



Sample School



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Introduction

This document is a report on the perceived effectiveness of Sample School as indicated by students in their responses to the *Evaluate* online questionnaire. *Evaluate* asks whether students 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 students’ 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 students 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 students 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.

Students were asked to state their year group and gender. They were also asked to state their ethnicity and whether they have 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 students of Sample School.

The number of students who responded before the administrator requested that the report be generated is 1000.

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

Year	Male	Female	Total
Year 7	66	64	130
Year 8	84	68	152
Year 9	54	78	132
Year 10	75	78	153
Year 11	77	76	153
Year 12	73	66	139
Year 13	82	59	141
Total	511	489	1000

The table below indicates the ethnicity of the respondents, and whether they have any additional educational needs.

Ethnicity	No AEN	AEN	No answer	Total
White (British)	407	95	53	555
White (other)	84	9	7	100
Mixed	67	15	15	97
Asian	79	16	10	105
Other	82	17	6	105
No answer	30	5	3	38
Total	749	157	94	1000

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



Most and least effective characteristics

The perceived effectiveness is averaged across all students 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 extra-curricular activities
- The monitoring and evaluation of student performance
- The communication of vision and goals.

Characteristics perceived as least effective

- The organisation of resources and the learning environment
- The leadership of the school/college
- The organisation of staff development.

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



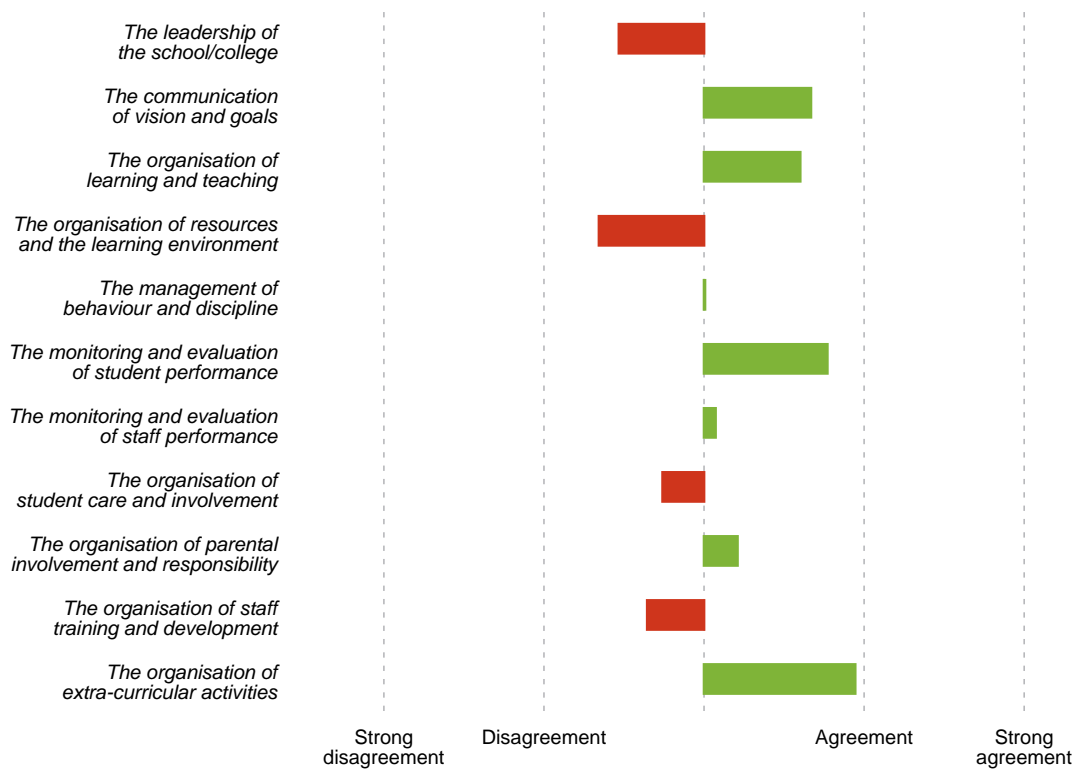
Overall characteristic effectiveness

These graphs show how all students 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.





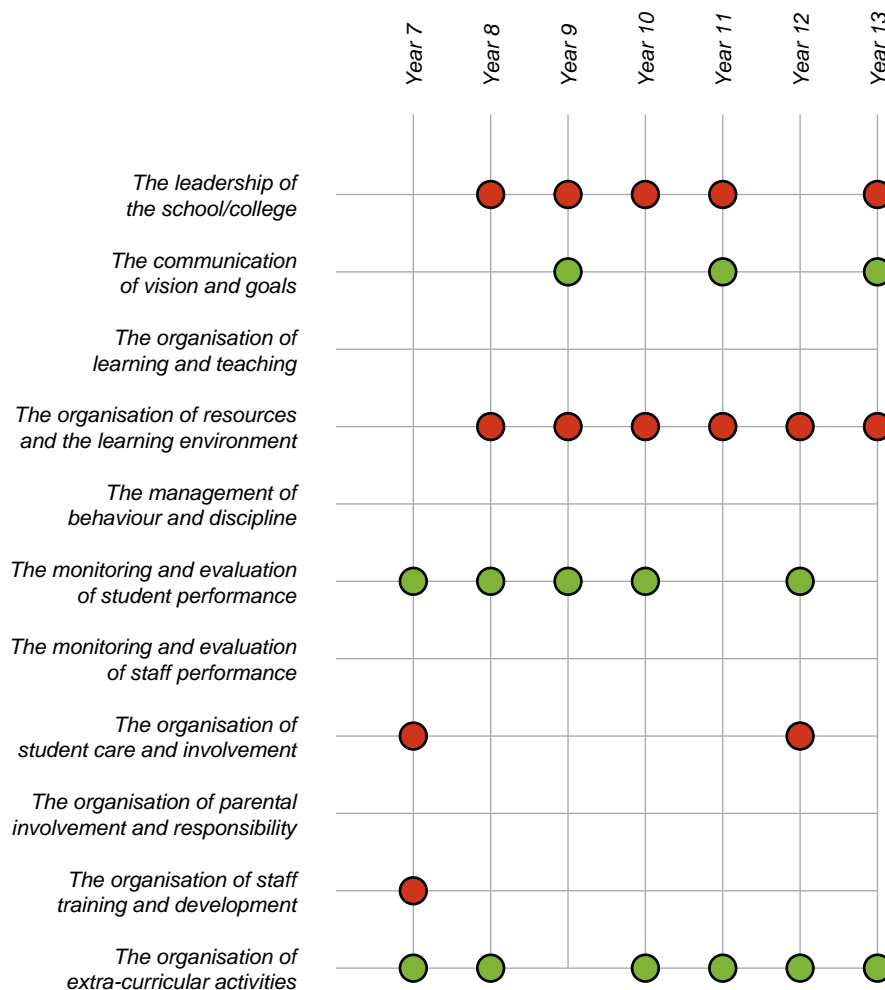
Perceived effectiveness by year group

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





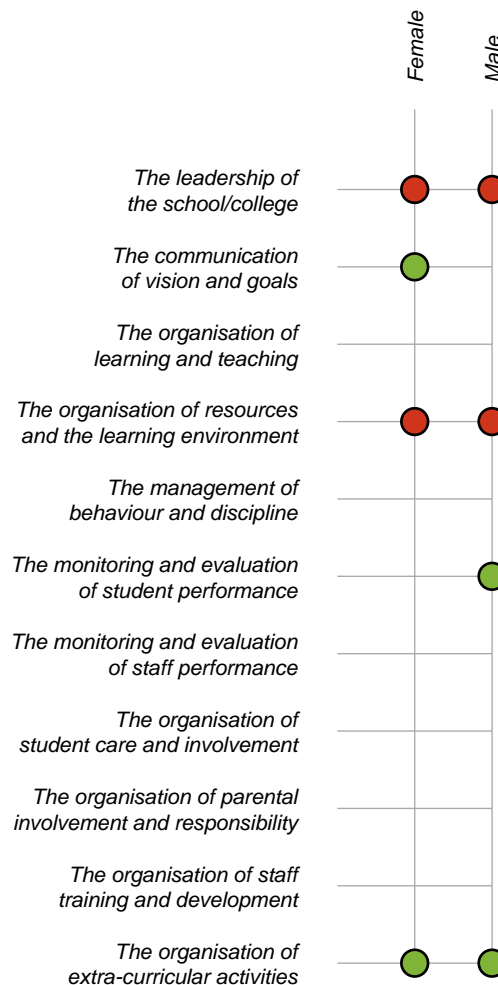
Perceived effectiveness by gender

This table indicates which characteristics are considered to be the two most effective (green) and two least effective (red) by 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 each gender 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 genders.





