

INSPECTION REPORT

STANTON DREW PRIMARY SCHOOL

Stanton Drew

LEA area: Bath and North East Somerset

Unique reference number: 109070

Headteacher: Mrs S Woodman

Reporting inspector: Mrs Barbara Crane
21227

Dates of inspection: 1 – 2 May 2001

Inspection number: 192088

Short 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:	4 - 11
Gender of pupils:	Mixed
School address:	Stanton Drew Bristol
Postcode:	BS39 4EQ
Telephone number:	01275 332820
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Raynor Nixon
Date of previous inspection:	5 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 65 pupils on roll and is much smaller than most schools. It serves a rural area and the pupils attend from several villages. There are three classes: Reception and Year 1, Years 2 and 3 and Years 4, 5 and 6. The pupils are taught in four groups for literacy and numeracy lessons and three classes for all other subjects. All of the pupils are white pupils and have English as their first language. They come from a very wide range of backgrounds. Fourteen per cent of the pupils are entitled to free school meals which is broadly average. Twenty-two per cent of the pupils are on the school's register of special educational needs, which is average, but none of the pupils has a statement of special educational need. The pupils' attainment shows a very wide variation when they enter the school, but it is average overall. The school's accommodation comprises three classrooms and it has no hall.

HOW GOOD THE SCHOOL IS

This is a very effective school and standards are high in English, mathematics and science by the time the pupils leave at the age of eleven. The teaching is good and enables the pupils to make good progress and develop independence and confidence. The headteacher provides a clear direction for the school's drive to raise standards. The school provides good value for money.

What the school does well

- The pupils' work in English, mathematics and science reaches a high standard by the time they leave the school because of the very good teaching.
- The pupils' personal development is very good and they have very positive attitudes to their work because they are encouraged to think for themselves, explore their ideas and use their initiative.
- The curriculum is interesting and well planned so that the pupils use what they have learned in one subject to support their work in other areas.
- The school uses the information from its assessment of what works well and what needs to improve very effectively to support pupils' achievements and to set targets.

What could be improved

- The younger infant pupils make slower progress in learning to write because they are not always given sufficient support to develop the early skills in writing.
- The school does not manage its partnership with parents effectively and so the parents do not feel sufficiently involved.

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 good improvement since the previous inspection in 1996. Standards and teaching have improved. All of the areas for improvement have been addressed. The school has a clear statement of its aims and values and a very good school improvement plan. The curriculum is well planned. The responsibilities of all members of staff are clearly understood and the governing body plays an active part in monitoring the school's work. The parents' views of some of the aspects of the school's work have deteriorated and the school's partnership with parents is not as effective as it was.

STANDARDS

The table showing the standards achieved by 11 year olds based on average point scores in National Curriculum tests is omitted as fewer than ten pupils took the tests in 2000. Small numbers of pupils take the tests at the end of the juniors each year and so care is necessary in the interpretation of the school's results from one year to the next. However, over the past three years, the results of the tests taken by the oldest pupils have been above average and in 2000 they were in the top five per cent when compared to all schools and similar schools. The school met the targets it set for 2000 and is on track to achieve the suitably challenging targets it has set for this year.

The children start at the school with a very broad range of prior attainment, although it is average, overall. By the time they start Year 1, they are likely to reach the early learning goals in each of the areas of learning and some will exceed these. On the basis of the work seen during the inspection, the seven-year-old pupils are reaching a good standard in reading, writing, mathematics and science. They read and write confidently and are quick with numbers. By the time they leave the school, the pupils' work in English, mathematics and science reaches a very good standard. The pupils read fluently and have a very good understanding of what they read. They write in a wide range of styles, quickly and accurately. The pupils enjoy the challenge of working on problems in mathematics and find different ways of solving them. They can explain how they arrived at the answers. The pupils have a good scientific knowledge and are very adept at planning investigations and drawing conclusions from the results.

Pupils of all abilities achieve well and make good progress. The school tracks the progress of groups and individual pupils and plans for their different needs. More able pupils are challenged by the work and lower attainers are well supported. A relative weakness is that the younger infant pupils make slower progress in learning to write independently because they do not always form letters correctly or have appropriate support for spelling or writing independently.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy school and work hard. They are keen to improve and take full advantage of what is on offer.
Behaviour, in and out of classrooms	Good. The pupils behave well in lessons and quickly respond to the teachers' instructions. They behave sensibly when eating lunch in the classrooms and moving around the school. Pupils are polite and courteous.
Personal development and relationships	Very good. The pupils develop a high level of poise and confidence through the opportunities presented to take responsibility. They get on very well together, help each other in lessons and celebrate each other's successes.
Attendance	Very good. The pupils are keen to come to school and arrive punctually.

