

INSPECTION REPORT

**ST. JOHN FISHER CATHOLIC PRIMARY
SCHOOL**

Knowsley Village, Knowsley

LEA area: Knowsley

Unique reference number: 104476

Headteacher: Mr. P. Kennedy

Reporting inspector: Dr. B. Blundell
23868

Dates of inspection: 28th - 29th October 2002

Inspection number: 246378
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

School category: Voluntary Aided

Age range of pupils: 4 -11 years

Gender of pupils: Mixed

School address: Tithebarn Road
Knowsley Village
Knowsley

Postcode: L34 0HA

Telephone number: 0151 546 8742

Fax number: 0151 549 1274

Appropriate authority: The Governing Body

Name of chair of governors: Fr. P. Benbow

Date of previous inspection: 19th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23868	Dr. B. Blundell	Registered inspector
13706	Mrs. G. Marsland	Lay inspector
22740	Mrs. M. Leah	Team inspector

The inspection contractor was:

PkR Education Consultants Ltd
6 Sherman Road
Bromley
KENT
BR1 3JH

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. John Fisher Catholic Primary is a school for boys and girls, aged four to 11, situated in Knowsley Village, Merseyside. There are 143 pupils on roll; the school is smaller than most primary schools. The ethnic background of the pupils is white with U.K. heritage. No pupils are at an early stage in the acquisition of English as an additional language. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils with a Statement of Special Educational Need is in line with the national average, as is the proportion of pupils identified as having special needs. The nature of pupils' special needs includes specific, moderate and severe learning difficulties, and speech difficulties. Pupils' attainment on entry is below average overall. The school loses a number of higher attaining pupils each year to other primary schools, so that they will, in due course, have access to secondary schools they prefer. Thus, pupil turnover is relatively high.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Standards in English, mathematics and science for pupils aged 11 generally meet national averages. The overall quality of teaching is good, and leadership and management are good. The school provides good value for money.

What the school does well

- Pupils by the end of Year 6 reach standards in English, mathematics and science that generally match national averages, despite the loss of a number of higher attaining pupils each year.
- Leadership and management by the headteacher and recently appointed deputy headteacher are good; the school has a clear educational direction.
- The overall quality of teaching is good; pupils generally learn well.
- Pupils' good attitudes and behaviour, coupled with the good relationships that prevail in the school, promote a successful learning environment.
- Provision for pupils with special educational needs is very good.

What could be improved

- The assessment of pupils' work and its use to track pupils' progress, whilst improving, are not yet satisfactory.

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 January, 1998. Standards in English, mathematics and science by the age of 11 have remained in line with the national averages. The overall quality of teaching has greatly improved. At the time of the last inspection, it was judged to be satisfactory overall, with 40 per cent of teaching judged to be good, and only seven per cent very good. In the current inspection, the overall quality of teaching was judged to be good overall and it was often very good. The key issue to ensure that high attaining pupils are provided with more opportunities to take initiative for their learning has been addressed. The Year 1 classroom has been relocated appropriately, but it is very small. The school's annual reports to parents have improved substantially. There are appropriate procedures to check the effectiveness of spending decisions. The school has justifiable ambition to succeed further, and has the capacity to do so. The school has made good improvement since the last inspection.

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
	2000	2001	2002	2002
English	A*	B	C	A
mathematics	A	D	C	B
science	A	D	C	B

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

Standards attained by pupils aged 11 in 2002 were in line with the national average in English, mathematics and science. Compared with those attained in schools of a similar type, standards were well above average in English and above average in maths and science. Over the three years from 1999 to 2001, taken together, pupils have left the school one term ahead of pupils nationally in English, and broadly in line with pupils nationally in mathematics and science.

Standards reached by pupils aged seven in the national tests in 2002 were below the national average in reading and writing, and well below average in mathematics. Compared to that in schools of a similar type, pupils' attainment was above average in reading, average in writing and below average in mathematics. Over the three years from 1999 to 2001, taken together, pupils have left the infant phase with standards nearly one term ahead of pupils nationally in reading, broadly in line in writing and half a term ahead in mathematics.

