

# Humberstone Infant School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 120012               |
| <b>Local Authority</b>         | Leicester            |
| <b>Inspection number</b>       | 379932               |
| <b>Inspection dates</b>        | 12–13 September 2011 |
| <b>Reporting inspector</b>     | David Edwards        |

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>                      | Infant                                  |
| <b>School category</b>                     | Community                               |
| <b>Age range of pupils</b>                 | 3–7                                     |
| <b>Gender of pupils</b>                    | Mixed                                   |
| <b>Number of pupils on the school roll</b> | 360                                     |
| <b>Appropriate authority</b>               | The governing body                      |
| <b>Chair</b>                               | Robina Newcombe                         |
| <b>Headteacher</b>                         | Amanda Fox                              |
| <b>Date of previous school inspection</b>  | 3 December 2008                         |
| <b>School address</b>                      | Main Street<br>Leicester<br>LE5 1AE     |
| <b>Telephone number</b>                    | 0116 276 7648                           |
| <b>Fax number</b>                          | 0116 276 5860                           |
| <b>Email address</b>                       | office@humberstone-inf.leicester.sch.uk |

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|---------------------------|----------------------|
| <b>Age group</b>          | 3–7                  |
| <b>Inspection date(s)</b> | 12–13 September 2011 |
| <b>Inspection number</b>  | 379932               |

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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons and eight teachers were observed. Inspectors scrutinised policies, analysed pupils' work and information about pupils' progress and talked to them about it. The team analysed school improvement plans and governing body minutes, and met parents, carers and governors. Questionnaire returns were considered from 34 parents and carers. The views of staff and pupils were also taken into consideration.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is teaching in raising the achievement for pupils with special educational needs and/or learning disabilities, for whom English is an additional language and for the most able pupils?
- Is the quality of monitoring and evaluation by leaders at all levels in the school leading to improved outcomes for pupils?
- What is the school doing to empower pupils to take control of their own learning and to accelerate their progress?

## Information about the school

This is a large infant school. Fewer pupils are known to be eligible for free school meals than in other primary schools nationally. The proportion of pupils from minority ethnic backgrounds is significantly higher than average. Almost half of the pupils are from a wide range of minority ethnic backgrounds. Pupils from an Indian heritage form the largest minority ethnic group at around a quarter of the school population; the numbers from other groups are relatively small. The percentage of pupils who have been identified as having special educational needs and/or disabilities is lower than average, as is the proportion of pupils who have other learning needs. The Early Years Foundation Stage comprises a Nursery and three Reception classes.

The school has undergone a significant change in staffing since the previous inspection. The substantive headteacher left in December 2008. The current headteacher took up her post in September 2009. There have been eight new teaching appointments since that time, including three newly qualified teachers who were appointed in September 2011. The senior leadership team has recently been restructured.

**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

Humberstone Infant School provides a satisfactory standard of education. The staffing turbulence that has occurred since the last inspection has had a negative impact on the school's drive to raise attainment. The pattern of attainment over the past few years has been variable. Currently, attainment is slightly above average in reading, writing and mathematics, but not enough more-able pupils are reaching the levels of which they are capable. This leads to pupils' satisfactory achievement, rather than good achievement. This is principally because teaching overall is satisfactory and there is a lack of challenge for the more-able pupils. Teachers do not consistently check on the learning that has taken place in lessons. The latest school assessment information and evidence from pupils' work show that progress is accelerating and that pupils are on track to achieve challenging targets. The school's focus on writing has helped to raise standards in the subject, but pupils do not have enough opportunity to undertake extended writing activities.

Good practice in the Early Years Foundation Stage and in some classes in Key Stage 1 shows the good progress that pupils can make when teaching is well planned and challenging and activities are well matched to pupils' needs. In some classes, however, teaching is not of a high enough quality for all pupils to make the real improvements in their learning that are needed to raise standards to a higher level. Some teachers do not challenge pupils to think more deeply about their learning. Some teaching lacks pace. There are some good examples of marking to guide pupils to their next steps in learning. However, practice is inconsistent across the school and pupils are not always given the opportunity to assess the quality of their own work or that of their peers. The school acknowledges that teaching needs to be consistently good and better to raise achievement.

