

Warren Wood Primary School

Inspection report

Unique Reference Number	106083
Local authority	Stockport
Inspection number	377348
Inspection dates	11–12 October 2011
Reporting inspector	Leszek Iwaskow HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Jennie Hanson
Headteacher	Ian Clarke
Date of previous school inspection	04 December 2006
School address	Turnstone Road Offerton Stockport SK2 5XU
Telephone number	0161 4568171
Fax number	0161 4830945
Email address	headteacher@warrenwood.stockport.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed teaching and learning in 20 lessons and observed 12 teachers in the school. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at school policies and procedures, including those for safeguarding, data and analysis about pupils' current and past performance, curriculum planning, subject leaders' development plans, pupils' work, monitoring reports and 68 parental questionnaires.

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

- How well do pupils attain and progress through the school, particularly those in Key Stage 2, and especially in mathematics?
- How well embedded and consistently applied are the use of assessment data, tracking and target-setting strategies?
- What impact are these strategies having on raising standards, improving teaching and learning and matching work to pupils' needs?
- What part does the curriculum play in helping pupils achieve and enjoy their learning? Is the taught curriculum providing entitlement for all learners?
- How effective is the monitoring of provision by leaders and managers and is this accelerating improvement, especially in mathematics?

Information about the school

This larger than average size, open-plan school is situated in a suburban area of Stockport. The proportions of pupils known to be eligible for free school meals and of pupils with special educational needs and/or disabilities are below average. Most pupils in the school are White British. A very small number are from minority ethnic groups and a few of the younger pupils speak English as an additional language. The school has achieved a number of awards including: the ICT Mark; the Healthy School status; the Activemark; the Artsmark (Gold); the Young Historian Project Award and is a member of the Outstanding Primary Schools National SCITT programme. There is an independently run Playgroup (Offerton Green Playgroup) on site which is inspected separately.

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

Warren Wood is a satisfactory school but it is also a school full of contradiction and complexity. There are many aspects which the school nurtures very well, such as its links with the local community and the personal, creative and cultural development of the pupils its care. But equally there are some areas which need to be improved before it can truly realise its full potential. Pupils make varying progress as they move through the school because the quality of teaching is also variable. Inspectors observed some excellent lessons but they also saw lessons which were less than satisfactory. As a result, attainment varies from year group to year group. Although attainment, by the time pupils finish school in Year 6, is above average in English, it is only average in mathematics and has been so for a number of years with little evidence of improvement. Attainment in a range of other subjects is also mixed.

The lack of wider accountability has limited progress. Monitoring of teaching and learning has not been sufficiently rigorous in addressing weaknesses in some classes where teaching is only satisfactory and sometimes poor. Equally, target setting and tracking pupils' progress has not been consistently accurate to enable improvement strategies to be clearly focused and effective. As a result, teachers in some classes have to catch up and make up for weaker progress the year before. Most rapid progress is made in those classes where teaching practices, such as marking, use of assessment data and pupil tracking are better developed. In those lessons where questioning skills are good, pupils make more rapid progress because they are encouraged to think and develop reasoning. Pupils are less keen when they are expected to listen passively and are provided with limited opportunities to contribute. They learn better when teachers engage them in interesting activities, and in those lessons behaviour is good. There remain inconsistencies across classes in the marking and assessment of pupils' work and in clarifying what they need to do to improve. Teaching assistants provide valuable support in all classrooms but their expertise is not always channelled into making the most effective use of their time and talent.

The school has many positive attributes. A culture of care permeates the school. For most pupils it is a happy place where they feel safe and secure. They are keen to learn and are enthusiastic when stimulated and engaged by good teaching. They enjoy the numerous opportunities to develop their creative and sporting talents through the wide range of enrichment and extra-curricular activities on offer. Visits to concerts, museums and the theatre, as well as opportunities to learn in different

environments, such as through adventure residentials in North Wales, all add to the rich tapestry of experiences the pupils are offered. They comment very positively about these memorable moments and about what they have learnt from the many visitors to the school. The school offers a broad curriculum which complements these activities. Teachers work and communicate well with parents and carers who are very positive about what the school provides for their children.

