

INSPECTION REPORT

PORCHESTER JUNIOR SCHOOL

Nottingham

LEA area: Nottingham

Unique reference number: 122529

Headteacher: Mr T Elwell

Acting headteacher at the time of the inspection:

Mr Keith Harrison

Reporting inspector: Mr Rod Spinks
2783

Dates of inspection: 21 – 23 January 2002

Inspection number: 197351

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 - 11
Gender of pupils:	Mixed
School address:	Standhill Road Carlton Nottingham
Postcode:	NG4 1LF
Telephone number:	0115 9520920
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Darrell Pulk
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Porchester Junior School is situated in the district of Carlton on the northern side of the city of Nottingham. It takes pupils aged seven to eleven years. There are currently 195 pupils attending the school which makes it smaller than similar schools nationally. The percentage of pupils eligible for free school meals is broadly average as is the proportion of pupils identified on the school's register of special educational needs, although the number of pupils with a statement of special educational need is below average. Most pupils with special educational needs have moderate difficulty and several are autistic. There are fewer than average pupils for whom English is an additional language. Pupils come from a wide variety of backgrounds and their attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school with a number of outstanding features. Leadership and management are a strength of the school. Standards in literacy are outstanding. This is a result of consistently very good teaching and very effective leadership. There are very good opportunities for pupils' personal development, and this, together with the excellent behaviour of pupils, has a significant positive impact on standards overall. The school gives very good value for money.

What the school does well

- The citizenship programme for pupils.
- The outstanding literacy standards.
- High standards in information and communication technology and well above average standards in most other subjects.
- Very good teaching.
- Excellent pupil behaviour and their very positive attitudes to the school and learning.
- Very good personal development of pupils.
- Good management.

What could be improved

- There are no specified areas for improvement but the school may wish to address some areas of relative weakness in order to raise the standards in other subjects to match those in literacy.

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 1997. Since that inspection the school has improved considerably. The quality of teaching has improved through better teachers' planning and their more effective assessment of pupils' work. Effective collective worship, and teachers giving pupils more opportunities to make personal responses to many situations and issues, have enhanced pupils' spiritual development. The governing body has developed its role to become fully involved in planning for the future development of the school and to support this through careful financial management. Governors are aware of the progress the school has made and are committed to continue the improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	D	A	A
mathematics	A	D	C	B
science	A	B	A	A

Key

Well above average A

Above average B

Average C

Below average D

Well below average E

By the end of the juniors pupils attained standards in 2001 which were well above national averages for English and science and close to the average for mathematics. When compared with schools having a similar proportion of pupils eligible for free school meals pupils attained well above average standards in English and science and above average standards in mathematics. Results have improved over the last four years at a rate similar to the national trend but from an above average starting point.

A detailed scrutiny of pupils' work carried out by inspectors and the observation of lessons supports the identified high standards. Pupils' work shows consistently good and very good progress for pupils of all abilities in all year groups. Pupils in Year 6 are on course to attain standards well above those normally expected in the national assessments in 2002. Standards in most subjects of the curriculum are above average and this attainment is supported by the very high levels of literacy demonstrated by the pupils. Standards in numeracy are well above average and support learning in other subjects well. Standards shown by pupils in Year 6 in information and communication technology are high and these skills are used to support learning in most other subjects of the curriculum.

Pupils enter the school with broadly average attainment and they make very good progress. They are achieving very well in attaining high standards in response to the very good teaching they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: Pupils are keen to come to school and arrive in the expectation that they will work hard and achieve success.
Behaviour, in and out of classrooms	Excellent: Pupils are open, friendly and courteous. They are supported well by all adults to develop high self-esteem and effective self-discipline.
Personal development and relationships	Very good personal development and excellent relationships.
Attendance	Satisfactory: Pupils arrive punctually so that lessons always start on time.

This is a major strength of the school. Pupils are very positive about their education and expect to do well. They develop excellent relationships with their peers and with adults. They are confident and support one another well. Behaviour is exemplary. Pupils play well together and at lunchtime the pupil-organised and managed games demonstrate the excellent relationships. Most pupils attend school regularly but a significant level of holidays taken in term-time reduces the overall attendance rate.

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.

In all inspectors observed 17 lessons or part lessons during the two days of the inspection. Teaching was always at least good and in almost two thirds of lessons was judged to be very good and outstanding. The teaching of English and mathematics is consistently very good and the three outstanding lessons seen were in these subjects. The teaching of literacy is very good across all subjects and this leads to the very high standards pupils attain. Numeracy is taught well and standards are well above average. The very good teaching of information and communication technology is ensuring that this subject is contributing to pupils' learning and high standards in most subjects of the curriculum. Teachers' very good subject knowledge, their good planning and their very effective use of assessment to identify what pupils need to learn next, are the foundations of the very effective teaching. All pupils respond well to this teaching so that they make very good progress, particularly in English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: The National Curriculum is enhanced by a range of visits, visitors and the special focus on personal education.
Provision for pupils with special educational needs	Good: Pupils are well supported by learning support assistants in lessons. When withdrawn for special support they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: A major strength of the school. The citizenship programme contributes strongly to pupils' personal development.
How well the school cares for its pupils	Very good: Pupils learn in a safe and secure environment.

