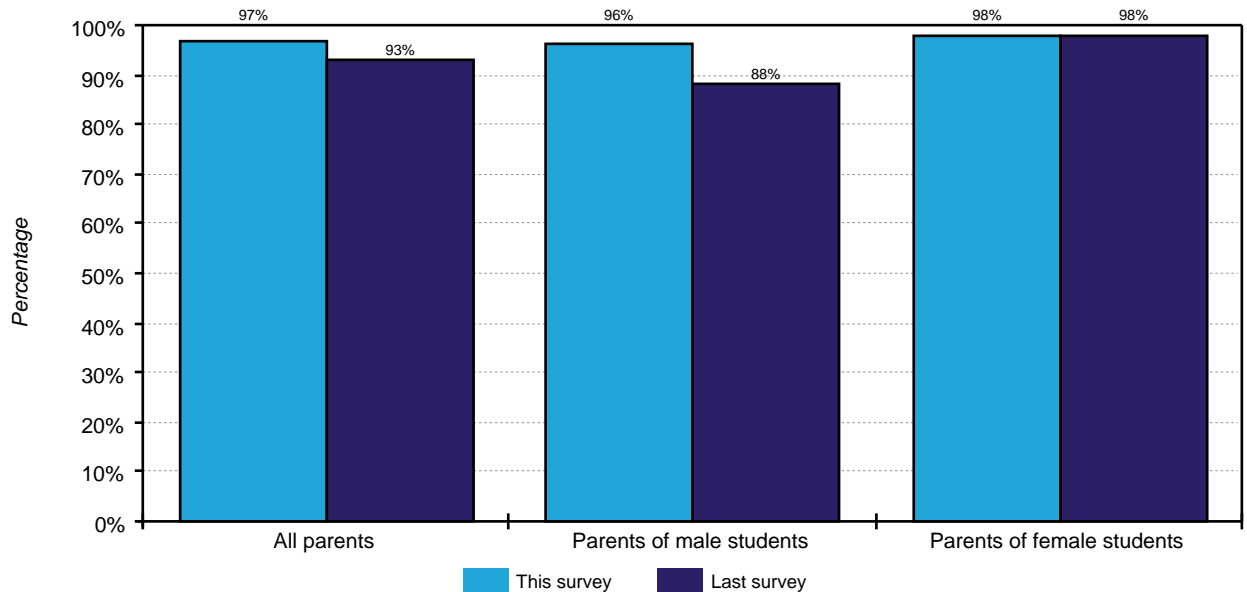
Graph showing the overall performance scores trend broken down over time.



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

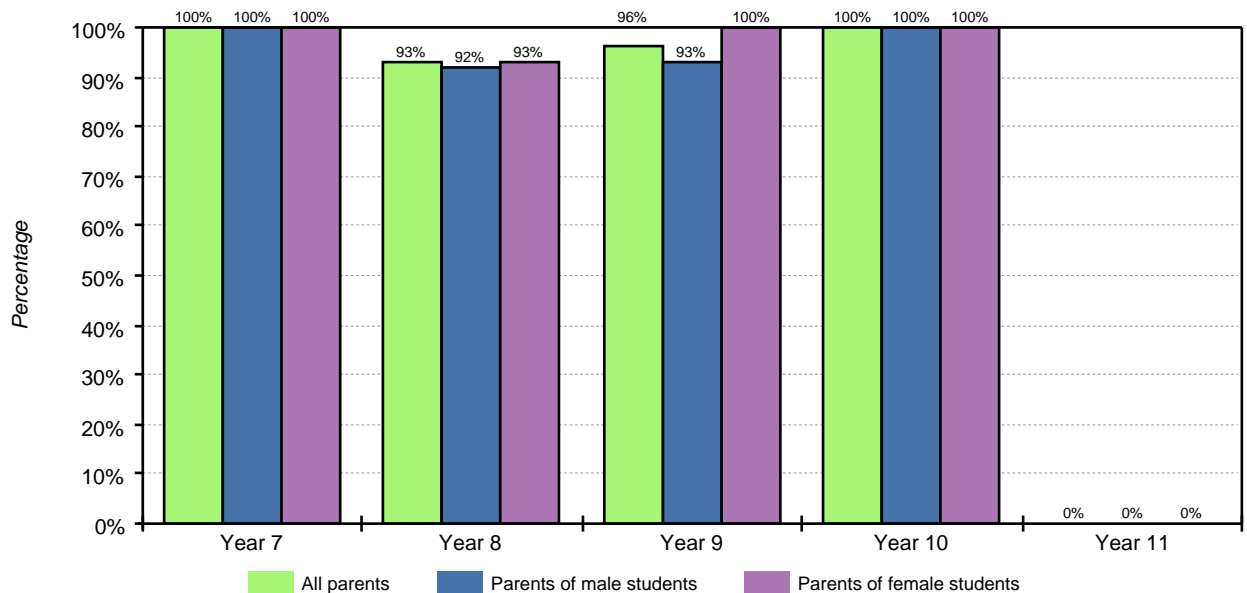
Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender



- 97.2% of parents said they would recommend this school to another parent.
- Parents of male students would recommend this school to another parent broadly in line with parents of female students.

Recommend this school scores broken down by year group



- Parents of Year 7 and Year 10 students would recommend this school to another parent more than parents from other year groups.
- Parents of Year 7 and Year 10 male students and parents of Year 7, Year 9 and Year 10 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 180 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 180 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
Health & Social Care	93.4		
Religious Studies	85.1	77.4	+7.7
French	85.0	78.2	+6.8
Values & Ethics	85.0		
Spanish	82.8	82.3	+0.6
Classical Civilisations (Classics)	82.1		
PE (GCSE only)	82.0		
Geography	81.2	76.9	+4.3
ICT & Computer Science	81.2	76.3	+4.9
Physics	80.8		
Science (KS3)	80.1	72.9	+7.1
English	79.9	78.1	+1.8
Food Preparation & Nutrition	79.8	79.6	+0.2
History	79.6	77.2	+2.4
Design Technology	77.8	76.4	+1.4
Music	77.2	75.1	+2.1
Art (inc. Makeup & Art)	77.2	74.0	+3.2
Chemistry	76.5		
Biology	75.9		
Drama	74.9	73.9	+1.0
Mathematics	74.2	71.4	+2.8
PE (Core)	74.0		
Chinese (Mandarin)	74.0	78.3	-4.3
Dance	73.9	70.7	+3.3
ESOL - EAL *	67.5		
German	63.7	77.8	-14.1
Business Studies	Low response		
Foundation Learning	Low response		
Graphical Communication	Low response		
Hair & Beauty Therapy *	Low response		
Photography	Low response		
Sport Science (CNAT) *	Low response		
Textiles	Low response		

Academic criteria	This survey (%)	Previous survey (%)	% Change
Travel & Leisure	Low response		

- Parents consider delivery of the following academic subjects to be ‘outstanding’: Health & Social Care, Religious Studies, French, Values & Ethics, Spanish, Classical Civilisations (Classics), PE (GCSE only), Geography, ICT & Computer Science, Physics and Science (KS3).
- Parents consider delivery of the following academic subjects to be ‘good’: English, Food Preparation & Nutrition, History, Design Technology, Music, Art (inc. Makeup & Art), Chemistry, Biology, Drama, Mathematics, PE (Core), Chinese (Mandarin) and Dance.
- Parents consider delivery of the following academic subjects to show ‘room for improvement’: ESOL - EAL.
- Parents consider delivery of the following academic subjects to show ‘attention advised’: German.
- Parents consider delivery of the following academic subjects to have shown a significant improvement since the last survey: Religious Studies and Science (KS3).
- 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: ESOL - EAL, Hair & Beauty Therapy and Sport Science (CNAT).
- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: French and Spanish.
- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Health & Social Care, Classical Civilisations (Classics), PE (GCSE only), Physics, Chemistry, Biology, Chinese (Mandarin), ESOL - EAL, German, Business Studies, Foundation Learning, Graphical Communication, Hair & Beauty Therapy, Photography, Sport Science (CNAT), Textiles and Travel & Leisure.
- 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: Health & Social Care, Values & Ethics, Classical Civilisations (Classics), PE (GCSE only), Physics, Chemistry, Biology, PE (Core) and ESOL - EAL.

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' (%)
Art (inc. Makeup & Art)	0.0	4.9	-4.9	86.8
Design Technology	0.0	4.5	-4.5	92.6
Food Preparation & Nutrition	0.0	7.1	-7.1	90.7
French	0.0	10.9	-10.9	93.3
History	0.0	5.1	-5.1	90.8
ICT & Computer Science	0.0	9.3	-9.3	89.3
Music	0.0	3.8	-3.8	79.6
Spanish	0.0	7.0	-7.0	75.0
Geography	1.4	2.8	-1.4	90.7
Religious Studies	1.6	6.8	-5.2	90.5
PE (Core)	2.0			81.9
Science (KS3)	2.2	10.8	-8.7	92.0
Drama	3.2	5.5	-2.3	76.5
Dance	3.4	10.1	-6.7	81.1
English	3.5	5.3	-1.8	89.5
Values & Ethics	3.9			84.2
Mathematics	8.9	16.3	-7.3	80.2

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
Social health education	80.1	75.4	+4.8
School communication	79.8	81.3	-1.5
Careers advice	79.6	74.7	+4.9
Developing moral values	78.7	74.9	+3.8
Control of bullying	78.5	73.8	+4.6
Choice of subjects	78.4	79.4	-1.0
Caring teachers	77.4	74.3	+3.1
School discipline	77.3	75.8	+1.5
Community spirit	77.1	73.2	+3.9
Levels of homework	76.5	75.3	+1.2
Developing confidence	76.4	72.5	+3.9
Teaching quality	75.7	76.1	-0.4
School security	75.7	74.1	+1.5
Availability of resources	75.5	70.7	+4.7
Developing potential	75.1	76.7	-1.6
Happiness of child	74.4	71.4	+3.0
Truancy control	74.1	74.9	-0.7
School facilities	73.5	73.9	-0.4
Computer access	71.9	73.7	-1.8
Exam results	68.4	72.9	-4.5

- Parents consider delivery of the following non-academic areas to be 'outstanding': Social health education, School communication, Careers advice, Developing moral values, Control of bullying, Choice of subjects, Caring teachers, School discipline, Community spirit, Levels of homework, Developing confidence, Teaching quality, School security, Availability of resources and Developing potential.
- Parents consider delivery of the following non-academic areas to be 'good': Happiness of child, Truancy control, School facilities, Computer access and Exam results.
- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Exam results.

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' (%)
Social health education	1.8	7.4	-5.5	86.9
Computer access	1.9	3.7	-1.8	83.5
Truancy control	2.2	5.9	-3.7	88.3
Teaching quality	3.7	6.0	-2.4	80.0
Developing moral values	4.0	11.4	-7.5	78.2
Availability of resources	4.6	10.0	-5.4	84.2
Careers advice	4.8	18.3	-13.6	65.3
Choice of subjects	5.4	4.6	+0.8	86.9
School security	5.4	5.9	-0.5	87.3
Caring teachers	7.0	9.4	-2.4	79.3
Community spirit	7.9	14.8	-6.9	72.0
Happiness of child	8.9	13.3	-4.5	78.0
School facilities	9.9	6.1	+3.8	71.9
Developing potential	10.4	11.3	-0.9	72.3
School discipline	10.6	9.9	+0.7	82.4
Control of bullying	11.2	14.8	-3.6	67.9
Developing confidence	11.6	14.1	-2.6	75.5
School communication	12.8	9.9	+2.8	78.9
Levels of homework	13.4	13.7	-0.3	70.3
Exam results	14.6	9.8	+4.8	70.8

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
School's image in the local community	78.4		
Encouraging and listening to students' views	77.6	75.1	+2.5
Making sure that new students settle in well	76.9		
Regular marking of work	76.6	68.9	+7.7
Treating all students fairly/equally	76.5	72.1	+4.4
Student response to feedback	74.7	72.5	+2.3
Teaching students with special needs	74.6	72.5	+2.1
Appropriate level of challenge in homework	74.6	71.7	+2.9
Tailoring child's work to their needs and ability	74.2	70.2	+4.0
Information on different types of bullying	73.2	75.1	-2.0
Attitude of non-teaching/support staff	73.1	72.4	+0.6
Promoting racial harmony	72.8	73.3	-0.5
Ensuring students do their best/make good progress	72.1	73.1	-0.9
Student targets	71.9	69.8	+2.1
Explaining to parents how to help their child	71.5	74.5	-3.1
Students' attitudes to learning	70.6	72.1	-1.5
Celebrating and rewarding achievement	69.7	69.2	+0.5
E-safety	69.1	73.6	-4.6

- Parents consider delivery of the following additional criteria to be 'outstanding': School's image in the local community, Encouraging and listening to students' views, Making sure that new students settle in well, Regular marking of work and Treating all students fairly/equally.
- Parents consider delivery of the following additional criteria to be 'good': Student response to feedback, Teaching students with special needs, Appropriate level of challenge in homework, Tailoring child's work to their needs and ability, Information on different types of bullying, Attitude of non-teaching/support staff, Promoting racial harmony, Ensuring students do their best/make good progress, Student targets, Explaining to parents how to help their child, Students' attitudes to learning, Celebrating and rewarding achievement and E-safety.
- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Teaching students with special needs, Information on different types of bullying and Explaining to parents how to help their child.

- The following additional criteria were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: School's image in the local community and Making sure that new students settle in 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' (%)
Making sure that new students settle in well	0.0			88.7
Promoting racial harmony	2.5	5.6	-3.1	78.5
School's image in the local community	3.7			85.2
E-safety	5.3	7.0	-1.7	81.8
Attitude of non-teaching/support staff	6.3	7.6	-1.3	82.4
Student response to feedback	6.8	11.1	-4.3	75.8
Teaching students with special needs	7.3	19.2	-11.9	62.8
Student targets	7.5	10.8	-3.3	76.5
Appropriate level of challenge in homework	8.8	10.5	-1.7	70.1
Encouraging and listening to students' views	8.8	13.3	-4.5	73.0
Regular marking of work	9.4	16.6	-7.2	72.8
Treating all students fairly/equally	10.5	14.3	-3.9	76.4
Students' attitudes to learning	10.5	10.1	+0.4	74.7
Tailoring child's work to their needs and ability	12.2	14.9	-2.7	72.7
Ensuring students do their best/make good progress	14.5	11.3	+3.3	74.5
Explaining to parents how to help their child	15.2	18.5	-3.3	61.1
Celebrating and rewarding achievement	16.5	9.4	+7.1	70.8
Information on different types of bullying	18.7	18.9	-0.3	62.5

Parental priorities

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

Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Happiness of child	88.5	16th	82.6	19th
School discipline	86.7	8th	85.9	5th
Teaching quality	84.7	12th	88.6	4th
Caring teachers	73.4	7th	69.4	11th
Control of bullying	71.6	5th	81.2	14th
School communication	69.8	2nd	59.7	1st
Developing confidence	69.4	11th	75.3	18th
Developing potential	67.9	15th	74.3	3rd
Developing moral values	60.0	4th	58.1	8th
School facilities	56.6	18th	46.3	13th
School security	52.8	13th	57.5	12th
Choice of subjects	38.0	6th	39.2	2nd
Careers advice	30.1	3rd	34.2	10th
Availability of resources	28.9	14th	31.8	20th
Exam results	26.0	20th	26.5	17th
Levels of homework	25.2	10th	26.7	7th
Community spirit	20.7	9th	17.3	16th
Computer access	19.8	19th	17.4	15th
Truancy control	17.7	17th	12.0	9th
Social health education	12.1	1st	15.8	6th

With regard to the five criteria most important to parents:

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

Importance: your school vs. similar schools

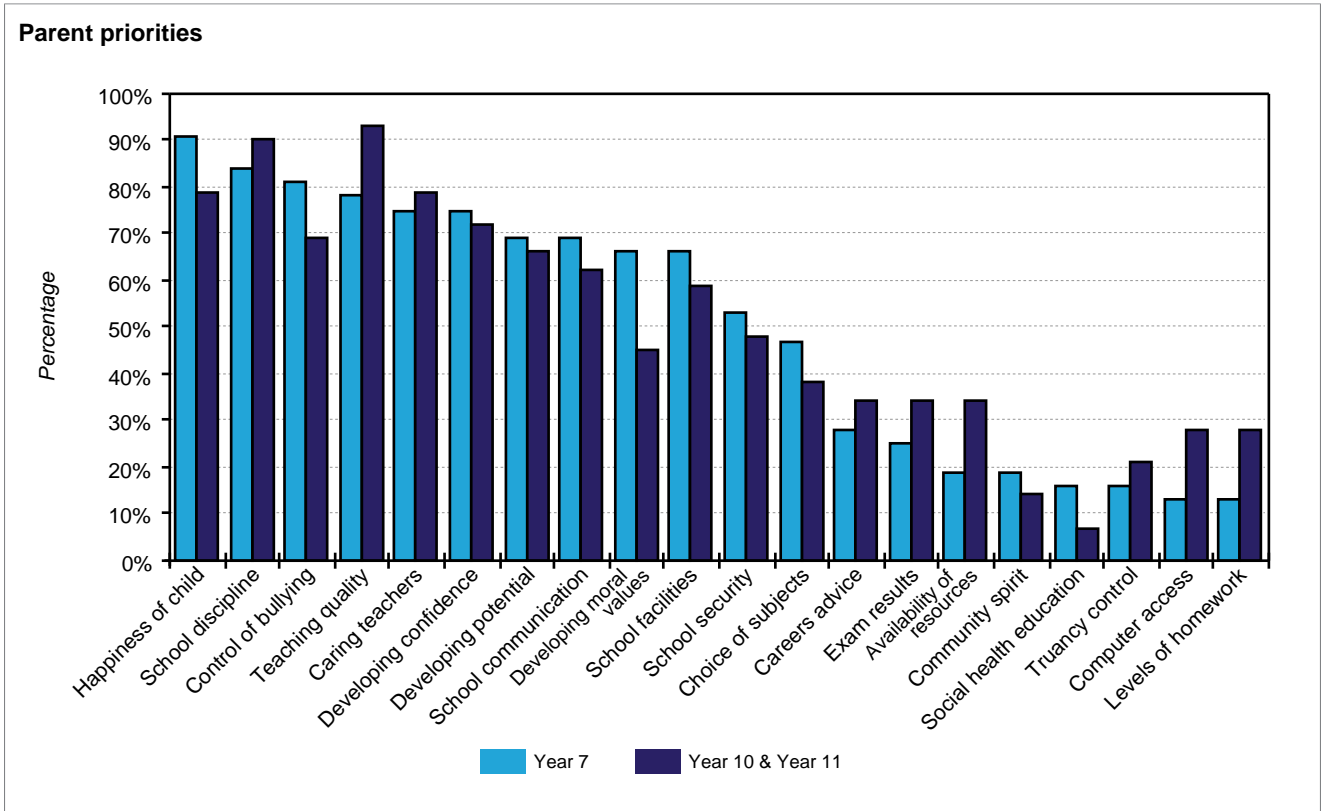
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Happiness of child	88.5	1st	3rd	+2
School discipline	86.7	2nd	2nd	0
Teaching quality	84.7	3rd	1st	-2
Caring teachers	73.4	4th	6th	+2
Control of bullying	71.6	5th	4th	-1
School communication	69.8	6th	8th	+2
Developing confidence	69.4	7th	7th	0
Developing potential	67.9	8th	5th	-3
Developing moral values	60.0	9th	9th	0
School facilities	56.6	10th	11th	+1
School security	52.8	11th	10th	-1
Choice of subjects	38.0	12th	13th	+1
Careers advice	30.1	13th	16th	+3
Availability of resources	28.9	14th	15th	+1
Exam results	26.0	15th	12th	-3
Levels of homework	25.2	16th	14th	-2
Community spirit	20.7	17th	17th	0
Computer access	19.8	18th	18th	0
Truancy control	17.7	19th	19th	0
Social health education	12.1	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

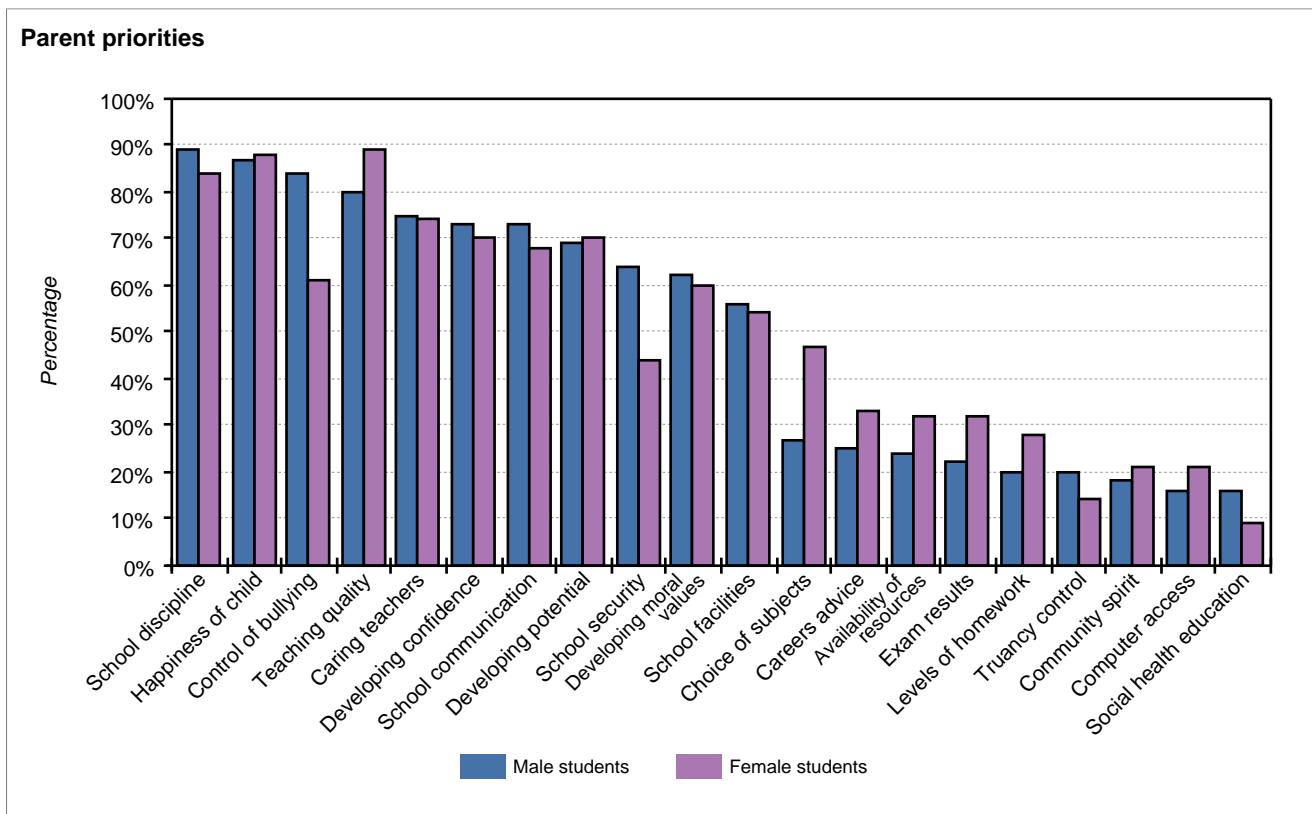
The graph below shows which criteria parents of Year 7 students selected as important compared to which criteria parents of Year 10 & Year 11 students selected as important. This shows us how parent priorities change as the students get older.



- There are no noteworthy differences between the priorities for parents of students as they get older.

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.



Criteria where difference in score is significant	Male students ranking	Female students ranking
Control of bullying	3rd	8th ▲
School security	9th	12th ▲
Choice of subjects	12th	11th ▼

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	20.0	8.2	11.1
School facilities	11.4	7.8	7.3
Developing confidence	9.6	11.9	5.5
Availability of resources	6.8	9.3	2.8
Careers advice	6.6	9.9	4.5
School communication	6.2	6.3	10.5
Happiness of child	6.0	6.5	4.7
Community spirit	4.9	2.7	1.5
School discipline	4.8	2.8	8.3
Levels of homework	4.6	9.4	7.4
Control of bullying	4.6	7.7	8.3
Caring teachers	4.4	2.5	3.5
Teaching quality	2.6	3.0	10.5
Truancy control	2.0	0.9	0.8
Computer access	1.8	0.8	1.4
Developing moral values	1.8	2.3	2.0
Choice of subjects	1.0	3.4	4.0
School security	0.8	1.0	1.8
Exam results	0.0	2.1	2.7
Social health education	0.0	1.6	0.8

- Parents have given a higher priority to the following areas since the last survey: Developing potential.
- Parents have given a lower priority to the following areas since the last survey: Levels of homework.
- Parents have given a higher priority to the following areas compared to similar schools: Developing potential, School facilities and Developing confidence.
- Parents have given a lower priority to the following areas compared to similar schools: School communication and Teaching quality.

