

# Tattershall Primary School

## Inspection report

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<b>Unique Reference Number</b>	120493
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358772
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Lois Furness

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Teresa Coe
<b>Headteacher</b>	Rebecca Mayfield
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Clinton Park Lincoln LN4 4QZ
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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons and four teachers were observed. Meetings were held with groups of pupils, representatives of the governing body, members of staff and the School Improvement Partner. The inspectors observed the school's work and scrutinised documentation including monitoring and evaluation reports, pupils' work, assessment records, safeguarding documentation and the School Improvement Partner's annual report. In total, 32 questionnaires completed by parents and carers were analysed. The team also took account of responses to the Key Stage 2 pupil survey and the staff questionnaire.

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

- Is the quality of teaching and the use of assessment good enough to ensure the good progress of different groups of pupils?
- How focused are leaders and managers at all levels, including the governing body, in raising attainment and in ensuring good progress?
- How well is the curriculum adapted to meet the needs of more able pupils and those with special educational needs and/or disabilities?
- How well do leaders manage the issue of high numbers of pupils starting or leaving the school other than at the usual times?
- Are tracking and target setting systems robust enough to support the school's work?

## Information about the school

The school is much smaller than the average primary school and the large majority of pupils who attend are White British. A few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average, as is the proportion of those with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is above average. There are four classes, all consisting of pupils from two year groups. A well above average number of pupils join or leave the school during their primary education. The school has received a number of awards including Healthy School status and Activemark. On site there is a Phase 2 Children's Centre, which was not inspected at this time.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Children settle happily into school life in Class 1, where they make satisfactory progress in all the six areas of learning expected for Reception age children. This rate of progress however, is not maintained in Years 1 to 6, and too many pupils do not achieve as well as they should. Attainment, judged to be low at the time of the previous inspection, has fallen further, and attainment by the end of Year 6 is now well below average in English and mathematics. Satisfactory induction procedures ensure pupils settle quickly into this school. Half-termly assessments are made of pupils' knowledge, skills and understanding. This information however, is not used rigorously enough in planning to ensure all pupils, including those with special educational needs and/or disabilities, and those who recently join the school, make good progress. Assessments are not always accurate, and too often are made using a limited range of evidence. A satisfactory tracking system enables leaders to track pupils' progress. However, this system shows too many pupils are making inadequate progress especially in Years 3 and 4. Staff are not held sufficiently accountable for the progress of pupils.

While some positive features of teaching were seen, for example sharing learning intentions with pupils, explaining how to achieve success with their tasks, their effect is minimal in accelerating progress. This is because weak subject knowledge, especially in the teaching of writing, incorrect use of mathematical vocabulary and low expectations of the amount and quality of recorded work, mean teaching and learning are inadequate. Worksheets continue to be used inappropriately, further limiting pupils' progress. Pupils are unable to refer back to completed tasks to help them to further develop their ideas and extend their learning. More-able pupils are not sufficiently challenged and extension work for them is all too often to complete more of the same work. The school has worked hard to develop a thematic curriculum that interests pupils. However, the curriculum does not meet the needs of all pupils, and insufficient opportunities are planned for pupils to practise and extend their skills of literacy, numeracy and information and communication technology (ICT) in other subjects.

Lesson observations and work scrutinies undertaken by leaders and managers do not focus sufficiently well on the effect that teaching has on learning. As a result, guidance for staff about how to make teaching more effective is not sharp enough. The governing body is supportive but does not challenge the school sufficiently. It is too reliant on information from school leaders. The timetable for reviewing policies has lapsed, and consequently

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some policies, including those for safeguarding and ensuring pupils' well-being, are out-of-date and do not fully reflect school practice. Other policies, for example, the e-safety policy, is that of the local authority and has not been personalised to the school. The behaviour management policy is ineffective, and in almost all lessons seen, there were instances of unsatisfactory behaviour which were managed differently in each class. Although the vast majority of pupils behave well and want to learn, the unsatisfactory behaviour of a very small minority disrupts learning. Pupils say they sometimes feel unsafe as they are unsure what to do when their classmates misbehave.

