

INSPECTION REPORT

**Coton Church of England (Voluntary Controlled)
Primary School**

Coton, Cambridge.

LEA area: Cambridgeshire

Unique reference number: 110786

Headteacher: Ms J. Maguire

Reporting inspector : Miss Fiona Robinson
OIN : 22182

Dates of inspection: 11– 12 January 2000

Inspection number: 188550

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Whitwell Way Coton Cambridge
Postcode:	CB3 7PW
Telephone number:	01954 210339
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Appropriate authority:	Cambridgeshire
Name of chair of governors:	Mrs P. Taylor
Date of previous inspection:	17th – 21st June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Miss F. M. Robinson	Registered inspector
Mrs A. Willatts	Lay inspector
Mrs J. Moore	Team inspector

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coton Church of England (Voluntary Controlled) Primary School is a primary school located in the village of Coton, four miles west of Cambridge. 71 boys and 67 girls attend the school, and at the time of the inspection 15 of them were under five years old. The percentage of pupils speaking English as a additional language is higher than in most schools. The proportion of pupils with special educational needs is average for a school of this size. The proportion of pupils entitled to free school meals is much below average. When the pupils start school their attainment is slightly above average.

HOW GOOD THE SCHOOL IS

Coton Church of England (Voluntary Controlled) Primary School is a very effective school. It achieves high standards and provides extremely well for its pupils. Pupils make very good progress, and by the time they are 11 standards are well above average. Throughout their time in school pupils are very well taught. Teachers provide challenging lessons which make pupils keen to learn and very interested. This is one of the main reasons why they do so well. The school is very well led, and the headteacher, staff and governors work well together as a team to maintain the high standards. The school manages its finances very well and provides good value for money.

What the school does well

- Standards are very high by the end of Key Stage 2. Literacy and numeracy skills are well developed across the school.
- The leadership is very good. The headteacher, staff and governors work well together as a team to maintain the high standards.
- The pupils are very well behaved and have very positive attitudes to learning. They are very clear about what is right and wrong and their social skills are well developed
- The teaching is very good across the school.

What could be improved

- There are no significant weaknesses. Pupils do not always practise their information technology skills enough.

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 June 1996. At that time it was judged that the school was a good school with a number of very good features. It needed to develop appropriate structures and procedures for monitoring and evaluating the curriculum and assessment arrangements to ensure consistently high standards of teaching, learning and assessment throughout the school. The key issues required the school to:-

- Develop schemes of work in English and mathematics to ensure progression across the curriculum of the literacy and numeracy skills.
- Develop pupils' listening skills to contribute to standards of literacy and to pupils' understanding of appropriate behaviour.
- Implement procedures to ensure statutory requirements for the registration of pupils are met.

Four years later the school has made good progress overall. Standards remain very high, and there are very effective systems in place checking what the pupils are doing and achieving. The quality and range of learning opportunities are very good, especially in literacy and numeracy, and an excellent curriculum is in place. Schemes of work have been skilfully developed. This helps the teachers to plan more rigorously so that their teaching is high quality. Attendance procedures have improved and the quality of these is good. The school has the people and the expertise needed to continue to improve.

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
	1997	1998	1999	1999
English	A	A	A*	A
Mathematics	A	A	A*	A
Science	A	A	A*	A*

Key Stage 2

Very high. The top 5% nationally A*

well above average A

above average B

average C

below average D

well below average E

This area is one of the strengths of the school. When they start school the attainment of many of the under-fives is slightly above average. By the time they are five many pupils achieve a higher standard than expected in language and literacy, numeracy and knowledge and understanding of the world. By the end of Key Stage 1, standards of attainment in English, mathematics, science, information technology and religious education, are above the national average. Progress made over time is good. By the end of Key Stage 2, standards of attainment are well above the national average in English, mathematics, science and religious education and pupils make very good progress with their work. Attainment is above average in information technology and pupils make good progress.

