

INSPECTION REPORT

WEST HOVE JUNIOR SCHOOL

Hove, East Sussex

LEA area: Brighton and Hove

Unique reference number: 114403

Headteacher: Mr Peter Grist

Reporting inspector: Colin Parker
16396

Dates of inspection: 6 – 8 June 2000

Inspection number: 189068

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Junior
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Portland Road Hove East Sussex
Postcode:	BN3 5JA
Telephone number:	01273 388800
Fax number:	01273 887768
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Eric Mayne
Date of previous inspection:	8 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Colin Parker	Registered inspector
Caroline Marden	Lay inspector
Martin Garwood	Team inspector
Sue Orpin	Team inspector

The inspection contractor was:

Kent Curriculum Services Agency
Mid Kent Office
3 Shorncliffe Road
Folkestone
Kent
CT20 2SQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
1. Literacy and numeracy are well emphasised within a broad curriculum that extends beyond school hours: provision for personal development is very good.	
2. Pupils' attitudes, values and behaviour are very good.	
3. The teaching is good and all members of staff strive to improve further.	
4. The leadership of the headteacher and senior staff is good: the governors support the development and management of the school very well.	
WHAT COULD BE IMPROVED	12
1. Standards in science do not match the high standards in English and mathematics.	
2. In information and communications technology, aspects of the curriculum, teaching and assessment are not effective enough.	
3. The use of homework is inconsistent.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils	446	(much bigger than other primary schools)
Pupils with English as an additional language	10.1%	(high compared with most schools)
Pupils entitled to free school meals	24.4%	(broadly in line with the national average)
Pupils on register of special educational needs	23.1%	(above the national average)
Average class size	28	

The school serves the immediate area. The majority of pupils have also attended the adjacent infant school. Fourteen per cent of pupils are from ethnic minority groups. Attainment on entry is average.

HOW GOOD THE SCHOOL IS

West Hove Junior is an effective school. The quality of teaching is good and the school achieves high standards. It provides very well for the needs of its pupils. The school is led well and gives good value for money.

What the school does well

- Literacy and numeracy are well emphasised within a broad curriculum that extends beyond school hours: provision for personal development is very good.
- Pupils' attitudes, values and behaviour are very good.
- The teaching is good and all members of staff strive to improve further.
- The leadership of the headteacher and senior staff is good: the governors support the development and management of the school very well.

What could be improved

- Standards in science do not match the high standards in English and mathematics.
- In information and communications technology, aspects of the curriculum, teaching and assessment are not effective enough.
- The use of homework is inconsistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in July 1996 found West Hove Junior to be a good school. Since then the school has continued to improve. The results achieved by pupils in the national tests at the age of eleven have risen. In 1998 the achievement of pupils compared with those in similar schools was high. The teaching is better now than it was at the last inspection. The key issues for action have been tackled effectively, although aspects of information and communications technology need further attention. The school has the people and expertise needed to continue to improve.

STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	D	D	B	A	well above average A above average B Average C below average D well below average E
mathematics	C	C	B	A	
science	B	D	C	B	

This is a good set of results. Performance in English and mathematics, compared with similar schools, is in the top 5 per cent nationally. Evidence from the inspection broadly confirms these standards for eleven year olds. Literacy and numeracy are strong. Attainment in science does not match the levels reached in English and mathematics. Over the past few years, average results for English, mathematics and science in the school are broadly in line with the national trend. The pupils achieve well and make good progress in the school. The school exceeded its 1998 targets for literacy and numeracy by a comfortable margin. This indicates a capacity to meet more challenging targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good indeed. Pupils are committed to their school and their work. They involve themselves very well in the wide range of activities provided by the school.
Behaviour, in and out of classrooms	Very good in lessons. Good at other times, especially when pupils are purposefully engaged in clubs and activities.
Personal development and relationships	Very good indeed. Pupils form constructive relationships, collaborate well and respect other people. They have begun to evaluate their own personal and academic development.
Attendance	Despite the efficient use of procedures, attendance is below the national average.