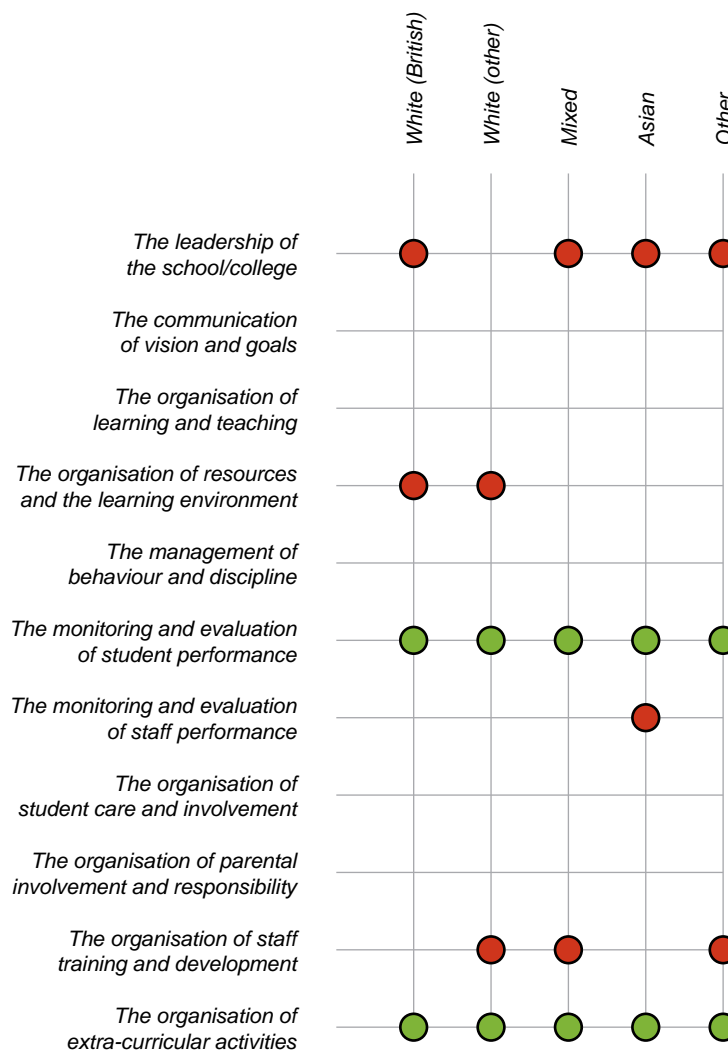
Perceived effectiveness by ethnic group

This table indicates which characteristics are considered to be the two most effective (green) and two least effective (red) by 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 ethnic groups.





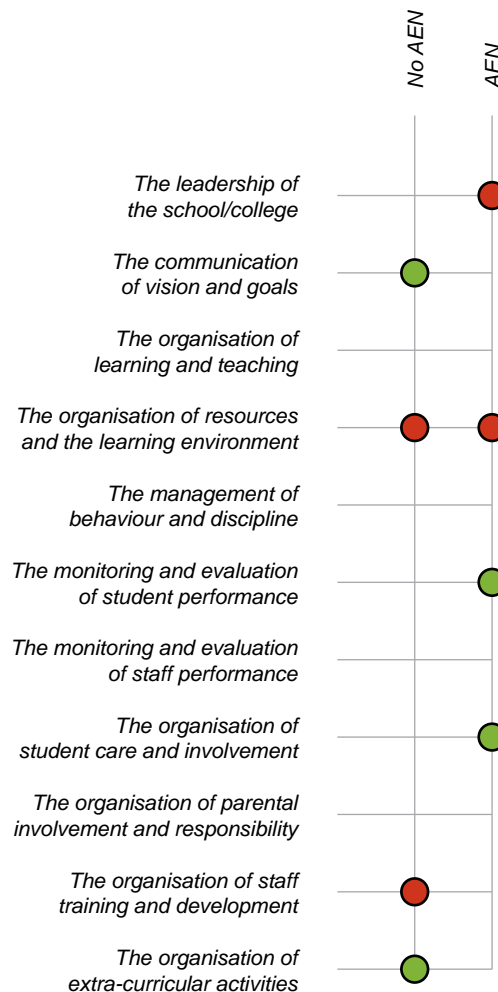
Perceived effectiveness by AEN

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



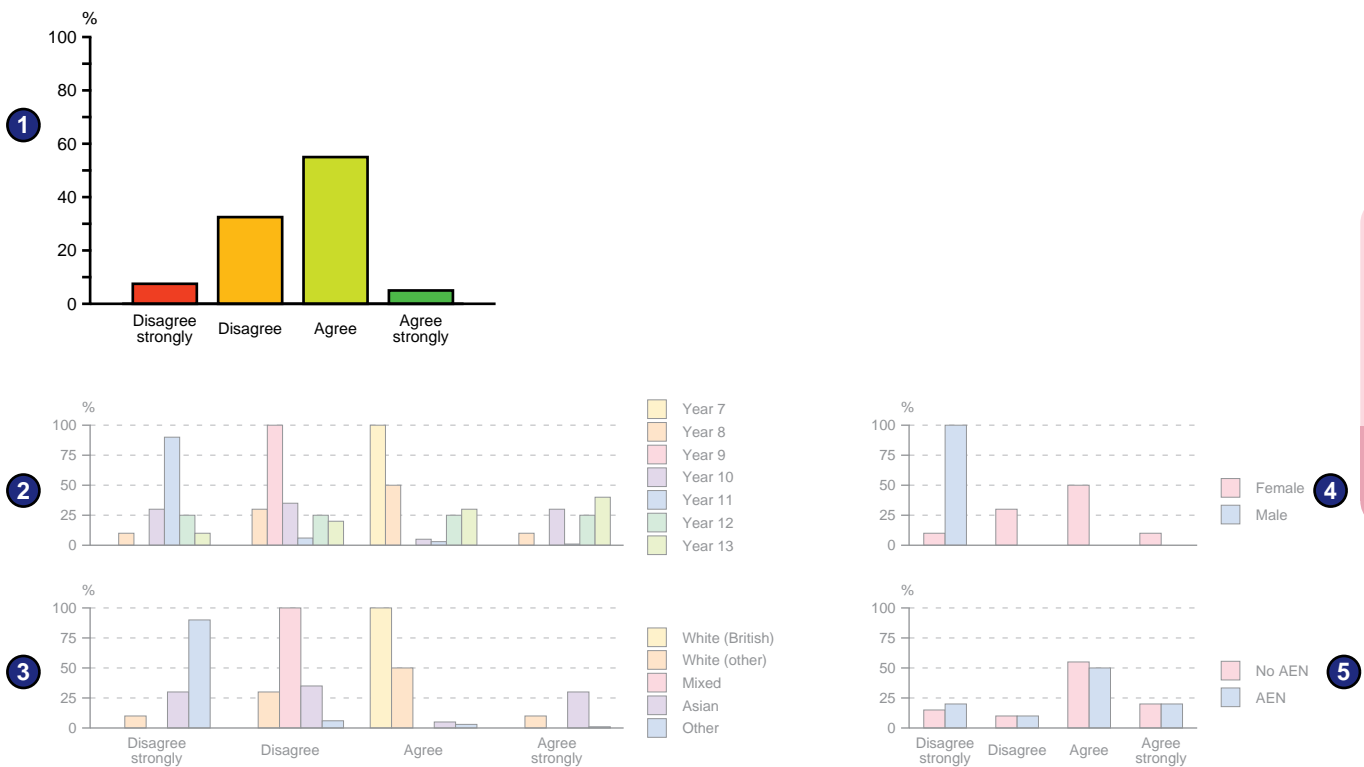


Report

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.

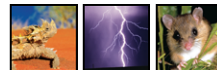
Graph 1 gives the percentages of responses for all students; graphs 2 to 5 show the breakdown of responses for the various groups.



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 group of students (eg 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 students in the various groups.



If the highest columns in a graph show that students 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 students in graphs 2 to 5. For example, you may wish to consider whether opinions varied for a particular year, gender or ethnicity of students.

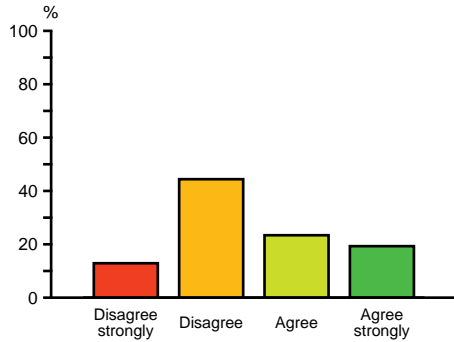
Where opinions are negative, or vary, it is important to ask why.

