

# Eastwood Primary School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 107259             |
| <b>Local Authority</b>         | Bradford           |
| <b>Inspection number</b>       | 336848             |
| <b>Inspection dates</b>        | 9–10 December 2009 |
| <b>Reporting inspector</b>     | David Matthews     |

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

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 464   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Ms Shanaz Gulzar  |
| <b>Headteacher</b>                         | Mr Bill Bairstow  |
| <b>Date of previous school inspection</b>  | 3 May 2007  |
| <b>School address</b>                      | Victoria Avenue<br>Keighley<br>West Yorkshire<br>BD21 3JL |
| <b>Telephone number</b>                    | 01535 610212  |
| <b>Fax number</b>                          | 01535 210238  |
| <b>Email address</b>                       | office@eastwood.bradford.sch.uk                           |

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|--------------------------|--------------------|
| <b>Age group</b>         | 3–11               |
| <b>Inspection dates</b>  | 9–10 December 2009 |
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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, held meetings with governors, staff, and groups of pupils and spoke to parents and carers in and around school. They scrutinised pupils' completed work in a range of classes. They observed the school's work and looked at the school's documentation including that relating to safeguarding, the school's evaluation of its work, its plans for improvement, attendance and records of pupils' progress. Inspectors analysed and evaluated 156 questionnaires that were received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- a range of evidence to support the school's judgement that different groups of pupils make good progress
- the effectiveness of support that teaching and the curriculum provide to enable the more able pupils to achieve well
- the extent to which the school's judgement of good progress is evident in lessons and pupils' books
- the school's effectiveness in promoting attendance.

## Information about the school

This is a larger-than-average primary school. About two thirds of pupils are of Pakistani background and the rest are mainly of Bangladeshi origin. The overwhelming majority of pupils speak a language other than English at home. The proportion of pupils entitled to free school meals is almost twice the national average. The number identified with special educational needs and/or disabilities make up almost half of the school's population, which is well above the national average. There is a learning support unit at the school for pupils from this and other local schools who attend for short periods. The school has gained a range of nationally recognised awards including those for promoting sport and ecology.

**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?**

**3**

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

**2**

## Main findings

Although Eastwood Primary has many good and some outstanding features, and has made significant improvements since the last inspection, its overall effectiveness is satisfactory. This is because, despite pupils making good progress from their very low starting points, their attainment is low. This means that their achievement and outcomes overall are satisfactory rather than good or better. The good outcomes for children in the Early Years Foundation Stage have been maintained and strengthened since the last inspection and standards by the end of Key Stage 1 have improved. Rising standards in the different year groups in Key Stage 2 have resulted from improvements to teaching since the last inspection. The headteacher and senior leaders spearhead the drive for improvement. They ensure a strong focus on the monitoring of pupils' progress and make teachers accountable for the progress of pupils in their class. The success in improving progress, coupled with good procedures for self-evaluation and improvement gives the school a good capacity for sustained improvement in the future.

Teaching is strong in the Early Years Foundation Stage and mostly good throughout the rest of the school. Where teaching is satisfactory rather than good, it tends not to make the best use of information from assessing pupils' learning, marking is not always as helpful to pupils as possible, and teaching assistants are occasionally not deployed to ensure maximum impact on learning.

Behaviour is generally good, and pupils develop good awareness of how to live safe and healthy lives. The school's strong leadership and governance is based on an effective commitment to understand the pupils' differing backgrounds and to fully meet their individual needs. This is seen in the school's positive relationships with parents and its exemplary promotion of community cohesion in the local community and beyond. The school is extremely committed to the care, guidance and support of its pupils. Its outstanding provision in this area is seen in the excellent nurture of all individuals, including those with special educational needs and/or disabilities, and especially of vulnerable pupils.