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	74.4%	110
2. My child feels safe at this school		
Control of bullying	78.5%	99
School security	75.7%	108
3. My child makes good progress at this school		
Developing potential	75.1%	110
Ensuring students do their best/make good progress	72.1%	104
4. My child is well looked after at this school		
Caring teachers	77.4%	108
School security	75.7%	108
Attitude of non-teaching/support staff	73.1%	54
5. My child is taught well at this school		
Teaching quality	75.7%	108
Developing potential	75.1%	110
Teaching students with special needs	74.6%	26
Tailoring child's work to their needs and ability	74.2%	96
Ensuring students do their best/make good progress	72.1%	104
Exam results	68.4%	80
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	112
Levels of homework	76.5%	109
Tailoring child's work to their needs and ability	74.2%	96

	Score	Sample
7. This school ensures the pupils are well behaved		
School discipline	77.3%	109
8. This school deals effectively with bullying		
Control of bullying	78.5%	99
9. Quality of school management		
The school did not ask any questions relevant to this section		
10. This school responds well to any concern I raise		
Caring teachers	77.4%	108
11. I receive valuable information from the school about my child's progress		
Regular marking of work	76.6%	92
Explaining to parents how to help their child	71.5%	99
12. I would recommend this school to another parent		
Recommended	97.2%	110

Ofsted self-evaluation summary

The September 2019 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 as a predictor of school inspection outcomes. The self-evaluation evidence is presented under the four main judgements: 'The Quality of Education', 'Personal Development, Behaviour and Attitudes', 'Personal Development' 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.

The Quality of Education

Intent

Choice of subjects	78.4%	Outstanding
Teaching students with special needs	74.6%	Good
Appropriate level of challenge in homework	74.6%	Good
Tailoring child's work to their needs and ability	74.2%	Good
Student targets	71.9%	Good
Celebrating and rewarding achievement	69.7%	Good

Strengths

- Choice of subjects
- Teaching students with special needs

Weaknesses

- Celebrating and rewarding achievement
- Student targets

Your average parental grade for this section = 1.8 = Good = **Grade 2**

Implementation

Caring teachers	77.4%	Outstanding
Regular marking of work	76.6%	Outstanding
Teaching quality	75.7%	Outstanding
Developing potential	75.1%	Outstanding
Average of academic subject ratings		Good
Student response to feedback	74.7%	Good
Appropriate level of challenge in homework	74.6%	Good
Tailoring child's work to their needs and ability	74.2%	Good
Ensuring students do their best/make good progress	72.1%	Good

Strengths

- Caring teachers
- Regular marking of work
- Teaching quality

Weaknesses

- Ensuring students do their best/make good progress
- Tailoring child's work to their needs and ability
- Appropriate level of challenge in homework

Your average parental grade for this section = 1.6 = Good = **Grade 2 (+)**

Impact

Progress against the national academic criteria		Outstanding
ICT & Computer Science	81.2%	Outstanding
Physics	80.8%	Outstanding
Science (KS3)	80.1%	Outstanding
Careers advice	79.6%	Outstanding
Choice of subjects	78.4%	Outstanding
Teaching quality	75.7%	Outstanding
English	79.9%	Good
Chemistry	76.5%	Good
Biology	75.9%	Good
University Expectations	74.7%	Good
Teaching students with special needs	74.6%	Good
Mathematics	74.2%	Good
Ensuring students do their best/make good progress	72.1%	Good
Computer access	71.9%	Good
Student targets	71.9%	Good
Exam results	68.4%	Good

Strengths

- Progress against the national academic criteria
- ICT & Computer Science
- Physics

Weaknesses

- Exam results
- Student targets
- Computer access

Your average parental grade for this section = 1.6 = Good = **Grade 2 (+)**

Effectiveness of the Early Years Provision: The Quality of Education

Not applicable.

Effectiveness of the Sixth Form Provision: The Quality of Education

Not applicable.

Summary grade – The Quality of Education section

Your average parental grade for "The Quality of Education" = 1.7 = 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:

- Intent
- Implementation
- Impact

Behaviour and Attitudes

Behaviour and Attitudes

Control of bullying	78.5%	Outstanding
School discipline	77.3%	Outstanding
Community spirit	77.1%	Outstanding
Treating all students fairly/equally	76.5%	Outstanding
Truancy control	74.1%	Good
Information on different types of bullying	73.2%	Good
E-safety	69.1%	Good

Strengths

- Control of bullying
- School discipline

Weaknesses

- E-safety
- Information on different types of bullying

Your average parental grade for this section = 1.4 = Outstanding = **Grade 1 (-)**

Effectiveness of the Early Years Provision: Behaviour and Attitudes

Not applicable.

Effectiveness of the Sixth Form Provision: Behaviour and Attitudes

Not applicable.

Summary grade – Behaviour and Attitudes section

Your average parental grade for "Behaviour and Attitudes" = 1.4 = Outstanding = **Grade 1 (-)**

In order to continue to be Outstanding, the school needs to maintain or improve all criteria.

Personal Development

Personal Development

Social health education	80.1%	Outstanding
Careers advice	79.6%	Outstanding
Community spirit	77.1%	Outstanding
Treating all students fairly/equally	76.5%	Outstanding
Promoting racial harmony	72.8%	Good
Healthy Lifestyle - Exercise	77.2%	Requires improvement
Healthy Lifestyle - Diet	56.3%	Requires improvement

Strengths

- Social health education
- Careers advice

Weaknesses

- Healthy Lifestyle - Diet
- Healthy Lifestyle - Exercise

Your average parental grade for this section = 1.7 = Good = **Grade 2 (+)**

SMSC

Religious Studies	85.1%	Outstanding
Social health education	80.1%	Outstanding
Developing moral values	78.7%	Outstanding
Caring teachers	77.4%	Outstanding
Community spirit	77.1%	Outstanding
English	79.9%	Good
Music	77.2%	Good
Information on different types of bullying	73.2%	Good
Attitude of non-teaching/support staff	73.1%	Good
Promoting racial harmony	72.8%	Good

Strengths

- Religious Studies
- Social health education
- Developing moral values

Weaknesses

- Promoting racial harmony
- Attitude of non-teaching/support staff
- Information on different types of bullying

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

Effectiveness of the Early Years: Personal Development

Not applicable.

Effectiveness of the Sixth Form Provision: Personal Development

Not applicable.

Summary grade – Personal Development section

Your average parental grade for "Personal Development" = 1.6 = 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:

- Personal Development

Leadership and Management

Leadership and Management

Teaching quality	75.7%	Outstanding
Average of academic subject ratings		Good
Exam results	68.4%	Good
Your average parental grade for this section = 1.7 = Good = Grade 2 (+)		

Governance

Teaching quality	75.7%	Outstanding
Average of academic subject ratings		Good
Your average parental grade for this section = 1.5 = Outstanding = Grade 1 (-)		

Safeguarding

Social health education	80.1%	Outstanding
Developing moral values	78.7%	Outstanding
Control of bullying	78.5%	Outstanding
School discipline	77.3%	Outstanding
Community spirit	77.1%	Outstanding
Treating all students fairly/equally	76.5%	Outstanding
School security	75.7%	Outstanding
Truancy control	74.1%	Good
Information on different types of bullying	73.2%	Good
Promoting racial harmony	72.8%	Good
E-safety	69.1%	Good

Strengths

- Social health education
- Developing moral values
- Control of bullying

Weaknesses

- E-safety
- Promoting racial harmony
- Information on different types of bullying

Your average parental grade for this section = 1.4 = 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 – Leadership and Management section

Your average parental grade for "Leadership and Management" = 1.5 = 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:

- Leadership and Management

Overall effectiveness

Summary

The Quality of Education	1.7	Good	Grade 2 (+)
Behaviour and Attitudes	1.4	Outstanding	Grade 1 (-)
Personal Development	1.6	Good	Grade 2 (+)
Leadership and Management	1.5	Good	Grade 2 (+)

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 1.6 = 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:

- The Quality of Education
- Personal Development
- Leadership and Management

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.

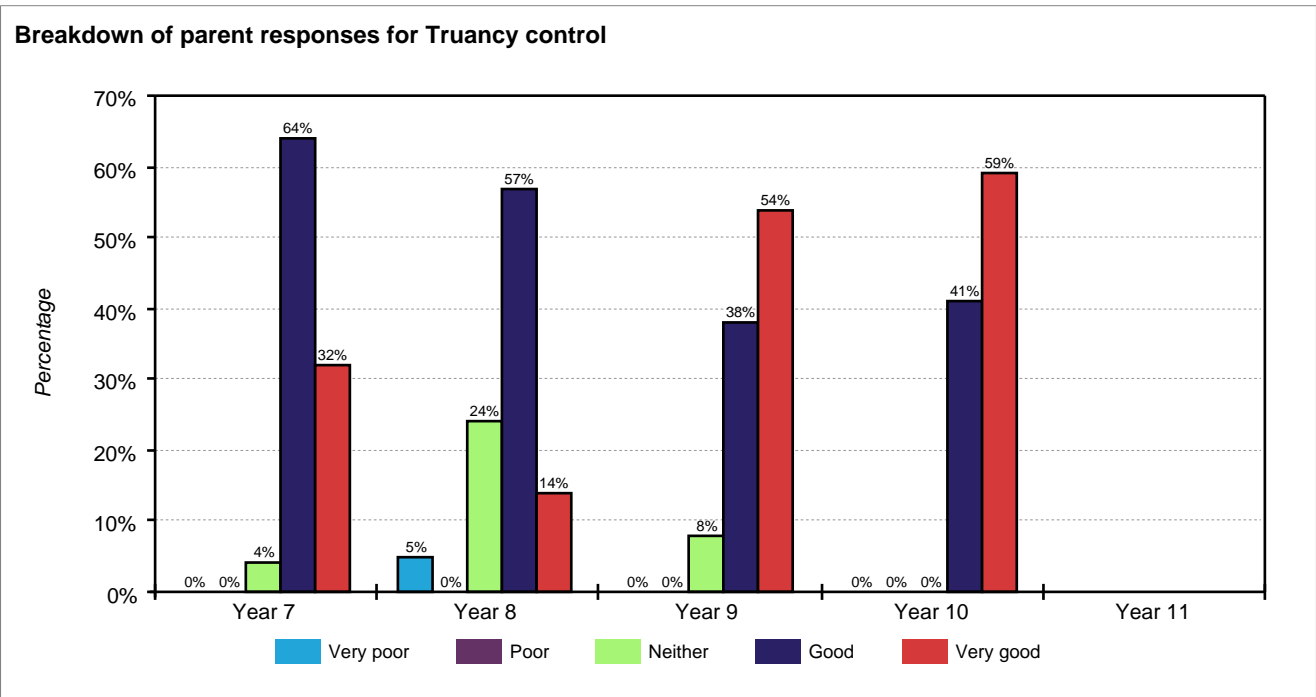
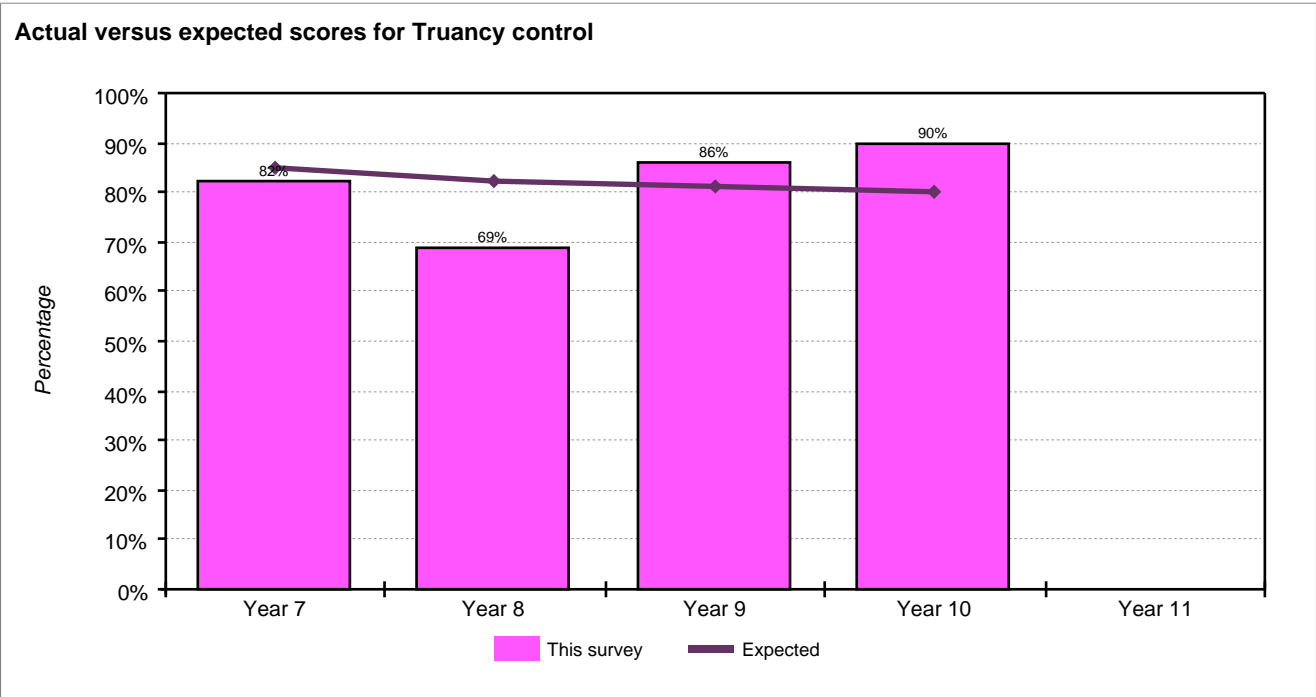
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

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'.

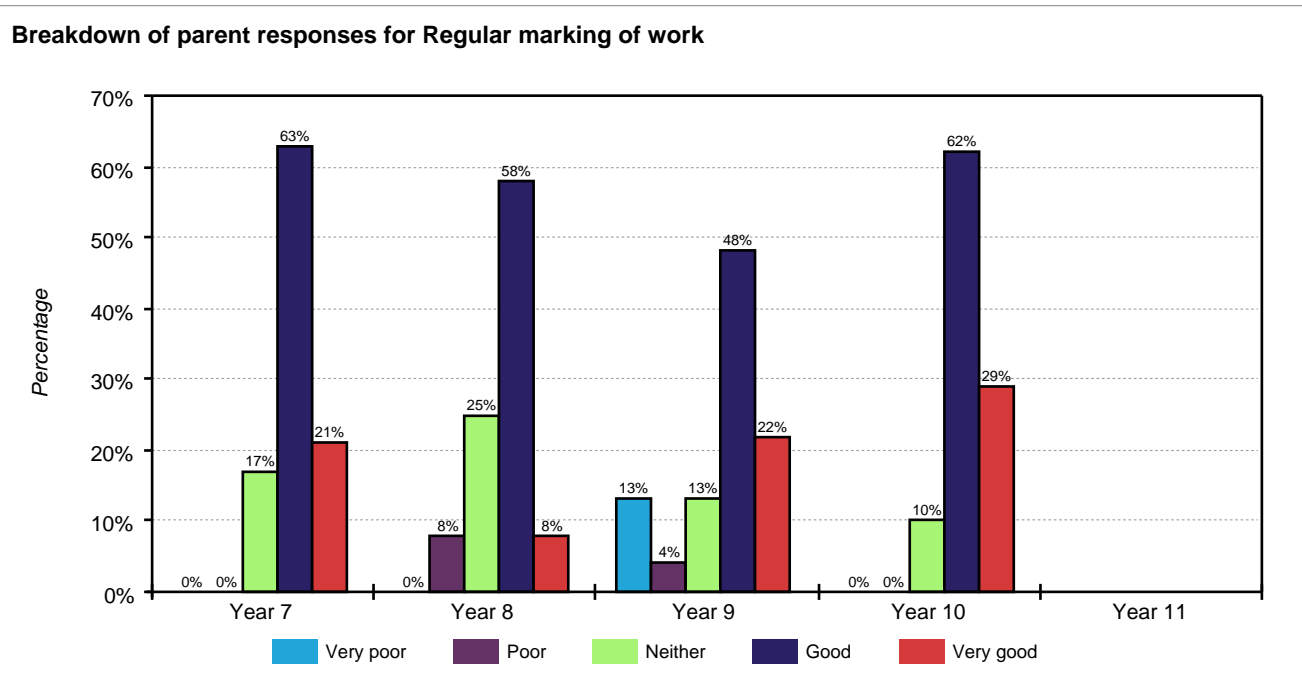
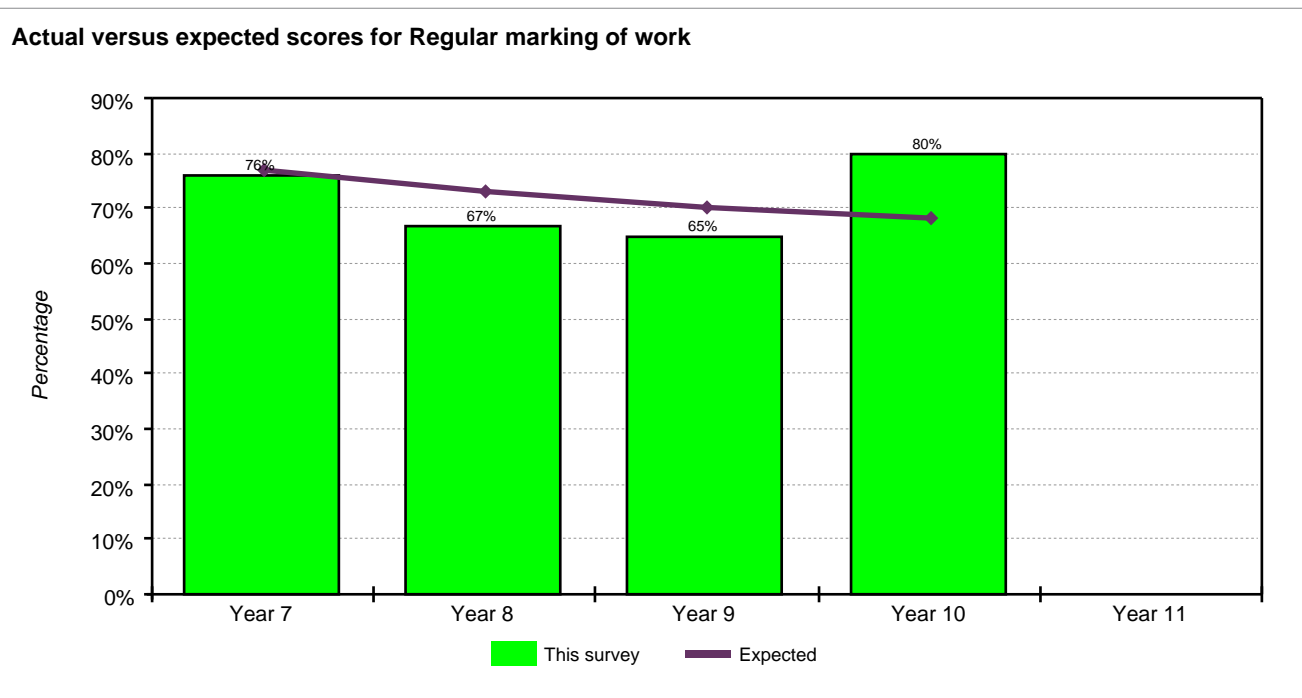
Unexpected results for ‘Truancy control’

- The contribution towards the score for Truancy control was lower than expected for Year 8.



Unexpected results for ‘Regular marking of work’

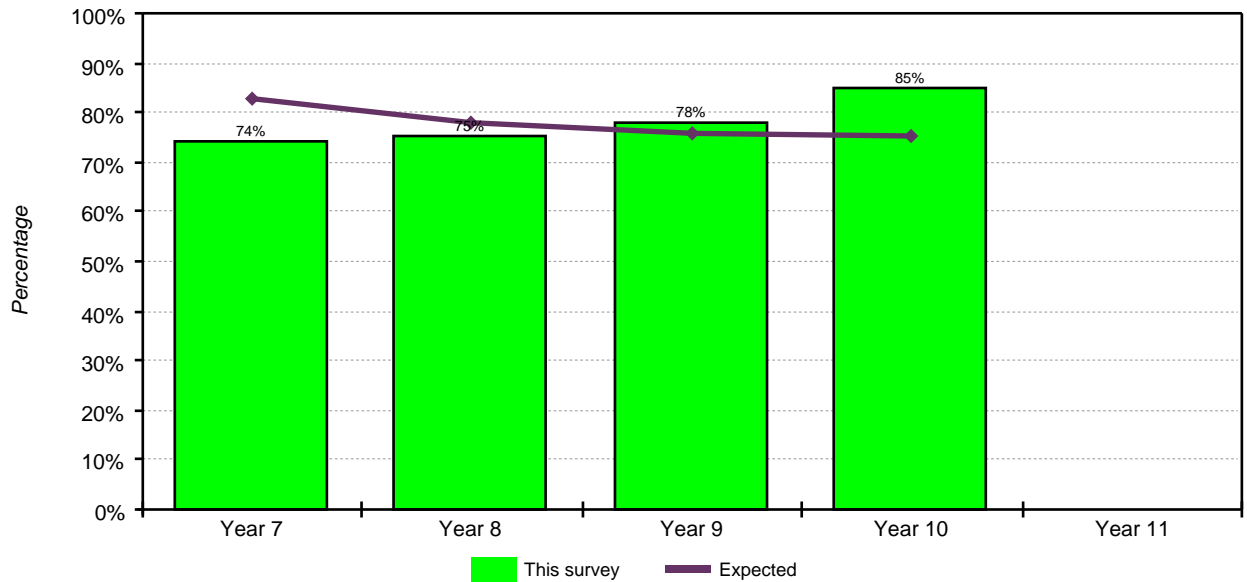
- The contribution towards the score for Regular marking of work was higher than expected for Year 10.



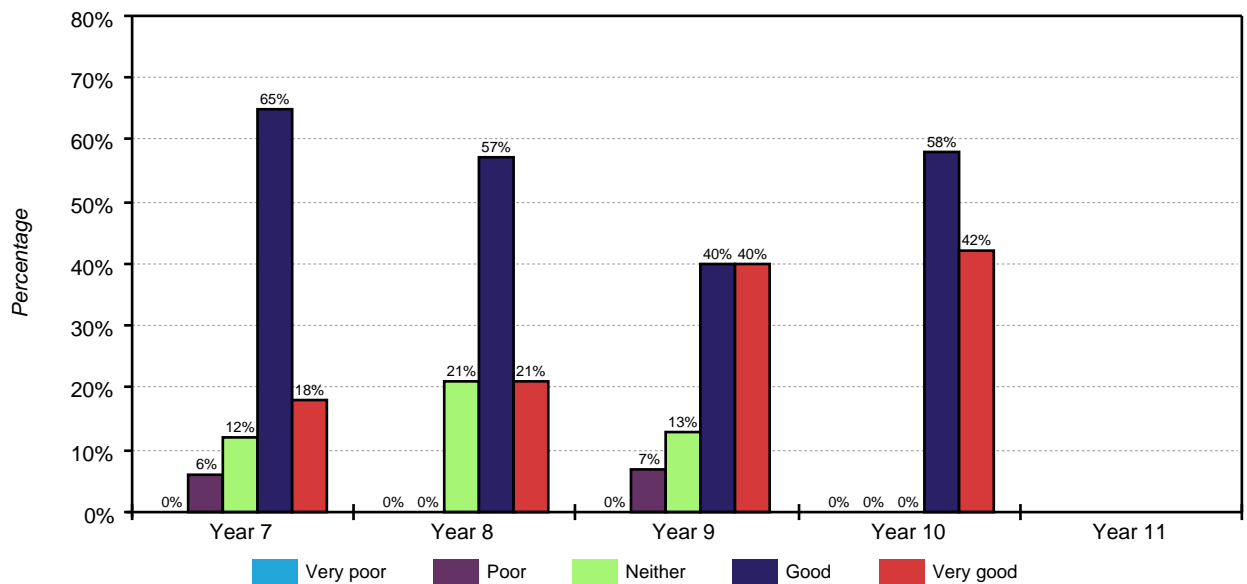
Unexpected results for ‘Attitude of non-teaching/support staff’

- The contribution towards the score for Attitude of non-teaching/support staff was higher than expected for Year 10.

