

Horsted Infant School

Barberry Avenue, Chatham, Kent ME5 9TF

Inspection dates 28–29 June 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management Outstanding

Quality of teaching, learning and assessment Outstanding

Personal development, behaviour and welfare Outstanding

Outcomes for pupils Outstanding

Early years provision Outstanding

Overall effectiveness at previous inspection Good

Summary of key findings for parents and pupils

This is an outstanding school

- The executive headteacher provides outstanding leadership, supported by highly able leaders. Leaders have very high expectations of staff and inspire all to give their best for the pupils. Consequently, there is a culture of ambition and aspiration for pupils' futures.
- Pupils make exceptional progress, from the Reception Year to the end of Year 2, across all subjects.
- Nearly all pupils reach the standard expected for their age by the time they leave the school and many pupils reach the highest levels of attainment. Pupils are very well prepared for the next stage of their education.
- Disadvantaged pupils make excellent progress so they achieve as well as their classmates.
- Staff know what pupils can do and understand in great depth, and use this information to precisely target pupils' next steps. As a result, pupils make rapid progress. Teachers are quick to target and support any pupils who are left behind to help them quickly catch up.
- Teaching is outstanding because teachers are reflective about what they do well, and what they could do to make learning even better for pupils. Teachers' very secure subject knowledge is used superbly to engage, challenge and support pupils.
- Pupils' behaviour is outstanding. They are polite, considerate and mature, both in their attitudes to each other and in their approach to learning. As a result, pupils feel safe to learn and take risks.
- Pupils thrive because they are exceptionally well looked after in a nurturing and encouraging environment that puts them first. Hence, they are compassionate and empathetic to each other and model British values extremely well.
- Strong spiritual, moral, social and cultural development, that threads through the school's curriculum and ethos, allows pupils to be very well prepared for the next stage of their education.
- The engaging curriculum engrosses pupils in learning. Pupils' interests and imagination are captured by stimulating topics which start with 'wow' moments and are supported by exciting trips and interesting visitors.
- Children make an outstanding start to their education because of the exceptional care, and the opportunities they have to build skills across all areas of learning in the early years.
- Parents are overwhelmingly positive about all aspects of the school's work.
- Governors support the drive for ongoing improvement very effectively.

Full report

What does the school need to do to improve further?

