

INSPECTION REPORT

SOUTHWAY NURSERY SCHOOL

Bedford

LEA area: Bedfordshire

Unique reference number: 109416

Headteacher: Mrs Katrina Foley

Reporting inspector: Mrs Stephanie Lacey
3764

Dates of inspection: 16 – 18 October 2000

Inspection number: 224984

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery
School category:	Community
Age range of pupils:	3 to 5
Gender of pupils:	Mixed
School address:	Ampthill Road Bedford
Postcode:	MK42 9HE
Telephone number:	01234 266520
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mr Colin Pearson
Date of previous inspection:	2 – 5 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southway Nursery School is housed in a Victorian building, close to the hospital and the centre of Bedford. It has 94 part-time and 24 full-time children on roll between the ages of three and five. Most children live close to the school, but some travel from further afield. A few children are brought by taxi from Kempston. Over half of the full-time children are entitled to free school meals, which is above average. Sixty per cent of the children have their cultural roots outside the British Isles. This includes 36 per cent who are learning English as an additional language. This is also above average. Most of these children are Punjabi speakers. The school's own assessment procedures indicate that, when they start at three years old, children's skills, knowledge and understanding overall are well below those expected for their age. Four per cent of the children are on the school's register of special educational need. Southway is a partner school in the local Educational Action Zone and is involved in the Social Inclusion project for the local area.

HOW GOOD THE SCHOOL IS

Southway is a very good nursery school. Children achieve very well because the school provides a high quality education. The teaching is very good, the work planned for the children is interesting and the leadership by the headteacher is very strong. The school's main budget is managed by the local authority, although the school is given a small amount each year for equipment. Overall it provides very good value for money.

What the school does well

- The school provides excellent opportunities for children to become independent within a rich and stimulating curriculum.
- Children make excellent progress in the development of their personal and social skills.
- The quality of teaching is very good and this ensures that children achieve very well.
- The school is led and managed very well by the headteacher, with very good support from staff and governors.
- The cultural backgrounds of the children are celebrated very well.

What could be improved

- The recording of children's progress is very good, but needs updating in relation to the new early years curriculum.
- The entrance to the nursery site is potentially hazardous.
- The carpets are old, well worn and need replacing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Southway has continued to develop well since its last inspection three years ago. At that time the school was found to provide high quality early years education and this is still very much the case. The headteacher, staff and governors have worked successfully on the points identified for improvement. Consequently a system for assessing children's knowledge, skills and understanding on entrance to the nursery has been introduced and the balance of activities undertaken by children is now more carefully monitored. The school's planning for the future is clearer and includes the time allocated for tasks and criteria for measuring the success of new initiatives. The quality of teaching has improved over the last few years and several new and effective initiatives have been introduced. These include a programme of home visiting before children take up their nursery place, the further development of the garden, provision for after-school care, a 'Family Group' project, which the school manages (linked to the Single Regeneration bid for the area), a parent and toddler group and English language classes for parents.

STANDARDS

Most children achieve very well. They make great strides in their learning in the areas of personal and social development, communication, language & literacy, mathematics, knowledge and understanding of the world, physical and creative skills. One of the reasons that children do so well is because staff place a great emphasis on helping them to work independently. Consequently children work for sustained periods at their chosen activities and acquire skills, knowledge and understanding through enjoyment of and involvement in worthwhile tasks, such as making a 'crispie' and planting bulbs.

Most children, and especially those learning English as an additional language, make very good progress in the area of communication, language and literacy. Staff wisely concentrate on helping children to become confident in the use of spoken English and to appreciate story and rhyme. They take care to foster the development of children's language skills, and take every opportunity to develop children's spoken vocabulary. Children enjoy books and stories and understand that written symbols convey meaning. Older children are beginning to read simple words and to form recognisable letters and words. Children develop their mathematical understanding by working at practical activities. They measure ingredients for cooking, for example, and build blocks in symmetrical patterns.

Most children reach most of the early learning goals for the end of the reception year well before their fifth birthdays. By the time they leave Southway, children are confident and independent. Their physical and creative skills are particularly well developed and they have a good knowledge and understanding of the world about them. There are no significant differences in the achievements of boys and girls. This positive picture has been maintained well since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children enjoy coming to school. They concentrate very well on their chosen activities and tidy up responsibly when they have finished.
Behaviour, in and out of classrooms	Children behave very well. They are sensible both in classrooms and the garden, where they enjoy a balance of quieter and more rumbustious play.
Personal development and relationships	Excellent. Children settle quickly into school and make great strides in their personal and social development. They are extremely confident and secure within the nursery setting and show great independence in their chosen activities. They get on very well with each other. The relationships between children and staff are also very good.
Attendance	The levels of attendance have improved since the last inspection and most children come to their sessions regularly.

