

**CRITERION 6. CUSTOMER RESULTS.**

Our clients' satisfaction is linked to a series of CSF and is reflected in our Vision (see fig 1b.1). Therefore we have to measure the satisfaction level with respect to their expectations and the services we offer. The expectations have been identified and defined in criterion 5c and we measure their achievement by the Customer Satisfaction Process, as well as from information received from other processes, as the Interviews with Parents Process and Enrolment Process. The different valorations obtained from items measured in the Customer Satisfaction Survey are used as a source of information for other Processes, especially the ones related to Policy and Strategy.

**6a Perception measures.**

One of the first activities that we did when we started to implement the EFQM management system was to define our Customers. We concluded that the Parents are our most important Customers, because it is their decision to bring their children to the school. This definition was the point which we began with in the year 97/98 after conducting the first self assessment. From the MT we began the Customer Satisfaction Measurement in which we drew up a survey to measure the indicators discovered in the definition of the expectations (see fig. 5c.3). All the indicators are measured in different items.

1 Overall satisfaction CSF 71
1.1 Infant Education
1.2 Primary Education
1.3 Secondary Education
1.4 Sixth Form
2 Integral teaching.CSF31 (Overall satisfaction and 5 items)
2.1 Overall
2.2 After school activities (items 4 and 5)
3 Language treatment. CSF13 (Overall satisfaction and 2 items)
3.1 Overall indicator
4 Quality teaching: Teaching-Learning.CSF41 (Overall satisfaction and 21 items)
4.1 Overall indicator (Satisfaction with teachers)
4.2 Knowledge acquired by students
4.3 Attention to teachers.
4.4 Well prepared and competent teacher staff.
5 Services: Canteen, school bus. (Overall indicator and 7 items)
5.1 Overall indicator
6 Confidence.(Overall indicator and 5 items)
6.1 Overall indicator.
7 Information- Communication (Overall indicator and 9 items)
7.1 Overall indicator

Figure 6a.1

After the assessment made in the year 2000 we considered it also very important to know the rate of satisfaction of our students. This is why we started the Students Satisfaction Measurement Process and the methodical obtaining of data through interviews. The partial indicators which we measure in the survey for the students' satisfaction are:

1.-Students' overall satisfaction CSF72
1.1 Primary Education
1.2 Secondary Education
1.3 The Sixth Form

2.- Teaching methods used in class.(8 Items)
3.- Relationship of tutors, teachers with students.(9 Items) CSA42
4.- School organisation.(4 Items)
5.- Atmosphere in the school.(7 Items)
6.- Canteen/school bus services.(5 Items)
6.1 School bus
6.2 Canteen

Figure 6a.2

Annually, before handing out these surveys to parents, the MT reviews the expectations and indicators to be measured. The MT also reviews all the items one by one, discusses their needs and relevance, proposes new descriptions or oversees their removal and the inclusion of new items and moreover assigns the objectives to be achieved in each case. The objectives are fixed by the MT in the Strategic Review Process taking into account:

- Previous years' results.
- Comparisons with other centres.
- Real improvement possibilities and fixing of a minimum satisfaction threshold.

The parents survey is completed in May. There was a two year gap between the first survey (1998) and the second given to 100% of the families of the school. After that initial survey we decided to make it an annual event but only at the end of cycle levels (Infant Education 3 and 5 year olds- Primary Education 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> levels, Secondary Education 2<sup>nd</sup> and 4<sup>th</sup> and Sixth Form 2<sup>nd</sup> level), so now we measure the same parent groups every two years. This biannual comparison gives us the true vision of whether families' satisfaction is increasing or not.

The parents are sent the survey by letter together with an introduction from the director. The handing in of the same is optional and anonymous. The parents answered over the 70% of the surveys sent out (see fig. 6b.1).

The student survey is done annually, at the end of cycle levels and is anonymous. It is completed in the students' class groups. A member of the MT asks the group to fill in the survey, explaining its objective and the importance of knowing what they truly think so as to be able to make actions which will lead to improvement.

The data obtained from the parent and student surveys are divided by stages so that we can find the problems arising from each one of them and correct those mistakes seen. This is an example:

- In 1997 the Infant Education students moved to a new building. In the survey made in 1998 the worst results with respect to safety were found to be in Infant Education (xx). The MT created a work group which detected the problem visually that the smallest children had to change buildings to go to the canteen. After meetings with the parents, improvements were made and in the following assessment in 2000, xx was reached, which rose 8.9 in the year 2001.

The average and best data that appear in this sub-criteria have been taken from the group of centres that annually give their data to Euskalit

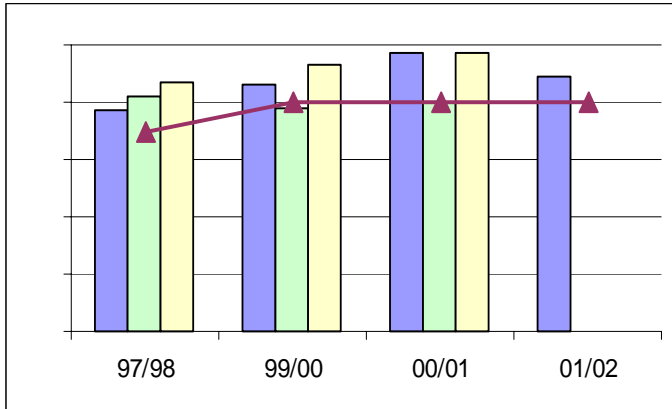
**RESULTS OF PARENTS' SATISFACTION**

**1.-Overall Satisfaction (CSF 71)**

Given the characteristics of the indicator measured we consider the last year's mark of xx rates excellent in respect to our objective.

## BEGOÑAZPI IKASTOLA

In the school year 1997/98 we made the first survey to measure the parents' satisfaction. The data obtained is at the same time a source of information for other processes, like Policy and Strategy, so after reinforcing the less valued aspects, we showed a positive trend, achieving "best in class" in school year 2000/01 with a xx from 10 points rate. (see fig 6a.3).

