

# INSPECTION REPORT

## **HIGH GREAVE JUNIOR SCHOOL**

Rotherham

LEA area: Rotherham

Unique reference number: 106841

Headteacher: Mrs D Woodward

Reporting inspector: Mr P H Cole  
2616

Dates of inspection: 27 – 29 November 2000

Inspection number: 224795

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	High Greave Road Rotherham
Postcode:	S65 3LZ
Telephone number:	01709 850566
Fax number:	01709 851005
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Hill
Date of previous inspection:	11 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr P H Cole	Registered inspector
Mrs D Lloyd	Lay inspector
Mr S Reynolds	Team inspector

The inspection contractor was:

Peak Education Partnership  
19 Huddersfield Road  
Barnsley  
South Yorkshire  
S70 2LT

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

There are 206 pupils in this smaller than average junior school. All of them are from white backgrounds, although there are four children from refugee families, for whom English is an additional language. The school serves a large local authority housing estate, where there is considerable deprivation. Over sixty per cent of the children are entitled to free school meals, which is far more than is usually found in schools across the country. Overall, the level of special educational needs is similar to that found in most other schools. There are slightly more pupils than usual on the special needs register, but fewer of them have statements to support their particular needs. Almost all of the pupils with special educational needs have difficulties with their learning. Overall, the knowledge, understanding and skills of the pupils when they come into the school are well below average.

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

High Greave Junior is an exceptional school that thoroughly merits its national status as a school of excellence. Pupils achieve very well in their work in all subjects. This reflects the very good teaching that is found across the school. The headteacher provides leadership of the highest standards and is very well supported by all staff and as a result there are virtually no areas of weakness in the work of the school. Although it costs a lot more to educate pupils here than is usually the case, this is money that is very well spent.

#### **What the school does well**

- Overall, results achieved in the national tests are very good compared to all other schools. They are excellent when compared to similar schools and those achieved by the pupils when they were tested in Year 2.
- Teaching is exciting and interesting and teachers have a very good knowledge of what pupils have learned. Very good teaching ensures that all pupils make excellent progress and achieve extremely well, particularly in the creative areas of learning.
- Pupils work very hard, love being in school and behave very well. This is because the school has a very strong commitment to their personal development and welfare.
- The headteacher is an excellent leader who manages the school with great skill and understanding and strives to ensure that the pupils receive the best possible education. She is very well supported in this by all staff.

#### **What could be improved**

- Attendance rates are unsatisfactory.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection, in 1996, judged this to be a good school. Many of the areas in which the school was doing well have improved further and the key issues for action have mostly been addressed very effectively. Results in tests, and standards generally, have continued to improve and are now exceptionally high for a school of this type. The positive picture painted of teaching is now even better and the considerable strengths identified in the curriculum have been enhanced by the school's strong links with other schools in Europe (and soon even further afield). The very effective use of assessment in English, mathematics and

science to fine-tune what pupils were being taught, which was helping to raise standards, has been maintained. Recent and satisfactory improvements have been made to the assessment and recording of pupils' progress in the other subjects of the curriculum, which was a key issue. The excellent care taken of pupils, the staff's consistently high expectations, and very strong relationships in the school all ensure that the pupils are still very well behaved and positive about school. The increased monitoring now undertaken by subject managers has satisfactorily addressed the second key issue, which was to increase this aspect of their role, and has built on the very considerable strengths identified in the leadership and management of the school. Governors are supportive and their involvement in the life of the school has been maintained.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	C	A*
mathematics	A	A	A	A*
science	A	A	A*	A*

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

Overall, standards in this school are excellent and have been sustained at these levels for several years. In the national tests, in English and mathematics in 2000, 11 year old pupils achieved extremely well compared with their results in 1996, when they were 7 years old. This reflects the excellent progress that pupils make as they move through the school. In mathematics and particularly in science, where results were in the top 5%, their results compared very well with those in all schools and in both subjects they were in the top 5% of similar schools. The pupils have low levels of skills in English when they start school. The results in Year 6 tests in 2000, therefore, were exceptionally high for these pupils, and when compared with similar schools were as impressive as the results achieved in mathematics and science. The school has set itself challenging targets and has been successful in reaching them.

The inspectors found very high standards in the pupils' current work. This was the case in subjects across the curriculum. Their reading skills are well developed but pupils have difficulty using formal language when they are writing and this limits their ability to achieve the higher levels in English that are consistently seen in their work in other subjects. However, they do write effectively for a wide variety of purposes and often at length. Standards of presentation are excellent and this is mirrored in the high quality work that is achieved in art, music and physical education.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy lessons, work hard and are keen to join in other activities in school.
Behaviour, in and out of classrooms	Very good. Pupils are polite and friendly, know what is right and wrong and do not let their school or teachers down.
Personal development and relationships	Pupils get along very well together. They readily accept responsibilities, such as representing their class on the school council and when performing in assemblies.
Attendance	Unsatisfactory. Attendance is worse than in other schools.

