

Bosworth Community College

Inspection report

Unique Reference Number	120266
Local Authority	Leicestershire
Inspection number	358732
Inspection dates	3–4 November 2010
Reporting inspector	Ian Middleton HMI

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.

Type of school	Secondary
School category	Community
Age range of pupils	14–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1348
Of which, number on roll in the sixth form	414
Appropriate authority	The governing body
Chair	Maria Everley
Headteacher	Chris Parkinson
Date of previous school inspection	26 September 2007
School address	Leicester Lane Leicester LE9 9JL
Telephone number	01455 822841
Fax number	01455 828194
Email address	office@boscol.leics.sch.uk

Age group	14–19
Inspection dates	3–4 November 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 34 teachers for periods lasting around 30 minutes and a further 20 were visited for a shorter period. In addition, inspectors held meetings with the principal, other school leaders and managers, governors, staff, and groups of students. They observed the school's work, and inspected planning and evaluation documents. The school's analysis of students' progress and attainment was scrutinised, as were a total of 87 questionnaires received from parents, 91 from students and 51 from staff.

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

- The progress that different student groups make and the range and quality of their achievements, given their very varied starting points.
- The impact that monitoring, evaluation and professional development have on improving and addressing inconsistencies in teaching.
- The quality of cross-curricular and cross-phase work and the impact they have on the coherence and appropriateness of the curriculum.
- The effectiveness of care, guidance and support in ensuring that all students, including the vulnerable, maximise the opportunities provided by the college.
- The extent to which leaders and managers at all levels are able to secure and sustain improvement, and share a vision about further development.

Information about the school

Bosworth Community College is larger than the average secondary school. The proportion of students identified with special educational needs and/or disabilities is average but an above average proportion has a statement of special educational need. The majority of students are White British and a below average proportion are from minority ethnic backgrounds. The proportion of students known to be eligible for free school meals is well below average. The college provides a wide range of extended services for the community including a nursery managed by the governing body.

In September 2003 Bosworth became a specialist sports college. The college added 'International School' to its awards in 2010.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Students of all abilities and backgrounds enjoy a good quality of education and care at Bosworth Community College. Sensitive to the distinctive ethos and existing achievements of the college, the principal has sharpened the focus on students' learning and progress, promoted innovative and coherent strategic planning, and energised staff and students to aim high. Effective actions taken to address the issues raised at the last inspection and critical, accurate and well informed self-evaluation indicate good capacity for further improvement. Whilst the impact of college initiatives are not fully realised, the pursuit of excellence is also evident in the focus of leaders and managers at different levels and aspects of the college's work, supported and challenged by an able and effective governing body.

A strong commitment to the college is shared by the students. Whilst their previous performance in national tests is broadly average overall, the range is wide. Taking into account the breadth of students' academic and vocational qualifications and awards, and the current progress of different groups including students with learning difficulties and/or disabilities, achievement is good. In many subjects, students' examination grades are consistently higher than national averages. The proportion of top grades attained at 16 and in the sixth form has improved continuously. An upward trend in the proportion of students attaining five or more A*-C GCSE grades has reached well above the national average, but the gap remains close when both English and mathematics are included. Students' attendance, whilst improving and satisfactory compared to Years 10 and 11 nationally, nevertheless slows the progress of a small but significant minority of students who remain indifferent about the increased range of courses available. Good behaviour impacts positively on achievement because students are active leaders, engage well in lessons, enjoy collaborative opportunities and contribute confidently without any fear of ridicule.

Teaching and its impact on students' learning and achievement is good overall. A concerted focus on defining and demonstrating 'outstanding' is proving effective. There is a healthy sense of competitiveness across the college to shine as a teacher. Records of the monitoring of teaching, together with lessons observed by inspectors, indicate a higher proportion of outstanding than satisfactory lessons and none that are inadequate. The most effective lessons stimulate different senses, include a range of activities tailored to individual or group needs, and use questioning that probes students' understanding. These features are less well developed in the Early Years Foundation Stage where approaches are not always adapted sufficiently in response to individual children's learning. In the college, lessons also tend to follow a predictable sequence, for example plenaries are rarely used at the start to focus early on ideas, tasks or skills that

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students bring to lessons. The curriculum is also good, well informed by students' varied needs and interests and evident in the very high proportion of students leaving with qualifications and employment or continuing in education or training. However, the use of cross-curricular work to develop, apply and evaluate transferable and key skills is at an early stage. Good care, guidance and support also contribute, underpinned by strong partnerships, including with other schools. Work with parents, to support students' attendance and learning, is less well established. Community cohesion is promoted well including through the excellent contribution made by the students.