- Continue to develop the skills and expertise of support staff so that they become highly adept at asking probing and challenging questions and in deepening pupils' understanding and application of phonics (letters and the sounds they make).
- Ensure that pupils are given every opportunity to transfer their reading, writing and mathematics across the curriculum so that they use their knowledge and skills as a matter of course.
- Explore ways to work in partnership with nursery providers and parents so that more children, especially boys, have the knowledge, skills and understanding that are typical for children of their age when they begin their Reception Year.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The executive headteacher has tirelessly pursued the highest quality of education for pupils. His infectious energy and enthusiasm has galvanised all staff and governors to share in his quest for excellence. United, they are ambitious for pupils' outcomes and have high aspirations for them. As a result, a culture of self-improvement is strongly embedded and the school has gone from strength to strength. A parent expressed the views of many by saying, 'I would highly recommend the school to anyone. My child's happiness and future is in very good hands.'
- Leaders, governors and all staff know the strengths of the school in impressive detail. They are not complacent and continually analyse the school's effectiveness to find out what could be even better. Leaders use this information to formulate precise plans to forge school improvement, set about doing it and do it extremely well.
- Parents are tremendously positive about the support and welcome they receive from the school. Parents feel that their opinions are important, and that their children's academic and social well-being is prioritised by the school. This powerful alliance between the school and parents has led to a mutually trusting and supportive relationship in which pupils can blossom. One parent captured this by stating, 'I feel all the staff at Horsted work hard to create a safe, nurturing environment for all the children to learn and thrive in.'
- The executive headteacher is sharply focused on developing leaders from within the school and is adept at identifying talent and allowing staff to flourish. For example, the deputy headteacher has recently returned from a secondment as headteacher in another school. Consequently, leaders and managers at all levels are ambitious to progress further in their careers. A member of staff enthusiastically noted that 'the executive headteacher is an amazing leader – seeing the potential in me and others'.
- Middle leaders contribute highly effectively to school development and are passionate about their areas of responsibility. They have been integral in improving the quality of teaching, often providing valuable feedback and support to help colleagues improve. Middle leaders value the opportunities and additional training they have received to give them the skills necessary to undertake their roles. A middle leader reflected, 'My development into leadership has been nurtured and promoted.'
- Leaders have improved the quality of teaching across the school. The school has rigorous and highly effective systems for managing the performance of teachers. Training and development are used very judiciously to provide staff with the necessary skills to improve their practice. Staff are self-reflective and have a strong desire to improve. Consequently, the quality of teaching over time is outstanding and has led to outstanding outcomes for pupils.
- Staff that are new to teaching are also given a chance to shine, for instance, by leading developments in computing, and delivering e-safety workshops for parents. Local headteachers have devised a thorough and extensive programme of induction for newly qualified teachers, which also provides them with a strong network of support across a large number of primary and secondary schools.
- Assessment procedures are in place to track the new curriculum introduced in 2014. Leaders were quick to establish robust tracking systems which are being used systematically by staff to bring about rapid improvements in outcomes for individuals and groups of pupils.
- Additional government funding given to the school, including pupil premium and sports funding, is allocated well to support the needs of pupils. As a result, pupils make rapid progress and disadvantaged pupils' attainment is commonly above the achievement of all pupils nationally in reading, writing and mathematics. Effective use of sports funding has had a positive impact on pupils' eagerness to participate in sport and improved their knowledge of how to stay healthy. Pupils are very appreciative of the additional clubs that are available to them after school.
- The curriculum is broad and balanced, inclusive and rich, because of the extensive range of subjects and extended activities the school offers. The curriculum adds to the achievements and well-being of pupils. Pupils have the opportunity to visit local places of worship, the beach, the theatre and have access to a wide range of visitors. A parent wrote: 'They let the children enjoy being children, lots of creative work and use of imagination, despite the renewed rigour of the new curriculum!'
- There are rich streams of evidence about how the school develops pupils' spiritual, moral, social and cultural awareness. Pupils are taught to value diversity and how to be responsible and prepared for the future in modern Britain. For example, pupils in the Reception Year are taught to recognise, accept and to undertake acts of kindness to each other, to parents and to staff.
- The school belongs to a local informal collaboration of schools, known as the 'Walderslade Partnership',

which provides valuable peer support for the executive headteacher, facilitates opportunities for subject leaders to share good practice and ensures that the judgements that leaders' make about the quality of teaching and how well pupils are achieving are correct.

- Additionally, the school welcomes the support and feedback offered by the local authority that validates the strengths of the school.
- **The governance of the school**
 - Governors are knowledgeable about their roles and about the effectiveness of the school. This is due to the open, transparent and trusting relationship they share with school leaders. Nevertheless, they effectively challenge leaders, especially with regard to pupils' performance, safeguarding and the school's financial management.
 - Governors are assiduous in their responsibility to ensure that pupils who are disadvantaged achieve as well as other pupils nationally and hold leaders to account for the progress of each pupil within the school.
 - Governors are focused on the strategic direction of the school and actively seek to strengthen collaboration and partnerships, to share practice and improve the school further. They share leaders' ambitions for pupils and, as a result, they have a positive influence on the lives of pupils and discharge their statutory duties exceptionally well.
- The arrangements for safeguarding are effective. Processes to check the suitability of staff and volunteers to work with pupils are secure. The caretaker ensures that the school site is secure throughout the day when pupils are learning. Leaders ensure that policies relating to child protection and the safety of pupils are up to date and in line with current legislation. Staff receive training that helps them to be vigilant and keep pupils safe from harm. Leaders challenge any stereotypical views and effectively help pupils to increase their understanding of current social issues, such as extremism. A culture of watchfulness permeates throughout the school; consequently, pupils are well cared for.

