

INSPECTION REPORT

ALWOODLEY PRIMARY SCHOOL

LEEDS

LEA area: LEEDS

Unique reference number: 107912

Headteacher: Mrs Rosemary Thorn

Reporting inspector: Rob Crompton
7230

Dates of inspection: October 19th and 20th 1999

Inspection number: 186459

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Cranmer Rise Leeds West Yorkshire
Postcode:	LS17 5HX
Telephone number:	0113 268 6104
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Keith Wicks
Date of previous inspection:	18 th - 21 st September 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a suburban area of Leeds. It is much bigger than most primary schools, with 504 pupils on roll, including 60 from ethnic minority backgrounds. At the time of the inspection there were 134 pupils under five, of whom 78 attended the nursery part-time. As they start school, children's attainment is broadly average. Twelve pupils are in the early stages of learning English as an additional language. The proportion of pupils with special educational needs is in line with that found nationally. Seventy-two pupils have special educational needs, including learning, physical, and emotional needs. Outside agencies are involved in the support of 29 pupils, of whom nine have a statement of special educational need.

HOW GOOD THE SCHOOL IS

This is an effective school that makes outstanding provision for pupils' personal development. Through good teaching, pupils achieve well above average standards in English, mathematics and science by the time they leave the school. The school's policy of monitoring and evaluating all that it does in its continuing drive to improve the quality of education and standards of attainment, is a major strength. It provides good value for money.

What the school does well

- The school provides a very well balanced curriculum and the pupils respond with enthusiasm to the rich variety of experiences offered by the school; they have excellent attitudes to learning and their behaviour is exemplary.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding.
- Under the very effective leadership of the headteacher, the school constantly looks for ways to build on its success.
- The challenging demands made on all pupils lead to high standards of achievement
- Pupils with special educational needs achieve well because their work is effectively organised and they get very good support in the classroom.
- The nursery provides a very effective start to children's education.

What could be improved

- The quality of education in the reception and Year 1 could be reviewed and refined so that it more consistently builds on the very good foundation in the nursery.
- Standards in mental mathematics across the school could be raised so that they are more in line with those in other aspects of the subject.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1995. Since then there has been good improvement; all the key issues identified have been successfully addressed and surpassed. Standards have risen dramatically in information technology following major improvements to resources and teaching. The weaknesses identified in physical education are no longer evident; moreover the subject now has several strengths. Careful tracking of the progress of higher attaining pupils and the provision of suitably challenging activities means that most achieve the high standards expected of them. The school has further developed its previously well-established strategies for planning, monitoring and evaluating teaching and learning. The recently established nursery, computer suite and library are already having a positive effect on pupils' learning.

STANDARDS

The table shows the standards achieved by 11 year olds based on the percentage of pupils achieving Level 4 and above in the 1999 National Curriculum tests.

Performance in:	Compared with all schools	Compared with similar schools	
English	A	A*	
mathematics	A	A	
science	A	A	

Key	
better than 95% of other schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

As they become five, many pupils achieve beyond what is expected for their age in language and literacy and in numeracy. They make good progress so that, by the time they are seven, standards are well above average in English, mathematics and science. Good progress continues so that, by eleven years-of-age, results in these subjects are well above those found in all schools and in similar schools. In 1999, results in English were better than those in 95% of similar schools.

Since 1996, results in English, mathematics and science have been consistently above those of most schools. Results in 1999 reflected this trend. Through careful analysis of pupils' previous attainment, the current levels of work and the particular characteristics of the year group, the targets for eleven-year-olds in 2000 have been set lower than those achieved in recent years. The inspection found that these targets are broadly appropriate. Currently standards in Year 6 are generally average or above in English and mathematics with many pupils being good at handling data, and higher attaining pupils doing particularly well in this area. Basic levels of computation are sound or better while strategies for mental mathematics are generally less well developed and few children are achieving above average standards in writing.

