

# INSPECTION REPORT

## **HAVERSHAM FIRST SCHOOL**

Haversham

LEA area: Milton Keynes

Unique reference number: 110231

Headteacher: Mrs S Cope

Reporting inspector: Mrs H E Davies  
21687

Dates of inspection: 25<sup>th</sup> - 26<sup>th</sup> June 2003

Inspection number: 246971

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	Four to eight
Gender of pupils:	Mixed
School address:	Haversham First School The Crescent Haversham Milton Keynes
Postcode:	MK19 7AN
Telephone number:	01908 312673
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr L Wickins
Date of previous inspection:	02/03/98

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Haversham First School is in the pleasant village of Haversham on the outskirts of Milton Keynes. Some pupils who attend the school come from the village but a significant number come from further afield. There are 38 pupils on roll, 14 boys and 24 girls aged four to eight. Children's attainment on entry to the school varies but it is generally average for their age. The percentage of pupils eligible for free school meals is well below the national average. The percentage of pupils with special educational needs, most for learning difficulties, is well below the national average. At present, 1 pupil has a statement of special educational need. The majority of pupils are of white ethnic background and no pupils are at an early stage of learning to speak English as an additional language. Since September 2002 all children in the local authority start school in the September of the school year that they become five. At the time of the inspection there were 8 reception age children in the Foundation Stage, in the mixed age Reception and Year 1 class.

### **HOW GOOD THE SCHOOL IS**

Haversham First School is an effective school providing a good education for its pupils. It has many strengths. The school is led very effectively. Governors and staff work together well to provide positive learning experiences for pupils. All pupils are fully included in the work of the school. They develop very positive relationships with each other and the adults working in school, this fosters their very good attitudes to school. They behave well and work hard. By the end of Year 2 the majority of pupils achieve well because the overall quality of teaching and learning in the school is good. Compared to all schools, standards are very high in reading and high in mathematics and science. The school cares for pupils very effectively and parents have very positive views of the school. Taking into account the school's effectiveness and its context set against the high level of expenditure per pupil, the school provides satisfactory value for money.

#### **What the school does well**

- National Curriculum results compared to all schools show that pupils attain very high standards in reading. They are in the top 5 per cent nationally. Standards in mathematics and science are well above average.
- Leadership by the head teacher is very good; she has high expectations and sets high standards for others to follow. The school is managed very well; policies and procedures are very well documented and implemented effectively in the day-to-day life of the school.
- Links with parents are very good.
- The school cares for its pupils very well.
- Relationships are very strong between pupils themselves and between pupils and adults promoting an ethos in which pupils feel happy and confident.
- Cultural awareness and creative talents are promoted very effectively.

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

- Provision for children in the Foundation Stage could be even better with regard to accommodation and organisation.
- The organisation of some lessons could be improved so that all pupils are always challenged to do their best.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1998. It has made good improvement since that time. The school has addressed the key issues well. The presentation of pupils' work has improved, the role of governors has developed well and links with parents are now very good. Standards have risen in reading and writing. Pupils' attitudes have improved and the care of pupils is better. Leadership and management of the school are now very good rather than good. The school is aware of what it has achieved and what it needs to do next.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

