

# Holy Trinity Church of England Primary School

## Inspection report

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|--------------------------------|---------------------------------|
| <b>Unique Reference Number</b> | 117428                          |
| <b>Local Authority</b>         | Hertfordshire                   |
| <b>Inspection number</b>       | 358138                          |
| <b>Inspection dates</b>        | 31 January 2011–1 February 2011 |
| <b>Reporting inspector</b>     | Patricia Davies                 |

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>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 209  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Mother Jane Dicker   |
| <b>Headteacher</b>                         | Sarah Chaloner   |
| <b>Date of previous school inspection</b>  | 27 September 2007  |
| <b>School address</b>                      | Longlands Close<br>Crossbrook Street, Waltham Cross<br>EN8 8LU |
| <b>Telephone number</b>                    | 01992 623467   |
| <b>Fax number</b>                          | 01992 641644   |
| <b>Email address</b>                       | admin@holytrinity.herts.sch.uk                                 |

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

This inspection was carried out by three additional inspectors. Seven teachers were observed teaching during visits to 10 lessons. In addition, inspectors made a series of short visits to several lessons to look at particular aspects of provision. Meetings were held with staff, governors, a group of pupils and the school's improvement partner. Inspectors observed the school's work, and looked at a range of documentation, including safeguarding, monitoring and assessment information, pupils' work, the school's development planning and reports from governing body meetings. They also scrutinised 77 questionnaires received from parents and carers and others received from pupils and members of staff.

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

- The impact of work to improve achievement in mathematics, including for the more able pupils.
- How successfully the school gains pupils' interest and attention in lessons.
- The extent to which the use of assessment information ensures a good match of work to pupils' differing needs and sufficient challenge in lessons.
- The degree to which the pace of improvement is accelerating pupils' achievement, including the contribution made by the monitoring of performance by school leaders and the governing body.

## Information about the school

Holy Trinity is broadly similar in size to most other primary schools. The large majority of pupils are from White British families. A wide range of minority ethnic backgrounds are represented in the school, the largest being from Black and Black British backgrounds. A very few pupils are at the early stages of learning to speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities has risen since the school's last inspection, and is currently above average. Children now join the Early Years Foundation Stage in September each year. There have been many changes to staff since the school was inspected last, including staff members joining during this school this year and teachers new to teaching. Two members of staff are currently on maternity leave. There have also been many changes to the membership of the governing body.

A pre-school group opened on the school site in April 2010. This provision is not managed by the school's governing body and was not part of this 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?**

**3**

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

**3**

## Main findings

Holy Trinity gives its pupils a satisfactory education. Among its strengths are good quality pastoral care, including close attention to pupils' safety and well-being. Parents and carers and the pupils are positive about what the school offers. Pupils praise the friendliness of others and the help they receive from staff. They are hard-working in most lessons and their enjoyment of learning is reflected in increased attendance, which is now above the national average. Pupils' understanding of personal safety and how to be active and healthy is good. They sensibly select nutritious food at lunch time and they take part in sports activities in and out of school.

Pupils' achievement is satisfactory, and their attainment is broadly average. Pupils' progress in English has increased. Strong and consistent features of teaching are the frequent use of discussion and careful planning for written tasks. However, while strategies - such as opportunities for pupils to talk about ideas and solutions - are beginning to be used in some mathematics lessons, they are not used widely enough to be successful. In addition, work is not always matched sharply enough to the needs of pupils in mathematics, especially the more-able pupils. This is particularly the case where there is too much reliance on textbook and worksheet material, most often at Key Stage 1. Such shortcomings contribute to variations in pupils' progress between year groups. So, too, does inconsistency in teachers' use of questioning during lessons and the quality of marking. Quieter pupils are not always encouraged to contribute during discussions. There is sometimes not enough detail in written feedback about pupils' work, especially in mathematics to promote neat presentation.

The disruption caused by changes to staff has placed some constraints on the school's development since its last inspection. Nevertheless, there are now robust systems for tracking pupils' progress. This important improvement gives school leaders a clear view of the impact of the school's work, leading to accurate self-evaluation. Assessment data are explored thoroughly with staff and used to plan additional support for pupils at risk of underachieving. Scrutiny of this information is becoming increasingly refined, so that senior leaders are now considering the relative performance of groups of pupils in greater detail than before. Senior leaders monitoring has been sharpened, and planning for improvement has been prioritised into small, focused steps. The school has taken these actions because it recognises that the rigour of its monitoring and the pace of improvement have not yet been enough to gain consistently good teaching and learning. These factors, together with improvements gained so far, show the school's capacity for further improvement to be satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase achievement in mathematics by:
  - sharpening the match of work in lessons, particularly for the more able
  - reducing the reliance on textbook and worksheet material, especially in Key Stage 1
  - providing more opportunities for pupils to reason and discuss ideas and solutions to mathematical problems.
- Enhance the use of assessment and feedback to pupils about how to improve their work, by:
  - ensuring that marking consistently provides detail about the strengths and weaker elements of their work, especially in mathematics
  - making sure that questioning and discussion during lessons routinely include the quieter pupils and those who do not put up their hands to answer
  - providing and following up comment about the neatness of pupils' work in order to raise expectations of presentation.
- Increase the pace of improvement, in particular by:
  - tightening the rigour and focus of checks on teaching and learning in order to gain consistently good and better provision and progress.