The school has strong links with parents and carers and good partnerships with a range of outside agencies to meet the social, emotional and physical needs of pupils with specific needs and those whose circumstances make them more vulnerable. The school involves parents and carers closely in their children's learning. The subject workshops and the pupils' targets which the school shares with parents, allows them to take an active part in supporting learning. The well-targeted support these pupils receive in lessons enables them to make good progress in their learning. The effective support for pupils with English an additional language allows them to make good gains in their learning. Pupils have a good knowledge of how to keep themselves safe in their everyday life. They behave well and there is very little disruption to learning in lessons.

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Pupils' spiritual, moral and social awareness is strong. They reflect on and contemplate issues relevant to them. They demonstrate their appreciation of the wonder of the world around them; pupils' musical appreciation is enhanced through a variety of musical activities and the opportunities to develop their artistic skills develop their wider understanding of art. The vast majority of children resolve conflict intelligently. They are knowledgeable about and celebrate the wide cultural diversity within the school and treat each others' cultures with respect and consideration.

The headteacher provides committed and visionary leadership and the restructured school leadership team have a secure understanding of the school's strengths and priorities for improvement. They have successfully eradicated the fluctuations in attainment, through the use of more rigorous assessments and systems and meetings to track and discuss pupils' progress. This helps to ensure that most pupils stay on track to achieve what they are capable of. Currently, subject leaders are not being given enough opportunities to observe the quality of teaching and learning in their subjects. As a result, they do not have an accurate view of the progress that pupils make in lessons. The governors and headteacher ensure that safeguarding has a high priority in the school, so that all statutory requirements are met. The improvements that have taken place in writing, the improved provision in the Early Years Foundation Stage and the improved assessment and tracking procedures demonstrate the school's satisfactory capacity to make further improvement.

Up to 40% of 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?**

- Raise achievement in reading, writing and mathematics in Key Stage 1, by ensuring that teaching and learning are consistently good by:
  - achieving an appropriate pace of learning in lessons
  - setting pupils a good level of challenge in lessons, particularly for the more-able pupils
  - ensuring feedback to pupils helps them understand their next steps in learning
  - teaching pupils to evaluate effectively the quality of their work and that of others
  - giving pupils more opportunities to undertake extended writing activities.
- Improve the role of subject leaders in monitoring and evaluating the standards in their subjects through lesson observations, so they can more effectively contribute to school improvement.

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The quality of pupils’ learning seen during the inspection was at least satisfactory and sometimes good. Pupils’ attainment has fluctuated over the last three years. Attainment dipped in 2011 from being significantly above average in 2010. Pupils attained slightly above average levels in reading, writing and mathematics, but not enough pupils achieved the higher levels in line with their ability. Pupils’ achievement is satisfactory, principally because of satisfactory teaching and learning. Pupils are keen to do well and they talk enthusiastically about their work. An example of this was seen in a good mathematics lesson when pupils were being taught about the properties of three-dimensional shapes. There was challenge in the task and pupils spoke with confidence when correctly identifying and classifying three-dimensional shapes and their properties so that they made good gains in their learning.

Pupils make at least satisfactory progress and some make good progress. Pupils with special educational needs and/or disabilities make good progress because of the well-targeted support they receive in lessons. The impact of these measures is evident in the attainment of those pupils with learning needs. The impact of pupils’ improving progress can be seen in their rising attainment.

The school has effectively raised standards of writing in recent years, but currently there are not enough opportunities for pupils to undertake extended writing activities to raise standards further. In general, girls’ attainment is higher than that of boys. To tackle this disparity, teachers are taking greater account of boys’ interests when planning. This approach is having a positive impact as inspectors did not see any significant differences between the performance of boys and girls in lessons.

