

# Collaton St Mary Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	113476
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	357363
<b>Inspection dates</b>	6–7 July 2011
<b>Reporting inspector</b>	Richard Light

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>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev David Treaby
<b>Headteacher</b>	Penny Millington
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Blagdon Road Torbay Devon TQ3 3YA
<b>Telephone number</b>	01803 556433
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<b>Email address</b>	admin@collaton-st-mary-primary.torbay.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. In total, inspectors observed teaching and learning in 16 lessons or part lessons, taught by seven teachers. Meetings were held with two groups of pupils, members of the governing body and staff with positions of responsibility. They observed the school's work including an assembly, a playtime and two lunchtimes. Inspectors looked at a range of evidence, including data on pupils' progress, pupils' work, teachers' planning, curriculum documents, safeguarding arrangements, minutes of meetings and information on the school's self-evaluation and improvement planning. Questionnaire responses from 120 parents and carers, 60 pupils and 13 staff were also analysed.

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

- The consistency of teaching throughout the school to secure and maintain pupils' good progress and higher attainment.
- How well leaders and managers at all levels have embedded improvements.
- The effectiveness of academic interventions in enabling identified pupils to catch-up with their work.
- The impact of assessment and monitoring strategies deployed by the school at bringing about improved outcomes for all pupils.

## Information about the school

The school is of average size and serves the coastal town of Paignton in South Devon. Most pupils attend from the local catchment area. Children in the Early Years Foundation Stage are taught in a Reception class. The proportion of pupils from minority ethnic groups and those who have English as an additional language is lower than the national average. The governing body manages a breakfast and after-school club on the school site. A higher-than-average number of pupils have special educational needs and/or disabilities, mainly associated with the acquisition of emotional, language or literacy skills. The school has received a number of awards in recognition of its work including: Investors in People, Artsmark, Activemark, ICT quality mark, a national training award and Healthy Schools status.

**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

Collaton St Mary Primary School provides a good quality of education for its pupils. Key to this success is the work undertaken with significant partners to create an outstanding curriculum that enables pupils to gain a deeply embedded understanding of how to live extremely healthy and sustainable lifestyles. The curriculum offered, combined with the strong ethos, leads to outstanding, highly considerate behaviour in lessons, around the school, and in the breakfast and after-school club, and plays a pivotal role in the good quality of pupils' learning. One parent commented, 'This is a wonderful school where all the teachers really care about the children. Behaviour is excellent, they love learning and are so happy here.'

Children in the Early Years Foundation Stage settle quickly, making a good start to their education. Pupils go on to make good progress in their learning in lessons and relative to their starting points as a result of the consistently good teaching they receive. Historical differences in pupils' attainment, most notably in boys' writing at Key Stage 2, have been overcome. By the time they leave, pupils' attainment is above average in English and mathematics. While teaching is good overall, often, marking does not provide clear enough next steps in learning and pupils are not provided with sufficient opportunities to act upon teachers' written comments about their work.

The curriculum contains a range of very well-constructed activities which are extremely successful enabling pupils to recognise each other's needs and become highly supportive and polite towards each other and adults. It is also very effective in ensuring pupils understand how to lead extremely healthy lifestyles. This is reflected in the national awards gained by the school, pupils' above-average attendance and the very high uptake of healthy school meals. The development of pupils' collaborative, problem-solving and reflective skills is given high priority in planning and prepares pupils successfully for their future lives.

Care, guidance and support are also strong. A weekly written dialogue between school and home regarding the personal care and academic progress of their children from each class teacher means that pupils and their families are well known to the school. This enables support to extend beyond the classroom and has a positive impact within lessons. Other adults are well deployed to support pupils in lessons. Systems to monitor the effectiveness of planned interventions to enable pupils to catch up with their work or to track the progress of pupils towards their individual education plan targets are not well established.

The headteacher provides strong and clear leadership for the school. She leads a committed staff team that shares the school's aims and values. Good self-evaluation ensures the school has an accurate understanding of its strengths and areas for further development. The procedures for monitoring of teaching and learning and school

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improvement plans are generally good and identify broad areas for improvement. In some respects, there is a lack of explicit detail to demonstrate how the planned actions are bringing about improvements to teaching and to pupils' learning.

