

INSPECTION REPORT

Forest of Galtres Primary School

York

LEA area: North Yorkshire LEA

Unique Reference Number: 121601

Headteacher: Mr M. Poole

Reporting inspector: Mr P. M. Allen
OIN 17531

Dates of inspection: 10th – 11th January 2000

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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:	Station Lane Shipton by Beningbrough York
Postcode:	YO30 1AG
Telephone number:	01904 470272
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev Andrew Foster
Date of previous inspection:	04/03/96 – 07/03/96

INFORMATION ABOUT THE INSPECTION TEAM

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The provision for spiritual, moral, social and cultural development is very good.
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small rural primary school five miles north west of York serving the villages of Shipton, Tollerton and Newton on Ouse. The school is controlled through a partnership between the Anglican and Methodist churches and the local education authority. There are 181 children on roll, taught in six classes. There are 35 pupils on the register for special educational needs. Most children receive pre-school education and attainment on entry is slightly above average. The school aims for every individual to achieve his or her full potential for learning.

HOW GOOD THE SCHOOL IS

This is an effective school with many very good features. The school benefits from very good leadership and management and a good standard of teaching. Although pupils achieve high standards, test results are higher at the end of Key Stage 2 than at the end of Key Stage 1. In light of the costs involved, the standards achieved and the quality of education provided, the school gives very good value for money.

What the school does well

- ◆ National Curriculum test results at the end of Key Stage 2 are high, especially in mathematics and science.
- ◆ The headteacher is providing very good leadership and management.
- ◆ The school provides a broad and imaginative curriculum.
- ◆ The provision for spiritual, moral, social and cultural education is very good.
- ◆ There is a very strong commitment to, and strategies for, raising standards and the quality of teaching and learning.
- ◆ The pupils have very positive attitudes to learning and levels of behaviour are very good.
- ◆ The school enjoys a very good partnership with parents.

What could be improved

- ◆ The Key Stage 1 test results.
- ◆ The curriculum and resource provision in information and communication technology.

These areas for improvement are broadly identified in the school development plan and will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in March 1996 acknowledged that this was a good school. The school has improved significantly since this previous inspection. The key issues have been addressed and, since his appointment, the headteacher has taken the school forward across many aspects of its life. There is a shared will to build on the school's strengths and to progress further through a programme of review and development.

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	A	B
Mathematics	A*	A	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

The under-fives attain well, especially in language and literacy and numeracy. Although standards of attainment at the end of Key Stage 1 are generally good in writing, they are higher in reading and mathematics. Evidence from the inspection confirms the very good standards at the end of Key Stage 2, where progress is generally more marked than at Key Stage 1. Results over recent years indicate higher attainment at Key Stage 2. Although credible, standards could be higher at Key Stage 1. The school has set clear targets to raise the number of pupils attaining the higher level 3 and level 5 and to improve writing and the overall performance of boys.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes of the school	Pupils show very positive attitudes to school and a will to make good progress.
Behaviour, in and out of classrooms	Pupils behave very well in the classrooms, the playground and around the school generally.
Personal development and relationships	Pupils' personal development is very good and this is supported by the very good relationships throughout the school.
Attendance	Levels of attendance are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5years	aged 5 - 7 years	aged 7 - 11 years
Lessons seen overall	good	good	good

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

The quality of teaching is good. It was good in around 60 per cent of the lessons observed, very good in just under 25 per cent and satisfactory in the remainder. Particular strengths lie in literacy and numeracy where teachers show good knowledge and expertise, especially in the

