

INSPECTION REPORT

ROSEBANK PRIMARY SCHOOL

Leeds

LEA area: Education Leeds

Unique reference number: 107891

Headteacher: Mrs V R Forster

Reporting inspector: Mr P M Allen
17531

Dates of inspection: 4th – 5th November 2002

Inspection number: 246730

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:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Education Leeds
Name of chair of governors:	Mr Ian McCargo
Date of previous inspection:	December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rosebank Primary School is a just below average sized primary school with 167 pupils on roll. The vast majority of pupils come from the immediate area of the school which is in the inner north west area of Leeds city centre. The vast majority of the families live in housing association property or privately rented accommodation. There are several women's refuges and 'half-way houses' and this is one of the reasons for the very high levels of pupil mobility; 47 pupils joined and 34 left during the year prior to the inspection at a time other than the start of the school year. Virtually all the children have had experience of pre-school education, mainly in the school's own Nursery, which caters for around 15 children in each of two sessions. There are fewer boys than girls and in some year groups there is a significant gender imbalance. Under forty per cent of the children are of UK white background. The majority of children are from other ethnic backgrounds, with over forty per cent being from a Pakistani background. There are small numbers from Black African, Black Caribbean, Indian and Chinese backgrounds. There is a group of children who are refugees, mainly from Afghanistan. There are 98 children who speak English as an additional language, a quarter of whom are at an early stage of English language acquisition. There are eight classes, including the Nursery, together with a small Key Stage 1 'nurture' class which caters for a group of pupils identified as being in need of extra support. Thirty-one pupils are on the special educational needs register, including two with statements; these proportions are below the national averages. The proportion of pupils entitled to free school meals is significantly above the national average. Although it varies from year to year, attainment on entry to the school is well below what could be expected, especially in language and communication skills. The school gains funding from sponsorship and from being involved in national initiatives such as 'Excellence in Cities'. Numbers in the school are slowly declining and, not for the first time, the school's future is under review.

HOW GOOD THE SCHOOL IS

This is a good school which provides a good standard of education. The large number of pupils who speak English as an additional language, including those from refugee families and those with learning difficulties are well received and provided for. There is an excellent racial equality policy which is very evident in all aspects of the life of the school. Standards are in line with national averages in English and above in mathematics and science by the end of Year 6. The quality of teaching, although variable, is good overall. The school benefits from the strong and caring leadership of the headteacher. Overall the school provides good value for money.

What the school does well

- Standards in mathematics and science at the end of Year 6 have risen very significantly.
- The very good teaching and learning in Year 6 enables the pupils to achieve very well.
- Very good teaching ensures that the children are given a very good start to their schooling in the Nursery and Reception classes.
- The school's caring, community ethos is underpinned by the very good provision for the pupils' personal development, including that for their spiritual, moral, social and cultural development.
- The school is inclusive for all its pupils.
- There is a very good partnership with the parents and the community.

What could be improved

- Standards in writing across the school.
- Standards in English at Key Stage 1.
- Standards and the cross-curricular use of information and communication technology.
- Consistency in the quality of teaching.
- School improvement planning for the longer term.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In most respects the school has made a good improvement since its last inspection in December 1997. The issues from that report have largely been addressed. Standards have continued to rise in English, mathematics and science at the end of Year 6. However, standards at the end of Year 2, although improving are still below national averages, with the exception of mathematics where standards are in line with the national average. The monitoring of teaching has improved, but more remains to be done. The assessing of pupils' attainment and progress has improved significantly and the accommodation is very much better than it was. The financial deficit has been eliminated. The quality of teaching is higher than it was previously. The school copes well with the high degree of pupil mobility. The staff have a shared will and capacity to continue to improve the quality of education and to continue to raise standards, most notably at Key Stage 1.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	A	E	B
mathematics	C	A	B	A*
science	B	A	A	A*

Key

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

Children make very good progress in the Nursery and Reception years and, although most of them are likely to meet the nationally prescribed Early Learning Goals, few will exceed them. At Key Stage 1, progress slows down. Although standards are higher than in recent years, most notably 2002, standards at the end of Year 2 continue to be in line with the national average in mathematics, but are still slightly below in reading, writing and science. Pupils make better progress at Key Stage 2, especially in Year 6. Standards at the end of Year 6 are in line with national averages in English, but above national averages in mathematics and science. These standards reflect the 2002 results in mathematics and science, but not those in English where standards were lower than those observed during the inspection. The results continue to compare very favourably with those of similar schools, most notably in mathematics and science where the results in both 2001 and 2002 were in the highest five per cent of similar schools nationally. The results reflect the very significant progress that pupils make in four years at Key Stage 2. There is recognition that standards in written work need to be higher across the school. Standards in information and communication technology, although improving, are below national averages as pupils do not receive their full National Curriculum entitlement across the school. In religious education, pupils achieve standards which are broadly in line with the requirements of the locally agreed syllabus. The school's detailed analysis of attainment indicates that there are no significant differences in the standards achieved by pupils of different gender and ethnicity. Notwithstanding the pupil mobility factor, the school sets challenging but realistic targets for Key Stage 2, but targets need to be more challenging for Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They enjoy school and what it has to offer.
Behaviour, in and out of classrooms	Pupils behave very well both in and out of the classrooms. Behaviour is often very good, for example in assemblies.
Personal development and relationships	Personal development and relationships are very good and every pupil's contribution and efforts are valued. Pupils are supportive towards each other and mix well, regardless of gender and ethnicity.
Attendance	Attendance is satisfactory, although a small number of pupils have significant absences.

