



## Sample School



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# Introduction

This document is a report on the perceived effectiveness of Sample School as indicated by parents/carers in their responses to the *Evaluate* online questionnaire. *Evaluate* asks whether parents/carers agree with a series of statements about how Sample School is run. Careful interpretation of the different levels of data included in this report will enable senior managers to understand the current effectiveness of Sample School.

The report is divided into the following sections:

- **Introduction** – This explains how *Evaluate* gathers parents/carers' opinions.
- **Summary** – This summarises the key points arising from analysis of the data.
- **Report** – This presents in graphic form a full analysis of the data collected. The original data from which the report was created has also been provided on the *Evaluate* CD-ROM, as CSV files, for use in a spreadsheet. You may wish to use this data to focus on a particular area in greater depth.

Throughout the report, many items are presented in colour. Various items (such as bulleted results, graphs, etc) are colour-coded so that green indicates positive responses, yellow shows a neutral position and red implies negative responses. Should you wish to copy or print the report, you will need to do so on a colour printer to appreciate it fully.

## The evaluation process

These notes explain how *Evaluate* collects and organises data about school effectiveness. It is strongly advised that you read this before analysing the report.

### Characteristics

The questionnaire enables parents/carers to rate Sample School's current performance against key characteristics. These characteristics have been identified by international research into school effectiveness as relating strongly to successful performance. Research has found that effective schools/colleges perform well in the following 11 areas:

- Leadership
- Vision and goals
- Learning and teaching
- Resources and the learning environment
- Behaviour and discipline
- Student performance management



- Staff performance management
- Student care and involvement
- Parental involvement and responsibility
- Staff training and development
- Extra-curricular activities.

### Responses

Respondents indicate the extent to which they agree with two statements about each characteristic. They choose one of:

- Disagree strongly
- Disagree
- Agree
- Agree strongly.

This is the 'level of agreement'.

The statements to which parents/carers respond are all positive (eg 'The headteacher and deputy heads lead the school well'), so that a high level of agreement indicates a high level of perceived effectiveness.

Parents/carers were asked to state the year group and gender of their eldest child at Sample School. They were also asked to state their eldest child's ethnicity and whether their child has any additional educational needs.



# Summary

This section summarises the findings of the report in order to highlight key points arising from analysis of the data. This summary data enables you to ask questions about aspects of effectiveness but should not be used as evidence in isolation. You are advised to refer to the main report on pages 10 to 26 for a full explanation of the results shown here. Please read the explanation of terms on pages 1 and 2 before interpreting the data presented.

## Responses

This report is based upon the responses of parents/carers of Sample School. The number of parents/carers who responded before the administrator requested that the report be generated is 1003. 3 of these were parent governors.

The table below indicates the year group and gender of the respondents' eldest child.

Year	Male	Female	Total
Year 7	67	75	142
Year 8	74	64	138
Year 9	60	80	140
Year 10	88	80	168
Year 11	72	76	148
Year 12	61	78	139
Year 13	67	61	128
<b>Total</b>	<b>489</b>	<b>514</b>	<b>1003</b>

The table below indicates the ethnicity of the respondents' eldest child, and whether their child has any additional educational needs.

Ethnicity	No AEN	AEN	No answer	Total
White (British)	328	69	47	444
White (other)	88	27	8	123
Mixed race	106	19	11	136
Asian	91	22	11	124
Other	88	19	22	129
No answer	38	4	5	47
<b>Total</b>	<b>739</b>	<b>160</b>	<b>104</b>	<b>1003</b>

Responses were collected between 3 April 2005 and 16 April 2005.



## Most and least effective characteristics

The perceived effectiveness is averaged across all parents/carers for each characteristic. The highest and lowest rated areas are listed below. (Note, however, that a characteristic shown here may not necessarily be perceived as effective, it may just not be rated as ineffective as much as other characteristics, and vice versa.)

### Characteristics perceived as most effective

- The organisation of staff development
- The communication of vision and goals
- The organisation of parental involvement and responsibility.

### Characteristics perceived as least effective

- The organisation of extra-curricular activities
- The monitoring and evaluation of student performance
- The organisation of learning and teaching.

Graphs of the average perceived effectiveness across all characteristics are shown on page 5. Differences in average perceived effectiveness between different parental groups are shown on pages 6 to 9.



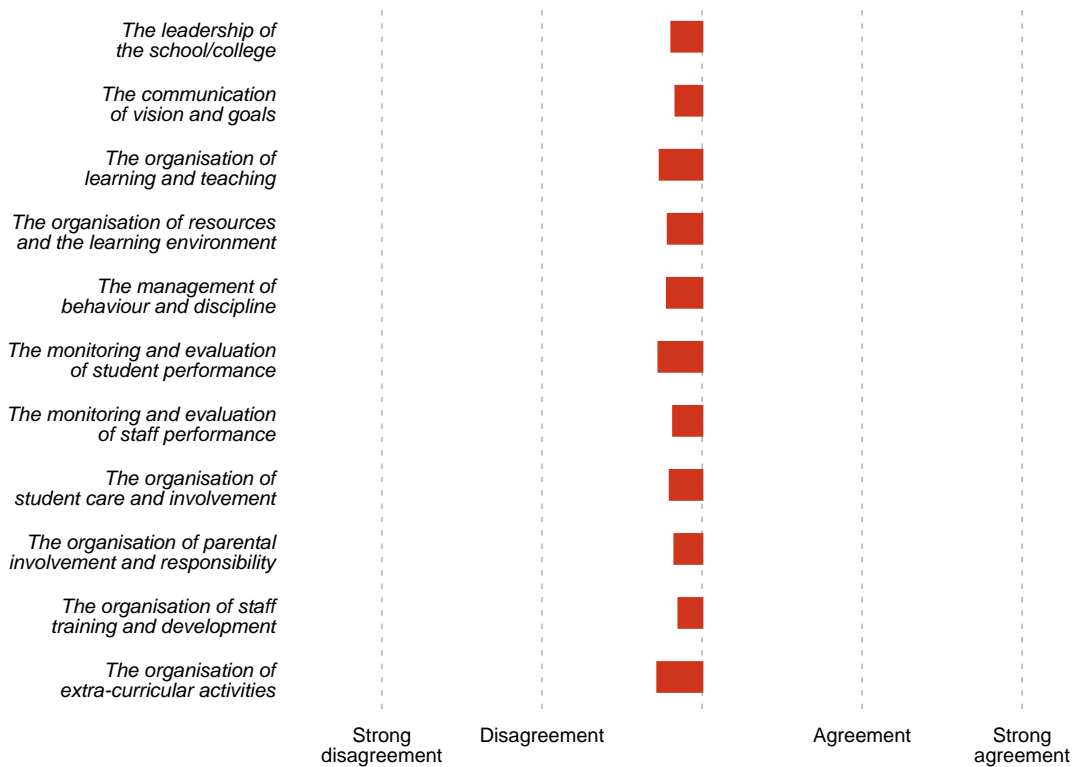
## Overall characteristic effectiveness

These graphs show how all parents/carers rate the overall effectiveness of Sample School for each characteristic. Each graph is calculated as an average of all responses. The first bar, for example, averages all responses across both statements relating to leadership and so indicates how leadership is perceived in aggregate.

If any bars are red, this indicates significant levels of disagreement. The larger a red bar, the greater the level of disagreement.

### Average level of agreement

This graph shows the levels of agreement about Sample School's effectiveness on each characteristic.





