

# Bridgerule Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	113373
<b>Local Authority</b>	Devon
<b>Inspection number</b>	378688
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Hazel Callaghan

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Lee Rose
<b>Headteacher</b>	Mrs Jo Dymond and Mr David Fitzsimmons
<b>Date of previous school inspection</b>	20 October 2009
<b>School address</b>	Bridgerule Holsworthy Devon EX22 7EN
<b>Telephone number</b>	01288 381366
<b>Fax number</b>	01288 381545
<b>Email address</b>	admin@bridgerule.devon.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. Six lessons or part-lessons were observed, taught by two teachers. Meetings were held with the co-headteachers, other staff, representatives of the governing body and pupils. The inspector observed the school's work and looked at a variety of documentation and policies, including that concerning safeguarding, the raising attainment plan, information from the school's monitoring of pupils' attainment and progress and reports written about the school. The inspector scrutinised the questionnaires returned by pupils and staff as well as the 28 questionnaires returned by parents and carers.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- How teaching, the curriculum and support are helping pupils achieve more successfully in all aspects of learning at Key Stage 2 so that attainment rises.
- The extent to which the new senior leadership team is ensuring an improvement in teaching and learning at Key Stage 2 by improving behaviour management, raising the expectations and skills of the staff and enabling pupils to understand how they can improve.
- The extent to which the governing body is involved in strategic planning, monitoring and holding the school to account.

## Information about the school

Bridgerule Church of England Primary is a very small school. Pupils are taught in two classes: children in the Early Years Foundation Stage and pupils in Years 1 and 2 in one class, and pupils in Years 3, 4, 5 and 6 in the second class. Since half term, pupils in Year 3 have joined the younger class for English and mathematics each morning. All pupils come from families of White British heritage. A much greater proportion of pupils join the school in Years 1 to 6 than is usual. The proportion of pupils identified as having special educational needs and/or disabilities is well above average, especially in the oldest class. The main areas of need are moderate learning difficulties and behavioural, emotional and social difficulties. The number of pupils known to be eligible for free school meals is above average.

The school became part of the Holsworthy federation of schools in September of this year. The previous management arrangements with another school were dissolved by the governing body due to the headteacher's absence from Bridgerule School. Two co-headteachers also took up post in September and the federation governing body was formed at the same time. The two Key Stage 2 teachers recently returned to school after a period of extended absence. A privately run pre-school uses the school hall a few days each week. It was not part of this inspection.

**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?**

**4**

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

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and progress within Key Stage 2, and to the curriculum.

Bridgerule Church of England Primary is a school of two very distinct halves. There is excellent provision for children in the Early Years Foundation Stage and consistently good teaching for pupils in Years 1 and 2. This results in their enjoyment of school, their love of learning, and good progress. Pupils in Year 3 also enjoy this good provision each morning. Provision for pupils in Years 4, 5 and 6 is improving because the teaching is now satisfactory, although more is still needed to ensure that pupils make up ground lost in recent years. Over time, pupils in these year groups have not made sufficient progress and attainment by the end of Year 6 over the last three years has been low. A significant proportion of pupils have entered the Key Stage 2 class from other schools with attainment that is below average, and several have behavioural, emotional and social difficulties. Parents and carers and pupils have been concerned about the unpredictable behaviour of a few pupils. However, the new senior leaders have implemented very clear guidance and effective strategies for managing inappropriate behaviour. These are now consistently applied, with the result that behaviour in the Key Stage 2 class is satisfactory overall, and most pupils behave well. Pupils are kept safe, relationships between adults and pupils are good and there is quick support for pupils whose circumstances make them potentially vulnerable. Pupils' self-esteem is rising and their confidence in their own abilities improving.

