

# Cedars Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	135211
<b>Local Authority</b>	Harrow
<b>Inspection number</b>	381839
<b>Inspection dates</b>	8–9 November 2011
<b>Reporting inspector</b>	John Worgan

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>	528
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paddy Lyne
<b>Headteacher</b>	Heather Lace
<b>Date of previous school inspection</b>	12–13 March 2009
<b>School address</b>	Whittlesea Road Harrow HA3 6LS
<b>Telephone number</b>	020 8428 5845
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	8–9 November 2011
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## Introduction

This inspection was carried out by four additional inspectors. They observed 18 lessons or part lessons and 18 teachers were seen teaching. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at school improvement planning, governors' evaluation and monitoring documentation, headteacher's reports to the governing body and pupils' progress and attainment data. Seventy-six questionnaires were received from parents and carers and were analysed, together with questionnaires from pupils and staff.

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

- How well the school supports pupils who speak English as an additional language and those with special educational needs and/or disabilities.
- The accuracy of leaders and managers in their monitoring of teaching and learning and the effectiveness of initiatives to improve teaching and learning and raise attainment.
- Whether the improvement in overall attainment in 2011 is sustained in the progress of the current Year 6 pupils.
- The actions the school is taking to reduce any gaps between the many different groups of pupils in the school.
- The trend in attendance since the previous inspection and the strategies the school has implemented to improve attendance.

## Information about the school

Cedars Manor is larger than the average primary school. Its Early Years Foundation Stage provision includes two Nursery and three Reception classes. The school also integrates eight pupils with hearing impairments. Pupils come from a broad range of social and cultural backgrounds. The largest group represented is of White British heritage and several other minority ethnic groups are present in smaller numbers; these most often include pupils of Asian British and Black British African origin. The proportion of pupils who speak English as an additional language is well above the national average as is the proportion of pupils known to be eligible for free school meals. The percentage with special educational needs and/or disabilities, including those with statements of special educational needs, is double the national average. The number of pupils who join and leave the school throughout the school year is higher than average.

The Cedars Pre-School is privately managed and was inspected separately from this inspection. A designated children's centre is attached to the school. It is also managed separately and did not form part of 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?**

**2**

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

**2**

## Main findings

Cedars Manor is a good school and it is improving. The headteacher has a clear vision for the school, which is shared by staff and governors. There is a strong emphasis on inclusion and pupils of all abilities and backgrounds achieve well because of high expectations and strong support. Pupils are well cared for and staff work hard to ensure that they are happy and secure, so that they can achieve their potential. Parents and carers, and pupils comment favourably on the support which they receive; as one parent of a child new to the school said, 'My child settled well. All my questions have been answered and we feel very welcome and part of the school.'

Many children start the school from a much lower than expected starting point, but their needs are identified quickly and they are encouraged to develop confidence so that they achieve well and make good progress. Teaching is good with some outstanding practice, especially in the Early Years Foundation Stage. It is adapted to the needs of individuals and groups, resulting in pupils continuing good progress. By the end of Year 6 attainment in English and mathematics is close to the levels expected nationally. High-quality support is given by teachers and learning assistants to pupils with special educational needs and/or disabilities or hearing impairment and those who speak English as an additional language. A high priority is given to the development of literacy and numeracy skills and pupils' reading and writing are encouraged and supported through a variety of strategies.

There have been significant improvements in pupils' behaviour and their attendance since the previous inspection. These improvements have been achieved by consistent, focused initiatives, implemented by staff at all levels. Behaviour both inside classrooms and around the school is good. Pupils and their parents and carers, say that the school keeps them safe and there is little bullying and few reports of racist incidents. Attendance, low in the past, has recently improved significantly due to a concerted effort by support staff and class teachers. Pupils are well prepared for the future, through the development of their literacy and numeracy skills and through good transition arrangements with the main secondary school to which they progress.

