

# Hampton Lucy CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125635
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	381099
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Peter Kerr

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rob Edmonds
<b>Headteacher</b>	Margaret Lunnon
<b>Date of previous school inspection</b>	11 March 2009
<b>School address</b>	Church Street Warwick CV35 8BE
<b>Telephone number</b>	01789 840398
<b>Fax number</b>	01789 842269
<b>Email address</b>	Head3031@we-learn.com

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<b>Registered childcare provision</b>	Early Bird Club & After-School Club
<b>Number of children on roll in the registered childcare provision</b>	16
<b>Date of last inspection of registered childcare provision</b>	11 March 2009

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	11–12 October 2011
<b>Inspection number</b>	381099

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## Introduction

This inspection was carried by two additional inspectors. They observed seven lessons and four teachers. Meetings were held with parents and carers, groups of pupils, representatives of the governing body and staff. The inspectors also looked at samples of pupils' work and selected documentation including policies, monitoring records and teachers' planning. They took into account the views of parents and carers as expressed in the 55 questionnaires that were returned and also questionnaire returns from 16 staff and 50 Key Stage 2 pupils.

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

- The team looked at the consistency in the quality of learning and rate of progress across year groups and subjects for all groups of pupils, including those of higher ability.
- It considered to what extent the community cohesion action plan has resulted in pupils gaining an appreciation of ethnic and religious diversity within the United Kingdom.
- It explored how effective the leadership team has been in improving teaching and learning in Key Stage 2.

## Information about the school

This is a small village school serving a wide geographical area. Nearly all the pupils are of White British heritage and none speak English as an additional language. An average proportion of pupils is identified as having special educational needs and/or disabilities, including behavioural, emotional and social difficulties and moderate learning difficulties. Very few pupils have a statement of special educational needs; all are for autistic spectrum disorders. The proportion of pupils known to be eligible for free school meals is low. The school holds the Activemark and Healthy Schools status. The Early Birds Club runs from 08:00 and the After School Club runs until 17:15. Both cater for Reception children and pupils from Year 1 to Year 6.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

This is a good school. Pupils make good progress and attainment is above average in English and mathematics at the end of Year 6. Teaching is good, with very effective collaboration between teachers and teaching assistants, especially to support pupils with special educational needs and/or disabilities. Assessments are generally used well to set demanding targets and marking provides guidance for improvement, but more so in English than in mathematics. Opportunities are sometimes missed to explore pupils' ideas during lessons and to ask open-ended challenging questions of higher ability pupils in mathematics. Pupils behave well, work independently and have good collaborative skills. They also confidently use a range of modern technologies to support their learning. Together with excellent attendance and good punctuality, these learning skills prepare them well for secondary school. They have positive attitudes towards differences in cultures, helped by their contacts with schools in other countries. Their knowledge and their understanding of ethnic and cultural diversity within the United Kingdom are less well developed.

Provision for the Early Years Foundation Stage is outstanding, enabling most children to exceed the early learning goals before they start in Year 1. Many elements of this high quality practice are extended into Key Stage 1, maintaining rapid learning and progress and ensuring above average attainment at the end of Year 2. Learning in Key Stage 2 is also beginning to benefit from similar improvements to the curriculum, but is not yet as consistently good as it is in Key Stage 1, where a wider range of learning styles is catered for. Good opportunities are provided for pupils to use and develop their literacy, numeracy and information and communication technology skills across the curriculum. The school continues to provide outstanding care, guidance and support, and this is appreciated by parents and carers. The help provided for pupils with autistic spectrum disorders is particularly impressive and helps these pupils to be fully included and make good progress.

Leadership and management are good. The headteacher provides a strong lead, appreciated by parents, carers and staff, and delegates responsibility to the senior leadership team well. Monitoring is effective and identifies accurately where improvements are needed. The governing body plays a significant role in this process through scrutiny of data and visits to the school. This rigour and accuracy in self-evaluation, combined with the many improvements achieved since the last inspection, give the school a good capacity for sustained improvement. Provision for community cohesion meets requirements but has not been fully effective in providing pupils with a good appreciation of diversity within the United Kingdom.

