

# Marner Primary School

## Inspection report

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|                                |                   |
|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 100912            |
| <b>Local Authority</b>         | Tower Hamlets     |
| <b>Inspection number</b>       | 376482            |
| <b>Inspection dates</b>        | 8–9 November 2011 |
| <b>Reporting inspector</b>     | Madeleine Gerard  |

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

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|                                            |                                  |
|--------------------------------------------|----------------------------------|
| <b>Type of school</b>                      | Primary                          |
| <b>School category</b>                     | Community                        |
| <b>Age range of pupils</b>                 | 3–11                             |
| <b>Gender of pupils</b>                    | Mixed                            |
| <b>Number of pupils on the school roll</b> | 537                              |
| <b>Appropriate authority</b>               | The governing body               |
| <b>Chair</b>                               | Helen Witty                      |
| <b>Headteacher</b>                         | Mary Todd                        |
| <b>Date of previous school inspection</b>  | 23–24 January 2007               |
| <b>School address</b>                      | Devas Street<br>London<br>E3 3LL |
| <b>Telephone number</b>                    | 020 7987 2938                    |
| <b>Fax number</b>                          | 020 7515 6802                    |
| <b>Email address</b>                       | admin@marner.towerhamlets.sch.uk |

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|---------------------------|-------------------|
| <b>Age group</b>          | 3–11              |
| <b>Inspection date(s)</b> | 8–9 November 2011 |
| <b>Inspection number</b>  | 376482            |

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 23 lessons or parts of lessons taught by 17 teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered responses to questionnaires received from 199 parents and carers, 99 pupils in Years 3 to 6, and 36 staff.

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

- Are rates of learning and progress consistently rapid in all classes and for all groups of pupils?
- How consistently does teachers' planning use assessment information to match work closely to the needs of all groups of pupils so that they learn and progress as well as they can?
- How accurately does the school monitor the quality of its work and ensure consistency of provision through the school?

## Information about the school

This is a much-larger-than-average primary school with Early Years Foundation Stage provision for children in three Nursery classes and three Reception classes. A majority of children in the Nursery classes attend either the morning or the afternoon session, while a minority attend both sessions. Almost all the pupils are from minority ethnic heritages and 86% are from Bangladeshi backgrounds. The large majority of pupils speak English as an additional language. A minority of these are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is above average. A greater-than-average number of pupils join and leave the school part way through their primary education. The school has been undergoing a period of expansion. There are currently two classes in each year from Years 2 to 6, and three classes in Year 1. This has been accompanied by a substantial amount of building work at the school over recent years. The school operates a breakfast club. The school has achieved Healthy Schools status and nationally recognised awards including the Activemark.

**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

Marner Primary School provides a good quality of education. It is an inclusive school that serves its community well. Accurate self-evaluation has enabled the school to identify key priorities and actions to successfully enhance the quality of its work. Leaders, staff and members of the governing body have worked effectively to secure developments, for example, to the consistency of teaching and the involvement of additional adults in supporting pupils' learning in lessons. Improvements to the curriculum, such as a particular focus on speaking and listening, and an emphasis on developing pupils' knowledge and use of key vocabulary throughout the school, are helping to raise pupils' attainment in literacy by the end of Year 6. In mathematics in Years 1 to 3, well-planned tasks that actively involve pupils in the lessons and the use of a wide range of resources are leading to improved outcomes in numeracy. Similar enhancements to provision for mathematics in Years 4 to 6 are not yet consistently established. Since the previous inspection, the school has successfully maintained pupils' good behaviour and the good overall effectiveness of its work. Leaders, managers and members of the governing body have ensured that the transition into the new school buildings has gone smoothly. All these strengths show the school's good capacity for sustained improvement.

Children get off to a good start in the Early Years Foundation Stage. Home visits by staff and opportunities for children to visit the school before they join help them to settle quickly. Pupils make good progress through the rest of the school and reach average attainment in English and mathematics by the end of Year 6. Pupils do particularly well in English because they develop their reading and writing skills quickly as they progress through the school. The school tracks pupils' progress carefully and quickly identifies those who need additional support. Extra help, well tailored to pupils' specific needs, ensures all groups of pupils, including those with special educational needs and/or disabilities and those speaking English as an additional language, make good progress. Teachers use assessment information well to match work in lessons to pupils' learning needs. Marking and feedback in pupils' books and pupils' individualised targets often make clear what they should do to improve their work. In a small minority of classes this is less consistently helpful.

