

## Introduction

# Kirkland Rowell Surveys

Stakeholder surveys are an integral part of any self-evaluation system and establishing and monitoring the changing perceptions of parents, pupils and staff overtime is highly important.

*Kirkland Rowell Surveys* support schools in understanding what is important to their stakeholders and how satisfied they are according to selected criteria.

Offering a truly effective way of ensuring school improvement measures are on the right track, *Kirkland Rowell Surveys* provide a snapshot of a school's strengths and weaknesses. The questionnaires can be tailored to each school's requirements, enabling the survey of relevant topics.

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**“Kirkland Rowell’s surveys of pupils, parents, staff and governors was of great help in informing and shaping our three year School Development Plan. The detailed analysis of our curriculum offer, Student Voice and levels of parental support and satisfaction underpins our strategic thinking and action planning for the next three years. With Kirkland Rowell we are both data rich and information strong.”**

Dermot G Mullan, Principal,  
Our Lady and St Patrick’s College

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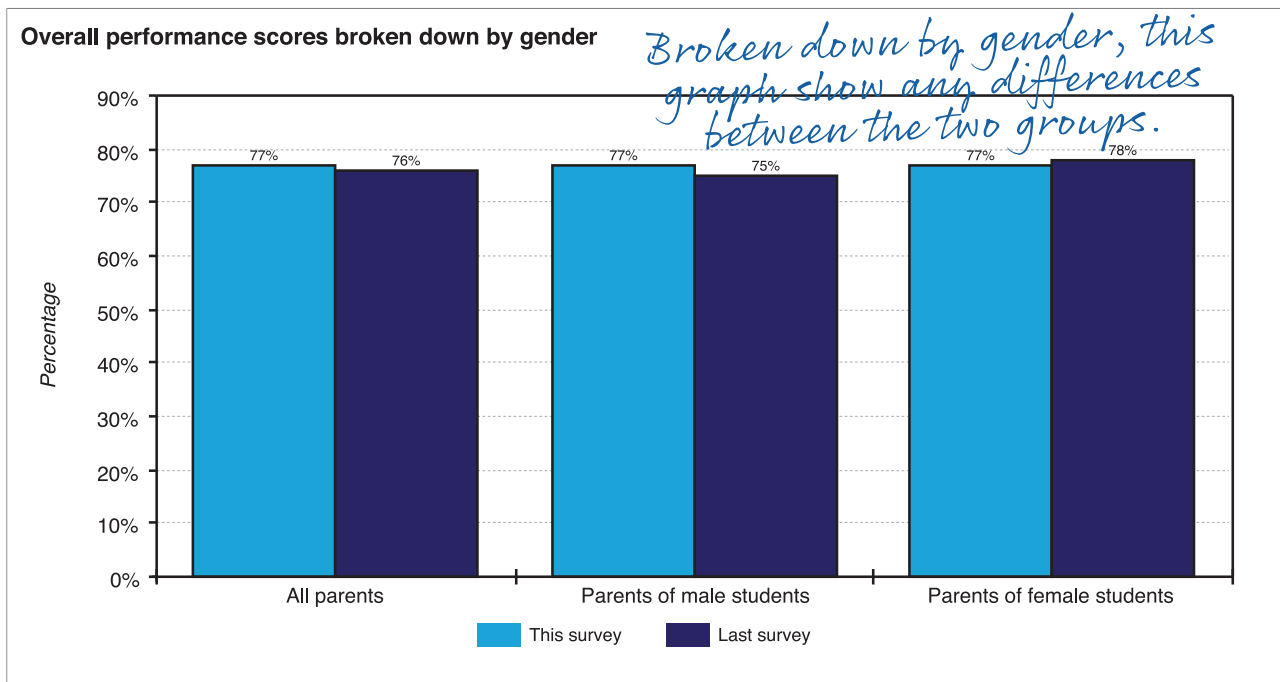
## Kirkland Rowell Surveys at a glance

