

Sutherland House School

Inspection report

Unique Reference Number	134889
Local Authority	Nottingham
Inspection number	360652
Inspection dates	2–3 March 2011
Reporting inspector	David Muir HMI

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

Type of school	Special
School category	Non-maintained
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	90
Of which, number on roll in the sixth form	19
Appropriate authority	The governing body
Chair	Owen Gray
Headteacher	Maria Allen
Date of previous school inspection	6 November 2007
School address	Sutherland Road Carlton Nottingham
Telephone number	0115 9873375
Fax number	0115 9400483
Email address	Carlton@sutherlandhouse.org.uk

Age group	3–19
Inspection dates	2–3 March 2011
Inspection number	360652

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 14 lessons and 14 teachers were seen. Meetings were held with: two groups of pupils; the Chair of the Governing Body and the Director of Children's Services for Nottingham Regional Society for Adults and Children with Autism (NORSACA) and a range of staff, including the headteachers of the different sites and a range of senior and middle leaders. The inspectors observed the school's work and looked at a wide range of documentation, including the school development plan, School Improvement Partner reports, a variety of action plans and monitoring and evaluation documents, and 52 parental questionnaires were analysed.

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

- The accuracy of the school's monitoring of pupils' progress across all areas and key stages of the school.
- How well the curriculum meets the needs of all pupils in all key stages, including the sixth form, so that they are ready to transfer to the next stage of their lives.
- How well the management raises and maintains expectations and aspirations across the school, especially with respect to the five sites.
- How well the teaching meets the needs of all pupils taking into account their special educational needs and/or disabilities.

Information about the school

The school is managed by NORSACA and its Director of Children's Services leads on strategic and partnership work as well as acting as an adviser and consultant to the school. The principal has responsibility for leadership, educational and care provision within the school. The school gained specialist status in communication and interaction in September 2008.

The school accommodates up to 94 children with autism spectrum or related communication disorders at five sites, which are situated in and around Nottingham. Since the previous inspection, the school has relocated from one of the five sites, so that the three upper school sites are now adjacent to each other. Nearly all pupils are of White British background. Many present challenging behaviour and have additional special educational needs and/or disabilities.

At the Ravenshead site, there are two children in Reception year as well as pupils in Key Stages 1 and 2. Key Stages 2 and 3 pupils are located on the Carlton site. Harby Lodge has places for pupils in Key Stages 3 and 4. Falcon House caters for Key Stage 4 pupils and post-16 students. The Continuing Education Centre provides for post-16 students. The school currently holds the Healthy Schools gold award and is part of a national system for autism accreditation.

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?

1

The school's capacity for sustained improvement

1

Main findings

Sutherland House is an outstanding school. Its ethos places the pupils at the heart of every decision made and every lesson taught. Staff have high levels of commitment and professionalism which enable the school to set and achieve ambitious targets. All aspects of pupils' personal outcomes are outstanding and a superb array of partnerships contributes outstandingly to the level of education and care. Parents and carers overwhelmingly value the work of the school with unanimous agreement that their children enjoy school. This is an extremely impressive outcome, as many pupils in the school had very unsettled, and often unhappy, experiences of education prior to joining the school. This is also reflected in the high levels of attendance and the outstanding behaviour seen throughout the inspection.

The large majority of teaching seen during the inspection was at least good, with some being outstanding. This, alongside the outstanding curriculum, supports the good learning and progress taking place across the school. In lessons, work is adapted through careful modification of resources, tasks, expected outcomes and the exemplary support provided by all staff in the class. Learning objectives are presented in ways which are accessible to all pupils and are used well to assess the learning taking place in lessons. Outstanding care, guidance and support are particular strengths of the school. Managers at all levels monitor the performance of the school in fine detail and use this information to plan improvements in the quality of the provision. Currently, more work is being undertaken to analyse data around the progress which pupils make. The school currently uses published schemes and comparative data to make judgments about progress, but is looking to adapt this so it is more relevant to the school's changing cohort. Plans are also in place to raise the quality of teaching further and these are being implemented with strong systems to identify areas where staff can develop their professional practice. Pupils' views are taken very seriously, through the student councils, the annual review process, person-centred reviews and other systems, and they play an integral part in making the school the success that it is. Staff know pupils and their families extremely well, so their needs are met in a precise and focused way, both in lessons and in other activities around the school.

