

# Parkgate Primary School

## Inspection report

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<b>Unique Reference Number</b>	103688
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	355432
<b>Inspection dates</b>	27–28 June 2011
<b>Reporting inspector</b>	David Edwards

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	674
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Blair
<b>Headteacher</b>	Zoe Richards
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Parkgate Road Coventry CV6 4GF
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## Introduction

This inspection was carried out by four additional inspectors. Twenty-one lessons and 19 teachers were observed. The inspectors held meetings with staff, parents, carers and representatives of the governing body. Inspectors scrutinised policies, analysed pupils' work, checked information on pupils' progress and talked to them about it. The team also analysed school improvement plans and governing body minutes. Questionnaire returns were considered from 94 parents and carers. The views of staff and pupils were also taken into account.

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

Inspectors looked at how effectively the school is raising and attainment and accelerating progress for all pupils.

- They considered the effectiveness of leaders and managers in monitoring and evaluating teaching and learning.
- They explored how effectively the curriculum is adapted to help pupils use their key skills in other areas of learning.
- They investigated how successfully staff are using all forms of information about pupils to set targets and help different groups close any gaps in their attainment.

## Information about the school

Parkgate is significantly larger than most primary schools. The proportion of pupils known to be eligible for free school meals is much higher than seen nationally. Approximately half of the pupils are White British, with the remainder coming from a range of minority ethnic backgrounds. The largest groups of minority ethnic pupils are of Asian or British Indian heritage with increasing numbers coming from Europe, Africa and Sri Lanka. The proportion of pupils who have English as an additional language is higher than in most other schools. The percentage of pupils with a statement of special educational needs is lower than that seen nationally, but the proportion of pupils who have special educational needs and/or disabilities is higher than in other schools. The number of pupils who join or leave the school other than at expected times is significantly higher than in most schools, particularly at Key Stage 2. The school has undergone significant changes to the leadership team over the last academic year. The acting headteacher became the permanent headteacher in October 2010. A new deputy headteacher was appointed in April 2011. The school has achieved the National Healthy Schools status, The Financial Management Standard in Schools, Sportsmark and the Eco Silver award.

There is a before- and after-school club on the site which is inspected separately because it is not managed by the governing body.

**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

Parkgate Primary provides a satisfactory, but improving standard of education for its pupils. The leadership team underwent significant changes in the last year, but satisfactory progress is being made under the current leadership and attainment is rising. In Year 6, the school has continued the trend of steady improvement that was apparent in 2010 following the dip in results in the national tests for 11 year olds in 2009. That was due to a number of factors, particularly the high numbers of pupils with special educational needs and/or disabilities and the high proportion of pupils who entered or left the school partway through the year, particularly in Key Stage 2. This year, attainment is edging closer to the national averages; it is broadly in line at Key Stage 1 but still below average at the end of Key Stage 2. The school has taken effective action to improve provision. For instance, the introduction of a whole school approach to teaching writing, improvements to mathematics and to the teaching of reading have had a positive impact. The latest school assessment information and evidence from pupils' current work shows that attainment is rising, especially in Years 2 and 6, and those pupils are on track to achieve challenging targets.

Achievement is satisfactory. Although significantly more pupils are reaching or exceeding age-related expectations, the lack of challenge, particularly for more-able pupils in lessons, is thwarting the school's ambition to raise attainment further at the higher levels. Consequently, the progress of all groups remains satisfactory overall, including that of pupils with special educational needs and/or disabilities and those who speak English as an additional language. Teaching in the Early Years Foundation Stage and also for the older pupils in Key Stage 2 is often good and demonstrates the progress that pupils can make when teaching is well planned, challenging and closely matched to pupils' needs. Provision remains inconsistent, as not enough of the teaching is of a high enough quality for all pupils to make the improvements in their learning that are needed to raise standards to a higher level. Some teachers involve their pupils closely in taking control of their own learning and guide them to the next steps in learning through effective marking, but this is not replicated across the school. Not all teachers are consistently checking on the learning and progress that has taken place in lessons.