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

- Raise attainment at the end of Year 6 from above average to high over the next two years by:
  - consolidating and extending provision for individual learning styles in Key Stage 2
  - using assessment, marking and questioning more effectively to challenge higher ability pupils across the school, especially in mathematics
  - capitalising more effectively on pupils' own ideas and suggestions as they arise to enable more individualised learning.
  
- Improve pupils' appreciation of ethnic and religious diversity within the United Kingdom by:
  - embedding this objective in planning across the curriculum
  - ensuring that planned activities build on pupils' existing knowledge
  - monitoring outcomes and adjusting future planning accordingly.

## Outcomes for individuals and groups of pupils

2

Learning is good overall because it is enjoyable and purposeful. Progress is particularly rapid in Key Stage 1 because a flexible approach to pupils' learning styles is long-established. Progress is accelerating in Key Stage 2 as this approach becomes established there, but it is not yet as rapid as in Key Stage 1.

Progress slowed in Key Stage 2 in 2009 and 2010 because of the impact of a significant influx of pupils with behavioural difficulties. These pupils are now learning well along with their peers because their behaviour is managed effectively and their individual learning needs are successfully catered for. Pupils' with autistic spectrum disorders achieve well because the support they receive ensures that they understand what is expected of them and stay on task as much as possible. Enjoyable and sustained learning was seen in Key Stage 1 where pupils worked in groups on a story related to their topic on 'the seaside'. Lower ability pupils sustained interest and effort to retell the story in their own words and pictures, without reference to the text, because of skilled support and challenge from the teaching assistant. One group collaborated independently to make a model island, developing art and geography skills. Others role-played in the 'post office' using communication and mathematics skills. Enjoyable and effective cross-curricular learning was also seen in Key Stage 2. Pupils in Years 3 and 4 tested model boats on the pond to see how the shape affected speed, combining science and design and technology skills. In Years 5 and 6, pupils presented reports about the execution of Anne Boleyn following their educational visit using computers, digital cameras and camcorders.

Pupils develop well personally. During the inspection, they were courteous and friendly towards their visitors and proud of their school. They take on many

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responsibilities around the school and develop a good awareness of their place in the local community. They also contribute to good international relations through their link with a school in Argentina. They feel safe in school because they know adults will help them if they are in any personal difficulty. They have a good knowledge of how to keep fit and healthy through a good diet and regular exercise and make sensible choices about these matters. Levels of interest and participation in sport are high. Pupils respect differences between people and express strong positive moral opinions on issues of discrimination. They talked enthusiastically about their visit to a local Gurdwara, but they had little appreciation of how and why Sikh and other faith and minority ethnic groups have become interwoven into their national community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good teaching was seen throughout the school during the inspection. Tasks are tailored to the needs of different groups and are varied and often practical. The work in pupils' books confirms that teaching is based on good assessments of their prior attainment. Challenging targets are set for all attainment groups and their progress is closely tracked. Any signs of slow progress trigger immediate action. This has been the main contributory factor in the current good progress across the school. The tasks set for higher ability pupils are generally more demanding than for other pupils, but do not always stretch these pupils sufficiently. The work in their books confirms that they generally accomplish the set tasks without too much difficulty. In English, their writing reflects their higher order skills, but in mathematics the work is not often demanding enough to extend their thinking to higher levels, especially in Key

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

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Stage 2. Teachers question individuals well, but on occasions opportunities are lost to capitalise on what the pupils say. For example, a pupil’s response in a science lesson indicated that he may have had an interesting hypothesis that could have been tested, but this was overlooked in order to continue with the planned tasks.

The curriculum offers many opportunities for enjoyment and success. The school compensates for the lack of a hall by having a full day of physical activities on a Friday, and there are ample opportunities for pupils to take up sports outside school hours. Pupils say they appreciate the weekly art lessons and many of them include art as one of their favourite subjects. Instrumental tuition is excellent and many pupils play at least one instrument. Religious education lessons successfully help pupils to learn about different faiths, as illustrated by the way they drew comparisons between Sikhism and Christianity following their visit to the Gudwara. Provision for teaching about ethnic diversity within the United Kingdom and reasons for it is not so well-established.

