

INSPECTION REPORT

OUSTON JUNIOR SCHOOL

Chester le Street

LEA area: Durham

Unique reference number: 114013

Head teacher: Mr B Lowes

Reporting inspector: Mr M H Whitaker
1424

Dates of inspection: 7th - 8th January 2002

Inspection number: 194263

Short 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:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Arisaig Ouston Chester-le-Street Durham
Postcode:	DH2 1RQ
Telephone number:	0191 4102599
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Appropriate authority:	The governing body
Name of chair of governors:	Mr B Wilson
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ouston Junior School is for boys and girls aged between seven and 11. Most pupils come from the immediate locality and are from a broad range of backgrounds. There are currently 229 pupils in the school but the number is reducing because of the age profile of the people living locally. Governors are confident that numbers will begin to increase in the next few years as a result of a proposed housing development. Of the 113 boys and 116 girls, seven have statements of special educational needs, which is higher than average and 48 are on the special needs register. Thirteen pupils are eligible for free school meals, which is below the national average. The attainment of pupils when they enter the school varies from year to year but is usually above average. English is an additional language for one pupil.

HOW GOOD THE SCHOOL IS

This is a very effective school, which achieves very high standards. A very effective climate for learning has been established in which pupils develop very good attitudes to their work. Levels of attendance and standards of behaviour are very high. The quality of teaching is almost always good and sometimes very good throughout the school. Relationships and teamwork are key strengths together with the very good leadership and management provided by the head teacher, supported by the governors and deputy head teacher. The school provides very good value for money.

What the school does well

- Achieves very high standards in the end of Year 6 tests and throughout the school.
- Prepares pupils very well for the next stage of education through the development of very positive attitudes, very high standards of behaviour and very high levels of attendance.
- Provides a very rich learning experience through the curriculum and a broad range of additional activities.
- The quality of teaching and learning creates a very good climate for learning in which relationships and teamwork are their strengths.

What could be improved

- There are no areas where significant improvement is necessary.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was last inspected in 1997. In addition to tackling all the areas identified for improvement the school has successfully developed the curriculum, mainly from a topic based approach to a subject based approach using national guidelines for planning. A new computer suite has been established and it is having a positive effect on standards in information and communication technology.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	B	B
Mathematics	C	A	A	A*
Science	B	A	A	A

<i>Key</i>	
Top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The standards achieved by pupils by the age of 11 are very high. This pattern has continued in recent years. In the national tests in 2001 pupils attainment in English fell. However, this represented good progress for this group since their attainment when joining the school four years earlier had been low. They did particularly well in mathematics and science where their results were well above average. Indeed, compared with similar schools, the schools mathematics results were in the top five per cent last year. During the inspection standards seen in all subjects were very high throughout the school.

The targets the school sets are always challenging and the school successfully meets them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and respond very well in lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous to adults and each other.
Personal development and relationships	Very good. Pupils work well together and readily take responsibilities.
Attendance	Very good. Attendance is very high compared with national averages.

The school is a strong community where everyone respects the right of others. They work together and pupils develop their personal independence and responsibility, as they grow older. By the time they leave the school they are mature and well prepared for secondary school. These very positive attitudes and their commitment to learning are very strong features in the success of the school

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

Teaching is nearly always good and often very good in all classes. The quality of planning is very high and the teamwork of teachers working in each year group is a significant strength of the teaching. They willingly share ideas about what works well, and what does not, and modify their approach accordingly. Expectations are high and objectives for lessons are shared with pupils so that they can check what they have learnt. Literacy and numeracy are well taught. Teachers have a good knowledge of the subjects they teach and of the needs of the pupils. They use assessment effectively to group the pupils and this enhances learning for pupils of different abilities. Homework is used effectively to develop learning further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The National Curriculum and religious education are effectively planned and taught. This is considerably enhanced through extra-curricular activities and visits.
Provision for pupils with special educational needs	Good. Work is matched well to the needs of pupils and good support is allocated to meet pupils' needs.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language make the same rate of progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes all aspects of pupils' development. Pupils learn to work effectively together in a harmonious and caring community.
How well the school cares for its pupils	Very good. The school has very thorough systems for monitoring and promoting academic and personal development, attendance and behaviour.

The quality and range of the curriculum are significant factors in the very positive ethos and commitment to learning evident in the school. Pupils enjoy the well planned curriculum enhanced by links with the community and the range of visits and visitors. An extensive programme of extra curricular activities, including sporting and musical events, further enrich the experience of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher, is well supported by the deputy head teacher and has developed very effective leadership and management systems which are shared by all in the school.
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities well and have developed their role in the management of the school since the last inspection.
The school's evaluation of its performance	Very good. The school evaluates its performance very well and uses the analysis to improve and develop further.
The strategic use of resources	Very good. Resources are used very effectively to promote pupils learning and enhance the standards achieved.

