

# Woolhampton C.E. Primary School

## Inspection report

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<b>Unique Reference Number</b>	110025
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	356674
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Rob Crompton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Des Foote
<b>Headteacher</b>	Andrew Bingham
<b>Date of previous school inspection</b>	7 February 2008
<b>School address</b>	Woolhampton Hill Reading RG7 5TB
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and observed five teachers. Inspectors held meetings with members of the governing body and staff and talked with pupils. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 27 parents and carers, as well as those from staff and pupils.

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

- Inspectors looked at the progress pupils are making in writing through Reception and Years 1 and 2.
- They explored how well teachers pitch work at appropriate levels for all pupils in the mixed-age classes.
- Inspectors evaluated how effectively the quality of teaching and learning is monitored by senior staff, and how effectively members of the governing body oversee such monitoring and its impact on school improvement.

## Information about the school

This smaller-than-average-sized primary school serves the village of Woolhampton and some surrounding areas. Almost all the pupils are of White British heritage. The proportion with special educational needs and/or disabilities is broadly average. Most of these pupils have learning difficulties and a few have social difficulties or communication and language problems. The school has gained National Healthy Schools Status and has the Activemark.

**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?**

**2**

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

**2**

## Main findings

Pupils thoroughly enjoy learning and achieve well in this good school. Since the last inspection, many aspects of the school's work have improved. In particular, the teaching is much more effective. As a result, pupils' progress has accelerated and their attainment has risen to above-average levels. They make similarly good progress in the Early Years Foundation Stage. Parents and carers are overwhelmingly positive, particularly about the outstanding care, guidance and support their children receive. Typical of their comments were, 'My child is very happy at Woolhampton', 'We're absolutely delighted with the school and the dedication of all the teachers', and, 'The school has more than lived up to our expectations.'

Pupils behave extremely well. They have very positive attitudes and respond eagerly in lessons because of the lively and effective teaching. The excellent relationships they have with adults mean pupils are confident to contribute ideas and ask for help when they need it. Pupils talk enthusiastically about the wide range of extra activities that enrich their learning, including residential visits and after-school clubs. These make a strong contribution to their excellent understanding of the importance of a healthy lifestyle.

Progress through the school of each pupil is tracked carefully and this enables staff to build on pupils' starting points. In particular, teachers are skilled at planning work in the mixed-age classes which offers challenge for the different age groups. Pupils with general learning difficulties and those with more specific difficulties are well supported by the experienced teaching assistants. Analysis of the school's detailed assessment information reveals a trend for pupils to do better in reading than in writing in Key Stage 1, where pupils are not always given sufficient guidance to improve their writing. It also indicates that pupils in Key Stage 2 generally reach higher levels in English than in mathematics, where the range of learning opportunities is too narrow.

Many members of the governing body are recently appointed and there are some vacancies. Nevertheless, there has been a continuous drive for improvement, successfully led by the remaining governors and the headteacher. The quality of self-evaluation is good, enabling the school to accurately identify areas requiring improvement. Teaching and learning have been kept under review and, together with a sharp eye on pupils' progress, this has enabled the school to plan strategically and improve the quality of teaching and learning. The newly constituted governing body is quickly getting up to speed. Members have forged links with staff and have made informal visits. They correctly recognise that such visits are not always planned systematically enough to explore how well the school priorities, such as promoting community cohesion, are being addressed. The school's track record in building on strengths and addressing weakness, together with the continuity enabled by the stability of the leadership team and staff, and some experienced governors, indicate a good capacity for sustained improvement.

