

INSPECTION REPORT

CROFT CE PRIMARY SCHOOL

Darlington

LEA area: North Yorkshire

Unique reference number: 121485

Headteacher: Mrs Brenda Higgins

Reporting inspector: Mrs K Tickell
17218

Dates of inspection: 19-21 March 2001

Inspection number: 191645

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	South Parade Croft-on-Tees Darlington North Yorkshire
Postcode:	DL2 2SP
Telephone number:	01325 720528
Fax number:	01325 722324
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Alison Russell
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school was opened in 1974 as a replacement for the former, much smaller, Victorian school building in the village of Croft-on-Tees. It is a small Church of England Primary school with 93 pupils on roll. There are four classes including a reception class with 13 pupils. The three other classes each have two year groups. Numbers of pupils attending the school have increased in the last two years. The percentage of pupils with special educational needs is below the national average and the percentage of pupils with Statements of Special Educational Need is broadly in line with the national average. Almost all pupils are of white ethnicity and there are no pupils for whom English is a second language. There is no nursery provision at the school but most pupils have benefited from pre-school education. The attainment of pupils on entry to the school is not significantly different from the national average.

HOW GOOD THE SCHOOL IS

Croft CE Primary School is a very effective school which provides a high quality education for all its pupils. Standards in English, mathematics and science are very high and have improved at a rate above the national trend. The curriculum is broad and is enriched by a wide range of extra-curricular activities, interesting and relevant visits and collaborative work with other schools. Teaching is good throughout the school and especially in Key Stage 2. Pupils are confident and enthusiastic about their work and their behaviour is satisfactory both in and out of lessons. The headteacher and governing body provide highly effective leadership and the school is well managed. The school provides good value for money.

What the school does well

- Pupils achieve very high standards by the age of 11 in English, mathematics and science.
- Teaching is good throughout the school with some very effective teaching in Key Stage 2.
- The school is very well led and managed by the headteacher and governing body.
- Audit and evaluation of all aspects of the work of the school are very effective.
- Pupils with special educational needs are given very good support and make good progress as a result.
- The wide range of high quality extra-curricular activities makes a very positive contribution to pupils' education.

What could be improved

- The marking of pupils' work throughout the school is inconsistent and, in some classes, does not give pupils enough indication of what is good about their work or how they could improve it.
- The annual written reports to parents do not include targets or development points to aid pupils in making progress.
- The targets recorded in the individual education plans (IEPs) of pupils with special educational needs are not sufficiently specific, and therefore not as useful as they could be in measuring, recording and communicating progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, which took place in February 1997, the school has made substantial improvements in most areas of its work. The headteacher, who was appointed soon after the previous inspection, has worked purposefully and successfully, together with the governing body and staff, to ensure continuous improvement takes place. All the key issues from the last inspection have been tackled effectively with particular improvement being evident in the increased effectiveness of the leadership and management of the school. Standards in English, mathematics and science have continued to improve, particularly in relation to the numbers of pupils who are achieving at the higher levels – a sign that the needs of the most able are being met effectively. Active co-ordinators are now in place for all subjects and development is monitored appropriately. Arrangements for teaching the upper Key Stage 2 class ensure that the pupils are fully challenged whilst enabling the headteacher to fulfil her management responsibilities. The teachers managing this class liaise very well and this ensures a

consistent approach and good progression. Development is guided by an excellent school improvement plan and is rigorously monitored and evaluated at all levels by staff and governors. All statutory requirements including those relating to child protection are met fully. Although inconsistencies in the quality of marking identified in the last report remain, some excellent practice is now evident in the last two years of Key Stage 2.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A*	A*
Mathematics	A	B	A*	A*
Science	C	B	A*	A*

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

Care should always be taken when analysing, and drawing conclusions from, the results of small year groups in small schools, and last year the school had fewer than ten pupils in the Year 6 age range. However, last year the results showed the school to be in the highest five per cent of schools nationally and it has recently received an excellence award for achieving better results in 2000 than most schools in similar circumstances.

