

INSPECTION REPORT

THORPE LEA PRIMARY SCHOOL

Egham

LEA area: Surrey

Unique reference number: 125072

Headteacher: Mr J Micklewhite

Reporting inspector: Rosalind Johns
22745

Dates of inspection: 18th and 19th November 2002

Inspection number: 248649

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Huntingfield Way Thorpe Lea Egham Surrey
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Appropriate authority:	The governing body, Thorpe Lea Primary School
Name of chair of governors:	Mr K Thompson
Date of previous inspection:	10 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thorpe Lea Primary School educates boys and girls aged between 3 and 11. The school's catchment area is a mixture of private and local authority housing. It is about the same size as other schools of its type as there are 229 pupils in eight classes. There are 120 boys and 84 girls on roll who attend full time. Forty-two children attend part time in the Nursery and 13 part time and 17 full time in the Reception class. There are 52 pupils on the school's register of special educational needs which is above average. Pupils with general learning difficulties are the largest group. Four pupils have statements of special educational need which is also above average. Almost all pupils are of white British background. Five are from minority ethnic backgrounds, three of whom speak English as an additional language although none is at an early stage and all are able to have full access to the National Curriculum. There are two children from Traveller families. Twelve pupils are eligible for free school meals which is below average. During the last school year, 19 pupils entered the school other than at the usual time of first admission and 17 left it at times other than those of the normal leaving or transfer. This level of mobility is above average. Pupils enter the school at below average levels of attainment.

HOW GOOD THE SCHOOL IS

This is a good school. The good leadership and management of the headteacher and key staff ensure that there is a clear focus on how to move the school forward and a real drive towards inclusion. In Year 6, pupils attain average standards in English, mathematics and science. By the time they leave the school, pupils achieve well because of their positive attitudes to work and because they profit from the good teaching and learning in Years 3 to 6. The school's good overall provision for pupils' spiritual, moral, social and cultural development closely reflects its aims and philosophy. These qualities, combined with the good systems to monitor its performance, mean that the school gives satisfactory value for money.

What the school does well

- The school's very good procedures for ensuring pupils' personal welfare and its good systems for checking their academic progress give them the security and stability to become confident and responsible learners.
- Pupils' very good personal development and relationships and their good behaviour and attitudes to school are strongly built upon the high quality of the school's provision for their moral and social development.
- The good leadership and management of the headteacher and key staff combine pastoral care with a determination for all pupils to reach the highest standards they are capable of attaining.
- The good quality of teaching and learning in Years 3 to 6 means that pupils have high expectations of their own performance and achieve well by the time they leave the school.
- The school's good provision for pupils with special educational needs ensures that they make significant progress not only in basic skills but in confidence and attitudes to learning.

What could be improved

- The quality of resources in the Nursery and of outdoor learning opportunities for children in the Reception class.
- Provision for pupils' cultural development which, although satisfactory overall, does not adequately develop their awareness and understanding of Britain as a multicultural society.

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 November 1997. Since then, it has made a good improvement and is well placed to improve in the future. The school has responded well to the key issues for action concerning attendance and information about provision for special educational needs in the governors' Annual Report to parents. It has also made a good response to the key issue of matching tasks and lesson content to pupils' differing needs and creating more opportunities to stimulate and challenge pupils at Key Stage 2. This is the result of a sharper focus on the measuring and analysis of performance data and on the school's tracking and monitoring systems. These now enable teachers to have a clear picture of pupils' past and present performance and to plan for individual needs. There was a higher proportion of good teaching in this inspection and some significant weaknesses in

teaching noted at the top end of the school at the last inspection were not observed this time. There was no judgement about leadership and management at the previous inspection, but it is now good and subject leaders play an increasingly important role in giving direction to the school. The progress of pupils with special educational needs has also improved because of early identification of needs and the school's good procedures for planning, supporting and reviewing their progress.

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	C	B	C	D
Mathematics	D	C	E	E
Science	C	C	D	D

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

The table shows that in 2002, standards in the national tests at the end of Year 6 were average in English, below average in science and well below average in mathematics. Compared with similar schools based on the percentage of pupils known to be eligible for free school meals, standards were below average in English and science and well below average in mathematics. However, when these results are compared with those schools in which pupils obtained similar results in the Year 2 tests in 1998, this paints a very different picture of the school's effectiveness. In this case, pupils' results were well above average nationally in English (A), above average in science (B) and average in mathematics (C). Since 1998, the school's results in mathematics have fluctuated but results in general have improved steadily in line with the national trend. The school comfortably exceeded its targets in 2002 for the number of pupils expected to reach Level 4 and above in English and science and just missed them in mathematics. It has set appropriately challenging targets for the 2003 national tests. The findings of the inspection are that, in Year 6, pupils attain average standards in English, mathematics and science. In Year 2, standards are average in reading and science and below average in mathematics and writing. Across the school, pupils with special educational needs and Traveller children make good progress compared with their earlier attainment. More able pupils also make good progress but older pupils do not read a challenging enough range of books. No gifted and talented pupils have been identified by the school although there are effective procedures in place to do so. Children in the Foundation Stage make satisfactory progress in all areas of learning although their weak language skills hold back their development.

