

# INSPECTION REPORT

## **BOLDON COLLIERY NURSERY SCHOOL**

Boldon

LEA area: South Tyneside

Unique reference number: 108665

Headteacher: Mrs M Reid

Reporting inspector: Mrs Jill Palmer  
18152

Date of inspection: 24 January 2000

Inspection number: 185244

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Nursery
School category:	Community
Age range of pupils:	3-4
Gender of pupils:	Mixed
School address:	Reginald Street Boldon Colliery Tyne and Wear
Postcode:	NE35 9DG
Telephone number:	0191 536 3669
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Oxley
Date of previous inspection:	30 September–3 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6-10</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11-15</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17-19</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Boldon Colliery Nursery School is in a former mining village on South Tyneside and is funded and run by South Tyneside Education Authority. There are currently seventy-two three and four year old pupils on roll, part-time. Two more pupils are full time. The admission limit for the school is one hundred and four part time pupils. There are high levels of social disadvantage in the immediate area, compared to wider local and national averages. One third of the pupils receive free school meals. Currently only two pupils speak English as an additional language. There are two pupils at Stage 2 on the special educational need Code of Practice. The attainment of pupils upon entry to the school is generally below that found nationally. The school is part of an Education Action Zone and receives additional funds for resources in order to address the aims and objectives of the Education Action Zone. These aims are directly linked to developing partnerships with parents and other stakeholders.

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

This is an outstanding nursery school with many very good and some excellent features. The pupils achieve high standards in all aspects of their education. The strengths of the school far outweigh its weaknesses.

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

- Pupils' attainment in all areas of learning is high. Their attainment in social and personal development is very high.
- Overall, the quality of teaching is excellent.
- The school is very effectively led and managed.
- The pupils enjoy school, are keen and eager to learn and take pride in their record of achievement folders.
- The school's links with parents and the wider community are very effective and make a significant contribution to the children's learning at home and at school.

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

- Information and communication technology is not used effectively enough. There is a lack of expertise amongst the teaching and support staff in its use. They are not aware of the variety of software suitable for young pupils.
- Governors do not have enough involvement in shaping the direction of the school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress in addressing the issues from the last inspection and has also made very good improvements in other areas identified within the report. The school has continued to develop its strong commitment to parental involvement. It has also provided training and support for parents in literacy and numeracy in order to help them to continue their children's learning at home. Planning for the social and personal development of the pupils has been further developed and incorporated into all aspects of the pupils' learning, with particular reference to the spiritual development of the pupils. The effect of this planning is seen in the excellent standards attained by the pupils in this aspect of their learning.

The school has developed good systems for planning its use of resources. The resources are being effectively used, by the teachers, to fulfil the aims and objectives of the school and also those of the Education Action Zone. As a result pupils are achieving high standards. Although the governors are well informed about the school's developments, they are not actively involved in the decision-making process about how the resources made available to the school should be used. The new security fence ensures a safe and secure environment. The very good selection of outdoor resources, further enhances the pupils' learning. More hours have been provided for clerical support. This enables the headteacher to spend a maximum amount of time teaching the pupils to a very high standard.

## STANDARDS

The table summarises inspectors' judgements about the achievements of pupils in relation to the national early learning goals by the time they leave the school.

Performance in:		Key
Language and literacy	B	<i>well above average</i> A
Mathematics	B	<i>above average</i> B
Personal and social development	A	<i>average</i> C
Other areas of the curriculum	B	<i>below average</i> D
		<i>well below average</i> E

Many of the older pupils and some of the younger pupils are achieving beyond what is normally expected for pupils of their age, particularly in language and literacy, numeracy and personal and social development. The school has excellent procedures for assessing and recording pupils' attainment and progress. The school makes very good use of these records in planning work for each pupil. Pupils' progress is very well monitored. These factors contribute to the high standards reached. There are very good procedures for monitoring and promoting good behaviour and for supporting pupils' personal development, including the excellent and fruitful relationships with the parents. These factors result in the very high standard of personal and social development of the pupils. Although the pupils attainment on entry to the nursery school is generally below that expected, many make very good progress in the school and consequently achieve standards higher than those expected by the time they move to the infant school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are eager to learn and they do so with great enthusiasm and enjoyment.
Behaviour, in and out of classrooms	Their behaviour in and out of lessons is exemplary. They show great respect for each other and adults in the school.
Personal development and relationships	The relationships throughout the school are excellent. The pupils show great initiative and personal responsibility, particularly with regard to maintaining their Record of Achievement folders and completing their homework sheets.
Attendance	Attendance is very good and pupils enjoy coming to school.