In the class for younger pupils, accurate assessment combined with the teacher's good planning ensures that work is finely tuned to the needs and abilities of the pupils. In contrast, assessment in the Key Stage 2 class has not always been accurate to ensure that the work provided for pupils meets their needs and abilities. Expectations are sometimes too low and when this is the case the pace of learning slows. The curriculum across the school is suitably broad and balanced. It is exciting and stimulating in the class for younger pupils but it is not yet ensuring that older pupils are taught work that becomes progressively more advanced. It does not build sufficiently on pupils' prior learning or provide enough opportunities for pupils to apply and develop their basic reading, writing and mathematics skills. Links with the

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church and local community are positive and pupils have many opportunities to work and play with pupils from other schools in the federation. Pupils have insufficient opportunity, however, to develop an awareness of the diversity of cultures in the United Kingdom.

The senior leadership team has made an accurate evaluation of the school and has prioritised the correct areas for improvement. Pupils are now ready for learning and want to do well. Support for returning teaching staff and additional training for experienced teaching assistants are having a positive impact on improving pupils' learning. The advice from experienced and effective leaders from other schools in the federation is enhancing systems of support for pupils with special educational needs and/or disabilities. Though new strategies and procedures have not been operating long enough to have had a full impact on speeding up pupils' progress and raising their attainment, they have significantly improved provision. The high quality provision in the Early Years Foundation Stage has been effectively maintained, as has pupils' above-average attendance. The governing body, although newly constituted, is made up of many experienced governors. They understand the challenges of raising achievement; they provide good support for the new senior leadership team but also the challenge to ensure that progress is being sustained. These factors show the school has a satisfactory capacity to improve.

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

- By November 2012, improve learning in Key Stage 2 so it is at least good in over 65% of lessons by:
  - ensuring pupils' attainment is accurately assessed
  - using the information from assessment to plan activities that are well paced and challenging for all pupils in the class
  - helping pupils to understand how well they are doing and how to improve and raise their aspirations for what they can achieve
  - developing joint planning that clearly identifies what is to be taught and sets high expectations for pupils' learning.
- By July 2012, provide a curriculum that meets all pupils' learning needs and interests by:
  - developing themes that enable pupils to use and apply their basic skills effectively through other subjects
  - ensuring that the curriculum builds effectively on pupils' prior learning and is well matched to their age, abilities and interests
  - creating opportunities for pupils to learn about and meet with people from different backgrounds and cultures.

**Outcomes for individuals and groups of pupils****4**

Children enter the Reception Year with a range of skills and knowledge that is broadly as expected for their age. They make consistently good progress in the Early

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Years Foundation Stage to reach above-average attainment, especially in their early reading, writing and mathematical skills. They are confident and independent learners, eager to find out and to try things for themselves. These good attitudes continue into Years 1 and 2 because of the skilled teaching, together with the strong support of the teaching assistants. The Year 3 pupils have re-joined their old class and settled back into class routines well. All ages and abilities thrive in the exciting learning environment. Attainment at the end of Year 2 is often above average, but it declines in Key Stage 2. There is no difference between the progress made by girls and boys, or pupils of different abilities.

Inadequate behaviour in the Key Stage 2 class has disrupted lessons in the past but any incidents are now isolated occasions. On the whole, lessons are calm and pupils respond to their activities positively. They work together amicably and support each other in their tasks. They want to do well and enjoy challenges that they feel they can tackle successfully. When work is not sufficiently challenging there is some unrest and lack of attention. Pupils with special educational needs and/or disabilities are usually well supported, but they are not yet making enough progress in lessons because activities are not always fine tuned to their learning needs and they sometimes have too few opportunities to work independently and so gain confidence in their abilities.

Pupils’ personal development is strong in the class for younger pupils and all ages work extremely well together, supporting each other with their skills and expertise. Older pupils respond positively to responsibility but there are few opportunities for them to act as leaders or to show initiative. Their basic skills are underdeveloped and they are inadequately prepared for their next stage of education. Pupils have a satisfactory understanding of how to develop healthy lifestyles and confidently explain how to keep themselves safe when using the internet or out on the road. Their spiritual, moral, social and cultural development is satisfactory overall but their awareness of the diversity of other cultures in the United Kingdom is not sufficiently developed.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
The quality of pupils’ learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils’ behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

In the class for younger pupils, teaching is at least good and often outstanding. In the class of older pupils, the effective use of strategies to manage pupils' behaviour is creating a calm environment in which pupils are more responsive to teaching and gaining confidence, but activities are not always well matched to their learning needs. Teaching assistants throughout the school play an important part in supporting the positive attitudes of the pupils and in the progress they make in lessons. Pupils have responded well to their personal targets, which are referred to during their learning, but older pupils' understanding of what they need to do to improve their work is not systematically developed. Sometimes insufficient time is given to explaining what is expected of them in their work or what they need to do to be successful.

