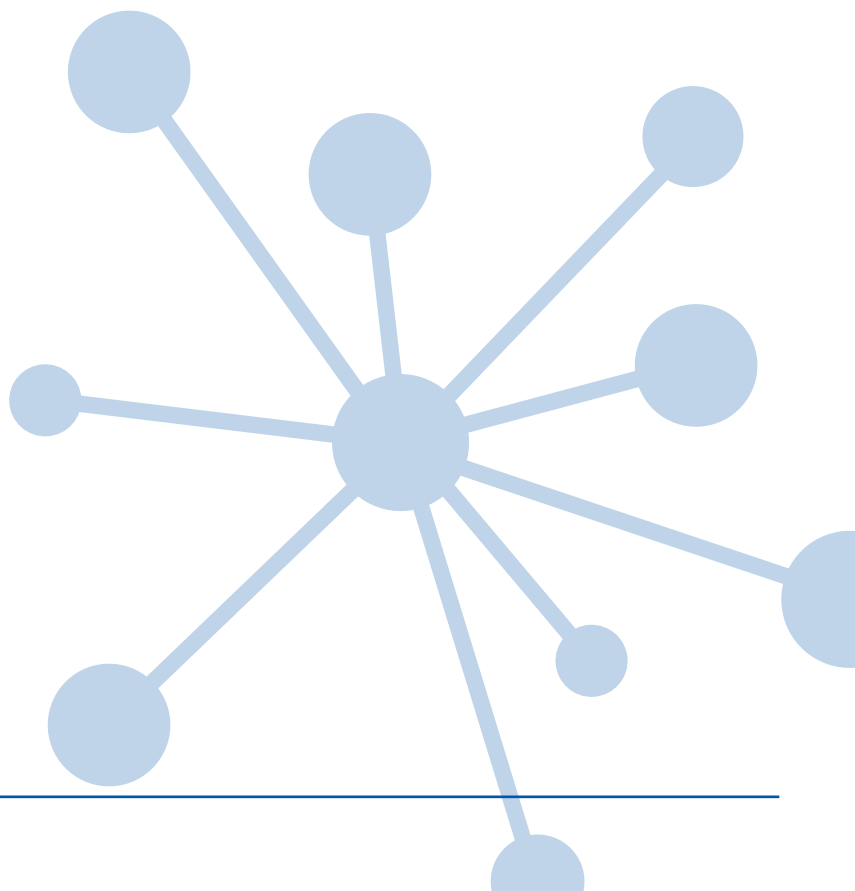


# Rotterdam International Secondary School

## Student survey report – May 2022

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## Executive summary

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This report details the findings of the fifth 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 May 2022. The report also measures performance with regard to overall satisfaction and improvement.

### Summary of results for this survey

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- 286 completed questionnaires were returned representing a response rate of 73.5%. The response meant that data could be drawn for all criteria.
- 137 students answered 'Mostly true' and 131 students answered 'Mostly false' to the question 'The school cared about my emotional and social wellbeing during lockdown.' representing 47.9% and 45.8% respectively.
- The students gave a good overall performance score (65.8%) (see page 6).
- Among the students who had been attending the school for over a year, 18% said the school had improved over the last year and 27% thought that the school's performance was worse (see page 34).
- With regard to academic subjects, the highest proportion of students who said they were making good progress was for Theatre Studies, Travel and Tourism and Geography.
- The highest proportion of students who said they were not making good progress was for Physics, Enterprise and RISS REACH.
- With regard to non-academic areas, students awarded the highest scores for the delivery of Availability of resources, Caring teachers and School communication.
- The students awarded the lowest scores for the delivery of Social health education, Developing confidence and Choice of subjects.
- The students' top priorities for improvement are Happiness of child, Teaching quality and Levels of homework.
- The male students gave significantly higher scores for P. E. and Mathematics.
- The female students gave significantly higher scores for Art, World Literature, Developing potential, School facilities, Written reports and Ensuring students do their best/make good progress.

### Summary of results since the previous survey

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- The following academic areas received significantly higher scores than the previous survey: Theatre Studies and History.
- The following non-academic area received significantly lower scores than the previous survey: School discipline.
- The following additional area received significantly lower scores than the previous survey: Parent evenings.

### Summary of results over more than two surveys

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- The following academic areas received significantly higher scores over more than two surveys: Biology, Geography and Dutch.
- The following academic area received significantly lower scores over more than two surveys: Spanish.

- The following non-academic areas received significantly lower scores over more than two surveys: Community spirit, School facilities and Developing moral values.
- The following additional areas received significantly lower scores over more than two surveys: Parent evenings, Encouraging and listening to parents' views and Encouraging and listening to students' views.
- 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% Theatre Studies

100.0% Travel and Tourism

97.5% Geography

94.6% RISS ROSE

94.4% ESS

### Relative weaknesses for academic criteria

55.6% Physics

57.1% Enterprise

59.6% RISS REACH

62.5% Sport Science

63.6% Language Self- taught

### Relative strengths for non-academic criteria

75.8% Availability of resources

74.9% Caring teachers

71.9% School communication

71.4% Community spirit

69.6% Control of bullying

### Importance Ranking

(49.5%) 13th

(61.6%) 5th

(20.5%) 19th

(29.7%) 17th

(55.0%) 8th

### Relative weaknesses for non-academic criteria

47.3% Social health education

56.6% Developing confidence

59.7% Choice of subjects

60.9% Developing moral values

62.1% Happiness of child

### Importance Ranking

(43.1%) 15th

(49.9%) 12th

(59.0%) 6th

(39.7%) 16th

(82.3%) 2nd

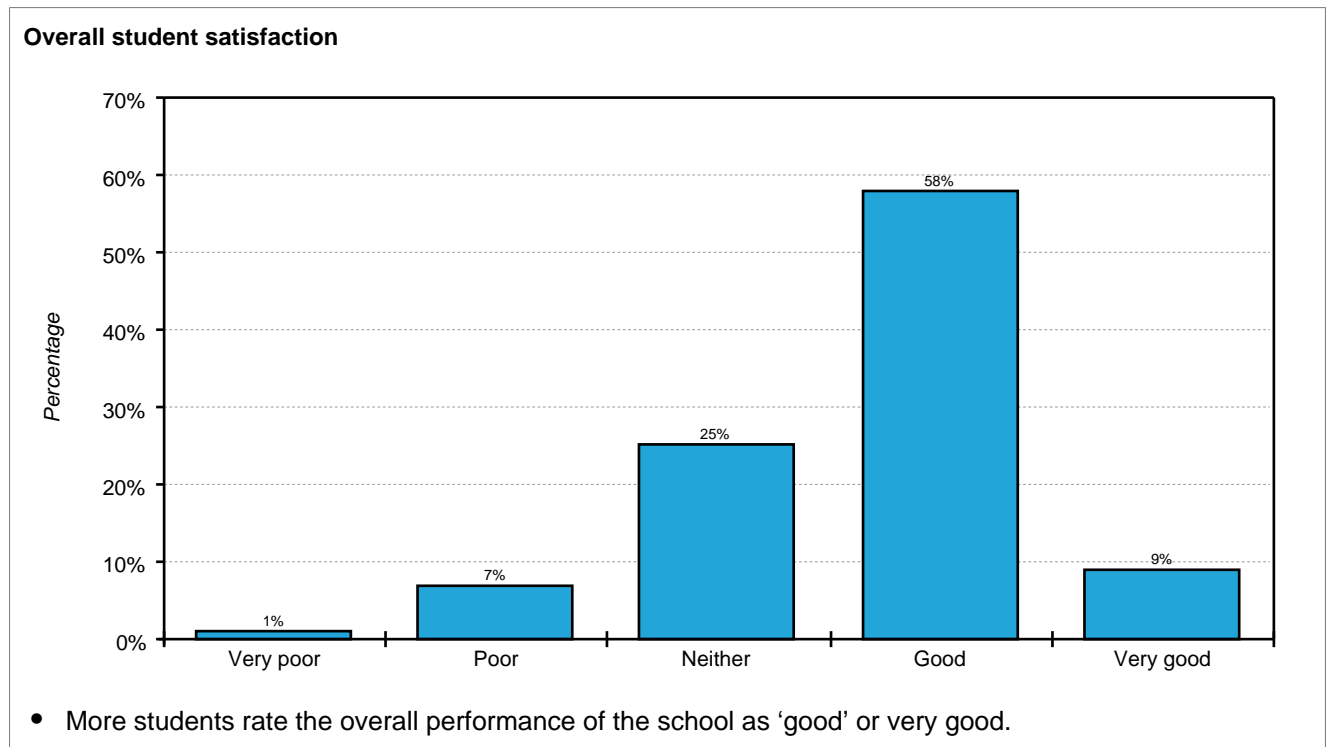
## Response to survey

286 completed questionnaires were returned representing a response rate of 73.5%.

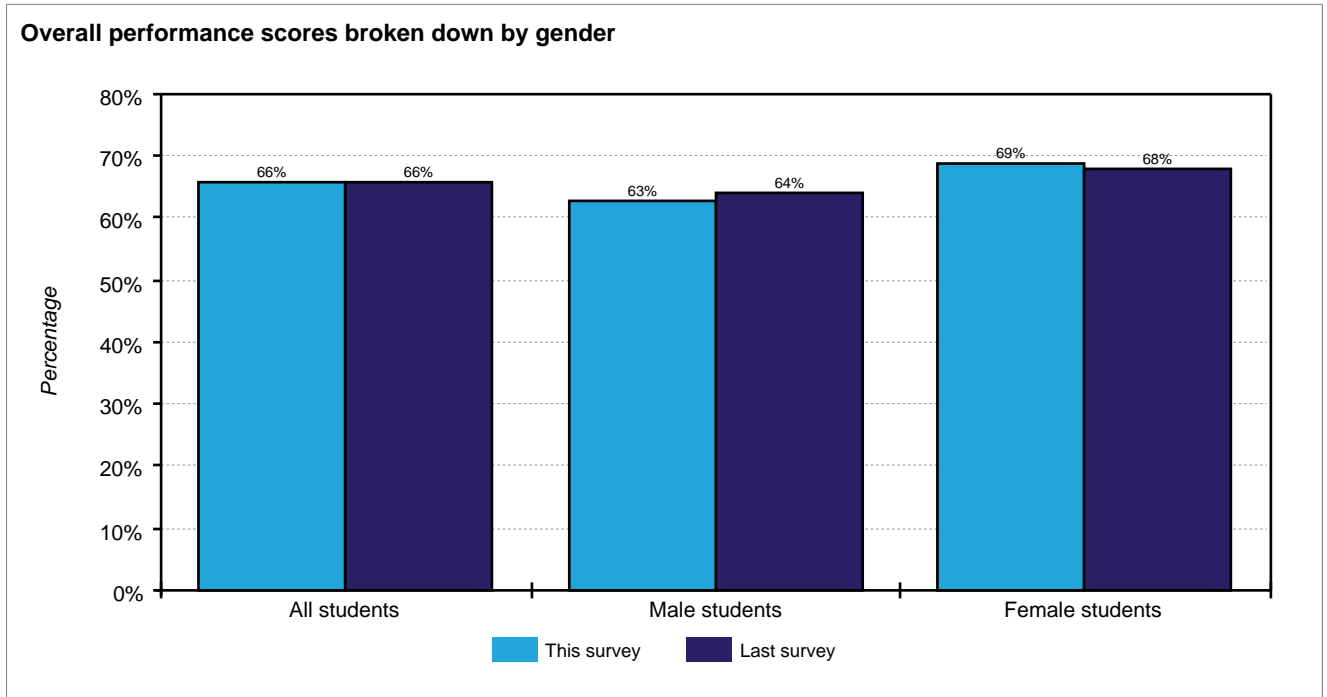
	Proportion of responses (%)	Number of responses
Responses from male students	48.6	139
Responses from female students	43.4	124
Responses from other students	8.0	23
Responses from Grade 6 students	12.9	37
Responses from Grade 7 students	15.4	44
Responses from Grade 8 students	18.5	53
Responses from Grade 9 students	18.5	53
Responses from Grade 10 students	7.0	20
Responses from Grade 11 students	21.7	62
Responses from Grade 12 students	5.9	17

## Overall student satisfaction

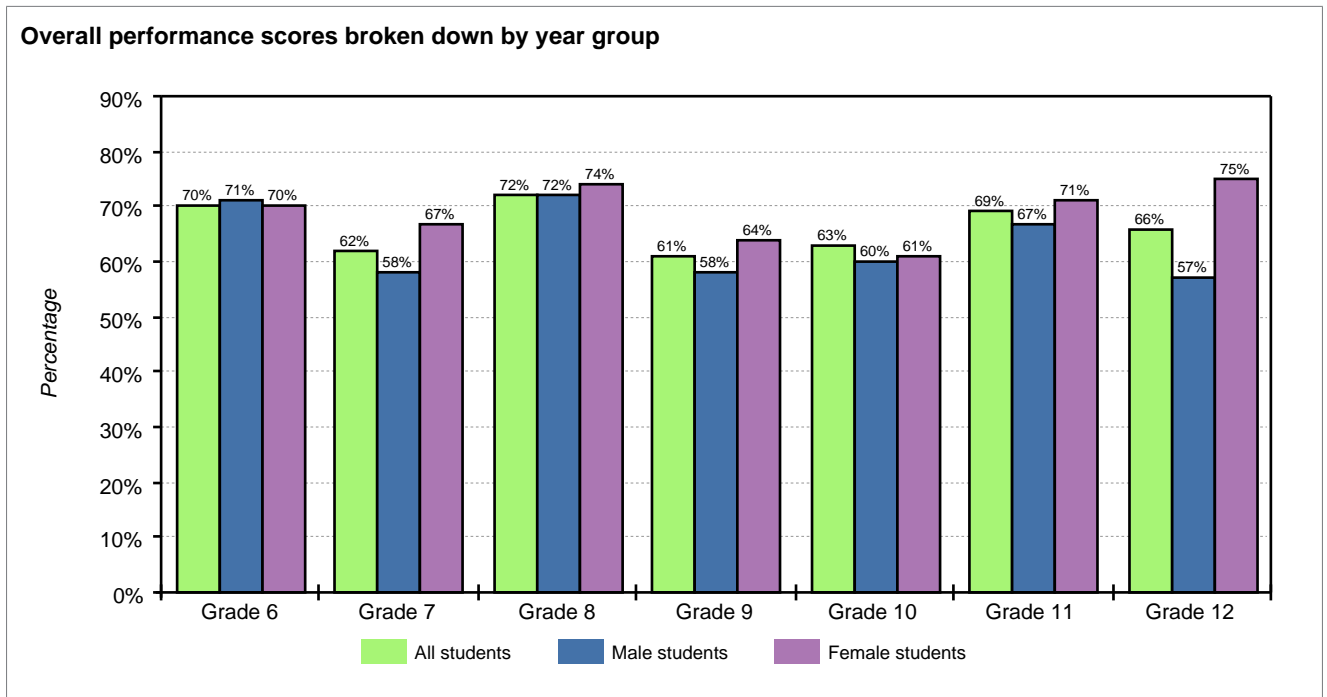
	This survey (%)	Previous survey (%)	Change (%)
Overall, rate the performance of the school	65.8	66.0	-0.2



## Overall performance scores broken down by gender and year group



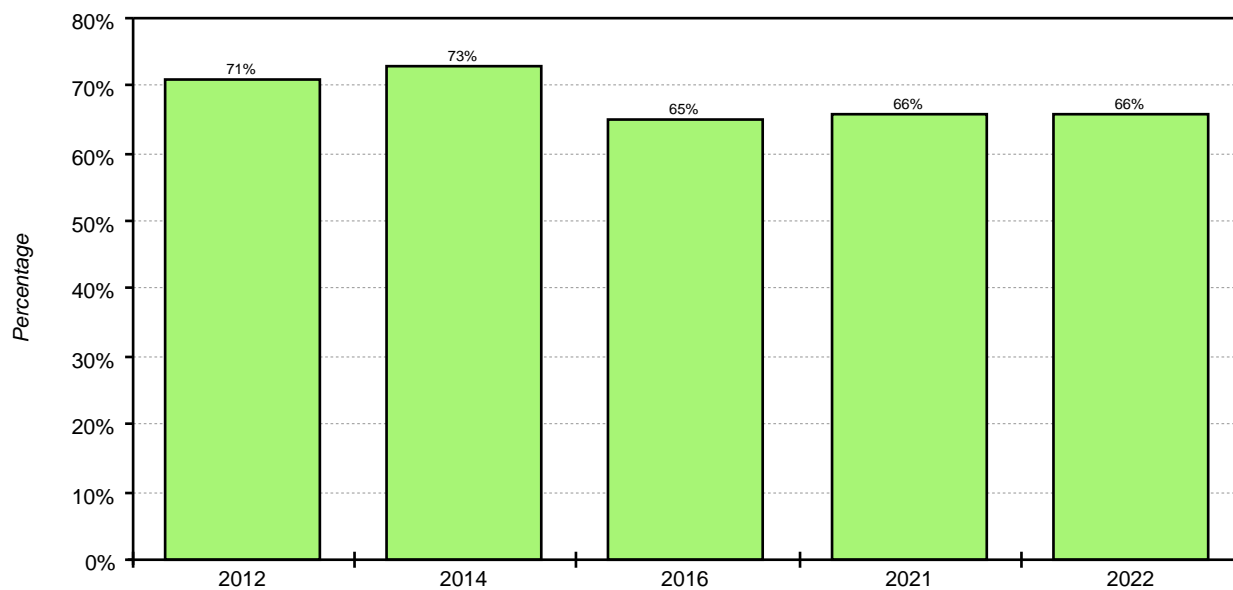
- The students gave a good overall performance score of 65.8%, declined since the last survey.
- Male students scored the overall performance of the school broadly in line with female students.



- 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 12 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.

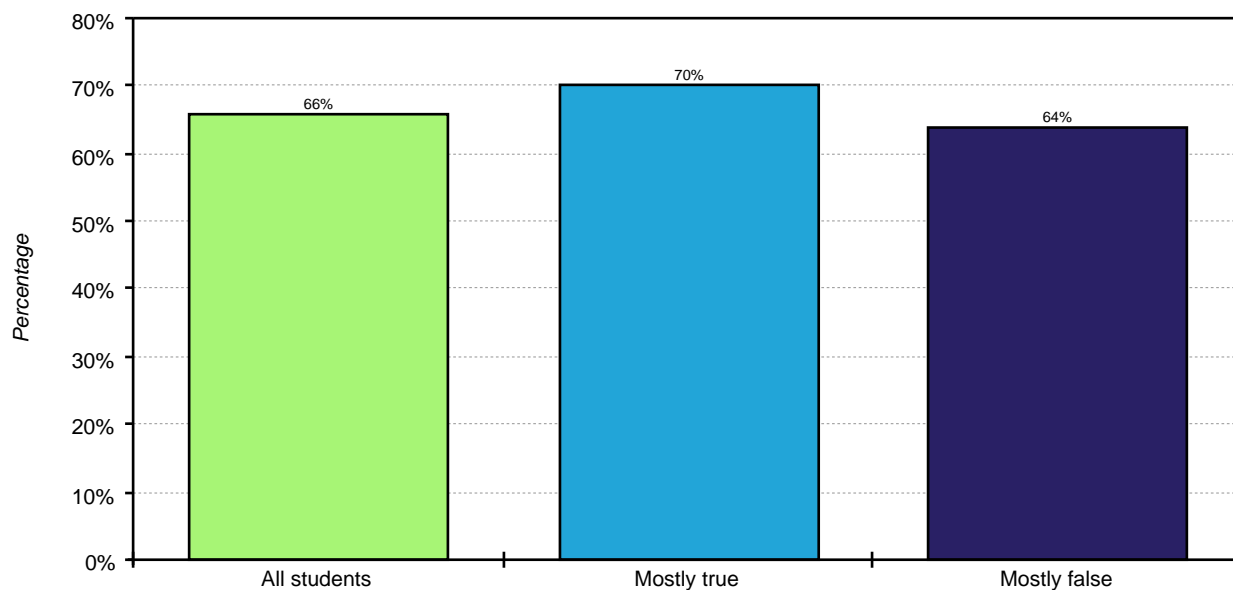


- There was no significant change over five surveys for the overall performance score.



## Overall performance scores broken down by extra analysis

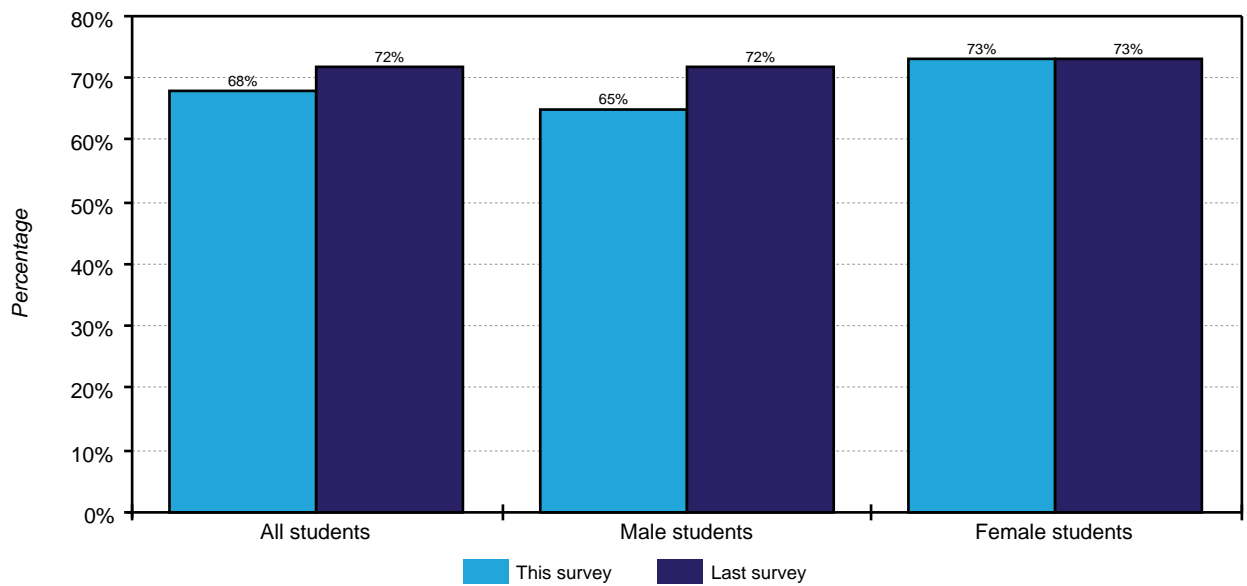
Broken down by the question 'The school cared about my emotional and social wellbeing during lockdown.'



- The overall performance scores show significant difference.

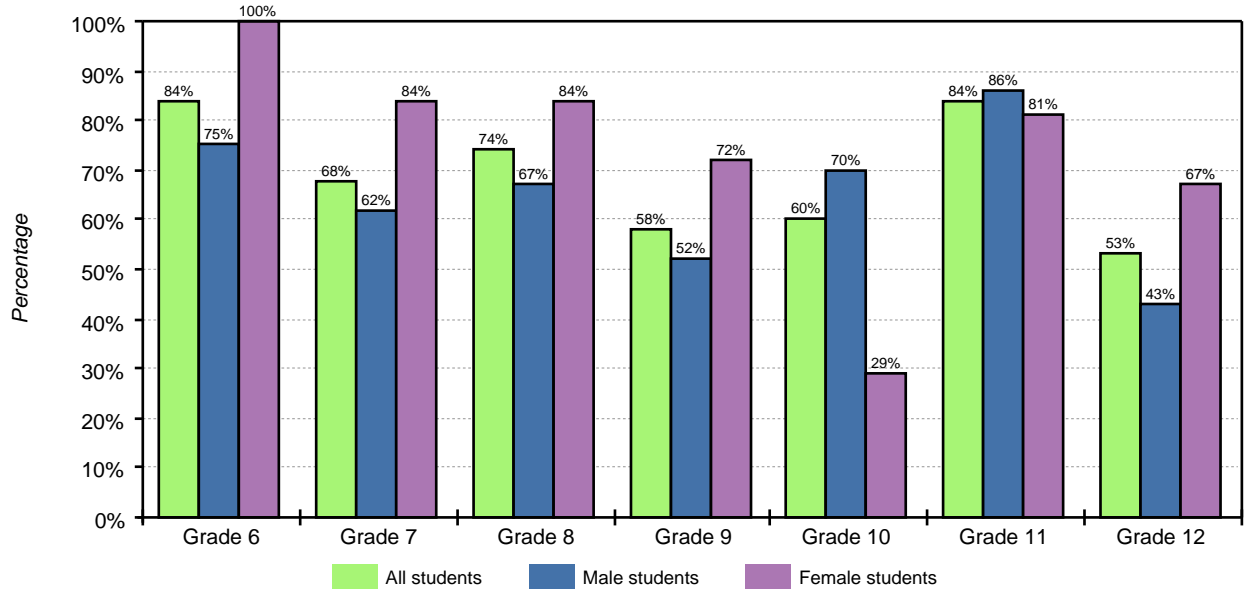
## Students recommend this school broken down by gender and year group

Recommend this school scores broken down by gender



- 68.5% of students said they would recommend this school to another student.
- Male students would recommend this school to another student broadly in line with female students.

Recommend this school scores broken down by year group



- Grade 6 and Grade 11 students would recommend this school to another student more than other year groups.
- Grade 11 male students and Grade 6 female students would recommend this school to another student more than other year groups.

## Key results

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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

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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 20 similar, 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 20 similar, 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.

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.

\* 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.

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		

## 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
Theatre Studies *	100.0	88.6	+11.4
Travel and Tourism *	100.0		
Geography	97.5	90.8	+6.8
RISS ROSE *	94.6		
ESS *	94.4	81.3	+13.2
History	93.8	67.2	+26.6
Humanities *	92.7	82.6	+10.0
Chinese *	92.6	92.6	0.0
Drama *	92.2	88.6	+3.6
Psychology *	91.7	90.9	+0.8
Biology *	91.4	80.0	+11.4
Music *	89.8	91.7	-2.0
Dutch *	88.0	80.2	+7.8
Environmental Management *	87.5	81.3	+6.3
ICT	87.4	92.5	-5.1
French *	85.6	90.3	-4.7
TUTORING *	85.3	84.5	+0.8
Business Studies *	85.0	95.3	-10.3
Co-ordinated Science *	84.4	85.2	-0.9
Economics *	83.7	91.8	-8.1
Art	83.5	81.7	+1.8
German *	83.3	95.1	-11.8
EAL *	81.8	82.5	-0.6
English	80.3	84.7	-4.4
Integrated Science *	80.3	78.6	+1.7
Spanish *	79.7	90.5	-10.8
P. E. *	79.1		
World Literature *	76.2		
Chemistry *	75.0	56.8	+18.2
Mathematics	73.5	74.2	-0.7
Language Self- taught *	63.6	80.6	-16.9
Sport Science *	62.5		
RISS REACH *	59.6		

Academic criteria	This survey (%)	Previous survey (%)	% Change
Enterprise *	57.1	85.0	-27.9
Physics *	55.6	60.0	-4.4

- Student progress in the following academic subjects has been judged as 'outstanding': Theatre Studies, Travel and Tourism, Geography, RISS ROSE, ESS, History, Humanities, Chinese, Drama, Psychology and Biology.
- Student progress in the following academic subjects has been judged as 'good': Music, Dutch, Environmental Management, ICT, French, TUTORING, Business Studies, Co-ordinated Science, Economics, Art, German, EAL, English and Integrated Science.
- Student progress in the following academic subjects has been judged as 'room for improvement': Spanish, P. E., World Literature and Chemistry.
- Student progress in the following academic subjects has been judged as 'attention advised': Mathematics, Language Self- taught, Sport Science, RISS REACH, Enterprise and Physics.
- The proportion of students making progress in the following academic subjects has shown significant improvement since the previous survey: Theatre Studies and History.
- 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: Theatre Studies, Travel and Tourism, RISS ROSE, ESS, Humanities, Chinese, Drama, Psychology, Biology, Music, Dutch, Environmental Management, French, TUTORING, Business Studies, Co-ordinated Science, Economics, German, EAL, Integrated Science, Spanish, P. E., World Literature, Chemistry, Language Self- taught, Sport Science, RISS REACH, Enterprise and Physics.
- The following academic subject achieved a low sample; therefore scores are only reliable within 10%: Geography, RISS ROSE, Biology, Music, ICT, French, Business Studies, Co-ordinated Science, Art, German, Integrated Science, Spanish, P. E. and Mathematics.
- The following academic subject achieved a very low sample; therefore scores should only be considered indicative: Theatre Studies, Travel and Tourism, ESS, History, Chinese, Psychology, Environmental Management, Economics, EAL, World Literature, Chemistry, Language Self- taught, Sport Science, RISS REACH, Enterprise and Physics.
- Previous survey data cannot be provided for comparison for the following subjects: Travel and Tourism, RISS ROSE, P. E., World Literature, Sport Science and RISS REACH.

## 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
Availability of resources	75.8	74.2	+1.6
Caring teachers	74.9	76.7	-1.8
School communication	71.9	78.5	-6.7
Community spirit	71.4	77.2	-5.8
Control of bullying	69.6	75.8	-6.2
Truancy control	68.6	67.7	+0.9
School security	68.1	74.0	-5.9
Computer access	66.5	72.2	-5.7
Exam results	66.1	68.7	-2.6
Careers advice	66.0	76.4	-10.3
Developing potential	65.9	67.8	-1.9
Teaching quality	64.8	73.7	-8.9
School facilities	64.2	70.9	-6.7
Levels of homework	63.2	60.2	+3.0
School discipline	62.4	80.9	-18.5
Happiness of child	62.1	67.6	-5.6
Developing moral values	60.9	63.3	-2.5
Choice of subjects	59.7	59.0	+0.7
Developing confidence	56.6	63.7	-7.1
Social health education	47.3	55.2	-8.0

- Student scores in the following non-academic criteria have been judged as 'good': Availability of resources, Caring teachers, School communication and Community spirit.
- Student scores in the following non-academic criteria have been judged as 'room for improvement': Control of bullying, Truancy control, School security, Computer access, Exam results, Careers advice and Developing potential.
- Student scores in the following non-academic criteria have been judged as 'attention advised': Teaching quality, School facilities, Levels of homework, School discipline, Happiness of child, Developing moral values, Choice of subjects, Developing confidence and Social health education.
- The scores given by students in the following non-academic criteria have shown significant decline since the previous survey: School discipline.
- The following non-academic criteria achieved a low sample; therefore scores are only reliable within 10%: Availability of resources, Community spirit, Control of bullying, Truancy control, Computer access, Exam results, Careers advice, Teaching quality, School facilities, Levels of homework, School discipline, Happiness of child, Developing moral values, Choice of subjects, Developing confidence 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*	90.3	89.4	+0.8
Written reports*	85.1	88.2	-3.2
Celebrating and rewarding achievement*	82.0	85.2	-3.2
Ensuring students do their best/make good progress*	81.3	85.1	-3.8
Encouraging and listening to parents' views*	76.6	79.9	-3.3
Looking after students well*	75.9	82.7	-6.8
Student targets*	71.7	77.3	-5.6
Students' attitudes to learning.*	71.7	77.1	-5.4
Parent evenings*	70.6	84.3	-13.7
Tailoring child's work to their needs and ability*	70.3	71.9	-1.7
Explaining to parents how to help their child*	66.4	73.4	-7.0
Regular marking of work*	66.4	73.5	-7.1
Treating all students fairly/equally*	64.3	68.9	-4.5
E-safety*	62.9	66.5	-3.5
Handling complaints*	60.8	65.3	-4.4
Out of school activities and clubs*	59.1	63.5	-4.4
Encouraging students' activity in the local community*	54.9	54.8	+0.1
Encouraging and listening to students' views*	54.2	57.2	-3.0

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



- 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, Written reports, Celebrating and rewarding achievement, Ensuring students do their best/ make good progress, Encouraging and listening to parents' views, Looking after students well, Student targets, Students' attitudes to learning., Parent evenings, Tailoring child's work to their needs and ability, Explaining to parents how to help their child, Regular marking of work, Treating all students fairly/equally, E-safety, Handling complaints, Out of school activities and clubs, Encouraging students' activity in the local community and Encouraging and listening to students' views.
- The following additional criteria achieved a low sample; therefore scores are only reliable within 10%: Encouraging and listening to parents' views, Looking after students well, Student targets, Students' attitudes to learning., Parent evenings, Tailoring child's work to their needs and ability, Explaining to parents how to help their child, Regular marking of work, Treating all students fairly/equally, E-safety, Handling complaints, Out of school activities and clubs, Encouraging students' activity in the local community and Encouraging and listening to students' views.

## 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	82.8	12th	80.2	9th
Happiness of child	82.3	16th	81.0	15th
School security	64.1	7th	59.7	8th
Careers advice	63.7	10th	69.9	5th
Caring teachers	61.6	2nd	55.8	4th
Choice of subjects	59.0	18th	55.9	19th
School discipline	56.4	15th	55.1	1st
Control of bullying	55.0	5th	47.0	6th
School facilities	54.4	13th	46.2	11th
Levels of homework	53.9	14th	66.7	18th
Developing potential	50.8	11th	53.9	13th
Developing confidence	49.9	19th	48.8	16th
Availability of resources	49.5	1st	47.0	7th
Exam results	44.9	9th	43.2	12th
Social health education	43.1	20th	54.2	20th
Developing moral values	39.7	17th	35.3	17th
Community spirit	29.7	4th	31.5	3rd
Computer access	29.0	8th	28.2	10th
School communication	20.5	3rd	29.2	2nd
Truancy control	9.7	6th	11.1	14th

With regard to the five criteria most important to students:

- The school performs well in: Caring teachers.
- The school performs less well in: Happiness of child.

