

INSPECTION REPORT

**ELWICK HALL CHURCH OF ENGLAND PRIMARY
SCHOOL**

Elwick, Hartlepool

LEA area: Hartlepool

Unique reference number: 111670

Headteacher: Mr A Frais

Reporting inspector: Mrs C McBride
2810

Dates of inspection: 14th – 15th October 2002

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	North Lane Elwick Hartlepool
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend J Lund
Date of previous inspection:	January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Elwick Hall is a voluntary controlled primary school in a semi-rural setting on the outskirts of Hartlepool. Although its roll has increased from 78 to 96 pupils since the last inspection, it is still much smaller than most schools of this type. Pupils are taught in 4 mixed-age classes, with a separate nursery class where 13 children attend part-time. There are more girls than boys on roll (42 boys and 54 girls); in the Year 1/2 class there are 3 times as many girls as there are boys. The school has 3 full-time and 2 part-time teachers. The headteacher takes the Year 5/6 class for four days each week. Pupils come from a wide range of backgrounds but most parents are in employment and well below average numbers of pupils are entitled to free school meals. All of the pupils are from white, British backgrounds.

The school has far fewer than average pupils with special educational needs or statements of special need. The 4 pupils identified have specific learning difficulties. One pupil has a statement of need. On entry pupils are attaining what is normally expected for their age.

Since the last inspection, the school has extended the premises with a devolved capital grant and has installed a computer suite. Elwick was awarded the Basic Skills Agency Quality Mark in July 2001, in recognition of high standards achieved in the teaching of literacy and numeracy skills. Its good performance in national tests was recognised by a DfES Achievement Award for the academic year 2001/2002.

HOW GOOD THE SCHOOL IS

This is a very effective, thriving school, which maintains high academic standards. The good quality teaching and rich, interesting curriculum help all its pupils to achieve well. The headteacher and governors provide strong leadership and management and ensure that everyone works together to create a friendly, caring atmosphere and a very good ethos for learning. The school is run very efficiently and gives good value for money.

What the school does well

- The standard of work in mathematics is high;
- Pupils' achieve really well in using information and communication technology (ICT);
- The school helps pupils to develop as well rounded individuals;
- The headteacher and governors lead the school's continual improvement very successfully.

What could be improved

- Pupils could achieve more in their writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection of the school took place in January 1998. Since then, it has made very good progress against the issues raised and has turned some of them into real strengths. Standards in mathematics for example, are now much higher and most pupils leave Year 6 with above average attainment. Provision for ICT is impressive and great improvements have been made, resulting in above average standards. The quality of teaching in design and technology and music is now better and the school has also improved its provision for pupils with special educational needs. The robust approach to school improvement taken by the governors and headteacher means that it is in a secure position to carry on with this good work.

STANDARDS

Where there are 10 or fewer pupils in the year group, statistical data is not reliable and it is therefore not included.

Whilst most pupils start school attaining what would be expected for their age, they leave having achieved better than average standards. The school sets its sights high with challenging targets and is very successful in ensuring that pupils progress well towards them.

Pupils' best achievement is in mathematics, where over half of Year 6 pupils attain higher than average standards with one or two reaching well above average. Skills in mental arithmetic are particularly strong and pupils are better than most for their age at using their knowledge to solve problems and explaining how they worked them out.

Standards in reading are better than in writing. When closely examined, the school's very high performance in English tests is due to the strength of pupils' reading rather than their writing. Whilst they achieve well in their spelling, use of grammar and handwriting, pupils' creative writing sometimes lacks sparkle.

In ICT, the work of most pupils is above average. Their most impressive achievement is in working with data and in presenting their ideas using imaginative ways.

Children get off to a really good start in the nursery and by the end of the reception year, they have achieved what you would expect for their age in most areas of learning. In language and communication and in mathematical learning, they exceed these expectations.

The school gives pupils with special educational needs effective support. This enables them to cope well with their work and make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are well motivated and keen to succeed at their work.
Behaviour, in and out of classrooms	Very good. Pupils live up to their teachers' high expectations of how they should behave.
Personal development and relationships	Very good. Pupils are given opportunities to show initiative. They are able to air their views and feel that their contributions are valued. Relationships are excellent.
Attendance	Above average compared to other schools.