The pupils' Record of Achievement folders are greatly valued by the children and the parents. The folders contain a record of the literacy and numeracy homework and personal development sheets that are filled in by the parents and children. The children and their parents maintain them. In addition to this, there are family literacy and numeracy packs and story bags assembled by the parents, which are well used at home. These factors contribute to the positive and purposeful attitudes of pupils and to the high standards they reach.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	
Lessons seen overall	Excellent

*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.*

All the teaching observed was of the highest standard.

Throughout the day of the inspection, the pupils were very well directed and supported in their work in all the areas of learning. The quality of teaching in language, literacy and mathematics was excellent. Pupils' personal and social development was very well developed both in lessons and in all other aspects of the school's routines. The quality of teaching and provision for the personal and social development of the pupils are excellent.

The excellent standard of teaching is a result of very well planned activities that meet the needs of all pupils. The classroom is very well organised to teach all the areas of learning. There is an excellent range of resources provided for all activities, which the pupils use very effectively. The support staff are well informed and support the pupils' learning very effectively. The well maintained profiles of pupils' achievements are used extremely well by all staff to plan what each pupil should do next. The very high quality of the teaching by teachers and support staff, under the supervision and direction of the teachers, results in high



quality learning for all pupils of all abilities.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The very detailed planning records for all the areas of learning shows that the school delivers a curriculum that is broad and relevant to the interests and needs of pupils of all abilities. The curriculum is particularly well focussed upon helping pupils to learn from first-hand experiences. The planning for the development of pupils' skills in information technology is only satisfactory.
Provision for pupils with special educational needs	The school plans a programme of work for these pupils that enables them to make the very best progress. There are very good individual education plans in place for those pupils on the school's register for special educational support. Appropriate support is provided for pupils who require specialist help, including those with English as an additional language.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' spiritual and cultural development is very good. The great respect that pupils and adults have for one another and the very clear code of behaviour help to ensure that the social and moral development of the pupils is of the highest standard.
How well the school cares for its pupils	There is a very strong family and community spirit about the school. The very close links with the parents and families of the children help to ensure that that the staff know each pupil very well, both academically and personally. It is around this knowledge that the school builds a curriculum that is tailored very well to the needs of each individual pupil. Procedures for child protection and ensuring pupils' welfare are fully in place and effectively monitored.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led by a very caring, enthusiastic and dedicated headteacher, who is extremely well supported by a qualified teacher and other support staff. All the staff of the school make a major contribution to the high standard of education offered in the school. The school is a very caring family unit.
How well the governors fulfil their responsibilities	The governing body take a great interest in the work of the school and individual governors visit the school to work with the pupils. They are kept well informed about developments by the headteacher. However, they have little involvement in shaping the direction of the school.
The school's evaluation of its performance	The school has a very good view of its work. It knows why it is successful, and what aspects it needs to develop further.
The strategic use of resources	The school does not have a delegated budget. However, the resources that are available to the school, from the local education authority and the Education Action Zone, are used very well to support learning and promote high standards.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good progress children make.</li> <li>• The attitudes and values that the school promotes.</li> <li>• The links with the parents and the community.</li> <li>• The work provided for children to do at home and involvement in their child's learning.</li> <li>• The school's very good reputation in the community.</li> <li>• The high quality of teaching.</li> <li>• The leadership and management of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant concerns.</li> </ul>

The views of the parents at the meeting for parents and the outcome of the parents' questionnaires give a very strong indication that all the parents hold the school in very high regard. The very positive and highly complimentary comments from the parents about all the areas of the schools work are reflected in the findings of this inspection. This is an excellent school.

