

# Osmani Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 100934              |
| <b>Local Authority</b>         | Tower Hamlets       |
| <b>Inspection number</b>       | 376485              |
| <b>Inspection dates</b>        | 24–25 November 2011 |
| <b>Reporting inspector</b>     | Barbara Firth       |

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>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 415  |
| <b>Appropriate authority</b>               | The governing body                           |
| <b>Chair</b>                               | Mike Tyler MBE                               |
| <b>Headteacher</b>                         | Remi Atoyebi                                 |
| <b>Date of previous school inspection</b>  | 12–13 July 2007                              |
| <b>School address</b>                      | Vallance Road<br>Stepney<br>London<br>E1 5AD |
| <b>Telephone number</b>                    | 020 7247 8909                                |
| <b>Fax number</b>                          | 020 72479906                                 |
| <b>Email address</b>                       | admin@osmani.towerhamlets.sch.uk             |

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|---------------------------|---------------------|
| <b>Age group</b>          | 3–11                |
| <b>Inspection date(s)</b> | 24–25 November 2011 |
| <b>Inspection number</b>  | 376485              |

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 31 lessons, taught by 17 teachers. Meetings were held with senior staff, middle managers, the Chair of the Governing Body and a group of pupils. Inspectors observed the school's work, and looked at school improvement plans and policies, in particular regarding behaviour, attendance and safeguarding of pupils, minutes of the governing body meetings, pupils' work and assessment information that tracked pupils' progress. Questionnaires from pupils, staff and 155 parents and carers were received and analysed.

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

- The current level of attainment in Key Stage 1 and Key Stage 2 and the extent to which all pupils make progress across the school.
- The quality of teaching and how, together with assessment and the curriculum, this affects the learning and progress of all groups of pupils.
- The extent that attendance for all statutory age children has improved since the previous inspection.
- The effectiveness of leaders at all levels, including the governing body, in identifying and addressing weaknesses in the school to secure and sustain higher standards.

## Information about the school

Osmani Primary School is a larger than average-sized primary school. The proportion of pupils with a statement of special educational needs, and the proportion known to be eligible for free school meals, are both well above the national average. More pupils join the school at other than the usual times than is found in most schools. Almost all of the pupils are from minority ethnic heritages with the largest group being of Bangladeshi origin and the vast majority of pupils speak English as an additional language. Children in the Early Years Foundation Stage are taught in two Nursery classes and two Reception classes. The school has gained a number of awards, including the Active Mark award and Healthy School status.

**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 and improving school that nurtures its pupils and helps them to achieve well. Pupils are happy and enjoy their lessons and the other activities provided by the school. Their parents and carers are pleased with what the school has to offer them with typical comments summed up in, 'The school keeps the children safe and the staff are very understanding.' Good pastoral care ensures that pupils feel securely safe at school and that they have many adults to turn to if they have a problem. Pupils have a thorough understanding of the factors affecting their physical, mental and emotional well-being and the way they model and promote a healthy lifestyle confirms that these aspects of the school's work are outstanding.

Children enter the school with levels of skills and understanding well below those typical for children of this age and most children are in the early stages of learning to speak English as an additional language. As a result of the good provision in the Early Years Foundation Stage, they progress well and by the time they enter Key Stage 1 they are ready to learn. Continued good progress across Key Stages 1 and 2 ensures that by the end of Year 6 attainment in English and mathematics is broadly average. Given the pupils' starting points, this represents good progress and achievement.

Throughout the school, the overall quality of teaching and learning is good. When tasks are well matched to pupils' abilities, they make good progress. However, a few inconsistencies remain in marking and matching tasks to pupils' differing abilities and, as a result, pupils' progress is better in some lessons and classes than others. Pupils' learning and well-being are closely monitored and this makes a significant contribution to the good progress made by all groups of pupils, especially those with special educational needs and/or disabilities and those who have recently arrived in the school and/or speak little or no English. The curriculum is well matched to the needs and interests of the pupils. However, the use of new technology by teachers to both enrich lessons and provide pupils with independent learning opportunities is less well developed.

The school is justifiably proud of pupils' positive attitudes to learning and their courteous and helpful behaviour. Pupils have a clear understanding of right and wrong, get on well together and are keen to take on responsibility, including making a good contribution to the local community.

The headteacher and senior staff are ambitious, have accomplished much and give

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the school focused direction. Procedures to evaluate the school's effectiveness are thorough and accurately pinpoint its strengths and areas for development. Since the previous inspection, school leaders and the governing body have rightly focused on improving the rate at which pupils learn and on raising attendance. As a result, most pupils make good progress across the school, attainment is rising and absence has been reduced. The governing body is involved well in holding the school to account and senior leaders, supported by effective middle leaders, know what needs to be done to move the school forward. Consequently, the school has good capacity for sustained improvement.

