

INSPECTION REPORT

ST BONIFACE RC PRIMARY SCHOOL

Tooting

LEA area: Wandsworth

Unique reference number: 101042

Headteacher: Mrs S Kerins

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 24th - 25th June 2002

Inspection number: 194749

Short 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:	3 - 11
Gender of pupils:	Mixed
School address:	Undine Street Tooting London
Postcode:	SW17 8PP
Telephone number:	(0208) 672 5874
Fax number:	(0208) 767 4780
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Williams
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary aided school is situated in Tooting in the Graveney ward, is part of the Wandsworth local education authority and is larger than average in size. There is a 26 place nursery and a pupil role of 314. Of these 153 are girls and 161 are boys. The school is ethnically diverse with less than half the pupils being of white origin. Black and Indian pupils account in the main for the remainder. There are 109 pupils who are designated as having English as an additional language and of them 11 are at an early stage of language acquisition. The languages principally spoken by these pupils at home are Tamil, Konkani/Konkoui, Ibo/Igbo, Tagalog and Creole French. The percentage of pupils having English as an additional language and the percentage of pupils from minority ethnic backgrounds are very high. There are five pupils who are designated as refugees. Sixty-eight pupils are identified as having special educational needs and this as a proportion is broadly average. These pupils have a wide range of needs that include areas such as specific learning difficulties, emotional and behavioural and speech or communication. The proportion of pupils who have statements of special educational needs is below the national average. The socio-economic background of pupils is generally lower than that seen nationally. The proportion of pupils known to be eligible for free school meals is broadly average and the attainment of pupils on entry to the Nursery is generally below what might be seen nationally. Whilst all teaching posts are currently filled, the school finds difficulty in recruiting and retaining qualified teachers.

HOW GOOD THE SCHOOL IS

This is a very effective school. The quality of teaching has improved since the last inspection and is now good. No unsatisfactory teaching was observed during the inspection and the proportion of very good teaching has improved threefold. Teaching is good throughout the school. Standards are improving throughout, the school and the school's National Curriculum test results for pupils aged 11 in 2001 compared favourably with the national average. The school is very good at meeting the needs of all its pupils, including those with special educational needs and those for whom English is an additional language. The school has effective policies to promote equal opportunity and racial equality. The leadership and management of the headteacher and key staff are excellent. The governing body is effective in meeting its statutory obligations. At the time of the last inspection the school was providing sound value for money. The current inspection team now judge that the school is providing very good value for money.

What the school does well

- Pupils in Year 6 are achieving high standards in English, mathematics and science and all pupils are achieving well.
- Teaching is good overall and is contributing well to high and improving, standards.
- The pupils' attitudes, behaviour and relationships are very good and are well supported by the very good provision for their personal and social development.
- The leadership and management of the headteacher and key staff are excellent and the school is well supported by the governing body.

What could be improved

- The pupil-teacher ratio for pupils in Years 5 and 6.

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 a very good improvement since the last inspection in June 1997. The overall management of the curriculum for the Foundation Stage has been effectively improved as has the implementation of schemes of work. School development planning has been improved and is now good. Teachers' knowledge in aspects of various subjects has been improved. The school has the capacity to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	B	B
mathematics	D	C	C	B
science	D	A	B	B

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

The results of National Curriculum tests for pupils aged 11 in 2001 were above average in English and science and were average in mathematics. When compared with similar schools these results were above average in all three subjects. Over time the results have generally improved and have done so at a rate that is broadly similar to that seen nationally. The school just exceeded the targets for 2001 set in conjunction with the local education authority. The National Curriculum test results for pupils aged seven in 2001 were average for reading and below average for writing and mathematics. In comparison with similar schools these results were average for reading, below average for mathematics and well below average for writing. Teacher assessment for science was average for the proportion of pupils achieving the expected level (Level 2 and above). From 1998 the improving trend in reading, writing and mathematics is better than that seen nationally. Inspection shows that all pupils, including those with special educational needs and those for whom English is an additional language, are achieving well and that the attainment of pupils aged 11 is above expectations for English, mathematics and science with some pupils achieving very well in mathematics. For pupils aged seven attainment is in line with expectations in reading, writing, mathematics and science. The school has set challenging, yet attainable targets for pupils who have taken their National Curriculum tests in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They work hard and take pride in what they do.
Behaviour, in and out of classrooms	Very good. Pupils understand the school's expectations of them and behave very well at all times.
Personal development and relationships	Very good. Pupils have the confidence to take on responsibility and enjoy good relationships with one another and staff.

