

## INSPECTION REPORT

### **MONKS' DYKE TECHNOLOGY COLLEGE**

Louth

LEA area: Lincolnshire

Unique reference number: 120713

Headteacher: Mrs Sue Williamson

Reporting inspector: Mr David Cox  
Rgl's OIN: 10297

Dates of inspection: 9<sup>th</sup> – 11<sup>th</sup> October 2000

Inspection number: 223963

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: DfEE designated Technology College

School category: Foundation

Age range of students: 11 - 18

Gender of students: Mixed

School address: Monks' Dyke Technology College  
Monks' Dyke Road  
Louth  
Lincolnshire

Postcode: LN11 9AW

Telephone number: 01507 606349

Fax number: 01507 600856

Appropriate authority: The governing body

Name of chair of governors: Mr. J. Bucknall

Date of previous inspection: 16<sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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David Cox (OIN: 10297)	Registered inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Monks' Dyke Technology College is about the same size as other secondary schools, and is a mixed 11 to 18 DfEE designated Technology College, situated in the small rural market town of Louth in the county of Lincolnshire. Since the previous inspection in 1996 the status of the college has changed significantly. The college became a Foundation school in September 1999 and a sixth form has been established. There are 1062 students on roll with 103 students in the sixth form. The number of students on roll has increased significantly since the last inspection when there were 850 students on roll. The college is very popular with parents and is heavily over-subscribed.

The college has very few students from ethnic minorities and there are two students for whom English is an additional language. Whilst the college attracts students from a wide spread of abilities as many as one-third of the 11 plus intake transfer to the local grammar school. Students arrive at the college with levels of attainment that are below the level expected nationally, although there are also high and very low attaining students who join the college in Year 7. There are 151 students on the register for students with special educational needs, this is 14.2 per cent of the college population and is below the national average and is nearly double that noted in the previous inspection report. There are 54(5.1 per cent) students with statements of special educational need, which is above the national average. The percentage of students known to be eligible for free school meals is below the national average at 9.7 per cent although the socio-economic circumstance of the students is broadly average.

### **HOW GOOD THE COLLEGE IS**

This is a very effective, and improving, college. The very good quality teaching, combined with the students' very good attitudes, ensure that students' levels of attainment are improved significantly whilst they are at the college. The excellent leadership provided by the headteacher and other senior members of staff is successful in bringing about a commitment to improving standards in all areas of the college's performance. The college is providing excellent value for money.

#### **What the college does well**

- The college is justly proud of its success in the 1999 and the most recent GCSE examinations.
- The single most important reason for this very good achievement is the very good teaching provision. Much of the teaching is of a very good quality.
- One of the main reasons for the success of the college is the strong leadership provided by the headteacher.
- There is a strong sense of community in the college.
- The quality and good use made of information and communication technology (ICT) in all subjects is helping students' learning and progression through Years 7 to 13.
- The curriculum in Years 10 to 11 and in Years 12 to 13 is excellent and provides students with many varied and challenging experiences.

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

- The college needs to refine its literacy and numeracy policies to ensure a more cohesive whole college approach to improving students' skills in these areas.
- The college needs to extend its system of self-review to ensure the monitoring and support of teaching becomes sufficiently rigorous.

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

## HOW THE COLLEGE HAS IMPROVED SINCE ITS LAST INSPECTION

The college has made excellent progress since the last inspection in September 1996. Results in GCSE have risen dramatically. Significant improvements to the quality of teaching, which was already good at the last inspection, have ensured that levels of attainment have risen in all year groups. Significant improvements have been made to the accommodation, which now boasts a 'state of the art' Performance and Broadcasting Centre. The progress made by the college is a result of the determination of the headteacher, the governing body and senior staff to improve even the smallest weaknesses and to promote an ethos of high expectation that permeates the college. The emphasis that the college's management has placed on improving teaching and learning has led to a very good teaching provision, which ensures that standards are well above the national average in GCSE and GNVQ. The college's response to the key issues identified has been excellent although further work is needed in ensuring that there is a daily act of collective worship.

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	B	C	A	A*
A-levels/AS-levels	N/a	N/a	E	

Key	
Well above average	A
above average	B
average	C
below average	D
well below average	E
<b>Very high</b>	<b>A*</b>

Students achieve very well at the college when compared with their standards of attainment on entry.

Results in the national tests for 14 years olds in 1999 were above the national average in English, mathematics and science when compared with all schools. When compared with schools with students from similar backgrounds, results were well above average in all three subjects. The trend of improvement in the college's average National Curriculum scores for all three subjects was broadly in line with the national trend.

