

# North Wingfield Primary and Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	134139
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	360604
<b>Inspection dates</b>	6–7 April 2011
<b>Reporting inspector</b>	Jacqueline Wordsworth HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marilyn Stanley
<b>Headteacher</b>	Dorcas Jennings
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Blacks Lane North Wingfield, Chesterfield S42 5LW
<b>Telephone number</b>	01246 851176
<b>Fax number</b>	01246 857670
<b>Email address</b>	enquiries@northwingfield.derbyshire.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	6–7 April 2011
<b>Inspection number</b>	360604

---

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 assesses 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 0300 123 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

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 2011

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 20 lessons, observed 10 teachers and held meetings with members of the governing body, staff, and groups of pupils, parents and carers. Inspectors also met with two representatives of the local authority, one of whom was the School's Improvement Partner. Inspectors observed the school's work, and looked at pupils' books and records of their progress. They also looked at a range of documents, including minutes of governing body meetings, the school's improvement plan, a range of policies and the school's monitoring of its performance. The inspectors took account of 45 questionnaires from parents and carers, 125 questionnaires from pupils in Key Stage 2 and 29 questionnaires from staff.

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

- Inspectors investigated the quality of teaching in English and mathematics to ascertain the reasons for poor national test results.
- They examined the performance of different groups of pupils. Inspectors considered the outcomes of all pupils including those with special educational needs and/or disabilities, and for those whose circumstances make them vulnerable.
- They considered how effectively the school's management of teaching and learning promotes better outcomes for pupils.
- Inspectors investigated the provision and leadership of the Early Years Foundation Stage to check whether the overall effectiveness had improved from satisfactory to good.

## Information about the school

This school is larger than most primary schools; it was formed from the merger of adjacent infant and junior schools in April 2007. The headteacher was appointed at this time. Most pupils are White British. The percentage of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is above the national average. The school has achieved a number of awards including ECO School status Active Mark and Healthy School Status. There is provision for an after-school club on site, not managed by the governing body. This provision was inspected at the same time as the school, a separate report will be published on this.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's drive for improvement since its previous inspection in 2008 has included periods of steady progress but also times when this has stalled. Too much inadequate teaching and a curriculum that does not fully meet pupils' needs have hampered secure progress. Pupils' experiences in different classes and year groups have been uneven, and their pace of learning inconsistent. Consequently, pupils' attainment is too low and, for too many pupils, progress since joining the school is inadequate. The school has introduced intervention programmes to improve pupils' progress, including those for early reading (phonics) and writing. As a result, attainment is beginning to rise for some pupils, but not sufficiently quickly or securely because not all teachers use these programmes consistently across the school.

The headteacher and the deputy headteacher have a clear vision of what the school should offer its pupils and have taken a firm stance to challenge inadequate teaching. However, their actions to improve the quality of teaching and learning have had too little impact because many staff are reluctant to change established practices that have not successfully raised achievement. In addition, many staff do not accept sufficient personal responsibility for what happens in their lessons. These fundamental issues are deep-seated and the school is not currently able to move forward because the impact of some senior leaders and middle managers is inadequate. For example, some leaders do not focus enough on measuring the impact of the changes they make to the curriculum, or how teaching affects pupils' learning. Not all leaders' evaluation is thorough enough to provide sufficient evidence that new initiatives are working. Consequently, some subject leaders do not know where the strengths and weaknesses lie in their subjects nor fully understand how much progress pupils make across the school, particularly in information and communications technology (ICT) and science.

Good teaching in the Early Years Foundation Stage ensures that children make a strong start on entry to the school. Children make good progress and reach standards above that typically expected for children of their age by the time they leave Reception. Teachers regularly and accurately assess children's outcomes and use this information effectively to plan for their next steps in learning. Teachers in Key Stages 1 and 2 do not follow this good practice. Despite effective provision in the Early Years Foundation Stage, teaching is having insufficient impact on raising pupils' achievement at a fast enough rate, particularly in Years 1 to 4 and Year 6. There are too many occasions when tasks set for pupils in

**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

lessons do not cater for the full range of abilities in each class. Moreover, teachers' expectations of what pupils are capable of are too low, particularly for those of middle- and higher-ability.

There are some important improvements. The greatest impact of the work of the headteacher and the deputy headteacher has been in improving the effectiveness of the Early Years Foundation Stage from satisfactory to good. The school has also successfully increased pupils' attendance from low to average levels. Self-evaluation at the most senior level is broadly accurate. The school improvement plan outlines the right priorities for improvement with appropriate associated actions identified to achieve them. Although the headteacher and deputy headteacher have the determination and drive to succeed, their dedicated leadership is not enough to enable the school to move forward without further assistance. Too much currently rests on their shoulders alone. The inherent weaknesses in other areas of leadership and management, as well as the reluctance of some staff to embrace the extensive external support provided to improve their practice, means the school has inadequate capacity to sustain further improvement.

