

# Bartons Infant School

## Inspection report

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<b>Unique Reference Number</b>	125922
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	381152
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Chris Grove

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Fisher
<b>Headteacher</b>	Marion Daley
<b>Date of previous school inspection</b>	21 January 2009
<b>School address</b>	Romney Broadwalk North Bersted Bognor Regis PO22 9BH
<b>Telephone number</b>	01243 822056
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<b>Email address</b>	office@bartons.w-sussex.sch.uk

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<b>Age group</b>	4–7
<b>Inspection date(s)</b>	1–2 December 2011
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## Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons taught by six teachers. Meetings were held with groups of pupils, with staff and with the Chair of the Governing Body. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 48 parents and carers, as well as those completed by 23 members of staff.

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

- The extent to which teaching provides good levels of challenge for the different pupil groups, and the extent to which the use of assessment supports their learning and progress.
- How well the school ensures the quality of teaching and learning, and of the curriculum, through effective self-evaluation arrangements.
- How well the school promotes the strands of community cohesion, especially at the national and international levels.

## Information about the school

Bartons Infant is a smaller-than-average primary school. Most pupils are White British, and others come from a mixture of other ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, principally behavioural, emotional and social difficulties, is broadly average. In the last year, the proportion of pupils who are acquiring English as an additional language has grown and is also now broadly average. The Early Years Foundation Stage provision consists of two Reception classes. The school is accredited with the Healthy Schools (enhanced level), and the West Sussex Autism Aware awards. The school offers an early morning club for pupils. On the school site there is a pre-school which is not managed by the governing body and which was not part of this inspection.

**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

Bartons Infant is a good school. With keen support from the other members of the senior leadership team, the headteacher has created a strong team spirit among the staff. With hardly an exception, those members of staff who completed the questionnaire agreed that they were proud of the school, and know what they are trying to achieve. This leads to the very positive ethos, which is readily acknowledged by parents and carers. Almost all those who participated in the survey agreed that their children enjoy school, and were happy with their children's experience. One delighted parent described the school as a 'very friendly, caring environment' and wrote that her daughter 'is very happy to come here, loves all her teachers, and always has an exciting story to tell me of something she has learnt'. Another parent recorded a similar view about the school, and commented that her son 'is always very excited about learning. This is due to the wonderful staff and everything they do to make the children happy and learning fun.'

The headteacher has an inclusive vision for the school which is shared by the teaching and support staff. This leads to their very good relationships with pupils. The positive atmosphere for learning is quickly established with the children in the Reception classes, and is very evident right across the whole school. Staff are good at recognising and supporting pupils' personal as well as their academic needs. The strong focus on care for pupils results in consistently positive personal development and good behaviour. Pupils feel entirely safe in school, as nearly all parents and carers, and all the school staff who took part in their respective surveys, agreed. Although management actions have raised attendance to average levels, the school has yet to reach its ambitious targets, mainly because a very small number of parents do not sufficiently recognise the importance of regular attendance to their children's good progress and learning. The attendance of the very large majority of pupils effectively supports the development of workplace skills.

Pupils' achievement is good. Children get off to a good start in the Early Years Foundation Stage, where they make good progress. Pupils continue to make good progress across the school so that by the end of Year 2 their attainment is above average in reading, writing and mathematics. This good progress results from teaching of good quality and a curriculum that is motivating for pupils. For a smaller school, the range of extra-curricular activities and the rates of participation are excellent. The school makes good use of data to monitor the attainment and progress of individuals and groups of pupils in each year group, and especially of any who are not making expected progress or who may be vulnerable.

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The senior leadership team, together with members of the governing body, offers strong ambition and drive, which lead to the school's good performance. They communicate high expectations to school staff and have built well on the secure climate for learning to make further improvements. These have included the development of the very effective tracking arrangements and regular reviews of pupils' performance, which have resulted in the evidently good progress across the school. The school itself is very inclusive and much is done to promote community cohesion at the local level. However, pupils do not have sufficient opportunities to reflect on life elsewhere in the United Kingdom or in different societies in the world.

