

INSPECTION REPORT

Warter Church of England Primary School

Pocklington

LEA area: East Riding of Yorkshire

Unique reference number: 117996

Headteacher: Malcolm Appleby

Reporting inspector: Derek Smith
3732

Dates of inspection: 16th-17th October 2000

Inspection number: 224605

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Addelkel Warter East Riding of Yorkshire
Postcode:	Y042 1XR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Keith Marshall
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warter Church of England Primary School is a foundation school situated in a village in the Yorkshire Wolds. Most pupils are drawn from the villages of Warter, Huggate, and Nunburnholme whilst 30 per cent are from further afield. Of the 132 pupils on the school roll all are from white ethnic backgrounds, and most are from professional/agricultural families. Two pupils are on the school's register of special educational need and no pupils have a statement. By the time of their admission to the reception class, all children have had some pre-school experience and most have attended the village play group which is adjacent to the school. In the main, their attainment is above average. Since the previous inspection the school has grown significantly in size with approximately 65 per cent more pupils than in 1996. The school's accommodation has continued to improve with the addition of three new classrooms, two classroom extensions, and a new school library, computer suite and staff room.

HOW GOOD THE SCHOOL IS

This is a very good school where the management of the headteacher, deputy and governors ensure a clear understanding of its educational priorities and continuing improvement. It is a dynamic and innovative school, which is able to manage the process of change in an uncomplicated and efficient way. The school looks for solutions to its day to problems and, for example, makes very good use of information technology as a tool for both management and for teaching and learning. It is a school which maintains high standards and the support of its parents and the community.

What the school does well

- Due to the very good quality of teaching, pupils make rapid learning gains and reach standards which are above average by the end of both key stages in English, mathematics, science and information and communications technology
- Leadership and management provide a very clear educational direction for the school, notably monitoring its performance and taking effective action
- The school provides very good opportunities for the spiritual, moral, social and cultural dimensions of pupils' lives, and this helps them to develop very positive attitudes and values
- The school makes excellent use of the resources at its disposal

This school has continued to make good progress since the previous inspection and gives good value for money.

What could be improved

- The school is very effective school with no major areas of weakness

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

The school has no major areas of weakness. Nevertheless, the school development plan identifies future developments which are designed to keep abreast of national initiatives such as Curriculum 2000, and the National Literacy and Numeracy Strategies. In addition, the school has identified priorities such as the development of the creative arts and further support for teachers to make the best use of its information and communications technology resources. The school recognises that the quality of pupils' writing was not as good as it should have been in the 1998 and 1999 national tests of attainment, but inspection evidence and preliminary indications of the 2000 national test results indicate that the problem has been effectively addressed.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

All the key issues of the previous inspection have been addressed. For example, the school carefully targets the needs of all pupils including the gifted and talented, and this enables them to reach their potential. The school has developed an agreed approach to the marking of pupils' work which is implemented consistently, and their presentation of work has improved as a result. The school rightly has confidence in the quality of leadership and management provided by the headteacher and governors. The impact of very good leadership is that standards have improved, particularly in Key Stage 2 English, mathematics, science, and information and communications technology, and the pace of pupils' learning is better than at the time of the previous inspection. Pupils demonstrate increasingly positive attitudes to school as the provision for the spiritual, moral, social, and cultural dimensions of their lives has become more prominent. The school's improving accommodation and resources have enabled teachers to make real strides in the quality of their teaching and for pupils to make learning gains.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	E	D	E
mathematics	A	A*	A	A
science	B	C	A	A

Key

well above average A

above average B

average C

below average D

well below average E

Over the past three years National Curriculum test results at the age of 11 show that pupils reach standards which are consistently well above average in mathematics and above average in science. This is largely due to the very good teaching throughout the school and particularly at the end of Key Stage 2. During the past two years however, pupils' standards in writing declined while their reading and mathematics remained at their former high level. This was due to an imbalance of time allocated to writing as opposed to reading during the implementation of the National Literacy Strategy. However, the school has already rectified the problem by providing specific writing time for two days each week. Inspection evidence and preliminary indications of pupils' most recent national tests of attainment confirm that standards of writing are rapidly returning to the previous level of 1997.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school pupils develop very positive attitudes to school
Behaviour, in and out of classrooms	Parental and school expectations ensure that pupils behave well in class and at play
Personal development and relationships	Pupils' personal development and the impact of very good working relationships with each other and their teachers enable them to give their best within a secure environment
Attendance	Pupils' rate of attendance is good and they arrive punctually to their lessons

Pupils develop very positive attitudes and values. These are a result of good support from home, the consistent high expectations of the school, and the effective way in which aspects of pupils' spiritual, moral, social and cultural development are embedded into the life of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
14 lessons seen overall	Very good	Very 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.

