

INSPECTION REPORT

ST PHILIP'S CATHOLIC PRIMARY SCHOOL

Stockport

LEA area: Stockport

Unique reference number: 106126

Headteacher: Mrs B Singleton

Reporting inspector: Mr J H Evans
22173

Dates of inspection: 20th – 21st November 2000

Inspection number: 224508

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Half Moon Lane Offerton Stockport Cheshire
Postcode:	SK2 5LB
Telephone number:	0161 483 0977
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Turner
Date of previous inspection:	3 – 7 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Philip's Catholic Primary School is situated on the fringe of the Offerton estate on the south-eastern side of Stockport. Around half of the school's 146 pupils, 80 of whom are boys and 66 girls, live on the estate, while others come from further afield. The school is popular with parents and it is fully subscribed in all but one year group. The number of pupils attending the school has risen slightly since the last inspection in 1997 and the school has one additional class. Minor alterations have been made to the buildings to ease pressure on space. The proportion of pupils known to be entitled to receive free school meals (13 per cent) is average for this type of school. One pupil has a statement of special educational needs and a further 26 pupils are on the school's register of pupils with special educational needs. A small number of pupils come from minority ethnic backgrounds, but none are learning English as an additional language. Many pupils attend nursery before starting at the school. The pupils' attainment when they start school is average.

HOW GOOD THE SCHOOL IS

St Philip's has very high aspirations for its pupils to do well in their school work and to develop strength in character. By the time the pupils are 11 years old and leave the school, these aims have been achieved. Standards of attainment are very high and, in the junior classes, the pupils' achievements are excellent. Their very good attitudes to work, confidence and exemplary behaviour reflect the Catholic ethos of the school. These outcomes are the results of skilful teaching and the headteacher's continuing success in communicating a belief that all pupils will fulfil their potential. The school provides very good value for money.

What the school does well

- The pupils in the juniors make excellent progress.
- The school establishes very good behaviour and attitudes to work among the pupils.
- The headteacher's leadership sets the right tone for the school.
- The provision made for the pupils who need extra help to learn well.

What could be improved

- The pupils who have potential for high achievement do not do as well as they should in the infants.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected in February 1997, St Philip's Catholic Primary School was judged to have many good features. Since then it has continued to improve at a good rate. It has addressed all the key issues well. In particular, it has completed schemes of work for all the subjects of the National Curriculum and these now give clear guidance to teachers' planning. Data from the results of tests and assessments are used more effectively to highlight strengths and weaknesses in pupils' performance. This has helped the school to raise the attainment of the quicker learners in the infants, but there remains scope for further improvement. In the juniors, very high standards have been maintained in English, mathematics and science; standards in other subjects have also risen, notably in geography and physical education. The governors have ensured that their annual report to parents includes all the required information.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A*	B	B
mathematics	A*	A*	A*	A*
science	A*	A*	A	A*

<i>Key</i>	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The pupils attain high standards in English, mathematics and science by the time they are 11 years old. The school is particularly successful in ensuring that the pupils' achievements in the junior years are excellent. The 2000 results in English, although apparently lower than in previous years, represent remarkable achievement; many of the pupils concerned started off in the juniors with comparatively low attainment and had to make five years' progress in four years to obtain them. The school had set demanding targets for these pupils, but still managed to exceed them. The same high standards are evident among the current Year 6 pupils, many of whom already exceed the standards expected nationally by the end of the year.

The results of the tests for seven-year-olds in 2000 show an improvement over previous years. All the pupils attained the levels expected for their age in reading, putting the school in the top five per cent nationally. Although the results were a little lower in writing, they were still close to the national average. In writing and mathematics, a smaller proportion reached the higher level than was the case in reading. This brought the overall results down. Improving the achievement of the more able pupils in the infants is a key area for the school's further development. The school is proud of the high degree of success that it has with pupils who learn at a slower pace and with those who have special educational needs. It is almost always the case that these pupils attain the standards expected nationally by the time they are 11 years old. In information and communication technology, standards among the oldest pupils are below those expected for their age. The school is aware of this and, with the recent addition of better equipment and further training for staff, it is setting about the problem energetically. As a result, the pupils are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their schooling. They rise to challenges and aspire to high standards. From an early age, they learn to work independently and with confidence.
Behaviour, in and out of classrooms	Behaviour is very good. Lessons are characterised by courteous responses to teachers and support staff and respect for one another's right to work and learn. Breaks and lunchtimes are pleasant social occasions.
Personal development and relationships	Very good. Pupils learn from an early age how to get on well together. They form very good relationships with other pupils and with the adults.
Attendance	Good. Attendance is above average. Pupils enjoy going to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Very good