The 1999 test results support these findings at both key stages in comparison with all schools. Pupils' results are very high in English, mathematics and science by the end of Key Stage 2. These results are in the top five percent nationally. When compared to similar schools, the results in English and mathematics are well above average, and in science they are very high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils try hard. They are eager to learn and they always do their best
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good.
Personal development and relationships	Pupils relate very well to each other and to adults. Their personal development is good.
Attendance	Attendance is good and pupils enjoy coming to school.

This area is another of the schools strengths. In all parts of the school pupils are highly motivated to do their best and they enjoy coming to school. They are always polite, considerate and caring towards one another, and they are punctual. Behaviour is always of a high standard in lessons and around the school and pupils are mature and responsible.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Excellent	Very good	Very good

Teaching has improved substantially since the last inspection and there is a higher percentage of very good or better teaching. Overall, the quality of teaching is excellent in 47 percent of the lessons, it is very good in 33 percent, and good in 20 percent. Teaching is a strength of the school. The quality is consistent throughout the school with some excellent teaching at both key stages. For the under-fives in reception class 50 percent of the teaching was excellent and 50 percent was very good. In Key Stage 1 teaching was very good overall. In Key Stage 2, almost half the teaching was excellent. The best teaching in the school results from well-planned lessons with clear objectives, well organised resources and effective use made of time. Another strength is the way in which teachers make the best use of questions to find out what pupils have learnt or to extend their understanding. All of the teachers have high expectations of what the pupils can do and this helps to raise the standards over all. Basic skills of literacy and numeracy are taught well throughout the school. Work is well matched to pupils' abilities and pupils with special educational needs, and those who speak another language at home are taught well. The youngest children in the school, who are still under five, follow an appropriate curriculum for their age and they are very well taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with a strong emphasis on the expressive arts. Residential visits made by the school and a wide range of extra-curricular activities enrich the whole curriculum.
Provision for pupils with special educational needs	Pupils make good progress in all aspects of their work. This is due to the very good levels of support they get.
Provision for pupils with English as an additional language	Suitable work is prepared for these pupils and they make good progress. Their attainment is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school has a strong Christian ethos and pupils' spiritual, moral and social development is very good. Cultural development is also very good and is enriched by visits to museums, churches and art galleries.
How well the school cares for its pupils	The school makes every effort to take care of its pupils by providing effective support for their learning and achievements.

The school provides its pupils with a broad and balanced curriculum with a strong emphasis on the expressive arts. Reading, writing, speaking and listening and mathematical skills are developed successfully across a range of subjects, and this gives the pupils further opportunities to practise and refine their skills. Pupils with special educational needs are very well catered for, as are those pupils who speak English at home. The school makes every effort to take care of its pupils by providing effective support for their learning and achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership is very good. The headteacher, staff and governors work closely together to provide an excellent ethos.
How well the governors fulfil their responsibilities	The governors work closely with the headteacher and her team. Together they have created a very effective school. They fulfil all the statutory requirements very well.
The school's evaluation of its performance	Rigorous and thorough procedures are in place for the school in order that the school can evaluate its performance.

The strategic use of resources	The school makes very good use of all the resources available so that high standards are maintained for all its pupils.
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The quality of the leadership of the school is its main strength. The school has tackled systematically the issues outlined in the last report and good progress has been made. The headteacher, staff and governors work closely together to provide an excellent ethos. There are high quality procedures in place, which make sure that the school gets good value for the money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• The happy friendly and welcoming atmosphere • High standards of behaviour. • The values and attitudes, which the school promotes. • The children enjoy coming to school	• The amount of homework given. • Information about how their children are getting on.

