

# Harrowbarrow School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 111953           |
| <b>Local Authority</b>         | Cornwall         |
| <b>Inspection number</b>       | 337789           |
| <b>Inspection dates</b>        | 25–26 May 2010   |
| <b>Reporting inspector</b>     | Alexander Baxter |

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> | 109                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Peter Lee                             |
| <b>Headteacher</b>                         | Andrew Hunt                           |
| <b>Date of previous school inspection</b>  | 28 June 2007                          |
| <b>School address</b>                      | School Road<br>Callington<br>PL17 8BQ |
| <b>Telephone number</b>                    | 01579 350576                          |
| <b>Fax number</b>                          | 01579 351562                          |
| <b>Email address</b>                       | head@harrowbarrow.cornwall.sch.uk     |

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 14 lessons and observed four teachers. They also attended two assemblies and observed break, lunchtime and enrichment activities and held meetings with governors, staff, pupils and parents and carers. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are vulnerable or who have special educational needs and/or disabilities were evaluated. In addition, questionnaires completed by 82 parents and carers, 64 pupils and eight staff were analysed.

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

- the teacher's use of assessment to give pupils effective support and to develop their understanding of what they have to do to improve
- the impact of efforts to help pupils to apply their personal qualities, independently and collaboratively, to support their academic learning
- the degree to which leaders and managers at all levels, including governors, monitor provision and its subsequent impact on pupils' skills, to bring about continuous improvement in pupils' achievements.

## Information about the school

This is a smaller than average rural school with four classes. Three of the classes contain pupils across two year groups. The large majority of pupils are of White British heritage and few pupils are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average, but varies considerably and is above average in one year group. Their needs mainly include speech and communication difficulties. Children in the Early Years Foundation Stage are taught in a discrete Reception class. Amongst other awards, the school has gained Healthy School status and Activemark.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

Harrowbarrow is a good school. It is an improving school where a distinctive caring community ethos continues to nurture the well-being and enjoyment of individual pupils. Following the determined lead of a respected headteacher, the school makes good use of its limited accommodation and has developed excellent links with local schools to meet the pupils' differing needs. Good links with parents and carers ensure that pupils attend regularly and develop very positive attitudes to school life. The pupils' good academic achievement and their excellent behaviour and relationships reflect the good quality of the teaching and support they receive.

The strong shared vision for improvement, supported by increasingly effective team working and leadership by staff and governors, is committed to extending the learning opportunities provided for the pupils. Through good self-evaluation, leaders and managers have a clear picture of the strengths and weaknesses of the school. The school has responded successfully to the issues raised in the the last inspection. This is evident in the improved use of assessment to identify and tackle pupils' needs at an earlier stage and the pupils' increasing involvement in self-evaluation. These approaches are lifting standards, most notably in writing, and show that the school has good capacity for continued improvement

Children in the Early Years Foundation Stage make an excellent start to school life. They enjoy their time in a wonderfully stimulating environment where their independence as learners is fostered in an exemplary manner by very skilled practitioners. Mostly good and occasionally outstanding teaching and learning continues through the school, with pupils making the best progress when they are actively engaged in practical activity, working independently or in small groups. As a result, pupils achieve well by the time they leave school, and their attainment is mostly above average, most often in English and science. The teachers' successful emphases on developing pupils' vocabulary and speaking and listening skills are well-established features, supporting the pupils' excellent progress in these aspects of English.

Pupils' attainment by the end of Year 6 in mathematics is closer to the national average and reflects satisfactory rather than good progress, especially for a few more able pupils and some pupils in Years 3 and 4. This is because the focus on developing the pupils' basic numeracy skills, for example, their knowledge of multiplication facts, is less consistent. The current emphasis on developing pupils' problem-solving skills and practical work is a more recent initiative and has not been in place long enough as yet to lift pupils' skills substantially

The school provides a good breadth of curricular activities, during which the pupils'

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adoption of healthy lifestyles and sporting and musical skills are developed extremely well. However, pupils do not have enough opportunity to learn independently or use computers to undertake research.

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

- Over the course of the next year, raise pupils' attainment in mathematics, particularly for a few more able pupils and some in Years 3 and 4, by:
  - making sure that the development of pupils' basic numeracy skills is pitched at the right level
  - continuing the focus on extending pupils' problem-solving skills through practical work and by using and applying their skills in real-life situations
- Increase the consistency of good teaching and learning over the next two terms by providing more opportunities for pupils to set up and follow their own lines of enquiry, especially using computers to undertake research.

