

INSPECTION REPORT

SELBY HIGH SCHOOL

Selby

LEA area: North Yorkshire

Unique reference number: 121702

Headteacher: Mr R K Fugill

Reporting inspector: R Hedge
2932

Dates of inspection: 26-28 September 2000

Inspection number: 223832

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11-16

Gender of pupils: Mixed

School address: Leeds Road
Selby
North Yorkshire

Postcode: YO8 4HT

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Sylvia Parkinson

Date of previous inspection: November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	1100	(broadly average)
Pupils with English as an additional language:	1%	(typical for a suburban school)
Pupils entitled to free school meals:	9.7%	(below average)
Pupils on the register of special educational needs:	15.5%	(below average)
Average number of pupils per teacher:	16.8	(broadly average)

This comprehensive school for boys and girls has grown in size by over 20% since the last inspection as a result of its popularity with parents and the buildings are now very overcrowded. Test results indicate that the profile of pupils' standards of attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

Selby High School is a very good school where pupils make rapid progress and achieve very good results in tests and examinations taken at the end of each key stage. Standards are rising, especially at Key Stage 4, as a result of generally very good teaching, good management and the establishing of an ethos of purposeful and civilised behaviour in classes. The school represents very good value for money and has made very good progress since the last inspection. Its strengths far outweigh its weaknesses.

What the school does well

- Very good teaching leads to very good learning. As a result pupils make very good progress and reach impressive standards of attainment.
- The quality of teaching and learning and the standards pupils reach in science are of particularly high quality.
- Very good personal support is given to all pupils including those with special educational needs. As a result pupils' attitudes to school are good: they work hard and make very good progress.
- The school has done very well in transforming the quality of provision for information technology since the last inspection.

What could be improved

- The quality of pupils' learning and the standards they reach in mathematics at Key Stage 4 are not good enough in comparison with other subjects.
- Although recent progress has been made, heads of department are not consistent in analysing test and examination results and planning focused strategies to raise standards further.
- Some aspects of accommodation are unsatisfactory, partly as a result of overcrowding.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in December 1995. GCSE results have improved, though not in mathematics. In 1995, 53.5% of pupils achieved at least five GCSE passes at grade C or above. The figure for 1999 was 61.4% and there has been a further sharp rise in the 2000 results. Shortcomings in the quality of teaching have been effectively addressed though in a few lessons teachers still talk for too long at the expense of actively involving pupils. There is a new headteacher in the last year and senior management responsibilities have been re-defined. Senior staff are now more directly involved with the headteacher in managing the school's finances and general direction. Governors will now also be better enabled to discharge their responsibilities for financial management and monitoring. Heads of subject departments, though, are not yet all fully focused on directing the planning and teaching in their departments towards systematic programmes aimed at raising standards further. Provision for information technology has been greatly improved through a well-

planned and executed programme involving new buildings and equipment and a newly designed curriculum. The quality of provision for pupils with special educational needs and the curriculum for personal and social education have both been radically overhauled and improved.

STANDARDS

*The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	A	A	A

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

In tests taken by pupils at the end of Year 9, pupils have consistently achieved scores well above the national average since 1988. In 1999 scores placed the school in the top 5% of similar schools nationally. Both boys and girls score well above the average for boys and girls nationally, though girls do better than boys.

GCSE results are also strong and are improving in line with the improvement nationally. In 2000, results improved again. Pupils' overall GCSE points score is well above average and well above the average for similar schools. Over the last three years girls have consistently outscored boys, but both girls and boys score well above their counterparts nationally. Science results are particularly impressive. Mathematics results were close to the national average in 1999, so were significantly below those in the other core subjects of English and science. Pupils did not do so well in optional subjects for which there was a small entry in 1999. Results are better than the targets the school has set.

The proportion of pupils gaining at least five GCSE passes at Grade C or above was well above the national average in 1999 and well above the average for similar schools. In comparison with other schools, the progress made from Key Stage 3 tests to GCSE is also above average. There are good standards of literacy and numeracy and pupils skills in information technology have improved since the last inspection.

