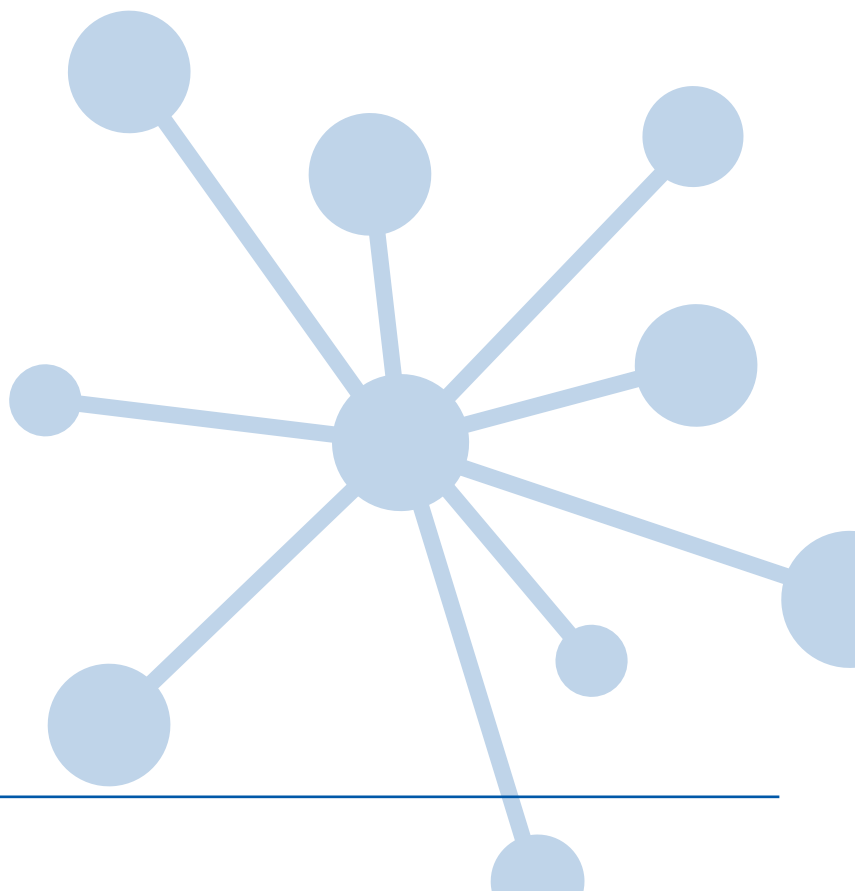


Rotterdam International Secondary School

Parent survey report – April 2016

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Executive summary

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

Summary of results for this survey

- 61 completed questionnaires were returned representing a response rate of 21.9%. The response meant that meaningful data could be drawn for all criteria except for English / English Literature, English B HL, Environmental Systems and Societies, Information Technology in a Global Society, Own Language and World Literature.
- The parents gave a good overall performance score (68.9%) (see page 5).
- Of the parents whose children were not in their first year at the school 19% said the school had improved over the last year and 16% thought that the school's performance was worse (see page 27).
- Of the parents of new students, 14% felt that the school had not lived up to their expectations and 7% said the school was better than they had expected it to be (see page 27).
- With regard to academic subjects, parents are most happy with the delivery of P.E., Chemistry and Global Perspectives.
- The parents are least happy with the delivery of Music, Biology and Art.
- With regards to non-academic areas, parents are most happy with Truancy control, Availability of resources and School security.
- The parents are least happy with School communication, Developing potential and Careers advice.
- The parents' top priorities for improvement are Teaching quality, Developing potential and Caring teachers.
- The parents of male students gave significantly higher scores for Developing confidence.
- The parents of female students gave significantly higher scores for School security.

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 academic criteria

80.5% **P.E.**

77.8% **Chemistry**

77.2% **Global Perspectives**

76.4% **History**

75.6% **English**

Relative weaknesses for academic criteria

58.8% **Music**

59.1% **Biology**

59.1% **Art**

62.5% **French**

65.0% **Geography**

Relative strengths for non-academic criteria

79.0% **Truancy control**

76.3% **Availability of resources**

76.3% **School security**

74.6% **School discipline**

71.7% **Caring teachers**

Importance Ranking

(14.9%) 19th

(37.5%) 14th

(50.0%) 8th

(60.1%) 6th

(87.8%) 2nd

Relative weaknesses for non-academic criteria

61.1% **School communication**

62.3% **Developing potential**

62.8% **Careers advice**

63.5% **Developing moral values**

65.3% **Exam results**

Importance Ranking

(47.7%) 9th

(85.9%) 3rd

(59.1%) 7th

(40.4%) 12th

(47.5%) 10th

Response to survey

61 completed questionnaires were returned representing a response rate of 21.9%.

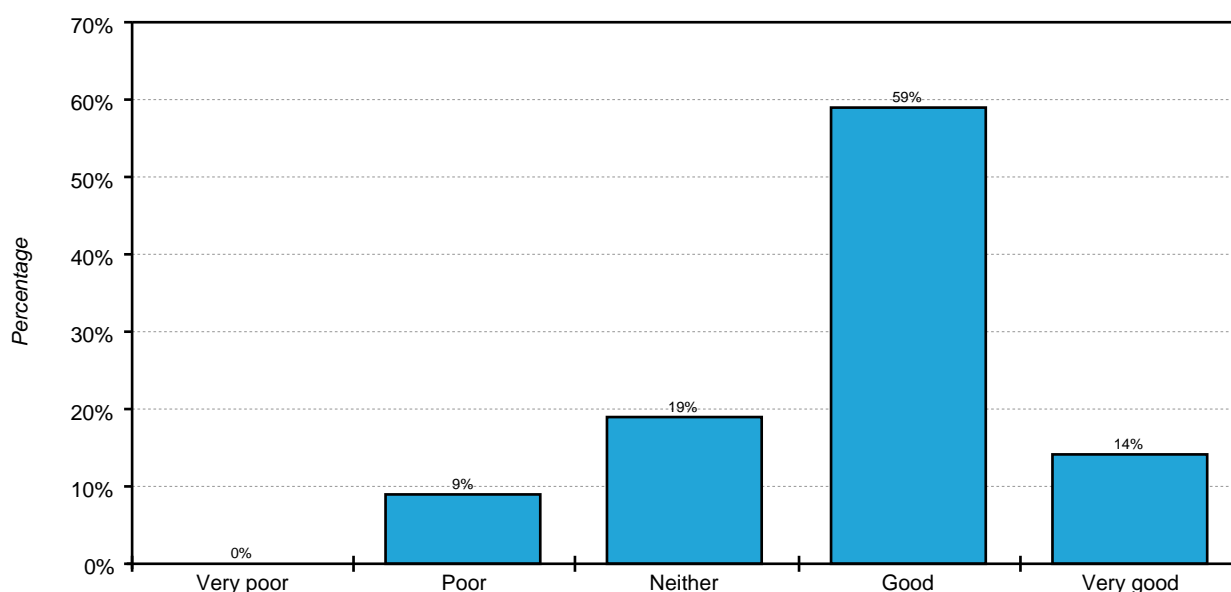
	Proportion of responses (%)	Number of responses
Responses from parents of male students	60.7	37
Responses from parents of female students	39.3	24
Responses from parents of Grade 6 students	11.5	7
Responses from parents of Grade 7 students	4.9	3
Responses from parents of Grade 8 students	16.4	10
Responses from parents of Grade 9 students	19.7	12
Responses from parents of Grade 10 students	24.6	15
Responses from parents of IBDP students	23.0	14

Overall parental satisfaction

	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	68.9	74.4	-5.6

	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Overall, rate the performance of the school	8.8	4.2	+4.7	72.6

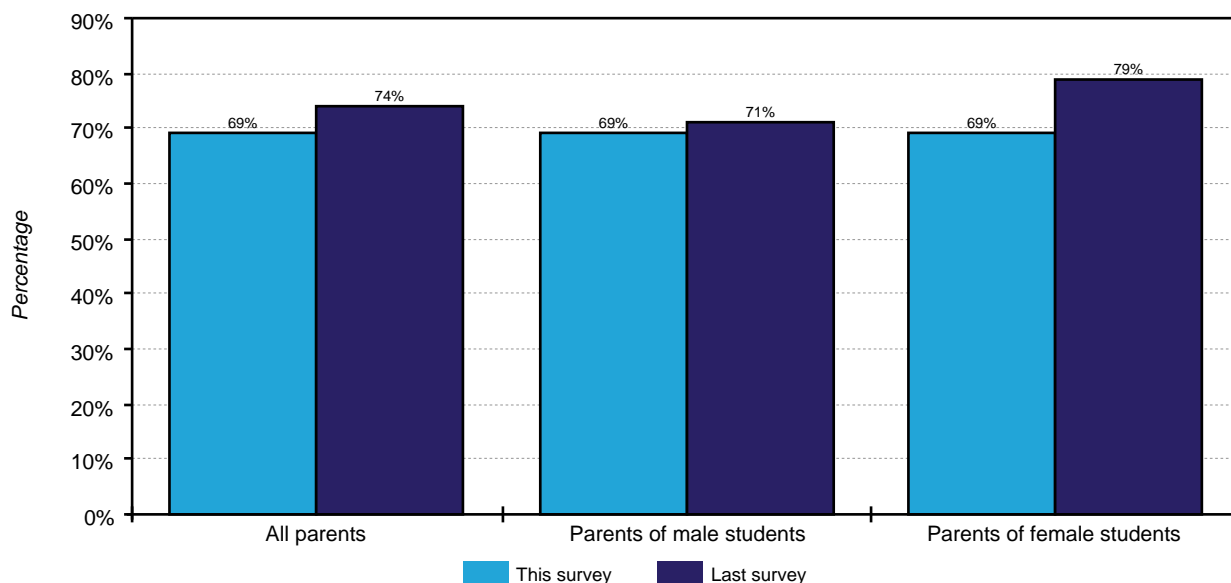
Overall parental satisfaction



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

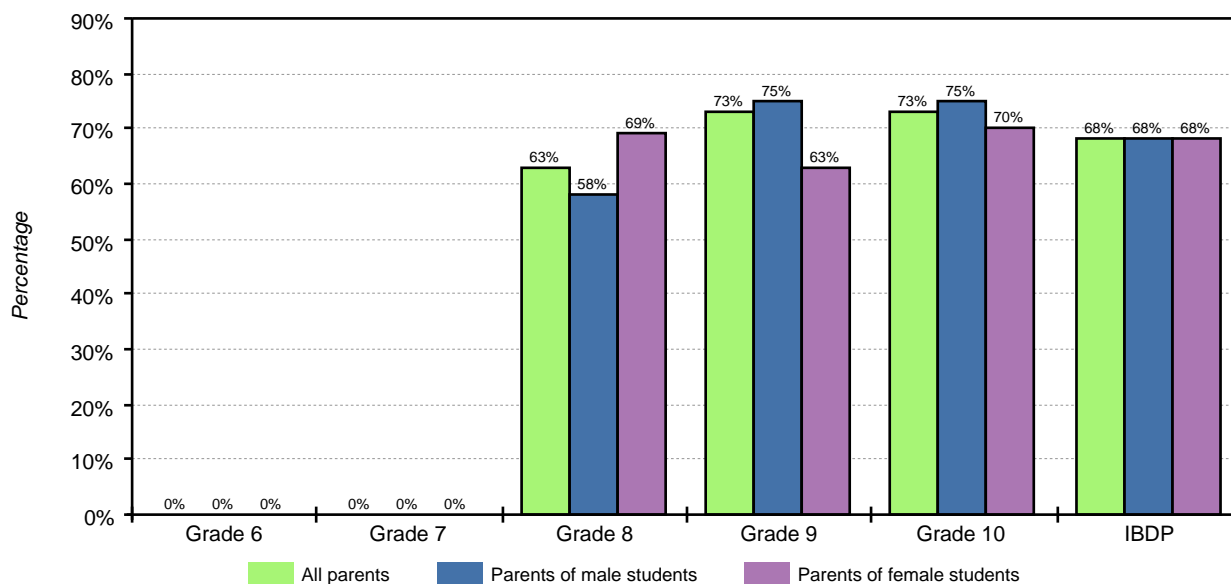
Overall performance scores broken down by gender and year group

Overall performance scores broken down by gender



- The parents gave a good overall performance score of 68.9%, declined since the last survey.
- Parents of male students scored the overall performance of the school the same as parents of female students.

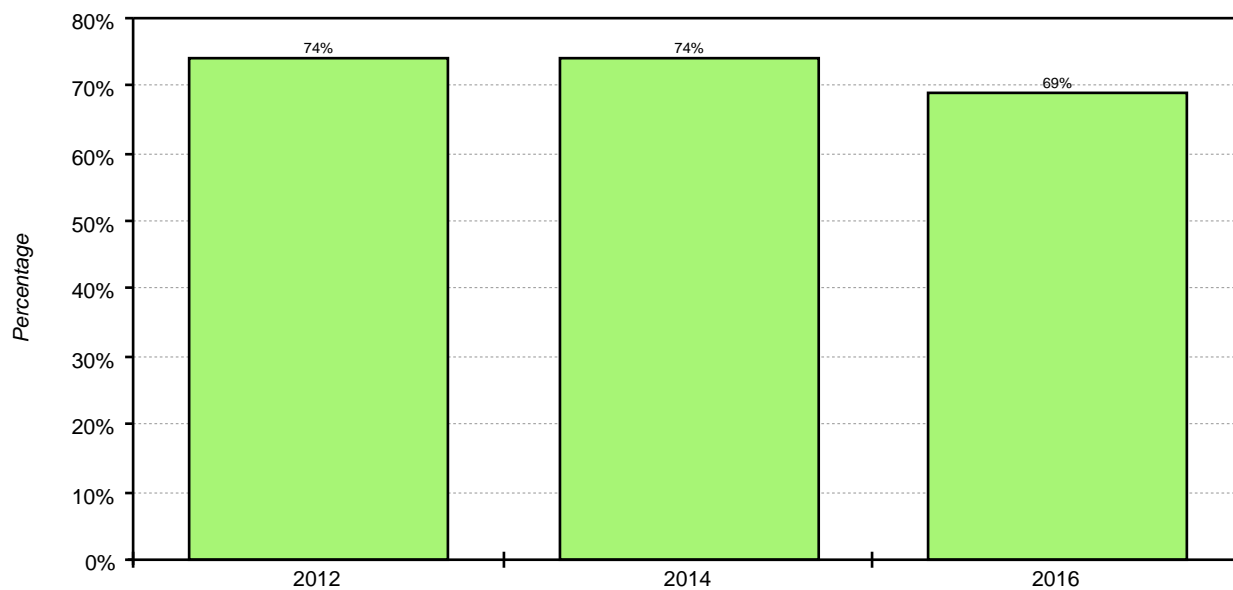
Overall performance scores broken down by year group



- Parents of Grade 9 and Grade 10 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Parents of Grade 9 and Grade 10 male students and parents of Grade 10 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

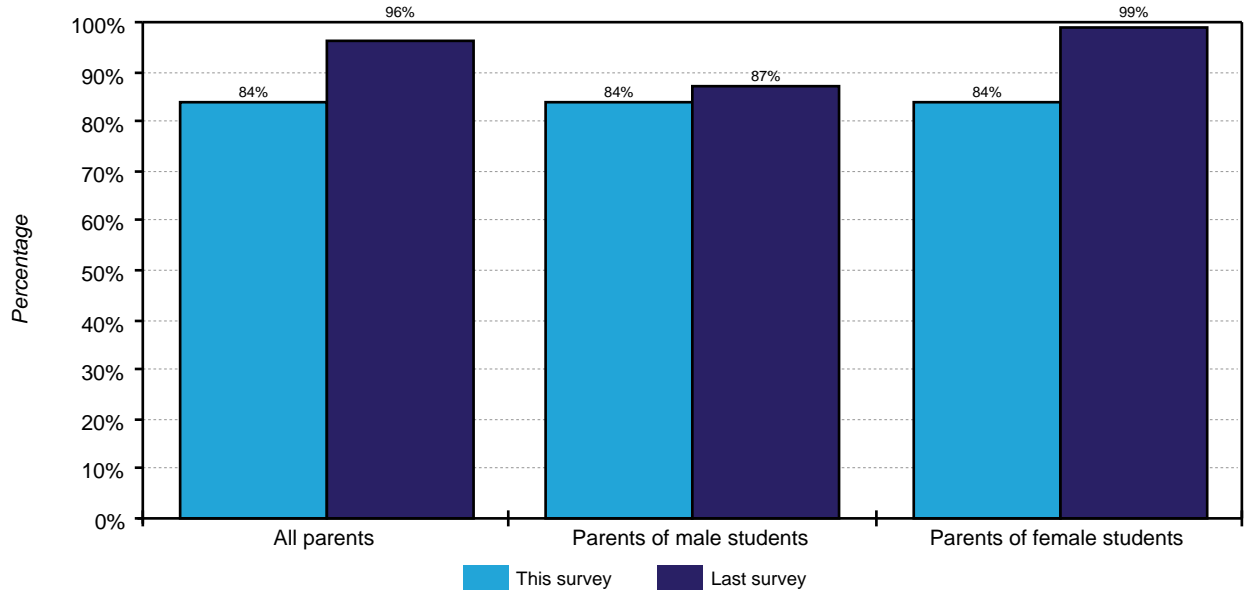
Graph showing the overall performance scores trend broken down over time.



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

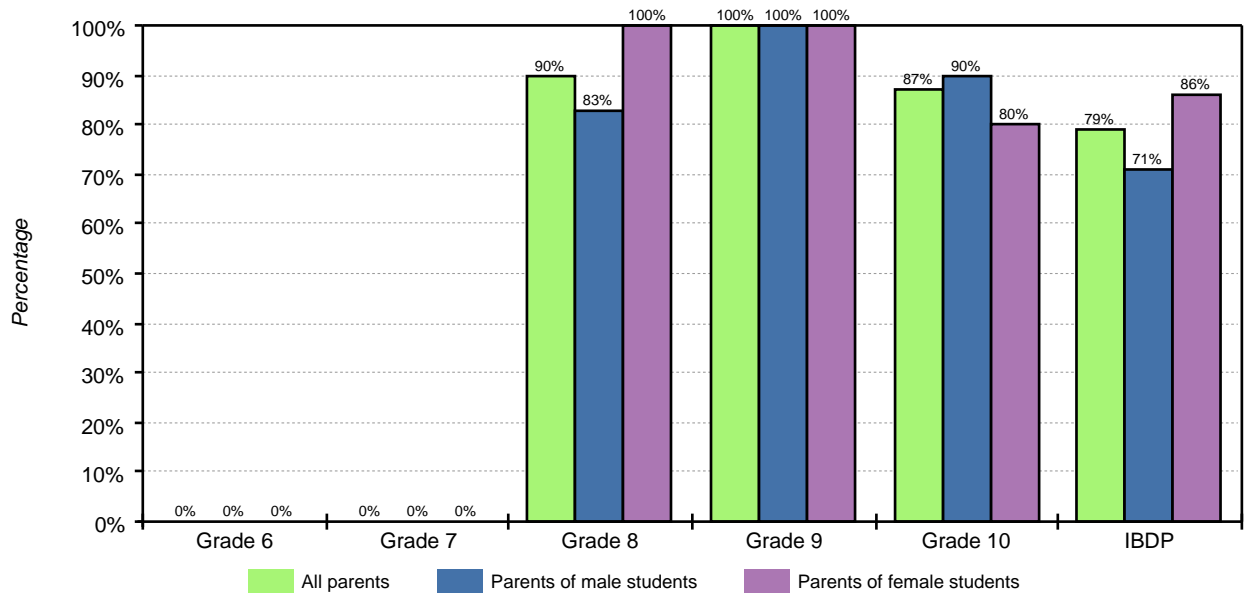
Parents recommend this school broken down by gender and year group

Recommend this school scores broken down by gender



- 83.8% of parents said they would recommend this school to another parent.
- Parents of male students would recommend this school to another parent broadly in line with parents of female students.

Recommend this school scores broken down by year group



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

Key results

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

Interpreting results

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

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

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

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

Weighted scores

In the results tables the scores achieved are given as a percentage. A full explanation of how mean scores (lying between 1 and 5) were converted to percentages is given on our website. As there is a measurable bias in the way that parents score criteria, it is necessary to create “weighted” scores so that the score for any one criterion might be compared meaningfully with the score for any other criterion on a ‘level playing field’. These weighted scores are calculated based upon the average scores achieved from over 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 mean 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.

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

Scores above the gold line are 'outstanding'.

Scores above the green line are 'good'.

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

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

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

* This criteria has not yet been surveyed in at least 20 schools. As such we do not have an average figure and therefore cannot weight this score against what students parents 'usually' say.

