

# INSPECTION REPORT

## **CHRIST CHURCH STREATHAM CE PRIMARY SCHOOL**

London SW2

LEA area: London Borough of Lambeth

Unique reference number: 100611

Headteacher: Mr Andrew Hicks

Reporting inspector: Mr Christopher Gray  
21037

Dates of inspection: 20 - 22 March 2000

Inspection number: 193523

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Cotherstone Road Streatham Hill London
Postcode:	SW2 3NF
Telephone number:	020-8674-4308
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Appropriate authority:	The governing body
Name of chair of governors:	Revd C Ivory
Date of previous inspection:	5 - 8 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Christ Church School is a Church of England primary school, which serves the community at the top of Brixton Hill. It is situated in Streatham in the London Borough of Lambeth. The school is for children aged four to eleven, and has 209 full-time pupils (105 boys and 104 girls). Children's attainment on entry is below the national average.

Pupils come from a wide variety of backgrounds but, overall, their socio-economic background is below national averages. Approximately 22 per cent of pupils are entitled to receive a free school meal, which is broadly average for infant and junior schools. Sixty-three per cent of pupils come from families of ethnic minorities, which is very high compared with most schools. There are 51 pupils whose first language is not English; as a percentage (24 per cent), this is much higher than found in most schools. Nine pupils are at an early stage of English language acquisition. There are 61 pupils on the special needs register; at approximately 29 per cent of the school's roll, this is above the national average. Six pupils have statements of special educational need, and, in percentage terms (three per cent), this is also above average.

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

Christ Church CE Primary is a good school, which is popular with parents. Pupils work hard and have good attitudes to their work. The standards they achieve when they leave the school are in line with national averages in English, mathematics and science and above the averages for similar schools. The overall quality of teaching is good. The school is well led by the headteacher and senior staff and the governors are very involved through effective committees. The school gives good value for money.

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

- Pupils' attitudes to learning are good, their behaviour is good and relationships are very good.
- The quality of leadership is good and governors are very effectively involved in the school.
- The overall quality of teaching is good.
- The school makes good provision for pupils' personal development and for their spiritual, moral, social and cultural development.
- The provision for pupils with special educational needs is good.
- The school provides very good care and welfare for its pupils.

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

- The provision made for higher attaining pupils in English and mathematics is not extended to other subjects (especially science).
- Good use is made of target setting but it is not consistent across all classes.

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

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

The school was last inspected in November 1996. The key issues concerned improving provision in geography and information technology. The school responded well, producing detailed action plans, which have raised staff expertise in both subjects. The teaching of information technology is to be further enhanced by the provision of an information technology suite during the next academic year. The third key issue was about the school's development plan; this now contains appropriate success criteria which governors use in monitoring progress towards the plan's targets. In addition, the school has maintained its good standards in comparison with similar schools, despite a fall in the attainment of pupils on entry to the school and a rise in the number of pupils with special educational needs. Overall, the progress made since the last inspection has been good.

## STANDARDS

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

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

The table indicates that pupils' attainment is in line with the national average in English and science and above in mathematics. Compared with those of similar schools, results are well above average in English and mathematics and above average in science. These comparisons show that the school is achieving good standards and a comparison with national trends shows that the school's overall results are improving at a similar rate. Pupils' results in 1999 exceeded the school's target in mathematics but did not reach that set for English. The inspection finds a similar picture in Year 6; standards in all three subjects are broadly in line with national averages. The current year group contains a higher number of pupils with special educational needs than in recent years and their results in the school's own testing have consistently been a little lower than those of previous groups.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils' attitudes are exemplified by the enthusiasm which Year 6 pupils show in their after-school English and mathematics lessons. Nearly all pupils enjoy coming to school and are keen to learn.
Behaviour, in and out of classrooms	Good; pupils are generally well mannered and show good self-discipline. A feature of behaviour at playtimes is the way all age groups play together safely in the playground; this is something which parents also appreciate.
Personal development and relationships	Very good; pupils respond well to adults and to one another. There is a secure, family atmosphere in the school where adults and children treat each other with respect.
Attendance	Good. There is virtually no unauthorised absence.