The principal, supported by a skilled and well-established senior leadership team, provides motivating drive, passion and vision which permeate all areas of the school community. Relationships with parents and carers are outstanding. The overwhelmingly positive response by parents and carers to the inspection questionnaire shows that they profoundly value the work of the school in maintaining high quality education and care for their children. The effectiveness of the governing body is outstanding. It plays its part in devising, monitoring and evaluating the school development plan. All aspects of

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

safeguarding are excellent, with some examples of exemplary practice such as the training provided; the range of policies which support safeguarding to a very detailed level and the relationships that the school has with social services in the local authorities with which it works.

The school's specialism has had an impressive impact through the implementation of programmes to develop communication and interaction in all areas of the school. The outstanding Early Years Foundation Stage ensures that children receive the best possible start to school and the exciting work of the sixth form ensures that the high standards are built upon as students prepare for the next stage of their lives. The accurate in-depth knowledge that leaders have, together with the significant improvements in several areas since the previous inspection, demonstrates that there is outstanding capacity to make sustained improvement.

What does the school need to do to improve further?

- To raise the overall quality of teaching from good to outstanding by:
 - identifying and sharing the best practice available in the school
 - ensuring that activities in lessons meet the needs and interests of all pupils appropriately
 - ensuring that assessment to support pupils' learning is refined, so that it is effectively integrated into planning and learning activities so that progress can be more rapid.

Outcomes for individuals and groups of pupils

1

Due to their special educational needs and/or disabilities, the attainment of the large majority of pupils on entry to the school is low. As a result of the changing needs of pupils, the school ensures that pupils who are able to attain at higher levels, are given opportunities to develop their full potential. Meticulous monitoring ensures that all groups of pupils make good progress. A thorough, ongoing analysis of need has resulted in the number of accredited courses being increased in partnership with a local mainstream school and colleges. Although the range of accreditation is currently suitable for all pupils in the school, there is flexibility to allow further choice as needs vary over time. All pupils leave school with externally accredited qualifications and go on to continue in full-time education, training or employment. The good learning and progress made by pupils in lessons, including those seen during the inspection, is the result of the good and sometimes outstanding teaching in all key stages. The teaching seen during the inspection and the school's data support the judgement that pupils make good progress.

The school is an exceptionally harmonious and welcoming community. Behaviour was outstanding in all lessons seen and in all areas around the school at lunch and break times. This is the result of remarkable work by staff in partnership with parents and carers, and demonstrates particularly impressive improvements for the large majority of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils in managing their own behaviours. A typical parental comment stated 'Behaviour is beyond expectations'. This is echoed by the findings of the inspectors.

Pupils' work in the school and the wider community is exceptional. One example is that they were significant contributors to the recent successful bid to refurbish the Carlton site's playground. This involved an appearance on television to present their case and to solicit public votes. They are also fully involved in planning for their own futures through the annual review processes and the student councils, which are fully inclusive and offer all pupils opportunities to contribute. Strong partnerships with local employers, brokered by the employment support officer, well-planned work experience opportunities alongside enterprise activities and themed workshops, mean that pupils develop workplace skills to an outstanding level. They also develop a strong sense of right and wrong and are given ample opportunities to develop an awareness of themselves, their peers and others, which they embrace. The school works actively to raise awareness of other countries, cultures and backgrounds to a high level. Pupils also develop mutually supportive relationships with their peers, which significantly enhance their personal development.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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

The extent of pupils' spiritual, moral, social and cultural development	1
--	----------

How effective is the provision?

The large majority of teaching seen during the inspection was at least good, with much being outstanding and this agrees with the school's own monitoring. Joint observations of lessons during the inspection confirmed that leaders have an accurate view of the quality of teaching. Planning links with prior learning, knowledge of pupils' levels and abilities and a variety of extremely well matched activities so that all pupils are able to make good progress. Support is well focused allowing it to be targeted effectively. The exciting and relevant teaching activities make learning enjoyable. A particular example of this was an art lesson where pop art was introduced and discussed. Pupils moved on speedily to build on their previous printing work to produce their own examples of pop art based on Andy Warhol's 'Marilyn' portraits. Links between individual education and autism-specific plans are reflected well in lessons and result in outstanding personal development. The extensive knowledge which staff have of the needs of young people with autism, their individual learning styles and the respect and dignity which they show the pupils, contribute markedly to the overall outstanding outcomes.

