

INSPECTION REPORT

FRITH MANOR PRIMARY SCHOOL

Woodside Park

LEA area: Barnet

Unique reference number: 101280

Acting Headteacher: Mrs N Lobo

Reporting inspector: Wendy Simmons
23674

Dates of inspection: 31st January – 1st February 2002

Inspection number: 198006

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Lullington Garth Woodside Park London
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Appropriate authority:	The governing body, Frith Manor Primary School.
Name of chair of governors:	Co Chairs, Mrs R Saggar & Mrs M Kendall.
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Frith Manor Primary School, is a much larger than average school educating 624 boys and girls aged between 4 and 11. The number of girls and boys is broadly similar, but there are 18 more boys than girls in Year 6 and in Year 3, girls outnumber boys. There are 114 pupils on the school's register of special educational needs, which is lower than average. Pupils with moderate learning difficulties are the largest group. Three pupils have statements of special educational need, which is below average. About 44 per cent of the pupils speak English as an additional language, which is very high, and of these, 12 per cent receive specialist support with six per cent of the total in the early stages of learning English. A lower than average number of pupils are entitled to free school meals (five per cent). There is a high rate of mobility: during the last school year, 52 pupils entered the school at other than the usual time of admission and 42 left at times other than the usual time of leaving. When children start school in the Reception classes, their attainment is average. In 1997 attainment on entry was higher than average which reflects the changing nature of the school's intake. Since September 2001, the school has been without a substantive headteacher due to the unexpected departure of the former who took early retirement in December 2001. During this time, the deputy headteacher has been the acting headteacher. Seven new teachers have joined since the summer of 2001.

HOW GOOD THE SCHOOL IS

This is a good, inclusive multicultural school where children are receiving a good education. This is reflected in the standards of work seen and pupils' good achievement. Year 6 pupils are attaining above average standards in English and science and well above average standards in mathematics. Pupils are achieving well as they move through the school. The quality of teaching and learning is good and reflects the good progress which pupils make. Pupils' behaviour is good. Pupils show very positive attitudes to learning. Personal development and the provision for pupils with English as an additional language are of very high quality. Leadership is good and management is satisfactory. Currently, the school gives good value for money.

What the school does well

- The acting headteacher, senior management team, governors and staff have worked very effectively to hold the school together and to ensure high standards during a very difficult period.
- Pupils in Year 6 attain well above average standards in mathematics and above average standards in English and science because of the overall high expectations.
- Good teaching and learning enable pupils of all abilities to make good progress.
- The provision for pupils with English as an additional language is very good.
- The provision for multicultural education is of a very high standard.
- Pupils' very good attitudes to learning, their relationships with each other and their very good wider social and personal development contribute well to their learning.

What could be improved

- Some aspects of management which are not sufficiently developed. These include: continuing to enhance communication with parents about the curriculum, increasing the amount of administrative support hours and updating the school's daily financial procedures.
- Teachers' marking of pupils' work is too variable and is not supporting learning to best effect.
- The use of information and communication technology is not supporting teaching and learning well enough in all areas of the curriculum well enough.
- The school buildings and surroundings areas do not fully support the pupils' learning.

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 October 1997. Since then, the school has made good improvement. Standards show good progress and are well supported by the good introduction of the literacy and numeracy strategies. Teaching and learning have developed, including the instances of very good teaching and pupils' very positive attitudes. Behaviour remains good. The former key issues of planning, assessment and provision for more able pupils show good progress and are enhancing pupils' performance. Furthermore, there has been good improvement in provision for multicultural work and for pupils with English as an additional language. Pupils' attendance rate has also increased. Learning opportunities for children in the Foundation Stage and for those with special educational needs remain as good. Information and communication technology has developed satisfactorily. In 1997, the partnership with parents was identified as a significant strength. However, as a consequence of the unexpected departure of the former headteacher, relationships with some parents have weakened. Financial control is now only satisfactory, but was judged as good in 1997. No specific overall judgement was made about leadership and management in 1997 beyond its being effective. Nevertheless, further improvements have been made, including being awarded 'Investors in People' in 2001. The school has a strong team. Its capacity to improve is good.

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	A	A*	A	A
Mathematics	A	A	A	A
Science	A	A	A	B

Key	
Very high	A*
Well above average	A
above average	B
Average	C
below average	D
Well below average	E

The table shows that in 2001, standards were well above average nationally in English, mathematics and science and that, compared with similar schools based on the percentage of pupils known to be eligible for free school meals, they were also well above average in English and mathematics, but in science, were above average. Since 1998, the school's results have shown an improving trend in line with the national rate of improvement. The school achieved its targets in 2001 for the number of pupils expected to reach Level 4 in English and mathematics and the proportion of pupils who reached Level 5 was well above average. The school's results in Level 5 mathematics were in the top five per cent of the country. Level 6 was achieved by one pupil in science and mathematics. The school exceeded its targets for 2001 easily, but these were not sufficiently challenging. However, the 2002 targets for English and mathematics are appropriately challenging.