The pupils' attitudes, behaviour, personal development and relationships are very good and have a significant impact on the quality of their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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.

In the small number of lessons observed during this short inspection the quality of teaching was good overall. The youngest children make very good progress because of the very good teaching that they receive. Teaching at Key Stage 1 is less effective as, sometimes, there are lower expectations of what pupils can achieve; there are times when pupils could be more productive. The teaching at Key Stage 2 is good and sometimes very good. In one Year 6 lesson it was excellent. The teaching in Year 6 is particularly successful and has a significant impact on the standards being achieved. In the vast majority of lessons, English and mathematics are taught well and teachers use effective methods to teach the skills of literacy and numeracy. The good quality and number of support staff make a very positive contribution to the teaching and learning. The majority of the teaching meets the needs of pupils, notably for those who speak English as an additional language. The majority of pupils put a great deal of effort into their work enabling them to learn effectively and progress well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good overall, with many imaginative features, although there is a need to further develop writing and to continue to develop information and communication technology so that it better supports all the curricular areas. There is a very good range of extra-curricular activities. The curriculum is inclusive by ensuring equality of access and opportunity for all pupils.
Provision for pupils with special educational needs	The provision is very good with very good support from classroom assistants thus enabling the pupils to make good progress. At Key Stage 1, the nurture group benefits from very good provision.
Provision for pupils who speak English as an additional language	The provision for these pupils is very good, enabling them to fit exceptionally well into the harmonious family atmosphere.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is very thoughtful provision for pupils' personal development. The provision for their spiritual, moral, social and cultural development continues to be one of the strengths of the school.
How well the school cares for its pupils	All pupils are valued as individuals and for what they can offer. The school ensures the care, safety and protection of all its pupils. There are good procedures for monitoring attainment and progress in English, mathematics and science. There are planned developments for monitoring attainment and progress in other subjects, including information and communication technology.

The school has a very good partnership with parents and carers and with the local community. The level of pastoral care is of a very high order. The information and communication technology curriculum does not meet statutory requirements as pupils do not receive their full National Curriculum entitlement across the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	One of the main reasons why the school is held in high regard by the parents and the pupils is the good leadership and management of the headteacher. She is well supported by the deputy headteacher and the committed and hard-working staff.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and fulfil their responsibilities effectively. They now plan to develop further their monitoring role.
The school's evaluation of its performance	There is a detailed analysis of standards which leads to targets being set; this is most effective at Key Stage 2 where the targets are sufficiently challenging. The monitoring of teaching and learning, although undertaken regularly, is insufficiently rigorous.
The strategic use of resources	The school makes very good strategic use of its resources, including specific grants and a significant amount of additional funding, linking decisions on spending to educational priorities.

Whilst the school has a very detailed development plan covering the current year, there is no long term strategic plan. This is particularly important, given the possibility of falling numbers and that the school's future is under review. The school has a good number of teachers and a very good number of support workers. The school is very well resourced. The quality and cleanliness of the accommodation

is very much improved. The extension areas are being very imaginatively developed through funding from the budget surplus. The principles of best value underpin the financial planning processes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Only a quarter of the parents returned the questionnaire. However, those responses, together with comments made at the parents' meeting and in a number of discussions with parents give a clear picture.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school and are making good progress • The teaching is good and parents are kept well informed about progress • The school is very approachable, expects the children to work hard and is helping them to become responsible. • The school is well led and managed and has a very good partnership with parents. 	<p>There were no areas identified for improvement.</p>

Links with parents contribute significantly to pupils' learning at home and at school. Parents are very satisfied with what the school provides and achieves and inspectors fully agree with their positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in mathematics and science at the end of Year 6 have risen very significantly.

1. At the time of the previous inspection in December 1997, standards at the end of Year 2 and Year 6 were judged to be below national averages in English, mathematics and science. This informed the report's main issue which was to raise standards in those subjects. Standards at Key Stage 1 have improved in mathematics so that by the end of Year 2, they are now broadly in line with national averages. However, in reading, writing and science, standards are still slightly below those expected nationally.
2. There is a very different picture at Key Stage 2 where standards have risen significantly since the previous inspection, especially in mathematics and science. The judgement of the inspection team is that, currently, standards at the end of Year 6 are in line with national averages in English, where the main area for improvement is in writing, but that in mathematics and science standards are above national averages. These judgements reflect the very significant progress that pupils make in four years at Key Stage 2. They also reflect the effective quality of teaching that the pupils receive. The school's detailed analysis of attainment indicates that there are no significant differences in the standards achieved by pupils of different genders and ethnicity.
3. Taking the three years from 2000 to 2002 together, national performance data show that the performance of pupils in the mathematics and science tests exceeded the national average for their age group by a good margin. When compared with similar schools, the results over the last two years are particularly creditable. In 2001, the results in English, mathematics and science were well above the national averages and, when compared with similar schools, were in the highest five per cent of similar schools nationally.
4. In 2002 the English results were not as high, but were still above those in similar schools. However, the high standards were maintained in mathematics and science when, again, they were in the highest five per cent of similar schools nationally. These results are one of the school's main strengths. The high quality of the teaching has had a very significant impact on the standards the pupils have reached. At the time of the inspection, the quality of teaching observed at Key Stage 2 was good and sometimes very good. At the end of Key Stage 2 in Year 6, it was clear that the very good teaching and learning were enabling the pupils to achieve very well.