The curriculum fully meets statutory requirements. There is a reasonable allocation of time for the

subjects of the curriculum so that pupils are able to cover all appropriate aspects of the subjects. There are some limitations in the accommodation which limit the range of outdoor activities in physical education. The school cares for its pupils well. There are very good systems for monitoring pupils' academic and personal progress, and this, along with the many opportunities for pupils to be involved in the work of the school, for example, through class councils, enhance their personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: All managers are fully committed to sustaining and improving the high quality of education the school provides and the standards pupils attain.
How well the governors fulfil their responsibilities	Good: Governors are fully involved in the work of the school. They are knowledgeable and have a good understanding of the strengths of the school.
The school's evaluation of its performance	Very good: Managers and governors use a wide range of assessment information as well as direct observation to evaluate the school's effectiveness.
The strategic use of resources	Good: The school uses the available resources well to support the high quality education it provides.

The headteacher provided clear leadership and direction for the development of the school after the last inspection. The present acting headteacher has provided good leadership, which has promoted the continued development of the school through better improvement planning, resulting in the raising of standards still further. In particular he has been the driving force behind the introduction of the Citizenship course and the developments in information and communication technology. The development of the school is carefully planned following detailed evaluation of the strengths and weaknesses of pupils' progress and attainment. The school consults about future development and has set challenging targets for sustained high standards and is consequently meeting the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High standards. • Good behaviour of pupils. • Good teaching. • Good management. • The <i>SMILE</i> programme. 	<ul style="list-style-type: none"> • Extra-curricular activities. • Homework.

Inspectors found much evidence to support parents' positive views. Pupils are attaining high

standards and their behaviour is excellent. Overall, the quality of teaching is very good and pupils are making very good progress. The school is well managed and parents have great confidence in the school. Inspectors do not share parents' views with regard to the nature and range of extra-curricular activities. The school offers a reasonable range of opportunities for pupils to undertake activities to support learning, including educational visits, however, the very restricted outdoor physical education facilities limit sports team participation. In addition, teachers have committed significant extra-curricular time to developing pupils' personal skills within the *SMILE* programme (the training of pupils to be playground peacemakers) and to the introduction of the outstanding Citizenship course.

Generally homework is set and marked regularly and the amounts are similar to those found in other primary schools.

The school has recently improved communication with parents through a well-produced regular newsletter. It could with advantage review its arrangements for informing parents about the work that their children will do in lessons each term.

Many parents expressed concerns over secondary education at the parents' meeting. Inspectors identified that there are good links between Porchester and the local secondary school which aid the smooth transfer of pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The citizenship programme for pupils.

- 1 This major development within the curriculum has a primary focus of developing the personal skills of pupils. It has successful links to many areas of school life and preparing pupils for life after school. There has been time allocated for this programme within the normal teaching week.
- 2 The very effective planning of the programme to provide a good range of experiences and personal learning is fundamental to its success. The co-ordinator has clear goals for pupils' personal development as well as the development of the school community. The acting headteacher has been instrumental in enabling these developments to take place.
- 3 The programme of lessons has a very good balance of developing personal skills and advancing understanding. In the lesson seen during the inspection the focus was on developing pupils' listening skills. This well planned and structured lesson used a very effective range of activities and methods to develop pupils' listening skills. Pupils responded by concentrating very well and becoming fully involved in the activities. They listen well to one another and the teacher skilfully used pupils' contributions to the ensuing discussions to promote further understanding.
- 4 Closely linked to the citizenship course is the work of the *SMILE* team. This aims to promote better relationships between pupils and affords a structured process for the resolving of conflict between them. The pupils identified as members of the team have received significant training in counselling skills and act as playground peacemakers. This training has taken place outside normal lesson time and has required a substantial commitment from teachers.
- 5 Overall this programme makes an outstanding contribution to pupils' personal development, and through this the excellent relationships within the school.

The outstanding literacy standards.

- 6 The school has fully implemented the National Literacy Strategy. All classes have identified literacy lessons which broadly follow the national programme. The reading element of the programme has been placed outside the literacy hour and this increase in time spent on the programme directly contributes to the very high reading and writing standards of pupils.
- 7 Overall standards in literacy are outstanding. During the inspection, they were observed to be well above those normally found for every age group in the school. Pupils show high attainment in reading to obtain information and in their ability to write clearly and coherently in a variety of ways and for a wide range of audiences. Pupils with special educational needs receive very good focused support when withdrawn from main lessons. Teachers

and support staff use a range of methods and, by accurately assessing pupils' progress, ensure that the work they are expected to do promotes the maximum progress possible.

