

# Ridgefield Primary School

## Inspection report

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<b>Unique Reference Number</b>	133311
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	360478
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Marion Wallace

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Priestley
<b>Headteacher</b>	Anne Morten
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Radegund Road Cambridge CB1 3RJ
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## Introduction

This inspection was carried out by three additional inspectors. They observed nine teachers in 22 lessons, held meetings with parents and carers, groups of pupils, members of the governing body, and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governing body meetings, assessment information and curriculum planning. In addition, they listened to readers, carried out a scrutiny of pupils' work and analysed 76 questionnaires received from parents and carers.

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

- How good is the provision for average pupils in reading and writing at Key Stage 1 and how well do they progress?
- How good is the provision for average pupils in mathematics and English at Key Stage 2 and how well do they progress?
- Has the provision for science, especially at Key Stage 2, improved and has pupils' progress improved?
- Have the new strategies to improve levels of attendance been effective this year?

## Information about the school

Ridgefield Primary is an average-sized primary school. The majority of pupils are from minority ethnic groups and almost half are White British. The percentage of pupils who speak English as an additional language is well above average and a small minority of pupils are in the early stages of learning English. Thirty different languages are spoken within the school and there are 25 different nationalities. The percentage of pupils with special educational needs and/or disabilities is average, but the percentage of pupils with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is average. There is Early Years Foundation Stage provision in a part-time Nursery and a Reception class. Mobility is very high and many pupils join and leave other than at the usual times. The Nursery serves several schools and consequently not all children transfer from the Nursery to the Reception class. The school has achieved Healthy Schools status. There is a breakfast club managed by the school's governing body. In 2008 the school joined the Parkside Federation Trust with two local secondary schools. Ridgefield Primary shares the site with one of these schools. The headteacher has been in post since September 2010.

**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?**

**3**

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

**2**

## Main findings

The overall effectiveness of Ridgefield Primary School is satisfactory. It has some good features and the headteacher, governing body and senior leaders are particularly successful in promoting pupils' personal development, links with the community and community cohesion. Achievement, while satisfactory, is inconsistent across subjects such as English and science. The vast majority of pupils enjoy school and have a positive attitude to their work because the school is a safe community that respects and values all individuals. One parent summarised the views of many: 'Children enjoy school, it has improved immensely under the strong leadership of the headteacher.' Pupils confirmed an equally positive view: 'We enjoy school, especially maths, physical education and the clubs and activities.'

These are the key strengths of the school.

Attainment in mathematics is above average, both for pupils reaching expected National Curriculum levels and those reaching higher levels. Many pupils expressed enthusiasm for their learning in mathematics especially activities such as 'maths week' and the 'crystal maze'. One pupil, reflecting the views of many, said, 'Maths is such fun, I have learnt so much and am more confident now in maths as a result of all the fun activities.'

Relationships are strong and the school ethos is warm and welcoming, and consequently pupils make good gains in their personal development.

Pupils gain a good knowledge and awareness of how to stay fit and healthy and lead an active lifestyle, as acknowledged by the school's awards.

Children make a good start in the Early Years Foundation Stage, where the outdoor area is used well to extend and enhance all areas of learning.

Care, guidance and support are strong, so pupils behave sensibly and are enthusiastic learners who have a mature attitude to their work.

Good links with parents and carers and the local community enrich provision, and links with the Federation schools enable pupils to benefit from additional academic, cultural and sporting activities.

Community cohesion is good and consequently pupils have a good understanding of their own school community, the local community, national and global community. The school song encapsulates the ethos, 'From every corner of the world we come. We are Ridgefield and we are proud of who we are.'

Effective systems for evaluating the strengths and weaknesses of the school, together with its good organisation, strong and shared vision, continual drive for improvement, success in tackling issues identified in the last report and rapid improvements this year demonstrate its good capacity to continue moving forward.

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These are the key areas for improvement.

Improvements in reading and writing are not yet consistent enough to ensure all year groups achieve well at the expected and the higher levels because teachers sometimes miss opportunities to challenge all pupils fully in these areas. Written feedback is variable.

Provision for science has improved but, in contrast to mathematics, good quality provision and outcomes are not yet consistent, especially at Key Stage 2.

Although attendance has improved considerably this year, and is now broadly average, it is still lower than the school would like because some parents and carers take pupils out of school in term time and punctuality is not as good as it should be.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve punctuality and raise attendance further by building on the work with parents and carers to promote the importance of attendance and pupils arriving at school promptly.
- By June 2012, ensure attainment throughout the school in English is above average by:
  - using assessment consistently at both Key Stage 1 and Key Stage 2 to challenge all groups of pupils in reading and writing tasks
  - ensuring high quality marking is consistent in all classes so that all pupils clearly know how to improve their work.
- By June 2012 ensure all teachers at Key Stage 2 plan for and use assessment consistently well in science so that attainment and achievement levels reach those seen in mathematics in all classes.

