

# INSPECTION REPORT

## **BELMONT CE (C) JUNIOR SCHOOL**

Belmont, Durham

Durham LEA

Unique reference number: 114227

Headteacher: Mrs A Keddie

Reporting inspector: Mr D J Halford  
12908

Dates of inspection: 6 - 8 March 2000

Inspection number: 189772

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Buckinghamshire Road Belmont Durham
Postcode:	DH1 2QP
Telephone number:	0191 384 4178
Fax number:	0191 384 8078
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Davie
Date of previous inspection:	7 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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### **INFORMATION ABOUT THE SCHOOL**

Belmont CE (Controlled) Junior School is situated on a site which includes the Infant, Junior and Comprehensive schools. It serves the village of Belmont, close to the city of Durham. The Durham Local Education Authority maintains it. It is resourced to provide for pupils with a visual impairment and there are 185 pupils on the roll. Almost thirty percent of the pupils have special educational needs. 13 pupils, including nine with a visual impairment, have statements of special educational need. Very few are from ethnic minority backgrounds and only a very small number of pupils have English as an additional language. Pupils' levels of attainment on entry to the school are improving. The majority of pupils currently in the school entered at the age of seven with levels of attainment judged to be average for their age. The school has experienced some fluctuation in the number of pupils on its roll. Falling numbers led to some changes in staffing, but pupil numbers are now rising again.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school where the strengths far outweigh the weaknesses. It is very effectively led by a talented headteacher who gives staff a clear direction. Standards have been above average for the past few years and although the current Year 6 are only attaining in line with national expectations this is not generally the case amongst other year groups. The school keeps careful records of progress made by individual pupils, and there is every indication that all pupils, including those with a visual impairment, achieve to their full potential. The teaching is often good, with a significant amount of very good teaching. No unsatisfactory teaching was observed during the inspection. The school provides very good value for money.

#### **What the school does well**

- Very good leadership by the headteacher ensures that all staff are clear about their responsibility and work towards a common goal, so that pupils make very good progress towards achieving to their full potential.
- Standards in writing are good and pupils use their writing effectively in other subjects, especially in science, history and religious education.
- Pupils with a visual impairment are provided with every opportunity to be fully involved in all lessons and they take full advantage of this.
- Teachers share with pupils what it is they need to learn in lessons. Work is provided which sets an appropriate challenge for the pupils, and the school has good systems to check the progress, which the pupils make.
- Relationships at all levels are very good, and pupils' behaviour is exemplary. They are friendly and quick to help each other.

#### **What could be improved**

- There are inconsistencies in the school's provision for information and communication technology. This is due, in part, to problems that the school has experienced with resources.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. The improvement made by the school since the previous inspection has been very good. It has dealt very effectively with all the main issues raised. Many of the current strengths of the school are in areas previously identified as weak.

The effective way in which the school is able to identify what pupils need to do next in order to improve, is one area which was previously felt to be a weakness, but it is now a strength. Similarly, the short term planning is now very secure, with teachers sharing with pupils what it is they are expected to learn in each lesson. The management of the school is now far more effective with appropriate systems in place to enable the school to evaluate its performance.

The quality of teaching is much better than at the time of the previous inspection. No unsatisfactory teaching is evident, compared to nearly twenty per cent when the school was last inspected. The teachers provide appropriately for each group of pupils according to their prior attainment and this is a vast improvement on the position outlined in the previous report.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	B	A	well above average A above average B average C below average D well below average E
Mathematics	B	A	B	B	
Science	C	B	C	C	

The test results for eleven-year-old pupils shows consistently good performance over time. In English and mathematics, pupils' performance is regularly above the national average, and for mathematics in 1998; it was well above the national average. In 1999, test results were well above the national average for English, and above average for mathematics when compared to similar schools. The number of pupils progressing to higher levels of attainment in English and mathematics were also above the national average. Test results for eleven-year-old pupils in science show mainly average levels of attainment over time, with better results evident in 1998. In 1999, standards in science are average when compared to similar schools. Overall, trends over time in all three subjects show results that are consistently above national averages. Teachers' assessments are generally close to pupils' actual performance, except in mathematics, where there was some over-estimation, in 1999.

