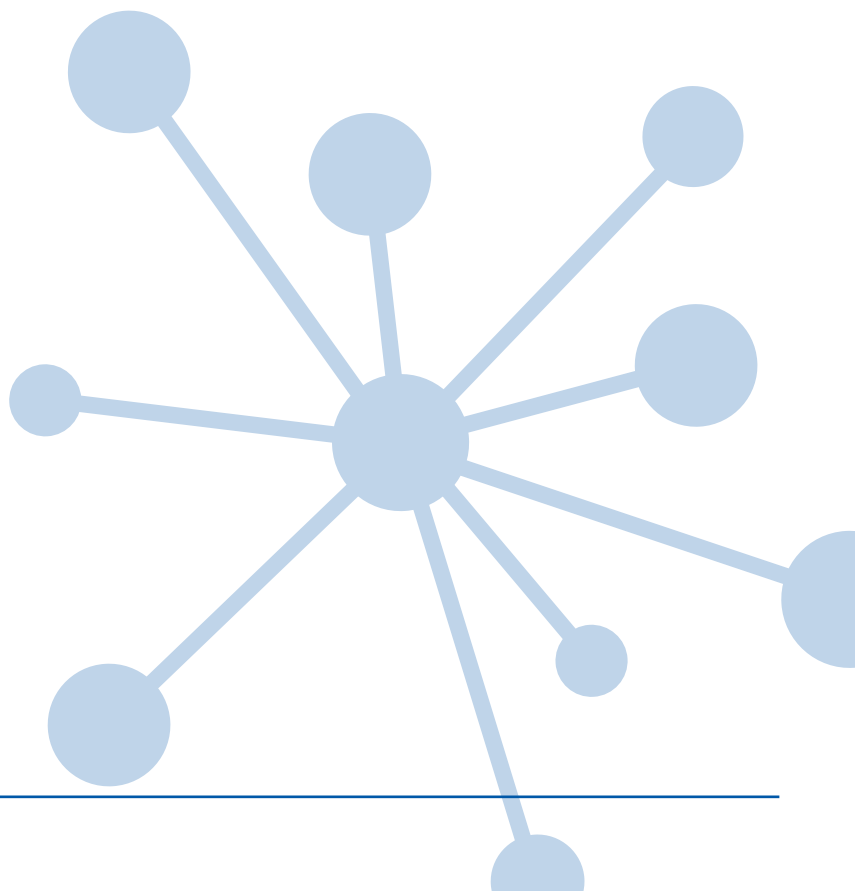


Banks Lane Infant and Nursery School

Parent survey report – March 2018

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Executive summary

This report details the findings of the third Kirkland Rowell Parent Survey for Banks Lane Infant and Nursery 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 2018. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 93 completed questionnaires were returned representing a response rate of 29.9%. The response meant that data could be drawn for all criteria.
- The parents gave an excellent overall performance score (86.0%) (see page 5).
- 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 5% thought that the school's performance was worse (see page 22).
- Of the parents of new pupils, 5% felt that the school had not lived up to their expectations and 39% said the school was better than they had expected it to be (see page 22).
- With regards to non-academic areas, parents are most happy with Levels of homework, Library facilities and Use of exams and testing.
- The parents are least happy with Out of school activities, Suitable class sizes and Community spirit.
- The parents' top priorities for improvement are Out of school activities, Suitable class sizes and School communication.

Summary of results since the previous survey

- There were no significant differences in satisfaction scores, at the 95% confidence level, since the previous survey.

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
88.3% Levels of homework	(17.5%)	16th
88.1% Library facilities	(10.2%)	18th
86.6% Use of exams and testing	(9.2%)	19th
86.4% Computer access	(22.4%)	14th
85.1% Developing potential	(82.1%)	4th

Relative weaknesses for non-academic criteria

	Importance	Ranking
72.8% Out of school activities	(17.1%)	17th
73.2% Suitable class sizes	(46.3%)	12th
78.1% Community spirit	(18.8%)	15th
79.2% School discipline	(90.3%)	1st
79.3% Control of bullying	(78.6%)	5th

Response to survey

93 completed questionnaires were returned representing a response rate of 29.9%.

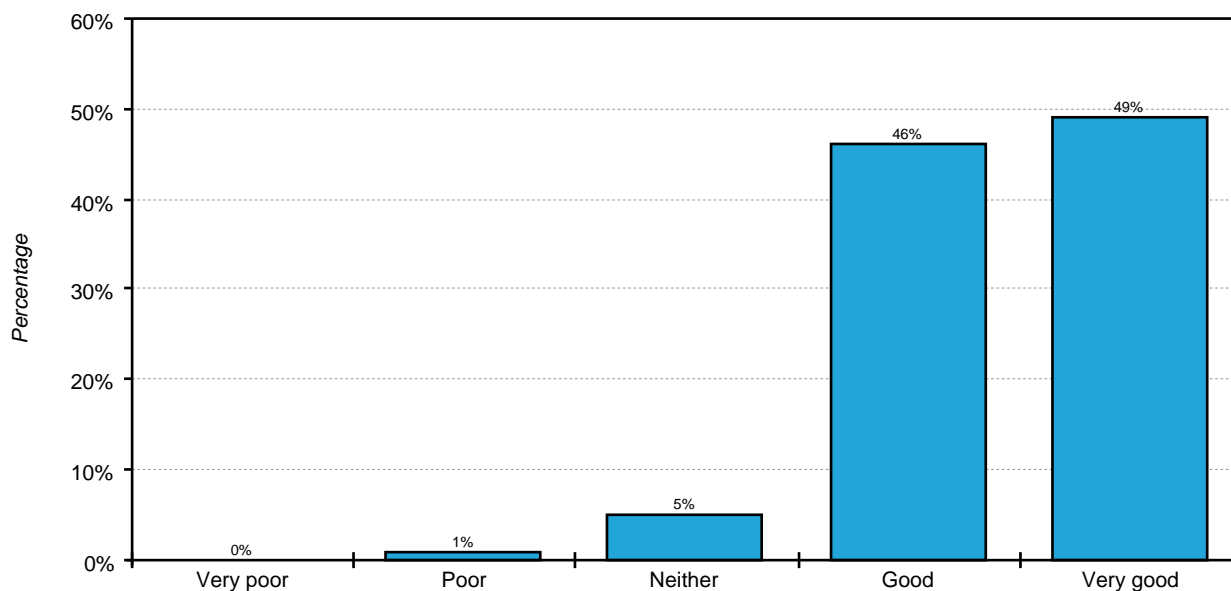
	Proportion of responses (%)	Number of responses
Responses from parents of male pupils	56.5	52
Responses from parents of female pupils	43.5	40
Responses from parents of Nursery pupils	8.6	8
Responses from parents of Reception pupils	34.4	32
Responses from parents of Year 1 pupils	26.9	25
Responses from parents of Year 2 pupils	30.1	28

