

# Leesland Church of England Controlled Infant School

## Inspection report

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<b>Unique Reference Number</b>	116335
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357944
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Susan Mann HMI

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>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Oliver Fisher
<b>Headteacher</b>	Jane McDowell
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Whitworth Road Gosport PO12 3NL
<b>Telephone number</b>	023 92 583872
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<b>Email address</b>	adminoffice@leesland-inf.hants.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed six teachers in a total of 13 lessons as well as observing practice in the Ladybirds Nurture Group, groups of pupils taught by teaching assistants, and the independent learning provision. They held meetings with pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of documentation including minutes of meetings, policies, procedures and records. They looked also at planning for the curriculum and for development. They scrutinised questionnaires returned by 63 parents and carers.

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

- The rate of progress for all pupils from their starting points, especially in mathematics and writing.
- The achievement of gifted and talented pupils to determine whether teaching is sufficiently challenging, especially in writing and mathematics.
- The success and sustainability of initiatives to improve levels of attendance.
- The quality of teaching and learning for all pupils, including those on School Action Plus, on the school's register of special educational needs, and pupils whose circumstances may make them vulnerable.
- The effectiveness of the governing body in providing a rigorous level of challenge.  
The effectiveness of the governing body in providing a rigorous level of challenge.

## Information about the school

Leesland Church of England Controlled Infant School is located close to Leesland Junior School. It is smaller than the average-sized infant school. In September 2010, the infant and junior schools became linked as a federation. The executive headteacher of the federation is the headteacher of Leesland Junior School. The two schools share a governing body. Several of the current governors were on the infant or junior school governing bodies prior to the federation. There is provision for before- and after-school care for pupils located at the junior school. That is not managed by the governing body and is subject to a separate inspection report.

Almost all pupils at the school are from a White British background. The proportion of pupils who are known to be eligible for free school meals is slightly above the national average. The proportion of pupils who have special educational needs and/or disabilities reflects the national average. The school has achieved the ECO Schools Silver Award, the Southeast in Bloom Silver Gilt Award, and the Hampshire Trailblazer (outdoor learning) Award.

**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

Leesland Infant School is a good school. Its effectiveness has improved since the last inspection in 2008, when it was judged to be satisfactory. The school has a caring ethos which is wholly child-centred. It permeates all aspects of school life. Pupils' behaviour is welcoming and considerate. In lessons and around the school, pupils follow the school's 'Golden Rules' and behaviour is good. One parent described the school as 'A lovely school with a real enthusiasm for learning. There is a sense that each child matters and the teachers recognise each child's needs.'

There is a strong emphasis on raising levels of achievement for all pupils at all levels within the school. Data are rigorously scrutinised to monitor progress and identify trends. The analysis is used effectively to plan teaching and learning so that pupils make good progress during their time at the school. The quality of teaching has been a focus of development. It has improved from satisfactory at the previous inspection and is now good. Clear tracking, ambitious target-setting and rigorous monitoring of pupils' progress in lessons have ensured teaching is now generally focused and purposeful. Some variations in teaching quality are still evident. When teaching is slightly less good, it is because staff do not maintain a suitably rapid pace to keep pupils engaged throughout. In addition, there is not always a sufficiently high level of challenge presented to extend the learning of all pupils, including the more able.

There are clear and effective systems in place for strategic planning. They are supported by accurate self-evaluation. The headteacher and school leadership team are realistic in their assessments and set ambitious targets that are monitored rigorously. Subject action plans and audits of aspects, such as community cohesion, help set the priorities for the school and are incorporated into development planning. Actions taken to improve outcomes and provision have been successful. The school's capacity for sustained improvement is good.

The governing body is well organised and many governors have a wealth of relevant experience. Members are supportive of the school and some visit frequently, which provides them with a clear overview of the day-to-day issues. As a consequence, the governing body provides a suitable level of challenge and it fulfils its role reasonably well. However, it has been in its current form for less than a year. Many procedures are therefore still being developed and embedded. The governing body acknowledges it does not yet offer the same level of effective oversight of the infant school as it does for its junior school partner. Visits by members of the governing body to the school are not always evaluated in a sufficiently robust manner to foster ensuing development of provision.