Attendance	Good. The school is careful to ensure that parents and pupils know how important good levels of attendance are.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 skills of literacy and numeracy are well taught. Provision for the development of communication, language and literacy skills for children in the Foundation Stage is good. The teaching of basic skills is good. The quality of teaching has improved and is now good overall. The proportion of teaching that is very good or better has improved significantly since the last inspection. Teachers have good subject knowledge. Lessons are well planned for pupils of all abilities, including those with special educational needs and those for whom English is an additional language and so all pupils are achieving well. Relationships are very good and pupils enjoy the challenge of their lessons. They work hard and take justifiable pride in their results.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for all pupils has improved since the last inspection and the provision of extra-curricular activities is good.
Provision for pupils with special educational needs	Good. These pupils are carefully provided for.
Provision for pupils with English as an additional language	Good. The support for these pupils is well targeted and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This provision contributes strongly to the very good attitudes and behaviour of the pupils. The school makes very good use of opportunities to exploit and appreciate the diverse cultural backgrounds of the pupils.
How well the school cares for its pupils	Good. The school has some excellent procedures for monitoring pupils' progress and the school has effective procedures in place to guarantee pupils' health and safety. Child protection procedures are good and the school is good at promoting racial equality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is providing excellent leadership and is ably supported by the deputy. Those staff who have responsibilities carry them out most effectively and this continues to raise standards.
How well the governors fulfil their responsibilities	Good. The governing body meets its statutory obligations well.
The school's evaluation of its performance	Excellent. The school has excellent systems in place, all of which contribute directly to the improving standards.
The strategic use of	Good. The school has effectively utilised its budget surplus but needs to

resources	give thought to how it plans for its pupil/teacher ratio for the oldest pupils in the forthcoming year.
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The school is careful to ensure that it applies the principles of best value when seeking goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That their children are making good progress. • That the school is approachable. • That the school is well led and managed. 	<ul style="list-style-type: none"> • Nothing of significance.

The inspection team endorses the favourable views of parents.

PART B: COMMENTARY

Pupils in Year 6 are achieving high standards in English, mathematics and science and all pupils are achieving well.

