

# INSPECTION REPORT

**St. Michael's-on-Wyre C.E. Primary School**

Preston

LEA area: Lancashire

Unique reference number: 119544

Headteacher: Mrs C W M Cameron

Reporting inspector: Dr B Blundell  
23868

Dates of inspection: 18-19 September 2000

Inspection number: 224879

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Boys and girls
School address:	Hall Lane St. Michael's-on-Wyre Preston
Postcode:	PR3 OUA
Telephone number:	01995 679268
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mrs J M Eckersley
Date of previous inspection:	17 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St. Michael's-on-Wyre Church of England Voluntary Aided Primary School is situated in St. Michael's-on-Wyre, Lancashire. It caters for boys and girls between the ages of four and 11. The number of pupils on roll is 117. The percentage of pupils with special educational needs is above the national average and the proportion with Statements of Special Educational Need is well above the national average. Pupils' attainment on entry is broadly average. No pupils have English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The pupils come from the Village of St. Michael's on Wyre and from neighbouring villages.

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

This is a very effective school. Standards of pupils aged 11 in mathematics and science have been very high over the last five years; in English they have been above average. The overall quality of teaching is very good. Leadership and management by the headteacher and governing body are excellent. The school provides very good value for money.

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

- Over the last five years, pupils have left this school approximately one year ahead of pupils nationally in mathematics and science and one term ahead in English; this was reflected in the work seen during the inspection.
- The leadership and management of the school are excellent; the school is driven forward by the headteacher.
- The overall quality of teaching is very good.
- Pupils' relationships, personal development, attitudes and behaviour are very good and their enthusiasm is excellent.
- The school's partnership with parents is very good; parents are very supportive and have raised substantial monies to support the new building programme.
- Provision for special educational needs is very good.

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

- Pupils' attainment in information and communication technology, whilst improving, is not yet in line with national expectations.

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

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

The school was last inspected in September 1996. Attainment in the core subjects of English, mathematics and science has improved considerably since the last inspection. The key issue to improve the school's accommodation has been addressed appropriately with the construction of a new hall and classroom. A key issue to develop the school's longer-term financial planning has been fully addressed. The issue relating to the requirement to broaden the role of subject co-ordinators to include the monitoring of standards has been fully implemented. Similarly, much monitoring, both formal and informal, is carried out by the headteacher. A key issue requiring the extension of opportunities to use information and communication technology (ICT) across the school has been partially addressed; the school now has an appropriate ICT suite. Multicultural awareness, which was an issue needing attention at the last inspection, has been developed satisfactorily. The school's overall improvement has been very good since the last inspection.

## 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
	1997	1998	1999	1999
English	C	B	B	C
Mathematics	A	A	A	A
Science	A*	A*	B	C

**Key**

In the 5% highest nationally A\*

well above average A

above average B

average C

below average D

well below average E

In the 1999 national tests for pupils aged 11, attainment based on average points scores in English and science was above average; pupils' attainment in mathematics was well above average. Compared with schools where there is a similar proportion of pupils known to be eligible for free school meals, pupils' attainment in the 1999 end of Key Stage 2 tests was average in English and science and well above average in mathematics. Pupils' attainment over the four years from 1996 to 1999 has been approximately one year ahead of pupils nationally in mathematics and science and one term ahead in English. Provisional results for the year 2000 show further improvement in all three core subjects. In English, mathematics and science, 100 per cent of the cohort achieved Level 4, the expected level, whilst in English 56 per cent attained the higher Level 5, in mathematics 72 per cent reached Level 5 and in science 100 per cent reached this level. National comparative figures are not yet available.

In the 1999 national tests at the end of Key Stage 1 for pupils aged seven, pupils' performance in reading was above average and in writing and mathematics it was average. Over the four years from 1996 to 1999, pupils have left Key Stage 1 approximately two terms ahead of pupils nationally in reading and mathematics and nearly three terms ahead in writing. Provisional results for 2000 show further improvement, with 100 per cent of pupils reaching Level 2, the nationally expected level in reading, writing and mathematics. Additionally, 73 per cent of pupils reached the higher Level 3 in reading, 60 per cent attained this level in writing and 87 per cent in mathematics. No national comparative figures are available.

The school's targets for 2001 and 2002 are suitably ambitious and are on course to be met.