Overall, pupils achieve well by the time they leave the school because they show effort, care and perseverance and teachers try hard to find interesting and imaginative ways of involving them in their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils take learning seriously and want to work to the best of their ability. They are attentive and interested in class and this helps them to understand new ideas and apply them to their work. They are proud of their achievements and admire the successes of others.
Behaviour, in and out of classrooms	Good. In lessons, around the school and at play, pupils behave well and this contributes to the purposeful atmosphere for learning. However, an underlying restlessness and unnecessary chatter in assemblies spoil their usually responsible approach to school life.
Personal development and relationships	Very good. There is a strong sense of community where pupils have trust and confidence in the adults who support them. As a result, they are generally sensible, thoughtful and ready to help others. Pupils tackle new challenges with enthusiasm, show increasing independence in their work and are keen to improve. They enjoy carrying out tasks around the school and do so efficiently and with a cheerful smile.
Attendance	Good. Pupils' attendance is above average and unauthorised absence is broadly the same as the national average. Pupils usually arrive punctually and lessons begin on time. There have been no exclusions.

Pupils are responsive and enthusiastic learners. They are well aware of the routines expected of them, are ready for a prompt start and soon become absorbed in the tasks set for them.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

Overall, the quality of teaching is good. The quality of teaching and learning is satisfactory in Nursery and Reception and in Years 1 and 2. It is good in Years 3 to 6. Some good teaching was seen in the Foundation Stage and in one Year 1 class during the inspection when, across the school, 26 lessons or parts of lessons were seen. Seventeen were good and nine were satisfactory. Teachers are open and reflective about their teaching and are always looking for improved ways of working to do the best for their pupils. The basic skills of literacy and numeracy are taught satisfactorily in Years 1 and 2 and well in Years 3 to 6 and result in pupils' good achievement by the time they leave. Throughout the school, lessons are well planned and organised with clear instructions and informed explanations so that pupils know what is expected of them and settle to work quickly. Teachers usually achieve a good balance between giving pupils information and allowing them to learn through practical activities and independent investigations. Other features of successful teaching include searching questions which encourage pupils to work things out for themselves and good subject knowledge so that topics are taught at the right depth. Teachers generally have a calm, efficient approach to the management of pupils' behaviour and use lots of praise to reward their efforts so that pupils try even harder. As a result, all pupils, including those with special educational needs, Traveller children and more able pupils are given opportunities to experience success at their own level. The occasional weaknesses in teaching include a comfortable rather than challenging pace so that pupils settle into a leisurely rate of working and some over direction in group work which limits pupils' independence to choose and experiment. At times, teachers do not develop pupils' language skills adequately as they let some pupils dominate class discussions while the less confident become passive and lose interest.

Strong features of pupils' learning are the way in which they carefully practise their skills and persevere even when they find difficulties. They also are very sensible when they talk about how much they have learned during the lesson. Weaknesses include sometimes calling out and forgetting class rules and occasional lapses of concentration although these are generally linked to the quality of teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school offers pupils in Years 3 to 6 a good, well-planned and interesting curriculum that is extended by a wide-ranging choice of clubs. Pupils in Years 1 and 2 have a satisfactory variety of opportunities to acquire key skills in learning while also developing basic literacy and numeracy. Provision in the Foundation Stage is also satisfactory as there is no designated play area with direct access from the Reception classroom to enable children to reach higher standards in physical development. The curriculum is brought to life by visits, productions, visitors and residential trips. The whole school ethos is based on equality and the relative needs of different groups are met well. All statutory requirements are also met.
Provision for pupils with special educational needs	Good. Early identification of their needs and regular reviews of progress ensure that pupils with special educational needs achieve well. Their individual education plans are well-organised; targets are clear and achievable and relate directly to pupils' needs. Teaching assistants ensure that pupils are supported well and this helps them to understand and complete the tasks set for them. The needs of pupils with statements of special educational need are also met well and annual reviews provide a good focus for further improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual awareness is developed satisfactorily through times of prayer and silence and opportunities through the curriculum to appreciate the order and mystery of nature. The school's very good moral provision gives pupils a strong framework of values and good social development teaches them a sense of self worth and to accept and value differences. Cultural aspects through art, music and literature are also satisfactory but there are too few opportunities for pupils to learn about the ethnic and cultural diversity of British society.
How well the school cares for its pupils	Very good. The fully inclusive ethos of the school provides a secure environment where effective learning can take place. Teachers know the pupils well and their needs and safety come first. The school has very good procedures for health and safety, child protection and first aid. Attendance is monitored rigorously. Assessment procedures for tracking progress and personal development are good and provide an accurate profile of pupils so that individual needs can be met. A policy for race equality is in place and its impact is being assessed.

The carefully structured curriculum enables teachers to extend pupils' creativity and social and personal development effectively as well as their knowledge and skills. The school has a warm atmosphere where pupils are expected to support one another and learn together. The wide variety of clubs which enriches the curriculum in Years 3 to 6 is not available to pupils in Years 1 and 2 which is unsatisfactory. Learning resources in the Nursery, and some in Reception, are well-worn and are coming to the end of their useful life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management	Good. The headteacher and key staff have a clear focus on providing pupils

