

# INSPECTION REPORT

## WHEATLANDS PRIMARY SCHOOL

Redcar

LEA area: Redcar and Cleveland

Unique reference number: 111659

Headteacher: Mrs E Wilkinson

Reporting inspector: Mrs S Vale  
22476

Dates of inspection: 27<sup>th</sup> – 28<sup>th</sup> May 2002

Inspection number: 198760

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: County

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Hundale Crescent  
Redcar  
Cleveland

Postcode: TS10 2PU

Telephone number: 01642 489784

Fax number: 01642 490885

Appropriate authority: Governing Body

Name of chair of governors: Mr T Collins

Date of previous inspection: 24<sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Wheatlands Primary School is a larger than average primary school, it is almost double the national average in size, with the equivalent of 399 full time pupils on role aged between 3 - 11 years, including 78 children attending the nursery part time. There are 208 boys and 191 girls attending on roll. The majority of pupils are of white British origin, with 3 pupils from ethnic minorities. The school is situated on a growing housing estate, consisting of mainly privately owned housing, on the outskirts of Redcar. Over the last five years the school numbers have risen considerably increasing by approximately 150 pupils and numbers of pupils are continuing to grow. This is having a considerable impact on the availability of space within the school. There are 23 pupils identified as having some kind of special educational need. Three pupils have statements. As a proportion this is below national averages. Thirteen pupils are eligible for free school meals. As a proportion this is well below national averages

Pupils enter school with standards expected for pupils of this age group and which are average for Redcar and Cleveland base line assessments. Only three pupils have English as an additional language.

### **HOW GOOD THE SCHOOL IS**

Wheatlands Primary School is a very good school. The very good quality of leadership and very good management of the school supports the very good teaching which the pupils receive. This results in a strong commitment to high standards, not only in the core subjects of English, mathematics and science but also in the foundation subjects. 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 in the national tests taken by eleven year olds, and in lessons throughout the school. Pupils also reach high standards in many of the foundation subjects, for example, art and design, design and technology and information and communication technology.
- Teaching is very good. Teachers always expect the most from their pupils and make work interesting and challenging. There is no unsatisfactory teaching with 100 per cent of lessons being good or better and 52 per cent being very good or excellent
- The clear, sensitive, determined leadership of the head teacher, the very good teamwork of the staff and the very good support of governors ensure that high standards are valued and that the school continues to improve.
- Planning, and assessment and monitoring of work are very good. They help teachers to identify pupils' needs and plan challenging work so that high standards are achieved.
- Pupils' attitudes and behaviour are very good. They are polite and courteous, concentrate well and show a real interest in their learning.

#### **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 maintained good standards since its last inspection in November 1997, and shows a similar capacity to continue these good standards. Eleven year olds reach well above national standards in the national tests, as they did previously. The quality of teaching is much better than in the previous inspection with no unsatisfactory teaching and with more lessons judged to be very good or excellent. Overall, the key issues for action identified in the last inspection have been well addressed, for example, allowing a more even distribution of responsibilities to enable all teachers to use their individual expertise in subjects and ensuring that governors have a greater involvement in the decision making process. The concern expressed in the previous inspection

that teachers do not have consistently high expectations of pupils at Key Stage 1 is no longer justified. Teachers throughout the school have very high expectations of all pupils in all subjects and the school has clear procedures for identifying pupils as gifted and talented.

## 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	A	A	B
Mathematics	A*	A	A*	A
Science	A	C	A	A

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

In the National Curriculum tests in 2001 for pupils' aged 11, overall standards in English and science were well above those expected nationally. In mathematics the results were in the top 5 per cent nationally. When compared to similar schools results in English remain above those expected nationally and in mathematics and science they remain well above. In the test results in 2001 for pupils' aged 7, standards in reading are as expected for pupils of this age, standards in pupils' writing are well above and in mathematics standards are above national expectations. When these are compared to similar schools the results in reading are as expected for pupils of this age and standards in writing remain well above. However, standards in mathematics are below what is expected for pupils of this age.

