

# Brookfield Infant School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 118484            |
| <b>Local Authority</b>         | Kent              |
| <b>Inspection number</b>       | 358360            |
| <b>Inspection dates</b>        | 2–3 February 2011 |
| <b>Reporting inspector</b>     | Gavin Jones       |

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>                 | 4–7                                       |
| <b>Gender of pupils</b>                    | Mixed                                     |
| <b>Number of pupils on the school roll</b> | 169                                       |
| <b>Appropriate authority</b>               | The governing body                        |
| <b>Chair</b>                               | Martin de Young                           |
| <b>Headteacher</b>                         | Pauline Woods                             |
| <b>Date of previous school inspection</b>  | 25 November 2007                          |
| <b>School address</b>                      | Swallow Road<br>Kent<br>ME20 6PY          |
| <b>Telephone number</b>                    | 01732840955                               |
| <b>Fax number</b>                          | 01732 875942                              |
| <b>Email address</b>                       | headteacher@brookfield-infant.kent.sch.uk |

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|--------------------------|-------------------|
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team visited twelve lessons, observing all seven class teachers at least once. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at various documentation including development plans, the school's self-evaluation, the school's own monitoring and that of the local authority. The team looked at safeguarding documentation and at 75 questionnaires from parents and carers. They also received 10 questionnaires completed by staff.

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

- Why is attainment not higher by the end of Year 2, given the positive picture of progress in Early Years Foundation Stage?
- Are there variations in the quality of teaching and learning in any particular year group, as progress does not appear to be good everywhere?
- What is the quality of leadership and management at all levels, in relation to monitoring and driving improvement, especially in a range of subjects?
- What is the extent to which pupils understand ethnic, religious and cultural diversity in British society and on a more global scale? What is the extent to which pupils understand ethnic, religious and cultural diversity in British society and on a more global scale?

## Information about the school

Although growing, this is a slightly smaller than average-sized school. The proportion of pupils with special educational needs and/or disabilities is broadly average, with pupils having a range of needs including speech and language, behaviour and social skills. The proportion of pupils from minority ethnic heritages is below the national average but growing. A much higher than average proportion of pupils is known to be eligible for free school meals. Children in the Early Years Foundation Stage are taught in two classes. The school holds a number of awards including Investors in People, the Basic Skills award and National Healthy School Status. The headteacher was appointed soon after the last 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

Brookfield is a good school. The school has improved on many fronts since the last inspection, spurred on by the ambition and drive of the headteacher, who has managed to galvanise the staff into a coherent and well-formed team, sharing readily the headteacher's vision for improvement. Successes have been noted through the introduction of a reading support programme which has seen reading improve year on year. A recently introduced pupils' progress tracking system enables teachers to track progress more accurately and has shown progress overall to increase to a good level. The school has engaged effectively with parents and carers, to the extent that nine out of ten make very positive statements about the school in the questionnaire. The school is currently receiving good quality support from the local authority to help improve the Early Years Foundation Stage. It is early days to see results in terms of progress, but there is already a purposeful feel to learning in the setting. The school's self-evaluation is effective. Taking into consideration the improvements and good pupils' progress tracking systems in place, the success of the reading support programme and commitment of the headteacher, staff and the governing body, the school has good capacity for future improvement.

Care, guidance and support are of a high quality and are having an especially positive impact on the school's most vulnerable pupils. Pupils' personal development, in a range of areas including their behaviour and understanding of healthy issues, is good. The curriculum is now much more engaging for pupils and is full of enrichment activities both in and out of school.

◆ Children get off to a good start in the Early Years Foundation Stage. By Year 2, pupils leave the school with firmly average attainment, suggesting they have made good progress from their starting points and over their time at the school. With a significant minority of pupils now reaching standards that are above those expected by the end of Year 2, the school is rightly planning to concentrate on giving additional support to the pupils just below this group to further raise the profile of attainment. In order to do this, the school plans to focus on improving the quality of teaching. While this has remained satisfactory since the last inspection, there have been several changes in staff. The school now has a robust system of monitoring in place and has become more aware recently of where the areas for development in teaching are and how they should be tackled. The school's leaders have ensured equal opportunities for all pupils, who, as a result, make similar good progress. They keep pupils safe and virtually all parents and carers celebrate this fact. The governing body plays its part in this, but does not yet gather enough information itself in order to hold the school to account. The policy and practice of the community cohesion work is good in its local context, but has not yet been extended to encompass national and global issues sufficiently.

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

- Ensure that by July 2011, in reading, writing and mathematics, 90% of pupils in Year 2 reach Level 2 by:
  - improving the proportion of good teaching to 70% by sharing existing good practice highlighted during monitoring
  - ensuring that teachers use assessment during lessons to check on pupils' progress
  - supporting teachers in modelling activities more clearly so that pupils know what they have to do and how they will know they have been successful
  - extending the monitoring of subject leaders to check on progress in these areas.
- Enhance the promotion of community cohesion by:-
  - giving pupils a clearer understanding of what life is like in multicultural United Kingdom today, supported by adapting topics to have a more multicultural aspect and making links with a school in a different setting
  - multicultural aspect and making links with a school in a different setting
  - giving pupils a more detailed and age-appropriate understanding of their place in the global community.