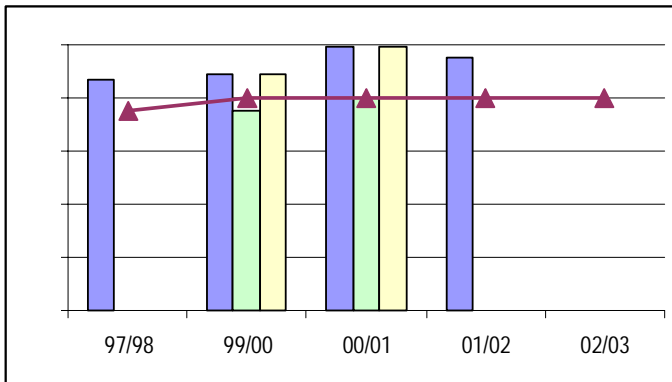


	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI	8.5	9.0	9.5	9.0	9.0
● Average	8.0	8.5	9.0	8.5	8.5
● Best in class	8.5	9.0	9.5	9.0	9.0
● Objective	8.5	9.0	9.5	9.0	9.0

Figure 6a.3

The structure of our process allows us to know the results of all the items in the different levels of the school. As an example of this, we illustrate below results of the parents' overall satisfaction in the different educational stages (see fig 6a.4 to 6a.7).

### 1.1 Infant Education



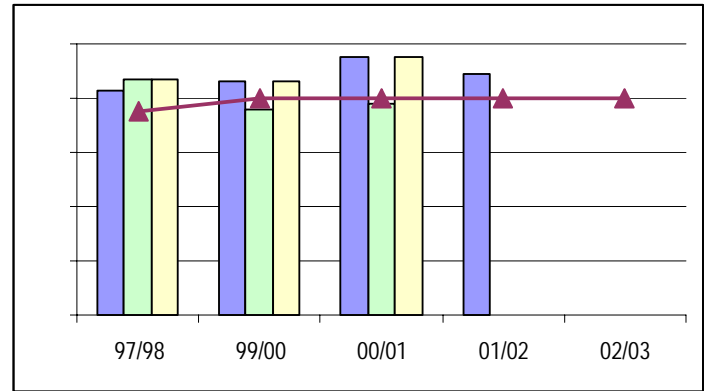
	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI	8.5	9.0	9.5	9.0	9.0
● Average	8.0	8.5	9.0	8.5	8.5
● Best in class	8.5	9.0	9.5	9.0	9.0
● Objective	8.5	9.0	9.5	9.0	9.0

Figure 6a.4

Begoñazpi School achieved "best in class" in the school year 2000/01 in Infant Education, compared to results from the body of schools which Euskalit uses for benchmarking.

### 1.2 Primary Education

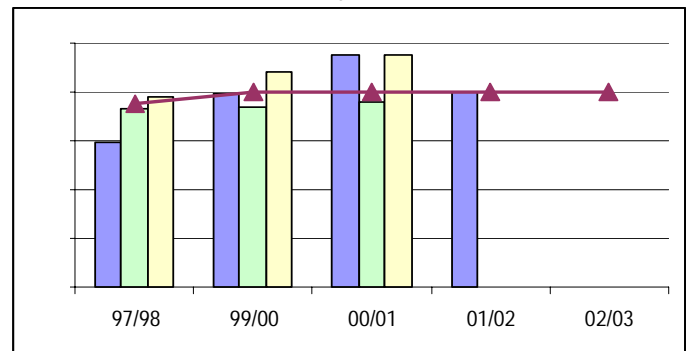
Begoñazpi School achieved "best in class" in the school years 1999/00 and 2000/01 in Primary Education.



	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI	8.5	9.0	9.5	9.0	9.0
● Average	8.0	8.5	9.0	8.5	8.5
● Best in class	8.5	9.0	9.5	9.0	9.0
● Objective	8.5	9.0	9.5	9.0	9.0

Figure 6a.5

### 1.3 Secondary Education

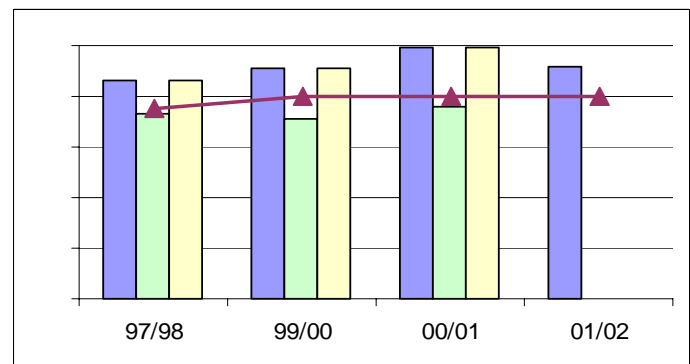


	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI	8.5	9.0	9.5	9.0	9.0
● Average	8.0	8.5	9.0	8.5	8.5
● Best in class	8.5	9.0	9.5	9.0	9.0
● Objective	8.5	9.0	9.5	9.0	9.0

Figure 6a.6

Begoñazpi School achieved "best in class" in the school year 00/01 in Secondary Education.

### 1.4 The Sixth Form



	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI	8.5	9.0	9.5	9.0	9.0
● Average	8.0	8.5	9.0	8.5	8.5
● Best in class	8.5	9.0	9.5	9.0	9.0
● Objective	8.5	9.0	9.5	9.0	9.0

Figure 6a.7

In the Sixth Form Begoñazpi has achieved "best in class" over the last three years. This was a direct consequence of the excellent academic results obtained and of the adequate orientation pupils are given so that they can continue studying what they have chosen (see fig 9a.6 to fig 9a.9).

**2.- Integral teaching**

We understand integral teaching as all-round education to children within the age range 2-18, within the knowledge and values defined in the School Educational Project.