## Importance: your school vs. similar schools

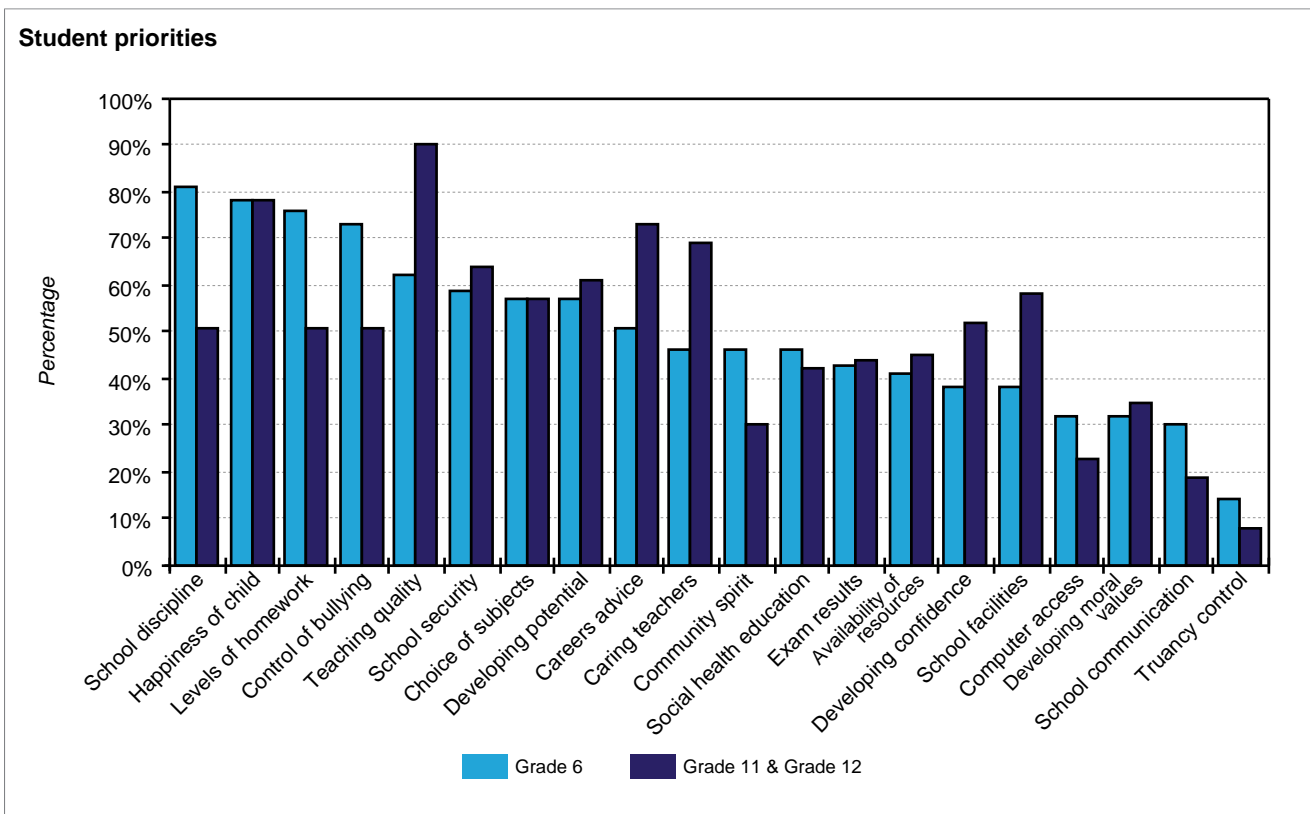
Students were asked to choose ten priorities from a list of twenty criteria. The table below shows which criteria the students from your school selected as most important. The second column shows you the percentage of students who selected each criterion as one of their ten choices, and the final column 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	82.8	1st	2nd	+1
Happiness of child	82.3	2nd	1st	-1
School security	64.1	3rd	3rd	0
Careers advice	63.7	4th	7th	+3
Caring teachers	61.6	5th	11th	+6 ▲
Choice of subjects	59.0	6th	8th	+2
School discipline	56.4	7th	6th	-1
Control of bullying	55.0	8th	5th	-3
School facilities	54.4	9th	4th	-5 ▼
Levels of homework	53.9	10th	13th	+3
Developing potential	50.8	11th	12th	+1
Developing confidence	49.9	12th	9th	-3
Availability of resources	49.5	13th	14th	+1
Exam results	44.9	14th	10th	-4 ▼
Social health education	43.1	15th	15th	0
Developing moral values	39.7	16th	16th	0
Community spirit	29.7	17th	17th	0
Computer access	29.0	18th	18th	0
School communication	20.5	19th	19th	0
Truancy control	9.7	20th	20th	0

- Most of the criteria the students from your school selected as important are in line with the criteria that students of similar schools select as important.
- Students from your school selected the following criteria as more important than students at similar schools: Caring teachers.
- Students from your school selected the following criteria as less important than students at similar schools: School facilities and Exam results.

## How priorities change as students get older

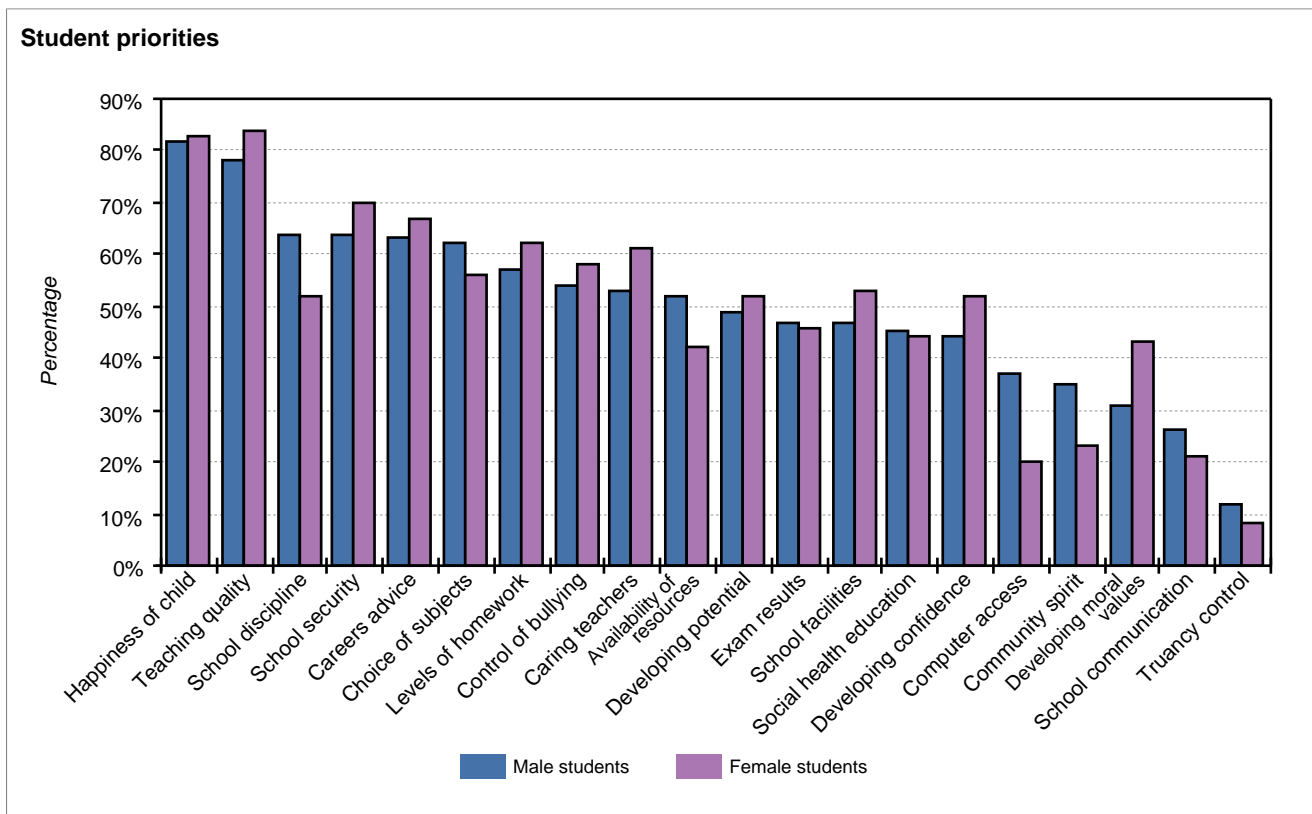
The graph below shows which criteria Grade 6 students selected as important compared to which criteria Grade 11 & Grade 12 students selected as important. This shows us how priorities change as the students get older. The table shows the criteria where there is a significant difference between the two groups



Criteria where difference in ranking is six or more	Grade 6 ranking	Grade 11 & Grade 12 ranking
School discipline	1st	10th ▲
Levels of homework	3rd	10th ▲
Control of bullying	4th	10th ▲
Teaching quality	5th	1st ▼
Careers advice	9th	3rd ▼
Caring teachers	10th	4th ▼
School facilities	15th	7th ▼

## How priorities change by gender of student

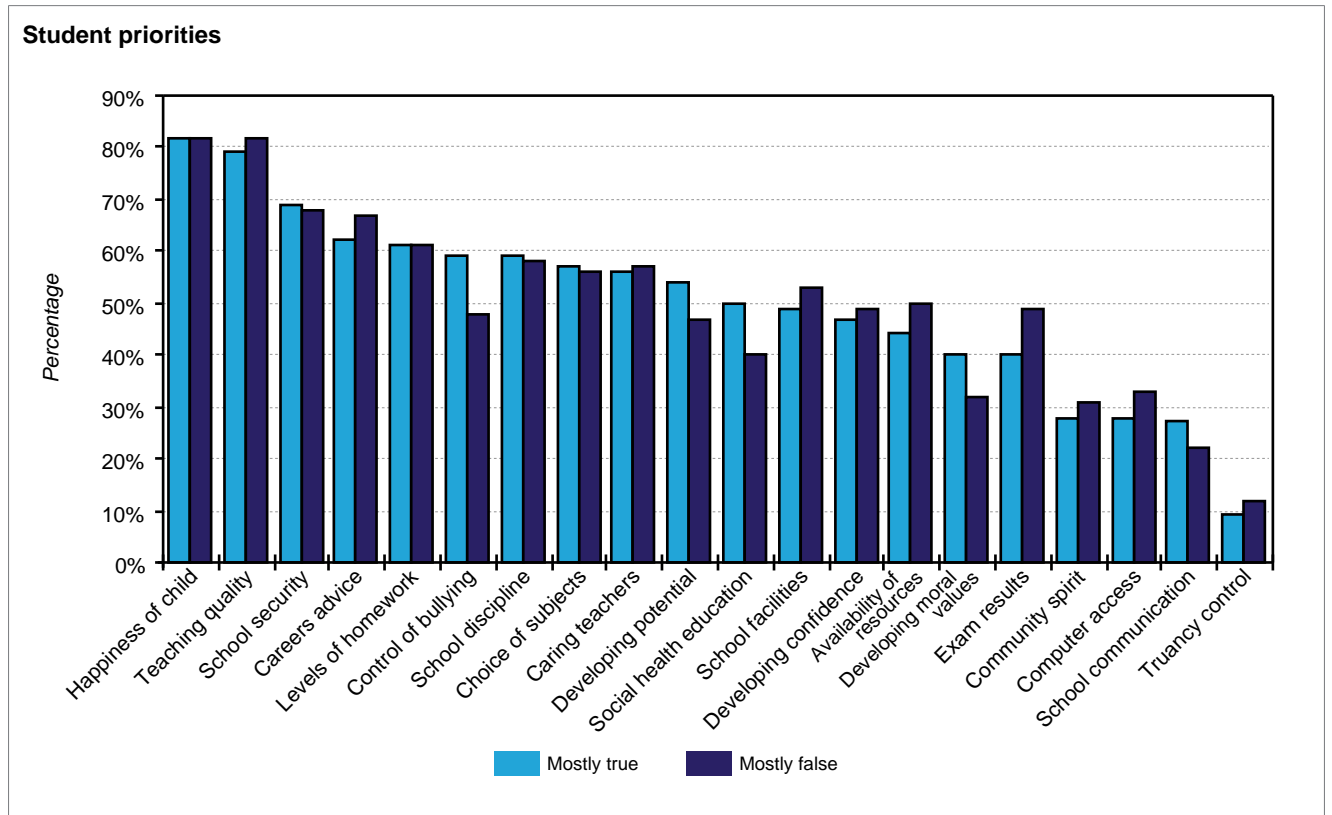
The graph below shows which criteria female students selected as important compared to which criteria male students selected as important. This shows us how priorities change by gender of the student. The table shows the criteria where there is a significant difference between the two groups



Criteria where difference in ranking is six or more	Male students ranking	Female students ranking
Computer access	16th	19th ▲
Community spirit	17th	17th ▲
Developing moral values	18th	15th ▼

## How student priorities change – extra analysis

The graph below shows which criteria were important to students, broken down by their response to the question ‘The school cared about my emotional and social wellbeing during lockdown.’.



- There are no noteworthy differences between the priorities for students broken down by the question ‘The school cared about my emotional and social wellbeing during lockdown.’.

## Relative student priorities for improvement

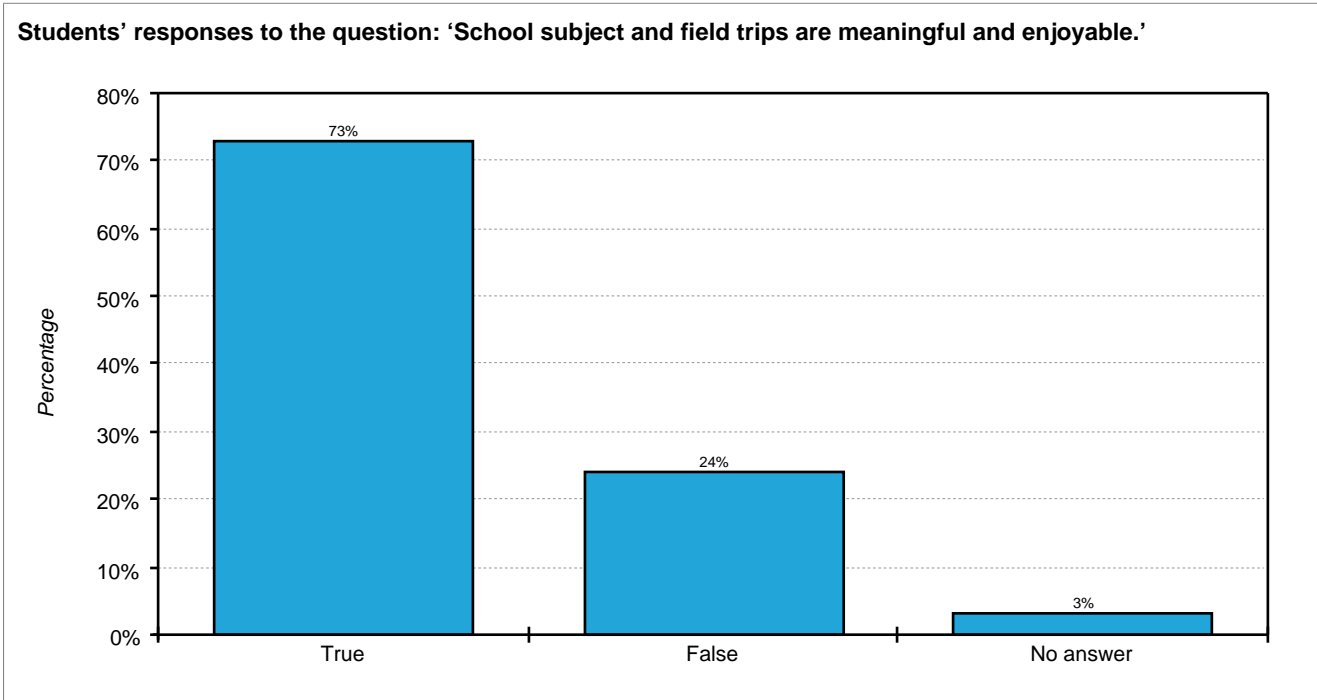
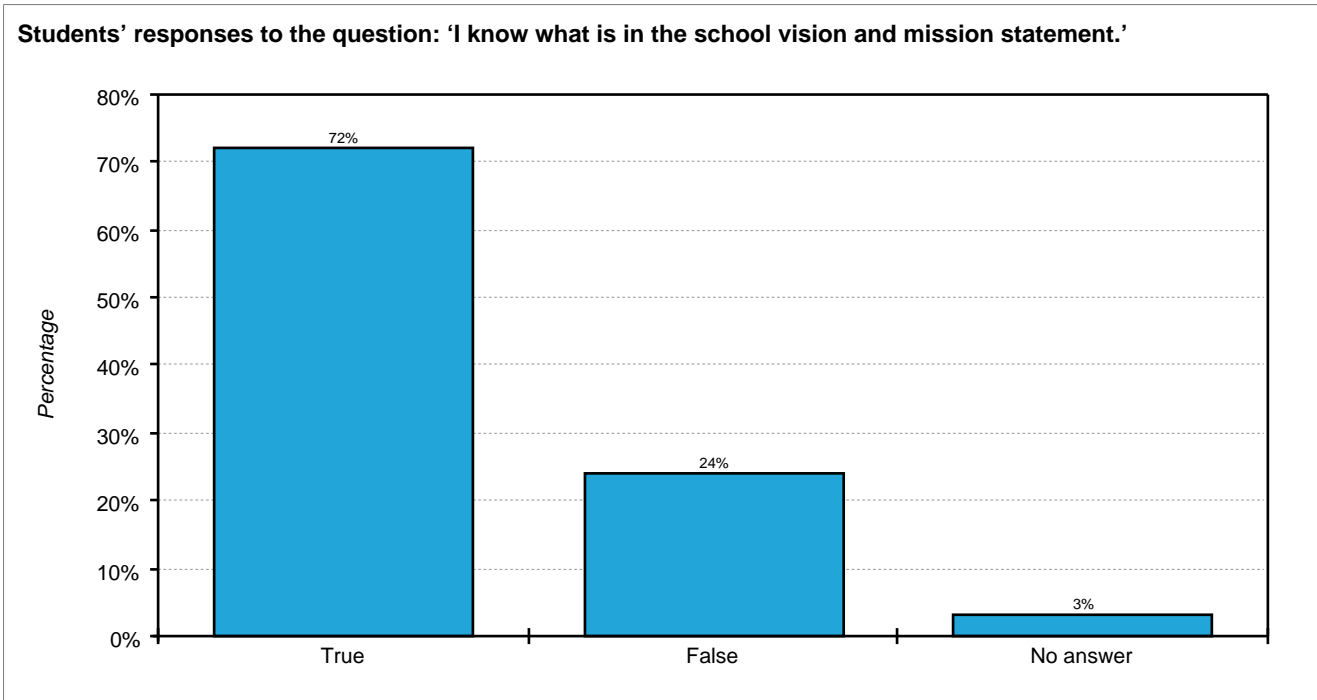
Student priorities are shown below compared to student priorities in similar schools. The school's previous years figures are also provided for comparison.

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Happiness of child	19.6	13.0	11.6
Teaching quality	12.0	12.8	10.6
Levels of homework	10.8	20.2	7.1
Careers advice	6.6	4.5	6.2
Choice of subjects	6.5	7.1	9.0
Developing confidence	6.4	2.8	4.6
School facilities	5.9	3.5	8.2
School discipline	5.7	3.7	4.9
Exam results	5.0	4.4	5.2
Social health education	4.5	3.4	2.6
Developing potential	3.5	7.0	4.4
School communication	3.0	1.6	1.7
Control of bullying	2.4	1.2	5.9
Community spirit	2.0	4.0	2.4
Computer access	1.7	0.5	4.0
Availability of resources	1.5	3.0	2.9
Developing moral values	1.0	1.3	1.8
Caring teachers	0.9	4.0	3.4
School security	0.5	1.4	1.7
Truancy control	0.5	0.3	1.5

- Students have given a higher priority to the following areas since the last survey: Happiness of child.
- Students have given a lower priority to the following areas since the last survey: Levels of homework.
- Students have given a higher priority to the following areas compared to similar schools: Happiness of child.

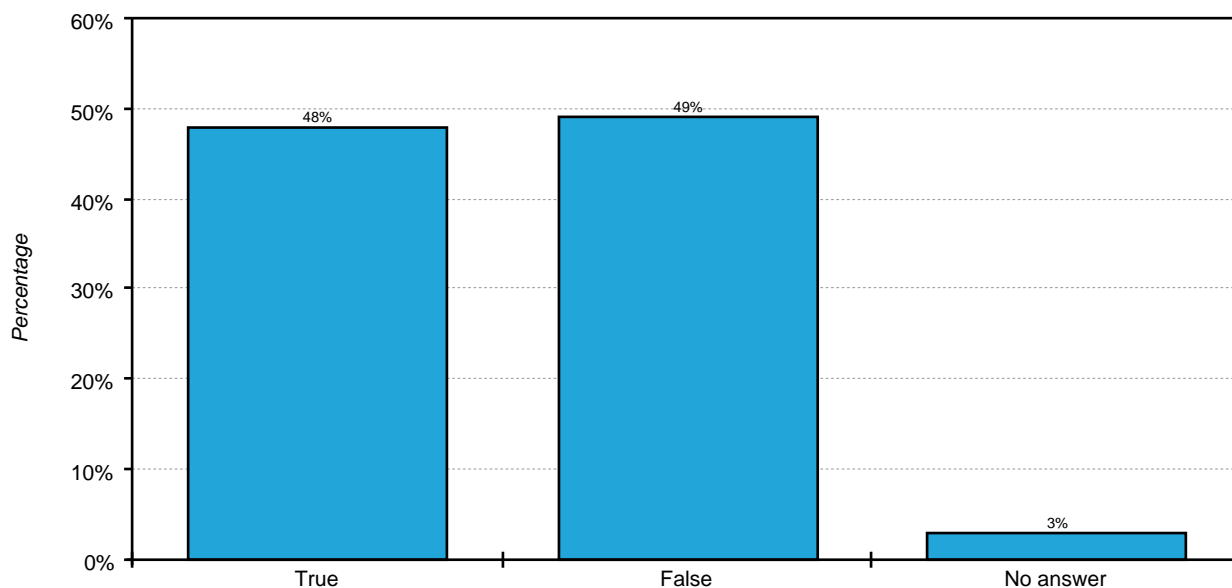
# Unique questions

Results for your unique questions are shown below.

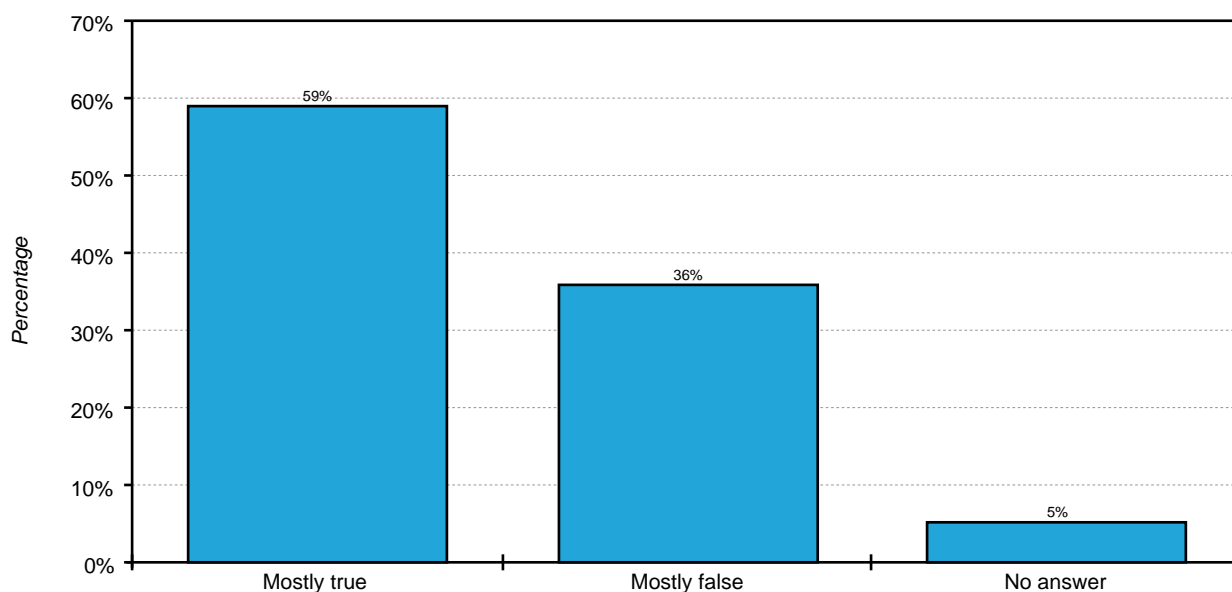




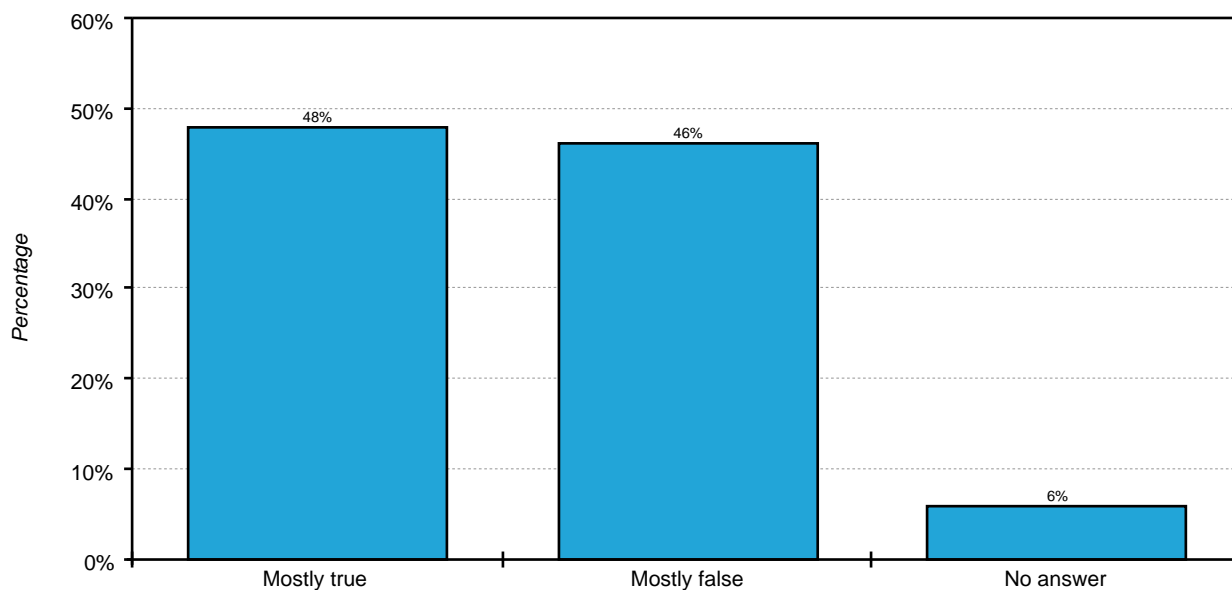
**Students' responses to the question: 'The school house system fosters a positive school community.'**



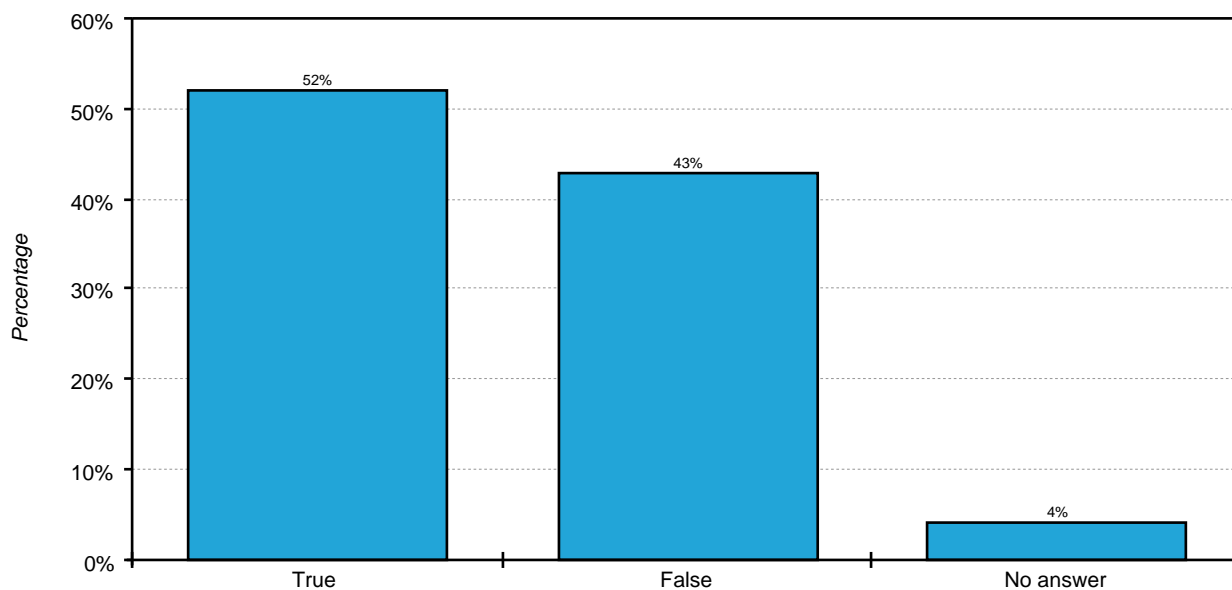
**Students' responses to the question: 'My learning continued throughout the lockdown.'**



**Students' responses to the question: 'The school cared about my emotional and social wellbeing during lockdown.'**



**Students' responses to the question: 'The canteen offers enough healthy options to let me lead a healthy lifestyle.'**



## Unexpected results

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### Analysis to investigate unexpected or unusual year group results

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This section of the report identifies results that were particularly unexpected or unusual that may be of interest to you.

Our research shows us that typically, average scores of many criteria do change as students get older; some scores improve whilst others decline, or show a dip or a spike in a particular year group. There are many reasons for why these differences occur; for example because a subject is dropped in year 9 or because some issues become more or less important as students progress through the school.

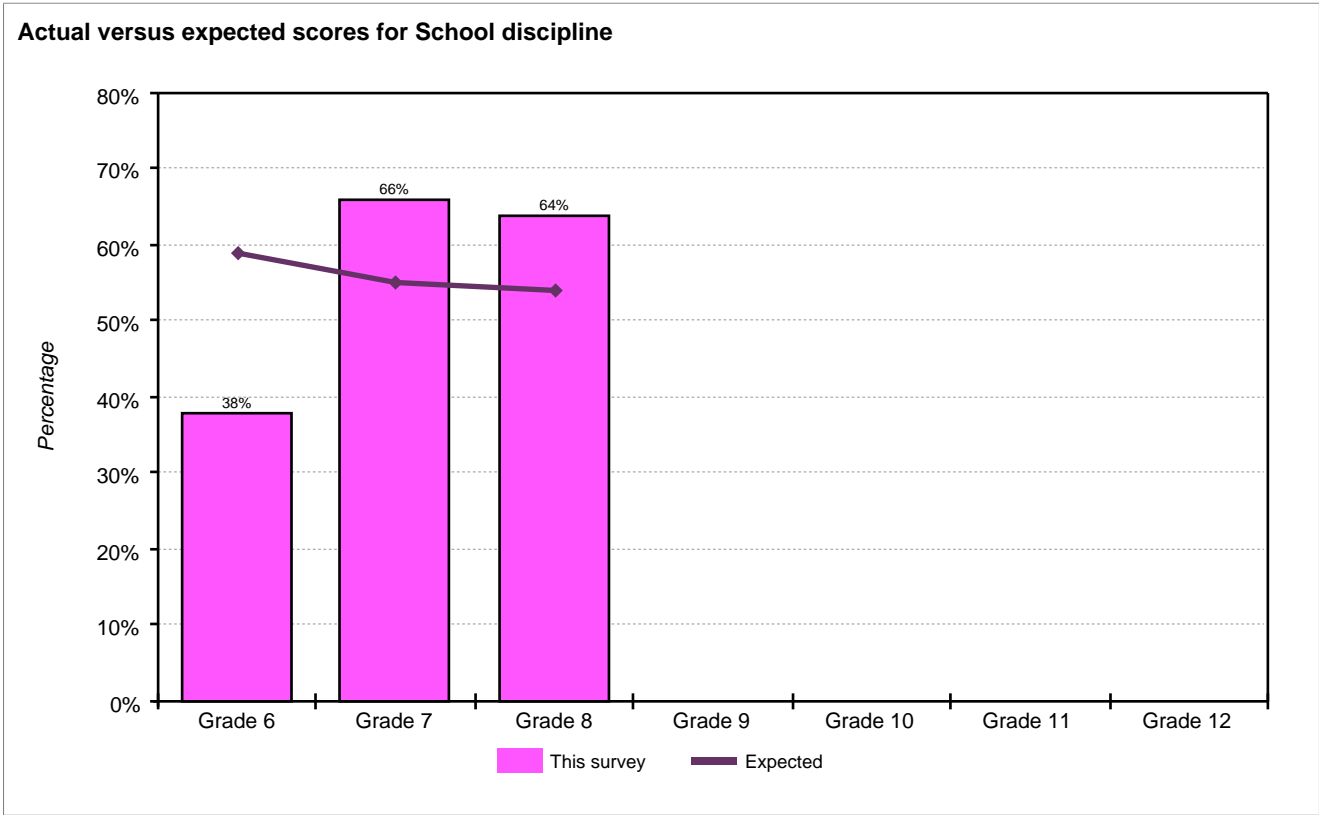
We are able to apply these national patterns to the scores from your school, and as a result, make a prediction of the scores we would have expected from each year group. This allows us to look at the differences between your year group scores in light of what usually happens in similar schools which enables us to more meaningfully compare the satisfaction of parents from one year group against those from another.

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

The first graph on each page shows the satisfaction scores for each year group. The line shows the score that we would have expected.

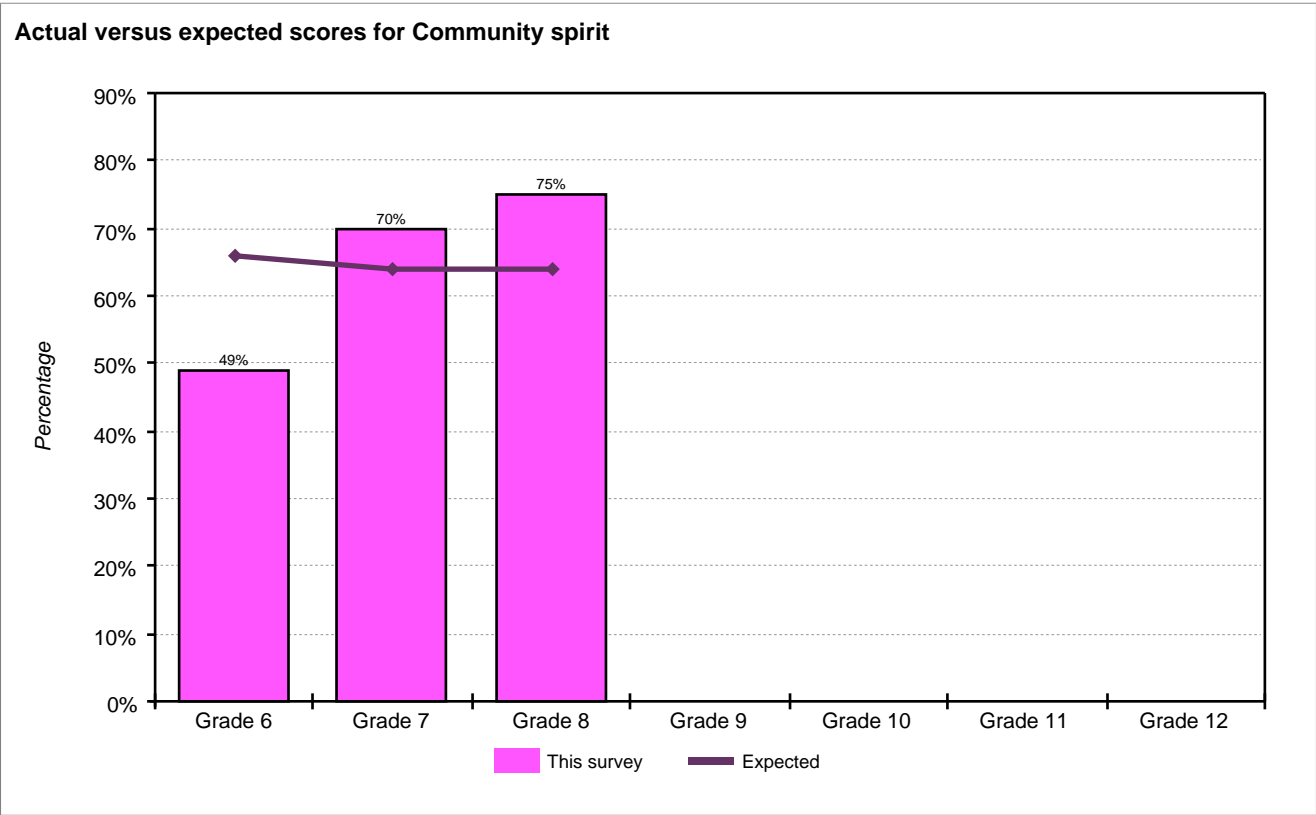
## Unexpected results for 'School discipline'

- The contribution towards the score for School discipline was lower than expected for Grade 6.