Although their attainment is largely in line with national expectations for English and mathematics, the present Year 6 are not attaining at the same overall level as previous Year 6 groups. This does not represent a fall in standards because it is a group that has a particularly high number of pupils on the higher levels of the special educational needs register. When they first started school, four years ago, the group was attaining well below average. The good progress made by pupils of all abilities has led to much improved overall performance and achievement by this group.

Pupils achieve well throughout the school. This is mainly due to teachers giving pupils specific targets to work on, and to the careful planning which ensures that different groups of pupils are appropriately challenged. The school has set challenging targets for Literacy and Numeracy, and are on course to meet them.

Standards in information and communication technology are broadly in line with national expectations.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. They show outstanding concern for the values, beliefs and feelings of others, and their understanding of how their actions influence other pupils is also of the highest order.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. There are very good systems to include all pupils, including those with a visual impairment, in play and to reduce any potential bullying.
Personal development and relationships	Very good. Pupils take responsibility when offered the opportunity to do so and are able to show initiative when the need arises. Their ability to show respect to others in their class and throughout the school is most impressive.
Attendance	Attendance is good and pupils clearly enjoy being at school. Lessons start on time.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	N/a	N/a	Good

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

In English and mathematics the quality of teaching is good. The skills of literacy and numeracy are taught very effectively throughout the school and benefit many other areas of the curriculum.

Effective planning for pupils of different ability, very good standards of discipline and good use of resources, including classroom support assistants, positively contribute to the good teaching. The school has excellent procedures for checking the progress made by individual pupils and as a result appropriate targets are set for them. Teachers are very clear about what pupils are going to learn in individual lessons and this is clearly communicated to the pupils.

Pupils' learning is enhanced by the discussions which take place with them, so that they are fully aware of their own strengths and what they need to do to improve further. Overall, teachers have high expectations of pupils of all abilities, and this ensures that the activities they work on are appropriately matched to the pupils' learning needs.

No unsatisfactory teaching was seen during the inspection and over seventy five per cent of the teaching was at least good, and almost ten per cent was very good. The high percentage of good teaching together with the good quality learning opportunities available for the pupils has a positive impact on the good standards of work achieved by the pupils.

The integration of pupils with a visual impairment into all lessons is outstanding. Staff with very good levels of expertise support them. Planning is meticulous, good quality resources are consistently available and accurate assessments of individual pupils' progress maintained.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. It has good breadth and balance, with an appropriate emphasis on the teaching of basic skills. Not enough emphasis is given to information and communication technology.
Provision for pupils with special educational needs	This is very good, especially for pupils with a visual impairment, whose integration into all class activities is outstanding. Support of the highest quality is consistently provided, in an unobtrusive way. All pupils participate fully in the life and work of the school.
Provision for pupils with English as an additional language	The small number of pupils with English as an additional language are provided with appropriate support enabling them to achieve to their full potential.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with particularly strong social and moral development. Pupils relate outstanding well to each other and they have a clear sense of right and wrong. The sensory garden contributes well to the pupils' spiritual development. More could be done to prepare the pupils for life in a multi-cultural society.
How well the school cares for its pupils	The school cares very well for its pupils. The systems that are in place for tracking the academic and personal development of individual pupils are outstanding, and help maximise the progress they make.

In addition to the comprehensive nature of the individual records the school keeps on the academic progress of individual pupils, the school is strong in promoting an atmosphere where they feel secure. The Buddy scheme that operates in school ensures that all pupils are included in lunchtime and break-time activities, and the school also has impressive systems for ensuring good attendance.

Good relationships are established with the Infant and Secondary Schools, which occupy the same campus, ensuring that pupils transfer effectively between the three establishments.