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	86.0	90.8	-4.8

	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	1.1	0.0	+1.1	94.3

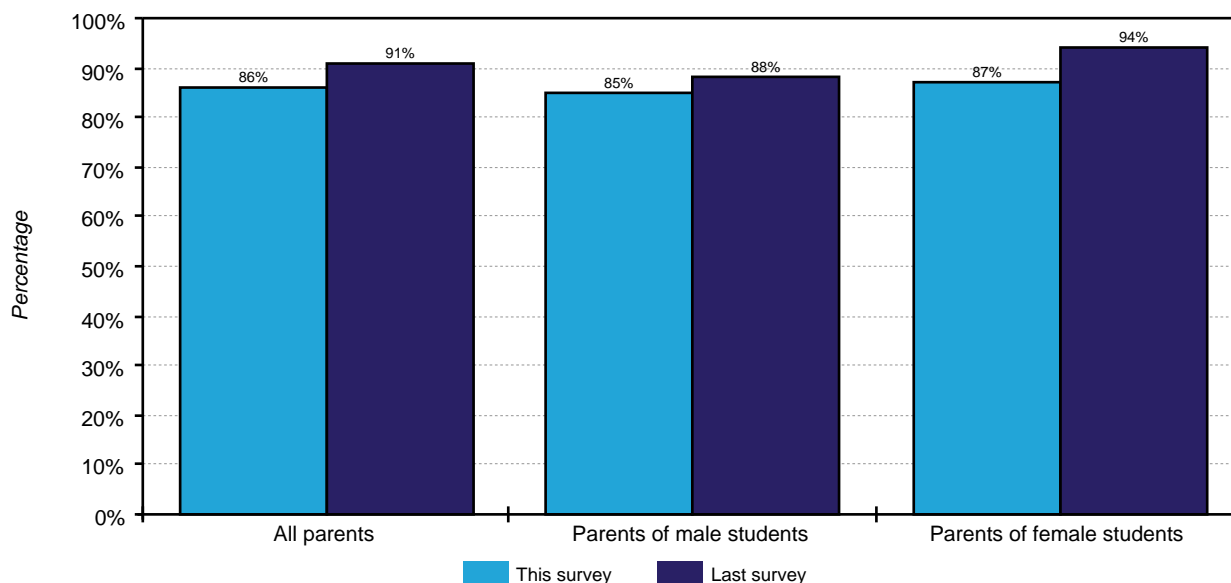
Overall parental satisfaction



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

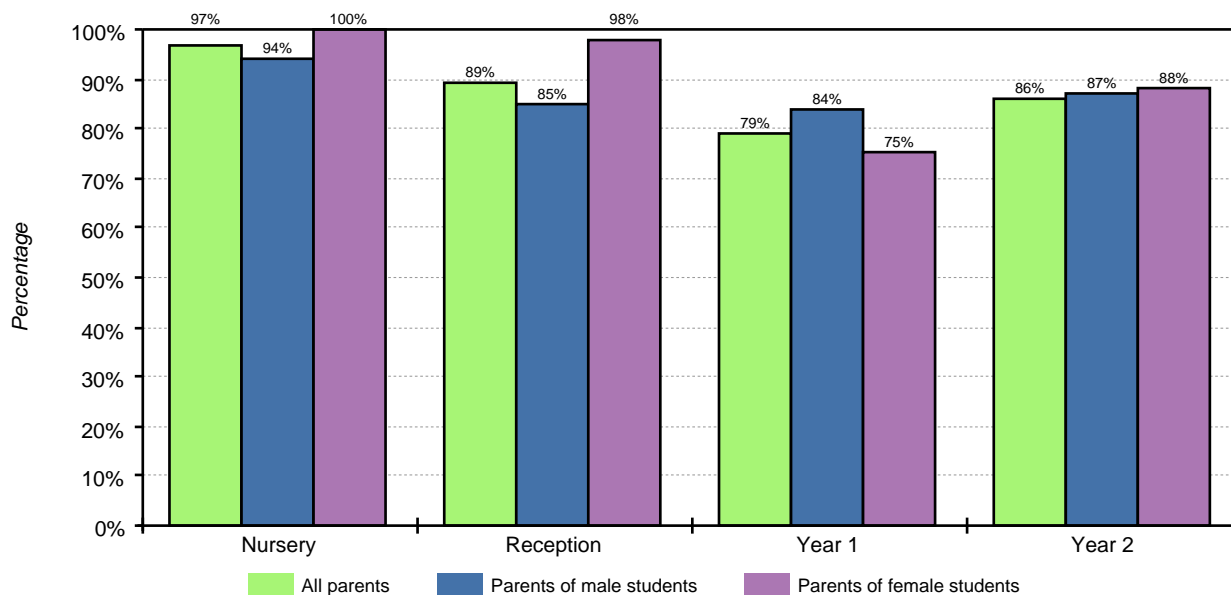
Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender



- The parents gave an excellent overall performance score of 86.0%, declined since the last survey.
- Parents of male pupils scored the overall performance of the school broadly in line with the parents of female pupils.

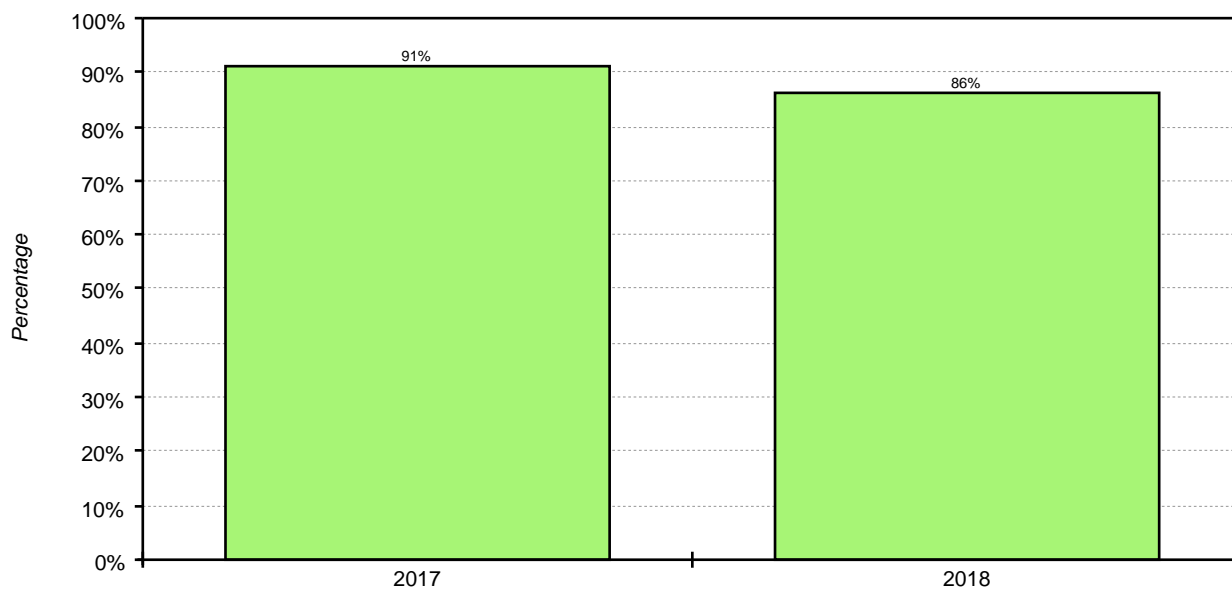
Overall performance scores broken down by year group



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

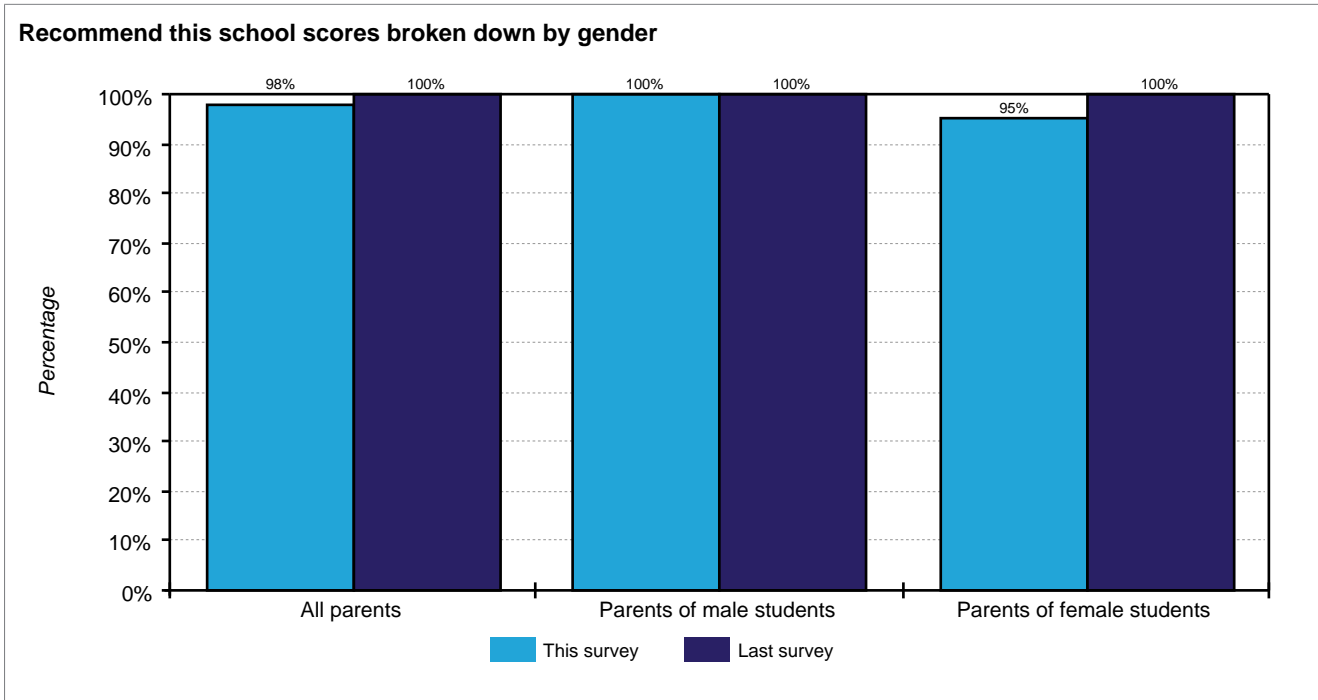
Time series analysis of overall performance scores