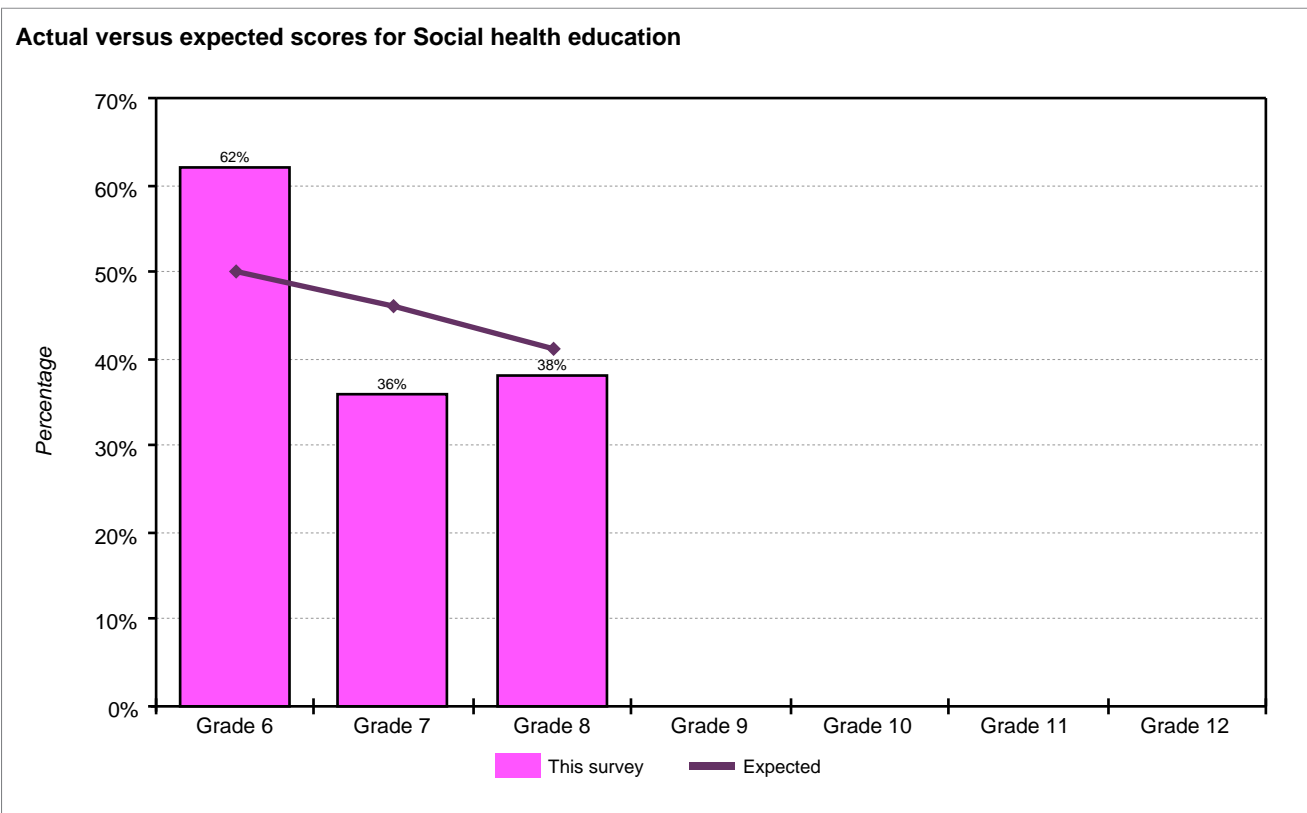
## Unexpected results for 'Community spirit'

- The contribution towards the score for Community spirit was lower than expected for Grade 6.



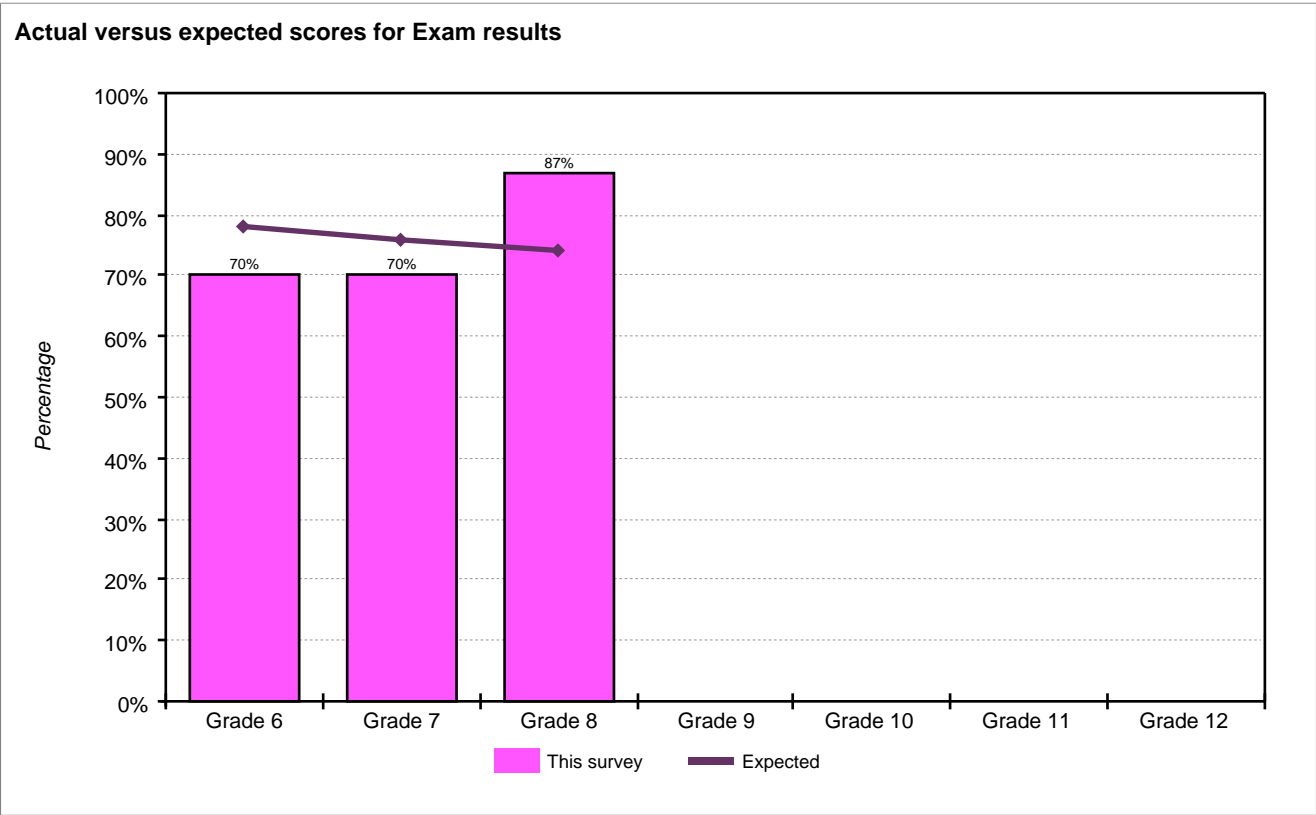
## Unexpected results for ‘Social health education’

- The contribution towards the score for Social health education was higher than expected for Grade 6.



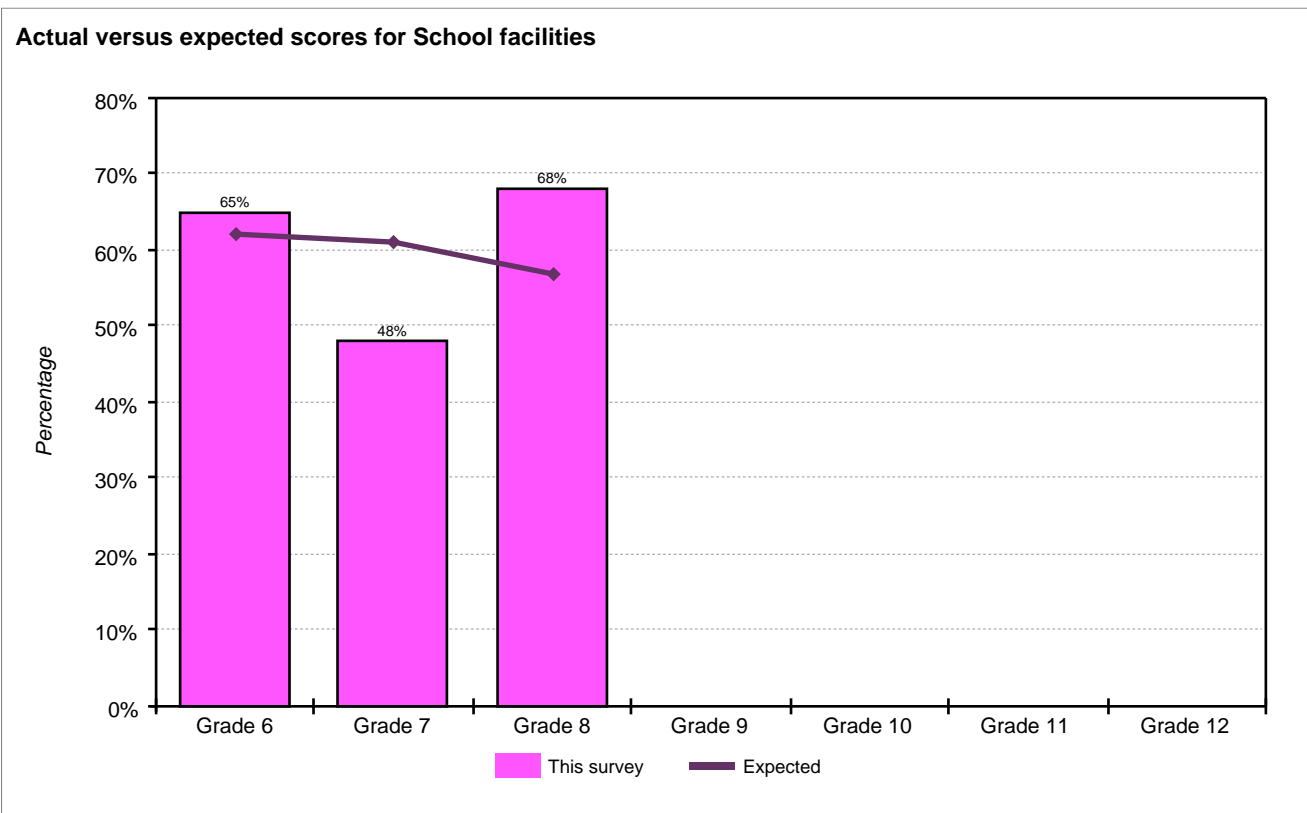
## Unexpected results for 'Exam results'

- The contribution towards the score for Exam results was higher than expected for Grade 8.



## Unexpected results for ‘School facilities’

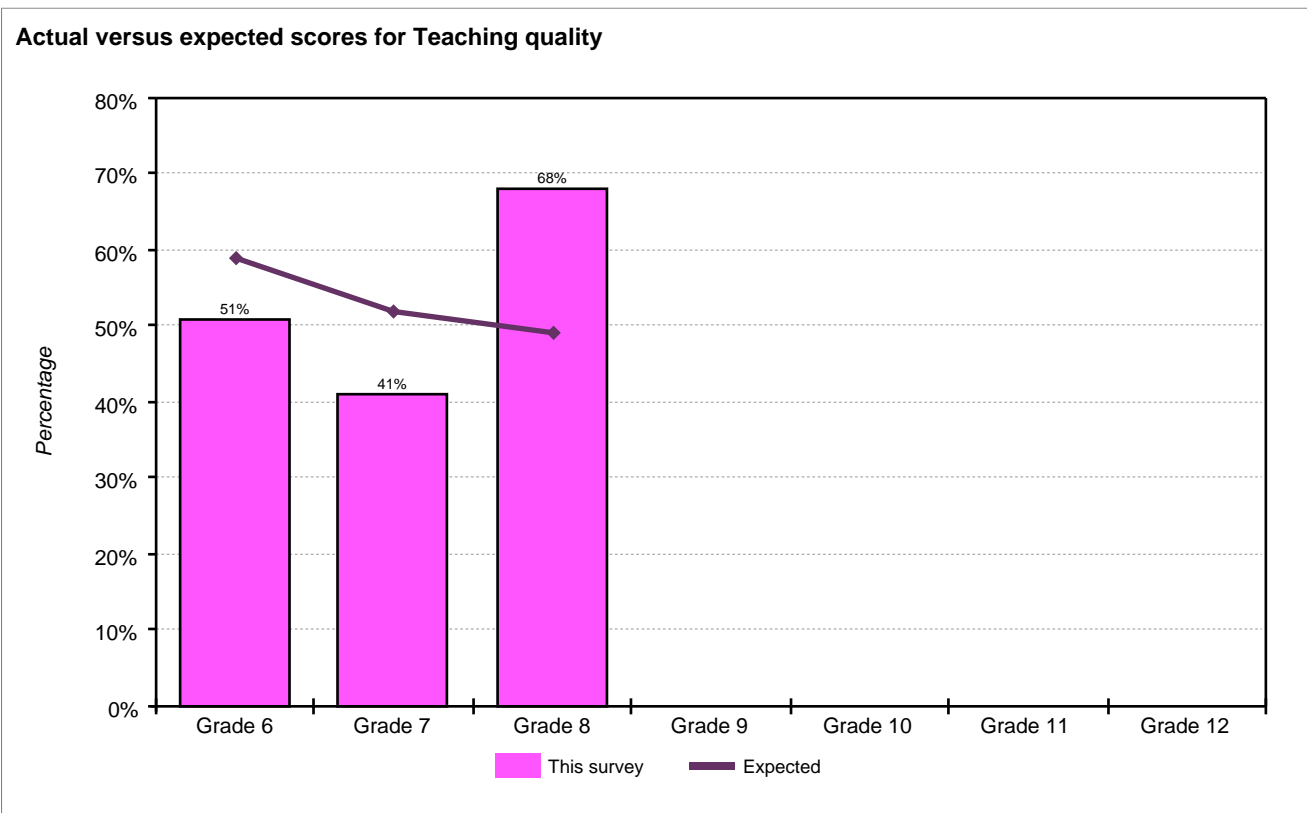
- The contribution towards the score for School facilities was lower than expected for Grade 7.





## Unexpected results for ‘Teaching quality’

- The contribution towards the score for Teaching quality was higher than expected for Grade 8.

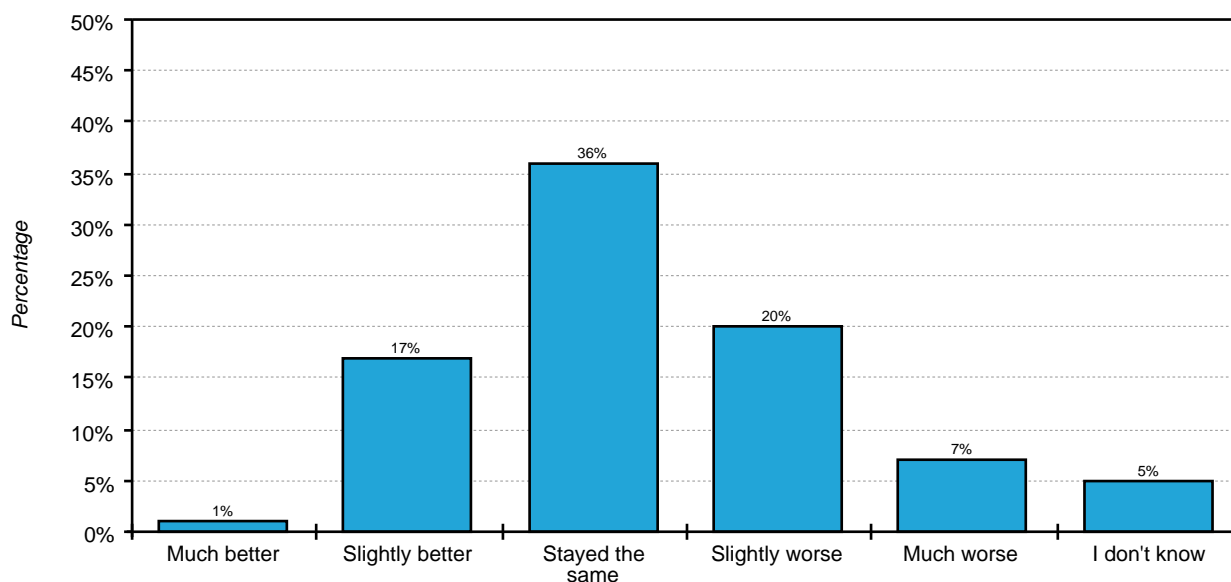


## Standard analysis

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

### Performance and expectations

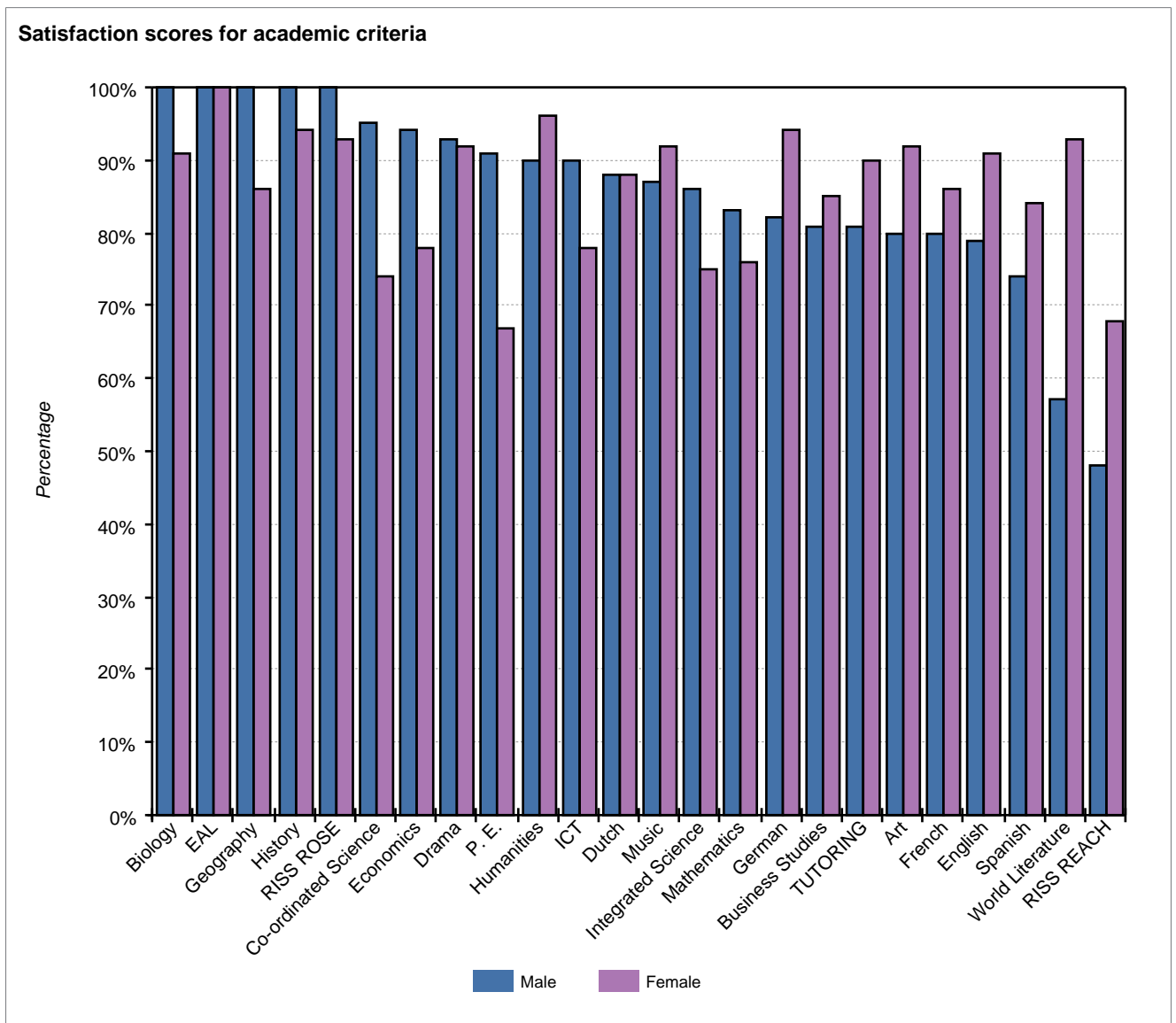
Performance compared to last year



- Of the students who were not in their first year at the school 18% said the school had improved over the last year and 27% thought that the school's performance was worse.

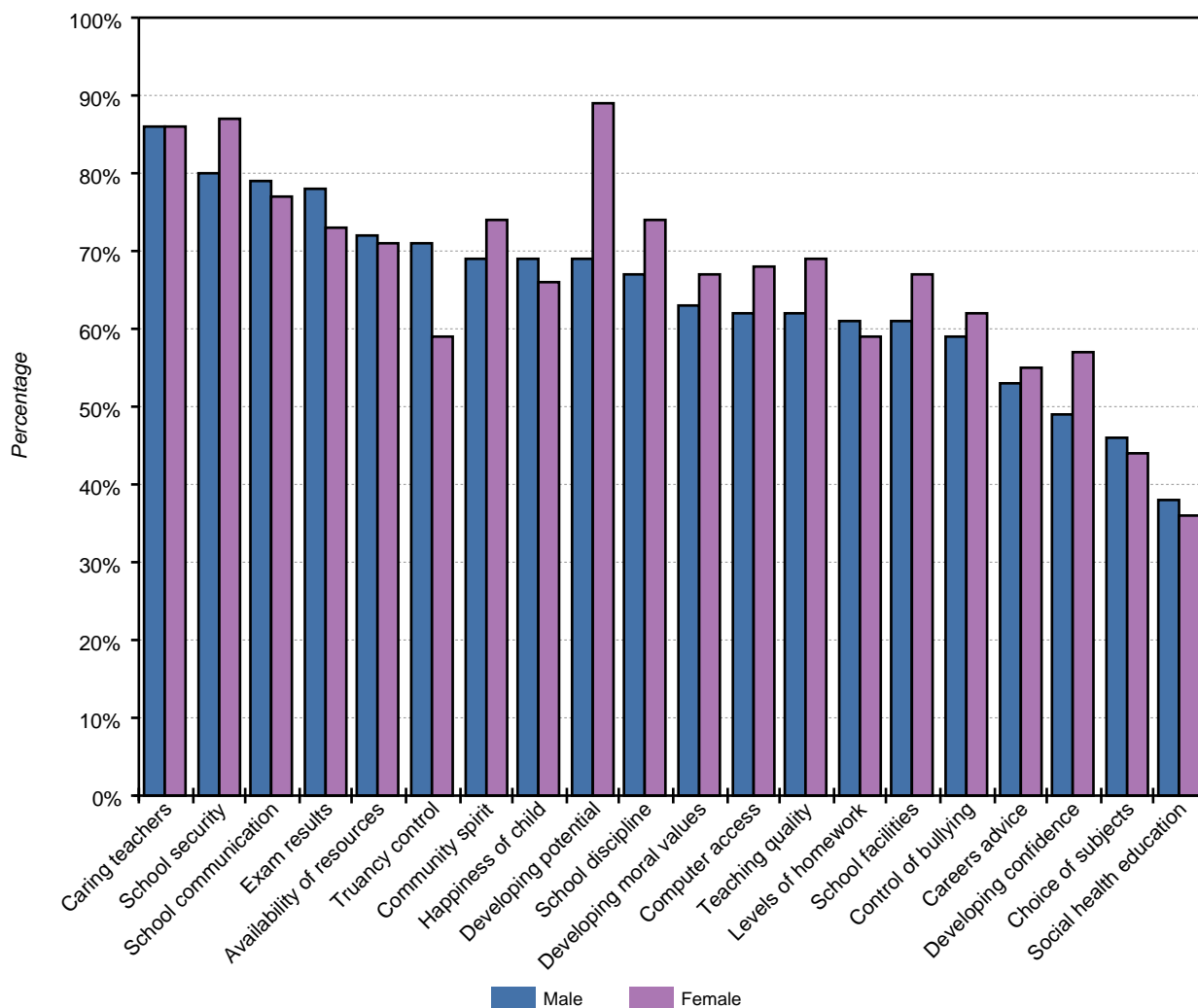
## Gender analysis

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.



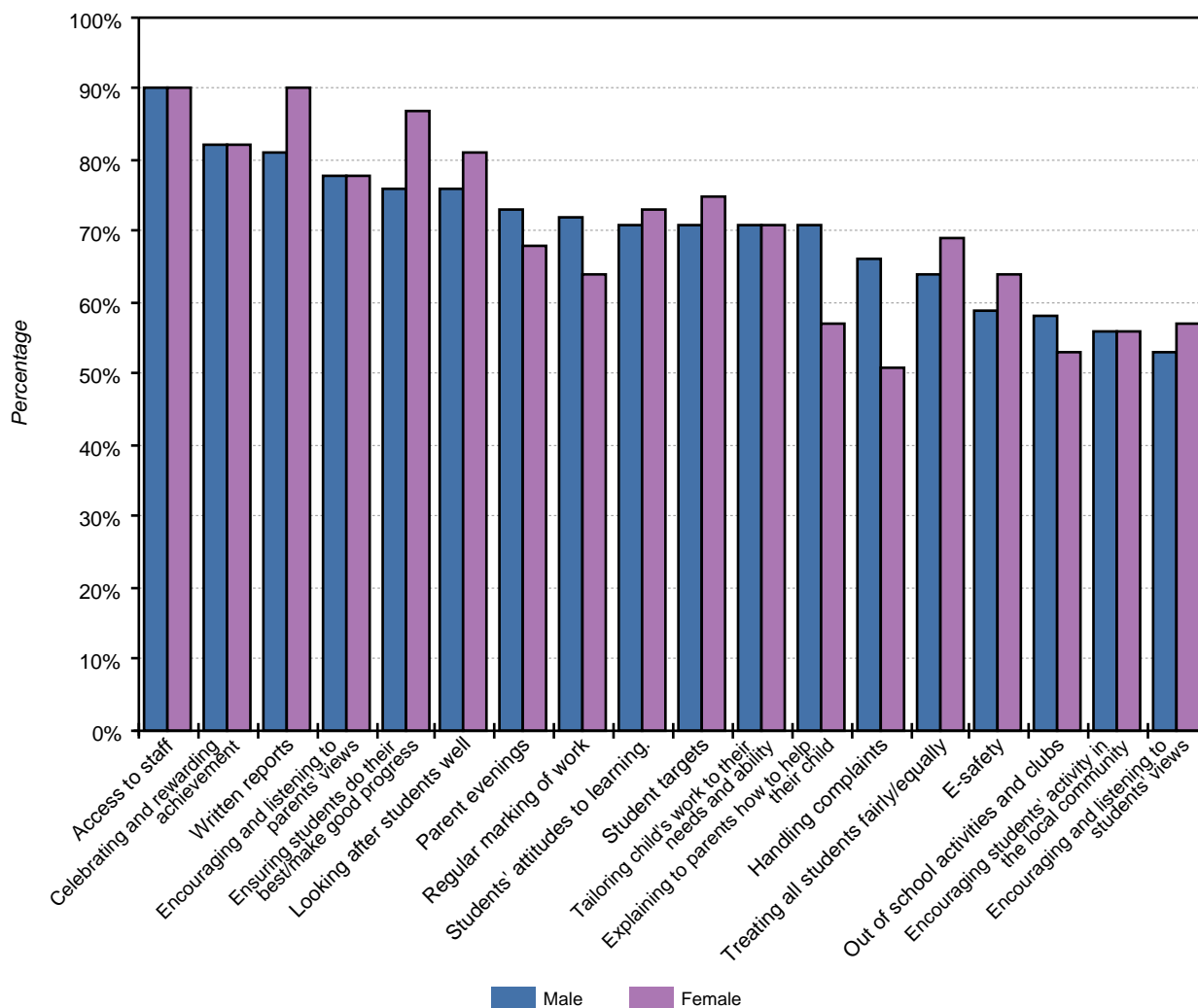
Academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
P. E.	90.6	67.4 ▼
Mathematics	83.1	75.8 ▼
Art	80.1	91.8 ▲
World Literature	56.7	93.3 ▲

Satisfaction scores for non-academic criteria



Non-academic criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Developing potential	68.5	89.0 ▲
School facilities	60.7	67.1 ▲

Satisfaction scores for additional criteria

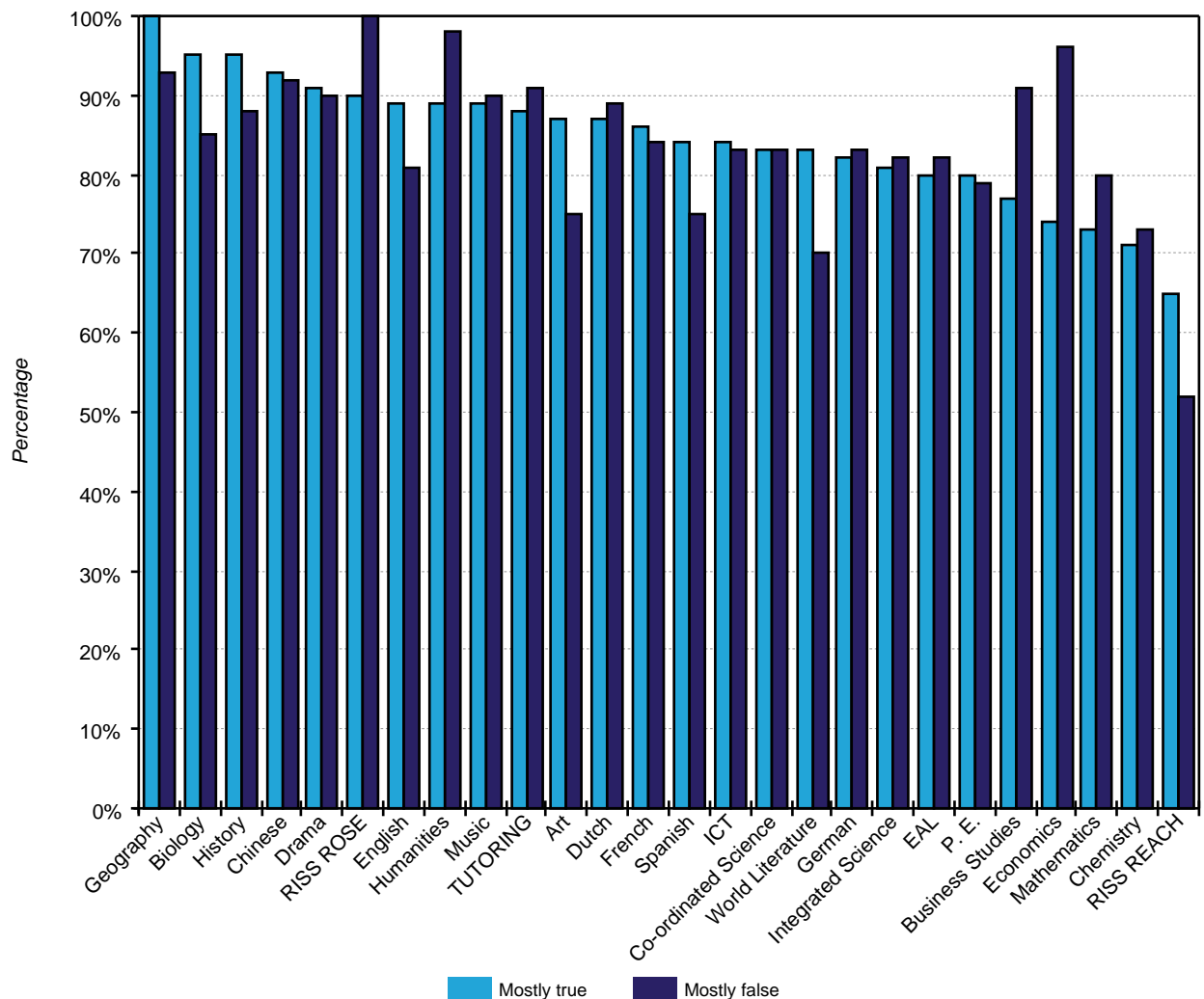


Additional criteria where difference is significant	Male satisfaction score (%)	Female satisfaction score (%)
Written reports	80.7	90.2 ▲
Ensuring students do their best/make good progress	76.4	87.2 ▲

## Extra analysis

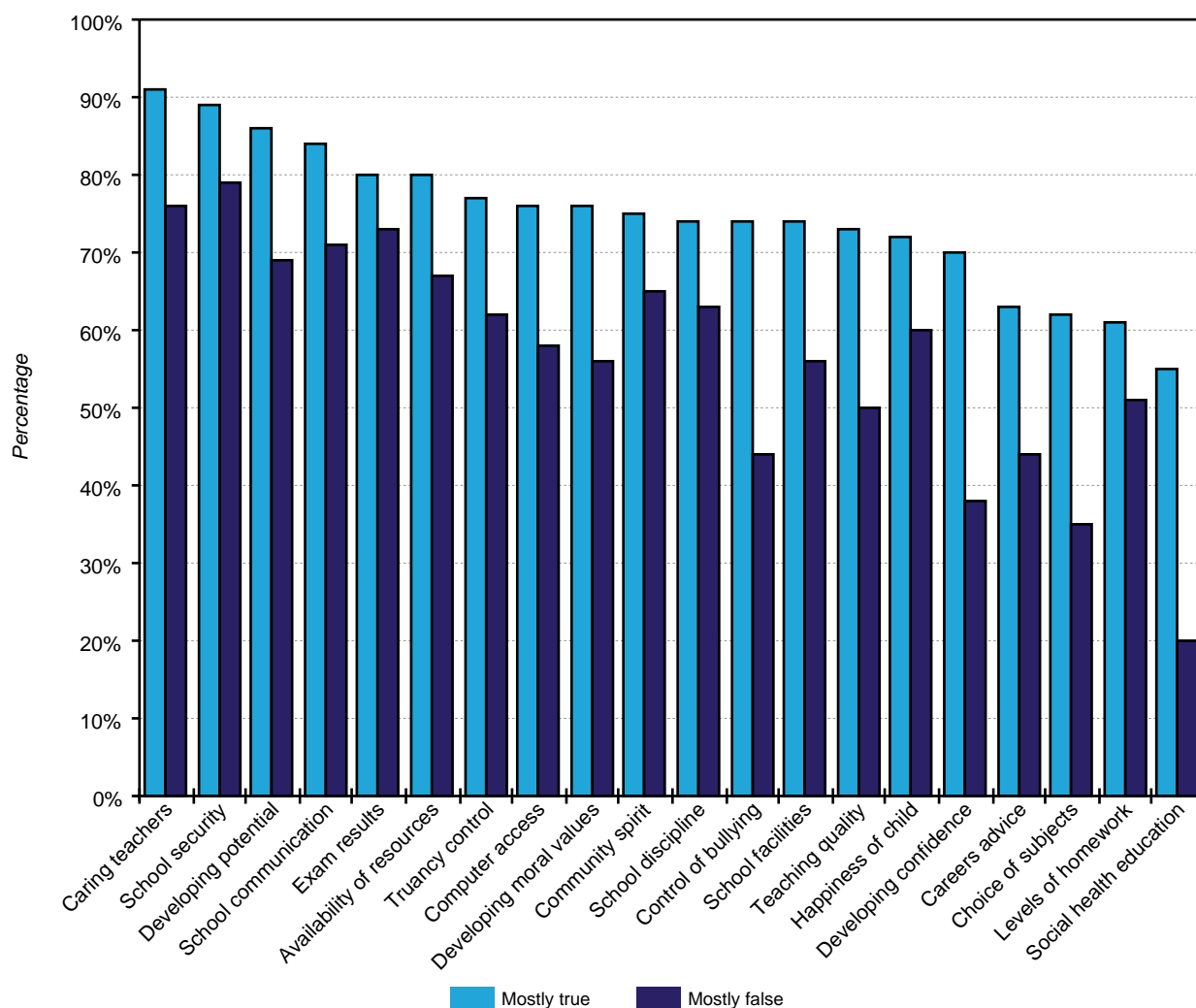
This section of the report provides an analysis of student scores broken down by the response to the question ‘The school cared about my emotional and social wellbeing during lockdown.’