Leadership and management of the school have successfully established a very positive ethos based on a commitment to high standards. They are also committed to the development of well rounded pupils who are prepared for life after school. This ethos is shared by all associated with the school. The decision by the governors to protect the staffing levels so that each year group consists of two classes has had a very positive effect on standards and the quality of teaching. The school fully evaluates its results and compares them with other schools, applying principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress and behave well. • Teaching is good and children are expected to work hard. • The school is approachable. • The school is well led. • Children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • The information they receive. • A closer relationship with parents. • The range of extra-curricular activities.

The inspection team agrees with the many positive views expressed by the parents. However, they disagree with parents concerns. The team felt that there is a good range of additional activities and that children receive an appropriate amount of homework. Parents receive good quality information and relationships with parents are good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves very high standards in the end of Year 6 tests and throughout the school.

1 By the end of year 6 pupils achieve very high standards in national tests in English, mathematics, and science. This is a consistent pattern. In the 2001 national tests, standards in English were above average compared with other schools whilst in mathematics and science they were well above average. When compared with the results of schools where the percentages of pupils eligible for free school meals is similar, standards in English were above average. In science, they were well above average and in mathematics they were in the top five per cent of schools. Pupils generally enter the school achieving standards which are above average for seven year olds but the good progress they make enables them to achieve even higher standards. The pupils who entered the school in 1997 overall were a less typical group and their attainment on joining was not as high as usual. Despite this, after four years in the school, they had made considerable gains and the school achieved high standards, although results in English were not as high as in previous years. Evidence from the inspection shows that the present Year 6 are on target to achieve well. The consistently high standards are the result of good teaching and very good leadership and management. The excellent relationships and effective teamwork create a climate in school in which pupils want to succeed.

2 The present Year 6 pupils are achieving high standards in their English work. They argue very well when writing about the pros and cons of fox hunting using some excellent and persuasive language. Work is punctuated well and paragraphs are effectively used. The quality of marking and assessing is an important factor in the progress made by pupils. Targets are set with pupils using criteria from the National Curriculum so that pupils are very clear about what needs to be done in order to achieve higher standards. Comments from teachers in marking work evaluate what is good and what needs to be improved.

3 Standards in speaking and listening are very high. Pupils express their ideas and opinions with confidence and are willing to listen to others, for example, when recognising how poets manipulate words they are able to justify their reasons for selecting their favourite descriptions from Kennings Cat such as 'Eye blinker' and 'Lap sitter'. The whole class is included in this and ideas are valued and welcomed. The support assistant fosters pupils' confidence by contributing to the discussion. Reading standards are also high and the vast majority of pupils read with expression and confidence. Those who are less confident are listened to patiently and encouraged by everyone including their classmates.

4 In mathematics the present Year 6 are achieving high standards. Pupils are able to, for example, order fractions by reducing them to their simplest form. Higher attainers are able to create their own fractions randomly by throwing dice. They can then order them, many being able to without converting them. Lower attainers consistently convert given fractions to their simplest form and order them correctly. The analysis of Year 6 work demonstrates that pupils are very secure in the four rules of number, particularly in long multiplication and long division. A good link with information and communication technology is evident where pupils are able to use spreadsheets to demonstrate their understanding of the area of rectangles. High standard work has been completed on reflective symmetry and rotating shapes and patterns. In discussion, pupils of all abilities could explain the work they had completed. Extensive work has been undertaken using co-ordinates to create shapes. This has developed pupils' knowledge of negative numbers very well. Year 3 pupils make good progress in their mathematical knowledge and understanding. Most are confident in addition and subtraction to 1000 and can solve problems involving money through estimation and calculation. They are confident

in telling the time at quarter past, half past and quarter to the hour and have a good knowledge of the properties of a variety of shapes. They talk with confidence about what they have learnt.

5 Samples of pupils' work and a number of lesson observations provided evidence of high standards and good progress in other subjects. In religious education, for example Year 4 pupils demonstrated a good knowledge of Hinduism. They learn how to show equal respect for all religions through very effective teaching, using a wide range of Hindu artefacts such as a statue. In geography, Year 4 achieve well when exploring the school environment and, in particular, the effect of noise on the environment. Practical work in recording the noise levels in different parts of the school building re-enforces learning very effectively. Good progress is made in information and communication technology and standards are broadly in line with those expected for the ages of the pupils. The development of the computer suite is accelerating the progress made by pupils of all ages and raising their basic knowledge. Year 5 pupils, for example, are confident when practising their skills and application using the tools in 'Colour Magic'. They can log on, call up the program, complete tasks according to given specifications, save and modify their work and control the mouse very effectively.

