

# INSPECTION REPORT

## **VALLEY PRIMARY SCHOOL**

Oakamoor, Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124120

Headteacher: Valerie Slater

Reporting inspector: Brenda Iles  
12000

Dates of inspection: 9<sup>th</sup> to 10<sup>th</sup> June 2003

Inspection number: 248851

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Drive  
Oakamoor  
Stoke-on-Trent

Postcode: ST10 3DQ

Telephone number: 01538 702355

Fax number: 01538 702355

Appropriate authority: Governing Body

Name of chair of governors: Mr A. Forrester

Date of previous inspection: 13<sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This small village school situated in the village of Oakamoor in Staffordshire has 42 pupils on roll, 6 in the reception year. Children are admitted in the term after their fourth birthday on a part-time basis. The school admits reception aged children on a full-time basis at the start of the autumn term. There are two classes, one infant and one junior. Half the pupils attending the school travel from the surrounding villages and the nearby market town of Cheadle. The proportion of pupils eligible for free school meals (16 per cent) is below average. A very small number of pupils have special educational needs but no pupils have statements. All pupils are of white British heritage and none speak English as an additional language. The number of pupils who join and leave the school at non-standard times has risen and is well above average (27 per cent), due mainly to changes in family circumstances and planned moves. Attainment on entry to the school varies considerably between the very small cohorts but overall is broadly average. Socio-economically, the context of the school is average.

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

The school is effectively led and well managed by the headteacher and governors and there has been good improvement since the last report. Teaching is consistently at least good and frequently very good, especially in literacy and numeracy. The provision in the Foundation Stage of learning and infant years is very good and children make very good progress in their early learning. This is a good school with very good features. The school provides good value for money.

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

- Teaching is very good in the Foundation Stage and infants and at least good in the juniors, enabling pupils to make good progress
- The school is well led and managed
- The care and provision for pupils' spiritual, moral, social and cultural development is very good
- The partnership with parents and the community is excellent

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

- Opportunities for pupils to extend their formal speaking skills and to plan and record their work independently

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

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

Since the school was inspected last in October 1997 the new headteacher has led a well structured programme of improvement. Staff, governors and the community work in close partnership to achieve their vision. The open dialogue ensures there is a shared understanding of the school's strengths and areas for development. Standards in reading, writing and mathematics have improved. The key issues identified in the last inspection have been addressed well. Finances are linked well to school priorities and monitored rigorously, the quality of provision for children in the Foundation Stage is very good and there have been significant improvements made to the accommodation to provide an attractive learning environment. The national strategies for literacy and numeracy have been implemented effectively. Priorities for improvement are monitored and evaluated and coordinators' roles have developed well. The school has the capacity to continue to improve.

### **STANDARDS**

The school's standards in the national tests vary from year to year because the presence of one or more gifted pupils or pupils with special educational needs in a very small intake makes a large difference to the overall result. In addition, the proportion of pupils who join and leave the school at non standard times is very high for a small school, particularly in the junior years. The school has good procedures to assess and support the induction of new pupils.

The assessment of children's attainment when they start school indicates a broad range of ability. Overall it is about average with some weaknesses in language and social skills. Children make rapid gains in their early learning and by the end of the reception year most exceed the expectations for their age group. In the infant years (Years 1 and 2) pupils make very good progress. Over the last four years pupils have consistently attained at least well above average standards in the national tests and assessments in reading, writing and mathematics at the end of Year 1. Inspection evidence shows that attainment in the current cohort is also well above average. Over the last four years standards in the national tests in English, mathematics and science at the end of Year 6 have varied more widely than at the end of Year 2. Overall, the standards have been above average and pupils in the junior class (Years 3 to 6) frequently achieve standards that are well above average in reading, writing and mathematics. Inspection evidence shows that pupils of all abilities are challenged well. The exceptionally small number of current Year 6 pupils achieve well. Pupils who are gifted and talented and those with special educational needs make good progress.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils love school. They have very positive attitudes and expect to work hard.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and at playtimes.
Personal development and relationships	Relationships are very good between staff and pupils. Personal development is good. The range of opportunities for pupils to take responsibility is good.
Attendance	Attendance is above average

