

INSPECTION REPORT

ST EDWARD'S ROMAN CATHOLIC PRIMARY SCHOOL

Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111700

Headteacher: Mr P Ormerod

Reporting inspector: Mr L Lewin
22330

Dates of inspection: 7th – 8th February 2000

Inspection number: 190067

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	St Edward's RC Primary School Eastbourne Road Middlesbrough
Postcode:	TS5 6QS
Telephone number:	01642 819507
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev FR D O'Neill
Date of previous inspection:	16/9/96

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large Roman Catholic Primary school close to the centre of Middlesbrough with 410 pupils currently on roll. The school caters for pupils from age three to eleven. Fourteen per cent of pupils are registered as having special educational needs. The attainment of children entering the nursery in the school is broadly average. Most pupils come from the immediate catchment area but about 10 per cent come from further afield.

HOW GOOD THE SCHOOL IS

This is a very good school that is currently moving from strength to strength. The spiritual moral and social development of the pupils is outstanding. Under strong leadership and management staff and governors work together as a highly effective team and together they have made significant strides in improving the quality of teaching and learning and in raising the level of pupils' achievements over the last few years. The school provides very good value for money.

What the school does well

- The headteacher provides strong and sensitive leadership that enables staff and governors to work together as a highly effective team. This is recognised by the parents who, as a result, have a high regard for their school.
- The provision for pupils' spiritual, moral and social development is outstanding. This creates a very positive atmosphere in which pupils behave very well and develop very confident attitudes towards their work as they progress through the school.
- Through systematic and rigorous monitoring and evaluation of its own effectiveness, the school has improved its quality of teaching and learning to a very good level. As a result, pupils achieve high standards in English, mathematics and science and the school continues to improve these standards year on year.
- Through its outstanding planning systems, the school provides a rich curriculum with a wide range of interesting activities for its pupils.

What could be improved

- Although the school development plan for the current year is comprehensive, there is no clear plan to show lines of development over the next few years and their associated financial implications.

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 September 1996. Since that time the school has improved its special educational needs provision, pupils' attitudes, behaviour and personal development, procedures and processes for monitoring and evaluating overall effectiveness and standards attained, curriculum planning, raised art standards, created clear priorities within its development plan and in particular raised the quality of education provided, especially the teaching. The school has also further strengthened the efficiency of its management and its provision for promoting pupils' spiritual, moral, social and cultural development

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	Very high in comparison to national averages A*
Mathematics	B	A	A	A*	well above average A
Science	A	A*	A	A	above average B
					average C
					below average D
					well below average E

Children do well in the nursery class and more than half of the five-year-olds in the reception classes achieve beyond what is usually expected at this age in language and literacy, numeracy and knowledge and understanding of the world. According to national test results, at age seven, pupils attain high standards in reading and writing and very high standards in mathematics. The results above show pupils at age eleven attaining well above average levels in English, mathematics and science and this was also reflected by the work these pupils were seen doing during the inspection. The school sets itself challenging yet realistic targets for pupils' achievements and, as a result, pupils are usually working to their full potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show much enthusiasm and often work with high levels of motivation.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils are courteous, polite and show a sensitive attitude to those around them.
Personal development and relationships	Strong relationships flourish throughout the school. Pupils learn to take responsibility and initiative.
Attendance	Attendance is good and pupils enjoy coming to school.

The school has a warm and friendly atmosphere that encourages pupils to develop confidence, independence and the ability to think of others.

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 high quality teaching achieved in the school is based upon very thorough planning with work precisely tailored to the needs of individuals and groups of pupils. Teachers frequently show very confident subject knowledge and this is particularly apparent within English and mathematics lessons where teachers set work that is both challenging and interesting. The school has very effectively implemented the literacy and numeracy strategies and teachers very effectively teach the skills in these areas. Six per cent of the teaching seen was excellent, 51 per cent was very good, 28 per cent was good and 15 per cent was satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Wide range of activities. Outstanding planning.
Provision for pupils with special educational needs	Special educational needs pupils are well catered for and supported within all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The outstanding provision for pupils' spiritual, moral and social development is fully ingrained in all of the school's work and helps establish a very caring atmosphere in which all pupils gain confidence and are keen to succeed. Cultural development is well promoted.
How well the school cares for its pupils	A very caring atmosphere pervades the whole school. Staff know each individual very well and cater sensitively for their needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very strong and sensitive leadership and management. Staff and governors work together as a highly effective team.
How well the governors fulfil their responsibilities	Governors are fully involved in the school's management and have a clear overview of all facets of its operation.
The school's evaluation of its performance	Very effective procedures and processes are in place to enable the school to monitor and evaluate its performance.
The strategic use of resources	All resources are carefully and precisely directed towards improving the quality of educational provision.