Actual versus expected scores for Attitude of non-teaching/support staff



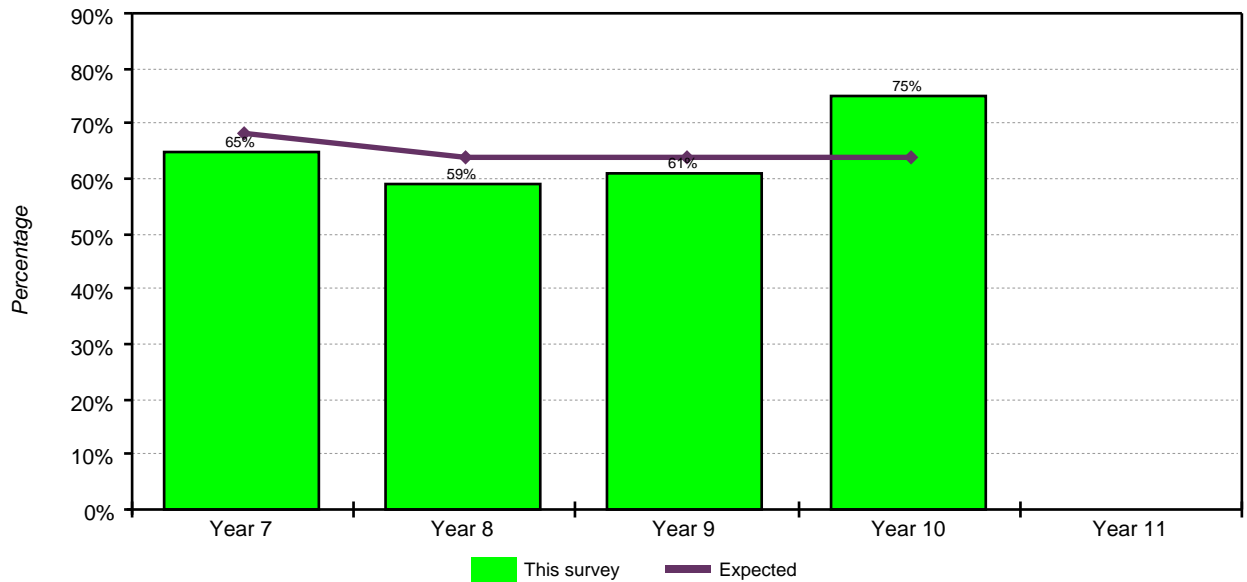
Breakdown of parent responses for Attitude of non-teaching/support staff



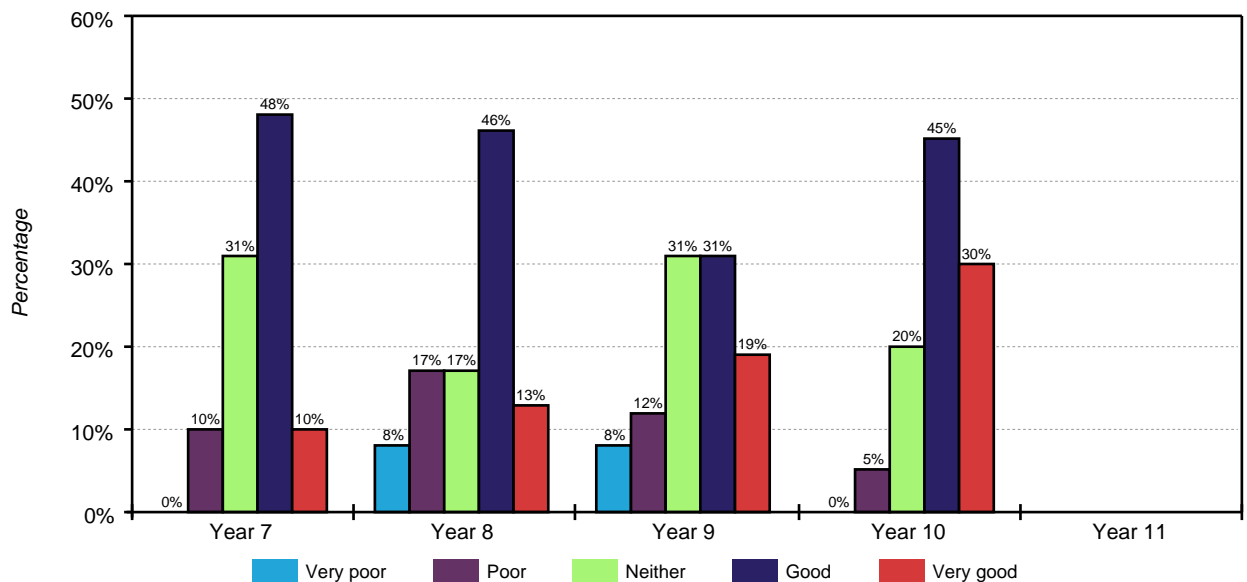
Unexpected results for ‘Explaining to parents how to help their child’

- The contribution towards the score for Explaining to parents how to help their child was higher than expected for Year 10.

Actual versus expected scores for Explaining to parents how to help their child



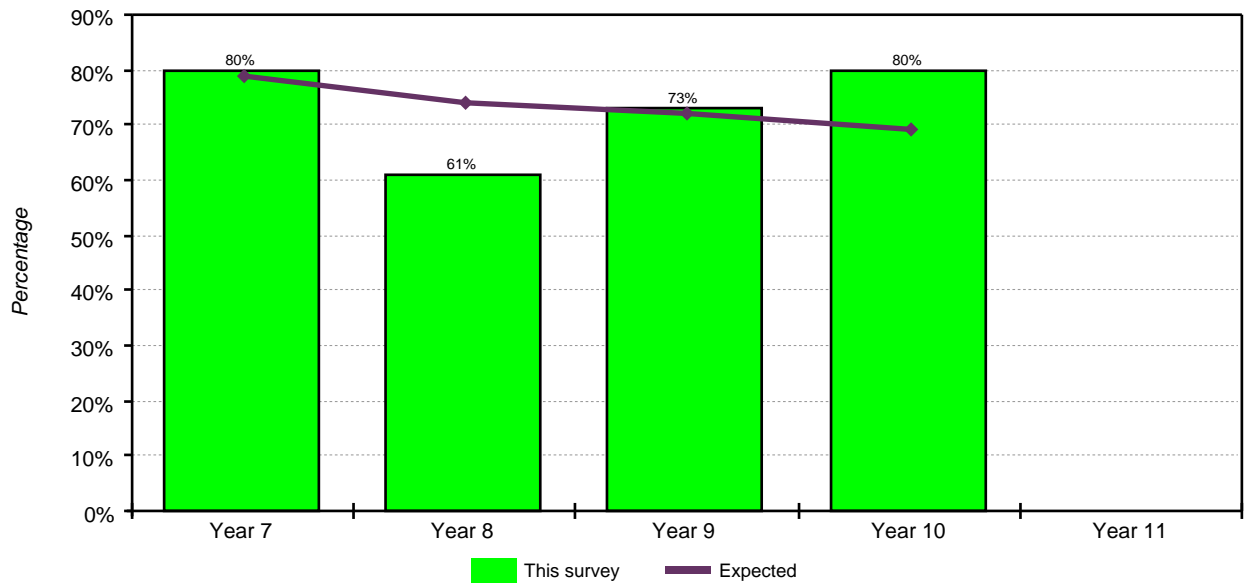
Breakdown of parent responses for Explaining to parents how to help their child



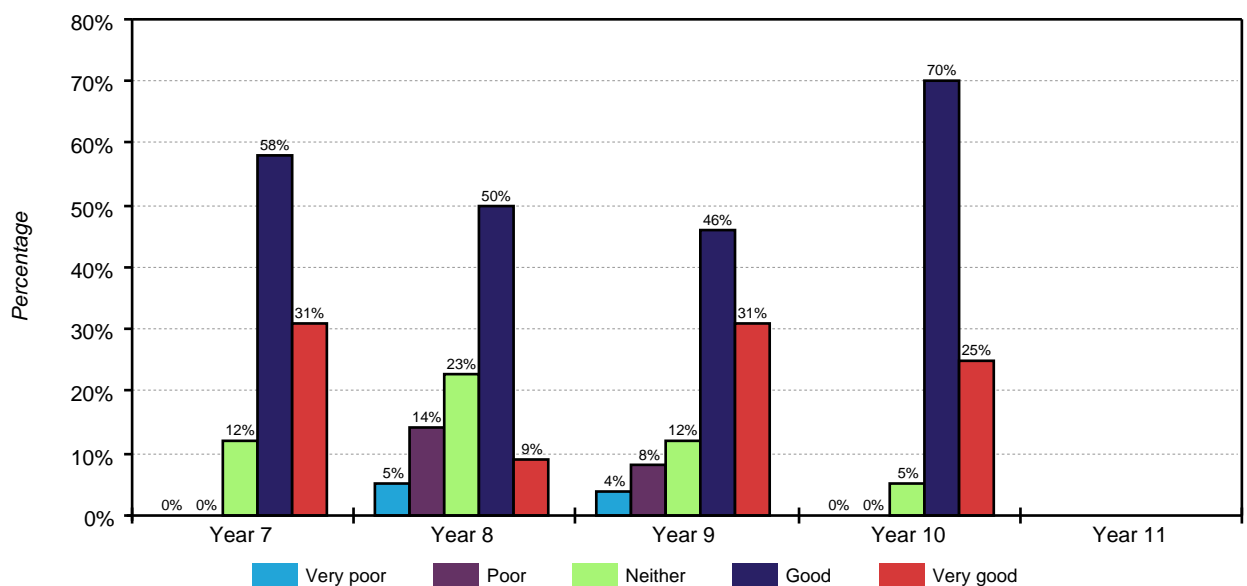
Unexpected results for ‘Encouraging and listening to students’ views’

- The contribution towards the score for Encouraging and listening to students’ views was lower than expected for Year 8.
- The contribution towards the score for Encouraging and listening to students’ views was higher than expected for Year 10.

Actual versus expected scores for Encouraging and listening to students’ views



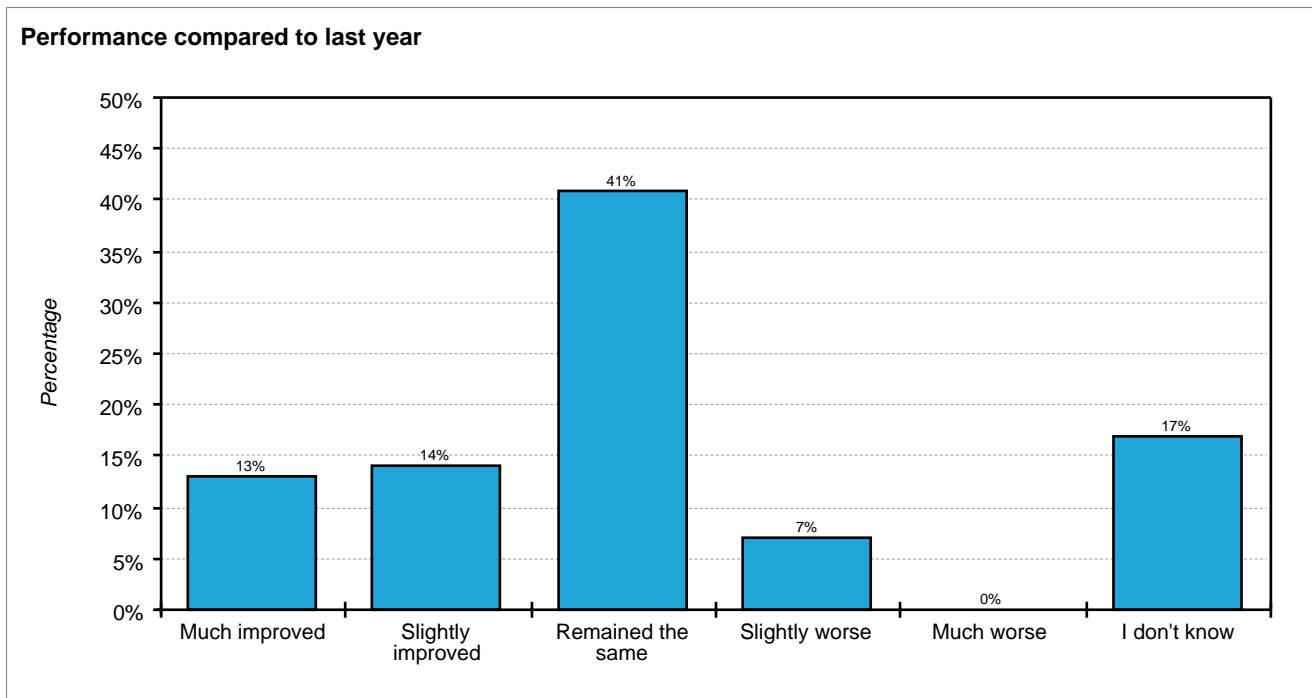
Breakdown of parent responses for Encouraging and listening to students’ views



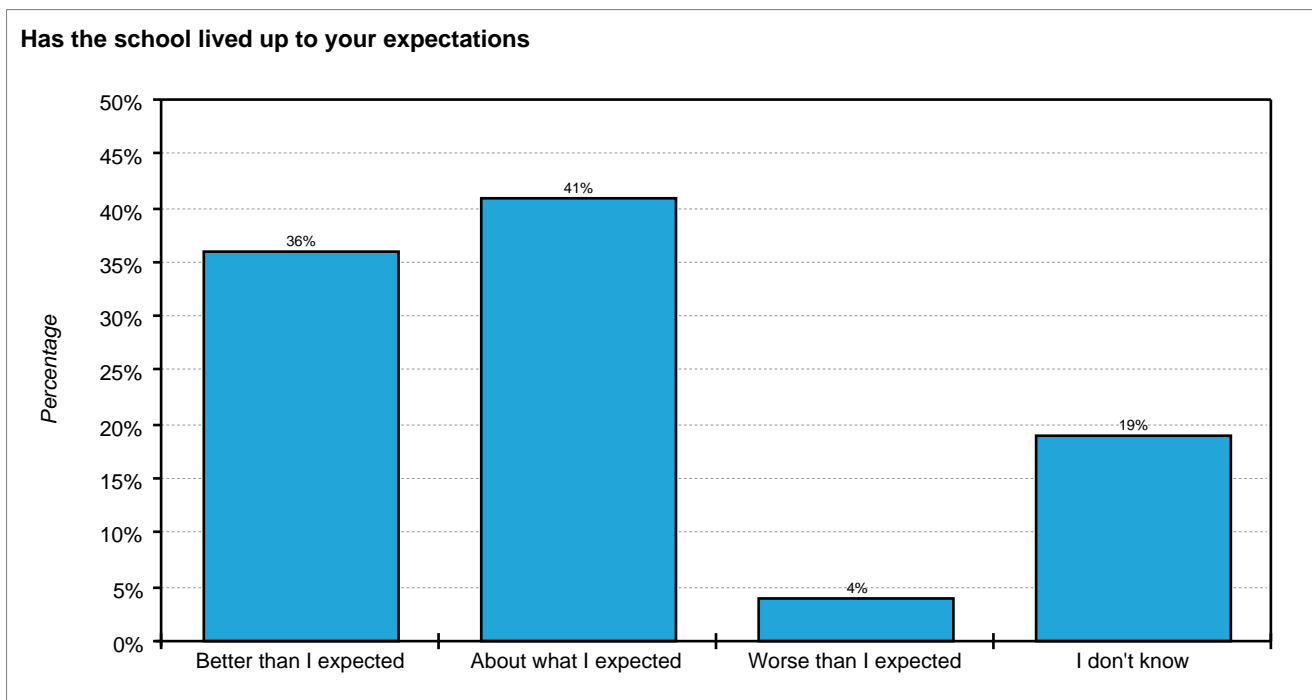
Standard analysis

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

Performance and expectations



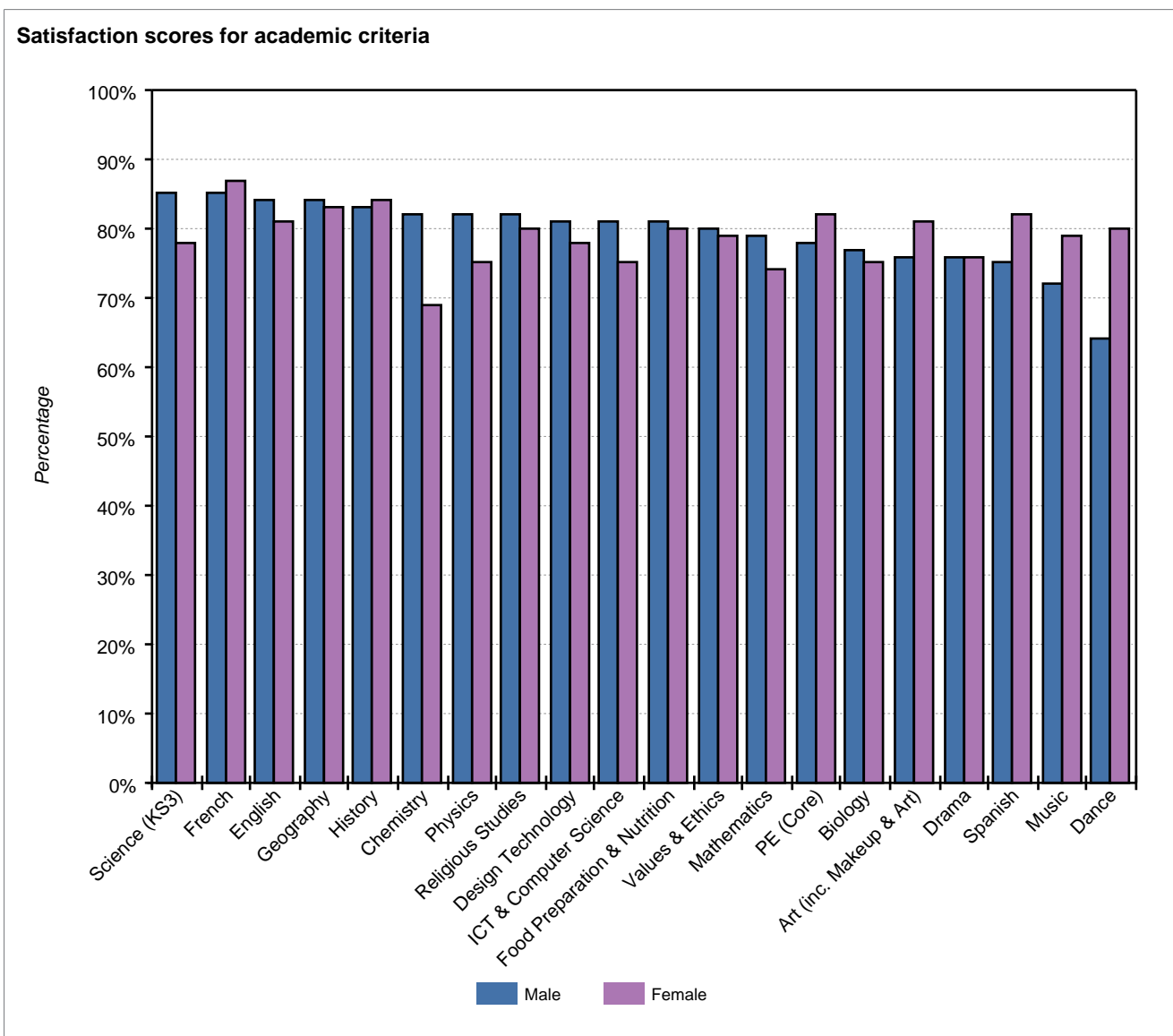
- Of the parents whose children were not in their first year at the school 27% said the school had improved over the last year and 7% thought that the school’s performance was worse.



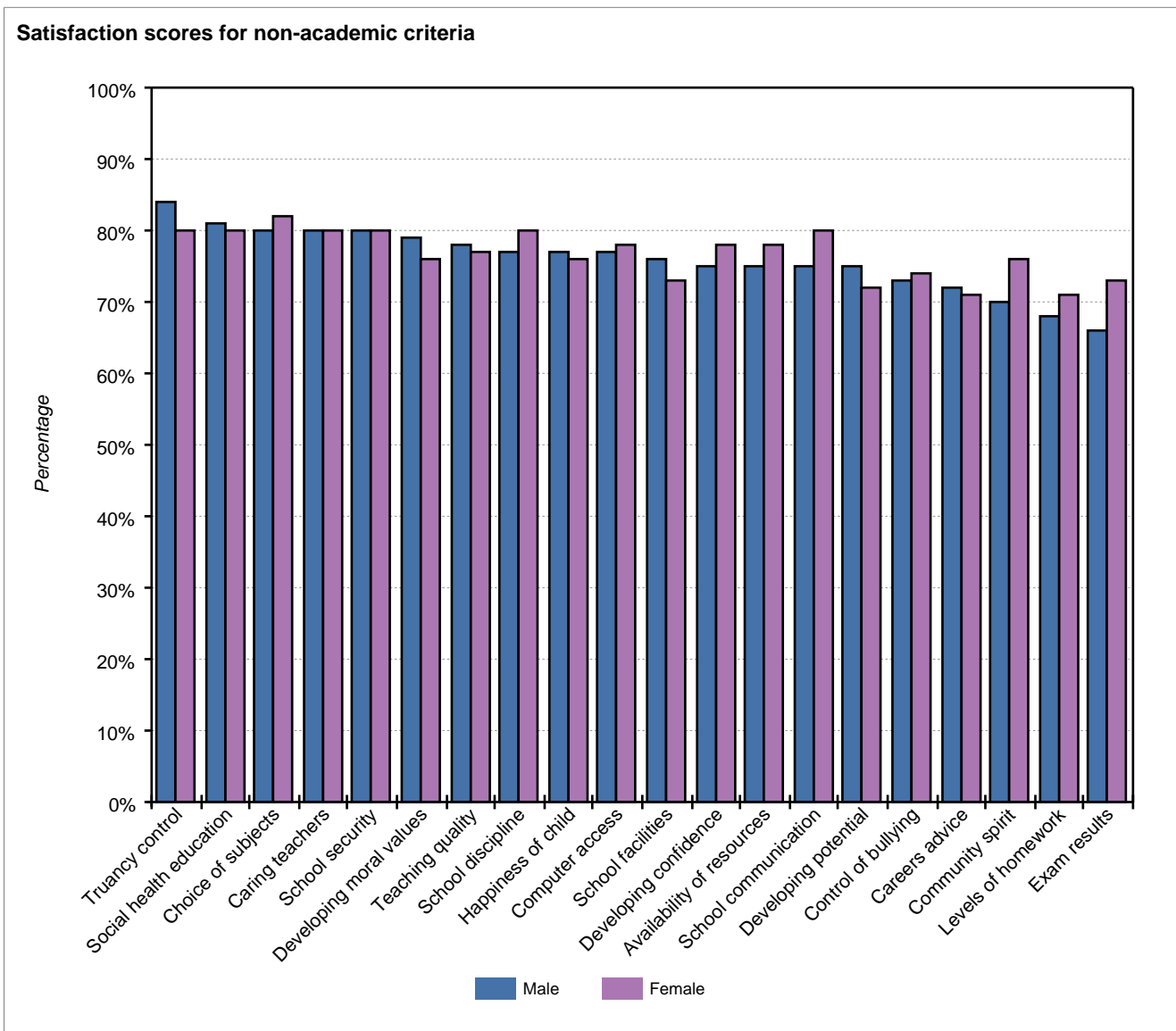
- Of the parents of new students, 4% felt that the school had not lived up to their expectations and 36% said the school was better than they had expected it to be.

Gender analysis

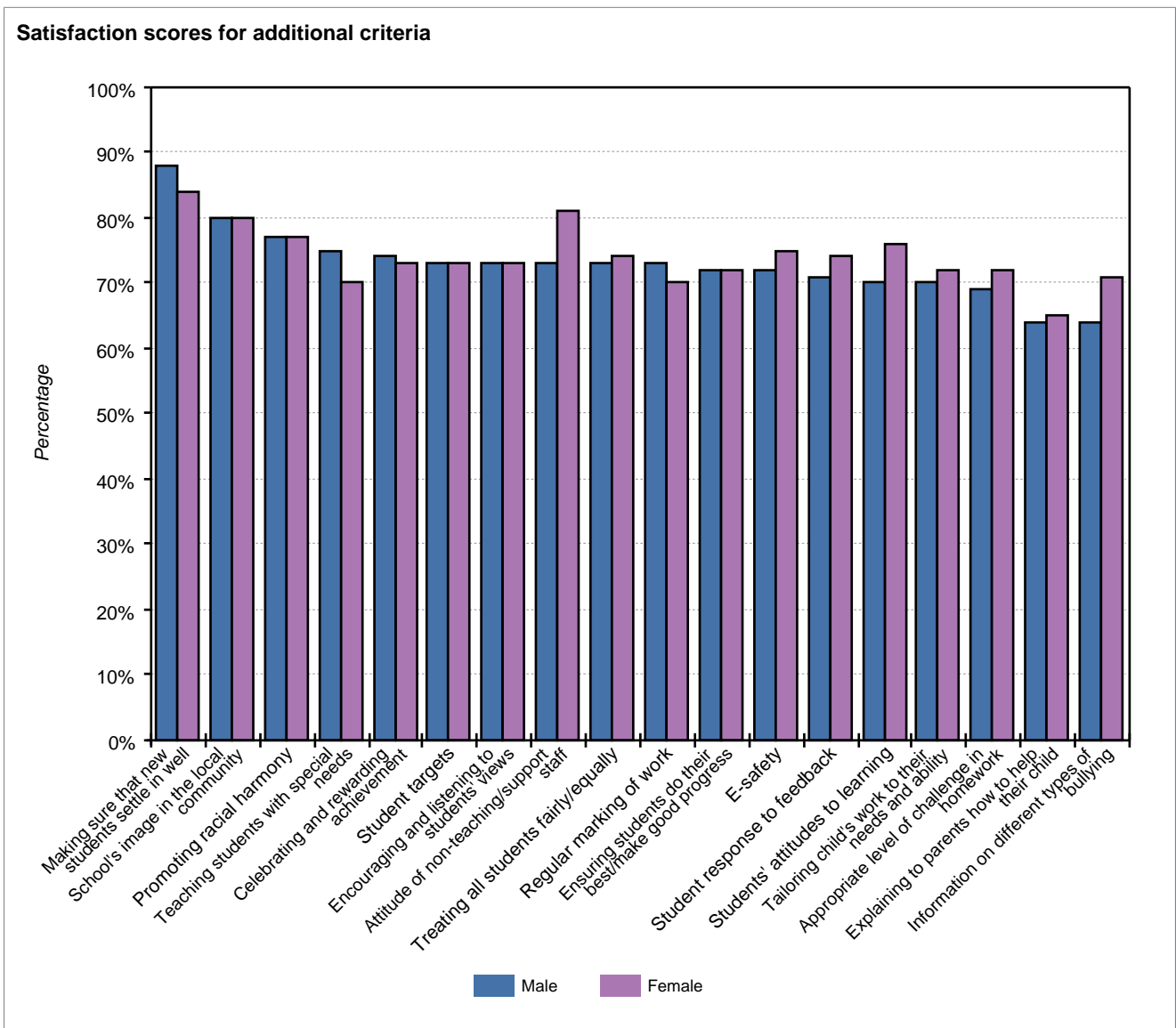
This section of the report provides an analysis of parent scores and priorities broken down by gender, to see if there are any differences of significance worth noting.



Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Music	72.0	78.9 ▲
Dance	64.5	79.9 ▲



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



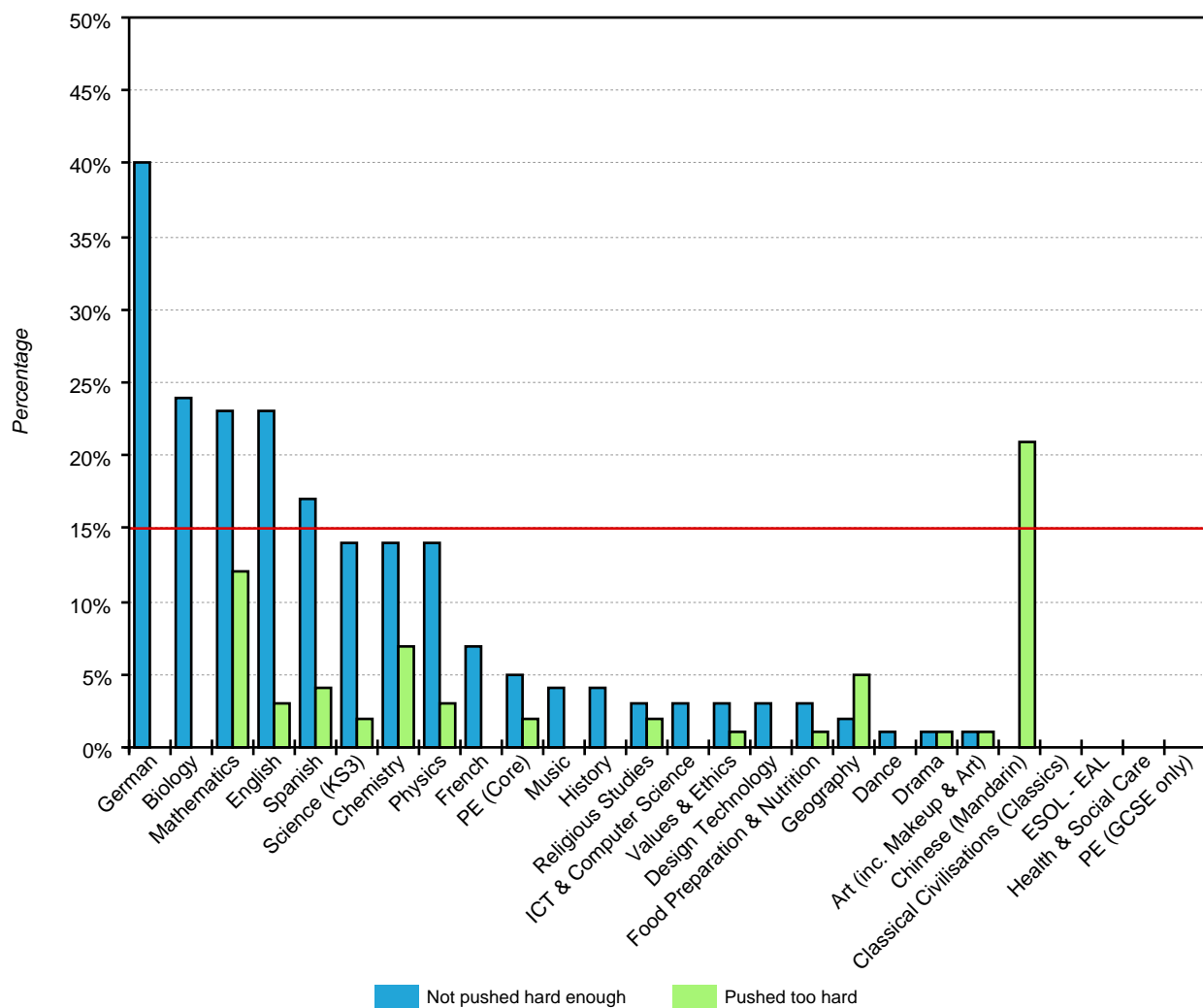
- There are no significant differences between the additional satisfaction scores for parents of female students and parents of male students.

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:

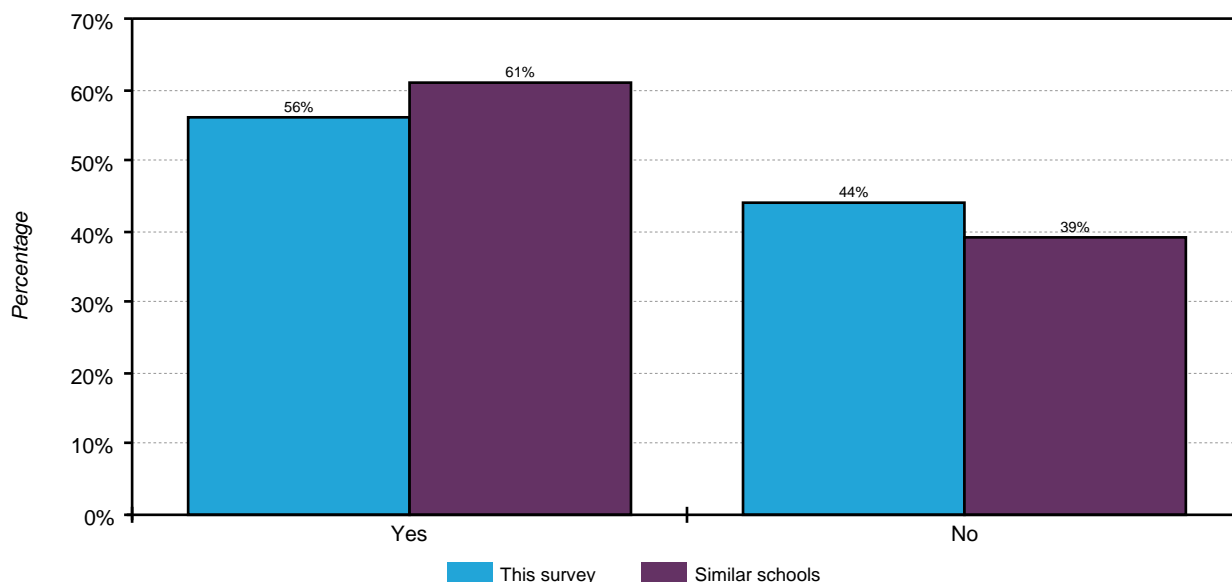


Academic stretch percentages	Not pushed hard enough		Pushed too hard	
	Yes	No	Yes	No
This survey	46.9	53.1	23.4	76.6
Similar schools	42.2	57.8	16.0	84.0

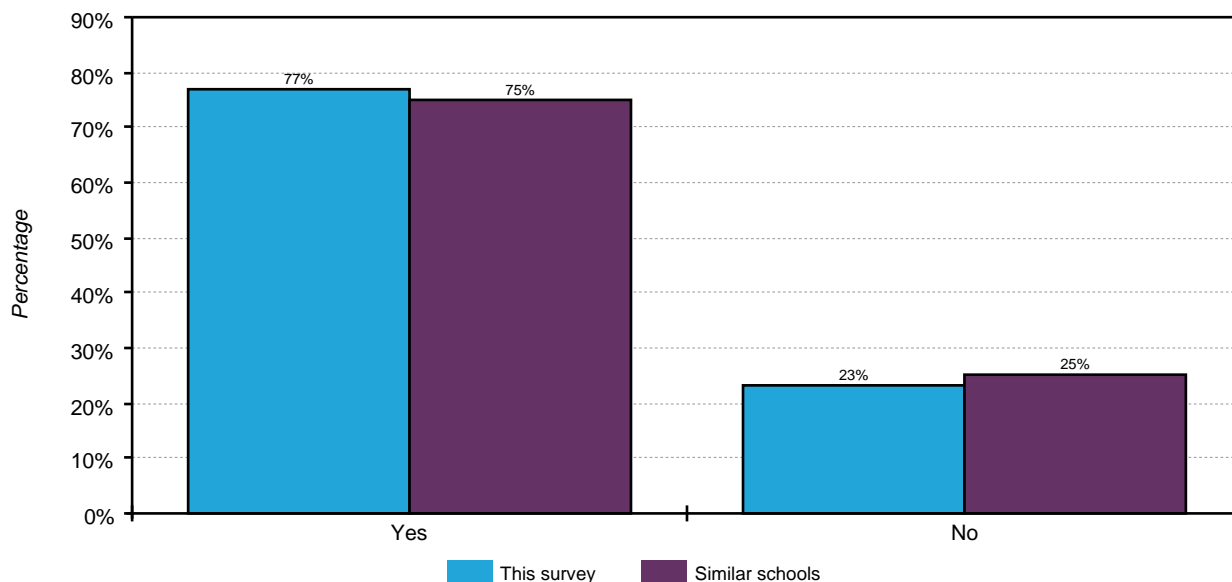
Healthy lifestyle

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?’

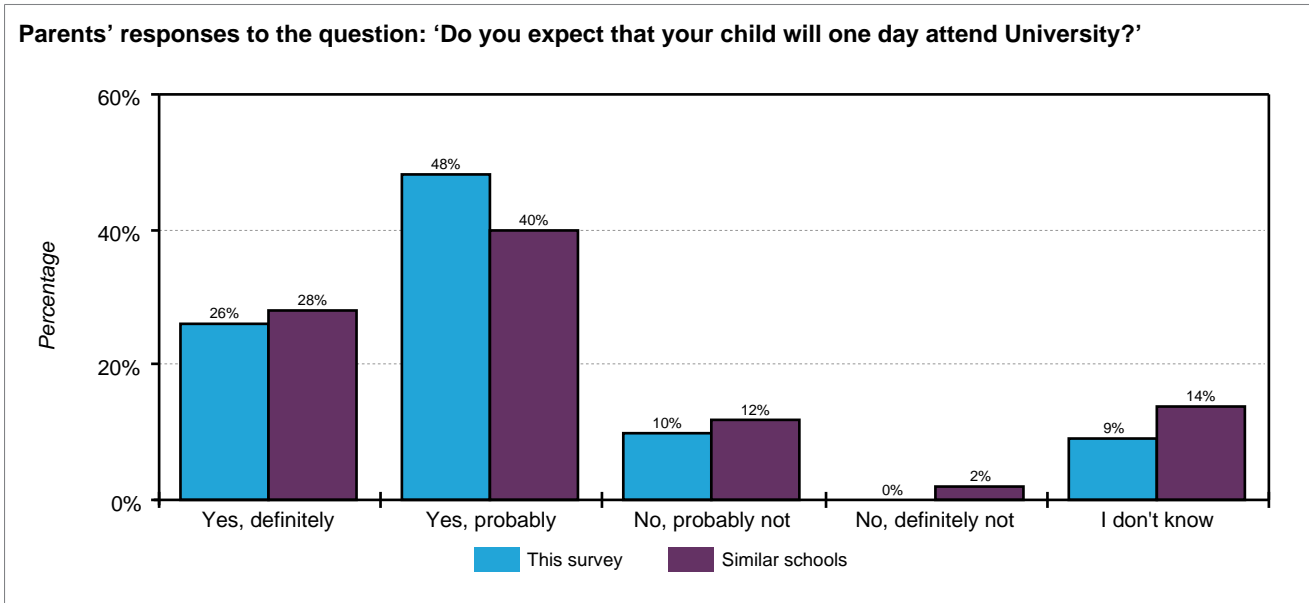


Parents’ responses to the question: ‘School encourages healthy lifestyle through exercise’

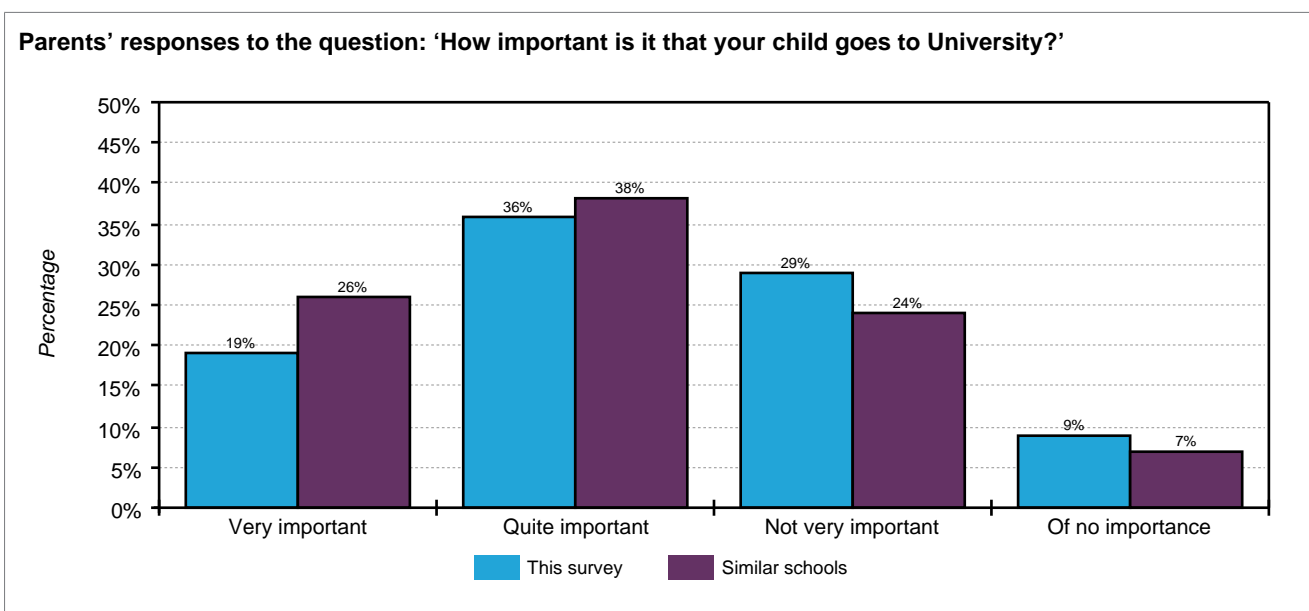


Parental values

This section of the report summarises parental values and expectations.

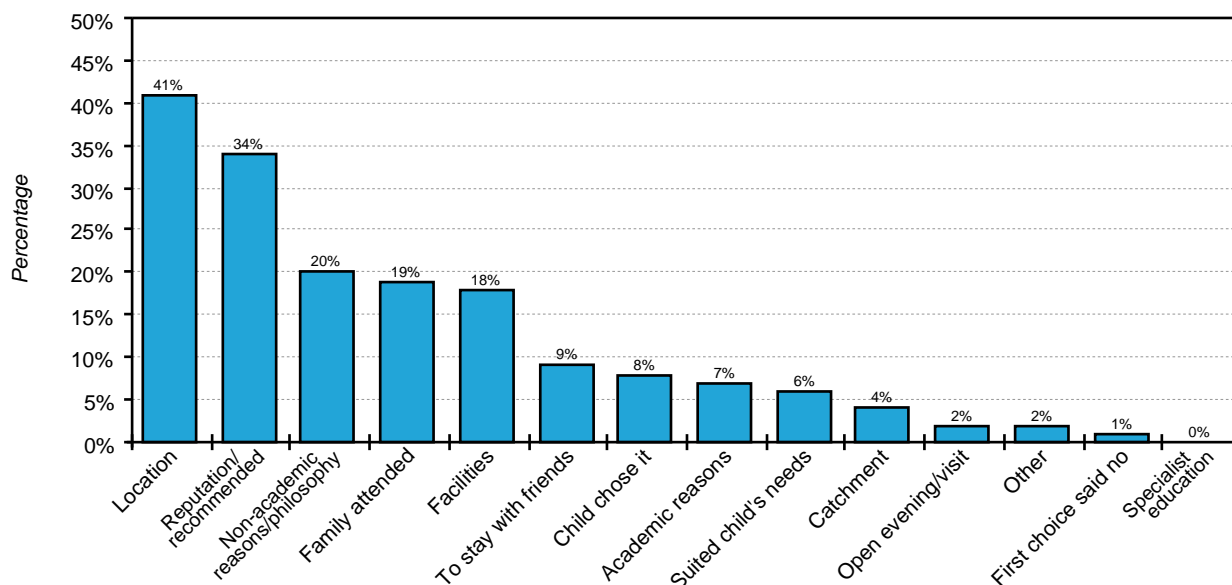


- 26.3% of parents think their child will definitely attend university – this is broadly in line with views from parents at similar schools. 48.4% of parents think their child will probably attend university – this differs from the views of parents at similar schools.
- 10.0% of parents think their child will probably not attend university – this is broadly in line with views from parents at similar schools. 0.0% of parents think their child will definitely not attend university – this is broadly in line with views from parents at similar schools.



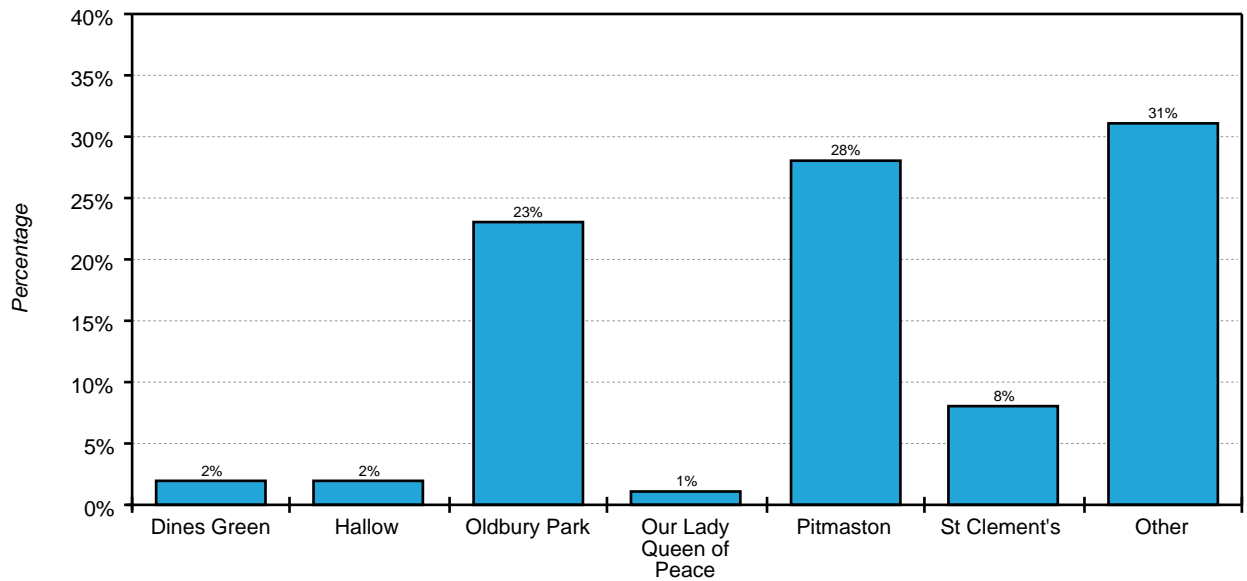
- 19.0% of parents think it is very important that their child goes to university – this differs from the views of parents at similar schools. 35.7% of parents think it is quite important that their child goes to university – this is broadly in line with views from parents at similar schools.
- 29.1% of parents think it is not very important that their child goes to university – this differs from the views of parents at similar schools. 9.3% 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: ‘Why did you decide to send your child to Christopher Whitehead Language College?’



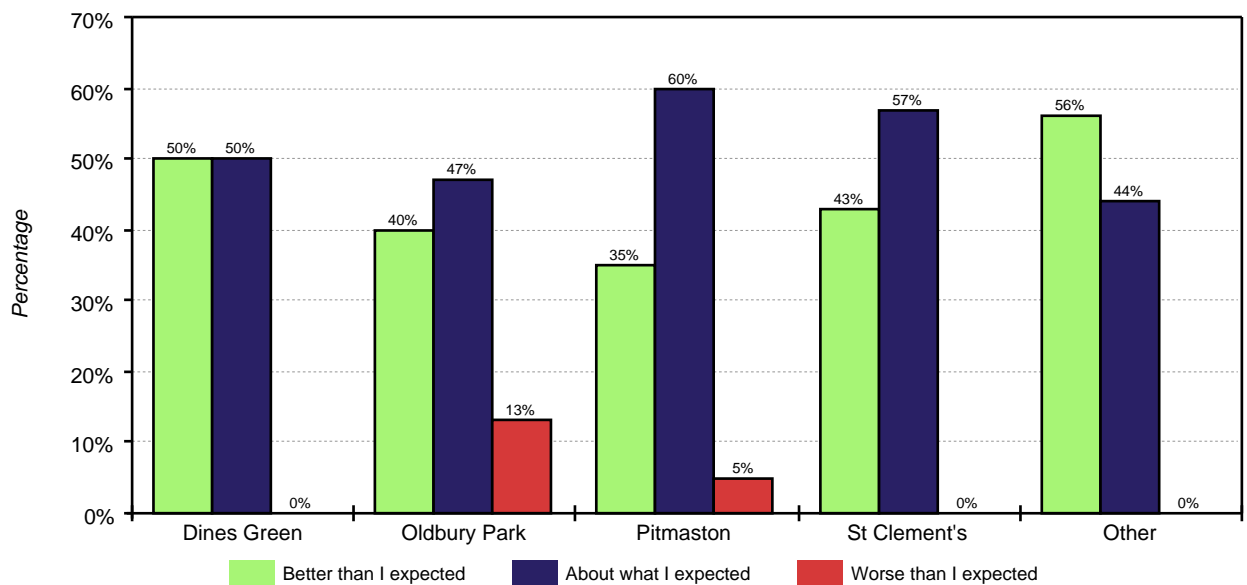
Some parents chose more than one option.

Parents’ responses to the question: ‘Which school did your child attend before Christopher Whitehead Language College?’



- Schools with fewer than 12 responses have been added to the ‘Other’ totals.
- Before attending Christopher Whitehead Language College, 22.6% attended Oldbury Park. 27.8% attended Pitmaston. 31.3% attended Other.

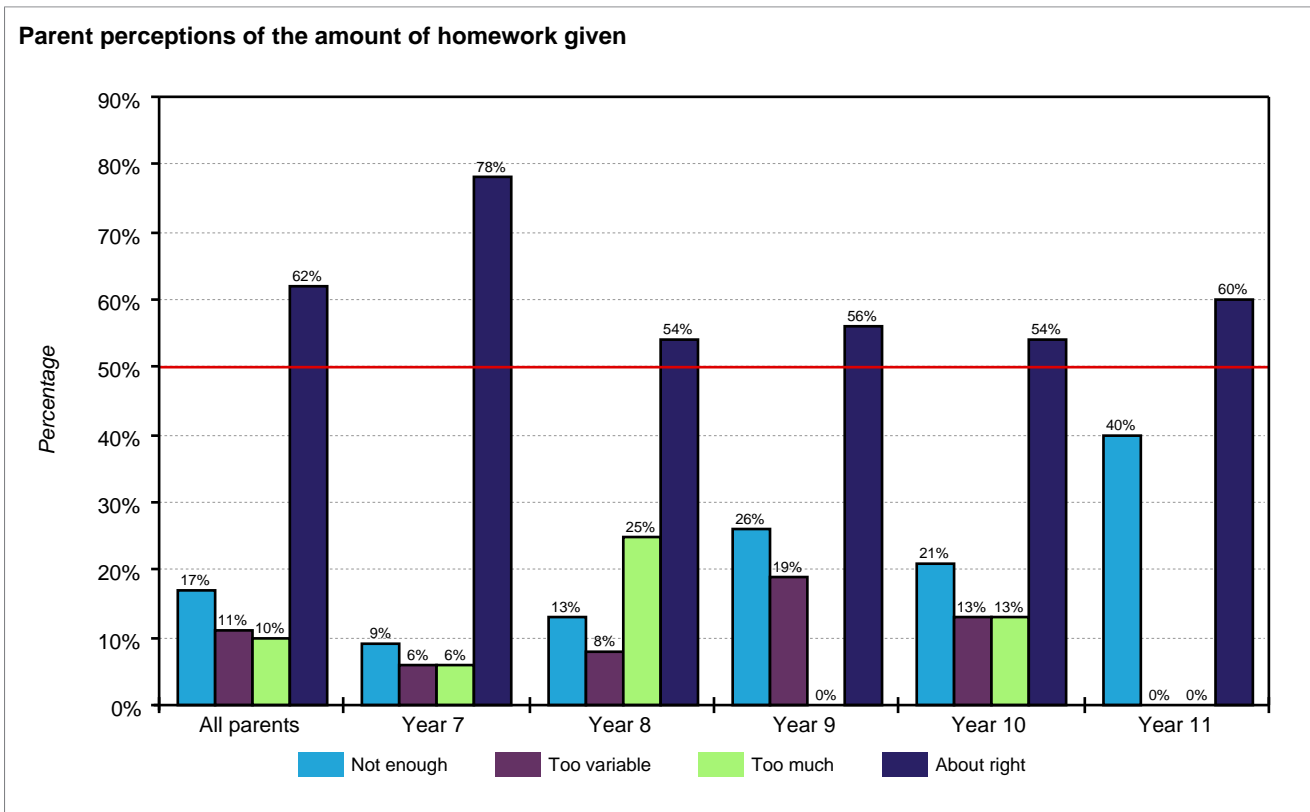
Parents’ responses to the question: ‘If your child has been at the school for less than two years, has the school lived up to your expectations?’ broken down by previous school attended



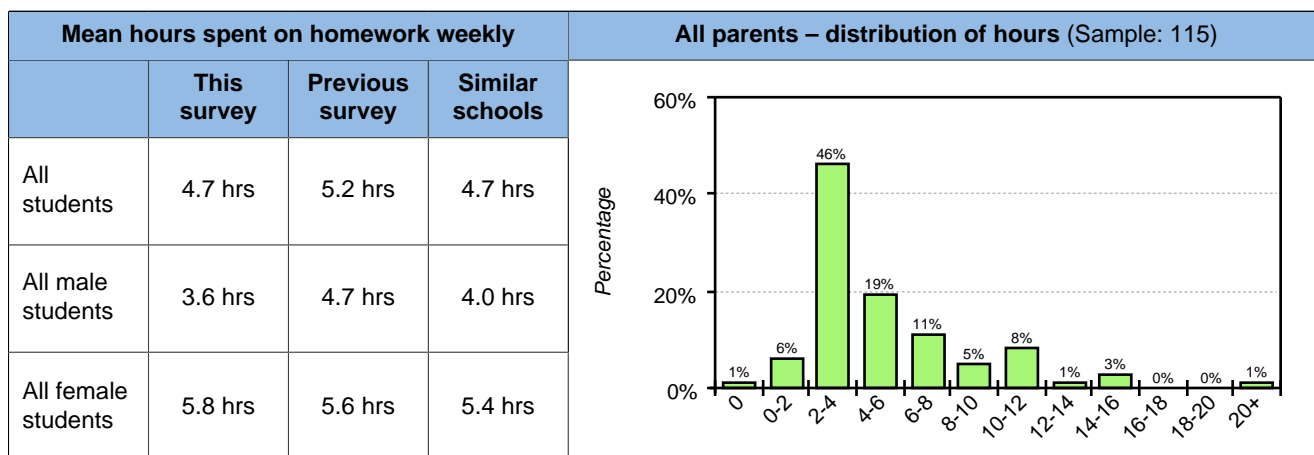
Homework

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.