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

- Strengthen the effectiveness of the recently re-formed governing body by ensuring it discharges its monitoring role effectively and challenges the school to promote further development.
- Improve the quality of teaching so that all lessons are consistently good or better by:
  - ensuring lessons are planned and delivered at a suitably vigorous pace to engage all children and motivate them to learn.
  - ensuring that all learning provides a high level of challenge to raise levels of attainment of all pupils, including the more-able pupils at the end of Key Stage 1.

## Outcomes for individuals and groups of pupils

**2**

Outcomes for pupils are good. Pupils are proud of their work and they apply themselves well to their learning. One pupil summed up what many are seen to be doing, saying 'I always try to do my best.' When children first start at school, their levels of attainment vary considerably. Overall, they are below national expectations and this is most noticeable in communication, language and literacy. Levels of attainment have improved from the last inspection when they were low and these are now average by the time pupils reach the end of Year 2. That represents good levels of progress and has been achieved through staff knowing how well each child is learning and what is needed to move them on. There is no noticeable difference between the rates of progress for any groups of pupils, including those eligible for free school meals. Strategies to tackle low attainment in writing and mathematics in Key Stage 1 have had considerable success and this is evident in pupils' work, as well as from the school's data analysis. The proportion of pupils reaching Level 3 has increased, although the school recognises there are further improvements to be made. The increase is most notable in writing and mathematics and is the result of targeted intervention to improve outcomes for the more-able pupils.

Pupils with special educational needs and/or disabilities and potentially vulnerable pupils make good progress from their starting points. Furthermore, the benefits gained by high emphasis given to pupils' emotional well-being have a significant impact on raising the attainment of pupils with special educational needs and/or disabilities.

Pupils and their parents and carers say they feel pupils are safe at school. Pupils are given good instruction in safety awareness. They are confident that any incident they raise will be dealt with promptly by staff. They know about the importance of healthy lifestyles. All brush their teeth after lunch to 'save their smiles'. Opportunities to take fresh air and exercise are plentiful each day through outdoor learning and activities. Pupils investigate the outdoor environment enthusiastically as part of the 'Trailblazer' project and their learning in general. Pupils are proud to take on responsibilities within the school community. They demonstrate strong commitment to recycling and preserving their school environment through the 'ECO Schools' initiative. The school council is developing its role well and pupils elected clearly enjoy discussing school issues. All pupils develop an insight into shared and cohesive values and clearly they understand the difference between what is right and wrong. Assemblies help pupils develop a good understanding of common values and give them time for reflection. Pupils and families are encouraged to share their heritage with others as part of the curriculum, so that learning about different cultures,

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religions and backgrounds has relevance. That enables a better understanding of how these cultures are related and relevant to pupils' own lives.

Levels of attendance have improved since the last inspection. Attendance is now broadly average and is improving. The improvement is the result of the school's tenacious efforts to engage families and promote the benefits of regular attendance on pupil outcomes. A number of successful strategies are in place both to educate and reward. For example, reasons for absences are requested and followed up and pupils receive stickers and trophies. Newsletters and notice boards provide frequent reminders. As a result of their improving attainment, progress and attendance, pupils develop suitable skills to support their future economic well-being.

*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>	3
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>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:	
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?

All pupils receive a good level of care, guidance and support. Children entering the Early Years Foundation Stage receive a great deal of effective support to make a successful transition and settle quickly into school life. Home visits are supplemented by contact with parents and carers and other early years providers to learn about the children's needs and routines. The 'Ladybirds' nurture group makes provision for emotional well-being for pupils throughout the school. It is planned and monitored to ensure all pupils attending the group benefit. The provision helps reduce levels of stress and improve behaviour, which enables pupils to cope well in their general lessons.

