

# Tilney All Saints Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121078
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358921
<b>Inspection dates</b>	7–8 December 2010
<b>Reporting inspector</b>	Julie Winyard HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laura Arnold
<b>Headteacher</b>	Jennifer Rankin
<b>Date of previous school inspection</b>	13 October 2009
<b>School address</b>	Shepherdsgate Road King's Lynn PE34 4RP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Eight lessons were observed and three teachers seen. Meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at a range of documentation including the school improvement plan, teachers' lesson plans, the school's data about pupils' progress and examples of pupils' work. Twenty parental questionnaires were received.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether at Key Stage 2, progress is good enough for boys and for lower achievers in English and mathematics, and for higher achievers in English.
- The quality of teaching and assessment
- Pupils' attendance
- Whether in Key Stage 1 pupils make enough progress in writing.

## Information about the school

Tilney All Saints is a very small primary school serving a rural area. All pupils are from White British heritages. The percentage of pupils with special educational needs and/or disabilities is slightly above average. A higher number of pupils join or leave the school at different times during the school year than is found nationally. The school holds the Healthy Schools Award and Active Mark. At the last inspection, the school was given a notice to improve.

During the inspection, the headteacher was unwell having broken her wrist. She was able to take part on the first morning of the inspection but was too unwell to continue. The local authority provided a support headteacher to help the school during the inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has made good progress since it was given a notice to improve in October 2009.

The headteacher and staff have a good understanding of the strengths of the school and what needs to be done to ensure it makes further improvement. Their self-evaluation of the school is accurate. Together, they have worked hard to raise pupils' attainment and improve their rate of progress. Their success is evident in the pupils' work and also from the school's own tracking of pupils' achievement. Pupils' attendance is improving and is currently average, which is a considerable improvement since the last inspection.

Governors give good support to the school and are beginning to offer appropriate challenge. However, they do not always understand the school's data about attainment and progress so are not yet in a position to offer sufficient challenge regarding pupils' achievement. Although tracking systems are in place, they are not as effective as they could be because the school has missed the opportunity to use teachers' accurate day-to-day assessments as well as test results. As a result, tracking does not always show improvements that are evident in pupils' work. For example, it was evident from work scrutiny and lesson observations that in mathematics, more pupils in years 5 and 6 are attaining higher levels than the tracking system indicates. Currently, leadership and management are satisfactory because, whilst good improvement systems are in place, these are not yet fully embedded in the school's practice. For example the new 'learning ladders' are not used in every class and where they are used pupils do not always understand what the targets mean or how this will help them to improve their work.

The quality of teaching has improved significantly since the last inspection and is good with some outstanding teaching seen during the inspection. Teachers' assessment is now accurate and robust. Pupils' behaviour in the school and on the playground is good and, in some lessons, is outstanding. These factors have had a good impact on pupils' improving attainment and progress. However, marking and verbal feedback are not sufficiently developmental and pupils say this does not always relate to whether or not they have achieved their learning targets or explain what they can do to improve their work further. Pupils are given some time in lessons to read and respond to teachers' comments but this is still inconsistent and sufficient time is not always given. There remains a legacy of underachievement from when the school was less effective which is why progress remains satisfactory overall. The school is also aware that they need to do more to help boys to be more positive about all their work. The way pupils present their work is improving, particularly in mathematics. However, this is not the case in English books, where the quality of handwriting remains variable.

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All safeguarding processes and procedures are in place and pupils say they feel safe in school and that there is no bullying. Parents are pleased with the new gates and higher emphasis on keeping the building secure. They acknowledge how important this is even though it means they cannot bring their children into the building every day. Thanks to improvements in the leadership and management of the school that have resulted in rapidly improving pupils' achievement and attendance, more outstanding teaching and improved outcomes for pupils with special educational needs and/or disabilities, the school has a good capacity to make further improvements. This was also evident in the way the school continued to be effective during the headteacher's absence.

### **What does the school need to do to improve further?**

- Raise attainment and improve the rate of pupils' progress by ensuring that:
  - pupils know and understand their targets and use these to improve their work
  - marking and feedback are closely linked to pupils' learning targets
  - pupils have sufficient time to improve their work in lessons
  - boys develop more positive attitudes to learning and remain well focussed throughout lessons
  - teachers' assessments are used more consistently to inform the tracking of pupils' progress over time.
- Improve handwriting and presentation, particularly in English.
- Ensure all governors are fully informed about pupils' attainment and progress so they can offer suitable challenge to the school.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Outcomes for individuals and groups of pupils**

**3**

In Key Stage 1, pupils' attainment improved significantly overall in 2010 and school data and evidence seen in lessons confirm that this trend of improvement is continuing. Pupils are making satisfactory progress overall based on last year's end of Key stage 2 results, and good progress in most lessons, because they enjoy learning and apply themselves to tasks well. For example, in a mathematics lesson, the more able pupils had a challenging problem and were able to find different ways to solve this.