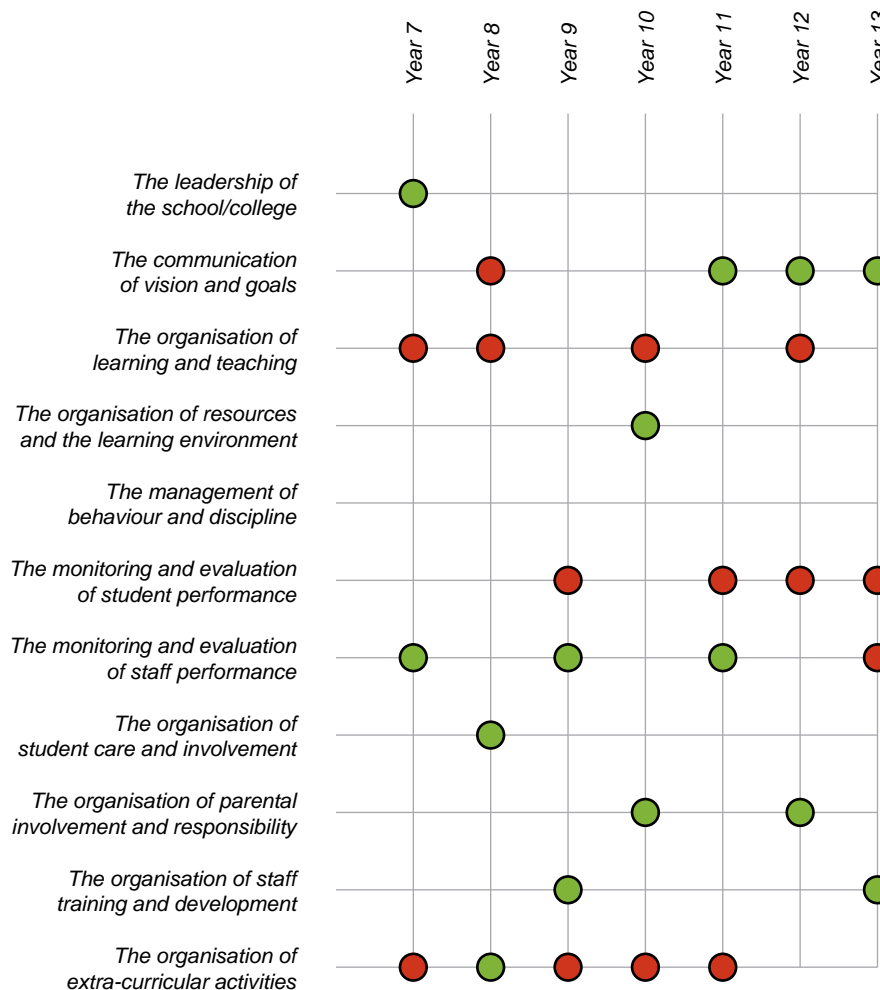
## Perceived effectiveness by year group

This table indicates which characteristics are considered to be the two most effective (green) and two least effective (red) by the parents/carers of each of the year groups.

This says nothing about whether the characteristic was deemed effective or ineffective, merely how it was rated compared with the other characteristics. Further examination of the detailed graphs on pages 12 to 22 is recommended to investigate fully any conclusions drawn from summary graphs.

The choice of most and least effective characteristics is made by looking at the agreement of the parents/carers of each year group averaged across both statements.

Characteristics with a number of red circles might therefore be cause for concern. This graph can also be used to discover any potential differences of perception between the parents/carers of different year groups.







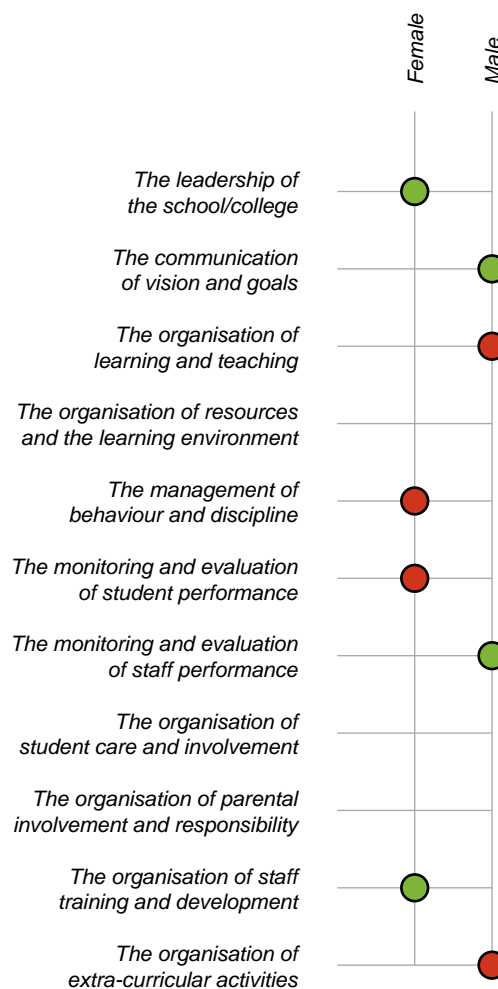
## Perceived effectiveness by gender

This table indicates which characteristics are considered to be the two most effective (green) and two least effective (red) by the parents/carers of each gender of students.

This says nothing about whether the characteristic was deemed effective or ineffective, merely how it was rated compared with the other characteristics. Further examination of the detailed graphs on pages 12 to 22 is recommended to investigate fully any conclusions drawn from summary graphs.

The choice of most and least effective characteristics is made by looking at the agreement of the parents/carers of each gender averaged across both statements.

Characteristics with a number of red circles might therefore be cause for concern. This graph can also be used to discover any potential differences of perception between the parents/carers of each gender.



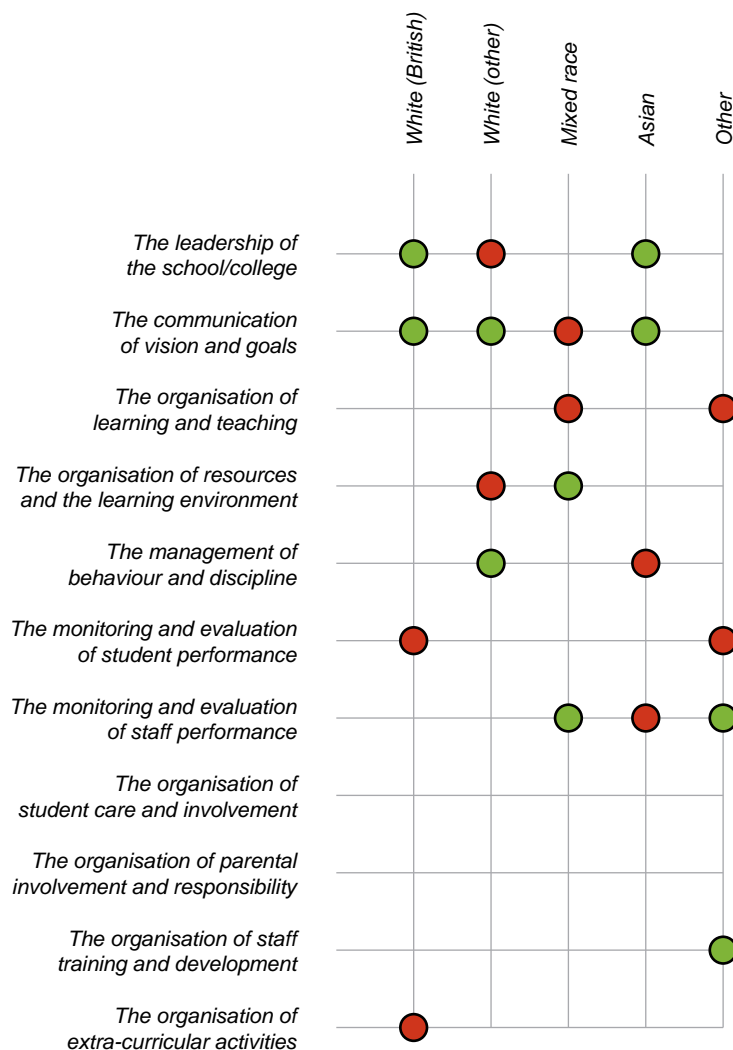


## Perceived effectiveness by ethnic group

This table indicates which characteristics are considered to be the two most effective (green) and two least effective (red) by the parents/carers of each of the ethnic groups. This says nothing about whether the characteristic was deemed effective or ineffective, merely how it was rated compared with the other characteristics. Further examination of the detailed graphs on pages 12 to 22 is recommended to investigate fully any conclusions drawn from summary graphs.

The choice of most and least effective characteristics is made by looking at the agreement of the ethnic group averaged across both statements.

Characteristics with a number of red circles might therefore be cause for concern. This graph can also be used to discover any potential differences of perception between the parents/carers of different ethnic groups.