The school sets itself challenging targets which it has largely met. Weaknesses that were identified at the last inspection have been effectively addressed. For instance, attainment in mathematics has risen considerably, in part as a result of an increased focus on opportunities for problem-solving. In addition, leaders collaborate well to monitor and evaluate pupils' outcomes through the rigorous and systematic tracking of their progress, and the school's provision, especially the observation of teaching and review of the curriculum. This leads to accurate self-evaluation of the school's performance. In the light of these factors, the school has a good capacity to sustain further improvement.

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

- By December 2012, improve the school's procedures to promote good attendance by pupils so that their attendance consistently reaches or exceeds the national average.
- Promote pupils' awareness and understanding of the diversity of other communities, both nationally and internationally, by establishing a wider range of contacts.

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

**2**

Pupils achieve well and enjoy their experiences. When they first enter the school, children's knowledge and skills are variable but generally below typical expectations for their age, especially in their language and early literacy skills. Evidence from the inspection indicates that pupils make good progress in reading, writing and mathematics. Pupils with special educational needs and/or disabilities, and those who are learning English as an additional language, make similarly good progress. In a well-organised mathematics lesson, for instance, pupils in Year 2 gained experience of understanding subtraction as the inverse of addition. They made good progress because the tasks were well matched to the different ability groups in the class, and pupils showed maturity in cooperating to complete the work. In a lesson in Year 1, pupils had good opportunities to extend their understanding of letters and sounds. This was because of the good pace to learning which enabled pupils to undertake various tasks providing practice in spelling words phonetically. In a lesson in physical

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education, another class of pupils in Year 1 practised movements such as rolling like an egg or like a pencil. They also made good progress because the lesson was carefully planned and organised to include opportunities to learn from observing others demonstrating how to perform the tasks well, and discussing their observations.

Pupils’ behaviour around the school and in the playground is good. In lessons, they behave sensibly, are attentive to their teachers, and display good skills in working with others. Pupils say that they feel extremely safe in school, in view of the good security and because there is little bullying. If problems do occur, pupils feel confident to approach adults who deal sensitively with their concerns. They show an excellent understanding of the importance of safe practices, for instance when using the internet. Pupils’ moral and social development is well supported by their very positive relationships and behaviour. Their cultural awareness and spiritual development are enhanced well, for instance through the good quality of the art curriculum. Most pupils show that they have a good understanding of healthy food choices and lifestyles. In addition to weekly lessons in physical education, there is good uptake of after-school sporting activities. Pupils also benefit from the school’s participation in the national fruit and vegetable scheme. The school has gained the Healthy Schools award in recognition of pupils’ good practice of healthy living.

Pupils contribute well to the school, for example through the school council, and through raising funds for local and national charities. There are also good opportunities for pupils to take on leadership responsibilities, for example through roles as peer mediators and playground activity leaders, in which all pupils in Year 2 are involved. Overall attendance is now broadly average, and very few pupils are persistently absent. Pupils develop particularly good listening skills and impressive speaking and other social skills. In the light of their above average attainment in literacy and numeracy, also, they are well prepared for the next stage of their education.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</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>

<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

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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>

## How effective is the provision?

The very good relationships between pupils and teachers lead to the supportive atmosphere for learning. Teachers set high expectations with the result that pupils are attentive and well focused. Most teaching is conducted at an engaging pace which helps pupils' motivation. However, lesson introductions are occasionally too long, leading to minor restlessness. Learning is purposeful because teachers set clear objectives, and clarify the criteria for successful learning, which results in pupils' good progress. Tasks are mostly well matched to the learning needs of the different groups of pupils, which ensures good levels of challenge. Teaching assistants offer effective support, especially to pupils with special educational needs and/or disabilities, or who are learning English as an additional language, so that they make good progress. Teachers make good use of assessment techniques. Pupils' tasks are regularly marked, and helpful advice about improvement is frequently provided. Target setting contributes well to pupils' learning. For instance, pupils in Year 2 work with partners to check their writing against their individual targets. Teachers' questions could, however, sometimes be more closely matched to pupils' different needs, for example to provide greater challenge for more-able pupils.