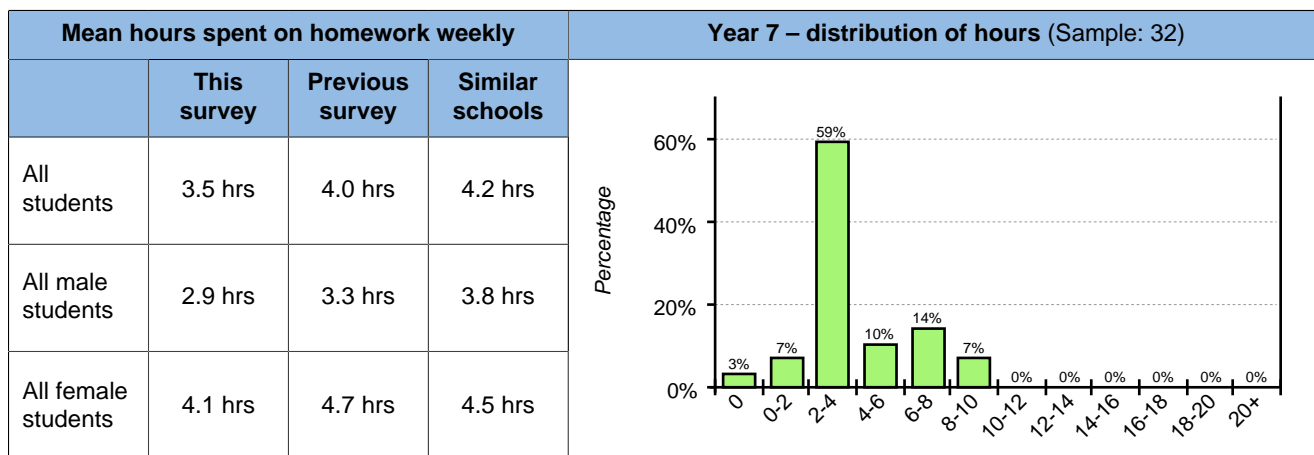
For this question, schools typically achieve more than 50% of parents who choose “about right”.



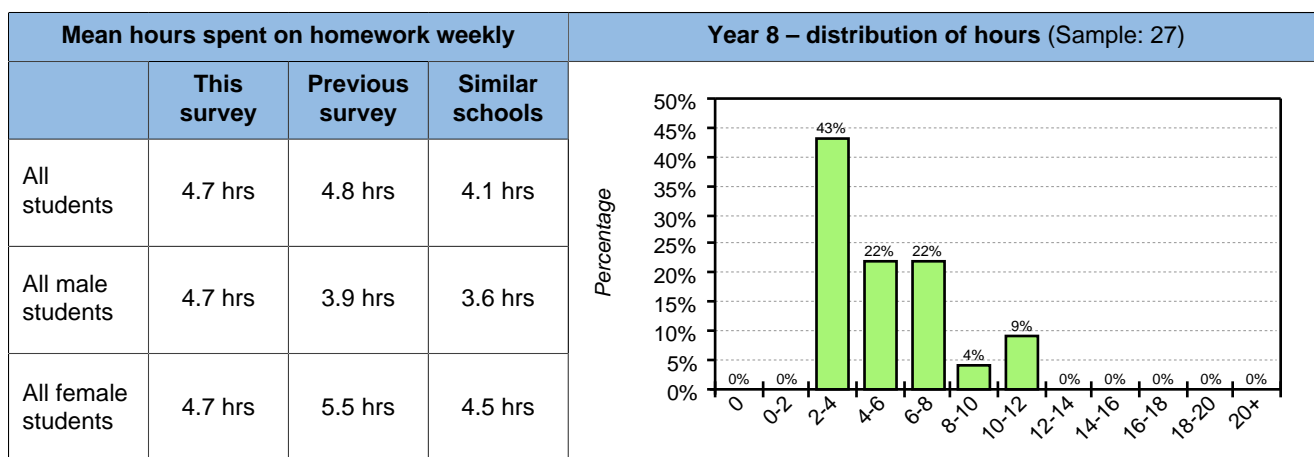
Homework hours for All parents



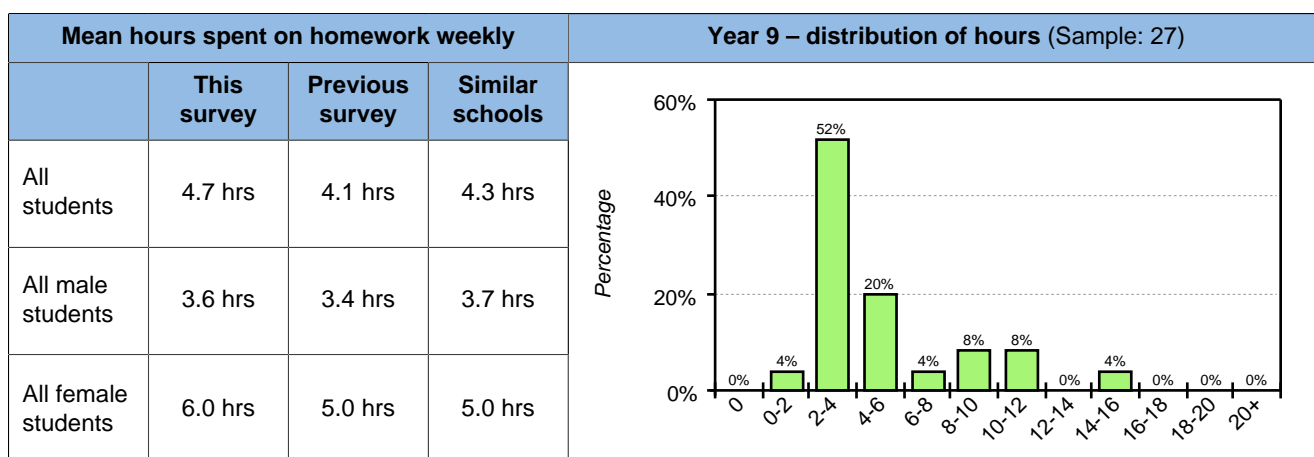
Homework hours for Year 7



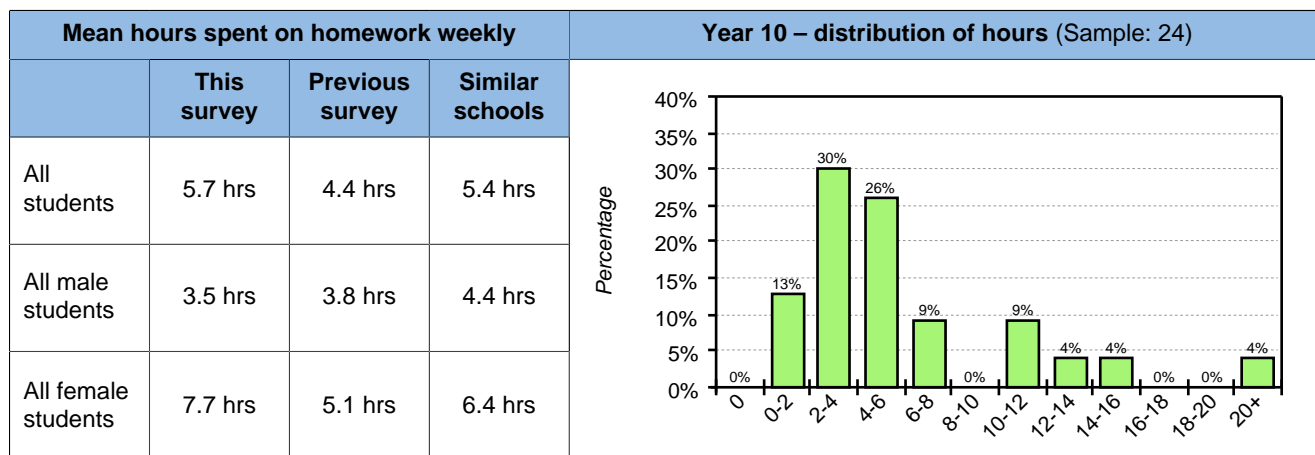
Homework hours for Year 8



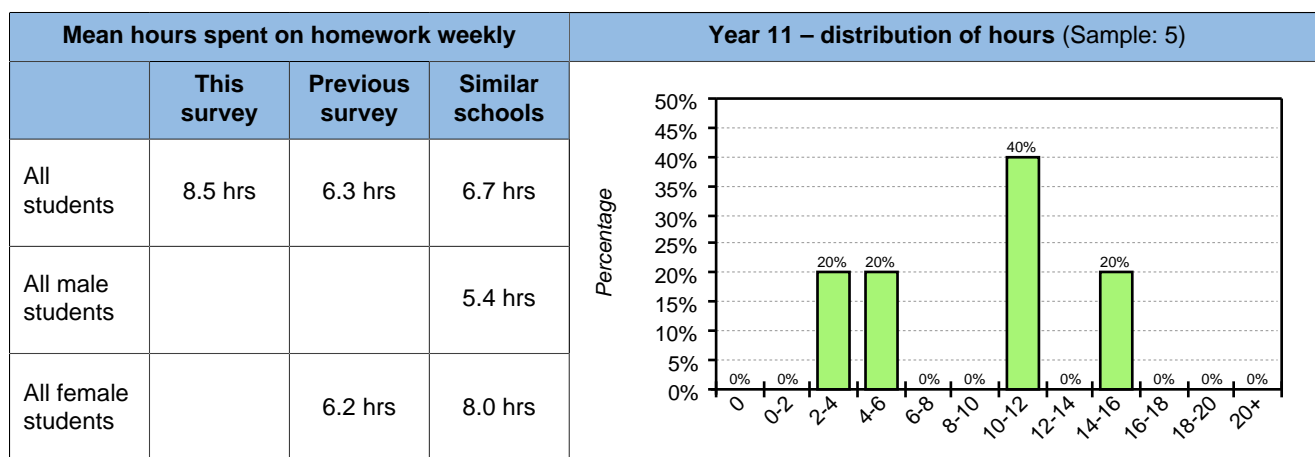
Homework hours for Year 9



Homework hours for Year 10



Homework hours for Year 11



Year group analysis

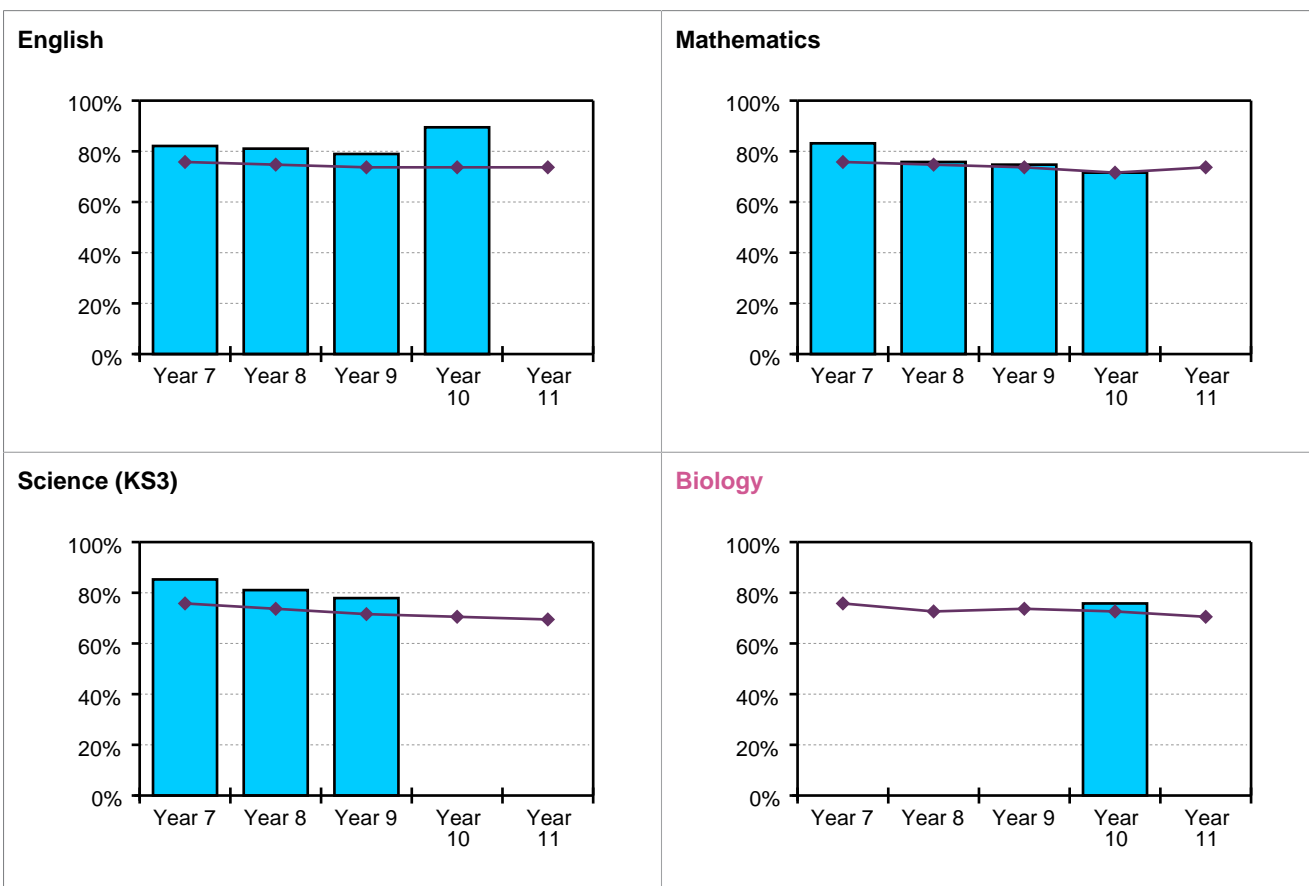
Analysis of year group scores compared to national average

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 37).

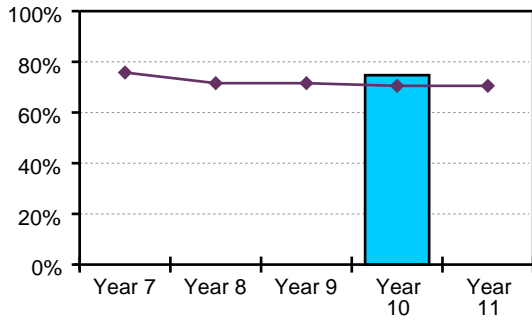
Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 9 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

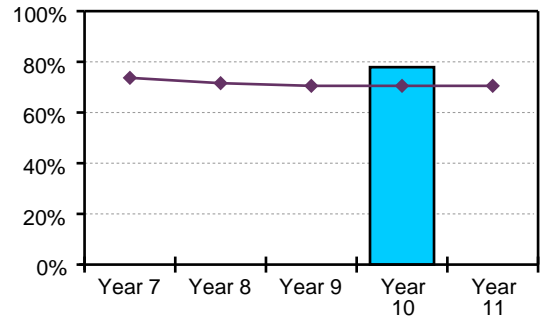
Year group analysis compared to national averages for academic criteria



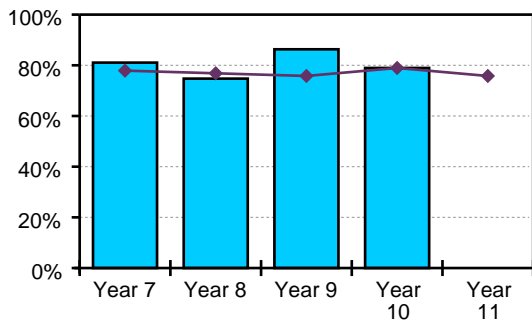
Chemistry



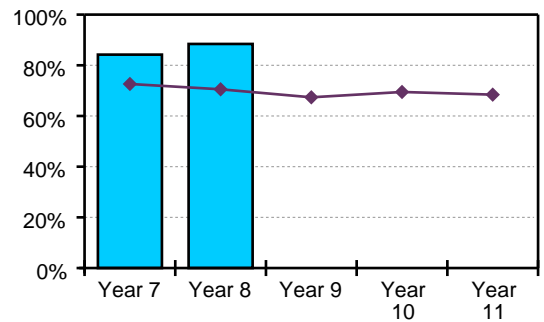
Physics



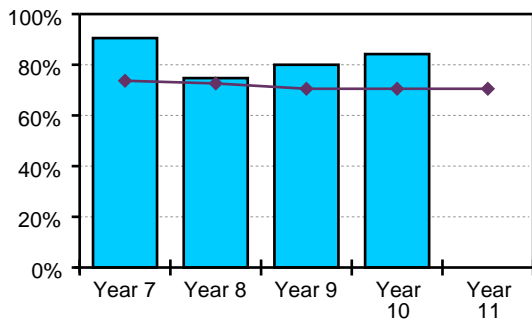
PE (Core)



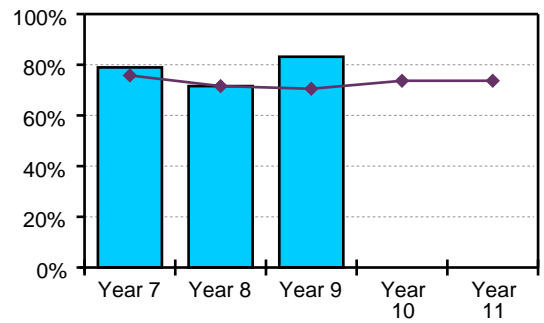
French



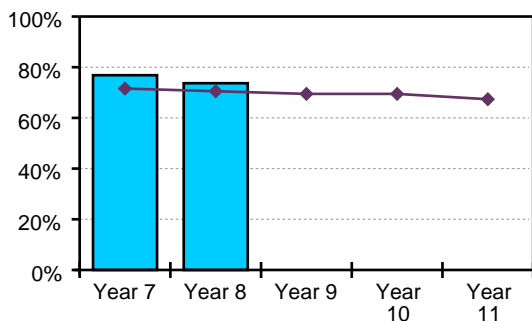
Spanish



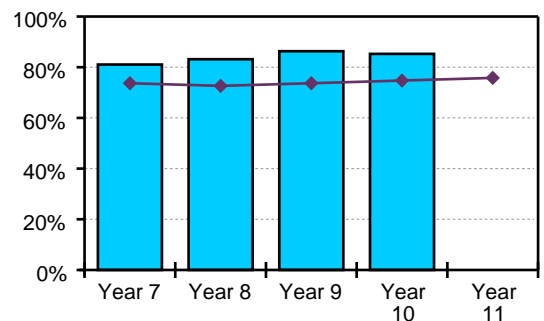
Drama



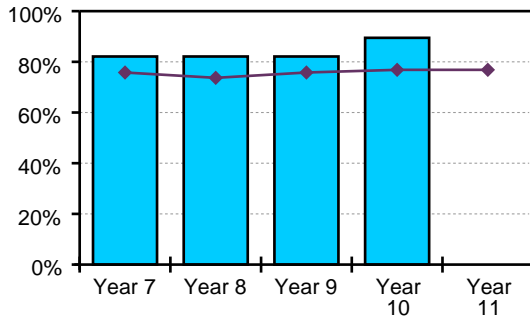
Music



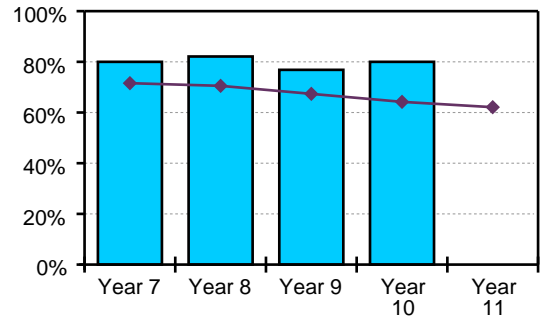
Geography



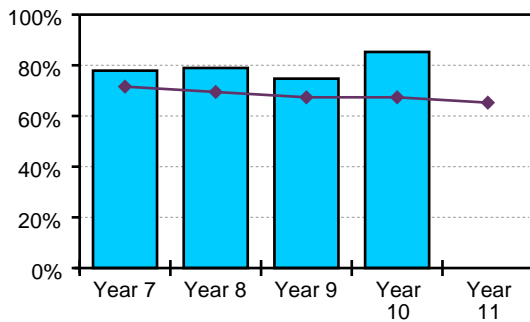
History



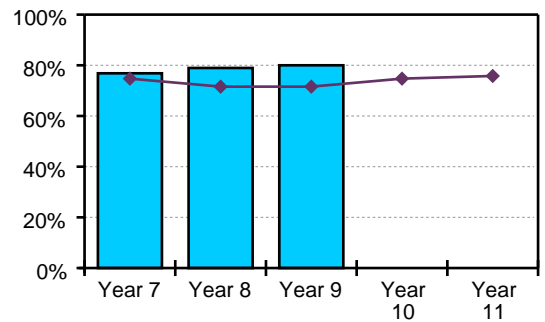
Values & Ethics



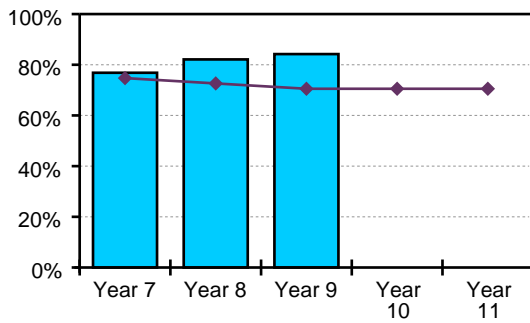
ICT & Computer Science



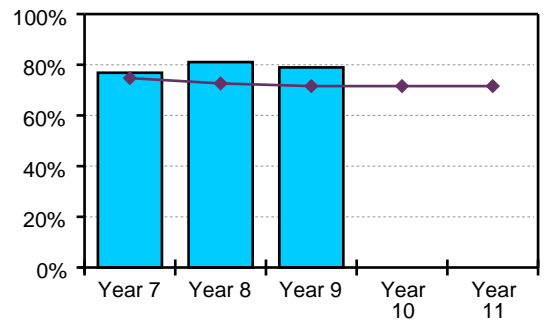
Art (inc. Makeup & Art)