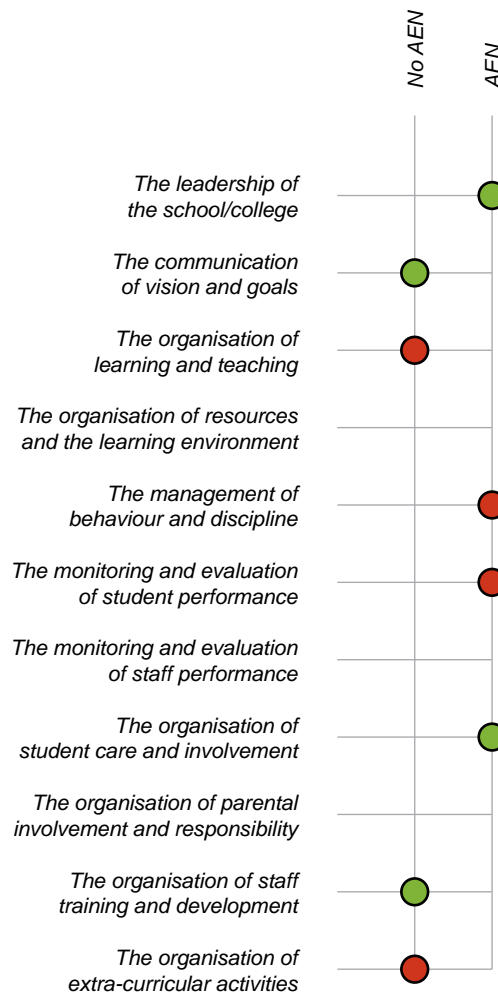
## Perceived effectiveness by AEN

This table indicates which characteristics are considered to be the two most effective (green) and two least effective (red) by parents/carers of students who have additional educational needs (AEN) and by students who do not have additional needs.

This says nothing about whether the characteristic was deemed effective or ineffective, merely how it was rated compared with the other characteristics. Further examination of the detailed graphs on pages 12 to 22 is recommended to investigate fully any conclusions drawn from summary graphs.

The choice of most and least effective characteristics is made by looking at the agreement of each group of students averaged across both statements.

Characteristics with a number of red circles might therefore be cause for concern. This graph can also be used to discover any potential differences of perception between students who have additional educational needs and those who do not.



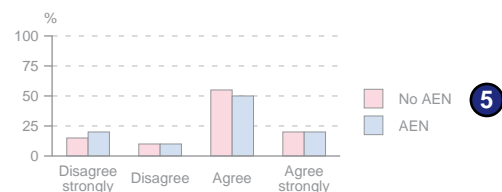
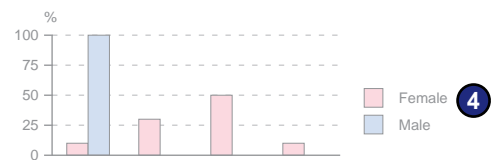
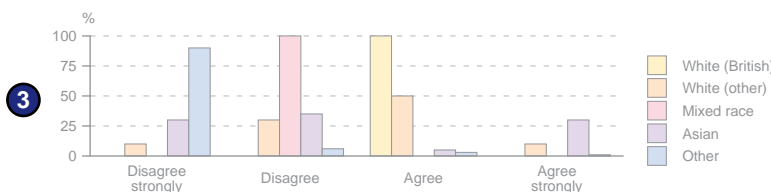
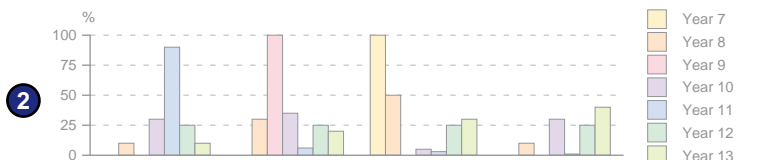
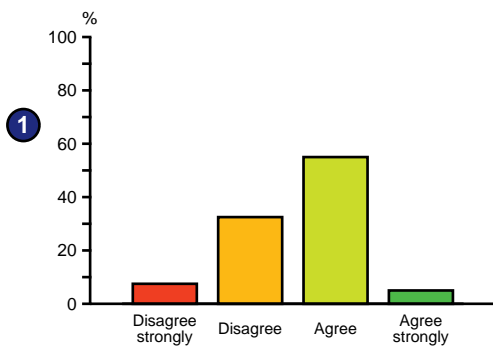


# Report

## Interpreting the graphs

The following notes explain the sets of graphs presented in the main report, which show detailed data for each characteristic. You should read this before analysing the data.

Graph 1 gives the percentages of responses for all parents/carers; graphs 2 to 5 show the breakdown of responses for the various parental groups.



The responses are shown as columns, with the height of a column indicating the percentage of respondents giving that response.

In graphs 2 to 5, the columns show the responses of each parental group (eg parents/carers of boys). Two bars of the same height therefore show that the percentage response was the same for those two groups.

You should bear in mind, when interpreting these graphs, that there may be very different numbers of parents/carers in the various groups.



If the highest columns in a graph show that parents/carers have responded 'disagree', then that characteristic may be an area for concern. You should also look out for any significant differences in opinion between groups of parents/carers in graphs 2 to 5. You may wish to consider whether opinions varied for the parents/carers of a particular year or gender of students.

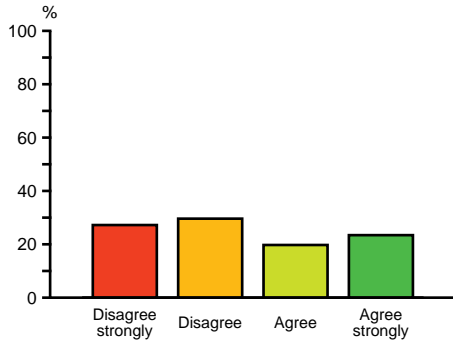
Where opinions are negative, or vary, it is important to ask why.

Differences in perception between the parents/carers of different groups of students are shown on pages 23 to 26.

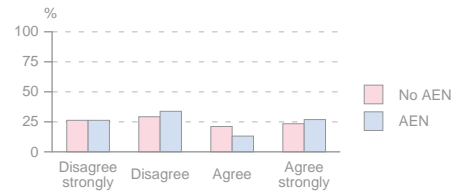
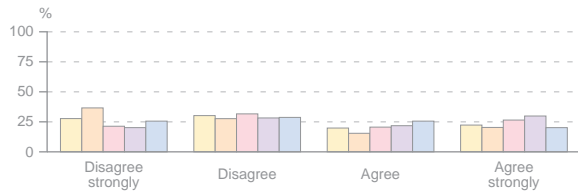
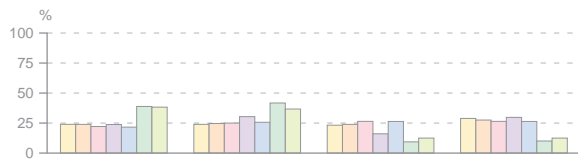


## The leadership of the school/college

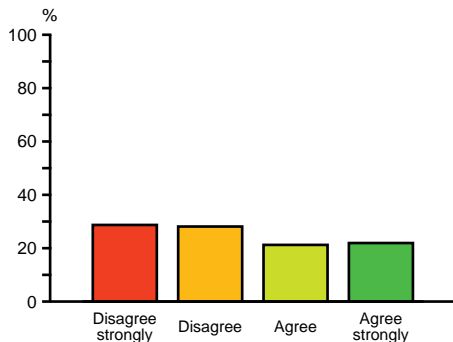
### The headteacher and deputy heads lead the school/college well



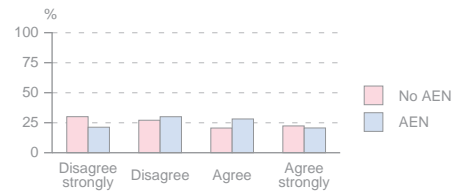
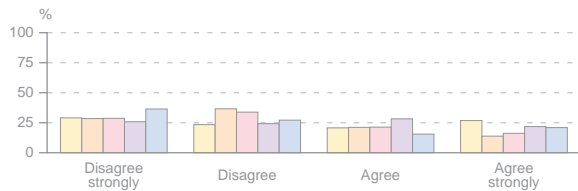
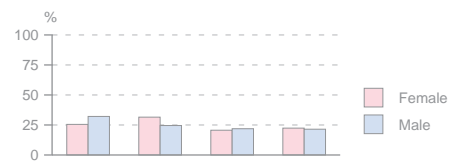
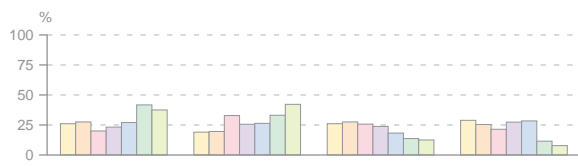
- 43% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### School/college events and activities are well organised and managed



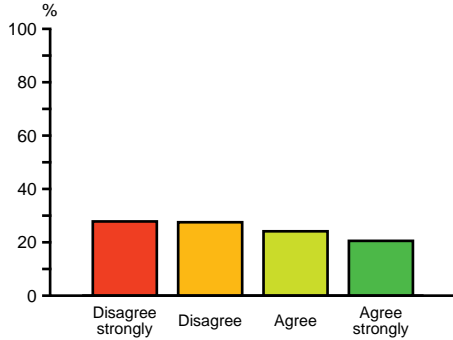
- 43% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



