

# Stanwell Fields C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	134731
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	381722
<b>Inspection dates</b>	19–20 October 2011
<b>Reporting inspector</b>	Chris Grove

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	365
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jacque Banthorpe
<b>Headteacher</b>	Anita Newman
<b>Date of previous school inspection</b>	7–8 May 2009
<b>School address</b>	Clare Road Stanwell Middlesex TW19 7DB
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## Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons taught by 17 teachers. Meetings were held with groups of pupils, with members of the governing body and with staff. Inspectors observed the school's work and looked at analyses of pupils' attainment and progress, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 76 parents and carers as well as others completed by 20 members of staff and 159 pupils.

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

- The level of current attainment and how good the current progress is of the different pupil groups.
- The quality of the outcomes in the Early Years Foundation Stage that result from the school's provision and from its leadership and management.
- The extent to which teaching provides good levels of challenge for the different pupil groups and the extent to which the use of assessment supports pupils' learning and progress.
- How well the school's self-evaluation arrangements ensure the quality of the curriculum and of teaching and learning.

## Information about the school

Stanwell Fields Primary is larger than the average primary school. Pupils come from a wide range of ethnic backgrounds, of which the largest group is of White British heritage. The proportion of pupils known to be eligible for free school meals is above average. For almost half the pupils, English is an additional language; this is an above-average proportion. About one in every three of those pupils is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities, principally moderate learning difficulties, is broadly average. The Early Years Foundation Stage provision consists of a two half-day Nursery classes and two Reception classes. The school was among those included in the Ofsted subject survey of geography in the spring term 2011. Among the national accreditations which the school has gained are the Healthy Schools and the Eco Schools (Bronze) awards. The school is also an Investor in People (Bronze level).

**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 school. The headteacher has developed a strong team spirit among the staff with good support from the deputy headteacher and other members of the leadership group. All the members of staff who completed the questionnaire agree that they are proud of the school and feel that their contribution is valued. One described it as 'a happy school' and noted that staff 'work as a team to meet the needs of all their children and families'. That leads to the school's positive ethos. The great majority of parents and carers who returned a questionnaire agree that their children enjoy school and most are happy with their children's experience. One delighted parent of a child who had recently transferred to the school wrote that she '... has settled in really well, and now loves coming to school. There has been a noticeable difference in her eagerness and enjoyment to learn. I am very happy with the school.'

The headteacher's inclusive vision is shared by all the teaching and support staff, resulting in pupils' positive views of school. As a result of the strong focus on pastoral care, pupils' welfare needs are met well. Consequently, the pupils' behaviour is good. Pupils are attentive in lessons, are polite to others and friendly towards visitors. They feel safe in school and make positive contributions within the school. Pupils and their parents and carers agree strongly that the school helps them to lead healthy lifestyles.

Children achieve well in the Early Years Foundation Stage. By the end of Year 6, pupils' attainment is broadly average, because most pupils make good progress, leading to good achievement. Pupils' good progress is the result of teaching that is mainly good. Where teaching has less impact, the pace of learning is characteristically satisfactory rather than better. The most-able pupils, in particular, are not challenged consistently well through tasks that are matched closely to their learning needs or through questions that probe their capacity to reason. Pupils' learning is also supported well by a curriculum which has been successfully re-planned to enhance their interest.

The senior leadership team provides strong ambition and drive which leads to the school's secure climate for learning. Many aspects of the school's evaluation of its performance have had a good effect on the quality of teaching and of the curriculum and therefore on pupils' achievement. However, leaders do not make consistently good use of data, such as statistical information about the performance of the different groups of pupils, to guide future management action and to raise

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achievement further.

Arrangements to monitor the effectiveness of teaching through regular observations and scrutiny of teachers' planning and of pupils' work are well developed and result in robust self-evaluation. Evidence also shows that the updated curriculum has successfully engaged a much higher proportion of pupils. Weaknesses that were identified at the last inspection have been addressed successfully. For instance, school leaders have ensured that there are greater opportunities for teachers to share good practice. The school has met or has exceeded its statutory targets. Given these developments, the school has a good capacity to sustain improvement.

