

# INSPECTION REPORT

## **NORBURY PRIMARY SCHOOL**

Bishop's Castle

LEA area: Shropshire

Unique reference number: 123385

Headteacher: Mrs E. A. Heeley

Reporting inspector: Christopher Christofides  
7834

Dates of inspection: 3 – 5 December 2001

Inspection number: 244662

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Norbury Bishop's Castle Shropshire
Postcode:	SY9 5EA
Telephone number:	01588 650207
Fax number:	01588 650207
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Anita Bright
Date of previous inspection:	21 – 23 April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Norbury Primary School is a very small mixed rural school of forty-four children, in Norbury near Bishop's Castle in Shropshire. This figure has remained fairly constant over the last few years. The school's admission number is 8, which is well below the national average. There are four children in reception. Four and a half per cent of the pupils are eligible for free school meals, which is well below the national average of 19.7 per cent. The school serves a wide catchment area of some twenty-five square miles. There is a small outreach nursery of four children. The nursery is staffed by an outreach nursery assistant and operates in the afternoons. There are no children at the school who speak English as an additional language. Pupil mobility is low. Only one child joined the school last year at a time other than usual time of admission. There are nine children on the special educational needs register, broadly in line with the national average. Three pupils are statemented. The Headteacher has been in post six years. The headteacher has a substantial teaching commitment and teaches the junior class. There are two classes one infant, one junior. The attainment of pupils on entry to the school is above national and local averages.

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

Norbury Primary School is a very good school. The leadership and management provided by the headteacher is very good. The school has made very good progress since the previous inspection. This strong ethos has given rise to good and very good teaching and learning, and a rise in the already high standards of the school. Results at the end of Year 6 in national tests are very high when compared to the national average. Children are well supported through a broad, balanced and enriched curriculum. The children make the most of these opportunities, becoming confident learners with very good attitudes to their work. This is an inclusive school that meets the needs of all its children and takes appropriate action to promote harmony amongst all that work and learn in it. The school provides very good value for money.

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

- The school is very well led. The headteacher provides very good leadership of the school and has successfully inspired and motivated a dedicated staff to strive and achieve very high standards.
- Children's standards of attainment are very high and they make good progress.
- The quality of teaching is almost all at least good and often very good.
- Very good attitudes, personal development, relationships and behaviour on the part of the children.

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

- Teachers' medium and short term planning and their use of assessment information to inform future planning.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in April 1997. It was judged then to be a good school. It has made very good progress since that time and the weaknesses identified have been effectively resolved. The delivery of an appropriate curriculum for the under fives is now more systematic and appropriate. These children now have adequate accommodation and outdoor play area and sufficient staffing support. Complete schemes of work for all subjects are now in place and the school has successfully implemented both the national literacy and numeracy strategies. All these initiatives have had a marked impact on the quality of teaching, which has improved since the last inspection and in maintaining and further improving the school's very high standards. Teaching is now at least good throughout the school and very good for the juniors. Through the clear educational direction provided by the headteacher, fully supported by the staff, governors and parents, this has now become a very good school.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A*	A	B
mathematics	B	E	A	A
science	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards of attainment when the children start school are better than normally expected. Children make good progress throughout the school. At seven years of age the proportion of children achieving national expectations in reading, writing and mathematics is very high. Indeed, results in reading are in highest five percent nationally. Many eleven-year-olds achieve standards that are very high. In English, mathematics and science, children at the school achieve very high standards. Standards have remained consistently high since the last inspection; in fact they have continued to improve. Care needs to be taken when interpreting the table above as the school has such a small cohort and each child could represent up to 20 per cent of the figures. Children with special educational needs also achieve well, reflecting the school's inclusive policies and ethos. The more able children also achieve very well. Standards in religious education are above those expected of the locally agreed syllabus. Standards in all other subjects are all above national expectations. There was some very good work seen in history, geography, design and technology and information and communication technology. Some of the art work seen was stunning. Targets set in English and mathematics for 2001 have been met, and those that have been set for 2002 are as challenging.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children are extremely positive about coming to school, they are very well motivated and enjoy their lessons.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school both in lessons and during play times. Children are polite and show respect both for adults and the other children.
Personal development and relationships	Relationships throughout the school are very good. There is an effective programme of support for children's personal development. Children show initiative and are given opportunities to take responsibilities that are matched to their ages and abilities.
Attendance	Very good. Attendance has remained consistently above the national average for many years.