## 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 the school overall is good. It is very good or better in 25 per cent of

lessons, good in a further 63 per cent and satisfactory in the rest. There is no unsatisfactory teaching. Teachers have very good relationships with their pupils and they manage their behaviour very well. Pupils respond by working hard and, together, pupils and teachers create a good classroom ethos. Teachers encourage pupils to use time well and they learn to work independently without undue supervision. Literacy and numeracy are taught well and information technology is incorporated appropriately into many lessons. The teaching of pupils with special educational needs is also good. In English and mathematics lessons, teachers make good use of different tasks to match the learning needs of different groups of pupils, but this approach is not used widely in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad & balanced; literacy and numeracy strategies are effective and good provision is made for the other areas of the curriculum.
Provision for pupils with special educational needs	Good; available funds are carefully spent and good support is given.
Provision for pupils with English as an additional language	The school has a significant number of pupils with English as an additional language but acquisition of language is not a barrier to learning for most. Provision for those who have language needs or who are low attainers in English is satisfactory and is developing appropriately.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Assemblies are an important vehicle for spiritual development and the quality of music in the school makes a valuable contribution. Parents spoke positively at the pre-inspection meeting about the secure, well ordered community which is one of the things which they value most about the school.
How well the school cares for its pupils	The school takes very good care of its pupils and provides them with very thorough welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher and deputy head, who have a shared vision of the school's development and work together well.
How well the governors fulfil their responsibilities	Governors have very effective committees and are closely involved in the planning and monitoring of the school's work.
The school's evaluation of its performance	The school carefully monitors its progress towards the targets in its development plan; for example, governors receive regular up-dates from co-ordinators on the progress of their action plans. The school also analyses pupils' attainment by means of a series of regular tests. Targets based on these analyses are then agreed with pupils and parents; the use of these targets is not consistent in all classes, though the improvement of this is a priority on next year's school development plan.

The strategic use of	Staffing, resources and accommodation are used efficiently. Overall,
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resources	the school applies best value principles wisely to the acquisition and use of its resources. The school gives good support to its temporary teachers to ensure that standards are maintained.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• Behaviour in the school is good; the school is helping children to become mature and responsible.</li> <li>• The school is well led and managed; teaching is good and children are expected to work hard and achieve their best.</li> <li>• The school works closely with parents; they are kept well informed about how their children are progressing.</li> <li>• Most parents would feel comfortable about approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly half of the parents who responded to the questionnaire felt that there is not a wide range of extra-curricular activities.</li> <li>• Nearly a quarter of respondents believed that amounts of homework were not appropriate, though this encompassed opinions at both ends - too much and too little.</li> </ul>

Inspectors found that homework is used well to reinforce key skills. The provision of extra-curricular activities is limited, but the governors feel that the school and church community provide an adequate spread.

Many parents at the pre-inspection meeting expressed regret that the school had had to lose so many teachers last year. However, inspectors found that the changes in staffing have not affected the overall quality of teaching in the school - in fact, it is better than at the last inspection.

## **PART B: COMMENTARY**

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

**Pupils' attitudes to learning are good, their behaviour is good and relationships are very good.**

1. Pupils' behaviour in the classrooms, round the school and in the playground is good; this is something that was commented on positively by parents at the pre-inspection meeting and in the responses to the questionnaire, 98 per cent of which identified behaviour as good.
2. In the playground, pupils of all ages play well together. Older pupils keep a watchful eye on the youngest and several examples were seen of Year 5 and 6 pupils of both sexes comforting young children who were upset. Ball games take place but the children concerned are mostly careful to keep their activities to one part of the playground. Bullying is very rare and the playground is a pleasant place for children and adults to be. Racial harmony is well founded.
3. In lessons, pupils are nearly always ready to start their lessons; they prepare their books with the minimum of fuss and sit expectantly so that little time is wasted and teachers are able to make a good impact straight away. Pupils are keen to know the relevance of what they are doing and frequently make good connections with what they have learnt in previous lessons, assisted by good teaching. The presentation of pupils' work is generally of a good standard. Most pupils know how to behave and lessons are usually studious, with learning as the principal goal.
4. Pupils develop a sense of responsibility and act in a mature way by the time they reach Year 6. Pupils from reception onwards learn to work without the need for constant supervision, which allows the teachers to focus effectively on small groups. Pupils' willingness to take responsibility for their own learning is seen in the booster classes, where Year 6 pupils are keen to succeed in English, mathematics and science, even after a day's work.

**The quality of leadership is good and governors are very effectively involved in the school**

5. The headteacher and deputy head have a shared vision for the school and work together well, with their roles and responsibilities clear. Co-ordinators are closely involved in the management and development of their subject areas; for example, since the last inspection, those for information technology and geography have given regular reports to governors on the progress of their action plans, which have enabled governors to be kept up to date on improvements.
6. The school's development plan and budget are the result of a clear process of consultation and agreement between staff and governors and the two documents are closely related. The budget is planned from scratch each year in order to take as full account of current priorities as costs will allow. The governors' finance committee plays an active part in this and its chairman ensures that they are given a full explanation of targets and spending. A thorough check is kept on all budget headings, using up-to-date computer software, which also enables the user to see exactly how specific funds are used; these are administered well. A large sum of money has been built up in reserve, which is ear-marked for the forthcoming development of and equipment for the information technology suite and associated buildings work. Overall, the school applies best value principles wisely to the acquisition and use of its resources.