Five items of the survey form this indicator and our intention is achieve over xx points out of 10.

**2.1 Global satisfaction: integral teaching**

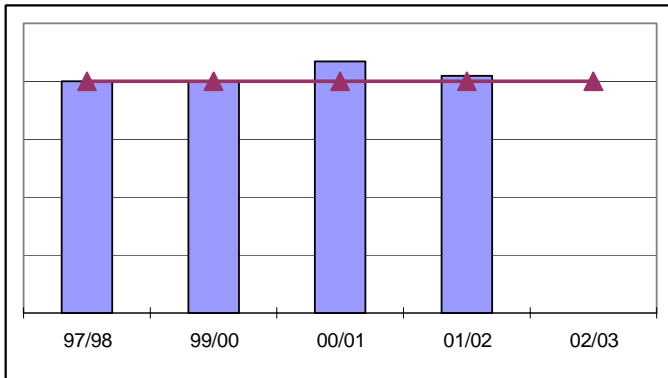
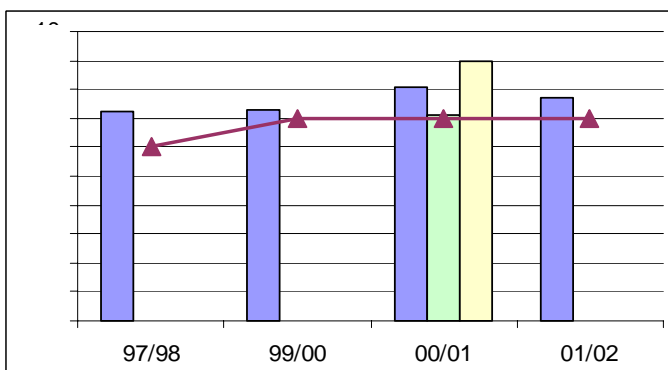


Figure 6a.8

The indicator maintains positive tendencies and is highly valued; a peak of xx being reached in the year 2001/ 02 puts down to the proposal by the MT to the Owner for opening two Infant School classrooms for children of two years after checking the interest shown by the parents. This strategic decision was very important as in the school year 1999/00 there was not any financing from the institutions for this educational level. The effort, both financially and from the point of view of work was nevertheless recompensed by such a great demand that it forced us to open a third classroom for two-year- olds in 2002/03 as well as praise from the parents.

**2.2 Overall satisfaction: after school activities.**



	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI					
● Average					
● Best in class					
● Objective					

Figure 6a.9

Within the integral teaching indicator the valuations of after school activities are found. The objective fixed as a minimum ceiling was xx with the intention of improvement in the year 2002/03. For that

purpose, we have organised some monthly meetings within the Parents Association with the representatives, Director and Heads of Studies, in such a way that the new objective is now xx.

**3.- Language treatment**

As reflected in the school's Vision, we inspire, "as a medium sized multilingual educational centre in the greater metropolitan area of Bilbao, to be a point of reference for European Projects".

To achieve this we have taken part in a number of educational joint projects with other European schools every other year since 1995. Also, we promote after- school language teaching activities, we have created projects like "Science Through English" in Primary and Secondary, we have contracted language native teachers, summer language courses, we offer a 4th language in Secondary Education,... These are the actions that make the academic results (see fig. 9a.10 to fig 9a.12) and the satisfaction rates very high, maintaining them above the objectives as fixed xx by the MT (see fig. 6a.10)

**3.1 Overall indicator for language treatment**

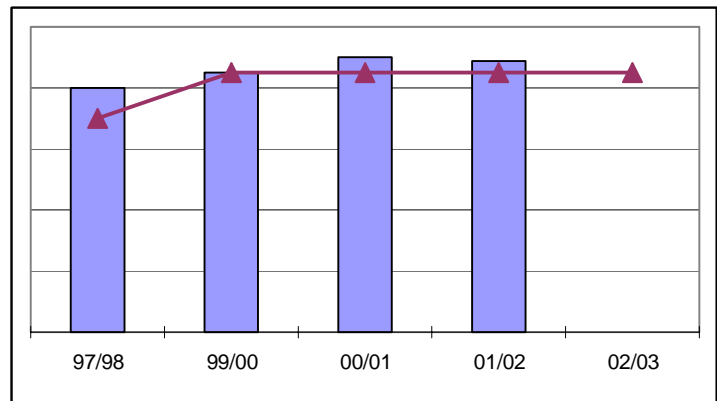
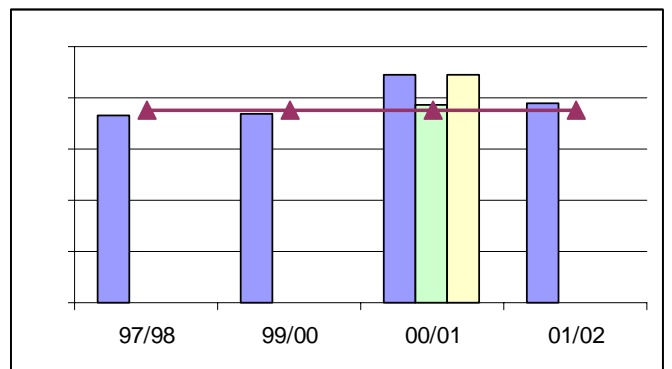


Figure 6a.10

**4.- Quality teaching. Teaching-Learning**

**4.1 Overall indicator for the satisfaction about teaching activities**



	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI					
● Average					
● Best in class					
● Objective					

Figure 6a.11

This indicator is considered to be as very important to the school since teaching-learning activities are the key service we offer to

parents. Begoñazpi school was "best in class" in 2000/01 in this indicator (see fig. 6a.11).