The very good teaching and learning in Year 6 enables the pupils to achieve very well.

5. During the course of this inspection, the most effective teaching observed was at Year 6 where it was very good, including one lesson where it was excellent. This high quality teaching enables the children in Year 6 to achieve well, relative to their abilities, including those who are identified as having special educational needs and the very significant proportion who speak English as an additional language. The needs of all groups of pupils are well met through teaching which uses methods that enable all pupils to learn effectively. All the evidence collected in the inspection indicates that pupils in Year 6 make good and often very good progress.
6. The very good teaching and learning is the main reason why these pupils are achieving well and are likely to perform very creditably in the national tests. An example of this very good teaching and learning was seen in the information and communication technology suite during a carefully planned literacy lesson, well linked to the history curriculum, where pupils were creating biographies of Florence Nightingale, making good use of word processing skills. The pupils were well disciplined, listening very attentively to their teacher; they responded very well to the high expectations made of them. The quality of learning throughout was very good. The pupils had

- very positive attitudes, taking the work seriously and aspiring to do their best. Their behaviour was exemplary. The teacher taught with very good pace, asking clear, focused questions to help pupils to extend their vocabulary and take their learning forward.
7. The explanation of the pupils' tasks was crystal clear, enabling the pupils to make a prompt start. The activities were carefully geared to the abilities of the groups. Some pupils worked independently, sharing good commitment and a will to help one another. In this particular lesson, the teacher targeted the higher attaining pupils, whilst the classroom support assistant gave very good support for pupils who needed careful, structured guidance, including three pupils who were relatively new to the country and becoming progressively more competent in the English language. The pupils were productive and stayed on task. The teacher gave clear time targets; 'People on computers, you've got three minutes to finish,' he explained, prompting a flurry of activity. The teacher constantly emphasised the importance of pupils improving their work. There was very strong goodwill and respect for the teacher, whose encouragement and praise instilled confidence in the pupils.
 8. Similar qualities of teaching and learning were observed in an excellent mathematics lesson. At the outset, the pupils enjoyed the challenge of explaining their methods of calculation in adding three digit to four digit numbers. The teacher very effectively revised previous work on co-ordinates. The pupils quickly applied their knowledge to reading positive numbers. Pupils asked when they did not fully understand and they received very good additional explanations. All the pupils were interested and attentive. The pupils worked productively and neatly and the teaching and learning were underpinned by very good relationships. Extension work was available for the higher attaining pupils and extra focused support was available for the lower attaining pupils, often very effectively provided by the classroom support assistant.
 9. Throughout the session the pupils remained involved in their tasks, keen and interested. Pride in their work was evident from the neat presentation and in their explanations they gave about their work. During the final part of the lesson, the teacher insisted that everyone listened carefully. 'Let's see what we've learnt,' he said and the answer is a great deal. In this excellent lesson, all pupils were well supported and given the opportunity to achieve well relative to their abilities; they made clear and secure gains in their learning at all levels.
 10. This picture of very good teaching and learning was reflected in the scrutiny of the work of the pupils. Expectations are high, pupils are productive and the very analytical marking of work enables pupils to know what they are doing well and what they need to do to improve their work. The quality of teaching and learning at Year 6 is a major strength of the school and has a clear and direct impact on the way pupils are enabled to achieve and make progress.

Very good teaching ensures that the children are given a very good start to their schooling in the Nursery and Reception classes.

11. On entry to the Nursery, although there is a wide range of abilities and experiences, the attainment of most children is well below what could be expected, most significantly in the area of communication, language and literacy. Around two thirds of the children in the Nursery speak English as an additional language, the vast majority being from a Pakistani background. Of these children, most start with very little English. Although rates of development differ, most children are enabled to make very good progress in the acquisition of English. This progress has a significant impact on their ability to access learning across the six areas of experience which form the basis of the Foundation Stage for Nursery and Reception children.
12. Very good opportunities are provided to practise the elements of speaking and listening and reading and writing and these areas are given significant emphasis through the wide range of experiences on offer in communication, language and literacy. The children are very well supported, not only by the teachers, but also by the two nursery nurses and the specialist support assistant who work in the Foundation Stage. The support given by these people is critical as the young children who speak English as an additional language have the opportunity to hear language repeated to them in their community languages and are thus enabled to take part on the same

terms as other children.

