

# Sacred Heart Catholic Primary School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 108031         |
| <b>Local Authority</b>         | Leeds          |
| <b>Inspection number</b>       | 337010         |
| <b>Inspection dates</b>        | 11–12 May 2010 |
| <b>Reporting inspector</b>     | Ronald Cohen   |

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>                     | Voluntary aided                                |
| <b>Age range of pupils</b>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 197  |
| <b>Appropriate authority</b>               | The governing body                             |
| <b>Chair</b>                               | Fr Anthony Jackson                             |
| <b>Headteacher</b>                         | Mrs Gabrielle Nieland                          |
| <b>Date of previous school inspection</b>  | 11 June 2007                                   |
| <b>School address</b>                      | Eden Way<br>Leeds<br>West Yorkshire<br>LS4 2TF |
| <b>Telephone number</b>                    | 0113 2144560                                   |
| <b>Fax number</b>                          | 0113 2144561                                   |
| <b>Email address</b>                       | info@sacredheart.leeds.sch.uk                  |

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|--------------------------|----------------|
| <b>Age group</b>         | 3–11           |
| <b>Inspection dates</b>  | 11–12 May 2010 |
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## Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were visited, and all six teachers were observed. Inspectors scrutinised pupils' work and looked at a range of documentation, including school policies, the school improvement plan, and an analysis of the school records on pupils' progress and attainment. Meetings were held with parents and carers, groups of pupils, governors, and members of staff. The inspection team received and analysed 55 completed questionnaires from parents, as well as 72 from pupils and 11 from staff.

- the quality of teaching and learning
- the school's provision for community cohesion
- the capacity of the school to make sustained improvements.
- the impact of the Early Years Foundation stage on children's learning.

## Information about the school

Sacred Heart is a smaller than average school. The majority of pupils are from a White British background. Nevertheless, the proportion of pupils from different minority ethnic backgrounds is higher than the national average, and there is a similar proportion whose first language is not English. This reflects the increasingly large number of pupils who arrive at the school, very often from abroad, at different stages in their education. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The proportion of pupils who have special educational needs and/or disabilities is higher than national average. However, the proportion of pupils with a statement of special educational needs is below average. The school has National Healthy Schools Status, has attained Activemark and the Stephen Lawrence Standard.

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

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Sacred Heart Catholic Primary School is a satisfactory school which is improving securely and quickly. Good features include the faith ethos related aspects of the school, which produce well balanced young people, with a good understanding of right and wrong, and a highly accepting awareness of other faiths and cultures. Pupils work and play harmoniously and they are polite and courteous. They take an active part in the life of the school and make decisions through the school council which are focused upon improving their well-being.

The school's leaders have faced significant challenges over recent years. The headteacher has taken the school through a period of high staff turnover and has now forged a new and effective staff team. Everyone in the school is now working towards a shared vision, based on raising the attainment of every pupil. However, the period of disruption and change affected attainment, which remains low. The school is addressing this and has introduced an effective tracking and assessment system which identifies pupils' learning and progress. As a result attainment is improving strongly. Through regular meetings between senior leaders and teachers, underachieving pupils have been identified and appropriate intervention programmes put in place. However, whilst teachers use this information to plan their lessons, work is not always closely matched to pupils' needs. When this occurs pupils' progress slows. Although some good teaching was seen, teaching overall is satisfactory. In the less effective lessons, teachers' explanations are too long, which prevents pupils from becoming readily engaged and active in their learning.

The school has a growing role in the community and has started to provide pupils with opportunities to learn about communities beyond their own, but this is at an early stage of development. Senior leaders have an accurate understanding of the areas which require improvement and have put in place appropriate plans of action. Recently appointed middle leaders are in the early stages of understanding their monitoring and evaluation roles, and, though improving, they do not yet have the rigour to ensure consistency of good teaching practice throughout the school.

