

# Dinnington Community Primary School

## Inspection report

---

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 106867               |
| <b>Local authority</b>         | Rotherham            |
| <b>Inspection number</b>       | 377477               |
| <b>Inspection dates</b>        | 14–15 September 2011 |
| <b>Reporting inspector</b>     | Nigel Cromey-Hawke   |

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>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 215   |
| <b>Appropriate authority</b>               | The governing body                                  |
| <b>Chair</b>                               | Ken Bruton  |
| <b>Headteacher</b>                         | Vanessa Vaughan                                     |
| <b>Date of previous school inspection</b>  | 16 June 2009  |
| <b>School address</b>                      | School Street<br>Dinnington<br>Sheffield<br>S25 2RE |
| <b>Telephone number</b>                    | 01909 550034  |
| <b>Fax number</b>                          | 01909 560333  |
| <b>Email address</b>                       | dipvvaughan@rgfl.org                                |

---

|   |                              |
|---|------------------------------|
| <b>Registered childcare provision</b>                                   | Dinnington Children's Centre |
| <b>Number of children on roll in the registered childcare provision</b> | 34                           |
| <b>Date of last inspection of registered childcare provision</b>        | June 2009                    |

---

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 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 purposes, as long as you give details of the source and date of publication and do not alter the information 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'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 10 lessons, observing eight teachers and all classes. They also held meetings with members of the governing body, staff, pupils, parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 42 parents and carers, 85 pupils and 22 staff were scrutinised. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school is doing to raise attainment and achievement across the school.
- How robustly attendance has been tackled since the last inspection.
- How well informed, cohesive and focused staff are in driving improvement forward, given the recent staff changes.

## Information about the school

Most pupils in this smaller than average-sized primary school are White British. A very few speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is well above average, within which the proportion with a statement of special educational needs is below average. The percentage of pupils known to be eligible for a free school meal is well above that usually found. The proportion of pupils who join or leave the school at times other than is usual is higher than average.

On-site provision includes Dinnington Children's Centre. This is managed by the governing body and is linked to the school's Nursery and Reception classes. The centre provides integrated services for parents and families in the community and provides day care for up to 34 children from nought to five years of age, only a minority of whom continues into provision in the main school. Inspectors inspected the education of children in this centre. The range of services for the community and for parents and carers provided by the centre is subject to a separate inspection, the report for which can be found on Ofsted's website.

A breakfast club held in the school also provides care for pupils from 07.30 each school-day morning. The school has Healthy School status and an enterprise award. The school has experienced significant staffing changes over the last three years, as well as redundancies.

**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**

**3**

## Main findings

This is a satisfactory school. It has some good features. Most parents and carers who responded to the inspection survey are highly supportive of its work.

Following a period of considerable staffing changes the school is improving rapidly under the leadership of its recently-appointed headteacher. Children get a good start to their learning within the Early Years Foundation Stage. They enter with basic skills often well below those typical for their age and make good progress because of the good provision. There are effective links with the children's centre, which provides a good educational start to those who attend. School data and inspection evidence show that pupils' progress and achievement throughout the rest of the school is satisfactory, but improving rapidly and securely. Attainment has risen from low levels and is now broadly average by the time pupils leave in Year 6, with past underachievement in Key Stage 1 largely overcome. Weaknesses remain in pupils' writing skills in some classes and in the proportion of higher National Curriculum levels gained.

The quality of teaching is satisfactory but variable. Some is outstanding but some inadequate and where this is the case, pupils' progress slows. Some lessons lack pace and challenge, especially for the more able, pupils' speaking and listening skills are underdeveloped and there are insufficient opportunities for pupils to learn independently. The satisfactory curriculum is being updated to make it more interesting. It has strengths in sport and in promoting pupils' personal development and awareness of healthy living. Pupils' overall spiritual, moral, social and cultural development is no better than satisfactory, particularly as a result of their weaker understanding of the wider world and their lack of opportunity to have direct contact with it.