TEACHING AND LEARNING

Teaching of pupils:	
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.

The very good teaching is a strength of the school. In the sessions seen 58 per cent of the teaching was very good and the remaining 42 per cent was good. Teachers all have a clear understanding of how young children learn. Teaching is underpinned by very good organisational strategies. Staff take on clearly defined roles for different parts of the session. Teachers and nursery nurses work very well together to support individual children in their learning. The relationships between staff and children are very good and, as a result, children trust the adults and are confident in their approach to activities. Staff plan for and organise effective ways of helping children to work and play with a high degree of independence. Activities are organised so that children can make their own choices and decide how to undertake them. They follow instructions for mixing powder paint imaginatively prepared by teachers, for example, from simple books. Staff also concentrate on helping children develop their communication and linguistic skills. They talk clearly and calmly to children and encourage them to participate in conversation. They help them extend their vocabulary by using and talking about unfamiliar words. Children learning English as an additional language are particularly well supported. Staff acknowledge the advantages that these children have in speaking more than one language and value their mother tongue by using it alongside English and sometimes reading stories in Punjabi. Staff also support children in their mathematical development by using appropriate language and by providing opportunities for them to measure, and to see patterns, shape, connections, similarities, differences and relationships. The teaching of skills related to personal and social development is outstanding. It is based on the premise that children learn to relate to others and to become more mature when they feel valued and secure.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The activities planned for children are varied and interesting. They are firmly based on the belief that children learn best by being actively involved in what they are doing. There is a good balance of activities across all the areas of learning.
Provision for pupils with special educational needs	Very good. Staff know all the children very well and provide very good support for children with special learning needs.
Provision for pupils with English as an additional language	Very good. Two of the staff are Punjabi speakers and this helps these children to feel more confident and gives them positive role models.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. The provision for children's cultural development is particularly rich. Every opportunity is taken to celebrate their cultural traditions. A recent Divali celebration, for example, culminated in a lunch for children, parents and staff.
How well the school cares for its pupils	Very well. Staff are vigilant about children's health and safety and take very good care of them. The school has tried to improve the access to the site, but more work is still needed. Assessment of children's progress is good, but recording of progress in relation to stepping stones in the new foundation stage curriculum is not yet in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very strong leader and gives a very clear educational direction for the work of the school. She is very well supported by experienced teachers and nursery nurses.
How well the governors fulfil their responsibilities	The governors make a positive contribution to the work of the school. Several recently appointed governors have particularly valuable skills.
The school's evaluation of its performance	Very good. Staff and governors have a clear grasp of the strengths of the school and the areas to be developed. There is very good use of professionals from other establishments to help the school evaluate its work.
The strategic use of resources	The school does not have a fully delegated budget. The small budget available to the school is used well to purchase equipment and resources. Some improvements are needed to the fabric of building, such as the carpets. Principles of best value are applied well. Staff are very effectively deployed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • All feel that their children like school. • All feel that the school is helping their children to become more mature. • Most feel that their children are making good progress • Most feel that the teaching is good. • Most feel comfortable about approaching the school. • Most feel that the school is well led and managed. 	<ul style="list-style-type: none"> • A few do not feel well informed about how their children are getting on. • A few do not feel that the school works closely with parents. • Some feel that the roadway into the school building is dangerous.

Only eight parents attended the meeting held before the inspection and only 23 questionnaires seeking parents' views were returned. The comments above are therefore the opinions of a relatively small proportion of parents. The parents who responded were overwhelmingly supportive of the school and the staff. They were generally very pleased with all that the school does to support their children. A small number had some concerns and these are listed above.

The inspection team unreservedly supports parents' positive views. In relation to parents' concerns, the inspection found that parents were kept well informed about their children's progress and that the 'blue' books and the informal conversations that occurred at the beginning and end of the day gave parents a good picture of how their children were doing. The school is aware that working parents, who do not have daily contact with staff, need to be kept informed. At the moment the onus is on these parents to contact the school for information. The inspection found that the school made every attempt to work closely with parents. Staff are approachable and friendly and clear information is given to parents about the work children do at school. The inspection team agreed with the parents who felt that the access to the nursery site is potentially hazardous. Most parents are aware of this and take due care for the safety of their children. Governors are continuing to strive for improvements to the entrance.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides excellent opportunities for children to become independent within a rich and stimulating curriculum.

