

INSPECTION REPORT

WESTON COYNEY JUNIOR SCHOOL

Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124027

Headteacher: Mr Andrew Bamford

Reporting inspector: Mrs Jenny Penfold
12443

Dates of inspection: 12th - 14th February 2001

Inspection number: 195171

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Princess Drive Stoke-on-Trent
Postcode:	ST3 6NG
Telephone number:	(01782) 312112
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Trevor Stevenson
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weston Coyney Junior School is situated on the outskirts of Stoke-on-Trent. It draws most of its pupils from estates of local authority housing and mixed rented and owner occupied housing, some of which was formerly owned by the National Coal Board. About 35 per cent of the pupils are eligible for free school meals, this figure is above the national average. Pupils join this Junior school with levels of attainment that are average overall. All but three of the pupils are classified as white. There are 58 children on the school's special educational needs register. This is above the average nationally. Six children have statements of special educational need, which is about average.

HOW GOOD THE SCHOOL IS

This is a very good school with a high number of strengths in all areas of its work. The leadership and management given by the headteacher and deputy headteacher is excellent. The teaching is very good. Pupils achieve well. Standards are well above average in science, mathematics and information and communication technology. The school gives very good value for money.

What the school does well

- Pupils achieve well. Standards are well above average in science, information and communication technology and mathematics.
- The headteacher and deputy headteacher provide excellent leadership and management and give a very clear direction to the school's work.
- The teaching is consistently good and often very good. Some is outstanding. The teachers are dedicated to ensuring that all pupils achieve well. Lessons are challenging and fun.
- The curriculum is rich and promotes excitement in learning, both in lessons and the outstanding extra-curricular activities on offer to all pupils.
- The pupils have very positive attitudes to their education. They are very enthusiastic about their school and what it has to offer them.

What could be improved

- Pupils do not carry out enough extended writing in English or in other subjects across the curriculum.

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 1997. It has made very good progress since then. Standards are higher than those reported at the time of the last inspection and pupils do better in the national tests taken by eleven year olds. The quality of teaching has improved significantly. The school has tackled the two areas identified as needing improvement in the last inspection report very well. There are now detailed and useful schemes of work in place for information and communication technology and religious education. The programme for enhancing the provision of community education, environmental education and education in citizenship has been tackled enthusiastically and resulted in noteworthy initiatives such as the gaining of an 'Eco School' award twice, the citizenship action group and a more recently introduced peer mediation scheme. Citizenship, local industry, the community and the environment are studied by all pupils in a carefully worked out programme over their time in school.

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	A	C	D	B
mathematics	A	A	C	A
science	A	A	A	A*

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

This is a strong set of results, particularly when compared with those in similar schools nationally. Mathematics and science results have been well above the national average overall for the last three years, with a dip in 2000. The performance of eleven-year-olds in science tests was in the highest five per cent when compared with those in similar schools. The proportion of pupils who achieved Level 5 in science was also very high. Inspection evidence shows that the current Year 6 pupils are achieving standards that are in line with those expected for their age in reading and writing. The previous cohort of pupils in Year 6 had a high proportion of pupils with special educational needs and this had a negative effect upon the school's performance in the English tests in particular. Standards in mathematics, science and information and communication technology are well above average. They are average in English, but above average in the speaking and listening aspect of English. While pupils' written work in Year 6 meets the expected standards overall, pupils rarely write at length. Art work of a good quality in a range of media is displayed in corridors and classrooms.

The school exceeded its targets for mathematics in the latest tests. In English, 65 per cent of the cohort achieved Level 4. This figure is three percentage points below the school's target. Difficulties caused by the long-term absence of an established teacher had a negative impact upon the standards achieved by the lower attaining pupils in English. Pupils achieve well from the time they join the school. The school's results are improving at a faster rate than schools nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school and eager to learn. They are very enthusiastic about the school and what it has to offer them.
Behaviour, in and out of classrooms	Very good in lessons, at play and around the school.
Personal development and relationships	Very good. Pupils respond very well to the many opportunities for them to take responsibility. Relationships are warm. Boys, girls and pupils from all backgrounds work and play well together.
Attendance	Satisfactory. Broadly in line with the national average.

