

# Bengeworth CE First School

## Inspection report

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<b>Unique Reference Number</b>	116809
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	379307
<b>Inspection dates</b>	15–16 November 2011
<b>Reporting inspector</b>	Peter Kerr

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>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	349
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laurence Fletcher
<b>Headteacher</b>	David Braham
<b>Date of previous school inspection</b>	21 March 2007
<b>School address</b>	Burford Road Evesham WR11 3HB
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## Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons and saw 14 teachers teaching. Discussions were held with senior leaders, groups of pupils, members of the governing body and staff. The inspectors also looked at selected documentation such as policies, teachers' planning, governing body minutes and monitoring records. They scrutinised the arrangements for safeguarding and also took into account questionnaire returns from 21 staff, 104 Key Stage 2 pupils and 140 parents and carers.

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

- Why does attainment in English appear to be higher than in mathematics, and is the gap narrowing?
- Is there sufficient challenge for more able pupils on a day-to-day basis to supplement the extra occasional provision for gifted and talented pupils?
- What features of care, guidance and support most strongly support the school's self-evaluation of outstanding?
- Is provision in Early Years Foundation Stage better than good given that children progress from below expected attainment to above average in one year?

## Information about the school

The school is a larger than average First School. Pupils are mainly of White British origin, but an increasing number come from minority ethnic backgrounds. The main languages of pupils whose first language is not English are Polish and Bangladeshi. A small minority of pupils have little or no English when they enter the school. The percentage of pupils with special educational needs and/or disabilities is broadly average. Most of these pupils have behavioural, emotional & social difficulties or speech, language and communication needs. The school has Healthy Schools status and holds the ActiveMark. A breakfast club managed by the governing body operates in the school hall.

Since the last inspection a flood defence wall has been built on the existing site and new accommodation has been built on a separate site to house Key Stage 2 pupils from January 2012.

**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?**

**1**

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

**1**

## Main findings

'Bengeworth is a fantastic school that continually strives for excellence. It promotes a rich and varied curriculum which my child enjoys immensely.' This comment from a parents' and carers' questionnaire captures the outstanding nature of the school. Pupils' achievements are outstanding. From below expected levels of attainment on entry to Reception, pupils make exceptionally rapid progress to reach high attainment by the end of Year 5. All pupils achieve equally well, including those with English as an additional language and those with special educational needs and/or disabilities. This is because their needs are so well identified and their progress tracked to measure the impact of additional support. Provision in the Early Years Foundation Stage is outstanding. Children make very rapid progress to reach above average attainment by the end of Reception.

Pupils adopt very healthy lifestyles because of the encouragement they receive to exercise and eat well. Their high attendance and punctuality, combined with high achievement and enthusiasm for learning equip them exceptionally well for their future economic well-being. Pupils have a good moral sense and relate very well to one another, but have a limited appreciation of the diversity of religions and cultures within and beyond their immediate locality.

Teaching is outstanding, particularly in English, where lessons provoke animated discussions and sparkling writing. Assessments are used exceptionally well to plan future work and outstanding marking consistently helps pupils to improve. Mathematics lessons build systematically on skills so that attainment is above average in each year group and high in Year 5. Occasionally opportunities are missed to clarify and extend pupils' thinking, so that standards in mathematics are not as high as those in English.

The pupils' life skills are greatly enhanced by the outstanding curriculum, which provides rich opportunities for them to apply their literacy, numeracy and information and communications technology skills in practical ways and makes learning very purposeful and enjoyable. Care, guidance and support, including safeguarding procedures, are good. The school is very effective in providing a secure and supportive environment for pupils at risk of exclusion and under-achievement, including looked after children and those with behavioural, emotional & social difficulties. Provision for pupils with English as an additional language is exemplary.