Since the previous inspection, there have been improvements in the school's work which include new systems for recording pupils' progress, increased ability of pupils to manage their own behaviour, rising attainment and a new outstanding curriculum. The pace of improvement, combined with the school's effective self-evaluation, demonstrates the school has a good capacity for sustained further improvement.

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

- Improve the quality of teaching further by:
  - ensuring marking provides clear guidance for pupils' next steps in their learning
  - providing greater opportunities for pupils to respond to marking and comments made.
- Accurately monitor the impact of planned interventions designed to enable pupils to catch up on their work and closely check the progress pupils are making towards their agreed individual education plan targets.
- Develop explicit procedures to demonstrate the impact of actions taken to bring about improvements to teaching and to pupils' learning.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils achieve well academically and personally. Pupils make good progress with their academic learning in the classroom due to the excellent relationships and well-established classroom routines. Pupils' interest in learning is stimulated when they have the opportunity to apply their skills collaboratively to design and plan practical tasks. During the inspection, this was observed when Years 3 and 4 pupils worked very successfully together to plan a street party to celebrate the Second World War victory. Pupils confidently express their ideas, enjoy reading a wide range of texts and write for a range of different purposes with accuracy and fluency. Year 6 develop mature and thoughtful responses to writing a persuasive press release reporting on pollution in a local stream. Mathematical concepts are well understood and connections effectively made to real-life situations such as in Year 4 where pupils interrogated data regarding pupils' favourite Second World War planes with increasing sophistication. Pupils perform mental and written calculation skills well and apply these skills effectively to solve mathematical problems. Pupils enjoy coming to school, as shown by their above-average levels of attendance, because they feel valued and safe.

Pupils make excellent progress in developing their social skills and become very happy, confident and mature individuals by the time they leave school. Challenging questions to think 'if you were water what would you wash away' develops pupils' moral and reflective understanding well.

Pupils conscientiously take on extra responsibilities around the school, for example by participating in the school council, helping younger pupils at lunchtimes or during assemblies. They go on to develop a strong sense of community through activities such as fund-raising for Harvest, Christian Aid, participation in the Torbay Civic Award ceremony

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and acting as peer mediators. Through carefully planned lessons, pupils develop high levels of independence and self-control over their own learning. Pupils' self-esteem and self-confidence are boosted further when their achievements are recognised and celebrated in assemblies. Older pupils develop their performance skills well, for example through concerts at local nursing homes. Year 6 pupils develop a thoughtful and reflective outlook through skills gained by acting as 'buddies' for new Early Years Foundation Stage children when they join the school.

High levels of teamwork and collaboration skills are developed well in Year 1 when pupils solve the problem of how to stop the rabbits eating the flowering plants. Pupils' enterprise skills and contribution to community are enhanced through the carefully planned sensory gardens developments where wheat grown by pupils is harvested for bread in a local bakery and potatoes sold to the school kitchen.

Previous variations in performance between groups and subjects have now been closed so that all groups now make good progress, including those with special educational needs and/or disabilities. The school has good plans in place to continue improving progress in mathematics which lags slightly behind other areas. A combination of above-average attainment and good academic progress means that pupils' overall achievement is good.

*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

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## How effective is the provision?

Teaching is consistently good. Adults understand the needs of pupils well. They have excellent relationships with pupils and encourage them to participate widely in the life of the school. All staff deploy their good subject knowledge well to provide good support and challenge for all groups of pupils. Lessons are well paced and contain practical activities which enable pupils to apply learnt skills and maintain their interest. A purposeful atmosphere exists in all classes where pupils' contribution to their own learning is considerable. Teaching assistants also contribute significantly to pupils' learning in lessons because they structure activities well and then encourage pupils to do as much as possible for themselves. Action taken to address underperformance in some boys' writing has had a positive impact and accelerated progress for older pupils in particular.

Teachers have good systems for assessing pupils' attainment and recording their progress. There is some lack of clarity in providing pupils with effective next steps in their learning through marking and feedback, and not enough opportunities are provided for pupils to respond to teachers' written comments about their work.