Satisfaction scores for academic criteria



Academic criteria where difference is significant	Mostly true satisfaction score (%)	Mostly false satisfaction score (%)
Humanities	88.7	98.4 ▲
Art	87.3	74.7 ▼
Economics	73.9	95.8 ▲

### Satisfaction scores for non-academic criteria

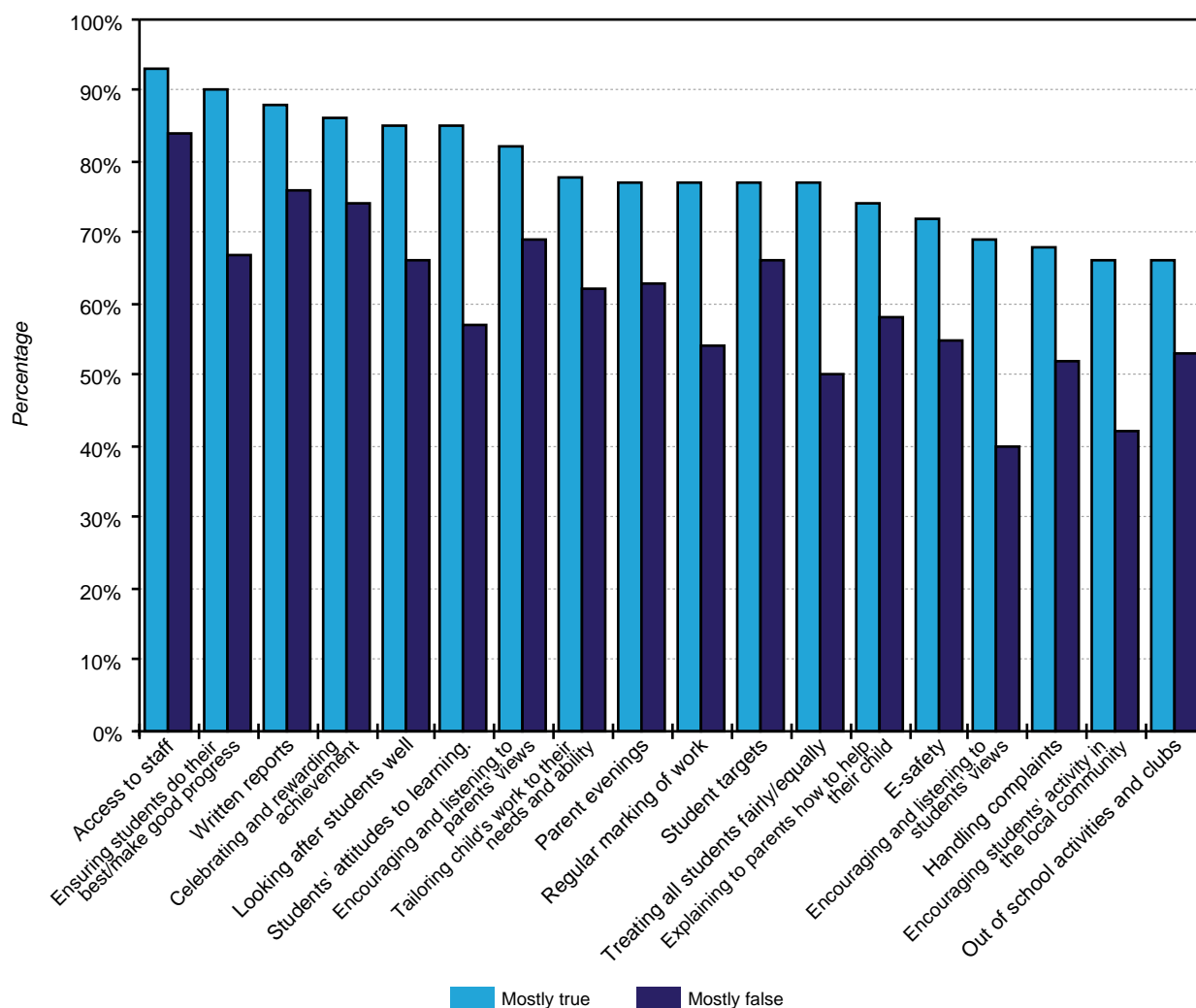


Non-academic criteria where difference is significant	Mostly true satisfaction score (%)	Mostly false satisfaction score (%)
Caring teachers	91.2	75.6 ▼
School security	89.1	79.4 ▼
Developing potential	86.1	68.7 ▼
School communication	83.9	71.0 ▼
Availability of resources	79.6	67.2 ▼
Truancy control	76.6	61.8 ▼
Computer access	75.9	58.0 ▼
Developing moral values	75.9	55.7 ▼
School discipline	74.5	62.6 ▼
Control of bullying	73.7	44.3 ▼
School facilities	73.7	55.7 ▼
Teaching quality	73.0	49.6 ▼

Non-academic criteria where difference is significant	Mostly true satisfaction score (%)	Mostly false satisfaction score (%)
Happiness of child	72.3	59.5 ▼
Developing confidence	70.1	38.2 ▼
Careers advice	62.8	44.3 ▼
Choice of subjects	62.0	35.1 ▼
Social health education	54.7	19.8 ▼



### Satisfaction scores for additional criteria



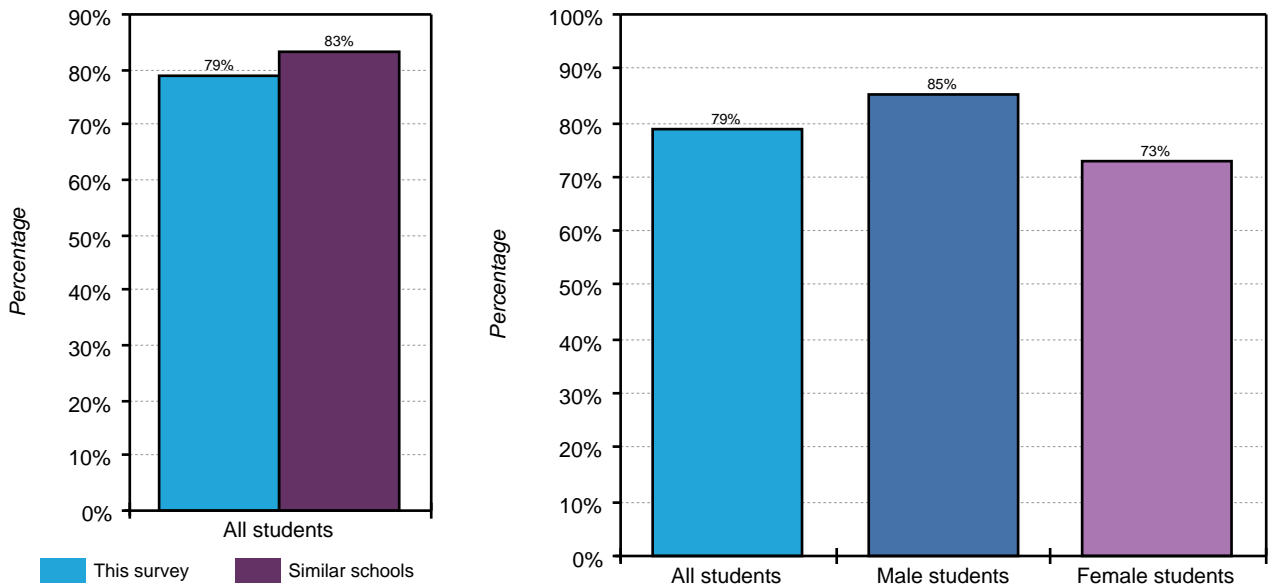
Additional criteria where difference is significant	Mostly true satisfaction score (%)	Mostly false satisfaction score (%)
Access to staff	93.4	84.0 ▼
Ensuring students do their best/make good progress	89.8	67.2 ▼
Written reports	88.3	76.3 ▼
Celebrating and rewarding achievement	86.1	74.0 ▼
Looking after students well	85.4	66.4 ▼
Students' attitudes to learning.	85.4	57.3 ▼
Encouraging and listening to parents' views	82.5	69.5 ▼
Tailoring child's work to their needs and ability	78.1	61.8 ▼
Parent evenings	77.4	62.6 ▼
Regular marking of work	77.4	54.2 ▼
Treating all students fairly/equally	76.6	50.4 ▼

<b>Additional criteria where difference is significant</b>	<b>Mostly true satisfaction score (%)</b>	<b>Mostly false satisfaction score (%)</b>
Explaining to parents how to help their child	73.7	58.0 ▼
E-safety	71.5	55.0 ▼
Encouraging and listening to students' views	69.3	39.7 ▼
Handling complaints	67.9	51.9 ▼
Encouraging students' activity in the local community	66.4	42.0 ▼
Out of school activities and clubs	66.4	53.4 ▼

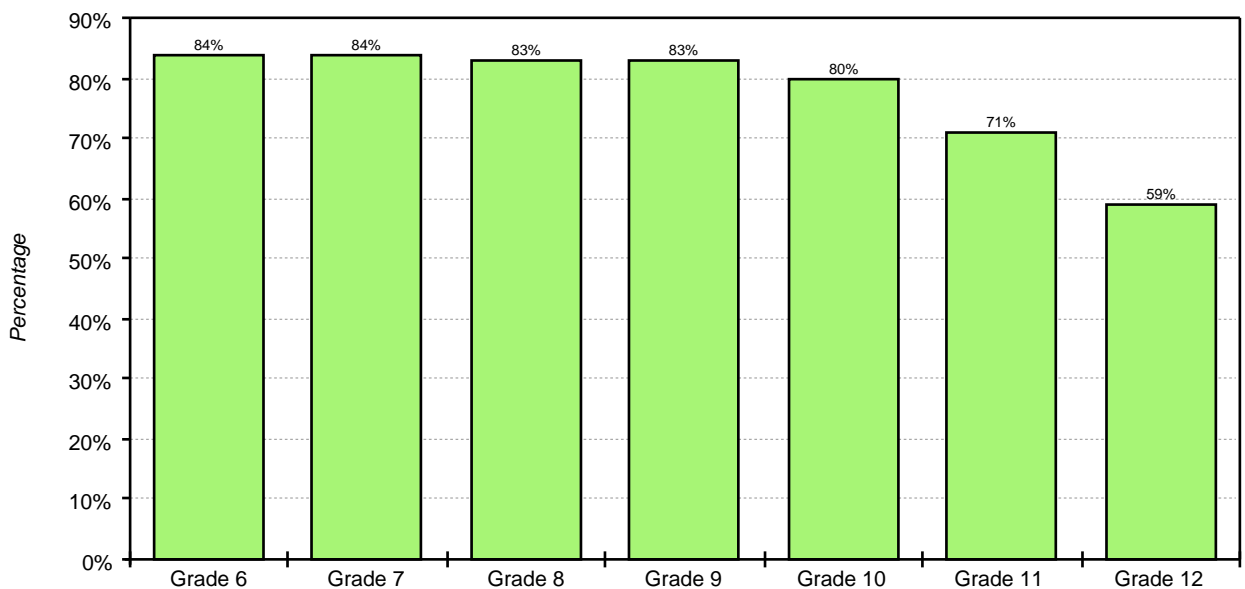
## Student home environment

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

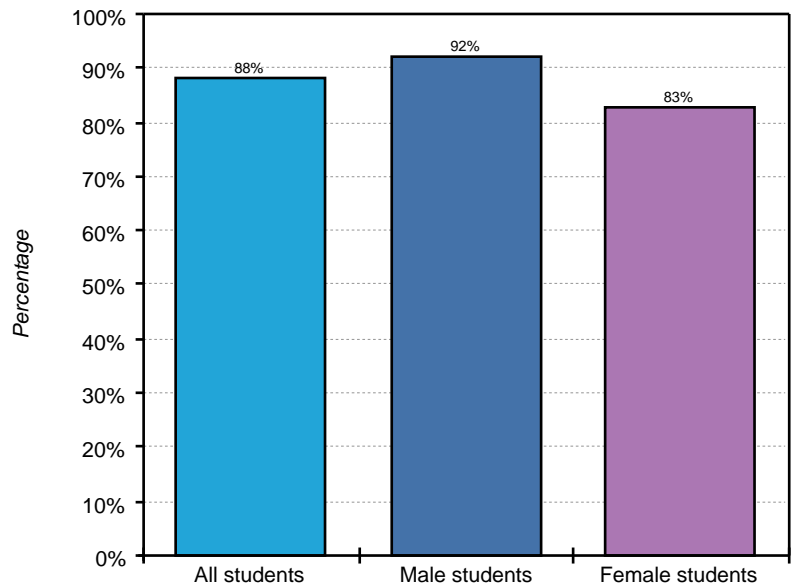
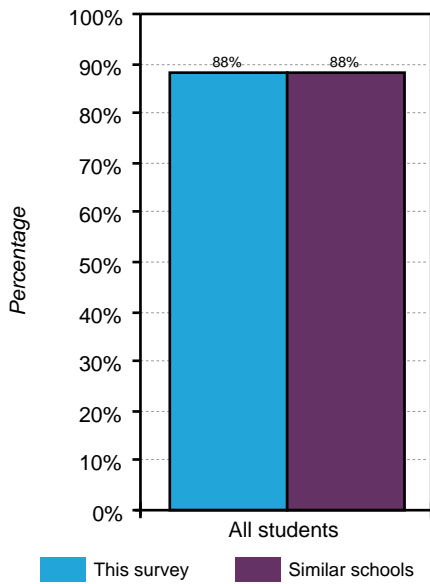
**Students' responses to the question: 'My parents want to know what I am learning about at school.' broken down by gender**



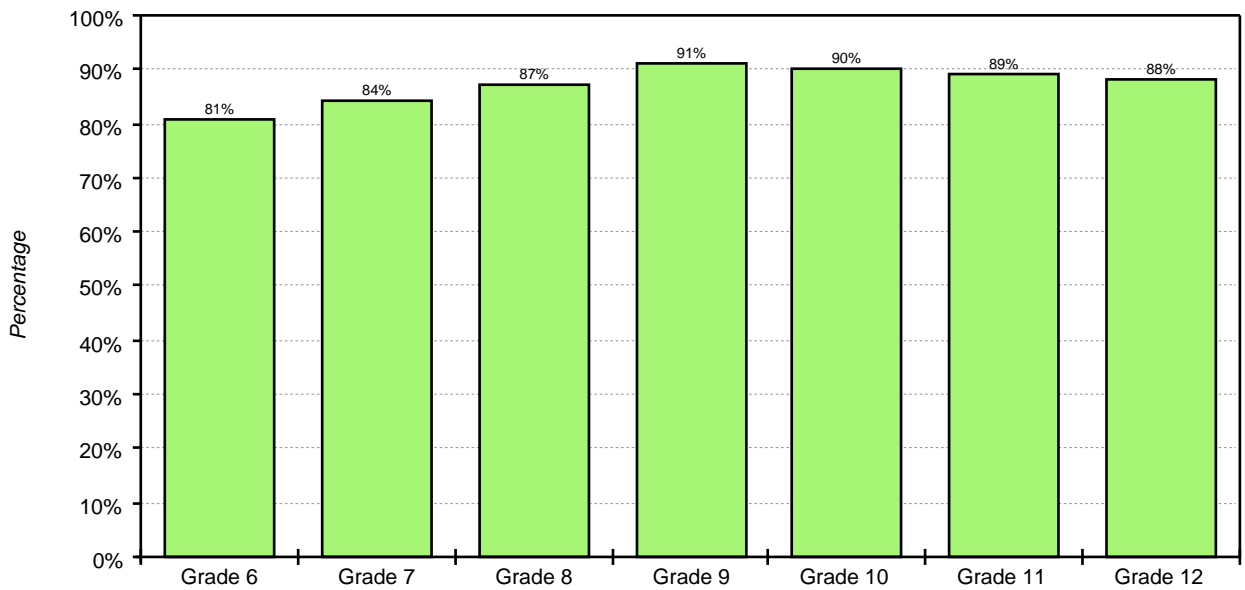
**Students' responses to the question: 'My parents want to know what I am learning about at school.' broken down by year group**



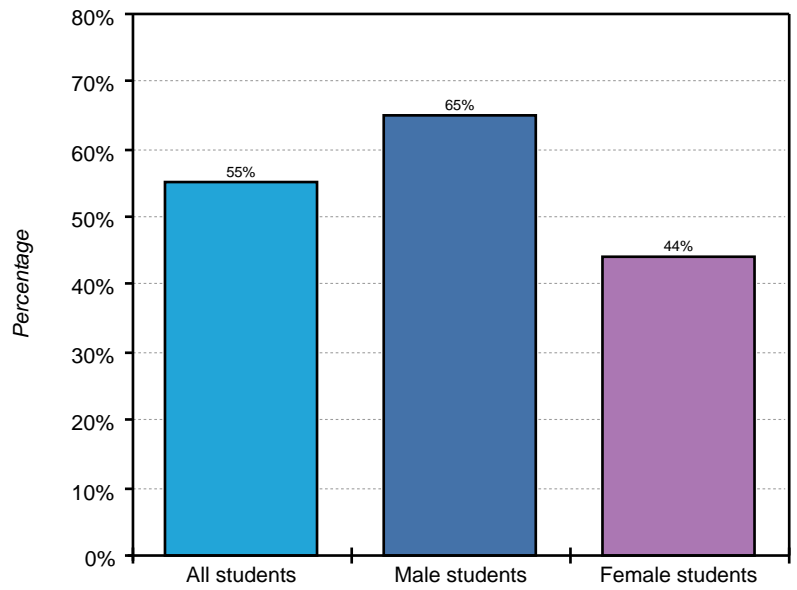
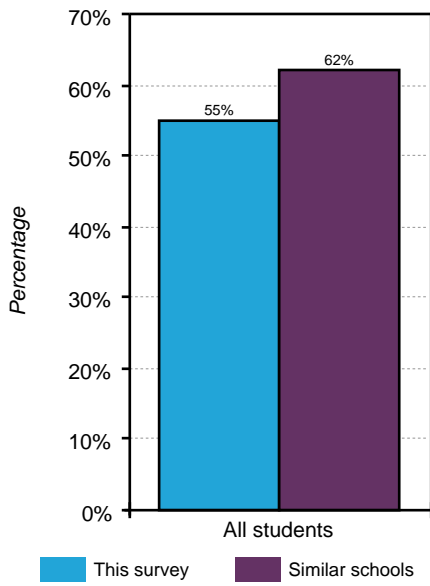
**Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by gender**



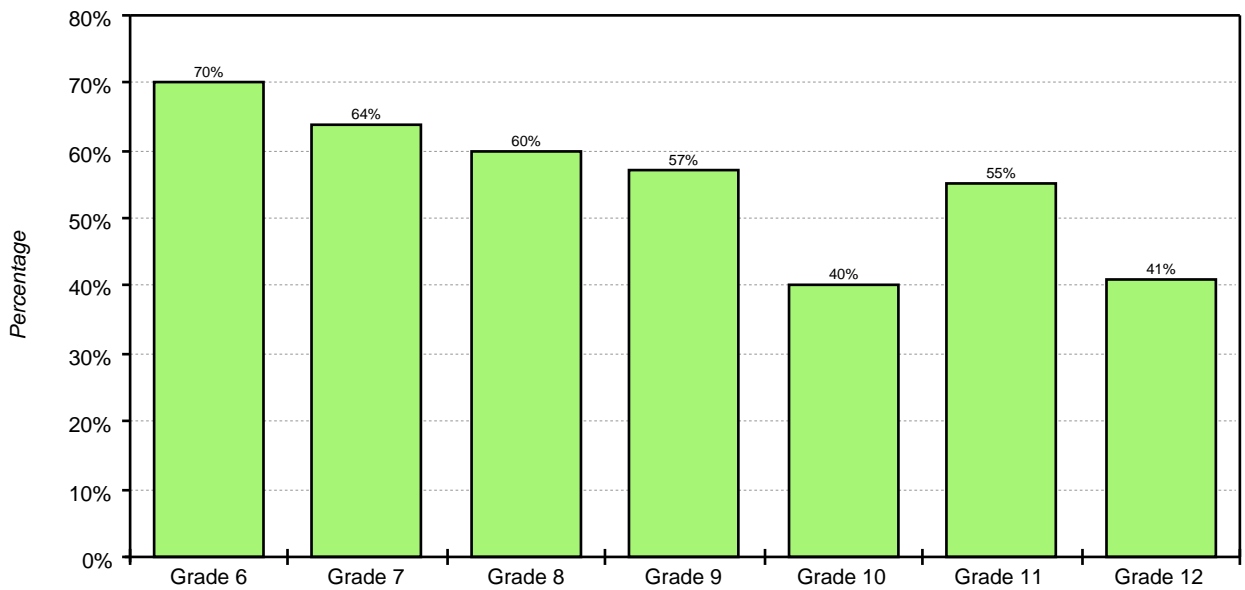
**Students' responses to the question: 'At home, there is somewhere where I can work in peace and quiet if I want to.' broken down by year group**



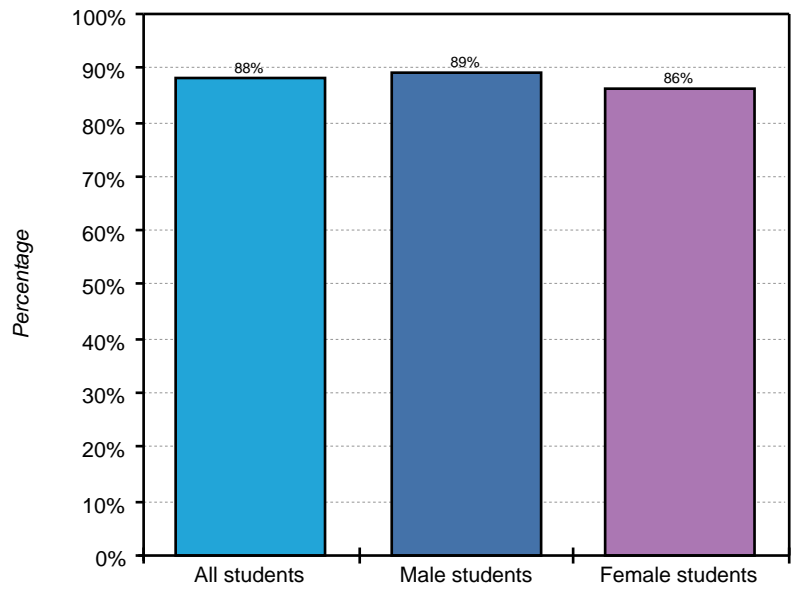
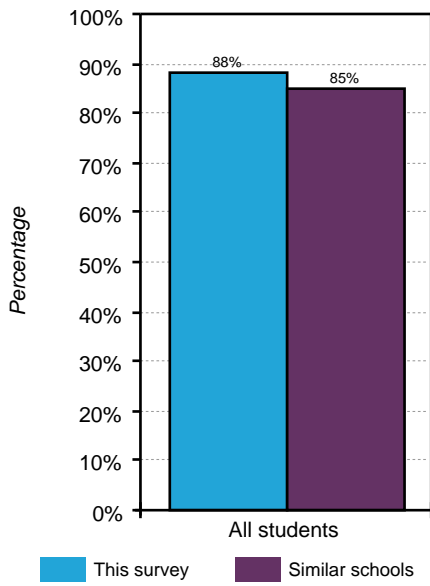
**Students' responses to the question: 'My parents often look at my work to see how well I am doing at school.' broken down by gender**



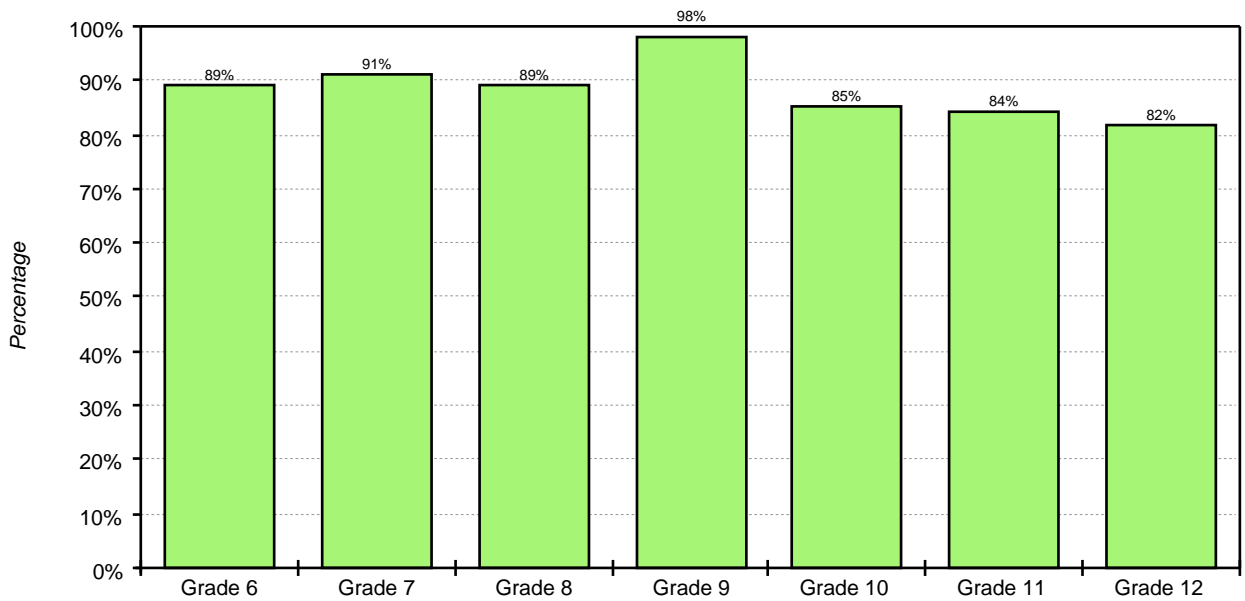
**Students' responses to the question: 'My parents often look at my work to see how well I am doing at school.' broken down by year group**



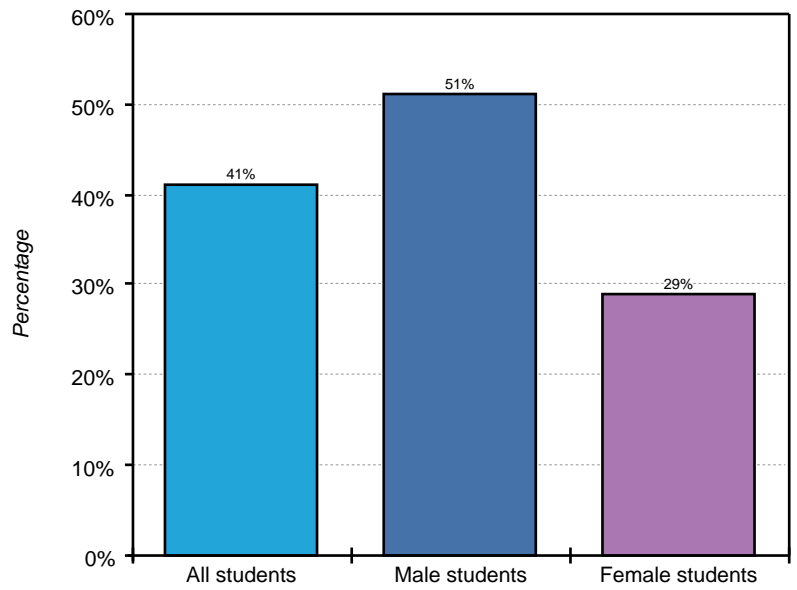
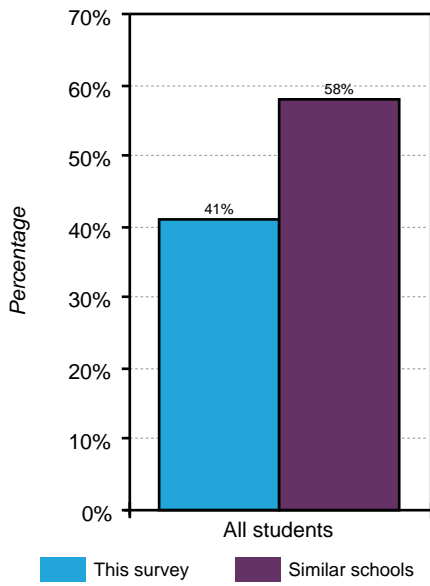
**Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by gender**



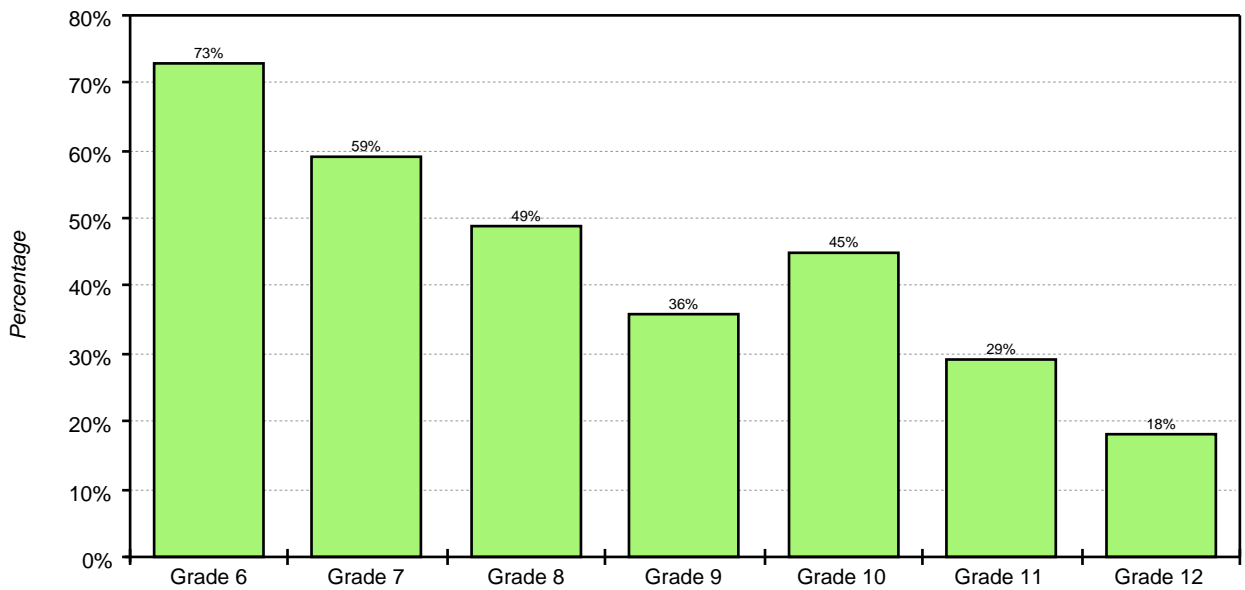
**Students' responses to the question: 'My parents would try to help me with my homework if I asked them to.' broken down by year group**