13. The children, well supported, grow quickly in confidence and, by the end of the Reception year, around two thirds of the children are likely to meet the national Early Learning Goals concerned with speaking and listening, with around a third of the children likely to exceed the goals. In reading and writing, a similar number of children are likely to meet the prescribed goals, although few, if any, will exceed them.
14. In the teaching observed in the Nursery, the work was carefully and imaginatively planned. Very good support was being given to the relatively small number of children by the staff, volunteer parents and a student. There was very close supervision and there were many times when an individual child worked on a one-to-one basis with an adult. As the inspection coincided with the festival of Diwali, many of the activities, such as making cards, artefacts and rangoli patterns and creating special food, were based on that theme. The children's language was being extended through very good adult intervention across the rich provision of learning activities. The adults very effectively modelled language, including the repetition of key words. The very high expectations made of the children underpinned the very good teaching and learning which had a very significant impact on the attitudes and behaviour of the children and how they were enabled to achieve. The individual needs of children are well met, enabling them to grow in self-esteem and confidence.
15. This very good start in the Nursery class helps these children to settle easily and comfortably into the Reception class where there is also very clear evidence of very good teaching and learning. The quality of teaching, like that in the Nursery, is enriched through the close working partnership of the teacher and the nursery nurse. Learning objectives are very clear and there are well structured activities to reinforce the learning taking place. One group observed used large number tiles and a dice in a game to promote successful counting backwards and forwards. Other children initiated their own learning when they played with the working till in the 'Snowdrops' Toy Shop'. A great deal of individual help is given and children are helped to learn through very clear instructions and explanations in an atmosphere of trust and co-operation. The very good teaching leads to the very good learning; the children are well motivated with an enthusiasm for, and a pleasure in, learning, which has a very significant impact on the levels of progress they make.
16. Children throughout the Foundation Stage benefit from the commitment and sensitivity of the staff. A lot of thought and co-operation goes into the provision of activities and the outcomes are closely monitored. The staff are warm and caring and value the children as individuals. The very supportive relationships enable the children to feel happy during their introduction to the Nursery and to their time in Reception. A number of parents expressed their appreciation of this. Self esteem is promoted all the time; 'Well done', 'That is wonderful', 'You are very good', and 'Brilliant!' are just a few of the adult responses which have a strong impact on the children's self-esteem and their attitudes to learning.
17. The staff show a good knowledge of the Early Learning Goals and this is reflected in the detailed, coherent planning. A long term cycle of topics, such as 'Myself', 'Hands and feet', 'Light and dark' and 'Minibeasts' are imaginatively undertaken. There is a very good range of activities and experiences and the effective records kept of these evidence a rich and varied curriculum. There are good resources for each of the areas of learning. The Nursery and Reception classes have a safe, spacious outdoor play area which has been developed very imaginatively, incorporating a very useful covered area.
18. The effective practices for monitoring attainment and progress give evidence of the very good progress made in the Nursery and Reception classes. Progress is particularly marked in personal, social and emotional development and in communication, language and literacy. All children are enabled to achieve well, relative to their abilities. The needs of the children with learning difficulties and those who speak English as an additional language are well met. Early literacy and numeracy skills are well taught, inspiring enthusiasm and a joy in learning in the children. This very good teaching in the Foundation Stage ensures that these children make a very good start to school life.

The school's caring, community ethos is underpinned by the very good provision for the pupils' personal development, including that for their spiritual, moral, social and cultural development.

19. The school provides a pleasant, welcoming environment for its pupils. The attractive displays, colourful murals and the recently developed external play areas all make a significant contrast to the rather drab surroundings of the local area. This greatly enhances the atmosphere and creates a caring ethos, which is appreciated by both the children and their parents. The school's environment has improved significantly in the last year, notably since the appointment of a new caretaker, and this has had the benefit of promoting the pupils' pride in their school. Staff have very good relationships with their pupils, providing a high standard of supervision. The additional funding that the school receives sustains a relatively high level of staffing, which enables good quality support to be targeted where help is most needed.
20. The school has good provision for pupils' spiritual development and very good provision for their cultural development. Pupils are encouraged to think about the world around them and to reflect on their lives and on the lives of others. Throughout the school, colourful displays, plants and artwork adorn the buildings; for example, the assembly table has a vase of flowers and the Key Stage 1 corridor has two seascape murals, one of which was painted by the children, the other by members of staff all under the guidance of a visiting artist. The Key Stage 2 corridor has a range of paintings on the wall by artists from around the world, all of which have the use of colour as a common theme. Externally, quiet areas have been created with seating and plant beds. Pupils study the culture of the local area through projects, such as 'Burley through the ages' and the environmental regeneration work within the geography curriculum. Visitors from the music, arts and craft worlds, for example Nicaraguan artists, help to broaden the pupils' education. The school hosts many dance and music workshops, varying from ballet to Asian dance and from African drumming to modern popular music.
21. The provision for pupils' social and moral development is very good. The school's discipline policy is based on 'The Rosebank Way'. There are appropriate sanctions if required, including a book to record and monitor misdemeanours. Celebration of achievements, good work and positive behaviour enable the staff to promote harmony and friendship. The pupils learn to distinguish right from wrong and they appreciate the rewards that the school's policies offer. Each classroom displays its rules, which have been discussed and agreed by the pupils. Throughout the school there are reminders of the required standards; for example, 'Tidy up', 'Be polite' and 'Be Kind'. The school's motto is 'We are all friends'. Pupils enjoy earning points for their houses and show pride when asked to discuss their work.
22. The pupils' personal development is supported by the school's wide range of extra-curricular activities and charity work. Some school clubs are based on curricular work, whilst others have environmental themes, such as the gardening club. Pupils benefit from educational visits to theatres, museums and religious establishments; the older pupils have a residential visit to Cober Hill. The school has links to professional sporting groups; for example, Leeds Rhinos rugby league team. Pupils are given appropriate responsibilities; Year 5 monitors assist with lunchtime duties and two representatives from each class will be elected to the School Council. The school has a successful scheme of work for the delivery of its personal, health and social education, which now also includes citizenship. Staff from the emergency and medical services and the local education authority regularly visit the school to enhance the education provision on matters such as safety.
23. Overall, the school's very good provision for the pupils' personal development impacts strongly on all aspects of school life. The pupils respond well, gaining in confidence and, by the end of Year 6, they leave the school with high levels of self-esteem.

The school is inclusive for all its pupils.