What does the school need to do to improve further?

- Raise standards further, in particular the proportion of students with both English and mathematics at GCSE by:
 - increasing the proportion of outstanding lessons
 - developing cross-curricular opportunities to develop and apply key skills.
- Improve attendance further by:
 - working collaboratively with parents and carers
 - continuing to tailor different course options to students' varied needs.
- Develop provision and outcomes in the Early Years Foundation Stage by:
 - establishing children's starting points and monitoring their progress
 - using observation, intervention and questioning well to maximise learning.

Outcomes for individuals and groups of pupils**2**

Overall, students start at the college having attained average standards in national tests. However, the ability range includes a higher than typical proportion of able students and those who find learning difficult, particularly reading. Challenging teaching, and support well targeted at removing barriers to learning, enables students to make good progress relative to their starting points. Regular progress tracking ensures that any variations by gender, ethnicity and ability are identified early and addressed effectively. Since the last inspection the proportion of students attaining five or more grades at GCSE, and the proportion whose grades were A*- C, has increased to well above the national average. However, attainment is satisfactory because the proportion attaining five or more A*-C grades including English and mathematics, whilst improved, is broadly average. For the students who took their examinations in 2010 this represents good progress because their prior attainment was below the national average. The challenging targets set by the college in consultation with the local authority, including for the specialism, are met or exceeded. Students' individual targets are appropriate and motivate them well.

In some GCSE options, for example expressive arts and media studies, physical education, textiles, health and social care, students' results are consistently above national averages. Students also achieve well in vocational courses, for example, BTEC information and communications technology, sports science, and hospitality. Recent

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results in GCSE and BTEC science were also above average, a weak area at the time of the last inspection. A high proportion of students also gain leadership awards. Some students develop a comprehensive portfolio of different achievements and gain a clear understanding about how to apply their wider skills in and out of the college. Students' contribution to the school and wider community is outstanding, for example the extensive range of extra-curricular initiatives for local schools and clubs led by students. Their focus on raising achievement for all is also evident, for example their contribution to the 'Right to Read' scheme supporting primary pupils. This, together with generally mature behaviour, adds to students' feeling safe at college. Their preparation for future economic well-being is also impressive, but not outstanding overall, because literacy and numeracy remain a limitation for some students. An exceptionally high proportion of students engage regularly and voluntarily in physical activities contributing to a healthy lifestyle. However, responses to the questionnaire indicate that students are aware there is more to do. The popularity of arts options and events, and the value shown by students in the recent 'super learning day' focused on the college's international status, add to the growing evidence of their good spiritual, moral, social and cultural 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	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

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How effective is the provision?

Good teaching and use of assessment contribute significantly to the quality of students' learning and progress. Consistent strengths are: teachers' subject knowledge and use of specialist vocabulary, clearly planned sequences of learning and guidance about how to reach high standards, personable and purposeful relationships between students and with staff, and activities and support targeted to the needs of different groups of students. This demonstrates that professional development, including the sharing of best practice across the college, is proving effective. Nevertheless, some inconsistencies remain. In some lessons, the teacher dominates and students' initiative and independence are underdeveloped, particularly towards the start of lessons. Questioning is often challenging and develops students' confidence to hypothesise, but is not always probing or promoted between students. Feedback given to students about how to improve further, a weakness at the last inspection, is effective in regularly engaging students in assessment and target setting through dialogue and the development of their 'learning logs'. However, the use of students' progress data to accelerate progress in lessons is variable, and between subjects is at an early stage. The college's 'model for outstanding' has added impetus to the development and impact of teaching which many staff have responded to self-critically and creatively, for example through dynamic group tasks, expert modelling, interactive displays and adventurous use of digital technology.