The outstanding curriculum provides a significant range of activities which effectively meet the different needs and interests of all pupils. The local environment is used exceptionally well for example, to develop pupils' understanding of water pollution levels. Opportunities to develop outdoor learning through Forest School experiences for younger pupils develop cooperation and organisational skills very well. Visits to a local mosque and designing patterns based on Islamic artwork contribute well to pupils' cultural understanding. The curriculum is enhanced by the specific extra-curricular clubs such as storytelling and drama designed to directly address pupils' educational needs. This adds impact to the already broad range of well-attended extra-curricular clubs, including the before and after-school care. Key moral and social identities and values are modelled well in assembly and contribute to the overwhelming majority of pupils saying they feel very safe in school. Some initiatives are relatively recent and so have yet to have a full impact on pupils' progress.

Parents and carers recognise the high levels of care pupils receive. The strong staff teamwork and close partnership with parents, carers and other professionals underpin the school's very caring and supportive environment. Good partnership arrangements with a wide range of external agencies ensure that additional support is available to meet individual needs. Good transition arrangements prepare pupils well for their next year group or phase of education. The school recognises the need to review arrangements to effectively monitor the impact of intervention work and to also improve the quality of tracking pupils' progress towards agreed targets of individual education plans for those pupils identified as having special educational needs and/or disabilities.

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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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has embedded a very caring and thoughtful school ethos based on a genuine, nurturing philosophy. Her reflective style of leadership is shared by members of the school community. Staff have responded well to the headteacher's drive for improvement. Ambitious targets have resulted in an environment where pupils can thrive. Their successes are shared collectively and valued through reward certificates they receive in assemblies and in newsletters. Similarly, staff strengths and skills are recognised and made best use of. Strategic decisions to reorganise staff and clarify roles and responsibilities have improved teaching and accountability across the whole school. The commitment to professional and personal development is an embedded part of the school ethos. Leaders and managers at all levels have fostered an environment where everyone is treated with trust and dignity; as a result, morale is high. Some leaders have assumed or changed their responsibilities quite recently, so have not yet had time to develop their ideas fully.

The governing body challenges and supports the school well. Members of the governing body care deeply about the quality of education pupils receive and are involved in monitoring the school's work through visits to lessons and presentations from staff. Systems are in place to ensure statutory requirements are met and finances managed prudently. The school uses its resources well.

The vast majority of parents and carers are very supportive of the school, sharing in the strong sense of pride and belonging that permeates all aspects of the school's work. Family learning sessions for the parents and carers of younger pupils offer considerable information on a range of helpful areas. There are good partnership arrangements with a wide range of external agencies. Local links to network and cluster schools are very strong. These ensure individual needs can be met, for example the links to the local secondary school enhance learning well in physical education for older pupils. The school has ambitious plans to further develop national and already well-established international links with Peru.

The school gathers a considerable amount of data to assess and track pupils' academic progress. As a consequence, planned activities are well matched to pupils' abilities, and expectations of pupils' performance have been raised. Through the highly inclusive ethos, the school successfully promotes equal opportunities and tackles discrimination well, for example by closing the achievement gap between different groups of pupils. School values are well modelled and taught by staff, and have a very positive impact on pupils' attitudes and personal development. The school promotes community cohesion well, as is demonstrated by pupils' well-developed understanding of their school through the



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embedded food for life scheme. Local parish and community links are also extremely strong.

Safeguarding arrangements meet requirements well. The school adopts best practice guidelines and responds well to parental surveys, for example by improving security arrangements. All staff and a number of governors are well trained in child protection procedures, and adults are fully vetted and checked before they are employed by the school. Staff, pupils, and parents and carers state they feel very safe and secure with the school.

*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>2</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

Staff form very positive links with families through the extensive and detailed programme of induction. Excellent transition plans for individual children moving into Year 1 ensure a very smooth passage to the next stage of their education. Parents and carers are provided with detailed information early, helping to ensure that children develop key learning behaviours rapidly. Detailed observations that build on previous experiences and effective modelling of spoken language are used well to provide individual daily lessons in linking sounds and letters and number work. Practical activities and imaginative use of resources such as leaves help children count accurately and effectively link learning to other areas of the curriculum. Knowledge and understanding of the world is nurtured well when children have time to explore and investigate at length ideas that interest them such as printing Hindu hand art. Activities such as designing butterfly dances for the ugly bug ball foster a strong collective community with children working well together and cooperating well with adults.