## **PART B: COMMENTARY**

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

**Pupils' attainment in all areas of learning is high. Their attainment in social and personal development is very high.**

- 1 The pupils achieve high standards in language development and literacy, mathematics, physical development, creative development and knowledge and understanding of the world. They attain very high standards in their social and personal development.
- 2 Pupils speak with confidence and enthusiasm about their Record of Achievement folders and about the work that they are doing during the group activities. They communicate very well with one another during play activities. They enjoy looking at books and talk freely about the illustrations with their parents and other classroom support staff. Many pupils can recognise familiar words and more complex words such as 'cheeseburger' and 'pasta'. Opportunities are provided for the pupils to draw and practise their letters in a wide variety of ways. During the wet-sand play activity, pupils were encouraged to draw the letters that they had practised at home. The pupils in the in the post office corner were pretending to write letters and put addresses on them. Many pupils can copy letters and words and also write letters independently. Some pupils can write their own names without any assistance.
- 3 In number work, pupils can sort, match, order and count objects. They can use words such as 'up and down', 'above and under', to describe the relationships of objects to one another. A younger pupil talked freely about his homework sheets and counted to twenty with a minimal amount of prompting from his mum. Pupils can recognise, describe and make patterns and can recognise shapes such as triangle and square. During a water play activity, pupils were estimating how much water it would take to fill different containers, using such words as 'full', 'empty', 'half-full' and asking "How much more?".
- 4 There are high expectations of the pupils in their personal and social development and very high standards are achieved. Most pupils are very confident and have established very effective relationships with other pupils and adults. In an activity in the home corner, the pupils made decisions about their roles, which they played out with great conviction, talking sensibly and sharing the resources very amicably. They work very well in small and large group situations as well as individually. A younger pupil, working on a painting, was totally absorbed in her work. In discussion she revealed that her painting represented winter and that she had chosen certain colours because they made her feel cold. Pupils show the ability to initiate ideas and solve practical problems. For example, at playtime the toy cars and bicycles had been placed on the painted roadway, but were too close together. After some initial, independent discussion amongst a small group of pupils, they decided to rearrange the vehicles so that they could all move freely around the circuit. Many pupils have developed a sense of what is right and wrong. They are very sensitive to the needs and feelings of others. They respond very well to the wealth of first-hand experiences offered to them and they demonstrate a range of feelings such as wonder, when, for example, they listen to the 'sea' when holding a shell up to their ear.
- 5 Evidence from an analysis of the pupils' profiles, discussions with the pupils and

observations of pupils working in their group activities shows that high expectations of pupils of all abilities continue in all other areas of learning, except in the development of skills in information technology. The staff keep detailed assessment records of what pupils can do. These records are used well, to plan work that builds rapidly upon what pupils already know.

**Overall, the quality of teaching is excellent.**

- 6 The teachers' excellent knowledge of how young people learn is used to very good effect in planning lively and interesting activities. The very good resources are used well to support the pupils in their learning. The wide varieties of tasks are well matched to the pupils' abilities and needs and all staff are very focussed upon the learning intentions for each activity. There is a very good balance between new learning and the practising of skills previously acquired. This very good match is the result of very clear and focussed assessment procedures that identify, for each child, the next step in all areas of learning. The pupils are encouraged to be independent in deciding when to move on to their next activity but under the very close supervision of support staff, who adapt their support and intervention when necessary. The very good organisation of the classroom allows teaching and learning to move from one area of learning to another effectively and with minimal loss of time.
- 7 The pupils are familiar with the layout of the room and they feel very secure and greatly enthusiastic about all their learning opportunities. The wealth of first-hand experiences allows the pupils to explore, experiment and take appropriate risks, particularly in the sand, water and art activities. A very high standard of learning took place in group activity, when pupils were making observational paintings of robins in a tree. Although they were encouraged to hold their paintbrush correctly and think about the shape of the robin and the tree, they were encouraged to mix the paint freely to interpret their observations. The finished paintings were of a very high standard. One pupil decided that she preferred to paint a blue-tit, and was encouraged to try this. This painting was from memory, but was extremely accurate in the choice of colours and this was recognised by the teacher who shared the painting with others in the group.
- 8 The very good relationship that exists between the school and the parents helps to ensure that there is every opportunity for learning to continue at home. All pupils have homework, which is an extension of the work done in school. The literacy and numeracy packs and the story sacks contain enjoyable learning activities and games for the family to play as well as work sheets for the pupils to do. The teachers use the completed homework activities in deciding what each pupil needs to do next in school.
- 9 Teachers provide very good opportunities for pupils to interact in group work. This helps to ensure that social skills are developed to a very high standard.
- 10 The teachers reinforce letter shapes and sounds and the shape and concept of numbers in all their teaching. For example, pupils playing in the sand were encouraged to draw the letters and numbers they had practised for homework. The pupils playing with water were encouraged to count the number of times they filled the containers. At the end of the activities, all pupils shared together the '*Jolly Phonics*' book and chanted

number rhymes.

