

INSPECTION REPORT

**ST ANNE'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

St. Ann's Hill, Wandsworth

LEA area: Wandsworth

Unique reference number: 101041

Headteacher: Mr Simon Bates

Reporting inspector: Mrs S. Vale
22476

Dates of inspection: 4 - 5 March 2002

Inspection number: 198085

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with Nursery
School category:	Voluntary Aided
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	208 St Ann's Hill Wandsworth London
Postcode:	SW18 2RU
Telephone number:	020 8874 1863
Fax number:	020 8875 0617
Appropriate authority:	Governing Body
Name of chair of governors:	The Reverend Gordon Jeanes
Date of previous inspection:	13 -16 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Anne's Church of England Primary School is situated right in the centre of Wandsworth catering for pupils aged between three and 11 years of age. There are currently 205 pupils on roll, 102 boys and 103 girls including 28 children in the Reception class and 33 children in Nursery. This is just below the national average. One hundred and twenty five (59 per cent) of these pupils are supported through a government grant to support the achievement of ethnic minority pupils. There is a diverse social mix, with some pupils coming from the local 'high-rise' council flats and others living in the large local Victorian houses. Overall, 14 per cent are eligible for free school meals, which is below average. Pupils speaking English as an additional language account for 39 per cent of the school which is very high when compared to other schools. Twenty three per cent of pupils are on the school's special educational needs register, above the national average. Fewer than one per cent of pupils have statements of special educational need, this is below the national average. Overall, children enter the school at average standards for their age, although they show a broad range of ability.

HOW GOOD THE SCHOOL IS

This is a very good school. Strong clear leadership and very good management means that teaching is also very good. This results in high standards, particularly in English and mathematics. The school gives very good value for money.

What the school does well

- Pupils make very good progress and reach high standards in English, mathematics and science.
- Teaching is very good. Teachers always expect the most from their pupils and make work interesting and challenging.
- The strong clear leadership of the headteacher, the very good teamwork of the staff and the very good support of governors ensure high standards and continued improvement.
- Pupils' work is planned very well and there are careful checks on their progress. This helps teachers to identify pupils' needs and plan challenging work so that high standards are achieved.
- Relationships, and pupils' personal development are very good: pupils apply themselves to their work with enthusiasm and interest and work alongside each other in racial harmony.

What could be improved

- There are no features that require significant improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made considerable improvement since its last inspection in October 1997 and shows a continued commitment to improve still further. By the end of Year 6 pupils continue to reach above average standards in the national tests. The quality of teaching, which was a strength at the last inspection, has improved still further. The key issues for action identified by the last inspection have, overall, been well addressed: for example, raising standards of attainment in geography, and music. There has been particular improvement in information and communication technology (ICT) where standards are now good. The cultural aspect of the life of the school was unsatisfactory but has greatly improved and is now very good. There are policies and schemes of work for all subjects, with a more thorough involvement of curriculum coordinators. The governing body has been re-organised since the last inspection and all governors now have curriculum areas

of responsibility and make at least annual visits to the school. They are more fully involved in the school since the last inspection, through careful monitoring and close contact between the headteacher and the chair of governors. Planning for school improvement is also better with the full involvement of both staff and governors. Attendance has also improved due to better and improved strategies to monitor absence.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A*	B	A	A	well above average A
mathematics	A	C	A	A	above average B
science	B	C	B	B	average C
					below average D
					well below average E

The findings of this inspection agree with the school's test results and judge standards in English, including literacy, mathematics, including numeracy and science, to be well above average. The rate of improvement over the last four years remains stable. The school sets demanding targets to maintain and improve standards and these were met in last year's tests. In English standards are particularly high in speaking, listening and reading. In mathematics pupils are very good at mental calculations and problem solving. Pupils throughout the school reach high standards in information and communication technology because of the school's improved provision. Children by the end of reception reach very high standards in all aspects of their learning. Throughout the school pupils with special educational needs make very good progress and reach high standards for their capabilities. Higher achieving and gifted and talented pupils also make very good progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to come to school and take a pride in their work. This helps them to make very good progress.
Behaviour, in and out of classrooms	Good. Pupils behave well, are polite and treat each other with respect. This is particularly noticeable in the playground.
Personal development and relationships	Excellent. All members of the school community work and play together in racial harmony.
Attendance	Good.

