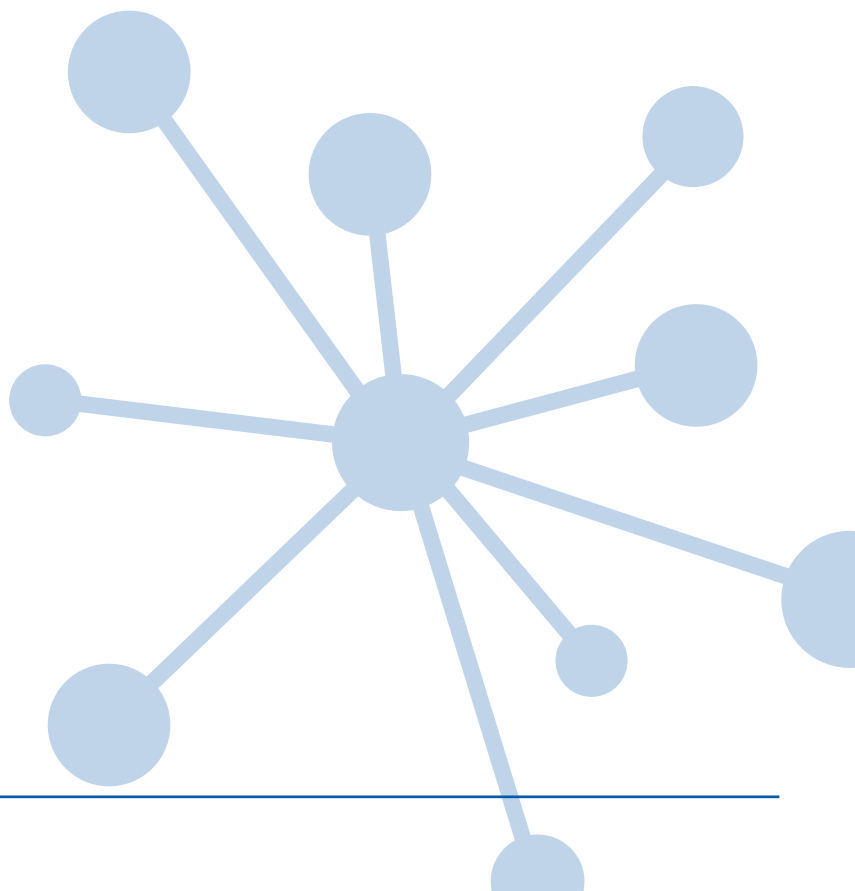


Rotterdam International Secondary School

Student survey report – April 2016

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Executive summary

This report details the findings of the third Kirkland Rowell Student Survey for Rotterdam International Secondary School. The report measures the levels of satisfaction among the students for a range of criteria, which have been previously identified as being important to the parents of school students, as well as for the core subjects, taught at the school. The report measures the relative importance of the criteria surveyed, as well as providing results tables that identify the perceived strengths and weaknesses of the school in the year to April 2016. The report also measures performance with regard to overall satisfaction and improvement.

Summary of results for this survey

- 200 completed questionnaires were returned representing a response rate of 71.9%. The response meant that data could be drawn for all criteria.
- The students gave a good overall performance score (65.5%) (see page 6).
- Among the students who had been attending the school for over a year, 24% said the school had improved over the last year and 26% thought that the school's performance was worse (see page 25).
- With regard to academic subjects, the highest proportion of students who said they were making good progress was for Own Language, Drama and Spanish.
- The highest proportion of students who said they were not making good progress was for ESS, Physics and French.
- With regard to non-academic areas, students awarded the highest scores for the delivery of School security, Caring teachers and Availability of resources.
- The students awarded the lowest scores for the delivery of Social health education, Choice of subjects and Teaching quality.
- The students' top priorities for improvement are Happiness of child, Teaching quality and Careers advice.
- The male students gave significantly higher scores for Exam results, Ensuring students do their best/make good progress and Handling complaints.
- The female students gave significantly higher scores for Dutch.

Summary of results since the previous survey

- The following non-academic area received significantly higher scores than the previous survey: Availability of resources.
- The following non-academic areas received significantly lower scores than the previous survey: School facilities, Developing confidence, Teaching quality and Social health education.
- The following additional areas received significantly lower scores than the previous survey: Regular marking of work, Celebrating and rewarding achievement and Ensuring students do their best/make good progress.

Summary of results over more than two surveys

- The following non-academic areas received significantly lower scores over more than two surveys: School facilities, Happiness of child, Teaching quality and Computer access.
- The following additional areas received significantly lower scores over more than two surveys: Regular marking of work, Celebrating and rewarding achievement and Ensuring students do their best/make good progress.

- 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** '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

- 100.0% Own Language
- 97.1% Drama
- 96.1% Spanish
- 94.7% English B HL
- 89.5% Global Perspectives

Relative weaknesses for academic criteria

- 58.3% ESS
- 58.8% Physics
- 66.2% French
- 66.7% Biology
- 68.8% Music

Relative strengths for non-academic criteria

	Importance	Ranking
88.2% School security	(62.2%)	5th
86.5% Caring teachers	(54.8%)	11th
84.0% Availability of resources	(40.6%)	14th
79.5% School communication	(20.4%)	19th
78.0% Exam results	(47.2%)	13th

Relative weaknesses for non-academic criteria

	Importance	Ranking
39.5% Social health education	(39.6%)	15th
45.0% Choice of subjects	(55.5%)	10th
53.5% Teaching quality	(79.7%)	1st
56.0% Developing confidence	(60.8%)	6th
57.0% Careers advice	(66.0%)	3rd

Response to survey

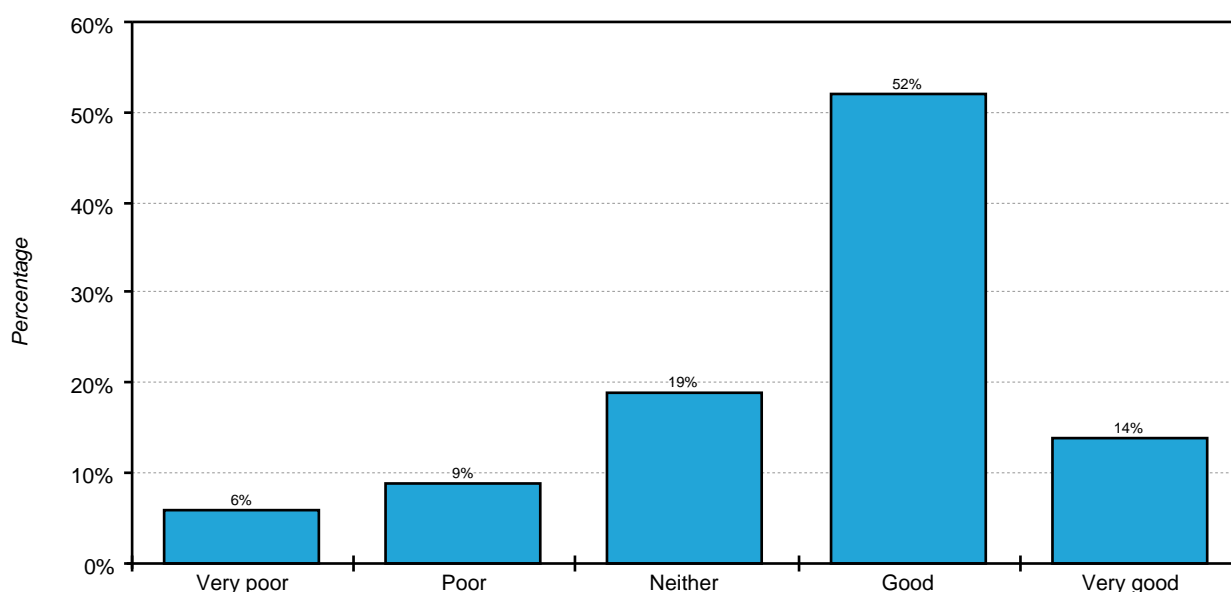
200 completed questionnaires were returned representing a response rate of 71.9%.

	Proportion of responses (%)	Number of responses
Responses from male students	48.0	96
Responses from female students	52.0	104
Responses from Grade 6 students	13.5	27
Responses from Grade 7 students	8.5	17
Responses from Grade 8 students	25.0	50
Responses from Grade 9 students	22.0	44
Responses from Grade 10 students	8.0	16
Responses from IBDP students	23.0	46

Overall student satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	65.5	73.5	-8.0

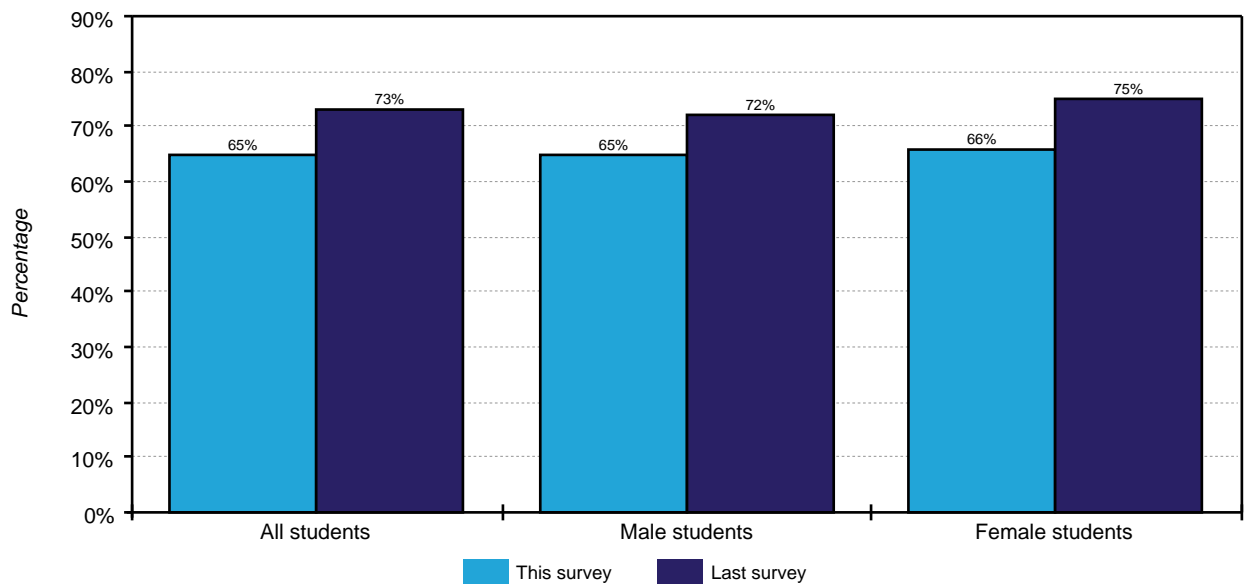
Overall student satisfaction



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

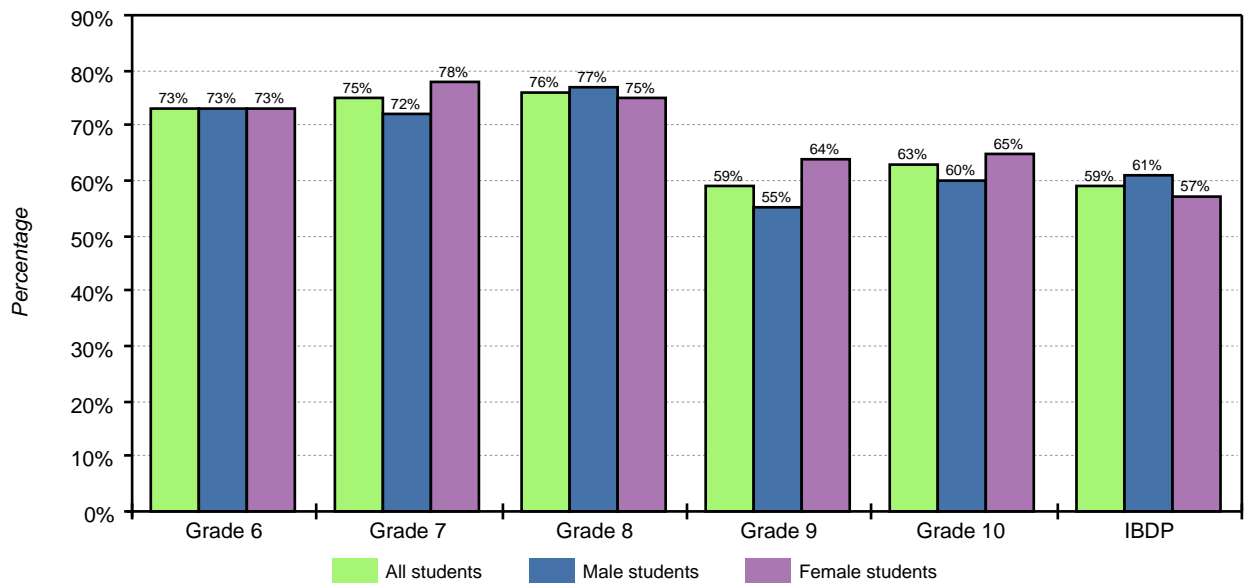
Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender



- The students gave a good overall performance score of 65.5%, declined since the last survey.
- Male students scored the overall performance of the school broadly in line with female students.

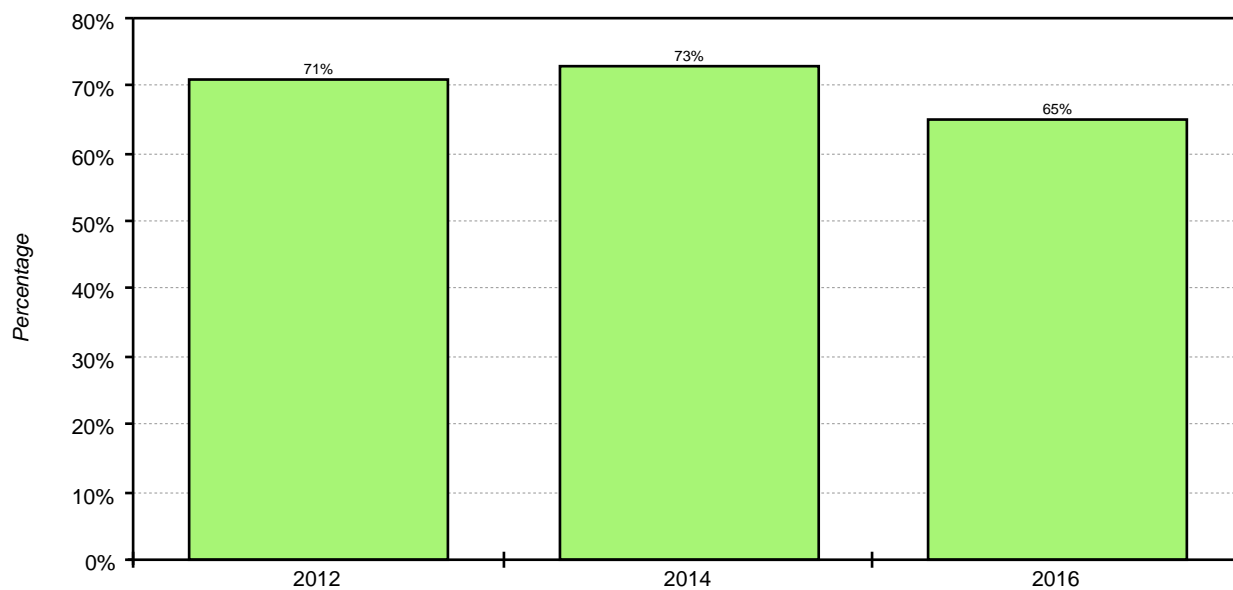
Overall performance scores broken down by year group



- Grade 8 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Grade 8 male students and Grade 7 female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

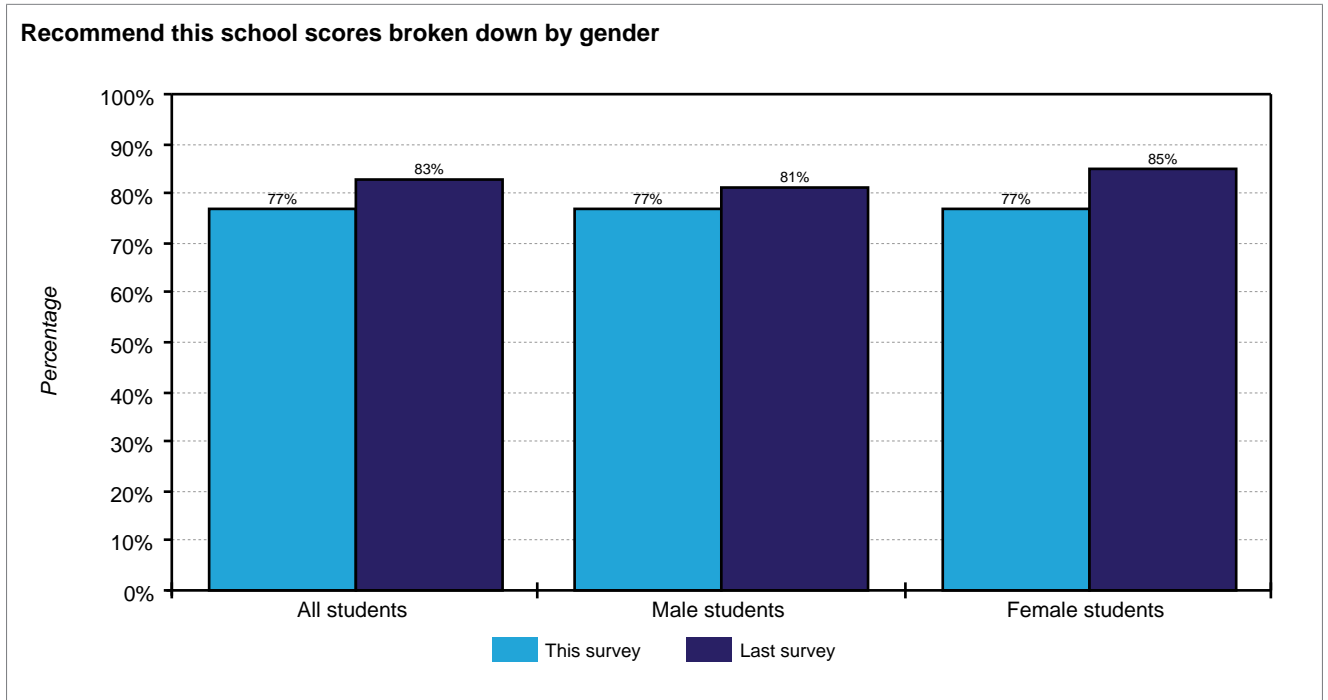
Time series analysis of overall performance scores

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

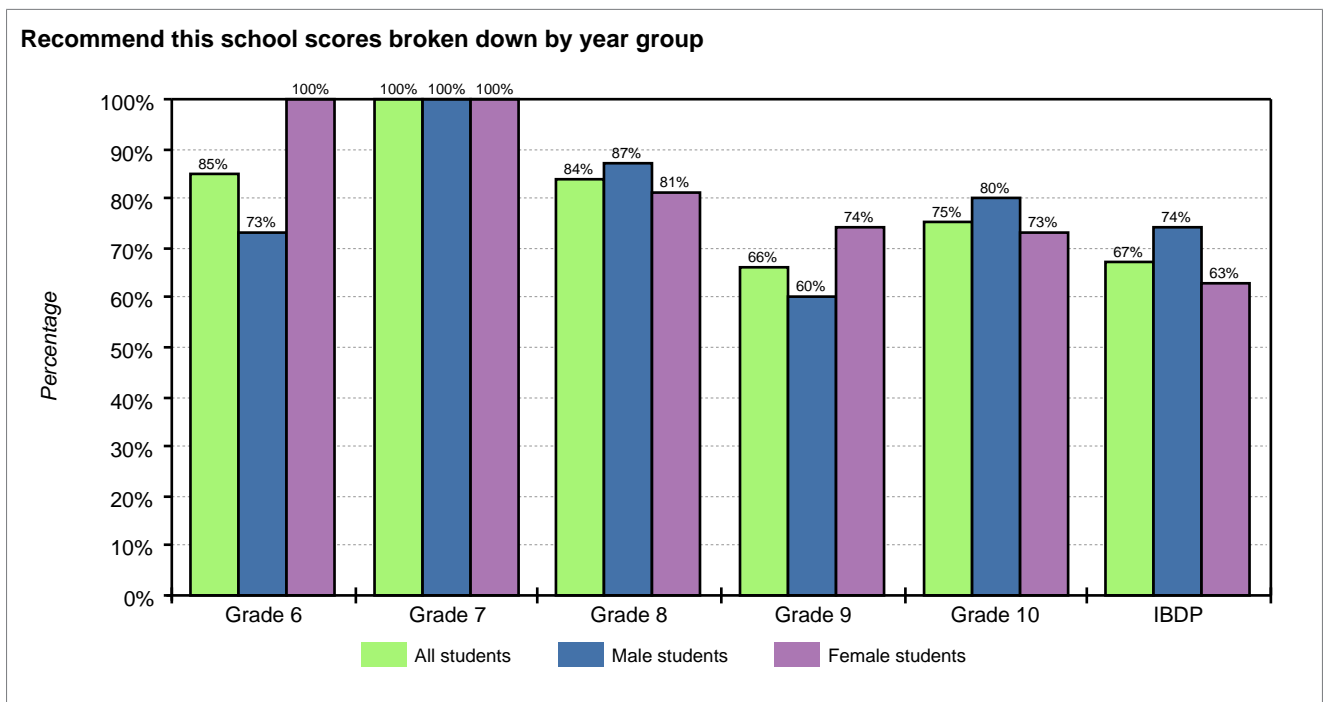


- There was no significant change over three surveys for the overall performance score.

Students recommend this school broken down by gender and year group



- 76.8% of students said they would recommend this school to another student.
- Male students would recommend this school to another student the same as female students.



- Grade 7 students would recommend this school to another student more than other year groups.
- Grade 7 male students and Grade 6 and Grade 7 female students would recommend this school to another student more than other year groups.

Key results

The core analysis of your survey data; proportions making progress in academic subjects and satisfaction levels in 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 90% are 'outstanding' (*above* the **gold** line)
- 80% to 89.9% are 'good' (*above* the **green** line)
- 75% to 79.9% indicate 'room for improvement' (*above* the **red** line)
- Below 75% indicates 'attention advised' (*below* the **red** line)

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% indicates '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 true/false responses were converted to percentages is given on our website. As there is a measurable bias in the way that students 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 10 international 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 20 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 score. This is a calculation applied to your raw results using the average scores achieved from over 10 international 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.

Academic criteria	This survey (%)	Previous survey (%)	% Change
	96.2	92.8	+3.4
	92.6	90.9	+1.7
Religious Education	82.4	76.1	+6.3
Physical Education	82.3		
Music	82.1		
Food Technology	81.4		
	80.8		
	80.1		
Geography	79.9	74.9	+5.0
Business Studies	77.2		
Design Technology	77.2	72.1	+5.1
	76.5	75.4	+1.1
	76.3		
	75.5	72.8	+2.7
Russian *	74.3		
Science	72.1	84.8	-12.7
Drama	71.5	73.4	-1.9
Engineering	59.5		
Psychology	Low response		

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

Subject 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 20 schools. As such we do not have an average figure and therefore cannot weight this score against what students parents 'usually' say.

Academic criteria

The following table shows weighted proportion of students making progress 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
Own Language *	100.0		
Drama *	97.1	94.3	+2.8
Spanish *	96.1	89.4	+6.7
English B HL *	94.7	87.0	+7.7
Global Perspectives *	89.5		
P.E. *	87.3	93.4	-6.1
World Literature *	85.7		
English *	85.5	87.0	-1.5
English Literature *	84.6		
Economics *	82.8	86.5	-3.7
Integrated Science *	82.6	83.4	-0.8
Geography *	82.0	88.7	-6.8
ICT *	81.1	87.2	-6.0
History *	80.5	87.0	-6.6
Dutch *	78.4	74.3	+4.0
Chemistry *	78.3	77.4	+0.8
Mathematics *	73.2	79.5	-6.3
Enrichment *	72.8	84.2	-11.4
ITGS *	71.4	87.2	-15.8
Art *	70.5	78.7	-8.1
Music *	68.8	81.5	-12.6
Biology *	66.7	75.4	-8.8
French *	66.2	62.3	+3.9
Physics *	58.8	76.8	-18.0
ESS *	58.3		

- Student progress in the following academic subjects has been judged as 'outstanding': Own Language, Drama, Spanish and English B HL.
- Student progress in the following academic subjects has been judged as 'good': Global Perspectives, P.E., World Literature, English, English Literature, Economics, Integrated Science, Geography, ICT and History.
- Student progress in the following academic subjects has been judged as 'room for improvement': Dutch and Chemistry.
- Student progress in the following academic subjects has been judged as 'attention advised': Mathematics, Enrichment, ITGS, Art, Music, Biology, French, Physics and ESS.

- The following academic subjects have not been surveyed in at least 20 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students usually say: Own Language, Drama, Spanish, English B HL, Global Perspectives, P.E., World Literature, English, English Literature, Economics, Integrated Science, Geography, ICT, History, Dutch, Chemistry, Mathematics, Enrichment, ITGS, Art, Music, Biology, French, Physics and ESS.
- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Spanish, Global Perspectives, P.E., English, Integrated Science, Geography, ICT, History, Dutch, Mathematics, Enrichment, Art and Music.
- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Own Language, English B HL, World Literature, English Literature, Economics, Chemistry, ITGS, Biology, French, Physics and ESS.
- Previous survey data cannot be provided for comparison for the following subjects: Own Language, Global Perspectives, World Literature, English Literature and ESS.