24. The school serves a wide community, which consists of a mix of many differing cultures and

ethnic backgrounds. Over half of the pupils are from Asian families and about a third from a UK white background; the remainder include Afro-Caribbean, Chinese and those of mixed heritage. There are also a number of children from refugee and asylum seeker families, predominantly from Afghanistan. Consequently, more than half the pupils speak English as an additional language and a significant number of children are at an early stage of English language acquisition. With a majority of pupils entitled to free school meals, the social background of many children is disadvantaged. The school successfully overcomes the particular difficulties caused by the very high level of pupil mobility which is partly caused by the number of children who live temporarily in local hostels.

25. Irrespective of ethnic backgrounds, the school fosters a caring ethos and is rightly proud of its achievements in successfully integrating all pupils and their parents, into a family environment. During the inspection, it was evident, both in the classrooms and in the playground, that all pupils mix well; there was no evidence of oppressive behaviour and the atmosphere observed was one of friendliness and racial harmony. Pupils of all ages and both genders play well together. Relationships in the school between pupils and adults and between the pupils themselves are very good. Pupils show respect for property and for the views of others. The school celebrates the traditions of all faiths and cultures; pupils join in with the activities linking the varied religious establishments, such as All Hallows Church and the Leeds Mosque. The city's Deputy Lord Mayor joined the school in their recent celebration of diversity through their successful Racial Awareness Day.
26. The school is careful to ensure that each and every group is fully included in its curricular and extra-curricular activities. It has an excellent race equality policy and one senior teacher is designated to co-ordinate matters of inclusion. She has received appropriate training and she shares her knowledge with all other staff. The school has this year been awarded the local education authority's 'Inclusion Charter Award'. The school closely analyses data to assess the progress and attainment of differing groups. Academically, there have been no discernible differences in the attainment of the differing ethnic groups, which demonstrates the success in providing well for the children who speak English as an additional language. This provision is largely through targeted support, using designated funding, and a high level of good quality educational support staff. Of particular note is the nurture group, which is a small unit of Key Stage 1 pupils, staffed by an experienced teacher and behaviour support worker; this unit also includes pupils from other schools. The school extends the curricular provision with many additional activities related to music, sport, drama, culture, religion and the arts.
27. The school meets the individual needs of all its pupils, including those with special educational needs. This aspect has been maintained and strengthened in recent years to ensure that all pupils are given appropriate care, guidance and support. Every child is valued and helped to fulfil his/her potential. Inclusion is one of the school's strengths and its positive impact enhances the quality of education provided.

There is a very good partnership with the parents and the community.

28. The school has a very good partnership with its parents, who hold the school in high esteem. The inspection questionnaire indicated a very high level of agreement by those parents who responded that the school works closely with them. The response from parents to virtually all the questions was very positive; this repeated the very good support by parents in the previous report questionnaire. However, in this inspection, the percentage of 'strong agreement' to the statements increased substantially, giving evidence to the further improvements that have been made to the partnership.
29. Parents are welcomed into the school and their participation in the school's activities is encouraged and appreciated. Many parents and other members of the community give valuable help to the school, assisting in lessons, presentations and in the enhancement of the school's environment. Parents are invited in to weekly assemblies, many workshops and to open days. The individual skills of parents and community members are used to enhance and broaden the

education of the pupils. Visitors into the school include, for example, musicians, artists and sculptors. During the inspection, a very good assembly was taken by a children's worker from one of the local church groups; she showed a high level of empathy with the children and they contributed well to the discussion on personal safety.

30. During the pre-inspection meeting, it was confirmed by the parents that the school ensures that they have appropriate information regarding the schools' procedures; for example, the routines for reporting absence and the discipline policy. Regular newsletters and curricular information sheets keep parents up to date on school matters. The majority of parents feel that the amount of homework is about right and they appreciate the school's extra-curricular provision. The prospectus and the governing body annual report are both comprehensive documents, although they have not complied with the requirement to include comparative figures for national end of key stage test results. Discussion with parents in the school playground at the beginning of the day indicated that they thought that the school was easily approached and that the teachers were happy to discuss any matters of concern.
31. Despite the large variety of ethnic backgrounds in the locality, the majority of parents can speak English and have no difficulty in conversing with the staff. The school produces some general literature for parents in their community languages, but many of the differing dialects are spoken language, rather than written. For those parents who have difficulty with spoken English a translator provides help for the formal parent consultation evenings. The school holds two such evenings per year and it puts a significant effort into ensuring that every pupil's parents or carers are seen, even if this means having to make special arrangements for the convenience of the parents. The parents are happy with the end of year pupil reports, which are fairly detailed and include comment on future targets, together with very positive comments on the support provided by parents.
32. The school has been involved in many local and national activities. There are particularly strong links with many churches. Local businesses, such as a major bank and the local television station have been involved in projects with the school, benefiting the school's resources. The school's participation in the Kirkstall Festival has brought many accolades. The celebration of a variety of cultures is a notable feature and this is reflected in the number and diversity of visitors to the school, such as an ex-pupil who became a pop star, craft workers and historians. Family involvement with the school includes the numeracy project, reading sessions and computer work. Although there is no parent teacher association, the school runs 'Parents for Rosebank' initiatives; these encourage the involvement of a wider range of parents than can be the case with a more formal grouping.
33. Overall, parents support the school very well and their involvement has a positive impact on the quality of education provided. This partnership continues to be a major strength of the school and broadens the extent of the children's learning.

WHAT COULD BE IMPROVED

Standards in writing across the school.

