

INSPECTION REPORT

**NORTH CADBURY CHURCH OF ENGLAND
(V.C.) PRIMARY SCHOOL**

North Cadbury, Yeovil

LEA area: Somerset

Unique reference number: 123770

Headteacher: Mr. P. Williams

Reporting inspector: Dr. B. Blundell
23868

Dates of inspection: 27 - 28 June 2000

Inspection number: 187278

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Cary Road North Cadbury Yeovil Somerset
Postcode:	BA22 7DE
Telephone number:	01963 440420
Fax number:	01963 441064
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. P. Lewis
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Dr. B. Blundell	Registered inspector
Mrs. C. Fish	Lay inspector
Mr. J. Fairclough	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Service
Strathblane House
Ashfield Road
Cheadle
Cheshire
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Standards in national tests taken by pupils aged eleven, over the last four years averaged together have been well above national averages in English and science and above average in mathematics. In the work seen during the inspection, standards for pupils currently aged eleven are well above average in English, mathematics and science. Additionally, some very good work in design and technology was seen.	
The leadership and management by the headteacher, deputy headteacher and other key staff are excellent; the school has an excellent school development plan. The effectiveness of the governing body in fulfilling its responsibilities is excellent.	
The overall quality of teaching is very good; management of pupils is very good and lessons have a very happy working atmosphere. Pupils' attitudes and behaviour are very good; opportunities for pupils' personal development are very good.	
Provision for pupils with special educational needs is very good.	
Links with parents and the community are very good.	
WHAT COULD BE IMPROVED	
Pupils' instant recall of their multiplication tables.	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Cadbury Church of England Voluntary Controlled Primary School is situated in North Cadbury, Somerset. It caters for boys and girls between the ages of 4 and 11. The number of pupils on roll is 98 with two pupils from an ethnic minority. Whilst the proportion of pupils with special educational needs is above the national average, the percentage with statements of special needs is in line with the national average. Pupils' attainment on entry is broadly average. No pupils have English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The majority of pupils come from the nearby villages, with a minority coming from more outlying areas.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. Standards in the core subjects of English and science for pupils aged eleven have been well above average for the four years from 1996 to 1999; standards in mathematics have been above average. The improvement in standards is broadly in line with national trends. In the work seen during the inspection standards were well above average in the core subjects of English, mathematics and science by the end of Key Stage 2. The overall quality of teaching is very good. Leadership and management are excellent. The school provides good value for money.

What the school does well

- Standards in national tests taken by pupils aged eleven, over the last four years averaged together, have been well above average in English and science and above average in mathematics. In the work seen during the inspection, standards for pupils currently aged eleven are well above average in English, mathematics and science. Additionally some very good work was seen in design and technology.
- The leadership and management by the headteacher, deputy headteacher and other key staff are excellent; the school has an excellent school development plan. The effectiveness of the governing body in fulfilling its responsibilities is excellent.
- The overall quality of teaching is very good; management of pupils is very good and lessons have a very happy working atmosphere.
- Pupils' attitudes and behaviour are very good; opportunities for pupils' personal development are very good.
- Provision for pupils with special educational needs is very good.
- Links with parents and the community are very good.

What could be improved

- Pupils' instant recall of their multiplication tables.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1996. Since then, the school has made good improvement. The key issues raised in that inspection have all been addressed effectively. The issues related to information and communications technology and assessment are appropriately identified in the school development plan as areas for further on-going refinement. The school development plan is comprehensive and is a most useful tool to take the school into the future. Its quality has improved significantly since the last inspection. Coordinators' roles have been strengthened appropriately; they have embarked on a programme of monitoring teaching and their capacity to carry out this monitoring has been enhanced by the school's involvement in the training and monitoring of student teachers.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	A
mathematics	B	B	B	D
science	B	A*	A	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the four years from 1996 to 1999 taken together, pupils' attainment in English and science by the end of Key Stage 2 has been well above the national average; their attainment in mathematics has been above average. Science results in 1998 were in the top 5 per cent of school nationally.

Differences between results over time are largely due to the make up of the particular year group. The school's targets are suitably ambitious. Over the four years from 1996 to 1999, pupils' attainment at the end of Key Stage 1 has been above the national average in reading and writing, but below average in mathematics.

In the work seen during the inspection, standards for pupils age eleven were well above average in English, mathematics and science. They were also above average in design and technology in Key Stage 2.