All these factors contribute to the good achievement and progress which pupils make.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

The quality of teaching and learning is very good throughout the school. High quality teaching of English and mathematics, including literacy and numeracy, enables pupils to make good progress. Teachers have very good knowledge of these subjects. They use good question and answer sessions to make the pupils think and to ensure their learning takes place. They have high expectations of the standards that the pupils can achieve and motivate them to do their best. This means that the pace in lessons is brisk, that work is demanding and that pupils are fully engaged with their work. Teachers' plan lessons very thoroughly and ensure that all pupils are fully included in the lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well organised and encourages pupils' learning. The range and number of activities on offer to pupils outside the school day are very good.
Provision for pupils with special educational needs	Very good. Procedures for identifying and supporting pupils with special educational needs are very good and have very good access to the school's curriculum. As a result pupils are well supported and make good progress towards their targets.
Provision for pupils with English as an additional language	Provision is very effective and allows all pupils equal access to the curriculum: as a result, pupils with English as an additional language make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's close connection with the Church of England promotes pupils' spiritual development well and encourages very good moral and social values. Provision for pupils' understanding of the multi-cultural nature of British society is also very good and encourages the involvement of all faiths and cultures.
How well the school cares for its pupils	Very good. Assessment is very thorough with pupils being individually tracked throughout the school.

Many parents help in classes on a regular basis. Parents support the school's work well, and are actively involved in the life of the school. These good links with parents help to raise standards

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives the school very clear and purposeful leadership. This results in very effective teamwork by the staff and a joint commitment to high standards, despite the fact that many staff are new to the school. Staff with subject responsibilities carry out their roles well and play an active part in developing the school improvement plan.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities very well. It take an active role in monitoring the school's finances, standards and the curriculum. This gives them a good knowledge of the school and allows them to support it well.
The school's evaluation of its performance	Excellent. The school analyses the results of annual tests carefully to ensure that high standards are maintained. There is very good monitoring of teaching by the headteacher, senior managers and the LEA. The school knows exactly what to do to continue its very good improvement.
The strategic use of resources	Very good. The school's resources are used very well to promote pupils' learning. Improvements to the building, for example the new ICT suite and the start of the building works for the new classrooms, are carefully costed and governors receive regular reports to enable them to judge the effectiveness of their spending.

The school applies the principles of best value well and is careful not to become complacent. It compares itself against others and challenges its own effectiveness. The school makes very good use of local Beacon schools to support its own development.

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 like school • The approachability of the staff • The leadership and management of the school • The standards of work their children achieve • They are kept well informed about how their child is doing • Their children are helped to become mature and responsible • The school provides an interesting range of activities both in and outside of lessons 	<ul style="list-style-type: none"> • Behaviour, particularly within Years 2 and 4. • How the school deals with poor behaviour.

The findings of the inspection support the positive views of parents. At the parents' meeting some of the 15 parents present expressed concerns about the behaviour of children in Years 2 and 4. The inspection found that the behaviour in these classes was satisfactory overall, although there is a small number of pupils who have an immature attitude to their learning, mainly due to a lack of self-esteem and belief in their own ability. However, behaviour out of lessons, for example, at playtimes, was very good and showed all pupils actively involved in playing together in complete racial harmony.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and reach high standards in English, mathematics and science.

1. The school's performance in the 2001 National Curriculum tests at the end of Year 6 was very high and much higher than that for similar schools. In English and mathematics the results were well above the national average and in science they were above. All pupils reached or exceeded the nationally accepted level in English and mathematics, putting the school in the top five per cent of all schools in the country. This also indicates how well the school is providing for pupils with special educational needs and those with English as an additional language. They also provide very well for pupils who are gifted in certain subjects, for example, allowing a pupil from Year 3 to work in the Year 6 maths group, so that she is sufficiently challenged. Achievements in English are particularly good with pupils making rapid progress and being almost three terms ahead of the average. Taking all three subjects together, pupils are about two terms ahead of the average showing that the school is successfully educating all its pupils. Over the five years 1997 – 2001, test results have remained consistently above the national average, keeping pace with the rise in standards nationally.

2. Evidence from the inspection shows that in Year 6 lessons, pupils' standards remain very high especially in English and mathematics. Higher attaining pupils are well catered for and are constantly challenged to achieve as well as they possibly can. They, and other pupils, know exactly what they need to do to improve in all aspects of their work. Because of the very good quality of teaching, standards in the end of year tests in English, mathematics and science are set to remain high. For example, in a Year 6 mathematics lesson, the rate of learning was tremendous as the pupils were constantly challenged in their thinking. They were calculating percentages of sums of money and worked extremely well independently and in pairs, using a wide range of strategies and mathematical knowledge to find the correct answers. During this lesson the teacher drew on the very secure mathematical knowledge the pupils had built up over the years and encouraged them to think for themselves. This they did with confidence and by the end of the lesson all knew how to find a given percentage and their attainment was well above that expected for their age.

