

# Rosedale Abbey Community Primary School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 121313               |
| <b>Local Authority</b>         | North Yorkshire      |
| <b>Inspection number</b>       | 358979               |
| <b>Inspection dates</b>        | 13–14 September 2010 |
| <b>Reporting inspector</b>     | Robert Jones         |

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> | 20                                                         |
| <b>Appropriate authority</b>               | The governing body                                         |
| <b>Chair</b>                               | Mr Anthony Davies                                          |
| <b>Headteacher</b>                         | Mrs Jill Wells                                             |
| <b>Date of previous school inspection</b>  | 25 September 2007                                          |
| <b>School address</b>                      | Rosedale Abbey<br>Pickering<br>North Yorkshire<br>YO18 8SA |
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|--------------------------|----------------------|
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited four lessons, observed both teachers in the school and held meetings with a governor, staff and pupils. No formal meeting was held with parents and carers. The inspector observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspector received and analysed 11 questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

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

- He considered the progress pupils make in mathematics in Key Stage 2.
- He looked at how the curriculum reflects the rural setting of the school.
- He considered to what extent pupils are prepared for life in a multicultural society.
- He investigated whether recent turbulence in staffing has affected the day-to-day running of the school and long-term planning.

## Information about the school

This is a much smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is well below the national average. All pupils are of White British heritage and none speak English as an additional language. Fewer pupils than average have special educational needs and/or disabilities. The school holds the Investors in People award, the Activemark, the Sportsmark and Healthy Schools status. At the time of the inspection, a part-time acting headteacher was in post. This was due to a vacancy for a substantive headteacher. Additionally, one of the two teachers in the school was new to her post.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

This is a good school that has maintained its effectiveness despite having undergone a period of rapid change in staffing. Indeed, there are some aspects of its work that are outstanding. Pupils agree, often making comments such as, 'I love Rosedale school,' and 'Teachers really care about us.'

The outstanding care, guidance and support have been the bedrock of the school's successes. Staff know pupils exceptionally well, which means that any underperformance is quickly identified and measures are put in place to arrest it. Exemplary working with a range of partnerships positively affects the good curriculum and ensures that pupils whose circumstances make them vulnerable receive care that is first rate.

Pupils make good progress from their starting points and leave with standards that are generally above average. A significant factor in this good achievement is that teaching is good overall. Pupils' enjoyment of school is reflected in their high attendance. Moreover, the curriculum is well planned with a strong emphasis on making links between subjects, the acquisition of key skills and good use of information and communication technology. However, there are pockets of inconsistency which are preventing the overall quality of teaching and learning from rising to outstanding.

Pupils have an informed understanding of their local community and a sound idea of the diverse religions and cultures that make up the world today. However, apart from work they do in lessons and some charity work, their first-hand experiences of other cultures and religions within and beyond the United Kingdom are limited.

The new acting headteacher has weathered the storm of staffing changes admirably. Consequently, the school continues to run smoothly on a day-to-day basis. She has wasted no time in galvanising staff with a strong ethos of care, mutual respect and the celebration of success. All staff have been involved in self-evaluation which is honest and incisive. Far from being complacent, the school is already building on its past successes by improving communications with parents and carers and by strengthening the methods used to track pupils' progress. This illustrates well that the school is well placed to sustain its improvement.

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

- Enhance community cohesion by:
  - giving pupils opportunities to learn at first hand about cultures, religions and communities other than their own.

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- Move the quality of teaching from good to outstanding by:
  - giving opportunities for staff to share the effective practice that currently exists in the school
  - ensuring that pupils are always given work that matches their abilities and therefore challenges them well
  - consolidating pupils' learning at the end of each lesson so they are very clear what they have learned and why they have learned it.

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

In lessons pupils thrive in the plentiful opportunities they have to work in groups and individually. They develop good collaborative and investigative skills. In one lesson pupils were excited as they researched the Vikings using computers and were able to link confidently to the work they had done in previous lessons. 'Learning is always fun,' as one pupil put it. This was very apparent in one lesson as pupils learned French greetings while playing a ball game. As a result, pupils enjoy school a great deal and achieve well. Those with special educational needs and/or disabilities also make good progress. Attainment on entry to Year 1 varies from year to year, but is generally average. Data that tracks pupils and their work in lessons show that in relation to their starting points, all groups of pupils make good progress overall in mathematics, English and science. All are on track either to meet or exceed their challenging targets.