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

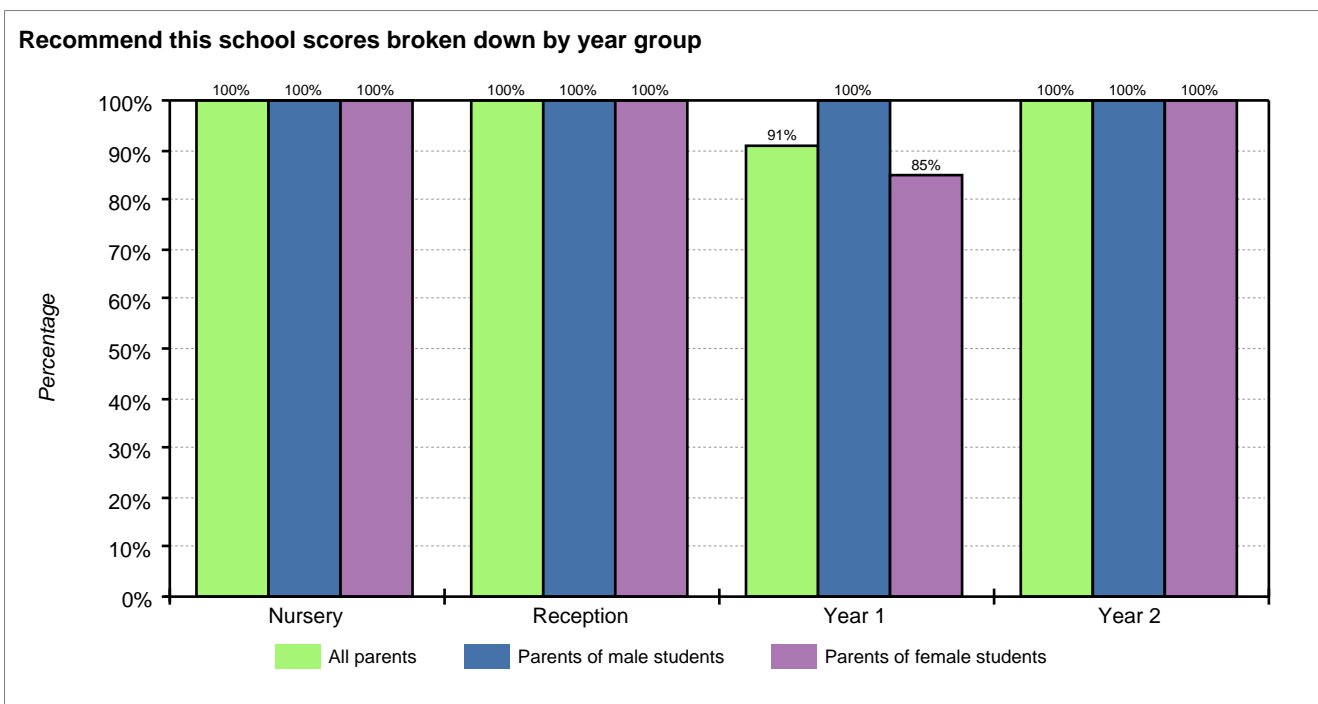


- There was no significant change over two surveys for the overall performance score.

Parents recommend this school broken down by gender and year group



- 97.6% of parents said they would recommend this school to another parent.
- Parents of male pupils would recommend this school to another parent broadly in line with parents of female pupils.



- Parents of Nursery 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 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 210 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 210 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.

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.

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		
Encouraging and 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
Effective classroom management	66.5	65.4	+1.1
Encouraging and praising	66.3		
Organisation of work	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		

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

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

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

Scores below the red line indicate 'attention advised'.

* 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.

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
Levels of homework	88.3	86.8	+1.5
Library facilities	88.1	87.0	+1.1
Use of exams and testing	86.6	84.5	+2.2
Computer access	86.4	87.2	-0.8
Developing potential	85.1	86.6	-1.5
Teaching quality	83.9	84.5	-0.6
School communication	82.8	88.2	-5.4
Caring teachers	82.3	86.1	-3.8
School facilities	82.1	84.6	-2.5
Developing confidence	81.9	84.3	-2.4
Range of subjects taught	81.6	82.9	-1.3
Developing moral values	81.6	81.5	+0.1
Happiness of child	80.4	84.3	-3.9
Social health education	80.0	81.5	-1.5
School security	79.6	85.4	-5.8
Control of bullying	79.3	82.6	-3.3
School discipline	79.2	81.4	-2.2
Community spirit	78.1	82.0	-3.8
Suitable class sizes	73.2	75.3	-2.0
Out of school activities	72.8	77.1	-4.3

- Parents consider delivery of the following non-academic areas to be 'outstanding': Levels of homework, Library facilities, Use of exams and testing, Computer access, Developing potential, Teaching quality, School communication, Caring teachers, School facilities, Developing confidence, Range of subjects taught, Developing moral values, Happiness of child and Social health education.
- Parents consider delivery of the following non-academic areas to be 'good': School security, Control of bullying, School discipline, Community spirit, Suitable class sizes and Out of school activities.
- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: Social health education, Control of bullying, Suitable class sizes 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	0.0	0.0	94.4
Computer access	0.0	0.0	0.0	92.4
Library facilities	0.0	0.0	0.0	87.4
Range of subjects taught	0.0	2.6	-2.6	83.5
Developing confidence	2.1	2.4	-0.3	86.1
Teaching quality	2.2	0.0	+2.2	91.3
Happiness of child	2.2	0.0	+2.2	90.2
Developing potential	2.2	2.5	-0.3	91.2
Developing moral values	2.3	0.0	+2.3	85.9
Use of exams and testing	3.5	7.2	-3.7	80.8
School facilities	4.4	0.0	+4.4	89.0
Levels of homework	4.6	2.4	+2.2	78.4
School discipline	4.8	0.0	+4.8	89.1
Community spirit	5.0	2.4	+2.6	81.3
Social health education	6.2	0.0	+6.2	75.1
School communication	6.6	2.4	+4.2	76.8
School security	7.7	2.4	+5.3	84.5
Control of bullying	7.9	8.6	-0.7	71.1
Suitable class sizes	18.9	7.6	+11.3	53.7
Out of school activities	19.2	15.8	+3.3	57.6

Parental priorities

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

Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
School discipline	90.3	17th	88.8	18th
Happiness of child	87.6	13th	86.2	11th
Teaching quality	85.0	6th	84.0	9th
Developing potential	82.1	5th	67.7	5th
Control of bullying	78.6	16th	82.9	14th
Caring teachers	77.5	8th	74.6	6th
School security	75.0	15th	77.8	7th
Developing confidence	67.6	10th	64.4	12th
Developing moral values	63.0	12th	59.9	16th
School communication	59.2	7th	73.7	1st
School facilities	51.4	9th	48.1	8th
Suitable class sizes	46.3	19th	45.5	20th
Range of subjects taught	35.5	11th	33.4	13th
Computer access	22.4	4th	25.4	2nd
Community spirit	18.8	18th	19.7	15th
Levels of homework	17.5	1st	17.9	4th
Out of school activities	17.1	20th	15.3	19th
Library facilities	10.2	2nd	15.7	3rd
Use of exams and testing	9.2	3rd	5.1	10th
Social health education	5.7	14th	14.0	17th

With regard to the five criteria most important to parents:

- The school performs well in: Developing potential.
- The school performs less well in: School discipline and Control of bullying.

Importance: your school vs. similar schools

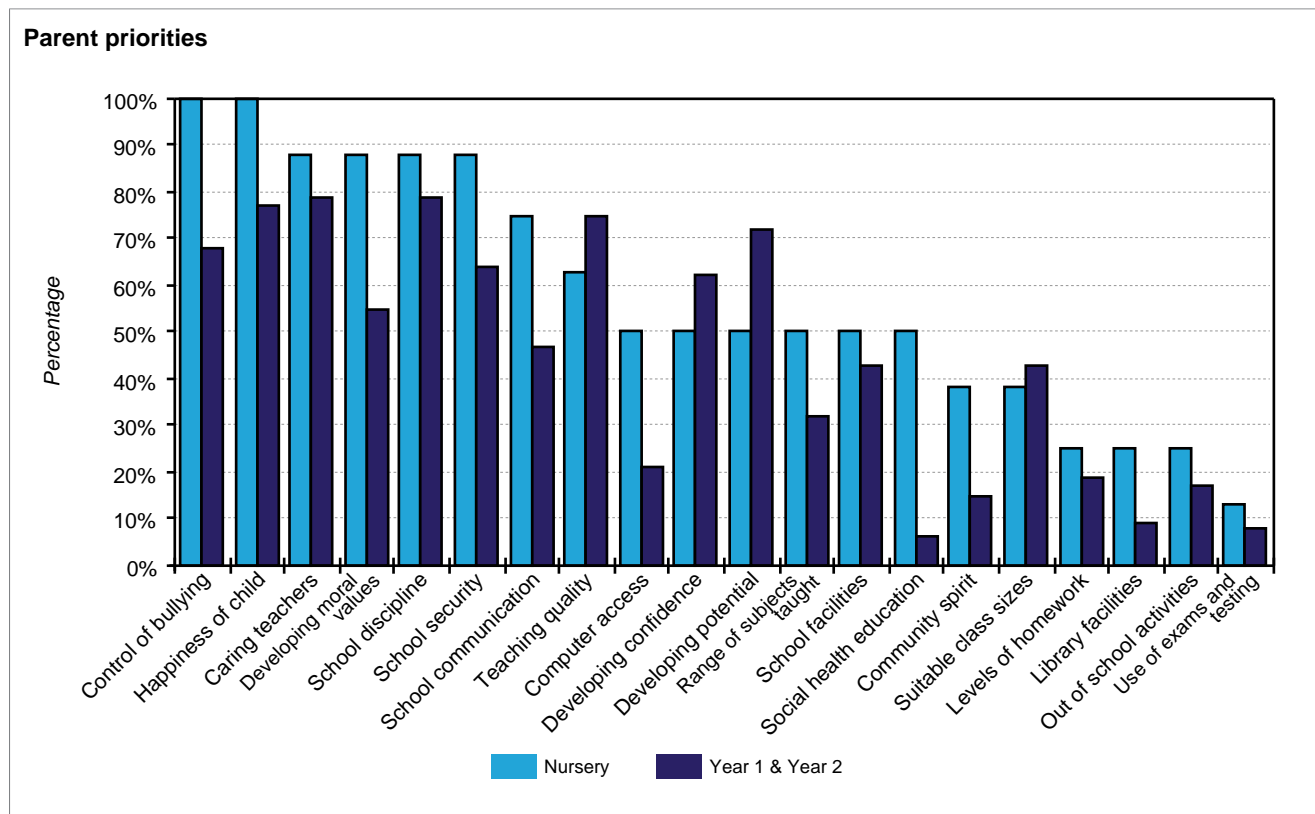
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column 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	90.3	1st	2nd	+1
Happiness of child	87.6	2nd	3rd	+1
Teaching quality	85.0	3rd	1st	-2
Developing potential	82.1	4th	5th	+1
Control of bullying	78.6	5th	7th	+2
Caring teachers	77.5	6th	6th	0
School security	75.0	7th	9th	+2
Developing confidence	67.6	8th	4th	-4 ▼
Developing moral values	63.0	9th	10th	+1
School communication	59.2	10th	8th	-2
School facilities	51.4	11th	12th	+1
Suitable class sizes	46.3	12th	11th	-1
Range of subjects taught	35.5	13th	13th	0
Computer access	22.4	14th	17th	+3
Community spirit	18.8	15th	15th	0
Levels of homework	17.5	16th	14th	-2
Out of school activities	17.1	17th	16th	-1
Library facilities	10.2	18th	20th	+2
Use of exams and testing	9.2	19th	18th	-1
Social health education	5.7	20th	19th	-1