The school's targets are appropriately ambitious. In the work seen during the inspection, standards for pupils aged seven met national expectations in reading, writing, mathematics and science. For pupils aged seven and 11, standards in information and communication technology met national expectations. Pupils aged 11 met national expectations in English, mathematics and science. Whilst other subjects were sampled, there was too little evidence to judge overall standards. Children aged five are on course to meet the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.) Pupils' achievement is good overall; nonetheless, the school strives to raise standards further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good; they enjoy coming to school and are enthusiastic about their work.
Behaviour, in and out of classrooms	Behaviour, both in and out of the classrooms, is good. Older pupils look after younger ones appropriately, in their role as monitors.
Personal development and relationships	Pupils' personal development is good; relationships are good, both between pupils and with adults.
Attendance	Whilst pupils' attendance has in the past been below the national average, it has now improved and meets the national average. Unauthorised absence is below average.

Particular strengths in pupils' attitudes include their hard work and enjoyment of learning.

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.

The quality of teaching in English and mathematics is good; the skills of literacy and numeracy are well taught overall. Particular strengths in teaching include teachers' expectations, class management and the sharing of learning objectives with pupils in some lessons. Weaknesses include a lack of sufficient challenge and inadequate class management in a small number of lessons. Classroom support assistants work well with teachers in planning lessons. The school meets the needs of all pupils appropriately. All pupils are fully included. Particular strengths in pupils' learning include their concentration, productivity and pace of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory throughout the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good overall; learning support assistants support pupils well. The school provides well for pupils who are gifted and talented. Teachers and support assistants give much of their time freely to support pupils in their lunch-times.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' personal development is good. The school provides successfully for pupils' spiritual, moral, social and cultural development. Assemblies are uplifting and accompanied by enthusiastic singing.
How well the school cares for its pupils	The school looks after its pupils well. The school has a caring Catholic ethos. Whilst the school has made progress in tracking pupils' progress, this still remains a major area for further development and improvement.

The school works well in partnership with parents. All areas of the curriculum meet statutory requirements. A particular strength in the way the school cares for its pupils is the strategy for improving pupils' attendance by awarding shields and cups on a weekly basis.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and newly appointed deputy headteacher are good. In the six weeks since he started working at the school, the deputy headteacher has introduced a number of ideas for improving the school further.
How well the governors fulfil their responsibilities	The manner in which the governors fulfil their responsibilities is good. They bring a reasonably wide range of expertise to the running of this school. The chair of governors is a regular visitor to the school.

Aspect	Comment
The school's evaluation of its performance	The school's evaluation of its performance is good. It analyses its work in external national tests, and uses the findings to improve standards appropriately.
The strategic use of resources	The strategic use of resources is good.

Particular strengths in leadership and management include the commitment of the headteacher and senior management team. The school's secretary is efficient and helps ensure the smooth running of the school. Lunch-time assistants and catering staff create a happy atmosphere at the mid-day break. The accommodation is well maintained by a dedicated caretaker and cleaner. The school makes the best use of the accommodation that it has; nonetheless, the accommodation is barely adequate for current pupil numbers. The Year 1 classroom is far too small, and the school's information communication and technology suite is housed in the Year 5/6 classroom, which restricts its use. The school's application of the principles of best value is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Parents feel that the school has high expectations. • They are very happy with the way that the school is led and managed. • They judge the overall quality of teaching to be good. • Parents feel that the school helps their children to mature and be responsible. • They are happy with behaviour at the school. 	<ul style="list-style-type: none"> • Some parents would like to see a greater range of extra-curricular activities. • Some parents are not happy with the level of homework. • Some parents would like more information about their children's progress. • Some parents would like the school to work more closely with them. • Some parents did not agree that the school was well led and managed.

The inspection team agrees with parents' positive views. It finds that the level of homework is appropriate overall, and that the range of extra-curricular activities is satisfactory and improving. The inspectors find that information about pupils' progress is good, and that the school works well with parents overall. The inspectors found leadership and management to be good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils by the end of Year 6 are reaching standards in English, mathematics and science that generally match national averages, despite the loss of some higher attaining pupils each year to other schools.