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The school demonstrates an excellent capacity for sustained improvement. The headteacher and leadership team are well supported by the governing body, which fully participates in improvement planning. Self-evaluation is rigorous and highly effective and has led to striking improvements since the last inspection, especially in writing and the quality of teaching. The key issue was to improve academic guidance for pupils, which is now exemplary. Recent management initiatives have accelerated the rate of improvement in mathematics and improved the skills of teaching assistants. A wide range of partnerships has contributed significantly to curriculum improvements and the school excels at ensuring equality of opportunity for all its pupils.

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

- Build on existing attainment in mathematics so that pupils achieve as well in this subject as they do in English by:
  - enabling pupils to spend even more time working practically and solving problems in lessons
  - taking every opportunity to amend lessons in the light of what pupils say and do in order to further extend their thinking.
- Develop pupils' appreciation of cultural diversity by providing more opportunities for them to explore and celebrate the history, religion, art, music and other aspects of cultures represented in the local and wider community.

## Outcomes for individuals and groups of pupils

**1**

Pupils learn at a rapid pace in lessons because they are highly motivated and well supported by teachers and teaching assistants. For example, Year 5 pupils produced outstanding art and poetry in their topic on planets in response to challenging and stimulating teaching. Their paintings and models reflected thorough research, including the use of computers, and sustained effort and collaboration. Their highly imaginative and mature poems included a wide range of literary devices such as similes, metaphors and alliteration. Pupils with special educational needs and/or disabilities achieved well in this topic because they were supported to work in suitable practical ways outside the classroom to stimulate their imagination. All the pupils were very proud of their achievements.

Very good cross-curricular learning was also seen when Year 1 pupils developed their wildlife knowledge and used collaborative and measuring skills when constructing a hedgehog's nest in the forest learning area. They showed excellent communication skills and explained that they were working in a team and measuring in centimetres on the ruler.

Pupils with English as an additional language settle very quickly, rapidly gain fluency in English and make similar progress to their peers to reach above average

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attainment by the end of Year 5. Pupils with the most challenging behaviour and emotional needs occasionally behave in distracting ways but respond very positively to the individually tailored support they receive and, as a result, their behaviour does not impede learning for them or for their peers.

Pupils speak highly of the school and nearly all of them say they feel safe and that behaviour is good. They say that teachers deal with any poor behaviour quickly, especially any bullying. Pupils greatly enjoy their lessons as well as the many opportunities they have for extra sport and music. They contribute well to the school through many posts of responsibility and to the local community through fund-raising, for example to renovate a local disused cinema into a community facility. They have visited local places of worship, including mosques, but retain little knowledge of the range of faiths and denominations represented in the locality and beyond. They have compared some aspects of their own culture, such as harvest festivals, with similar Polish celebrations, and have gained an insight into different lifestyles in Europe through their links with a school in France.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teaching is outstanding. Excellent lesson plans are based on accurate assessments of the pupils' prior learning and identify next steps very clearly. Introductions are lively, with very good use of electronic whiteboards to keep pupils' attention. A strong feature of some outstanding lessons is the use of practical contexts relating two or more subjects together to motivate and challenge the children and to develop

<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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a range of skills. For example in a Year 3 mathematics lesson based on Sherlock Holmes, pupils became engrossed in trying to work out the combination for the lock on a briefcase. This learning was memorable because the task related to a familiar story and the pupils cheered when they eventually managed to open the lock. Teaching is of a consistently high standard in English because all the teachers are very confident in the subject and inspire the pupils. In some mathematics lessons, although teaching is good, it fails to reach an outstanding level because opportunities are missed to explore interesting ideas suggested by pupils' responses. Marking is used exceptionally well across the school to support pupils' learning. It provides pointers for improvement which pupils respond to so that their understanding and progress are constantly improved.

The curriculum offers an outstanding range of memorable experiences that promote learning and personal development exceptionally well. Pupils have a choice about the topics they study and they say that this makes school more interesting. They use information and communications technology skills extensively, for example to research topics and produce illustrations and graphics. Older pupils continue their studies at home using the school's mini-computers. Pupils write extensively for many purposes, from poetry to persuasive letters and historical accounts, and develop very good speaking skills through role play and drama. Mathematics skills have become increasingly embedded across the curriculum, but not to the exceptional extent that literacy skills are. The vast majority of pupils take part in extra-curricular activities, including sport, and many have instrumental tuition or sing in the choir.