The raising of the level of satisfaction with respect to the previous year is very important and the reason is the increased quality of all activities thanks to, amongst other things, standardisation of all processes, which brings about an important increase in teacher coordination (**Curricular Programme FoP**), lessons are systematically planned (**Lessons SoP**) and assessment criteria are agreed on and put together (**Evaluation SoP**). This is one of the most important indicators and that is why it is composed of twelve items. As an example we show three important items: the first shows parents' satisfaction about the knowledge that their children have acquired in the different educational stages (see fig 6a.12).

4.2 "The knowledge the students acquire is appropriate."

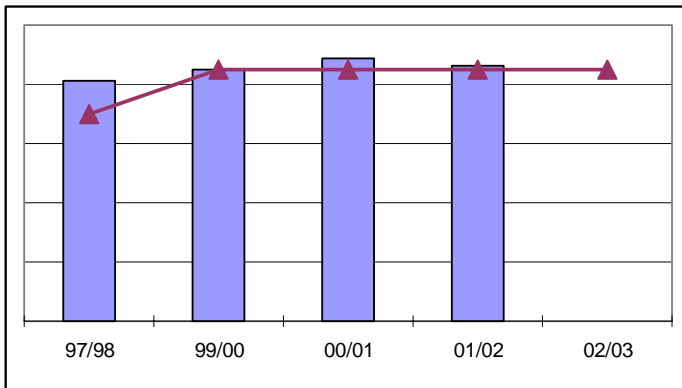


Figure 6a.12

The second block graph measures the degree of satisfaction the parents show for their children's contentedness with the contacts they have with their teachers and of the effect which those teachers have upon them in the class setting (see Fig 6a.13). This item shows a positive trend in the last four years thanks to standardisation of processes related to the increase of teachers' information about their pupils (**Follow-up of Pupils FoP**), as well as those related to communication between teacher and pupil (**Tutorial SoP**).

4.3 "Pupils feel satisfied with the teacher's attention"

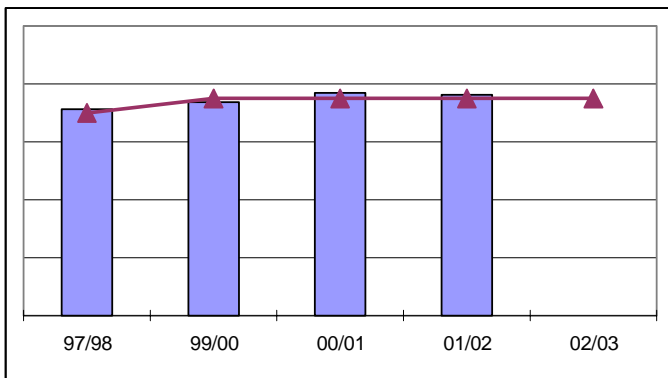


Figure 6a.13

The third block graph shows the perception the parents have of the preparation and competence of their children's teachers (Fig 6a.14). This perception from the parents is directly linked to the improvement accomplished after the standardisation of People Planning Process and People Training Process explained in criterion 3b.

4.4 "We think the teaching staff is prepared and competent"

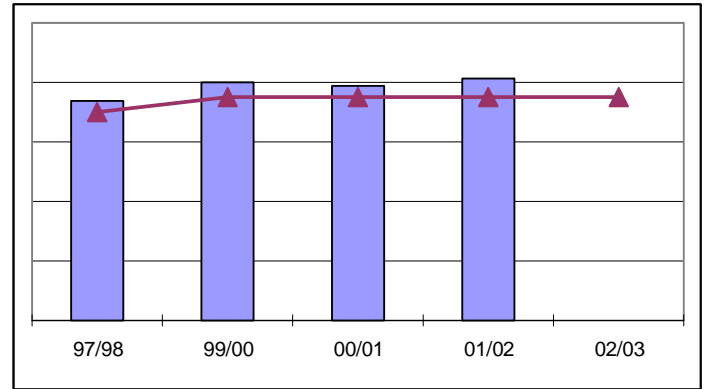


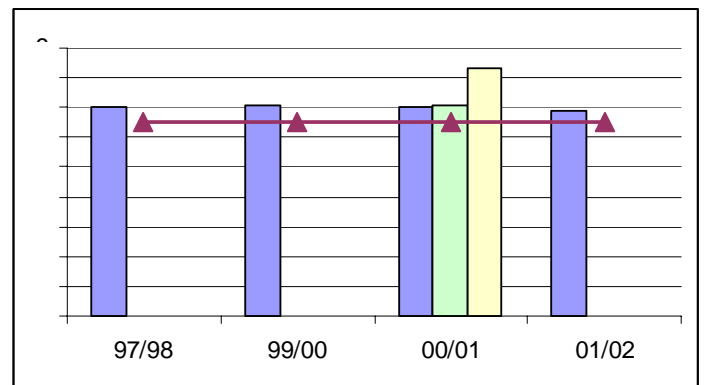
Figure 6a.14

5.- Services: Canteen and School bus

We have seven items and our objective is to maintain a score of over xx points, being totally aware of the limits we had with regard to space and organisation, which fluctuated during the school year 2002/03 because of the reorganisation of the dining rooms. Some items are:

- We offer a good quality-price ratio in the canteen service.
- The canteen staff pay adequate attention to the children.
- The canteen menu is balanced.
- We offer a good quality-price ratio for the school bus service.
- The school bus staff pay adequate attention to their children.

5.1 Overall indicator.



	97/98	99/00	00/01	01/02	02/03
● BEGOÑAZPI					
● Average					
● Best in class					
● Objective					

Figure 6a.15

6.- Confidence

Looking at the data obtained from the Enrolment Process, as well as from other meetings and interviews, we discovered that, for different reasons, all the parents are worried about their children's security in and out of school, so we have to offer them sufficient security guarantees managed by the corresponding processes.

