

# Lionel Primary School

## Inspection report

---

|                                |                  |
|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 102493           |
| <b>Local Authority</b>         | Hounslow         |
| <b>Inspection number</b>       | 335910           |
| <b>Inspection dates</b>        | 19–20 May 2010   |
| <b>Reporting inspector</b>     | Jane Wotherspoon |

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.

---

|  |   |
|--|---|
| <b>Type of school</b>                      | Primary                                   |
| <b>School category</b>                     | Community                                 |
| <b>Age range of pupils</b>                 | 0–11                                      |
| <b>Gender of pupils</b>                    | Mixed                                     |
| <b>Number of pupils on the school roll</b> | 301                                       |
| <b>Appropriate authority</b>               | The governing body                        |
| <b>Chair</b>                               | Rev Derath Durkin                         |
| <b>Headteacher</b>                         | P Moran                                   |
| <b>Date of previous school inspection</b>  | 17 September 2007                         |
| <b>School address</b>                      | Lionel Road North<br>Brentford<br>TW8 9QT |
| <b>Telephone number</b>                    | 020 85605323                              |
| <b>Fax number</b>                          | 020 85699887                              |
| <b>Email address</b>                       | office.lionel.hounslow@lgfl.net           |

---

|                          |                |
|--------------------------|----------------|
| <b>Age group</b>         | 0–11           |
| <b>Inspection dates</b>  | 19–20 May 2010 |
| <b>Inspection number</b> | 335910         |

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

---

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

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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

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

T: 08456 404045

Textphone: 0161 618 8524

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

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

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 17 lessons involving 16 teachers and a number of shorter sessions, including in the childcare provision. Meetings were held with groups of pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work, and looked at a range of documentation including policies, action plans and data on pupils' progress and performance. Inspectors took account of the questionnaires received from 101 pupils, 36 staff and 94 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's data on pupils' current attainment and progress across the school from year to year
- how well developments in outdoor facilities in the Early Years Foundation Stage since the last inspection are adding to the provision
- the school's strategies to minimise the impact of high numbers of new and temporary staff on the consistency in the quality of provision, opportunities for devolving aspects of leadership to other staff and the capacity to improve.

## Information about the school

The school is larger than average and growing. It will take two forms of entry from September 2010. Pupils come from a wide range of social, cultural and ethnic backgrounds. A high proportion speak a language other than English at home although many are also fluent in English. The percentage of pupils known to be eligible for free school meals is higher than average. The number of pupils who join or leave the school during their primary years is higher than usual. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is high. This is because the school has an attached Speech and Language Centre for up to 33 pupils, all of whom have a statement.

The Early Years Foundation Stage includes a maintained Nursery offering part-time provision for up to 26 children, either mornings or afternoons. The school also provides childcare in the Little Lions playgroup and crèche which is registered for 26 children up to the age of four, six of whom may be under two years of age. The provision operates from 8.00am to 4.00pm daily during term time and offers a mixture of full-time or part-time places. It is attended by some children from the Nursery. The school operates a breakfast club and after-school care.

Since the last inspection the school has experienced several changes of staff due to promotions and maternity leave, including at senior leadership level. Six teachers have joined the school during this academic year; three are new to the teaching profession and three have temporary contracts.

**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 good school is on the road to becoming outstanding. All the strengths recognised at the previous inspection have been sustained against a backdrop of many staff changes. The school continues to provide outstanding care, guidance and support for its pupils. All are valued and well known as individuals. As a result, pupils are happy at school and have a high level of confidence that they are safe. Outstanding behaviour and excellent relationships underpin an atmosphere in which pupils of all social, cultural and religious backgrounds work and play together harmoniously. The school is a strongly cohesive community. In this respect the school meets its duty to promote community cohesion well. However, plans to extend links beyond the school and immediate community to promote the national and global elements of community cohesion are still developing. At times staff changes have affected the continuity of pupils' learning and the progress they have made from year to year. School leaders have responded effectively to put in place strategies to minimise disruption and to enable pupils to catch up on lost ground. The school's evidence, supported by inspectors' observations, shows that pupils are making good progress. Some pupils, such as those in Year 6, make outstanding progress.

The impact of pupils' good progress can be seen in rising levels of attainment. Broadly average attainment seen in Year 6 test results in recent years is set to rise this year with a good proportion of pupils exceeding the levels expected for their age, particularly in mathematics. More importantly, attainment is rising across the school; more pupils are reaching the levels expected for their age in reading, writing and mathematics in each year group. The decline in attainment in reading and writing in Year 2, shown by teacher assessment over the last three years, has been halted. Improvements in attainment can be seen in the Early Years Foundation Stage, too. The strong focus on teaching children sounds and letters is having a positive impact on their progress in reading and writing □ aspects which have been weaker in the past. This is a strong position from which the school can continue moving forward.

Teaching is good overall. Strategies for marking and assessing pupils' work are becoming embedded in teachers' practice, but are more consistent in writing than in other subjects and stronger in some classes than in others. Some practice is exemplary, but, not surprisingly, new staff are at an early stage of implementing the school's strategies.

