

# Cartwright and Kelsey Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118745
<b>Local Authority</b>	Kent
<b>Inspection number</b>	379678
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Kath Beck

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Vennart
<b>Headteacher</b>	Matthew Crick
<b>Date of previous school inspection</b>	16 June 2009
<b>School address</b>	School Road Ash Kent CT3 2JD
<b>Telephone number</b>	01304 812539
<b>Fax number</b>	01304 813853
<b>Email address</b>	admin@ashckschool.org

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<b>Registered childcare provision</b>	Fledglings Nursery
<b>Number of children on roll in the registered childcare provision</b>	26
<b>Date of last inspection of registered childcare provision</b>	16 June 2009

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<b>Age group</b>	2–11
<b>Inspection date(s)</b>	16–17 November 2011
<b>Inspection number</b>	379678

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## Introduction

This inspection was carried out by three additional inspectors. Seven teachers were observed teaching 11 lessons. In addition, parts of lessons were seen in all classes. Meetings were held with parents, carers, groups of pupils, staff and representatives of the governing body. The inspectors observed the school's work and looked at documentation, including the school's analysis of data about pupils' attainment and progress, procedures for safeguarding pupils, minutes of governing body meetings and development plans. In addition, inspectors looked at reports from the local authority, pupils' work, attendance records and the results of questionnaires from staff, pupils and from 103 parents and carers. The required checks were carried out in the Nursery to make sure it met the statutory requirements for its registration. The provision for childcare in the breakfast and after-school club was visited.

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

- Is the Early Years Foundation Stage outstanding as the school suggests in its self-evaluation?
- How effectively is the school raising pupils' skills in reading?
- Is work well matched to the different groups of pupils' needs and does it enable them to make good progress throughout the school?
- How effectively is the new leadership team working together to bring about greater improvements in pupils' progress?

## Information about the school

This primary school is smaller than average. Most pupils are from White British backgrounds. A very small number are from minority ethnic groups and of these few speak English as an additional language. The proportion known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is similar to that found in other schools nationally. Their needs include speech, language, behavioural, emotional and specific learning difficulties. The governing body manages Fledglings, which is a registered maintained Nursery that provides childcare and education for 26 children aged two to four years. There is also a breakfast and after-school club. These facilities were inspected at the same time and the findings are included in the report.

Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes. Pupils in Year 1 and Year 2 are taught in single-age classes. Older pupils are taught in mixed-age classes. The school is part of the Sandwich Schools Consortium. This consists of 11 schools in the locality that work together to improve provision and raise standards.

**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

Cartwright and Kelsey Primary is a good school. Within the context of a strong Christian ethos, it enables pupils to achieve well, enjoy the challenges they meet and overcome barriers to their learning. Determined action by senior leaders following the last inspection led to successful changes that benefited pupils. Ambitious targets for attainment, good teaching, a practical curriculum relevant to pupils' interests, pupils' high levels of attendance and good behaviour have resulted in a steady rise in standards over the past three years. In English and mathematics, attainment is above average levels in Year 6. Training courses and partnerships with schools in the local consortium have raised skills in the use of a wide range of teaching methods so that pupils, including those with special educational needs and/or disabilities, make good progress. Challenging tasks are provided for more-able pupils, but not consistently across the curriculum. Skilled teaching assistants add much to pupils' learning, although in some lessons they are not always deployed to have the best possible impact. Assessments are used well to track pupils' progress and identify areas for school improvement. Clear feedback in lessons and marking gives pupils confidence in their learning as they know what they do well. They are sometimes less aware of the precise action they need to take to improve. The very strong partnership developed with parents and carers enables them to work with staff to help their children at home, especially with reading. One wrote, 'Allowing parents to come into school to see class worship, take part in workshops and other class activities really helps us feel part of our child's learning and school life.'

