

# Christ Church CofE Primary School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 123471          |
| <b>Local Authority</b>         | Shropshire      |
| <b>Inspection number</b>       | 359441          |
| <b>Inspection dates</b>        | 22–23 June 2011 |
| <b>Reporting inspector</b>     | Clive Lewis     |

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 controlled                   |
| <b>Age range of pupils</b>                 | 4–11                                   |
| <b>Gender of pupils</b>                    | Mixed                                  |
| <b>Number of pupils on the school roll</b> | 81                                     |
| <b>Appropriate authority</b>               | The governing body                     |
| <b>Chair</b>                               | Karen Robinson                         |
| <b>Headteacher</b>                         | Rachel Harvey                          |
| <b>Date of previous school inspection</b>  | 10 June 2008                           |
| <b>School address</b>                      | Sheinton Road<br>Shrewsbury<br>SY5 6DH |
| <b>Telephone number</b>                    | 01952 510383                           |
| <b>Fax number</b>                          | 01952 510383                           |
| <b>Email address</b>                       | admin.christchurch@shropshirelg.net    |

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|--------------------------|-----------------|
| <b>Age group</b>         | 4–11            |
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## Introduction

This inspection was carried out by two additional inspectors who observed three teachers and seven lessons, and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Inspection questionnaires were analysed from 46 parents and carers, 50 pupils and three members of staff.

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

- To what degree do pupils make consistent progress across the school?
- What are the quality and rigour of the school's tracking and assessment system?
- What impact are subject leaders for English, mathematics and science having on the quality of teaching and learning?

## Information about the school

The school is much smaller than most primary schools and serves a number of rural villages. Pupils are taught in three mixed-age classes, a Reception/Key Stage 1 class, a Year 3/4 class and a Year 5/6 class. The headteacher has been in post for two years and teaches for half of the week. Nearly all pupils are White British and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is lower than average. A small proportion of pupils come from Traveller communities. The proportion of pupils with special educational needs and/or disabilities is broadly average overall, although there are particularly high levels of pupils with special educational needs and high levels of pupil mobility in some older year groups.

**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

Christ Church CofE is a satisfactory and improving school. The effective leadership of the headteacher has ensured that teaching and learning have improved and, as a result, teaching is now at least satisfactory across the school. Clear priorities have been set for further improvement. However, subject leaders are still at an early stage of developing a clear overview of the quality of teaching and the standards in their subjects and in taking responsibility for driving improvement across the school. Parents and carers are very supportive of the school. They like the positive family atmosphere and one parent, typical of many, wrote 'We are extremely happy with Christ Church school. Its sense of community is really valuable. Staff are always approachable and ready to listen, however small our concerns may be'. Staff want the best for each pupil and strive hard to achieve this goal by working closely with families and external agencies.

Children get off to a good start in the Early Years Foundation Stage. Provision is good and children make good progress in the Reception year. Although there are clear indications that attainment and progress are beginning to improve rapidly, the improvements in provision that have taken place throughout the school have yet to be reflected in the attainment at the end of Key Stage 2. As a result, Year 6 attainment remains broadly average. Tracking data and lesson observations show that attainment is higher for pupils in younger year groups. Pupils with special educational needs and/or disabilities and pupils from the Traveller community make good progress due to the school's good, well-organised arrangements for the care of all pupils. The quality of teaching is satisfactory overall. There are examples of good teaching across the school, but in a small number of satisfactory lessons, the pace of learning is slow and work is not sufficiently tailored to the differing needs of ability groups within the class.

Pupils' personal development is good overall. The pupils have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. Attendance has improved since the last inspection due to the school's rigorous systems and is now in line with national averages. A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour. This, in turn, has a positive effect on the good progress pupils make in the best lessons. In most instances, the pupils work hard and conscientiously, both independently and cooperatively, without the need for constant adult intervention. The satisfactory curriculum is supported well by a good variety of extra-curricular activities and experiences such as visits, residential stays and visitors to school. Good care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances.

There are now good systems to assess and track pupils' progress in order to ensure that any pupil falling behind is identified quickly and support is provided. The school has good

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links with groups and schools in the local area, but has not developed links further afield, in this country or overseas. The small size of the school ensures that all pupils and families are known very well by staff. As a result, the school is a happy, harmonious community in which to work and learn and pupils arriving at the school part-way through their school careers are welcomed and helped to settle quickly. Staff and members of the governing body have a satisfactory understanding of how well the school is doing and what needs to be done next through regular self-evaluation and the school has a satisfactory capacity to sustain improvement.

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.

