

INSPECTION REPORT

ELLINGTON FIRST SCHOOL

Warkworth Drive, Ellington, Morpeth, NE61 5HL

LEA area: Northumberland

Unique reference number: 122198

Headteacher: Mr. K. Vardy

Reporting inspector: Mrs. M. Warburton
22522

Dates of inspection: 9th to 10th June 2003

Inspection number: 248329

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Warkworth Drive, Ellington, Morpeth, Northumberland.
Postcode:	NE61 5HL
Telephone number:	01670 860769
Fax number:	01670 862940
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. D. Nickalls
Date of previous inspection:	6 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22522	Mrs. M. Warburton	Registered inspector
11368	Mrs. K. Lee	Lay inspector
31622	Mrs. L. Richardson	Team inspector

The inspection contractor was:

Durham Local Education Authority

Education Department
County Hall
Durham

DH1 5UJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	6
How good the school is	6
What the school does well	6
What could be improved?	6
How the school has improved since its last inspection	7
Standards	7
Pupils' attitudes and values	7
Teaching and learning	8
Other aspects of the school	8
How well the school is led and managed	9
Parents' and carers' views of the school	9
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ellington First School is smaller than average for primary schools. It is situated in the picturesque and expanding rural village of Ellington in Northumberland where there is still a working coal mine. There are currently 190 pupils on the roll of the school and this includes 43 part-time pupils in the nursery. Most of the pupils in the school come from the village or the nearby village of Cresswell. The percentage of pupils who are eligible for free school meals is below average, and the percentage with special educational needs (SEN) is average. Most of the pupils with SEN have emotional and behavioural difficulties, speech and communication difficulties or sensory impairment. The percentage of pupils with a statement of SEN is above average. The percentage of pupils whose mother tongue is not English is low. Pupils' attainment on entry to the nursery is broadly average. The school is part of the Ashington Education Action Zone and Ashington Sports Co-ordinators' Programme. In recent years the school has achieved the Investors in People Award, the Basic Skills Agency Quality Mark, the Healthy Schools Award, Active Mark Gold and Arts Mark Silver. There are close links between the school and the local community with the building used as a community centre out of school hours.

HOW GOOD THE SCHOOL IS

This is an excellent school where there are many strengths. The teaching is very good and often excellent and as a result pupils of all abilities make good progress and achieve standards that are above average overall. The head teacher, supported by an extremely effective and committed governing body, provides excellent leadership and direction to the work of the school. Given the high quality provision and the standards achieved by pupils in both their personal and academic development, the school provides very good value for money.

What the school does well

- The very good teaching results in pupils making very good progress in all areas of the curriculum, achieving standards that are above average.
- The excellent provision for pupils' personal development and very caring ethos of the school means that pupils' attitudes and behaviour are excellent.
- Curriculum provision is excellent, with the statutory curriculum greatly enhanced by a wide range of other activities.
- The head teacher, supported by a very effective senior management team and governing body, provides outstanding leadership and management, and has developed an excellent partnership with parents and the community.

What could be improved

This excellent school is continually evaluating its work and striving to improve. In this context the following areas could be prioritised for further work:

- Using a broader range of assessments to establish pupils' attainment and progress;
- Increasing opportunities for pupils to work independently and take more responsibility for their own learning.

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 made good progress since its last inspection. The high standards achieved in the national tests at the end of Key Stage 1 have been maintained. The progress made by pupils in Key Stage 2 is now good, and the standards they achieve are above average overall. Higher attaining pupils are suitably challenged and the school sets challenging targets for all groups of pupils. Standards in music and design and technology (DT) in Key Stage 2 are now at least at the expected levels and are often higher. The high quality provision in the Foundation Stage has been maintained. Teaching has improved and is now very good overall. The curriculum is much better than at the time of the previous inspection. As well as being broad and balanced it is greatly enriched by programmes for sport and the arts, by stimulating visits and visitors to the school and by a very good range of extra-curricular activities.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	A	A	B	B	well above average A above average B
Writing	A	A*	A	A	average C below average D
Mathematics	B	B	A	A	well below average E