The new senior management team is working very successfully to bring about further improvements to enhance pupils' progress. Through their rigorous self-evaluation, staff identified the need to improve pupils' reading skills. New resources, especially those that motivate boys to want to read, a programme in which pupils learn about the sounds that letters make, and regular library, group and individual reading sessions have been implemented. An early review by those leading these developments indicates significant improvement in pupils' abilities and enthusiasm for reading.

By the end of the Early Years Foundation Stage children's attainment across the areas of learning is above the national average. They make good progress from their starting points. Childcare and education in the Nursery are outstanding. Children delight in the many activities provided to stimulate their curiosity and develop their ability to communicate clearly. Good provision in Reception gives children a solid foundation for literacy and numeracy skills and promotes their knowledge and

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understanding of the world well. The high quality facilities indoors are not of the same quality outdoors. The outdoor provision, especially for the Reception class, upsets the balance of child-initiated and adult-led activities. This makes it difficult for staff to build effectively on the high levels of independence established in the Nursery and extend children's communication skills.

The school's track record shows that it has maintained its high quality provision in the Nursery since the last inspection. Good leadership and management and strong teamwork between staff, parents and the governing body have improved many aspects of the school. The well-focused programme for development and meticulous procedures for self-evaluation show that staff have a clear idea of what needs to be done to secure further improvement. Consequently the school has a good capacity for sustained improvement.

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

- Build on the consistently good levels of teaching and pupils' progress to ensure that:
  - pupils who are more able are challenged consistently across the curriculum
  - all pupils are fully aware of what they need to do to improve
  - teaching assistants are deployed consistently and effectively throughout lessons to enhance pupils' learning.
  
- Develop the facilities for outdoor learning so that they offer all children in the Early Years Foundation Stage the best possible opportunity to:
  - extend their skills in communication
  - enhance their independence through a consistent balance of child-initiated and adult-led activities across both classes.

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

Pupils' starting points differ widely, but generally they are in line with what is expected. Attainment on transfer into Year 1 is rising as standards at the end of the Early Years Foundation Stage are improving. Good teaching means pupils now build skills in literacy and numeracy effectively each year. In a good lesson in a class for pupils in Years 5 and 6, pupils drew on a wide range of previously acquired mathematical skills to solve problems. Initially they were helped to apply their improved reading skills to a complex written problem to tease out exactly what they had to do and the steps needed to solve it. During the lesson pupils worked effectively, independently and in groups, sharing their ideas before recording their answers. Pupils applied themselves well to the demanding activity and their mature behaviour enabled adults to work easily with groups to help take learning forward.

Pupils with special educational needs and/or disabilities make good progress in

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relation to similar groups nationally. This is because they receive clear explanations and good quality questioning to help them build on what they already know. In some cases pupils receive one-to one tuition to overcome specific difficulties. The progress of these pupils is monitored carefully to check that work matches their needs. More-able pupils do well, but in some lessons, for example in science and mathematics, they complete similar tasks to their classmates before being offered more challenging work to do.

In discussion and in their questionnaires, pupils said they felt safe because they trust the adults around them who listen to their views. They are aware of the dangers of the internet and what to do to keep safe when they are using it. Pupils know how to lead a healthy lifestyle by eating a balanced diet and avoiding harmful substances. They participate frequently in sport in school and in extra-curricular clubs. Their good quality spiritual, moral and social development contributes much to the school’s community spirit. Knowledge and understanding of cultures different to their own are developed through visitors to the school and links with a school in China. Responsibilities, such as representation on the school council and ‘green gang’, are carried out sensibly. These factors, together with a young enterprise scheme and activities that raise substantial funds for charities, add to their skills for future life.