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

- Raise attainment in English and mathematics to above average and accelerate the progress of all pupils to be consistently good by:
  - making sure there is a sharper match between work set and the differing abilities
  - ensuring that teachers' marking of pupils' work consistently provides feedback that helps them know how to improve and move up to the next level
  - giving pupils time and the opportunity for responding to and absorbing feedback that is given about their work.
- Maximise independent learning opportunities both across the curriculum and within lessons, by ensuring that pupils and teachers make regular and better use of new technology as a learning tool.

### Outcomes for individuals and groups of pupils

**2**

Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning are good. Children join the school with skills and capabilities that are generally well below the expected levels for their age particularly in communication, language and literacy, personal, social and emotional development, and knowledge and understanding of the world. The work seen in lessons and in pupils' books confirms that pupils make good progress and that attainment is broadly average at the end of Key Stage 2. For example, in a mathematics lesson where pupils were learning how to calculate percentages of differing amounts, they made good progress because the teacher had planned a purposeful activity which engaged and challenged them all. They were well supported during the lesson and were able to demonstrate in the plenary what they had learnt.

A determined focus on speaking, listening and reading and well-targeted additional support from teachers and well-trained adults in lessons and small groups ensure that all pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making good progress. An

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increasing proportion of pupils are now attaining the higher levels in English and mathematics at the end of Key Stage 2, though this has yet to become a firmly embedded trend.

Pupils enjoy learning, and their good behaviour in class and around the school contributes to their good progress. This was seen to good effect in a geography lesson where pupils eagerly cooperated with each other, working in groups to develop their knowledge of how a river develops from its source to its estuary, being keen to share with each other their findings at the end of the lesson.

Pupils feel securely safe and are confident that adults will help them whenever problems occur and have an excellent and mature awareness of how to stay fit and healthy. The majority of pupils take advantage of the healthy meals provided by the school and eagerly take part in extra-curricular sporting activities, reflecting the Healthy School and Active Mark awards well. Pupils are proud and committed to their school and the school council. Reading partners and attendance ambassadors provide opportunities for them to take responsibility and contribute to school life. Through community activities such as putting on art shows in local venues and fund raising for national and global charities they contribute to the lives of others, both locally and abroad. Their good personal skills, above average attendance and improving literacy and numeracy skills mean that they are well prepared for the next stage in their education and later life. Pupils’ spiritual, moral, social and cultural development is good, and respect and care underpin relationships throughout the school.

*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>   | 3        |
| 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>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>   | 2        |
| <b>The extent of pupils’ spiritual, moral, social and cultural development</b>  | <b>2</b> |

<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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## How effective is the provision?

The good progress pupils are currently making is as a result of good teaching. Nearly all of the teaching seen was good with none that was inadequate. Teachers manage classes successfully and make use of a variety of resources to ensure pupils take an active part in lessons. A specific focus on the teaching of writing is helping to raise attainment, as is the grouping by ability in English and mathematics in Key Stage 2. When tasks are well matched to pupils’ abilities they learn well. However, in a few lessons the pace of learning is not as consistently brisk when activities are not sharply matched to pupils’ learning needs either because they are too difficult or not challenging. Where there is best practice in assessment, teachers write helpful comments on how work could be improved and pupils also write comments to show they have understood. However, this is not consistent across all classes and as a result pupils do not always know what they have to do to improve their learning.

The school offers pupils a good curriculum with a secure grounding in literacy and numeracy and thorough coverage of other subjects. The curriculum has been reviewed and improved in depth and range, with an increased focus on creativity and providing more opportunities for pupils to write at length in different subjects. Pupils benefit from specialist teaching to learn Spanish and music. However, opportunities are often missed to use information and communication technology to promote pupils’ ability to work independently. There are good extra-curricular opportunities and the pupils talk enthusiastically about their trips to the theatre and art galleries.

The quality of care, guidance and support is good and all staff, including the learning mentors and other support staff, plays a strong role in supporting pupils’ social and emotional development. Good links with a range of outside agencies promote pupils’ learning and well-being and are used effectively to support pupils whose circumstances make them potentially vulnerable. The acceleration in pupils’ progress has been partly due to the school’s success in improving attendance to the current above average level and partly through the relentless efforts of the school to establish a closer relationship with parents and carers. The breakfast club ensures a positive and healthy start to the day for those pupils who attend. The school ensures that important information is passed on when pupils move on to the next stage of their education.

*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>2</b> |

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## How effective are leadership and management?

The headteacher provides strong leadership and works successfully with senior leaders, staff and members of the governing body to put pupils at the centre of the school’s work. There is a positive team spirit among the whole staff, who are equally ambitious for the school. Leaders and managers embed ambition well and bring about sustained improvement; they have ensured that teaching is mostly good and secured improvements in attendance. Monitoring of the work of the school is rigorous and staff are held to account for the progress of their pupils. They are challenged to further improve the quality of teaching and learning and supported in developing their practice. The governing body knows the school well and fulfils its statutory duties effectively.