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

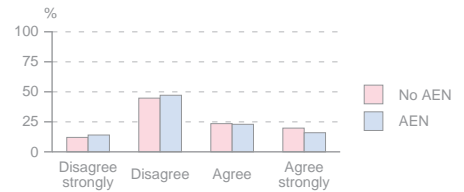
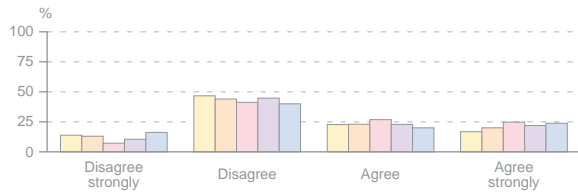
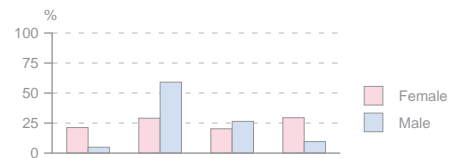
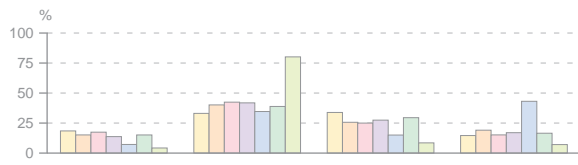


The leadership of the school/college

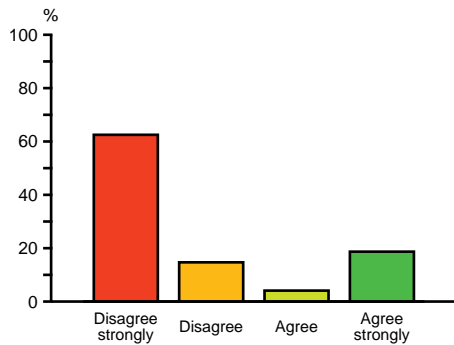
The headteacher and deputy heads lead the school/college well



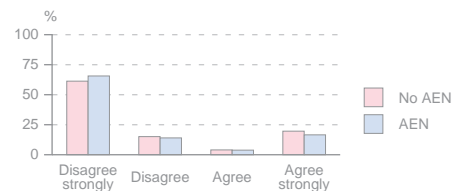
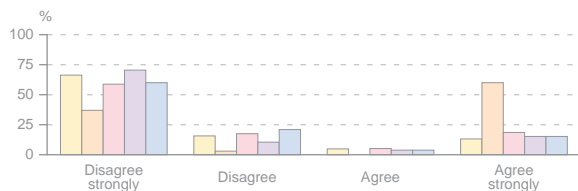
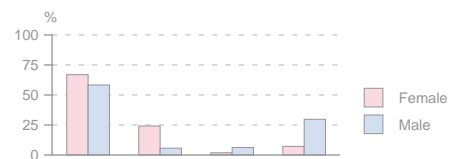
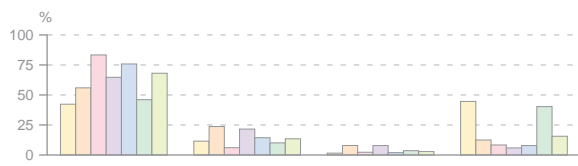
- 43% of students agreed with this statement.
- Year 11 students agree significantly more than others.



School/college events and activities are well organised and managed



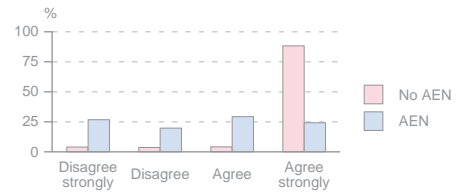
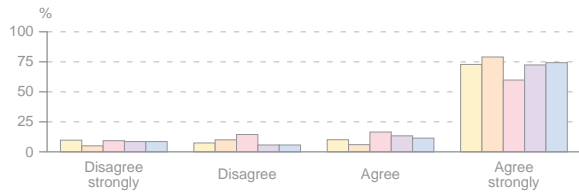
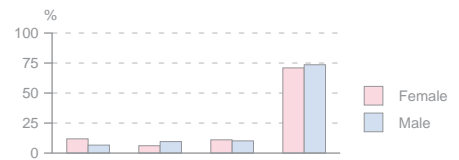
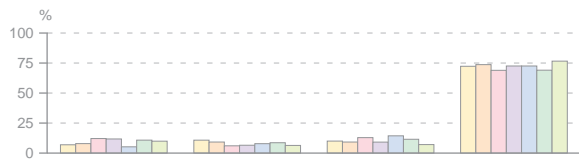
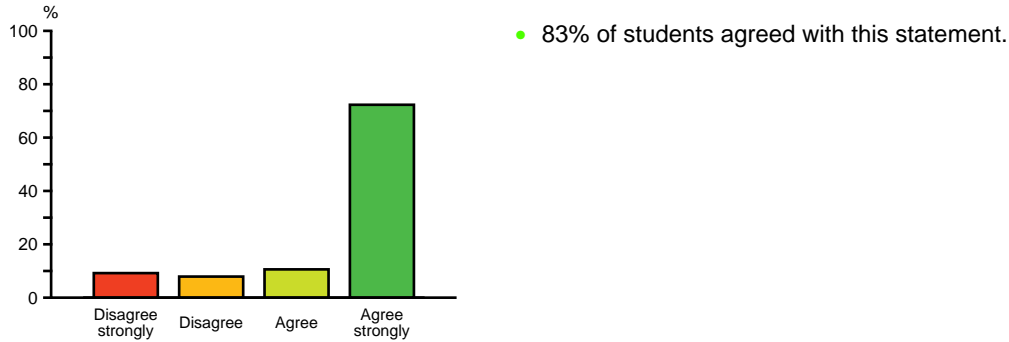
- 23% of students agreed with this statement.
- Significant disagreement between the genders.
- Significant decrease in agreement as students get older.
- White (other) students agree significantly more than others.



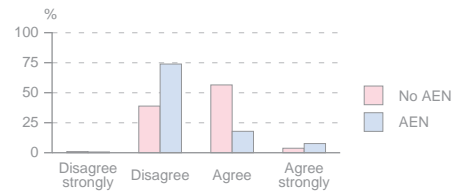
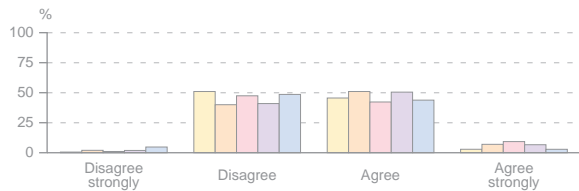
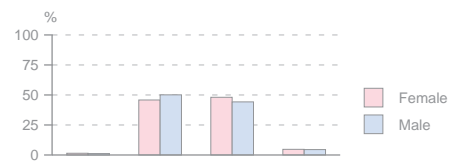
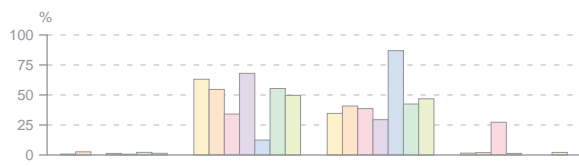
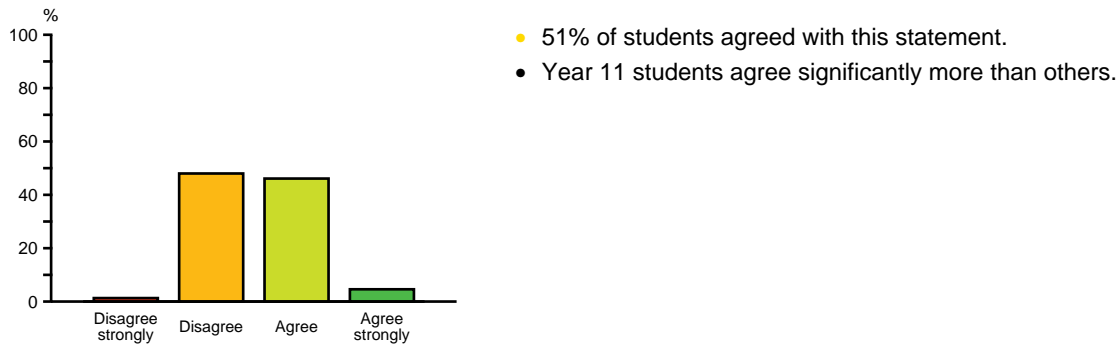