Non-academic criteria

The following table shows the scores given by students 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 security*	88.2	91.6	-3.4
Caring teachers*	86.5	88.9	-2.4
Availability of resources*	84.0	72.3	+11.7
School communication*	79.5	82.1	-2.6
Exam results*	78.0	83.5	-5.5
Truancy control*	78.0	79.3	-1.3
Community spirit*	75.5	77.3	-1.8
School facilities*	75.5	86.7	-11.2
Developing moral values*	74.5	80.5	-6.0
Developing potential*	74.5	82.4	-7.9
School discipline*	74.0	67.9	+6.1
Control of bullying*	65.0	67.6	-2.6
Happiness of child*	63.5	72.3	-8.8
Computer access*	60.0	61.2	-1.2
Levels of homework*	59.0	62.0	-3.0
Careers advice*	57.0	64.0	-7.0
Developing confidence*	56.0	70.2	-14.2
Teaching quality*	53.5	69.2	-15.7
Choice of subjects*	45.0	53.6	-8.6
Social health education*	39.5	54.3	-14.8

- Student scores in the following non-academic criteria have been judged as 'outstanding': School security, Caring teachers and Availability of resources.
- Student scores in the following non-academic criteria have been judged as 'good': School communication, Exam results, Truancy control, Community spirit, School facilities, Developing moral values, Developing potential and School discipline.
- Student scores in the following non-academic criteria have been judged as 'room for improvement': Control of bullying.
- Student scores in the following non-academic criteria have been judged as 'attention advised': Happiness of child, Computer access, Levels of homework, Careers advice, Developing confidence, Teaching quality, Choice of subjects and Social health education.
- The scores given by students in the following non-academic criteria have shown significant improvement since the previous survey: Availability of resources.
- The scores given by students in the following non-academic criteria have shown significant decline since the previous survey: School facilities, Developing confidence, Teaching quality and Social health education.

- The following non-academic criteria have not been surveyed in at least 20 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students usually say: School security, Caring teachers, Availability of resources, School communication, Exam results, Truancy control, Community spirit, School facilities, Developing moral values, Developing potential, School discipline, Control of bullying, Happiness of child, Computer access, Levels of homework, Careers advice, Developing confidence, Teaching quality, Choice of subjects and Social health education.
- The following non-academic criteria achieved a low sample; therefore scores are only reliable within 10%: Availability of resources, School communication, Exam results, Truancy control, Community spirit, School facilities, Developing moral values, Developing potential, School discipline, Control of bullying, Happiness of child, Computer access, Levels of homework, Careers advice, Developing confidence, Teaching quality, Choice of subjects and Social health education.

Additional criteria

Additional criteria were chosen by the school, and investigated with regard to student satisfaction. The following results were achieved with regard to those students 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
Access to staff*	88.9	90.4	-1.5
Encouraging and listening to parents' views*	87.3	89.9	-2.5
Parent evenings*	84.5		
Written reports*	82.0	80.3	+1.7
Student targets*	76.0		
Looking after students well*	75.0		
Celebrating and rewarding achievement*	74.5	86.9	-12.4
Students' attitudes to learning*	73.0		
Explaining to parents how to help their child*	72.5		
Ensuring students do their best/make good progress*	71.0	85.8	-14.8
Tailoring child's work to their needs and ability*	71.0	73.7	-2.7
Out of school activities and clubs*	68.0	69.8	-1.8
Handling complaints*	65.5	65.3	+0.2
Regular marking of work*	63.5	76.8	-13.3
Encouraging and listening to students' views*	60.0	72.2	-12.2
E-safety*	56.0		
Treating all students fairly/equally*	54.0	61.7	-7.7
Encouraging students' activity in the local community*	53.0		

- Student scores in the following additional criteria have been judged as 'outstanding': Access to staff, Encouraging and listening to parents' views, Parent evenings and Written reports.
- Student scores in the following additional criteria have been judged as 'good': Student targets, Looking after students well, Celebrating and rewarding achievement, Students' attitudes to learning, Explaining to parents how to help their child, Ensuring students do their best/make good progress and Tailoring child's work to their needs and ability.
- Student scores in the following additional criteria have been judged as 'room for improvement': Out of school activities and clubs and Handling complaints.
- Student scores in the following additional criteria have been judged as 'attention advised': Regular marking of work, Encouraging and listening to students' views, E-safety, Treating all students fairly/equally and Encouraging students' activity in the local community.

- The scores given by students in the following additional criteria have shown significant decline since the previous survey: Celebrating and rewarding achievement, Ensuring students do their best/make good progress and Regular marking of work.
- The following additional criteria have not been surveyed in at least 20 schools so we do not yet have an average figure, and therefore, these scores cannot be weighted against what students usually say: Access to staff, Encouraging and listening to parents' views, Parent evenings, Written reports, Student targets, Looking after students well, Celebrating and rewarding achievement, Students' attitudes to learning, Explaining to parents how to help their child, Ensuring students do their best/make good progress, Tailoring child's work to their needs and ability, Out of school activities and clubs, Handling complaints, Regular marking of work, Encouraging and listening to students' views, E-safety, Treating all students fairly/equally and Encouraging students' activity in the local community.
- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Parent evenings, Written reports, Student targets, Looking after students well, Celebrating and rewarding achievement, Students' attitudes to learning, Explaining to parents how to help their child, Ensuring students do their best/make good progress, Tailoring child's work to their needs and ability, Out of school activities and clubs, Handling complaints, Regular marking of work, Encouraging and listening to students' views, E-safety, Treating all students fairly/equally and Encouraging students' activity in the local community.
- Previous survey data cannot be provided for comparison for the following criteria: Parent evenings, Student targets, Looking after students well, Students' attitudes to learning, Explaining to parents how to help their child, E-safety and Encouraging students' activity in the local community.

Student priorities

Students 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.

Student priorities importance

Ideally those criteria which are most important to students will be the criteria to which students award the highest scores. In the following table, the second column shows the percentage of students 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 students, a red highlight shows that the school performs less well within a criterion that is important to students. The final two columns show the same information for the previous survey, for comparison.

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	79.7	18th	69.0	13th
Happiness of child	75.0	13th	79.2	11th
Careers advice	66.0	16th	54.9	16th
Developing potential	65.6	9th	52.8	5th
School security	62.2	1st	63.5	1st
Developing confidence	60.8	17th	53.8	12th
Levels of homework	60.2	15th	58.7	17th
Control of bullying	57.3	12th	57.4	15th
School discipline	57.1	11th	63.0	14th
Choice of subjects	55.5	19th	52.9	20th
Caring teachers	54.8	2nd	42.1	2nd
School facilities	52.2	7th	52.1	3rd
Exam results	47.2	5th	60.7	4th
Availability of resources	40.6	3rd	44.8	10th
Social health education	39.6	20th	47.0	19th
Developing moral values	37.6	9th	40.0	7th
Community spirit	28.8	7th	35.4	9th
Computer access	28.0	14th	31.3	18th
School communication	20.4	4th	29.6	6th
Truancy control	11.3	5th	11.9	8th

With regard to the five criteria most important to students:

- The school performs well in: School security.
- The school performs less well in: Teaching quality and Careers advice.

Importance: your school vs. similar schools

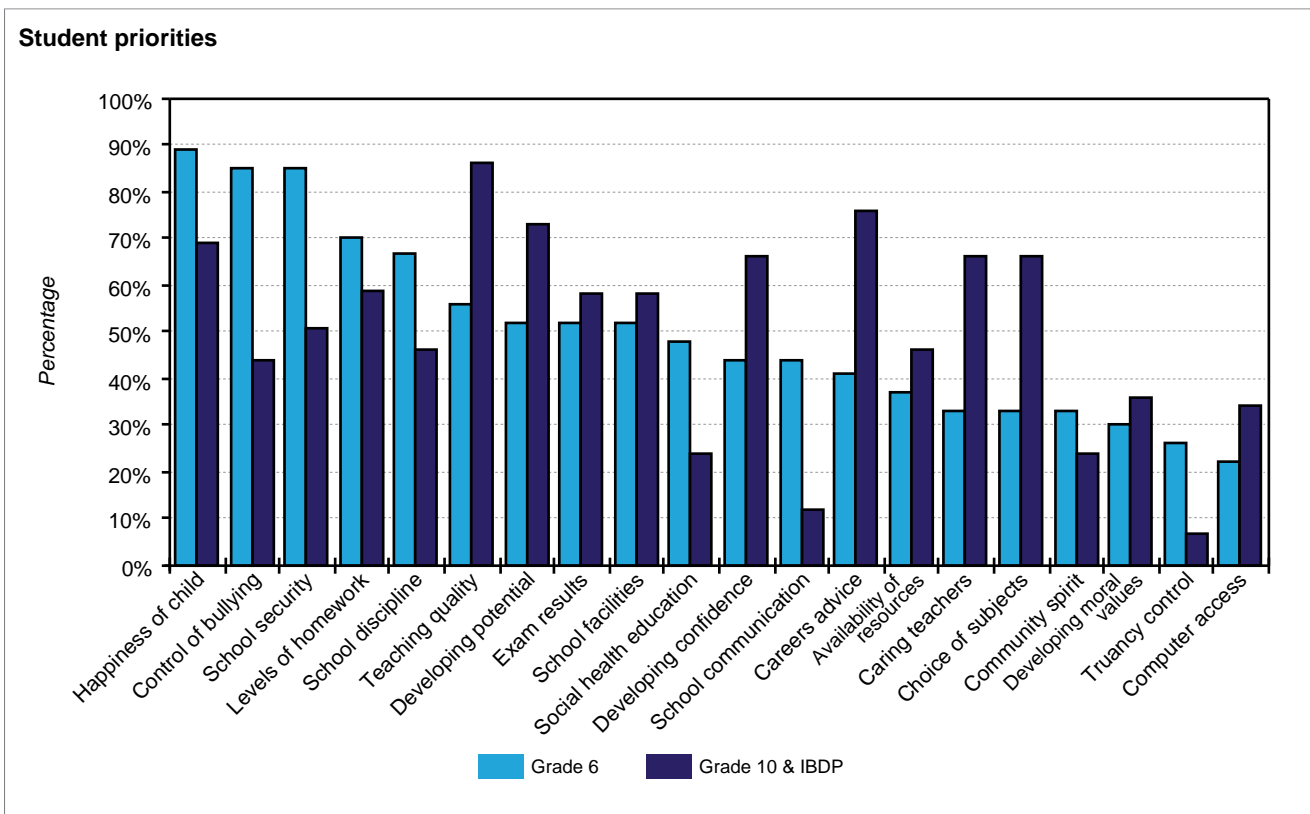
Students were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the students from your school selected as most important. The second column shows you the percentage of students who selected each criterion as one of their ten choices, and the final column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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	79.7	1st	2nd	+1
Happiness of child	75.0	2nd	1st	-1
Careers advice	66.0	3rd	7th	+4 ▲
Developing potential	65.6	4th	11th	+7 ▲
School security	62.2	5th	3rd	-2
Developing confidence	60.8	6th	10th	+4 ▲
Levels of homework	60.2	7th	13th	+6 ▲
Control of bullying	57.3	8th	4th	-4 ▼
School discipline	57.1	9th	6th	-3
Choice of subjects	55.5	10th	9th	-1
Caring teachers	54.8	11th	12th	+1
School facilities	52.2	12th	5th	-7 ▼
Exam results	47.2	13th	8th	-5 ▼
Availability of resources	40.6	14th	14th	0
Social health education	39.6	15th	16th	+1
Developing moral values	37.6	16th	15th	-1
Community spirit	28.8	17th	18th	+1
Computer access	28.0	18th	17th	-1
School communication	20.4	19th	19th	0
Truancy control	11.3	20th	20th	0

- Students from your school selected the following criteria as more important than students at similar schools: Careers advice, Developing potential, Developing confidence and Levels of homework.
- Students from your school selected the following criteria as less important than students at similar schools: Control of bullying, School facilities and Exam results.

How priorities change as students get older

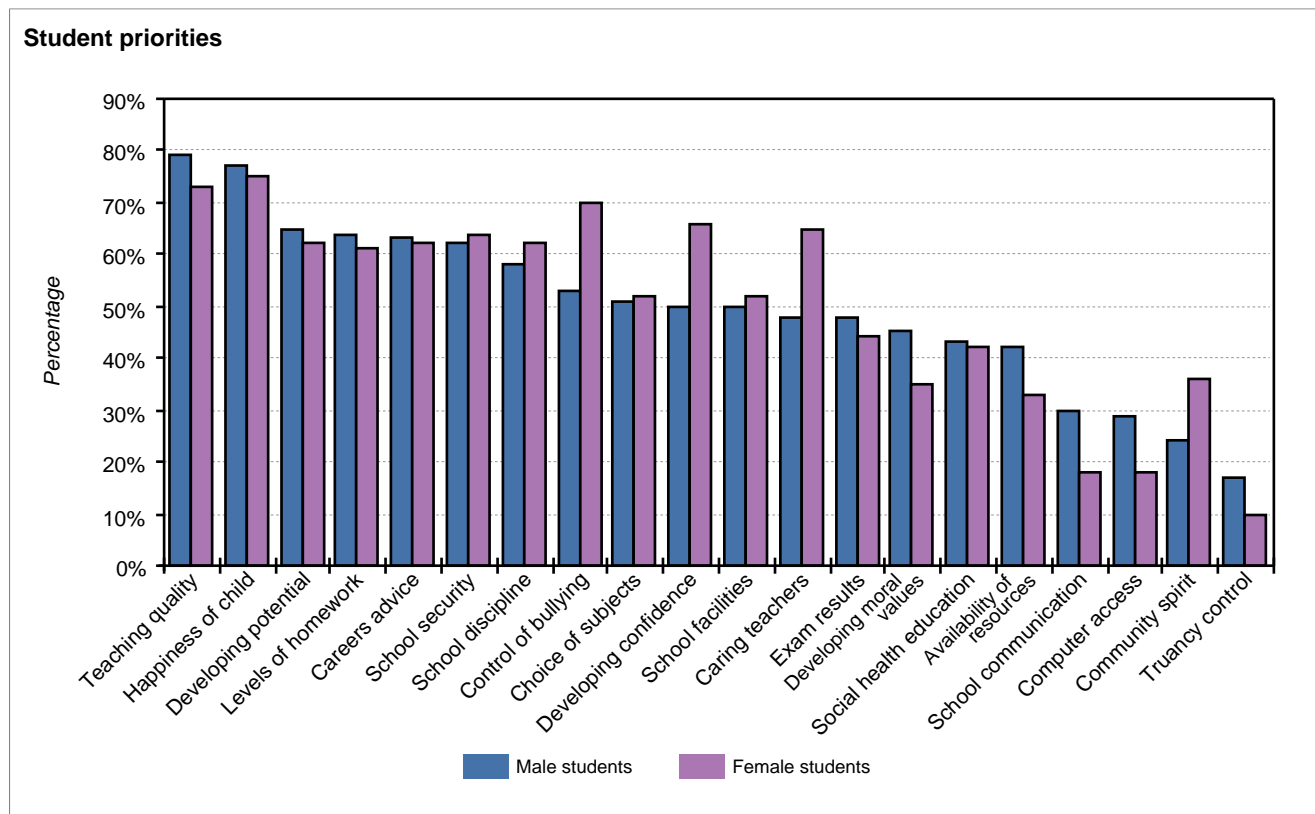
The graph below shows which criteria Grade 6 students selected as important compared to which criteria Grade 10 & IBDP students selected as important. This shows us how priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups



Criteria where difference in ranking is six or more	Grade 6 ranking	Grade 10 & IBDP ranking
Happiness of child	1st	4th ▲
Control of bullying	2nd	14th ▲
School security	2nd	11th ▲
Teaching quality	6th	1st ▼
Social health education	10th	17th ▲
School communication	11th	19th ▲
Careers advice	13th	2nd ▼
Caring teachers	15th	5th ▼
Choice of subjects	15th	5th ▼
Truancy control	19th	20th ▲

How priorities change by gender of student

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



Criteria where difference in ranking is six or more	Male students ranking	Female students ranking
Control of bullying	8th	3rd ▼
Developing confidence	10th	4th ▼
Caring teachers	12th	5th ▼
School communication	17th	18th ▲

Relative student priorities for improvement

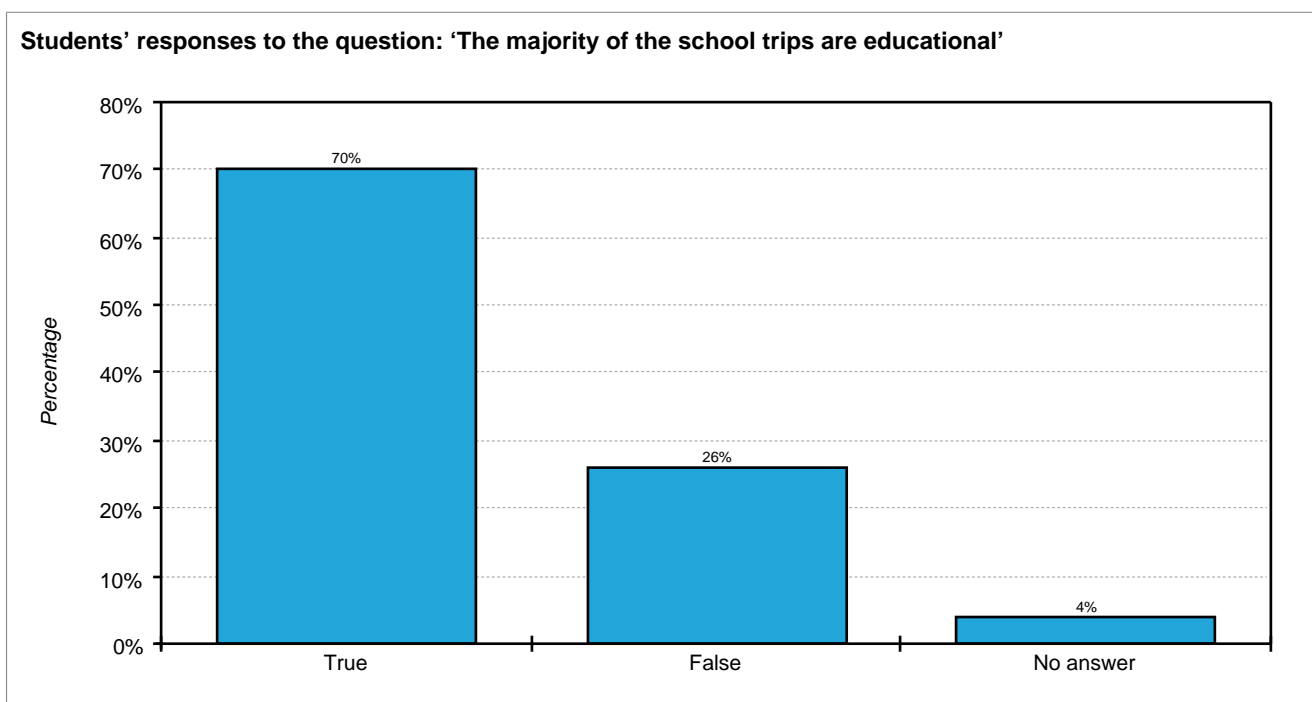
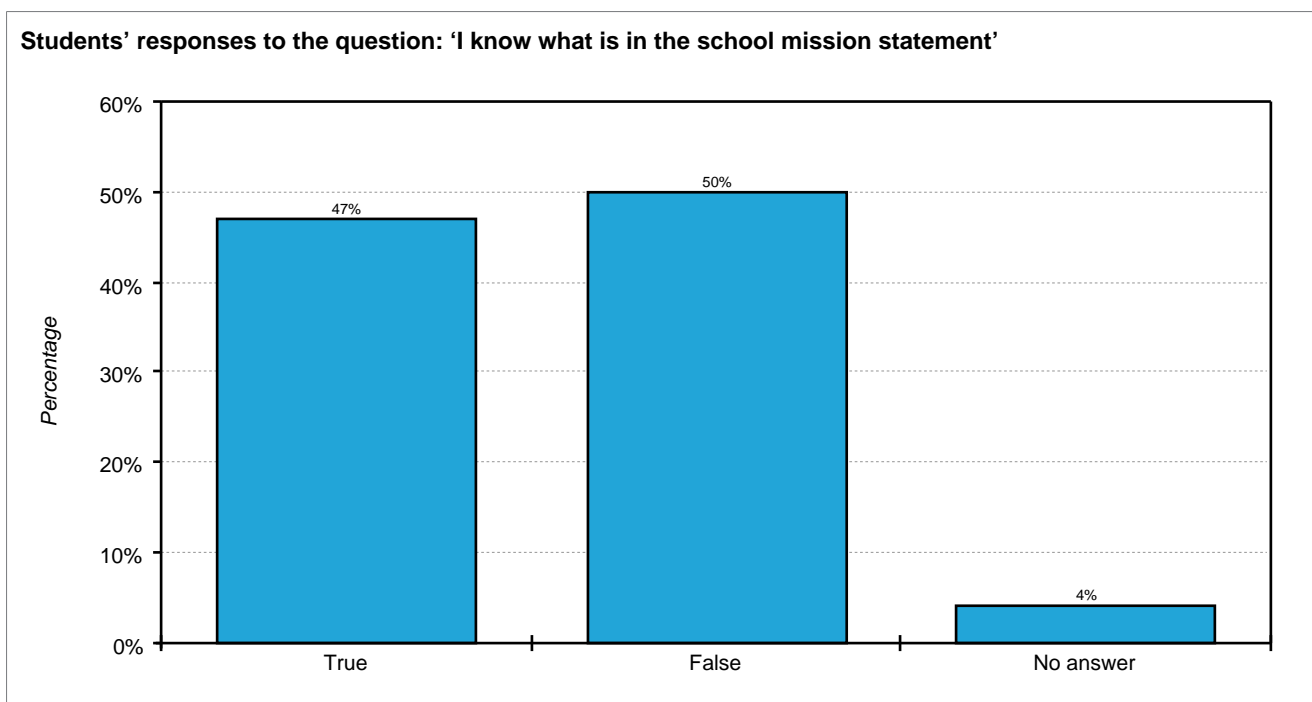
Student priorities are shown below compared to student priorities in similar schools. The school's previous years figures are also provided for comparison.

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Happiness of child	15.5	9.4	0.0
Teaching quality	15.4	9.6	0.0
Careers advice	10.9	3.8	0.0
School facilities	8.0	2.8	0.0
School discipline	7.7	7.1	0.0
Developing potential	5.2	9.2	0.0
Control of bullying	4.9	3.6	0.0
Levels of homework	4.7	12.1	0.0
Caring teachers	4.0	4.0	0.0
Developing confidence	3.9	3.0	0.0
Choice of subjects	3.4	9.5	0.0
Exam results	3.3	9.7	0.0
Availability of resources	2.8	1.9	0.0
Community spirit	2.7	1.0	0.0
Computer access	2.6	3.9	0.0
School security	1.7	2.8	0.0
Social health education	1.3	3.9	0.0
Truancy control	0.9	1.5	0.0
Developing moral values	0.9	0.9	0.0
School communication	0.3	0.4	0.0

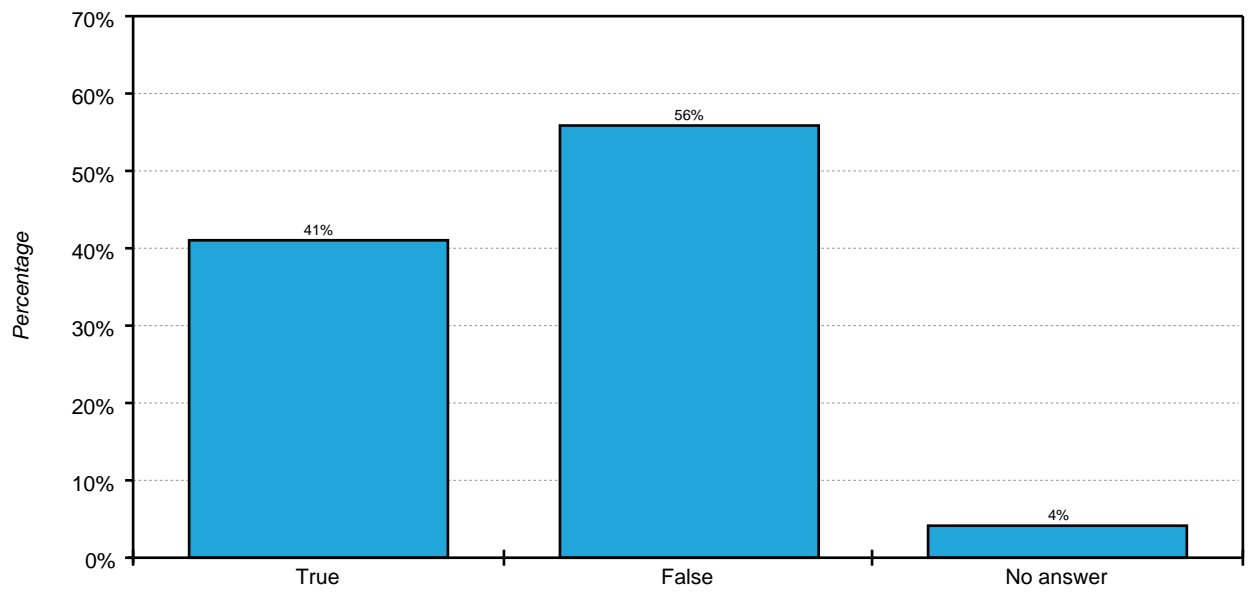
- Students have given a higher priority to the following areas since the last survey: Happiness of child, Teaching quality, Careers advice and School facilities.
- Students have given a lower priority to the following areas since the last survey: Developing potential, Levels of homework, Choice of subjects and Exam results.
- Students have given a higher priority to the following areas compared to similar schools: Happiness of child, Teaching quality, Careers advice, School facilities, School discipline, Developing potential, Control of bullying, Levels of homework and Caring teachers.