Parents, carers and pupils are very satisfied with the work of the school. Inspectors found a happy school, where pupils' good behaviour is making an effective contribution to their satisfactory learning and progress, for all groups of pupils. Pupils have a good knowledge of how to keep themselves safe in a variety of everyday situations and their understanding of what constitutes a healthy lifestyle is exemplary. Pupils are good ambassadors for the promotion of a healthy lifestyle. Through strong links with parents and carers, and good partnerships with a range of agencies, the school provides good support for pupils with specific needs and those whose circumstances make them vulnerable.

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The new and ambitious leadership team has a secure understanding of the school's strengths and priorities for improvement, acting quickly, and effectively to drive improvement, which is leading to improved outcomes for pupils. Senior leaders are using a wide range of strategies to monitor and evaluate the quality of teaching and learning and to identify the actions needed to accelerate progress. Currently, there are not enough checks by middle managers to ensure that all staff are consistently implementing these actions. This leads to inconsistencies in provision and satisfactory, rather than good, progress. The improvements in teaching and learning that are beginning to raise pupils' attainment and achievement, particularly in writing, mathematics and reading, demonstrate the school's satisfactory capacity for making further 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?

- Raise achievement in reading, writing, and mathematics across the school, so that it is in line with or exceeds national averages by:
  - continuing the improvements that have taken in mathematics
  - creating more opportunities for pupils to undertake extended writing tasks
  - developing pupils' language development so that they can make more adventurous language choices to improve their writing
  - further developing guided reading strategies to accelerate progress further in the subject.
- Increase the frequency and rigour with which middle managers monitor and evaluate the quality of teaching and learning in order to improve the consistency of provision and accelerate the progress of pupils in all classes.
- Raise the quality of teaching and learning to consistently good across the school, so that:
  - the pace of learning is always sufficiently brisk to accelerate pupils' progress
  - the more-able pupils are always suitably challenged
  - all pupils use success criteria to evaluate the quality of their own work and that of others, to empower them to take control of their learning
  - teachers check consistently on the quality of learning and progress that has taken place in lessons.

## Outcomes for individuals and groups of pupils

<b>3</b>
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The quality of pupils' learning seen during the inspection was at least satisfactory and sometimes good. Pupils are keen to do well and talk enthusiastically about their work. Their good behaviour helps them to concentrate well and to sustain their learning in lessons. Progress is better in Year 2 and in upper Key Stage 2. An example of this was seen in a Year 6 lesson when pupils were provided with success criteria so that they could evaluate a piece of writing. They spoke with confidence and correctly identified strengths and aspects that could be improved. This, and the good pace of teaching with appropriate

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challenge, ensured that all pupils made good progress. Pupils, including those with special educational needs and/or disabilities and for those who speak English as an additional language, make at least satisfactory progress and some make good progress because of the effective and personalised support they receive. The impact of pupils' improving progress can be seen in their higher attainment. The school's assessment information shows that a greater proportion of pupils are expected to reach the levels expected for their age this year than previously. This is helping to eradicate the legacy of underachievement that existed. Attainment at the end of Year 6 remains below average, but is improving strongly.

Pupils are friendly and considerate towards each other and the adults they work with. They feel very safe and know what to do if they have a concern. Pupils enjoy school and are positive about the improvements taking place. One pupil commented, 'I love the learning at this school. Teachers make lessons interesting and fun.' Pupils' spiritual, moral, social and cultural development is good. A strong social and moral ethos encompasses the school. Pupils appreciate art, music and literature and are given opportunities to reflect on important issues. They understand and celebrate cultural diversity.

Pupils have an outstanding understanding of what constitutes a healthy lifestyle. They speak with confidence and authority about what constitutes a healthy diet and how this is complemented by opportunities to exercise regularly. They have a clear understanding of the dangers of drugs, alcohol and substance misuse and the need to develop their understanding of emotional needs. They are proactive in promoting healthy lifestyles in the school, through leading assemblies and producing posters which are displayed around the building. This is reflected in the school gaining National Healthy Schools status. The strong emphasis on basic skills, effective transition procedures and pupils' satisfactory attendance means that they are satisfactorily prepared for the next stage of their education.

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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>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
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?

