

INSPECTION REPORT

ST UNY CE PRIMARY SCHOOL

Carbis Bay, St Ives

LEA area: Cornwall

Unique reference number: 111997

Headteacher: Terry Lister

Reporting inspector: Geoff Burgess
23708

Dates of inspection: 22nd and 23rd May 2001

Inspection number: 193596

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: Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Polmennor Drive
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St Ives
Cornwall

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Renowden

Date of previous inspection: April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Uny CE Primary School serves a wide spectrum of families of British heritage in a pleasant coastal area near St Ives which is heavily dependent on tourism. This is an important factor in the higher than average number of pupils who come and go during the year. Less than a tenth of pupils are entitled to free school meals which is lower than average and the number has fallen over the years. The number of pupils on roll is currently 218 but this has fallen with the introduction of lower class sizes in Key Stage 1. Over a third of pupils are on the special needs register of whom four, a higher than average number, have statements of special need. Attainment on entry is similar to that found in most schools but with variations year on year.

HOW GOOD THE SCHOOL IS

This is a good school, well led and managed, where good teaching is helping pupils to achieve well. With its below average funding and an intake with many positive features but overall average attainment on entry, it provides good value for money.

What the school does well

- Pupils in year six make very good progress and regularly achieve very high standards
- Behaviour is excellent with very little need for adults to say or do anything to maintain it
- Pupils work hard, relate very well and are growing into mature, responsible and self-reliant citizens
- The school provides children with a good range of relevant experiences to stimulate learning and is very much involved in the local community
- Good leadership and management supports teachers in their work

What could be improved

- Very high standards in year six are not reflected in the rest of the school
- The new computer suite provides the opportunity to substantially improve pupils' competence and confidence in using information technology as a tool for learning and communicating
- Little use is being made of the school grounds as a resource where boys and girls can learn first hand, play actively and creatively and develop a respect and understanding of their environment

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards of school leavers improved to well above average following the last inspection in April 1997 and with one small fall in standards in 1998, have steadily improved and remained high ever since. However, in Key Stage 1, standards fell and, although improving, have generally stayed below average. The pattern continues in 2001. All the issues from the last inspection have been successfully addressed. Coordinators are active in the management and development of their subjects. Procedures for promoting good attendance are effective; boys and girls are treated equally; the history curriculum is appropriate for all pupils. The school has made an overall good improvement since its last inspection.

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
	1998	1999	2000	2000
English	B	A	A	A
mathematics	B	A	A	A
science	A	A	A	A

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

Apart from a small 'blip' in 1998, the school has sustained well above average standards for its leavers for several years compared with all and similar schools. Inspection evidence shows that there is every reason to believe that its statutory test results in English, mathematics and science will be just as good, or even better, this year. The progress made by pupils in year six is outstanding. Standards in reading, writing and mathematics at the end of Key Stage 1 have been well down on this being mainly average or below each year. With about 12% of seven-year-old pupils having significant special needs, the pattern is similar this year but various school initiatives have ensured that year two pupils are achieving well. Similar provision in year five is also helping these pupils to make good progress. Boys and girls make overall sound progress through the rest of the school including the foundation year. Speaking and listening skills are very well developed throughout the school. Standards in most other subjects look to be appropriate for the ages of the pupils concerned with real gains in information technology as the new computer suite comes into play although standards are still below expectations. Pupils who are identified as finding learning more difficult make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls are very positive about school and join in wholeheartedly with all it has to offer. They are very keen to contribute to lessons and talk about their work, and they work hard to complete tasks set. The attitudes of the oldest pupils to learning are uniquely outstanding.
Behaviour, in and out of classrooms	Excellent behaviour in class and around the buildings makes a very significant contribution to the standards achieved and the happy, ordered feel of the school. Adults rarely have to intervene but when they do, pupils react quickly and positively.
Personal development and relationships	Everybody gets on very well together and visitors are made very welcome. All adults act as very good role models in this respect and this helps to foster the family feel of the school. Pupils are growing into sensible and mature citizens and are always ready to use their initiative and take personal responsibility for their learning. They fully repay the trust and confidence which staff have in them.
Attendance	Attendance is on the low side partly because of the need for parents who work in the tourist trade to take their holidays in term time. Other than this, school is a very positive experience and lateness and absence are unusual.