Unique questions

Results for your unique questions are shown below.



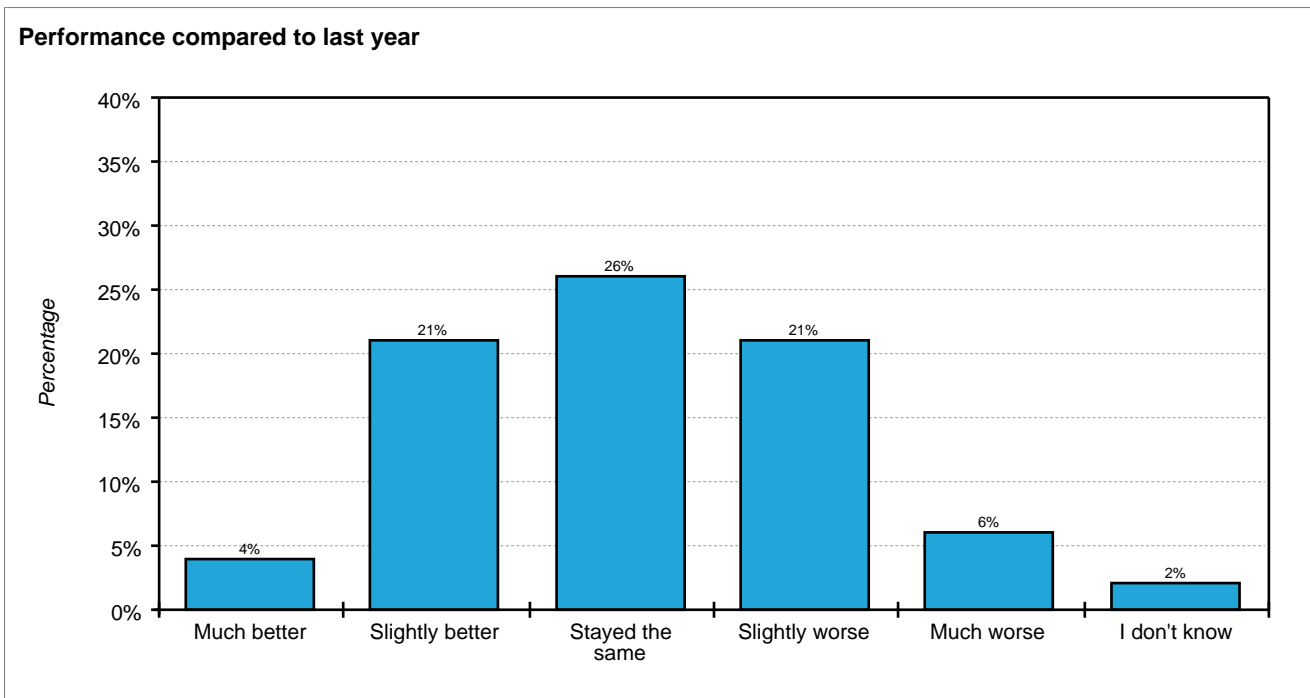
Students' responses to the question: 'The school House system is important'



Standard analysis

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

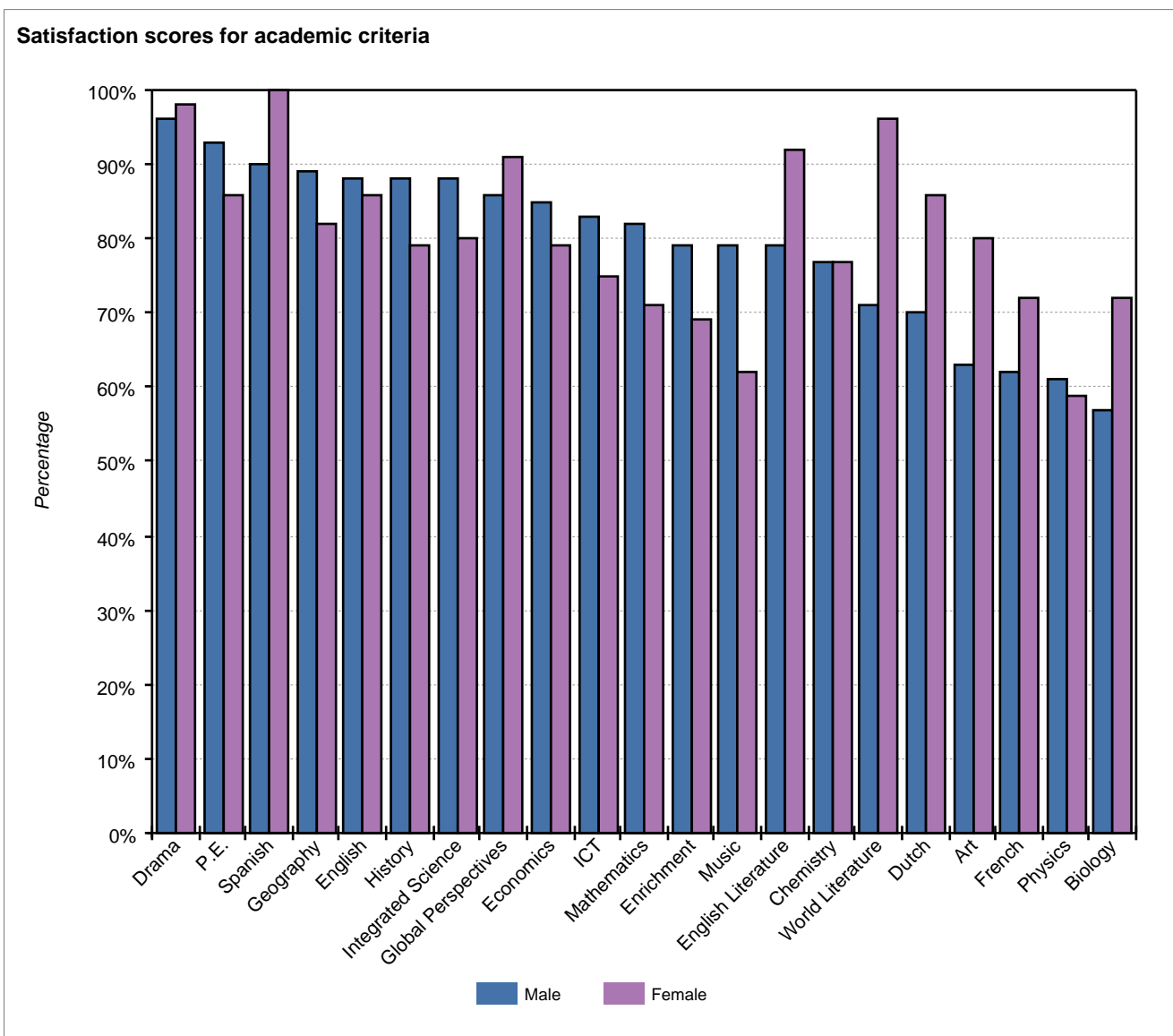
Performance and expectations



- Of the students who were not in their first year at the school 24% said the school had improved over the last year and 26% thought that the school's performance was worse.

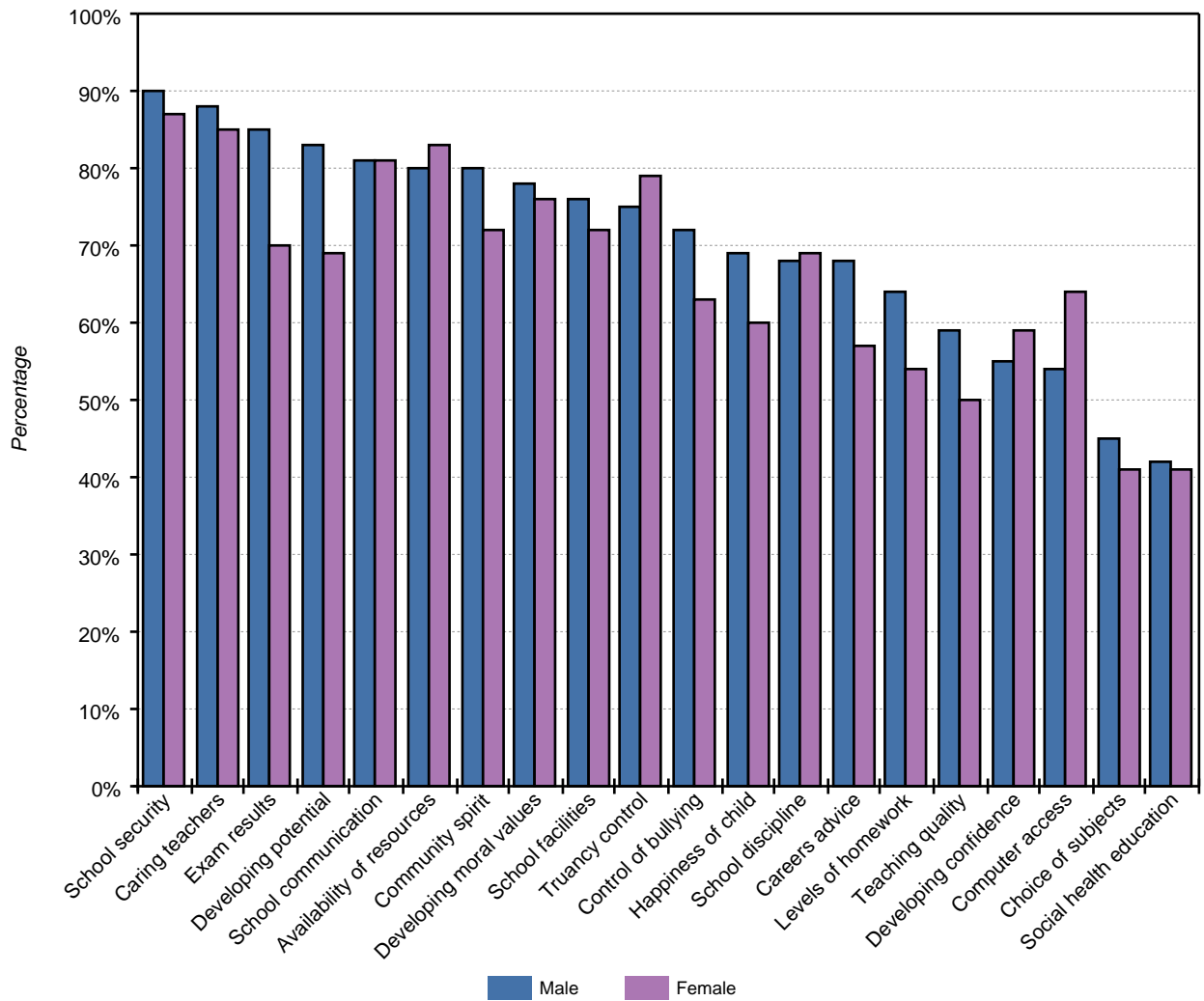
Gender analysis

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



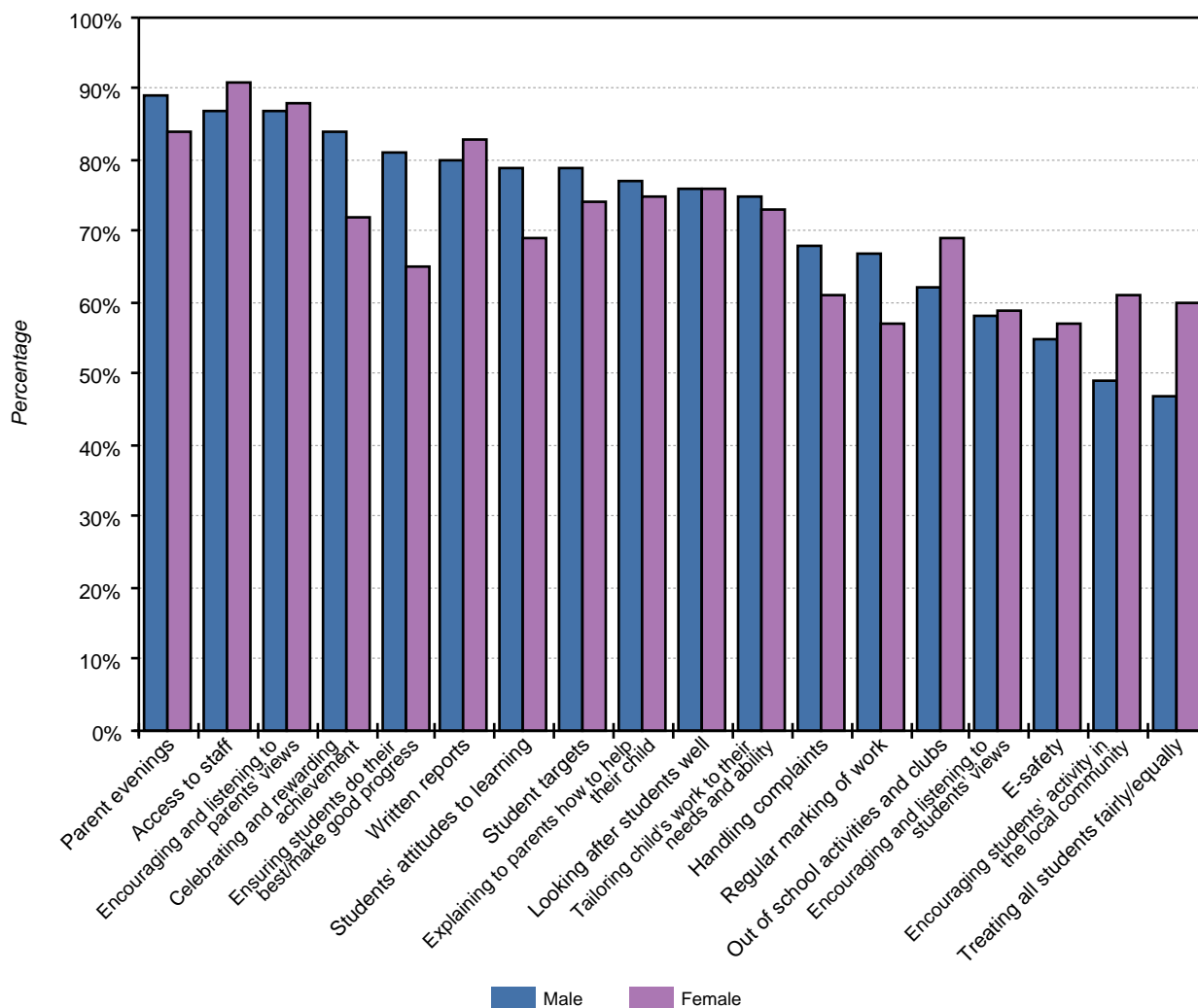
Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Dutch	70.0	85.6 ▲

Satisfaction scores for non-academic criteria



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Exam results	84.8	70.1 ▼

Satisfaction scores for additional criteria

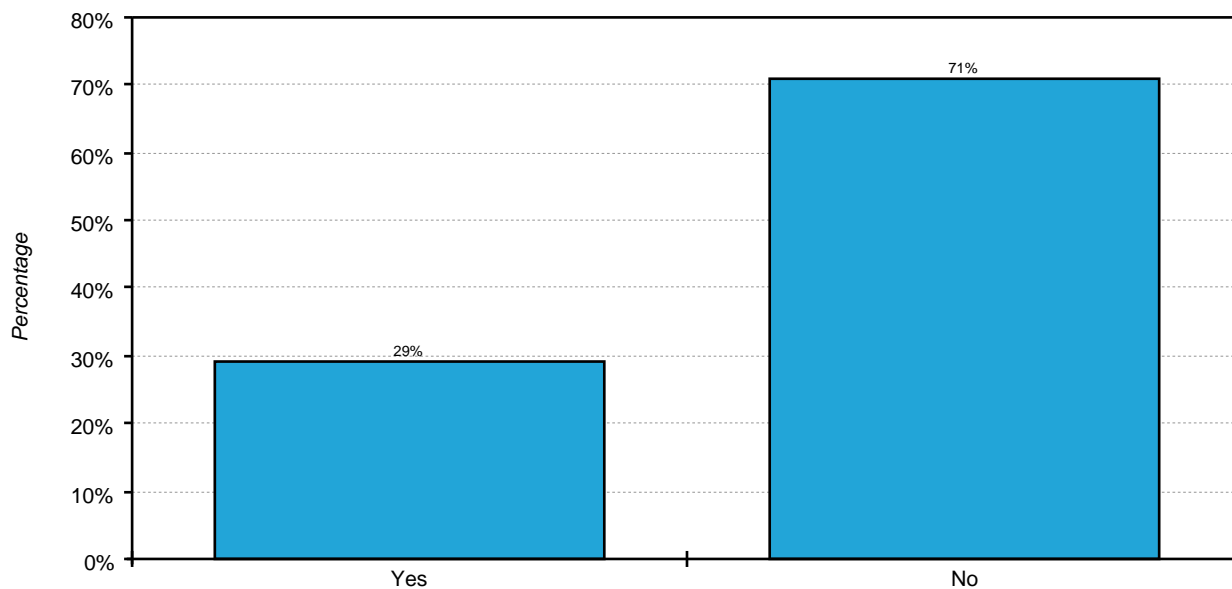


Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Ensuring students do their best/make good progress	80.6	64.5 ▼
Handling complaints	67.8	60.6 ▼

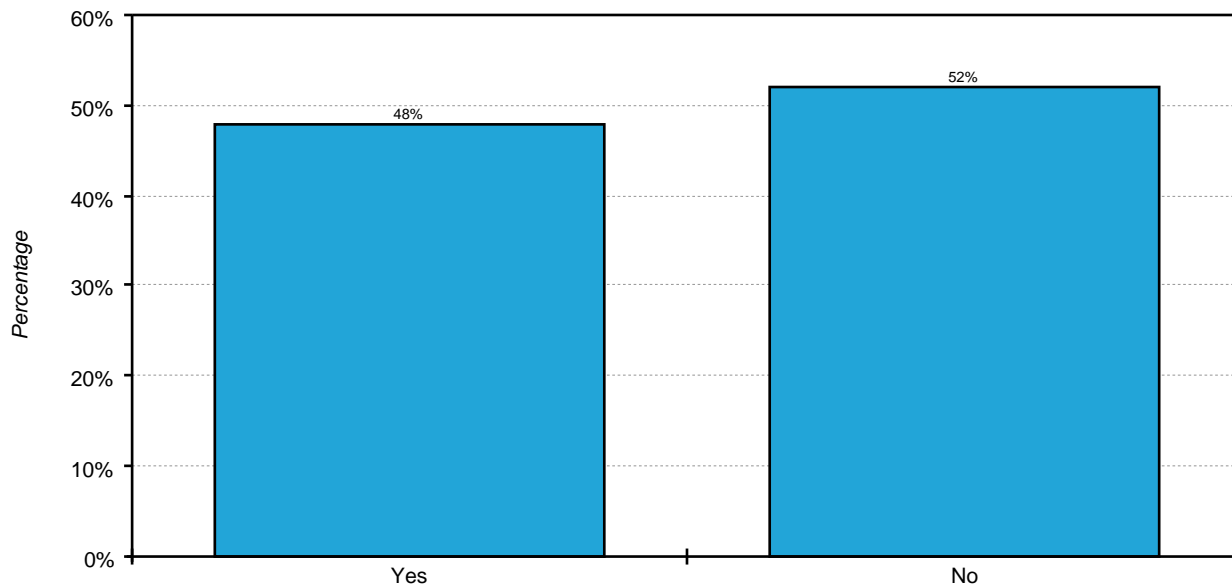
Healthy lifestyle

This section of the report summarises perceptions of whether students are encouraged to live healthy lifestyles.

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



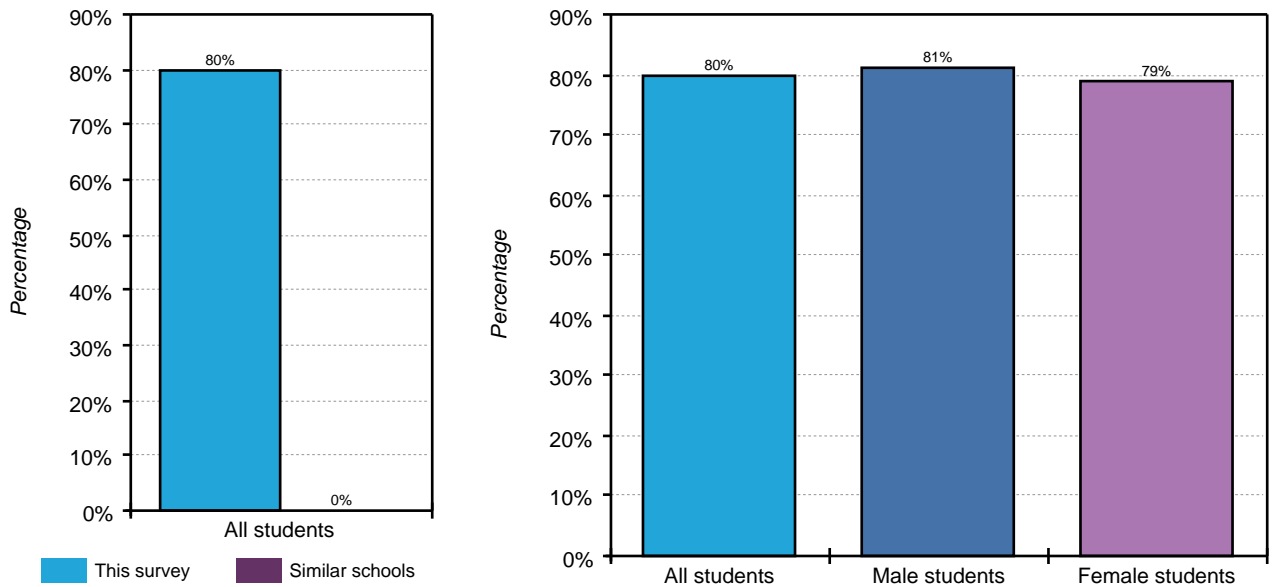
Students' responses to the question: 'School encourages healthy lifestyle through exercise'



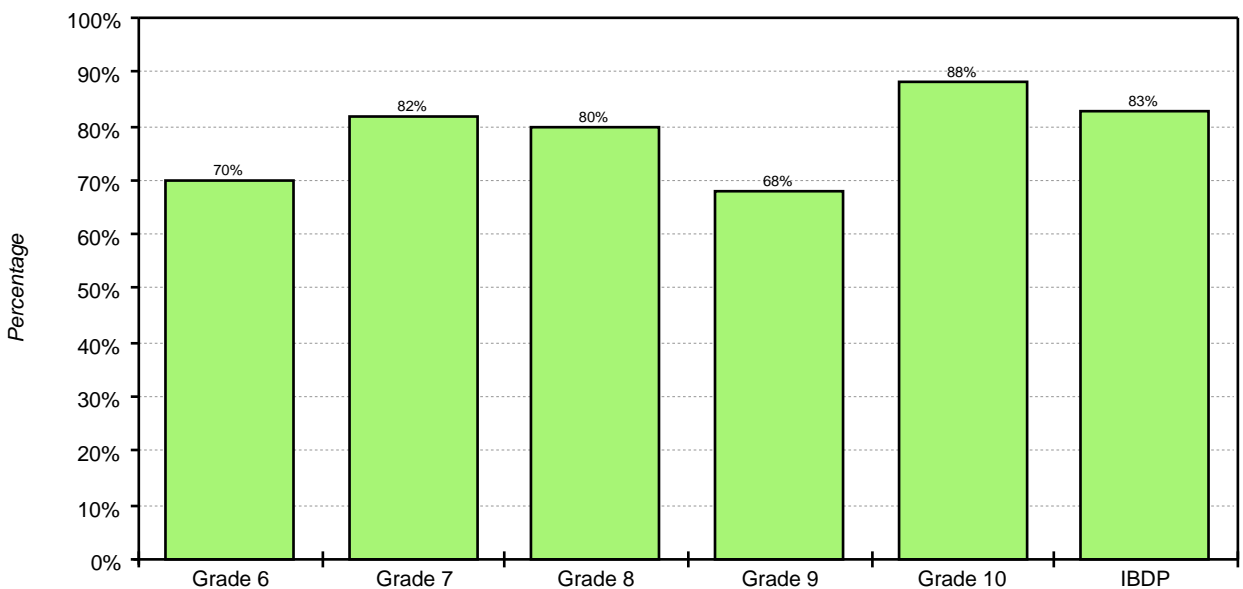
Student home environment

This section of the report summarises student responses to the home environment questions, broken down by year group and gender.