Provisional results for the Year 2000, show results for pupils aged eleven to be above those for 1999 overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They are enthusiastic.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are courteous and considerate.
Personal development and relationships	Personal development and relationships are very good. Pupils are involved in an effective school council. They are involved in a variety of fund raising activities. Pupils have been actively involved in debating in "The Children's Parliament".
Attendance	The attendance rate for the last full academic year (1998-1999) was above the national average. The rate of unauthorised absence was well below the national average.

Around the school and in class, pupils are very helpful and responsive. They are confident in their manner and show a real enjoyment for school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good.	Very good.	Very good.

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

The quality of teaching in English and mathematics is very good.

Particular strengths in teaching in all subjects and throughout the school, include teachers' management of pupils and their high expectations. There are no weaknesses.

The skills of literacy and numeracy are very well taught. The school meets the needs of all its pupils very well, including those pupils who have special educational needs.

The percentage of satisfactory or better teaching was 100 per cent. The proportion of very good or better teaching was 63 per cent.

Particular strengths in pupils' learning include their powers of concentration and enthusiasm. They rise very well to the challenges that their teachers set them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good. The curriculum is enhanced with a wide range of activities after school. Pupils also benefit from their involvement in the school council and the children's parliament.
Provision for pupils with special educational needs	This is very good. The school has a detailed policy for additional educational needs and is recognised as a school in the locality that provides well for this. Pupils have sharply focused individual educational plans, which promote their learning. The school aims to identify needs at as early an age as possible, provide the appropriate support and resources, and reduce the provision once the needs have been remedied.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual development is good; for their moral and social development it is very good and for their cultural development it is good.
How well the school cares for its pupils	The school cares very well for its pupils. Child protection procedures are very good. Procedures for assessing how well pupils are attaining are also very good.

The school works very well with its parents.

All areas of the curriculum meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher, deputy headteacher and other key staff are excellent. This school has very clear educational direction.
How well the governors fulfil their responsibilities	This is excellent. The governors are eager and able. They work hard for the school and are well aware of its strengths and weaknesses.
The school's evaluation of its performance	The school evaluates its performance very well.
The strategic use of resources	This is very good.

The accommodation in the classrooms is adequate; however, pupils under five have to walk outside in order to use the toilets. The school is well maintained and benefits from a recently created Peace Garden.

The very clear educational direction of the school is enhanced by a most comprehensive school development plan. The school applies the principles of best value very well.

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 school is well led and managed. • Their children like school. • Behaviour in the school is good. • Parents feel comfortable approaching the school. • The teaching is good. • The school expects children to work hard. 	<ul style="list-style-type: none"> • Some parents would like more homework for their children.

The inspection team agrees with parents' positive comments. Inspectors find that homework is regularly set and satisfactorily supports pupils' learning. Its use for pupils aged between seven and eleven is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in national tests taken by pupils aged eleven, over the last four years from 1996 to 1999 averaged together have been well above national averages in English and science and above average in mathematics. In the work seen during the inspection, standards for pupils currently aged eleven are well above average in English, mathematics and science. Additionally, some very good work in design and technology was seen.

- 1 In the 1999 national tests for pupils aged eleven, attainment in English and science was well above the national average; attainment in mathematics was above the national average. Over the last four years taken together, it is a similar picture, with pupils leaving the school over two terms ahead of pupils nationally in English and science and over one term ahead in mathematics. Compared with the results from schools having a similar proportion of pupils known to be eligible for free school meals, the 1999 results were well above average in English and science but below average in mathematics.
- 2 In the work seen during the inspection, standards in English and science have been maintained; in mathematics they have improved, with pupils in Year 6 being well above pupils nationally. A lot of work has gone into developing pupils' writing skills and in science and mathematics, pupils are achieving very good standards in their investigative work. They think for themselves and plan investigations systematically, recording results in a methodical way. At times, the equipment they use is not sufficiently accurate; for example, in a Year 4 science lesson investigating the flow of liquids down ramps, rulers were used which only measured to the nearest centimetre. Nonetheless, pupils estimated well and were starting to make sensible predictions.
- 3 In English, pupils' reading, writing, speaking and listening skills are well developed from an early age. For example, in a Year Reception / 1 class, children were asked to prepare a pamphlet on animal care. They wrote with correctly formed letters and used word banks to help their vocabulary. Children were then invited to read out to the class what they had written, whilst the rest of the class listened attentively. The children spoke audibly and confidently and were able to read their sentences with minimal help.
- 4 In a very good Year 5/6 numeracy lesson, there were good links with information and communications technology (ICT). Pupils consolidated their knowledge and understanding of the terms mean, median, mode and range. They then carried out an exercise involving goods of differing prices and then explored spreadsheets both manually and using ICT. In a very fast paced session in a Year 3 / 4 lesson, pupils were encouraged to try to beat their teacher in their knowledge of multiple; for example, in dealing with the multiples of six, the teacher was given a start in writing 6, 12, 18 on the board. Pupils then had to start at 6, saying the multiples aloud and try to reach 60 before the teacher managed to get to 60 on the board. Exercises such as these have a positive effect on pupils' attainment. In a Year 2 exercise, pupils were divided into teams and if one team said "15 plus 5 equals 20", the other team had to say "20 take away 5 equals 15" Again, this enhanced pupils' learning.