## Outcomes for individuals and groups of pupils

**2**

The pupils' good learning and progress is evident in classrooms, in the spacious grounds and in the superb covered play/learning area. Pupils across the range of abilities, including those with special educational needs and/or disabilities, achieve well and really enjoy their learning. This is noticeably the case when pupils are required to respond to the many challenges set for them and, in particular, when challenge is accompanied by physical activity. This was a feature of a successful mathematics lesson in Years 1 and 2, when a short, lively mental/oral session also involved pupils clapping their hands or stamping their feet as they counted on or backwards in twos, fives or tens. Fun, laughter and work matched very precisely to pupils' needs typify the successful learning evident in English lessons. These were seen, for example, in a lesson in Years 5 and 6 when pupils enthusiastically presented their expressive 'Rap Poems'. Similarly in Years 3 and 4, the teacher effectively lifted pupils' interest and extended their understanding of multiplication by encouraging pupils to explain their strategies by chalking them on the floor of the covered play/learning area

Joy in learning is also evident when activities continue out of the classrooms, for example during a presentation by visiting lifeguards; in orchestra practice, during a singing assembly and when gardening in the school grounds. The discussion and collaboration that take place during these activities contribute immensely to the pupils' impressive speaking and listening, sporting and musical skills. From varying, but generally as expected, skills on entry, pupils make good progress as they move through the school. By the end of Year 6, pupils' attainments are well above average in speaking and listening and are above average in reading, writing and science. Attainment is broadly average in mathematics and information and communication technology (ICT). This reflects satisfactory progress from their starting points. While improving, some pupils still lack sufficient ability in basic numeracy to tackle problems effectively. Pupils' computer skills are not always developed to best effect at school. However, homework is

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used well to extend pupils' learning and, by encouraging research, also helps to develop their ICT skills at home

Pupils enjoy taking responsibility and fulfil roles such as school councillors or □playground pals' diligently. They also make good contributions to various charities such as □Shelter Box'. Pupils respond well in lessons, but do not have enough opportunity to contribute to decisions about their learning, particularly at the planning stage, which limits their independence. Pupils behave extremely well and enjoy excellent relationships with each other. These attributes help them to adopt extremely healthy, sporting lifestyles, which are reflected in the Healthy School and Activemark awards. Pupils are very quick to say that they feel safe and talk appreciatively about their many friends amongst the pupils and staff. Although pupils lack first-hand experiences of others from different cultures, they show a good awareness of diversity, for example, readily describing their studies of Sikhism and Hinduism. Pupils show a mature understanding of each others' needs, which, together with their good attendance and achievements, prepares them well for the future.

*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:<br>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:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

<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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The school's curriculum provides good opportunities to continue learning both within and beyond the classroom. For example, nature studies in the school's grounds are used well to extend pupils' descriptive writing and observational skills. A very good range of extra-curricular activities includes the school's talented orchestra and visitors such as surf lifeguards. Sporting links with other schools are well developed and also make significant contributions to the pupils' personal development. Pupils with special educational needs and/or disabilities have their needs carefully assessed and individual educational plans are used effectively alongside personal targets to ensure that their needs are met effectively. The school's several computers, including a set of laptop computers, are used to enhance pupils' writing and to present their contributions in regular newsletters. However, the school rightly recognises the need to provide more opportunities for pupils to use ICT independently and has set aside an area where a suite of networked computers is about to be established.

Harrowbarrow is an inclusive community where pupils are known as individuals and receive high quality pastoral care from the staff. Children are welcomed into school very warmly and effectively, and transition arrangements at the end of Year 6 are equally successful. However, transition from Key Stage 1 into Key Stage 2 at the age of seven is not always as successful and as a result, for example in mathematics, a few pupils have difficulty solving problems. Teachers are now tackling this issue with increasing success by identifying and supporting pupils' needs at an earlier stage

The good teaching evident across the school is typified by teachers sharing clear learning objectives with the pupils and by the effective use of interactive whiteboards to raise pupils' interest. Teachers and their capable assistants manage pupils' behaviour very supportively, which lifts pupils' confidence and sustains a pleasant learning atmosphere. All these qualities were evident, for example, in a mathematics lesson in Years 5 and 6 where pupils enjoyed interpreting bar graphs of shoe sizes and comparing temperature data between Britain and New Zealand. In English, all teachers are successful in developing pupils as effective self-evaluative learners and, when questioned, pupils have an accurate picture of how to improve. Although improving, this approach is less consistent in mathematics, with the result that, at times, pupils' progress is slower, especially in Years 3 and 4. The quality of teaching still varies at times when there is too much adult-led activity. On these occasions, pupils have fewer opportunities to follow their interests or to undertake research using computers. As a result, this limits the development of pupils' ability to learn independently and their ICT skills

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b><br>Taking into account:<br>The use of assessment to support learning            | <b>2</b> |
|  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |

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|  |          |
|--|----------|
| <b>The effectiveness of care, guidance and support</b> | <b>2</b> |
|--|----------|

