

# Ryton Park Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 122737              |
| <b>Local Authority</b>         | Nottinghamshire     |
| <b>Inspection number</b>       | 340204              |
| <b>Inspection dates</b>        | 13–14 December 2010 |
| <b>Reporting inspector</b>     | Paul 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>                      | 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> | 522                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Richard Eaton                         |
| <b>Headteacher</b>                         | Richard Lilley                        |
| <b>Date of previous school inspection</b>  | 19 June 2007                          |
| <b>School address</b>                      | Memorial Avenue<br>Worksop<br>S80 2BW |
| <b>Telephone number</b>                    | 01909 534064                          |
| <b>Fax number</b>                          | 01909 534068                          |
| <b>Email address</b>                       | office@rytonpark.notts.sch.uk         |

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|--------------------------|---------------------|
| <b>Age group</b>         | 3–11                |
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 16 teaching staff while visiting 28 lessons or parts of lessons. Meetings were held with representatives of the governing body, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at a range of documentation including the school's self-evaluation, assessment and tracking information, minutes of governing body meetings, arrangements for safeguarding and pupils' work. Staff questionnaires were also scrutinised along with 209 completed by parents and carers.

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

- The progress made by pupils in English and mathematics across the school.
- The progress and achievement of pupils from some minority ethnic groups and of pupils at school with special educational needs and/or disabilities.
- How well teachers adapt plans to address the needs of different groups of pupils including those new to the school, the average and more-able.
- The impact of leadership at all levels on raising pupils' attainment.

## Information about the school

Ryton Park is a much larger-than-average primary school serving an area of north Nottinghamshire. As a result of the closure of a nearby school that was subject to special measures, the number on roll of Ryton Park Primary more than doubled in 2009. However, the school still occupies the two original sites with children from Nursery to Year 6 on both sites. The school will move to new accommodation in September 2011. Most pupils are from White British heritage, but there is an increasing number from a wide range of other minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is below average and a few are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than that seen nationally. The percentage of pupils with special educational needs and/or disabilities is average. Most of these pupils have mild learning difficulties, although a very small number have more complex learning needs. The number of pupils who join or leave the school at times other than the normal times is much higher than in most schools.

The school has gained Healthy Schools status, the International Schools Award, the ICT (Information and Communication Technology) excellence award and is a BECTA ICT best school regional winner for the East Midlands area.

**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

Ryton Park Primary School provides a good education for its pupils. Parents and carers are particularly pleased with the excellent care, guidance and support provided for their children. The views of one parent or carer are typical of many when commenting: 'I am very pleased with the outcome of my two children's education, my eldest changed schools beginning of last year and he did more work within one month here than he ever did at his old school. He has been given the attention needed to help him catch up. I cannot fault this school in any way at all.'

Following a turbulent period when the school's roll increased significantly, pupils' attainment in national tests dipped and was very low. However, as a result of the drive of the senior leadership team, effective teaching and a rich curriculum, pupils' attainment has risen significantly. Pupils make good progress from their very low starting points, although past underachievement results in attainment that is below average in the key areas of English and mathematics. Pupils really enjoy coming to school and their enthusiasm for activities is reflected in the levels of attendance that have improved very considerably over the past two years. Teachers make learning interesting and work hard to encourage pupils to do well. All groups of pupils achieve well because of the very effective additional support provided for those pupils who are new to the school, are at an early stage of learning English as an additional language or who have special educational needs and/or disabilities. Pupils who are potentially vulnerable are provided with excellent pastoral help, enabling them to participate fully in the life of the school.

Pupils comment that 'learning is fun' and this helps to promote their good and often excellent behaviour in lessons. Teachers mostly plan work effectively for different ability groups. However, assessment information is not always used sufficiently well to ensure the most-able pupils progress as quickly as they should and these pupils are sometimes required to listen unnecessarily to teachers' explanations. The school has rightly identified the need to ensure there are more opportunities to improve pupils' writing and mathematical skills through work in other subjects. The curriculum is good. The key subjects of English, mathematics and science are rightly given prominence, but they are enhanced through an extensive range of visits and visitors. The excellent information and communication technology (ICT) resources are used very effectively. For example, the pupils regularly produce a television programme, highlighting the school's work which is shown to all pupils on both sites. Music is given considerable prominence with a large number of pupils receiving free instrumental tuition.

The headteacher, very well supported by senior staff, has worked effectively to ensure that common policies are implemented across the two sites in readiness for the move to the new school. Self-evaluation is very rigorous and the senior leaders and managers have identified accurately areas for improvement and what works well. Monitoring teams,

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including subject leaders, work across both sites to ensure the assessments of how well pupils are progressing are accurate. The systematic monitoring of teaching, with effective mentoring and support for staff, has had a good impact on pupils' learning. The school's planning for community cohesion is good and a wide range of partnerships make a useful contribution to this aspect of its work. The school's participation in the Stephen Lawrence Project is helping to ensure there is no discrimination and that pupils from all heritages achieve as well as one another. The leadership has been very effective in arresting and reversing the decline in pupils' attainment and attendance, and this indicates the school's good capacity to sustain further improvements.