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

Key	
Top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

As year groups are small care needs to be taken when interpreting these statistics. One pupil can account for a much higher percentage than is usually the case. Compared to all schools, results for seven-year-olds in 2002 were very high in reading. They were well above average in mathematics and average in writing. The trend for improvement, over the past 3 years, is better in reading and mathematics than writing. In comparison to similar schools in 2002, (where similar numbers of pupils are entitled to free school meals) results were in the top 5% for reading, above average in mathematics but well below average in writing. This is because in writing although all pupils achieved level 2 none achieved the higher level 3. Inspection evidence confirms that pupils in the current Year 2 and Year 3 are attaining standards that are above the national average in reading, mathematics and science and similar to average in writing. There are examples of above average standards, for instance in art. The majority of children in the Reception Year, but not all, are likely to achieve the Early Learning Goals (the expected national level for their age) by the end of the school year. The school sets challenging but realistic targets for national tests, based on careful assessment of pupils' capabilities. From Year R to Year 3 achievement is at least good, sometimes very good. Pupils attain standards that are higher than might be expected, taking account of their ability when they first start school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are keen and eager to participate in all that the school has to offer.
Behaviour, in and out of classrooms	Good. Most pupils behave well. They know the school and class rules and follow them. They work together constructively and co-operate well in groups.
Personal development and relationships	Very good. Pupils develop very positive relationships between each other and all adults working in school. They are effectively involved in daily routines of the school. Pupils help each other and are kind and considerate.
Attendance	Good. Above the national average. There is no unauthorised absence. Pupils are punctual and lessons start on time.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	Good	Good	Good

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

The overall quality of teaching and learning is good in Years R to Year 3. Teachers have a good knowledge of the subjects they teach and a good understanding of how pupils learn. This is a particular strength in the teaching of literacy and numeracy and is reflected in the good standards that pupils achieve.

Teachers work hard to provide interesting tasks and work is generally matched very well to pupils' level of ability. Careful planning ensures that work in the mixed age classes is not repeated each year. Teachers work hard to ensure that the needs of each age group are met. Occasionally, however, there is not sufficient challenge for the different groups of pupils. In all subjects, very good use is made of positive praise to motivate pupils and build self-confidence. Teachers know the pupils very well and monitor pupils' progress effectively. Classroom assistants work hard and are generally used effectively to support groups of pupils or individuals, for example, in developing early literacy skills.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The curriculum is broad and balanced and enriched by many visits to places of interest and visitors coming into school to share experiences with pupils. The school has good links with the local community and shares the hall with Haversham Social Centre. However, there is no safe secure outdoor play area for children in the Foundation Stage.
Provision for pupils with special educational needs	Good. There are fewer than average pupils with special educational needs, but they are identified early and have appropriate group or individual educational plans in place. Targets are set appropriately and reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual, moral and social development is good. It is very good for cultural development. The school provides many opportunities for pupils to know about their own culture. It prepares pupils well for life in a multicultural society by providing enriching experiences for them. The artist in residence promotes many multi-cultural aspects of artwork and is a wonderful resource for the school.
How well the school cares for its pupils	Very well. The school knows the pupils and their families very well and the very good policies and procedures support this aspect of the school very effectively. Targets are set for individuals based on careful knowledge and assessment of their capabilities. Links with parents are very positive.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the head teacher and other key staff	Very good. The head teacher provides a very clear educational direction for the school. Management procedures and structures are clear and effective. All staff support the aims of the school and share responsibilities well.
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities well. They are very supportive, know the school well and help to shape its future. The chairman is new to the post but is being appropriately supported by more experienced governors.
The school's evaluation of its performance	Good. The school development plan is cohesive, manageable and focuses on the main areas for improvement. Standards are rigorously monitored and challenging but realistic targets are set for National Curriculum tests.
The strategic use of resources	Good. Principles of best value are implemented well with effective support from the LEA. The school has a larger carry forward than usual this year but plans are in place to use the money wisely. There is a good number of appropriately qualified teaching and support staff to meet the needs of the



	curriculum. Resources are good in terms of quality and quantity. Accommodation is looked after very well. It is satisfactory overall but it could be improved for children in the Foundation Stage.
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**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Pupils make good progress.</li> <li>• Parents are very well informed.</li> <li>• The school has high expectations.</li> <li>• Behaviour is good.</li> <li>• The school helps pupils to become mature and responsible.</li> <li>• Parents feel comfortable approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are unhappy with the levels of homework.</li> <li>• Some parents would like more extra-curricular activities.</li> </ul>

The inspection team supports the parents' positive views of the school. Inspectors found that levels of homework were appropriate for the ages of the pupils and that extra-curricular activities were appropriate bearing in mind the age of pupils and the size of the school.