Strengths

The high standards indicated by the recent national test results are also borne out by inspection evidence. Observations, analysis of pupils' work and discussions with pupils indicate that standards remain high with a significantly high proportion of pupils working at higher than the expected levels. The attainment of boys is a notable feature. Over the past three years 11 year old boys in the school have performed significantly better than their peers nationally in English, mathematics and science. Although girls at Croft CE School also perform well, there is not such a marked difference between school and national results for girls as there is for the boys. The school has set appropriately challenging targets for 11 year olds up to 2002 – particularly in the number of pupils expected to achieve at the higher levels.

Standards of work in English reflect particular strengths in pupils' ability to recognise and write effectively in different styles and conventions for different purposes. In Years 5 and 6 pupils' grammatical awareness was also a particular strength with most pupils understanding the features of complex sentences. For example, pupils took turns on a daily basis to construct, explain and display their own complex sentence using main and subordinate clauses. They were able to explain how meaning is affected by the sequence and structure of clauses.

Year 6 pupils achieve well in all aspects of mathematics. Most pupils have strong mental calculation skills and are able to understand and use negative numbers. They have good knowledge of fractions, decimals and percentages and are able to convert between them. They can identify the underlying mathematics in verbal problems and use the correct operations to solve them. Children in all classes show enthusiasm for their work in mathematics, particularly when they are challenged to do quick mental calculations.

Pupils with special educational needs achieve well because of the relevant and focused support they receive in class both from classroom teachers who take care to modify or adapt work appropriately and

from classroom assistants who also ensure that pupils are supported in actively following all aspects of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are confident learners and show enthusiasm for their work.
Behaviour, in and out of classrooms	Satisfactory. The vast majority of pupils are well-behaved both in and out of lessons, but the over-assertive behaviour of a small minority of pupils occasionally leads to upsets. Behaviour in the dining hall is less consistently good than in the classrooms.
Personal development and relationships	Satisfactory. Pupils are confident in their dealings with others, but they sometimes find it difficult to work collaboratively or listen effectively when others are talking.
Attendance	Good.

Attendance is generally above the national average. A small minority of children do not always arrive at school punctually. They arrive just after the start of the morning session but before the register is taken, normally at 9.10 am. The school is aware of the difficulty and has frequently asked parents to ensure their children arrive promptly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
16 lessons seen overall	Good	Good	Very 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.

No unsatisfactory teaching was observed. Thirteen per cent of teaching was satisfactory; 56 per cent was good, and 31 per cent was very good or excellent. English and mathematics are taught well throughout the school. Teachers are implementing the national literacy and numeracy strategies very effectively. Skills in these subjects are taught well and teachers ensure that pupils are given the opportunity to apply them for a range of different purposes across the other subjects of the curriculum. In most lessons teachers show good subject knowledge. Staff use their knowledge of Information and Communication Technology (ICT) well to support work in other subjects and have been able to apply successfully the learning gained in recent training. For example, in science pupils' work in Years 3 and 4 showed evidence of a developing ability to mix text and graphics to illustrate information gathered, and in geography pupils in Years 5 and 6 used their ICT skills in making postcards for the topic on Whitby. They also made good use of the internet to find out further information on the locality. Teachers make very effective use of the assistance offered by the support staff and parent helpers. Lessons are well-planned with specific learning objectives. As a result of the good teaching pupils make clear progress in acquiring key skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and relevant. It is enhanced by a very good range of extra-curricular activities including music tuition by visiting specialists. French is taught well to Years 5 and 6.
Provision for pupils with special educational needs	Very good. The quality of in-class and withdrawal support is very high. Pupils make good progress. The recorded targets in the IEPs are insufficiently specific with the consequence that the same targets are often repeated after the termly review. As a consequence the progress of pupils, though often recognised by teachers and parents, is not clearly specified or recorded. However, in practice, pupils' needs are clearly identified by staff and activities are well chosen and appropriately matched to individual children's abilities
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Circle time makes a very constructive contribution to pupils' spiritual, moral and social development and allows them the opportunity to reflect on their own actions and those of others. The school makes effective provision for children's cultural development.
How well the school cares for its pupils	The school provides good care for its pupils. Members of staff take a close interest in pupils' achievements and interests in and out of school. They make every effort to ensure pupils' personal welfare, health and safety are always considered and their individual needs are met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very effective leadership and systematic and purposeful management which is characterised by an open, inclusive, collegial approach.
How well the governors fulfil their responsibilities	Very well. The governors are very involved, supportive and show commitment in fulfilling their responsibilities. The chair of governors is very well informed about school matters and provides a very effective contribution to the management and governance of the school.
The school's evaluation of its performance	Excellent. The school has a systematic approach to the evaluation of its performance which is relevant and manageable and leads to continuous improvement.
The strategic use of resources	Very good. Funds are directed towards clearly identified educational priorities and specific grants are spent on the purpose for which they are allocated. The school gives due consideration to the principles of best value and applies them successfully.