- 8 The teaching of literacy is consistently very good and frequently excellent. This ensures that pupils' skills, knowledge and understanding develop quickly. Teachers plan the work to enable pupils to make very good progress. They use individual pupil targets well to encourage high attainment. Teachers then ensure that pupils use these skills in the other subjects of the curriculum. For example, when Year 4 pupils write about what it was like to be a Roman in Britain in their history lessons, and Year 6 pupils write lyrics for a song in music.
- 9 The high level pupils attain in literacy enables them to access and use a wide range of information to support their learning across the curriculum which in turn raises the standards they attain in those subjects. However, limited access to reference books does occasionally restrict the progress pupils make.
- 10 The introduction of the National Literacy Strategy has been managed very effectively. Careful monitoring of the teaching by the co-ordinator has led to training for teachers and the evaluation of working practices. This has resulted in the consistent very high quality of the teaching observed during this inspection which is the most significant influence on the high standards pupils attain.

High standards in information and communication technology and well above average standards in most other subjects.

- 11 The school has effectively resourced this subject although the actual space available for a dedicated information and communication technology area is very limited. The effective use of part of the school hall for networked computers means that when the computers in classrooms are added there are sufficient computers for whole class activities. The regular and good use of the interactive whiteboard enhances pupils' learning and has raised standards.
- 12 Teachers use the good annual and termly planning to deliver very effective lessons. They have secure subject knowledge and very good skills which enable them to deliver lessons that are both interesting and challenging. Teaching is consistently very good and this ensures that pupils make very good progress.
- 13 The standards shown by pupils in lessons and in the work they have produced are well above those typically found by the end of the juniors. For example, in a Year 5 and 6 lesson supporting work in literacy pupils used a computer software programme for public presentation of information called *PowerPoint* to explain similes and metaphors.
- 14 Pupils also regularly use information and communication technology to support work in subjects such as geography and science, where data is collected and then presented in a number of different ways. Teachers use the computers in classrooms to support learning using different software, for example number work practice in mathematics.

- 15 Overall, standards in almost all subjects of the curriculum are above those normally found. All pupils clearly make very good progress as a result of the very good teaching they receive. For example in a Year 4 history lesson pupils explored the meaning of the hymn *Hail to you O' Nile* and its importance to survival. In other work in geography pupils in Year 5 and 6 produced a questionnaire about the local area and then presented their results in ways ranging from written accounts and hand-produced pie charts to computer-generated charts.
- 16 Standards in physical education are more typical of those found in other schools. Although certain skills are well developed such as throwing and catching, others which involve more active team games, such as football, are limited due to the lack of outdoor facilities and this also restricts the opportunities for pupils to take part in competitive team games. However, at lunchtime pupils organise themselves well to play football and wall ball and demonstrate at least average physical skills and above average organisational and management skills.

Very good teaching.

- 17 During the two days of the inspection 17 lessons were observed. Six lessons were judged to be good, eight very good and three outstanding. Overall teaching is very good. Teachers have very good subject knowledge and plan lessons well to deliver very challenging activities for pupils which enable them to learn well and make very good progress. For example, in a Year 5 and 6 literacy lesson on figurative language the teacher read the poem *A Seashore Breakfast* and the pupils were encouraged to appreciate the meaning and were eager to demonstrate their knowledge of the differences between poetry and prose.
- 18 Lessons are delivered briskly so that pupils are working at all times and are given good opportunities to demonstrate their learning. For example, in a Year 3 and 4 mathematics lesson pupils were ordering, adding and subtracting negative numbers and the teacher summarised the lesson by using a standard assessment test question, normally set for the Year 6 age group, which all pupils could answer, so demonstrating their learning in the lesson and the high standards being attained.
- 19 The key feature of all teaching is the effectiveness of teachers' assessment of pupils' progress so that the work they plan closely meets pupils' needs and is designed to enable them to make the maximum progress. The best use of this assessment was seen in literacy, with each pupil having their own targets for achievement. This significantly enhances learning and the progress pupils make. The extended use of this approach across other subjects such as mathematics and science would raise standards even further.

Excellent pupil behaviour and their very positive attitudes to the school and learning.

