

INSPECTION REPORT

WESTHOUSES PRIMARY SCHOOL

Alfreton, Derbyshire

LEA area: Derbyshire

Unique reference number: 112508

Headteacher: Mr J Morton

Reporting inspector: Dr B Male
19406

Dates of inspection: 28th – 29th November 2000

Inspection number: 225179

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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Bolden Terrace
Westhouses
Alfreton
Derbyshire

Postcode: DE55 5AF

Telephone number: 01773 832518

Fax number:

Appropriate authority: The Governing Body

Name of chair of governors: Mr P Oates

Date of previous inspection: 8th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school takes pupils from 4 to 11 years old and is maintained by the Derbyshire LEA. The school still occupies its 1898 buildings in this former mining and railway village north of Alfreton. At the time of the inspection there were 49 pupils on roll in 2 classes; there was no child of reception class age. Most pupils start school with standards of attainment in line with those usually expected. 15% of the pupils are eligible for free school meals which is below the national average. 18% of the pupils are on the Special Needs Register which is in line with the national average. There is no pupil for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school that provides a high standard of care for its pupils in a strongly supportive community. Pupils make very good progress across the school, and the standards they attain by the age of eleven represent very good achievement. This progress is brought about by the good quality of the teaching and the very positive ethos, where excellent relationships and pupils' excellent behaviour and attitudes to work enhance learning. Under the very effective leadership of its headteacher, the school has made very good progress since the previous inspection. The school receives an average income per pupil for a small school, and offers very good value for money.

What the school does well

- Pupils leave the school as eleven year olds with high standards of attainment
- The school has a very positive ethos where excellent relationships and pupils' excellent behaviour and attitudes to work make a significant contribution to progress
- The school provides a good quality of teaching in its mixed age-range classes
- The school provides a rich variety of extra-curricular activities, and, for its size, meets a very high degree of success in inter-school competitions
- The headteacher provides very effective leadership and sets a very good tone for the positive ethos of the school

What could be improved

- The school needs to continue its development of information technology

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 October 1996, and has made very good progress since then. Standards of attainment have risen significantly across the school. The quality of teaching has improved significantly, and is now good overall. Pupils' standards of behaviour and attitudes to their work are now excellent. The school has addressed all of the key issues raised by the last report: standards have been improved at Key Stage 1, there are more opportunities for monitoring the quality of teaching, the school's development plan has been extended, the Key Stage 1 classroom has been reorganised and the library improved. Standards of attainment have risen in information technology, but further improvement is still needed. There is a very good commitment to continue to improve on the already high standards of provision.

STANDARDS

The number of pupils in each year group is very small, and so it is not appropriate to publish the usual table of standards as this would be statistically invalid. In general, the school's standards in national tests for eleven year olds have been well above average in mathematics and science and above average in English in the three years to 2000. The 2000 scores were lower than in previous years because of the presence in the class of a higher than usual number of pupils with special education needs. Even so, compared to similar schools, the standards were well above average in English, average in mathematics but below average in science. Inspection findings indicate that present standards are well above average in English, mathematics and science, which is a significant improvement since the last inspection. Standards have also improved significantly at Key Stage 1 and are above average in both English and mathematics.

These high standards result from the high quality of the teaching together with the pupils' own excellent attitudes to work. This is a very powerful combination that lies at the heart of the school's success.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school. They are very keen and interested in their work, and want to do well.
Behaviour, in and out of classrooms	Behaviour is excellent across the school. Pupils behave very well in class, and very responsibly around school and in the playground. Pupils are polite and very thoughtful of others.
Personal development and relationships	There are excellent relationships across the school. Pupils work and play very well together. They are respectful to their teachers and caring towards each other. They listen particularly well and are responsive.
Attendance	There is a well above average level of attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