In 2010 levels of attainment at the end of Year 6 declined despite indications in February that attainment should rise. Although evidence shows nine pupils missed the levels expected by one or two marks; only one pupil attained the higher Level 5 in English and mathematics, with no pupils attaining the higher level in reading, writing or mathematics at the end of Year 2. Declining attainment, and inadequate teaching and learning have resulted in pupils making insufficient progress.

The school's self-evaluation is overly generous. The issues of raising attainment and improving the quality of teaching, especially for more-able pupils, identified in the previous inspection have not been resolved. The school is not demonstrating the capacity to sustain improvement.

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

- Raise attainment in English and mathematics, eradicate underachievement and make teaching consistently good by:
  - ensuring accurate assessment information is used meticulously to plan next steps in learning for each pupil
  - raising expectations of what pupils are able to do and can produce in a lesson
  - limiting the use of worksheets to develop pupils' independent recording skills, so that progression in learning is evident
  - providing opportunities for pupils to refer to and build on their previous work, so they can use and develop existing skills
  - improving teachers' subject knowledge, especially in how to teach writing and mathematics
  - ensuring pupils have planned opportunities to practise and extend their literacy, numeracy and ICT skills in other subjects
  - all staff consistently following agreed behaviour management strategies.
- Improve leadership and management at all levels by:
  - members of the governing body developing their role of challenge and finding out for themselves how well the school is performing
  - focusing lesson observations and book scrutinies on learning and providing staff with clear guidance about how to accelerate pupils' progress
  - holding staff accountable for the progress of pupils, expecting at least 85% of pupils to progress by two National Curriculum sub-levels a year.
- Ensure the governing body fulfils its statutory responsibilities by:

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- immediately reviewing and up-dating all policies and procedures, especially those relating to safeguarding
- ensuring an effective behaviour management policy is implemented by all staff so all pupils feel safe within school.

**Outcomes for individuals and groups of pupils****4**

The majority of children's attainment on entry to the school is below that expected for their age. They make insufficient progress and attain levels that are well below average by the end of Year 6. Pupils with special educational needs and/or disabilities as well as those who join the school at times other than in Reception, and pupils who speak English as an additional language, also make inadequate progress. This sometimes improves for pupils whose circumstances have made them vulnerable, when they are appropriately supported by a teaching assistant.

Pupils say they enjoy coming to school to learn and meet their friends. They also recognise the importance of a good education. Attendance is broadly average. However, they say that although their school is 'OK, it could be better!' One pupil said, 'work is sometimes too easy and then I stop listening'. Lesson observations support these views. For example, in a writing lesson for pupils in Year 3 and Year 4, all pupils were using connectives to join sentences regardless of their writing skills or ability. Progress was slow, especially as pupils were not informed that sentences must make sense. In a mathematics lesson for pupils in Year 1 and Year 2, pupils were given the task of finding objects that were longer or 'wider' than a Christmas card. This low level task did not challenge pupils' thinking, and incorrect mathematical language was confusing. In Years 5 and 6, pupils made better progress as the teacher carefully showed them what she expected them to do. Those pupils who engaged with the teacher completed their task satisfactorily. However, four pupils refused to work, and it was only after the teacher spent time with each pupil, that they eventually started to record their ideas. This inappropriate behaviour, which sometimes escalates into something more confrontational, disrupts pupils' learning and hampers progress.

