

# Monkleigh Primary School

## Inspection report

---

<b>Unique Reference Number</b>	113162
<b>Local Authority</b>	Devon
<b>Inspection number</b>	378657
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Paul Garvey

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mackie Poole
<b>Headteacher</b>	David Ellis and Karen Reeves (Co-headteachers)
<b>Date of previous school inspection</b>	14 January 2009
<b>School address</b>	Monkleigh Bideford EX39 5JY
<b>Telephone number</b>	01805 623269
<b>Fax number</b>	01805 623269
<b>Email address</b>	<a href="mailto:admin@monkleigh-primary.devon.sch.uk">admin@monkleigh-primary.devon.sch.uk</a>

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	28–29 November 2009
<b>Inspection number</b>	378657

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in seven lessons taught by three teachers. A number of shorter visits were made to classrooms to look at pupils' work. The inspectors held meetings with senior leaders, groups of pupils, staff, other adults and a representative from the governing body. They observed the school's work and looked at pupils' books and tracking data showing pupils' attainment and the progress they are making. They looked at a wide variety of documentation including teachers' planning, the school development plan, the annual school review, external consultant reports and safeguarding documentation. They also considered 53 responses to the questionnaire received from parents and carers as well as those from pupils and from staff.

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

- Whether progress is rapid enough across the school and whether progress is consistent enough across subjects and between key stages.
- Whether the school's provision is sufficiently strong to support good quality outcomes.
- Whether leaders and managers at all levels recognise the large differences between the needs of pupils in different cohorts and whether they respond to them well enough.

## Information about the school

This school is much smaller than the average-sized primary school. Pupils are taught in three classes, all of mixed ages. The youngest children, in the Early Years Foundation Stage, share a class with pupils in Year 1 and Year 2. The older pupils are taught in two classes which are each comprised of two year groups. Almost all the pupils are White British; none speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is lower than average, as is the proportion of pupils known to be eligible for free school meals. The school holds a number of nationally recognised awards, including the Activemark, the Healthy Schools Plus award and the International Schools Silver award.

The role of the headteacher is currently shared between two members of staff who are designated as co-headteachers. An experienced headteacher, now working part-time and who has led the school for 10 years, takes the larger share of responsibility for the day-to-day running of the school. The Early Years Foundation Stage leader takes charge of the school during the time her co-headteacher is not in school.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

This is a good school. It is an extremely caring community in which all groups of pupils achieve well. Outstanding care, guidance and support lie at the heart of its work. Staff understand the pupils' needs extremely well and thus pupils are made to feel outstandingly safe and happy. This is supported by the particularly high priority placed on safeguarding work within the school. As a result, pupils' attendance is high. The comment of one parent was typical of the views of others: 'The school has a safe, family feeling and every member of staff is very approachable.' Behaviour is outstanding. Around school, the pupils' politeness and keen sense of moral responsibility to support each other is exemplary. For example, one girl happily gave up her skipping rope in the playground, so her friend could demonstrate her own skills. The pupils enjoy a great many opportunities to reflect and to develop their spiritual awareness. They also have a good appreciation of other cultures and lifestyles. This leads to the school providing an outstanding spiritual, moral, social and cultural education for its pupils.

Self-evaluation is thorough. Leaders and managers know the school well and thus can direct resources accurately to ensure that all groups of pupils reach above average attainment by the time they leave. The two able co-headteachers, their staff and the governing body have been successful in effecting a good range of improvements since the last inspection. An example of this is can be found in the advances made in the Early Years Foundation Stage. In consequence, the school has good capacity for sustained improvement. The work of the school is much appreciated by families. Outstanding relationships with parents and carers have been developed which strongly support the pupils' learning.

