

INSPECTION REPORT

ROBERT MILES COUNTY JUNIOR SCHOOL

Bingham

LEA area: Nottinghamshire

Unique reference number: 122685

Headteacher: Mr P M Smith

Reporting inspector: Mr S O'Toole
20891

Dates of inspection: 28th - 30th March 2000

Inspection number: 192715

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11 years
Gender of pupils:	Mixed
School address:	Market Place Bingham Nottingham
Postcode:	NG13 8AP
Telephone number:	01949 875011
Fax number:	01949 876269
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Miller
Date of previous inspection:	9 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Robert Miles Junior School is located in Bingham. It is a popular school and admits boys and girls aged from seven to eleven. Almost all of the 244 pupils are from white ethnic backgrounds. Three pupils have English as an additional language. An above average proportion of pupils is on the school's register of special educational needs although the number of pupils with statements of special educational needs is below average. The percentage of pupils eligible for free school meals is broadly in line with the national average. On admission to the school the pupils have broadly average levels of attainment in English and mathematics, although a low percentage of pupils has above average attainment.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards are well above average in English, mathematics and science and this marks significant success in view of the pupils' average attainment on admission. The outstanding headteacher, supported by a hardworking staff team and knowledgeable governing body, provides excellent leadership. There is excellent management of the curriculum to ensure that pupils have very good opportunities to learn and develop excellent attitudes to school. Teaching is very good and has much impact on the pupils' progress and achievement. The school makes effective use of its resources, has made excellent improvement since the previous inspection and provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above average and pupils make consistently good gains in their skills, knowledge and understanding.
- The teaching is very good and has a significant impact on the rate of pupils' learning.
- The school benefits from outstanding leadership and excellent management.
- The pupils' behaviour is exemplary; they have excellent relationships and much enthusiasm for their school.

What could be improved

- There are no major issues for the school to deal with. However, the school should consider a more consistent approach to setting targets for the pupils which will guide them on how to improve.

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 built on the many strengths identified in the previous inspection report (December 1996) and remedied all weaknesses. The school has made excellent improvement and is well placed to maintain high standards and reach its targets. Standards in English, mathematics and science are higher than at the time of the previous inspection. Pupils' competence in information technology has been maintained and the use of computers in other subjects is a strength. The strong focus on developing literacy and numeracy skills has a significant impact on pupils' competence in learning. The school now makes very good provision for the pupils' spiritual, moral, social and cultural development.

Sufficient time is given to the teaching of art, music and religious education and the school prepares the pupils well for life in a culturally diverse society.

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

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

The school has rigorous systems for monitoring its performance and these have resulted in improved results in English, mathematics and science consistently over three years. Standards are at least as high as they should be. Trends in attainment are rising at a rate which has at least kept pace with national improvement. Standards in English and mathematics are well above the national average and about half of the pupils attain the higher level 5 in National Curriculum tests. In science, the standards are among the highest five per cent of schools nationally. The school is very successful when its performance is compared with that of schools with similar intakes. Standards in information technology are above average. Particular strengths in the pupils' performance include the excellent application of literacy and numeracy skills to their work in other subjects such as history and religious education. The school's high expectation of performance is reflected in the ambitious targets that have been set for improvement which it is on course to meet.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils take immense pride in their school. They are well-motivated and keen learners who take learning seriously.
Behaviour, in and out of classrooms	Very good. The pupils are well mannered, polite and show respect to adults and their peers.
Personal development and relationships	The excellent relationships within the school ensure a happy, secure and purposeful atmosphere. Pupils take responsibility for their own learning and use their initiative.
Attendance	Good.

The pupils enjoy coming to school and attendance is above the national average. They have a good understanding of and concern for the needs of others. They enjoy homework and are committed to improving their knowledge and understanding. From starting school, the pupils make much headway in developing their learning skills and in improving their concentration. They are co-operative and helpful, showing respect for their teachers and appreciation of what is done for them.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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.