Results in the GCSE examinations in 1999 were well above the national average when compared with all schools. When compared to schools with students from similar backgrounds, standards are very high indeed and place the college in the top five per cent of schools nationally. The college sets challenging targets for the proportion of students obtaining five or more passes at grades A\*-C and A\*-G and is successful in attaining these. GCSE results have improved significantly since the previous inspection and the college is justly proud of its success in the 1999 and the most recent examinations. Based upon the last six years, results showed a rate in improvement above the national trend. In 1999, students achieved their best results in child development, design and technology, media studies, expressive arts and history, while their least successful results were in business studies and mathematics.

Many of the students enter the college in Year 7 with levels of literacy and numeracy well below the level expected nationally. Standards of literacy, particularly reading and writing, improve as students progress through the college but are still below average by the age of 14 and remain so by the age of 16. Standards of numeracy also improve but are below average generally.

In the 1999 GCE A-level examinations, students' results were well below the national average. However, the most recent set of examination results indicates significant improvement in GCE A-level results and outstanding GNVQ results.

In work seen during the inspection, the standards attained by students at the age of 14 are at the level expected of students of the same age nationally and above the level expected at age 16. Standards in Years 12 and 13 are in line with course expectations in GCE A-level and far above the level expected in GNVQ. Students' standards of achievement in design and technology are of a very high standard.

### STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the college	Very good. Students are enthusiastic about college and learning. Most have very good attitudes, although there are a few students that are inattentive in lessons.
Behaviour, in and out of classrooms	Very good. Behaviour is very good in and around the college. The number of fixed term exclusions is broadly average.
Personal development and relationships	Excellent. Students show a good deal of respect for the opinions of others. There is a good degree of harmony in the college.
Attendance	Satisfactory. Punctuality to college and to lessons is very good.

### TEACHING AND LEARNING

Teaching of students:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Very good	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.*

The quality of teaching, and of the learning that such teaching promotes, is very good in Years 7 to 9, Years 10 to 11 and in Years 12 to 13. Teaching is at least satisfactory in all lessons; good or better in 80 per cent of lessons and very good or better in 41 per cent of lessons. Teaching of the very highest standard was seen in 12 per cent of lessons. The quality of teaching and the learning that it promotes is a significant strength of the college and leads to many students achieving very well.

The very good management of students and the varied and interesting teaching methods adopted, engage students' interest and help them to work productively. Many teachers provide lively and stimulating explanations of new ideas and generate a good pace to lessons, so that the momentum for learning can be maintained. The excellent questioning techniques used, drawing out ideas and thoughts from students, directing their thinking and promoting further depth to their understanding, is a feature of much of the teaching. Praise is used well and successfully motivates pupils to try even harder?

The teachers' very good subject knowledge coupled with high expectations of the students, enables students to be challenged. Teachers usually have clear objectives for the learning, which is to take place in each lesson; these are used to give lessons a focus and enable appropriate activities, methods and resources to be chosen.

### OTHER ASPECTS OF THE COLLEGE

Aspect	Comment
The quality and range of the curriculum	Very good. In Years 7 to 9 there is good provision and there is excellent provision in Years 10 to 11 and Years 12 to 13.



Provision for students with special educational needs	Good provision for students although there needs to be a greater emphasis on improving literacy and numeracy skills.
Provision for students' personal, including spiritual, moral, social and cultural development	There is good overall provision. Students', moral, social and cultural development is excellent and has a strong impact upon students and the life of the college. Spiritual provision is satisfactory.
How well the college cares for its students	Very good. Standards of care are high. This is a caring college where staff know the students well.

#### HOW WELL THE COLLEGE IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: This is a college which is being driven forward. The headteacher and senior management team are excellent. There are some weaknesses in middle management.
How well the governors fulfil their responsibilities	Excellent: Governors have a comprehensive understanding of the college's strengths and weaknesses.
The college's evaluation of its performance	Very good. The monitoring of the college's performance is very thorough although there are weaknesses in some areas of monitoring by middle managers.
The strategic use of resources	Very good. Resources are very carefully deployed to those areas where they will provide the greatest benefit. The new buildings and resources enhance the educational experiences of the students. The college applies the principles of best value extremely well.

