

# Wavertree Church of England School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 104616             |
| <b>Local Authority</b>         | Liverpool          |
| <b>Inspection number</b>       | 355605             |
| <b>Inspection dates</b>        | 20–21 October 2010 |
| <b>Reporting inspector</b>     | Denise Shields     |

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

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Voluntary controlled                                      |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 195   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Rev Janet Eastwood  |
| <b>Headteacher</b>                         | Mrs A Brooksbank  |
| <b>Date of previous school inspection</b>  | 8 May 2008  |
| <b>School address</b>                      | Rose Villas<br>Wavertree, Liverpool<br>Merseyside L15 8HJ |
| <b>Telephone number</b>                    | 0151 7331231  |
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|--------------------------|--------------------|
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons or part lessons and these included the observation of ten teachers. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and 33 questionnaires returned by parents and carers were scrutinised.

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

- The teaching in all classes, to determine whether pupils' work is sufficiently challenging to enable them to improve their basic skills.
- How well assessment information is used to adjust teachers' planning in order to accelerate pupils' learning and progress.
- Whether the school is doing all it can to monitor and secure better attendance.
- How well children in the Early Years Foundation Stage develop their early personal, social and basic skills.

## Information about the school

Wavertree is smaller than average size for a primary school. The vast majority of pupils are of White British heritage. A much higher than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils who are assessed as having special educational needs and/or disabilities is above average. More pupils than average join or leave the school at times other than the start of the school year. The school holds Investors in People and Healthy School status and has achieved the Eco bronze and Activemark awards.

**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 is caring, happy and friendly. Good care, guidance and support ensure that pupils feel safe, behave well and gain a good understanding of healthy lifestyles. As a result of the good liaison with external agencies, those pupils whose circumstances make them the most vulnerable receive good support, as do their families. The large majority of pupils say they like school and are keen to succeed in their lessons, but many are uncertain about how to improve their work. This is because their learning targets are too vague and not closely enough matched to pupils' prior attainment. In the best practice, marking is helpful and provides constructive comments to help pupils improve their learning.

Pupils' achievement is satisfactory. Children have a satisfactory start to their education in the Early Years Foundation Stage. Typically, children enter the Nursery with below expected skills, but this varies from year-to-year. Children in the Early Years Foundation Stage make satisfactory progress overall. Although they make good progress when they work with an adult, their progress often slows when they select their own activities. This is because, on these occasions, adults do not always intervene swiftly enough to ensure meaningful learning takes place. In Key Stages 1 and 2, pupils' progress and enjoyment of learning is satisfactory rather than good because the quality of teaching and learning is too variable. Although outstanding practice was observed during the inspection, overall, the quality of teaching is satisfactory. Not all teachers have high enough expectations of what pupils can achieve and work does not consistently match pupils' needs and abilities. Generally, by the end of Year 6, pupils' attainment in English and mathematics is average, including the proportion of pupils who attain higher levels in those subjects. Attainment varies from year-to-year because pupils often join the school at short notice, sometimes with a wide range of differing needs, some of which are complex.

Until relatively recently, the headteacher has carried a heavy work load, and this has hampered the pace with which improvements can be put into practice. Senior and middle leaders and managers readily undertake a good range of training and have improved their expertise and skills. They now effectively support the headteacher in her drive to improve the school's performance and provision. School self-evaluation is broadly accurate and so priorities for improvement are, in the main, apt. The governing body is knowledgeable and supportive, and is becoming more involved in assuring the quality of provision and checking on the progress pupils make. Most areas for improvement identified at the time of the previous inspection have been addressed. As a result the school demonstrates a satisfactory capacity for sustained improvement.

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

- Increase the rate of progress made by pupils in English and mathematics, by ensuring that:
  - teachers consistently have high expectations of what pupils can achieve in all lessons
  - careful use is made of assessment information to ensure that work is precisely tailored to pupils' needs and abilities
  - pupils have plenty of opportunities to write in all subjects and to use their mathematical skills in a range of contexts.
- Enable pupils to know how to improve their work, by ensuring that:
  - pupils' learning targets are clear, closely matched to their abilities and clearly inform them of the next steps to improve their learning
  - marking always indicates to pupils how to improve their work.
- Improve the quality of provision in the Early Years Foundation Stage, by ensuring that:
  - a wider range of resources is available both indoors and outside to enhance children's skills and knowledge in all areas of learning
  - when children choose activities themselves, adults intervene to ensure that successful learning is taking place.
- About 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.

