

# INSPECTION REPORT

## FILEY JUNIOR SCHOOL

Filey

LEA area: North Yorkshire

Unique reference number: 121459

Headteacher: Mr R Hirst

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 14<sup>th</sup> – 16<sup>th</sup> February 2000

Inspection number: 189702

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	West Road Filey North Yorkshire
Postcode:	YO14 9LU
Telephone number:	01723 513076
Fax number:	01723 516920
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Wilson
Date of previous inspection:	7 <sup>th</sup> – 10 <sup>th</sup> October 1996

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Filey Junior School is a mixed school with 313 pupils on roll, 167 boys and 146 girls which is bigger than the average sized primary school. The school serves the town of Filey on the North Yorkshire coast. It is a popular school and there has been a significant rise in pupil numbers since the last inspection. All pupils are from white ethnic backgrounds and one pupil has English as an additional language. The percentage of pupils eligible for free school meals has risen since the last inspection to 25 per cent which is broadly in line with the national average. Two pupils have statements of special educational needs and forty-two pupils are on the school's register of special educational need. These figures are similar to what is seen nationally. Unemployment in the area is similar to that seen nationally with many parents engaged in seasonal work in tourism. The pupils' attainment on entry to the school is broadly average, although a significant minority attain good standards in English and mathematics. Mobility is relatively high with some 10 per cent of the pupils entering or leaving the school at times other than the usual transfer time. The majority of pupils come from the local feeder infant school although a minority are from outside the school's normal district.

### **HOW GOOD THE SCHOOL IS**

This is a good school with many very good features. The pupils achieve above average standards in English and mathematics when compared to similar schools and good standards in all other aspects of their education. The quality of teaching is good and the senior management team and governing body provide effective leadership. The school has very low running costs and it provides good value for money.

#### **What the school does well**

- The pupils achieve good standards in English and mathematics and make good progress throughout the school.
- The quality of teaching is good, with almost a third of lessons observed being very good or better and the pupils are learning well.
- The pupils behave very well, are keen to learn and enjoy taking on responsibilities.
- The school provides a good, broad and balanced curriculum that is enhanced by a wide range of extra-curricular activities.
- The headteacher, well supported by his deputy headteacher and governing body, provides effective leadership.

#### **What could be improved**

- The role of subject co-ordinators in monitoring the pupils' achievements and learning.
- The provision of more opportunities for extended writing activities.
- Opportunities for more challenging activities for some pupils in science.

*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 1996 found Filey Junior to be a good school and it continues to improve. The school's performance in national tests has kept pace with the national trend. All of the key issues from the previous report have been addressed effectively. Significant improvement has been made in opportunities for pupils to use information technology. The school has invested wisely and this, together with National Grid for Learning grants, has enabled it to provide a good range of computers and programs that impact effectively on the pupils' learning. The pupils are timetabled to use the computers on a regular basis and their

achievements have risen accordingly. The role of the governing body has developed and they have a greater involvement in curriculum monitoring and strategic planning.

## STANDARDS

The table shows the standards achieved by 11-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	C	D	C	B	well above average A above average B
mathematics	C	B	C	B	average C below average D
science	C	C	C	C	well below average E

Results of tests undertaken by the pupils prior to entry show wide variations in attainment from year to year. The 1999 test results show the pupils' performance to be broadly in line with the national average in English, mathematics and science. The results are above the average for similar schools in English and mathematics and in line for science. Fewer pupils than might be expected attained at the higher level in science. The school's results in English and mathematics are substantiated by the inspection evidence. The scrutiny of work and lesson observations show that the majority of pupils are achieving in line with the national average, with a significant minority achieving the higher level in both English and mathematics. The school has recognised that the pupils' extended writing skills need to be further improved. The pupils with special educational needs make good progress and there is no significant difference in achievements between boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to come to school, work hard and enjoy their lessons and this has a positive impact on their learning.
Behaviour, in and out of classrooms	Very good. The pupils behave well in classrooms and play happily together in the playground. There is no evidence of bullying and there have been no exclusions.
Personal development and relationships	Very good. The pupils work and play together well. Relationships between pupils are very good and they show respect to adults and treat property and equipment with care.
Attendance	Good. Pupils arrive promptly for morning and afternoon sessions and lessons start on time and this has a positive influence on their learning and standards of achievements.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
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.*