### TEACHING AND LEARNING

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

Teaching for children in the Foundation Stage and those in the infants is very good. In the juniors it is consistently at least good with many very good features. Pupils' needs are identified at an early stage and tasks are structured to extend learning. They make very good progress. The teaching of literacy and numeracy is often very good. Very good use is made of the expertise of staff; subject knowledge is good and effective questioning techniques include all pupils in discussions and activities. Staff enjoy very good relationships with pupils. There is a sense of fun in learning, supported through a strong learning partnership that celebrates success and structures areas for improvement. Pupils with special needs and those who are more able receive good support and make good progress. There are not enough opportunities in lessons for older pupils to extend their formal speaking skills or to make independent decisions about how to plan and record their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities is good. A variety of creative and investigative opportunities promote interest and eagerness to learn
Provision for pupils with special educational needs	Provision is good and pupils make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. Staff provide very good role models, promoting positive school values, self-esteem and consideration for the needs of others
How well the school cares for its pupils	Pupils are very well cared for. Their needs are met very well in a secure family atmosphere

The school has developed very strong partnership with parents. The opportunities for sharing information and the open door policy enable parents to support their children's learning. This contributes substantially to pupils' achievements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an effective leader and is well supported by staff. The school is well managed.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities and give good support.
The school's evaluation of its performance	The school has a very good knowledge of its strengths and areas for development. The school plan is used well to move the school forward.
The strategic use of resources	Funds support priorities very effectively. Grants have been used well to improve the environment

The headteacher has a very clear vision for the school's future and, with the staff and governors, agrees priorities for improvement. Teamwork is a significant strength. Funds are very well managed and day-to-day routines are effective. The principles of best value are applied well. The school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents strongly agree that all aspects of the school's work are strengths. They identify the following aspects as the most significant strengths:</p> <ul style="list-style-type: none"> <li>• The ease with which they can approach the school with questions or problems</li> <li>• Their children like school and are helped to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• No areas for improvement were identified</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Teaching is good</li><li>• Their children are expected to work hard</li></ul> |  |
|---|--|

Inspectors agree with parents' positive comments. The school provides a very happy environment for learning and prepares pupils well to contribute to their local community.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Teaching is very good in the Foundation Stage and the infants and at least good in the juniors, enabling pupils to make good progress.**

1. Staff work as a committed team to ensure the needs of individual pupils are met well in the two mixed age classes. Early assessments in the Foundation Stage enable staff to identify pupils who are gifted and talented and those who need extra support to succeed. Teaching for these children is very good. The nursery nurse and infant teacher work in close partnership. There are many exciting play activities which support children's language, mathematical and social development and they develop a love of learning through these early experiences. Teachers challenge pupils well. The very strong partnership with parents enhances learning and contributes to the achievement of high standards.
2. The literacy and numeracy strategies have been implemented effectively. Literacy and numeracy are now taught in two separate groupings in the juniors according to pupils' needs and this is supporting progress well. These groups often experience changes as families move away and newcomers take time to adjust to the high expectations made of them. This view was expressed by parents, who commended highly the school's induction procedures. Despite the good arrangements to support new pupils they sometimes do not have enough time at the school to reach the standards of those who have been continuously educated at the school. There are plans to extend the proportion of group teaching in the autumn term to improve provision further.

#### **Strengths in the teaching seen in literacy and numeracy**

- Teachers have very good relationships with pupils, value their responses and promote positive attitudes
- Questioning techniques ensure pupils of all ages and abilities are included in discussions
- Regular interaction with pupils ensures they understand the expectations being made of them
- Lessons are interesting and pupils express their enjoyment of games played in mathematics and reading the work of authors such as Roald Dahl and J.K.Rowling
- Teachers identify the most talented pupils and ensure that their work enables them to access the curriculum at higher levels.
- Lessons have clear objectives and teachers model language well
- Library skills are taught very effectively
- Information and communications technology (ICT) is used well to support the recording of data and to draft and present writing
- The grouping of pupils to provide work at the right level is effective
- The subject knowledge and expertise of staff is used well to support learning and to extend the use of basic skills across subjects
- Pupils' progress is monitored carefully