Quality of teaching, learning and assessment is outstanding

- Teaching is outstanding because teachers impart their excellent subject knowledge skilfully. As a result, pupils acquire knowledge, skills and understanding across reading, writing and mathematics quickly and to a very high level.
- There is a clear and unwavering focus on learning and a consistent approach to how learning intentions are shared across the school. Classrooms are adorned with learning aides-memoires and pupils' work, so that pupils know they are valued and that their achievements are celebrated.
- Teachers use information about how well pupils are achieving in each subject to plan challenging activities that meet the needs of each pupil. Pupils' work is pitched precisely to build on what they know. Teachers quickly identify any pupils who are struggling with their work so that they rapidly catch up with their classmates.
- Teaching assistants provide excellent support to pupils. Leaders ensure that teaching assistants receive training that equips them with good subject knowledge. They use this well to help individuals and different groups of pupils overcome misconceptions and break down challenging tasks into manageable steps.
- Pupils receive high-quality feedback from teachers that improves learning. Pupils enthusiastically make changes to their written work using teachers' suggestions. Pupils remember the advice they have been given to make their work even better and use it time and time again. Teachers frequently check pupils' learning during lessons. They use this information well to adapt their teaching, plan the next lesson and match pupils' learning needs carefully.
- Pupils are able to use what they have learned in the past and apply this to new learning, helping them to make rapid progress across all subjects. Pupils in Year 2 demonstrated that they could recall the features of writing riddles in preparation for writing their own.
- Teachers expect pupils to work hard all of the time. High standards of behaviour and positive attitudes to learning are expected by all adults. Staff have an intrinsic desire for pupils to succeed and pupils know it. This means that pupils also are ambitious and want to do well.
- Teachers feel free to be creative. They explore ways to engage and motivate pupils. This is captured in a comment made by a teacher who stated, 'Any ideas that I have had to better my own teaching have been met with praise and willingness for me to try.' Therefore, lessons often begin with stimulating starting points that capture pupils' imagination and help them to draw on all their senses to become more rounded

learners, especially in their writing.

- Teachers are skilled at questioning pupils. They probe and enable pupils to expand and justify their answers. Debate and discussion are abundant. This is especially true in topic-related learning where questions are pitched well to challenge pupils who are at different stages in their learning. On rare occasions teaching assistants ask closed questions which are insufficiently challenging and sometimes they are too quick to prompt pupils when they have asked them a question.
- Teachers consistently use subject-specific language across the range of subjects and expect pupils to do the same. Year 2 pupils used words such as pollution, population and landmarks when they were comparing Beijing and London, and understood what they meant.
- The most able pupils are challenged within class and through interventions in maths and English that help them to think more deeply and in a range of ways. Teachers carefully consider the needs of the most able to make sure that work is never too easy for them. Pupils' work demonstrates the excellent progress that pupils make and, consequently, a higher than average proportion of pupils reach the highest levels year-on-year. In addition, most-able pupils have opportunities to engage in workshops with other schools to develop their creative and academic talents.
- Right from the start, pupils are given experiences that make learning mathematics relevant and real. For example, children in Reception class counted money that they found in the pirate's treasure chest after following clues to find it on a treasure map. Pupils are given time to deepen their understanding and embed tricky concepts such as halving of odd numbers, because teachers explore a variety of ways to ensure that pupils reason and grapple for themselves. Because of this, pupils have a deep understanding of mathematics and apply their learning well. In Year 2, pupils were encouraged to discuss methods for division using inverse operations and remainders.
- Pupils read well because early reading skills are taught thoroughly. Phonics teaching enables pupils to read unfamiliar words confidently. In Year 2, pupils are able to combine prefixes and suffixes with root words. They demonstrate the ability to infer meaning and use these words in sentences. Pupils read daily to adults and discuss what they have read. They read fluently and demonstrate good comprehension as a result.
- Teachers have high expectations of what pupils can achieve in writing and therefore progress is very good. Pupils spell well, use a range of interesting vocabulary and sentence openers, and write increasingly sophisticated sentences. Pupils in Year 1 were observed writing phrases such as, 'clickerty, clapperty crab' and 'the gently current'. A Year 1 pupil wrote, 'The slithery snail wrote on the rock.' The most able pupils write copiously and well, using accurate punctuation and features such as conjunctions and similes in their work. Pupils practise their handwriting to make sure that their work is presented well.
- Teachers make the most of learning opportunities. For example, in a whole-school assembly pupils were taught how to open their throats in preparation for singing; about rhyming words and different genres of music. Pupils grasp these opportunities with enthusiasm and are able to make links to other subjects, such as literacy.
- Nearly all parents feel that their children are taught well and make good progress. They are highly complementary about the diligence and commitment of both teachers and teaching assistants. The school works hard to inform parents about how well their children are doing, through reports, parents evening and postcards. Pupils' work, certificates and rewards are proudly shared with parents on classroom windows. Children in Reception class are even growing beans in bags on the windows so that parents can equally enjoy watching them grow.
- Strong teaching across the curriculum helps pupils to become immersed in learning and transfer their reading and writing skills across the range of subjects. Pupils' verbal skills and ability to draw on their own experience and wider knowledge are exceptionally strong, but this is not captured fully in their books.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The 'Horsted Values', such as 'Never give up' and 'Support each other', are woven seamlessly throughout the school's ethos and curriculum. Staff model these values exceptionally well and, consequently, pupils are resilient, well-considered and mature.
- The school fosters an enabling environment that allows pupils to aspire, which one parent described as 'wonderful'. Leaders help pupils to aim high. Leaders encourage visitors, including parents, to tell pupils