Overall, the quality of teaching is good. In the lessons seen it was good in 44 per cent, very good in 28 per cent, excellent in three per cent and unsatisfactory in three per cent. The rest was satisfactory. Literacy and numeracy are well taught throughout the school and have a positive impact on the pupils' learning. The teachers have good subject knowledge and they plan their lessons carefully. There is good provision for the pupils with special educational needs and they are taught well. In English and mathematics, the work is well matched to the ability of all pupils. However, there is evidence that the teachers are not fully meeting the needs of the higher achieving pupils in science. Homework is used effectively to enhance what is taught in class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and well balanced and meets statutory requirements. A range of visits, including a residential journey, and the number of visitors to the school significantly enhance the quality of education. There is a very wide range of extra-curricular activities that add significantly to the overall quality of the curriculum.
Provision for pupils with special educational needs	Good. There are good procedures in place for assessing the needs of pupils and a good level of support, enabling them to make good progress in all areas of the curriculum but particularly in literacy and numeracy. The requirements of the Code of Practice are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development. The teachers are good role models, the principles of right and wrong are taught effectively and the curriculum promotes an understanding of the pupils' own and other cultures. Numerous opportunities are provided for them to appreciate the importance of working within a community and for them to reflect on the ideas and beliefs of others, particularly through music, art and dance.
How well the school cares for its pupils	There are good procedures in place for monitoring the welfare, health and safety of the pupils. Child protection procedures are good. The school has effective procedures for monitoring the academic progress of its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is effectively led by the headteacher who is well supported by his enthusiastic staff and governing body. There is a positive ethos that is committed to raising achievements and a clear understanding of what the school can do to improve standards further. The monitoring of some subjects needs to be refined to ensure all pupils make the best possible progress and more effective use made of the high levels of subject expertise.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties. It is supportive and works closely with the senior management team in an effort to improve the pupils' achievements.
The school's evaluation of its performance	There is effective monitoring of teaching and a clear analysis of pupil performance that has enabled the teachers to focus on raising standards, particularly in English and mathematics. The skills that have been learned need to be transferred to other areas of the curriculum.
The strategic use of resources	Good. Expenditure is linked to priorities on the school development plan. Good use is made of the staff, resources and the building. Effective provision is made to compensate for the large class sizes in some year groups. The school applies the principles of best value by comparing its academic results with those of similar schools and governors seek quotations for any work that is carried out and go for the most effective option.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The standards of attainment achieved by their children.</li> <li>• The good behaviour in the school.</li> <li>• The management of the school.</li> <li>• The hard work and effort by the teaching staff in providing an interesting and varied curriculum.</li> <li>• The good relationships between the school and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how well their children are getting on.</li> <li>• The large class sizes.</li> </ul>

The inspection team agrees with the strengths identified by the parents. The school provides good opportunities for parents to discuss their children's progress and reports are informative. Whilst some class sizes are large, the school works hard to overcome any difficulties.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The pupils achieve good standards in English and mathematics and make good progress throughout the school.**

1. The 1999 test results show that the pupils' achievements in English and mathematics is above the average for similar schools. The teaching staff have worked hard to implement the literacy and numeracy strategies and this has had a positive impact on the pupils' achievements in these subjects. Attainment on entry is broadly average and most pupils make good progress in English and mathematics throughout their time at the school. Considerable attention has been devoted to developing the pupils' mental arithmetic strategies. Observation of lessons and a scrutiny of work show the pupils' achievements to be good in mathematics, the teaching of numeracy having a positive impact. The pupils are confident in mathematics and the good quality teaching and careful planning is ensuring they have a firm foundation for further mathematical learning.
2. The literacy project has been introduced effectively with all staff ensuring work is planned to build on previous understanding and knowledge. There has been a good emphasis on improving the pupils' grammatical skills and this was seen both in the lessons and in the scrutiny of written work. The guided reading sessions within the literacy hour are used effectively to develop the pupils' skills. Very good use is also made of parents to help improve pupils' reading throughout the school.
3. The school has made good use of assessments to enable it to target its resources more effectively. Additional literacy support has been provided for some boys who the school recognised were under-achieving. There is a good level of support for those pupils who are on the school's register of special educational needs enabling them to make good progress, both when they are withdrawn from lessons and when they are working towards specific targets in class.

**Overall, teaching is good, with almost a third of lessons observed being very good or better, and the pupils are learning well.**

4. Lessons are well prepared. This is particularly evident in the literacy and numeracy sessions where planning ensures that work is set at an appropriate level for all pupils. This enables the lower and higher achieving pupils to achieve at levels commensurate with their prior achievements. Very good relationships exist between the pupils and staff and mutual respect is a factor in enabling the pupils to make good progress. The staff expect the pupils to behave well and the pupils do not let them down. The teachers are enthusiastic and enjoy their work, using humour to motivate and sustain the pupils' interest.
5. In a very good Year 6 literacy lesson the teacher's very good subject knowledge and excellent preparation and questioning improved the pupils' understanding of active and passive verbs. They showed a good understanding of adverbs, adjectives, prefixes and suffixes and gave appropriate explanations of how particular words added to the quality of the text. The lesson, which was effectively linked to work being covered in history, was well matched to the pupils' abilities and, as a result, made a very significant contribution to their learning.