The pupils' very good attitudes, behaviour and relationships make the school a happy and calm place of learning. Teachers rarely have to spend time dealing with behavioural problems, and this leaves them free to concentrate their efforts on helping pupils to improve their work. The poor attendance of a small number of pupils brings the overall attendance rate down and slows the learning of these pupils.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

Teaching and learning are very good. Over half of all the lessons seen were very well taught and nearly all of the others were well taught. Good and very good teaching was observed in all years and no unsatisfactory teaching was seen in any class. All teachers plan carefully, prepare thoroughly and ensure that pupils have a very clear understanding of what they will be learning and working towards in lessons. When taken together with the teachers' well developed skills in managing and motivating pupils, their lively explanations and excellent relationship this results in pupils working purposefully and hard in lessons. In all classrooms, great stress is placed on valuing pupils' efforts and stimulating their interest. High quality displays of completed work reinforce pupils' eagerness to do their best, while interesting objects and the thoughtful presentations of information stimulate pupils' desire to learn. Teachers mark pupils' work carefully, which helps the pupils to know what they need to do to improve. A relative weakness in a few lessons is that pupils are not given enough opportunities to talk in sufficient detail about their work and this limits their ability to refine and extend aspects of what they have learned. The high level of consistency in the quality of teaching enables all pupils to make excellent progress throughout their time in school. This is as true for subjects such as art and physical education, where pupils' skills are very well developed, as it is for literacy and mathematics.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich range of learning opportunities for pupils. The well balanced and broad curriculum is enhanced by many visits, visitors to school, links with schools in other countries and a wide range of clubs.
Provision for pupils with special educational needs	Very good. Support is well planned and is effectively and carefully targeted.
Provision for pupils with English as an additional language	The small number of pupils who have English as an additional language are given sensitive and effective support and encouragement and are making very good progress in their learning. They are integrated well into the full life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects are very well promoted.
How well the school cares for its pupils	Excellent.

All of the aspects described above make a very significant contribution to the excellent progress that pupils make in the school. Their learning and welfare needs are very carefully monitored and assessed and taken into account when teachers are planning what they will do. All staff work very hard to enrich pupils' learning. This is reflected, for example, in the well chosen visits, the interesting people who come to school to share their experiences and skills with the pupils. There is a wide range of after school clubs, opportunities for pupils to share their ideas and experiences with children in other countries and to become involved in the school council.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and is very well supported and assisted by senior staff and by all teachers through their coordinating roles.
How well the governors fulfil their responsibilities	Governors have a sound understanding of the school and they make a satisfactory contribution towards helping it to move forward.
The school's evaluation of its performance	Detailed and used well to plan improvements.
The strategic use of resources	Very good.

Over many years the headteacher has striven for, and achieved, excellence. Her clear vision and great determination are matched by her ability to include and involve the whole staff team

in moving the school forward. Senior staff set an excellent example and everyone works with enthusiasm and commitment. The school does not sit back on its laurels but consciously and continuously looks for ways of making further improvements. As a result most aspects of the principles of best value are a natural part of the school's approach to management.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Parents are very happy with the school and with the quality of the education their children are receiving.</li></ul>	<ul style="list-style-type: none"><li>• Parents did not identify any aspect of the school that they considered to be in need of improvement.</li></ul>

The inspectors share the very positive views expressed by parents.

## **PART B: COMMENTARY**

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

**Overall, results achieved in the national tests are very good compared to all other schools. They are excellent when compared to similar schools and those achieved by the pupils when they were tested in Year 2.**

1 When the 2000 Year 6 pupils were tested in English and mathematics at the end of their time in the infants school, they achieved well below the national averages, with particular weaknesses in their skills in reading and writing. The high quality teaching and learning they experienced as they passed through the High Greave Junior School enabled them to make excellent progress. This is reflected in the results they achieved in the Year 6 national tests. These were as good as those in all schools in English and well above them in mathematics and were in the top 5% of all schools in science.

2 Impressive as these results were when compared to those in all schools nationally, they were outstanding when compared to similar schools, based on the levels of free school meals that the pupils are entitled to. In English, mathematics and science, the results were in the top 5% of schools in this category. What makes the results so good is that almost all pupils achieved the expected level for their age in English and mathematics and all of them achieved this level in science. This was much better than was the case in schools nationally and particularly so in science. The proportion of pupils achieving higher levels than is usually expected for Year 6 pupils was also well above average in mathematics and was very high in science. The only disappointment was the proportion of pupils achieving the higher levels in English, which was below the national average but was nevertheless above the average for similar schools. This would indicate that there is still a little scope to improve the results of pupils in English. Both boys and girls did better than their peers in all schools and especially when compared to similar schools.

