

# Mayfield School

## Inspection report

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<b>Unique Reference Number</b>	103619
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	376936
<b>Inspection dates</b>	10–11 October 2011
<b>Reporting inspector</b>	Patricia Potheary

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

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	192
Of which, number on roll in the sixth form	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Ewing
<b>Headteacher</b>	Paul Jenkins
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	Heathfield Road Handsworth Birmingham B19 1HJ
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## Introduction

This inspection was carried out by three additional inspectors who observed 21 lessons, taught by 17 different teachers. Meetings were held with groups of pupils, staff and a representative of the governing body. The inspectors observed the school's work, and looked at information about pupils' progress, staff and pupil surveys, and safeguarding procedures. They also analysed 54 questionnaires returned by parents and carers.

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

- Inspectors examined how if all groups of pupils, including those with autistic spectrum disorders and those pupils who are more able are making enough progress.
- The team checked how well the school uses assessment to ensure that work is sufficiently challenging for all pupils, particularly in English, mathematics and information and communication technology (ICT).
- How well leadership, at all levels, identifies relative shortcomings and drives improvements to pupils' progress was also evaluated.
- Inspectors examined whether aspects of pupils' personal development are outstanding, as viewed by the school.

## Information about the school

This is a large special school. The majority of pupils are of Asian origin, largely, but not exclusively, Pakistani. A small minority are from Black or Black British backgrounds, a few are White British and a very small minority from a range of other ethnic groups. A majority of pupils speak English as an additional language. A higher-than-average proportion of pupils are known to be eligible for free school meals. All pupils have a statement of special educational needs. A majority of pupils have severe or complex learning difficulties, a small minority have profound and multiple learning difficulties and a very small minority have autistic spectrum disorders or other learning difficulties and/or disabilities. The school has many recent awards including the International Schools award and Healthy Schools status.

The secondary department and sixth form are located in new, purpose-built accommodation on a campus shared with a mainstream primary school and a mainstream secondary school. The Early Years Foundation Stage is located in a building on the main school site, shared with the Sure Start Lime Tree Children's Centre, which is separately managed. Children in the Early Years Foundation Stage are regularly taught alongside mainstream children at the centre.

**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 in academic subjects and demonstrate outstanding development in many of their personal skills. The school is a vibrant, welcoming and thoroughly inclusive community where pupils thrive. Parents and carers are very appreciative of the dedication and skills of the staff, which help their children, achieve so well. A major feature of the school is how well it reaches out to the wider community, breaking down barriers between young people with special educational needs and/or disabilities and their mainstream peers.

Pupils in all groups, including those with autistic spectrum disorders and the more able achieve well, especially in English. The majority of teaching is good, and effective use of assessment ensures most pupils reach challenging targets. Pupils make satisfactory rather than good progress in ICT, in part, because technology is not used regularly enough in all lessons owing to factors entirely beyond the school's control. In addition, planning to support pupils' progression of skills in ICT in all subjects is not always sufficiently detailed. Progress in mathematics, although good overall, is not as rapid for all pupils as it is in English. This is partly because not all teachers use a broad enough range of strategies to teach mathematics. This is why, the curriculum, although exemplary in many respects is good rather than outstanding. Extensive partnerships with other schools and organisations, ensure that the curriculum provides a wealth of enrichment activities including high-quality sport and creative arts. These contribute to pupils' outstanding attitudes to leading healthy lives, and to their outstanding spiritual, moral, social and cultural development. The resulting increase in confidence and skills means that pupils of all ages are able to contribute exceptionally well to school life and the community. Among many examples, pupils act as mentors to their mainstream primary peers and support older people to learn internet skills.