Until recently pupils' attainment is slightly below average overall at the end of Key Stage 2. However, the school's data and work seen in lessons and pupils' books indicates that this is improving both in writing and mathematics. Pupils say they are pleased with the good level of challenge in their lessons and that this helps them to do their best. Pupils make satisfactory progress through Key Stage 2, and good progress was seen during most lessons. Boys say they are less focussed than girls because they want to 'beat each other to finish their work' so they do not work as carefully as they could and therefore have not always made as much progress as they could in all lessons. This was not the case during the inspection when boys were doing equally as well as girls in lessons.

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Pupils say they like the idea of the 'learning ladders' because they illustrate what specific targets mean and, where pupils understand the target, this helps them to improve their work. They also like to know what level they are working at and what they need to do to move on to the next level but say this is not always made clear enough.. Because pupils enjoy their lessons, their behaviour is good and in some lessons seen was outstanding. For example, in a science lesson, the pupils were fascinated to learn about springs. They were fully engaged in the tasks given and, because of this, collaborated extremely well in their groups. The quality of learning and progress for pupils with special educational needs and/or disabilities is good because of the good support they receive from well-trained and carefully briefed teaching assistants and also because of their good understanding of the sharply focussed targets on their individual education plans. One pupil explained how a previous target had been to work hard for 10 minutes using a timer. He was very proud that he had achieved this and did not need the timer anymore!

Pupils have a good knowledge of how to live a healthy lifestyle but do not always get the opportunity to put this into practice. For example, at lunchtime pupils do not get the opportunity to serve themselves any food. There is a good take up of physical activity through local school cluster events and after-school clubs. Pupils make a satisfactory contribution to the school community through the fairly new school council and organise a range of fund-raising events. They are not yet fully involved in making decisions about other aspects of school life. Pupils are adequately prepared for the next stage in their education due to the good emphasis on basic skills and their improving attainment and progress. They are particularly skilful in their knowledge and understanding of a range of information and communication technology. Recent measures taken by the headteacher and the governors have had a positive impact on improving pupils attendance and their timely arrival at school.

Pupils' spiritual development is satisfactory. They take an active part in times of worship and enjoy the close links with the local church but they are not yet given sufficient time to reflect either during assembly or during lessons and, because of this, they do not always have a positive attitude about themselves as learners. Their moral and social development is good because they play and work well together and their behaviour is good. Cultural knowledge and understanding are under-developed and are currently satisfactory.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is good and sometimes outstanding. Where teaching is most effective, teachers explain learning objectives very clearly and use open-ended questions well to encourage pupils to think for themselves. Pupils know what level they are working at and work is carefully matched to each ability group in the class. Pupils can explain their learning targets and have just the right amount of challenge to motivate and enthuse them. This was observed, for example, in a mathematics lesson where every group were puzzling over how to create an appropriate scale for their graph. Because they were enjoying the challenge so much, pupils showed resilience and determination to work out the best way to solve this problem and all succeeded. Where teaching is less effective, pupils are not always clear about the purpose of the tasks because the teacher does not explain clearly enough how these are linked to their targets. Tasks do not always offer sufficient challenge, for example to the most able pupils, so progress during the lesson is held back. Teachers' assessments of learning and the levels pupils are achieving are accurate. However, teachers' approach to marking and feedback is not consistent through the school and pupils are not always clear exactly what they need to do to improve their work or achieve the next stage in their learning.

The curriculum is broad and balanced and meets statutory requirements. Basic skills are given sufficient time and the themes the school is developing give pupils opportunities to practice their skills. The school is working closely with other local schools in a cluster

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arrangement to provided additional support to pupils who are gifted and talented in different ways. For example, pupils and parents were very pleased with the day, hosted by the local high school, where pupils had the opportunity to take part in a range of problem-solving activities. The curriculum is enriched by a good range of after school clubs and activities, including some by outside providers like 'speed stackers'.

There is satisfactory provision overall for pupils' care guidance and support. Good support is provided to those pupils whose circumstances make them vulnerable and pupils with special needs and/or disabilities are very well supported during lessons with tasks that are well matched to their needs. There are good systems in place to ensure that pupils are confident to move on to their next school. However whilst there are clear strengths and the school judges itself to be good in this aspect, there is one area which prevents this from being good. Parents have raised this issue (please see the section for parents views) and it is reflected in concerns raised in parents' questionnaires and in meeting with parents. The governors and local authority are aware of this issue and are clear, as is the inspection team, that this does not impact on the safety of the pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Most aspects of leadership and management of the school are currently satisfactory and improving. The headteacher is clear about how to improve the school further and is ably supported by the staff team. Middle leaders know their subjects well and have clear strategies to improve attainment and progress. The school improvement plan has sharply focussed targets clearly aimed at raising achievement, and timescales are clear. The local authority has given good support to the school since the monitoring inspection through its intensive support team. It reports that the school 'has come a long way' since the last inspection in 2009 and has made good improvement. Parents talk about the good teaching their children receive and they are pleased with the progress they are making. The school has a good partnership with parents who have responded well to the school's drive to improve attendance and late arrivals. There is no discrimination of any kind at the school and all pupils are treated with equal care and consideration. However the legacy of underachievement, particularly of boys, prevents equality of opportunity from being better than satisfactory. Parents talk with great enthusiasm about the strength of the school community and how much they enjoy being part of the Friends of the School and how this has helped them to make friends within the area. Whilst community cohesion within the school community is good for pupils, staff and parents, pupils do not yet have sufficient opportunities to develop their understanding of their place in the wider United Kingdom or world communities.