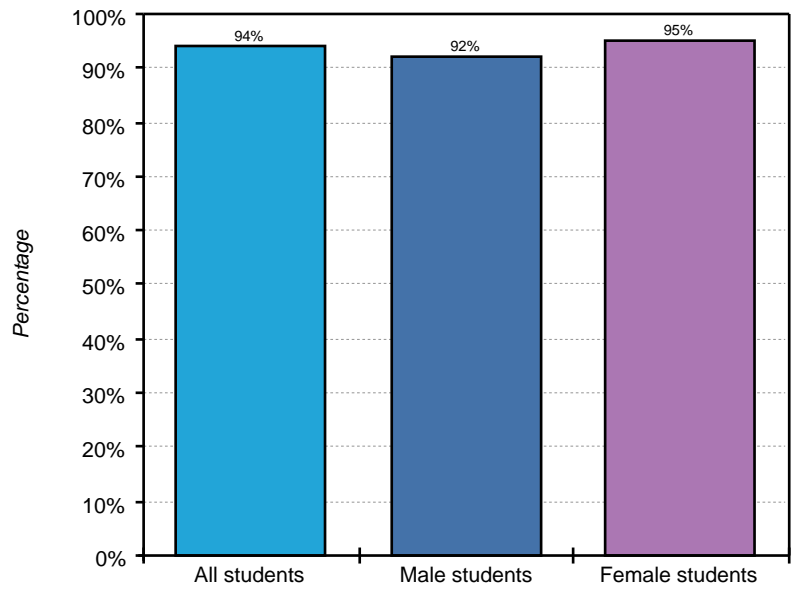
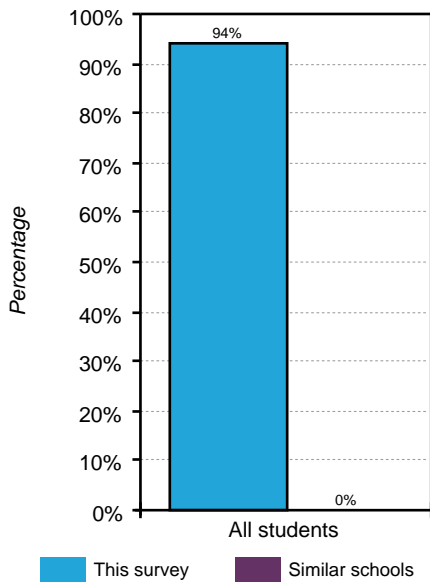
Students' responses to the question: 'My parents want to know what I am learning about at school.' broken down by gender



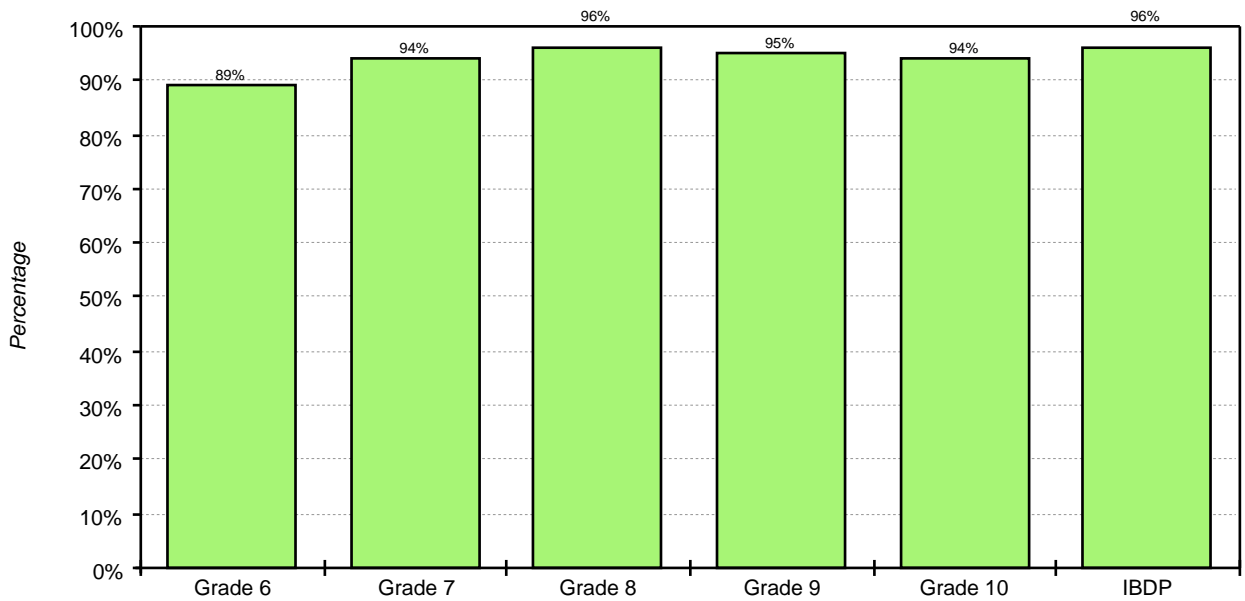
Students' responses to the question: 'My parents want to know what I am learning about at school.' broken down by year group



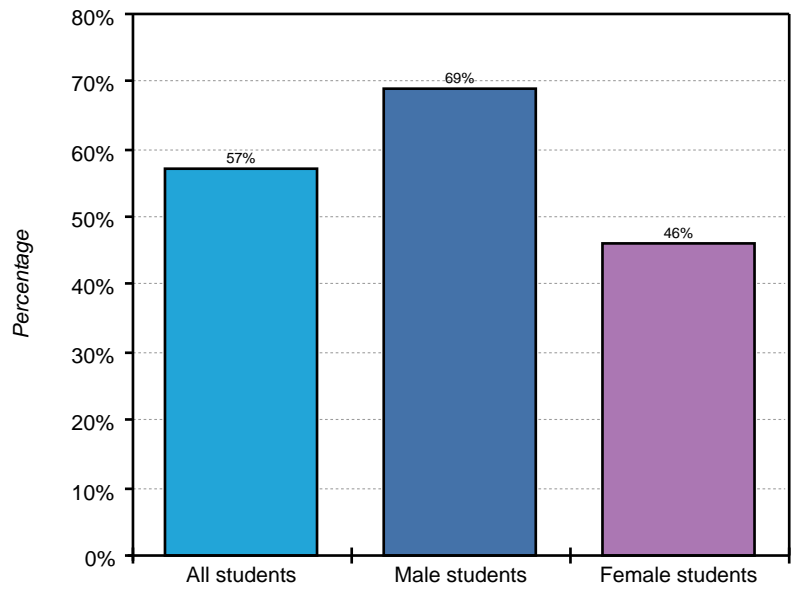
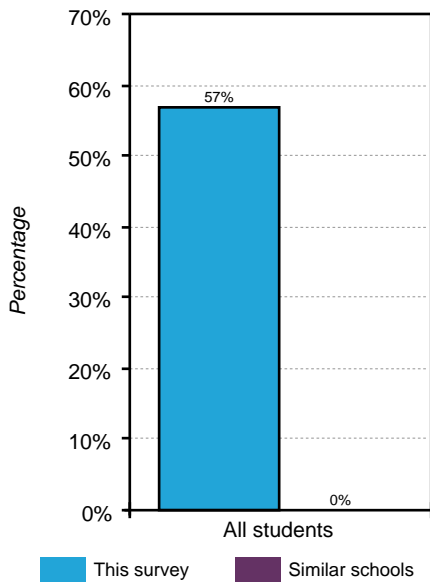
Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by gender



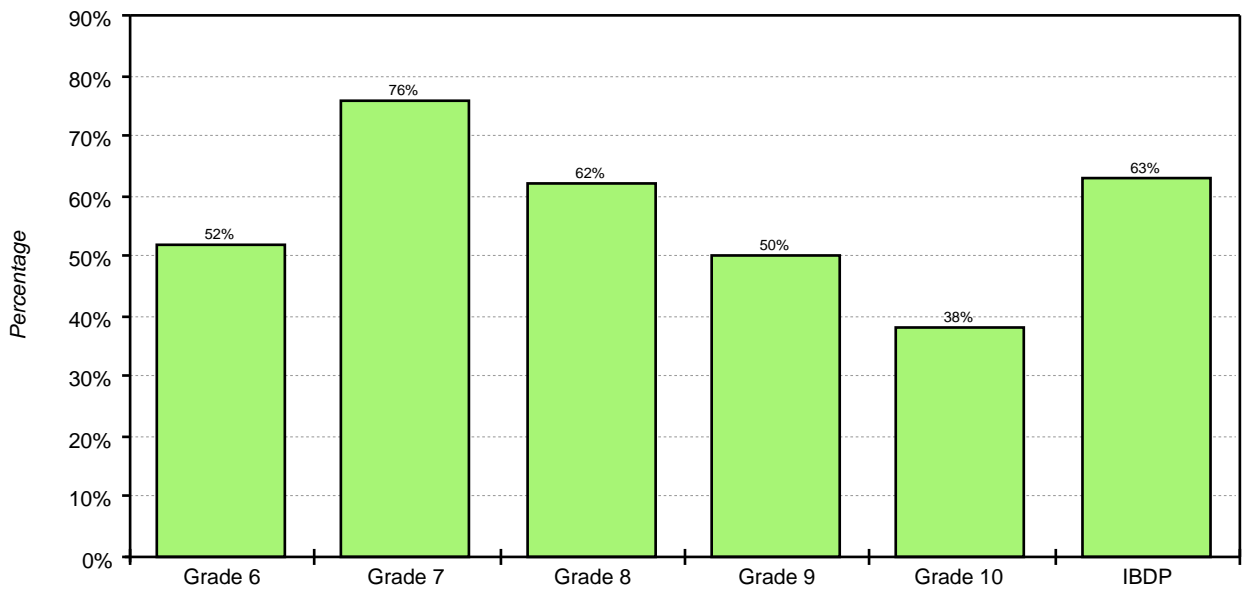
Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by year group



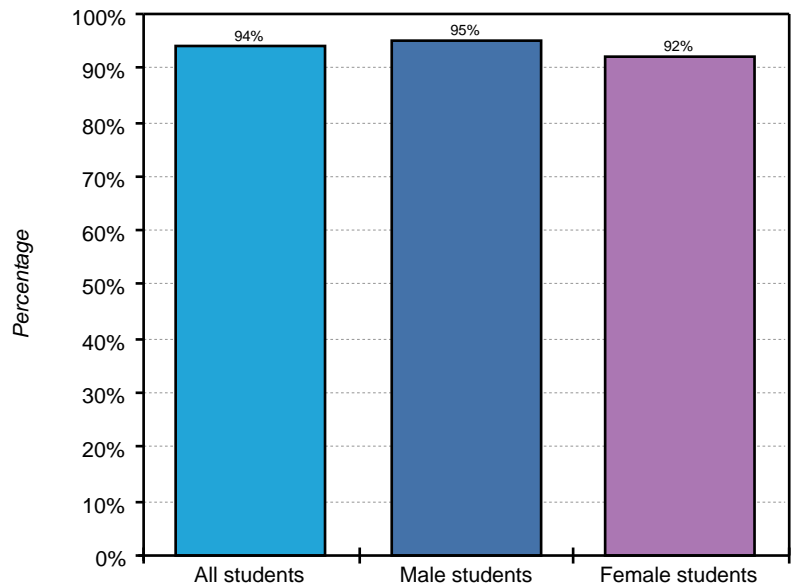
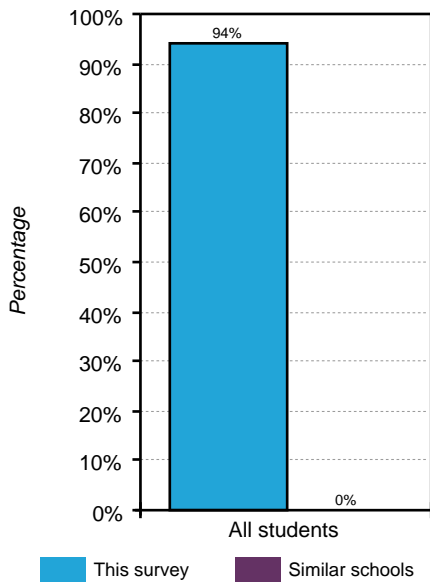
Students' responses to the question: 'My parents often look at my work to see how well I am doing at school.' broken down by gender



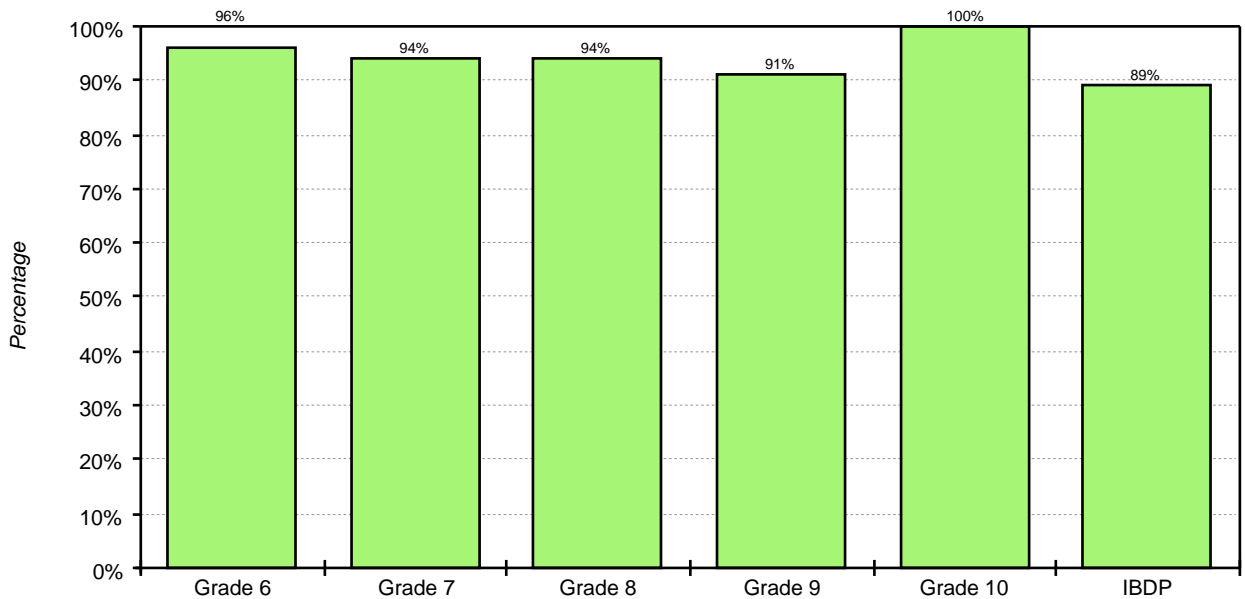
Students' responses to the question: 'My parents often look at my work to see how well I am doing at school.' broken down by year group



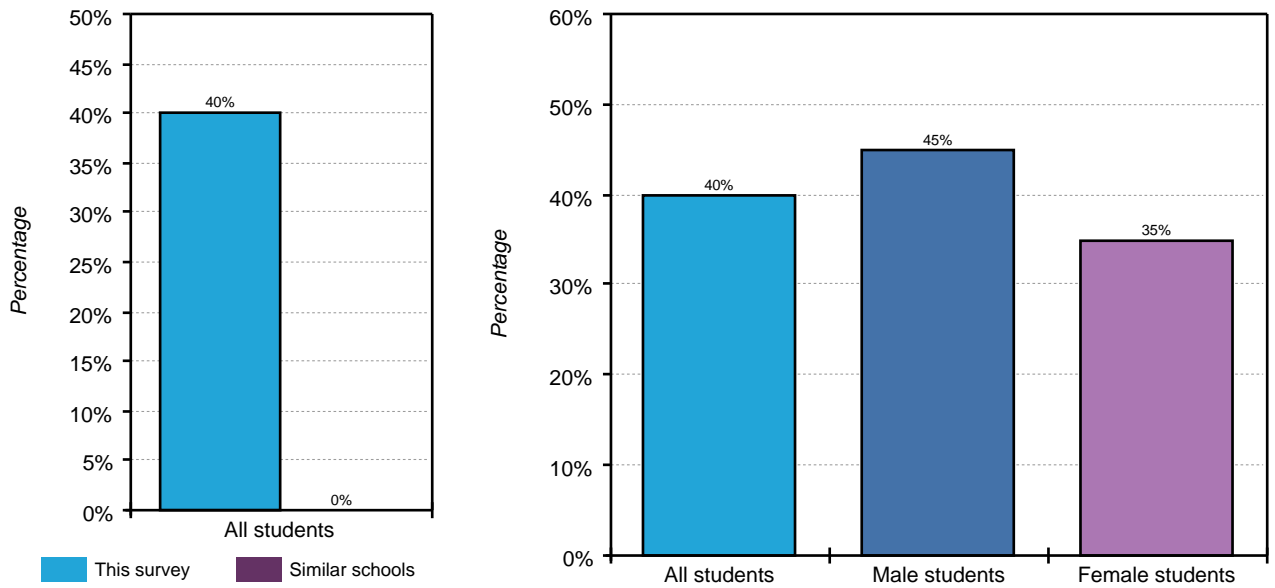
Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by gender



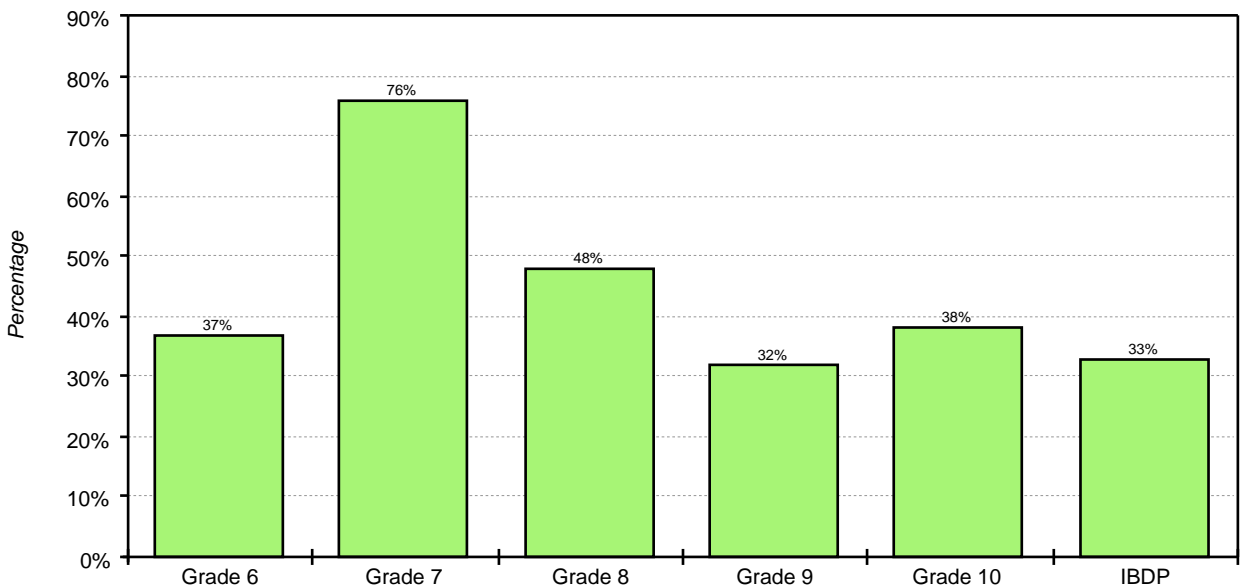
Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by year group



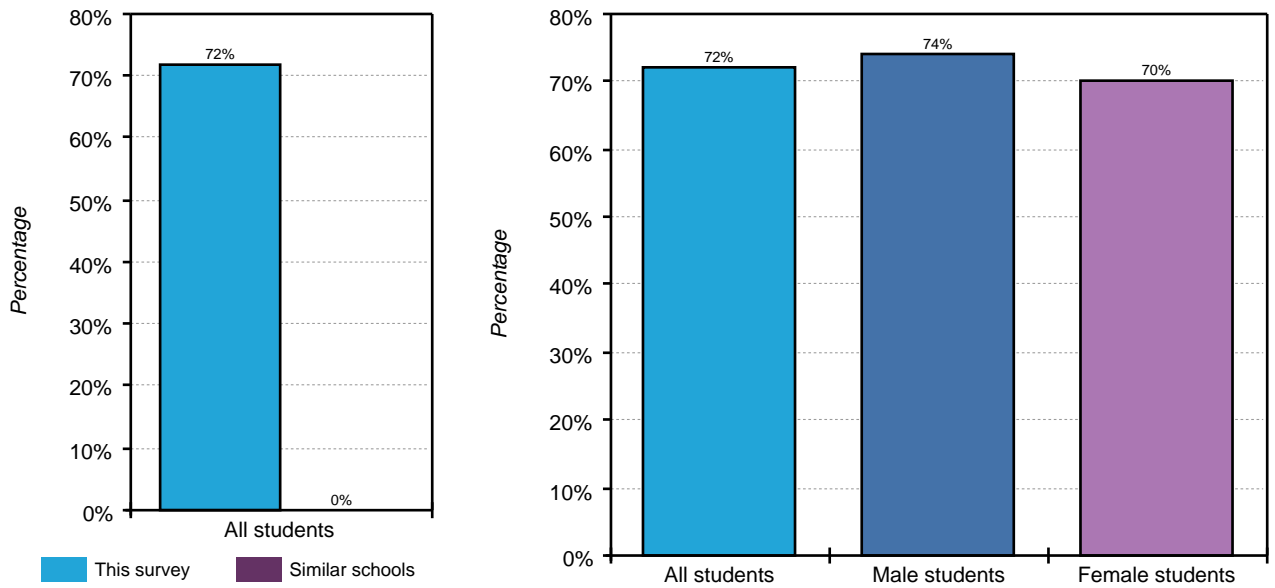
Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by gender



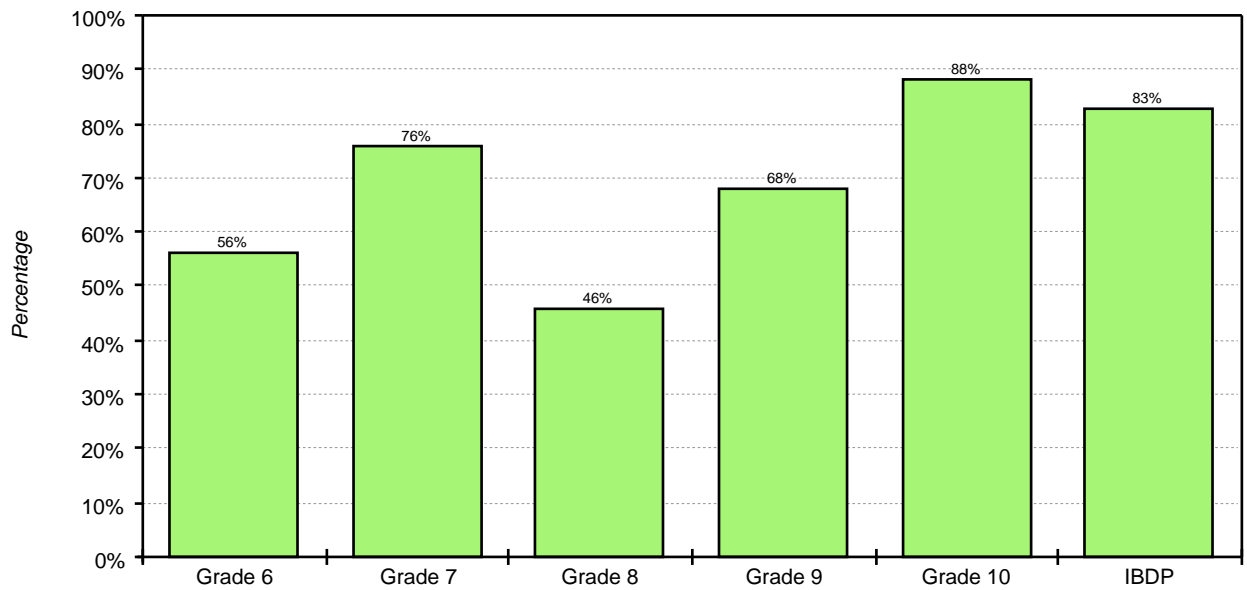
Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by year group



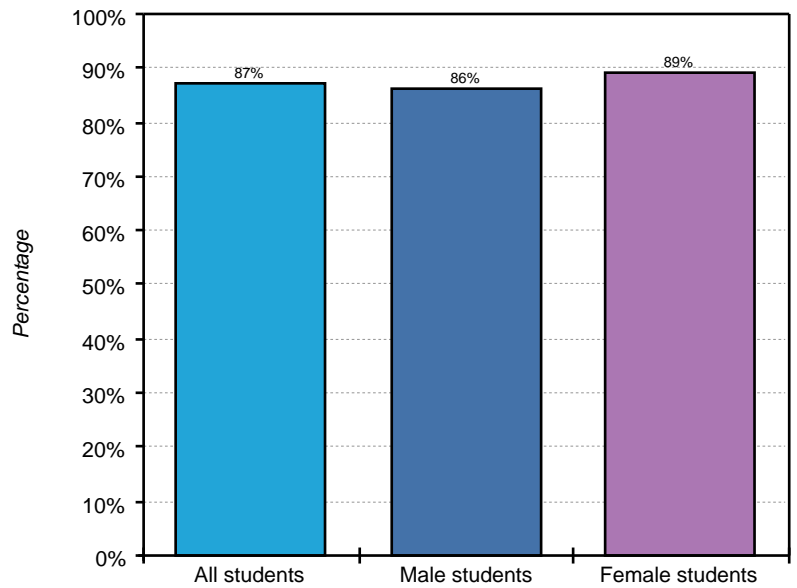
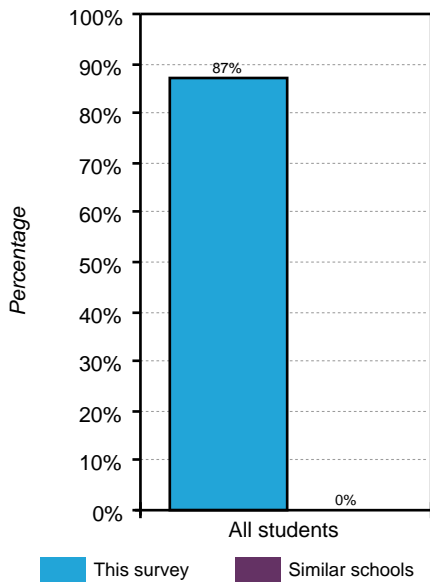
Students' responses to the question: 'I have books at home which I can use to help me with my school work.' broken down by gender