In all key stages, the curriculum meets the needs of pupils remarkably well. The extensive range of partnerships with external agencies, the local community and local colleges and schools ensure that pupils are given access to a wide range of information, advice and guidance about their future options. This was notable in the impressive meetings with pupils during the inspection when older pupils had a clear view of their learning pathways up to the end of school and beyond. The person centred reviews, which are planned and led by the pupils, are particularly noteworthy examples of how pupils develop independence and contribute significantly to planning for their future. Extra-curricular activities are wide ranging and often instigated by pupils. All pupils participate in residential visits, with many staying overnight, while others join in the daytime activities. The 'lego club' is an outstanding example of a cross-curricular project which contributes to learning and personal development in a myriad of ways. During these sessions, pupils develop skills including: turn-taking; listening; numeracy; socialisation and awareness of others' needs; problem-solving; self-evaluation and many other skills. Excellent use is made of multi-agency support, including strong partnerships with support services. Support provided for families is outstanding and this helps them to support and manage their children more effectively than would be otherwise possible.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

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

How effective are leadership and management?

Outstanding leadership by the senior team has established and built on a clear vision and climate for success which is shared, promoted and valued by all members of the school community. Despite being located on five sites around the city, the school is a cohesive community with a tangible feeling of progression from one department to the next. This has led to exceptionally high expectations for all. Managers monitor progress well and are now further developing assessment schemes so teachers can use the information more effectively to extend pupils' learning. Support staff are a key element in ensuring that the focus on high quality learning does not waiver and that pupils are exceptionally well supported according to their individual needs. The specialism has had a significant impact on the quality of provision, with increased occupational therapy, the appointment of a higher level teaching assistant to seek out opportunities for enhanced work related learning and high-quality home-based support for parents and carers, which in turn have improved outcomes.

However, despite their continued success, the school staff and leadership are determined to work hard to maintain standards at as high a level as possible and to improve the quality of teaching further. Senior leaders and other staff have a good understanding of the strengths within the school and have clear plans for further improvement. Middle leaders are key to promoting good practice within the departments. Outstanding equality of opportunity is the starting point of all that the school does. Community cohesion is good as leaders have a thorough knowledge of the school's context and work well to develop this area. However, the impact of this work on the school and wider community is not formally measured. Safeguarding procedures and policies, including child protection, are outstanding and show that all adults working with pupils are appropriately recruited and vetted. The range of policies and procedures are impressive and cover every aspect of child protection, focusing very specifically on the particular needs of the pupils. The governing body provides very effective challenge and members of the governing body have named responsibilities and all undertake visits to the school to monitor its work. Members of the governing body are rigorous in ensuring the best arrangements for the school, for example in closely monitoring and scrutinising financial arrangements, as they do not have the ongoing support of a local authority, due to the non-maintained status of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1

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	
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Standards are low on entry due to the childrens' special educational needs and/or disabilities and they remain low throughout their time in the Early Years Foundation Stage. Despite this, the outstanding quality of the provision and the good teaching in this stage, alongside an extremely effective curriculum and excellent care, results in at least good and often outstanding progress being made. Planning and assessment are of a high quality and meet the needs of the children in the Early Years Foundation Stage. Several schemes are used to ensure that all aspects of learning and development are extremely well monitored. The quality of the curriculum is outstanding, being carefully matched to meet the individual, autism-specific needs of the children very effectively in the six areas for learning in the Early Years Foundation Stage.