Care, guidance and support are good. Every child is known well as an individual and their needs taken into account. Attendance has been improved from low to high over the past three years through sustained efforts, and high expectations for punctuality are met. Good behaviour is promoted strongly and inappropriate behaviour dealt with promptly and effectively. Behaviour in the playground has been improved by the employment of a specialist play leader and outstanding behaviour was seen in the session that was observed. Specialist support, such as speech therapy, is used well when required to meet specific individual needs. Newly arrived pupils with English as an additional language are paired with a mentor speaking the same first language to help them settle in. This enables the pupils to learn from each other and quickly become fluent and confident learners. Teaching assistants supporting pupils with special educational needs and/or disabilities are very well informed about individuals' needs and ensure that they learn well. Transition arrangements are exemplary. The breakfast club is well attended and provides a nourishing and enjoyable start to the day for those pupils who attend. Indoor and outdoor games are provided, with good supervision and good behaviour.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	1

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<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 provides strong leadership and delegates effectively so that members of the senior leadership team feel fully empowered. This has embedded ambition and enabled the school to make best use of the available expertise to improve provision and raise standards. All members of the senior leadership team monitor and evaluate teaching and progress and identify pointers for improvement. A key outcome of this has been the establishment of exemplary marking throughout the school.

Equality of opportunity is strongly promoted so that all groups achieve exceptionally well. For example, a number of pupils with challenging behaviour and emotional and social needs are fully included because they are managed so well. Safeguarding procedures are good. The school goes beyond minimum requirements to ensure safe recruitment of staff and the governing body ensures very good site security. Provision for community cohesion is good. The action plan is based on an accurate audit of the school's context and clearly identifies the intended impact on pupils' appreciation of diversity. This has led to good links with the local Polish community and visits to a school in France. Gaps have been identified in pupils' knowledge and appreciation of ethnic and religious diversity at the national level and plans are in place to improve this.

The governing body fulfils its role well. It is well informed about pupils' achievements through regular discussions on performance data and asks challenging questions of the headteacher when appropriate. All members are linked to a particular year group and regularly visit the school to keep the governing body informed of developments.

*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	1
<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>



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

High-quality provision gets the children off to a flying start in Reception. The setting is exceptionally well managed. All staff work together very closely to provide continuous enjoyable learning experiences for the children. Daily routines are very well established so that the children know what they are doing and what to expect. They show a high degree of confidence and self-reliance and thoroughly enjoy their experiences. Carefully implemented safeguarding provision has a very evident impact on the children's awareness of how to keep safe. At the daily snack times, children enjoy eating fresh fruit and drinking water or milk, understanding that these are healthy as well as enjoyable choices. As at other times when the classes gather, appropriate music is used well to establish a calm atmosphere and feeling of community.

Adult-led activities are very well planned and relevant to the children's needs. For example in an introductory lesson to a new topic on water, all the children donned wellingtons and umbrellas and stood outside while staff poured water over them from watering cans to simulate a rain shower. The children were fascinated by the activity and talked animatedly about the sounds they heard and the sensations they experienced. Staff then led children in groups experimenting with 'puddles' of water, making ripples and splashes to elicit and teach vocabulary.

Well-thought-out play activities encourage the children to learn particular vocabulary and concepts, and include options that link in with the taught sessions. For example, following the outdoor 'rain' session, indoor activities included melting ice cubes with salt and playing with a variety of containers in a water tray. Choices include role play, such as taking imaginary bookings by phone in the 'Travel Agents', opportunities to use new technologies, including computers, and outdoor activities such as building dens, climbing and riding on large wheeled toys.

