

# Intake Farm Primary School

## Inspection report

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<b>Unique Reference Number</b>	133273
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	360466
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Sarah Bentley

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shantelle Miles
<b>Headteacher</b>	Gareth Parsons
<b>Date of previous school inspection</b>	27 November 2007
<b>School address</b>	Armstrong Road Mansfield NG19 6JA
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## Introduction

This inspection was carried out by three additional inspectors, who observed 16 lessons taught by eight teachers. They held meetings with groups of pupils, staff, parents and governors. They observed the school's work, and looked at records of pupils' progress and attendance, the school's development plan, records of checks on teaching, documents relating to the safeguarding of pupils, and the responses to questionnaires from staff, pupils and 27 parents and carers.

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

- Do pupils make good progress in Key Stage 1 and in English in Key Stage 2, and do different groups of pupils, including those with special educational needs and/or disabilities, make good progress?
- How well do teachers use assessment information to plan activities which match the range of pupils' needs?
- How well do leaders and managers, including the governing body, drive improvement, and how successful have they been in raising attainment at the end of Key Stage 1 and in improving attendance?
- What has been the effect of the Early Years Foundation Stage leader's actions on improving outcomes and provision?

## Information about the school

Intake Farm Primary is of similar size to most other primary schools. The number on roll has risen since the school was last inspected. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils come from a White British background. Very few pupils speak English as an additional language and none is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement, is below average. Since the last inspection a Deputy Head teacher and three new members of staff have been appointed.

**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**

**3**

## Main findings

Intake Farm Primary School provides a satisfactory quality of education for its pupils, who make steady progress in their academic work as they move through the school. They achieve broadly average standards by the time they leave in Year 6. There are some strengths, particularly in the care, guidance and support pupils receive. Most parents and carers are pleased with the school's work, with one describing the teaching of themes to make learning 'interesting and fun' as a clear strength. Another valued greatly the additional support her child had received. These positive comments were typical of the views of many parents and carers.

Children settle into the Nursery class and make good progress in their personal, social and emotional development; they make satisfactory progress in the Reception class. Assessments in the Reception class are not consistently accurate. Too many are made during teacher-led activities, rather than during independent learning and school leaders have identified this as an area for improvement. The outdoor environment is not sufficiently developed. During activities which children choose for themselves, staff miss opportunities to extend their learning by asking questions that make children think. The leader of the Early Years Foundation Stage has identified the improvements needed, but has not yet taken enough of the required actions to secure improved provision for pupils in the Reception class.

Teachers' planning shows that they adapt the work for groups of pupils of differing attainment, but this is not always firmly based on an accurate assessment of pupils' learning needs. Sometimes the work is too easy for individuals within the groups, or pupils are not sure how to improve their work. Teachers do not expect enough of pupils, particularly higher-attaining pupils, who sometimes have to wait for others to catch up when they have already finished their work. The school has achieved some success in boosting the progress of boys in writing. The number of pupils who are reaching the expected levels in English by the time they leave has increased, and is on target to improve by the end of the current academic year. There are also improvements in the numbers of children in Year 2 who are now attaining higher levels in writing. Pupils do not have enough opportunities to write or use their numeracy skills in different contexts and in a range of subjects.

Pupils contribute well to the wider community. They lead active lives and have a good understanding about how to live a healthy lifestyle. They put their knowledge to good use when choosing their well-balanced school meals or choosing their snacks at break times. Behaviour in lessons and around the school is good, as a result of good discipline in class and the teaching of a clear moral code. Pupils are very critical of others' misbehaviour and are quick to point out the implications for others. Parents who responded to the questionnaire felt that their children were safe in school, and the great majority of pupils

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agreed. Pupils know who to turn to for help, and are confident that any concerns they have will be taken seriously and dealt with effectively. The school provides good care, support and guidance, especially for pupils whose circumstances make them vulnerable.