- 5 The school uses its grounds appropriately. On a particularly hot day, pupils in Year 5/6 learned about classification in science on the school playground. In order to learn how to group organisms according to their observable characteristics, they firstly learned how to divide themselves into groups. Using coloured wool strands on the floor of the playground they arranged themselves depending on eye colour or hair shade. By carrying out this exercise, they realised that groupings according to colour of socks, for example, would not be useful as these factors could change. Within a short spell of less than thirty minutes, pupils began to realise that classifications into reptiles, mammals and amphibians, for example, are based on fixed criteria. This practical exercise is one that they will not forget.
- 6 In design and technology, pupils have created cloth panels, detailing the lives of local people. These panels are very large and are entered in a local exhibition. The Year 6 pupils at the school, are currently involved in creating giants for a pageant in Yeovil. They use their skills in designing and making, when considering the best materials to use and arriving at a design specification. They discuss the jointing of treated willow sticks in a sensible and thoughtful manner. In cross-curricular work, they make appropriate use of ICT to research information on giant puppets.

The leadership and management by the headteacher, deputy headteacher and other key staff are excellent; the school has an excellent school development plan. The effectiveness of the governing body in fulfilling its responsibilities is excellent.

- 7 The leadership of this school gives excellent educational direction. The headteacher and deputy headteacher compliment one another very well with their different strengths. The role of the subject coordinators has improved significantly since the last inspection and is clearly defined. The governing body is eager and able. It works hard for the school. The school development plan underpins the direction of the school and is comprehensive and practical.
- 8 The headteacher has developed thorough systems to ensure that this school is successful. He is an able classroom practitioner. This means that when he looks at teaching through the school, he knows what makes an excellent lesson. His leadership ensures that the school's aims are well reflected in the life of the school. The deputy headteacher has a different but equally effective style of teaching. She is extremely hard working. Her monitoring of literacy through the school has had a most positive effect. Teachers are provided with detailed written feedbacks when monitored. The school has benefited enormously from its involvement in the training of postgraduates who wish to become teachers. Staff at the school have been trained appropriately to monitor the teaching of these trainees and this means that they are in a good position to judge the standards of teaching through the school. Monitoring by all coordinators will commence in September. Teachers have all been monitored for literacy and numeracy.
- 9 The governing body has a wide range and depth of expertise. Its make up includes a financial consultant and a school inspector. The governors' role in helping to shape the direction of the school is excellent. Through a first class school development plan, they have prioritised areas for development accurately. This development plan has improved considerably since the last inspection, when it was a key issue.

The overall quality of teaching is very good; management of pupils is very good and lessons have a very happy working atmosphere.

- 10 All of the lessons seen were at least satisfactory. Sixteen lessons were observed, of which three were excellent, seven were very good, five were good and one was satisfactory. Examples of good teaching were seen in each of the four classes in the school.
- 11 In an excellent numeracy lesson for Year 3 / 4 the pace was very brisk and business like. Pupils knew the aims of the lesson and exactly what they had to do. No time was wasted, even when pupils were working independently. There was a “buzz” of working. These pupils enjoy mathematics and mirror the enthusiasm of the teacher. In this lesson, there was plenty of direct teaching to reinforce key points. Time after time the teacher would stop pupils briefly and inform them of a point that had arisen as he walked around the class helping pupils. This lesson had urgency and purpose.
- 12 The teacher of a very good literacy lesson for Year 5 / 6 had a quiet patient manner with very high expectations. Pupils were given limited time spans to carry out each activity, so ensuring that pupils remained working. Class management was very good.
- 13 In a good Key Stage 1 ICT lesson, the teacher shared with pupils clear learning objectives. Time was well used and the teacher had high expectations that pupils would work hard. The lesson was well planned.
- 14 The skills of literacy and numeracy are very well taught through the school.