Safeguarding arrangements are good. Staff are well trained and have detailed awareness of safeguarding issues. Record keeping is of good quality and risk assessments are thorough. The school tackles discrimination and promotes equality well so that rates of progress are good for all groups of pupils. The school has built good relationships with parents and carers, and keeps them well informed. Strong partnerships with local businesses benefit pupils and give them access to opportunities and expertise which they might not otherwise have. Community cohesion is promoted well. There are harmonious relationships between different groups of pupils and differences are respected ensuring the school is a cohesive community. Through an established link with a school in Eastbourne and a recent link with a school in Spain pupils are developing a good understanding of those who live in contrasting communities in the United Kingdom and abroad.

*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>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |



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## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Most children join the school working at levels well below those expected for their age group and at the early stage of learning to speak English as an additional language. Although their attainment is still below average at the end of the Reception year they make good progress and enter Year 1 ready to learn. Adults rightly prioritise developing children’s language and communication and personal and social skills and this, together with well-established routines, helps them to form positive relationships with adults and other children. They work and play well together sharing toys and equipment and there is a good balance of child-initiated and adult-facilitated activities both in and out of doors. For example, children were playing happily in the home corner, organising a party, sharing and using key words, while another group was outside taking part in a ‘bus journey’ supported by adults. Children took it in turns to have a ride in the ‘bus’ on a road track while others sold tickets and noted down the arrival of the bus and the numbers of passengers on board.

Opportunities for parents and carers to spend time with their children at the start of the day ensure they are involved in their children’s early learning experiences. Leadership and management are good and ensure that detailed ongoing records of observations of children’s progress are kept and used to plan further learning experiences. The Early Years Foundation Stage leader has been successful in maintaining the effectiveness of the provision and the children’s good achievement.

*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

An average proportion of parents and carers responded to the questionnaire. In the survey, the overwhelmingly majority of parents and carers confirmed that their children enjoy their time at school; that the school keeps their children safe and that the teaching is good. A very large majority are confident that they are kept well informed about their children’s progress; that their children are making enough progress and that the school helps them to support their children’s learning. Most are happy with their children’s experience at the school; that the school helps their children have a healthy lifestyle; deals effectively with behaviour and makes sure their children are well prepared for the future. Most believe the school is led and

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managed effectively and that it takes account of their suggestions and concerns. The inspection findings endorse the views of the parents and carers regarding pupils' personal development and that teaching and children's progress are good. A few parents and carers felt that the school could do more to take account of their comments and suggestions. This issue was discussed with the school. The governing body is keen to develop opportunities to consult parents and carers for their views.

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

Ofsted invited all the registered parents and carers of pupils registered at Osmani 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 155 completed questionnaires by the end of the on-site inspection. In total, there are 415 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 109            | 70 | 44    | 28 | 0        | 0 | 2                 | 1 |
| The school keeps my child safe  | 92             | 59 | 63    | 41 | 0        | 0 | 0                 | 0 |
| The school informs me about my child’s progress   | 70             | 45 | 75    | 48 | 8        | 5 | 1                 | 1 |
| My child is making enough progress at this school   | 63             | 41 | 79    | 51 | 9        | 6 | 1                 | 1 |
| The teaching is good at this school   | 76             | 49 | 75    | 48 | 3        | 2 | 0                 | 0 |
| The school helps me to support my child’s learning  | 64             | 41 | 79    | 51 | 7        | 5 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 66             | 43 | 78    | 50 | 8        | 5 | 1                 | 1 |
| 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) | 65             | 42 | 74    | 48 | 7        | 5 | 0                 | 0 |
| The school meets my child’s particular needs  | 55             | 35 | 88    | 57 | 6        | 4 | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 64             | 41 | 82    | 53 | 4        | 3 | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 53             | 34 | 80    | 51 | 12       | 8 | 1                 | 1 |
| The school is led and managed effectively   | 63             | 41 | 71    | 46 | 6        | 4 | 3                 | 2 |
| Overall, I am happy with my child’s experience at this school   | 84             | 54 | 62    | 40 | 6        | 4 | 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.**



28 November 2011

Dear Pupils

### **Inspection of Osmani Primary School, London E1 5AD**

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons. We found that Osmani Primary School is a good school and is giving you a good start to your education. These are some of the aspects we particularly noted about your school.

- Everyone at the school works well together and you are making good progress in your lessons because you are well taught.
- You are happy at school, have a strong understanding of how to keep healthy and safe and you behave very well in class and around the school.
- You make a good contribution to the daily life of the school; you have good relationships with one another and your teachers, and you show respect for the different backgrounds of others.
- The staff make your school a safe and caring place to learn and provide you with interesting opportunities to make your learning better.
- Children in the Nursery and Reception classes get off to a good start with their education.
- The senior leaders are doing a good job and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do:

- to make sure that you have more opportunities to use new technologies in your lessons to explore your learning
- to make sure that your teachers plan work to meet the abilities of you all
- to make sure that when your teachers mark your work, that you know how to improve further and that they give you time to read and respond to any comments they make on your work.

We really enjoyed being in your school and hope that you will continue to work hard and enjoy everything that your school offers.

Yours sincerely  
Barbara Firth  
Lead inspector

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