The children's attitudes and values are strengths of the school. They reflect the very positive ethos of the school, to ensure that every child is fully included in all its rich activities.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	very good

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

The overall quality of teaching has improved since the previous inspection and nearly all the teaching is now at least good with nearly three out of ten lessons very good. The quality of teaching in lessons for the under fives is consistently good. The quality of teaching in the juniors is very good. The quality of teaching in English and mathematics is generally good throughout the school. Teachers have a very good knowledge and understanding of the National Curriculum, which enables children to make good progress in acquiring skills in the different areas of the curriculum. Literacy and numeracy skills are taught well. Teachers' expectations of the children are high. Their use of support staff and resources is effective. Teachers manage the children well and relationships are very good. All lessons are taught with confidence, but teachers' planning is not always thorough. Medium and short term planning does not always meet the needs of all the ages and abilities in each class. Its impact often relies on the teacher's own experience. Children respond well to their teachers and work well, making good progress in their learning. They are all keen to learn and participate fully in lessons. They produce work of a high standard. Children with special educational needs and the more able make good progress. Children concentrate on their work and enjoy learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is a broad, balanced and enriched curriculum that provides all children with many opportunities to do their best.
Provision for pupils with special educational needs	Very good. Support for children with special educational needs is effective and enables all to access the curriculum and make good progress. This fully endorses the school's inclusive ethos.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school provides very well for the children's spiritual, moral and social development. It provides a strong foundation for their future citizenship and sense of responsibility as part of the school and wider community. Provision for cultural development is good.
How well the school cares for its pupils	Very good overall. The school provides high standards of care for the safety, health and welfare of its children. Procedures for assessing children's attainment and progress are very good and enable the school to support the academic and personal development of its children very well.

The curriculum has been carefully and thoughtfully developed and with the improved provision for the under fives, since the last inspection, goes beyond statutory requirements. Visits and a full programme of extra-curricular activities all play their part in providing a rich experience for all the children. As a result the children's spiritual, moral and social development, highlighted as strengths in the previous inspection, continues to be so. The school cares for its children very well. Although procedures for assessing children's attainment and progress are very good, the use of assessment information by teachers to inform their curricular planning is not always effective.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher	The headteacher provides very good leadership and management of the school. The school has made very good progress since the previous inspection and there is a very positive and caring ethos, which is reflected in all its work. The very high standards of the school have been maintained and improved.
How well the governors fulfil their responsibilities	Well. The governing body fulfils all its statutory responsibilities. The governing body takes seriously its role of supporting and challenging the school. Governors are well informed, organised and recognise the strengths of the school and are keen to ensure it maintains its high standards.
The school's evaluation of its performance	Good. The school's progress is evaluated effectively against the school development plan and there is a detailed analysis of children's performance in national tests. The school has a clear view of its strengths and weaknesses.
The strategic use of resources	Excellent. The school has taken wise decisions based on careful financial planning for the maximum benefit of the children. The school uses all funds effectively for their intended purposes.

The greatest strength in the school's management is the contribution of the headteacher in shaping the ethos and aims of the school. This has given rise to good and very good teaching and learning and a rise in the already high standards of the school. There is a strong work ethic in the school and all staff work hard to improve upon what they already do well. Governors visit the school regularly. The school applies the principles of best value to very good effect.

## 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 school achieves high standards.</li> <li>• Their children make very good progress.</li> <li>• Their children are well cared for and are very happy in the school.</li> <li>• Behaviour is very good.</li> <li>• The school deals with their suggestions and concerns and values their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• No major weaknesses identified.</li> <li>• Some parents felt uncomfortable in approaching the school with a problem.</li> <li>• Some felt that the school did not keep them well informed about how their child or children were getting on in school.</li> </ul>

The inspection team agrees with the very positive views of parents. Inspectors' judge that the quality of information provided for parents is very good and they are welcome in the school at all times. Since the time of the previous inspection, the headteacher has established a very effective school and always positively seeks to involve all parents in all its activities. The inspectors do not support the views of a small number of parents who responded negatively to the questionnaire.

## **PART B: COMMENTARY**

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

**The school is very well led. The headteacher provides very good leadership of the school and has successfully inspired and motivated a dedicated staff to strive and achieve very high standards.**

