

# Walderslade Primary School

## Inspection report

---

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 118321               |
| <b>Local Authority</b>         | Medway               |
| <b>Inspection number</b>       | 358312               |
| <b>Inspection dates</b>        | 21–22 September 2010 |
| <b>Reporting inspector</b>     | Richard Potts        |

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

---

|                                            |                                    |
|--------------------------------------------|------------------------------------|
| <b>Type of school</b>                      | Primary                            |
| <b>School category</b>                     | Community                          |
| <b>Age range of pupils</b>                 | 4–11                               |
| <b>Gender of pupils</b>                    | Mixed                              |
| <b>Number of pupils on the school roll</b> | 210                                |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Helen Wilson                       |
| <b>Headteacher</b>                         | Angela Milne                       |
| <b>Date of previous school inspection</b>  | 24 January 2008                    |
| <b>School address</b>                      | Dargets Road<br>Chatham<br>ME5 8BJ |
| <b>Telephone number</b>                    | 01634 337766                       |
| <b>Fax number</b>                          | 01634 337763                       |
| <b>Email address</b>                       | milna006@medway.org.uk             |

---

---

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

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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

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

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons taught by eight teachers, looked at pupils' books, held meetings with governors, staff and groups of pupils and spoke to some parents. They observed the school's work, and looked at a range of school documentation, including the improvement plans, safeguarding policies and procedures, school data about pupils' progress, monitoring reports and curriculum plans. In addition, inspectors considered 83 parental questionnaires as well as 16 questionnaires from staff and 30 from pupils.

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

- The achievement of higher-attaining pupils to determine whether teaching is sufficiently challenging.
- Provision for lower-performing groups to see whether assessment information is well used to plan their next steps in learning.
- The progress made by children in the Early Years Foundation Stage given the restrictions on space during the school rebuilding.

## Information about the school

Walderslade Primary School is an average-sized school serving its local community. Most of the pupils are from White British backgrounds and a very small minority are learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below the national average. The school operates a breakfast club.

The school has just overhauled the way it identifies pupils who have special educational needs and/or disabilities. This has significantly reduced the proportion of pupils considered to need specialist learning support, to approximately half the national average.

At the time of the inspection, most classes were accommodated in temporary buildings while a new school was being built on the site. Relocating into temporary buildings has been challenging and staff members have demonstrated flexibility and resourcefulness in securing safety and continuity for the pupils. Construction work has severely restricted the amount of space available for outdoor activity, and the school's normal routines have had to be adapted as a result.

There have been two relatively recent appointments to the senior leadership team following an extended period of stability. Several governors, including the Chair, are new to their role and arrangements are in place to fill a number of vacancies.

**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**

**3**

### Main findings

The school is at least satisfactory in all areas and better in some aspects of its work. School leaders have rightly focused on halting a gradual decline in the attainment and progress of the older pupils in recent years. Improvements in 2010 are evident and this, together with the continuing high attainment in Key Stage 1, indicates that the school is poised to move forward. The school's data show that the proportion of Year 6 pupils attaining the higher levels in English and mathematics has risen sharply on the previous year, although the overall proportion of pupils attaining the nationally expected Level 4 and above remained broadly average. Girls continue to outperform boys by some margin. Nevertheless, with the rise in pupils' progress, this points to a school with a satisfactory capacity to continue improving.

Improved procedures for identifying pupils' learning needs have begun to impact on the quality of teaching, so that all pupils make at least satisfactory progress. There is, nevertheless, variation between year groups and key stages because teachers do not use assessment consistently well to build on pupils' prior learning. Where assessment is used most effectively, such as with the pupils who have special educational needs and/or disabilities, progress is good. Marking is regular, with an emphasis on motivating learning, but it does not always give pupils a clear idea of what they need to do to improve their work. The school has developed target-setting systems to involve pupils in assessing their own progress, but these have yet to be securely embedded and leaders recognise that more needs to be done.

Teachers plan interesting activities and most lessons have a clear goal. Teaching is usefully guided by detailed plans but there is insufficient focus on the systematic development of pupils' skills across the range of subjects within the curriculum.

Pupils enjoy coming to this caring school. They were keen to tell inspectors about the interesting things they do and said that 'Everybody plays together and everyone's friendly'. Attendance is exceptionally high and pupils feel safe because of the good care, guidance and support provided by adults. Although one in every four parents who responded to the questionnaire expressed concerns about behaviour, the inspection team found that behaviour management is good and there is a purposeful learning atmosphere in the large majority of classes.

Satisfactory procedures for monitoring teaching and learning enable leaders to identify weaknesses and to drive forward improvement. While leaders have rightly identified a number of development areas, the current system of improvement planning lacks some consistency. As a result, governors have found it difficult to monitor and evaluate the impact of the school's improvement initiatives and, while satisfactory, this has impaired

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

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

the accuracy of self-evaluation.

