

# Alfred Salter Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 100819              |
| <b>Local Authority</b>         | Southwark           |
| <b>Inspection number</b>       | 373130              |
| <b>Inspection dates</b>        | 17–18 November 2011 |
| <b>Reporting inspector</b>     | Narinder Dohel      |

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

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|--|-------------------------------------|
| <b>Type of school</b>                      | Primary                             |
| <b>School category</b>                     | Community                           |
| <b>Age range of pupils</b>                 | 3–11                                |
| <b>Gender of pupils</b>                    | Mixed                               |
| <b>Number of pupils on the school roll</b> | 441                                 |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Elaine Garlick                      |
| <b>Headteacher</b>                         | Stuart Hayter                       |
| <b>Date of previous school inspection</b>  | 15 January 2007                     |
| <b>School address</b>                      | Quebec Way<br>London<br>SE16 7LP    |
| <b>Telephone number</b>                    | 020 7252 3676                       |
| <b>Fax number</b>                          | 020 7252 3835                       |
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|---------------------------|---------------------|
| <b>Age group</b>          | 3–11                |
| <b>Inspection date(s)</b> | 17–18 November 2011 |
| <b>Inspection number</b>  | 373130              |

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 17 lessons and 16 teachers. They met with pupils, staff and representatives of the governing body to gather evidence to support the making of judgements. They scrutinised work in pupils' books, information showing pupils' attainment and progress, attendance data and the school's development plans and monitoring records. The responses of 125 parents and carers to the inspection questionnaire were also analysed, as were those from pupils and staff.

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

- Whether teaching is sufficiently challenging to increase attainment for boys and move more pupils to Level 3 in writing at Key Stage 1, and ensure good or better progress for the more-able pupils across the school.
- How well equipped are middle and senior managers in sustaining the school's achievements?
- What is the picture of attendance, and what impact is this having on attainment and rates of progress?
- Consolidate the school's view that its work in relation to anti-bullying is exemplary, and in relation to pupils with special educational needs and/or disabilities is highly effective.

## Information about the school

Alfred Salter is a large school with a broad mix of pupils. About half the pupils are White British. The school serves a socially and economically diverse community in Rotherhithe. The proportion of pupils entitled to free school meals is above average. The percentages of pupils from minority ethnic communities and with English as an additional language are also higher than average. Although there are fewer pupils with learning difficulties and/or disabilities than found in most schools, the proportion with a statement of special educational needs is very high. These pupils have a wide range of often severe difficulties, including physical disabilities. Many have speech and communication difficulties. The school has achieved a Healthy Schools Award, the Eco School Silver Award, Artsmark, a National Association for Able Children in Education 2008 Award and Basic Skills Quality Mark.

**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**

**3**

## Main findings

Alfred Salter school provides a good standard of education and care for its pupils. A significant strength of the school is its commitment to equalities. This is demonstrated through ensuring that pupils with special educational needs and/or disabilities have specialist resources and provision to achieve as well as their peers and through its work on anti-bullying particularly in relation to tackling homophobia. Pupils say, 'this is the best school ever' and one parent commented that, 'I feel it is a privilege to have my child attend this school.' The overwhelming response from parents and carers is that their children enjoy coming to school, feel safe and are healthy. These aspects are outstanding. The school is effective at engaging the support of parents and carers, for example through parents' groups and workshops, and through regular contact with school staff. Partnerships with organisations are outstanding. In spite of this, attendance remains average.

Children join the Nursery at just below what is expected for their age. However, most children are on track to make good progress by the end of the Early Years Foundation Stage and leave at, or just below, national average. Relationships are warm and caring and children are happy and clearly enjoy their learning. Some aspects of provision are outstanding, adults extend children's learning through discussion and questioning; tasks are engaging, purposeful and challenging. The recently appointed Early Years Foundation Stage leader is beginning to develop more robust systems for tracking children's progress.

Teaching and learning throughout the rest of the school are good and provide sufficient challenge for all groups of pupils to meet national expectations or above. There has been a trend of improvement in attainment at Key Stage 1, most notably in reading. Across Key Stage 1 pupils make good progress and attain standards which are broadly in line with national average. Attainment by the end of Year 6 is above average in all core subjects and represents good achievement and progress. Planning of lessons shows careful attention to the different needs and abilities of pupils. However, pupils of higher ability are not always sufficiently challenged. This is evident in the work seen in lessons and books across the school, and more so in mathematics than English. Pupils have positive attitudes to learning and are motivated to do well because teachers plan interesting work for them to do. Marking and target-setting, in writing, shows pupils how to improve their work and move to the next level, although this is not so apparent in mathematics as in English. There are a generous number of adults to support pupils during independent group work; as a consequence, many pupils' opportunities to develop resilience and demonstrate

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strategies for problem-solving are curtailed. The role of additional adults is also less effective than it might be during class teaching sessions. Learning is well supported because of a revised and creative curriculum. A wide range of inspirational speakers and residential opportunities, for example to the Isle of Wight, are highlights of the stimulating curriculum. Cross-curricular links are made well, though stronger in English than mathematics.