Pupils’ attitudes and behaviour are very good; opportunities for pupils’ personal development are very good.

- 15 Pupils have very positive attitudes to school. They work hard and concentrate well. The school has generated an atmosphere that encourages pupils to learn. When talking about the subjects that they study, pupils are enthusiastic and confident.
- 16 Behaviour, both in and out of classrooms is very good. Pupils are polite and courteous, for example, when holding doors open for others. The school uses assembly times to reward pupils for particular “good deeds” (or good work), with achievement certificates; for example, in one assembly, pupils were given certificates for the kind behaviour that they had shown to others.
- 17 Opportunities for pupils’ personal development encompass a wide range of activities and are very good; for example, pupils can apply to become members of the school council. These applications are scrutinised well by pupils who are already members. Pupils are able to become involved in gardening, the community, sports, music or take part in regional heats of the children’s parliament.

Provision for pupils with special educational needs is very good.

- 18 Over 25 per cent of pupils at North Cadbury Primary have been identified as having special educational needs. Refreshingly, the school identifies these needs as additional educational needs and provides for them very well.

- 19 Firstly the school endeavours to recognise these needs at as early a stage of school life as possible. Resources and support are then provided according to individual needs. The aim is to build upon the strengths that every child has, boost self esteem and have tightly focused and clearly understood individual educational plans.
- 20 The school tries to work closely with parents and to reduce the need for additional help by Year 4. It views success as putting pupils on the additional educational needs register and then bringing them off, or reducing the level of support, as soon as practicable.
- 21 The school is recognised in the area for providing additional educational needs. It takes pupils with these needs from outside its catchment area.

Links with parents and the community are very good.

- 22 The school has very strong links with the community. Pupils' learning sometimes takes place out in the community. Additionally, members of that community are invited into the school regularly. Citizenship is well emphasised.
- 23 Parents support their children's learning appropriately. They help in classrooms in a range of activities and accompany pupils on school trips, such as the recent residential visit to Minehead. A number of parents have been active in building a Peace Garden for the pupils. As well as being an area for them to relax and chat, it will be a valuable resource for helping in their academic studies, with its geometric patterns of flags for work in mathematics and use for nature studies in science.

WHAT COULD BE IMPROVED

Pupils' instant recall of their multiplication tables.

- 24 During the inspection, it was noted that whilst pupils were very competent in work on multiples, for example, they were not as practised in instant recall of their multiplication tables.
- 25 Pupils are adept at saying, for example, 3 6 9 12 15 18.... but are not always able to know instantly that six threes are eighteen. In the lessons seen, no examples were witnessed where pupils practised their tables aloud. If pupils do not have this instant recall, it can slow them down when tackling questions such as "Find the area of a rectangle 6cm by 3 cm.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 26 In order to improve the school further, the headteacher, management team and governing body should:
- ensure that pupils have greater instant recall of their multiplication tables. (Paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	44	31	6	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	N/A	98
Number of full-time pupils eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	27

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

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	10	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	9
	Girls	4	5	4
	Total	11	14	13
Percentage of pupils at NC level 2 or above	School	73 (100)	93 (80)	87 (66)
	National	82 (80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	4	4	4
	Total	13	12	13
Percentage of pupils at NC level 2 or above	School	87 (67)	80 (73)	87 (93)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	8	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	9	8	10
	Total	16	14	17
Percentage of pupils at NC level 4 or above	School	89 (79)	78 (71)	94 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	7	7
	Total	14	13	13
Percentage of pupils at NC level 4 or above	School	78 (79)	72 (79)	72 (79)
	National	68 (63)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	97
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	4.4
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	82

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	222,894
Total expenditure	220,131
Expenditure per pupil	2,246
Balance brought forward from previous year	23,083
Balance carried forward to next year	25,846

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	67	26	7	0	0
Behaviour in the school is good.	67	32	0	0	1
My child gets the right amount of work to do at home.	33	47	14	2	4
The teaching is good.	70	21	5	0	4
I am kept well informed about how my child is getting on.	54	35	5	4	2
I would feel comfortable about approaching the school with questions or a problem.	75	23	0	2	0
The school expects my child to work hard and achieve his or her best.	74	23	2	0	2
The school works closely with parents.	61	32	0	4	4
The school is well led and managed.	81	18	0	0	1
The school is helping my child become mature and responsible.	68	28	2	0	2
The school provides an interesting range of activities outside lessons.	47	44	4	4	2