In the school as a whole, the quality of teaching and learning was excellent in almost a fifth of lessons, very good in a fifth, good in a half and satisfactory in just over a tenth. No teaching was unsatisfactory. This is a very positive profile. Teachers work very hard to ensure that pupils' needs are met effectively in the mixed age range classes. They have excellent relationships with the pupils, and ensure a consistently high level of challenge. The skills of both literacy and numeracy are taught very well. The high quality of the teaching is the key factor in the high achievement of the pupils. The quality of learning is very good, with pupils applying themselves well to their work and making very good progress overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but is heavily balanced to English and mathematics. The time allocated to these in the mornings is longer than required. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	There is good provision for these pupils. The Special Needs Co-ordinator ensures that the Code of Practice is fully followed and that individual education plans have effective targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' social development through the example set by teachers and through such things as a residential visit. There is good provision for spiritual and moral development. Provision for cultural development is satisfactory overall, but the multi-cultural element is limited.
How well the school cares for its pupils	There is a very caring ethos in the school, and pupils feel very secure and well supported. Assessment is used well to support the progress of individual pupils through their learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership for the school. He sets a very clear educational direction, and an excellent tone of caring relationships.
How well the governors fulfil their responsibilities	The governors are supportive of the school and carry out their statutory duties effectively. They need to develop a more precise overview of the school, especially in terms of standards.
The school's evaluation of its performance	The school is effective in evaluating its performance. A wide range of data is collected and carefully analysed.
The strategic use of resources	The school makes generally effective use of resources, and ensures that the principles of best value are applied. It receives an average income, but ensures that pupils attain well above average standards. The school therefore provides very good value for money.

The school building is spacious, but the Key Stage 2 classroom is barely adequate for the number of pupils and is restricting educational opportunities. There is scope to develop both the building and the playground to enhance the school's provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school's "family" atmosphere• The way all pupils are valued and supported• The standards attained in the school• The standards of behaviour and attitudes• The way the school copes with mixed-age classes• The wide range of extra-curricular activities	<ul style="list-style-type: none">• There is no aspect of the school that parents would like to see improved

Parents were very supportive indeed of the school in the questionnaire and in their comments. The inspection agrees with the parents' very positive feelings.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils leave the school as eleven year olds with high standards of attainment

1. The number of pupils in each year group is very small, and so standards can fluctuate significantly from year to year. In general, the school's standards in national tests for eleven year olds have been well above average in mathematics and science, and above average in English in the three years to 2000. The 2000 scores were lower than in previous years because of the presence in the class of a higher than usual number of pupils with special education needs. Even so, compared to similar schools, the standards were well above average in English, average in mathematics and below average in science.
2. Inspection findings indicate that present standards are well above average in English, mathematics and science, which is a significant improvement since the last inspection. Standards have also improved significantly at Key Stage 1 and are above average in both English and mathematics.
3. By the age of eleven, pupils' standards of attainment are well above average in English. Pupils talk and listen with confidence. They pay close attention to what others say, and respond well to others' views. Although not all pupils have a wide vocabulary or an easy fluency, they are able to express their views clearly and cogently. Seven year olds are also able to express themselves clearly and some use complex sentences; for example when explaining why a bulb lights in an electric circuit: "The wires have to join both ends of the battery to both sides of the bulb so that the electricity can flow right round".
4. Standards in reading are well above average. By the age of eleven, pupils can read fluently and with understanding. They are able to use inference and deduction to look for meaning beyond the literal, and to consider the importance of literary devices. For example, Year 6 pupils were able to recognise imagery such as "the blackboard of the sky" in Roger McGough's poem 'Whistle'. Such understandings arise from the very good quality of the teaching which focuses clearly on such features, and has challenged pupils to come to a high level of appreciation of literature.
5. Standards in writing are also well above average at the end of Key Stage 2. By the age of eleven, pupils are able to write with clarity and feeling, and are also able to use some sophisticated literary devices. For example one Year 6 pupil was able to use an effective three part development and pattern when writing about S.A.Wakefield's "Bottersnikes and Gumbles". The pupil's paragraph was, "'Yahoo', I shouted as I flew into the air like an eagle. 'Ouch', I said as I fell into the straw hat and was dragged back into the rubbish. 'Yes!', I said quietly as I fell out of Crank's hat." This was actually better than any of the writing in the book itself! There is some good writing of poetry. For example, a pupil's poem about war contained the line, "hope lives in the good side of the heart", and a poem about a tiger contained the haiku-like stanza, "She crouches down, ready for her prey; rising carefully, in silence." The high standards result from the teacher's very clear knowledge of the expectations of the higher level, and the quality of analysis of pupils' writing which links to reading. Pupils have a very good idea of what constitutes good writing.
6. Standards in writing at the end of Key Stage 1 are in line with the national average. Although some pupils are capable of writing interesting stories with expressive use of