**The school is very effectively led and managed.**

- 11 The school is led by a very caring, enthusiastic and dedicated headteacher, who is held in very high regard by the parents. The aims of the school are *'to provide an environment which is stimulating and challenging, in which each child will feel free to try new things, make mistakes, have fun, repeat experiences, make a mess, form relationships, observe, question and form concepts.'* These aims are fully reflected in the every day life of the school and make a very strong contribution to the high standards achieved.
- 12 One of the great strengths of the school is its relationship with parents and carers. The children's families are seen as an extension of the school. The very close working partnership ensures excellent continuity in learning between home and school and results in a high standard of learning for almost all pupils. The headteacher and the staff are fully committed to ensuring that this relationship continues to develop.
- 13 The headteacher, who teaches full time, manages the school very efficiently and effectively by involving all staff in the day-to-day management of the very clear routines and procedures. Roles and responsibilities are explicit and the staff work enthusiastically in fulfilling them. Each day's activities are very thoroughly planned. This planning supports all staff very well in the work that they do with the pupils and helps to ensure that the teaching and learning is of the highest standard. All the staff are hard working and committed to ensuring that all pupils receive the best education. This is accomplished through the excellent teaching of the very well planned curriculum.
- 14 The governing body is well informed about the work of the school and several governors visit the school, to work with the pupils, on a regular basis. They are therefore, fully aware of the work of the school and the high standards expected and achieved. They are kept well informed, through termly written reports, about the progress of developments and new initiatives. They are not, however, sufficiently involved in the school developments at the early planning stage or in making decisions about how the money provided for resources is to be used.
- 15 The staff work very closely together and regularly evaluate what works well and what needs to be improved. The school's priorities for future development are clearly defined and are an extension of the very good developments already under way. These involve raising standards and the promotion of positive teacher, parent and child relationships. These priorities fit very comfortably into the priorities of the Education Action Zone action plan, which emphasises the developing partnership with stakeholders. The school makes excellent use of the funds made available from the local education authority and the Education Action Zone. The identification of resources needed is directly linked to the school's priorities for development. The excellent provision of resources in the school contributes to the high standards achieved.

**The pupils enjoy school, are keen and eager to learn and take pride in their Record of Achievement folders.**

- 16 The parents made it very clear in their communications with the inspectors, that their children love going to school; “They even want to go on Saturdays.” The school provides a very caring and loving environment for the pupils. For many pupils the school is an extension of their home.
- 17 There is a Record of Achievement folder for each pupil. The parent and the child maintain this folder with some input from the teachers and support staff. These folders are very well maintained by most parents and are greatly valued by the pupils who are very eager to share them with visitors. The folders provide opportunities for achievement and experiences beyond the school to be recognised and valued. They provide a starting point for the pupils to set their own goals and develop a positive self-image. For example, a four-year-old pupil explained very confidently how his folder contains information on things that he can do, what his favourite toys are and special family events. A three year old talked proudly about taking his file home over the weekend and learning to draw the letter ‘S’ whilst also learning to recognise the sound that it makes.

**The school’s links with parents and the wider community are very effective and make a significant contribution to the children’s learning at home and at school.**

- 18 The parents and local community are very supportive of the school. Their help is greatly valued in the classroom and in the production of resources for learning. The aims of the school emphasise the importance of the role of parents and other adults and the desire to form a successful partnership between home and school. The headteacher and staff greatly value the part that the parents play in the education of the children. The appreciation of the parents is shown in the excellent co-operation and response from them and the wider community. All those involved with Boldon Colliery Nursery School recognise that they are a very important part of an extended family community.
- 19 The school has provided opportunities, with support from the Education Action Zone, for the parents to take part in literacy and numeracy training. This has led to many parents making literacy and numeracy take-home packs for the children to reinforce the learning that is taking place during the school day. The parents have also made story sacks for the children to take home. These contain fiction and non-fiction books, toys, games and story tapes that link into a common theme. Other adults including senior citizens have knitted and made toys to put in these sacks. A regular library is held to which parents and carers are invited to help their children choose books to read at home. The school tries to accommodate all parents and carers by holding the library at different times of the day. The involvement of the parents and the wider community in these activities provides a positive climate for pupils’ learning, at home and at school. The enthusiastic approach to learning displayed by many parents and pupils makes a strong contribution to the achievement of high standards.
- 20 The school welcomes visitors from all walks of life. For example, in the spring and summer months, local farmers and villagers bring to the school a variety of different animals for the pupils to learn about. The pupils are taken on shopping trips to the local shops where they develop their knowledge and understanding of the world. There are very good connections with the churches in the village and in their studies of festivals and special occasions the pupils take part in mock christenings and weddings

and celebrate Chinese New Year. Adults from all walks of life are welcome at the school, to share their experiences. Such visits make a very good contribution to the spiritual, social, moral and cultural development of the pupils.