The staff work hard to ensure that pupils are well cared for and that all pupils, including those experiencing difficult circumstances, are well supported. This is reflected in pupils' enthusiastic attitudes to learning, positive relationships and their well-being. The school works extremely effectively to engage the support of parents and carers. Workshops for them on a wide range of topics, such as how reading and

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writing are taught at the school, and courses including cookery and do-it-yourself plumbing, are highly popular and very well attended. Each year, many parents and carers participate in residential visits to an activity centre in Kent, together with their children.

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

- Enable pupils in Years 4 to 6 to make even swifter gains in their numeracy skills by July 2012, by ensuring the curriculum for mathematics consistently engages them in active learning tasks.
- Ensure pupils in all classes know what to do to improve and move up to the next level in their work by using marking, feedback and individual targets consistently to make the next steps clear.

**Outcomes for individuals and groups of pupils****2**

Children join the school with skills and capabilities that are generally well below those expected for their age. Pupils' learning and their progress through the school are good. They enjoy learning and achieve well. They set to work quickly and concentrate on the tasks they are given. This was illustrated in a mathematics lesson where pupils in Year 2 were working hard to practise their understanding of tens and units. The pace of learning was brisk because they listened very carefully to the clear prompts and guidance they were given and followed instructions closely. The very few pupils who needed additional support to review what they had learned in the previous lesson were helped to catch up quickly because they received individualised guidance from a specialist mathematics teacher. Pupils with special educational needs and/or disabilities also made good progress because the work they were given was appropriately matched to their needs. They appreciated working individually and in small groups with an additional adult. All pupils, including those who speak English as an additional language, made good progress in their knowledge of mathematical language because they enthusiastically practised reading and pronouncing key words. In a literacy lesson for older pupils, they were developing their reading skills well. Pupils were very involved in reading independently because they had selected books from the school's library that were relevant to their personal interests. Pupils working in a group with the teacher thought carefully about the questions they were asked on a factual text about the moon and made good progress in their understanding of factual writing. Another group of pupils, who were all reading the same book, listened attentively to one another reading aloud. They contributed fully to discussions about the story they were reading. As a consequence of improving skills in literacy and numeracy and very well developed wider key skills, such as the ability to work productively for sustained periods individually and in groups, pupils are well prepared for the next stage of their education.

Pupils with special educational needs and/or disabilities, including those with speech,

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language and communication needs, are keen to do well. They enjoy opportunities to work with adults in lessons, and outside the classroom, to boost their literacy and numeracy skills. Pupils speaking English as an additional language make good progress in their learning because they work hard with additional adults to complete the same work as other pupils. Those who are at very early stages of learning English make swift gains in their knowledge of the English vocabulary. They receive additional sessions to help them to learn specific key words. Higher-attaining pupils are motivated by the challenging work teachers set.

Pupils from diverse backgrounds get on well together. They are knowledgeable about the wider cultural diversity within the school and treat each other’s cultures and faiths with respect and consideration. Moral values are promoted clearly, for example through discussions and reflection in assembly. Together with caring attitudes and generous charity fund raising, the extent of pupils’ spiritual, moral, social and cultural development is good. Positive attitudes to keeping fit and healthy are reflected in the popularity of extra-curricular sports clubs, the school’s accomplishments in sporting competitions and the Healthy Schools and Activemark awards. The large majority of pupils eat healthy lunches cooked at the school. Pupils feel safe and are confident that staff will help them, should any problems occur. They have a good awareness of how to keep themselves safe from harm, for example when travelling on public transport. Pupils contribute well to the community. For instance, pupils in Year 6 ensure that organic waste from the school kitchen is recycled into compost in the school’s garden area. The ‘change team’ proposed their ideas towards the development of the new school buildings. Last year, pupils in Year 6 taught the rest of the school community how to play a sport stacking game using plastic cups. The school choir sings in the local community and pupils were involved in the development of a local community garden.