The very effective leadership and management of the school enables the school to move forward rapidly. The school's rigorous monitoring procedures ensure that the best value is gained from the deployment of all resources. The school has a clear educational direction in terms of thoroughly promoting its mission statement and raising standards. However, the school development plan, although very detailed, is limited to a period of one year and does not therefore clearly show the school's intended prioritisation of initiatives over the next few years and the implications this will have for the school's budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents have a very high regard for the school in all areas of its work. 	

The inspection team agrees with the very positive views expressed by the parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides strong and sensitive leadership that enables staff and governors to work together as a highly effective team. This is recognised by the parents who, as a result, have a high regard for the school.

1. The headteacher ensures that communication at all levels of the school's operation is as effective as possible. This provides an excellent working atmosphere in which staff, governors and parents feel fully informed about and involved in the school's activities. It also sets the tone for enabling the staff and governors to work together as a very strong and effective team. This was evident in all discussions held in which the individuals spoken to had a clear view of the school's main priorities for development. As a result of these well-established lines of communication, staff and governors also demonstrate that they feel valued as individuals, feel fully involved in initiatives and feel supported by an atmosphere of mutual trust and respect. The pre-inspection meeting with the parents showed that through the school's highly effective communication, parents have a very full knowledge concerning the way in which the school works and they have a very high regard for the leadership and management and work of the teachers and all of the support staff. This strength of feeling is similarly reflected by the very positive responses registered through the parents' questionnaires (see page 17).

2. Within the effective team established, the deputy headteacher plays a dynamic and pivotal role. She has a thorough knowledge of the curriculum and plays a central part in driving forward improvements in the school's curriculum planning systems. She provides strong and very effective support for the headteacher. Other members of the senior management team also carry out their roles very effectively. Meetings for the senior management team, whole staff and individual key stages take place regularly to ensure that dissemination of information and opportunities for discussion and consultation are fully enabled. Staff have a very clear view as to how their roles and responsibilities operate.

3. Through frequent dialogue and very clear and detailed reports the headteacher keeps the governors fully informed. They in turn are fully involved in the management of the school and maintain a clear overview of the school's operation through their regular visits to classes.

4. The headteacher has very clear views concerning the school's educational direction and has kept priorities sharply focused upon the need to continually improve the quality of education offered to the pupils. These priorities are clearly expressed within the current very detailed school development plan.

5. All of the factors mentioned above contribute towards establishing a very pro-active working atmosphere that has enabled the school to move forward rapidly since it was last inspected and now sets it in a very good position to move forward in the future.

The provision for pupils' spiritual, moral and social development is outstanding. This creates a very positive atmosphere in which pupils behave very well and develop very confident attitudes towards their work as they progress through the school.

6. Promoting pupils' spiritual, moral and social development is deeply ingrained in the way in which the school works and clearly stated within its mission statement. The school is highly successful in achieving the aims set within this statement. In particular, the expressed philosophy that 'the relationships which children establish with adults and other children are of central importance in their development' is a working principle that is enacted in all classrooms.

7. The staff of the school set excellent role models for their pupils and create a very caring atmosphere in which sensitivity and mutual respect are strongly promoted. The daily collective worship sessions are well prepared and conducted by teachers in a very conscientious and well thought out manner. These sessions provide opportunities for pupils to quietly reflect upon their own circumstances and the situations of other people close to them. The sessions also set a very calm classroom atmosphere in which pupils are clearly very well focused, receptive and eager to learn. For example, in a Year 5 lesson, pupils were alert and ready to work as the teacher smoothly transferred their attention from the collective worship session on to the literacy lesson with hardly a pause. This kind of atmosphere, with teachers needing minimal time to settle their class to the new

session of work was seen in many other lessons observed. In this way, throughout the school, the overall atmosphere is one in which pupils and staff work together in a very purposeful manner.

8. In all lessons seen, teachers and support staff ensure that pupils gain a full awareness of what is acceptable/unacceptable behaviour. The major emphasis of all staff is upon encouragement, praise and reinforcement of good behaviour and an important strength of the school is the consistent way in which all staff operate in this respect. Both during and outside lessons, all staff pay close attention to the pastoral care of each individual so that any problems are dealt with rapidly in a fair and sensitive way.