3. Learning was also particularly good in an English lesson in Year 6 where pupils were analysing how paragraphs are constructed and their use. Again, the very good quality of teaching enabled pupils to learn very effectively during the course of the lesson. Pupils were able to say exactly what they thought an author was implying in a paragraph and compare paragraphs by different authors to assess the differences in impact they made on the reader. Because pupils' reading skills were so good, they were able to cope with this demanding work confidently. By the end of the lesson achievement was high and pupils had a very good understanding of how paragraphs are used in writing.

Teaching is very good. Teachers always expect the most from their pupils and make work interesting and challenging.

4. In 100 per cent of lessons teaching is satisfactory or better, in 80 per cent it is good or better and in 35 per cent it is very good with a further 15 per cent being excellent. Teaching is very good throughout the school and this is why standards are so high by the time the pupils leave at the age of 11. Pupils get a good start in the nursery and reception classes and the effective teaching they receive as they move through the school has a very positive impact on the progress they make and their attainment. This is true for pupils of all abilities as can clearly be seen from the Year 6 national test results in which all pupils reached at least the accepted levels in English and mathematics with many exceeding this.

5. Teaching is very good for a number of reasons. Teachers have a very good knowledge

and understanding of subjects and this helps them to set challenging and interesting work. For example, in a Year 3 history lesson the teacher's excellent knowledge of Tudor times was used exceptionally well to lead a discussion about the compatibility between Henry VIII and Anne of Cleves. Pupils were highly motivated and joined in making many relevant and perceptive comments showing their own understanding of both the period and human relationships. They then worked in pairs to analyse text and pictures to write a character profile. With other pupils they then made a joint decision about whether or not Henry and Anne would be a good match. Well-organised activities, such as those seen in the reception class, help pupils to learn most effectively. By having the children in groups rotating around three activity areas, the time was used extremely well and the levels of concentration and interest maintained. By the end of the lesson the children could identify rhyming words, add two digits to make six and show good standards of speaking and listening in imaginative role-play based on a café.

6. Imaginative and interesting work is a strong feature of many lessons. Teachers prepare some very good resources to stimulate pupils' interest and help them concentrate on their work. For instance, in a Year 1 science lesson the teacher had a super collection of light sources and reflective materials for pupils to investigate. All were fascinated by these and learned a great deal about light in the course of the lesson. The care teachers take in preparing their lessons means that pupils are never bored and are always eager to be involved and learn more.

7. Another, and very important factor in the very good teaching is that teachers manage pupils very well by always expecting the best of them and being sensitive to their needs. This is not always easy as some pupils, particularly in Years 2 and 4, have low self-esteem and have to be constantly encouraged by their teachers to bring out the best in them. The good behaviour and enthusiasm of pupils to their learning is a direct result of the good relationships they have with their teachers and the atmosphere of mutual trust and respect seen in many classes. This was illustrated well in a Year 5 dance lesson in which all pupils joined in with boundless enthusiasm and were extremely, and justifiably, proud of their efforts.

The strong clear leadership of the headteacher, the very good teamwork of the staff and the very good support of governors ensure high standards and continuing improvement.

8. The headteacher has clear values and ideals which he shares effectively with his staff and governing body. The positive role model provided by the Head teacher in his relationships with pupils encourages them to react well to one another and to value each other's views and opinions. The more clearly defined role of the subject co-ordinators ensures that each curriculum subject area is well led, raising standards of attainment across the whole curriculum. Teachers with subject responsibilities fulfil their roles very well by planning for and monitoring development and their work feeds into the school's three-year school improvement plan. This means that the provision for pupils continues to improve, as seen with the development of the information technology suite.

9. The headteacher and staff work very well with governors to ensure that they receive relevant information about the curriculum which enables them to monitor it effectively and focus their spending on improving the quality of education for the pupils, hence the start of the building works for the two new classes.

10. Each governor takes a special interest in one subject with regular visits; this ensures that they have extensive knowledge of the school's work. They have spent funds wisely in improving provision of information and communication technology and this has resulted in raising standards of attainment since the last inspection report.

Pupils' work is planned very well and there are careful checks on their progress. This helps teachers to identify pupils' needs and plan challenging work so that high standards are achieved.

11. Lesson planning is very thorough. Teachers not only plan for lessons very carefully by relating what they are going to teach with their medium and long term plans, but they also run through what they will do with the pupils to check that everything is working well and that they are using resources to their best possible effect.

