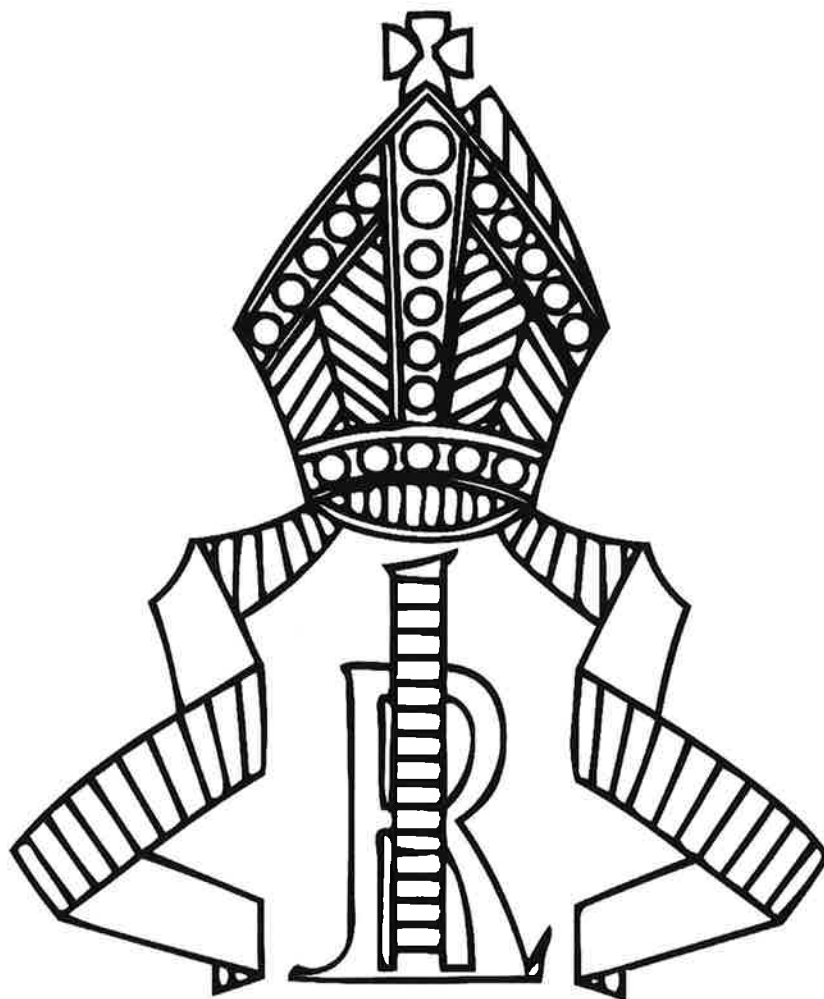


Bishop Luffa School



Survey of Parents and Pupils

January 2018

The results of the survey of parents and pupils conducted in January have arrived. The last survey was taken in November 2014. The survey, the fifth survey conducted by the independent firm Kirkland Rowell, attracted 303 completed parents' questionnaires, and 1276 pupils' questionnaires. Scores are based on mean national averages gathered from over 3000 state and independent schools, and draw statistically reliable data relating to parents' and pupils' levels of satisfaction about the school's performance. Satisfaction in relation to other similar schools was defined on four levels:

- Outstanding – at least 10% higher than “good”
- Good – in line with targets for success in similar schools
- Room for improvement – in line with expectations
- Attention advised – at least 5% below the “good” line

For the sake of assessment in most schools, questions receiving a score of 70% or over for academic subjects is regarded as “good”, and for non-academic areas 65% as “good”. Where these italicised phrases occur, they refer to the descriptions drawn from the statistical data.

I am grateful to all pupils and parents who completed the survey. It revealed very positive results. Analysis of the results will help us ensure that pupils' experience of their time at Bishop Luffa meets the aspiration of our motto – *Always our best because everyone matters.*

A handwritten signature in black ink, appearing to read 'Nick Taunt', with a long horizontal line extending from the end of the signature.

Nick Taunt
Headteacher

March 2018

Overall performance

Parents and pupils both gave the school a '*very good*' overall rating.

Of the parents of new pupils, 90% felt that the school had lived up to their expectations, of whom 22% said the school was better than they expected it to be – an *outstanding* rating.

90% of parents would recommend Bishop Luffa to another parent – an *outstanding* rating.