Key features	Benefits
<b>Short, succinct questionnaires that can be tailored to your school’s specific needs.</b>	Surveys are tailored to enable schools to understand what is important to their stakeholders and to discover how satisfied they are according to chosen criteria.
<b>Results are weighted by national averages of similar schools removing any bias.</b>	This allows the school to view their results in context with similar schools to see if their results are genuinely good and makes the data more meaningful.
<b>Advertising and marketing your school.</b>	Attract prospective parents and pupils than by highlighting what existing pupils, parents and staff think differentiates you from the competition.
<b>The questionnaires are designed, the results are collated and a series of reports are produced to support ongoing improvement.</b>	Through running regular surveys, the school is able to effectively allocate resources to those areas needing improvement and to demonstrate the impact of their actions over time.

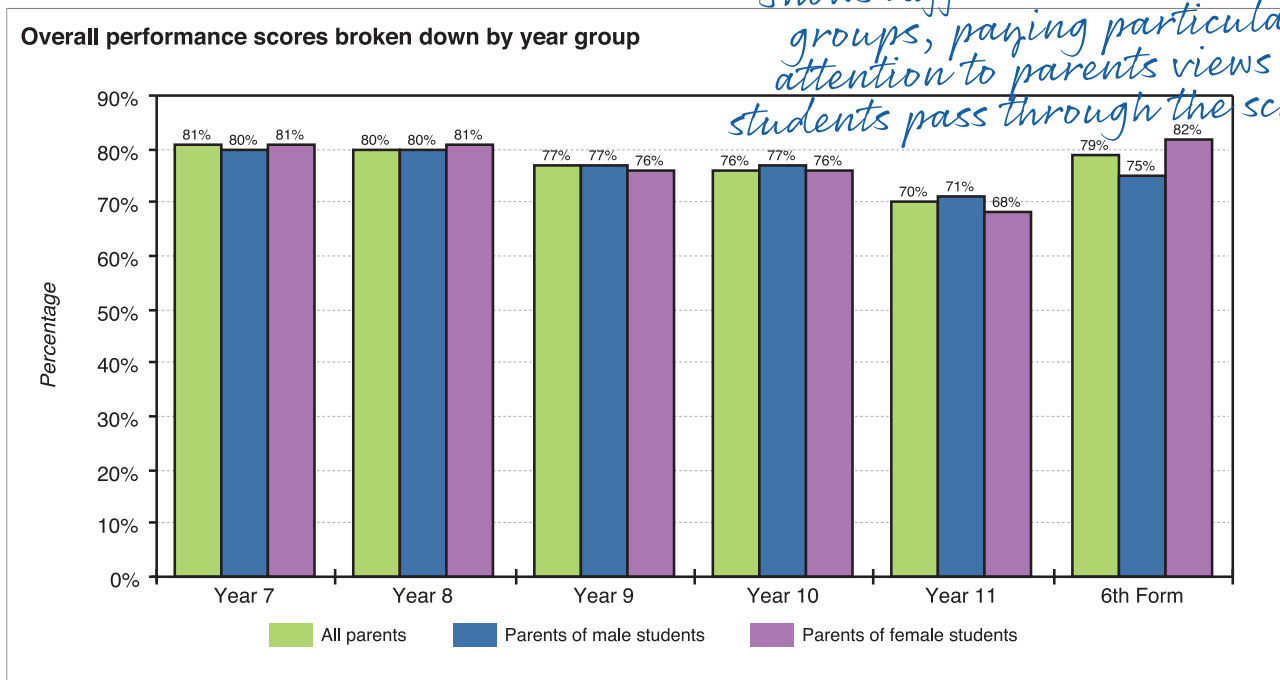
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## Overall performance scores broken down by gender and year group



- The parents gave a very good overall performance score of 77.0%, improved since the last survey.
- Parents of male students scored the overall performance of the school the same as parents of female students.