The communication of vision and goals

I know what the school/college is trying to achieve



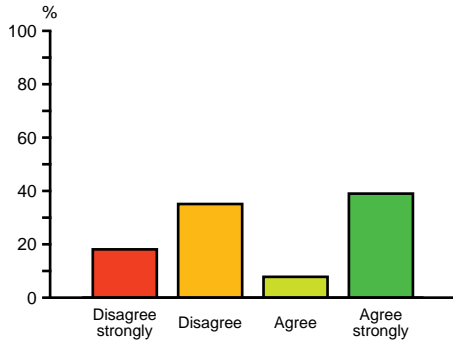
I know what my targets are



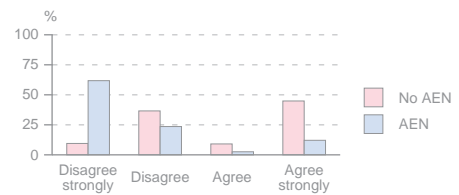
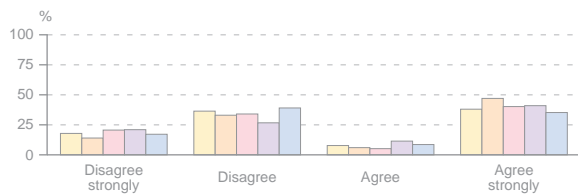
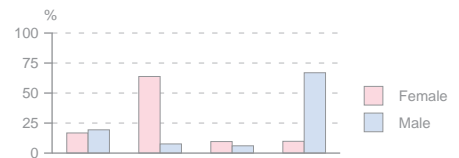
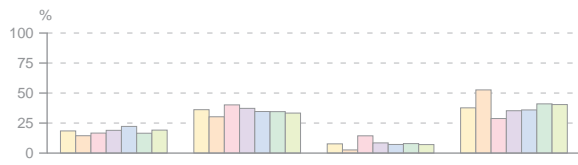


The organisation of learning and teaching

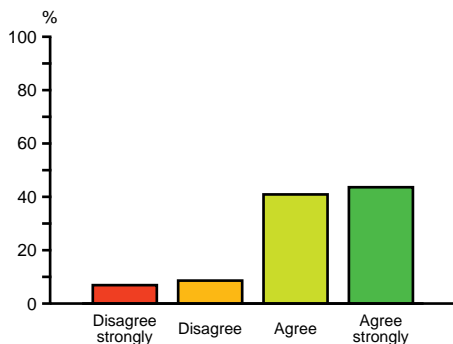
Lessons are well planned and organised



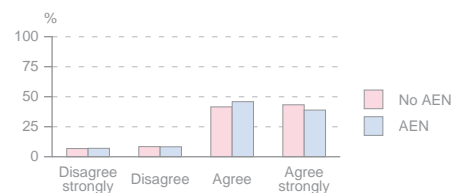
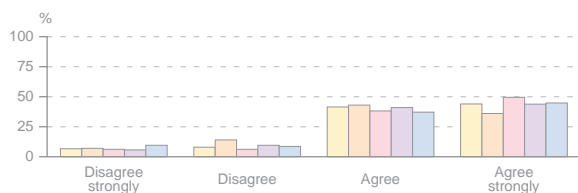
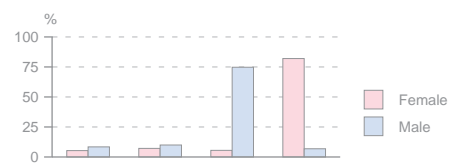
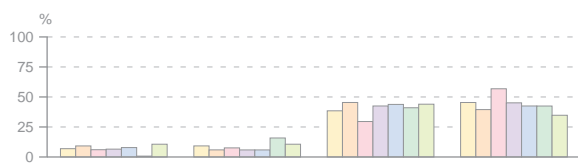
- 47% of students agreed with this statement.
- Significant disagreement between the genders.
- Year 8 students agree significantly more than others.



I know what is expected of me in the classroom



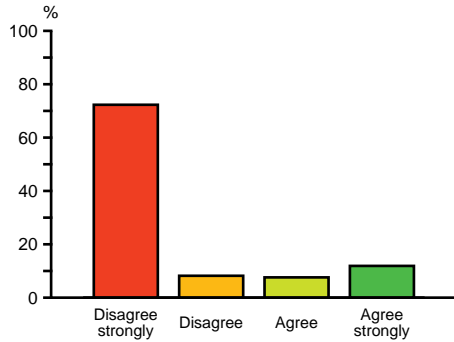
- 84% of students agreed with this statement.
- Significant disagreement between the genders.
- Year 13 students disagree significantly more than others.



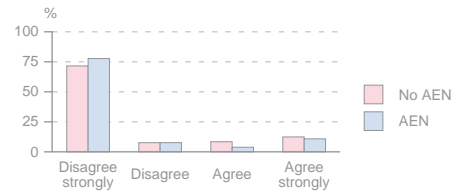
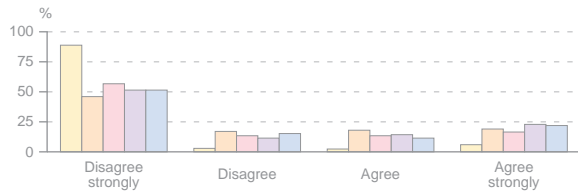
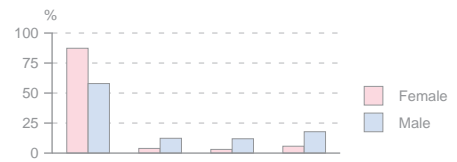
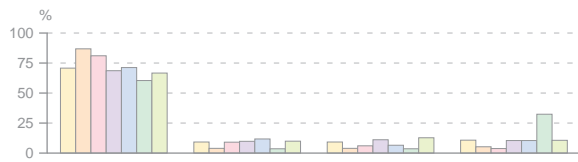


The organisation of resources and the learning environment

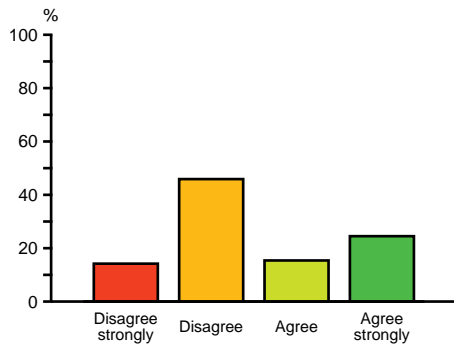
Classrooms are attractive and support learning



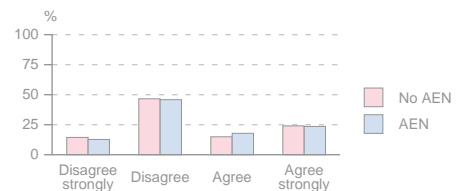
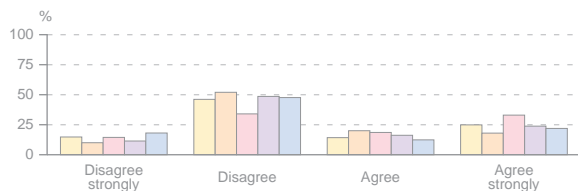
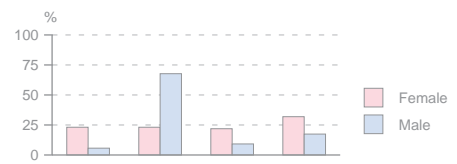
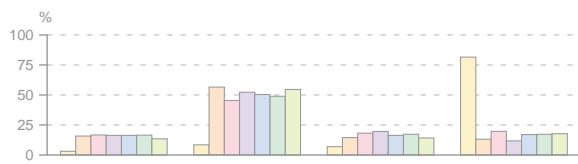
- 20% of students agreed with this statement.
- Significant disagreement between the genders.
- Significant increase in agreement as students get older.
- White (British) students disagree significantly more than others.



Facilities and equipment are good and help learning



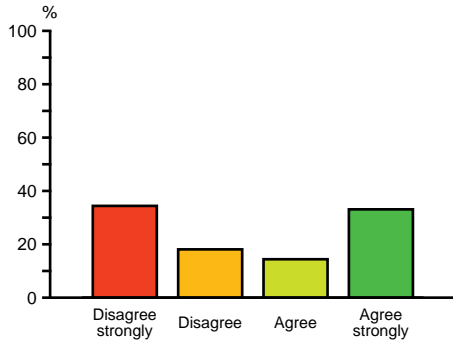
- 40% of students agreed with this statement.
- Significant decrease in agreement as students get older.



