

INSPECTION REPORT

Mary Towerton School

Stokenchurch, High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110208

Headteacher: Mrs J. Standen

Reporting inspector: Mr R. W. Burgess
20950

Dates of inspection: 5th – 7th February 2002

Inspection number: 195625

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	Studley Green Stokenchurch High Wycombe Buckinghamshire
Postcode:	HP14 3XG
Telephone number:	01949 482384
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Smith
Date of previous inspection:	12 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mary Towerton School is situated in south Buckinghamshire. Pupils come from the immediate area and beyond, with a significant number from outside the school's official catchment area. The pupils come from a range of social backgrounds. There are currently two pupils with English as an additional language. Children's attainment on entry to the school is generally slightly above average for children of their age although there is a wide range of attainment and sometimes, significant variation from year to year. Children start school part time at the beginning of the school term before their fifth birthday. There are 52 children in the school of whom five attend part time. There are a similar number of girls and boys, aged from four to 7 years. Unemployment, in most parts of the school's catchment area, is below the national average. At the time of the inspection, no pupils were eligible for free school meals, which is below the national average. The school has recognised five pupils as having special educational needs, which is below the average for a school of this size and type, none of whom have a Statement of Special Educational Need. Since the previous inspection in May 1997 the school has been part of a local reorganisation having previously taken pupils until the age of eight.

HOW GOOD THE SCHOOL IS

This is a good school. Teaching is very good overall. The majority of pupils make good progress and achieve very good standards, particularly in reading and mathematics, reflecting the very good teaching in these subjects. The headteacher has a good understanding of the school. The headteacher, staff and governors share a commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets to successfully raise standards. The school provides good value for money.

What the school does well

- ◆ All teaching is good or better. There were elements of very good teaching in nearly all lessons seen, particularly for older pupils.
- ◆ Standards of attainment by the end of Year 2 are well above those expected for their age.
- ◆ The very good assessment of pupils' work which is used well to establish targets for future learning for individual pupils.
- ◆ The planning of the curriculum to ensure full coverage of the National Curriculum and provide for the range of ages and attainment in each class.
- ◆ The monitoring and evaluation of the school's performance is very good and used well to develop targets.

What could be improved

- ◆ Identification of key personnel, timescales and costs in the school improvement plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good improvement since the previous inspection in May 1997 and the school has a good capacity for further improvement. Teaching of older pupils is now very good. Assessment systems have improved. The school now uses the analysis of test and assessment results effectively to identify and address any areas for improvement and raise individual pupil's standards of attainment throughout the school, for example, through effective target setting for individuals in English and mathematics. The curriculum is monitored effectively through regular scrutiny of teachers' medium term plans and pupils' work. The headteacher and governors also monitor classroom practice. The curriculum is covered in a systematic way which supports good progress throughout the school. The National Literacy and Numeracy Strategies have been introduced effectively. The headteacher, staff and governing body have a clear picture of what needs to be done. The school has set targets with the local education authority as well as identifying targets for individual pupils. These have been well met. There are good management strategies and a shared sense of determination which will help the school to move forward and continue to succeed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	C	A*	A
Writing	A	C	A	A
Mathematics	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

These results show that pupils attained very high standards in reading, amongst the top five per cent nationally and standards well above the national average in writing and mathematics. In comparison with pupils in similar schools standards were well above.

Evidence during the inspection indicated that recent staff appointments have impacted positively on the quality of teaching. Children in the Foundation Stage make good progress and achieve the early learning goals before the end of the Foundation Stage. The majority of pupils in Years 1 and 2 are attaining above levels expected nationally, especially in English, mathematics and science. Attainment in information and communication technology is above national expectations for the majority of pupils. Attainment in religious education meets the requirements of the locally agreed syllabus well.