1. Results of national tests for pupils aged 11 in 2002 show that standards in English, mathematics and science meet national expectations. Compared to schools of a similar type, results are well above average in English and above average in mathematics and science. Girls have generally performed better than boys in science.
2. Over the years from 1999 to 2001, taken together, pupils have left the school, on average, one term ahead of pupils nationally in English and in line with standards nationally in mathematics and science. Pupils currently aged 11 are meeting national expectations in all three subjects.
3. If we look at the performance of recent 11 year old pupils who stayed at St. John Fisher school throughout the junior phase and compare it with their results when they were aged seven, we find that they have generally made satisfactory progress, particularly in English.
4. In English, the skills of reading, writing, speaking and listening of pupils currently aged 11 all meet national expectations, owing to good teaching. Pupils in Year 6 use a story planner effectively to draft ideas based on the work of a popular author. They use his ideas appropriately in their own work. They engage well in discussion. Pupils at the end of Year 2 respond well to a “big book” on the theme of how to make a tortoise puppet. They write appropriate instructions, using simple sentences, and volunteer suggestions in class enthusiastically.
5. In mathematics, pupils aged 11 work out the equivalence of fractions well in brainstorming sessions. They are clear and concise in their mental strategies, and are able to explain clearly how they arrive at their answers. They show appropriate understanding of probability and probability scales. Standards for seven-year-olds have been maintained since the last inspection, although there was a dip in 2002 in a class that contained a higher proportion of pupils with special educational needs. The newly appointed deputy headteacher is the mathematics co-ordinator, and has spent time already in improving provision and raising expectations for this age group. Seven-year-olds recognise simple number sequences and extend them appropriately. They understand the key words in problems. Pupils in the school do not have a sufficiently prompt recall of their multiplication tables, and this is not helping their learning; this is recognised by the mathematics co-ordinator and is being addressed.
6. In science, pupils aged 11 carry out investigations well, on topics as diverse as forces, light and shadow and the solar system. They understand the life cycles of plants. Seven-year-olds group materials according to their properties satisfactorily overall. Pupils use correct scientific vocabulary throughout the school, and this practice is having a positive impact on pupils’ learning.

Leadership and management by the headteacher, the recently appointed deputy headteacher and the governing body are good; the school has a clear educational direction.

7. The headteacher and deputy headteacher are leading the school skilfully in an appropriate educational direction. The recently appointed deputy headteacher is very capable and has already contributed effectively to the leadership and management of the school. The school is now well placed for further improvement. The school's priorities for further development are most appropriate, and the current priorities of improving extended writing in literacy and pupils' skills in tackling "word problems" in mathematics are bearing fruit.
8. The senior management team is effective and its members work well together. The co-ordinators for literacy, numeracy and ICT have monitored and evaluated teaching through the school, and the science co-ordinator is about to do this also, as specified in the school's development plan. Teaching and learning throughout the school have been monitored by the headteacher. He has given teachers constructive written and verbal feedback, with areas for improvement indicated where appropriate. Spending decisions are monitored more tightly than they were at the time of the last inspection.
9. The governing body is committed and brings a reasonable range of expertise to the school. It is effective in its function as a critical friend. Governors have an appropriate understanding of the strengths and weaknesses of the school. The chair of governors comes into school at the start of each week, liaising informally with the headteacher. Governors monitor the way in which the curriculum is taught appropriately.

The overall quality of teaching is good; pupils generally learn well.

10. The overall quality of teaching throughout the school is good, with examples of very good teaching being seen in every phase of the school. Overall, teaching was very good in 32 per cent of lessons seen, good in 32 per cent, and satisfactory in 36 per cent of lessons. Teaching standards have improved considerably since the time of the last inspection. Pupils' learning mirrors the effectiveness of the teaching throughout the school.
11. Pupils know and understand the precise purpose of the majority of their lessons. At the outset, most teachers explain, in appropriate language, what the learning objectives are for the lesson. At the end of each lesson, the learning objectives are looked at again to see how far they have been achieved. This was a particular feature of nearly all literacy and numeracy lessons observed, including those in the foundation stage, and such practice is very effective in increasing the rate of pupils' learning. However, in lessons in other subjects and in a small number of literacy and numeracy lessons, this was not done and learning was not as good.
12. Time is generally used well in lessons because everybody realises what they have to do. This was particularly evident in a good numeracy lesson for pupils in the junior phase, where no time was lost as pupils tackled their multiplication and division problems against the clock. However, in some lessons, for example a numeracy lesson in the infant phase, there could have been a significant improvement in the pace of the lesson with more direction provided by the teacher to ensure the children remained on task. This would have given the lesson a greater challenge and motivated the children

to complete the task in hand. In the same lesson some higher attaining children, who worked diligently, could have been given further work to extend and challenge. In a small number of classes, commercial worksheets were used too frequently instead of work that could have been more purposeful and productive.

13. Planning is effective at this school. Teachers of pupils in same-age classes plan well together. Teachers overall manage their classes very efficiently; expectations are high in terms of both behaviour and standards of work for all pupils, including those with special educational needs. However, in a minority of lessons, class management was barely satisfactory and pupils were allowed to chat off-task.
14. Gifted and talented pupils are identified and catered for in a range of subjects, from literacy and numeracy to science.