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

- Raise attainment and accelerate progress, particularly at Key Stage 2, by:
  - using assessment information more effectively to adjust tasks to pupils' differing abilities
  - enabling pupils to judge how well they are doing and how they can improve their work.
- Ensure that teaching is consistently good across the school by:
  - raising teachers' and adults' expectations of all groups of pupils, especially boys
  - improving the consistency of curriculum planning so that there is a more systematic development of pupils' skills across all subjects.
- Improve the effectiveness of leadership, management and governance by focusing more sharply on monitoring and evaluating the impact of improvement initiatives.

## Outcomes for individuals and groups of pupils

**3**

The work seen in lessons and in pupils' books confirms that attainment is broadly average by the time pupils reach Year 6. All pupils are making at least satisfactory progress during their time in school and some, particularly those at the upper end of Key Stage 1, make good progress. The school has introduced improved systems for tracking pupils' progress and this has resulted in better-targeted teaching and rising attainment, although certain groups of pupils, notably the boys, continue to attain less well. Overall, pupils develop satisfactory literacy and numeracy skills and are adequately prepared for the next stage of their education and later life.

Pupils are well motivated and try hard in most lessons because of the interesting activities that teachers prepare for them. For example, in an information and communication technology (ICT) lesson, pupils enjoyed the challenge of importing text and graphics to illustrate their geography folders. However, activities are not always well matched to pupils' differing learning needs and, as a result, some pupils do not learn quickly enough. In another whole-class science lesson, for example, less able pupils struggled to understand the concept of senses while the more able found the task too easy. The school has rightly decided to prioritise the development of the curriculum and the way some subjects are taught in order to boost the performance of the boys.

Positive, respectful relationships between staff and pupils result in excellent attendance, good behaviour and a readiness to learn. Pupils' social, moral, spiritual and cultural awareness is good. They are tolerant and understanding of each other's views and have a keen sense of right and wrong. Pupils enjoy taking part in a wide range of cultural activities and the school's growing international links are extending their awareness of cultural diversity in Britain and elsewhere. The School Council is proud of its contribution to the plans for the new school. Pupils make a satisfactory contribution to the local community and many are involved extensively in charitable work. The school is poised

**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

to apply for Healthy School Status, which affirms pupils' adoption of healthy lifestyles.

*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>                                                                       | 3        |
| The quality of pupils' learning and their progress                                                                            | 3        |
| 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>3</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>                                                                       | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>                                                | <b>2</b> |

## How effective is the provision?

Most teachers make clear what each lesson is about and use their satisfactory subject knowledge to provide a range of interesting activities. Pupil assessment and tracking procedures have been strengthened and are providing a satisfactory basis on which to plan next steps. Teachers use questioning to check what pupils have learned, but too often they accept brief answers that do not indicate the depth of pupils' understanding or encourage them to develop deeper thinking. For example, when pupils were discussing how to enliven their story writing, they were not encouraged to describe why the use of flashbacks could be a particularly effective way of providing background context for the reader. Because the curriculum is not always appropriately adapted to pupils' differing learning needs, work is occasionally too easy or too difficult for some pupils.

ICT is well used to support teaching and allows pupils to extend their learning. Marking is carried out regularly and serves to encourage pupils to try hard, but it does not

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

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

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

always show them what the next steps in their learning might be and what they need to do to improve their work. As a result, pupils are not always confident in how they can drive forward their own learning.

The school has a broad and balanced curriculum, enriched by an adequate range of additional activities. The pupils enjoy a wide variety of extra-curricular activities and there is a high degree of take-up. These complement the learning in lessons and contribute to pupils' enjoyment of school. Individual subject areas are well developed and planning ensures a systematic progression in pupils' skills and knowledge. However, cross-curricular provision in literacy, numeracy and ICT is less effectively structured and coordinated. Pupils who have special educational needs and/or disabilities are given good-quality, extra help, so that they make good progress in their learning. Teaching assistants are used effectively to support pupils' learning and well-being and make a valuable contribution to their progress. Walderslade is a deeply caring school and has developed strong and effective pastoral support for all its pupils.

*These are the grades for the quality of provision*

|                                                                                                                |          |
|----------------------------------------------------------------------------------------------------------------|----------|
| <b>The quality of teaching</b>                                                                                 | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning                                              | 3        |
| <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>2</b> |

**How effective are leadership and management?**

Under the determined direction of the headteacher, the leadership team has acted successfully to address a decline in attainment. Periodic checks of lesson planning and of the work in pupils' books, augmented by lesson observations, have resulted in an improvement in the quality of teaching and learning. There is a shared and realistic understanding of the priorities for development.

Regular tracking of pupils' progress enables leaders to identify dips in performance, which are adequately addressed through a series of detailed subject development plans. The lack of a single, sharply focused improvement plan, however, complicates the task of monitoring the school's progress, so that self-evaluation is not consistently accurate and governors are not always well placed to hold the school to account.

A significant number of governors are new to their role. They have made satisfactory arrangements to ensure the safety and welfare of staff and pupils and demonstrate commitment and determination in challenging and supporting the school to make the necessary improvements. At the time of the inspection, safeguarding arrangements were found to be satisfactory.