Staff interact with the children skilfully as they play, assessing their development and supporting further learning. They take opportunities to re-enforce mathematical language and concepts such as pairs of socks and shoes and counting forward and back, as well as promoting good communication skills. At all times, staff keep a close overview and encourage children to get the most out of what they are doing and to choose a variety of activities.

The children's progress is tracked and supported very well through a range of procedures and routines. They have weekly targets posted on the classroom wall, with three boxes to tick to achieve a star. This motivates them to achieve their targets and promotes very good learning. 'Learning journeys' highlight key points in the children's development through the year with photographs and commentaries

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that are shared with parents and carers. Notes of children's daily achievements feed into a systematic record of their progress across the areas of learning. All of these records are collated to show progress over the year, which is exceptionally good. Children enter Reception with below expected scores in areas of development relating to writing, for example, but have well-above-average scores in these areas by the end of the year. Regular skilled teaching of basic letter shapes and sounds have a strong impact on progress in this area. In most areas of learning, children make substantially better than average gains so that overall progress is outstanding and their attainment is above average by the end of reception.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers express very positive views about most aspects of the school. Nearly all agree that their children like school, that it keeps them safe and helps them to have a healthy lifestyle, that teaching is good and that they are kept well informed about their children's progress. A very small minority of parents and carers express concerns about the behaviour of some pupils in the playground and say that bullying occurs and is not checked. The inspection does not support these views. It found that rare instances of poor behaviour are managed well and that bullying is not tolerated. A small minority of parents and carers also say that the school does not take account of their concerns. Written comments on both these issues were brought anonymously to the headteacher's attention and were the subject of discussions on how the dialogue between this small group of parents and the school could be improved.

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

Ofsted invited all the registered parents and carers of pupils registered at Bengeworth First 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 140 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	75	29	24	0	0	0	0
The school keeps my child safe	78	64	40	33	2	2	1	1
The school informs me about my child's progress	54	45	64	53	2	2	0	0
My child is making enough progress at this school	67	55	46	38	3	2	3	2
The teaching is good at this school	68	56	51	42	2	2	0	0
The school helps me to support my child's learning	58	48	55	45	6	5	0	0
The school helps my child to have a healthy lifestyle	59	49	58	48	4	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)	41	34	69	57	4	3	0	0
The school meets my child's particular needs	52	43	60	50	5	4	2	2
The school deals effectively with unacceptable behaviour	37	31	63	52	15	12	4	3
The school takes account of my suggestions and concerns	36	30	68	56	9	7	4	3
The school is led and managed effectively	50	41	66	55	2	2	1	1
Overall, I am happy with my child's experience at this school	68	56	48	40	3	2	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

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

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



17 November 2011

Dear Pupils

### **Inspection of Bengeworth First School, Evesham, WR11 3HB**

Thank you for welcoming us into your school. We enjoyed talking to you and seeing some of your lessons. Yours is an outstanding school where you work hard, enjoy yourselves and achieve really well. Your writing is particularly good. Your mathematics is good, but not quite as good as your reading and writing. You behave well, know how to keep safe and take on a lot of responsibilities around the school. You told us a lot about how to lead healthy lifestyles and how you eat healthy foods and do plenty of exercise. You help a lot around your school and do lots of things to make your local area better, including raising money for charities. You have learned about some of the different traditions that different groups of you have, but you do not know as much about all the religions and cultures that there are in your area and in the whole country.

You say you enjoy many of your lessons, especially art, physical education and mathematics. This is because your lessons are very interesting and help you to learn very quickly. You also said you enjoy lots of things outside lessons, including sports and music. You told us that you feel safe and know how well you are doing in your work because the teachers look after you and give you good tips on how to improve your work. Your headteacher and staff manage the school very well so that it keeps getting better all the time. We have asked them to do two things to help improve the school.

- Help you to make your mathematics work as good as your writing.
- Help you to learn more about the different religions and cultures in your area and in the country.

You can help by continuing to work as hard as you can and showing an interest in different cultures.

Yours sincerely

Peter Kerr  
Lead inspector

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