Scores below the red line indicate 'attention advised'.

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

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

Academic criteria

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

Academic criteria	This survey (%)	Previous survey (%)	% Change
P.E. *	80.5	83.4	-2.9
Chemistry *	77.8	67.6	+10.2
Global Perspectives *	77.2		
History *	76.4	72.9	+3.5
English *	75.6	84.1	-8.5
Drama *	75.0	79.3	-4.3
Economics *	74.1	76.4	-2.3
Dutch *	69.8	73.1	-3.3
Spanish *	69.2	75.0	-5.8
Enrichment *	69.1	66.0	+3.1
Physics *	68.8	71.4	-2.7
Mathematics *	68.4	69.1	-0.6
Integrated Science *	67.5	71.2	-3.7
ICT *	66.3	68.3	-2.0
Geography *	65.0	72.2	-7.2
French *	62.5	65.7	-3.2
Art *	59.1	62.6	-3.5
Biology *	59.1	68.1	-9.0
Music *	58.8	69.8	-11.1
English / English Literature *	Low response		
English B HL *	Low response		
Environmental Systems and Societies *	Low response		
Information Technology in a Global Society *	Low response		
Own Language *	Low response		
World Literature *	Low response		

- Parents consider delivery of the following academic subjects to be 'outstanding': P.E..
- Parents consider delivery of the following academic subjects to be 'good': Chemistry, Global Perspectives, History, English, Drama and Economics.
- Parents consider delivery of the following academic subjects to show 'room for improvement': Dutch, Spanish, Enrichment, Physics, Mathematics, Integrated Science, ICT and Geography.
- Parents consider delivery of the following academic subjects to show 'attention advised': French, Art, Biology and Music.

- 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 parents usually say: P.E., Chemistry, Global Perspectives, History, English, Drama, Economics, Dutch, Spanish, Enrichment, Physics, Mathematics, Integrated Science, ICT, Geography, French, Art, Biology, Music, English / English Literature, English B HL, Environmental Systems and Societies, Information Technology in a Global Society, Own Language and World Literature.
- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: English, Dutch and Mathematics.
- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: P.E., Chemistry, Global Perspectives, History, Drama, Economics, Spanish, Enrichment, Physics, Integrated Science, ICT, Geography, French, Art, Biology, Music, English / English Literature, English B HL, Environmental Systems and Societies, Information Technology in a Global Society, Own Language and World Literature.
- The following academic subjects were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: Global Perspectives.

Happy versus unhappy parents for academic criteria

Judging performance based solely on the mean score allows for error: It is possible that the views of parents might be polarised so that positive and negative scores cancel each other out. It is therefore useful to conduct a method of analysis which identifies the proportion of parents who are unhappy with the school's performance for the criteria surveyed.

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

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

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

Academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
English	0.0	6.3	-6.3	82.1
Dutch	14.6	11.7	+2.9	56.3
Mathematics	21.0	14.2	+6.8	70.1

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
Truancy control*	79.0	79.9	-0.9
Availability of resources*	76.3	75.3	+1.1
School security*	76.3	82.1	-5.9
School discipline*	74.6	73.1	+1.5
Caring teachers*	71.7	68.2	+3.5
Choice of subjects*	70.7	60.9	+9.8
Happiness of child*	70.5	75.3	-4.8
School facilities*	70.4	67.7	+2.7
Computer access*	69.6	68.6	+1.0
Developing confidence*	69.2	73.3	-4.1
Control of bullying*	68.5	69.4	-0.9
Levels of homework*	67.9	62.9	+5.1
Community spirit*	67.8	68.0	-0.2
Social health education*	67.2	65.7	+1.5
Teaching quality*	66.2	67.3	-1.0
Exam results*	65.3	67.7	-2.4
Developing moral values*	63.5	65.2	-1.6
Careers advice*	62.8	60.8	+2.0
Developing potential*	62.3	62.6	-0.3
School communication*	61.1	72.3	-11.2

- Parents consider delivery of the following non-academic areas to be 'outstanding': Truancy control, Availability of resources and School security.
- Parents consider delivery of the following non-academic areas to be 'good': School discipline, Caring teachers, Choice of subjects, Happiness of child, School facilities, Computer access, Developing confidence, Control of bullying, Levels of homework, Community spirit, Social health education, Teaching quality and Exam results.
- Parents consider delivery of the following non-academic areas to show 'room for improvement': Developing moral values, Careers advice, Developing potential and School communication.
- The following non-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 parents usually say: Truancy control, Availability of resources, School security, School discipline, Caring teachers, Choice of subjects, Happiness of child, School facilities, Computer access, Developing confidence, Control of bullying, Levels of homework, Community spirit, Social health education, Teaching quality, Exam results, Developing moral values, Careers advice, Developing potential and School communication.

- The following non-academic subject achieved a low sample; therefore scores are only reliable within 10%: School security, Caring teachers, Choice of subjects, Happiness of child, School facilities, Computer access, Developing confidence, Control of bullying, Community spirit, Social health education, Exam results, Careers advice, Developing potential and School communication.

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' (%)
Truancy control	2.9	4.9	-2.0	82.6
School discipline	3.0	1.5	+1.5	76.3
School security	5.2	1.9	+3.2	70.9
Availability of resources	6.7	6.1	+0.5	74.0
Choice of subjects	7.3	13.8	-6.5	64.5
Caring teachers	7.3	10.0	-2.6	69.8
Control of bullying	9.9	3.8	+6.1	70.6
Teaching quality	10.1	6.5	+3.6	60.4
Social health education	12.2	15.4	-3.2	61.6
Levels of homework	12.5	16.2	-3.8	60.1
Developing potential	13.0	13.5	-0.5	56.0
Happiness of child	13.7	5.2	+8.6	63.3
Developing moral values	14.5	10.3	+4.3	58.0
School facilities	14.7	11.2	+3.5	66.3
School communication	16.4	6.1	+10.3	55.9
Developing confidence	17.1	12.1	+5.0	67.6
Exam results	17.2	7.3	+10.0	56.4
Community spirit	17.8	15.2	+2.6	52.9
Computer access	18.5	12.0	+6.5	66.9
Careers advice	20.1	15.0	+5.1	62.2

Additional criteria

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

Additional criteria	This survey (%)	Previous survey (%)	% Change
Access to staff*	73.5	74.8	-1.2
Written reports*	73.0	72.3	+0.7
E-safety*	69.5		
Looking after students well*	68.8		
Celebrating and rewarding achievement*	67.7	75.1	-7.4
Treating all students fairly/equally*	67.0	72.5	-5.5
Student targets*	66.7		
Students' attitudes to learning*	65.6		
Handling complaints*	65.0	60.5	+4.5
Encouraging and listening to parents' views*	64.8	67.9	-3.1
Quality of feedback on student's work*	64.8		
Ensuring students do their best/make good progress*	63.8	69.0	-5.2
Regular marking of work*	63.8	69.8	-6.0
Tailoring child's work to their needs and ability*	62.3	67.4	-5.1
Encouraging and listening to students' views*	62.0	62.2	-0.2
Out of school activities and clubs*	60.0	65.6	-5.6
Explaining to parents how to help their child*	59.1		
Encouraging students' activity in the local community*	55.4		

- Parents consider delivery of the following additional criteria to be 'good': Access to staff, Written reports, E-safety, Looking after students well, Celebrating and rewarding achievement, Treating all students fairly/equally, Student targets, Students' attitudes to learning and Handling complaints.
- Parents consider delivery of the following additional criteria to show 'room for improvement': Encouraging and listening to parents' views, Quality of feedback on student's work, Ensuring students do their best/make good progress, Regular marking of work, Tailoring child's work to their needs and ability, Encouraging and listening to students' views and Out of school activities and clubs.
- Parents consider delivery of the following additional criteria to show 'attention advised': Explaining to parents how to help their child and Encouraging students' activity in the local community.
- 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 parents usually say: Access to staff, Written reports, E-safety, Looking after students well, Celebrating and rewarding achievement, Treating all students fairly/equally, Student targets, Students' attitudes to learning, Handling complaints, Encouraging and listening to parents' views, Quality of feedback on student's work, Ensuring

students do their best/make good progress, Regular marking of work, Tailoring child's work to their needs and ability, Encouraging and listening to students' views, Out of school activities and clubs, Explaining to parents how to help their child and Encouraging students' activity in the local community.

- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: E-safety, Celebrating and rewarding achievement, Treating all students fairly/equally, Student targets, Students' attitudes to learning, Handling complaints, Encouraging and listening to parents' views, Quality of feedback on student's work, Ensuring students do their best/make good progress, Tailoring child's work to their needs and ability, Encouraging and listening to students' views, Out of school activities and clubs, Explaining to parents how to help their child and Encouraging students' activity in the local community.
- The following additional criteria were not surveyed in the previous year's survey so we do not have previous survey data to compare them to: E-safety, Looking after students well, Student targets, Students' attitudes to learning, Quality of feedback on student's work, Explaining to parents how to help their child and Encouraging students' activity in the local community.

Happy versus unhappy parents for additional criteria

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

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

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

Additional criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
E-safety	0.0			52.4
Written reports	2.7	3.8	-1.1	61.3
Looking after students well	2.9			63.4
Access to staff	4.8	5.4	-0.6	76.0
Quality of feedback on student's work	8.6			56.9
Regular marking of work	10.9	5.4	+5.5	59.1
Student targets	11.3			62.0
Celebrating and rewarding achievement	15.3	9.4	+5.9	53.7
Treating all students fairly/equally	15.4	6.8	+8.7	62.4
Students' attitudes to learning	16.2			53.3
Ensuring students do their best/make good progress	17.1	10.7	+6.4	51.3
Encouraging and listening to parents' views	17.2	13.6	+3.6	51.2
Handling complaints	17.4	16.6	+0.7	54.5
Out of school activities and clubs	18.7	16.7	+2.0	51.8
Tailoring child's work to their needs and ability	24.1	14.0	+10.1	48.7
Explaining to parents how to help their child	24.4			45.1
Encouraging and listening to students' views	24.5	18.6	+5.9	40.3
Encouraging students' activity in the local community	27.7			36.3

Parental priorities

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

Parental priorities importance

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

Criteria	Importance score (%)	Satisfaction ranking	Previous importance score (%)	Previous satisfaction ranking
Teaching quality	95.4	15th	94.3	14th
Caring teachers	87.8	5th	68.9	10th
Developing potential	85.9	19th	84.0	18th
Developing confidence	83.3	10th	68.9	5th
Happiness of child	67.2	7th	64.2	4th
School discipline	60.1	4th	66.0	6th
Careers advice	59.1	18th	45.3	20th
School security	50.0	3rd	49.1	1st
School communication	47.7	20th	53.8	7th
Exam results	47.5	16th	45.3	12th
Control of bullying	45.3	11th	47.2	8th
Developing moral values	40.4	17th	47.2	16th
School facilities	39.1	8th	38.7	13th
Availability of resources	37.5	2nd	51.9	3rd
Choice of subjects	37.3	6th	34.9	19th
Community spirit	36.9	13th	43.4	11th
Levels of homework	26.2	12th	32.1	17th
Computer access	24.3	9th	20.8	9th
Truancy control	14.9	1st	14.2	2nd
Social health education	13.9	14th	27.4	15th

With regard to the five criteria most important to parents:

- The school performs well in: Caring teachers.
- The school performs less well in: Developing potential.

Importance: your school vs. similar schools

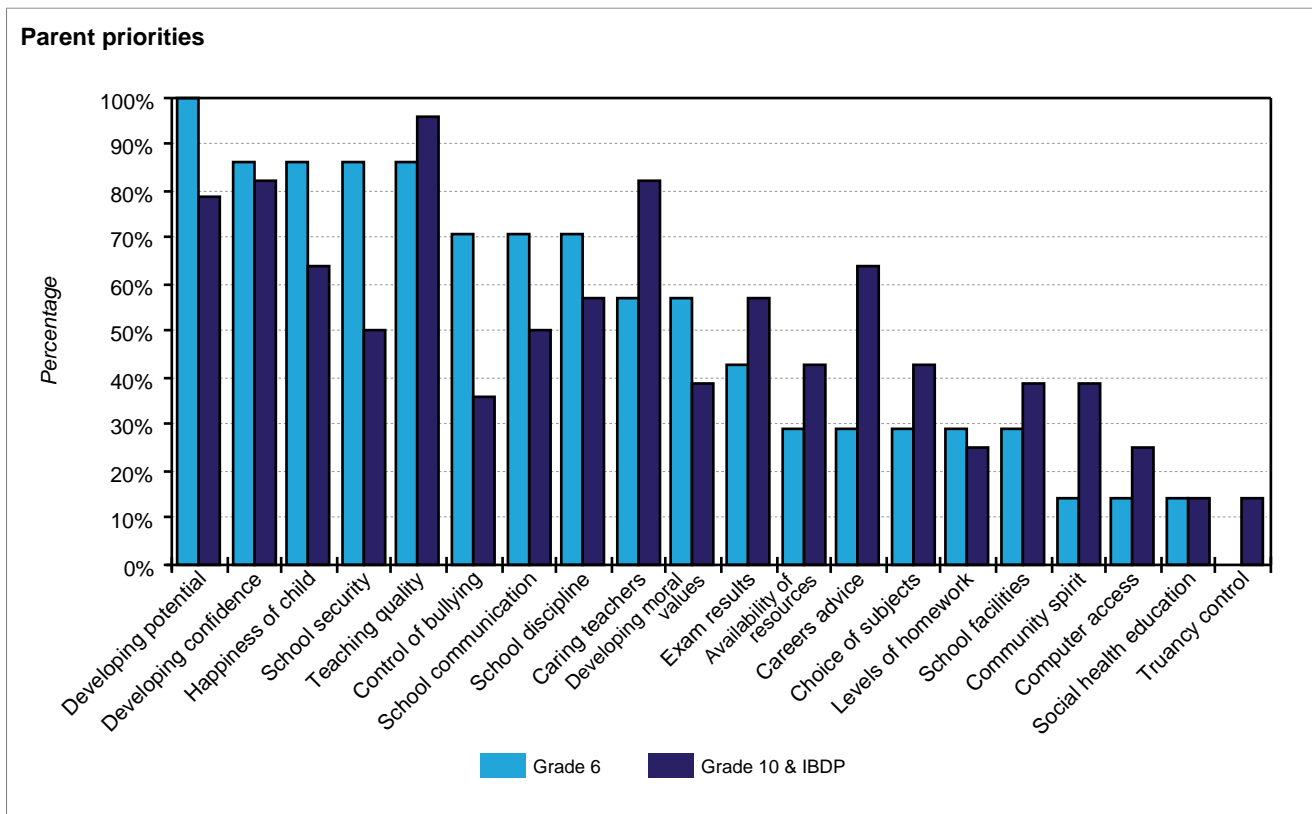
Parents were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the parents from your school selected as most important. The second column shows you the percentage of parents who selected each criterion as one of their ten choices, and the final column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

Criteria	Importance score (%)	Importance ranking	Average ranking for similar schools	Ranking difference to similar schools
Teaching quality	95.4	1st	1st	0
Caring teachers	87.8	2nd	6th	+4 ▲
Developing potential	85.9	3rd	4th	+1
Developing confidence	83.3	4th	3rd	-1
Happiness of child	67.2	5th	5th	0
School discipline	60.1	6th	2nd	-4 ▼
Careers advice	59.1	7th	13th	+6 ▲
School security	50.0	8th	12th	+4 ▲
School communication	47.7	9th	7th	-2
Exam results	47.5	10th	10th	0
Control of bullying	45.3	11th	9th	-2
Developing moral values	40.4	12th	8th	-4 ▼
School facilities	39.1	13th	11th	-2
Availability of resources	37.5	14th	15th	+1
Choice of subjects	37.3	15th	14th	-1
Community spirit	36.9	16th	17th	+1
Levels of homework	26.2	17th	16th	-1
Computer access	24.3	18th	18th	0
Truancy control	14.9	19th	20th	+1
Social health education	13.9	20th	19th	-1

- Parents from your school selected the following criteria as more important than parents at similar schools: Caring teachers, Careers advice and School security.
- Parents from your school selected the following criteria as less important than parents at similar schools: School discipline and Developing moral values.

How parent priorities change as students get older

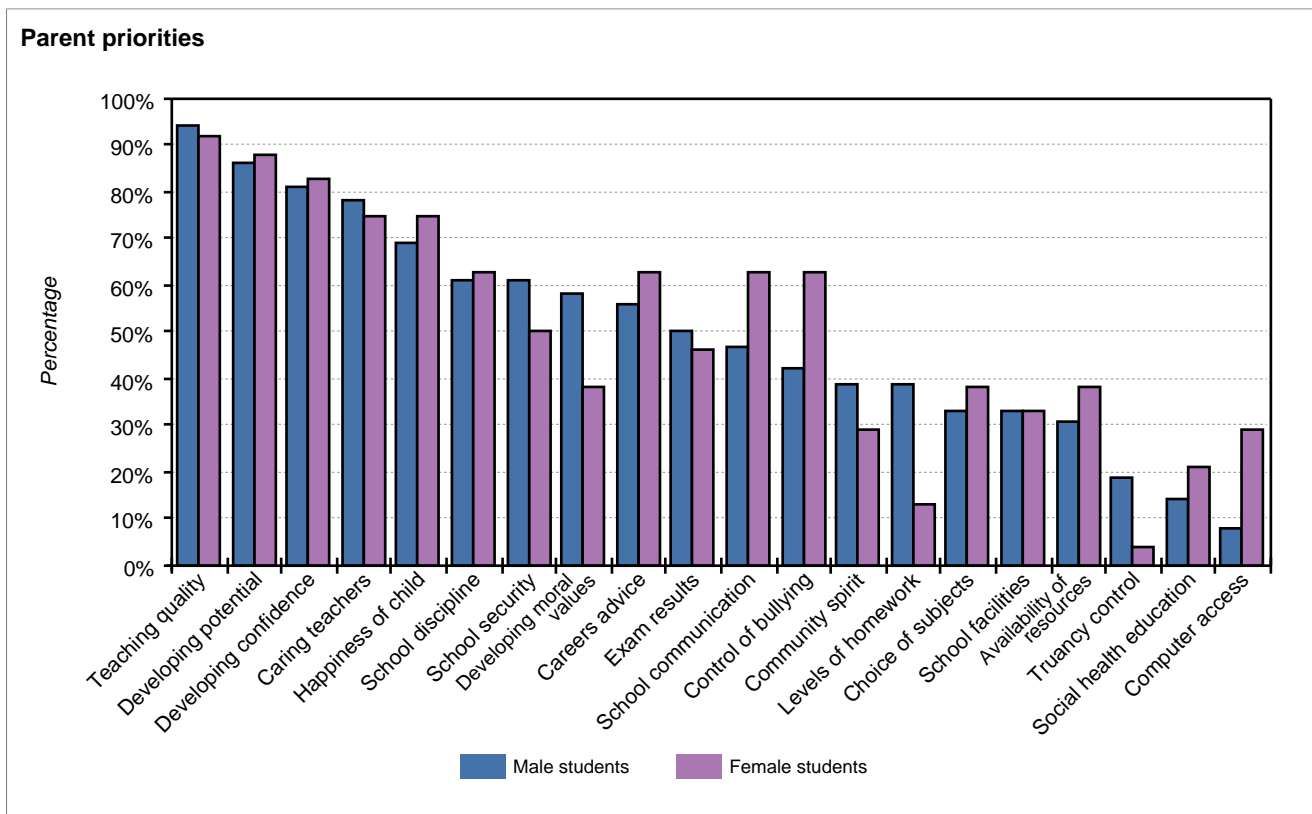
The graph below shows which criteria parents of Grade 6 students selected as important compared to which criteria parents of Grade 10 & IBDP students selected as important. This shows us how parent priorities change as the students get older. The table shows the criteria where there is a significant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



Criteria where difference in score is significant	Grade 6 ranking	Grade 10 & IBDP ranking
Developing potential	1st	4th ▲
Truancy control	20th	19th ▼

How parent priorities change by gender of child

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



Criteria where difference in score is significant	Male students ranking	Female students ranking
Levels of homework	13th	19th ▲