Self-evaluation is broadly accurate and regular monitoring by the recently formed senior leadership team, governing body and supporting subject leaders shows that the school has a good understanding of its strengths and areas for development. The school development plan shows mathematics to be an area for improvement. Developing the ability of middle managers to build further capacity is also a priority. The school has demonstrated satisfactory capacity to sustain improvement and understands the need to develop and embed systems for more sharply identifying progress and attendance of different groups of pupils of differing abilities.

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

- Increase the rate of progress for more-able pupils across the school and in mathematics by:
  - making more effective use of additional adults throughout the whole of the lesson
  - providing greater opportunity for pupils to demonstrate what they can do independently
  - ensuring that marking in mathematics is as effective as that in English.
- Strengthen capacity to improve by:
  - ensuring that the school's data systems and analysis show the gains made by all pupils in their attainment and progress, and their rates of attendance
  - continuing to ensure that all staff understand and use performance data
  - working more intensively with parents and carers to improve attendance.

**Outcomes for individuals and groups of pupils****2**

Pupils greatly enjoy their learning and achieve well as a result of good teaching. Analysis of school data, work in books and lesson observations show that, although rates of progress are good overall, the more-able pupils make only satisfactory progress. Pupils with additional needs achieve as well as their peers. Attainment of White British pupils is above average, though for many other groups, it is broadly in line with the average. There are clear marking and target-setting in English, which ensures that pupils know how to improve. Although this is having an impact on attainment in English, it is not yet affecting the rates of progress in mathematics or for more-able pupils enough. The majority of teaching is lively and tasks are clearly explained. For example, in a mathematics lesson, pupils sorted objects into sets, thus creating Venn diagrams. These were photographed and displayed on the interactive

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whiteboard and used to share the learning. The teacher's effective questioning enabled pupils to draw on their previous knowledge and experience. Pupils use subject-specific vocabulary confidently and feel comfortable about taking risks in their learning. In many lessons and around the school, additional adults are used to good effect to support individual pupils with their reading and number skills. This is particularly successful for pupils with speech and language needs.

Behaviour is good. Pupils feel exceptionally safe and say so. If there is a problem, they are helped to resolve it quickly. Pupils have an outstanding understanding of being healthy and engage in a range of sporting activities including ballet, cycling, football and swimming, both in and outside school. Pupils make consistently healthy choices at lunchtimes. This reflects the school's Healthy Schools award. The school recognises that it needs to work increasingly effectively with parents and carers to ensure that pupils attend school regularly. Average attendance, good attainment, and opportunities for pupils to develop their understanding of workplace and life skills mean that pupils' preparation for adult life, including their economic well-being, is good. Pupils' contribution to the school and wider community is outstanding. They are proud to take on responsibility, for example through their participation in the school council, eco council, fundraising and buddy systems. Spiritual, moral, social and cultural development is good. Social and moral aspects of this are outstanding. A strong sense of moral purpose permeates the school and underpins the strong relationships between pupils and adults. Many displays show the significant emphasis placed on pupils' understanding about themselves and the backgrounds of their peers, as well as the local and global communities. Pupils are typically polite, welcoming and self-aware.

*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>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>1</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        |

<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?

Developing skills for learning and inclusion are strengths of the school and these contribute strongly to making care, guidance and support good. Within this, provision for pupils with physical disabilities and speech and language needs is outstanding. The commitment of additional adults and the inclusion manager ensures that pupils are supported well in lessons, and at transition points and into secondary school. The school and classrooms are well organised. They are inviting and clearly demonstrate the learning taking place through ‘working walls’.

Teachers’ high expectations and their explanations to pupils on how to improve their work are a consistent feature of good teaching. Pupils are encouraged to self-assess their own achievement. They are able to discuss and enjoy their work in pairs and groups. In one lesson observed, groups of pupils were asked to define and give examples of simile, metaphor and personification. The level of cooperation, discussion and debate emerging was mature and informed by prior learning. On this occasion, additional adults made a sensitive contribution to good learning in group work, although in some lessons, the number of adults can occasionally be a barrier to pupils working independently.

The school works extremely well with outside agencies to secure the support that pupils need. Its efforts are highly praised by parents, carers and pupils. The curriculum has been renewed and strengthened, and is based on promoting core skills for learning. This has been recognised through a number of national awards. A wide variety of visits to museums and residential centres, and other creative stimuli, bring the curriculum to life. Good cross-curricular links are made well to promote developments in English, through topics such as ‘Titanic’ and ‘Our Heritage’. Such comparative links are not made in mathematics. There is every expectation that pupils can experience, enjoy and succeed through a wide range of provision that caters for pupils’ needs and interests.

*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>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

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## How effective are leadership and management?