Pupils' outstanding behaviour is exemplified by the way they frequently and readily help each other. They behave very safely and there are rarely any incidents of unkind behaviour. The school is particularly effective in helping pupils to lead more independent lives and to communicate more easily with others. Outstanding care guidance and support, linked with some exceptional work with parents and carers to help them support their child at home, ensures that pupils' individual needs are met regardless of the nature of their particular difficulty. Attendance remains low despite a creditable trend of improvement, however a very small number of pupils have a significant impact on the figures. This low attendance is due in part because pupils often have urgent medical needs or on-going chronic illness. It is also because some

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parents and carers take pupils on extended leave during term time, despite the school's best efforts to discourage them. For a very few this slows their progress from good to satisfactory, although the school works very effectively to help pupils make up for lost time. When all outcomes, especially their rapidly growing independence, outstanding personal development and thorough preparation for the world of work are considered, pupils' preparation for the future is good, regardless of the low attendance of a very few.

Senior leaders have continued to improve outcomes for pupils while overseeing the building of, and move to, the new secondary department. In particular, there has been a noticeable improvement in the quality of teaching and learning. The capacity to improve further is therefore good. Self-evaluation is accurate, based upon regular monitoring of individual pupils' progress. This information, is not used effectively, especially by middle leaders, to provide a clearer, more detailed overview of the progress of different groups. Thereby strengthen the drive to raise achievement further. Members of the governing body bring many skills to their role and are well informed about the schools' strengths and areas for development. Nevertheless their involvement with the work of school improvement, in holding the school accountable for outcomes, is less well developed. There are considerable strengths within the leadership of the school, including the development of outstanding safeguarding procedures and the outstanding promotion of community cohesion particularly locally and internationally.

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

- Increase the number of pupils making good progress, particularly in mathematics and ICT, by:
  - developing a wider range of strategies for teaching mathematics
  - ensuring that the use of ICT is well embedded in all lessons
  - strengthening the way planning for progression in ICT is supported in all subjects
  - improving attendance by seeking to reduce the amount of extended leave being taken during term time.
- Strengthen the work of leadership in improving the school by:
  - using information about pupils' progress more effectively to provide a clearer overview of progress by different groups
  - involving middle managers more closely in analysing data
  - developing the role of the governing body in holding the school to account for outcomes and supporting the work of school improvement more effectively.

**Outcomes for individuals and groups of pupils****1**

In all age groups, pupils are keen to work hard and achieve their targets. They really enjoy their work and most lessons are punctuated with good humoured and

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enthusiastic responses from them. Pupils’ make good progress regardless of ability, ethnic origin, gender or particular special need. Progress is good in science as well as English. Although progress overall is good in mathematics, the progress for a small minority is satisfactory rather than good in this subject. Pupils’ satisfactory progress in ICT includes their developing skills in using different types of technology, including cameras, switches, communication devices and computers. One Key Stage 3 group are making a television programme about the school’s recycling work, for example. Good or better progress in other subjects was demonstrated by an excellent music lesson where primary pupils sang a well-crafted gospel song beautifully together.

Pupils’ good preparation for the future is exceptionally strong in the progress they make in their communication skills learning to live and travel independently and in their work experience. Parents are very involved in, and appreciative of, this high-quality preparation. The good qualifications now being achieved have enabled pupils to access increasingly more advanced courses when they leave and all go on to further education or training. Pupils make every effort to complete schoolwork while they are in hospital or abroad, In addition, when they return, they make the most of the extra support they are given and work hard to catch-up on anything they have missed. Pupils’ spiritual, moral social and cultural development is outstanding and they show considerable enjoyment and wonder at the things they are learning and have exceptional empathy and respect for others.

*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>	*
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>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	4
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</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

\*In some special schools inspectors do not make a judgment about attainment in relation to expectations of the pupils’ age.

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## How effective is the provision?