Teachers track pupils' progress thoroughly and carefully. Regular assessment ensures that progress is monitored and any pupils slipping behind are quickly identified and supported. Middle managers and senior staff work with class teachers in using data to plan for the needs of individuals and groups. The planning of

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curriculum and grouping strategies are flexible and are adapted to meet the needs of different groups of pupils. This process has been less rigorous in planning for the needs of the more able and the school recognises this as a priority; a group of Year 6 pupils who have been identified as potential high achievers are now receiving extra support. The more-able pupils do not have enough opportunity to learn independently. The school has a strong link with a school in Uganda, but pupils' awareness of other areas and different cultures within the United Kingdom is limited.

A strong and experienced senior team is supported by an enthusiastic group of middle managers and leadership skills are developed through a clear line-management structure. Staff are highly committed and work well together; a particular strength is the way in which learning assistants work with teachers in planning and in enhancing the quality of teaching and learning. There has been significant change in personnel and roles within the governing body and these changes have yet to have an impact on the work of the school. Self-evaluation is accurate and the headteacher is supported well by the local authority in realistic setting of targets and developing strategies for improvement. The school's success in tackling areas of weakness, as identified in the past, demonstrate a good capacity for sustained improvement.

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

- Improve the achievement and progress of more-able pupils by:
  - providing appropriate challenges to enable them to extend their learning and to reach their full potential
  - planning greater opportunities for independent learning.
  
- Increase pupils' awareness of and engagement with different communities nationally.

## Outcomes for individuals and groups of pupils

**2**

Pupils make good progress and achieve well by the end of Year 6. Pupils in Year 3 exemplified the positive attitudes, enjoyment and engagement that contribute to pupils' good progress, as they eagerly questioned a fellow pupil who was confidently playing the role of a character in a story which they had read. A pupil with hearing impairment made good progress in a lesson because of the teacher's clear and effective modelling of the task and the good opportunities to work with his peers. In the best lessons, adults' careful questioning deepens understanding so fostering independent learning skills, but there are too few opportunities for more-able pupils to learn independently. Pupils with special educational needs and/or disabilities are

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not always reliant on additional support because they have regular opportunities to work independently or collaboratively without direction from an adult. Learning assistants are highly flexible, adapting support during lessons to meet the varying needs of the significant number of pupils who need help. Newly-arrived pupils who speak English as an additional language are well-supported and quickly develop language skills because they are encouraged to integrate and to interact with other pupils, who are welcoming and supportive. Pupils are encouraged to develop speaking and listening skills but many of the younger children lack confidence in this area.

Pupils have an excellent perspective on what constitutes unsafe situations and say they always feel safe at school. Their behaviour is good and sometimes outstanding. Although a few pupils require additional guidance from adults to keep on track, they respond quickly to this. Participation in local events and fund-raising activities broaden pupils' sense of community beyond the school. Pupils mix and work well together, both in and out of the classroom. Respectful of others' needs, pupils are reflective about the world around them. They have a good understanding of factors affecting their health and respond well to the school's health promotion strategies, such as regularly engaging in extra-curricular sports activities. Pupils' successful application of their basic skills, well-developed wider key skills such as the ability to work with others and good personal qualities prepare them well for the next stage of their education and life beyond.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
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>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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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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## How effective is the provision?

The quality of teaching is good. In the best lessons, pupils' interest and enthusiasm are stimulated by a variety of activities where pupils are actively engaged in learning. Many examples were seen of adapting teaching to the needs of particular groups of pupils. In a Year 1 lesson, learning assistants worked with individual newly-arrived pupils, then with small groups, modelling good standards of writing. Occasionally, more-able pupils completed tasks quickly and were not challenged to extend their learning. Some good examples of speaking and listening by pupils were seen but many pupils lack confidence in this area. In weaker lessons, the pace was slower and a few pupils became distracted; in these lessons pupils' learning was more passive with fewer opportunities and a limited range of activities. Teachers use questioning well and encourage pupils to devise their own solutions to problems, rather than providing answers for them.