34. Improving standards in written work has become a national issue in primary schools and, appropriately, the school has identified this area as a main priority for improvement. This is clearly reflected in the school documentation, including the curriculum action plan for literacy which forms part of the school improvement plan.
35. The proportion of the pupils reaching the appropriate Level 2 in the writing test at the end of Year 2 is consistently lower than the national average. In recent years, the proportion of pupils at the higher Level 3 has been significantly below the national average. In two of the past three years, there have been no pupils reaching Level 3. At the end of Year 6, standards in writing have been consistently below those in reading. In the 2002 tests, virtually all the pupils reached Level 4 in reading, the expected level for eleven year olds, but only just over a half reached that level in the

writing element of the tests. In recent years, with the exception of 2001, very few pupils have achieved the higher Level 5. The school's analysis of results by gender and ethnicity indicate that all groups achieve similarly.

36. The school's analysis of all the available data informs its target to raise standards in writing so that the gap between reading and writing results is less significant. Having identified writing as the key area for improvement throughout the school, strategies have recently been put in place in all classes aimed at enhancing pupils' skills and increasing the opportunities for writing, with higher expectations of what pupils can achieve. Clearer targets are being set and there are early signs of improvement, most notably in Year 6. Additionally, there is recognition that standards in handwriting are inconsistent and that there is a need to review the arrangements concerning when pupils move from print to joined writing.
37. Work scrutiny at Key Stage 1 shows that in writing, most notably at Year 1, expectations are insufficiently high, so that there is very little difference in outcome between the higher and the lower attainers. In some subjects, such as history and geography, more opportunities could be given to develop writing with more challenging work for the higher attainers. There are many times when pupils could be expected to work harder and produce more.
38. There is evidence of pupils having more opportunities to develop a variety of writing skills at Key Stage 2, especially towards the end of the key stage. Pupils write traditional fairy stories, such as Cinderella, from a different viewpoint. They identify and explain differences and similarities between the book and the film of 'Oliver Twist'. They summarise extracts from books such as 'Ghost Dog'. The work is benefiting from discrete time being allocated to extended writing and from some detailed analytical marking, especially in Year 5 and Year 6. In Year 6 higher expectations are promoted to improve writing. There are some very good examples of writing being developed in science work on planning an investigation to find out about sound sources travelling through different materials and in work about which habitat woodlice prefer.
39. There are times in English and in the foundation subjects when the work requires a limited response. This is sometimes, but not always, matched to the needs of the pupils; significantly more could be expected of the higher attainers. A positive start has been made, but the school needs to continue to raise the profile of writing, including the promotion of extended writing and the development of detail. More writing tasks need to be built into work across all areas of the curriculum. Pupils' writing skills will benefit from more opportunities to write for a wider variety of purposes and audiences with higher expectations and clearer targets. More of the school's higher attainers can achieve better results and improvement in written work can impact on standards across the other curricular areas.

Standards in English at Key Stage 1.

40. At the time of the previous report in 1997, standards at the end of Year 2 were judged to be below national averages in English, mathematics and science. The same judgements were made of the attainment at the end of Year 6. These judgements informed the main issue of the report which was concerned with raising standards in English, mathematics and science throughout the school.
41. The school has worked hard towards these targets and success has come at the end of Year 6 where standards are now significantly higher than they were previously, most notably in mathematics and science. Standards in mathematics at Key Stage 1 have risen since that time so that they are now in line with national averages, but in science and, most importantly, in reading and writing, although there are clear indications of improvement, standards at the end of Year 2 are still below national averages. This judgement is not reflected in the results for 2002 which were very low. The number of pupils achieving Level 2, the expected level for the average seven year old, was well below the national average in reading and writing and the numbers achieving the higher Level 3 were very low.
42. Results can vary from year to year with different groups of pupils. The high level of mobility with

pupils arriving at and leaving the school during the year can have a negative impact, although this can affect Key Stage 2 in the same way as Key Stage 1. Nevertheless, over a period of time, there is a pattern of low results at the end of Year 2. National performance data show that, taking the three years from 2000 to 2002 together, the performance of pupils in reading and writing fell below the national average for their age group by a very significant margin. The performance of pupils observed during the inspection, while better than that, was still below the expected standards. During the same three years, national performance data indicate that the performance in mathematics was broadly in line with the national average for the age group.

43. All the available data and information indicate the need to further raise standards in reading and writing at Key Stage 1. Additionally, the staff have identified speaking and listening skills as an area to target for improvement. The inspection judgements are that children make very good progress in the Nursery and Reception years, but that progress slows down at Key Stage 1, with better progress at Key Stage 2, especially in Year 6. The scrutiny of work undertaken reflected this picture, especially in Year 1. Expectations of what the pupils can achieve, most notably the higher attainers are sometimes insufficiently high. Standards need to rise at Key Stage 1 as they have done at Key Stage 2. A positive start is being made and the signs are ones of improvement, so that the pupils are better enabled to achieve as well as they are able.

Standards and the cross-curricular use of information and communication technology.