Pupils with special educational needs have benefited from well targeted support and are achieving well in relation to their individual targets. More able pupils are set challenging targets and achieve well. These standards of attainment reflect the high expectations of pupils, the commitment of staff and governors to raising standards and the very good support from parents.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good, positive attitudes to work.
Behaviour, in and out of classrooms	Behaviour is good. Pupils work hard and want to do well. They enjoy lessons and are enthusiastic learners. The youngest children are sometimes slow to settle at the beginning of lessons.
Personal development and relationships	Pupils' personal development is good. Relationships between the pupils are good and they readily show their appreciation of each other's efforts.
Attendance	Attendance and punctuality are good.

These aspects contribute positively to the quality of learning. Pupils learn the skills needed to become independent learners as they progress through the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Very Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is a strength of the school. It was very good in more than half of the lessons seen. Teaching was very good in English and mathematics and in physical education for older pupils. There were elements of very good teaching in most other lessons. The basic skills of literacy and numeracy are taught well and this contributes effectively to the very good progress in pupils' learning. The quality of teaching for children in the Foundation Stage was mostly good or better. Teachers have high expectations of the pupils and provide well for the range of ages and attainment in each class. They have secure subject knowledge, manage pupils well and build effectively on the pupils' previous learning. Resources are used very well and increase the rate of learning. Planning is very good. Homework is used effectively and makes a good contribution to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good and well organised. It includes a wide range of experiences which are stimulating and interesting for the pupils. The school places appropriate emphasis on the teaching of language and number skills.
Provision for pupils with special educational needs	There is a very good level of support and pupils make good progress.

Provision for pupils with English as an additional language	The school makes very good provision for these pupils who attend the school from time to time and ensures they have full access to the curriculum and rapidly develop skills in both written and spoken English.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Pupils are given good opportunities to develop and express their feelings, particularly in the development of moral and social values. They are given very good opportunities to experience a range of different cultures.
How well the school cares for its pupils	The school has good procedures for the welfare of its pupils. Assessment systems are very good. There are effective procedures for the monitoring of pupils' academic and personal progress to inform planning for future learning and to identify the learning needs of individual pupils.

There is a very good partnership with parents, who have a positive impact on learning and who have very good views of the school. The quality of information is good. The contribution of the community to pupils' learning is good. Provision for extra-curricular activities is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is good. Termly and yearly planning are very thorough. All staff fulfil their roles with commitment and a high level of professionalism. There is a strong sense of partnership between staff and governors.
How well the governors fulfil their responsibilities	Good. Governors know the school well and are very supportive. They take an active part in monitoring and evaluating the work of the school.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is very good and used well to develop targets and inform teaching and learning.
The strategic use of resources	The school uses its resources well to support initiatives and areas of development.

The school has a good number of teaching staff and there is good provision of support staff to effectively support learning. The accommodation is good and has been improved since the previous inspection. Funds have been carried forward to enable improvements to the accommodation for staff and administration which are scheduled to take place in the coming months. There are good levels of resources to meet the requirements of the curriculum. Financial resources are managed prudently and the school is applying the principles of best value. For example, the development of the very good facilities for information and communication technology.

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 like school.◆ The standards pupils achieve.◆ Parents can approach the school with questions or problems.◆ The expectations the school has of pupils.◆ The school's values and attitudes.	<ul style="list-style-type: none">◆ Activities outside of lessons.

Inspectors agree with the positive comments made by the parents. They disagree that there is insufficient involvement outside lessons and judge the extra-curricular provision as good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Almost all teaching is good or better. There were elements of very good teaching in nearly all lessons seen

1. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided. Teachers' planning identifies good learning objectives with high expectations that are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 1 and 2 class enthusiastically responded to a geography session to develop their understanding of journeys, which made good use of their homework.
2. In literacy teachers stress the need for pupils to ensure stories have a beginning, middle and end. Very good use is made of different styles of writing, for example, in pupils retelling well known children's stories such as The Ugly Duckling and Jack and the Beanstalk in their own words. There is very good use of questioning to help pupils develop and refine their work.
3. There are good examples of appropriate and effective teaching which use resources and accommodation well and results in challenging work and the pupils making good progress, for example, in physical education lessons. In these lessons pupils respond well to the high expectations of the teacher performing well above levels expected for their age and making full use of the gymnastic apparatus available.
4. Teaching is particularly effective in lessons where there is good subject knowledge and enthusiasm. For example, in a Year 1 and 2 lesson the teacher motivated and enthused pupils during the brisk mental mathematics sessions and the plenary session was used well to provide good opportunities for pupils to reflect on what they had learned.
5. Teachers' expectations are high and there is very good use of resources. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high. Pupils' work is marked regularly, targets set and comments used to provide challenge and to encourage pupils.

Standards of attainment, by the end of Year 2, are well above those expected for their age

6. The school has consistently achieved high results in the National Curriculum tests at the end of Year 2. In 2001 the results were very high in reading and well above average in writing and mathematics. The teacher assessments at the same time confirms this picture of high attainment. Although cohorts vary from year to year, the consistently high test results achieved at the end of Year 2, when compared with baseline assessments when children start school, are clear evidence of good progress in pupils' learning throughout the school and reflect well on the quality of teaching.
7. The majority of pupils are achieving a result at a higher level than is expected for most pupils nationally. Standards of work seen during the inspection were consistently high across the school, both in lessons and in samples of pupils' work.

8. The youngest children quickly develop an interest in learning. They show delight in number. Pupils are enthusiastic about reading work and anticipate what might happen next in a story. They read with expression, accurately and fluently, developing a good range of strategies to help them tackle unknown words. Regular practice of the basic skills of reading helps all pupils to make good progress. By Year 2, pupils have developed their language skills sufficiently to engage in discussions about issues, such as protection of the environment to provide for Red Kites in the Chilterns.

9. Pupils make very good progress in writing. Pupils develop a good understanding of different writing styles. There are good links with other curriculum areas, for example, when writing descriptions of journeys they have made. They have good opportunities to write for a range of purposes and audiences. For example, they make notes linked to their topic work and draw up lists of equipment and materials for their work in science. Pupils' work demonstrates good use of interesting vocabulary. They show good understanding of the structure of stories and write for a range of different purposes, for example, Year 2 pupils use their skills well in their creative writing when retelling the story of Jack and the Beanstalk.

10. Pupils are provided with a good range of mathematical activities. By the end of Year 2 pupils have developed a good understanding of place value. They are able to apply their mathematical skills well when solving a range of problems and during mathematical investigations. In addition to developing their numeracy skills, pupils apply their learning to their work in data handling making effective links with their work in information and communication technology and geography. For example, in gathering data about journeys they have made and presenting it in graphs using a computer. Work is well presented and shows that pupils have a good understanding of these mathematical concepts. Pupils show secure mental agility and a good understanding of mathematical terms. The teaching provides a breadth of experiences for pupils, which reinforces and extends their understanding and confidence.

11. In science, pupils have a good understanding of practical and experimental work. The pupils displayed a good understanding of the importance of choosing appropriate clothing for different weather conditions, demonstrating a knowledge of the different properties of a range of materials used in different articles of clothing. Pupils recognise ways of recording an experiment, such as stating what is to be found out, what will be needed, how to make a fair test and the conclusion. Pupils learn to predict and evaluate their results with increasing accuracy. They have a good understanding of the importance of attention to health and safety when conducting their investigations.

12. The school is developing the use of information and communication technology skills across the curriculum well. It has made very effective use of the skills of a part time teacher who is developing the use of information and communication technology to ensure coverage of all areas of the curriculum in this subject.

13. Learning in English and mathematics is used well in other subjects of the curriculum. Pupils are encouraged to engage in discussions and debates about their work. Teachers require them to explain their thinking. For example, in a Year 1 and 2 religious education lesson pupils worked effectively in groups and then presented their results to the class in an effective whole class session at the end of the lesson. The high standards in English and mathematics make significant contributions to the standards attained in other subjects of the curriculum.