The broad and balanced curriculum is well planned to develop pupils' literacy and numeracy skills. The school provides many first-hand experiences which enhance pupils' personal development. For instance, pupils have imaginative learning opportunities to study the works of artists such as Giacomo Balla, and to produce their own paintings using his techniques. The school participates in the Working with Others programme which has a good impact in developing pupils' team-working, communication and problem-solving skills. Pupils also learn about issues of personal safety and healthy living. Provision for physical education has been enhanced by work on gymnastics organised through the local sports partnership. Although the school is well equipped with computers and interactive whiteboards, teachers do not make consistently good use of these facilities in their lessons. There is good enrichment through a range of visitors and visits, for example to local historical sites, and through the outstanding extra-curricular programme.

Staff are committed to the caring ethos and meet pupils' needs very well, especially any who may be at risk. The special educational needs coordinator does much to support vulnerable pupils and promotes the training of teaching assistants, for example in autism awareness, for which the school has gained an award. The school's recent actions have had a positive impact in improving attendance. However, more remains to be done to consolidate this through continuing to raise the awareness of the importance of regular attendance with every parent and carer.

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The early morning club provides good facilities for those who attend.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher offers the school a clear direction. Other members of the senior team also make important contributions, for example, by leading subjects such as English and mathematics, or managing special needs provision. Members of the governing body have a good understanding of the school's many strengths and few areas for development. They are effective in the role of critical friends, and have developed the confidence to offer greater challenge to the school. School leaders are deeply committed to the promotion of equal opportunities. They have ensured good participation by pupils who may be vulnerable, and good academic performance by all groups. There is no evidence of any discrimination. The wide range of partnerships provides good support for pupils' well-being through links with external agencies, and for their learning, for instance in the provision of after-school physical activities. Through the partnership with the local group of schools, specialist training has been provided for teaching assistants, for example to support pupils with speech and language problems or with mental health difficulties.

The school's promotion of community cohesion is satisfactory. The school itself forms an inclusive community. A good range of neighbourhood links has been developed, for example with the local parish and with other schools in the locality, including the feeder junior school. Staff celebrate with pupils aspects of other cultures, such as Chinese New Year and the Hindu festival of Diwali. However, the school acknowledges that cohesion at the national and international levels is not yet well developed. The school's systems meet all the requirements for safeguarding. School leaders are punctilious about their responsibility to safeguard pupils. Procedures and arrangements are rigorously undertaken and include good collaboration with outside agencies, where necessary. The policies for child protection, race equality and anti-bullying, thorough risk assessments and up-to-date staff training in child protection, ensure that pupils are effectively safeguarded.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and</b>	<b>2</b>
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<b>driving improvement</b> Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	2
<b>The effectiveness of the school’s engagement with parents and carers</b>	2
<b>The effectiveness of partnerships in promoting learning and well-being</b>	2
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	2
<b>The effectiveness of safeguarding procedures</b>	2
<b>The effectiveness with which the school promotes community cohesion</b>	3
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## Early Years Foundation Stage

Children quickly settle to school life, and make particularly good relationships with adults and other children. They develop positive attitudes to learning, including good concentration when working independently, and good skills in cooperating with others. Their good behaviour is an important factor in keeping themselves and others safe. Children become keen, confident learners, who enjoy the good range of activities, whether they are undertaking tasks led by the teachers or choosing activities themselves. As a result, they make good progress, including those with special educational needs and/or disabilities and any for whom English is an additional language. On entry to Year 1, their knowledge and skills have improved and are close to average, though scores in some aspects of mathematical development, including calculation, are lower than in other areas.