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

<b>3</b>
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From starting points that are well below the levels expected nationally, pupils' attainment by the time they leave the school is broadly average in English and science and above average in mathematics. The school's tracking data and inspection evidence confirm that over time attainment has been variable in English, low in science and above average in mathematics. Pupils make satisfactory progress in English and science and good progress in mathematics. Those with special educational needs and/or disabilities make similar progress to their peers. Strategies to support these pupils, especially in reading and writing, are helping them gain confidence and competence. Lower attaining groups benefit from smaller group work and consequently they are now making significant gains in their learning. Pupils who speak English as an additional language also make satisfactory progress.

While achievement is satisfactory, the quality of learning in lessons is variable, especially in English and science. Expectations are not always sufficiently high for pupils to achieve consistently as well in reading, writing and science as they do in mathematics. The school has introduced strategies to raise attainment in reading and writing for groups of pupils. This is fairly recent but observations indicate standards are rising as a result. Provision for

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science has improved as a result of staff training but it is not yet consistently good, especially at Key Stage 2.

The quality of mathematics is consistently good throughout the school. In an excellent mathematics lesson, Year 6 pupils were engrossed and fully challenged to provide answers using mental strategies involving decimals and fractions to solve the maths treasure hunt during 'maths week'. In English and science, however, opportunities are sometimes missed to challenge the pupils fully and not enough time is always given for pupils to respond to the written tasks. Pupils at Key Stage 2 made satisfactory rather than good progress in their written response because the teacher spent too much time talking. Pupils at Key Stage 1 enjoyed their science lesson talking and learning about how adventure playground equipment moves but the teacher missed opportunities for pupils to record their own responses.

Behaviour is good and pupils have a mature attitude to their work. They say they feel very safe in school and they show good awareness of how to keep safe outside school. Pupils' good knowledge of healthy living and enjoyment of physical activity and physical education lessons are reflected in awards the school has won. They can describe a healthy diet and talk about the beneficial effects of exercise. Their spiritual, moral, social and cultural awareness is good. Pupils show a strong ability to reflect on issues facing them. They thoroughly enjoy arts subjects and singing. Pupils' awareness of cultural differences, both in the local community and globally, is developing well through visits to different places in London such as the National Gallery and links with pen pals in Botswana. Pupils talk sensitively about other cultures and they have a good understanding of their own contribution to the school and local community. They are knowledgeable about their local community and show concern for the local residents because the local shop has closed. They work well with others and opportunities to discuss work with a partner are well developed throughout the school. School council members talk sensibly about their contribution to the school and how they intend to raise money to help those less fortunate than themselves.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teachers plan interesting activities, often using well-chosen resources. They manage behaviour well. In lessons observed during the inspection, teachers used a range of methods well to encourage effective learning and matched work closely to what pupils needed to learn next. However, across subjects and often in English and science, there is not always a sharp enough challenge to ensure good progress. Pace of learning then slows down when teachers sometimes miss opportunities to encourage pupils to extend their writing and develop their scientific skills and understanding.

Questions are mainly used effectively by teachers to involve pupils and encourage discussion and small group work. Occasionally teachers spend too much time talking and not enough time is given for pupils to develop their written response to tasks. Teachers mark work conscientiously but the quality of feedback to pupils on how to improve their work is variable. Targets are used well in some classes; for example in Year 5 and Year 6 and consequently pupils have clear guidance about their next steps.

Pupils enjoy the new curriculum. It links knowledge in different subjects well, though writing skills are not always developed as much as they should be. Curriculum enrichment is good and pupils enjoy a wide range of clubs and activities. There are very good opportunities for pupils to plan, organise, run their own clubs such as football club. Pupils take this role seriously, writing progress reports about the club to share with others in assembly. This makes a good contribution to pupils' personal development. Pastoral care

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is strong. Pupils with a statement of special educational needs receive appropriate support and this contributes to their growing confidence. Pupils with more moderate learning difficulties receive good support in class and consequently achieve as well as their peers. Attendance levels and punctuality have improved tremendously this year because of strategies put in place but they are still not as good as they should be because some children are taken out of school in term time. Since September the learning mentor has established good links with families who do not always ensure good levels of attendance and punctuality and this is contributing to the improving attendance levels. Induction and transition arrangements are good. Breakfast club is well organised and pupils benefit from the healthy breakfast and friendly conversation.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Although she has only been in post since September the headteacher has made an impressive start, parents and carers, staff and pupils say they have been amazed at what she has achieved in such a short time. They all feel the school is improving rapidly under her superb leadership. Her enthusiasm and efficiency is reflected in the senior leaders who together demonstrate strong drive and ambition to take the school forward. The headteacher is experienced and has a clear vision for improvement. She has an accurate view of teaching and uses this information to sharpen provision and target the most important areas for improvement. The governing body supports and challenges the school satisfactorily. Governors have become more skilled at challenging the school and are learning to be more proactive. Middle managers support senior managers well and have been involved in some monitoring of their areas of responsibility.

The school improvement plan identifies appropriate priorities to raise the effectiveness of the school from satisfactory to good. Close partnerships, such as with the local authority and the federation are already having a positive impact on outcomes. The school has improved provision and outcomes for mathematics since the last inspection and this is now a strength.