In the work seen during the inspection, pupils' attainment was judged to be very high in reading, writing and mathematics at the end of Key Stage 1. Pupils' attainment in the work seen was also very high at the end of Key Stage 2 in English, mathematics and science. Attainment in information and communication technology is improving but is still below national expectations at the end of both key stages. Attainment in other subjects is at least in line with national standards at the end of both key stages. The attainment of children at the end of the foundation stage are above average. Overall standards at the school are sufficiently high.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. Pupils' enthusiasm is excellent; they show real enjoyment for school.
Behaviour, in and out of classrooms	Pupils' behaviour both in class and around the school is very good.
Personal development and relationships	Relationships and pupils' personal development are very good. Pupils' initiative, such as holding a door open for others, and sense of personal responsibility are very good.
Attendance	Pupils' attendance is very good. Levels of unauthorised absence are very low.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 in English and mathematics is very good throughout the school; the skills of literacy and numeracy are very well taught. Particular strengths in teaching include the teaching of basic skills which is very good for the under-fives and in Key Stage 1 and Key Stage 2. Teachers' expectations are good for the under-fives and very good for older pupils. Class management is very good in all areas of the school. In many classes, teachers clearly explain the learning objectives for the lesson before it begins. There were no weaknesses.

The school meets the needs of all pupils very well, including those who have special educational needs. The teaching in all the lessons seen was good or better. In 12 per cent of lessons it was excellent, in 50 per cent it was very good and in 38 per cent it was good. Particular strengths in pupils' learning include pupils' interest and concentration which is good for the under-fives and very good for pupils in Key Stages 1 and 2. Pupils' acquisition of knowledge and understanding is very good in Key Stage 2. Pupils with special educational needs make very good progress in all areas of the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good for the under-fives and in Key Stages 1 and 2. The breadth and balance of the curriculum is very good and includes a good range of extra-curricular activities.
Provision for pupils with special educational needs	This is very good throughout the school. The school appropriately judges its success by the movement of pupils off the special needs register. All are given appropriate opportunities to read in public to increase their confidence. Pupils' individual education plans have clear and detailed targets.
Provision for pupils' personal, including spiritual,	This is very good overall. Provision for pupils' spiritual, moral and social development is very good. Opportunities for cultural development are



moral, social and cultural, development	good. Multicultural provision has improved through the links with a local school.
How well the school cares for its pupils	Procedures for child protection, health and safety are very good. The school has very good procedures for promoting good behaviour.

The school works very well in partnership with its parents. Parents' views of the school are very good. The impact of parents' involvement in the work of the school is excellent; for example, in raising funds towards the building project and in helping in school.

Particular strengths in the curriculum include the equality of access to it, which is excellent. All areas of the curriculum meet statutory requirements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher, deputy headteacher and other key staff are excellent. The headteacher is paramount in driving the school forwards.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is excellent.
The school's evaluation of its performance	This is very good. Results are rigorously analysed and the school makes very good efforts to meet its targets.
The strategic use of resources	This is very good.

The accommodation has been greatly improved with the addition of an extra classroom and a new school hall. Additionally, the old hall has been converted into an ICT suite and library. Strengths in leadership and management include the clear educational direction, which is excellent. The school applies the principles of best value very well.

## 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>Teaching is good.</li> <li>They are comfortable approaching the school with questions or problems.</li> <li>Their children make good progress.</li> <li>The school has high expectations.</li> <li>The school is well managed and led.</li> </ul>	<ul style="list-style-type: none"> <li>A greater range of extra-curricular activities.</li> </ul>

The inspection team agrees with parents' positive views but finds that the range of extra-curricular activities is good.

## **PART B: COMMENTARY**

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

**Over the last five years, pupils have left this school approximately one year ahead of pupils nationally in mathematics and science and one term ahead in English; this was reflected in the work seen during the inspection.**