by the headteacher and other key staff	with an all round education and a real commitment to the raising of standards. Subject leaders perform their roles very well and play an active part in deciding priorities for future development. At the heart of the headteacher's vision for the school is the overriding principle of continuous improvement, including the school environment, so that more effective learning can take place.
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How well the governors fulfil their responsibilities	Satisfactory. Through its Quality Committee, governors play an important role in shaping the direction of the school. They discuss all issues openly and are prepared to challenge the headteacher and staff in a constructive way. Individual governors use their interests and expertise well to support the school and work hard to keep abreast of developments. Through analysis of assessment data, various committees and evaluating the impact of changes, they obtain a view of the school's effectiveness. However, visits to the classroom with an agreed focus have only recently been formalised to enable them to gain more precise insights into the strengths and needs of the school.
The school's evaluation of its performance	Good. The school has an increasingly self-evaluative approach. The thorough analysis of assessment data enables the school to have a clear picture of pupils' performance and to pinpoint where standards are not high enough and what can be done about them. The careful and regular monitoring and evaluation of teaching and learning also means that priorities for improvement are identified and acted upon. The school development plan which sets out the direction of the school for the next five years supports its aims well. However, its priorities for the current year are not precise enough and the action plans supporting the implementation of the priorities are not structured well enough.
The strategic use of resources	Good. The school makes full use of competitive prices, compares them carefully with alternative sources and monitors how effective financial decisions have been. There are close links between the budget and priorities in the school development plan and the school makes efficient use of its resources to promote pupils' learning and to raise standards. The school's financial reserves are above those recommended but some of this has already been spent on playground equipment and the rest is earmarked for the improvement to four cloakrooms which is a health and safety issue.

The good leadership and management of the school combines a care for the well-being of pupils and their families with a quest to raise pupils' achievement as high as possible. There is no complacency about the school's performance and it compares costs and results nationally and locally to analyse aspects of its provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations which the school has of their children. • Behaviour is good. • Teaching is good. • The school is well led and managed. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • They do not feel well informed about their children's progress. • The school does not work closely with them. • The range of activities outside the classroom. • The arrangements about homework. • The quality of pupils' annual reports.

The inspection team endorses the positive views of parents. It considers that the school provides satisfactory information about pupils' progress and also makes satisfactory efforts to work in partnership with parents. However, no information is provided about the curriculum to enable parents to help their children at home. All teachers work very hard to provide a very good range of clubs in Years 3 to 6 but there are none for pupils in Years 1 and 2 which is unsatisfactory. Pupils' annual reports are detailed and informative. Provision for homework is appropriate for pupils' ages and a homework club is held daily during the lunch hour.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school's very good procedures for ensuring pupils' personal welfare and its good systems for checking their academic progress give them the security and stability to become confident and responsible learners.

1. 'Happy, safe, children who reach their potential.' The school's mission statement underlies its friendly, supportive ethos and results in a calm, orderly learning environment where there is genuine care and concern for pupils. Parents at the pre inspection meeting spoke of the 'family spirit' of the school where older pupils are encouraged to help younger ones and new pupils are given a network of friends to help them settle into unfamiliar surroundings. The school places a strong emphasis on ensuring that all pupils are equally valued and individual needs recognised. Staff encourage attitudes of mutual respect, care and cooperation so that pupils become aware that they are part of a community and develop a sense of responsibility for themselves, others and the environment. As a result, they feel happy and valued and want to do their best.
2. As in the last inspection, all members of staff know pupils well and provide high levels of care and nurture. They know their medical and personal needs very well and parents spoke warmly of the sensitive and confidential support given to their children when family difficulties arise. The quality of information kept on each pupil is detailed and comprehensive and the school is well supported by health professionals and other agencies.
3. The school identifies and deals well with any hazards found on site and health and safety checks, risk assessments and inspections are regularly undertaken. The school has a health and safety policy and members of staff take their responsibilities in this area seriously. Members of staff are trained to administer first aid and provide good cover for all school activities. The school's procedures for the care and treatment of pupils are very good. Very thorough precautions are in place for dealing with emergencies arising from pupils' medical conditions and for dealing with accidents and injuries. Members of staff are well trained in the on-going medical care and support of pupils who may be affected by disabilities or ailments. There are very good levels of supervision at break and lunch times.
4. The school's arrangements for child protection are very good; the policy and procedures follow the guidelines of the local committee for the protection of children. The head teacher is the designated person responsible for child-protection; members of staff are trained in procedures and the school monitors pupils very well, especially if there is any concern about their welfare. The school's ethos, the quality of teaching and the consistent use of positive behaviour strategies support the good behaviour seen throughout the school. Pupils' behaviour is monitored well by the school and this results in the absence of oppressive behaviour. The school is very good at monitoring and eliminating oppressive behaviour and parents and pupils confirm that pupils feel safe in the school. At the pre inspection parents' meeting, the general view was that the school deals with bullying speedily and efficiently.
5. The monitoring of attendance and punctuality is very good and rewards for good attendance and punctuality include stickers, badges and certificates. Consequently, the school's attendance statistics have improved well since the last inspection and attendance is now above the national average.

6. The procedures for monitoring and supporting pupils' personal development are very good. All staff and governors are united in their commitment to equality of opportunity for all pupils. The school admits pupils with a range of difficulties and has worked hard to ensure that the most challenging pupils remain on roll. There have been no exclusions. Teachers and support staff provide good levels of experience, expertise and support for pupils with special educational needs so that they consolidate their skills with regular practice and show increasing confidence. This includes pupils with complex medical difficulties who are enabled to join in all activities at their respective ability levels. Teachers are also well aware of the language and learning needs of the few pupils who speak English as an additional language and those from other faiths and cultures, including Traveller children, receive good support. More able pupils are enabled to delve more deeply into the subject to make the best of their abilities although, in a few classes, the challenges provided are not imaginative enough. In addition, older pupils do not read a sufficiently demanding variety of books. Several pupils from Year 4 are taking part in the School Inclusion Project, based on 'circle time', a joint venture with the Family Centre at Ashford to raise pupils' self esteem.