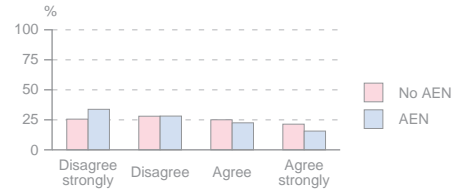
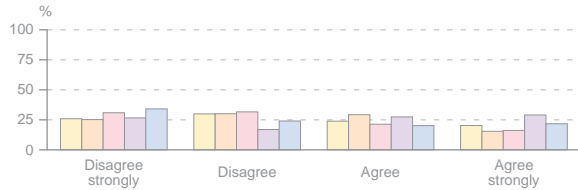
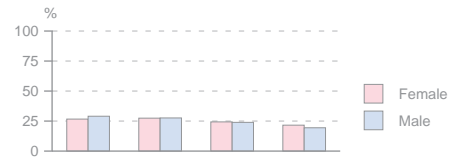
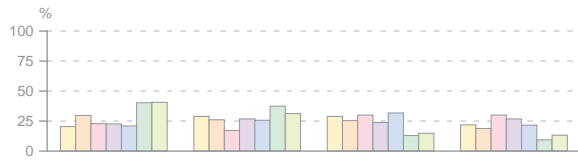


## The communication of vision and goals

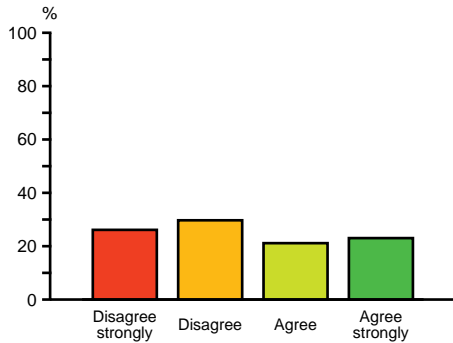
### I know what the school/college is trying to achieve



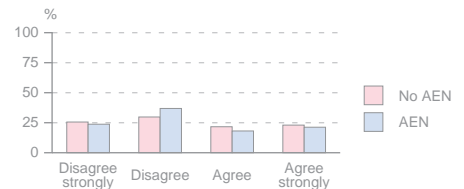
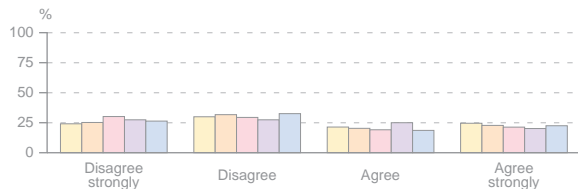
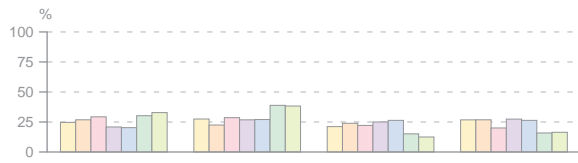
- 45% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.
- Asian students agree significantly more than others.



### I know what my child's targets are



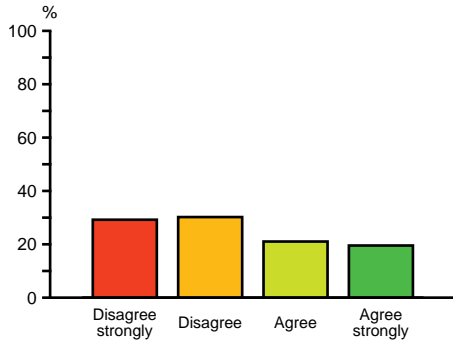
- 44% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



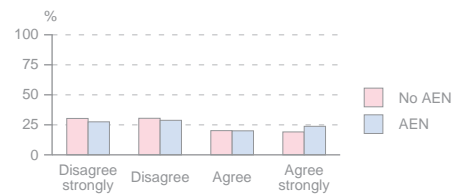
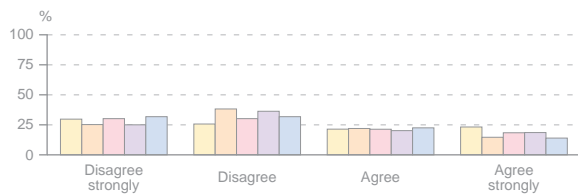
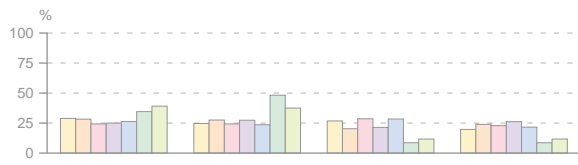


## The organisation of learning and teaching

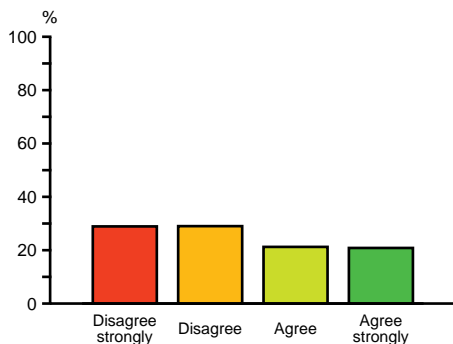
### Lessons are well planned and organised



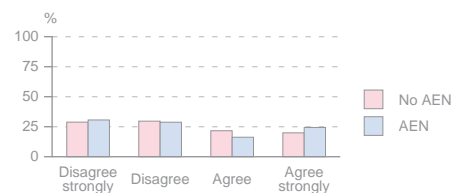
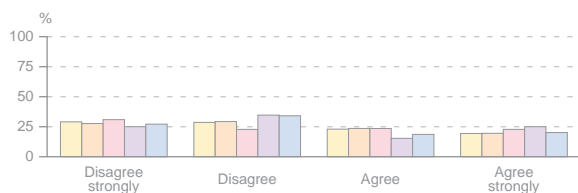
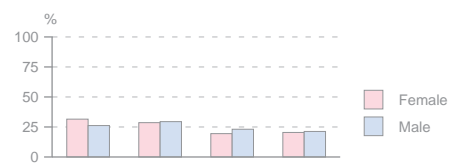
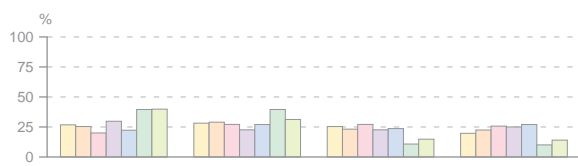
- 41% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### I know what is expected of my child in the classroom



- 42% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.

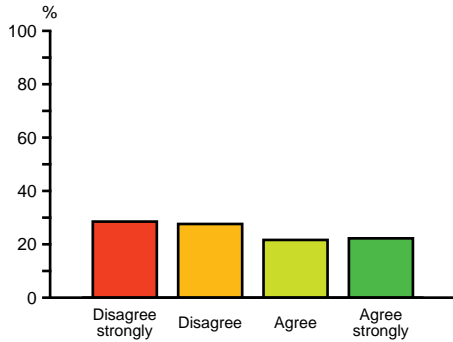




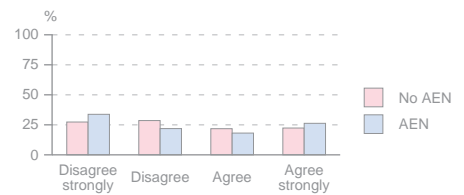
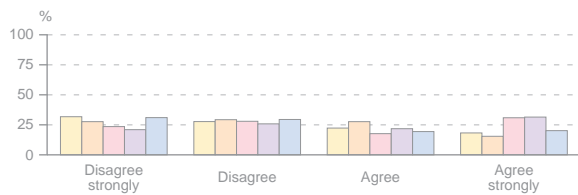
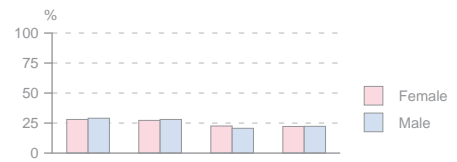
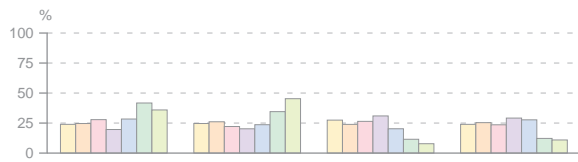


