

# The Bardney Church of England and Methodist Primary School

## Inspection report

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<b>Unique Reference Number</b>	120589
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358796
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Andrew Stafford

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Armstrong
<b>Headteacher</b>	Garth Hicks
<b>Date of previous school inspection</b>	4 February 2009
<b>School address</b>	Henry Lane Bardney, Lincoln LN3 5XJ
<b>Telephone number</b>	01526 398255
<b>Fax number</b>	01526 398255
<b>Email address</b>	enquiries@bardney.lincs.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons taught by four teachers, two teaching assistants and one visiting activity leader. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's strategic plan, lesson and curriculum planning, procedures for keeping pupils safe and the data the school has collected on pupils' attainment and progress. Forty three questionnaires from parents and carers were returned and these were scrutinised by the inspection team, who also spoke with a number of parents.

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

- Inspectors analysed the consistency with which pupils make progress in English and mathematics across the school.
- They considered the way teachers use information from assessment to help pupils make progress in their learning.
- Inspectors also evaluated the effectiveness of the strategies put in place by school's leaders in raising standards.

## Information about the school

The school is smaller than average. Children in the Early Years Foundation Stage are taught in one mixed-age class with some pupils from Year 1. Pupils from Years 1 to 6 are taught in three other mixed-age classes. Pupils come from a wide range of socio-economic circumstances in the surrounding rural area. The very large majority of pupils are from White British backgrounds; the number from minority ethnic groups, mainly from Asian backgrounds, is increasing each year. The proportion of pupils known to be eligible for free school meals is broadly average. The current proportion of pupils with special educational needs and/or disabilities is average, with most of these pupils having either specific or moderate learning difficulties or behavioural, emotional and social difficulties.

The school has recently achieved national Healthy Schools status and gained a number of awards, including the Artsmark and the International School Award. At the last inspection in February 2009 it was judged that the school no longer needed the special measures found to be required almost two years earlier. The current headteacher took up the post in September 2009.

There is independently managed childcare on site that is the subject of a separate Ofsted inspection.

**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**

**2**

## Main findings

While Bardney Primary School provides a satisfactory standard of education for its pupils, many elements are good. The inclusive and caring environment nurtures pupils' personal and social skills well, leading them to develop a secure sense of right and wrong. The good quality of display in classrooms and corridors supports learning positively. Pupils feel safe and clearly enjoy school very much, as shown by their above average attendance and good behaviour in and out of the classroom. Pupils develop healthy lifestyles well, as shown by their involvement in a wide range of physical activities, and acknowledged when the school achieved Healthy School status. They are well motivated to learn and make a helpful contribution to the school community, reflecting its caring ethos, for example, by acting as partners listening to younger pupils read. The school's partnership with parents and carers is good. All expressed a very high degree of satisfaction with the school and their child's experience. One parent wrote, expressing the view of many, 'The school really cares about my child's academic, social, emotional and physical development. The school has a very positive, nurturing and encouraging attitude to learning'.

Most children start school with the skills expected for their age, except in reading and writing, where they are below those expected. Most pupils make satisfactory progress, with some making good progress, as they move through the school. The quality of teaching varies across the school. In the lessons seen it ranged from good to satisfactory, with the consequent varied impact on the progress that pupils made. The assessment system is improving, but teachers do not always make enough use of what they know about pupils' prior learning when planning what they need to learn next. This means that pupils are not always sufficiently challenged in their learning and are not fully stretched. Furthermore, teachers provide too few opportunities for pupils to reflect on their achievement, which means that not all of them recognise clearly what it is they need to do to improve the quality of their work. Leaders are already planning to tackle this. Good curriculum opportunities have a positive impact on pupils' good awareness of the differences in multicultural society, resulting in the good promotion of community cohesion. The school is at the hub of the local community, forging effective links with the parish council through, for example, twinning with a French school and working on recycling with the district council.