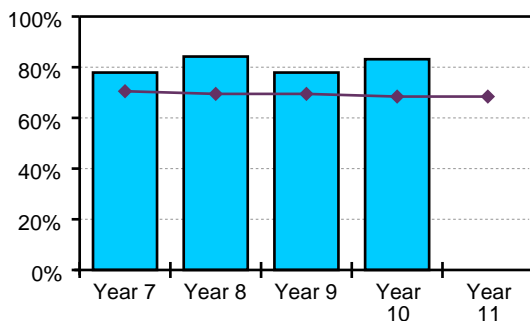
Food Preparation & Nutrition



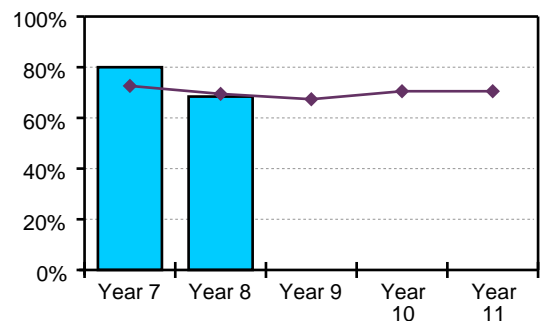
Design Technology



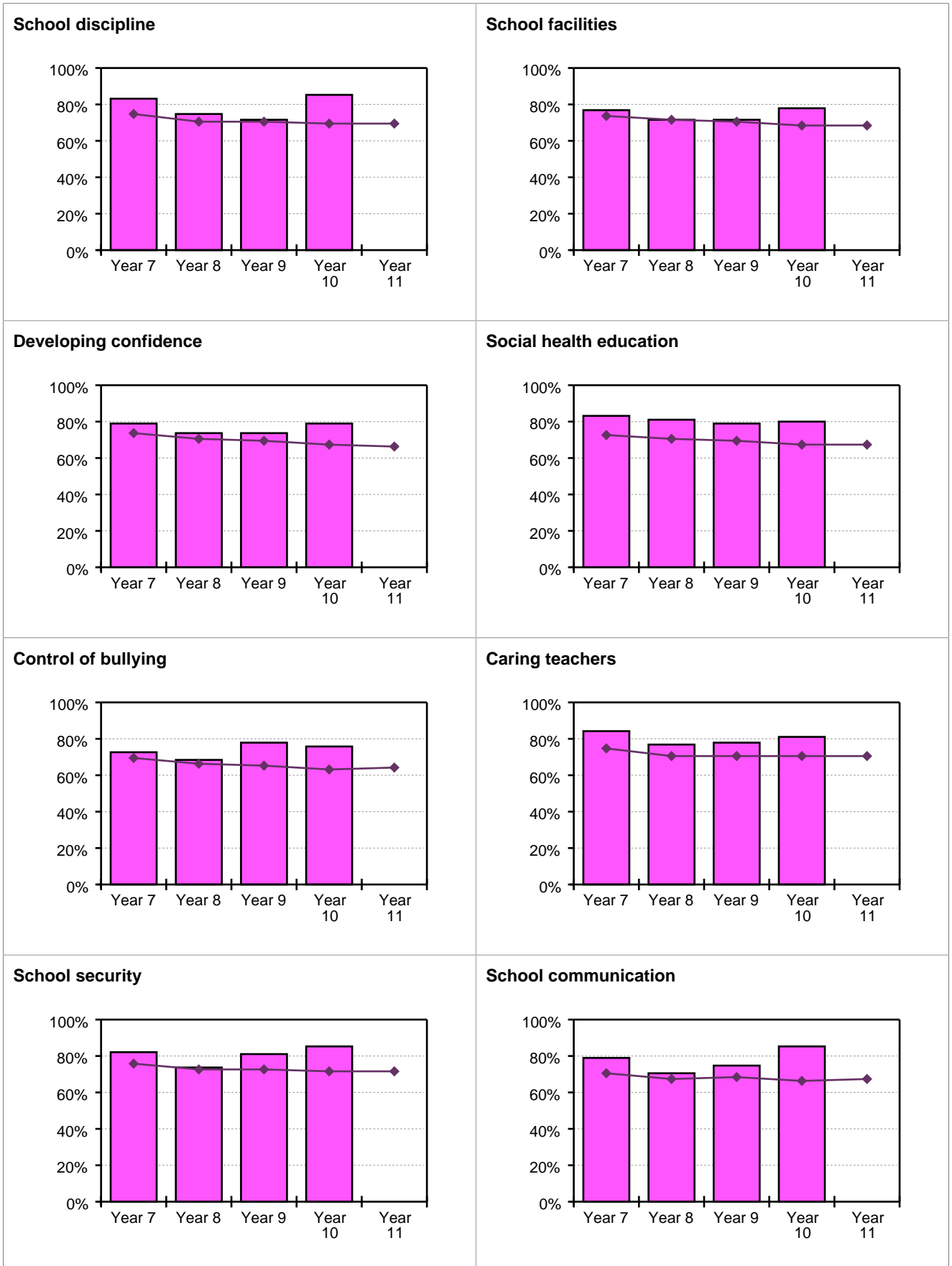
Religious Studies



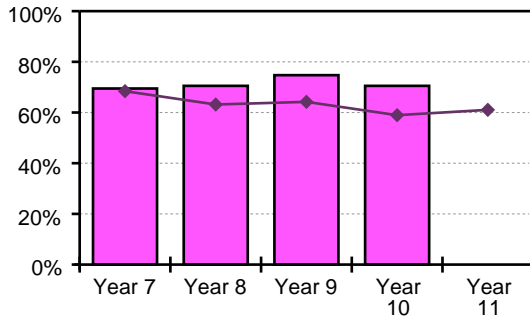
Dance



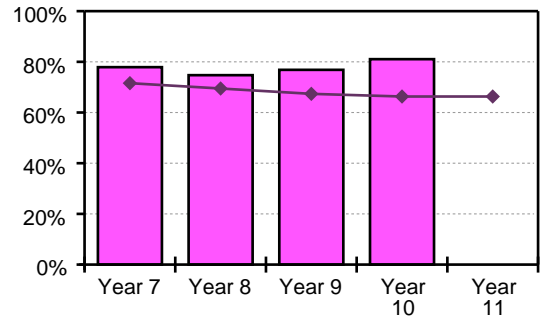
Year group analysis compared to national averages for non-academic criteria



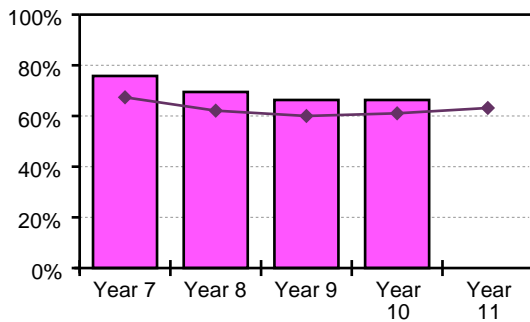
Careers advice



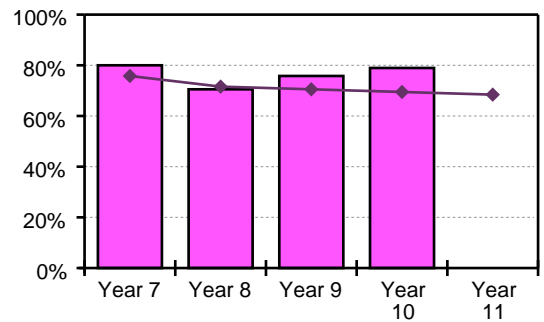
Developing moral values



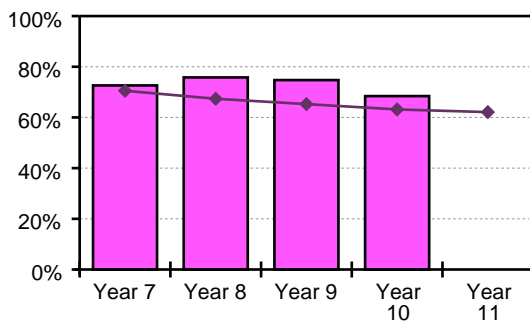
Levels of homework



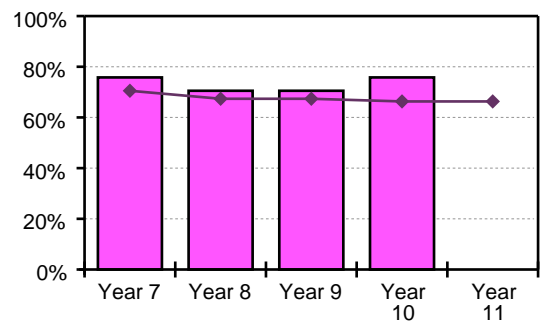
Happiness of child



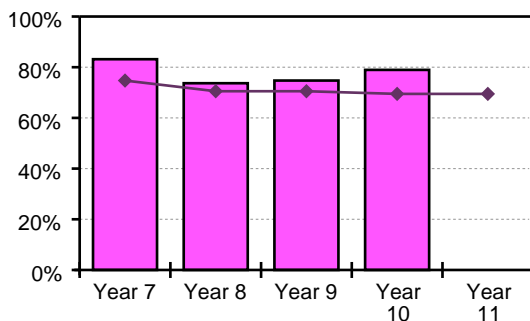
Community spirit



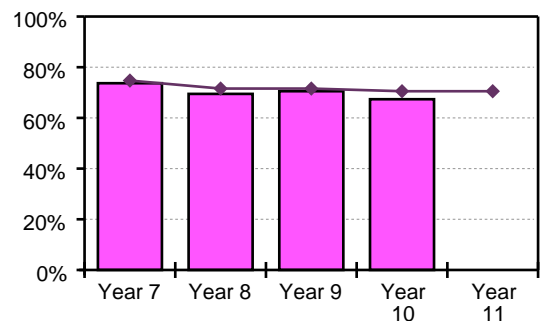
Developing potential

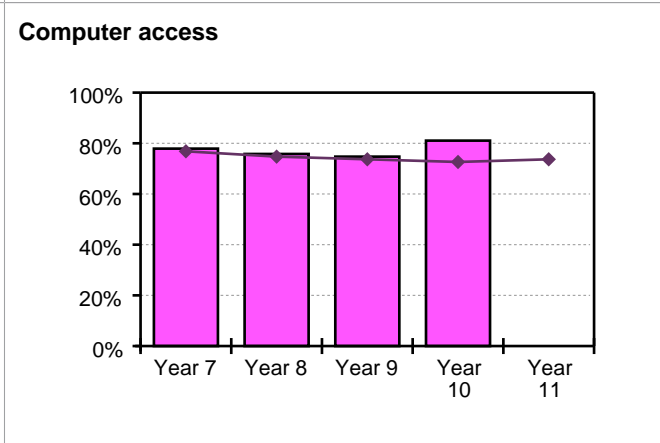
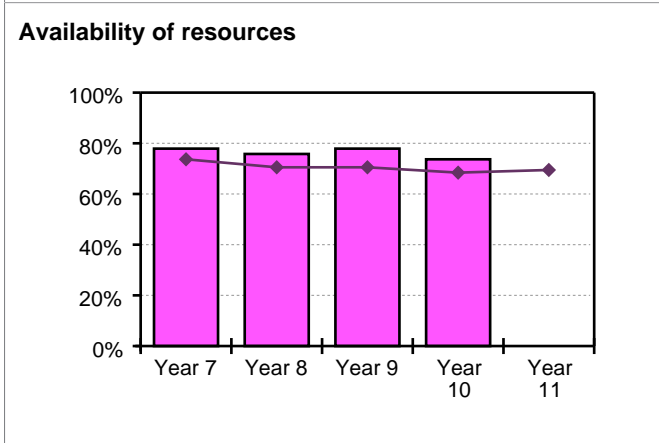
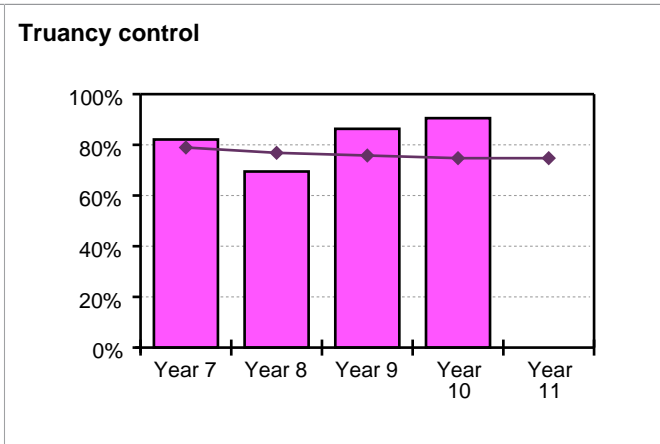
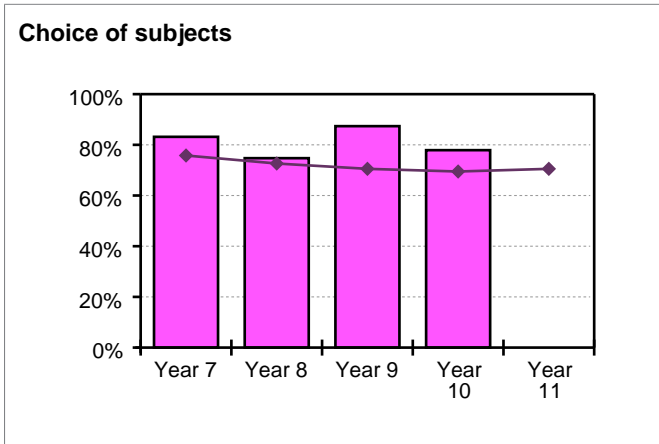


Teaching quality

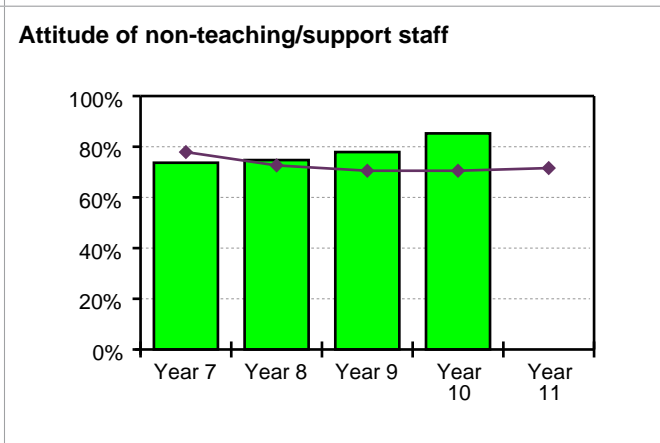
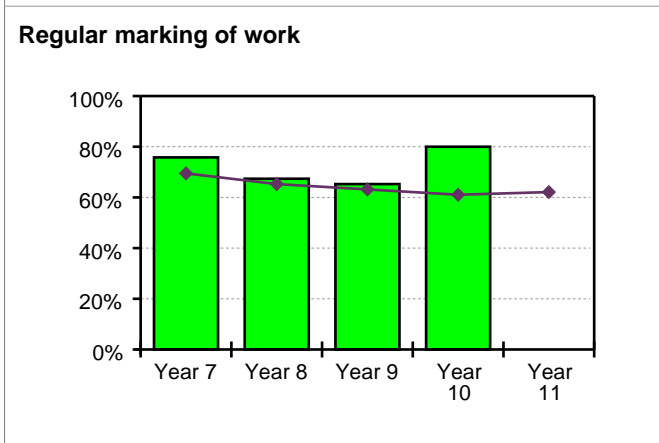
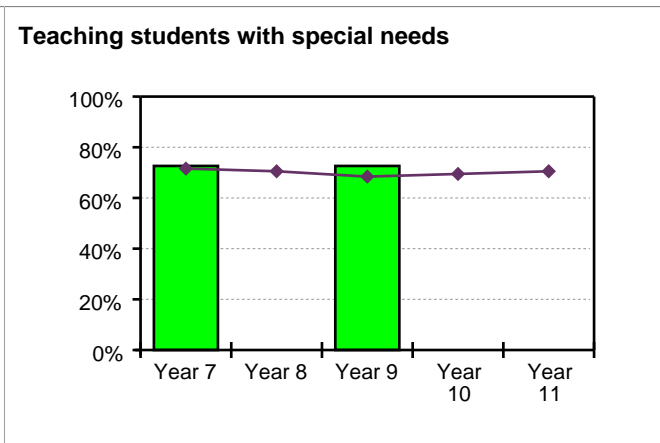
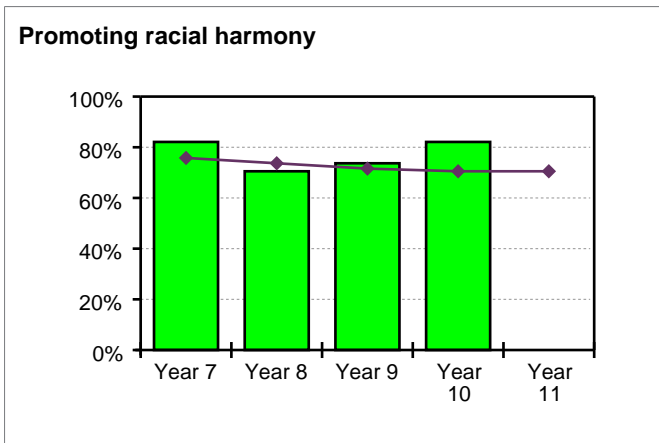


Exam results

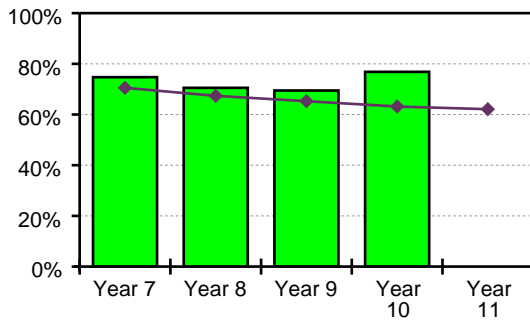




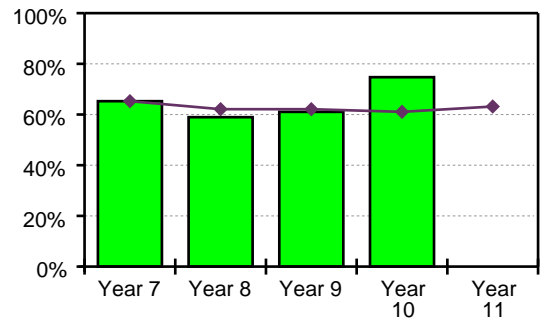
Year group analysis compared to national averages for your additional surveyed criteria



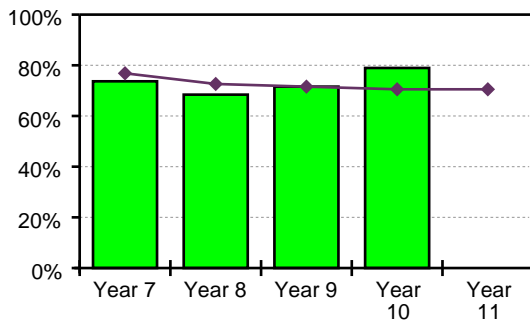
Treating all students fairly/equally



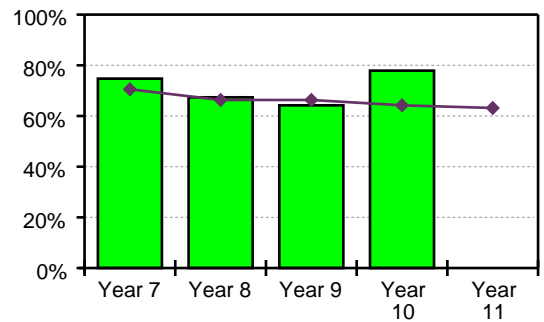
Explaining to parents how to help their child



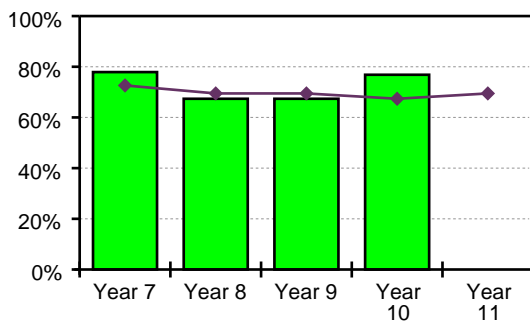
Celebrating and rewarding achievement



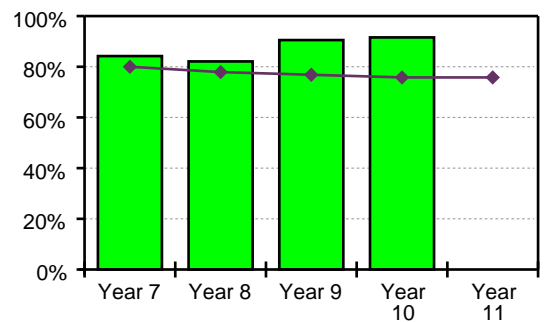
Tailoring child's work to their needs and ability



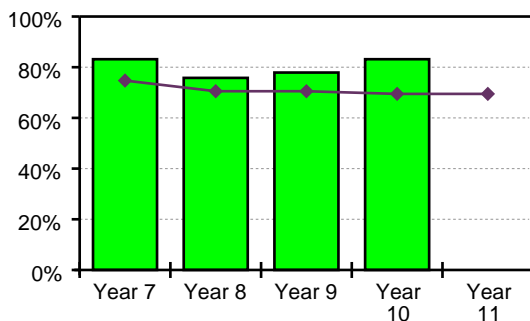
Ensuring students do their best/make good progress



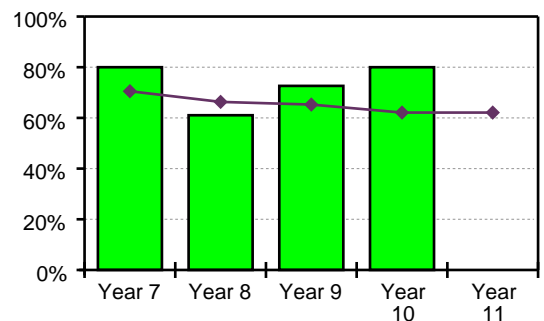
Making sure that new students settle in well



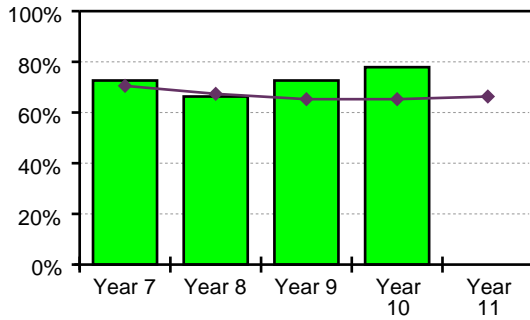
School's image in the local community



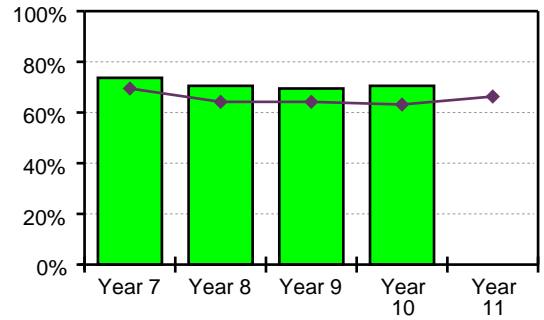
Encouraging and listening to students' views



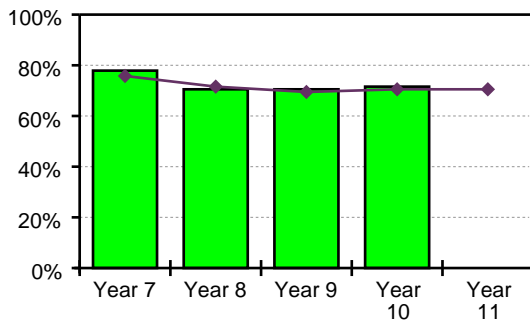
Student response to feedback



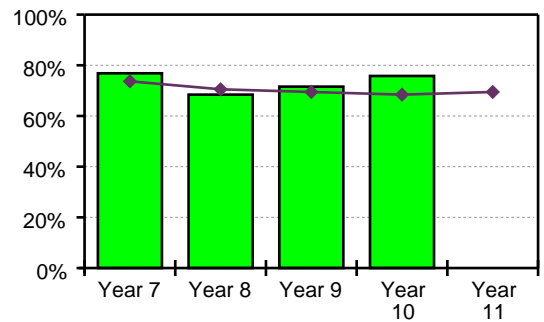
Appropriate level of challenge in homework



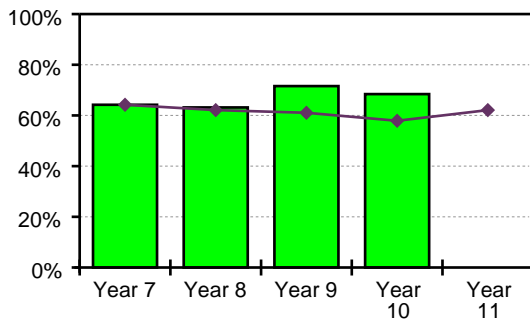
Students' attitudes to learning



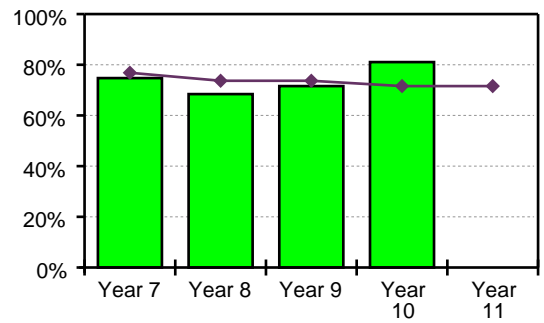
Student targets



Information on different types of bullying



E-safety



Time series analysis

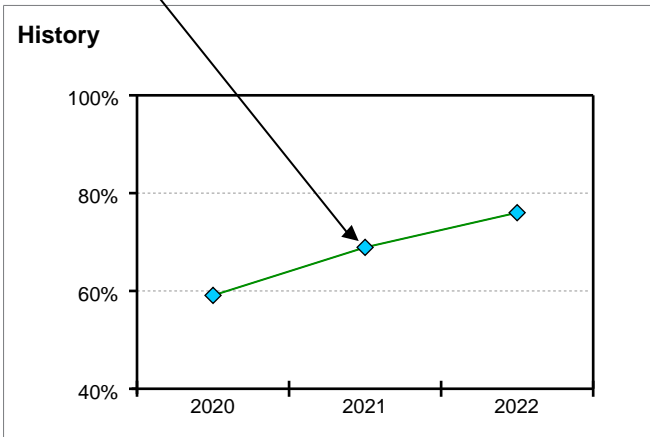
Graphs showing trends for surveyed criteria over time

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

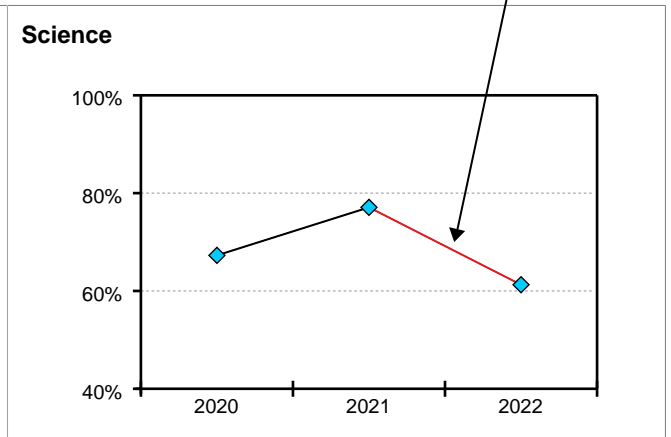
Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

Example time series graphs

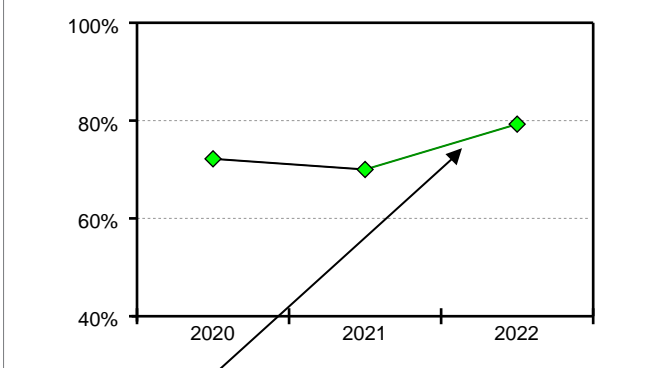
The score for History has significantly **increased** over the last three surveys.



