

# Cliddesden Primary School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 115877               |
| <b>Local Authority</b>         | Hampshire            |
| <b>Inspection number</b>       | 379161               |
| <b>Inspection dates</b>        | 14–15 September 2011 |
| <b>Reporting inspector</b>     | Rob Crompton         |

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> | 110                                       |
| <b>Appropriate authority</b>               | The governing body                        |
| <b>Chair</b>                               | Annabel Gardner                           |
| <b>Headteacher</b>                         | Amanda Harrison                           |
| <b>Date of previous school inspection</b>  | 5 March 2009                              |
| <b>School address</b>                      | Cliddesden<br>Basingstoke<br>RG25 2QU     |
| <b>Telephone number</b>                    | 01256 321371                              |
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|---------------------------|----------------------|
| <b>Age group</b>          | 4–11                 |
| <b>Inspection date(s)</b> | 14–15 September 2011 |
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and observed six teachers. Inspectors held meetings with members of the governing body and staff and talked with pupils. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, and assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 76 parents and carers, as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The validity of the school's judgement that its overall effectiveness has moved from satisfactory to good, principally with regard to:
  - accelerating pupils' progress
  - ensuring pupils, particularly the more able, are suitably challenged in lessons.
- How well the school promotes good attendance.

## Information about the school

Cliddesden Primary is smaller than the average sized primary school. Most pupils are of White British heritage. A very small number of pupils are from minority ethnic backgrounds, but none is at the early stages of learning English. The number of pupils known to be eligible for free school meals is well below average. The proportion with learning difficulties and/or disabilities is below average. Most of these pupils have learning difficulties and a few have social or communication problems. There are four mixed age classes: Reception and Year 1, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The school has Healthy Schools status, the Active Mark and ICT Mark.

**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

Pupils thoroughly enjoy learning in this good school. They achieve well within a stimulating, purposeful and productive environment. Relationships between the school and parents and carers are outstanding. One parent, reflecting the views of the overwhelming majority, commented, 'Our children are learning in such wonderful ways from a team of talented and caring people.' Another paid tribute to the headteacher's inspirational leadership, passion and care.

Pupils behave exceptionally well and the school's outstanding care, guidance and support, including excellent attention to safeguarding, ensure they feel extremely safe. Their excellent understanding of the importance of a healthy lifestyle is evident from their work in science, their awareness of a balanced diet and their enthusiasm for physical activities.

Good teaching, underpinned by excellent relationships, helps pupils make good progress through the school. Teachers set tasks which challenge all groups, including those pupils who find learning difficult and the most able. A determined effort to raise attainment in English has borne fruit and pupils reach above average levels in reading and writing. They are extremely fluent readers but some are less assured when writing and lack confidence in spelling. Although levels of attainment in mathematics are also above average, pupils often have difficulty in using their basic number skills when tackling calculations within mathematical problems. In both their writing and mathematics work, many pupils do not pay enough attention to handwriting and neat presentation. This means that their written work is not easily accessible and, in mathematics, leads to some inaccuracies.

All staff willingly take on additional responsibilities in this small school. There is a strong team spirit and a shared determination to improve, underpinned by the excellent leadership of the headteacher and work of the effective governing body. Outcomes for pupils are kept in continuous review through systematic self-evaluation and a strategic approach is taken to addressing any emerging weaknesses. Good headway has been made on several fronts since the last inspection, raising the school's overall effectiveness from satisfactory to good. The school is well placed to move further forward and has a good capacity for sustaining improvement.

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

- Narrow the gap between pupils' attainment in reading and writing by:
  - encouraging pupils, when writing independently, to use some of the words and phrases they suggest during literacy lessons and which they come across in their reading
  - building pupils' confidence in spelling
  - promoting neat handwriting and careful presentation of work across all subjects.
- Improve pupils' skills in solving mathematical problems by:
  - building their confidence in using their basic number skills to tackle more complicated calculations
  - embedding opportunities for investigative work
  - ensuring pupils set work out neatly in order to aid their accuracy.

## Outcomes for individuals and groups of pupils

2

As children start school, their skills, knowledge and understanding are generally below those expected for their age. Although the small numbers lead to slight fluctuations in achievement from year to year, the overall picture is that pupils achieve well through the school and their attainment is above average by Year 6. Pupils with special educational needs and/or disabilities build well on their individual targets, with many reaching the expected levels for their age.

Pupils thoroughly enjoy learning, sustain their engagement and rise to the challenges offered. Year 1 and 2 pupils cooperated well with one another as they worked in groups to retell a familiar story, correctly using words such as 'first', 'next' and 'finally'. During a lesson in the mixed Year 3 and 4 class, pupils demonstrated good independent research skills as they explored their chosen aspect of life in India, searching the internet with confidence and drafting multimedia presentations. Pupils in the mixed Year 5 and 6 class were equally as enthusiastic as they returned from gathering different kinds of seeds from the school grounds and began to classify them according to how they were dispersed.