Pupils get on really well with each other. The older ones show a high level of maturity and have a very caring attitude to the younger children.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Pupils learn at a good rate throughout the school, but it is fastest in the nursery and in Years 5 and 6. Whilst there is a solid base of good teaching in all years, teaching in these classes is of an even higher quality and pupils' learning accelerates rapidly. All teachers expect a great deal of pupils and set them challenging, but achievable targets. Pupils with special needs are helped to keep up and progress well because they receive very good extra adult support.

Mathematics is taught well, with pupils learning at a very fast pace in the older junior class, where they are working at their limit. Here, lessons move at high speed and the interest aroused by the teacher means that pupils' concentration and motivation spurs them on to work exceptionally hard and do really well.

All teachers are skilled at helping pupils to read fluently and accurately, with a particularly good start being made in the nursery in early reading skills. Children quickly develop an interest in books and enjoy sharing them with older pupils and adults.

Pupils improve their knowledge of spelling, punctuation and grammar at a good rate, but the quality of their writing is dulled by too few interesting ideas or use of more adventurous language. Their work gains momentum in the older junior classes, where teaching in lessons is of top quality. This fires pupils with the extra inspiration that they need and given this boost, their writing begins to show more flair and imagination.

The use of good quality resources, coupled with very skilled teaching of ICT by a teaching assistant results in a better pace of learning than is usually seen in most schools. Pupils pick up skills quickly and learn to use ICT confidently in developing their work in other subjects, such as data handling in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has managed to sustain a rich and interesting curriculum through helping pupils to link their learning in subjects well. Visits to other places, community events and visitors to the school add extra interest. There is also a good range of after school clubs and activities on offer.
Provision for pupils with special educational needs	Very good. Pupils who need extra support are quickly identified. They receive enough additional attention and a careful eye is kept on their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school helps pupils to develop as sensible, mature individuals. It instils in them a good sense of how they can contribute to their school community and it sows strong seeds for their future citizenship.
How well the school cares for its pupils	Good. The staff know pupils well and teach them how to stay safe. Pupils' progress and welfare is carefully monitored.

The school strikes a very good balance between maintaining high academic standards and providing a broad range of experiences, which offer pupils enjoyment. Although they are challenged to do their best, the school provides them with a caring, friendly learning environment.

There are effective procedures in place for promoting racial harmony and eliminating oppressive behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is an excellent role model for his staff. His own very high expectations and dedication set the tone for the rest of the school. He manages to combine a heavy teaching load with administrative duties very efficiently.
How well the governors fulfil their responsibilities	Very good. They are an active, supportive group who are extremely knowledgeable about the school. They have clear ideas about where they see the school's future and provide a strong, but critical friendship to the head and staff.
The school's evaluation of its performance	Very good. The school builds well on its recognised strengths and has identified the most important issues to address in its future development.
The strategic use of resources	Very good. Resources are deployed to good effect and the benefits of spending are carefully weighed up. The school is very successful at raising funds to improve provision.

The headteacher and governors use performance management very effectively in moving the school on and in ensuring that everyone's efforts are directed at the same goals. The school applies the principles of best value well by keeping a close eye on its own performance, challenging itself to do even better and also by keeping abreast of parents' views.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy coming to school, they behave well and make good progress; Children are taught well and they are expected to work hard; The school is well led and managed. 	<ul style="list-style-type: none"> One or two parents feel that the school could work more closely with them.