1 The curriculum planned for children is varied and interesting. It is firmly based on the belief that children learn best by being actively involved in what they are doing and that they develop perseverance and skills of concentration through self-chosen tasks. There is a good balance of activities across all the areas of learning. The nursery rooms are organised into different areas so that children can choose what to do from an established variety of activities. In each of the two large indoor rooms, for example, there are opportunities for painting, woodwork, block play, clay, reading, writing, sewing, sand play, water play and imaginative play. Outside there is a good variety of large climbing equipment, a sand pit, wheeled toys and gardens and a wild area. Staff also introduce seasonal activities into the programme of work. During the inspection, for example, children made carrot cake from carrots grown in the garden and planted bulbs to come up in the spring. Other activities seen were related to the school's Divali celebrations.

2 The freedom that children are given to select and undertake activities helps them to be confident learners. Within the framework of the activities set up, staff pay very good attention to helping children work and play independently. Activities are organised so that children can make their own choices and decide how to undertake them. This helps them to develop appropriate strategies for learning. Teachers have imaginative strategies for encouraging children to be as independent as possible and to do things for themselves. Children follow instructions for some activities from simple books. In one session, for example, a girl took down the book about mixing purple paint and confidently followed the instructions in print and diagrams. In another corner of the room a boy made a 'crispie' using a small burner and again an instruction book was to hand. In many activities children make their own choices about how to proceed. Children working with card, paper, sequins, material and glue in one session, for example, selected their materials carefully. They stuck the materials onto the card to make their own design and concentrated on fine details. They all worked independently, knowing that an adult was at hand if help was required.

3 Children are also encouraged to be independent when working with a teacher or nursery nurse. In one session, for example, a teacher helped children to make an apple pie. She supported them well, but expected the children to do all the cutting, measuring and mixing that was necessary. In another session where children looked at poetry cards, the teacher encouraged the children to select the poems that they wanted to recite and this helped them to make the connection between shape, print and the spoken word.

Children make excellent progress in the development of their personal and social skills.

4 Most children settle very quickly into the nursery. They are confident and happy in their new surroundings. Some children have had some experience of toddler groups or organised child care, but for many it is the first step away from the security of home. Staff have organised very effective ways of helping children settle quickly. They have recently introduced the offer of a home visit before children start school and this helps children to build new relationships with one or two staff in their own homes. Parents are also encouraged to stay with children for their first sessions, until the nursery setting becomes a familiar one.

5 This very good introduction contributes to children's very positive feelings about school.

Parents report that children are keen to go to the nursery, even when they are ill. Children enjoy the activities available and quickly settle to their chosen task when they arrive. Often they spend extended periods on one activity, showing great concentration and perseverance. One boy, for example, spent some time making a model bridge out of wood and nails and then moved on to paint it carefully.

6 Children get on very well with each other and often work very happily alongside their friends on similar tasks. In one session, for example, a group of girls spent an hour working in the writing area. They wrote letters to their friends, sealed and addressed the envelopes and put them ready to be delivered. Sometimes children work and play collaboratively and manage this very well. In one outdoor activity, for example, a group of children worked together to move a number of crates to make a walkway. On another occasion a group of boys used the blocks to make a space ship and then used it to act out their own story.

7 Children also respond enthusiastically to the staff. They enjoy taking part in the activities which staff direct, such as bulb planting and cooking apple pie. They listen carefully to instructions and explanations. They are sensible and attentive during carpet sessions, when a member of staff shares a story with a large group, or sings with the children.

8 Some, mostly older, children stay at the nursery for the whole day. They cope well with this extended period away from their parents or carers. They manage very well at lunchtime. At a lunch seen during the inspection, they served themselves the food that they wanted and passed the dishes to their friends in a polite way. They ate well and most used a knife and fork carefully. They cleared the tables sensibly at the end of the meal. This routine of clearing up at the finish of an activity is well established and children tidy up as a matter of course. After one session in the sand, for example, two three year olds hung up the buckets and sieves very carefully. They made sure that all utensils were replaced in their appropriate place.

9 Children are very well behaved and respond extremely well to the high expectations of the staff. Most clearly know the difference between right and wrong.

The quality of teaching is very good

10 Very good teaching ensures that children achieve very well in all areas of learning. In the sessions seen 58 per cent of the teaching was very good and the remaining 42 per cent was good. The good and very good teaching is a feature of work in all areas of the school. All the teachers and nursery nurses are gifted and talented. Staff are committed to improving their skills and all teachers, for example, have undertaken a post graduate course in Froebel education.