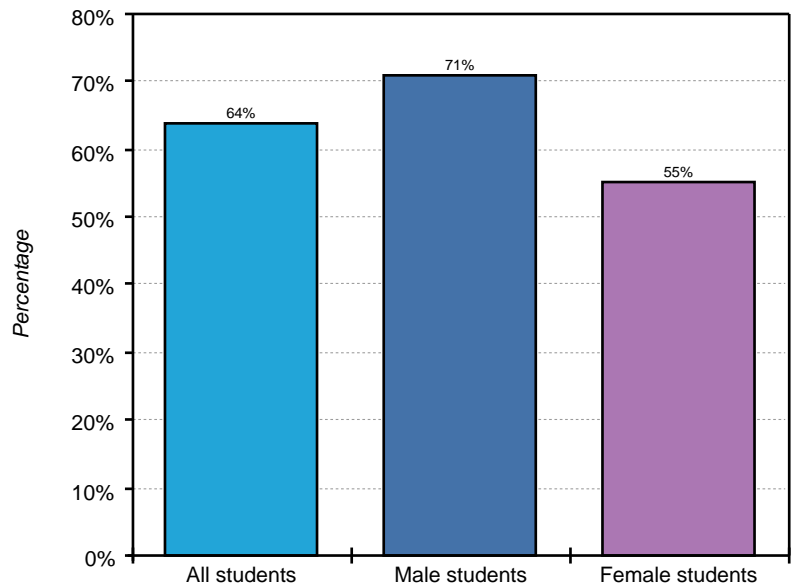
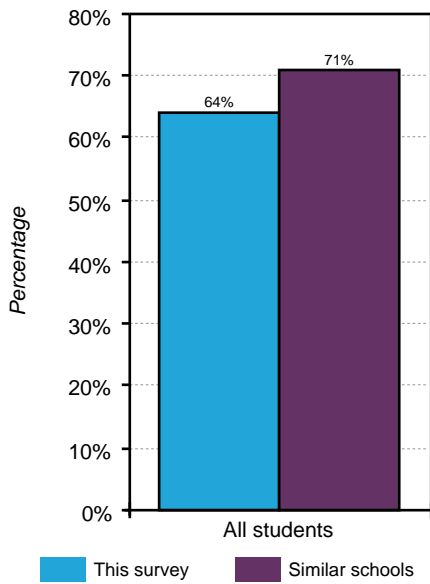
**Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by gender**



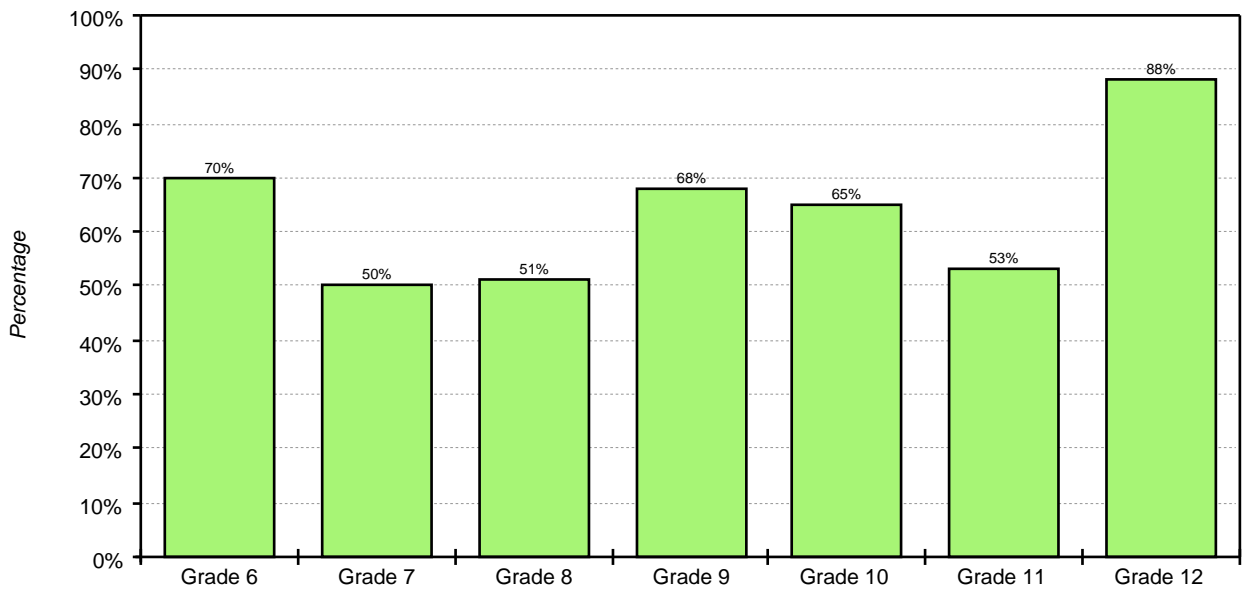
**Students' responses to the question: 'My parents often check that I have done all of my homework.' broken down by year group**



**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**

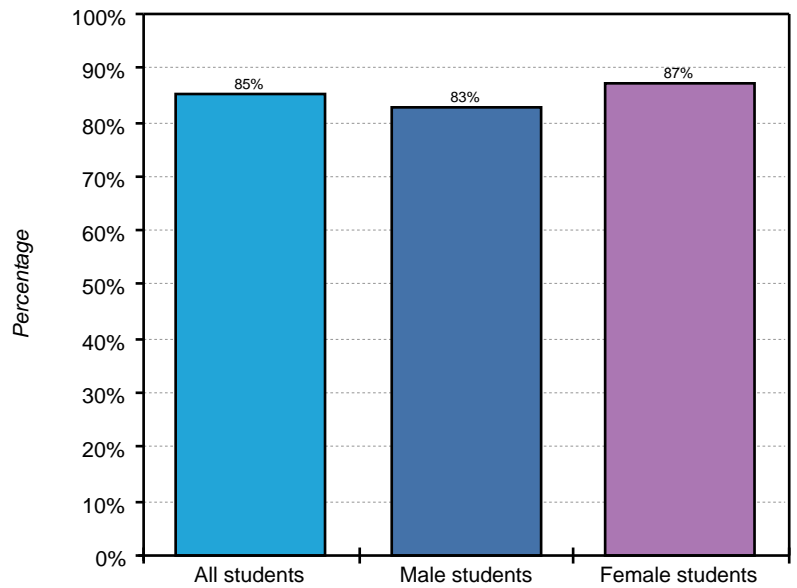
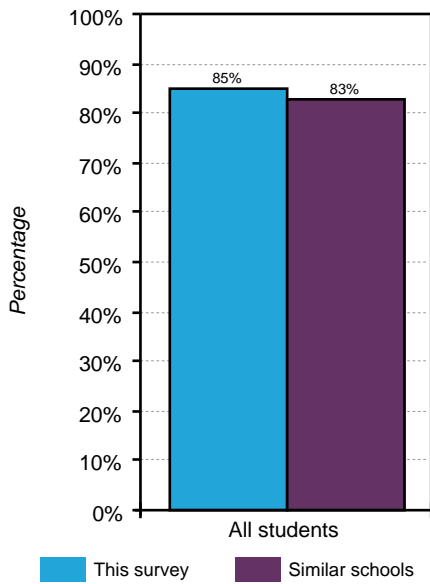


**Students' responses to the question: 'I have books at home which I can use to help me with my school work.' broken down by year group**

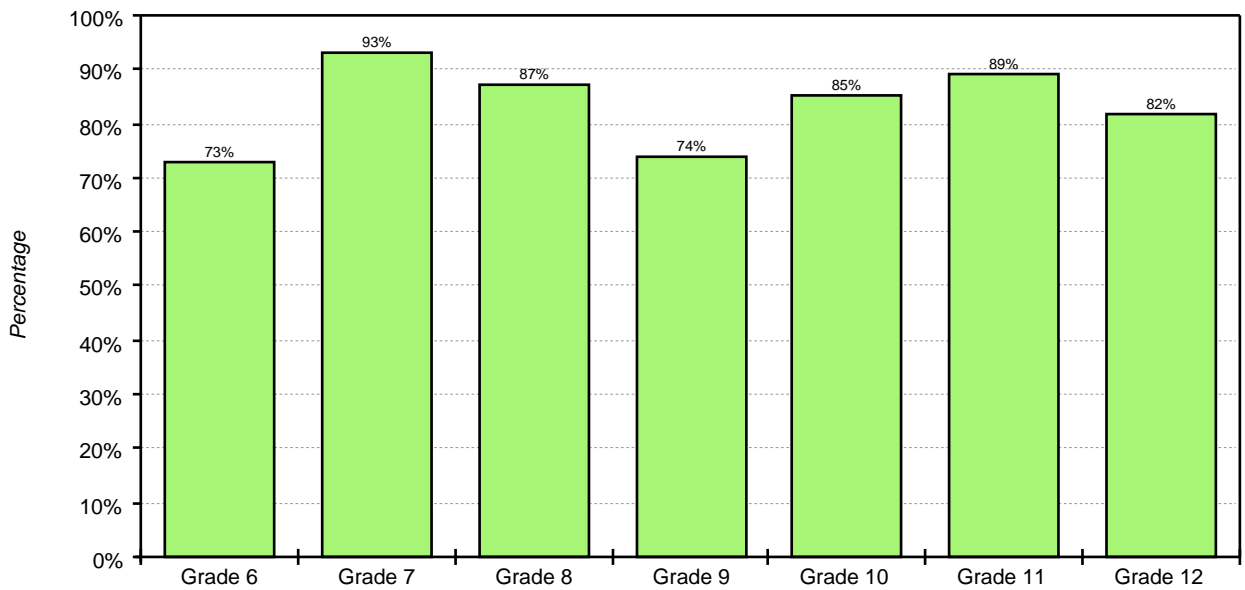




**Students' responses to the question: 'If my parents knew I had a problem, they would visit school to talk it over with staff.' broken down by gender**

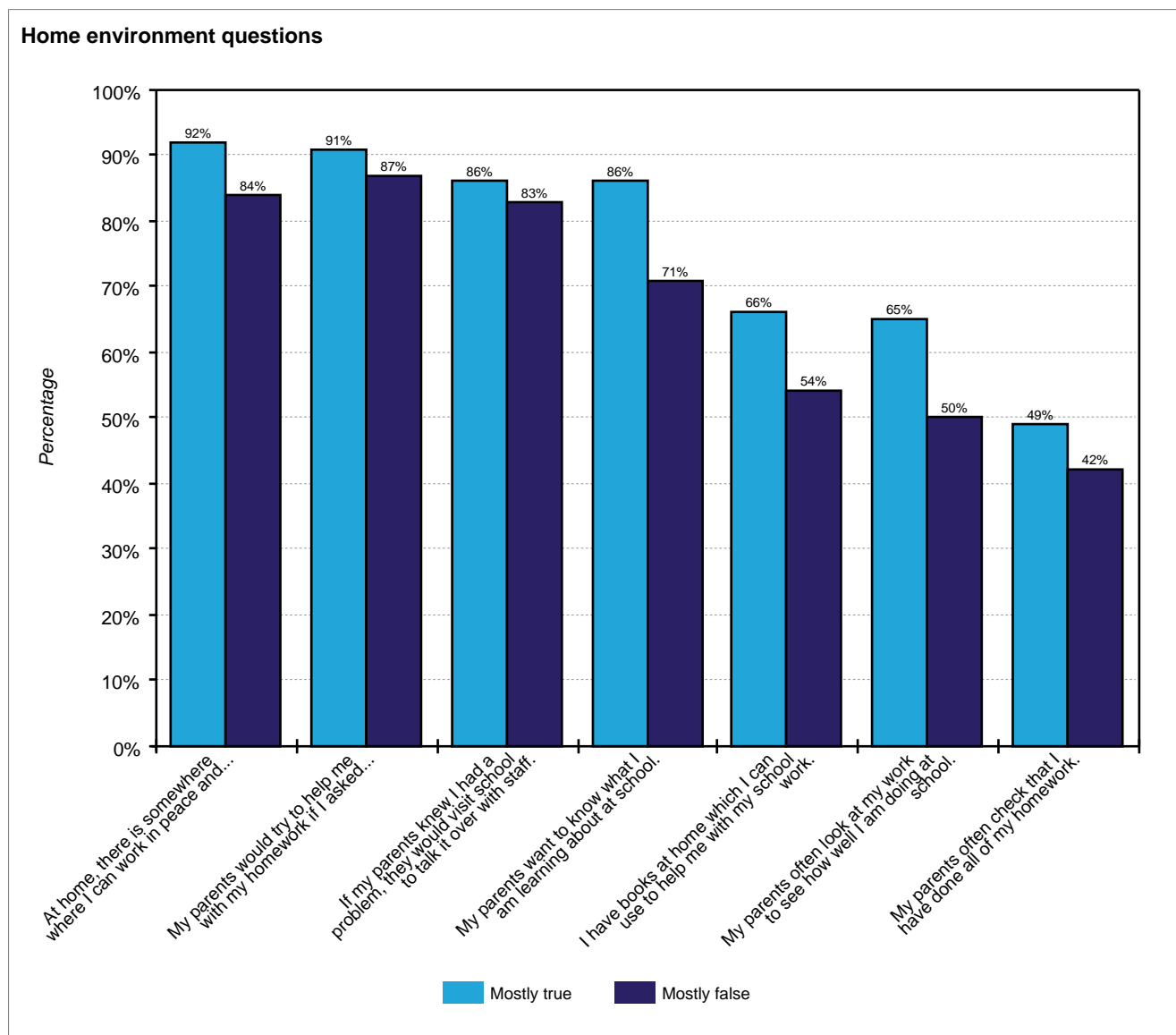


**Students' responses to the question: 'If my parents knew I had a problem, they would visit school to talk it over with staff.' broken down by year group**



## Student home environment – extra analysis

The graph below shows student responses to the home environment questions, broken down by their response to the question ‘The school cared about my emotional and social wellbeing during lockdown.’.

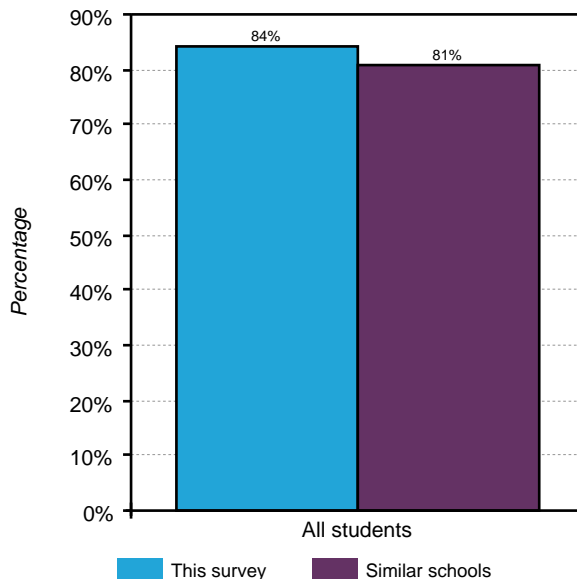


Home environment questions where difference is significant	Mostly true (%)	Mostly false (%)
At home, there is somewhere where I can work in peace and quiet if I want to.	92.0	84.0 ▼
My parents want to know what I am learning about at school.	86.1	71.0 ▼
My parents often look at my work to see how well I am doing at school.	65.0	50.4 ▼

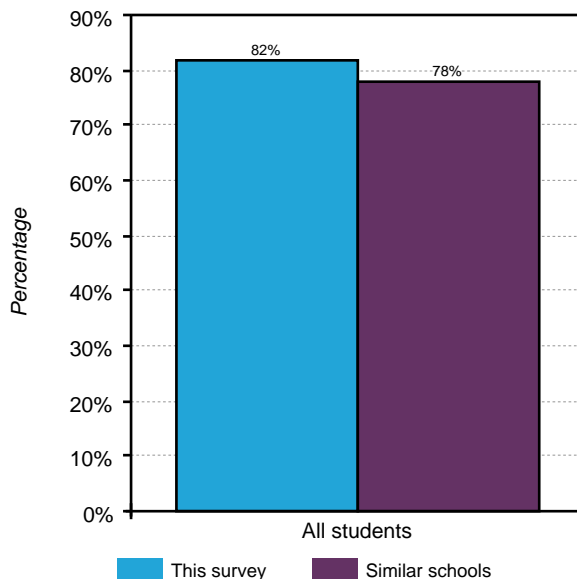
## Student values

This section of the report summarises student values and experiences.

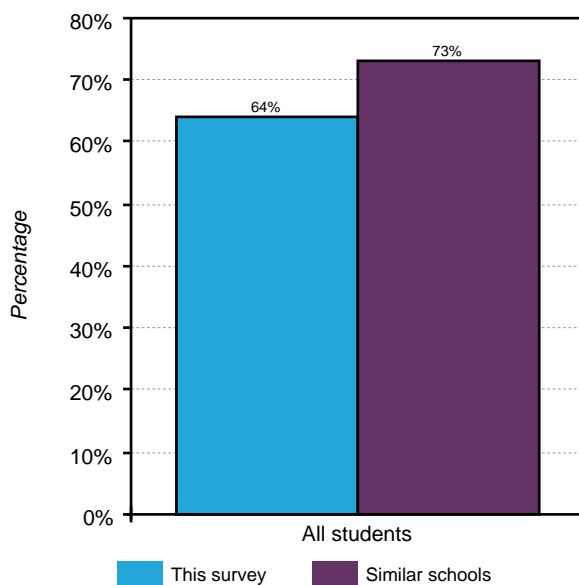
**Students' responses to the question: 'I have not been bullied by other students recently.'**



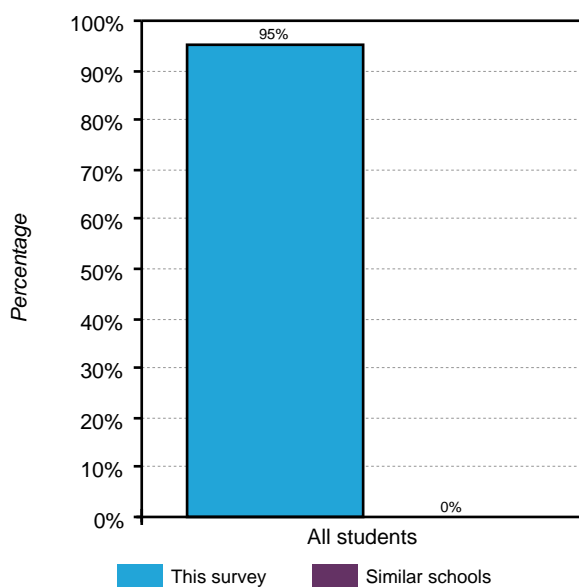
**Students' responses to the question: 'I am usually treated fairly by teachers or other members of staff.'**

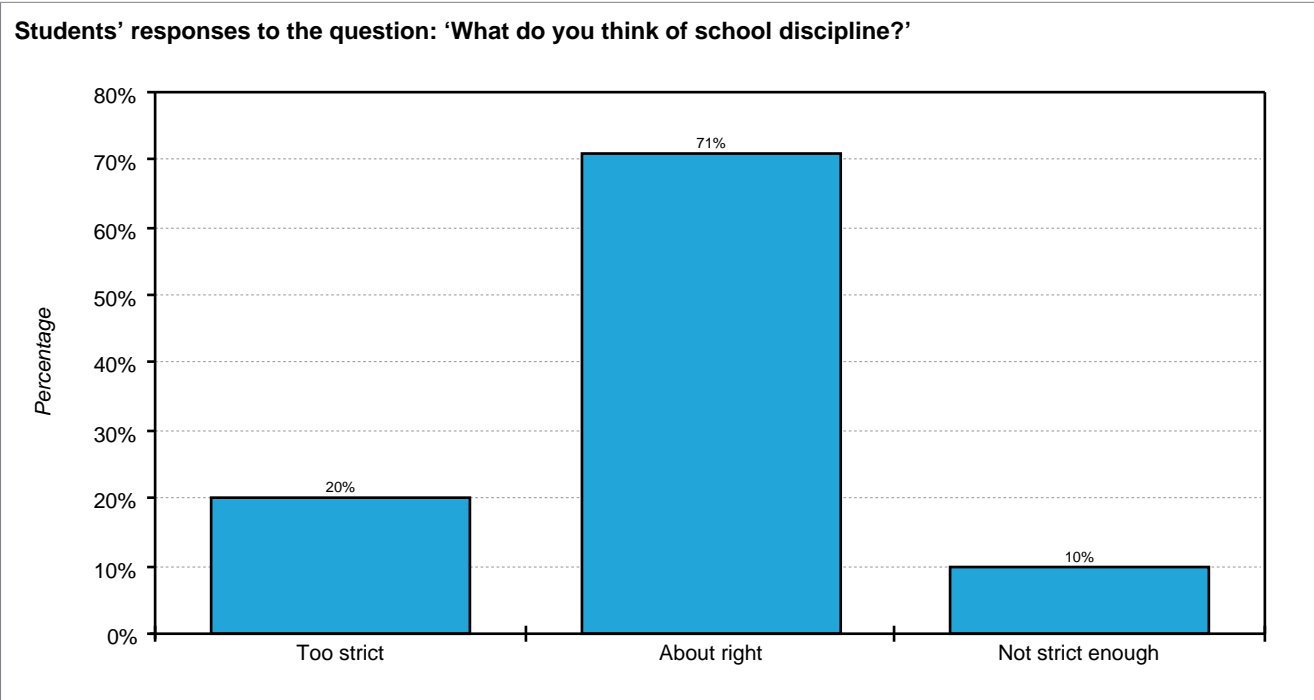


**Students' responses to the question: 'If I had a choice I would still come to school and attend all of my lessons.'**



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

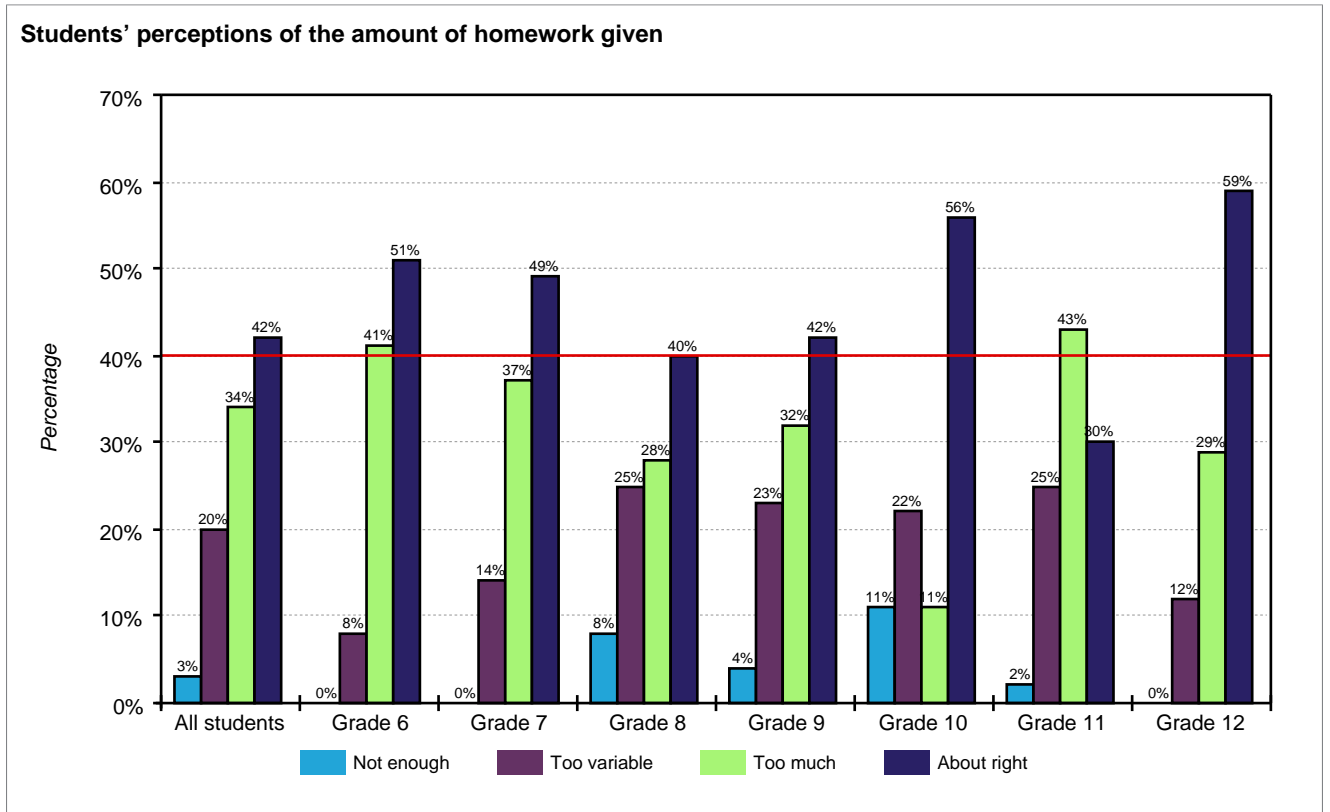




## Homework

This section of the report provides a summary of time spent on homework broken down by year group. Comparable data is provided from the last survey and from similar schools.

For this question, schools typically achieve more than 40% of students who choose “about right”.

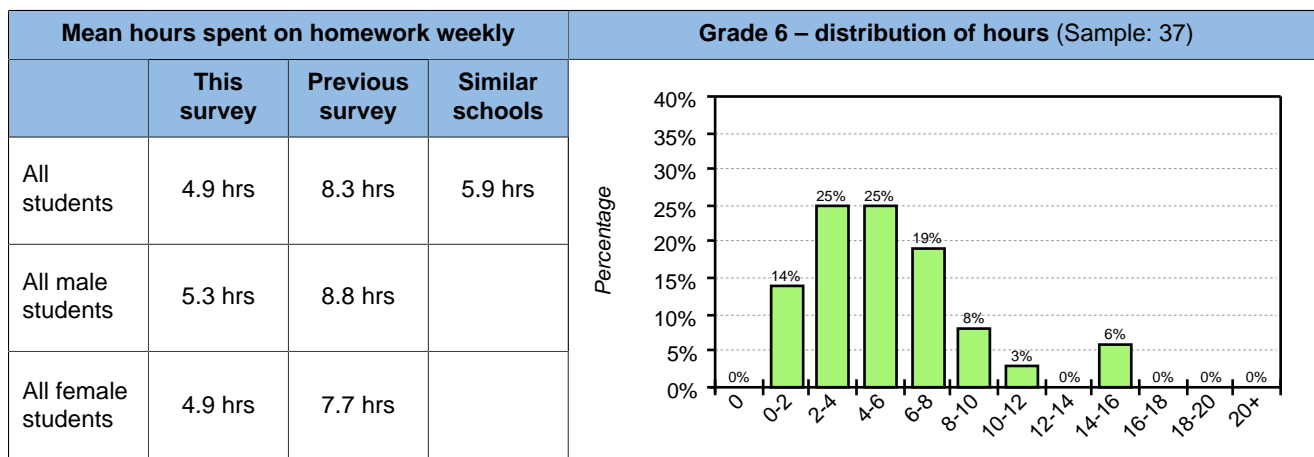


Hours of homework		Hours
<b>This survey</b>		8.1 hrs
<b>Similar schools</b>		7.9 hrs
Extra analysis broken down by the response to the question 'The school cared about my emotional and social wellbeing during lockdown.'	Mostly true	8.3 hrs
	Mostly false	8.1 hrs

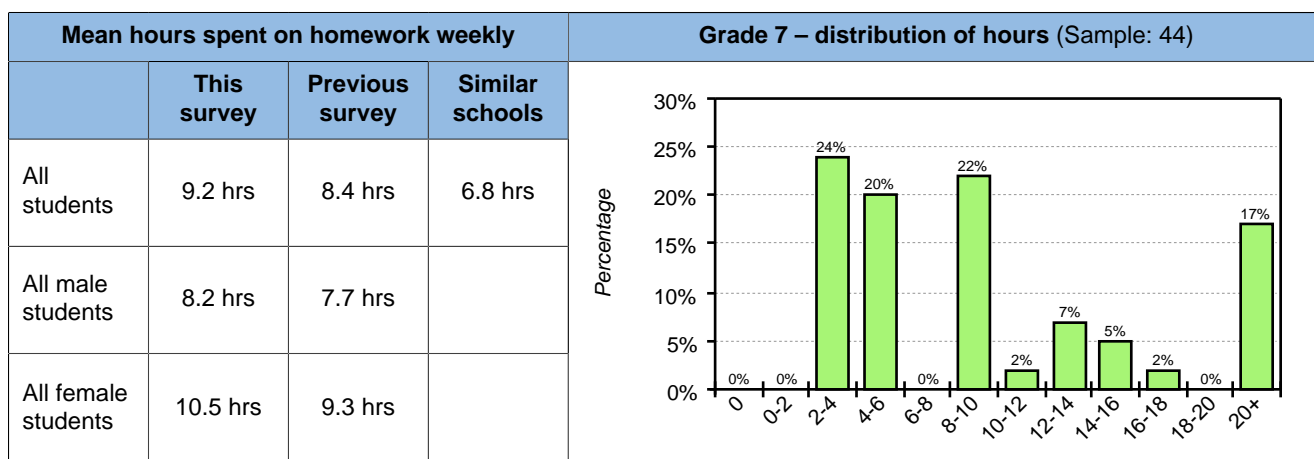
### Homework hours for All students

Mean hours spent on homework weekly				All students – distribution of hours (Sample: 286)
	This survey	Previous survey	Similar schools	
All students	8.1 hrs	9.7 hrs	7.9 hrs	
All male students	6.9 hrs	10.2 hrs	7.4 hrs	
All female students	9.6 hrs	9.2 hrs	8.3 hrs	

