

# Kirk Langley CE (Controlled) Primary School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 112833             |
| <b>Local Authority</b>         | Derbyshire         |
| <b>Inspection number</b>       | 338028             |
| <b>Inspection dates</b>        | 20–21 October 2009 |
| <b>Reporting inspector</b>     | Sheelagh Barnes    |

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>                     | Voluntary controlled                               |
| <b>Age range of pupils</b>                 | 4–11                                               |
| <b>Gender of pupils</b>                    | Mixed                                              |
| <b>Number of pupils on the school roll</b> | 39                                                 |
| <b>Appropriate authority</b>               | The governing body                                 |
| <b>Chair</b>                               | Mr Martyn Marples                                  |
| <b>Headteacher</b>                         | Mrs Sarah Tew                                      |
| <b>Date of previous school inspection</b>  | 6 March 2007                                       |
| <b>School address</b>                      | Moor Lane<br>Kirk Langley<br>Ashbourne, Derbyshire |
| <b>Telephone number</b>                    | 01332 824264                                       |
| <b>Fax number</b>                          | 01332 824264                                       |
| <b>Email address</b>                       | headteacher@kirklangle.derbyshire.sch.uk           |

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|--------------------------|--------------------|
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons, and held meetings with governors, staff and pupils. She observed the school's work, and looked at a variety of school policies and data. Questionnaires from 31 parents were analysed.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- whether pupils enjoy school, come regularly and behave well
- how effective the current provision is for Early Years Foundation Stage children in the Reception class
- the quality of the school's work towards community cohesion and its analysis of the next steps to take.

## Information about the school

Kirk Langley C of E Primary is a much smaller than average sized school. The vast majority of pupils are from White British backgrounds and virtually all speak English as a first language. The proportion of pupils with special educational needs and/or disabilities is average. The headteacher has been in post just over a year and most other teachers are also new to the school. The school has gained a number of awards including Activemark and Basic Skills Quality Mark. It also attained a Leading Literacy School award in conjunction with the University of Derby.

**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**

**1**

### Main findings

Kirk Langley C of E Primary School provides a good quality of education for its pupils. Recently, there have been rapid, outstanding improvements in many aspects of the school's work. This is because of the committed and determined leadership of the headteacher, combined with the wholehearted support of staff, parents, governors and pupils alike. Morale is high. This is a result of the honest and rigorous self-evaluation and redefining of school aims, in which all stakeholders were fully involved. Because of this, there is an excellent capacity for further improvement and all now share a vision for the future of the school. Progress towards this is firmly underway and, while some aspects are still being addressed, other aspects of school life are already outstanding. For example, pupils' behaviour, which was identified as an issue for improvement at the time of the previous inspection, is exemplary. Pupils of all ages interact well and are highly considerate and very supportive of each other in lessons and around the school generally. They enjoy school and attendance is above average. This has a positive impact on the ethos of the school and on learning. Pupils' understanding of healthy lifestyles, which was satisfactory, is excellent. They make many choices that improve their health and well-being and they are superb ambassadors for healthy lifestyles when talking to others. Teaching, assessment and the curriculum are now good and lead to pupils making good gains in their learning.

There has been a concerted effort to improve the provision for children in the Early Years Foundation Stage, as a response to the comments in the previous report. The large covered outdoor area and many new resources not only enable young children to work outside, but also double as an outdoor classroom for the whole school and enable pupils to go outside in most weathers at play and lunch-time. However, while school leaders ensure that the best use is made of available resources, it is not possible to allow children freely to choose activities indoors and out. Accommodation and staffing restrictions do not make it easy to deliver fully the programme of study for children of this age. As a result provision overall for these children is satisfactory.

School leaders and governors are also aware that, while links within the school are strong and those with parents are excellent, links with the wider national and global community are only just developing. There has been some evaluation of wider links, but not yet of their impact on pupils' personal development. Improvement to this in the near future is given high priority in the school development plan.

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

- Reorganise the Early Years Foundation Stage provision in such a way as to allow

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children in the Reception class to have daily access to the full programme of study for their age so that their progress is improved and they attain higher standards in all six areas of learning for their age.

- Develop the strategy for community cohesion, widening links beyond the school and local community by July 2010 and undertaking regular analysis of the impact of this on pupils' learning by the following year.