Pupils enjoy their time in school and enthusiastically take upon themselves many responsibilities for its operation. The pastoral care of pupils is good, but overall the care, guidance and support are satisfactory owing to satisfactory behaviour and low attendance by pupils. Engagement with parents and carers is good. The school has a clear understanding of its strengths and weaknesses, with good systems in place to track pupils' progress and to identify areas for improvement. There are also good plans in place for future development. The school's capacity for sustained improvement is, as yet, satisfactory, rather than good.

Up to 40% of the schools whose overall effectiveness is judged 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 attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
  - providing more consistent pace and challenge in lessons, especially for the more able
  - developing pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons
  - further develop pupils' writing skills so that they can communicate their learning more effectively
  - promote more effective independent learning by encouraging pupils to demonstrate their understanding without adult support.
- Improve attendance, especially that of persistent absentees, by focusing closely upon strategies that are proving most effective.
- Broaden pupils' understanding of the diversity of the modern world and their contact with it.

## Outcomes for individuals and groups of pupils

|          |
|----------|
| <b>3</b> |
|----------|

The school is accurate in its self-evaluation that achievement is satisfactory across the school. Most pupils acquire knowledge, develop understanding and learn and practise their skills satisfactorily. They are keen to succeed, apply themselves generally well in lessons, work at a good pace and enjoy their learning when provided with appropriate tasks and guidance. Pupils' attainment on leaving in Year 6 has fluctuated since the last inspection; it has sometimes been low but is now broadly average. This reflects not only the varying ability profiles of year groups but also variations in the quality of teaching and the staffing changes.

Pupils' progress has also varied across year groups. There is evidence of past underachievement in writing, in classes where teaching has been weaker, that limits pupils' ability to communicate their learning effectively. There has also been underachievement at Key Stage 1. As a result of more stable staffing and a programme of challenge and support, progress is now at least satisfactory across the school and many pupils are making accelerated progress in Key Stage 1 to catch up on lost ground. The number of pupils gaining higher grades remains low. Provision in mathematics has been subject to a major review and attainment in Year 6 in this area now more closely matches national expectations. Pupils with special educational needs and/or disabilities, the few pupils whose first language is not English and those that join the school at different times also make satisfactory progress.

Behaviour is often good around the school and in the best lessons, but low-level disruption still features in some classes, often as a result of poorly-paced teaching.

However, pupils say they feel safe in school and parents and carers agree with this. The school places a high priority on developing pupils' understanding of healthy living. Pupils' awareness of this is good, reflecting the school's award and is often helped by skilled input from the staff at the children's centre. Many pupils attend the breakfast club and get a good start to the day. Pupils willingly take on many forms of responsibility for the day-to-day running of the school, acting as 'Eco-Warriors', 'Urban Rangers' and 'Roving Reporters.' This aspect of the school's work is good and helps promote pupils' confidence and basic skills. The school council is also active in helping to shape what goes on in the school and in supporting the local community. They were proud to travel to London as part of a local community citizenship initiative. Attendance remains low but there are clear signs of improvement, as a result of the concerted work of the inclusion team. Given their levels of basic skills, pupils are prepared satisfactorily for the next stage in their education.

*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>3</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>   | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

## How effective is the provision?

Although the quality of teaching is satisfactory overall, there is an increasing proportion of good and a small amount of outstanding teaching currently within the school. There is also a small amount of unsatisfactory teaching. In the best lessons, good planning and the use of well-informed assessment data, ensure that varied and often practical activities are provided that meet the needs of most pupils. Good pace and challenge provided by the teacher stimulate pupils' interest. Individual learning targets and the use of assessment guidelines have recently been refined for English and mathematics and these are contributing to raised expectations and better support for pupils. In the weaker lessons, there is not this rigour and such practices are not used as effectively. In these lessons, there is still insufficient pace and challenge, especially for the more able. Pupils' speaking and listening skills are also underdeveloped in some lessons and, as a result, pupils do not learn as effectively as they could from each other or from adults in the classroom. In some lessons, pupils are not sufficiently encouraged to demonstrate their own learning and work

<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

independently of adult support. A talented team of teaching assistants is used well across the school to support pupils in their learning.