At the age of five pupils' achievements are similar to those expected. Pupils quickly gain the skills to work independently, with each other in groups and listen carefully to adults. This good preparation means that they begin Year 1 ready to tackle the National Curriculum with confidence. As they move through the school pupils make significant gains in their learning, building on their achievements each year so that by the time they leave standards are high.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. 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	Very good. Pupils behave well, are polite, have good manners and treat each other with respect. They are very welcoming to visitors.
Personal development and relationships	Good. Pupils work well together and support each other well.
Attendance	Good.

Pupils' attitudes to school and their behaviour are particularly strong and have a very positive impact on pupils' achievements.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good throughout the school. Fifty-two per cent of the teaching observed was very good or excellent; the other forty-eight per cent was good. There was no unsatisfactory teaching. The very good and excellent teaching was observed 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 that learning takes place. Teachers have high expectations of the standards that the pupils can achieve in all subjects and motivate them to do their best. Pupils really learn at Wheatlands Primary School. The pace in lessons ensures that all pupils are challenged and spend the majority of the lesson on their work. Teachers' planning is very thorough and ensures 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 supporting pupils with special educational needs are fully in place and they have very good access to the school's curriculum. They are well supported and make good progress towards their targets.
Provision for pupils with English as an additional language	The very small numbers of pupils for whom English is an additional language are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual and cultural development is satisfactory. Moral development is very good, and social development is good. All this ensures that pupils are well prepared for their future schooling.
How well the school cares for its pupils	Very good. The school knows its pupils very well and cares for them very successfully. Assessment of pupils' work and progress is very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher gives the school very clear and purposeful leadership. This results in very effective teamwork by the staff and a joint commitment to continuing high standards.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities very well. It takes an active role in monitoring the school's finances, standards and the curriculum. This gives governors a good knowledge of the school and allows them to support it well.
The school's evaluation of its performance	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 head teacher, senior management 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 premises, for example, the new ICT suite, 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. It is careful not to become complacent. It compares itself against others and challenges its own effectiveness.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Their children make good progress</li> <li>• Behaviour is good</li> <li>• The homework their children get</li> <li>• Teaching is good</li> <li>• Parents feel well informed about how their children are getting on</li> <li>• They feel comfortable about approaching the school</li> <li>• The school has high expectations</li> <li>• It is well led and managed</li> <li>• School helps their children become mature</li> <li>• School provides an interesting range of activities</li> </ul>	<p>There are no significant areas which parents would like to see improved.</p>

The parents were unanimous in their commendation of the school and the teaching which their children receive. The inspection team supports the parent's positive views about their children's behaviour, the very good leadership and management of the school and the very good teaching.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils make very good progress and reach high standards in English, mathematics and science in the national tests taken by eleven year olds and in lessons throughout the school. Pupils also reach high standards in many of the foundation subjects, for example, art and design, design and technology, geography, history and information and communication technology.**

1. The school's performance in the 2001 National Curriculum tests at the end of Year 6 was very high. Standards in English and science were well above those expected nationally. In mathematics the results were in the top five per cent nationally. This also indicates how well the school is providing for pupils with special educational needs. They also provide very well for pupils who are gifted in certain subjects, for example, clearly identifying their talents at an early stage and ensuring that work is well matched to their differing needs. This ensures that pupils achieve to the very best of their ability.
2. Evidence from the inspection shows that in Year 6 lessons, pupils standards remain very high. Higher attaining pupils throughout the school 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.
3. Pupils' attainment is also supported by the way teachers plan the curriculum to incorporate cross-curricular work, for example in an ICT lesson in Year 5 where the work the pupils were actually doing was to produce, using ICT, an enhanced science investigation report. The teacher and technical support were very good, sharing correct terminology with pupils and challenging and supporting their learning, again aiming for the highest attainment possible from them.
4. Because of the very good quality 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 on probability, the rate of learning was tremendous as the pupils were constantly challenged in their thinking, of how to solve problems using probability, and their attainment was above that expected for their age. This accelerated rate of learning was also seen in a literacy lesson in Year 1, where the teacher set really challenging work that accelerated the pupils' learning on how to find out information from non fiction texts.
5. Learning was also particularly good in an English lesson in Year 6 where pupils were discussing similes and imagery. They learnt a lot during this session because they were able to use the knowledge which they already had about poetry and vocabulary to identify the feelings in the poem and thus to get more out of the lesson. Again, the very good quality of teaching enabled teachers to use different methods very effectively to engage pupils thinking throughout the lesson. By the end of the lesson achievement was high and pupils had a very good understanding of the sound techniques used by the poet.