Relative parent priorities for improvement

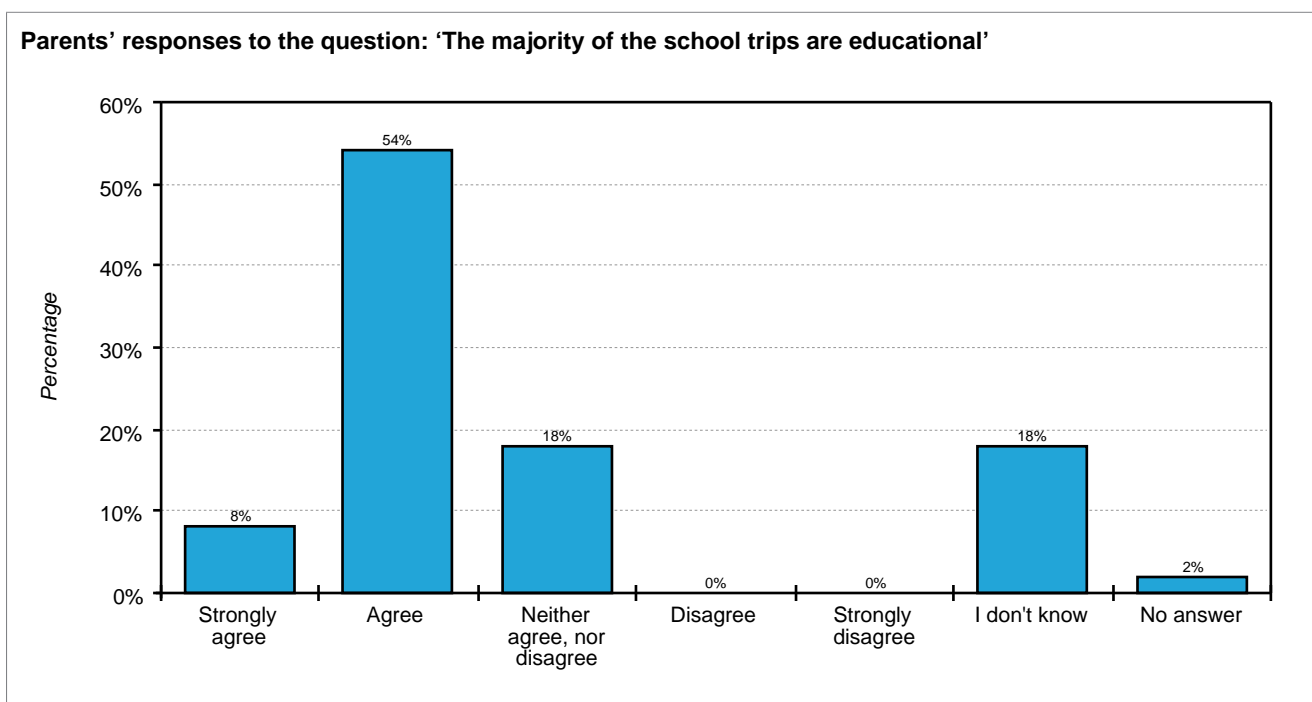
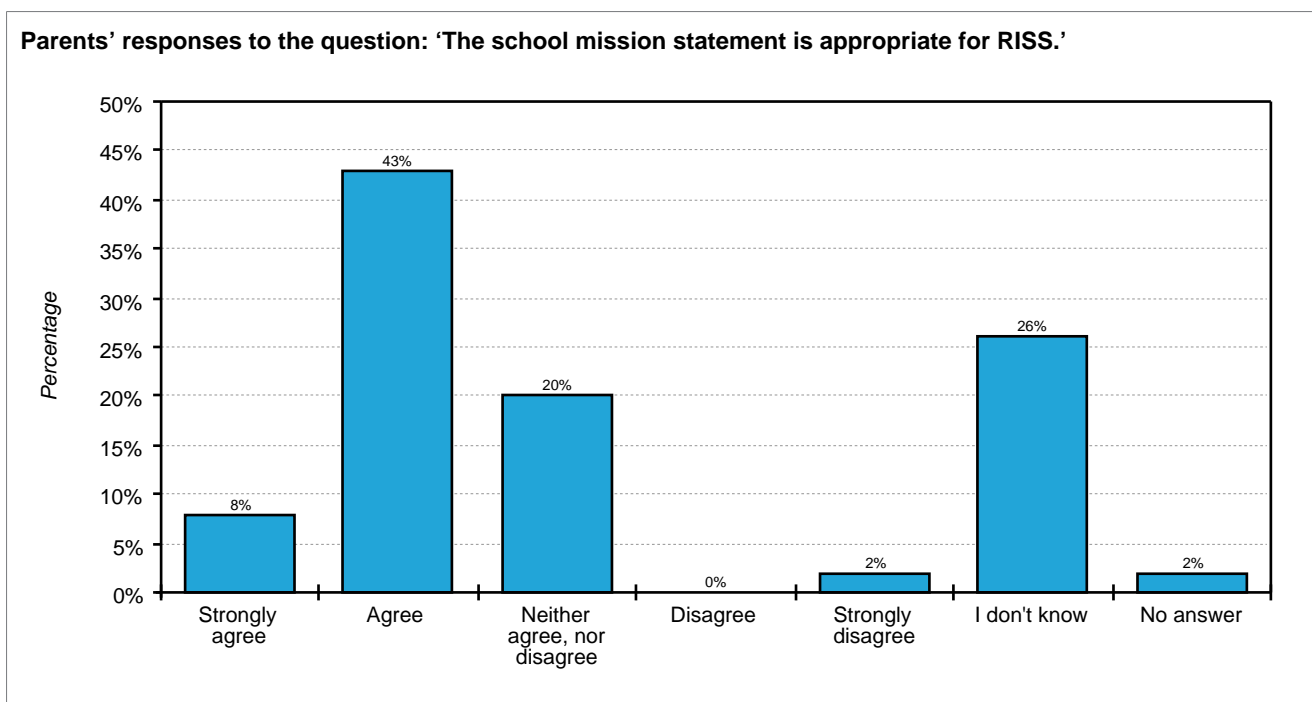
Parent priorities are shown below compared to parent priorities in similar schools. The school's previous years figures are also provided for comparison.

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Teaching quality	19.6	22.6	0.0
Developing potential	18.9	20.3	0.0
Caring teachers	12.4	5.3	0.0
Developing confidence	11.4	2.5	0.0
School facilities	9.4	4.8	0.0
Choice of subjects	7.6	8.6	0.0
School communication	7.4	4.5	0.0
Computer access	3.9	1.8	0.0
Social health education	3.4	0.9	0.0
Community spirit	2.4	0.9	0.0
Control of bullying	1.3	6.7	0.0
Exam results	1.2	3.3	0.0
School discipline	1.2	1.6	0.0
Availability of resources	0.0	0.8	0.0
Careers advice	0.0	2.9	0.0
Developing moral values	0.0	2.0	0.0
Happiness of child	0.0	0.7	0.0
Levels of homework	0.0	9.0	0.0
School security	0.0	0.9	0.0
Truancy control	0.0	0.0	0.0

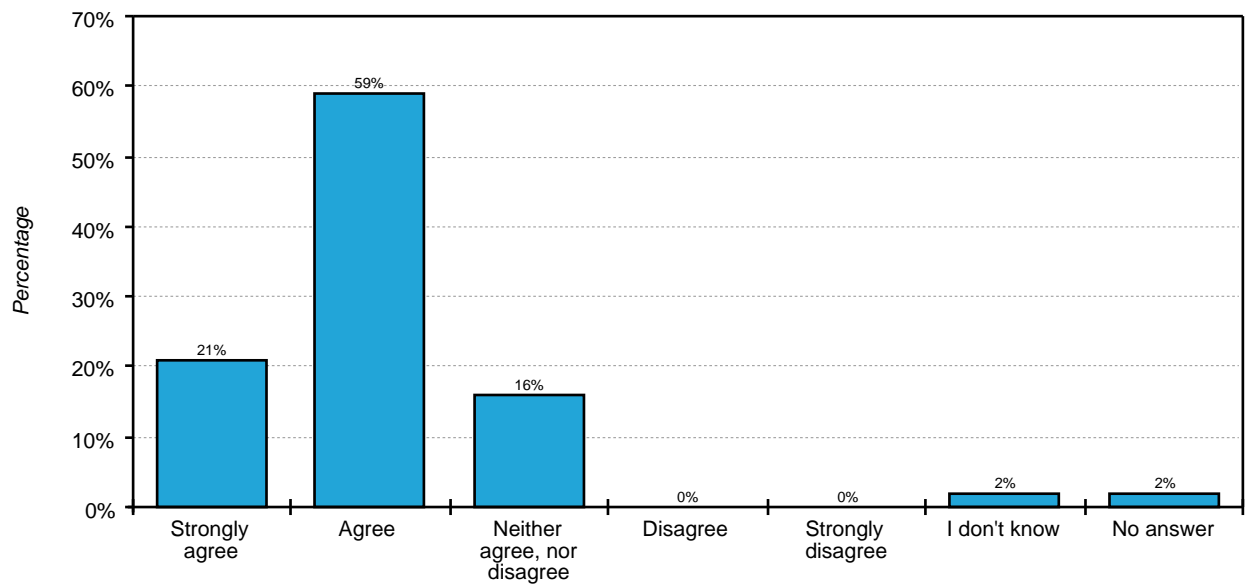
- Parents have given a higher priority to the following areas since the last survey: Caring teachers, Developing confidence and School facilities.
- Parents have given a lower priority to the following areas since the last survey: Control of bullying and Levels of homework.
- Parents have given a higher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

Unique questions

Results for your unique questions are shown below.



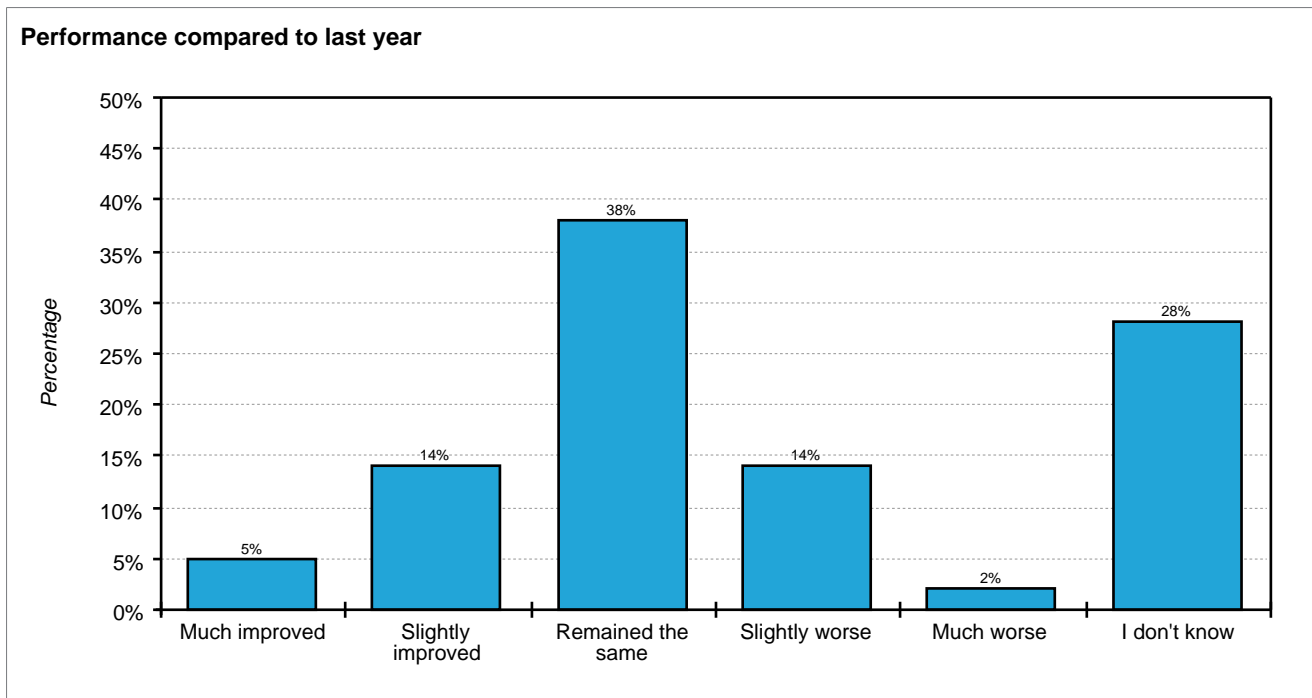
Parents' responses to the question: 'It is important to have an active PTA.'



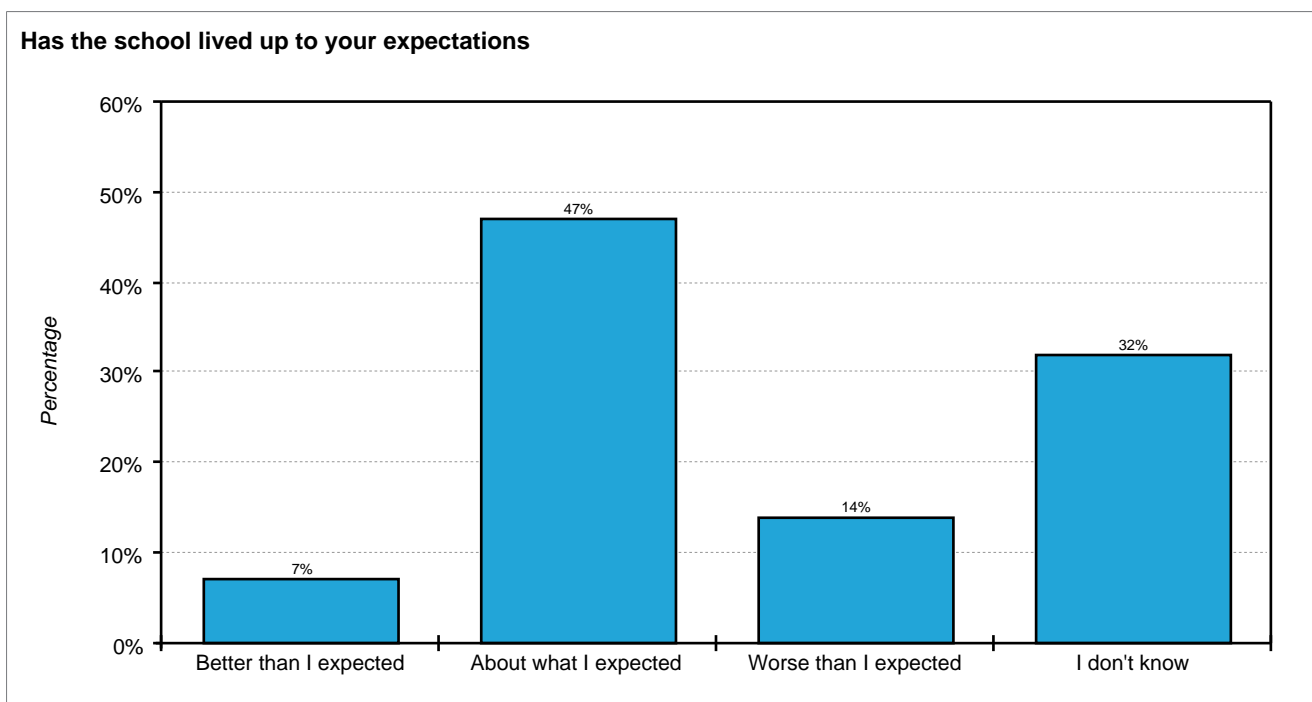
Standard analysis

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

Performance and expectations



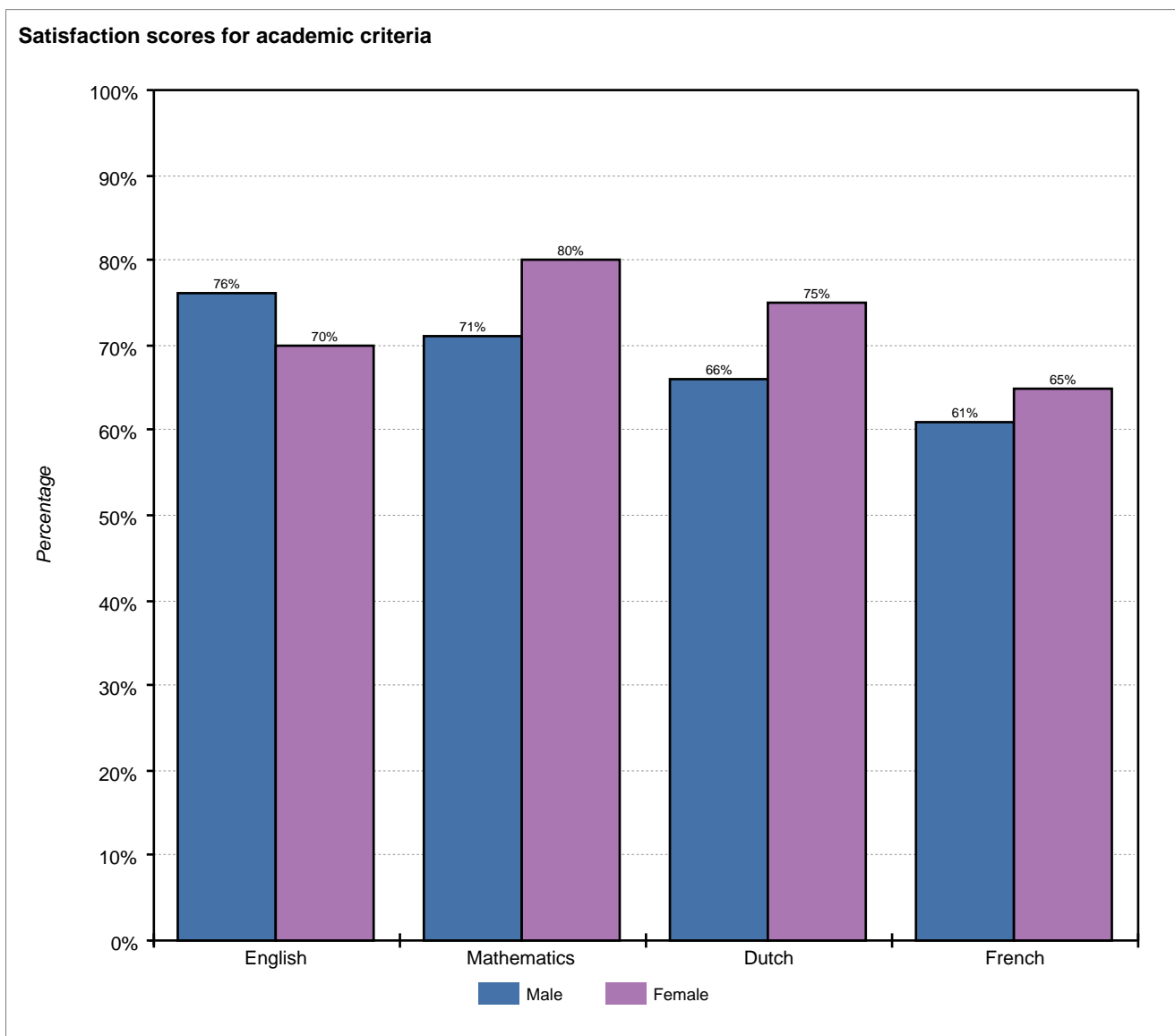
- Of the parents whose children were not in their first year at the school 19% said the school had improved over the last year and 16% thought that the school's performance was worse.



- Of the parents of new students, 14% felt that the school had not lived up to their expectations and 7% said the school was better than they had expected it to be.