## The organisation of resources and the learning environment

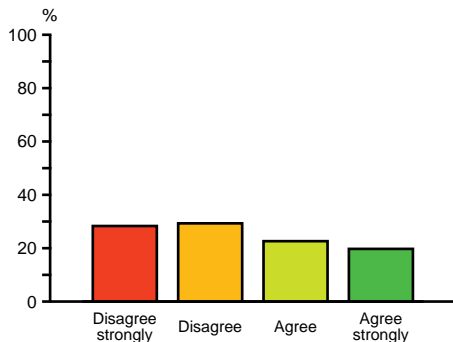
### Classrooms are attractive and support learning



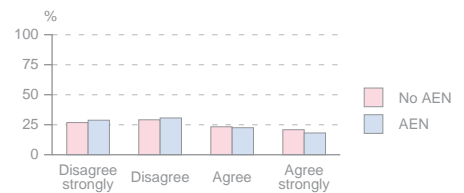
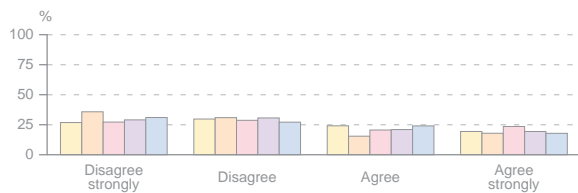
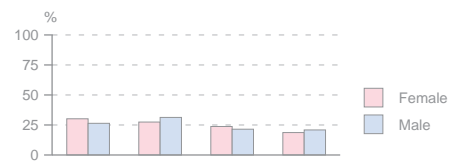
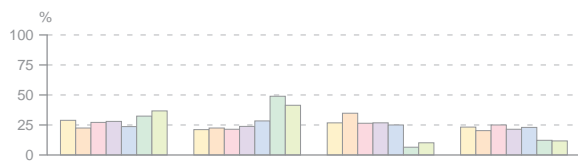
- 44% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.
- Asian students agree significantly more than others.



### Facilities and equipment are good and help learning



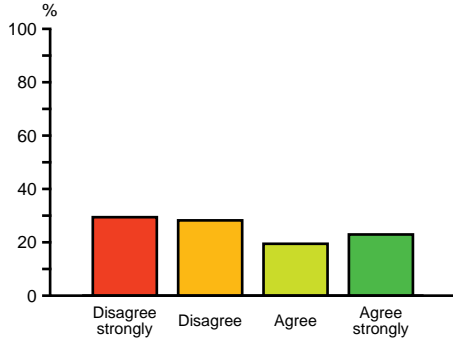
- 42% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



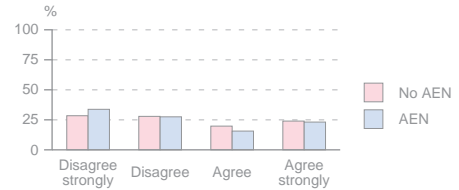
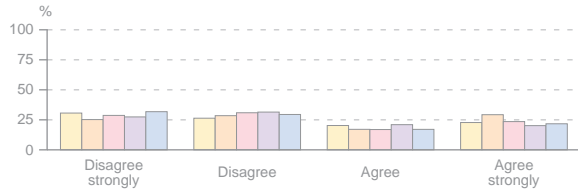
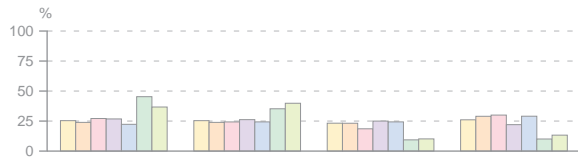


## The management of behaviour and discipline

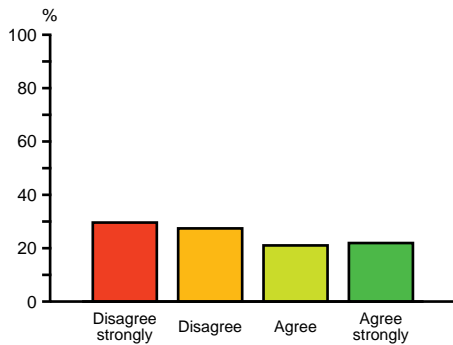
### Behaviour and discipline are well managed



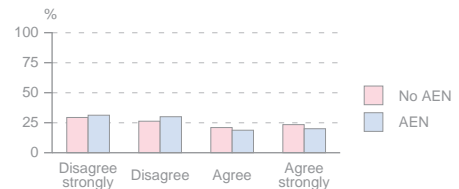
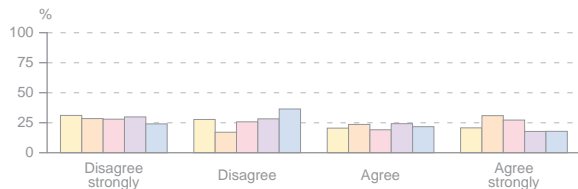
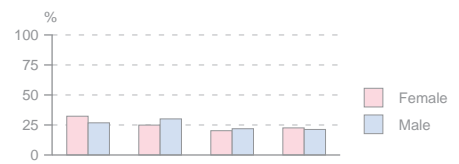
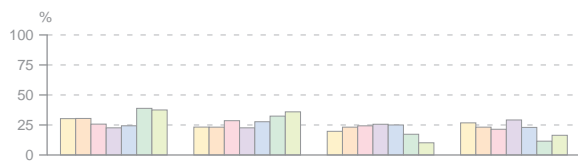
- 42% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### Students and teachers respect each other



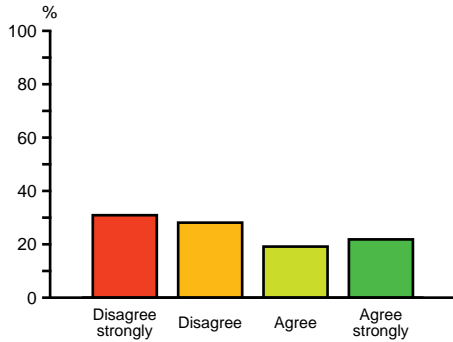
- 43% of parents/carers agreed with this statement.
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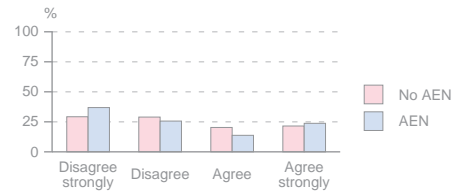
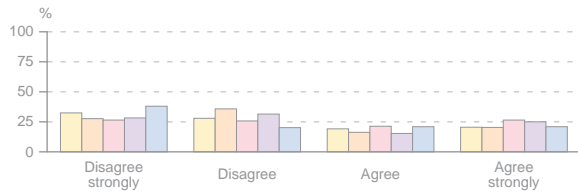
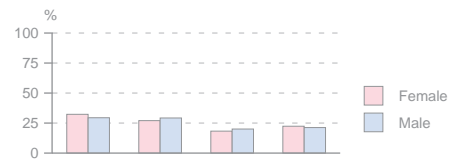
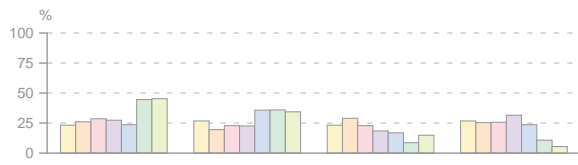


## The monitoring and evaluation of student performance

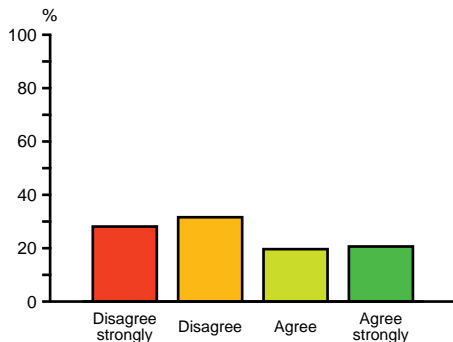
### Homework is set regularly, marked punctually and supports learning