While examples of outstanding teaching were observed in some classes, this is not yet consistent across all lessons and teaching overall is good. The school has good partnership links to help to develop teaching and learning, but these are not yet wide enough to always ensure that lessons are of the highest quality. The curriculum gives a broad and often memorable experience for pupils at the school, especially via their enthusiastic participation in physical education (PE), sport and other healthy extra-curricular activities. This contributes to them leading outstandingly healthy lifestyles. However, the school is still in the process of developing its outdoor spaces to fully enhance numeracy, literacy and science in the curriculum. The school makes good use of the indoor spaces that it has available. Some classroom displays are not of the high quality that marks others and this leads to inconsistency in the opportunities the pupils have for learning.

**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

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

- Raise attainment so that it is consistently high by the next inspection, through:
  - seeking out and sharing best practice to raise the quality of all teaching to that of the best in the school
  - ensuring the indoor and outdoor environments support pupils' learning more effectively.

## Outcomes for individuals and groups of pupils

**1**

Children join the school with skills broadly in line with those that would be expected for their age. This varies between cohorts, however, and in some years there are some pupils who join with lower than expected skills, especially in communication, language and literacy. They make good progress across the Early Years Foundation Stage and this continues across Key Stage 1 and Key Stage 2. In the current Year 6 cohort, the school has been successful in improving attainment in English without lessening the historically strong attainment in mathematics. Thus progress is consistently good across the school for all groups of pupils and they achieve well. Good assessment systems allow for quick and careful identification of pupils who may be at risk of falling behind. This is especially true for pupils whose circumstances may make them vulnerable and for those with special educational needs and/or disabilities, and they progress at the same rate as their peers.

Pupils say that they enjoy their lessons. In a mixed Year 5 and 6 class, pupils were observed to make rapid progress in a lesson where they were being asked to write 'revolting rhymes'. The opportunities provided for group discussion allowed pupils of all abilities to explore their ideas in detail; their exemplary engagement showed that they were thoroughly enjoying their learning. The use of well-planned resources and very well-targeted support ensured that the needs of all abilities were very well met. This level of outstanding teaching is not yet reflected in every lesson. The excellent behaviour and social skills that pupils exhibit slip only at the times where the pace of learning falls in lessons.

The care vested in pupils by adults makes the pupils feel outstandingly safe. Responsibilities are donned well by pupils. The school council is an effective body, distributing funds for school projects, such as buying transportable goalposts for the playground. It also has the responsibility of deciding upon the selection of the wide range of charities, both in the United Kingdom and abroad, for which the children raise money.

The 'buddy' system is much appreciated by younger pupils through timetabled opportunities for learning with older pupils. Pupils have a good grasp of basic literacy and numeracy skills. Information and communication technology (ICT) is being developed well and laptops are successfully used for research in the modern foreign languages after-school club. As a result, pupils develop good ICT skills that will equip

**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

them well for later life and learning. Pupils’ outstanding adoption of healthy lifestyles is supported especially well by curriculum content in personal, social and health education (PHSE) lessons and in a range of other areas. This has helped the school to achieve the Healthy Schools Plus award. Pupils play exuberantly in a range of very physical playground activities, such as skipping, riding on various toys and playing football, prior to the start of school.

*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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>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>1</b>

## How effective is the provision?

In discussions, pupils commented on the high levels of care they receive from staff, how very safe this made them feel and how much they enjoy attending the school as a result. Their parents and carers support this when questioned through their extremely positive responses to all aspects of the school’s work. Comments such as, ‘The school is an absolute delight’ were typical of many received during the inspection. This supports the fact that pupils receive outstanding care, guidance and support at the school. Very good transition arrangements mean that Year 6 pupils, though not wishing to leave, were already beginning to feel confident about moving to their secondary school. High quality support for families, not just for the pupils in school, is a priority. The co-headteachers and staff engage in dialogue with parents and carers regularly. This allows them to support pupils whose circumstances may make them vulnerable extremely well and to encourage them into school on a consistent basis.