#### PARENTS' AND CARERS' VIEWS OF THE COLLEGE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The excellent standards achieved.</li> <li>• The progress that students make.</li> <li>• The very positive attitudes of the students.</li> <li>• Excellent progress since the previous inspection.</li> <li>• The support provided by the non-teaching staff.</li> <li>• The quality of management is very good.</li> </ul>	<ul style="list-style-type: none"> <li>• The standards achieved in modern languages</li> <li>• They are kept well informed about how their child is getting on.</li> <li>• The college working more closely with parents.</li> </ul>

The inspection team agrees with parents' positive views. The standards that students attain are well above the national average and students achieve very well at the college overall. Students have very good attitudes. The college has made excellent progress since the previous inspection. The non-teaching staff provide excellent support. The quality of management is very good overall.

The inspection team found that the standards attained in modern foreign languages were below the national average but students achieved well in this area with respect to their prior attainment. Parents are kept well informed by the college on a wide range of issues. The college does work closely with parents; it is approachable and welcoming.

## **PART B: COMMENTARY**

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

**The college is justly proud of its success in the 1999 and the most recent GCSE examinations.**

1. Students arrive at the college with levels of attainment that are below the level expected nationally, although there are also high and very low attaining students who join the college in Year 7. Students make good progress in Years 7 to 9. Results in the national tests for 14 years olds in 1999 were above the national average in English, mathematics and science when compared with all schools. When compared with schools with students from similar backgrounds, results were well above average in all three subjects.
2. Results in the GCSE examinations in 1999 were well above the national average when compared with all schools. When compared to schools with students from similar backgrounds, standards are very high and place the college in the top five per cent of schools nationally. The college sets challenging targets for the proportion of students obtaining five or more passes at grades A\*-C and A\*-G and was successful in attaining these. GCSE results have improved significantly since the previous inspection and the college is justly proud of its success in the 1999 and the most recent examinations.
3. In the 1999 GCE A-level examinations, students' results were well below the national average. However, the most recent set of examination results indicates significant improvement in GCE A-level results and outstanding GNVQ results.
4. Students achieve very well at the college when compared with their standards of attainment on entry.

**The single most important reason for this very good achievement is the very good teaching provision. Much of the teaching is of a high quality.**

5. The very good management of students and the varied and interesting teaching methods adopted engage students' interest and help them to work productively. For example, in a Year 9 science lesson, the very good subject knowledge of the teacher and a lively exposition ensured that the students responded well and worked at a rapid pace. Very good control of the class ensured that all of the students concentrated fully. The skilled use of questioning probed the students' understanding and the teacher did not accept superficial answers or comments. This contributed effectively to the students' understanding of chemical separation techniques.
6. Many teachers provide lively and stimulating explanations of new ideas and generate a good pace to lessons, so that the momentum for learning can be maintained. This was seen to good effect in a Year 13 information and communications technology lesson focusing on the consolidation and learning of desk top publishing techniques.
7. The excellent questioning techniques used, drawing out ideas and thoughts from students, directing their thinking and promoting further depth to their understanding, is a feature of much of the teaching. The teacher of a Year 9 French lesson gave clear explanations and questioned students carefully to remind them of previous work that they had undertaken as well as prompting their thinking. Praise is used well and successfully motivates pupils to try even harder?
8. Teachers' very good subject knowledge, coupled with high expectations of the students, enables them to be challenged. Teachers usually have clear objectives for the learning, which is to take place in each lesson; these are used to give lessons a focus and appropriate activities, methods and resources to be chosen. In a Year 8 design and technology class, very high expectations of the students and excellent subject knowledge contributed to an inspiring lesson where students were fully engaged and really enjoyed the session.

**One of the main reasons for the success of the college is the strong leadership provided by the headteacher.**

9. The headteacher is driving the college forward and is fully supported by an excellent senior management team and governing body. The headteacher has been inspirational in moving the college forward. She has been highly successful in attaining many new facilities for the college and raising the profile of the college within the community. Under her leadership, the standards attained by students have risen dramatically. Students are encouraged to give of their best and achieve high academic and personal standards. This is built on a foundation of trust, where strong relationships are established and where the contribution and achievements of individuals are valued. Raising standards is central to the college's work.
10. Senior staff have a very good understanding of the college's strengths and have taken effective steps to eliminate weaknesses. Although standards are high, there is no complacency. Staff are continually seeking ways in which all students can achieve more both academically and in their personal development. Communication between staff is very good, enabling senior staff to have a good understanding of what is happening in the college and to respond quickly and vigorously to difficulties.
11. The governing body is very effective. It has established good links with all areas of the college. This has enabled governors to gain expertise and an excellent insight into the college's strengths. The committee structure is effective in supporting both short-term and long-term planning, and scrutinising the work of the college and the standards being achieved.
12. Resources are very carefully deployed to those areas where they will provide the greatest benefit. The new buildings and resources enhance the educational experiences of the students. The college applies the principles of best value extremely well. Well thought out and detailed plans have been agreed to overcome the deficit budget.

