

# INSPECTION REPORT

**Longstone C of E Primary School**

Bakewell

LEA area: Derbyshire

Unique reference number: 112887

Headteacher: Mr D Pryor

Reporting inspector: Dr B Blundell  
23868

Dates of inspection: 24-25 May, 2000

Inspection number: 188121

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

School category: Voluntary Aided

Age range of pupils: 5 to 11

Gender of pupils: Boys and girls

School address: The Cross  
Great Longstone  
Bakewell  
Derbyshire

Postcode: DE45 1TZ

Telephone number: 01629 640377

Fax number: 01629 640377

Appropriate authority: The Governing Body

Name of chair of governors: Mr C Spink

Date of previous inspection: May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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The overall quality of teaching is good; teachers have very high expectations and at Key Stage 2 in English, mathematics and science they make very effective use of quick pencil and paper tests to assess pupils' attainment and progress. The school makes particularly successful use of specialist teachers for science, information and communications technology, dance, gymnastics, drama and music.	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Longstone C of E Voluntary Aided Primary School is situated in Great Longstone, Derbyshire. There are 120 pupils on roll. The percentage of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils having special educational needs is well below the national average and the proportion with Statements of Special Educational Needs is below the national average. There are no pupils for whom English is an additional language. Pupils' attainment on entry to the school is broadly in line with the Derbyshire average.

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

The school is very effective overall. Standards in English are well above average by the end of Key Stage 2. In mathematics and science, pupils' attainment is currently very high; it was in the top five per cent of schools nationally in the 1999 national tests for mathematics. The overall quality of teaching is very good. The leadership and management of the school is excellent. The school gives very good value for money.

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

- In the 1999 national tests for eleven year olds, standards were well above average in English and science, and very high in mathematics. In the work seen during the inspection, standards were very high in mathematics and science and well above average in English by the end of Key Stage 2. Standards in music, dance and Key Stage 2 history, were well above average.
- The overall quality of teaching is very good; teachers have very high expectations and at Key Stage 2 in English, mathematics and science, make very effective use of quick pencil and paper tests to assess pupils' attainment and progress. The school makes particularly successful use of specialist teachers for science, information and communication technology, French, dance, gymnastics, drama and music.
- Leadership and management are excellent; the headteacher is an excellent role model for both the pastoral and academic sides of the school.
- The attitudes, behaviour and personal development of pupils are very good; their attendance is excellent.
- Parental involvement in the school is excellent.

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

- Provision for information and communication technology, whilst improving rapidly under the management of the part-time specialist, is in need of further development, particularly in the area of modelling.

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

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

The school was last inspected in May 1996. The key issues raised in the last inspection have all been fully met. Schemes of work have been completed. Currently all schemes are being appropriately reviewed again in the light of the new National Curriculum. Procedures to monitor and evaluate the work of the school have been thoroughly carried out. Test results are analysed in detail and individual pupils are tracked to identify their strengths, weaknesses and progress. Lessons are monitored regularly by the headteacher. Members of the governing body visit literacy and numeracy lessons. Assessment procedures have been reviewed effectively and are currently under review to include the success of planned teaching once completed. Information and communication technology has been improved considerably. The school now has an appropriate computer centre and is helped by the services of a visiting specialist. Overall, the school has made good improvement since the last inspection.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average A
mathematics	A*	A	A*	A*	above average B
science	A	A	A*	A	average C
					below average D
					well below average E

National Curriculum test results for pupils aged 11 in 1999 in mathematics were in the top five per cent of schools nationally and in the top five per cent when compared to schools of a similar type. Results in English and science were well above average. Over the last four years taken together, results for 11 year olds have been well over one year ahead of schools nationally in mathematics and science, and not far off a year ahead in English. For seven year olds over the last four years taken together, results have averaged approximately one term ahead of schools nationally in reading and mathematics and nearly two terms ahead in writing. The school's targets are suitably ambitious, with 100 per cent of pupils at the end of Key Stage 2 expected to attain Level 4, the nationally expected level, or higher, in English, mathematics and science. In the work seen during the inspection, standards for 11 year olds were very high in mathematics and science and well above average in English. Standards in music and dance throughout the school and in history at Key Stage 2, are well above average. Standards in art are above average. The school is never complacent and strives for even higher standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy challenging work and mirror the enthusiasm of their teachers.
Behaviour, in and out of classrooms	Pupils' behaviour is very good both in the classrooms and around the school.
Personal development and relationships	Relationships are very good as are the opportunities for pupils' personal development.
Attendance	Attendance is very high in comparison with other schools. The rate of unauthorised absence is well below the national average.

