

Bordesley Village Primary School and Children's Centre

Inspection report

Unique Reference Number	103153
Local Authority	Birmingham
Inspection number	355329
Inspection dates	11–12 May 2011
Reporting inspector	Charalambos Loizou HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	The governing body
Chair	Alan Bamber
Headteacher	Alayne Clowes
Date of previous school inspection	13 January 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 25 lessons and observed 16 teachers and some teaching assistants who were teaching at the time of the inspection. Inspectors held meetings with the Chair of the Governing Body, staff and pupils as well as speaking to some parents and carers. Inspectors observed the school's work and the arrangements in place to safeguard pupils. They also looked at the school's development plan and self-evaluation, as well as assessment data that teachers use to monitor pupils' progress. Questionnaire returns from 102 parents and carers were analysed as well as returns from pupils and staff.

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

- Is attainment improving strongly enough by the end of Key Stage 2 in reading, writing and mathematics?
- Do teachers place sufficient demands on pupils in lessons across the school?
- Is the quality of teaching and learning improving well enough to accelerate pupils' achievement and sustain improvements to attainment?
- How effective is the leadership team and governing body when monitoring the impact of the school's work on the progress and performance of pupils and staff?

Information about the school

This is a large primary school with an Early Years Foundation Stage comprising a Nursery for three-year-olds who all attend full time, and two Reception classes for four-year-olds. In addition, the governing body manages an on-site children's centre and this was also visited by inspectors to evaluate its impact on provision in the Early Years Foundation Stage. Throughout the school the large majority of pupils come from a wide range of minority ethnic backgrounds. The largest groups are represented by pupils of Pakistani, African, Caribbean and Bangladeshi heritage. A small minority of pupils are from White British backgrounds. The percentage of pupils in the early stages of learning to speak English as an additional language is well above the national average. A high proportion of pupils join the school at different times with varying experiences of education. Many who join after the Reception year are new arrivals into the United Kingdom and have no experience of school or education. The proportion of pupils with special educational needs and/or disabilities is in line with that of most schools, and the percentage with a statement of special educational needs is below average. The main areas of additional need include moderate or specific learning difficulties and some pupils have speech and language, emotional or behavioural difficulties. The school has Healthy Schools and International School awards, as well as the Basic Skills Quality Mark. The school was last inspected by Ofsted in January 2010 and was given a notice to improve.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school provides a satisfactory education for its pupils in challenging circumstances. The leadership team, governing body and staff have made considerable steps towards eradicating underachievement and demonstrate satisfactory capacity to sustain improvements. Although attainment is low, it is rising strongly in all year groups and pupils are making satisfactory progress in relation to their low starting points. The staff provide strong pastoral support for pupils, which has resulted in improved good behaviour. Pupils say they enjoy school, which is reflected in attendance rates that have risen sharply and are now broadly average.

The teaching has improved and is satisfactory with enough good teaching to sustain the rise in attainment. The large majority of parents and carers responding to the inspection questionnaire are pleased with the school, one commented on noticeable improvements stating, 'At the last parents' evening we were very much encouraged by their (teachers) attitudes.' Pupils' learning and progress are satisfactory and improving securely. They are engaged and productive in most lessons so that an increasing proportion of pupils in every year group are reaching or exceeding the levels expected for their age in reading, writing and mathematics. This has been a considerable challenge to the school given the high level of mobility in the local area.

The leadership team and staff have sharpened the way teachers use assessment to adapt lesson planning so that it accommodates the needs of pupils who have the potential to reach or exceed the levels for their age. Teachers are now better at identifying pupils and groups who need booster work. Pupils in the early stages of learning to speak English as an additional language are supported well, both in lessons and when given additional by-lingual teaching, so they engage in conversations and participate in lessons with confidence. Newly arrived pupils settle quickly into school, including those who have had no previous experience of education.

There remain inconsistencies in the teaching of mathematics as lessons do not provide enough opportunities for pupils to extend their knowledge of number and calculation because tasks are too easy or pupils are not given enough time to consolidate their learning independently. Assessment is not regular enough to monitor pupils' progress in mathematics. Consequently, attainment in mathematics by the end of Years 2 and 6 is lower than in reading and writing.