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

- Improve the effectiveness of leadership and management in embedding ambition and driving improvement, leaders and managers should:
  - ensure that all staff engage fully with the school's drive for further improvement
  - strengthen the role of all leaders and hold all staff accountable for pupils' learning and progress
  - set clear expectations of what is required in lessons and rigorously apply systems to check that all staff are following these guidelines.
- Improve the quality of teaching across Key Stages 1 and 2 by:
  - ensuring that teachers' lesson planning makes effective and accurate use of assessment information to match activities to pupils' abilities
  - ensuring that teachers have high expectations of what pupils are capable of achieving
  - quickening the pace of lessons and ensuring that teachers do not talk for too long
  - ensuring that teachers identify, within lessons, when pupils are ready for the next steps in their learning
  - making certain that teachers respond to pupils' work and inform them of the actions they need to take to improve and achieve their learning targets
- Raise levels of attainment in reading, writing and mathematics and accelerate pupils' learning and progress across Key Stages 1 and 2 by:
  - ensuring that all staff implement programmes to raise attainment in phonics and writing consistently and securely
  - improving in-class provision for pupils with special educational needs and/or disabilities

**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

- improving the curriculum to better meet the needs of all pupils by ensuring individual topics identify a clear structure of skills and knowledge.

## Outcomes for individuals and groups of pupils

4

Attainment for all pupils, but particularly that of boys, remains low and the quality of learning and progress are not consistently good enough across the curriculum to eradicate pupils' underachievement. Progress in English has been weaker than in mathematics because phonics and writing are not taught well enough across the school. Importantly, teachers do not always provide sufficient opportunities for pupils to write at length, and have not made effective use of specialised training, to teach pupils the skills in writing that enable them to reach the higher levels. Consequently, attainment is much lower in writing than in other subjects. A significant proportion of lessons does not take sufficient account of pupils' different levels of knowledge and understanding. As a result, teachers pitch much of the pupils' work at the same level of difficulty regardless of their different levels of ability. Too much of the pupils' work is undemanding and lessons are generally unexciting.

Provision for pupils with special educational needs and/or disabilities has some significant shortcomings. As a result, they do not achieve in line with their peers nationally and make inadequate progress. Staff support pupils well in their personal development, particularly those with a statement of special educational needs and those who have particular emotional needs. The school identifies pupils' needs promptly and regularly reviews provision to meet them. Secure links with outside agencies, such as the educational psychologist, ensure that extra help for individual pupils is available as required.

Inspection evidence concurs, to some degree, with the school's data, which indicate that rates of progress have improved for some groups of pupils this year, particularly in mathematics, although attainment is still low. Nonetheless, data, also indicate that outcomes for all pupils in Year 6, are likely to fall again this year. The school anticipates that its extensive use of booster classes, revision sessions, mentoring and other forms of intervention will yield improved outcomes for pupils in 2012, but its internal assessments and work in pupils' books do not show this conclusively across all year groups, particularly in Years 3 and 4.

Pupils are friendly and show respect towards each other. All say they feel safe in school. Pupils are confident there is always an adult they can turn to, if they have a problem. They express their confidence in the school's ability to deal promptly and effectively with any instances of bullying. Behaviour in classes and around the school is orderly and considerate. Pupils have a clear understanding of right and wrong. They collaborate well in pairs and small groups and are willing to help others when they encounter difficulties. Pupils engage in some interesting enterprise activities, such as selling produce at a profit from their vegetable garden and running the school shop. Nonetheless, their low levels in basic skills mean that they are not adequately prepared for their secondary education. Spiritual, moral, social and cultural development is sound, although pupils are not fully aware of the cultural diversity of our society. Pupils make a valuable contribution to the school community through their charitable and recycling activities and their efforts have been recognised in the number of national awards that they have received.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?

There are significant weaknesses in teaching. Much is mundane, and does not challenge pupils to achieve to their full capability. The most common limitations are in planning: where the intended learning outcomes lack challenge, or when teachers do not consider how different groups of pupils will learn. Most teachers do not consistently strike the right balance between their own input and pupils working independently, nor do they give pupils sufficient time to develop their ideas. In several weak lessons, teachers talked for too long, slowing the pace of learning and as a consequence, pupils lost interest. Teachers miss opportunities to develop and extend pupils' thinking, especially in English and mathematics, to ask for ideas or go beyond the work planned.

Inconsistent use of the school's assessment procedures means not all teachers adapt current lessons, or planning subsequent learning to meet pupils' needs. The majority of pupils are unclear about what they are expected to learn in lessons and do not understand how their learning will be measured. The use of open-ended questioning is weak. There is too much emphasis on drawing out pupils' factual knowledge as opposed to encouraging them to question ideas or discuss opinions to extend their understanding. There are some good examples of guidance for pupils on how to improve their work, but marking does not contribute enough to pupils' effective learning.

The school has taken care to develop links between different subjects and these are showing early signs of improving pupils' learning and progress. However, long and

**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

medium-term planning is often unclear about the key focus, concept or question driving each topic or about the ways in which each unit builds on pupils' prior knowledge and understanding. Individual topics, such as those for science, religious education, history and ICT describe activities to be completed and do not provide a clear pathway of learning through planned work or provide for structured development of skills and knowledge.