The overall quality of teaching is very good. Of the 14 lessons observed 12 were very good and the remaining two were good. No lessons were less than good in quality. Throughout the school, teachers are confident of their subject knowledge and well prepared for lessons. Classes are well resourced and teachers make very good use of information technology for planning, recording and assessment of pupils. All teachers identify pupils with special educational needs and provide extension activities to challenge the gifted and talented. There are no weaknesses in teaching but the school has particular strengths in the quality of teaching in the Foundation Stage, and mathematics and information and communications technology in Key Stages 1 and 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Children in the Foundation Stage are well catered for and the planned curriculum meets the requirements of the National Curriculum
Provision for pupils with special educational needs	Good. Although there are few pupils with special educational needs, learning opportunities are matched to their needs and

	also to those pupils who are gifted or talented
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Opportunities for the development of the spiritual, moral, social and cultural dimensions of pupils' lives are threaded through the life of the school
How well the school cares for its pupils	Very good. The school knows its pupils very well and effectively provides for both the pastoral and academic components of pupils' welfare

The curriculum is well structured for children in the Foundation Stage and this gives them a good start to their education. In Key Stages 1 and 2 the school has increased the time devoted to writing and this has resulted in significant improvements in the standards which they reach. All pupils, including those with special educational needs and the gifted and talented are challenged in mathematics, and they consistently do well throughout both key stages. The excellent use of the schools' information and communications technology suite for skills development lessons has proved very effective in developing the confidence of pupils and teachers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher, deputy and senior staff is dynamic and innovative, and as a consequence the school manages the process of change in an uncomplicated and efficient way
How well the governors fulfil their responsibilities	Very good. The governors are committed to the success of the school. They are confident in their role and have developed efficient systems of management including securing best value for money in purchases and services
The school's evaluation of its performance	Very good. The school has a clear understanding of how well its pupils are doing and where they have strengths or relative weaknesses
The strategic use of resources	Excellent: The school makes excellent use of the resources at its disposal including its information and communications technology resources and the nearby village church

The leadership and management of the school are very good. The recognition of the need for continuing school improvement results in governors, headteacher and staff working together sharing an ethos which both embraces change and resolves problems without fuss. All who work in the school recognise that it occupies a special place within the community.

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 quality of teaching• The leadership and management of the school• The school's high expectations of pupils• The school encourages pupils to develop maturity• The good behaviour in school	<ul style="list-style-type: none">• The range of interesting activities after school• Whilst the majority of parents feel that homework is about right, a minority would like their children to have more

The inspection team agrees with the positive views of the parents. The school provides an appropriate range of extra-curricular activities. Homework generally builds on pupils' work in class and makes a good contribution to the standards they achieve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Due to the very good quality of teaching, pupils make rapid learning gains and reach standards which are above average by the end of both key stages in English, maths, science and information and communications technology

1. The previous inspection report recognised that no teaching was unsatisfactory and almost four out of 10 lessons were very good or better. However, the quality of teaching has continued to improve and almost nine out of 10 lessons are now very good. The leadership and management of the school ensure that teachers are well provided with guidance and resources which enable them to teach well.
2. At the time of their admission to the reception class most children in the Foundation Stage of education have a range of experiences and skills which are above the usual expectations for their age. They are taught very well and as a result children quickly develop a sense of security and confidence in their surroundings. The teacher assesses them soon after admission and makes very good use of the data to match activities to their learning needs. For example, she creates very good opportunity for the development of children's language skills and mathematical understanding. When they are working with different materials such as clay and pastry the teacher skilfully asks them to describe the properties of the materials. They explain that the materials will bend and twist and develop their early mathematical understanding by describing the quantities they are working with. The teacher uses the skills of the learning support assistant well and this helps children to develop sensible classroom routines such as following instructions, taking responsibility for their possessions and tidying up at the end of lessons. The quality of teaching in the Foundation Stage ensures that children have a very good start to their formal education.
3. The quality of teaching remains very good throughout Key Stages 1 and 2. It is characterised by high expectations, clear learning objectives, imaginative introductions to lessons, effective use of assessment and very good rapport between teachers and pupils. As a result pupils know what is expected of them and make rapid learning gains in English, mathematics, science and information and communications technology.
4. In a Year 1 English lesson pupils taped their poetry work and listened with obvious excitement to their work. The teacher was particularly effective in providing further challenge to the gifted and talented pupils to write about animals. Pupils in Key Stage 1 make very good learning gains in information and communications technology. They are taught very well how to use the different tools on the computer screen. Pupils learn to change the background colour with confidence, and use computer technology to construct portraits and to program robotic floor toys to follow sets of instructions. Teachers make very good use of the resources available to them, for example by planning the visits of key visitors to support pupils' learning. For example, teachers in Key Stage 1 used a doctor and the expertise of a nurse to emphasise the importance of medicines but the dangers of taking drugs which are not intended for their use.
5. The quality of teaching remains very good throughout Key Stage 2. As a result the momentum for learning which begins in the Foundation Stage and Key Stage 1 continues throughout the junior years. In Years 3 and 4 pupils are taught very well to write in different genres. Furthermore, they are also taught to develop a critical approach to the quality of their own work by responding to the views of an editorial committee to improve the quality of writing. This has had a major impact on the recent