## How effective are leadership and management?

The headteacher gives a strong lead in developing links with the local and wider community to extend pupils' learning. He successfully encourages effective teamwork and is well supported by senior staff and governors. Together, they are ☐forward-thinking' and sustain an excellent drive for improvement. The excellent provision for children in Reception and the imminent improvements to the school's ICT facilities reflect their determination to develop and extract the very best educational value from the school's limited accommodation. The school evaluates its effectiveness accurately and identifies the right priorities for development. This is because the headteacher and staff, with good support from governors, check the performance of different groups of pupils and maintain excellent pastoral support and good safeguarding and other statutory provision. As a consequence, pupils are treated equally and are kept safe and free from discrimination. Target setting is used well to bring about the intended improvement, for example in pupils' writing and, increasingly, in meeting pupils' special educational needs and/or disabilities. The school promotes community cohesion well, especially in relation to the school, local and international aspects. These include, for example, supportive links with local schools and schools in France, one of which serves a culturally diverse community. The school accepts that the promotion of pupils' wider understanding of different communities within the United Kingdom remains ☐work in progress', but is aided by the support of various national charities.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</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>2</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> |



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## Early Years Foundation Stage

In the current year, a capable group of children are making excellent progress across all the areas of learning. In particular, they are becoming adept at making decisions about learning for themselves. Leadership and teaching are very effective and make the very best use of the much improved accommodation and facilities available. Children have independent access to extremely well-equipped, safe and exciting indoor and outdoor areas. New learning, especially children's speaking and listening skills, is drawn very skilfully through close questioning and encouragement by adults during their freely chosen activities. These include, for example, making and drawing colourful fish in their 'Under the Sea' shelter or undertaking real archaeological digs to discover old underground pipes. The curriculum and the care, guidance and support given to enhance children's welfare are of the highest quality. Close links with parents and carers contribute very supportively to children's learning. The teacher's creative emphasis on linking sounds and letters and the development of the children's early writing skills, sometimes developed as children examine and taste a rich variety of fruits, is a particularly successful feature, stimulating the children's interest and confident understanding and use of words.

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |

## Views of parents and carers

Almost all parents and carers are happy with the school. Responses to the Ofsted questionnaire were mostly positive. 'Superb' and 'fantastic' give a taste of the adjectives used by parents and carers to describe the school. A very small minority of parents and carers expressed some concerns in the questionnaires. Most of these related to how the school deals with unacceptable behaviour or works with parents to help them support their children's learning. The school readily acknowledges that perhaps some are not fully aware of all the improvements that have taken place at the school over the past year and, with governors, is planning to share these later during the next academic year in September during a parents' meeting. The findings of the inspection show that the pupils' excellent behaviour reflects the high quality of the support they receive at school, and that communication with parents is an effective feature, contributing well to the pupils' good achievements.

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

Ofsted invited all the registered parents and carers of pupils registered at Harrowbarrow 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 47             | 57 | 34    | 41 | 1        | 1  | 0                 | 0 |
| The school keeps my child safe  | 60             | 73 | 22    | 27 | 0        | 0  | 0                 | 0 |
| The school informs me about my child's progress   | 38             | 46 | 34    | 41 | 10       | 12 | 0                 | 0 |
| My child is making enough progress at this school   | 40             | 49 | 39    | 48 | 2        | 2  | 0                 | 0 |
| The teaching is good at this school   | 42             | 51 | 38    | 46 | 1        | 1  | 0                 | 0 |
| The school helps me to support my child's learning  | 45             | 55 | 23    | 28 | 14       | 17 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 53             | 65 | 27    | 33 | 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) | 45             | 55 | 33    | 40 | 1        | 1  | 0                 | 0 |
| The school meets my child's particular needs  | 44             | 54 | 35    | 43 | 1        | 1  | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 37             | 45 | 36    | 44 | 8        | 10 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 41             | 50 | 35    | 43 | 2        | 2  | 0                 | 0 |
| The school is led and managed effectively   | 52             | 63 | 28    | 34 | 0        | 0  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 55             | 67 | 26    | 32 | 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 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

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
| Type of school       | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. 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.**



27 May 2010

Dear Pupils

Inspection of Harrowbarrow School, Callington, Cornwall PL17 8BQ

Thank you for your very warm welcome. Thank you, too, for the help you gave us during the inspection, especially the members of the school council and the group of Year 5 and 6 pupils who told me all about your school. We were very impressed by your excellent behaviour and the way that all the adults who work at the school give you such close, personal attention. We agree with you and most of your parents and carers that Harrowbarrow is a good, improving school.

These are the other things you can be proud of

- Your progress and achievement are good. You all work very well together, develop excellent speaking and listening skills and adopt very healthy lifestyles. Many of you also become accomplished at music and sports
- You receive very warm support from all the staff, and as a result, you feel very happy and safe in everything that you do at school
- In response to good teaching, you are getting better at learning. Many of you are becoming very good at evaluating your own work, especially your writing, and this is helping you to make more progress
- The headteacher, governors and staff of your school have improved the way they work together so that you can achieve more.

To help the school to improve further, we have asked the headteacher, governors and teachers to do two things.

- Improve your attainment in mathematics, especially the few of you who find learning easy and some of you in Years 3 and 4, by developing your number and problem-solving skills.
- Give you more opportunities to learn by following your own ideas, including using computers to undertake research

You can help by making sure that you always give of your best.

Yours sincerely

Alex Baxter

Lead inspector

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