Some interesting themes of work engage pupils' interest and make learning more meaningful. A focus on bicycles this term, for example, is being used well to develop younger pupils' measuring skills and understanding of a fair test, and cycling along the Tarka Trail has been used to promote and develop older pupils' understanding of persuasive writing. As yet, however, these themes are not consistently effective in ensuring basic skills are practised through the school. Joint planning across the classes is limited. A satisfactory variety of visits and visitors extends pupils' first-hand experience and a good range of out-of-class activities promotes their interests and personal skills. However, there has not been an audit of the planned curriculum to ensure that pupils' skills are developed progressively and there is insufficient focus on activities that will extend the more able. Pupils with special educational needs and/or disabilities have clear targets. However, the system to ensure they practise the skills that they need to reach these targets is not yet fully implemented.

Induction into the class for younger pupils is well developed and parents and carers are fully involved. Similarly, transition to the community college is well organised and liaison between members of staff, especially now the school is an active partner in the federation, helps pupils to settle more quickly. Good links with the college support the curriculum: pupils in the older class are engaged in design and technology days and additional sport, for example. A variety of new strategies to support pupils' personal development are having a positive impact, such as the daily nurture groups in Key Stage 2 and more diverse activities promoted by the local church, for example, working with a dog who acts as a 'therapy pet'.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The senior leadership team is providing a clear direction for the school and its expectations for improved teaching and learning are understood by all. The decision made to secure the learning of pupils in Year 3 through putting them with the younger pupils for some lessons is having a positive impact because of the strong teaching and additional teaching support in the class. Robust systems of monitoring pupils' learning have been implemented and challenging targets have been set for improvement. Professional training for teaching assistants is already paying dividends in their involvement in planning and some effective teaching in both classes. A lot has been accomplished in a short time but more still remains to be done to improve the quality of teaching so that older pupils' progress accelerates and attainment rises. Although there is no discrimination, provision for equal opportunities is inadequate because there is as yet only limited improvement in progress for the different groups in the class for older pupils.

Senior staff from the college and from other schools in the federation are used well to share expertise and support with staff at Bridgerule. The co-headteachers work well together and are strongly supported by the governing body, which has been instrumental in the formation of the federation. Governance is satisfactory. Safeguarding arrangements meet regulations and there are secure systems for ensuring staff are appropriately experienced and trained. There are clear and effective procedures to ensure child protection. The governing body has audited provision for community cohesion, and governors are aware that pupils have good opportunities for working and playing with pupils from other schools but that global links and those with the wider community in the United Kingdom are not sufficiently established. Links with the church and local community are satisfactory and partnerships with outside agencies are used well to support pupils, particularly those with significant needs and those who are vulnerable.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3



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<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</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>4</b>

## Early Years Foundation Stage

Children respond extremely well to the stimulating environment provided by the teacher and the high levels of support and encouragement from the teaching assistants. Older pupils in the same class provide good role models and the children in the Early Years Foundation Stage grow in confidence. They show delight when praised for their 'fabulous ideas' and their hard work. They work together well sharing toys and resources and play a full part in class discussions, collecting exciting vocabulary for their display of 'WOW' words, for example. They absorb these new words into their vocabulary and comfortably talk about the 'querulous queen' and about protective clothes and florescent strips used when riding their bikes. In this exciting learning environment children make consistently good or outstanding progress. Excellent partnership with parents and carers supports this highly effective learning and children bring their pictures, plans and models made at home into school. Activities are well planned and there is a strong focus on using children's interests and ideas to stimulate their learning. The secure outside area gives many opportunities for them to experiment and explore and, during this inspection, children made their own paper sculptures inspired by a recent visit to a sculpture park. Leadership is excellent. Staff work together as a strong team. All staff are involved in monitoring the children's learning and are being trained to identify the next steps so that no opportunity for extending learning is missed. The teacher evaluates the provision thoroughly and looks for ways to improve and further develop the children's experiences, for example, through establishing the privately run pre-school group within the school.