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.• Children enjoy going to school.• Children make good progress at school.• The school sets high expectations.• The school is well led and managed.• Parents feel comfortable approaching the school with questions or problems.	<ul style="list-style-type: none">• The quality of the information about their children's progress.• The amount of work their children are given to do at home.

Inspection judgements support all parents' positive views. Homework arrangements are satisfactory and the purpose and amount of homework are appropriate for the different age groups. Although the overall quality of the annual written reports to parents is satisfactory, the reports for pupils in Key Stage 1 and lower Key Stage 2 give too little information on what pupils need to do to improve their performance.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in English, mathematics and science

1. The results of the national tests for 11 year olds show that attainment was in the top five per cent for all schools nationally in 2000 in English, mathematics and science. Observations and analysis of pupils' work and discussions with pupils indicate that standards remain high with a significantly high proportion of pupils working at levels which are above that expected for their ages.

Teaching is good throughout the school

2. Lessons are well planned and interesting with clear learning objectives. Teachers take care to ensure that activities and tasks are well matched to the needs of the full ability range throughout the school. Whilst there is very good provision for pupils with special educational needs there is also sufficient challenge for the more able, especially in English and mathematics.

3. Literacy and numeracy are taught well and there are good opportunities for pupils to acquire literacy, numeracy and ICT skills in other subjects and in day-to-day routines. For example, in the reception class pupils develop numeracy skills as well as a sense of responsibility by spontaneously asking others whether they are having school dinners or packed lunches, then counting up the totals. In history, pupils in Years 5 and 6 develop writing skills by giving an account of daily life in diary form of a poor family in Victorian times. Their work shows a sophisticated grasp of style and tone to suit particular readership and the writing is well organised with appropriate use of paragraphs and thoughtful choice of vocabulary. Work is efficiently word-processed with pupils making their own choice of fonts.

4. Very effective use is made of additional adult help in almost all classes and this leads to pupils making good progress. For example, in a Year 3 and 4 literacy lesson the organisation was sufficiently flexible and effective to enable a small group of pupils to benefit from additional literacy support. Other groups of pupils within the class were also receiving very constructive and focused adult support with the result that all pupils made significant gains in their learning during the lesson. Pupils with special educational needs also benefit from well-focused additional adult support and guidance in mid-task. Activities are modified or adapted as appropriate to match particular needs with the result that pupils make good progress.

5. There is some exceptionally good practice in Years 5 and 6 where thoughtful marking is used to help pupils improve their standards of work. Teachers in this class use detailed comments to identify strengths and areas for development in a clear and helpful way. As a result of this the pupils are very clear about what they need to do in order to improve. However, written comments on pupils' work in other parts of the school do not match this high quality and they often lack constructive pointers which might guide children in making their work better.