There is an absence of any oppressive behaviour. Pupils are very friendly and outgoing. Their attendance rates are excellent.

## TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is very good throughout the school. Teaching in 100 per cent of the lessons seen was good or better. Fifty-eight per cent of lessons were very good or better. Twenty-one per cent of lessons seen were excellent. Whilst many examples of good and very good teaching were seen throughout the school, the greatest concentration of excellent teaching was in upper Key Stage 2. The skills of literacy and numeracy are taught very well in all sections of the school. Strengths in teaching include teachers' expectations, which are very high and appropriate. Management of pupils is very good for the under-fives and in Key Stage 1 and excellent in Key Stage 2. In English, mathematics and science at Key Stage 2, teachers make most effective use of brief pencil and paper tests to find out what their pupils know and understand. These have a positive effect on pupils' attainment and progress. Specialist teachers are employed for dance, information and communication technology, drama, gymnastics, music and science. Their expertise has a most positive effect on pupils' standards. Pupils' productivity and pace of working is excellent in Key Stage 2; it is very good in Key Stage 1. By the end of Key Stage 2, pupils show excellent interest in their work and the use of quick tests makes them extremely aware of their own learning. Pupils with special educational needs make good progress throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good in all areas of the school. The only area continuing to need further development is modelling in information and communication technology.
Provision for pupils with special educational needs	This is very good. Pupils' individual education plans are appropriate and there are clear targets. Termly evaluations plot pupils' progress.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall.
How well the school cares for its pupils	The school cares very well for its pupils. Child protection procedures are very good. The procedures for monitoring and promoting attendance are excellent.

The school's partnership with parents is excellent. The school provides very good opportunities for extra-curricular activities, including French, gymnastics clubs, church choir, the school orchestra and groups for recorders, strings and percussion.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is extremely dedicated and enthusiastic. He has set a very clear educational direction for the school.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is excellent. They take their roles seriously and are frequent visitors to the school.
The school's evaluation of its performance	This is excellent. Examination results are scrutinised in detail and teaching is planned to make any necessary improvements.
The strategic use of resources	The school's strategic use of its resources is very good.

The headteacher is an excellent role model for both the pastoral and academic sides of the school. He leads by example and is regularly in school by 5.30 a.m. He is the lead proponent of rapid pencil and paper tests, now taken up by the other Key Stage 2 staff at the school. His management, together with that of the governing body has resulted in the school recruiting a variety of part-time specialist staff. The school's application of the principles of best value is very good.

## 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 quality of the teaching</li><li>• Parents are very comfortable when asking questions or discussing problems.</li><li>• Their children like the school.</li><li>• The school has high expectations.</li><li>• The school is well managed and led.</li></ul>	

Inspectors agree with parents' positive comments on the school.

## **PART B: COMMENTARY**

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

**In the 1999 national tests for 11 year olds, standards were well above average in English and science, and very high in mathematics. In the work seen during the inspection, standards were very high in mathematics and science and well above average in English, by the end of Key Stage 2. Standards in music, dance and Key Stage 2 history were well above average.**