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

- Raise attainment and achievement in English, mathematics and science by the end of Key Stage 2 by
  - improving the use of assessment so that pupils are consistently given work that match their abilities and needs
  - giving pupils consistently clear guidance about how they can improve their

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- work.
- Ensure that teaching is consistently good or better by:
  - strengthening strategies that develop all staff by sharing good practice
  - improving the good use of teaching assistants in all lessons
  - developing a consistent approach to marking and target setting across the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In lessons most pupils behave well and show they are ready to learn. Older pupils have a keen awareness of their level of attainment and aspire to the next one. In the best lessons pupils enthusiastically respond to the teachers' questions. They show that they can share ideas with their 'talk partners' and they keenly tackle challenges such as dealing with negative values on a temperature scale. Where teaching is satisfactory rather than good, pupils tend to be expected to listen for too long, acquiring knowledge rather than understanding.

Children join the Nursery with skills that are exceptionally or very low for their age. Almost all speak a language other than English as their main language, with skills in their mother tongue often underdeveloped. Many have poor social skills. They get off to a flying start and make good progress in the Early Years Foundation Stage, particularly those with special educational needs and/or disabilities and those continuing to learn English as an additional language. Current Reception children are already approaching nationally expected levels in their word-building skills and counting.

Pupils continue to make good progress in Key Stage 1 so that current Year 2 pupils are attaining broadly average standards for their age. This reflects a marked rise in attainment at the end of Key Stage 1 in 2009, and represents good progress for these pupils from when they started in Year 1. Standards in the current Year 6 are low but rising. Scrutiny of pupils' work, observation of lessons and analysis of the schools' tracking data show that the progress from pupils' starting points in Year 3 is good in most classes in English, mathematics and science. This is because pupils are benefiting from improvements to teaching. In some classes and in some subjects pupils' progress slows from good to satisfactory for a time, although there is no pattern in the relative rates of progress of different groups overall. This occasional slowing of progress is due to variations in teaching, which the school is addressing.

Direct observation of the learning of pupils with special educational needs and/or disabilities, including those in the learning support unit, show that their progress is good. Pupils learning English as an additional language also make good progress.

Most pupils say that they feel safe, though a very small minority did not share this view in their questionnaire responses. They have a good understanding of what to do to promote a healthy lifestyle, although some said that they just 'did' those things without

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fully understanding why. Pupils make a good contribution to the school community and enjoy taking on responsibilities such as being a member of the school council. The school does all it can to promote attendance. Levels are currently broadly average and are rising steadily because fewer pupils are persistently absent. Pupils develop satisfactory skills for their future economic well-being. Pupils' spiritual, moral, social and cultural development is good. They are keen to engage well with a range of groups from different ethnic, religious and socio-economic backgrounds including those not represented in the immediate community.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teachers have good relationships with pupils and manage their behaviour well. They generally have good knowledge of the subjects that they teach and often make effective use of resources including interactive whiteboards to engage pupils effectively and to promote their learning. In the best lessons teachers ask pupils to explain their thinking and their methods of calculation to extend their understanding, particularly in mathematics. The more able pupils are mostly challenged effectively. Year 6 pupils are

<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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well challenged in their mathematics groups so that girls, as well as boys, including Year 5 boys, work at demanding levels. Where teaching is satisfactory rather than good, it does not always make the best use of information from assessing pupils' learning to set individuals work that accurately matches their level of understanding. At times, therefore, the work set is too hard or too easy. Teachers' marking is generally encouraging, though it is not always as helpful as it might be in pointing out to pupils the next step in their learning, and teaching assistants are occasionally not deployed as well as possible to accelerate learning in all parts of each lesson, notably the introduction.

Improvements to the curriculum since the last inspection include the planning and delivery of links between subjects to make learning more interesting, creative and engaging. The curriculum builds effectively on pupils' prior skills, and key subjects receive strong emphasis. It provides for the organisation of pupils into mathematics and science groups so that those of differing ability, including the more able, can be well targeted. The wealth of enrichment activities at lunchtime, after school, on Saturdays and in the holidays is very popular and there is high pupil take-up. 'Enrichment' afternoons include Arabic, Urdu, French and working with visiting artists and musicians. There are good opportunities for pupils to develop their personal skills through, for example, contact with other schools in the local area and beyond. The school integrates issues about safety and safeguarding into the curriculum to foster pupils' understanding of how to stay safe. Discussions of road accidents in the locality are used effectively as a focus to further develop pupils' understanding of safety.