Partnerships with other schools and external agencies are good, as shown through the highly effective, joint restructuring of provision for those pupils who have special

**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

educational needs and/or disabilities. Relationships between parents, carers and the school's leaders are satisfactory overall, so that there is coherent support for those who need it, both inside and outside school. The school is mindful of the different cultural and ethnic groups it serves and ensures there is no discrimination or inequality. Action to promote community cohesion is satisfactory and, within the school, pupils acknowledge and value the culture and heritage of their peers. Action to promote cohesion within the broader community, and to gauge its impact, is less well developed.

*These are the grades for leadership and management*

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>                                                                  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning                                                                                       | 3        |
| <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>3</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>3</b> |
| <b>The effectiveness of safeguarding procedures</b>                                                                                                                  | <b>3</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>3</b> |

## Early Years Foundation Stage

The majority of children join the school working at the levels expected for their age group. Children work together happily and sensibly and are good at taking the initiative in their learning. Children's interests are effectively stimulated by a carefully planned balance of topics and activities that are closely matched to their learning needs. While acknowledging the current limitations of the site, opportunities to extend the range of outdoor learning experiences are not consistently taken and this constrains aspects of children's development.

Members of staff successfully enable children to become confident, well-behaved and purposeful learners. Assessment is used appropriately to identify gaps in the children's learning and to adapt the curriculum. Recent changes in the leadership structure have enhanced provision, so that the quality of teaching and learning is improving. Leaders regularly monitor the progress of individuals and analyse the information carefully to ensure that all groups and individuals make suitable progress in all the areas of learning. Links with home are developing satisfactorily and parents are pleased with the way their



**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

children are inducted into school.

*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

Most parents and carers are pleased with their child's experience at the school and particularly pleased with the way the school promotes health and safety. A small minority of the parents and carers, replying to the Ofsted questionnaire, expressed concerns over the way the school is led and the way it deals with unacceptable behaviour. The inspection team found that, overall, the school's leadership is satisfactory and the school works effectively. During the inspection, behaviour was well handled and the school is well placed to deal with those very few pupils who have yet to develop a positive attitude to learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Walderslade 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 49             | 59 | 31    | 37 | 1        | 1  | 1                 | 1 |
| The school keeps my child safe                                                                                                                                                                                                  | 55             | 66 | 28    | 34 | 0        | 0  | 0                 | 0 |
| The school informs me about my child's progress                                                                                                                                                                                 | 28             | 34 | 48    | 58 | 6        | 7  | 0                 | 0 |
| My child is making enough progress at this school                                                                                                                                                                               | 41             | 49 | 32    | 39 | 7        | 8  | 0                 | 0 |
| The teaching is good at this school                                                                                                                                                                                             | 47             | 57 | 34    | 41 | 1        | 1  | 0                 | 0 |
| The school helps me to support my child's learning                                                                                                                                                                              | 41             | 49 | 32    | 39 | 7        | 8  | 2                 | 2 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 45             | 54 | 34    | 41 | 2        | 2  | 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) | 31             | 37 | 39    | 47 | 6        | 7  | 1                 | 1 |
| The school meets my child's particular needs                                                                                                                                                                                    | 36             | 43 | 34    | 41 | 9        | 11 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 23             | 28 | 32    | 39 | 21       | 25 | 1                 | 1 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 21             | 25 | 43    | 52 | 7        | 8  | 4                 | 5 |
| The school is led and managed effectively                                                                                                                                                                                       | 23             | 28 | 40    | 48 | 12       | 14 | 7                 | 8 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 33             | 40 | 44    | 53 | 4        | 5  | 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---------------------------------------------------------|------|--------------|------------|
|                      | Outstanding                                             | Good | Satisfactory | Inadequate |
| Nursery schools      | 58                                                      | 36   | 4            | 2          |
| Primary schools      | 8                                                       | 43   | 40           | 9          |
| Secondary schools    | 10                                                      | 35   | 42           | 13         |
| Sixth forms          | 13                                                      | 39   | 45           | 3          |
| Special schools      | 33                                                      | 42   | 20           | 4          |
| Pupil referral units | 18                                                      | 40   | 29           | 12         |
| All schools          | 11                                                      | 42   | 38           | 9          |

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

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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.**



24 September 2010

Dear Children

Inspection of Walderslade Primary School, Walderslade, ME5 8BJ

Thank you for being so helpful and friendly during our visit. We are pleased that you enjoy coming to school and are looking forward to being in the new school building.

We found that your school gives you a satisfactory education.

Here are some of the best things about your school.

- You enjoy school and are good at keeping safe and healthy.
- You do well in Key Stage 1.
- You behave well and get on well with each other.
- Very few of you have time off school.
- The adults are kind and caring and plan interesting things for you to do.

These are the things we have asked your school to do next to improve.

- Make sure that teachers always give you work that is neither too hard nor too easy, and show you how you can improve your work.
- Help you to make more progress, especially the boys and particularly in Key Stage 2.
- Plan work that develops your literacy and numeracy skills across the different subjects.
- Make sure that everyone works together to make your school better.

Thank you again for talking to us about your school and showing us your work. You can help your teachers by making sure you always listen carefully to their advice about how you can do better work.

Yours sincerely

Richard Potts

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**