- Parents of Year 7 students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.
- Parents of Year 7 and Year 8 male students and parents of 6th Form female students scored the highest overall from other year groups and are therefore most satisfied with the school's performance.

*Happy = Good or very good rating  
Unhappy = Poor or very poor rating*

## Happy versus unhappy parents for non-academic criteria

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

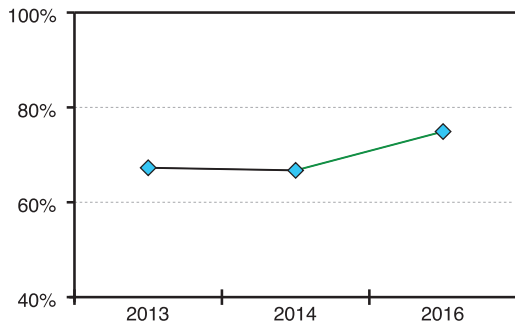
- Having fewer than 2% of parents who are unhappy with a particular area should be considered 'outstanding' (above the gold line).
- Having between 2% & 4.9% of parents who are unhappy with a particular area should be considered as 'good' (above the green line).
- Having between 5% & 15% of parents who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

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

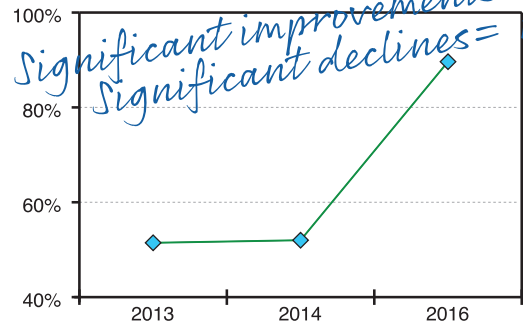
Non-academic criteria	Rating 'poor' or 'very poor' (%)	Previous survey (%)	% Change	Rating 'good' or 'very good' (%)
Truancy control	3.5	5.8	-2.3	60.9
Teaching quality	3.7	6.2	-2.5	75.0
Caring teachers	3.8	4.9	-1.2	79.3
Computer access	4.3	4.7	-0.4	79.3
Exam results	5.1	10.3	-5.3	75.9
Choice of subjects	5.9	7.1	-1.2	74.5
School security	6.2	7.9	-1.7	80.6
School facilities	7.4	8.8	-1.4	62.8
Community spirit	7.9	9.2	-1.3	63.8
Developing moral values	8.5	9.8	-1.3	69.7
Availability of resources	8.8	11.6	-2.8	67.8
Social health education	11.0	14.7	-3.7	55.0
Control of bullying	11.9	16.1	-4.2	67.4
Developing potential	12.8	14.0	-1.2	63.0
School communication	13.7	12.5	+1.2	60.6
School discipline	15.5	7.9	+7.6	49.1
Levels of homework	18.0	19.9	-1.9	53.7
Careers advice	19.3	21.1	-1.8	40.1
Happiness of child	21.0	8.5	+12.6	32.2
Developing confidence	23.4	13.5	+9.9	52.7

*These scores rarely add up to 100%: we're looking at the upper scores and the lower scores; those who gave an average/"neither good nor poor" score.*