## Outcomes for individuals and groups of pupils

**3**

During the introductions to lessons, all teachers skilfully explain key concepts and ideas and almost all pupils listen carefully, concentrate well and willingly answer questions. Consequently, at this stage of the lesson pupils' learning and progress are good. However, when pupils move to their individual and group tasks, learning and progress is often more limited because work is sometimes too hard for those who find leaning more difficult and too easy for those who learn more quickly. The large majority of pupils say they enjoy learning. However, pupils do not have enough opportunities to practise and improve their writing skills in all subjects and they have too few chances to use their mathematical skills in a range of contexts. As a result, taking account of pupils' individual start points, achievement for all groups is satisfactory, including pupils with special educational needs and/or disabilities.

The majority of pupils, even the very youngest, are keen to help and support each other. This has a positive impact on their self-esteem and progress. When given the opportunity, most work cooperatively with a partner or in groups and readily share ideas. This helps them to become confident learners. Pupils willingly take on responsibility. They make a good contribution to the school and wider local community. Pupils state confidently that their views are listened to and acted upon and that they are able to contribute to the school's improvement. For example, the school council worked with the local authority to

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secure the safety markings on the road outside the school. Pupils' spiritual, moral and social development is good. This has a positive influence on their behaviour and the good relationships they form with each other and adults. Their awareness of other cultures is developed satisfactorily. Overwhelmingly, pupils say they feel safe and know there is an adult who will help them if they are troubled.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In the best lessons, the pace is lively and teachers enthuse pupils through the use of well-chosen resources. Questioning is effective and makes pupils think more deeply about their learning. The ends of lessons are used well to reinforce key teaching points and to check what pupils have learnt. These features, however, are not consistent in every class. Sometimes teachers talk for too long and the pace of the lesson is rather pedestrian. Although the interactive whiteboard is often used, for instance, to display new concepts or pupils' tasks, it is rarely used to its full potential to fully involve pupils and promote their learning. Not all teachers take sufficient account of assessment information and, as a result, activities are not varied enough to meet the precise needs of pupils' different levels of attainment in each class. In several instances, marking is helpful, but this is not so in all classes. Learning targets are not always detailed enough to meet individual pupils' needs. Consequently, many pupils say that they are not certain how to improve their work.

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The curriculum is under review. Creative themes are being developed and many pupils say they enjoy learning through this new approach. There are growing opportunities for pupils to practise their information and communication technology skills and teaching programmes are adapted well to meet the requirements of pupils with special educational needs and/or disabilities. The curriculum makes good provision for pupils' personal, social, emotional and health education. The opportunity for pupils to learn French is much enjoyed, as is the good range of activities beyond lessons.

Good quality care, guidance and support are provided throughout the school. Special emphasis is placed on pupils' pastoral care. All adults know pupils well, and this is appreciated by them. 'School is safe and supportive – the teachers are really nice, friendly and kind.' is a typical view expressed by many pupils. There is good support for pupils with special educational needs and/or disabilities and vulnerable groups, which has led to noticeable improvements in their behaviour, attendance, self-esteem and confidence. Arrangements to help pupils move from year group to year group and then onto secondary school are effective. The school works successfully to improve attendance and this robust focus has brought about less absenteeism. Some parents and carers have positively supported the school's drive to improve attendance, but, despite the school's strenuous efforts, a small minority does not ensure that their children attend school regularly.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Amongst all staff, team work is strong, there is a shared vision for the school's future and morale is good. Suitable plans to bring about improvement are in place and priorities for development are broadly accurate. However, the impact of initiatives to enhance provision and to improve pupils' outcomes cannot always be clearly measured, because aspects of improvement planning lack sharpness and measurable success criteria. Management systems to track the progress made by pupils over time are robust. Although a little cumbersome, these are now being used more effectively by senior and middle leaders to drive improvement and ensure that the targets set are achieved. Governance is satisfactory overall, but the supportive governing body is increasing its capacity to hold the school to account. It seeks good value for money at all times when purchasing resources and manages finances prudently. The school complies with statutory requirements for safeguarding, health and safety, and child protection. Day-to-day procedures are clear and rigorous, but a few policy documents are in need of updating; the school has clear plans to address this.

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Satisfactory arrangements are in place to promote equal opportunity and to tackle discrimination. As a result the school is a harmonious community in which to work and learn. The school promotes community cohesion well within its own community and the immediate local area, but pupils have limited opportunity to develop an understanding of the wider national and global communities. Good partnerships, particularly with the church, local schools and external agencies, support pupils' well-being, help to raise their confidence and self-esteem and the quality of pupils' learning.