words, basic skills in punctuation and spelling prevent standards being higher. Lessons do not always focus sufficiently precisely on what pupils need to be able to do in order to progress to the next level.

7. Standards in mathematics are well above average at the end of Key Stage 2. Standards in number work are high across the school. Pupils have a good facility in manipulating numbers, and by the age of eleven, most are able to calculate quickly and accurately to three decimal places. Although there is a concentration on number work in lessons, standards are also above average in the data handling aspect of mathematics. For example, Year 6 pupils were able to fix an appropriate scale for a line graph, and younger pupils to distinguish between frequency charts and pictograms. Again, this comes from some very clear and focused teaching.
8. These high standards result from the high quality of the teaching together with the pupils' own excellent attitudes to work. This is a very powerful combination that lies at the heart of the school's success.

The school has a very positive ethos where excellent relationships and pupils' excellent behaviour and attitudes to work make a significant contribution to progress

9. There is a very strong ethos in the school that is not only caring and supportive of individual pupils, but also sets very high expectations for behaviour and achievement. The high challenge and high support complement each other and ensure that pupils develop the self-confidence to meet the high challenge. Across the school, pupils take a keen interest in their lessons and are eager to learn. They listen attentively to their teachers, and are very keen to participate in lessons. They sustain their concentration well and want to produce their best work. They develop a high degree of self-confidence and a sense of ownership of their school.
10. Standards of behaviour are excellent both in class and around the school. It is a feature of the school that pupils of all ages play and work so well together. Pupils are very aware of the needs of others and are very caring in their approach. They are polite and respectful towards adults. They behave very well indeed in the playground, although there is little there for them to do, and behaviour in the dining hall is exemplary.
11. The excellent attitudes and behaviour are underpinned by the outstanding relationships across the school. Parents commented favourably on the school's "family" atmosphere and the way everyone gets on so well with everyone else. The headteacher sets a very good tone for caring relationships in the way that he values each pupil. This is taken up by all members of staff who are very good models for the pupils in their relationships. Pupils are thoughtful of others and concerned to be helpful and caring.

The school provides a good quality of teaching in its mixed age-range classes

12. In the school as a whole, the quality of teaching and learning was excellent in almost a fifth of lessons, very good in a fifth, good in a half and satisfactory in just over a tenth. No teaching was unsatisfactory. This is a very positive profile. Teaching at Key Stage 2 is particularly strong.
13. Teachers work very hard to ensure that pupils' needs are met effectively in the mixed age range classes. There are several factors that contribute to this success:
 - Lessons are planned very effectively to take account of the different year groups and teaching is well matched to the different needs. For example, a Key Stage 1