Parents' views are very positive and the inspection confirms their confidence in the school. In respect of their concerns, the inspection found that the school communicates well with parents and takes their concerns to heart.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standard of work in mathematics is high

1. Pupils thoroughly enjoy their work in mathematics and although a great deal is expected of them, they relish the challenge and throw themselves whole-heartedly into lessons. One pupil who remarked typically, 'I enjoy maths because it's fun', sums up their response.
2. Throughout the infant and younger junior classes, much attention is given by teachers to ensuring that pupils gain confidence in working with numbers and in trying out different ways of solving problems. This sets a positive tone for lessons and means that pupils are not afraid to 'have a go'. Each year group covers a lot of ground and pupils' skills of mental calculation are honed well by teachers giving them plenty of practice at working sums out in their head.
3. By the time they enter the Year 5/6 class, strong foundations have been laid and pupils are, therefore, in a good position to cope with the rapid pace of lessons and advanced work planned by the teacher. The very good quality teaching in this class gives pupils the extra charge that they need to help most of them push on past average standards and to reach higher levels.
4. The school is good at identifying particularly able mathematicians and increasing their interest and enthusiasm for the subject. They are offered extra enrichment sessions and this tuition fires some of them even further. Those in Year 6 move on keenly as far as levels of work normally undertaken by pupils of secondary school age. For example, they can understand ratio and can use this knowledge to solve problems involving algebraic equations.
5. In the older junior class, pupils' attention is gripped throughout each lesson. They are active and concentrate hard because the teacher keeps them on their toes with questions or tasks, which require them to think hard and use all their knowledge and skill to work through solutions to problems. Once he knows that pupils have understood an idea, the teacher increases the level of challenge in the next task so that they have to stretch their thinking even further. During a typical lesson, pupils began by counting on in steps of 25. Having accomplished this, they were quickly moved to counting on in steps of 0.25. In another task, they were asked to calculate a measurement in centimetres and having accomplished this, were required to convert their answer to millimetres.
6. Aside from the very high expectations set, a key to the success of the teaching in this class is the way in which mathematics is presented as a purposeful activity. Pupils are taught to see the relevance of the work they do and the usefulness of mathematics in everyday contexts. For instance, in a lesson on data handling, the teacher explained the idea of grouping data and identifying frequency by using a practical example. Pupils quickly caught on as he demonstrated how a car repair firm used the number of cars in a car park when deciding on the most popular colours needed for their paint stock.

Pupils achieve really well in using information and communication technology (ICT)

7. The school's large investment in resources since the last inspection has proved its worth in the current high quality provision and much improved standards. The computer suite, built in 1999 has been achieved by a combination of fund raising by the parents' association, together with prudent management of the school's budget share.
8. From starting in the nursery, all children have many opportunities to learn new skills and as they get older, to use these skills in other lessons. In each year group, their standard of work is better than normally seen for children of their age.
9. The strongest aspect of their achievement is in data handling. Year 1 and 2 children are taught to represent information using graphic displays and this is successfully built upon throughout the school. By the time they are in Year 6, pupils have a good knowledge about putting together and interpreting information from spreadsheets. Their understanding and use of correct technical vocabulary, such as 'interval' and 'distribution', is better than most 11-year-olds.
10. Success in achieving these standards owes much to the very good quality of teaching. A teaching assistant with high levels of subject knowledge and technical skill takes each class during their allocated sessions in the computer suite. Lessons proceed at a swift pace and any technical problems with computers are quickly resolved so that no time is wasted.
11. Pupils find the work interesting and purposeful and it reinforces what they are learning in other subjects. Lessons are carefully planned so that often they flow from other work that is current for the class. For example, in mathematics Year 6 children had been learning about frequency diagrams. They were able to take this learning further in an ICT lesson by working with data showing the results of tables tests for a group of pupils. They made very good progress in understanding that repeated experiments may produce different outcomes.
12. In Years 5 and 6, pupils extended their geographical knowledge of Pakistan. They researched information on the Internet and then put together very impressive computer presentations for their class. These involved a combination of text, graphics and sound; they were also set up so as to enable children to link up with related web sites and find further information. After the four-week project one pupil remarked, 'This is the best work I've ever done in ICT.'