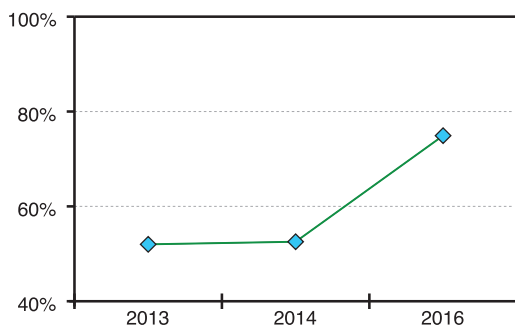
**Support from line managers**



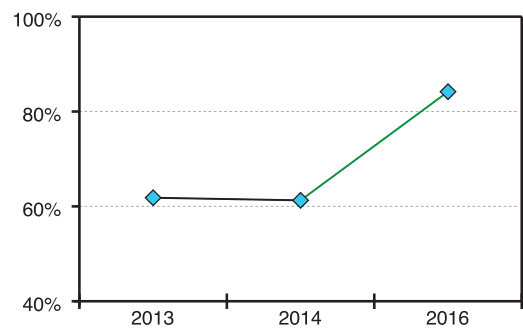
**Induction of new staff**



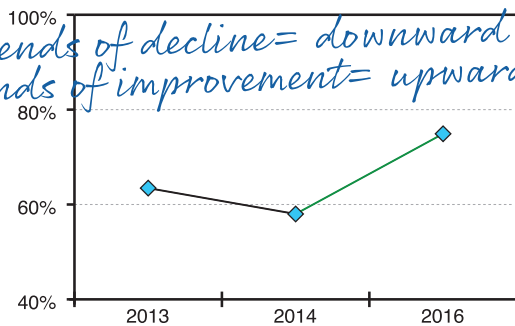
**Developing self esteem in staff**



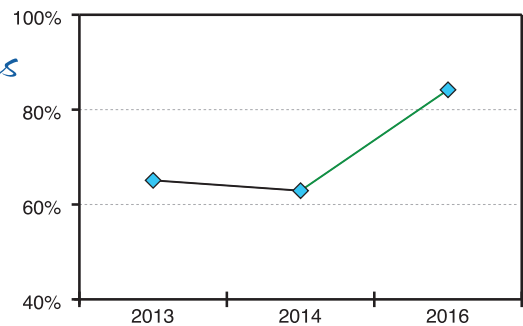