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

- Increase the proportions of pupils who attain the average and higher levels in English and mathematics by providing more opportunities for pupils to practise and use their skills in subjects other than English and mathematics.
- Accelerating the progress of the most-able pupils further by:
  - ensuring that teachers make the best use of assessment information when planning lessons to ensure these pupils are really challenged
  - allowing them more opportunities to carry out the activities without always listening to the teachers' explanations.

**Outcomes for individuals and groups of pupils****2**

Results in national tests show that, by the end of Year 6, pupils' attainment in English and mathematics is below average. Inspectors' observations confirm this but show that an increasing number of pupils are attaining the expected levels. From exceptionally low starting points, all pupils, including those from minority ethnic groups, make good progress throughout the school. The introduction of the regular teaching of letter sounds and blends throughout the school provides the pupils with a secure foundation for the development of reading skills which progress well. It is also helping to address past underachievement in both literacy and mathematics. Lesson observations confirm that pupils' speaking skills are broadly average and improving, the result of increased opportunities for them to provide extended responses to teachers' questioning. In literacy lessons visited during the inspection, pupils' grammatical skills and the ability to write at length were progressing well. For example, in a good Year 4 lesson, pupils' skills progressed well as they added their ideas to the story of 'The Little Matchgirl'. There are some opportunities for pupils to practise and improve literacy and numeracy skills in other subjects, but not all teachers are consistent in seeking out opportunities to really embed the skills and understanding across the curriculum. Pupils with special educational needs and/or disabilities enjoy the opportunity to work in small groups and the individual tailored support, and this helps them to make good progress.

Pupils' good ICT skills, improving basic skills and regular attendance, together with their good social skills, prepare them well for the next stage of their education. Pupils are polite, cooperate sensibly with one another and behave well, both in and out of lessons. Older pupils contribute well to improving behaviour through their role as 'Playground Peacemakers'. Discussions with pupils indicate they feel that bullying is a rare occurrence and they say they feel safe in school. Parents and carers confirm this, with almost all who

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responded to the questionnaire saying their children are kept safe in school. There is a good focus on encouraging healthy lifestyles, which has led to the school being awarded the Healthy School status. Most pupils try to eat healthily and participate well in the good range of sporting activities on offer. They make a strong contribution to the school community through the school council, acting as playground helpers and operating the tuck shop, banking all of their profits for future projects. Pupils have a growing awareness of the different cultural, religious and socio-economic backgrounds of people in their community and further afield.

*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

**How effective is the provision?**

Teaching is never less than satisfactory, is mostly good and with evidence of outstanding practice. All teachers demonstrate good subject knowledge and manage pupils effectively so there are minimal disruptions to learning. In the best lessons, teachers have very high expectations of what pupils are capable of achieving. For example, in an outstanding Year 4 lesson, the pupils made rapid progress in their understanding of plotting coordinates in the first quadrant because the teacher modelled the activity well, planned very carefully for pupils of differing abilities and allowed them to learn from their mistakes. Teachers make good use of interactive whiteboards and other technology to making learning more interesting for the pupils and encourage, where appropriate, pupils' use of computers to aid their learning. Teachers are increasingly making good use of the wealth of assessment

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information to plan lessons, but occasionally it is not always pitched sufficiently high to ensure that the most-able pupils progress sufficiently quickly.

The curriculum caters well for all groups of pupils, including those with special educational needs and/or disabilities and those at an early stage of learning English as an additional language. For example, there is a considerable amount of one-to-one support for those pupils who need to catch up in the key areas of reading, writing and numeracy. Visits and visitors provide additional enjoyment for the pupils and enhance the curriculum well. Excellent ICT provision and good opportunities for music and art add good depth and interest to the curriculum. A wide range of extra-curricular clubs and visits add to pupils' enjoyment of school. Residential trips provide good opportunities to develop pupils' social skills. Personalised programmes for potentially vulnerable pupils ensure that their personal, social and emotional needs are well met. The high proportion of pupils who enter the school at differing times throughout the year, many who stay for only a short time, are catered for exceptionally well. Their needs are assessed quickly and effective support packages implemented. The school is doing all it can to improve attendance rates further through a wide range of strategies.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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 governing body has provided good support and challenge to the school's leadership during a difficult period. The acquisition of a large number of pupils who had not been achieving their potential and whose attendance was low provided considerable challenge. The determination and skills of the headteacher and senior staff have enabled them to respond well to these and other demands. Throughout the school, there is a clear picture of embedded ambition and a drive for improvement. Senior leaders at all levels are involved in monitoring the quality of teaching and learning and this has been effective in accelerating progress. Regular progress meetings, utilising the detailed tracking information gathered by the school, is enabling senior staff to determine if there are patterns of underachievement. The consolidation of resources across the two sites together with the positive and improving outcomes for pupils demonstrate that the school is providing good value for money.