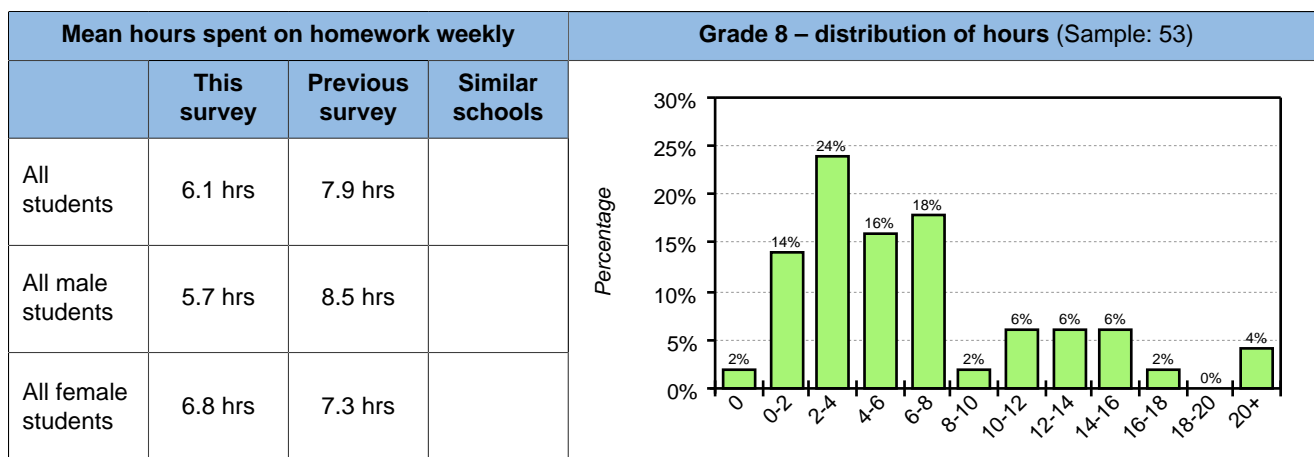
### Homework hours for Grade 6



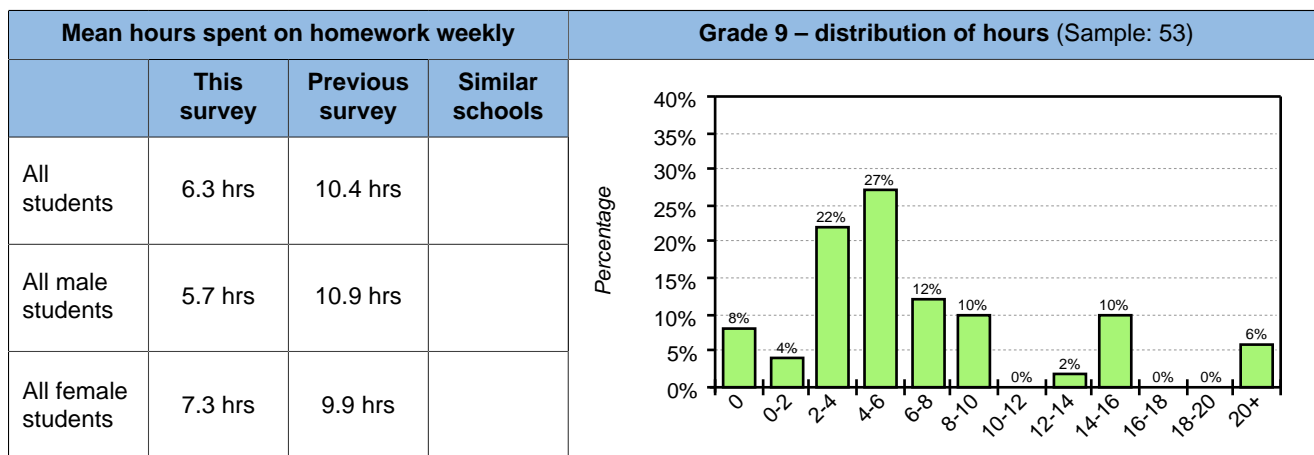
### Homework hours for Grade 7



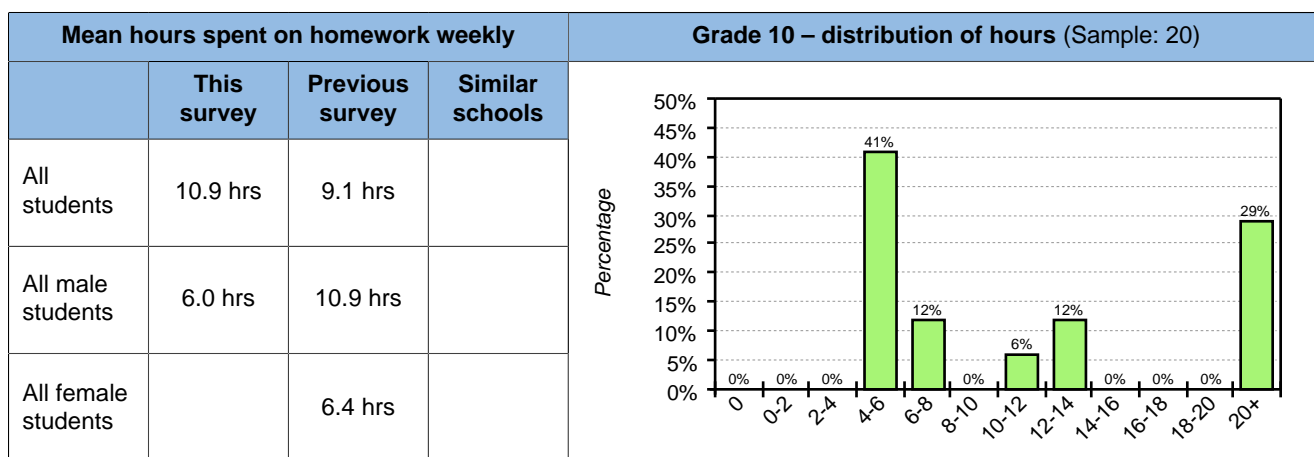
### Homework hours for Grade 8



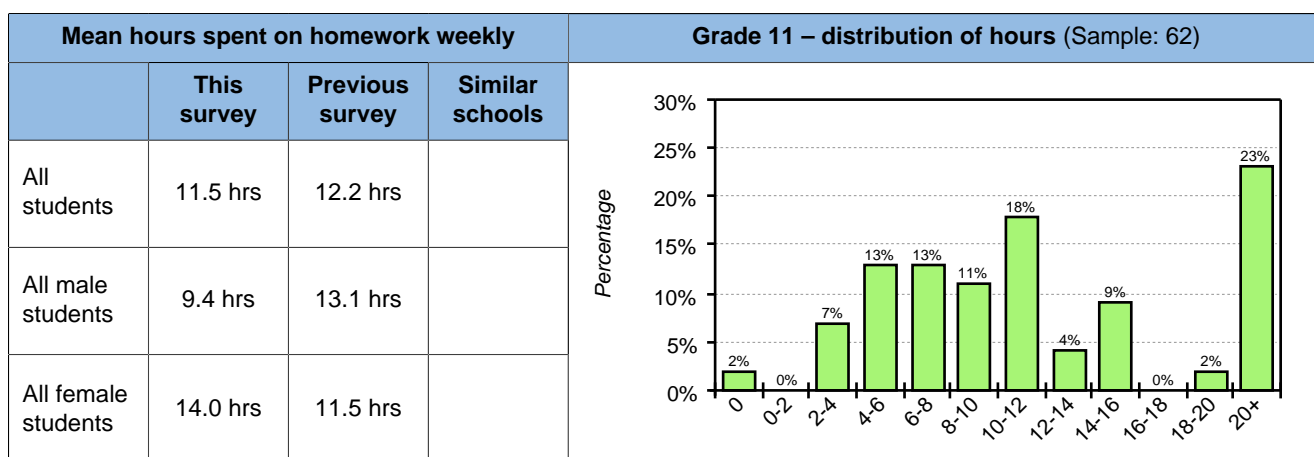
### Homework hours for Grade 9



### Homework hours for Grade 10

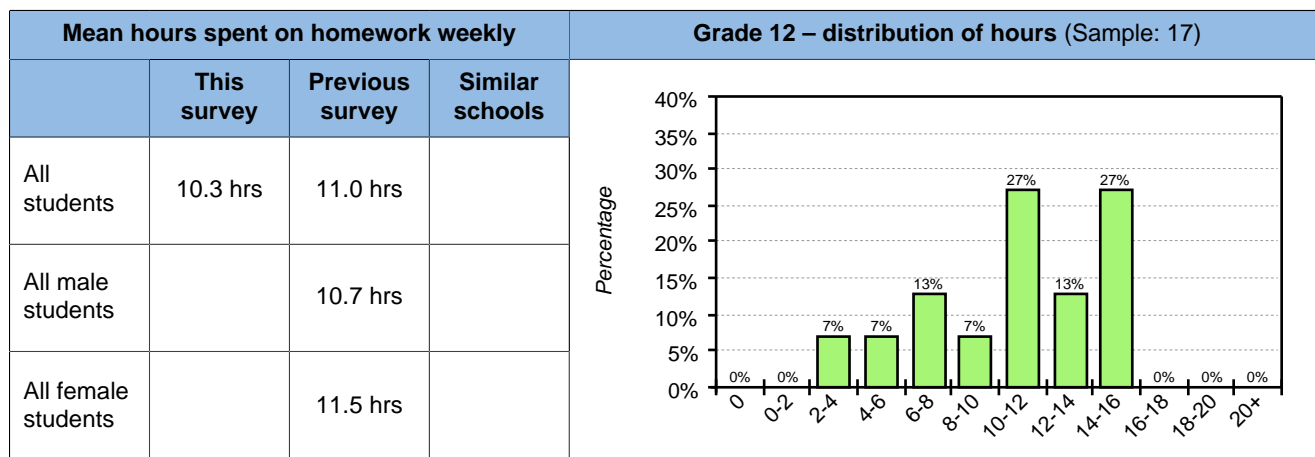


### Homework hours for Grade 11





## Homework hours for Grade 12



## Year group analysis

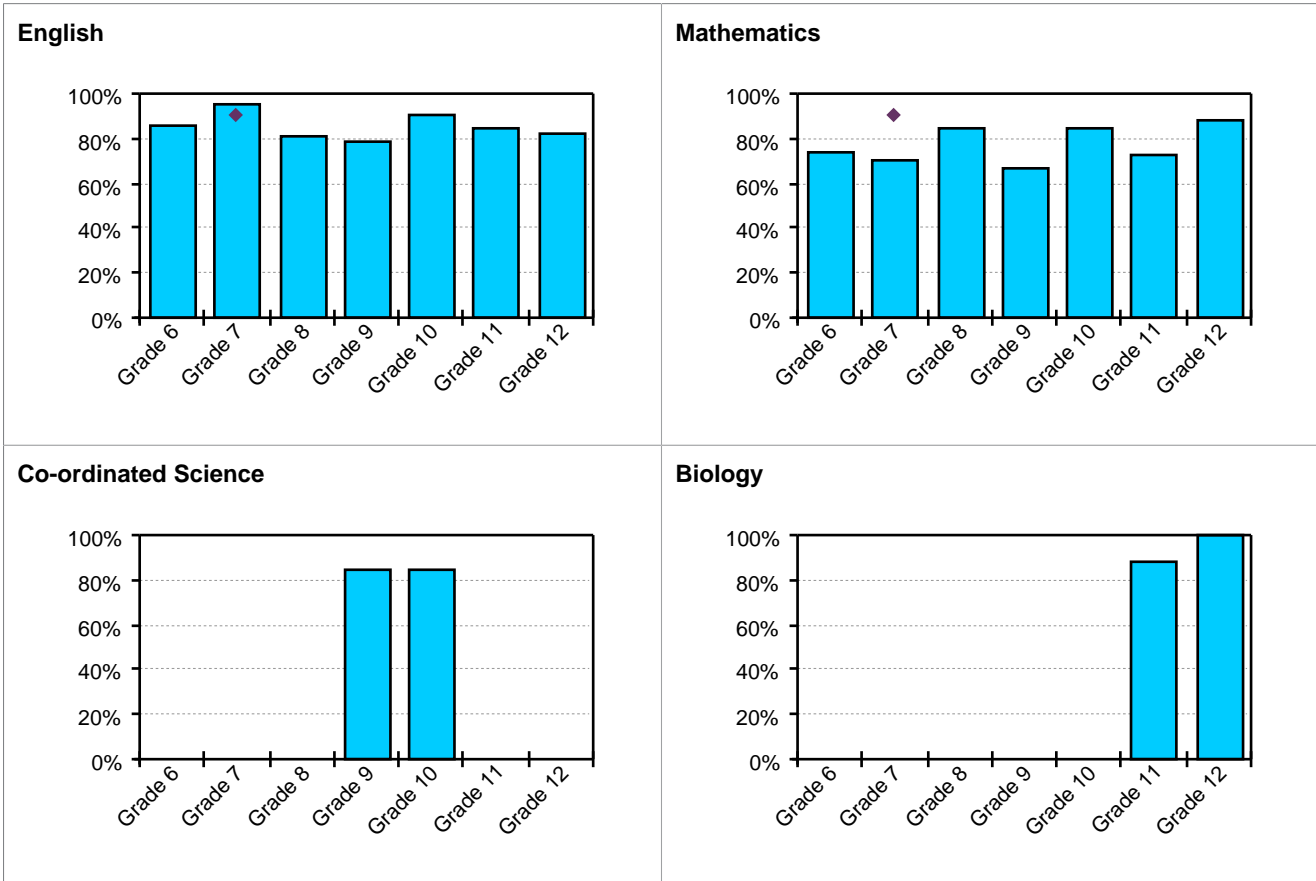
### Analysis of year group scores compared to national average

The graphs in this section of the report show the scores achieved for each of the surveyed criteria, broken down by year group, compared to the national averages. The purple line shows the scores achieved from the average of similar schools, where these averages are available. If the bar is above the line, students in that year group are more satisfied than the national average. If the bar is below the line, students in that year group are less satisfied than the national average. Any unusual results are explained in more detail in the unexpected results section of this report (see page 27).

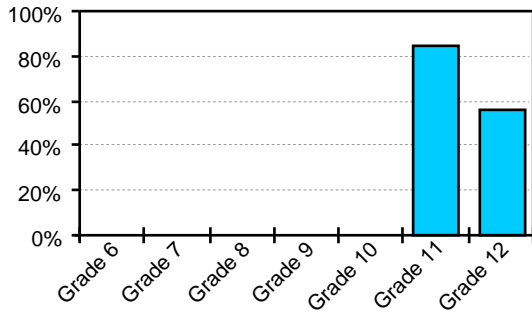
Criteria where evidence was indicative rather than reliable are once again shown in pink.

Year groups where there were fewer than 5 respondents for a criterion are not shown. Note that the year group scores are un-weighted.

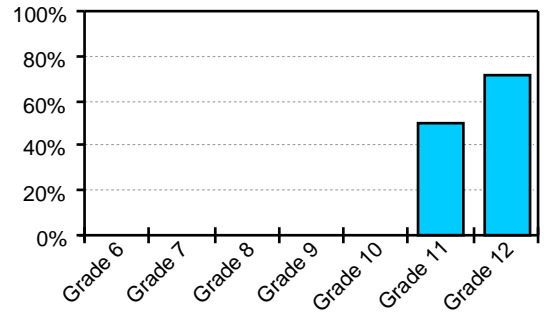
### Year group analysis compared to national averages for academic criteria



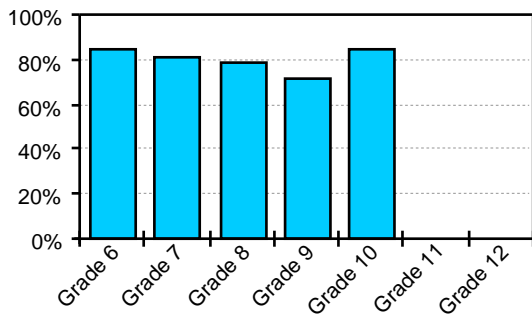
**Chemistry**



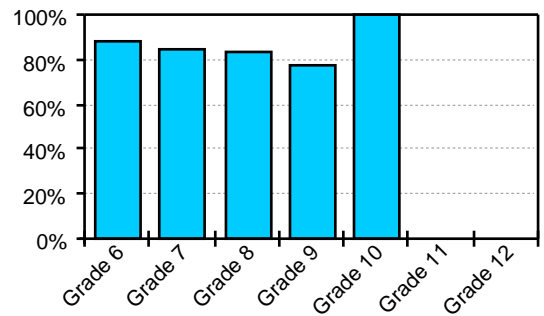
**Physics**



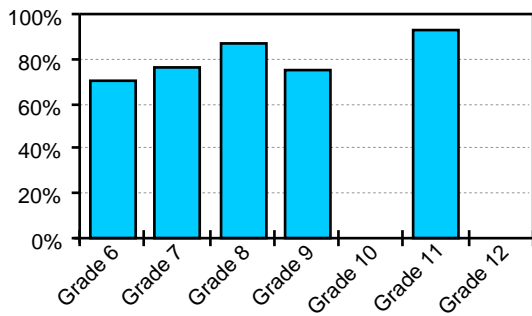
**P. E.**



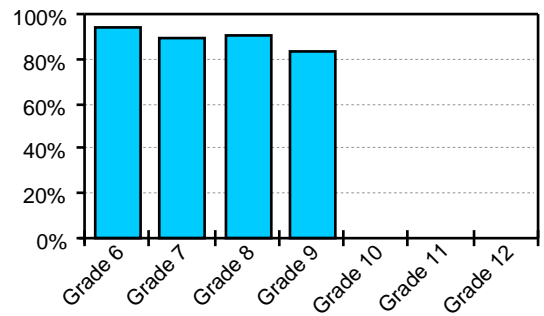
**French**



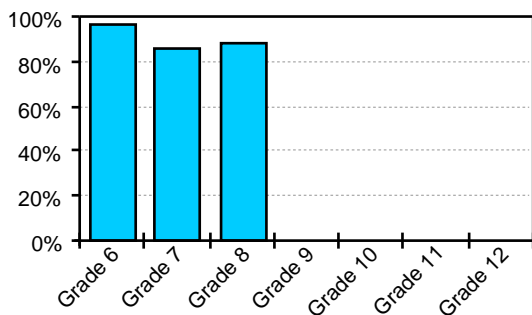
**Spanish**



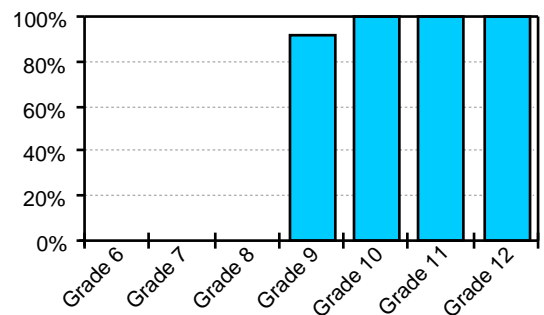
**Drama**



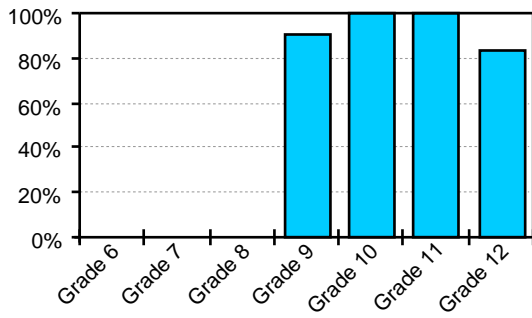
**Music**



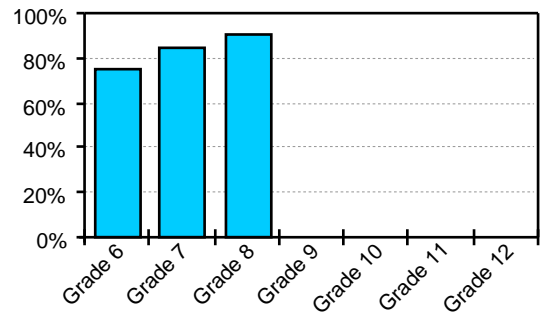
**Geography**



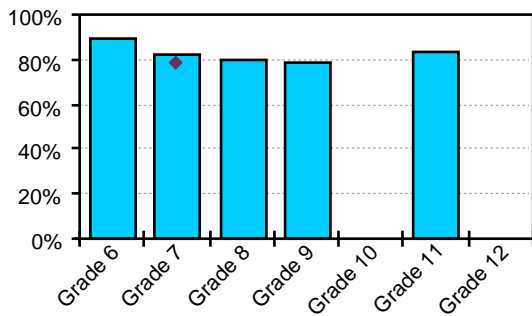
**History**



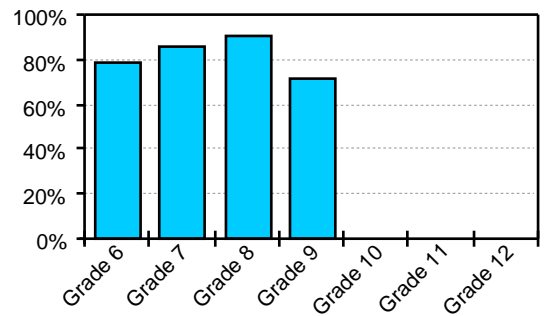
**ICT**



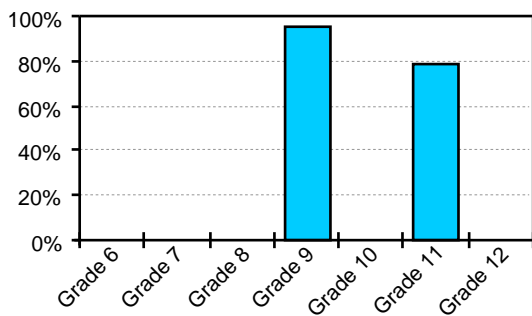
**Art**



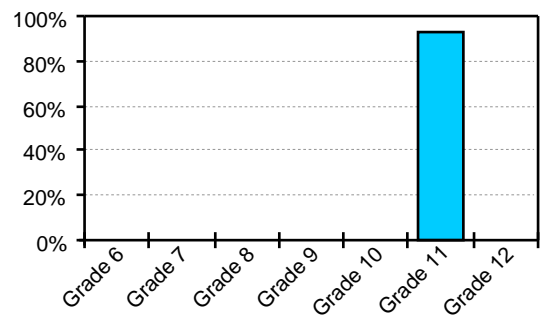
**German**



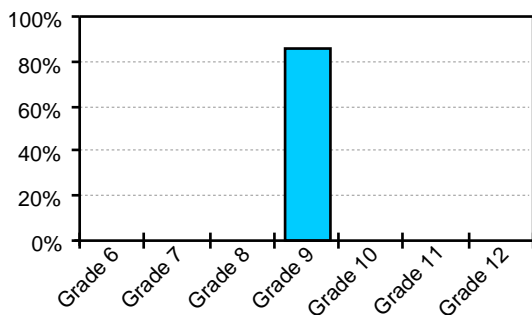
**Business Studies**



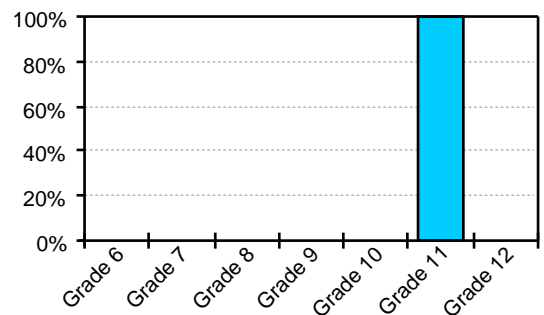
**ESS**



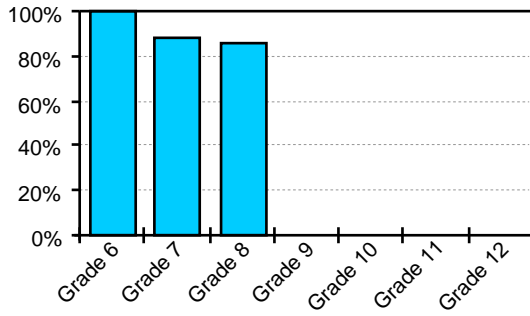
**Environmental Management**



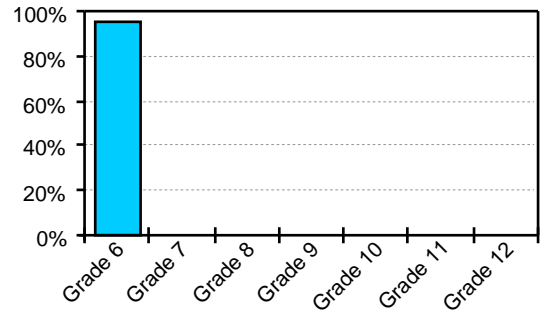
**Theatre Studies**



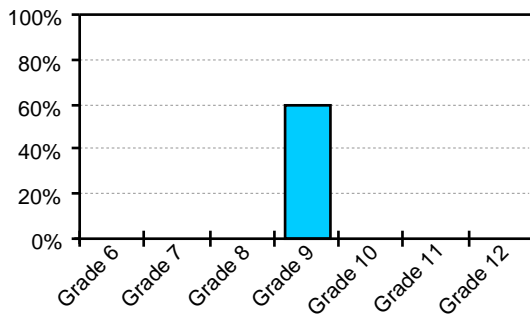
**Chinese**



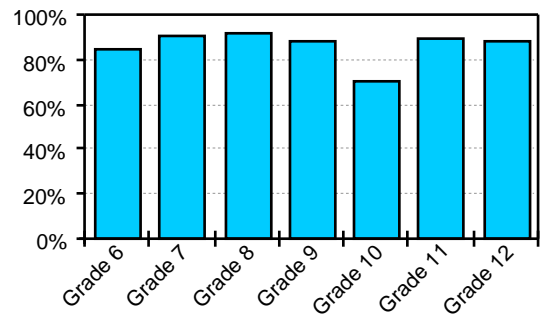
**RISS ROSE**



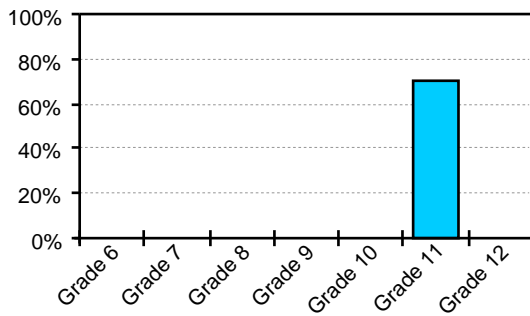
**RISS REACH**



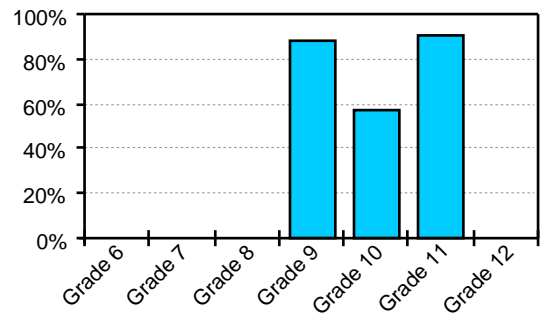
**TUTORING**



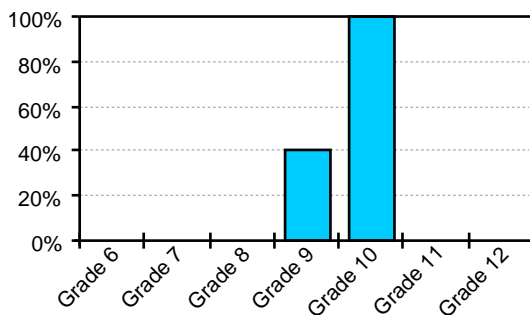
**Language Self-taught**



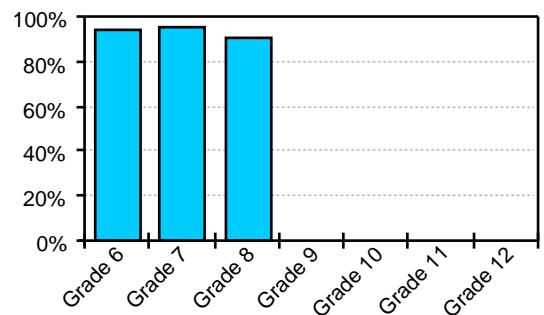
**Economics**

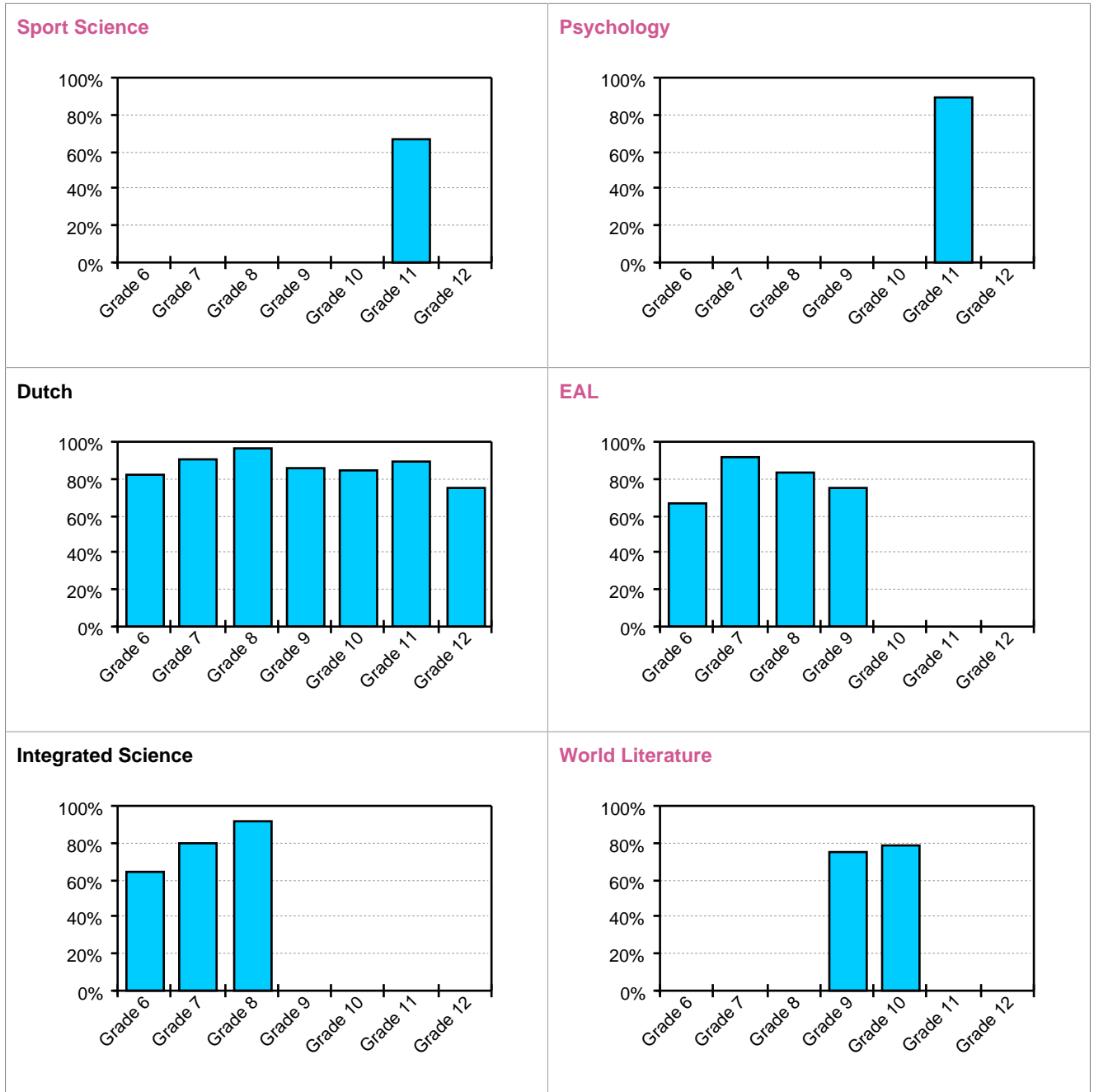


**Enterprise**

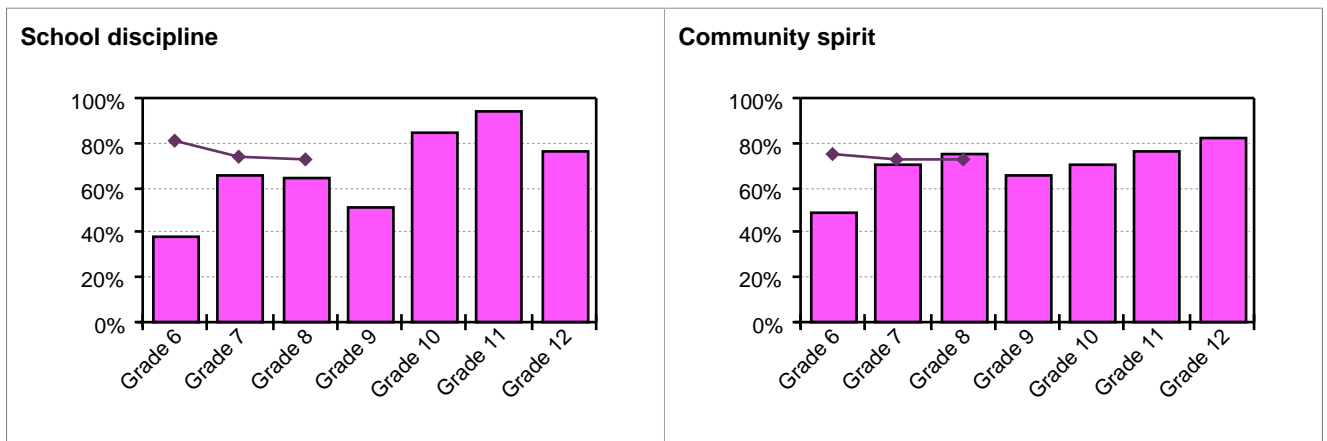


**Humanities**

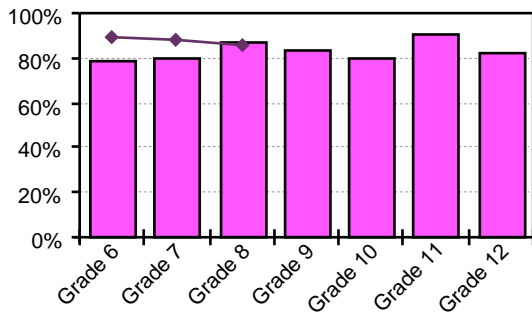




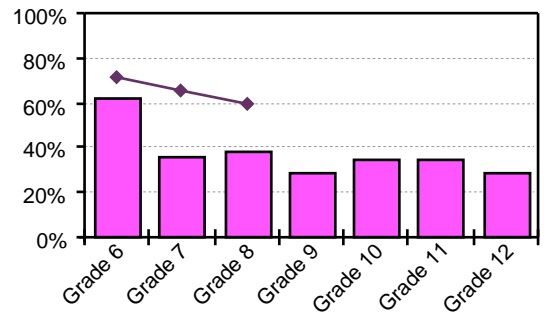
## Year group analysis compared to national averages for non-academic criteria



