

INSPECTION REPORT

Goldsborough C of E Primary School

Knarborough

LEA area: North Yorkshire

Unique reference number: 121562

Headteacher: Julie Wrathall

Reporting inspector: Derek Smith
3732

Date of inspection: 4th May 2000

Inspection number: 187865

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:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Street Goldsborough Knaresborough North Yorkshire
Postcode:	HG5 8NJ
Telephone number:	01423 862617
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mr. Lance Ogden
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Goldsborough Church of England Voluntary Controlled Primary School is located in the village of Goldsborough which is 2 miles south east of Knaresborough in North Yorkshire. The school was originally built in 1873 and two temporary classrooms were added in 1967. In 1988 the adjacent schoolhouse was incorporated into the school to provide additional space for storage and administration. The 69 pupils on the school roll come mainly from the village and nearby villages, but also from Knaresborough and Harrogate. All pupils are of white European heritage. A total of 10 pupils are on the school's register of special educational needs and two of them have statements.

HOW GOOD THE SCHOOL IS

This is a good school. The quality of teaching is good and as a result pupils' attainment is consistently above average, and frequently well above average in English, mathematics and science at the end of both key stages. Pupils are provided with a broad and balanced education with particular strengths in the arts. The headteacher and governors provide effective leadership. The school supports its educational priorities well by good financial management and uses its resources effectively, providing good value for money.

What the school does well

- Pupils consistently achieve standards which are above average and frequently well above average
- The quality of teaching is good
- The school is well led by the governors, headteacher and staff
- The school helps pupils develop positive attitudes and values and provides very good opportunities for them to develop spiritual, moral, social and cultural awareness

What could be improved

- Whilst the school makes considerable effort to communicate with parents it has not fully succeeded in developing a shared understanding of the school's priorities and educational direction

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The key issues of the previous inspection have been addressed and standards have continued to rise in English, mathematics and science at Key Stage 1. Teachers are more confident in their use of information technology and pupils have improved their skills. There is no unsatisfactory teaching, and as a result the overall quality of teaching has improved. The school has continued to develop the quality of its accommodation and resources for learning.

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	A*	B	C
mathematics	A	A*	A	A
science	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has maintained its high standards over the past four years. Pupils are generally above average at their time of admission to reception. By the time they leave school at eleven their attainment is consistently above average, frequently well above average, and above average when compared with similar schools. Standards in literacy and numeracy are high and pupils make good use of these skills in other subjects. Teachers and parents have high expectations of pupils and this is particularly evident in the school's ambitious target for raising attainment in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils develop positive attitudes to school and their work in lessons
Behaviour, in and out of classrooms	Pupils behave well in lessons and at play
Personal development and relationships	Pupils develop respect for each other and work harmoniously together
Attendance	Pupils' attendance is much better than average

The pupils enjoy coming to school and the rate of attendance is very good. They enjoy their work and recognise the need to do their best. Pupils are committed to their lessons and throughout the school they maintain the standards expected of them. Pupils develop an awareness and concern for the needs of others. They behave well and on the rare occasions when individuals fall below an acceptable level of behaviour the school provides appropriate guidance to help them.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
6 lessons seen	Good	Good	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.

Throughout the school, the quality of teaching is consistently good. Teaching is good in five out of six lessons and satisfactory in the remainder. Throughout the school, English, mathematics and science are taught well. Teachers teach the National Literacy and Numeracy Strategies well and provide good opportunities for pupils to apply these skills in other subjects. The teaching of pupils with special educational needs is good and well supported by non-teaching staff. In most lessons the higher attaining pupils are sufficiently challenged, and the additional support provided to help pupils with their skills of information technology is paying dividends. Teachers' marking is satisfactory although better focused comments are needed to guide the pupils on how they might improve further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the school offers a broad and balanced curriculum that is well matched to the needs of its pupils. English, mathematics and science receive appropriate emphasis, and pupils have good opportunities to develop their awareness of the arts
Provision for pupils with special educational needs	Good: the school makes good provision for pupils with special educational needs including those with behavioural problems. The school identifies their needs in individual education plans, uses sensible strategies and sets clear targets for improvement
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good: the school's provision for pupils' spiritual, moral, social and cultural development is good. These aspects of their learning are well supported through school assemblies
How well the school cares for its pupils	Satisfactory overall. The school has good systems for ensuring the pastoral care of pupils, and systems for the assessment of pupils' academic attainment are satisfactory