## Outcomes for individuals and groups of pupils

|          |
|----------|
| <b>2</b> |
|----------|

Almost all parents and carers who responded in the questionnaire agree that their children enjoy learning. The progress pupils make in their learning has improved since the last inspection by small amounts annually and is now good. The same year on year rise can be seen in attainment, which is now average in reading, writing and mathematics. Pupils with special educational needs and/or disabilities make the same good progress as their classmates, as they receive consistently good support. At the same time, around a third of pupils reached standards above those seen for pupils in Year 2 nationally, achieving good success. This has been as a result of targeted support in a range of areas, especially reading, where significant success has been noted. Bearing in mind significant recent changes in staff and a much slower rate of improvement immediately after the last inspection, current outcomes are good. In a literacy lesson, following the visit of a theatre group, pupils in a Year 1 class were excited to get started on their Egyptian stories following the excitement of 'Mummy Mia!' The school has successfully managed to improve pupils' attendance and, as a result, it is now average. However, pupils' readiness to move to the next stage of education can only be satisfactory as their attainment is not yet securely high enough.

◆ Exemplary behaviour and great interest in a reading support lesson ensured good progress and a high level of enjoyment. Again, in a Year 2 lesson, pupils were enthralled as they looked at pictures giving a bird's-eye view of a village. Behaviour in lessons was often good and never less than satisfactory, giving good support to learning. The same was true at playtime and lunchtime, when good support is given by assistants and helpers. Pupils feel very safe, as adults look after them exceptionally well. Pupils are proud of their school and play their part in the school council with enthusiasm. They are active in

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charitable causes and have good links with the local community. Their understanding of healthy life issues, reflected in the school's award, is good for their age and many take advantage of the healthy lunches provided by the school. Pupils show respect for each other and understand the difference between right and wrong. Their spiritual development is supported well by assemblies and by the ways that the school celebrates individual achievements. Cultural development, while being satisfactory, is not as well supported by activities organised by the school, as these tend to be good in themselves but do not form a well-balanced school-wide plan.

*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:<br>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>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> |

<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?

Although just under half of the lessons observed were good, other lessons had elements of good practice in them. However, overall, the picture is one of more satisfactory teaching than consistently good. As there have been very recent staff changes, new teachers and teachers who have changed year groups have not yet fully settled into their new roles. Planning, relationships and marking are all good, with the latter based on visual signs, where both staff and children use an accepted range of faces and single words to reflect their views on the quality of the work. Although teachers make good use of their assessment data in deciding on how they will challenge a range of pupils' differing learning needs, they do not use assessment techniques during lessons, so that they might check on how well pupils are learning. They explain the learning objectives to pupils but

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do not always show them what their activities entail. As a result, some pupils can become confused and restless.

The curriculum has been well focused on providing opportunities for pupils to improve their basic skills and is recognised in the Basic Skills award held by the school. Consequently, attainment and achievement are both improving for all groups of pupils. The school has been very successful in motivating boys in their work. More recently, the school has managed effectively to broaden the curriculum without losing a focus on basic skills. It introduced the Red Ted character (Reading Every Day, Talking Every Day) which supported pupils and their families. In an effort to make learning fun and more first hand, the medieval banquet gave pupils the chance to re-enact part of their history work. Good links are made between subjects supporting the use of literacy skills. After-school clubs for sport and art are well attended and give good opportunities to improve social awareness and other skills.

◆ Pastoral care is exceptionally effective because it is well targeted. This has supported pupils in making good progress in their work and personal development. Excellent attention is given to a wide range of vulnerable pupils; a clear example of the school's ethos in action. Parents and carers have a very positive belief in the school's ability to look after their children, as noted in the questionnaire. The school's work with families, especially those facing challenging circumstances, is of particularly high quality, with excellent support from the family liaison officer, who also forms a very good transition link for pupils, as she works in both infant and junior schools. This work is reflected in the school's National Healthy School Status.

*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>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

There is good overall leadership, underpinned by the vision and drive of the headteacher, who is continuously seeking to embed ambition and drive forward further improvements. There is now shared ownership of her vision, although this took a little while to establish for all staff when she joined the school. As a result, although many things have been done to improve progress, attainment, tracking and a range of other features, there has not been sufficient time to embed all of these. Senior leaders work as one and encourage others with responsibilities to be more accountable. Most successful is the work in reading, with pupils who have special educational needs and/or disabilities and the work to support families. New personnel in the Early Years Foundation Stage are working well with the local authority advisors to make progress on a range of issues. The whole-school team is reflective, motivated and seeking to continue with improvements. Their own very positive

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questionnaire reflects this. Further partnerships with parents and carers, speech therapists, the local junior school and the school's extended provision for families are all giving good support to raising attainment, speeding up progress in learning and improving attendance. The new family room is a good example of the school's strong local community links. This is much stronger than more extended links. The governing body plays its part in supporting the school and understanding its strengths and development needs. It oversees good quality safeguarding systems and procedures. These procedures and practices are good. The school has a robust system for checking the backgrounds of all adults in the school. Child protection training and procedures are up to date. It does not, however, gather sufficient of its own information through monitoring to challenge the performance of the school. The school's commitment to equal opportunities and tackling any discrimination is seen in the way that it ensures that the growing number of pupils from minority ethnic heritages and those who have particular needs all make similarly good progress.