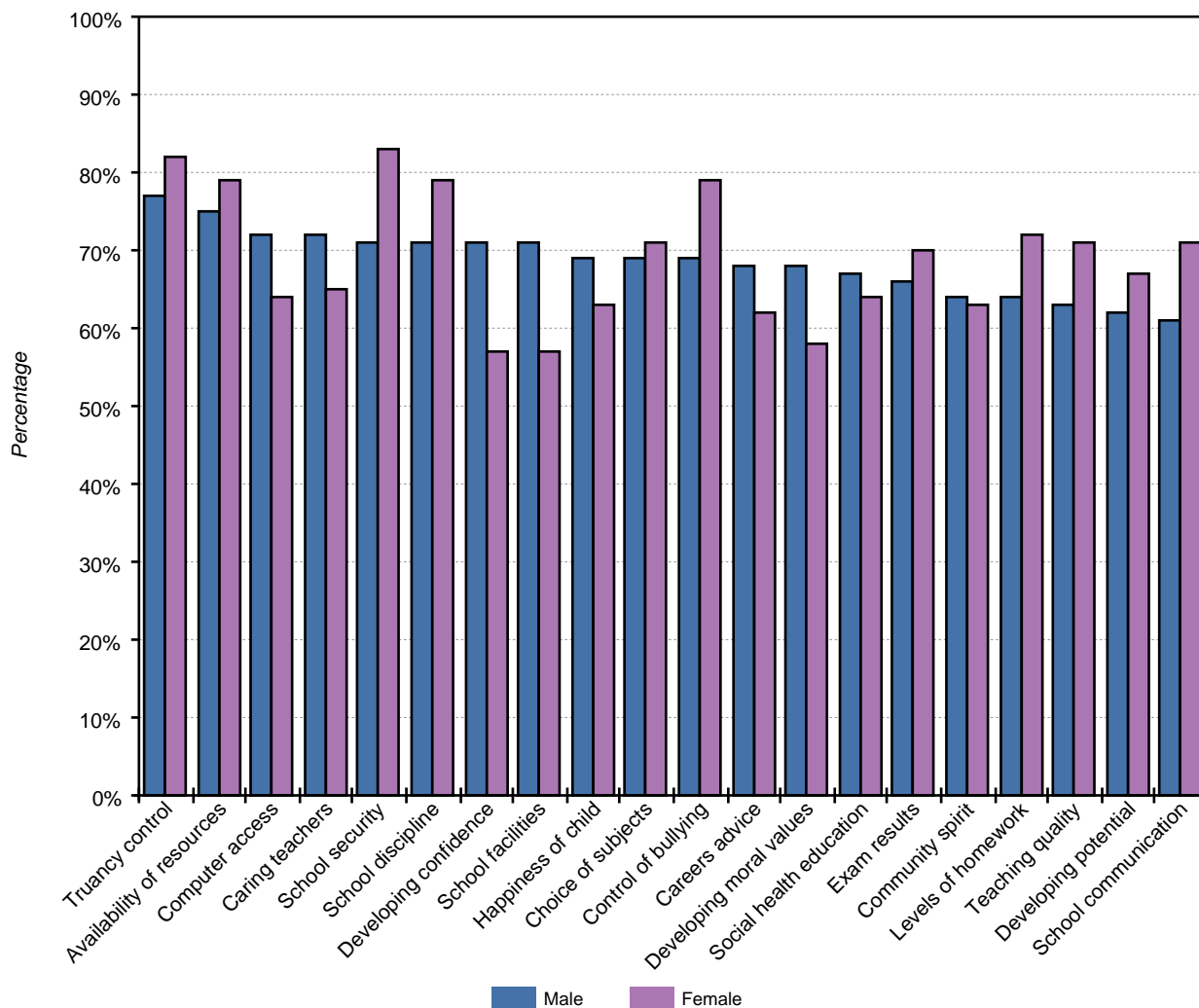
Gender analysis

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.

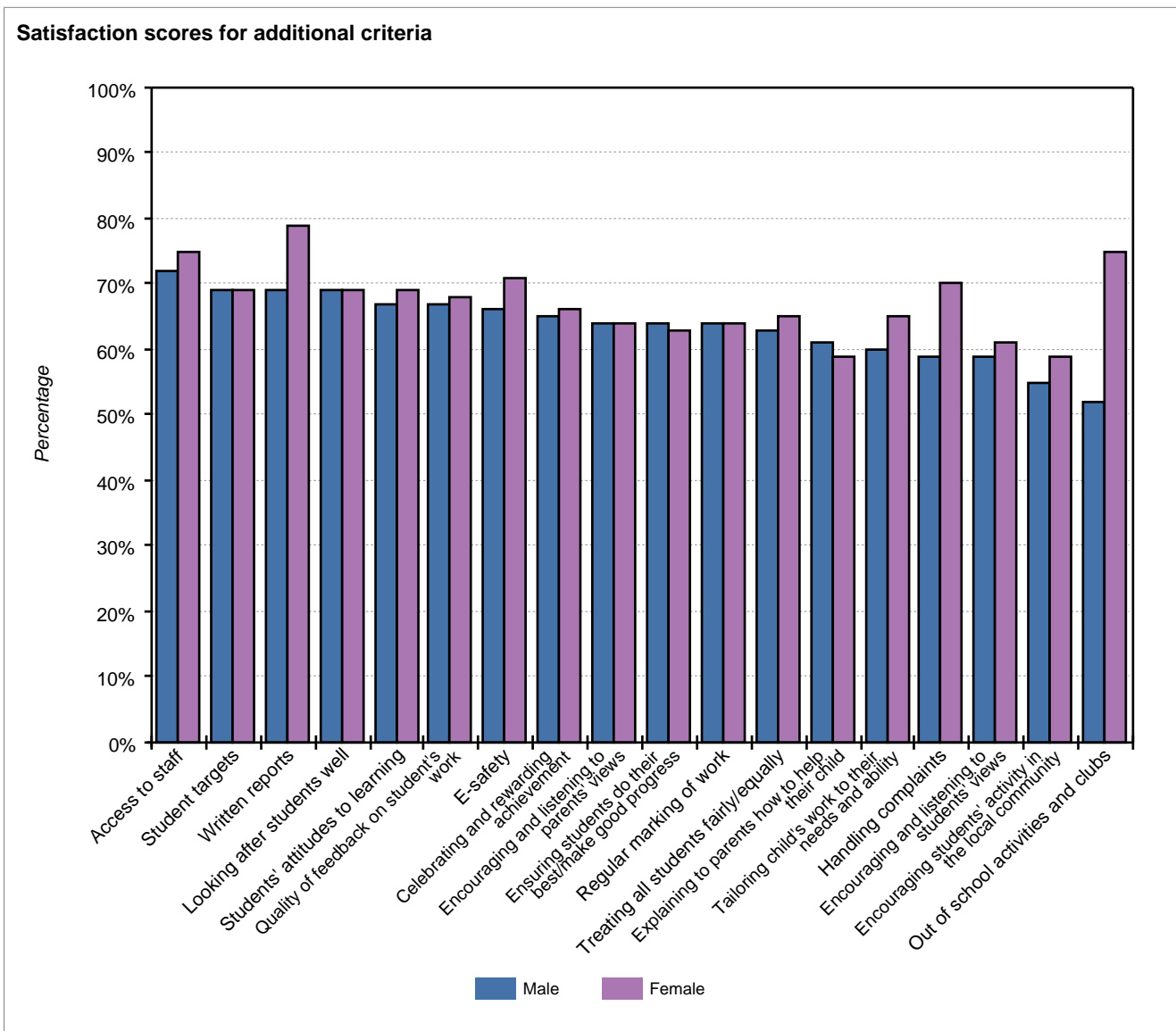


- There are no significant differences between the academic satisfaction scores for parents of female students and parents of male students.

Satisfaction scores for non-academic criteria



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
School security	71.5	83.2 ▲
Developing confidence	71.1	57.1 ▼



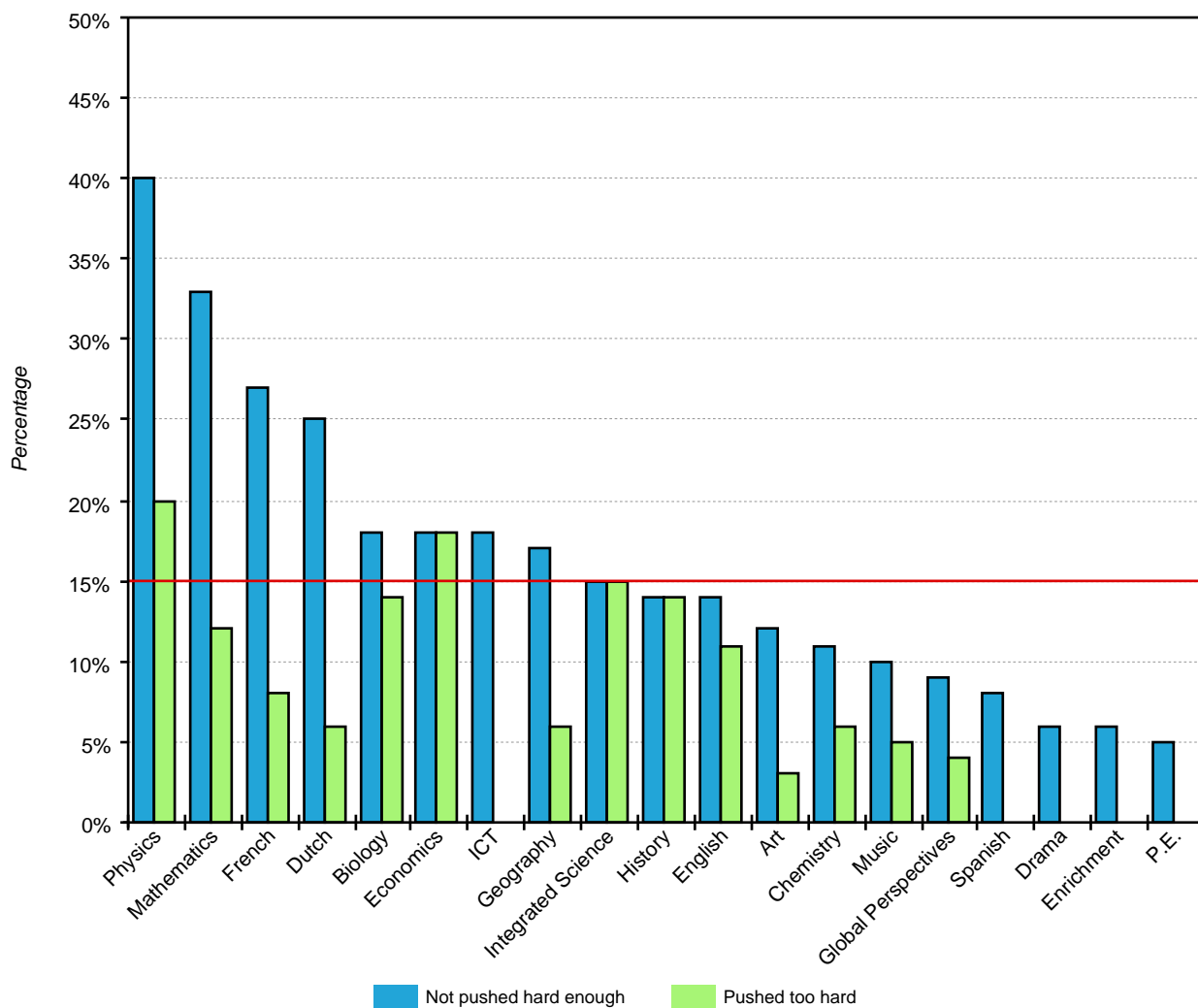
- There are no significant differences between the additional satisfaction scores for parents of female students and parents of male students.

Academic stretch

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

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

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

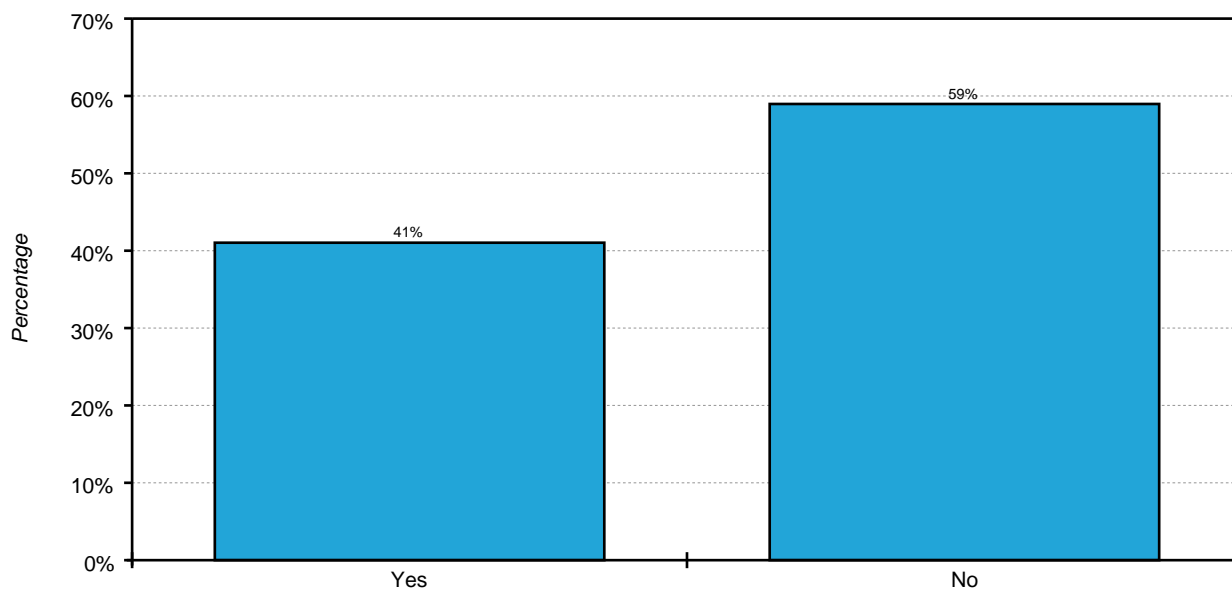


Academic stretch percentages	Not pushed hard enough		Pushed too hard	
	Yes	No	Yes	No
This survey	73.1	26.9	38.0	62.0
Similar schools				

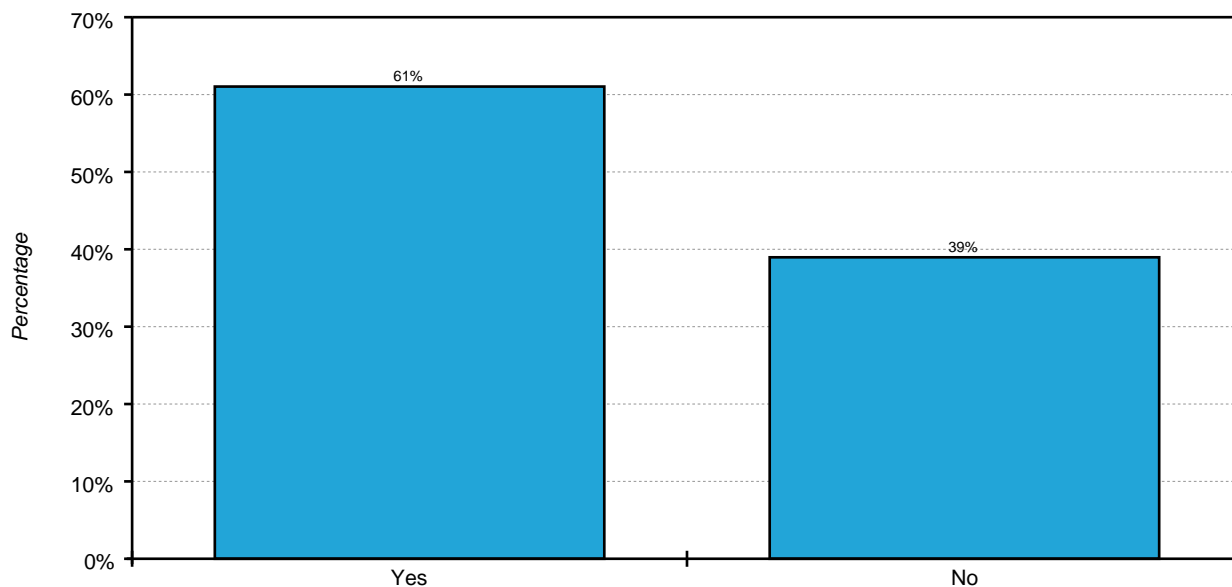
Healthy lifestyle

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

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



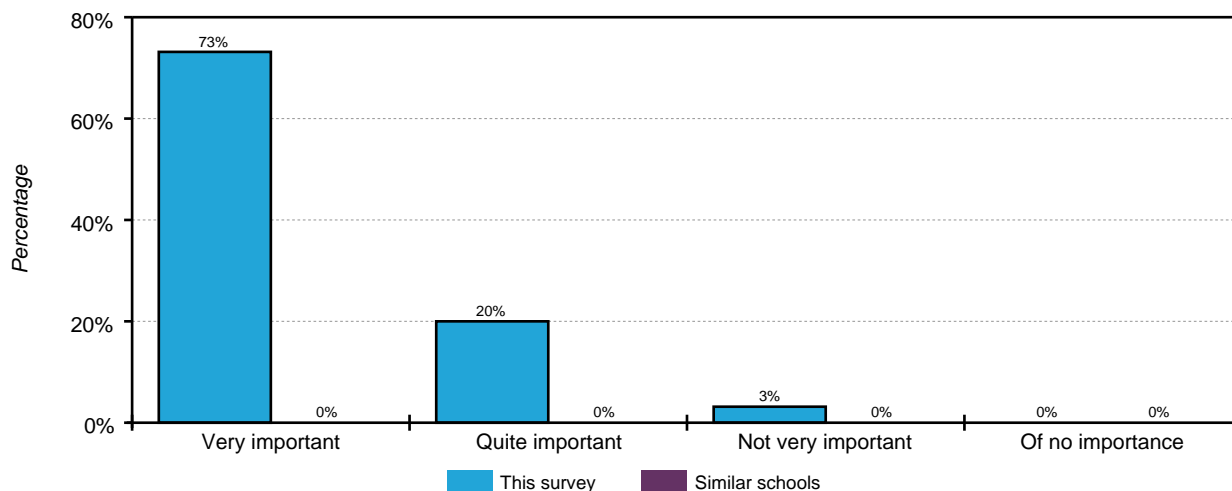
Parents' responses to the question: 'School encourages healthy lifestyle through exercise'



Parental values

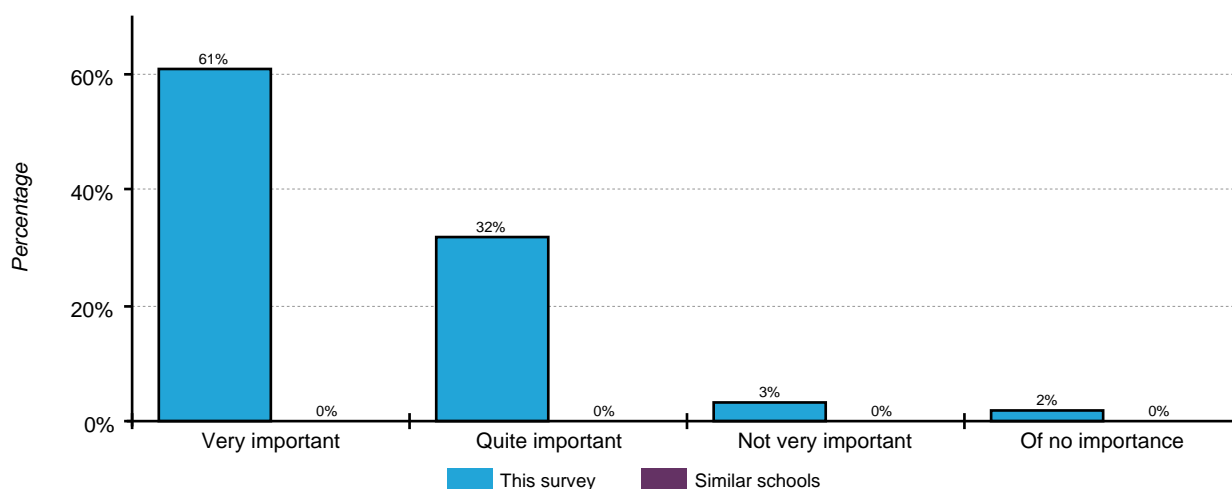
This section of the report summarises parental values and expectations.

Parents’ responses to the question: ‘How important is it that your child obtains the required level of points to enter the university of choice?’



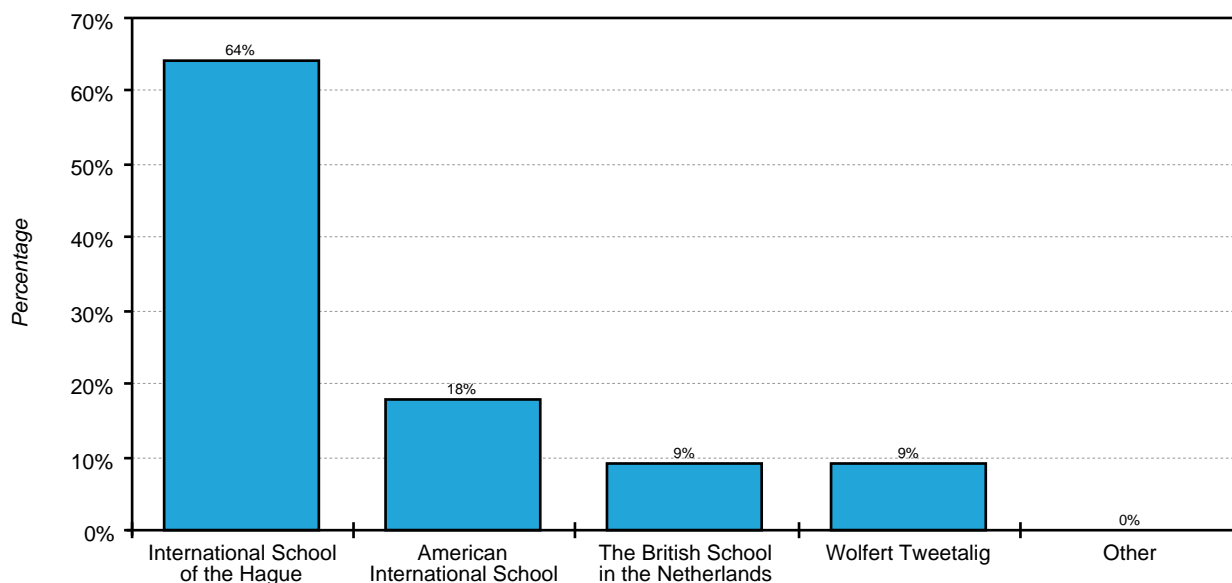
- 72.9% of parents think is very important – this differs from the views of parents at similar schools. 20.5% of parents think it is quite important – this differs from the views of parents at similar schools.
- 3.4% of parents think it is not very important – this is broadly in line with views from parents at similar schools. 0.0% of parents think it is not at all important – this is broadly in line with views from parents at similar schools.