There is a high level of respect and friendship between pupils and teachers. All pupils are very interested in their work because the activities they do appeal to them. They take part fully in initiatives such as the peer mediation scheme designed to help them sort out minor disputes. Behaviour is excellent in some lessons. There were two exclusions in the last year.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	N/A	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 overall quality of the teaching is very good. The teaching was at least satisfactory in all the lessons seen. The teaching was excellent in 13 per cent of lessons observed. It was very good or better in 43 per cent of lessons and other evidence, such as pupils' work, indicates that the teaching is very good overall. Literacy skills are taught well. Numeracy skills are taught very well. The teaching meets the needs of all pupils very well. Lessons are very well prepared and planned. The teachers use a very good variety of methods to keep pupils interested and make them want to learn. Teachers have very good knowledge of their subjects. Resources are well prepared and used to support the learning. Teachers make it very clear that they expect the pupils to apply themselves fully to their work in lessons and have high expectations of what they can achieve. They plan challenging and interesting tasks to grab the interest of both boys and girls. Pupils are enthusiastic learners. They involve themselves in their work well, remaining on task and keeping their concentration fully. They have a good knowledge of the progress they are making.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich and promotes excitement in learning for all groups. There is an outstanding programme of extra-curricular activities for all pupils.
Provision for pupils with special educational needs	Very good. The school works hard to make sure that pupils receive the best possible support. The pupils are fully involved and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There is a very good range of activities in and out of lessons to help the pupils to develop socially and morally. There is a good programme for pupils to learn about a range of cultural traditions. Opportunities for pupils to explore values through acts of worship and their place in the world through science and environmental education are good.
How well the school cares for its pupils	Very good. Pupils are very well cared for in a safe and secure environment.

Child protection procedures are good. Adults make very clear to pupils the importance of trying to make the right choices, and help them to extend their horizons so that they learn about the wider world. There are very good opportunities for pupils to help in the running of the school. The school works hard to include all pupils in all aspects of its life. The school provides a very wide range of helpful information for parents about all aspects of its work, including all subjects of the curriculum, extra-curricular activities and its policies.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher and deputy with very good support from other key staff.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors bring a suitable range of skills and experience to their work and are supportive of the school.
The school's evaluation of its performance	Very good. Staff are constantly acting upon what needs to be done to improve the quality of education the school provides and the standards achieved. Governors have a clear picture of how well the school is doing.
The strategic use of resources	Very good. Funding is used imaginatively to support the school's priorities. All staff are very well deployed and the school's resources are used very effectively for the benefit of the pupils and the local community.

The headteacher has a very clear vision for the school which is shared by all staff. His skills and those of his deputy complement each other well. Teamwork is very well established in this highly organised school. This leaves staff free to get on with the important job of teaching. The headteacher and deputy headteacher provide excellent models for teachers through their own classroom practice. Subject leaders steer the development of their subjects well. The school applies the principles of best value very well. The school provides very good value for money.

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 children are expected to work hard and do their best. The activities that their children can take part in outside lessons. The quality of the teaching. They feel that the school is well managed and led. Their children enjoy school. Their children make good progress. 	No significant areas of concern were identified by parents.

The inspectors agree with the positive views expressed by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well. Standards are well above average in science, information and communication technology and mathematics.