*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:<br>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**

On entry to Reception, children have not all benefited from good pre-school settings and consequently their personal, social and emotional skills and early literacy skills are low for their age, as is their knowledge and understanding of the world. This year, however, children have entered with a range of skills that are broadly average for their age. There have been major changes in personnel in the Reception classes and the whole of the teaching areas were prepared anew for the current intake. The environment is bright, cheerful and shows clear areas of learning in both classes. As a result of good support from the local authority, many things are now in place, but have not had sufficient time to embed thoroughly. There is a good tracking system in place, which supports learning and points to children's next steps in their learning. These assessments are taken from focused



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observations, with practitioners rapidly building confidence in their judgements. Children are ascribed to individual adults and therefore are able to receive individual support for their needs. While teaching is satisfactory overall, children are making sound progress in learning. At this early stage in the new setting, there is not enough scope for children to initiate their own learning. At times, when they are directed to learning that does not engage them fully, children can lose focus on their tasks. However, adults are gaining good skills and strategies for re-engaging them quickly. While children are able to make choices and find the resources they need, opportunities for this are not seen often enough. Good progress is being made in reading, the use of numbers as labels and in physical development, supported well by the comprehensively resourced outdoor classroom. They make less progress in aspects of their personal development and their understanding of the world around them. Leaders have made very positive steps to engage parents and carers in their children's' learning. As a result, they are supportive, positive about the school and welcome such innovations as weekly diaries, opportunities to go to the library and also share progress meetings with teachers. Children know about healthy living and, without reminders, observe good hygiene practices. Children are looked after well by the team of practitioners.

*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

A very large majority of comments received in questionnaires from parents and carers were positive and reflected the good levels of satisfaction in the school's work. Over 97% felt that their children enjoyed school, were kept safe, were taught well, helped to have a healthy lifestyle, that the school was well led and that they were happy with their children's experiences at school. Inspectors concur with the many positive statements made. The inspection team does not endorse the less positive view about the school not taking parent and carers views into account. Parents and carers have opportunities to respond in the questionnaires provided by the school and other more informal opportunities such as coffee mornings and workshops at which they are encouraged to discuss improvements with staff. Parents and carers suggested that the school might erect a canopy so that they might wait out of the rain for their children. The school responded to this readily, recognising the validity of the request.

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

Ofsted invited all the registered parents and carers of pupils registered at Brookfield 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 51             | 68 | 22    | 29 | 2        | 3 | 0                 | 0 |
| The school keeps my child safe  | 57             | 76 | 17    | 23 | 1        | 1 | 0                 | 0 |
| My school informs me about my child's progress  | 38             | 51 | 30    | 40 | 3        | 4 | 3                 | 4 |
| My child is making enough progress at this school   | 42             | 56 | 26    | 35 | 3        | 4 | 1                 | 1 |
| The teaching is good at this school   | 49             | 65 | 24    | 32 | 0        | 0 | 1                 | 1 |
| The school helps me to support my child's learning  | 50             | 67 | 22    | 29 | 2        | 3 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 43             | 57 | 31    | 41 | 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) | 43             | 57 | 24    | 32 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 39             | 52 | 32    | 43 | 3        | 4 | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 34             | 45 | 34    | 45 | 3        | 4 | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 37             | 49 | 29    | 39 | 4        | 5 | 1                 | 1 |
| The school is led and managed effectively   | 52             | 69 | 22    | 29 | 1        | 1 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 49             | 65 | 23    | 31 | 3        | 4 | 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      | 59  | 35   | 3            | 3          |
| Primary schools      | 9   | 44   | 39           | 7          |
| Secondary schools    | 13  | 36   | 41           | 11         |
| Sixth forms          | 15  | 39   | 43           | 3          |
| Special schools      | 35  | 43   | 17           | 5          |
| Pupil referral units | 21  | 42   | 29           | 9          |
| All schools          | 13  | 43   | 37           | 8          |

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

The data in the table above are for the period 1 September 2009 to 31 August 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

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.**



4 February 2011

Dear Pupils

**Inspection of Brookfield Infant School, Larkfield, ME20 6PY**

You may remember that three inspectors came to visit your school very recently. Thank you for making us feel welcome. We enjoyed our visit and I am writing to tell you what we found out. You go to a good school.

- Adults in your school look after you exceptionally well.
- You make good progress in your work.
- You behave well and have a good understanding about healthy living.
- You contribute well to your school and the local community.

We have asked the school to do two things to help it improve even further.

- To make sure through more good teaching that most of you at least reach the levels expected for your age in reading, writing and mathematics.
- Help you understand more clearly what life is like in other parts of the country and the world.

All of you can help, too, by continuing to come to school regularly and trying to get your Red Ted teddy bears.

Yours sincerely

Gavin Jones Lead inspector

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