

# INSPECTION REPORT

**THE MARSTON THOROLD'S CHARITY C of E  
PRIMARY SCHOOL**

Marston, Near Grantham

LEA area: Lincolnshire

Unique reference number: 120605

Headteacher: Mr A Chapman

Reporting inspector: Mr M Massey  
23785

Dates of inspection: 10 – 11 June 2002

Inspection number: 230220

Short 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 to 11 years

Gender of pupils: Mixed

School address: School Lane  
Marston  
Grantham  
Lincolnshire

Postcode: NG32 2HQ

Telephone number: 01400 250583

Fax number: 01400 251597

Appropriate authority: The Governing Body

Name of chair of governors: Mr J Richmond

Date of previous inspection: December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Marston Thorold's Charity Church of England School is situated in the Witham Valley ward in the village of Marston, near Grantham. The school is very small when compared to other primary schools with 69 pupils on roll, 41 boys and 28 girls. Pupils are aged from four to eleven years and are taught in three classes. Pupils' attainment is generally above average when they start the school in the September of the year in which they are five. However, due to the small size of each cohort attainment on entry does vary from year to year. The majority of pupils come from the villages of Marston and Hougham, although almost half travel in to the school from the surrounding area. There are no pupils eligible for free school meals, which is well below average and there are no pupils for whom English is a second language. Around 21% of the pupils are identified by the school as having special educational needs, which is about average; 2.8% of the pupils have statements of special educational need, which is above average.

### HOW GOOD THE SCHOOL IS

Marston Thorold's Charity Church of England School is a good school with many strengths. The school is very well led by the headteacher, supported by other teachers, staff, governors and parents. Pupils achieve well due to the consistently good teaching. Overall, standards have been maintained at a level that is above the national average over the last three years. Inspection evidence shows that the present group of pupils is also achieving well, based on their prior attainment. The school gives good value for money.

#### What the school does well

- The school provides a strong and supportive community where everyone works together for the benefit of the pupils.
- Consistently good teaching means that pupils make good progress.
- High expectations and clear guidance given by staff leads to hardworking pupils who behave well and have a very good attitude to school.

#### What could be improved

- The school could review and evaluate developments more thoroughly.

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

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

The school has improved very well since it was last inspected in December 1997. Standards have improved in English, mathematics and science and have been maintained at a high level for the past three years, with a high proportion of pupils achieving at the higher level 5 last year. The school has successfully addressed the areas identified for improvement in the last report. There has been a very good improvement in assessment procedures and it is now possible to track the progress of each pupil throughout the school. Results of assessments are used well to set challenging targets, which is instrumental in maintaining the high standards at the school. Assessment information is used effectively to plan work that is appropriate to pupils of all levels of ability. Portfolios of work have been established in English and a system of scrutinising pupils' work in books has been implemented for other subjects. This is an effective monitoring system, bearing in mind the size of the school. There has been a good improvement in cultural provision through subjects like geography, literacy and art as well as celebrations of other cultures through religious education and events like the recently organised "Hindu Day". There has been a very good improvement in the role of the governors, who provide excellent support to the school. They are very involved in the school development planning process and have a clear idea of standards in the school and how they want the school to develop. A good committee structure underpins the successful work done by governors, who know the school well.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	A	B
Mathematics	A	C	A	A
Science	A*	B	B	C

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

The small size of each cohort means that the school results are liable to fluctuate year on year as each pupil represents a large percentage of the total score for the school. In Key Stage 2 over the past five years standards have risen broadly in line with the national average. Last year's National Curriculum test results for pupils at the end of Year 6 showed that compared to all schools standards were well above average in English and mathematics and above average in science. An above average proportion of pupils attained the higher level five in all three subjects. In mathematics, the proportion of pupils attaining the higher level five was twice the national average. When compared to similar schools, standards were well above average in mathematics, above average in English and average in science. The school has set very high targets in English and mathematics, in order to maintain high standards. National test results for pupils at the end of Year 2 show that, when compared to all schools, there was a good improvement in standards from 1998 to 1999 in reading writing and mathematics. Since then standards have been average or above, except in writing in 2001 when standards were well below average. Writing had been a priority on the School Development Plan.