**Overall sense of common purpose**



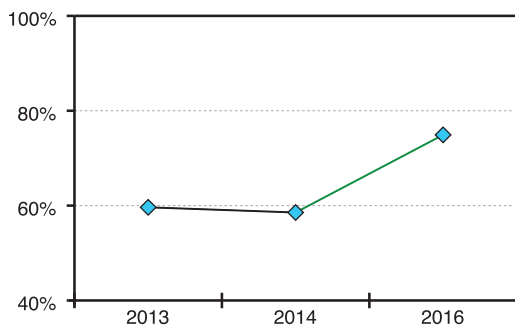
**Accessibility of resources**



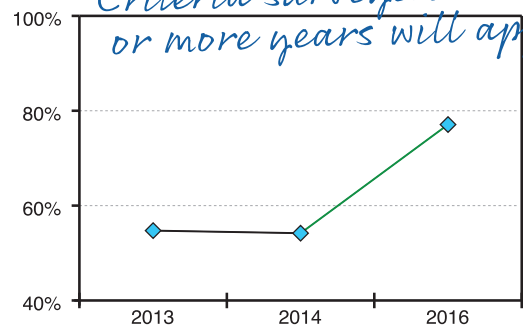
**Equal opportunities for staff**



**Pupils' attitudes to learning**

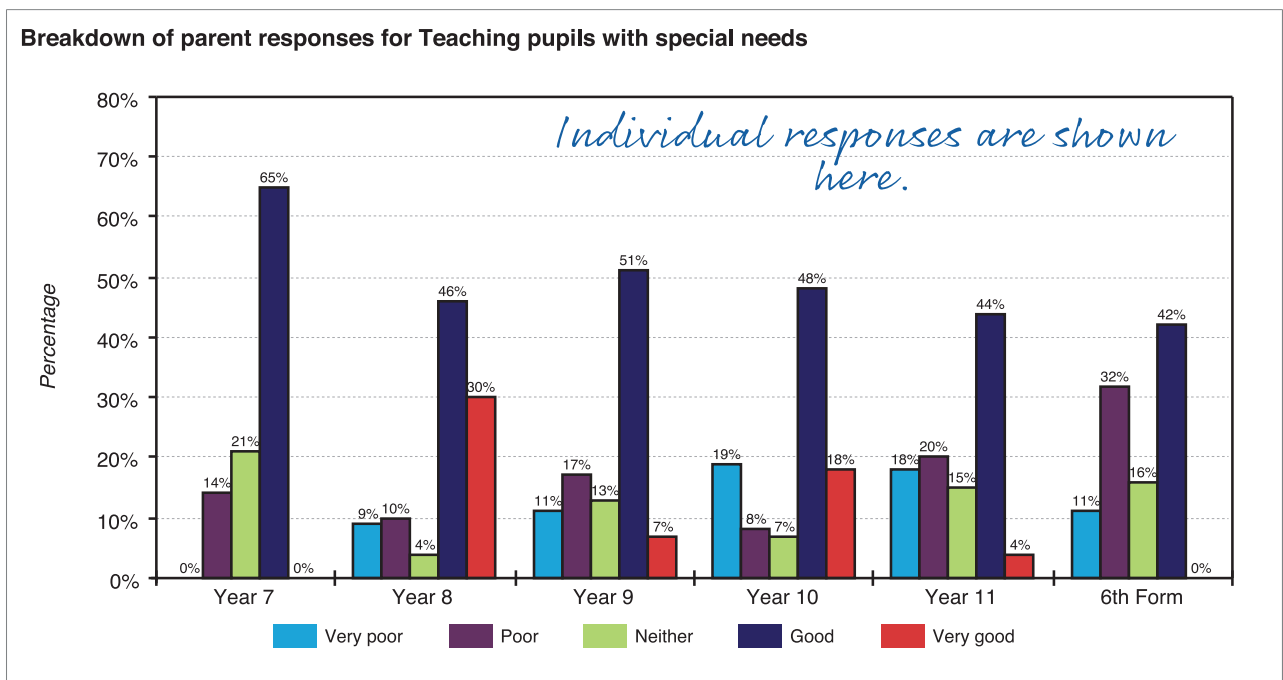
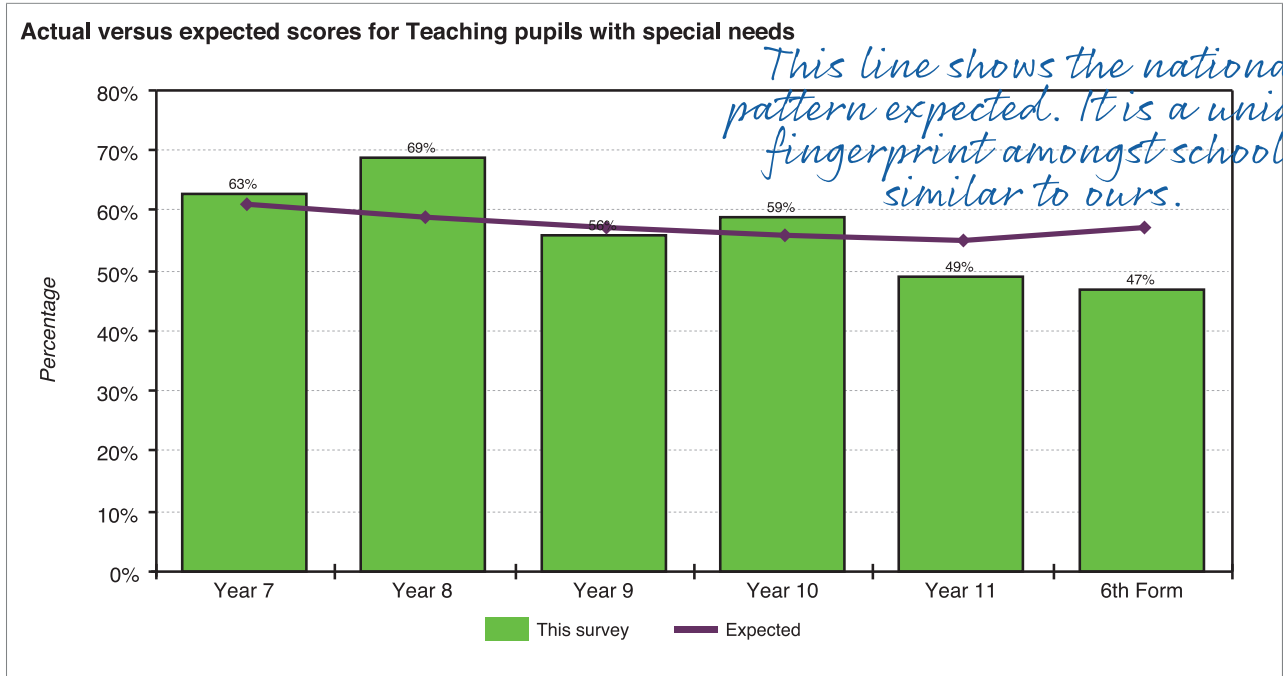