These results represent very good achievement, given the standards pupils are at on entry to Year 7. The quality of work observed during the inspection was in line with test and examination results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils work hard in lessons in response to good teaching and focus clearly on the tasks they are set
Behaviour, in and out of classrooms	Behaviour is very good in lessons, though some pupils are more boisterous around the school.
Personal development and relationships	Pupils are very supportive of each other in class and generally relate well to each other, without apparent oppressive behaviour or bullying.
Attendance	Attendance is above the national average.

Pupils' behaviour and attitudes in class are particularly impressive and they respond very well to well-managed teaching.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	Very 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.

Pupils are generally very well taught and few will encounter teaching of unsatisfactory quality. Teaching in science and English is very good. In mathematics, although there is some very good teaching, in some lessons, particularly with older pupils, expectations are too low and some work contains too little pace and challenge to ensure good progress. Information technology, a weak area at the time of the last inspection, is now very well taught. Teaching of high quality was also seen in art, drama, music and modern languages. In over three-quarters of the lessons observed during the inspection, the quality of teaching was good and over a half of these lessons were very good or excellent. Only 5% of teaching was unsatisfactory. There is very good provision for the teaching of literacy – the English department has developed a number of imaginative programmes, including work in the wider community and there is a regular reading-for-all slot in social education lessons. The mathematics department successfully leads efforts to teach numeracy skills. The needs of pupils at different levels of attainment are generally well met, though expectations of pupils in middle sets in mathematics at Key Stage 4 are too low and as a result their progress is no better than satisfactory. As a result of this high overall quality of teaching, pupils generally make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils study the full National Curriculum and have the opportunity to participate in a good range of extra-curricular activities.
Provision for pupils with special educational needs	This is much improved since the last inspection: pupils are well supported in class and all pupils who require them now have effective individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made. Teachers set a good example of civilised behaviour based on mutual respect. There are clear expectations of pupils' behaviour. There is considerable emphasis on involvement in the community and in charities.
How well the school cares for its pupils	This is a strong area. Teachers know pupils well and care for their wellbeing.

Since the last inspection the school has substantially improved information technology facilities with new accommodation and computers, which has enabled curricular provision to develop well. The curriculum for personal and social education has been extensively overhauled. Care for pupils is very good. Pupils' progress is adequately monitored, especially in Key Stage 4 and teachers go out of their way to provide extra support when it is needed. Pupils with special educational need are very well supported in class and the individual education plans for those pupils who need them are much improved since the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is now very good and most of the critical comment in the last report has been effectively addressed. Though there is a growing focus on ensuring that the efforts of middle management are directed to implementing strategies for raising standards, heads of department are not yet consistently active enough in this area.
How well the governors fulfil their responsibilities	Recent changes in management practice are now better enabling governors to play their proper part in planning and monitoring expenditure. Governors are very supportive of the school.
The school's evaluation of its performance	This area has been strengthened recently and the school is now using assessment data to analyse performance. The use of data to analyse strengths and weaknesses at departmental level needs continued development.
The strategic use of resources	Resources are targeted effectively – as in the improvements brought about by planned investment in information technology.

The school is administered well and runs smoothly. The new headteacher is succeeding in emphasising efforts to raise standards further though active development of the skills and focus of heads of department are necessary so that targeted activity to analyse strengths and weaknesses become an integral part of departmental planning. Financial planning is starting to be seen as a collaborative responsibility for senior staff and governors. Most of the management shortcomings evident at the time of the last inspection have been overcome.

There are still considerable shortcomings in accommodation. Laboratory accommodation is cramped and there is too little. The school is very overcrowded. Many areas are shabby and unappealing. Overall, though, the school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards pupils reach and the progress they make. • The quality of teaching. • The school is approachable if there are concerns or problems. • Pupils are expected to work hard. 	<ul style="list-style-type: none"> • Parents raised no serious concerns

The inspection team supports parents' views of this successful school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching leads to very good learning. As a result pupils make very good progress and reach impressive standards of attainment.