- 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 less important than parents at similar schools: Developing confidence.

How parent priorities change as pupils get older

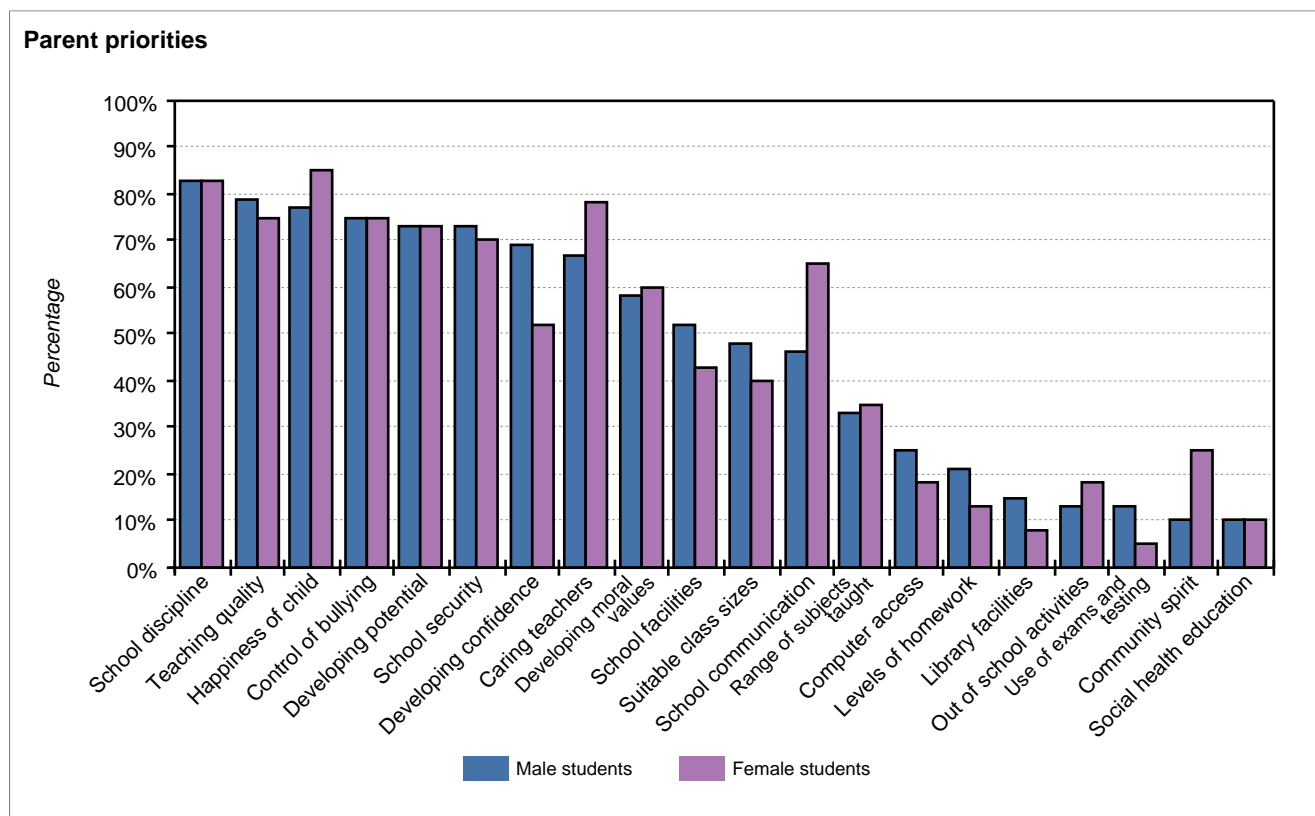
The graph below shows which criteria parents of Nursery pupils selected as important compared to which criteria parents of Year 1 & Year 2 pupils selected as important. This shows us how parent priorities change as the pupils get older. The table shows the criteria where there is a significant difference between the two groups.



Criteria where difference in score is significant	Nursery ranking	Year 1 & Year 2 ranking
Control of bullying	1st	6th ▲
Happiness of child	1st	3rd ▲
Developing moral values	3rd	9th ▲

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.



- There are no noteworthy differences between the priorities for parents of female pupils and parents of male pupils.

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	20.7	25.6	7.6
Suitable class sizes	15.3	13.8	8.6
School communication	9.7	5.4	13.6
Control of bullying	9.4	9.2	6.9
Levels of homework	8.0	8.2	6.1
Developing confidence	6.3	3.1	5.2
School security	6.0	6.5	3.7
Caring teachers	3.5	4.0	2.0
Range of subjects taught	3.4	4.9	0.0
Developing potential	3.4	4.0	13.8
School discipline	3.1	1.0	4.4
Computer access	3.0	3.1	2.9
Teaching quality	2.3	2.6	4.9
Developing moral values	2.0	2.5	1.6
Library facilities	1.3	1.6	2.3
Community spirit	0.9	0.0	1.4
School facilities	0.9	2.8	7.3
Use of exams and testing	0.9	0.0	0.0
Happiness of child	0.0	2.1	2.9
Social health education	0.0	0.0	0.9

- Parents have given a higher priority to the following areas since the last survey: School communication.
- Parents have given a lower priority to the following areas since the last survey: Out of school activities.
- Parents have given a higher priority to the following areas compared to similar schools: Out of school activities and Suitable class sizes.
- Parents have given a lower priority to the following areas compared to similar schools: 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	85.1%
Teaching quality	83.9%
Developing confidence	81.9%
Range of subjects taught	81.6%
School security	79.6%
School discipline	79.2%
Community spirit	78.1%
Suitable class sizes	73.2%

Summary grade for this section = **Excellent**

2. Academic standards.

Use of exams and testing	86.6%
Teaching quality	83.9%
Range of subjects taught	81.6%
Suitable class sizes	73.2%

Summary grade for this section = **Excellent**

3. Discipline and behaviour.

Happiness of child	80.4%
Control of bullying	79.3%
School discipline	79.2%

Summary grade for this section = **Excellent**

4. Individual attention.

Caring teachers	82.3%
Happiness of child	80.4%
Suitable class sizes	73.2%

Summary grade for this section = **Excellent**

5. Extensive extra curricular activities.

Developing potential	85.1%
School facilities	82.1%

Summary grade for this section = **Excellent**

6. Sport for all is encouraged.

Developing potential 85.1%

School facilities 82.1%

Summary grade for this section = **Excellent**

7. First class facilities.

Library facilities 88.1%

Computer access 86.4%

School facilities 82.1%

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	82.3%
Developing confidence	81.9%
Happiness of child	80.4%
Control of bullying	79.3%
School discipline	79.2%
Community spirit	78.1%

Summary grade for this section = **Excellent**

B2. Nutrition and health.

Social health education	80.0%
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Summary grade for this section = **Excellent**

B3. Quality of living accommodation.