The school provides pupils with a well balanced education. It matches the curriculum well to the needs of high attaining pupils, and as a result they are consistently above the national average. It gives effective support to pupils with special educational needs and provides all pupils with a good grounding in appreciation of the arts. The school makes good provision for pupils' spiritual moral, social and cultural development and as a result they develop the values which enable them to make meaningful contributions to the school community. The school provides limited extra-curricular activities and this is noted by parents. The school's partnership with parents and the community is characterised by both strengths and weaknesses. For example, the Friends of Goldsborough School contribute greatly to the school's resources, and some parents contribute valuable work in lessons. The school

provides a good range of information for parents about pupils' progress and parents make a notable contribution to their children's learning by working with them at home. Nevertheless, the school has not fully succeeded in developing a shared understanding of the school's priorities and educational direction with a significant proportion of the parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher and governors provide the school with a clear educational direction
How well the governors fulfil their responsibilities	Good: the governors are becoming increasingly involved in the work of the school and fulfil their responsibilities well
The school's evaluation of its performance	Good: the school is aware that pupils do well and strategies for continuing improvement are in place
The strategic use of resources	Good: the school makes good use of the resources at its disposal

The school is well led and as a result standards are consistently above average in English mathematics and science. The staff work together effectively, assisted by competent support staff and a committed governing body. The governors pursue best value for supplies and services, ensuring that funds are used well to maintain high standards. Overall staffing levels are good and the school makes best use of the good accommodation and the learning resources at its disposal.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Almost all parents comment that their children like school • Most parents feel that their children make good progress • Almost all parents comment that behaviour in the school is good • Most parents feel that the quality of teaching is good • Most parents comment that the school helps their children to mature and develop positive attitudes and values 	<ul style="list-style-type: none"> • Most parents would like a wider range of extra-curricular activities • A significant number of parents feel that their children are not consistently provided with homework which is sufficiently challenging • A minority of parents do not feel well informed of their children's progress • A minority of parents feel that the administrative duties of the headteacher conflict with the responsibility as a class teacher • A minority of parents are critical of the leadership and management of the school

The inspection confirms the positive views of parents. Pupils do enjoy school; they do behave well and make good progress. The quality of teaching is good and standards are consistently above average and frequently well above average by the end of both key stages. Parents have very high expectations and whilst some of their concerns need further consideration by the school, others have already been addressed. The school offers

relatively few extra-curricular activities and homework for the older pupils is not as consistent as it might be. However, the frequency of communication from the school to parents is relatively high and there is greater opportunity than is usual for parents to become informed about their children's progress. Although a minority of parents are critical of the management of the school, the inspection confirms that the leadership of the headteacher and governors ensures continuing high standards and good teaching. Parents are welcome to express any concerns which they may have. There is no evidence that the older pupils' standards suffer as a result of changes in teaching staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils consistently achieve standards which are above average and frequently well above average

Goldsborough is a small school and there are few pupils who are required take the National Curriculum tests of attainment each year. This results in some marked differences in attainment from year to year. However, results of over the past four years show that pupils consistently reach standards which are above average in English, mathematics and science at the end of both key stages. This is due in part to pupils' attainment at their time of admission, parental support and encouragement, good teaching and the effective leadership and management of the school.

Since the previous inspection standards have improved in Key Stage 1. By the age of seven most pupils read well and use their wide vocabulary in reading and writing. They are able to work out the meaning of words from their context in stories and are sufficiently assured to explain the meaning of words such as 'wrinkled'. Pupils are interested and confident to ask their teachers about words such as 'habitat' when they are not certain of the meaning. Pupils write well. They learn how to structure sentences properly and use punctuation effectively. In mathematics, pupils confidently recall number facts and most, for example, know their five and six times tables. They develop a good understanding of two and three dimensional shapes and recognise shapes such as triangles and pentagons. Pupils understand that angles are a measurement of rotation and classify angles in terms of those which are larger or smaller than 90°. By the time they begin school pupils have a wide range of experiences. However, they continue to learn at a rapid rate. For example, in science they learn about the process of hearing by distinguishing between sounds such as running water and a bonfire.

Pupils continue to make good progress throughout Key Stage 2 and by the time they are eleven most pupils read different texts with a good level of understanding. For example, they recognise the message that advertisements convey in contrast to what they actually say. Pupils write for a range of purposes including poetry and descriptive writing. They use punctuation appropriately, which enables their work to be understood readily by others. They use different methods to calculate accurately and apply their numeracy skills well in other subjects such as science.

Pupils are knowledgeable in the other subjects of the curriculum. With the additional support they receive pupils' make good progress in information technology and meet the expectations of the locally agreed syllabus for religious education. They use their literacy skills well in other subjects and as a result the quality of their work is normally good. Pupils have a good introduction to the arts. The older pupils paint in the style of Picasso and produce work of high quality. A number of pupils receive individual music tuition for the violin, wind instruments, the keyboard, and all pupils in Key Stage 2 learn to play the recorder. They make good use of these skills within the community by, for example, contributing to church services and schools' concerts.