Pupils enjoy literacy lessons and are keen to contribute ideas. When asked to write imaginatively about volcanoes, for example, many Year 5 and 6 pupils produced some well-constructed sentences, including, 'Violently, the brutal volcano spurted out red hot lava; meanwhile innocent citizens fled their homes, screaming "Save us!"' Many pupils have the confidence to use the skills they have learned during lessons when writing independently, and their work appears influenced by their wide reading. For example, describing a scarecrow, one wrote:

'Time stands still in his land, innocence; an essence of pride sits shyly in the back of his all-seeing eyes. All impurity and vulgarity swept away by the wind. The only one moving in the freedom of the moment.'

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Some pupils are more hesitant and ‘play safe’ by using more familiar words and phrases. Similarly, although pupils are well aware of basic number facts, they do not always apply these swiftly when faced with problems that require a sequence of calculations. For example, despite having learned to round up and estimate, some pupils did not immediately see that 47x3 was around 150, and this slowed their progress towards a solution.

Pupils willingly contribute to school life and their mature attitudes, independence and joie de vivre, together with their confident basic skills, means they are well prepared for their next schools. As parents and carers avow, pupils are keen to attend. Given the relatively small number on roll, the absence of a few pupils with long-term serious illnesses skews the attendance figures. Healthy Schools status and the Active Mark award are reflected in pupils’ extremely good knowledge of the importance of keeping safe and healthy. Strong moral values are evident, not only in pupils’ daily interactions with other pupils and staff, but also in their keenness to support those less fortunate than themselves. The study of other countries develops pupils’ understanding of global issues. Exchange visits with pupils from places which sharply contrast with the school’s isolated rural location provide insights into cultural diversity within the United Kingdom.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Teachers make effective use of assessment information to plan work which offers a good level of challenge for all pupils in the mixed aged classes. Pupils are routinely involved in establishing what they know about a particular topic and deciding which

<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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avenues they would like to pursue. This flexible approach to the curriculum helps pupils to gain good levels of independence in their learning, for example in posing questions, seeking information, and recording and presenting their findings. During a Year 1 and 2 lesson, for example, pupils suggested questions including, 'What are bones made of?', 'Why can't we stop breathing?' and 'What happens in our lungs?'

The deployment of teaching assistants is a particular strength. They provide effective support within lessons and focused one-to-one or small group work for pupils who find learning difficult and help pupils who need support in relating to other people. They often work with the more able pupils, which helps ensure they are suitably challenged. Support staff also lead daily phonics sessions well. These have been extended recently to include Year 3 and 4 pupils, which is beginning to have a positive impact on their spelling. The most able pupils, including those with particular gifts and talents, benefit from working on challenging tasks led by a highly experienced teacher. During one session, they examined various navigational equipment, including an aircraft compass and a drift sight, and subsequently used navigation charts to plot distances and set flight bearings.

Pupils are well aware of their individual targets and teachers mark work regularly, offering encouragement and advice about how pupils can improve their work. One teacher wrote, for example, 'A sense of style, audience and purpose; you need to expand/explain some of your arguments further in order to reach a higher level.' There is little reference to handwriting and presentation, however, with some shoddy work accepted without comment.

The school's curriculum provides some memorable, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to the pupils' development and well-being. Recently these have included Diwali activities, dance workshops, instrumental lessons and letting off rockets in science. After-school clubs are popular and well attended. Pupils talked enthusiastically about the trips they had been on and the visits by specialist sports and music teachers. Good provision for information and communication technology (ICT) is reflected in the award of the ICT Mark and was evident during the inspection. Following the identification of some weaknesses in pupils' writing and mathematics, the curriculum was modified recently to provide more opportunities and support for independent writing and problem solving. Staff acknowledge that these new strategies are not yet fully embedded.

High quality pastoral support for pupils is at the heart of the school's work. Many parents and carers made positive comments, including, 'I feel that without the support and help of the teachers, my son would not be where he is now', 'The school is like an extended family' and 'Cliddesden has helped our autistic child tremendously'. In addition to providing explicit support, staff work discreetly and sensitively to provide welcome and effective help for pupils and their families whose circumstances might make them vulnerable. Every effort is made to promote full attendance.

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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 headteacher, with the unswerving support of all staff, has worked unstintingly to build on the strengths and address the weaknesses identified by the last inspection. There is a collective ambition and drive to seek out and share successful teaching methods and to devise a curriculum which enthuses pupils and prepares them for life in the modern world. Staff go to great lengths to provide equal opportunities for all and to eliminate any anomalies in pupils' performance. The governing body plays a strong part in this by gaining first-hand experience during governors' regular visits. These focus on current priorities and feed into the systematic self-review; the chair of governors spends a day a week in school, so is in regular contact with the headteacher, staff, pupils and parents and carers.