The school's promotion of equality of opportunity is satisfactory because all groups of pupils enjoy the provision and achieve well in their personal development. Safeguarding procedures meet statutory requirements. Training is adequate and issues of safety are integrated well into the curriculum. In order to promote community cohesion, the school has established links with a school in Botswana and good links locally. Leaders have suitably well-advanced plans for community cohesion and they evaluate their impact and effectiveness well.

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*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	<b>3</b>
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Links with parents and carers are good and this helps children settle quickly into the Nursery and Reception classes. Good provision ensures that children make good progress in all areas of learning. The few children who are in the early stages of learning English and those children who have special educational needs and/or disabilities are well cared for and as a result they make the same good progress as their peers.

Relationships are strong and, consequently, children make good progress in their personal development. Children learn to behave well because expectations are very clear. They are challenged to respond to individual questions and to talk about their ideas and consequently they make good progress in their speaking skills. Children make sound progress in learning to mark paper and develop early writing skills. Personal aspects of care and welfare are good and this contributes to a very positive start. Staff provide interesting activities indoors and outdoors and children have good opportunities to learn through activities led by adults as well as those they choose for themselves. Adults use the outdoor area well, it is a stimulating and exciting integral part of the learning environment. In the mini beast hunt Nursery children were challenged to consider the mini beasts' journey through the garden. They were encouraged to use language such as 'large butterfly, fly quickly, creep slowly through the tall grass,' etc to describe their journey. Children learn to cooperate and play with each other. In the outdoor cafe Nursery children worked together well to create a lunch for their visitor. They had some idea that items cost money suggesting the drink was ♦30 a glass.

Most activities are fun and challenging. Adults used questions well for example helping children to observe the shape and characteristics of mini beasts. Children in Reception

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make good progress in learning to link sounds to letters. Occasionally, however, opportunities are missed to extend mark making and writing skills.

The provision is led and managed well. The manager is new to the role but has made an impressive start to developing the provision.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was an average response to the inspection questionnaires. The vast majority of responses showed parents and carers are satisfied with the school. They regard the school as happy, welcoming and friendly. They say their children enjoy attending and most are happy with their progress. Parents and carers regard the school as caring and supportive. A large majority of parents who responded felt the new headteacher had shown extremely strong leadership skills and had made very effective and positive changes since her appointment. Many expressed confidence that the school would now go from strength to strength. Almost all parents felt the school keeps the pupils safe. The inspection confirmed these positive aspects.

The majority of criticisms were offered constructively and were mainly concerned with how the school dealt with inappropriate behaviour; how the school took account of parents' and carers' views and information about progress. Inspectors found behaviour was dealt with well during the inspection and there were good opportunities for parents to communicate their views and learn about their children's progress.

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

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

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	53	34	45	1	1	0	0
The school keeps my child safe	42	55	33	43	1	1	0	0
My school informs me about my child's progress	33	43	37	49	5	7	0	0
My child is making enough progress at this school	34	45	35	46	6	8	1	1
The teaching is good at this school	36	47	31	41	5	7	0	0
The school helps me to support my child's learning	33	43	38	50	5	7	0	0
The school helps my child to have a healthy lifestyle	25	33	45	59	6	8	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)	26	34	35	46	8	11	0	0
The school meets my child's particular needs	30	39	40	53	5	7	0	0
The school deals effectively with unacceptable behaviour	33	43	33	43	9	12	0	0
The school takes account of my suggestions and concerns	29	38	35	46	9	12	0	0
The school is led and managed effectively	41	54	29	38	4	5	1	1
Overall, I am happy with my child's experience at this school	39	51	32	42	2	3	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 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.**



13 June 2011

Dear Pupils

**Inspection of Ridgefield Primary School, Cambridge, CB1 3RJ**

Thank you all very much for welcoming us to your school. We enjoyed your excellent assembly and will remember how well many of you read your club reports and gained achievement awards. Your school provides you with a satisfactory level of education. Here are some of its strengths.

You benefit from the wide range of activities, clubs, visits and visitors the school arranges for you.

You make good progress in mathematics and you reach academic standards that are above average.

You all feel very safe in school because you can talk to the adults if you have a problem.

Your school cares for you and teaches you to be healthy and to know about healthy lifestyles.

Your school council is well organised and is working well to help improve the school.

All staff and members of the governing body work well together to ensure your school continues to improve.

You all like your new headteacher and she gives a very strong lead to everyone.

There are three things that we have identified for staff and the governing body to improve:

Make sure that teachers challenge you as much as possible in reading and writing tasks so that you can reach higher standards. We have asked teachers to make sure all marking helps you improve.

Make sure teachers plan for and use assessment in science so that your science work is as good as your mathematics at Key Stage 2.

We would like you and your parents and carers to work really hard to raise levels of attendance even more and for you to make a real effort to arrive in good time for school.

All of you can help with these improvements by making sure you are very organised and get to school on time and continue to work really hard.

Yours sincerely

Marion Wallace  
Lead Inspector

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