Pupils are friendly and considerate towards each other and the adults they work with. Their good behaviour is making an effective contribution to their learning. They feel very safe and know what to do if they have a concern.

*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> |

<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

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|   |          |
|---|----------|
| <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:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

Teachers set activities which capture pupils' interest. The good teaching that inspectors observed in Year 2 is now leading the drive for improved achievement. In one effective lesson, the teacher challenged the pupils to demonstrate their understanding of the sounds that letters make. This strategy helped all pupils to make good progress in their learning. The teacher made careful checks on the learning that had taken place. This practice is not consistent across the school and the slow pace of some satisfactory lessons and lack of effective challenge, particularly for more-able pupils, does not help to accelerate pupils' progress. Teachers and teaching assistants provide positive relationships and mutual respect in their effective support for all groups and individuals, particularly for those in circumstances that make them more vulnerable and those for whom English is an additional language.

The curriculum meets all statutory requirements, and a more creative curriculum has recently been introduced to offer pupils more opportunities to learn through first-hand experiences and to use their skills in other areas of learning. It needs time to embed to show further impact on pupils' achievement. Visits and visitors enrich pupils' learning opportunities. Pupils have a satisfactory understanding of the features of a healthy lifestyle. They make an effective contribution to the school through the actions of the school council. Pupils have satisfactory links with the local community through such activities as the collection and distribution of harvest gifts and the links with a school in another area of Britain. Strong links with a variety of outside agencies are contributing to the good care, guidance and support that pupils experience. The school is rigorous in pursuing the interests of those pupils whose circumstances make them vulnerable. It has good strategies in place to support pupils who find school challenging. Pupils who arrive at the school speaking very little or no English, are quickly integrated into the school community and their progress is accelerated by the prompt and effective support of the staff who work with them.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>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> |

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**The effectiveness of care, guidance and support**

**2**

## How effective are leadership and management?

The headteacher has been a stabilising influence during a period of uncertainty while there has been a high turnover of teaching staff. This uncertainty has slowed down the ambitions of the leadership team who, along with the staff, are committed to raising standards further. The leadership team has set up effective monitoring and evaluation systems which have led to some improvements in teaching and learning which are contributing to the rise in attainment and particularly in writing. The team has been effective in identifying any potential underachievement and putting interventions into place to address the needs of specific pupils and groups. The provision for higher-attaining pupils is not meeting their needs effectively enough, though overall equality of opportunity is satisfactory. Subject leaders are beginning to take increasing responsibility for the management of their subjects, but are not yet proactive enough in their monitoring and evaluation of standards within their subjects through lesson observations. School self-evaluation is accurate and honest and pinpoints the priorities for improvement.

Safeguarding procedures are given a high priority by the governors and school leaders and meet all statutory requirements. The vast majority of parents and carers agree that the school helps to keep their children safe. The school promotes cohesion well in the school and local community. It is aware that it has not done enough to increase pupils' understanding of faiths and cultures further afield in Britain and the world. However, links have recently been established with another school in Britain and senior leaders and governors have plans to establish relations with schools in other parts of the world.

The governing body is supportive and has well-developed formal monitoring procedures to hold the school to account for the progress that pupils make. This is evident in the way that it held the school to account over the progress of pupils in Year 2 and for the progress of pupils with special educational needs. The progress of both of these groups of pupils has improved as a result of its challenge. The governing body is rigorous in ensuring the safety of staff and pupils and takes an active role in the appointment of new staff.