The pupils respond very well to the school in terms of their attitudes to learning, their behaviour, their values and their personal development. This has a positive impact on how they learn and the standards they achieve. They are strongly influenced by the good role models portrayed by the staff. When pupils are taken on holiday in term time for more than ten school days it is unauthorised absence. This brings attendance to below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

Teaching was very good in 32 per cent of lessons seen, good in 41 per cent and satisfactory in 27 per cent. None of the lessons observed were unsatisfactory. As a result, learning is consistently good. The teachers show positive attitudes and a strong sense of commitment and enjoyment in their work. They set challenging and open-ended activities. Literacy and numeracy skills are taught very effectively throughout the school. Several aspects of this teaching are especially strong: teachers have good subject knowledge, they make good use of assessment information and their organisation and use of resources is particularly effective in promoting learning. Across the curriculum, teachers skilfully stimulate pupils to think about their own ideas and the ideas of others. They use unobtrusive strategies to maintain good behaviour, pace and attention. The very good planning ensures that pupils of all levels of attainment, including those with special educational needs and those with English as an additional language, have their needs met and are able to learn effectively and make good progress. Teachers consciously teach pupils the skills of group and collaborative working. This contributes to the quality of learning through productive and stimulating discussion and the development of thinking and interpersonal skills. Pupils are also being helped to acquire skills for self-evaluation and personal target setting. They achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good range. All subjects are well represented, including the creative arts. Extra-curricular provision is outstanding. It is varied and captures the interest and involvement of the pupils.
Provision for pupils with special educational needs and pupils with English as an additional language	The needs of pupils with special educational needs and those with English as an additional language are very well met within the classroom and when they are withdrawn from lessons for extra help.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good with particular strengths in moral, social and cultural development. The effective personal development of pupils makes a significant contribution to the success of the school.
How well the school cares for its pupils	The school cares well for its pupils. Child protection procedures are good. Procedures for monitoring attendance are good although they only promote satisfactory attendance.

The curriculum meets statutory requirements, including provision of religious education. The school has extended the curriculum well to meet the needs of its pupils. It has successfully introduced the National Literacy and Numeracy Strategies to meet the needs of all pupils across the school. At the same time it has maintained the status and position of the creative arts in the curriculum and has very effectively attended to the personal development of pupils in a structured and systematic way. It has created a very good ethos. Scientific enquiry does not receive enough attention. Pupils need more opportunities to devise their own investigations and forms of recording, and to develop their own ideas. In information and communications technology, control, monitoring and modelling are not used often enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher, senior staff and governors form a strong and effective team.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties. It is very supportive of the school in a positive and constructive way with a clear focus on standards and school improvement.
The school's evaluation of its performance	The school makes good use of data to identify strengths and weaknesses, particularly in literacy and numeracy. Priorities for action identified at subject level do not consistently follow through to the school improvement plan.
The strategic use of resources	Very good. The time, money, accommodation and resources available are used effectively and for the benefit of the pupils. The principles of best value are applied well.

In literacy and numeracy, systems of monitoring are in place and have had a significant positive impact on teaching and standards. In science and information and communications technology, monitoring has not been so effective in ensuring high standards.

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 expectations for achievement and the progress made by pupils • The good teaching • The school is approachable • The range of activities outside lessons • The school promotes very positive attitudes and values, and helps pupils to mature and behave well. 	<ul style="list-style-type: none"> • Some parents feel there is too much homework: some feel there is not enough. Many say the policy is not clear and inconsistent in practice. • Communication about homework, clubs and other activities is not as effective as it should be, especially in Year 3. • This contributes to some feeling that the school does not work closely with parents.