1. Pupils' attainment on entry to Longstone School is broadly in-line with the average for Derbyshire. Over the last four years taken together, pupils' attainment by the time they are seven has been approximately one term ahead of pupils' nationally in reading, writing and mathematics, with their attainment in writing being the strongest.
2. By the time pupils are eleven, again taken over the last four years averaged together, their standard in mathematics and science has been over one year ahead of pupils nationally; in English, they have been nearly one year ahead. The school's results for this age group in 1999 were typical of previous years.
3. In the work seen during the inspection, pupils' attainment was very high in mathematics and science and well above average in English. In a Year 6 English lesson on 'The Listeners', pupils made very good attempts at alliteration. They chose their words adventurously and for effect. Handwriting was joined, clear and fluent. Year 2 pupils showed good levels of attainment in their knowledge of compound words. They showed understanding in their reading of 'The Hodgeheg' and read fluently and accurately.
4. Pupils in a Key Stage 2 mathematics lesson had very good knowledge and understanding of opposite, corresponding and alternate angles. Year 4 pupils were able to produce neat constructions of a variety of specified triangles; for example, they could draw a triangle with sides of 3cm, 6.5cm and 8cm accurately. Pupils showed high levels of attainment in their instant recall of multiplication tables; for example, pupils in Year 3 knew the nine times table appropriately and were then able to say their 90 times table.
5. Year 6 science pupils were able to draw circuit diagrams and make appropriate predictions. They recorded their experiments systematically and showed very good knowledge and understanding of scientific terminology.
6. Standards in music seen around the school were well above average. Pupils sing very well in assemblies and enjoy rehearsals for the church choir. The school has its own orchestra, which plays locally and there are groups for pupils to learn recorders, string and percussion effectively. Pupils in a reception dance class were particularly adept at playing the part of monsters and were able to suggest improvements to the dance routines.
7. At Key Stage 2, pupils are currently studying local history. During the inspection, they were studying resources such as the 1861 census. They used this appropriately to study the effects of building the local railways in the 1860s. They have very good understanding of what a census is and answer questions such as "Abraham Goodwin lived at the toll bar. What did his occupation involve?"

**The overall quality of teaching is very good; teachers have very high expectations and at Key Stage 2 in English, mathematics and science they make very effective use of quick pencil and paper tests to assess pupils' attainment and progress. The school makes particularly successful use of specialist teachers for science, information and communication technology, dance, gymnastics, drama and music.**

8. All observed teaching was at least good. The teaching in 21 one per cent of lessons was excellent, in 37 per cent it was very good and in 42 per cent it was good. The greatest concentration of excellent teaching was seen at the top of Key Stage 2. Excellent teaching was also seen in Year 1 and for pupils in Year 3/4. Particular strengths include: very high and appropriate expectations of what pupils are capable of achieving; extremely effective teaching methods, particularly at the top of Key Stage 2 and extremely good management of pupils. The quality and use of quick pencil and paper tests is a positive feature of all lessons at Key Stage 2 in English, mathematics and science; for example, in a Year 4/5/6 mathematics lesson, pupils were firstly given what was called a 'medium pace' test of ten numbers read out quite rapidly; they had to write down the difference between the number read out and the number ten. These were then speedily marked by the pupils and the teacher asked how well they had performed. Immediately this was completed, pupils went on to a 'fast pace' similar test. Such was the ferocity of the pace of this test, that if you stumbled on one question, the test would be over before you could compose yourself! The pupils love these tests and rise to the challenge, mirroring the enthusiasm of the teacher. The third batch of numbers was differences from 100 and then finally a mixture of questions from the times tables. In this way, within five minutes of the lesson starting, pupils had all attempted 40 calculations, fed their scores back to the teacher and were thoroughly warmed up for the lesson ahead. Similar tests take place in science and in English.
9. Teachers with particular specialist knowledge are employed on a part-time basis throughout the school. These teachers, in addition to the full-timers are making a most positive impact on pupils' attainment; for example, in information and communication technology, the specialist has created the school's own Internet. All pupils, from reception upwards, receive 40 minutes of intensive tuition (groups of six as a maximum) in the school's ICT centre each week. Skills are being built up thoroughly from an early age. A scientist is employed to teach all the Key Stage 2 science and to coordinate the subject throughout the school. His teaching is both thorough and rigorous. Specialists for French, drama, dance, gymnastics and music teach on a regular basis and provide pupils with experiences that they would normally only receive in a much larger school. Classroom support assistants play an effective part in helping pupils; support for pupils with special educational needs is particularly effective.

**Leadership and management are excellent; the headteacher is an excellent role model for both the pastoral and academic sides of the school.**

10. The overall leadership and management by the headteacher and governing body are excellent. The headteacher sets an excellent example to the staff with his enthusiastic teaching. He leads very stimulating assemblies and runs a variety of worthwhile and popular clubs, particularly music, ones. His management, together with that of the governing body, has resulted in the school recruiting an effective team of part-time specialist teachers to enrich the curriculum and further enhance pupils' attainment.