In the lessons seen, teaching was excellent in 31 per cent, very good in 31 per cent, good in 25 per cent and satisfactory in 13 per cent. No unsatisfactory teaching was seen. The most effective teaching is in Years 3 and 6 with some good and very good teaching in Years 4 and 5. Throughout the school, English, mathematics and science are taught well. Teachers have a good understanding of the National Literacy and Numeracy Strategies and encourage the pupils to apply these skills in other subjects effectively. The teaching of pupils with special educational needs is good and the contribution made by support staff enables these pupils to make good progress. Pupils of all abilities are challenged and the teaching of gifted and talented pupils is very effective. The pupils are avid learners, spurred on by demanding and well-focused teaching which enables them to achieve their best. Teachers are thorough in their marking although more targets are needed to guide the pupils on how they might improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a rich, varied and interesting curriculum which includes all National Curriculum subjects and religious education.
Provision for pupils with special educational needs	Good. The school identifies specific areas for development for the pupils. Individual education plans are satisfactory. The pupils make good progress, benefiting from effective support from classroom assistants and teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes each of these aspects very well. Pupils are given very effective guidance on how to behave and there are many opportunities to take responsibility and to develop social skills.
How well the school cares for its pupils	This is a very caring school in which all are valued and appreciated.

The curriculum meets statutory requirements and provides a solid framework in which the pupils make very good gains in their personal, social and academic development. Links with parents are strong and contribute much to the pupils' learning. The safety, protection and guidance of pupils are at the heart of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher makes an outstanding contribution to the pupils' education. He has built an effective team of dedicated staff who are rigorous in driving up standards. Monitoring of teaching and learning are particularly good.
How well the governors fulfil their responsibilities	Excellent. The governors have a thorough understanding of the school's priorities and contribute much to raising standards. They fulfil their statutory responsibilities very well.
The school's evaluation of its performance	Excellent. The rigorous analysis of test results and other data is used to target improvement and to measure trends in performance.
The strategic use of resources	Financial control and administration are excellent, ensuring that resources are used effectively.

The school is led very well by a highly capable and visionary headteacher. The staff work very effectively, supported by a knowledgeable and committed governing body. The school development plan is a useful tool for improvement. The governors pursue best value for supplies and services, taking the lead in ensuring that funds are used very well to raise standards. Delegation is very effective; it enhances staff development and benefits the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children work hard and achieve good standards. • Their children like coming to school and gain much from the effective teaching. • The excellent contribution made by the headteacher to their children's educational development. • The school's range of extra-curricular activities. • The way in which the staff report on their children's progress. • The school promotes effective learning and positive attitudes and values. 	<ul style="list-style-type: none"> • Parents identified no areas for improvement.

The inspection team endorses the positive views of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average and pupils make consistently good gains in their knowledge and understanding.

1. On admission to the school in Year 3, most of the pupils are able to read, write and calculate at an appropriate level for their age. However, few reach the higher levels of attainment in the National Curriculum tests at the end of Key Stage 1. The pupils get off to a cracking start in Year 3; their rate of learning is much influenced by the high quality of teaching. In Year 3, the pupils are given a solid grounding in how to learn. Much emphasis is placed on literacy and numeracy and in applying these skills to other subjects. The pupils become proficient in reading fluently from a range of texts and writing for a wide range of purposes. These skills are further developed throughout the school. As a result, by the end of Year 6 the pupils attain standards in English which are well above the national average.
2. The pupils are very articulate and discuss a wide variety of issues with maturity and sensitivity. In Year 6, they debate well, showing careful listening skills in appreciating different points of view. They weigh up arguments and make reasoned judgements. Reading is particularly good. Pupils competently use books and other reference material as sources of information for their topic work. They read aloud with confidence and clarity. Standards in writing are high. The pupils' work includes correctly formed and joined script that is a pleasure to read. Pupils use dictionaries effectively to check their spelling. Stories and poetry include imaginative vocabulary which immediately attracts the reader's attention. These skills are applied very well to other subjects. The history topics, completed as homework, include very effective use of different styles of writing. Pupils are skilful in note taking and in collating information from several sources. Pupils with special educational needs make good progress in English and by the time they leave the school almost all of them attain the national average standard. Gifted and talented pupils produce work of a very high standard including writing which uses a range of styles and differing forms which engage the reader.
3. The school is very successful in teaching mathematics and this has enabled the pupils to perform well in National Curriculum tests. By the time they leave the school the pupils are competent mathematicians. They have well-developed skills in mental arithmetic, quickly and accurately answering questions. They explain and use several strategies for solving problems and their confidence in quick calculation enables them to work at a good pace. The pupils, including those with special educational needs, have a thorough understanding of mathematical vocabulary and this helps them to choose the correct method when solving complex problems. Data handling skills are very good. The pupils apply their knowledge of computers well to produce spreadsheets and graphs. For example, in Year 6 the pupils are preparing to open a school shop and have completed a survey, analysed the data and prepared sales predictions. In each classroom there are good mathematical displays which help to reinforce the pupils' understanding of mathematical processes and vocabulary. The pupils have a very good understanding of shape, space and measures. They draw angles to the nearest degree and measure precisely. Higher attaining pupils benefit much from the extra challenges provided by the school. These pupils are set very demanding tasks that enable them to achieve their potential and to perform at a very high standard.