1. Children are entering the Nursery with levels of attainment that are below what might be expected nationally. They are now making good progress as they pass through the Foundation Stage. This is because the school has responded very well to the key issue of the previous report in which the school was asked to improve the overall management of the curriculum for this age group. Pupils at the end of Year 2 are making good progress and their attainment in English, mathematics and science is now in line with expectations for pupils of that age. This constitutes an improvement from the National Curriculum test results for that age group in the 2001 tests.
2. The attainment of pupils aged 11 in National Curriculum tests in 2001 was above average in English and science and was average in mathematics. This performance was above average for all three subjects when compared with similar schools. Standards for pupils in Year 6 over time have generally been at or above the national average, with the exception of 1999 when they dipped slightly. The improving trend over time is broadly similar to the improving trend seen nationally.
3. Inspection shows a picture of continuing improvement, with standards for the current Year 6 group that are higher than expectation in English, mathematics and science. A small group of pupils are functioning at a very high level in mathematics and this reflects the attention that has been paid to the organisation of this subject recently.
4. Pupils in Year 6 are good readers who are able to look critically at a piece of writing in such a way as to be able to show how the writer has used different strategies in order to persuade the reader to accept what is written. Their own writing is legible and joined and punctuation is good. Pupils can write effectively in different ways so that they can frame an introduction, tell a story or write a poem, all with good effect. They use language well, so that for instance a pupil is able to write, "Although everyone sprinted away, Michael remained, transfixed by the sight before him." Younger pupils in an excellent lesson in a Year 3 and 4 class were observed to be developing the skill of building tension and using exciting vocabulary in a piece of their creative writing. Pupils are also confident and articulate speakers. They use these skills well when, as monitors, they show visitors around the school. Such activity also gives a hint to the ways in which pupils are encouraged to take on responsibility.
5. In mathematics, pupils in Year 6 are able to present their work in a well-ordered way. They are able to work effectively using fractions, decimals and percentages whilst the most able can work out areas of shapes using their knowledge of angles and formulae. There is good evidence of the practical application of mathematical knowledge in the pupils' work on attempting to establish the amount of materials needed to build the school's very attractive Gazebo.
6. In science they make good use of technology, for example, to sample sound in the classroom or to produce a graph to show the cooling curve for water that has boiled. They understand the requirements for a test to be fair and can perform fair tests in comparing different materials. Again, as with mathematics, they are able to call on their scientific knowledge and experience to tackle practical and challenging questions such as "What are the factors that affect the speed at which a person can run?"
7. Standards continue to improve for many reasons, but most immediately because the quality of teaching is improving. Pupils are aware that teachers are preparing lessons to meet their needs. This applies equally well to all pupils including those whose home language is not English, the small number of refugee pupils and those who have special educational needs. Parents and pupils appreciate what the staff are doing for them and pupils respond very well in return. As a result the learning that takes place is challenging and exciting with pupils being conscientious and active participants.

Teaching is good overall and is contributing well to high, and improving, standards.

8. The quality of teaching has improved since the time of the last inspection. At the last inspection there was a small amount of unsatisfactory teaching. The present inspection shows that there is now no unsatisfactory teaching and that the proportion of very good teaching has increased threefold. The teaching has improved because of several factors, most notably being the influence of the headteacher. Teaching is now much better supported and directed than at the time of the last report. Other important influences include the introduction of national strategies for literacy and numeracy and the creation of nationally approved schemes of work. The quality of teaching is fairly even across the school and examples of good teaching were seen throughout the school.
9. The teaching of communication, language and literacy for children in the Foundation Stage and English for other pupils is good, as is the teaching of mathematics. The skills of numeracy and literacy are effectively taught and teachers are careful to pay attention to effective teaching of basic skills. Teachers have many strengths. They have good knowledge of what they are teaching and good skills with which to teach. This is in part as a result of the school's response to key issues from the previous report which highlighted weaknesses in certain subjects. As a result, teachers now assess the work of their pupils during the course of a lesson and show pupils how to improve what they have done. This might equally be in a music lesson, where the children are learning a new song, or for older pupils where they are pressed to find alternative vocabulary. Teachers have good teaching techniques. They understand that it is important, for example to give pupils a range of strategies for problem-solving and that they need to show pupils how their knowledge and skills can be put to practical use.
10. Teachers are able to function well because they plan effectively and they can do this not only because they know how to, but because they have a very good understanding of the levels of attainment of the pupils in their classes. Well-planned and resourced lessons that provide appropriate levels of challenge and support are then taught at a good pace so as to ensure the continuing interest and involvement of the pupils. Teachers are good at planning for the support of individual pupils or groups, including those with special educational needs or those for whom English is an additional language. Those teachers and other staff who work in a support role do so most effectively because everyone has a clear understanding of the objectives of the lesson.
11. Teachers' good organisation ensures that, even though classrooms tend to be small and crowded, lessons proceed smoothly. Because the number of older pupils is set to rise next year the present system of three classes containing all pupils in Years 5 and 6 will lead to overcrowding.
12. Good attention is paid to the balance of the lesson. Objectives are made clear and at the end of the session pupils are given the chance to assess for themselves whether they have reached their original goal in that lesson. Pupils are given good opportunities to explain their thinking and in so doing consolidate what they are learning. Others are given the opportunity to evaluate, through good questioning, what has been done or said and this supports and strengthens the social development of the pupils as well as reinforcing the relationships. The best lessons take advantage at the end of the session not only to review progress but to suggest how what has been learned will contribute to future learning.
13. As the school is careful to inform parents and to communicate effectively with them both parents and pupils have a clear understanding of the efforts that staff are making on their behalf. Relationships are very good. Teachers have the respect of their pupils and so lessons are taught in classrooms where success is shared and valued, where the expectations are clear and where there is a relaxed yet purposeful atmosphere.