Parents’ responses to the question: ‘How important is it to your child obtains high quality independent careers advice before they make their choice about the next step in their career path?’

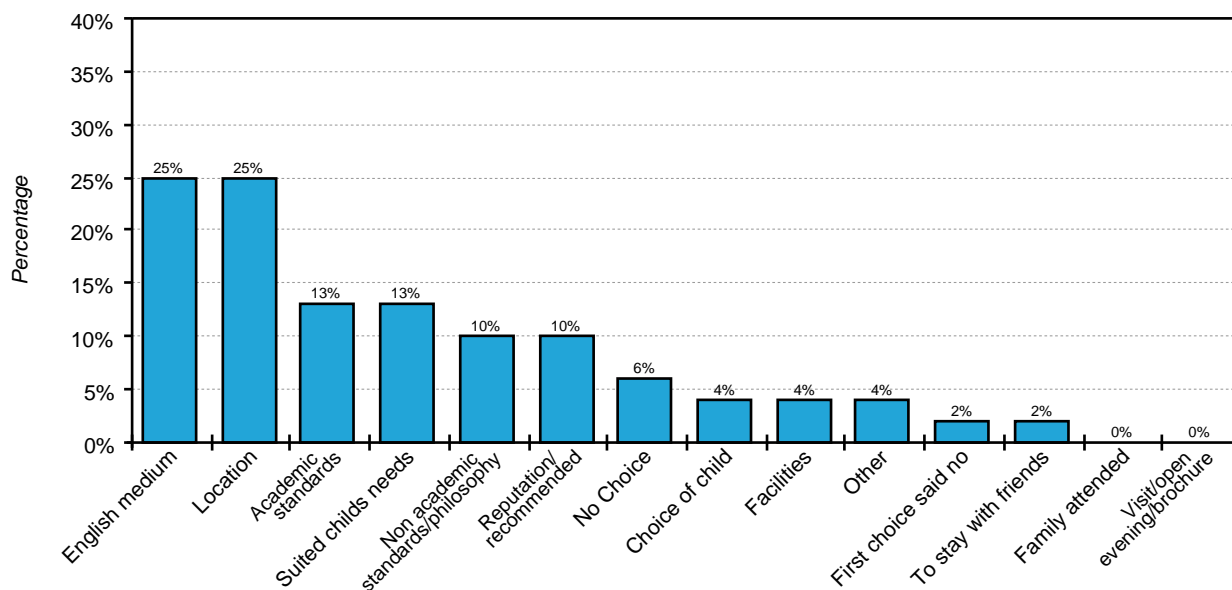


- 60.7% of parents think is very important – this differs from the views of parents at similar schools. 32.5% of parents think it is quite important – this differs from the views of parents at similar schools.
- 3.4% of parents think it is not very important – this is broadly in line with views from parents at similar schools. 1.7% of parents think it is not at all important – this is broadly in line with views from parents at similar schools.

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



Parents’ responses to the question: ‘Why did you decide to send your child to Rotterdam International Secondary School?’



Some parents chose more than one option.

Year group analysis

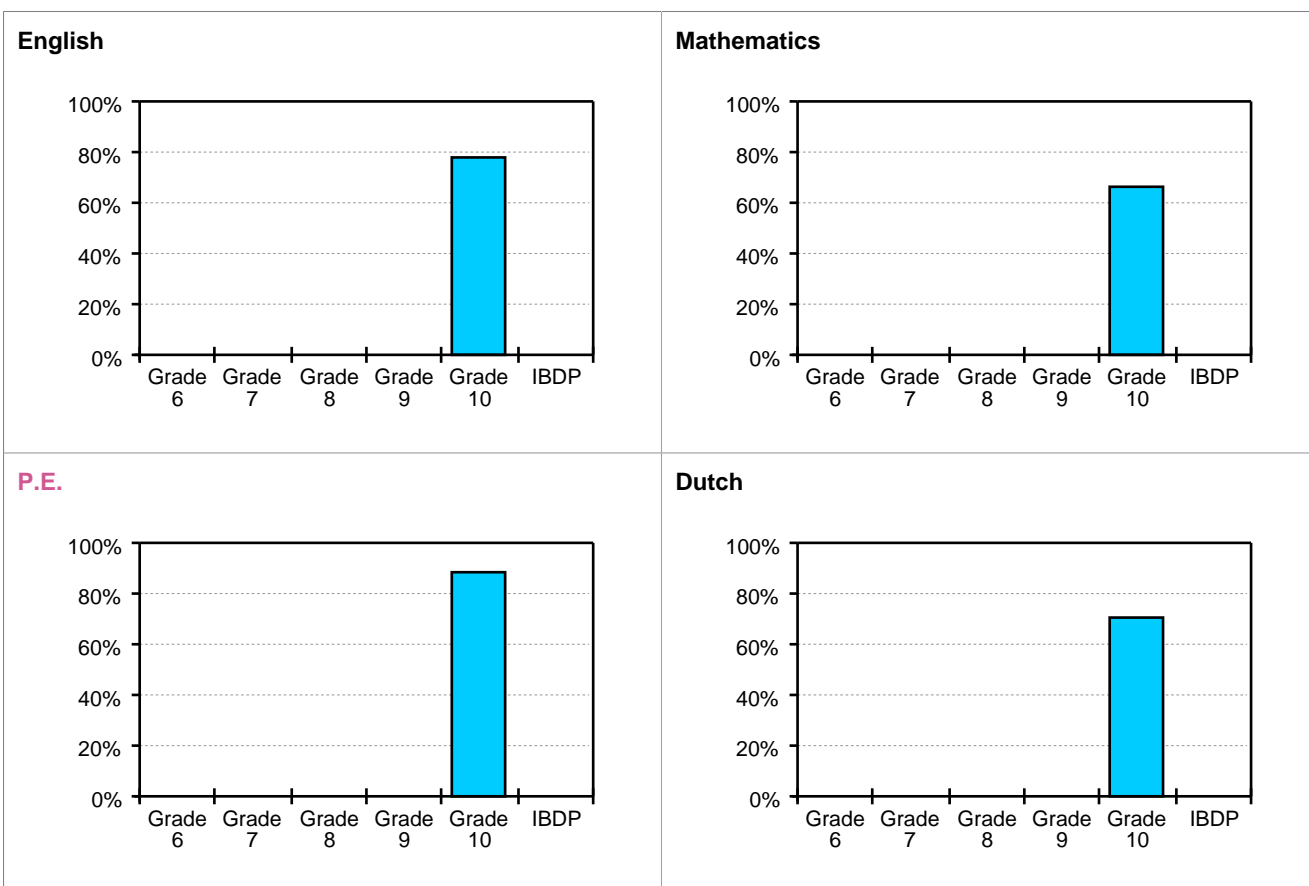
Analysis of year group scores compared to national average

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.

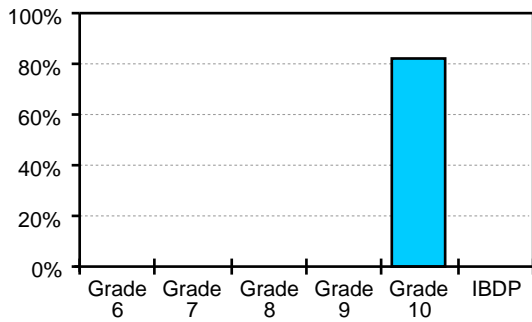
Criteria where evidence was indicative rather than reliable are once again shown in pink.

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

Year group analysis compared to national averages for academic criteria

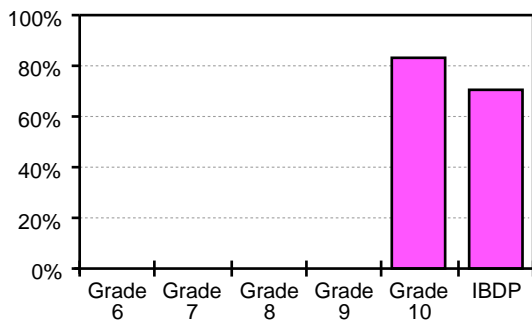


Global Perspectives

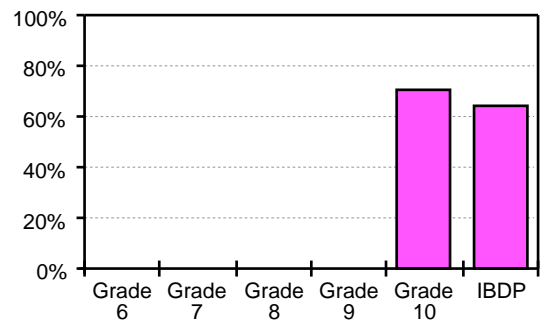


Year group analysis compared to national averages for non-academic criteria

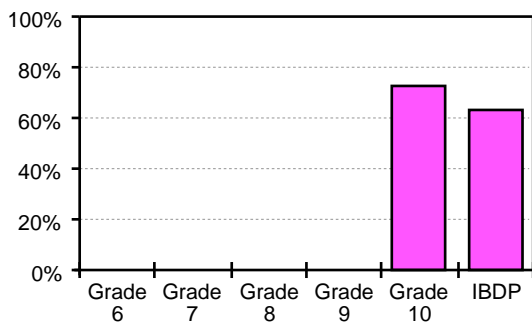
School discipline



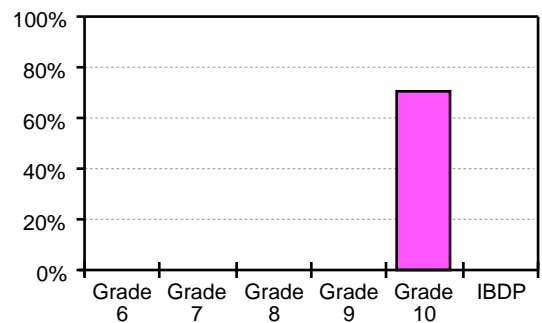
School facilities



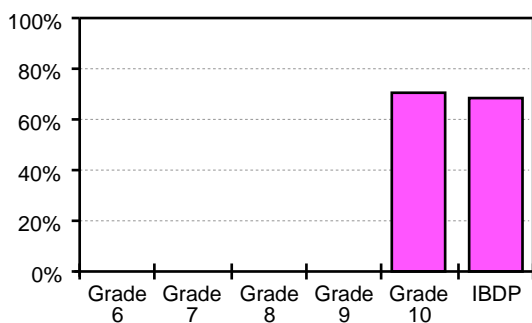
Developing confidence



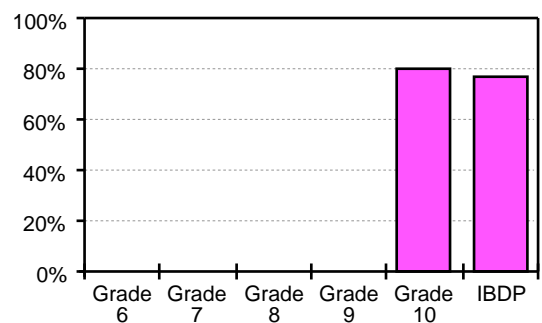
Control of bullying



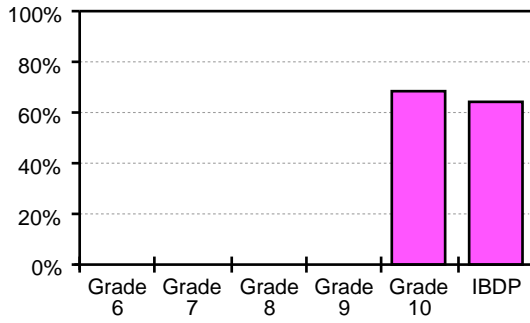
Caring teachers



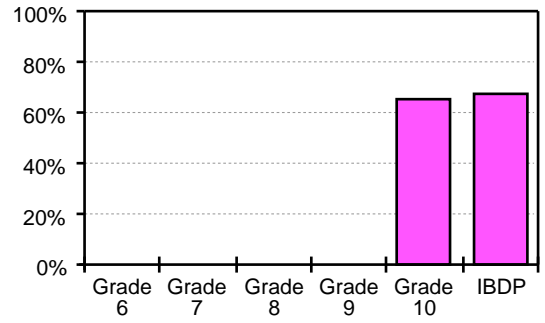
School security



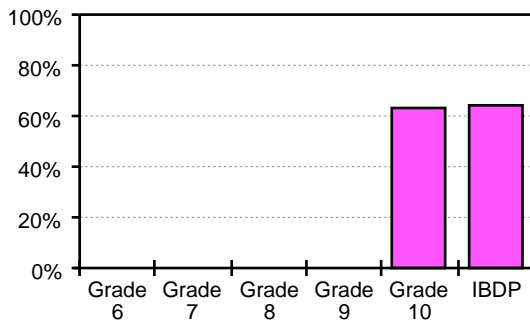
School communication



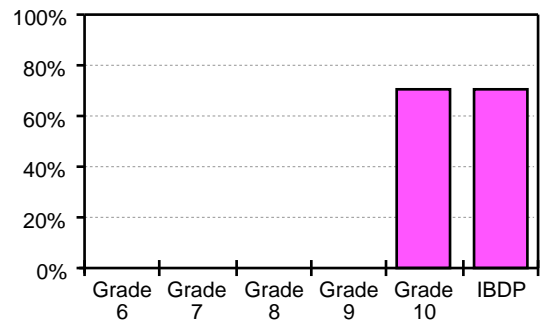
Careers advice



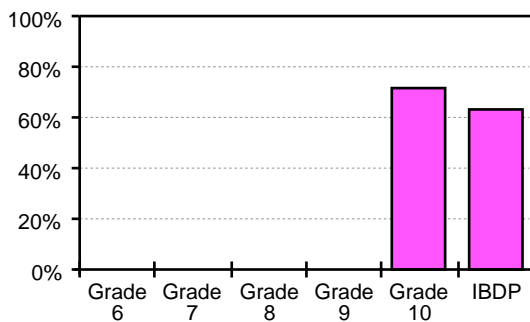
Developing moral values



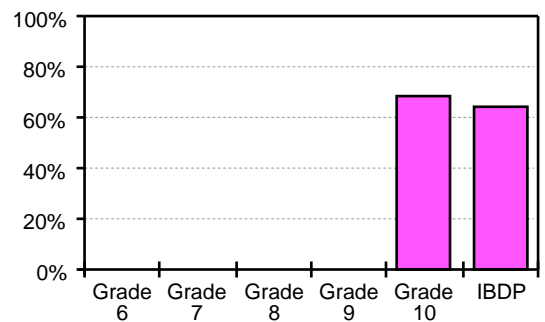
Levels of homework



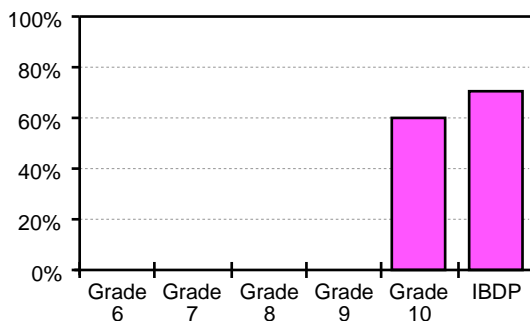
Happiness of child



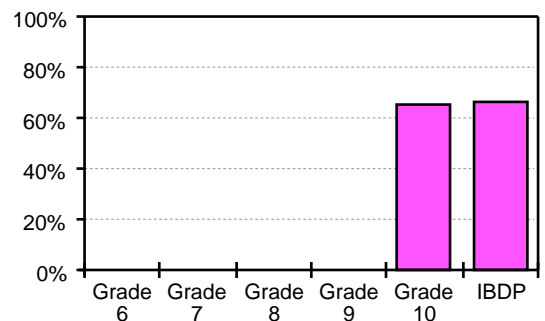
Community spirit

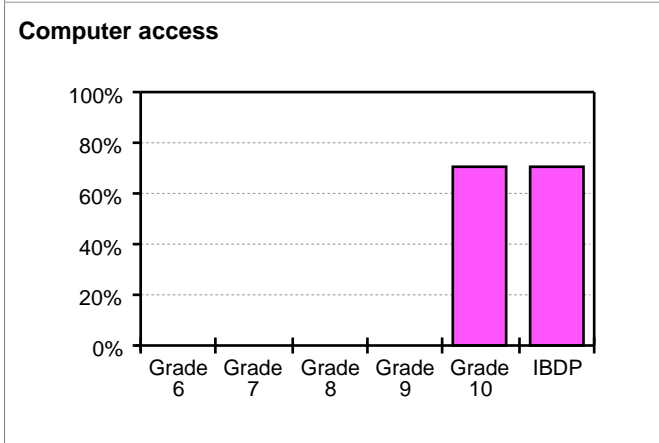
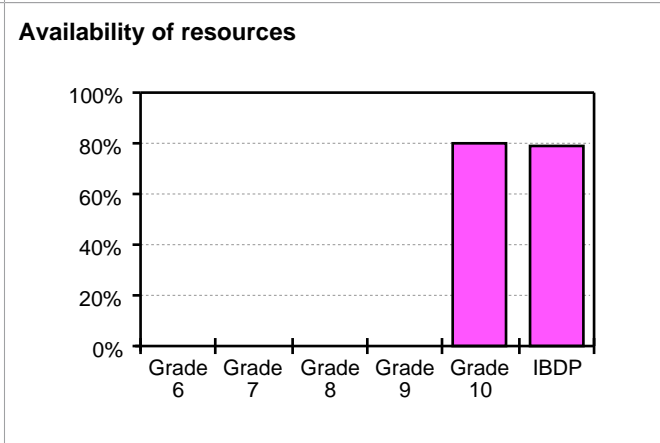
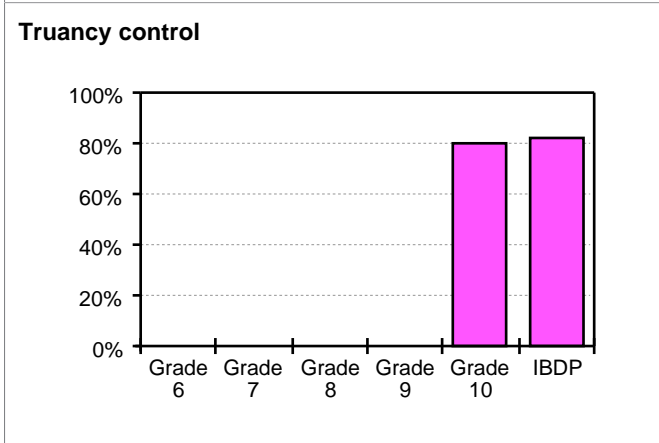
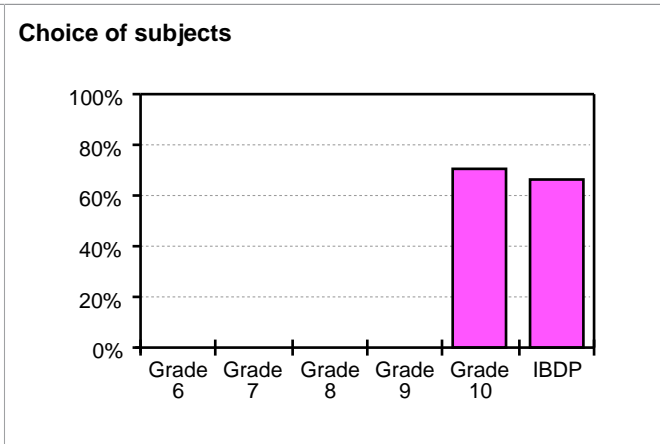
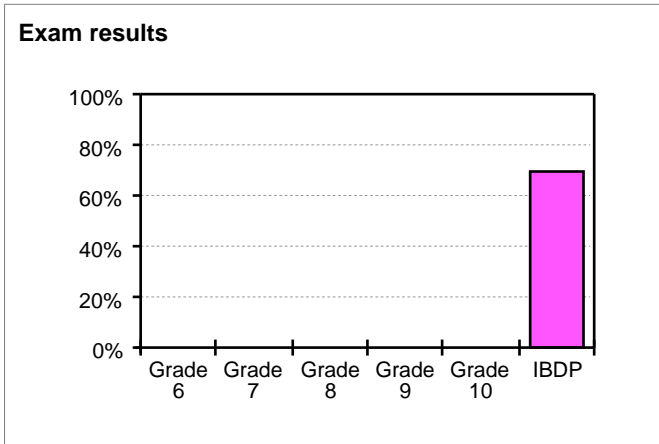