The school provides good support for pupils whose circumstances make them vulnerable and have sound partnerships with a range of agencies. The weakness in the provision for pupils with special educational needs and/or disabilities means that care guidance and support overall is no better than satisfactory.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

A number of senior and middle leaders are unwilling to contribute to the solutions for overcoming identified weaknesses, or to demonstrate the high-level of leadership skills necessary to model or evaluate good practice as leaders of learning. Consequently, these leaders are currently having a limited impact on ensuring the school's improvement. They have been unreceptive to a range of strategies and external support to bring about improvements. Most do not accept the extent to which they are accountable for ensuring that pupils across the school make at least satisfactory progress.

Governance is satisfactory. Safeguarding arrangements meet statutory requirements. There has been adequate training and staff are clear about their responsibilities. The governing body is supportive, but governors are too reliant on information provided by the school, and this limits their ability to hold the school to account for its performance. The school has a satisfactory action plan for promoting community cohesion. This has led to the provision of well-targeted activities to support parents and carers, although leaders acknowledge that they have not done enough to monitor its work in this area. Nonetheless, staff have made strenuous efforts to understand the local community and identify its needs. Consequently, the school is a cohesive and harmonious community and is successful in tackling discrimination. However, the school does not promote equality of opportunity adequately: there is too little evidence of improvement in the outcomes or experience of different groups of pupils.



**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>4</b>

## **Early Years Foundation Stage**

Children enter school with skills, knowledge and understanding typical of those found nationally for children of their age. Effective teaching enables children to develop good skills in calculating, speaking and listening and linking sounds and letters and make good progress from their starting points. Teachers plan engaging learning activities that enable children to make good progress in their personal and social skills, and provide a good balance between child-centred and adult-led activities. Effective leadership ensures that teachers plan activities that maximise children's learning. Teachers use observations and assessments effectively to support and extend children's learning and to identify areas for improvement.

Well-established routines enable the children to respond with confidence to all that is on offer and demonstrate considerate behaviour. Children work well together, during learning tasks and structured play activities. Teachers make effective use of the well- equipped outdoor area as well as the classroom to promote learning and enable children to develop their motor and sensory skills using big apparatus. Staff work closely with parents and carers, who feel well-informed about their children's progress and are happy with the advice given about how to help their child's learning at home.

**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

*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

The majority of parents and carers who returned questionnaires have a positive view of the school and are happy with their children's experience. A small number of parents and carers raised concerns regarding the way the school deals with unacceptable behaviour and with how effectively the school prepares children for the next stage of their education. Inspection evidence shows that the school could do more to prepare pupils for the next stage of their education.

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

Ofsted invited all the registered parents and carers of pupils registered at North Wingfield Primary and Nursery 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	55	20	45	0	0	0	0
The school keeps my child safe	18	41	26	59	0	0	0	0
My school informs me about my child's progress	16	36	26	59	2	5	0	0
My child is making enough progress at this school	17	39	23	52	4	9	0	0
The teaching is good at this school	17	39	23	52	4	9	0	0
The school helps me to support my child's learning	14	32	25	57	5	11	0	0
The school helps my child to have a healthy lifestyle	14	32	26	59	4	9	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)	16	36	21	48	6	14	1	2
The school meets my child's particular needs	20	45	20	45	3	7	1	2
The school deals effectively with unacceptable behaviour	16	36	17	39	10	23	1	2
The school takes account of my suggestions and concerns	9	20	26	59	4	9	1	2
The school is led and managed effectively	10	23	26	59	1	2	3	7
Overall, I am happy with my child's experience at this school	19	43	20	45	4	9	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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.**



8 April 2011

Dear Pupils

**Inspection of North Wingfield Primary and Nursery School, Chesterfield, S42 5LW**

Thank you so much for your warm welcome when we visited your school. We really enjoyed talking to you, looking at your work and watching you learn. We would like to thank you and your parents or carers for filling in the questionnaires that gave us your views about your school.

There are some positive things about the school.

The children in the Nursery and Reception classes are doing really well.

You try to listen carefully to what your teachers have to tell you.

You behave well and get on very well with each other

You know how to lead a healthy lifestyle and keep safe.

Your school council is doing a good job on your behalf.

You told us there is always someone to talk to if you have any problems.

The school works well with other people in your local community.

While there are some positive things, overall the school is not doing a good enough job in making sure you achieve as well as you can. We have judged that the school requires 'special measures' because it needs help to make improvements quickly. Inspectors will visit the school regularly to check how well it is doing. In the meantime, we have asked the headteacher, staff and the governing body to do a number of things to help it improve. We have asked them to:

- keep a closer eye on your progress and make sure that important routines such as planning and marking of your work are the very best they can be,
- make sure you are all given work at exactly the right level so you have to think hard about your learning
- make sure you know what you are going to learn in a lesson and how to improve
- make sure that teaching always helps you to make good progress, especially in reading, writing and mathematics. So that your attainment improves from low to at least average.
- keep a closer eye on what the school does, especially to make sure that staff know how much progress you are making and that all teachers are following the school's plan for improvement.

You can all help your school improve further by continuing to try your best in all you do.

Yours sincerely

Jacqueline Wordsworth

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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**