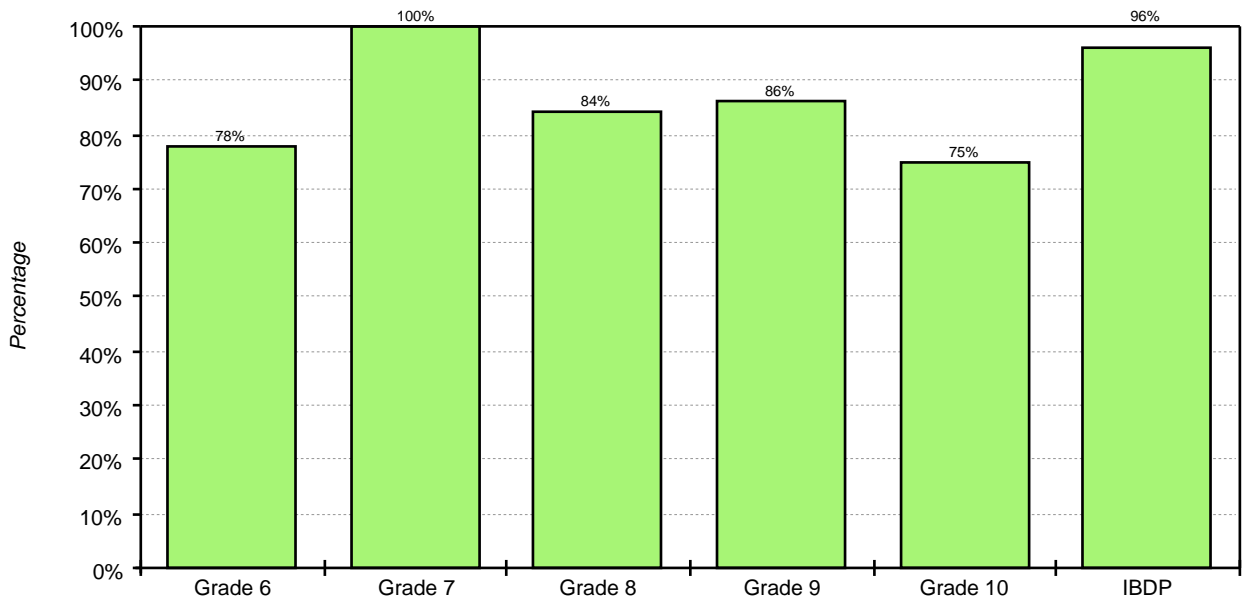
Students' responses to the question: 'I have books at home which I can use to help me with my school work.' broken down by year group



Students' responses to the question: 'If my parents knew I had a problem, they would visit school to talk it over with staff.' broken down by gender



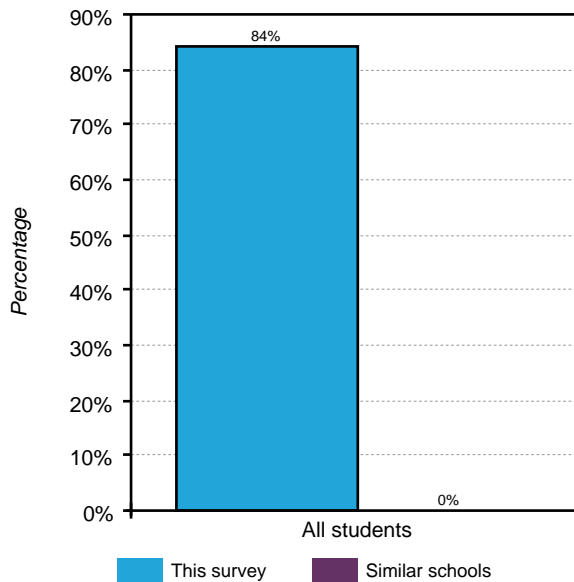
Students' responses to the question: 'If my parents knew I had a problem, they would visit school to talk it over with staff.' broken down by year group



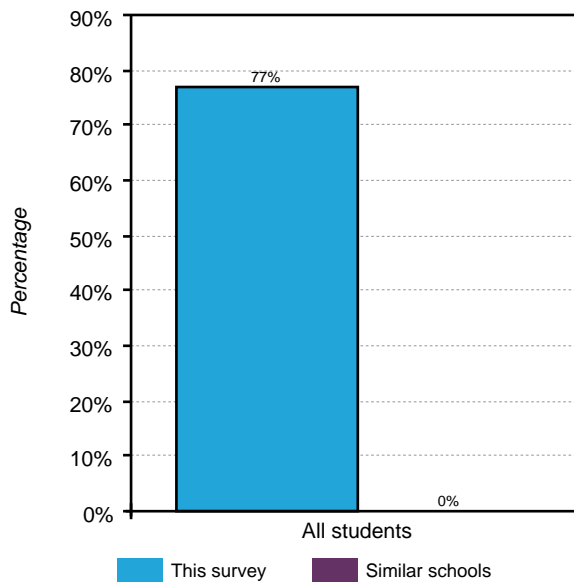
Student values

This section of the report summarises student values and experiences.

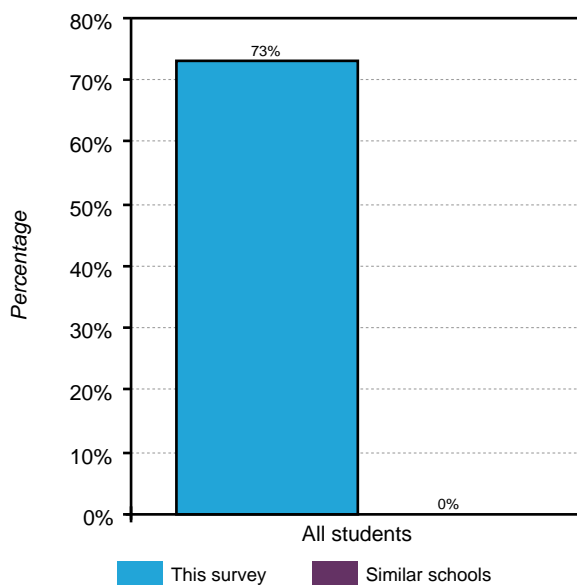
Students' responses to the question: 'I have not been bullied by other students recently.'



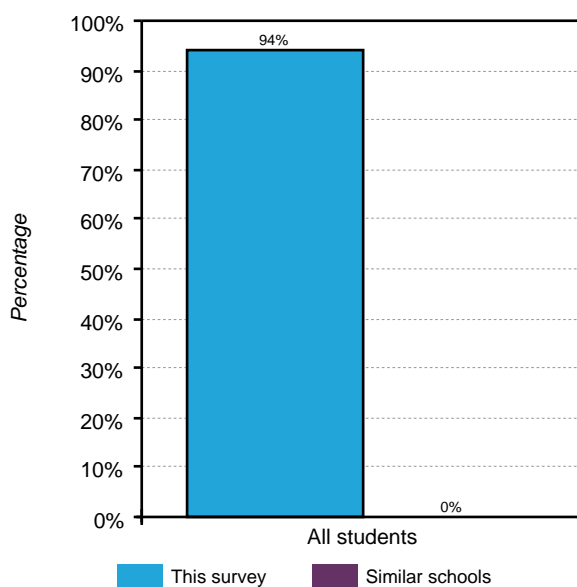
Students' responses to the question: 'I am usually treated fairly by teachers or other members of staff.'

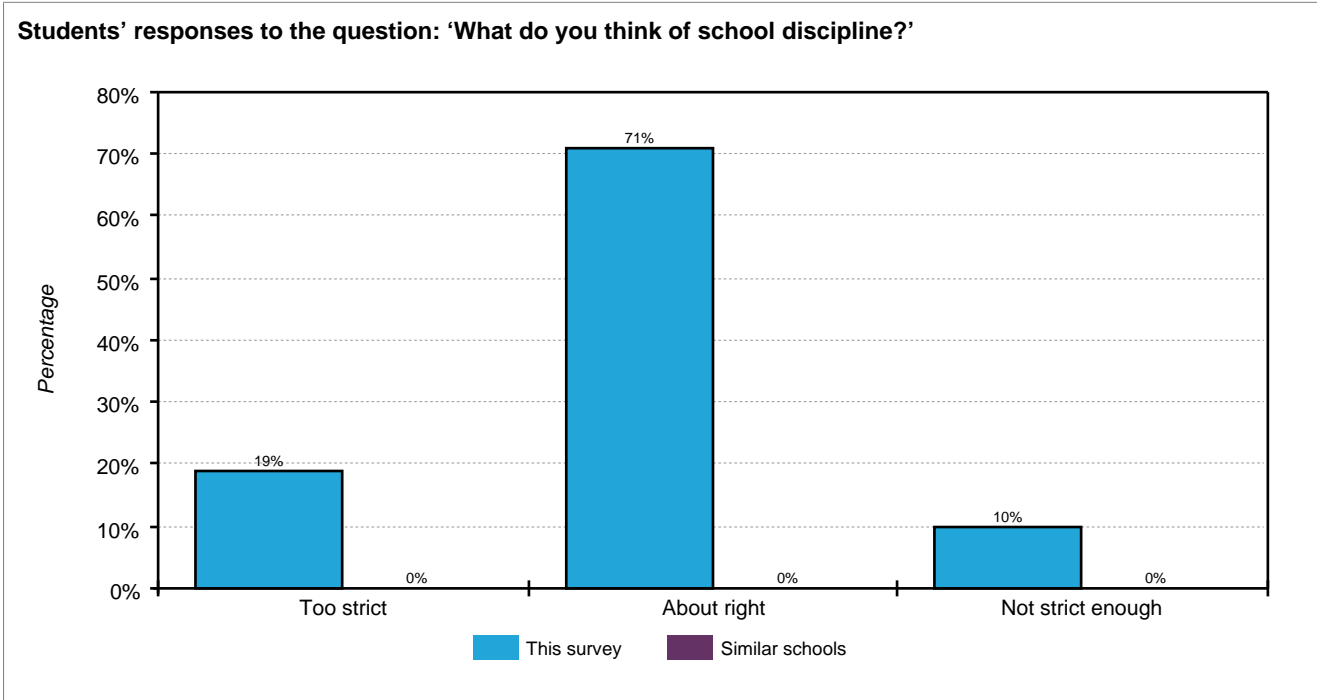


Students' responses to the question: 'If I had a choice I would still come to school and attend all of my lessons.'



Students' responses to the question: 'One day I would like to attend university.'





Year group analysis

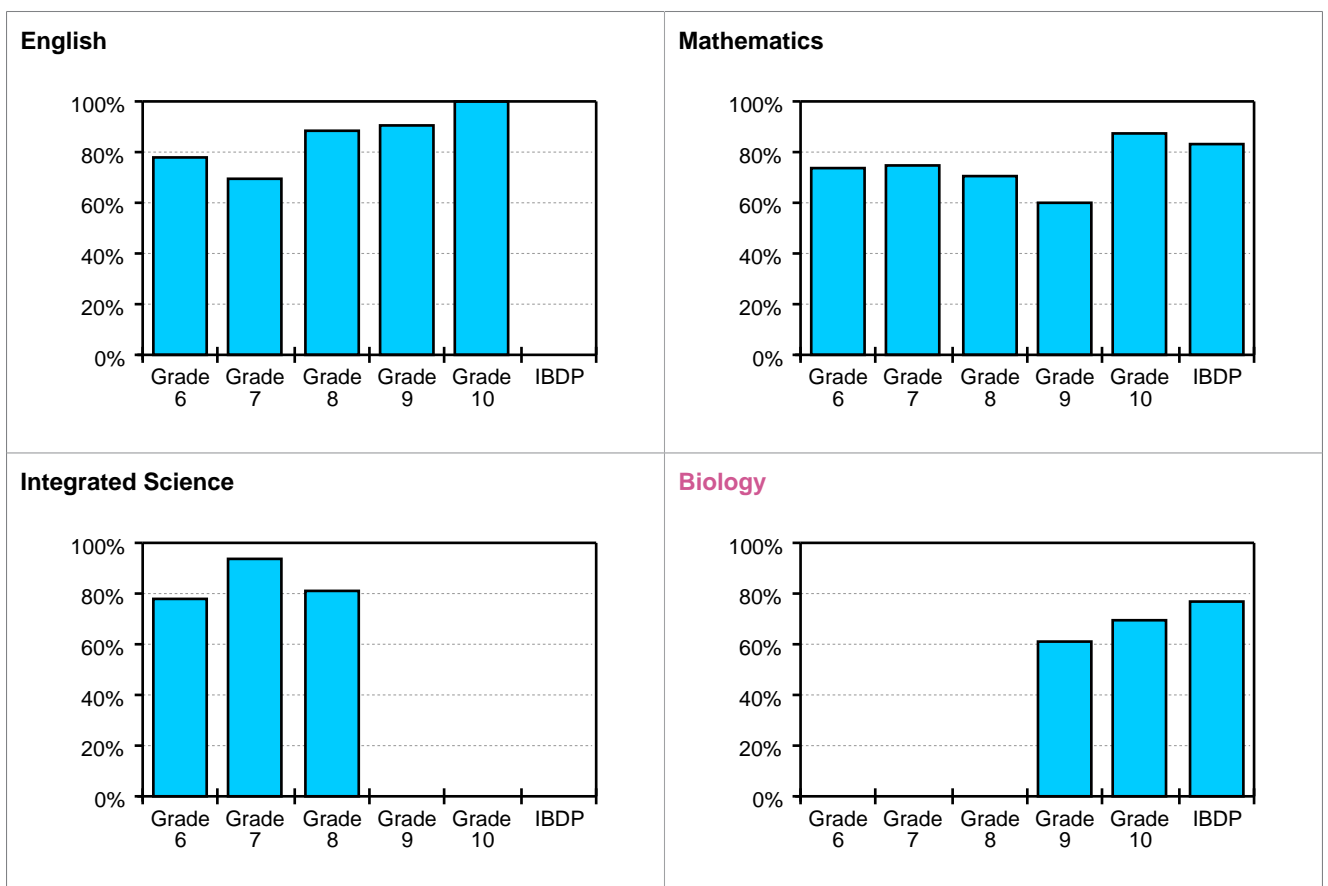
Analysis of year group scores compared to national average

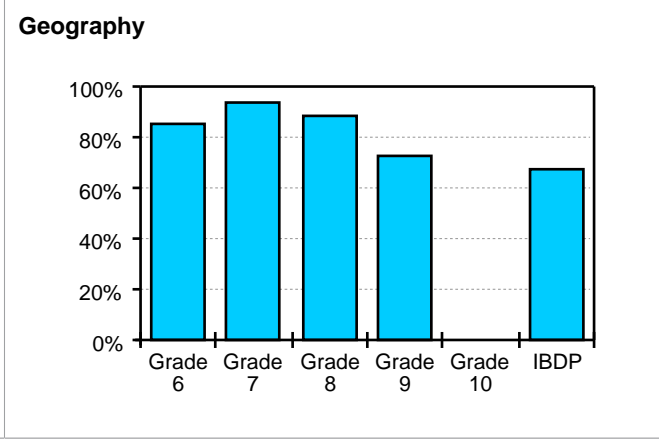
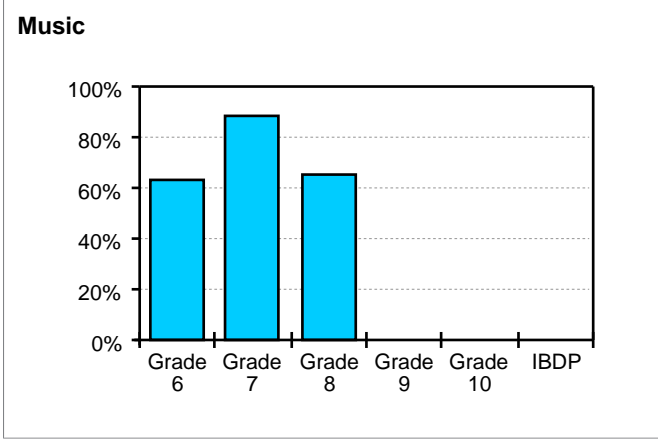
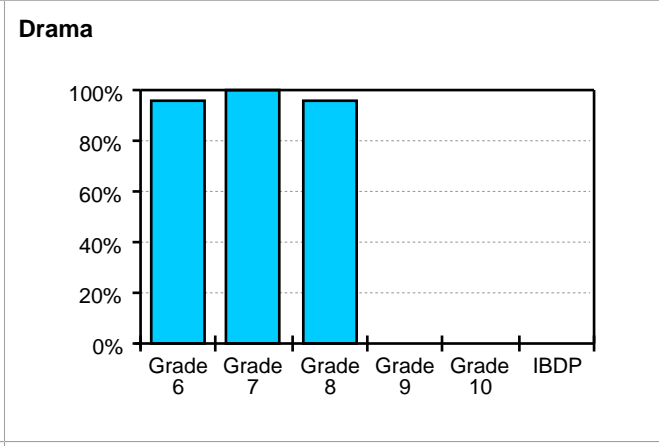
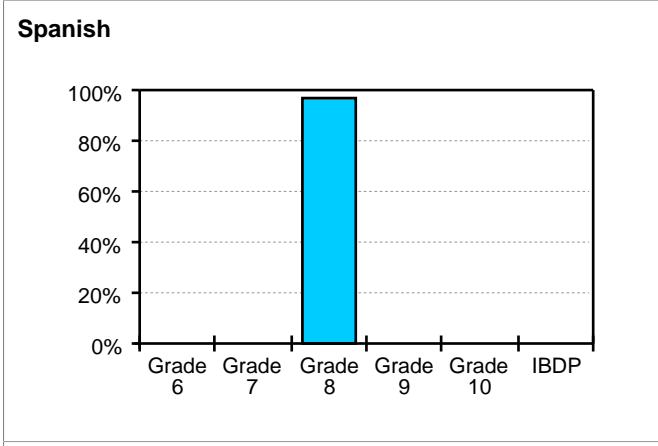
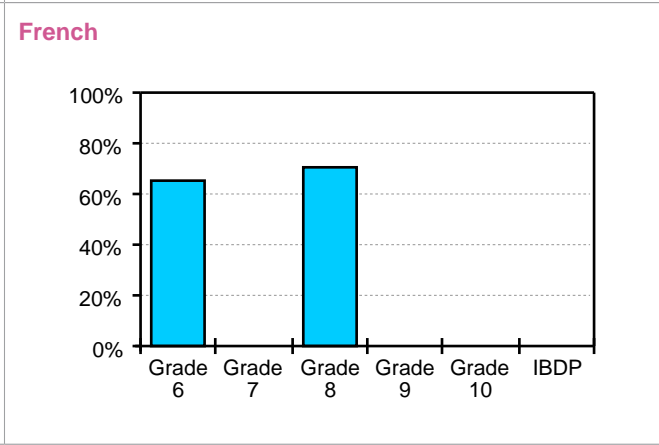
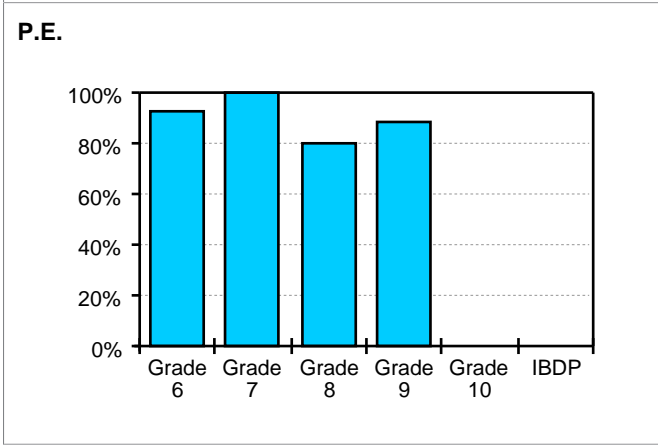
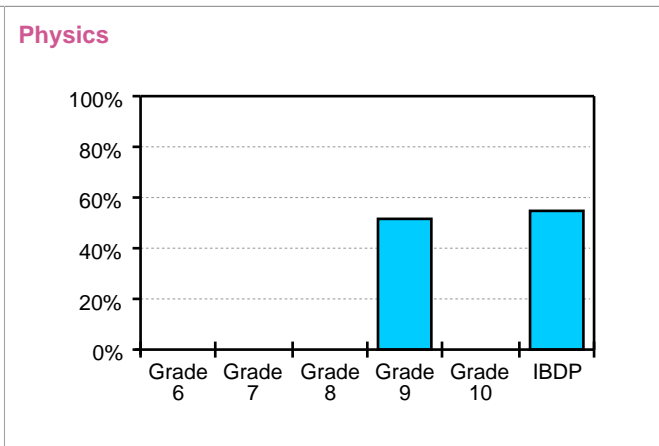
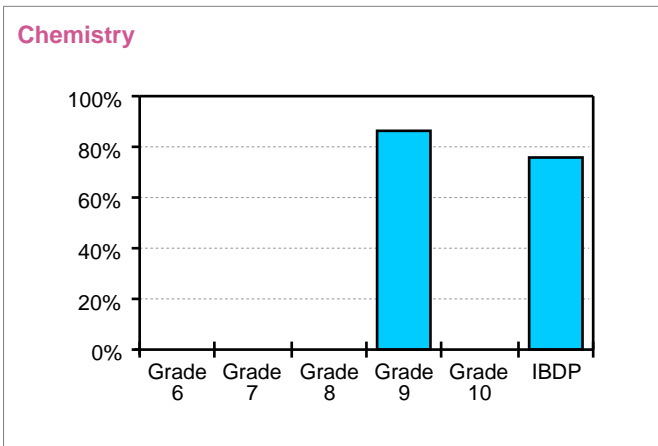
The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the 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.