Developing potential

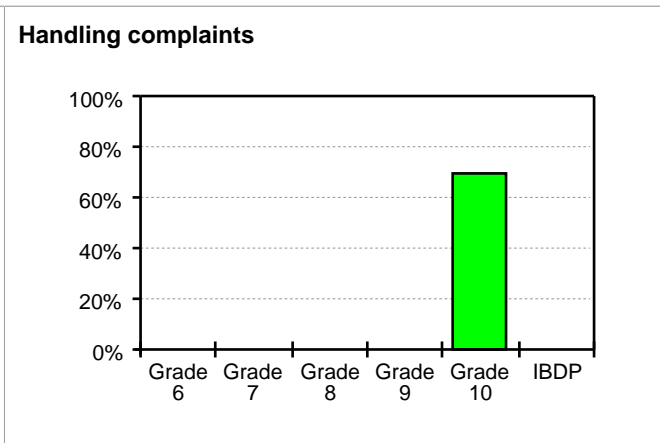
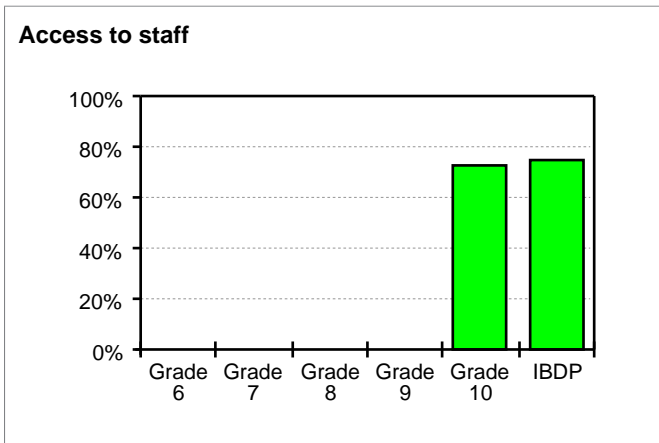


Teaching quality

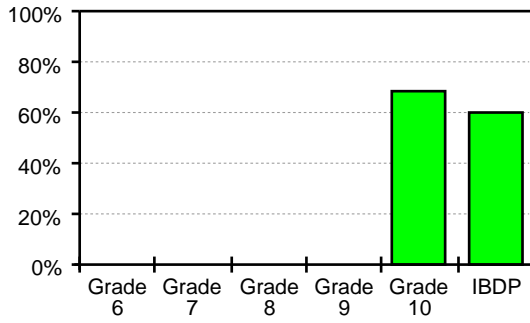




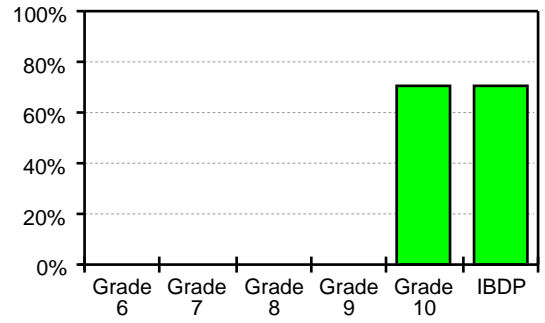
Year group analysis compared to national averages for your additional surveyed criteria



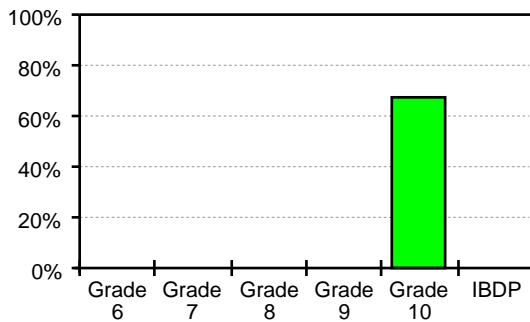
Regular marking of work



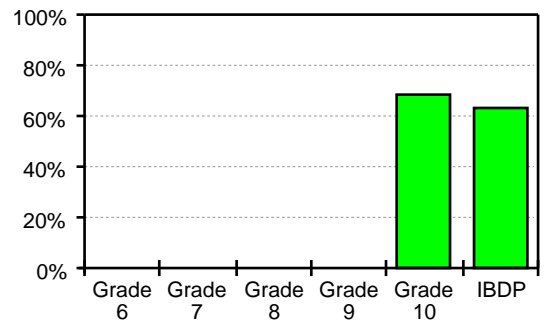
Written reports



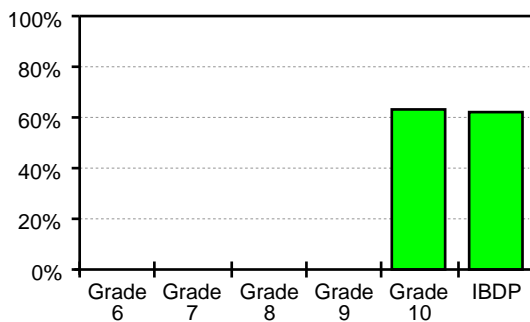
Treating all students fairly/equally



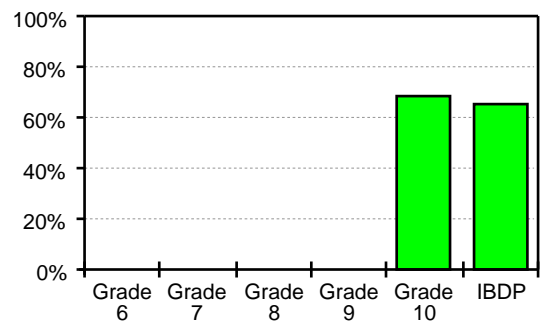
Encouraging and listening to parents' views



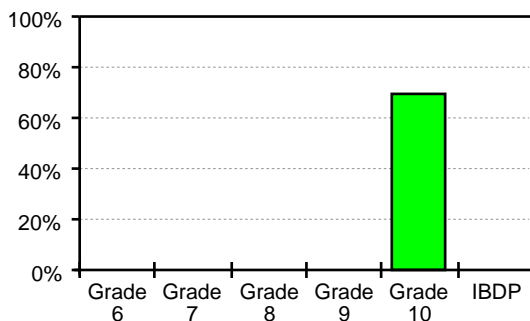
Explaining to parents how to help their child



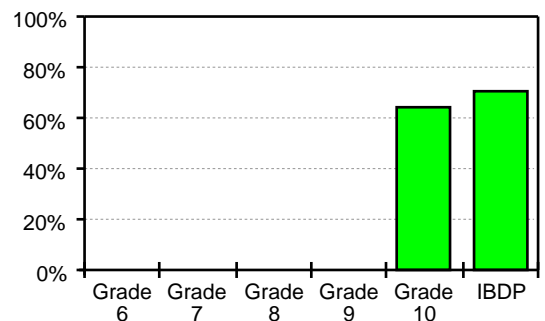
Celebrating and rewarding achievement



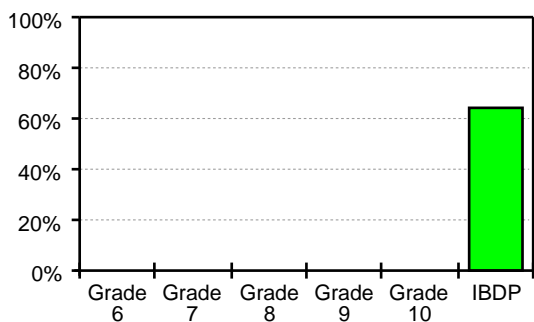
Tailoring child's work to their needs and ability



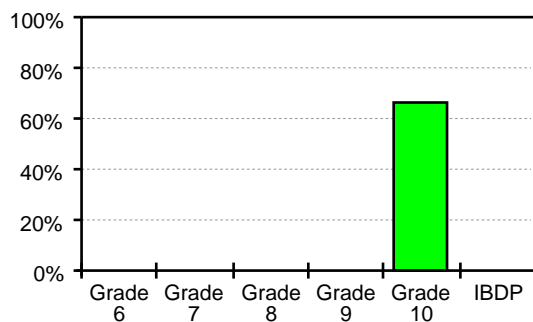
Ensuring students do their best/make good progress



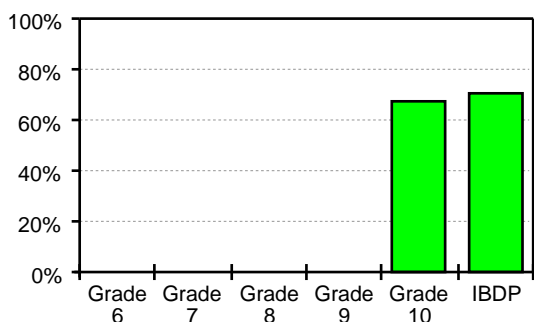
Encouraging students' activity in the local community



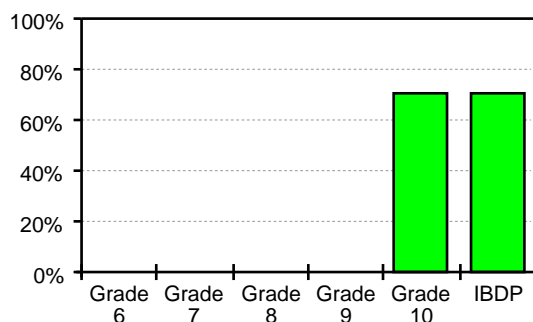
Encouraging and listening to students' views



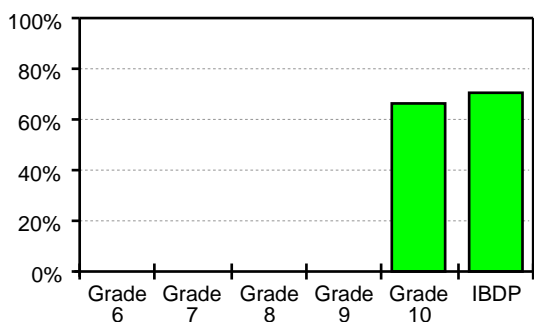
Looking after students well



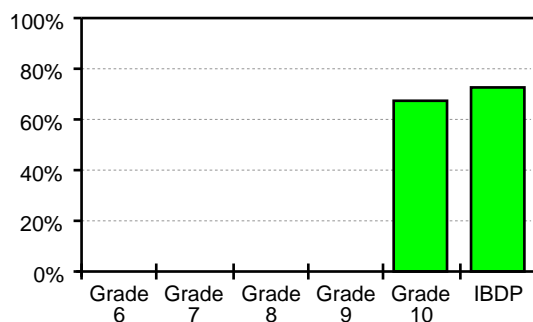
Quality of feedback on student's work



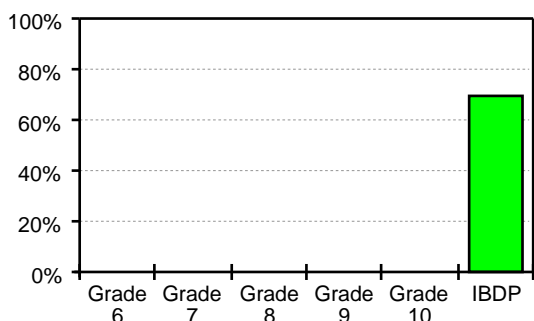
Students' attitudes to learning



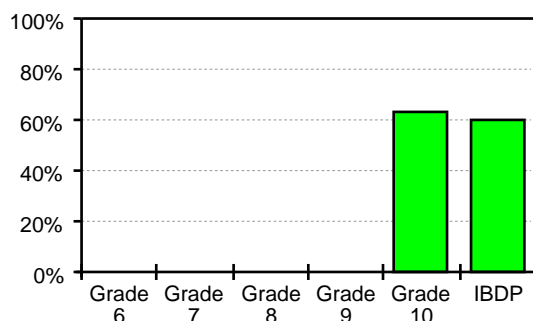
Student targets



E-safety



Out of school activities and clubs



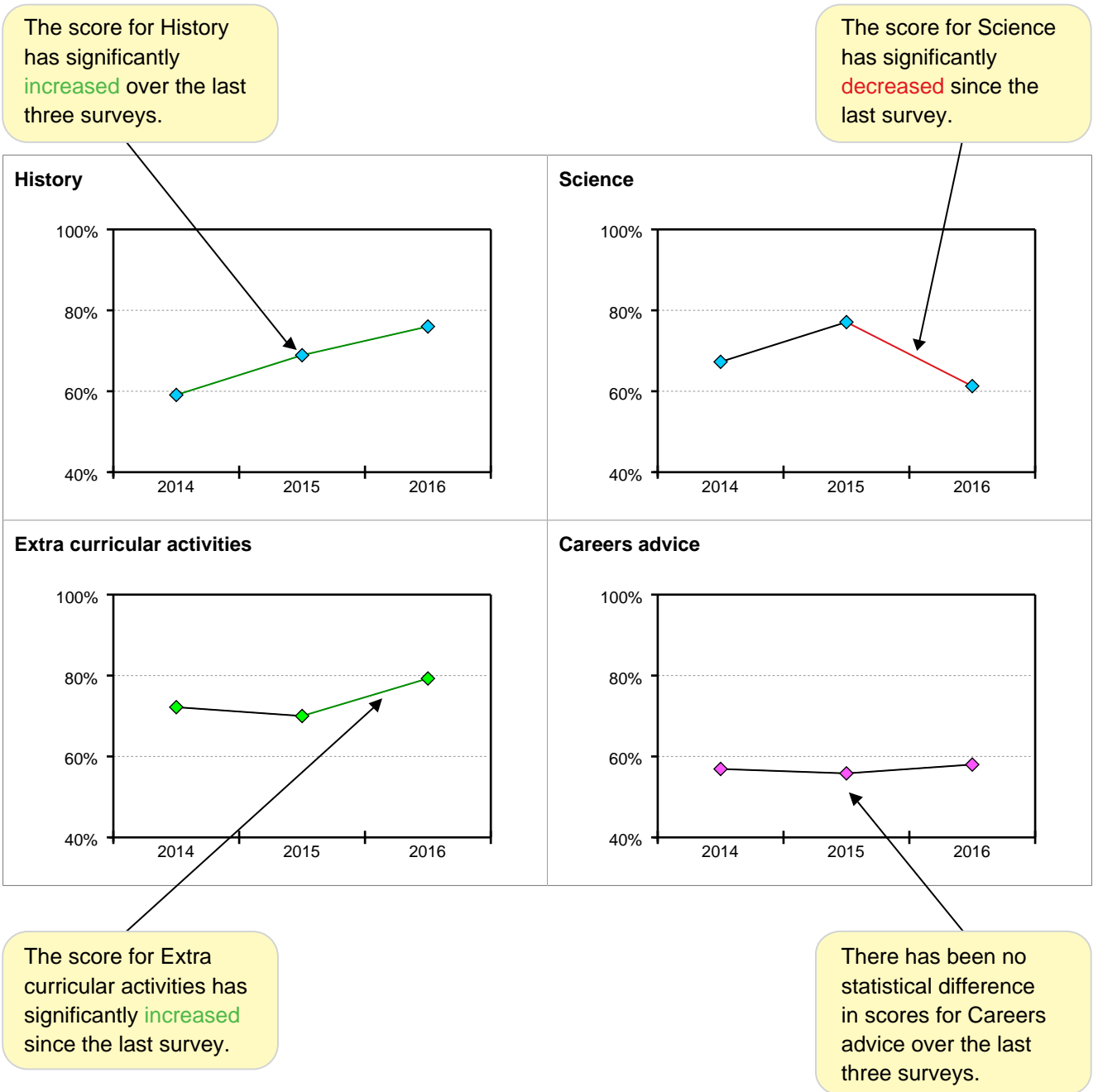
Time series analysis

Graphs showing trends for surveyed criteria over time

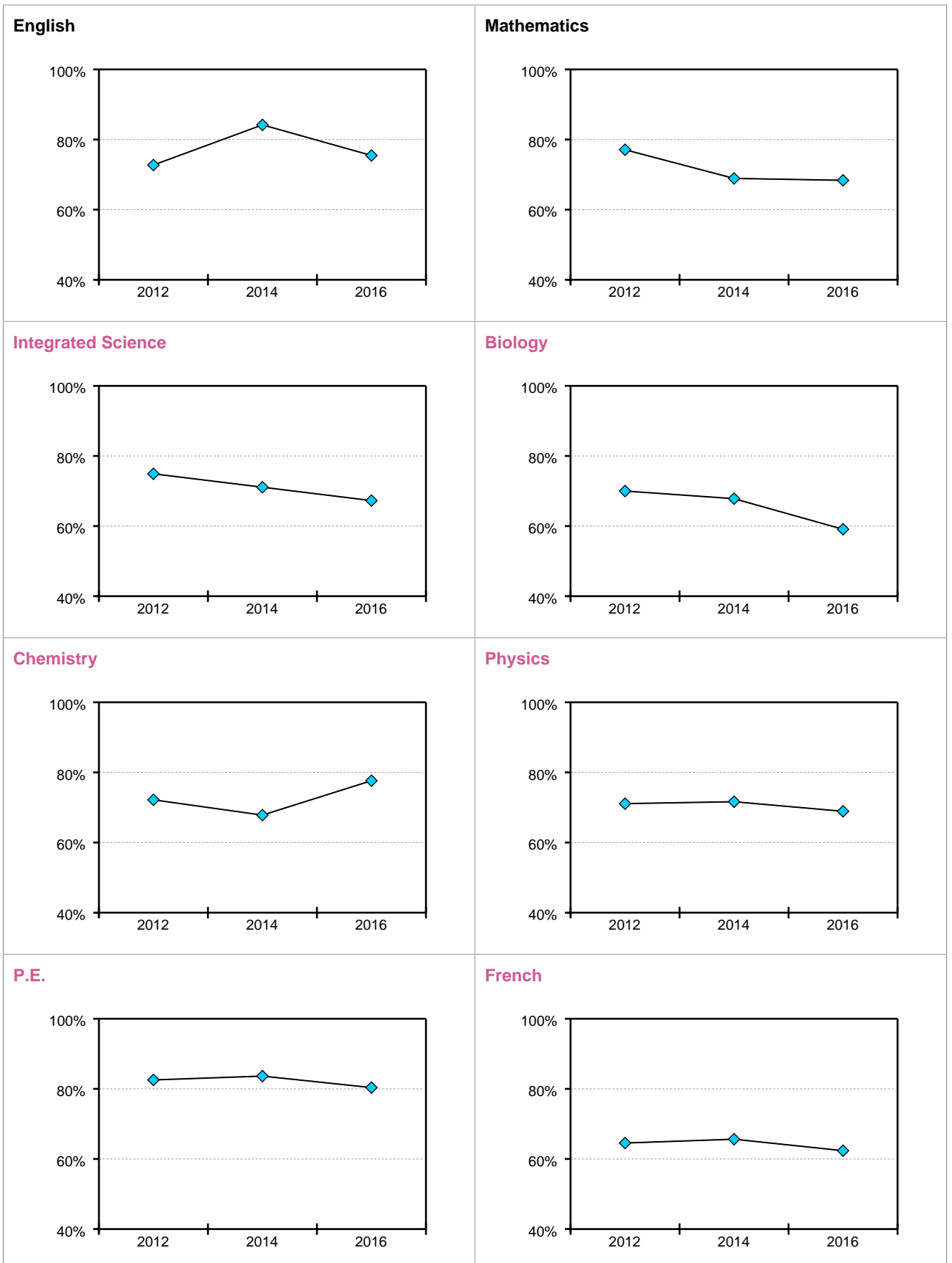
The graphs in this section of the report show the trends for surveyed criteria, broken down over time.

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.