1. The school's results in the national tests for mathematics and science taken by pupils towards the end of their time in Year 6 have been very well above average over the last three years, except in mathematics in 2000, when they were in line with the national average. This represents very good improvement since the last inspection, when the results were in line with the average nationally. Pupils at the school achieve very well in mathematics and science at both Level 4 and Level 5 when their results are compared with those achieved by pupils in similar schools. The inspection findings confirm this picture and also indicate that attainment in information and communication technology is well above average. Pupils do well because of the standard of teaching they receive, the quality of the curriculum and their own very good attitudes and enthusiasm for their work.
2. In mathematics, pupils build well upon what they already know, understand and can do, and make very good progress as they move through the school. Pupils in Year 3 show the expected attainment in their work on reading scales and finding the mass of everyday objects but many do not yet appreciate that 750g is lighter than one kilogram. By the time they are in Year 4 all pupils have a sound grasp of the idea of angle as a measure of how much something has turned and know that there are 90 degrees in a right angle. In Year 5, many pupils can find the areas of irregular shapes that can be split into rectangles, applying the formula for the area of a rectangle with understanding. By the age of eleven, a well above average number of pupils are achieving Level 5. Pupils in the upper of the two mathematics sets can identify some of the properties of complex shapes such as icosahedra and oblique square-based pyramids. The rest can make very good use of appropriate standard methods of calculation, such as long multiplication, to solve problems.
3. One hundred per cent of the Year 6 pupils who took the national tests in science last year achieved Level 4 and over half achieved the higher Level 5. Pupils respond very well to the interesting and entertaining teaching of this subject. Their use and understanding of key scientific language develops very well. Year 5 pupils have a well developed understanding of how vibrations cause sound. When making basic 'mobile phones' using cans and string, they explain very clearly that the thicker the string, the lower the pitch. By the time they are in Year 6, pupils have a very well developed understanding of fair testing and identify the key factors to be considered when devising fair tests. They are able to conduct a series of comparisons, using measurements in their work on crash testing model vehicles and subsequent strengthening of the models as part of their work on forces. They repeat their measurements after adapting the vehicles to see if their second vehicles survive the force of the crash any better. Pupils interpret data in bar charts and line graphs well. For example, they have burned candles, measured their mass every 30 minutes, recorded their findings on line graphs and drawn sensible conclusions from their findings.
4. At the time of the last inspection, standards in ICT were above average. Since then, the school has made further improvement and standards are now well above average. The use of technology enriches and extends the pupils' learning in many subjects and pupils' capability within each strand of the ICT curriculum itself is very good. By the time they are in Year 6, pupils can use a range of ICT applications very confidently including digital cameras, data from CD-ROM and internet sources, word processing and data analysis using spreadsheets and through graphs and other classification programs. They can combine images and text, importing the images from digital cameras. They have a good understanding of how ICT equipment with sensors can monitor and measure external events such as sound, using data logging equipment to sense physical data, comparing the noise levels in different classrooms. They control programmable devices confidently by giving a series of instructions. Year 4 pupils can compare the use of technology with alternative methods well. For example, when they enter information about the type of fire in their homes into a database they show a good understanding of the limitations of drawing conclusions when inadequate information has been entered. In another lesson, Year 6 pupils learning to use a new classification program, showed a very good ability to add, amend and combine information from different sources and to use hyperlinks.

The headteacher and deputy headteacher provide excellent leadership and management and give a very clear direction to the school's work.

5. The previous inspection report highlighted the leadership and management of the school as one of its main strengths. The headteacher and deputy headteacher have sustained this strength very successfully indeed and the quality of their leadership is a significant factor in the strong ethos of the school and very good improvement made since the last inspection, specifically to the quality of teaching and standards achieved by pupils.
6. The headteacher's very strong leadership and management skills have been instrumental in ensuring that Weston Coyney is a school of which both staff and pupils are very proud. He has put in place excellent management systems. Parents think highly of the school's leadership and management and are very appreciative of the exceptional information that they receive about all aspects of the school's life. The school is very well organised, with well-developed arrangements in place for all aspects of its work. This ensures that all staff can put the pupils first, fulfilling the school's motto: 'Where Children Matter'. The procedures for monitoring the school's work are unobtrusive but very effective. There is very good strategic planning, and all staff share the headteacher's vision for the school and feel that their contributions are valued. The delegation to staff with management responsibilities is very effective. The headteacher monitors the extent to which this delegation is successful through a well-thought-out cycle of performance review with all staff.
7. The headteacher and deputy headteacher set high standards for themselves and the rest of the school, not least in the quality of their teaching, all of which was either very good or excellent. They work together very effectively, with skills that complement each other very well. The deputy headteacher provides excellent support. He takes the lead extremely effectively on the pastoral side of the school's work, including monitoring and dealing with behaviour issues. He has helped to build the team spirit and his leadership of ICT and science and 'hands on' approach have played a major part in making sure that the pupils achieve high standards in these subjects.

The teaching is consistently good and often very good. Some is outstanding. The teachers are dedicated to ensuring that all pupils achieve well. Lessons are challenging and fun.