The school leadership team is clear in communicating the values and ambition it has for its pupils. Parents and carers and the governing body agree that morale is high. Priorities for development are identified to bring about further improvement and embed ambition well. As a result, teaching is good and sometimes better. School data show that pupils make good progress and are on track to maintain successful outcomes. Promoting equality is at the heart of the school's work and the programme 'anti-bullying – overcoming adversity' strongly underpins this. School leaders, staff and the governing body work effectively to recognise and overcome the barriers to learning that face different groups of pupils. The promotion of equality and the successful way in which the school tackles discrimination are good.

The leadership team engage in a range of monitoring activities to raise standards. They are actively developing the skills of the wider school team to develop capacity for improvement. They are systematic in their monitoring and consistently seek pupils' views in tailoring the curriculum to meet their needs. School leaders ensure that safeguarding procedures are good. Training is of high quality and regularly reviewed.

The governing body makes a dedicated contribution to the work of the school. Some aspects of its work, such as provision in securing good outcomes for pupils with special educational needs and/or disabilities, are exemplary. It is well organised, active and keeps the work of the school under review. The school demonstrates that it makes a strong contribution to community cohesion locally and this is integrated well across the curriculum. Effective links are maintained with a cluster of local schools and with others globally in the Philippines and Ghana, which broaden pupils' cultural horizons significantly. Links with other parts of the United Kingdom are less well developed.

*These are the grades for leadership and management*

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



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**The effectiveness with which the school deploys resources to achieve value for money**

**2**

## Early Years Foundation Stage

Children are happy and form positive relationships with adults and other children. They work and play together appropriately and share equipment cooperatively. Children start school with a below average level of skills and development for their age. As a result of good teaching and well-organised and resourced classrooms, they leave Reception broadly in line or just below national averages. Overall, children make good progress in the Early Years Foundation Stage. Social skills are well developed and behaviour is good. Children show concentration in activities of their choice, such as playing animal games on the computer, water play or listening to and singing along to rhymes and songs. The learning of letter sounds and numbers is integrated into every aspect of children’s learning both inside and outside. Children are safe, happy and well looked after. Parents and carers comment on how well their children make the transition into Year 1 and across classes. Leaders and managers have ensured that changes and improvements to observing and recording children’s development are being made. These systematically are better informing rates of progress and attainment across the areas of learning. The new Early Years Foundation Stage leader has securely identified areas for improvement and developed a sound plan to achieve this.

*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

School leaders and the governing body enjoy the confidence of parents and carers, as demonstrated in the high number of positive responses to the inspection questionnaire. Almost all affirm that their children are happy, safe and healthy, and that they enjoy school. They agree that the school deals effectively with any unacceptable behaviour. The overwhelming majority agree also that teaching is good. More parents and carers would like to see the school take account of their suggestions and concerns, and better prepare their children for moving into the next stage of their learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Alfred Salter 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 441 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 94             | 75 | 26    | 20 | 1        | 1 | 0                 | 0 |
| The school keeps my child safe  | 95             | 76 | 30    | 24 | 0        | 0 | 0                 | 0 |
| The school informs me about my child’s progress   | 85             | 68 | 37    | 30 | 4        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 75             | 60 | 45    | 36 | 2        | 1 | 0                 | 0 |
| The teaching is good at this school   | 90             | 73 | 33    | 26 | 2        | 1 | 0                 | 0 |
| The school helps me to support my child’s learning  | 73             | 58 | 49    | 40 | 2        | 1 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 81             | 65 | 33    | 26 | 3        | 1 | 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) | 60             | 24 | 47    | 38 | 3        | 2 | 0                 | 0 |
| The school meets my child’s particular needs  | 82             | 66 | 37    | 30 | 3        | 2 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 84             | 67 | 37    | 30 | 3        | 2 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 70             | 56 | 45    | 36 | 5        | 4 | 1                 | 1 |
| The school is led and managed effectively   | 84             | 67 | 31    | 25 | 6        | 5 | 0                 | 0 |
| Overall, I am happy with my child’s experience at this school   | 90             | 73 | 32    | 25 | 2        | 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      | 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.**



18 November 2011

Dear Pupils

### **Inspection of Alfred Salter Primary School, Southwark, London SE16 7LP**

Thank you for welcoming us to your school. We enjoyed meeting and talking to you, and finding out about all the exciting things you do. I am writing to tell you about some of the main strengths we found and how the school might be improved.

- You attend a good school.
- You feel safe and are healthy.
- You behave very well around the school and in classes, and get on very well in the playground.
- You make good progress in your learning.
- Those of you who need additional help are exceptionally well supported and make good progress.
- You have an exciting curriculum and teaching that keeps you interested.

We have asked your headteacher and the governing body to do the following to improve your school further.

- Working with your parents and carers so that those of you who find coming to school every day difficult are helped to improve your attendance
- Teachers should tell you about your next steps to improve your progress in mathematics so you can do better.
- Teachers should give you time and opportunity to explore and ask questions about your learning so that you can work more independently.
- School leaders must make sure that the information on how well you do clearly shows this.

All of you can help by coming to school and continuing to work hard in your lessons.

Yours sincerely

Narinder Dohel  
Lead Inspector

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