*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>                                                                          | 3        |
| 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</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

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|                                                                                |          |
|--------------------------------------------------------------------------------|----------|
| <b>contribute to their future economic well-being</b>                          |          |
| Taking into account:<br>Pupils' attendance <sup>1</sup>                        | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b> | <b>2</b> |

## How effective is the provision?

Teachers manage classes successfully and make use of a variety of resources to motivate and engage pupils' interest. Well-trained additional adults are used effectively in lessons to support pupils' learning and understanding of new concepts. Occasionally, the pace of pupils' learning slows when they spend time listening to the teachers' explanations before they are set to do independent tasks, or when they are not reminded of the limited time available to finish their work. Marking and individualised targets make clear to pupils how they can improve their work. In a few classes, marking and feedback are not consistently effective in helping pupils to move up to the next level.

The curriculum is planned to meet pupils' needs. Literacy and numeracy are rightly prioritised daily in the curriculum. Pupils have regular opportunities to write at length in a variety of different styles so that they build up their literacy skills systematically. Well-selected enhancements to the numeracy curriculum in Years 1 to 3 ensure mathematics activities reflect pupils' interests and underpin pupils' positive attitudes to learning. Planning in Years 4 to 6 does not always ensure the mathematics curriculum is as relevant and engaging in these classes. Visitors to the school and a good variety of outings to local places of interest bring the curriculum to life. Extra-curricular clubs are popular. These include skating and the 'Marnier Miracle' newspaper club.

Pupils' individual talents and needs are known well to staff. Links with a range of outside agencies promote pupils' good learning and well-being and are used to provide additional help and guidance for vulnerable pupils. Pupils in Year 5 have opportunities to experience lessons in a local secondary school to help them to prepare for moving up to the next stage in their education. Pupils who may find transition to secondary school difficult receive additional support. Attendance targets and the importance of attending school regularly and on time are discussed frequently in assembly and displayed around the school. Weekly celebration of the class with the best attendance and publication of attendance rates in newsletters to parents and carers are examples of the school's strategies to promote regular attendance. In spite of the school's best efforts, attendance remains broadly average. The breakfast club provides a healthy, calm and sociable start to the day for the small number of pupils who attend.

*These are the grades for the quality of provision*

|                                |          |
|--------------------------------|----------|
| <b>The quality of teaching</b> | <b>2</b> |
|--------------------------------|----------|

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

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|                                                                                                                |          |
|----------------------------------------------------------------------------------------------------------------|----------|
| Taking into account:<br>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>2</b> |

## How effective are leadership and management?

The headteacher, staff and members of the governing body work successfully together to ensure all pupils are valued and enjoy themselves in the school’s caring and safe environment. The school tackles discrimination and promotes equality well so that rates of learning and progress are good for all groups of pupils. All pupils have the chance to participate in activities in and out of school, regardless of their background or ability. Leaders and managers embed ambition well and successfully secure improvements in key aspects of the school’s work. For example, they have ensured that the overall quality of teaching is good, and enhanced the quality of other provision, particularly the curriculum for literacy throughout the school. Monitoring ensures the school has an accurate picture of its performance. Occasionally, the time-scale for ensuring some priorities for development are met is too long to ensure even swifter enhancements are made. The governing body fulfils its statutory duties well. Safeguarding arrangements are good. The school site is secure and extremely well maintained. Staff are well trained and have a detailed awareness of safeguarding issues. Relationships are harmonious between different groups of pupils, and differences are respected because community cohesion is promoted well. Pupils have a strong knowledge of the school and local community. They meet a range of pupils from contrasting communities within the United Kingdom through sporting activities and visits to contrasting communities beyond their local area. The school has plans to develop pupils’ awareness of the lives of others in a wider range of global communities.