## **PART B: COMMENTARY**

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

**National Curriculum results compared to all schools show that pupils attain very high standards in reading. They are in the top 5 per cent nationally. Standards in mathematics and science are well above average.**

1. Pupils enjoy school and generally achieve above average standards in the National Curriculum tests. When they start school their levels of attainment are usually average overall. By the age of 7, at the end of Year 2, the majority of pupils achieve well. In 2002 in reading they attained standards that were in the top 5% nationally. Pupils enjoy choosing fiction and non-fiction from the attractively displayed library. At the moment Harry Potter is very popular and the latest book is a favourite with many pupils. In each class pupils are heard to read regularly on a one to one basis. They develop a love of books by hearing stories, poems and other types of literature read to them. Pupils are taught to recognise letters and the sounds they make. They develop many strategies to work out unfamiliar words, including informed guesses, sounding out letters, picture clues, splitting words up and reading on to get the meaning. Although one pupil said that he had not had to do any of those for a long time. By the time they are in Year 3 most pupils are confident readers, reading books with accuracy, expression and understanding.
2. In mathematics pupils work hard and achieve well. In 2002 they attained standards that were well above average nationally. One pupil said he loved working with numbers. In a very good mathematics lesson Year 2 pupils made and interpreted lists and charts to sort classify and organise information very effectively. Pupils understand what they have to do and get on with their work well. Those that need support are guided effectively by learning support assistants. In science pupils investigate the school grounds and study many interesting artefacts brought into school to motivate and capture their imaginations. The two-year rolling plan ensures that pupils do not repeat work and that each year the work is new and fresh for them.
3. Classes are small and teachers know their pupils very well. The use of assessment helps pupils to know what they have to do next to improve their work. One pupil said she had to use fewer “ands” in her writing, while another needed to pay more attention to leaving spaces between words. Pupils’ efforts are recognised and celebrated, so that pupils feel good about themselves. They are developing into confident and motivated learners who enjoy school. This has a very positive impact on the high standards that they achieve.

**Leadership by the head teacher is very good; she has high expectations and sets high standards for others to follow. The school is managed very well; policies and procedures are very well documented and implemented effectively in the day-to-day life of the school.**

4. The head teacher is committed to achieving high standards in all areas of the school. She leads the school very effectively teaching for part of the week and leading developments and monitoring the life of the school for the remainder of the week. Together with the governors she has ensured that the key issues from the previous inspection have been addressed and made improvements in other areas of the school. There are good relationships between the governors and the head teacher. The head teacher works very well with her partner teacher in class 2 and with all the other adults in school. She has created a very positive ethos where all are valued and expected to do their best. There is a very good team spirit where adults share responsibilities and willingly work for the corporate good of the school.
5. Management procedures are very good. Effective policy documents are in place to cover all areas of school life. These ensure that everyone involved in the school is clear about expectations, routines and current good practice. One parent at the meeting said “the school runs like a well oiled machine”. That is certainly true. The head teacher’s high expectations are

evident in the day-to-day life of the school. She uses the expertise of her teaching staff and support staff well to ensure a balanced coverage of all subjects and aspects of school life. Organisation of the school day is good; adults and pupils understand what is expected of them. The school is well organised, attractively displayed and well resourced. It provides pupils with a safe, interesting and happy environment in which to enjoy learning and become mature.