Pupils' attainment on entry to the school is generally above average. Children make good progress in the Foundation Stage where they are in line to meet the expected standards in English, mathematics, knowledge and understanding of the world, personal development and creative development. It was not possible to make a judgement on their physical development as no outdoor or physical development activities were observed. For the pupils presently at the school, standards by the end of Year 2 are above average in English, mathematics and science. In English, pupils read accurately and confidently and are beginning to use reference books effectively to find information. Their handwriting is well formed and spelling is generally accurate. In mathematics, they work confidently with numbers up to 100, for example when multiplying by 10. They interpret information presented in graphs correctly and tell the time to the quarter and half past the hour. In science, they have good skills in setting up and carrying out their own experiments, recording results accurately. They have a good understanding of how to conduct a fair test.

A scrutiny of National Curriculum test results shows that the present group of pupils in Year 6 were below average in Year 2. These pupils are preparing to leave Year 6 and they have achieved well with average standards overall in English, mathematics and science. Higher attaining pupils are achieving at an appropriate level, working at the higher level 5. Inspection evidence shows that standards will rise again next year. This pattern is not unusual in a small school. In English, pupils have good reading skills but their writing skills are average. They understand about paragraphs and higher attaining pupils use bullet points to give their persuasive writing more impact. In mathematics, they are developing good problem solving skills. They are confident working to two decimal places and higher attaining pupils work confidently with numbers greater than 10,000. In science, they have a good understanding of how to construct a fair test and they record their results accurately.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their lessons and are interested in what they do, contributing enthusiastically to discussions.
Behaviour, in and out of classrooms	Very good. Pupils respect one another and adults. As a result, pupils are not distracted in lessons and this contributes well to the good progress they make.
Personal development and relationships	Very good. Pupils get on well together, responding to one another and adults in a mature and responsible manner.
Attendance	Excellent. Attendance is well above the national average.

A striking feature of the school is the mature way in which pupils respond to activities during lessons, particularly when teachers ask challenging questions. Pupils are confident in their responses and not afraid to have a "best guess", which reflects the very positive attitudes promoted by staff.

## TEACHING AND LEARNING

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

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

Teaching throughout the school is good and often it is very good. It is never less than satisfactory. Both literacy and numeracy skills are taught well and as a result pupils make good progress in these areas. Teachers use the national strategies effectively and clearly identify what pupils are expected to learn. The teaching of numeracy to older pupils is very good, with some challenging problem solving activities.

The wide range of ability and age in the classes presents particular challenges to teachers. However, the high quality of teachers' planning ensures that pupils of all abilities are challenged and supported. Good questioning by teachers and activities that match the pupils' abilities ensure that higher attaining pupils are consistently stretched. All the teachers have very good classroom management skills and, as a result, the behaviour of pupils is also very good. The very good co-operation between teaching staff and classroom assistants means that pupils with special educational needs are well supported and, as a result, make good progress. The skilful teaching and classroom organisation for younger pupils in the Reception and Year 1 and 2 class ensure that the needs of the youngest children are well catered for, whilst a high standard of work and commitment is demanded of the older pupils in Year 2. A feature of the teaching in all the classes is the very good relationship between the teachers and pupils. Teachers expect pupils to be responsive and thoughtful and they treat them with respect. This encourages pupils to be mature and responsible and the discussions in classes often reflect this mature relationship between staff and pupils. Good teaching ensures that pupils' problem solving skills are good and this is seen to most effect in their work in science and mathematics. Computers are used effectively to support learning in the classroom.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The full range of National Curriculum subjects is covered and good opportunities are presented to practise skills learned in lessons like English and mathematics in other subjects. The curriculum is enhanced by a range of activities held out of school hours, including a residential visit for older pupils. The accommodation limits the outdoor activities available for children in the Foundation Stage.
Provision for pupils with special educational needs	Very good. Teachers and support staff work very well to ensure that tasks are well matched to pupils' abilities. Support is firm, sensitive and encourages pupils to work independently.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Teachers present good opportunities for pupils to take responsibility and make decisions. Staff give pupils clear guidance on how they should behave and a range of social opportunities is available in lessons like science and mathematics.
How well the school cares for its pupils	Very good. Day-to-day assessment and teachers' personal knowledge of pupils ensure that activities are well matched to pupils' abilities. Effective child protection and health and safety procedures are in place.