Across the school, good work was seen in literacy and numeracy, and in other subjects including, art, history, information technology, music and religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic and keen to do well. They have excellent attitudes and participate eagerly in extra-curricular activities.
Behaviour, in and out of classrooms	Behaviour is excellent. Pupils are polite, courteous and trustworthy; a credit to the school and to their families.
Personal development and relationships	Pupils have excellent relationships with adults and with each other. They are responsible, reliable, spontaneously supportive and show initiative.
Attendance	Attendance is broadly average and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the teaching in the school is good. In 69 per cent of what was seen, the teaching ranged between good (24 per cent) and very good (45 per cent). With the exception of 2 lessons (7 per cent) the rest (24 per cent) was satisfactory. No lessons seen were poor or very poor. At least one good lesson was seen in all year groups except Year 1

The teaching of literacy and numeracy is good overall; there are many strengths, especially in the quality of teachers' questioning, but some room for improvement particularly at the lower end of the school where the pace was sometimes too slow and the level discussion a little low. Very good lessons were seen in information technology, science, religious education and history. The quality of pupils' art work and singing suggested effective teaching in these subjects. These are indications of strengths in teaching across a wide range of subjects. Following a programme of training, teachers are increasing their effectiveness in teaching mental mathematics. Some teachers, however, place too much emphasis on instant recall of number facts rather than on extending pupils' strategies for solving problems in their heads.

As a result of the generally high quality of teaching, pupils are enthusiastic and keen to contribute in all lessons. Teachers' knowledge and enthusiasm for particular subjects such as history and science draws an excellent response from pupils and contributes greatly to their rate of progress and achievements.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well balanced, providing pupils with a rich variety of experiences. There are very good opportunities for pupils to develop their talents and interests, both in class and through the excellent range of extra activities, residential visits and educational outings.
Provision for pupils with special educational needs	Support is highly organised and very effective. Well-planned support means that most pupils with special educational needs make good progress.
Provision for pupils with English as an additional language	Support is good for the small number of pupils who are at an early stage of acquiring English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is outstanding. The quality of relationships throughout the school and the role models provided by adults help pupils develop an understanding of their moral and social responsibilities. Good opportunities for reflection occur in assemblies and in lessons such as religious education, history and science. Cultural development is enhanced by visits and also by visitors to the school such as the recent 'artist in residence'.
How well the school cares for its pupils	The school provides excellent care for pupils' welfare, health and safety. Individual pupils, including those with physical disabilities receive much care and support. Pupils feel confident and secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management team is very strong. The headteacher has a clear vision for the school and provides highly effective leadership. The deputy successfully drives initiatives and provides very good classroom support. Subject co-ordinators and other key staff are highly effective. They have an excellent grasp of what needs to be done to maintain and improve standards and successfully lead developments.
How well the governors fulfil their responsibilities	Governors are well informed and highly committed. Many have specific responsibilities, such as monitoring work in specific subjects, and they carry these out well.
The school's evaluation of its performance	This is a major strength. Every aspect of the school is considered in relation to its impact on pupils' academic and personal development.
The strategic use of resources	The governors, headteacher and key staff successfully identify priorities and adopt a strategic approach to achieving them. Good value for money is achieved because resources are allocated carefully to ensure that educational provision is maintained and, where possible, improved. Clear examples of this include the recent provision of the nursery, the computer suite and the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high standards of attainment. • The quality of teaching. • Children enjoy coming to school and behave very well. • The quality of information provided by the school. 	<ul style="list-style-type: none"> • A few parents felt that more able children did not make enough progress • A small minority of parents were concerned about the degree of information they get from the school about their children's work and progress.

The inspectors endorse the parents' positive views. The inspectors disagreed with the parents' views about areas for improvement. They found that higher attaining pupils are given appropriately challenging work and most make satisfactory progress. In addition to the annual written report and the two formal occasions when parents discuss their children's work, the school invites parents to make further appointments if they would like further information. Teachers are also available for a brief word at the beginning or end of the day. These arrangements provide good opportunities for parents to acquire information and to raise any concerns and thus the inspection team did not endorse the parents' views on this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils respond with enthusiasm to the rich variety of experiences offered by the school; they have excellent attitudes to learning and their behaviour is exemplary.