**Outcomes for individuals and groups of pupils****2**

The attainment of pupils at the start of Year 1 is in line with that expected nationally for that age. By Year 6, standards attained by pupils are above average. This confirms good academic progress throughout the school. There are some slight differences between boys' and girls' performance, but they are not as wide as the national picture. In lessons, pupils from all groups and all levels of prior attainment make good gains in their learning. Pupils with special educational needs also make good progress towards their targets, because of carefully structured support. Pupils really do enjoy learning, because of skilled teaching, and maintain good levels of concentration and application as a result. They have a good understanding of how well they are doing and want to come to school, because it is enjoyable.

Pupils in discussions and in their questionnaire responses say that they feel safe and enjoy school. They take part wholeheartedly in activities outside lessons, which include sports, arts and helping younger pupils to settle into school. Pupils seize these opportunities for community contributions enthusiastically, and relish the fact that their views are taken into consideration. They explain that they are keen to be nominated as a 'Star' for displaying 'a mature attitude and good manners'. Pupils' contribution to the school community has developed rapidly.

Pupils' spiritual development is good. They use their imaginations well and demonstrate a maturity in the way they reflect on their experiences. Pupils' moral and social development is excellent. They show a readiness to consider the thoughts of others and to resolve conflicts. They show well thought out views of the differences between right and wrong and a great willingness to participate with others. Cultural development is satisfactory. Pupils show great willingness to participate in sporting and cultural activities. However their understanding of the attitudes and views of other religious, ethnic and socio-economic groups in the national and global community is more limited.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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|                                                                                                                               |          |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>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>2</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?

There has been significant improvement in the quality of teaching. The care that teachers take when planning and delivering lessons leads to pupils making good progress in their learning. Teachers pay good regard to information from rigorous and accurate assessments. Effective support is given to any pupil who is falling behind his or her peers. Extra challenge is given to those who find learning easier. Teachers and adults make sure that pupils know what is expected of them and what they need to do to make their work even better. Because of this, pupils feel actively involved and start to take good levels of responsibility for their learning. They voluntarily research things at home, for example about the composer Berlioz, and tell their teachers and friends what they have discovered.

There have been many recent adjustments to ensure that the curriculum is now both well organised and imaginative. It is carefully managed to ensure it meets the needs, both of potentially higher attaining pupils and also of those who need more time to consolidate what they have been taught. Particularly good use is made of information and communication technology to support learning in literacy and numeracy. Opportunities for enrichment are varied and hugely enjoyed.

Care, guidance and support are outstanding, including for pupils with specific or special educational needs. Pupils say how safe and happy they feel in school. 'This is a fabulous school!' 'Everyone is kind' and 'We always stay friends with each other' are typical comments. Parents are also full of praise for the way school ensures that children settle in well when they start, move seamlessly from one class to another and are provided with good information before they move to one of five local secondary schools. The

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school has worked hard over the last year to improve attendance and punctuality. One of the tools for this has been the morning 'Wake and Shake' session led by pupils themselves at the start of the school day. Teachers, parents and governors are equally keen to join in, in a way which epitomises the excellent relationships and how all work together.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Changes to staff, and especially the ambitious vision for the school of the headteacher, have provided a catalyst for improvement that has already resulted in significant changes. All parties, including staff, parents, governors and pupils have been involved in honest evaluation of effectiveness, redefining school ambition. All now share the same aims, which include high expectations and the striving for challenging targets. The clarity of vision of the headteacher and her commitment is backed by all and has resulted not only in improvements, but also in a strong feeling of pride in the school amongst staff, pupils, parents and governors alike. Governors take full part in shaping the direction of the school and fulfil statutory responsibilities well. They show determination in challenging and supporting the school to raise standards still further.

The strong leadership ensures the promotion of equality for all through good links with a good range of other agencies and tackles discrimination effectively. Safeguarding procedures are good and the school works well to ensure pupils have a good understanding of how to stay safe. Governors are aware that links within the school and local community are strong, but that work needs to be done to improve pupils' understanding of community cohesion beyond the school and the local area. There are plans to extend national and international links. They have started to evaluate the school's work in this area, but have not yet formally evaluated the impact across religious, ethnic and socio-economic contexts for pupils and for others. Links with parents, however, are excellent. The school makes innovative use of technology to text parents to bring them up to date on sudden changes, or any other relevant information. This is hugely appreciated by parents, who are loud in their praise of the school and of recent innovations.