The inspection team agreed with the largely positive views of the parents. Overall the information provided by the school is good. The homework policy was introduced recently, but is not applied consistently. Homework diaries or home contact books are not used to inform parents and pupils about homework, clubs and other events. Parents and carers do not have ready access to the information they need to support these aspects of the work of the school effectively.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. **Literacy and numeracy are well emphasised within a broad curriculum that extends beyond school hours: provision for personal development is very good.**
1. The successful and effective introduction of the National Literacy and Numeracy Strategies has had a positive impact on the good quality of teaching and learning in the school and this is reflected in the attitudes and achievements of the pupils. The more significant factors in this include energetic and well supported subject leadership, effective monitoring of work and teaching with a focus on attainment, shared lesson planning with mutual support for improvement by teachers and the good use of pupil target setting. There is satisfactory use of information and communications technology (ICT) as a learning tool in literacy and numeracy, but pupils do not yet make wide use of ICT to support their work.
2. The school is justly proud of the range of clubs and activities it provides outside of lessons. The adults have high levels of commitment and involvement on these occasions and they are important times for pupils to develop positive relationships and interpersonal skills. This has a strong effect on pupils' attitudes to themselves and to the school that in turn contributes to successful learning and good achievement.
3. The personal development of pupils is also enhanced through the programme for personal, social and health education and through regular time allocated for discussion of personal, class and school issues. The school council provides an effective forum for pupil representation. All pupils have access and a voice through the school council comment books in classrooms.
2. **Pupils' attitudes, values and behaviour are very good.**
4. Pupils' attitudes, relationships and behaviour reflect the way they respond to good teaching. The pupils have very good attitudes to the school and this makes a powerful contribution to their learning and the good progress they make. Pupils are eager to learn and are personally well motivated. They enjoy the challenging work that helps them concentrate and allows them to use their own methods. They respond positively to quick fire questions, for instance in mathematics, but also appreciate the time given to them when it is necessary for them to think their answers through.
5. Teachers frequently give pupils opportunities to work with a partner or in a group, as well as within a whole class context. In all these different situations pupils show a strong mutual respect for their peers and for adults. They respond positively and co-operate on tasks in a mature way. They participate very well during discussions and work with enthusiasm, confidence and concentration.
6. Behaviour of pupils of all ages is very good in lessons. They respond readily to the strategies teachers use to promote good behaviour and focus on the learning required of them. The teachers and other adults provide very positive role models. At other times behaviour is good, especially when pupils are taking part in the many clubs and activities that take place at various times in the school day. Pupils enjoy

these times very much and they appreciate the contribution and extra work of the staff.

7. Throughout the school pupils are involved with their teachers in setting targets for improving their work. The time set aside for this is very well used and the target setting process has a positive effect on learning. A Year 3 target setting session with a small group, included review of previous targets, a progress check and setting new targets. Pupils were learning to negotiate and this helped them understand what remained to be achieved and where their weaknesses were. The teacher made good use of examples to illustrate progress to the pupils, encouraged them to think for themselves and make decisions. New targets were clearly identified. Pupils feel involved and valued, and they are successfully developing the language and skills needed to evaluate their own personal and academic development.
3. **The teaching is good and all members of staff strive to improve further.**
8. Teachers show positive attitudes and a strong sense of commitment and enjoyment in their work. They set challenging and open-ended activities that stimulate pupils to explore new learning.
9. Several aspects of teaching are strong in literacy and numeracy sessions. Teachers have good subject knowledge and this leads them to expect pupils to use precise technical language. In a Year 4 literacy session on persuasive writing, the teacher made good use of technical vocabulary, including compound words and alliteration, to foster the pupils' analytical skills. Assessment information is well used to allocate pupils to groups on the basis of their prior attainment. Activities, support and the level of challenge are then matched to their needs. The organisation and use of resources to support learning, including whiteboards, overhead projection and other visual resources, helped stimulate and support pupils' thinking and language. In a Year 6 numeracy set, mental mathematics was well stimulated and supported with a computer programme based on scoring to 501 in darts. Pupils were chosen for this because earlier they had taken a long time to recall results. ICT does not yet make a good enough contribution to learning and attainment in other subjects.
10. Across the curriculum, teachers skilfully stimulate pupils to think about their own ideas and those of others. Teachers make time for this and pupils are confident to share tentative ideas. Teachers use unobtrusive strategies to maintain good behaviour, pace and attention and produce a clear focus on learning. Alongside this, teachers give attention to the skills needed for group and collaborative work. This contributes to learning through productive and stimulating discussion and the development of thinking and interpersonal skills. In a Year 6 numeracy session pupils worked very effectively together in twos and threes, to explore the relationship between the circumference and the diameter of pizza. They were clearly experienced at thinking for themselves. They discussed their problems and how to solve them, and so shared their understanding about the mathematics of the situation.
11. Learning intentions are clearly stated at the beginning of lessons. Teachers use appropriate language for these, make links with earlier work and check for understanding. In literacy lessons the overall instructions are frequently refined further for group work and supported by written instructions and key vocabulary for

each group. The learning intentions are used for assessment during the session and for review during the plenary. They provide pupils with reminders and important vocabulary and play an important part in the development of skills for reflecting on their own learning.