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

The quality of teaching is very good overall. The best teaching occurs in the juniors, where almost half the lessons are either very good or excellent. Overall, 25 per cent of the teaching was excellent or very good, and 96 per cent was satisfactory or better. The teaching was unsatisfactory in one lesson. Teachers use the National Strategies for Literacy and Numeracy judiciously to complement their own proven and successful methods of teaching English and mathematics. The school largely succeeds in meeting the needs of all its pupils, although the quickest learners in the infants are not always challenged sufficiently.

Strengths in teaching and learning:

The fast pace and clear purpose of lessons motivate the pupils to work hard; the materials that teachers provide for the pupils are of a high quality and bring the tasks to life; the support for pupils who need extra help is highly effective, giving them confidence and ensuring that they learn very well; teachers make pupils think and give them plenty of opportunities to work independently. Pupils enjoy the rich mix of activities, which help them to acquire very good skills in reading, writing and number.

Aspects of the teaching that could be improved:

The work provided for infant pupils who can learn very quickly does not offer them enough challenge; there is a lack of insistence on the quantity and quality of these pupils' work. Although they learn at a reasonable rate, these pupils are capable of much more.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches all subjects of the National Curriculum and has effective strategies for teaching literacy and numeracy. The pupils have equal opportunities to learn, although the more able pupils in the infants are not always challenged sufficiently.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs achieve the levels in English and mathematics that are expected for their age when they are 11 years old.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils are taught to behave responsibly and to respect one another's individuality. The school promotes a family atmosphere, based on Christian values. Art and literature contribute well to pupils' cultural development.
How well the school cares for its pupils	All staff know the pupils very well and have their care and happiness at heart. Pupils' behaviour and attendance are monitored closely, and the school has good systems for assessing academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's leadership is a cornerstone of the school's success, providing clarity of purpose for its work and establishing the principles upon which the pupils' education is based. Teachers with subject responsibilities augment the effectiveness of the school.
How well the governors fulfil their responsibilities	The governors are conscientious and keenly interested in the school. They are proud of its achievements and fulfil their legal responsibilities towards it.
The school's evaluation of its performance	Good. The school is self-critical and it evaluates its performance well. Regular checks on the quality of teaching and of pupils' work complement the close analysis of data from tests.
The strategic use of resources	Very good. The headteacher deploys teachers and support staff thoughtfully, in particular to ensure that lower attaining pupils receive the help that they need. The school is full and the accommodation in the infants is not used efficiently enough.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• standards that the school achieves• the friendly atmosphere in the school• the effort that the school makes to make sure all pupils learn well, both academically and socially• the leadership provided by the headteacher• parents feel well-informed about their children's progress	<ul style="list-style-type: none">• some parents would like to see a wider range of activities outside lessons

The inspection confirms parents' positive views of the school. It is indeed the very good school that parents believe it to be. For its size, the school provides a reasonable range of other activities and makes good use of visits to enhance pupils' understanding of what they are taught.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils in the juniors make excellent progress