Prepares pupils very well for the next stage of education through the development of very positive attitudes, very high standards of behaviour and very high levels of attendance.

6 Pupils develop increasingly positive and mature attitudes to teamwork as they move through the school increasing the responsibility they take for their learning. This prepares them very effectively for the move to secondary school. Standards of behaviour and the level of attendance are very high reflecting the positive climate for learning evident throughout the school. Pupils want to learn, they want to know how to improve and they work hard to achieve success.

7 The development of these attitudes is central to the success of the school. The quality of relationships at all levels is very good. Everyone concerned with the school, including the pupils have high expectations of what can be achieved. These attitudes are a real strength of the school and have a positive impact on the academic attainment of pupils and on their personal development. These qualities are evident throughout the school and many opportunities are provided for personal development. They take responsibility as prefects, team captains, the 'healthy tuck shop' committee members and by organising lunchtime charities. Success is celebrated and promoted in the school, in a variety of ways. For example with certificates and badges of achievement awarded every half term, 'well done' letters and 100 per cent attendance certificates. The level of attendance is consistently well above national averages.

8 The school successfully promotes a sense of social awareness and responsibility in pupils through supporting a number of charities and working in the community of Ouston. It recently presented their adopted charity, the NSPCC with a cheque for £10,000 as well as raising money for other charities, such as Barnados, RNIB and Children in Need. An important element of social awareness is the responsibility the pupils take in showing initiative such as 'Friday lunchtime fund raisers', which has developed over the past four years. Pupils organise small events to raise funds for the charity of their choice. In the local community pupils take part in environmental work and at Harvest time, they take produce to local people. All of these activities prepare pupils very well as mature and responsible members of the community.

9 In lessons, very positive attitudes and determination are shown even amongst the youngest pupils. For example in a Year 3 lesson looking at rules for regular and irregular plurals, the teacher's high expectations and the pace of the lesson enthused and motivated pupils, and as a result they were attentive and very keen to be accurate and to present their work to a high standard.

10 Older pupils demonstrate increasing levels of independence, for example in a Year 5 information and communication technology lesson pupils were able to carry out their work with limited support once the task had been set. They co-operated very well in pairs, listening carefully to the ideas of others, willingly taking turns and sharing.

Provides a very rich learning experience through the curriculum and the broad range of additional activities.

11 The school provides a very rich learning experience for pupils, which includes the National Curriculum and religious education, but extends much beyond it through its very wide range of additional activities and use of visits and visitors. This results in the development of very well rounded and mature pupils by the time they leave the school.

12 The way in which the National Curriculum subjects are planned and taught has been completely and very successfully overhauled since the last inspection. The school has moved from a largely topic-based approach to a subject approach and very thorough planning has been developed based on national guidelines. The change has been seamless and the very high standards and high quality of teaching has been maintained. The way in which information and communication technology is taught has also been developed reflecting the introduction of a computer suite where whole class groups can be taught. The school is already seeing the benefits of this in the development of pupils' knowledge, skills and understanding but recognise the need to maximise the benefits gained by increasing the resources available, when finances permit, to extend the use of skills in the class bases. The taught time reflects the importance of developing literacy and numeracy skills but the wider curriculum ensures a broad experience for all pupils. A particular emphasis has been placed on the development of writing skills as this has been identified as an area for further development. This is already paying dividends with high standards of writing being evident in the work of the current Year 6 and clear progress is evident in the written work of Year 3 pupils. Following consultation with parents, the structure of the school day was changed in September 2000 to allow teaching time to be allocated more effectively in line with the schools priorities.

13 Despite a clear emphasis on maintaining and raising standards in the priority core areas pupils benefit from an exciting approach to the curriculum. Regular visits are made to the theatre, and theatre groups perform in the school; authors and illustrators also visit the school during 'Book Week'. A particular highlight of the school calendar is the annual Year 5 and 6 residential weeks for outdoor education and activities. Year 5 visit Middleton in Teesdale and Year 6 go to Ford Castle in Northumberland. These provide excellent opportunities for pupils to learn about different parts of the country but, importantly, provide invaluable opportunities for pupils to learn personal and social skills associated with living and working together. They develop their skills of helping and supporting each other. These skills, when brought back into school, enhance the positive climate for learning and positive attitudes already evident. Personal, social and health education is also an important and effective part of the school curriculum. The school nurse plays an important role in speaking to every class about drugs awareness, including alcohol and smoking. She also talks to Year 6 about sex education.