The school works very hard to engage parents and carers and supports them in managing their children's needs at home, providing much needed continuity for the children. The Early Years Foundation Stage is extremely well led and managed and the lead teacher has an exceptionally good understanding of children of this age who have autism spectrum disorder and associated conditions. Partnerships with other professionals are impressive and well planned, contributing very well to the quality of the provision and the outcomes for the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Sixth form

The post-16 provision is outstanding in all areas of its work. Students make exceptional progress in their learning and personal development. The post-16 department is a very

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

well planned and executed provision providing an increasing array of accredited and non-accredited courses, which are well matched to their abilities and levels. These include ASDAN Awards, Adult Literacy and Numeracy (ALAN), Entry Level Certificates, OCR Functional Skills and in-house certificates from a local college. Students are increasingly involved in planning for their futures and this leads to them being motivated and inspired to take control of their own learning pathways. The experiences provided in the post-16 department offer genuine and realistic qualifications and opportunities to enhance students' prospects of positive progression routes when they leave school. Currently the provision is being enhanced by the introduction of the Foundation Learning tier of qualifications. The curriculum is flexible and highly personalised to ensure that all students have their needs met. The quality of teaching at post-16 is outstanding. This has a significant impact on the development of students' literacy and numeracy skills alongside their increased independence to make them ready for the next stage of their life.

All leaders, managers and other staff are focused on developing a climate of continual improvement and high aspirations. The school development plan is driving development in the 14-19 age range, to provide coherence and continuity. Outcomes are closely monitored to identify next steps for improvement and how the curriculum can be continually updated to meet all needs effectively. Engagement with parents and carers and other professionals is outstanding as it is in the rest of the school. The school provides a range of choices for valuable work experience and this can take place in the school or with the ever-increasing range of local employers with which the school works, including the local football club, charity shops, art gallery and an autism resource centre among others. The school has a strong tradition of all of its students moving on to the next stage of full-time education or other individualised settings, with no students being not in education, employment or training (NEETs).

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

A majority of parents and carers responded to the questionnaire and these were overwhelmingly positive in all areas. The responses and many positive comments reflected the inspectors' judgements. Some typical comments from parents and carers about their child's education were: 'The school is fantastic and they have helped my daughter more than I could ever have dreamed possible. This is an outstanding school', 'They always go that one step further to enhance his education and learning and skills

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

and they support us as a family as they understand our problems and help us' and 'This is a school with excellent standards which always strives to improve. The dedication of the staff is amazing.' The findings of the inspection support the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutherland House 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	75	13	25	0	0	0	0
The school keeps my child safe	47	90	5	10	0	0	0	0
The school informs me about my child's progress	42	82	8	16	1	2	0	0
My child is making enough progress at this school	40	77	9	18	1	2	0	0
The teaching is good at this school	41	79	9	18	0	0	0	0
The school helps me to support my child's learning	38	73	9	17	1	2	0	0
The school helps my child to have a healthy lifestyle	37	71	12	24	1	2	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)	45	87	3	6	1	2	0	0
The school meets my child's particular needs	44	86	6	12	1	2	0	0
The school deals effectively with unacceptable behaviour	44	86	7	14	0	0	0	0
The school takes account of my suggestions and concerns	43	84	8	16	0	0	0	0
The school is led and managed effectively	46	88	5	10	0	0	0	0
Overall, I am happy with my child's experience at this school	43	84	8	16	0	0	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



4 March 2011

Dear Pupils

Inspection of Sutherland House School, Nottingham, NG3 7AP

On behalf of the inspectors who visited your school recently, I would like to thank you very much for making our visit extremely interesting and enjoyable.

We found that your school is outstanding. The principal, headteachers, the leadership team and staff all work very hard to make your time in school as successful as it could be. Your personal development is outstanding and your behaviour at all times and warm welcome made a lasting impression on us. We were also very impressed by the way you prepare for your future lives and the work that you do within the local community. You all work hard in your lessons and the progress you make in school is good. The care, guidance and support which you receive are outstanding. Your fantastic attitudes to learning and how everybody in the school contributes to making it so successful were inspiring to see. Your contribution to the school's work is especially strong and is a key element in making the school as successful as it is.

During our time in the school, we identified an area which needs to be improved to make the school even better. I have asked the school to do the following.

- improve teaching in lessons by:
- encouraging teachers to share their best ideas of how to teach you
- making sure that lessons are as interesting as they can be for you
- making sure that teachers use their knowledge of your levels to make sure that lessons are planned well for you, so that you understand the work and are challenged as well.

Once again, thank you very much for the time you spent with us during the visit and we would like to wish you well for the future.

Yours sincerely

David Muir

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.