3. **These strengths support pupils' learning well.** Pupils of all ages are eager to talk about their favourite books, authors and styles of writing. Pupils give reasons why they prefer some authors to others. They explain how description and

character development make books interesting and one pupil described her book as 'magical, wonderful... I don't want to put it down.' Pupils have very good knowledge of phonics because they are taught well in the infants. By the end of Year 2 pupils describe how to use capital letters and full stops and put together interesting sequences of ideas. Spelling and punctuation are accurate. They understand terms such as adjective and speech marks and the most able competently use these when including characterisation and speech. By the time they reach Year 5 and 6 pupils are confident readers and writers. They use expression well, recognise how punctuation supports reading to sustain interest and apply these principles well in their writing. Technical skills and knowledge of grammar are a strength. Teachers encourage pupils to draft their ideas using computers and they enjoy evaluating and improving their work in this way. Pupils read their own work with enthusiasm. Most pupils say they love books and read regularly at home and at school. They discuss books they have read in library sessions and recommend them to other pupils. Research skills are very good because pupils are taught how to use dictionaries, contents, index and glossaries. They explain the Dewey system, locate reference and fiction texts and are proud of their new library. They have a very good understanding of the different purposes of reading. The reading and writing of leaflets and studies of different countries support pupils to understand the differences between fact and opinion. Pupils pick out essential information as they collate notes and make use of their reading in their personal writing.

4. In mathematics pupils have a very good knowledge of number and place value. By age seven they add, subtract, multiply and divide numbers with confidence. They love number games. The youngest children in the Foundation Stage delight in ordering teddies numbered to ten on a washing line. Pupils say they enjoy mathematics and like solving problems. They recognise and name two and three-dimensional shapes, understand measures and present data in graphs. More able pupils and those with special educational needs are challenged well. Teachers' expectations of pupils are high but there is an over reliance on teachers to direct the course of investigations.
5. By the time they reach Years 5 and 6 pupils interpret data and present their findings in pie charts using ICT programs, they understand how to describe the turns of shapes in degrees and competently convert fractions to decimals and percentages. They have a good knowledge of number facts and tables and by Year 4 calibrate measures in 5, 10, and 100s. Very good use is made of games to support learning and this makes activities fun and supports negotiation and the development of thinking skills. Work undertaken in measures is linked well to art and design and design and technology. Pupils record their work using diagrams, labels and measures to show the process they have followed to design and make creatures and clothing, for example, when designing 'Joseph's Dreamcoat'.
6. Pupils are proud of the displays that celebrate their work in literacy and numeracy across subjects. They are of high quality, for example, descriptions of art work in the style of Monet in the infants, reports of visits to places of interest and sculptures completed with visiting artists. They are enthusiastic about the opportunity to present the musical 'Joseph and the Technicolour Dreamcoat' to

their community at the end of term. These activities provide a very good context for linking learning with mathematics and English.

### The school is effectively led and well managed

7. **The headteacher provides very clear vision and effective leadership and is supported well by the staff and governors.** They are a committed team who have a good knowledge of the school's strengths and areas for improvement. There is a strategic direction to the school's work and strong partnership with the community to ensure the aims of the school are achieved. The headteacher involves staff, governors and parents and the community in decision-making. The headteacher has recognised the strengths and expertise of the adults who support the school and uses them very effectively to support teaching and learning and address the challenge of teaching four year groups in one class. The use of additional teaching staff and their specific expertise is supporting the raising of standards, particularly for pupils who join during the juniors. The support given to families who join, leave or return to the community is very good. The friendly welcoming approach enables issues to be discussed frequently and regularly.

The main strengths of the leadership	The impact on the school community
<ul style="list-style-type: none"> <li>• The headteacher has led school improvement effectively</li> <li>• The staff work as a committed team</li> <li>• Roles and responsibilities are clearly defined</li> <li>• The school plan accurately identifies priorities and effectively supports development and progress</li> <li>• The strengths of staff are used well to support teaching and learning across the age ranges</li> <li>• Communication is very good.</li> <li>• Governors are well informed and fulfil their duties responsibly.</li> <li>• Finances are linked well to the priorities in the school plan and the headteacher has successfully gained grant funding to support the development of the environment.</li> <li>• Monitoring and evaluation supports the identification of success, achievement and areas for development well.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a shared understanding of the schools aims, strengths and areas for improvement</li> <li>• Priorities and responsibilities are clearly understood and roles are developing well</li> <li>• The skills and talents of staff enhance the quality of provision for reception-aged children and the teaching of subjects such as art and music.</li> <li>• The school community feels well informed and able to contribute ideas and discuss issues</li> <li>• Governors are supportive and involved in decision making, planning and monitoring the impact of their decisions on the standards achieved</li> <li>• The principles of best value are applied well.</li> <li>• The school's commitment to continued improvement is very good</li> <li>• The school provides good value for money</li> </ul>

8. **The school is well managed.** The day-to-day routines are managed very efficiently by the part time administrative assistant, enabling the headteacher to fulfil her teaching role without disruption. Opportunities for regular discussion and review enable staff and governors to have a good awareness of any issues as soon as they arise.