Among parents whose children were not in their first year at school, 91% said that the school was at least in line with their expectation, and 19% said the school had improved over the past year.

35% of pupils who had been attending for over a year said that the school had improved over the last year.

It was noted that all criteria gained scores of at least '*good*'.

Academic criteria

Pupils were most happy with the teaching of Dance BTEC, Law, Maths (Core and Further Maths), Statistics, Theatre Studies, Theology, Economics, Business Studies, German, French, Resistant Materials, P4C, Physics, GCSE PE, GCSE Maths and Computer Science – all felt to be *outstanding*.

Pupils gave significantly higher scores than in the previous survey to Business Studies, Computer Science, Economics, Geography, German, History, Science, Textiles, Theatre Studies, and Theology.

Pupils felt all the other areas were at least *good*; they felt there was room for improvement in Music.

A few parents felt that the regular marking of work left some room for improvement, although they still judged it to be *good*.

Sixth Form students felt that Sixth Form provision was *outstanding*, including the quality of feedback on their work.

Non-academic criteria

With regard to non-academic areas, parents felt the school's particular strengths lay in developing moral values, community spirit, school security, discipline and communication – all considered to be *outstanding*.

Also considered to be at least *good* were: control of bullying, exam results, levels of homework, truancy control, developing confidence, caring teachers, teaching quality, social health education; Least strong in parents' view were availability of resources, choice of subjects, developing potential, computer access and the happiness of their child – but these too gained scores that were at least *good*.

For pupils, the school's 'top strengths' were school discipline, community spirit, availability of resources (all considered *outstanding*), school communication and school facilities. All the rest were considered at least *good*, with the exception of 'social health education', 'careers advice' and 'developing confidence'.

Additional criteria

We also asked for additional questions to be included in the survey. Some of these related to issues identified at the last survey; others were to get a picture of parents' views about issues we have been working on.

We were pleased that Parents Evenings are considered *outstanding*, and all the other criteria were considered good: celebrating and rewarding achievement, treating all pupils fairly and equally, looking after pupils well, access to staff, ensuring pupils do their best, Church links, e-safety, school uniform, written reports, making sure that the new pupils settle in well, transfer from previous school, explaining to parents how to help their child, extracurricular activities, and tailoring workload to child's needs and ability. Parents felt that encouraging and listening to parents' views and the regular marking of work could be improved, although both criteria were nevertheless scored as at least *good*.

Our response

Within this very positive context, parents and pupils did identify some areas for the school to address:

- a. The national changes in the curriculum and in the new-style assessment across all three key stages contribute to the sense from both parents and pupils about the need to develop further pupils' confidence and happiness. We are particularly aware of the pressure some pupils feel under as a result of the new GCSEs, and we are working to help pupils develop resilience in the face of these challenges. We shall explore these findings with pupils and parents.
 - b. Although teaching quality was regarded as at least *good* by all parents and pupils, and *outstanding* in some subjects, some parents felt that there is room for improvement in some other subjects. This perception reflects the changes in staff over the last year, with both new teachers joining us in January and several on maternity leave or extended absence (since returned). Support is in place for individual teachers where needed, and in the areas identified in the Survey.
 - c. Social health education is covered in our P4C programme, which pupils rated as *outstanding*. We shall explore further the specific areas about which pupils feel less confident (eg Diet).
 - d. The term "Careers advice" is not a term we commonly use, but we have tried to use it more explicitly with parents and pupils during P4C sessions, during Exploration Days, the Year 9 'Inspiration' session and Dragons' Den Day, the Year 10 Enterprise and Work Experience activities, and during Sixth Form Young Enterprise and Work Experience. All of these activities involve local business people and are designed to broaden pupils' views of careers and the personal qualities they will need in the world of work. Targeted pupils also receive specific careers interviews, and all pupils are introduced to the online advice program, U-Explore. We are encouraged that parents felt that careers advice had undergone significant improvement since our last survey. Nevertheless, we shall continue to be more explicit about the purpose and direction of these activities. Full details can be found on our website <http://www.bishoppluffa.org.uk/pupils/careers-and-work-experience/>
 - e. Facilities appear as a priority for improvement with parents and pupils. We shall explore what specific aspects of our facilities this concerns. We are delighted with the £2.5m refurbishment and re-equipping of the Humanities Block, supported by the £50k raised by pupils and parents in the Big Walk. We know that there is still more to do within tight financial constraints.
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