Strengths in teaching include clear and effective use of assessment to plan lessons, in order for all staff to help pupils reach their challenging individual targets. The quality of relationships in lessons and the range of activities are very good and enable pupils and staff to build trust and make learning enjoyable. As one parent commented, 'He lets you know he enjoys school by his smile.' Teachers and teaching assistants are highly skilled in the strategies required to help pupils with a wide variety of different needs including those with severe autistic spectrum disorders and profound or multiple learning difficulties. Opportunities are sometimes missed to use technology for helping pupils better understand what they are learning. The school still does not have reliable internet access and has other issues with hardware and so staff development in this regard is has been hindered. The curriculum is not planned in enough detail to ensure that pupils' skills in ICT are built upon systematically in all subjects. Nevertheless, it is well planned to meet pupils' very different needs and is, in several respects, exceptional. The many rich and memorable experiences provided by the curriculum include, links with children from a school in Calcutta, a variety club flight to the North Sea, live theatre with behind the scenes tours and residential experiences abroad.

Outstanding care and guidance is evident in the regular videos, which are sent to every parent, demonstrating their child's progress. School leaders have successfully reduced absences, in part through exhausting all avenues to deter parents from taking their children away for extended leave during term time. Despite this, they recognise that attendance remains low. Staff do all they can to ensure pupils who are chronically ill have every opportunity to learn when they are well. For those who are absent due to extended leave, the school is now working in partnership with other community groups, to help parents understand the importance of their child's attendance. Where possible work is prepared for pupils to take with them when they are away and exceptional and effective care is taken to ensure that pupils catch-up with any work missed. High-quality work with families and external agencies ensures significant improvements to the personal development, learning and well-being of the most vulnerable pupils. Pupils who arrive with challenging behaviours receive very skilled support so that they gradually learn to relax and work closely with the adults around them. Rigorous attention to individual aptitudes and aspirations and very close working with outside agencies ensure pupils transfer smoothly from one key stage to another and on to college or assisted training placements after school.

*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>

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## How effective are leadership and management?

The head teacher, well supported by the two deputy headteachers, has been very successful in steering and improving the school during a period of intense disruption due to building work. Consequently, there is a greater proportion of good and outstanding teaching. The more precise use of assessment has also led to a recent increase in the challenge provided in lessons, which has improved outcomes for all, but especially the more-able pupils. Despite careful monitoring of individual pupil progress, school leaders do not use the data in enough detail to give them an overview of how well all the different pupil groups perform in each subject. They recognise that this prevents them making a more precise identification of areas for further improvement and that the role of middle leaders in analysing data is underdeveloped. Members of the governing body fulfil all statutory duties, know the school well and understand what needs to be improved. Their role in supporting school improvement, through rigorous analysis of data, is beginning to develop, but is not yet strong enough to always provide the level of challenge required and to be completely sure that all groups are doing well. Members of the governing body are keen to ensure that their training is kept up to date in this regard.

The school’s outstanding engagement with parents and carers is very effective in engaging hard to reach groups and in helping parents and carers to support their child through many initiatives, including English lessons and communication strategy workshops. Partnerships in promoting learning and well-being are also outstanding, and the school is playing a leading role in supporting much closer liaison between the special and mainstream schools and integrating pupils for collaborative learning projects towards gaining qualifications. The good promotion of equal opportunities ensures that there is no discrimination and that all pupils are included fully in an extensive range of fulfilling opportunities. The outstanding rigour with which safeguarding procedures are implemented, involving all staff, ensures an exceptionally safe and secure environment. The promotion of community cohesion is of the highest quality. Its impact is regularly reviewed and has brought greater acceptance and respect for the differences between people, not just locally, but in places as far afield as Soweto and Peru.

*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>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make a smooth start in nursery and reception based upon high quality links with parents, carers and other agencies. The progress they make in personal, social and physical development as well as early numeracy and literacy skills is good. In one lesson children kept themselves very busy and progressing well while drawing shapes, experiencing different textures such as sand and putting shapes into the right spaces. Good effective teaching, to help children build their skills, is based upon accurate assessment and individual targets which are well matched to their often very different needs. Staff have very positive relationships with children, encouraging and praising them and so successfully keeping them engaged as they purposefully explore their environment. Above all, skilled use of symbols and signing alongside encouragement of speaking helps children clearly develop better communication skills. Children do use the outside space, but the free flow of activities between inside and out is not organised well enough to enable sufficient access at times. Good leadership has led to improved use of assessment to secure good progress in lessons, although the analysis of data does not yet provide a sufficiently clear overview to pinpoint areas for improvement in more detail. Children’s social skills benefit substantially from the partnership with the children’s centre where they play and learn together each afternoon.