Although pupils' achievement is no more than satisfactory, actions taken over the last twelve months, such as rigorous intervention programmes for identified underperforming pupils, have made a significant impact on increasing progress. This indicates that the school's capacity for sustained improvement is satisfactory.

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

- Raise pupils' attainment and accelerate their progress in reading, writing and

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mathematics, by:

- using assessment information more rigorously in order to plan work which is more closely matched to pupils' needs.
- Improve the quality of teaching, by:
  - spreading the best practice across the school
  - reducing the amount of 'teacher talk', enabling pupils to become more active in their learning
  - linking the marking of pupils' work more directly to their targets.
- Develop the role of middle leaders in raising achievement by:
  - encouraging them to being more robust in their monitoring and evaluation of teaching and learning through lesson observations and looking at pupils' work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In the better lessons, pupils learn well, thanks to stimulating introductions, well planned activities and good use of resources to support the learning. However, when teachers spend too long in introducing lessons, pupils become less engaged, lose concentration and learning slows. Although the raw data show that pupils make satisfactory progress from their low starting points until they leave school, this masks the strong progress that has been made in the last twelve months by pupils across the school. The turbulence associated with staff turnover, absence and a range of supply teachers, impacted negatively on pupils' learning and progress, which was inadequate. Since the beginning of the current academic year, however, identification and intervention strategies, within the Improving Schools Programme have halted the decline in attainment and the slowing of progress. At least satisfactory progress has been made and there are some striking examples where good progress has been made, especially in the current Year 6, where attainment is improving strongly and several pupils are attaining national expectations in their work. Equally, there are other examples of pupils who entered the school at later points in their education, and for whom the additional support over the last year, is reaping rewards in their attainment and progress. There is no significant difference in the achievement of different groups of pupils, including those with special educational needs and/or disabilities.

Pupils' behaviour is satisfactory overall. They behave well in the play and dining areas. In lessons, however, which are uninspiring or challenging, pupils' interest quickly wanes, and this leads to more challenging behaviour. The school employs its strong faith ethos and its diverse community well to extend the pupils' spiritual, moral social and cultural development. There is a strong sense of community and belonging in school. All pupils enjoy good relationships with staff and know who to turn to if they have any problems. Pupils develop satisfactory workplace and other skills that will contribute to their

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economic well-being. The school has invested in resources to ensure that pupils are able to develop their skills in information and communication technology, and that they are confident in this area.

Pupils speak enthusiastically about how specialist sports instructors increase opportunities which help them to develop a healthy lifestyle. Pupils make a positive contribution to the smooth running of the school. They are proud of their school council and the influence it has upon making decisions, for example, working alongside the school cook to develop healthy, yet popular menu options. Recently, pupils have raised awareness and funds to help build a classroom in Africa, and are engaged in Fairtrade initiatives in the community.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 4        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>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?**

Although there are some examples of good practice, teaching is satisfactory overall. In the better lessons, teachers engage pupils in their learning through providing stimulating introductions and activities. They use the information about prior learning effectively in order to match the learning to the needs of different groups. Resources are used well to

<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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support learning. Where lessons are less effective, teachers talk for too long and as a result, pupils' concentration often wanes. Also, assessments are not used effectively enough in order to match the task to pupils' different abilities within the class. In such lessons, teachers do not always allow sufficient time for reviewing learning, either during or at the end of the session. The use of marking and target setting in lessons is inconsistent. As a result, pupils sometimes do not have a clear understanding of what they need to do to improve, nor how the standard of the work they present relates to their targets.

The curriculum ensures an appropriate balance across subjects and it is structured so that pupils develop key skills as they progress through the school. In designing the curriculum, pupils' interests have been taken into account and this is helping to engage them in their learning. Teachers are starting to link subjects together to make learning more relevant. However, on some occasions this needs to be considered more carefully. The curriculum has been enriched through themed days, for example, Racial Harmony Day. Visits and visitors are used well to enrich pupils' experiences. There is a good range of out-of-school clubs that pupils attend and enjoy, in order to extend their learning.