*These are the grades for leadership and management*

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|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <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                                                                                       | 1        |
| <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>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                                                                          | <b>2</b> |

## Early Years Foundation Stage

Good relationships with parents and carers, combined with the positive and friendly attitudes of older pupils, work well to help children settle quickly when they join the school. Reception children are taught in one class with pupils in Year 1 and Year 2. Leadership ensures that effective and efficient use is made of the available resources and accommodation. Staff working with children concentrate, rightly, on laying the foundations for learning behaviour by focusing on developing well established routines and children's cooperation skills. As a result, children are happy to come to school and know what is expected of them. Attainment on entry to school varies slightly between cohorts, because of the small numbers in each group. However, taken overall, it is in line with standards expected for children's ages. Because of the restrictions of the classroom and the requirement for other, older pupils to follow the statutory curriculum, opportunities for 'free-flow' between indoors and out or for children to make decisions as to what equipment to use and when are limited. Provision for children to learn early writing skills, however, is given high emphasis. Many children make good progress in these aspects as a result. However, they make only satisfactory progress in other areas of learning. As a consequence, children's attainment remains in line with that of similar age children by the time they begin Year 1 and fewer children than might be expected attain higher levels in some areas of learning for their age.

The staff work together well as a team, they know the children well and they ensure that the children's safety and well-being are paramount. The quality of teaching in the Foundation Stage is satisfactory. This is because although lessons are planned effectively, and some parts are good, children often have to wait while older classmates have work explained to them. Opportunities to develop language skills are reduced



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during child-initiated activities as the teacher and classroom assistant also need to give time to older pupils who need more support or challenge.

The Early Years Foundation Stage is well led by the headteacher who has clear ideas about how the unit can be developed and improved. Some initiatives have already been introduced such as increasing resources for outdoor learning.

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

|                                                                                    |          |
|------------------------------------------------------------------------------------|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:                                                               |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

**Views of parents and carers**

Parents are highly positive in their views of and support for school. Virtually all parents answered the questionnaire and a common theme in responses was the appreciation that the 'school excels at giving each child opportunity to develop as an individual'. A number commented positively on how their children were enabled to mix with other age groups and how this has stood some in very good stead during transition to other year groups or other schools. Many felt that the many recent positive changes have made the school even better than before.

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

Ofsted invited all the registered parents and carers of pupils registered at Kirk Langley C of E Primary school, to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 31 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly Agree |     | Agree |    | Disagree |   | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-------|----|----------|---|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %   | Total | %  | Total    | % | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 26             | 84  | 5     | 16 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe                                                                                                                                                                                                  | 30             | 97  | 1     | 3  | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress                                                                                                                                                                                 | 25             | 97  | 6     | 19 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school                                                                                                                                                                               | 26             | 84  | 5     | 16 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school                                                                                                                                                                                             | 29             | 94  | 2     | 6  | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning                                                                                                                                                                              | 23             | 74  | 8     | 26 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 26             | 84  | 5     | 16 | 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) | 21             | 68  | 9     | 29 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs                                                                                                                                                                                    | 28             | 90  | 3     | 10 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 26             | 84  | 5     | 16 | 0        | 0 | 0                 | 0 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 28             | 90  | 3     | 10 | 0        | 0 | 0                 | 0 |
| The school is led and managed effectively                                                                                                                                                                                       | 29             | 94  | 2     | 6  | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 31             | 100 | 0     | 0  | 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 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.**



22 October 2009

Dear Pupils

Inspection of Kirk Langley C of E Primary School, Ashbourne, DE6 4LQ.

Thank you for making me so welcome and for being so friendly and helpful when I visited your school recently. I want to thank all of you for giving up time to talk to me. Yours is a good school and it has a number of excellent features. One of them is your excellent behaviour and another is your outstanding awareness of how to make the right choices about staying healthy. The care, guidance and support given to you by all of the adults are excellent. I think you get on really well with each other and many of you learn new skills by helping to take care of other children. You have a super range of clubs and enjoy a lot of exciting and interesting things. You do a lot for your school and local community. However, I think you could make even more of a difference on a wider level, beyond Kirk Langley. Your headteacher and governors had already decided that this will be one of the next things for you all to improve together.

Your teachers have been working hard with you, your parents and governors to make your school better and better. One of the improvements is that a lot of work has been done to make the outside area for Reception really attractive and a nice place to play. I know you all use it too for dance lessons and if it is raining at playtime. However, the two rooms for class 1 make it difficult for things to be put out so that the youngest children in Reception can learn to choose what equipment they need to use. It is also difficult for Reception children to choose to be outside if Years 1 and 2 need to be inside, as their teacher can't see what they are doing. I know your headteacher and governors have plans to make all this easier and I have asked them to do all they can so that the Reception class has a big enough space and the children can go inside and out to work and play, which will help them to make even more progress.

Best wishes for your future.

Yours sincerely

Sheila Barnes

Lead inspector

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