Teachers regularly set and review targets in reading, writing, mathematics and science, ensuring pupils know their next steps in learning. Marking is effective because it celebrates pupils' success and regularly shows them how to improve their work. This is particularly strong in literacy, where pupils' 'Big Writing' books show clear progression because pupils are guided towards specific areas for improvement. The curriculum is well-planned with a strong emphasis on developing basic skills. This is enhanced by a topic-based creative curriculum which integrates history, geography, art, science and design and technology. Each unit culminates in an event to which parents and carers are invited. The curriculum is supplemented by a wide range of clubs and activities. Recent events include a fencing course, and a 'blitz night' when almost all the Year 6 pupils spent the night in school in a simulated air raid shelter. Pupils were generally complimentary about the curriculum, but a few said they would like to make more use of information and communication technology and to have more art and dance.

Effective systems underpin the positive and caring ethos of the school and pupils speak warmly about adults and the support which they receive. The 'traffic lights' system encourages positive attitudes, behaviour and learning. It is effective because pupils understand it well and staff apply it consistently. Those pupils with significant behaviour problems are helped to manage their own behaviour and well-trained staff ensure that they are focused on learning. Consequently, these pupils make good progress. A strong commitment to inclusion, enhanced by good links with other professionals and agencies, effectively protects pupils whose circumstances may make them potentially vulnerable, significantly improving their well-being. Staff have high expectations of pupils with hearing impairment and rigorously monitor their progress and attainment. They use this information well to plan work for them, regularly integrate provision within mainstream lessons, and ensure pupils maintain and improve their levels of independence. Signing is used effectively to communicate with pupils with profound and severe hearing impairment.

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*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	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school is led ably by the headteacher who has high expectations, which are shared by the senior team and the staff as a whole. The areas of weakness identified at the time of the previous inspection have been tackled effectively with clear impact on standards of behaviour, attendance and the quality of marking. There is effective distribution of responsibility to leaders at different levels. Middle leaders share the headteacher's vision working enthusiastically within a framework which encourages cooperation, while ensuring that high standards are maintained. Monitoring of teaching and learning is rigorous, yet supportive. School self-evaluation is strong. The governing body is involved in the self-evaluation process but is too reliant on guidance from the headteacher in interpreting data in order to set targets.

The school does not tolerate discrimination of any kind and racist incidents are extremely rare. The school celebrates its cultural diversity and displays emphasise the multicultural nature of the school. One boy took great pride in reading his personal profile in Farsi from a wall display, translating it and explaining 'I don't need reading support in Farsi.' Successful action to support the progress of girls, pupils who speak English as an additional language and those known to be eligible for free school meals has narrowed gaps. The school has rightly identified White British pupils as a group who are still underachieving and a variety of strategies has improved their attendance and is aimed at engaging them and their parents and carers in order to improve achievement.

Staff understand well the school's clear and effective policies to safeguard and protect pupils. There are well-established and thorough systems to protect children, and staff regularly receive good-quality training in safeguarding, relevant to their role. Relationships with parents and carers are highly positive and the school is a strongly cohesive community. A number of schemes, including a phonics workshop and a 'Big Talk Homework' initiative actively involve parents and carers in their children's learning. Community cohesion is promoted satisfactorily. Pupils from different backgrounds mix notably well. The school has a strong, well-established link with a school in Uganda, but links with other schools are confined to the local area and wider national links are not yet established.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

The outcomes for children in the Early Years Foundation Stage are good. Teachers’ assessments are accurate, thorough and useful in planning the next stage of work. Children are set targets, especially for improving numeracy and literacy standards. They are involved in evaluating their own progress towards their targets. Parents and carers are also aware of these targets and are encouraged to help their children to reach them. Very good involvement of parents and carers in their children’s learning, particularly with support for reading, talking, writing and phonic work is having strong impact on children’s learning, progress, behaviour and attendance. Parents and carers are also becoming familiar with how their children are taught, what they are learning in school and how they can support them at home. A high level of satisfaction was expressed by parents and carers in a recent survey conducted by the Early Years Foundation Stage leader.

