

# Surfleet Seas End Primary School

## Inspection report

---

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 120419               |
| <b>Local Authority</b>         | Lincolnshire         |
| <b>Inspection number</b>       | 380016               |
| <b>Inspection dates</b>        | 27–28 September 2011 |
| <b>Reporting inspector</b>     | Lynne Blakelock      |

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>                     | Community                            |
| <b>Age range of pupils</b>                 | 3–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 71                                   |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Mary Hurst                           |
| <b>Headteacher</b>                         | Dawn Neal (Executive Headteacher)    |
| <b>Date of previous school inspection</b>  | 10 December 2008                     |
| <b>School address</b>                      | Station Road<br>Surfleet<br>PE11 4DB |
| <b>Telephone number</b>                    | 01775 680373                         |
| <b>Fax number</b>                          | 01775 680373                         |
| <b>Email address</b>                       | admin@surfleetseasend.lincs.sch.uk   |

---

|                           |                      |
|---------------------------|----------------------|
| <b>Age group</b>          | 3–11                 |
| <b>Inspection date(s)</b> | 27–28 September 2011 |
| <b>Inspection number</b>  | 380016               |

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 who observed four teachers in seven lessons. They held meetings with the senior leadership team, middle managers, representatives of the governing body and a group of pupils. The inspectors observed the school's work, and looked at documentation about pupils' achievement, the school development plan and a range of policies relating to the school's arrangements for safeguarding pupils. They analysed 27 questionnaire responses returned by parents and carers as well as those from staff and pupils.

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

- It explored the effectiveness of planning for learning in ensuring that the needs of all pupils are met in lessons.
- It investigated the quality of the provision for writing through the school.
- It determined the impact of the federation on pupils' achievement.

## Information about the school

This is a very small school, compared to others of its type. It serves the village and adjoining areas. Most pupils are of White British heritage. A below average proportion has special needs and/or disabilities, of which most are moderate learning needs. The proportion of pupils known to be eligible for free school meals is below average.

Since September 2009, the school has been in a federation with Weston St Mary's Church of England Primary School. The two schools share an executive headteacher, who divides her time equally between the two schools, and a governing body. The inspection focused entirely on Surfleet Seas End Primary 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

The school provides a satisfactory quality of education. Pupils make satisfactory progress and achieve average levels of attainment in English and mathematics by the end of Year 6. They like school and learn and play in a delightful indoor and outdoor environment. They appreciate the good range of opportunities for them to develop personal and academic skills, which are extended through the federation. Very regular joint activities and celebrations have strengthened the curriculum, which is good, and promotes pupils' good personal development.

This is a school which is improving. It is also, as the executive headteacher agrees, work in progress. Leadership and management has a satisfactory impact on outcomes. The transition to a federation has been successful in uniting staff and strengthening resources. The senior team has an accurate understanding of the quality of teaching and the progress of pupils through the school. There has not, however, been a clear enough devolving of senior leadership's responsibilities to ensure that all aspects of the school's work are thoroughly evaluated and the findings acted upon. Attendance, while satisfactory overall, has been a casualty of this, with too many pupils not attending at expected levels. Middle managers, most of whom are new to their post, now have specific leadership tasks which are adding to the school's knowledge of its strengths and areas for improvement. The governing body regularly challenges the school's work due to its comprehensive knowledge and regular questioning of the school's performance. Altogether, taking into account the satisfactory overall progress since the last inspection and the continuing support of the local authority, the school has a satisfactory capacity to improve further.

Some teaching is good, aided by careful planning for the full range of abilities represented. Too much is satisfactory, resulting in satisfactory progress over time. Pupils make good progress when activities provide accurate challenge. It slows when tasks are too hard or too easy or when the pace is not fast enough. Marking is regular and helpful in telling pupils what they have achieved. Sometimes, information about how they can make further progress is too detailed so that they are unclear about how to move forward in the next piece of work. Writing continues to be a major focus and the curriculum, through themes, is bringing writing tasks alive and encouraging pupils to refine their skills. Despite this, pupils' attainment and progress in writing through the school is inconsistent and slower than in reading and mathematics. Although variation in the quality of teaching is significant in this, the key factor is the absence of a whole school approach to the teaching of writing, in order to promote consistent practices and builds-up skills systematically.