The school is very well led and managed

6. The headteacher is a very good manager and an effective and purposeful leader. She has an open, enabling and inclusive style of management which promotes full and effective involvement of all staff and governors. Over the last three years she has successfully led and overseen a substantial amount of change and innovation which has resulted in clear school improvements. There is an excellent professional working relationship between the headteacher and the knowledgeable, committed chair of governors.

7. The governing body is very effective in its work. Governors are fully involved in the process of shaping, monitoring and evaluating the effects of the school improvement plan. They are well aware of the principles of best value and apply these appropriately in their decision making and discussion of the school's work. Minutes of committees of the governing body indicate full, frank – and sometimes lively – debate and discussion of issues. This is made possible by the high quality of the information provided

to governors in the regular detailed reports from the headteacher, by keeping up to date and acting upon information gained from attendance at governor training and by the frequent and constructive communication between the headteacher and chair of governors. Performance management procedures are established and proving effective.

8. The school has successfully addressed the weakness in subject co-ordination/leadership identified in the last inspection. There are now active co-ordinators for all subjects. Those co-ordinators who have only recently taken up responsibilities will need continued support to enable them to develop their subject or aspect leadership skills in order to become fully effective in this role.

9. The special educational needs co-ordinator (SENCO) has only recently taken over this responsibility and would benefit from further training to keep abreast of the requirements related to her role. She is currently supported effectively by the headteacher and the governor with responsibility for special educational needs. The school improvement plan includes a relevant section on the development of special educational needs with appropriate activities, including the training of the SENCO, scheduled to take place during the current year. The school special needs policy is clear and places an important emphasis upon early identification of needs. The policy is clearly reflected in the school's day-to-day practice. Management of procedures and communication with parents are systematic. A review meeting, to which parents are invited, takes place at least once a term to discuss progress. There is very effective liaison with other agencies to ensure children's special needs are met. For example, the liaison between the school and the hearing impaired teacher is frequent, prompt, supportive and effective. Specific grants for resources and training have been used efficiently and effectively. For example, the resources for ICT have been substantially improved and this has led to higher standards being achieved for all pupils. The funds specifically allocated to the education of pupils with special educational needs are being used effectively for this purpose. One aspect of the provision for pupils with special needs, however, does need further development. The targets on pupils' individual education plans lack precision and therefore the small but very significant steps of progress made by individuals are often not recorded. The SENCO should take steps to remedy this.

10. The school improvement plan is a detailed, thorough document with clear priorities and relevant actions scheduled. The professional development of staff is rightly targeted towards the priorities in the school improvement plan with a clear timetable for training days setting out their focus and the intended outcomes. The headteacher makes very good use of the local authority school improvement network, noting relevant and current educational issues - both local and national - and ensuring action is taken in the school.

Pupils with special educational needs are given very good support

11. The school places strong emphasis on enabling all pupils to achieve success. This is strongly reflected in the quality of the provision for pupils with special educational needs. This takes a number of forms including: tasks adapted to match particular needs; additional support in class; withdrawal from class to enable one-to-one or small group tuition when appropriate. All of these are very effective. Classroom assistants and other adults helping in class give very good support and work in close partnership with the teachers. The support assistants who work with particular children use a range of effective strategies for monitoring pupils' day-to-day progress. For example, a diary description of events over a period of time concerning one pupil provided a very useful record for communicating with parents, class teacher and visiting support.

12. The brevity and lack of detail in some of the targets contained in the individual educational plans does not reflect the detailed thought which underpins much of the provision and which results in very constructive support for these pupils. These targets are sometimes worded in terms of intentions for teaching rather than learning outcomes and measurable statements. Steps should be taken to rectify this.