The very good assessment of pupils' work which is used well to establish targets for future learning for individual pupils

14. Significant progress has been made in developing assessment systems since the last inspection. The procedures for assessment are now very good. The school has successfully developed the effective monitoring of pupils' attainment throughout the school. Good use is made of baseline assessment when children start school to ensure that activities meet their needs in all areas of learning, including their personal development. Teachers, in consultation with the pupils, agree challenging targets for improvement.

15. Assessment is very good in the core subjects of English, mathematics and science and is developing appropriately in other subjects. Daily assessment and evaluation of work is used very effectively in both classes. The marking of pupils' work has been effective in improving performance. There are many good examples of helpful and encouraging comments that tell pupils how they might improve their work. This is consistent across the school and in all subjects. Questioning is very well used by teachers to check understanding in lessons to inform future planning. Opportunities are provided for pupils to evaluate their own work to give them a better understanding of the progress they are making.

16. Teachers monitor both understanding and progress effectively. The school analyses early assessments and national test results effectively. Information is used well to reflect on strengths and weaknesses within the curriculum. This information enables teachers to plan a range of activities and experiences appropriate to the needs of the pupils. The success of the approach is reflected in the high standard achieved.

The planning of the curriculum to ensure full coverage of the National Curriculum and provide for the range of ages and attainment in each class

17. Curriculum planning is very good. Very effective links are made across subjects, as reflected in the very good work on journeys with links between English, mathematics, geography and information and communication technology. The staff work co-operatively to plan the curriculum. This planning and the review of work undertaken contribute effectively to the good management of the curriculum in both classes. The curriculum is clearly linked to the programmes of study and attainment targets within the National Curriculum and to the areas of learning for children in the Foundation Stage. It outlines what pupils are expected to know, understand and be able to do, and includes very extensive opportunities for assessment, ensuring continuity throughout the school. Each subject has a comprehensive policy statement and medium term plans outline in detail what pupils in each year are expected to cover.

18. Schemes of work based on national guidance materials are modified to reflect the work planned in the school, providing good guidance to ensure consistent development of pupils' learning in all subjects of the curriculum. Teachers' day-to-day planning makes very good use of their knowledge about pupils' prior attainments and ensures that high expectations provide work that is appropriate for all pupils' abilities. Teachers plan the work to be interesting and relevant with a range of stimulating activities to support the basic skills of literacy and numeracy. They welcome the very good input they receive from classroom assistants in supporting these activities. Care is taken to ensure that pupils with special educational needs are well supported and talented pupils are suitably challenged.

19. The curriculum includes time for personal and social education, with aspects of health and safety education being appropriately covered in science and physical education. Subjects, such as history and geography, are planned and taught well and cover the required areas.

The monitoring and evaluation of the school's performance is very good and used well to develop targets

20. Since the last inspection strategies have been implemented to enable the school to adopt a proactive approach to review and development based on a strong commitment amongst all staff and governors to improve the quality of education provided. This has had a positive impact on the school's continuing development and the monitoring and evaluation of its work.

21. The school has introduced a good range of procedures to analyse pupils' performance. These include analysis of baseline assessments made on entry. Pupils' performance is closely monitored and data is collected to help set individual and year group targets. Evaluation of school performance is made through identifying and analysing trends in performance, leading to targets being set for improvement. These processes, led by the headteacher, fully involve the staff and both pupils and parents, and school improvement targets are agreed with the governing body.

22. The school has clear aspirations to benefit all pupils with high quality teaching. To this end, the school has introduced focused monitoring of teaching by the headteacher and governors on a timetabled, formal basis. The school also benefits from external monitoring by literacy and numeracy consultants and by the school's local education authority adviser. Observations made on teaching are providing targets for improvement that are systematically monitored and reviewed. These arrangements are serving to enhance teachers' professional development thus having a positive impact on pupils' attainment and progress.

