

INSPECTION REPORT

TYNTESFIELD PRIMARY SCHOOL

Sale, Cheshire

LEA area: Trafford

Unique reference number: 106335

Headteacher: Mr G Skelland

Reporting inspector: Mr S Lake
22191

Dates of inspection: 27th – 29th March 2000

Inspection number: 188719

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Alma Road Sale Cheshire
Postcode:	M33 4HE
Telephone number:	0161 973 4877
Fax number:	0161 718 1281
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Lea
Date of previous inspection:	17/06/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Stephen Lake	Registered inspector
Pat Edwards	Lay inspector
Terry Mortimer	Team inspector
John Collings	Team inspector

The inspection contractor was:

Full Circle
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
The attitudes and behaviour of the pupils are very good	
Relationships are good throughout the school	
The standards attained in English, mathematics and science are well above average by the time pupils leave the school at age 11	
The quality of teaching is consistently high	
The provision for pupils' spiritual, moral and social development is good overall	
The overall leadership and management of the school including the use of resources are good	
Links with parents are good	
WHAT COULD BE IMPROVED	12
Reporting on religious education is unsatisfactory and as a result reports to parents do not meet statutory requirements	
Parts of the accommodation are unsatisfactory and limit the ability of the school to deliver the broader curriculum without disruption to other activities	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tyntesfield Primary School is a one and a half form entry primary school set in an estate of private houses near to Altrincham. It is larger than most primary schools with 350 pupils on roll. This includes 42 part-time children under five who are taught in nursery class and 33 children under five who are taught in the reception classes. The majority of the pupils are white but there are 13 pupils from minority ethnic backgrounds including one who does not speak very much English. This is low in comparison with other schools. There are 36 pupils on the school's register of special educational needs. This is below the national average for a school of this size. Two per cent of the pupils are eligible for free school meals, which is well below average. On entry to the school at age four pupils' attainment is above average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good education for its pupils. Children come to school with standards above those expected for four year olds. They make good progress through the school and by the time they leave at 11 years of age, achieve standards that are well above national averages. Teachers set their pupils challenging targets. They live up to these expectations and often exceed them. The quality of teaching is consistently high and the school is well led and managed. Taking all these factors into consideration the school provides good value for money.

What the school does well

- The attitudes and behaviour of the pupils are very good.
- Relationships are good throughout the school.
- The standards attained in English, mathematics and science are well above average by the time pupils leave the school at age 11.
- The quality of teaching is consistently high.
- The provision for pupils' spiritual, moral and social development is good overall.
- The overall leadership and management of the school including the use of resources are good.
- Links with parents are good.

What could be improved

- Reporting on religious education is unsatisfactory and as a result reports to parents do not meet statutory requirements.
- Parts of the accommodation are unsatisfactory and limit the ability of the school to deliver some aspects of art, science, physical education and collective worship without disruption to other activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvements since the time of the last inspection in June 1996. All elements of the school's action plan to deal with the key issues of the previous inspection have been dealt with. Almost all statutory duties are met in relation to assessment, recording and reporting and good procedures are in place for most subjects. The only exception is religious education, which has yet to be addressed and does not have suitable procedures for reporting of pupils' attainment. Teachers' lesson plans are now good and fulfil the requirements of the National Curriculum for information technology. Standards in design and technology and information technology have been

raised to an appropriate level. The quality of teaching has improved greatly and now caters for the full range of abilities. Core subject coordinators are now better involved in monitoring and evaluating the curriculum. Taking into account the improvements in leadership and management and the enthusiasm of staff, the school is well placed to bring about further improvements.

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	B	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The table above shows that attainment in the three core subjects of English, mathematics and science is well above average in relation to schools nationally. In relation to similar schools, attainment is above average in English. In mathematics and science it is well above average. Inspection evidence shows that these high standards are being maintained and, in all three subjects, attainment at age 11 is judged to be very good. The improvement in pupils' performance over time is in line with the national trend. Teachers set pupils very challenging targets, which they often exceed. Inspectors observed that pupils present their work extremely well and that there are a wide range of activities in English, mathematics and science for all pupils in the school. Pupils successfully build on what they learn as they progress through the school from four years of age to the time they leave at the age of 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Most pupils want to come to school and are keen and eager to learn.
Behaviour, in and out of classrooms	Behaviour is generally very good although a very small number of pupils present challenging behaviour, which is dealt with appropriately.
Personal development and relationships	The quality of relationships throughout the school is very good and most aspects of pupils' personal development are good. However, opportunities for pupils to take responsibility are very limited. As a result provision overall is good.
Attendance	Attendance is good. It is above the national average for primary schools.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	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 the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in English and mathematics is very good and the key skills of literacy and numeracy are taught well. All teaching observed was satisfactory or better, and 64 per cent was good and 16 per cent was very good. At Key Stage 2, 33 per cent of the teaching observed was very good. Pupils with special educational needs and potentially higher attaining pupils are taught well. This consistently high quality teaching is a significant strength of the school and ensures that high quality learning takes place. The high percentage of consistently good teaching means that overall teaching is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The satisfactory curriculum is broad and balanced and meets the needs of all groups of pupils including extensions for higher attaining pupils. Planning is detailed for most subjects.
Provision for pupils with special educational needs	The school has only a small percentage of pupils with special educational needs but the provision made for these is good. Individual education plans are suitably detailed and progress is checked regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. A particular strength of the school is the provision for pupils' social development. The provision for pupils' cultural development does not contain enough opportunities to develop understanding and tolerance for the rich diversity of cultures to be found in Britain. This was highlighted in the previous report although it was not a key issue. The situation has not improved enough and remains an area that needs immediate attention.
How well the school cares for its pupils	The school makes satisfactory provision for the care of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is very good. The subject coordinators provide good leadership in the core subjects of English, mathematics and science and in information technology. The headteacher and senior staff keep appropriate checks on the work of the school, in particular the quality of teaching and learning.