**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

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?

- Accelerate the rate of pupils' progress by ensuring that teaching is consistently good through the school, by:
  - matching pupils' tasks accurately to the levels at which they are working
  - making sure that marking gives a single, clear area for improvement, which pupils work towards in their next piece of work
  - putting into place a consistent approach to the teaching of writing .
- Raise attendance rates to at least 95% by July 2012 by making sure that:
  - a range of initiatives are implemented to monitor, evaluate and address attendance issues
  - pupils take responsibility for their attendance
  - parents and carers are regularly informed of their children's attendance and know the link between good attendance and progress.
- Strengthen the impact of leadership and management through the school by:
  - defining clearly the responsibilities of the executive headteacher and assistant headteacher in monitoring and evaluating the school's performance and addressing any issues
  - developing the roles of middle managers, in relation to evaluating specific aspects of the school's provision.

## Outcomes for individuals and groups of pupils

**3**

Teaching of letters and sounds enables pupils to pick-out specific sounds and shapes from the beginning of their education and results in a secure start to writing. Numeracy is incorporated into literacy, reinforcing number learning. Progress of older pupils accelerates in both literacy and numeracy due to good teaching. A group of older pupils, for example, made good progress in developing skills in forming opinions from a well-chosen text. They showed confidence in expressing their views, with many able to justify them accurately, and including powerful words in their writing. More able pupils in that lesson moved forward quickly, through extension activities which tested their skills of application.

Both boys and girls make satisfactory progress from starting points that are broadly at the levels expected nationally. Those with special educational needs and/or disabilities also make satisfactory progress.

Progress in developing skills, especially in the construction of sentences, is often not

**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

as quick as it could be. While writing skills are promoted daily, a variety of strategies across the school result in variable levels of skills in different styles of writing, and in the quality of sentence construction. By contrast, consistent practises in guiding reading are resulting in pupils' accelerating progress in their vocabulary and understanding of the words they read.

Pupils behave well and work and play harmoniously. They enjoy a range of daily responsibilities, all of which contribute to their good social and moral development. The school council's leading of the organisation of fund-raising for the up-keep of the rabbits and chickens has developed into an enterprise activity and is promoting many skills. Through discussions and texts, pupils' are developing a good understanding of relationships and other faiths. Their cultural understanding is satisfactory and improving. Pupils show a good understanding of how to be safe and to stay safe, such as on the roads and when using the internet. They enjoy keeping fit and during the inspection displayed a satisfactory knowledge of the importance of living healthily, with some adopting healthy eating choices. Together, with average levels of attainment by the end of Year 6 in English and mathematics, pupils are prepared satisfactorily for secondary school.

*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>3</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**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

## How effective is the provision?

Pupils are keen to learn, showing positive attitudes to learning. This is encouraged by teachers having a secure knowledge of their subjects. Teachers plan a range of tasks for pupils and they make the purpose of learning clear. When tasks are carefully planned to match the levels at which pupils' work, progress is good but work is sometimes too hard or too easy. Specific questioning and a brisk pace to learning accelerate progress. Teaching assistants are supportive and encouraging. While independent learning is a regular feature, it is less so in some lessons for pupils who find aspects of learning difficult. Marking is regular. It states what pupils have learnt and tells them what to do next. Often, the advice is too detailed, instead of concentrating on a particular skill that needs practising. Opportunities for pupils to assess their own work and that of their peers are developing aspects.