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Safeguarding procedures and policies are now in place and the school has effective and thorough risk assessments. There are good partnerships with external agencies in supporting those pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities. However this aspect remains satisfactory overall because partnerships within the community are just beginning to develop; for example the recent links with the local golf club. Good links are developing with the local church.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage come into the school with abilities similar to other children of their age. They are currently making good progress. The robust tracking system developed by the teacher, and the accurate assessments made, indicate that, by the end of the year, children will be attaining above average levels. The children are included within a Key Stage 1 class and there is good provision for them which meets their needs well. They are sometimes included in the start of lessons and this enables the most able to receive the level of challenge they need, for example in a mathematics lesson where some children were able to add multiples of ten. The children are also taught by a very experienced and well-qualified early year's specialist teaching assistant. The children have excellent relationships with her and she supports their learning well; for example in a phonics session where all knew their initial sounds and were able to spell three-letter words. They were also able to read the 'tricky' words presented to them.

There is good provision for children to use the outside area and all the areas of learning are explored outside as well as inside the classroom. Children feel very safe within the classroom and the outside area is effectively fenced off so that they are kept safe at all times. They have a good idea of how to live healthily and behaviour is excellent. They

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enjoy working together and with other children in the class. Because of the good teaching they receive, which results in good progress, the children are well prepared to start the national curriculum when they move to Year 1.

Leadership and management of the Early Years Foundation Stage are good. The teacher plans effectively, incorporating good opportunities for children to initiate their own learning. Assessment systems are robust and photographs and annotations are used well to illustrate each child's learning. There is good liaison with the local nursery and the teacher visits the children whilst they are still there, so that they can get to know her before they start school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are very pleased with the school and with the improvements that have been made since the last inspection. For example, one parent said, 'I feel Tilney is a lovely primary school. The children feel safe. It has a very friendly environment. My children enjoy coming to this school. They do interesting and challenging lessons.' These remarks were echoed by parents who met with the inspection team.

Concerns were raised about the progress of pupils with special educational needs and/or disabilities and about bullying at the school. The inspection found that good provision is made for pupils with special educational needs and/or disabilities and that, because of this, they make good progress and pupils are adamant that there is no bullying in the school.

The other concern raised by most parents and carers who replied to the questionnaire was related to the headteacher smoking in sight of the pupils. The inspection team judge that this is inappropriate and this is why the care, guidance and support of pupils have been graded as satisfactory rather than good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tilney All Saints Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	40	12	60	0	0	0	0
The school keeps my child safe	7	35	8	40	2	10	0	0
My school informs me about my child's progress	7	35	10	50	2	10	1	5
My child is making enough progress at this school	7	35	10	50	3	15	0	0
The teaching is good at this school	10	50	6	30	4	20	0	0
The school helps me to support my child's learning	9	45	8	40	3	15	0	0
The school helps my child to have a healthy lifestyle	9	45	11	55	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	35	12	60	1	5	0	0
The school meets my child's particular needs	7	35	11	55	2	10	0	0
The school deals effectively with unacceptable behaviour	5	25	7	35	3	15	5	25
The school takes account of my suggestions and concerns	6	30	4	20	8	40	0	0
The school is led and managed effectively	7	35	6	30	1	5	5	25
Overall, I am happy with my child's experience at this school	7	35	9	45	4	20	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2010

Dear Pupils

**Inspection of Tilney All Saints Voluntary Controlled Primary School, King's Lynn, PE34 4RP**

Thank you all for making us so welcome at your school. It was lovely to meet you and to share in some of your lessons. We agree with you that your teachers are doing a good job and teaching you well. We think lessons are challenging and you told us that you really like to be challenged. We think the school has made good improvements since the last inspection and is now satisfactory. It is good that you have helped the headteacher and staff to do this and you need to continue to help the school to get even better. We were very impressed with your good behaviour and how hard you concentrate in the best lessons and how determined you are to solve the problems given to you by the teachers; for example sorting out which would be the best scale for your graph in mathematics. Thank you for giving up your time to talk to us. My colleague enjoyed his discussion with the school council and I enjoyed meeting the various groups I spoke with.

We have suggested some ways in which the school can become even better.

Help you to do the best you possibly can by making sure that:

- you know and understand your targets and use these to improve your work
- marking and feedback is closely linked to your learning targets so that you know how to improve your work
- you have enough time to improve your work in lessons
- boys develop positive attitudes to learning and stay well focussed throughout lessons
- teachers' assessment of your work is used to track your progress.

Improve handwriting and presentation, particularly in English.

Ensure all the governors know how you are getting on so they can be challenging to the school.

With every good wish for your future lives

Yours sincerely

Julie Winyard

Her Majesty's Inspector

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