7. Good assessment procedures in English, mathematics and science also provide a clear profile of pupils' academic progress and enable the school to make the necessary adjustments to help pupils to improve their work. Data from national and internal tests are used to set targets for pupils' individual levels of performance and these are tracked comprehensively as they move through the school. Data are also used to check trends such as boys' and girls' achievement, 'value added', pupils with special educational needs and progress in the Year 3/4 mixed age classes as well as to allocate pupils to sets for literacy and numeracy. Annual reports are detailed and positive. Pupils' individual targets, which are shared with parents in the Years 3 to 6 classes, help teachers and pupils to focus on particular skills needed to move on to the next stage of learning. Pupils are encouraged to be evaluative about their work: older pupils appraise it in pairs and help to set their own targets and even the youngest pupils carry out self-evaluation in information and communication technology. Apart from this, there are no formal assessment procedures in subjects other than English, mathematics and science. Teachers use all assessment information effectively to adjust and develop the next stage of their planning, to adapt teaching styles and to ensure that the level of challenge is right for individual pupils. Careful analysis of tests in mathematics is also used to pinpoint specific weaknesses and make informed decisions about what aspects should be a focus for discussion and development and where support would be best directed.

Pupils' very good personal development and relationships and their good behaviour and attitudes to school are strongly built upon the high quality of the school's provision for their moral and social development.

8. 'We care for each other and our school.' One of the school's main values in its Code of Conduct is at the core of its life and work. The school's very good provision for pupils' moral development and good teaching of social skills mean that pupils learn to respect truth, people and property. In the previous inspection, these aspects were also a strength of the school and had a beneficial effect on the quality of learning because pupils feel valued and fairly treated in a strong learning culture.

9. As a result, pupils are keen and responsible workers. This is shown in the enthusiastic and committed way in which they approach their work and quickly become engrossed in the tasks set for them. In a Year 2 music and movement lesson, pupils performed the fine distinction between the movements of the rats and mice in the story of Dick Whittington with confidence, control and imagination. Pupils show a good understanding of the routines and procedures expected of them and are usually ready for a prompt start. In a Year 1 religious education about celebrations, they settled quickly to activities and became fully involved in their work so that no time for learning was lost.

Throughout the school, pupils persist and practise to improve their skills and persevere even when they encounter difficulties. They generally show pride in outcomes and a willingness to improve so that the atmosphere in classrooms is one of enjoyment and hard work. In a Year 3 numeracy set, there was a buzz of activity which signified brisk learning as pupils grappled with partitioning three digit numbers. Similarly, Year 5 pupils were keen to put forward their own ideas when they thoughtfully discussed the cycle of the seasons and considered not seeing the sun for two months. Parents at the pre inspection meeting said that the attitudes and values promoted by the school were very good and saw behaviour as excellent. In the questionnaire, 90 per cent of parents said that their child liked school, 86 per cent that the school was helping children to become mature and responsible and 93 per cent that behaviour was good.

10. The school's aims, which highlight qualities such as honesty, shared responsibility and the will to succeed, provide an in-built framework of values on which pupils' good behaviour is based. The school's inclusive approach and the management of pupils' behaviour provide a good basis for moral understanding and staff provide clear and consistent guidelines for pupils' understanding of right and wrong. Pupils discuss and decide on class rules and generally stick to them because 'we all need Rules to give us the Right to live, work and play together'. The well-structured reward system, including house points, stickers, certificates, headteacher's award and good work assemblies, encourages self worth and confidence and clearly reinforces the school's aims: 'to encourage pupils to develop self discipline and to accept responsibility for their own actions.' Sanctions such as loss of playtime and letters of apology are used to give pupils time to think about their situation. As a result, pupils behave well in the classroom, around the school and at lunch. The well-established day-to-day routines for children in the Nursery enable them to feel at ease in their surroundings and they behave well. Misbehaviour in classrooms across the school is usually related to the quality of teaching. Moral issues are discussed and taught very well and pupils are aware of the impact of their actions on others. They handle equipment and resources sensibly and take care of the school environment. This is a similar picture to the school's last inspection. However, an underlying restlessness and unnecessary chatter in assemblies undermine the quality of pupils' good behaviour at other times.

11. The caring and inclusive ethos of the school provides firm foundations for its good provision for pupils' social development. 'We all share the Responsibility for this to happen' states the school's Code of Conduct thus creating a sense of community for which everyone is responsible and where everyone is cared for and supported. The open, friendly manner of adults in the school helps pupils to form positive attitudes towards social behaviour as they are encouraged to show respect and consideration for others and to accept and value differences. In an assembly, the headteacher invited pupils to think about how they could help others that day leading on naturally to the theme of Jesus the helper. As they move through the school, pupils are given many opportunities for personal development. They often work in pairs and groups, share their skills and resources cheerfully and celebrate the successes of others. In a Year 3/4 science lesson, pupils cooperated well when they created electrical currents with different objects and other Year 3/4 pupils helped each other in an information and communication technology lesson introducing clip art. Year 5 pupils also worked well together when they discussed the approximate width of their palms during a numeracy lesson. In drama, they built on each other's ideas effectively as they imagined the movement of the roller coaster. Pupils like being given tasks that help in the smooth running of the school such as Year 6 pupils helping in the dining room and running the office for part of the lunch time. Feelings of self worth and skills of performance are promoted well by many opportunities for pupils to take part in productions such as *Snowman at Sunset* and *Hotshot*. In an infant hymn practice when pupils were learning songs for Christmas, they sang *Sleepy Shepherd* with confidence and control and knew how to use their voices expressively. Visits to places of interest, like Windsor Castle, the Royal Festival Hall and a local supermarket, and visitors, including a representative from the Surrey County Cricket Club, theatre groups, percussion workshops and a mobile farm, help to give pupils a wider perspective

of the world. Pupils also consider issues such as the poor and disadvantaged and their involvement in charities like the Copper Coin Challenge, British Legion Poppy Appeal, Red Nose Day and older pupils running stalls at the school's summer fete also broaden their horizons.