The school's promotion of equal opportunities is good and it strives hard to avoid discrimination by providing support for those pupils who are underachieving. The effectiveness with which the school promotes community cohesion is good. Links with schools in the United Kingdom and further afield, enhanced through email and videoconferencing, provide the pupils with a good awareness of people from different

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backgrounds. At the time of the inspection, all safeguarding procedures were in place and fully met requirements; records are meticulously maintained and the governing body monitors the implementation of the school's policies and practices. There are excellent links with support agencies and secure child protection procedures ensuring the good welfare of potentially vulnerable pupils.

*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>2</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>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

Children enter the Nursery classes with skills and abilities that are exceptionally low for their age, particularly their social and communication skills. Good teaching and effective support ensures that most children make good progress throughout the Early Years Foundation Stage, although on entry to Year 1 their attainment is still well below average. Staff know the children well and are aware of any specific needs, and all procedures to support the welfare of children are fully in place. There are effective links with parents and carers who are encouraged to contribute to their children's learning. An effective programme of teaching letter sounds helps to develop the children's early reading and writing skills. A good range of activities provides interest for the children. For example, they thoroughly enjoyed making the Christmas trees, talking about Christmas and using cameras to take pictures of their activities.

The Early Years Foundation Stage coordinator, who was appointed in September 2010, is providing satisfactory leadership and management. Assessment procedures are developing well although, occasionally, there are missed opportunities. There are good outside areas where children can learn but planning does not ensure that these are used to fully extend the children's learning that takes place inside the classrooms.

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*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                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

## Views of parents and carers

The proportion of parents and carers returning the questionnaire was higher than in other primary schools. Almost all parents and carers expressed positive views of most aspects of the school. A few expressed concerns at the how the school responded to their suggestions and concerns. Inspectors looked into this during the course of the inspection. They found that the school is rightly exploring a range of strategies to see how communication procedures can be improved further.

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

Ofsted invited all the registered parents and carers of pupils registered at Ryton Park 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 209 completed questionnaires by the end of the on-site inspection. In total, there are 522 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 126            | 60 | 80    | 38 | 2        | 1 | 0                 | 0 |
| The school keeps my child safe  | 127            | 61 | 80    | 38 | 0        | 0 | 2                 | 1 |
| My school informs me about my child's progress  | 115            | 55 | 87    | 42 | 7        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 112            | 54 | 90    | 43 | 6        | 3 | 1                 | 0 |
| The teaching is good at this school   | 124            | 59 | 81    | 39 | 1        | 0 | 2                 | 1 |
| The school helps me to support my child's learning  | 111            | 53 | 93    | 44 | 2        | 1 | 2                 | 1 |
| The school helps my child to have a healthy lifestyle   | 98             | 47 | 103   | 49 | 4        | 2 | 2                 | 1 |
| 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) | 96             | 46 | 102   | 49 | 5        | 2 | 1                 | 0 |
| The school meets my child's particular needs  | 112            | 54 | 92    | 44 | 1        | 0 | 1                 | 0 |
| The school deals effectively with unacceptable behaviour  | 112            | 54 | 84    | 40 | 7        | 3 | 1                 | 0 |
| The school takes account of my suggestions and concerns   | 94             | 45 | 95    | 45 | 11       | 5 | 2                 | 1 |
| The school is led and managed effectively   | 118            | 56 | 82    | 39 | 4        | 2 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 128            | 61 | 78    | 37 | 0        | 0 | 2                 | 1 |

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

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

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

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

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

## Common terminology used by inspectors

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

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



15 December 2010

Dear Pupils

**Inspection of Ryton Park Primary School, Worksop S80 2BW**

Thank you very much for welcoming us when we visited your school recently. We really enjoyed talking to you, looking at your work and watching you learn. This letter is to tell you what we found out about your school and what we have asked the school to do to become even better.

You go to a happy and welcoming school that provides you with a good education.

You say you really enjoy school and we saw that in your enthusiasm and good behaviour.

You have a good understanding of what you need to do to keep you healthy and fit.

There is a good curriculum with a good range of clubs, activities, visits and visitors that make your work more interesting.

The teachers and staff look after you exceptionally well. They give those of you who find learning difficult or who have difficulties, considerable help and support.

Those in charge of the school are working hard to help it improve.

In order to make your school even better, we have asked your headteacher and staff to do the following.

Increase the number of you who attain the average levels in English and mathematics by the end of Year 6 by providing you with more opportunities to practise your writing and mathematical skills in other subjects.

Help teachers to make better use of information about how well you are learning when planning lessons, particularly for those of you who find learning a little easy.

You can help by coming to school regularly and really trying hard with your writing.

Yours sincerely

Paul Edwards

Lead inspector

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