

# Denby Free C of E VA Primary School

Inspection report

---

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 112881               |
| <b>Local Authority</b>         | Derbyshire           |
| <b>Inspection number</b>       | 378593               |
| <b>Inspection dates</b>        | 22–23 September 2011 |
| <b>Reporting inspector</b>     | Lois Furness         |

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

---

|  |   |
|--|---|
| <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> | 115                                       |
| <b>Appropriate authority</b>               | The governing body                        |
| <b>Chair</b>                               | Sue Smith                                 |
| <b>Headteacher</b>                         | Tracey Gill                               |
| <b>Date of previous school inspection</b>  | 12 November 2008                          |
| <b>School address</b>                      | Church Street<br>Denby Village<br>DE5 8PH |
| <b>Telephone number</b>                    | 01332 880416                              |
| <b>Fax number</b>                          | 01332 880416                              |
| <b>Email address</b>                       | info@denbyfree.derbyshire.sch.uk          |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were visited and four teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, leaders at all levels and the Early Years Foundation Stage leader. The school improvement plan, safeguarding documentation, assessment records, planning documentation and the School Improvement Partner's reports were scrutinised, as was pupils' work in lessons and on display. In total, 48 parents' and carers' questionnaires were analysed. The returns of 68 pupil questionnaires and 8 staff questionnaires were also considered.

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

- What evidence does the school have for good progress especially in mathematics and writing for all groups of pupils?
- Does the curriculum meet pupils' academic needs as well as their interests?
- How well are leaders including the governing body involved in monitoring and evaluation activities to ensure pupils' achievements are good enough.
- What is needed to improve provision in the Early Years Foundation Stage?

## Information about the school

In this small primary school almost all pupils are White British. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs is broadly average. The number of pupils known to be eligible for free school meals is below average. The school has a number of externally accredited awards including Healthy School Status, Activemark, Eco Silver Award and an intermediate International School award. Provision for the Early Years Foundation Stage is provided in a Reception class. There are three other classes; each consists of two year groups. The Years 3 and 4 class and the Years 5 and 6 class are each taught by two part-time teachers. Over the last two years, three teaching staff and three teaching assistants have joined the school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

This school provides a satisfactory quality of education. It has a number of strengths, including a calm and harmonious learning environment where pupils are cared for well, and they show good spiritual, moral, social and cultural awareness. As a result, pupils grow into confident and mature young people. They feel safe knowing adults will always help them and safeguarding arrangements are good. Their contribution to the school and wider community is outstanding, as is their awareness of the importance of leading a healthy lifestyle.

Children get a good start to school life in the Early Years Foundation Stage, and in this key stage they make good progress. Information from National Curriculum tests shows that by Year 6 attainment is broadly average in English and mathematics. Reading attainment, however, is higher than that of writing, particularly at Level 5 and boys do not attain as highly as girls in this subject. By the end of Year 2, although attainment rose to above average in 2011, too few pupils attained Level 3 in reading, writing and mathematics. Even though progress overall is satisfactory, assessment information shows pupils in Years 1 to 6 do not always make the progress of which they are capable. This is because the use of assessment information is not rigorous enough to ensure that tasks are closely matched to what pupils need to attain higher levels. Teachers' expectations of the amount of recorded pupils' work, especially in Years 3 to 6, are not high enough and too often pupils write in draft books where they are not expected to produce their best work.

Strong features were seen in all lessons. High levels of enjoyment are evidenced by pupils' above average attendance. Some staff use thoughtful strategies to involve pupils more in their learning and questions are answered willingly. Pupils say how much they enjoy sharing their ideas with a partner. However, teacher explanations are often too long, time is wasted and pupils' active involvement in lessons is not consistent. The intended learning is not shared well enough with pupils and they are rarely provided with information about how to achieve success in their lesson. There are too few opportunities for pupils, especially the more able, to use their initiative to plan, organise and assess their own learning. Teachers' marking does not consistently provide pupils with clear guidance about how to improve.

Senior leaders and the governing body work closely together to drive forward school improvement. A detailed tracking and target-setting system is in place, and the school improvement plan identifies the right priorities for development. However, self-evaluation is over-generous, and teaching is not evaluated in terms of the impact

**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

on pupils' learning. Leaders do not regularly check that pupils' books are marked according to the agreed policy, and that planning reflects the range of attainment within the class. The governing body is supportive and aware of the school's strengths and weaknesses. However, its role of challenge is under-developed. Even so, progress since the last inspection and a strong determination by all staff to make improvements, shows that the school has satisfactory capacity to improve further.

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

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

- Raise attainment and accelerate pupils' progress in Years 1 to 6 in writing and mathematics by teachers:
  - using assessment information to plan precisely the next steps of learning for each pupil
  - having higher expectations of the quality and quantity of work produced by pupils
  - using sessions at the ends of lessons effectively to review and extend pupils' learning.
  