Processes for self-evaluation are rigorous and wide-ranging. Governors, staff, parents and pupils are all involved in evaluating what is good and what needs further improvement in the school. Given the sustained strengths since the last inspection,

**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

pupils' good progress and rising attainment, the school demonstrates a good capacity to continue improving.

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

- Sustain improvements in pupils' progress by:
  - embedding systems for marking and assessing pupils' work across all year groups and subjects
  - sharing existing exemplary practice to support staff new to the school.
- Strengthen plans to promote community cohesion beyond the school community and evaluate the impact of the actions taken.

**Outcomes for individuals and groups of pupils****1**

The broadly average attainment in tests at the end of Year 6 masks some variations in the attainment of pupils in the mainstream class and those from the Speech and Language Centre. Despite making good progress, not all of the Centre's pupils reach the levels expected for their age and this factor depresses the school's overall results. Pupils' achievement is good overall. There is no significant difference in the achievement of pupils from different ethnic groups. Pupils who speak a language other than English at home do as well as their peers, as do pupils with special educational needs and/or disabilities.

Pupils work conscientiously in lessons and are eager to please their teachers. The majority understand what they are learning and why. All have targets and some are very articulate at explaining what they need to do to improve their work. Pupils take great pride in their written work. High-quality presentation is expected and achieved. On occasions when they are required to work together in pairs or groups, they do so successfully. Pupils present their ideas clearly. The school's focus on improving writing is working effectively. Pupils' books show a good range of writing with frequent opportunities to practise their writing skills. Pupils in the Centre are learning to develop their vocabulary and independence well.

Pupils are polite to each other and to visitors. They get on with each other exceptionally well. Incidents of bullying and racism are rare and dealt with quickly, giving pupils a strong sense of security. They have an excellent understanding of how to keep themselves safe. Pupils are developing personal qualities that will stand them in good stead for their future. These include:

*These are the grades for pupils' outcomes*

<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.

**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

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:<br>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>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</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>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

**How effective is the provision?**

Teachers plan a good range of activities that make useful links between subjects, stimulate pupils' learning and capitalise on their positive attitudes. The broad range of experiences includes many clubs and regular visits to places of interest that add much to pupils' personal development. Pupils report that learning is fun. Many lessons have the following good features: clear planning shows what pupils are expected to learn; lessons are well organised and pupils well managed; strong relationships give pupils confidence to have a go; the use of success criteria ensure that pupils know when they have achieved what was expected; and regular opportunities for pupils to learn from each other by discussing their work together

Much of the teaching seen during the inspection was good. Where it was satisfactory rather than good, there was a lack of pace and/or challenge. At times, teaching in the Speech and Language Centre did not focus strongly enough on developing pupils' vocabulary. Generally, activities are varied successfully to meet the needs of the different abilities within each class. Expectations of pupils' work and its presentation are consistently high. Teaching assistants are deployed effectively to support individuals or groups of pupils who need help to stay on task. They are clear what is expected of the pupils they work with and this enables them to extend pupils' learning. The marking of pupils' writing is generally good. Some is exemplary; it gives pupils clear guidance on what to improve as well as the opportunity in lessons to follow up on the comments. Marking in other subjects such as mathematics and science acknowledges pupils' good work but is not consistently used extend their thinking.

Strong relationships between staff and pupils underpin a positive ethos of care.

**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

Thorough systems for assessing pupils' attainment and tracking their progress means that new staff can quickly get to grips with meeting the pupils' needs. Such information also supports smooth transition from year to year and ensures that staff identify promptly where individuals and groups of pupils may need more support or challenge. The school has had much success with 'catch-up' programmes that have been targeted carefully to pupils' needs. Strong links with external agencies enable the school to provide appropriate levels of support for pupils with specific learning needs, including those in the Speech and Language Centre, and those whose learning is affected by their social and emotional needs. The school works hard to improve attendance and few pupils are persistently absent. Despite the school's best efforts, attendance figures are depressed by term-time holidays

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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>1</b> |

**How effective are leadership and management?**

The headteacher sets high expectations of the whole school community. Her strong and determined leadership has ensured that the positive ethos and good achievement noted at the last inspection have been sustained despite changes of staff, including at senior level. Her leadership is regarded highly by staff. Morale is high and there is a strong and shared focus on raising standards. Termly meetings about pupils' progress are raising expectations and making staff accountable for pupils' achievement. For example, the current focus on improving pupils' progress in writing is being tackled in a systematic way through a combination of challenge and support. Staff feel well supported in their personal and professional development. The leadership roles of staff are developing well as they are increasingly involved in carrying out a range of monitoring activities.

The school's strong commitment to promoting equality of opportunity can be seen in the recently reviewed policies and detailed action plans. The newly established equalities working party of staff and governors has a clear brief for future monitoring.

Performance data are checked carefully to identify any differences in the achievement of groups of pupils. Staff are alert to any potential barriers to pupils' participation in activities. The impact of this work can be seen in the positive outcomes for all pupils.