When teaching is at its best, pupils are very well engaged. In these lessons, pupils

<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

**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

understand their tasks fully. Through clear target setting, they know how to take the next steps in their learning. Thus they make swift progress. No teaching, observed during the inspection, was less than good, but in some lessons the pace of learning is not as quick as in others. In consequence, pupils are not as well challenged and progress slows. Good assessment arrangements contribute to the good progress of pupils. Effective systems are in place to make pupils aware of their strengths and areas for improvement, through imaginative marking. Pupils often self-assess and have the opportunity to pre-mark their own work, highlighting their successes and helping their teacher to see where support will be needed. Teaching assistants work closely with teachers to identify gaps in the learning of individual pupils, which can then be quickly addressed. However, in some lessons, the progress of all pupils is not as well monitored and the teacher is therefore not as aware of which pupils are ready to move on, or who needs that extra degree of support.

Inventive use of a range of topics helps to fire pupils’ imagination as part of a good curriculum. In the youngest class, work on religious festivals had resulted in some excellent artwork on the subject of Divali. Cross-curricular work is particularly well planned and effective. One lesson on Tudor England, in a Year 3 and 4 class, was enlivened by pupils performing a Tudor dance. The next saw pupils composing simple chants and rhythms using tin-pans. The opportunities for pupils to partake in extra-curricular activities are plentiful and they are well attended, such as the large proportion of the pupils who attend film club on a regular basis. The use of the outside environment, while well used for sports and PE, does not contribute as effectively as it could to the pupils’ literacy or numeracy skills. Sporting achievement is good and pupils regularly gain success in cross country and in netball. This has enabled the school to gain the Activemark. The curriculum is further enhanced by a range of visitors, and the assembly run by volunteers from the local church helps to enhance pupils’ spiritual awareness. Good links to schools in other countries have helped the school to attain the silver level of the International Schools award.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The two co-headteachers bring different, yet complementary, strengths to the role and make an effective team. The governing body showed foresight in sanctioning the arrangement. It is due to the shared vision of the two co-headteachers that the drive for continued improvement has not faltered. The good and careful stewardship of the governing body and its skill in making the best use of funds have meant that

**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

priorities for action have been successfully addressed in order to bring about sustained improvement and embed ambition well.

The quality of teaching has improved and judicious appointments have strengthened the team. Monitoring of teaching is rigorous, but the school has not yet accessed the range of teaching ideas and strategies necessary to promote outstanding teaching consistently. Neither has it fully shared the expertise on offer within its existing staff. The school employs best practice throughout its assiduous approach to safeguarding and, as a result, pupils are kept very safe in the school. This is not outstanding, as the school does not yet show leadership in high quality practice in this area. The outstanding relationship that the school has with its parents and carers augments its excellent care, support and guidance particularly well. The school supports pupils and families who may have particular needs very well, through employing a range of multi-agency partnerships. Thus problems do not escalate. Both the school and families work hard to minimise the effect of any family disruption on the pupils, allowing them to focus clearly on their work during school time. Other partnerships, such as those with local primary and secondary schools, support good academic and sporting progress and help to broaden the curriculum.

Achievement is good for all groups of pupils and discrimination is all but absent in the very cohesive school community. A feature of this is the way that pupils of all ages get on so well together and with adults. Pupils say that bullying is very rare and that incidents are quickly and effectively dealt with. Thus equal opportunities for all pupils are good. The school has made strong links with a school in Japan and ICT has helped to strengthen the link. Pupils have shared aspects of their lives via recordings, allowing Monkleigh pupils to see how others live in another country and culture. Other links to a school in France and to a multicultural school in Southwark strengthen this awareness of other cultures well. Local links are weaker, though the school has plans to forge closer relationships with its village community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>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>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



**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

**The effectiveness with which the school deploys resources to achieve value for money**

**1**

## Early Years Foundation Stage

The Early Years Foundation Stage is outstandingly well led under a caring and talented leader and co-headteacher. Her careful planning and detailed knowledge of the children have led to improvements and the pace of these is accelerating. She has received good support from both her co-headteacher and from the governing body in providing the necessary funding for improvements to the physical environment. This has provided a spacious indoor environment which has been put to imaginative use to provide an area which is stimulating to young minds in all six areas of learning. The newly created outdoor environment has yet to match the quality of the environment indoors and this presently limits the quality of teaching and learning and therefore children’s progress. However, children now move easily between indoors and outdoors. They choose from a range of activities and are expertly supported in their learning by skilled teaching assistants. One girl building sand castles with two boys wished to build a tower with plastic blocks. Her helper recognised a good opportunity for both learning about shape and to extend her language skills. She helped the girl to recognise the difference between smaller and larger structures and successfully encouraged good use of language as the youngster explained the difference between the sandcastle and tower she had constructed.