- Involve pupils more in their learning by:
  - teachers consistently sharing with pupils the intended learning of the lesson and how they can achieve success in their work
  - consistently using different strategies to encourage all pupils to contribute in lessons
  - ensuring teachers' marking clearly shows pupils the strengths of their work and how to improve
  - providing more opportunities for pupils, especially the more able, to plan, organise and assess their own learning.
  
- Increase the effectiveness of leadership and management by:
  - establishing rigorous monitoring and evaluation systems which include regular scrutiny of teachers' planning and pupils' books
  - providing teachers with written feedback which clearly evaluates the impact of teaching on pupils' progress
  - the governing body developing its role of challenge including evaluating the impact of actions taken.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory, although good in lessons where expectations are high. For example in a Years 1 and 2 mathematics lesson, the teacher challenged pupils to use different equipment to measure accurately different lengths. Information and communication technology was used effectively to promote an understanding of the language of 'shorter and longer than'. However, in many lessons the pace of learning

**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

is satisfactory. There is no sense of urgency and too often the intended learning is not clear and describes the activity to be completed. For example in one lesson the learning was identified as, 'using answers to questions to write a description'. Despite the good support of teaching assistants for more-able pupils and those with special educational needs and/or disabilities, the work they are given does not always meet their learning needs and therefore they make similar progress to their peers.

Pupils are polite and helpful and they make a considerable contribution to the calm ethos in school. Pupils' understanding of right and wrong is secure, and they are considerate of each other's needs. Strong links with the local church increases their awareness of religious concepts and reinforces the school's values. They have a good understanding of the needs of others through their work in supporting different charities, such as Derbyshire Children's Holiday Homes. They are eager to help each other through their work as school councillors, playground pals and 'buddies' to younger pupils. They have been highly influential in making improvements to the local area, for example, improving the roadway outside school, and planting 500 bluebells alongside a local footpath. Older pupils are excellent ambassadors for health promotion as shown by the council sending out healthy living newsletters to families. Pupils know how to keep safe for example, recognising the possible dangers of drugs, fire and the internet. They have competent basic skills in literacy, numeracy and information and communication technology and are satisfactorily prepared for the next stage of education and for the future.

*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>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</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>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

<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

**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

All lessons are characterised by good relationships between adults and pupils. Praise is used effectively to build up pupils’ self-esteem and give confidence to answer questions. Teaching assistants are well deployed, and effectively ensure pupils with special educational needs and/or disabilities, and those who sometimes find the learning difficult, are able to access all aspects of the lesson. Staff have worked hard to improve reading attainment and groups of pupils have regular focused or guided reading sessions where assessment information is used well to identify new learning. However guided writing or guided mathematics sessions are not strong features of lessons and teachers do not always use the ends of lessons well enough to review and extend pupils’ learning. An interesting and imaginative curriculum is provided for pupils. Good partnership work with the local secondary school has led to extra opportunities such as a healthy living day for Year 5 pupils, mini Olympics and a food technology taster session for Year 6. A good selection of after-school clubs, visits and visitors to the school enriches pupils' learning and adds to their enjoyment. However, uneven progress means the curriculum does not fully ensure pupils’ academic needs are met.

The caring approach of staff is a key factor in raising pupils' self-esteem and in encouraging good behaviour; it is at the heart of the school's provision. Good links have been made with support agencies to ensure the complex needs of some pupils with special educational needs and/or disabilities are met well. Routines are clearly established and these ensure that pupils are kept safe and that the school is an orderly and calm environment. Parents and carers also agree their children are kept safe in school.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has a clear vision for the school, which is shared by members of the governing body and by all staff. Although monitoring of teaching and learning is satisfactory, teachers do not regularly receive written feedback about the strengths and development areas of their work. The Governing Body is committed to school improvement and all statutory responsibilities are fulfilled, including measures to ensure that pupils are properly safeguarded. It provides good support through its involvement in the school's work, but has not fully developed its role of challenge and checking the outcomes of agreed actions. The curriculum is used well to ensure pupils have a good understanding of safeguarding. For example, during anti-bullying

**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

week pupils learnt about internet safety and how to manage cyber-bullying. Strong partnerships with agencies such as with the Behaviour Support Service, social services, speech and language and the educational psychologist have enabled the school to seek help and support for individuals in need.