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The themed curriculum engages pupils and provides them with exciting learning opportunities. For example, pupils in Year 1 enjoyed a trip to a castle and had a medieval banquet as they followed a theme of 'castles, dragons and fairy tales'. Strong cross-curricular provision encourages pupils to become absorbed in the themes and this enhances their level of interest. A good variety of enrichment activities enhances the curriculum, as does teachers' effective collaboration with staff in other schools. The school has developed its provision for independent learning in each class. In particular, those pupils in Reception class and Year 1 benefit from a good proportion of child-initiated activity that involves indoor and high-quality outdoor provision.

Assessment is used effectively to support pupils' learning and helps promote their good progress. Teachers make rigorous use of reliable data and observation to support and challenge pupils. One the whole, marking of pupils' work gives clear indication of how well pupils are doing and what they need to improve. Pupils are accustomed to assessing their own learning routinely and, when appropriate, they are encouraged to give feedback to their classmates, which helps develop their knowledge and skills further.

*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>2</b>

## **How effective are leadership and management?**

The school's leadership and management are strong. The headteacher and school leadership team are ambitious in their drive to improve outcomes and pupils' attainment. Effective processes are implemented to monitor performance of staff and overall development to ensure the school continues to improve. Staff are committed to continuous professional development as a result of the enabling environment promoted by the headteacher and leadership team. That is evidenced by the improvement from satisfactory to good for overall effectiveness since the last inspection. The headteacher has a realistic view of the strengths of the team and where development is needed. Where teaching is less strong, steps are already in place to offer support and strengthen provision. Data are used particularly well to monitor and evaluate the achievement of groups of pupils and progress in subjects so that differences can be addressed. Effective leadership and management procedures are becoming increasingly embedded. The school has continued to prioritise pupils' welfare and achievement during the changes brought about by the change to federated status. Pupils have continued to enjoy a positive school experience. Finances are managed well and provide good outcomes for pupils. As a consequence, value for money is judged to be good.

The school fosters a culture of mutual respect and kindness successfully amongst its pupils. Pupils are encouraged to share their cultures and experiences with one another to

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enhance their understanding of different ways of life and the contribution each can make. They demonstrate a good understanding of how to promote equality and diversity. Inclusive practice is embedded well in all elements of school life, such as making sure pupils from more disadvantaged backgrounds can access outings and clubs. Throughout the school, pupils who find themselves in challenging circumstances and are potentially more vulnerable receive targeted emotional support which has resulted in significant improvement in their progress.

The school has had recent success in engaging parents and carers considered 'hard-to-reach' through sensitive encouragement. Workshops and 'stay and play' sessions welcome parents and carers into the school and are popular with many. Parents and carers say they find these sessions highly enjoyable because they enjoy being involved in their children's learning. The majority indicate the school communicates well with them and they are asked regularly to give their views. The school acts on feedback, such as improving the school's website so that it became a better communication tool for parents and carers.

The school makes a strong contribution to promoting community cohesion and has robust plans to strengthen this further. It engages well with its local community through events such as the invitation of pupils from the past to revisit the school. Many older local residents come into school to talk with pupils about their memories of the school and about their lives. That type of event instils a lasting impression in pupils. The impact of the work done by the school on developing a cohesive approach is highly evident in the way pupils from a wide range of backgrounds get on very well together at school.

Partnership working with schools in the local area is effective. A good example has been the training of coaches to promote better teaching. The school has very good links with outside agencies to support pupils whose circumstances may make them vulnerable. Arrangements to safeguard pupils' welfare are good. Staff are trained and familiar with the correct procedures. The recruitment and vetting of staff is rigorous, site safety is carefully monitored and risk assessments are effective.



