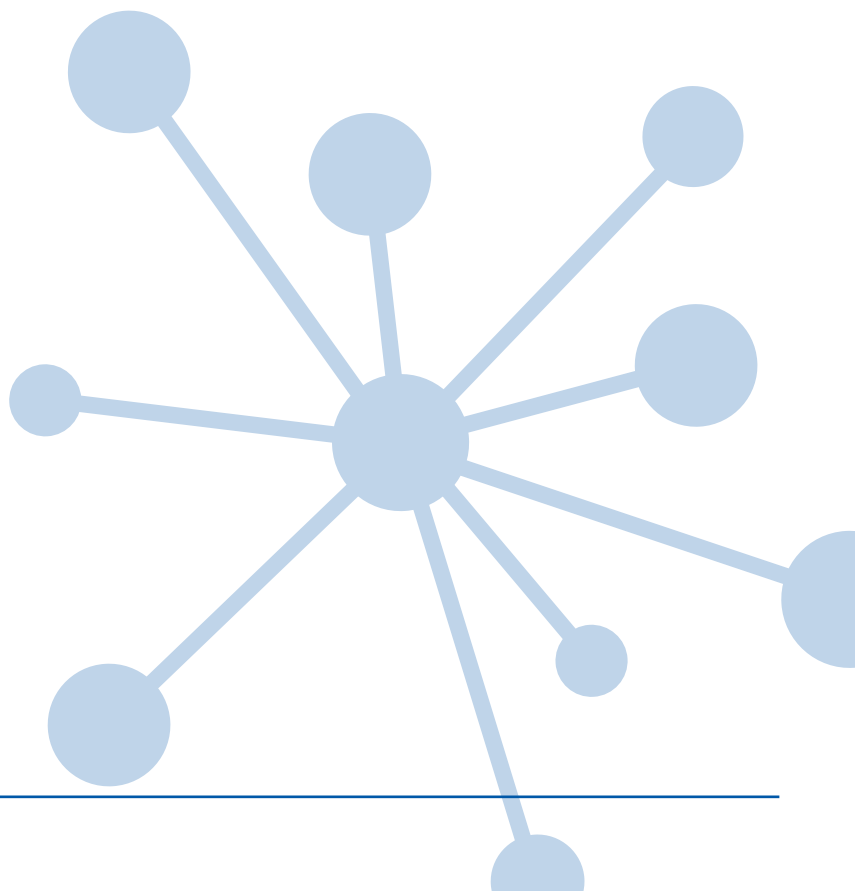




Banks Lane Infant School

Parent survey report – March 2017

In case of enquiries please contact Kirkland Rowell Surveys by emailing info@kirkland-rowell.com.
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Executive summary

This report details the findings of the first Kirkland Rowell Parent Survey for Banks Lane Infant School. The report measures the levels of satisfaction among the pupils' parents for a range of criteria, which have been previously identified as being important to the parents of school pupils. 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 March 2017. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 88 completed questionnaires were returned representing a response rate of 28.4%. The response meant that data could be drawn for all criteria.
- The parents gave an excellent overall performance score (90.8%) (see page 5).
- Of the parents whose children were not in their first year at the school 38% said the school had improved over the last year and 2% thought that the school's performance was worse (see page 23).
- Of the parents of new pupils, 2% felt that the school had not lived up to their expectations and 40% said the school was better than they had expected it to be (see page 23).
- With regards to non-academic areas, parents are most happy with School communication, Computer access and Library facilities.
- The parents are least happy with Suitable class sizes, Out of school activities and School discipline.
- The parents' top priorities for improvement are Out of school activities, Suitable class sizes and Control of bullying.
- The parents of female pupils gave significantly higher scores for School discipline, School communication and Use of exams and testing.

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 non-academic criteria

	Importance	Ranking
88.1% School communication	(73.7%)	7th
87.3% Computer access	(25.4%)	14th
87.3% Library facilities	(15.7%)	17th
87.1% Developing potential	(67.7%)	8th
86.9% Levels of homework	(17.9%)	16th

Relative weaknesses for non-academic criteria

	Importance	Ranking
76.4% Suitable class sizes	(45.5%)	12th
77.0% Out of school activities	(15.3%)	18th

Response to survey

88 completed questionnaires were returned representing a response rate of 28.4%.

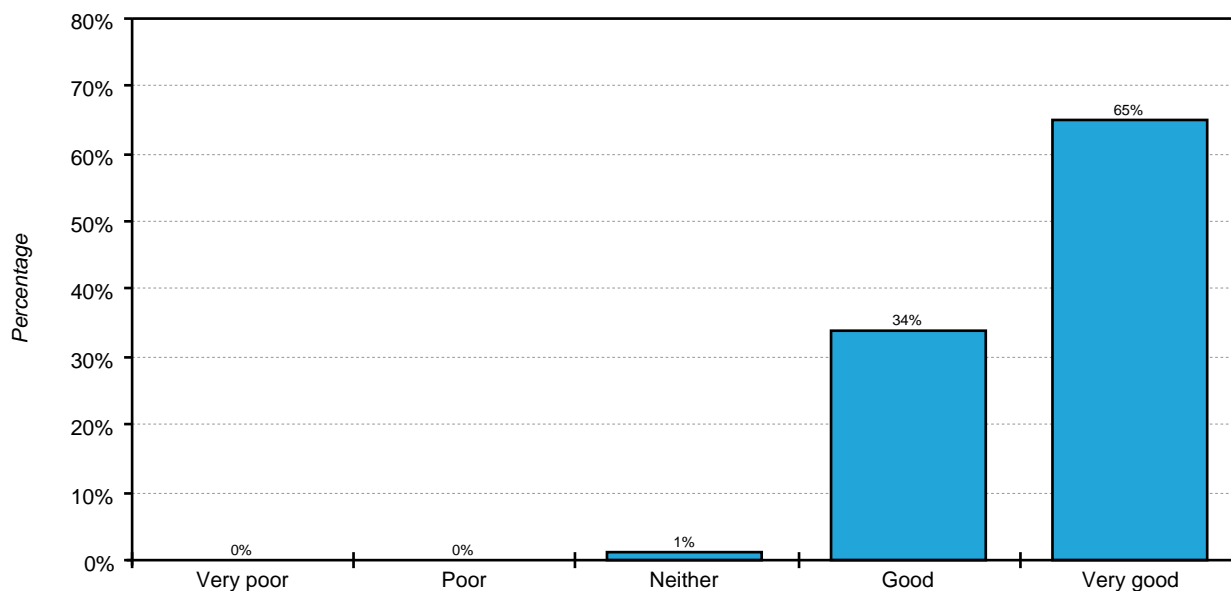
	Proportion of responses (%)	Number of responses
Responses from parents of male pupils	53.4	47
Responses from parents of female pupils	46.6	41
Responses from parents of Nursery pupils	14.8	13
Responses from parents of Reception pupils	27.3	24
Responses from parents of Year 1 pupils	25.0	22
Responses from parents of Year 2 pupils	33.0	29