The school helps pupils to develop as well rounded individuals

13. The governors and staff state their philosophy by saying, 'We should, above all, be a caring community that shows mutual respect to one another.' Their aim is well realised in practice and as much importance is attached to supporting pupils' personal development as it is to helping them achieve high academic standards. The school gives pupils a very good understanding of how, as future citizens, they can make a responsible and valuable community contribution. This starts with the staff themselves setting a really good example for children. Relationships between all members of the school community are excellent and teachers constantly reinforce how important it is to look after each other. Older pupils pick up this lead and take care of the younger ones in the dining room and at playtimes. During the weekly book sharing session between oldest and youngest pupils, the room buzzes with

excitement as the nursery children point to pictures and proudly read familiar words to Year 5 and 6 pupils.

14. Much that the school does show pupils that they are valued and children have a strong sense of self-worth. They are confident to speak out and to express opinions because teachers listen to what they have to say and invite others to comment. In this way, discussions are taken further and pupils justify their views or question each other. The sharing of views means that pupils learn to consider many sides of an argument and to weigh things up in their own minds. Older pupils for example, were helped to develop a moral point of view by discussing the reasons behind a recent terrorist attack in South East Asia. They also consider other topical issues, such as what it means to be a refugee, with great maturity and thoughtfulness.
15. From helping each other out, pupils are encouraged to extend their focus and efforts to the wider school and local community. Teachers help them to build up a good knowledge of the locality and the people who live there. Younger children develop geographical skills by making maps of the area. When walking through the village, they provide a mine of information about important features, such as buildings and the people they know, for example the vicar and the retired school caretaker. Visits by the police and fire service are good example of how the school helps pupils to understand the valuable work done by other members of the community. Teachers stress how even young children can support the work of the emergency services by acting responsibly.
16. The school provides a strong focal point for the community and whilst it draws strengths from local support, pupils are taught to 'put something back'. For example, they have recently raised money for a local hospice, led the hospital Christmas carol service, and entertained senior citizens. Projects such as cleaning the school pond give pupils a practical insight into the issues involved in caring for the environment. Taking this a step further, the school makes them aware of the areas of beauty and cultural interest in their own part of the world. The curriculum is carefully planned so that often, this appreciation also brings another aspect of work to life for them. Infant children for example, visited a local museum as part of their project on 'Where we live'. This fuelled their enthusiasm to talk and write about the history of the local area and how its past affected the lives of the people living there today.
17. Pupils have plenty of opportunities to develop their interests and talents through out-of-school clubs and experiences. A wide scope of activities is covered including a residential visit, and this breadth attracts most children to attend at least one. A group recently completed a 'Safe Cycling' Course, whilst others take part in the art club, choir or sports clubs.

The headteacher and governors lead the school's continual improvement very successfully

18. The purposeful leadership of the headteacher and governors means that Elwick is able to derive the benefits of being a small school, whilst counteracting many of the typical problems. Working with the staff they create a strong ethos for pupils, where a caring family atmosphere is balanced well with academic success.
19. The headteacher inspires others through his example. His work as a class teacher with the Year 5/6 class has a strong impact on maintaining high standards at top of the school. Through the very good and sometimes excellent quality of his teaching, he sets a benchmark for other teachers.

20. Equally, his leadership of the pastoral side of school is exemplary as he demonstrates a high quality of care for pupils and parents, which is recognised and appreciated by the whole school community. For example, at the start and end of each day he greets parents and pupils, listening to their news or picking up on any concerns or suggestions they have. The school runs very efficiently because he succeeds admirably in balancing his role of leading the teaching and learning in the school with that of managing necessary administrative tasks.
21. As individuals, governors are a very good source of support for the school. They are enthusiastic in using their skills and talents to improve provision and support staff. They have, for example, been at the forefront of developments such as setting up the ICT suite. One governor took responsibility for overseeing the recent building extension programme by liaising with contractors. They also make a strong contribution in other aspects, such as running extra-curricular activities and accompanying classes on visits.
22. As a group, the Governing Body fulfils its role as a critical friend. It keeps abreast of developments and is good at holding the school to account for its performance. Governors have a thorough working knowledge of the school's targets. Discussion about improvements and progress being made towards targets is robust, with governors and teachers always asking themselves, 'Could we do better?' Judicious spending by governors and a keen eye for value has resulted in them accumulating surpluses and using these to improve the school's provision for pupils in subjects such as ICT. Surplus funds are earmarked for improving security and internal refurbishment.
23. The trusting partnership between the headteacher, staff and governors results in a very positive use of performance management to direct the focus of the whole school at achieving the goals they have set out. Everyone's efforts and attention are carefully aimed at pursuing targets from the school development plan.
24. The school presents a strong picture in terms of applying the principles of best value. The governors and headteacher compare the school's performance against others in a similar position and also against their own previous performance. They actively canvass the views of parents and children and take up suggestions made. Currently, they are consulting with parents a possible change in the school's status from that of controlled to voluntary aided.