The pupils' attitudes, behaviour and relationships are very good and are well supported by the very good provision for their personal and social development.

14. Parents spoke highly of their children's commitment in respect of behaviour, attitudes, relationships and values at the parents' meeting and through the questionnaire. The inspection team endorses these views. The ethos of the school is one which sees great virtue in developing pupils as fully as possible to enable them to tackle the next stage of their education with confidence and ultimately take their place in society as good citizens. In this respect the school both benefits from and supports the role of the church within the parish and the community.
15. The school makes its expectations clear in many ways. There are clear guidelines and procedures for sanctions and rewards, but the school is also careful to take opportunities through its assemblies and its cultural activities to show that good attitudes, behaviour and relationships are very important.
16. Pupil's attitudes are very good. Pupils are given the opportunity to be responsible and they accept this well. Pupils are given responsibilities and, as for example in the way they show visitors round their school, they do this with great effect. There are opportunities for older pupils to work with younger ones and to take on other monitorial duties such as being present on the stairs as others enter the building.
17. The school building and grounds are such that pupils need to behave well. Pupils understand what the school's code of behaviour requires of them. Classroom space is restricted and the school has done very well to make its outdoor space seem much larger than it is. Behaviour is very good. This is not only the case in classrooms but on the stairs and in the playground. Lunches, which are taken in the school hall, are well ordered affairs and it is pleasing to see that on occasion pupils with packed lunches are able to take them outside.
18. Relationships are very good. Pupils understand the need to respect what others are saying and so listen with interest. Teachers and pupils get on well and the school is careful to ensure that pupils from different cultures are valued not only as members of the whole school but for their uniqueness as well. Because the school is thoughtful it is able to provide many opportunities that will encourage the development of relationships. Younger and older pupils are brought together to share books and playtimes see a whole set of activities that range from football to chess taking place under the careful supervision of staff. The school is harmonious and pupils enjoy an environment that is free from oppressive behaviour such as bullying, racism and sexism. The school's racial equality policy is clearly effective.
19. The provision for pupils' spiritual, moral, social and cultural development has improved since the time of the last inspection. Pupils are encouraged to be active members of the church and the school celebrates their religious development in assemblies. Assemblies also provide good opportunities for spiritual development through moments of reflection. Lessons were seen in which pupils were able to marvel at aspects of the natural world. The school has the advantage of being in a multi-ethnic community as well as being a part of the religious community. The cultural provision that the school makes is very good and ranges beyond the formal curriculum to the celebration of arts, theatre and dance. The school is also careful to take advantage of the cultural opportunities afforded by our capital city.

The leadership and management of the headteacher and key staff are excellent and the school is well supported by the governing body.

20. This very effective school has made a very good improvement since the last inspection. Standards are rising, the quality of teaching has improved and the school is providing very good value for money. These changes have been brought about initially because of the leadership of the headteacher. She has clarity of vision and the skills to involve staff, pupils and parents in turning that vision into reality. The key issues from the previous inspection report have been effectively addressed.
21. The school has a positive ethos in which staff share a common will to be effective. Delegation has successfully empowered staff and the monitoring procedures that have been established ensure

that all concerned are well supported and ably understand the part they have to play. The deputy is making a major contribution in this respect, not only for the way in which she supports the headteacher but also in the way she fulfils her own areas of responsibility. Particularly pleasing in this respect has been the work done to improve standards in mathematics and levels of attendance.