1. Over the four years from 1996 to 1999, for which national comparative data is available, pupils have left St. Michael's-on-Wyre one year ahead of pupils nationally in both mathematics and science; they have been one term ahead in English. This is due to the combination of very good teaching, excellent leadership and management and the very positive attitudes of the pupils. Results for the year 2000, for which the comparative national data is not yet available, are even better than for the previous years for example, the proportion of pupils obtaining Level 4, the nationally expected level, was 64 per cent in English in 1999 and 100 per cent in 2000. In mathematics, the corresponding figures were 91 per cent in 1999 and 100 per cent in 2000; in science 82 per cent reached Level 4 in 1999 and 100 per cent attained this in 2000. Furthermore, in all three subjects over half the pupils obtained the higher Level 5 in 2000, indeed, in science no less than 100 per cent of pupils attained Level 5.
2. In the work seen during the inspection, standards were very high in English, mathematics and science by the end of Key Stage 2; for example, in a Year 5/6 mathematics lesson, pupils began by tackling several batches of mixed times tables questions. They were given one minute for each set of 15 questions. Pupils enjoyed doing this and scored highly. This is a feature of all mathematics lessons in Key Stage 2. Pupils then went on to tackle long division of decimals successfully. An analysis of work in their books showed a very large quantity of well structured work that progressed in appropriately small steps. The quality of the mathematics was very high. The mathematics co-ordinator ensures that pupils do lots and lots of questions of a similar type before building up to the next step.
3. In a Year 5/6 English lesson, pupils had excellent work habits as they started off with a spelling test. They then went on to successfully find the pronouns in a poem entitled 'Silver Fish'. They went on to extend their learning by completing a piece of work using possessive pronouns. Discussions with pupils and an analysis of their exercise books showed that their attainment was very high. A scrutiny of work in their science books showed a similarly positive picture.
4. Standards in English, mathematics and science were judged to be very high in all the classes in Key Stage 1 and Key Stage 2. There was a good range of cross-curricular work on the theme of 'Space', including three-dimensional work on aliens, databases on planets and their moons together with a giant timeline on 'astonishing alien poetry'. This work was entered in the Great Ecclestone Show where it was awarded first prize.

**The leadership and management by the headteacher and governing body are excellent; the school is driven forwards by the headteacher.**

5. St. Michael's has an excellent educational direction. The headteacher knows where the school is and where she wants it to go. She arrives before 0700 hours each morning and, together with the school's able secretary, prepares for when members of staff arrive. She is adept at minimising the amount of paperwork that her teachers have to deal with. The headteacher, together with her most competent deputy have moved the school on significantly since the last inspection, as far as academic standards are

concerned. The tracking of pupils together with setting of individual pupil targets are a key feature of this success. The headteacher has been primarily responsible for the rise in pupil numbers and the ensuing building programme.

6. All subject co-ordinators, together with the headteacher, monitor the delivery of the curriculum throughout the school very effectively. The school's test results are analysed rigorously and the information so gleaned is used most effectively to help to plan the curriculum. The atmosphere at the school is such that staff are not afraid to ask the 'expert' in a particular subject area for advice. Members of staff are encouraged to share their expertise and this has a most positive effect on pupils' progress. The school's aims and values are very well reflected through the school and all adults, whatever their roles, work as a team for the benefit of the pupils.
7. The effectiveness of the governing body in fulfilling its responsibilities is excellent. The governors have a thorough understanding of the strengths and weaknesses of the school and are very committed. Their number encompasses an appropriately wide range of expertise.

**The overall quality of teaching is very good.**

8. The overall quality of teaching is very good. It was good for the under-fives, very good in Key Stage 1 and very good in Key Stage 2. Overall, all lessons in every class in the school were at least good. No lessons seen were merely satisfactory. Teaching in 100 per cent of the lessons seen was good or better. In 12 per cent of lessons it was excellent, in 50 per cent it was very good and in 38 per cent it was good.
9. Teaching of the basic skills is very good in all areas of the school. Teachers are most knowledgeable about their subjects and have adapted well to the demands of the new curriculum. They ensure that they share the learning objectives for the lesson with the pupils.
10. Teachers' management of pupils is very good throughout the school. Teachers have clear strategies that work to ensure that pupils concentrate and learn; for example, in a class that contains a mixture of under-fives and Year 1 pupils, the under-fives already knew the class routines despite having only been at school for a few days.
11. Teachers' expectations are good for the under-fives and very good in Key Stages 1 and 2; for example, in a very good Key Stage 1 literacy lesson, there was a happy working atmosphere in which the pupils responded well to the high expectations when they were asked what was needed to make a sentence. The teacher continually modulated her voice appropriately to get her pupils to think. They volunteered answers such as "All sentences must start with a capital letter and end with a full stop." "I see," said the teacher, as she wrote on the board...The pig the pig the pig. "So is this a sentence?" Pupils realised their mistake and swiftly retorted that a sentence had to start with a capital letter, end with a full stop and *has to tell us something*.
12. The use of the high calibre classroom support staff is very good overall throughout the school. They know their pupils well and work timelessly with the class teacher in moving forwards those for whom they have been assigned responsibility.

