

INSPECTION REPORT

HOYLANDSWAINE PRIMARY SCHOOL

Hoylandswaine
Sheffield

LEA area: Barnsley

Unique reference number: 106585

Headteacher: Mr C.F. Wells

Reporting inspector: Mr Paul Bamber
15064

Dates of inspection: 10th –11th March 2003

Inspection number: 246606

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Haigh Lane
Hoylandswaine
Sheffield

Postcode: S36 7JJ

Telephone number: 01226 762027

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Appropriate authority: The governing body

Name of chair of governors: Mrs Brenda Hinchliff

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hoylandswaine Primary School is set in a commuter village in South Yorkshire. Pupils come from a wide catchment area and are from predominantly white British backgrounds. There are presently 89 pupils on roll, including 12 children in the reception class. Attainment on entry is above average in literacy and numeracy. There are presently a well below average percentage of pupils with special educational needs, who take a free school meal or who use English as an additional language. Currently two pupils have a statement of special educational need.

At the time of the inspection, major building works were making it very difficult for the school to operate as normal, placing severe restrictions on the amount of space available for physical education, assemblies and outdoor play. There have been several changes in the teaching staff recently.

HOW GOOD THE SCHOOL IS

The school offers a satisfactory quality of education. Steady progress, which improves in the oldest classes, enables pupils to attain above average standards by the time they leave the school. The quality of teaching is good overall. Pupils' personal development is satisfactory but more could be done to promote their good social and moral development. There are weaknesses in leadership and management. Overall, the school offers satisfactory value for money.

What the school does well

- Standards are above average in English, mathematics and science in Year 6.
- The quality of teaching in Years 3 to 6 is good.
- The school's provision for pupils with special educational needs.

What could be improved

- The physical and creative development of children in the reception year.
- The leadership and management of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1998, the school has made satisfactory improvement. Governors have successfully addressed most of the key issues identified in the report, although there is still no satisfactory outside play area for reception children. The quality of teaching is better overall, because teaching programmes are better organised to provide suitable work in mixed-age classes. However, pupils' personal development is less well provided for and the quality of leadership and management is not as good as it was.

STANDARDS

Because the number of pupils in Year 6 has been very small over the last few years, no comparisons are made with national averages or with similar schools. However, standards have been consistently high in English over the last four years. Pupils in the present Year 6 are attaining above average standards in English, mathematics and science as a result of good teaching. In other subjects, they achieve well, apart from in aspects of physical education, in which their achievements are restricted by the poor accommodation. In Years 5 and 6, pupils apply their mathematical skills well in science, design and technology and history.

In the Year 2, 2002 national tests, standards were well above average in mathematics, average in reading but just below average in writing. When compared with similar schools, standards in reading and writing were well below average and average in mathematics. Standards were relatively lower because a smaller than average proportion of pupils reached higher standards than nationally expected. Because the number of pupils in Year 2 was below 20, comparisons with national averages and the standards reached in similar schools need to be made with extreme caution. This is because of the exaggerated impact on average standards of the performance of individual pupils. However, there is evidence from pupils' work and from lessons observed that more-able pupils, in Year 2, are not set difficult enough work to enable them to achieve as well as they should. Standards in Year 2 are presently average in reading, writing, mathematics and science. They are in line with those expected nationally in all other subjects. Present attainment reflects the average ability of the year group.

Children in the reception class are in line to meet most of the targets set for them by the time they enter Year 1. The exception is in aspects of their physical and creative development, which are restricted by the lack of regular access to an outside play area. Pupils with special educational needs achieve well as a result of well-targeted and implemented support. This is particularly the case for statemented pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Although pupils report that they enjoy school, a small minority in most classes need frequent reminders to focus on their work.
Behaviour, in and out of classrooms	Satisfactory. Many pupils behave sensibly, but in some classes a few frequently fidget, call out or lose concentration.
Personal development and relationships	Satisfactory. Most pupils get on well together, but some lack an appreciation of others' achievements.
Attendance	Satisfactory. The attendance rate is broadly in line with that nationally. There is little unauthorised absence.

Pupils are generally polite and friendly, but are not always kind to each other. Although there was no bullying observed during the inspection, some pupils reported that there are instances of aggressive behaviour in the playground.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.

Overall, the quality of teaching and learning is good. It is more effective in Years 3 to 6. The teaching of children in the reception year is satisfactory overall. Children are taught literacy and numeracy well and they make good progress in these areas of their learning. The teaching of aspects of children's physical development is restricted because of a lack of accommodation for outside play. Although satisfactory overall, the quality of teaching for the brightest pupils in Year 2 has some weaknesses, in that they are sometimes not given difficult enough work to do, to enable them to achieve their highest standards. This has been a factor in the below average percentage of these pupils attaining standards above those expected for their age in the national tests.