‘The school is very welcoming and there is a warm, friendly feel to the place. We feel that the school is a safe learning environment’ and ‘The school is excellent at nurturing and developing each individual child. It is a credit to the staff, the governing body and parents that children with special educational needs are supported in all aspects of learning’ are typical comments that illustrate the confidence that parents and carers have in the excellent quality of care, guidance and support provided by the school. This confidence is fully justified. Support for pupils facing challenging circumstances and their families is deeply embedded at all levels in the school. Comments were received about how well individual physical as well as learning needs are addressed, including disabilities not diagnosed in previous educational settings. The individual case studies of pupils with autistic spectrum disorder scrutinised during the inspection confirm that this outstanding provision leads to exceptional gains in personal development for these pupils and high levels of engagement with their peers and with the curriculum. Induction arrangements into the Early Years Foundation Stage are very good and the school ensures that all pupils are fully supported to participate in all transition processes for whatever secondary school they elect to attend. The Early Birds and After-School Clubs provided by the governing body run very smoothly and provide an enjoyable and worthwhile experience for the pupils involved.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

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'The school has a very good feel to it and it is clear to us that there is a strong value system and sense of involvement across the school which we believe stems from the excellent headmistress'; this comment from the parents and carers' questionnaires reflects the very clear leadership shown by the headteacher and the effectiveness of the team-building that has occurred since the last inspection. All the staff and the governing body share the headteacher's ambition to raise standards in the school to the highest possible level. For its small size, the staff cover a wide range of leadership and management roles well. Teaching assistants play a full role in this process, undergoing training and relieving senior leaders of some of their teaching duties to undertake professional development work with other staff. This has been a key factor in improving teaching and learning in Key Stage 2 since the last inspection. Greatly improved monitoring of pupils' progress has been used to hold teachers to account for their performance. Teachers have responded positively to this challenge because of the supportive way in which the process has been carried out. As a result, the quality of teaching has improved from satisfactory to good overall, with some outstanding practice in Key Stage 1 that is being used well to steadily improve learning across the school.

The governing body performs its duties well. All statutory requirements are met, including those for safeguarding, and equality of opportunity is embedded in all the school's policies and procedures. Provision for community cohesion is good in some areas, for example in the contacts the school has established with other faiths in the local area and links with a school in Argentina. Some of the initiatives undertaken, however, lack clarity of purpose in relation to the different strands of diversity at a national as well as local and international level. The governing body fully recognises this and is enthusiastic about planning further improvements.

The school engages well with parents and carers. The great majority feel well informed about their children's progress and able to support their learning at home. General channels of communication are good. A range of partnerships enables the schools to provide opportunities for pupils that would be beyond its own resources, for example in sports, drama and art.

*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</b>	<b>2</b>



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<b>tackles discrimination</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>2</b>

## Early Years Foundation Stage

The Nursery and Reception unit provides an outstanding setting for the Early Years Foundation Stage. The teacher and teaching assistants work exceptionally well together as a team to provide high quality opportunities for children to learn through exploration, play and interactions. The indoor and outdoor areas are set out with a very well-chosen range of good quality resources that encourage the children to express themselves creatively and to develop skills across the areas of learning. As a result, they make very rapid progress towards being independent, collaborative learners. For example, when a conflict occurred about who should have their turn to drive a particular toy car, the children concerned responded willingly to the teacher’s suggestion that it may in fact be broken down and needed mending. A joint repair operation was soon under way. The children have a keen interest in the world about them and in the wider world available to them through books and modern technology.

Adult-led activities strike an excellent balance between guiding the children towards planned objectives and encouraging them to express and develop their own ideas. For example, after a nature walk around the school grounds, the children discussed the patterns in the leaves they had found. Skilled guidance from the teaching assistant helped them to see and describe the similarity between the veins of the leaves and their own veins. The discussion reached a high level as the children talked about how their veins carried blood to keep them alive so the leaf veins must do something similar. The fine detail in the prints and drawings they produced reflected their understanding and the expert input they had received.