The school has experienced some difficulties with information and communication technology resources and knows that this is an area, which requires improvement. Some of the older pupils in school have access to new equipment, which was seen to make a positive contribution to work in numeracy, but overall, insufficient use was made of computers during the majority of the lessons inspected.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has successfully communicated to all staff the importance of keeping standards high. There are effective systems in place to enable all staff to take additional responsibilities and at the same time work towards this goal.
How well the governors fulfil their responsibilities	The governing body fulfil their responsibilities well. They know that the school is maintaining high standards of work for its pupils, are actively involved in its future planning and fulfil all their statutory duties.
The school's evaluation of its performance	Careful checks are made on the performance of pupils in everyday lessons, leading to staff being confident about how well they will perform in the national tests. The quality of teaching is regularly checked and if necessary there are appropriate systems in place to support staff.
The strategic use of resources	All adults working in the school are deployed effectively. Their expertise is used to good effect, as is particularly seen with adults working with pupils with a visual impairment. Learning resources have been purchased after careful consideration is given to their potential impact on standards and the school actively seeks the best value for the money it spends. The school has experienced difficulty with information and communication technology resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Most parents feel their children like school and make good progress.</li> <li>• Most parents feel that pupils' behaviour is good.</li> <li>• Most parents feel that the school enables pupils to mature and become responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that the numbers of children in the Year 3 is large.</li> <li>• A significant number of parents feel that the school is not providing a sufficiently wide range of out-of-school activities.</li> <li>• Some parents feel that pupils do not receive the right amount of homework.</li> </ul>

The inspection team agree that pupils make good progress in school and appear to enjoy being there. Pupils' behaviour is very good, and pupils are encouraged to take responsibility for their actions.

The inspection team are aware that numbers in Year 3 are larger than in other classes in the school, and that the 'setting arrangement' which operates in other year groups does not apply to these particular pupils. The school has purchased additional class assistant support time, partly because it is aware of the numbers in the year group. It is the view of the inspectors that this group is not disadvantaged by

its size. The school provides a moderate range of out of school activities, which is more limited than in some schools. However, given the work that has been undertaken to maintain the consistently good standards in this very effective school, the inspectors consider the range of out-of-school activities to be sufficient. The judgement of the inspection team is that the amount of homework pupils receive is satisfactory overall.

## **PART B: COMMENTARY**

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

- 1 Very good leadership by the headteacher ensures that all staff are clear about their responsibility and work towards a common goal, so that pupils are achieving to their full potential.**
- 2 The aims of the school are clear and give a base from which high standards are actively promoted. The seven broad aims are supported by detailed objectives, which focus strongly to the manner in which the curriculum is planned. Each subject has an individual set of guidelines which state explicitly that high expectations are expected and high standards are set. This can clearly be seen in a wide range of the pupils' work.
- 3 The headteacher is very clear about the importance of carefully recording the progress of each pupil. Individual targets are listed in the front of pupils' exercise books for English and mathematics. These are highlighted and dated as pupils demonstrate that they have reached the target. Similar targets are highlighted on classroom walls for subjects such as history, geography and design and technology. Individual, detailed records of the achievement of pupils in the end of key stage test results are kept very precisely. This enables the school to develop an accurate picture of the progress made by each pupil, detailed analysis is undertaken and the school is well equipped to make precise assessments of pupils' levels of achievement. The school can then be confident that pupils are achieving of their best and this information is reported effectively to governors and school staff.
- 4 Each member of staff knows that they are valued within the school and they are aware of the particular contribution each one makes within the school community. Teachers relate well to each other and share responsibilities effectively between themselves. Support staff are fully involved in the preparation of resources and materials that are matched very well to the needs of the pupils, particularly those with a visual impairment. Mid day staff and kitchen staff work effectively to ensure that lunchtimes are pleasant occasions. The staff involved have the respect of the pupils. There is a clear and shared purpose in the work being undertaken. The headteacher has been effective in ensuring that all staff work well together for the collective good of the pupils, and together they ensure that standards remain high at all times.
- 5 Standards in writing are good and pupils use their writing effectively in other subjects, especially in science, history and religious education.**
- 6 The written work of pupils shows good standards. By the end of Year 6, the higher attaining pupils are using well-constructed sentences, with carefully selected words and accurate punctuation. They can write in different contexts and are able to think creatively. For example, in writing for a radio play, they show a good awareness of the audience and they are able to create a drama. Writing is usually well presented and good story lines are sustained. Pupils are also able to show that they can sustain an argument in their written work. Other pupils in the year group also demonstrate good progress in their writing over the course of the school year. The presentation of their writing is consistently good and they are also able to sustain a storyline, although their punctuation is not always secure. The tasks they undertake,

nevertheless present them with an appropriate level of challenge. Ten-year-old pupils are able to write for an extended period in different genre. They can, for example, write a traditional story in a modern context. They use descriptive language well. Good punctuation is a feature of this writing. Appropriate target setting for these pupils contributes positively to the good quality of their writing.