about a wide range of jobs, and what pathways they need to follow to achieve their goals.

- Pupils have impeccable attitudes to learning in all lessons and want to do well, because the ambitious culture of the school has made a strong impact on pupils' aspirations. This has been brought about partly because of the strong focus on respect, reasoning, reflectiveness, resilience and risk, which is shown by pupils and modelled consistently by staff. The school encapsulates the meaning of mutual respect.
- Staff help pupils to form well-balanced opinions. They challenge any stereotypical views expressed by pupils and are responsive to pupils' natural inquisitiveness about current news items, such as the EU referendum and about the school's own links with a school in Malawi.
- Pupils are taught how to keep themselves safe and healthy. For example, children in Reception Year wash their hands before they prepare food and could tell the inspector why they were doing this. During this inspection, pupils were taught how to keep themselves safe while using the internet and which websites were suitable for pupils of their age. The emergency services visit the school to teach the pupils how to be safe in the event of a fire and pupils practise their road safety awareness. Pupils say they feel safe and they are.
- Parents spoken to were overwhelmingly positive about the care the school provides and the safety of their children. One parent reflected on the experience of their own child: 'The progress he has made and support he has been given has made him into a different, happy and confident child.'
- Pupils are given many opportunities to experience leadership roles and positions of responsibility. They value these opportunities and talk confidently about what they are expected to do. The school council told inspectors that they had asked school leaders for playground markings, such as hop-scotch and a large number square, and got it!
- Staff provide a multitude of opportunities for pupils to develop their speaking and listening skills. As a result, pupils are articulate, communicative and well-spoken. They eloquently express their opinions and can support their views with reasoned arguments.
- The school's motto is 'Happy, safe and successful'. The school has commendably brought this motto to life for pupils in their care. Pupils are very well-prepared for the future.

Behaviour

- The behaviour of pupils is outstanding.
- The schools' behaviour policy and systems for rewarding pupils are in place and implemented consistently by all staff. Pupils are so well behaved, however, that these strategies are almost imperceptible, but subtly underpin the high expectations that staff have regarding pupils' behaviour.
- As a result of very effective behaviour management over time there are very few incidents of poor behaviour. Racial incidents or use of derogatory language are exceptionally rare. If any incidents do occur they are quickly dealt with by leaders. Parents validate that the school responds to concerns they might have and communicates well with them.
- Pupils understand what bullying is and the different forms that bullying can take. They are adamant that bullying does not occur. Throughout the inspection, pupils were very considerate of each other and exceptionally polite.
- Each class has rules that pupils have written and agreed. Pupils abide by these rules and accept the consequences if they do not.
- Pupils behave well during breaktimes. There are a wide range of activities to make breaktimes fun and active, and this helps pupils to engage and communicate with each other. Pupils are well supervised and first-aid equipment is at hand if there are any accidents.
- Routines and expectations are well established, and these result in a calm and safe environment. Pupils come into school promptly at the start of the day so that no learning time is lost and transitions between lessons, between activities and to breaktime are rapid and composed.
- Pupils enjoy school and rarely miss a day. Thus, attendance is above the national average. Very few pupils take too many days off school. Pupils consistently arrive on time and are ready to learn. Leaders have very high expectations relating to attendance. They rightly inform parents about the negative impact that lots of absence can have on pupils' achievement.