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

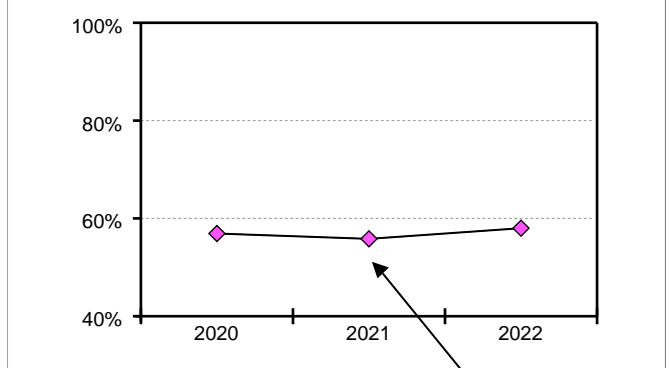


Extra curricular activities



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

Careers advice

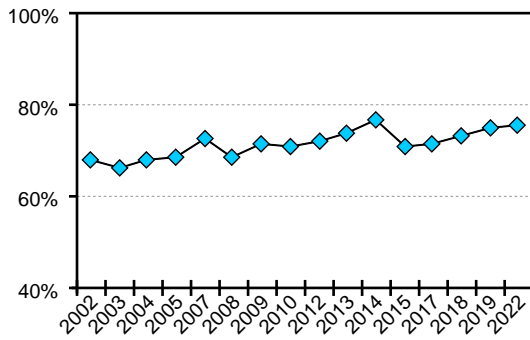


There has been no statistical difference in scores for Careers advice over the last three surveys.

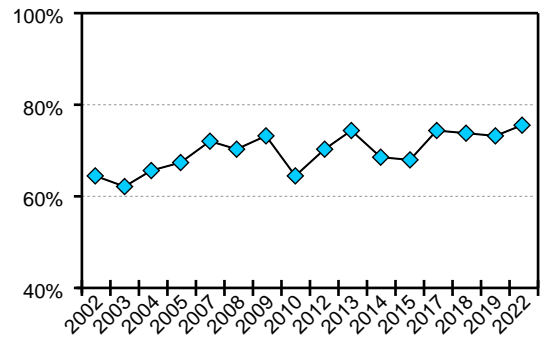
Score trends over time for academic criteria



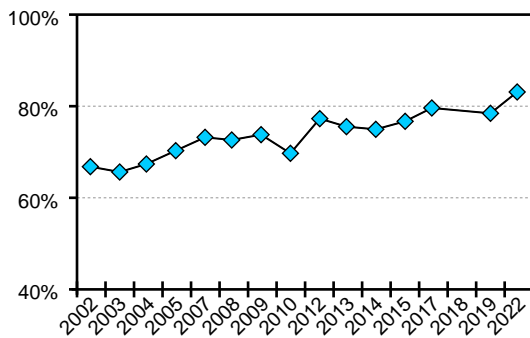
Drama



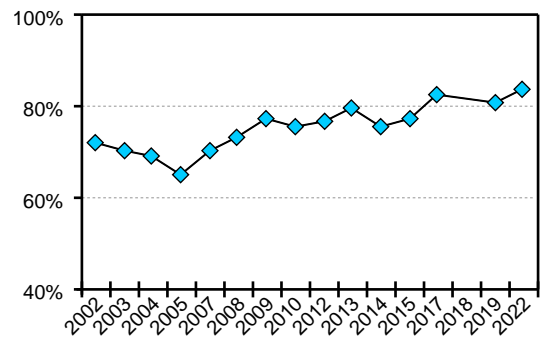
Music



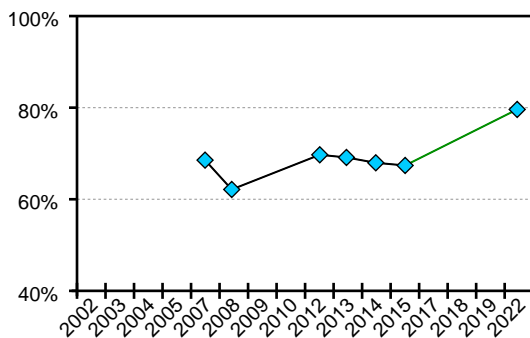
Geography



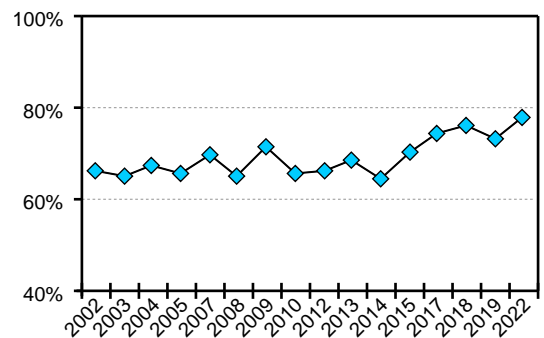
History



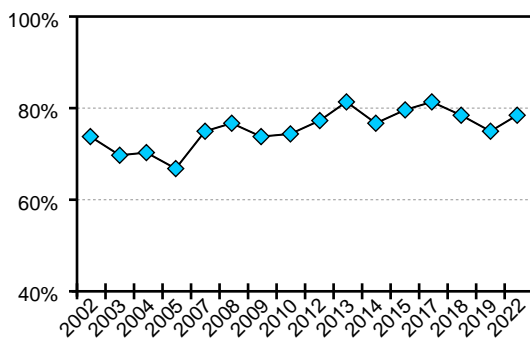
Values & Ethics



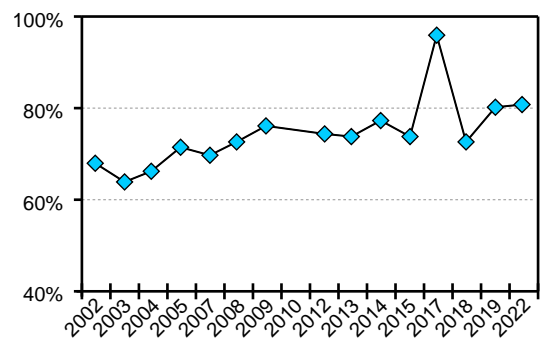
ICT & Computer Science



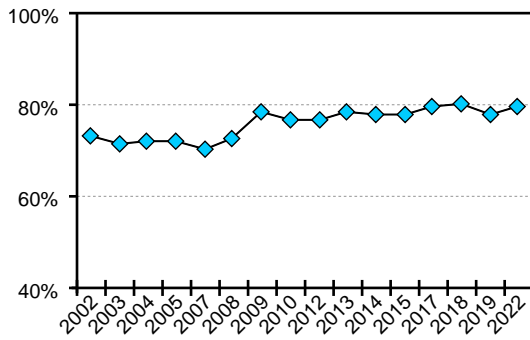
Art (inc. Makeup & Art)



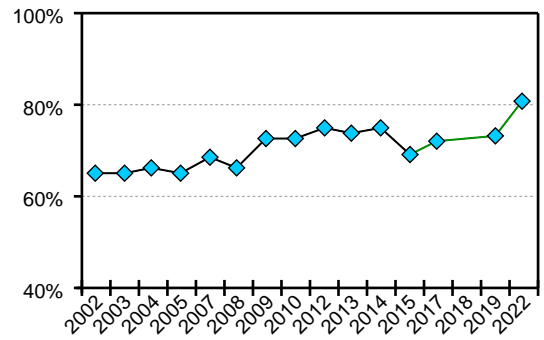
Food Preparation & Nutrition



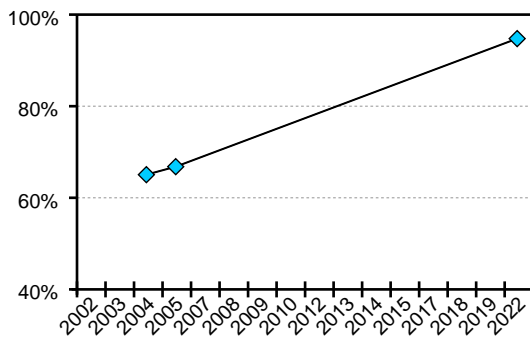
Design Technology



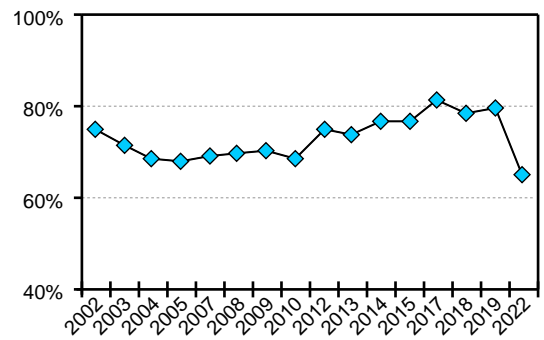
Religious Studies



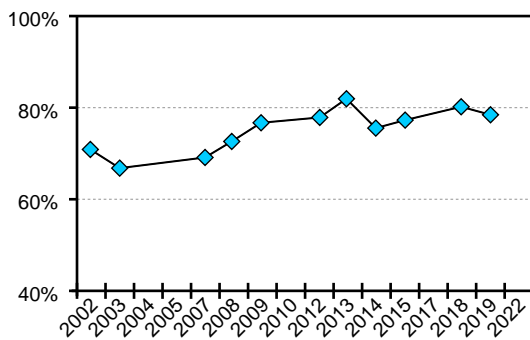
Health & Social Care



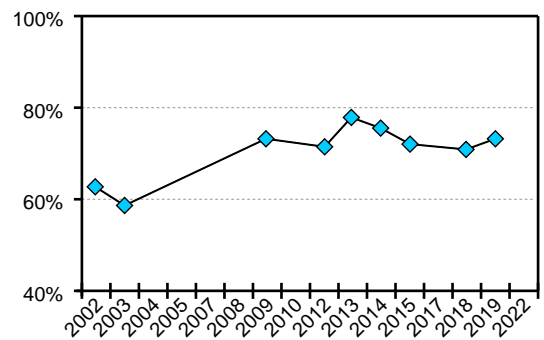
German



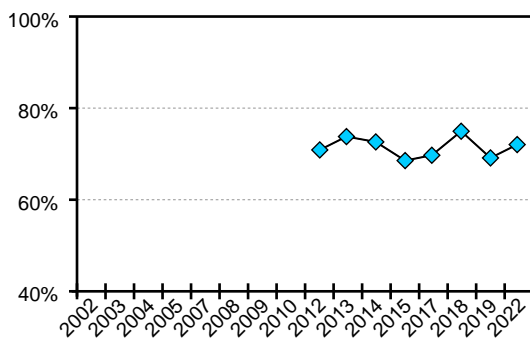
Graphical Communication



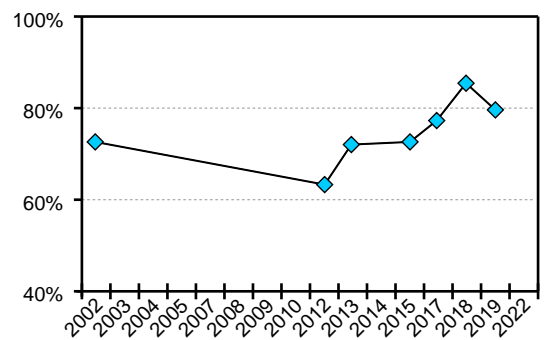
Textiles



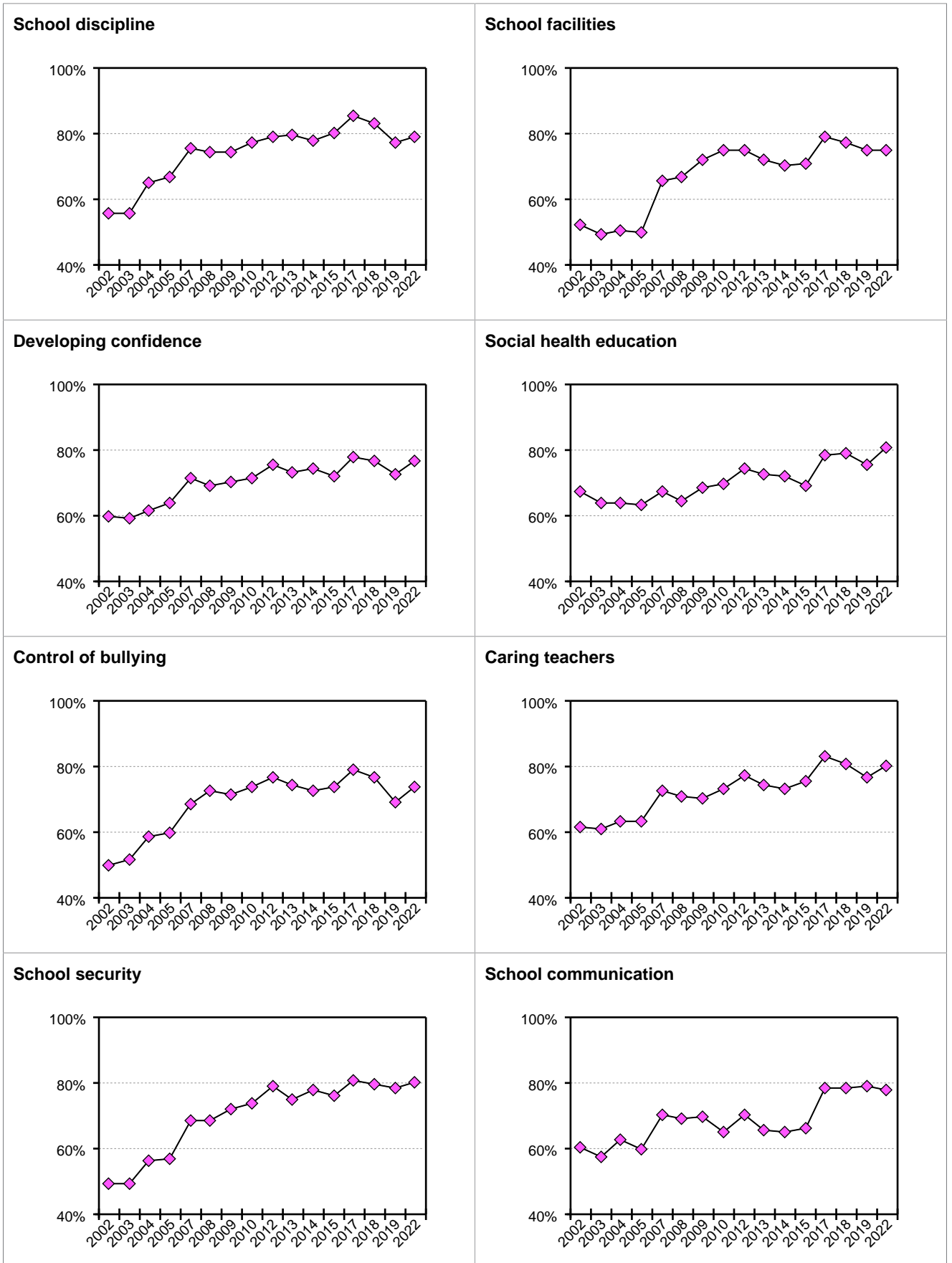
Dance



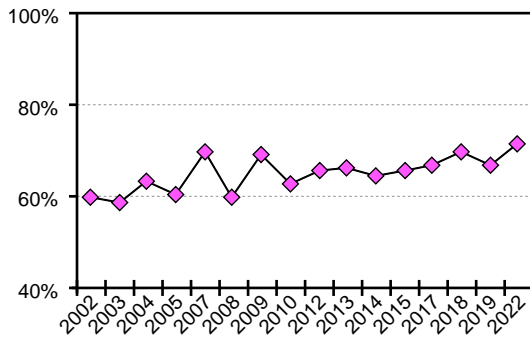
Business Studies



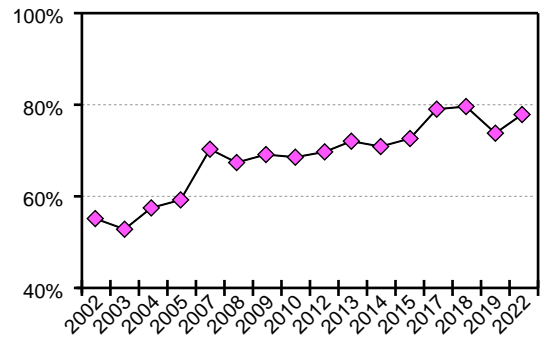
Score trends over time for non-academic criteria



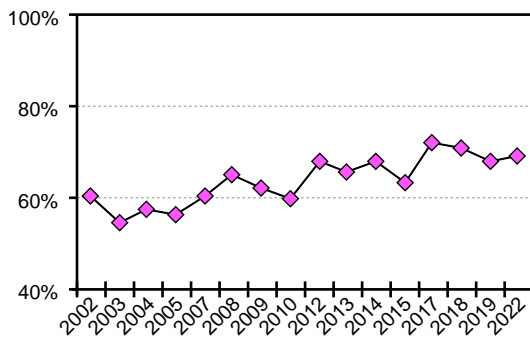
Careers advice



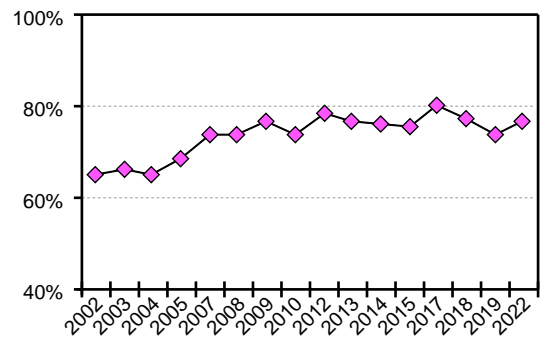
Developing moral values



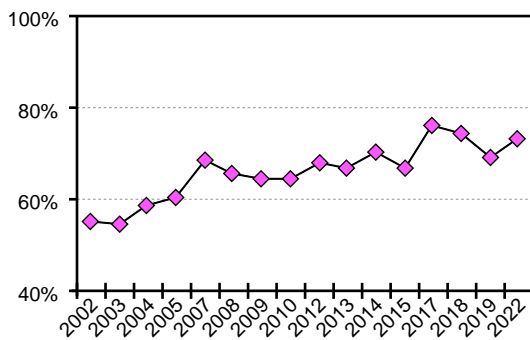
Levels of homework



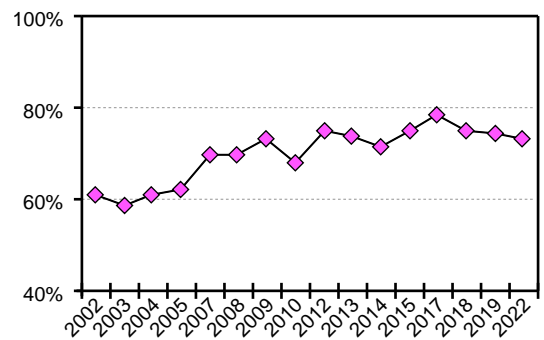
Happiness of child



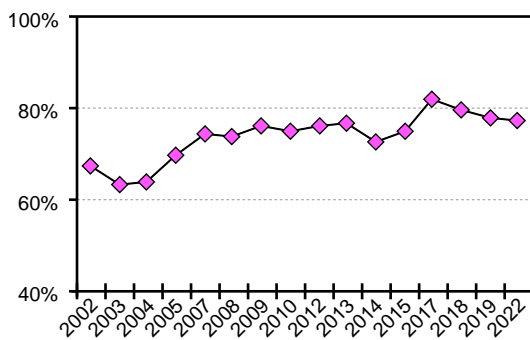
Community spirit



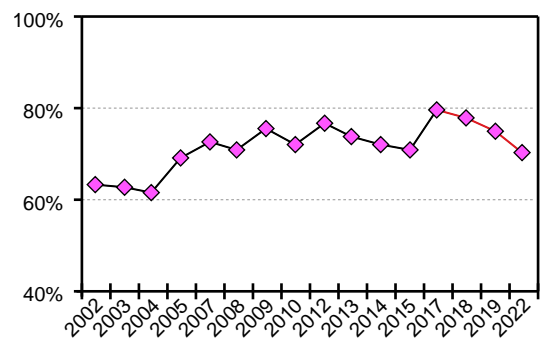
Developing potential

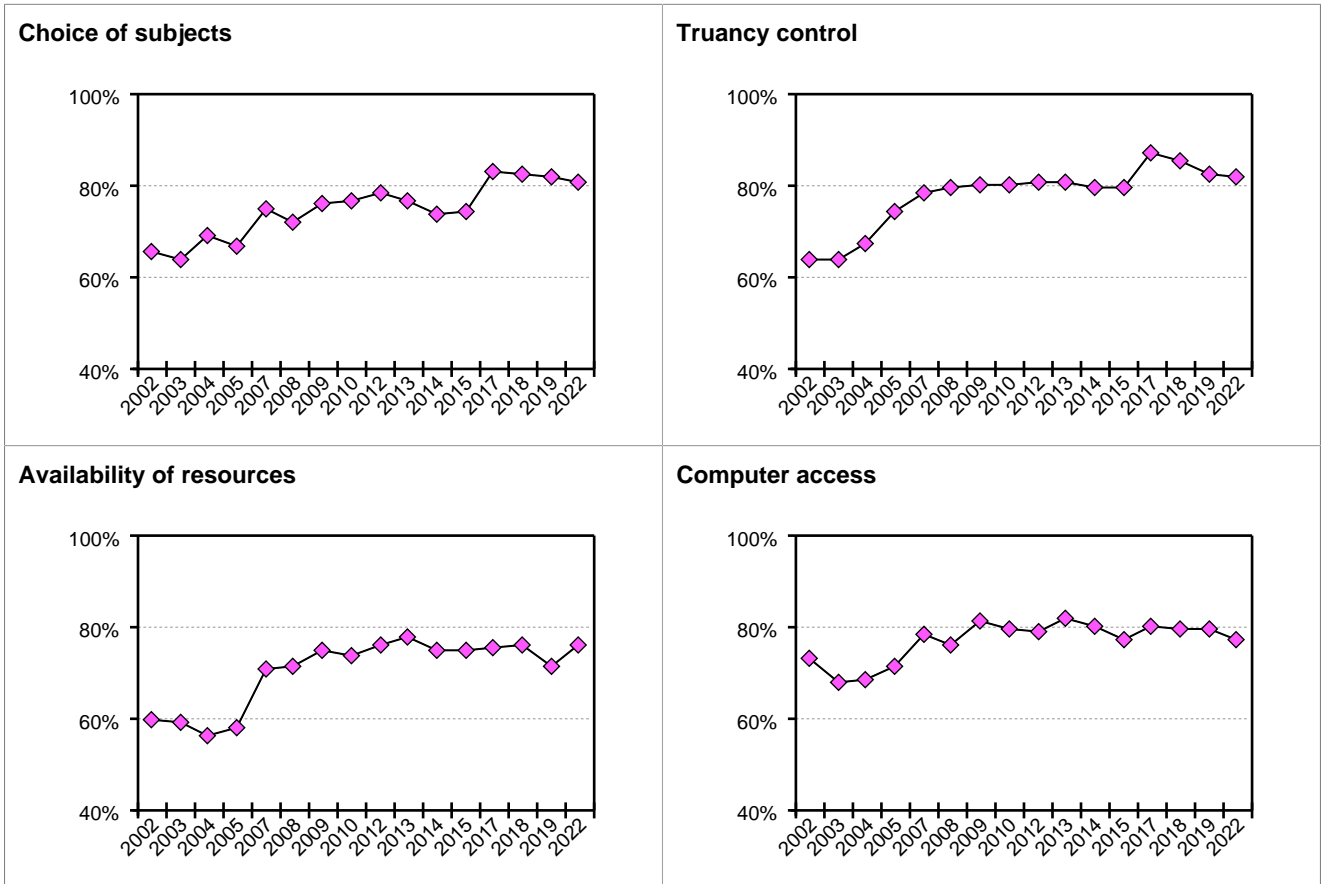


Teaching quality

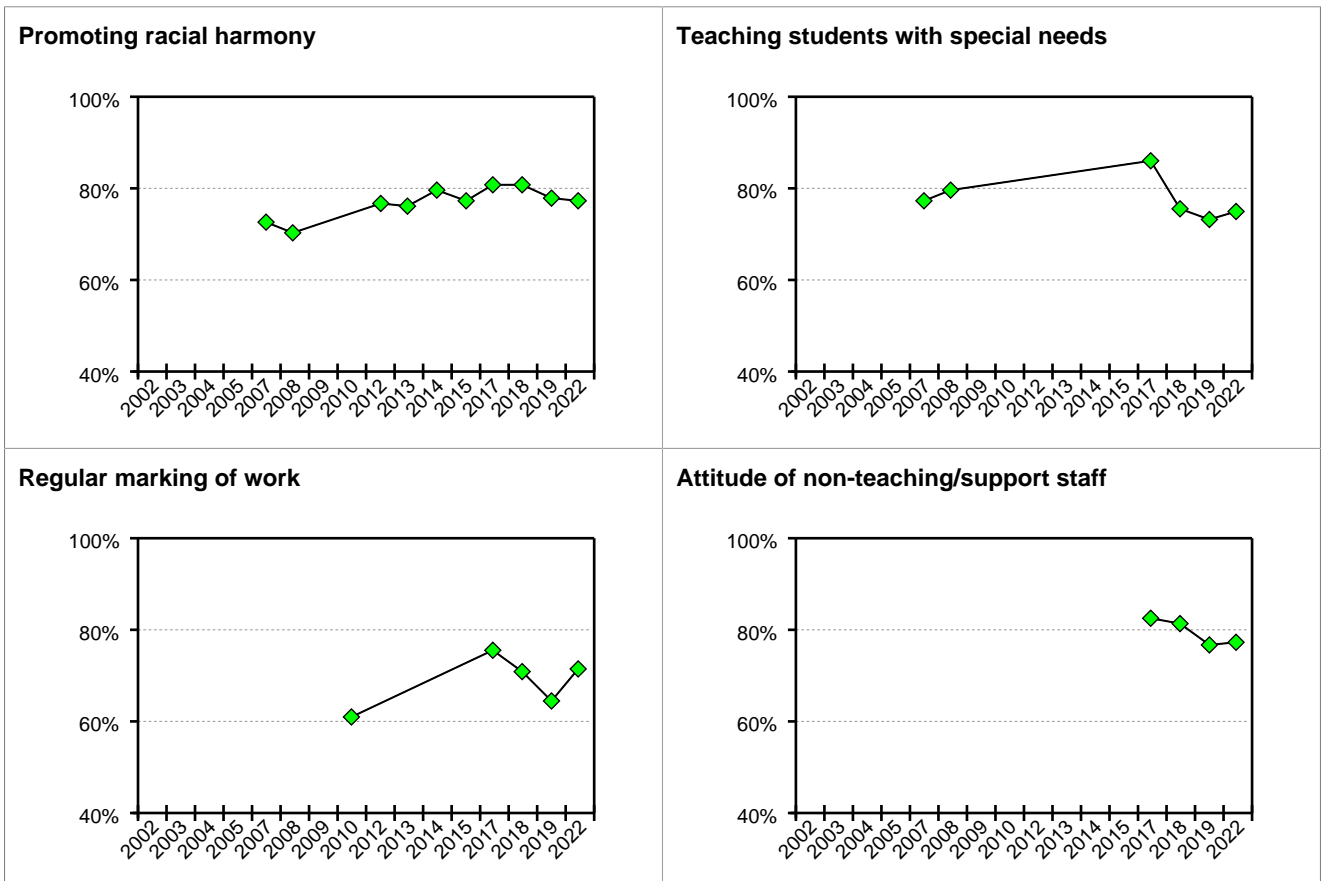


Exam results

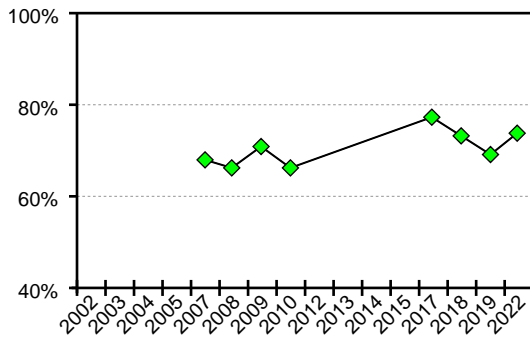




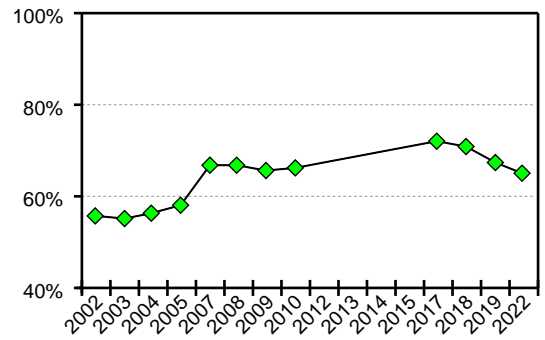
Score trends over time for additional criteria