11 There are several features that underpin the high quality of the teaching. Very good planning provides a firm basis for the activities organised for the children. Teachers and nursery nurses meet daily to discuss the work and have a weekly meeting to plan for the following week in detail. Consequently all staff are fully aware of the range of work planned and what their colleagues are doing. There are very good organisational strategies. Staff are assigned to different parts of the nursery for parts of each session and within these areas take on clearly defined roles. In one session, for example, a nursery nurse worked with children to make carrot cake, while a teacher worked with children outside. Within this structure staff work very well together to support individual children in their learning.

12 The relationships between the staff and children are very good. Consequently children trust the nursery nurses and teachers and are confident to approach them for help and

support. Staff are very sensitive in their dealings with the children and this helps each child to develop independently. Children who are quieter are encouraged gently to participate. Staff are calm and quiet. This provides a very good role model for the children, who respond well to the high expectations of good behaviour set for them. The teaching of skills related to personal and social development is outstanding. It is based on the premise that children learn to relate to others and to become more mature when they feel valued and secure.

13 A particular strength in the teaching is the way in which staff concentrate on helping children develop their communication and linguistic skills. Teachers and nursery nurses engage in almost continual conversation with the children. They talk clearly and calmly and encourage them to participate. They use questioning well and this helps children to move forward in their understanding. They help them extend their vocabulary by using and talking about unfamiliar words. Staff are very aware of the importance of talk and are planning to extend their own skills even further by some more staff training in the near future. Children learning English as an additional language are particularly well supported. Staff acknowledge the advantages that these children have in speaking more than one language and value their mother tongue by using it alongside English and sometimes reading stories in Punjabi. Staff also realise the importance of story and rhyme in young children's linguistic development. They share books and songs with children on a daily basis.

14 Mathematical skills are also well taught. Staff use appropriate language and provide opportunities for children to measure, and to see patterns, shape, connections, similarities, differences and relationships.

The school is led and managed very well by the headteacher, with very good support from staff and governors

15 The headteacher is a strong and inspiring leader. She has very clear ideas about the ways in which young children learn. These ideas are firmly based on the ideologies of great educationalists, such as Froebel and Montessori. She believes that children learn best through active involvement in chosen tasks. To this end she directs the work of the nursery so that rooms are arranged with areas for different activities, such as cooking, woodwork and block play. The staff and governors share the headteacher's educational philosophy and all work very well together to ensure that this high quality of provision can be maintained.

16 The headteacher, staff and governors are constantly striving to improve the nursery. They resolutely and successfully tackled the key issues for action from the last inspection. Consequently the long term planning for school development has improved, children's knowledge, understanding and skills are now assessed on entry to the nursery and the balance of different tasks undertaken by children is now more carefully monitored. The school has improved in other ways. Staff have strengthened their partnership with parents by offering home visits to families, before children start at Southway. After-school care is now available and there are plans to extend this further. There is an English language class for parents once a week and the school hosts a 'Family Group' project as part of the Southway Community Project. A parent and toddler group has also been established. The outside area has also been developed very well.

17 One of the reasons for the good improvement since the last inspection is the commitment that the school gives to monitoring and evaluating its effectiveness. The work in this whole area is very impressive. There has been a good emphasis on monitoring the quality of teaching in order to help teachers and nursery nurses develop their skills, for example. In order to do this the school has involved professionals from other institutions on a regular basis in addition to the usual monitoring by the headteacher. Some of these external advisers have made outstanding contributions to the world of early years education. This has

been useful for the staff and provided valuable opportunities for the discussion of early years education. Governors also make monitoring visits to look at different aspects of the school's work and report on these subsequently. These reports are sensitive, well informed and valued by staff. Recently the school was involved in a review of nursery education in Bedfordshire and again this involved an outside agency coming in to look at the work of the school. The review found that Southway was the most suitable for developing as a Centre of Excellence for the local education authority.

The cultural backgrounds of the children are celebrated very well

18 Children at Southway come from a variety of cultural backgrounds and the school celebrates these very well. This helps children to understand more about the cultural traditions of their friends and to form good relationships based on mutual trust and understanding. At the time of the inspection the school was engaged in its Divali celebrations. Several activities were planned to link with the festival. Children helped one of the nursery nurses put up displays about the festival in each room. They made Divali pictures from card and materials. They listened to the story of Rama and Sita and they made food in preparation for the Divali lunch. The day of the lunch was a great highlight. Staff and some children dressed in traditional clothing and a high proportion of parents came to join in the celebration lunch with their children. Many contributed food and all had an opportunity to sample a variety of dishes. A similar focus is placed on Christian traditions and at Christmas the children have the opportunity to enjoy and decorate Christmas trees as part of the festivities. They also all make a small Christmas cake, which they mix and cook themselves.