Outcomes for pupils

are outstanding

- Pupils, including disadvantaged pupils and those with special educational needs, make substantial progress across the school from their starting points, across the range of subjects. One parent expressed her feelings about the progress her child had made. 'My daughter was only four when she started school and I was worried how she would cope; she is now in Year 1 and excelling in all areas.'
- For a number of years, the proportion of pupils' achieving expected standards in reading, writing and mathematics by the end of Year 2 has been well above the national average. This year is no exception.
- In addition, the proportion of pupils achieving above the standard expected for their age by the end of Year 2 is also significantly above the national average. This high level of attainment has been sustained over a number of years. Therefore, pupils are exceptionally well prepared for their onward educational journey to key stage 2.
- Children in the early years characteristically start school with varying ability, but a significant number of children enter the Reception Year with knowledge and skills that are below typical for children of their age. From these starting points, children make rapid progress and, subsequently, a greater proportion of pupils reach a good level of development than children nationally.
- Disadvantaged pupils make progress that is equal to or better than their classmates. These pupils receive personalised additional support if they are struggling in their learning. As a result, all disadvantaged pupils in key stage 1 are attaining well, working at or above expectations for their age. There is no attainment gap.
- Pupils who have special educational needs and/or disabilities make very good progress across all subjects. Additional support effectively enables these pupils to make rapid gains because it caters precisely for their individual needs and links very well to work in class.
- The most able pupils achieve well. Pupils' work books show that teachers routinely challenge the most able and extend their learning very effectively. Hence, a high proportion of pupils reach above the standards expected for their age by the time they leave the school.
- Pupils' attainment in subjects other than reading, writing and mathematics is equally high. Pupils' work demonstrates the wide range of activities and opportunities that pupils are exposed to. A very large majority of pupils are working at or above expectations for their age across the curriculum.
- Leaders place a strong emphasis on securing learning in every subject and endeavour to strengthen pupils' transferable skills from one subject to another. Leaders know that pupils need further opportunities to use and develop their reading, writing and mathematics skills across the curriculum so that their progress and high achievement is built upon further.
- Achievement in reading is a particular strength. At least half of pupils achieve above the expected standard by the time they leave the school. There is a strong emphasis on securing reading skills, and instilling a love of reading. Pupils have access to a wide variety of high-quality reading books. Most pupils achieve the expected standard in the Year 1 national check on phonics. Those who do not, receive additional support that enables them to catch up and develop a range of strategies for reading.
- Very occasionally, opportunities are missed to make certain that children and pupils can apply what they learn in phonics. Commonly, however, pupils segment and blend and learn to read swiftly and fluently. They are read to and heard often at school and at home. Pupils can read and understand words such as 'disarray', 'unable' and 'disown' and use them meaningfully in sentences.
- Boys make more than expected progress from their variable starting points. They commonly enter the school working at a level of achievement below expected levels for children of their age. Leaders have been quick to address the gap between boys' and girls' attainment and as a result, boys make more progress than girls. The vast majority of boys are catching up quickly because of the rapid progress they are making. Consequently, gaps in attainment have almost disappeared and have been eradicated in phonics and in writing by the end of Year 2. However, leaders are intently focused on equality of opportunity and are continually seeking solutions to address any gaps in pupils' achievement.

Early years provision

is outstanding

- The leadership of the early years is very effective and there is a strong emphasis on developing a caring, nurturing and challenging environment. Staff have established consistent routines which enhance all aspects of the children's experience at school. Links with parents are very strong and parents provide the school with information about the skills and knowledge their children demonstrate at home.