- 20 Pupils' behaviour is excellent at all times. Relationships in the school are excellent and this concern and understanding for others effectively supports and reinforces the excellent behaviour. In general, pupils appear to manage their behaviour themselves but this is only possible because of the effectiveness of the teachers in promoting pupils' personal development.
- 21 Pupils are keen to come to school and expect success through hard work. They

concentrate very well and persevere even when finding the work difficult. This positive response ensures that they make very good progress in all aspects of their learning. They are confident and relate well to their peers and adults. Their obvious enjoyment of all activities offered to them makes the school a very happy environment in which to learn.

Very good personal development of pupils.

- 22 Pupils are helped by the school to grow into mature young people who have a clear understanding of right and wrong. They develop self-control and self-awareness, which significantly contributes to their excellent behaviour and relationships. They respect one another and their teachers and confidently talk to adults about their work and life in school.
- 23 Pupils are encouraged to make personal responses as well as think about how others may feel in a range of different situations. For example, in a very good assembly pupils made personal responses to and considered the effect on others within an identified family situation. This was done sensitively by the teacher and pupils responded thoughtfully. The provision for pupils' spiritual development is significantly better than at the time of the previous inspection.
- 24 Pupils have many opportunities to learn about their own and other cultures in lessons and through visits. These experiences broaden pupils' understanding of the world and enable them to respond more fully to new situations. The school has plans to extend pupils' learning of different contemporary cultures.
- 25 Pupils become independent learners early in their life in the school. They are expected, encouraged and taught how to work well with minimum supervision so that by the time they are in Year 6 teachers can confidently ask pupils to find information and develop their own ideas. However, the lack of a central reference library in the school limits pupils' experience of seeking information from books, although they regularly seek information using their information and communication technology skills.

Good management.

- 26 The headteacher set the clear parameters for the future development of the school after the last inspection. The school has developed consistently from that time with the effective management of resources and the development of teachers' skills, knowledge and classroom practice. The National Literacy and Numeracy Strategies have been established well and standards have risen steadily from an above average starting point at the last inspection.
- 27 The current acting headteacher has very effectively continued this work, sustaining earlier improvements and enhancing the quality of education still further through more rigorous monitoring of teaching and providing further training for teachers. He evaluates the work of the school in great detail and identifies clearly for senior managers and governors its strengths and weaknesses. He has been well supported in this process by the acting deputy headteacher, who has played a full part in the monitoring of the work of the school.

- 28 The acting headteacher has been instrumental in the development of information and communication technology and has been the driving force behind the recently introduced Citizenship course. He has actively fostered the links between pupils' personal development and their learning and progress in the subjects of the curriculum.
- 29 All teachers with management responsibility for subjects of the curriculum and other aspects of the school such as special educational needs are very effective. They support other teachers well with effective planning and information. All subject co-ordinators are involved in monitoring the quality of delivery of their subjects and they use the information they gain to advise senior managers of teachers' training needs.
- 30 The governing body is very supportive of the school. The governors are fully involved in planning for the future development of the school and use this detailed planning to guide their budgetary decisions. They receive good information from the senior managers, which enables them to monitor the work of the school more closely, and, through links with subject co-ordinators and visits to the school, have a first hand understanding of the work of the school.

WHAT COULD BE IMPROVED

- 31 There are no specified areas for improvement but the school may wish to address some areas of relative weakness in order to raise the standards in other subjects to match those in literacy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 32 The governors and headteacher may wish to consider the following areas for future development:
- (1) extending the use of individual learning targets for pupils in all subjects of the curriculum, building on the good practice currently being used in literacy lessons; [19]
 - (2) reviewing the current use of the building to seek to develop a library area, particularly for reference texts; [9, 25]
 - (3) seeking ways to enhance the opportunities for invasive games in physical education. [16]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

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
Number	3	8	6	0	0	0	0
Percentage	18	47	35	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	195
Number of full-time pupils eligible for free school meals	-	19

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	34

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	4
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	6.4
National comparative data	5.6

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	22	21	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	16	21
	Girls	19	15	18
	Total	39	31	39
Percentage of pupils at NC level 4 or above	School	91 (83)	73 (69)	91 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	18
	Girls	13	13	16
	Total	27	26	34
Percentage of pupils at NC level 4 or above	School	63 (53)	60 (61)	79 (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	1
White	189
Any other minority ethnic group	1

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	1	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: Y3 – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	2
Total aggregate hours worked per week	37

Financial information

Financial year	2000/2001
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	£
Total income	379,478
Total expenditure	392,900
Expenditure per pupil	1,965
Balance brought forward from previous year	69,416
Balance carried forward to next year	55,994

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	2
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	38	57	5	0	0
My child gets the right amount of work to do at home.	32	54	10	3	2
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	52	40	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	33	2	2	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	38	46	11	2	3
The school is well led and managed.	56	37	5	0	2
The school is helping my child become mature and responsible.	54	41	5	0	0
The school provides an interesting range of activities outside lessons.	16	32	27	8	16