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

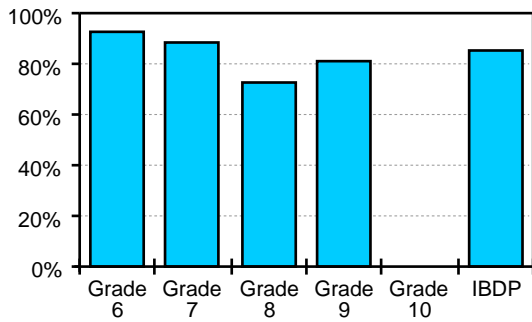
Year groups where there were fewer than 9 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

Year group analysis compared to national averages for academic criteria

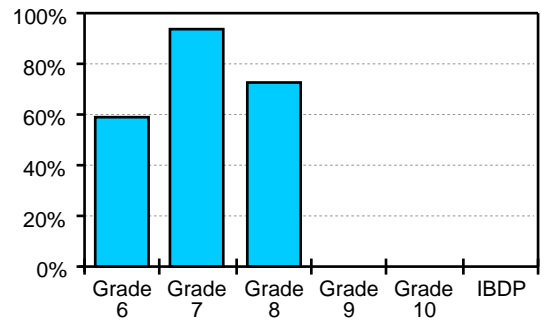




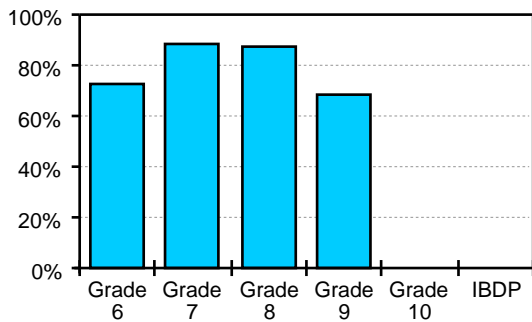
History



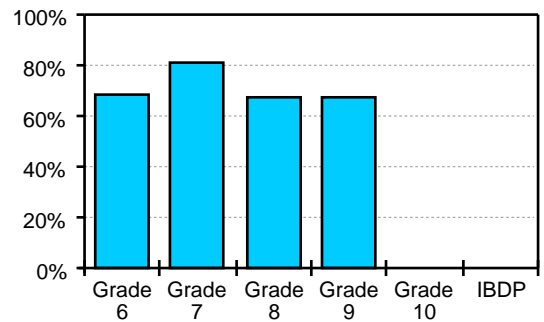
Enrichment



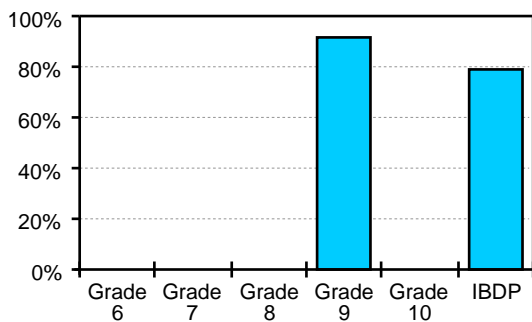
ICT



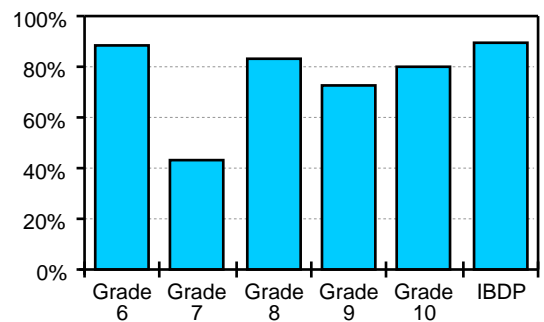
Art



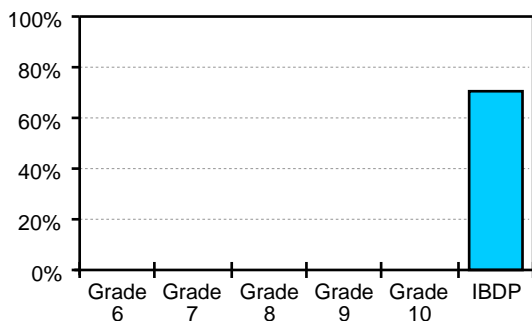
Economics



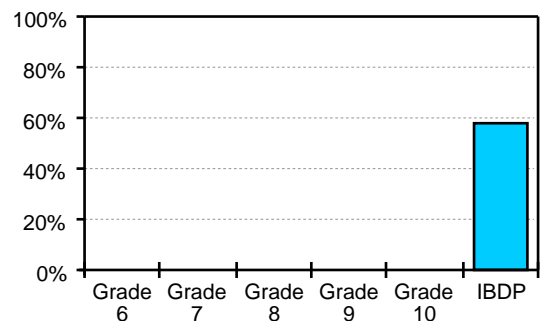
Dutch



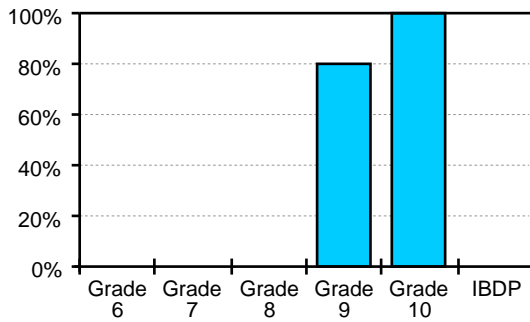
ITGS



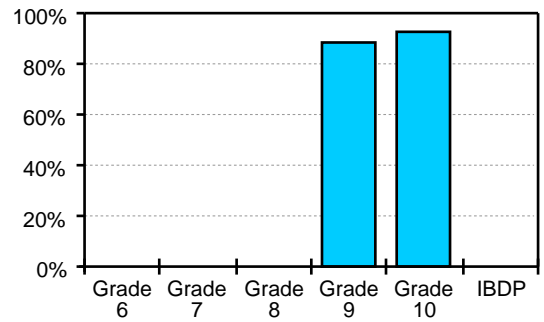
ESS



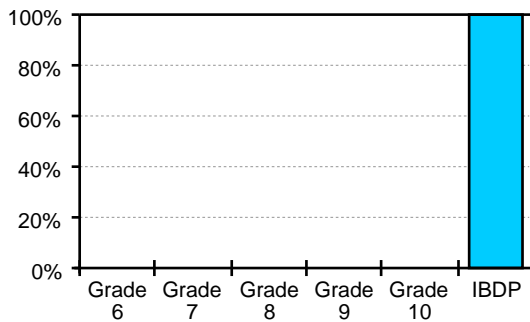
World Literature



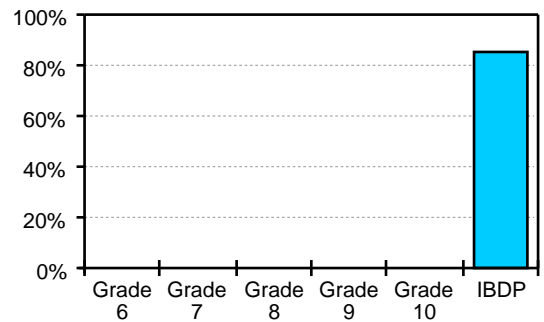
Global Perspectives



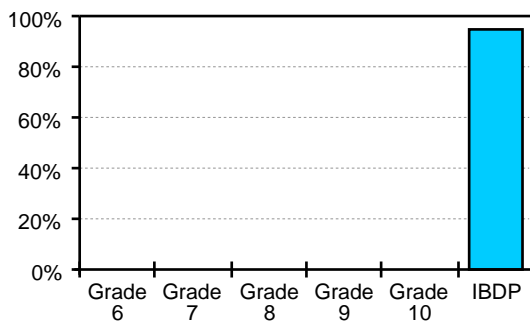
Own Language



English Literature

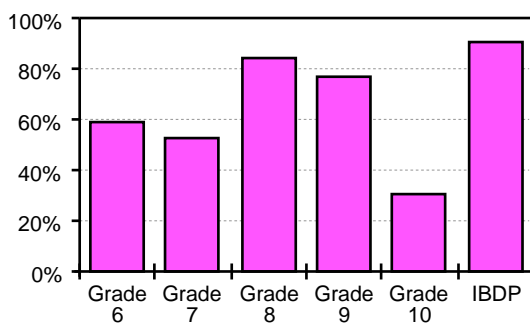


English B HL

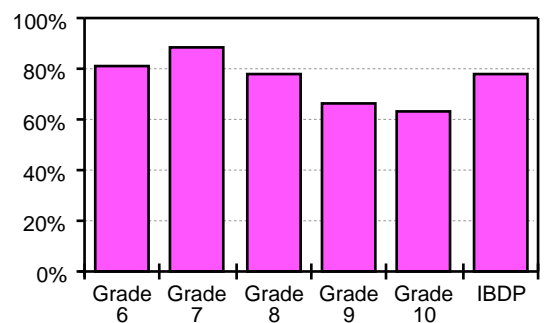


Year group analysis compared to national averages for non-academic criteria

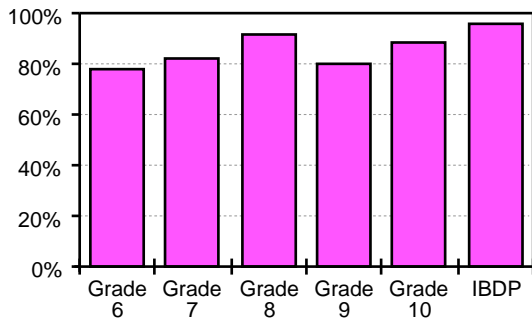
School discipline



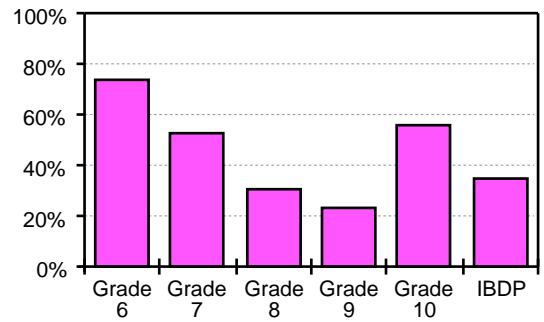
Community spirit



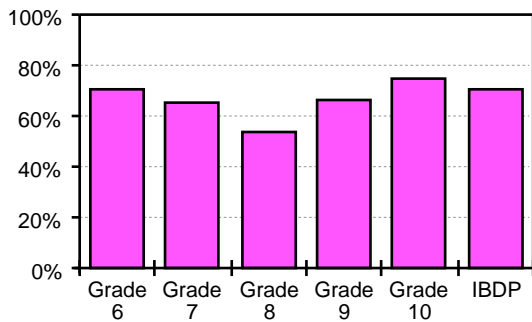
School security



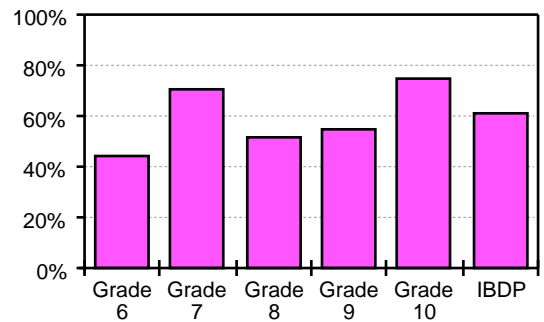
Social health education



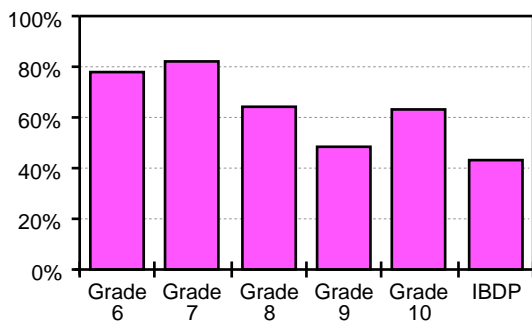
Control of bullying



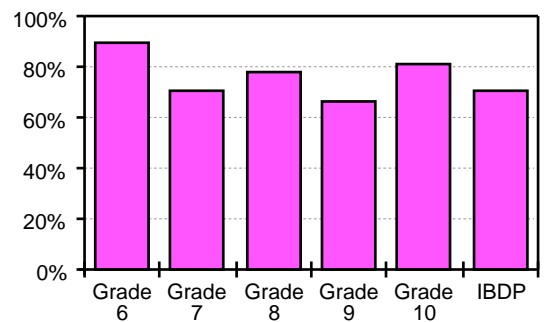
Careers advice



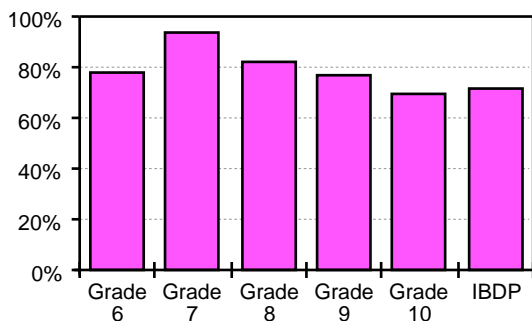
Levels of homework



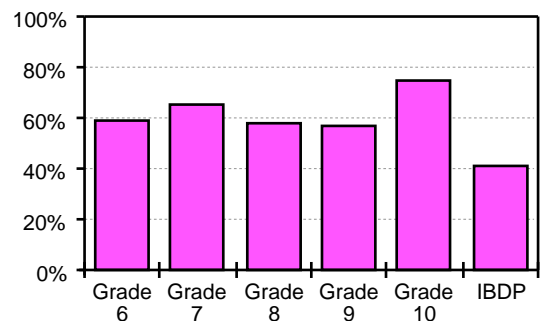
Developing potential



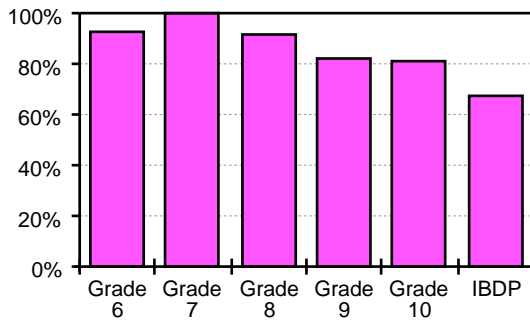
Exam results



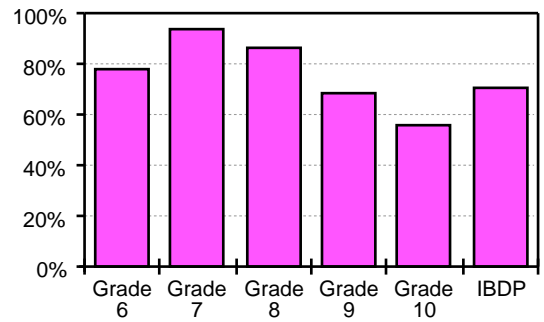
Developing confidence



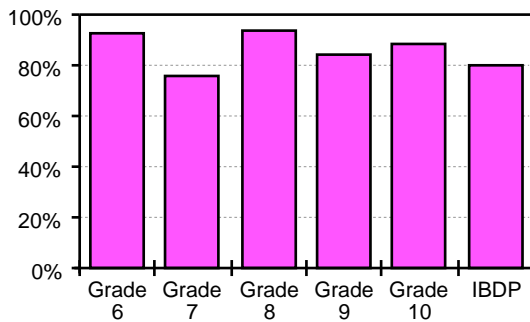
Availability of resources



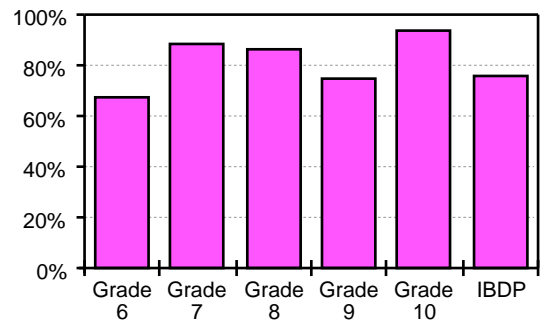
School facilities



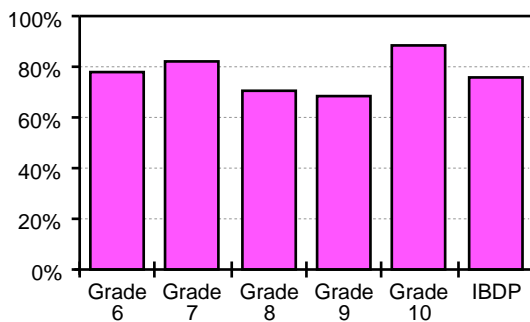
Caring teachers



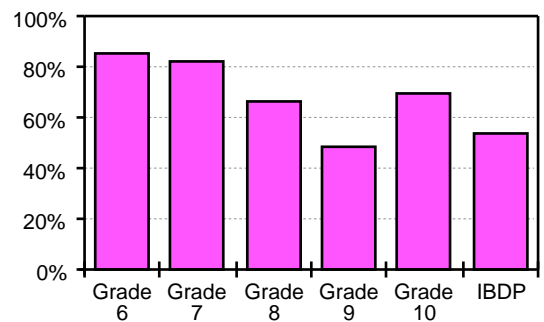
School communication



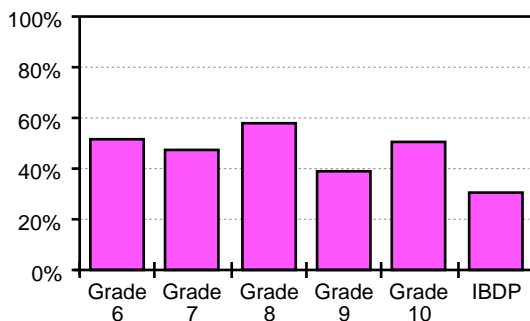
Developing moral values



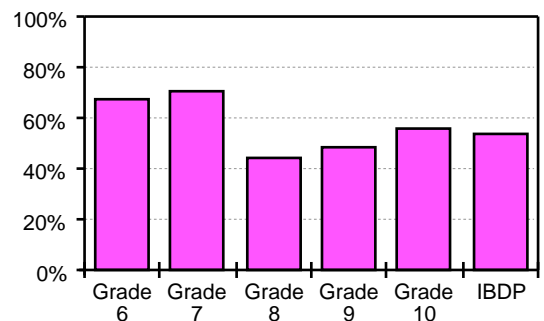
Happiness of child

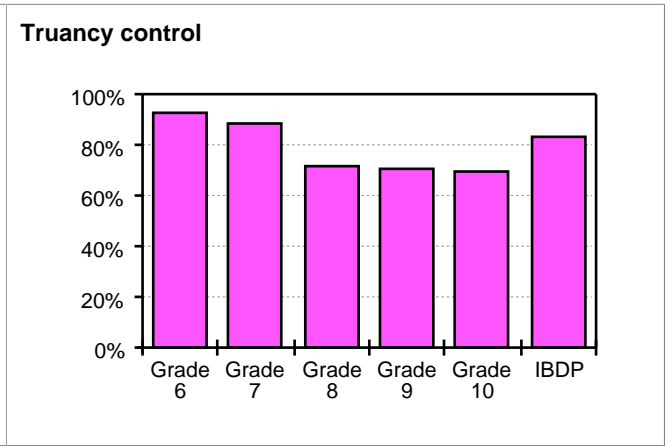
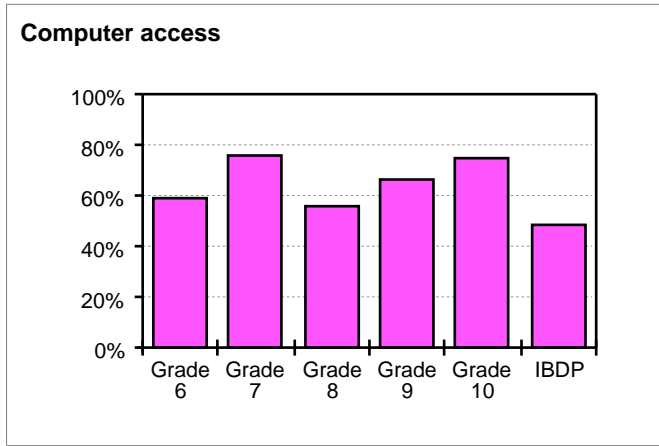


Choice of subjects

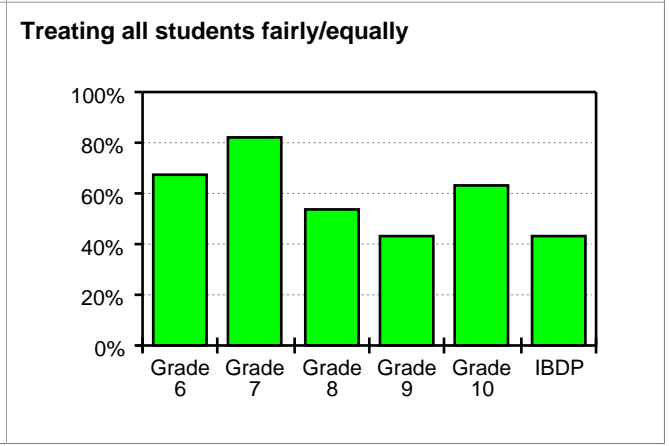
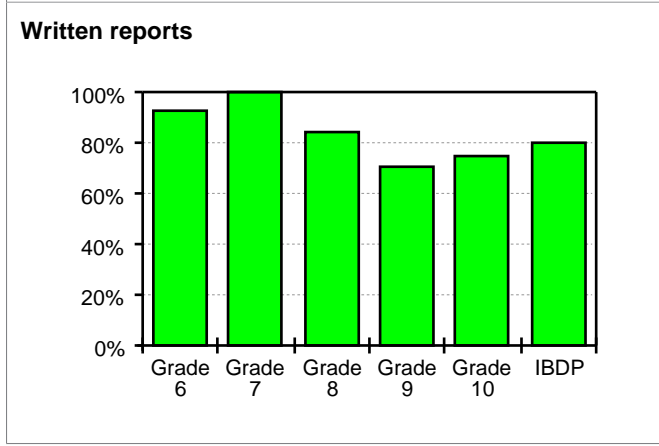
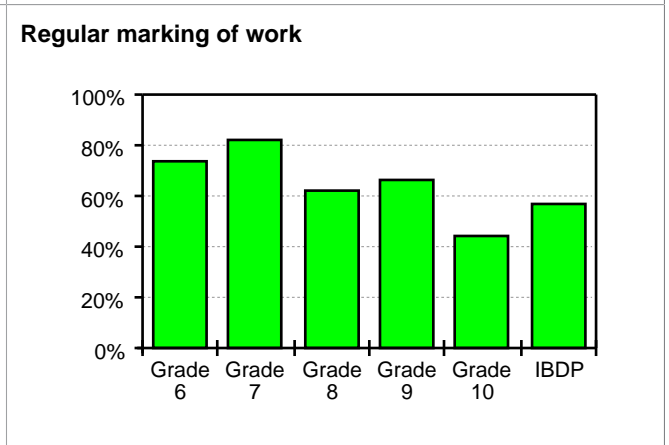
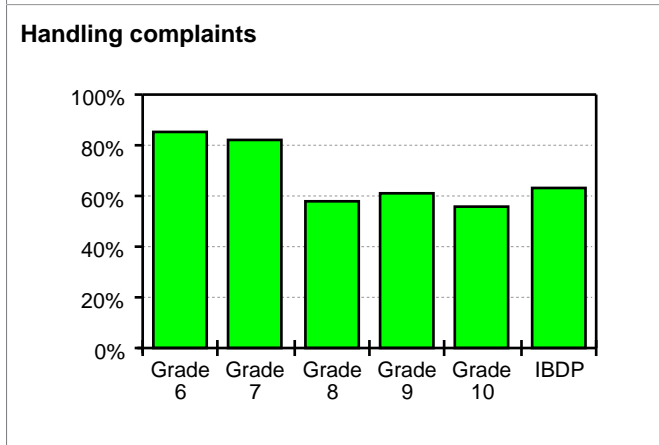
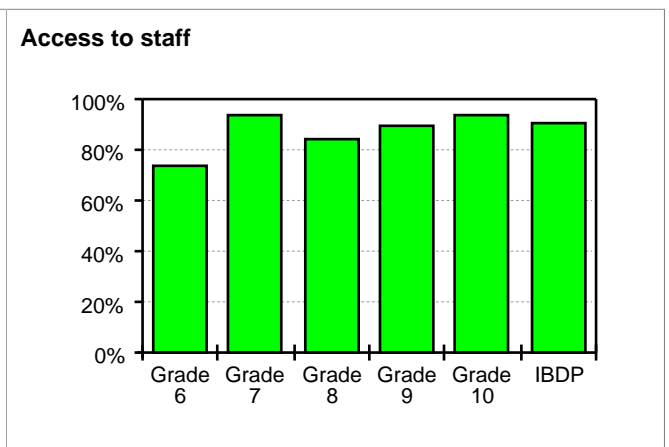
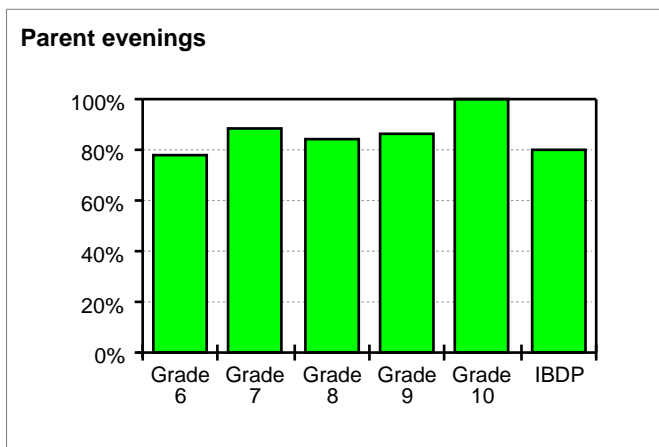


Teaching quality

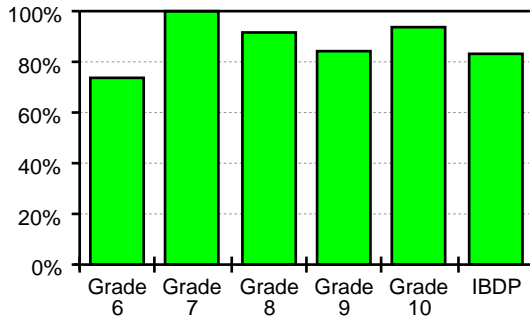




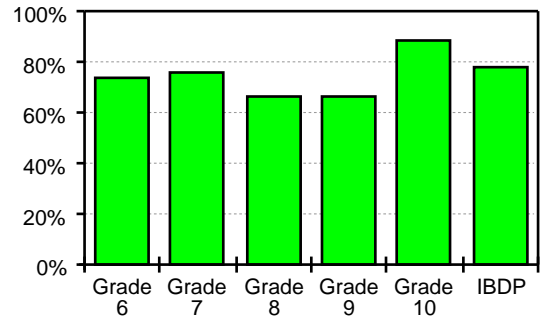
Year group analysis compared to national averages for your additional surveyed criteria



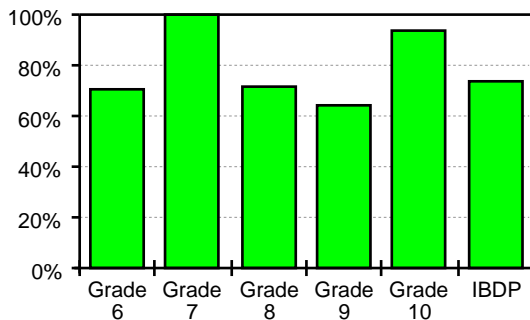
Encouraging and listening to parents' views



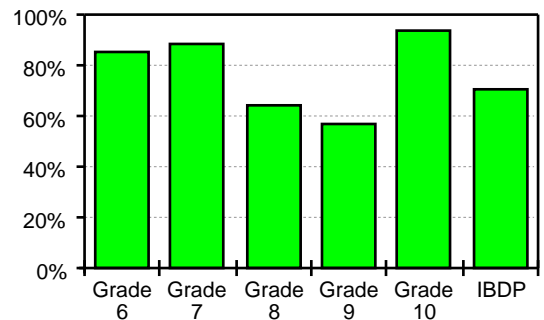
Explaining to parents how to help their child