Standards are not as high overall as in 2001. This is largely because this group of pupils has far more boys than girls and these boys are more able in mathematics than they are in aspects of English. The findings of this inspection are that pupils are achieving well from their average level when in Year 2 in 1998. They attain well above average standards in mathematics, where expectations are extremely high and consistent. In English and science, standards in Year 6 are above average. More able pupils are well stretched, particularly in reading and mathematics, although opportunities to write at length, to re-draft and correct and improve writing are sometimes underdeveloped. In this respect, marking is not having enough impact on pupils' learning. In science, planning does not always consistently challenge the most able pupils. Pupils with special educational needs make good progress. Those with English as

an additional language achieve very well and often they attain much higher than average results. Overall, pupils achieve well because of the progressive development of skills, high expectations and good overall teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are very keen to learn. They show an interest in a good range of activities. Most take a pride in all they do and this reflects on their ability to learn quickly.
Behaviour, in and out of classrooms	Good. Pupils are very polite, courteous, enthusiastic and welcoming to visitors. The school is successfully developing its behaviour policy.
Personal development and relationships	Very good. Pupils show respect and act responsibly. Relationships are very good, which results in high self-esteem. Work is supported by a good scheme of work that is very well established in the Reception classes.
Attendance	Good. Attendance is above the national average.

The school has successfully introduced reward certificates for effort and achievement. However the use of 'Golden time' to enhance pupils' social skills is not effective enough.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 and 2	Years 3 to 6
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 and learning is good. Expectations are high and teachers' planning is good. Basic skills are well taught. Several teachers across the school demonstrate very high standards of teaching, including two who have joined the school in the last six months. Over half of the lessons seen in Years 5 and 6 were of a very high standard. In Year 6, pupils are taught by a wide range of different teachers. Here, teaching is good overall, but there is some inconsistency in the amount of very good teaching between groups. Master class teaching at a local secondary school is very effective, particularly in challenging the most able pupils. Changes since January in Year 6 staffing are effective in ensuring high standards. Across the school, English and literacy are well taught, especially reading, grammar and punctuation. Opportunities to write at length and re-draft work are inconsistently developed. In mathematics, teaching and learning are good, with very good teaching of numeracy and number, but limited data handling work. Marking is inconsistent and does not help pupils sufficiently to learn by their mistakes or develop ideas. Ability group setting is used well overall. The very good provision for pupils with English as an additional language is a significant strength of the school. Teaching and learning for pupils with special educational needs are good. Pupils have very positive attitudes to learning. Information and communication technology skills are developing steadily, but these are not well used within class lessons. Homework supports learning satisfactorily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a good variety of learning experiences. Teaching of literacy and numeracy, links with local schools and the provision for personal, social and health education are very good. Extra-curricular activities are good. Provision in Nursery and Reception is good, but outside play opportunities are not consistently integrated into daily learning. Information in the prospectus is difficult to understand.
Provision for pupils with special educational needs	Good. Pupils make good progress and are ably supported by a high number of support staff. The school is beginning to implement the new Code of Practice successfully. Individual education plans are often good, but some targets are not precise. Pupils are often withdrawn from the beginnings of lessons, which limits their progress. The co-ordinator is well qualified. Too much time is spent on administrative tasks and not enough on monitoring or enhancing parental links.
Provision for pupils with English as an additional language	This is very good and a significant strength of the school. Pupils make very good progress because of the clear identification and support systems. Leadership is very good. Pupils master English by the highly effective use of excellent resources, including opportunities to link 'mother tongue' speaking and writing to English. Relationships are excellent. Inclusion is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils develop a strong sense of their own identity, but special spiritual moments are underdeveloped. Moral development is good. Cultural development is a significant strength of the school and very well supported by links with parents and visits. Multicultural work is very good. Pupils are helped to appreciate the cultural diversity of British society and to show tolerance and respect.
How well the school cares for its pupils	Good. The school has good procedures for child protection, first aid, health and safety. Most teachers know the pupils very well, which gives pupils confidence and assists learning. Assessment and procedures for pupils' progress and personal development are good, but marking of pupils' work is inconsistent. Monitoring of attendance is good.

The library and information and communication technology resources are not used to best advantage. All statutory requirements are met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is good; management is satisfactory. The acting headteacher and senior management team show good leadership. Subject co-ordinators are driving up standards. There is a good vision for continued development.
How well the governors fulfil their responsibilities	Good overall. They are committed, well informed and effective in fulfilling their responsibilities. Individual skills and committees make a valuable contribution to the management of the school. Governors regularly review the school improvement plan and are developing their monitoring role.
The school's evaluation of its performance	Good. The analysis of assessment data is thorough and is used well to raise standards. Monitoring of the quality of teaching and learning is satisfactory. The school improvement plan is a good working tool, but the main priorities for development are not always woven into the individual plans for curricular subjects. Some criteria for judging the success of projects are too general. The acting headteacher has a good overview of the curriculum.
The strategic use of resources	Satisfactory. Resources are used satisfactorily. Financial planning is linked to school improvement priorities. Procedures for evaluating the effectiveness of spending decisions are satisfactory.

Strengths include the improvements since 1997 and the good leadership. Weaknesses include aspects of the day-to-day financial procedures and insufficient administrative support. Improvements to buildings enhance the learning environment, as do attractive displays of pupils' work. However, some accommodation restricts learning and is very shabby, as also noted by parents. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High standards • Good teaching • Good behaviour overall • Their children like going to school 	<ul style="list-style-type: none"> • Parents expressed their anxiety about leadership and the maintenance of high standards. • Communication with parents • The marking of children's work. • Information about children's progress. • The range of activities outside lessons. • The quality of the accommodation

The inspection's findings agree about the school's strengths. The school is working effectively to build bridges with parents following the departure of the former headteacher. They have worked to enhance the quality of information about the curriculum, but some areas are not clear enough including the prospectus, new arrangements for special educational needs, marking and extra curricular activities. Parents' annual reports of their children's progress are satisfactory and some are good, but this varies from class to class. Other aspects of communication are satisfactory and sometimes very good,

particularly for pupils with English as an additional language and for those in the Foundation Stage. Leadership is ensuring high standards. The range of activities outside lessons is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The acting headteacher, senior management team, governors and staff have worked very effectively to hold the school together and to ensure high standards during a very difficult period.