Pupils are aware of the need to lead a healthy lifestyle. The acquisition of Healthy School status and Activemark show the school's commitment to this aspect of education. Pupils know foods that are healthy, such as fruit and vegetables, and say too much fat and sugar are not good for you. School councillors run the 'tuck shop' to reinforce the importance of healthy food. Pupils identify speaking to strangers as dangerous, and they are adamant they will not smoke or take drugs when they are older. Regular exercise they say is important, and most join in enthusiastically in the morning 'activate' sessions. Older pupils are willing to be 'buddies' to newcomers to the school, or to play with or read to younger pupils. Pupils willingly collect for charity for example, the earthquake appeal in Haiti. The spiritual, moral, social and cultural development of the vast majority of pupils is satisfactory. Art and music experiences support pupils' cultural development well, though they have a limited understanding of the wide range of cultures represented in the United Kingdom and the wider world. Although most pupils have satisfactory personal skills, well below average literacy and numeracy skills mean pupils are inadequately prepared for the future.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>4</b>
<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<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?

Teachers use a variety of strategies to involve pupils in lessons. Teaching assistants are deployed well and are clear about their role in the classroom. All teachers encourage pupils to assess their own work by looking for the features of agreed success criteria. However, work planned is not always appropriate to the range of pupils' needs, sometimes resulting in pupils wasting time, for example, by talking about things unrelated to their work. The use of assessment information is weak and although marking often relates to the intended learning, it all too often misses the opportunity to correct basic skills of handwriting, spelling, punctuation and grammar.

A thematic approach to the curriculum alongside links with local artists, sports coaches and the local secondary school, has engaged most pupils' interest. The link with the secondary school has proved beneficial. This has encouraged pupils to become involved in modern foreign language events such as European day, and projects involving design and technology. However, although the experiences are motivating, the outcomes, in terms of recorded work, are inadequate. Those pupils with special educational needs and/or disabilities, and those who are more able, do not receive an appropriate curriculum. In pupils' books, there is too little recorded work, particularly in mathematics. Projects to improve reading have helped engage pupils successfully through drama, visualisation and drawing. However, there is not an appropriate balance between reading and writing activities and as a result attainment in writing remains too low.

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Inclusion is a high priority, and in one class a teaching assistant was seen skilfully 'signing' to a pupil so he could take part in class discussions. Those pupils with behaviour difficulties receive support from a range of agencies; however, safeguarding procedures, including those for behaviour management, do not effectively ensure the safeguarding of pupils and staff. Pupils say staff will listen to their worries and concerns but although problems appear to be solved in the short term, the same things happen again.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

School leaders are not effective in embedding ambition, and insufficient progress has been made in improving the school since the previous inspection. The school's evaluation of its performance is not accurate enough to clearly identify weaknesses. Actions taken to remedy shortcomings are ineffective. Leaders and managers have not done enough monitoring of the quality of teaching and learning through lesson observations, book scrutiny and checking teachers' planning, to help bring about rapid improvement. Whilst much has been done to support those pupils with behavioural difficulties, not enough has been done for pupils' academic development, nor in ensuring other pupils feel safe when confrontational behaviour occurs. Staff commented on how difficult it is to teach when some pupils do not respond to instructions.

Governance is inadequate. The governing body meet termly, but is over-reliant on school leaders for information. A standards committee has been very recently established, but has yet to evaluate the school's performance or hold leaders to account. Safeguarding policies are not reviewed systematically, and not all statutory policies have been approved by the governing body. Policies such as behaviour management do not ensure the safety of pupils or of adults. Health and safety checks are not always recorded, but the vetting of adults working with pupils is secure.

Although pupils are given equal opportunities to participate in activities provided, their low attainment and inadequate overall achievement have come about because the needs of individuals and groups have not been tackled rigorously enough. The school's promotion of community cohesion is satisfactory. Good links are evident within school and the local community, but pupils are less aware of other communities nationally and globally.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</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>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</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>4</b>