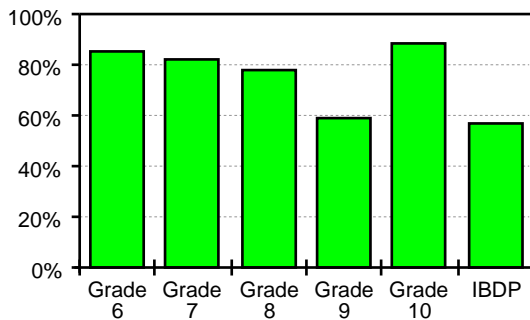
Celebrating and rewarding achievement



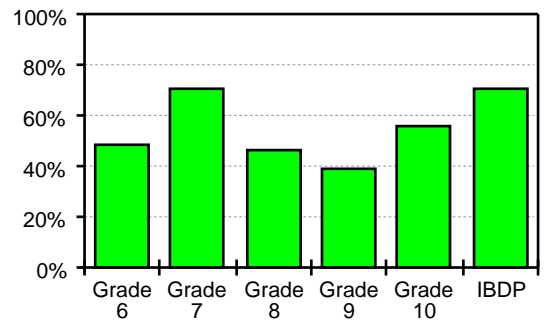
Tailoring child's work to their needs and ability



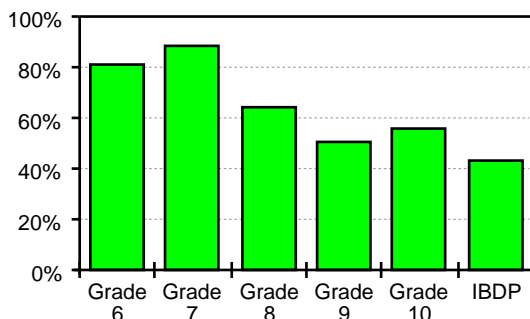
Ensuring students do their best/make good progress



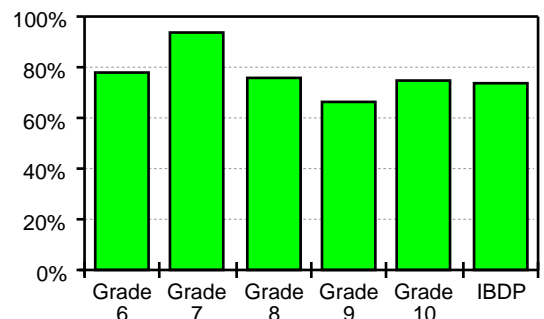
Encouraging students' activity in the local community

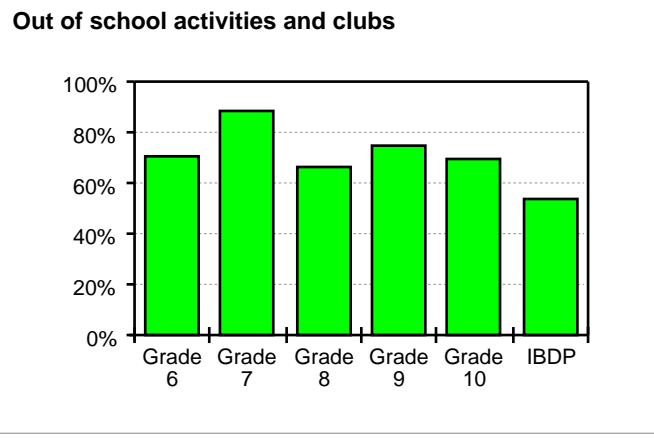
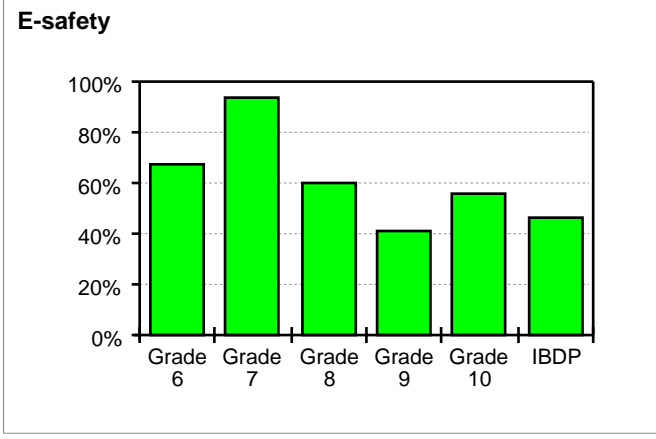
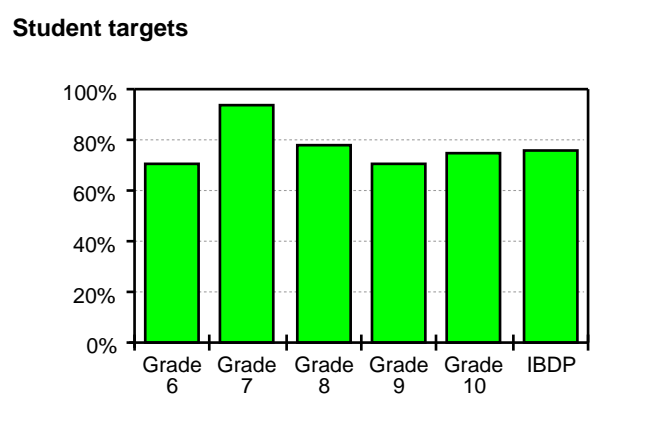
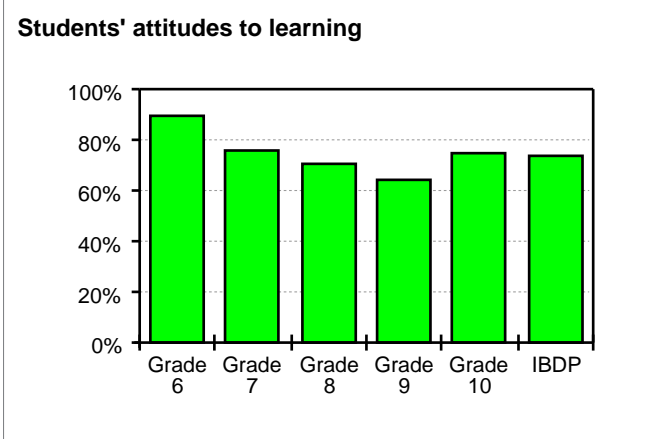


Encouraging and listening to students' views



Looking after students well





Time series analysis

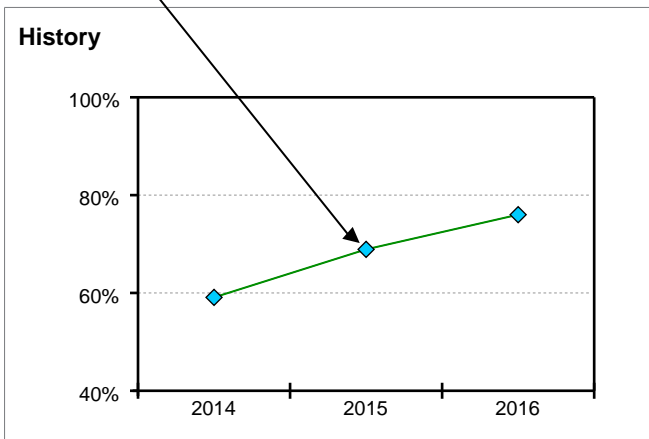
Graphs showing trends for surveyed criteria over time

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

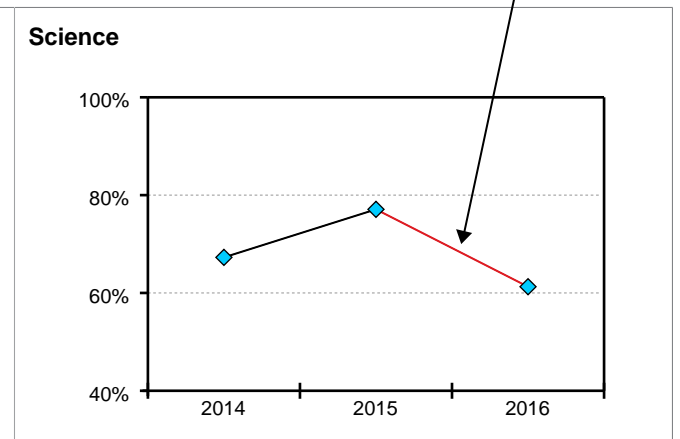
Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

Example time series graphs

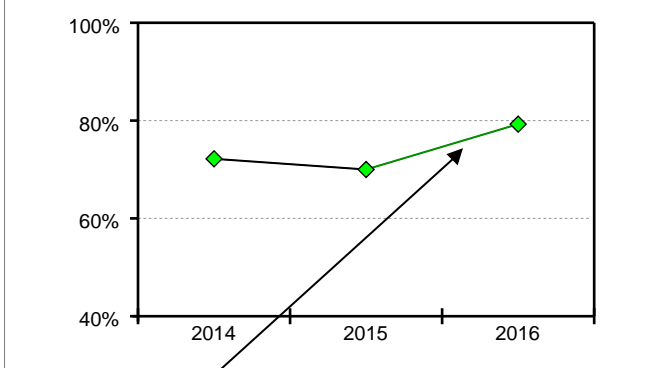
The score for History has significantly increased over the last three surveys.



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

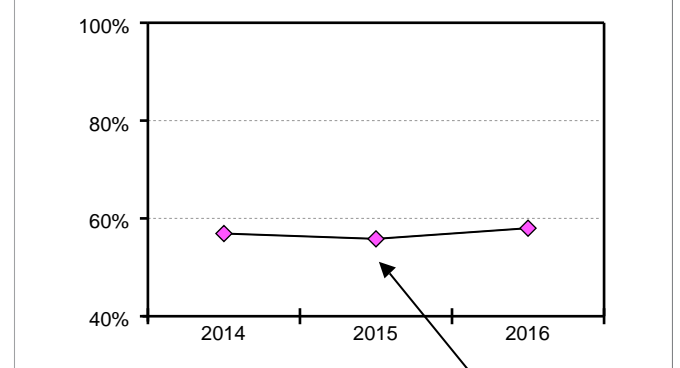


Extra curricular activities



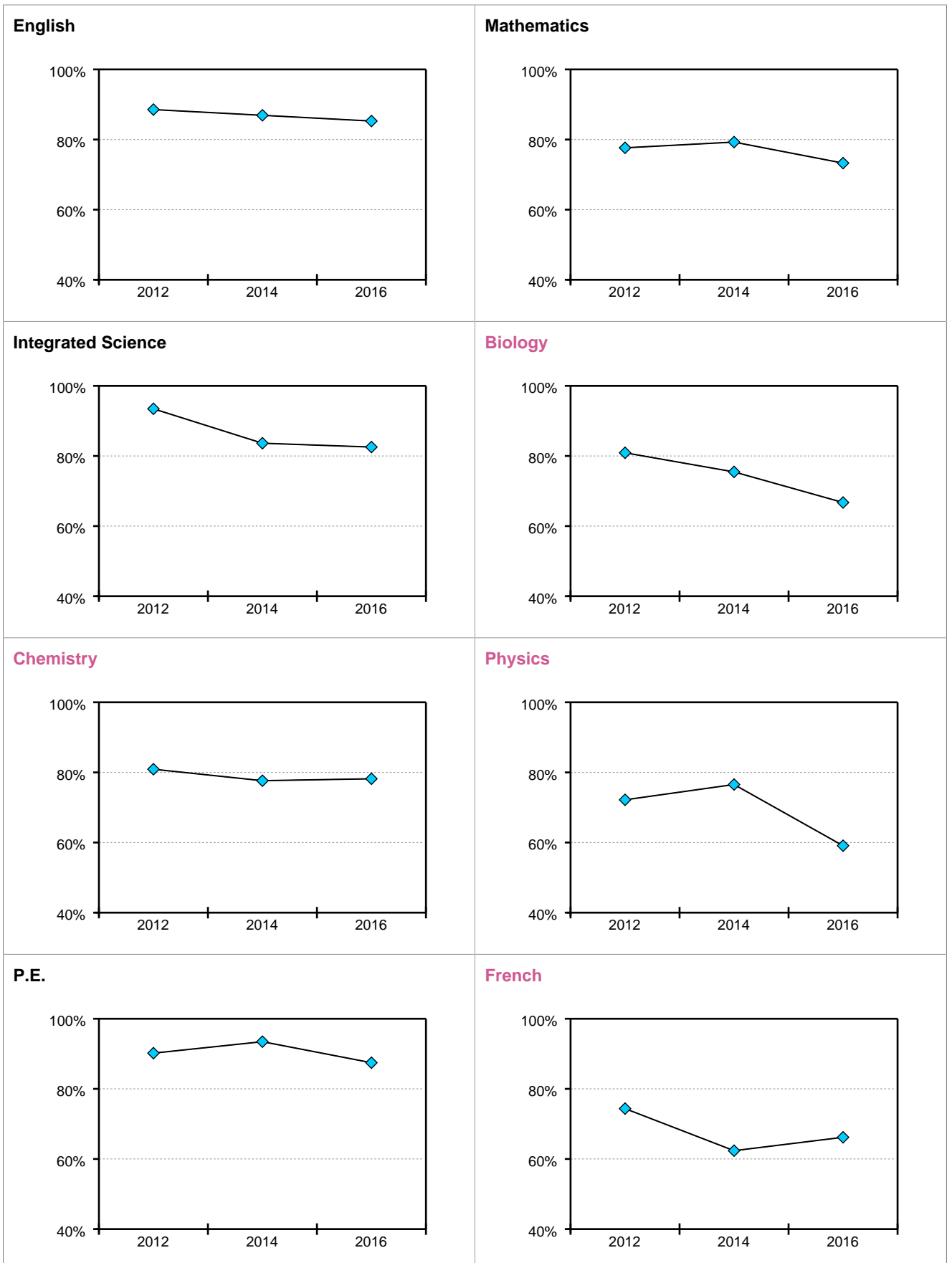
The score for Extra curricular activities has significantly increased since the last survey.

Careers advice

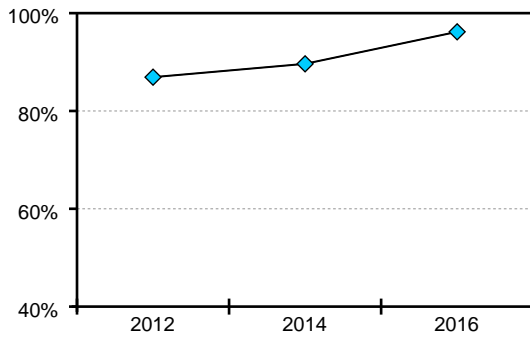


There has been no statistical difference in scores for Careers advice over the last three surveys.

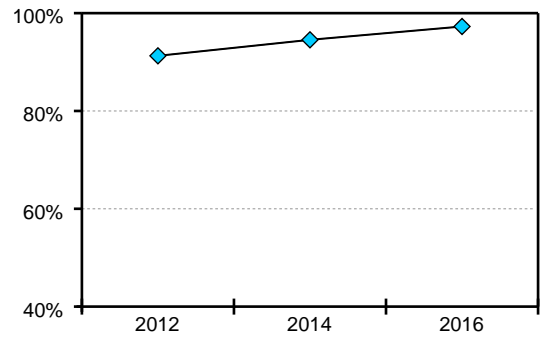
Score trends over time for academic criteria



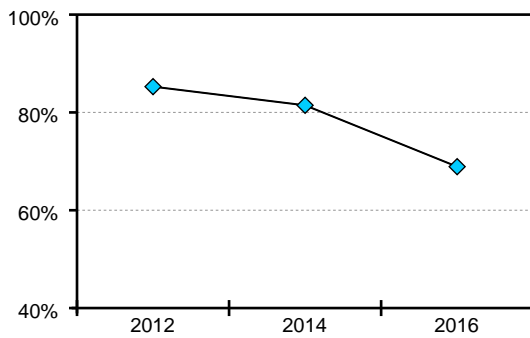
Spanish



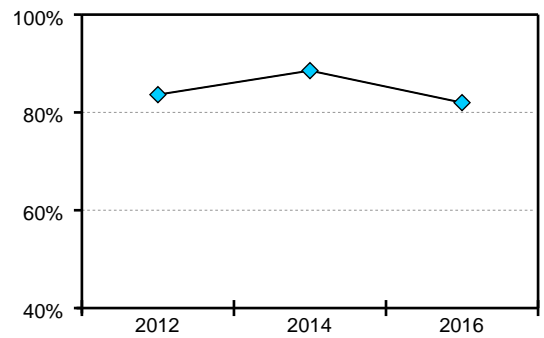
Drama



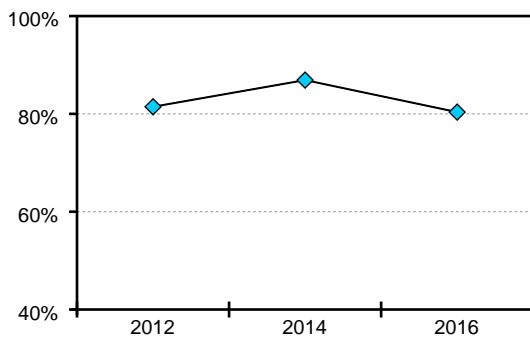
Music



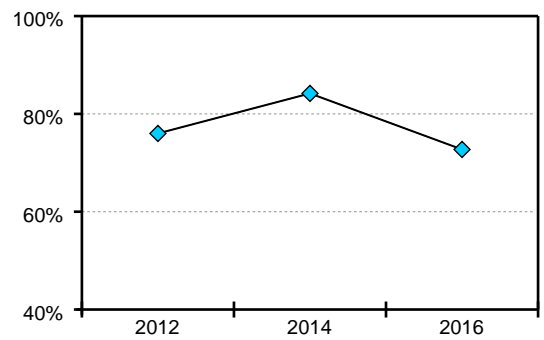
Geography



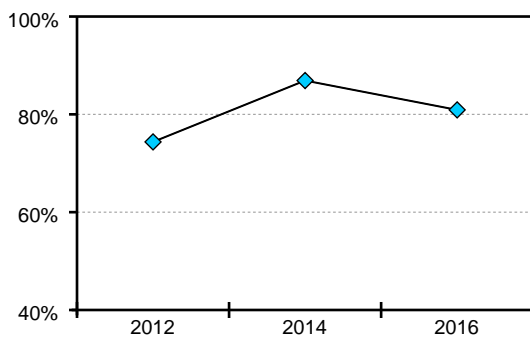
History



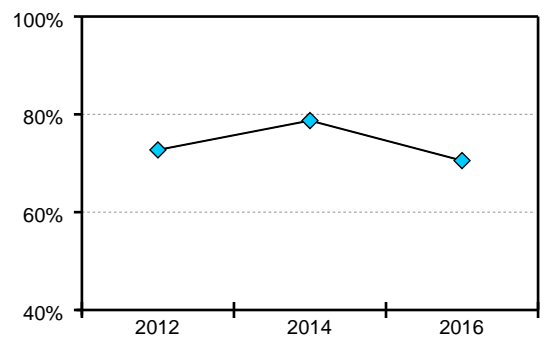
Enrichment

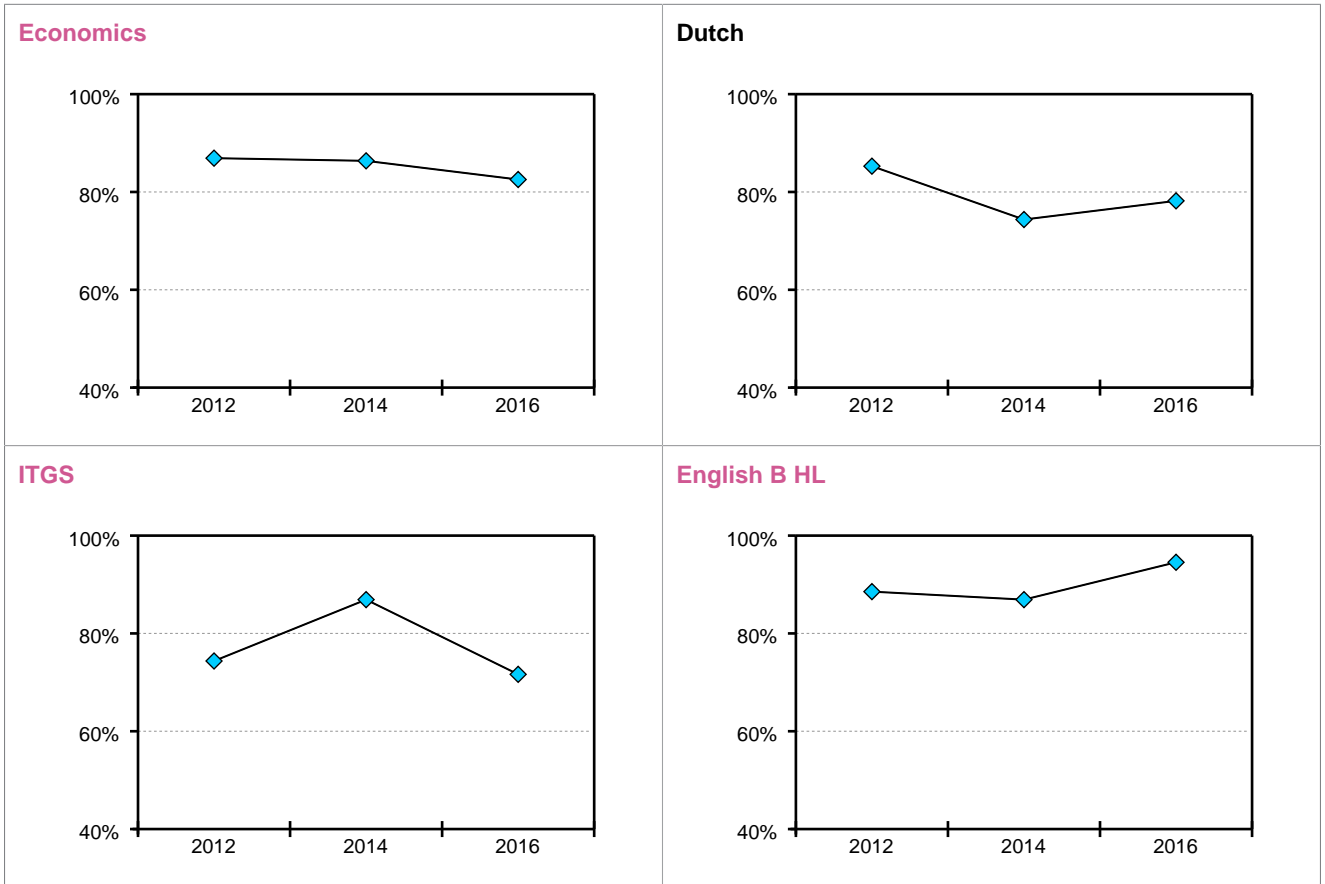


ICT

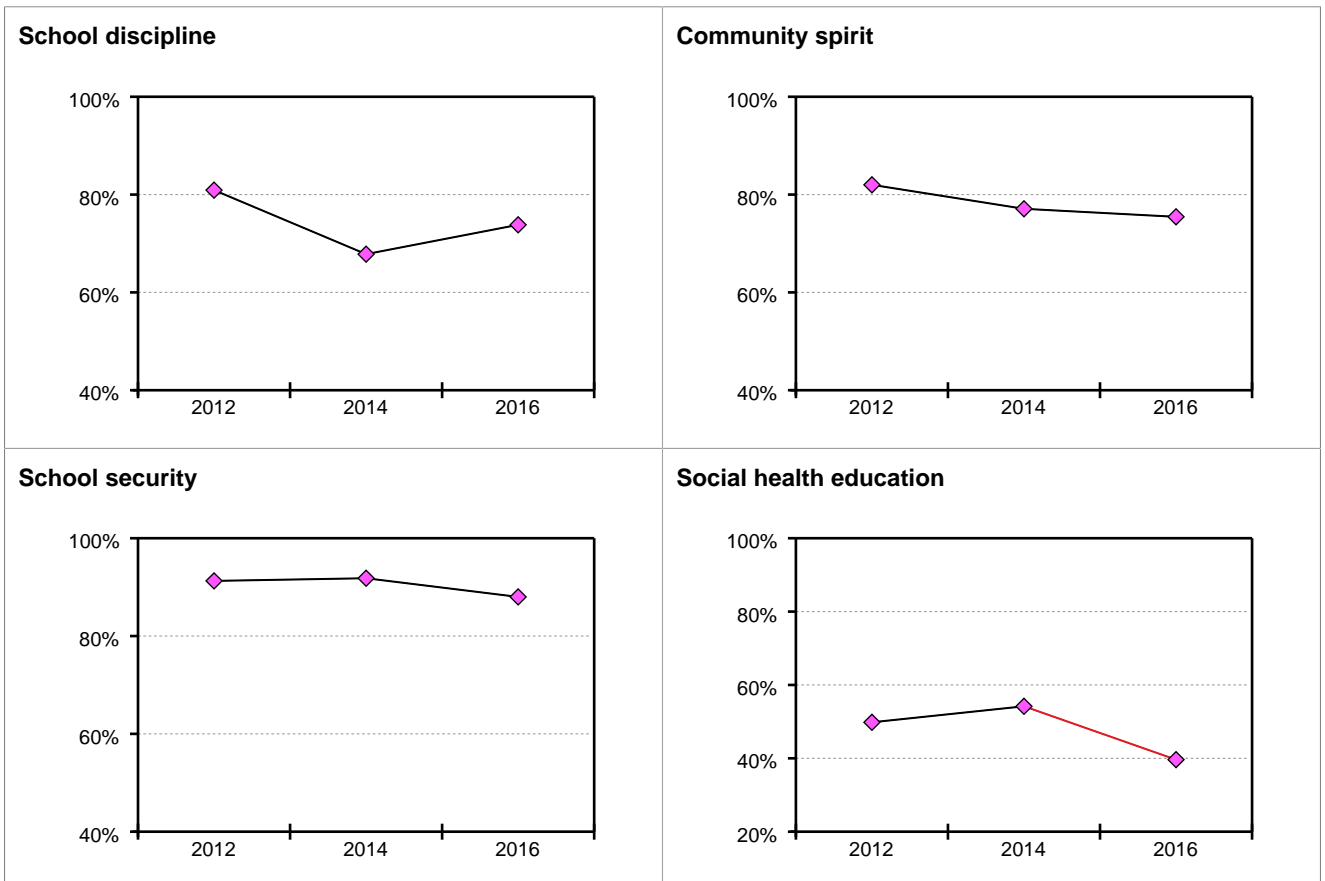


Art

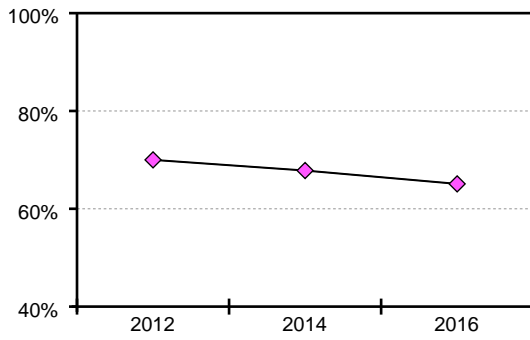




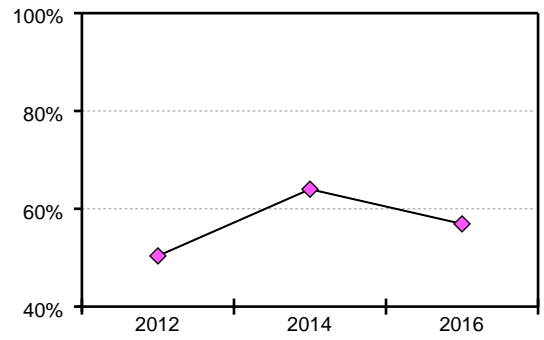
Score trends over time for non-academic criteria