12. Pupils' personal development is also well supported by the school's programme of personal, social and health education which helps them to make informed choices about personal and social issues and to discuss possible solutions to difficulties. For example, pupils in Year 6 attend a Junior Citizenship day with the emergency services and Year 5 pupils and their parents are involved in a drugs programme 'Resist In Drugs Education'. The school is also taking part in the School Inclusion Project, a pilot scheme, which is a joint venture with the Family Centre at Ashford for some Year 4 pupils whose self-esteem is causing concern. Very importantly, pupils are taking increasing responsibility for their own learning through individual and group targets and discussing learning objectives. Older pupils set their own targets and evaluate their own and others' work. Right from the Nursery, children are encouraged to develop independence not only in their work but in responsibility towards others and possessions. Older pupils are encouraged to ask questions of themselves, to set their own problems and not to consider that they have finished a piece of work easily. A Year 3 numeracy lesson did not lose momentum when some pupils swiftly tackled another challenge after finishing their task. However, there are not enough opportunities in the school for pupils to exercise initiative and no school council for pupils to feel that they can make things happen. There is also some over direction by a few teachers, especially in group work, which limits pupils' ingenuity and individuality.

13. Across the school, relationships between pupils themselves and the adults who support them are very good. They work in happy partnership with the teachers and support staff within clear guidelines for work, response and behaviour. This means that pupils feel confident to ask questions, explore ideas and feelings and say when they do not understand. They are not afraid to make mistakes and can take risks in their work. Trusting relationships in the Reception class mean that children are eager to explore new learning. Pupils display very good understanding, respect and tolerance towards each other and listen to the opinions of others carefully. Parents also praised the family atmosphere of the school where older pupils help younger ones. Reception children are linked with Year 6 pupils at the beginning of the school year to enable them to get used to unfamiliar routines. New pupils are helped by the 'buddy' system and a 'circle of friends' is provided for pupils experiencing difficulties at play times. Pupils learn to get on with each other through a wide range of clubs and activities like origami, computer and art clubs, Surrey music festival, sports competitions and cycling proficiency. One hundred and five pupils in Years 3 to 6 attend different school clubs although there are no clubs for younger pupils. Residential trips, such as older pupils' visit to Staffordshire, help them to live and work together in a new setting, respecting each other's likes and dislikes.

14. One of the school's aims is that pupils are encouraged to develop initiative, confidence, respect and care for themselves and others. The high quality of its provision for moral and social development ensures that pupils are becoming increasingly aware of the importance of tolerance, respect and understanding within and outside the school community.

The good leadership and management of the headteacher and key staff combine pastoral care with a determination for all pupils to reach the highest standards they are capable of attaining.

15. In the previous inspection in 1997, it was reported that the school placed a high priority on pastoral care and on providing pupils with a very supportive learning environment. This is still true. The headteacher combines a genuine concern for the welfare of pupils and their families and a respect for the personal and professional needs of staff with a determination that the ethos for learning in the

school should be strong and positive. His enthusiastic but sensitive leadership provides a clear direction for the work and development of the school and ensures that there is a definite momentum for change. All staff and governors share his vision and expectations for moving the school forward so that there is a real commitment to self-evaluation, inclusion and constant improvement. This unity of purpose is evident in the senior management team whose strengths complement each other and where roles and responsibilities are clearly defined to ensure effectiveness. Staff also work as a coordinated team who are open to new ideas and constructive suggestions because pupils' needs come first. There is also very good delegation of responsibilities to subject leaders who play a pivotal role in bringing about improvements through monitoring and evaluating their subjects and have a clear view of trends and priorities for development. They have carefully defined middle management roles and lead planning, prepare an action plan, manage a budget and are available for advice. Classroom observations are carried out with a specific focus and oral and written feedback is given. Subject leaders then prepare a general report which is shared with staff and governors and is sometimes incorporated into the school development plan.

16. The emphasis on raising achievement for all learners is central to everything that the school does. It has adopted an increasingly self-evaluative approach so that there is a climate of openness and willingness to learn. The school looks critically at its performance and looks for ways to do even better. Detailed analysis of data from national and internal tests is used to build up a clear and objective picture of the school. Data are also used to check trends such as 'value added', pupils with special educational needs, gender differences and progress in the mixed age classes in Years 3 and 4. It compares its costs and results both locally and nationally. Careful analysis of pupils' responses in mathematics in the national tests and comprehensive recording and tracking procedures in English, mathematics and science help to ensure that gaps in pupils' knowledge, skills and understanding are easily identified and that planning is adjusted. For example, in mathematics, weaknesses were identified in percentages, decimals, ratios and word problems. The headteacher monitors planning to make sure that this is taking place. Data are also used to inform decisions about altering groups and sets for literacy and numeracy and for setting individual and group targets. The underachievement of some boys has been a factor when setting pupils' progress targets in Performance Management. However, there is inadequate analysis of pupils' responses in national tests in English, no regular benchmarking with other schools and, apart from information and communication technology, no adequate assessment procedures in subjects other than English, mathematics and science.