1. Safety measures
2. Disciplinary
3. Child care assistants
4. Building Management
5. Distribution of children by age group in all buildings

6.1 Overall indicator

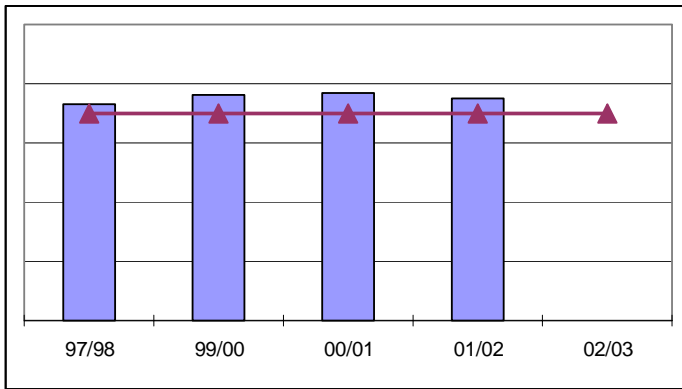


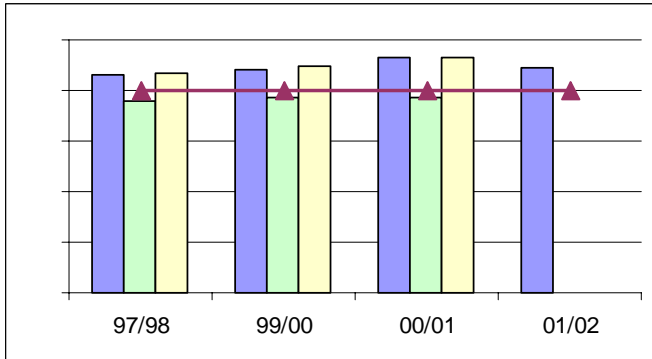
Figure 6a.16

7.-Information-Communication

During the school year 1999/00 we documented and started working with **Written Communication Processes** between the parents and the school, as well as between parents and teachers. The MT created a magazine called "Geureak" with the objective of keeping all the scholastic community members up to date. We informed them about activities and achievements reached in each educational stage, as well as general information related to the school's strategy.

Thanks to the creation of processes standardising handing of information to the parents, this indicator shows an increasing tendency achieving in the year 2000/01 "best in class" with a xx rate (see fig. 6a. 17).

7.1 Overall indicator



	97/98	99/00	00/01	01/02	02/03
BEGOÑAZPI					
Average					
Best in class					
Objective					

Figure 6a.17

SATISFACTION OF STUDENTS

The survey to measure the students' satisfaction has been answered by the 100% of the pupils that finish Primary Education (6th Level) the Secondary Education Cycles (2<sup>nd</sup> and 4<sup>th</sup> levels) and the last year of Sixth Form (2<sup>nd</sup> level).

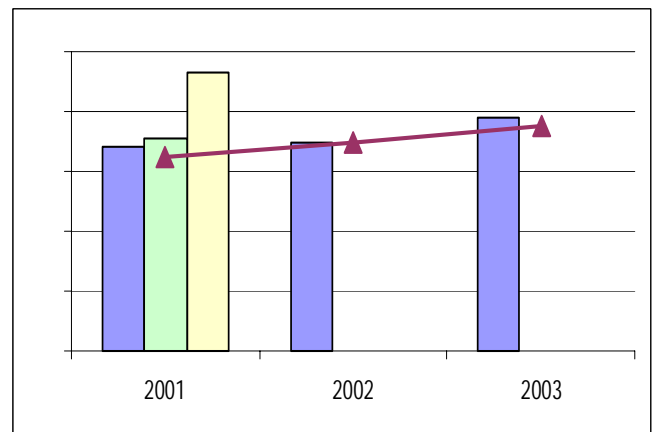
We have done three measurements up until now that serve as a means of review and control of several processes. They show very clear positive tendencies during the three years in which we have made the measurements, this confirms to us that our students' satisfaction rate shows a tendency to increase.

Below we show the results of the different indicators measured in the survey. Each indicator is made up of several Items (see Fig 6a.2) and all of them, as in the survey for the measurement of the parents' satisfaction rate, are divided into year levels and also into year groups. This division is especially important in making improvements because a low satisfaction rate can be found in only one class and the different processes and improvement groups are given the information they exactly need.

All the indicators and items have their objective assigned. This objective is decided in MT meetings within the Policy and Strategy Process taking into account for each of them:

- ◆ The former years' results.
- ◆ Their incidence in the CSF.
- ◆ The real improvement possibilities they present.
- ◆ Other school's measurements.

1.- Students' overall satisfaction



	00/01	01/02	02/03	03/04
BEGOÑAZPI				
Average				
Best in class				
Objective				

Fig 6a.18

The overall satisfaction measurement is obtained from the average rates of each item of the survey (36 Items). The comparisons we show in this block graph are supplied by Euskalit, who collects data from schools who voluntarily offer them. These data are important, but, on the other hand, the comparison of our results with the "best in class" are not fully reliable since they refer to schools teaching only one educational stage, whereas our school teaches all stages right to the Sixth Form (2 to 18 year old children).

Begoñazpi School's results (see Fig 6a.18) show a clear positive tendency during these last three years. This tendency is a direct consequence of the new management system and improvement actions taken after a deep study of data obtained through this survey.

Our data collecting system allows us to break down overall satisfaction results into Educational Stages. (see Fig 6a.19 to Fig 6a.21).