Since the last inspection, the teaching has made more significant inroads into improving attainment in reading and writing and this is reflected in much improved progress in pupils' writing. Teachers mark and assess pupils' writing diligently and with greater consistency. However, there are many pupils making common spelling and punctuation

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errors because they do not always have enough time to edit their writing in lessons. Pupils' confidence and progress in reading is improving, but many do not read widely or regularly enough, which limits their experience of wider vocabulary and language.

Although children in the Early Years Foundation Stage make satisfactory progress the absence of permanent leadership in this key stage since the last inspection has led to inconsistencies in teaching and learning. As a result, there is no clear oversight or monitoring to ensure that all children consistently make the expected rates of progress. The headteacher and leadership team have stepped up the intensity of their monitoring in the rest of the school so they are better placed to evaluate what needs to be done to sustain improvements. This has been successful in raising attainment and improving the consistency of expectations that all staff set in their classroom practice. The governing body now plays a more prominent role in evaluating the performance of the school and is very committed to shaping its future direction and development.

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

What does the school need to do to improve further?

- Accelerate the progress pupils make in mathematics to sustain improvements to their attainment by:
 - providing more challenging problem-solving tasks in all lessons that extends their learning towards higher levels
 - checking and assessing pupils' progress more regularly to ensure that they all reach their expected targets
 - ensuring that the work provided in lessons matches the needs and abilities of all pupils.
- Build on the improvements to pupils' attainment in reading and writing by:
 - providing more time in lessons for them to correct and edit their writing
 - giving them more opportunities to read widely and more extensively
 - improving the accuracy of pupils' writing, especially spelling and punctuation.
- Strengthen the leadership and oversight of the Early Years Foundation Stage to ensure that there is greater consistency in the quality of teaching and learning in the Nursery and Reception classes.

Outcomes for individuals and groups of pupils

3

Attainment, although low, is improving strongly. The work seen in lessons and in pupils' books show that their learning and progress is improving securely and quickly, including the progress made by pupils with special educational needs and/or disabilities.

Assessments show improvements to attainment in mathematics but this is uneven compared with reading and writing. National tests results for pupils in Year 6 over the last three years show that too many did not reach the standards expected for their age in English and mathematics. Improved teaching and learning has begun to reverse this as there is now an upward trend, although the challenges offered to pupils' in mathematics lessons are not always ambitious enough to accelerate learning. In the most recent

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assessments for pupils in Year 2, attainment was close to the national average in reading, writing and mathematics. Progress measures between Key Stages 1 and 2 were average last year compared with schools nationally and this is also reflected in current progress rates across the school.

Pupils' behaviour is good, including those at risk of displaying challenging behaviour as a result of the effective support provided by the learning mentor, teachers and teaching assistants. Pupils respect each other's views and they are attentive, responsive and keen to ask questions. They show initiative and have opportunities to work independently, share ideas when planning their writing. For example, the pupils in Year 4 generated notes, ideas and descriptive writing about recent events such as the Royal Wedding. Pupils feel safe and many have stated that they trust that adults will deal effectively with incidents of bullying. They know that their views are respected and their efforts valued. School councillors and special buddies who are given the responsibility of caring for new arrivals make a good contribution to the school. Pupils learn about and benefit from their direct experience and understanding of the diversity of ethnic and cultural traditions in the local and wider area. They enjoy coming to school and there is now greater consistency to pupils' learning as many pupils and their families have responded positively to the school's successful efforts to improve attendance. Large numbers of pupils participate in a very good range of sports and activities which benefit their health and well-being. The school provides good opportunities for pupils to engage in quiet reflection or prayer during assemblies and in the special multi-faith room at break-times.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

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How effective is the provision?

The pace of learning is at least satisfactory in all lessons with enough good teaching and learning to continue raising standards. Teachers set clear objectives for each lesson, although some lessons, particularly in mathematics, do not incorporate enough work tailored specifically to meet the abilities of all pupils. Teachers mark pupils' work diligently and the comments provided often refer pupils to their learning targets which helps them assess how well they are doing. For example, a Year 2 pupil confidently explained, 'The pink gap tasks here (pointing to his work and what the teacher highlighted) make sure I remember what I have to do to get it right.' In most lessons, class discussions are productive but some teachers leave too little time for more focused independent work or problem solving to deepen pupils' understanding. Some lessons do not allow enough time for pupils to edit and improve the accuracy of their writing.