The curriculum is currently under review to ensure that it more fully meets the needs and interests of pupils. There has been a major drive to improve numeracy and information and communication technology (ICT) that is beginning to have an impact upon all areas of pupils' learning. Cross-curricular links between subjects are also beginning to be established to make learning more meaningful. The school has a developing programme to support gifted and talented pupils that is beginning to have a positive impact upon attainment. A good range of extra-curricular activities, including residential experiences, is well supported by pupils.

The care, guidance and support provided by the school are satisfactory. Pastoral care is good, and is well coordinated by the inclusion manager and two talented learning mentors. The needs of the many pupils whose circumstances potentially make them vulnerable are being increasingly well met through a wide range of support programmes, often linked to high-quality family support from the children's centre. This is helped by a good personal, social and health related learning programme across the school. Transition arrangements into and out of the school are good, including for those who join mid-term. Systems for managing behaviour have been revised, but the school recognises that it still has work to do in this area, especially because of the turnover in staff until recently. A variety of steps to improve attendance has been taken, including the use of rewards for families; these are beginning to have a significant impact.

*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>3</b> |

**How effective are leadership and management?**

The headteacher is leading a programme of support and challenge with energy and skill and bringing about greater consistency in the quality of teaching and learning. This is based on raising expectations. This vision is shared by the staff and governing body. New systems for assessing and tracking pupils' attainment and progress have been introduced since the last inspection. However, this information is not yet used to full effect by all teachers to shape their lessons. The leadership and management of subject teaching have been considerably enhanced. However, they remain satisfactory as some subject leaders are newly in post, ways of working are not yet consolidated and some are not yet fully trained to carry out their monitoring role. Nevertheless, the school knows its strengths and weaknesses well and its self-evaluation is accurate. The school has good plans in place for future improvement. These are closely targeted at further raising attainment and consolidating the recent recovery in performance. Liaison between the school leaders and the children's centre is good, with the latter contributing much through its good leadership and management to whole-school developments such as staff training.

Safeguarding procedures are good, with good practice in particular in staff vetting and checking procedures and site security. The promotion of equal opportunities is satisfactory, reflecting the variability in the quality of teaching, but gaps in pupils' performance, for example that of boys, are being reduced. Discrimination is rare and when encountered is dealt with well. The school engages well with parents and carers, often using its good range of extended services to communicate with families. Links with other partners are satisfactory, with strengths in sporting links which enrich the curriculum. The governing body has undergone significant change since the last inspection and gives satisfactory support. Governors know the strengths and areas for development in the school. They are increasingly challenging the effectiveness of its drive for improvement, especially over the quality of teaching. The promotion of community cohesion is satisfactory. The school works well with the local community, has links with nearby schools, further education providers and businesses, but little in the way of those contacts that would help develop pupils' understanding of the wider world.

*These are the grades for the leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <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>3</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>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>3</b> |

## Early Years Foundation Stage

Children get off to a good start within the Early Years Foundation Stage setting. They enter the Nursery with a range of skills well below those typical for this age group. By the time they leave the Reception class, most are working securely within the expected ranges of learning. The small numbers of children who enter from the children's centre are better prepared for school and achieve well. There is a strong focus upon developing children's social, mathematical and language skills. Children's learning is well recorded and data used to inform the next stages in their learning. Parents and carers are well informed about their children's progress. Because staff in both the Nursery and Reception classes and in the children's centre know the children so well, and communication between them is good, children's needs are quickly identified and action taken to meet them. This is particularly the case for children who have been identified as having special educational needs and/or disabilities. These children make the same good progress as others, because of the good teaching. The outdoor area has been upgraded recently and is used well to extend children's learning experiences. Teachers plan a good range of activities, with



a good balance between those they direct and ones children choose for themselves. As a result, by the time they leave, children behave and are able to work together well. Provision within the children’s centre meets requirements for registration. Leadership and management in both areas are good, although the role of the Early Years Coordinator needs clarifying within the main school. Teamwork is strong, safeguarding and welfare requirements are good, training is up to date and there are good plans in place for further development.