In 2002 standards in the national tests at the end of Year 2 were well above average in writing and mathematics and above average in reading. Inspection evidence indicates that by the end of Year 2 and the end of Year 4 when the pupils transfer to middle school, standards in reading, writing and science and in most other areas of the curriculum are above average. In mathematics and information and communication technology (ICT) standards are at the expected levels overall, although a significant number of pupils achieve more highly, especially in number work. When children start in the nursery their attainment is broadly average. Throughout the school pupils make good progress overall and their academic achievement is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils demonstrate real enthusiasm for learning. They are highly motivated and interested in their lessons and other activities.
Behaviour, in and out of classrooms	Excellent. Behaviour around the school and in the playground is excellent. In lessons it is very good. Pupils respond very well to the school's positive approach to behaviour management and to the excellent relationships that exist.
Personal development and relationships	Excellent. All adults in the school promote pupils' personal development. Relationships between pupils and adults are all excellent.
Attendance	Satisfactory, in line with the national average. Pupils want to come to school, and because of the school's efforts attendance has improved. However, some parents continue to arrange family holidays during term

	time.
--	-------

Pupils' attitudes, values and personal development are excellent features of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Teaching is very good throughout the school. Some literacy lessons are excellent. The basic skills are taught very well and teachers plan and prepare their work carefully, providing good resources that are used well. They use stimulating tasks and activities to gain pupils' interest. Classroom assistants make a very positive contribution to learning in the way that they support individuals and groups of pupils. Teachers make good use of assessment to plan the next stage in pupils' learning and there are some good examples of marking being used effectively in Key Stage 2, however this is an area that could be developed across the rest of the school. Teachers have very high expectations of their pupils and promote excellent relationships that result in a very positive atmosphere for learning where children have high levels of confidence. They also use homework effectively so that pupils consolidate what has been learned and practise and apply new skills. Opportunities for pupils to take responsibility for their own learning could be increased. Pupils show great interest in their lessons and concentrate very well. They know what they have to do to reach their targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school enhances the statutory curriculum with a wide range of additional activities that stimulate pupils' interest and foster a real desire to learn.
Provision for pupils with special educational needs	Excellent. The school is very inclusive, meeting the needs of all of its pupils successfully.
Provision for pupils with English as an additional language	Very good. The small minority of pupils who have English as an additional language are fully integrated into the life of the school and their individual needs are met very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school places a very high priority on pupils' personal development. There are many opportunities for reflection and appreciating cultural diversity.
How well the school cares for its pupils	Excellent. The school has a caring ethos, and individual pupils and their families are very well known. Detailed records of the pupils' progress are kept.

The richness and diversity of the curriculum is a real strength of the school, and promotes pupils' interest and involvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher, supported by a very effective senior management team provides clear direction and drive. He has very high expectations to which all staff respond positively.
How well the governors fulfil their responsibilities	Excellent. The governing body supports and challenges the school and has put in place a clear system to review and continually improve all aspects of school life.
The school's evaluation of its performance	Very good. Staff and governors systematically review the provision and standards achieved. Minor improvements to the use of a broader range of indicators to assess pupils' attainment could be made.
The strategic use of resources	Excellent. The school carefully assesses development needs and matches funding to secure improvement extremely efficiently.

Leadership and management are excellent overall, with clear direction provided by the head teacher. Roles and responsibilities are very effectively allocated and the relationship between the staff and the governing body positively impacts on continuous improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • They would feel comfortable about approaching the school with questions or a problem. • The school expects their children to work hard and achieve their best. • The school is well led and managed. • The school is helping children to become mature and responsible. • The school provides an interesting range of activities outside lessons. 	There were no significant areas of concern.

The inspection team fully agrees with the very positive views of the school expressed by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good teaching results in pupils making very good progress in all areas of the curriculum and achieving standards that are above average.

1. Teaching is very good throughout the school. Teachers plan and prepare their lessons very well, and provide stimulating resources and activities that capture pupils' interest and encourage them to concentrate and do their best. This was seen in an excellent literacy lesson in Year 4, where photographs, artefacts and stories were used very effectively to develop pupils' understanding of arguments and dilemmas. Relationships are excellent and all adults support pupils very well. This results in pupils having high levels of confidence and making good progress. Teachers ensure that all lessons have clear objectives that are shared with the pupils, and they explain things very well. This was seen in an excellent Year 2 lesson where the teacher clearly explained how to use punctuation and expression when reading aloud. Teachers, and other adults who work in school, know their pupils very well and provide individuals and groups with work that is suitably challenging. They pace lessons very well, for example in a Year 3 mathematics lesson the pace of the mental introduction was brisk, having sufficient time in the word problem part of the lesson for pupils to think carefully about what they needed to do to solve the problem. The very best lessons are characterised by very thorough preparation, clear focus, high expectations and very good subject knowledge, as seen in an excellent Year 1 music lesson, where pupils made excellent progress in learning to play percussion instruments in different ways.
2. As a result of the very good teaching pupils make very good progress in most lessons. Children in the Foundation Stage make very good progress because adults have high expectations, there are clear routines in place and tasks are presented in an interesting and exciting way so that children are highly motivated to learn. Throughout the school, teachers make very good links between subjects and this helps pupils to consolidate their learning. This was seen in several classes where a topic on mini-beasts was being explored through English, science, art and physical education (PE).
3. When children start in the nursery their attainment is broadly average, although the full range is represented. By the time they start in Year 1, and by the end of Year 2 and Year 4, standards are above average overall. There are particular strengths in English, where standards of presentation are very good and pupils' speaking and listening skills are well developed. Standards are also notably high in DT, PE and art and design. In the national tests, and in other standardised tests carried out by the school, pupils do very well and achieve standards that are often well above average.