Provision is outstanding. Children make a good start to their education in the Nursery and are well supported by adults in their work and play activities, which are well planned, organised and resourced. Children’s work and learning plans are displayed, thus making the learning environment more stimulating and encouraging parents and carers to join in. Many children speak different languages, which are used productively in children’s writing, and diversity of children’s backgrounds are celebrated. Teaching is good and often outstanding, responding to children’s needs and interests and encouraging independent learning. Teaching assistants provide useful support both inside and in outdoor areas, by talking to the children and making observations and taking notes about their development and points for next

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steps in learning. The children have a stimulating environment and they follow a curriculum which is tailored to their needs. Children are well settled, safe and secure, and they show positive enjoyment in learning and attending school. Risk assessments are in place, for example for outdoor activities.

The leadership and management of the Early Years Foundation Stage are outstanding. The staff have high aspirations for the children, whatever their ability or background, and these high expectations are reflected in the children’s good social and academic progress. The team is managed effectively. Analysis of attainment on entry data is thorough. Accurate tracking of progress and team meetings are used to make strategic decisions as well as to identify those children in need of additional support. The leader provides an excellent role model for staff within school and for other local schools. Good teamwork ensures that new staff are inducted well and operate successfully within the well-established routines, for example in planning teaching strategies and in assessing children’s learning. The large support team is skilled and committed and the leader has ensured that their professional development builds on their skills, so improving their own and the children’s experience.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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## **Views of parents and carers**

Fewer than 15% of parents and carers returned questionnaires, which is below average for this type of school. Their responses were overwhelmingly positive and several parents and carers commented on the high standard of care which their children receive. Parents and carers agreed that their children enjoy school and the vast majority felt that the school keeps their children safe and that teaching is good. Very few parents and carers expressed concerns. A very small minority said that the school does not take account of their suggestions. However, inspectors were generally impressed by the efforts which the school makes to communicate 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 Cedars Manor 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 528 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	61	30	39	0	0	0	0
The school keeps my child safe	45	59	30	39	1	1	0	0
The school informs me about my child’s progress	33	43	37	49	5	7	0	0
My child is making enough progress at this school	34	45	36	47	4	5	0	0
The teaching is good at this school	40	53	34	45	1	1	0	0
The school helps me to support my child’s learning	34	45	38	50	2	3	0	0
The school helps my child to have a healthy lifestyle	31	41	41	54	1	1	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)	30	39	37	49	2	3	0	0
The school meets my child’s particular needs	31	41	38	50	4	5	0	0
The school deals effectively with unacceptable behaviour	33	43	35	46	4	5	1	1
The school takes account of my suggestions and concerns	28	37	38	50	1	1	4	5
The school is led and managed effectively	35	46	33	43	3	4	0	0
Overall, I am happy with my child’s experience at this school	40	53	34	45	1	1	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.**



10 November 2011

Dear Pupils

### **Inspection of Cedars Manor Primary School, Harrow HA3 6LS**

Thank you for the warm welcome when we visited your school. We enjoyed talking to you and took careful note of the positive comments which you and your parents and carers made about the school. We were very impressed by the improvement in your attendance and by your good behaviour. We liked the ways in which you respect and care for one another and the ways in which you help each other to learn and to succeed.

Your school is good because:

- the headteacher and the staff care about you and help all of you to make good progress
- it is a pleasant and exceptionally safe and happy place.
- the staff help you and especially those of you who have difficulties with your learning: learning assistants are especially helpful in lessons and spend extra time helping you to improve your reading and other skills
- teachers plan interesting lessons and give you enjoyable and exciting things to do.

To help your school to be even better, we have asked the headteacher and her staff to:

- challenge all of you and especially those of you who find some of your work easy by giving you interesting and challenging work which will help you to reach higher levels
- develop links with other schools, so that you learn more about the way of life of people in other areas of the United Kingdom.

We wish you every success in the future.

Yours sincerely

John Worgan  
Lead inspector

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