The school's capacity for sustained improvement is satisfactory. There is recognition among the governing body and managers that there are areas which need further improvement and development. They understand that weaker practice in some lessons needs to be more firmly challenged in order to improve learning. They acknowledge that these improvements have to be accelerated if the school is to reach its full potential. There is much that is positive on which to build.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve outcomes and raise attainment to above average for pupils, particularly in mathematics, by:
 - making leadership and management at all levels more accountable in monitoring provision so that strengths and weaknesses in teaching and learning can be identified and necessary action undertaken to tackle under-performance
 - sharing the good practice which already exists within the school to ensure greater consistency in provision
 - ensuring that target setting and tracking of pupils' progress are both consistent and accurate and enable appropriate intervention strategies to be implemented at an early stage.

- Develop more effective and consistently good teaching and learning across the school by:
 - improving questioning to engage pupils better in their learning
 - ensuring that marking and assessment informs pupils better of what they need to do to improve
 - ensuring that assessment for learning strategies are used appropriately to inform planning and next steps in learning
 - providing all pupils with sufficient challenge and support to achieve their best
 - making more effective use of the skills of the teaching assistants to support learning.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory overall but this masks significant variations across the school, notably across Key Stage 2, where staffing changes have been most

pronounced recently. Children enter school with skills typical for their age, although there is some variation across cohorts. By the end of the Early Years Foundation Stage they have made good progress from their starting points. As they move through the school the progress pupils make, especially in mathematics, is inconsistent with standards fluctuating from year to year. There is a similar pattern across a range of other subjects resulting in generally satisfactory progress being made. At the end of Year 6, a strong focus on English and mathematics improves progress to partially compensate for inconsistent outcomes elsewhere. Overall attainment in English is above average, reflecting good progress as a result of frequent opportunities for pupils to practise their skills and benefit from a range of cross-curricular projects which support literacy well. Attainment in mathematics by the end of Year 6 is only average, reflecting satisfactory progress which it has been for a number of years. The small numbers of pupils with special educational needs and/or disabilities generally make satisfactory progress similar to their peers.

Pupils enjoy coming to school and their feedback to inspectors was very positive. The school is a familiar, safe and caring haven which is sensitive to their needs and concerns. Behaviour is good in most lessons and also around the school. Pupils are courteous and inquisitive. There is a welcoming ethos and relationships are positive. However, in weaker lessons where they were bored, or unclear about what they were expected to do, pupils would lose concentration or become passively disinterested. Immature behaviour from the boys also caused minor disruption in a very small number of lessons. Pupils are proud of their sporting prowess and have many opportunities to participate during and after school in an impressive range of sporting activities, ranging from the more traditional football and netball to table tennis and lacrosse. Pupils are competitive both inside and outside the classroom. They are very well aware of the need to maintain a healthy lifestyle and many choose to do so. Their understanding of this aspect is extremely well supported through classroom projects such as 'Ourselves' and 'In the Kitchen' linked to their personal well-being. Attendance is above average despite some pupils taking holidays during school time against the school's advice.

Pupils thrive in terms of their personal development through the wide range of enrichment and cross-curricular activities they are exposed to. These experiences in a range of environments and localities make them confident individuals who relate well to each other as well as to other adults. Business enterprise projects, such as the Dragon's Den style 'Soap' project, experienced by Years 3 and 4, develop pupils' enterprise skills and provide good preparation for later life. Parents, carers and pupils are justly proud of the rich cultural heritage of the school, particularly in the sphere of music, with pupils performing at a range of events in the local area, including at the Heaton Mersey Youth Music Festival and for the 'Young Voices Choir' at the Manchester Evening News (MEN) arena. Pupils are involved widely in, and with, the local community on a range of charitable and cultural projects and this aspect of school life is held in high regard. These activities support the pupils' spiritual, moral and cultural development well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There is a varied picture of teaching, some of which is outstanding and engaging but some is also weak and less imaginative. The weaker lessons observed were in Key Stage 2. Overall, given these inconsistencies, the quality of teaching is satisfactory. Where teaching is strongest the pace and challenge in the lesson are high. Pupils work hard and good questioning, which engages the whole class, adds to their learning and clarifies what the pupils are expected to do. In a very good lesson on identifying basic two-dimensional shapes the very good questioning enabled pupils to identify a range of mathematical shapes including hexagons, pentagons and octagons. The teacher did not accept the first answer from pupils but questioned others to ensure that their understanding of specific characteristics of these shapes was secure. Where pupils are engaged in their learning, behaviour is a good and is a strong feature of these lessons.