*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>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>2</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?**

Good teaching and high expectations account for the good progress pupils make. Staff make effective use of information and communication technology to focus

<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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pupils’ attention and ensure that learning is relevant to pupils’ lives. For example, to stimulate pupils to write a high quality news report for the television, the teacher used a video of a reporter who explained his skills. The teacher also reminded pupils of the need to be accurate in their use of full stops and capital letters. While pupils are working, staff check their understanding and as necessary correct errors with the whole class. Teaching assistants are mostly deployed effectively carrying out a range of duties. However, in some lessons, their time is not used as well as it should be to add to pupils’ learning. Marking and feedback to pupils praise what they know, but are not always clear enough about the next step individuals need to take to achieve more and make progress at a faster rate.

A well-organised curriculum which includes a wide variety of practical activities is meeting pupils’ needs and interests. Singing and instrumental music are promoted strongly. All pupils learn to play the recorder and later the clarinet. Artwork involving the use of a range of media, from first-hand observations, or pupils’ imaginative ideas, encourages their creativity and talents. Events organised with local schools, visits to places of interest, visitors to school, drama productions and high take-up of after-school activities add to pupils’ enthusiasm for learning.

Pupils benefit from the extended care offered at breakfast and after-school clubs. Nutritious meals, and fun things to do mean they are well cared for until their parents and carers return from work. Frequent informal contact and formal reports about their children’s progress strengthen parents’ and carers’ ability to assist their children at home. Good links with other professionals add to the support the school offers to pupils with particular needs. Arrangements to settle children into school easily and smooth their transfer between classes and later to secondary school are effective.

*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>

**How effective are leadership and management?**

Leaders and managers have brought about a clear sense of purpose among all staff by involving them in robust self-evaluation and school improvement planning. Morale is high as staff share a determination to do their best for the pupils. Senior managers and subject leaders attach considerable importance to the opportunities to lead developments in their areas of responsibility, knowing they are responsible for the outcomes. Effective strategies used to improve the quality of teaching include staff observing one another at work. They value the challenges and the encouragement

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they receive from colleagues. As a result, they see the positive impact of their efforts in pupils’ good levels of achievement. This good practice is enabling the school to reduce variations in pupils’ performance and promote equal opportunities effectively. It has identified where further improvements can be made, especially to help more pupils reach the higher levels of attainment, and acquired good strategies to tackle them.

The effectiveness of the governing body is good and it uses its knowledge of the locality and the school’s provision to challenge and support senior leaders, as well as contribute to the school’s development. It places importance on having good safeguarding arrangements. A member of the governing body has considerable expertise in safeguarding; checks ensure that risks are kept to a minimum. Training for all staff is up to date and many have qualifications in paediatric first aid. E-safety training has also been provided for parents, carers, staff and children. Statutory requirements for childcare are fully met. The school works collaboratively with its partner schools and other professionals to reduce the risk of harm, especially to those whose circumstances make them vulnerable.

A good plan promotes community cohesion well through the curriculum, participation in local events, visitors from other cultures and developing links with a school abroad. Parents and carers are extremely supportive of the school and the way that it listens to their views in the parents’ council. The school is particularly successful in engaging parents who are hard to reach and involving them in their children’s education.

*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>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Good leadership and management have led to a rise in the number of children exceeding the national average in recent years. Leaders have built on the many strengths identified in the Nursery at the last inspection and enhanced the quality of provision in Reception. They recognise the impact of the limitations of the outside area on the provision of a better balance of child-initiated and adult-led activities in the older age group and do their best to overcome them. Plans have been drawn up to improve the quality of outdoor facilities so they match the high quality provision indoors and so raise the outcomes for children further. Perceptive self-evaluation procedures and analysis of children’s needs show that, this year, more children in the Early Years Foundation Stage do not speak as clearly as might be expected. Advice from speech therapists is followed carefully and initiatives to improve the communication skills of all children across this age group are at an early stage of implementation.

All staff are extremely well qualified and have in-depth understanding of the best ways very young children learn. There are many opportunities for children, especially in the Nursery, to become independent and explore their own creative ideas. The youngest children were fascinated when pouring water, observing how it travelled downhill through a drainpipe placed over the garden, and emerged into a bucket. This activity caused much excitement and discussion and also promoted children’s physical skills as they climbed up and down stairs to pour the water and to collect the buckets.