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

- Accelerate pupils' progress in mathematics through Key Stage 2 by:
  - providing more open-ended mathematical problems for pupils to solve independently
  - reducing the time some pupils spend on practising basic calculations and provide more opportunities for them to use their numeracy skills in different contexts
  - ensuring the more-able pupils are set challenging tasks which demand a higher level of understanding.
- Narrow the gap between pupils' attainment in reading and writing in Key Stage 1 by:
  - encouraging pupils, when writing, to use some of the words and phrases they come across in their reading
  - drawing pupils' attention to their literacy targets when they are writing for different purposes across the curriculum.
- Extend the role of the governing body in influencing the strategic direction of the school by:
  - arranging a systematic programme of visits so they can gain more first-hand knowledge of the school's work in addressing identified priorities for improvement
  - monitoring how well community cohesion is promoted, particularly in developing pupils' understanding of cultural diversity within the United Kingdom
  - seeking new members to fill the current vacancies.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Children build well on their good start in the Early Years Foundation Stage. They thoroughly enjoy learning and achieve well through the school. All groups of pupils, including those in mixed-age classes, make good progress. By the end of Year 2, pupils generally read well, with good concentration, and are gaining insights into different genres and authors. Although most pupils reach the expected levels in writing, their written work does not typically include the sentence construction, punctuation and vocabulary they come across in their reading.

By Year 6 most pupils are skilled in engaging the reader in their writing and in their use of punctuation. In a Year 6 lesson pupils were thoughtful and reflective in approaching their task. Writing sensitively as an evacuee, one wrote, 'Suddenly I thought of several different questions leaping from my head. Was I going to stay with my sisters? Would I be able to cope without my Mum• I was frightened to death• there was no sight of my mother and I had a strange feeling about the billeting officer•'

Pupils acquire good basic numeracy skills as they move through the school. This was evident in the mixed Year 4 and 5 class as pupils quickly learned how to multiply numbers to two decimal places. However, the lack of a sufficiently wide range of learning opportunities limits the breadth of their progress in the subject. Pupils in Year 6 complete complex calculations accurately, but there is little evidence that they use these confidently when solving mathematical problems or when tackling more complex work involving ratio or probability, for example.

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Pupils with special educational needs and/or disabilities make good progress. The sensitive support provided for the very few pupils with speech and communication problems or experiencing emotional or behavioural difficulties enables them, for the most part, to sustain their concentration and move forward.

The school successfully achieves its aims, which include the promotion of family values, creativity, determination and responsibility. Although the pupil survey revealed a few concerns about feeling safe, the inspection found that pupils of all ages get along well. Almost all pupils said they feel safe at school and that there was no bullying or harassment. Pupils develop excellent skills in the use of modern technology and have an extremely good understanding of how to use the internet responsibly and safely. The school's Healthy Schools status and Activemark are reflected in pupils' keen participation in sporting activities. They proudly announced that they had completed the most miles in a recent charity run, outnumbering all local schools, including some 15 times the size of Woolhampton. Older pupils take their leadership roles seriously. This was evident as they took the lead in organising and running the school sports day during the inspection.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
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>1</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?**

Lessons are underpinned by excellent relationships between teachers and pupils, and teachers are skilled in generating pupils' interest and sustaining their engagement. Pupils in the Year 2/3 class, for example, were enthralled by the story of Grace Darling. They

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made good attempts at describing how she might have felt during the rescue, supported by lists of useful words. Staff do not always encourage pupils to build up their own collections of words and phrases they come across in reading, however. Pupils in the Year 4/5 class responded keenly as the teacher showed them posters from previous years advertising the Olympic Games, as a stimulus for locating cities, countries and continents on a world map. The imaginatively designed Year 6 classroom, where every pupil has their own high-specification computer, is used very effectively. Towards the end of a lesson, the teacher said, 'You can always email your work to yourself, complete it at home, add your own photographs and maybe some from the school website, and upload it to your own website.' This illustrates how the use of new technology supports pupils' learning and, moreover, how they take such activities in their stride.

Teachers use assessment information well to provide challenge and support for pupils of differing abilities in the mixed-age classes. They provide good feedback in their marking, relating their comments to the pupils' individual targets. There are good opportunities for pupils to practise and consolidate their writing skills in different contexts but teachers do not always remind pupils of their literacy targets before they set to work.