1.1 Primary Education satisfaction.

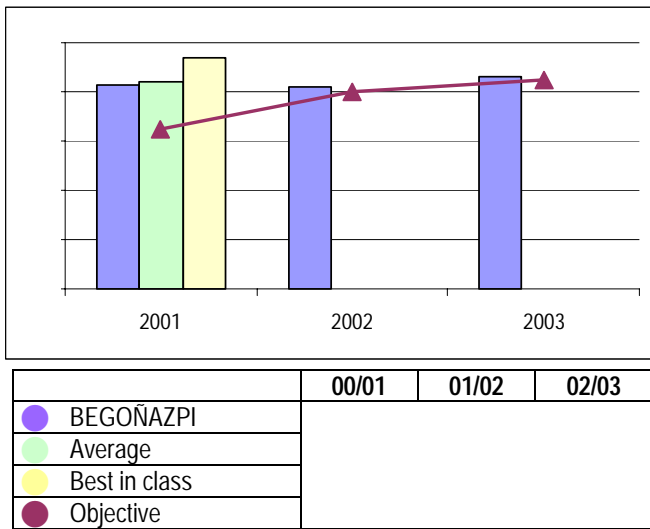


Fig 6a.19

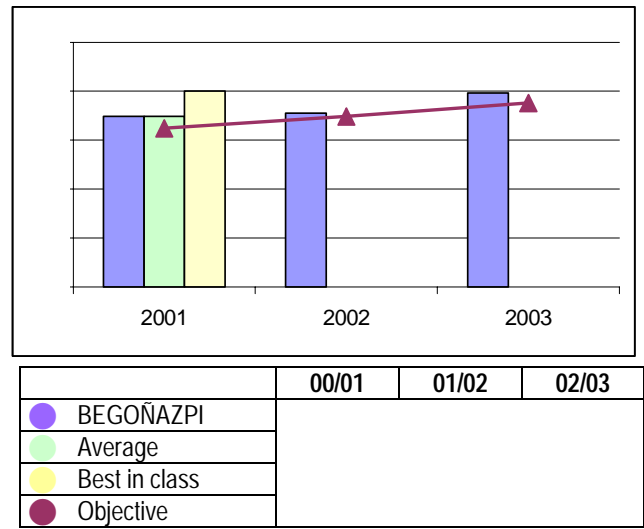


Fig 6a.22

1.2 Secondary Education Satisfaction

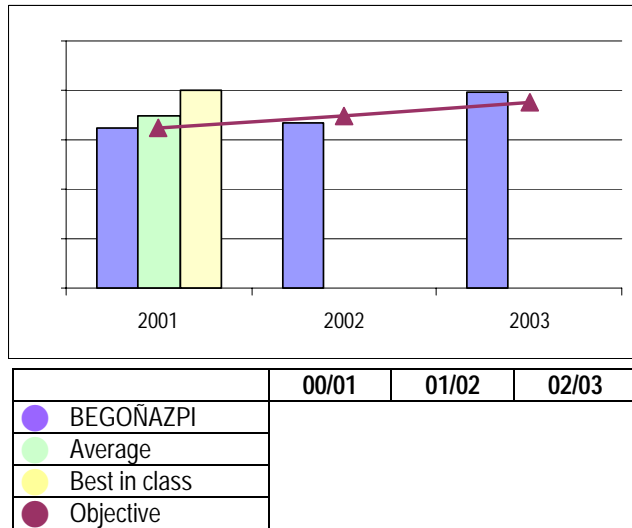


Fig 6a.20

1.3 Sixth Form Satisfaction

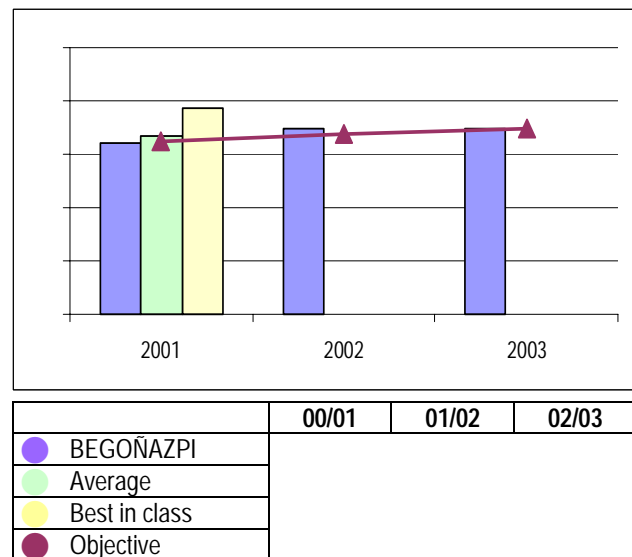


Fig 6a.21

Thanks to the introduction of PDCA cycle in the different teaching-learning processes we have standardised and co-ordinated a lot of activities with direct incidence in the class, which is actually what pupils notice; for example, the timetable organisation, the academic pressure, the support activities, homework, or class dynamics. The measurements show us that the tendency in the last three years has been clearly positive (see Fig 6a.22).

3.- Satisfaction rates about relationship between teacher-student.

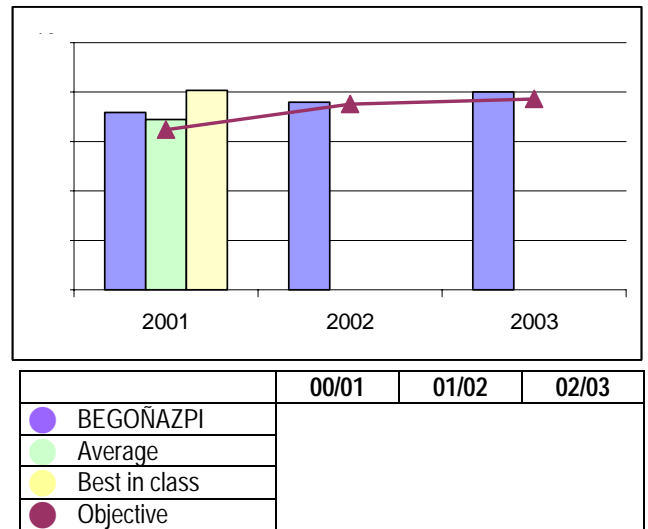


Figure 6a.23

We used the next items to measure this indicator:

	2001	2002	2003
- I am happy with my teachers.	x	x	x
- I have a good tutor.	x	x	x
- The tutor treats me as an individual.	x	x	x
- The teachers treat me as an individual.	x	x	x
- I have a good relationship with my teachers.	x	x	x
- The teachers are well prepared.	x	x	x
- The teachers are fair.	x	x	x
- I feel I have a good guidance.	x	x	x

Fig 6a.24

The valuation reached in this indicator (see fig 6a.23) shows positive tendencies during the measurement of the last three years

2.- Teaching Methodology used in class.

and the results are the consequence of the standardising of all teaching activities (see criterion 5).