The curriculum is broad with some high quality extra-curricular activities

13. All subjects of the statutory curriculum are taught and the curriculum is enhanced by the provision of French teaching for Years 5 and 6 and the visit of a French assistant for two weeks each year. Visits

to places of interest within the locality and further afield contribute both to children's knowledge and understanding of current subjects being studied and also to the depth of their understanding of their own culture and that of others. For example, they visited the Jewish Synagogue as part of the religious education curriculum and the Museum of Photography in Bradford to extend their work on light in science. The school was also successful in winning the regional final of the Department for Education and Employment's 'Write Here, Write Now' competition.

14. A good range of music tuition is available from visiting specialists.

15. The number of after school activities include a range of sports including football, netball, cricket and taekwando. The Discoverers Club which is run by a governor has a strong Christian ethos which reflects the status of a Church of England school.

16. There are also interesting and enriching examples of involvement in activities with other schools - for example, music festivals, small schools sports and collaborative activities involving workshops with visiting writers such as Wes Magee.

The high level of parental and governor involvement has a positive effect upon the quality of provision

17. Several parents and governors spend a considerable amount of time helping in school. This help is invaluable and is used very effectively by the staff to enhance the educational provision. For example, the design and technology curriculum benefits from parental help in supporting Year 3 and 4 pupils in making model vehicles. Other parents and governors support reading in classes on a regular basis. The school has a very supportive parent teacher association. This is a cohesive and inclusive body which is successful in bringing parents together from different communities and groups with the common purpose of school support.

WHAT COULD BE IMPROVED

The marking of pupils' work is inconsistent across the school

18. Although some very constructive and helpful marking was evident in Years 5 and 6, this quality was not consistently reflected throughout the school. In the best instances the teacher pointed out very clearly and specifically what was good about the work and what the pupils needed to do next in order to improve. This, in turn, was linked to very relevant and appropriate targets for individual pupils. Where the marking was less good, it was characterised by brevity and a lack of specific information about good points and next steps for improvement.

Most annual written reports to parents do not contain targets or development points to aid pupils in making progress

19. The majority of the reports for parents did not give sufficient emphasis to communicating areas for development or to setting targets thus hindering best joint assistance by parents and teachers. Several reports placed too much emphasis on work covered rather than detailing strengths and weaknesses in pupils' attainment.

The targets recorded on the individual education plans of pupils with special educational needs are not sufficiently specific

20. Because the targets on the individual education plans of pupils with special needs were not sufficiently specific, they were not as useful as they could be in helping to identify and record the small but very significant steps of progress made by these pupils. As a consequence, it is more difficult for parents to see clearly what their child is to achieve next and what he or she has just achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The governing body, headteacher and staff should:

- (1) ensure that the quality of marking throughout the school is consistent with the best practice found in Years 5 and 6 by identifying strategies and areas for development in a clear and helpful way which enables pupils to improve their work;
- (2) ensure that all annual written reports on pupils' progress include targets or areas for improvement in addition to full comments about pupils' achievements and progress over the year;
- (3) ensure that all targets on the individual education plans of pupils with special educational needs are clear, specific and worded in terms of learning outcomes for the child.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12.5	18.5	56.5	12.5	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	93
Number of full-time pupils known to be eligible for free school meals	-	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	16

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	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.2

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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	9	2

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	2	2	2
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (93)	100 (93)	100 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	2	2	2
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (93)	100 (93)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	2	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (82)	100 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	5	5	5
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (82)	100 (91)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	68
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	0	0
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: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	20.7
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	40

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	178,548
Total expenditure	171,739
Expenditure per pupil	2,045
Balance brought forward from previous year	16,017
Balance carried forward to next year	22,826

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	59	39	0	0	2
Behaviour in the school is good.	29	65	4	0	2
My child gets the right amount of work to do at home.	33	51	16	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	50	38	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	18	8	0	0
The school expects my child to work hard and achieve his or her best.	67	29	4	0	0
The school works closely with parents.	52	38	10	0	0
The school is well led and managed.	67	27	6	0	0
The school is helping my child become mature and responsible.	53	41	4	0	2
The school provides an interesting range of activities outside lessons.	55	35	6	0	4