

# Loxwood Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 125845              |
| <b>Local Authority</b>         | West Sussex         |
| <b>Inspection number</b>       | 381138              |
| <b>Inspection dates</b>        | 16–17 November 2011 |
| <b>Reporting inspector</b>     | Wendy Forbes        |

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>                 | 4–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 173   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Jeremy Glynne-Jones   |
| <b>Headteacher</b>                         | Tim McMath  |
| <b>Date of previous school inspection</b>  | 10 July 2007  |
| <b>School address</b>                      | Nicholsfield<br>Loxwood<br>Billingshurst<br>West Sussex<br>RH14 0SR |
| <b>Telephone number</b>                    | 01403 752207  |
| <b>Fax number</b>                          | 01403 753199  |
| <b>Email address</b>                       | office@loxwood.w-sussex.sch.uk                                      |

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|---------------------------|---------------------|
| <b>Age group</b>          | 4–11                |
| <b>Inspection date(s)</b> | 16–17 November 2011 |
| <b>Inspection number</b>  | 381138              |

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## Introduction

This inspection was carried out by three additional inspectors. Teaching and learning were observed in 13 lessons or parts of lessons, taught by nine teachers. The lead inspector was accompanied in a few lessons by the headteacher. Meetings were held with the headteacher and members of the senior leadership team, the Chair of the Governing Body, staff and a group of pupils. Inspectors observed the school's work, examined pupils' work, and looked at self-evaluation documentation, action plans, monitoring and assessment information, lesson plans, safety records and school policies. They analysed 115 questionnaires returned by parents and carers, together with those completed by 88 pupils and 23 staff.

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

- The impact of the school's actions to raise attainment in writing and mathematics and to eliminate any significant variations.
- Whether teaching and the curriculum provide suitable challenges for all groups of pupils, particularly girls and more-able pupils.
- The effectiveness of teachers' use of assessment data to ensure that all groups of pupils make similar progress, including Key Stage 1 pupils, girls, the more able and those with special educational needs and/or disabilities.
- The effectiveness of leaders and managers, including governors, in driving school improvement since the previous inspection and the school's capacity to sustain recent improvements.

## Information about the school

This is a smaller than average-sized school. All year groups, including the Early Years Foundation Stage, have single-aged classes. Most pupils are White British, with the rest representing a very small range of other ethnic groups. The proportion of pupils who speak English as an additional language is well below the national average. The proportion of pupils with special educational needs and/or disabilities is currently broadly in line with the national average and includes those with specific learning and social and emotional difficulties and physical disabilities. The proportion known to be eligible for free school meals is well below the national average. The school has improved its facilities since the previous inspection, with the recent completion of a new extension to Key Stage 1. The school has achieved a number of awards including Healthy Schools, Active Mark and International Schools (Intermediate).

**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 good school received the 'thumbs up' from pupils who are rightly proud of it. As one pupil told inspectors, 'It's a brilliant place, it makes me feel special.' Parents and carers are equally delighted with all that the school has to offer, and their excellent engagement with the school is reflected in their significant amount of fundraising and high levels of attendance at school functions. Central to the work of the school is the promotion of pupils' personal development. Pupils achieve well because of the outstanding levels of pastoral care, guidance and support, good, and sometimes outstanding, teaching and a well-organised, effective curriculum. As a result, they behave well, have very positive attitudes to learning, very good relationships and excellent understanding of how to keep safe, fit and healthy. Attendance has improved and is high.

Reception children start school with skills and understanding broadly in line with expectations for their age. They make good progress in their learning. This is because activities provide a stimulating range of learning opportunities which promote high levels of independence and challenge them in their learning. Throughout the school very effective induction and tracking systems make sure that the progress of pupils is effectively monitored. Well-targeted, appropriate support is provided for any in danger of falling behind. This ensures that most, including those with special educational needs and/or disabilities, make similarly good progress and that there is almost no difference between boys' and girls' achievement. The good capacity for sustained improvement has been evident in the continuing high levels of attainment in reading, which are the result of developments in teaching. Attainment in writing and mathematics has continued to improve but has not risen as rapidly as reading. This is because a few teachers do not always put their good lesson planning into practice to ensure that pupils, particularly the more able, are consistently challenged to do well in lesson activities.