How well the governors fulfil their responsibilities	The governing body meets its statutory requirements and provides good management of the school. Governors are active in their support of the school and are well placed to continue the development of their roles in light of planned changes to the National Curriculum. The finance committee applies the principles of best value to all spending decisions and spends money wisely.
The school's evaluation of its performance	The school has carried out detailed evaluations of its own performance. This is on-going and rigorous. For example, detailed analysis has been carried out into why performance in English compared with similar schools is not as good as that of mathematics and science.
The strategic use of resources	Resources are generally used well. The school copes well with a small budget and makes effective use of extra teaching staff. However, the school's ability to undertake some of the desired improvements is limited by the below average allocation of funds to the school and the limitations placed on the use of some of these funds.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress made by children. • Their children like school. • The school helps children become mature and responsible. • Parents feel comfortable about approaching the school, with a problem. • The school has high expectations of children. • The school is well led and managed. 	<ul style="list-style-type: none"> • Behaviour. • The amount of work to do at home. • Communications; including the quality of reporting on pupils' progress.

Inspectors agree with the positive comments of the parents and with the comment on communication and reporting on progress.

Inspectors disagree with the parents' comments on behaviour and homework. Behaviour is very good and the amount of homework set is appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The attitudes and behaviour of the pupils are very good.

1. Pupils have very positive attitudes towards school and towards learning. They come to school eager and ready to learn and settle quickly to work. Pupils of all ages listen carefully to the teachers. Children under five sit quietly and join in with class rhymes designed to improve their number skills, and at the end of session move quickly and quietly to their activities. Older pupils demonstrate an eagerness to learn and to participate in group work. For example in a literacy session observed, pupils are keen to offer alternative words for adjectives in a story and need little prompting from the teacher.
2. Behaviour is very good throughout the school. This was an area of concern for a significant number on the parents' questionnaires. Inspection evidence disagrees with the parents. Children under five behave well, they move around quietly and follow the instructions of the teachers well. In Key Stages 1 and 2 pupils are polite and courteous to visitors, they follow the school's behaviour rules and listen carefully to the instructions from teachers. On the playground pupils play well together and no unruly behaviour was observed. A very small number of pupils present challenging behaviour and this is dealt with appropriately by the teachers. For example, a pupil in Key Stage 1 had great difficulty in sitting still during a science investigation. The pupil was taking part in an investigation into how far toy cars would travel on different surfaces and wanted to catch the cars. The teacher handled this very sensitively and through good behaviour management enabled the pupil to benefit from the lesson along with the other pupils.

Relationships are good throughout the school.

3. A strong feature of this school is the quality of the relationships that exist at all levels. The headteacher sets a good example with his open and friendly manner, and the way in which he speaks to pupils. Teaching and support staff smile a lot and the good humour apparent throughout the school is infectious. Pupils cooperate well and treat each other with respect. In an information technology lesson pupils passed keyboards around the room without needing instruction from the teacher. This atmosphere in which pupils shared and worked together made a significant impact upon the quality of learning. The relationships between teachers and governors are open and friendly. This enables high quality professional discussion to take place on school development.

The standards attained in English, mathematics and science are well above average by the time pupils leave the school at age 11.

4. By the end of Key Stage 2, standards of attainment compared with all schools are well above average in English, mathematics and science. This is a consistent picture and over the last few years the school has consistently maintained these high standards. Attainment on entry to the school is above average and pupils make good progress throughout the school. By the time they leave the school at age 11, pupils achieve results that are well above average. When attainment is compared with pupils from schools with a similar background, the results of the 1999 national assessments show that attainment in mathematics and science is well above average and attainment in English is above average.