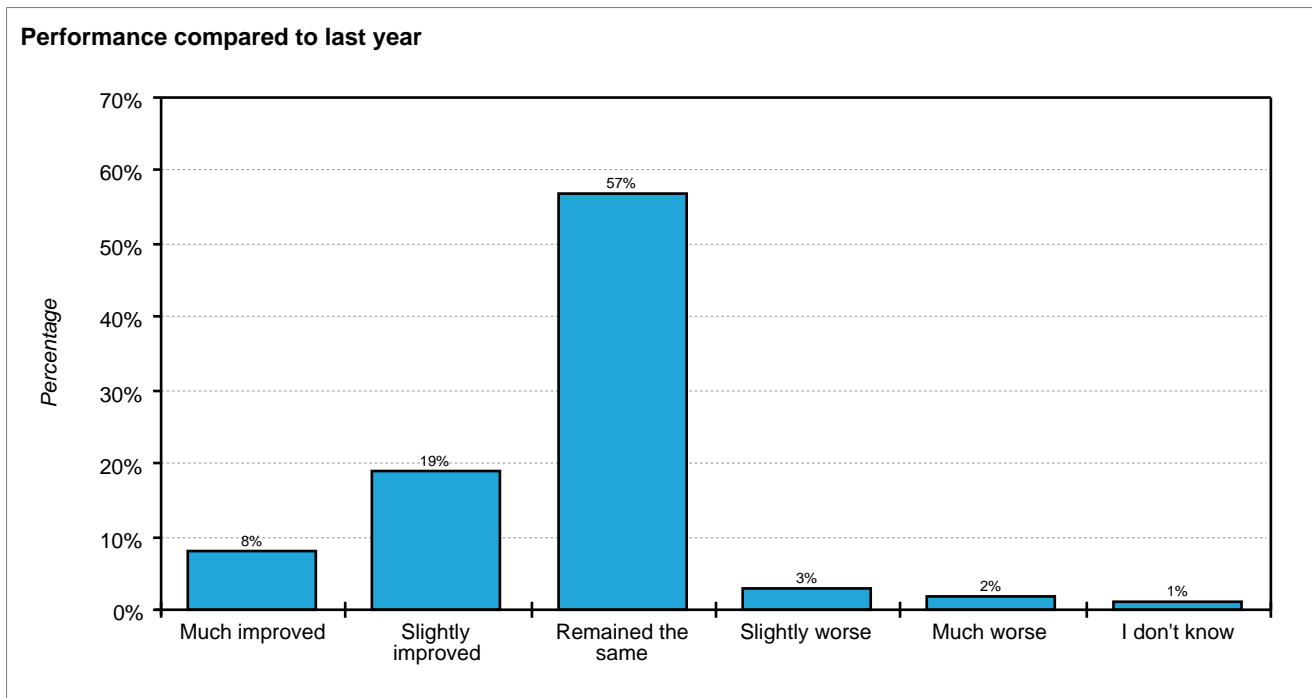
School security	79.6%
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Summary grade for this section = **Good**

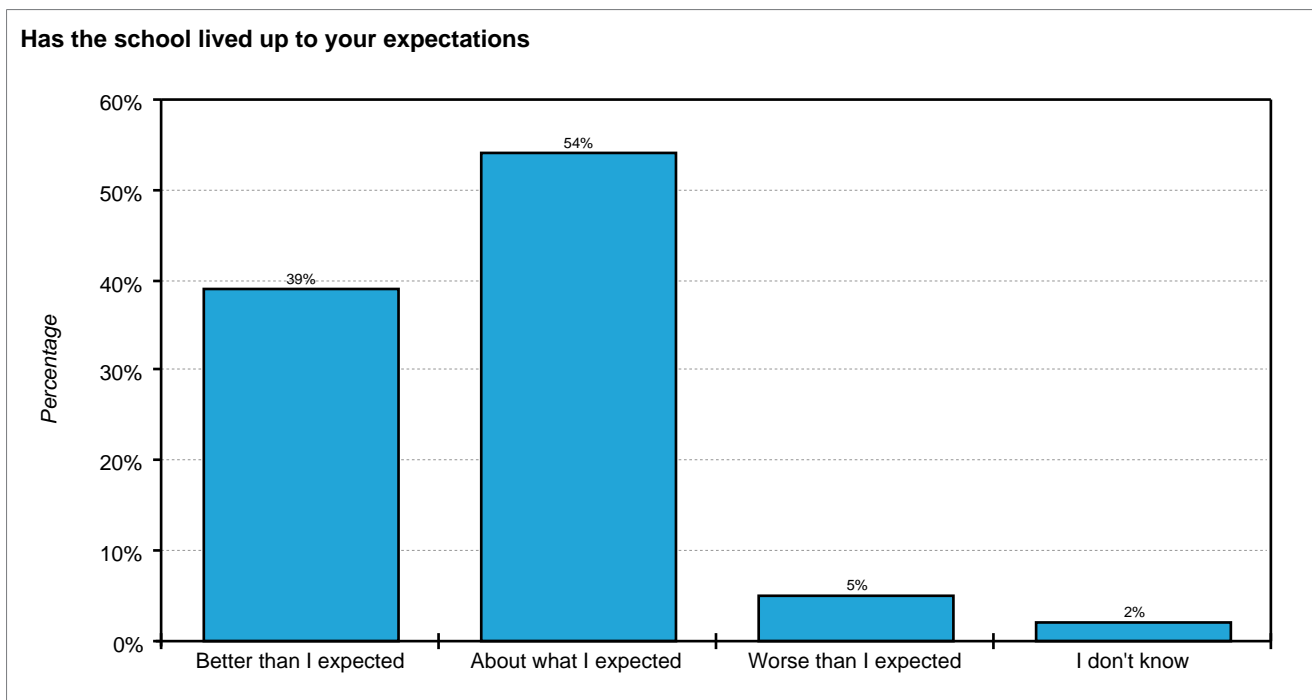
Standard analysis

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

Performance and expectations



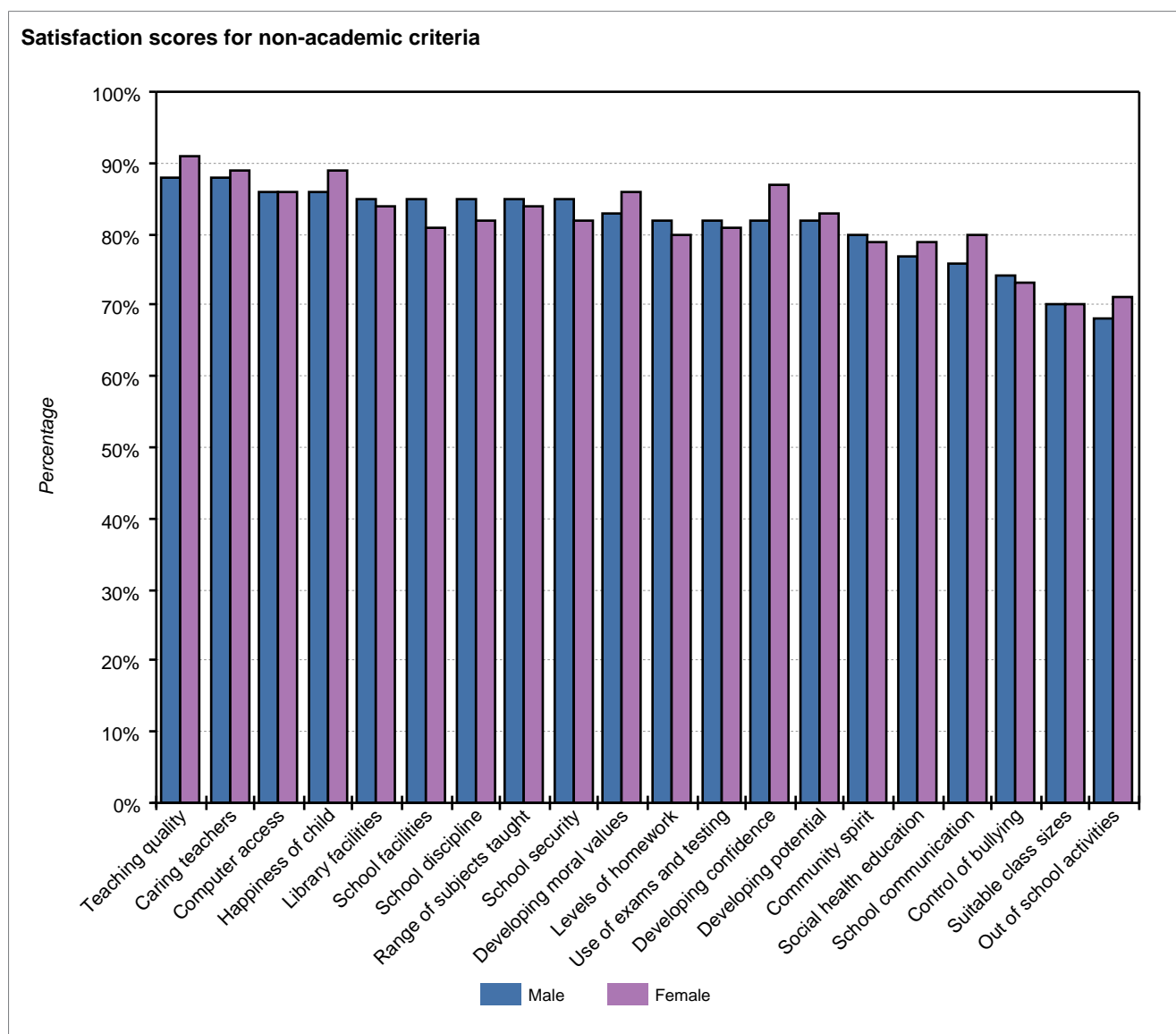
- Of the parents whose children were not in their first year at the school 27% said the school had improved over the last year and 5% thought that the school’s performance was worse.