22. Because the school has excellent monitoring and assessment procedures, teachers with specific responsibilities are in a position to know how they are performing. They know the levels of attainment of their pupils and can meet their particular needs as a result. They understand the effectiveness of what they have accomplished as individuals taking the lead for aspects of the curriculum and in areas such as the provision for pupils with special educational needs or for those pupils who have English as an additional language to the one they speak at home.
23. The headteacher has also been very successful in conveying the school's ethos and effectiveness to the parents, who believe it to be excellent. The school is careful to take the views of parents into consideration and one of the ways it does this, apart from making all staff very accessible, is through its multi-ethnic working party which provides not only a vehicle for communication but a platform for parental support. The headteacher also ably supports the governing body, which is well informed about the school. The governing body is meeting its statutory obligations well. It is instrumental in developing the school's priorities and in overseeing its financial affairs. The school has effectively utilised its budget surplus but needs to give thought to how it plans for its pupil / teacher ratio for the oldest pupils in the forthcoming year.
24. The quality of teaching has been improved through development training and monitoring within the classroom. The school has two newly qualified teachers who have been well supported in their initial year. Staff development is good but the difficulty with recruitment and retention of teachers - a problem by no means unique to this school – does mean that the task of raising the overall quality of teaching yet higher is made more difficult.

WHAT COULD BE IMPROVED

The pupil / teacher ratio for pupils who will be in Years 5 and 6.

25. The school presently operates a grouping system whereby the oldest pupils from Years 5 and 6 are divided into three mixed-age classes. This works well at present despite restricted classroom space. A few parents are unhappy about this arrangement and it is clearly more difficult for teachers. Numbers are increasing and this means that there is a need to alter the pupil to class allocation system so that four classes are provided to take pupils from Years 5 and 6. The school makes very good use of its accommodation but classrooms are small and increases in numbers to a three-class system would not allow pupils sufficient space. It would also have a negative impact on the provision for pupils with special needs, refugees or those for whom English is an additional language. The school has space into which it can put an extra class but so far has been unable to recruit a suitable teacher. Efforts to resolve this situation have been made and should be continued.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to maintain and improve standards particularly for the oldest pupils the headteacher and governing body should:
 - (1) Seek to employ an extra teacher so as to enable the school to function with two classes for those pupils who will be in Year 6 and two classes for those pupils who will be in Year 5.

(see paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	11	6	0	0	0
Percentage	4	28	44	24	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	288
Number of full-time pupils known to be eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	109

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	20	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	23
	Girls	19	19	18
	Total	42	41	41
Percentage of pupils at NC level 2 or above	School	93 (91)	91 (89)	91 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	19	19	19
	Total	42	42	42
Percentage of pupils at NC level 2 or above	School	93 (92)	93 (87)	93 (87)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	16	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	21
	Girls	14	12	15
	Total	33	30	36
Percentage of pupils at NC level 4 or above	School	83 (79)	75 (79)	90 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	22
	Girls	14	13	15
	Total	30	32	37
Percentage of pupils at NC level 4 or above	School	75 (74)	80 (85)	93 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	35
Black – other	21
Indian	42
Pakistani	2
Bangladeshi	0
Chinese	0
White	96
Any other minority ethnic group	43

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.8
Number of pupils per qualified teacher	22.5
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	164

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	52
Number of pupils per FTE adult	8.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001/02
	£
Total income	846,076
Total expenditure	879,168
Expenditure per pupil	2,586
Balance brought forward from previous year	114,133
Balance carried forward to next year	81,041

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	2	2	0
My child is making good progress in school.	62	33	2	0	2
Behaviour in the school is good.	60	33	4	0	2
My child gets the right amount of work to do at home.	48	38	6	3	2
The teaching is good.	62	31	3	0	4
I am kept well informed about how my child is getting on.	46	46	5	1	2
I would feel comfortable about approaching the school with questions or a problem.	72	25	2	0	1
The school expects my child to work hard and achieve his or her best.	72	22	1	0	3
The school works closely with parents.	48	45	5	2	1
The school is well led and managed.	68	28	2	1	1
The school is helping my child become mature and responsible.	65	28	1	0	6
The school provides an interesting range of activities outside lessons.	48	36	3	2	8