The indoor and outdoor areas are well resourced and adapted to children's responses, meaning that they are always interested in and enjoy their learning. Previous variations of

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children's performance in different areas of learning have now been largely closed. From skills similar to those expected on entry to school, children go on to make good progress in their learning and enter Year 1 with skills above those found nationally overall. Early writing skills remain slightly below other areas. The Early Years Foundation Stage teacher has good, clear ideas on how to improve the setting, such as developing activities to stimulate boys' interest in writing further, but these have yet to be implemented. Shared planning between staff for Reception-age children who attend before- and after-school care at the school ensures they are well catered for. As a result of the effective teamwork, good leadership and well-organised, imaginative and precise teaching, children become happy and confident, making good progress in lessons.

*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 indoor and outdoor areas are well resourced and adapted to children's responses, meaning that they are always interested in and enjoy their learning. Previous variations of children's performance in different areas of learning have now been largely closed. From skills similar to those expected on entry to school, children go on to make good progress in their learning and enter Year 1 with skills above those found nationally overall. Early writing skills remain slightly below other areas. The Early Years Foundation Stage teacher has good, clear ideas on how to improve the setting, such as developing activities to stimulate boys' interest in writing further, but these have yet to be implemented. Shared planning between staff for Reception-age children who attend before- and after-school care at the school ensures they are well catered for. As a result of the effective teamwork, good leadership and well-organised, imaginative and precise teaching, children become happy and confident, making good progress in lessons.

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

Ofsted invited all the registered parents and carers of pupils registered at Collaton St Mary Church of England 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	55	48	40	4	3	0	0
The school keeps my child safe	82	68	36	30	2	2	0	0
My school informs me about my child's progress	60	50	53	44	6	5	1	1
My child is making enough progress at this school	50	42	58	48	11	9	1	1
The teaching is good at this school	65	54	49	41	5	4	0	0
The school helps me to support my child's learning	57	48	54	45	7	6	0	0
The school helps my child to have a healthy lifestyle	70	58	50	42	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)	53	44	54	45	9	8	2	2
The school meets my child's particular needs	55	46	51	43	9	8	3	3
The school deals effectively with unacceptable behaviour	49	41	55	46	5	4	6	5
The school takes account of my suggestions and concerns	46	38	52	43	10	8	5	4
The school is led and managed effectively	51	43	49	41	13	11	1	1
Overall, I am happy with my child's experience at this school	68	57	43	36	6	5	2	2

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.**



8 July 2011

Dear Pupils

**Inspection of Collaton St Mary CofE (VA) Primary School, Paignton, TQ3 3YA**

Thank you for the warm welcome when we visited your school recently. We were very impressed by your outstanding behaviour in lessons and around the school. We enjoyed seeing you in lessons, talking to you about your school and looking at your work.

We believe there are things that your school does very well. The children in the Early Years Foundation Stage make a good start to school life and achieve well.

All the adults in the school take good care of you to make sure you are safe. Your attendance is above average. You say you enjoy the way you learn in lessons and the excellent activities or visits teachers plan for you. You look after each other very thoughtfully and gain some excellent personal skills to help you grow up. You know the importance of eating healthily and taking frequent exercise.

Your headteacher and other adults work hard to make sure you are making good progress. The good teaching you receive helps you develop good skills in English and mathematics.

We have asked them to:

- give you clearer marking to say what you need to learn next and more time to respond to teachers' comments
- carefully track the small steps in progress for those pupils who have individual education plans.

We have also asked all the leaders and managers at all levels to check frequently and so provide detailed information about how teaching and learning is getting better. In this way, they can all help to make your school an even better place in which to learn.

I am sure that the school, with all your help, will continue to get even better. It was a pleasure to meet you all. Best wishes for your future success.

Yours sincerely

Richard Light

Lead Inspector

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