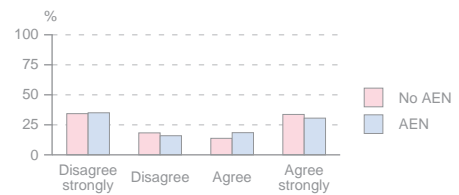
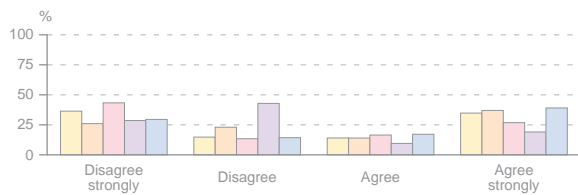
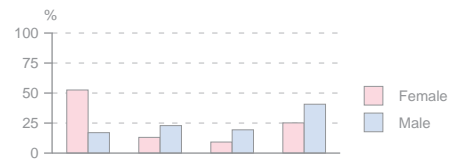
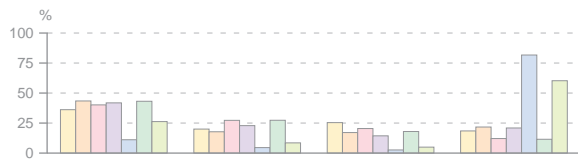


The management of behaviour and discipline

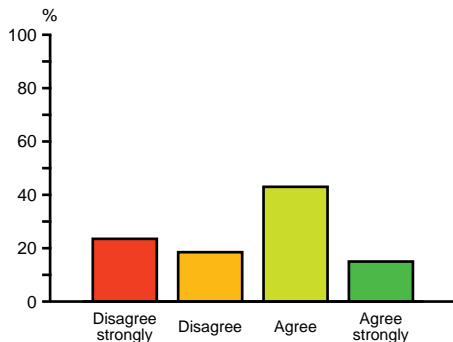
Behaviour and discipline are well managed



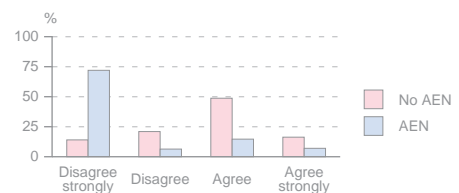
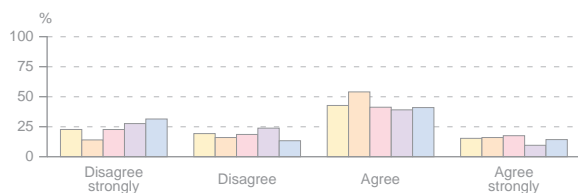
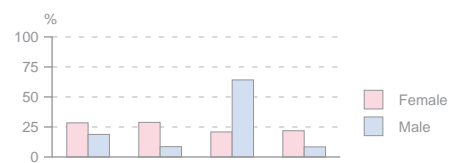
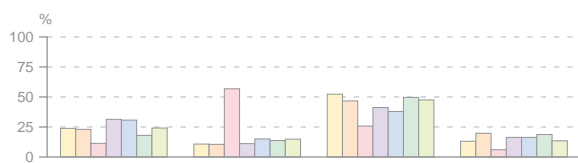
- 48% of students agreed with this statement.
- Significant disagreement between the genders.
- Significant increase in agreement as students get older.
- Asian students disagree significantly more than others.



Students and teachers respect each other



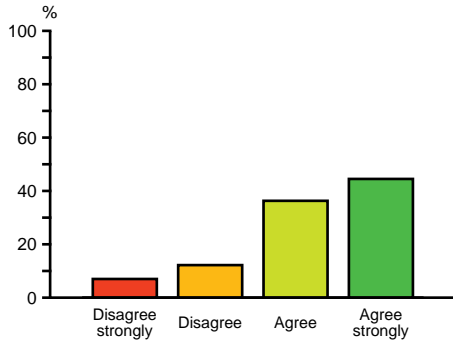
- 58% of students agreed with this statement.
- Year 9 students disagree significantly more than others.



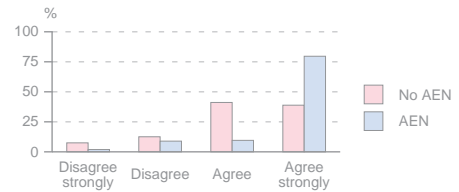
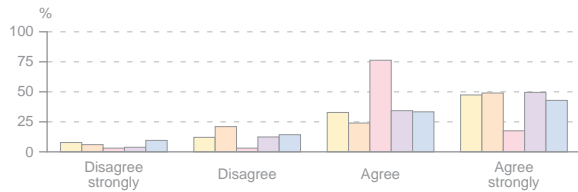
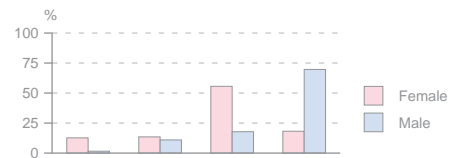
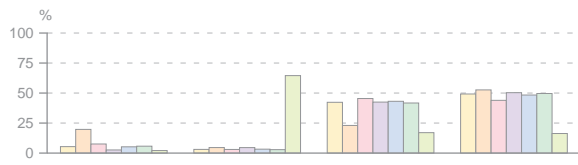


The monitoring and evaluation of student performance

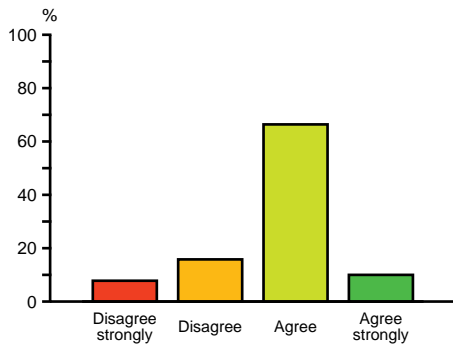
Homework is set regularly, marked punctually and supports learning



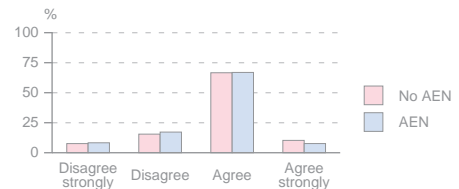
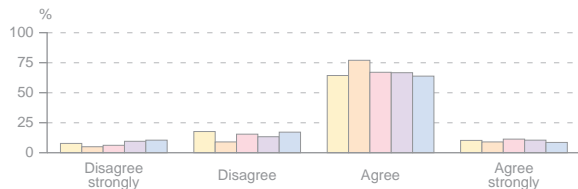
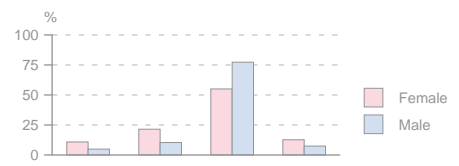
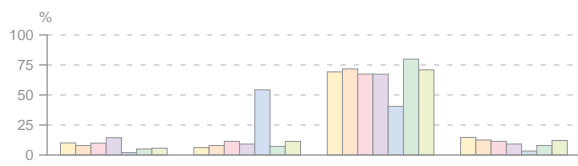
- 81% of students agreed with this statement.
- Significant disagreement between the genders.
- Significant decrease in agreement as students get older.



Progress is checked and new goals are set for students



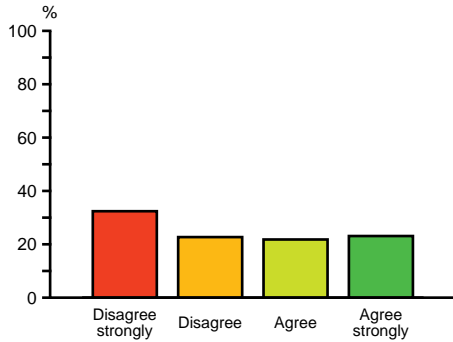
- 76% of students agreed with this statement.
- Year 11 students disagree significantly more than others.



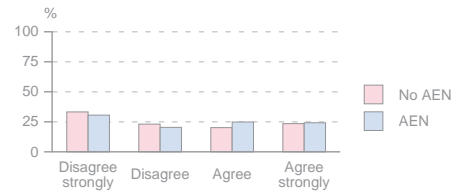
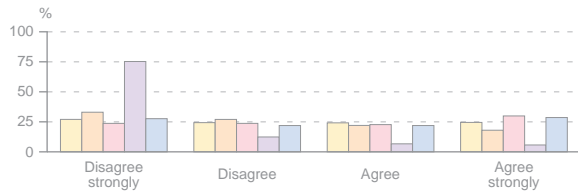
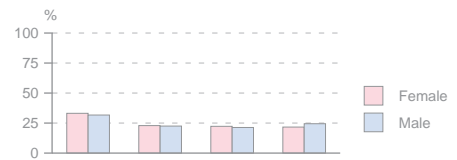
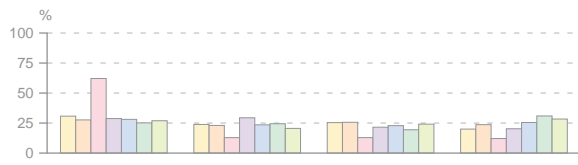


The monitoring and evaluation of staff performance

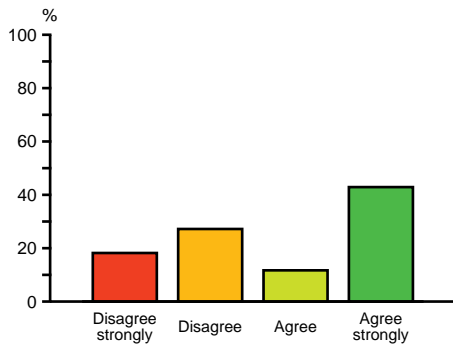
The school/college keeps a close eye on quality and standards in the classroom