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	90.8		

	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	0.0			98.8

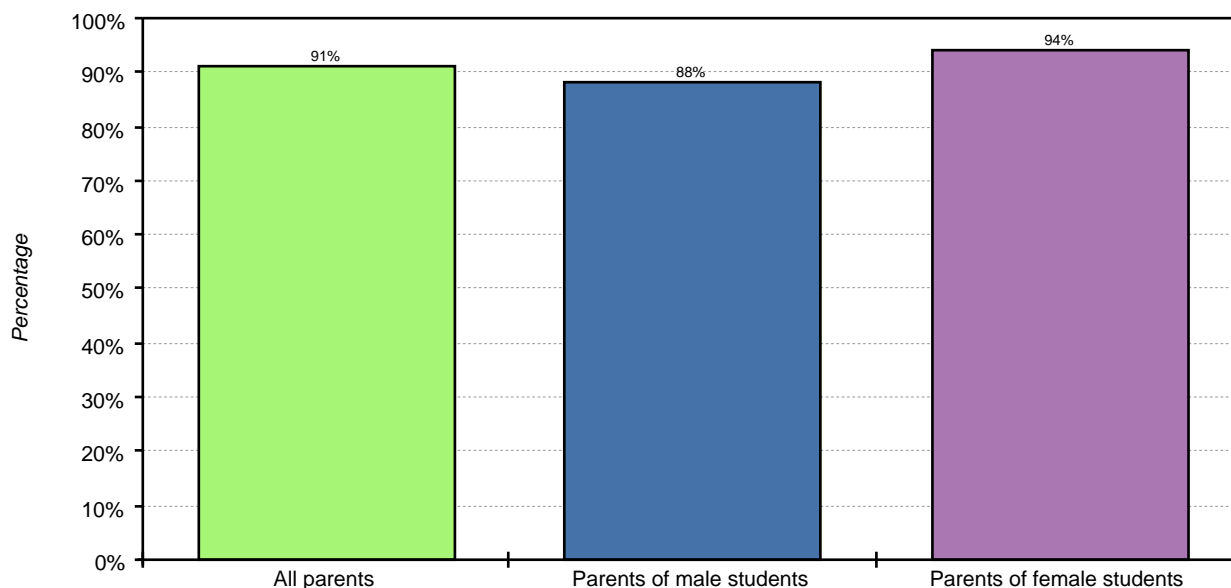
Overall parental satisfaction



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

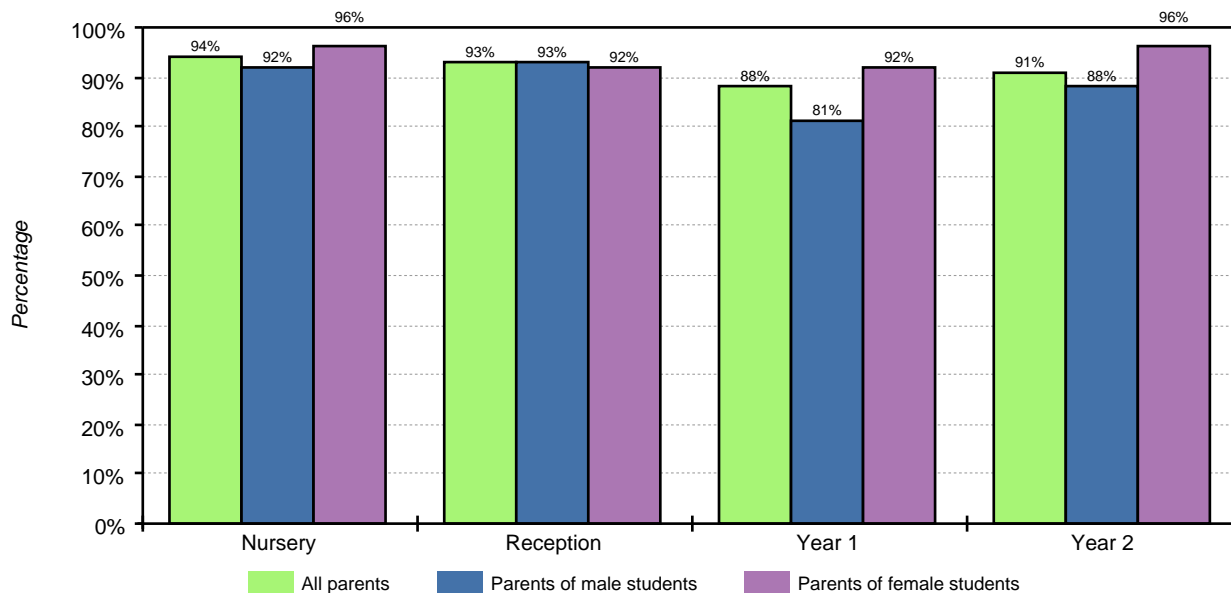
Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender



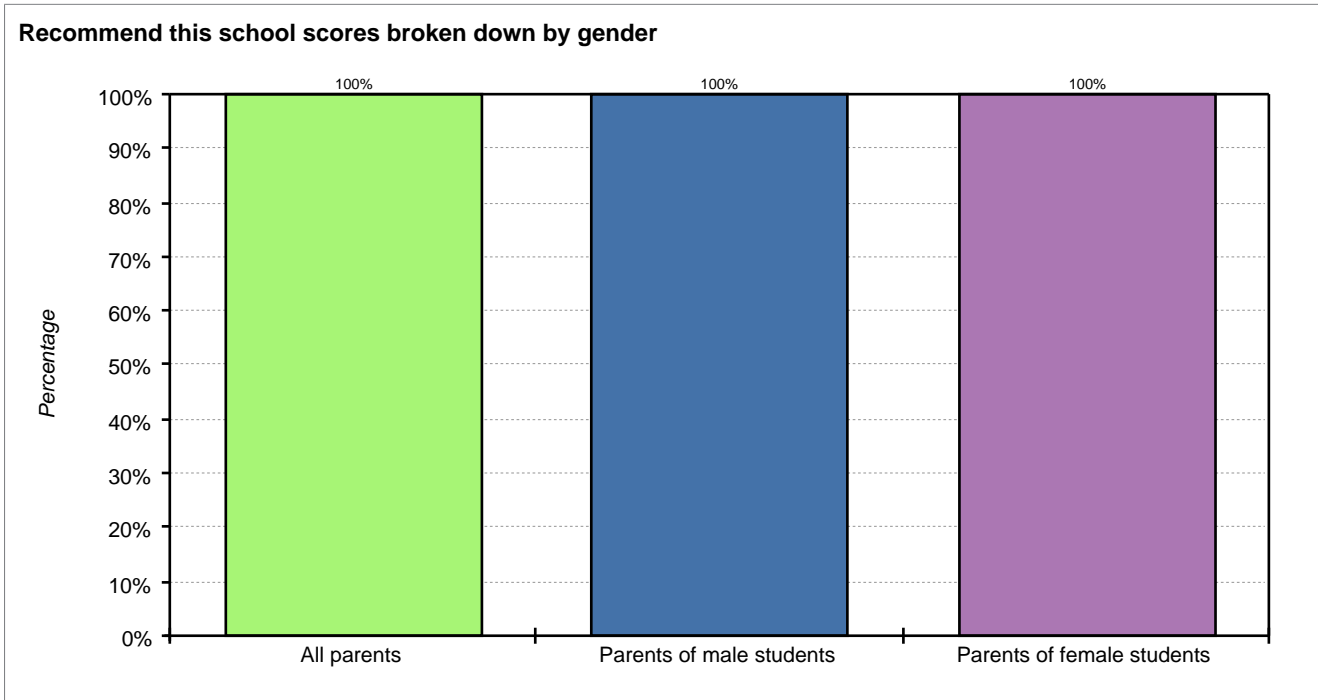
- The parents gave an excellent overall performance score of 90.8%.
- Parents of male pupils scored the overall performance of the school broadly in line with the parents of female pupils.

Overall performance scores broken down by year group

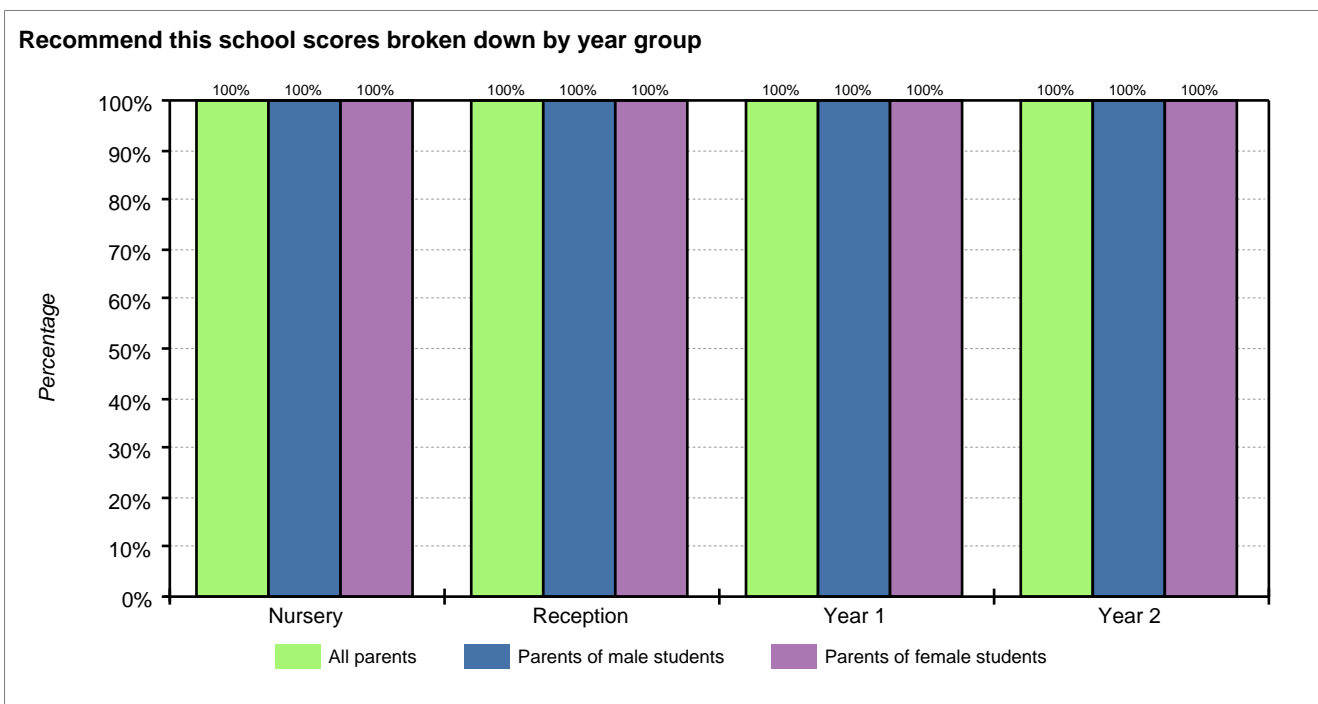


- Parents of Nursery pupils scored the highest overall from other year groups and are therefore most satisfied with the school’s performance.
- Parents of Reception male pupils and parents of Nursery and Year 2 female pupils scored the highest overall from other year groups and are therefore most satisfied with the school’s performance.

Parents recommend this school broken down by gender and year group



- 100.0% of parents said they would recommend this school to another parent.
- Parents of male pupils would recommend this school to another parent the same as parents of female pupils.



- Parents of Nursery, Year 1 and Year 2 pupils would recommend this school to another parent more than parents from other year groups.
- Parents of Nursery, Year 1 and Year 2 male pupils and parents of Nursery, Year 1 and Year 2 female pupils 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 non-academic and additional criteria. Explanations have been provided to help you to interpret your results.

Interpreting results

Non-academic and **additional** 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)

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 170 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 pupils 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 170 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.

Additional criteria	This survey (%)	Previous survey (%)	% Change
	86.2	82.8	+3.4
	82.6	80.9	+1.7
Access to staff	72.4	66.1	+6.3
Church links and support	72.3		
Tailoring workload to child's needs	72.1		
Encouraging and listening to pupil views	71.4		
Encouraging and listening to parent views	70.8		
Providing a rewarding achievement	70.1		
Handling complaints	69.9	64.9	+5.0
Explaining to parents how to help child	67.2		
Ensuring pupils make good progress	67.2	62.1	+5.1
Behaviour management	66.5	65.4	+1.1
Encouraging and listening to parent views	66.3		
Workload of staff	65.5	62.8	+2.7
Relationship between tutor and child *	64.3		
Extra curricular activities	62.1	74.8	-12.7
School uniform	61.5	63.4	-1.9
Attitude of non academic staff	49.5		
Encouraging local community activity	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.