Pupils who find learning difficult or have special educational needs and/or disabilities are provided with good care and encouragement. Each stage of these pupils' progress is checked regularly but this is not always rigorous enough to adapt interventions and programmes that ensure that they all reach their targets. Pupils learning English as an additional language are encouraged to work with others, which improves their spoken English.

The curriculum provides some stimulating topics and opportunities for pupils to write at length across a broad range of subjects. Topics incorporate a good range of visits to places of interest or outdoor team-building activities, as well as music and sport that broaden pupils' experiences and benefit their personal, social and emotional development. Pupils enjoy learning to speak Spanish, which is well taught, and extends their use of language as well as having a positive impact on their personal and academic development. Video conferencing links with a school abroad and visits to places of interest, broaden pupils' learning experiences and skills within and beyond their immediate community. There is a good balance of physical, creative and technology work for pupils to experience, including ICT, which develop a range of core skills that prepares them adequately for the next stage of their education and for the future. However, pupils do not have enough opportunities to extend their reading skills by choosing books and resources more widely. Although the school's library is accessible it is not functional or suitable enough to encourage pupils to choose from a wider range of fiction books or to accommodate extended studies or research.

There is strong pastoral support for pupils. The staff have well established partnerships and effective links with outside agencies and the on-site children's centre which, in addition to the use of the learning mentor, offers additional welfare services and home links with families.

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These are the grades for the quality of provision

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

How effective are leadership and management?

Since the school's last inspection the headteacher and deputy headteacher have worked effectively with phase leaders and staff to focus on improving the consistency of the teaching across the school. Partnerships established with other schools in the local consortium have also helped to support teachers' training and improve their classroom practice. The staff and governing body used the areas for improvement identified at the time of the last inspection well to engage in a coordinated process of self-evaluation, audit and review that focuses on raising attainment. As a result, more regular monitoring and sharper assessments of pupils' progress and performance have been undertaken to iron out inconsistencies in pupils' learning and eradicate underachievement. The governing body is now supporting the school more efficiently and effectively having undertaken more training to improve its ability to assess and evaluate the school's performance. A good start has been made in setting out a more systematic structure to development planning and monitoring so that the staff and governing body are in a stronger position to identify the most important priorities for improvement.

Sharper assessment systems have contributed well to improving teachers' planning. Termly meetings between the leadership team and staff to look at pupils' work and measure their progress have improved teachers' understanding of attainment levels. Interim (half-termly) checks by teachers, who are now more ambitious and skilled in assessing their pupils, have increased the pace of pupils' learning in all classes. However, there are some inconsistencies in the progress that pupils make, particularly in mathematics, because reviews of progress are not always robust or regular enough to ensure that all pupils reach their learning targets.

The school listens to the views of its community, which accounts for the good level of satisfaction expressed in the inspection questionnaires. There is a commitment to inclusion and equality of opportunity, reflected most in the sensitive care and management of pupils with learning, emotional or behavioural difficulties, as well as those whose circumstances cause them to be particularly vulnerable. The school's contribution to community cohesion is satisfactory. Pupils learn about the main world religions with good opportunities for them to experience different cultural traditions and the diversity of the community in the local area. The staff are increasingly measuring the performance and progress of pupils from different backgrounds. The outcomes of these assessments are not being used sufficiently to measure the impact of the support provided for pupils.

At the time of the inspection all safeguarding requirements were being met and, as well as being in line with statutory requirements, there are robust risk assessments for all school activities and resources. There are stringent arrangements and checking systems in place

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to ensure that only suitable adults come into contact with pupils, as well as consistent policies and well-qualified staff that have clear responsibilities for child protection.

These are the grades for leadership and management

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

Early Years Foundation Stage

The majority of children join the Nursery and Reception classes with skills and aptitudes that are well below those expected for their age. Although attainment is below that expected in all areas of learning by the time they start Year 1, the children make satisfactory progress. The children are settled and enjoy their experiences but there are inconsistencies in the quality of teaching and learning. Since the last inspection there has been no permanent leader appointed to manage the Early Years Foundation Stage with interim management responsibilities assigned to different staff. This has resulted in inconsistent expectations so that children make uneven progress at different times, particularly when working independently. Nursery children are provided with good opportunities to improve their spoken language and to listen to others in the 'quiet room'. Reception children make satisfactory progress linking letters and sounds to words through songs, nursery rhymes and when reading or listening to stories. There are good opportunities for both Nursery and Reception children to write and draw, as well as count and use numbers. Some children, boys in particular, tend to flit between areas when they are expected to choose activities for themselves because there is no specific focus or challenge to the activities. The lack of consistent leadership does not provide a clear expectation for all staff as to what children are expected to achieve.