5. Despite these very high results the school is not satisfied with the results in English when they are compared to similar schools. The coordinator has already undertaken an analysis of the school's results in order to identify how standards in English can be raised further. It is this commitment to continual improvement that is responsible for standards remaining consistently high.

The quality of teaching is consistently high.

6. Overall, the quality of teaching is judged to be very good. In the 25 lessons observed 80 per cent were good or better including 16 per cent that were very good. No unsatisfactory teaching was observed. This is a considerable improvement from the last inspection when 20 per cent of teaching observed was unsatisfactory. The very high percentage of good teaching is a strength of the school.

7. Particular strengths of the teaching in the school are:

- the way in which teachers manage the pupils and maintain good discipline;
- the quality of lesson planning;
- the regular use of assessment to match work to the needs of the pupils;
- the secure subject knowledge of the teachers;
- the good relationships between teachers and pupils.

All of these factors ensure a good environment in which children are ready and eager to learn.

8. In the lessons observed with children under five, 89 per cent were good and 11 per cent were satisfactory. At Key Stage 1, 75 per cent of lessons observed were good and 25 per cent were satisfactory. At Key Stage 2, 35 per cent of lessons observed were very good, 42 per cent were good and 25 per cent were satisfactory. Although overall only 16 per cent of teaching observed was very good, the very high amount of good teaching means that overall the quality of teaching is very good. This is one of the main factors responsible for the high standards that are maintained over time. The consistently good teaching ensures that high quality learning takes place. Pupils are challenged well at all levels. For example in Year 6 higher attaining readers are provided with good quality literature such as 'The Diary of Anne Frank'. This stimulates and motivates them. In numeracy lessons teachers continually challenge pupils and set tasks that extend them. For example in a reception class where children were learning to add numbers up to ten, extension tasks involving money and addition up to 20 were available to extend the higher attaining.

The provision for pupils' spiritual, moral and social development is good overall.

9. The school is maintaining the standards observed in the last inspection. From the moment that one approaches the school one is aware of the efforts made to stimulate pupils. The entrance to the school, which stands in Alma Road, is guarded by two cannons which came from the battle of Alma and were once the property of Tyntesfield House after which the school is named. Further opportunities for reflection are provided in lessons. For example, pupils were asked to consider how the Story of Theseus and the Minotaur made them feel as they read the description of the Minotaur. Opportunities are provided for pupils to look after animals and in assemblies good opportunities are provided for pupils to reflect upon the effects of their actions upon other people.
10. The clear behaviour policy and the good examples set by teachers set a clear message for pupils' moral development. Pupils have very clear guidance on right and wrong and demonstrate the effectiveness of this provision in their very good behaviour. Pupils move

around the school in an orderly way. They are polite to visitors and show respect for each other.

11. The provision for pupils' social development is good. The many links with the community and with other schools provides pupils with opportunities to develop social skills. Harvest festivals and charity collections start to develop an awareness of citizenship. In the dining hall pupils mix freely with one another and develop good social skills as they talk and play.
12. The provision for pupils' cultural development is satisfactory. Pupils have many opportunities to experience music and art to broaden their cultural awareness, and to have a suitable understanding of their own local culture. However, teachers do not provide enough opportunities to help pupils develop a tolerance and understanding of the rich diversity of cultures to be found in the wider world. Much of the art and music that pupils learn about is that of white European artists. This limits their understanding of the immense contribution made by other cultures.

The overall leadership and management of the school including the use of resources are good.

13. The headteacher provides very good leadership that guides the school and is responsible for the improvements that have taken place since the last inspection. He has a good understanding of the strengths and weaknesses of the school and ensures that all issues are dealt with systematically and steadily. The senior management team provide good support to the headteacher and undertake their responsibilities effectively. For example, the coordinators for literacy and numeracy have ensured that the National Literacy Strategy and National Numeracy Strategy have been implemented effectively. This is having a positive impact upon standards attained by pupils. The coordinator for information technology has worked with colleagues to produce a good quality development plan to raise standards in this subject. A strength of the management of the school is the way in which teachers and governors work together. For example, the school development plan is produced by a working party that involves all teachers and governors. The finance committee then uses the plan as a basis for budget-setting. Governors are very aware of the principles of best value although these are sometime difficult to apply. For example, the local education authority has been allocated an additional teacher to the school for the spring term. Very good use is made of this teacher to support teaching in Key Stage 1, but governors were not given the freedom to decide whether this was the best use of the money or whether extra learning support assistants would be more appropriate. The limitations imposed by the local authority on how the money could be spent restricted the governors in applying 'best value' in this situation. However, in all areas where it is possible, governors strive to ensure that spending decisions are based upon how best to raise standards of attainment. The capable school secretary monitors expenditure effectively.

