

# Falconbrook Primary School

## Inspection report

---

<b>Unique Reference Number</b>	101006
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	354929
<b>Inspection dates</b>	19–20 May 2011
<b>Reporting inspector</b>	Jacqueline Marshall

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

---

<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>	281
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Teresa Strickland
<b>Headteacher</b>	Lin Phillips
<b>Date of previous school inspection</b>	20 May 2011
<b>School address</b>	Wye Street Battersea, London London SW11 2LX
<b>Telephone number</b>	02072287706
<b>Fax number</b>	02072280803
<b>Email address</b>	headteacher@falconbrook.wandsworth.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 May 2011
<b>Inspection number</b>	354929

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 17 lessons, observed 15 teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. They observed the school's work and looked at the school's documentation, including policies relating to safeguarding, data on pupils' progress, attendance figures and the school's development planning. They scrutinised pupils' work and evaluated 100 questionnaire responses received from parents and carers.

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

- The effectiveness of the school's strategies for improving the learning and progress for all pupils, particularly groups such as the most able.
- The extent to which the school's actions to tackle persistent absenteeism have been successful.
- The use staff make of assessment information to support and challenge pupils' learning.
- The effectiveness of leaders in checking, reviewing and taking actions to raise standards, particularly in Key Stage 1.

## Information about the school

This is a larger than average sized primary school. The pupils come from predominantly Black African, Black Caribbean and White British families, as well as from a range of other minority ethnic backgrounds. Two thirds of the children are learning to speak English as an additional language and of these, the large majority join with little or no English, with 36 different first languages recorded. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is above average. Over the last two years, there have been many changes to staff. The school has recently achieved the Healthy Schools Award as well as the Active Sport Kitemark and the International One Award.

**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**

**1**

## Main findings

This is a good school. It has several outstanding features. Inspirational leadership by the headteacher, extremely well supported by other senior leaders, has led to considerable improvements in pupils' achievement since the last inspection. Throughout the school, the key value of 'No Child Left Behind' is shared by absolutely everyone and pupils are continually encouraged to aim high in all they do. Equality and diversity are promoted exceptionally well. All staff are part of the drive to constantly tackle discrimination. Through the particularly well adapted curriculum, they make sure that pupils from all backgrounds perform to a similar standard, while ensuring the most vulnerable pupils have the opportunities to achieve as well as their peers. Teaching is good overall because frequent changes in staff have led to some inconsistencies. Pupils benefit from excellent relationships with staff, and their behaviour is exemplary both in lessons and at play; they show considerable support for one another regardless of age, gender or ethnicity. Consequently, pupils talk with tremendous enthusiasm about their school.

Since its previous inspection, the school has successfully maintained the good level of pastoral care, guidance and support it provides, ensuring that pupils feel extremely safe and well cared for and thrive in their personal development. It has effectively focused on improving teaching and learning for the pupils throughout a period of staff changes. Senior leaders have a very clear awareness of the school's effectiveness and what it needs to do to bring about improvement. For example, there is a strong shared commitment to raising achievement and attainment. Standards by the time pupils leave in Year 6 have risen steadily, and are now above average, as the school has focused effectively on systematically developing pupils' basic skills, particularly in Key Stage 1. This success, combined with the fall in the number of persistent absentees amongst the oldest pupils, shows the school's excellent capacity for sustained improvement. The school is now focusing on improving attendance for the youngest pupils as well as redoubling its close work with families, especially where a few pupils are too often absent, late for school or take extended holidays during the school term.

Pupils achieve well because teaching is good and enables them to progress well in lessons that are lively and interesting. In this caring school, all staff know pupils' abilities well because teachers regularly check on how well pupils are doing and are effective in sharing this information with them and their parents and carers. Although there is a degree of variability between different classes, all groups of pupils, including the most able, make at least good and sometimes better progress from their low starting points in the Early Years Foundation Stage until they leave in Year 6. This is because of the considerable skill with which the school adapts and targets the well-focused support it gives pupils of different abilities, such as those at the early stages of learning English. However, several changes in staff have meant that there are some inconsistencies in the use of assessment, and

**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

opportunities in lessons are sometimes missed to use questioning to challenge and stretch pupils or plan activities that ensure all pupils are actively learning at all times.

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

- Improve attendance by:
  - promoting the importance of good attendance to parents and carers of the youngest pupils and maintaining this as a high priority across the school
  - ensuring that persistent absence is reduced by working directly with the families of the very small number of pupils who are too often absent.
- Accelerate pupils' progress by:
  - sharing best practice already seen in many classes to ensure that lessons actively involve pupils in their learning at all times
  - ensuring teachers regularly use assessment information to challenge and engage pupils to do their best.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well academically. They are clear about their learning, talk with confidence and share their ideas willingly with one another. During a numeracy session, pupils in Year 2 were keen to explain to the whole class their methods for solving each problem. Using skills from good prior learning and a sound knowledge of what they were learning in the lesson, they confidently discussed alternative strategies and thoughtfully contributed their own suggestions about how each other's work could be improved if they made mistakes. Pupils of all ages talk eagerly about what they have been learning and know they have individual targets. They are keen to know how to improve when their work is marked, engaging them effectively in the next steps in their learning. However, in some lessons, not all of the pupils are actively involved in their learning and this slows their progress.