1. The headteacher has a very clear vision for the school and has been able to build on the strengths that were identified at the time of the previous inspection, to consolidate and further raise standards in the school. The headteacher enables all those working in the school to work together on common goals to ensure consistency of practice throughout the school. This gives children a clear sense of security and confidence in the support and guidance that they get from all staff. There is a very good shared commitment to high achievement, the improvement of standards and a very good learning ethos. Teachers and support staff, together with parents and governors are successful in meeting the stated aims of the school.
2. There is an effective school development plan. The headteacher carefully monitors and evaluates the work of the school, giving a clear steer to development priorities. She supports staff very effectively through an open and consultative approach. The priorities identified in the improvement plan are appropriate and match the current development needs of the school. Success indicators are clearly stated in qualitative and quantitative terms. The school's evaluation of its own performance is good and effective action is taken in setting challenging targets and in meeting them.
3. The staff respond very positively to this purposeful leadership. They value the clarity and direction that guide their work and work hard to ensure that they teach to a very high standard. Members of staff are clear about their contributions and know that they are valued. For example they work very closely with their support staff and strive to provide a broad and balanced curriculum for all the children they teach. The many challenges they face in teaching in such a very small school and in addressing the needs of all ages and abilities in each class are effectively met. These are reflected in the children's good achievements and very high standards. All who work in the school discuss developments and review practice. Teamwork such as this demonstrates a collective will to succeed that extends across the whole staff.
4. The governing body is effective in fulfilling its responsibilities. Governors make a significant contribution to the school's success. They are well organised and know the strengths of the school well and support its further improvement. They very efficiently organise financial contingencies over time to support the development of learning resources, the building of a new school hall and improvements in the playground area. Overall financial planning in the school is very good and clearly linked to the planning process and development priorities. The audit report indicates that financial controls are of a high standard. The LEA services offer regular budget evaluations and there is effective and efficient use of information and communication technology to support financial management.
5. Governors are clear about their roles and responsibilities and take them seriously. They have an effective committee structure. Governors are kept well informed about the school through the regular monitoring reports and performance analysis presented to them by the headteacher. Networking between committees and links to the staff and the school are very good. A number of governors work in the school as classroom assistants or parent helpers. This enables them all to have a strategic overview of the school from secure first-hand information.
6. Both governors and parents are proud of the school and its achievements. These they attribute largely to the leadership of the headteacher in whom they have great confidence. The successful management of the school is closely linked to the effective teamwork that has developed over the years between all staff, governors and parents in close partnership together under the headteacher's guidance.

**Children's standards of attainment are very high and they make good progress.**

7. The previous inspection in April 1997 judged 11 year-old children's standards of attainment in the core subjects of English, mathematics and science to be above the national average. Since then the school improved even further.
8. In 1997, results in tests for Year 2 children in reading, writing and mathematics were at the national average. Since then good progress has been made and now the results are very high and well above the national average in English and mathematics. In reading and writing, tests and teacher assessments both reflect very high standards. Boys and girls perform equally well in writing. Attainment in mathematics has also remained consistently high in the last few years. Children are more confident in number, shape and measures. They are less confident at problem solving and using and applying mathematics. Overall the children's performance in science is also very high.
9. Results in tests for Year 6 children in English, mathematics and science are now consistently high. In the 2001 national tests all the children achieved or exceeded the nationally expected standards in the three core subjects. In addition the school has recognised that it is important to challenge the more able children, something that was identified as in need for improvement at the time of the last inspection, and now a very high proportion of the children attain higher than expected standards. This is well ahead of what most schools achieve.
10. The work of the current Year 6 children suggests that these standards will be maintained. A high proportion of children are working at levels ahead of what is expected of typical 11 year-olds. The school is good at identifying children who are capable of attaining very high standards and puts in place a good enrichment programme to extend and develop them. In both classes younger children benefit from this enrichment programme and develop very good work habits that stay with them throughout their time at the school. For example in a mathematics lesson on fractions in the junior class, the younger children were working on equivalent fractions, whilst the older children were converting decimals into fractions and percentages. Younger able children were also able to convert fractions into percentages and decimals with confidence and clear understanding. In an English lesson in the infant class the children were made aware of the difference between spoken and written language and the more able were able to use exclamation marks confidently by the end of the lesson.
11. The school recognises that achievement is more than just attainment in the core subjects. Standards in all other areas of the curriculum are equally high. In particular standards in information and communication technology are high reflecting the school's priority given in this area. The quality of work in history, geography, design technology and religious education is very high. There is some very high quality artwork and the school's approach to cross-curricular work is exemplary. Display of work and the celebration of children's work through their topics indicate the value and respect that children's work is given.

**The quality of teaching is almost all at least good and often very good.**

12. The overall quality of teaching has improved since the previous inspection and nearly all the teaching is now at least good with nearly three out of ten lessons very good. The quality of teaching in lessons for the under fives is consistently good. The quality of teaching in the juniors is very good. The quality of teaching in English and mathematics is generally good throughout the school.
13. The quality of teaching in the Foundation Stage is consistently good. This is an improvement since the last inspection where provision and teaching for these children was judged to be unsatisfactory. Very good use is made of teaching assistants and the children are effectively integrated into the work of the infant class as appropriate. For example, in a mathematics activity the children were able to develop early number concepts and begin to generate tally charts. They were well integrated with the older children in the class, made good progress and achieved standards well above the average.