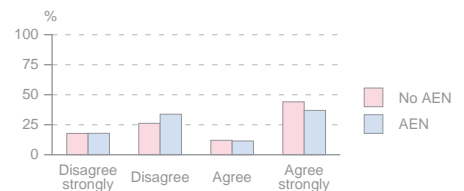
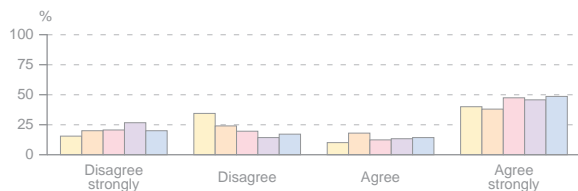
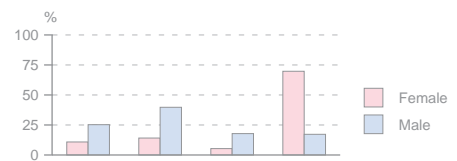
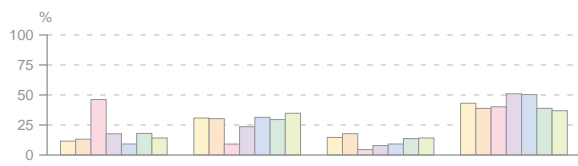
- 45% of students agreed with this statement.
- Significant increase in agreement as students get older.
- Asian students disagree significantly more than others.



The school/college does not tolerate poor teaching



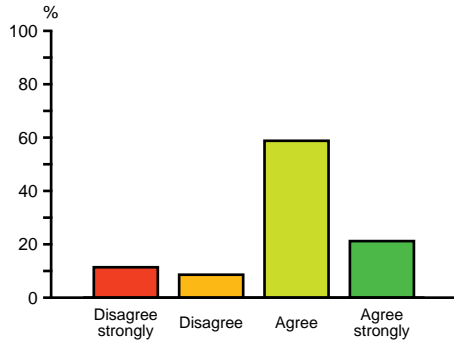
- 55% of students agreed with this statement.
- Significant disagreement between the genders.
- Year 9 students disagree significantly more than others.



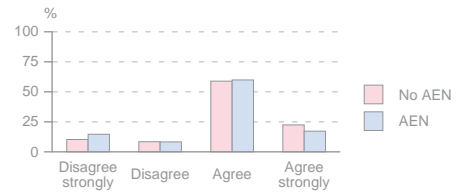
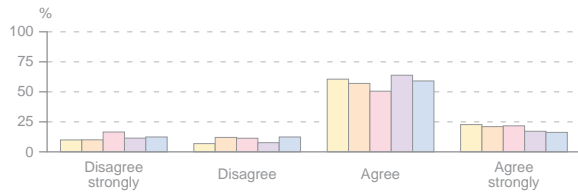
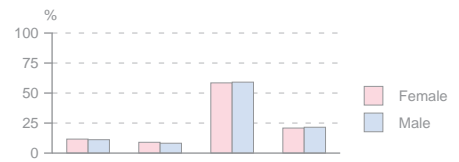
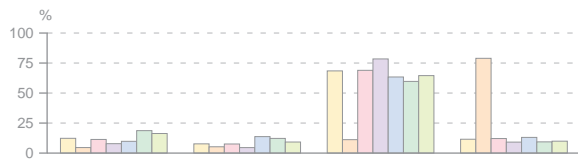


The organisation of student care and involvement

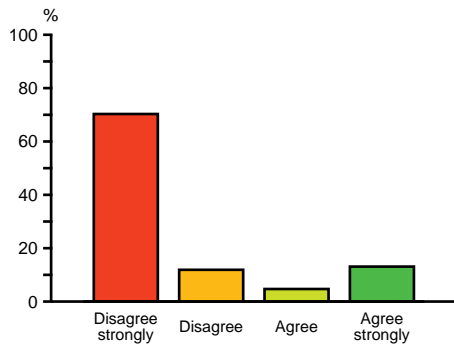
I feel I am well cared for at school/college



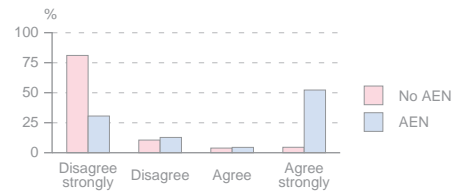
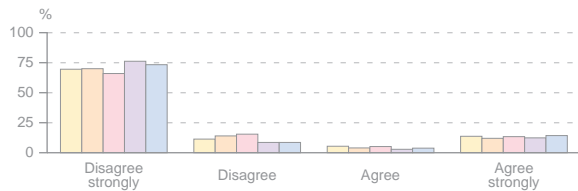
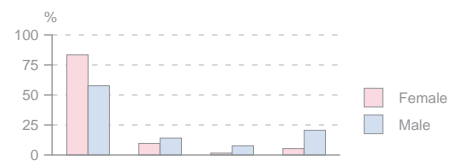
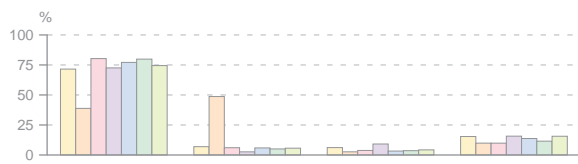
- 80% of students agreed with this statement.
- Significant decrease in agreement as students get older.



I feel very involved with what is going on at the school/college



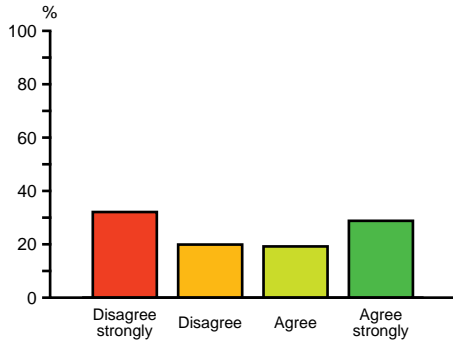
- 18% of students agreed with this statement.
- Significant disagreement between the genders.



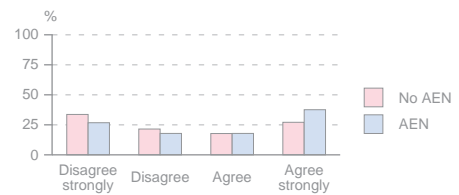
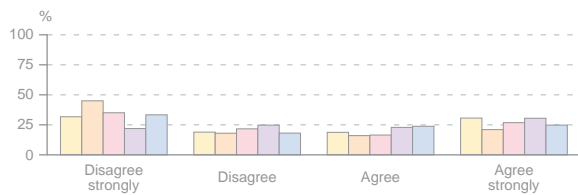
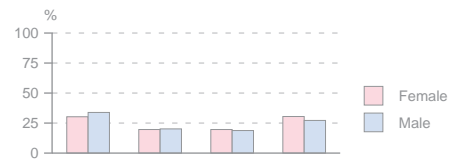
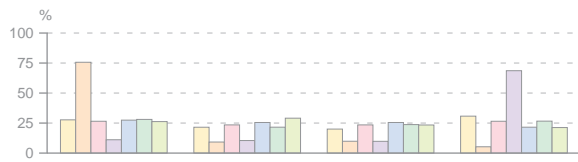


The organisation of parental involvement and responsibility

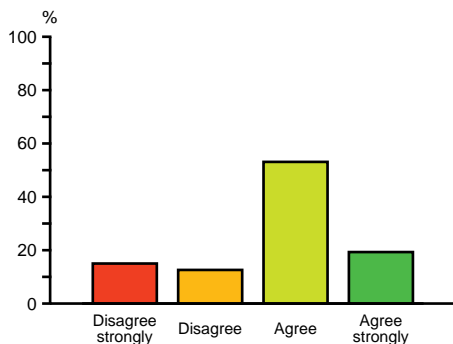
It is easy for parents/carers to get involved with the school/college



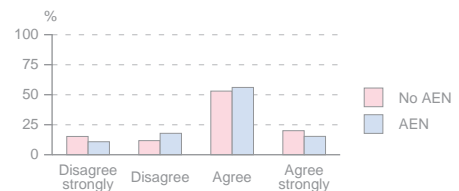
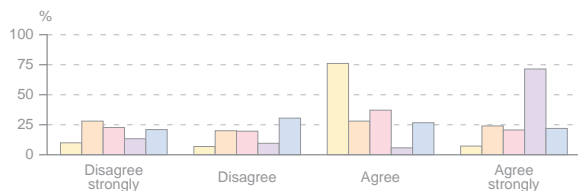
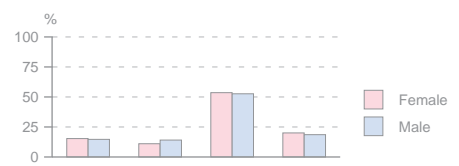
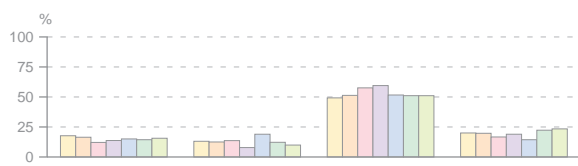
- 48% of students agreed with this statement.
- Significant increase in agreement as students get older.
- White (other) students disagree significantly more than others.