- science lesson was well targeted to the two year groups, and ensured that Year 2 pupils were challenged at the higher level to discover what sort of materials conduct electricity, whilst Year 1 pupils were finding out how to light a bulb from a battery.
- The school has successfully adapted the national Literacy and Numeracy Strategies to make them work in a multi-age group class. For example, in the Key Stage 2 class, the weekly elements of the Numeracy Strategy have been adjusted to allow all four year groups to study the data handling element of mathematics at the same time. This makes the teaching much more efficient, and allows groups to learn from each other.
 - The level of challenge is kept high within year groups, and the school ensures that all pupils within a year group are challenged at an appropriate level even if they work with a different group. For example, in a Key Stage 2 mathematics lesson, some Year 6 pupils were working on frequency tables, which is the expected level for this age group. Other Year 6 pupils were constructing line graphs, which is the requirement of the higher level. No pupil was allowed to work below the expected level.
 - There are some very effective strategies to deal with so many different groups in a class. Teaching assistants are used very effectively to target different groups, and they make a very valuable contribution to learning. In the Key Stage 2 class, although the room is very cramped, the four groups are arranged so that the teacher can move easily from one group to another to teach different groups. Teachers use questions very effectively to vary the challenge to different groups of pupils. For example, in a Key Stage 1 English lesson where the teacher took the part of a cat in a story, the Year 2 pupils were asked to suggest words such as “pouncing” and “billowing” whilst questions to Year 1 pupils were at a much simpler level.
14. The very strong teaching at Key Stage 2 results from the consistently very high degree of challenge and the very high expectations. Although the class is very large for one with so many year groups, no pupil is allowed to drift along or not produce their very best at all times. The teacher is very aware of the involvement of all the pupils and uses good questioning techniques to keep everyone included in the lesson; for example looking at one pupil whilst asking another. His use of humour is another very effective device to engage the pupils’ interest and involvement. Lessons are enjoyable and stimulating, and many pupils claim mathematics to be their favourite lesson of all.
15. The teacher’s preparation is very thorough and his explanations extremely clear. For example, a mathematics lesson looking at the difference between tally charts, frequency diagrams, pictograms and bar charts, used a very simple but extremely effective technique of asking pupils to move pictures of musical instruments about the board, which exemplified the differences in a very obvious and concrete way. This was excellent teaching. Above all, it is the very clear focus on the requirements of the various levels of the National Curriculum that keeps the challenge high and enables the pupils to make such good progress.
16. The one area of teaching that might be developed at both key stages is the extent to which pupils are involved in the evaluation of their own work and learning. Teachers are very skilled at finding examples of good work to present to other pupils, but there are few occasions when pupils are asked to reflect upon their own work, or co-operate with other pupils to appraise and amend their work. This could be applied effectively to writing.

17. Underpinning all the good teaching are the excellent relationships across the school. Pupils feel very secure and valued by their teachers, and this gives them the self-confidence to respond to the high level of challenge.

The school provides a rich variety of extra-curricular activities, and, for its size, meets a very high degree of success in inter-school competitions

18. The school provides a much wider range of extra-curricular activities than the great majority of schools of its size. There are good opportunities for sporting, recreational and creative activities. There are opportunities for both boys and girls to take part in netball and football. There is participation in choirs and recorder groups, and the opportunity to be involved in dramatic productions. A feature of all these activities is the involvement of a wide range of age groups. The annual residential visit is a very valuable social occasion, as well as offering a rich range of new experiences outside the classroom. Staff are to be commended for the time and effort they put into these activities.
19. The school's success in sporting activities is out of all proportion to its size. There has been considerable success in both netball and football in competition with much larger schools, and it says much for the quality of coaching and the school's team spirit that such success is achieved with very young pupils in the teams.
20. The school's involvement in chess is quite remarkable. Despite the school's size it has made a significant contribution to the Derbyshire County Schools' Chess Team. This is a significant achievement, and is an illustration of the fact that pupils' experiences are by no means limited by being at a small school. In fact, the opposite is the case, with more pupils involved from a younger age in more activities than in most other schools.