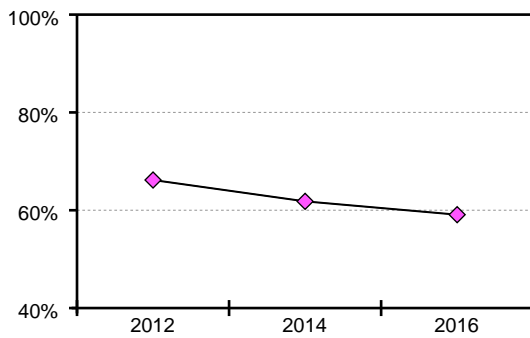
Control of bullying



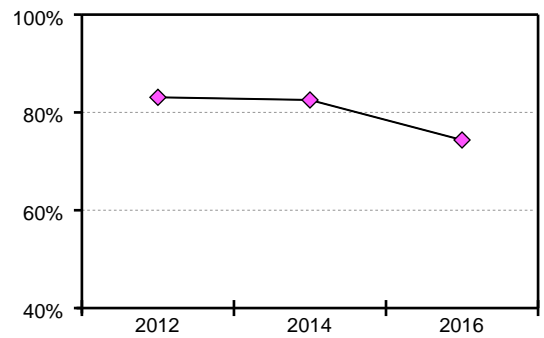
Careers advice



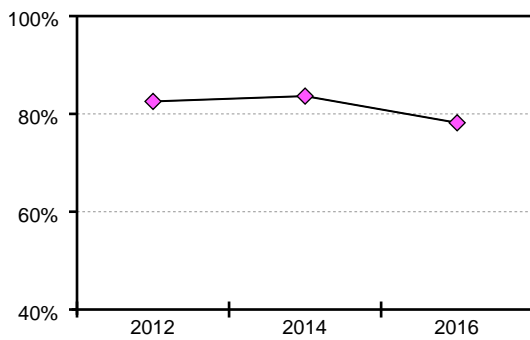
Levels of homework



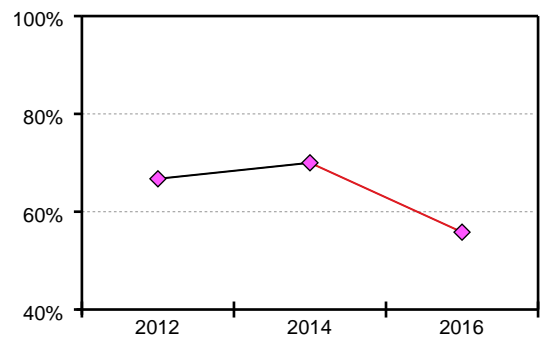
Developing potential



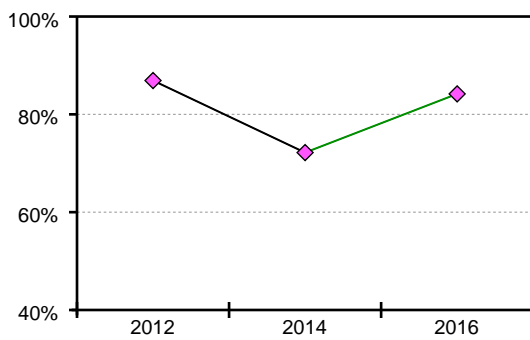
Exam results



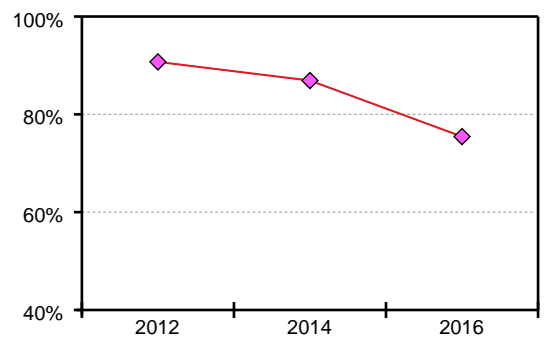
Developing confidence



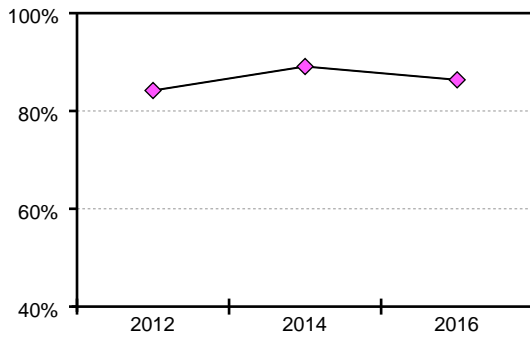
Availability of resources



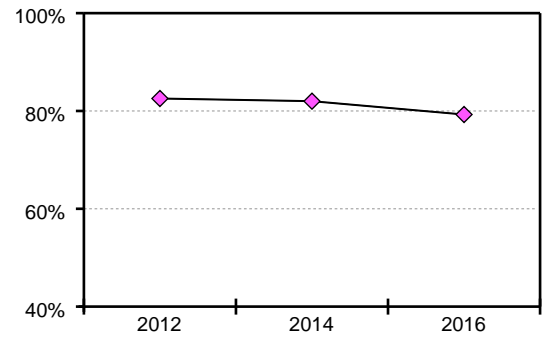
School facilities



Caring teachers



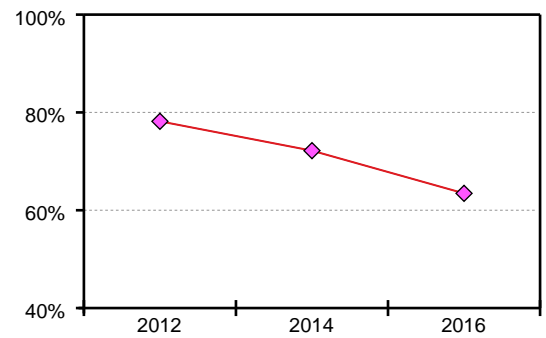
School communication



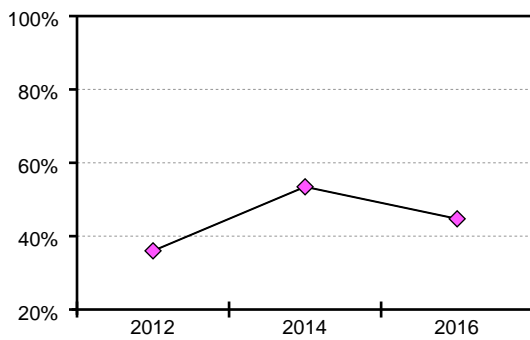
Developing moral values



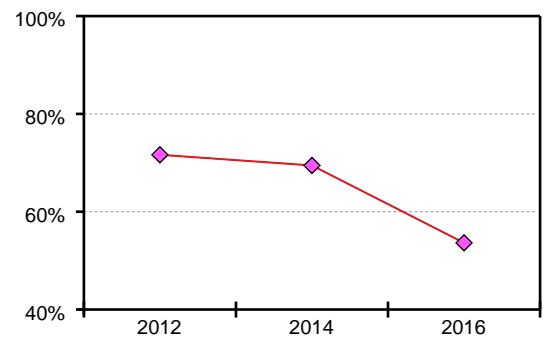
Happiness of child



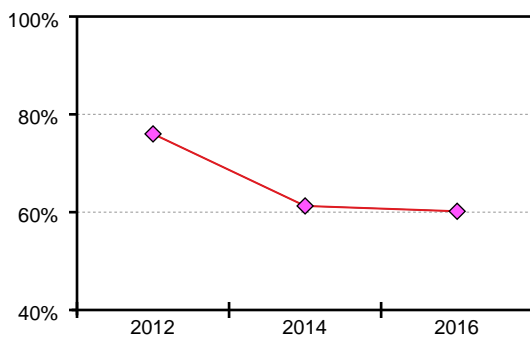
Choice of subjects



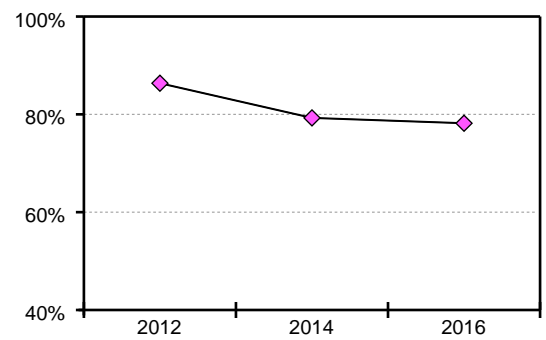
Teaching quality



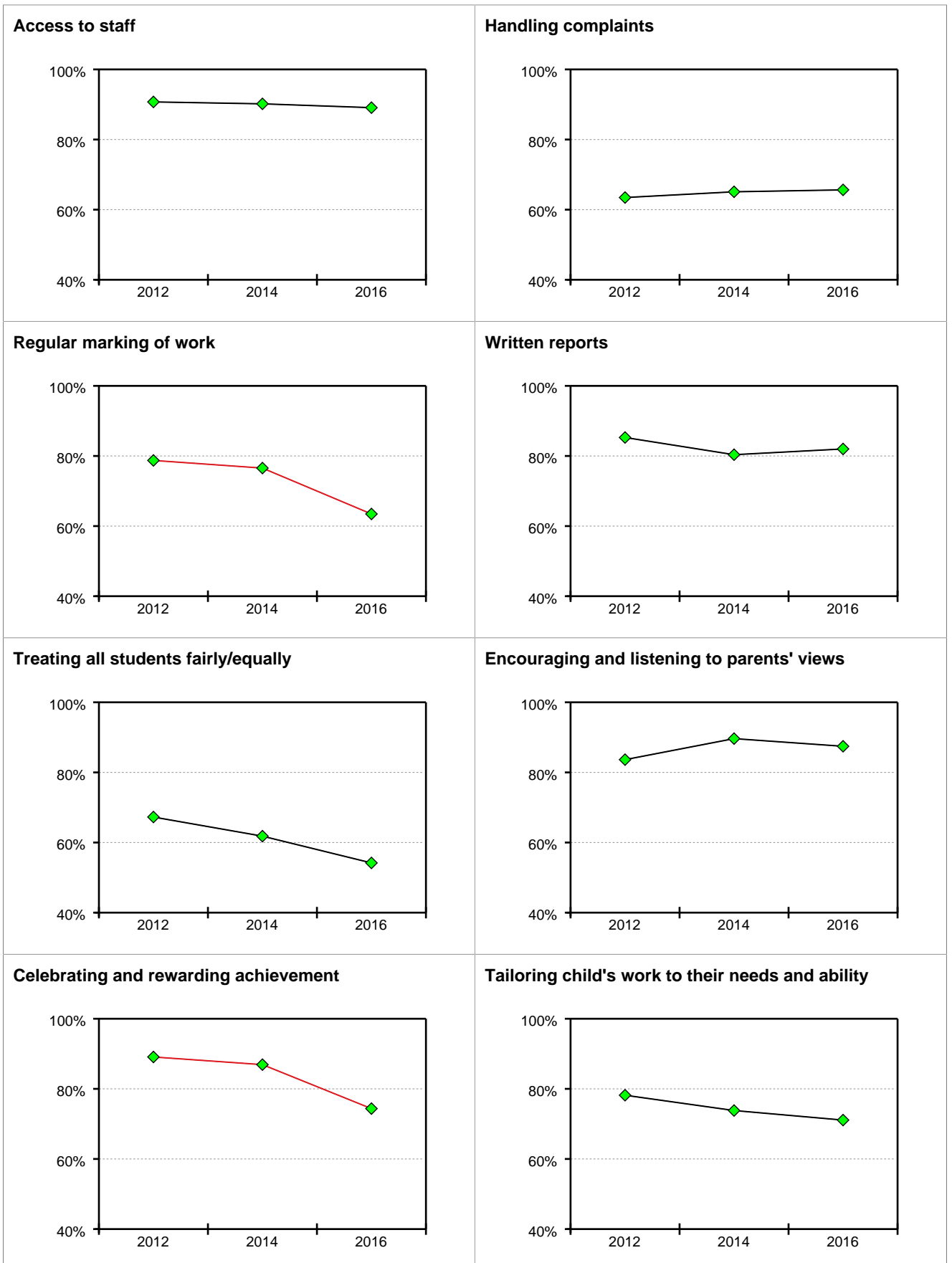
Computer access



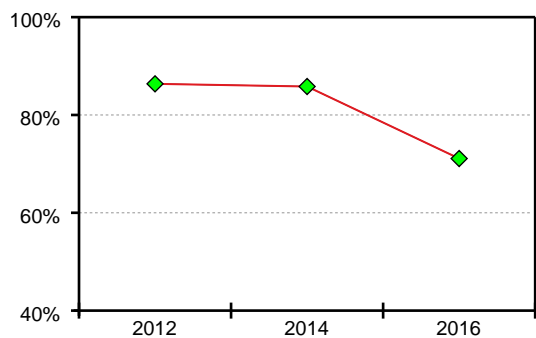
Truancy control



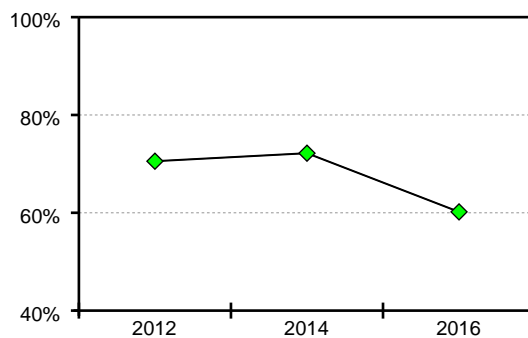
Score trends over time for additional criteria



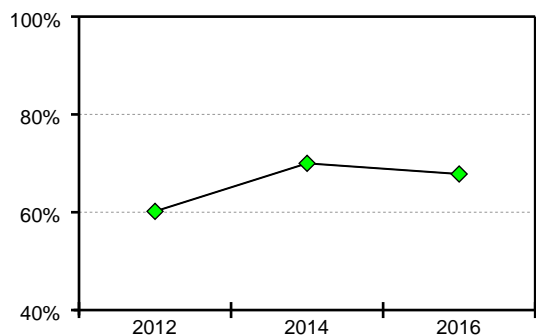
Ensuring students do their best/make good progress



Encouraging and listening to students' views



Out of school activities and clubs

























Appendix




Supplementary data and score breakdowns.

Academic criteria analysis

A breakdown of how students scored their progress in academic subjects.












Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
English	87.1%	12.9%		145
Mathematics	73.3%	26.7%		190
Integrated Science	81.5%	18.5%		92
Biology	66.9%	33.1%		46
Chemistry	80.1%	19.9%		45
Physics	57.2%	42.8%		48
P.E.	85.0%	15.0%		140
French	68.9%	31.1%		50
Spanish	94.2%	5.8%		30
Drama	95.7%	4.3%		92

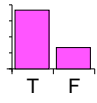

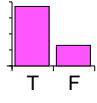
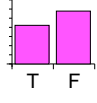
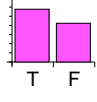
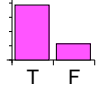
Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Music	67.6%	32.4%		93
Geography	85.9%	14.1%		107
History	76.4%	23.6%		129
Enrichment	71.8%	28.2%		92
ICT	80.5%	19.5%		114
Art	68.1%	31.9%		103
Economics	81.4%	18.6%		55
Dutch	79.6%	20.4%		171
ITGS	71.4%	28.6%		14
ESS	58.3%	41.7%		12
World Literature	85.5%	14.5%		38
Global Perspectives	88.0%	12.0%		57

Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Own Language	100.0%	0.0%		17
English Literature	84.0%	16.0%		26
English B HL	94.7%	5.3%		19

Non-academic criteria analysis

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








Non-academic criteria	True (T)	False (F)	Graph	Sample size
School discipline	78.4%	21.6%		200
Community spirit	75.0%	25.0%		200
School security	85.2%	14.8%		200
Social health education	36.6%	63.4%		200
Control of bullying	65.5%	34.5%		200
Careers advice	56.6%	43.4%		200
Levels of homework	54.6%	45.4%		200
Developing potential	72.0%	28.0%		200
Exam results	76.0%	24.0%		200
Developing confidence	53.4%	46.6%		200
Availability of resources	80.4%	19.6%		200

Non-academic criteria	True (T)	False (F)	Graph	Sample size
School facilities	73.4%	26.6%		200
Caring teachers	84.8%	15.2%		200
School communication	78.5%	21.5%		200
Developing moral values	74.3%	25.7%		200
Happiness of child	59.5%	40.5%		200
Choice of subjects	42.2%	57.8%		200
Teaching quality	52.3%	47.7%		200
Computer access	57.7%	42.3%		200
Truancy control	77.3%	22.7%		200

Additional criteria analysis

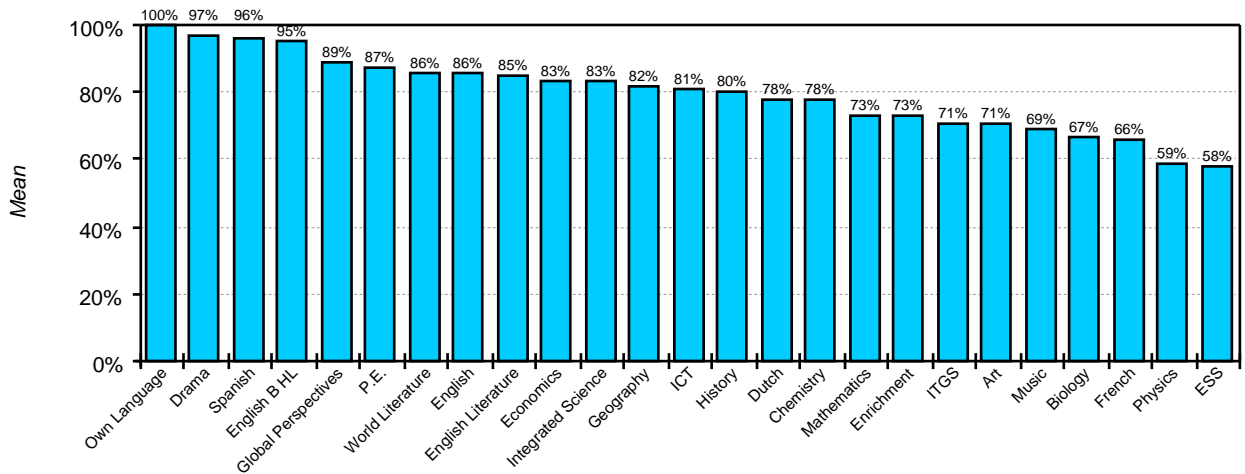
How students scored the delivery and management of your additional non-academic criteria.

Additional criteria	True (T)	False (F)	Graph	Sample size
Parent evenings	83.7%	16.3%		200
Access to staff	85.7%	14.3%		200
Handling complaints	63.4%	36.6%		200
Regular marking of work	60.5%	39.5%		200
Written reports	80.0%	20.0%		200
Treating all students fairly/equally	50.8%	49.2%		200
Encouraging and listening to parents' views	85.6%	14.4%		200
Explaining to parents how to help their child	72.5%	27.5%		200
Celebrating and rewarding achievement	73.2%	26.8%		200
Tailoring child's work to their needs and ability	68.9%	31.1%		200
Ensuring students do their best/make good progress	66.8%	33.2%		200

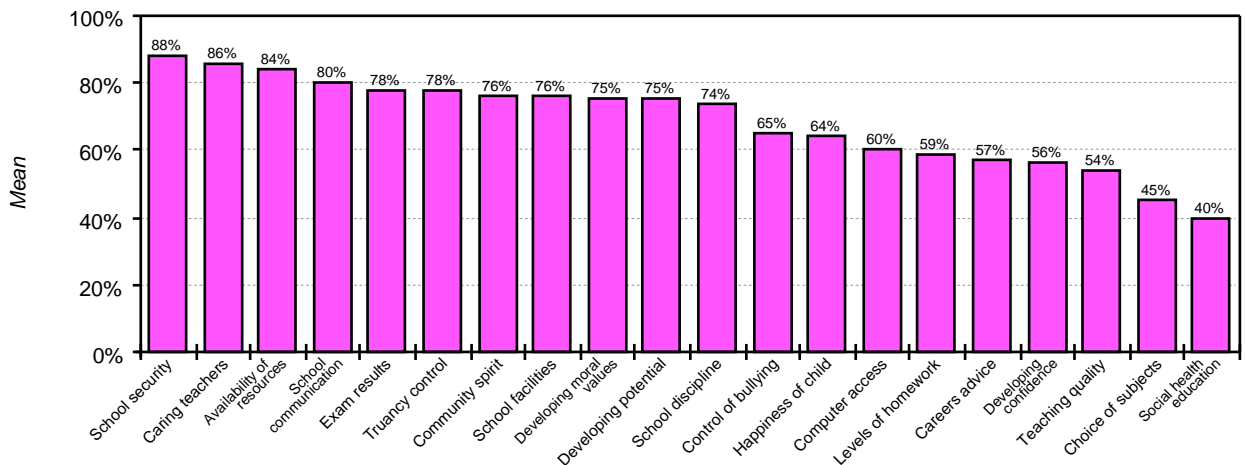
Additional criteria	True (T)	False (F)	Graph	Sample size
Encouraging students' activity in the local community	55.2%	44.8%		200
Encouraging and listening to students' views	55.2%	44.8%		200
Looking after students well	73.7%	26.3%		200
Students' attitudes to learning	72.1%	27.9%		200
Student targets	75.3%	24.7%		200
E-safety	52.2%	47.8%		200
Out of school activities and clubs	64.8%	35.2%		200

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

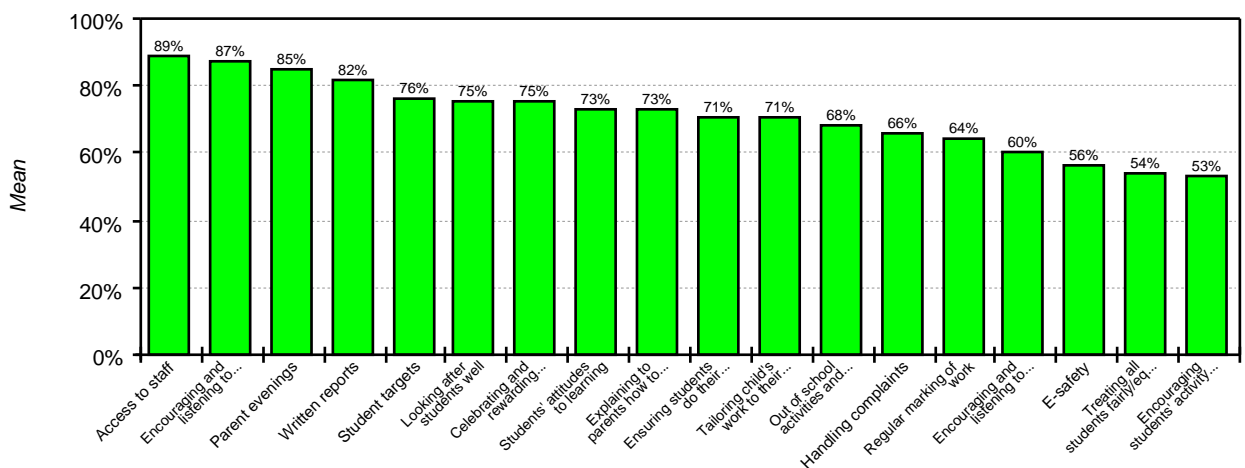
Academic subjects



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.

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