- Children are well supported to make the transition between the Nursery and Reception Year because the early years leaders visit feeder nurseries and discuss the needs of each child.
- Children join the Reception Year with a wide range of skills and abilities. However, the majority have starting points below those typical for their age. Children are given an excellent start to school and make rapid progress; this includes children who are eligible for pupil premium funding. By the end of Reception Year, the proportion of children reaching a good level of development is above the national average. Children are well prepared for transition to Year 1 academically, emotionally and socially. A parent expressed their satisfaction about their child's progress by saying: 'He has learned so much in his first year in Reception class and has settled so happily. I am delighted.'
- The early years leader shows a relentless ambition to improve children's outcomes. The leader has an excellent understanding of children's progress information and uses this accurately to improve the provision and ensure that activities are well planned to meet the needs of each child. Consequently, teaching is highly effective. Children enjoy coming to school and relish learning about new things.
- This year, boys' and girls' attainment is more even because the right changes have been made to the provision. Over the last two years, boys have made more progress than girls during the early years but their attainment still lags behind the girls by the time they start Year 1. Leaders know that even more needs to be done to address the unequal starting points for boys when they enter key stage 1. Nonetheless, leaders have been diligent in their pursuit of higher outcomes for boys.
- Children have access to highly stimulating activities related to all of the areas of learning both inside and outside the classroom. As a result, all children make at least good progress across all of the areas of learning.
- Classrooms are adorned with children's work, learning prompts and the school's values. Classrooms are well kept, bright and attractive. Pupils respect the wide range of activities and resources that are available to them. Imaginative use is made of the windows to share children's work and achievements with parents, and to grow beans in bags!
- Teachers have high expectations of children and ensure that they make appropriate learning choices. Adults regularly check that children are involved in activities to promote their learning so that no time is wasted.
- Children happily communicate with adults who challenge them to think and make connections to other areas of their learning. They are articulate and talk confidently about what they are doing. Very occasionally, adults miss the chance to deepen pupils' understanding through highly effective questioning when children are talking to them about their learning experience.
- Children are resilient and persevere. During this inspection, children carefully placed small planks together to form the hold of a pirate ship. As they built the sides of the ship, the walls tumbled down. Instead of giving up they began again and buttressed the sides using additional planks. In another example, children carefully used scissors to cut out pirates' body parts and then made a movable puppet using split pins. Children were determined and meticulous in their approach.
- Children are exceptionally well behaved and demonstrate a level of maturity beyond their years. Children are considerate and share. They commonly ask to join activities when other children are using equipment using such phrases as, 'May I?' and 'Do you mind?' As a result, children build positive relationships and the environment is calm and conducive to learning.
- Children are safe and happy because their well-being is a priority and the environment is nurturing. All policies relating to the early years are in place and safeguarding is effective.

School details

Unique reference number	118442
Local authority	Medway
Inspection number	10000717

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Matthew Payne
Executive headteacher	Steve Geary
Telephone number	01634 863395
Website	http://www.horstedschool.co.uk
Email address	office@horsted-inf.medway.sch.uk
Date of previous inspection	1–2 February 2012

Information about this school

- Horsted Infant School is smaller than the average-sized primary school and located in a residential area of Chatham.
- The school is federated with Horsted Junior School and the schools share the same site.
- An executive headteacher leads both schools and there is a single governing body. The executive headteacher joined the school in September 2011 and the deputy headteacher was appointed to the role shortly afterwards.
- A large majority of pupils at the school are White British, although there is an increasing number from a variety of minority ethnic groups.
- Fewer than 10% of pupils are disadvantaged and eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals or who are looked after by the local authority). This is well below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- Very few pupils join and leave the school throughout the year and the number of pupils on roll has reached the capacity of the school.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in all classes on a number of occasions. The majority of lessons were jointly observed with senior leaders.
- Discussions were held with senior leaders, middle leaders, members of staff and two representatives of the governing body.
- The lead inspector spoke to a representative from the local authority by telephone.
- Inspectors examined a wide range of documentation, including those related to school improvement, school self-evaluation, safeguarding, behaviour and attendance, reports on the quality of teaching, and assessment records.
- Inspectors spoke to pupils informally during the school day and observed them on the playground, at lunch and in lessons. They also met formally with a two groups of pupils to gather their views about the school.
- Inspectors heard pupils of all ages read.
- Inspectors looked at pupils' work in books, including their writing, mathematics, topic work and children's early learning journals.
- Inspectors observed an assembly.
- Inspectors spoke to parents at the start of each day. In addition, inspectors took account of 36 responses to Ofsted's online questionnaire, Parent View, and an additional 21 comments made by parents, also online.
- Inspectors also took account of 14 written contributions submitted by staff.
- Inspectors reviewed the checks made on staff about their suitability to work with children.

Inspection team

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