13. The pace of many of the lessons is fast and appropriate; for example, in a Key Stage 2 numeracy lesson, pupils were given sets containing 15 times tables questions which they had to complete in one minute timed with a stopwatch. They thoroughly enjoyed this and rose to the challenge.

**Relationships, pupils' personal development, attitudes and behaviour are very good; pupils' enthusiasm is excellent.**

14. Relationships both between pupils and with all adults are very good. All pupils are treated in a most civilised manner and this is reflected in the manner in which pupils respond to adults. Pupils have very positive attitudes to school and clearly enjoy coming. Their behaviour is very good both in and out of class.
15. Pupils' enthusiasm for school is excellent; for example, in a Year R/1 literacy lesson, children behaved well and enthusiastically volunteered answers to the teacher's request for words starting with the letter 'c'. Their attitude, even at this early age, was right, as they attempted to give answers that were different to those offered by others.
16. Pupils relish helping with a variety of tasks; for example, Year 6 pupils help with photocopying. Older pupils look after younger ones appropriately when there is a wet playtime. Pupils readily volunteer to act as class monitors, or monitors to help with physical education, computers, assembly or the library.

**The school's partnership with parents is very good.**

17. Parents' views of the school are very positive. They hold the school in high regard and are most supportive of its work. Their impact in helping to raise monies towards the new building project has been excellent.
18. Approximately 12 parents help in school on a regular basis listening to readers. Others help with computers and with design and technology work. The Parent- Teacher Association is very active and recently raised £11000 with help from the local community.
19. The school keeps its parents very well informed of happenings in school with a detailed weekly newsletter. Parents know in advance exactly which curriculum areas are to be covered by their children so that they can provide additional help at home.

**Provision for pupils' special educational needs is very good.**

20. Pupils with special educational needs are very well catered for throughout the school. The classroom assistants who help these children are very well briefed as to their needs and work alongside the teacher to ensure that pupils make very good progress with their individual educational plans. These plans are well structured and contain appropriate tightly focused targets.
21. Special educational needs provision is rightly viewed by the school as being successful, when pupils are able to move down a stage or off the register entirely.
22. A particularly good feature of the provision at St. Michael's is that there are very good links with local playgroups and nurseries. These links are forged twelve months before children start at school and there are appropriate home visits.

## **WHAT COULD BE IMPROVED**

**Pupils' attainment in information and communication technology, whilst improving, is still below national expectations.**

23. Since the last inspection, there has been a big improvement in the provision for information and communication technology. A most competent co-ordinator has been appointed and the school has just turned its old hall into an information and communication technology suite. Nonetheless, whilst these moves will bring clear further improvements, pupils' attainment is currently still below national expectations.
24. A scrutiny of pupils' previous work together with lesson observations shows pupils are behind national standards in handling text in ICT and in using simulations and exploring models.

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

25. In order to improve the school further, the headteacher, senior management team and governing body should:
  - ensure that pupils' attainment in information and communication technology is improved further (Paras 23, 24).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	50	38	0	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	117
Number of full-time pupils eligible for free school meals	N/a	11

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	38

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	2.7
National comparative data	5.4

#### 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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	11	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	10	10	10
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	87(91)	87(91)	93(91)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	9	9	9
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	80(91)	80(91)	80(91)
	National	82(81)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	4	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	7	10	9
Percentage of pupils at NC level 4 or above	School	64(65)	91(92)	82(100)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	91(65)	91(92)	91(100)
	National	68(63)	69(65)	75(72)

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

\*PLEASE NOTE THAT THE DATA IS OMITTED IF THE NUMBER OF BOYS OR GIRLS IS BELOW TEN.

### ***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	117
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	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: YR – Y6**

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	29.3
Average class size	29.3

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

Total number of education support staff	5.0
Total aggregate hours worked per week	123

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	219805
Total expenditure	209238
Expenditure per pupil	1774
Balance brought forward from previous year	1240
Balance carried forward to next year	11807



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

### **Questionnaire return rate**

Number of questionnaires sent out	117
Number of questionnaires returned	88

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	35	1	0	0
My child is making good progress in school.	69	30	0	0	1
Behaviour in the school is good.	64	34	0	0	2
My child gets the right amount of work to do at home.	52	43	3	1	1
The teaching is good.	75	23	0	0	2
I am kept well informed about how my child is getting on.	45	48	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	40	58	2	0	0
The school is well led and managed	64	34	0	0	2
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	30	47	18	2	3