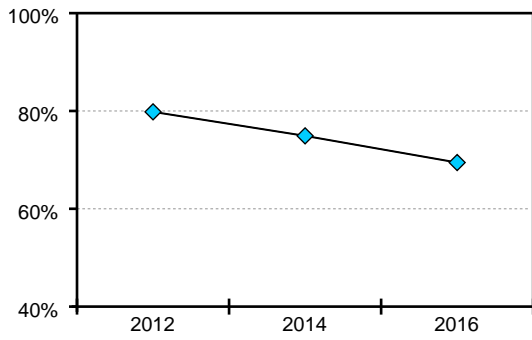
Example time series graphs



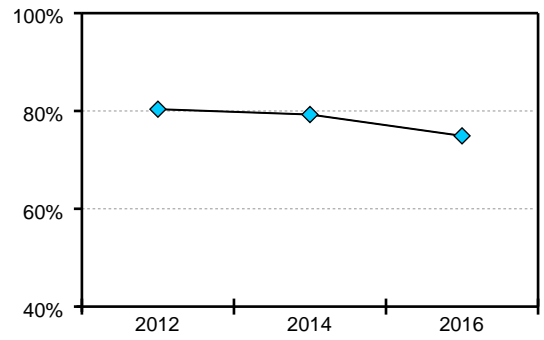
Score trends over time for academic criteria



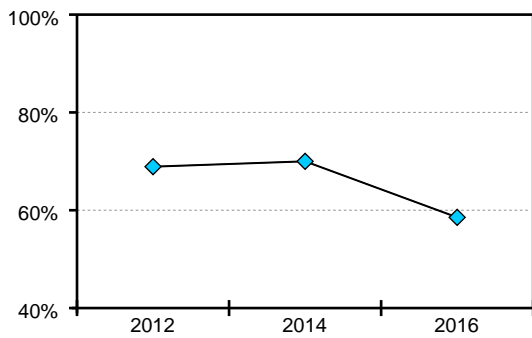
Spanish



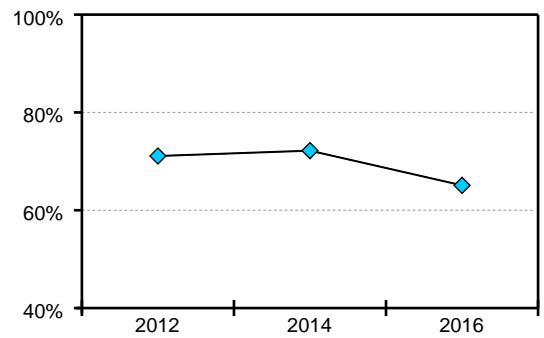
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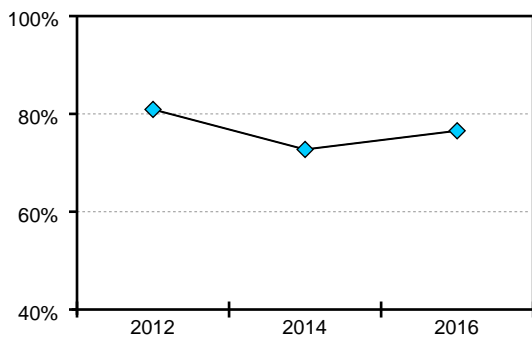
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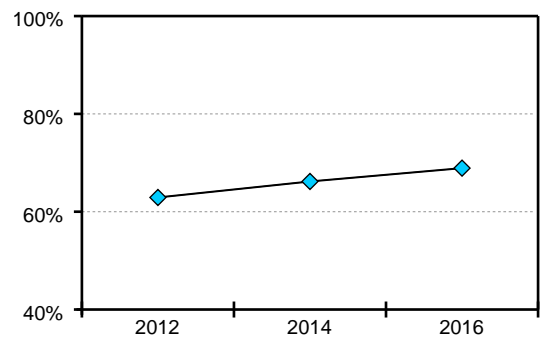
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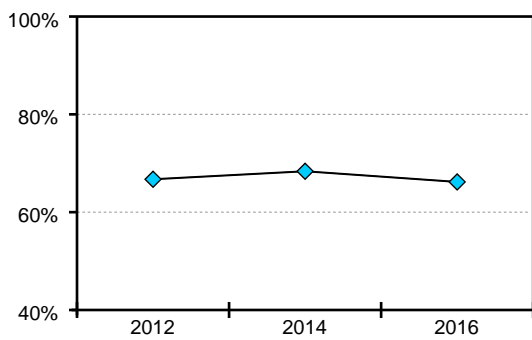
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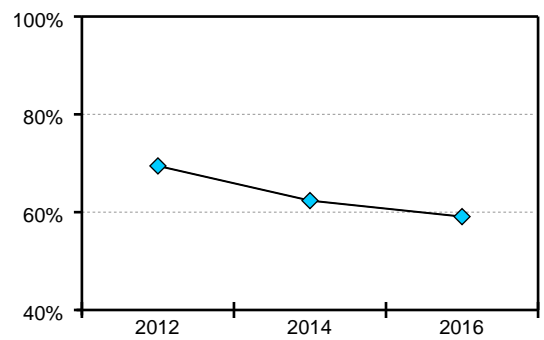
Enrichment

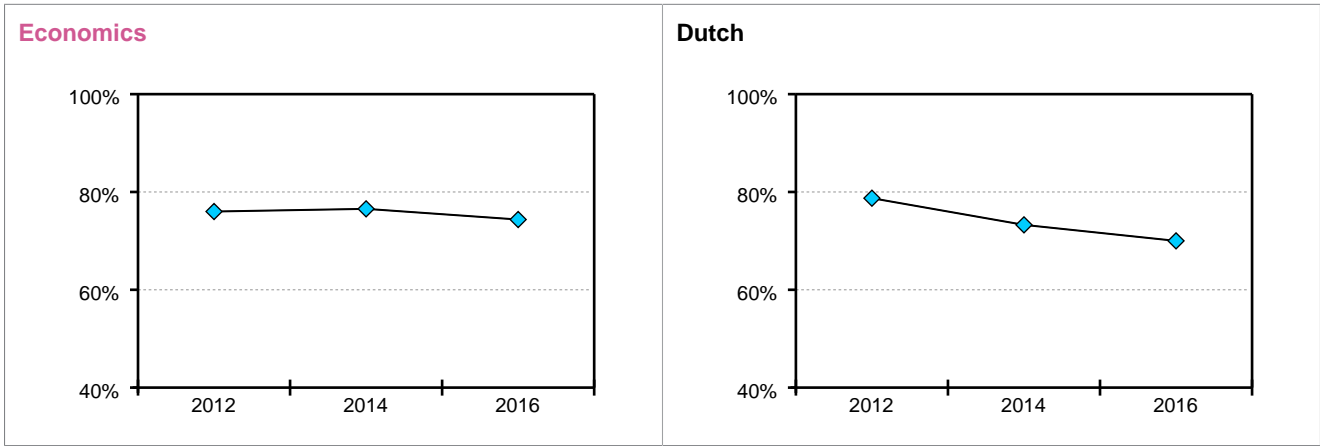


ICT

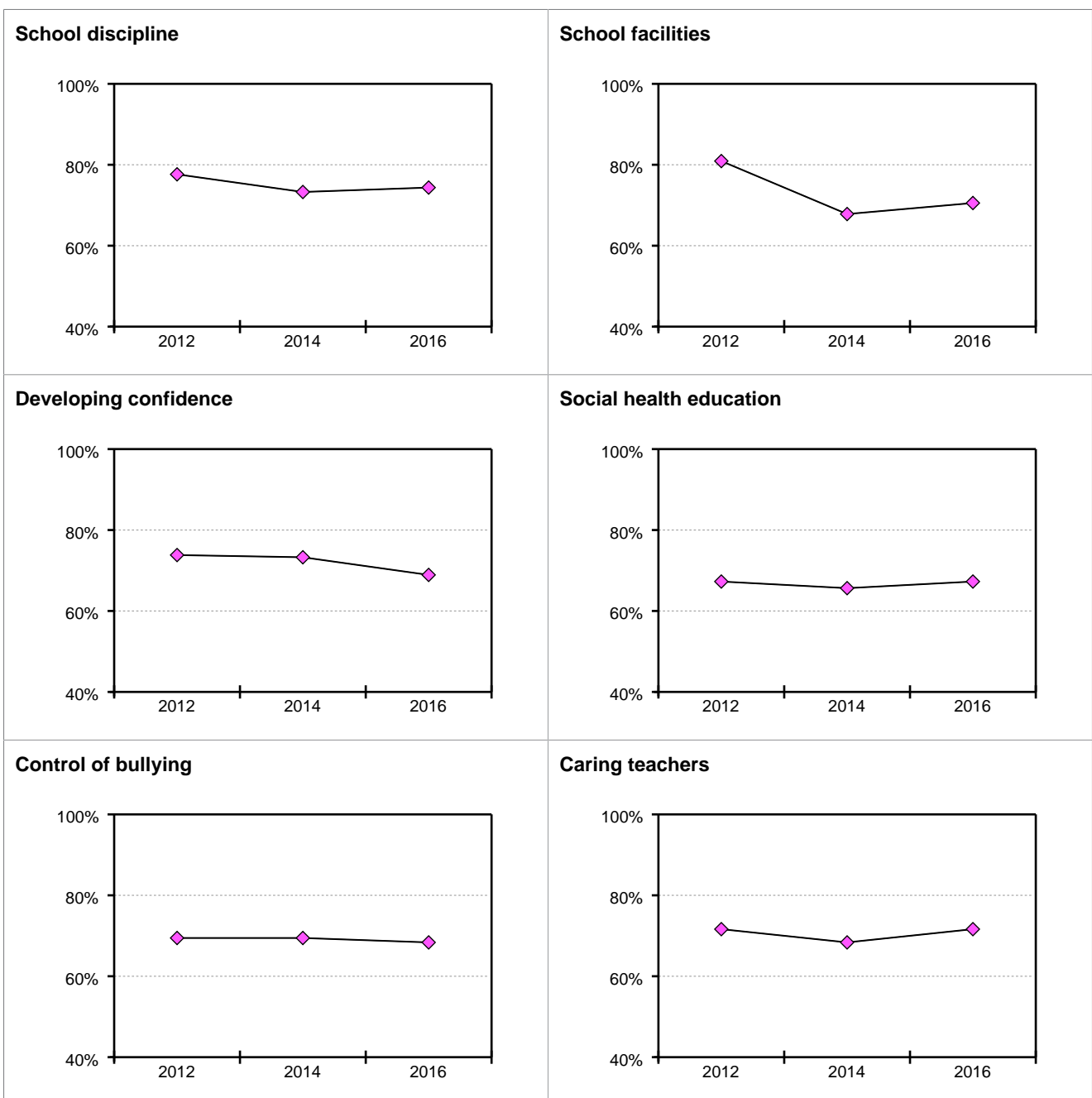


Art





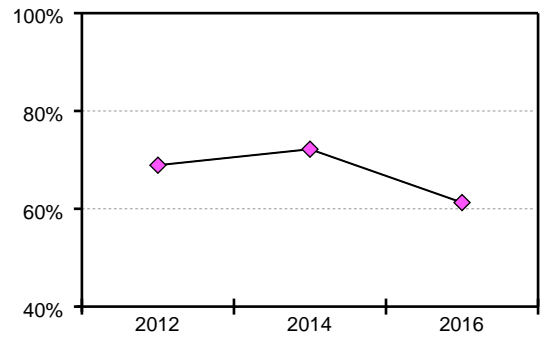
Score trends over time for non-academic criteria



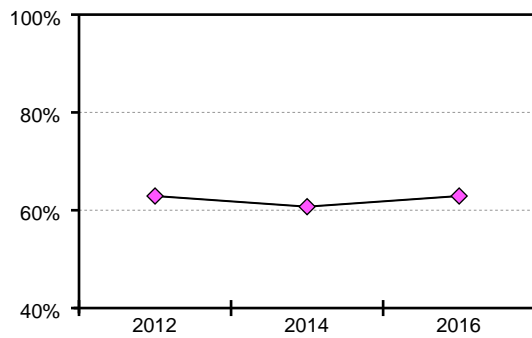
School security



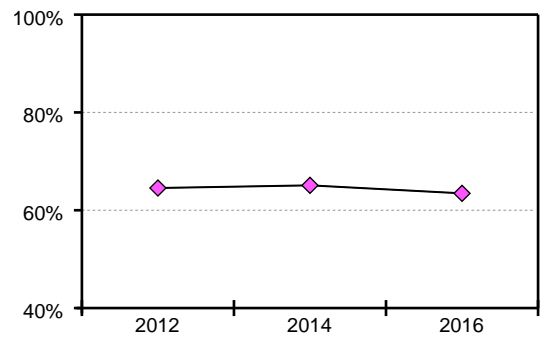
School communication



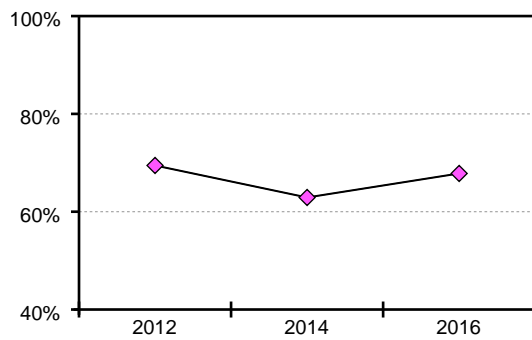
Careers advice



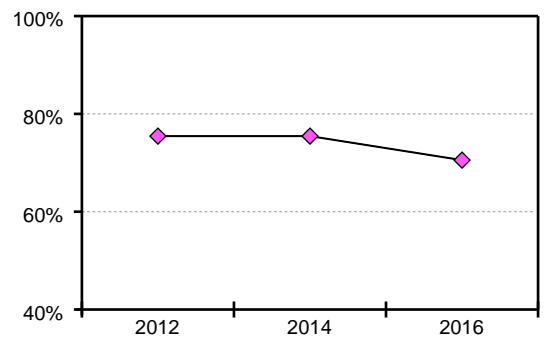
Developing moral values



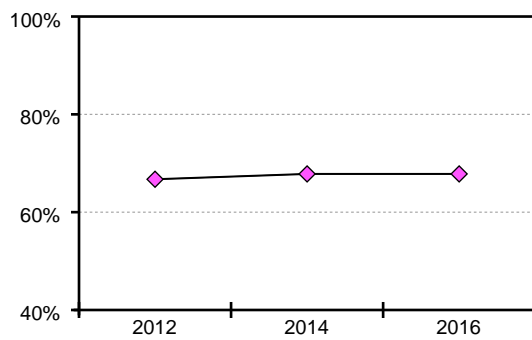
Levels of homework



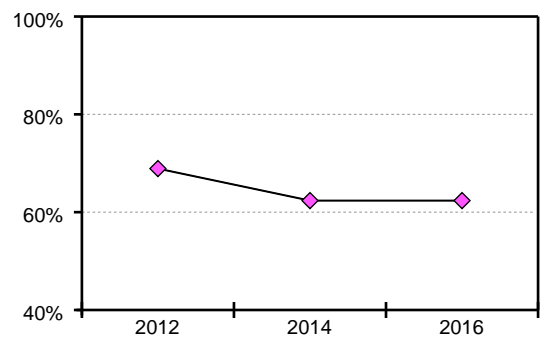
Happiness of child

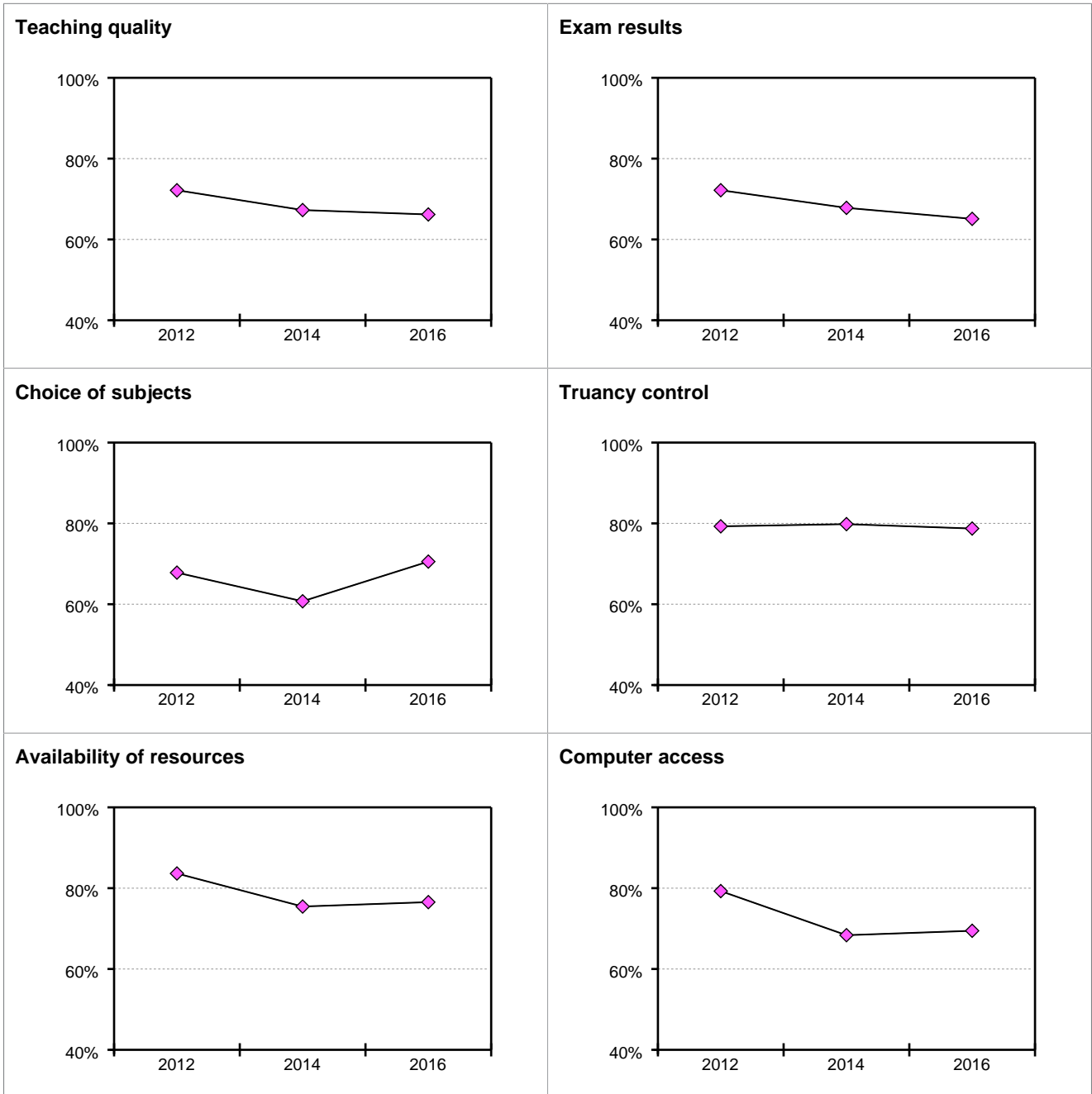


Community spirit

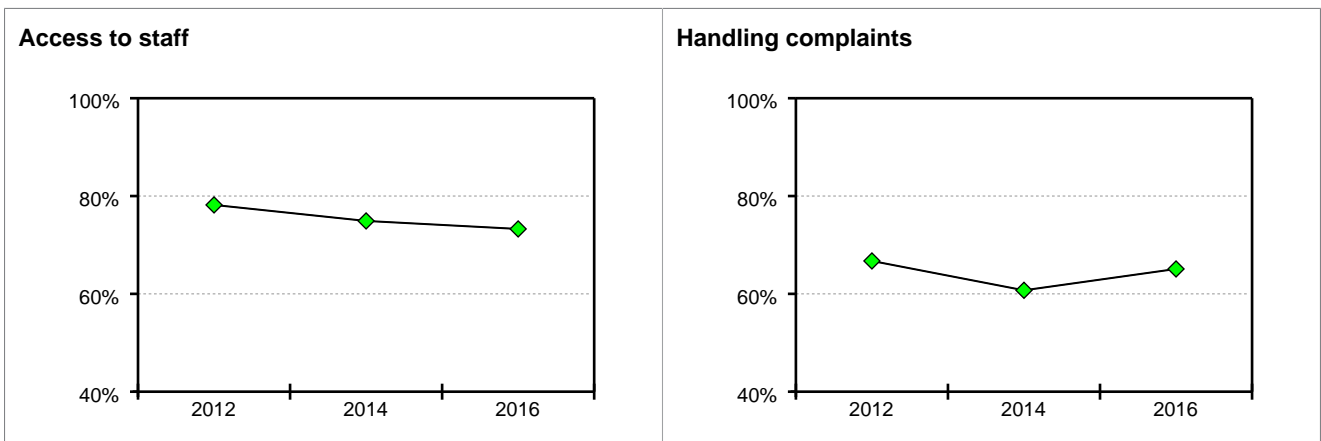


Developing potential

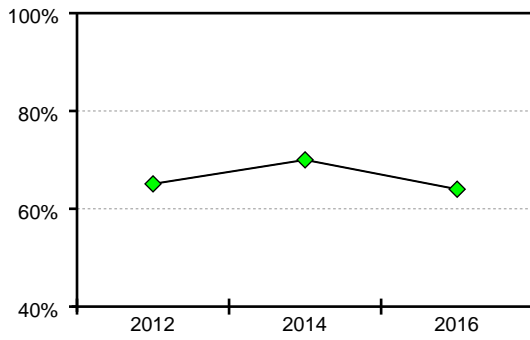




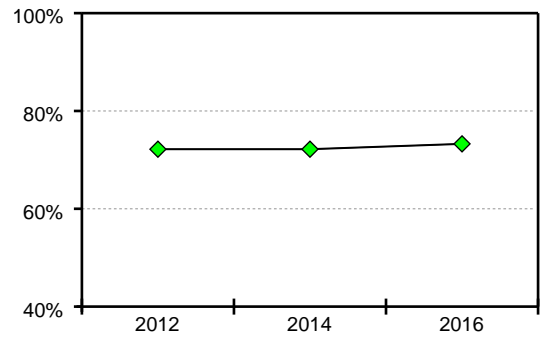
Score trends over time for additional criteria