The excellent provision for pupils' personal development and excellent caring ethos of the school means that pupils' attitudes and behaviour are also excellent.

4. The school is an exceptionally caring community where all pupils are very well known. Parents appreciate the way that the head teacher stands at the door and greets the pupils every morning, and pupils say that they feel safe in school. All adults who work in school contribute to pupils' personal development.

5. There are excellent policies and procedures in place for the care and safety of pupils. Provision for personal, social and health education, and for citizenship is carefully integrated into the life of the school. Opportunities for spiritual, moral, social and cultural development are provided in many lessons and other activities such as assemblies and after-school clubs. Systems such as the 'playground buddies' and the school council enable pupils to take responsibility and develop confidence. One pupil spoke very proudly of his responsibilities as a library monitor. Displays around the school reflect the commitment to personal development and safety, for example class rules, reminders about good manners in the dining hall and instructions on how to carry PE apparatus safely. Visits out of school to places such as Beamish Museum make a very good contribution to pupils' personal development, and a residential visit to Ford Castle for older pupils enabled them to develop confidence and personal and social skills away from home.
6. Pupils' attitudes and behaviour are excellent. The vast majority of pupils are extremely enthusiastic about the school, showing genuine interest and enjoyment in lessons. They concentrate for extended periods of time and persevere, even when they find their work difficult. Pupils move around the school quietly, showing good manners such as standing aside for adults and holding doors open for each other. In assemblies they listen attentively and respond with reverence to prayer and reflection. They are proud of their own achievements and the collective achievements of the school such as the Arts Mark and the Basic Skills Agency Quality Mark. One pupil said that if he had children he would like them to come to the school. In the playground pupils play happily together with the good range of equipment provided for them, and they are very well supervised by adults, who, like the 'buddies', wear bright yellow jackets so that they are very visible, and join in with the children's games.

Curriculum provision is excellent, with the statutory curriculum greatly enhanced by a wide range of other activities.

7. The curriculum is very well balanced with an appropriate emphasis on the core elements of literacy and numeracy. There is very good provision for the basic skills which are delivered through the national strategies for literacy and numeracy, with further opportunities for consolidation and development in other lessons. In a Year 1 mathematics lesson for example, pupils were encouraged to read aloud the instructions for the task. Similarly there are good opportunities for pupils to develop their ICT skills, for example when pupils record their work using computers, or find things out about the local area using the Internet. The curriculum is delivered through a range of very interesting activities, with topics studied in depth often incorporating several curriculum areas. Work on the seasons for example, incorporated aspects of RE, history and personal and social education.
8. There is particularly high quality provision where the school has worked to achieve national awards such as the Healthy Schools' Award and the Active Mark. These often include excellent use being made of visiting specialists to the school, such as a basketball coach and football coaching from Sunderland Football Club. Additional specialist provision in music makes a very positive contribution to pupils' singing. Provision for art has been enhanced by visiting members of the community who have particular expertise, and by work done on school visits.

9. The school provides an excellent range of extra-curricular activities for a range of sports, the arts, gardening and computers. Excellent use is made of the local community and other providers. Pupils and staff spoke affectionately about a visit to the school by local senior citizens, which made a very good contribution to pupils' learning about games and toys from the past in history.

The head teacher, supported by a very effective senior management team and governing body, provides outstanding leadership and management, and has developed an excellent partnership with parents and the community.

10. The excellent relationships that exist between all members of the school community are at the heart of the outstanding leadership and management of the school. They are based on excellent communication and trust, with everyone clear about their role and responsibilities and the part that they play in the life of the school. The head teacher is very experienced and has provided stability and clear direction, with a strong commitment to continuing improvement.
11. The management systems of the school are supported by an excellent range of documentation that clearly reflects the school's vision and provides a very good framework for on-going review and development. Procedures for deciding on the school's priorities are clear, and the system for performance management is carefully linked to the school development plan. Staff development is very well thought out and reflects both individual and whole-school development needs. All staff are clear about their responsibilities and expectations of the contribution that subject co-ordinators will make are appropriate to their experience. The members of the senior management team work effectively together, sharing responsibilities according to their expertise and areas of interest. There is a strong sense of collective responsibility.
12. The governing body is highly effective in supporting the work and direction of the school. Through well thought out and systematic approaches to reviewing the work of the school, governors have a clear and accurate understanding of the strengths that exist and a firm belief that any concerns have been addressed. They are rightly confident that their on-going programme of evaluation and review ensures that continuous progress is made. Some governors are very involved in the school on a regular basis and they visit the school to look at agreed areas of focus. As part of the school's preparation for the Arts Mark for example, one governor, working alongside the co-ordinator for art, looked at teachers' planning and cross-referenced it to the art guidelines, looked at pupils' work, resources and lessons, and provided a detailed report to the governing body. Such reviews are a regular part of the governors' involvement in the school. Governors are justifiably proud of the school and its standing in the community.
13. The head teacher is very visible in the school and plays an active part in all areas of school life. Through this approach, combined with the clear systems for evaluation and review, he is able to maintain a very good understanding of what is going on and how people are responding to any changes or developments. In the dining hall at lunch times for example, he talks to pupils and staff about what they have been doing that morning, and he is happy to work alongside any visitors to the school, for example sports coaches. He regularly visits classrooms, both as part of formal observations and informally, and his views and opinions are welcomed by pupils and staff. He has been successful in developing excellent relationships at all levels.