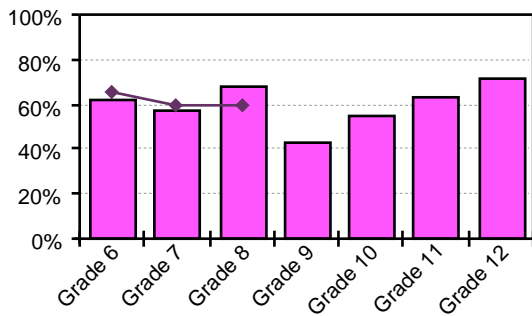
**School security**



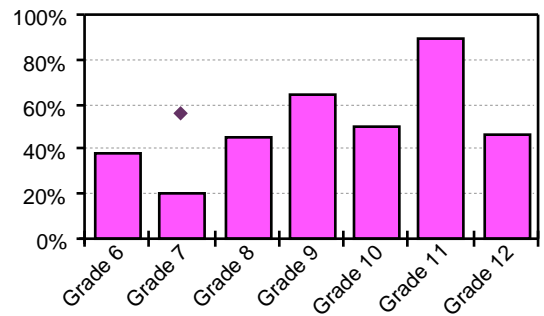
**Social health education**



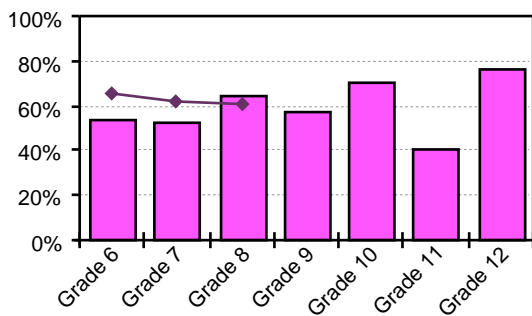
**Control of bullying**



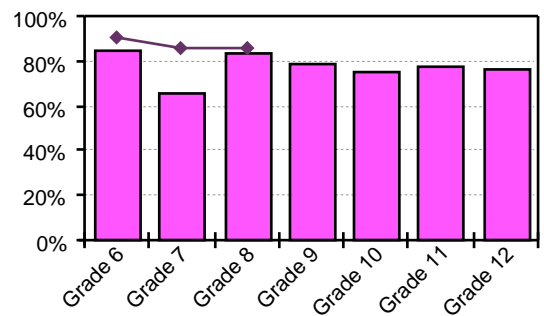
**Careers advice**



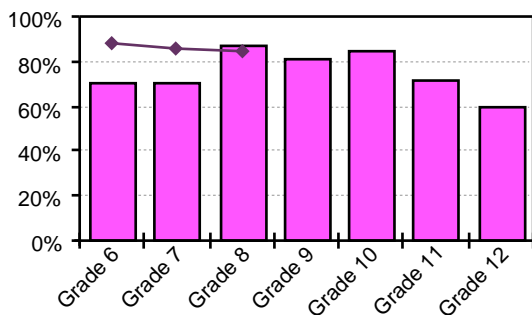
**Levels of homework**



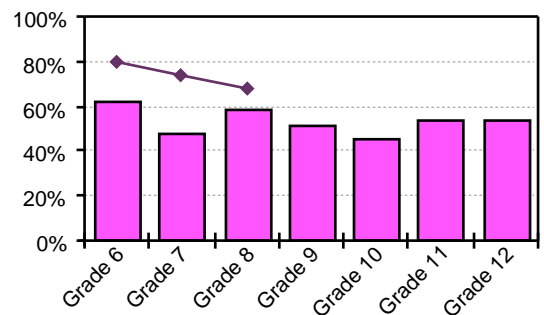
**Developing potential**



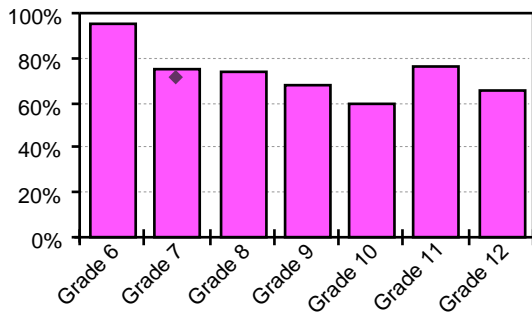
**Exam results**



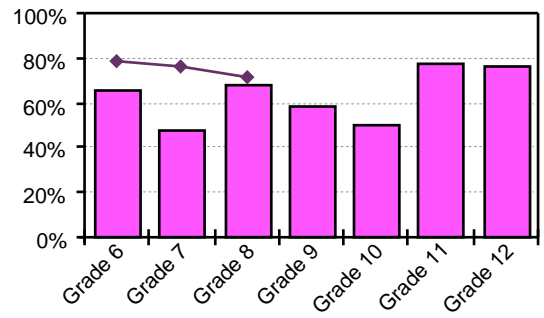
**Developing confidence**



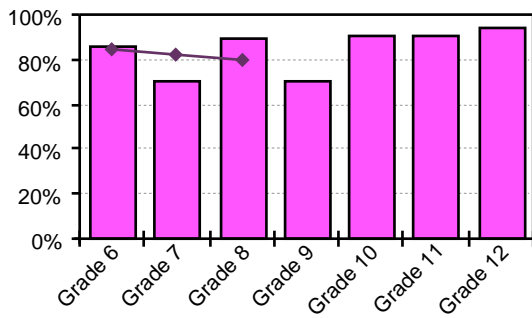
**Availability of resources**



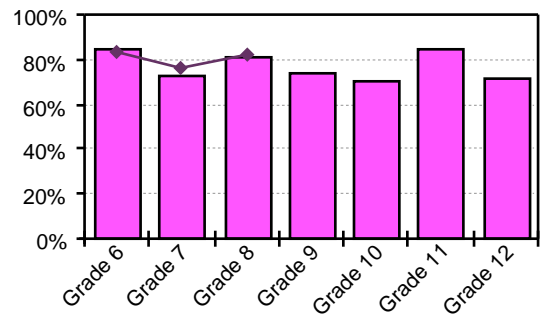
**School facilities**



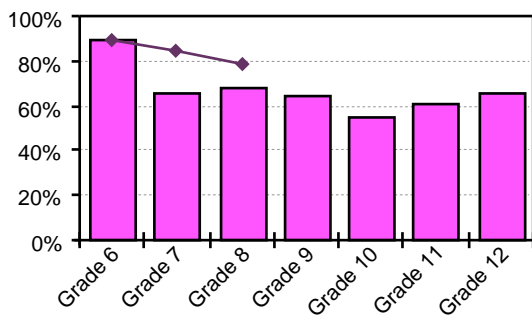
**Caring teachers**



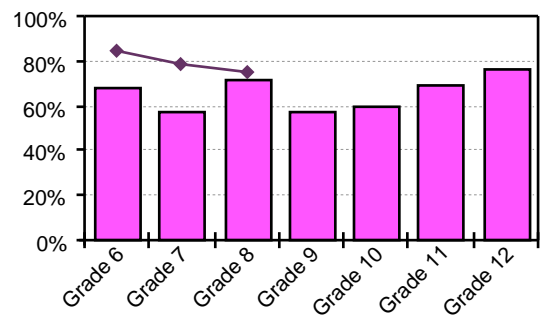
**School communication**



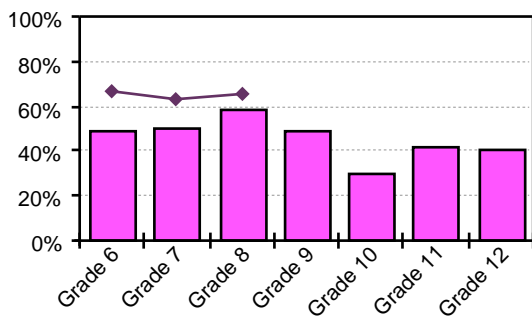
**Developing moral values**



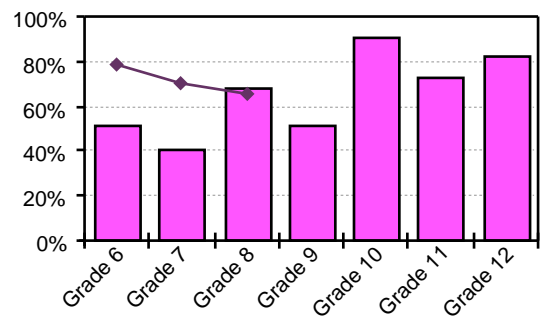
**Happiness of child**



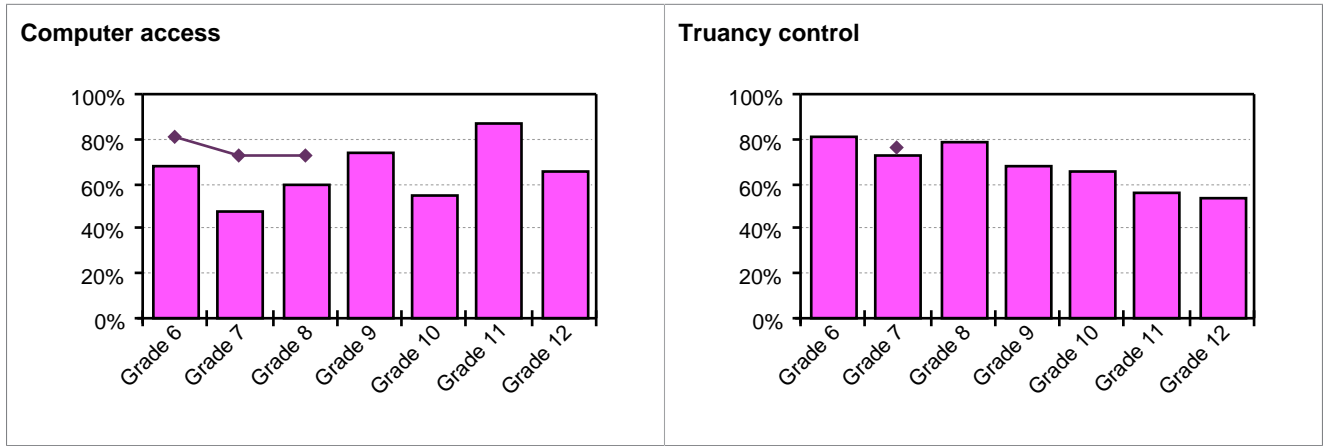
**Choice of subjects**



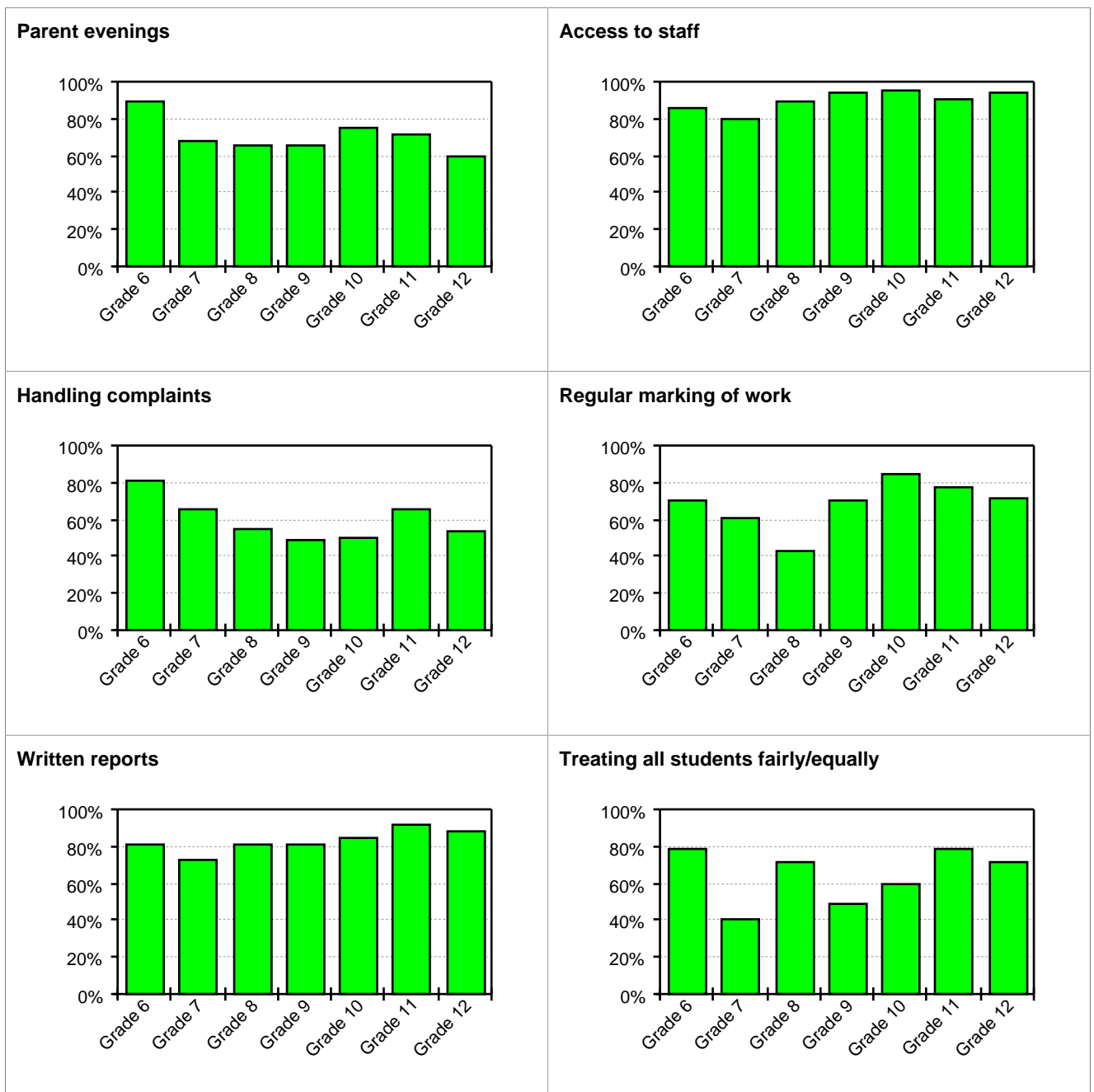
**Teaching quality**



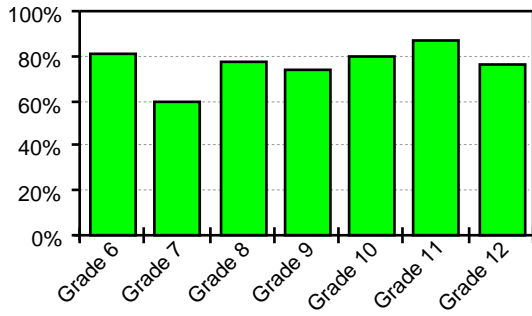




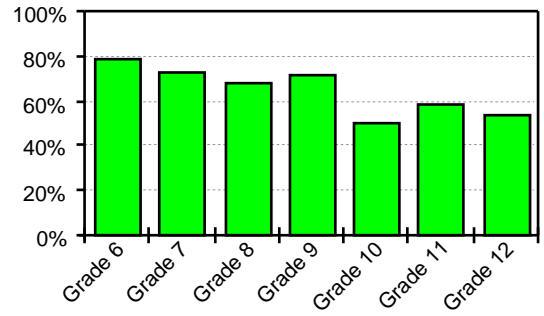
## Year group analysis compared to national averages for your additional surveyed criteria



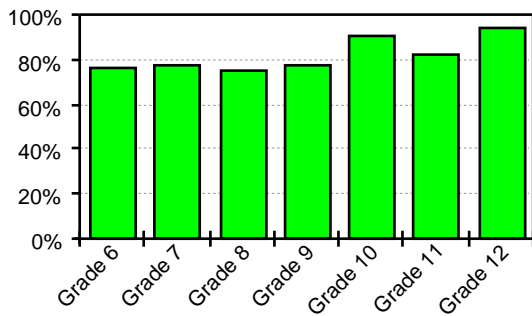
**Encouraging and listening to parents' views**



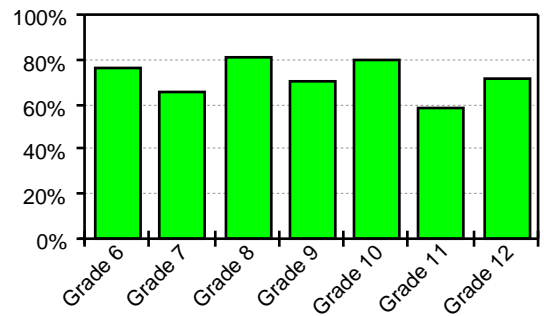
**Explaining to parents how to help their child**



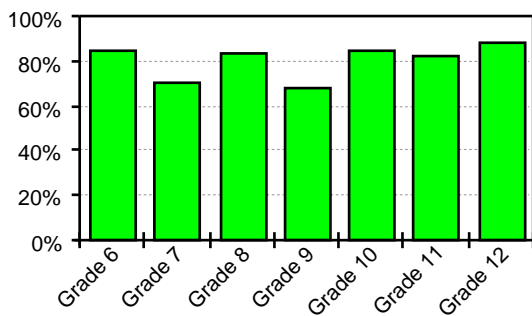
**Celebrating and rewarding achievement**



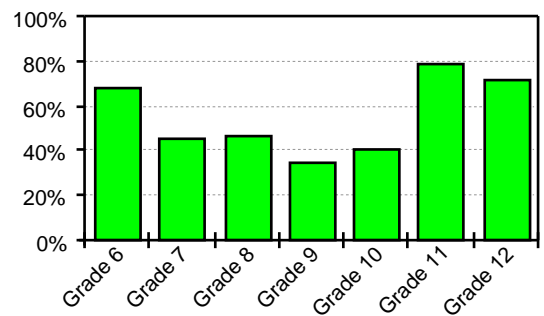
**Tailoring child's work to their needs and ability**



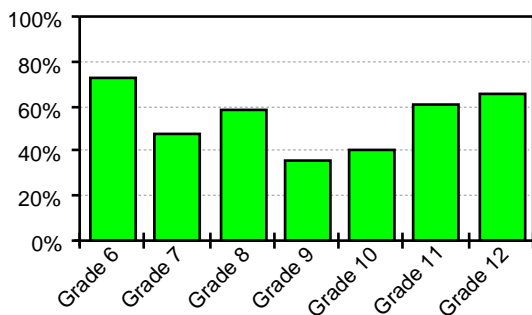
**Ensuring students do their best/make good progress**



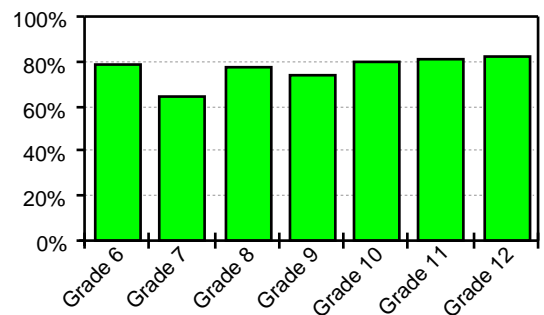
**Encouraging students' activity in the local community**



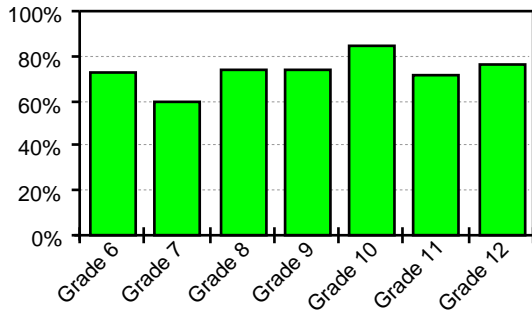
**Encouraging and listening to students' views**



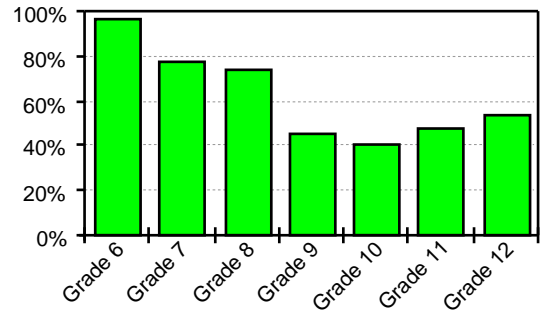
**Looking after students well**



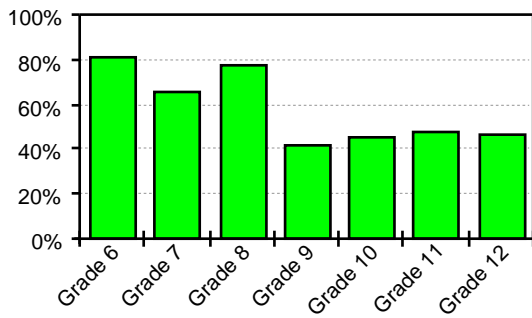
**Student targets**



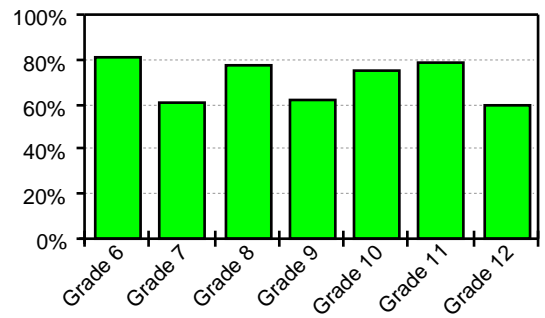
**E-safety**



**Out of school activities and clubs**



**Students' attitudes to learning.**



# Time series analysis

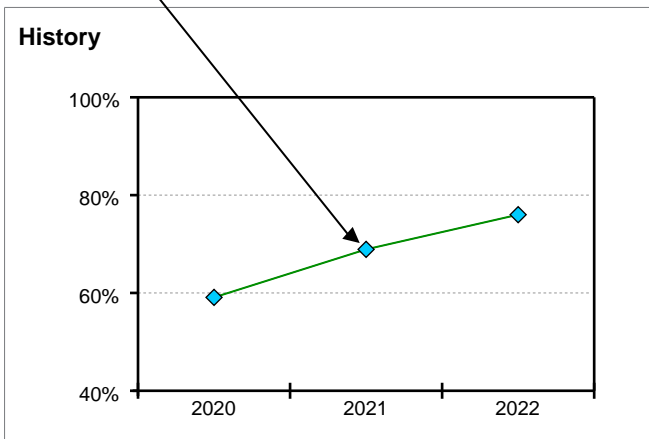
## Graphs showing trends for surveyed criteria over time

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

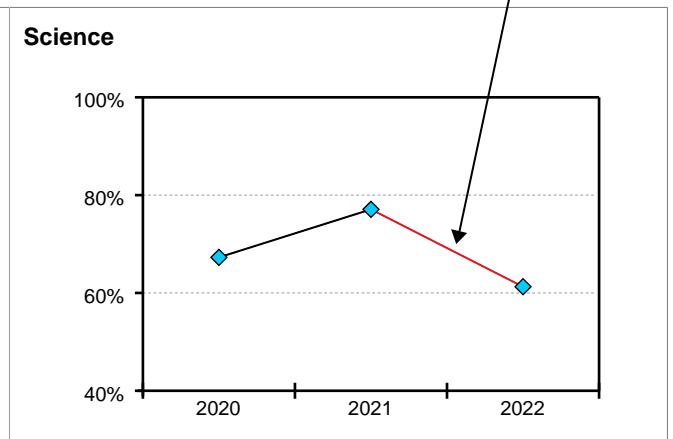
Note that these results are un-weighted and year names refer to the end of the academic year. Statistically significant increases in scores over time are shown in green. Statistically significant decreases in scores over time are shown in red.

## Example time series graphs

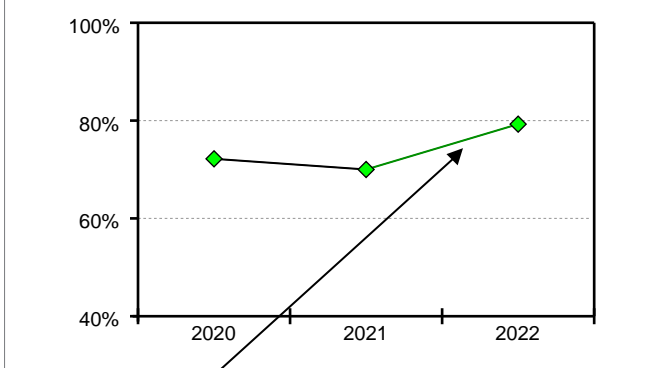
The score for History has significantly increased over the last three surveys.



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

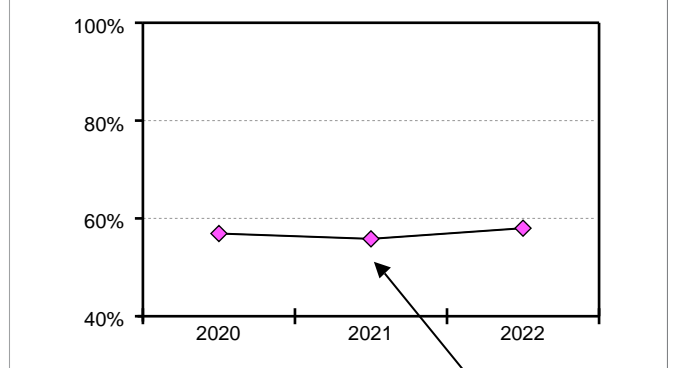


Extra curricular activities



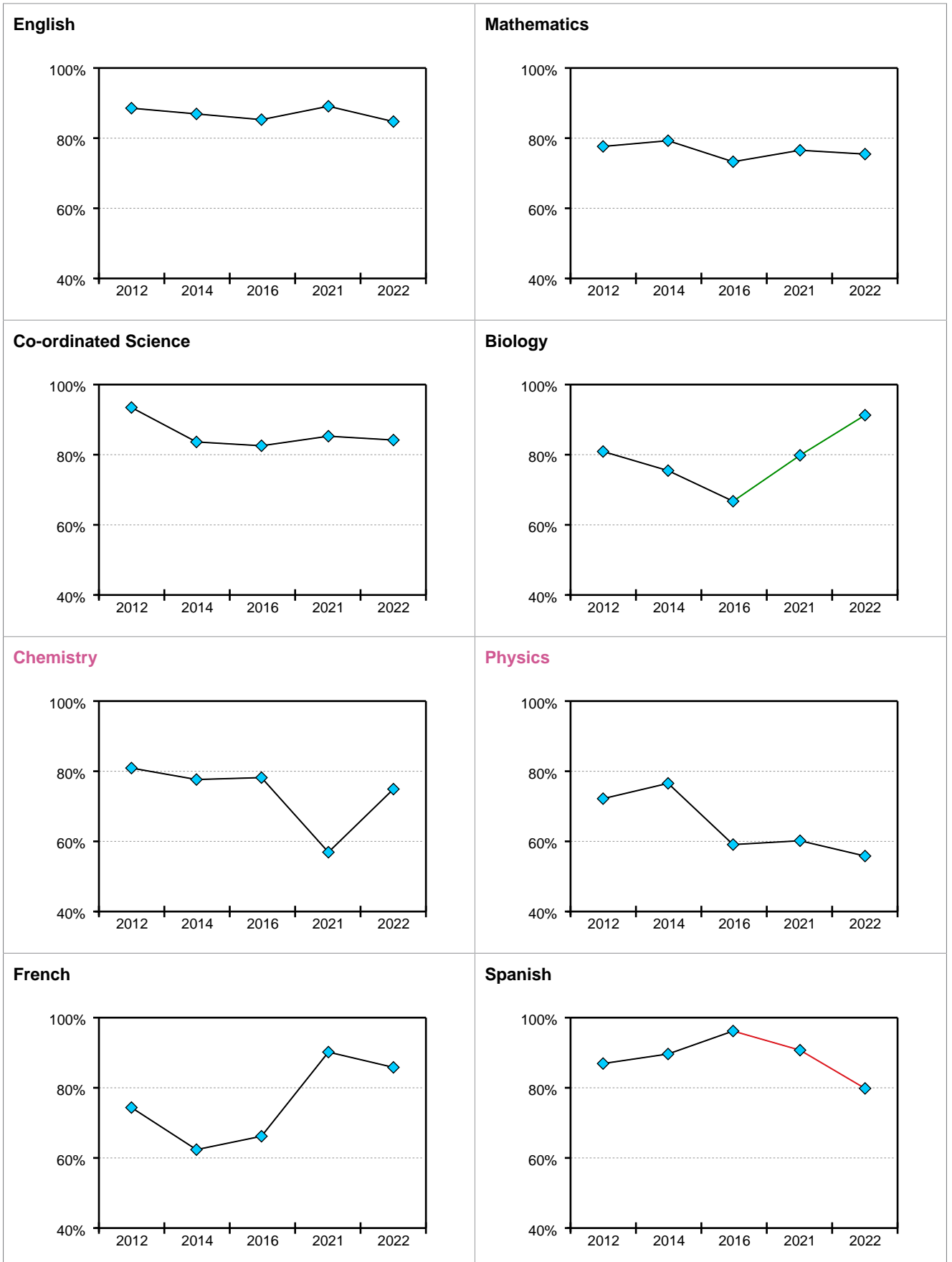
The score for Extra curricular activities has significantly increased since the last survey.

Careers advice

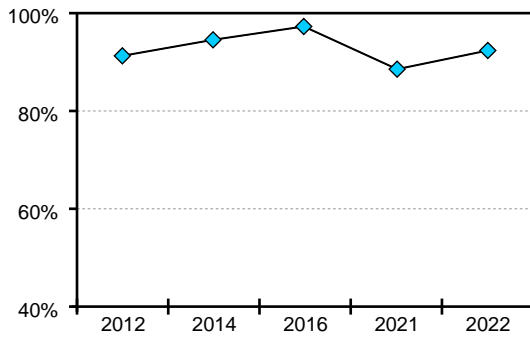


There has been no statistical difference in scores for Careers advice over the last three surveys.

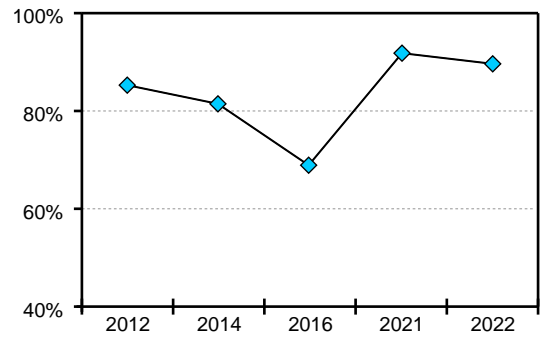
## Score trends over time for academic criteria



