



Evaluation of the Computerised Reporting System

June 2009

This year was the first year that computerised reporting had been used throughout Key Stage 3. It was decided that it would therefore be appropriate to gauge the success of these new reports with those who they are designed to inform, you, our parents. Parents of all the children in key stage 3 were sent a feedback questionnaire along with their child's report and asked to complete it honestly. 430 questionnaires were sent with the reports, and an SAE was provided. I received a total of 112 in return giving us a percentage return rate of 26%. I was a little disappointed with this figure and hope that it was due, at least in some part, to the time of year which coincided with the summer holidays.

The following table shows the results of the parents' feedback.

| | | True | Mostly True | Rarely True | Not True | No Resp |
|----|--|------|-------------|-------------|----------|---------|
| 1. | The layout of the new report is clear. | 93% | 7% | | | |
| 2. | The new computerized reports are more easily read | 89% | 9% | 2% | | |
| 3. | They provide important information on the progress of my child | 88% | 12% | | | |
| 4. | The information on attendance and detentions is valuable. | 94% | 4% | 1% | 1% | |
| 5. | The teachers' comments are important and useful. | 96% | 4% | | | |
| 6. | I understand all the information contained in the report. | 94% | 5% | | 1% | |
| 7. | I would prefer all the teachers to use the same method of reporting. (grades or percentages) | 77% | 10% | 2% | 8.9% | 2.6% |
| 8. | I find the inclusion of the class average useful. | 91% | 7% | | 1% | 1% |
| 9. | I find these detailed annual reports very | 95% | 4% | | | 1% |

| | | | | | | |
|-----|---|-----|----|----|--|--|
| | informative. | | | | | |
| 10. | I am aware that I can make an appointment to discuss my child's progress at any time. | 97% | 2% | 1% | | |

Conclusions

According to the figures you seem very happy with our new method of reporting. All statements were positively responded to with every statement achieving above 75% in the TRUE responses alone. One question had a larger percentage of NOT TRUE responses; this question centred on the use of grades or percentages. It would seem that the mixture of both systems does not cause concern for some, although the vast majority would still prefer the same method to be used across the curricular areas. In terms of consistency this would be the better approach. However I would like to draw attention to your comments which perhaps show us that there are some areas that require our attention.

The Following shows the comments made by some of the parents.

We are very pleased with _____ progress throughout the year and also her results. She is extremely happy and content and is thriving. Her confidence in all aspects of her school life and work has been noticed and we thank you for all your hard work.

“Level x” does not tell us sufficient information. Is the child's attainment a HIGH level X, mid level X or low level X? What actual level should the child is expected to have attained by the end of year 10? Is level 5 an average, or should level 6 be more what should be attainable? Percentages are more readily understood. Using a chart to show grade parameters in percentage form would be useful and would solve the aforementioned question about high/medium/low attainment in each level bracket.

As a teacher myself, my only comment would be that the teacher contributions are very brief – not much detail given. However, generally happy with the layout etc.

Quite happy with _____'s first report.

Although not connected to the reporting system, I just want to use this opportunity to mention our concerns – Re Parent Interviews – Hall is busy, congested and noisy at times with no queuing system. Would adjoining classrooms be a possibility? Feel difficult to maintain confidentiality in present system.

We are very pleased with all of the information contained in this report and find it easy to read and understand. Percentages preferred

This new set out report was a lot easier to read and make out who the teachers are, as sometimes teachers signatures can't be made out. Very pleased.

This report was good much better than the previous method.

I am very happy overall

I was unsure what level 5 meant, would have been helpful to have this explained, otherwise very impressed with this new style.

I am very pleased with _____'s first year in Secondary school. I hope he keeps it up next year.

We are happy with _____'s progress at school. There are many aspects of school that _____ finds difficult but he always does his best. Thank you to all staff for their patience and support with _____.

I am very happy with the way the teachers work with the children. My son has settled in great

Sincere thanks to all members of staff for helping _____ achieve the standards she has. All support required by us will continue.

I sometimes feel the grades do not match up to teachers comments e.g. _____ C+ comment: "An excellent years work from a determined and interested pupil who has surpassed all my expectations, well done" I find this a very low grade for a teacher so pleased with my sons years work

It would be useful to have a comment on how children who attend Miss Lavery for dyslexia are getting on.

The new system has no major advantages to us but if it makes report times better and less work to the staff – good thing!!!

I find the old report layout (page length) easier to read than page width, but can appreciate this has to be done for teacher comments.

I have not answered Q 4 as on _____'s report it stated that he was late 11 times. I do not believe this to be true and I would like to see where he signed the late book 11 times.

I find the end of year report good and comments very useful to My daughter's progress and conduct in school.

I hope _____ can do better in some of her test results i.e. maths + English but we are very pleased with her 1st report of the 1st year.

I believe that _____ has the potential to better her grades and is more than capable of doing so when motivated.

I don't think this (all using same method, grades or percentages) is necessary if the class average and effort is given. I am disappointed with the form teacher's comments as I do not believe that the comments match up the marking but I will address this with the form teacher.

It is my personal opinion that I like to see different handwriting on reports – I realise this view is not widely held in today's society, but it is my preference. (I think I'm a bit of a dinosaur!)

ACTION FOR IMPROVEMENT

- Ensure that teachers' comments and results "match".
- Provide parents with information on the levels of attainment, with in the form of an accompanying flyer or information at parents' evenings.
- Encourage staff to give as much detail as possible on the achievement of each pupil.
- Approach Mrs Harvey & Mrs Lavery re feedback for parents of children who are receiving extra support.