Criteria 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 pupils parents 'usually' say.

Scores below the red line indicate 'attention advised'.

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

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

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	88.1		
Computer access	87.3		
Library facilities	87.3		
Developing potential	87.1		
Levels of homework	86.9		
Caring teachers	85.9		
School security	85.4		
Use of exams and testing	84.9		
Developing confidence	84.4		
Teaching quality	84.4		
School facilities	84.3		
Happiness of child	83.8		
Range of subjects taught	82.9		
Control of bullying	82.2		
Community spirit	81.7		
Social health education	81.6		
Developing moral values	81.5		
School discipline	81.1		
Out of school activities	77.0		
Suitable class sizes	76.4		

- Parents consider delivery of the following non-academic areas to be 'outstanding': School communication, Computer access, Library facilities, Developing potential, Levels of homework, Caring teachers, School security, Use of exams and testing, Developing confidence, Teaching quality, School facilities, Happiness of child, Range of subjects taught, Control of bullying, Community spirit, Social health education, Developing moral values and School discipline.
- Parents consider delivery of the following non-academic areas to be 'good': Out of school activities and Suitable class sizes.
- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Control of bullying and Out of school activities.

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' (%)
Caring teachers	0.0			97.8
Computer access	0.0			90.0
Developing moral values	0.0			89.1
Happiness of child	0.0			95.1
Library facilities	0.0			83.9
School discipline	0.0			89.4
School facilities	0.0			94.1
Social health education	0.0			78.9
Teaching quality	0.0			97.5
School communication	2.4			82.3
Community spirit	2.4			83.1
Levels of homework	2.4			82.2
School security	2.4			91.6
Developing confidence	2.4			95.1
Developing potential	2.5			87.4
Range of subjects taught	2.6			89.7
Use of exams and testing	7.2			78.6
Suitable class sizes	7.6			67.0
Control of bullying	8.6			65.7
Out of school activities	15.8			68.4

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
School discipline	88.8	18th		
Happiness of child	86.2	12th		
Teaching quality	84.0	10th		
Control of bullying	82.9	14th		
School security	77.8	7th		
Caring teachers	74.6	6th		
School communication	73.7	1st		
Developing potential	67.7	4th		
Developing confidence	64.4	9th		
Developing moral values	59.9	17th		
School facilities	48.1	11th		
Suitable class sizes	45.5	20th		
Range of subjects taught	33.4	13th		
Computer access	25.4	2nd		
Community spirit	19.7	15th		
Levels of homework	17.9	5th		
Library facilities	15.7	3rd		
Out of school activities	15.3	19th		
Social health education	14.0	16th		
Use of exams and testing	5.1	8th		

With regard to the five criteria most important to parents:

- The school performs less well in: School discipline.

Importance: your school vs. similar schools

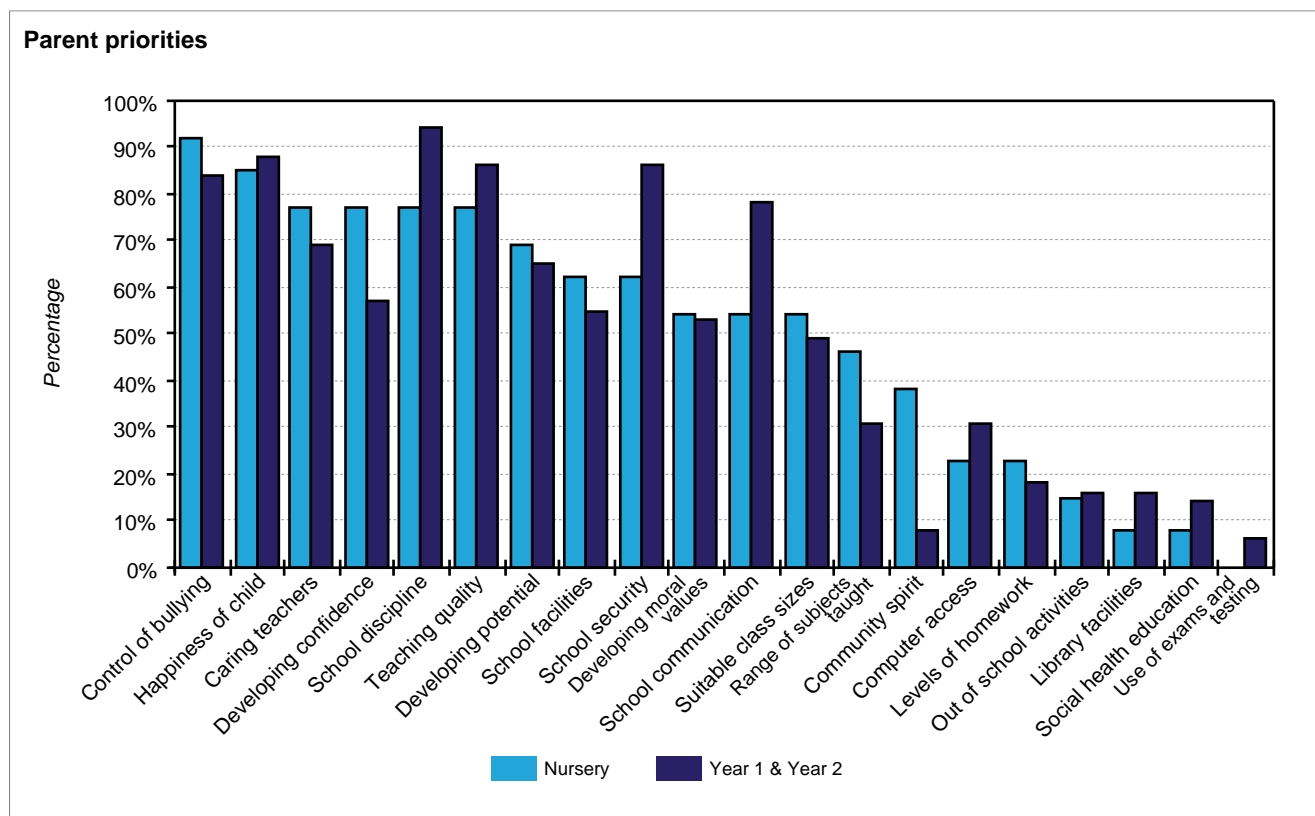
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column 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
School discipline	88.8	1st	2nd	+1
Happiness of child	86.2	2nd	3rd	+1
Teaching quality	84.0	3rd	1st	-2
Control of bullying	82.9	4th	7th	+3
School security	77.8	5th	10th	+5 ▲
Caring teachers	74.6	6th	6th	0
School communication	73.7	7th	8th	+1
Developing potential	67.7	8th	5th	-3
Developing confidence	64.4	9th	4th	-5 ▼
Developing moral values	59.9	10th	9th	-1
School facilities	48.1	11th	12th	+1
Suitable class sizes	45.5	12th	11th	-1
Range of subjects taught	33.4	13th	13th	0
Computer access	25.4	14th	17th	+3
Community spirit	19.7	15th	15th	0
Levels of homework	17.9	16th	14th	-2
Library facilities	15.7	17th	20th	+3
Out of school activities	15.3	18th	16th	-2
Social health education	14.0	19th	19th	0
Use of exams and testing	5.1	20th	18th	-2

- Most 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.
- Parents from your school selected the following criteria as more important than parents at similar schools: School security.
- Parents from your school selected the following criteria as less important than parents at similar schools: Developing confidence.

How parent priorities change as pupils get older

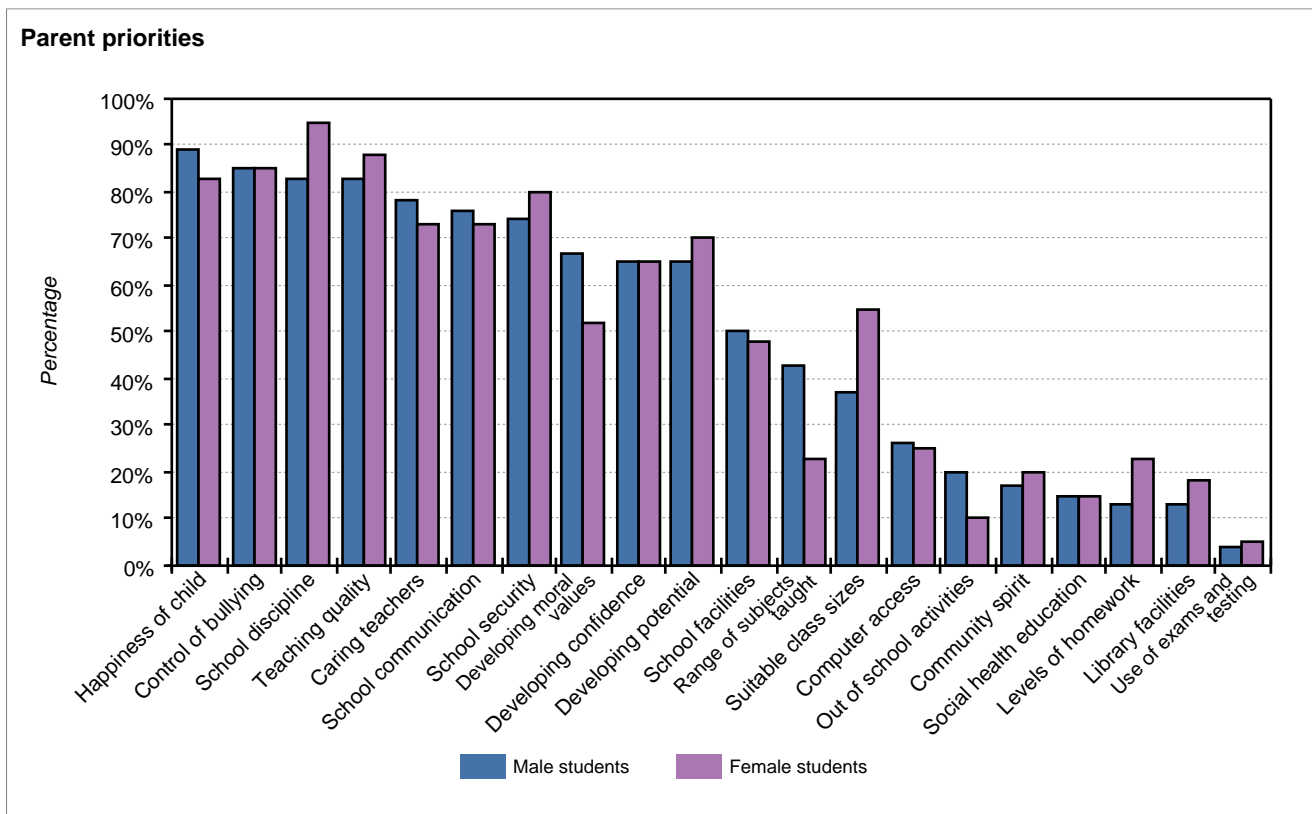
The graph below shows which criteria parents of Nursery pupils selected as important compared to which criteria parents of Year 1 & Year 2 pupils selected as important. This shows us how parent priorities change as the pupils get older.