The school challenges discrimination vigorously; they work hard to promote respect for all pupils, regardless of background. However, pupils do not make good progress through the school as the pace of progress varies between classes. For this reason, equal opportunities is judged satisfactory overall. Parents and carers appreciate the opportunities they have to be involved in supporting their children’s learning, through regular target setting meetings. Community cohesion is promoted well. The school has thought out its role carefully and the resulting action plan is helping pupils to gain a clearer view of the way communities work together. Local projects through Global Education Derby have stimulated themes which have looked into life both in Derby and further afield. Pupils’ research of European cultures is supported through learning French and their good links with a Kenyan orphanage ensure pupils learn about life in a very different world community.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school’s engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>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

Children enter the Reception classes with skills that broadly match those expected for their age. They make good progress and, on entry to Year 1, their attainment is above average. The school has effective induction arrangements to help children to settle happily into everyday routines and thrive in a supportive and caring environment. As a result, children quickly become confident, independent learners. All welfare requirements are fully met. Teaching and learning are good. The teaching of early reading skills is a particular strength, and children learn well the link between



**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

letters and the sounds they make. There is a good balance between activities where children make choices and those where they work with an adult. Although the indoor environment is welcoming and stimulating, the outdoor area is less attractive and outdoor resources are only satisfactory. The good leader of this key stage is aware of this weakness and has good plans in place to improve outdoor provision. She is also aware of the need to ensure more children, especially boys, attain higher in writing. Through the use of boy-friendly topics she is encouraging boys' mark making skills.

*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

An above average proportion of parents and carers responded to the Ofsted questionnaire. Of those who responded, most felt their children enjoyed school and are kept safe and they were informed about their children's progress. They think children are making sufficient progress and teaching is good. Almost all think the school helps children to lead a healthy lifestyle. The inspection found there is evidence of good teaching, but it is satisfactory overall resulting in satisfactory progress. A minority of parents and carers are concerned about the management of the behaviour of some pupils and about how well the school takes account of their suggestions and concerns. Inspectors found behaviour to be good in lessons and around school. However, evidence from documentation and from talking to the headteacher shows that a few pupils can present challenging behaviour and the school's leaders are trying hard to manage this effectively. A few pupils said at times, their learning was interrupted by inappropriate behaviour. The headteacher says the school consults regularly with parents and carers and, when appropriate, takes on their suggestions. Examples given were improved communication systems through the text messaging service and changes to the homework policy and annual pupils' reports.

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

Ofsted invited all the registered parents and carers of pupils registered at Denby Free CofE VA 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 115 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 26             | 54 | 19    | 40 | 3        | 6  | 0                 | 0 |
| The school keeps my child safe  | 25             | 52 | 21    | 44 | 1        | 2  | 0                 | 0 |
| The school informs me about my child’s progress   | 23             | 48 | 19    | 40 | 1        | 2  | 0                 | 0 |
| My child is making enough progress at this school   | 18             | 38 | 26    | 54 | 0        | 0  | 0                 | 0 |
| The teaching is good at this school   | 21             | 44 | 23    | 48 | 1        | 2  | 0                 | 0 |
| The school helps me to support my child’s learning  | 22             | 46 | 19    | 40 | 3        | 6  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 22             | 46 | 25    | 52 | 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) | 16             | 33 | 25    | 52 | 2        | 4  | 0                 | 0 |
| The school meets my child’s particular needs  | 20             | 42 | 24    | 50 | 2        | 4  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 13             | 27 | 17    | 35 | 14       | 29 | 2                 | 4 |
| The school takes account of my suggestions and concerns   | 17             | 35 | 17    | 35 | 7        | 15 | 3                 | 6 |
| The school is led and managed effectively   | 16             | 33 | 18    | 38 | 4        | 8  | 3                 | 6 |
| Overall, I am happy with my child’s experience at this school   | 20             | 42 | 23    | 48 | 3        | 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 08 April 2011 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.**

26 September 2011

Dear Pupils



**Inspection of Denby Free CofE VA Primary School, Denby Village, DE5 8PH**

Thank you for the welcome you gave us when we visited your school. We enjoyed talking with you and looking at your work. We were interested to learn about all the things you do. We judged your school as satisfactory with some good things happening.

We thought your behaviour during the inspection was good; you are all eager to learn and try very hard in lessons. Your attendance rate is higher than that found in most schools. We were impressed with the way you help each other in school and try hard to make your local community a better place for everyone- I wish I could have seen the footpath with the 500 bluebells in full bloom! Some of you told us how much you enjoy being a school council member or being a 'buddy' to a younger pupil. Despite going to a school in a small village, you know lots about different communities within the United Kingdom and the wider world. You say you feel safe in school and told us that adults take good care of you. You understand outstandingly well the importance of leading a healthy lifestyle. Those of you in the Reception class make good progress and are happy enthusiastic learners.

Although yours is a satisfactory school, we know that everyone wants it to be better. The school's leaders agreed with us on what they should do next to improve further. This includes making sure all of you make the best possible progress year on year, especially in writing and in mathematics. We think you should be more involved in knowing how to improve your work, and that teachers should give you clear advice about how to achieve your lesson objective. When your work is marked we have asked teachers to tell you exactly why your work is good, and how to make it better. We have also suggested that school leaders check very regularly that you are all learning as well as you can.

We hope you continue to enjoy your time at school and wish you all every future success.

Yours sincerely

Lois Furness  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**