## **Early Years Foundation Stage**

Children enter Reception with attainment that is below that expected for their age, especially in communication, language and literacy. On entry to Year 1, attainment has been below average, but in 2010, as a result of improved provision, children's attainment rose and was broadly average at the end of the Reception year. This shows the satisfactory impact of the leadership and management of the Early Years Foundation Stage. Children now make sound progress in their learning, and behaviour is good. They respond satisfactorily to adults' instructions and enjoy the opportunities to choose activities. They enjoy the role play area where four children were seen acting out the story of the birth of Jesus. Planning shows an appropriate balance between indoor and outdoor learning. The environment is generally satisfactory, although the reading area lacks attractive books and the writing area is uninviting. This means children are unlikely to choose reading and writing as independent activities. The 'special books' show secure evidence of children's progress and there is a good emphasis on observational assessment. Although teaching is satisfactory, at times children are expected to listen for too long, resulting in some boys becoming restless. Welfare requirements are in place and staff are suitably trained. The environment is secure and risk assessment conscientiously carried out.

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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	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

Most parents and carers who responded to the questionnaire state their children enjoy school, are kept safe and the school helps their children to lead a healthy lifestyle. A small minority feel their children do not make sufficient progress and that unsatisfactory behaviour is not managed well. They also express concerns about the effectiveness of the leadership and management. Inspectors found most pupils enjoy school and know how to keep healthy. However, policies and procedures with regard to safeguarding are not reviewed regularly enough by the governing body. The pupils themselves express concerns about their safety when unsatisfactory behaviour occurs. Inspectors found that school leaders and managers are not demonstrating the capacity to sustain school improvement and pupils do not achieve as well as they should.

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

Ofsted invited all the registered parents and carers of pupils registered at Tattershall 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	56	9	28	5	16	0	0
The school keeps my child safe	16	50	15	47	1	3	0	0
My school informs me about my child's progress	12	38	14	44	3	9	3	9
My child is making enough progress at this school	12	38	9	28	8	25	3	9
The teaching is good at this school	17	53	10	31	1	3	3	9
The school helps me to support my child's learning	17	53	8	25	4	13	3	9
The school helps my child to have a healthy lifestyle	14	44	15	47	0	0	3	9
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)	14	44	14	44	1	3	3	9
The school meets my child's particular needs	14	44	11	34	3	9	3	9
The school deals effectively with unacceptable behaviour	11	34	10	31	0	0	9	28
The school takes account of my suggestions and concerns	11	34	15	47	3	9	3	9
The school is led and managed effectively	14	44	8	25	2	6	5	16
Overall, I am happy with my child's experience at this school	15	47	8	25	5	16	3	9

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	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.**



13 December 2010

Dear Pupils

**Inspection of Tattershall Primary School, Lincoln, LN4 4QZ**

Thank you for your welcome and for helping us with our work and sharing your views when we inspected your school recently. You enjoy helping each other, for example, as school councillors. Those of you who are new are quickly made welcome and it is good to know that a 'buddy' helps you to find out everything you need to know about the school. You told us sometimes work is too easy and sometimes too hard. We agree, and want your teachers to use the information about what you already know, to help you make the best progress you can, especially in English and mathematics.

We think you get a satisfactory start to school in Class 1. The majority of you behave well, although sometimes, learning time is wasted when you talk about things which are not connected with your work. A few of you find it difficult to manage your behaviour and then some of your classmates say they feel unsafe in the classroom. We think teachers try hard to involve you in lessons, and we noted you enjoyed talking to each other and sharing ideas.

Although there are several things your school does well, it does not provide you with an adequate education and as a result, we have judged that your school requires 'special measures'. This means extra support will be provided to help it to improve. We have asked school leaders to look into pupils' behaviour straight away, and make sure you feel safe at all times when you are in school. Also, we have asked the headteacher, staff and governing body to check regularly that you are all learning fast enough and that teachers always plan the right work for you. Finally, we have asked the governing body to review school policies and procedures to make sure that everyone understands what they have to do to keep you safe and help you to learn.

Thank you again for your help. Please continue to attend school regularly, work as hard as you can in your lessons, and if the work is too easy or too hard, then tell your teachers so they can change it. Inspectors will visit regularly to check that things are getting better.

Yours sincerely

Lois Furness

Lead inspector

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