**Teaching is very good. Teachers always expect the most from their pupils and make work interesting and challenging. There is no unsatisfactory teaching with one hundred per cent of lessons being good or better and fifty two per cent being very good or excellent.**

6. In all lessons teaching is good or better. Overall 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 their attainment and progress. 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 expected level in English and mathematics with many exceeding this.
7. 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 1 history lesson the teacher's excellent subject knowledge was very well linked to the pupils understanding. The introduction of some very old Victorian clothing such as the sun hat totally captured the pupils' imagination and interest. Pupils were highly motivated and joined in making many relevant and perceptive comments showing their own understanding and relating it to their own knowledge. Well-organised activities such as those seen in the foundation stage, help pupils to learn most effectively. For example, when studying text from a big book, children's levels of concentration and interest are very well maintained, through careful questioning and close observation of the pictures. In another lesson in the foundation stage, the teachers focus on developing pupil's emergent writing. There are plenty of opportunities for children to 'practice' their writing, and they are encouraged to have a go. The teacher shows high expectations of their ability to achieve.
8. 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 5 lesson on information, communication technology, the very good teaching supported the pupils' learning through a logical progression. This helped to develop their confidence in the use of ICT which they were using to create an enhanced science investigation report. The care teachers take in preparing their lessons means that pupils are never bored and are always eager to be involved and learn more.
9. The very good teaching is also very strong in the foundation subjects which are given a high profile at Wheatlands. Teaching in a Year 2 physical education lesson was very good because the teacher made sure that all pupils understood the outcomes by asking them specific questions such as what the difference between balancing and passing is and what do pupils need to do in order to balance. This encouraged pupils to offer different strategies which they might use.
10. 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. 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 not just seen in lessons but also in after school clubs, for example, by pupils who are learning sign language in order to be able to communicate with a deaf child in the school. The respect and enthusiasm with which this particular activity was greeted was a pleasure to see.

**The clear, sensitive, determined leadership of the head teacher, the very good teamwork of the staff and the very good support of governors ensure that high standards are valued and that the school continues to improve.**

11. The head teacher has clear values and ideals which she shares effectively with her staff and governing body. The positive role model provided by the head teacher in her 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 coordinators ensures that each curriculum subject area is well led, and raises standards across the whole curriculum. Teachers with subject responsibilities fulfil their roles very well by planning for and monitoring development so that their work feeds into the school's well developed and relevant school improvement plan. This means that the provision for pupils continues to improve, as seen with the development of the information technology suite.
12. The head teacher and staff work very well with governors to ensure that they receive relevant information about the curriculum. Governors effectively monitor the curriculum and focus their spending on improving the quality of education for the pupils.
13. There is a strong ethos in the school of total commitment from all who work and are involved with the school community. There is very good team work amongst the staff. The school is extremely well supported by the very good governing body. The governing body's effectiveness is excellent, and it is fully committed to supporting the school. The governors know their school very well and are fully involved in all aspects of school life. They have a very good understanding of the school's strengths and weaknesses and are pro active in their commitment to the best education for the pupils. They are frequent visitors to the school and participate in many activities, for example accompanying pupils on trips.
14. Each governor takes a special interest in one subject and visits the school regularly. This ensures that they have extensive knowledge of the school's work. They have spent funds wisely in improving provision for the teaching of information and communication technology and have well founded plans for the future development of the school in order to improve still further the education that children at Wheatlands receive.