The quality of teaching is improving. Teachers are trying to make lessons interesting and exciting. This is particularly true in upper Key Stage 2. In several good examples, the teacher used effective questioning to challenge pupils' thinking to help them to accelerate learning. The use of 'talk partners' helped to develop pupils' speaking and listening skills. However, in some lessons the pace of learning slows when teachers talk too much and there is insufficient challenge in tasks for the more able pupils. Day-to-day assessments of pupils' progress and attainment are accurate. Pupils know their targets and many older ones have a clear view of how to improve their work. Some good marking helps pupils to understand how good their work is, and sets the next steps in learning. Pupils are increasingly involved in assessing the quality of their own learning and that of their classmates, but these practices are not consistent throughout the school.

Skilled and caring teaching assistants are usually well briefed and well deployed and make an effective contribution to learning, particularly by helping pupils with special educational needs and/or disabilities, and those for whom English is an additional language, to gain confidence and success in their learning. The use of bi-lingual assistants is helping these pupils to quickly and effectively improve their English so that they can make satisfactory and sometimes better gains in their learning. Arrangements for the care of all pupils are well organised and effective. The level of care for those pupils whose circumstances make them vulnerable is very effective.

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The school carefully tracks the progress of all pupils and the skilled support of staff ensures that all pupils, and particularly those with special educational needs/and or disabilities, make good gains in their personal, social and emotional skills and satisfactory progress in their academic skills. Support sessions that build on the next small steps in progress for pupils with learning needs are very effective.

In general, girls' attainment is higher than that of boys' except in mathematics. To tackle this difference teachers are taking greater account of boys' interests when planning. In addition, teachers are planning tasks in mathematics which engage the girls and this is raising their confidence and achievement. These approaches are having a positive impact as inspectors did not see any significant differences between the performance of boys and girls in lessons or in their current work. An appropriately strong emphasis on basic skills has resulted in writing, in particular, improving rapidly. The school is now beginning to develop a more creative curriculum to help pupils make links between different subjects and to learn through first-hand experiences.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The visionary, knowledgeable and enthusiastic head-teacher has quickly forged an effective leadership team since her appointment in October last year. All staff have subscribed to the vision. She has worked hard to develop teamwork and create a common sense of purpose, and she and the recently appointed deputy head-teacher are a major driving force in the improvements that are taking place in the school. The leaders and governing body set measured but challenging attainment targets derived from accurate and rigorous tracking of pupils' progress. All staff are becoming more involved in identifying strengths and weaknesses in pupils' performances and in targeting underachievement. A good example of their success is the rise in writing standards, particularly for boys, and in mathematics, predominantly at Key Stage 2.

The governing body is supportive and increasingly holds the school to account for the progress pupils make. Its members have made the safety of staff and pupils a priority and they are proactive in monitoring health and safety. The school achieves equality of opportunity in ensuring that all groups of pupils make satisfactory progress, including those from minority ethnic backgrounds and those with special educational needs and/or disabilities. School self-evaluation is accurate and the rigorous assessment and tracking of pupils' progress is helping to set clear priorities for learning.

Senior leaders monitor teaching and learning accurately and effectively through lesson observations, enabling them to share and celebrate the good practice which leads to



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pupils making better progress in some classes. Middle leaders are becoming more active in monitoring and evaluating through planning, data analysis and lesson observations, but these activities are not yet systematic or rigorous enough in order to accelerate progress in their subjects even more quickly.

The governing body and leadership team are active in promoting community cohesion. They have a good awareness of the school's local context, and ensure that the curriculum makes a sound contribution to pupils' cultural awareness. However, they recognise that pupils' understanding of the life and culture of people in the United Kingdom as a whole and in other parts of the world is relatively underdeveloped through direct links. Leaders have firm plans to improve this situation. The school's links with parents and carers are effective and every effort is made to involve them in their children's learning. The school has provided workshops, so that parents and carers can more effectively support their children's learning at home.