Care, guidance and support are outstanding. Staff know the pupils, their families and their needs exceptionally well, and ensure that support is effectively targeted to meet those needs. Social, emotional and behavioural needs receive particularly well focused support, and there have been no exclusions. There is an acute awareness of the wide range of social, language and other needs of the children when they start Nursery, and a concerted and effective effort is made to monitor and support all children on their journey through Eastwood until they leave at the end of Year 6. Outstanding support for the more vulnerable pupils enables them to sustain their learning, development and well-being in challenging circumstances. The learning support unit provides exemplary tailored packages of support for the most vulnerable to foster all aspects of their learning, including basic skills. Induction and transition arrangements for children into Nursery and on into secondary education are a real strength, supporting pupils in feeling safe and secure enough to take their next steps. The school is extremely effective in helping all pupils to overcome potential barriers to learning. One pupil said, 'Teachers always help me with my work' and a parent commented, 'I can always know what my child's level and targets are'.

*These are the grades for the quality of provision*

|   |                 |
|---|-----------------|
| <p><b>The quality of teaching</b></p>                                     | <p><b>2</b></p> |
| <p>Taking into account:<br/>The use of assessment to support learning</p> | <p>2</p>        |

|   |          |
|---|----------|
| <p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br/>Please turn to the glossary for a description of the grades and inspection terms</p> |          |
| <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 effectively drive improvement and embed ambition. They galvanise the enthusiasm of staff and foster effective teamwork, which is committed to providing the best for all pupils including those with special educational needs and/or disabilities and those learning English as an additional language. They consistently communicate high expectations about securing improvement through a range of strategies, including modelling lessons. The school's concerted efforts to focus on different groups of pupils are having a positive impact on progress. Teachers are increasingly accountable for the progress in their classes and meet senior staff regularly to analyse and discuss individual progress. As a result teaching has improved since the last inspection, though inconsistencies remain.

Governors are supportive of the school; they have a keen understanding of the background and the needs of the children and pupils throughout the school and a satisfactory awareness of the progress of different groups of pupils. They are clear about their responsibilities regarding safeguarding and have ensured that, at the time of the inspection, they met current requirements. The school adopts recommended good practice for safeguarding its pupils. It responds quickly and appropriately to any concerns that parents and carers or staff express so that improvements can be made to the safeguarding systems. The school promotes equal opportunity well. Gaps are closing in the relative performance of different groups and the school has good strategies to tackle remaining variations in performance. A wide range of agencies effectively support pupils' well-being, and the school makes good use of outside agencies to drive improvement.

The school makes an outstanding contribution to community cohesion both locally and beyond. The headteacher, staff and governors have an extremely clear understanding of the pupils' backgrounds and the challenges that many pupils face. Links with the Pakistani and Bangladeshi communities are exceptionally strong and are typified by joint discussions with the imams from the mosques about, for example, issues including pupil management. Further a-field, links with a school in the Yorkshire Dales enable Eastwood pupils to engage with pupils from a different cultural background. The school community is highly cohesive and has, as one parent put it, 'a very good community spirit'.

*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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
|---|----------|
| <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>2</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>1</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>3</b> |

## Early Years Foundation Stage

Children settle quickly into this stimulating learning environment because they feel safe and because of a successful focus on developing their speaking, listening, personal and social skills. Adults effectively help children to develop a real appetite for learning and as a result they blossom in the care and nurture of the Nursery and Reception classes. Children make good progress, particularly in their language skills and their personal development, showing increasingly good attitudes and interest. There is a good balance of activities including rhyme, songs, games and practical activities. However, the diversity of provision indoors is not reflected so well across the areas of children's learning outside. The provision is highly inclusive, so that children develop the social skills necessary to work and play well together. This prepares them well for entering Year 1. Strong leadership promotes a collaborative approach to planning between all staff, which in turn supports the children's positive outcomes. The Early Years Foundation Stage leader has good knowledge and understanding of the needs of young children and there is a strong focus on developing the skills of all adults to the level of the best. This emphasis includes effective questioning, careful observation of the children and using information from assessing them to plan the next step in their learning. Staff welcome parents and carers at the start of each day and parents value the positive start that their children receive. There is strong support for children learning English as an additional language.