9. The above factors strongly underpin the very good behaviour and attitudes displayed by the pupils because the pupils have a well developed sense of what is expected from them by the school. Pupils have a strong rapport with their teachers and good relationships flourish throughout the school. This is another strong point in the way that the school operates, with pupils working in groups in many lessons in a keen and productive manner, eager to exchange ideas with each other. Teachers also show that they value the responses from all individuals and, as a result the pupils are confident and keen to contribute their ideas during discussions. At the same time pupils are usually polite towards adults and each other, and they listen carefully to teachers and one another. Pupils are enthusiastic and often well motivated. This could be seen in conversations where pupils talked to inspectors about their work and often showed this enthusiasm and confident knowledge about areas of work they had covered.

Through systematic and rigorous monitoring and evaluation of its own effectiveness, the school has improved its quality of teaching and learning to a very good level. As a result, pupils achieve good standards in English, mathematics and science and the school continues to improve these standards year on year.

10. The school has very rigorous systems for monitoring its own effectiveness. The headteacher sets himself and the relevant co-ordinators a clear timetable to monitor teaching and learning in the classrooms. The focus in recent times has been upon monitoring literacy and numeracy lessons. Detailed written record of the monitoring visits are made and appropriate feedback provided for the teachers concerned. Governors are also very usefully assigned monitoring visits to classes and feedback their observations at subsequent meetings. This enables the governors to gain a clear view on how the curriculum is being taught in the school. In addition, samples of pupils' work from across the school are scrutinised and an evaluation of the scrutiny is fed back to staff. It is clear from the school's documentation that these monitoring procedures enable examples of good practice to be shared and passed on between teachers and enable weaknesses to be rapidly identified and improved upon.

11. The school also carefully analyses all of the results of tests carried out in order to monitor as accurately as possible the progress of individual year groups of pupils. Alongside this process, teachers carefully carry out their own on-going assessments of pupils. The school makes very good use of this information to both help teachers plan work more precisely for pupils and to aid the school in accurately setting targets for future performance of individuals and Year groups.

12. The rigorous monitoring and assessment analysis are significant factors in promoting and enhancing the high quality teaching throughout the school. At all age groups more than half the teaching is very good and very occasionally the teaching is excellent. Teachers plan work for their classes in an extremely thorough manner and prepare lessons with great care. They show very confident subject knowledge that is apparent from the often excellent questioning that is seen in lessons. For example, as well as using very precise 'closed questions', teachers also ask questions such as '*... Can you explain why you think that?*' or '*... what is the reason for that?*' In this way they succeed in getting pupils to think in depth. Teachers are conversant with the literacy and numeracy frameworks for teaching. The school has very effectively implemented the two strategies and the skills involved are generally very well taught. A major strength within the teaching is the high degree of active involvement of pupils that is promoted either through vigorous interactive discussion or through tasks precisely tailored to pupils' needs. Along with this questioning and involvement, high expectations are set, but because the teachers know individual pupils' needs so well, the challenge level set is precise, with intervention skilfully applied wherever pupils falter. In this way the teachers generally 'drive' the pupils along at a good pace, so that individuals are usually working to their full potential. Occasional touches of humour also successfully spur pupils on, as with a Year 5 mathematics lesson where the teacher mentioned '*... apart from being Carol Vorderman's brother, how did you work out the answer to that question?*' The humour is appropriate and also

typifies the very good relationships that the teachers have with their pupils. Support staff are very well deployed and well briefed. They provide valuable support for individuals and groups of pupils.

13. As a result of the very good teaching, pupils attain high standards.

14. Pupils make generally rapid progress in acquiring literacy skills. Children in the nursery become very confident and articulate and by age five, they offer coherent ideas/interpretations of illustrations being looked at. At Year 2, pupils write well constructed sentences and show in discussion that they have a clear idea for example about 'difference' and 'similarity'. Older Key stage 2 pupils show well advanced skills and knowledge in terms of comparing different story settings and one pupil describes how the author has '*... adapted the original stories, to make them more humorous ...*'. The pupils discuss their favourite authors and show much enthusiasm for reading. They have well developed skills in story writing and show confident knowledge of how to structure their work.

15. Children under five make rapid progress with acquiring skills in counting and generally understanding how to use simple numbers often within the context of role play situations such as '*working in the kitchen corner*'. By Year 2 pupils are gaining a solid understanding of concepts such as 'difference' and are beginning to articulate their mathematical ideas. Older Key Stage 2 pupils acquire very good skills with mental recall of number processes. Year 5 pupils show confident ability with working out percentage quantities and an early understanding of decimal fractions while Year 6 pupils show a high degree of competency and confidence in working with and converting fractions into decimal fractions or percentages.