**Pupils' respect for staff/others**



## Unexpected results for ‘Teaching pupils with special needs’

- The contribution towards the score for Teaching pupils with special needs was higher than expected for Year 8.



The differences between the scores in our school and the scores we would expect, based on national patterns are shown.

# Priorities

A key measure of a school's performance is a comparison of how well stakeholders feel the school performs with regard to a set of priorities versus how important they feel that each of these priorities is. Rankings highlighted in green show criteria where there is a strong, positive link between what is important to stakeholders and stakeholder satisfaction. Rankings highlighted in red show criteria where there is a strong, negative link between what is important to stakeholders and stakeholder satisfaction. Criteria which have top importance across more than one survey type have the number of occurrences shown in square brackets [1].

*Pick the 10 most important criteria.*  
**Top five importance vs. satisfaction**

*Rate satisfaction with our schools performance.*

Parent survey			Student survey			Staff survey		
	Importance	Satisfaction		Importance	Satisfaction		Importance	Satisfaction
School discipline	92.5%	17th	Happiness of child	78.0%	12th [2]	Caring teachers	100.0%	11th
Teaching quality	90.3%	7th [2]	Control of bullying	71.4%	13th [2]	School communication	100.0%	7th
Happiness of child	82.5%	20th [2]	Teaching quality	69.7%	3rd [2]	School security	100.0%	17th [2]
Developing potential	73.4%	14th	School security	69.7%	20th [2]	Control of bullying	92.5%	13th [2]
Developing confidence	71.7%	19th	Exam results	66.3%	15th	Social health education	92.5%	2nd

- Parents say the school is performing less well in School discipline, Happiness of child and Developing confidence.
- Students say the school is performing well in Teaching quality and less well in School security.
- Staff say the school is performing well in Social health education and less well in School security.

*Green = performs well  
 Red = performs poorly*

## Top priorities for improvement

Parent survey			Student survey			Staff survey		
	This school	Similar schools		This school	Similar schools		This school	Similar schools
Developing potential	12.4%	9.1%	Teaching quality	8.8%	9.9%	School facilities	50.0%	8.1% [2]
Careers advice	11.5%	5.5%	Control of bullying	8.6%	7.9%	School discipline	21.3%	44.4% [2]
School communication	11.1%	9.5%	Levels of homework	7.9%	5.3% [2]	School security	21.3%	1.0%
Levels of homework	9.1%	7.4% [2]	School facilities	7.2%	14.9% [2]	Truancy control	7.5%	1.2%
School discipline	7.6%	9.4% [2]	Happiness of child	7.0%	8.5%	Choice of subjects	0.0%	2.4%

- Compared to similar schools, parents have given a higher priority to Careers advice and a lower priority to Teaching quality.
- Compared to similar schools, students have given a lower priority to School facilities.
- Compared to similar schools, staff have given a higher priority to School facilities, School security and Truancy control and a lower priority to School discipline, Computer access, Developing moral values, Developing potential and Teaching quality.

*Which criteria would we most like to see improved?*

*Criteria which are priorities for improvement to more than one stakeholder group are flagged.  
 [2] means two stakeholder groups; [3] means all three stakeholder groups.*