Pupils' good attitudes and behaviour, coupled with the good relationships that prevail in the school, promote a successful environment for learning.

15. Pupils' attitudes are good and sometimes very good. They behave well and want to learn. They mirror the enthusiasm of their teachers and really enjoy coming to school.
16. Pupils take part in question-and-answer sessions eagerly, as in a Year 5/6 numeracy lesson on probability. Pupils want to explain which concepts they consider are zero probability (meeting Queen Victoria today) or certain probability (death!!). They are keen to explain what they are doing and demonstrate their thorough understanding of place value.
17. Relationships both between pupils and with adults are good. Staff treat pupils respectfully, and this is reciprocated by the pupils. Pupils help around school, with the older ones, for example, as monitors looking after younger children if the weather is too bad for outdoor play, and organising litter collection.

The school's provision for pupils with special educational needs is very good.

18. Provision for pupils with special educational needs is a strength of the school. There are two co-ordinators for special needs, they work well together and manage this area of school life effectively.
19. Pupils have succinct Individual Educational Plans with clear targets for improvement. The targets are reviewed regularly. The quality of the plans for these pupils means that teachers and support staff can tailor their teaching more accurately to meet the needs of these pupils. This leads to the pupils making good progress.
20. Every lunch-time, teachers and classroom assistants give up their time to help pupils with special needs. For example, the school has a battery of resources to help pupils with learning difficulties to read similar-sounding words out loud at a brisk pace. This has been happening at the school for over two years, and is making a strong impact on the learning of these pupils.

WHAT COULD BE IMPROVED

The assessment of pupils' work and its use to track pupils' progress, whilst improving, still needs further development.

- 23 This term, the assessment co-ordinator, who is the headteacher, and the deputy headteacher have introduced a scheme whereby teachers will 'level' a piece of work of three pupils in each class, every half term, in English and mathematics. The pupils chosen will represent the full range of attainment of the class. (When pupils are assessed nationally at the age of seven, they are expected to attain level 2. When pupils are assessed nationally at the age of 11, they are expected to attain level 4.) This is a worthwhile development, but it will not provide the school with a coherent picture of how all pupils are progressing across all their work in these two subjects.
- 24 The school has yet to introduce a consistent assessment system that will regularly assess and systematically level pupils' work and set targets for future work. For example, nationally, pupils are expected to improve, on average, by two "full levels" between the end of Year 2 and the end of Year 6. A "full level" is made up of three sub-levels. This equates to pupils being expected to improve by six sub-levels in these four years, or one and a half sub-levels per year. Many schools set targets for improvement of two sub-levels a year and assess pupils' progress regularly towards these targets. The school is considering introducing such a system.

In order to improve the school further, the headteacher, senior management team and governing body should:

- Improve the assessment of pupils' work and its use to track pupils' progress. (Paragraphs 23, 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	7	8	0	0	0
Percentage	0	32	32	36	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. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	0	143
Number of full-time pupils known to be eligible for free school meals	N/a	43

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register		21

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	15
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
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	2002	10	11	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	18	18
Percentage of pupils at NC level 2 or above	School	76 (90)	86 (97)	86 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	19	20
Percentage of pupils at NC level 2 or above	School	80 (99)	90 (93)	95 (100)
	National	85 (84)	89 (88)	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	2002	13	9	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	82 (89)	77 (94)	95 (98)
	National	75 (75)	71 (72)	87 (85)

		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	20	20
Percentage of pupils at NC level 4 or above	School	73 (84)	87 (91)	96 (97)
	National	72 (70)	74 (72)	82 (79)

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

** indicates that figures were too small to be statistically reliable.*

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	143	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	18.8
Average class size	21.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	53

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	3.0
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
£	
Total income	390,766
Total expenditure	388,663
Expenditure per pupil	2,796
Balance brought forward from previous year	20,565

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	51	43	4	2	0
Behaviour in the school is good.	53	43	0	4	0
My child gets the right amount of work to do at home.	39	53	4	4	0
The teaching is good.	67	29	0	0	4
I am kept well informed about how my child is getting on.	41	47	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	61	37	2	0	0
The school expects my child to work hard and achieve his or her best.	69	27	0	0	4
The school works closely with parents.	55	29	8	4	4
The school is well led and managed.	55	33	2	8	2
The school is helping my child become mature and responsible.	53	45	0	0	2
The school provides an interesting range of activities outside lessons.	27	59	10	4	0