**Planning and assessment and monitoring of work is very good. This helps teachers to identify pupils' needs and plan challenging work so that high standards are achieved.**

15. Planning is very thorough. Teachers not only plan for lessons very carefully by relating what they are going to teach to 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. Teachers use resources to their best possible effect. This helps pupils to achieve high standards.
16. Medium and short term plans, 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, detailed guidance 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 coordinators to ensure that pupils receive the best possible curriculum. This is particularly effective in the plans used for the foundation subjects. The very thorough planning for these subjects, coordinated by an overall subject leader for the foundation subjects, ensures that all subjects are given relevant and sufficient time in order that pupils' learning is enhance in all areas of the curriculum.

17. Teaching is also carefully and regularly monitored by the head teacher and senior staff. This also ensures that pupils receive the best possible standards of teaching available and hence ensures that standards remain high.
18. The school has clear and concise strategies in place for assessment. The thorough evaluation of pupils' work means that teachers are able to target support where needed, and provide work that is closely matched to pupils' needs. Learning targets are set and pupils are well aware of what their targets and learning objectives are for each lesson. This has a positive effect on improving pupils' learning. Parents receive very good information about their children's attainment and progress so that they know exactly how they are getting on.

**Pupils' attitudes and behaviour are very good. They are polite and courteous, concentrate well and show a real interest in their learning.**

19. Pupils' attitudes to the school are very good. They enjoy coming to school, taking part in a wide range of activities and are keen and enthusiastic. After school activities and lunchtime clubs are oversubscribed their popularity is so great. Pupils concentrate well in lessons. Many examples were seen of pupils enjoying working together, for example, in a music lesson in Year 6 where pupils were very keen to compose together in a group and also, when younger pupils were playing in role play together. Pupils' attitudes are especially good with work that they have organised themselves, for example, when investigating number problems.
20. The behaviour of pupils is very good, both in lessons and when out at play. Playground and lunchtime behaviour is also very good and pupils enjoy team and paired games in their break times. All adults within the school have high expectations of pupils' behaviour and pupils respond accordingly.
21. Pupil's personal development and the relationships are very good. Pupils are given opportunities to help in school. They enjoy the responsibility of being lunchtime, library or office helpers, for example, when taking the registers back to the office. The wide range of after school activities gives pupils opportunities to be responsible for remembering their sports kit, or for carrying out research for their homework. Pupils are really polite and courteous both to each other and in particular to visitors to the school.
22. Pupils take the opportunity to work independently and take responsibility for their own learning. For example, in a mathematics lesson in Year 2, where pupils were learning how to count back in ones or tens starting from a two digit number, they were totally absorbed in their work and were very keen to make sure that they were accurate in their counting.
23. All pupils show a real interest in their learning right from a very young age. They are proud of what they achieve and are willing to share their interest in learning with others.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

24. There are no major areas for development.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	16

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	14	16	0	0	0	0
Percentage	9	43	48	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 three, percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR –Y6
Number of pupils on the school's roll (FTE for part-time pupils)	78	404
Number of full-time pupils known to be eligible for free school meals	-	13

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR –Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	33

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	5.1

#### **Unauthorised absence**

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	37	31	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	35	36
	Girls	27	29	31
	Total	59	64	67
Percentage of pupils at NC level 2 or above	School	87 (97)	94 (97)	99 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	34	37
	Girls	29	31	29
	Total	63	65	66
Percentage of pupils at NC level 2 or above	School	93 (97)	96 (97)	97 (98)
	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	24	29	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	25	26	28
	Total	47	48	51
Percentage of pupils at NC level 4 or above	School	89(85)	91(88)	96(96)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	21
	Girls	26	25	26
	Total	47	48	51
Percentage of pupils	School	89(15)	85(88)	89(96)

at NC level 4 or above	National	72(70)	74(72)	82(79)
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*Percentages in brackets refer to the year before the latest reporting year.*



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	341
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	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y R-Y6**

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	23.4
Average class size	22

#### **Education support staff: YR-Y6**

Total number of education support staff	10
Total aggregate hours worked per week	186

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	37
Number of pupils per FTE adult	12.3

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001
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	£
Total income	803721
Total expenditure	788253
Expenditure per pupil	1767
Balance brought forward from previous year	11908
Balance carried forward to next year	27376

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	436
Number of questionnaires returned	140

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	41	47	7	4	1
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	63	36	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	66	34	1	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	44	40	11	1	4