4.- Satisfaction rate about school organisation

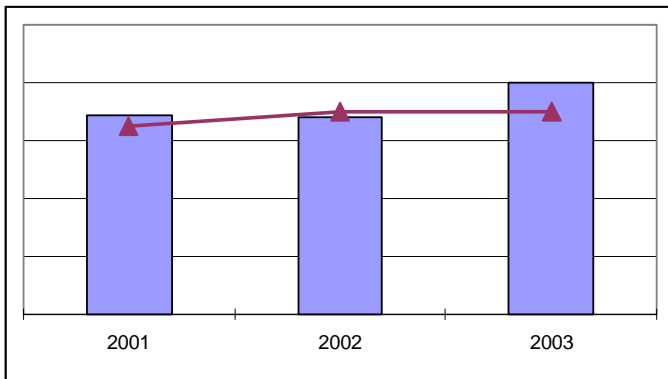


Figure 6a.25

We measure both timetable and site organisation with this indicator. The great increase in satisfaction respective to this indicator in 2003 is consequence of the new distribution of spaces made at the beginning of the school year in such a way that at the moment the 1080 students are divided into three buildings, one for each stage. Maintaining the objective in 7 was a valid one because at the moment we assigned it, we did not know if the works would finish as foreseen.

5.- School atmosphere rates.

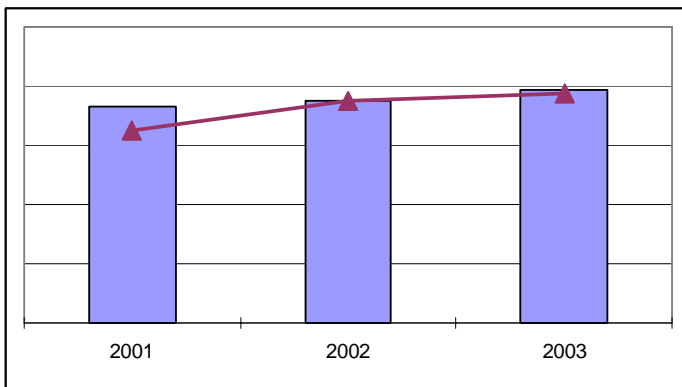


Fig 6a.26

We use the next items to measure this indicator:

	2001	2002	2003
-I am happy to go to school	X	X	X
-The school's atmosphere is good.	X	X	X
-I am happy in my class.	X	X	X
-I make an effort to improve the class' atmosphere	X	X	X
-I am happy with my companions.	X	X	X
-I have made good friends in the school	X	X	X
-I feel part of the school.	X	X	X
-In general I feel happy in the school.	X	X	X

Fig 6a.27

All the items show a clear positive tendency.

6.-Canteen and school bus services

6.1 School bus

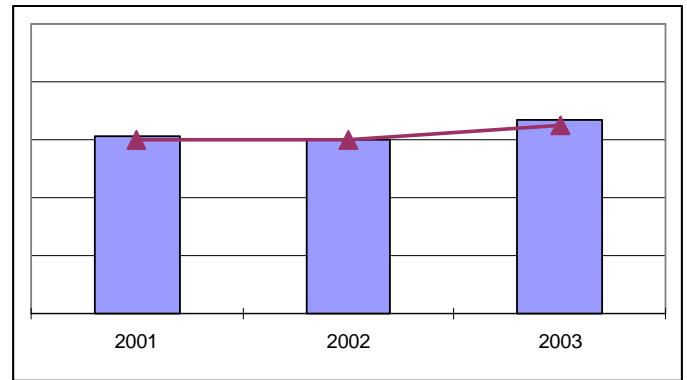


Fig 6a.28

6.2 Canteen

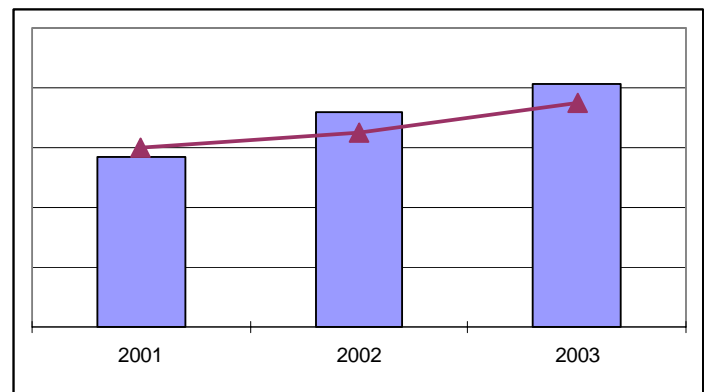


Fig 6a.29

The results about the canteen have shown strong positive tendencies during the last three years since. After seeing their low results in the 2001 survey, we started to take improvement actions in the processes related to that service, and decided the creation of three different canteens, one for each building, and adequate to the different ages (see criterion 5c).

6b Performance indicators.