Outstanding procedures for safeguarding help to assure parents and carers that their children are in safe hands. Risk assessments are thorough and staff appointments are made with due diligence. The school's harmonious atmosphere, within its idyllic setting, is much appreciated by parents and carers. The school's website provides extremely detailed, up-to-date and useful information. It includes links to home learning tasks with advice on how parents and carers can help their children. Although half a mile from the nearest dwelling, the school has good links with the community and productive partnerships with other schools and agencies. Stimulating initiatives to promote local, national and international perspectives on faith and culture contribute significantly to the school's effective promotion of community cohesion.

*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>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</b>  | <b>2</b> |

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|   |          |
|---|----------|
| <b>tackles discrimination</b>   |          |
| <b>The effectiveness of safeguarding procedures</b>   | <b>1</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

During the inspection, Reception children were attending part-time, either in the mornings or afternoons, in order to help them settle in, and to enable staff to build initial relationships with individuals and small groups. Within this short space of time, all children had found their feet and were keen to explore their new environment. The Year 1 pupils they work alongside were providing good role models, so the Reception children soon latched on to the daily routines. They were at home in the role play areas. When asked, 'Are you Harry Potter?', one insisted, 'No, I'm pretending to be Harry Potter!' as he waved his wand to create a 'magic frisbee'.

The school's detailed records, including comprehensive 'learning journey' booklets, show that children make good progress from their starting points across all areas of learning, particularly in social and language skills. By the end of Reception, most children are working broadly within the expected levels across the board. A systematic approach to teaching sounds and letters provides a secure basis for children's early reading and writing. The school's tracking shows that they also make particularly rapid progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. The Year 1 pupils, not long out of Reception, demonstrated a good level of independence and concentration.

The provision is managed well. Staff provide a good range of activities both indoors and outside that stimulate children's curiosity and interest. They strike a good balance between direct teaching and encouraging children to pursue their own ideas. Children's welfare is given a high priority and planning includes opportunities for children themselves to identify risks, weigh up options, make the right decisions and look after themselves. Parents and carers are successfully encouraged to be partners in their children's learning and they receive comprehensive feedback about how they are getting on. Though self-evaluation, leaders have, rightly, identified areas for further development, including the addition of 'next step' comments to the learning journey booklets and a more consistent approach to supporting home reading.

*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        |

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|  |   |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
|--|---|

## Views of parents and carers

The proportion of questionnaires returned was over twice the national average. The overwhelming majority of parents and carers were extremely positive in their views of the school. All respondents were happy with their children's overall experience and unanimous in their views that their children enjoy school and are kept safe. There was no pattern to the other issues raised by very few of the parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Cliddesden 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 61             | 80 | 15    | 20 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 60             | 79 | 14    | 18 | 2        | 3 | 0                 | 0 |
| The school informs me about my child’s progress   | 50             | 66 | 21    | 28 | 1        | 1 | 0                 | 0 |
| My child is making enough progress at this school   | 40             | 53 | 28    | 37 | 3        | 4 | 0                 | 0 |
| The teaching is good at this school   | 47             | 62 | 25    | 33 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child’s learning  | 48             | 63 | 23    | 30 | 1        | 1 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 49             | 64 | 25    | 33 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 51             | 67 | 19    | 25 | 0        | 0 | 0                 | 0 |
| The school meets my child’s particular needs  | 51             | 67 | 21    | 28 | 2        | 3 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 48             | 63 | 18    | 24 | 2        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 50             | 66 | 20    | 26 | 3        | 4 | 0                 | 0 |
| The school is led and managed effectively   | 57             | 75 | 18    | 24 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child’s experience at this school   | 58             | 76 | 18    | 24 | 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 all 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



16 September 2011

Dear Pupils

### **Inspection of Cliddesden Primary School, Basingstoke RG 25 2QU**

I am writing to let you know what we found out about your school when we visited recently. Thank you very much for making us so welcome and for sharing your opinions about the school with us. We are pleased you enjoy school and work hard. Your behaviour is exceptionally good and the staff look after you extremely well. You are well aware of the importance of eating healthily and taking plenty of exercise, and enjoy taking part in the many interesting activities and clubs that are on offer.

The school is providing you with a good education. We were delighted to see how teachers make learning exciting and fun. This is helping you to make good progress. Those in charge of the school are working hard to make it even better. There is a great atmosphere in the school and a really close relationship between the staff and your parents and carers.

We enjoyed reading your stories and poems. Although many of you produce really good quality written work, we found some of it difficult to read, because of the poor handwriting. You come up with some really imaginative vocabulary and ways of expressing things during lessons but you are often hesitant when writing independently, sometimes because you are not confident in spelling unfamiliar words. We have suggested that teachers continue to encourage you in this. As most of you read extremely well, it would be useful to try and use some of the words and phrases you come across in books when you are writing yourselves.

You enjoy mathematics lesson and gain good skills in numeracy. When you are given word problems, some of you find it difficult to use what you already know to solve them. Teachers have already started to give you more opportunities to tackle problems and we think this is a good idea. Also, much of your work in mathematics is a bit slapdash. It is important to be neat in number work because setting out things tidily, with numerals in the right columns, for example, can help avoid mistakes.

We wish you all the best for the future.

Yours sincerely

Rob Crompton  
Lead inspector

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