1. The general quality of teaching that pupils receive is very good. Of the teaching seen during the inspection, only three lessons were poorly taught. In three-quarters of the lessons seen teaching was good or better. As a result, pupils learn effectively, make quick progress and reach high standards. Levels of attainment on entry to the school in Year 7 are broadly average. By the time they leave the school at the end of Year 11, however, pupils are reaching standards overall which are well above both the national average and that of schools with a similar proportion of pupils eligible for free school meals.

2. Science is very impressively taught but there is some first class teaching in other subjects too. In English, for example, inspectors saw a very skilfully taught lesson with Year 11 pupils studying Lord of the Flies. Again, the teacher's high expectations were important in encouraging high standards and were apparent in the intellectual challenge implicit in the tasks set for pupils. Teaching of the highest quality was also seen in music, drama, information technology, art and modern languages.

3. Teachers across the curriculum manage pupils' very well in classrooms. As a result behaviour is good and pupils concentrate closely on their work. Teaching is often based on the teacher's secure personal knowledge of the subject. Skilful use of varied teaching methods is common. In a Year 7 mathematics lesson, for example, a light-hearted games approach encouraged pupils to reach above average standards in their numeracy. Literacy skills are supported effectively in English and extended in regular personal reading sessions during personal and social education lessons.

4. Occasionally teaching falls below this high standard. Some mathematics teaching is unchallenging. Sometimes teachers talk for too long and in an unengaging way – as in a Year 11 mathematics lessons where pupils' attention was lost. Overall, though, the high quality of teaching pupils enjoy has a clear effect on the quality of their learning and makes the key contribution to the high standards pupils reach.

The quality of teaching and learning and the standards pupils reach in science are of particularly high quality.

5. Science in particular is very impressively taught; progress is very good and results are very impressive. Science teachers have high expectations of what pupils can achieve in understanding difficult concepts. In a Year 11 chemistry lesson with high attainers, excellent all-round teaching skills guaranteed understanding of the chemistry of alkalenes and their commercial importance. The teacher's high level personal understanding was communicated to pupils through the use of challenging questions that assumed pupils' involvement and concentration. Excellent methods allowed for independent learning and ensured pupils' interest and focus. Very good classroom control was based on strong relationships. As a result pupils learned some difficult chemistry well and had their interest in the subject reinforced.

6. Science teachers explain their subject with great clarity, so pupils understand easily and quickly. In a Year 9 lesson about bones a combination of clear explanation and good

use of questions to focus pupils' learning resulted in excellent learning. Well-chosen teaching methods then allowed pupils to contribute their own ideas and carry forward their own planning. Excellent further use of questioning then extended pupils' understanding of the methodology used in testing bones. Pupils responded to this excellent teaching with high levels of motivation, careful attention and very productive learning.

7. Much of the science teaching seen during the inspection was of this quality. As a result, the progress pupils make in science is outstanding. In tests taken at the end of Year 9, results are well above average for both boys and girls, with a high proportion of pupils reaching Level 6 or better. GCSE results two years later are even better both in the separate sciences and in combined science.

Very good personal support is given to all pupils including those with special educational needs. As a result pupils' attitudes to school are good: they work hard and make very good progress.

8. Teachers bring high standards of care and consideration to their professional relationships with pupils. Many pupils remarked to inspectors that teachers are always willing to offer extra help when it is needed. In classrooms pupils are well managed and teachers treat them with appropriate respect. Pupils are addressed with firm courtesy in lessons and many teachers use gentle humour to good effect. Good lesson preparation suggests that teachers are consistently mindful of their responsibilities to their pupils.