The children learn safety rules quickly and adopt good hygiene practices. They know the class routines very well and show high levels of maturity and independence. For example, while preparing for a physical education lesson, those children who had finished changing gravitated to the book corner, selected books and shared them with one another, talking animatedly about them. Boys and girls participate equally in the full range of activities, from reading to climbing and driving vehicles in the outdoor area. They thoroughly enjoyed the physical education lesson in the playground, imitating actions modelled initially by the teacher then animatedly thinking of their own, such as being an aeroplane. High levels of enjoyment were evident in all the activities that were observed and rapid progress was evident. Assessment and tracking procedures are very rigorous. They show that nearly all the children exceed the Early Learning Goals before the end of Reception, many of them by a considerable margin, making them exceptionally well prepared for the National

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Curriculum in Year 1. Children joining the setting at Reception age from other nurseries are well supported and quickly become fully integrated into this happy setting. Those children who attend the Early Bird and After-School Club are looked after well and enjoy the family atmosphere created by the presence of older pupils. The staff cater well for their needs as young children, including their safety and hygiene, and all statutory requirements are met.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The questionnaire returns and the accompanying comments from parents and carers reflect very positive views. All parents and carers agreed that their children enjoyed school and nearly all indicated that it kept their children safe and that they were happy with the school overall. The overwhelming majority agreed with all other statements. A small minority of parents and carers disagreed with some of the statements concerning aspects of communication with the school and their children’s progress. The inspectors found that communication channels are good and that pupils’ overall progress is good, but the concerns raised were brought to the headteacher’s attention.

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

Ofsted invited all the registered parents and carers of pupils registered at Hampton Lucy CofE 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	69	17	31	0	0	0	0
The school keeps my child safe	41	75	13	24	1	2	0	0
The school informs me about my child’s progress	28	51	23	42	3	5	0	0
My child is making enough progress at this school	25	45	25	45	3	5	0	0
The teaching is good at this school	30	56	20	37	1	2	0	0
The school helps me to support my child’s learning	28	51	23	42	2	4	0	0
The school helps my child to have a healthy lifestyle	26	47	27	49	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)	27	49	24	44	1	2	0	0
The school meets my child’s particular needs	32	58	21	38	1	2	0	0
The school deals effectively with unacceptable behaviour	17	31	33	60	2	4	1	2
The school takes account of my suggestions and concerns	23	42	27	49	4	7	0	0
The school is led and managed effectively	30	55	22	40	2	4	0	0
Overall, I am happy with my child’s experience at this school	35	64	19	35	1	2	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.**



13 October 2011

Dear Pupils

**Inspection of Hampton Lucy CofE Primary School, Warwick, CV35 8BE**

Thank you so much for the very warm welcome you gave to my colleague and I when we visited your school. We greatly enjoyed our visit, as you clearly enjoy your school. Hampton Lucy is a good school. You are all making good progress and achieving well because teaching is good. Your attainment in English and mathematics is above average and you have many skills and personal qualities that prepare you well for secondary school and for the future world of work. You get plenty of exercise and eat well so that you are fit and healthy. You come to school as often as you can and make great efforts to do well at everything. You enjoy school visits, such as the one you made to the Gurdwara. You learned a lot about the Sikh religion through that visit but you do not know very much about the many other groups of people from different ethnic backgrounds that have settled in our country. This is one of the things we have asked your teachers to help you to learn more about. You can help by doing some of your own research at home.

Your teachers, teach good lessons and provide many interesting things for you to do. This makes learning very enjoyable for you. Most of the time you have work to do that challenges you and makes you think. Sometimes though, the work is a bit too easy so we have asked your teachers to make you work even harder! You can help by being willing to tackle really challenging problems.

Your headteacher is a good leader and she has a good team. All of the staff look after you exceptionally well and keep you safe. I wish you all well for the future.

Yours sincerely

Peter Kerr  
Lead inspector

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