14 Extra curricular activities are an important part of life at the school. Sport is very highly regarded and the school benefits considerably from the dedicated hard work of the premises superintendent and the physical education co-ordinator. Boys and girls of all ages benefit from an impressive list of activities offered, often to a very high standard. Football for boys and girls is offered in tournaments, a league, mixed tag rugby and cross-country at district and county level is provided along with the District sports which the school hosts annually for 20 schools as well as a host of other activities.

15 Music is well represented with almost 20 per cent of the school being members of the school choir. The school also benefits from a committed and talented music co-ordinator. The choir performs in a variety of venues including a Carol Service in Durham Cathedral organised by the NSPCC. This again enhances pupils' confidence and personal development. In addition to the choir, the school also holds a major musical production each year. Last year they produced "Bugsy Malone" and over 60 children took part. Productions have become tradition in the school and again contribute significantly to the broadening development of pupils.

The quality of teaching creates a very good climate for learning in which relationships and teamwork are key strengths.

16 The quality of teaching is nearly always good and often very good in all classes. This is because of the very high quality of planning, where teachers are always clear about what they want the pupils to learn from each lesson and this is shared with the pupils. At the end of lessons a discussion is held about what has been covered and what has been learnt. Because there are two classes in each year group teachers are able to work in pairs. They plan lessons together but do not teach them at the same time. This enables them to evaluate what works particularly well and what is less successful. As a result lessons can be modified. The honest, open and frank professional relationships between teachers, and their willingness to share even their less successful experiences, is a major strength of the school. During the inspection, for example, Year 3 and Year 6 teachers compared experiences in teaching literacy and numeracy lessons and as a result changed the timings of particular activities and the use of some resources. This is typical of the way in which teachers co-operate and leads to improved outcomes for pupils.

17 Teachers have high expectations and, because they share the intended outcomes with the pupils, who have very positive attitudes, pupils challenge themselves to succeed. For example, in a Year 6 class pupils were challenged to reduce fractions to their lowest form and order them. Higher attaining pupils used a ten-sided dice to create increasingly complex fractions to develop their understanding and thinking. In a Year 3 literacy lesson, very good teaching challenged pupils to develop a greater understanding of the text being used by reflecting on the importance of 'appreciating what you have got'. This type of activity is common in the school and adds considerably to the spiritual and moral development of pupils evident in the atmosphere of the school.

18 The involvement of pupils in understanding the proposed learning outcomes for lessons and evaluating the lesson with pupils assessing what they have learnt is another key factor in the positive ethos and the way which teaching encourages pupils to want to succeed. In a Year 4 class extended writing lesson, for example, pupils were fully involved in using adjectives and adverbs to describe a hostile, unfriendly environment. The teacher used praise effectively but also challenged pupils to find more imaginative words and the class evaluated the outcomes. All pupils had individual targets in addition to the whole class objective and they assessed their work against these targets, in discussion with the teacher and support assistants. As a result pupils were constantly striving to improve and they knew what the next goal was.

19 Overall the quality of teaching and the climate established within the school enables pupils to achieve high standards.

WHAT COULD BE IMPROVED

20 There are no areas where significant improvement is necessary.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21 There are no areas where significant improvement is necessary.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	3

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	10	3	0	0	0
Percentage	5	26	53	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 5 percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	229
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.6

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 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	16	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	30	30
	Girls	15	15	16
	Total	42	45	46
Percentage of pupils at NC level 4 or above	School	91% (93%)	98% (82%)	100% (97%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	28	29
	Girls	12	15	14
	Total	34	43	43
Percentage of pupils at NC level 4 or above	School	74% (78%)	93% (82%)	93% (93%)
	National	72% (70%)	74% (72%)	82% (79%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	225
Any other minority ethnic group	3

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	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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)	9.3
Number of pupils per qualified teacher	24.6
Average class size	28.6

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	107

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	412,043
Total expenditure	403,544
Expenditure per pupil	1,770
Balance brought forward from previous year	44,952
Balance carried forward to next year	53,451

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	53	43	4	0	0
Behaviour in the school is good.	61	37	1	0	1
My child gets the right amount of work to do at home.	36	50	10	3	1
The teaching is good.	61	38	1	0	0
I am kept well informed about how my child is getting on.	37	48	9	5	1
I would feel comfortable about approaching the school with questions or a problem.	70	25	4	1	0
The school expects my child to work hard and achieve his or her best.	79	20	1	0	0
The school works closely with parents.	44	40	11	1	4
The school is well led and managed.	69	27	1	0	3
The school is helping my child become mature and responsible.	63	34	0	0	3
The school provides an interesting range of activities outside lessons.	35	38	10	4	13