The school has made steady progress since it was last inspected. The school has rightly focused on improving teaching and, in particular, eradicating inadequate teaching. The school's senior leaders and governors have a clear understanding of the most important areas for improvement, and have drawn up appropriate plans to address them. The governing body is aware that it needs to hold the school more fully to account for consistently good outcomes for its pupils. Self-evaluation is broadly accurate, but checks on teaching do not always identify how the lesson could be improved or go back to check thoroughly that the required improvements have happened. The impact of actions taken to raise attainment by the time pupils leave the school and sound progress since the previous inspection demonstrate the school's satisfactory capacity for further improvement.

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.

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

- Ensure pupils' progress is consistently good throughout the school by:
  - checking that all staff use assessment information rigorously to plan learning that meets the full range of pupils' needs
  - raising teachers' expectations of what pupils are able to do, especially for higher-attaining pupils
  - maximising the number of opportunities for pupils to practise their English and maths skills across the curriculum
  - implementing the marking policy consistently across the school in all subjects and giving feedback to pupils that tells them how well they have done and how they can improve their work.
- Sharpen monitoring and evaluation procedures by:
  - establishing a more rigorous cycle of lesson observations, scrutiny of planning, work analysis and pupil interviews
  - ensuring lesson observations and book trawls focus carefully on pupils' learning, and giving feedback that clearly evaluates the impact of teaching on pupils' progress
  - eradicating any inconsistencies in teaching and holding all staff fully accountable for pupils' learning and progress
  - involving senior leaders fully in monitoring activities, including checking that basic skills of literacy and numeracy are effectively applied in all subject areas.
- Improve children's achievement in the Early Years Foundation Stage by :
  - ensuring that observational assessments are used effectively to guide planning and learning opportunities

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- increasing the number of opportunities for outdoor learning, including providing a more exciting range of resources
- involving parents and carers more extensively in their children's learning.

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

**3**

Pupils' achievement is satisfactory. Pupils leave the school with average attainment, which reflects satisfactory progress. However, they make good progress in the lessons where the expectations are high and the teaching is good. For example, in some lessons teachers set clear timescales for the pupils to complete their learning activities and the pace of the teaching is effective in keeping the pupils engaged. The great majority of pupils enjoy coming to school, and this was clear in the lessons observed. They particularly liked lessons where teachers set them challenging tasks and allowed them to work using their own initiative. In these lessons pupils of all abilities made good progress. They persevered well when tackling challenges, worked together effectively and were keen to do their very best. In other lessons, especially when the work was less demanding, higher-attaining pupils quickly completed their tasks. Pupils with special educational needs and/or disabilities, and pupils, who speak English as an additional language, make similar progress to their peers. However their progress accelerates when they are well supported with targeted work that meets their needs well. Pupils are well behaved. In lessons, inappropriate behaviour was extremely rare and very quickly and efficiently dealt with, so that the learning of other pupils continued uninterrupted.

Attendance has improved since the last inspection but remains broadly average; the rate of persistent absenteeism has fallen. Pupils have many opportunities to take responsibility and the school council is proud of improvements in the school which it has helped to bring about, for example the 'buddy' bench. Pupils make a good contribution the wider community and take part in many local events. Most pupils have positive attitudes to learning and relate well to each other and to staff. Pupils cooperate well in groups and readily work together. They say that they feel safe in school. A strong moral code underpins pupils' good behaviour and they value the school's behaviour awards. Their spiritual development and their understanding of the diversity of British culture are less well developed and are satisfactory. Broadly average literacy and numeracy skills alongside pupils' good personal skills and satisfactory attendance mean that they are satisfactorily prepared for the future.

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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	3
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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?