The pupils come into the classrooms as soon as they arrive at school and settle quickly to work, even before the school day starts. They concentrate well in lessons and work at a good rate. They enjoy making decisions about how they will organise or set out their work. The pupils help each other when they work in groups and listen carefully to each other's opinions. They have a clear understanding of the school's rules and why these are necessary. On the playground, the pupils' play is boisterous but not aggressive. The very limited play area causes some frustration, as pupils' games often overlap, but most pupils accept this cheerfully. The pupils are very helpful in organising the classrooms for assemblies and lunchtime.

TEACHING AND LEARNING

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

All of the lessons seen were at least satisfactory and 87% were good or better. Thirty-seven per cent were very good. Teaching in English and mathematics is good and the teachers plan very good opportunities for the pupils to use and extend their skills in literacy and numeracy in other lessons.

The strengths in the teaching include: the teachers' enthusiastic delivery of lively lessons that grasp the pupils' interest; effective planning that builds upon what the pupils already know; careful assessment, which is well used so that the work is planned to meet the needs of pupils of all abilities and the teachers' high expectations of the pupils' work rate and behaviour. The teachers are committed to improving their teaching. They reflect upon what has worked well or not, when they look back at their lessons and adapt their planning for future lessons in the light of what they have learned.

The teaching of children under five and those in the Reception year is good. The children learn to read quickly because the basic skills are taught thoroughly. The teacher knows the pupils well and creates a stimulating environment in which the children are encouraged to question and express their ideas and opinions. The children are given plenty of opportunities to write, but some children are not given enough help in learning how to form their letters correctly or leaving spaces between words. The children do not have sufficient practise in copying over or under an adult's writing before being asked to write on their own.

The teaching of the older pupils supports a very good rate of learning because the pupils are encouraged to organise their work and make decisions about how it will be recorded. The pupils are required to find out for themselves and find solutions to problems.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for the youngest pupils takes good account of their developing social and emotional needs. Planning to develop the early skills in writing is a weakness. The work for the infant and junior pupils is interesting and relevant. Because the curriculum is well planned, the pupils use the knowledge learned in one subject very effectively to support their learning in other subjects.
Provision for pupils with special educational needs	Very good. The pupils' needs are carefully assessed and they are supported by individual programmes of work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The pupils have plenty of opportunities to think about their feelings and reflect on important issues. The school teaches the difference between right and wrong very effectively. The pupils' social development is very well supported through working together in lessons and taking responsibility for aspects of the school's daily life. Their awareness of their own and other cultures is well promoted through lessons, visits and visitors.
How well the school cares for its pupils	Good. The school places a high priority on the pupils' welfare and safety. The progress of individuals is carefully tracked.

The school gives a good and effective emphasis to the ways in which it can enhance the pupils' personal development and involve them in making decisions, for example, pupils from Years 1 to 6 form a School Council

that makes decisions over relevant aspects of the pupils' daily life at school such as playground equipment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a strong lead in raising standards. She provides a good direction for the school and ensures that all staff have a clear idea of the part they play in taking the school forward.
How well the governors fulfil their responsibilities	All responsibilities are fulfilled. The governors provide good support for the school's work and have a clear view of its strengths and areas for improvement.
The school's evaluation of its performance	Very good. There is a well-planned programme of monitoring that enables the school to identify what it does well and what needs to improve. As a result of this monitoring, the school has recognised the weaknesses in planning to develop early skills in writing.
The strategic use of resources	Good. The school seeks the best value and uses its funding to support its drive to raise standards. The creation of a fourth teaching group each morning to narrow the age and ability range for teaching literacy and numeracy is supporting the pupils' good progress.