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

How parent priorities change by gender of child

The graph below shows which criteria parents of female pupils selected as important compared to which criteria parents of male pupils 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
Range of subjects taught	12th	14th ▲

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 (%)
Out of school activities	25.6		7.4
Suitable class sizes	13.8		9.3
Control of bullying	9.2		6.5
Levels of homework	8.2		6.4
School security	6.5		3.6
School communication	5.4		13.3
Range of subjects taught	4.9		0.0
Caring teachers	4.0		2.0
Developing potential	4.0		14.8
Developing confidence	3.1		5.3
Computer access	3.1		2.9
School facilities	2.8		7.4
Teaching quality	2.6		4.7
Developing moral values	2.5		1.5
Happiness of child	2.1		2.5
Library facilities	1.6		2.3
School discipline	1.0		4.1
Community spirit	0.0		1.4
Social health education	0.0		0.7
Use of exams and testing	0.0		0.0

- Parents have given a higher priority to the following areas compared to similar schools: Out of school activities, Suitable class sizes and Range of subjects taught.
- Parents have given a lower priority to the following areas compared to similar schools: School communication, Developing potential and School facilities.

Standing out from the crowd

The following section gives the Parental perceptions for each of the aspects of the Standing out from the crowd framework.

These headings should form the basis of your school's annual self-evaluation report; which is the starting point of the inspection process. Remember that you must also consider other stakeholders' views and internally generated performance data in preparing a complete viewpoint in your self-evaluation report.

For each of the aspects of the framework, where we have generated evidence, we list the relevant criteria with their rated score, and a summary grade. These grades follow a 4 point grading scale, as follows:

- Excellent** = Many strengths including significant examples of sector leading practice.
- Good** = Many strengths and no important areas requiring significant improvement.
- Adequate** = Strengths outweigh areas for improvement.
- Unsatisfactory** = Important areas for improvement outweigh strengths.

Standing out from the Crowd

Reasons why parents might choose a school and how your school measures up.

1. School ethos, values and care provision.

Developing potential	87.1%
School security	85.4%
Developing confidence	84.4%
Teaching quality	84.4%
Range of subjects taught	82.9%
Community spirit	81.7%
School discipline	81.1%
Suitable class sizes	76.4%

Summary grade for this section = **Excellent**

2. Academic standards.

Use of exams and testing	84.9%
Teaching quality	84.4%
Range of subjects taught	82.9%
Suitable class sizes	76.4%

Summary grade for this section = **Excellent**

3. Discipline and behaviour.

Happiness of child	83.8%
Control of bullying	82.2%
School discipline	81.1%

Summary grade for this section = **Excellent**

4. Individual attention.

Caring teachers	85.9%
Happiness of child	83.8%
Suitable class sizes	76.4%

Summary grade for this section = **Excellent**

5. Extensive extra curricular activities.

Developing potential	87.1%
School facilities	84.3%

Summary grade for this section = **Excellent**

6. Sport for all is encouraged.

Developing potential 87.1%

School facilities 84.3%

Summary grade for this section = **Excellent**

7. First class facilities.

Computer access 87.3%

Library facilities 87.3%

School facilities 84.3%

Summary grade for this section = **Excellent**

8. Affordability and value for money.

Your own assessment is required here.

Boarding section

For boarders other factors will come in to play: The following section has been especially designed to allow schools with boarding provision to gauge the perceived quality of their care for boarders; however it should also prove instructive to schools without boarding facilities.

B1. Pastoral care.

Caring teachers	85.9%
Developing confidence	84.4%
Happiness of child	83.8%
Control of bullying	82.2%
Community spirit	81.7%
School discipline	81.1%

Summary grade for this section = **Excellent**

B2. Nutrition and health.

Social health education	81.6%
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Summary grade for this section = **Excellent**

B3. Quality of living accommodation.

School security	85.4%
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Summary grade for this section = **Excellent**

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 pupils 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 pupils 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.

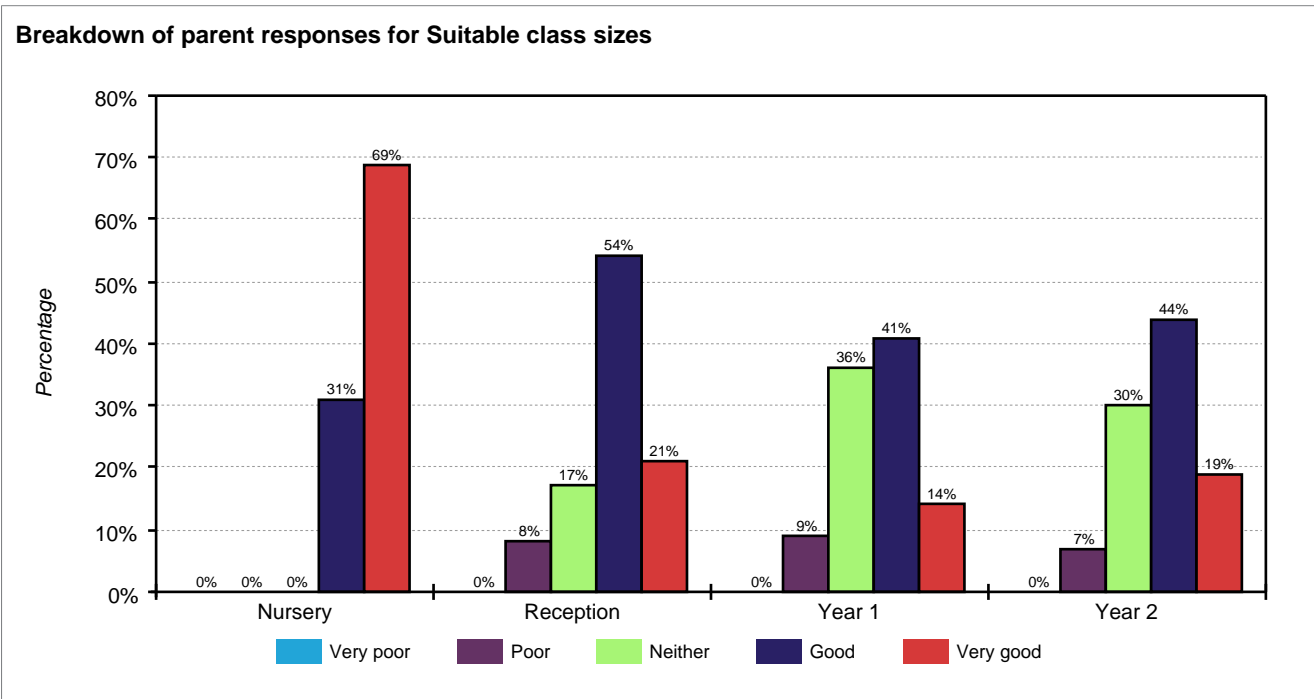
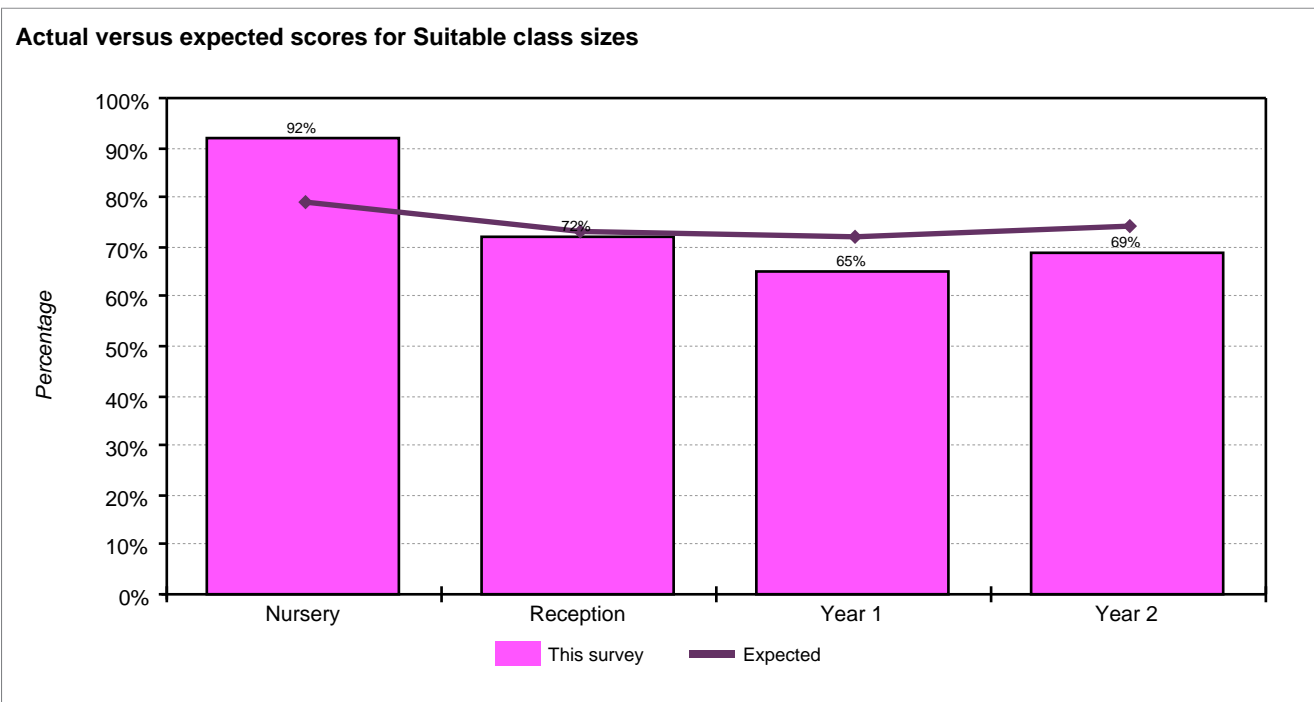
We have plotted your actual score for each year group against the score that we would have expected each year group to contribute, and the following pages identify those criteria where results were unexpected or unusual.