19 These activities help to bring the deeper meaning of each festival alive for the children and reflect the respect that staff have for the backgrounds of all children. This is shown in several ways. Displays in the nursery, for example, reflect both the cultural traditions of Asia and Great Britain, there are books and notices in several languages and two staff speak to children in Punjabi and English. This helps all children to appreciate that all cultural traditions are to be valued.

WHAT COULD BE IMPROVED

The recording of children's progress is very good, but needs updating in relation to the new early years curriculum

20 Staff keep excellent records of children's progress from the time they start in the nursery until they leave. These twice termly observations and evaluations are kept in individual 'blue books' and are illustrated by photographs and the children's own work. They are always available for children, parents and staff to refer to and are kept by the parents when their child moves onto their next school. They provide interesting and enlightening accounts of children's development during their time at Southway. Staff also record children's progress in the six areas of learning, summarising their strengths and weaknesses. When children transfer to their next school, the staff prepare a summary of each child's skills, understanding and knowledge in order to provide information that will help the child's new teacher. Staff are aware that the next step to improve the recording of children's progress and to give an even clearer picture of how they are doing, would be to mark their progress in relation to the stepping stones towards the early learning goals,* in all the areas of learning. This record is planned to incorporate the existing assessment undertaken when children start at Southway and the existing summative sheet and would also be used as a basis for the document sent to the children's next schools. This would ensure greater continuity and easier transition to the infant school.

* *The new national curriculum guidance for the foundation stage was introduced this September. It includes 'stepping stones' of progress in all areas of learning towards the early*

learning goals for children at the end of their reception year.

The entrance to the nursery site is potentially hazardous.

21 The entrance to the nursery is at the end of a narrow slip road, which is congested at lunch times especially. There is a footpath from the slip road, which crosses over the main driveway and continues along the edge of the car park. It is not sufficiently demarcated on the roadway and motorists new to the site would not be immediately aware of its significance. Families arriving by car park either in the slip road or in the car park outside the nursery school. Most parents drive carefully and keep to the five miles an hour speed limit, but some other site users sometimes exceed this. Southway shares the site with other users and at the entrance there are not a sufficient number of clear signs to indicate that young children are in the area. There is concern that the health and safety of the children is at risk.

The carpets are old, well worn and need replacing

22 The nursery does not have a delegated budget and replacement of large items of equipment, renovation and redecoration of the building are the responsibility of the local education authority. In all rooms there are carpet areas where children sit to listen to stories, to join in singing rhymes or to play. These carpets are all now very well worn and are in need of replacement. They have been looked after carefully by the cleaning staff, but are now stained and worn by many years of heavy use. They no longer provide a comfortable floor surface for playing and other activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23 Within the context of the very good provision for the children, there are three areas that the staff and governors realise need improvement.

- Build on the very good practice already established in evaluating children's academic and personal progress and incorporate a record of children's progress in relation to the stepping stones towards the early learning goals in all areas of learning.
- The nursery staff and governors are keen to improve the access to the building, to avoid potential accidents and risk to children's health and safety. As the local education authority control the majority of the school's budget, it is a joint responsibility. The access would be greatly improved by clearly demarcating the pedestrian access to the building from the slip road and providing clearer signs, which ask for care because young children use the site.
- Make replacing the carpets a priority.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	58%	42%	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
Number of pupils on the school's roll (FTE for part-time pupils)	71 (94 part time & 24 full time)
Number of full-time pupils eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	Nursery
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	43

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	85
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	9.4

Unauthorised absence

	%
School data	0

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

Teachers and classes

Qualified teachers and support staff

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	18

Total number of education support staff	4
Total aggregate hours worked per week	131

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	199690
Total expenditure	201002
Expenditure per pupil	1662
Balance brought forward from previous year	3380
Balance carried forward to next year	2068

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	118
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	96	4	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	43	52	0	0	5
My child gets the right amount of work to do at home.	17	17	4	0	62
The teaching is good.	74	22	0	0	4
I am kept well informed about how my child is getting on.	48	30	17	0	5
I would feel comfortable about approaching the school with questions or a problem.	74	22	0	4	0
The school expects my child to work hard and achieve his or her best.	52	26	0	0	22
The school works closely with parents.	57	26	13	0	4
The school is well led and managed.	74	22	4	0	0
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	52	30	4	0	14