9. Pupils' progress is monitored with care. In Key Stage 4, assessment records are used to identify pupils thought to be in need of further monitoring and mentoring. Form tutors and year heads are active in encouraging and supporting pupils at all levels of attainment. Provision for pupils with special educational needs is much improved since the last inspection. There is good in-class support, though some pupils would benefit from more. The preparation and use of individual education plans are very much improved. These plans are helpful and widely used.

10. Pupils respond very well to the ethos created by this thoughtful and effective care structure. Behaviour is very good, especially in class. Pupils generally enjoy their work and apply themselves to the tasks they are set. An atmosphere of purposeful activity characterises much of the work of the school and is important in supporting pupils learning.

The school has done very well in transforming the quality of provision for information technology since the last inspection.

11. Information technology provision was poor at the time of the last inspection. Since then, the quality of this provision has been transformed. New accommodation has just become available and there is now a good range of sufficiently powerful computers. The curriculum has been energetically reviewed and revised. Pupils are now benefiting from good teaching using good equipment in pleasant accommodation. This change has been achieved through a combination of far-sighted planning by the governors, senior staff and the Local Education Authority and the commitment of teachers to improving the quality of their provision.

WHAT COULD BE IMPROVED

The quality of pupils' learning and the standards they reach in mathematics at Key Stage 4 are not good enough in comparison with other subjects

12. Pupils' achievements in mathematics are below those in science and English. Standards by the end of Year 9 are broadly comparable across the three core subjects though boys' performance in mathematics is below their scores in English and science. During Years 10 and 11, progress in mathematics falls away by comparison. At GCSE, standards in mathematics are fractionally better than the national average, as they were at the time of the last inspection. In English, and particularly in science, pupils do much better. In 1999, girls' and boys' results in mathematics were significantly below the school's average.

13. The last inspection report indicated some shortcomings in teaching: some lessons contained too little pupil activity and were dominated by teacher talk; work was narrowly focused and unstimulating leading to pupils losing interest and focus. Too little has been done to remedy these aspects of teaching. There is some good teaching of mathematics at both key stages but especially at Key Stage 4, much teaching of middle ability sets is unambitious in its expectations of what pupils might achieve and lacks challenge and pace. In a Year 10 lesson about interpretation of graphs, for example, some pupils found the work too easy, finished early then had nothing more to do for some time. The challenge to the abilities of the higher attainers in the group was poor and their learning was insufficient. In another Year 11 lesson the teacher's introduction lacked pace and stimulus and students quickly lost interest. Work is sometimes not flexible enough to cater for the needs of pupils at different levels of achievement within the same set, as was the case at the time of the last inspection.

14. There is little evidence that the department is determinedly pursuing strategies for raising standards. Departmental planning contained in the School Development Plan indicates that GCSE results in 2000 will be monitored to measure effectiveness but there is no indication that this kind of strategy has been used before. Targets are largely to do with resources and not results. Performance indicators similarly do not refer to standards of attainment.

Although recent progress has been made, heads of department are not consistent in analysing test and examination results and planning focused strategies to raise standards further.

15. The school's success in raising standards of attainment is principally due to high quality teaching and care for pupils. Only in the last year have the energies of senior management been sufficiently closely focused on strategies for further improvement.

16. The school is in possession of rich data about pupils' standards and achievements. The track record of Key Stage 4 pupils, based on their history of test scores and other assessments, is well documented and used by tutors to identify pupils in need of particular support. This information is not yet sufficiently exhaustively analysed in order to illuminate areas of weakness in results, or to identify groups of pupils who are underachieving.

17. Planning at departmental level takes too little regard of assessment data and is insufficiently focused on the devising of strategies to improve standards. Departmental planning as evidenced in the current School Improvement Plan does not directly identify areas of relative weakness based on analysis of assessment data and does not recognise the need to plan for targeted improvement. Targets and performance indicators are mostly

not about standards, but are usually concerned with resourcing or curriculum development issues. In the mathematics development plan, for example, there is no evidence that the department has analysed past results and determined that they could be improved to bring them better in line with results in the other core subjects. There is little evidence that difficulties have been identified or that active strategies have been attempted to improve results. Although there is some monitoring of the quality of teaching in the school, this is not generally seen at departmental level as a tool for improving provision.