Teacher plan well-structured lessons and make effective use of resources and teaching strategies such as role play to engage pupils and promote learning. Pupils occasionally lose concentration when the pace of the learning is too slow. This year teachers are making better use of progress data to plan work that more closely matches the needs of the class but do not yet use these data consistently well to meet the individual needs of their pupils. The quality of marking and other feedback to pupils is satisfactory. Older pupils say they are given valuable advice about how to make their work better. However other pupils, because they are not sure about their targets, find it difficult to take some measure of responsibility for their own progress. One pupil said 'I wish we could go back to our targets more.' Teaching assistants provide valuable and sensitive learning support, especially for those pupils with special educational needs and/or disabilities. For example, they ensure pupils who find it hard to concentrate stay on task and they make useful notes about pupils' progress and pass these to the teacher. The school works closely with outside agencies to assess specific needs and learning programmes closely match them.

The generally broad and balanced curriculum supports aspects of personal development well and there is a wide range of enrichment activities. This is promoting pupils' self-confidence well and contributing to their enjoyment of school. The school is aware that there are not yet enough opportunities for pupils to practice some aspects of writing to ensure progress in this subject is good. The school is in the process of modifying and

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improving its curriculum and acknowledges that the use of literacy and numeracy skills in other subjects is not fully in place, but there are strengths in some classes where the teaching is good.

Caring for the pupils is an important part of the school's ethos and provision. Good pastoral arrangements support pupils sensitively as they move between year groups. Pupils feel confident approaching a member of staff with a problem because they know that their worries will be resolved. Good links have been made with support professionals to ensure that the complex needs of some of the pupils with special educational needs and/or disabilities are well met. The school's targeted support for pupils whose circumstances make them vulnerable is very effective and the school makes good use of outside experts to identify their needs. The school's measures to improve attendance have been successful. For example, pupils are aware of the importance of good attendance through effective displays of each week's attendance data.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>2</b>

## How effective are leadership and management?

The school's leaders have established a good team spirit among staff, some of whom are new. They share a clear vision and drive for school improvement. Targets are demanding, although not always met. A system for reviewing the progress of pupils has been introduced. This has allowed leaders and the governing body to get a clear picture of where pupils are falling behind in their learning. The resulting information is used well to drive improvement for some individual pupils, but is not monitored fully, for example by checking all pupils' books to see what progress they make. Self-evaluation is too generous, although leaders know that the quality of teaching and learning is not yet consistently good enough. Where underachievement is identified, actions are not consistently followed up so that all teachers can be fully held to account for pupils' progress and the standards they reach. Senior leaders have also, rightly, recognised that lesson observations have not focused sufficiently on the impact of teaching on pupils' learning and that this is an area for development. In its quest to improve, all leaders are aware of the need to scrutinise the full range of evidence to ensure that basic skills are applied across all subject areas and that any inconsistencies in the teaching are eradicated.

The governing body has a clear overview of the school's work. It is supportive and is working hard to become more involved in the school's long-term strategic planning and in holding it more fully to account for how well its pupils achieve. Strengths and weaknesses are known and, through training, governors are beginning to develop their role as 'critical



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friends'. Governors regularly visit the school in order to be accessible to parents and carers and involve them more. The school meets statutory requirements, including those related to safeguarding. The school adopts recommended good practice across all areas of its work to safeguard pupils. For example, leaders are most vigilant in their monitoring of the safe use of the internet. Links with parents are satisfactory. Partnerships with specialist agencies, especially those supporting pupils with special educational needs and/or disabilities, are developing well. While the school is effective in ensuring equality of opportunity for those with specific needs and in preventing discrimination, it is less successful in promoting consistently good progress for all.

The school has a clear understanding of its duty to promote community cohesion and has close links with the local church to support this. The school also uses a wide range of visitors who provide important role models to support the children's understanding of diversity. However, as yet, leaders do not evaluate the effect of the school's work on pupils' understanding of a cohesive society.