Within this sub-criterion, we believe to be relevant those aspects related to the involvement of parents in meetings, surveys and interviews with tutors and teachers, as examples of their active participation in their sons and daughters' educational process. These aspects are in relation with indicators in 6a, as the next figure 6b.1 shows:

Indicators of 6b	Indicators of 6a
1. - Participation of parents in the satisfaction measurement	1. - Overall Satisfaction CSF71 survey
2. - Attendance of parents to meetings	7. - Overall Information-Communication
3. -Interviews of tutors with parents	7. - Overall Information-Communication
4. Percentage of withdrawals in school	2. -Integral education. CSF31 4. - Quality Education CSF41
	6. - Confidence

Fig 6b.1

1. Participation of parents in the satisfaction measurement. survey

As explained above, all students answer the survey as they happen in class hours. In the case of parents, we send the surveys in a sealed envelope and the answers are afterwards collected. The objective set by the MT for the results of the survey to be significant, was fixed at 60%. As a result of the rates obtained, in the school year 2000/01 we set the objective of a minimum of 70% answered survey (Fig. 6b.2).

We have achieved the above objective because not only is the survey easy to fill in but also because of it is easy to return. Moreover, the objectives and importance of the survey are explained previously and clearly by the director in his covering letter to the parents. Indeed, this survey enables us to implement several subsequent improvements actions.

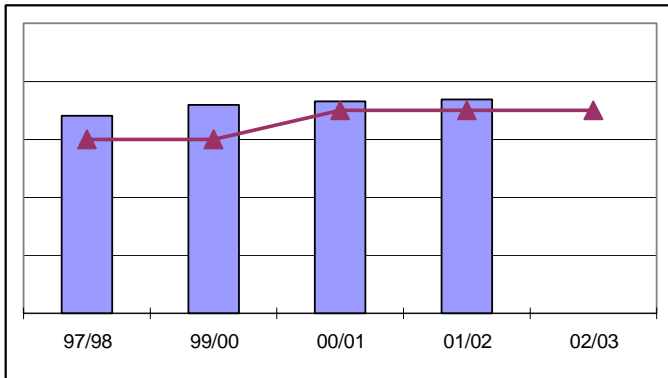


Fig. 6b.2

**2. - Attendance a parents meetings.**

At the beginning of each school year, in year groups, we hold parents' meetings to introduce them to the different teachers and present to them the annual plan. The attendance at these meetings was measured by the percentage frames (0-25; 25-50; 50-75; 75-100), until, in the self-assessment carried out in 2000, we saw the need for optimising the data. Therefore we made several improvements related to the preparation and evaluation of the meetings. This brought about the introduction of surveys to those attending, in which we evaluated the attendance and satisfaction levels.

**Attendance of parents at the start of the school year**

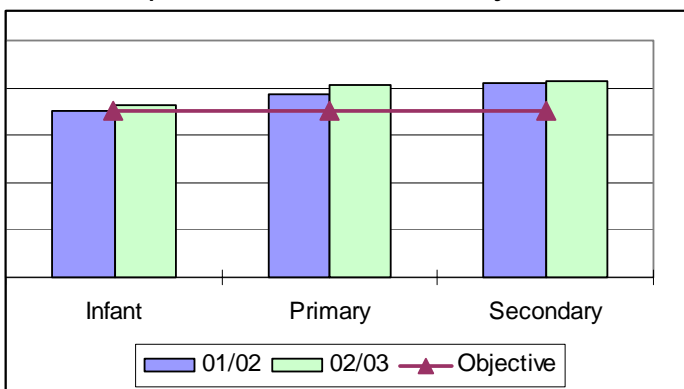


Fig 6b.3

The objective we set to improve the attendance of the parents at the start of course meetings was that of 70% (see Fig 6b.3).

Besides increasing the rate of parent participation we wanted to improve satisfaction rates, fixing an objective greater than seven at all the meetings (see fig. 6b.4).

**Parents' valuation of the start of the school year meetings.**

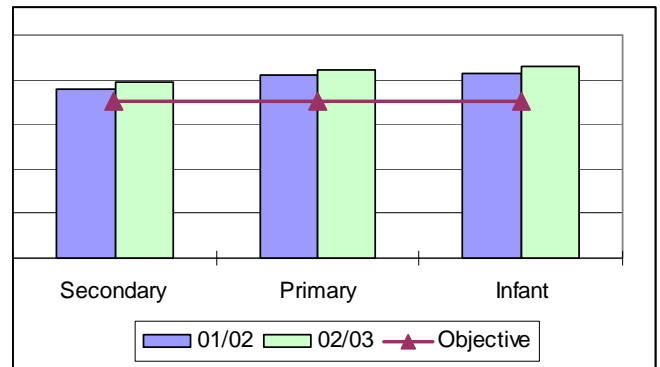


Fig. 6b.4

**3. - Tutor interviews with parents**

Within the educational process it is indispensable that parents are informed about the progress of their children at school, so the interviews between tutors and parents are managed by a specific process, in which interviews are prepared, carried out and evaluated. On average, we hold about two or three interviews annually with each parent.

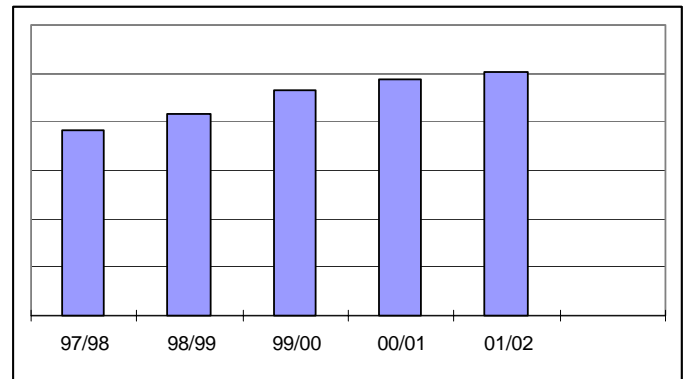


Fig. 6b.5

**4. - Percentage of school withdrawals**

As a Critical Success Factor for the school is its percentage occupation, so the admission of students and their withdrawal are parameters which are closely monitored.

Within these parameters we do not take into account either those students who leave the school because their studies have finished or those whom we are unable to cater for educationally because of their particular requirements.

Sch. year	97/98	98/99	99/00	00/01	01/02
Withdrawals	x	x	x	x	x

Fig. 6b.6