17. The monitoring and evaluation of teaching are careful and systematic and a high priority is given to the programme of observation and feedback. Problems are decisively confronted and action plans put in place to address them. Monitoring of all aspects of the Foundation Stage is carried out in a two-year cycle. The headteacher does a paired observation with a new subject leader and uses the session for training. Arrangements for Performance Management are also carefully interwoven with these systems. The way in which individual objectives have been related to whole school development priorities and teachers' professional needs means that it has become central to the work of the school and has a direct impact on pupils' learning.

18. The school development plan is at the heart of its work. Its strategic intent and relationship to the school's aims are good. However, in view of the school's commitment to improvement, it does not focus sharply enough on how to raise standards, for example, in English and mathematics, and the criteria to judge the success of developments are not rigorous enough.

19. Governors work closely with the headteacher and key staff and make an effective contribution to shaping the direction of the school. An important part is played by the Quality Committee which was set up as a result of governors' self-evaluation. It has a strategic role in planning to 2007 through its input into the school development plan. The Quality Committee also monitors and reviews the

progress of the school development plan as well as overseeing other areas such as improving standards and leadership and management. The governors are constructively critical while supporting and valuing the work of the headteacher and staff. They monitor the effect of spending decisions and compare costs and results with other schools. They use their interests and professional expertise well to support the school and attend occasions such as assemblies, performances, sports days and residential visits. They obtain a sound overview of the school through scrutiny of assessment data, reports from the headteacher and staff, regular meetings of the full governing body and various committees. Although governors have taken part in formal and informal visits to the school for some time, a structured programme of observations with a specific focus has only just been put in place to enable them to obtain a clearer view of the school's strengths and needs so that they can work together to improve its performance.

20. Budget planning is closely linked to the school development plan so that educational priorities are supported by careful financial management. The budget surplus is above that recommended but some has already been spent on playground equipment and the rest has been earmarked for the refurbishment of four cloakrooms which is a health and safety issue. Governors are keenly aware of the need to obtain value for money when buying goods and services or when building projects are undertaken. For example, in the redecoration of the school, quotations have been broken down into different areas and contractors in order to get the best value. However, the school's criteria for gauging the effects of expenditure and initiatives on the standards achieved by pupils are not sharply defined enough.

The good quality of teaching and learning in Years 3 to 6 means that pupils have high expectations of their own performance and achieve well by the time they leave the school.

21. Overall, the quality of teaching and learning is satisfactory in the Foundation Stage and in Years 1 and 2. However, instances of good teaching were seen during the inspection in Nursery and Reception, in and in Year 2. In one Year 1 class, teaching was consistently good. Twenty-six lessons or parts of lessons were observed: seventeen were good and nine were satisfactory. There was a different profile in teaching from the last inspection in 1997 when it was stronger in Key Stage 1 than Key Stage 2. The basic skills of reading, writing and number are taught satisfactorily in Years 1 and 2 and well in Years 3 to 6 and this is why pupils' achievement improves as they move through the school. There is a real sense of teamwork among staff who are always examining their own methods, reviewing new initiatives and carefully assessing the impact of their teaching on how pupils learn. They are keen to use new teaching styles to help pupils learn in the best way and attend courses by leading educationalists to improve their performance and keep abreast of new developments. The quality of teaching and learning for pupils with special educational needs, the more able, those who speak English as an additional language and Traveller children, is the same as that for other pupils.

22. Good teaching and learning are based on thorough planning which shows clearly what the lesson will teach specific groups of pupils and how their progress will be measured. This means that less able pupils can grasp more basic skills while more able pupils are encouraged to think more deeply about the subject. Teachers clearly communicate learning objectives at the beginning of lessons and revisit them at the end which helps pupils to work with a sense of purpose. The school has responded well to the key issue for action from the previous inspection to provide more precise extension activities for average and more able pupils and more opportunities to stimulate and challenge pupils at Key Stage 2. However, in some weaker teaching, although there is a genuine degree of challenge for the more able, it is not inspiring or imaginative enough. A good level of challenge for pupils of all abilities was seen in a Year 3 literacy set when pupils identified key points in a non-fiction text about volcanoes. There was a sense of fun and enjoyment in words as pupils tackled the unfamiliar vocabulary which developed a good feel for language. A similar element of delight was obvious in the

Year 3 numeracy set when pupils rose to the challenge of the 'secret number' so that the lesson finished on a high note. Teachers also use thought-provoking questions skilfully to encourage pupils to think more precisely about how to frame their ideas or to draw out their personal responses. 'What is a year? What made this so?' asked the Year 5 teacher as her pupils discussed the orbit of the earth around the sun. She also used demanding questions in an information and communication technology lesson on using formulae in spreadsheets to make pupils work things out for themselves.

23. Teachers' good command of the subject ensures that new knowledge is introduced in a clear and systematic way, and that presentations are lively and confident and encourage pupils to think deeply and form questions in their minds. This means that lessons are full of learning and pupils enjoy their work. In a Year 6 numeracy lesson, the teacher's well-structured explanations and clear instructions kept pupils alert and eager to learn about translations using a trapezium. In a religious education lesson on light as a symbol of Christmas, she drew perceptively on a wealth of ideas about the theme of light to extend pupils' thinking into the significance of light in world religions. Teachers generally have a calm, efficient approach to the management of pupils' behaviour which results in a happy, purposeful atmosphere in class where pupils feel relaxed and ready to learn. In a Year 1 history lesson on Toys from the Past, the teacher's sensitive and timely assistance in group work provided a good stimulus to learning. In another lesson when pupils were reading the text *Noah built an ark in one day*, she valued their contributions which spurred them on to try even harder.