1. On the unexpected departure of the former headteacher, the deputy headteacher became the acting headteacher. No appointment was made to fill the deputy headteacher's role. The senior management team have given good and cohesive leadership to the school. Since September, they have faced many additional difficulties, including shortages of staff due to several instances of serious illness. The unexpected departure of the former headteacher has clearly caused considerable strain for all involved and has negatively influenced the quality of relationships with a minority of parents. Despite this, the quality of teaching continued to be monitored and support provided where necessary. As a result, action has been taken to ensure that the standards of teaching and learning remain a strength of the school, for example, the quality of Year 6 teaching remains good overall. Throughout this time, professional development of staff continued, as did developments identified in the school's improvement plan.

Pupils in Year 6 attain well above average standards in mathematics and above average standards in English and science because of the overall high expectations.

2. Pupils enter the school with broadly average attainment. This is different from the findings of the last inspection, but reflects the increase in the numbers of pupils for whom English is an additional language. This was 19 per cent in 1997 and is now 44 per cent.

3. In the 1997 inspection, standards in English, mathematics and science were above average. In the national tests in 2001, standards were well above average in English, mathematics and science. The percentage of pupils reaching the higher Level 5 standard was very high. One pupil attained Level 6 in both mathematics and science. Another pupil gained Level 6 in mathematics and one other gained Level 6 in science. Standards were well above the average in English and mathematics and above average in science, when compared with other very similar schools.

4. In the current Year 6, pupils' attainment is above average in English and science and well above average in mathematics. Whilst these standards are not as consistently high as the findings of the 2001 national test results, this represents good achievement in English and science and very good achievement in mathematics. This is because when these pupils were in Year 2 in 1998, their results were average. Pupils' good, and sometimes very good, achievement is due to teachers' high expectations of them and good use of regular testing and planning which recognise the needs of different groups of pupils. In this respect, setting in English and mathematics is giving pupils very good opportunities to work at their own level. This is especially successful for more able pupils. Challenge for more able pupils was identified as a key issue for action in the 1997 inspection report. The school has responded very well to this key issue and, consequently, it has become more inclusive, with high achievement for the most able. The links with Mill Hill School are first rate in helping some gifted pupils to reach high standards. In addition, the school is working effectively to ensure that able, gifted and talented pupils are identified early, although specific education planning has not been formalised for all subjects.

5. Standards in mathematics in Year 6 are very high. This is because expectations are very good, and pupils have benefited from the development of skills as they move through the school. The introduction of the numeracy hour is very effective in supporting high standards. The booster class in Year 6 received very good teaching during the inspection, with strong emphasis on the use of number skills to solve real life problems. Lessons are very well planned overall and are closely matched to pupils' ability. In a very good Year 5 lesson, the most able group were very well challenged in calculations about percentages. Furthermore, Japanese script was used on the board to ensure that a new boy could access the lesson quickly.

6. Skilful questioning by teachers supports learning in mathematics. Overall, teachers have good subject knowledge. Pupils of all abilities are helped to make quick progress within lessons, including those with special educational needs. High standards reflect pupils' very good attitudes, as they concentrate well, work at a very good pace and enjoy the subject. The provision for pupils with English as an additional language is good, and sometimes very good, when specific specialist one to one support is provided. Overall, inclusion is very good. In a very good lesson in Year 6, the very good planning and style of perceptive questioning resulted in a fast and challenging pace of learning as pupils rotated isosceles and equilateral triangles measuring the degrees accurately using a protractor. Here, learning was fun, especially when pupils developed their own mnemonic for remembering angles such as 'cute' for an acute angle.

7. Across the school, there is a strong emphasis on numeracy and number skills which is very effective in laying strong mathematical foundations for pupils' development of further skills. However, data handling is not as well developed as other aspects of mathematics. The overall quality of teaching in Year 6 is good. It ranges from very good to satisfactory by the five different teachers who teach this subject in Year 6. Some pupils experience a varied quality of teaching throughout the course of the week due to the organisation of class lessons and group teaching. Assessment is good overall, especially the tracking of pupils' progress, but the use of marking as an assessment tool is underdeveloped. Good regular testing that helps teachers to identify work that pupils understand and those areas that need further attention and results in pupils making good progress and achieving well.

8. Standards in English in Year 6 are above average, but not as high as mathematics. This year group has significantly more boys than girls and overall, there is a higher percentage of boys working at an average level than girls. Pupils have very good knowledge of grammar and punctuation skills and this is a significant strength of English teaching and learning. Moreover, it reflects the very good development of skills as pupils move through the school. Handwriting is above average, well formed, neat and legible. Opportunities to write at length and redrafting work are satisfactory.

9. Skills in reading are well developed. Pupils can talk about a range of authors with clarity and understanding of different points of view. The recent addition of a new library is very good, but most pupils are not sufficiently confident in locating books to support their independent research skills. Work on poetry and wider contemporary and classical literature is good, resulting in pupils being able to talk about their likes and dislikes from a wide range of authors. For example, in a good, top set Year 6 lesson, pupils read aloud exploring phrases of 'The Windmill' by Longfellow. They were keen to discuss the text and confident and articulate in their evaluations and further suggestions of personification. Opportunities to develop debates and link their English work to drama are underdeveloped. Although pupils speak with clarity, they are not learning how to adapt their talk to different situations, which is higher Level 5 and 6 work. For example, in a Years 3 to 6 assembly, pupils were invited to act out 'The Rainbow Story', but the three pupils from each year group lacked confidence when speaking to the audience. A good lesson in Year 1 showed how pupils are learning to read confidently by extracting information from texts including finding and talking about life cycle facts of the cabbage white butterfly.