44. At the time of the previous inspection, standards in information and communication technology were judged to be in line with national expectations. Since that time, national expectations have risen and standards of work seen during this inspection were below those found nationally. The school has worked hard to develop its facilities for the teaching of information and communication technology by creating a computer suite which is well used to teach pupils specific skills. Staff have undergone a programme of training to increase their confidence, knowledge and expertise, but this was completed only recently and the full effects of this have yet to be seen.
45. Pupils from all classes are given lessons in the new computer suite. They can log on and log off at the start and end of their lessons. Older pupils can save their work to individual files. In one lesson seen, pupils from the nurture group logged on and were given the task of typing in their names and printing out their work. The work was adapted to individual levels so that all the pupils were challenged and made clear progress during the lesson. This careful matching of work to pupils' prior attainment is not always a feature of lessons. For example, a group of Year 1 pupils transferred words from a list to a picture by using the mouse. The pupils enjoyed the work, but completed it quickly and there were no other tasks available to offer additional challenge and the lesson ended abruptly after only a short time. The size of the computer suite and the number of machines available for lessons means that staff need to give consideration to the organisation of their class and to seating arrangements. These matters are not always resolved effectively, such as in a lesson seen where some pupils were unnecessarily asked to take turns and share computers when they could have had a machine each to work on.
46. Further development of the information and communication technology curriculum is required in order to ensure that pupils receive their full National Curriculum entitlement. At present, pupils are not exposed to a sufficiently wide range of software to allow them to make good use of computers to support their work in the classroom. In the samples of work, seen there were few examples of the application of information and communication technology to support learning across the curriculum. The majority of work seen supported work in literacy or used word-processing packages to write about other subjects. The standard of this work was insufficiently high as the content and presentation of the work was unsatisfactory. A very small number of examples of pictures created from an art package were seen, as was one example of a table created for use in mathematics. Pupils are beginning to make some use of the Internet to find information for their work, such as in a Year 6 project on bridges, but the school acknowledges that this is still at a very early stage of development. Pupils have yet to make effective use of facilities such as e-mail to communicate with others. No evidence was seen of control technology or of the use of programs, using simulations or models.

47. Insufficient time is allocated to teaching and learning in information and communication technology. In the computer suite, pupils learn specific skills, such as those used in word-processing. There are computers available in each classroom, but these were underused during the time of the inspection. No pupils were observed working on computers in the classroom or consolidating or applying the skills that they had been taught in their lessons in the computer suite.

48. The school is aware of the need to further develop the information and communication technology curriculum, so that it becomes an effective tool for pupils to use in their work. The co-ordinator has a good understanding of the subject and is working alongside staff to raise their confidence and awareness of the possibilities of the subject. More time is required for the co-ordinator to monitor planning and lessons and to evaluate the work being done across the school. The staff are keen to learn more about opportunities to utilise information and communication technology in their lessons and have the will and the capacity to make the necessary improvements. The judgement of the inspection team is that standards are set to rise in information and communication technology.

Consistency in the quality of teaching.

49. Although the quality of teaching has improved since the previous inspection, the school aspires to improve it further. A positive start has been made in evaluating teaching and learning. As a consequence, there is a regular programme of monitoring of teaching and learning in place in the school with written outcomes. However, at the present time, it is insufficiently rigorous and has too little impact in promoting consistency in teachers' expectations across the school. Although the quality of teaching observed during this short inspection was good overall, with three fifths of the lessons seen being good or better, there is wide variation across the school. The teaching in virtually every lesson met the required standard, but nevertheless some pupils received overall satisfactory teaching whilst some benefited from excellent teaching, thus enabling them to achieve consistently well relative to their abilities.
50. There is some inconsistency in teachers' expectations, which is linked to this variability in the quality of teaching. An outcome of this is that, in some classes, pupils work harder, giving of their best, producing more work and making more progress than in other classes. In most lessons, teachers' expectations of the pupils are very high, but in some they are less so. In the classes with high expectations, the pupils aspire to be more productive, often with a pride which is reflected in the presentation in their work. The pupils are very well managed as a consequence of which, behaviour is very good and sometimes exemplary. There is a very harmonious atmosphere, with pupils of both genders and different ethnicity all working and co-operating together well. The teachers' expectations are made very clear, as are the learning objectives of the lessons. Clear time targets are set, so that the pupils know what they need to do in a given time. The needs of all the pupils are well met with very good support for pupils with learning difficulties and for those with English as an additional language. The pupils make clear and secure gains in their knowledge at all levels.
51. However, in a minority of lessons, expectations could be higher, so that the pupils stay on task better and work as hard as they could. When this happens, standards of behaviour are not as good as they should be, pupils are less on task and, consequently, insufficient progress is made. Work is accepted which is not of a sufficiently high standard. A scrutiny of work undertaken during the inspection reflected these differences. Where there are higher expectations, there is usually more work done in the pupils' books with a good level of care; the indications are clear that more progress is being made.
52. The headteacher does a great deal of informal monitoring, leading to helpful discussion of teaching points. Currently, although there is a regular programme for monitoring of teaching and learning with written outcomes, it is having an insufficient impact on teaching standards. The quality of written outcome is variable; sometimes targets for improvement are identified, sometimes not. Sometimes the targets are clear and appropriate, sometimes less so. The monitoring needs to give more helpful pointers, especially for the less experienced teachers. An important area of development for the school is to bring more rigour and focus to the monitoring and begin to make use of 'modelling' or demonstration of the very good and excellent teaching observed during the inspection.
53. The school has a caring, community ethos where every child is valued as an individual. It aspires to benefit all its pupils with the best it can offer through consistently high quality teaching with high expectations which promote consistently high quality learning. The current monitoring of teaching lacks rigour and does not always sufficiently identify clear targets for improvement. More focused monitoring of teaching and learning can provide positive feedback as well as targets for improvement, targets which are monitored and reviewed. This can enhance teacher performance and have a more widespread and positive impact on pupils' attainment and progress, thus helping to make the quality of teaching more consistent across the school and lead to this effective school becoming even more effective. Additionally, the monitoring of teaching can provide very positive evidence to celebrate the very good and excellent teaching already in place and help all the teachers to be more successful in enabling all the pupils to achieve as well as they are able.