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

- Raise pupils' attainment in English and mathematics, especially in Key Stage 2, by:
  - increasing the proportion of teaching which is good or better
  - setting more consistently challenging tasks and questions, particularly for the more-able pupils
  - ensuring a consistently good pace to learning in lessons.
- Accelerate pupils' progress through a sharper focus by leaders on the analysis and use of data when planning actions to bring about improvements.

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

**2**

Pupils enjoy their time in school and achieve well. When children enter the school, their knowledge and skills levels are generally well below age-related expectations and increasingly including limited skills in English when they join the school. Across the school, pupils make good progress in their learning. Pupils who have special educational needs and/or disabilities and those for whom English is an additional language progress well because of the good support that teaching assistants offer them.

In a well-organised lesson in mathematics, pupils in Year 6 were highly attentive and applied themselves eagerly, so that they made good progress in learning how to form different two-dimensional shapes. They learned well because of the lively pace to the lesson and the clear expectation that little time should be lost between completing the different activities. Pupils took full advantage of the opportunities to explore practically the properties of different mathematical shapes and to explain their understanding to their partners. The most-able pupils were challenged especially well by the more demanding questions that they were asked.

Pupils are well behaved around the school and in assembly, playing harmoniously at break times. They behave sensibly in lessons and mostly apply themselves well, though occasionally some become restless or unfocused if the pace of learning slows. Pupils report that they feel safe in school, because there is little bullying. If difficulties do arise, pupils are happy to confide in adults who respond effectively.

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Pupils’ spiritual, moral and social development is good. The religious foundation of the school offers good support for their spiritual and moral development. Their cultural development is good overall and especially strong within the school where pupils get on well together regardless of differences in faith or culture. However, their understanding of different cultures around the world is less well developed. They cooperate well when given opportunities to do so. Pupils participate enthusiastically in the wide range of artistic, musical and sporting activities on offer. They enjoy the two hours per week of physical education and games and participate well in the daily ‘Activate’ sessions and in the broad range of after-school physical activities. Healthy school lunches provide pupils with balanced meals, though the extent of take-up is not high. The Healthy Schools award attests to pupils’ good understanding of healthy living.

Pupils make good contributions to the school through roles such as house captains and office helpers. The members of the school council have had a good impact. For instance, they have introduced the Buddy Bus Stop in the playground and proposed the idea of class rewards for good behaviour. School councillors are also active in charity fund raising. The Eco Schools (Bronze) award has been gained partly in recognition of the good contribution that the Eco team also makes to the school. However, while pupils make good contributions to the school, there are fewer opportunities for them to contribute to the wider community. Attendance is currently broadly average and improving. Although pupils develop good listening, speaking and social skills, their opportunities to acquire wider enterprise capabilities are more limited. Together with their broadly average attainment in literacy and numeracy, that means that they are satisfactorily prepared for the next stage of their education.

*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>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:	
Pupils’ attendance <sup>1</sup>	3

<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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**The extent of pupils’ spiritual, moral, social and cultural development**

**2**

### **How effective is the provision?**

The strong relationships between pupils and teachers set a positive climate for learning. Teaching is well planned, with clear objectives and criteria for successful learning. Interactive whiteboards are used consistently well to stimulate pupils’ interest and to support their learning. When there is a good match of tasks to the different groups, all pupils are challenged effectively. However, where teaching is less secure, the challenge for pupils, particularly the most-able, is not always sufficient and progress slows. Teaching assistants offer good support to pupils for whom English is an additional language and to those with special educational needs and/or disabilities, so that they achieve well. Teachers check pupils’ understanding regularly, for instance through question and answer work. However, more-able pupils are not challenged consistently well through more demanding expectations, for example by questions that help them to think more deeply. Teachers mark pupils’ work diligently, offer praise and encouragement and often provide feedback about how pupils could improve. In the best marking, pupils are also involved in responding to the advice given. Target-setting arrangements involve parents and carers regularly and guide pupils helpfully towards the next steps in their learning.