4. **The leadership of the headteacher and senior staff is good: the governors support the development and management of the school very well.**
12. The headteacher and senior staff work well together and have a clear commitment to maintain and improve the quality of education provided by the school. Roles and responsibilities have been well defined, delegated and supported. The high priority given to literacy and numeracy has contributed to good teaching and high attainment. More attention can now be given to science and ICT.
13. The governing body has a clear focus on standards of attainment and improvement through the work of its standards review committee. Governors visit the school to observe and discuss aspects of work on the school improvement plan with senior managers. This is part of their very effective and supportive relationship with the school.
14. The school monitors and evaluates its performance particularly well in literacy and numeracy. The feedback from the subject leaders on aspects of teaching and standards has informed work across the school and this is a significant factor in the successful promotion of a climate for improvement, good teaching and consequent high standards. Monitoring and evaluation are used in science and ICT, but do not match the good practice in literacy and numeracy with its clear focus on the links between teaching and attainment. As a result, improvement in these subjects has not been so great.
15. The school improvement plan provides an overview for governors, senior staff and teachers. There are more detailed improvement plans for subjects and these give a realistic view of the current situation. Some significant features of the current situation are not followed through to the school improvement plan. Science is not addressed and the status of other subjects, whether they are in maintenance or development, is not represented. The clarity of criteria for success used in subject action plans is not sustained into the school plan. Consequently the plan is not as effective as it could be, especially when used by staff and governors to check progress and review for next steps.

WHAT COULD BE IMPROVED

1. **Standards in science do not match the high standards in English and mathematics.**
16. Attainment in science has not kept pace with the improvement in English and mathematics. In 1999 although school science results were broadly in line with the national average and above the average for similar schools, in English and mathematics results were markedly higher. The subject leader has identified the need for improvements in the recent subject audit. This year attainment in Year 6 is similar to last year and broadly in line with the national average. In part this is due to the high amounts of time, energy and attention given to literacy and numeracy. There are other contributing factors alongside this.

17. Assessment information is not well used to match levels of challenge to pupils' prior attainment. More thought needs to be given to how attainment can be checked at the beginning of a unit of work. Teaching and work are monitored through the school, but the view of progress and attainment and how this relates to teaching, is not sufficiently clear. Not enough attention is given to rigorous moderation of teacher assessments with agreed and shared criteria.
 18. The science curriculum is broad and balanced. Life processes and living things, materials and their properties and physical processes are covered well in lessons. Within scientific enquiry pupils' investigative skills are not well developed and applied. Much of this work is too teacher directed and there is little open-ended investigation. Consequently pupils are disinclined to ask questions that can be investigated scientifically or try things out when deciding what to do, what kind of evidence to collect and what equipment and materials to use. When considering evidence and evaluating, they are not prompted enough to use their scientific knowledge and understanding. They need more opportunities to devise their own forms of recording and to develop their own ideas. The recent subject audit identified the need for improvements in scientific enquiry.
- 2. In information and communications technology, aspects of the curriculum, teaching and assessment are not effective enough.**
19. The school has identified ICT as a priority for improvement. Standards of attainment at the end of the key stage in ICT broadly meet the level set by the National Curriculum for eleven year olds. Pupils are confident to work with word processing at an appropriate level and can collect, find and interrogate information successfully. They use ICT to present information in different forms and show they are aware of the intended audience. They are not good enough at using control, monitoring and modelling to develop ideas and make things happen. The subject leader has set out an appropriate plan of action and this is reflected in the school improvement plan.
 20. A portfolio of representative pupil work supports assessment in ICT. This does not give sufficient detail, including assessment criteria and how they might be met, to give a clear view of expected standards across the school.
 21. The National Grid for Learning initiative has stimulated the school to make arrangements for links between ICT and literacy and numeracy. A satisfactory start has been made and the school plan includes further developments. There is much to be done to ensure teachers and pupils make wider use of ICT tools and information sources to support their work in these and other subjects.
- 3. The use of homework is inconsistent.**
22. The homework policy is not effectively monitored or supported. Consequently teachers have their own approaches and organisation for homework. Pupils learn new procedures as they move through the school. Teachers use homework in a variety of ways. Open-ended problem solving in mathematics was written on the board. Collecting examples of persuasive writing in literacy was set orally. Pupils wrote themselves reminders on their hands about the extension of work on writing book blurbs in literacy. These procedures are often inadequate. The position is unclear to parents and carers. They feel that better information about what is expected of them and their children would be helpful. The inspection team confirms