10. The creative use of language in poetry is of a very good overall standard and shows strong links with pupils' understanding of alliteration, similes and use of adjective and adverbs. The work in Year 5 shows this very well. For example, in one sea poem, a pupil had written: "The clear crystal castle looked like a dream and out of it shot dancing beams." This work is supported by very good, and sometimes excellent, teaching of grammar. In the only excellent lesson, the top set in Year 5 explored embedded clauses in a lively and clear way. The teacher explained it so that pupils knew exactly what to do and how to improve by building up the work progressively. Pupils found the subject and object in sentences and then extended these imaginatively, often causing much laughter and fun, especially when one pupil suggested: "The ballerina, who has a bright red bushy moustache, danced gracefully". This highly challenging lesson resulted in very good learning although this was not extended by the use of information and communication technology.

11. Overall, inclusion is very good in English. Particular strengths include the very good integration of pupils for whom English is an additional language. In Year 2, pupils worked on writing their own version of 'The Old Woman and the Red Pumpkin'. With highly skilful support from a Japanese speaking assistant, pupils listened to the text in their own first language as well as in English and then wrote using dual texts and support picture cards to achieve greater clarity in their spoken and written use of English. Equally, the use of story sheets gave support to Gujarati and Greek speaking pupils. The support for pupils with special educational needs is good. However, a weaker aspect involves the withdrawal of some pupils with special educational needs at the beginning of literacy lessons for one to one support. Consequently, when they return, they have missed the teachers' introduction and cannot always make the very best of group work activities. Teachers' planning is good, but does not always identify the specific needs for some special educational needs pupils. Nevertheless, in practice, they are well supported by good support from assistants or by direct help from teachers, which allows them to feel confident and make good progress.

12. In science, standards are above average in Year 6. Expectations are high, especially for the number of pupils expected to attain Level 5. Teachers' planning is good overall and results in good learning. However, challenges for the very highest ability are variable. As a result, much of the work in books is very similar, often due to teachers over rehearsing hypotheses, methods and outcomes. As a consequence, the opportunity for pupils to reflect their true understanding is sometimes missed. Pupils' good overall progress in science reflects the well-planned scheme of work, good monitoring by the co-ordinator, strong links with mathematics and English work and a good focus on investigative and experimental science. Support through 'master classes' is a significant factor in why able pupils achieve very high standards, including two pupils reaching Level 6 in 2001.

13. Throughout the school, teaching and learning are good in science and are well supported by regular assessments and tracking of pupils' progress and level of working. In a good Year 3 lesson, pupils learnt quickly about a spring as a force as the lesson was well planned to build effectively on previous learning. Moreover, it was suitably investigative and engaged pupils' interests as the work linked well to their previous understanding. The teacher's knowledge and questioning also enabled pupils to extend their understanding of forces. During the inspection, one lesson on light was unsatisfactory due to the teacher's limited knowledge and poor demonstration of reflection using a mirror. Too few pupils concentrated on their work in this lesson and, as a result, did not record the work in a way which showed knowledge and understanding. Furthermore, misconceptions about the speed of light and sound were not addressed, leaving some pupils unable to explain why a flash of light comes before the thunder. However, much hard work is going into developing high quality science as part of the school's improvement plan and this is improving standards. For example, in a very good Year 2 lesson, pupils investigated circuits. This lesson had plenty of challenge and made very good use of questioning to promote thinking: "What do you think will happen if we use two batteries and one

bulb, or one battery and two bulbs?" Visits support scientific work well. Science homework supports pupils' learning effectively. Most importantly, pupils show very positive attitudes to this work and clearly enjoy the subject.

14. Pupils' overall performance has risen significantly since 1997. This is because the teachers' expectations of all pupils, whatever their levels of ability have improved and the school is making better use of assessment information to improve standards. The staff identify weaknesses and address them through carefully planned programmes of work. Successful implementation of the strategies for literacy and numeracy, setting, and good subject leadership, have resulted in good improvement and better inclusion for pupils of all abilities. Staff and governors are working well as team despite many significant and recent changes. Consequently, pupils' high standards have been broadly maintained during a very difficult period.

Good teaching and learning enable pupils of all abilities to make good progress.

15. Overall, the quality of teaching and learning is good across the school. During this inspection, 34 lessons or parts of lessons were seen. Teaching was excellent in one lesson, very good in eight, good in sixteen and satisfactory in eight. One lesson in science was unsatisfactory. The teaching of basic literacy and numeracy skills is very good overall due to the strong and progressive development of skills. These figures show an improvement from the last full inspection when teaching was good overall, with less unsatisfactory teaching and more very good and excellent teaching. In 1997, 88 per cent of teaching was satisfactory or better, now it is 97 per cent. There are no real weak links in teaching in this school, although there is some variation in consistency within year groups. In particular, there is variation in the quality of marking and aspects of Year 6 teaching, which are identified above.