<b>The main strengths of management</b>	<b>The impact on the school community</b>
<ul style="list-style-type: none"> <li>• The very small office is well organised and efficiently run.</li> <li>• Records of attendance are thorough</li> <li>• Financial planning, monitoring and administration are very good. The ICT systems are used very effectively.</li> <li>• The finance committee reviews the budget regularly and sub-committees meet regularly and feed back to the main governors meetings</li> <li>• Performance management has been introduced effectively</li> <li>• Governors attend local training</li> <li>• Systematic monitoring and evaluation support the identification of development priorities and improvements</li> <li>• Assessment information is analysed to review the performance of cohorts, groups and individuals</li> <li>• The rolling programme of buildings refurbishment prioritises the importance for the environment to support current teaching and learning initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and parents are confident they will be welcomed and that their needs will be met well</li> <li>• Parents know the school's expectations of them to communicate reasons for absence</li> <li>• The headteacher and governors receive regular up to date, financial information</li> <li>• Staff training and development are linked carefully to school and individual needs.</li> <li>• Governors know their duties and responsibilities and fulfil them</li> <li>• Staff, governors and the local authority provide helpful ideas to improve provision</li> <li>• Information is used to identify differences in attainment from year to year</li> <li>• The school building is clean and tidy. Bright, attractive displays of children's work enhance the environment. Very good use is made of the available space.</li> </ul>

**The provision for pupils' personal, spiritual, moral, social and cultural development is very good.**

9. The school provides very good personal care for pupils and the learning environment provides a secure and warm family atmosphere. All pupils are valued and fully included in all aspects of school life. Very good links with the community and other schools enable pupils to recognise how they can contribute to their community as responsible young citizens

<b>Strengths of the provision for personal, social and emotional development</b>
<ul style="list-style-type: none"> <li>▪ Staff know pupils and their backgrounds very well and pupils' personal development is monitored very well</li> <li>▪ Very good care of pupils new to the school enables them to settle very quickly.</li> <li>▪ The school promotes a strong sense of harmony. All pupils are valued and treated with respect</li> <li>• Community links are very effective. Local health and church representatives support teaching and learning well. They learn to become good citizens</li> <li>• Links with the local secondary school and cluster schools are very good. Pupils are prepared well for their next stage of education</li> <li>• Communication with parents is very good. Open evenings and curriculum talks are well attended</li> </ul>

**Strengths of the provision for spiritual, moral, social and cultural development.**

- Staff provide very good role models. They promote self-esteem and care for others
- Subjects such as art and design, music, history and geography and religious education support the development of cultural understanding well
- Cultural diversity is promoted positively through links with schools in different environments, visits and visitors
- There are many opportunities for pupils to learn about other cultures in lessons and assemblies
- Pupils have a good knowledge of right from wrong. They recognise the impact of their words and actions on others and project the positive values the school promotes
- There are good opportunities for celebration
- Assemblies encourage pupils to reflect and to respect differences and similarities
- Pupils have many opportunities to take responsibility, for example through the school ECO council, supporting younger pupils and setting up the hall for assembly

### **The partnership with parents and the community is excellent**

10. Parents' comments and responses to the pre-inspection questionnaire confirm their very high level of satisfaction of all aspects of the school's work. Parents say their children love coming to school and are taught effectively in a very caring, family learning ethos. They value the information they receive about their children's progress and the opportunities to consult with staff regularly. They are comfortable to approach the school with ideas or problems and feel fully involved as partners in their children's learning. They are delighted with the recent improvements made in the school. Parents feel their children are prepared well for transition to the secondary school and become responsible citizens and members of their community.