**There is a strong sense of community within the college.**

13. The sense of community in the college is strong and is reflected in lessons and around the college at the beginning and end of the day, and at break and lunch times. Students like being at college. Students are very well cared for and supported by staff. This is through the strong and effective pastoral system that is well managed by the senior management team, heads of year and form tutors. Parents believe that the college promotes very good attitudes and values and the inspection team has confirmed this from their observations of a wide range of situations.
14. The personal development of the students is excellent. They form very constructive relationships with one another and with teachers and other adults in the college. They work well together in lessons. Around the college they are very sensible in the way that they behave and respond to each other. Students will often help and support other students in the college when difficulties arise.
15. Students behave very well in lessons and around the college. They respect the rules, and show a high level of responsibility by their behaviour on corridors and in the college in general. These students are very loyal to the college and speak highly of the work of teachers and others. Students in Years 12 to 13 act most responsibly. They have a strong sense of purpose and want to achieve high standards.
16. Students have enquiring minds and seek to improve their standard of work. In almost all lessons observed, students' attitudes are very positive. They want to learn, and enter into partnership with their teachers to do so. Their positive attitudes enable teachers to conduct lessons at a good pace, enabling learning to progress well. They listen to their teachers and to each other responsibly and maturely in almost all lessons. They contribute well, and show respect for others in their relationships in lessons. The positive response of students to the education provided for them helps to ensure a sense of community permeates the college.

**The quality and good use made of information and communication technology (ICT) in all subjects are helping students' learning and progression through Years 7 to 13.**

17. The level of provision and the quality of ICT equipment are very good. Students have easy access to ICT facilities in subjects and were seen to make extensive and extended use of the facilities to research topics and to present their work to the best advantage. Students use the ICT facilities readily, both in lessons and in their 'own' time; they are progressing quickly as independent researchers.
18. Subjects are making effective use of ICT to aid learning and to motivate and stimulate students. For example, in a Year 8 design and technology lesson, all students were able to access the college's Intranet and import images into their presentation graphics.
19. The display around the college, and especially in the classrooms, shows that students have used ICT skills to good advantage; their work is of a good quality and serves to interest and motivate others. In business studies, for instance, the good display of graphical presentations illustrates the wide range of techniques students can use to present data and explain processes. Similarly, design and technology classrooms are enlivened by the displays of computer generated work and students are encouraged to use ICT on appropriate occasions to extend and enrich their learning.

**The curriculum in Years 10 to 11 and in Years 12 to 13 is excellent and provides students with many varied and challenging experiences.**

20. The college offers students a wide choice of subjects and courses with many being tailor-made to meet the needs of different groups of students. The introduction of vocational courses in Years 10 to 11 along with GCSE has enabled all students to achieve very well at the college. Teachers have planned these courses very well; the excellent links with the business and industrial sectors has enhanced the educational experiences of all students.
21. The wide range of courses on offer in Years 12 to 13 encourages many students to stay on at the college. The GNVQ courses are particularly well taught and students have attained outstanding results in the most recent examinations. The GNVQ Health and Social Care course is a model of good practice. With very good guidance and curriculum provision, students achieve well in Years 12 to 13 given their prior attainment on entry.
22. The curriculum in Years 7 to 9 is good and provides students with many varied experiences such as the industry challenge in Year 9. Students spoke highly of this event. The college runs many additional curriculum events such as 'master classes' with visiting professors. These classes are very well attended by both students and their parents.

**WHAT COULD BE IMPROVED**

**The college needs to refine its literacy and numeracy policies to ensure a more cohesive whole college approach to improving students' skills in these areas.**

23. A significant number of students enter the college in Year 7 with very weak literacy and numeracy skills. Whilst students do well in national tests at the age of 14, many still have difficulty with reading, writing and with numeracy. During the inspection there were very good examples observed of how these skills can be improved. However, as yet, the whole-college strategy is not being applied consistently by teachers of subjects other than English and mathematics, to help raise the standards of reading, writing and numeracy across the college. Teachers use different approaches to marking and to the correction of spelling errors. There are also some missed opportunities for engaging students in reading or practising basic number skills.