A wide range of relevant curriculum opportunities meet students' aspirations and capabilities well. Students' views and their performance inform curriculum development and further options are planned together with further review of personal, social and health education following feedback from an Ofsted subject survey. Cohesive partnerships with other schools promote students' smooth transition onto examination courses and swift progress due to good retention. Links with other local providers of education and training enhance curriculum and extended school provision, an area in which the college's sports specialism provides a strong lead. The specialism also has a positive impact on promoting a range of learning styles that capitalise on students' personal qualities and skills: for example all areas of the college were focused on teamwork during the inspection. The college has plans to build on the success of a recent 'international day' that enabled students from different years to make choices and work collaboratively in response to multicultural stimuli, in order to increase cross-curricular liaison and refine students' transferable skills. Developing the quality of learning rightly informs curriculum plans.

The quality of care, guidance and support is high, but the impact, for example on improving attendance, is too modest to agree with the college self-evaluation that it is outstanding. However, the involvement of students, parents and carers in reviewing policy and practice is a strong feature. For example, the Bosworth 'Behaviour Diamond' makes a positive contribution to bonding students from diverse socio-economic and cultural backgrounds. Effective support by staff and students for those who find learning difficult adds much to the inclusive ethos of the college, underpinned by a declaration that 'no student will underachieve'. However, some strategies are at an early stage of

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development. For example, flexible opportunities for parents and carers to commit support to students' action planning are only the start of comprehensive plans to integrate home and college support more effectively.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The impact of leadership and management at all levels on improving equality of opportunity and achievement for different students is good. Across the college, staff and students are motivated and committed to continuous improvement. Since starting at the college nearly two years ago, the principal has raised expectations of all by sharing a clear vision about eradicating underachievement, deployed rigorous and critical self-evaluation, focused the whole school community on prioritising students' learning and progress, and established exemplary strategic planning that pervades all levels and aspects of the college's work. The college motto, 'Together we achieve', is reflected in the work of a very able and effective governing body, an innovative and energetic senior team, and skilled teaching, support and administrative staff who are individually valued. The involvement of students and their parents and carers in refining policy and practice has contributed to the appropriateness and impact of actions. Recent but significant improvements in science, underpinned by leadership responsibilities for all, show what is possible. However there is still more to do to increase the proportion of outstanding teaching and improve students' attendance, in order to raise standards further.

The college is a cohesive community in which the celebration of other students' achievements makes an immediate and positive impact through an impressive gallery of 'heroes'. Whilst the college is large, it is managed effectively to make students feel safe, supported and valued; staff are visible and clearly interested in students' progress and also in their well-being out of lessons too. All aspects of safeguarding are securely in place. Robust college procedures and effective links with outside agencies ensure that risks are minimised. Outreach to the local and wider community, particularly through the development of students' leadership skills, is a strong feature of the college that has evolved through inspirational leadership and management of the specialism, evident during the inspection when students in assembly spontaneously applauded a presentation showing how positivity and perseverance overcome disability in sport. Links with schools working in contrasting socio-economic and cultural contexts enable students to gain experience beyond the familiar. Students' recent celebration of

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multiculturalism and college plans to focus more on religious diversity show how the college community cohesion plan is transforming policy into practice. Resources are managed judiciously within the context of a budget deficit. Value for money is good overall due to provision and outcomes that range from outstanding to satisfactory. Sound areas, for example, the Early Years Foundation Stage, also make the impact of the governing body good overall. There are areas of excellence, evident in the conscientious support, rigorous challenge and relentless determination of the governing body to raise aspirations and achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall, children start the Early Years Foundation Stage with knowledge and skills expected for their age. Boys and girls make satisfactory progress towards the early learning goals. They respond well to the caring ethos and benefit from the positive relationships built between staff, parents and carers through daily communication and through children's learning journals. Assessments are made regularly but are not always used sufficiently to inform future planning and deploy levels of intervention. However, children's personal and social skills develop well, they respond confidently and cooperatively when given responsibilities, and show pride in their achievements.