*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

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## Views of parents and carers

The proportion of responses from parents and carers for this small school was much higher than is usually found. Parents and carers made very clear from their comments that they recognise the strengths of the provision for younger pupils and many commented on how their children enjoy school, love learning and are making good progress. On the other hand, those parents and carers with children in the class for older pupils expressed their concerns over their children's slow progress, about teaching and their worries about behaviour in the class. A significant proportion felt that the poor behaviour was not being sufficiently well managed and they were concerned about the safety of their children. Inspection evidence shows that pupils are not making sufficient progress in Key Stage 2 but that the new leadership team is well aware of the weaknesses and prompt action is being taken to address concerns in teaching and learning. Where issues remain, there are effective strategies to ensure those pupils with emotional and behavioural difficulties are supported and the learning of other pupils and their safety is ensured. Information about changes in the school is shared with parents and carers but some feel that not enough time has been given to discussing the changes being made and are concerned that the future leadership of the school is not yet sufficiently clear. The inspection has judged that the school has now got the capacity to sustain improvements.

This inspection has given the school a 'notice to improve' and has triggered a process which will involve another inspector visiting to check that the school is making enough progress to address the areas for improvement identified in this report. The findings of the monitoring inspection will be published.

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

Ofsted invited all the registered parents and carers of pupils registered at Bridgerule Church of England 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 inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	57	9	32	3	11	0	0
The school keeps my child safe	17	61	11	39	0	0	0	0
The school informs me about my child’s progress	10	36	14	50	1	4	2	7
My child is making enough progress at this school	13	46	7	25	3	11	3	11
The teaching is good at this school	18	64	4	14	5	18	0	0
The school helps me to support my child’s learning	14	50	9	32	2	7	2	7
The school helps my child to have a healthy lifestyle	8	29	18	64	1	4	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)	12	43	9	32	1	4	0	0
The school meets my child’s particular needs	10	36	12	43	2	7	2	7
The school deals effectively with unacceptable behaviour	4	14	8	29	6	21	8	29
The school takes account of my suggestions and concerns	8	29	9	32	3	11	7	25
The school is led and managed effectively	10	36	8	29	7	25	3	11
Overall, I am happy with my child’s experience at this school	13	46	10	36	3	11	1	4

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.**



7 November 2011

Dear Children

**Inspection of Bridgerule Church of England Primary School, Holsworthy  
EX22 7EN**

Thank you for making me feel so welcome and answering my questions when I visited you recently. I really enjoyed talking with you and looking at your work. I saw many good things happening at your school, such as the exciting plans for the outfits to be worn by the 'cycle buddies' of pupils in Class 1 and the enthusiasm of pupils in the older class for finding different subtraction calculations using playing cards. However, the school has been given a 'notice to improve' because at present there are some important things that need to be done and another inspector will visit to check that the school is improving. In particular, attainment should be higher by the time you leave in Year 6. I have asked the teachers to make sure that your activities make you think hard and to make sure you understand how well you are doing and how to improve.

I know from talking to you that you think behaviour is not always as good as it should be. I thought your behaviour was satisfactory, and most of you are trying really hard to be sensible and to concentrate on your work.

I know you enjoy the visits you make out of school and the many clubs and activities in school. You love the dog who visits you. He is a real character and seems very clever. I know many of you also enjoy the messy art club and sports activities, to mention just a few. I have asked that the teachers have a good look at all your activities and make sure the skills you learn build steadily through the school so your learning gets better and better. You have many opportunities to meet pupils from the other schools in the federation and I have asked that you also have opportunities to learn about people of many different backgrounds and cultures.

Thank you again for making me feel welcome and taking the time to tell me about your school. Remember, you can all do your bit in making the school a better place by working hard, being kind and getting on with everyone.

Yours sincerely

Hazel Callaghan  
Lead inspector

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