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

- Improve the quality and consistency of teaching so that it is good across the school by ensuring that:
  - all teachers make good use of the school's accurate tracking and assessment data when planning lessons, in order to ensure tasks set are appropriate to the range of abilities and ages within each mixed-age class
  - all lessons move along at a pace designed to ensure good progress for all pupils.
  - Strengthen the role of subject coordinators and leaders by ensuring they identify and tackle key areas of weakness systematically to secure measurable improvements in their subjects.
  - Improve the school's work to promote community cohesion and broaden pupils' understanding of the range of cultures represented within the United Kingdom by strengthening and developing links with other schools and organisations more widely beyond the school.

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

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

Attainment on entry to the school varies considerably from year to year, but overall it is broadly at the levels expected nationally. The very small numbers of pupils in some years, the high levels of pupil mobility and the high proportion of pupils with special educational needs and/or disabilities in some year groups, make comparisons between key stages and year groups less meaningful than in larger schools. Children make good progress in the Reception year and satisfactory progress overall as they move through Key Stages 1 and 2. Attainment in Year 6 is broadly average. Pupils with special educational needs and/or disabilities make good progress because of the good individual, tailored support provided by teachers, teaching assistants and outside agencies. In the best lessons, pupils respond well to the teacher's questions and suggestions. They work together well and individually and remain focused and on-task without the need for constant adult intervention. Pupils from the Traveller community make good progress and reach standards of attainment comparable to other pupils due to the effective support of skilled staff and the welcoming attitude of other pupils.

Observations during lessons and around the school confirm that pupils' behaviour is good and a credit to the school and reflects their pupils' good spiritual, moral, social and cultural development. Most pupils show considerable respect for the feelings and beliefs of others.

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The great majority have good attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and for exercise. Pupils have a good range of opportunities to contribute to the school and local communities. Pupils are part of the Safer School group, working with various adults including local residents, and all pupils from Year 1 upwards are members of one or other of the four school councils. The school has good systems for monitoring and improving attendance. Attendance has improved as a result, although that of a small but persistent minority of pupils continues to cause concern. By the time they leave the school, pupils' satisfactory academic skills, good behaviour and good social skills have prepared them satisfactorily for their future education and the world of work.

*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                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

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

**How effective is the provision?**

There are some strong features in teaching and a number of good lessons were observed. Nonetheless, teaching is not consistently good enough to ensure the rapid progress pupils must make in order to raise attainment further. Most teachers demonstrate good subject knowledge. They ensure classroom routines are clear and regularly reinforced so that learning takes place in a well-structured environment in which all pupils can contribute. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what they are expected to do. A strong emphasis is placed on promoting positive behaviour. In the best lessons, pupils are becoming involved actively in assessing

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their own learning, asking themselves 'Have I met the success criteria?' Teachers are developing a better understanding of the progress the pupils in their care are making. That is due to a regular termly analysis of assessment and tracking data for each pupil, introduced recently by the headteacher. In one good Year 5/6 lesson in the school's Forest School area, the teacher motivated and inspired the pupils very effectively, providing a very positive learning environment. Pupils of all abilities, clearly, enjoyed their work and were keen to learn and make progress. However, in a small number of otherwise satisfactory lessons, the pace of learning was inconsistent and work was not always pitched at an appropriate level for different groups of pupils.

Teachers' marking of pupils' work is up-to-date and encouraging, but does not consistently point out what steps pupils should take to improve further. The school is in the process of developing a more exciting and child-friendly curriculum and has begun this process by introducing more cross-curricular, whole-school themes. Pupils are provided with a good range of enrichment opportunities to develop new skills and interests. They include well-attended after-school clubs, with sports activities taught by professional coaches. The school's good arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to the pupils' good development and well-being and support their learning very well. When needed, a wide range of specialists and support agencies is called upon to support those pupils whose circumstances may make them vulnerable.

*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  | 2        |
| <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?

The headteacher, with the support of the local authority, has successfully introduced a number of initiatives designed to arrest underachievement and improve the culture of accountability in the staff and pupils. Improvements made include securing the accuracy and strengthening the rigour of systems for assessment and tracking and improving the monitoring and support of teaching so that it is now satisfactory or better across the school. The school has also improved significantly the use it makes of assessment and tracking data. Pupils are more aware of their own learning as a result and, when asked, are able to remember their targets for improvement. Progress is improving steadily as a result of these initiatives. However, subject leaders for English, mathematics and science are still at an early stage of taking responsibility for standards in their subjects.

The governing body has a reasonable overview of the school's work and future priorities and is fulfilling its role satisfactorily. The school has good relationships with parents and carers and its good partnerships with outside agencies support pupils' learning and well-

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being very effectively. The school promotes equality of opportunity and tackles discrimination well. Pupils with additional needs are welcomed by staff and peers and supported to make progress comparable with their classmates. The school has satisfactory safeguarding procedures. It identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school promotes community cohesion within its own and the local community effectively. It is aware, however, that pupils' understanding of those living in contexts which are different to their own is not developed well enough, for example, through links with schools in more contrasting urban environments in the United Kingdom and with schools overseas. The school makes satisfactory use of resources and provides satisfactory value for money.