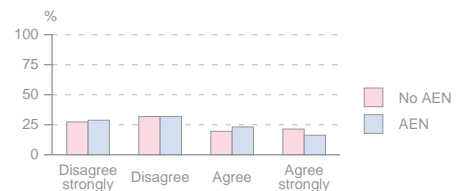
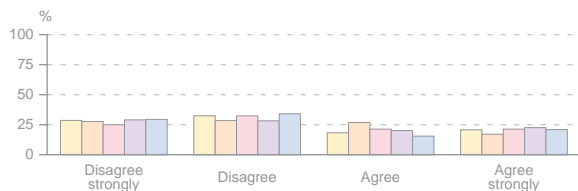
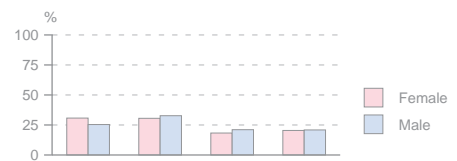
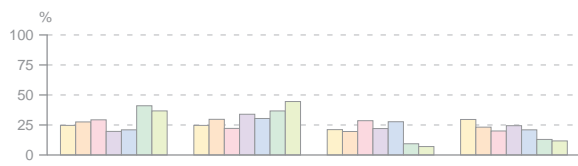
- 41% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### Progress is checked and new goals are set for students



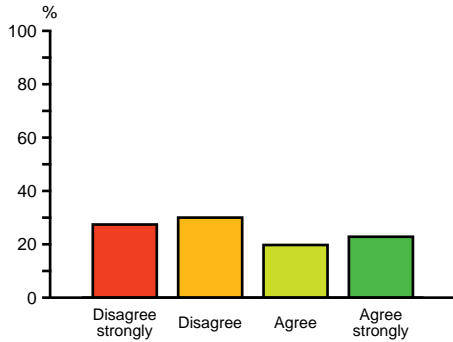
- 40% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



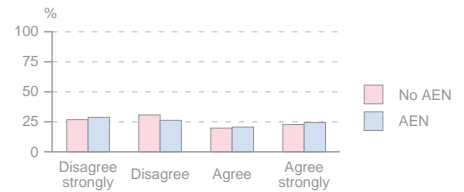
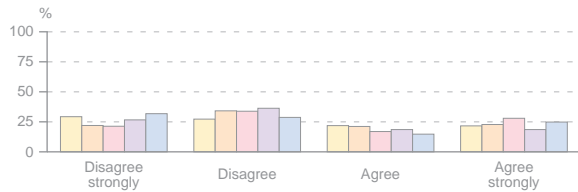
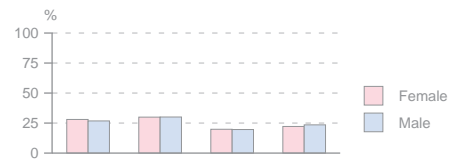
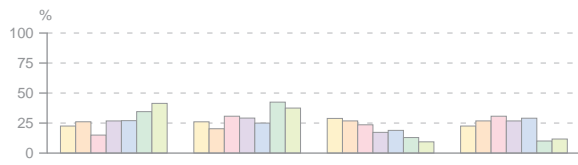


## The monitoring and evaluation of staff performance

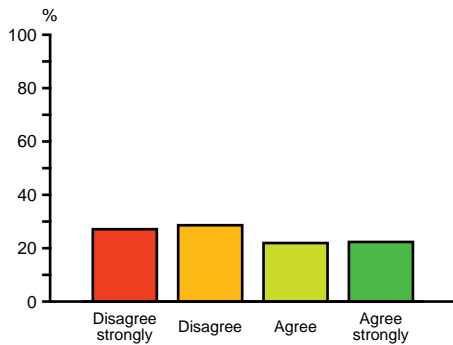
### The school/college keeps a close eye on quality and standards in the classroom



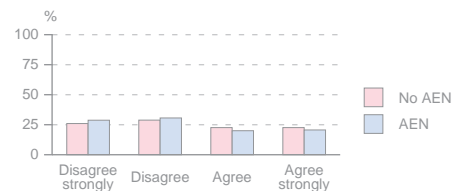
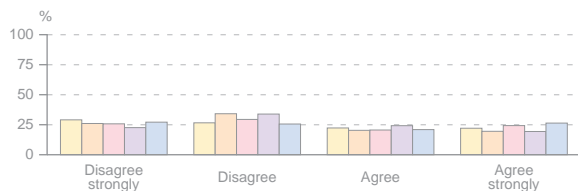
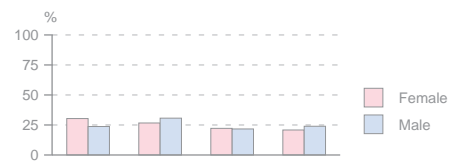
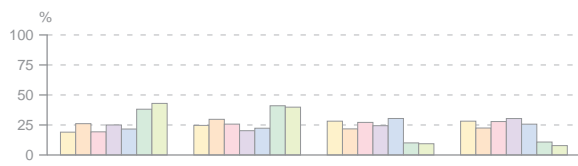
- 43% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### The school/college does not tolerate poor teaching



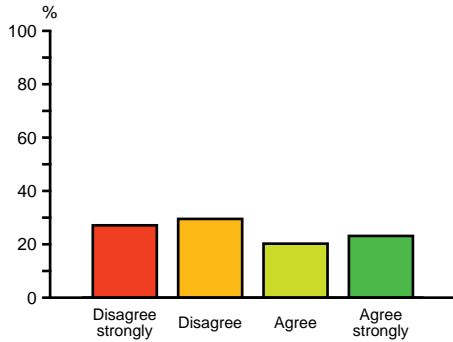
- 44% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



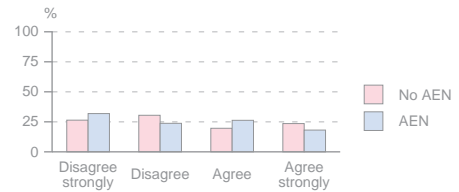
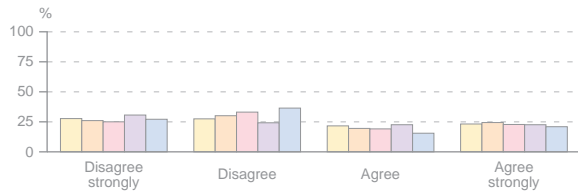
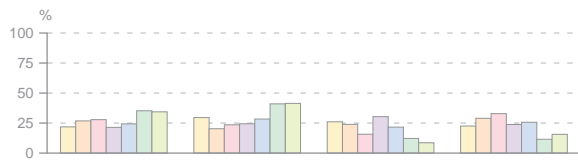


## The organisation of student care and involvement

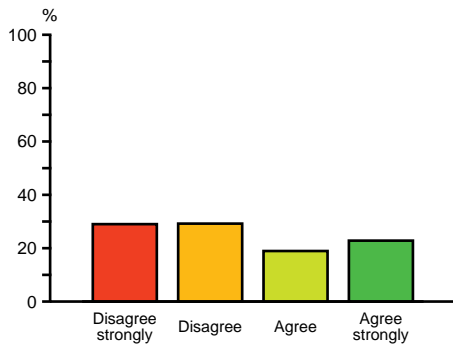
### I feel my child is well cared for at school/college



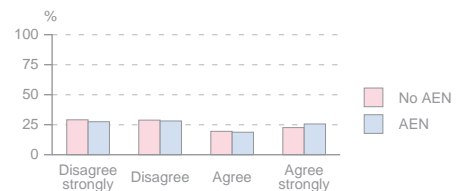
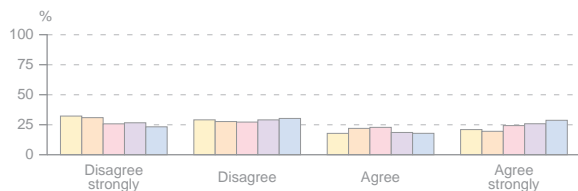
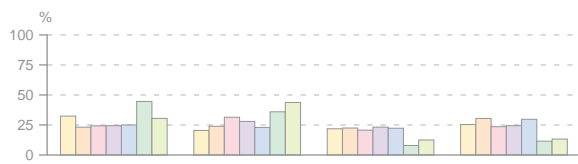
- 43% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### My child feels very involved with what is going on at the school/college



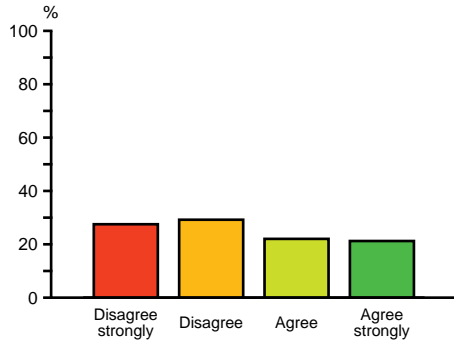
- 42% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