14. Teachers throughout the school have a very good knowledge and understanding of the National Curriculum, which enables children to make good progress in acquiring skills in the different areas of the curriculum. Literacy and numeracy skills are taught well. Teachers' expectations of the children are high. For example, in a history lesson based on the class topic of the Ancient Greeks, the children in the junior class were able to describe the Odyssey and related myths with accuracy, critical understanding, humour and good analytical interpretation. They had written their own plays based on some of the myths and they all constructed masks based on the characters from the Odyssey.
15. Teachers use of support staff and resources is effective. They encourage children to exercise responsibility and take initiative. For example, in a science lesson in the junior class the children were learning about air resistance and were experimenting with a number of objects. They were able to take responsibility for their work creating charts and tables for results and appropriate graphs to demonstrate their findings and outcomes. Teachers manage the children well and relationships are very good. All lessons are taught with confidence, but teachers' planning is not always thorough. Medium and short term planning does not always meet the needs of all the ages and abilities in each class. Its impact often relies on the teacher's own experience.
16. Children respond well to their teachers and work well, making good progress in their learning. They are all keen to learn and participate fully in lessons. They produce work of a high standard. Children with special educational needs and the more able make good progress. Children concentrate on their work and enjoy learning.

**Very good attitudes, personal development, relationships and behaviour on the part of the children.**

17. Children's attitudes to school are very good overall. The last inspection report noted that the children had a positive attitude to learning. The position has improved even more now. The quality of the children's responses is good or very good in nearly all the lessons seen. Many children react enthusiastically to the opportunities the school offers. In lessons they take pride in their work, for example, when they were painting their masks as part of their topic on the Greeks.
18. Children's behaviour in lessons, around the school at break and at lunchtimes is very good. They are open and friendly with their peers, non-teaching staff and visitors. The school has a very good ethos of inclusion and children with special educational needs are very well integrated in all aspects of the schools work. When children are trusted to work without direct supervision, they respond well to the trust placed in them, for example in preparing the hall for assemblies. Children enjoy assemblies and respect the importance of such occasions. Relationships amongst children and between children and teachers are generally very good.
19. Parents pointed out that their children do not need much encouragement to come to school. This is born out by the nine out of ten of replies in the parent questionnaire that said, "My child likes school." As a result, attendance figures are higher than the national average. There are no exclusions. Overall the very good behaviour, positive and enthusiastic attitudes, warm relationships and mature personal development play a large part in the very good progress made by the children and the high standards achieved.

## **WHAT COULD BE IMPROVED**

### **Teachers' medium and short term planning and their use of assessment information to inform future planning.**

20. Teachers' long-term plans are good and are organised in line with National Curriculum requirements. These plans are also good in the Foundation Stage. This is an improvement since the last inspection. Nevertheless, teachers' medium and short-term plans are not as effective. Medium-term plans are not thorough enough nor provide sufficient detail in order to meet the needs of all the children in the mixed age classes. These plans do not provide a secure framework for clear progression and continuity in particular the core subjects and literacy and numeracy. Short term plans, especially in the core subjects lack sufficient detail in meeting the needs of all children across all ages and abilities.
21. Teachers know their children very well. They carry out assessments of the children all the time. They use their experience to develop good teacher assessment profiles on all their children. Nevertheless on a day to day basis teachers do not make sufficient use of these assessment techniques to help them plan more effective work to meet the needs of all children in each class. This is compounded by the lack of detailed short and medium term plans to build on these ongoing assessments. Consequently, although the children make good progress, this could be further improved by more rigorous planning. It must be stated that since this was shared with the school, the headteacher and her staff have collectively acted on this key issue and have already drawn up new medium and short term plans that are soon to be implemented.

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

22. In order to maintain the very high standards and develop the school further, the headteacher, staff and governors should address the following issues:
  - (1) Improve teachers' medium and short term planning and their use of assessment information to inform future planning. (Paragraphs 15, 20 and 21)

## 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	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	9	1	0	0	0
Percentage	0	29	64	7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	44
Number of full-time pupils known to be eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	9

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	1
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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*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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	3	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	3	2	3
	Total	7	6	7
Percentage of pupils at NC level 2 or above	School	100 (100)	86 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	3	3	3
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	4	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	4	4	4
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	100 (83)	100 (50)	100 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	4	4	4
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	100 (83)	100 (50)	100 (83)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	17.6
Average class size	22

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

Total number of education support staff	6
Total aggregate hours worked per week	60

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	133468
Total expenditure	130794
Expenditure per pupil	2973
Balance brought forward from previous year	3268
Balance carried forward to next year	5942

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	44
Number of questionnaires returned	34

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	41	9	3	0
My child is making good progress in school.	68	20	9	3	0
Behaviour in the school is good.	32	50	9	3	6
My child gets the right amount of work to do at home.	32	65	3	0	0
The teaching is good.	59	29	6	3	3
I am kept well informed about how my child is getting on.	29	59	3	6	3
I would feel comfortable about approaching the school with questions or a problem.	68	17	6	9	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	35	50	12	0	3
The school is well led and managed.	53	26	9	6	6
The school is helping my child become mature and responsible.	47	41	3	6	3
The school provides an interesting range of activities outside lessons.	44	47	9	0	0