Attainment in the Year 6 national tests in English and mathematics is now above average. It has risen over the past three years from below average. Progress for the oldest pupils is particularly strong, and often outstanding. This is because of the school's very effective decision to focus on ensuring that pupils' understanding of the basic skills of literacy and numeracy are secure before they reach Years 4, 5 and 6. Since the last inspection, progress in lessons throughout the school has improved and is now good. This is the result of the whole-school focus on improving the quality of checks made on pupils' achievement, through which the school has ensured different groups are targeted extremely effectively to enable them to make equally good progress from their low starting points. Consequently, all pupils, including those with special educational needs and/or disabilities, in the early stages of learning English and those known to be eligible for free school meals, make the same good progress in English and mathematics.

Across the school, pupils achieve well in their personal and social development. Behaviour is extremely well managed, with the overwhelming majority of pupils saying that they really enjoy school, feel cared for and know exactly who they can talk to if they have any problems. Pupils' enjoyment of school life is evident in their eagerness to take on responsibilities and their very supportive approach to one another, which helps make the school a very safe and welcoming place. They have a very good understanding of how to

**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

stay safe. The keen take-up of extra-curricular clubs demonstrates their clear understanding of how to lead a healthy lifestyle. Pupils' spiritual, moral and social development is particularly strong and, with many different ethnic heritages represented in the school population, their cultural awareness is outstanding. Attendance for pupils in Key Stage 2 is now consistently above average as a result of initiatives such as the much enjoyed weekly 'Attendopoly' game, with attendance for the youngest pupils improving. Pupils' ability to work well together from an early age, their good communication skills and their improving awareness of the importance of regular attendance are key factors in pupils' good development of basic skills and preparation for their future life and learning.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The key features of the effective teaching are the excellent relationships adults have with pupils and the interest and fun generated in lessons, which help pupils to develop such positive attitudes to learning. In a Year 5/6 English lesson, the teacher effectively reminded pupils of their individual targets at the very start of the lesson, setting high expectations for what they were to achieve. The teacher and other adults successfully used open-ended questioning to extend pupils' thought processes as well as keep interest and ensure pupils' very good understanding of their learning. Pupils were given every chance to talk about how to improve their work, confidently sharing their ideas and thoughts and consequently were very motivated and worked well collaboratively.

**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

However, in some lessons, opportunities are sometimes missed to use questioning to extend and stretch pupils' understanding or provide enough opportunities for pupils to be active, independent learners. During lessons and in their marking, adults discuss with pupils just how they can improve their work. Marking in science and other subjects is being developed to reflect the best practice already seen in English and mathematics.

The outstanding curriculum is particularly well adapted to take account of the needs of every individual. One example is the extremely effective use of well-trained additional adults in leading small groups and within the class to ensure pupils, particularly those with special educational needs and/or disabilities, are supported well in their learning, particularly in developing their basic skills. Since the previous inspection, the school has been increasingly successful in improving provision and outcomes for the most able. Visits to venues such as Cambridge University and Imperial College provide opportunities to engage pupils in their learning and set high aspirations. Projects such as the Inspirational Speakers programme help to motivate pupils as well as stimulating and fostering their interest. They also provide opportunities to engage pupils in their learning, particularly those in the early stages of learning English. Clubs effectively promote pupils' positive relationships and encourage healthy lifestyles.

Pupils' welfare and personal, social and health needs are catered for well because the school works closely with parents and carers as well as with outside agencies where needed. The acceleration in pupils' progress has been partly due to the school's success in improving attendance to the current average level. However, better attendance remains a priority for a very small minority of pupils. The school's particularly effective efforts to support the whole school community are evident in many ways. For example, its work with pupils and families who might otherwise find it difficult to access education is evident in their increased involvement in school activities as well as in rising attendance. Similarly, the school is extremely effective in supporting its pupils and their families. Workshops involve parents and carers successfully in improving their understanding of the curriculum as well as developing their own literacy and numeracy skills. Additionally, highly effective partnerships with agencies and groups such as Kids Company provide support both at school and at home all year round. This really is a school where 'every child matters' and staff at all levels go the extra mile to make a difference.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: 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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher, supported exceptionally well by other senior leaders, provides a particularly clear vision for how the school can move forward. Despite the many new

**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

appointments, there is a tremendously positive spirit and a real team atmosphere of 'can do' among the staff. As part of the school's extremely effective development planning, leaders at all levels are positively encouraged to take on responsibilities and are fully involved in analysing the school's results and checking teaching to see where it is most effective and where improvements are needed. As a result, leaders have a very clear understanding of the school's overall strengths and weaknesses. The governing body plays an effective role in checking how well the school is doing, ensuring that pupils' achievement and setting high aspirations continue to be the school's main aims. Good links with parents and carers are helping the school to achieve its goals. These, along with outstanding links with other partners, are contributory factors to the school's considerable success.