14. The partnership with parents and the local community is excellent. Parents are highly satisfied with the school, and many are keen to help out in classes. They are rightly very happy with the excellent reports they receive about their children's progress and find the school extremely approachable and friendly. The school has been very successful in encouraging parental support for homework and this makes a very positive contribution to pupils' learning. Local senior citizens enjoy visiting the school to look at areas such as new technology, and these visits make a considerable contribution to pupils' personal development and their understanding of their own place and that of others in the local community.

WHAT COULD BE IMPROVED

Using a broader range of assessments to establish pupils' attainment and progress.

15. There are secure assessment systems in place throughout the school that ensure that teachers have a clear understanding of pupils attainment and the progress they are making. This information is used effectively to set targets for individual pupils and for groups of pupils. Good use is made of standardised tests to gauge pupils' achievement and to compare this with national levels of attainment. However, teacher assessment is not consistently made against National Curriculum level descriptors in all subjects. This means that when an area of, for example, mathematics is not covered in the standardised tests, judgements about standards in that aspect are not fully secure. The school has developed good portfolios of pupils' work in all subjects and these could be usefully developed through annotation to show National Curriculum levels and the proportion of pupils in the year group attaining them. This would strengthen the school's information about the standards that pupils achieve and would enable even more precise targets to be set. Additionally the good marking against clear criteria seen in Years 3 and 4 could be further extended throughout the school to give pupils clearer information about the progress they are making.

Increasing opportunities for pupils to work independently and take more responsibility for their own learning.

16. During the inspection limited evidence of pupils working independently was seen, although teachers' planning and pupils' work indicate that opportunities are provided at times. However, further opportunities could be provided for pupils, particularly the higher attaining, to take more responsibility for their own learning. In science for example, pupils are given a clear structure for recording their investigations when some could work out a different way of recording their results. Similarly in English, the use of story frames for writing means that pupils have to write to that structure when some could find more creative ways of organising their thoughts.
17. The planned development of the library next year has the potential to provide pupils with more opportunities to research and find things out for themselves.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	[]
Number of discussions with staff, governors, other adults and pupils	[]

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	[]	[]	[]	[]	[]	[]	[]
Percentage	[]	[]	[]	[]	[]	[]	[]

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	22	147
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
---------------------------	-----

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	21	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	19	20	21
	Total	32	33	34
Percentage of pupils at NC level 2 or above	School	91 (100)	94 (100)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	18	20	20
	Total	31	33	33
Percentage of pupils at NC level 2 or above	School	89 (100)	94 (100)	94 (100)
	National	85 (85)	89 (89)	89 (89)

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

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	145	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	2	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 – Y4

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	26.1
Average class size	24.5

Education support staff: YR – Y4

Total number of education support staff	6
Total aggregate hours worked per week	121

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22.1
Total number of education support staff	7
Total aggregate hours worked per week	156
Number of pupils per FTE adult	11:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	[]
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	[]
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	[]

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
----------------	-----------

	£
Total income	390,943 *
Total expenditure	381,193
Expenditure per pupil	2,006
Balance brought forward from previous year	19,767
Balance carried forward to next year	9,750

* includes balance b/f from previous year

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77.3	22.7	0	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	77.3	21.6	1	0	0
My child gets the right amount of work to do at home.	55.3	41.5	3.2	0	0
The teaching is good.	90.7	9.3	0	0	0
I am kept well informed about how my child is getting on.	64.9	32	3.1	0	0
I would feel comfortable about approaching the school with questions or a problem.	85.6	13.4	0	0	1
The school expects my child to work hard and achieve his or her best.	83.3	15.6	1	0	0
The school works closely with parents.	74.2	24.7	1	0	0
The school is well led and managed.	92.8	7.2	0	0	0
The school is helping my child become mature and responsible.	87.6	12.4	0	0	0
The school provides an interesting range of activities outside lessons.	81.4	14.4	2.1	0	2.1