- 1 Although pupils make satisfactory progress in the infants, it is in the juniors that their learning really takes off. The pupils make remarkable progress and their achievements are excellent. The results of the National Curriculum tests for 11-year-olds have regularly placed the school among the best performing five per cent of schools nationally and of schools in similar social settings. A large proportion of pupils attain standards above those expected for their age. In 1999, for example, two thirds of the pupils reached these higher standards in reading and science, and more than half in mathematics. The results in English were a little lower in 2000, but the data mask the facts that many of the pupils had a comparatively low level of attainment when they moved into the juniors, and that an above average proportion had special educational needs. These pupils did remarkably well, in a number of cases making five years' progress in the four years that they were in the junior classes.
- 2 The work of the pupils currently in Year 6 shows that high standards in the past will be at least maintained and are likely to be improved upon this year. The pupils in Years 3, 4 and 5 are also achieving very well and are on course to emulate the successes of the years that have gone before them.
- 3 The principal reason for the pupils doing so well lies in the quality of the teaching. The work provided is always challenging and invariably interesting and it succeeds in sparking the pupils' imagination and interest. The teachers are very knowledgeable about effective methods of teaching, and the relationships which they establish with pupils are of a high order. These features are instrumental in ensuring that, lesson by lesson, the pupils are really tuned into the work. In the Year 5 and 6 class, where standards in English are well above average, the pupils are currently enjoying 'Harry Potter and the Philosopher's Stone', which has formed the basis for a wide range of writing. In an excellent English lesson, based on the methods of the National Literacy Strategy, the pupils were asked to invent characters and identify features of their personalities, with a view to their character joining one of the houses at Harry's school. The teacher's explanations and questioning and the challenging nature of the task resulted in excellent learning taking place for pupils of different ages and abilities. The teacher was keen that the pupils should extend their understanding of character description and, in response to prompting and questioning, one pupil said it was about describing 'personality' and another, the person's 'inner self'. The task fascinated the pupils and they worked very well in groups to produce colourful descriptions, laden with imagery. One group described their character as having eyes that were 'watery blue', and a pupil who drafted his ideas on the computer named his character 'James Squirmy' to create a special effect.
- 4 This lesson was typical of many where the teachers' high expectations concerning the quality of work and the attitudes of the pupils resulted in very good and often excellent learning taking place. The pupils' achievements in mathematics are of the same high order. The teachers have a firm grasp of the National Numeracy Strategy and make good use of it to complement their own tried and trusted methods that already resulted in very high standards. Much of the work is of a practical nature, which brings the learning to life. One class learned how to measure clockwise and anti-clockwise turns. Clear instructions from the teacher and very good use of questions, targeted carefully to include pupils of different levels of attainment, ensured that all pupils made very good gains in learning. By the end of the lesson, the pupils understood much

more about right angles and were clear about the difference between clockwise and anti-clockwise. A consistent pattern of teaching of this quality results in standards in numeracy that are well above average. The pupils' mental skills are sharp and their methods of written calculation quick and efficient. All the pupils in Year 6, for example, can work out the squares of numbers such as 30 and 50 in their heads, and with pencil and paper, calculate 0.1^2 and 0.5^2 . The highest attaining pupils understand square and cube roots and can work out $n^3 = 2197$, for example, checking their answers with a calculator.

- 5 The cumulative effect of so many very good and excellent lessons is that the pupils' achievements are excellent.

The school establishes very good behaviour and positive attitudes to work among its pupils

- 6 The school has high expectations that its pupils will behave well at all times and that they will adopt positive attitudes in lessons. The school sets great store about these aspects of the pupils' personal development and, because it does so, the pupils gain confidence from their involvement in lessons and from the help that they receive. In a very good mathematics lesson in the reception class, the teacher and support assistant worked closely as a team to make sure that all the pupils were involved. The support assistant sat close to one pupil who needed some help to form the numeral 8. The individual teaching meant that the pupil sustained concentration well and experienced a feeling of achievement.
- 7 At breaks, in assembly, in the dining room and in lessons the pupils behave beautifully. There is no tension among pupils and the parents of some of the youngest pupils feel that the kindness and sensitivity of older pupils has helped their children to make a confident start to their schooling. The pupils are very polite and greet visitors cheerfully. They relax and enjoy easy conversations about their work. A family atmosphere pervades the school, with pupils and adults working as a team. The headteacher, teachers and support staff are consistent in their dealings with the pupils, reflecting their common understanding of the principles that the school has established. The dinner staff, for example, have benefited from some helpful training in dealing with children, and they share and understand the school's approaches. 'The dinner ladies are really nice and help us.'
- 8 Assemblies and a good range of visits out of school add a further dimension to the pupils' personal development. Good work and sociable behaviour are rewarded in assembly each week, increasing the pupils' feelings of self-worth.