## Outcomes for individuals and groups of pupils

|          |
|----------|
| <b>3</b> |
|----------|

Pupils maintaining attention during lessons is no longer the significant issue raised by the last inspection, and their interest and concentration are now usually good. Pupils confidently and consistently enhance their writing with interesting and imaginative ideas and vocabulary. They respond readily and thoughtfully when asked to resolve a mathematical problem, working well in pairs and producing individual strategies. When given the opportunity, these qualities add much to pupils' learning, resulting in good progress. However, where work is not well matched to their individual needs, particularly in mathematics, noise levels sometimes rise and progress is no better than satisfactory.

Children enter the Reception class with attainment that is broadly at the levels expected nationally. Pupils' achievement is no greater than satisfactory because there is still too much variation for it to be good. This position is true for all groups of pupils, including those from minority ethnic backgrounds and those with special educational needs and/or disabilities. However, the school's concerted effort to improve English has led to accelerations in achievement in reading and writing throughout the school. In addition, short-term programmes of additional support have quickened progress in reading among those pupils in danger of falling behind. Progress in mathematics is satisfactory, and the school recognises that it has yet to give this subject the same focused attention as English. Where new and demanding approaches to mathematics have taken root, pupils are already making good gains in learning.

Pupils mix well with each other. They report no bullying at school and are well aware of the school's systems for promoting good behaviour and ensuring their safety. They say they feel confident in having someone to go to if they have a problem. Their roles as play

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leaders, members of the school council and in running some school clubs, for example, make a valuable contribution to school life.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>3</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>3</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>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The school has already set about injecting more imagination and challenge into its curriculum. Pupils say that lessons are fun and report history topics and extra-curricular activities among their favourite activities. Pupils say they appreciate the sessions of additional support and find it easy to move back into whole-class work afterwards. Links across subjects are developing and work in school is enriched by visits to museums locally and in London, and to Colchester Zoo and Epping Forest. Improvements to assessment have given the school a widening of view of how to adapt its provision to meet pupils' needs and interests more effectively. For example, it has recognised that it is not yet including enough in the curriculum to represent and celebrate the backgrounds of its minority ethnic pupils, and has already spoken with those from Black and Black British backgrounds to gather their views.

Teachers use assessment information with increasing success to make changes to the content of individual lessons and to direct the use of teaching assistants. Consequently, activities and support are often varied appropriately for different ability groups. However, this approach is more confident in English than it is in mathematics. Sometimes, for example, pupils' already higher level of mathematical understanding is not taken into

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account in the content of the lesson, or pupils with different needs complete the same mathematical exercise. Textbook tasks are sometimes ill-matched because, for example, pupils cannot read the vocabulary in order to follow the instructions. More generally, opportunities for discussion are successful and popular with pupils. Nevertheless, there is a tendency to allow a few pupils to remain silent, so that their level of understanding is not assessed or responded to. Marking practices have yet to become fully embedded and effective in showing pupils how to improve the quality and presentation of their work.

Pastoral support is based on good knowledge of individual pupils. There is much multi-agency liaison in support of those with very particular needs, leading to important improvements in confidence and involvement in learning. The breakfast club has played a key role in encouraging good attendance and punctuality for some pupils, and there is appropriate support available within this provision to meet the needs of any child attending from the private pre-school. The importance of safety is a strong element of the curriculum, involving pupils, for example, in assessing dangers around the school. Their posters promoting safe practices using the computer are printed on mouse mats so they do not forget.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

Senior leaders and the governing body have achieved success in improving some key areas, and have laid down some important foundations to support further development. They ensure that new staff are supported, and those new to teaching speak with much appreciation of the guidance they have received. Almost without exception, questionnaires returned by staff were positive about the school's work and their contribution to it. Given the many changes to staff, senior leaders have the lion's share of key responsibilities and subject leadership, and step up to take on additional areas if needed. Training has been used valuably to support staff moving into new responsibilities, and to develop monitoring skills and practices. As a result, the headteacher and deputy headteacher have an accurate understanding of the quality of teaching and learning. Checks on the quality of provision are now being tightened further in order to ensure a faster rate of improvement, reduce any discrimination and increase the equality of opportunity beyond its present satisfactory level.