*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

## Sixth form

Students make good progress in the sixth form and achieve well. Teaching is highly specialised and work is assessed and planned effectively to meet students’ widely differing needs. In a small minority of lessons, the work lacks challenge for a few, usually because targets are not sufficiently individual within the broad ability groups set within each class. Students’ behaviour and social development are very strong, founded upon an increasingly mature range of age appropriate experiences. In one

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drama lesson, for example, students quickly grasped the plot and worked together very well to successfully perform a short scene, showing intense concentration and plenty of good humour in the process. The new building is contributing to this experience, where mealtimes, breaks and some learning projects are shared with their mainstream peers. There is a good variety of suitably challenging courses, well suited to students’ different future pathways, which include basic literacy and numeracy and citizenship. Opportunities to build a host of skills in independent living and awareness of the world of work are supported well through plenty of visits and local business connections. Excellent, individual preparation ensures that students move on successfully to a range of post school placements. Good leadership of the sixth form ensures that outcomes continue to improve and students are now able to access the higher levels of further education courses than was possible in previous years.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Parents and carers were overwhelmingly positive about all aspects of the school. They particularly like how much their children enjoy school, how safe their children are, how good the teaching is and how their child’s particular needs are met. Several parents and carers made positive comments, typically including: ‘My child has made excellent progress. He is like a new person and keen to learn. He is much calmer and now helps other children with the teacher.’ There were no comments expressing concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Mayfield 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	61	20	37	0	0	0	0
The school keeps my child safe	30	56	24	44	0	0	0	0
The school informs me about my child’s progress	26	48	27	50	1	2	0	0
My child is making enough progress at this school	23	43	30	56	1	2	0	0
The teaching is good at this school	27	50	27	50	0	0	0	0
The school helps me to support my child’s learning	29	54	23	43	2	4	0	0
The school helps my child to have a healthy lifestyle	25	46	27	50	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)	21	39	25	46	1	2	0	0
The school meets my child’s particular needs	27	50	24	44	0	0	0	0
The school deals effectively with unacceptable behaviour	21	39	28	52	1	2	0	0
The school takes account of my suggestions and concerns	17	31	32	59	0	0	0	0
The school is led and managed effectively	21	39	27	50	0	0	0	0
Overall, I am happy with my child’s experience at this school	29	54	20	37	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 students 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 students 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 students 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.**



12 October 2011

Dear Pupils

### **Inspection of Mayfield School, Birmingham, B19 1HJ**

Thank you for making us feel so welcome when we visited your school. We enjoyed meeting you very much, joining you for lunch and seeing some of your lessons. Yours is a good school. There are many interesting things going on: your lovely singing, visits to other schools and enterprise projects are just a few we saw or heard about. Your teachers work hard to help you, and your work is getting better and better.

Enjoyable teaching helps you to make good progress in your lessons and we like the way you always try to do your best. We have asked your school to help more of you make even better progress by:

- helping you learn more about mathematics and practice this in all subjects
- giving you more opportunities to use computers in lessons
- improving the attendance of a few of you.

We would also like school leaders and governors to carefully check the progress for different groups of you so that they can see even more clearly how well each group is doing and where improvements might be needed.

We are sure that you will talk about these ideas with your teachers and help them by doing your very best.

The way you help each other and enjoy school is very impressive and your behaviour is some of the best we have seen. This is why your school is such a happy and welcoming place to be.

Yours sincerely

Patricia Potheary  
Lead inspector

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