Planning for English and mathematics is detailed and aims to ensure that pupils build on their skills cumulatively as they move through the school. In this respect, planning in English is more effective than in mathematics. A published mathematics scheme is used effectively as a core resource, but there is not in addition a sufficiently wide range of learning opportunities to extend and consolidate pupils' understanding. Sometimes pupils spend too much time repeating similar calculations, rather than moving on to more challenging work.

A rich variety of visits and residential trips promotes pupils' academic progress and personal development very effectively. A 'connecting classrooms' project, started this year, provides links with schools in India. All Year 6 pupils contributed to filming and editing a DVD which provided an excellent overview of how the school's values are realised in its daily life. Such activities contribute much to pupils' cultural development. The school is, rightly, exploring ways in which pupils' understanding of cultural diversity with the United Kingdom can be deepened.

Pupils' excellent behaviour and above-average attendance are just two indications of the impact of the school's high quality support for its pupils. Parents and carers were keen to praise the school's pastoral care and support for their children's individual needs. One parent, reflecting the views of many, commented, 'Our daughter was given all the support and challenge she relishes, and our son has benefitted from extra work and encouragement to boost his confidence.' Very good induction arrangements into Reception enable children to settle in quickly and the oldest pupils are very well prepared for the move to secondary school. One parent wrote, 'All staff were superb in helping my daughter in her transition.' The manager of the 'early bird club', who was awarded the MBE for her contribution to the school, provides a safe and welcoming environment for pupils arriving early to school.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: 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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

'This is a very happy school where we work as a team to do the best we can for every pupil. We are not complacent, however, and constantly strive to improve our practice.' This comment by a member of staff reflects the shared determination to build on successes and move forward. Led effectively by the headteacher, the staff form a strong team, with all teachers taking on extra responsibilities. There is a common ambition to ensure pupils have equal opportunities to do as well as they can, with a strong emphasis on monitoring the progress of each individual and intervening with support where appropriate. The quality of teaching is monitored closely and pupils' individual progress is tracked well to spot any underachievement. However, the use of assessment information to build up a broader picture of trends over time is less well established.

Despite the fact that less than half of the parents and carers live in the immediate area, they are seen as partners in their children's education and are kept well informed. The school website provides an excellent resource. Parents and carers were very pleased with the use of modern technology for keeping in touch during a residential visit. One commented, 'Each night the headteacher uploaded photos of the children doing the day's activities, along with the blog from the children themselves. What a great idea!'

The governing body is increasingly active in reviewing performance. New members are making every effort to develop their skills in interpreting assessment data and they have visited the school to gain first-hand information. Plans are, rightly, in hand to draw up guidance on the protocol for such visits and to provide prompts for discussions and observations linked to development priorities.

Safeguarding procedures are particularly effective. Staff and members of the governing body are well aware of their responsibilities in this regard. For example, careful consideration is given to the security of the site. Community cohesion is promoted successfully at a local level. The school provides a focal point for many activities in its rather isolated rural location, and developing links with schools in India are enhancing pupils' wider awareness. The school acknowledges that it needs to do more in this respect and is seeking ways to forge links with more mixed communities to provide pupils with first-hand experiences of cultural diversity within the United Kingdom.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>1</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>2</b>

## Early Years Foundation Stage

Children settle in quickly as they start school as a result of the warm relationships that adults establish with them. The older pupils in Year 1 provide good role models, so children soon adapt to the routines of school life and learn how to behave in different contexts, such as when listening to an adult, sharing resources or in assembly. Working closely together as a team, staff promote children's progress very well and give their welfare top priority. Reception children generally make good progress and their attainment often exceeds the expectations for their age.

Children's social development is particularly strong. This is evident in their confident greetings to visitors. 'What's your name• nice to meet you', and 'Excuse me, will you please help me cut this tape?' were typical of their dialogue with inspectors. Creative activities both inside and outdoors promote learning across a range of areas. While using a pulley to send a basket up to the model lighthouse, one girl remarked, 'Today, it's mustard sandwiches for the lighthouse keeper!' as she placed items inside.