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



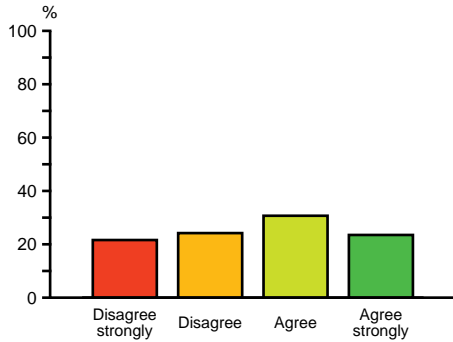
- 72% of students agreed with this statement.
- Asian students agree significantly more than others.



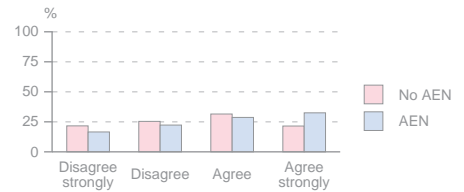
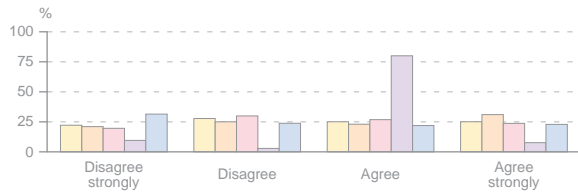
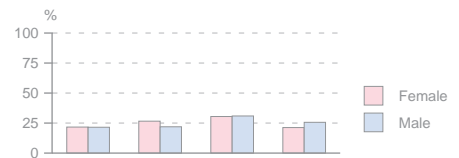
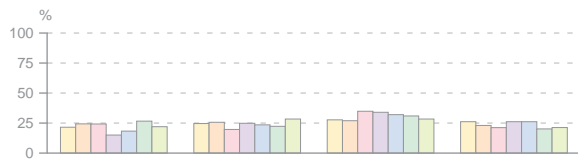


The organisation of staff training and development

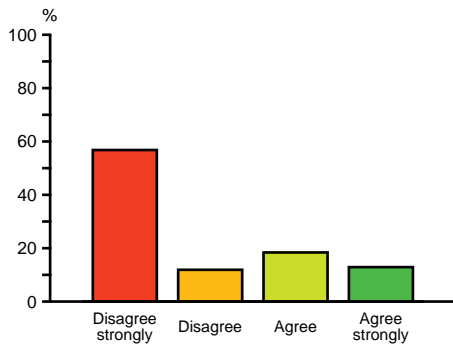
The staff are always trying to improve



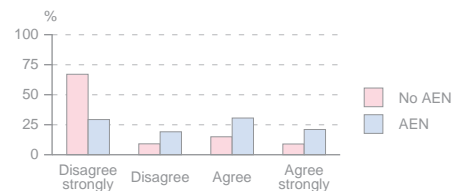
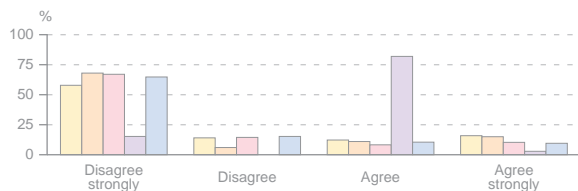
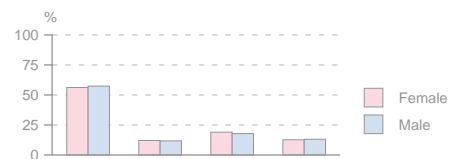
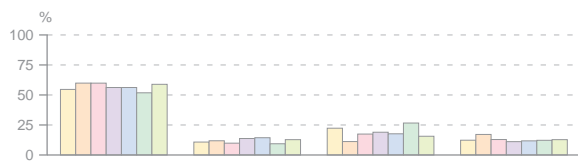
- 54% of students agreed with this statement.
- Asian students agree significantly more than others.



The staff try new methods to help students learn better



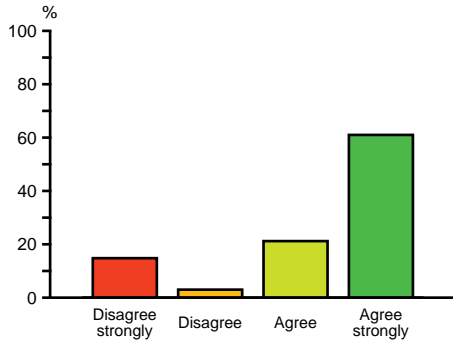
- 31% of students agreed with this statement.
- Asian students agree significantly more than others.



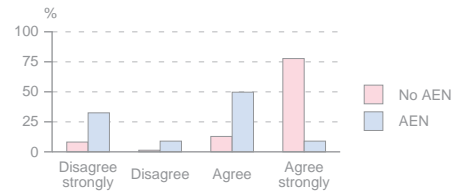
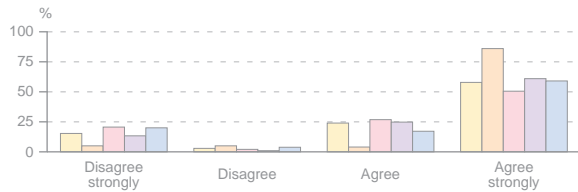
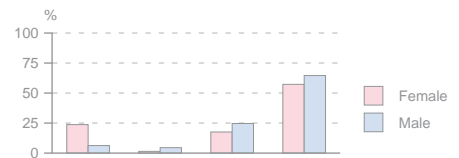
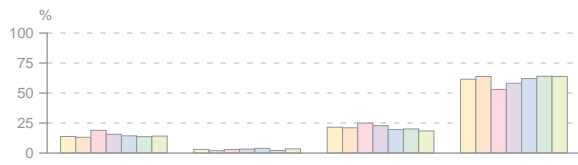


The organisation of extra-curricular activities

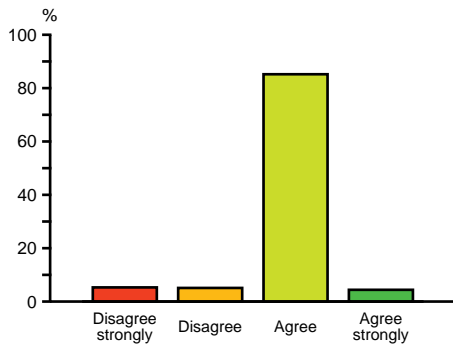
I take part in school/college clubs and activities out of lessons



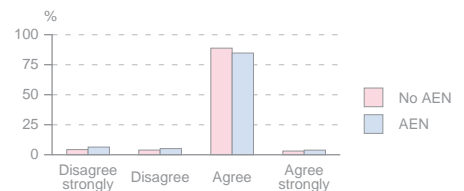
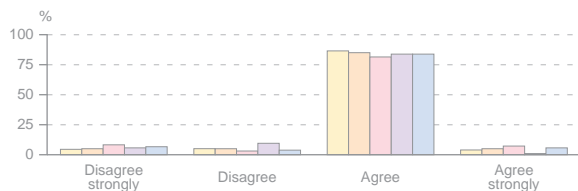
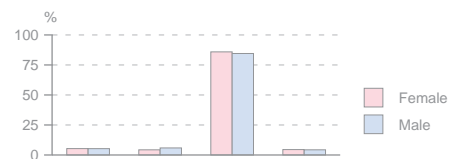
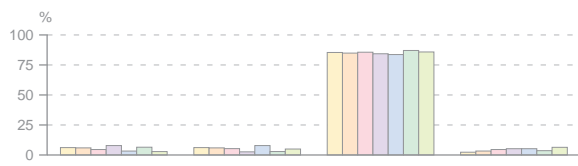
- 82% of students agreed with this statement.
- White (other) students agree significantly more than others.



Clubs and activities are well chosen to support learning



- 90% of students agreed with this statement.