1 The school has successfully created an excellent ethos for learning. Throughout all its activities there permeates an air of care and concern for pupils as individuals. This is evident in the way the school has placed particular emphasis on the core subjects in line with national priorities, while at the same time retaining a broad curriculum. Displays around the school provide strong evidence of pupils' good work across a range of subjects, for example, in art, information technology and history.

2 Pupils have many opportunities outside the formal curriculum to develop their individual talents and interests. For example, there is a strong tradition of music in the school. Many pupils learn to play instruments and pupils in the choir were observed singing with great enthusiasm in preparation for a harvest service. There is a good range of sporting activities and creative talents are well catered for by extra art and drama activities. Residential and other educational visits provide a further dimension for pupils' personal development.

Provision for pupils' spiritual, moral, social and cultural development is outstanding.

3 The school is successful in meeting its aim to achieve high standards in social, moral, spiritual and cultural development. The most potent indicator of this is how the pupils relate to adults and to one another. They took great delight in talking to inspectors about the school. Pupils are proud of the school and eagerly described their responsibilities and the numerous activities on offer. They explained how minor disputes are easily resolved '*...because we are all friends...*'. In all the lessons observed, pupils' very positive attitudes and behaviour made a significant contribution to the quality of their learning. The headteacher describes the pupils as the school's main strength. This is a justifiable claim; they are a credit to the school and to their parents.

Under the very effective leadership of the headteacher the school constantly looks for ways to build on its success.

4 There are many examples of how the school monitors and evaluates its provision. Pupils' individual progress is very carefully tracked from the time they begin school. For example, in order to generate realistic targets for the improvement of national curriculum test results at age eleven, pupils attainment at seven is taken into account, together with the results of formal and informal assessments made through Key Stage 2. This information is also used to determine where to provide additional support in class.

5 The way the school identifies priorities for development is exemplary. The headteacher, key staff and governors consult widely across the school to establish what needs to be improved. Subsequently, the development plan identifies the action to be taken, those responsible for driving things along and, importantly, the plan makes the expected outcomes very clear. A good example of this approach is the way the new computer suite was established. In order to raise standards in information technology, the school investigated possible alternatives, selected the most appropriate option, allocated funds and ensured that the project was successfully concluded. Pupils' attainment is currently being monitored to evaluate the impact of the initiative.

6 There is a culture of professional reflection and a commitment to improvement. This was evident during discussions with governors, key staff and more recently qualified teachers. For example, the mathematics co-ordinator, through monitoring teaching and careful analysis of pupils' national curriculum test papers, has identified the improvements needed in the subject and has supported colleagues. She has taken a strong lead in a joint project with the University of Leeds and the Leeds LEA. Similarly, the science co-ordinator has developed a very good action plan in order to build on the strengths of the subject and to develop it further, for example by the increased use of information technology. The co-ordinator for literacy and information and communication technology is also effective in maintaining and raising standards. For example, the literacy strategy has been successfully introduced and carefully monitored and support staff have been trained in the use of computers in the classroom.

The challenging demands on all pupils lead to high standards

7 The vast majority of lessons are well planned. Teachers are very clear about what they want pupils to learn and most make this known at the beginning of a lesson. Planning takes into account the different levels of ability in the class, so that all pupils can build on what they already know and confidently tackle more challenging work. Lessons are well structured with a good balance between whole class, group and individual work. As a result of these positive features, most pupils make good progress in lessons.

8 The very best lessons include one or more additional characteristics. Some teachers are so enthusiastic about the subject that this is quickly picked up by the pupils. This was a particular strength in two history lessons. Following up a visit to a museum, a Year 3 teacher fascinated the pupils with her account of mummification, successfully using humour to capture and maintain their attention. In another history lesson in Year 5, the teacher's knowledge of the Tudor period enabled her to bring the subject to life and to skilfully take forward the pupils' knowledge and understanding.