23. Based upon the wide range of information collected from monitoring, areas for development are clearly identified in the school improvement plan. All the information the school collects is put to good use in ensuring that the work of the school, including the quality of teaching and its impact, is fully and appropriately monitored. This monitoring supports the school in its will and capacity to continue developing and improving the good quality of education provided.

WHAT COULD BE IMPROVED

The school improvement plan

24. The school improvement plan shows priorities for development. There is insufficient detail regarding the personnel involved, the timescale within which work is to be carried out and the projected costs. Pupils benefit from wisely targeted spending, such as that for information and communication technology, additional support and increased resources for literacy and numeracy to effectively meet the needs of national initiatives. Appropriate targets have been set for raising standards further in literacy and numeracy. It also plans to continue to develop the use of information and communication technology and the Internet within the curriculum.

25. The current school improvement plan covers one year only. A concise but wide ranging plan detailing a coherent and progressive programme of improvement, closely linked to the school's budget, would present a long term view of priorities based on an evaluation of the work of the school. The headteacher and chair of governors have identified the need to develop a strategic plan to provide a clear educational direction for the school which makes clear reference to raising standards. The governing body has still to develop its role in formulating the school improvement plan. Although clear in their intentions, the governing body has not yet developed clear strategies to help them achieve them. They have not been fully involved in producing, setting and monitoring targets in the school's improvement plan. Their role as a 'critical friend' to the school is still in the early stages of development.

26. The strategic plan should clearly identify a cycle for the review of curriculum areas and a systematic review of policies with attention given to the workload of key individuals in establishing priorities for action. The detailed school improvement plan for the current academic year was carefully constructed by the headteacher in consultation with staff and the chair of governors. It has been discussed and approved by the governing body. The plan includes some criteria for judging the success of the targets. Although staff development opportunities for teachers and other staff to extend their skills and understanding are included in the plan, they are not clearly costed.

27. Long term strategic planning is not sufficiently refined. Many aspects of school life are not included. There is no clear evidence of a systematic review of policies. Although the plan targets areas for improvement, they are too imprecise with insufficient detail of what action is needed to meet each objective or how much money is required. There is no indication of who will monitor each objective and the success criteria are not always clear. The plan should have clear, specific objectives, with time and resources allocated efficiently and targets by which progress can easily be measured to determine value for money and to measure the impact on pupils' learning. There should be clear links to long term, strategic financial planning and the evaluation of the effectiveness of spending decisions, to determine whether initiatives have provided good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ Develop a school improvement plan which:
 - *presents a longer term view of the development of the school;*
 - *includes costings, key personnel and success criteria;*
 - *takes into account the many facets of school life;*
 - *provides an agenda for systematic, planned improvements;*
 - *has clear links to financial planning.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

3

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	6	0	0	0	0
Percentage	0	60	40	0	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 more than five percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)	50
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

YR – Y2

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

English as an additional language

No of pupils

Number of pupils with English as an additional language	2
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	8	8	8
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (87)	100 (87)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	8	8	8
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100 (87)	100 (87)	100 (93)
	National	85 (84)	89 (88)	89 (88)

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	0
White	47
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	2.3
Number of pupils per qualified teacher	19.6 : 1
Average class size	22.5

Education support staff: YR– Y2

Total number of education support staff	2
Total aggregate hours worked per week	33

Financial information

Financial year	2000/01
	£
Total income	131,744
Total expenditure	128,489
Expenditure per pupil	2,471
Balance brought forward from previous year	12,949
Balance carried forward to next year	16,204

Recruitment of teachers

Number of teachers who left the school during the last two years	1.9
Number of teachers appointed to the school during the last two years	1.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	63	37	0	0	0
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	56	41	3	0	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	26	59	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	30	56	14	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	22	30	30	11	7