138 questionnaires were sent out and 82 were returned. Inspector's judgements support all parents' views concerning what they like about the school. The school is very welcoming and provides excellent quality of support and guidance. It has very good links with parents and the community. The inspectors found the amount of homework given is satisfactory in quality and quantity. Overall the information received by parents concerning their children's progress is of a high quality and keeps them well informed about what is happening at school. Inspection evidence does not support the views of a small amount of parents about what they would like to see improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high by the end of Key Stage 2 and literacy and numeracy skills are well developed across the school.

1. Standards have improved since the last inspection. The pupils achieved very high standards in their English, mathematics and science tests at the end of Key Stage 2 in 1999, and their results are in the top five percent nationally. When compared to similar schools results are well above average in English and mathematics, and very high in science. This is because learning is effective for all the pupils at Coton school. Standards are above the national average at Key Stage 1.
2. Throughout the school there is a strong focus on improving standards. Teachers carefully monitor pupils' progress and make the best use of assessment data to accelerate their progress, especially in English, mathematics and science. Another reason for these high standards is the high quality teaching throughout the school. Lessons are well-planned, resources are well organised and effective use is made of time. The headteacher provides very good leadership and gives very clear direction to raising standards.
3. In the reception class, the pupils are introduced to challenging scientific concepts such as the properties of ice. Much of their science is practical and experimental. By Year 2 pupils name and label parts of a tree, and their method of seed dispersal. They can sort and classify materials into different categories and identify a range of natural and artificial light. The strong emphasis on scientific investigation is evident throughout the school. Work is carefully planned and objectives are clear. By the time the pupils are in Year 6 they have great depth of knowledge and are well able to carry out experiments and have very good understanding of scientific concepts. For example, they can identify different materials and their properties, correctly identifying whether they are attracted to a magnet and conduct electricity.
4. By the end of Key Stage 2 attainment in mathematics is well above national expectations. Pupils recognise estimates and order acute and obtuse angles with a high degree of accuracy. Numeracy skills are taught very well across the school and work on problem solving and investigation is well represented in the work of the school. They have a very good grasp of the equivalence of fractions and their decimal counterparts.
5. Reading, writing, and speaking and listening skills are very good and are they are taught very well across the school. The pupils learn how to refine their writing and opinions and write for a range of audiences. This was evident in an English lesson where 11 year olds demonstrated they could put mature arguments for and against zoos. 'Do you think there are good reasons for having zoos?' By Year 6 pupils produce a range of varied and interesting writing, for example in a story about 'The Fire' pupils expertly use courtroom vocabulary and structure the story well. Writing skills are practised very well across the school and pupils develop a wide range of vocabulary. Pupils are encouraged to apply their skills in all subject areas.
6. Literacy skills are well developed across the school and standards are very good. Teachers expect very high standards from the pupils. This is evident in their approach to the teaching of speaking. Challenging opportunities are planned to extend the pupils' skills. There are clear links between the quality of teaching and the standards achieved by the pupils. The youngest pupils listen to and respond well to questions about the Snow Queen. They imaginatively use words such as 'brittle' and 'frosty'. Pupils use words precisely and they use appropriate mathematical and scientific language across the curriculum. Their standards are good.
7. Numeracy skills are developed well across the school and standards are very good. In Year 2 effective use was made of key-rings as an aid to revise which numbers add together to make ten. Pupils use appropriate mathematical language when demonstrating their knowledge of addition doubles. In Year 4 they identify, estimate and order acute and obtuse angles. In the Year 4/5 plenary session in mathematics all pupils are able to form acute and obtuse angles with their arms. They identify these

angles in their written work, in the classroom and school environment, and this helps to consolidate their knowledge.

8. The high standards in reading, writing and speaking, and pupils' competent use of numeracy skills, contribute significantly to pupils' learning across the curriculum. Overall trends in improvement are broadly in line with national trends.

The leadership is very good. The headteacher, staff and governors work well together as a team to maintain the high standards.