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 ‘Suitable class sizes’

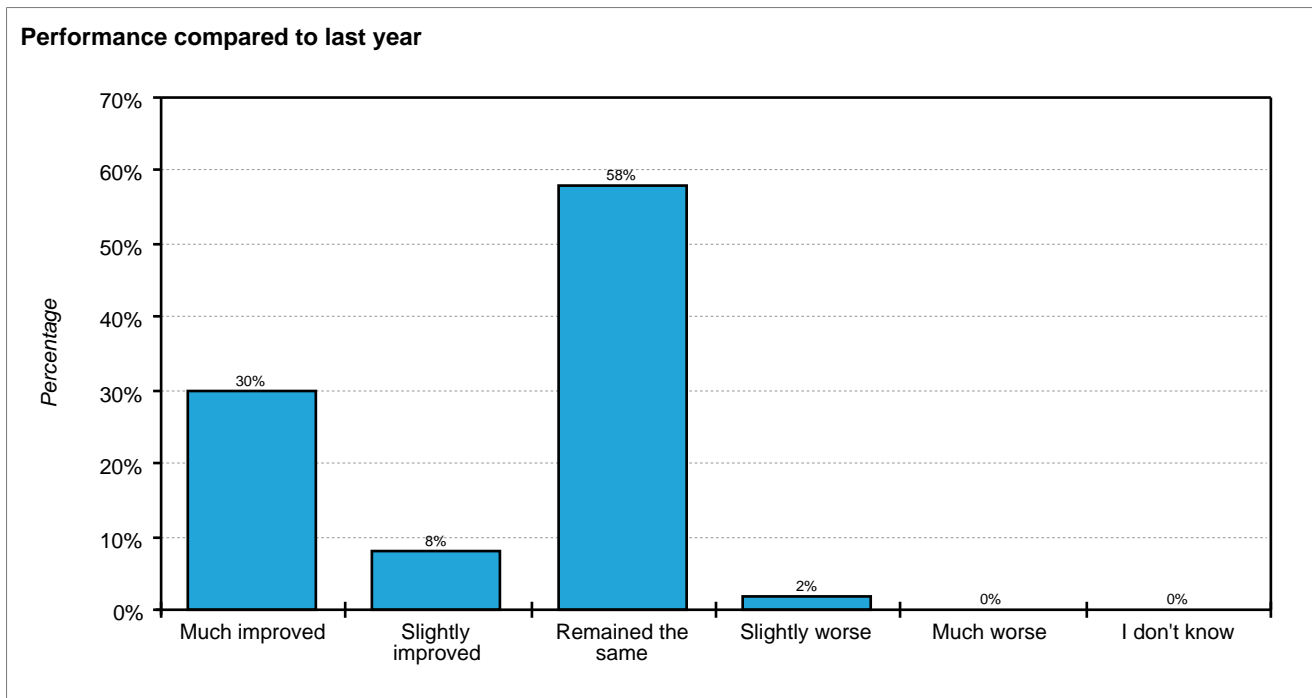
- The contribution towards the score for Suitable class sizes was higher than expected for Nursery.