The school works very well with parents, a number of whom help out in the school regularly. Responses from the parental questionnaire show that the vast majority of parents are comfortable approaching the school with problems. The responses to the questionnaire sent out by the governors show that, overall, parents are very happy in their relationships with the school. The provision that teachers make for promoting speaking and listening skills is very good. This, in turn, encourages a mature response from pupils and successfully enhances their personal development. The building programme, which is due to start in September, addresses the issue of outdoor play for children in the Foundation Stage.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and staff work very closely together, forming a cohesive and hardworking team with a clear commitment to bringing out the best in all pupils.
How well the governors fulfil their responsibilities	Very good. Governors have a clear view of where the school is going and make a good contribution to the School Development Plan. They are clear about standards and the Chair of Governors visits the school frequently to discuss issues and developments with the headteacher and staff.
The school's evaluation of its performance	Good. The results of national tests and assessments are used to identify areas for improvement, for example in writing. The impact of priorities in the School Improvement Plan is not yet thoroughly evaluated.
The strategic use of resources	Very good. Finances are used very well to support the learning of pupils, particularly in the allocation of staffing. Priorities in the School Development Plan are costed and classes are well equipped.

The leadership and management of the school are very good because of the high level of commitment by the headteacher, staff and governors in working together to share the load in a small school. This gives

everyone a clear knowledge of the strengths and weaknesses of the school and consequently everyone works together to bring about improvement. The headteacher is very effective in promoting this co-operative approach. The school takes good account of the principles of best value.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school and make good progress.</li><li>• The school expects children to work hard and behaviour is good.</li><li>• The school is well led and managed and teaching is good.</li><li>• The school helps children to become mature and responsible.</li></ul>	

The inspection team fully agrees with the positive views expressed by parents. No significant areas for improvement were identified by parents.

## **PART B: COMMENTARY**

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

#### **The school provides a strong and supportive community where everyone works together for the benefit of the pupils.**

1. The headteacher leads the school by example. He has a high teaching commitment that gives him a secure knowledge of the impact of curriculum developments and first-hand information about the strengths and weaknesses of various groups of pupils. This makes him an integral part of the teaching team as well as the leading management figure. As such, discussions with other staff in the school are firmly rooted in classroom experience and the needs of the staff and pupils. He has a clear view of how the school should develop but is prepared to open the discussion to staff, governors and parents. Consequently everyone feels involved in decision making and thereby committed to the improvements outlined in documents like the School Development Plan. This inclusive management approach, which is very suitable to a small school, has enabled the school to move forward well since the last inspection and is a strength of the school.
2. Teaching staff work extremely hard and are very committed to the school and pupils. They support the headteacher well and take on a number of curriculum responsibilities, as well as running out of school activities, such as French and cricket. Classroom assistants are fully involved in activities in the classroom and are knowledgeable about pupils. They are well briefed by teaching staff who see them as a vital part of the learning environment. Teachers are happy to delegate key teaching activities to classroom assistants. The very good information in the teachers' planning and the dialogue between teachers and assistants make this a successful partnership, particularly in the Reception/Year1 and 2 class, where there are wide age and ability ranges.
3. The role of the governors has developed very well since the last inspection. Many of the governors visit the school regularly, for example to look at information technology use in the classroom, and therefore have a good knowledge of how the school functions. They know how well the school is doing in comparison to other schools and have a strong committee structure that effectively supports their management role. Governors on the Curriculum and Strategic Planning Committee are responsible for writing areas of the School Development Plan. This is an excellent initiative that enables governors to be fully involved in planning improvements and entering into meaningful discussions with staff on the needs of the school. The Chair of Governors visits the school on a weekly basis. He has a very good relationship with the headteacher, giving support and acting as a critical friend. The governing body is strongly supportive of the school.
4. The results of the parental questionnaire and overall response from the parents' meeting, show that the vast majority of parents are very supportive of the school. This is important in a small village community and is appreciated by staff at the school. A number of parents and other community members demonstrate their support by helping out in the school regularly. Teachers value this help and welcome parents and others into the school. Parents ensure that their children attend regularly and on time and support school policies in areas such as homework.
5. The fact that staff, governors and parents are all working together impacts on the pupils who respond very well to school. This, in turn, is effective in maintaining a school that has high standards of academic performance and behaviour. The school is seen as an integral part of village life and everyone is determined that it should remain so.