*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:<br>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>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>                                                                                        | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>                                                           | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>                                                                                                                  | <b>2</b> |



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|                                                                                             |          |
|---------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness with which the school promotes community cohesion</b>                  | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b> | <b>2</b> |

## Early Years Foundation Stage

Staff work effectively to establish positive relationships and create an environment where children develop good personal and social skills, grow in confidence and are happy. They develop their independence well. For example, children in the Reception classes know to find their name and put it on the board when they arrive to record that they are present. Children work and play well together. For example, children in the Nursery made pretend birthday cakes using salt dough and straws for candles. They enjoyed looking at one another’s cakes and talking about what they were doing with each other. Staff plan a good balance of adult-led tasks and activities for children to choose. In the Reception Year, children working with an adult learned to make Eid cakes. They watched carefully as the adult explained how to roll small amounts of tapioca into rounds, and they tried very hard to make their own. The Early Years Foundation Stage is well led and managed, and detailed records of observations of children’s learning are kept and used to plan interesting activities. Children make good progress in the Nursery and Reception classes and outcomes are close to average by the time children move up into Year 1. The planning of activities for children in the outdoor area does not always use assessment information rigorously to plan the next steps in children’s learning, so that they are challenged to make even faster progress.

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

|                                                                                    |          |
|------------------------------------------------------------------------------------|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:                                                               |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

The response rate of parents and carers to the questionnaire was slightly above average. A very large majority of the responses were positive. Most of those who responded are happy with their children’s experience at the school and confirm that their children enjoy their time there. A few parents and carers do not agree, for example, that the school deals well with unacceptable behaviour. Inspectors found pupils’ behaviour to be managed well. They judged many aspects of the school’s work to be good, and their findings endorse almost all the views expressed by parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Marnar 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 199 completed questionnaires by the end of the on-site inspection. In total, there are 537 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 133            | 67 | 58    | 29 | 6        | 3 | 2                 | 1 |
| The school keeps my child safe                                                                                                                                                                                                  | 116            | 58 | 75    | 38 | 3        | 2 | 3                 | 2 |
| The school informs me about my child’s progress                                                                                                                                                                                 | 89             | 45 | 94    | 47 | 12       | 6 | 1                 | 1 |
| My child is making enough progress at this school                                                                                                                                                                               | 72             | 36 | 102   | 51 | 15       | 8 | 1                 | 1 |
| The teaching is good at this school                                                                                                                                                                                             | 96             | 48 | 86    | 43 | 10       | 5 | 3                 | 2 |
| The school helps me to support my child’s learning                                                                                                                                                                              | 87             | 44 | 87    | 44 | 7        | 4 | 2                 | 1 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 87             | 44 | 102   | 51 | 8        | 4 | 1                 | 1 |
| 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) | 78             | 39 | 104   | 52 | 7        | 4 | 1                 | 1 |
| The school meets my child’s particular needs                                                                                                                                                                                    | 80             | 40 | 99    | 50 | 11       | 6 | 4                 | 2 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 81             | 41 | 94    | 47 | 12       | 6 | 1                 | 1 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 67             | 34 | 107   | 54 | 10       | 5 | 2                 | 1 |
| The school is led and managed effectively                                                                                                                                                                                       | 87             | 44 | 96    | 48 | 8        | 4 | 1                 | 1 |
| Overall, I am happy with my child’s experience at this school                                                                                                                                                                   | 107            | 54 | 80    | 40 | 8        | 4 | 2                 | 1 |

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.**



10 November 2011

Dear Pupils

### **Inspection of Marner Primary School, London, E3 3LL**

Thank you very much for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed talking to you all very much and listening to what you had to say. We were very pleased to see how well you have settled into your new school building. This letter is to tell you about the judgements that we reached.

Marner Primary is a good school. You behave well and are keen to learn. You have a good knowledge of how to keep yourselves safe from harm and understand the importance of keeping fit and healthy. You take on responsibilities in the school enthusiastically so that you can benefit the whole school community. You enjoy all the interesting work the teachers plan and particularly like the clubs and outings that the school organises. The youngest children get off to a good start in the Nursery and Reception classes. You make good progress in your learning and reach similar standards to most other pupils nationally by the end of Year 6. You make particularly good progress in literacy. Those of you who need additional help are well supported and also make good progress. All the adults work as a team to make sure all of you are safe and well cared for.

We have asked the school to plan even more opportunities for you to develop your numeracy skills quickly, particularly in Years 4 to 6, so that you reach even higher levels in mathematics. When teachers mark your work we would like them always to make clear how you can improve it. We would also like the staff to make sure that each of you knows your individual targets for literacy and numeracy to help you to improve and move up to the next level even faster. All of you can help by reading your teachers' comments, remembering your targets and regularly checking for yourselves that you are meeting them.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard  
Lead inspector

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