24. In the Nursery and Reception, there is a good balance between appropriately focused teaching and giving children the opportunity to choose, experiment, explore creatively and initiate ideas of their own. However, in some other classes, pupils are occasionally directed too much, especially in group work, and lose the chance to learn to think for themselves. Some teachers move lessons along at a sharp pace so that pupils cover a lot of ground in a short time but, in some lessons, there is no sense of urgency and pupils relax into a leisurely rate of working. Although the school has identified that pupils come from an area that is language deprived, there is not a strong enough focus on the development of language skills to compensate for this and to enable pupils to have full access to the National Curriculum at an earlier stage in the school. Some teachers do not have successful strategies for ensuring that all pupils are included in discussions. As a result, the more confident and articulate pupils dominate the session while the more diffident become passive and lose interest. Teachers often accept brief or one-word answers and do not reinforce specific language in subjects although it is outlined in the planning. In addition, opportunities are sometimes lost in class to explore the richness of language and build up pupils' confidence as communicators.

25. In spite of the misgivings of parents, homework is regularly and constructively used and increases in amount and complexity as pupils get older. A homework club is held daily. A limited amount of marking seen during the inspection was clear, positive and often challenging and helped pupils to learn from mistakes and develop ideas.

The school's good provision for pupils with special educational needs ensures that they make significant progress not only in basic skills but in confidence and attitudes to learning

26. The key to the school's good provision for special educational needs is that all staff share the same philosophy and approach and want to achieve their agreed aims and values. Over a quarter of pupils in the school have special educational needs which is above average nationally. Early identification of needs, specific targets for pupils and close liaison between class teachers, support staff and the coordinator for special educational needs, all contribute significantly to the school's good work. Their approach is sympathetic but also very appropriate to make sure that pupils make good gains in learning as well as boosting their self-esteem and motivation.

27. Consequently, pupils with special educational needs do well against specific targets and achieve well compared with their earlier attainment. This is most apparent in the development of their literacy and numeracy skills. This progress continues as they consolidate their skills with regular practice and begin to acquire a wider range of vocabulary. It is also helped by pupils' very positive attitudes to learning and the thoughtfulness and support of other pupils in the class. Those who have difficulties with acceptable behaviour have appropriate targets in their individual education plans to help them develop their social skills. Overall, the quality of teaching and learning for pupils with special educational needs is good. Teachers know their pupils well, have a clear understanding of their needs and take good account of targets when planning work. They work well with support staff and there are good opportunities, both formal and informal, to talk about progress and problems with individual pupils. The well-organised and informed coordinator for special educational needs tracks pupils carefully, keeps concise records and also acts as a good focal point for all staff to discuss appropriate strategies and air concerns. She is providing training for all staff in the completion of individual education plans and intends to extend this to support staff. Teaching assistants are well-prepared and appropriately trained and draw upon a good range of skills to support pupils' learning. They meet every half term as a group and are used for all pupils with special educational needs but especially for those with more advanced learning difficulties. They encourage the less confident to respond to teachers' questions, help others to sustain concentration and complete an special educational needs profile sheet for the use of the class teacher.

28. Curriculum provision for pupils with special educational needs is good. There are efficient procedures for identifying these pupils through internal testing and the school's good systems for tracking pupils' performance in English, mathematics and science. Individual education plans present a clear picture of each pupil's needs and the targets are very specific, challenging but achievable and easily measurable. There are plans this year to involve pupils more in their own assessment and target setting. Targets are planned in small steps to give pupils confidence in achieving their learning goals. They are also sufficiently practical for class teachers to implement when support staff are not present. Targets are reviewed termly and parents are involved appropriately. Not only do pupils receive good support in classrooms but also in small groups for specific help such as Early Literacy Support, Additional Literacy Support and the developing Further Literacy programme. The four pupils with statements of special educational need are cared for well and their needs are well met. The school ensures that requirements in statements are fully implemented. Annual reviews provide a good picture of how pupils are progressing and are a good focus, with parents, for appraisal and improvement. The school's emphasis on respecting children as individuals ensures that pupils with special educational needs are able to take part in all school activities. Their contributions are valued highly and their achievements well recognised. Resources are good and the school taps into the specialist knowledge of outside agencies very effectively to support individual pupils. Links with parents are also good and there is plenty of contact between home and school to give regular information and discuss concerns.

29. The school admits pupils who have a range of difficulties including complex medical problems and has worked hard with pupils with very challenging behaviour. Its good provision for pupils with special educational needs means that they are treated in a supportive way and achieve well at their respective ability levels.

WHAT COULD BE IMPROVED

The quality of resources in the Nursery and of outdoor learning opportunities for children in the Reception class.