*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        |

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## Views of parents and carers

Parents and carers were very positive about the school in their written and oral comments. A very large majority strongly agreed that they were happy with their child's experience at Eastwood and said that their child enjoys school. Inspectors agree with parents' and carers' positive views. The positive comments included, 'My child has made amazing progress' and 'The teachers take good care of my child'. Parents and carers appreciate the good links that the school promotes with them, as when they were consulted about changes to the curriculum. They value the parent and carer classes provided; 'The school does lots of work with parents' classes', being typical of several comments. There was no pattern in the few less positive responses. Almost no parents or carers raised concerns regarding pupils' safety. Inspectors found the school vigilant in its efforts to safeguard pupils.

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

Ofsted invited all the registered parents and carers of pupils registered at Eastwood 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 156 completed questionnaires by the end of the on-site inspection. In total, there are 464 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 88             | 56 | 65    | 42 | 2        | 1 | 1                 | 1 |
| The school keeps my child safe  | 82             | 53 | 71    | 46 | 3        | 2 | 0                 | 0 |
| The school informs me about my child's progress   | 81             | 52 | 67    | 43 | 4        | 3 | 1                 | 1 |
| My child is making enough progress at this school   | 68             | 44 | 78    | 50 | 8        | 5 | 0                 | 0 |
| The teaching is good at this school   | 73             | 47 | 80    | 51 | 3        | 2 | 0                 | 0 |
| The school helps me to support my child's learning  | 73             | 47 | 76    | 49 | 6        | 4 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 66             | 42 | 82    | 53 | 4        | 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) | 59             | 38 | 88    | 56 | 2        | 1 | 1                 | 1 |
| The school meets my child's particular needs  | 63             | 40 | 82    | 53 | 7        | 4 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 63             | 40 | 85    | 54 | 5        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 59             | 38 | 86    | 55 | 5        | 3 | 0                 | 0 |
| The school is led and managed effectively   | 69             | 44 | 79    | 51 | 2        | 1 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 85             | 54 | 68    | 44 | 2        | 1 | 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 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 inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



11 December 2009

Dear Pupils

Inspection of Eastwood Primary School, Keighley, BD21 3JL

Thank you for welcoming the team of inspectors to your school. We found that most of you were very polite, friendly and helpful. We enjoyed talking with you and watching you in your lessons, in the playground and in the learning support unit. I am writing to tell you what we found out. You told us that most of you enjoy school and that most of you feel safe. You said that you learn a lot in lessons and that adults at school are interested in what you think. Some of you told us that you like ICT and that you would like more chances to use the laptops.

There are many good things about your school. Here are some of them:

- the school takes extremely good care of you
- you are taught well
- the headteacher, staff and governors have helped to improve your school and they want to make it even better
- most of your parents are happy with the school
- you make mostly good progress.

Inspectors found that many of you behave well, although some of you told us that behaviour is not always as good as possible.

The inspectors have asked the headteacher, other staff and governors to make the school even better by:

- helping you to reach even higher levels in English, mathematics and science by the end of Year 6
- making teaching good in all lessons and asking teachers to write more things in your books that tell you how to make your work better
- all adults in lessons using their time as well as they possibly can to help you to make the best possible progress
- making sure teachers give each one of you work that is not too hard, or too easy, but just right.

You can help by coming to school regularly, as you do, and trying as hard as usual.

Thank you once again for helping the inspectors.

Yours sincerely

David Matthews

Lead inspector

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