The curriculum promotes pupils' learning and personal development well. The school has developed a creative curriculum, which promotes independent learning by doing and by discovery. Carefully chosen themes promote good links between subjects, especially literacy and numeracy, and enable pupils to see the greater relevance of learning for when they are older. Visitors and visits, which involve the federated school, add to pupils' enjoyment of learning and to their social skills. Since the last inspection a visit to an air base has led to learning, for example, about air resistance. The African project is encouraging pupils' greater empathy towards the life and circumstances of others. Information and communication technology is provided for regularly through other learning. The variety of provision for pupils who find aspects of learning difficult is good. Gifted and talented provision is developing. After-school activities are varied and popular, such as the animation and language clubs.

Staff know the pupils' needs and respond to them. Pupils say that they trust the staff to help and support them. Pupils in vulnerable circumstances are supported, through good communication between staff and the involvement of outside agencies. However, the monitoring of attendance has not led to the identification of pupils whose attendance falls short, or to strategies to improve it. Individual education plans are in place, although sometimes they are too detailed, instead of focusing on smaller steps in moving pupils' learning forward. The school sets up visits and arrangements for pupils moving onto secondary school to promote their confidence for the next stage of their education. The breakfast club and after-school club provide a nutritious and sociable start and end to the school day and to learning.

*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> |

**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

|  |          |
|--|----------|
| <b>The effectiveness of care, guidance and support</b> | <b>3</b> |
|--|----------|

## How effective are leadership and management?

The executive headteacher and assistant headteacher are ambitious, and determined to move the school further forward. Increasingly, staff share their vision. The senior team monitors pupils' progress and teaching regularly and acts on any weaknesses, such as by putting support in place. Other aspects of the school's work are less regularly checked and evaluated, resulting in a few over-generous judgements. While policies match requirements, there is no recording of behavioural incidents to enable staff to evaluate behaviour over time. Middle leaders, most of whom are new or quite new to their roles, are starting to extend the capacity of the school to move forward, through focused monitoring of specific areas. Inspection evidence confirms that all groups of pupils are making broadly satisfactory progress through the school, which demonstrates satisfactory equality of opportunity, including chances for all pupils to participate in a range of activities.

Partnerships add good value to the curriculum and to pupils' well-being. This is in large part due to the shared learning, facilitated by the federation with Weston St Mary's School. The school communicates regularly and comprehensively with parents and carers, the large majority of whom feel well-informed about events, proposals and their children's progress. It works with the community, to broaden pupils' understanding of the nature of the locality in which they live and learn. Community cohesion further afield, is developing through the curriculum but is not as a matter of course built-in to planning.

The knowledgeable governing body contributes much to the school. It regularly asks searching questions about many aspects of its work and is able to help it move forward, through the information gleaned from a variety of sources. Safeguarding arrangements meet requirements. While pupils feel safe and secure and parents and carers agree, procedures and policies do not demonstrate good practice across all areas.

*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>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> |

**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

|  |          |
|--|----------|
| <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>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                 | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                | <b>3</b> |

## Early Years Foundation Stage

The children settle happily to learning. Their behaviour is good and they feel secure in the daily routines. Overall, the children join with levels of knowledge and skills that are typical for their age. They make satisfactory progress, which matches the quality of provision. The teacher is new to the Early Years Foundation Stage.

There are ample opportunities for children to do and to learn and to develop a range of skills and knowledge. The outdoor area provides a stimulating environment, which includes chickens and rabbits. Learning takes place in the classroom and in the outdoor area, although the outside environment has not been developed fully as an extension to classroom learning. While learning gets off to a quick start, opportunities can be missed at the start of a session to practise skills together, such as communication, and to make the point of learning very clear. The staff provide activities to fit in with the children's interests and there is usually a good balance between teacher-directed and child-led learning. The quality of questioning is a developing aspect.

From Nursery onwards, the children are encouraged to develop their independence. Personal and inter-personal skills are built-in to learning. This is helped by daily routines, for which pupils enjoy taking responsibility. The children in the Reception class extend their social skills and learning, through mixed-age class teaching each afternoon.