the need for greater consistency and clarity of approach to support more effective use of homework.

23. Some pupils and teachers use homework diaries or home contact books. Better use of these could improve communication about homework and other activities during the week, including clubs. Some parents expressed the view that in some respects the school does not work closely enough with parents and carers. The inspection team found that much of this feeling was connected with shortcomings in the school's communication about homework, clubs and activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to improve further the head, staff and governors should:

- (1) Raise attainment in science to bring it in line with English and mathematics by: (paragraphs 12, 14, 15, 16, 17 and 18)
 - a) making more effective use of assessment information about prior learning to pitch work at a suitably higher level;
 - b) strengthening the role of the subject leader in monitoring and evaluating the impact of teaching on the standards achieved, especially in scientific enquiry;
 - c) ensuring that improvement priorities for science are represented in the school improvement plan and progress on them is reported to the governing body.
- (2) Improve information and communications technology by: (paragraphs 1, 9, 12, 14, 19, 20 and 21)
 - a) developing a clear view across the school of the standards to be expected in all strands of the subject;
 - b) ensuring there are sufficient resources, including teacher subject knowledge and expertise, to support work in control, monitoring and modelling;
 - c) ensuring teachers and pupils make wider use of ICT tools and information sources to support their work in other subjects.
- (3) Develop more effective and consistent practice for homework by: (paragraphs 22 and 23)
 - a) ensuring the agreed policy is put into effect consistently and that it is understood by parents and pupils;
 - b) making better use of homework diaries or home contact books to communicate information about homework, clubs and other activities so that parents and carers can support their children's learning better.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
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
0	32	41	27	0	0	0

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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	446
Number of full-time pupils eligible for free school meals	109

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	45

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	61	53	114

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	46	49	49
	Girls	48	45	45
	Total	94	94	94
Percentage of pupils at NC level 4 or above	School	82 (60)	82 (61)	82 (68)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	43	42
	Girls	44	44	41
	Total	79	87	83
Percentage of pupils at NC level 4 or above	School	69 (55)	76 (51)	73 (62)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	13
Black – other	2
Indian	5
Pakistani	4
Bangladeshi	14
Chinese	0
White	382
Any other minority ethnic group	24

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	1	0
Bangladeshi	0	0
Chinese	0	0
White	2	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: Y3 – Y6

Total number of qualified teachers (FTE)	20.1
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: Y3– Y6

Total number of education support staff	8
Total aggregate hours worked per week	139

FTE means full-time equivalent.

Financial information

Financial year	1998-9
----------------	--------

	£
Total income	681,265
Total expenditure	664,993
Expenditure per pupil	1461.78
Balance brought forward from previous year	47,316
Balance carried forward to next year	63,588

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

446

Number of questionnaires returned

131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	2	2	0
My child is making good progress in school.	44	46	6	1	3
Behaviour in the school is good.	30	53	6	0	11
My child gets the right amount of work to do at home.	21	52	14	5	8
The teaching is good.	36	53	0	1	10
I am kept well informed about how my child is getting on.	30	49	15	3	3
I would feel comfortable about approaching the school with questions or a problem.	53	35	6	2	4
The school expects my child to work hard and achieve his or her best.	52	33	8	0	7
The school works closely with parents.	21	50	18	3	8
The school is well led and managed.	40	40	4	6	10
The school is helping my child become mature and responsible.	35	50	5	1	9
The school provides an interesting range of activities outside lessons.	50	32	8	2	8