There are warm and trusting relationships between children and with adults. Nursery children use the indoor and outdoor spaces productively to explore and work with other children. Reception children do not have as much space as Nursery children in their classrooms, although adults make the best use they can by setting up specific areas. For

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example, when engaged in focused work looking at plants, the teacher ensures that the children all handle their own plants to optimise their learning. In both the Nursery and Reception classes, adults plan a range of focused activities but sometimes children who are working and playing independently distract those working with adults, especially if noise levels are too high.

There are good links with parents and families which is enhanced by the services offered by the Children's Centre. Parents and carers utilise this partnership by engaging with both the school and centre staff. Workshops and pre-school events make a positive contribution to transition arrangements so that children who join the school's Early Years Foundation Stage settle quickly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Nearly one in four parents and carers responded to the inspection questionnaire which is below average compared with most school inspections. The large majority of responses were mainly positive about their children's experiences and progress in school. A small number are concerned about pupils' behaviour and academic progress. Behaviour has improved since the last inspection as it is now good. Inspectors agree with parents and carers that their children's achievement in reading, writing and mathematics should be higher. There has been considerable progress since the last inspection and inspectors have judged that the school is now heading in the right direction to sustain the current trend of improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bordesley Village Primary School and Children's Centre 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 434 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	49	47	46	4	4	0	0
The school keeps my child safe	42	42	55	54	3	3	1	1
My school informs me about my child's progress	29	28	67	66	2	2	2	2
My child is making enough progress at this school	31	31	58	58	6	6	5	5
The teaching is good at this school	29	29	63	63	6	6	2	2
The school helps me to support my child's learning	30	30	55	54	9	9	4	4
The school helps my child to have a healthy lifestyle	26	26	63	62	7	7	4	4
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)	32	32	56	55	8	8	4	4
The school meets my child's particular needs	22	22	67	66	6	6	4	4
The school deals effectively with unacceptable behaviour	27	26	62	61	8	8	4	4
The school takes account of my suggestions and concerns	21	21	63	64	9	9	3	3
The school is led and managed effectively	24	24	65	66	7	7	2	2
Overall, I am happy with my child's experience at this school	41	41	53	52	3	3	4	4

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 May 2011

Dear Pupils

**Inspection of Bordesley Village Primary School and Children's Centre
Birmingham B9 4NG**

Thank you for the help you gave us when we visited your school. Many thanks also to those of you who completed the questionnaires. The inspectors enjoyed meeting and talking to you, as well as observing some of your lessons.

You go to a satisfactory school. This is an important achievement because the last time your school was inspected in January 2010 the inspectors gave your teachers, what we call, a 'notice to improve'. This means that your school has improved and that you are now learning better. We were pleased to see you behave well and improve your attendance. The teaching has also improved and is now satisfactory, which is helping many more of you to work towards the standards that you are expected to reach in reading, writing and mathematics. The headteacher, staff and governing body have made improvements since the last time your school was inspected, but there is still more to be done to make your school even better.

Inspectors have judged that you should still be doing better with your reading, writing and mathematics even though the inspectors have recognised some improvements since your last inspection. We have asked your teachers to provide you with more mathematics work in lessons that challenge you so that the problems you are asked to work out are not too easy but just right for all of you. We would also like teachers to make more regular checks to make sure you all reach your mathematics learning targets. The inspectors have also asked your teachers to give you more time in lessons to practise, edit and improve your writing, especially to improve your spelling and punctuation. Inspectors noticed that many of you enjoy reading but would like your teachers to give you more opportunities to read widely, including more books and space for you to research, for example, in the library. We have also asked the headteacher and governing body to improve the way the Nursery and Reception classes are managed to make sure all the children can do as well as they can.

You can all help too by carrying on trying hard and keeping up your much improved attendance. We wish you every success in achieving your very best.

Yours sincerely

Charalambos Loizou

Her Majesty's Inspector

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