9 Teachers' use of questioning is a strong feature of many lessons, particularly in literacy. In a Year 2 lesson, the teacher built up pupils' confidence and self-esteem through her encouraging style. Her questions stimulated their thinking and kept them fully involved and challenged. Questioning, praise and encouragement were also strong aspects of a Year 4 literacy lesson. In a very well structured session, pupils were given a range of tasks depending on their ability. The teacher's dynamic approach enabled all pupils to maintain their motivation and to complete the tasks set. A further example of skilful questioning was seen in a Year 2 mathematics lesson where the teacher built on the pupils' existing knowledge to teach them the correct mathematical terms for shapes, such as *square-based pyramid*, *cone* and *cylinder*, and to describe their properties.

Pupils with special educational needs achieve well because their work is organised effectively and they get very good support in the classroom.

10 In many lessons, pupils are very well supported by classroom assistants. Some work with individual pupils who have very specific needs while others undertake a variety of activities with small groups. In addition to the help provided for pupils with special educational needs, many other pupils benefit from the presence of support assistants. They are very well briefed by the special educational needs co-ordinator. In a meeting observed during the inspection, the co-ordinator and support staff reviewed the week and shared their thoughts about how specific needs could be strategically tackled.

11 Teachers plan lessons to take full advantage of the presence of an additional teacher or support assistant. In many lessons this means that work can be closely matched to individual needs. A good example of this was seen in a Year 6 literacy lesson. During a period of guided reading, a group needed a lot of help in tackling unfamiliar words. The assistant supported the pupils well enabling them to take a full part in the lesson and to make good progress. This approach was also seen in a Year 5 mathematics lesson. Two assistants helped groups with practical activities relating to probability. They kept the pupils focussed on the tasks and used the correct mathematical vocabulary throughout.

The nursery provides a very effective start to children's education.

12 The nursery has been open for less than two years but is already held in high regard by parents. The original structure has been cleverly adapted to provide a spacious area for the under fives. This has been equipped with a wide range of suitable furniture and resources. Staff have used equipment with flair to create areas for specific activities such as practical work to support literacy and numeracy. As a result of very careful planning and insights into what appeals to young children, a rich and stimulating learning environment has been provided.

13 The nursery teacher and nursery nurses are widely experienced and this shows clearly in their approach to work with the under fives. The curriculum is very carefully planned to cover the areas of learning recommended for children of this age. Based on an overall theme, such as *Food* or *Day and Night*, activities are planned which relate directly to the children's experiences in and out of school. Progress is systematically monitored. Running notes are made during the day and each member of staff records the progress of their *key group* towards specific objectives.

14 Children thrive in the nursery because of the consistently high quality of teaching. The teacher has expert knowledge of how children develop and learn and so is able to meet their needs very well. For example, the children were thoroughly absorbed in activities relating to night-time. As the children were painting pictures or using torches in the *Bear Cave*, the teacher and nursery nurses skilfully promoted their speaking and listening skills, encouraging conversation and introducing new words. In a subsequent session focussing on numeracy, the teacher's skill in questioning and her response to individuals meant she extended the understanding of most children, including the higher attainers. The nursery nurses were also very effective when working with children who were sorting and classifying animals and when leading a cooking activity. They successfully drew on the children's existing knowledge to promote new learning.

15 The overriding atmosphere in the nursery is one of warmth and purpose. Children soon settle in and, encouraged by the staff, all of whom provide excellent role models, they develop good relationships with adults and with one another. The powerful combination of the staff's background knowledge, detailed planning and high quality teaching ensures children have a very effective start to their education.

WHAT COULD BE IMPROVED

The quality of education in the reception and Year 1 could be reviewed and refined so that it more consistently builds on the very good foundation in the nursery.

16 The overall provision in the reception and Year 1 classes is satisfactory, but the planned curriculum and the quality of teaching do not match the high standards elsewhere in the school. The school recognises this and has already taken steps to improve the provision in these classes. In the reception classes, the curriculum has recently been designed around the recommended areas of learning for children under five. This is an appropriate step, but the work is still split into specific subjects, rather than being given a broad focus. The school's intention to develop this area in line with new national recommendations is already a priority within its comprehensive development plan.

17 The deputy head is supporting the teaching in the reception classes; he takes one class for two days and assists in the other. This is a positive arrangement as he provides a good role model for teachers and support staff. Funds have been allocated to improve provision in reception by remodelling and to provide extra resources. Decisions about how to spend this money have been deferred until the school has fully investigated the alternatives. The nursery provides a highly appropriate starting point for this debate.