teaching of basic skills. Where teaching is most effective there are high expectations of what the pupils can achieve. The teaching meets the needs of all the pupils, including those with special educational needs. Pupils have very positive attitudes and are challenged and engaged in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, containing all the appropriate subjects. It is planned imaginatively to make learning interesting for the pupils.
Provision for pupils with special educational needs	The provision is very effective and pupils make good progress, especially in the basic skills of literacy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' development in these areas.
How well the school cares for its pupils	The school has a caring, Christian ethos and cares very well for its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Although relatively recently appointed, the headteacher, well supported by the staff, is providing very good leadership and management.
How well the appropriate authority fulfils its responsibilities	The governing body is extremely supportive of both the headteacher and the school and effectively fulfils its statutory and other responsibilities.
The school's evaluation of its performance	The school is fully committed to self-review and evaluation of its performance, informing clear, realistic and appropriate goals to further raise the quality of teaching and learning.
The strategic use of resources	The school manages its resources in a prudent way. Good use is made of time, personnel, accommodation and the resources available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> ◆ The good progress children make. ◆ The standards of behaviour. ◆ Good teaching. ◆ The expectation that children will work hard and do their best. 	<ul style="list-style-type: none"> ◆ Some feel there is too much homework; some feel there is not enough. ◆ Some would value more emphasis on homework in the final year as preparation for secondary school.

<ul style="list-style-type: none"> ◆ The quality of leadership and management. ◆ The support given to help the children become mature and responsible. 	<ul style="list-style-type: none"> ◆ Some are concerned about the split age classes.
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The judgements of the inspection team are that the homework provision is broadly appropriate for the various ages; the school is reviewing the provision for Year 6. The school deals with the unavoidable incidence of split age classes as carefully as possible. Virtually all the views expressed by parents were positive and inspectors support these views. Parents work in partnership with the school and make a very good contribution to the education provided.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

National Curriculum results at the end of Key Stage 2 are high, especially in mathematics and science.

1. The school has consistently achieved high results in the National Curriculum tests at the end of Key Stage 2, especially in mathematics and science. In 1999 the results in English, mathematics and science were well above the national average. In English they were above the average for similar schools, whilst in mathematics and science they were well above the average for similar schools. The available information on teacher assessments at the same time confirms this picture of high attainment.

2. National performance data adds to this picture over a longer period and shows that this pattern of high attainment is similarly reflected when considering the results from 1996 to 1999. Taking the four years together, the performance of pupils in English and mathematics was very high in comparison with the national average and exceeded it by a significant margin. The science results were also commendable, being consistently higher than the national average.

3. Although cohorts can, and do, vary from year to year, especially given the relatively small numbers, the consistently high test results achieved at the end of Year 6, reflect well on the teaching at Key Stage 2.

The headteacher is providing very good leadership and management.

4. The very good leadership provided by the headteacher has had a significant effect on the successes of an already good school. He has brought to the school a very clear vision of what sort of school it should be and this vision is shared by all staff, pupils and the governing body. Pupils work hard and seek ways to improve their performance. Staff and pupils are committed to learning and have high expectations of success.

5. The headteacher's very strong commitment to everyone being involved in decision making in school has led to very good communications. Staff, children, governing body and parents all know exactly what it means to be part of the school community and welcome their involvement. The headteacher has ensured that staff and governors have had opportunities to use their particular expertise. The staff with management responsibilities work very well as a team. Teaching staff have clear written descriptions of what is expected of them and these are reviewed regularly. Targets set are precise and the high quality feedback which the headteacher gives from monitoring of teaching in the classroom ensures that teachers make

good progress in developing their teaching skills. Consequently he is supported by a confident and enthusiastic team who are committed to creating an ethos which strongly supports learning.

The school provides a broad and balanced imaginative curriculum.

6. The school provides a wide range of stimulating activities designed to make learning interesting and to fire the pupils' imaginations. The journeys of 'Barnaby Bear' have been particularly successful and pupils eagerly consult maps of his destinations and read the postcards he sends. Information about his travels is attractively displayed in various parts of the school. The quality of display is generally high and work contains useful and interesting information which pupils enjoy reading. Pupils have the opportunity to write on a wide range of interesting subjects and to express their thoughts and feelings. The approach used to study World War Two provided the oldest pupils with very valuable opportunities to look at life from different viewpoints.