This is a caring school and the school has sound arrangements to support pupils whose circumstances may make them vulnerable as well as those with special educational needs and/or disabilities. The records of support for pupils are in place. However, some targets within individual education plans are not precise enough to enable progress to be regularly monitored and evaluated. There are good, secure partnerships with other agencies to ensure that appropriate support is provided for vulnerable pupils. There is a clear transition programme for pupils to transfer to secondary school.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>3</b> |

**How effective are leadership and management?**

The headteacher has a clear vision for the improvement of the school. In this she is very ably supported by her deputy headteacher. During the period of turbulence, there was a need for the headteacher and deputy headteacher to take the lead in decision making. Over the last year, however, a more distributive approach to driving the school forward has been developed. This is helping to share decision making across the school, whilst ensuring that lines of accountability are secure. Governors are increasingly knowledgeable and challenging. They, too, are fully committed to the future well-being of the pupils. Consequently, the staff and governors work together to drive forward

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school improvement. Testimony to their commitment to improvement and a 'pupils first' policy is seen in their willingness to embrace the support offered by the Improving Schools Programme. This is an example of good links being used effectively to drive improvement in pupils' attainment

Improvement planning has focused upon addressing the school's most urgent priorities. The governing body has provided support by targeting funding where it is most needed, for example, in making recent staff appointments in order to help to accelerate the progress of groups of pupils. The school's overall success, as a result of these measures, is demonstrated in the significant improvements made in the last academic year, and which continue to be shown in current pupils' progress, particularly, but not exclusively in Year 6.

The senior management team tracks pupils' progress systematically and uses this information to set appropriate targets in order to accelerate progress and raise attainment. Where differences in performance between groups of pupils have previously been identified, the school has put in place strategies to address this inconsistency. This is a good example of the school's good approach to promoting equality of opportunity. The regular monitoring of teaching and learning is undertaken by the two senior leaders. However, middle leaders are at an early stage of development in this area. The school works with a range of partners in order to support pupils' learning and well-being. There are close links with the local church, as well as sporting organisations, such as Leeds Metropolitan University Sports Faculty (Carnegie), which are helping pupils to accelerate their learning through sporting projects.

The school has ensured that the safeguarding of pupils receives priority. All requirements were in place at the time of the inspection. The school has a good understanding of its own community. Its self-evaluation is accurate. However, its work to improve community cohesion within the wider national and international communities, and particularly its gathering of evidence of the impact of its work is at an early stage of development. The school budget is managed effectively and the school provides satisfactory value for money.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>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> |



|   |          |
|---|----------|
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| <b>The effectiveness of safeguarding procedures</b>   | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>  | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>3</b> |

## Early Years Foundation Stage

Children enter Early Years Foundation Stage with skills below those typical for their age. They come into a safe and happy environment and have good relationships with adults. Parents and carers attest to this in glowing terms. 'She fits in perfect' and 'She's always happy' are typical of their comments. By the time they enter Year 1, children have gained many personal and social skills, but in literacy and numeracy, their skills are still below those expected at their age.

The impact of the new leadership is seen in improvements in provision and better use of data to monitor and plan activities. The leadership of the Early Years Foundation Stage ensures that all welfare requirements are met and that staff work as a team in ensuring the children's well-being. However, there are still developments to be undertaken. Although adults support children during independent learning, there is more scope for interventions which are aimed at developing children's vocabulary and understanding. Furthermore, there are still some gaps in the knowledge of some staff, concerning the best way in which young children learn. The relative newness of the staff in the Early Years Foundation Stage has meant that teacher-led activities are predominant. Thus, the benefits of children's learning from really good modeling of positive and sensible behaviour has been offset a little, by their not having sufficient opportunities to engage in child-initiated learning, particularly in outdoor learning.