4. The school rightly prides itself on the pupils' high level of understanding of scientific concepts, processes and knowledge. From Year 3 the pupils plan, organise and design their own experiments and develop a secure understanding of the need to ensure that tests are carried out consistently and fairly. They record their work very well making excellent use of charts, graphs and succinct writing. The pupils have a very good understanding of scientific vocabulary, and in each year group the teachers emphasise the importance of using the correct terms. The broad and interesting science curriculum provides a good spur to learning. Pupils have very good opportunities to study all aspects of a subject in sufficient depth and, due to the way that investigations are encouraged, the pupils make significant gains in their understanding of scientific principles. Excellent opportunities are given to pupils to link science with design and technology, for example, by designing a machine that will work for exactly 30 seconds. Intriguing, imaginative and functional solutions were found, resulting in excellent gains in knowledge and understanding of forces.
5. The broad, interesting and challenging curriculum has a significant impact on the pupils' learning skills and does much to make the school a place where all, regardless of ability, can achieve their potential. The school can be justifiably proud of the high standards attained and, in view of average attainment on admission, the pupils' achievements and progress are worthy of much praise. The school identifies specific learning difficulties very early on and provides much support for those with special educational needs. These pupils make good progress in all subjects. Similarly, much is expected of brighter pupils and the work set for them is very demanding and ensures that they make as much progress as possible.
6. In summary;
 - the pupils start school with average levels of attainment:
 - their progress is at least good and is often very good in Years 3 and 6:
 - the standards attained in National Curriculum tests in English, mathematics and science are well above average:
 - most pupils with special educational needs attain average standards:
 - gifted and talented pupils do very well.

The teaching is very good and has a significant impact on the rate of pupils' learning.

7. A high proportion of teaching (62 per cent) was of very high calibre with a further quarter being good. There was some satisfactory teaching in a Year 5 class but none of the teaching was unsatisfactory. The consistently well-focused and challenging teaching does much to ensure that all pupils are encouraged to do their best and to achieve good standards. The teachers are very hard working, planning lessons thoroughly to include interesting and demanding tasks which expect much of the pupils. The pupils rise to the challenge, being careful with presentation and accuracy, and showing strong determination to succeed. The rate of learning is rapid, particularly in Years 3 and 6 where there is a high proportion of excellent teaching. Some good and very good teaching was seen in Years 4 and 5. Pupils with special educational needs are supported well. Classroom assistants work effectively, following guidance from the teachers to ensure that these pupils have good opportunities to use equipment to enhance their understanding. For example, in mathematics they are given apparatus to aid their understanding of the value of money.
8. Literacy is given much emphasis through the rigorous implementation of the National Literacy Strategy and the application of skills in other subjects. Teachers insist on good presentation of work, the use of a wide vocabulary, correct spelling and the

effective use of punctuation. Older pupils are taught well to use skills such as note taking, skimming text and using reference materials, including the Internet, to find and collate information. The very effective teaching of literacy ensures that pupils become proficient writers with advanced skills in the use of vocabulary, sentence structure and fluent style. Numeracy skills are taught very well. Extra work is provided for the more able and gifted and talented pupils so that they make very good progress in using number in everyday situations.