8. The teaching has a significant impact upon the achievement of pupils. The teaching observed was good or better in nine out of every ten lessons. It was very good or excellent in over four in ten lessons. This is a very strong profile indeed and a significant improvement since the last inspection when the teaching was very good or better in fewer than one in every ten lessons. Teachers make it very clear that they expect the pupils to apply themselves to their work well in lessons and have high expectations of what they can achieve. They plan challenging and interesting tasks to grab the interest of both boys and girls. Most importantly, learning is fun. As a result, pupils are enthusiastic learners. They apply themselves to their work seriously, remaining on task and keeping their concentration successfully. They have a good knowledge of how well they are doing. The teaching encourages the pupils' very good attitudes to their learning and promotes high standards, most noticeably in mathematics, science and information and communication technology.
9. Teachers plan their work very carefully and have high expectations of what their pupils can achieve, whatever their needs. They work closely with their assistants and other staff so that all pupils, including those with special educational needs, are very well supported and encouraged. They create a busy working atmosphere in lessons by using a very good variety of approaches to keep pupils interested and maintain pace. They have a very strong commitment to making their lessons enjoyable and, at the same time, extending the learning of their pupils as far as they can. For example, in a Year 3 science lesson, the teacher began by taking the pupils on a walk around the school to look at different habitats. The class then returned to the classroom to discuss the similarities and differences between the habitats and how these would appeal to different living things. The pupils were then very excited by their group task which was to use natural materials such as earth, leaves, light, shiny paper, dark wet paper, stones and

straw to design different mini slug habitats in large trays. They were delighted when their slugs moved on to damp soil or under a canopy of dark paper. They settled down quickly and quietly to record their work on paper before a final discussion run by the teacher.

10. Teachers have very good knowledge of their subjects which they use in an interesting way to help pupils move on in their learning. Their challenging questions and clear explanations reflect this subject knowledge. In a mathematics lesson, the teacher began the middle phase of a lesson by explaining to pupils that the issue of how to deal with a 'remainder' in a division lesson can cause problems for pupils. He then went on to illustrate how the remainder can also be given as a decimal or a fraction, depending on the context of the question by sharing ten chocolate bars and then ten rulers between three pupils. The pupils quickly realised that they could cut the chocolate into thirds and distribute this, but that the left over ruler should be left whole, so that the answer to the question $10 \div 3$ is '3 r 1' in this context, but $3\frac{1}{3}$ when applied to the chocolate bars. All pupils then made good progress in their written work because of the very good quality explanation and modelling by the teacher.
11. Resources are well prepared and used to support the learning. In many lessons, the teachers make very effective use of the overhead projectors to support their explanations and focus the pupils' attention on particular aspects of the work. In an information and communication technology lesson, the teacher had taken a great deal of time to add amusing information about staff at the school to a database before the pupils explored the features of the software. In a lesson that combined mathematics and ICT, pupils were able to use both programmable floor devices and a cluster of computers to write repeating procedures to produce simple shapes such as squares. The teacher's use of an enlarged display pinned to a whiteboard helped the pupils to learn quickly how to program the floor toy using a computer.

The curriculum is rich and promotes excitement in learning, both through lessons and the outstanding extra-curricular activities on offer to all pupils.

12. The quality and range of learning opportunities for pupils are very good. The curriculum is very carefully planned and organised. A clear structure of different levels of planning is in place, supported by good quality schemes of work for teachers to use to plan relevant and challenging activities. This ensures that the learning opportunities are suitable for all pupils, whatever their background or needs. The school has made a conscious commitment to provide a wide curriculum and is participating in initiatives such as a Creativity Hour project to broaden its work in the Arts. There has been very good improvement in the provision of work related to the cross-curricular themes of community, citizenship and environmental education since the last inspection, and these are now fully embedded within the curriculum through a carefully planned programme in each year group. For example, a flexible scheme of work for citizenship provides teachers with very good ideas to help them plan for this aspect of the pupils' education through religious education, geography and history. There are often very good links between subjects, for instance in the use of information and communication technology to support the teaching of other subjects and in the good development of pupils' speaking and listening skills through discussion in many subjects.
13. The school's programme of extra-curricular activities is outstanding and much appreciated by parents and pupils alike. These activities are extremely well organised and supported by very clear documentation. Parents are fully informed about the days, times and nature of all the clubs appropriate for their children through a very helpful information card that is sent home each term. Each member of staff offers at least one extra-curricular activity at lunchtime or after school. Staff offer good role models. For example, a male teacher is currently running a cookery club, a female teacher runs the rugby club and the computer club is run by a male and female together. There is an excellent range of sporting and non-sporting activities. The programme changes each term to keep the activities fresh to pupils. There will be 28 clubs for pupils during this academic year including four different football clubs for pupils of different ages, netball, rugby, hockey, cross-country and gymnastics, choir, recorders, Spanish, French, library, 'hot marimba', 'smarty arty', mathematics, eco-school and the citizenship action group. The clubs are very well attended. A noteworthy feature is the daily homework club run by midday assistants. This initiative promotes equal opportunities well.