In weaker lessons the challenge and pitch were low. Pupils were often listening to the teacher for sustained periods. Questioning was often directed at one individual in turn with little meaningful discussion allowing the concentration, for some groups, to waver. Lack of clarity of instructions often confused pupils and resulted in them either completing the work inaccurately or having difficulty in understanding what the teacher actually wanted them to do. In weaker lessons, teachers often guided the questioning to ensure that the pupils reached the correct answer, even if their understanding was less secure.

During lessons, assessment for learning strategies were often used without conviction, with children waving traffic lights symbols or using 'thumbs up–thumbs down' as a meaningless process rather than as a means of checking their understanding. Much more effective assessment was used on a more individual basis when a teacher became aware of a pupil struggling with a task and, as a result, offered appropriate support. This particular Year 2 pupil was having difficulty using doubles of numbers to introduce simple multiplication. The teacher provided a

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

number of cards depicting pairs of sheep to support his counting; encouraged him to think the process through practically and was rewarded with a beaming smile when he made the connection and began to apply his learning to the task set with increased confidence.

Pupils' work is marked frequently, but with variations across classes. Best assessment practice is embedded in feedback on English and mathematics but is patchier elsewhere. The use of teaching assistants also varies across classes. In far too many lessons, teaching assistants were either passive observers during period of whole-class teaching or were instructed to work with lower-ability groups while the teacher worked with those of middle ability. Higher-ability pupils were often left to their own devices. In the good lessons, there was greater rotation of support around groups ensuring all individuals benefit from additional help if needed. Non-contact time with pupils was used productively to check pupils' work or assess progress.

The taught curriculum ensures statutory coverage of all National Curriculum subjects and religious education and pupils receive their full entitlement. The integrated planning ensures clear progression in key subjects such as English and mathematics. The level of challenge, however, is not always appropriate, especially in mathematics, which cumulatively impacts on final outcomes for pupils. Literacy across the curriculum is very well supported by a range of projects which provide a rich context for developing reading, writing and language. Some of these projects are of high quality and enable pupils to gain a well rounded learning experience across a range of subjects. In others, the planning leads to more fragmented learning across some of the non-core subjects. This can impact negatively on continuity and progression from year to year and leads to variation in the progress that pupils make in some subjects. Educational visits and the use of visitors are frequent and highly valued experiences which are enjoyed and commented on positively by the pupils. Younger pupils were fascinated by their visit to the Blue Planet Aquarium, Years 3 and 4 pupils revelled in their role as legionaries during their visit to Chester and Years 5 and 6 were moved by their visit to the Slavery Museum in Liverpool. A wide range of authors, artists and musicians such as the 'Banjo Man' are frequent and welcome visitors to the school. Many of these high-quality events and experiences complement learning in the classroom while others are 'stand alone' enrichment opportunities.

The school provides a welcoming environment where pupils understand 'care, courtesy and consideration' as defined in the school motto. There is a clear focus on well-structured support and good arrangements are provided for pupils with particular needs. The school makes good and appropriate use of the full range of external agencies that are used effectively to support individual needs when required. Pupils make a strong contribution to safety through their good behaviour. Transition arrangements into school, through school and into secondary education support change for the pupils well. These help younger children to settle in and prepare older pupils well for their next stage in education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

Although the school is very successful in certain aspects of its life and work, there remain inconsistencies in outcomes for pupils at various stages of their journey through the school. As a result, the effectiveness of leaders and managers is only satisfactory.

There is a shared pride in the many artistic, sporting and cultural successes for which the school is renowned. However, the slow progress made in identifying and challenging weaknesses in classroom practice in some areas of the school has led to pupils making only satisfactory progress in their learning, particularly in mathematics but also, at times, across other subject areas. Monitoring of teaching and learning is not yet sufficiently rigorous to effectively tackle areas of weaker performance and there is insufficient sharing of the good practice that exists. Systems have been established for target setting and tracking of pupils' progress. However, disruption and changes to staffing, particularly in Key Stage 2, have slowed implementation. While data are being used to record pupils' progress, this is not consistent or accurate across all classes making it difficult to identify the need for early intervention to fully meet the requirements of individual pupils. Equally, data is not yet being used consistently in the classroom to support learning and inform planning. Managers are aware of weaknesses but strategies to address these issues have not always been fully effective. For example, staff have access to a very wide range of professional development opportunities, but the impact of these is insufficiently monitored to ensure consistent improvement, especially in identified areas of weakness. Recent changes of staff have also placed a strain on the quality of provision. The governing body is supportive and committed to the school and has a satisfactory understanding of the main issues but there has been insufficient challenge on the relatively slow progress in improving some aspects of provision.