6. During an excellent Year 5 lesson, the teacher's strong presence, humour, praise and encouragement were significant factors in the mathematical learning that took place. The pupils enjoyed the rapid-fire mental arithmetic activities and showed very good skills in counting on in sixes and eights. The teacher's excellent questioning, which was challenging and appropriate to the lesson, kept the pupils interested and encouraged them to improve their knowledge of angles. The whole class activity challenged the pupils and extension work for the higher achieving pupils ensured that they were pushed to achieve even further. The teachers make very good use of homework to enhance what is taught in class. It is set regularly by the staff and increases as the pupils move through the school and has a good impact on their learning.

**The pupils behave very well, are keen to learn and enjoy taking on responsibilities.**

7. The staff enjoy their teaching and this affects the way the pupils respond to the lessons. The pupils enjoy their work and concentrate for long periods without fuss. They work sensibly with their peers and appreciate the efforts of their teachers and of the parents who come to help in school. The older pupils talk enthusiastically about the lessons and clubs they enjoy most. The pupils who had transferred from other schools emphasised the positive aspects of the school, mentioning the behaviour and absence of bullying. The high standards of behaviour are even more noteworthy when one considers the limited playground space. The overwhelming majority of parents who responded to the questionnaire indicated that their children enjoyed coming to school. The good attitudes and behaviour of the pupils enables them to build a positive rapport with their teachers which is a significant contributory factor in enhancing learning.
8. In a very good Year 4 dance lesson and a very good Year 5 science lesson, the pupils' behaviour and attitudes towards the lessons could not be faulted. In the dance lesson they participated sensibly and learned new steps through the quality of teaching but also through their own perseverance. In the science lesson, the behaviour and attitudes was again exemplary. Whilst carrying out scientific investigations of shadows, the pupils moved sensibly from the teacher-directed session to their group activities. They settled quickly with minimal supervision and worked extremely well.
9. The pupils are proud of their school and enjoy representing it. They are keen to be part of the school choir, football and netball teams. They are provided with opportunities to take on responsibility and to participate in the life of the community. They take to this with enthusiasm whether it is library duties or raising money for various charities. The pupils hold their teachers and the school in high esteem and this is seen by the large number of older pupils who, having left the school, regularly come to visit.

**The school provides a good, broad and balanced curriculum that is enhanced by a wide range of extra-curricular activities.**

10. The school has been effective in implementing the National Numeracy Strategy and Literacy Hour but at the same time providing the pupils with a broad and well-balanced curriculum. All subjects of the National Curriculum and religious education are given sufficient coverage and enable the pupils to enter the next stage of education with confidence.

11. There is an impressive range of extra-curricular activities. The school choir meets regularly and has won competitions as well as appearing on local radio. It performs regularly for events in the town. The pupils take part in town festivals, performing a wide range of dances that enhances their cultural awareness. Badminton, table tennis, cricket, rugby, netball and football clubs take place regularly and the school is rightly proud of its sporting successes. In addition to a range of visits and visitors to the school, the older pupils participate in a residential visit that develops their understanding of environmental science in addition to developing their social skills.
12. The out of school activities are undertaken willingly and enthusiastically by the staff. It demonstrates the commitment they have to the school and the relationships they have with the pupils.

**The headteacher, well supported by his deputy and governing body, provides effective leadership.**

13. The headteacher retains an impressive commitment and enthusiasm for his school. He is aware of the strengths and what needs to be improved and has a desire, along with his staff and governing body, to make the school even better. The parents comment on the welcoming atmosphere within the school and the fact that they are able to discuss any concerns they have at any time. Many concurred with the comments of one who said, *'The head will always make time for you.'* Parents are encouraged to help in school and play a significant role in the development of the pupils' reading skills.
14. The headteacher knows the pupils well and the monitoring of the performance in English and mathematics is enabling the school to set realistic targets for improvement. The Literacy Hour and Numeracy Strategy have been implemented effectively and the senior management team understand what aspects of the curriculum need to be developed further. The staff meet regularly and their training needs are determined through discussions of what will enable them to be more effective in the classroom and how they can help one another.
15. The governing body is supportive and has a positive influence on the workings of the school. There are regular meetings and governors who have observed classroom activities report back to their colleagues. The school's achievements in national tests are considered and discussions held as to how performance can be improved. Detailed consideration is given as to how the best use may be made of the school's limited financial resources and how the difficulties of large class sizes in some year groups can be alleviated.
16. An overriding strength of the leadership is the value it places on the academic achievements of all pupils. The lower achieving pupils are given good levels of support and the school is striving to ensure the achievements of higher achieving pupils matches their capabilities.