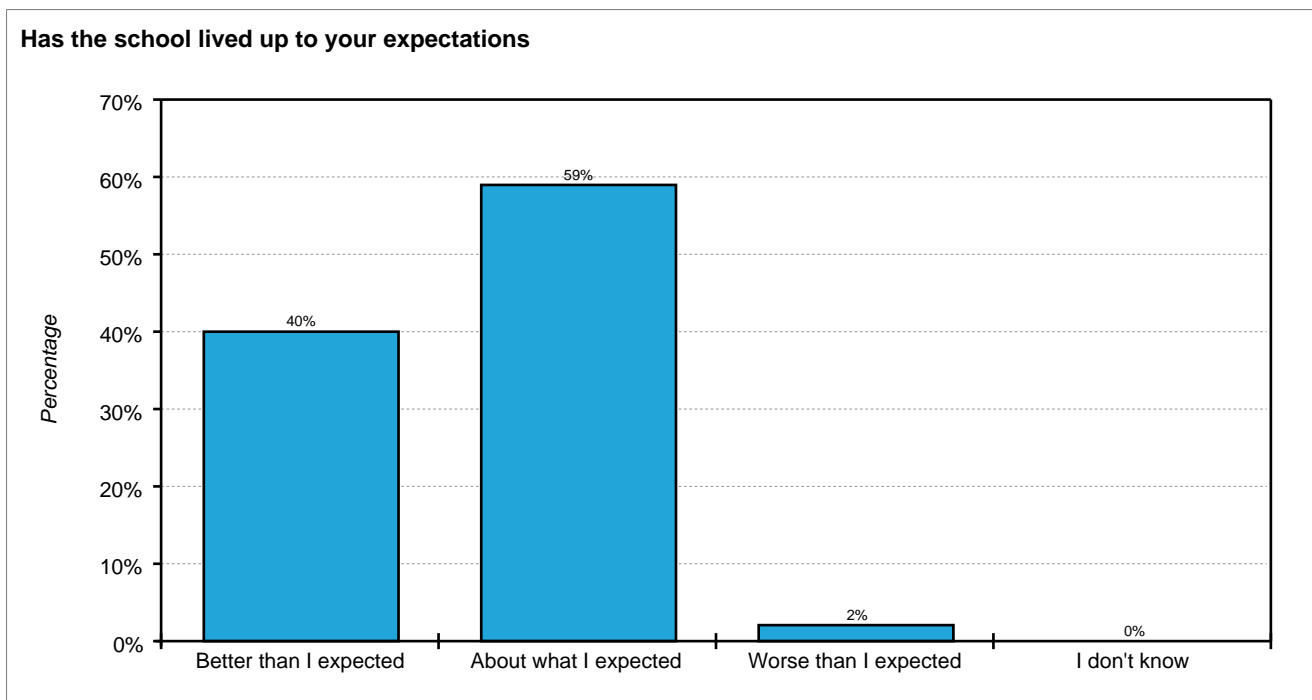
Standard analysis

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

Performance and expectations



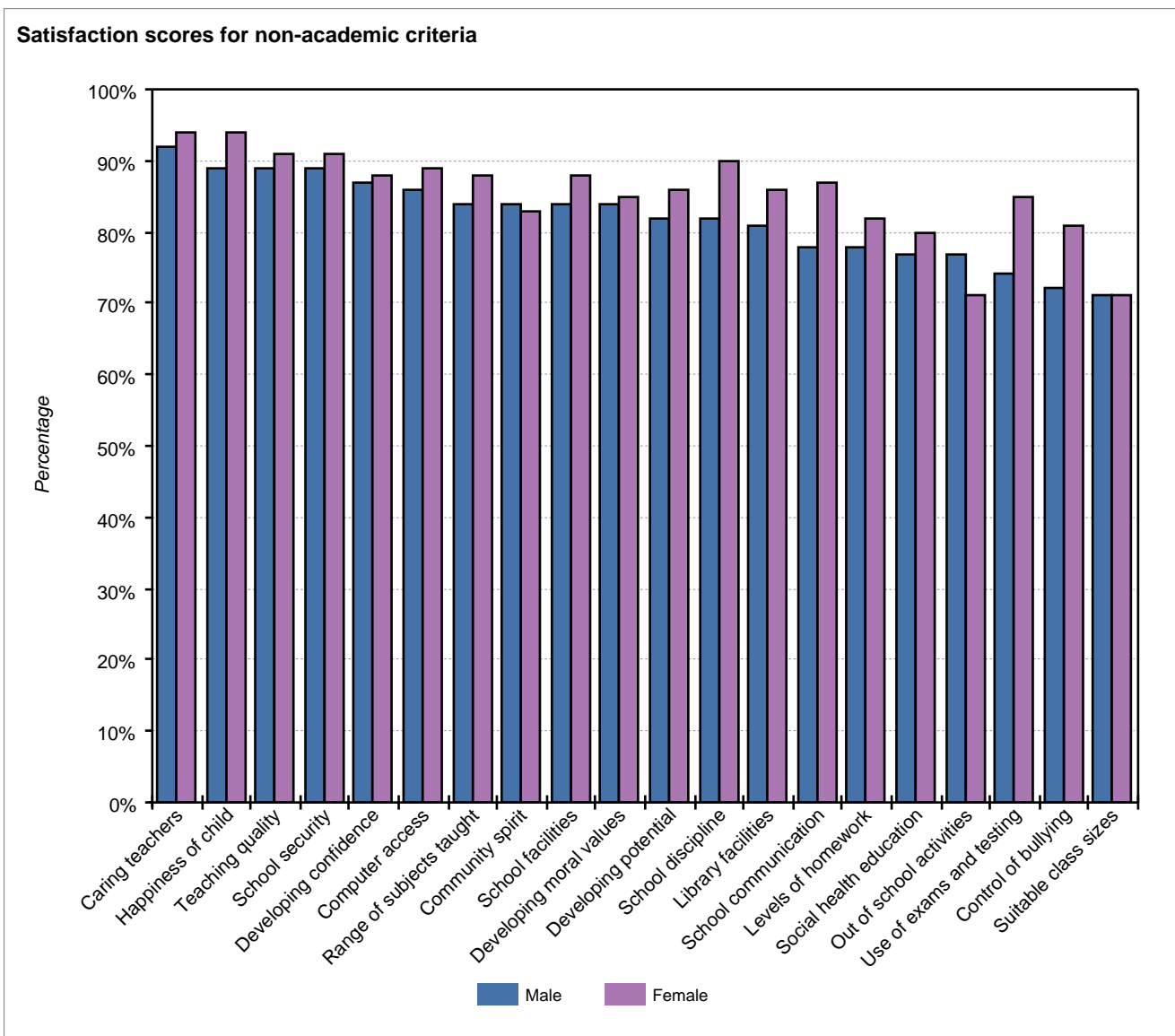
- Of the parents whose children were not in their first year at the school 38% said the school had improved over the last year and 2% thought that the school’s performance was worse.



- Of the parents of new pupils, 2% felt that the school had not lived up to their expectations and 40% 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.

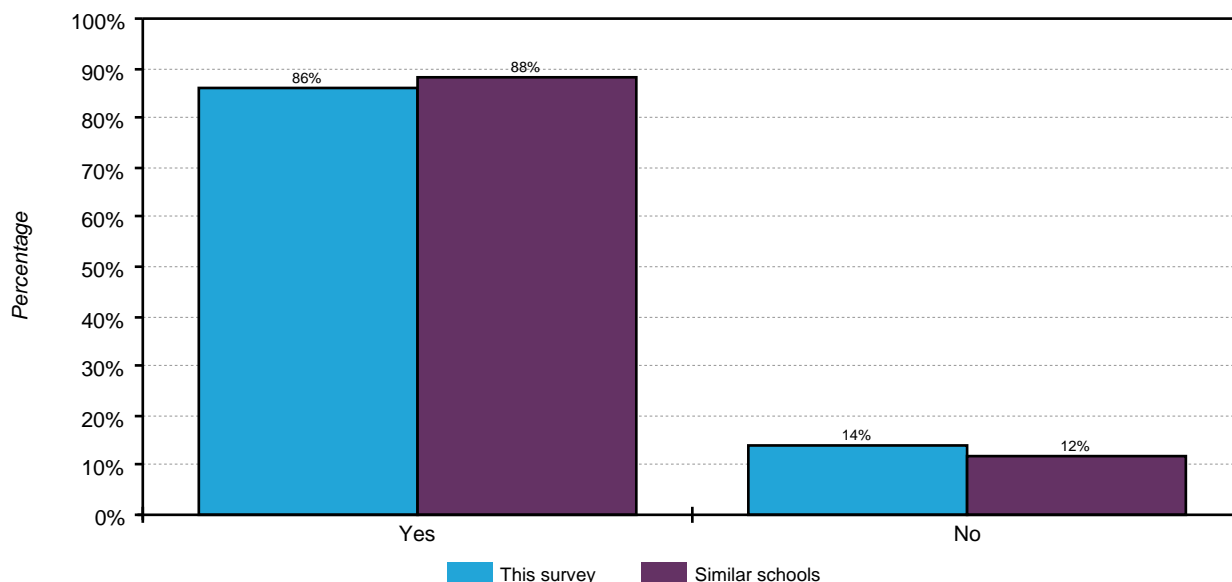


Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
School discipline	82.1	89.7 ▲
School communication	78.4	87.3 ▲
Use of exams and testing	74.4	85.0 ▲

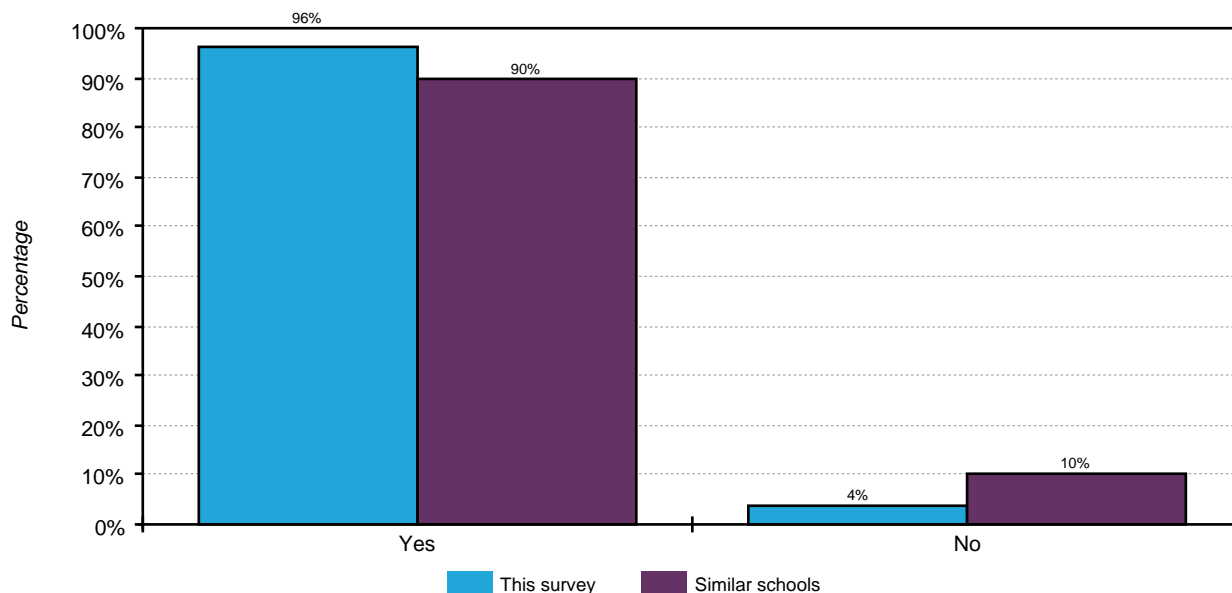
Healthy lifestyle

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?’



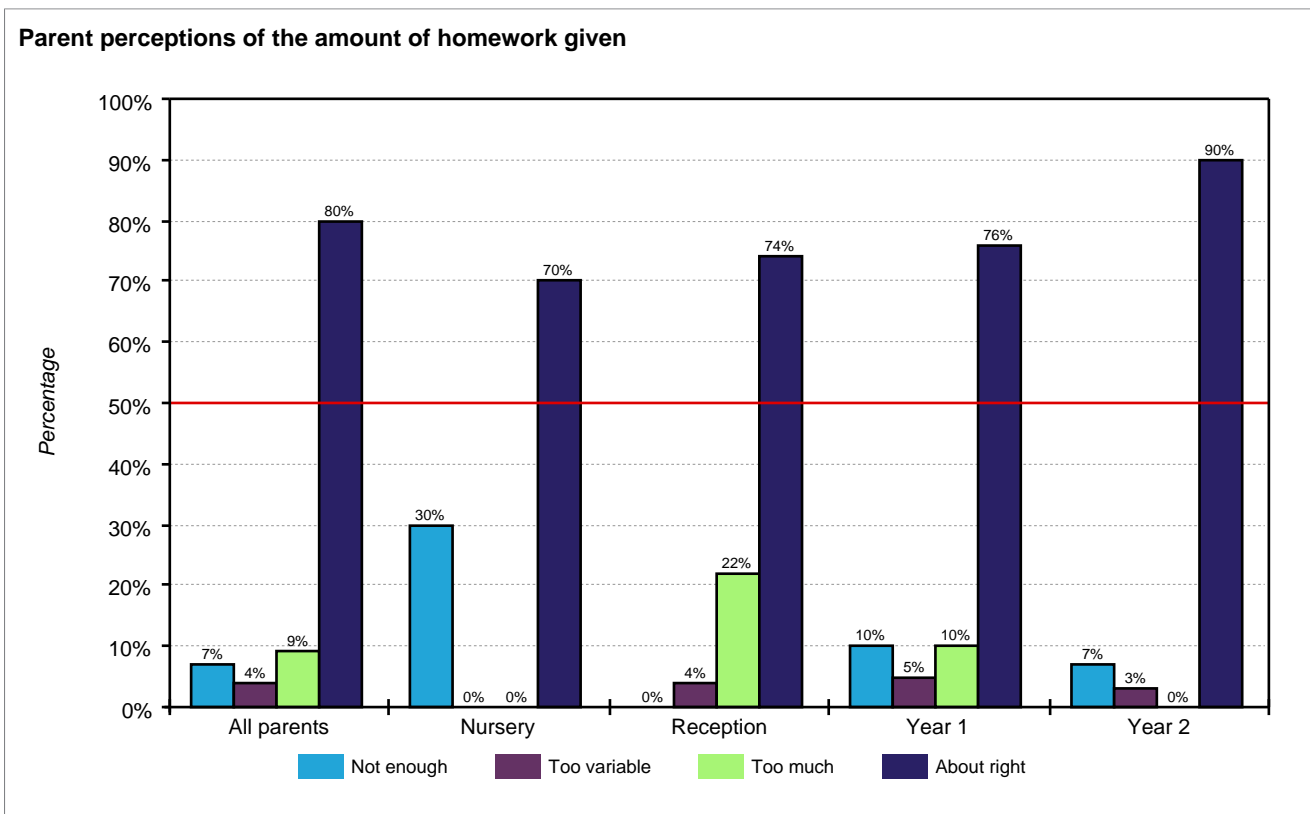
Parents’ responses to the question: ‘School encourages healthy lifestyle through exercise’



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”.