School improvement planning for the longer term.

54. At the time of the previous inspection, the school was described as having a school improvement plan which addressed the short term needs of the school well. It was also in the position of having a deficit budget due to a falling roll and it was overstaffed. The staffing levels are now appropriate and financially, the school is in a much stronger position, having eliminated its budget deficit. The governing body has been prudent in its financial management and the school now has a surplus within its available budget.
55. The present school improvement plan is detailed and well constructed, but covers only the current academic year. The plan has strong links to the school's identified priorities, many of which are focused on raising standards and improving the school's external environment. Money is allocated to these priorities and the success criteria are measurable and placed within realistic yet challenging time scales. The plan identifies the individuals who will be responsible for managing each element. The governing body is well informed about the plan and is kept informed about the school's progress towards these identified priorities.
56. When looking to the longer term, the school is in a similar situation to that found at the time of the previous inspection. Despite being in a stronger financial position and having addressed the issue of surplus staff, the school still faces an uncertain future. Pupil numbers are falling and the future of the school is under review by the local education authority. The governors have a good understanding of the demographic issues in the area and of the implications for the school that arise from these. The governing body has discussed these matters and the headteacher has prepared documents for discussion which detail possible courses of action. These ideas now need to be formalised and developed into a more structured strategic plan which will assist the school in the longer term. The school's falling roll will put pressure on its financial resources and it is important that governors give early consideration to the management of this situation and to other situations which are likely to affect the school in the longer term.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- further develop and improve written work across the school by:
 - continuing to raise the profile of writing in the school;
 - raising expectations of what the higher attainers can achieve;
 - maximising opportunities for extended writing, including the development of detail;
 - creating more opportunities for pupils to write for a variety of purposes and audiences;
 - giving pupils more opportunities to write and make a personal response in the foundation subjects;
 - developing detailed target setting based on National Curriculum level descriptors;
 - creating clear guidelines on the teaching of handwriting, including the arrangements for pupils to move from print to joined writing;

(paragraphs 34 – 39)

- target raising standards in English at Key Stage 1 by :
 - continuing to develop strategies to promote speaking and listening skills;
 - raising the profile of reading, for example through the planned paired reading project;
 - involving as much support as possible to increase opportunities to hear readers;
 - increasing pupils' productivity in their written work;
 - continuing to improve the good quality support for pupils who speak English as an additional

- language;
- raising expectations of what the higher attainers can achieve;

(paragraphs 40 – 43)

- improve standards in information and communication technology and further develop the use of information and communication technology to support other areas of the curriculum by:
 - continuing to develop staff confidence through support and training ;
 - continuing to develop a range of software to support learning in all areas of the curriculum;
 - continuing to develop the monitoring role of the co-ordinator;
 - systematically ensuring that pupils have regular and full access to the programmes of study;

(paragraphs 44 – 48)

- target increasing the consistency of the quality of teaching through a rigorous monitoring of teaching and learning which:
 - provides structured feedback and target setting;
 - enables a review of the targets;
 - contributes more significantly to the professional development of staff;

(paragraphs 49 – 53)

- further develop the school improvement plan in order to present longer term strategic plans to deal with future issues and aspects of school improvement.

(paragraphs 54 – 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	5	7	1	0	0
Percentage	5	30	25	35	5	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 five percentage points.

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)	14	167
Number of full-time pupils known to be eligible for free school meals	n/a	97

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	2	28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	98

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	15	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	13
	Girls	9	11	16
	Total	19	20	29
Percentage of pupils at NC level 2 or above	School	58 (68)	61 (79)	88 (79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	13
	Girls	12	18	15
	Total	22	30	28
Percentage of pupils at NC level 2 or above	School	67 (68)	91 (47)	85 (63)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	8	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	10	11	12
	Total	17	18	19
Percentage of pupils at NC level 4 or above	School	85 (90)	90 (90)	95 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	7
	Girls	9	9	11
	Total	15	17	18
Percentage of pupils at NC level 4 or above	School	75 (90)	85 (90)	90 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
42	0	0
3	0	0
1	0	0
10	0	0
0	0	0
4	0	0
1	0	0
4	0	0
73	0	0
0	0	0
7	0	0
7	0	0
7	0	0
0	0	0
3	0	0
5	0	0
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)	10
Number of pupils per qualified teacher	16.7
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7.6
Total aggregate hours worked per week	117

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14.1
Total number of education support staff	1.4

Financial information

Financial year	2001 - 2002
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	£
Total income	631550
Total expenditure	624390
Expenditure per pupil	3281
Balance brought forward from previous year	54640
Balance carried forward to next year	*61800

* This is being used as 'matched funding' for significant external improvements.

Total aggregate hours worked per week	4.5
Number of pupils per FTE adult	4

FTE means full-time equivalent.

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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

Number of questionnaires sent out	180
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	2	0	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	57	28	9	0	6
My child gets the right amount of work to do at home.	49	36	9	0	2
The teaching is good.	77	19	0	0	4
I am kept well informed about how my child is getting on.	66	26	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	13	9	0	0
The school expects my child to work hard and achieve his or her best.	70	21	2	2	4
The school works closely with parents.	62	34	2	0	2
The school is well led and managed.	70	21	0	0	4
The school is helping my child become mature and responsible.	70	26	0	2	2
The school provides an interesting range of activities outside lessons.	55	21	2	2	11