The quality of teaching is good

Almost all teaching is good and no teaching is unsatisfactory. Teaching is challenging in the main and well matched to the needs of the pupils. This ensures that all pupils are encouraged to do their best and to achieve good standards. Teachers plan lessons thoroughly to include interesting and demanding tasks for the wide age range in their classes. As a result the pupils are responsive and take care with the presentation of their work.

Although pupils have a wide range of interests and experiences at their time of admission, the good quality teaching enables them to continue to make good strides in their knowledge and skills. This is particularly true in literacy and numeracy. Pupils with special educational needs get good support. Classroom assistants work effectively, following guidance from the teachers, to ensure that these pupils have good opportunities to develop their understanding, for example in information technology. Teachers and classroom assistants also implement effective strategies to help pupils to take responsibility for their actions.

Literacy receives appropriate emphasis through the thoughtful implementation of the National Literacy Strategy and the use of these skills in other subjects. Teachers expect pupils to present their work well and to use a wide vocabulary, correct spelling and appropriate punctuation. Pupils are taught to explore the uses of language and the time they leave school at age eleven they are articulate speakers, confident readers and fluent writers. Numeracy skills are taught well. Teachers provide appropriate work for the more able pupils so that they make good progress in mental mathematics, using numbers in routine problem-solving activities.

The teachers follow the guidance in the National Literacy and Numeracy Strategies. Most lessons begin with lively introductions which build upon pupils' understanding. Teachers share the lesson objectives with pupils and as a result they know what is expected of them. Teachers teach the basics well. For example, pupils are taught how to work out the meaning of unfamiliar words, and strategies for the approximation of calculations. Teachers are relaxed and confident. They relate well with pupils, offer encouragement and provide individual challenges through the effective use of questioning. At the end of lessons teachers pull the threads of pupils' work together to reinforce their understanding and to give them the opportunity to ask further questions if they are unsure. Teachers frequently end lessons by preparing pupils for the next stages in their work.

Teachers plan together well and ensure that the curriculum is broad, balanced and well matched to the pupils. Lessons include a good balance between direct instruction, opportunities for experiment, and for pupils to use their initiative. For example, in a Year 6 religious education lesson, the teacher posed challenging questions about the similarities between the Angel Gabriel and the prophet Mohammed as messengers. As a result, the pupils made good headway in understanding the differences and similarities of different faiths. The teachers have good subject knowledge and make learning interesting through the effective use of resources, visits and visitors.

The school has a clear policy on homework, which it shares with other local primary schools. It achieves a satisfactory balance in its provision of homework and there are some opportunities for parents to become involved. Younger pupils benefit from regular spellings and the learning of number facts. However, the homework for the older pupils is not as consistent as it might be and pupils do not always receive sufficient feedback about how they might improve. Teachers know their pupils well. They manage their classes effectively and use sensible strategies to help pupils who lack sufficient self-discipline. Marking is satisfactory. In the main teachers mark work thoroughly and correct basic mistakes. However, when pupils mark their own work, errors occasionally remain uncorrected.

The school is well led by the governors, headteacher and staff

Since the previous inspection the quality of leadership and management have improved. The school has built upon its strengths of strong teamwork and governors are increasingly involved in the work of the school. It has successfully addressed Issues raised in the

previous inspection. For example, policies for child protection and sex education are fully in place. The headteacher maintains good oversight of developments. As a result the school has realistic and demanding targets, particularly in mathematics. Through effective teaching and the careful match of work to pupils' needs, it is well on the way to achieving them. The curriculum is appropriate to the needs of the pupils and reflects the aims of the school. The staff work well together and share responsibilities for the subjects. They monitor and evaluate the pupils' progress and contribute to each other's planning. However, they are mindful of the expectations of parents and sometimes play safe by limiting the range of open ended and adventurous lessons.

The school analyses performance in National Curriculum tests, and although there are some fluctuations from year to year due to the potential of different groups of pupils, the school is confident that it maintains high standards. For example in Key Stage 1, the school aims to raise the number of pupils reaching the higher levels in literacy and numeracy and to improve boys' achievement in writing. In Key Stage 2 the school aims to raise the number of higher level results in English, mathematics and science.

With the exception of two governors there has been a complete change in the composition of the governing body. Governors are increasingly involved in the school's life and work and ensure that the school meets its statutory responsibilities. They know that the school produces good results but they have yet to communicate its strengths and successes with the confidence that the school is doing a good job. The contribution of the peripatetic bursar service enables governors to monitor school's finances well and to ensure robust financial control. The school makes effective use of funds for specific purposes such as literacy and achieves a good balance between the number of class teachers and additional staff with specific expertise for the teaching of music.

The school makes considerable effort to keep parents involved in the work of the school, for example through the 'Gold Standard' which describes the curriculum to be taught in each term. The frequency of communication from the school to parents is relatively high and there is plenty of opportunity for parents to become informed about their children's progress. Although a minority of parents are critical of the management of the school, the inspection confirms that the leadership of the headteacher and governors is good ensuring continuing high standards and good teaching.