There are good systems for evaluating school effectiveness. This means senior leaders are able to identify and tackle weaknesses quickly, which gives the school a good capacity for further improvement. Leaders have demonstrated this in the way they effectively tackled a dip in Key Stage 1 pupils' attainment in the last year. The staff, governing body and headteacher work in an effective partnership. They are ambitious for pupils and keen to improve the school's work so that it becomes outstanding. They know what needs attention to enable this improvement. School improvement planning is good and is based on effective self-evaluation. The school has made continued improvement since its previous inspection and has good

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capacity to maintain its advance.

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

- Accelerate progress and raise attainment in writing and mathematics by July 2012 so that it matches the higher attainment already achieved in reading by:
  - ensuring that all pupils, particularly the more able, are provided with tasks that are more closely matched to their level of abilities
  - ensuring that teaching and learning in writing and mathematics lessons are consistently good or better
  - ensuring that pupils have sufficient and extended opportunities to write for different purposes and varied audiences in a range of subjects.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy school. An effective Early Years Foundation Stage enables pupils to make a good start. In lessons observed, pupils make overall good progress in their learning across the school. Attainment in Year 6 is above average overall, and well above in reading. National test results suggested boys were progressing better than girls in mathematics and that older pupils were progressing at a faster rate than younger ones. These gaps have been closed partly because of the most recent developments in the curriculum, which provide a greater range of activities of interest and challenge to boys and girls, and the strengths of teaching, particularly in Year 2.

Pupils appreciate the lengths teachers go to make learning fun, as seen in an outstanding Year 2 lesson where pupils developed their ability to write chronologically. Very effective use of practical teaching and learning methods such as 'Kung-Fu' punctuation, sound-blending and well-targeted resources helped pupils to understand the format of a story and the language needed to ensure it made sense. The pace and challenge of the lesson was relentless and expectations were high. As one pupil giggled, 'You just never know what to expect...it's always exciting...especially when you get to stand on your chair and read your story out loud.' Such high expectations help to ensure that pupils' overall achievement is good.

Pupils' work and information about how well they are doing show that a number of initiatives are helping to raise attainment in writing and mathematics, such as the use of 'big writing' literacy programmes and the use of practical resources in mathematics. Exceptionally well-focused individual support ensures pupils with special educational needs and/or disabilities make similarly good progress in their learning. Good achievement and personal development with excellent attitudes to learning all help to ensure that pupils are well prepared for their secondary education and later life.

Pupils' good spiritual, moral, social and cultural development is seen in their friendships and kindness towards one another. They behave well and have a strong

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sense of what is right and go out of their way to help each other. They take pride in the good contribution they make to the school and wider community, particularly their fundraising. Older pupils are especially enthusiastic about the opportunities they have to look after younger pupils, for example as reading mentors or playtime friends. They value the responsibilities they are given to organise and to be involved in, or run, special events such as the annual sports day and senior citizens’ community tea. Pupils have an excellent understanding of how to stay safe and healthy, enjoying the wide range of activities to help keep and stay fit, which is reflected in their national awards. Through themes studied in assembly and opportunities to twin with European and American schools, pupils gain a good understanding about how people live in other international communities, all of which have been recognised in an international award.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Teaching is good. Purposeful pre-lesson activities ensure a swift start to the day. Staff capitalise on pupils’ enthusiasm for learning by making lessons stimulating, fun and interesting. This was seen in a good Year 5 literacy lesson, where pupils enjoyed an innovative start to their writing lesson by putting on sun hats, lying on beach towels and imagining what life was like on a desert island. Effective use of talk partners and good questioning helped develop pupils’ ideas in order to write what one described as ‘a stunning account of a beautiful island’.