Links with parents are good.

14. Parents are very supportive of the school and raise large sums of money to support the school. Many parents help in school in variety of ways such as listening to children read, or advising on equipment for information technology. A significant feature of the links with parents is the way in which parents are involved in the curriculum working party alongside governors and teachers. Parents feel able to approach the school with problems and during the course of the inspection it was seen that parents are made welcome in the school.

WHAT COULD BE IMPROVED?

Reporting on religious education is unsatisfactory and as a result reports to parents do not meet statutory requirements.

15. The school has been reviewing the content and layout of reports to parents on pupils' progress. Although many good features have been introduced, such as targets for improvement, the section of religious education is identical in every pupil's report. A pre-printed section states that religious education follows the locally agreed syllabus. However, this alone does not meet the requirement to report on pupils' attainment and progress. No information is given about the work covered in any particular year group, and no comments are made on what pupils know, can do and understand in religious education. A significant number of parents expressed concern about how the school communicates with them, especially in annual reports. Inspectors agree that the information provided about pupils' achievements in religious education is unsatisfactory.

Parts of the accommodation are unsatisfactory and limit the ability of the school to deliver the broader curriculum without disruption to other activities.

16. The school has a number of mobile classrooms that are in a poor state of repair. In some cases they lack water or toilet facilities. This limits the ability of the school to provide some of the art and science activities in these rooms. Raising standards in art was a key issue in the previous inspection. Although standards have risen, and are now in line with that of pupils of a similar age, the limitations imposed by these classrooms restricts opportunities for the children in these classes. The situation is only redeemed through the teachers' planning the curriculum around the lack of water. A further problem of the accommodation is the fact that access to all classrooms is through the school hall. The school has staggered break times and staggered assembly times. As a result teachers and pupils walking through interrupt almost all assemblies. This has a direct effect upon the quality of reflection and worship that can take place. When physical education lessons are taking place the stream of people passing through poses a threat to health and safety. In all cases where teaching is taking place, these interruptions make it difficult to ensure a high quality learning environment that matches that found elsewhere in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In order to build upon the pupils' high standards and the good quality of education offered, the headteacher, staff and governors should:
- review the content of the annual reports so that parents have better quality information about their children's achievements and progress in religious education;
 - undertake a review of the accommodation and:
 - seek advice on how the building can be best used to minimise disruption to the curriculum and to assemblies;
 - review the timetable to investigate whether it is possible to minimise the disruption to teaching and assemblies taking place in the hall.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	64	20	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)	21	329
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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(1998)	23 (25)	15 (31)	38 (56)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22 (23)	21(24)	23 (24)
	Girls	15 (30)	15 (31)	15 (29)
	Total	37 (53)	36 (55)	38 (53)
Percentage of pupils at NC level 2 or above	School	97 (95)	95 (98)	100 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22 (23)	23 (25)	22 (23)
	Girls	15 (30)	15 (30)	13 (27)
	Total	37 (53)	38 (55)	35 (50)
Percentage of pupils at NC level 2 or above	School	97 (95)	100 (98)	92 (89)
	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 (1998)	31 (16)	24 (21)	55 (37)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25 (15)	28 (15)	29 (16)
	Girls	20 (17)	21 (14)	20 (17)
	Total	45 (32)	49 (29)	49 (33)
Percentage of pupils at NC level 4 or above	School	82 (86)	89 (78)	89 (89)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25 (15)	25 (14)	30 (16)
	Girls	23 (16)	21 (16)	24 (19)
	Total	48 (31)	46 (30)	54 (35)
Percentage of pupils at NC level 4 or above	School	87 (84)	84 (81)	98 (95)
	National	68 (65)	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	3
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	4
Bangladeshi	0
Chinese	2
White	262
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.4
Number of pupils per qualified teacher	22.98
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	10.5
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FTE means full-time equivalent.

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.

Financial information

Financial year	1999
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	£
Total income	501,268
Total expenditure	495,337
Expenditure per pupil	1,376
Balance brought forward from previous year	33,757
Balance carried forward to next year	39,688

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	0
My child is making good progress in school.	39	53	4	2	2
Behaviour in the school is good.	27	47	20	2	3
My child gets the right amount of work to do at home.	28	47	20	2	3
The teaching is good.	48	41	6	2	3
I am kept well informed about how my child is getting on.	26	44	24	5	0
I would feel comfortable about approaching the school with questions or a problem.	50	39	9	1	1
The school expects my child to work hard and achieve his or her best.	49	37	2	0	2
The school works closely with parents.	27	49	17	6	1
The school is well led and managed.	35	52	10	1	2
The school is helping my child become mature and responsible.	39	57	3	0	1
The school provides an interesting range of activities outside lessons.	24	39	17	9	11