16. Through their investigations, pupils throughout the school gain a good understanding of science concepts. Younger Key Stage 1 pupils record their investigation results carefully and learn the differences between different sets of materials. At Year 2 they show advanced skills with predicting outcomes when researching, for example, to find out '*will the biggest person have the biggest foot?*' By Year 6 pupils have a solid understanding of applying the principle of fair testing and show a good knowledge for example, of how electrical circuits function. Discussion with a pupil about the wide range of work covered during the current academic year showed a good knowledge and understanding had been acquired and, work covered much earlier in the year, was still clearly remembered.

17. The school sets itself challenging yet realistic targets for pupils' achievements and, as a result, pupils are usually working to their full potential. While the school's results are often well above national averages, the trend over recent years is one of improvement in parallel to improving trends nationally.

Through its outstanding planning systems, the school provides a rich curriculum with a wide range of interesting activities for its pupils.

18. The school has devised outstanding planning systems for itself. The plans are clear and extremely precise and follow a consistent format throughout the school. A major strength within the planning is the particular care that is taken to provide tasks for the different attainment levels of pupils within each class. The plans have clearly grown out of the careful monitoring systems and the close liaison between all staff. Moreover, the plans, wherever possible contain activities that fire the interest and enthusiasm of the pupils. The well developed assessment systems in the school enable the staff to continually 'fine tune' and improve these plans. The deputy headteacher/curriculum co-ordinator rightly places an emphasis upon developing planning systems that while detailed are not over-burdensome and that enable the teacher to concentrate as fully as possible upon the main skill of presentation and delivery of the ideas and concepts. The school decided to maintain the full breadth of the curriculum despite the increased pressure on time that schools nationally have experienced with the implementation of the literacy and numeracy strategies. The school has been very successful in this respect in maintaining a wide ranging and rich curriculum for the pupils.

WHAT COULD BE IMPROVED

Although the school development plan for the current year is comprehensive, there is no clear plan to show lines of development over the next few years and their associated financial implications.

19. The current school development plan for 1999-2000 is a comprehensive document. At the heart of the plan a clear focus is placed upon improvements that will centrally impact upon raising the quality of education and thereby the standards attained by the pupils. Targets are carefully prioritised and have clear prescribed actions to be completed by named individuals within a set time frame. There are also built in facilities to identify how each action will be monitored, evaluated and reviewed. The format of this plan is excellent and clearly all parties in the school are appropriately involved with the construction and development of initiatives.

20. Discussions with the headteacher, governors and staff show that the school has a clear educational direction in terms of thoroughly promoting its mission statement and raising standards. However, the above school development plan is limited to a period of one year and does not therefore clearly show the school's intended prioritisation of initiatives over the next few years and the implications this will have for the school's budget. This lack of a longer-term plan also limits the school's ability to gauge the allocation of tasks and responsibilities in future years.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order for the school to maintain its current success, the staff and governors should:

- Devise a school development plan, based on the current excellent format, to clearly show the school's priorities for development over the next few years and the associated financial implications.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	51	28	15	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)	26	358
Number of full-time pupils eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	49

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	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	4.8
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	23	31	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	23
	Girls	28	28	30
	Total	50	49	53
Percentage of pupils at NC level 2 or above	School	93 (100)	91 (90)	98 (87)
	National	82 (80)	86 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	29	30	29
	Total	52	53	52
Percentage of pupils at NC level 2 or above	School	96 (94)	98 (91)	96 (96)
	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	25	37	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	25
	Girls	34	35	37
	Total	58	59	62
Percentage of pupils at NC level 4 or above	School	94 (89)	95 (93)	100 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	25
	Girls	34	35	36
	Total	56	59	61
Percentage of pupils at NC level 4 or above	School	90 (93)	95 (93)	98 (94)
	National	68 (65)	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	
Black – African heritage	
Black – other	3
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	296
Any other minority ethnic group	3

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: Nursery – Y6

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	25.9
Average class size	25.2

Education support staff: Nursery – Y6

Total number of education support staff	6
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13

Number of pupils per FTE adult	7
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FTE means full-time equivalent

Financial information

Financial year	1998
	£
Total income	475784
Total expenditure	484979
Expenditure per pupil	1308
Balance brought forward from previous year	23828
Balance carried forward to next year	14633

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	21	5	0	0
My child is making good progress in school.	72	27	2	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	52	40	5	1	3
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	56	40	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	1	0	0
The school expects my child to work hard and achieve his or her best.	73	25	0	0	2
The school works closely with parents.	61	38	1	0	0
The school is well led and managed.	79	18	2	0	1
The school is helping my child become mature and responsible.	74	24	1	0	1
The school provides an interesting range of activities outside lessons.	42	40	8	2	9