18. Heads of department are not yet consistent enough in pursuing ways of raising standards further through a consistent programme of planned action.

Some aspects of accommodation are unsatisfactory, partly as a result of overcrowding

19. In spite of some improvement in accommodation since the last inspection, many problems still remain. Some new accommodation had become available for information technology but the school is very overcrowded. Many areas are shabby and depressing. Corridors are narrow and congested and the growth in pupil numbers exacerbates this problem.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) improve mathematics provision by:
 - raising teachers' expectations of what pupils might achieve so that lessons have greater pace and offer sufficient challenge to all pupils;
 - focusing the management of the department on active strategies for raising standards through careful analysis of results to identify weaknesses and the energetic pursuit of remedies.
- (2) ensure that departmental management gives high priority to the analysis of results, monitoring of the quality of teaching and planning active strategies to drive standards even higher.
- (3) seek, in collaboration with the Local Education Authority, to continue to improve the quality and quantity of accommodation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	29	37	21	3	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Years 7 - 11
Number of pupils on the school's roll	1,100
Number of full-time pupils eligible for free school meals	101

Special educational needs	Years 7 - 11
Number of pupils with statements of special educational needs	22
Number of pupils on the school's special educational needs register	152

English as an additional language	No. of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No. of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.2
National comparative data	7.9

Unauthorised absence

	%
School data	0.4
National comparative data	1.1

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 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	119	93	212

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	89	92	85
	Girls	83	71	69
	Total	172	163	154
Percentage of pupils at NC level 5 or above	School	81 (77)	77 (70)	73 (71)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	50 (44)	49 (41)	41 (42)
	National	28 (35)	38 (46)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	84	92	89
	Girls	82	72	66
	Total	166	164	156
Percentage of pupils at NC level 5 or above	School	78 (74)	77 (72)	74 (71)
	National	64 (61)	64 (64)	60 (61)
Percentage of pupils at NC level 6 or above	School	47 (43)	49 (41)	49 (46)
	National	31 (15)	37 (40)	18 (30)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	92	92	184

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	50	90	91
	Girls	63	87	88
	Total	113	117	179
Percentage of pupils achieving the standard specified	School	61 (62)	96 (95)	91 (96)
	National	46 (45)	91 (90)	94 (93)

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

GCSE results		GCSE point score
Average point score per pupil	School	45 (44.9)
	National	37.8 (36.8)

Figures 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	1
White	0
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	28	1
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Years 7-11

Total number of qualified teachers (FTE)	57.3
Number of pupils per qualified teacher	16.8

FTE means full-time equivalent.

Education support staff: Years 7-11

Total number of education support staff	19
Total aggregate hours worked per week	459

Deployment of teachers: Years 7-11

Percentage of time teachers spend in contact with classes	77.7
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Average teaching group size: Years 7-11

Key Stage 3	23.7
Key Stage 4	18.8

Financial information

Financial year	1999
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	£
Total income	2,377,047
Total expenditure	2,303,364
Expenditure per pupil	2194
Balance brought forward from previous year	40,472
Balance carried forward to next year	114,055

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1,050
Number of questionnaires returned	341

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	54	7	1	1
My child is making good progress in school.	46	47	3	0	4
Behaviour in the school is good.	32	57	5	0	6
My child gets the right amount of work to do at home.	24	58	13	2	3
The teaching is good.	36	57	3	0	4
I am kept well informed about how my child is getting on.	29	51	15	2	4
I would feel comfortable about approaching the school with questions or a problem.	48	45	4	1	2
The school expects my child to work hard and achieve his or her best.	60	36	1	0	2
The school works closely with parents.	23	56	16	1	3
The school is well led and managed.	27	56	5	0	11
The school is helping my child become mature and responsible.	37	50	8	0	5
The school provides an interesting range of activities outside lessons.	36	47	7	1	9