11. The governing body is extremely effective in fulfilling its responsibilities. Governors are frequent visitors to the school and monitor the delivery of the literacy and numeracy curricular areas effectively. The school is currently running a large under-spend in its budget. This is the result of prudent decisions taken by the head teacher and governing body. They have taken these decisions because they perceive a local population which is ageing and they have witnessed the closure of other schools due to declining pupil numbers. Whilst pupil numbers are currently rising at Longstone, the under-spend is seen as a safety net. The governing body's understanding of the strengths and weaknesses of the school is excellent.
12. The headteacher systematically monitors teaching at the school and is in a position to give excellent advice to colleagues. Annual national test results are analysed carefully and appropriate remedial action is taken where necessary in areas where pupils have under performed. The school has recently launched an appropriate tracking system for all its pupils in the core subjects and this is starting to raise attainment further.
13. Resources are used appropriately and the school's application of the principles of best value in its purchases is very good.

**The attitudes, behaviour and personal development of pupils are very good; their attendance is excellent.**

14. Pupils have very good attitudes towards the school. They are very enthusiastic and participate well in the school's activities. In lessons they are eager to work hard and volunteer answers; for example, in a reception lesson on the theme of a Roman feast, pupils showed interest in life in Roman times and thoroughly enjoyed their feast. They sat on the floor and assembled in the shape of a Roman triclinium. In a discussion between an inspector and a group of Year 6 pupils, the children said that the thing they liked best about the school was the teachers. There were no aspects that they didn't like.
15. The behaviour of pupils, both in and out of the classrooms is very good. In assemblies, for example, they behave very well and join in, smiling and laughing as appropriate. The school has an absence of oppressive behaviour.
16. Pupils have many opportunities for personal development. All children are given the chance to carry out tasks, whether they be ringing the school bell or playing music in assemblies. They enjoy the experience of being placed in houses, with older pupils looking after the younger ones.

**Parental involvement in the life of the school is excellent.**

17. The parents have very high regard for the school; this is apparent in their responses to the parental questionnaire and the views expressed at the meeting for parents before the inspection. A number of parents bring their children from outlying villages and the nearby town of Bakewell, passing other schools en route.
18. The headteacher feels that the school benefits immeasurably from the parents' support and this was borne out during the inspection. Around 12 parents are involved in school each week. Additionally, the Friends of Longstone School is very active and raises substantial sums for the pupils.
19. Any parents who have any concerns or complaints about the school, can post their

views, anonymously if they wish, into the box for this purpose in the school entrance. Whilst parents welcome this facility, it is a tribute to all that it is rarely used.

### **WHAT COULD BE IMPROVED**

**Provision for information and communication technology, whilst improving rapidly under the management of the part-time specialist is in need of further development, particularly in the area of modelling.**

20. The specialist teacher employed to improve the provision for information and communication technology has made huge inroads since his appointment less than a year ago. A computer centre has been established and the computers in it, which are all networked, are appropriately linked to Longstone School's Internet. This makes information that pupils require for their work much more quickly and safely accessible than having to go on the Internet each time.
21. An area of ICT that is not currently adequately covered is that of modelling. Pupils do not currently have the opportunities to explore the effect of changing variables in simulations or to ask questions such as "What would happen if...?"

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

22. In order to further improve standards, the headteacher and governing body should ensure that provision for information and communications technology continues to develop and includes the area of modelling, as identified on the current National Curriculum Programmes of Study.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
21	37	42	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	120
Number of full-time pupils eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	11

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

### 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	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	11	12	11
	Total	20	21	20
Percentage of pupils at NC level 2 or above	School	95(93)	100(93)	95(87)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	12	11	12
	Total	21	19	21
Percentage of pupils at NC level 2 or above	School	100(93)	90(94)	100(100)
	National	82(81)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	100(88)	100(76)	100(82)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	100(93)	100(82)	100(88)
	National	68(63)	69(65)	75(72)

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	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	104
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	23.8
Average class size	26

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

Total number of education support staff	3
Total aggregate hours worked per week	34

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	99-00
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	£
Total income	200189
Total expenditure	202200
Expenditure per pupil	1685
Balance brought forward from previous year	34057
Balance carried forward to next year	32046



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

### **Questionnaire return rate**

Number of questionnaires sent out	100
Number of questionnaires returned	75

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	3	0	0
My child is making good progress in school.	65	31	3	0	1
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	68	27	5	0	0
The teaching is good.	83	16	0	0	1
I am kept well informed about how my child is getting on.	51	41	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	81	16	1	0	1
The school works closely with parents.	63	33	4	0	0
The school is well led and managed.	92	8	0	0	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	81	13	5	0	0