The quality of teaching in Years 3 to 6 is good. Teachers have high expectations, maintain a brisk pace and have good subject knowledge. As a result, pupils of all abilities in these year groups, achieve well. Teaching assistants contribute well to the good achievements of pupils with special educational needs, especially those with a statement of special educational need. They support pupils' learning sensitively, with an acute awareness of pupils' needs and the specific strategies that need to be employed to help them learn well and to play a full part in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although generally broad and balanced in Years 1 to 6, the physical development of the children in the reception year is unsatisfactory. There are limited extra-curricular activities for the pupils.
Provision for pupils with special educational needs	Good. These pupils are well supported.
Provision for pupils with English as an additional language	Satisfactory. Secure systems are in place to support any pupil in the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school has a planned programme to promote personal, social and health education, but pupils do not always respond positively to each other or spontaneously celebrate each other's success. Pupils' spiritual, moral and cultural development are satisfactory overall.
How well the school cares for its pupils	Satisfactory. Staff know the children well. There are qualified first aiders and procedures for child protection are secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. There are weaknesses in the clarity of educational direction and the school's aims are not fully reflected in all its work.
How well the governors fulfil their responsibilities	Satisfactory. Governors closely monitor the school's curricular provision and that for pupils with special educational needs. They are involved in setting priorities in the school's improvement plan and in setting performance management targets.
The school's evaluation of its performance	Satisfactory overall. Test results are closely analysed to identify weaknesses in pupils' standards that need to be addressed by teachers. However, the school is not fully successful in finding out why some pupils underachieve.
The strategic use of resources	Satisfactory overall. The budget is well managed and financial planning is satisfactory. Although school development priorities are carefully costed, there is no rigorous strategy for evaluating the impact of spending on pupils' learning.

Overall the school applies the principles of best value satisfactorily. Governors seek good value for money when buying goods and services. They compare the school's results with those of schools nationally, locally and of similar type.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Their children are encouraged to become mature and responsible. • Teaching is good. • They feel comfortable approaching the school with concerns. 	<ul style="list-style-type: none"> • The range of activities outside class. • The amount of homework their children are set. • Better information about how their children are getting on. • The school working more closely with them.

Inspectors agree that pupils like the school and are generally well taught. However, the school could do more to encourage maturity and responsibility amongst pupils. The present building works and poor state of the school field place severe restrictions upon the range of out-of-class activities that are presently on offer. Homework is set according to the school's policy. Parents receive as much information and of similar quality about how their children are progressing as most primary schools. Some parents have concerns with regard to the lack of response, from the school, to their worries about instances of bullying. A meeting has recently been organised with parents to discuss this issue. As a result, some but not all parents feel happier about how the school deals with instances of pupils' aggression.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in English, mathematics and science in Year 6.

1 Although standards fluctuate from year to year because of the small number of pupils, the above average standards in the present Year 6 broadly reflect those achieved over the last few years.

2 Standards have been consistently high in English over the last five years. In the present Year 6, pupils' speaking and listening skills are above average because they are encouraged to listen well and to express themselves frequently. Most respond confidently to questions and speak clearly and coherently when offering opinions. Many pupils read fluently and their ability to do so enables them to achieve well in a range of subjects, particularly in interpreting questions in mathematics and science, or in researching topics in history.

3 The inspection team was requested to report on the school's development of writing, which was a focus for development in the academic year 2001-2002. As a result of the strategies employed, pupils in Years 5 and 6 now write for a wide range of purposes and in a variety of different styles. For instance, they write interesting letters, concise reports, effective curriculum vitae, clear instructions and humorous character profiles. Many pupils' handwriting is well formed and most spell accurately, with a good knowledge of spelling rules. There was, however, little evidence of pupils writing their own poetry or of them reviewing well-known published poems.

4 The strategies for improving writing in Year 2 resulted in all the pupils who completed the national test in 2002 attaining the expected level for their age. However, many of those pupils reached the minimum standards within that level and no pupil attained standards higher than expected for their age. Evidence from the work analysed during the inspection indicates that pupils write within a narrow range, mainly retelling stories they have read or have been told. This, together with the fact that pupils' vocabulary is not rich or varied enough, limits their ability to reach higher levels within the national tests.

5 In mathematics, many Year 6 pupils have a good understanding of place value and apply this knowledge to correctly calculating addition, subtraction and multiplication of decimals. Most effectively use a wide variety of strategies to simplify their calculations, for example, by adding on as a means of finding the difference between £33.79 and £22.83. Because they are provided with a wide curriculum, which closely follows the guidance of the National Numeracy Strategy, all pupils have a good understanding of the properties of three-dimensional shapes and how to change the position of a two-dimensional shape using co-ordinates. They accurately measure length and weight, perimeter and area using standard metric measures and formulae. Many correctly calculate the mode of a group of numbers and sensibly predict the probability of certain events occurring. Most use their good knowledge of number to complete sequences such as square numbers and to recognise patterns which will help them in their calculations.