**The college needs to extend its system of self-review to ensure monitoring and support of teaching becomes sufficiently rigorous.**

24. Most of the formal observation and monitoring of teaching is undertaken currently by the senior management team. Whilst the overall quality of teaching is very good, there are pockets of teaching that are not as good as the very best practice observed during the inspection. Currently, the system for monitoring the quality of teaching by middle managers is not sufficiently rigorous and this leads to a small proportion of lessons being less challenging and productive.

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

To raise further the quality of education provided, the governors and the senior management team should:

1. Refine the college's literacy and numeracy policies to ensure a more cohesive whole college approach to improving students' skills in these areas (para 23)
2. Extend the college's system of self-review to ensure monitoring and support of teaching by middle managers becomes sufficiently rigorous (para 24).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and students	17

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	29	39	20	0	0	0

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

### Information about the school's students

Students on the school's roll	Y7 – Y11	Sixth form
Number of students on the school's roll <b>check with summary – don't match</b>	959	63
Number of full-time students eligible for free school meals	88	N/a

Special educational needs	Y7 – Y11	Sixth form
Number of students with statements of special educational needs <b>summary has 54, here = 55?</b>	54	1
Number of students on the school's special educational needs register	150	1

English as an additional language	No of students
Number of students with English as an additional language	2

Student mobility in the last school year	No of students
Students who joined the school other than at the usual time of first admission	13
Students who left the school other than at the usual time of leaving	42

## Attendance

### Authorised absence

	%
School data	7.5
National comparative data	7.3

### Unauthorised absence

	%
School data	0.3
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 students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	115	106	221

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	76	82	77
	Girls	91	73	71
	Total	155	155	148
Percentage of students at NC level 5 or above	School	76(59.7)	70(68.6)	67(66.8)
	National	63(65)	62(60)	55 (56)
Percentage of students at NC level 6 or above	School	33(29.5)	40(47.1)	24(38.9)
	National	28(35)	38(36)	23(27)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	60	87	76
	Girls	86	86	70
	Total	146	173	146
Percentage of students at NC level 5 or above	School	66(66.1)	78(75.6)	66(57.2)
	National	64(62)	64(64)	60(62)
Percentage of students at NC level 6 or above	School	31(28)	51(52.4)	23(28.6)
	National	31(31)	37(37)	28(31)

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	71	78	149

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	25	68	70
	Girls	51	76	77
	Total	76	144	147
Percentage of students achieving the standard specified	School	51(40.3)	97(91.6)	99(100)
	National	46.6(43.3)	90.9(88.5)	95.8(94.0)

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

GCSE results		GCSE point score
Average point score per student	School	44(37.8)
	National	38.8(36.8)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	0
	National	N/a

**Attainment at the end of the sixth form**

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	1999	6	12	18

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	10.0	9.8	9.9(n/a)	10.0	2.0	6.0(n/a)
National	17.7	18.1	17.9(17.6)	2.7	2.8	2.8(2.8)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	9	88.9
	National		72.9

**Ethnic background of students**

	No of students
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	1061
Any other minority ethnic group	0

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	62	1
Other minority ethnic groups	0	0

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

**Teachers and classes**

**Qualified teachers and classes: Y7 – Y13]**

Total number of qualified teachers (FTE)	66.5
Number of students per qualified teacher	15.2

*FTE means full-time equivalent.*

**Education support staff: Y7 – Y13**

Total number of education support staff	14
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**Financial information**

Financial year	1999
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	£
Total income	3033733
Total expenditure	3079094

Total aggregate hours worked per week	424
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**Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	76.4
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**Average teaching group size: Y7 – Y11**

Key Stage 3	23.3
Key Stage 4	22

Expenditure per student	3126
Balance brought forward from previous year	-45361
Balance carried forward to next year	-45361

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

**Questionnaire return rate**

Number of questionnaires sent out	1062
Number of questionnaires returned	419

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	23	61	12	3	0
My child is making good progress in school.	29	61	5	1	3
Behaviour in the school is good.	24	62	8	1	5
My child gets the right amount of work to do at home.	18	61	16	2	3
The teaching is good.	25	67	4	0	5
I am kept well informed about how my child is getting on.	21	52	18	4	5
I would feel comfortable about approaching the school with questions or a problem.	44	48	6	1	1
The school expects my child to work hard and achieve his or her best.	49	47	3	0	1
The school works closely with parents.	22	52	18	3	5
The school is well led and managed.	29	58	5	2	6
The school is helping my child become mature and responsible.	24	61	7	2	6
The school provides an interesting range of activities outside lessons.	22	53	12	1	12

**Other issues raised by parents**