The pupils have very positive attitudes to their education. They are very enthusiastic about their school and what it has to offer them.

14. Pupils are proud to attend the school and believe that it is very good. They are highly enthusiastic about its strengths, particularly the number of clubs put on for their benefit, the fun they have in lessons and the computer provision within the school. They have high aspirations for their future employment and understand the need to work hard in order to achieve their ambitions.
15. The school offers its pupils many very good opportunities to show initiative and they relish these, taking their responsibilities seriously. For instance, the Eco-school committee meets between four and six times a term to make decisions about environmental initiatives. Pupils have helped to write bids that have resulted in the school receiving money, taken minutes of meetings and helped to design a garden in memory of a former pupil. A peer mediation scheme involves all pupils. A team of mediators helps to sort out minor disputes between children, booking appointments and then discussing how difficulties might be resolved. All pupils in the school have been trained, either as mediators or as users of the mediation service. One of the more demanding opportunities to show initiative is arranging the Friday 'merit assembly'. Once a month, this assembly is organised completely by a pupil. Pupils volunteer and a name is drawn out of a hat. The selected pupils can ask three friends to help and there is no shortage of volunteers.
16. Pupils are being prepared well for life outside school. They appreciate the opportunities given for them to take part in the day-to-day running of the school. In addition to responsibility as prefects and house captains, pupils in Year 6 monitor energy use weekly. They enter the figures for gas, electricity and water use onto a spreadsheet and analyse the printouts, comparing energy use with the same period in different years. Pupils have a clear sense of community spirit. The Citizenship Group draws up a short list of charities for the school to support before they all voted for their preferred option. The pupils themselves organise events to raise money for their chosen charities, with adult help when it is needed. Recent events have included discos, a non-uniform day and a weekly 'Choc shop' tuck shop to raise funds for Christian Aid.

WHAT COULD BE IMPROVED

Pupils do not carry out enough extended writing in English or in other subjects across the curriculum.

17. By the time they reach Year 6, pupils know how to vary their style of writing according to the audience that will be reading their work. They can use their writing skills for a suitable range of purposes to produce diaries, reports and scripts of plays. They research information and make notes, for example when they are working on a biography of the author Roald Dahl. Pupils have a good understanding of grammar. They can identify whether sentences are written in the active or passive voice and spot imperative verbs in a plan for a story. Their spelling is usually accurate but pupils do not always take enough care over the presentation of their written work, with the result that it can be rather untidy.
18. Scrutiny of pupils' written work and discussion with pupils shows that they seldom write at length either in their creative writing or in factual writing. Their independently written stories are usually well-structured with good use made of plans to help them think through what they will write. However, the brief nature of pupils' final efforts often means that the descriptive detail that would improve their writing by adding flavour is missing and characters are not as convincing as they could be. There are too few opportunities for pupils to develop and extend their writing skills in recording their work in other subjects of the curriculum such as history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The headteacher, staff and governors should improve the opportunities for pupils to write at length in English and in other subjects across the curriculum (paras 17 and 18).

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	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	30	48	9	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	231
Number of full-time pupils known to be eligible for free school meals	80

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	58
Number of pupils on the school's special educational needs register	5

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	28
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.3

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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	28	26	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	28
	Girls	17	16	26
	Total	35	39	54
Percentage of pupils at NC level 4 or above	School	65 (70)	72 (85)	100 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	22
	Girls	16	18	21
	Total	34	40	43
Percentage of pupils at NC level 4 or above	School	64 (90)	74 (82)	80 (75)
	National	70 (68)	72 (69)	80 (75)

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

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	1	3	0
My child is making good progress in school.	62	36	1	1	0
Behaviour in the school is good.	53	36	5	3	4
My child gets the right amount of work to do at home.	54	40	5	1	0
The teaching is good.	68	31	1	0	0
I am kept well informed about how my child is getting on.	58	29	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	1	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	62	29	6	1	1
The school is well led and managed.	77	21	0	0	3
The school is helping my child become mature and responsible.	64	28	5	1	0
The school provides an interesting range of activities outside lessons.	82	18	0	0	0