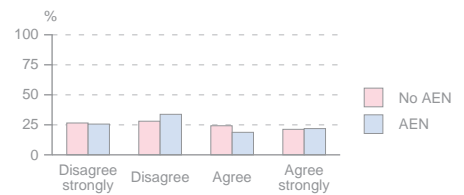
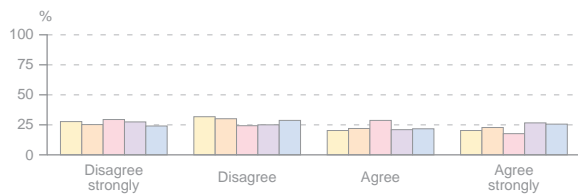
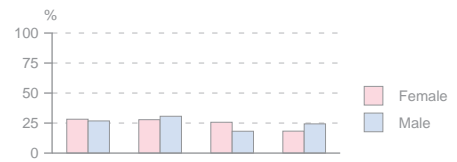
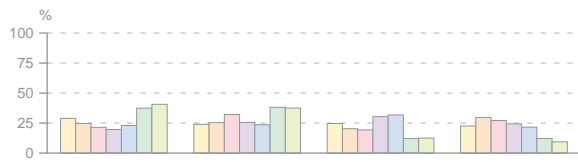


## The organisation of parental involvement and responsibility

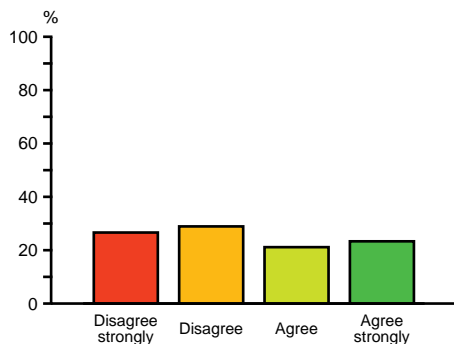
### It is easy for parents/carers to get involved with the school/college



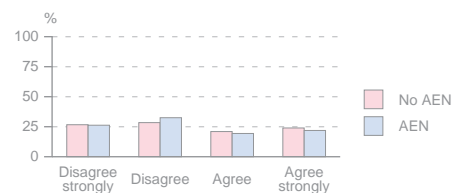
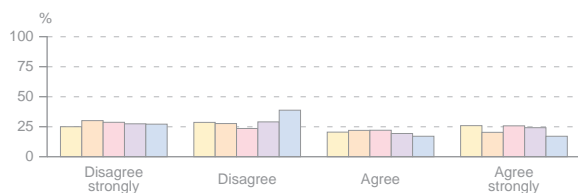
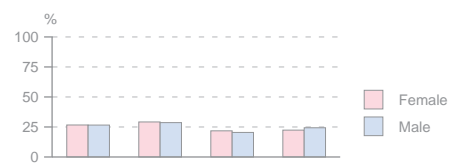
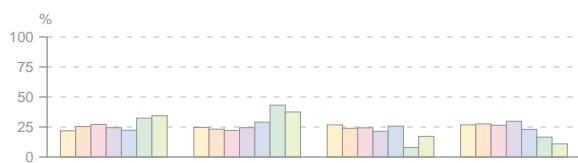
- 43% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### Parents/carers take on responsible roles in the school/college



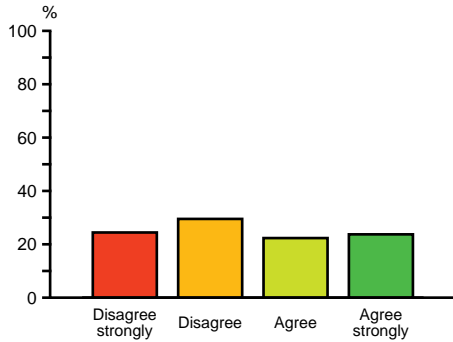
- 44% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



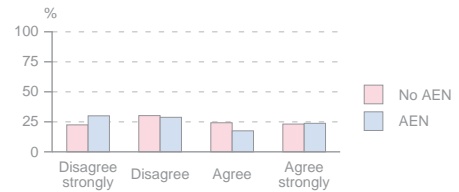
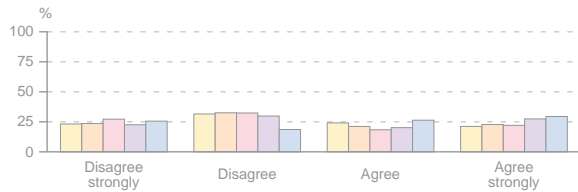
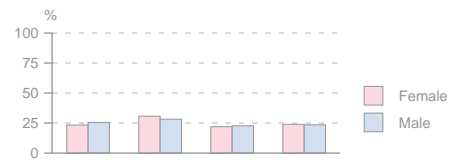
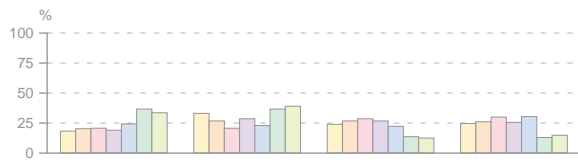


## The organisation of staff training and development

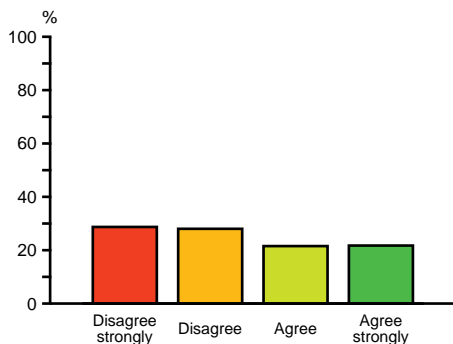
### The staff are always trying to improve



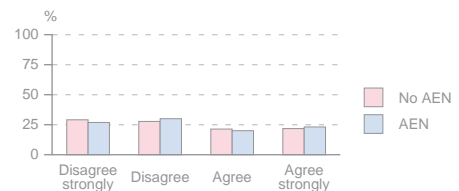
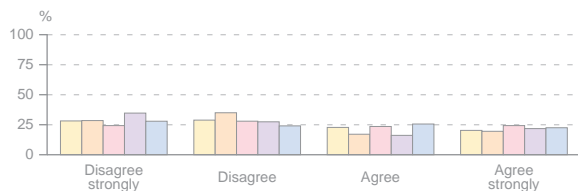
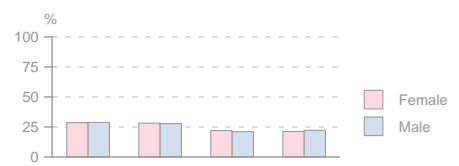
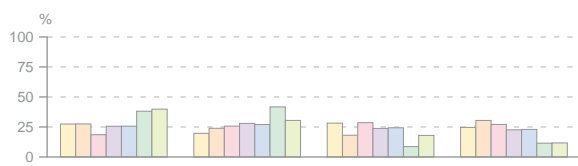
- 46% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### The staff try new methods to help students learn better



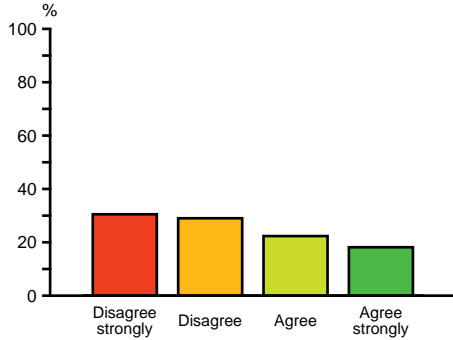
- 43% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



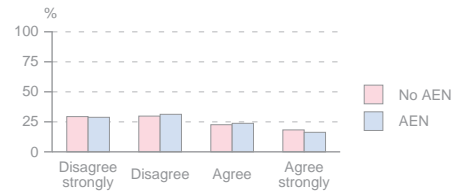
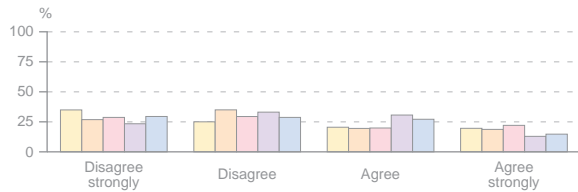
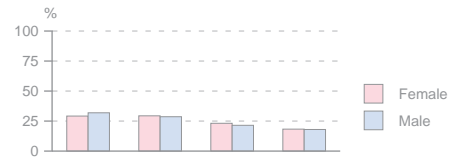
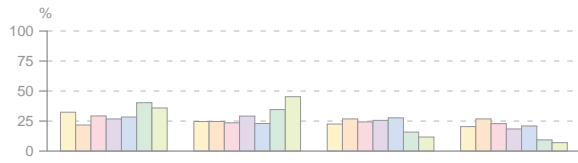