The school helps pupils develop positive attitudes and values and provides very good opportunities for them to develop spiritual, moral, social and cultural awareness

The ethos of the school is reflected in the day to day functioning of the school and classes. Pupils are encouraged to work together and they do this harmoniously and sensibly. Teachers encourage them to discuss their findings in work such as science, and in subjects such as English they are encouraged to express their feelings in response to literature. Similarly, most pupils learn to show consideration and thought for others whilst at play. The minority of pupils who have yet to learn these social skills receive effective help from the use of sensible improvement strategies.

Teachers encourage pupils to develop positive attitudes and values by encouraging them to become involved in collections for charity. Pupils are asked how they would like to support others and normally choose to make an effort to help other children by, for example, collecting for National Children's Homes and Dr Barnardos. Pupils' positive attitudes and values are well supported by the involvement of parents and members of the community. For example, the school receives help with the annual plant sale, research in local libraries, working with computers and visits to galleries and museums.

The school provides very good opportunities for pupils to develop an understanding and awareness of the spiritual, moral, social and cultural aspects of life. Assemblies provide pupils with opportunities to sing vigorously, participate in community prayers and reflect on important issues in their lives. Pupils' moral and social development is well promoted through the school's merit assemblies where pupils nominate each other for awards. For example, they recommend a reward for a pupil who verbally supported another pupil. The cultural dimension of pupils' lives is well supported through art and music which are an everyday part of school life. Pupils are taught to recognise some of the important influences on European art, such as Picasso. Similarly, pupils are introduced to atmospheric music from other cultures, such as South Africa.

WHAT COULD BE IMPROVED

Whilst the school makes considerable effort to communicate with parents it has not fully succeeded in developing a shared understanding of the school's priorities and educational direction

Parents and teachers quite rightly have high expectations of pupils' attainment. As a result pupils learn rapidly and reach standards which are consistently above average and frequently well above average at the end of both key stages. Nevertheless, a majority of parents consider that the school could offer a wider range of activities for pupils outside lessons. Inspection evidence confirms that there are few activities for pupils outside school time. A minority of parents feel strongly that the administrative responsibilities of the headteacher take precedence over teaching. However, there is no evidence that pupils do not reach the standards of which they are capable because different teachers teach them.

Whilst the school is successful, both the governors and teachers do not demonstrate the confidence they should. They tend to understate the school's achievements. Standards are above average, teaching is good and pupils make good progress. However, the school has not convinced all the parents that it is as effective as it is in fact.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, particularly in the shared understanding of the school's work the governors, headteacher and staff should:

- (1) confidently and clearly communicate the school's educational priorities, strengths and successes to the parents
- (2) develop responsive procedures which deal more convincingly with the concerns expressed by parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	6
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	0	83.3	16.7	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		69
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		10

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	4
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	5
	Girls	8	8	8
	Total	11	11	13
Percentage of pupils at NC level 2 or above	School	85 (78)	85 (56)	100 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	5	5
	Girls	8	8	8
	Total	11	13	13
Percentage of pupils at NC level 2 or above	School	85 (78)	100 (78)	100 (78)
	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	5	3	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	5
	Girls	3	3	3
	Total	7	6	8
Percentage of pupils at NC level 4 or above	School	88 (100)	75 (100)	100 (90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	3	3	3
	Total	7	6	7
Percentage of pupils at NC level 4 or above	School	88 (100)	75 (100)	100 (100)
	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	69
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)	3.5
Number of pupils per qualified teacher	20:1
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	38

Financial information

Financial year	1998
	£
Total income	138,300
Total expenditure	132,900
Expenditure per pupil	2,014
Balance brought forward from previous year	4,800
Balance carried forward to next year	10,200

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	0	2	0
My child is making good progress in school.	29	60	8	2	2
Behaviour in the school is good.	33	63	4	0	0
My child gets the right amount of work to do at home.	17	38	35	4	6
The teaching is good.	27	60	10	2	2
I am kept well informed about how my child is getting on.	19	52	21	6	2
I would feel comfortable about approaching the school with questions or a problem.	44	38	12	4	2
The school expects my child to work hard and achieve his or her best.	38	52	10	0	0
The school works closely with parents.	25	54	17	4	0
The school is well led and managed.	25	52	12	10	2
The school is helping my child become mature and responsible.	46	48	2	2	2
The school provides an interesting range of activities outside lessons.	2	35	50	12	2

Other issues raised by parents

A number of parents are concerned that the headteacher spends too much time away from the class whilst completing the administrative duties of a teaching headteacher. However, it is normal practice for the headteacher of a small school to be allowed some time for administration and there is no evidence that pupils' standards suffer as a result.