*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 in the Early Years Foundation Stage | 2        |

**Views of parents and carers**

A small number of parents and carers returned the inspection questionnaire. The vast majority of them are very happy with all aspects of the school’s work. They consider it provides a safe and caring environment for their children and that it is led and managed well. Inspectors found that safeguarding is good and leadership and management are improving now the school has a more settled staff. A few parents and carers are concerned about the progress their children are making and this was a focus of the inspection. Progress was found to be satisfactory but that improvements were needed to increase the rate of progress. There are also a few parents and carers who are concerned about the way the school deals with unacceptable behaviour. Inspectors looked at this aspect carefully and found that new systems have recently been introduced that are having a good effect, but the school acknowledges that more needs to be done.

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

Ofsted invited all the registered parents and carers of pupils registered at Dinnington Community 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 15             | 36 | 25    | 60 | 1        | 2  | 0                 | 0 |
| The school keeps my child safe  | 18             | 43 | 23    | 55 | 1        | 2  | 0                 | 0 |
| The school informs me about my child's progress   | 14             | 33 | 23    | 55 | 2        | 5  | 3                 | 7 |
| My child is making enough progress at this school   | 11             | 26 | 23    | 55 | 4        | 10 | 3                 | 7 |
| The teaching is good at this school   | 12             | 29 | 24    | 57 | 4        | 10 | 2                 | 5 |
| The school helps me to support my child's learning  | 13             | 31 | 24    | 57 | 3        | 7  | 2                 | 5 |
| The school helps my child to have a healthy lifestyle   | 14             | 33 | 23    | 55 | 4        | 10 | 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             | 38 | 21    | 50 | 2        | 5  | 0                 | 0 |
| The school meets my child's particular needs  | 12             | 29 | 25    | 60 | 4        | 10 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 12             | 29 | 21    | 50 | 5        | 12 | 3                 | 7 |
| The school takes account of my suggestions and concerns   | 12             | 29 | 22    | 52 | 6        | 14 | 2                 | 5 |
| The school is led and managed effectively   | 14             | 33 | 23    | 55 | 0        | 0  | 3                 | 7 |
| Overall, I am happy with my child's experience at this school   | 15             | 36 | 22    | 52 | 2        | 5  | 3                 | 7 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and is 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.**



16 September 2011

Dear Pupils

### **Inspection of Dinnington Community Primary School, Sheffield, S25 2RE**

Thank you for the warm welcome you gave the inspectors when they visited your school recently.

Dinnington Community Primary is a satisfactory school. It has some good features and is improving rapidly under the leadership of the headteacher, governing body and staff. You have a good start to your learning in the Nursery and Reception classes as a result of the good teaching, good leadership and management and the good care you receive. Your progress within the rest of the school is satisfactory overall but improving rapidly. In the past, your attainment on leaving the school has sometimes been low but recently this has risen to broadly average levels. Teaching is satisfactory overall, but again improving as more stable staffing and new ways of working begin to have an impact. The range of subjects you take is satisfactory but being revised and improved. Your behaviour is often good around school and in the better lessons, but is satisfactory overall due to some low-level disruptions and lack of attention. The school looks after you well and you say you enjoy it and feel safe there. You have a good understanding of healthy living and take on many responsibilities to help the school in its day-to-day running. Well done! We have asked the school to consider the following things that will help it improve further.

- Make sure that all your lessons are at least good.
- Continue to improve your attendance.
- Help you to understand the wider world and to increase your contact with it.

You can help by telling your teachers how best you learn, letting them know if you have any problems and by attending school regularly. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke  
Lead 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).