The school's capacity to sustain improvement is good because of the recent improvements to teaching through coaching and mentoring the two newly qualified teachers, and the improvements in behaviour and attendance. Self-evaluation is accurate and, supported by work with the cluster of local schools leaders have identified appropriate priorities for development, such as strategies to raise standards and improve the overall quality of teaching. The school recognised that, while pupils' attainment at the end of Year 6 in 2010 in national tests was above the national figures, attainment in mathematics was below that in English, showing that some had made less progress in this subject. The school took

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appropriate action to tackle this and current evidence shows that there has been an improvement in the quality of teaching in mathematics, so that there is no difference between pupils' achievement in mathematics and English. However, the school's monitoring of teaching, though regular, is not always sufficiently linked to the progress pupils are making.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve teaching so that the level of challenge and progress in lessons is consistently good, by:
  - setting work that closely matches the needs of each pupil so they are fully stretched
  - increasing the frequency with which pupils reflect on their achievement so that they clearly recognise how to improve their work.
- Focus leadership and management more closely on raising standards by:
  - firmly embedding the assessment system so that pupils' progress can be consistently tracked
  - extending the monitoring of teaching and learning so that it focuses more closely on the progress pupils are making.

## Outcomes for individuals and groups of pupils

**3**

By the end of Year 6, all pupils make satisfactory progress and their overall attainment is average. As a result of well-targeted support for those with special educational needs, the progress of these groups of pupils matches that of their classmates. There is no significant difference in the performance of boys and girls or those known to be eligible for free school meals. Observation of lessons and pupils' work shows that pupils make satisfactory progress in English and mathematics. Improved teaching and strategies to engage pupils more effectively in these subjects are beginning to have a positive effect. Pupils respond well to opportunities that challenge them. For example, pupils in Years 5 and 6 were engaged intently on deciding what debating topic they would consider. Suggestions were discussed in small groups, and shared with the class, before the main pros and cons of an issue were identified. This ordering of ideas, and having them evaluated by talk partners, was an effective method of preparation for pupils' written work. All pupils have targets in English and mathematics that are reviewed regularly and pupils talk knowledgeably about their progress towards meeting them.

Pupils enjoy school and are highly motivated to learn. They value particularly opportunities to gain personal and house points and have totals celebrated in assembly. Pupils' spiritual, moral, social and cultural development is good. Older pupils act as good role models for younger pupils, particularly at playtimes, where they take shared responsibility for looking after younger pupils. Pupils develop a very good understanding of each other's backgrounds and why the school is such a cohesive and harmonious place. Pupils' awareness of different faiths and cultures is developed well through visitors. For example,

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a talk about the Sikh traditions and beliefs led pupils to say that any differences in people's backgrounds are respected and other cultures are viewed as being equal.

Pupils feel they are safe in school, as do their parents and carers. They appreciate that the school helps them to learn how to keep themselves safe. For example a recent 'Health and Safety' week highlighted road safety, and the potential difficulties in the use of the internet, by drawing on connections with the local police, health and ambulance services. There are many opportunities for pupils to take responsibility and develop leadership skills. The school council has been instrumental in getting equipment for the playground and making suggestions about how assemblies could be more enjoyable. Pupils show empathy for those less fortunate than themselves and actively raise funds for charities. The school was extensively involved in Christmas celebrations in the village churches and plans are in place for one class to sing at a local care home before the end of term.

*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>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	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>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>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?

Teachers work hard to make learning interesting. In lessons, teachers tell pupils what they will be learning and emphasise links with previous lessons. However, pupils are sometimes not fully engaged with their learning. On one observed occasion the numeracy activity did not hold all pupils' interest long enough for the intended learning outcomes to be successful. Where teaching is good, pupils are challenged to think, the pace of learning is

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rapid and activities are planned to address all their individual learning needs. Effective use is made of ongoing assessment to plan lessons that build on prior learning and challenge all pupils. Pupils have time to consider teacher's written comments on how to improve their work and practise it before the next piece is tackled. In these lessons, pupils make good progress. In satisfactory lessons, these features, especially the use of assessment to ensure that pupils' learning needs are met, are less strongly evident. Senior leaders have arranged for staff to have opportunities to train alongside colleagues in the cluster of local schools and this has led to recent improvements in the quality of teaching. In most lessons, teaching assistants are well deployed to support learning effectively.