16. The good year group planning ensures that pupils in different classes experience consistent activities. Teachers show a strong interest in the pupils and a commitment to the school. There is a strong team ethos. Teachers share a common purpose and are reflective about what they can do to improve teaching and learning. For example, this is evident in the recent training work to understand about the needs of more able pupils and recent developments to improve the teaching of phonics as part of the special educational needs provision. Of significant impact was the training to help teachers to experience how pupils with English as an additional language feel when faced with a new language. This training was introduced in Japanese and really opened teachers' eyes into how to develop a supportive and inclusive learning environment.

17. Planning has developed considerably since the last inspection and shows a variety of challenges for different groups of pupils. Although teachers have a very clear knowledge about pupils with special educational needs and those for whom English is an additional language, specific reference to these groups is not identified in the weekly planning sheets, but rather as an additional section in the planning book. This does not make it easy to have a quick overview of the whole class for each lesson. In 1997, expectations were not always high enough for the more able. This has developed well. Learning objectives are shared with pupils at the beginning of lessons so that they know at the outset what is expected of them and helps them to develop a good knowledge of their own learning. However, some learning objectives are not as focused as others. For example, some identify what task pupils will do in the lesson, but not exactly what they should be learning or consolidating.

18. During the inspection, examples of very good teaching were found around the school, but were more frequent in Years 3 to 6 than in Years 1 and 2. Teaching in the Nursery and Reception is consistently good, although there are missed opportunities to develop learning in the outside classroom. This is partly because there is no covered area for when it is damp or raining. Across the school,

teachers have good overall subject knowledge and are well supported by more knowledgeable and senior staff which helps to promote demanding work. Pupils have very good attitudes to learning and this is reflected in how they apply themselves to new challenges and put creative and physical effort into their work. The pace of lessons is brisk and this helps pupils to work quickly, as evident in a very good Year 4 lesson in which pupils had to solve mental calculations very swiftly. “50-24, in your head and then give me the complementary or inverse function to check the answer.” Pupils sustain concentration and usually think for themselves.

19. The use of resources has developed considerably since the 1997 inspection. For example, the very good science resources support learning and investigations. Assistants are used well to support groups and individuals. Questioning is usually used very skilfully and promotes thinking. For example, in a very good Year 1 lesson, pupils were exploring missing numbers in simple calculations to ten. The teachers said: “Now don’t just give me the answer, use accurate mathematical language, like, ‘sum’, ‘total’ and ‘plus’. Now, how do you know that you have the right answer? explain your calculation as a number sentence.” This showed high expectations and overall good learning.

20. As identified in the sections above, teaching is good overall, but there is some inconsistency in Year 6. Pupils are taught by several teachers during the course of a week, which is good practice in helping them to prepare for secondary school. However, sometimes pupils are getting an imbalance of satisfactory, good and very good teaching, compared with other pupils in the year group. The current arrangements for setting are raising standards, but the organisation of this is variable, with pupils attending set lessons twice a week and then mixed group lessons for other English and mathematical work. This means that pupils do not have complete consistency in their English and mathematics teaching. Consequently, teachers are responsible for a very wide number of pupils. This does not make aspects such as marking and correction of work easy to organise for best effect. The marking of pupils’ work is expanded on further down in this the report.

21. Underpinning all of the good features of teaching are the good relationships that exist between teachers, support staff and the vast majority of pupils. Pupils’ relationships with each other are very good and impact on their ability to learn successfully in groups. The atmosphere in classes is purposeful. Behaviour is well managed overall, but the balance between sanctions and rewards is not always equal. Pupils have a considerable number of books to write in, which is inefficient, especially for English work. In mathematics, some Years 1 and 2 books have squares that are too big to support work in developing an understanding of tens and units.

The provision for pupils with English as an additional language is very good.

22. During the inspection, pupils with English as an additional language were fully included in all activities, especially English and literacy lessons. This is a significant strength of the school. Moreover, it is supporting the very good progress and higher than average attainment of most of these pupils. At the time of the last inspection, provision was judged as good. Since then, there have been further good developments, to bring it up to a very high standard.

23. The school values these pupils very highly and has organised a range of integrated support. The co-ordinator is providing very good leadership, and is very ably supported by a team of very skilled and enthusiastic practitioners. Pupils are quickly identified for support as they start school. The new policy is of a very high standard. Specialist funding is used well to ensure that pupils are well supported and achieve very well as they move through the school. Links with parents are very good and are closely linked to the high quality multicultural work, this enhances pupils’ ability to learn well and achieve high standards. The ethos within the school is very inclusive. Pupils are encouraged and

supported to develop a strong feeling of self worth. This is reflected in the numerous displays around the school, which show the home language of pupils. Moreover, the school has a very wide range of mother tongue books and tapes to support learning. The homemade resources are very good, as they help to make lessons engaging. As a consequence, pupils are highly motivated, keen to learn and show very good concentration, which results in speedy progress.

24. Opportunities for pupils to write in both English and their first language are encouraged as a way of linking and extending learning. The school evaluates pupils' attainment, sets specific targets for development and carefully tracks progress. In some teachers' planning books, there is a very helpful guidance sheet to support teaching, although this was not in all planning books. Links between class teachers and specialist support teachers are very good. The monitoring of provision is good, with satisfactory links with governors.

The provision for multicultural education is of a very high standard.

25. Multicultural work is closely linked to the provision for pupils with English as an additional language. This work has a high profile in the school and recognises the wide and varied cultural traditions of all of the pupils, as well as helping them to develop a very good understanding of the multicultural nature of Britain. There is a well qualified and experienced co-ordinator. She works closely with other co-ordinators to develop this work across the curriculum, for example, through religious education, history and art. Links with music are not strong enough. The school does not have enough good quality instruments to support class lessons. Indeed, during the inspection, there were missed opportunities to widen musical knowledge in assemblies. Even though music was played, including Caribbean music, no one referred to the composer, origin or instruments involved. However, in the Reception class, pupils learnt an enjoyable Turkish frog song. Pupils make a wide range of visits to support multicultural work. Festivals are used very successfully to widen knowledge and appreciation of different cultural traditions.