The headteacher has given a very good lead in establishing a climate in which the objective review of provision and performance is part of the school's everyday life. This is a very positive aspect of the school's leadership. The extent to which the headteacher has been successful in promoting a strong partnership with the parents has been less effective. This has been recognised by the school and targets for improvement have been identified.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The standards achieved and the good progress that children make.</p> <p>The teaching is good.</p> <p>The school expects children to work hard and do their best.</p> <p>Most children enjoy school.</p>	<p>The way in which the school manages its partnership with parents and responds to their concerns.</p> <p>Children's behaviour.</p> <p>More extra-curricular activities and homework.</p> <p>Better information about their child's progress.</p>

The inspection findings support all of the parents' positive views and also their concerns about the weaknesses in the school's efforts to create an effective partnership with them. The school recognizes that it needs to improve the way in which it communicates with parents and helps them to understand its work. Inspection findings support the view that homework is appropriately planned to take account of the children's ages. The annual reports that parents receive are of good quality. The pupils' behaviour during the inspection was good and pupils spoken to were confident that any problems would be dealt with quickly and effectively. There is a good number of visits to support the pupils' learning and the range of activities outside lessons is average for a very small school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils' work in English, mathematics and science reaches a high standard by the time they leave the school because of the very good teaching.

Pupils of all abilities achieve well in reading because the basic skills are taught thoroughly and the teachers assess the pupils' progress carefully, giving good guidance on what needs to improve. The pupils quickly learn the sounds of letters and use the pictures and the context to work out unknown words. They read with good expression and understanding. The older pupils quickly find information from reference books to support their learning in other subjects. The teachers' lively and expressive reading is reflected when the pupils read, and they catch the teachers' enthusiasm for books. In a lesson with Reception and Year 1 pupils, the pupils were spellbound by the teacher's excellent story telling and the rich language of the story was reflected in the writing done by the more able Year 1 pupils. The pupils write very confidently by the time they leave the school. In a very good literacy lesson Year 5 and 6 pupils demonstrated a very good understanding of how to plan a story because the teacher had successfully taught them about how to structure the plot, develop characters and refine the language used to interest the reader. The teacher's high expectations of the pupils' behaviour and work rate resulted in intense concentration and neatly presented work, with accurate spelling and punctuation and lively language. They were keen to answer questions about how their work could be improved. One pupil decided that the opening of his story did not grip the reader sufficiently and he re-drafted it, following the discussion: 'It was the first night of the holiday when the maggots came to stay.' The pupils used the terms conclusion, resolution and setting as they discussed how to improve their writing. The teacher took the pupils' individual targets for improvement into account as she worked with them to evaluate their work.

Mathematics lessons are characterised by high expectations and a fast pace that keeps the pupils alert and interested. The teacher's enthusiasm and very good, probing questions in a lesson with Year 2 and 3 pupils maintained their interest and spurred them on to find different ways of arriving at answers. Pupils of all abilities were given very good opportunities to explain how they solved the problems. When the pupils worked independently, the teacher encouraged the pupils to read the problems accurately so that they could identify which mathematical operation was needed to find the answer. One Year 2 pupil realised, through the teacher's patient questioning, that he had misunderstood a problem and had added two numbers rather than taking away the amount of money that had been lost from the original amount. In a lesson with Year 4, 5 and 6 pupils, the teacher's very good subject knowledge and thorough assessment of the pupils' previous achievements resulted in a rapid rate of learning about converting decimals to fractions. The more able pupils set themselves problems and took great pride in their achievements.

The teachers have a good knowledge of science and this has a good impact on the quality of their teaching and the pupils' learning. They introduce a good scientific vocabulary and the pupils use this accurately when they work. The teachers' planning has a distinct emphasis on testing out ideas and learning how to ensure that a test is conducted fairly. The pupils learn to predict what might happen, on the basis of what they already know. The Year 2 and 3 pupils extended their understanding of how vibrations cause sounds when they worked with percussion instruments in a lesson. The teacher's planning took account of the different abilities in the class and more able pupils investigated what happens when two rulers vibrated against each other. When Year 6 pupils talked about how they tested the amount of water that different soil samples would hold, they explained that they had made

sure that the same amount of water was poured into each sample at the same time and conducted measurements simultaneously. They deduced that the sample from Norton Malward held more water because it had 'fewer gaps to let the water run through'. The pupils had set up a sound sensor to measure how speaking through different materials into a microphone affected the level of sound recorded. They decided to leave the sound sensor in the classroom overnight to see if anything was picked up. On reading the printout next day, they discovered that a loud noise was recorded at seven o'clock and lasted for two minutes, although no-one was in the building. Their explanations about the possible causes took into account the duration of the sound and what was recorded before and after it occurred.