The effectiveness of the school's safeguarding procedures is evident in the extent to which pupils feel safe in school and in the confidence of parents in the school's care and support. Procedures for checking staff are thorough and all statutory policies are in place. Staff are trained regularly in child protection. Governors' and leaders' commitment

**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

to community cohesion is evident in the strong community ethos that permeates the school community. Plans to extend links beyond the school and immediate community are appropriate but yet to be evaluated.

Parents are actively welcomed into the school to be involved in events and activities. Their views are sought regularly and acted on as part of the school's self-evaluation. Parents are kept well informed about general matters and about their own child's learning and development.

*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>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

### Early Years Foundation Stage

The two managers work together closely to ensure that the overlap between care and education is seamless. Consistent approaches to assessing and recording children's learning ensure continuity as children transfer from crèche to playgroup and on to Nursery and Reception. Adults use assessment information well to plan activities, although occasionally some of those in the playgroup are insufficiently open-ended to offer challenge to those capable of doing more. Generally, adults modify activities according to their knowledge of the children. A high level of care for the babies and toddlers ensures they are content. For example, one girl at the crèche for the first time was completely 'at home' in the safe environment. The small outdoor space for the crèche is offset by regular shared use of the playgroup's outdoor area, thus offering opportunities for children to socialise. Careful thought is given to sleeping and feeding routines to reinforce patterns established at home. The childcare provision meets the requirements for registration.



**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

Nursery and playgroup staff plan activities together so that those children who attend both receive continuity in their learning. The present focus on 'minibeasts' saw children enjoying finding and observing small creatures in the garden. Staff ensure that every opportunity is taken to develop children's vocabulary and speaking skills at group times and as they work alongside them in their chosen activity. Children develop independence through choosing from a good range of activities, including plenty of incidental opportunities for developing early mathematical understanding. In Reception classes the strong focus on learning letters and sounds is raising standards of reading and writing, with some children able to read and write beyond the expectations for their age. The size of the Reception outdoor space places some limitations on children's ability to move freely from indoors to outdoors. Nonetheless, opportunities are managed well by staff to ensure a good range of 'challenges', much enjoyed by the children, that encourage them to explore the world around them. High expectations are matched by a strong ethos of praise for children's achievement, thus raising their self-esteem. Children make good progress in each of the settings. They are enthusiastic and well motivated by the good quality of the opportunities provided, thus setting the basis for future positive attitudes to 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        |

**Views of parents and carers**

Only a small number of negative responses were received in response to the inspection questionnaire. These were individual in nature and did not form any kind of pattern. The overwhelming majority of parents expressed a high level of satisfaction with all aspects of the school's provision. Many individual comments praised the work of staff, particularly the headteacher, and recognised the school's outstanding levels of care and strong relationships.

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

Ofsted invited all the registered parents and carers of pupils registered at Lionel 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 301 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 66             | 70 | 25    | 27 | 2        | 2 | 0                 | 0 |
| The school keeps my child safe  | 66             | 70 | 25    | 27 | 2        | 2 | 0                 | 0 |
| The school informs me about my child's progress   | 54             | 57 | 34    | 36 | 5        | 5 | 0                 | 0 |
| My child is making enough progress at this school   | 55             | 59 | 32    | 34 | 4        | 4 | 0                 | 0 |
| The teaching is good at this school   | 65             | 69 | 27    | 29 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child's learning  | 58             | 62 | 33    | 35 | 2        | 2 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 50             | 53 | 40    | 43 | 3        | 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) | 42             | 45 | 43    | 46 | 1        | 1 | 0                 | 0 |
| The school meets my child's particular needs  | 51             | 54 | 37    | 39 | 4        | 4 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 54             | 57 | 36    | 38 | 2        | 2 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 46             | 49 | 38    | 40 | 5        | 5 | 0                 | 0 |
| The school is led and managed effectively   | 57             | 61 | 34    | 36 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 66             | 70 | 25    | 27 | 2        | 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 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      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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 May 2010

Dear Pupils

Inspection of Lionel Primary School, Brentford, TW8 9QT

My colleagues and I enjoyed meeting you when we came to inspect your school. Thank you for making us so welcome. It was good to hear your views about the school and to know how much you enjoy being there. We think Lionel Primary is a good school.

Most of you are making good progress and beginning to reach good levels in your work. Some of you are very good at explaining what you need to do to improve. You work hard in lessons and you take pride in how you present your work. The school has had a focus on improving your writing which is working well. We have asked teachers to mark some of your other work as well as they mark your writing to help you to know what to improve in other subjects.

You behave exceptionally well so that there are few incidents of bad behaviour. You told us that staff look after you very well and that helps you feel safe. You take your responsibilities to the school and to others very seriously, for example in your roles as prefects, school councillors and sports leaders. You think of others through your fund-raising activities. You all get on very well together in school. You understand and respect each other's differences. We have asked the school to extend this further with more opportunities for links with national and global communities.

We wish you all the best in the future. Keep working hard.

Yours sincerely

Jane Wotherspoon

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**