7. Teachers work very hard planning a range of stimulating activities to support the basic skills of literacy and numeracy. They welcome the very good input they receive from parents and classroom helpers in supporting these activities. Care is taken to ensure that pupils with special educational needs are well supported and benefit equally from the activities. Music and drama make an important contribution to the curriculum and children benefit from performing in musical concerts at Christmas and in the summer.

8. There are many places of interest within reach of the school and visits to these places form an important part of the curriculum. Pupils have recently visited the Millennium Experience at Ripon Cathedral, Eden Camp at Malton, Timewarp 2000 at the Barbican Centre and have taken part in a stimulating role-play exercise at Fountains Abbey. The parents are appreciative of the recently introduced range of extra-curricular activities, in particular the sporting activities, including football, volleyball, badminton, summer sports and country dancing. The school celebrates achievements in these activities in an annual sports presentation evening at which a local celebrity awards prizes. Older pupils experience a valuable residential activity week in the Lake District.

There is a very strong commitment to, and strategies for, raising standards and the quality of teaching and learning.

9. During the past two years, strategies have been implemented to enable the school to adopt a proactive approach to review and development based on a strong commitment to improve the quality of education provided.

10. Using both informal and formal discussions, self-review exercises, questionnaires and analysis of a wealth of information, including the national and local education authority performance data, targets have been set and action plans put in place. These form part of the comprehensive School Improvement Plan. In literacy and numeracy, teachers set challenging, yet realistic, targets for each pupil for the end of the appropriate key stage. Teaching and learning strategies to support these targets are in place.

11. Although most of the teaching observed during the inspection was good, there was some variation in quality between that which was judged to be very good and that which was judged to be satisfactory. The school has clear aspirations to benefit all its pupils with high

quality teaching. To this end, the school has introduced focused monitoring of teaching which is providing targets for improvement. These targets are monitored and reviewed. This is serving to enhance teacher performance which is having a positive impact on pupils' attainment and progress. This work is being well supported by the local education authority's monitoring of the teaching and learning which produces helpful reports to inform improvement.

12. An in-depth analysis of National Curriculum test results has highlighted clear areas for development and improvement. At Key Stage 1, there are clear targets to improve both attainment in writing and spelling and the number of pupils attaining the higher level 3. At Key Stage 2, the target is to raise the number of pupils attaining the higher level 5. At both key stages there is a commitment to improve the performance of boys.

The provision for spiritual, moral, social and cultural education is very good.

13. The pupils respond well to the school's very good provision which permeates the life of the school. There is a caring, Christian ethos which embodies clear values and enables pupils to explore values, standards and rules. The school functions like a large family, whose members look after one another. It plays a key role in preparing pupils for the opportunities and responsibilities of adult life.

14. The provision for the pupils' spiritual development is very good. Good opportunities are provided for pupils to reflect on their own and other people's lives and beliefs; for example, in classwork on Christianity and other religions. Thoughtful acts of worship, including those provided by the local clergy, provide opportunities for silence and quiet reflection and pupils write reflective poems and prayers. Music is used to support the activities and a lighted candle is used as a visual focal point.

15. The provision for moral development is very good and contributes to the pupils' clear understanding of right and wrong. Every year each class agrees its own code of conduct. Pupils show respect for each other and success is celebrated; for example, through the 'Good Work Sharing Assemblies'. The provision for social development is very good. Pupils contribute to a wide range of charities. Older pupils act as prefects, taking responsibility in helping to ensure the smooth running of the school. Pupils play and work well together with good levels of co-operation. Staff provide very good role models. Through valuable residential visits, older pupils learn about living together in a community setting away from home.

16. Provision for cultural development is very good. Pupils learn of their own local heritage, partly through a productive involvement in their own local community. They learn of other times and places through history and geography. They benefit from links with people in Belgium, Japan and Uganda. The school makes a good contribution towards preparing its pupils for the multicultural society in which they are growing up.

Pupils have positive attitudes to learning and levels of behaviour are very good.