Teachers and assistants cooperate well to support children’s learning and welfare. They know the children well and have created an attractive, safe environment indoors and in the outside area. The very good working atmosphere ensures that all children are successfully engaged. As one parent noted, ‘My son receives the support he needs to help reach his learning targets.’ The staff provide many interesting activities to extend children’s speaking and listening skills, and to promote understanding of sounds and letters, through good use of questioning. This provides good opportunities to consolidate learning. However, the practical activities following lessons in early mathematics sometimes do not provide sufficient opportunities to consolidate children’s understanding of calculation work. The staff set high expectations and have developed effective classroom routines, leading to children’s good habits of working. The pace of most lessons is well judged. Occasionally, however, learning lacks pace, for instance in some whole-class work, where more practice would take place if children were taught in smaller groups, led by the teachers and assistants.

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Assistants as well as teachers contribute to the well-developed arrangements to observe children’s development and assess their progress. From this information, staff create good records showing each child’s progress. Thorough use of assessment information also ensures that subsequent planning offers challenging activities. Better communication, for instance the so-called ‘six weeks in’ meetings and the regular letters home, has resulted in an improved partnership with parents. Links with a range of external agencies contribute well to the school’s good quality care. The coordinator is enthusiastic and uses the results of self-evaluation activities well to set new priorities, including improvements to teaching and learning. Since the last inspection, good progress has been made in improving provision, including the outdoor learning area.

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

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

## Views of parents and carers

The rate of return of completed questionnaires was broadly average. Most parents and carers who responded hold very positive views about the school. Almost all feel that the school keeps their children safe and helps them to adopt healthy lifestyles. Most think that their children’s needs are met. Inspectors endorse these judgements. Most parents and carers believe that the school deals effectively with unacceptable behaviour. Inspectors judge that pupils behave well in school. Most parents and carers also feel that the school is well led and managed. Inspectors judge that leadership and management are good.

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

Ofsted invited all the registered parents and carers of pupils registered at Bartons Infant 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	71	13	27	0	0	0	0
The school keeps my child safe	32	67	15	31	1	2	0	0
The school informs me about my child’s progress	24	50	23	48	1	2	0	0
My child is making enough progress at this school	27	56	20	42	1	2	0	0
The teaching is good at this school	31	65	17	35	0	0	0	0
The school helps me to support my child’s learning	31	65	16	33	1	2	0	0
The school helps my child to have a healthy lifestyle	27	56	20	42	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)	22	46	17	35	1	2	0	0
The school meets my child’s particular needs	26	54	18	38	1	2	0	0
The school deals effectively with unacceptable behaviour	23	48	20	42	1	2	0	0
The school takes account of my suggestions and concerns	26	54	18	38	0	0	0	0
The school is led and managed effectively	33	69	12	25	0	0	0	0
Overall, I am happy with my child’s experience at this school	32	67	15	31	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 are 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](http://www.ofsted.gov.uk)).

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

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 December 2011

Dear Pupils

### **Inspection of Bartons Infant School, Bognor Regis PO22 9BH**

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at break times and lunchtimes. Inspectors judge that you go to a good school.

These are the main things that we found out about your school.

- Your school is welcoming and helps you to learn well.
- You enjoy school and your behaviour at school is good.
- You have very good relationships with the adults who take good care of you.
- You feel very safe in school and have a good understanding of how to keep yourselves fit and healthy.
- You make good contributions to your school and in the local area.
- The teaching and the curriculum in your school are good.
- You achieve well. You make good progress, so that by the end of Year 2, your attainment is above average.
- The headteacher and the other leaders know what to do to continue to improve your school.
- Almost all your parents and carers are happy with your experience at school.

We have also asked the headteacher and the governing body to help the school to become even better by doing two things.

- Do more in the coming months to make sure that your attendance continues to improve and to be consistently average or better.
- Give you more opportunities for contact with other people, not just in your local area but also elsewhere in this country and in different parts of the world.

You can help by attending school regularly, and by continuing to work hard so that the school can improve even more. We wish you every success in the future.

Yours sincerely

Chris Grove  
Lead inspector

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