The updated curriculum has led the great majority of pupils to judge lessons to be more interesting and enjoyable and to feel that they learn a lot. There is an effective emphasis on literacy and numeracy, which is having a good impact on pupils’ progress. Information and communication technology (ICT) supports pupils’ learning well. However, the school has not yet evaluated the new curriculum fully. Good contributions are also made to pupils’ personal development. For instance, the links with Surrey Arts extend opportunities for pupils’ enjoyment and for creative expression in music. Themed events, for example Arts or Maths Weeks, and visits, for instance to Chertsey Museum and to Hampton Court Palace, offer pupils exciting experiences which extend their learning well. The recent Ofsted survey judged the geography curriculum and its organisation as good.

The school has a welcoming and attractive learning environment. Staff make good arrangements to care for and support pupils, especially any whose circumstances may render them vulnerable. Provision for pupils who are learning English as an additional language or who have special educational needs and/or disabilities is well organised and is supported by effective links with external agencies. The school has been successful in raising attendance as a result of the concerted actions in working with families and pupils.

*These are the grades for the quality of provision*

**The quality of teaching**

**2**

Taking into account:

The use of assessment to support learning

2

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<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>

## How effective are leadership and management?

The headteacher and senior team offer strong leadership, resulting in the clear sense of direction for the school. The school’s status as an Investor in People also attests to the capacity to secure good staff collaboration, for example in evaluating outcomes and provision. There are well-developed arrangements to check the quality of provision and to track the performance of individual pupils, with the result that progress across the school is improving. However, leaders do not yet routinely make sufficiently good use of data in their analysis of the performance of groups of pupils and in their actions to accelerate progress. The governing body ensures that all statutory requirements are met. It has a clear understanding of the school’s strengths and weaknesses and knows how to provide constructive challenge to the leadership, as well as support. The engagement of parents and carers is satisfactory. Although the inspection questionnaire elicited mostly positive responses, the leadership of the school is aware that a small minority does not feel that sufficient account is taken of its suggestions and concerns. Leaders are committed to the promotion of equal opportunities and tackling discrimination. They ensure good participation and improving performance by pupils who may be vulnerable to underachievement.

Leaders have assessed the school’s provision for community cohesion, though this has not been reviewed recently. The school itself is an inclusive community and links with the locality, including other schools, are well developed. Events such as Diversity Day help pupils to think more widely about citizenship in the context of the United Kingdom. Although the Ofsted geography survey judged that pupils benefit from detailed locality studies of various countries, the school acknowledges that opportunities to reflect on life in different societies elsewhere in the world are less well developed. The school’s systems meet all the requirements for safeguarding. Leaders are vigilant and ensure that arrangements and procedures are undertaken rigorously. Child protection, behaviour and internet access policies are thorough. Up-to-date staff training in child protection and detailed risk assessments for a range of purposes safeguard pupils effectively.

*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: 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>



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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress, especially in their language and early literacy skills. By the end of the Reception Year, most achieve well in all aspects of learning and enter Year 1 with attainment that is closer to average than when they started. Children learn quickly to behave well and to cooperate. They enjoy the activities on offer and become more independent. In the happy atmosphere of the Nursery, which is enlivened by bright displays, children begin to enjoy their experience of school. They learn about healthy lifestyles through washing their hands before handling food. While they eat fruit, the teacher helps them skilfully to understand the links between sounds and letters, for example, the 'a' sound at the beginning of 'apple'. In the well-organised Reception-Year classrooms, children continue to make good progress in their personal and social skills. They show good attitudes to school life, are well behaved, cooperate and learn to concentrate well. During the inspection, children took full advantage of the role-play area that was set up as a hypermarket by learning how to serve customers and to count out money from the till. The writing area is stimulating and staff gave children good support to record work on the exciting theme of pirates and treasure. Such constructive contacts lead to trusting relationships between adults and children.