In recent years, outcomes have been good. The leader and manager of the stage was until recently the teacher of the Nursery and Reception class. She is supporting the new teacher to good effect and addressing less effective aspects systematically. While planning is a priority, recording of children's learning is a rapidly improving aspect. The teaching assistant's skills add to the potential of the setting to move forward quickly.

*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        |

**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

|  |   |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
|--|---|

## Views of parents and carers

The above average proportion of parents and carers who responded to the questionnaire was supportive of the school's work. Every responder agreed that the school keeps pupils safe and helps them to lead healthy lifestyles. Either most, or the large majority, agreed with all of the other statements. A small minority added comments. Of these, one parent praised the teachers' hard work. Most of the other responses questioned the impact of the federation; in particular, issues caused by shared leadership of the two schools. The inspection team focused on Surfleet Seas End School and thus has no evidence about this. While a few parents felt unacceptable behaviour was not dealt with effectively, the inspection team found no evidence of this. Behaviour was good throughout the inspection and the school did not have a record of behaviour over time and how it was dealt with. All comments have been shared with the executive headteacher, while maintaining the confidentiality of the process.

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

Ofsted invited all the registered parents and carers of pupils registered at Surfleet Seas End Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 12             | 44 | 15    | 56 | 0        | 0  | 0                 | 0 |
| The school keeps my child safe  | 9              | 33 | 17    | 63 | 0        | 0  | 1                 | 4 |
| The school informs me about my child's progress   | 9              | 33 | 17    | 63 | 1        | 4  | 0                 | 0 |
| My child is making enough progress at this school   | 9              | 33 | 17    | 63 | 1        | 4  | 0                 | 0 |
| The teaching is good at this school   | 10             | 37 | 16    | 59 | 1        | 4  | 0                 | 0 |
| The school helps me to support my child's learning  | 10             | 37 | 16    | 59 | 1        | 4  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 7              | 26 | 20    | 74 | 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) | 4              | 15 | 15    | 56 | 4        | 15 | 0                 | 0 |
| The school meets my child's particular needs  | 10             | 37 | 15    | 56 | 2        | 7  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 2              | 7  | 18    | 67 | 5        | 19 | 1                 | 4 |
| The school takes account of my suggestions and concerns   | 5              | 19 | 16    | 59 | 4        | 15 | 0                 | 0 |
| The school is led and managed effectively   | 6              | 22 | 15    | 56 | 4        | 15 | 2                 | 7 |
| Overall, I am happy with my child's experience at this school   | 8              | 30 | 17    | 63 | 2        | 7  | 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.**



29 September 2011

Dear Pupils

### **Inspection of Surfleet Seas End Primary School, Surfleet, PE11 4DB**

My colleague and I enjoyed our recent visit. Thank you for telling us about your school and giving us your opinions about the education you receive. Your views are very important to us and have contributed to our judgements. Your school is a satisfactory and improving school. You reach average levels in English and mathematics by the end of Year 6, which shows that you make satisfactory progress. Although some teaching is good, it is variable. You like learning through themes and visitors. There are good links across subjects, which mean that you can practise your literacy and numeracy in other activities. Most of you behave very sensibly all the time because you enjoy school and want to learn. You trust the staff to help you learn and to support you with any problems. You like being involved in activities outside of lessons. We were pleased that you finance the up-keep of the animals through fundraising.

Your school can improve further. Your executive headteacher is going to make sure that teaching is consistently good, by matching closely your tasks to the levels at which you work and ensuring that marking tells you clearly how to move forward. You do less well in writing so the school will plan a writing scheme through the school to help you build up your skills step-by-step. While the attendance of a lot of you is good, that of others is irregular. I have asked the executive headteacher to make sure that the attendance of all of you is checked regularly and measures put in place to help you manage and improve it. Links between attendance and the rate of your progress will also be reinforced. Checking of the school's work is going to be shared between senior staff and middle leaders to ensure that the executive headteacher has a full picture of the performance of the school and what needs doing next.

I hope that you will assist the staff in making these improvements by working hard and taking responsibility for your attendance.

Yours sincerely

Lynne Blakelock  
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).**