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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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in Reception Year come into school happily in the morning and demonstrate a strong enthusiasm for their learning. Outcomes are good. Children's level of attainment when they start school varies considerably, but overall this is below national expectations. During the year, the children make good progress through the Early Years Foundation Stage. Accurate observation and planning systems are used by teachers to tailor learning to children's individual needs and interests and this accelerates progress as a result. Children with special educational needs and/or disabilities receive prompt assessment and intervention which promotes good development. The strong focus on aspects of communication, language and literacy has had a significant impact on children's development of language and writing skills in particular. Children become independent and self-assured in all elements of school life, which prepares them well for moving into Year 1. They demonstrate cooperative and caring relationships with one another and they foster these independently. A good example occurred when one child saw another wearing a birthday badge and wished her a happy birthday.

The balance between child-initiated learning and adult-led activities is closely monitored and prioritises independent learning. While the quality of teaching is good overall, there are some variations in quality, particularly when some staff do not always extend children's learning in their delivery of activities and group times. On the whole, however, the themed curriculum in Reception Year is exciting and holds children's interest well. For example, classrooms were transformed into 'Neverland' as part of learning based around the story of 'Peter Pan'. Children enjoy all areas of learning thoroughly in the exciting outdoor environment. For example, some children examined real fish in a water trough. They explored the properties of the fish closely and discussed at length how fish swim, breathe and how the fish would have moved when it was alive. The Early Years Foundation Stage leader has a very good understanding of early years practice.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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 percentage of parental questionnaires returned during the inspection was just above the national average for primary schools. Most expressed satisfaction with the education their children received. A very small minority said they felt the school did not deal effectively with unacceptable behaviour. During their time at the school, the inspectors observed that incidents of misbehaviour were managed well and there were no disruptions to pupils' learning as a result. Almost all parents and carers stated their children enjoyed school. One parent summed up the views expressed by many; 'I think that this is a beautiful, organised and very well-managed school and one that I am deeply proud to send my child to.'

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

Ofsted invited all the registered parents and carers of pupils registered at Leesland Church of England Controlled Infant 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	73	16	25	1	2	0	0
The school keeps my child safe	45	71	16	25	2	3	0	0
My school informs me about my child's progress	31	49	26	41	4	6	1	2
My child is making enough progress at this school	41	65	17	27	4	6	0	0
The teaching is good at this school	43	68	17	27	4	6	0	0
The school helps me to support my child's learning	41	65	18	29	2	3	1	2
The school helps my child to have a healthy lifestyle	43	68	18	29	2	3	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)	35	56	23	37	1	2	0	0
The school meets my child's particular needs	38	56	23	37	1	2	0	0
The school deals effectively with unacceptable behaviour	28	44	28	44	4	6	1	2
The school takes account of my suggestions and concerns	29	46	30	48	3	5	1	2
The school is led and managed effectively	43	68	17	27	3	5	0	0
Overall, I am happy with my child's experience at this school	44	70	15	24	4	6	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.**



30 June 2011

Dear Pupils

**Inspection of Leesland Church of England Controlled Infant School, Gosport  
PO12 3NL**

Thank you for giving us such a friendly welcome when we visited your school. We enjoyed our time at Leesland Infant School. We think it is a good school. We would like to thank those of you who spent time talking to an inspector; that was very helpful and we learned a lot about what you think about your school.

We were particularly impressed by how kind you are to one another and how well you behave. We know that many of you have tried very hard to improve your attendance and that you are doing well at arriving on time so that you are ready to learn when the school day begins. We would like you to keep on making a good effort to have good attendance so that you can carry on doing well with your learning.

We saw how much you enjoy your lessons and how proud you are of the things you write and do at school. We think you are doing well. You know your targets and you work hard in lessons to achieve these. We have asked your headteacher and teachers to try and make lessons even better so that you have to think more about your work and this will help you learn even more.

The staff are good at thinking of ways to improve the school and you have some good outdoor play areas as a result of this. We know that some members of the governing body come into school and help you in your classes sometimes. We have asked the governing body to help your headteacher make sure the school continues to improve in lots of different ways.

We would like to wish you well for the future and thank you again for showing your lovely school to us.

Yours sincerely

Susan Mann

Her Majesty's Inspector Lead inspector (on behalf of the inspection team)

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