Pupils make a very strong contribution to their own achievements and to the ordered, optimistic and positive feel of the school by the way they cheerfully and confidently do all that is expected of them in and out of lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

All teaching observed is at least satisfactory with nearly a half good in a range of subjects and a further eighth very good and excellent in Key Stage 2. Well-planned and focused teaching of the basic skills of literacy and numeracy is a key factor in ensuring that the school achieves very good results in national testing most years. This is further enhanced in years two and five where pupils of all abilities are able to achieve well in the smaller, very focused ability grouped sets. High expectations for pupils' behaviour and good work habits in all classrooms ensures that no time is lost and that teachers and their helpers can devote all their time to supporting learning. Relationships are very good and the confidence and high self-esteem developed in the children is very important in helping them to take responsibility for their own learning. Learning support assistants form a very important resource especially in helping pupils who find learning difficult and in supporting teachers in the foundation class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a varied and stimulating curriculum much enhanced for older children by the contribution made by extra-curricular activities and the school's involvement with the local community. Literacy and numeracy are strongly represented and the arts and humanities provide relevance and balance. Good planning arrangements ensure adequate coverage. Suitable provision is made to enhance pupils' personal, social and health education. The curriculum for under-fives is appropriate and relevant to their needs.
Provision for pupils with special educational needs	Children who show signs of not achieving as well as hoped are identified early and the school has a sound system for assessing and meeting their needs and monitoring progress. Parents are fully involved and appropriate targets in pupils' individual plans are regularly updated. Provision and teaching is good and pupils with special needs make good progress. The school is rightly proud of the way boys and girls with very special needs are supported and included in all the school has to offer and these pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make good provision for the development of pupils' social skills and attitudes and moral awareness. Curricular and other provision for pupils to appreciate their own cultural heritage is very good, while opportunities for them to learn about and value cultural diversity and reflect on their feelings & life are good. This adds up to good provision for promoting pupils' personal growth in these areas.
How well the school cares for its pupils	The school takes good care of its pupils and ensures that they are safe, happy and not at risk. Teachers and other staff know the children very well and work closely with parents to ensure that any concerns are quickly sorted out. Assessment procedures are well established in the core subjects and good use is being made of information provided by this and national tests to guide planning. However, more use could be made of this information for tracking progress and setting targets.

Most parents are very supportive of the school and appreciate the efforts staff are making on their children's behalf and the fact that they like school. A few are uneasy about the amount or regularity of homework provided and would like to know about their children's progress in more detail.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very well supported by his deputy and other senior staff, the head has continued to lead a steady development of the fabric of the school and the education it provides. Other staff have been given the opportunity to follow their example and leaders and managers in all areas of the school have become more effective and influential. Jointly they form a good leadership and management team
How well the governors fulfil their responsibilities	Governors are very supportive and keen for the school to succeed. Effective procedures and committee structures have evolved in recent years. Several long-standing members, notably the chair, continue to make a strong contribution to the development of the school. Natural wastage means that several of the present governors are fairly new to the job. Their commitment is shown by the way that they actively seek to develop their knowledge and understanding of the role. All of the governors statutory responsibilities are being met.

The school's evaluation of its performance	Monitoring is an area that has improved over the years. Curriculum leaders are responsible for auditing planning in their subjects and some have time to observe classroom practice. Information from assessment is being used increasingly to evaluate the impact of teaching and the curriculum. Statutory and other tests are being used to check on the schools perceptions and local authority analysis is helping to determine trends and priorities. The school has good arrangements for evaluating its performance but there is room to refine its own analysis of available information.
The strategic use of resources	The school has little room for manoeuvre with its budget but where it has choice, funds are spent on what staff and governors agree is important as with the years two and five teaching support. Substantial very effective improvements have been made to the accommodation making much better use of the available space, improving conditions and increasing the scope for teachers to work in a variety of ways. However, the grounds, though attractive and well kept, do not provide a good learning or play environment for children. Good use is made of all staff and procedures have been introduced to help them look at their work and become more effective. A generally good supply of teaching resources is effectively stored and well used.