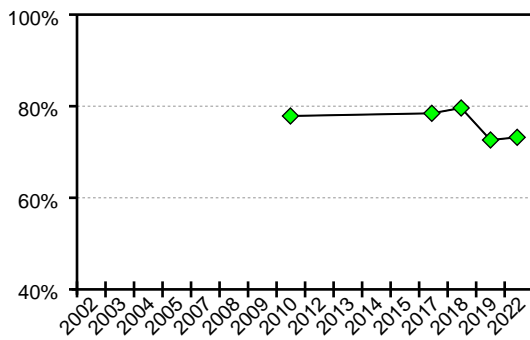
Treating all students fairly/equally



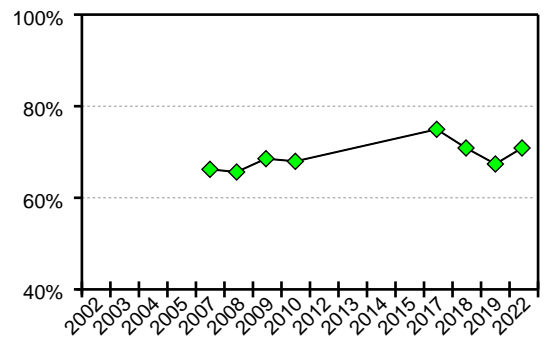
Explaining to parents how to help their child



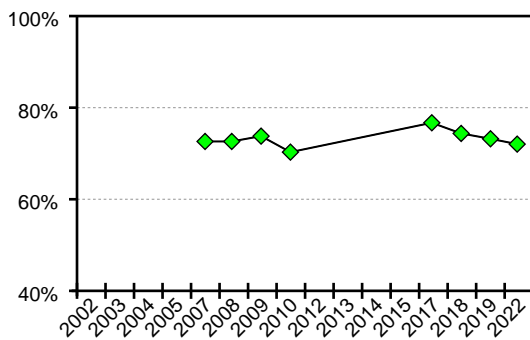
Celebrating and rewarding achievement



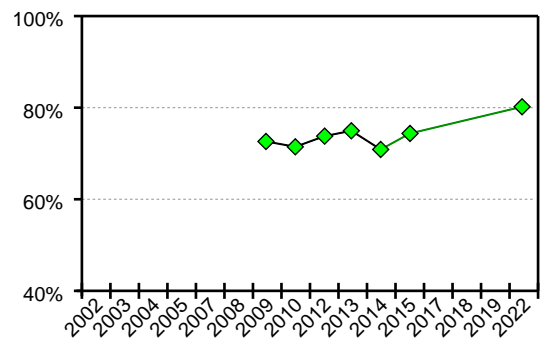
Tailoring child's work to their needs and ability



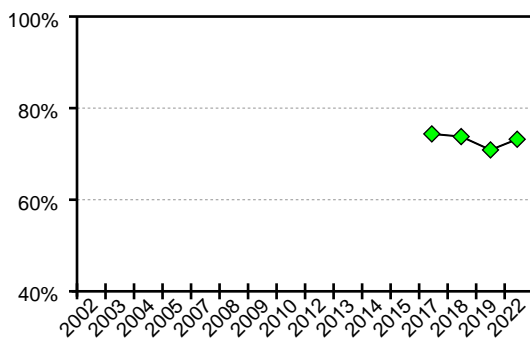
Ensuring students do their best/make good progress



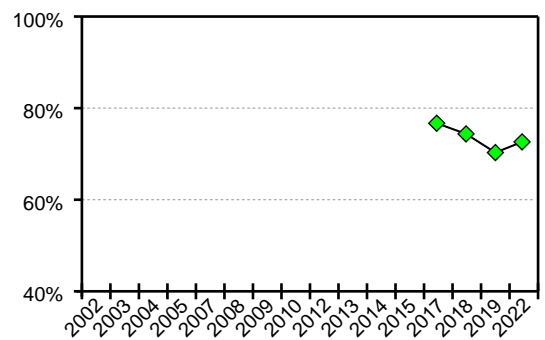
School's image in the local community



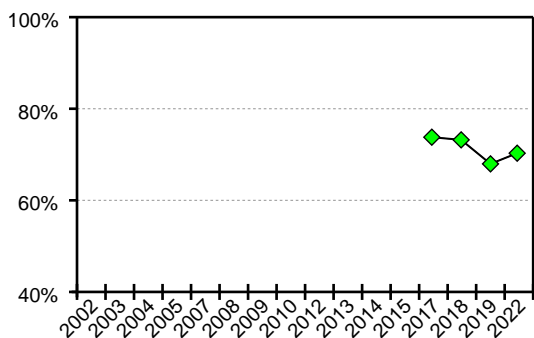
Encouraging and listening to students' views



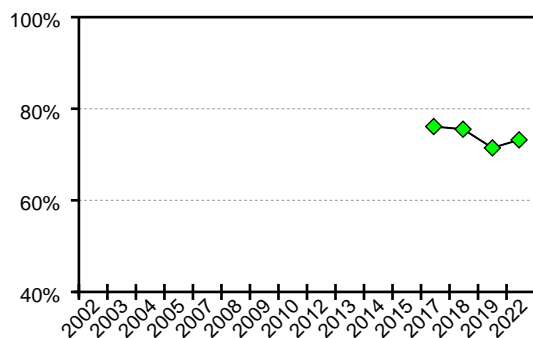
Student response to feedback



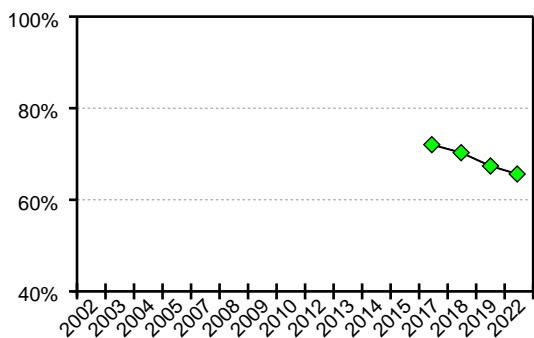
Appropriate level of challenge in homework



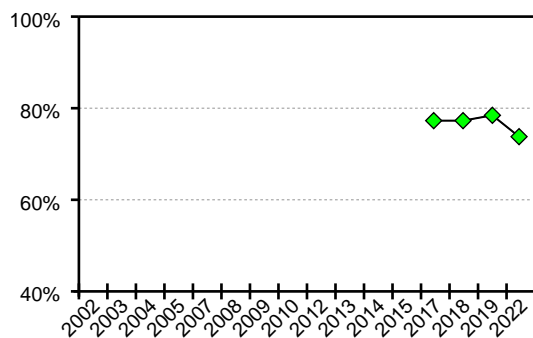
Student targets



Information on different types of bullying



E-safety

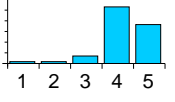
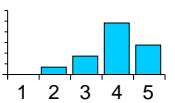
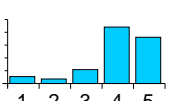
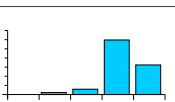
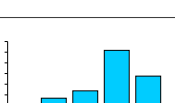
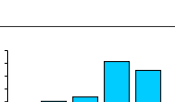

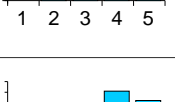


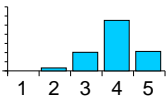
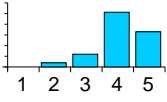
Appendix

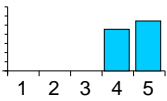
Supplementary data and score breakdowns.

Academic criteria analysis

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

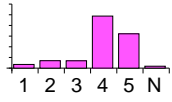
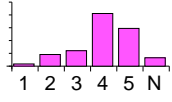
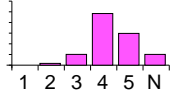
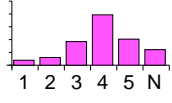
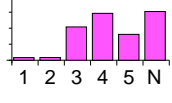
Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
English	1.7%	1.7%	7.0%	53.0%	36.5%		109
Chinese (Mandarin)	0.0%	6.9%	17.2%	48.3%	27.6%		29
Mathematics	5.4%	3.5%	10.9%	44.1%	36.1%		108
Science (KS3)	0.0%	2.2%	5.8%	59.7%	32.4%		83
Biology	0.0%	6.9%	13.8%	51.7%	27.6%		29
Chemistry	0.0%	10.3%	13.8%	41.4%	34.5%		29
Physics	0.0%	6.9%	6.9%	51.7%	34.5%		29
PE (Core)	0.0%	2.0%	16.1%	43.8%	38.1%		107
French	0.0%	0.0%	6.7%	51.0%	42.3%		37
Spanish	0.0%	0.0%	25.0%	40.2%	34.8%		35

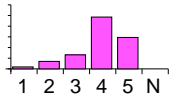
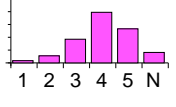
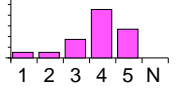



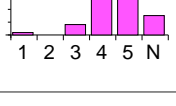
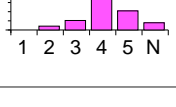

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Drama	0.0%	3.2%	20.3%	55.2%	21.3%		62
Music	0.0%	0.0%	20.4%	58.1%	21.5%		61
Geography	0.0%	1.4%	7.9%	52.9%	37.8%		92
History	0.0%	0.0%	9.2%	55.9%	34.9%		96
Values & Ethics	0.0%	3.9%	11.9%	51.3%	32.9%		103
ICT & Computer Science	0.0%	0.0%	10.7%	67.4%	21.9%		86
Art (inc. Makeup & Art)	0.0%	0.0%	13.2%	60.6%	26.2%		71
Food Preparation & Nutrition	0.0%	0.0%	9.3%	61.5%	29.2%		71
Design Technology	0.0%	0.0%	7.4%	72.0%	20.6%		76
Religious Studies	0.0%	1.6%	8.0%	59.4%	31.1%		88
Dance	3.4%	0.0%	15.5%	56.9%	24.1%		60
ESOL - EAL	0.0%	0.0%	50.0%	30.0%	20.0%		10

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
PE (GCSE only)	0.0%	0.0%	0.0%	45.5%	54.5%		11

Non-academic criteria analysis

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

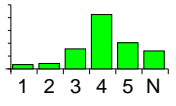
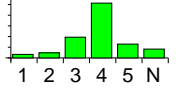

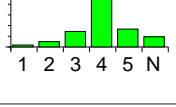
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	3.4%	7.0%	6.9%	48.8%	32.2%	1.8%	
School facilities	0.0%	9.6%	17.6%	46.3%	23.3%	3.2%	
Developing confidence	1.7%	9.1%	12.1%	41.1%	29.5%	6.5%	
Social health education	0.0%	1.7%	10.1%	48.4%	29.8%	10.1%	
Control of bullying	3.9%	6.0%	18.4%	39.3%	20.3%	12.1%	
Caring teachers	3.4%	3.4%	13.3%	41.3%	35.2%	3.4%	
School security	1.8%	3.4%	7.0%	54.2%	30.2%	3.3%	
School communication	6.9%	5.9%	8.3%	47.7%	31.2%	0.0%	
Careers advice	1.6%	1.7%	20.8%	29.3%	16.2%	30.4%	
Developing moral values	1.8%	1.8%	16.5%	44.2%	28.5%	7.1%	
Levels of homework	4.9%	8.2%	16.0%	55.9%	13.3%	1.7%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	1.8%	7.0%	13.1%	48.6%	29.5%	0.0%	
Community spirit	1.7%	5.5%	18.5%	39.5%	26.6%	8.2%	
Developing potential	5.2%	5.2%	17.3%	45.4%	26.9%	0.0%	
Teaching quality	0.0%	3.6%	16.0%	49.5%	29.1%	1.8%	
Exam results	1.6%	9.2%	10.9%	35.7%	16.8%	25.7%	
Choice of subjects	0.0%	4.9%	7.0%	47.1%	32.2%	8.8%	
Truancy control	1.9%	0.0%	8.1%	42.4%	32.5%	15.1%	
Availability of resources	0.0%	4.2%	10.4%	56.7%	20.9%	7.9%	
Computer access	0.0%	1.6%	12.4%	51.1%	19.9%	15.0%	

Additional criteria analysis

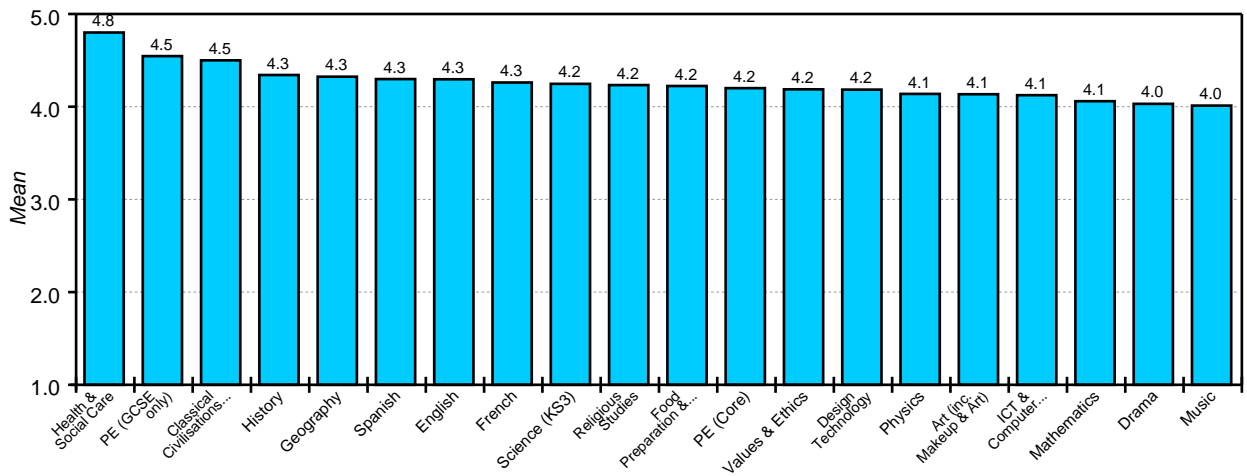
How parents scored the delivery and management of your additional non-academic criteria.

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Promoting racial harmony	0.0%	1.7%	13.3%	36.8%	18.2%	30.0%	
Teaching students with special needs	0.0%	3.3%	13.3%	15.0%	13.0%	55.4%	
Regular marking of work	2.5%	5.2%	14.5%	44.4%	14.9%	18.4%	
Attitude of non-teaching/support staff	0.0%	3.5%	6.2%	27.9%	17.2%	45.2%	
Treating all students fairly/equally	1.8%	6.9%	11.0%	46.3%	17.2%	16.8%	
Explaining to parents how to help their child	3.5%	10.2%	21.3%	35.3%	19.5%	10.3%	
Celebrating and rewarding achievement	3.5%	12.7%	12.5%	40.8%	28.7%	1.7%	
Tailoring child's work to their needs and ability	3.4%	7.4%	13.3%	41.7%	22.4%	11.9%	
Ensuring students do their best/make good progress	3.5%	10.0%	10.2%	48.1%	21.1%	7.0%	
Making sure that new students settle in well	0.0%	0.0%	7.1%	26.6%	29.4%	36.9%	
School's image in the local community	1.8%	1.7%	10.5%	51.0%	29.6%	5.4%	

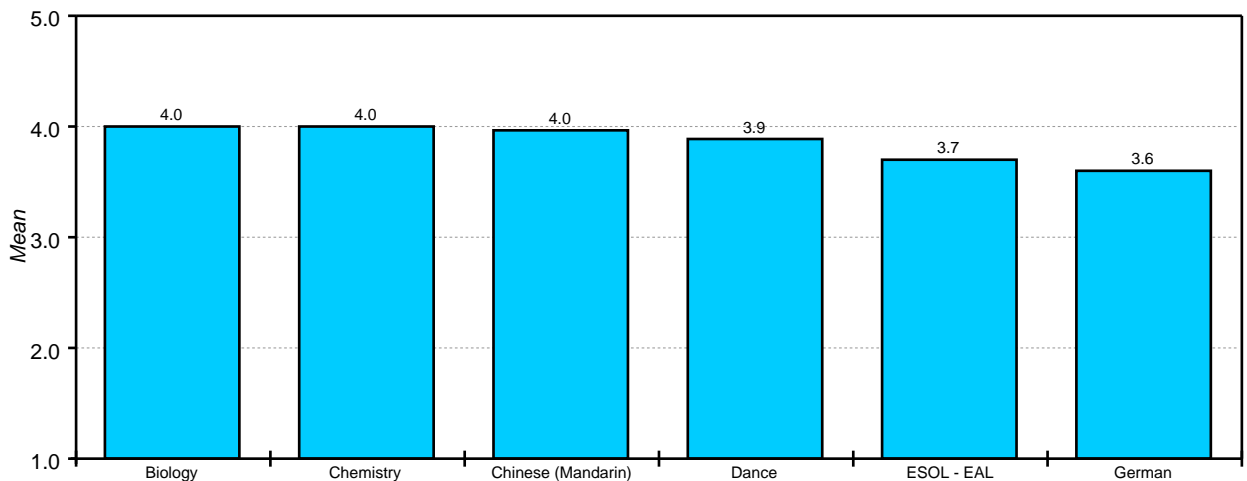
Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Encouraging and listening to students' views	3.3%	4.2%	15.6%	42.4%	20.4%	14.0%	
Student response to feedback	1.8%	3.5%	13.7%	46.1%	13.4%	21.4%	
Appropriate level of challenge in homework	3.3%	4.8%	19.4%	51.3%	12.9%	8.3%	
Students' attitudes to learning	1.8%	8.3%	14.3%	51.0%	21.1%	3.5%	
Student targets	1.8%	5.0%	14.5%	52.5%	16.7%	9.5%	
Information on different types of bullying	3.3%	8.2%	11.6%	25.4%	13.0%	38.5%	
E-safety	1.9%	1.7%	8.9%	42.0%	14.1%	31.4%	

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

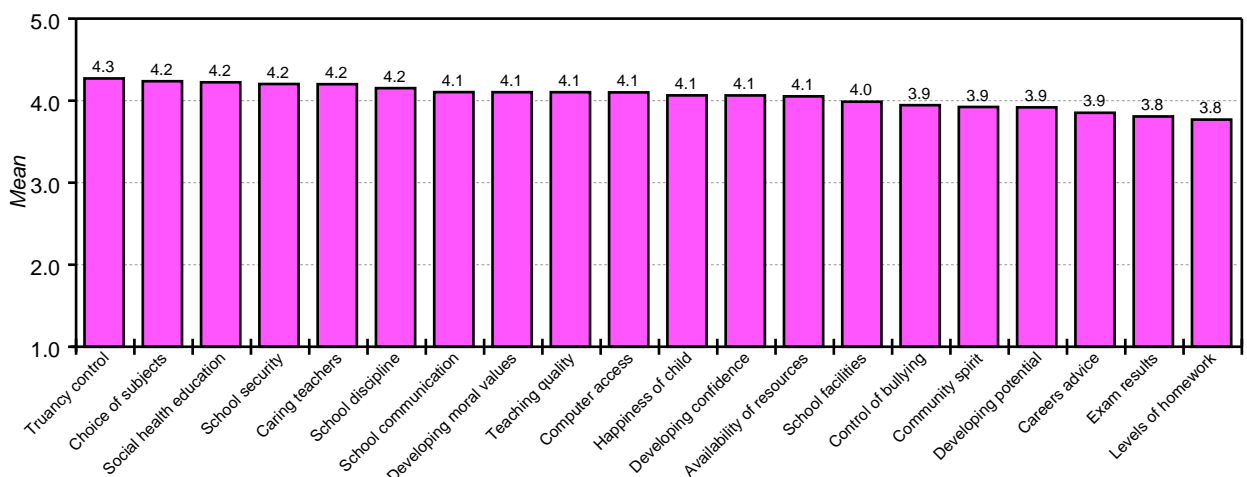
Academic subjects (1 of 2)



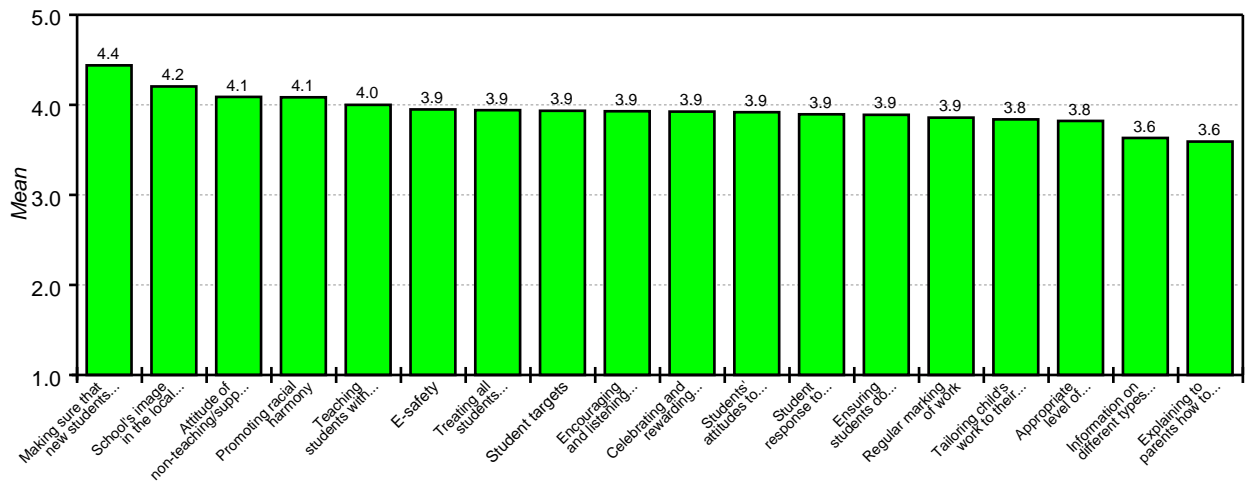
Academic subjects (2 of 2)



Non-academic areas



Additional questions



A word on Quality Assurance

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

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