12. Medium and short-term plan's which organise how each subject is to be taught have been developed and refined a great deal since the last inspection. These give teachers very good guidance in some detail about what the lessons should contain and when certain topics will be covered. Short term plans, for example, all follow an agreed shape and include information about what is to be learnt in the lesson, the activities pupils will do, and how these are to be made challenging enough for everyone in the class. They also include clear plans on how pupils with special educational needs will be supported in their learning. These plans are closely monitored by co-ordinators to ensure that pupils receive the best possible curriculum.

13. Teaching is also carefully monitored by the headteacher and senior staff. This also ensures that pupils receive the best possible standards of teaching available and hence ensures that standards remain high. The thorough assessment of pupils' work means that teachers are able to target support where needed, and provide work that is closely matched to pupils' needs. Individual learning targets are set and pupils are well aware of what their targets and learning objectives for each lesson are. This has a positive effect on improving pupils' learning. The school has clear and concise strategies in place for assessment. The information on each pupil's progress and attainment is fully shared with parents and allows them a very clear understanding of exactly where their children are in their standards of learning.

Relationships and pupils' personal development are very good: pupils apply themselves to their work with enthusiasm and interest and work alongside each other in racial harmony.

14. A very good aspect of St. Anne's school is the way it encourages pupils to work and play together. The warm caring atmosphere shows the respect which is held by both teachers and pupils alike. For example in Year 5 and Year 6 literacy lesson the very good relationships between pupils and teachers help to maintain the very high standards of behaviour which are seen.

15. The headteacher and staff know their pupils very well and show great concern for their personal as well as academic development.

16. The majority of pupils respond well to their teachers in lessons. They are polite and show respect for each other's feelings. This is very noticeable during playtimes and lunch times, where there is excellent racial harmony when pupils play together. For example, younger children play football with older children, both boys and girls playing together in the same match. Also excellent examples of imaginative role play were seen at lunchtime involving pupils from all different cultures.

17. The youngest pupils settle quickly to their work and are attentive mainly because of the teachers' clear expectations and well-established routines. Older pupils are given responsibilities, such as having 'buddies' to support, and they help with the arrangements for assemblies. One reward which older pupils can aim for is to be allowed to help with the younger pupils. This shows a mutual respect for different age groups within St. Anne's.

18. One aspect of personal development which is not so well established is the promoting of pupils' self-esteem in Year 2 and Year 4. Whilst respect for the individual is evident in much of the work of the school, through its celebration and promotion of Christian values, there is a small but significant number of pupils who lack self-esteem. An example of this seen during a Year 4 history lesson was when a group of pupils were given due praise for their work and yet they were unable to accept or acknowledge themselves that they were doing well.

WHAT COULD BE IMPROVED

19. There are no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. Continue the very good work, and make sure that they do not become complacent.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	6	4	0	0	0
Percentage	15	25	30	20	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 five.

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)	33	205
Number of full-time pupils known to be eligible for free school meals		14%

Special educational needs	Nursery	YR- Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		47

English as an additional language	No of pupils
Number of pupils with English as an additional language	67

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence	%
School data	4.7
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	11
	Girls	15	15	15
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	96 (73)	92 (58)	100 (88)
	National	84(83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	15	15	15
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	96 (69)	96 (69)	100 (77)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	8	7
	Total	14	14	13
Percentage of pupils at NC level 4 or above	School	100 (73)	100 (73)	93 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	7	8	8
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	93 (73)	100 (91)	100 (82)
	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	28
Black – African heritage	17
Black – other	25
Indian	0
Pakistani	5
Bangladeshi	0
Chinese	3
White	92
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.9
Average class size	28.1

Education support staff: YR-Y6

Total number of education support staff	8
Total aggregate hours worked per week	240

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22.5
Total number of education support staff	3
Total aggregate hours worked per week	240
Number of pupils per FTE adult	7.26

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
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.

Financial information

Financial year	2000
	£
Total income	570,736
Total expenditure	563,590
Expenditure per pupil	2,905
Balance brought forward from previous year	27,477
Balance carried forward to next year	34,623

This balance is to be used towards the cost of the two new classrooms which are being built.

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	20	2	0	0
My child is making good progress in school.	48	46	4	0	2
Behaviour in the school is good.	36	38	9	14	4
My child gets the right amount of work to do at home.	34	41	13	0	13
The teaching is good.	50	43	2	0	5
I am kept well informed about how my child is getting on.	50	38	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	7	2	2
The school expects my child to work hard and achieve his or her best.	66	29	2	0	4
The school works closely with parents.	59	27	13	0	2
The school is well led and managed.	61	20	11	5	4
The school is helping my child become mature and responsible.	57	30	5	0	7
The school provides an interesting range of activities outside lessons.	29	45	14	5	7