In lessons and around the school pupils behave well and relate positively to each other and to adults. On occasions where routines have not yet been established they become a little restless. They grasp the abundant opportunities to make positive contributions, such as raising money for charities and engaging in environmental projects with the National Park. Pupils are adamant that, 'We don't bully here,' and felt that teachers always lent a caring ear and that pupils could post a note into the 'worry box' if they had any concerns. Pupils have a good understanding of how to lead fit, healthy lifestyles and even the very youngest pupils know what foods are good for you. Although the school is aware it needs to improve pupils' awareness of cultures other than their own, their spiritual, moral, social and cultural development is good overall. This is due to their highly developed sense of right and wrong, for example in talking about internet-related safety and the very caring approach older pupils show to younger ones in the same classroom. They show great concern for global issues, such as the recent floods in Pakistan.

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

|                                                                                                                               |          |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| <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>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>                                                                    | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>                                                | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</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?

Lessons are well planned and the good use of assessment information influences strongly what is taught and how pupils are grouped for learning. Teachers and teaching assistants work together with mixed-age classes presenting learning in a lively fashion. In the best lessons expectations are high, the pace of learning is swift and outcomes are clear. On occasions, work is not matched sufficiently to pupils' needs and at the end of lessons learning is sometimes not summarised as effectively as it might be. This means that while pupils make good progress over time, the progress is uneven within year groups. Recently introduced target books help pupils to understand precisely what they need to do to improve. Teachers mark pupils' work carefully, giving very specific targets for improvement.

The curriculum is lively and rich, making good use of the school's rural setting, such as in teaching shelter and survival skills. Pupils join in the extra-curricular sporting activities with enthusiasm, such as attending football training at another school. They grow in confidence through taking part in music, dance and drama performances in school and in the community. The school has recently reviewed its curriculum which is beginning to help pupils make better links between subjects.

Care, guidance and support are exemplary. Pupils receive personalised support for their needs promptly. This ensures that no pupil falls by the wayside and consequently all pupils, including those whose circumstances make them the most vulnerable, make at least satisfactory but often good progress. A range of outside agencies provide excellent support for pupils with specific special educational needs and/or disabilities such as dyslexia and autistic spectrum disorder.

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*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?**

The acting headteacher has sensitively continued developments that were clearly working well before she took up post and has introduced fresh ideas to enhance and improve provision and outcomes. She has quickly won the confidence of staff and so is communicating ambition and driving improvement well. An excellent relationship with the local authority has ensured that pupils are in no way disadvantaged during this phase of rapid change in the school. Staff join other schools' staff to develop their knowledge and understanding of the very latest initiatives in teaching and assessing. There are, at present, few opportunities for teachers to share the good practice that currently exists in the school.

Safeguarding arrangements adopt recommended good practice. Staff are trained very regularly. Policies relating to child protection are comprehensive and regularly reviewed by the governing body. Equal opportunities are promoted well. In one lesson a teaching assistant took the opportunity to talk about stereotypes to pupils when one boy announced, 'Only boys can play in this building site.' Any perceived bullying is tackled decisively.

The school has recently undertaken an audit of its provision with regard to community cohesion and, as a result, is aware that more needs to be done to link with other diverse communities in Britain and abroad. Members of the governing body are committed and have had a pivotal role to play in the recent difficult period for the school. They are well trained and have a good grasp of the school's strengths and the challenges it faces.

*These are the grades for leadership and management*

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>                                                                  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning                                                                                       | 2        |
| <b>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>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness 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> |