7. The quality of teaching and the standards of pupils' work are monitored on a regular basis. Pupils' performance is also analysed on an annual basis in order to set targets for the forthcoming year. The school also records performance by gender, ethnicity, entitlement to free school meals and fluency in English, and governors are closely involved in analysing this data.

**The overall quality of teaching is good.**

8. Teachers have very good relationships with their pupils and they manage their behaviour very well. Pupils respond by working hard and, together, pupils and teachers create a good classroom ethos. For example, when a Year 5 mathematics lesson had to begin late (through nobody's fault), the teacher gave a sense of urgency to her pupils, who responded immediately. Pupils were attentive and keen, and they went on to learn at a good rate. The teacher's own enjoyment of the subject communicated itself to the pupils, who worked hard and enthusiastically at constructing and interpreting line graphs.
9. Teachers encourage pupils to use time well and pupils learn to work independently without undue supervision. Reception pupils are taught to do this straight away; some find it difficult but the teacher perseveres, and quite a number of higher attaining pupils of this age are already able to work on their own. This is a skill which few bring to school when they start, as a comparison with those who have begun since Christmas shows.
10. Literacy and numeracy are taught well and information technology is incorporated appropriately into many lessons. Teachers' expertise in information technology was a key issue in the last inspection; staff have worked hard to become familiar with equipment and the scheme of work, and a classroom assistant has received training in her own time in order to be able to support each class. Although it was not possible to see her working with children, it is clear from a scrutiny of pupils' work that she is giving good support and that the subject is now adequately covered.
11. Good use is made of classroom assistants, who are fully briefed and know the pupils well. They use their time well and give effective support to groups of pupils, as directed by the class teacher.
12. The support given to new staff by their colleagues is of good quality and has been instrumental in maintaining the good standard of teaching across the school. This has been a difficult year for the school, since so many staff left, necessitating the appointment of temporary teachers. All staff work well as a team and this is enabling the standards of pupils' attainment to be maintained. A good example of this is the work of the teacher in charge of the booster class. This is for those Year 6 pupils who, with extra work, could achieve the national standard in the forthcoming National Curriculum tests. The lessons are planned carefully with reference to the class teacher and work is well structured and explained. Although it is after school, the teacher's blend of serious purpose with good humour inspires the pupils to work hard and learn well.

**The school makes good provision for pupils' personal development and for their spiritual, moral, social and cultural development.**

13. This area was a strength of the school at the time of the last inspection and it continues to be so. Collective worship was not part of the focus of this inspection, since it is inspected separately, but it is clear that assemblies make a major contribution to the school's explicit teaching of spiritual and moral values. During the inspection, Year 2 pupils were rehearsing songs for their Lent assembly, and the singing and conveying of the words was of a good standard. Good displays show the themes and pupils' thoughts from past and future assemblies. Opportunities for spiritual development are provided in lessons, as when Year 5 pupils were considering how the poet must have felt when writing a particular sonnet.
14. Opportunities for moral and social development are particular strengths. The last report

observed, "There are few opportunities for pupils to participate in decision making or to show initiative." This situation has changed; pupils are frequently consulted on school matters, such as the homework and behaviour policies, or equipment for the playground. Pupils' sense of community was referred to above when commenting on their good behaviour in the playground. The school is made up of a wide spread of ethnic groups; racial harmony is firmly established and all groups play and work well together. In an assembly concert, a large group of recorder players performed their own and other composers' pieces. The groups represented all ages, racial groups and both sexes.

15. At the time of the last inspection, it was reported that "The school needs to extend its work in recognising and valuing cultural diversity." Displays and resources throughout the school reflect a wide variety of cultures and the school does its best to recruit staff from a range of cultural and ethnic backgrounds. Visits out of school are undertaken, including a residential trip to the Isle of Wight, and visitors to school are invited to widen pupils' curricular experiences.

**The provision for pupils with special educational needs is good.**

16. There is a very thorough policy, which is administered well. The special needs co-ordinator, classroom assistant and associated governor are fully conversant with the Code of Practice and know the children thoroughly. Parents are involved in planning days when individual education plans are drawn up and the targets in them are realistic and achievable.
17. The number of pupils on the special needs register is increasing year by year and the number of pupils with statements is now above average, compared with average at the time of the last inspection. This presents an increasing work-load for the staff. The current special needs co-ordinator is the deputy head; she is well organised and thorough despite her wide responsibilities.