## The organisation of extra-curricular activities

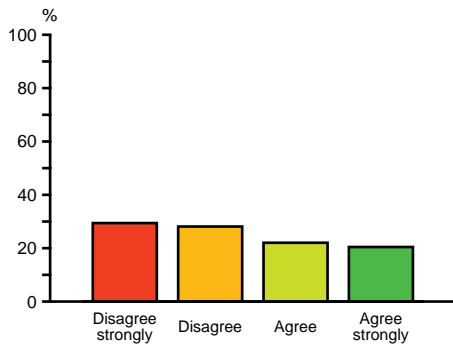
### My child takes part in school/college clubs and activities out of lessons



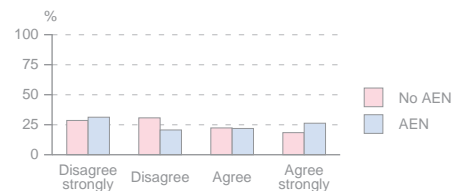
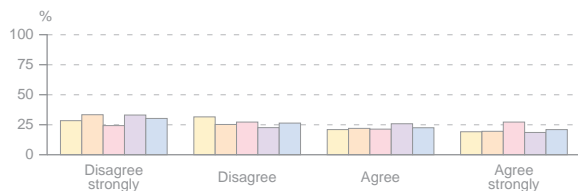
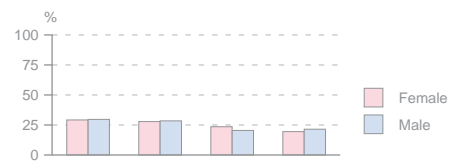
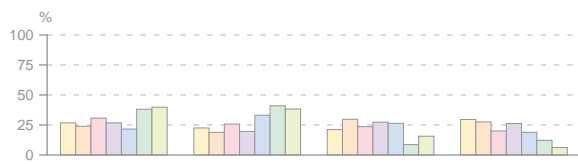
- 40% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.



### Clubs and activities are well chosen to support learning



- 42% of parents/carers agreed with this statement.
- Significant decrease in agreement as students get older.







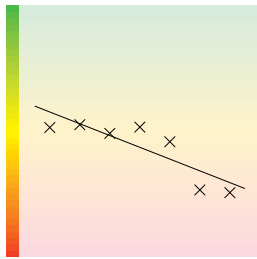
## Differences in perception by year group

The chart below shows the six greatest differences in perception between the lower and higher year groups of students.

The statements are ordered by the difference in average level of agreement over the year groups, shown by the trend line. The average response of each year group is shown by a cross. The red end of the scale indicates that the students disagreed with the statement; the green end shows that they agreed.

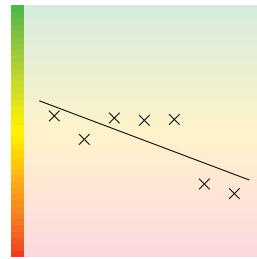
Any major disagreements between the year groups of students are also shown with the report graphs on pages 12 to 22.

Homework is set regularly, marked punctually and supports learning



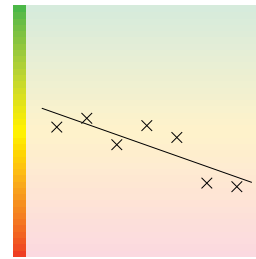
Year 7 8 9 10 11 12 13

The school/college does not tolerate poor teaching



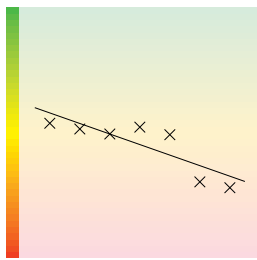
Year 7 8 9 10 11 12 13

Clubs and activities are well chosen to support learning



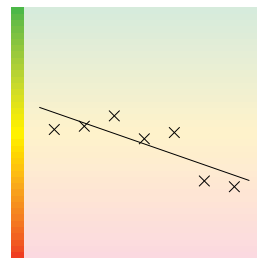
Year 7 8 9 10 11 12 13

School/college events and activities are well organised and managed



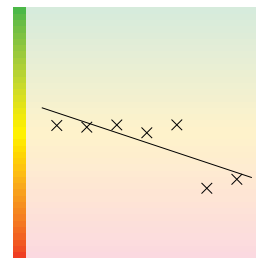
Year 7 8 9 10 11 12 13

The school/college keeps a close eye on quality and standards in the classroom



Year 7 8 9 10 11 12 13

The headteacher and deputy heads lead the school/college well



Year 7 8 9 10 11 12 13

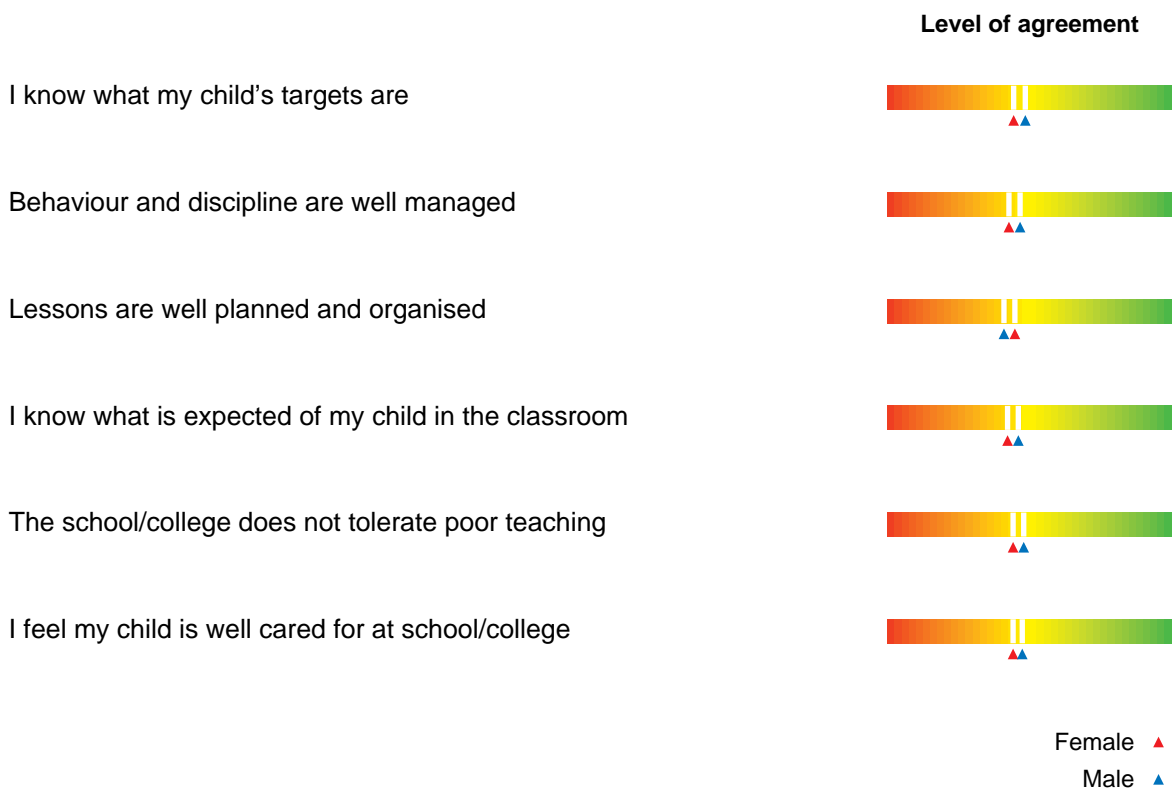


## Differences in perception by gender

The chart below shows the six greatest differences in perception between the parents/carers of each gender of students.

The statements are ordered by the difference in average level of agreement. The average response of parents/carers of each gender of students is shown by a red or blue triangle. The red end of the scale indicates that the parents/carers disagreed with the statement; the green end shows that they agreed.

Any major disagreements between the genders of students are also shown with the report graphs on pages 12 to 22.





## Differences in perception by AEN

The chart below shows the six greatest differences in perception between the parents/carers of students who have additional educational needs (AEN) and parents/carers of students who do not have additional needs.

The statements are ordered by the difference in average level of agreement. The average response of each group of parents/carers is shown by a red or blue triangle. The red end of the scale indicates that the students disagreed with the statement; the green end shows that they agreed.

Any major disagreements between the genders of students are also shown with the report graphs on pages 12 to 22.