9. The teachers follow the guidance in the National Literacy and Numeracy Strategies. Lessons begin with well-paced introductions in which the scene is set so that the pupils know what is expected of them. Regular practice and application of mental arithmetic, frequent references to the range of vocabulary available and reminders about speed and pace of lessons ensure that pupils are very clear about what to do and the time available to complete their work. Throughout the lessons, the teachers are busy about the room offering encouragement, picking up on mistakes and adding additional challenges through well-focused questions. In this way the teachers develop the pupils' confidence and skills very well. At the end of lessons there is a helpful time when the teacher summarises what has been learned and provides opportunities for the pupils to ask for clarification. The information gained in these sessions is used to plan the next step in teaching.
10. Teachers plan together well and ensure that the curriculum on offer is the same across each year group. Lessons include a good balance between direct instruction and opportunities for experiment and for pupils to use their initiative. For example, in a Year 3 science lesson, the teacher posed several problems and gave some advice but allowed the pupils to make decisions about how to carry out the investigation. As a result, the pupils made good headway in understanding gravity and forces. The teachers have very good subject knowledge and seek ways to making learning interesting through the effective use of resources, visits and visitors.
11. Teachers achieve a good balance in the provision of homework. There are good opportunities for parents to be involved, as in long term history projects. Younger pupils benefit from regular homework for spelling and the learning of number facts. The pupils enjoy homework and it is a mark of their thirst for learning that they complete it on time. They work hard and concentrate throughout lessons. The teachers exercise firm and positive discipline, keeping the pupils on task and ensuring that they work productively. On a few occasions, the pace of lessons was too slow, as in mathematics in Year 5, and this resulted in some loss of concentration by the pupils.
12. The teachers know their pupils well. They mark work thoroughly and insist on corrections of basic mistakes. In some classes there are opportunities for the pupils to assess their own work and this helps them to gain a sense of responsibility. Pupils sometimes set their own targets and the teachers often add positive comments.

The school benefits from outstanding leadership and excellent management

13. Underpinning the work of the school is the excellent leadership and management provided by the headteacher. The school has a strong commitment to raising standards and this is reflected in all of its work. The school's aims are met well. All staff show a strong commitment to meeting the needs of the pupils in a caring and secure environment where everyone is valued. The governors form part of this very effective team and have a clear understanding of their responsibilities in ensuring that the school achieves the highest possible standards.

14. The school has made excellent progress since the previous inspection and has remedied all the identified weaknesses. It is better than it was and is consistently improving. The targets set for performance in the National Curriculum tests are ambitious but the school is on course to meet them. This is due to the very good teaching and the rigorous pursuit of excellence. The school has increased the proportion of pupils attaining the higher level 5 in National Curriculum tests over the last three years and shows a determination to do even better. The governors are fully committed to and involved in the process of raising standards; they monitor the school's outcomes and keep a check on the quality of teaching, particularly in literacy and numeracy. They are helped by the well-motivated and highly skilled curriculum co-ordinators. Subject co-ordinators and the senior management team are very effective. They analyse and evaluate trends in performance, take charge of budgets for the subjects and provide a good contribution in setting the school's priorities. An important factor in the school's achievement has been the rigorous and supportive monitoring of teaching and learning by the headteacher, governors and senior management team.
15. The school makes very good use of the resources available. The governors monitor spending effectively and pursue best value in supplies and services. They also strive to ensure that the curriculum and teaching are of the highest quality and monitor them regularly. Subject co-ordinators and the headteacher are called to account for spending. Budget decisions are linked very closely to the school's development plan and outcomes are evaluated. The development plan is a useful tool for school improvement and the headteacher, staff and governors use it well. Staff development is linked to the school's priorities and there are opportunities for individual staff to extend their interests and skills. The headteacher is keen to ensure that the staff have every opportunity to develop their careers. As a result, he uses delegation to good effect, allowing colleagues to develop initiatives. Parents speak highly of the work of the headteacher and express their full confidence in him and the staff. They praise the hard work and commitment of all. Their confidence is entirely justified by inspection evidence.

The pupils' behaviour is exemplary; they have excellent relationships and much enthusiasm for their school.