- 7 Pupils are able to transfer their writing skills effectively to work in other subjects. For example, the accurate recording of science experiments, descriptions of past periods in history and carefully presented work in religious education all illustrate good standards in pupils writing.
- 8 **Pupils with a visual impairment are provided with every opportunity to be fully involved in all lessons and they take full advantage of this.**
- 9 The integration of pupils with a visual impairment into all school activities is outstanding. They receive very good support, in an unobtrusive manner, from specialist staff who understand their personal needs and take a great deal of care in ensuring that support of the highest quality is consistently available.
- 10 Classrooms and wall displays regularly have three-dimensional features, with string used for lines and different types of paper used extremely effectively to provide sensory displays and to give a simple method of enabling the pupils to move around the building with confidence. The design and construction of a Sensory Garden, in memory of a pupil who has recently died, is another outstanding feature of the school's high quality provision.
- 11 In classrooms, precise and careful thought is given to ensuring that appropriate materials are available to enable each pupil with a visual impairment to take a full part in each lesson. For example in a Year 4 science lesson where liquids, including engine oil, were being transferred from one container to another, specially prepared syringes were made available to the pupils enabling them to undertake exactly the same experiment as sighted pupils. They were able to transfer the liquids accurately in precise amounts. Teachers are consistently sensitive to the positioning of the pupils to enable them to gain maximum benefit from each lesson.
- 12 Sighted pupils work naturally and easily alongside those with a visual impairment. They offer assistance when required and are readily available if help can be given. These moments occur without fuss or comment, but underline the very good quality of the relationships which exist in this school and which contribute so much to its success.
- 13 **Teachers share with pupils what it is they need to learn in lessons. Work is provided which sets an appropriate challenge for the pupils, and the school has good systems to check the progress which the pupils make.**
- 14 Teachers' planning is very clear. For each lesson the class teacher writes on the board and describes, in simple terms, the purpose of the lesson. For example in a numeracy lesson on multiples, for pupils in Year 4, or in the understanding of the parts of a flower in a Year 6 science lesson. From the outset pupils know what it is they are expected to learn. Pupils are frequently reminded of this purpose, during the lesson, and a further recapitulation is often undertaken at the end. In this way the pupils are clear about the expectations upon them, and can show the teacher that their learning is secure.
- 15 Exercise books have programmes of work for literacy and numeracy fastened to the inside of the front cover. As work is completed and teachers know that a pupil's knowledge,

understanding and skills are secure, the appropriate element of the programme of work is highlighted and dated. As a result, the pupils themselves know where they are up to and what it is they need to do next to take their learning forward. For other subjects, overall plans of work to be covered are displayed on the walls of the classroom and highlighted in a similar manner. Therefore, the systematic outlining, in simple terms, of what pupils are expected to learn links well with the precision of the target setting for individuals.

- 16 The teachers' marking of work also uses these target-setting procedures. Pupils are clear about what it is they have covered successfully, and a clear indication is given about how to improve. These systems are very effective and make a very positive contribution towards the high standards of work that has been consistently achieved in recent years.
- 17 The school has very effective systems for checking the progress that pupils are making. A wide range of statistical evidence is systematically gathered over time and an individual picture of the progress made by each pupil emerges. Regular testing procedures are now well embedded in the school's overall programme, and pupils' progress over time is accurately recorded and monitored. In this way the school compiles very detailed and secure records of pupils' past and current learning. Class teachers use this information very well. It is used to enable the focus of lessons to be different for pupils of differing ability and it also forms the basis of accurate assessments of pupils' anticipated progress in the future, leading to the establishment of appropriately challenging performance targets for the school to meet. Most teachers have high expectations of the pupils and the provision they are able to make in lessons ensures that pupils are challenged well in the work they are asked to complete.
- 18 Relationships at all levels are very good, and pupils behave very well. They are friendly and quick to help each other.**
- 19 Relationships are very good throughout the school. Substantially through clear direction from the headteacher, all the adults in school work well together as a team, and all are clear about their contributions to the success of the school.
- 20 Pupils are very friendly with each other and their behaviour is very good. They offer each other assistance, are able to work together well, are always aware of the needs of the pupils with a visual impairment and respond particularly positively to them, and show a good level of willingness to share equipment and materials. Throughout the school pupils are eager to learn and they have a good knowledge of their own strengths and weaknesses. The school enables the pupils to know what it is they need to do to improve their work, and the vast majority are keen to do well. When asked pupils say they enjoy coming to school, speak articulately about what it is they enjoy doing, and they give the clear impression of being at ease with each other.