3 At the time of the last inspection, standards were below national averages in English but above them in mathematics and science. Consistent and systematic tackling of weaknesses and setting challenging targets has resulted in sustained and strong improvement since then to the present exceptional levels.

**Teaching is exciting and interesting and teachers have a very good knowledge of what pupils have learned. Very good teaching ensures that all pupils make excellent progress and achieve extremely well, particularly in the creative areas of learning.**

4 The school places great emphasis on providing high quality learning opportunities in all subjects. The consistent emphasis on developing skills and teachers' uniformly high expectations across the curriculum nurture pupils' confidence and create a tradition of achievement. This has resulted in high standards in not just the core subjects but also in none core foundation subjects, particularly art, music and physical education. The teachers in each year group jointly plan their lessons using the detailed schemes of work that underpin this very well balanced and broad curriculum. The care taken with planning ensures that there is great consistency in the learning experiences of pupils in the parallel classes and clear progression in what is taught to each year group. Educational visits, and other direct experiences, such as visiting African dancers, are used very well to stimulate pupils' interest and desire to learn. All staff work very hard to provide an environment that very successfully promotes learning. Throughout the school very high quality displays celebrate pupils' achievements and provide them with useful and stimulating information, related to what they are learning.

5 Teachers make good use of the very detailed information gained from careful analysis of national curriculum tests to fine-tune their planning across each year. They also adjust what is taught in individual lessons in light of what their day-to-day assessments tell them about how well pupils are learning. This year, for example, all teachers have worked hard to improve pupils' skills in writing because the analysis of test papers showed weaknesses in pupils' abilities to structure what they write. These areas for development have been included in the learning targets for English and mathematics that have been identified for each year group. Pupils know what the year group targets are and how they have been modified for them as individuals. When teachers mark pupils' work they consistently make helpful comments that give pupils a clear understanding of what they need to do to improve. The continuous care that is taken to identify and address weaknesses in pupils' learning has undoubtedly helped the school to achieve excellent results in the national tests.

6 Consistency is a word that has already been used several times and can justifiably applied to all aspects of the school's life, it certainly applies to the high quality teaching that is found across the school. Nearly all of the lessons, in all the year groups, were either very well taught or were well taught. No unsatisfactory teaching was seen. This level of consistency enables pupils to maintain very good rates of progress as they move from class to class in their school career. Very similar approaches to teaching are found in all classes. Teachers share with pupils what they will be learning in each lesson. This enables pupils to work towards the same goals as the teacher and for all to be able to judge if the lesson has been successful. Lessons are planned that build on what pupils have learned earlier and new elements are carefully introduced and explained. Teachers use questioning well to check that pupils understand what has been taught and what they need to do when applying their new learning in tasks that are appropriately matched to their needs. The pace of lessons is high and teachers challenge pupils to work hard and to think about what they are doing. These features are as much a part of dance lessons as they are of literacy or numeracy lessons. Occasionally, teachers could demand more from pupils when they ask them to talk about their work, for example, when explaining how they worked out something in mathematics. All teachers and support staff work well together, enjoy good relationships with pupils and are skilful in ensuring that they behave well and as a result very little time is wasted in lessons.

7 The rigour that is found in the work of all teachers in lessons is also evident in their approach to school clubs. These provide demanding learning opportunities for the pupils who attend and considerably extend their skills and understanding in a wide range of activities, including games, dance, use of a library, information technology and music.

**Pupils work very hard, love being in school and behave very well. This is because the school has a very strong commitment to their personal development and welfare.**

8 Throughout the school there is a calmness and sense of purpose. This ensures that all lessons are productive and make valuable contributions to pupils' learning. Pupils move around the building very quietly and sensibly. They are very aware of the need to do this so that others are not disturbed. Lunchtimes are very civilized and sociable with pupils from different age groups talking naturally about what they have been doing while they eat their lunches. Outside they are keen to join in a range of activities, including singing and skipping games that are successfully encouraged by the well-trained supervisors. Their play is positive and constructive and pupils describe each other as well behaved and report no bullying. They know and understand the school rules and think that they are sensible and fair. All the staff consistently use the well established policy for rewarding good behaviour and effort and not tolerating inappropriate behaviour and this works very well. Pupils try very hard

to please and to earn the substantial rewards that the school provides, such as visits to the ice rink.

9 During the inspection no inappropriate behaviour was seen. In lessons, pupils listen closely to the teacher and are eager to contribute their ideas and views. They work well together on activities, for example, when dancing in both physical education lessons and during performances or when researching from information books in geography. Pupils have learned to persist with work they may find difficult and they are confident that they will be able to do it. This was seen in an art lesson when pupils were using scraperboards and found the techniques required were difficult to begin with. Pupils' work consistently shows real care and pride in its presentation, reflecting again the desire of pupils to please their teachers and the other staff they work with. Teachers' high expectations and the constructive and helpful comments they make to pupils about their work supports high achievement and leads to pupils feeling valued and having high self esteem.