Monitoring and assessment of children’s progress in the Early Years Foundation Stage is meticulous in order to provide for their particular needs in a mixed-age class. An individual curriculum is developed for each child. Such detailed planning has led to an acceleration of progress. This is now good and continues to improve. Current data shows that an increasing number of pupils have begun to make particularly rapid progress. Children of different ages play and learn exceptionally well together. This was seen in a letters and sounds lesson. High quality teaching, with swift changes of engaging activities, led to exceptional enjoyment and progress for all. Excellent relationships with parents and carers, who are warmly welcomed into class, mean that children settle quickly into play and morning routines. Children’s behaviour and social skills are outstanding. These are developed not just from the role models provided by staff, but also from the excellent example set by their older classmates.

*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	1

**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

## **Views of parents and carers**

The number of questionnaires returned was above average for a primary school. Almost every single parent or carer who responded to the questionnaire either agreed or strongly agreed with every question. The response was overwhelmingly positive and almost all written comments were full of praise for the school's work. This reflects the high level of satisfaction with the work of the school among its parents and carers and reinforces the inspectors' view that there are outstanding relationships between parents and carers and the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Monkleigh 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	83	7	13	0	0	0	0
The school keeps my child safe	45	85	8	15	0	0	0	0
The school informs me about my child’s progress	39	74	14	26	0	0	0	0
My child is making enough progress at this school	39	74	14	26	0	0	0	0
The teaching is good at this school	44	83	9	17	0	0	0	0
The school helps me to support my child’s learning	39	74	14	26	0	0	0	0
The school helps my child to have a healthy lifestyle	41	77	12	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	79	11	21	0	0	0	0
The school meets my child’s particular needs	41	77	12	23	0	0	0	0
The school deals effectively with unacceptable behaviour	40	75	11	21	2	4	0	0
The school takes account of my suggestions and concerns	38	72	15	28	0	0	0	0
The school is led and managed effectively	46	87	5	9	0	0	0	0
Overall, I am happy with my child’s experience at this school	42	79	11	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 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.**



30 November 2011

Dear Pupils

### **Inspection of Monkleigh Primary School, Monkleigh EX39 5JY**

Thank you for making us so welcome when we inspected your school recently. We thoroughly enjoyed the time we spent talking to you, visiting your lessons, looking at your work and seeing all the exciting things you do. It was a privilege to visit you all and the things you told us helped me greatly in writing this report.

We found that your school is a good school and is well led. It is a place where you are extremely well looked after and you told us how much you value the care that you receive from staff. You are well taught and your lessons are often exciting and fun. This is helped by your interesting curriculum, which is used to good effect to extend your learning. This means that your progress is good and you achieve well.

You take on responsibilities around school and you take great pride in carrying out these roles. For example, the school council makes important decisions about how money is spent and which charities you should support. You all get on really well together and with all the adults around you, and your behaviour is outstanding. You eat healthily and take part in a range of sporting and other activities and have a particularly good understanding of how these help you to keep healthy. You say you are extremely safe in school and all adults help to keep you very safe. Links to other parts of the United Kingdom and to other countries give you a good understanding of life in other areas and other cultures. This all helps you to enjoy school and so your attendance is high. To help you to learn even better we have asked your teachers to:

- teach more outstanding lessons by sharing the excellent teaching that already exists in the school and finding out how to teach even better
- improve the indoor and outdoor environments to support your learning better.

You can all help in this by continuing to come to school regularly and by working hard. Once again, thank you for being so kind to us when we visited your school.

Yours sincerely  
Paul Garvey  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**