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

## Views of parents and carers

The majority of parents and carers who completed the inspection questionnaires are happy with their child's experience at Sacred Heart School. Any concerns raised from the questionnaires were taken into consideration during the inspection. A small minority of parents and carers expressed concerns regarding how well the school provides them with information about their child's progress, as well as how the school dealt with

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elements of bullying.

The school provides sufficient information to parents and carers regarding pupils' progress through the parents evening held for them, as well as the 'open-door' policy. The team also found, that the school has mechanisms in place to collect the views of parents and carers, and that these are considered by the governing body and senior leaders. However, the school is aware of the importance of making even clearer to parents and carers, how much it values their comments, and to highlight to them the means by which they can communicate with the school. Inspectors found no evidence of bullying, and were assured by the children that they felt safe in school and that any bullying would be immediately and effectively dealt with.

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

Ofsted invited all the registered parents and carers of pupils registered at Sacred Heart Catholic 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |    |
|---|----------------|----|-------|----|----------|----|-------------------|----|
|   | Total          | %  | Total | %  | Total    | %  | Total             | %  |
| My child enjoys school  | 27             | 49 | 22    | 40 | 4        | 7  | 2                 | 4  |
| The school keeps my child safe  | 30             | 55 | 21    | 38 | 3        | 5  | 0                 | 0  |
| The school informs me about my child's progress   | 19             | 35 | 26    | 47 | 8        | 15 | 2                 | 4  |
| My child is making enough progress at this school   | 14             | 25 | 31    | 56 | 6        | 11 | 4                 | 7  |
| The teaching is good at this school   | 19             | 35 | 28    | 51 | 4        | 7  | 4                 | 7  |
| The school helps me to support my child's learning  | 13             | 24 | 37    | 67 | 5        | 9  | 0                 | 0  |
| The school helps my child to have a healthy lifestyle   | 18             | 33 | 35    | 64 | 1        | 2  | 1                 | 2  |
| 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) | 12             | 22 | 34    | 62 | 2        | 4  | 7                 | 13 |
| The school meets my child's particular needs  | 14             | 25 | 31    | 56 | 5        | 9  | 5                 | 9  |
| The school deals effectively with unacceptable behaviour  | 11             | 20 | 29    | 53 | 8        | 15 | 7                 | 13 |
| The school takes account of my suggestions and concerns   | 13             | 24 | 32    | 58 | 4        | 7  | 6                 | 11 |
| The school is led and managed effectively   | 15             | 27 | 35    | 64 | 1        | 2  | 3                 | 5  |
| Overall, I am happy with my child's experience at this school   | 20             | 36 | 29    | 53 | 2        | 4  | 4                 | 7  |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Dear Pupils

Thank you for welcoming the team of inspectors and helping us when we visited your school recently. We really enjoyed talking with you about your school and your learning. We appreciated your comments and this has helped me to write the report.

Your school is satisfactory overall, but it has quite a lot of good features, particularly the way you keep fit and healthy and how you do lots to help other people about the school. We found out, too, that you feel safe in school. We were particularly impressed by how much you all get on with each other, and how keen you all are to find out more about the wonderfully different backgrounds that you come from. Your school leaders are eager for you to do as well as you can. This is why they keep assessing your progress and setting targets to help you to improve. To help the school to do as well as it can for you, I have asked leaders and teachers to make the following improvements:

- firstly, to make sure that you get the best possible results in reading, writing and mathematics and you make the best and fastest progress you can
- we have asked all your teachers to try to make your lessons exciting so that you can really get involved in them, and we have also asked them to mark your work in such a way that you can see if you are meeting your targets
- we have asked some of your teachers to be more active in looking at some of the lessons that you have, and the work that you do, to make sure that they are helping you to move forward as quickly as possible in your learning.

We think these will make your time at school and your understanding of the world even better. But you must do your part. You must always try to do your best at all times. I am sure you will.

Best wishes to you all for the future.

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