- Of the parents of new pupils, 5% felt that the school had not lived up to their expectations and 39% 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.

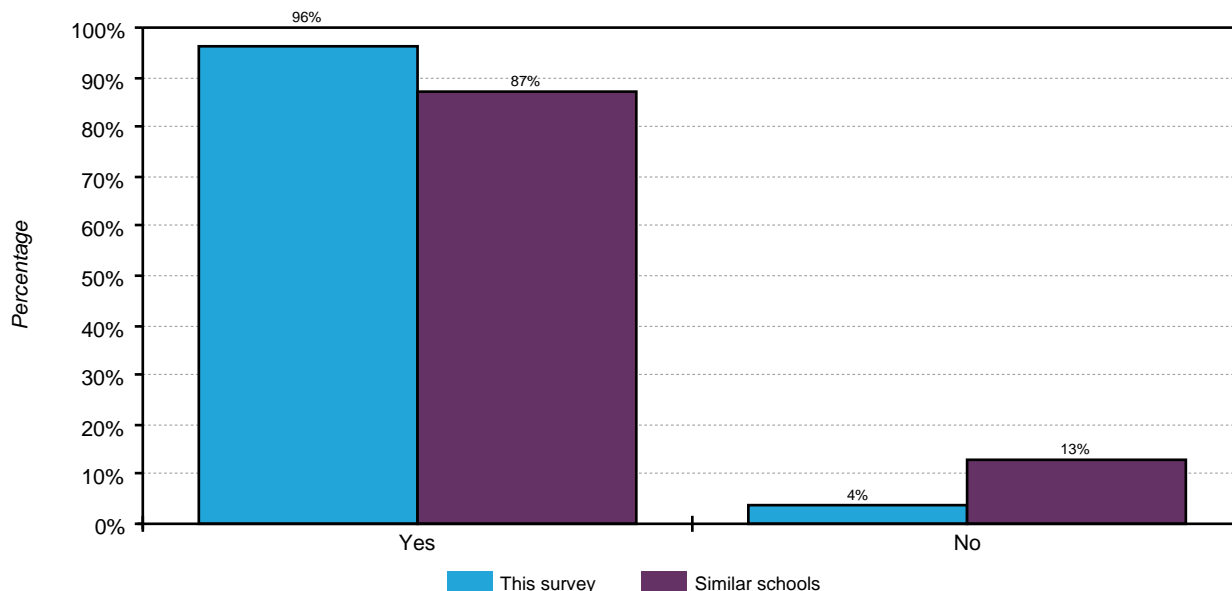


- There are no significant differences between the non-academic satisfaction scores for parents of female pupils and parents of male pupils.

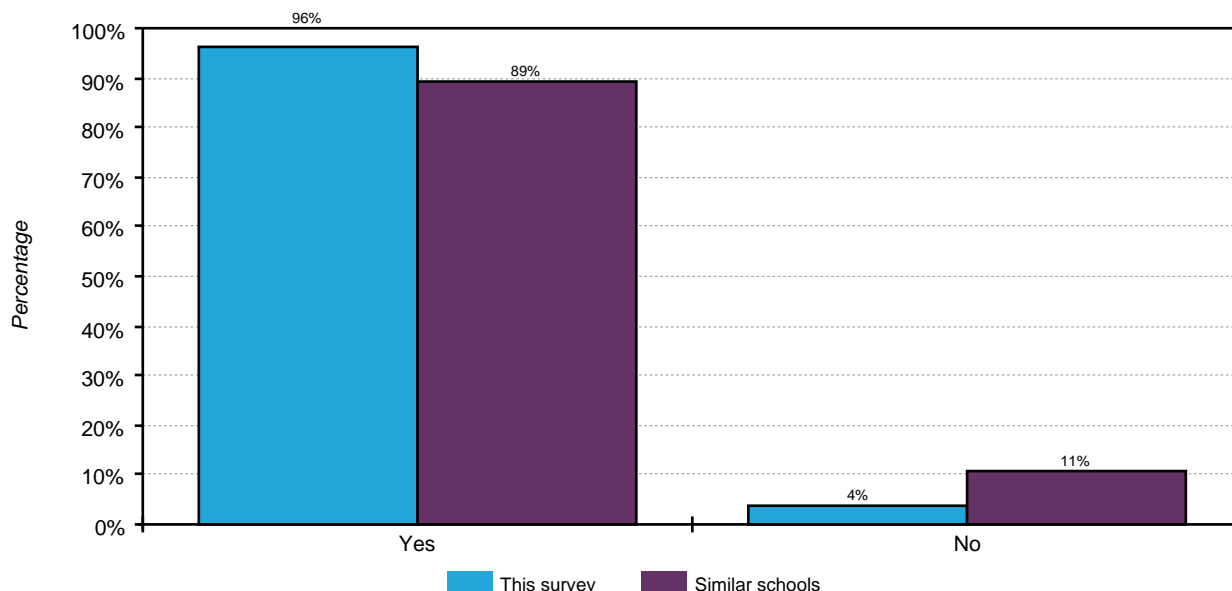
Healthy lifestyle

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?’



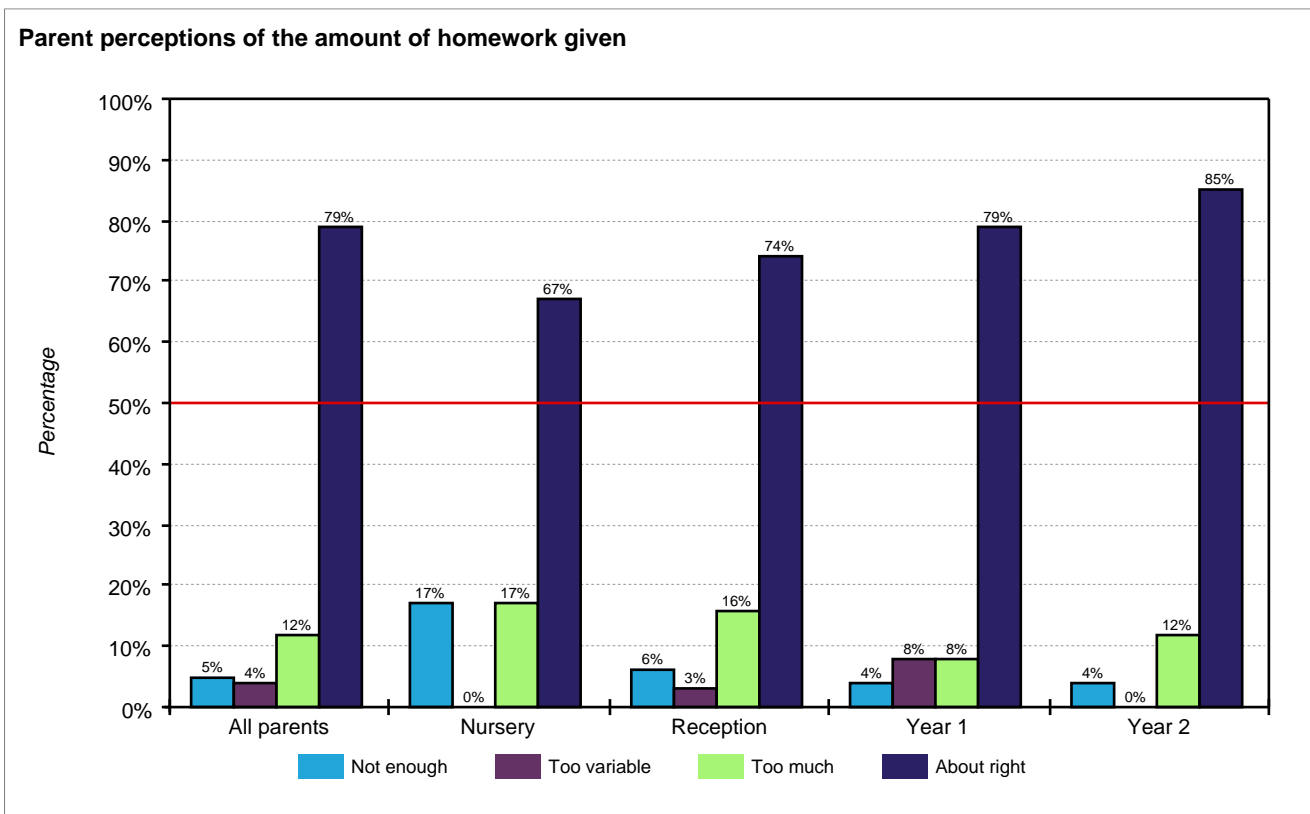
Parents’ responses to the question: ‘School encourages healthy lifestyle through exercise’