#### **Consistently good teaching means that pupils make good progress**

6. The quality of teaching throughout the school is consistently good, often it is very good. This maintains the high standards found during the last inspection.

7. Planning throughout the school is very good. Teachers are clear about what they want the pupils to learn and they explain this carefully to the pupils at the start of the lesson. In this way everyone is clear about what they are trying to achieve. Activities suitable for the full ability range of pupils are included and this enables pupils to work at the right level and achieve success. Higher attaining pupils are challenged through some very good questioning and insistence on problem solving and independent learning, particularly in the Year 5 and 6 class. Pupils with special educational needs are very well supported. Classroom assistants work closely with teachers to ensure that the targets on pupils' individual education plans are followed during lessons like English and mathematics. Support is available when needed by the pupil but is not obtrusive and pupils often work within groups with the classroom assistant keeping a watchful eye on them but not intervening unnecessarily. The withdrawal work for both higher attaining pupils and pupils with special educational needs is a good initiative. This enables pupils to work in small groups on carefully targeted activities.
8. The youngest children, in the Foundation Stage, are taught in the same class as the Year 1 and 2 pupils. These children make good progress due to the dedication and skills of the class teacher. Together with the classroom assistant, and often the help of parents, the needs of all the children and pupils in this class are met. This is due to the very good classroom management and organisation linked to detailed planning. Sometimes all the children are taught together for a while, for example in science, before working in small groups on well-differentiated activities. The working atmosphere in the class is calm and orderly and pupils have a good understanding of classroom routines and what is expected of them. As a result, pupils and the younger children get on with their work quickly and with enthusiasm and confidence. By the time children have completed the Foundation Stage and are ready to start in Year 1 they have made good progress and are working confidently with numbers up to 10 in mathematics. In English, they are forming their letters clearly and beginning to use capital letters at the beginnings of sentences, although their sentence endings are not so clearly defined.
9. A common feature of the good teaching in science is the emphasis put on investigative work. In Years 1 and 2, pupils are encouraged to devise and record the results of their own experiments to find out how far a vehicle will travel. By the time pupils are in Year 6 they carry out their own experiments to find out how quickly different materials dissolve and the factors that affect this. The concept of fair testing is introduced to pupils in Years 1 and 2 and, by the time they are in Year 6 pupils have a clear understanding of the principle of fair testing. In mathematics, investigative work is also of high quality and pupils are very confident in working out and explaining their own ideas using a wide range of mathematical knowledge. In English, pupils have good reading skills. They have a clear understanding of what they have read and refer to characters and situations in books to explain the text. Higher attaining pupils are not restricted in their choice of books and consequently they choose books that they are interested in and they are eager to discuss their choices and perceptions of the authors' work. As one pupil pointed out, "books are better than films because you get a better idea of what the characters are thinking."