16. The pupils leave the school academically confident and skilled in knowing how to learn. They also know how to behave and to show respect and tolerance of others. They are able to relate to their peers and adults easily and comfortably. The pupils enjoy coming to school and are eager participants in all activities.
17. Throughout the school behaviour is very good. In the playground the pupils get on well together. They say that bullying is rare and that the staff deal with it very quickly. The pupils are polite, well mannered and courteous to adults and to their peers. They move around the school in a sensible purposeful yet relaxed manner that adds much to the feeling of orderliness within the school. Coming in and out of assemblies they are quiet and thoughtful. In lessons they listen carefully to instructions, settle quickly to tasks and maintain concentration. The pupils reflect on their behaviour and how it affects others and are horrified at the thought of letting down their school.
18. Relationships are a strength of the school. The staff provide very good role models for the pupils, showing respect and concern for each other. The pupils are encouraged in assembly to develop sensitive and caring attitudes and show thoughtfulness towards the needs of others. The emphasis given to teaching about the world's major religions and the focus given to Christianity in assemblies help to promote tolerance, fairness

and a sense of justice. These attributes underpin the pupils' thinking.

19. The pupils are justifiably proud of their achievements and discussions with them showed that they are very proud of their school. These positive attributes help to account for their behaviour and attitudes to learning. In lessons, the pupils are very focused on the tasks set, they maintain very good concentration, often for extended periods, and are keen to complete their work to a high standard. The presentation of work and the high quality of handwriting throughout the school illustrate the pupils' desire to please and to do their best. In literacy lessons, the pupils keenly debate and thoroughly prepare arguments, using sophisticated and sharply focused vocabulary. They enjoy competing to be the first to answer questions during mental arithmetic sessions, trying hard to be the champion. Although the pupils compete keenly, they also show much appreciation for the achievements of others, for example, by spontaneously applauding musicians in assembly. In Year 6, the pupils show much pride in their history topics and are keen to build upon what they have learned. They listen carefully to advice from their teachers and act upon it. In science lessons, they are good at predicting the outcomes of experiments and are willing to attempt seemingly difficult investigations. They collaborate well in these lessons, take turns and show much appreciation of their peers' contributions. The pupils' books show that they work hard and are very productive and keen learners. They complete much more work than is normal for pupils of a similar age.
20. In addition to their positive attitudes in lessons, the pupils are also enthusiastic to join in extra-curricular activities provided by the school. They keenly contest games against other schools. Parents value the way in which the school promotes positive attitudes. The successful links between home and school do much to add consistency to the pupils' development of positive attitudes to learning. Pupils take responsibility for the daily routines of the school and notice if anything needs to be done, for example, they ensure that the playground is kept free of litter. They are helpful and constructive in their comments to adults and their peers and by the time they leave the school are well equipped for the next stage of their education.

WHAT COULD BE IMPROVED

A more consistent approach to setting targets for the pupils which will guide them on how to improve.

21. The teachers mark the pupils' work thoroughly and ensure that pupils carry out corrections. Pupils in some classes are encouraged to write their own targets and have good opportunities to assess their own performance. The teachers know their pupils well. Marking is very positive and encourages the pupils to do their best. However, targets are not used consistently to provide guidance for the pupils on how they might improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. There are no key issues for the school to address. The headteacher, staff and governors should develop approaches that will make more consistent use of targets for pupils so that they have a clearer picture of how to improve.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
31	31	25	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	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	244
Number of full-time pupils eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	106

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.2
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	27	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	27
	Girls	24	25	25
	Total	46	48	52
Percentage of pupils at NC level 4 or above	School	84 (66)	87 (69)	95 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	27
	Girls	27	26	27
	Total	50	50	54
Percentage of pupils at NC level 4 or above	School	91 (72)	91 (73)	98 (83)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	241
Any other minority ethnic group	1

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	1	1
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: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	27
Average class size	30.5

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	80

Financial information

Financial year	1999
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	£
Total income	385,764
Total expenditure	390,035
Expenditure per pupil	1,667
Balance brought forward from previous year	7,173
Balance carried forward to next year	2,902

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	56	43	0	0	2
Behaviour in the school is good.	49	49	2	0	0
My child gets the right amount of work to do at home.	26	64	10	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	46	49	3	2	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	49	49	2	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	54	46	0	0	0
The school provides an interesting range of activities outside lessons.	41	49	7	0	3

Other issues raised by parents

- Parents speak highly of the leadership and management of the school.
- They are very pleased with progress and particularly with the development of literacy and numeracy skills.
- Parents feel that their children are given challenging work.