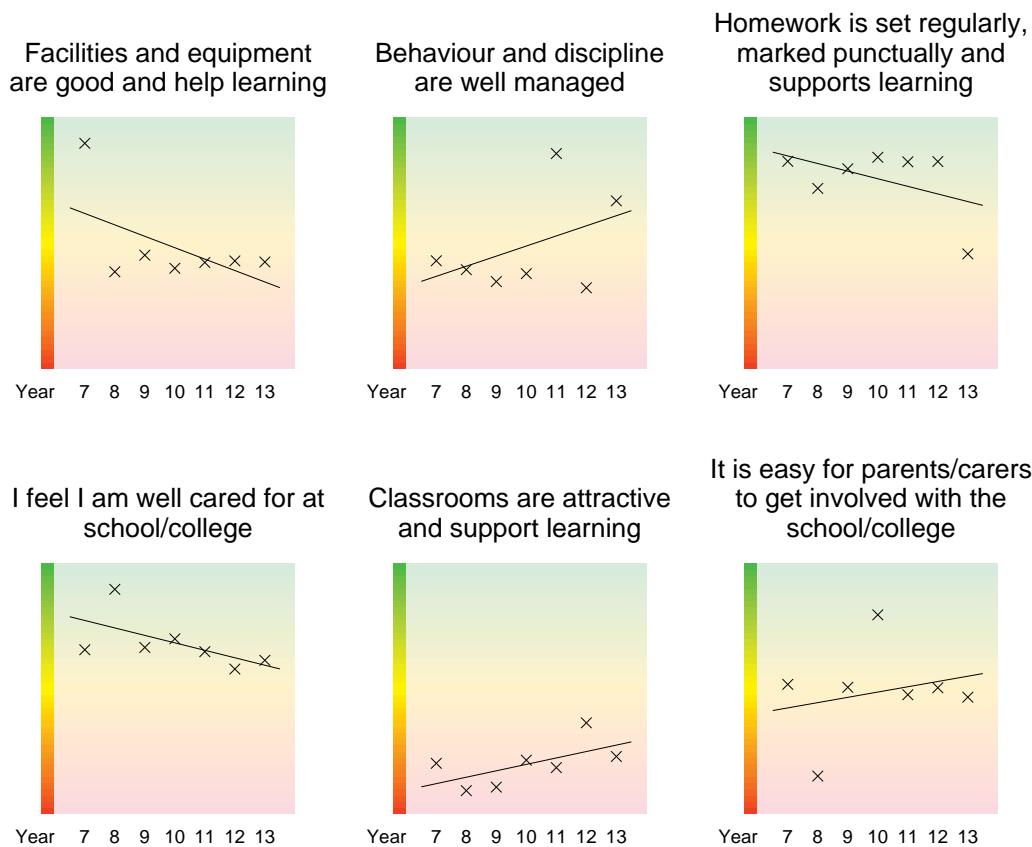


Differences in perception by year group

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.



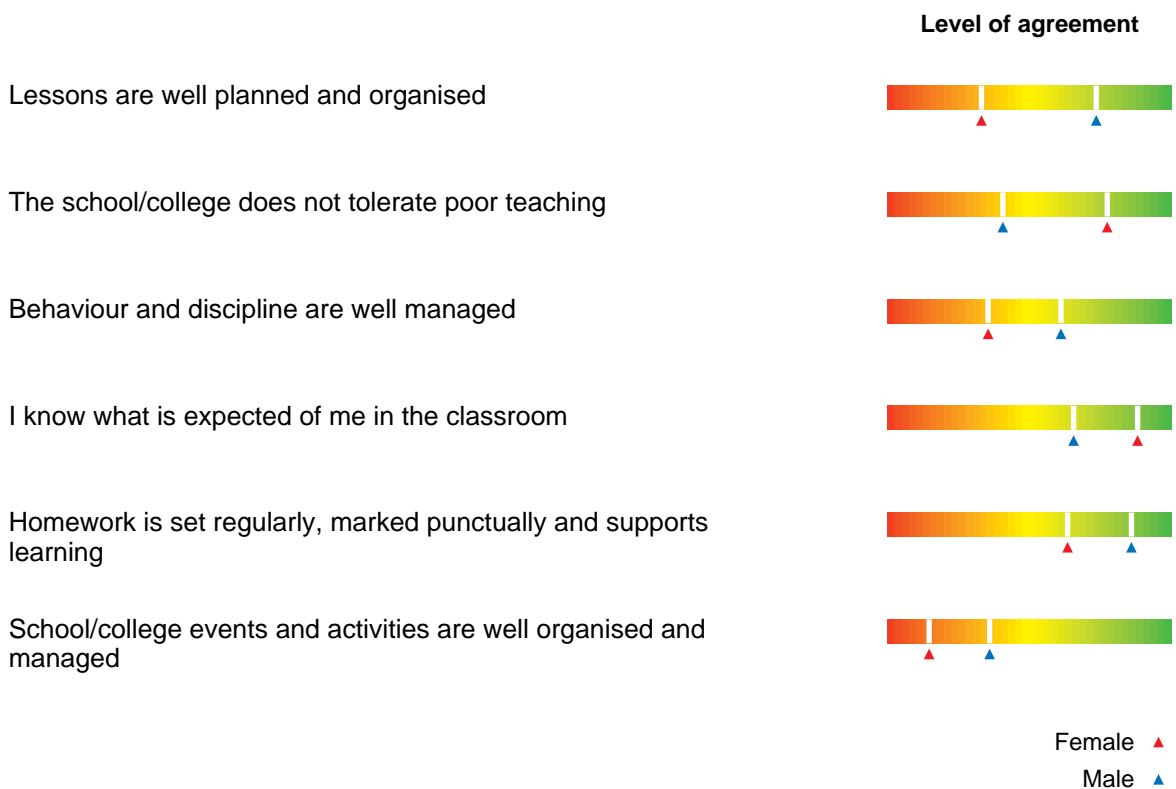


Differences in perception by gender

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

The statements are ordered by the difference in average level of agreement. The average response of each gender 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.



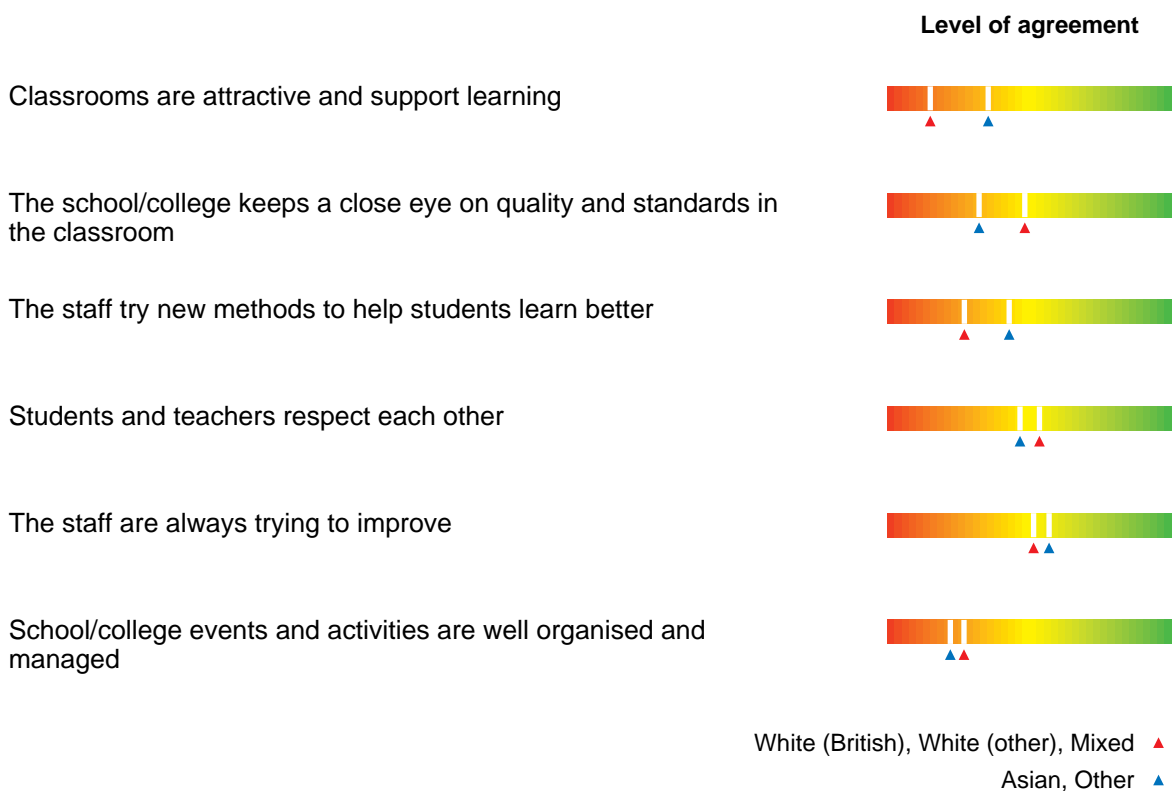


Differences in perception by ethnicity

The chart below shows the six greatest differences in perception between each ethnic grouping of students. The ethnic groupings shown were selected by Sample School.

The statements are ordered by the difference in average level of agreement. The average response of each ethnic grouping 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 ethnic groups 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 students who have additional educational needs (AEN) and 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 students 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 students who have additional educational needs and those who do not have additional needs are also shown with the report graphs on pages 12 to 22.