The pupils' personal development is very good and they have very positive attitudes to their work because they are encouraged to think for themselves, explore their ideas and use their initiative.

The pupils organise themselves when they come into school first thing in the morning. They decide what they need to do and quietly get on with it. Several of the oldest pupils said that this is their favourite time of the day. The pupils show a very good level of confidence when they talk about work completed in the past, because they are used to explaining what they are doing and using their initiative. The pupils are given very good opportunities to decide how they will present and organise their work. A Year 2 pupil, for example, devised a table to show the results of an investigation into how the different slopes of ramps affected the speed at which vehicles travelled. Another pupil evaluated how an electrical circuit could be improved and drew a diagram to show the alterations that he would make. The older pupils, when talking about previous work in science, gave clear explanations of why they set up investigations in a certain way and also remembered that others had chosen to plan their work differently, and the reasons why.

The Year 5 and 6 pupils had to think hard in a literacy lesson, when the teacher asked probing questions about how a reader's interest could be maintained through the writer's use of language and twists in the plot. They had to justify their opinions and this led to a high quality discussion in which the pupils listened carefully to each other's ideas. In mathematics, the pupils enjoy posing questions and problems for themselves and each other. They relish a challenge and enjoy investigating numbers.

The school council comprises pupils from Years 1 to 6 and they take their responsibilities seriously. The group meets to discuss issues that are raised by the staff or pupils. The council is responsible for co-ordinating the school's charitable efforts and deciding which charities will benefit. They recently had a budget to spend on playground equipment and consulted other pupils about what should be provided. The pupils are currently seeking their classmates opinions on whether snacks should be allowed at breaktimes.

The curriculum is interesting and well planned so that the pupils use what they have learned in one subject to support their work in other areas.

The pupils of all ages benefit from a broad and rich curriculum and they find the work interesting because the teachers are enthusiastic and use stimulating resources. The curriculum is thoughtfully planned so that the pupils use the knowledge and skills that they have previously acquired to enhance their learning when faced with new work. In art and design, for example, the older pupils have used a digital camera to record architectural features on a visit to Bath. They made repeated patterns from their studies of a fanlight over a doorway taken from photographs and developed these into prints. Year 3 pupils use their literacy skills in history when they write letters home as evacuees during the Second World War. In a literacy lesson, the teacher knew that the Year 4 and 5 pupils had learned about the construction of a fly's eye and used this to introduce compound words. In a geography lesson, the Year 5 and 6 pupils thought back to a field trip when they had measured the soil temperature at the top and bottom of a hill and found it colder at the top. They used this knowledge when the teacher challenged them to explain why snow does not melt on the mountains that are close to the equator. In the same lesson, a lively discussion ensued when a group of pupils insisted that rivers could be classed as man-made, because they had learned in religious education that God had

created rivers and had created man in his own image. The themes of assemblies also capitalise upon what the pupils have learned in lessons and this raises the pupils' interest and involvement. In one assembly with the theme of the 'family of mankind' the older pupils were eager to present Nelson Mandela as an example someone who had stood by his beliefs, because they had studied him in religious education as someone who had displayed great commitment. The headteacher's skilful telling of the story of Guru Gobind Singh in this assembly was prefaced by the younger junior pupils displaying their knowledge of the Sikh religion and what they had learned about Indian culture.

The school uses the information from its assessment of what works well and what needs to improve very effectively to support pupils' achievements and to set targets.

The school's programme of monitoring is well organised and the governing body receive good information about the strengths and weaknesses in the school's performance. The subject managers and headteacher monitor teaching and learning and give useful feedback about what works well and what needs to improve. The information from monitoring is fed into a comprehensive plan for improvement that identifies how the school proposes to tackle initiatives. The school's record of achieving its targets is good because everyone in the school is clear about the part they play in taking the school forward.

The school analyses the results of tests and assessments thoroughly to track both the progress of year groups and individual pupils. The information that is gained is used very effectively to adapt teaching and the curriculum and bring about improvement. This has paid dividends in reading, writing, mathematics and science. The headteacher looks closely at the performance of pupils in tests and draws out common areas of weakness in learning that are discussed by the teachers and used to alter teaching styles or the allocation of time to aspects of the pupils' learning. Through this thorough analysis, the weaknesses in early writing skills have been identified, but the planning to address this is at an early stage and has yet to have a marked impact on the rate of progress made by the younger infant pupils.