Year group analysis

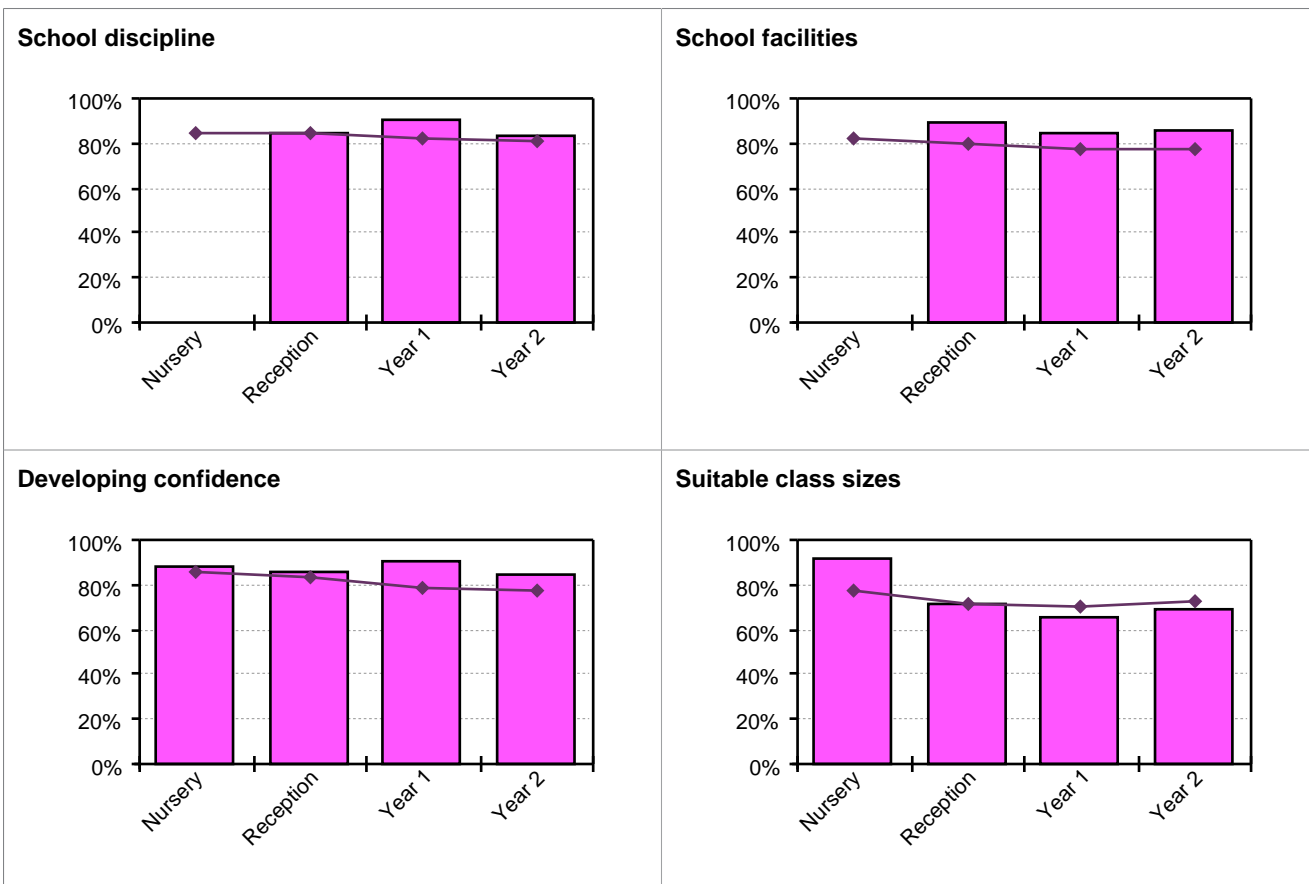
Analysis of year group scores compared to national average

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, pupils in that year group are more satisfied than the national average. If the bar is below the line, pupils 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 21).

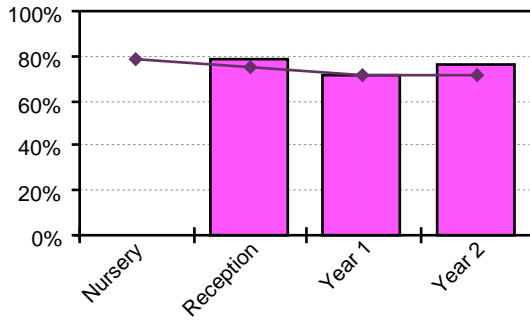
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

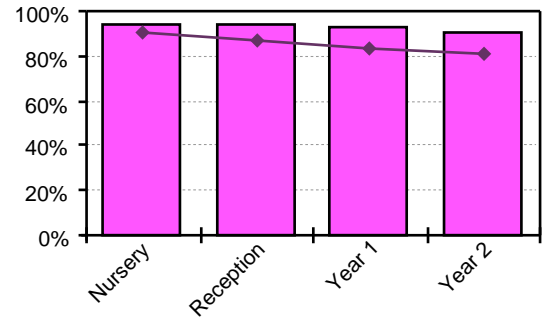
Year group analysis compared to national averages for non-academic criteria