Although teachers’ good subject knowledge and effective use of a range of teaching

<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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styles takes good account of pupils’ learning needs, not all tasks set consistently challenge in practice, particularly the more able in writing and mathematics. As a result, the progress of these pupils is not as rapid and their attainment not always as high as it should be. Much has already been done to address this, but the impact of opportunities to write across the curriculum and of developments in practical mathematics has yet to be realised. Pupils are helped to consider how well they have worked and what they most enjoyed. However, this otherwise well-constructed self-assessment focuses heavily on the pupils’ enjoyment of learning, occasionally missing opportunities to encourage pupils to evaluate how they could improve. Teaching assistants play an invaluable role providing effective support for pupils who have additional needs.

The good curriculum is enriched by an excellent range of activities, including specialist teaching in music. Curricular strengths, particularly in the arts curriculum, are reflected in the school’s high quality art work and in the exceptional music and drama performances in which pupils are involved. Pupils spoke with pride about the opportunities to represent their school in local sporting tournaments. Visits such as the Years 3 and 4 trip to the D-Day Museum make a strong contribution to pupils’ learning and their personal development. As one pupil said, ‘I wasn’t just dressed as an evacuee, I felt I really was...’ Effective links are made between subjects, which makes learning interesting.

Each child is known and valued. Pupils receive excellent care and support throughout the school day. The impact of this is evident in pupils’ good standards of behaviour and social skills. The special needs coordinator provides excellent support for pupils whose circumstances may make them vulnerable and for their families, as well as for those pupils at risk of underachieving. Induction and transition arrangements are exceptional, enabling Reception children to settle very quickly and for Year 6 pupils to feel very confident about starting their new schools.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| 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>1</b> |

**How effective are leadership and management?**

Leaders and managers are enthusiastic for the school to be as good as it can be. Their high ambition and drive for improvement are firmly embedded because teamwork is strong and self-evaluation is effective. The calm and purposeful leadership by the headteacher sets a clear path for school improvement. The governing body provides good challenge to the school and is clear about what

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leaders need to do next to improve provision further. Adults at all levels are good at promoting equal opportunities and eliminating discrimination through raising pupils’ expectations of what they can achieve. Any differences in performance between groups of pupils are quickly identified and effective action is taken. Senior leaders make good use of data to check the progress of different groups and are aware of the need to raise attainment still further. Very well-developed support systems are complemented by extremely effective links with a very good range of external agencies, including local secondary schools, which support the progress and well-being of pupils. Parents and carers are strongly engaged with their children’s learning and in the life of the school.

The school has developed good provision for global development within its community cohesion policy. Links with the local and international communities, for example in Thailand and Malawi, are well developed and a good start has been made at developing pupils’ understanding of schools and communities in the United Kingdom. The school’s safeguarding arrangements meet requirements and include extremely careful checks on staff and regular scrutiny of the site.

*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>1</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> |
| <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

The Early Years Foundation Stage is a fun place to be. Children make good progress in their learning because teaching, provision and leaders and managers are all effective and ensure that children’s needs are met well. Continuing developments in the outdoor area have started to improve provision still further. Parents and carers appreciate the exceptional care in planning the induction process when their children start school, particularly the phased start and special arrangements made for individual pupils. As a result, children settle quickly and happily into the daily routines



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of school, playing together and behaving well. An outstanding partnership is rapidly formed with parents and carers, who value the school’s efforts to include them in their children’s learning and enjoy opportunities to visit school to find out how well their children are doing and what they are learning.