In Reception, children gave a great deal of thought to why their orange coloured sand remained dry when they put it into a tank of water. Skilled questioning by a member of staff helped children to devise an experiment, comparing what happened when ordinary sand was put in the tank. This challenged children’s problem solving skills very effectively, and deepened their knowledge and understanding of how the materials behaved.

In the Nursery, staff make the most of every opportunity to help children recognise the sounds around them and count in sequence while playing. In Reception these skills are built on in whole group sessions. Children’s excellent behaviour contributes greatly to the very positive ethos for learning.

*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

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## **Views of parents and carers**

Over two thirds of parents and carers, a much higher proportion than usual, responded to the questionnaire. The responses show that they are particularly pleased with the way that the school keeps their children safe and assists them to help their children at home. Parents and carers believe that teaching is good and that their children's experience at the school is a really positive one. The vast majority of written responses were full of praise for the school. Individual matters mentioned by parents and carers on their questionnaire were followed up during the inspection. A very small number of parents and carers did not consider that behaviour was managed well enough. Inspectors observed staff talking to pupils successfully about the choices they can make with regard to their behaviour. The quality of behaviour seen during the inspection was good. The evidence collected during the inspection endorses fully parents' and carers' positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at Cartwright and Kelsey Church of England 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	79	20	19	2	2	0	0
The school keeps my child safe	88	85	14	14	0	0	0	0
The school informs me about my child’s progress	69	67	33	32	1	1	0	0
My child is making enough progress at this school	63	61	39	38	1	1	0	0
The teaching is good at this school	73	71	30	29	0	0	0	0
The school helps me to support my child’s learning	72	70	31	30	0	0	0	0
The school helps my child to have a healthy lifestyle	76	74	25	24	1	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)	66	64	34	33	0	0	1	1
The school meets my child’s particular needs	70	68	32	31	0	0	0	0
The school deals effectively with unacceptable behaviour	64	62	30	29	5	5	0	0
The school takes account of my suggestions and concerns	55	53	44	43	1	1	0	0
The school is led and managed effectively	69	67	33	32	0	0	0	0
Overall, I am happy with my child’s experience at this school	85	83	16	16	0	0	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

Dear Pupils

**Inspection of Cartwright and Kelsey Church of England Primary School,  
Ash CT3 2JD**

Thank you for being kind, helpful and friendly when we paid a visit to your school recently. In your questionnaires you said that all the grown-ups care about you and take notice of your views. This helps you to feel safe. You enjoy being part of the 'green gang' that looks after the environment and the school council. You have given the grown-ups a good idea about the books you like to read and they have listened to you. You are getting much better at reading because you are more enthusiastic about it. We noticed that you really enjoy school and that you come to school very regularly. We also noticed you behave well and this is helping you to make good progress in your learning. Your parents and carers like the school a great deal and appreciate the way the grown-ups help them to help you with your homework and reading.

Your school is a good school. The headteacher, governing body and staff want to make it the best it can be. We have asked them to make the teaching even better by making sure that those of you who find learning easy have challenging things to do all the time. Your teachers give you a lot of confidence because they tell you what you do well. We believe you should know exactly the action to take to improve your work. The teaching assistants help you in many ways, but this is not always the case in lessons. We know they are already thinking about how to improve their support for you. You can help too by thinking of the ways in which you would like to improve your learning and suggesting how grown-ups can help you more.

The youngest children in the Nursery make an excellent start in school and are looked after really well. The outdoor area, especially in Reception, is not as exciting as the indoors. We have asked the school to improve it so that children can be just as independent as they are in the Nursery. We want them to enjoy playing out their own ideas or working with grown-ups and to learn to communicate well.

Yours sincerely

Kath Beck  
Lead inspector

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