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

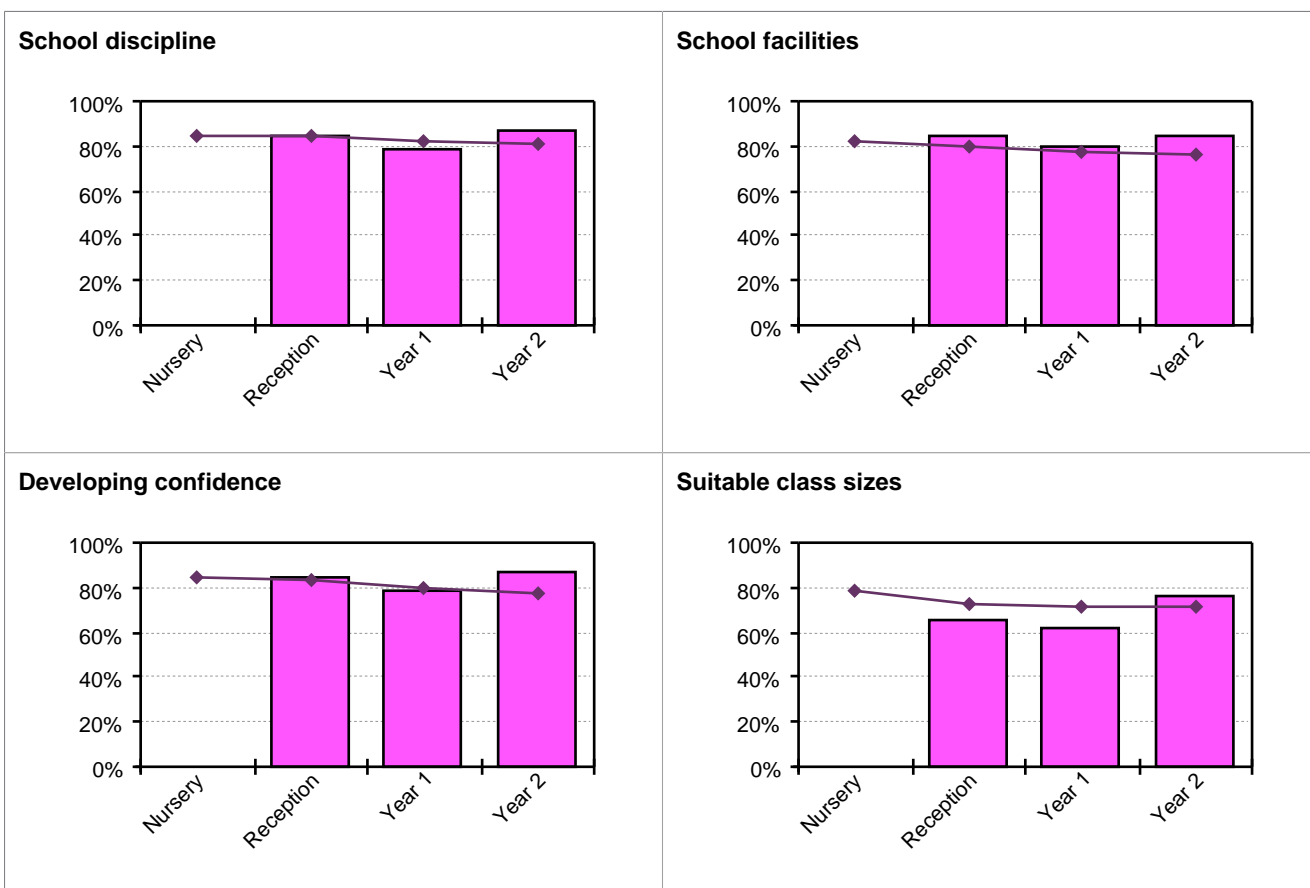
Analysis of year group scores compared to national average

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.

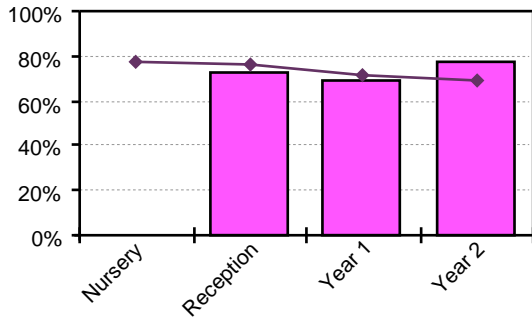
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

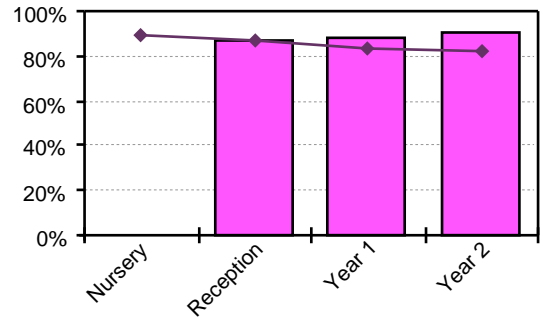
Year group analysis compared to national averages for non-academic criteria