### **The school successfully promotes partnership with parents and the community in the following ways:**

- Parents are strongly encouraged to help their children. They support homework and appreciate the individual approach offered to meet the needs of different ability groups
- The 'Friends of the School' organises a broad range of social and fund raising activities to support projects that enhance their children's learning. For example, the purchase of resources for physical education, ICT, the library and Foundation Stage.
- Parents are kept well informed about school activities and their children's progress through very good quality newsletters, the prospectus, annual reports and informal and formal meetings.
- The open door policy is welcomed and enables parents to speak to staff frequently at the start and end of the day
- Induction procedures support families and children new to the school well.
- Parents of pupils with special educational needs and those with more able children, feel well informed and supported. Parents are involved in reviews about their children's progress and help to set new targets set in the individual education plans
- The friendly welcoming school ethos enables families new to the school to settle quickly
- Reports to parents provide very good information about pupils' progress
- Very good links with cluster schools engage the strengths of other teachers to support school development
- Local community members are fully involved in supporting the curriculum, for example the local vicar, school nurse and policeman
- There are structured opportunities for pupils to visit other schools to develop an

awareness of larger schools and those serving diverse communities.

- Sports activities, productions and fund raising events such as fetes and charity initiatives involve pupil and community partnership.

11. These significant strengths and features of excellence provide valuable models for other small schools.

## WHAT COULD BE IMPROVED

### Opportunities for pupils to extend their formal speaking skills and to plan and record their work independently

12. The headteacher has rightly identified the development of speaking skills as a priority for development in the next school plan. While most pupils develop a broad range of vocabulary they do not have a good understanding of when to use informal and formal styles of language.
13. The modelling of Standard English by staff is good and teachers work hard to involve pupils in contributing their ideas to discussions. They teach them the language they need to support learning across subjects and by Years 5 and 6 pupils use terms such as 'apex', 'micro-organism' and 'habitat' happily in one to one situations with their teachers. They do not use these terms automatically in their responses when working in groups or as a class and the requirement for them to do so is not always reinforced well enough. Hesitant speakers often need much encouragement to contribute to class discussions. They frequently do not project their voices well enough when addressing an audience, are self-conscious and contribute only when they are certain their answers are accurate, even though staff value all contributions and make corrections sensitively when necessary.
14. Teachers plan interesting activities and practical tasks that frequently engage pupils in discussion and opportunities to work together in small groups. There is some over-reliance on teacher direction and the use of worksheets for recording, particularly in the junior class where staff plan for four year groups. While work is matched to the very wide range of needs, opportunities are missed to promote the use of pupils' initiative. The pupils recall their learning with enthusiasm and many are capable of making decisions about how to plan, research and record the outcomes of their problem solving and investigative tasks. There are not enough opportunities for these pupils to independently apply the skills they have learned in literacy, numeracy, science and ICT across all subjects. While the range and quality of learning experiences is good overall there is scope for further improvement.
15. This issue is the next step for teachers to take to raise higher the proportion of very good teaching seen.

The main areas to develop	The impact on learning
<ul style="list-style-type: none"><li>• Expectations of pupils to use standard English in formal situations, for example, to speak as scientists in science lessons and</li></ul>	<ul style="list-style-type: none"><li>• Pupils' knowledge of subject specific vocabulary is not used as frequently as it could be</li></ul>

<p>take a fuller role in presenting and contributing to assemblies</p> <ul style="list-style-type: none"> <li>• Opportunities for pupils to plan and prepare responses and presentations using the good features of voice projection evident in their reading, for example, expression, pace and volume.</li> <li>• There is an over reliance on teacher direction for recording work</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils lack skills and confidence when speaking to audiences</li> <li>• Pupils rely too heavily on adult direction and do not make decisions based on their own thoughts and ideas</li> <li>• There are not enough opportunities for pupils to choose how to record their work or to plan how to solve problems</li> </ul>
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## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

**To further improve the quality of education the headteacher, staff and governors should:**

- Extend the range of opportunities for pupils to develop their use of spoken English and to decide how to plan, present and record their work independently (paragraphs 12-15)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	9
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	6	3	0	0	0	0
Percentage	0	67	33	0	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 ten 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)		42
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		4

#### 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	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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Chinese
Any other ethnic group
No ethnic group recorded



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)	2.6
Number of pupils per qualified teacher	21
Average class size	21

### **Education support staff: YR-Y6**

Total number of education support staff	2
Total aggregate hours worked per week	32

*FTE means full-time equivalent.*

## **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.2

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	42
Number of questionnaires returned	31

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	61	32	3	0	3
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	52	32	13	0	3
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	68	23	3	0	6
I would feel comfortable about approaching the school with questions or a problem.	94	6	0	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	68	29	3	0	0
The school is well led and managed.	58	35	6	0	0
The school is helping my child become mature and responsible.	74	19	0	0	6
The school provides an interesting range of activities outside lessons.	68	26	3	0	3