Continued good leadership and management over the years by the well-established management team has enabled the school to sustain what it does best and steadily develop in other areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy going to school • teaching is good and their children are making good progress • the school is helping children to grow up sensibly • children are expected to do their best • the staff are very approachable 	<ul style="list-style-type: none"> • the work their children are expected to do at home • the information the school provides about how well their children are doing

Inspectors agree with all parents' positive comments. The quality of homework ranges from excellent to inconsistent and school reports do not sufficiently indicate whether what a child is achieving is appropriate or give targets for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils in year six make very good progress and regularly achieve very high standards

1. It was obvious during the inspection that the present year six will continue the well-established tradition of St Uny school leavers achieving very high standards in national testing. Nearly all are working at least at the level expected for eleven-year-olds and a majority are working above that level especially in mathematics, some well above. However, virtually the same group of children achieved only average results in optional national tests in year four. Progress overall in year six in literacy, numeracy and science is very good and for some pupils, it is outstanding.

2. Two factors interact to produce these very good results; high quality, very focused teaching and the excellent attitude to learning of the pupils concerned. In both cases, expectations are the key and the teacher has very high expectations for effort and behaviour tempered by a very real appreciation and enjoyment of the energy and concentration pupils put into their work. Relationships in the classroom are excellent with a great deal of mutual respect and warmth displayed. Efficiency and clarity are paramount and everyone in the room works very hard.

3. Mathematics provides a very good example of the lengths to which the teacher goes to ensure that pupils achieve all they can. Every morning starts with a 'mental maths' activity prepared as homework the night before. Well-established marking routines using all available adults ensure that no time is wasted and the results can be used to modify individual pupil's targets. Pupil's progress is carefully 'tracked' and they all have their own, regularly updated short term targets to meet as part of a longer term target setting exercise. Lessons are meticulously planned and moved along at a brisk pace helped by the teacher's very good understanding of the subject. Excellent behaviour and pupils' very good response to activities also makes a big contribution to the quality of learning. As icing on a very rich cake, for those pupils who particularly enjoy mathematics, usually a majority, an optional daily after school mathematics club provides an opportunity to make use of their growing understanding and refine their skills.

Behaviour is excellent with very little need for adults to say or do anything to maintain it

4. An outstanding feature of the school is the behaviour of its pupils in all situations. In lessons which are active and stimulating, pupils of all ages deal with the freedom and show restraint without becoming passive. Even when a teacher asked pupils to think of ways they could advertise her for sale in a literacy lesson, their very animated responses caused a lot of mirth but did not overstep the mark. At other times such as assemblies, where pupils are required to listen and concentrate for long periods in a group, they do not become restless but stay attentive and wait patiently for their turn to contribute. Group work in literacy and numeracy shows how little supervision pupils require when they are not working directly with a teacher or a helper. Any misbehaviour is minor and easily dealt with by a look or a name and no time is wasted. All this makes a very strong contribution to pupils' learning.

5. Breaks and lunchtimes are happy, sociable occasions with pupils moving calmly and sensibly around the buildings and the play areas. No sign of oppressive behaviour or of pupils needing to ask for help from adults in the playground was observed. Despite having little provided for them to do outside, pupils amuse themselves very amicably and come in after breaks calm and ready to work.

Pupils relate very well, work hard and are growing into mature, responsible and self-reliant citizens

6. The very positive contribution that older pupils make to their own learning noted above, is a feature which is found throughout the school. Consideration, courtesy and respect are fostered gently. Without being inhibited in any way, pupils respond positively to each other, with curiosity and interest to visitors and with confidence and trust to the adults who help them. Relationships are excellent throughout the school. This is reflected in the comfortable and easy way pupils work together in pairs and groups on shared tasks, taking turns and swapping ideas sensitively with their workmates. Good examples of this were seen in each class but a remarkable session in year six saw large groups of pupils working together to make large geodesic structures in the style of the Eden Project apparently at times from organised chaos.