WHAT COULD BE IMPROVED

Pupils could achieve more in their writing

25. Children get off to a really good start in the nursery in learning to read and write. Teachers praise, encourage and value their writing efforts and their writing is based on what they know or have experienced. This prompts them to record their thoughts and to express themselves confidently. After the class had made pancakes, one girl for example, made a long story from random letters. Another child, whose imagination and interest in policemen was sparked, made a policeman's notebook after playing in the police station role-play area. The teacher helps children to see the connection between reading and writing and supports their early efforts well. After a visit by a poet for example, she listened to what the children had to say and recorded their words for them as they dictated their own poems.

26. This useful thread is not pursued as successfully in the infant and younger junior classes, where the quality of writing is not as good. By the age of seven, the punctuation, grammar, spelling and handwriting of most pupils reaches average standards. Teachers ensure that these skills are developed and practised well through other subjects but some of the spontaneity and vigour of children's work is lost. Although each class enjoys a wide range of stimulating learning experiences, these do not take a strong enough root in their writing. The problem has been recognised by the school and action is identified in the school development plan to organise more activities, which will provoke thought and form the basis for pupils' writing.
27. In some lessons, teachers do not make a strong enough connection between reading and writing. Although the teacher and class share stories and extracts of writing, the ideas they read about and the author's style are not used well enough to prompt children's own creative writing. The need to provide good quality reading resources and encourage pupils to read more widely is reflected in the school's planned expenditure on new reading materials, which is already underway.
28. The high quality work of the headteacher in Years 5 and 6 provides an excellent example of how to appeal to pupils' interests and promote improved standards. He builds up the classes fascination and interest in a piece of writing and uses resources to illustrate more obscure points. He also reminds the class of other pieces they have read together and they discuss the use of language and similarities in the authors' styles. Importantly, he shares his own experiences with them and brings the focus for their work alive. In one lesson, the class were attempting to write an exciting opening paragraph to a school story and were discussing suitable names for their characters. He drew their attention to a production of 'Twelfth Night' that they had recently attended and the clever way in which Shakespeare had used character names to reflect the nature of that person. The children's attitude in this lesson was first rate and when the time came for them to put pen to paper, they did so with a keenness and excitement that produced some commendable results.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. Building on its own accurate evaluation of pupils' achievement in writing, and action already identified, the school should also ensure that:
 - teaching builds on children's first hand experiences, and that they make the most of these to fire ideas or to stimulate their writing;
 - in lessons, reading and writing is linked more closely, so that pupils draw on the ideas and styles of well-known authors to add colour and life to their own work;
 - the exemplary practice in the older junior classes is shared, and that the successful elements are adopted by other teachers.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	1	6	0	0	0
Percentage	10	22	10	56	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 ten 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)	13	83
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	4

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	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	3	0	0
My child is making good progress in school.	69	26	3	0	3
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	69	23	5	0	3
The teaching is good.	74	21	3	0	3
I am kept well informed about how my child is getting on.	54	41	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	82	13	3	0	3
The school expects my child to work hard and achieve his or her best.	82	13	0	0	5
The school works closely with parents.	59	28	8	0	5
The school is well led and managed.	77	21	0	0	3
The school is helping my child become mature and responsible.	79	13	3	0	5
The school provides an interesting range of activities outside lessons.	46	41	3	0	10

Percentages are rounded to the nearest integer and may not total 100.