improvement in the standards of pupils' writing. Pupils are taught effectively to read and analyse what they read, and as a result they learn to recognise authors' motives and intentions, such as the moral of a story. The school teaches mathematics very well and this is confirmed by pupils' standards which are consistently well above average. The reasons for continuing high standards are that teachers do not waste any time. Lessons begin promptly and pupils know just what is expected of them. They are not given work which is easy for them, but they are made to think. For example, pupils are taught problem solving strategies and are expected to use them to approach unfamiliar problems. As a result, up to one third of pupils in Year 6 are working at the higher levels of attainment.

Leadership and management provide a very clear educational direction for the school, notably monitoring its performance and taking effective action

6. One of the most significant comments of the previous inspection was that the school functions with a sense of common purpose. This has remained an important feature of its effectiveness throughout a period as a grant maintained school and latterly as a foundation school. The governors have a very good understanding of the essential management requirements for the school to function well. They recognise that the school occupies a special place within the village and are responsive towards the community's expectation of the school as a centre of excellence. Governors are confident that their systems of management work well. They speak authoritatively of the school's plans, policies and budget, and secure best value in terms of purchases and services. The partnership between the governing body and the headteacher is very effective and together they maintain oversight of pupils' performance through an annual review programme. Governors are well informed, and they ensure that the headteacher and staff have the necessary resources for effective teaching and learning which enables the school to function well.
7. The leadership of the headteacher and senior staff is dynamic and innovative. As a consequence, the school manages the process of change in an uncomplicated and efficient way. The school development plan identifies future developments that are designed to keep abreast of national initiatives such as Curriculum 2000, and the National Literacy and Numeracy Strategies. However, the headteacher and senior staff have identified additional priorities for developments. These include the creative arts and further support for teachers to make the better use of its information and communications technology resources by, for example, staff using laptop computers for planning and assessment. In consequence, teachers have effectively embedded the use of information and communications technology into the day to day process of teaching, particularly in English.
8. The headteacher and staff evaluate the effectiveness of previous development plans. Improvements are linked through annual development interviews and teachers' targets to ensure continuing improvement. Teachers' plans are checked by the headteacher, and this in addition to classroom monitoring has a significant role in maintaining very good quality teaching. The headteacher, governors and senior staff monitor pupils' performance well and when necessary they take effective action. For example they recognised that the quality of pupils' writing was not as good as it should have been in the 1998 and 1999 national tests of attainment. The school investigated the reasons for under-performance and concluded that as a school it was spending too little time developing pupils' skills of writing. In response to these conclusions the school has introduced further opportunities for pupils to write at length on two days of each week. Inspection evidence and preliminary indications of the 2000 national test results indicate

that the problem has been effectively addressed and that almost 70 per cent of pupils are reaching the higher level of attainment in English.

The school provides very good opportunities for the development of the spiritual, moral, social and cultural dimensions of pupils' lives and this helps them to develop very positive attitudes and values

9. At the time of the previous inspection the school was making sound provision for pupils' spiritual development and good provision for their social, moral and cultural development. These aspects are all now strengths of the school and pupils demonstrate increasingly positive attitudes as the spiritual, moral, social, and cultural dimensions of their lives at school have become more prominent.
10. Pupils are given ample opportunity to reflect on the meaning of assembly themes such as the bible story of the loaves and fishes. Teachers emphasise that assemblies are special times and focus pupils' attention on the importance of harvest time in a way which makes the story accessible to the youngest pupils. They skilfully create a respectful atmosphere by using soothing music which enables pupils to reflect on the personal contributions which they might make. Opportunities for pupils to think deeply are not confined to assemblies. For example, the dream time stories written by pupils in Years 3 and 4 gave them the opportunity to create 'wonder' situations of their own.
11. Pupils develop positive attitudes and values as a result of the importance the school places on their moral and social development. They are taught to think for themselves, to give their best and to discuss the quality of their work in an honest manner. Pupils develop a clear sense of right and wrong and learn to care for each other. During lunchtimes older pupils eat at tables with the younger ones, and this helps them to develop a sense of responsibility. One pupil in Year 4 for example explained the lunchtime arrangements as 'making lunchtimes not so noisy and frightening for the younger ones'. Another pupil who had recently come from another school favourably compared the school with his previous one, explaining that he was able to settle in quickly.
12. Opportunities for pupils' cultural development permeate the life of the school and as a result they are well informed and develop positive attitudes towards people from other cultures and backgrounds. For example, the school provides a rich programme of cultural development which includes dance groups, an African Drumming workshop, an Indian Music workshop, and visits by theatre companies. Pupils are well informed of other cultures through their studies of the Chinese New Year and Islamic festivals. In addition to their own western European culture, pupils have the opportunity to learn from a Buddhist and a Jew to question the nature of their particular beliefs.