The governing body is extending its reach and influence. Regular visits into school - covering more informal events like sports day and more focused checks of academic outcomes - give governors a valuable range of information about the school's work. Much supportive attention has been given to improving the school premises and provision for

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information and communication technology. The governing body is active in its oversight of safeguarding arrangements. These are secure, with rigorous risk assessment and regular and effective training in child protection. The needs of the local community are understood and there is a strong partnership with the church. Community cohesion is being extended more widely through links with a school in a rural area and others in Ghana and the Amazonian Forest, while the celebration of the many cultures represented in the school is now growing.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## Early Years Foundation Stage

A calm environment with well-established routines contributes to children's enjoyment of their day-to-day activities. Children make satisfactory progress across all areas of learning, as a result, attainment is broadly average when they move into Year 1. Assessment is secure and used increasingly to refine activities to the needs of each year group. For example, a strong focus on learning the sounds of letters has done much to promote children's early language and literacy skills in the current group. Parents and carers have been drawn into the assessment process, sharing the information in their children's 'Learning Journey' logs and contributing 'Magic Moments' of achievement that happen at home. Transition from home into school has been strengthened, including the opportunity to spend more time in school before children join the class.

Relationships between children and with adults are good. Adults are deployed effectively and share in the planning. While adult-led activities tend to be more effective than those children initiate for themselves, there is an adequate balance between the two. Where questioning is skilful and stories told well, children listen carefully and with enthusiasm, although discussion does not always involve all the children and, sometimes, attention is then lost. There is a clear understanding of the strengths of provision and plans in place to



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address areas in need of further development. One of these priorities is to extend provision in the outdoor area, which does not yet provide activities to cover all areas of learning.

*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

The parents and carers who returned questionnaires were mostly positive, with unanimous agreement that, overall, they are happy with what the school provides and that it keeps pupils safe. The greatest levels of disagreement related to receiving information about children's progress and the account taken of parents' and carer's suggestions.

Parents and carers' written comments showed similar views. Concerns tended to be individual, but there were several about limitations in communication and some anxiety expressed about the impact of changes to staff. The school is working to extend its links with home. Improvements to partnerships with parents and carers when children first join the school, for example the offering of workshops to help support learning at home, illustrate the school's desire to work closely with families. In addition, the school has worked with parents and carers in setting up the private playgroup, reflecting its willingness to respond to their needs and ideas. The inspection also found that the school has been conscientious in providing as much stability as possible for pupils, and support to new staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Church of England 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 51             | 66 | 25    | 32 | 1        | 1 | 0                 | 0 |
| The school keeps my child safe  | 53             | 69 | 24    | 31 | 0        | 0 | 0                 | 0 |
| My school informs me about my child's progress  | 29             | 38 | 40    | 52 | 7        | 9 | 0                 | 0 |
| My child is making enough progress at this school   | 40             | 52 | 32    | 42 | 4        | 5 | 0                 | 0 |
| The teaching is good at this school   | 44             | 57 | 31    | 40 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 42             | 55 | 31    | 40 | 3        | 4 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 36             | 47 | 37    | 48 | 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) | 35             | 45 | 31    | 40 | 1        | 1 | 0                 | 0 |
| The school meets my child's particular needs  | 38             | 49 | 37    | 48 | 1        | 1 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 31             | 40 | 41    | 53 | 3        | 4 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 32             | 42 | 38    | 49 | 5        | 6 | 0                 | 0 |
| The school is led and managed effectively   | 47             | 61 | 28    | 36 | 1        | 1 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 47             | 61 | 30    | 39 | 0        | 0 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 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.**



2 February 2011

Dear Pupils

**Inspection of Holy Trinity Church of England Primary School, Waltham Cross, EN8 8LU**

We were made to feel very welcome by you all when we visited your school and thank you for all your help. We judged that your school is doing what it should to help you learn. As a result, you are making satisfactory progress in learning the things you need for the future. We were pleased to hear how much you enjoy your school activities and to learn that your parents and carers are happy overall with what the school does for you and that it keeps you safe. The school is keen for you to do well and is making improvements to help you do even better than you do now.

Here are some other good things about your school:

The school takes good care of you and, as a result, you have a good understanding of how to keep yourselves safe and healthy.

Attendance has improved a lot, so that it is higher than many other schools.

You concentrate well in most lessons, although sometimes some of you are a bit noisy while you are working.

You are adding lots of interesting ideas and words to your writing, and enjoy talking about your ideas to each other when you have the opportunity to.

We have asked your school to do these things to make it even better:

Make sure that you do well in mathematics by giving you work that is always matched well to your ability, creating lots more chances for you to talk about and think through mathematical ideas, and not using exercises in textbooks and on worksheets quite so often.

Ensure that marking gives you lots of information about how to improve your work, and that those of you who remain quieter in lessons are asked to answer questions more often to check what you know and understand.

Make sure that improvements take place as quickly as possible, and are checked carefully, especially so that all your lessons are taught well.

You can help by working hard and making sure that your work is neat and tidy.

Yours sincerely

Patricia Davies

Lead inspector

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