### **Links with parents are very good.**

6. Parents are very well established as partners in their children's education. This makes a significant impact upon standards, particularly in reading. There is a welcoming ethos in the school which everyone, parents, staff, governors or visitors, share in. As one parent said "We are all one family here".
7. The school is a very happy place, which parents get to know well as soon as their children start in class 1. The same warmth and affection which staff use to greet pupils is extended to all members of their family. Parents are welcomed into classrooms at the start of the day and this helps to break down any barriers that they may have in approaching the school. A few parents help in classrooms, either by listening to children read or by helping the teacher. All parents' meetings are well attended. In the pre-inspection questionnaires, virtually all parents said they felt comfortable about approaching the school with questions or a problem. Inspectors endorse the very positive views, which parents have about the school.
8. The very good information, which the school provides, makes a significant contribution to children's learning. The school has gone out of its way to provide very clear and helpful guidance for parents. An induction booklet gives parents a very good picture of how they can help children to prepare for school. A "Pointers for Parents" booklet gives clear information about homework and the curriculum, including guidance on how children are taught to form letters. In direct response to comments from parents, the school has prepared additional leaflets, for example, on how to help with spellings, on special educational needs, and a parents' guide to pupil behaviour. Letters, newsletters and the governors' annual report are written in clear and accessible language and keep parents up to date with everything that is happening. Parents particularly like the termly curriculum map, which gives them details of topics their children will follow. This enables them to help their children at home by researching in the library or on the Internet and bringing resources and artefacts into school. Parents also appreciate the energy and enthusiasm of governors and staff, which have helped to establish very good links with the local community and that gives the school a high profile within the village.
9. There is a small but active Friends' Association, which contributes generously to school funds and which cements very good relationships between parents and staff. Pupils benefit from the funds raised on their behalf and by the very good relationships forged between home and the school.

### **The school cares for its pupils very well.**

10. The school provides a warm and happy environment where all children are carefully nurtured and where everyone is given the opportunity to shine. The school's ethos is to put the children first and staff work closely together to achieve this aim. Everyone is unfailingly kind and the pupils trust them completely. They know that there is always a member of staff to help them, whether it is to guide them over a piece of work or to soothe a bumped knee.
11. Pupils' confidence in the support the school provides helps them to settle down quickly and to concentrate in lessons. Teachers know their pupils and their families very well and they respond readily and sensitively to their needs. Pupils are invited to respond in class with an encouraging smile and this helps to raise their confidence and self esteem. All staff are very good role models and the care and kindness they show to each other rubs off onto their pupils. This helps pupils to behave considerately and thoughtfully towards each other. This was well illustrated in an

achievement assembly when children of all ages listened attentively and applauded their classmates' accomplishments. Similarly, Class 1 pupils sang with great enthusiasm to encourage the children from the playgroup, who joined them for a singing activity.

12. The school pays rigorous attention to detail in order to ensure pupils' safety and welfare in everything it does. There are very comprehensive child protection procedures that are well understood by staff. The health and safety policy is detailed and is checked rigorously by the head teacher and governors. There are no health and safety concerns and the whole school site is extremely clean and well maintained. There are good arrangements for first aid, and fire drills are held regularly. Although school meals are not provided, thoughtful arrangements make lunchtime a very pleasant part of the school day during which personal relationships are allowed to flourish. School meals supervisors chat happily with pupils and show genuine affection for them. All pupils are closely supervised in the playground, where a particular feature of the school is the way in which pupils of all ages play happily together.

**Relationships are very strong between pupils themselves and between pupils and adults promoting an ethos in which pupils feel happy and confident.**

13. Pupils are eager to come to school and are quickly and positively involved in a range of activities. They work constructively and co-operatively in groups and on their own. Pupils enjoy learning. They are tolerant of each other, and show a mature and growing understanding of each other and of different viewpoints. Pupils form very constructive relationships with one another, and with teachers and other adults who work or help in the school. They show initiative and are keen and willing to take responsibility, for example, in the care of their classrooms and other areas of the school.
14. Pupils are given appropriate responsibilities such as collecting playtime equipment and ensuring that lights are turned off when leaving classrooms or the hall. Pupils take these responsibilities seriously and realise that they are to the benefit of the whole school community. Playtimes and lunchtimes are very happy and friendly times. Pupils enjoy the extensive grounds and in fine weather they "picnic" outside under the trees. They have a good variety of school equipment to play with and also bring in items of particular interest to them. Many pupils were observed having imaginary adventures and playing together happily.