Children are enthusiastic in their learning. A frequent buzz of excitement could be heard as children ‘discovered dinosaurs’, developed their writing, explained the pictures they had drawn, and enjoyed the good balance of adult-directed and free-flow of child-initiated activities. This means that children quickly develop high levels of confidence and independence. Regular and thorough assessments enable staff to keep track of children’s progress and plan the next steps in their learning by taking account of pupils’ differing needs. Staff monitor progress closely, and any comparative areas of weakness, for example in writing, are tackled rigorously. Basic skills in literacy and number are taught well, particularly the consistent skilled approach to the teaching of letters and sounds, which ensures children’s reading skills are well developed by the time they reach Year 1.

*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 vast number of parents and carers who returned the relatively high number of questionnaires or who spoke to the inspection team were overwhelmingly positive about the school and its impact on their children’s learning and well-being. They consider that the school has a dedicated team of staff and that the headteacher leads and manages the school well. Typical comments included: ‘They (teachers) are so caring and fair and know every child’s needs ...it is a happy environment for both pupils and parents.’ Overall, parents’ and carers’ views reflect the inspection findings. A few parents and carers felt that the school did not deal effectively with behaviour or that the school did not always take account of parents’ and carers’ suggestions or concerns. Inspectors observed behaviour in classrooms and around the school, had discussions with staff and students and scrutinised behavioural records. They found behaviour to be good. The school is well aware of the need to listen to the views of stakeholders and is working hard to address this issue.

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

Ofsted invited all the registered parents and carers of pupils registered at Loxwood 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 87             | 76 | 24    | 21 | 3        | 3 | 0                 | 0 |
| The school keeps my child safe  | 94             | 82 | 20    | 17 | 0        | 0 | 1                 | 1 |
| The school informs me about my child’s progress   | 56             | 49 | 53    | 46 | 3        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 53             | 46 | 54    | 47 | 4        | 3 | 1                 | 1 |
| The teaching is good at this school   | 68             | 59 | 43    | 37 | 0        | 0 | 1                 | 1 |
| The school helps me to support my child’s learning  | 64             | 56 | 45    | 39 | 4        | 3 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 67             | 58 | 44    | 38 | 3        | 3 | 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) | 71             | 62 | 35    | 30 | 2        | 2 | 0                 | 0 |
| The school meets my child’s particular needs  | 55             | 48 | 53    | 46 | 4        | 3 | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 56             | 49 | 50    | 43 | 6        | 5 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 49             | 43 | 55    | 48 | 6        | 5 | 2                 | 2 |
| The school is led and managed effectively   | 81             | 70 | 31    | 27 | 1        | 1 | 1                 | 1 |
| Overall, I am happy with my child’s experience at this school   | 78             | 68 | 34    | 30 | 0        | 0 | 1                 | 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.**



22<sup>nd</sup> November 2011

Dear Pupils,

### **Inspection of Loxwood Primary School, Billingshurst RH14 0SR**

Thank you for making us feel so welcome when we visited your school recently. We enjoyed meeting you and hearing about all the things you like about your school. We would like to thank those who came to talk to us, and those who filled in the pupils' questionnaire. I am delighted to tell you that you go to a good school. There are many things that are great about your school. These are some of the things that stood out.

- You enjoy school, behave very well and enjoy the fun activities teachers plan for you.
- You reach high standards in reading and make good progress as you move up through the school.
- You enjoy wonderful opportunities to be involved in sporting events and art, music and drama activities.
- You make a good contribution to your school and the wider community through all the fundraising you do and in the responsibilities you hold on the school council and around school.
- You have an excellent understanding of how to stay safe, fit and healthy.
- Your school takes very good care of you.

Your headteacher, staff and governors know how to make sure that your school continues to get even better. To help them to do this, we have asked your school to do the following:

- ensure that more of you make faster progress in writing and mathematics by giving you work that is not too easy or too hard and provides just the right level of challenge
- ensure more of you benefit from the extremely good or better teaching seen in some lessons
- ensure wider opportunities for writing in a range of different subjects.

Thank you very much, once again. Keep up the good work and we are sure that if you do this, you will continue to enjoy learning for a long time to come.

Yours sincerely

Wendy Forbes  
Lead inspector

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