26. This school cherishes its diversity and this is reflected in the multicultural work. Parents are extremely well involved in helping to support this. The school ensures inclusion of all pupils from all year groups; for example, they regularly organise and take assemblies linked to different festivals. Furthermore, parents give first rate support to this. The school has recently sought to ensure real inclusion by inviting parents to involve all pupils from the class and not just those of a specific religion or cultural background. This is excellent practice, which enhances pupils' personal and social development. Pupils benefit greatly from the interesting and varied resources which parents provide. During the last year the range of special events and activities has been very good. These include Indian stick dances and mendhi hand painting as part of a special Asian afternoon, Japanese and Greek afternoons, a Jewish event with over 100 parents supporting this and Afro Caribbean activities, which were performed in Barnet. Links with religious festivals are very numerous, including Diwali, Eid, Chinese New Year, Passover, Christmas, Hina Matsuri and Kodomono-hi

27. The displays around school show strong multicultural work. For example, through art and poetry pupils explored the feelings of people across the world following the collapse of The World Trade Centre in New York on September 11th 2001. Linked to social development, pupils in Year 5 and 6 regularly raise funds to support the running of a small school in India. Overall, work on this aspect of the curriculum contributes well to pupils' spiritual development, by helping them to understand about the importance of identity and individual self worth. Pupils' knowledge and understanding of different artists support this work. In discussion with some Year 6 pupils, they spoke confidently about Van Gogh, Picasso and Monet, but were not so well informed about Indian or Japanese artists.

Pupils' very good attitudes to learning, their relationships with each other and their very good wider social and personal development contribute well to their learning.

28. This aspect of the school's work has developed considerably since the last inspection, particularly personal development, which was considered to be underdeveloped in 1997. The good improvement reflects developments in the personal, health and social education programme of study as well as the improved provision for more able pupils. This is also closely linked to the developments for pupils with English as an additional language, the wide multicultural work and the good range of extra curricular activities. The inclusive nature of this school reflects the positive attitudes that pupils show to each other and their learning. Relationships with each other are very good. All of these very positive features have a direct impact on how well pupils achieve and are a significant reason why the school achieves high standards and results.

29. Personal and social development is given a very high profile as soon as children start school in the Reception class. Here, independence is encouraged, including opportunities to write imaginatively and to learn how to make decisions about resources and activities for themselves. They are helped to become confident and eager to learn. They show respect for others and learn about acceptable behaviour and, above all, are happy. This strong provision underpins the work throughout the school. Most significantly, these children learn how to work independently and within groups thus, they are able to learn effectively and achieve well for their ability.

30. Personal, health and social education has been a main focus for development in the last year. This has helped pupils to develop an understanding about drugs and sex education as well as widening opportunities for more physical exercise as part of the healthy life style. Parents and governors have been well involved in this. This balance in opportunities, especially additional physical education activities, helps pupils to become well equipped for a healthy lifestyle. During the week, pupils receive higher than average amounts of physical education. This has a positive impact on their class work and standards, as pupils enjoy energetic activities interspersed with those that require focus and concentration. The good support from parents has provided a flat field area for team games and further good leadership has resulted in the provision of a new gymnasium, both of which have allowed greater access to physical activities.

31. The improved provision for more able pupils has played a significant part in raising standards. Individual pupils are helped to have high levels of self-esteem. In lessons, especially when the quality of teaching is very good, pupils develop greater independence, but even when lessons are no more than satisfactory, they are keen and eager to learn. When lessons are interesting, they become highly motivated. An example of this was seen in a Year 2 extended writing lesson, when more able pupils were being encouraged to extend their squirrel story sentences. The teacher used a strong and dramatic voice, with an exaggerated gasp saying: "He had only gone a little way, when all of a sudden..." The pupils were almost bursting with excitement to answer. This was also seen in a good Year 4 lesson about nonsense poetry when the teacher introduced the 'slippery poem'. Pupils quickly got the idea of how to make words slip around so that the poem made less and less sense; they loved this and listened attentively to each other's amusing alternatives. One of the redeeming features of the unsatisfactory lesson was indeed pupils' attitude, as they tried to remain on task and work as instructed to by the teacher.

32. The class teacher and some parents commented that a few boys in Year 6 sometimes exhibited negative attitudes. This was not seen during the inspection. There was a less relaxed atmosphere in one Year 6 class but the were quite capable displaying of good attitudes. The new behaviour policy is seeking to support personal development, by balancing sanctions and rewards, but

this is still bedding in. The use of 'Golden Time' is not being used to best advantage to support the behaviour policy or pupils' wider social skills. Moreover, the use of this time has not been monitored. The school has introduced regular periods of 'circle time'. It was not possible to see any of these during the inspection, but pupils commented that they enjoyed the opportunity to talk about things of interest and concern to them and this has a positive effect on the development of their opinions and attitudes.

WHAT COULD BE IMPROVED

Some aspects of management which are not sufficiently developed. These include: continuing to enhance communication with parents about the curriculum, increasing the amount of administrative support hours and updating the school's daily financial procedures.