9. The aims of the school are reflected in its every day life and they make a strong contribution to high standards. The school is very well led and managed. The headteacher, staff and governors form a strong and effective team. They are very good at analysing overall strengths and weaknesses of the school and in using data to decide what needs to be done next. The curriculum is broad and balanced and relevant. The expressive arts have a high profile and this aspect of the school's work is a strength. Literacy and numeracy are very well taught.
10. The school development plan is carefully prioritised and costed by the headteacher and governors. Staff are fully involved at every level, and they all have an input into the process. All spending decisions are decided against the priorities in this plan, which improve the quality of education provided in the school. Recent decisions linked to the literacy and numeracy strategies have resulted in improved levels of support and learning resources. This has had a positive impact on standards. The headteacher and governors have well refined systems for monitoring and evaluating the work of the school and standards are kept closely under review at all times. Close links are maintained with parents and the local community and this area is a strength because parents feel they are encouraged by the school to be partners in their children's learning.

The pupils are very well behaved and have very positive attitudes to learning. They are very clear about what is right and wrong and their social skills are well developed.

11. The headteacher and staff plan experiences to making learning challenging and exciting and show interest and enjoyment in their teaching. Pupils display very good attitudes to learning. They are keen to come to school and enjoy meeting challenges in the various curricular activities. For example, they enjoy the wide range of creative arts that the school offers. They work well individually and co-operate well in group work. They are cheerful, helpful and supportive of each other both in lessons and at playtime. They are highly motivated and are keen to make full use of the opportunities they are given. This was illustrated in all age groups. Those in the reception / Year 1 class were keen to discuss the best method for melting ice. In Year 1 / 2 pupils showed great care and co-operated well with a partner when choosing a card and recording a number as a double. In Year 3 / 4 pupils attitudes were positive as they made very good use of the big book information on 'plants' to explore how wings are used for flight, protection and camouflage. The oldest pupils in the school enthusiastically shared ideas about acute and obtuse angles.
12. All pupils enjoy school. They are eager to learn and are keen to describe how they planted trees for the millennium and created willow sculptures. They acknowledge one another's strengths and talents and are keen to participate in school productions and concerts. The pupils are very clear about what is right and wrong and their social skills are well developed.
13. The pupils behave very well in lessons, around school and when taking part in school activities and events. Residential visits provide pupils with the opportunity for older pupils to care for the younger ones. The school finds that if pupils are happy, they are more responsive in the learning situation. There are high expectations of pupils' behaviour, and pupils rise to those expectations at all times. Children are made to feel special, and they are truly valued. They know the differences between right and wrong, and they are encouraged to be fair and just in their activities. Pupils show concern for others and older pupils show concern for younger pupils, the environment and the wider world.

14. Social skills are developed well, and those are evident in the positive and happy way in which pupils work and play together. There is a very positive ethos, which promotes social interaction and equality of opportunity. Adults in the school are very good role models of positive relationships. Pupils take the responsibility for helping each other, keeping the school grounds and the school tidy, and playing with and helping younger children at playtimes and dinner times. Pupils work well together in lessons for example when Year 3 / 4 pupils search for 'hidden' numbers or Year 6 pupils appreciate the high quality of one another's observational drawings. They are aware of the importance of supporting each other in team building and problem solving activities. Teachers have high expectations of pupils' behaviour and attitudes to which pupils respond with mature attitudes to learning. The wide range of extra-curricular activities, as well as residential visits to museums and other places of interest, all enhance the social development of the pupils. Parents are proud of the pupils' reputation in the wider community for example when they participate in events at Ely Cathedral or participate in projects such as the Cambridge University science week on 'flight'.