The headteacher provides very effective leadership and sets a very good tone for the positive ethos of the school

21. The headteacher sets a very good tone for relationships across the school. His own very supportive, but demanding, approach with high expectations of attainment and behaviour and concern for each pupil has underpinned the very positive ethos of the school. All members of staff contribute to this ethos with a consistent approach, and this is important in developing the pupils' excellent attitudes to school which, in turn, enable them to make such good progress. There is a very good working atmosphere in which all members of staff play a valuable part.
22. The headteacher works very hard to ensure that the school is well administered whilst having responsibility for a class. He has been very successful in this, and has ensured that the school has made very good progress since the last inspection in terms of standards of attainment and behaviour, the quality of teaching and in the addressing of key issues. This is a significant achievement.
23. The school is taking many effective steps to evaluate its performance. Test and other assessment data are carefully analysed and considered. The school's development plan is now a very useful document in setting targets and harnessing resources. The many national strategies and initiatives, such as the Literacy and Numeracy Strategies, have been introduced successfully, even though many were not devised with such a small school in mind. The school has been very successful in adapting these strategies to its needs.

24. The school building has not been developed as successfully as teaching and learning. This, of course, shows a proper sense of priorities, but now that teaching and learning are so successful there could be more of a focus on the environment. The Key Stage 2 classroom is very cramped, but there are areas, such as the Key Stage 2 entrance, that are under-used and could become useful learning areas. The hall is cluttered with spare furniture, and the playground is rather bleak with few facilities.
25. The school has appropriately targeted the development of pupils' skills in information and communications technology as a priority, and is already making very good progress in this direction.
26. The role of headteacher in a small school, where there are both class and management responsibilities, is a very demanding one. The headteacher is to be commended for the way in which he has balanced these responsibilities, set such a good tone, ensured that the school is managed so effectively, but always kept his focus on the quality of teaching and the learning of the pupils. This has underpinned the very good progress the school has made since the last inspection.

WHAT COULD BE IMPROVED

The school needs to continue its development of information and communications technology (ICT).

27. The previous inspection report identified ICT as an area that needed improvement. The school has made progress in this area since then, replacing old computers and ensuring that there is some direct teaching of the subject. Indeed, some of the teaching at Key Stage 2 is very good indeed. Standards of attainment have risen significantly since the last inspection, especially at Key Stage 2.
28. This development needs to be continued as standards are still not as high as those usually found. By the age of eleven, most pupils are able to use the computer to write stories or to amend and change text. They can use features such as spellchecks in a word-processing package. Some Year 6 pupils were able to use a data handling programme to produce graphs from information they put into the computer. They know how to store and retrieve their data and how to print.
29. Although all of this is good, the school is still at the beginning of developing these skills in the pupils. Many pupils still lack confidence in using the keyboard and mouse. Even those inputting data into the data-handling program were not totally familiar with the keyboard. Very few have had appropriate experience of using the measurement and control facilities that are expected by the end of Key Stage 2.
30. Although the school has two computers per classroom, this is barely at the national average and is fewer than required in such mixed-age classes. There is some very good direct teaching of ICT skills in the Key Stage 2 class, but this needs extending and being applied to Key Stage 1 as well. At the moment, there is no teacher with overall responsibility for ICT. The giving of such responsibility would enable the school to focus on the developments required.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to build on developments within information and communication technology (ICT) the school needs to:
- increase the number of computers available to pupils
 - designate a member of staff to manage the subject
 - give pupils more opportunities to use computers and other ICT equipment
 - ensure that there is sufficient direct teaching of ICT

PART C: SCHOOL DATA AND INDICATORS

32. Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	6

33. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14.5	21	50	14.5	0	0	0

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

34. Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	49
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

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	9
Pupils who left the school other than at the usual time of leaving	3

35. Attendance

Authorised absence	%
School data	3.9
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.

36. 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	49
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.

37. Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.0
Number of pupils per qualified teacher	24.5
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	41

Financial information

Financial year	1999/2000
	£
Total income	104,239
Total expenditure	102,151
Expenditure per pupil	1,965
Balance brought forward from previous year	3,803
Balance carried forward to next year	5,891

38. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
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.	65	30	4	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	43	57	0	0	0
My child gets the right amount of work to do at home.	39	57	0	0	4
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	74	26	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	59	36	0	0	5
The school is well led and managed.	70	26	0	0	4
The school is helping my child become mature and responsible.	78	17	4	0	0
The school provides an interesting range of activities outside lessons.	70	26	0	0	4