*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: 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>3</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

Children enter the Nursery with skills that are low compared with those expected for their age, particularly in language and communication and their personal development, but they make good progress in virtually all aspects of their learning because of good teaching and learning. The gains children make in their language and communication skills are very good, particularly for the high proportion of children who enter with little or no English. This is because the school quickly assesses their needs and provides good support to accelerate their learning. They entered Year 1 in 2010 with attainment that was in line with or slightly above national expectations. This represented an improvement on previous years. Children benefit from the good induction arrangements, the caring relationships promoted by staff and their high expectations. Children quickly learn school routines,

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cooperate well with others and behave well. The adults in the setting have a well-developed understanding of how young children learn, capture their attention and help them to see that learning can be fun.

Staff know their children well and are continuously assessing their skills and attainment to help ensure good progress. Children's interest and imagination is stimulated by good use of the attractive learning environment with vibrant displays and a good range of resources. As a result, children greatly enjoy their learning. The outside area is also used imaginatively, especially to offer children stimulating physical play activities. The indoor and outdoor areas are planned and organised to encourage children to be independent learners. A strong working partnership with parents and carers encourages them to make a contribution to their children's learning profiles. The school makes good use of the information they provide to inform planning.

The leadership and management of the Early Years Foundation are good because teamwork is strong, planning is thorough and the children's safety is given a high priority.

*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 questionnaire return from parents and carers was not as high as is usually seen for a school of this size. Parents and carers are overwhelmingly happy with virtually all aspects of the school. They feel that it keeps their children extremely safe, that their children enjoy coming to school and the school keeps parents and carers well informed about their progress. The overwhelming majority also believe that teaching is good and that the school helps their children to have a healthy lifestyle. A very small minority feel that the school does not meet their children's particular needs. Inspectors found that the needs of all children are being satisfactorily met, particularly those with special educational needs and/or disabilities and those who are at the early stages of learning English.

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

Ofsted invited all the registered parents and carers of pupils registered at Parkgate 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 674 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	64	34	36	0	0	0	0
The school keeps my child safe	65	69	29	31	0	0	0	0
My school informs me about my child's progress	45	48	43	46	4	4	0	0
My child is making enough progress at this school	43	46	45	48	2	2	1	1
The teaching is good at this school	49	52	41	44	3	3	0	0
The school helps me to support my child's learning	47	50	42	45	5	5	0	0
The school helps my child to have a healthy lifestyle	47	50	42	45	5	5	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)	49	52	39	41	3	3	0	0
The school meets my child's particular needs	48	51	39	41	6	6	0	0
The school deals effectively with unacceptable behaviour	38	40	50	53	3	3	0	0
The school takes account of my suggestions and concerns	43	46	46	49	3	3	0	0
The school is led and managed effectively	48	51	45	48	0	0	0	0
Overall, I am happy with my child's experience at this school	57	61	35	37	2	2	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.**



29 June 2011

Dear Pupils,

**Inspection of Parkgate Primary School, Coventry, CV6 4GF**

On behalf of the inspection team, I would like to thank you for your friendly welcome. We enjoyed meeting and talking to many of you, looking at your work and visiting your lessons. We would also like to say thank you to the groups of pupils who had discussions with us and those of you who completed the inspection questionnaire. We concluded that yours is a satisfactory but improving school in which you make satisfactory progress. We were pleased to learn that you and the vast majority of your parents and carers are happy with the quality of education you receive. It is good to know that you feel safe in school and your teachers give you good guidance and support. Your good behaviour is helping you to make positive gains in your learning and it creates a very happy school community where you all care well for each other. We were particularly impressed by your knowledge and understanding of how to lead a healthy lifestyle.

We know that your school leaders and the governing body are always striving to improve the school. With this in mind, we have asked them to do some things to improve the school further. We want your teachers to give you more opportunities to develop your writing and the quality of language that you use. We have asked your teachers always to inform you about how well you are doing in your work. We have asked them to tell you when they mark your work to explain how you can improve further, particularly in mathematics. We want them to make sure that those of you who can learn quickly are challenged enough in lessons to make the progress you are capable of. We want your teachers to use time more effectively in lessons to increase the pace of teaching and learning. We also want them to check on the quality of your learning during lessons and to use all the information that they gather about you to help you all raise your achievement further. You can also help, by doing your best at all times and letting your teachers know if the work you get is not hard enough.

We wish you the best for the future.

Yours sincerely

David Edwards

Lead inspector

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