The teaching is very good across the school

15. Overall teaching is very good with almost one half of the lessons being excellent. Throughout the school, teachers prepare their lessons well. They identify learning objectives, choose imaginative activities and appropriate methods. Pupils are grouped carefully and teachers skilfully assess what the pupils learn. Support staff are well deployed. They plan alongside teachers and are fully aware of the nature and purpose of the lessons. Planning is thorough and very good use is made of assessment to plan the next steps in learning. Lessons are well structured and proceed at a good pace. These features together with the teachers' enthusiasm and high expectations of behaviour, contribute significantly to the very high standards achieved and the very good progress made.
16. One teacher's excellent subject knowledge and her enjoyment of teaching art in Year 6, inspired pupils and created a vibrant, stimulating atmosphere. Pupils sensitively chose seeds, grasses and fir cones to express their visual ideas in colour, tone, line and shape. This exciting stimulus resulted in high quality work and helped the pupils to achieve well. In science in Year 4/5 the variety of work provide interesting opportunities for pupils to identify a range of materials, their properties and uses.
17. In the lessons for four to seven year olds, teachers share the learning objectives with the pupils and encourage them to reflect on the ways they learn. In the reception / Year 1 class interesting opportunities are provided for pupils to move Pip the Penguin backwards and forwards and for them to make observations of heat and cold as the polar bear's iceberg melts. They are encouraged to think carefully about what they are learning. Older pupils in Key Stage 2 are encouraged to conduct experiments and record their answers, carry out investigations and reflect on their ideas. Teachers challenge pupils continually without losing the sense of fun and enjoyment in learning. For example, this challenging approach lead to Year 3 pupils finding information from a range of texts inspired by the Big Book on 'Plants'.
18. In numeracy, pupils respond very well to their teacher's probing questions. They use a range of strategies to find 'hidden' numbers in Year 3 / 4 and can identify angles in polygons and octagons in Year 4 / 5. The pupils confidently fulfil the expectation to use correct terminology when answering questions and use terms such as 'degrees', 'angles' and 'protractor' with very good understanding.

WHAT COULD BE IMPROVED

19. Pupils make good progress in information technology in both the infants and the juniors. They reach above average standards but from time to time they do not have enough practise at using and applying their information technology skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Issues for Action

The school should:

- Allow more time for pupils to practise using their information technology skills across the curriculum. (paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
47%	33%	20%	NONE	NONE	NONE	NONE

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	138
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.9
National comparative data	5.4

School data	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
	1999	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	9	9	8
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	91 (89)	91 (89)	91 (94)
	National	82 (90)	83 (81)	87 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	12
	Girls	9	8	9
	Total	20	22	21
Percentage of pupils at NC level 2 or above	School	91 (89)	100 (94)	95 (100)
	National	82 (81)	86 (95)	87 (86)

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
	1999	12	4	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	4	4	4
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	88 (83)	88 (79)	100 (83)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	4	4	4
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	88 (83)	88 (88)	94 (91)
	National	68 (64)	69 (64)	75 (70)

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	1
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	118
Any other minority ethnic group	4

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: Y[] – Y[]

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	24.1
Average class size	27.6

Education support staff: Y[] – Y[]

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998 / 1999
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	£
Total income	234,016
Total expenditure	225,499
Expenditure per pupil	1683
Balance brought forward from previous year	1,344
Balance carried forward to next year	9,861

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	138
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69.2	28.2	2.6	0	0
My child is making good progress in school.	64.1	30.8	3.8	1.3	0
Behaviour in the school is good.	47.4	48.7	1.3	0	2.6
My child gets the right amount of work to do at home.	44.9	35.9	14.1	3.8	0
The teaching is good.	75.6	20.5	2.6	0	1.3
I am kept well informed about how my child is getting on.	46.2	35.9	16.7	1.3	0
I would feel comfortable about approaching the school with questions or a problem.	78.2	14.1	3.8	2.6	1.3
The school expects my child to work hard and achieve his or her best.	62.8	26.9	7.7	0	2.6
The school works closely with parents.	50	41	5.1	1.3	2.6
The school is well led and managed.	73	21.8	2.6	0	2.6
The school is helping my child become mature and responsible.	74.4	15.4	2.6	1.3	5.1
The school provides an interesting range of activities outside lessons.	59	28.2	5.1	6.4	0