Staff take care to model language so that children learn from their examples and they take every opportunity to engage them in conversation. When making model instruments, children interacted confidently with one another. 'Mine's going to rattle', said one, 'You pluck mine to make it sound', her classmate replied. Systematic teaching of letters and sounds gives children confidence in their early attempts at writing. Invited to write lyrics for a song, one child wrote, 'We luv you vere much we ar gong to lik the damb (band)', successfully using writing to convey meaning. Girls tend to build well on these initial literacy skills but boys generally make slower progress in writing.

The provision is well led and staff work well as an effective team. Teaching assistants make a strong contribution to children's learning, enabling focused teaching for both the Reception and the Year 1 pupils. For example, children made good headway in learning to

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tell the time during activities led by one assistant, while her colleagues supported individuals and small groups of older pupils. Children's progress is recorded in 'learning journey' portfolios which include annotated photographs and verbatim accounts of significant points in their learning. These provide comprehensive individual records and identify the next steps. However, the analysis of assessment information to spot trends is not as precise and this somewhat limits the process of self-evaluation.

*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 questionnaires returned was a little below average. The overwhelming majority of parents and carers were extremely positive in their views of the school. Almost all felt their children enjoyed school and were happy with their children's overall experience. A very small minority expressed concerns about behaviour management. The inspection evidence shows that teachers manage pupils' behaviour very well. There was no pattern to the other issues raised by very few of the parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Woolhampton CE 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	63	9	33	1	4	0	0
The school keeps my child safe	17	63	8	30	1	4	0	0
My school informs me about my child's progress	12	44	11	41	3	11	0	0
My child is making enough progress at this school	13	48	11	41	3	11	0	0
The teaching is good at this school	14	52	11	41	1	4	1	4
The school helps me to support my child's learning	14	52	9	33	3	11	1	4
The school helps my child to have a healthy lifestyle	14	52	12	44	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)	13	48	12	44	0	0	1	4
The school meets my child's particular needs	12	44	12	44	1	4	2	7
The school deals effectively with unacceptable behaviour	12	44	9	33	5	19	1	4
The school takes account of my suggestions and concerns	13	48	12	44	1	4	0	0
The school is led and managed effectively	15	56	9	33	1	4	2	7
Overall, I am happy with my child's experience at this school	15	56	10	37	0	0	2	7

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.**



1 July 2011

Dear Pupils

**Inspection of Woolhampton CE Primary School, Woolhampton RG7 5TB**

Thank you for making my colleague and me so welcome during our visit. We were pleased to see how well you behave and get on with one another. We agree with you that yours is a good school. Because the teaching is good and you work so hard, you progress well and reach above-average standards. Many of you in the infants are good readers but lack confidence in writing. We have suggested that you are helped to include some of the 'language of books' in your own writing and are given reminders of your targets. We thought that Year 6 did well in composing their own versions of Greek myths. Thank you for sharing your 'work in progress' about your enjoyable visit to the Isle of Wight. We were also impressed by your mathematics work. We have suggested that you could spend less time on basic calculations and more time planning your own investigations, solving problems and learning about other aspects of mathematics. You certainly seemed to be enjoying your introduction to algebra!

Adults look after you extremely well and we were pleased to find that you have a good idea of how to stay safe and avoid problems when an adult is not present. You have a really good idea of the importance of exercise and eating healthily. It was great to see how those of you in the older classes take your extra responsibilities seriously. You did a super job on sports day!

The school is well run and all the adults work well together as a team. Some members of the governing body are new but they are on the right track towards helping the school become even better. We have suggested some ways in which they might do this, including planned visits to the school.

It is not long to the summer break now, so enjoy the rest of the term, have a great holiday and come back refreshed and ready for all the new things planned for next year.

Yours sincerely

Rob Crompton

Lead inspector

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