## Early Years Foundation Stage

Children get off to a flying start, quickly acquiring the essential personal, emotional and academic skills that enable them to make a smooth transition into Key Stage 1. Due to the very small size of cohorts, children begin the Reception Year with skills that vary from year to year. They make good progress in all areas of learning. Language and communication skills are built up systematically, with staff thoughtfully questioning children constantly to develop their speaking skills. Well-taught sessions on letters and their sounds ensure that the early stages of reading are grasped thoroughly. Learning through play ensures that levels of enthusiasm and enjoyment are high. For example, children enjoyed practising their counting by playing 'What's the time, Mr Wolf?' Freely chosen activities, such as organising a tea party and planning a wedding, develop social skills at a pace. At the time of the inspection both staff in the class were new to the school and therefore routines were not fully in place. For example, planning for activities indoors is detailed, although outdoor activities are not yet integrated into the planning. Children benefit from being in the mixed-age class. Younger children learn quickly from the good examples set by their elders and learn the essential skills of teamwork and cooperation. Children's learning is assessed in detail, with the next steps in learning planned with precision. The excellent 'learning journey' for each child provides staff, parents and carers with invaluable evidence of children's learning over the year. Furthermore, improved communication with parents and carers ensures they are kept fully up to speed with their children's learning.

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

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

## Views of parents and carers

The overwhelming majority of parents and carers are entirely supportive of the school's



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work. Many of their comments focused on the friendly and welcoming nature of the school and how well the school involves them as partners in their children's education. A very small minority expressed concerns about how the school helps pupils to lead active, healthy lifestyles, pupils' enjoyment of school, the challenge provided for pupils in lessons and the security of the premises. The inspector investigated these issues thoroughly. He found that opportunities for physical activity were strengths in the school. All pupils regularly use a nearby field for games and physical education (PE). The inspector spoke to most of the pupils who were keen to express in glowing terms how much they enjoyed their days in school. The lesson observations, scrutiny of pupils' books and data on pupils' progress going back three years provided overwhelming evidence that pupils are well challenged. In turn, this means they reach above average standards and make good and sometimes outstanding progress. The premises were found to be safe and secure. There is a side entrance to the adjacent church which is accessible via the school playground, but this is not used by members of the public while the school is in session. Staff are always present in the playground and therefore it was considered that this access did not pose any risk to children.

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

Ofsted invited all the registered parents and carers of pupils registered at Rosedale Abbey Community 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 11 completed questionnaires by the end of the on-site inspection. In total, there are 20 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 6              | 55 | 5     | 45 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe                                                                                                                                                                                                  | 7              | 64 | 3     | 27 | 1        | 9 | 0                 | 0 |
| The school informs me about my child's progress                                                                                                                                                                                 | 4              | 36 | 7     | 64 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school                                                                                                                                                                               | 4              | 36 | 6     | 55 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school                                                                                                                                                                                             | 3              | 27 | 6     | 55 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning                                                                                                                                                                              | 2              | 18 | 8     | 73 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 6              | 55 | 4     | 36 | 1        | 9 | 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) | 4              | 36 | 5     | 45 | 1        | 9 | 0                 | 0 |
| The school meets my child's particular needs                                                                                                                                                                                    | 5              | 45 | 5     | 45 | 1        | 9 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 5              | 45 | 5     | 45 | 0        | 0 | 1                 | 9 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 2              | 18 | 8     | 73 | 0        | 0 | 1                 | 9 |
| The school is led and managed effectively                                                                                                                                                                                       | 3              | 27 | 6     | 55 | 0        | 0 | 1                 | 9 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 5              | 45 | 4     | 36 | 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

| 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.**



15 September 2010

Dear Pupils

Inspection of Rosedale Abbey Community Primary School, Pickering, YO18 8SA

Thank you for the warm welcome you gave me when I came to inspect your school. I very much enjoyed talking to you all and hearing about all the interesting things you do. You go to a good school, but some things about it are outstanding (that's one of those 'wow' words that means 'really, really good'). The adults in the school and others outside the school take very good care of you and know you all very well. This means that if any of you fall behind with work, or have any worries, the situation is dealt with very quickly. Teachers go out of their way to make lessons interesting, and I could tell by all your smiling faces how much you enjoyed keeping fit in your PE lessons. Because of all these things, you make good progress which prepares you very well for secondary school.

These things do not 'just happen' of course. Your headteacher, governors and staff have worked very hard to make sure your school continues to improve and runs smoothly, especially with so many changes of staff recently. I have asked your headteacher to do the following to make your school even better.

- Give you more opportunities to learn about other cultures and religions.
- Improve teaching still further so that too is outstanding.

With very best wishes for the future.

Yours sincerely

Robert Jones

Lead Inspector

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