10 The school works hard to encourage tolerance and understanding in pupils. It successfully achieves this through its systems for promoting good behaviour and through the many opportunities that are planned to teach pupils about different cultures and traditions, including visits to places of worship, visitors to school and stimulating displays of different ways of life.

11 The result of all of the above is that pupils feel respected and that all staff care for them. They enjoy coming to a school where they know that learning is demanding but is always rewarding. When problems occur the school works hard with social services, the educational welfare officer and other agencies to support families and individual pupils. The high quality of this support is seen in the very well organised and targeted provision for pupils who have special educational needs. The school's success in meeting the welfare needs of all pupils, as well as in achieving very high standards, is reflected in the local education authority's choice of the school for its refugee children.

**The headteacher is an excellent leader who manages the school with great skill and understanding and strives to ensure that the pupils receive the best possible education. She is very well supported in this by all staff.**

12 The headteacher has a very simple vision, which is to enable pupils to achieve their full potential by providing them with best possible opportunities for learning. She has worked tirelessly over many years to achieve this and her success is confirmed by the school's status as a Beacon School and a SCITT (School Centred Initial Training of Teachers) School of Excellence. She has very high expectations of pupils and of the staff who work in the school but also places great value on their ideas and contributions. Pupils are involved through, for example, the school council and staff through the regular meetings they have together. All the school staff reported being fully involved in the decision-making processes. This encourages great commitment to the achievement of the shared goals and the excellent teamwork seen across the school. Senior staff set an excellent standard for less experienced staff to aspire to and together with the headteacher's high expectations and thoughtful support and encouragement this results in the remarkable consistency in the quality of teaching and learning across the school. Subject managers and coordinators of aspects, such as special educational needs, work very hard to ensure that their areas are well supported and effective in promoting high quality provision.

13 The school monitors and analyses the standards that pupils achieve and the quality of their learning very carefully and uses the information gained to make further improvements. This has been a very important element in the school's achievement of exceptional results. Recently the emphasis placed on evaluating the school's performance in the core subjects of

English, mathematics and science has begun to be applied to the other subjects of the curriculum and there is still some scope to look more closely at planning and pupils' work to fine tune teaching and learning in these subjects. The governing body have a good knowledge and understanding of the school and support the headteacher and staff well in their work, but their role as "critical friends" to the school is not fully developed. The headteacher, working closely with teachers, governors and the very professional administrator, ensures that the wide range of funding and support that are available to the school, for example for information and communication technology from the recently established Education Action Zone, are used very well to provide an excellent education for the pupils.

## **WHAT COULD BE IMPROVED**

### **Attendance rates are unsatisfactory**

14 Attendance has remained stubbornly below the national averages for several years, despite the considerable efforts made by the school to address this issue. There are a small number of children whose attendance causes concern and who would do better in their work if their attendance improved.

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

15 In order to improve even further the excellent standards and quality of education provided the governors, headteacher and staff should:

Address the unsatisfactory rate of attendance by:

1. Consider ways of rewarding improved attendance;
2. Working towards 100% first day notification of absence;
3. Working with the educational welfare service to reduce the incidence of condoned absence.

*Please refer to paragraph 14.*

## 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	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	56	38	6	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	206
Number of full-time pupils eligible for free school meals	127

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	25	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	24	24	25
	Total	37	39	40
Percentage of pupils at NC level 4 or above	School	93 (77)	98 (91)	100 (98)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	14
	Girls	21	24	24
	Total	33	39	38
Percentage of pupils at NC level 4 or above	School	83 (79)	98 (93)	95 (98)
	National	70 (68)	72 (69)	79 (75)

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	0
Bangladeshi	0
Chinese	0
White	206
Any other minority ethnic group	0

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)	9.2
Number of pupils per qualified teacher	22.4
Average class size	25.8

### Education support staff: Y3 – Y6

## Financial information

Financial year	1999-2000
	£
Total income	381,380
Total expenditure	372,042

Total number of education support staff	4
Total aggregate hours worked per week	101

Expenditure per pupil	1,908
Balance brought forward from previous year	-6,425
Balance carried forward to next year	2,913

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	24	2	2	2
My child is making good progress in school.	69	28	0	2	2
Behaviour in the school is good.	44	46	2	0	7
My child gets the right amount of work to do at home.	54	30	7	2	7
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	37	61	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	24	4	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	39	59	0	0	2
The school is well led and managed.	70	24	0	0	6
The school is helping my child become mature and responsible.	57	39	4	0	0
The school provides an interesting range of activities outside lessons.	65	28	4	2	2