7. Key to the relaxed, friendly feel of the school is the fact that teachers are able to trust pupils to be sensible and thoughtful both in class and around the school. Many pupils show a maturity beyond their years when performing simple tasks such as carrying their school meals back to their classrooms or sorting themselves out in group sessions. They listen carefully to any instructions, are articulate when responding to questions or in discussions and need very little help get on with the tasks set.

It provides children with a good range of relevant experiences to stimulate learning

8. The school has ensured that proper emphasis has been given to developing pupils' literacy and numeracy skills but in doing so, it has made sure that work in other areas of the curriculum and in addition to normal lessons has not suffered. Good evidence of a full range of work across the curriculum was noted in lessons, in pupils' previous work and in attractive displays throughout the school. Much of this also demonstrated the good use the school makes of its very favoured position close to the coast and the town of St Ives. A good example of this is the work currently being carried out in year two about Carbis Bay beach. Collections of flotsam, jetsam and some natural objects made on a visit the previous week provided plenty of interest and stimulation for a variety of activities. In a lesson observed they formed the media with other materials for a collage to show pupils feelings about the beach. A well-constructed display of coastal artefacts just outside the classroom serves as a constant reminder and source of ideas for the class.

9. Despite being in a suburb of St Ives, the school has, over the years formed a very strong civic relationship with the town much to the advantage of its pupils. Inspectors were fortunate that an annual ceremony following mayor making happened to fall during the inspection. Here the mayor, her deputy and her consort, all in regalia, continued an annual tradition which they explained to the children of providing them with a sip (through a straw) from a seventeenth century loving cup and a saffron bun. Pupils from the school regularly take part in other local civic functions which gives them a good understanding of the local culture.

10. Activities in addition to lessons are another important element of the school's varied provision. Of these the most noteworthy is the school's tradition for excellence in chess with, as demonstrated in assembly, teams from the school regularly doing extremely well in national competitions against all-comers. Top three places for both teams this year continued the sequence.

Good leadership and management supports teachers in their work

11. A remarkable degree of stability in the senior management of the school has enabled the school to make steady and measured progress in its leadership and management over the years. National initiatives have been taken on board and implemented with a pragmatic view of what is possible and sensible and this continues with the upgrading of information technology throughout the school and the development of performance management and the role of coordinators in the monitoring that this requires. This is well managed by the head with all the senior management team playing their part. However, the very good role model in teaching and subject monitoring provided by the deputy head deserves special mention. A key factor in setting the improvement agenda in recent years has been the greatly improved use of the analysis of data and the evaluation of the impact of provision to identify areas for improvement or investment. Extra support provided for pupils in years two and five and the cumulative effect on teaching and learning of developments to the interior of the school are good examples of this.

12. The governing body have followed a parallel improving path over the past few years as necessary changes to its membership have provided the stimulus for considerable involvement in training and in reviewing and developing governors' roles and procedures. They are much more aware of the school's strengths and weaknesses in its standards and provision which puts them in a good position to act as a critical friend. Several, including the chair, bring particular expertise to their roles and as a group they are providing good practical and moral support to the headteacher and staff.

WHAT COULD BE IMPROVED

Very high standards in year six are not reflected in the rest of the school

13. As noted in paragraph one, although pupils make sound progress through the school, the very high standards regularly achieved in year six were not evident in the work of the same pupils lower down in the school. National tests at the age of seven have indicated that when compared with similar schools, St Uny is around average or below in reading, writing and mathematics and this will be the case this year. In addition, more recent optional test in year four have shown a similar pattern for the same children. Inspectors' analysis of pupils work and discussions with pupils match these findings and satisfactory and sometimes better progress is evident over the year. However, the absolute standards in all year groups other than year six, are essentially average as opposed to well above average for school leavers. It is particularly noticeable that relatively fewer pupils achieve higher grades in the younger classes.