The headteacher's leadership sets the right tone for the school

- 9 The headteacher has a clear, principled approach to leading the school. The ingredients for success include a sharp focus on the personal development of each pupil and an unswerving belief and determination that they will fulfil their academic potential. These are the keys to success and they are expressed in the daily life and work of the school and applied consistently by all the adults, so successfully has the headteacher communicated them. The headteacher monitors the work of the school closely and is consequently thoroughly familiar with its many strengths and few weaknesses. The teachers have been thoughtfully deployed to make sure that their individual knowledge and skills are closely matched to the pupils' ages and stages of learning. Similarly, support staff are deployed efficiently and very effectively to maximise the benefits for pupils who learn at a slower pace, and to make sure that their time is devoted almost exclusively to working with individual pupils or with small groups.

- 10 The headteacher delegates responsibility well and wisely, allowing teachers with particular knowledge and expertise to influence the work of the school. The co-ordinator for mathematics is a leading teacher of mathematics for Stockport Local Education Authority. Recently, this teacher has had chances to observe mathematics lessons in each class, in addition to regular scrutiny of teachers' planning and pupils' work. Findings from close monitoring revealed a lack of pace in some lessons in oral work. This has now been resolved and the pupils are making better progress.
- 11 The governing body holds the headteacher in high regard and appreciates the guidance that she provides for their work. Nevertheless, governors question the headteacher's proposals on a range of matters to ensure that wise decisions are being taken and an appropriate level of accountability established.

The provision made for the pupils who need extra help to learn well

- 12 The school is proud of its record of success in providing the support needed for lower attaining pupils and those with special educational needs. It so effective that, by the age of 11, these pupils almost always reach the levels in English, mathematics and science that are expected nationally. The parents are justifiably pleased with what the school does to make sure that their children learn as well as others.
- 13 The pupils' needs are identified as early as possible to allow the maximum time for the help that the school can offer to have an impact. Soon after they have started school in the reception class, a careful and detailed check is made to identify any pupils whose development suggests that they might need extra help. The support is provided promptly and the pupils quickly begin to acquire confidence in their capacity to learn well.
- 14 In lessons, the pupils frequently benefit from the close attention and help of the school's support assistants. These staff are briefed well by the teachers. They use good teaching techniques to make sure that the pupils have understood the lesson and to keep them concentrating on the task in hand. This is a key to success, because the pupils derive satisfaction and confidence by getting the work done and by having help on hand when they need it. One such group in the infants was learning how to write invitations. The teacher had provided interesting materials to inspire the pupils and had briefed the support assistant thoroughly about the work and about her role. Because of this close co-operation between the two adults, the support assistant posed the right questions to help the pupils and kept their minds on their work. Consequently, each pupil produced a good piece of work and learned as much as the other pupils in the class.
- 15 The school's system for identifying the pupils who have special educational needs and organising support for them is thorough. Where individual education plans are written, they clearly identify targets for the pupil's achievement. Regular checks are made on how well the pupil is getting on. The co-ordinator for special educational needs maintains detailed and up-to-date records. This ensures that all the pupils concerned make the progress of which they are capable.

WHAT COULD BE IMPROVED

The pupils who have potential for high achievement do not do as well as they should in the infants

- 16 This was an issue for the school to address following the last inspection in 1997, when it was reported that 'some of the higher attaining pupils do not always make as good progress as they

might'. Since then, the school has taken action to resolve this problem and has seen some notable success. It has, for example, improved the way it checks on the pupils' progress and performance. The results of the National Curriculum tests for seven-year-olds are now analysed in greater detail and compared with national patterns. This has helped the school to see where its own quick learners stand in relation to those in other schools. The same assessments that are used to identify the pupils who need extra help with their learning also identify those who are likely to learn quickly. Nevertheless, the school is at an early stage of making the best use of this information. The results of the National Curriculum tests in 2000 show an improvement over previous years. The pupils did particularly well in reading, where the proportion of pupils attaining a higher than expected level was above average. They did not do quite as well in writing and in mathematics. The work of current Year 2 pupils who have the potential to attain above average standards, is not as good as it should be. Written work, in particular, is lacking in length and quality and it does not reflect the pupils' skill in reading or the good quality of their spoken English.