**WHAT COULD BE IMPROVED**

**The role of subject co-ordinators in monitoring the pupils' achievements and learning.**

17. The role of the co-ordinators has improved since the last inspection and they have a greater influence on how their subjects are implemented throughout the school. This is particularly evident in literacy and numeracy. Considerable attention has been given

to monitoring their progress in English and mathematics and the teachers are generally effective in matching the work to the pupils' prior achievements. However, they have not yet analysed test papers to determine areas of curricular strengths and weaknesses and the school recognises this needs to be done to enable them to target specific areas of the curriculum.

18. The senior management team and co-ordinators have monitored some literacy and numeracy sessions but, due to staff absences, the process has not been sufficiently systematic and rigorous to enable it to have a positive impact on the quality of teaching and learning in all classes. As a result, the teachers are not receiving regular feedback on how to refine and develop their skills and subject expertise. The co-ordinators regularly monitor the teachers' planning for all subject areas and are able to link what is being taught to the National Curriculum. Strategies need to be devised however to enable co-ordinators to ascertain the quality of work being taught and for this to be shared with colleagues. This would help to raise the standards of teaching even higher.

#### **The provision of more opportunities for extended writing activities.**

19. The scrutiny of the pupils' written work showed that whilst they were developing good writing skills and had acquired good grammatical skills, there were limited opportunities for them to practise extended writing. There were some very good examples of pupils writing for different purposes, letters and play scripts for example, and they had been given good guidance on how to make stories more interesting through the use of characterisation and scene setting. More time is devoted to extended writing activities as the pupils get older but the school recognises the need for such skills to be developed continually throughout the school. The school had already observed that an improvement in the pupils' writing skills would enhance their scores in national tests.

#### **Opportunities for more challenging activities for some pupils in science.**

20. The 1999 test results for science show that fewer pupils than might be expected attained the higher level. An analysis of the pupils' work and discussions with pupils confirm the results of the national tests. Work is frequently set at a level that meets the needs of the majority of pupils but does not extend the learning of the highest achievers. There is some very good teaching of science and the co-ordinator has a very good subject knowledge and interest. He is aware of the need to ensure that pupils throughout the school are set work that closely matches their needs. A systematic analysis of test scripts and monitoring of teaching and learning is needed to ensure all pupils are maximising their potential.
21. There is a determination to raise the standards in science and the school has the capacity to ensure this happens. The school has identified the need for teachers to plan further investigative and experimental work and this is already underway. Good work using computers to enhance scientific skills is also evident. In addition, pupils are encouraged to subscribe to scientific journals and there is a science club operating. All of these activities have been instigated with a view to raising the pupils' scientific interest and achievements.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school should now:

- (1) further develop the role of the co-ordinators and enable them to have a greater impact on the monitoring of pupils' learning;
- (2) provide the pupils with more opportunities for extended writing throughout the school;
- (3) replicate the best science teaching and ensure that all pupils are provided with challenging activities particularly the higher achieving.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	44	22	3		

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

<b>Pupils on the school's roll</b>	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	313
Number of full-time pupils eligible for free school meals	73

FTE means full-time equivalent.

<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	51

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	43	35	78

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	29	27	34
	Girls	27	24	29
	Total	56	51	63
Percentage of pupils at NC level 4 or above	School	72 (63)	65 (68)	81 (71)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	26	30	32
	Girls	27	30	32
	Total	53	60	64
Percentage of pupils at NC level 4 or above	School	68 (71)	77 (78)	82 (87)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	313
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

*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)	11.5
Number of pupils per qualified teacher	27.2
Average class size	31.3

#### **Education support staff: Y3 – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	37

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/1999
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	£
Total income	391,531
Total expenditure	386,426
Expenditure per pupil	1,342
Balance brought forward from previous year	1,729
Balance carried forward to next year	6,834

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	313
Number of questionnaires returned	124

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	49	46	2	0	2
Behaviour in the school is good.	52	42	2	1	4
My child gets the right amount of work to do at home.	41	48	10	1	1
The teaching is good.	64	33	2	0	2
I am kept well informed about how my child is getting on.	44	36	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	25	3	1	1
The school expects my child to work hard and achieve his or her best.	71	27	1	0	1
The school works closely with parents.	52	35	9	1	2
The school is well led and managed.	73	22	1	1	3
The school is helping my child become mature and responsible.	54	41	2	0	3
The school provides an interesting range of activities outside lessons.	54	41	2	0	3

### Other issues raised by parents

The parents praised the openness of the school and the dedication of the hardworking staff. Some parents were concerned that some of the reading books were dated and did not hold their children's interest.