18 Teaching is satisfactory overall in Year 1. Areas for improvement have been recognised and should be seen in the context of the overall strength of teaching in the school. Four lessons were seen in Year 1. In two satisfactory lessons in mathematics and religious education the teachers successfully motivated the pupils and managed the lessons very well. These lessons could have been improved by making the level of mathematics more demanding and by decreasing the emphasis on literacy in the religious education lesson

19 The problems in the unsatisfactory literacy and numeracy lessons were to do with the quality of discussion, the level of work and, to a lesser extent, the pace. In the literacy lesson, opportunities were missed to involve the pupils in predicting what new words might be in order to promote their comprehension. Some pupils were unsure about the subsequent task, which led to some silly behaviour. The numeracy lesson got off to a brisk start, but the pupils were not sufficiently engaged in a dialogue with the teacher. Simple one-word answers were accepted, but few pupils were asked to explain their thinking. During group activities, the work was too easy for the higher attaining pupils and others were using inappropriate apparatus.

Standards in mental mathematics across the school could be raised so that they are more in line with those in other aspects of the subject.

20 The school has identified the teaching of mathematics as an area for development and has taken very positive steps to promote the methods recommended by the national numeracy strategy. The strategy was only introduced in September 1999 and the training for teachers has not yet been completed. Standards achieved in mental mathematics are not as high as in other aspects of the work such as written computation, the understanding of shape and the ability to handle data. All teachers start mathematics lessons with a mental session but as yet some have not fully developed strategies for drawing out and extending pupils' thinking. Particularly in Year 1, the introductory session is sometimes too brief, so the lesson reverts quickly to mundane calculations, unrelated to everyday life. The consequence of this is that achievement is not as good as it might be; pupils are not secure in applying their skills to a range of problems.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- i) improve the curriculum for children under five in the reception classes, taking into account national recommendations;
- ii) ensure that the quality of education in Year 1 is consistent across the classes and more in line with that in the rest of the school, by building on the good practice in other year groups;
- iii) ensure that greater emphasis is given to teaching methods of mental calculation and that teachers engage pupils in discussion, so that they develop a wider range of strategies for tackling mental problems.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	36	32	25	7		

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	423
Number of full-time pupils eligible for free school meals		85

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	60

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	28	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	28	28
	Girls	24	25	25
	Total	54	53	53
Percentage of pupils at NC level 2 or above	School	87 (85)	87 (88)	87 (81)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	23	25	25
	Total	53	55	56
Percentage of pupils at NC level 2 or above	School	87 (86)	90 (85)	92 (93)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	40	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	37	34	39
	Total	56	54	60
Percentage of pupils at NC level 4 or above	School	89 (73)	83 (61)	95 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	21
	Girls	32	31	36
	Total	48	50	57
Percentage of pupils at NC level 4 or above	School	74 (66)	79 (75)	90 (76)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils¹

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	1
Black – other	13
Indian	20
Pakistani	17
Bangladeshi	1
Chinese	10
White	288
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	26.1
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	317

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	53

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	811208
Total expenditure	796585
Expenditure per pupil	1725
Balance brought forward from previous year	58790
Balance carried forward to next year	73413

¹ Figures from January 1999

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	462
Number of questionnaires returned	161

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	26	3	1	1
My child is making good progress in school.	49	39	5	1	4
Behaviour in the school is good.	50	44	1	1	2
My child gets the right amount of work to do at home.	21	43	23	2	8
The teaching is good.	50	41	3	0	2
I am kept well informed about how my child is getting on.	25	48	21	2	1
I would feel comfortable about approaching the school with questions or a problem.	56	37	4	1	0
The school expects my child to work hard and achieve his or her best.	53	41	2	1	1
The school works closely with parents.	34	51	9	1	2
The school is well led and managed.	34	47	6	1	5
The school is helping my child become mature and responsible.	47	45	2	2	1
The school provides an interesting range of activities outside lessons.	29	46	12	3	9