**High expectations and clear guidance given by staff leads to hardworking pupils who behave well and have a very good attitude to school.**

10. Teachers and classroom assistants have very high expectations of pupils' behaviour. They give pupils clear guidance on how they should behave and how they should treat other pupils and adults. As a result pupils have a very good understanding of what is expected of them in the classroom and around the school. In lessons like science and mathematics, when there is a free movement of pupils carrying out investigative work, the very good behaviour means that lessons proceed calmly and at a good pace with everyone being able to focus on their work. This calm and well-ordered atmosphere is evident when pupils move around the school. Pupils play happily together and older pupils are very supportive of younger pupils.

11. Teachers present good opportunities for pupils to develop their social skills in, for example, science and mathematics. They are often organised to work in pairs or groups co-operating well together to present their findings. Pupils discuss their views freely with one another and by negotiation agree a common conclusion. Teachers encourage pupils to talk about their work and they respect the pupils' opinions. This has developed a good relationship between adults and pupils and encourages pupils to respond in a mature and thoughtful way to questions and activities set by the teacher. Pupils are keen to come to school and settle well in the mornings. They are helped in this by the "early work" system adopted by the school. This means that pupils are engaged in meaningful and often individual work immediately on entering the classroom. Reception class pupils manage the system well and are brought into good, hardworking practices very quickly. The pupils' very good behaviour and hardworking attitude has a good impact on their learning.

## **WHAT COULD BE IMPROVED**

### **The school could review and evaluate developments more thoroughly**

12. Although the School Development Plan accurately identifies priorities for improvement the school is not yet fully evaluating the impact of developments. This would be helped by more accurately identifying measurable success criteria within the plan, focusing on the impact on pupils. This could be done, for example, by carrying out an audit of pupils' skills in information technology before the new computer suite is established. Areas for improvement could then be identified within information technology and a further skills' audit a year later would tell whether the required improvements had come about. Evaluations could then be accurately recorded and the need for further actions in each area reviewed. This would also enable governors and staff to tell whether resources had been allocated effectively and enable them to make improved judgements of best value.

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

13. In order to raise standards further the governing body, headteacher and staff should:
- Ensure that priorities in the School Development Plan have measurable success criteria, where possible;
  - Ensure that written evaluations of developments are carried out, using the success criteria as a basis for these evaluations.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	3	1	0	0	0
Percentage	0	50	37.5	12.5	0	0	0

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

### 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)		69
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		15

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	4
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	8	10
Percentage of pupils at NC level 2 or above	School	82 ([100])	73 ([100])	91 ([100])
	National	84 ([83])	86 ([84])	91 ([90])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	10	11
Percentage of pupils at NC level 2 or above	School	73 ([88])	91 (75)	100 ([75])
	National	85 ([84])	88 ([89])	89 ([88])

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

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	12	14
Percentage of pupils at NC level 4 or above	School	93 ([92])	86 ([67])	100 ([100])
	National	75 ([75])	71 ([72])	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	93 ([92])	93 ([75])	93 (100)
	National	72 ([70])	74 (72)	82 ([79])

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	21.6
Average class size	23

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

Total number of education support staff	5
Total aggregate hours worked per week	90

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

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

### **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.*

### **Financial information**

Financial year	1999/2000
	£
Total income	162073
Total expenditure	157234
Expenditure per pupil	2279
Balance brought forward from previous year	7940
Balance carried forward to next year	12279

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	69
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	0	2	0
My child is making good progress in school.	60	33	2	0	5
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	48	40	7	0	5
The teaching is good.	62	36	2	0	0
I am kept well informed about how my child is getting on.	48	43	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	2	2	0
The school expects my child to work hard and achieve his or her best.	74	24	2	0	0
The school works closely with parents.	55	36	7	2	0
The school is well led and managed.	67	31	0	0	2
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	43	48	5	0	5