*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:<br>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>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |

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|  |          |
|--|----------|
| <b>The effectiveness of partnerships in promoting learning and well-being</b>                              | <b>2</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>2</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

Provision in the Early Years Foundation Stage is good and leads to good outcomes for children. As a result, children thrive in a stimulating, safe, happy and caring environment. There is a good balance of adult-led and child-initiated activities. Staff use assessment information well to set targets, and there is an effective ongoing monitoring system which encourages children to make good progress in their work following their entry to the Nursery. Children arrive with lower skills and abilities than is seen nationally and many have limited English. Children are consistently encouraged to become independent learners and make good progress in the Reception classes so that they enter Year 1 at or above average, particularly in their communication, language and literacy. The good induction procedures enable children to settle quickly into the Nursery, and the school actively involves parents and carers in their children’s learning, particularly through the ‘Learning Logs’. Teaching is good because effective planning provides assessment opportunities, and activities are lively, interesting and related to children’s needs and interests. Children develop confidence in a safe and secure environment. They are stimulated in their learning by indoor and outdoor activities that are suitably challenging. There are good relationships between adults and among the children, and their welfare is promoted well.

*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

The return of 35 questionnaires is low, given the size of the school. In this low return parents and carers expressed their happiness with the school on a significant number of aspects. They feel that their children enjoy school and that the school keeps their children safe. They also feel well informed about their children’s progress. A small minority of parents and carers in this low return expressed concerns about the way

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that behaviour is dealt with in school and that the school does not take into account their concerns. Inspectors observed good behaviour, both in and out of lessons and the school demonstrated that they have effective strategies to support pupils who find school a challenge. The parents and carers to whom inspectors spoke did not express concerns over this issue. The governors also invite parents and carers to express concerns when they meet them on parents' evenings. They could demonstrate to the inspection team that they had listened to and acted upon parental concerns raised. The school also provided good evidence about the way that it engages well with parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Humberstone Infant 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 22             | 63 | 13    | 37 | 0        | 0  | 0                 | 0 |
| The school keeps my child safe  | 14             | 40 | 19    | 54 | 0        | 0  | 0                 | 0 |
| The school informs me about my child’s progress   | 17             | 49 | 17    | 49 | 0        | 0  | 0                 | 0 |
| My child is making enough progress at this school   | 15             | 43 | 17    | 49 | 2        | 6  | 0                 | 0 |
| The teaching is good at this school   | 13             | 37 | 22    | 63 | 0        | 0  | 0                 | 0 |
| The school helps me to support my child’s learning  | 15             | 43 | 19    | 54 | 0        | 0  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 15             | 43 | 18    | 51 | 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) | 15             | 43 | 19    | 54 | 0        | 0  | 0                 | 0 |
| The school meets my child’s particular needs  | 13             | 37 | 22    | 63 | 0        | 0  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 7              | 20 | 20    | 57 | 3        | 9  | 2                 | 6 |
| The school takes account of my suggestions and concerns   | 10             | 29 | 18    | 51 | 5        | 14 | 0                 | 0 |
| The school is led and managed effectively   | 12             | 34 | 21    | 60 | 1        | 3  | 1                 | 3 |
| Overall, I am happy with my child’s experience at this school   | 18             | 51 | 17    | 49 | 0        | 0  | 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 08 April 2011 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.**

14 September 2011

Dear Pupils,



**Inspection of Humberstone Infant School, Leicester, LE5 1AE**

On behalf of the inspection team I would like to thank you for your friendly welcome. We enjoyed meeting with and talking to many of you, looking at your work and visiting your lessons. We would also like to say thank you to the groups of pupils who had discussions with us.

Your school is a satisfactory school and these are some of the good features that we found.

- You behave well and have a good attitude to your work.
- Most of you make progress in reading, writing and mathematics
- The headteacher, the staff and governors work hard to make sure you are safe and well looked after. You know how to stay safe in your everyday life.

We have asked the headteacher and adults to do some things to make your school even better.

- To show you clearly how to improve your work
- To improve your writing skills by giving you more opportunities to complete longer writing tasks
- To use time better in lessons and to increase the speed of teaching and learning

You can help by continuing to do your best at all times. We wish you the very best for the future.

Yours sincerely

David Edwards  
Lead inspector

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