*These are the grades for 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>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>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 are warmly welcomed into the Nursery and Reception classes. Effective induction arrangements, including close liaison with parents and carers, ensure that children settle quickly and follow routines. Children are safe and cared for well. There is a good emphasis on developing children's personal and social skills. As a result children have trusting relationships with adults, behave well, play happily together and enjoy learning. As a result of satisfactory teaching and learning, and increasingly effective assessment arrangements, children make satisfactory progress. By the time they enter Year 1, the majority are working below the expected levels for their age, with a minority working securely within. However, this varies from year to-year due to the wide and varying range of children's differing needs, some of which are complex. Both indoors and outdoors, planned activities generally have a good balance between those children can choose for themselves and those led by an adult. However, all learning areas are under resourced and, although adults make good use of all the available equipment, there is not always enough to successfully enhance children's development across all areas of learning. During adult-led activities, children's learning is often good because tasks are fun and most adults are adept at developing children's skills and knowledge. However, when children initiate their own learning, adults often do not seize the opportunity to take learning forward.



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Leadership and management of the Early Years Foundation Stage are satisfactory. Suitable plans are being drawn together to develop the phase further.

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| 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        |

## Views of parents and carers

Inspectors received questionnaire responses from approximately one fifth of parents and carers. This return is much lower than average. Most of these parents and carers indicate a positive view about all aspects of the school's work. Inspection findings support these positive views. A few parents and carers consider that the school does not keep their children safe, nor that it deals effectively with unacceptable behaviour and nor does it take their suggestions and concerns fully into account. Inspectors observed behaviour in classes and around the school, held discussions with pupils and staff and looked at the school's behavioural records and those with regard to safeguarding. They found the school has effective procedures for managing pupils' behaviour and for safeguarding pupils whilst in the school's care. They also found the school has efficient systems for seeking and acting upon parents and carers views. A few parents and carers expressed the view that their children do not make enough progress. Inspectors found that in lessons, work is not always closely tailored to individual's needs and, as a result, the quality of pupils' learning and progress is uneven.

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

Ofsted invited all the registered parents and carers of pupils registered at Wavertree Church of England 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 24             | 73 | 6     | 18 | 1        | 3  | 0                 | 0 |
| The school keeps my child safe  | 25             | 76 | 4     | 12 | 4        | 12 | 0                 | 0 |
| My school informs me about my child's progress  | 18             | 55 | 14    | 42 | 0        | 0  | 0                 | 0 |
| My child is making enough progress at this school   | 17             | 52 | 10    | 30 | 4        | 12 | 0                 | 0 |
| The teaching is good at this school   | 21             | 64 | 10    | 30 | 2        | 6  | 0                 | 0 |
| The school helps me to support my child's learning  | 15             | 45 | 14    | 42 | 3        | 9  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 21             | 64 | 12    | 36 | 0        | 0  | 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             | 48 | 11    | 33 | 3        | 9  | 0                 | 0 |
| The school meets my child's particular needs  | 17             | 52 | 12    | 36 | 3        | 9  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 10             | 30 | 17    | 52 | 5        | 15 | 1                 | 3 |
| The school takes account of my suggestions and concerns   | 14             | 42 | 13    | 39 | 3        | 9  | 1                 | 3 |
| The school is led and managed effectively   | 16             | 48 | 13    | 39 | 3        | 9  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 18             | 55 | 11    | 33 | 2        | 6  | 0                 | 0 |

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 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](http://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"> <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.**



23 October 2010

Dear Pupils

**Inspection of Wavertree Church of England School, Liverpool L15 8HJ**

I am writing to thank you for the friendly welcome you gave the team when we came to inspect your school. Wavertree is a satisfactory school and some aspects are good. These are some of the things we found out.

- Adults take good care of you and help you to learn about healthy lifestyles and how to stay safe. Your behaviour is good and you all get along with each other.
- You told us you have lots of activities after lessons, interesting visits, including an overnight stay, and that these help you learn many new things. We agree.
- As you move from year-to-year your progress is uneven and by the time you leave school you attain standards that are average.
- You also told us that some of your lessons are fun, but not all of them. We agree and have asked your school to ensure that work is always just at the right level to help you learn more quickly and to give you lots of exciting chances to practise your writing and mathematical skills. You can help too by working hard and always trying your very best at all times.
- Most of you also said that your learning targets are not very useful. We agree and have asked your school to look at ways to make your targets clearer and more helpful. We have also asked your teachers to make sure that when they mark your work their comments always tell you how you can improve.
- The children in the Nursery and Reception classes have a satisfactory start to their education. They enjoy learning. However, there is not enough equipment for children to choose from indoors and outside. We have asked your teachers to provide more equipment for them so that all the areas are exciting place to learn.

Thank you for helping with the inspection and I do hope you all enjoyed your end of half-term disco.

Yours sincerely

Mrs Denise Shields

Lead inspector

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