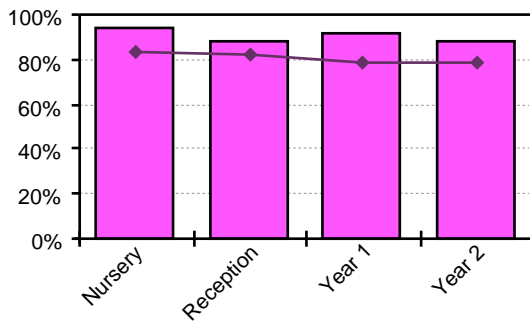
Control of bullying



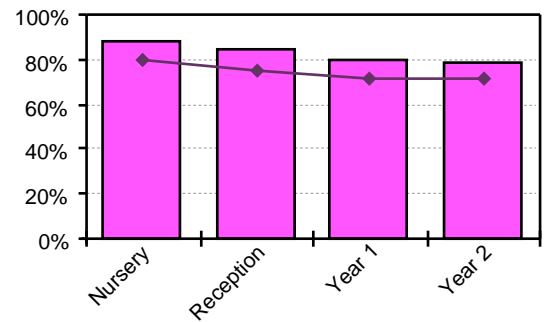
Caring teachers



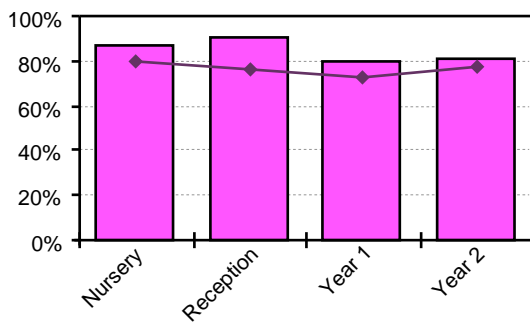
School security



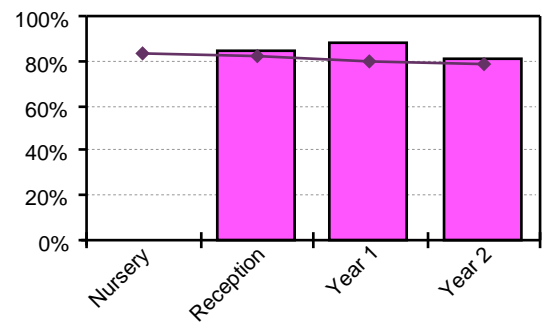
School communication



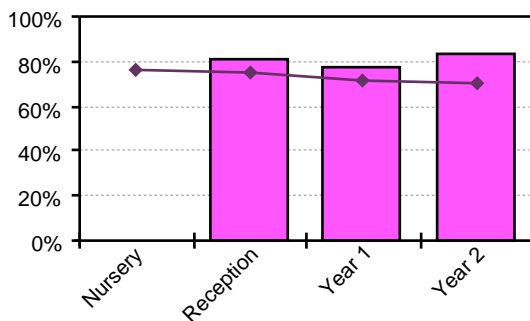
Library facilities



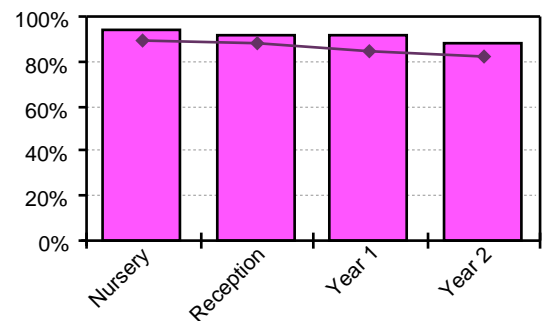
Developing moral values



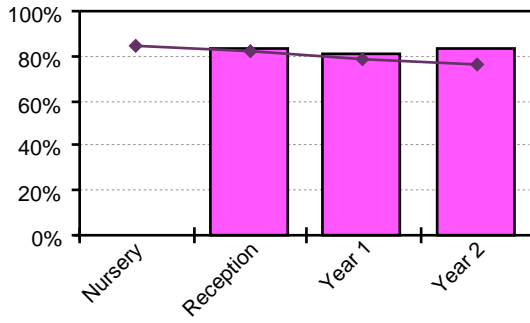
Levels of homework



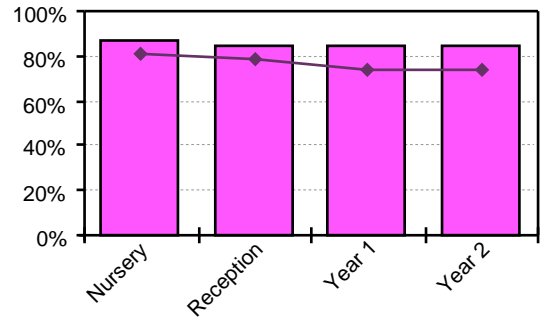
Happiness of child



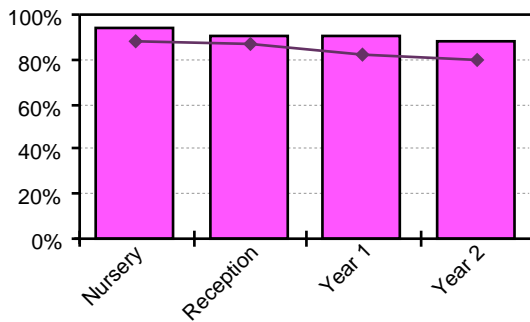
Community spirit



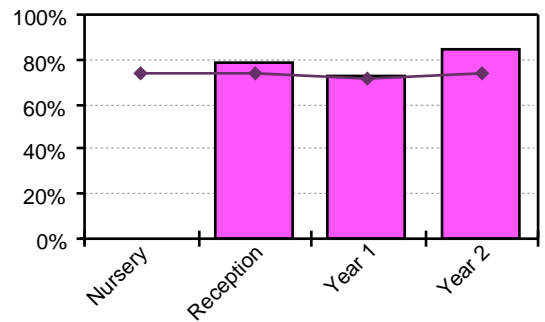
Developing potential



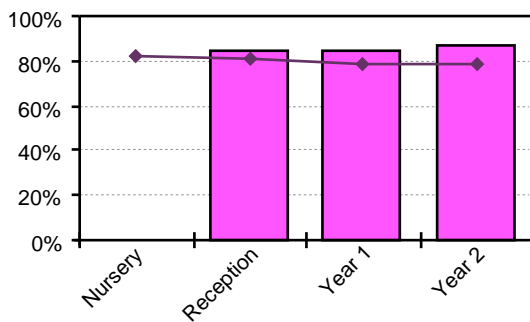
Teaching quality



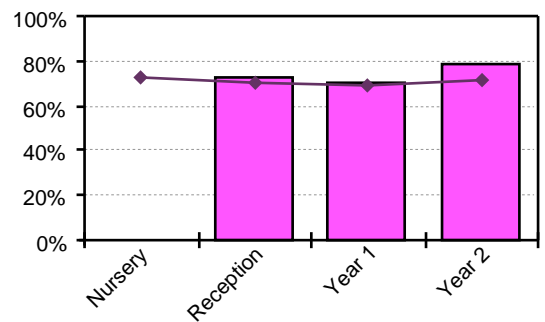
Use of exams and testing



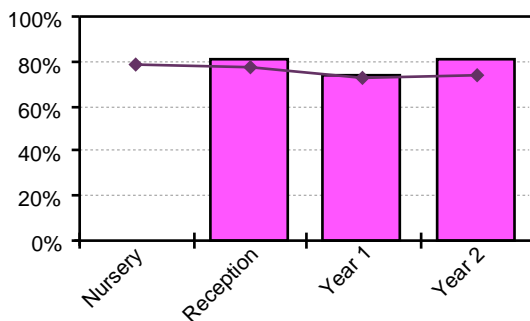
Range of subjects taught



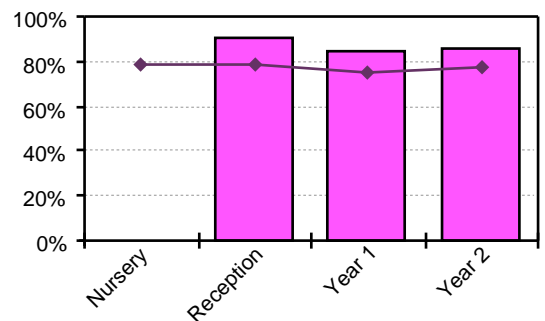
Out of school activities



Social health education



Computer access



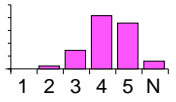
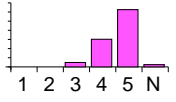
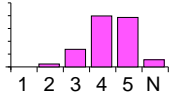
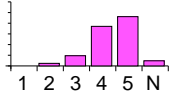
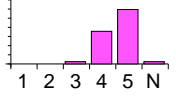
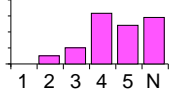
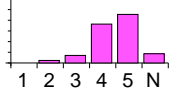
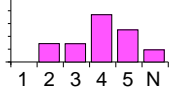
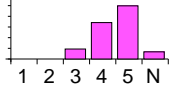
Appendix

Supplementary data and score breakdowns.

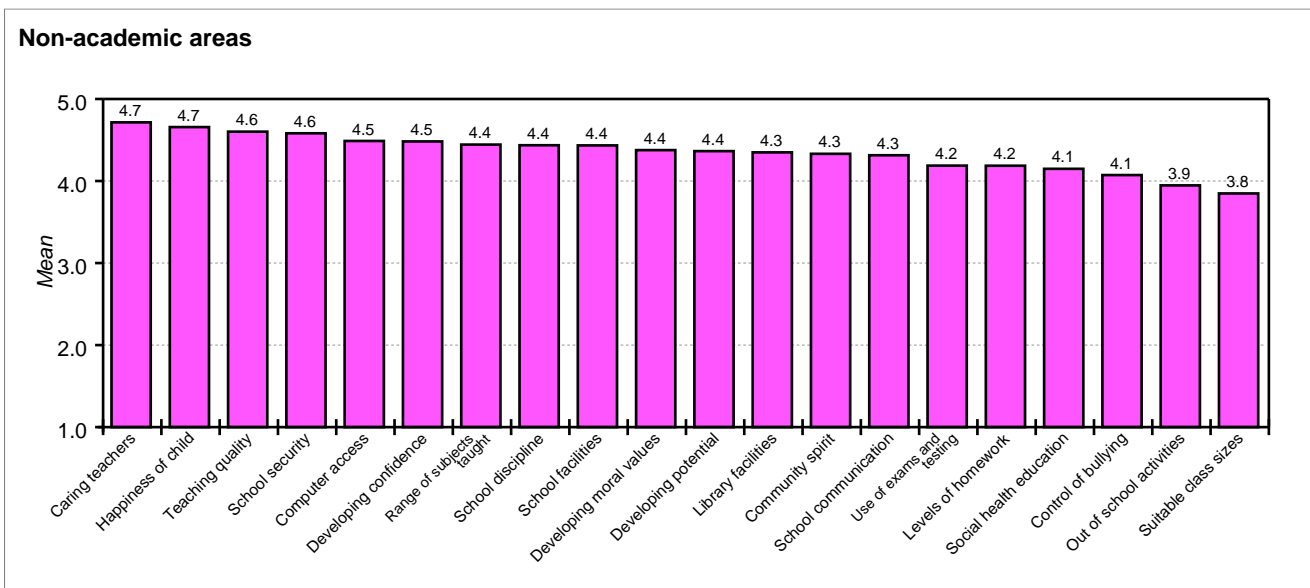
Non-academic criteria analysis

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	0.0%	0.0%	10.5%	41.7%	46.8%	1.0%	
School facilities	0.0%	0.0%	5.8%	46.3%	46.8%	1.1%	
Developing confidence	0.0%	2.4%	2.5%	42.4%	52.7%	0.0%	
Suitable class sizes	0.0%	7.2%	24.1%	43.2%	20.5%	4.9%	
Control of bullying	0.0%	7.1%	21.4%	27.5%	27.3%	16.7%	
Caring teachers	0.0%	0.0%	2.2%	33.7%	64.1%	0.0%	
School security	0.0%	2.4%	5.8%	29.4%	60.1%	2.4%	
School communication	0.0%	2.4%	15.3%	38.8%	43.5%	0.0%	
Library facilities	0.0%	0.0%	15.2%	37.4%	41.6%	5.8%	
Developing moral values	0.0%	0.0%	10.3%	44.3%	39.8%	5.7%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	0.0%	2.3%	14.4%	41.5%	35.7%	6.0%	
Happiness of child	0.0%	0.0%	4.8%	30.2%	62.5%	2.4%	
Community spirit	0.0%	2.3%	13.7%	39.8%	38.6%	5.6%	
Developing potential	0.0%	2.4%	9.6%	37.1%	46.2%	4.8%	
Teaching quality	0.0%	0.0%	2.4%	35.7%	59.5%	2.4%	
Use of exams and testing	0.0%	5.1%	10.1%	31.6%	24.1%	29.0%	
Range of subjects taught	0.0%	2.4%	7.1%	36.4%	45.5%	8.6%	
Out of school activities	0.0%	14.3%	14.2%	36.9%	25.1%	9.5%	
Social health education	0.0%	0.0%	15.4%	34.6%	23.3%	26.7%	
Computer access	0.0%	0.0%	9.4%	34.1%	49.8%	6.7%	

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



A word on Quality Assurance

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