6 Standards in the national tests in science have improved well over the past two years and are presently above average. A key factor in improving standards has been teachers' greater emphasis upon setting pupils more practical scientific investigations. Consequently, pupils test their hypotheses, for example to confirm that few plants thrive in ground that is heavily salted. Evidence from the work analysed shows that most Year 6 pupils have a wide scientific vocabulary, describing differently shaped cells by their correct Latin name. By testing whether a bulb lights when an electric current is passed through different materials, many pupils learn which materials are conductors or insulators. Most pupils draw accurate

circuit diagrams to illustrate how switches operate motors, buzzers and bells. Many pupils correctly name the parts of the human ear, accurately labelling a well-drawn diagram. All pupils recognise the link between science and music by investigating differences in pitch when striking objects with plastic or rubber beaters and a chime bar. As a consequence of the well thought out studies of the world's major climatic regions, most pupils also have a good knowledge and understanding of how animal and plant life adapts to its indigenous surroundings.

The quality of teaching in Years 3 to 6 is good.

7 The quality of teaching of pupils in Years 3 to 6 makes a significant contribution to their good achievements. Pupils in Years 3 and 4 are taught in one class, and those in Years 5 and 6 in another. In both classes the good teaching is characterised by the teachers' high expectations and the brisk pace at which they keep pupils working. As a result, pupils of all abilities achieve well and produce a good quantity of work in lessons. Teachers plan lessons well and the objectives for learning are shared with the pupils so that they understand what they are expected to learn.

8 Many of these good qualities were observed in a Year 3/4 mathematics lesson about dividing numbers which would result in a remainder. Because the teacher made clear what she expected the pupils to learn, how they would set out their work and the way in which they could check the validity of their answers, pupils made good progress in their mathematical understanding and produced a very good quantity of work. Pupils of different abilities and ages were set separate tasks that extended them fully. The high quality of support provided for pupils with special educational needs also ensured that their needs were well met and that they achieved well.

9 In the Year 5/6 class the teacher has a good rapport with the pupils, which encourages them to respond confidently to questions and to share with her their difficulties with harder work. Consequently, most pupils overcome initial concerns and persevere until they fully understand unfamiliar concepts. In a well-taught mathematics lesson, for example, several pupils had an initial difficulty in calculating in three places of decimals to work out the difference between 2.5 and 2.614, because of the order in which they were written. Because the pupils shared this with the teacher, she quickly helped them resolve their difficulty.

10 The teachers of these classes generally have a good subject knowledge, which means that the quality of the work set for the more-able pupils is well matched to their needs and enables them to achieve well. A telling example was observed in a Year 3/4 music lesson in which the teacher's confidence and expertise meant that pupils achieved well, singing in tune and with good expression. A relative weakness in the quality of teaching in the Year 3/4 class is in the somewhat negative manner in which pupils' misbehaviour is managed. Because the teacher tends to dwell on the behaviour she does not want, instead of that which is desirable, the atmosphere in the classroom is sometimes negative, causing pupils to be less than positive in their responses to each other.

The school's provision for pupils with special educational needs.

11 The school makes good provision for pupils with special educational needs and as a result they achieve well and make good progress in lessons. Where necessary, pupils have detailed individual teaching programmes that are well matched to their needs and which contain well-defined targets for them to achieve. Class teachers and their assistants work closely together to ensure that pupils are set work and given effective support to help them achieve their targets for learning or for good behaviour. Pupils' targets are regularly reviewed and when met, further, more demanding targets set. The school works closely with parents

to ensure that they are fully informed about the progress their children make and involved in target setting.

12 Pupils who have a statement of special educational needs are particularly well cared for, whether their particular difficulty is in learning, in behaving well or physical. Teaching assistants play a key role in supporting these pupils, gaining their confidence, having high expectations of them and being acutely aware of their specific needs. As a result, whatever their particular needs, these pupils are fully included in all that the school has to offer.

WHAT COULD BE IMPROVED

The physical and creative development of children in the reception year.

13 Although the teacher of the Year R/1 class has responded positively to some of the issues raised at the time of the last inspection, further developments in the recommended curriculum for reception children mean that aspects of their provision remains unsatisfactory. In particular, the children's physical development is inadequate.

14 Despite the provision, since the last inspection, of an adventure area for all pupils in the school, which is sometimes used in reception class lessons, there is no dedicated, secure area for the reception children to develop their abilities to manipulate large wheeled toys for creative and imaginative play, for problem solving or for regular physical activity.

15 Because of the lack of a stimulating outside classroom and of a lack of equipment, children have too few opportunities to explore their immediate environment, to extend their knowledge and understanding of the world around them, to make choices about their physical activities or to use their full range of senses.