Teachers' planning is of good quality. They make accurate assessments of children's knowledge and skills, which they record in the learning journals, and use these effectively to improve children's progress. The assistants support children well also. Good use is made of the indoor area. However, the outside area is not used consistently well to provide activities that promote children's language development. In addition, some of the resources in the outside space are well worn and this sets limitations to their attractiveness and use. The leadership and management of the Early Years Foundation Stage are good. The monitoring of teaching has had a beneficial impact on learning, which is evident in children's improved achievement. Staff show a good knowledge and understanding of the Early Year Foundation Stage and are clear about how to make further improvement. The arrangements to safeguard children are secure. Initiatives such as home visits and the 'look at me learn' sessions lead to the good involvement of parents and carers, who are pleased with what is on offer. One encapsulated this well in writing, 'I feel happy to leave my son in the care of staff. He comes home happy every day.'

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*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**

There was a low rate of return of completed questionnaires. Most parents and carers who responded have positive views about the school. Most feel that their children’s needs are met and that the school keeps their children safe. A large majority of parents and carers believes that the school supports a healthy lifestyle. Inspectors endorse those judgements. Although a large majority of parents and carers believes that the school deals effectively with unacceptable behaviour, a small minority does not. Inspectors judge that mostly pupils behave well in school and did not find evidence to suggest that instances of unacceptable behaviour had not been handled well.

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

Ofsted invited all the registered parents and carers of pupils registered at Stanwell Fields C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	61	26	34	4	5	0	0
The school keeps my child safe	36	47	30	39	8	11	2	3
The school informs me about my child’s progress	29	38	35	46	10	13	0	0
My child is making enough progress at this school	26	34	39	51	9	12	1	1
The teaching is good at this school	29	38	42	55	4	5	0	0
The school helps me to support my child’s learning	31	41	36	47	7	9	0	0
The school helps my child to have a healthy lifestyle	28	37	45	59	2	3	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	39	27	36	9	12	4	5
The school meets my child’s particular needs	17	22	44	59	6	8	2	3
The school deals effectively with unacceptable behaviour	18	24	33	43	10	13	11	14
The school takes account of my suggestions and concerns	24	32	31	41	13	17	6	8
The school is led and managed effectively	25	33	36	47	5	7	7	9
Overall, I am happy with my child’s experience at this school	29	38	35	46	9	12	2	3

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.**



21 October 2011

Dear Pupils

### **Inspection of Stanwell Fields C of E Primary School, Stanwell TW19 7DB**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at break times and lunchtimes. We thank especially those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a good school.

These are the main things that we found out about your school.

- Your school is welcoming and helps you to learn well.
- You enjoy school and your behaviour at school is good.
- You have good relationships with the adults who take good care of you.
- You feel very safe in school and have a good understanding of healthy lifestyles.
- You make good contributions within your school.
- The teaching and the curriculum in your school are good.
- You achieve well. You make good progress, so that by the end of Year 6, your attainment is broadly average.
- The headteacher and the other leaders know how to improve your school.
- Most of your parents and carers are happy with your experience at school.

We have also asked the headteacher and the governing body to help the school to become even better by doing two things.

- Improve your attainment in English and mathematics, especially at Key Stage 2, by making sure that teaching is more consistently good or better. They can do this by ensuring that the tasks and teachers' questions are well matched to your different abilities, particularly for the more able pupils, and that all teachers set a consistently good pace to learning in lessons.
- Focus more on using the school's information about how well different groups of pupils are doing so as to improve your progress further.

You can help by continuing to work hard so that the school can improve even more. We wish you every success in the future.

Yours sincerely  
Chris Grove  
Lead inspector (on behalf of the inspection team)

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