The good curriculum is broad, balanced and focused well on pupils' academic, personal, and emotional development. There are extensive opportunities for pupils to develop their literacy skills in other subjects. For example, with the topic of 'Minibeasts', and during Arts and Cultures week, pupils' writing included elements of science, history, geography and religious knowledge. Current events, selected from a children's newspaper, are used well as a stimulus for writing, such as the impact of snowy weather across the country, which also contributes significantly to pupils' knowledge and understanding of environmental issues. Opportunities to develop pupils' basic skills across the curriculum are evident in current work. However, such activities are not consistent across the curriculum. Pupils enjoy their lessons in French, taught by a knowledgeable teaching assistant. Teachers from local secondary schools forge inter-school links which enrich and extend learning opportunities for pupils, particularly in art, ICT, sport and mathematics. The school ensures that all pupils have the same opportunities to take part in arts events. For example, during the inspection a team of visiting arts tutors worked with all children to prepare for a 'Pop Connection' music and dance concert. Gifted and talented pupils are identified and provision is dealt with by class teachers and extended through special activities planned for them. There is a good range of after-school clubs, which are well attended. Enrichment activities such as residential visits, trips and visitors to the school contribute well towards pupils' personal development.

Arrangements to ensure the care and welfare of pupils are good. Parents are very happy with the support their children receive and the extent to which they are kept safe. The well-organised breakfast and after-school clubs support pupils' welfare well, and the learning opportunities on offer contribute to pupils' overall progress. Links with support agencies and health professionals are good and contribute towards the school's provision to meet the needs of the pupils with special educational needs and/or disabilities. Pupils are well prepared for their move to secondary school by regular visits, curriculum events and induction days.

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

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

The headteacher brings energy and enthusiasm to his work and has high expectations of staff and pupils. He works effectively with the strong senior leaders and has raised the profile of subject leaders. A combination of consultation on plans for improvement, professional development focused on key priorities and performance management ensures that staff across the school know exactly what leaders and managers are trying to achieve and what their own role is. As a result, teaching is improving. The school is identifying the opportunities available to extend professional development, from the expertise that exists across the cluster of local schools, to raise standards through improving the quality of teaching and learning. A thread through all aspects of the school's work is its commitment to equality and the elimination of discrimination. It considers carefully how well different groups of pupils are doing and knows which may need additional support.

The school's contribution to community cohesion is good as pupils appreciate and learn about life in a range of cultures and religions locally, nationally and abroad. In the immediate area the school promotes community cohesion very well and local people view the school as being at the hub of the village. Links to schools across this country and in France celebrate the rich diversity found nationally and beyond. Pupils' classroom studies of the plight of people experiencing recent drastic climate changes in Haiti gave a different international perspective. The school has a good partnership with parents and carers and actively seeks their views to make sure it understands their particular needs. For example, the school has responded sympathetically to families without computers at home. It has given parents access to technology, and given pupils opportunities to use the school's computers for their homework. Partnerships with external agencies and other schools are good and support curriculum provision and the well-being of pupils, particularly through the links with four local secondary schools.

There is a good working partnership with the governing body and governors' collective enthusiasm is a significant driving force to bring about change. Many governors are experienced and the developments in monitoring the work of the school reflect their commitment to supporting improvements. Frequent visits to the school by a number of governors mean that they have good links with staff and subject areas, leading to an up-to-date and accurate evaluation of the school's strengths and areas for development. The governing body ensures that statutory requirements are met. This includes ensuring that all safeguarding procedures are met effectively, including those for ensuring safe recruitment.



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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>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>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage is going through a period of transition with changes in staffing and a new leader undergoing training. The school is introducing systems for planning the curriculum and assessing children's progress, which are developing smoothly. The resources for learning have recently been considerably improved, both in the well-fenced, soft-surfaced outdoor area and in the bright, airy inside area, which promotes high quality play and learning experiences. Children demonstrate a high degree of independence and work on tasks with little adult supervision. Opportunities for them, and other pupils in the school, to play and learn on the school's extensive outside areas are especially good.