17. Throughout the school the pupils' attitudes towards learning are very good. All pupils, including those who are under five, are able to sustain concentration and show a high level of commitment. Pupils participate enthusiastically in their lessons and in the other activities. An assembly was observed where all pupils listened attentively to the speaker and responded very well to the questions put to them; the standard of unaccompanied hymn singing was very high.

Pupils show pride in their work; for example, when discussing the displays of geography, information technology and art work on the hall walls.

18. The standard of behaviour is very good. There have been no exclusions and no instances of misbehaviour were observed during the inspection. In the questionnaire and in the pre-inspection meeting, parents were unanimous in their praise of the children's behaviour. The pupils know what is expected of them and they behave accordingly. Good orderly movement helps the school to function efficiently; this is exemplified by the pupils settling quickly to work after breaks. In lessons and in the playground pupils co-operate well, sharing resources and playing harmoniously together.

19. Relationships are very good between pupils and staff. The pupils are friendly and trustworthy showing suitable respect for property and for the feelings of others. The older pupils help support their younger friends. The good provision of personal and social education throughout the school helps to support and promote responsible behaviour. Overall, the pupils' attitudes, behaviour and personal development are very good and together with the very good level of attendance, make an important contribution to the quality of education and support the high standards that are achieved.

The school enjoys a very good partnership with the parents.

20. The questionnaire and other evidence indicates that parents feel that the school is welcoming, approachable and works in partnership with them. The headteacher is readily available for talks with parents and staff actively encourage parental involvement in their children's learning. A large number of parents help with the various activities, such as listening to pupils read. The support of the parents is valued by the school. Parents hear their children read at home as part of the home-school arrangements and this makes a good contribution to the high standards achieved in this area.

21. The school holds two formal parent evenings each year plus other informal opportunities for parents to look at the school and its work. The parents receive good quality end of year reports detailing their children's attainment and progress; this is particularly impressive in the Reception class reports. The school's system of communication to parents has recently been revamped. The previous ad hoc system of sheets has been replaced by a monthly newsletter "The Forest Flyer", a well-produced and detailed pamphlet which is appreciated by the parents. A wealth of information is provided by the school's prospectus and by the governing body's annual report. A number of evening sessions have been arranged for parents to learn about curricular developments, such as the numeracy work.

22. The school is well supported by the successful 'Friends' group and the staff work hard to unite the three villages into one school community. Parents are in strong agreement that the school is well led and managed and that the school has high expectations for their children. These are important features of the school and inform the immense goodwill shown to the school and its staff. The effective links that the school has developed with its parents enhance the pupils' learning and the quality of education provided.

WHAT COULD BE IMPROVED

The Key Stage 1 test results.

23. Although the Key Stage 1 test results for 1999 were above the national average in writing and mathematics and well above the national average in reading, they were just

average when compared to similar schools. At Key Stage 2, the test results for the same year in English, mathematics and science were well above both the national average and the average for similar schools. This data suggests that although results were good overall at Key Stage 1, they did not reach the same high levels achieved at Key Stage 2.

24. Whilst the overall ability of cohorts of particular year groups can, and does vary, national performance data makes it possible to identify trends over time. Taking the four years from 1996 to 1999 together, data shows the Key Stage 2 results to be consistently higher than the Key Stage 1 results over that period. At Key Stage 1, the performance in reading over the four year period was the same as 1999, in writing it was similar and in mathematics it was slightly higher taking the four years together, than it was in 1999. This evidence suggests lower results at Key Stage 1 over a period of time in the aspects tested, bearing in mind that science is excluded from the analysis as it is teacher assessed at Key Stage 1.