Safeguarding procedures are effective and supported by comprehensive policies. There is an adequate range and quality of resources which, following appropriate guidance and actions, are being refreshed with further stimuli for outdoor play. Staff have a sound knowledge of the requirements of the Early Years Foundation Stage which promotes satisfactory questioning, but some opportunities to promote children's enquiry are

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missed. Committed leadership and management ensure that children enjoy a secure and happy environment, and through training, staff are gaining confidence in promoting children's learning and progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Sixth form

An above average proportion of students continue into the sixth form at Bosworth Community College and the ability range on entry is wide. Retention and attendance are high. Students make good progress in relation to their starting points across a wide range of academic and vocational qualifications. The proportion of students attaining A*-B grades at AS and A-level has increased steadily. Progression in vocational courses is particularly marked. A high proportion of students move into employment, and further or higher education after leaving the college. Students develop a wide range of interests, leadership skills and qualities that contribute to the school community and equip them well for independent study and their future lives.

Good teaching is a consistent strength of the sixth form and the proportion of outstanding teaching is higher than in Years 10 and 11. Staff often exude passion and deep subject knowledge that challenges and inspires students. In the best lessons, assessment is used skilfully to identify and capitalise on students' emerging strengths, so that teachers analyse and address weaknesses related to particular objectives. This informs students' targets and actions, and teaching strategies are suitably adapted. Curriculum options meet students' wide ranging needs and aspirations, broadened through partnerships with other providers of education and training. Optional activities linked to the sports specialism are extensive and popular with girls and boys of all abilities. Newly established leadership in the sixth form has embraced the whole college focus on maximising students' progress and their views about how to become an outstanding college. The post 16 'Learning Focus Group' research for example, shows how effectively the contribution of students, staff and governors combine to refine the quality and use of assessment.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The proportion of parents and carers who returned a response was low in comparison to most secondary schools. A relatively high proportion of parents and carers who responded to the questionnaire thought the college could provide more help in supporting their child's learning and take more account of their suggestions and concerns. Improved opportunities for parental consultation have started to address these concerns. Overall the response of parents and carers was supportive across most aspects of the college's work, including the progress made by students.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bosworth Community College 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 1348 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	36	51	59	4	5	1	1
The school keeps my child safe	24	28	59	68	3	3	0	0
The school informs me about my child's progress	25	29	54	62	7	8	0	0
My child is making enough progress at this school	27	31	52	60	5	6	0	0
The teaching is good at this school	22	25	58	67	2	2	1	1
The school helps me to support my child's learning	19	22	50	57	11	13	2	2
The school helps my child to have a healthy lifestyle	14	16	62	71	8	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)	24	28	50	57	4	5	1	1
The school meets my child's particular needs	20	23	58	67	3	3	1	1
The school deals effectively with unacceptable behaviour	18	21	53	61	2	2	1	1
The school takes account of my suggestions and concerns	12	14	46	53	9	10	0	0
The school is led and managed effectively	19	22	60	69	0	0	1	1
Overall, I am happy with my child's experience at this school	24	28	58	67	1	1	2	2

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ 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.



5 November 2010

Dear Students

Inspection of Bosworth Community College, Leicester, LE9 9JL

On behalf of the inspectors who visited your college on 3 and 4 November, I would like to thank you for welcoming us into your work. We valued the opportunity to share your achievements and talk to you in discussion groups and lessons.

We think that Bosworth Community College provides a good quality of education and thought you might like to know why we think that.

We particularly liked these features of your college, including the sixth form:

You get good care, guidance and support and many of you contribute to it by showing leadership and taking responsibility for others.

You have a wide range of opportunities to pursue through varied courses and activities, enabling students with diverse abilities and interests to achieve well.

Your college is well led and managed and the right priorities are tackled because your learning and progress are paramount.

Your teachers make lessons interesting, relevant and challenging by using a range of stimuli, planning different activities, and questioning effectively.

Your standards of work are rising because you make good progress, get feedback about how to improve and demonstrate deepening understanding.

You develop mature relationships with staff and cooperate well when working together on group tasks.

We have asked the college to prioritise these things:

Raise standards further by developing more of the very best teaching.

Improve attendance by working closely with you, your parents and carers.

Stimulate and monitor the progress of children in the Nursery more effectively.

The inspection team wish you well for your continued enjoyment and success.

Yours sincerely

Ian Middleton

Her Majesty's Inspector

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