Children get off to a good start in their first year in school. Careful induction procedures, carried out regularly with children from the on-site play group, enable them to settle quickly, so that they confidently follow routines and are at ease within their own classrooms. Also, for example, as seen when moving to and from the hall for assembly and a music and drama session. Children respond well to the improving teaching. Teachers are effective at gaining children's interest, for example by prompting speaking and listening during the many occasions when children act out different roles. This was seen in the classroom 'kitchen' as the children took on the task of preparing a meal, and were expertly questioned by the teaching assistant, getting the children to use fresh vocabulary to explain what they were doing. Children make satisfactory progress, often from low starting points in reading and writing, and this year a large majority achieved most of the learning goals by the time they started in Year 1, particularly in personal, social and emotional development. Progress in reading and writing was satisfactory, although not all children attained all the expected goals.

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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>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A higher proportion of families responded to the questionnaire than is usually experienced. Support for the school was overwhelmingly positive. Parents were particularly happy with their child's experience at school. Parents and carers confirm that their children enjoy school, that their children are safe and are helped to have a healthy lifestyle. Most parents and carers indicated that they agreed that teaching is good. The inspection found that this aspect is improving but is not yet consistently good. A very small minority of parents and carers felt their child is not making enough progress and that unacceptable behaviour is not managed effectively. Inspectors found that behaviour was because it was managed well through the implementation of the school's effective behaviour policy and that progress is satisfactory and improving.

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

Ofsted invited all the registered parents and carers of pupils registered at The Bardney Church of England and Methodist 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	65	13	30	1	2	0	0
The school keeps my child safe	22	51	20	47	0	0	0	0
My school informs me about my child's progress	20	47	20	47	2	5	0	0
My child is making enough progress at this school	18	42	20	47	4	9	1	2
The teaching is good at this school	26	60	13	30	3	7	0	0
The school helps me to support my child's learning	22	51	17	40	4	9	0	0
The school helps my child to have a healthy lifestyle	27	63	15	35	1	2	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)	21	49	17	40	2	5	0	0
The school meets my child's particular needs	21	49	18	42	2	5	2	5
The school deals effectively with unacceptable behaviour	18	42	15	35	8	19	1	2
The school takes account of my suggestions and concerns	16	37	23	53	3	7	1	2
The school is led and managed effectively	25	58	15	35	3	7	0	0
Overall, I am happy with my child's experience at this school	25	58	14	33	4	9	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.**



7 July 2011

Dear Pupils

**Inspection of The Bardney Church of England and Methodist Primary School, Lincoln, LN3 5XJ**

I would like to thank you for making us so welcome when we visited your school recently and for talking to us about your school, work and play.

You told us that you enjoy coming to school, and particularly mathematics lessons, arts activities and the extra activities that are provided for you after school. We found that you are courteous to visitors and to each other and you behave well both in lessons and around school. You are willing to take on responsibilities and take part in fund-raising activities to benefit others less fortunate than yourselves. You work hard in your lessons.

You go to a satisfactory school. Children get a satisfactory start in the Reception year. By the end of Year 6, the progress you have made is satisfactory, and the standards you attain in English and mathematics are in line with those in most other schools. The partnerships the school has developed with the four local secondary schools extend your learning and gives you opportunities to try out new sports and activities. Links with your parents or carers are good and you receive a high degree of care.

We have identified some areas of the school's work that need improvement to make your school an even better place. These have already been recognised by senior leaders and the governing body and a start has been made to tackle them. These are the things that we have asked your school to do:

- make sure that the quality of teaching is checked regularly so that you receive teaching that meets your needs and leads to improved standards
- regularly record and check the progress you are making in your learning
- give more time for you to consider what you have learned so that you are clear how you can make your work better.

You are already playing your part by behaving well and working hard in lessons. I wish you all the best for the future.

Yours sincerely

Andrew Stafford

Lead inspector

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