25. The school's detailed analysis does identify specific areas for improvement such as the need to raise attainment in writing and spelling, the need to raise the attainment of boys, especially in reading and writing and, importantly, the need to raise the number of pupils achieving the higher level 3. The school needs to investigate and act upon the difference in results between the key stages. Although the timescale of a short inspection provides insufficient opportunity to offer firm conclusions, the work sampling undertaken evidenced that progress was more marked at Key Stage 2, especially in the oldest classes. In the teaching observed towards the end of Key Stage 2, there was evidence of particularly high teacher expectations of what the pupils could achieve which had a positive impact on levels of attainment and progress being made.

The curriculum and resource provision for information and communication technology

26. At present the school is not sufficiently well equipped to allow the pupils enough suitable activities to reach the higher levels in information and communication technology, especially towards the end of Key Stage 2. There is a need to raise expectations of pupils by improving the expertise of teachers, by providing more opportunities for pupils to practise their skills and by producing an effective assessment system. At present the school has insufficient suitable computers and programs to develop skills well enough.

27. The school is well aware of the deficiencies and these are outlined in the school development plan and, more specifically, in the action plan. The staff have rightly decided to improve each strand of the subject separately over a period of time. In this way they hope to ensure that there is sufficient teacher expertise to provide high quality instruction and that sufficient appropriate resources are provided. Word processing has been targeted and pupils have become more competent in using this skill effectively to improve their writing.

28. Teacher confidence is being raised by effective training provided by expertise from the local education authority advisory service and money has been targeted for improving the quality and number of computers and the range of appropriate programs. The school is grateful for the efforts of parents and the business community in helping to provide equipment. Teachers now need to ensure that maximum use is made of equipment throughout the day. The planned developments will enable the pupils to have fuller access to the programmes of study using a wide range of software to support learning across all areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the good quality of education provided the school should now:

- ◆ target raising the Key Stage 1 results to bring them up to higher levels;

- ◆ develop the curricular provision and resources in information and communication technology.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

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

19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	23	59	18	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

	No of pupils
Number of pupils on the school's roll	181
Number of pupils eligible for free school meals	17

Special educational needs

	YR – Y6
Number of pupils with Statements of Special Educational Need	1
Number of pupils on the school's special educational needs register	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupils mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.5
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 Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	22	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	11	11	12
	Girls	21	21	20
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	91 (90)	91 (80)	91 (90)
	National	82 (80)	83 (80)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	11	12	13
	Girls	21	20	21
	Total	32	32	34
Percentage of pupils at NC level 2 or above	School	91 (90)	91 (90)	97 (87)
	National	82 (80)	86 (84)	87 (85)

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

Attainment at Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	12	7	19

National Curriculum Test Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	12	12	12
	Girls	6	6	6
	Total	18	18	18
Percentage of pupils at NC level 4 or above	School	95 (86)	95 (86)	95 (100)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	12	11	12
	Girls	6	5	7
	Total	18	16	19
Percentage of pupils at NC level 4 or above	School	95 (100)	84 (86)	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	147
Any other minority ethnic group	0

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, 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)	7.2
Number of pupils per qualified teacher	29.2
Average class size	30

Education support staff: YR –Y6

Total number of education support staff	3
Total aggregate hours worked per week	37

FTE means full-time equivalent.

Financial information

Financial year	98/99
	£
Total income	251,326
Total expenditure	249,185
Expenditure per pupil	1,440
Balance brought forward from previous year	3,506
Balance carried forward to next year	5,647

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:

181

Number of questionnaires returned:

100

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	62	37	1	0	0
My child is making good progress in school	52	45	3	0	0
Behaviour in the school is good	54	44	1	0	1
My child gets the right amount of work to do at home	30	51	16	1	2
The teaching is good	62	36	2	0	0
I am kept well informed about how my child is getting on	40	45	13	1	1
I would feel comfortable about approaching the school with questions or a problem	68	28	2	0	2
The school expects my child to work hard and achieve his or her best	70	27	1	0	2
The school works closely with parents	60	36	4	0	2
The school is well led and managed	78	20	1	0	1
The school is helping my child become mature and responsible	58	41	1	0	0
The school provides as interesting range of activities outside lessons	51	44	4	0	1