Communication and involvement with parents and carers are good. Frequent newsletters are informative and adults are pleased that their children are in a 'safe and secure environment'. They feel that they are kept well informed about their children's progress and welfare. Health and safety systems are thorough, policies for safeguarding are in line with requirements and interagency working is effective. The school promotes equality of opportunity well and ensures the well-being of different groups and individuals diligently. There is a strong sense that the school is an important part of the local community and it is well respected for this, alongside its high profile in the cultural life of the area. Overall, the school promotes a satisfactory education for most of its pupils and gives satisfactory value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3

Early Years Foundation Stage

Children receive a good start to their schooling and they make good progress from their starting points. They are well cared for by staff and are happy and safe because of the good vigilance and good range of stimulating activities which are provided to interest them. As a result, they have a good awareness and understanding of the world around them and know how to stay healthy. They develop good skills in literacy and numeracy to transfer to Year 1. Children are active learners and they are beginning to develop good independent, collaborative and interpersonal skills. Adults have a good knowledge of the Early Years Foundation Stage and ensure that there is a good balance of self-initiated activities and teacher-led focus groups to stimulate learning. The quality of indoor provision is good and best use possible is made of more limited outdoor areas. Observations inform planning to ensure children’s next steps are in place. Children are carefully tracked and suitable interventions are put in place. Key staff share responsibilities well for assessing, monitoring and caring for the children. There is good engagement with parents, carers and partner settings to ensure important information is shared to support the children’s learning and development. Good use is made of a range of resources to ensure that children are happy and progressing. Areas for development are identified and there is a genuine focus on, and desire for, further improvement in provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The proportion of questionnaires returned was lower than average. Parents and carers were almost unanimously supportive of the school. The very few concerns

expressed were personal and individual rather than universal. However, each issue raised was discussed thoroughly with the school. The findings are in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warren Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 293 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	69	20	29	1	1	0	0
The school keeps my child safe	57	84	11	16	0	0	0	0
The school informs me about my child's progress	42	62	26	38	0	0	0	0
My child is making enough progress at this school	46	68	20	29	2	3	0	0
The teaching is good at this school	50	74	17	25	0	0	0	0
The school helps me to support my child's learning	46	68	21	31	0	0	0	0
The school helps my child to have a healthy lifestyle	44	65	23	34	1	1	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)	42	62	22	32	2	3	0	0
The school meets my child's particular needs	42	62	25	37	0	0	0	0
The school deals effectively with unacceptable behaviour	32	47	31	46	1	1	2	3
The school takes account of my suggestions and concerns	36	53	28	41	2	3	0	0
The school is led and managed effectively	44	65	21	31	1	1	1	1
Overall, I am happy with my child's experience at this school	51	75	16	24	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 all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

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

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

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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



13 October 2011

Dear Pupils

Inspection of Warren Wood Primary School, Stockport, SK2 5XU

Thank you for making me and my colleagues welcome in your school. We enjoyed talking to you about your experiences in lessons, what you enjoyed and how you are looked after. You frequently asked us what we thought about your school and this letter is our reply to tell you what we have found. We observed lessons in many of your classes, talked to you and your teachers and looked at a range of work and documentation. This led us to the conclusion that although your school does many things very well, there are some aspects which still could be even better. We judged that your school currently provides you with a satisfactory education.

You, and your parents and carers, are justifiably proud of your school and are full of praise about the sense of community and belonging which is helping you settle and learn. Although you are quite good at English, your mathematics skills could, and should, be better. If you are to improve and become even more successful you must also play your part and try even harder in lessons, particularly with your sums and mathematical problems. When you spoke to us you identified that you particularly enjoyed and learnt a lot from visits and experiences outside the classroom. Visits to the Blue Planet Aquarium, Chester and the Slavery Museum in Liverpool and other places of interest in the region really caught your imagination. We also noted that you worked harder and were more successful in some classes than others. We have asked the teachers to improve lessons in areas such as mathematics, where standards could be higher. Teachers in all lessons are also going to try to make your work more challenging in order to push you to get the highest grades possible. We have also asked them to look at what they actually teach and make the learning meaningful and relevant for you. Mr Clarke, and other school leaders, will monitor lessons more regularly and rigorously to ensure that these improvements are taking place.

With your help and cooperation I am sure the school will continue to provide you with a caring and supportive environment in which to learn. On behalf of the inspection team, I wish you all the best for the future.

Yours sincerely
Leszek Iwaskow
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.