## **WHAT COULD BE IMPROVED**

**Information and communication technology is not used effectively enough. There is a lack of expertise amongst the teaching and support staff in its use. They are not aware of the variety of software suitable for young pupils.**

- 21 The resources for the development of pupils' skills in information technology are only just satisfactory. The computers are very old and out of date. Consequently there is a very limited range of software that can be used by the pupils. The school has taken delivery of a new personal computer but this is not yet in use. The school has plans for the integration of computer skills into all areas of the curriculum. Whilst some staff are reasonably competent in using the existing technology, all staff will need training in the use of any new software. Currently the pupils are not able to extend their knowledge and skills in computer technology beyond the basic. They have very limited access to the wide range of available programmes for all areas of learning which restricts the progress that pupils make.

**Governors do not have enough involvement in shaping the direction of the school.**

- 22 The governing body is very supportive of the school. They are kept well informed about all developments by the headteacher. Some governors visit the school informally to work with the pupils. However, the last inspection stated that the governors should be more actively involved in the strategic management of the school. Although the headteacher keeps the governors well informed about developments, the governors are not involved in the process of planning for developments. The school does not receive a delegated budget. The local education authority retains the budget centrally. However funds are provided for the purchase of resources as well as additional funding from the Education Action Zone budget. The governing body is not involved in making decisions about how this money is to be used, or in evaluating the use of such money in fulfilling the aims of the school development plan. Consequently, they are not able to use to the full their knowledge about the school and their enthusiasm for it. Although the school is being very effectively led and managed, the governors are not fully providing the headteacher with the support of 'critical friends' who can endorse and when necessary challenge her evaluation of the school's strengths, weaknesses and priorities for development.

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

- 23 The school should now:
- i. improve teachers' and support staff's skills in information and communication technology and the use of appropriate software, so that pupils achieve still higher standards in their learning;

- ii. involve governors more fully in planning the school's further development and in evaluating its strengths, weaknesses and priorities.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

5

Number of discussions with staff, governors, other adults and pupils

21

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5						

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

Nursery

Number of pupils on the school's roll (FTE for part-time pupils)

38

Number of full-time pupils eligible for free school meals

13

*FTE means full-time equivalent.*

#### **Special educational needs**

Nursery

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

2

#### **Pupil mobility in the last school year**

No of  
pupils

Pupils who joined the school other than at the usual time of first admission

0

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

0

### ***Attendance***

#### **Authorised absence**

	%
School data	n/a

#### **Unauthorised absence**

	%
School data	n/a

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

### ***Teachers and classes***

#### **Qualified teachers and support staff**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	19

Total number of education support staff	4
Total aggregate hours worked per week	84.5

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	98-99
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	£
Total income	7880.00
Total expenditure	7880.00
Expenditure per pupil	175.00
Balance brought forward from previous year	n/a
Balance carried forward to next year	n/a

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

**Questionnaire return rate**

Number of questionnaires sent out	38
Number of questionnaires returned	28

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	89.0	11.0			
My child is making good progress in school.	79.0	21.0			
Behaviour in the school is good.	78.0	22.0			
My child gets the right amount of work to do at home.	62.0	35.0	4.0		
The teaching is good.	79.0	21.0			
I am kept well informed about how my child is getting on.	46.0	43.0	11.0		
I would feel comfortable about approaching the school with questions or a problem.	86.0	11.0	4.0		
The school expects my child to work hard and achieve his or her best.	59.0	33.0	4.0		4.0
The school works closely with parents.	71.0	29.0			
The school is well led and managed.	86.0	14.0			
The school is helping my child become mature and responsible.	64.0	36.0			
The school provides an interesting range of activities outside lessons.	81.0	7.0	4.0		7.0