33. Currently, links with some parents are not as strong as they were when the school was last inspected. Links are very good for children in the Nursery and Reception and to support multicultural education, with especially good links with the parents for whom English is an additional language and through the parents' fund raising activities. Aspects of general communication about the curriculum are not strong enough. The school's prospectus is wordy and sometimes difficult to understand. Parents are not sufficiently informed about what pupils are expected to do for homework and, more importantly, the marking policy has not been adequately explained to them. In addition, the range and nature of extra-curricular provision has not been made clear to them. Over 30 per cent of parents who responded to the questionnaire think that these matters do not sufficiently support the curriculum. Information about the national changes in the management and organisation of special educational needs are not clear enough to parents. While the reports to parents about their children's progress are satisfactory, there is variation in the quality from class to class. Where they are of a very high standard, teachers make very distinct remarks about what the pupils do well, what they struggle with and how they can improve.

34. The current spending on administrative support is low when compared with spending in most other schools in the country. Moreover, it is extremely low when compared with other London schools. Consequently, the administrative staff are overloaded with work. Currently, the same person completes the general administration and financial administration. The school does not have a bursar or specialist financial administrator. This is a heavy responsibility for one person in a school of this size and the size of the school's budget. Support for the current administrative staff is very professional, but there is too much work to do in the hours provided. The receptionist also gives good support to the school. Nevertheless, the governors have not given sufficient attention to this matter, especially when evaluating the effectiveness of current spending patterns. For example, as a result, the special educational needs co-ordinator and assessment co-ordinator are spending too much of their time on administrative tasks. This does not give them the best opportunity to develop their monitoring role and enhance links with parents.

35. The very recent audit shows that several areas of the day-to-day procedures for financial management are in need of improvement, as they are not rigorous enough. It is reported that the former headteacher did much of this himself and that systems have not been left in place that meet current recommended best practice. However, overall, financial control is satisfactory and is well monitored by the governors and acting headteacher. The school has a carry forward in the budget of just over five per cent, which is being appropriately held to enhance the school's accommodation.

Teachers' marking of pupils' work is too variable and is not supporting learning to best effect.

36. Parents commented that marking could be improved. The inspection's findings agree with this. A range of pupils' work was evaluated during the inspection. The findings suggest that a consistent approach to marking is not used from class to class. Some work is unmarked, including some homework. Parents and pupils are not clear about the marking policy and this results in mixed messages and confusion about what the school is doing. Moreover, it has a negative impact on pupils' otherwise very high self esteem. There are several reasons why this is a weaker aspect of teaching. As a consequence, it is not used well enough as an assessment tool to support pupils' learning, or to inform pupils' individual learning targets and, therefore, push up standards to best advantage.

37. The school has a new draft policy, with emphasis on 'quality marking'. This means that some pieces of work should be marked thoroughly to help pupils to see where their mistakes are, identify what they have done well, and give guidance on how to improve the work. This is very good in theory, but less well delivered in practice. However, this is a new system which has not had time to bed in.

38. There are several examples of good practice, but even these rarely show that further time has been given to pupils to act on the comments, which the teacher has made. Therefore, the time invested in marking is wasted. For example, work in Year 6 has comments such as; 'some interesting sentences, although you have chosen some inappropriate adverbs and adjectives'. This work has never been revisited to improve the quality. Equally, in some marked homework on a poem entitled 'Windy Weather', the teacher asked a good question: "How, does the poet create the mood?" However, the pupil never answered this. The quality of marking to guide pupils in how to develop their work when drafting and extending writing is inconsistent. As a result, some pupils are not having the opportunity to understand how a real writer works to produce a final piece of work for a specific audience. Sometimes, homework is used for this, which is good practice, but generally this is underdeveloped.

39. In mathematics and science, marking is also of variable quality. Often it is a list of ticks, with congratulatory comments and little further investigation or challenge in pupils' ideas or thinking. In science, the marking is often more heavily weighted on marking the quality of English, without sufficient emphasis on developing scientific thinking. One science book had no marking in it at all. Where marking is better, the points picked up are often not linked sufficiently to pupils' individual targets for improvement. Group and verbal marking, which have many benefits, is said to occur with the pupils, but there is insufficient cohesion in the approach to this, and no evident record that it has been done.

40. The monitoring of marking is insufficiently developed. The development of this whole school initiative is insufficiently evaluated to check the progress made and modify the policy accordingly. The school development plan does not identify how to do this quickly and efficiently. For example, the monitoring and development of marking are not included in all of the subject improvement plans. The monitoring of marking is not sufficiently focused to bring about an effective and manageable whole school system.

The use of information and communication technology is not supporting teaching and learning well enough in all areas of the curriculum well enough.

41. The school is working well to improve provision for information and control technology. However, there is still some way to go before pupils use this effectively to support their learning in

class based lessons across the curriculum. A new co-ordinator started in September and has a clear vision of how to develop the subject. The development plan is well organised and thorough, although other subject improvement plans do not always identify how information and communication technology can be developed across the curriculum. In class based lessons, all too often, the computers were not used to develop learning opportunities. However, when in the special information and control technology suite, pupils are making good progress in developing skills. For example, in a good Year 4 lesson, pupils worked to create a booklet based on their recent trip to St Albans. The good knowledge of the teacher allowed pupils to learn how to illuminate the background, alter size, style and colour of texts and how to import colour to add a finished touch. Pupils have a good knowledge of E-Mailing, often from their use of this at home.