*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	3
<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>3</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

The majority of children start school in the Nursery with attainment that is below that expected for their age. A nurturing environment is evident and well-known routines underpin the positive relationships. Parents value the work done in this area of the school. This helps the children to develop positive attitudes to their learning and make a good start to their school career. All welfare requirements are met. There is a strong emphasis on children taking turns and sharing. Behaviour is good and children feel happy and secure. As a result, they make good progress in their personal, social and emotional development in the Nursery but only satisfactory progress in Reception because there are not enough opportunities for the children to apply their learning independently. Progress

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in other areas of learning is satisfactory. This is because, although assessments are carried out regularly, there is not enough emphasis on ensuring children are competent in these skills without adults supporting them. On a few occasions, staff miss opportunities to intervene briefly to support the children's learning and push them on. Also, observational assessments do not form a structured learning record which is readily accessible to guide future planning or for parents, carers or children to enjoy and share. Assessment information indicates children are working at below age-related expectations on entry to Year 1. Teaching is mainly satisfactory and sometimes good, for example when the Nursery children thoroughly enjoyed sequencing numbers independently. Although leadership and management are satisfactory, self-evaluation and monitoring of pupils' progress is not rigorous enough. The outdoor provision does not provide the pupils with a highly stimulating and exciting learning environment. For example, there is a lack of good quality outdoor learning resources and some of the equipment is old and uninviting.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

There was a relatively low response to the parents' and carers' questionnaire. All the parents and carers who returned the questionnaire felt their children are kept safe and that they enjoy school. The views of most parents and carers were similar to those of the inspectors, although there were a few exceptions. Some parents and carers were concerned that bad behaviour was not dealt with effectively. The inspection team looked closely at the school's procedures and records and found them to be secure. A few parents and carers thought that leadership and management were not effective. The inspection team evaluated this area as satisfactory but recognised that some improvements are needed in the school's monitoring and evaluation procedures. All parents felt that the school helped their children to have healthy lifestyles and this view was supported by inspection findings.

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

Ofsted invited all the registered parents and carers of pupils registered at Intake Farm 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	67	9	33	0	0	0	0
The school keeps my child safe	15	56	12	44	0	0	0	0
My school informs me about my child's progress	14	52	10	37	3	11	0	0
My child is making enough progress at this school	14	52	10	37	1	4	2	7
The teaching is good at this school	17	63	7	26	3	11	0	0
The school helps me to support my child's learning	14	52	9	33	3	11	0	0
The school helps my child to have a healthy lifestyle	17	63	10	37	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)	13	48	13	48	0	0	1	4
The school meets my child's particular needs	14	52	11	41	2	7	0	0
The school deals effectively with unacceptable behaviour	9	33	11	41	6	22	1	4
The school takes account of my suggestions and concerns	10	37	14	52	3	11	0	0
The school is led and managed effectively	14	52	8	30	4	15	1	4
Overall, I am happy with my child's experience at this school	18	67	7	26	2	7	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



13 June 2011

Dear Pupils

**Inspection of Intake Farm Primary School, Mansfield, NG19 6JA**

Thank you for all the help you gave us when we visited your school. We enjoyed talking with you, because you were really polite and open when telling us about your school. We were impressed by your good behaviour and how you keep yourselves fit and healthy.

You are getting a satisfactory education and leave with standards that are the similar to those achieved by most other children. You told us that you like the interesting topics that you study in lessons, but some of you did not know what you had to do to improve your work. We agree. How much you learn can depend on whether the work you are given is too hard, too easy or just right. So, we have asked your teachers to make sure your work builds upon what you already know, understand and can do, and that is not too easy for you. We have also asked them to tell you what you can do to make your work even better. You can help too, by always trying your best and following your teachers' advice when they talk with you or mark your work.

Your teachers take good care of you and make sure that you are safe and happy. The school is particularly good at helping those of you who need extra support to manage your behaviour. We were impressed by how well you all get on with each other. We think you need some new equipment outside for the Nursery and Reception classes so that younger children can practise their skills independently in a more exciting place. We have also asked the school to involve parents more in your education in the Nursery and Reception classes.

Your school is steadily getting better. School leaders know what needs improving, and how to do it. We think that the school would improve at a faster pace if all your teachers expected more of you. We have asked school leaders to check regularly to make sure that you all make the best possible progress

Yours sincerely

Sarah Bentley  
Lead inspector

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