*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>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>3</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

At the time of inspection, the majority of Reception-age children in the Early Years Foundation Stage/Key Stage 1 class had been in the school for less than two terms. They had settled well into the classroom routines, enjoying school and playing happily together and individually. Although attainment on entry can vary significantly from year to year, most children join the class with skills levels expected for their age. They make good progress in their first year in school and attain and, in many cases, surpass the majority of the expected Early Learning Goals by the time they enter Year 1. Children work and play with older pupils in Years 1 and 2 from the time they enter the school and this eases the transition to the Key Stage 1 curriculum. Children behave well and are enthusiastic in all that they do. Staff work very hard to achieve a strong partnership with parents and carers. Pastoral care and welfare arrangements are effective and help the children to be safe, well cared for and aware of how to be healthy. Adults provide a wide range of interesting learning activities. Children work happily on activities that they choose themselves as well as when taking part in more formal group-work with adults. Since the last inspection, the

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school has developed a secure outdoor area with an all-weather cover, which is directly accessible from the Early Years Foundation Stage classroom. Planning and opportunities for children to explore their learning independently in the outdoor area, and in the Forest School area within the school grounds, are good. That helps the development of children's independent learning skills in all areas of learning. There is a good focus on helping children to improve their speaking skills and on ensuring that they develop an ability to work with others in a friendly and purposeful way. Children with special educational needs and/or disabilities are identified quickly, supported well and integrated well into all activities.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

The proportion of parents and carers responding to the questionnaire was above the national average for primary schools. The overwhelming majority of parents and carers feel their children enjoy school and the very large majority agree with all other statements in the questionnaire. They say they are happy with their children's experience at the school, that the school informs them about their children's progress and believe that is that it is led and managed effectively. A very small minority, however, feel that the school does not deal effectively with unacceptable behaviour. The inspection found that the school deals well with instances of unacceptable behaviour when they occur. A few feel that their children are not making enough progress. Inspectors found that, although pupils are making satisfactory progress overall, they would make better progress if the quality of teaching improved.

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

Ofsted invited all the registered parents and carers of pupils registered at Christ Church CofE 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 81 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 29             | 63 | 17    | 37 | 0        | 0  | 0                 | 0 |
| The school keeps my child safe  | 32             | 70 | 14    | 30 | 0        | 0  | 0                 | 0 |
| My school informs me about my child's progress  | 26             | 57 | 18    | 39 | 1        | 2  | 0                 | 0 |
| My child is making enough progress at this school   | 25             | 54 | 16    | 35 | 5        | 11 | 0                 | 0 |
| The teaching is good at this school   | 29             | 63 | 16    | 35 | 1        | 2  | 0                 | 0 |
| The school helps me to support my child's learning  | 30             | 65 | 15    | 33 | 1        | 2  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 31             | 67 | 15    | 33 | 0        | 0  | 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) | 25             | 54 | 20    | 43 | 1        | 2  | 0                 | 0 |
| The school meets my child's particular needs  | 22             | 48 | 21    | 46 | 3        | 7  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 22             | 48 | 18    | 39 | 6        | 13 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 26             | 57 | 19    | 41 | 1        | 2  | 0                 | 0 |
| The school is led and managed effectively   | 33             | 72 | 12    | 26 | 1        | 2  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 35             | 76 | 9     | 20 | 2        | 4  | 0                 | 0 |

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 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](http://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"><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.**



24 June 2011

Dear Pupils

**Inspection of Christ Church CofE Primary School, Shrewsbury, SY5 6DH**

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. Christ Church CofE is a satisfactory school. Those who lead your school do so satisfactorily and provide you with good care and guidance. It was good to see that you enjoy school and that you know how important it is to eat healthily and take regular exercise. It is to your credit that most of you behave well and get on well with each other and with all the staff. However, although your standards in reading, writing and mathematics are clearly improving, we have asked the school to help you do even better by:

- improving teaching so that all your lessons are as exciting and interesting as they can be in order that you all make good progress in every lesson
- helping teachers in charge of subjects to find ways to improve teaching and learning so that your work and skills improve further
- making plans to develop links with schools and other organisations in the United Kingdom and overseas, so that you can gain a better understanding of the way communities live in other parts of the world.

You can do your bit to help by continuing to attend the school regularly. Once again thank you for being so welcoming during our visit.

Yours sincerely

Clive Lewis

Lead Inspector (on behalf of the inspection team)

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