## **WHAT COULD BE IMPROVED**

- 21 There are inconsistencies in the school's provision for information and communication technology. This is due, in part, to problems that the school has experienced with resources.**
- 22 The current provision for information and communication technology is unsatisfactory. Given the appropriate levels of provision in most areas of the curriculum, the school has much to do to increase its capacity for the effective delivery of the information and communication technology components of the National Curriculum from September 2000. The school is aware of this, and recognises that developments in this area have been relatively slow. There is a

support plan for the introduction of the National Grid for Learning, but the aims of the plan are not yet fully met.

- 23 Dream Writers have been introduced to lessons for the older pupils in school, and they are seen to be working effectively in some aspects of the numeracy and literacy provision. However, consistent provision to systematically improve pupils' skills in information and communication technology is not sufficiently in place at the present time.
- 24 The school has experienced some difficulties in gathering together appropriate resources to improve the current provision, but where equipment is available in classes it is not regularly in use. Not all the teaching staff are confident in their own expertise in the use of ICT and as a result pupils through the school have insufficient opportunities to extend their skills.

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

- 25 The current provision for developing the pupils' skills in Information and Communications Technology is inconsistent. The school should now:
- Ensure the aims for the National Grid for Learning support plan are fully met.
  - Produce and implement an effective plan to deliver the Information and Communication Technology components of the National Curriculum for September 2000.
  - Prioritise opportunities for staff to increase their expertise in the subject, and therefore gain confidence in their own skills.
  - Take whatever steps are possible to improve the provision of Information and Communications Technology hardware

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	4

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	8%	69%	23%	0%	0%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		185
Number of full-time pupils eligible for free school meals		27

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		13
Number of pupils on the school's special educational needs register		51

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	12
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	4.9
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### *Attainment at the end of Key Stage 2*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	28	27	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	24
	Girls	23	23	23
	Total	45	45	47
Percentage of pupils at NC level 4 or above	School	82 (73)	82 (82)	85 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	23
	Girls	24	26	24
	Total	46	51	47
Percentage of pupils at NC level 4 or above	School	84 (82)	93 (82)	85 (82)
	National	68 (63)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	179
Any other minority ethnic group	6

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

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3– Y6**

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	19.1
Average class size	31

#### **Education support staff: Y3– Y6**

Total number of education support staff	7
Total aggregate hours worked per week	140

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

Total number of qualified teachers (FTE)	[ ]
Number of pupils per qualified teacher	[ ]

Total number of education support staff	[ ]
Total aggregate hours worked per week	[ ]

Number of pupils per FTE adult	[ ]
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/9
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	£
Total income	284,283
Total expenditure	277,119
Expenditure per pupil	1443
Balance brought forward from previous year	10,600
Balance carried forward to next year	17,764

***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	185
Number of questionnaires returned	51

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	51	4	0	0
My child is making good progress in school.	47	45	6	0	2
Behaviour in the school is good.	25	65	6	0	4
My child gets the right amount of work to do at home.	25	53	20	0	2
The teaching is good.	33	59	4	0	4
I am kept well informed about how my child is getting on.	33	59	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	63	35	0	0	2
The school expects my child to work hard and achieve his or her best.	53	41	0	0	6
The school works closely with parents.	31	53	12	0	4
The school is well led and managed.	35	55	0	0	0
The school is helping my child become mature and responsible.	41	51	2	0	6
The school provides an interesting range of activities outside lessons.	8	17	47	18	0