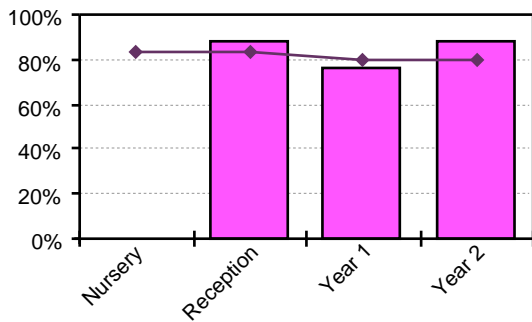
Control of bullying



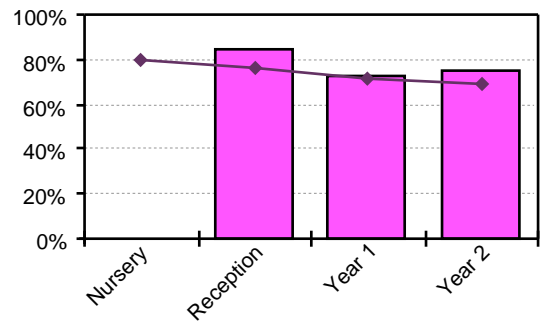
Caring teachers



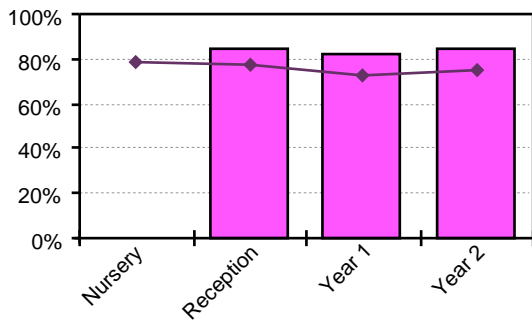
School security



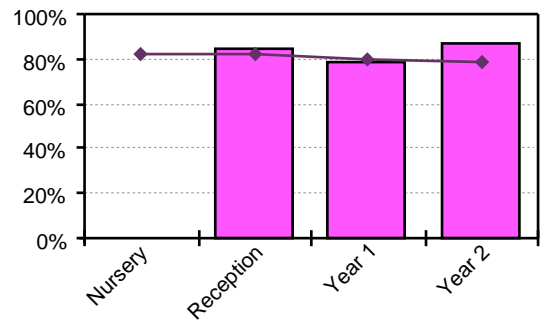
School communication



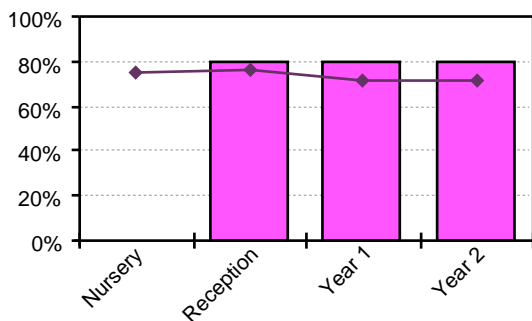
Library facilities



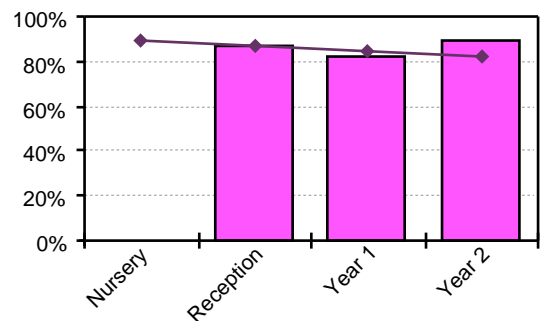
Developing moral values



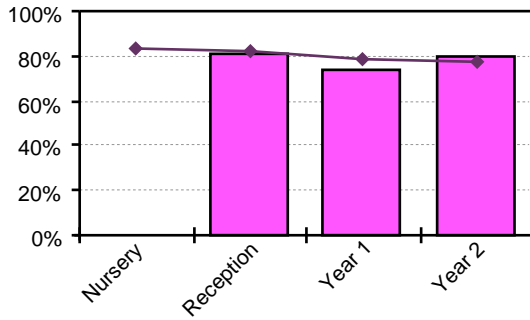
Levels of homework



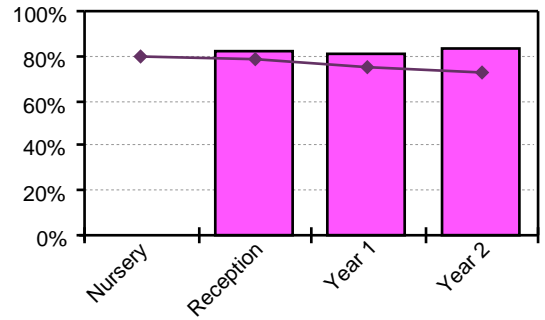
Happiness of child



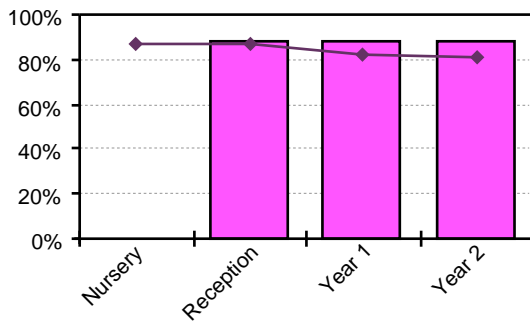
Community spirit



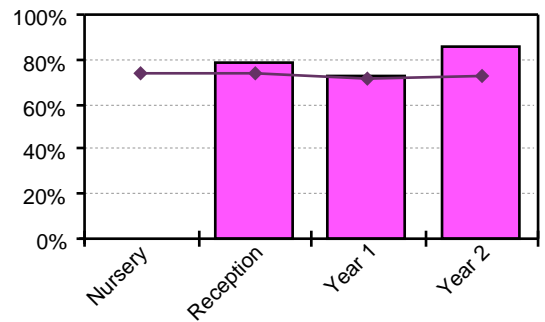
Developing potential



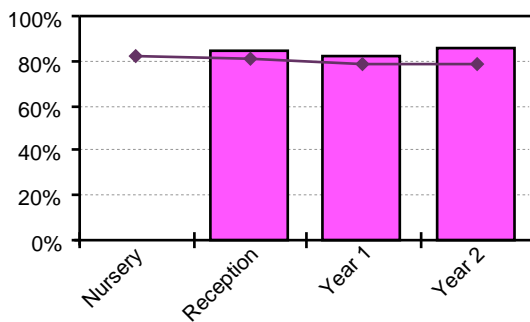
Teaching quality



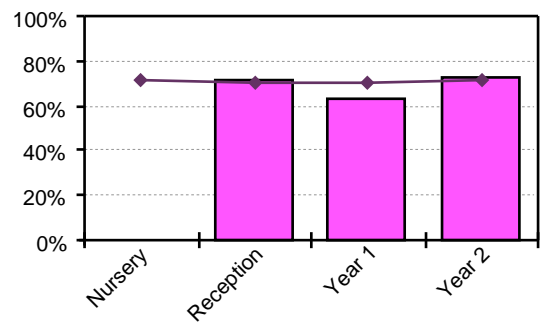
Use of exams and testing



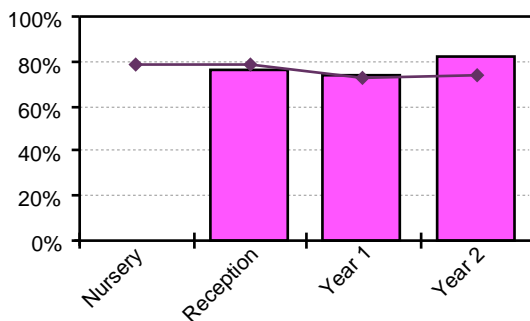
Range of subjects taught



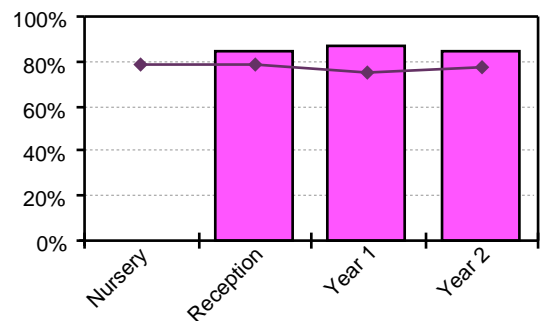
Out of school activities



Social health education



Computer access



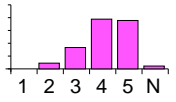
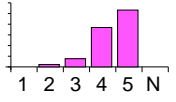
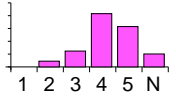
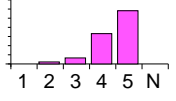
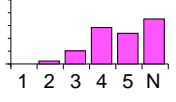

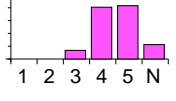
Appendix

Supplementary data and score breakdowns.

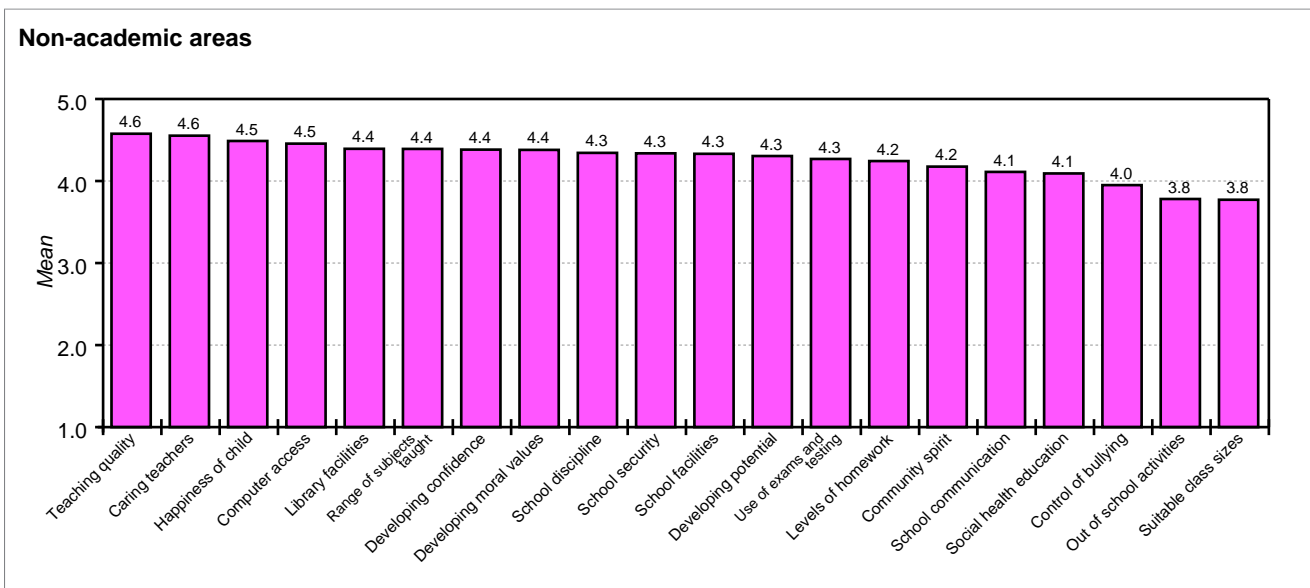
Non-academic criteria analysis

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%	4.4%	5.5%	40.6%	40.7%	8.8%	
School facilities	0.0%	4.3%	6.5%	46.4%	40.7%	2.2%	
Developing confidence	0.0%	2.1%	11.8%	40.8%	45.3%	0.0%	
Suitable class sizes	0.0%	18.9%	27.3%	29.5%	24.3%	0.0%	
Control of bullying	4.6%	2.3%	18.2%	38.7%	22.8%	13.6%	
Caring teachers	0.0%	0.0%	5.6%	33.7%	60.7%	0.0%	
School security	0.0%	7.6%	7.6%	30.1%	52.6%	2.2%	
School communication	2.2%	4.4%	16.6%	38.9%	37.9%	0.0%	
Library facilities	0.0%	0.0%	11.5%	37.9%	41.4%	9.2%	
Developing moral values	0.0%	2.2%	11.2%	40.4%	41.6%	4.5%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Levels of homework	0.0%	4.5%	16.7%	38.8%	37.8%	2.2%	
Happiness of child	0.0%	2.2%	7.7%	36.9%	53.3%	0.0%	
Community spirit	0.0%	4.5%	12.4%	41.6%	31.5%	10.1%	
Developing potential	0.0%	2.2%	6.6%	52.4%	38.8%	0.0%	
Teaching quality	0.0%	2.2%	6.6%	33.1%	58.2%	0.0%	
Use of exams and testing	0.0%	2.3%	10.2%	28.4%	23.9%	35.1%	
Range of subjects taught	0.0%	0.0%	15.0%	37.6%	38.7%	8.6%	
Out of school activities	0.0%	15.4%	18.7%	25.3%	20.9%	19.8%	
Social health education	0.0%	4.6%	13.9%	29.1%	26.8%	25.5%	
Computer access	0.0%	0.0%	6.7%	40.4%	41.6%	11.2%	

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



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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