All staff play their part in ensuring that safeguarding procedures are good, with the governing body making appropriate checks on the school's procedures and systems. With new staff joining the school, effective and regular staff training ensures everyone in the school is particularly vigilant in identifying any issues. Pupils are encouraged to play their part in the school and the local community, and their understanding and contribution are developing well in these areas. The school is making good progress in promoting pupils' understanding of communities and cultures in the wider national and global contexts. As a key part in the school's outstanding promotion of equality and diversity, staff have been particularly effective in promoting community cohesion. For example, pupils are benefiting from cricket coaching and reading partners through their links with local schools and pupils from different backgrounds. Consequently, staff are making tremendous progress in promoting pupils' understanding of communities and cultures in the local, wider national and global contexts.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



**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

## Early Years Foundation Stage

Children in the Nursery and Reception classes grow quickly in confidence, becoming enthusiastic learners because of the strong focus on their pastoral care and developing their communication skills. Due to increasingly effective teaching, children make good progress from low levels of understanding in all areas of learning, especially their communication skills. As a result, they enter Year 1 with expected levels of skills, knowledge and understanding.

Teaching is good and the children learn well from the wide range of activities and learning opportunities that are planned. This is particularly successful in developing children's vocabulary, especially for those at the early stages of learning English. In general, learning opportunities are well planned so that children build on their knowledge and understanding both indoors and outdoors. However, opportunities are sometimes missed to plan activities that specifically extend children's learning and accelerate their progress. Similarly, the quality of interventions they receive from teachers and other adults as they play varies. As children cooked cheesy scones, the teacher made good use of questioning to encourage and develop their vocabulary effectively. Children were keen to predict what would happen as milk was added to dry ingredients, suggesting 'maybe it'll be sticky' and 'I think hard'. Outdoors, adults focused appropriately on ensuring children's safety and promoting their personal and social education. However, opportunities were missed to use questioning and interventions effectively enough to encourage children to think about their actions and make improvements. The curriculum is adapted effectively, using the children's own interests to engage them in learning. Clear plans to refurbish and develop the learning environment over the summer are set to provide increasingly rich and stimulating surroundings, allowing children to build on their knowledge and understanding both outdoors and indoors.

Communication with parents and carers is good, with regular opportunities for them to discuss their children's learning. Assessment information is used effectively to promote learning and to demonstrate the good gains that children make in all areas of learning. The Early Years Foundation Stage leader has been successful in maintaining the effectiveness of 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

The return of questionnaires from parents and carers was average for this type of school. The vast majority of responses were positive and most of the written comments expressed

**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

considerable satisfaction with the school. They commended their children's enjoyment of the school, its support for pupils' health and its leadership. Typical comments about the school included, 'Thank you to all the members of staff at Falconbrook, from the headteacher to the cleaners. Your hard work is appreciated', 'The school has made a tremendous contribution to my child's learning' and 'I believe the school is doing a fantastic job and should be commended for it.'

A very few reported concerns over how the school helps parents and carers with their child's learning, prepares their child for the future and deals with unacceptable behaviour. Evidence gathered during the inspection showed that regular meetings are held to discuss pupils' progress and learning as well as their transition between key stages and classes. Similarly, inspection evidence shows that the school's open-door policy encourages more informal opportunities to talk to staff and is welcomed by parents and carers. It also shows that while there are occasional displays of challenging behaviour, these are dealt with very effectively and the impact on other learners is minimal and behaviour management is excellent.

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

Ofsted invited all the registered parents and carers of pupils registered at Falconbrook 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	52	26	26	0	0	0	0
The school keeps my child safe	50	50	27	27	1	1	0	0
My school informs me about my child's progress	43	43	33	33	2	2	0	0
My child is making enough progress at this school	41	41	35	35	1	1	0	0
The teaching is good at this school	46	46	31	31	1	1	0	0
The school helps me to support my child's learning	39	39	33	33	3	3	0	0
The school helps my child to have a healthy lifestyle	31	31	45	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	30	36	36	3	3	0	0
The school meets my child's particular needs	33	33	35	35	1	1	3	3
The school deals effectively with unacceptable behaviour	35	35	38	38	3	3	0	0
The school takes account of my suggestions and concerns	31	31	39	39	2	2	0	0
The school is led and managed effectively	41	41	35	35	0	0	0	0
Overall, I am happy with my child's experience at this school	47	47	29	29	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 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.**



23 May 2011

Dear Pupils

**Inspection of Falconbrook Primary School, London SW11 2LX**

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you like school a lot and we agree that your teachers plan many interesting things for you to do. You get on with one another extremely well and your behaviour in lessons and around the school is excellent. We think your school gives you the right help so that you know how to keep really safe.

The inspection team has found that your school gives you a good education. The curriculum planned for you meets your needs very well and teachers help you make good progress in your work. For many of the oldest of you, your progress is outstanding! The leaders in the school know exactly what needs to be done to make your education better. In order to help you to make faster progress, we have asked the staff to do two things.

- Work with you and your families to make sure those of you who find attending school regularly difficult miss as little of your learning as possible.
- Make sure that none of your lessons are too easy and that you are always actively involved in your lessons.

You can all help by continuing to be kind and considerate to one another. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**