Pupils' competence and confidence in using information technology as a tool for learning and communicating is lower than expected

14. The school identified the need to considerably upgrade its provision for information and communications technology (ICT) and has taken several very positive steps in this direction. It has made good use of available space to create a computer room that can house a complete class of pupils with two to a computer. A fully networked computer suite has been installed complete with appropriate software and the ICT coordinator has become a 'Platinum', or officially endorsed, trainer. However, in the relatively short time the suite has been in use, though a start has been made, there is still a long way to go before all this investment really pays dividends. Measured against national expectations standards are still low and current levels of usage, teacher knowledge of what pupils at various ages should be doing and competence in ICT specific skills are not yet sufficient to improve the situation enough.

Little use is being made of the school grounds as a resource where boys and girls can learn and play creatively

15. The school is very fortunate to have an attractive site with well-maintained good sized grassed and paved areas and some trees and bushes. However, at the moment it forms a barren environment from a child's perspective with little to do actively or quietly, little to interest or excite visually or tactilely and few areas which can be used to good effect as part of his or her work in school. Good use has been made of the interior accommodation to provide a useful and stimulating learning environment but the opportunities presented by the areas surrounding the school for study, investigation, reflection and active and creative play have not been exploited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

16. To match best practice throughout the school and make the most of its resources, the governors, headteacher and staff of St Uny School should:

- (1) Begin to realise the potential of all pupils in St Uny School much earlier in their school careers by:
 - working back from what pupils actually achieve in year six, redefine what should be expected of pupils in year five, then year four and so on through the school
 - developing whole school individual tracking procedures from initial assessments to match these expectations and use them to set individual targets as in year six, and communicate them to pupils and parents
 - using this to identify potentially higher attainers and ensuring that they are sufficiently challenged in the younger classes
 - giving subject coordinators and senior staff sufficient time to work alongside their colleagues to help them meet the challenges this presents
- (2) Make best use of the opportunities presented by the new computer suite to improve pupils' abilities to use computers as a tool for learning and communicating by:
 - integrating the use of computers into daily planning and making sure that all pupils spend enough time working with information technology (ICT) to learn what they need to learn

- implementing a specific progressive programme to indicate exactly what pupils will cover in each year group and a means of monitoring progress through it
 - providing opportunities for all staff to improve their confidence and expertise in the teaching of ICT skills and the use of applications such as spreadsheets.
- (3) Make the grounds as child-friendly as the inside of the school and exploit their potential as a rich learning and social environment by:
- involving the whole school community, including parents and children, in identifying what they would like to see included and agree priorities
 - creating an integrated design for the whole site which includes as many of the above as are feasible and sensible
 - formulating a strategic plan, including funding, for developing the site over time and integrate this into the school's development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	9	48	39			

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)		218
Number of full-time pupils eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		76

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	38
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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
	2000	19	8	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	7	7	8
	Total	22	24	24
Percentage of pupils at NC level 2 or above	School	81 (74)	89 (77)	89 (87)
	National	83 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	7	8	8
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	89 (77)	93 (87)	93 (87)
	National	84 (82)	88 (86)	88 (87)

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
	2000	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	14	13	14
	Total	33	32	33
Percentage of pupils at NC level 4 or above	School	97 (85)	94 (82)	97 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	13	13	15
	Total	32	31	34
Percentage of pupils at NC level 4 or above	School	94 (82)	91 (82)	100 (90)
	National	70 (68)	72 (69)	80 (75)

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	1
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	192
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	8.9
Number of pupils per qualified teacher	24.5
Average class size	31.1

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	227

Financial information

Financial year	2000
	£
Total income	373820
Total expenditure	392892
Expenditure per pupil	1828
Balance brought forward from previous year	29072
Balance carried forward to next year	10000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	46	6		
My child is making good progress in school.	50	42	6	2	
Behaviour in the school is good.	37	48	10	4	2
My child gets the right amount of work to do at home.	22	49	24	4	2
The teaching is good.	54	35	10		2
I am kept well informed about how my child is getting on.	29	55	16		
I would feel comfortable about approaching the school with questions or a problem.	56	33	6	6	
The school expects my child to work hard and achieve his or her best.	54	38	6	2	
The school works closely with parents.	37	48	10	4	2
The school is well led and managed.	50	31	10	8	2
The school is helping my child become mature and responsible.	47	43	6	4	
The school provides an interesting range of activities outside lessons.	29	52	13	4	2