The school makes excellent use of the resources at its disposal

13. Since the previous inspection the pupils on the school roll have increased by 65 per cent. In response, the governors and headteacher have implemented a planned programme of expansion which has included three new classrooms, two classroom extensions, a new school library, computer suite and staff room. Some parts of the school are new buildings whilst others have been refurbished and enhanced. The overall quality of the school's accommodation is very good and this contributes significantly to the quality of education. Similarly, the school is very well resourced with books, materials and the appropriate facilities for children in the Foundation Stage of

education. However, the school is most especially well equipped with information and communications technology resources.

14. The school makes excellent use of the resources at its disposal. The governors, headteacher and senior staff are clear about their responsibilities, and this ensures that they are all able to make their unique contribution to the effectiveness of the school. Non teaching support staff, visitors and parents make a significant contribution to the standards which pupils reach. The school makes very good use of the local village church for displays of work and for special events. It also pays considerable attention to resource management and as result teachers are provided with the necessary equipment to teach well. For example, each class has an overhead projector and a whiteboard, and teachers use them effectively. Teachers also have an annual classroom allowance which enables them to respond flexibly to the specific needs of the planned curriculum and the pupils in their care. They make very good use of laptop computers as tools to organise, plan and record pupils' achievements. This means that the details of planning can be accessed instantly. In addition, the school makes very good use of technology to monitor pupils' progress. For example, it uses a system of computerised assessment which is e-mailed for marking, returned and then used to set individual targets for pupils.
15. The use of the school's information and communications technology suite is excellent and this is a major reason for pupils reaching standards which are above the expectations for their age at the end of both key stages. Pupils are taught the skills of computer use, and even the youngest pupils in Key Stage 1 demonstrate high levels of confidence. Throughout the school information and communications technology is used very well to support pupils' learning in subjects such as history, music, science and design and technology.

WHAT COULD BE IMPROVED

The school is very effective with no major areas of weakness

16. The school has no major areas of weakness. Whilst the school recognises that the quality of pupils' writing was not as good as it should have been in the 1998 and 1999, national tests of attainment, inspection evidence and preliminary indications of the 2000 national test results indicate that the problem has been effectively addressed. These results show that Key Stage 2 pupils reached standards which were well above average when compared with all schools and when compared with similar schools.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. The school has identified the same national priorities as other schools such the continuing review of the effectiveness of its National Literacy and Numeracy Strategies in addition to the revised Curriculum 2000. In order to continue the momentum for change and improve the school further, the governors, headteacher and staff should implement existing plans which will:
- (1) develop further opportunities for pupils to participate in the creative arts
 - (2) develop further the use of information and communications technology as a classroom management tool and to accelerate pupils' learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	86	14	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	132
Number of full-time pupils eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	2
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

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	11	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	6	6	6
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (85)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	6	6	6
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (85)	100 (100)
	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	8	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	3	3	4
	Total	9	9	12
Percentage of pupils at NC level 4 or above	School	75 (60)	75 (90)	100 (90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	3	3	4
	Total	9	9	12
Percentage of pupils at NC level 4 or above	School	75 (90)	75 (90)	100 (90)
	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	132
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: YR – Y6

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	23.2
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	3.3
Total aggregate hours worked per week	67

Financial information

Financial year	1999
	£
Total income	333,043
Total expenditure	313,714
Expenditure per pupil	2,395
Balance brought forward from previous year	4,193
Balance carried forward to next year*	23,522

* The relatively high projected carry forward is due to the transitional one-year protection to safeguard the school against contingencies as it changes status from Grant Maintained to Foundation status.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	129
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	17	3	0	3
My child is making good progress in school.	64	32	1	0	3
Behaviour in the school is good.	65	33	0	0	1
My child gets the right amount of work to do at home.	42	41	14	0	3
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	45	45	7	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	4	3	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	54	43	1	1	0
The school is well led and managed.	72	28	0	0	0
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	28	42	17	9	4

Other issues raised by parents

The comments raised prior to the inspection by parents were overwhelmingly positive and supportive of the school. Parents particularly valued the quality of teaching and the leadership and management of the school.