WHAT COULD BE IMPROVED

The younger infant pupils make slower progress in learning to write because they are not always given sufficient support to develop the early skills in writing.

A significant number of average and lower attaining Year 1 pupils are struggling with independent writing because they have not mastered the small steps that build to competency in forming letters, leaving spaces between words or spelling common words. Consequently, when asked to write sentences on their own, they cannot complete the work without a high level of support and this causes some frustration and a lack of motivation. In a literacy lesson, for example, a group of Year 1 pupils were asked to write about the treasures they would choose to put into a box. After a good introductory session, the pupils had generated plenty of ideas and the more able Year 1 pupils wrote quickly and accurately, producing sentences such as: 'I would put in my box the texture of a snakeskin, the bird's soft feather and the smell of white soap.' Other pupils made much slower progress because they had not reached the stage where they could write on their own. The lower attaining pupils achieved little during the independent session, because, although they knew what they wanted to write, they could not spell many of the words and those who guessed at the spellings often could not read back what they had written. Although word books are available in the classroom, the pupils did not turn to them for help and relied on adults giving them spellings.

It is evident from looking at their previous work that the younger infant pupils have not had sufficient practise in forming letters correctly or copying under or over an adult's writing. While the more able pupils pick up skills in writing quickly and all of the pupils have good opportunities to write for different and relevant purposes, the average and lower attainers do not have enough opportunities to consolidate the early skills before moving on to writing without some support and sufficient practise.

The school does not manage its partnership with parents effectively and so the parents do not feel sufficiently involved.

The views of parents, given in their responses to the questionnaire and at the meeting with inspectors before the inspection, are not as positive about some aspects of the school as they were at the last inspection. There is a strong feeling that the school has not maintained the close partnership with parents. While the overwhelming majority of parents feel that the headteacher provides high quality support for raising standards, many parents feel that the part that they play in supporting the school's work and being involved in its daily life is not valued. Many parents do not feel comfortable to approach the school with their views or concerns.

The school recognises that it needs to do more to help the parents to understand its work. The parents' concerns about behaviour were addressed by a workshop session on bullying that was well attended. The school provides good information to parents about the curriculum and children's progress. The school building is very restricted, with narrow corridors and no communal space for parents to gather or circulate and the school has issued guidelines to restrict parental access that have caused a high level of concern as parents feel excluded from the building. The school could do more to help the parents understand why its daily routines are as they are and to demonstrate how it values the partnership with parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- **Improve the progress made by the younger infant pupils in writing by:**
 - ensuring that the pupils have sufficient practise in forming letters properly and copying writing in various forms;
 - ensuring that the pupils have access to resources to help them find how to write and spell words.

- **Improving the school's management of its partnership with parents by seeking ways in which it can help the parents to understand its work and daily life and how they can become better involved.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

8

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

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	37%	50%	13%	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	65
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	0
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	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.1
National comparative data	5.2

School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	12	13
Percentage of pupils at NC level 2 or above	School	100 (75)	92 (75)	100 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (75)	100 (75)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

As fewer than ten boys and ten girls took the tests last year, the numbers reaching level 2 and above are omitted.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	2	5	7

All of the data for Key Stage 2 pupils is omitted as fewer than ten pupils in total took the tests last 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	57
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)	4.1
Number of pupils per qualified teacher	15.9
Average class size	21.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	45

Financial information

Financial year	2000/2001
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	£
Total income	204370
Total expenditure	213211
Expenditure per pupil	3280
Balance brought forward from previous year	20885
Balance carried forward to next year	12044

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	65
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	26	59	9	6	0
My child is making good progress in school.	33	52	15	0	0
Behaviour in the school is good.	12	53	24	3	8
My child gets the right amount of work to do at home.	12	64	21	3	0
The teaching is good.	33	61	3	0	0
I am kept well informed about how my child is getting on.	12	63	16	9	0
I would feel comfortable about approaching the school with questions or a problem.	12	46	30	12	0
The school expects my child to work hard and achieve his or her best.	42	49	6	0	3
The school works closely with parents.	3	60	25	12	0
The school is well led and managed.	9	58	9	21	3
The school is helping my child become mature and responsible.	18	58	9	9	6
The school provides an interesting range of activities outside lessons.	15	22	33	24	6