- 17 While the teaching in the infants is of a satisfactory quality overall, and there are some good and occasionally very good lessons in reception and Year 1, it does not have the same cutting edge as that in the juniors. This affects particularly the achievement of the pupils who have the potential to exceed the standards expected for their age. The reasons for this are two-fold:
- 18 *The work given to these pupils does not stretch them sufficiently.* In mathematics, these pupils often tackle work that is prepared for the average attainers and it does not build sufficiently on the skills that they already possess. In one lesson the more able pupils easily and accurately completed the simple addition of numbers up to 20, using their knowledge of mental methods of calculation. While this task presented a challenge for the average and lower attainers, it took insufficient account of the ability of the quick learners to move on to more difficult work. In English, their written work is short in content and too low in quality. Occasional glimpses of their potential shine through. One pupil wrote to start a story 'A wonderful idea popped into Katie's head' and another accurately reported work in science 'The water has magnified the button'. The teaching is not doing enough to seize on this obvious potential and, because not enough is expected of them, the pupils' written work is frequently untidy and lacking in care.
- 19 *The shortage of space in the infant classroom and the multiplicity of demands made upon it add to the complexity of teaching effectively and efficiently.* From September 2000, the school has employed an additional teacher to reduce the number of pupils in each infant class. While this has brought benefits, in particular to give more attention to individuals and groups of pupils, it has also brought challenges. While the headteacher and staff concerned have given much thought to the physical organisation of the classroom and some success has been achieved, it remains difficult for teachers, especially in Year 1 and 2, to establish and sustain an atmosphere that is consistently conducive to learning of good quality taking place. This affects all the pupils to some extent, and the teachers have varying degrees of success in overcoming the difficulties. Careful thought has been given, for example, to providing a suitable range of work and play for the pupils in the reception class, and all the teachers make good use of the areas set aside for teaching the whole class. The impact of the difficulties is greatest in the Year 2 class and among the pupils with the potential for high achievement. The atmosphere does not lend itself to sustained concentration and they do not manage to produce their best work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

20 The headteacher, staff and governors should:

- Improve the achievement of the more able pupils in the infants by:
 - providing more challenging work that builds on what they already know, understand and can do;
 - raising expectations about the quantity and quality of the pupils' work; and
 - improving the organisation of the infant classroom.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	17	33	38	4	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 pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	146
Number of full-time pupils eligible for free school meals	N/A	19

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	27

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	*	*	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	13	14
Percentage of pupils at NC level 2 or above	School	100 (84)	87 (84)	93 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	15
Percentage of pupils at NC level 2 or above	School	87 (84)	100 (89)	100 (89)
	National	84 (82)	88 (86)	88 (87)

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

** Where the number of pupils is 10 or fewer, the results are not reported.*

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
	2000	15	10	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	*	*	*
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	*	*	*
	Total	23	25	25
Percentage of pupils at NC level 4 or above	School	92 (100)	100 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

*Percentages in brackets refer to the year before the latest reporting year. * Where the number of pupils is 10 or fewer, the results are not reported.*

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	123
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	105.5

Financial information

Financial year	1999-2000
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	£
Total income	252273
Total expenditure	244476
Expenditure per pupil	1640
Balance brought forward from previous year	4748
Balance carried forward to next year	12545

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	0	0	2
My child is making good progress in school.	67	31	0	0	2
Behaviour in the school is good.	63	35	2	0	0
My child gets the right amount of work to do at home.	51	47	2	0	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	62	34	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	59	39	2	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	27	35	20	2	16

Summary of parents' and carers' responses

Parents who attended a meeting with the registered inspector prior to the inspection held the school in high regard. They believed it to be an excellent school. For its size, the school provides a reasonable range of activities outside lessons.