**Cultural awareness and creative talents are promoted very effectively.**

15. The school works hard to ensure that pupils are aware of their own cultural heritage. For example, through visits to places of local interest like Cogges Manor Farm Museum to experience life in the countryside many years ago as well as local walks such as the Bradwell River walk. Many interesting displays raise pupils' awareness of the way other cultures celebrate special occasions. The significance of baptism and birthdays for different groups is illustrated well in the attractive display in the library. Beautiful examples of a Muslim wedding dress and a Jewish boy wearing a skullcap and prayer shawl further extend pupils' understanding.
16. The school has a permanent artist in residence who has a room in the school for her studio. In return she works for 1 day a week with pupils and teachers as well as running an after school club. She nurtures the creative talents of pupils in a positive way. She has qualifications in textiles, which she uses to very good advantage to teach pupils the skills of weaving and spinning. There are many examples of pupils work on display. She also teaches pottery, batik, collage, painting and embroidery. Her studio is a positive treasure trove.

## **WHAT COULD BE IMPROVED**

**Provision for children in the Foundation Stage could be even better with regard to accommodation and organisation.**

17. The Reception children, (the Foundation Stage), and Year 1 share one large classroom. They also use the adjoining shared classroom. The teachers who use the shared area work together well. They do not, however, always ensure that quiet sessions are planned to occur at the same time and that activity sessions begin and end together. This could be improved so that quiet sessions in each classroom are better co-ordinated. Children in the Foundation Stage have no access to a safe secure out door play area in which they can further develop physical control, mobility and awareness of space in an outdoor environment. These children do not have access to a range of small and large equipment for balancing, climbing or for moving confidently and imaginatively, with increasing control and co-ordination. This has been identified as a priority in the school improvement plan.

**The organisation of some lessons could be improved so that all pupils are always challenged to do their best.**

18. Teachers work hard to ensure that the needs of all pupils are fully met. However, occasionally not all groups are fully challenged. For example, in some lessons younger pupils sit for too long before becoming actively involved in their work. Occasionally older pupils do not produce the quality of work of which they are capable. Improvements could be made by better use of time and more effective use of support staff in a few lessons.

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

1. Improve the accommodation and organisation for pupils in the Foundation Stage by;  
providing a safe secure outdoor play area.  
co-ordinating the use of the shared classroom more effectively.  
(Paragraph 17)
2. Improve the challenge provided to all pupils by;  
making better use of time, and more effective use of support staff in a few lessons.  
(Paragraph 18)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	7
Number of discussions with staff, governors, other adults and pupils	9

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	3	2	0	0	0
Percentage	0	28	43	28	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 14 percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	0	38
Number of full-time pupils known to be eligible for free school meals	0	2

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y3
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	8

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

### *Attendance*

#### **Authorised absence**

	%
School data	4.6
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)*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	2	6	8

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

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

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

Boys and girls data is not included because the number in the year group is below ten.



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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	26	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	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	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	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 – Y3

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	15
Average class size	19

### Education support staff: YR – Y3

Total number of education support staff	3
Total aggregate hours worked per week	63

*FTE means full-time equivalent.*

## Financial information

Financial year	02/03
	£
Total income	140,059
Total expenditure	97,696
Expenditure per pupil	3,257
Balance brought forward from previous year	24,993
Balance carried forward to next year	42,363

## 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	1

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**

Number of questionnaires sent out	38
Number of questionnaires returned	24

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	4	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	33	42	21	4	0
The teaching is good.	58	38	4	0	0
I am kept well informed about how my child is getting on.	29	71	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	25	0	4	4
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	50	42	4	0	4
The school is well led and managed.	50	42	4	0	4
The school is helping my child become mature and responsible.	46	54	0	0	0
The school provides an interesting range of activities outside lessons.	13	46	29	8	0