30. Children in the Reception class have good opportunities to choose activities for themselves and initiate their own ideas through play. The well-established daily routines mean that children feel safe and secure and grow in confidence. The teacher has a sound understanding of the needs of young children and supports and encourages them effectively while ensuring that opportunities for learning are matched to their age and stage of development. The school is developing the Foundation Stage in line with national guidelines and is providing a satisfactory quality of education that is preparing children effectively for the National Curriculum. Children are on course to meet the Early Learning Goals by the time they enter Year 1 in personal, social and emotional development, and physical and creative development but they are below expectations in the other areas of learning because of their weaker language development. In physical development, they are making sound progress in physical control, mobility and awareness of space. They are timetabled to use the large play and climbing apparatus in the Nursery several times a week. However, there is no designated, outdoor play and activities area, with direct access from the Reception classroom, which is appropriately resourced. This means that children are unable to move spontaneously from the classroom to a creative play area outdoors as recommended in the curriculum for the Foundation Stage. This lack of an outdoor area with direct access from the classroom limits children's large-scale movements and restricts the attainment of higher standards in physical development and aspects of social development.

31. The Nursery teacher teaches the areas of learning in ways that are natural to young children through play, discovery and problem solving as well as appropriate, direct teaching. The school has earmarked the internal redecoration of the Nursery in its action plan. However, resources in the Nursery, for example, wheeled toys and building bricks, are well-worn and are coming to the end of their useful life.

Provision for pupils' cultural development which, although satisfactory overall, does not adequately develop their awareness and understanding of Britain as a multicultural society.

32. Overall, the school makes satisfactory provision for pupils' cultural development. They learn about their local community and their cultural heritage by visiting places like a supermarket, St Paul's Church, Egham Museum, Fishbourne Roman Palace, the British Museum and Windsor Castle. They have also entertained visitors such as the vicar, a representative from Fair Trade, the Globe players, musicians and a mobile farm. In the Nursery and Reception, dolls and dressing up clothes reflect cultural diversity. Pupils study religions such as Christianity, Hinduism, Islam and Judaism and know about the significance of Divali, Hannukkah, Eid-ul-Fitr and the Chinese New Year through

assemblies. They are given an effective range of experiences to widen their appreciation of world music such as African, Cuban, Chinese and Irish music as well as classical and modern Western composers like Handel, Vivaldi and Mike Oldfield. As well as studying the styles of artists like Lowry, Cezanne, Van Gogh and Monet and Muslim and Hindu religious art, Year 6 pupils also created an urban landscape after Ken Law. Recently, pupils have taken part in a Japanese course through links with Royal Holloway College.

33. The school states in its discipline and behaviour policy: 'We live in a multicultural society and are educating our children to their place in that society.' However, there is insufficient emphasis on raising pupils' awareness and understanding of Britain as a multicultural society through the curriculum and everyday routines of the school. This ensures that the images presented to pupils through displays, languages, books, dual labelling, role models, links with schools with a high number of ethnic minority pupils, games, posters, videos and other resources are fully representative of the ethnic and cultural diversity of Britain in the 21st century. There are not enough opportunities for pupils to experience, through literature, art, music and the daily life of the school, the impact of the rich variety of cultures and to prepare them for life in an increasingly multicultural society.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to improve the quality of education offered by the school still further, the headteacher, governors and staff should:

(1) Improve the quality of outdoor learning opportunities for children in the Reception class and resources in the Nursery by:

- providing a designated outdoor play and activities area with direct access from the Reception classroom so that children can move freely from one environment to another;
- renewing those learning resources in the Nursery which are well-worn and are coming to the end of their useful life

(Paragraphs 30 and 31)

(2) Raise pupils' awareness of the ethnic and cultural diversity of British society.

(Paragraphs 32 and 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	17	9	0	0	0
Percentage	0	0	65	35	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 three 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)	21	229
Number of full-time pupils known to be eligible for free school meals	0	12
Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	52
English as an additional language	No of pupils	
Number of pupils with English as an additional language	3	
Pupil mobility in the last school year	No of pupils	
Pupils who joined the school other than at the usual time of first admission	19	
Pupils who left the school other than at the usual time of leaving	17	

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	20	15	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	19	20
	Girls	14	15	15
	Total	30	34	35
Percentage of pupils at NC level 2 or above	School	86(75)	97 (93)	100(82)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	15	15	15
	Total	33	35	35
Percentage of pupils at NC level 2 or above	School	94(75)	100(89)	100(93)
	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	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	12
	Girls	13	10	11
	Total	20	17	23
Percentage of pupils at NC level 4 or above	School	74(85)	63(82)	85(94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	10
	Girls	12	9	10
	Total	17	16	20
Percentage of pupils at NC level 4 or above	School	70 (82)	59(79)	74(94)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	196	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	17	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)	9.2
Number of pupils per qualified teacher	26.1
Average class size	26

Education support staff: YR – Y1

Total number of education support staff	19
Total aggregate hours worked per week	315

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21.1

Financial information

Financial year	2001-2
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	£
Total income	684109
Total expenditure	649973
Expenditure per pupil	2742
Balance brought forward from previous year	38448
Balance carried forward to next year	72584

Total number of education support staff	3
Total aggregate hours worked per week	65
Number of pupils per FTE adult	7.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.29
Number of teachers appointed to the school during the last two years	2.49

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	43	8	1	0
My child is making good progress in school.	38	45	10	2	5
Behaviour in the school is good.	37	56	2	2	3
My child gets the right amount of work to do at home.	23	61	11	1	4
The teaching is good.	40	49	6	2	2
I am kept well informed about how my child is getting on.	34	41	19	5	1
I would feel comfortable about approaching the school with questions or a problem.	56	36	7	0	1
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	37	48	13	2	1
The school is well led and managed.	40	48	6	3	4
The school is helping my child become mature and responsible.	40	48	8	0	5
The school provides an interesting range of activities outside lessons.	31	30	15	7	16

Rows do not always add up to 100 per cent because of rounding