16 In communication, language and literacy and in mathematics children in the reception year do very well. They are well taught and expected to attain good standards. Because they often learn alongside Year 1 pupils they mature well and quickly learn to listen and follow the sensible class rules that ensure that everybody takes turns and has respect for others' right to learn.

Leadership and management of the school.

17 There are aspects of leadership and management which are unsatisfactory. The headteacher does not provide sufficiently clear educational direction, the school's work does not fully reflect its aims and aspects of the management of teachers' and pupils' performance are underdeveloped.

18 There is a lack of clear educational direction in a number of areas of the school's work. Firstly, the priorities in the present school development plan do not all reflect the most important issues that need improving. For instance, the teaching and provision for numeracy are a major priority, but standards are already better in this area than in some others. Secondly, there have been recent changes in the managers of English and mathematics. Neither, but more particularly the new English co-ordinator, has been given sufficiently clear guidance, through a clear job description, to enable them to have a good knowledge of what is required of them so that they might bring about improvements in standards. Thirdly, the pupils in the Year 2 class are taught in a section of the school hall, which has meant a considerable amount of disruption to their learning. They are frequently moved when the hall is used for other activities, such as assemblies or physical education lessons; also, Year 2 pupils have to walk through the Year 5/6 classroom to use the toilet, in turn causing some disruption to older pupils' learning. They have to endure the preparation for, and aftermath of,

school lunches that are eaten in the hall. Inspectors judge that governors and the headteacher should have put more pressure on the appropriate authority to provide more suitable temporary accommodation for those classes that have been taught in the hall over the last four years.

19 The inappropriate accommodation provided for Year 2 pupils, the poor state of some of the furniture in classrooms and the lack of provision for the reception class, contrast starkly with the school's stated aim: 'to provide a stimulating environment which creates opportunities to encourage a natural thirst for knowledge, creativity and an excitement for independent, active learning.' Whilst acknowledging the present severe disruption to the organisation of the school caused by the present building works, the school's environment is not stimulating for a significant proportion of its pupils at present.

20 Aspects of the management of pupils' and teachers' performance are under-developed, which is resulting in some weaknesses in the provision for reception children, in the achievement of more-able pupils in Year 2 and in the use of target setting to raise standards. At present, there are good procedures for assessing what pupils know, understand and can do. The school uses a range of standardised tests to evaluate pupils' attainment in reading, writing and mathematics. Class teachers are aware of individual pupils' standards when they enter each year group and test them during and at the end of the year to measure what progress they have made. However, the school does not set a challenging target for each pupil to attain by the end of the year. As a result, teachers do not have a measure of whether pupils have done as well as they should. This has contributed to some under-achievement in national tests by brighter Year 2 pupils.

21 There are some strengths in the leadership and management of the school. The headteacher is well regarded by the pupils and most parents and has initiated and been involved in successful strategies for helping pupils achieve well in the Year 6 national tests. The school has attracted extra funding as a result of its involvement in a national initiative to reduce the workload of teachers, especially through the use of new technology and the more extensive deployment of teaching assistants. A clear benefit from this initiative has been better lesson planning through the use of information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards the governors, headteacher and staff should:

- 1. Provide a dedicated secure outside area for the reception children in order to improve their physical and creative development.**

(Paragraphs number 13 -16)

- 2. Improve the quality of leadership and management by ensuring that the school's aims are better reflected in its work and to better manage teachers' and pupils' performance.**

(Paragraphs number 17-20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	7	5	0	0	0
Percentage	0	0	58	42	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	89
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	7

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	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	93 (86)	100 (93)	100 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (93)	100 (71)
	National	85 (85)	89 (89)	89 (89)

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

Due to the small number of pupils in the cohort the individual figures are not included in the table. The table for Key Stage 2 attainment is not included because there were fewer than 10 pupils in Year 6.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	77	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	5
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	127

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	251512
Total expenditure	254210
Expenditure per pupil	3259
Balance brought forward from previous year	20203
Balance carried forward to next year	17505

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 61 per cent

Number of questionnaires sent out	89
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	4	0	0
My child is making good progress in school.	37	50	6	2	4
Behaviour in the school is good.	31	52	7	8	2
My child gets the right amount of work to do at home.	24	40	26	8	2
The teaching is good.	43	48	2	0	7
I am kept well informed about how my child is getting on.	22	48	26	4	0
I would feel comfortable about approaching the school with questions or a problem.	56	33	11	0	0
The school expects my child to work hard and achieve his or her best.	48	39	4	0	9
The school works closely with parents.	36	41	19	2	2
The school is well led and managed.	43	31	11	4	11
The school is helping my child become mature and responsible.	44	46	4	2	4
The school provides an interesting range of activities outside lessons.	9	28	46	11	6