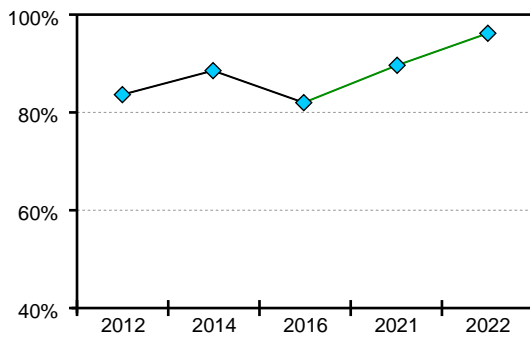
**Drama**



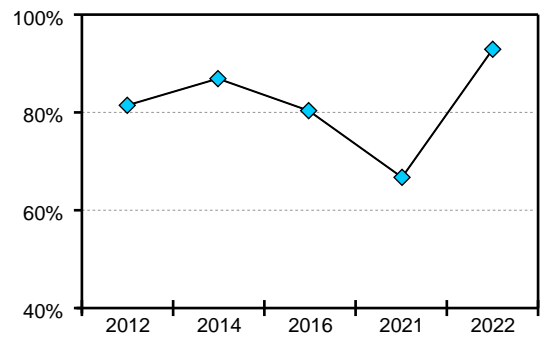
**Music**



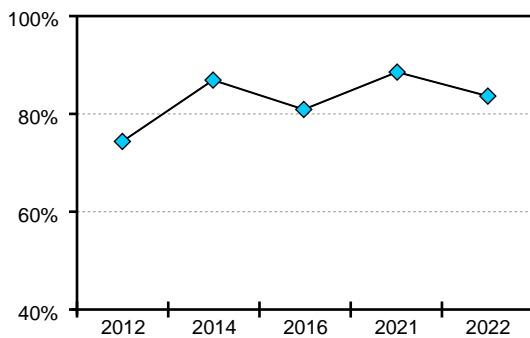
**Geography**



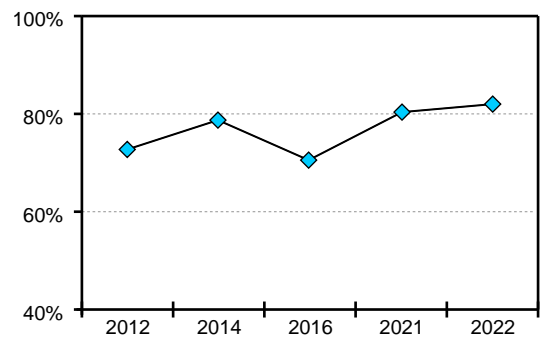
**History**



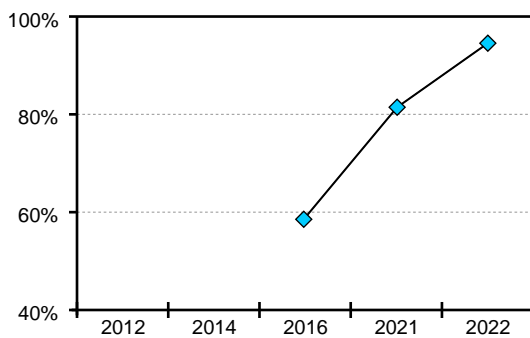
**ICT**



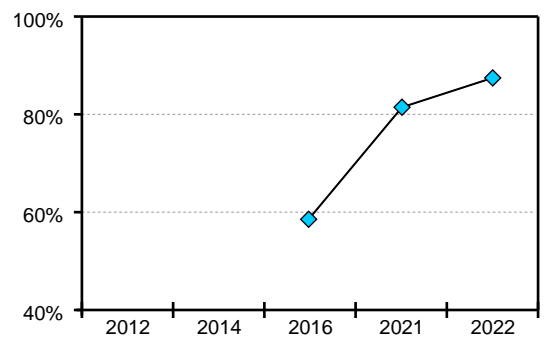
**Art**



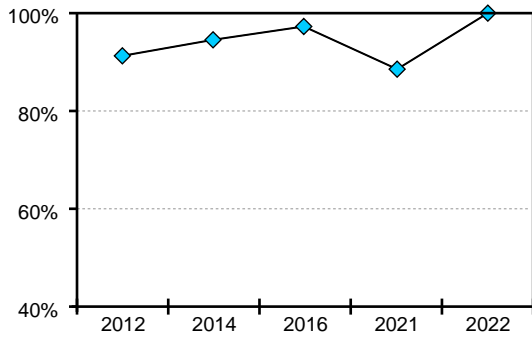
**ESS**



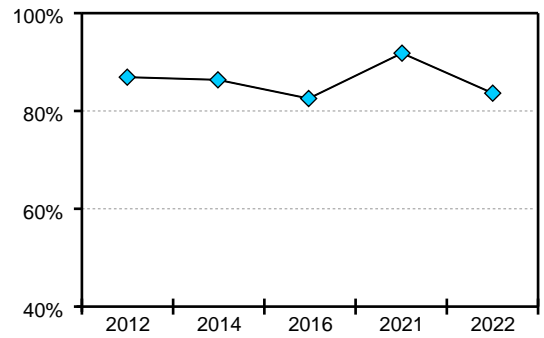
**Environmental Management**



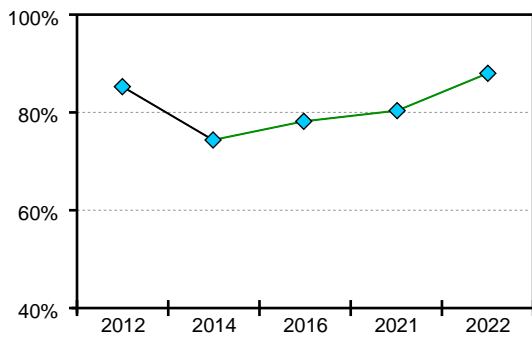
**Theatre Studies**



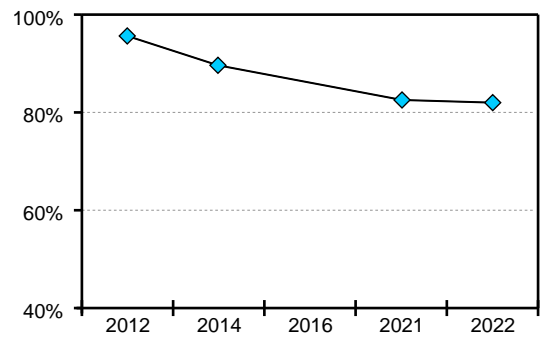
**Economics**



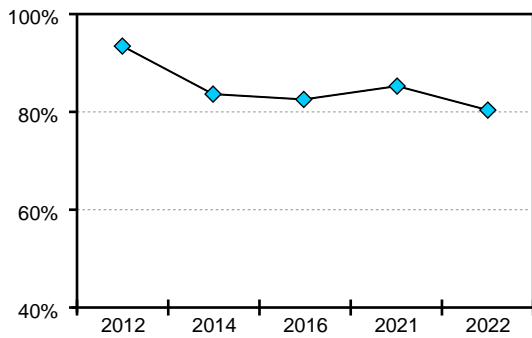
**Dutch**



**EAL**

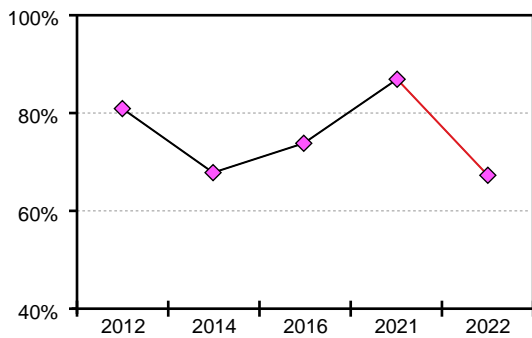


**Integrated Science**

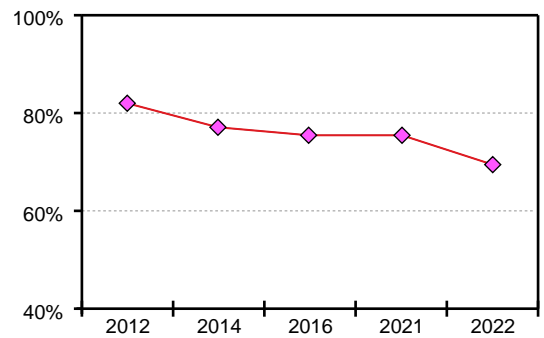


**Score trends over time for non-academic criteria**

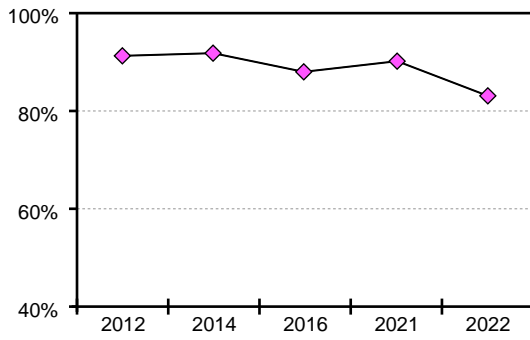
**School discipline**



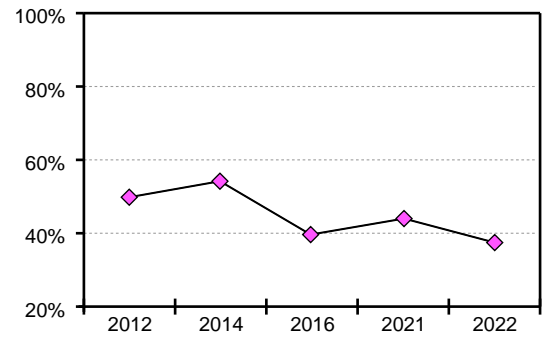
**Community spirit**



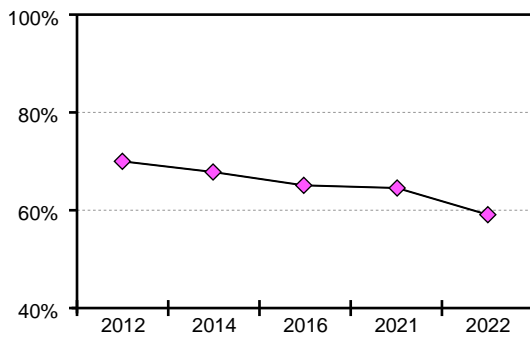
**School security**



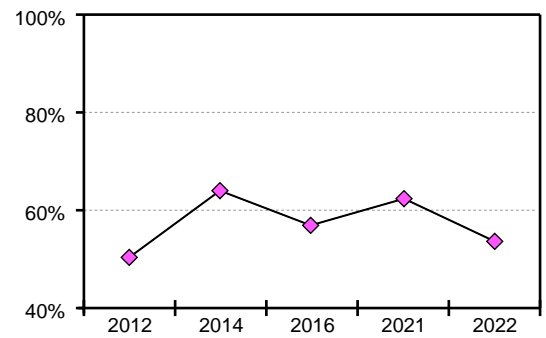
**Social health education**



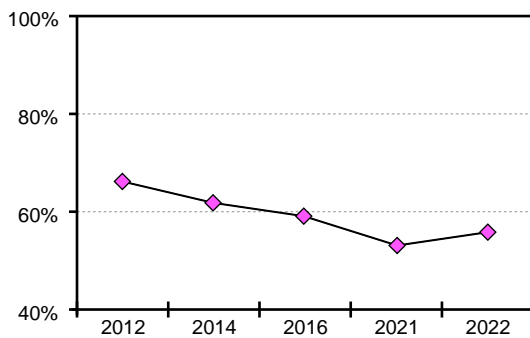
**Control of bullying**



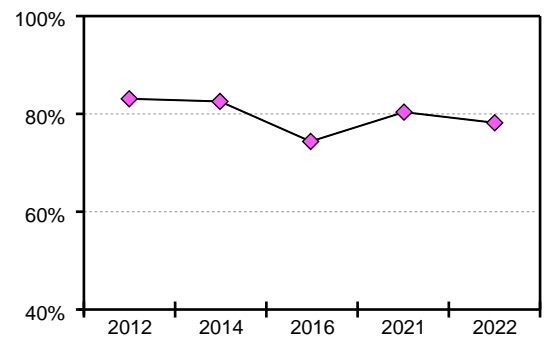
**Careers advice**



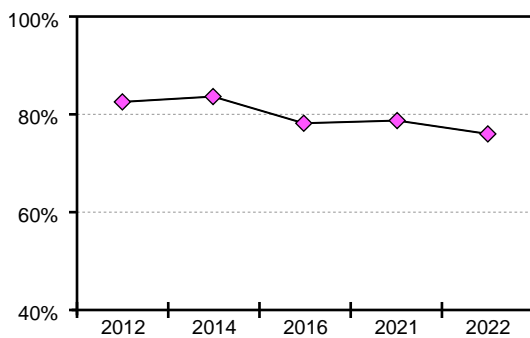
**Levels of homework**



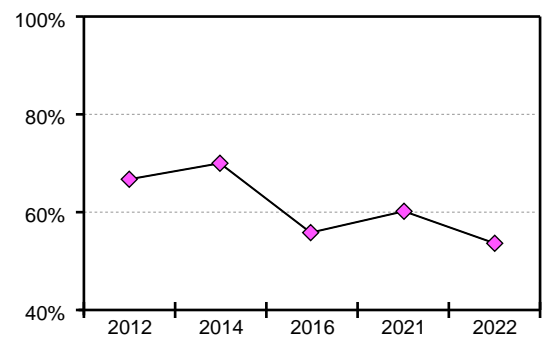
**Developing potential**



**Exam results**



**Developing confidence**

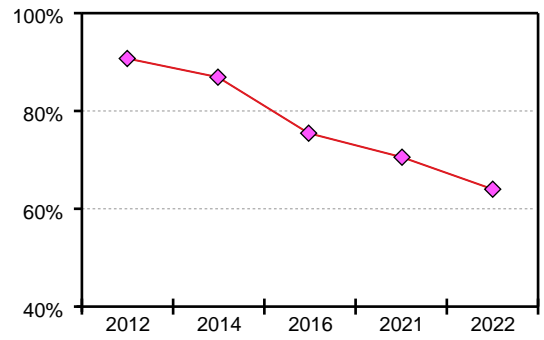




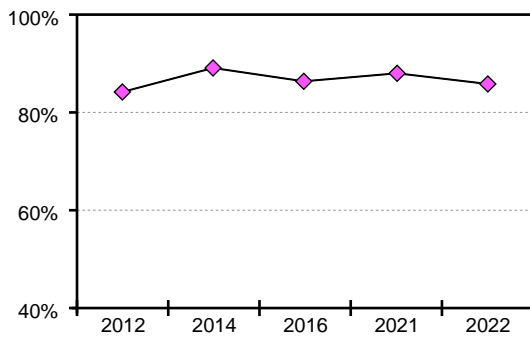
**Availability of resources**



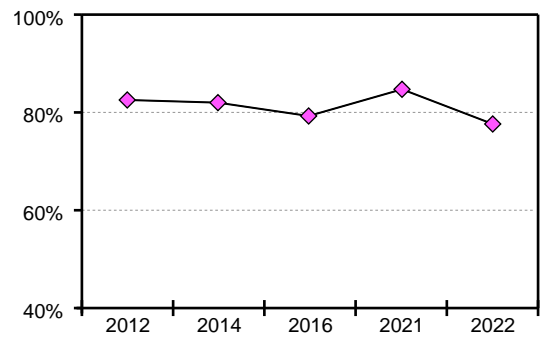
**School facilities**



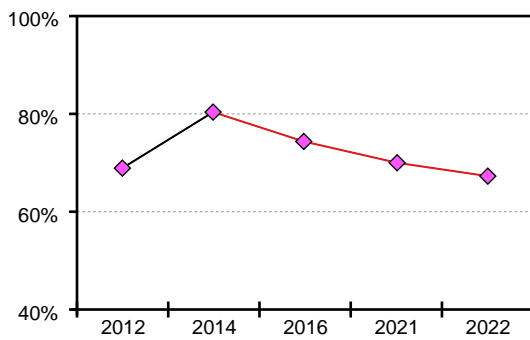
**Caring teachers**



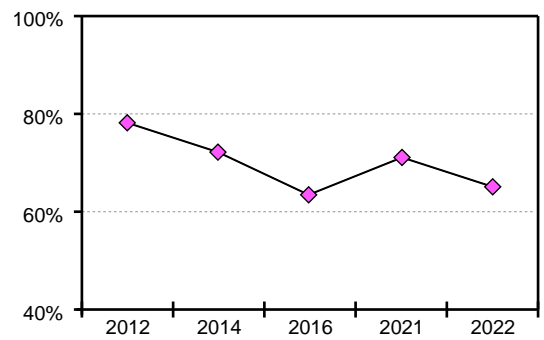
**School communication**



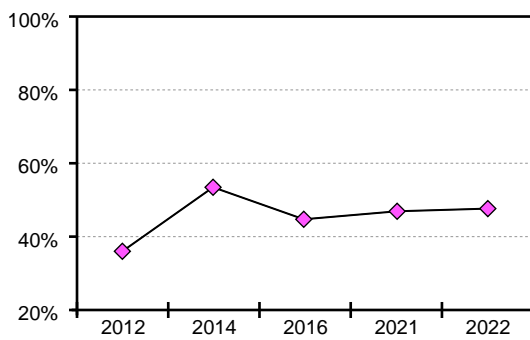
**Developing moral values**



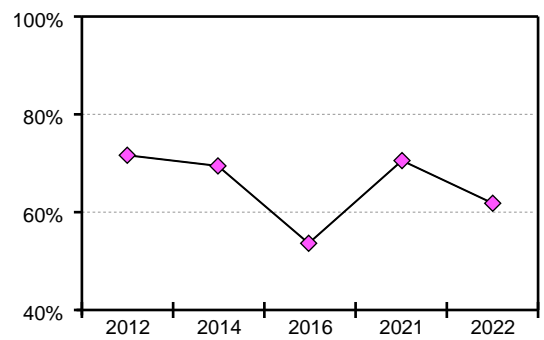
**Happiness of child**

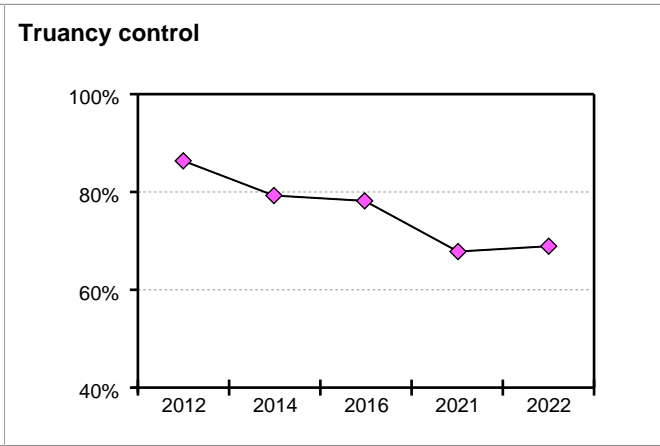
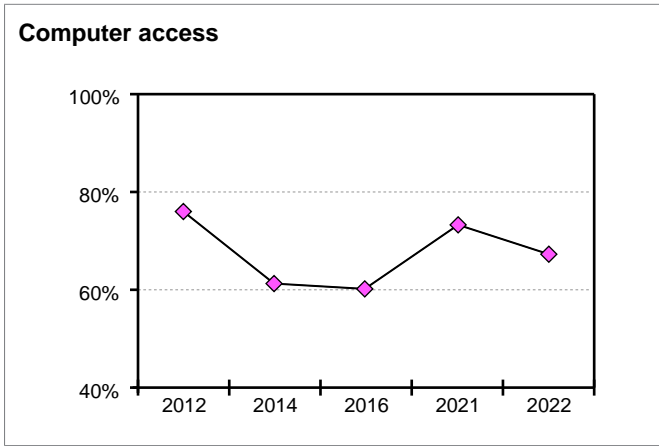


**Choice of subjects**

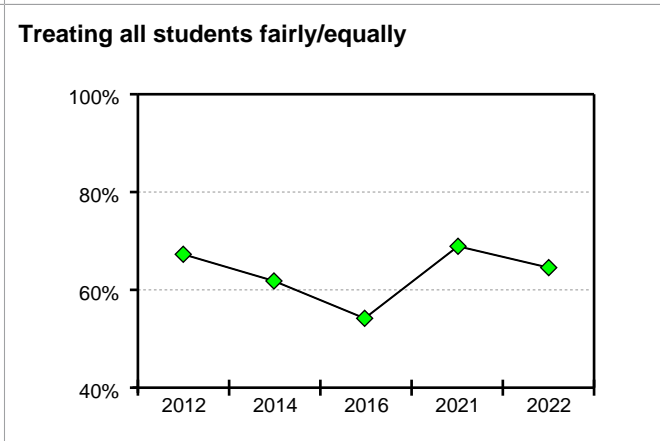
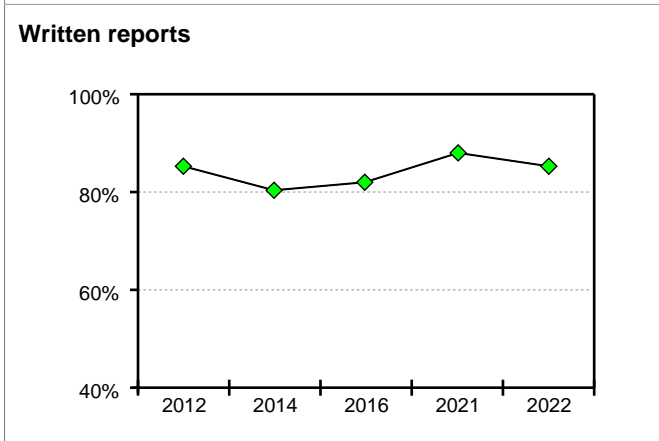
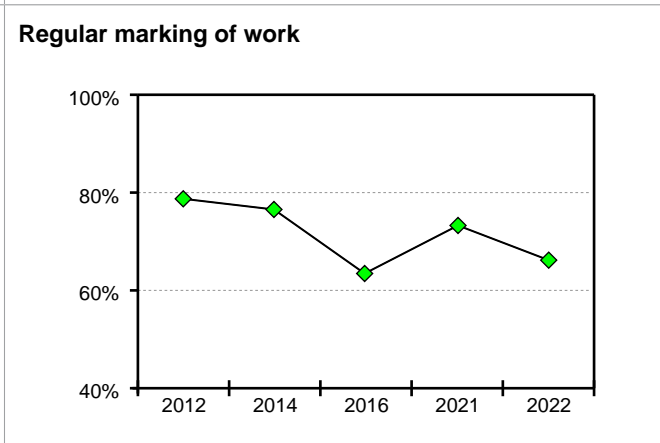
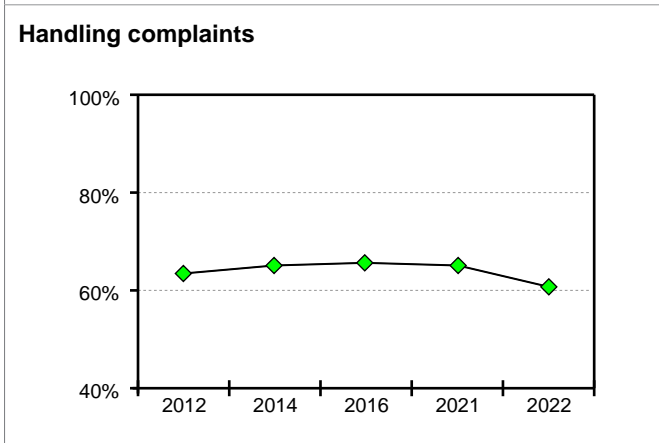
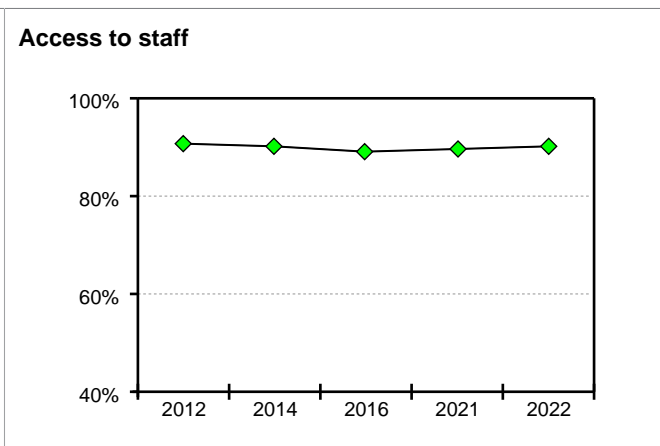
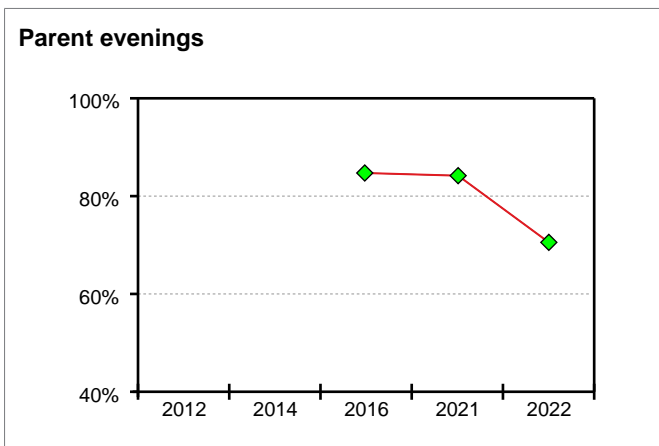


**Teaching quality**

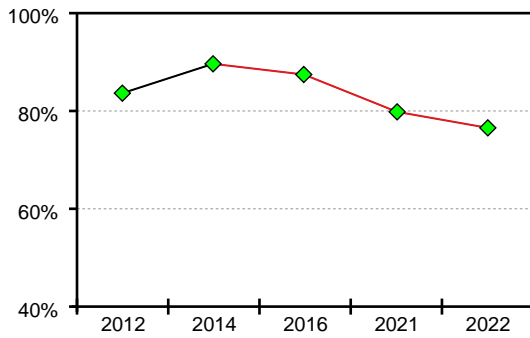




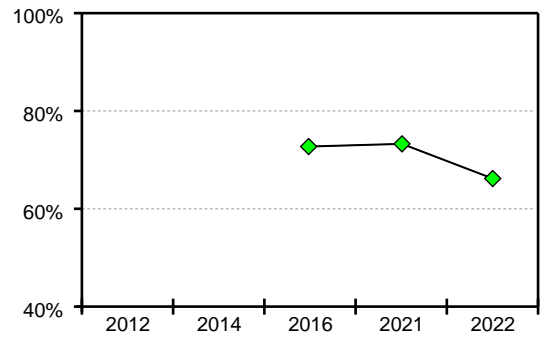
## Score trends over time for additional criteria



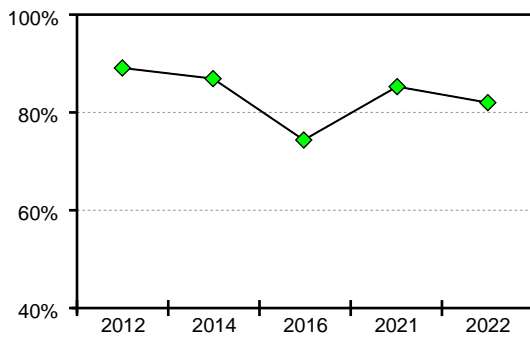
**Encouraging and listening to parents' views**



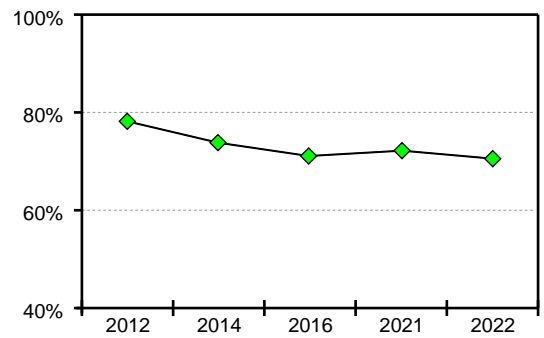
**Explaining to parents how to help their child**



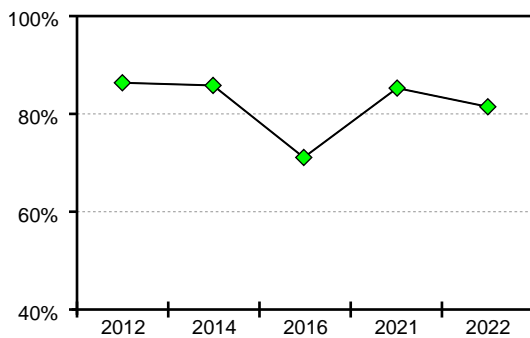
**Celebrating and rewarding achievement**



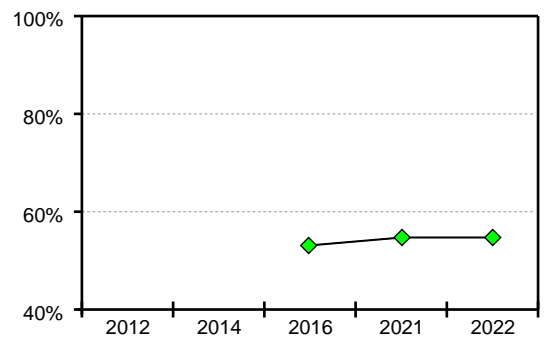
**Tailoring child's work to their needs and ability**



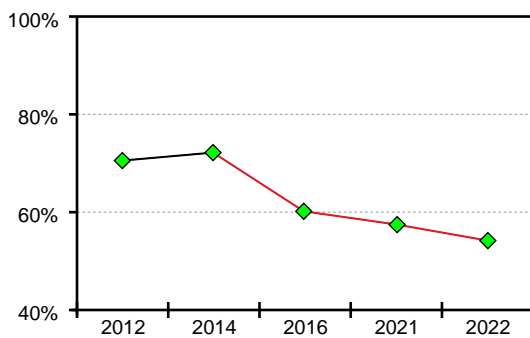
**Ensuring students do their best/make good progress**



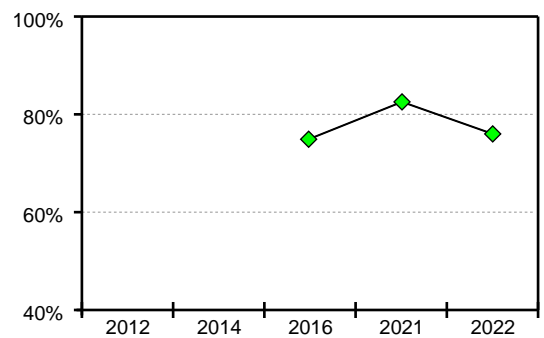
**Encouraging students' activity in the local community**



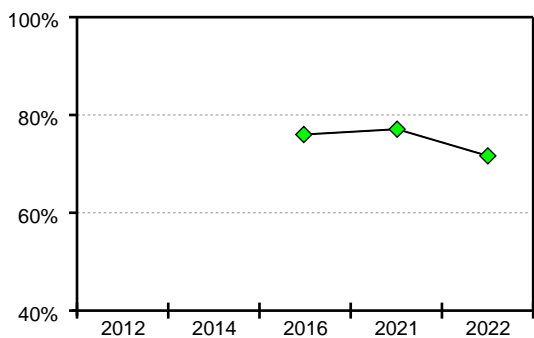
**Encouraging and listening to students' views**



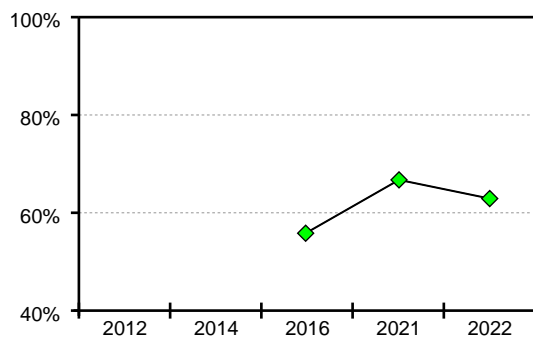
**Looking after students well**



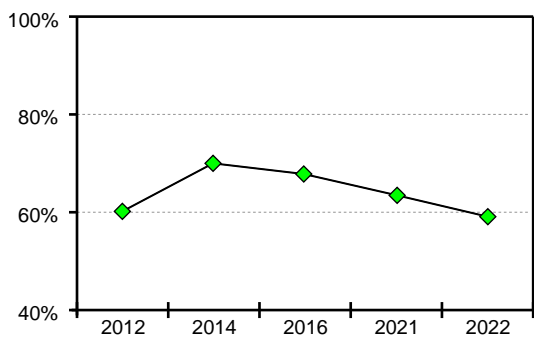
### Student targets



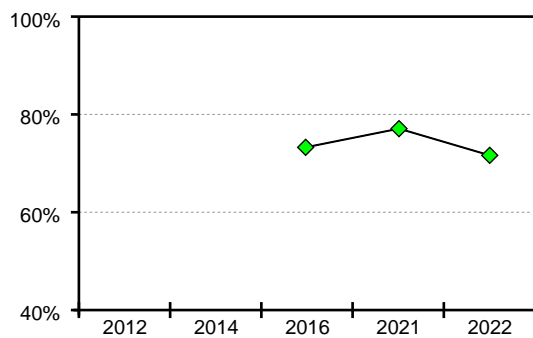
### E-safety



### Out of school activities and clubs



### Students' attitudes to learning.

























## Appendix

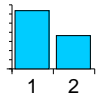

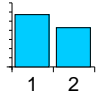
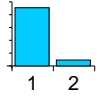


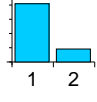
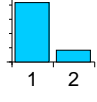
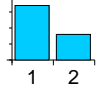
Supplementary data and score breakdowns.

### 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	82.8%	17.2%		259
Mathematics	77.0%	23.0%		260
Co-ordinated Science	81.1%	18.9%		56
Biology	83.8%	16.2%		30
Chemistry	67.0%	33.0%		24
Physics	68.6%	31.4%		20
P. E.	78.8%	21.2%		177
French	81.6%	18.4%		74
Spanish	76.7%	23.3%		117
Drama	91.6%	8.4%		126

Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Music	88.4%	11.6%		116
Geography	89.7%	10.3%		36
History	91.6%	8.4%		24
ICT	86.3%	13.7%		119
Art	83.6%	16.4%		135
German	81.4%	18.6%		49
Business Studies	79.7%	20.3%		47
ESS	94.4%	5.6%		18
Chinese	92.6%	7.4%		27
RISS ROSE	94.5%	5.5%		34
RISS REACH	59.3%	40.7%		46
TUTORING	84.4%	15.6%		224


Academic criteria	Making good progress (1)	Not making progress (2)	Graph	Sample size
Language Self- taught	63.6%	36.4%		11
Economics	84.9%	15.1%		41
Enterprise	57.1%	42.9%		21
Humanities	90.8%	9.2%		120
Psychology	91.7%	8.3%		12
Dutch	86.8%	13.2%		223
EAL	81.8%	18.2%		33
Integrated Science	83.5%	16.5%		121
World Literature	68.0%	32.0%		56

## 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	70.3%	29.7%		263
Community spirit	71.5%	28.5%		263
School security	84.7%	15.3%		263
Social health education	37.5%	62.5%		263
Control of bullying	60.5%	39.5%		263
Careers advice	58.1%	41.9%		263
Levels of homework	53.5%	46.5%		263
Developing potential	74.9%	25.1%		263
Exam results	76.4%	23.6%		263
Developing confidence	53.8%	46.2%		263
Availability of resources	73.9%	26.1%		263










Non-academic criteria	True (T)	False (F)	Graph	Sample size
School facilities	65.1%	34.9%		263
Caring teachers	84.5%	15.5%		263
School communication	79.9%	20.1%		263
Developing moral values	65.7%	34.3%		263
Happiness of child	66.9%	33.1%		263
Choice of subjects	46.9%	53.1%		263
Teaching quality	61.3%	38.7%		263
Computer access	69.4%	30.6%		263
Truancy control	68.1%	31.9%		263

## Additional criteria analysis

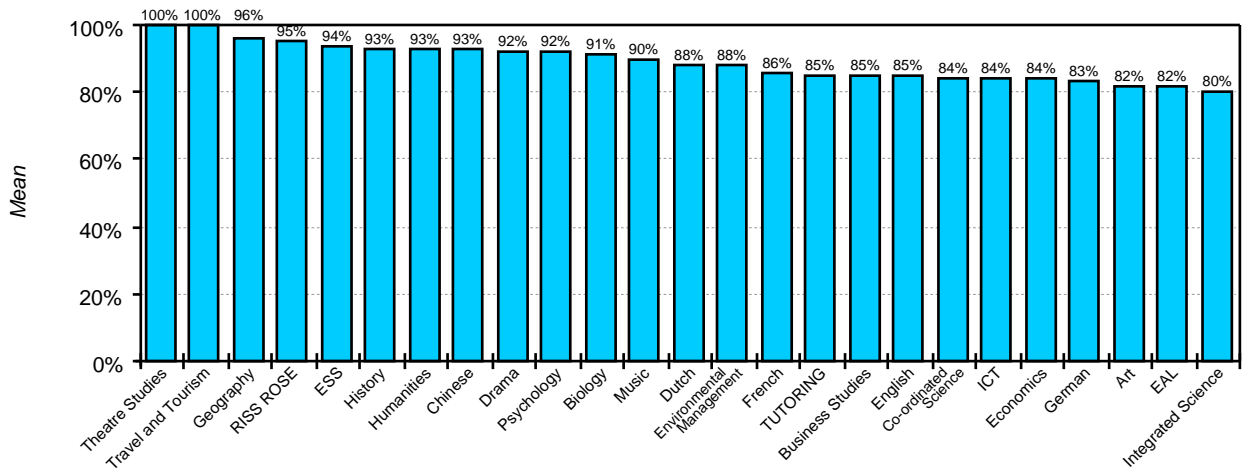
How students scored the delivery and management of your additional non-academic criteria.

Additional criteria	True (T)	False (F)	Graph	Sample size
Parent evenings	71.0%	29.0%		263
Access to staff	87.9%	12.1%		263
Handling complaints	60.6%	39.4%		263
Regular marking of work	66.4%	33.6%		263
Written reports	82.3%	17.7%		263
Treating all students fairly/equally	67.1%	32.9%		263
Encouraging and listening to parents' views	79.0%	21.0%		263
Explaining to parents how to help their child	66.0%	34.0%		263
Celebrating and rewarding achievement	80.0%	20.0%		263
Tailoring child's work to their needs and ability	68.9%	31.1%		263
Ensuring students do their best/make good progress	79.6%	20.4%		263

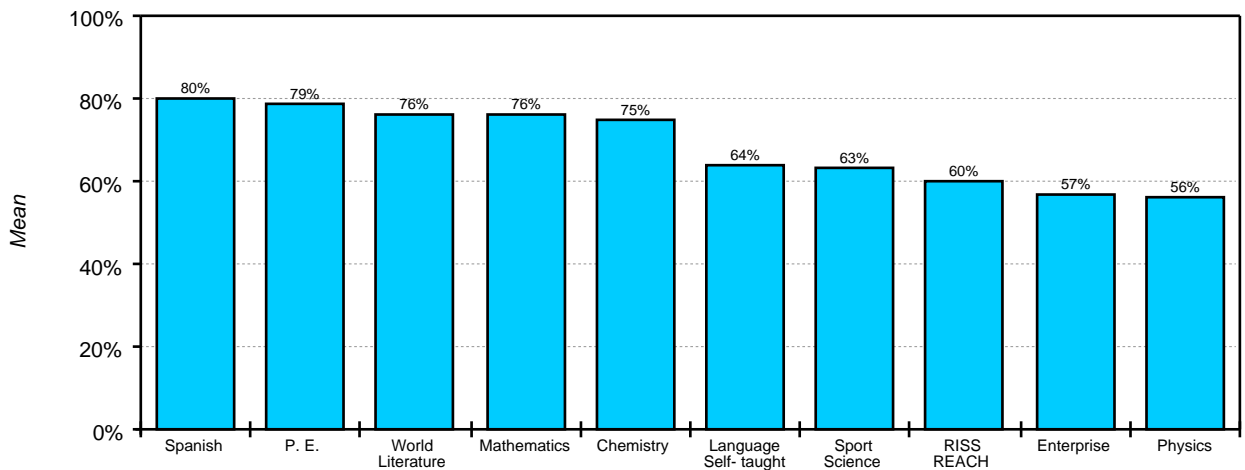
Additional criteria	True (T)	False (F)	Graph	Sample size
Encouraging students' activity in the local community	58.2%	41.8%		263
Encouraging and listening to students' views	56.5%	43.5%		263
Looking after students well	77.7%	22.3%		263
Student targets	70.9%	29.1%		263
E-safety	61.6%	38.4%		263
Out of school activities and clubs	57.8%	42.2%		263
Students' attitudes to learning.	73.7%	26.3%		263

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

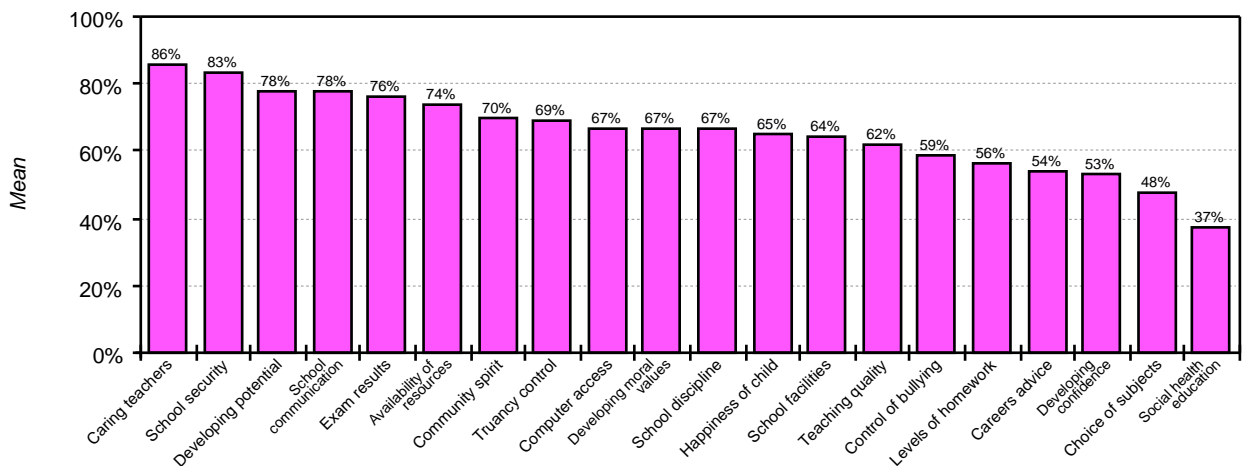
### Academic subjects (1 of 2)



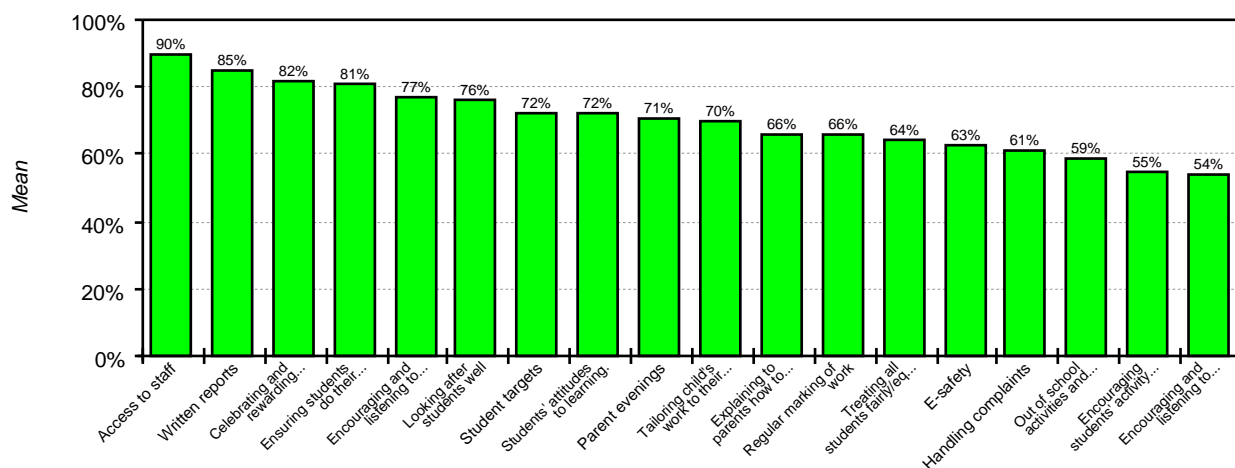
### Academic subjects (2 of 2)



### Non-academic areas



**Additional questions**



### **A word on Quality Assurance**

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

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