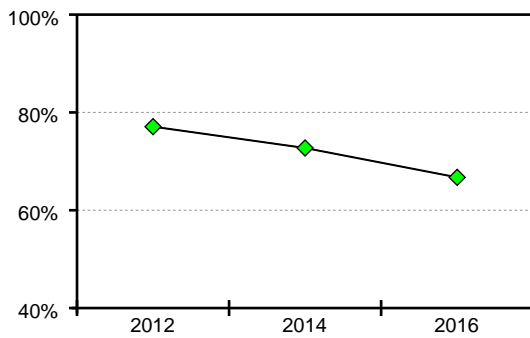
Regular marking of work



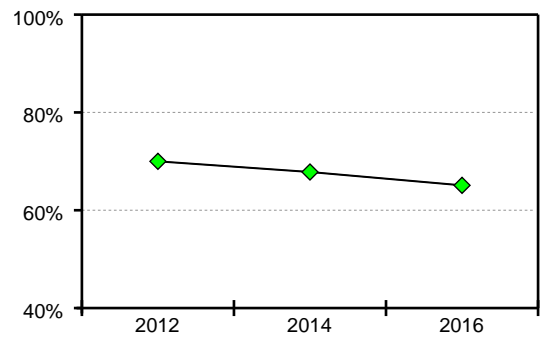
Written reports



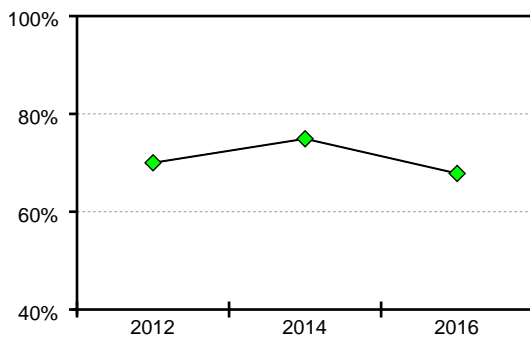
Treating all students fairly/equally



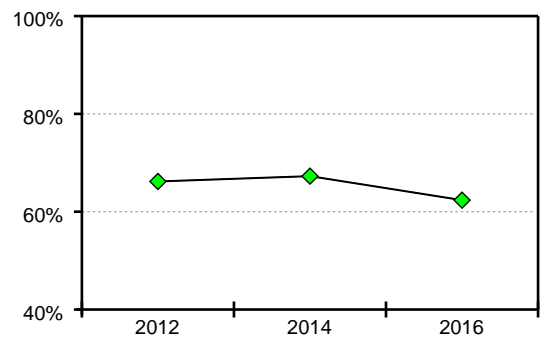
Encouraging and listening to parents' views



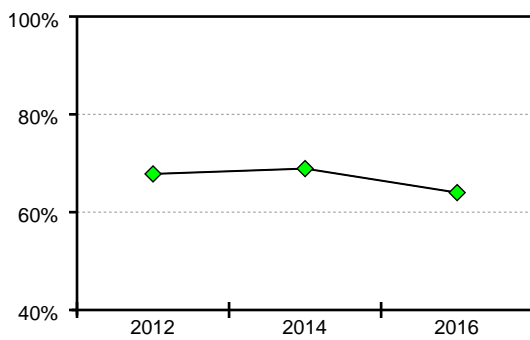
Celebrating and rewarding achievement



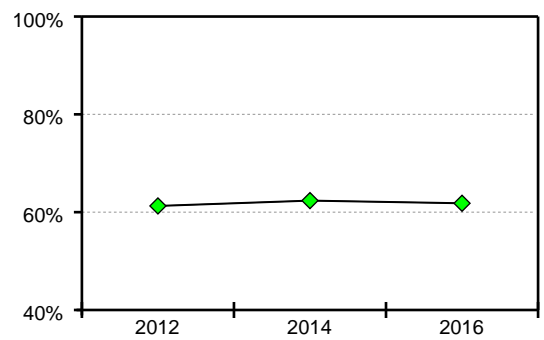
Tailoring child's work to their needs and ability

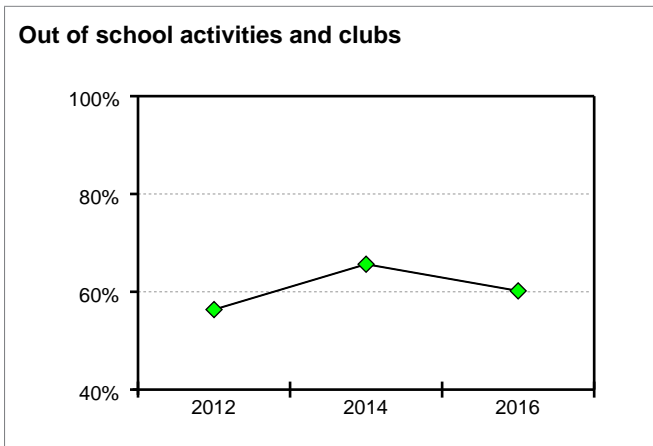


Ensuring students do their best/make good progress



Encouraging and listening to students' views



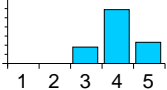
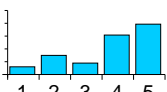
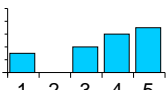

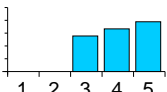

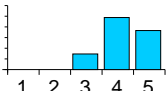
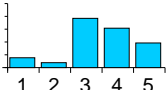
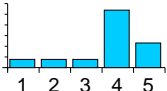
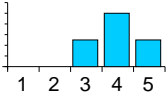


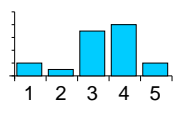
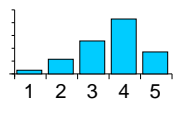
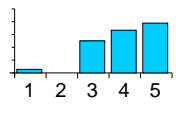
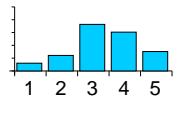
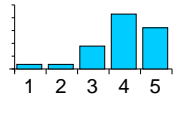
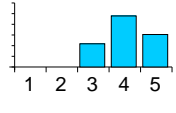
Appendix

Supplementary data and score breakdowns.

Academic criteria analysis

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

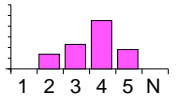
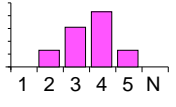
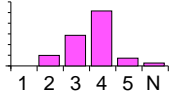
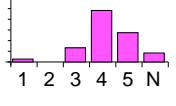
Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
English	0.0%	0.0%	17.9%	58.9%	23.2%		30
Mathematics	6.0%	14.9%	8.9%	30.8%	39.3%		37
Integrated Science	15.0%	0.0%	20.0%	30.0%	35.0%		20
Biology	4.5%	9.1%	40.9%	36.4%	9.1%		22
Chemistry	0.0%	0.0%	27.8%	33.3%	38.9%		18
Physics	0.0%	5.0%	40.0%	30.0%	25.0%		20
P.E.	0.0%	0.0%	14.6%	48.8%	36.6%		41
French	7.7%	3.8%	38.5%	30.8%	19.2%		26
Spanish	7.7%	7.7%	7.7%	53.8%	23.1%		13
Drama	0.0%	0.0%	25.0%	50.0%	25.0%		16

Academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	Graph	Sample size
Music	10.0%	5.0%	35.0%	40.0%	10.0%		20
Geography	2.9%	11.4%	25.7%	42.9%	17.1%		35
History	2.8%	0.0%	25.0%	33.3%	38.9%		36
Enrichment	0.0%	5.9%	35.3%	35.3%	23.5%		17
ICT	0.0%	7.5%	35.0%	42.5%	15.0%		40
Art	6.1%	12.1%	36.4%	30.3%	15.2%		33
Economics	3.6%	3.6%	17.9%	42.9%	32.1%		28
Dutch	10.1%	4.5%	29.1%	40.7%	15.7%		35
Global Perspectives	0.0%	0.0%	21.7%	47.8%	30.4%		23

Non-academic criteria analysis


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

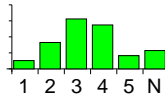
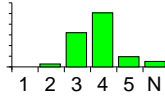
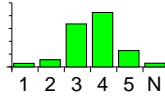
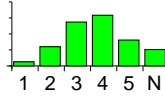
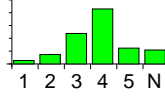
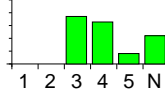
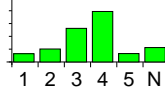
Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
School discipline	3.0%	0.0%	20.7%	55.1%	21.3%	0.0%	
School facilities	4.5%	9.8%	18.5%	41.9%	22.6%	2.8%	
Developing confidence	7.1%	9.5%	14.8%	51.0%	14.8%	2.7%	
Social health education	4.3%	5.0%	19.9%	35.0%	11.9%	23.8%	
Control of bullying	5.6%	2.7%	16.4%	44.5%	14.9%	15.9%	
Caring teachers	2.7%	4.6%	22.9%	55.5%	14.3%	0.0%	
School security	2.4%	2.5%	22.7%	45.1%	22.4%	4.9%	
School communication	8.2%	8.3%	27.7%	39.1%	16.8%	0.0%	
Careers advice	5.5%	12.1%	15.6%	42.5%	11.9%	12.4%	
Developing moral values	0.0%	13.8%	26.1%	45.8%	9.3%	5.0%	
Levels of homework	0.0%	12.5%	27.4%	48.3%	11.9%	0.0%	

Non-academic criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Happiness of child	0.0%	13.7%	22.9%	45.2%	18.1%	0.0%	
Community spirit	0.0%	17.4%	28.5%	34.3%	17.3%	2.6%	
Developing potential	0.0%	13.0%	31.0%	43.0%	13.0%	0.0%	
Teaching quality	0.0%	9.9%	28.7%	51.5%	7.3%	2.7%	
Exam results	2.9%	10.8%	21.1%	31.5%	13.6%	20.0%	
Choice of subjects	0.0%	6.9%	26.8%	44.3%	17.0%	5.0%	
Truancy control	2.7%	0.0%	13.2%	48.3%	27.4%	8.4%	
Availability of resources	0.0%	6.2%	18.0%	46.1%	22.7%	7.0%	
Computer access	0.0%	17.4%	13.8%	47.1%	15.8%	5.9%	

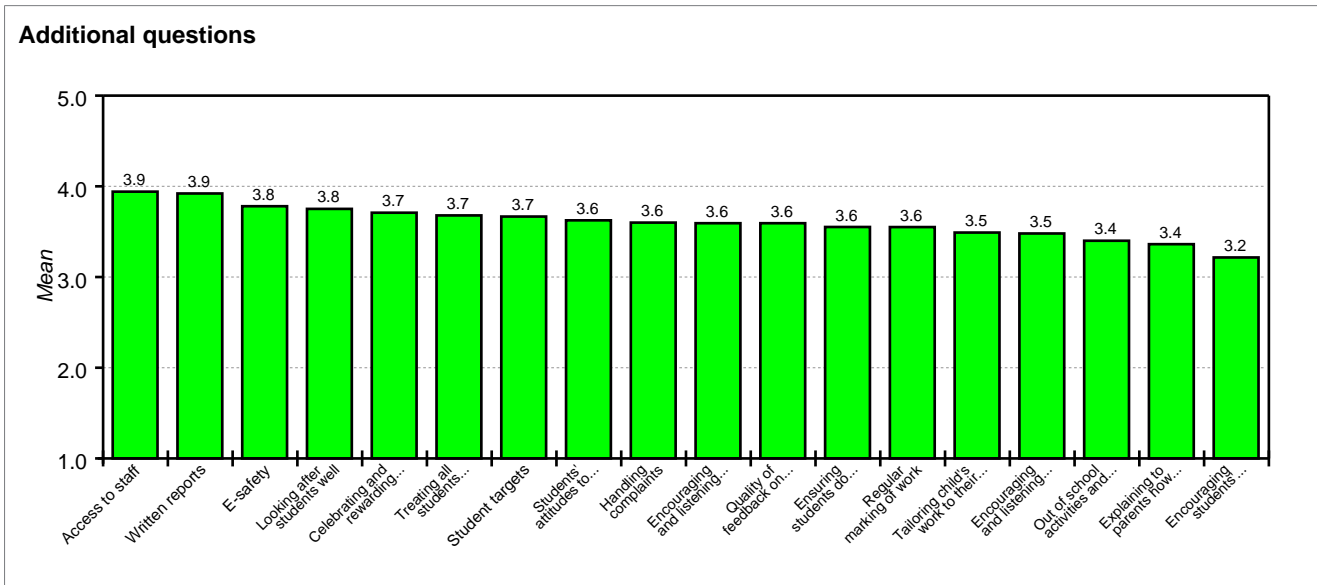
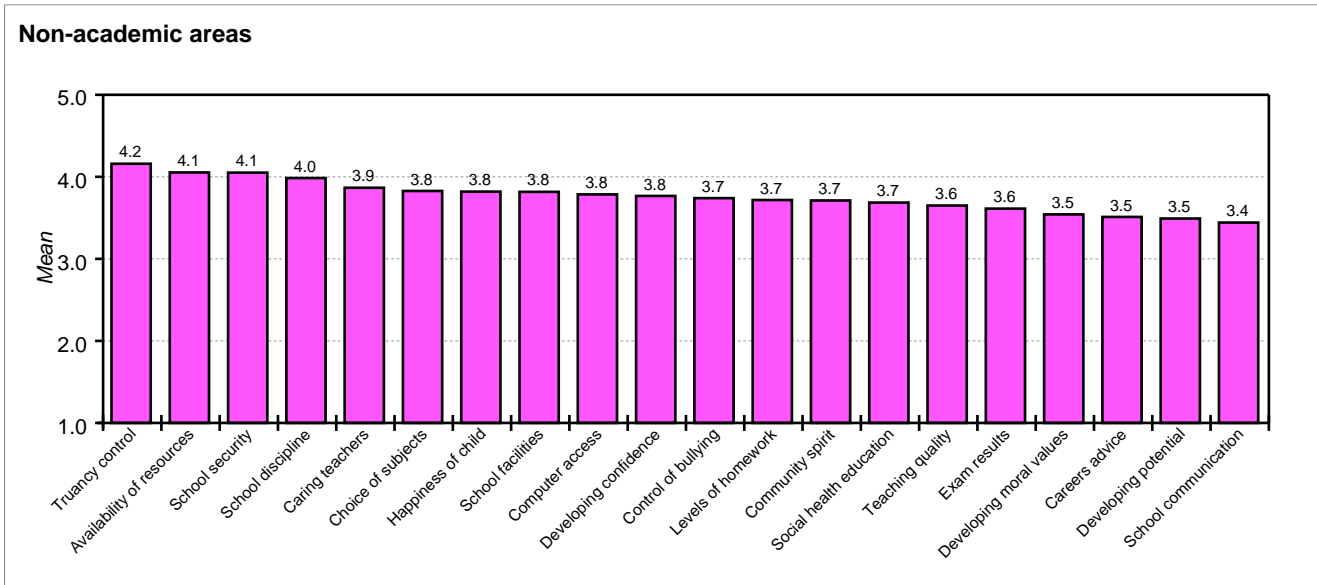
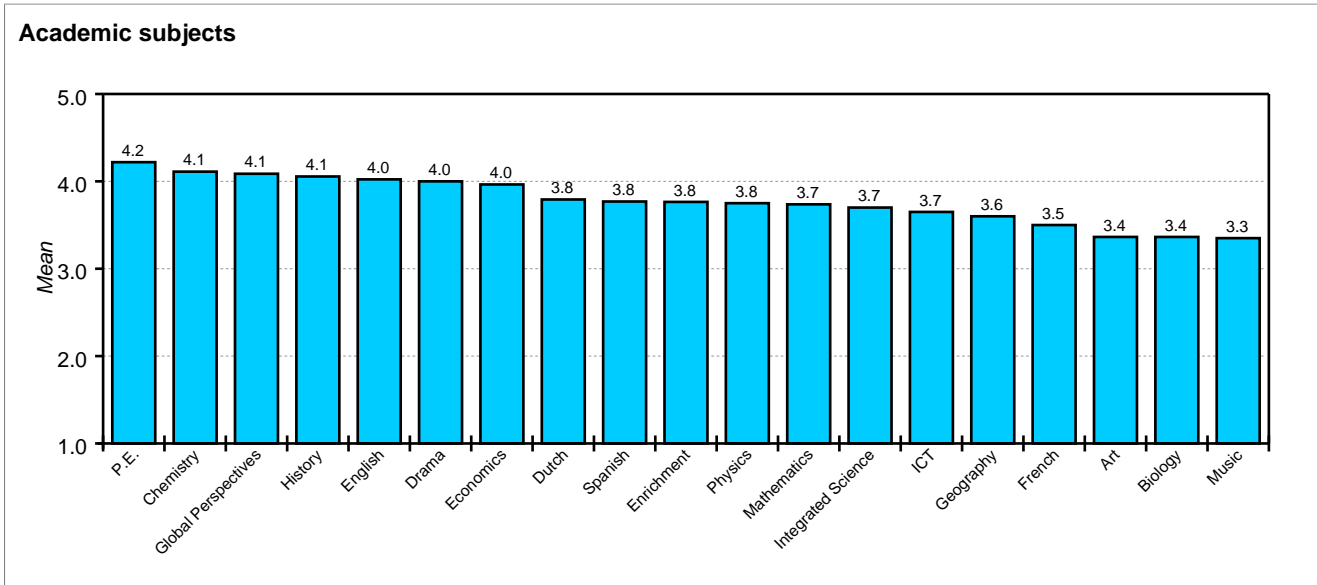
Additional criteria analysis

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

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Access to staff	0.0%	4.5%	18.2%	57.5%	14.5%	5.3%	
Handling complaints	2.5%	11.7%	23.0%	34.7%	9.8%	18.3%	
Regular marking of work	0.0%	10.4%	28.5%	48.5%	7.7%	4.8%	
Written reports	2.7%	0.0%	35.0%	49.7%	9.9%	2.8%	
Treating all students fairly/ equally	4.6%	8.4%	18.8%	44.4%	8.4%	15.3%	
Encouraging and listening to parents' views	9.2%	6.9%	29.4%	36.5%	11.3%	6.8%	
Explaining to parents how to help their child	5.2%	16.8%	27.5%	33.8%	6.9%	9.7%	
Celebrating and rewarding achievement	3.1%	11.0%	28.5%	36.7%	12.7%	7.9%	
Tailoring child's work to their needs and ability	0.0%	19.8%	22.4%	27.3%	12.8%	17.7%	
Ensuring students do their best/make good progress	2.6%	13.7%	30.0%	34.9%	13.8%	5.0%	
Encouraging students' activity in the local community	5.1%	17.5%	29.4%	25.2%	4.4%	18.4%	

Additional criteria	Very poor (1)	Poor (2)	Average (3)	Good (4)	Very good (5)	No opinion (N)	Graph
Encouraging and listening to students' views	5.2%	16.5%	31.2%	27.4%	8.2%	11.4%	
Looking after students well	0.0%	2.7%	32.0%	50.6%	9.5%	5.1%	
Quality of feedback on student's work	2.8%	5.5%	33.6%	42.5%	12.7%	2.9%	
Students' attitudes to learning	2.6%	12.0%	27.4%	31.7%	16.2%	10.2%	
Student targets	2.7%	7.3%	23.8%	42.9%	12.4%	10.9%	
E-safety	0.0%	0.0%	37.1%	32.8%	8.1%	22.0%	
Out of school activities and clubs	6.4%	10.1%	26.2%	39.4%	6.5%	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

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