42. Lesson planning does not take sufficient account of how to integrate this technology into all kinds of lessons or for the wide needs of the pupils, including those with special educational needs. For example, an extremely gifted child is not identified specifically in teachers' weekly planning. In English, mathematics and science, the use of a range of programs is very limited. In mathematics, data handling is not sufficiently explored through the use of information and communication technology and moreover, little use of computer technology was seen in any mathematics lesson during the inspection. Equally, in English, opportunities to link this work to drafting, redrafting and producing final pieces of written work are insufficiently developed. Pupils do listen to taped stories, but this was not high profile in literacy lessons. Where it was best, pupils with English as an additional language use the cassette recorder to promote their knowledge of English. In a very good Year 6 lesson, pupils were writing stories using two characters, but none made use of the word processor to develop opening sentences, by changing the structure so that they became more engaging and full of suspense, even though this activity lent itself well to using these resources. In an otherwise good science lesson, a pupil was typing in scientific vocabulary, but was not clear about why he was doing this, and thus it was not supporting learning effectively. The sample of pupils' work, which was looked at by inspectors, had very few examples of how pupils use these resources across the curriculum.

The school buildings and surroundings areas do not fully support the pupils' learning.

43. The school buildings and surroundings are being improved, but there is still much to do to make this an attractive and fully effective learning environment. Recent additions to the school include a new library, additional playground space and a flat playing field. However, the space in the huts is very cramped. This makes it difficult to do creative work as part of the art and design and technology curriculum. Much of the accommodation is shabby. The environmental area is overgrown and does not support the science curriculum. Nevertheless, pupils' work is attractively displayed to enhance the learning environment. During the inspection, the additional temporary lavatories were not in a fit state to be used and were closed. This puts greater demand on the inside facilities, which are not easily accessible.

44. The school has a clear plan for ongoing development, but the accommodation does not give some pupils a quality learning environment. This is best in Years 1 and 2, where pupils benefit from new accommodation. The gymnasium is used for assemblies, but the constant trail of pupils from Years 1 and 2, who move through the building, ruins opportunities for special spiritual moments. Furthermore, the hall and corridor spaces get extremely muddy during wet weather and because pupils have to trail back and forth between the huts, this becomes unsightly and slippery.

45. Not all children in the Reception classes have direct access to their own outside fenced learning area. Teachers are doing the best they can to give children time in the 'out side classroom', but these sessions are blocked and they cannot make sufficient use of spontaneous enquiry, which is synonymous with high quality provision for children in this stage of their schooling. Moreover, if it is raining or very hot, these young children have to miss their time in the out side classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to continue to improve the quality of education offered to the pupils, the governors and staff should:

(1) Building on the good leadership which already exists in the school, so that aspects of management can be improved by:

- appointing a substantive headteacher;
- appointing a temporary assistant headteacher to support the acting headteacher during this period of transition;
- enhancing information for parents about the curriculum;
- increasing spending on administrative staff;
- implementing rigorous financial procedures for the day-to-day financial management.
- continuing to monitor teaching, so that there is growing consistency in the amount of good and very good teaching across year groups;
- continuing with the plans to improve the accommodation and the school's learning environment.

Paragraphs: 33 to 35 and 43 to 45.

(2) Improving the marking of pupils' work so that it helps pupils to improve the quality of their learning by:

- monitoring what is happening across the school as a whole;
- building on the best practice in the school;
- finding consistent systems which make best use of teachers' time;
- keeping parents well informed about changes and developments.

Paragraphs: 36 to 40.

(3) Further developing the use of information and communication technology in all areas of the curriculum

Paragraphs: 41 and 42.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	16	8	1	0	0
Percentage	3	24	47	24	3	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 two percentage points.

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)	624
Number of full-time pupils known to be eligible for free school meals	30
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	114
English as an additional language	No of pupils
Number of pupils with English as an additional language	277
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	58
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	39	50	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	36	38
	Girls	49	48	48
	Total	83	84	86
Percentage of pupils at NC level 2 or above	School	93 (93)	94 (96)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	37	34
	Girls	47	43	47
	Total	79	80	81
Percentage of pupils at NC level 2 or above	School	89 (96)	90 (90)	91 (97)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	51	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	29
	Girls	49	44	47
	Total	77	72	76
Percentage of pupils at NC level 4 or above	School	95 (94)	89 (93)	94 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	29	28
	Girls	46	47	48
	Total	68	76	76
Percentage of pupils at NC level 4 or above	School	84 (87)	94 (91)	94 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Pupils of compulsory school age

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	5
Black – other	5
Indian	47
Pakistani	18
Bangladeshi	0
Chinese	18
White	261
Any other minority ethnic group	124

140 pupils are not represented in the above table as their parents chose not to identify ethnicity on the school's admissions documentation.

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)	27.4
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	13
Total aggregate hours worked per week	281

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups	1	

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	2000/2001
	£
Total income	1334933
Total expenditure	1308214
Expenditure per pupil	2077
Balance brought forward from previous year	58803
Balance carried forward to next year	85522

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	460
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	43	3	1	0
My child is making good progress in school.	31	57	7	3	1
Behaviour in the school is good.	37	57	3	3	0
My child gets the right amount of work to do at home.	22	61	14	2	0
The teaching is good.	37	54	6	0	2
I am kept well informed about how my child is getting on.	21	57	21	1	1
I would feel comfortable about approaching the school with questions or a problem.	41	45	10	3	1
The school expects my child to work hard and achieve his or her best.	47	47	3	1	1
The school works closely with parents.	30	50	14	3	2
The school is well led and managed.	23	44	10	10	2
The school is helping my child become mature and responsible.	33	53	8	2	2
The school provides an interesting range of activities outside lessons.	23	40	21	10	3