**The school provides very good care and welfare for its pupils.**

18. There are very thorough policies, carefully followed, for promoting good behaviour, regular attendance and child protection. For example, on the few occasions where pupils are less than co-operative in lessons, there is a good level of support from the headteacher, who soon speaks to the parents, so that a repeat of such behaviour is usually prevented.
19. The governors' general purposes committee carries out health and safety checks each term and is very thorough in pursuing issues, even when problems - such as the difficulties over the new hall floor - seem unresolvable. The school is a secure yet welcoming place and parents expressed great confidence in all the staff. At the pre-inspection meeting, a parent mentioned that a former pupil, on leaving, had written of his own accord to say that what he would miss most about the school was the sense of community he had experienced.

**WHAT COULD BE IMPROVED**

**The provision made for higher attaining pupils in English and mathematics is not extended to other subjects (especially science)**

20. In English and mathematics lessons, teachers make good use of different tasks to match the learning needs of different groups of pupils. Pupils are usually seated in ability groups, though not always. In other subjects, all pupils work at the same tasks. This means that pupils are sometimes able to attain higher standards by their own effort, but this relies too heavily on their own initiative.

21. Teachers plan clear lesson objectives for each lesson and some teachers make them known to their pupils at the outset of lessons. But they are not focusing on what they want different groups of pupils to learn - merely what it is they want them to do that is different. This means that higher attaining pupils are sometimes not adequately stretched, especially in science.

**Good use is made of target setting but it is not consistent across all classes**

22. By the use of regular testing, the school is able to analyse the levels of attainment of all pupils in English and mathematics each year. Based on this information, teachers set targets for each pupil in the next school year, showing what the child will need to do in order to advance by two-thirds of a National Curriculum level. This is a good initiative.
23. This is a recent development and agreement on how to make the best use of the targets is yet to be reached, as shown by the current development plan. For example, there is no guidance as to how to use these targets in planning different lesson objectives for different groups of pupils.
24. The school also lacks a general manual for new staff - such as a staff handbook - where guidance of this sort could be found. This has made the task of supporting temporary staff more time-consuming for the established staff and has meant that much valuable in-service training - such as that in information technology - has had to be given again.

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

25. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- Promote greater consistency in the use of target setting by:
    - Agreeing on how to incorporate pupils' targets into planning;
    - Drawing up a handbook of agreed procedures.
  - Extend the provision for higher attaining pupils by:
    - ensuring that lesson objectives are matched to the learning needs of different groups of pupils;
    - providing tasks designed specifically to meet those needs.

*(See paragraphs 20-24)*

## 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	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	63	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)	209
Number of full-time pupils eligible for free school meals	46

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	51

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	2

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.7

#### Unauthorised absence

	%
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	1999	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	16	16	17
	Total	27	27	30
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (97)	100 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	16	17	17
	Total	28	30	30
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	15	12	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	10	11	10
	Total	19	20	21
Percentage of pupils at NC level 4 or above	School	70 (81)	74 (58)	78 (65)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	8
	Girls	10	10	10
	Total	19	19	18
Percentage of pupils at NC level 4 or above	School	70 (61)	70 (68)	67 (77)
	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	45
Black – African heritage	48
Black – other	20
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	61
Any other minority ethnic group	3

*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)	9.7
Number of pupils per qualified teacher	21.6
Average class size	29.9

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

Total number of education support staff	11
Total aggregate hours worked per week	175

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	455,059
Total expenditure	465,309
Expenditure per pupil	2,237
Balance brought forward from previous year	80,036
Balance carried forward to next year	69,789



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

### **Questionnaire return rate**

Number of questionnaires sent out	189
Number of questionnaires returned	48

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	0	0
My child is making good progress in school.	42	50	4	2	2
Behaviour in the school is good.	48	50	2	0	0
My child gets the right amount of work to do at home.	38	40	13	9	0
The teaching is good.	50	42	2	2	4
I am kept well informed about how my child is getting on.	72	19	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	32	9	2	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	0
The school works closely with parents.	48	43	4	4	0
The school is well led and managed.	50	42	4	2	2
The school is helping my child become mature and responsible.	46	38	12	0	4
The school provides an interesting range of activities outside lessons.	15	23	23	19	19

### **Other issues raised by parents**

Many parents at the pre-inspection meeting expressed regret that the school had had to lose so many teachers last year.